

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Senior Secondary School Supplementary Examination, 2025**  
**SOCIOLOGY (039) Q.P. CODE 62/S**

**General Instructions: -**

<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
<b>2</b>	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”</b>
<b>3</b>	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In <span style="color: red;">class-XII</span>, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
<b>4</b>	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
<b>5</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
<b>6</b>	Evaluators will mark( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
<b>7</b>	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
<b>8</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
<b>9</b>	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
<b>10</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.

11	A full scale of marks _____80 (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is In view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:-</p> <ul style="list-style-type: none"> <li>• Giving more marks for an answer than assigned to it.</li> <li>• Wrong totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Leaving answer or part thereof unassessed in an answer book.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>• Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any un assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the <b>“Guidelines for spot Evaluation”</b> before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

**MARKING SCHEME  
SOCIOLOGY**

**Set-4**

	<b>SECTION A</b>	
1	A	1
2	C	1
3	D	1
4	B	1
5	D	1
6	B	1
7	C	1
8	A	1
9	C	1
10	C	1
11	D	1
12	B	1
13	A	1
14	B	1
15	B	1
16	B	1
	<b>SECTION B</b>	
<b>Q17</b>	<p><b>"It is striking that the lowest child sex ratios are found in the most prosperous regions of India. According to the Economic Survey for a recent year, Maharashtra, Punjab, Haryana, Chandigarh and Delhi are having high per capita income and the child sex ratio of these states is still low. So the problem of selective abortions is not due to poverty or ignorance or lack of resources."</b></p> <p><b>Why are selective abortions prevalent in the most prosperous regions of India?</b></p>	<b>1+1=2</b>
<b>Ans</b>	<ul style="list-style-type: none"> <li>Sometimes economically prosperous families decide to have fewer children – often only one or two now – they may also wish to choose the sex of their child.</li> <li>This becomes possible with the availability of ultra-sound technology although govt has passed strict laws banning this practice.</li> </ul>	
<b>Q18</b>	<p><b>(a) Is language the only most powerful instrument for the formation of ethno-national identity and statehood in India? Substantiate your answer with a suitable reason.</b></p>	<b>1+1=2</b>
<b>Ans</b>	<ul style="list-style-type: none"> <li>No, language is not the only most powerful instrument for the formation of ethno-national identity and statehood in India.</li> <li>Reason: In the creation of three new states in 2000, namely Chhattisgarh, Uttaranchal and Jharkhand, language did not play a prominent role. Rather, a combination of ethnicity based on tribal identity, language, regional deprivation and ecology provided the basis for intense regionalism resulting in statehood.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) "Minority group can be called disadvantaged in one sense but not in the other." Support the statement with suitable examples.</b></p>	

Ans.	<ul style="list-style-type: none"> <li>• Example- Religious minorities like the Parsis or Sikhs may be relatively well-off economically.</li> <li>• But they may still be disadvantaged in a cultural sense because of their small numbers relative to the overwhelming majority of Hindus. Religious or cultural minorities need special protection because of the demographic dominance of the majority.</li> </ul>	1+1=2
Q19	<b>"Gandhi took items of everyday mass consumption and transformed them into symbols of resistance." Identify the two symbols and show the use of any one symbol of resistance.</b>	1+1=2
Ans	<ul style="list-style-type: none"> <li>• Gandhi took items of everyday mass consumption like cloth and salt, and transformed them into symbols of resistance.</li> <li>• Mahatma Gandhi wore khadi, hand-spun, hand-woven cloth, to support Indian cotton-growers, spinners and weavers whose livelihoods had been destroyed by the government policy of favouring mill-made cloth.</li> <li>• The legendary Dandi March to make salt was a protest against British taxation policies that placed a huge burden on the consumers of basic commodities. (Any Two)</li> </ul>	
Q20	<b>(a) Why do wealthy farmers often prefer to employ migrant workers for harvesting?</b>	1+1=2
Ans	<ul style="list-style-type: none"> <li>• Migrant workers are more easily exploited.</li> <li>• They can be paid lower wages.</li> </ul> <p style="text-align: center;"><b>OR</b></p>	
	<b>(b) How did benami transfers enable the landowners to keep control over their land?</b>	2
Ans	Mostly big landowners were able to escape from having their surplus land taken over by the state. Some rich farmers actually divorced their wives (but continued to live with them) in order to avoid the provisions of the Land Ceiling Act, which allowed a separate share for unmarried women but not for wives. These were also called 'benami transfers'.	
Q21	<b>"Land is also the most important form of property. But land is not just a 'means of production', nor just a 'form of property'. Nor is agriculture just a form of livelihood." Give examples to show the close connection between agriculture and culture.</b>	2
Ans	Most of the New Year festivals in different regions of India – such as Pongal in Tamil Nadu, Bihu in Assam, Baisakhi in Punjab and Ugadi in Karnataka. – These festivals celebrate the main harvest season and herald the beginning of a new agricultural season.	
Q22	<b>"We often hear the phrase 'knowledge economy' to describe the growth of IT sector in India. But how do you compare the skills of a farmer who knows how to grow many hundreds of crops relying on his or her understanding of the weather, the soil and the seeds, with the knowledge of a software professional?"</b>	2
	<b>What does Harry Braverman say about 'knowledge economy'?</b>	
Ans	According to Harry Braverman, the use of machinery actually deskills workers. For example, earlier architects and engineers had to be skilled draughtsmen, now the computer does a lot of the work for them.	
Q23	<b>"Foreign products are now easily available in Indian shops. As a result of liberalisation,</b>	1+1=2



	<ul style="list-style-type: none"> <li>The coming of private property in land has also adversely affected tribals, whose community-based forms of collective ownership were placed at a disadvantage.</li> <li>Many tribal concentration regions and states have also been experiencing the problem of heavy in-migration of non-tribals in response to the pressures of development. This threatens to disrupt and overwhelm tribal communities and cultures, besides accelerating the process of exploitation of tribals. Eg. Tripura, Jharkhand and Arunachal Pradesh.</li> </ul> <p>(Any Four)</p>	
Q27	<p><b>"It is true that hard work matters, and so does individual ability. If all other things were equal, then personal effort, talent and luck would surely account for all the differences between individuals. But, as is almost always the case, all other things are not equal.</b></p> <p><b>In every society, some people have a greater share of valued resources money, property, education, health, and power- than others."</b></p> <p><b>Explain how the social resources are divided into three forms of capital. Can these forms of capital overlap? Give reasons for your answer.</b></p>	1+1+1+1 =4
Ans	<p>Social Resources can be divided into three forms of capital –</p> <ul style="list-style-type: none"> <li>Economic capital in the form of material assets and income.</li> <li>Cultural capital such as educational qualifications and status.</li> <li>Social capital in the form of networks of contacts and social associations.</li> </ul> <p>Often, these above three forms of capital overlap and one can be converted into the other.</p> <ul style="list-style-type: none"> <li>For Eg: a person from a well-off family (economic capital) can afford expensive higher education and so can acquire cultural or educational capital. Someone with influential relatives and friends (social capital) may- Through access to good advice, recommendations or information – manage to get a well-paid job.</li> </ul>	
Q28	<p><b>(a) "The extensive importation of cheap European piecegoods and utensils, and the establishment in India itself of numerous factories of the Western type, have more or less destroyed many village industries."</b></p> <p><b>How did British industrialization lead to deindustrialisation in some sectors of India?</b></p>	1+1+1+1 =4
Ans	<ul style="list-style-type: none"> <li>Decline of old urban centres.</li> <li>Just as manufacturing boomed in Britain, traditional exports of cotton and silk manufactures from India declined in the face of Manchester competition.</li> <li>This period also saw the further decline of cities such as Surat and Masulipatnam while Bombay and Madras grew.</li> <li>When the British took over Indian states, towns like Thanjavur, Dhaka, and Murshidabad lost their courts and, therefore, some of their artisans and court gentry.</li> <li>Unlike Britain where the impact of industrialisation led to more people moving into urban areas, in India the initial impact of the same British industrialisation led to more people moving into agriculture.</li> </ul> <p>(Any Four)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Writing on the different kinds of urbanisation after independence, sociologist M.S.A. Rao argued that in India many villages all over India are becoming increasingly subject</b></p>	1+1+1+1 =4

<p><b>Ans</b></p>	<p><b>to the impact of urban influences.</b></p> <p><b>Explain the different situations of urban impact as given by M.S.A. Rao.</b></p> <ul style="list-style-type: none"> <li>• Firstly, there are villages in which a sizeable number of people have sought employment in far-off cities. They live there leaving behind the members of their families in their natal villages.</li> <li>• The second kind of urban impact is to be seen in villages which are situated near an industrial town.</li> <li>• When an industrial town like Bhilai comes up in the midst of villages, some villages are totally uprooted while the lands of others are partially acquired. The latter are found to receive an influx of immigrant workers, which not only stimulates a demand for houses and a market inside the village but creates problems of ordering relationships between the native residents and the immigrants.</li> <li>• The growth of metropolitan cities accounts for the third type of urban impact on the surrounding villages. While a few villages are totally absorbed in the process of expansion, only the land of many others, excluding the inhabited area, is used for urban development.</li> </ul>	
<p><b>Q29</b></p> <p><b>Ans</b></p>	<p><b>Home workers are paid on piece-rate basis. Using the example of the Bidi industry, explain the concept.</b></p> <ul style="list-style-type: none"> <li>• Piece rate wage: Payment on the basis of items produced.</li> <li>• This work is mainly done by women and children. An agent provides raw materials and also picks up the finished products. Home workers are paid on a piece-rate basis, depending on the number of pieces they make.</li> <li>• For example- The process of making bidis starts in forested villages where villagers pluck tendu leaves and sell it to the forest department or a private contractor who in turn sells it to the forest department.</li> <li>• On average a person can collect 100 bundles (of 50 leaves each) a day. The government then auctions the leaves to bidi factory owners who give it to the contractors. The contractor in turn supplies tobacco and leaves to home-based workers.</li> <li>• These workers, mostly women, roll the bidis – first dampening the leaves, then cutting them, filling in tobacco evenly and then tying them with thread.</li> <li>• The contractor picks up these bidis and sells them to the manufacturer who roasts them, and puts on his own brand label.</li> <li>• The manufacturer then sells them to a distributor who distributes the packed bidis to wholesalers who in turn sell to the neighbourhood pan shops. (Any Four)</li> </ul>	<p><b>1+1+1+1 = 4</b></p>
<p><b>Q30</b></p> <p><b>Ans</b></p>	<p><b>"Rituals have also secular dimensions as distinct from secular goals." Explain.</b></p> <ul style="list-style-type: none"> <li>• Rituals have also secular dimensions as distinct from secular goals. They provide men and women with occasions for socialising with their peers and superiors.</li> <li>• On occasions, they show off the family's wealth, clothing and jewellery.</li> <li>• During the last few decades, the economic, political and status dimensions of ritual have become increasingly significant. Eg. the number of cars lined up outside a</li> </ul>	<p><b>1+1+1+1 =4</b></p>

	<p>wedding house and the VIPs who attended the wedding.</p> <ul style="list-style-type: none"> <li>These families are considered as high standing in the local community.</li> </ul>	
Q31	<p><b>"Each of us grows up as a member of a community from which we acquire ideas not just about our 'community', our 'caste' or 'class', our 'gender', but also about others. Often these ideas reflect prejudices."</b></p> <p><b>What are Prejudices? Can they only be negative? Give reasons for your answer.</b></p>	1+1+1+1=4
Ans	<ul style="list-style-type: none"> <li>The word literally means 'pre-judgement'. Prejudices refer to pre-conceived opinions or attitudes held by members of one group towards another.</li> <li>Prejudice may be either positive or negative. Although the word is generally used for negative pre-judgements, it can also apply to favourable pre-judgement.</li> <li>A prejudiced person's preconceived views are often based on hearsay rather than on direct evidence, and are resistant to change even in the face of new information.</li> <li>For example, a person may be prejudiced in favour of members of his/her own caste or group and – without any evidence – believe them to be superior to members of other castes or groups.</li> </ul>	
Q32	<p><b>"We saw that land reforms have had only a limited impact on rural society and agrarian structure in most regions. In contrast the Green Revolution of the 1960s and 1970s brought about significant changes in the areas where it took place."</b></p> <p><b>Explain the Green Revolution and its social consequences.</b></p>	1+1+1+1=4
Ans	<p>The Green Revolution of the 1960s and 1970s brought about significant changes. It was a government programme of agricultural modernization which was funded by international agencies that was based on providing high-yielding variety (HYV) or hybrid seeds along with pesticides, fertilisers, and other inputs.</p> <p><b>Social consequences:</b></p> <ul style="list-style-type: none"> <li>Agricultural productivity increased sharply because of the new technology.</li> <li>It was primarily the medium and large farmers who were able to benefit from the new technology.</li> <li>The farmers who were able to produce a surplus for the market were able to reap the most benefits from the Green Revolution.</li> <li>In the beginning, it led to increase in inequalities in rural society.</li> <li>It led to the displacement of the service caste groups who used to carry out these agriculture-related activities. This process of displacement also increased the pace of rural-urban migration.</li> <li>The ultimate outcome of the Green Revolution was a process of 'differentiation' in which the rich grew richer and many of the poor stagnated or grew poorer.</li> <li>In market oriented cultivation, especially where a single crop is grown, a fall in prices or a bad crop can spell financial ruin for farmers.</li> <li>Green Revolution led to the worsening of regional inequalities. The areas that underwent this technological transformation became more developed while other areas stagnated.</li> <li>In view of the negative environmental and social impact of modern methods of cultivation, a number of scientists as well as farmers' movements show a return to traditional and more organic seeds and methods of cultivation.</li> </ul> <p>(Any Three)</p>	
Q33	<p><b>The pyramid for 2026 is the estimated future size of the relevant age groups based on data on the past rates of growth of each group. The pyramids highlight the effect of a</b></p>	



Ans	<p>gradual fall in the birth-rate and rise in life expectancy. As more and more people begin to live to an old age, the top of the pyramid grows wider. As relatively fewer births take place the bottom of the pyramid grows narrower. The middle of the pyramid grows wider and wider as its share of the total population increases. This creates a 'bulge' in the middle age group that is found in the pyramid for 2026. This is what is referred to as 'Demographic Dividend'.</p> <p><b>(a) How do population pyramids help make population projections?</b></p>	2
Ans	<p>The pyramid shows the estimated future size of the relevant age groups based on data on the past rates of growth of each age group. Such estimates are also called 'projections'.</p> <p><b>(b) How does India benefit from 'demographic dividend'? Write four points to support your answer.</b></p> <ul style="list-style-type: none"> <li>• The bias towards younger age groups in the age structure is believed to be an advantage for India as it will lead to economic growth and prosperity.</li> <li>• This dividend arises from the fact that the current generation of working-age people is a relatively large one.</li> <li>• It has only a relatively small dependent people to support.</li> <li>• But this potential can be converted into actual growth only if the rise in the working age group is accompanied by increasing levels of education and employment to stimulate the economy.</li> </ul>	1+1+1+1=4
Q34 Ans	<p><b>Environmental movements often also contain economic identity issues. Discuss.</b></p> <ul style="list-style-type: none"> <li>• The Chipko Movement is a suitable example of ecological or environmental movements.</li> <li>• The government forest contractors came to cut down the trees but the villagers including large number of women, stepped forward to hug the trees to prevent their being felled.</li> <li>• This conflict placed the livelihood needs of poor villagers against the government's desire to generate revenues from selling timber.</li> <li>• The economy of subsistence was pitted against the economy of profit.</li> <li>• Cutting down natural forests was a form of environmental destruction that had resulted in devastating floods and landslides in the region.</li> <li>• For the villagers, these 'red' and 'green' issues were interlinked.</li> <li>• While their survival depended on the survival of the forest, they also valued the forest for its own sake as a form of ecological wealth that benefits all. (Any Six)</li> </ul>	1+1+1+1+1+1=6
Q35 Ans	<p><b>Differentiate between assimilationist and integrationist policies. Discuss the strategies with relevant examples.</b></p> <ul style="list-style-type: none"> <li>• Policies that promote assimilation are aimed at persuading, encouraging or forcing all citizens to adopt a uniform set of cultural values and norms. These values and norms</li> </ul>	2+4=6

	<p>are usually entirely or largely those of the dominant social group. Other, non-dominant or subordinated groups in society are expected or required to give up their own cultural values and adopt the prescribed ones.</p> <ul style="list-style-type: none"> <li>• Policies promoting integration are different in style but not in overall objective: they insist that the public culture be restricted to a common national pattern, while all 'non-national' cultures are to be relegated to the private sphere. In this case too, there is the danger of the dominant group's culture being treated as 'national' culture.</li> </ul> <p>Assimilationist and integrationist strategies try to establish singular national identities through various interventions like:</p> <ul style="list-style-type: none"> <li>• Centralising all power to forums where the dominant group constitutes a majority, and eliminating the autonomy of local or minority groups.</li> <li>• Imposing a unified legal and judicial system based on the dominant group's traditions and abolishing alternative systems used by other groups.</li> <li>• Adopting the dominant group's language as the only official 'national' language and making its use mandatory in all public institutions.</li> <li>• Promotion of the dominant group's language and culture through national institutions including state-controlled media and educational institutions.</li> <li>• Adoption of state symbols celebrating the dominant group's history, heroes and culture, reflected in such things as choice of national holidays or naming of streets etc.</li> <li>• Seizure of lands, forests and fisheries from minority groups and indigenous people and declaring them 'national resources'.</li> </ul> <p style="text-align: right;">(Any Four)</p>	
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