

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026 (X<sup>th</sup>)**  
**SOCIAL SCIENCE. (087) (Q.P. CODE /Set No 32/4/1)**

**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 Newspaper/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 Class-X, 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>	<b>The question paper has been divided into four (04) sections i.e. Section-A, Section-B, Section-C and Section-D. Section- A is History, Section-B is Geography, Section-C is Political Science and Section-D is Economics.</b>  1. Students will divide the answer book in 04 sections in Social Science for writing answers.2. Replies of questions are to be written only within the space identified for the concerned section only.3. Reply of a section should not be written or mixed in any other section.4. In case, if replies are mixed, these will not be evaluated, and no marks will be awarded.5. Such mistakes will not be accepted and addressed even during verification or revaluation process after the results are declared.
<b>5</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>6</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>7</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>8</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>9</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>10</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> .

11	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
12	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.
13	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.
14	<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>• Leaving answer or part thereof unassessed in an answer book.</li> <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>• 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>
15	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.
16	Any unassessed 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.
17	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
18	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.
19	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**  
**Social Science (Subject Code- 087)**  
**(PAPER CODE: 32/4/1)- 2026**

**Set-1**

**M.M: 80**

<b>Q. No.</b>	<b>EXPECTED VALUE POINTS</b>	<b>Pg No.</b>	<b>Marks</b>
	<b>SECTION – A</b> <b>History</b>		
<b>1.</b>	(C) IV, III, II, I	<b>35,38, 41,44</b>	<b>1</b>
<b>2.</b>	(A) Both (A) and (R) are true and (R) is the correct explanation of (A).	<b>55</b>	<b>1</b>
<b>3.</b>	(D) Book making  <b>Note: Following question is for Visually Impaired Candidates only in lieu of question no. 3.</b>  (D) Batala	<b>105</b>  <b>125</b>	<b>1</b>  <b>1</b>
<b>4.</b>	(C) Jyotiba Phule - Gulamgiri	<b>126</b>	<b>1</b>
<b>5.(a)</b>	<b>“Food offered many examples of long-distance cultural exchange during pre-modern times.” Explain the statement with any two examples.</b>  (i) Common food such as potatoes, soya, groundnuts, maize, tomatoes, chillies, sweet potatoes etc. are believed to be introduced in Europe and Asia from America. (ii) Spaghetti and noodles travelled west from China. (iii) Any other relevant point.  <b>(Any two points to be explained.)</b>  <b>OR</b>	<b>54</b>	<b>2x1=2</b>
<b>5.(b)</b>	<b>Trade and cultural exchange went hand-in-hand during pre-modern times.” Explain the statement with any two examples.</b>  (i) The silk routes are example of pre-modern trade and cultural links between distant parts of the world. (ii) Chinese silk, pottery and textiles from India and Southeast Asia travelled to Europe and precious metals flowed from Europe to Asia. (iii) Early Christian missionaries and Muslim preachers travelled this route to Asia. (iv) Buddhism emerged from eastern India and spread in several directions through intersecting points on the silk routes. (v) Any other relevant point.  <b>(Any two points to be explained.)</b>	<b>54</b>	<b>2x1=2</b>

6.(a)	<p><b>Evaluate the role of print in the French Revolution.</b></p> <ul style="list-style-type: none"> <li>(i) Print popularised the ideas of the Enlightenment thinkers.</li> <li>(ii) Their writings provided a critical commentary on tradition, superstition and despotism.</li> <li>(iii) They argued for the rule of reason rather than custom, and demanded that everything be judged through the application of reason and rationality.</li> <li>(iv) They attacked the sacred authority of the Church and the despotic power of the state, thus eroding the legitimacy of a social order based on tradition.</li> <li>(v) The writings of Voltaire and Rousseau were read widely; and those who read these books saw the world through new eyes, that were questioning, critical and rational.</li> <li>(vi) Print created a new culture of dialogue and debate.</li> <li>(vii) All values, norms and institutions were re-evaluated and discussed by a public that had become aware of the power of reason, and recognised the need to question existing ideas and beliefs.</li> <li>(viii) By the 1780s there was an outpouring of literature that mocked the royalty and criticised their morality and raised questions about the existing social order.</li> <li>(ix) Cartoons and caricatures suggested that the monarchy remained absorbed only in sensual pleasures and common people kept on suffering immense hardships.</li> <li>(x) Any other relevant point.</li> </ul> <p><b>(Any three points to be evaluated.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>6.(b) Evaluate the role of Buddhist Missionaries in printing culture.</b></p> <ul style="list-style-type: none"> <li>(i) Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770.</li> <li>(ii) The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra, containing six sheets of text and woodcut illustrations.</li> <li>(iii) Pictures were printed on textiles, playing cards and paper money.</li> <li>(iv) In the late eighteenth century, in the flourishing urban circles at Edo (later to be known as Tokyo), illustrated collections of paintings depicted an elegant urban culture.</li> <li>(v) Libraries and bookstores were packed with hand-printed material of various types – books on women, musical instruments, calculations, tea ceremony, flower arrangements, proper etiquette, cooking and famous places.</li> <li>(vi) Any other relevant point.</li> </ul> <p><b>(Any three points to be evaluated.)</b></p>	115	3x1=3
6.(b)	<p><b>Evaluate the role of Buddhist Missionaries in printing culture.</b></p> <ul style="list-style-type: none"> <li>(i) Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768-770.</li> <li>(ii) The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra, containing six sheets of text and woodcut illustrations.</li> <li>(iii) Pictures were printed on textiles, playing cards and paper money.</li> <li>(iv) In the late eighteenth century, in the flourishing urban circles at Edo (later to be known as Tokyo), illustrated collections of paintings depicted an elegant urban culture.</li> <li>(v) Libraries and bookstores were packed with hand-printed material of various types – books on women, musical instruments, calculations, tea ceremony, flower arrangements, proper etiquette, cooking and famous places.</li> <li>(vi) Any other relevant point.</li> </ul> <p><b>(Any three points to be evaluated.)</b></p>	106	3x1=3

7.(a)	<p><b>Describe the process of unification of Germany.</b></p> <ul style="list-style-type: none"> <li>(i) Nationalist feelings were widespread among middle-class Germans, who in 1848 tried to unite the different regions of the German confederation into a nation-state governed by an elected parliament.</li> <li>(ii) This liberal initiative to nation-building was repressed by the combined forces of the monarchy and the military, supported by the large landowners (called Junkers) of Prussia.</li> <li>(iii) Prussia took on the leadership of the movement for national unification.</li> <li>(iv) Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy.</li> <li>(v) Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.</li> <li>(vi) In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.</li> <li>(vii) Any other relevant point.</li> </ul> <p><b>(Any five points to be described.)</b></p> <p style="text-align: center;"><b>OR</b></p>	19	5X1=5
7.(b)	<p><b>Describe the process of unification of Italy.</b></p> <ul style="list-style-type: none"> <li>(i) During the middle of the nineteenth century, Italy was divided into seven states, of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.</li> <li>(ii) The north was under Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were under the domination of the Bourbon kings of Spain.</li> <li>(iii) During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian Republic.</li> <li>(iv) He had also formed a secret society called Young Italy for the dissemination of his goals.</li> <li>(v) The failure of revolutionary uprisings both in 1831 and 1848 meant that the mantle now fell on Sardinia-Piedmont under its ruler King Victor Emmanuel II to unify the Italian states through war.</li> <li>(vi) In the eyes of the ruling elites of this region, a unified Italy offered them the possibility of economic development and political dominance.</li> <li>(vii) Through a tactful diplomatic alliance with France engineered by Chief Minister Cavour, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859.</li> <li>(viii) Apart from regular troops, a large number of armed volunteers under the leadership of Giuseppe Garibaldi joined the fray.</li> <li>(ix) In 1860, they marched into South Italy and the Kingdom of the two Sicilies and succeeded in winning the support of the local peasants in order to drive out the Spanish rulers.</li> <li>(x) In 1861 Victor Emmanuel II was proclaimed king of united Italy.</li> <li>(xi) Any other relevant point.</li> </ul> <p><b>(Any five points to be described.)</b></p>	20	5X1=5

8.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b><i>Quit India Movement</i></b></p> <p><i>The failure of the Cripps Mission and the effects of World War II created widespread discontentment in India. This led Gandhiji to launch a movement calling for complete withdrawal of the British from India. The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India. On 8th August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech. The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement. People observed hartals, and demonstrations and processions were accompanied by national songs and slogans. The movement was truly a mass movement which brought into its ambit thousands of ordinary people, namely students, workers and peasants. It also saw the active participation of leaders, namely, Jayprakash Narayan, Aruna Asaf Ali and Ram Manohar Lohia and many women such as Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Orissa. The British responded with much force, yet it took more than a year to suppress the movement.</i></p> <p><b>(8.1) How did the failure of the Cripps Mission contribute to the launch of the Quit India Movement? (1)</b></p> <p>(i) The failure of the Cripps Mission created widespread discontentment in India. This led Gandhiji to launch Quit India movement calling for complete withdrawal of the British from India.</p> <p>(ii) Any other relevant point.</p> <p><b>(Any one point to be explained.)</b></p> <p><b>(8.2) Why was Gandhiji's call for 'the Quit India' considered historic? (1)</b></p> <p>(i) The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India.</p> <p>(ii) On 8th August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech.</p> <p>(iii) The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement.</p> <p>(iv) Any other relevant point.</p> <p><b>(Any one point to be explained.)</b></p> <p><b>(8.3) Explain the role of women in making the Quit India Movement more inclusive. (2x1=2)</b></p> <p>(i) The Quit India movement saw the active participation of many women leaders like Aruna Asaf Ali and Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Orissa.</p> <p>(ii) They participated in large numbers in hartals, and demonstrations and processions accompanied by national songs and slogans.</p> <p>(iii) Any other relevant point.</p> <p><b>(Any two point to be explained.)</b></p>	49	1+1+2 =4
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9.	<p>- Please see Attached map.</p> <p><b>Note: Following question is for Visually Impaired Candidates only in lieu of Question No. 9.</b></p> <p>9.1. Name the place where Gandhiji broke the Salt Law. - <b>Dandi</b></p> <p>9.2. Name the place where the session of Indian National Congress was held in 1920 in Eastern India. - <b>Calcutta (Kolkata)</b></p>		<p>1+1=2</p> <p>1</p> <p>1</p>
	<b>SECTION – B</b>		
	<b>Geography</b>		
10.	(C) Arid Soil	9	1
11.	(B) Tehri	16	1
12.	(D) a-ii, b-iv, c-i, d-iii	15	1
13.	(A) Non-Metallic	43	1
14.	(D) Forest	5	1
15.	(A) Sugarcane	36	1
16.	<p><b>If every farmer in India follows modern farming practices, explain any two positive changes this could bring to villages.</b></p> <p>(i) Modern farming practices will facilitate optimum use of water and other resources. (ii) There will be increase in agricultural productivity. (iii) Economic status will get better. (iv) More employment opportunities will be generated. (v) Any other relevant point.</p> <p><b>(Any two points to be explained.)</b></p>	38	2x1=2
17.(a)	<p><b>Examine the role of petroleum as an important source of energy and describe its distribution in India.</b></p> <p><b>Petroleum as an important source of energy-</b></p> <p>(i) Petroleum or mineral oil is the next major energy source in India after coal. It provides fuel for heat and lighting. (ii) It provides lubricants for machinery. (iii) It provides raw materials for a number of manufacturing industries like synthetic textile, fertiliser and numerous chemical industries. (iv) Any other relevant point.</p> <p><b>(Any three points to be examined.) (3x1=3)</b></p>	52	3+2=5

	<p><b>Distribution of Petroleum-</b></p> <ul style="list-style-type: none"> <li>(i) Mumbai High, Gujarat and Assam are major petroleum production areas in India.</li> <li>(ii) Ankeleshwar is the most important field of Gujarat.</li> <li>(iii) Assam is the oldest oil producing state of India.</li> <li>(iv) Digboi, Naharkatiya and Moran-Hugrija are the important oil fields in Assam.</li> <li>(v) Any other relevant point.</li> </ul> <p style="text-align: center;">(Any two points to be described.) (2x1=2)</p> <p style="text-align: center;"><b>OR</b></p>		
17.(b)	<p><b>Examine the role of coal as an important energy resource and describe its distribution in India.</b></p> <p><b>Coal as an important energy resource</b></p> <ul style="list-style-type: none"> <li>(i) Coal is the most abundantly available fossil fuel in India. It provides a substantial part of the nation's energy needs.</li> <li>(ii) It is used for power generation.</li> <li>(iii) It is used to supply energy to industry as well as for domestic needs.</li> <li>(iv) India is highly dependent on coal for meeting its commercial energy requirements.</li> <li>(v) Any other relevant point.</li> </ul> <p style="text-align: center;">(Any three points to be examined.) (3x1=3)</p> <p><b>Distribution of Coal in India-</b></p> <ul style="list-style-type: none"> <li>(i) The principal lignite reserves are in Neyveli in Tamil Nadu and are used for generation of electricity.</li> <li>(ii) The major resources of Gondwana coal, which are metallurgical coal, are located in Damodar valley (West Bengal- Jharkhand). Jharia, Raniganj, Bokaro are important coalfields.</li> <li>(iii) The Godavari, Mahanadi, Son and Wardha valleys also contain coal deposits.</li> <li>(iv) Tertiary coals occur in the north eastern states of Meghalaya, Assam, Arunachal Pradesh and Nagaland.</li> <li>(v) Any other relevant point.</li> </ul> <p style="text-align: center;">(Any two points to be described.) (2x1=2)</p>	50	3+2=5
18.	<p><b>Read the given source and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Sardar Sarovar Project</b></p> <p><i>Sardar Sarovar Dam has been built over the Narmada river in Gujarat. This is one of the largest water resources projects of India covering four states – Maharashtra, Madhya Pradesh, Gujarat and Rajasthan. The Sardar Sarovar Project would meet the requirement of water in drought prone and desert areas. Sardar Sarovar Project will provide irrigation facilities to 18.45 lakh hectare of land, covering 3112 villages in 15 districts of Gujarat.</i></p>	23	1+1+2=4



	<p><i>It will also irrigate 2,46,000 hectares of land in the strategic desert districts of Barmer and Jalore in Rajasthan and 37,500 hectares in the tribal hilly tract of Maharashtra through lift. About 75% of the command area in Gujarat is drought prone while entire command in Rajasthan is drought prone. Assured water supply will soon make this area drought proof.</i></p>		
(18.1)	<p><b>Why is Sardar Sarovar Project considered important for Gujarat? (1)</b></p> <p>(i) Sardar Sarovar Project provides irrigation facilities to 18.45 lakh hectare of land, covering 3112 villages in 15 districts of Gujarat.</p> <p>(ii) Any other relevant point. (Any one point to be explained.)</p>		
(18.2)	<p><b>Why is Sardar Sarovar Project designed to cover four states? (1)</b></p> <p>(i) The Sardar Sarovar Project is designed to cover the requirement of water in drought prone and desert areas of all these four states.</p> <p>(ii) It is also aimed to provide irrigation facilities in some areas in Gujarat, Rajasthan and Maharashtra.</p> <p>(iii) Any other relevant point. (Any one point to be explained.)</p>		
(18.3)	<p><b>In what ways does this project promote sustainability? (2x1=2)</b></p> <p>(i) Sardar Sarovar Projects provides drinking water facilities to the draught prone areas of these states.</p> <p>(ii) It irrigates large areas of agricultural lands ensuring food security to large populations.</p> <p>(iii) It also generates hydro-electric energy which is renewable and clean energy source.</p> <p>(iv) It also ensures recharge of ground water supporting sustainable water management.</p> <p>(v) Any other relevant point. (Any two points to be explained.)</p>		
19	<p>- Please see attached Map</p> <p><b>Note: following question is for Visually Impaired Candidates only in lieu of Question No. 19. (Attempt any three)</b></p> <p>(i) Name the dam built on River Chenab in India. - <b>Salal Dam</b></p> <p>(ii) Name the place where nuclear power plant is located in Maharashtra. - <b>Tarapur</b></p> <p>(iii) Name the place where software technology park is located in Tamil Nadu. - <b>Chennai</b></p> <p>(iv) Name the place where international airport is located in Punjab. - <b>Amritsar</b></p>		<p><b>1+1+1 =3</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p> <p><b>1</b></p>

	<b>SECTION – C</b> <b>Political Science</b>																
<b>20.</b>	(A) Both (A) and (R) are correct and (R) is the correct explanation of (A).	<b>3</b>	<b>1</b>														
<b>21.</b>	(D) Thinking accommodations of various demands.  <b>Note: Following question is for Visually Impaired Candidates only in lieu of question no. 21.</b> (D) Towards citizens	<b>64</b>  <b>65</b>	<b>1</b>  <b>1</b>														
<b>22.</b>	(A) Communist Party of India (M) & Bhartiya Janta Party	<b>54-55</b>	<b>1</b>														
<b>23.</b>	(B) Only i, ii and iv are correct	<b>24-25</b>	<b>1</b>														
<b>24.</b>	<b>Suggest any two ways to promote Women’s Entrepreneurship in the economy.</b>  (i) Providing easy loans at low interest rate empower women to become an entrepreneur. (ii) Providing vocational training may encourage women run and grow their own business. (iii) Government should introduce women focused start-up schemes. (iv) Government should introduce subsidies and tax benefits to encourage women entrepreneur. (v) Any other relevant point.  <b>(Any two suggested points to be explained.)</b>	<b>31</b>	<b>2x1=2</b>														
<b>25.</b>	<b>Differentiate between democracy and dictatorship.</b> <table border="1"><thead><tr><th><b>Democracy</b></th><th><b>Dictatorship</b></th></tr></thead><tbody><tr><td>(i) It is a form of Government where people elect their leaders.</td><td>(i) A form of government where people have no role in selecting the ruler.</td></tr><tr><td>(ii) Government is accountable to the citizens.</td><td>(ii) Government is not accountable to the citizens.</td></tr><tr><td>(iii) Power lies with the people</td><td>(iii) Power lies with one person or small group of people.</td></tr><tr><td>(iv) Free &amp; fair elections are held at regular intervals.</td><td>(iv) Either elections are not held or they are not free and fair.</td></tr><tr><td>(v) People enjoy rights and freedom</td><td>(v) People do not get rights and freedom.</td></tr><tr><td>(vi) Any other relevant point.</td><td>(vi) Any other relevant point.</td></tr></tbody></table> <b>(Any two points of difference to be explained.)</b>	<b>Democracy</b>	<b>Dictatorship</b>	(i) It is a form of Government where people elect their leaders.	(i) A form of government where people have no role in selecting the ruler.	(ii) Government is accountable to the citizens.	(ii) Government is not accountable to the citizens.	(iii) Power lies with the people	(iii) Power lies with one person or small group of people.	(iv) Free & fair elections are held at regular intervals.	(iv) Either elections are not held or they are not free and fair.	(v) People enjoy rights and freedom	(v) People do not get rights and freedom.	(vi) Any other relevant point.	(vi) Any other relevant point.	<b>64</b>	<b>2x1=2</b>
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(v) People enjoy rights and freedom	(v) People do not get rights and freedom.																
(vi) Any other relevant point.	(vi) Any other relevant point.																

26.	<p><b>How does the Indian Constitution define the distribution of powers between the centre and the states? Explain with examples.</b></p> <p>The Constitution provides a three-fold distribution of legislative powers between the Union Government and the State Governments. It contains three lists:</p> <ul style="list-style-type: none"> <li>(i) Union List includes subjects of national importance, such as defence of the country, foreign affairs, banking, communications and currency.</li> <li>(ii) The Union Government alone can make laws relating to the subjects mentioned in the Union List as we need a uniform policy on these matters throughout the country.</li> <li>(iii) State List contains subjects of State and local importance, such as police, trade, commerce, education, forest, trade unions, marriage, adoption and succession.</li> <li>(iv) State government makes the laws relating to the subjects mentioned in this list.</li> <li>(v) Concurrent List includes subjects of the common interest to both the Union as well as the state governments, such as education, forest, trade unions, marriage, adoption and succession.</li> <li>(vi) Both the Union as well as the State governments can make laws on the subjects mentioned in this list. If their laws conflict with each other, the law made by the Union Government will prevail.</li> <li>(vii) There are some subjects like computer software that came up after the Constitution was made. Our Constitution has given the power to make laws on these 'residuary' subjects to the Union Government.</li> <li>(viii) Any other relevant point.</li> </ul> <p><b>(Any three points to be explained.)</b></p>	16	3x1=3
27.(a)	<p><b>Examine the role of political parties in a democracy.</b></p> <ul style="list-style-type: none"> <li>(i) Parties contest elections. In most democracies, elections are fought mainly among the candidates put up by political parties.</li> <li>(ii) Parties put forward different policies and programmes and the voters choose from them.</li> <li>(iii) Political parties reduce a vast multitude of opinions into a few basic positions which they support.</li> <li>(iv) Parties play a decisive role in making laws for a country.</li> <li>(v) Parties form and run governments. Big policy decisions are taken by political executives that come from the political parties.</li> <li>(vi) Those parties that lose in the elections play the role of opposition to the parties in power, by voicing different views and criticizing government for its failures or wrong policies.</li> <li>(vii) Parties shape public opinion. They raise and highlight issues.</li> <li>(viii) Parties sometimes also launch movements for the resolution of problems faced by people. Often opinions in the society crystallise on the lines parties take.</li> </ul>	48	5x1=5

	<p>(ix) Parties provide people access to government machinery and welfare schemes implemented by governments. For an ordinary citizen it is easy to approach a local party leader than a government officer.</p> <p>(x) Any other relevant point.</p> <p><b>(Any five points to be examined.)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>27.(b) Examine the need of the political parties in a democratic government.</b></p> <p>(i) In a large and complex societies political parties are needed to gather different views on various issues to present them to government.</p> <p>(ii) Political parties are needed to bring together representatives to form a responsible government.</p> <p>(iii) In the absence of political parties every candidate in the elections will be independent. So, no one will be able to make any promise to the people about any major policy change.</p> <p>(iv) In absence of political parties government will be formed but its utility will remain uncertain.</p> <p>(v) Political parties are needed to support or restrain the government.</p> <p>(vi) Political parties are crucial in making policies, justifying them or oppose them.</p> <p>(vii) Political parties are needed to provide people access to government machinery and welfare schemes because they are easily accessible.</p> <p>(viii) Any other relevant point.</p> <p><b>(Any five points to be examined.)</b></p>	<b>49</b>	<b>5x1=5</b>
<p><b>28.</b></p> <p><b>(28.1)</b></p> <p><b>(28.2)</b></p>	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b><i>Power Sharing</i></b></p> <p><i>Power is shared among different organs of government, such as the legislature, executive and judiciary. Let us call this horizontal distribution of power because it allows different organs of government placed at the same level to exercise different powers. Such a separation ensures that none of the organs can exercise unlimited power. Each organ checks the others. This results in a balance of power among various institutions. Last year, we studied that in a democracy, even though ministers and government officials exercise power, they are responsible to the Parliament or State Assemblies. Similarly, although judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures. This arrangement is called a system of checks and balances.</i></p> <p><b>Explain the term ‘Balance of Power’. (1)</b></p> <p>(i) None of the organs can exercise unlimited power. Each organ checks the others.</p> <p>(ii) Any other relevant point.</p> <p><b>(Any one point to be explained.)</b></p> <p><b>Why is the judiciary considered independent in a democracy? (1)</b></p> <p>(i) Judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures.</p> <p>(ii) Any other relevant point.</p> <p><b>(Any one point to be explained.)</b></p>	<b>8</b>	<b>1+1+2 =4</b>

<b>(28.3)</b>	<b>How is power shared among different organs of government? (2x1=2)</b> (i) There are three organs of the government- Legislative, Executive and Judiciary. (ii) It allows different organs of government placed at the same level to exercise different powers. (iii) The function of legislature is to formulate law. (iv) The function of executive is to implement the law (v) The function of judiciary is to interpret the laws and resolve the disputes. (vi) Any other relevant point. <b>(Any two points to be explained.)</b>		
	<b>SECTION – D</b> <b>Economics</b>		
<b>29.</b>	(A) 8200	<b>9</b>	<b>1</b>
<b>30.</b>	(B) Public Sector	<b>33</b>	<b>1</b>
<b>31.</b>	(D) Banks	<b>43</b>	<b>1</b>
<b>32.</b>	(D) Liberalisation	<b>64</b>	<b>1</b>
<b>33.</b>	(A) Human Development Report	<b>13</b>	<b>1</b>
<b>34.</b>	(B) Percentage	<b>10</b>	<b>1</b>
<b>35.</b>	<b>“New technology has helped to connect the world.” Justify the statement with suitable arguments.</b>  (i) Several improvements in transportation technology has made much faster delivery of goods across long distances possible at lower costs. (ii) Containers have led to huge reduction in port handling costs and increased the speed with which exports can reach markets. (iii) The cost of air transport has fallen which enabled much greater volumes of goods being transported by airlines. (iv) Rapid changes in telecommunications, computers and internet has resulted in greater interaction of the countries. (v) Telecommunication facilities (telegraph, telephone including mobile phones, fax) are used to contact one another around the world, to access information instantly, and to communicate from remote areas. (vi) Satellite communication devices have made communication much faster. (vii) Internet allows us to send instant electronic mail (e-mail) and talk (voice -mail) across the world at negligible cost. (viii) Information and communication technology have played a major role in spreading out production of services across countries. (ix) Any other relevant point.  <b>(Any three points to be justified.)</b>	<b>62</b>	<b>3x1=3</b>

36.	<p><b>Explain the role of Reserve Bank of India in the Indian economy.</b></p> <p>(i) In India, the Reserve Bank of India issues currency notes on behalf of the central government.</p> <p>(ii) As per Indian law, no other individual or organisation is allowed to issue currency.</p> <p>(iii) No individual in India can legally refuse a payment made in rupees.</p> <p>(iv) The Reserve Bank of India supervises the functioning of formal sources of loans.</p> <p>(v) The RBI monitors that banks maintain a minimum cash balance out of the deposits they receive.</p> <p>(vi) The RBI sees that the banks give loans not just to profit-making businesses and traders but also to small cultivators, small scale industries, to small borrowers etc.</p> <p>(vii) Periodically, banks have to submit information to the RBI on how much they are lending, to whom, at what interest rate.</p> <p>(viii) Any other relevant point.</p> <p><b>(Any three points to be explained.)</b></p>	40,48	3x1=3								
37.	<p><b>Analyse the issues that necessitate sustainable development for the future.</b></p> <p>(i) Present model of development has damaged ecosystem and has polluted natural resources like air, water, land, soil etc.</p> <p>(ii) Depletion of natural resources can threaten the availability for future generations.</p> <p>(iii) Even renewable resources need to be used judiciously.</p> <p>(iv) Rapid industrialisation and greenhouse gas emission has caused global warming.</p> <p>(v) Deforestation is causing extinction of many species of plants and animals.</p> <p>(vi) Any other relevant point.</p> <p><b>(Any three points to be analysed.)</b></p>	14	3x1=3								
38.(a)	<p><b>How are primary sectors different from secondary sectors? Explain with examples.</b></p> <table><tr><th>Primary Sector</th><th>Secondary Sector</th></tr><tr><td>(i) Goods are produced by exploiting natural resources.</td><td>(i) Natural products are changed into other forms through ways of manufacturing.</td></tr><tr><td>(ii) It produces raw materials.</td><td>(ii) It uses the produce of primary sector to change it into manufactured goods.</td></tr><tr><td>(iii) Products we get are from agriculture, dairy, fishing, forestry.</td><td>(iii) Manufacturing is done in a workshop or factory.</td></tr></table>	Primary Sector	Secondary Sector	(i) Goods are produced by exploiting natural resources.	(i) Natural products are changed into other forms through ways of manufacturing.	(ii) It produces raw materials.	(ii) It uses the produce of primary sector to change it into manufactured goods.	(iii) Products we get are from agriculture, dairy, fishing, forestry.	(iii) Manufacturing is done in a workshop or factory.	20	5x1=5
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38.(b)	<div><div>(iv) It is also called agriculture and related sector.</div><div>(v) It forms the basis of rural economy.</div><div>(vi) Example- farming, fishing, mining etc.</div><div>(vii) Any other relevant point.</div></div>	<div><div>(iv) It is also called Industrial sector.</div><div>(v) It forms the basis of urban economy.</div><div>(vi) Example- cotton to cloth, sugarcane to sugar etc.</div><div>(vii)Any other relevant point</div></div>	30	5x1=5																					
	(Any five points of difference to be explained.)																								
	OR																								
	How are organized sectors different from unorganized sectors? Explain with examples.																								
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प्रश्न सं. 9 और 19 के लिए मानचित्र  
Map for Q. No. 9 and 19

