

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026 (X<sup>th</sup>)**  
**SUBJECT NAME: Social Science (Q.P. CODE /Set No. 087/32/5/1)**

**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/BNS.”</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 (4) 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 re-evaluation 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 totalled 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> ”.
<b>11</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>12</b>	A full scale of marks <b>80</b> (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.
<b>13</b>	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.
<b>14</b>	<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 totalling 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 totalling on the title page.</li> <li>• Wrong totalling 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>
<b>15</b>	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.
<b>16</b>	Any unassessed portion, non-carrying over of marks to the title page, or totalling 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.
<b>17</b>	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for Spot Evaluation</b> ” before starting the actual evaluation.
<b>18</b>	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totalled and written in figures and words.
<b>19</b>	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) 2026**  
**(PAPER CODE: 32/5/1)**

**SET 1**  
**MM: 80**

Q.No.	EXPECTED VALUE POINTS	Page No	Marks
	<b>SECTION – A</b> <b>(HISTORY)</b>		<b>20</b>
<b>1.</b>	<b>(B)</b> II, IV, III, I	<b>31,39</b>	<b>1</b>
<b>2.</b>	<b>(A)</b> Both <b>(A)</b> and <b>(R)</b> are true and <b>(R)</b> is correct explanation of <b>(A)</b>	<b>55</b>	<b>1</b>
<b>3.</b>	<b>(D)</b> Germania <b>Note: the following question is for the Visually Impaired candidate only in lieu of question no 3.</b> <b>(D)</b> Napoleon Bonaparte	<b>23</b>  <b>6</b>	<b>1</b>  <b>1</b>
<b>4.</b>	<b>(C)</b> Raja Ram Mohan Roy – Sambad Kaumudi	<b>121</b>	<b>1</b>
<b>5.</b>	<b>(a) Why did many Europeans migrate to America after sixteenth century? Explain.</b>  <div style="margin-left: 40px;"> <b>(i)</b> Poverty and hunger were common in Europe until the nineteenth century.  <b>(ii)</b> Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted.  <b>(iii)</b> Thousands therefore fled Europe for America. Here, by the eighteenth century, plantations worked by slaves captured in Africa were growing cotton and sugar for European markets.  <b>(iv)</b> From the sixteenth century, America's vast lands, abundant crops and minerals began to transform trade and lives everywhere. This led to further migration to America by Europeans  <b>(v)</b> Precious metals, particularly silver, from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia.  <b>(vi)</b> Any other relevant point. </div> <p style="text-align: center;"><b>Any two points to be explained</b>  <b>OR</b></p>	<b>55</b>	<b>2x1=2</b>

	<p><b>(b) How did trade and long-distance travel contribute to the spread of diseases during ancient period?</b></p> <ul style="list-style-type: none"> <li>(i) From ancient times, travelers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfilment, or to escape persecution.</li> <li>(ii) They carried goods, money, values, skills, ideas, inventions, and even germs and diseases.</li> <li>(iii) The long-distance spread of disease-carrying germs may be traced as far back as the seventh century.</li> <li>(iv) Later, trade and long-distance travel also contributed to the spread of diseases especially when Europeans attempted to conquer America.</li> <li>(v) Spanish and Portuguese conquerors carried with them germs like small pox to the Americas. The local inhabitants had no immunity against these diseases from Europe. It killed and decimated whole communities.</li> <li>(vi) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be explained.</b></p>	53-55	2x1=2
6.	<p><b>(a) “Print culture created the favourable conditions for the French Revolution.” Explain the statement with examples.</b></p> <ul style="list-style-type: none"> <li>(i) Print popularised the ideas of the Enlightenment thinkers. 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>(ii) They attacked the sacred authority of the Church and the despotic power of the state. The writings of Voltaire and Rousseau were read widely.</li> <li>(iii) Print created a new culture of dialogue and debate. 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. Within this public culture, new ideas of social revolution came into being.</li> <li>(iv) By the 1780s there was literature that mocked the royalty and criticised their morality. They raised questions about the existing social order.</li> <li>(v) Cartoons and caricatures mocked the king and showed how the common people suffered immense hardships. This literature circulated</li> </ul>	115-116	3x1=3

	<p>underground and led to the growth of hostile sentiments against the monarchy.</p> <p>(vi) Any other relevant point.</p> <p><b>Any three points to be explained.</b></p> <p><b>OR</b></p> <p><b>(b) “Throughout the nineteenth century, there were a series of innovations in printing technology.” Explain the statement with examples.</b></p> <p>(i) Through the nineteenth century, there were a series of innovations in printing technology that increased the quality and quantity of printing.</p> <p>(ii) By the mid-nineteenth century, Richard M. Hoe of New York had perfected the power-driven cylindrical press. This was capable of printing 8,000 sheets per hour.</p> <p>(iii) In the late nineteenth century, the offset press was developed which could print up to six colours at a time.</p> <p>(iv) From the turn of the twentieth century, electrically operated presses accelerated printing operations.</p> <p>(v) Methods of feeding paper improved, the quality of plates became better, automatic paper reels and photoelectric controls of the colour register were introduced. The accumulation of several individual mechanical improvements transformed the appearance of printed texts.</p> <p>(vi) Any other relevant point.</p> <p><b>Any three points to be explained.</b></p>	118	3x1=3
7.	<p><b>(a) Examine the nationalist tensions emerged in the Balkan region by the end of nineteenth century.</b></p> <p>(i) The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece etc whose inhabitants were broadly known as the Slavs.</p> <p>(ii) A large part of the Balkans was under the control of the Ottoman Empire.</p>	26	5x1=5

	<p>(iii) The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.</p> <p>(iv) One by one, its European subject nationalities broke away from its control and declared independence.</p> <p>(v) The Balkan people based their claims for independence or political rights on nationality and used history to prove that they had once been independent but had subsequently been subjugated by foreign powers.</p> <p>(vi) As the different Slavic nationalities struggled to define their identity and independence, the Balkan area became an area of intense conflict.</p> <p>(vii) The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others.</p> <p>(viii) Matters were further complicated because the Balkans also became the scene of big power rivalry.</p> <p>(ix) During this period, there was intense rivalry among the European powers over trade and colonies as well as naval and military might.</p> <p>(x) These rivalries were very evident in the way the Balkan problem unfolded. Each power – Russia, Germany, England, Austro-Hungary was keen on countering the hold of other powers over the Balkans, and extending its own control over the area. This led to many wars and finally led to the First World War.</p> <p>(xi) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be examined.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Examine the role of Giuseppe Mazzini in the unification of Italy during the nineteenth century.</b></p> <p>(i) Giuseppe Mazzini was born in Genoa in 1805. He became a member of the secret society of the Carbonari. He was sent into exile for attempting a revolution in Liguria.</p> <p>(ii) During the 1830s, Giuseppe Mazzini had sought to put together a coherent programme for a unitary Italian republic.</p>		
		<b>12</b>	<b>5x1=5</b>

	<p>(iii) Mazzini believed that God had intended nations to be the natural units of mankind. So, Italy could not continue to be a patchwork of small states and kingdoms.</p> <p>(iv) It had to be forged into a single unified republic within a wider alliance of nations.</p> <p>(v) He argued that the unification of Italy alone could be the basis of Italian liberty.</p> <p>(vi) He formed secret societies, like Young Italy in Marseilles and Young Europe in Berne for the dissemination of his ideas and goals.</p> <p>(vii) He saw the creation of nation states as a necessary step to attain liberty and freedom.</p> <p>(viii) Mazzini's relentless opposition to monarchy and his vision of democratic republics frightened the conservatives, who were opposed to the unification of Italy.</p> <p>(ix) His ideas and tactics inspired other revolutionaries of Italy and the Italian unification became a reality.</p> <p>(x) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be examined.</b></p>		
8.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>The sense of collective belonging</b></p> <p><i>As the national movement developed, nationalist leaders became more and more aware of such icons and symbols in unifying people and inspiring in them a feeling of nationalism. Another means of creating a feeling of nationalism was through reinterpretation of history. By the end of the nineteenth century many Indians began feeling that to instil a sense of pride in the nation, Indian history had to be thought about differently. The British saw Indians as backward and primitive, incapable of governing themselves. In response, Indians began looking into the past to discover India's great achievements. They wrote about the glorious developments in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade had flourished. This glorious time, in their view, was followed by a history of decline, when India was colonised. These nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.</i></p> <p><b>(8.1) How did icons help to unite Indians during the freedom struggle? 1</b></p> <p>(i) Devotion to an icon like Bharat Mata came to be seen as evidence of one's nationalism in India.</p>	48	1+1+2=4

	<p>(ii) Folk tradition in the form of songs, music and rhymes were encouraged in order to discover one's national identity and restore a sense of pride in one's past.</p> <p>(iii) In carrying the national flag, holding it aloft, during marches became a symbol of defiance.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point to be explained</b></p> <p><b>(8.2) Why did nationalists feel the need to rewrite Indian history?</b> <span style="float: right;"><b>1</b></span></p> <p>(i) The British through their writings saw Indians as backward and primitive, incapable of governing themselves. In response, Indians began looking into the past to discover India's great achievements.</p> <p>(ii) These nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.</p> <p>(iii) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point to be explained.</b></p> <p><b>(8.3) How did nationalist histories portray India's past and present?</b> <span style="float: right;"><b>2</b></span></p> <p>(i) Nationalist historians wrote about the glorious developments in ancient times when art and architecture, science and mathematics, religion and culture, law and philosophy, crafts and trade had flourished.</p> <p>(ii) This glorious time, in their view, was followed by a history of decline, when India was colonised.</p> <p>(iii) These nationalist histories urged the readers to take pride in India's great achievements in the past and struggle to change the miserable conditions of life under British rule.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any two points to be explained.</b></p>		
<b>9.</b>	<b>Note: Please see the attached map.</b>		<b>1+1=2</b>



	<p><b>Note: The following questions is for the Visually Impaired Candidates only in lieu of question no. 9:</b></p> <p><b>(9.1) Name the place where Gandhiji launched satyagraha for the Indigo planters. 1</b> Champan</p> <p><b>(9.2) Name the place where the session of Indian National Congress was held in 1920 in the Maharashtra. 1</b> Nagpur</p>		
	<b>(SECTION – B)</b> <b>GEOGRAPHY</b>		<b>20</b>
<b>10.</b>	<b>(B)</b> Black soil	<b>7</b>	<b>1</b>
<b>11.</b>	<b>(B)</b> Madhya Pradesh	<b>15</b>	<b>1</b>
<b>12.</b>	<b>(C)</b> Paddy, Jowar, Maize	<b>32</b>	<b>1</b>
<b>13.</b>	<b>(C)</b> Energy minerals	<b>43</b>	<b>1</b>
<b>14.</b>	<b>(D)</b> Land left without cultivation for one agricultural year	<b>4</b>	<b>1</b>
<b>15.</b>	<p>(a) (b) (c) (d)</p> <p><b>(C)</b> (iv) (iii) (ii) (i)</p>	<b>15</b>	<b>1</b>
<b>16.</b>	<p><b>Explain the measures made by government to improve Indian agriculture.</b></p> <p>(i) ‘Land reform’ was the main focus of our First Five Year Plan. Thus, collectivisation, consolidation of holdings, cooperation and abolition of zamindari, etc. were given priority to bring about institutional reforms in India after Independence.</p> <p>(ii) Multipurpose projects were started and dams and canals were constructed for irrigation, electricity and flood control.</p> <p>(iii) The Green Revolution based on the use of package technology and the White Revolution (Operation Flood) were some of the strategies initiated to improve the lot of Indian agriculture.</p> <p>(iv) In the 1980s and 1990s, a comprehensive land development programme was initiated which included both institutional and technical reforms.</p> <p>(v) Provision for <b>crop insurance</b> against drought, flood, cyclone, fire and disease were made.</p>	<b>38-39</b>	<b>2x1=2</b>

	<p>(vi) Grameen banks, cooperative societies and banks were established to provide loan facilities to the farmers at lower rates of interest.</p> <p>(vii) Kisan Credit Card (KCC), Personal Accident Insurance Scheme (PAIS) are some other schemes introduced by the Government of India for the benefit of the farmers.</p> <p>(viii) Special weather bulletins and agricultural programmes for farmers were introduced on the radio and television.</p> <p>(ix) The government also announces minimum support price (MSP), remunerative and procurement prices for important crops to check the exploitation of farmers by speculators and middlemen.</p> <p>(x) Any other relevant point.</p> <p style="text-align: center;"><b>Any two points to be explained</b></p>		
17.	<p>(a) <b>“Conserving energy is essential for sustainable development.” Support the statement with suitable arguments.</b></p> <p>(i) Energy is a basic requirement for economic development. Every sector of the national economy – agriculture, industry, transport, commercial and domestic- needs inputs of energy.</p> <p>(ii) There is an urgent need to develop a sustainable path of energy development.</p> <p>(iii) Promotion of energy conservation and increased use of renewable energy sources are the twin planks of sustainable energy.</p> <p>(iv) Using non-conventional sources- solar, wind, bio-gas, geo-thermal etc.</p> <p>(v) Non-conventional sources are <b>renewable, eco-friendly, cheaper, and do not leave any residue.</b></p> <p>(vi) India is adopting a cautious approach for the <b>judicious use</b> of its energy resources.</p> <p>(vii) For example, as concerned citizens we can do our bit by using public transport systems instead of individual vehicles.</p> <p>(viii) Switching off electricity when not in use, using power-saving devices and using non-conventional sources of energy.</p>	55	5x1=5

	<p>(ix) It is felt that by conserving energy we will protect the delicate ecological balance.</p> <p>(x) India is also improving energy efficiency.</p> <p>(xi) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p>(b) <b>“Minerals are found in various forms and types, each having distinct properties.” Support the statement with suitable arguments.</b></p> <p>(i) In igneous and metamorphic rocks, minerals form by cooling and solidification of lava in cracks, crevices, faults or joints. The smaller occurrences are called veins and the larger are called lodes. For example, major metallic minerals like tin, copper, zinc and lead etc.</p> <p>(ii) In sedimentary rocks a number of minerals have been formed as a result of deposition, accumulation and concentration in horizontal strata. Coal and some forms of iron ore have been concentrated as a result of long periods under great heat and pressure.</p> <p>(iii) Another group of sedimentary minerals include gypsum, potash salt and sodium salt. These are formed as a result of evaporation in arid regions.</p> <p>(iv) Another mode of formation involves the decomposition of surface rocks, and the removal of soluble constituents, leaving a residual mass of weathered material containing ores. Bauxite is formed in this way.</p> <p>(v) Certain minerals may occur as alluvial deposits in sands of valley floors and the base of hills. These deposits are called ‘placer deposits’ and generally contain minerals which are not corroded by water. Gold, silver, tin and platinum are most important among such minerals.</p> <p>(vi) The ocean waters contain vast quantities of minerals, but most of these are too widely diffused to be of economic significance. However, common salt, magnesium and bromine are largely derived from ocean waters.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p>	43-49	5x1=5
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18.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Pradhan Mantri Krishi Sinchayee Yojana</b></p> <p><i>Floods have not only devastated life and property but also caused extensive soil erosion. Sedimentation also meant that the flood plains were deprived of silt, a natural fertilizer, further adding on to the problem of land degradation. It was also observed that the multipurpose projects induced earthquakes, caused water-borne diseases and pests and pollution resulting from excessive use of water. Irrigation has also changed the cropping pattern of many regions with farmers shifting to water intensive and commercial crops. This has great ecological consequences like salinization of the soil. Pradhan Mantri Krishi Sinchayee Yojana has been started which ensures access to some means to protective irrigation for all agricultural farms in the country, thus bringing much desired rural prosperity. Some of the broad objectives of this programme are to enhance the physical access of water on the farm and expand cultivable area under assured irrigation (har khet ko pani), improve on farm water use efficiency to reduce wastage and increase availability both in duration and extent, irrigation and other water saving technologies (per drop more crop) and introduce sustainable water conservation practices, etc.</i></p> <p><b>(18.1) Explain the role of floods in land degradation. 1</b></p> <ul style="list-style-type: none"> <li>(i) Floods cause soil erosion.</li> <li>(ii) Floods also cause sedimentation, which means that flood plains are deprived of silt, a natural fertilizer, further adding on to the problem of land degradation.</li> <li>(iii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any one point to be explained.</b></p> <p><b>(18.2) How has irrigation changed cropping pattern? 1</b></p> <ul style="list-style-type: none"> <li>(i) Farmers are shifting to water intensive crops.</li> <li>(ii) They are also shifting to commercial cropping.</li> <li>(iii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any one point to be explained.</b></p> <p><b>(18.3) Explain any two objectives of the ‘Pradhan Mantri Krishi Sinchayee Yojana’. 2</b></p> <ul style="list-style-type: none"> <li>(i) Increase physical access of water on the farm.</li> <li>(ii) Expand cultivable area under assured irrigation. (har khet ko pani)</li> <li>(iii) Improve on farm water use efficiency to reduce wastage.</li> <li>(iv) Introduce sustainable water conservation practices.</li> <li>(v) Reduce wastage of water and increase efficiency of irrigation by adopting drip and sprinkler irrigation.</li> <li>(vi) Irrigation and other water saving technologies (per drop more crop).</li> <li>(vii) Any other relevant point.</li> </ul>	23	1+1+2=4
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	<b>Any two points to be explained.</b>		
<b>19.</b>	<p><b>Note: Please see the attached map.</b></p> <p><b>Note: Following question is for Visually Impaired Candidates only in lieu of question no. 19:</b></p> <p>Attempt any <b>three</b>:</p> <p>(i) <b>Name the dam constructed on Sutlej river.</b> <b>1</b> BHAKRA NANGAL DAM</p> <p>(ii) <b>Name the place where nuclear power plant is located in Gujarat.</b> <b>1</b> KAKRAPARA</p> <p>(iii) <b>Name the place where software technology park is located in Uttar Pradesh.</b> <b>1</b> NOIDA</p> <p>(iv) <b>Name the place where an International Airport is located in Maharashtra.</b> <b>1</b> MUMBAI/CHHATRAPATI SHIVAJI INTERNATIONAL AIRPORT</p>		<b>3x1=3</b>
	<p><b>(SECTION – C)</b></p> <p><b>POLITICAL SCIENCE</b></p>		<b>20marks</b>
<b>20.</b>	(A) Both (A) and (R) are correct and (R) is correct explanation of (A)	<b>4</b>	<b>1</b>
<b>21.</b>	<p>(C) Uneven distribution of wealth among nations</p> <p><b>Note: the following question is for the Visually impaired candidate only in lieu of question no 21.</b></p> <p>(C) India</p>	<p><b>67</b></p> <p><b>63-72</b></p>	<p><b>1</b></p> <p><b>1</b></p>
<b>22.</b>	(A) Bharatiya Janata Party & Aam Aadmi Party	<b>56</b>	<b>1</b>
<b>23.</b>	(B) I, II and IV are correct.	<b>25</b>	<b>1</b>

24.	<p><b>Suggest two ways to improve women’s participation in sports leadership roles.</b></p> <ul style="list-style-type: none"> <li>(i) Women from the very beginning should be encouraged to participate in sports related events in school and college.</li> <li>(ii) Educational institutions and government should organise regular sports related training programmes.</li> <li>(iii) Women should be provided a nutritious diet.</li> <li>(iv) Equal salaries for women along with that of men in any sport should be promoted.</li> <li>(v) Any other relevant point.</li> </ul> <p><b>Any two suggestions to be explained.</b></p>	32-35	2x1=2
25.	<p><b>“Democracy is a better form of government compared with any other alternative.” Examine the statement.</b></p> <ul style="list-style-type: none"> <li>(i) Promotes equality among citizens.</li> <li>(ii) Enhances the dignity of the individual.</li> <li>(iii) Improves the quality of decision-making.</li> <li>(iv) Provides a method to resolve conflicts.</li> <li>(v) Allows room to correct mistakes.</li> <li>(vi) Citizens have the freedom of speech and expression.</li> <li>(vii) They also have the right to vote and elect their own representatives. It is a legitimate government.</li> <li>(viii) Democracy provides freedom to form their own government whereas dictatorships are based on self-created interest.</li> <li>(ix) Any other relevant point.</li> </ul> <p><b>Any two points to be examined.</b></p>	63-72	2x1=2

26.	<p><b>How does the ‘system of three lists’ function in Indian federalism? Explain with examples.</b></p> <ul style="list-style-type: none"> <li>(i) The Constitution clearly provided a three-fold distribution of legislative powers between the Union Government and the State Governments. It contains three lists- Union List, State List and Concurrent List.</li> <li>(ii) Union List includes subjects of national importance, such as defence of the country, foreign affairs, banking, communications and currency.</li> <li>(iii) They are included in Union List because we need a uniform policy on these matters throughout the country. The Union Government alone can make laws relating to the subjects mentioned in the Union List.</li> <li>(iv) State List contains subjects of State and local importance, such as police, trade, commerce, agriculture and irrigation. The State Governments alone can make laws relating to the subjects mentioned in the State List.</li> <li>(v) Concurrent List includes subjects of common interest to both the Union Government 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) Apart from the above three lists, there is a separate provision related to the residuary subjects that are not specifically mentioned in the three lists. It includes subjects like computer software, cyber laws, information technology. According to our constitution, the Union Government has the power to legislate on these ‘residuary’ subjects.</li> <li>(viii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any three points to be explained.</b></p>	16-17	3x1=3
27.	<p><b>(a) Explain the importance of political parties in Indian democracy.</b></p> <ul style="list-style-type: none"> <li>(i) Parties contest elections.</li> <li>(ii) Parties put forward different policies and programmes and the voters choose from them.</li> <li>(iii) Parties play a decisive role in making laws for a country.</li> </ul>	48-50	5x1=5

	<p>(iv) Parties form and run governments. Parties recruit leaders, train them and then make them ministers to run the government in the way they want.</p> <p>(v) Those parties that lose in the elections play the role of opposition to the parties in power, by voicing different views and criticising government for its failures or wrong policies. Opposition parties also mobilise opposition to the government.</p> <p>(vi) Parties shape public opinion. They raise and highlight issues.</p> <p>(vii) Parties provide people access to government machinery and welfare schemes implemented by governments.</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the challenges faced by the political parties in India.</b></p> <p>(i) The first challenge is lack of internal democracy within parties. All over the world there is a tendency in political parties towards the concentration of power in one or few leaders at the top. Parties do not keep membership registers, do not hold organisational meetings, and do not conduct internal elections regularly.</p> <p>(ii) The second challenge that is faced by the political parties is of dynastic succession. Since most political parties do not practice open and transparent procedures for their functioning, there are very few ways for an ordinary worker to rise to the top in a party. Those who happen to be the leaders are in a position of unfair advantage to favour people close to them or even their family members.</p> <p>(iii) The third challenge is about the growing role of money power in parties, especially during elections. Since parties are focussed only on winning elections, they tend to use short-cuts to win elections. They tend to nominate those candidates who have or can raise lots of money. Rich people and companies who give funds to the parties tend to have influence on the policies and decisions of the party.</p> <p>(iv) The fourth challenge of the growing role of muscle power in the functioning of political parties is another</p>		
		<b>57-58</b>	<b>5x1=5</b>



	<p>issue faced by the political parties. In some cases, parties support criminals who can win elections.</p> <p>(v) The fifth challenge is that very often parties do not seem to offer a meaningful choice to the voters. In order to offer meaningful choice, parties must be significantly different. In recent years, there has been a decline in the ideological differences among parties in most parts of the world. For example, the difference between the Labour Party and the Conservative Party in Britain is very little.</p> <p>(vi) Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>		
28.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p><b>Forms of Power-sharing</b></p> <p><i>The idea of power-sharing has emerged in opposition to the notions of undivided political power. For a long time, it was believed that all power of a government must reside in one person or group of persons located at one place. It was felt that if the power to decide is dispersed, it would not be possible to take quick decisions and to enforce them. But these notions have changed with the emergence of democracy. One basic principle of democracy is that people are the source of all political power. In a democracy, people rule themselves through institutions of self- government. In a good democratic government, due respect is given to diverse groups and views that exist in a society. Everyone has a voice in the shaping of public policies. Therefore, it follows that in a democracy, political power should be distributed among as many citizens as possible.</i></p> <p><b>(28.1) How does power sharing promote stability of political order? 1</b></p> <p>(i) Through power sharing people directly participate in the political system. This gives legitimacy and stability to the government.</p> <p>(ii) Due respect is given to diverse groups and views that exist in society by reducing the possibility of conflicts and violence. This ensures political stability.</p> <p>(iii) Power sharing gives everyone a voice in shaping public policies. Thus, it ensures stability of political order.</p> <p>(iv) Any other relevant point.</p> <p><b>Any one point to be explained.</b></p> <p><b>(28.2) How are pressure groups part of the power sharing mechanism? 1</b></p> <p>(i) In a democracy, there are interest groups, such as those of traders, businessmen, industrialists, farmers and industrial workers. These groups influence the policies of the government.</p>	8	1+1+2=4

	<p>(ii) They also participate in governmental committees and also influence the decision-making process.</p> <p>(iii) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point to be explained.</b></p> <p><b>(28.3) How does power sharing contribute to the spirit of democracy? 2</b></p> <p>(i) Power sharing is the very spirit of democracy.</p> <p>(ii) A democratic rule involves sharing power with those affected by its exercise, and who have to live with its effects.</p> <p>(iii) Power sharing gives legitimacy to the government and a legitimate government is one where citizens through participation, acquires a stake in the system.</p> <p>(iv) Power sharing is good because it helps to reduce the possibility of conflict between social groups. Since social conflict often leads to violence and political instability, power sharing is a good way to ensure the stability of political order.</p> <p>(v) Power sharing ensures citizens' direct participation in government, gives everyone a voice in shaping public opinion and thus prevents tyranny of the majority.</p> <p>(vi) Any other relevant point.</p> <p style="text-align: center;"><b>Any two points to be explained.</b></p>		
	<b>(SECTION D) ECONOMICS</b>		<b>20</b>
<b>29.</b>	<b>(A)</b> 12	<b>10</b>	<b>1</b>
<b>30.</b>	<b>(A)</b> Private sector	<b>33</b>	<b>1</b>
<b>31.</b>	<b>(B)</b> Cost of credit	<b>44-45</b>	<b>1</b>
<b>32.</b>	<b>(C)</b> To regulate foreign trade into the country	<b>64</b>	<b>1</b>
<b>33.</b>	<b>(D)</b> Ground water	<b>14</b>	<b>1</b>
<b>34.</b>	<b>(A)</b> One	<b>10</b>	<b>1</b>
<b>35.</b>	<p><b>“Advancement in technology has stimulated the globalization process.” Justify the statement with suitable arguments.</b></p> <p>(i) Rapid improvement in technology has stimulated the globalisation process. For instance, the past fifty years have seen several improvements in transportation technology. This has made much faster delivery of goods across long distances possible at lower costs.</p>	<b>63-67</b>	<b>3x1=3</b>

	<p>(ii) Telecommunication facilities (tele graph, telephone including mobile phones, fax) are used to contact one another around the world, to access information instantly, and to communicate from remote areas.</p> <p>(iii) Support by satellite communication devices has further facilitated information and communication technology.</p> <p>(iv) The internet has transformed the way we obtain and share information. The Internet also allows us to send instant electronic mail (e-mail) and talk (voice-mail) across the world at negligible costs.</p> <p>(v) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be explained.</b></p>		
36.	<p><b>Explain the role of Reserve Bank in Indian economy.</b></p> <p>(i) The Reserve Bank of India mints currency on behalf of the Government of India.</p> <p>(ii) The Reserve Bank of India supervises the functioning of formal sources of loans.</p> <p>(iii) The RBI monitors the banks in maintaining cash balance. The banks have to maintain a minimum cash balance out of the deposits they receive.</p> <p>(iv) The RBI also 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>(v) The RBI ensures that cheap and affordable credit is available to everyone. Cheap and affordable credit is crucial for the country's development.</p> <p>(vi) Periodically, banks have to submit information to the RBI on how much they are lending, to whom, at what interest rate, etc.</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be explained.</b></p>	48	3x1=3
37.	<p><b>“Different persons can have different developmental goals.” Explain the statement with examples.</b></p> <p>(i) Aspirations and aims are different for all as development or progress means different to different persons.</p>	4-5	3x1=3

	<p>(ii) For example- A landless rural labourer aspires to have more days of work and better wages; local school for quality education for their children; no social discrimination and opportunity to become leaders in the village.</p> <p>(iii) Prosperous farmers from Punjab aspire for a high family income through higher support prices for their crops and through hardworking and cheap labourers so that they are able to settle their children abroad.</p> <p>(iv) A girl from a rich urban family gets as much freedom as her brother and is able to decide what she wants to do in life. She is able to pursue her studies abroad.</p> <p>(v) Two persons or groups of persons may seek things which are conflicting. A girl expects as much freedom and opportunity as her brother, and that he also shares in the household work. Her brother may not like this.</p> <p>(vi) Similarly, to get more electricity, industrialists may want more dams. But this may submerge the land and disrupt the lives of people who are displaced – such as tribals. They might resent this and may prefer small check dams or tanks to irrigate their land.</p> <p>(vii) Sometimes, what maybe development for one may not be development for the other. It may even be destructive for the other.</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be explained.</b></p>		
38.	<p><b>(a) Describe the importance of tertiary sector in the economy.</b></p> <p>(i) The activities of <b>tertiary sector</b> help in the development of the primary and secondary sectors.</p> <p>(ii) Tertiary activities do not produce goods but they are a support for the production process.</p> <p>(iii) The tertiary sector is also called the <b>service sector</b>.</p> <p>(iv) For example, goods that are produced in the primary or secondary sector would need to be transported by trucks or trains to be sold in wholesale and retail shops or to be stored in godowns.</p> <p>(v) Communication with others over telephone or sending letters or borrowing money from banks (banking) to help production and trade.</p> <p>(vi) Transport, storage, communication, banking, trade are some examples of tertiary activities and generate services rather than goods.</p>	20	5x1=5

	<p>(vii) Service sector also includes some essential services- for example, teachers, doctors, and personal services such as washer men, barbers, cobblers, lawyers, and people who provide administrative and accounting works.</p> <p>(viii) In recent times, certain new services based on information technology such as internet cafe, ATM booths, call centres, software companies etc have become important.</p> <p>(ix) This way, this sector generates employment opportunities.</p> <p>(x) It contributes to the GDP of the nation and generates revenue. In fact, service sector has emerged as the largest contributor to the Indian GDP for many years.</p> <p>(xi) This sector improves the quality of life.</p> <p>(xii) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be described.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Describe the features of organized sector of the economy.</b></p> <p>(i) Organised sector covers enterprises or places of work where the terms of employment are regular and therefore, people have assured work.</p> <p>(ii) They are registered by the government and have to follow its rules and regulations which are given in various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act, Shops and Establishments Act etc.</p> <p>(iii) It is called organised because it has some formal processes and procedures.</p> <p>(iv) Some of these people may not be employed by anyone but may work on their own but they too have to register themselves with the government and follow the rules and regulations.</p> <p>(v) Workers in the organised sector enjoy security of employment. They are expected to work only a fixed number of hours.</p> <p>(vi) If they work more, they have to be paid overtime by the employer.</p> <p>(vii) They also get several other benefits from the employers- for example, paid leave, payment during holidays, provident fund, gratuity etc.</p> <p>(viii) They are supposed to get medical benefits and, under the laws, the factory manager has to ensure</p>		
		<b>30-31</b>	<b>5x1=5</b>

	<p>facilities like drinking water and a safe working environment.</p> <p>(ix) Provision of pension at the time of retirement for the workers.</p> <p>(x) Any other relevant point.</p> <p><b>Any five points to be described.</b></p>		
	<b>Note: Please see maps for answers to Q 9 and Q19.</b>		

प्रश्न सं. 9 और 19 के लिए मानचित्र  
Map for Q. No. 9 and 19

