

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SUBJECT NAME: Social Science (Q.P. CODE /Set No. 087/32/5/2)

General Instructions: -

1	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.
2	“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.”
3	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. 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.
4	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. 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.
5	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.
6	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.
7	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. This is most common mistake which evaluators are committing.
8	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.

9	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.
10	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 “ Extra Question ”.
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"> • Leaving answer or part thereof unassessed in an answer book. • Giving more marks for an answer than assigned to it. • Wrong totalling of marks awarded on an answer. • Wrong transfer of marks from the inside pages of the answer book to the title page. • Wrong question wise totalling on the title page. • Wrong totalling of marks of the two columns on the title page. • Wrong grand total. • Marks in words and figures not tallying/not same. • Wrong transfer of marks from the answer book to online award list. • 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.) • Half or a part of answer marked correct and the rest as wrong, but no marks awarded.
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 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.
17	The Examiners should acquaint themselves with the guidelines given in the “ Guidelines for Spot Evaluation ” 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 totalled 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) 2026
(PAPER CODE: 32/5/2)

SET 2
MM:80

Q.No.	EXPECTED VALUE POINTS	Page	Marks
	SECTION – A (HISTORY)		20
1.	(C) Raja Ram Mohan Roy- Sambad Kaumudi	121	1
2.	(D) Germania Note: The following question is for the Visually Impaired Candidates only in lieu of question no. 2 (D) Napoleon Bonaparte	23 6	1
3.	(A) Both (A) and (R) are true and (R) is the correct explanation of (A) .	55	1
4.	(B) II, IV, III, I	31,39	1
5.	(a) Why did many Europeans migrate to America after sixteenth century? Explain. (i) Poverty and hunger were common in Europe until the nineteenth century. (ii) Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted. (iii) 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. (iv) 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. (v) Precious metals, particularly silver, from mines located in present day Peru and Mexico also enhanced Europe's wealth and financed its trade with Asia. (vi) Any other relevant point. Any two points to be explained.	55	2x1=2

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

	<p>(v) Cartoons and caricatures mocked the king and showed how the common people suffered immense hardships. This literature circulated underground and led to the growth of hostile sentiments against the monarchy.</p> <p>(vi) Any other relevant point.</p> <p style="text-align: center;">Any three points to be explained.</p> <p style="text-align: center;">OR</p> <p>(b) “Throughout the nineteenth century, there were a series of innovations in printing technology.” Explain the statement with examples.</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 style="text-align: center;">Any three points to be explained.</p>	118	3x1=3
7.	<p>(a) Examine the social, political and economic aspects of liberalism in the early nineteenth century Europe.</p> <p>Political Aspect</p> <p>(i) The term ‘liberalism’ is derived from the Latin root liber, meaning free.</p> <p>(ii) Ideas of national unity in early nineteenth century Europe were allied to the ideology of liberalism.</p> <p>(iii) For the new middle-class liberalism stood for freedom for the individual and equality of all before the law.</p>	9-10	5x1=5

	<p>(iv) Politically, it emphasized the concept of government by consent.</p> <p>(v) Since the French Revolution, liberalism had stood for the end of autocracy and clerical privileges, a constitution and representative government through parliament.</p> <p>Social Aspect</p> <p>(vi) Equality before law did not necessarily stand for universal suffrage. In France, for instance the right to vote and to be elected was granted exclusively to property-owning men.</p> <p>(vii) Men without property and all women were excluded from political rights. Only for a brief period under the Jacobins did all adult males enjoy suffrage.</p> <p>(viii) However, the Napoleonic Code went back to limited suffrage and reduced women to the status of a minor, subject to the authority of fathers and husbands.</p> <p>Economic Aspect</p> <p>(ix) In the economic sphere, liberalism stood for the freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.</p> <p>(x) Nineteenth century liberals also stressed the inviolability of private property.</p> <p>(xi) The Prussian government created a unified economic union or the 'Zollverein' to promote the unhindered movement of goods and capital across the 39 states of the German confederation.</p> <p>(xii) Any other relevant point.</p> <p style="text-align: center;">Any five points to be examined</p> <p style="text-align: center;">OR</p> <p>(b) Examine the extent to which conservatism shaped European politics following Napoleon's defeat in 1815.</p> <p>(i) Following the defeat of Napoleon in 1815, European governments were driven by a spirit of conservatism.</p> <p>(ii) Conservatives believed that traditional institutions of state and society – like the monarchy, the Church,</p>		
		10-11	5x1=5

	<p>social hierarchies, property and the family –should be preserved.</p> <p>(iii) The objective of the Treaty of Vienna (1815) was to undo most of the changes introduced by Napoleon Bonaparte.</p> <p>(iv) The Bourbon dynasty, which had been deposed during the French Revolution, was restored to power, and France lost the territories it had annexed under Napoleon.</p> <p>(v) A series of states were set up on the boundaries of France to prevent French expansion in future. Thus, the kingdom of the Netherlands, which included Belgium, was set up in the north and Genoa was added to Piedmont in the south.</p> <p>(vi) Prussia was given important new territories on its western frontiers, while Austria was given control of northern Italy.</p> <p>(vii) The German confederation of 39 states that had been set up by Napoleon was left untouched.</p> <p>(viii) In the east, Russia was given part of Poland while Prussia was given a portion of Saxony.</p> <p>(ix) Conservative regimes set up in 1815 were autocratic. They did not tolerate criticism and dissent, and sought to curb activities that questioned the legitimacy of autocratic governments.</p> <p>(x) Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs and reflected the ideas of liberty and freedom associated with the French Revolution.</p> <p>(xi) Any other relevant point.</p> <p style="text-align: center;">Any five points to be examined.</p>		
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8.	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">The sense of collective belonging</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 instill 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 colonized. 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>(8.1) How did icons help to unite Indians during the freedom struggle? 1</p> <ul style="list-style-type: none"> (i) Devotion to an icon like Bharat Mata came to be seen as evidence of one's nationalism. (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. (iii) In carrying the national flag, holding it aloft, during marches became a symbol of defiance. (iv) Any other relevant point. <p style="text-align: center;">Any one point to be explained.</p> <p>(8.2) Why did nationalists feel the need to rewrite Indian history? 1</p> <ul style="list-style-type: none"> (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. (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. (iii) Any other relevant point. <p style="text-align: center;">Any one point to be explained.</p>	48	1+1+2 =4
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	<p>(8.3) How did nationalist histories portray India's past and present? 2</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>Any two points to be explained.</p>		
9.	<p>Note: Please see the attached map.</p> <p>Note: The following questions is for the Visually Impaired Candidates only in lieu of question no. 9:</p> <p>(9.1) Name the place where Gandhiji launched Satyagraha for the Indigo planters. 1 Champan</p> <p>(9.2) Name the place where the session of Indian National Congress was held in 1920 in the Maharashtra. 1 Nagpur</p>		2x1=2
	<p>SECTION – B (GEOGRAPHY)</p>		20
10.	<p>(C) (a) (b) (c) (d) (iv) (iii) (ii) (i)</p>	15	1
11.	<p>(D) Land left without cultivation for one agricultural year</p>	4	1
12.	<p>(C) Energy minerals</p>	43	1
13.	<p>(C) Paddy, Jowar, Maize</p>	32	1
14.	<p>(B) Madhya Pradesh</p>	15	1
15.	<p>(B) Black soil</p>	7	1

16.	<p>Explain the measures made by government to improve Indian agriculture.</p> <ul style="list-style-type: none"> (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. (ii) Multipurpose projects were started and dams and canals were constructed for irrigation, electricity and flood control. (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. (iv) In the 1980s and 1990s, a comprehensive land development programme was initiated which included both institutional and technical reforms. (v) Provision for crop insurance against drought, flood, cyclone, fire and disease were made. (vi) Grameen banks, cooperative societies and banks for providing loan facilities to the farmers at lower rates of interest. (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. (viii) Special weather bulletins and agricultural programmes for farmers were introduced on the radio and television. (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. (x) Any other relevant point. <p style="text-align: center;">Any two points to be explained.</p>	38-39	2x1=2
17.	<p>(a) Examine the role of petroleum in an economy.</p> <ul style="list-style-type: none"> (i) Petroleum is the primary source of energy in the world. 	52	5x1=5

	<p>(ii) Petroleum provides fuel for transportation throughout the world.</p> <p>(iii) It provides heat and lighting for homes, businesses and industries.</p> <p>(iv) It also provides lubricants for machinery and raw materials for a number of manufacturing industries.</p> <p>(v) Petroleum refineries act as a “nodal industry” for synthetic textile, fertilizer and numerous chemical industries.</p> <p>(vi) It generates millions of jobs worldwide.</p> <p>(vii) Control over petroleum resources is vital for geo political security.</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;">Any five points to be examined.</p> <p style="text-align: center;">OR</p> <p>(b) Examine the various sources of electricity and their environmental impacts.</p> <p>(i) Electricity is generated by running water which drives hydro turbines to generate hydroelectricity.</p> <p>(ii) It is also generated by burning other fuels such as coal, petroleum and natural gas to drive turbines to produce thermal power.</p> <p>(iii) There are many non-conventional ways in which electricity is generated. Renewable energy sources like solar energy, wind, tide, biomass and energy from waste material and nuclear energy can also be used to generate electricity.</p> <p>(iv) Photo voltaic technology converts sunlight directly into electricity. Due to tropical location of India, we have great potential for solar energy.</p> <p>(v) Farm, animal and human wastes are used to produce bio-gas for domestic consumption in rural areas. Decomposition of organic matter yields gas, which has higher thermal efficiency.</p> <p>(vi) India has potential for wind power and can be used effectively.</p> <p>(vii) Oceanic tides can be used to generate electricity.</p>		
		52-55	3+2=5

	<p>(viii) Geo thermal energy refers to the heat and electricity produced by using the heat from the interior of the earth.</p> <p>(ix) Any other relevant point. 3</p> <p>Any three points to be examined.</p> <p>Impact on the environment</p> <p>(i) Increasing use of fossil fuel are causing environmental problems.</p> <p>(ii) Therefore, big solar power plants are being established in different parts of India to minimize the dependence of rural households on firewood and dung cakes, which in turn will contribute to environmental conservation and adequate supply of manure in agriculture.</p> <p>(iii) Biogas is by far the most efficient use of cattle dung and provides twin benefits to the farmer in the form of energy.</p> <p>(iv) It improves the quality of manure.</p> <p>(v) Prevents the loss of trees and manure due to burning of fuel wood and cow dung cakes.</p> <p>(vi) Any other relevant point. 2</p> <p>Any two points to be examined.</p>		
18.	<p>Read the given source carefully and answer the questions that follow:</p> <p>Pradhan Mantri Krishi Sinchayee Yojana</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 salinisation 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>	23	1+1+2 =4

	<p>(18.1) Explain the role of floods in land degradation. 1</p> <p>(i) Floods cause soil erosion. (ii) Floods also cause sedimentation, which means that flood plains are deprived of silt. (iii) Any other relevant point.</p> <p>Any one point to be explained.</p> <p>(18.2) How has irrigation changed cropping pattern? 1</p> <p>(i) Farmers are shifting to water intensive crops. (ii) They are also shifting to commercial cropping. (iii) Any other relevant point.</p> <p>Any one point to be explained.</p> <p>(18.3) Explain any two objectives of the ‘Pradhan Mantri Krishi Sinchayee Yojana.’ 2</p> <p>(i) Increase physical access of water on the farm. (ii) Expand cultivable area under assured irrigation (har khet ko pani). (iii) Improve on farm water use efficiency to reduce wastage. (iv) Introduce sustainable water conservation practice. (v) Reduce wastage of water and increase efficiency of irrigation by adopting drip and sprinkler irrigation. (vi) Irrigation and other water saving technologies (per drop more crop). (vii) Any other relevant point.</p> <p>Any two points to be explained.</p>		
19.	<p>Note: Please see the attached map.</p> <p>Note: Following question is for Visually Impaired Candidates only in lieu of question no. 19:</p> <p>Attempt any three:</p> <p>(i) Name the dam constructed on Satluj river. 1 BHAKRA NANGAL DAM</p> <p>(ii) Name the place where nuclear power plant is located in Gujarat. 1</p>		3x1=3

	<p style="text-align: center;">KAKRAPARA</p> <p>(iii) Name the place where software technology park is located in Uttar Pradesh. 1</p> <p style="text-align: center;">NOIDA</p> <p>(iv) Name the place where an International Airport is located in Maharashtra. 1</p> <p style="text-align: center;">MUMBAI/CHHATRAPATI SHIVAJI INTERNATIONAL AIRPORT</p>		
	SECTION – C (POLITICAL SCIENCE)		20
20.	(A) Bhartiya Janata Party & Aam Aadmi Party	56	1
21.	(B) I, II and IV are correct	25	1
22.	<p>(C) Uneven distribution of wealth among nations.</p> <p>Note: the following question is for the Visually impaired candidate only in lieu of question no 21.</p> <p>(C) India</p>	67	1
		63-72	
23.	(A) Both (A) and (R) are correct and (R) is correct explanation of (A)	4	1
24.	<p>Suggest any two measures to empower women in the field of technology.</p> <p>(i) Promotion of education among women.</p> <p>(ii) Promotion of skill development and vocational training among women.</p> <p>(iii) Encouraging more career opportunities among women.</p> <p>(iv) Encouraging mentorship and sponsorship for women to be able to pursue their goals.</p> <p>(v) Any other relevant point.</p> <p style="text-align: center;">Any two suggestions to be explained.</p>	32-35	2x1=2
25.	<p>“Democracy is a better form of government compared with any other alternative.” Examine the statement.</p> <p>(i) Promotes equality among citizens.</p> <p>(ii) Enhances the dignity of the individual.</p>	63-72	2x1=2

	<ul style="list-style-type: none"> (iii) Improves the quality of decision-making. (iv) Provides a method to resolve conflicts. (v) Allows room to correct mistakes. (vi) Citizens have the freedom of speech and expression. (vii) They also have the right to vote and elect their own representatives. It is a legitimate government. (viii) Democracy provides freedom to form their own government where dictatorships are based on the self-created interest. (ix) Any other relevant point <p style="text-align: center;">Any two points to be examined.</p>		
26.	<p>How does the ‘system of three lists’ function in Indian federalism? Explain with examples.</p> <ul style="list-style-type: none"> (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. (ii) Union List includes subjects of national importance, such as defence of the country, foreign affairs, banking, communications and currency. (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. (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. (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. (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. (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. (viii) Any other relevant point. 	16-17	3x1=3

	Any three points to be explained.		
27.	<p>(a) Analyze the role of the Party System in Indian democracy.</p> <ul style="list-style-type: none"> (i) There are three different party systems across the world, One Party, Bi Party and Multi -Party system. India follows a multi-party system. (ii) Further, political parties in India are classified into two broad groups, national parties, state or regional parties. (iii) These political parties contest elections. Top party leaders choose candidates for contesting elections in India. (iv) Parties put forward different policies and programmes and the voters choose from them. (v) Parties form and run governments. Sometimes a government is formed by a single party and sometimes a coalition government is formed. For example, the present NDA government is a coalition government. (vi) 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. (vii) Parties shape public opinion. They raise and highlight issues. Parties have lakhs of members and activists spread all over the country. Many of the pressure groups are the extensions of political parties among different sections of society. Parties sometimes launch movements for the resolution of problems faced by people. Often opinions in the society crystallise on the lines parties take. (viii) 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. (ix) Any other relevant point. <p style="text-align: center;">Any five points to be explained.</p> <p style="text-align: center;">OR</p> <p>(b) Analyse how political parties contribute to democratic political participations.</p> <ul style="list-style-type: none"> (i) Parties contest elections. In most democracies, elections are fought mainly among the candidates put 	48-51	5x1=5
		48-49	5x1=5

	<p>up by political parties. In India, top party leaders choose candidates for contesting elections.</p> <ul style="list-style-type: none"> (ii) Parties put forward different policies and programmes and the voters choose from them. (iii) Parties play a decisive role in making laws for a country. (iv) Parties form and run governments. Big policy decisions are taken by political executive that comes from the political parties. Parties recruit leaders, train them and then make them ministers to run the government in the way they want. (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. (vi) Parties shape public opinion. They raise and highlight issues. Parties have lakhs of members and activists spread all over the country. Many of the pressure groups are the extensions of political parties among different sections of society. Parties sometimes launch movements for the resolution of problems faced by people. Often opinions in the society crystallise on the lines parties take. (vii) 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. (viii) Any other relevant point. <p style="text-align: center;">Any five points to be explained.</p>		
28.	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">Forms of Power-sharing</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</i></p>	8	1+1+2 =4

public policies. Therefore, it follows that in a democracy, political power should be distributed among as many citizens as possible.

(28.1) How does power sharing promote stability of political order? 1

- (i) Through power sharing people directly participate in the political system. This gives legitimacy and stability to the government.
- (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.
- (iii) Power sharing gives everyone a voice in shaping public policies. Thus, it ensures stability of political order.
- (iv) Any other relevant point.

Any one point to be explained.

(28.2) How are pressure groups part of the power sharing mechanism? 1

- (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.
- (ii) They also participate in governmental committees and also influence the decision-making process.
- (iii) Any other relevant point.

Any one point to be explained.

(28.3) How does power sharing contribute to the spirit of democracy? 2

- (i) Power sharing is the very spirit of democracy.
- (ii) A democratic rule involves sharing power with those affected by its exercise, and who have to live with its effects.
- (iii) Power sharing gives legitimacy to the government and a legitimate government is one where citizens through participation, acquires a stake in the system.
- (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>(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>Any two points to be explained.</p>		
	<p align="center">(SECTION – D) ECONOMICS</p>		20
29.	(A) 12	10	1
30.	(D) Ground water	14	1
31.	(C) To regulate foreign trade into the country	64	1
32.	(B) Cost of credit	44-45	1
33.	(A) Private sector	33	1
34.	(A) One	10	1
35.	<p>“Advancement in technology has stimulated the globalization process.” Justify the statement with suitable arguments.</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> <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>Any three points to be explained.</p>	63-67	3x1=3
36.	<p>How does Self-Help-Group work in rural areas? Explain.</p> <p>(i) Self-help groups are organised in rural areas to create new ways of providing loans to the poor.</p>	50-51	3x1=3

	<p>(ii) The idea is to organise rural poor, in particular women, into small Self-Help Groups (SHGs) and pool (collect) their savings.</p> <p>(iii) A typical SHG has 15-20 members, usually belonging to one neighbourhood, who meet and save regularly.</p> <p>(iv) Most of the important decisions regarding the savings and loan activities are taken by the group members.</p> <p>(v) The SHGs help borrowers overcome the problem of lack of collateral.</p> <p>(vi) They can get timely loans at easy interest for a variety of purposes and at a reasonable interest rate.</p> <p>(vii) SHGs are the building blocks of organisation of the rural poor.</p> <p>(viii) This help the women to become financially self-reliant.</p> <p>(ix) Their regular meetings provide a platform to discuss and act on a variety of social issues such as health, nutrition, domestic violence, etc.</p> <p>(x) Any other relevant point.</p> <p style="text-align: center;">Any three points to be explained.</p>		
37.	<p>“Different persons can have different developmental goals.” Explain the statement with examples.</p> <p>(i) Aspirations and aims are different of all as development or progress mean different to different persons.</p> <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</p>	4-5	3x1=3

	<p>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;">Any three points to be explained.</p>		
38.	<p>(a) Explain the sectoral activities on the basis of employment.</p> <p>(i) A remarkable fact about India is that while there has been a change in the share of the three sectors in GDP (GVA), a similar shift has not taken place in employment.</p> <p>(ii) The share of employment in the primary sector continues to be the largest employer even today.</p> <p>(iii) The primary sector employs a maximum of 44% of the people, secondary sector 25%, and tertiary sector 31%.</p> <p>(iv) Though there has been an increase in industrial output and services, but enough jobs were not created.</p> <p>(v) The production of industrial goods went up by more than nine times, employment in the industry went up by around three times.</p> <p>(vi) The production in the service sector rose by 14 times, employment in the service sector rose around five times.</p> <p>(vii) More than half of the workers in the country are working in the primary sector, mainly in agriculture, producing only about one sixth of the GVA/GDP.</p> <p>(viii) The secondary and tertiary sectors produce the rest of the produce whereas they employ less about half the people.</p> <p>(ix) In agriculture people are under employed.</p> <p>(x) This underemployment can be seen in other sectors as well. For example, there are thousands of casual</p>	25-26	5x1=5

	<p>workers like painters, plumbers, repair persons and others doing odd jobs in the service sector in urban areas who search for daily employment as they do not have better opportunities.</p> <p>(xi) Any other relevant point.</p> <p>Any five points to be explained.</p>		
	<p style="text-align: center;">OR</p> <p>b) Explain the shifts seen between the different sectors of the economy in India.</p> <p>(i) At initial stages of development, primary sector was the most important sector of economic activity.</p> <p>(ii) When the methods of farming changed, agriculture sector began to prosper, it produced much more food than before.</p> <p>(iii) Many people could now take up other activities-there were increasing number of craft-persons and traders.</p> <p>(iv) Buying and selling activities increased many times.</p> <p>(v) There were also transporters, administrators, army etc.</p> <p>(vi) However, at this stage, most of the goods produced were natural products from the primary sector and most people were also employed in this sector.</p> <p>(vii) Due to new methods of manufacturing, factories came up and started expanding.</p> <p>(viii) This resulted in a shift from farming to work in factories in large numbers.</p> <p>(ix) People began to use many more goods that were produced in factories at cheap rates. Secondary sector became the most important in total production and employment.</p> <p>(x) This means that the importance of the sectors had changed.</p> <p>(xi) In the past few years, there has been a further shift from secondary to tertiary sector. This service sector has become the most important in terms of total production. Most of the working people are also employed in the service sector.</p> <p>(xii) Any other relevant point.</p> <p>Any five points to be explained.</p>	23	5x1=5

Note: Please see maps for answers to Q 9 and Q19.

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

