

Marking Scheme
Strictly Confidential
(For Internal and Restricted use only)
Secondary School Examination, 2026 (Xth)
SUBJECT NAME: Social Science (Q.P. CODE /Set No. 087/32/5/3)

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 totalled 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: 32/5/3)

SET 3
MM:80

Q.No .	EXPECTED VALUE POINTS		Marks
	SECTION – A (HISTORY)		20
1.	(C) Raja Ram Mohan Roy – Sambad Kaumudi	121	1
2.	(D) Germania	23	1
	Note: the following question is for the Visually Impaired candidate only in lieu of question no 3.		
	(D) Napoleon Bonaparte	6	
3.	(B) II, IV, III, I	31, 39	1
4.	(A) Both (A) and (R) are true and R is correct explanation of (A)	55	1
5.	<p>(a) Why did many Europeans migrate to America after Sixteenth century? Explain.</p> <p>(i) Poverty and hunger were common in Europe until the nineteenth century.</p> <p>(ii) Cities were crowded and deadly diseases were widespread. Religious conflicts were common, and religious dissenters were persecuted.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	55- 56	2x1=2

	<p>(vi) Any other relevant point.</p> <p>Any two points to be explained</p> <p>OR</p> <p>(b) How did trade and long-distance travel contribute to the spread of diseases during ancient period? Explain.</p> <p>(i) From ancient times, travellers, traders, priests and pilgrims travelled vast distances for knowledge, opportunity and spiritual fulfilment, or to escape persecution.</p> <p>(ii) They carried goods, money, values, skills, ideas, inventions, and even germs and diseases.</p> <p>(iii) The long-distance spread of disease-carrying germs may be traced as far back as the seventh century.</p> <p>(iv) Later, trade and long-distance travel also contributed to the spread of diseases especially when Europeans attempted to conquer America.</p> <p>(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.</p> <p>(vi) Any other relevant point.</p> <p>Any two points to be explained.</p>	53-55	2x1=2
6.	<p>(a) “Print culture created the favorable conditions for the French Revolution.” Explain the statement with examples.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	115 - 116	3x1=3

	<p>(iv) By the 1780s there was literature that mocked the royalty and criticised their morality. They raised questions about the existing social order.</p> <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) Explain the process of the formation of the United Kingdom of Great Britain.</p> <p>(i) In Britain the formation of the nation-state was not the result of a sudden upheaval or revolution. It was the result of a long-drawn-out process.</p> <p>(ii) There was no British nation prior to the eighteenth century. Britain was inhabited by the English, Welsh, Scot or Irish. All of these ethnic groups had their own cultural and political traditions.</p>	22	5x1=5

	<p>(iii) The English parliament, which had seized power from the monarchy in 1688 at the end of a protracted conflict, was the instrument through which a nation-state, with England at its center, came to be forged.</p> <p>(iv) The Act of Union (1707) between England and Scotland that resulted in the formation of the ‘United Kingdom of Great Britain’ meant, in effect, that England was able to impose its influence on Scotland.</p> <p>(v) The growth of a British identity meant that Scotland’s distinctive culture and political institutions were systematically suppressed. The Scottish Highlanders were forbidden to speak their Gaelic language or wear their national dress and large numbers were forcibly driven out of their homeland.</p> <p>(vi) Ireland suffered a similar fate. The English helped the Protestants of Ireland to establish their dominance over a largely Catholic country.</p> <p>(vii) Catholic revolts against British dominance were suppressed. After a failed revolt led by Wolfe Tone and his United Irishmen (1798), Ireland was forcibly incorporated into the United Kingdom in 1801.</p> <p>(viii) A new ‘British nation’ was forged through the propagation of a dominant English culture. The symbols of the new Britain – the British flag (Union Jack), the national anthem (God Save Our Noble King), the English language – were actively promoted and the older nations survived only as subordinate partner in this union.</p> <p>(ix) Any other relevant point.</p> <p style="text-align: center;">Any five points to be explained.</p> <p style="text-align: center;">OR</p> <p>(b) Explain the process of German Unification during the Nineteenth century.</p> <p>(i) After 1848, nationalism in Europe moved away from its association with democracy and revolution.</p> <p>(ii) Nationalist sentiments were often mobilized by conservatives for promoting state power and achieving political domination over Europe.</p> <p>(iii) The liberal initiative of 1848 to nation-building was repressed by the combined forces of the monarchy and the</p>	19	5x1=5
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	<p>military, supported by the large landowners (called Junkers) of Prussia.</p> <p>(iv) From then on, Prussia took on the leadership of the movement for national unification. Its chief minister, Otto von Bismarck, was the architect of this process carried out with the help of the Prussian army and bureaucracy.</p> <p>(v) Three wars over seven years – with Austria, Denmark and France – ended in Prussian victory and completed the process of unification.</p> <p>(vi) In January 1871, the Prussian king, William I, was proclaimed German Emperor in a ceremony held at Versailles.</p> <p>(vii) On 18 January 1871, an assembly comprising the princes of the German states, representatives of the army, important Prussian ministers including the chief minister Otto von Bismarck gathered in the unheated Hall of Mirrors in the Palace of Versailles to proclaim the new German Empire headed by Kaiser William I of Prussia.</p> <p>(viii) The nation-building process in Germany had demonstrated the dominance of Prussian state power.</p> <p>(ix) Any other relevant point.</p> <p style="text-align: center;">Any five points to be explained.</p>		
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 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>(8.1) How did icons help to unite Indians during the freedom struggle?</p> <p style="text-align: right;">1</p> <p>(i) Devotion to an icon like Bharat Mata came to be seen as evidence of one's nationalism.</p> <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>	48	1+1+2=4

	<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>Any one point to be explained.</p> <p>(8.2) Why did nationalists feel the need to rewrite Indian history? 1</p> <p>(i) 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.</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>Any one point to be explained.</p> <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 Gandhi ji launched Satyagraha for the Indigo planters. 1</p> <p style="text-align: center;">Champan</p> <p>(9.2) Name the place where the session of Indian National Congress was held in 1920 in the Maharashtra. 1</p>		2x1=2

	Nagpur		
	SECTION - B (GEOGRAPHY)		20
10.	(D) Land left without cultivation for one agricultural year	4	1
11.	(C) Energy minerals	43	1
12.	(C) Paddy, Jowar, Maize	32	1
13.	(B) Madhya Pradesh	15	1
14.	(B) Black soil	7	1
15.	(a) (b) (c) (d) (C) (iv) (iii) (ii) (i)	15	1
16.	<p>Explain the measures made by government to improve Indian agriculture.</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 crop insurance against drought, flood, cyclone, fire and disease were made.</p> <p>(vi) Grameen banks, cooperative societies and banks for providing 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>	38-39	2x1=2

	<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>Any two points to be explained.</p>								
17.	<p>(a) Explain the main characteristics of minerals.</p> <p>(i) Minerals are found in varied forms in nature, ranging from the hardest diamond to the softest talc.</p> <p>(ii) Minerals are usually found in “ores” mixed with other impurities and elements.</p> <p>(iii) Minerals may occur as metals- iron ore, copper, silver etc, and non-metals- mica, coal, salt, potassium, and limestone.</p> <p>(iv) Metallic minerals can also be ferrous- iron ore, manganese, nickel, and cobalt and non-ferrous- copper, tin, lead, bauxite.</p> <p>(v) Minerals can also be precious metallic minerals like gold and silver.</p> <p>(vi) Some minerals are energy resources- coal, petroleum, and natural gas.</p> <p>(vii) Any other relevant point.</p> <p>Any five points to be explained.</p> <p>OR</p> <p>(b) Explain the difference between conventional and non-conventional sources of energy.</p> <table><tr><th>Conventional Sources of Energy</th><th>Non-Conventional Sources of Energy.</th></tr><tr><td>(i) Conventional sources include: firewood, cattle dung cake, coal, petroleum, natural gas and electricity (both hydel and thermal).</td><td>(i) Non-conventional sources include solar, wind, tidal, geothermal, biogas and atomic energy.</td></tr><tr><td>(ii) These are finite sources as they are limited in quantity.</td><td>(ii) These sources are non-exhaustible.</td></tr></table>	Conventional Sources of Energy	Non-Conventional Sources of Energy.	(i) Conventional sources include: firewood, cattle dung cake, coal, petroleum, natural gas and electricity (both hydel and thermal).	(i) Non-conventional sources include solar, wind, tidal, geothermal, biogas and atomic energy.	(ii) These are finite sources as they are limited in quantity.	(ii) These sources are non-exhaustible.	42-44	5x1=5
Conventional Sources of Energy	Non-Conventional Sources of Energy.								
(i) Conventional sources include: firewood, cattle dung cake, coal, petroleum, natural gas and electricity (both hydel and thermal).	(i) Non-conventional sources include solar, wind, tidal, geothermal, biogas and atomic energy.								
(ii) These are finite sources as they are limited in quantity.	(ii) These sources are non-exhaustible.								
		50, 54	5x1=5						

	<div> <div>(iii) These sources cause environmental pollution except water.</div> <div>(iii) These sources of energy are eco-friendly.</div> </div> <div> <div>(iv) These are expensive sources of energy.</div> <div>(iv) These sources of energy are one-time investment.</div> </div> <div> <div>(v) Except water, they all leave residue behind.</div> <div>(v) No residue is left.</div> </div> <div> <div>(vi) Any other relevant point.</div> </div> <div>Any five points of difference to be explained.</div>		
18.	<p>Read the given source carefully and answer the questions that follow:</p> <p style="text-align: center;">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 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>18.1 Explain the role of floods in land degradation. 1</p> <div> <div>(i) Floods cause soil erosion.</div> <div>(ii) Floods also cause sedimentation, which means that flood plains are deprived of silt.</div> <div>(iii) Any other relevant point.</div> </div> <p style="text-align: center;">Any one point to be explained.</p> <p>18.2 How has irrigation changed cropping pattern? 1</p> <div> <div>(i) Farmers are shifting to water intensive crops.</div> <div>(ii) They are also shifting to commercial cropping.</div> <div>(iii) Any other relevant point.</div> </div> <p style="text-align: center;">Any one point to be explained.</p> <p>18.3 Explain any two objectives of the ‘Pradhan Mantri Krishi Sinchayee Yojana’. 2</p> <div> <div>(i) Increase physical access of water on the farm.</div> </div>	23	1+1+2=4

	<p>(ii) Expand cultivable area under assured irrigation (har khet ko pani).</p> <p>(iii) Improve on farm water use efficiency to reduce wastage.</p> <p>(iv) Introduce sustainable water conservation practice .</p> <p>(v) Reduce wastage of water and increase efficiency of irrigation by adopting drip and sprinkler irrigation.</p> <p>(vi) Irrigation and other water saving technologies (per drop more crop).</p> <p>(vii) Any other relevant point.</p> <p style="text-align: center;">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 Sutlej river. 1 BHAKRA NANGAL DAM</p> <p>(ii) Name the place where nuclear power plant is located in Gujarat. 1 KAKRAPARA</p> <p>(iii) Name the place where software technology park is located in Uttar Pradesh. 1 NOIDA</p> <p>(iv) Name the place where an International Airport is located in Maharashtra. 1 MUMBAI / CHHATRAPATI SHIVAJI INTERNATIONAL AIRPORT</p>		3x1=3
	<p>SECTION - C</p> <p>(POLITICAL SCIENCE)</p>		20
20.	(B) I, II and IV are correct.	25	1
21.	(A) Bharatiya Janata Party & Aam Aadmi Party	56	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>	<p>67</p> <p>63-72</p>	1

23.	(A) Both (A) and (R) are correct and (R) is correct explanation of (A).	4	1
24.	<p>Suggest any two ways to promote women in various professional fields.</p> <ul style="list-style-type: none"> (i) Women should be encouraged to go to school. (ii) Schools and government should organise vocational training programmes. (iii) Women should be provided a nutritious diet. (iv) Equal salaries for women along with that of men in any work should be promoted. (v) Easy loan facilities should be provided to women. (vi) More schemes should be encouraged to enable women to take up different professions. (vii) Any other relevant point. <p>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> <ul style="list-style-type: none"> (i) Promotes equality among citizens. (ii) Enhances the dignity of the individual. (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>Any two points to be examined.</p>	63-72	2x1=2
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. 	16-17	3x1=3

	<p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;">Any three points to be explained.</p>		
27.	<p>(a) Analyse the role of Political Parties in ensuring good governance.</p> <p>(i) Political parties contest elections and enable citizens to elect their own government.</p> <p>(ii) Parties that form the government frame different policies and programs, thus responding to the needs of the citizens. This ensures proper administration.</p> <p>(iii) Political parties not only form governments, they also recruit leaders and train them. Once these leaders become part of the government, they ensure good governance.</p> <p>(iv) Political parties which do not form the government, form the opposition instead. The opposition voices different views, they criticise the government for its failures and mobilize public opinion. This prevents the government from misusing its powers. This ensures good governance in the country.</p> <p>(v) Political parties also help to shape public opinion with the help of its members, activists, pressure groups and movements where citizens play an important role.</p>	48-49	5x1=5

	<p>(vi) Legislatures formed by political parties make laws for the country. Law making is vital for efficient administration</p> <p>(vii) Political parties also provide citizens access to the government machinery and welfare schemes. This accessibility leads to better delivery of public services.</p> <p>(viii) Any other relevant point.</p> <p style="text-align: center;">Any five points to be analysed.</p> <p style="text-align: center;">OR</p> <p>(b) Analyse the need of Political Parties in India.</p> <p>(i) The need for political parties is directly linked to the emergence of a representative democracy like India.</p> <p>(ii) Political parties contest elections. Without elections, citizens will not be able to elect their own government. This goes against the democratic idea of a government of the people, by the people and for the people.</p> <p>(iii) Even if elections did take place without political parties, every candidate would be independent, policy decisions would be limited to that particular constituency. Independent representatives would be responsible to their own constituency and no one would be accountable or responsible for the country as a whole.</p> <p>(iv) Those political parties that do not form the government, form the opposition. The opposition voices different views, they criticise the government for its failures and mobilise public opinion.</p> <p>(v) Legislatures are formed by political parties after elections. They make laws in accordance to the needs of the people.</p> <p>(vi) Parties recruit leaders and train them to enable good governance. Without parties there would be a lack of good leaders. That is why we need political parties.</p> <p>(vii) Political parties also help to shape public opinion with the help of its members, activists, pressure groups and movements where citizens play an important role.</p> <p>(viii) Political parties also provide citizens access to the government machinery and welfare schemes.</p> <p>(ix) Any other relevant point.</p> <p style="text-align: center;">Any five points to be analysed.</p>	<p>48-49</p>	<p>5x1=5</p>
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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 public policies. Therefore, it follows that in a democracy, political power should be distributed among as many citizens as possible.</i></p> <p>28.1 How does power sharing promote stability of political order? 1</p> <ul style="list-style-type: none"> (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. <p style="text-align: center;">Any one point to be explained.</p> <p>28.2 How are pressure groups part of the power sharing mechanism? 1</p> <ul style="list-style-type: none"> (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. <p style="text-align: center;">Any one point to be explained.</p> <p>28.3 How does power sharing contribute to the spirit of democracy? 2</p> <ul style="list-style-type: none"> (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. 	8	1+1+2=4
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	<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;">Any two points to be explained.</p>		
	(SECTION -D) ECONOMICS		
29.	(A) Private Sector	33	1
30.	(A) 12	10	1
31.	(C) To regulate foreign trade into the country	64	1
32.	(B) Cost of credit	44-45	1
33.	(D) Ground water	14	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 further facilitated information and communication technology.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;">Any three points to be explained.</p>	63-67	3x1=3

36.	<p>Explain the different terms of credit.</p> <ul style="list-style-type: none"> (i) Every loan agreement specifies an interest rate which the borrower must pay to the lender along with the repayment of the principal. (ii) In addition, lenders may demand collateral (security) against loans. (iii) Collateral is an asset that the borrower owns (such as land, building, vehicle, livestock, deposits with banks) and uses this as a guarantee to a lender until the loan is repaid. (iv) If the borrower fails to repay the loan, the lender has the right to sell the asset or collateral to obtain payment. (v) Property such as land titles, deposits with banks, livestock are some common examples of collateral used for borrowing. (vi) Interest rate, collateral and documentation requirement, and the mode of repayment together comprise the terms of credit. (vii) The terms of credit vary substantially from one credit arrangement to another. They may vary depending on the nature of the lender and the borrower. (viii) Any other relevant point. <p style="text-align: center;">Any three points to be explained.</p>	44-45	3x1=3
37.	<p>“Different persons can have different developmental goals.” Explain the statement with examples.</p> <ul style="list-style-type: none"> (i) Aspirations and aims are different of all as development or progress mean different to different persons. (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. (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 be able to settle their children abroad. (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. 	4-5	3x1=3

	<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;">Any three points to be explained.</p>		
38.	<p>(a) Explain the efforts done by the Indian government towards “Right to work”.</p> <p>(i) The Central Government in India made a law implementing the ‘Right to Work’ in about 625 districts of India.</p> <p>(ii) Under “Right to Work”, MGNREGA (Mahtama Gandhi National Rural Employment Guarantee Act) 2005/Viksit BharatGuarantee for Rozgar and Ajeevika Mis sion or (G RAM G 2025) was implemented. This ensured all those who are able to, and need work in rural areas are guaranteed 100 days (now 125 days) of employment in a year by the government.</p> <p>(iii) Government has provided reservation of seats for SC/ST under this act.</p> <p>(iv) If the government fails in its duty to provide employment, it will give unemployment allowances to the people.</p> <p>(v) The types of work that would help to increase the production from land will be given preference under ‘Right to Work’. For example, construction of dams and canals to irrigate farms, construction of roads, and storages, etc.</p> <p>(vi) The government has made many provisions for banks and cooperative societies which lend money to people so that they could borrow cheaply for a variety of needs.</p>	27-29	5x1=5

	<p>They could grow crops, setup small businesses and construct wells to irrigate farms.</p> <p>(vii) The NITI Aayog has suggested the government that employment could be generated at small scale in different areas. For example, NITI Aayog estimates that nearly 20 lakh jobs can be created in the education sector alone.</p> <p>(viii) Provision of honey collection centres, local crafts and small scale agriculture-based industries (e.g. dal mills), food processing industries etc. will also generate employment.</p> <p>(ix) The government implements various laws to ensure fair working conditions which is a key part of the Right to Work. This is done by ensuring workers security of employment and protecting vulnerable workers especially in the unorganised sectors.</p> <p>(x) Improvement in the health sector will create the need for doctors, nurses, health workers etc. to work in rural areas which will generate jobs.</p> <p>(xi) All these activities and services can create employment, improve the income, rural prosperity and well-being of people.</p> <p>(xii) Any other relevant point.</p> <p style="text-align: center;">Any five points to be explained.</p> <p style="text-align: center;">OR</p> <p>(b) Explain the difference between organized and unorganized sectors.</p> <table><tr><th>Organised Sector</th><th>Unorganised Sector</th></tr><tr><td>(i) Organised sector covers enterprises or places of work where the terms of employment are regular and therefore, people have assured work.</td><td>(i) The unorganised sector is characterised by small and scattered units which are largely outside the control of the government. People have no guarantee of work and can be removed at any time.</td></tr><tr><td>(ii) They are registered by the government.</td><td>(ii) They are also registered by the government.</td></tr><tr><td>(iii) They follow its rules and regulations which are given in various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act.</td><td>(iii) There are rules and regulations but those are not followed.</td></tr></table>	Organised Sector	Unorganised Sector	(i) Organised sector covers enterprises or places of work where the terms of employment are regular and therefore, people have assured work.	(i) The unorganised sector is characterised by small and scattered units which are largely outside the control of the government. People have no guarantee of work and can be removed at any time.	(ii) They are registered by the government.	(ii) They are also registered by the government.	(iii) They follow its rules and regulations which are given in various laws such as the Factories Act, Minimum Wages Act, Payment of Gratuity Act.	(iii) There are rules and regulations but those are not followed.	30-31	5x1=5
Organised Sector	Unorganised Sector										
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(ii) They are registered by the government.	(ii) They are also registered by the government.										
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	Shops and Establishments Act etc.			
	(iv) It has some formal processes and procedures.	(iv) There are no formal processes and procedures of operation.		
	(v) Workers in the organised sector enjoy security of employment. They are expected to work only a fixed number of hours.	(v) There is no job security and number of working hours are not fixed.		
	(vi) They also get several other benefits from the employers- for example, paid leave, payment during holidays, provident fund, gratuity, and medical benefits etc.	(vi) They get no other allowances apart from their wages.		
	(vii) The factory manager has to ensure facilities like drinking water and a safe working environment.	(vii) They may not be provided with any such facility.		
	(viii) Provision of pension at the time of retirement for the workers.	(viii) They do not have such provisions.		
	(ix) Any other relevant point.			
Any five points of difference to be explained.				
Note: Please see maps for answers to Q 9 and Q 19.				

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

