

**Marking Scheme**  
**Strictly Confidential**  
**(For Internal and Restricted use only)**  
**Secondary School Examination, 2026 (X<sup>th</sup>)**  
**SOCIAL SCIENCE, Code 087**  
**Q.P. CODE 32/2/2**

**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 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 (04) sections i.e. Section-A, Section-B, Section-C and Section-D. Section- A is History, Section-B is Geography, Section-C is Political Science and Section-D is Economics.</b>  1. Students will divide the answer book in 04 sections in Social Science for writing answers.2. Replies of questions are to be written only within the space identified for the concerned section only.3. Reply of a section should not be written or mixed in any other section.4. In case, if replies are mixed, these will not be evaluated, and no marks will be awarded.5. Such mistakes will not be accepted and addressed even during verification or revaluation process after the results are declared.
<b>5</b>	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
<b>6</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
<b>7</b>	Evaluators will mark ( ✓ ) wherever answer is correct. For wrong answer CROSS ‘X’ be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
<b>8</b>	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.

<b>9</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
<b>10</b>	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
<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 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.
<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 totaling of marks awarded on an answer.</li> <li>• Wrong transfer of marks from the inside pages of the answer book to the title page.</li> <li>• Wrong question wise totaling on the title page.</li> <li>• Wrong totaling of marks of the two columns on the title page.</li> <li>• Wrong grand total.</li> <li>• Marks in words and figures not tallying/not same.</li> <li>• Wrong transfer of marks from the answer book to online award list.</li> <li>• Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> </ul> <p>Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</p>
<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 totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
<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 totaled 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.

## SET 2

[illegible]

	<p>(v) The kingdom of the Netherlands, including Belgium, was set up in the north.</p> <p>(vi) Genoa was added to Piedmont in the south.</p> <p>(vii) Prussia was given important new territories on its western frontiers.</p> <p>(viii) Prussia was given a portion of Saxony.</p> <p>(ix) Austria was given control of northern Italy.</p> <p>(x) Russia was given part of Poland.</p> <p>(xi) Any other relevant point.</p> <p style="text-align: center;"><b>Any three points to be analysed.</b></p>		
8.	<p><b>(a) Explain the role of urban middle class in ‘Non-Cooperation Movement’.</b></p> <p>(i) Thousands of students left govt. – controlled school and colleges, headmasters and teachers resigned.</p> <p>(ii) Lawyers gave-up their legal practice</p> <p>(iii) Council elections were boycotted.</p> <p>(iv) Foreign goods were boycotted.</p> <p>(v) Liquor shops picketed.</p> <p>(vi) Foreign cloth burnt in huge bonfires, the import of foreign cloth halved between 1921 and 1922.</p> <p>(vii) In many places merchants and traders refused to trade in foreign goods or finance foreign trade.</p> <p>(viii) People began discarding imported clothes and wearing only Indian ones like Khadi.</p> <p>(ix) Production of Indian textile mills and handlooms went up.</p> <p>(x) 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) How did reinterpretation of history play an important role in the development of nationalism in India? Explain.</b></p> <p>(i) To create the feeling of nationalism, it was important to reinterpret history to arouse the feeling of collective identity among the citizens.</p> <p>(ii) By the end of the nineteenth century many Indians felt Indian history had to be thought about differently to instill a sense of pride in the nation among citizens.</p> <p>(iii) Indians began looking into past to discover India’s great achievements, leading to the development of nationalism.</p> <p>(iv) They wrote about glorious achievements in field of art and architecture.</p> <p>(v) They highlighted accomplishments in science and mathematics, promoting nationalism.</p> <p>(vi) They underlined the glorious achievements of religion and culture.</p>	34	5x1=5
		48	5x1=5

	<p>(vii) They also highlighted that law and philosophy; craft and trade flourished in ancient times.</p> <p>(viii) In their view, India's history of decline started when it was colonised.</p> <p>(ix) These nationalist histories urged the readers to take pride in India's great achievements in the past.</p> <p>(x) Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>		
9.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Print and Censorship</b></p> <p><i>After the revolt of 1857, the attitude of the colonial government towards freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized, and the printing machinery confiscated.</i></p> <p><b>9.1 Which Act was the inspiration of the 'Vernacular Press Act'?</b> <span style="float: right;"><b>1</b></span> Irish Press Laws</p> <p><b>9.2 Why was the colonial government not in favour of freedom of the press?</b> <span style="float: right;"><b>1</b></span></p> <p>(i) The Indian newspapers were becoming assertively nationalist.</p> <p>(ii) The colonial government debated measures of stringent control on Indian newspapers.</p> <p>(iii) After the revolt of 1857, the enraged Englishmen demanded a clamp down on the 'native press'.</p> <p>(iv) The colonial government was afraid of spread of revolutionary ideas.</p> <p>(v) Any other relevant point.</p> <p><b>Any one point to be explained.</b></p> <p><b>9.3 Which two powers were given by the 'Vernacular Press Act' to the colonial government?</b> <span style="float: right;"><b>2x1=2</b></span></p> <p>(i) It provided the government with extensive rights to censor reports and editorials in the vernacular press.</p> <p>(ii) The government began to keep a regular track of the newspapers.</p> <p>(iii) The press was liable to be seized upon printing of a seditious report.</p> <p>(iv) The machinery could be confiscated.</p> <p>(v) Any other relevant point.</p> <p><b>Any two points to be mentioned.</b></p>	127	1+1+2 =4

10.	<p><b>Please see the attached map.</b></p> <p><b>Note: The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 10.</b></p> <p><b>(10.1) Name the place where the session of the Indian National Congress was held in September 1920. 1</b> Calcutta/ Kolkata</p> <p><b>(10.2) Name the place where Mahatma Gandhi led the Peasant Movement for Indigo planters. 1</b> Champaran</p>		2x1=2
	<b>SECTION – B Geography</b>		<b>20</b>
11.	(D) Rubber	31	1
12.	(D) Meghalaya	28	1
13.	(A) Nagercoil to Madurai	54	1
14.	<p><b>(a) Describe the main provisions of Indian Wildlife (Protection) Act, 1972.</b></p> <p>(i) An all-India list of protected species was published. (ii) The thrust of the programme was towards protecting the remaining population of certain endangered species. (iii) Giving legal protection to habitats of endangered species. (iv) Hunting was banned. (v) The Act restricted trade in wildlife. (vi) Central and many state governments established national parks and wildlife sanctuaries. (vii) Any other relevant point.</p> <p><b>Any two points to be described.</b></p> <p><b>OR</b></p> <p><b>(b) Describe any two characteristics of ‘reserved forests’ in India.</b></p> <p>(i) More than half of the total forest land has been declared reserved forests in India. (ii) Reserved forests are regarded as the most valuable as far as the conservation of forest is concerned. (iii) Reserved forests are valuable for wildlife resources. (iv) Reserved forests are also referred to as permanent forest estates maintained for the purpose of producing timber and other forest produce, and for protective reasons. (v) Any other relevant point.</p> <p><b>Any two points to be described.</b></p>	<p><b>14</b></p> <p><b>15</b></p>	<p><b>2x1=2</b></p> <p><b>2x1=2</b></p>

15.	<p><b>Explain any three factors responsible for soil formation.</b></p> <ul style="list-style-type: none"> <li>(i) Relief</li> <li>(ii) Parent rock or bed rock</li> <li>(iii) Climate</li> <li>(iv) Vegetation and other form of life</li> <li>(v) Time</li> <li>(vi) Temperature</li> <li>(vii) Action of running water</li> <li>(viii) Wind and glacier</li> <li>(ix) Activities of decomposers</li> <li>(x) Chemical and organic change</li> <li>(xi) Any other relevant point</li> </ul> <p><b>Any three points to be explained.</b></p>	6	3x1=3
16.	<p><b>(a) Explain the factors responsible for the development of cotton textile industry in India.</b></p> <ul style="list-style-type: none"> <li>(i) Availability of raw cotton supports the growth of cotton textile industry.</li> <li>(ii) Production of cotton is abundant in areas like Maharashtra and Gujarat where black soil is found.</li> <li>(iii) The climate of this area, make cotton fibre shiny and strong.</li> <li>(iv) This offers scope for incorporating traditional skills and designs of weaving in cotton, silk, zari, embroidery, etc.</li> <li>(v) Facility of nearby market acts as aide to the expansion.</li> <li>(vi) Transport including accessible port facility helps further.</li> <li>(vii) Cheap labour helps in localisation of cotton textile industry.</li> <li>(viii) The secondary sector industry like chemicals and dyes, packaging materials and engineering works are supported by this industry.</li> <li>(ix) Government support for the setting up of cotton textile industries creates opportunities of work in designing, packaging, tailoring and sewing.</li> <li>(x) Any other relevant point.</li> </ul> <p><b>Any five points to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain any five suggestions to control environmental degradation.</b></p> <ul style="list-style-type: none"> <li>(i) Minimising use of water for processing by reusing and recycling it in two or more successive stages.</li> <li>(ii) Harvesting of rainwater to meet water requirements.</li> <li>(iii) Treating hot water and effluents before releasing them in rivers.</li> </ul>	60	5x1=5
		66	5x1=5

	<p>(iv) Particulate matter in the air can be reduced by fitting smoke- stacks to factories.</p> <p>(v) Smoke can be reduced by using oil and gas instead of coal.</p> <p>(vi) Machinery should be redesigned to reduce noise.</p> <p>(vii) Minimise industrial waste generation.</p> <p>(viii) Provide green belts to nurture ecological balance, supported by regular monitoring and reviews.</p> <p>(ix) The challenge of sustainable development requires integration of economic development with environmental concerns.</p> <p>(x) Any other relevant point.</p> <p style="text-align: center;"><b>Any five points to be explained.</b></p>		
17.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Cropping Pattern</b></p> <p><i>Rabi crops are sown in winter from October to December and harvested in summer from April to June. Kharif crops are grown with the onset of monsoon in different parts of the country and these are harvested in September-October. In between the Rabi and the Kharif seasons, there is a short season during the summer months known as the Zaid season.</i></p> <p><b>17.1 Rice cultivation is an example of which type of agricultural season? 1</b> Kharif</p> <p><b>17.2 Name any one crop which is harvested between April to June in India. 1</b></p> <p>(i) Wheat/ (ii) Barley/ (iii) Peas/ (iv) Gram/ (v) Mustard/ (vi) Any other crop.</p> <p style="text-align: center;"><b>Any one crop to be mentioned.</b></p> <p><b>17.3 Mention any two zaid crops. 2x1=2</b></p> <p>(i) Watermelon/ (ii) Muskmelon/ (iii) Cucumber/ (iv) Vegetables/ (v) Fodder crop/ (vi) Sugarcane/ (vii) Any other crop</p> <p style="text-align: center;"><b>Any two crops to be mentioned.</b></p>	32	1+1+2 =4



18.	<p>Please see the attached map.</p> <p><b>Note: The following questions are for the Visually Impaired Candidates only, in lieu of Q. No. 18.</b></p> <p><b>Answer any three questions.</b></p> <p>(18.1) Name a major dam built on the Mahanadi river. 1 Hirakud dam</p> <p>(18.2) Name the place where a Software Technology Park is located in Uttar Pradesh. 1 Noida</p> <p>(18.3) Name a major sea port located in Tamil Nadu. 1 Tuticorin/Chennai</p> <p>(18.4) Name the eastern-most terminal station of East-West corridor of India. 1 Silchar</p> <p><i>If the examinee has attempted question 18.4, mark be awarded.</i></p>		3x1=3
	<p align="center"><b>SECTION – C</b></p> <p align="center"><b>Political Science</b></p>		20
19.	<p>(B) Declaring Sinhala as the official language/</p> <p>(D) Implementing a policy of preference for Sinhalese in government jobs.</p> <p><i>If the examinee marks either option B or D, mark be awarded.</i></p>	3	1
20.	(D) Australia	15	1
21.	(A) Only I, II and III are correct	48-49	1
22.	(C) a-iv, b-i, c-iii, d-ii	16-17	1
23.	<p><b>“Complaints are the testimony to the success of Democracy.”</b></p> <p><b>Explain the statement with examples.</b></p> <p>(i) In a democracy, people have more expectations and many complaints.</p> <p>(ii) They ask for more and want to make democracy even better.</p> <p>(iii) It shows that people have developed awareness about their rights and the system.</p> <p>(iv) It indicates that people have developed ability to look critically at the power holders and the influential.</p> <p>(v) The public expression transforms people from the status of subjects into that of citizens.</p> <p>(vi) Most individuals now believe that their vote impacts how the government is run.</p> <p>(vii) Any other relevant point.</p> <p align="center"><b>Any two points to be explained.</b></p>	72	2x1=2

24.	<p><b>Suggest any two reforms to strengthen ‘party system’ in India.</b></p> <ul style="list-style-type: none"> <li>(i) Internal democracy should be strengthened.</li> <li>(ii) The growing role of money and muscle power should be checked.</li> <li>(iii) The parties should offer meaningful choices to the voters.</li> <li>(iv) The common workers of the party should be given an opportunity to rise to power.</li> <li>(v) It should be made mandatory for political parties to give a minimum number of tickets, about one-third, to women candidates.</li> <li>(vi) Citizens, pressure groups and movements and the media can put pressure on political parties to overcome the challenges.</li> <li>(vii) It should be able to accommodate the social and regional divisions.</li> <li>(viii) India should strengthen the multiparty system, keeping in mind its social and geographical diversity.</li> <li>(ix) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any two points to be suggested.</b></p>	51-61	2x1=2
25.	<p><b>“Constitutional provisions are necessary for the success of federalism.” Explain the statement in the context of India.</b></p> <ul style="list-style-type: none"> <li>(i) The Constitution declared India as a Union of States. Although it did not use the word federation, the Indian Union is based on the principles of federalism.</li> <li>(ii) The Constitution clearly provided a three-fold distribution of legislative powers between the Union Government and the State Governments in the form of three lists- Union, State and Concurrent List.</li> <li>(iii) There is an independent judiciary that plays an important role in overseeing the implementation of constitutional provisions and procedures.</li> <li>(iv) In case of any dispute about the division of powers, the High Courts and the Supreme Court interpret the constitution to make decision.</li> <li>(v) Any change in the provision of the constitution has to be first passed by both the Houses of Parliament with at least two-thirds majority. Then it must be ratified by the legislatures of at least half of the total States.</li> <li>(vi) The Union and State Governments have the power to raise resources by levying taxes in order to carry on the government and the responsibilities assigned to each of them.</li> <li>(vii) Any other relevant point.</li> </ul> <p style="text-align: center;"><b>Any three points to be explained.</b></p>	16-17	3x1=3

26.	<p><b>(a) Compare the Belgian model and the Sri Lankan model of power sharing.</b></p> <p><b><u>Belgian Model</u></b></p> <ul style="list-style-type: none"> <li>(i) The Belgian government applied the model of accommodation.</li> <li>(ii) They recognised the existence of regional differences and cultural diversity.</li> <li>(iii) They amended the Constitution four times between 1970 and 1993 so as to work out an arrangement that would enable everyone to live together.</li> <li>(iv) They respected the feelings and interests of different communities.</li> <li>(v) The State Governments are not subordinate to the Central Government.</li> <li>(vi) The French majority in Brussels accepted equal number of Dutch and French ministers at the state level of government.</li> <li>(vii) The Dutch majority in Belgium accepted equal number of French and Dutch ministers at the central government level.</li> <li>(viii) A third kind of government- ‘community government’ ensured German minority does not feel alienated.</li> <li>(ix) The community government looked after culture, education and language related issues of the three ethnic groups.</li> <li>(x) No single community can make decisions unilaterally.</li> <li>(xi) They mutually accepted arrangements of power sharing.</li> <li>(xii) Any other relevant point.</li> </ul> <p><b><u>Sri Lankan Model</u></b></p> <ul style="list-style-type: none"> <li>(i) The Sri Lankan government applied the model of Majoritarianism.</li> <li>(ii) They overlooked the existence of regional differences and cultural diversity.</li> <li>(iii) An Act was passed in 1956 to fulfil the wish of majority population.</li> <li>(iv) They recognise Sinhala as the only official language.</li> <li>(v) The governments followed preferential policies that favoured Sinhala applicants for university positions and government jobs.</li> <li>(vi) A new Constitution stipulated that the state shall protect and foster Buddhism.</li> </ul>	3-5	5x1=5
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	<p>(vii) They suppressed the feelings of minority.</p> <p>(viii) They refused to share power.</p> <p>(ix) The Sri Lankan Tamils struggled to demand for the recognition of Tamil as an official language, for regional autonomy and equality of opportunity in securing education and jobs.</p> <p>(x) By 1980s, several political organisations demanded a separate Tamil Eelam (state).</p> <p>(xi) The distrust between the two communities turned into a Civil War that ended in 2009.</p> <p>(xii) Any other relevant point.</p> <p><b>Any five points of comparison to be explained.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Why is power sharing necessary in a democracy? Explain.</b></p> <p>(i) It helps to reduce the possibility of conflict between social groups.</p> <p>(ii) It is a good way to ensure the stability of political order.</p> <p>(iii) It accommodates majority as well as minority.</p> <p>(iv) It is the very spirit of democracy.</p> <p>(v) People have a right to be consulted on how they are to be governed.</p> <p>(vi) A legitimate government is one where citizens, through participation, acquire a stake in the system.</p> <p>(vii) It strengthens unity of the country.</p> <p>(viii) It reinforces trust of people in democracy.</p> <p>(ix) Any other relevant point.</p> <p><b>Any five points to be explained.</b></p>	6	5x1=5
27.	<p><b>Read the given source carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>How many political parties?</b></p> <p><i>In some countries, only one party is allowed to control and run the government. These are called one-party systems. In some countries, power usually changes between two main parties. Several other parties may exist, contest elections and win a few seats in the national legislatures. Such a party system is called two-party system. If several parties compete for power, and more than two parties have a reasonable chance of coming to power either on their own strength or in alliance with others, we call it a multiparty system.</i></p> <p><b>27.1 Explain the main feature of ‘multi-party system’.</b> <span style="float: right;"><b>1</b></span></p> <p>(i) Several parties compete for power.</p> <p>(ii) More than two parties have a reasonable chance of coming in power either on their own strength or in alliance with others.</p> <p>(iii) Any other relevant point.</p> <p><b>Any one point to be explained.</b></p>	51	1+1+2=4

	<p><b>27.2 Why is a 'one-party system' not compatible with democracy? <span style="float: right;">1</span></b></p> <p>(i) It deprives the citizens the choice to choose who will form the government.</p> <p>(ii) It is almost like dictatorship.</p> <p>(iii) One party system does not provide a meaningful choice to the voters.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any one point.</b></p> <p><b>27.3 Explain the main characteristics of a coalition government. <span style="float: right;">2x1=2</span></b></p> <p>(i) In a multi-party system when no single party is able to muster the majority votes, it takes the support of other parties to form government.</p> <p>(ii) This system allows a variety of interest and opinions to enjoy the political representation.</p> <p>(iii) It reduces the dominance of any one party to act according to its whims and fancies in the government.</p> <p>(iv) Any other relevant point.</p> <p style="text-align: center;"><b>Any two points to be explained.</b></p>		
	<p><b>SECTION – D</b></p> <p><b>Economics</b></p>		<b>20</b>
<b>28.</b>	(B) To secure the loan for the lender	<b>44</b>	<b>1</b>
<b>29.</b>	(B) High Per Capita Income	<b>8</b>	<b>1</b>
<b>30.</b>	(D) Indian Railways	<b>33</b>	<b>1</b>
<b>31.</b>	(C) Odisha, Bihar, Haryana, Kerala	<b>10</b>	<b>1</b>
<b>32.</b>	(D) Assertion (A) is false, but Reason (R) is true.	<b>20</b>	<b>1</b>
<b>33.</b>	(B) To protect local industries	<b>64</b>	<b>1</b>
<b>34.</b>	(B) Because it is issued by the Reserve Bank of India on behalf of the Central Government.	<b>40</b>	<b>1</b>
<b>35.</b>	<p><b>Describe the main characteristics of the 'primary sector' of the economy.</b></p> <p>(i) When we produce a good by exploiting natural resources, it is an activity of the primary sector.</p> <p>(ii) Primary sector includes the activities that are undertaken by directly using natural resources.</p> <p>(iii) For these activities we depend mainly on natural factors like rainfall, sunshine and climate.</p> <p>(iv) The product of this sector is usually a natural product.</p>	<b>20</b>	<b>2x1=2</b>

	<p>(v) This sector also involves activities that are related to the agricultural sector like dairy activity, forestry, fishing, animal husbandry.</p> <p>(vi) This sector is also called agriculture and related sector.</p> <p>(vii) Any other relevant point.</p> <p><b>Any two points to be described.</b></p>		
36.	<p><b>Suggest the measures for the creation of extra employment generation in the agriculture sector.</b></p> <p>(i) The government should provide adequate facility for timely delivery of seeds, agriculture inputs, credit, storage facility and market outlets in rural areas.</p> <p>(ii) Irrigation facilities should be improved.</p> <p>(iii) Farmers should be trained and motivated to take up modern farming methods.</p> <p>(iv) More provisions of easy and cheap credit should be made available to the farmers like Kissan Credit Card (KCC).</p> <p>(v) More provisions should be introduced for the benefits of the farmers like that of crop insurance, etc.</p> <p>(vi) There should be provision of periodical enhancement of Minimum Support Price (MSP) for the agricultural produce.</p> <p>(vii) The government should organise skill training programme in agriculture and allied fields.</p> <p>(viii) The government should encourage cooperative farming.</p> <p>(ix) There should be development of agro-based industries.</p> <p>(x) More employment generation schemes like Mahatma Gandhi National Rural Employment Guarantee Act, (MGNREGA) / Viksit Bharat-Guarantee for Rozgar and Aajeevika Mission (Gramin)- (VB-G RAM G) for rural areas under government control should be introduced.</p> <p>(xi) Any other relevant point.</p> <p><b>Any three points to be suggested.</b></p>	28-29	3x1=3
37.	<p><b>Define the term ‘Body Mass Index’. Explain the method of its calculation.</b></p> <p><b>Body Mass Index</b> <span style="float: right;"><b>1</b></span>  Body Mass Index is the scale used by nutrition scientists to find out if we are properly nourished or not.</p> <p><b>Method of calculation</b> <span style="float: right;"><b>2</b></span></p> <p>(i) It is calculated through the formula:  Weight (in kgs) ÷ Square of height (in metres).</p> <p>(ii) If the height of the person is in centimetres, convert it into metres and divide the weight (in kgs) with the square of height(m<sup>2</sup>).</p> <p>(iii) Any other relevant point.</p>	13	1+2=3

38.	<p><b>(a) Differentiate between the formal and informal sources of credit.</b></p> <table><tr><th>Formal Sources of Credit</th><th>Informal Sources of Credit</th></tr><tr><td>(i) RBI supervises them.</td><td>(i) No supervising authority.</td></tr><tr><td>(ii) Low interest rate.</td><td>(ii) High interest rate</td></tr><tr><td>(iii) Repayment is easier.</td><td>(iii) Chances to get in debt trap is higher.</td></tr><tr><td>(iv) Low cost for borrower.</td><td>(iv) High cost for borrowers.</td></tr><tr><td>(v) Terms of credit are predefined.</td><td>(v) Terms of credit may not be defined prior.</td></tr><tr><td>(vi) Collateral is required.</td><td>(vi) Collateral may not be required.</td></tr><tr><td>(vii) Banks and cooperative groups are major sources.</td><td>(vii) Friends, employer, landlords, money lenders are major sources.</td></tr><tr><td>(viii) Any other relevant point</td><td>(viii) Any other relevant point.</td></tr></table> <p><b>Any five points of difference to be explained.</b></p> <p><b>OR</b></p> <p><b>(b) Explain the functioning of ‘Self-Help Groups’.</b></p> <ul style="list-style-type: none"><li>(i) The idea behind self-help group is to organise rural poor, especially women.</li><li>(ii) A typical Self-help group has 15-20 members, usually belonging to one neighbourhood.</li><li>(iii) These members meet and save regularly.</li><li>(iv) They collect a pool of Rs.25 to Rs.100 or more depending on their ability to save.</li><li>(v) Most of the important decisions regarding the savings and loan activities are taken by the group members.</li><li>(vi) The members decide on - the purpose, amount, interest to be charged, repayment schedule etc.</li><li>(vii) Members can take small loans from the group itself to meet their needs – releasing mortgaged land, meeting working capital needs, arranging for housing materials, acquiring assets.</li><li>(viii) The group charges interest on loans which is less than that charged by money lenders.</li><li>(ix) After a year or two, if the group is regular in savings, it becomes eligible for availing loan from the bank.</li><li>(x) Banks are willing to lend to the SHGs, even though they have no collateral as such.</li><li>(xi) The group meets regularly to discuss and act on a variety of social issues.</li><li>(xii) Any other relevant point.</li></ul> <p><b>Any five points to be explained.</b></p>	Formal Sources of Credit	Informal Sources of Credit	(i) RBI supervises them.	(i) No supervising authority.	(ii) Low interest rate.	(ii) High interest rate	(iii) Repayment is easier.	(iii) Chances to get in debt trap is higher.	(iv) Low cost for borrower.	(iv) High cost for borrowers.	(v) Terms of credit are predefined.	(v) Terms of credit may not be defined prior.	(vi) Collateral is required.	(vi) Collateral may not be required.	(vii) Banks and cooperative groups are major sources.	(vii) Friends, employer, landlords, money lenders are major sources.	(viii) Any other relevant point	(viii) Any other relevant point.	48-49	5x1=5
Formal Sources of Credit	Informal Sources of Credit																				
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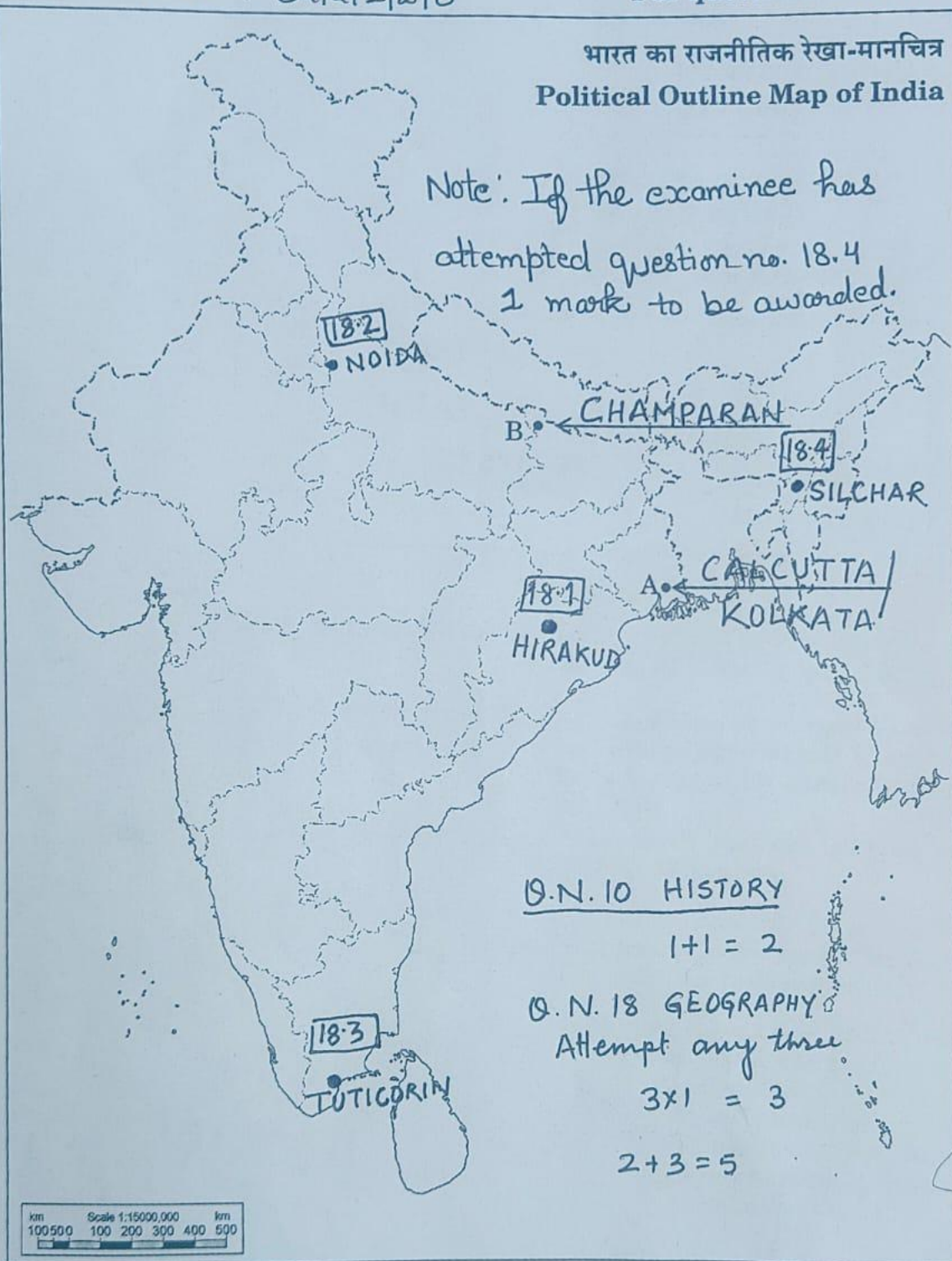


प्रश्न सं. 10 और 18 के लिए 32/2/1/2/3

For questions no. 10 and 18

भारत का राजनीतिक रेखा-मानचित्र  
Political Outline Map of India

Note: If the examinee has  
attempted question no. 18.4  
1 mark to be awarded.



Q.N. 10 HISTORY

1+1 = 2

Q.N. 18 GEOGRAPHY

Attempt any three

3x1 = 3

2+3 = 5