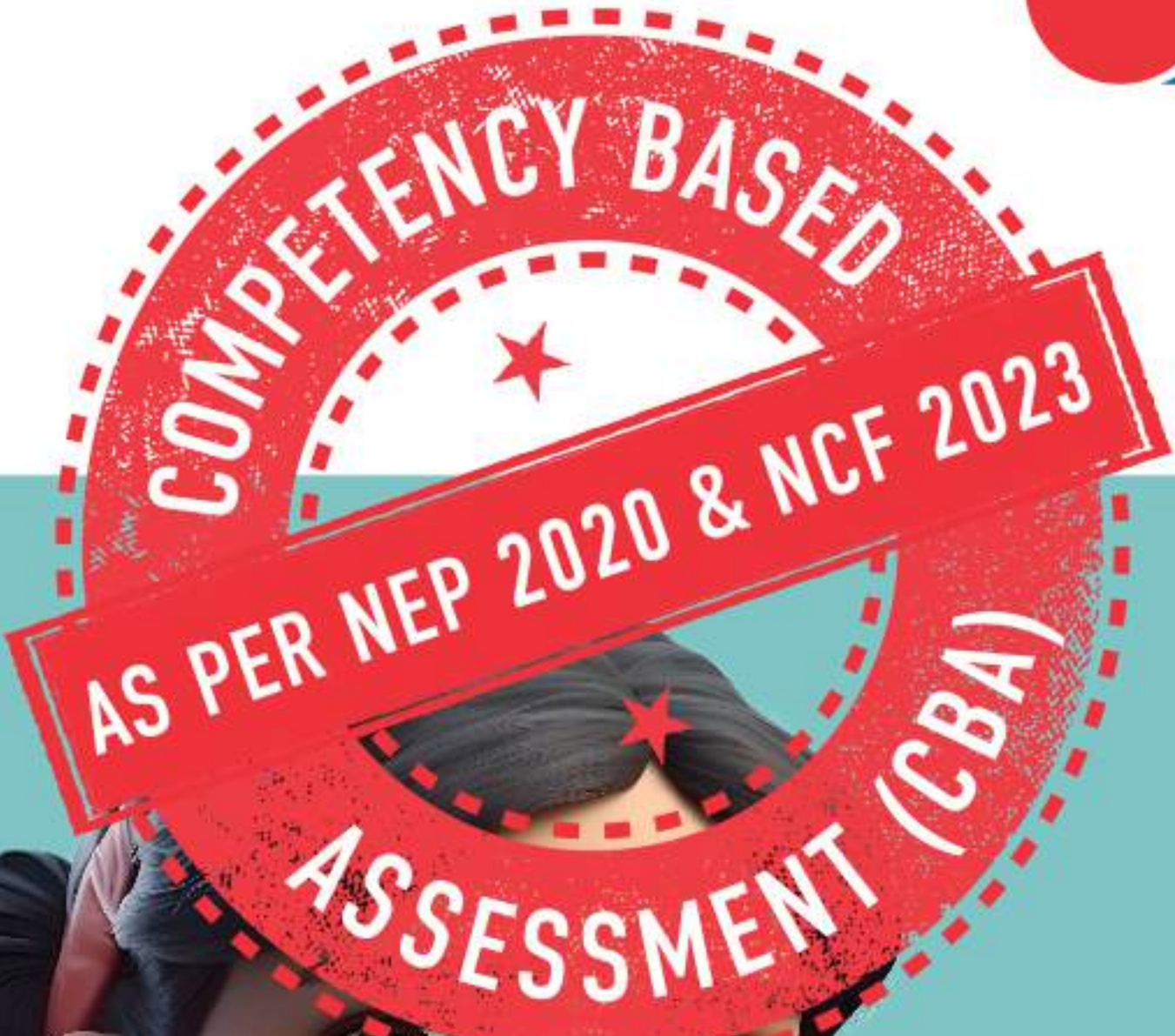


Best Seller

For 2025 Exam

 **OSWAAL BOOKS®**
LEARNING MADE SIMPLE



CBSE & NCERT

**ONE
FOR ALL**

CLASS 10

WITH TOPIC-WISE NOTES

**SOCIAL
SCIENCE**

• India and the Contemporary World-II
• Contemporary India • Democracies Politics • Economics

Strictly as per the Latest CBSE Circular & Syllabus released on
22nd Mar 2024 & 3rd Apr 2024(CBSE Cir. No. Acad-29/2024,30/2024)



Your #UltimateStudyCompanion

**NCERT
Textbook
& Exemplar**
for Concepts
Recall

**Previous
Years
Questions**
for Exam
Trends Insights

**Competency
Based
Questions**
for Holistic
Skill Development

**NEP
Compliance**
with Artificial
Intelligence & Art
Integration

Best Seller

For 2025 Exam

OSWAAL BOOKS®
LEARNING MADE SIMPLE



CBSE & NCERT

ONE FOR ALL CLASS 10

WITH TOPIC-WISE NOTES

SOCIAL SCIENCE

- India and the Contemporary World-II
- Contemporary India
- Democratic Politics
- Economics

Strictly as per the Latest CBSE Circular & Syllabus released on
22nd Mar 2024 & 3rd Apr 2024 (CBSE Cir. No. Acad-29/2024,30/2024)



Your #UltimateStudyCompanion

**NCERT
Textbook
& Exemplar**

for Concepts
Recall

**Previous
Years
Questions**

for Exam
Trends Insights

**Competency
Based
Questions**

for Holistic
Skill Development

**NEP
Compliance**

with Artificial
Intelligence & Art
Integration





4th EDITION

YEAR 2024-25



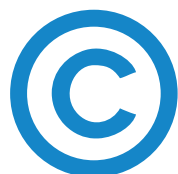
ISBN

"9789359585918"



**SYLLABUS
COVERED**

**CENTRAL BOARD OF
SECONDARY EDUCATION
DELHI**



**COPYRIGHT
RESERVED
BY THE PUBLISHERS**

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without written permission from the publishers. The author and publisher will gladly receive information enabling them to rectify any error or omission in subsequent editions.



PUBLISHED BY

 **OSWAAL BOOKS &
LEARNING PVT. LTD.**



1/11, Sahitya Kunj, M.G. Road,
Agra - 282002, (UP) India



1010, Cambourne Business Centre
Cambridge, Cambridgeshire
CB 236DP, United Kingdom



0562-2857671



contact@oswaalbooks.com



www.OswaalBooks.com

DISCLAIMER

This book is published by Oswaal Books and Learning Pvt Ltd ("Publisher") and is intended solely for educational use, to enable students to practice for examinations/tests and reference. The contents of this book primarily comprise a collection of questions that have been sourced from previous examination papers. Any practice questions and/or notes included by the Publisher are formulated by placing reliance on previous question papers and are in keeping with the format/pattern/guidelines applicable to such papers.

The Publisher expressly disclaims any liability for the use of, or references to, any terms or terminology in the book, which may not be considered appropriate or may be considered offensive, in light of societal changes. Further, the contents of this book, including references to any persons, corporations, brands, political parties, incidents, historical events and/or terminology within the book, if any, are not intended to be offensive, and/or to hurt, insult or defame any person (whether living or dead), entity, gender, caste, religion, race, etc. and any interpretation to this effect is unintended and purely incidental. While we try to keep our publications as updated and accurate as possible, human error may creep in. We expressly disclaim liability for errors and/or omissions in the content, if any, and further disclaim any liability for any loss or damages in connection with the use of the book and reference to its contents".

Kindle Edition

Contents

- Latest CBSE Circular & Syllabus released on 22nd March & 3rd April 2024 for Academic Year 2024-25 (CBSE Cir. No. Acad 29/2024; 30/2024) 8 - 23
- Solved Paper-2024 (Delhi & Outside Delhi Sets) 26 - 56

01 INDIA AND THE CONTEMPORARY WORLD-II

1. The Rise of Nationalism in Europe 1 - 27

- Topic 1 :** Nationalism in Europe
- Topic 2 :** The Age of Revolutions (1830-1848)
- Topic 3 :** The Making of Germany and Italy
- Topic 4 :** Visualising the Nation

2. Nationalism in India 28 - 50

- Topic 1 :** The First World War, Khilafat and Non-Cooperation Movement
- Topic 2 :** Civil Disobedience Movement
- Topic 3 :** People's Participation and Collective Belonging

3. The Making of a Global World 51 - 65

- Topic 1 :** The Pre-modern World
- Topic 2 :** The Inter-War and Post-War Economy

4. Print Culture and the Modern World 66 - 80

- Topic 1 :** Print Culture and the Modern World
- Topic 2 :** India and the World of Print

• Self-Assessment Paper-1 81 - 82

02 CONTEMPORARY INDIA-II

5. Resources and Development 83 - 97

- Topic 1 :** Resources: *Their Types and Planning
- Topic 2 :** Land and Soil as a Resource

6. Forest and Wild Life Resources 98 - 108

- Topic 1 :** Conservation of Forest and Wildlife in India

7. Types and Distribution of Forest and Wildlife Resources 109 - 123

8. Agriculture 124 - 140

- Topic 1 :** Types of farming and Cropping pattern
- Topic 2 :** Technological and Institutional Reforms

9. MINERALS AND ENERGY

RESOURCES 141 - 155

- Topic 1 :** Ferrous and Non-Ferrous Minerals and Their Conservation
- Topic 2 :** Energy Resources and Their Conservation

10. Manufacturing Industries 156 - 172

- Topic 1 :** Importance of Manufacturing and Agro-based Industries
- Topic 2 :** Mineral-based Industries, Industrial Pollution and Environmental Degradation

11. Lifelines of National Economy 173 - 186

- Topic 1 :** Means of Transport
- Topic 2 :** Means of Communication and International Trade

• Self-Assessment Paper-2 187 - 187

03 DEMOCRATIC POLITICS-II

UNIT III : DEMOCRATIC POLITICS-II

12. Power Sharing 188 - 210

- Topic 1 :** Belgium and Sri Lanka
- Topic 2 :** Majoritarianism in Sri Lanka
- Topic 3 :** Accommodation in Belgium
- Topic 4 :** Forms of Power Sharing

13. Federalism 211 - 234

- Topic 1 :** What is Federalism?
- Topic 2 :** What makes India a Federal Country
- Topic 3 :** How is Federalism Practiced?
- Topic 4 :** Decentralisation in India

Contents

14. Gender Religion and Caste 235 - 257

Topic 1 : Gender and Politics

Topic 2 : Religion, Communism and Politics

Topic 3 : Caste & Politics

15. Political Parties 258 - 289

Topic 1 : Political Parties-An introduction

Topic 2 : Types of the party system -
National and Regional parties

Topic 3 : Challenges faced by political
parties

Topic 4 : Political Parties and its Reforms

16. Outcomes of Democracy 290 - 316

Topic 1 : How Do We Assess
Democracy's Outcomes ?

Topic 2 : Political Outcomes

Topic 3 : Economic Outcomes

Topic 4 : Social Outcomes

• Self-Assessment Paper-3 317 - 318

04

UNDERSTANDING ECONOMIC DEVELOPMENT

17. Development 319 - 337

Topic 1 : National Development Promises

Topic 2 : Public Facilities

Topic 3 : Sustainability of Development

18. Sectors of The Indian Economy 338 - 362

Topic 1 : Sectors of Economic Activities

Topic 2 : Organized and Unorganized Sectors

Topic 3 : Public and Private Sectors

19. Money and Credit 363 - 383

Topic 1 : Money, Its Forms and Credit

Topic 2 : Formal and Informal Sectors
of Credit in India

20. Globalisation and The Indian Economy 384 - 403

Topic 1 : Globalization and Factors Affecting It

Topic 2 : Globalization In India

• Self-Assessment Paper-4 404 - 405

• Practice Paper-1 406 - 411

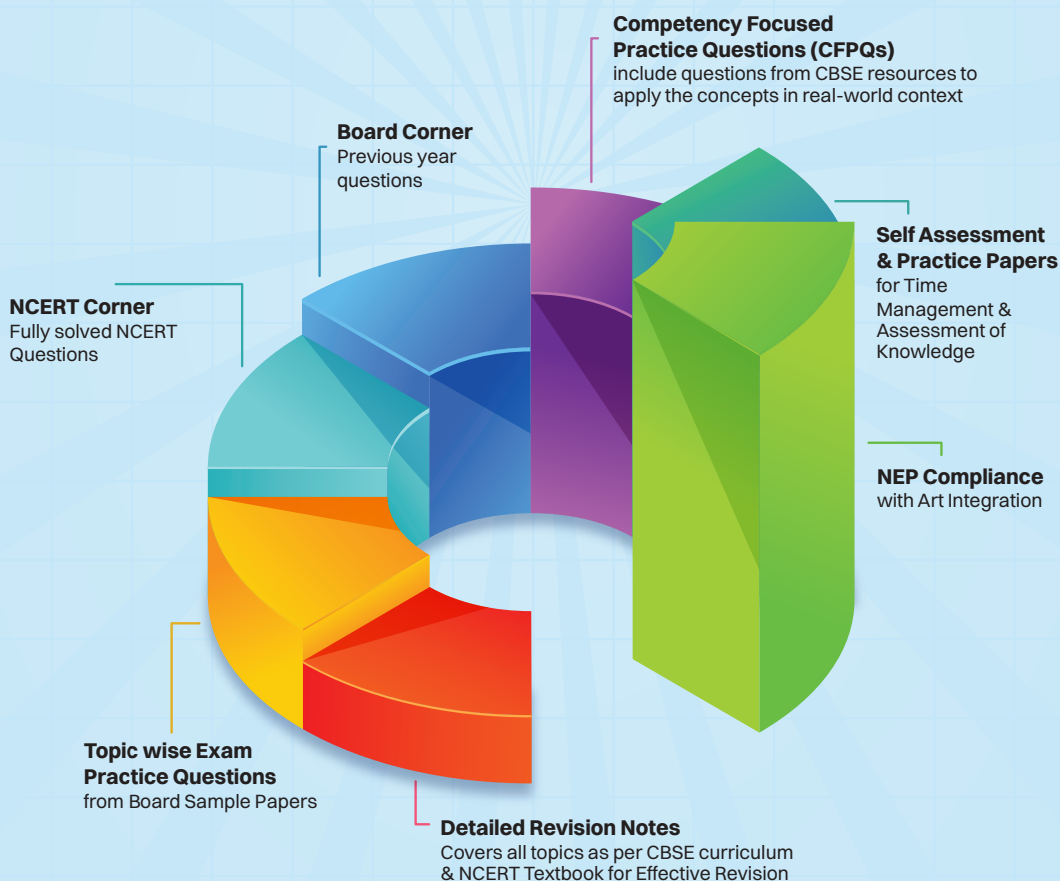
• Practice Paper-2 412 - 416



Why **ONE FOR ALL** is your One Stop Resource to Excel in Exams?

“One For All” truly lives up to its name as the ultimate exam companion, encompassing everything you need for academic success. Every page is a springboard to your academic success. Seamlessly merging theory with real-world relevance, it empowers you to not just study for exams, but to conquer them with a blend of insight, confidence, and practical skill.

“One For All” ensures that every student can excel, regardless of their learning style or academic background. Say goodbye to exam stress and embrace a brighter academic future with One for All guiding your path.



Preface

Welcome to the vibrant world of CBSE One for All Class 12 – a meticulously crafted book tailored to match the pulse of the latest CBSE syllabus. Just as education constantly evolves, our commitment remains unwavering in furnishing students with the latest and most pertinent resources to thrive in their academic journey. In this edition, we present a plethora of benefits designed to empower you in your quest for academic excellence:

1. **Extensive Theory Coverage:** Comprehensive **Revision Notes and Mind Maps** simplify even the most complex concepts.
2. **NEP Compliance:** Foster holistic development with Competency-Focused Practice Questions (**CFPQ**) in alignment with NEP.
3. **On-Point Practice:** Enhance skills with Self-Assessment Questions and Practice Papers for confidence building.
4. **Exam Readiness:** Preparedness ensured with Previous Years' Questions and detailed Board Marking Scheme analysis.
5. **Valuable Exam Insights:** Fully solved NCERT Textbook and Exemplar Questions offer insights beyond memorization.

As you embark on this educational journey with us, you'll find yourself armed with all the tools necessary to not just excel in your exams but also foster a deeper understanding and appreciation for the subjects you study.

So, dear students, buckle up and get ready for an exhilarating ride through the world of knowledge and discovery, with CBSE One for All by your side, there's no limit to what you can achieve.

May your academic journey be filled with success and discovery!

Team Oswaal Books

How to use this Book

Chapter Navigation Tools

Syllabus

Prescribed by
CBSE



Topic-wise & Concept-wise Segregation

For focused and systematic study



Revision Notes

Chapter summary developed by
Oswaal Experts



QR Codes

For concept videos



Mind Maps

For better retention of concepts



Latest Typologies of Questions

Short & Long answer type questions



Competency focused Practice Questions

MCQs/ Case based/ Source based integrated questions



Previous Years' Board Papers

To decode the paper pattern



Academically Important Questions

To look out for highly expected questions for the upcoming exams



Topper's Answers

To learn to write your way to success



Additional Practice Questions

For better practice



Self Assessment & Practice Papers

For chapter-wise assessments



Commonly Made Errors & Answering Tips

To write perfect answers



NCERT Corner

For Valuable Exam Insights



CBSE Circular 2024-25



केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



CBSE/ACADEMIC/JS(SG)/2024/

3rd April, 2024

Circular No. Acad-30/2024

All the Heads of Schools affiliated to CBSE

Subject : Assessment and Evaluation Practices of the Board for the Session 2024-25.

- The Board in accordance with National Education Policy, 2020 has taken multiple steps towards implementation of Competency Based Education in schools, ranging from aligning assessment to competencies, development of exemplar resources for teachers and students as well as continuous capacity building of the teachers etc. The main emphasis of the Board was to create an educational ecosystem that would move away from rote memorization and towards learning that is focused on developing the creative, critical and systems thinking capacities of students to meet the challenges of the 21st century.
- The Board has released guidelines vide Circular No. Acad- 05/2019 dated 18.01.2019; Circular No. Acad-11/2019 dated 06.03.2019; Circular No. Acad-18/2020 dated 16.03.2020; and Circular No. Acad-57/2022 dated 20.05.2022 to progressively align assessment to the vision of the NEP by including more competency-based questions in the Classes X and XII Board examinations.
- Appropriately, the Board is continuing with aligning of the assessments and evaluation practices with NEP- 2020 for the academic session 2024-2025. Consequently, in the forthcoming session, the percentage of Competency Based Questions that assess application of concepts in real-life situations included in the question papers of the Board is given as under:

(Dr. Joseph Emmanuel)
Director (Academics)



‘शिक्षा सदन’, 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002



फोन/Telephone: 011-23212603 वेबसाइट/Website: <http://cbseacademic.nic.in> मेल/e-mail: directoracad.cbse@nic.in

CBSE Circular 2024-25



केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त संगठन)



CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)

The changes for classes IX-XII year-end Board Examinations (2024-25)

(Classes IX-X)		
Particulars	Academic Session 2023-24	Academic Session 2024-25 (No change from previous academic session)
Composition of question paper for year-end examination/ Board Examination (Theory)	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/ Case Based Questions, Source-based Integrated Questions or any other type = 50% Select response type questions (MCQ) = 20% Constructed response questions (Short Answer/Long Answer Type Questions, as per existing pattern) = 30% 	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/Case Based Questions, Source-based Integrated Questions or any other type = 50% Select response type questions (MCQ) = 20% Constructed response questions (Short Answer/Long Answer Type Questions, as per existing pattern) = 30%
(Classes IX-XII)		
Particulars	Academic Session 2023-24	Academic Session 2024-25
Composition of question paper for year-end examination/ Board Examination (Theory)	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/ Case Based Questions, Source-based Integrated Questions or any other type = 40% Select response type questions (MCQ) = 20% Constructed response questions (Short Answer Questions/Long Answer type Questions, as per existing pattern) = 40% 	<ul style="list-style-type: none"> Competency Focused Questions in the form of MCQs/ Case Based Questions, Source-based Integrated Questions or any other type = 50% Select response type questions (MCQ) = 20% Constructed response questions (Short Answer Questions/Long Answer type Questions, as per existing pattern) = 30%

Curriculum document released by the Board for the Academic Session 2024-25 and the Sample Question Papers may also be referred to for details of the QP design of individual subjects. Learning frameworks for various subjects for classes IX-XII are available at the link <https://cbseacademic.nic.in> for reference.

(Dr. Joseph Emmanuel)
Director (Academics)



‘शिक्षा सदन’, 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002



फोन/Telephone: 011-23212603 वेबसाइट/Website:<http://cbseacademic.nic.in> मेल/e-mail: directoracad.cbse@nic.in

CBSE Circular 2024-25



केन्द्रीय माध्यमिक शिक्षा बोर्ड
(शिक्षा मंत्रालय भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organisation Under the Ministry of Education, Govt. of India)



F1001/CBSE-Acad/Curriculum/2024

March 22, 2024

Cir No: Acad-29/2024

All Heads of Institutions affiliated to CBSE

Subject : Secondary and Senior School Curriculum for the session 2024-25 and new textbooks to be published by NCERT for classes III and VI.

1. CBSE provides the annual curriculum for classes IX to XII containing academic content, syllabus for examinations with learning outcomes, pedagogical practices, and assessment guidelines.
2. It is imperative for schools to ensure adherence to the curriculum directives outlined in the initial pages of the curriculum document. Subjects should be taught in accordance with the prescribed curriculum, incorporating methodologies such as Multilingualism, Art-Integrated Education, Experiential Learning, and Pedagogical Plans, wherever feasible.
3. With the adoption of the National Curriculum Framework for School Education - 2023 by CBSE, schools are advised to align their practices with the recommendations delineated in NCF-SE-2023. This includes adherence to guidelines concerning content, pedagogical strategies, assessment methodologies, and other pertinent areas as communicated by the Board from time to time.
4. The National Council of Educational Research and Training (NCERT) has informed CBSE through a letter dated 18.03.2024 that new syllabi and textbooks for Grades 3 and 6 are currently under development and will soon be released. Consequently, Schools are advised to follow these new syllabi and textbooks for classes 3 and 6 in place of textbooks published by NCERT till the year 2023. Additionally, a bridge course for class 6, and concise guidelines for class 3 are being developed by NCERT for facilitating a seamless transition for students to new pedagogical practices and areas of study aligned with NCF-SE 2023. These resources will be disseminated to all the schools online once they are received from NCERT. The Board will also organize capacity building programs for School Heads and Teachers to orient them with the new teaching learning perspectives as envisioned in NEP-2020.
5. There will be no change in the Curriculum and textbooks for other classes for the academic year 2024-25 commencing from 1st April 2024.
6. Schools are requested to share the Curriculum 2024-25 available on Boards website www.cbseacademic.nic.in with all students and teachers. CBSE Curriculum for classes IX-XII 2024-25 can be accessed at the link-Secondary & Senior Secondary School Curriculum https://cbseacademic.nic.in/curriculum_2025.html.

(Dr. Joseph Emmanuel)
Director (Academics)



‘शिक्षा सदन’, 17 राऊज एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi – 110002



फोन/Telephone: 011-23212603 वेबसाइट/Website: <http://cbseacademic.nic.in> मेल/e-mail: directoracad.cbse@nic.in

Syllabus 2025

(Issued by CBSE)
SOCIAL SCIENCE
Class - X (Code No. 087)
Theory Paper

Time: 3 Hrs.

Max. Marks: 80

COURSE STRUCTURE

History (India and the Contemporary World - II)			Suggestive no. of periods = 60	20 inclusive of map pointing
Section	Chapter No.	Chapter name	No. of periods	Marks allocated
I Events and processes	I	The Rise of Nationalism in Europe	17	18 + 2 map pointing *
	II	Nationalism In India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination - Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	6	
		Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalisation.")	4	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessments only)	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	* Marks as mentioned above

Geography (Contemporary India - II)		Suggestive no. of periods = 55	20 inclusive of map pointing
Chapter No.	Chapter Name	No. of Periods	Marks allocated
1	Resources and Development	7	17 + 3 map pointing
2	Forest and Wildlife Resources	7	
3	Water Resources	7	
4	Agriculture	10	
5	Minerals and Energy Resources	10	
6	Manufacturing Industries	10	
7	Lifelines of National Economy Only map pointing to be evaluated in the Board Examination	2	
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)	2	

Syllabus

Political Science (Democratic Politics - II)			Suggestive no. of periods = 50	20
Unit no	Chapter No	Chapter Name	No. of Periods	Marks allocated
I	1	Power - sharing	15	
	2	Federalism		
II	3	Gender, Religion and Caste	12	20
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	

Economics (Understanding Economic Development)			Suggestive no. of periods = 50	20
Chapter No.	Chapter name		No. of Periods	Marks allocated
1	Development		12	20
2	Sectors of the Indian Economy		12	
3	Money and Credit		12	
4	Globalisation and The Indian Economy To be evaluated in the Board Examination: <ul style="list-style-type: none">What is Globalisation?Factors that have enabled Globalisation		8	
	Interdisciplinary project as part of multiple assessment (Internally assessed for 5 marks) <ul style="list-style-type: none">Production across the countriesChinese toys in IndiaWorld Trade OrganisationThe Struggle for a Fair Globalisation		6	
5	Consumer Rights (Project Work)			

Syllabus

CLASS X COURSE CONTENT

History: India and the Contemporary World - II				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
I The Rise of Nationalism in Europe	CG-2 Analyses important phases in world history and draws insight to understand the present-day world. CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation	C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history. C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.	<ul style="list-style-type: none"> ➤ Infer how the French Revolution had an impact on the European countries in the making of nation state. ➤ Comprehend the nature of the diverse social movements of the time. ➤ Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. ➤ Evaluate the reasons which led to the First World War. 	<ul style="list-style-type: none"> ➤ Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution. ➤ Use of graphic organizers to explain unification of states to form one nation. ➤ Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe. ➤ World Café on changes after 1815 in Europe. ➤ Role play on the social revolutions of Europe
II Nationalism in India	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving Independence.	<ul style="list-style-type: none"> ➤ Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. ➤ Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him. ➤ Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non Cooperation Movement) in India 	<ul style="list-style-type: none"> ➤ Sequence chart/story Board/Story telling pedagogy to illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging ➤ Students will examine textual content and other references and Present through PPT. ➤ Viewing the relevant snippets from the movies/video clippings depicting various events involving Gandhiji and other leaders and present findings

Syllabus

<p>III The Making of a Global World</p> <p>Subtopic 1 The premodern world</p> <p>Subtopic 2 19th century 1815 -1914</p> <p>Subtopic 3 The inter- war economy</p> <p>Subtopic 4 Rebuilding of world economy: the post war era.</p> <p>Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy</p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p>	<p>C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)</p> <p>C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.</p> <p>Refer Annexure IV</p>	<ul style="list-style-type: none"> ➤ Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. ➤ Depict the global interconnectedness from the Premodern to the present day. ➤ Enumerate the destructive impact of colonialism on the livelihoods of colonised people. ➤ Refer Annexure IV 	<ul style="list-style-type: none"> ➤ Initiate an Inquiry based learning using world cafe' strategy and present your finding through cafe conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological aspects.) ➤ Art integration and gallery walk to depict the interconnectedness. ➤ Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project
<p>IV The Age of Industrialisation</p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history</p>	<ul style="list-style-type: none"> ➤ Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialisation 	<ul style="list-style-type: none"> ➤ Enumerate economic, political, social features of Pre and Post Industrialization. ➤ Analyse and infer how the industrialization impacted colonies with specific focus on India

Syllabus

V Print culture and the Modern World	CG-2 Analyses the important phases in world history and draws insights to understand the present-day world. CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.	<ul style="list-style-type: none"> ➤ Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. ➤ Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. ➤ Compare and contrast the old tradition of handwritten manuscripts versus the print technology. ➤ Summarise the role of Print revolution and its impact 	<ul style="list-style-type: none"> ➤ Flow chart to depict the development of Print. ➤ Declamation on the profound transformation of people due to the print revolution. ➤ Use of Venn diagram to compare the advantages of handwritten books and the printed books ➤ Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture.
---	--	---	--	---

Political Science: Democratic Politics - II

Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1.Power - sharing	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> ➤ Enumerate the need for power sharing in democracy. ➤ Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. ➤ Compare and contrast the power sharing of India with Sri Lanka and Belgium. ➤ Summarize the purpose of power sharing in preserving the unity and stability of a country 	<ul style="list-style-type: none"> ➤ Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. ➤ Discuss various forms of power-sharing. ➤ Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing. ➤ Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium.
2 Federalism	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation	<ul style="list-style-type: none"> ➤ Infer and appreciate how federalism is being practised in India. ➤ Analyse and infer how the policies and politics that has strengthens federalism in practice. 	<ul style="list-style-type: none"> ➤ Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. ➤ Debate on policies and politics that strengthens Federalism in practice and present through mind map

Syllabus

3.Gender, Religion and Caste	CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.	<ul style="list-style-type: none"> ➤ Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. ➤ Analyses the different expressions based on these. ➤ Differences are healthy or otherwise in a democracy 	<ul style="list-style-type: none"> ➤ Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. ➤ Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy
4.Political Parties	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	<ul style="list-style-type: none"> ➤ Understand the process of parties getting elected. ➤ Know the significance of right to vote and exercise the duties as citizen of nation. ➤ Examine the role, purpose and no. of Political Parties in Democracy. ➤ Justifies the contributions/non contributions made by national and regional political parties in successful functioning of Indian democracy. 	<ul style="list-style-type: none"> ➤ Mock election to learn the process. ➤ Role play and create awareness of fundamental duties. ➤ Use flow chart to bring out the role, purpose and no. of Political Parties. ➤ Read newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy.
5.Outcomes of Democracy	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions.	<ul style="list-style-type: none"> ➤ Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity. 	<ul style="list-style-type: none"> ➤ Graphic organizer to enumerate how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.

Syllabus

Geography: Contemporary India - II				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1.Resources and Development	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.4 Analyses and evaluates the interrelationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation	<ul style="list-style-type: none"> ➤ Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. ➤ Infers the rationale for development of resources. ➤ Analyse and evaluate data and information related to non-optimal land, utilization in India Appraise and infer the need to conserve all resources available in India. ➤ suggest remedial measures for optimal utilization of underutilized resources 	<ul style="list-style-type: none"> ➤ Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram. ➤ Use of maps, charts, and other tools to identify patterns and trends of land utilization. ➤ Case study and debate on the topic "Is the development acting as an adversary for conservation". ➤ Present a report in the form of PPT.
2. Forest and Wildlife Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	<ul style="list-style-type: none"> ➤ Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India. ➤ Analyse the role of grazing and wood cutting in the development and degradation. ➤ Summarizes the reasons for conservation of biodiversity in India under sustainable development. 	<ul style="list-style-type: none"> ➤ Read newspaper articles/ watch videos on deforestation and need for conservation and through world café strategy present your findings. ➤ Discuss how developmental works, grazing wood cutting have impacted on the survival forests ➤ Use art integration strategy to summarize and present the reasons for conservation of biodiversity in India under sustainable development.
3.Water Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	<ul style="list-style-type: none"> ➤ Examine the reasons for conservation of water resource in India. ➤ Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. 	<ul style="list-style-type: none"> ➤ Brainstorming session to discuss the scarcity of water and present through graphic organizers. ➤ Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India

Syllabus

4. Agriculture	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife	<ul style="list-style-type: none"> ➤ Examine the crucial role played by agriculture in our economy and society. ➤ Analyses the challenges faced by the farming community in India. ➤ Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. ➤ Analyses the challenges faced by the farming community in India 	<ul style="list-style-type: none"> ➤ Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the findings through PPT/chart. ➤ Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India ➤ Use of graphic organizers to distinguish the traditional and modern farming methods
5. Minerals and Energy Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.	<ul style="list-style-type: none"> ➤ Differentiates between the conventional and nonconventional sources of energy. ➤ Analyses the importance of minerals and natural resources for economic development of the country. ➤ Suggests strategies for sustainable use of natural resources 	<ul style="list-style-type: none"> ➤ Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources. ➤ Use of flow chart to Differentiate between the conventional and non-conventional sources of energy
6.Manufacturing Industries	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<ul style="list-style-type: none"> ➤ Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. ➤ Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. ➤ Analyses the relation between the availability of raw material and location of the industry 	<ul style="list-style-type: none"> ➤ Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. <p>Utilizes the textual information (data given through various maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.</p> <ul style="list-style-type: none"> ➤ Uses case studies to Infer the relation between availability of raw material and location of the industry.

Syllabus

7.Life Lines of National Economy		Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	Refer Annexure IV	Refer Annexure IV
Economics: Understanding Economic Development				
Content	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process
1 Development	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.	<ul style="list-style-type: none"> ➤ Enumerate and examine the different processes involved in setting developmental Goals that helps in nation building. ➤ Analyse and infer how the per capita income depicts the economic condition of the nation. 	<ul style="list-style-type: none"> ➤ Hot seat strategy to enumerate different developmental Goals that helps in nation building. ➤ Case study to analyse and infer how the per capita income depicts the economic condition of the nation. ➤ Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income)
		C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.	<ul style="list-style-type: none"> ➤ Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation. ➤ Compare and contrast the per capita income of some countries and infer reasons for the variance. ➤ Analyses the multiple perspectives on the need of development 	<ul style="list-style-type: none"> ➤ Declamation to Analyse the multiple perspectives on the need of development. ➤ Debate on 'Health and Education are the true indicators of development.'

Syllabus

2 Sectors of the Indian Economy	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p>	<p>C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.</p>	<ul style="list-style-type: none"> ➤ Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. ➤ Propose solutions to identified problems in different sectors based on their understanding. ➤ Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Enumerates the role of unorganised sector in impacting PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP. ➤ Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative. 	<ul style="list-style-type: none"> ➤ Data analysis of various sectors and their contribution in GDP (Gross domestic Product) and NDP (Net Domestic Product). ➤ Research based strategy to propose solutions to identified problems in different sectors based on their understanding. ➤ Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. ➤ Role plays of case studies explaining under-employment/disguised unemployment. ➤ Class conversation/ group discussion on how to create more employment.
3 Money and Credit	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period</p>	<ul style="list-style-type: none"> ➤ Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. ➤ Analyse and infer various sources of Credit. ➤ Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. 	<ul style="list-style-type: none"> ➤ Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. ➤ Case based study to Analyse and infer various sources of Credit. ➤ Guest Speaker Programme (bank manager/ a self-help group member) who will summarize the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

Syllabus

4 Globalization and the Indian Economy Subtopics: What is Globalization? Factors that have enabled Globalisation. Inter disciplinary Project with chapter 3 of History: "The making of a Global World".and chapter 7 of Geography: "Lifelines of National Economy" Subtopics: Production across the countries Chinese toys in India World Trade Organization The Struggle for A Fair Globalisation	CG-7 Develops an understanding of the economy of a nation, with specific reference to India. CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including ecommerce) between one country and another – the key items of trade in the beginning, and the changes from time to time. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period. Refer Annexure IV	➤ Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries. ➤ Comprehends the significance of role of G20 and its significance in the light of India's present role.	➤ Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy. ➤ Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. ➤ Discussions /Debates on the positive impact of Globalization on the lives of people.
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III	

CLASS X

LIST OF MAP ITEMS

Subject	Name of the Chapter	List of areas to be pointed on the Map
History	Nationalism in India	I. Congress sessions: • 1920 Calcutta, • 1920 Nagpur, • 1927 Madras session. II. 3 Satyagraha movements: • Kheda, • Champaran, • Ahmedabad mill workers. III. Jallianwala Bagh IV. Dandi March

Syllabus

Geography	Resources and Development	Identify: Major Soil Types
	Water Resources	Locating and Labelling: • Salal, • Bhakra Nangal, • Tehri, • Rana Pratap Sagar, • Sardar Sarovar, • Hirakud, • Nagarjuna Sagar, • Tungabhadra
	Agriculture	Identify: • Major areas of Rice and Wheat, • Largest/ Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute.
	Minerals and Energy Resources	Identify: a. Iron Ore mines • Mayurbhanj, • Durg, • Bailadila, • Bellary, • Kudremukh. b. Coal Mines • Raniganj, • Bokaro, • Talcher, • Neyveli. c. Oil Fields • Digboi, • Naharkatia, • Mumbai High, • Bassien, • Kalol, • Ankaleshwar Locate & label: Power Plants a. Thermal • Namrup, • Singrauli, • Ramagundam. b. Nuclear • Narora, • Kakrapara, • Tarapur, • Kalpakkam.
	Manufacturing Industries	I. Manufacturing Industries (Locating and Labelling only) • Cotton Textile Industries: a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore • Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem • Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad, f. Bengaluru g. Chennai. h. Thiruvananthapuram
	Lifelines of National Economy	Locating and Labelling: a. Major sea ports • Kandla, • Mumbai, • Marmagao, • New Mangalore, • Kochi, • Tuticorin, • Chennai, • Vishakhapatnam, • Paradip, • Haldia. b. International Airports: • Amritsar (Raja Sansi - Sri Guru Ram Dass jee), • Delhi (Indira Gandhi), • Mumbai (Chhatrapati Shivaji), • Chennai (Meenam Bakkam), • Kolkata (Netaji Subhash Chandra Bose), • Hyderabad (Rajiv Gandhi).

Note: Items of Locating and Labelling may also be given for Identification.

QUESTION PAPER DESIGN

Subject Wise Weightage

Subject	Syllabus	Marks (80)	Percentage
History	<ul style="list-style-type: none"> The Rise of Nationalism in Europe. Nationalism in India: The Making of a Global World Sub topics 1 to 1.3 Print Culture and the Modern World Map pointing 	18+2	25%

Syllabus

Political Science	<ul style="list-style-type: none"> • Power - sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy 	20	25%
Geography	<ul style="list-style-type: none"> • Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral & Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing 	17+3	25%
Economics	<ul style="list-style-type: none"> • Development • Sectors of the Indian Economy • Money and Credit • Globalization and The Indian Economy Sub topics: • What is Globalization? • Factors that have enabled Globalisation 	20	25%

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
3	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	40	50%
4	Map Skill	5	6.25%
Total		80	100%

Exclusive School Books Suppliers

VJAYAWADA	ANDHRA PRADESH Sri Vikas Book Centre, 9848571114, 9440715700,	JALNA	MAHARASHTRA Anil Paper Mart, 9422722522, (02482) 230733
WEST KAMENG	ASSAM Dutta Book Stall, 8729948473	PUNE	Madhusheela Books & Stationery, 7875899892
RAJKOT	GUJRAT Royal Stationers, 9824207514	CHENNAI	TAMIL NADU Bookmark-IT, 7305151653
BANGLORE	KARNATAKA Satish Agencies, 8861630123	HYDERABAD	TELANGANA Sri Balaji Book Depot , 9676996199, (040) 27613300
		KOLKATA	WEST BENGAL United Book House, 9831344622
Our Distributors			
TIRUPATI	ANDHRA PRADESH Shree Aditya Book Centre, 7013300914, 8332972720	INDORE	Bhaiya Industries, 9893326853, Sushil Prakashan,(0731) 2503333, 2535892, 9425322330, Bhaiya Store, 9425318103, Arun Prakashan, 9424890785, Bhaiya Book Centre, 9424081874, Seva Suppliers, 9826451052
VISAKHAPATHAM	JBD Educational, 9246632691, 9246633693, Sri Rajeshwari Book Link, 9848036014	JABALPUR	Vinay Pustak Sadan, 8962362667, Anand Books and Stationers, 9425323508
VJAYAWADA	Akshaya Books Corner, 9666155555	SAGAR	Princi Book Depot, Sagar, 9977277011
PORTBLAIR	ANDAMAN & NICOBAR ISLAND Krishna Book Centre, 9474205570, Kumar Book Depot, 9932082455	KATNI	Shri Mahavir Agency, 9425363412
NAHARLAGUN	ARUNACHAL PRADESH New Pothi Ghar, 8731832947	UJJAIN	Shreenath Book Depot, 9827544045
GUWAHATI	ASSAM Book Emporium, 9675972993, 6000763186, Ashok Publication, 7896141127, Kayaan Enterprises, (0361) 2630443, Orchid Book house, 9864624209, Newco, 9864178188	BHOPAL	Gupta Brother, 9644482444
PATNA	BIHAR Nova Publisher & Distributors, (0612) 2666404, Shri Durga Pustak Mandir, 9334477386, Sharda Pustak Bhandar, 934259293, Vikas Book Depot, 9504780402, Alka Book Agency, 9835655005, Metro Book(E&C), Ishu Pustak Bhandar, 8294576789, Gyan Ganga Limited, 9304826651,	PUNE	MAHARASHTRA Natraj Book Depot, (020) 24485054, 9890054092, Vikas Book House, 9921331187, Pravin Sales, 9890683475, New Saraswati Granth Bhandar, 9422323859, Akshar Books & Stationary, 7385089789, Vardhaman Educational, 9860574354, Yash Book Centre, 9890156763, Pragati Book Centre, (ISC), 9850039311, Praveen Sales, Pragati Book Centre, Pune (E & C), 9850039311
MUZAFFARPUR	Pustak Bhandar, 7870834225	AURANGABAD	Shree Sainath Agencies, 7350294089, Maya Book Centre, (ISC), 9372360150
AMBIKAPUR	CHATTISGARH Saini Brothers, 9425582561, M.P Department Stores, 9425254264	BECD	Adarsh Book Depot, 9860374645
BOKARO	Bokaro Student Friends Pvt. Ltd, Bokaro, 7277931285	MUMBAI	Vidyarathi Sales Agencies, 9819776110, New Student Agencies, 7045065799, Shivam Books & Stationery, 8619805332
BHILAI	Anil Book Depot, 9425324260	JALGAON	Sharma Book Depot & Stat. (ISC), 9421393040
DURG	Bhagwati Bhawani Book Depot, 0788-2327620, 9827473100	LATUR	Yash Book House, 9637936999, Shri Ganesh Pustakalay, 9730172188
KORBA	Kitab Ghar, Korba (E & C), 9425226528	KOLHAPUR	Granth the Book World, 9922295522
RAIPUR	Shri Ramdev Traders, 9981761797, Gupta Pustak Mandir, 7974220323, Anil Publication, 9691618258/7999078802	NAGPUR	Laxmi Pustakalay and Stationers, (0712) 2727354, Vijay Book Depot, 9860122094
RAIGARH	Sindhu Book Deopt, 9981935763		Renuka Book distributor, 9765406133, Novelty Book Depot, 9657690220, Karamveer Book Depot, 9923966466, Arun Book & Stationers, 9423110953, Shree Mahalaxmi Pustakalaya, 7507099360
DELHI	DELHI Mittal Books, (011) 2328887, 9899037390, Singhania Book & Stationer, 9210282328, Aone Books, New Delhi, 8800497047, Radhey Book Depot, 9818314141, Batheja Super Store, 9871833924, Lov Dev & Sons, Delhi (E & C), 9811182352, Zombozone, 9871274082, LDS Marketing, 9811182352/9999353491	NANDED	Abhang Pustakalaya, 9823470756/9175940756
AHMEDABAD	GUJARAT Patel Book Agencies, 9898184248, 9824386112, 9825900335, Zaveri Agency, 9979897312, 9979890330, Hardik Book Agency, (ISC) 9898618613	NASHIK	Rahul Book Centre, 9970849681, New India Book House, 9623123458
BHAVNAGAR	Samir Book Stall, Bhavnagar (ISC) 9586305305, 7825658466	DHULE	Navjeevan Book Stall, 7020525561
DAHOD	Collegian Book Corner, 9925501981	YAVATMAL	Shri Ganesh Pustkalaya, 9423131275
VAPI	Goutam Book Sellers, 9081790813	VASAI	Prime Book Centre, Vasai, 9890293662
VALSAD	Mahavir Stationers, 9429474177	ODISHA	
NAVSARI	College Store, (ISC) NO CALL 02637-258642, 9825099121,8141913750	CUTTACK	A. K. Mishra Agencies, 9437025991, 9437081319
SURAT	Shopping Point, 9824108663	BHUBANESHWAR	M/s Pragnya, 8847888616, 9437943777, Padmalaya, 9437026922, Bidyashree, 9937017070, Books Godown, 7894281110
VADODARA	Umakant Book Sellers & Stationer, 6359396370	BARIPADA	Trimurti Book World, 9437034735
ROHTAK	HARYANA Manish Traders, 9812556687, Swami Kitab Ghar, 9355611088, Babu Ram Pradeep Kumar, 9813214692	KEONJHAR	Students corner, 7008435418
REWARI	Sanjay book depot, 9255447231	PUNJAB	
BALLABGARH	Kashi Ram Kishan Ial, 9289504004, 8920567245	AMBALA	Bharat Book Depot, 7988455354
HISAR	Natraj Book Distributors, 7988917452	PATIALA	Goel Sons, 9463619978, Adarsh Enterprises, 9814347613
BHUNA	Khurana Book Store, 9896572520	JALANDHAR	Cheap Book Store, 9872223458, 9878258592, City Book Shop, 9417440753, Subhash Book Depot, 9876453625, Paramvir Enterprises, 9878626248, Gaurav Book world, 9478821183
	JAMMU Sahitya Sangam, 9419190177	FEROZPUR	Sita Ram book Depot, 9463039199, 7696141911
BOKARO	JHARKHAND Bokaro Student Friends Pvt. Ltd. (0654) 2233094, 7360021503, Bharati Bhawan Agencies, 06542-265302, 9431740797	LUDHIANA	Amit Book, 9815807871, Gupta Brothers, 9888200206, Bhatia Book Centre, 9815277131
RANCHI	Crown Book Distributor & Publishers, (0651) 2213735, 9431173904, Pustak Mandir, 9431115138,	CHANDIGARH	Mohindra Book Depot, 9814920226
DUMKA	Vidyarathi Pustak Bhandar, 9431310228		
HUBLI	KARNATAKA Renuka Book Distributor, (0836) 2244124, Vidyamandir Book Distributors, 9980773976	AJMER	RAJASTHAN Laxmi General Store, Ajmer, 0145- 2428942 9460652197
BANGLORE	Krishna book house, 9739847334, Hema Book Stores, 9986767000, Sapna Book House Pvt. Ltd., 9980513242,	KOTA	Vardhman Book Depot, 9571365020, 8003221190 Raj Traders, 9309232829
BELLERI	Hema Book World, (Chamrajpet) (ISC) 080-40905110, 9945731121	BHILWARA	Nakoda Book Depot, (01482) 243653, 9214983594,
ERNAKULAM	KERALA Academic Book House, (0484) 2376613, H & C Store, 9864196344, Surya Book House, 9847124217, 9847238314, Asad Book Centere Book Centre, (0481) 2566992	BHIWADI	Alankar Book Depot, 9414707462
KOTTAYAM	Academic Book House, (0471) 2333349, 9447063349, Ponni Book Stall, 9037591721	JAIPUR	Ravi Enterprises, 9829060694, Saraswati Book House, (0141) 2610823, 9829811155, Goyal Book Distt., 9460983939, 9414782130
TRIVANDRUM	Aman Book Stall, (0495) 2721282,	UDAIPUR	Sunil Book Store, 9828682260
CALICUT	MADHYA PRADESH Pustak Bhawan, (E & C), 8982150100	JODHPUR	Second Hand Book Stall, 9460004745
CHHINDWARA	Agarwal Book Depot, 9425116210		
GWALIOR		AGARTALA	TRIPURA BookS Corner, 8794894165, 8984657146, Book Emporium, 9089230412
		COIMBATORE	TAMIL NADU Majestic Book House, (0422) 2384333, CBSC Book Shop, 9585979752
		CHENNAI	Arraba Book Traders, (044) 25387868, 9841459105, M.R. Book Store (044) 25364596, Kalaimagal Store, (044) 5544072, 9940619404, Vijaya Stores, 9381037417, Bookmark It-Books & Stat. Store, 7305151653, M.K. Stores, 9840030099, Tiger Books Pvt. Ltd., 9710447000, New Mylai Stationers, 9841313062, Prince Book House, Chennai, 0444-2053926, 9952068491, S K Publishers & Distributors, 9789865544, Dharma Book Shop, 8667227171
		PUDUCHERRY	Sri Lakshmi Book Seller, 7871555145
		SALEM	Pattu book centre, 9894816280, Selem Book House, 9487724584
		TRICHY	P.R.Sons Book Seller, 9443370597, Rasi Publication, 9894816280
		THENI	Maya Book Centre, 9443929274
		MADURAI	Selvi Book Shoppe, 9843057435, Jayam Book Centre, 9894658036
		VELLORE	G.K book centre and collections, 9894517994

Exclusive School Books Suppliers

HYDERABAD	TELANGANA	NAJIBABAD	Gupta News Agency, 8868932500, Gupta News Agency, (E & C), 8868932500
	Sri Balaji Book Depot, (040) 27613300, 9866355473, Shah Book House, 9849564564 Vishal Book Distributors, 9246333166, Himalaya Book World, 7032578527	DHAMPUR	Ramkumar Mahaveer Prasad, 9411942550
DEHRADUN	UTTARAKHAND	GORAKHPUR	Central Book House, 9935454590, Friends & Co., 9450277154, Dinesh book depot, 9125818274, Friends & Co., 9450277154, Dwivedi Brothers, 8299684731
	Inder Book Agencies, 9634045280, Amar Book Depot , 8130491477, Goyal Book Store, 9897318047, New National Book House, 9897830283/9720590054	JHANSI	Bhanu Book Depot, 9415031340
MUSSORIE	Ram Saran Dass Chanda kiran, 0135-2632785, 9761344588	KANPUR	Radha News Agency, 8957247427, Raj Book Dist., 9235616506, H K Book Distributors, 9506033137/9935146730
AGRA	UTTAR PRADESH	LUCKNOW	Vyapar Sadan, 7607102462, Om Book Depot, 7705871398, Azad Book Depot Pvt. Ltd., 7317000250, Book Sadan, 9839487327, Rama Book Depot(Retail), 7355078254, Ashirwad Book Depot, 9235501197, Book.com, 7458922755, Universal Books, 9450302161, Sheetla Book Agency, 9235832418, Vidyarthi Kendra Publisher & Distributor Pvt Ltd, (Gold), 9554967415, Tripathi Book House, 9415425943, Navyoug Book Agencies, 8073564410
	Sparsh Book Agency, 9412257817, Om Pustak Mandir, (0562) 2464014, 9319117771, Sanjay Publication, 8126699922 Arti book centre, 8630128856, Panchsheel Books, 9412257962, Bhagwati Book Store, (E & C), 9149081912	MEERUT	Ideal Book Depot, (0121) 4059252, 9837066307
ALLAHABAD	Mehrotra Book Agency, (0532) 2266865, 9415636890	NOIDA	Prozo (Global Edu4 Share Pvt. Ltd), 9318395520, Goyal Books Overseas Pvt.Ltd., 1204655555 9873387003
AZAMGARH	Sasta Sahitya Bhandar, 9450029674	PRAYAGRAJ	Kanhaiya Pustak Bhawan, 9415317109
ALIGARH	K.B.C.L. Agarwal, 9897124960, Shaligram Agencies, 9412317800, New Vimal Books, 9997398868, T.I.C Book centre, 9808039570	MAWANA	Subhash Book Depot, 9760262264
BULANDSHAHAR	Rastogi Book Depot, 9837053462/9368978202	RENUKOOT	Om Stationers, 7007326732
BALRAMPUR	Universal Book Center, 8933826726	SHAHJAHANPUR	New Rastogi Book Seller, 9935395062
BAREILLY	Siksha Prakashan, 9837829284, Deepak Book Depot 9837027416	WEST BENGAL	
HARDOI	Mittal Pustak Kendra, 9838201466	KOLKATA	Oriental Publishers & Distributor (033) 40628367, Katha 'O' Kahini, (033) 22196313, 22419071, Saha Book House, (033), 22193671, 9333416484, United Book House, 9831344622, Bijay Pustak Bhandar, 8961260603, Shawan Books Distributors, 8336820363, Krishna Book House, 9123083874
DEORIA	Kanodia Book Depot, 9415277835	COOCH BEHAR	S.B. Book Distributor, Cooch behar, 9002670771
VARANASI	Gupta Books, 8707225564, Bookman & Company, 9935194495/7668899901	KHARAGPUR	Subhani Book Store, 9046891334
MATHURA	Sapra Traders, 9410076716, Vijay Book House , 9897254292	SILIGURI	Agarwal Book House, 9832038727, Modern Book Agency, 8145578772
FARRUKHABAD	Anurag Book Agencies, 8844007575	DINAJPUR	Krishna Book House, 9434394212
		MURSHIDABAD	New Book House, 8944876176, 9434013126

Entrance & Competition Distributors

PATNA	BIHAR	CUTTAK	A.K.Mishra Agencies, 9437025991
	Metro Books Corner, 9431647013, Alka Book Agency, 9835655005, Vikas Book Depot, 9504780402, Ishu Pustak Bhandar, 9334186300, 8294576789	BHUBANESHWAR	M/s Pragnya, 9437943777
KORBA	CHATTISGARH	PUNJAB	
	Kitab Ghar, 9425226528, Shri Ramdev Traders, 9981761797	JALANDHAR	Cheap Book Store, 9872223458, 9878258592
DELHI	DELHI	KOTA	Vardhman Book Depot, 9571365020, Raj Traders, 9309232829
	Singhania Book & Stationer, 9212028238, Radhey Book depot, 9818314141, The Book Shop, 9310262701, Mittal Books, 9899037390, Lov Dev & Sons, 9999353491	JAIPUR	Goyal Book Distributors, 9414782130
NEW DELHI	Anupam Sales, 9560504617, A ONE BOOKS, 8800497047	UTTAR PRADESH	
AMBALA	HARYANA	AGRA	BHAGWATI BOOK STORE, 9149081912, Sparsh Book Agency, 9412257817, Sanjay Publication, 8126699922
	Bharat Book Depot, 7988455354	ALIGARH	New Vimal Books, 9997398868
BOKARO	JHARKHAND	ALLAHABAD	Mehrotra Book Agency, (532) 2266865, 9415636890
	Bokaro Student Friends Pvt. Ltd, 7360021503	GORAKHPUR	Central Book House, 9935454590
INDORE	MADHYA PRADESH	KANPUR	Raj Book Dist, 9235616506
	Bhaiya Industries, 9109120101	LUCKNOW	H K Book Distributors (E & C) Azad Book Depot PVT LTD, 7317000250, Rama Book Depot(Retail), 7355078254 Ashirwad Book Depot , 9235501197, Book Sadan, 8318643277, Book.com , 7458922755, Sheetla Book Agency, 9235832418
CHHINDWARA	Pustak Bhawan, 9827255997	NAJIBABAD	Gupta News Agency, (E & C), 8868932500
NAGPUR	MAHARASHTRA	PRAYAGRAJ	Format Center, 9335115561, Garg Brothers Trading & Services Pvt. Ltd., 7388100499
PUNE	Laxmi Pustakalay and Stationers, (0712) 2727354	UTTARAKHAND	
MUMBAI	Pragati Book Centre, 9850039311	DEHRADUN	Inder Book Agencies, 9634045280
BARIPADA	ODISHA	WEST BENGAL	
	Trimurti Book World, 9437034735	KOLKATA	Bijay Pustak Bhandar Pvt. Ltd., 8961260603, Saha Book House, 9674827254 United Book House, 9831344622, Techno World, 9830168159

CBSE Board Examination – 2024

SOCIAL SCIENCE

Solved Paper

Class– 10th

(All Sets of Delhi & Outside Delhi)

Maximum Marks: 80

Time allowed: 3 hours

GENERAL INSTRUCTIONS:

1. This question paper contains 37 questions. All questions are compulsory.
2. Question paper is divided into SIX sections – Section A, B, C, D, E and F.
3. Section A – Question Nos. 1 to 20 are multiple choice type questions. Each question carries 1 mark.
4. Section B – Question Nos. 21 to 24 are Very Short Answer type questions. Each question carries 2 marks. Answer to these questions should not exceed 40 words.
5. Section C – Question Nos. 25 to 29 are Short Answer type questions. Each question carries 3 marks. Answer to these questions should not exceed 60 words.
6. Section D – Question Nos. 30 to 33 are Long Answer (LA) type questions. Each question carries 5 marks. Answer to these questions should not exceed 120 words.
7. Section E – Question Nos. 34 to 36 are Case– based/Source– based questions with three sub– questions. Each question carries 4 marks.
8. In Section F – Question Nos. 37 is Map skill based question with two parts 37(i) History (2 marks) and 37(ii) Geography (3 marks). This question carries total 5 marks.

Delhi Set– 1

32/1/1

SECTION– A

(Multiple Choice Questions) (20 × 1 = 20)

1. From which of the following countries Giuseppe Garibaldi belonged to? **1**
(a) Austria (b) Italy
(c) Greece (d) Spain
2. Two statements are given below. They are **Assertion (A)** and **Reason (R)**. Read both the statements and choose the correct option. **1**
Assertion (A): The most serious source of nationalist tension in Europe after 1871 was Balkan.
Reason (R): A large part of the Balkan was under the control of Ottoman Empire.
Options:
(a) Both, (A) and (R) are true and (R) is the correct explanation of (A).
(b) Both, (A) and (R) are true but (R) is not the correct explanation of (A).
(c) (A) is true but (R) is false.
(d) (A) is false but (R) is true.
3. Arrange the following events in chronological order and choose the correct option from the following: **1**
I. Treaty of Constantinople
II. Defeat of Napoleon
III. Unification of Italy
IV. Unification of Germany
Options:
(a) I, II, IV and III (b) II, III, I and IV
(c) II, I, IV and III (d) IV, I, III and II

4. Which one of the following pairs regarding Indian nationalism is correctly matched? **1**

Leaders	Contribution
(a) Sardar Patel	: Hindustan Socialist Republican Army
(b) Bhagat Singh	: Swaraj Party
(c) C.R. Das	: Bardoli Satyagraha
(d) Jawahar Lal Nehru	: Oudh Kisan Sabha

5. Choose the correctly matched pair. **1**

(a) Ferrous	–	Natural Gas
(b) Non– Ferrous	–	Nickel
(c) Non– Metallic Minerals	–	Limestone
(d) Energy Minerals	–	Cobalt

6. Read the given statements and choose the correct option with regard to Rabi cropping season from the following: **1**

- I. Rabi crops are sown in winter.
- II. Sown from October to December and harvested from April to June.
- III. Important crops are Maize, Cotton, Jute.
- IV. Punjab, Haryana, Uttar Pradesh are important for the production of wheat.

Options:

- | | |
|-------------------|--------------------|
| (a) I, III and IV | (b) II, III and IV |
| (c) I, II and IV | (d) I, II and III |

7. Identify the soil with the help of following information. **1**

- It develops in areas with high temperature.
- It is the result of intense leaching due to heavy rain.
- Humus content is low.

Soil:

- (a) Arid soil (b) Yellow soil
(c) Laterite soil (d) Black soil

8. Which of the following term refers to the belief in and advocacy for the social, political and economic equality of women? **1**

- (a) Patriarchy (b) Matriarchy
(c) Socialist (d) Feminist

9. Read the given statements: **1**

- India has no official religion.
- All the communities have freedom to profess and practice any religion in India.

Which one of the following constitutional term is used for the above statements?

- (a) Republic (b) Secular
(c) Sovereign (d) Socialist

10. Match the Column I with Column II and choose the correct option:

Column I (List)		Column II (Jurisdiction Sphere)	
I.	Union list subjects	A.	State Governments alone make laws on it.
II.	State list subjects	B.	For uniformity Central Government legislates on it.
III.	Concurrent sub-jects	C.	Subjects under Jurisdiction of Centre and State Governments.
IV.	Residuary subjects	D.	Central Government legislates on new sub-jects.

I. II. III. IV.

- (a) A B C D
(b) C D A B
(c) D C B A
(d) B A C D

11. Which of the following was the primary objective of Belgium to form the separate government in Brussels? **1**

- (a) Promoting cultural events
(b) Managing international relations
(c) Enforcing local laws
(d) Ensuring linguistic accommodation

12. Which one of the following countries has two-party system? **1**

- (a) China (b) United Kingdom
(c) India (d) Pakistan

13. What role do checks and balances play in a democratic country? Choose the most suitable option from the following. **1**

- (a) To establish a direct form of government without representatives.

- (b) To create a separation of powers to prevent from authoritarianism.
(c) To prevent any change to the Constitution.
(d) To ensure absolute power for one branch of government.

14. Suppose, the monthly income of the family members is as follows respectively: **1**

- Mother– ₹. 50,000/-
- Father– ₹. 40,000/-
- Son– ₹. 20,000/-
- Daughter– ₹. 20,000/-

The average income of the family would be:

- (a) ₹. 32,000/- (b) ₹. 30,000/-
(c) ₹. 32,500/- (d) ₹. 33,000/-

15. Which one of the following indices is given priority by the World Bank with respect to development? **1**

- (a) Infant Mortality Rate
(b) Equality
(c) Body Mass Index
(d) Per Capita Income

16. Choose the correct option to fill the blank. **1**
Removing barriers or restrictions on business and trade set by the government is called as _____.

- (a) Disinvestment
(b) Special Economic Zones
(c) Liberalisation
(d) Foreign Direct Investment

17. Which one of the following is an example of organised sector activities? **1**

- (a) A farmer irrigating his field.
(b) A handloom weaver working in her house.
(c) A headload worker carrying cement.
(d) A teacher taking classes in a government school.

18. Which of the following are developmental goals of a prosperous farmer? Choose the correct option from the given options. **1**

- I. Better wages
II. Higher support prices for crops
III. Assured high family income
IV. More days for work

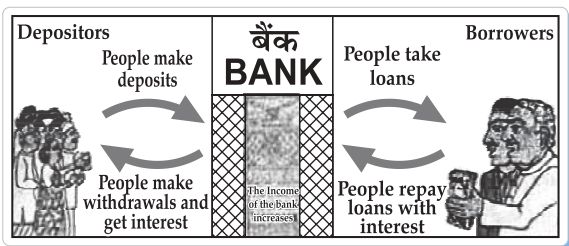
Options:

- (a) Only I and II are correct.
(b) Only II and IV are correct.
(c) Only II and III are correct.
(d) Only I and IV are correct.

19. Why do lenders often require collateral before lending loan? Choose the most suitable option from the following. **1**

- (a) To lower interest rates for borrowers.
(b) To establish personal relations.
(c) To increase their profit margins.
(d) To mitigate the risk of loan default.

20. Look at the given picture carefully and infer the income of the bank.



Choose the correct option from the following.

- The difference between the amount deposited and borrowed by the bank to Reserve Bank of India.
- The difference of amount of interest between what is charged from borrowers and what is paid to depositors.
- The difference of interest rate between what is charged from borrowers and what is charged from depositor.
- The difference between the amount deposited by the depositor and borrowed by the borrower.

SECTION– B

(Very Short Answer Type Questions) (4×2 = 8)

- "The Silk route was a good example of vibrant pre-modern trade and cultural links between distant parts of the world." Explain the statement with any two examples. 2
- (A) Suggest any two measures for the conservation of forest. 2
OR
(B) Suggest any two measures for the conservation of wildlife. 2
- Why is power sharing desirable? Explain. 2
- Differentiate between Public and Private Sector. 2

SECTION– C

(Short Answer Type Questions) (5×3= 15)

- (A) Describe any three causes that led to the Non-Cooperation Movement. 3
OR
(B) Describe any three causes of 'Civil Disobedience Movement.' 3
- 'Manufacturing industries are considered the backbone of economic development.' Justify the statement. 3
- Analyse the role of political parties in a democracy. 3
- How is credit essential for economic activities? Explain with examples. 3
- How is the issue of sustainability important for development? Explain. 3

SECTION– D

(Long Answer Type Questions) (3×4= 12)

- (A) How did the ideology of 'liberalism' affect the Europe in early nineteenth century? Explain. 5
OR
(B) Explain the process of formation of 'United Kingdom of Great Britain'. 5
- (A) How is energy a basic requirement for economic development? Explain. 5
OR
(B) How are conventional sources of energy different from non-conventional sources? Explain. 5
- (A) How are democratic governments better than other forms of government? Explain. 5
OR
(B) How do democracies lead to peaceful and harmonious life among citizens? Explain. 5
- (A) 'Globalisation is the process of rapid integration or interconnection between countries.' Explain the statement with examples. 5
OR
(B) 'Improvement in technology has stimulated the globalisation process.' Explain the statement with examples. 5

SECTION– E

(Case-based/Source-based Questions) (3×5= 12)

- Read the following source carefully and answer the questions that follow:

Printed Words

This is how Mercier describes the impact of the printed word and the power of reading in one of his books:

'Anyone who had seen me reading would have compared me to a man dying of thirst who was gulping down some fresh, pure water.... Lighting my lamp with extraordinary caution, I threw myself hungrily into the reading. An easy eloquence, effortless and animated, carried me from one page to the next without my noticing it. A clock struck off the hours in the silence of the shadows and I heard nothing. My lamp began to run out of oil and produced only a pale light, but still I read on. I could not even take out time to raise the wick for fear of interrupting my pleasure. How those new ideas rushed into my brain! How my intelligence adopted them!'

- 34.1 How does the passage reflect the immersive nature of reading of Mercier? 1
- 34.2 Why did Mercier describe himself as a virtual writer? 1

34.3 How did reading influence Mercier's intellectual capacity and his engagement with new concepts? Explain in any two points. 2

35. Read the following source carefully and answer the questions that follow:

FLOODS



Basic Safety Precautions to be Taken:

- Listen to radio/TV for the latest weather bulletins and flood warnings. Pass on the information to others.
- Make a family emergency kit which should include; a portable radio/transistor, torch, spare batteries, a first aid box along with essential medicines, ORS, dry food items, drinking water, matchboxes, candles and other essential items.
- Keep hurricane lamp, ropes, rubber tubes, umbrella and bamboo stick in your house. These could be useful.
Keep your cash, jewellery, valuables, important documents, etc. in a safe place.
- If there is a flood, move along with your family members and cattle to safe areas like relief camps, evacuation centres, elevated grounds where you can take shelter.
- Turn off power and gas connections before leaving your house.

During floods:

- Don't enter into flood waters; it could be dangerous.
- Don't allow children to play in or near flood waters.
- Stay away from sewerage line, gutters, drains, culverts etc.
- Be careful of snakes; snakebites are common during floods.
- Stay away from electric poles and fallen power-lines to avoid electrocution.
- Don't use wet electrical appliances-get them checked before use.
- Eat freshly cooked and dry food. Always keep your food covered.
- Use boiled and filtered drinking water.
- Keep all drains, gutters near your house clean.
- Stagnation of water can breed vector/water-borne diseases. In case of sickness, seek medical assistance.
- Use bleaching powder and lime to disinfect the surroundings.

35.1 Mention any two essential items that should be included in a 'family emergency kit'. 1

35.2 Why are the items of family emergency kit important during flood situation? 1

35.3 In case of a flood, what are the recommended actions to ensure the safety of your family and belongings? Describe any two. 2

36. Read the following source carefully and answer the questions that follow:

LOCAL GOVERNMENT

This new system of local government is the largest experiment in democracy conducted anywhere in the world. There are now about 36 lakh elected representatives in the panchayats and municipalities etc.. all over the country. This number is bigger than the population of many countries in the world. Constitutional status for local government has helped to deepen democracy in our country. It has also increased women's representation and voice in our democracy. At the same time, there are many difficulties. While elections are held regularly and enthusiastically, gram sabhas are not held regularly. Most state governments have not transferred significant powers to the local governments. Nor have they given adequate resources. We are thus still a long way from realising the ideal of self-government.

36.1 Analyse the significance of the elected representatives in the Panchayats. 1

36.2 In what way has the representation of women in democracy influenced by Constitutional status for local government? 1

36.3 What has been the impact of granting Constitutional status to local government on the democratic landscape of the country? Analyse any two impacts. 2

SECTION- F

(Map Skill Based Questions)

(2+3=5)

37. (i) Two places 'A' and 'B' have been marked on the given Political outline map of India. Identify them with the help of the following information and write their correct names on the lines drawn near them:

(a) The place where Mahatma Gandhi broke the salt law. 1

(b) The place where Session of Indian National Congress was held in 1927. 1

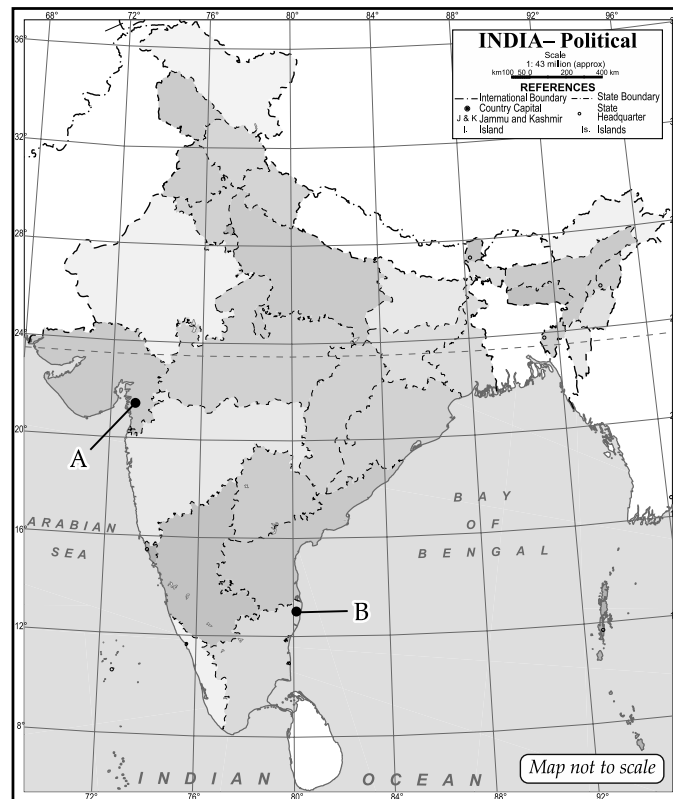
(ii) On the same Political outline map of India. locate and label **any three** of the following with suitable symbols: (3×1=3)

(a) Hirakud – Dam 1

(b) Mumbai – Software Technology Park 1

(c) Raja Sansi – International Airport 1

(d) Naraura – Nuclear Power Plant 1

**Delhi Set- 2****32/1/2**

Except the following all other questions are from Set- 1

SECTION- B**(Very Short Answer Type Questions) (4×2=8)**

23. Why is horizontal distribution of power sharing important? Explain. **2**
24. Differentiate between organised and unorganised sectors. **2**

SECTION- C**(Short Answer Type Questions) (5 × 3 = 15)**

26. 'The industries have undergone significant changes due to advancement in technology and shifts in consumer preferences'. Justify the statement. **3**
27. How do political parties function within a democratic system? Explain. **3**

28. Formal sector of credit is better than informal sector. Give arguments in support of your answer. **3**

SECTION- D**(Long Short Answer Type Questions) (20×1=20)**

31. (A) How is the per capita consumption of electricity considered as an index of development? Explain with examples. **5**

OR

- (B) Explain with examples the significance of the usage of non-conventional sources of energy for the country. **5**
32. (A) Analyse the positive outcomes of the democracy. **5**

OR

- (B) Analyse the political outcomes associated with democracy. **5**

Delhi Set- 3**32/1/3**

Except the following all other questions are from Set-1 and 2

SECTION- B**(Very Short Answer Type Questions) (4×2=8)**

23. Explain the prudential reasons of power sharing. **2**
24. Differentiate between primary and secondary sectors of the economy. **2**

SECTION- C**(Short Answer Type Questions) (5 × 3 = 15)**

26. Suggest any three ways to protect fresh water from industrial pollution. **3**
27. Explain any three challenges that political parties often face in their functioning. **3**

28. Self-help-groups (SHGs) in rural society serve as empowering platform towards socio-economic development. Give arguments in support of your answer. 3

SECTION- D

(Long Short Answer Type Questions) (20×1=20)

31. (A) Analyse the advantages of Natural Gas as a source of energy. 5

OR

- (B) 'Minerals generally occur in different rocks.' Examine the statement. 5

32. (A) Analyse any five values of democracy. 5

OR

- (B) "The passion for respect and freedom are the basis of democracy." Justify the statement. 5

Outside Delhi Set- 1

32/2/1

SECTION- A

(Multiple Choice Questions) (20 × 1 = 20)

1. The German philosopher 'Johann Gottfried' belonged to which one of the following schools of thought? 1
(a) Socialist (b) Liberalist
(c) Romanticist (d) Marxist
2. Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option. 1

Assertion (A): 'The Act of Union 1707' between England and Scotland resulted in the formation of 'United Kingdom of Great Britain'.

Reason (R): England wanted to impose its influence on Scotland.

Options:

- (a) Both (A) and (R) are true and (R) is the correct explanation of (A).
(b) Both (A) and (R) are true but (R) is not the correct explanation of (A).
(c) (A) is true but (R) is false.
(d) (A) is false but (R) is true.
3. Arrange the following events in chronological order and choose the correct option. 1
I. Treaty of Constantinople
II. Hamburg granted autonomy to Hungary
III. Balkan Conflict
IV. Napoleonic Civil Code

Options:

- (a) IV, II, I & III (b) III, II, IV & I
(c) IV, I, II & III (d) I, IV, III & II
4. Which one of the following pairs is correctly matched? 1

List- I

(Author)

(a) Jyotiba Phule

(b) Sudarshan Chakra

(c) Rash Sundari Debi

(d) Kashi Baba

List- II

(Book)

Amar Jiban

Sachhi Kavayen

Gulamgiri

Chotte aur Bade Sawal

5. Choose the correct option to fill the blank. 1
Non Metallic Mineral: Mica
Energy Mineral: _____

(a) Natural Gas

(b) Bauxite

(c) Manganese

(d) Platinum

6. Read the following characteristics of a soil and identify the soil from the given options. 1

- It is widely spread and important soil.
- Northern plains are made of it.
- It consists of sand, silt and clay.

Options:

(a) Yellow soil

(b) Black soil

(c) Laterite soil

(d) Alluvial soil

7. Match Column-I with Column-II and choose the correct option: 1

Column I (Crop)		Column II (Type)	
I.	Wheat	A.	Millet crop
II.	Ragi	B.	Beverage crop
III.	Tea	C.	Food crop
IV.	Maize	D.	Food and fodder crop

Options:

I. II. III. IV.

(a) d a c b

(b) c d b a

(c) c a b d

(d) d b a c

8. Read the following statements and choose the correct term mentioned in the Indian Constitution from the given options: 1

- There is no official religion for the Indian State.
- There is freedom to profess, practise and propagate any religion in India.

Options:

(a) Republic

(b) Sovereign

(c) Socialist

(d) Secular

9. Which one of the following pairs is correctly matched? 1

Subject List in the Indian Constitution		Subject	
(a)	Union List Subjects	–	Communication
(b)	State List Subjects	–	Education
(c)	Concurrent List Subjects	–	Adoption
(d)	Residuary Subjects	–	Marriages

10. Read the following statements about power sharing arrangement in Belgium and choose the correct option. **1**

- I. Brussels has a separate govt. with equal representation.
 II. Dutch & French speaking ministers are equal in Central Govt.
 III. Community Govt. is elected by people belonging to one language.
 IV. Series of majoritarian measures adopted in Belgium.

Options:

- (a) I, II and IV (b) I, III and IV
 (c) II, III and IV (d) I, II and III
11. Which one of the following countries has 'one-party system'? **1**
- (a) United States of America
 (b) United Kingdom
 (c) India
 (d) China
12. Which one of the following is a fundamental principle of democracy? **1**
- (a) Rule of single individual
 (b) Rule with hereditary norms
 (c) Rule of people with freedom
 (d) Rule of military chiefs
13. Which one of the following languages is included in Eighth Schedule in Indian Constitution? **1**
- (a) Hariyanavi (b) Rajasthani
 (c) Garhwali (d) Odia
14. Choose the correct option to fill the blank. **1**
 Literacy Rate measures the proportion of literate population in the _____ years and above age group.
- (a) 10 (b) 7
 (c) 5 (d) 8
15. Assume there are four families in a locality. If the incomes of these four families in a week are ₹2,000, ₹5,000, ₹3,000 and ₹6,000, then the weekly average income of the locality will be: **1**
- (a) 4,000 (b) 5,000
 (c) 2,000 (d) 1,000
16. Which one of the following pairs is correctly matched? **1**

Sector of the Economy – **Example**

- (a) Primary Sector – Tailor

- (b) Secondary Sector – Fisherman
 (c) Tertiary Sector – Astronaut
 (d) Primary Sector – Courier

17. Look at the given image. The work done in the image comes under which one of the following sectors? **1**



- (a) Organised sector (b) Primary sector
 (c) Unorganised sector (d) Public sector
18. Which of the following is the primary purpose of loan activities offered by banks? **1**
- (a) To compete with other financial institutions
 (b) To generate profits for the primary sector only
 (c) To increase income of MNCs
 (d) To support economic growth
19. Match the following aspects of globalisation with their descriptions and choose the correct option. **1**

List- I (Global Aspect)		List- II (Description)	
I.	Technological Advancement	a.	Interaction of ideas, values and traditions
II.	Liberalisation of Trade	b.	Companies operating in many countries
III.	Cultural Exchange	c.	Innovation in manufacturing, communication and information
IV.	Multinational Corporations	d.	The removal of restriction on trade

Options:

- I. II. III. IV.
 (a) A B C D
 (b) C D A B
 (c) D C B A
 (d) B A D C
20. Choose the correct option regarding 'Body Mass Index (BMI)' from the following. **1**
- (a) Assessment of Blood Pressure
 (b) Assessment of Blood Sugar Level
 (c) Assessment of Body Composition
 (d) Assessment of under Nutrition

SECTION– B**(Very Short Answer Type Questions) (4×2=8)**

21. "Conservative regimes set up in Europe in 1815 were autocratic." Support the statement by giving any two arguments. 2
22. How is horizontal power sharing different from vertical? Explain. 2
23. (a) Differentiate between Primitive Subsistence and Commercial Farming. 2
- OR**
- (b) Differentiate between Rabi and Kharif cropping seasons. 2
24. How can a nation achieve a balance between economic growth and environment sustainability? Explain by giving any two arguments. 2

SECTION– C**(Short Answer Type Questions) (5 × 3 = 15)**

25. (a) How was the 'Silk Route' an example of vibrant pre-modern trade? Explain. 3
- OR**
- (b) How did food promote long-distance cultural contacts in the pre-modern world? Explain. 3
26. "India's prosperity lies in expanding and diversifying its manufacturing industries." Justify the statement. 3
27. Explain any three responsibilities carried out by the political parties in a democracy. 3
28. Examine the significance of credit in economic development of the country. 3
29. "Tertiary sector has a pivotal role in the economy of the country." Support your answer with day-to-day examples. 3

SECTION– D**(Long Short Answer Type Questions) (4×5=20)**

30. (a) "The Gandhian idea of Satyagraha, emphasised the power of truth and struggle against injustice." Explain the statement with examples. 5
- OR**
- (b) How did people belonging to different communities, regions and language groups develop a sense of collective belonging in the late-nineteenth century India? Explain with examples. 5
31. (a) "Promotion of energy conservation is important plank of sustainable energy." Explain the statement with examples. 5
- OR**
- (b) "Energy is required for all kinds of activities." Explain this statement with examples. 5
32. (a) Democracy is a better form of govt. than dictatorship. Analyse. 5
- OR**
- (b) Democracy accommodates social diversities. Analyse. 5

33. (a) "Rapid improvement in technology has been one major factor that has stimulated the globalisation process." Explain the statement with examples.

OR

- (b) "Foreign trade and foreign investment policies are the aspects of liberalisation and globalisation." Explain the statement with examples.

SECTION– E**(Case-based Questions) (3×4= 12)**

34. Read the following source and answer the questions that follow: 4

Print and Censorship

The power of the printed word is most often seen in the way governments seek to regulate and suppress print. The colonial government kept continuous track of all books and newspapers published in India and passed numerous laws to control the press.

During the First World War, under the Defense of India Rules, 22 newspapers had to furnish securities. Of these, 18 shut down rather than comply with government orders. (The Sedition Committee Report under Rowlatt in 1919 further strengthened controls that led to imposition of penalties on various newspapers. At the outbreak of the Second World War, the Defense of India Act was passed, allowing censoring of reports of war-related topics. All reports about the Quit India Movement came under its purview. In August 1942, about 90 newspapers were suppressed.

- 34.1 What method did the colonial government employ to keep track of Indian newspapers? 1
- 34.2 How did the colonial government's laws affect the press? 1
- 34.3 Analyse the impact of 'Sedition Committee' on Newspapers. 2

35. Read the following source and answer the questions that follow:

Project Tiger

Tiger is one of the key wildlife species in the faunal web, In 1973, the authorities realised that the tiger population had dwindled to 1,827 from an estimated 55,000 at the turn of the 20th century. The major threats to tiger population are numerous, such as poaching for trade, shrinking habitat, depletion of prey base species, growing human population, etc. The trade of tiger skins and the use of their bones in traditional medicines, especially in the Asian countries left the tiger population on the verge of extinction, Since India and Nepal provide habitat to about two-thirds of the surviving tiger population in the world, these two nations become prime targets for poaching and illegal trading.

"Project Tiger", one of the well publicised wildlife campaigns in the world, was launched in 1973. Tiger conservation has been viewed not only as an effort to save an endangered species but with

equal importance as a means of preserving biotypes of sizeable magnitude. Corbett National Park in Uttarakhand, Sunderbans National Park in West Bengal, Bandhavgarh National Park in Madhya Pradesh, Sariska Wildlife Sanctuary in Rajasthan, Manas Tiger Reserve in Assam and Periyar Tiger Reserve in Kerala are some examples of the tiger reserves in India.

35.1 Why was 'Project Tiger' considered a significant step for Tiger Conservation? **1**

35.2 What role did India play in the global tiger population? **1**

35.3 Mention any two major threats to the wildlife species. **2**

36. Read the following extract and answer the questions that follow:

Linguistic diversity of India

How many languages do we have in India? The answer depends on how one counts it. The latest information that we have is from the Census of India held in 2011. This census recorded more than 1300 distinct languages which people mentioned as their mother tongues. These languages were grouped together under some major languages. For example, languages like Bhojpuri, Magadhi, Bundelkhandi, Chhattisgarhi, Rajasthani and many others were grouped together under 'Hindi'. Even after this grouping, the Census found 121 major languages. Of these, 22 languages are now included in the Eighth Schedule of the Indian Constitution and

are therefore called 'Scheduled Languages'. Others are called 'Non-Scheduled Languages'. In terms of languages, India is perhaps the most diverse country in the world.

36.1 How many languages were recorded as mother tongues in the 2011 Census of India? **1**

36.2 How were the languages grouped together in the Census report? **1**

36.3 How does the inclusion of languages in the Eighth Schedule of the Indian Constitution contribute to linguistic diversity? Explain. **2**

SECTION– F

(Map Skill Based Questions)

(2+3=5)

37. (a) Two places A and B have been marked on the given political outline map of India. Identify them with the help of the following information and write their correct names on the lines drawn near them: **2×1=2**

(i) The place where Gandhiji broke Salt Law. **1**

(ii) The place where the Indian National Congress Session was held in 1920. **1**

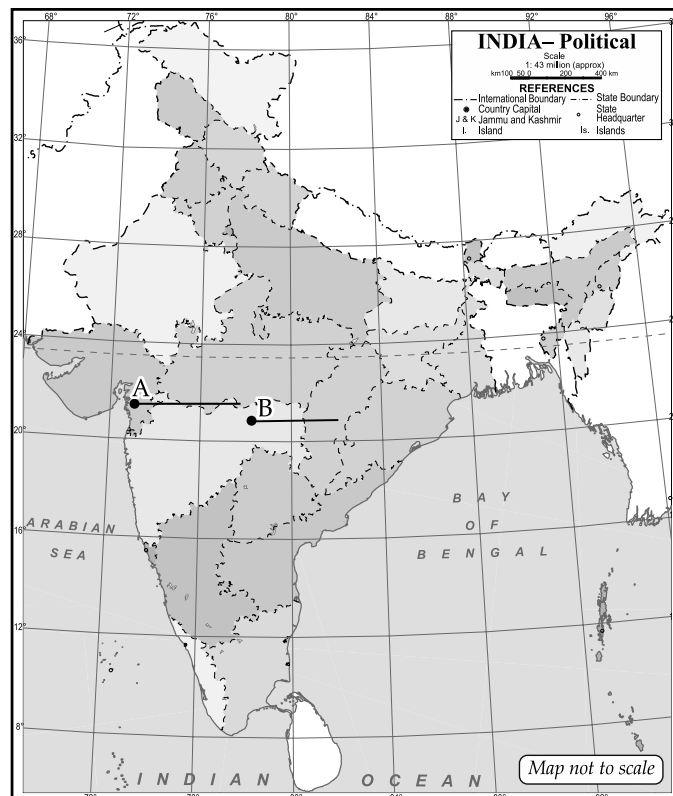
(b) On the same political outline map of India, locate and label any three of the following with suitable symbols: **3×1=3**

(i) Salal – Dam **1**

(ii) Kalpakkam – Nuclear Power Plant **1**

(iii) Bengaluru – Software Technology Park **1**

(iv) Mormugao – Major Sea Port **1**



Outside Delhi Set- 2

32/2/2

Except the following all other questions are from Set- 2

SECTION- B

(Very Short Answer Type Questions) (4×2=8)

24. Different people have different notions of development. Explain the statement with examples. 2

SECTION- C

(Short Answer Type Questions) (5 × 3 = 15)

26. 'Manufacturing sector is considered the backbone of an economic development.' Justify the statement. 3
29. Give any three suggestions to increase the employment in rural society and explain them. 3

SECTION- D

(Long Short Answer Type Questions) (4×5=20)

31. (a) How is energy a basic requirement for economic development? Explain with examples. 5

OR

- (b) How do minerals occur? Explain with examples. 5

32. (a) How are democratic governments accountable, responsible and legitimate? Explain. 5

OR

- (b) How does democracy promote social justice and equality? Explain. 5

Outside Delhi Set- 3

32/2/3

Except the following all other questions are from Set- 1 and 2

SECTION- B

(Very Short Answer Type Questions) (4×2=8)

21. Explain the impact of French Revolution on other European countries. 2
22. Why is power shared among different social groups? Explain. 2

SECTION- C

(Short Answer Type Questions) (5 × 3 = 15)

26. How can fresh water be saved from the industrial pollution? Suggest any three ways. 3
29. What efforts are being made by the government to increase employment in the urban areas? Explain. 3

SECTION- D

(Long Short Answer Type Questions) (4×5=20)

31. (a) "Solar energy has a bright future in India." Explain the statement with examples. 5

OR

- (b) Why do we need to conserve mineral resources? Explain with examples. 5

32. (a) 'Dignity and freedom of peoples are the basis of democracy.' Explain the statement. 5

OR

- (b) 'Democracy is related with deep values.' Explain the statement. 5



ANSWERS

Delhi Set- 1

32/1/1

SECTION- A

(Multiple Choice Questions) (20 × 1 = 20)

1. Option (b) is correct.

Explanation: A famous Italian revolutionary who was born in 1807 in Genoa. He was part of a secret society called Carbonari and founded two underground societies called Young Italy in Marseilles and Young Europe in Berne.

2. Option (b) is correct.

Explanation: Large part of the Balkans was under the control of the Ottoman Empire. The spread of the ideas of romantic nationalism in the Balkans together with the disintegration of the Ottoman Empire made this region very explosive.

3. Option (d) is correct.

Explanation: Completion of Unification of Italy and Germany took place in same year.

Completion of unification of Germany took place on Jan 1871 and Unification of Italy later on same year.

II. Defeat of Napoleon- 1815

I. Treaty of Constantinople- 1832

IV. Unification of Germany- Jan 1871 (completion)

III. Unification of Italy- 1871 (completion)

4. Option (d) is correct.

Explanation: October 1920: Setup of Oudh Kisan Sabha headed by J. L. Nehru.

5. Option (c) is correct.

Explanation: Non- Metallic Minerals: These

minerals do not contain metals. Limestone, mica and gypsum are examples of such minerals. The mineral fuels like coal and petroleum are also non-metallic minerals.

6. Option (c) is correct.

Explanation: It starts with the beginning of winter and continues until the beginning of summer (October– December to April– June). The rabi crops include wheat, barley, gram and oilseeds.

7. Option (c) is correct.

Explanation: Laterite soil develops in areas with high temperature and heavy rainfall. Formed due to leaching. Laterite soil is mainly found in Karnataka, Kerala and the hilly areas of Odisha and Assam.

8. Option (d) is correct.

Explanation: Most of the women's movements aim at equality in personal and family life, of women. These movements are called feminist movements.

9. Option (b) is correct.

Explanation: In a **secular state** like India, there is no official religion for the Indian state. The Constitution provides to all individuals and communities freedom to profess, practice and propagate any religion, or not to follow any.

10. Option (d) is correct.

Explanation: Union list subjects– For uniformity Central Government legislates on it.

State list subjects – State Governments alone make laws on it.

Concurrent subjects – Subjects under Jurisdiction of Centre and State Governments.

Residuary subjects – Central Government legislates on new subjects

11. Option (d) is correct.

Explanation: In Brussels, the Dutch-speaking people are in minority which is the opposite of the rest of the country, where they are in majority.

12. Option (b) is correct.

Explanation: Since the Second World War, all the Governments in the UK have been formed by either **the Labour Party or the Conservative Party**.

13. Option (b) is correct.

Explanation: Power is shared among the legislature, executive and judiciary, this is known as horizontal distribution of power because it allows these organs of government placed at the same level to exercise different powers.

14. Option (c) is correct.

$$\begin{aligned}\text{Average Income} &= \frac{\text{₹}(50,000 + 20,000 + 40,000 + 20,000)}{4} \\ &= \frac{\text{₹}(1,30,000)}{4} \\ &= \text{₹} 32,500\end{aligned}$$

15. Option (d) is correct.

Explanation: World Bank considers only the per capita income as an indicator of the development.

16. Option (c) is correct.

Explanation: Liberalisation of economy means to free it from direct or physical controls imposed by the government. In other words, removing barriers or

restrictions set by the government is what is known as liberalisation.

17. Option (d) is correct.

Explanation: Organised sector is registered by the government. In organised sector, the workers enjoy the security of employment, the numbers of working hours are fixed, workers get several benefits such as paid leaves, payment during holidays, provident fund, etc.

18. Option (c) is correct.

Explanation: A prosperous farmer has developmental goals of high family income and cheap labour. A successful farmer has already fulfilled all his basic needs. He only seeks a high income so that his family does not face any financial issues.

19. Option (d) is correct.

Explanation: Security against the loan to recover the money if the borrower fails to repay it. This security is called collateral.

20. Option (c) is correct.

Explanation: Banks charge higher interest rate on the loan in comparison to the interest paid on the deposits of the public. This difference in the interest charged on loan and interest given on deposit is the income of the banks.

SECTION– B

(Very Short Answer Type Questions) (4×2=8)

21. The following explains why the silk routes are an excellent illustration of commerce and cultural ties between distant regions of the world:

- (i) Several land– and sea– based silk routes that connected Asia with Europe and Northern Africa as well as enormous swathes of Asia have been recognised by historians.
- (ii) Through these paths, the China– monopolised arts of silk weaving and sericulture expanded to Iran, Central Asia and other countries.
- (iii) Gold and silver, two precious metals, were traded from Europe to Asia.
- (iv) Buddhism originated in India and dispersed across the Silk Road's intersections in multiple directions.

(Any two points) 2

22. (A) (i) Deforestation control: Cutting of tree should be limited and selective cutting should be done. Young trees should not be cut down as far as possible. Harvesting should be plan and should be optimal for the benefit of forests.

(ii) Methods of farming should be changed: Farming practices such as burn slash agriculture should be changed because they are very harmful to the environment and forest.

(iii) Prevention from forest fire: Forest should be protected from forest fires. The dried leaves and bark of trees must be regularly cleared out and chemicals to control fire should be available easily.

(iv) Regulating overgrazing: Overgrazing should be regulated in order to conserve forest and protect them from the verge of exploitation. 2

OR

- (B) (i) Any laws that prohibit the killing or capturing of birds or animals in danger of extinction should be passed. It must be designated as a criminal offence. These laws ought to be upheld in their entirety and not just on paper.

- (ii) Regardless of the quantity of wild birds and animals, forest authorities should not permit their indiscriminate killing.

The natural habitats of wild animals and birds should be preserved by creating more national parks and sanctuaries across the nation.

- (iv) Every forest should regularly undergo a wildlife conservation survey by the Department of Government. To help them during floods and famines, they should be informed about the numbers of every wild animal and bird species.

2

23. Desirability of Power Sharing:

- (i) Power sharing is good because it helps to reduce the possibility of conflict between social groups.
- (ii) Power sharing is the very spirit of democracy.

[CBSE Marking Scheme, 2019] 2

24. Comparison of economic activities in private sector and public sector:

- (i) Most of the assets of public sector are owned by the government while private sector is owned by individuals or group of individuals.
- (ii) Government provides all services in public sector while in private sector it depends on private owner.
- (iii) Government raises money for various activities through taxes while private sector collects money for the services they provide.
- (iv) Activities in the private sector are guided by the motive to earn profits while public sector is not just to earn profits.
- (v) Railways, post office are examples of public sector while Tata Steel and Reliance are examples of private sector. (Any two points)

[CBSE Marking Scheme, 2019] 2

SECTION- C

(Short Answer Type Questions) (5 × 3 = 15)

25. (A) (i) Gandhiji launched the Non- Cooperation Movement with the aim of self- governance and obtaining full independence.

- (ii) The Indian National Congress withdrew its support for British reforms against the Rowlatt Act and the Jallianwala Bagh incident.

- (iii) Indian Muslims who had participated in the Khilafat Movement to restore the status of the Caliph (the spiritual leader of Muslims) gave their support to the NonCooperation Movement. [CBSE Marking Scheme, 2020]

OR

(B) These were some of the main reasons that paved the way for the Civil Disobedience Movement.

- (i) The Simon Commission arrived in India in 1928. It was greeted with the slogan 'Go back, Simon'. All parties joined the protest. In **October 1929**, Lord Irwin announced a vague offer of '**Dominion Status**' for India but its timing was not specified. He also offered to hold a Round Table Conference to discuss the future Constitution. The demonstrations against the detention of social revolutionaries, etc.
- (ii) The British salt tax was a severe burden on the Indian population, particularly the poor. The British monopoly over the production and sale of salt was seen as a stark example of their exploitative economic policies.
- (iii) The Indian National Congress's declaration of Purna Swaraj, or total self- rule, on 26th January 1930, was a critical precursor to the Civil Disobedience Movement.
- (iv) The harsh and repressive measures taken by the British government, including the Rowlatt Act, further fuelled the Indian populace's anger and frustration. (any three)

26. The economic strength of a country lies in the development of manufacturing industries because:

- (i) Manufacturing industries help in modernising agriculture which forms the backbone of our economy.
- (ii) It reduces the heavy dependence of people on the agriculture sector and creates jobs in secondary and tertiary sectors.
- (iii) It is necessary for the removal of unemployment and poverty.
- (iv) It brings down regional disparities.
- (v) Export of manufactured goods expands trade and commerce and enhances prosperity.
- (vi) It brings much needed foreign exchange.

(Any three)

27. **Introduction:** Political parties perform many crucial functions in a democracy.

- (a) They contest elections. Parties choose candidates to contest elections. The process of choosing candidates varies, e.g., in the USA, party members choose the candidates, while in India top party leaders choose the candidates.

- (b) It puts forward policies and programmes and people choose them. They pile up the similar opinions into major stance that the parties support usually on the line of ruling party.
- (c) They make laws. Legislature makes laws since majority of the members are from a party, they go by the lines parties take. Moreover, they train and make people (party members) leader which constitute the executive.

[CBSE Marking Scheme, 2019]

28. Importance of cheap and affordable credit for the country's development:

- (i) Cheap and affordable credit would lead to higher income.
- (ii) Many people could borrow for a variety of needs
- (iii) It encourages people to invest in agriculture, do business and set up small scale industries, etc.
- (iv) It enables more investment which will lead to the acceleration of economic activities.
- (v) Affordable credit would also end the cycle of the debt trap.

(Any three points)

[CBSE Marking Scheme, 2018]

- 29 (i) Sustainable development aims at fulfilling the needs of today without compromising the needs of the future generation.
- (ii) Sustainability is the capability to use the resources judiciously and maintain the ecological balance.
- (iii) It lays emphasis on environmental protection and check environmental degradation.

(Any three points)

[CBSE Marking Scheme, 2020]

SECTION– D

(Long Short Answer Type Questions) (4×5=20)

30. (A) The ideology of liberalism allied with nationalism in the following ways:

- (i) Liberalism stood for freedom for individual and equality of all before law.
- (ii) It emphasised on the concept of government by consent.
- (iii) It stood for the end of autocracy and clerical privileges.
- (iv) It believed in a constitution and representative government through Parliament.
- (v) The coming of the railways further linked harnessing economic interests to national unification as it helped stimulate mobility.

5

OR

- (B) (i) **Different Kingdoms:** A long time ago, England, Scotland and Wales were separate kingdoms with their own rulers and ways of doing things.
- (ii) **One King for Two Kingdoms:** In 1603, a guy named James VI of Scotland also became

James I of England. So, he was the king of both countries, but they were still separate.

- (iii) **Joining Parliaments:** In 1707, England and Scotland decided to join their parliaments (the people who make the laws) together. This made them one country called Great Britain.

- (iv) **Wales and Ireland:** Wales had already been part of England for a while and in 1801, Ireland joined the mix. So, it became the United Kingdom of Great Britain and Ireland.

- (v) **Ireland's Split:** Later on, in 1922, Ireland split from the United Kingdom and became its own country (except for Northern Ireland, which stayed part of the UK).

So, the United Kingdom of Great Britain formed when England and Scotland joined forces, later adding Wales and Ireland into the mix.

5

31. (A) (i) Energy is a basic requirement for economic development.

- (ii) Every sector of the national economy needs the input of energy.
- (iii) Energy is a necessity for economic progress. Agriculture, industrial, transportation, commercial and residential sectors require energy inputs.
- (iv) Economic development plans launched since independence have necessitated growing amount of energy to keep them running
- (v) As a result, consumption of all sources of energy has been continuously increasing across the country. In this context, there is an urgent need to design a sustainable energy development path.
- (vi) The twin pillars of sustainable energy are the promotion of energy– saving and the greater use of renewable energy sources.
- (vii) Rising prices of oil and gas and their potential shortage have raised uncertainties about the security of energy supply in the future.

- (viii) India is now one of the least energy– efficient countries in the world.

5

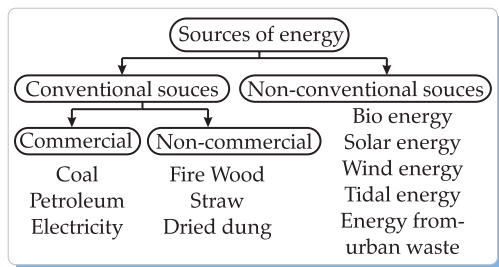
OR**(B) Conventional Sources of Energy:**

- (i) The energy sources which cannot be renewed are known as **conventional sources of energy**.
- (ii) It includes firewood, cattle dung cake, coal, petroleum, natural gas and electricity.
- (iii) Conventional sources are categorised into commercial– coal, petroleum, electricity and non– commercial sources– firewood, straw and dried dung.

Non– Conventional Sources of Energy:

- (i) The potential of non– **conventional sources of energy is large**.
- (ii) They use renewable resources for energy generation.
- (iii) Six main non– **conventional sources of energy:** namely, solar energy, wind energy, biomass energy, geothermal energy, tidal energy and hydro power.

5



32. (A) Democracy is a better form of Government when compared with any other form of Government because of the following reasons:

- (i) Democracy promotes equality among citizens. Every citizen of the country has equal rights before the law. All individuals have equal weight in electing the representatives.
- (ii) Democracy enhances the dignity of the individual. By giving its citizens equal rights it enhances dignity and freedom of the individual. Democracy gives equal treatment and respect to women, deprived and discriminated castes in our society.
- (iii) Democracy improves the quality of decision-making. As there is open debate in major issues in democracy thus, quality of decisions improves.
- (iv) Democracy provides a method to resolve conflicts. Democracy reduces the possibility of social tension which leads to a peaceful social life. It allows room to correct mistakes.
- (v) A Democratic Government is a legitimate government. Democracy gets the popular support of the people by holding regular, free and fair elections. **(Any five points)**

[CBSE Marking Scheme, 2019] 5

OR

(B) Democracy leads to peaceful and harmonious life among citizens:

- (i) Democracy accommodates various social divisions.
- (ii) Democracy reduces the possibility of tensions becoming explosive and violent.
- (iii) Ability to handle social differences and conflicts among different groups is a plus point of democracy.
- (iv) Democracy develops procedure to conduct healthy competitions among different groups in a society.
- (v) Democracy respects differences and provides mechanism to resolve them.
- (vi) Democracy always accommodates minority view.
- (vii) Any other relevant point. **(Any five points)**

[CBSE Marking Scheme, 2018] 5

33. (A) Globalisation as the process where different countries become more connected to each other,

like pieces of a puzzle fitting together.

- (i) **Trade:** One big part of globalisation is trade. Countries buy and sell stuff to each other more than ever before. For example, your phone might be made in one country, but the parts could come from several others.
- (ii) **Travel:** Globalisation makes it easier for people to travel to other countries. You can hop on a plane and fly to almost any corner of the world. This leads to more cultural exchanges and opportunities for learning from different places.
- (iii) **Communication:** Thanks to technology, we can talk to someone on the other side of the world in seconds. Emails, video calls and social media help us to connect with people from different countries and cultures.
- (iv) **Investment:** Companies from one country might invest money in another country to build factories or offices. This creates jobs and boosts economies in both places. For instance, a car company might invest in a factory overseas to reach new markets.
- (v) **Cultural Exchange:** Globalisation isn't just about business. It's also about sharing ideas, music, movies and food. You can enjoy sushi in New York City or listen to K-pop in South America—all thanks to globalisation.

So, globalisation is like the world becoming smaller and more connected. Countries work together, trade with each other and share ideas and cultures more easily than ever before. **5**

OR

- (B) Think of technology like a big engine driving the globalisation train forward. Here's how it works:
- (i) **Communication:** Technology has made it super easy for people to talk to each other across the globe. You can send an email, chat on social media, or have a video call with someone on the other side of the world instantly. This quick and easy communication helps businesses make deals, friends stay in touch and people learn about different cultures.
- (ii) **Transportation:** Imagine trying to send a package to another country a hundred years ago. It would take weeks or even months! But now, with airplanes, cargo ships and high-speed trains, we can move goods and people from one place to another in no time. This fast transportation makes global trade possible. For example, you can order products online from halfway around the world and they'll arrive at your doorstep within days.
- (iii) **Information Access:** The internet is like a giant library filled with information from all over the world. You can learn about different cultures, languages and customs with just a few clicks. This easy access to information helps break down barriers between countries and promotes understanding and cooperation.
- (iv) **Automation:** Technology has also made produc-

tion processes more efficient through automation. Robots and machines can do tasks faster and more accurately than humans. This helps companies produce goods at lower costs, making them more competitive in the global market. For instance, factories can use robots to assemble products, reducing the need for manual labour.

- (v) **E-commerce:** Online shopping has revolutionised the way we buy and sell goods. With e-commerce platforms like Amazon and Alibaba, businesses can reach customers worldwide without needing physical stores in every country. This opens up new markets and opportunities for both sellers and buyers.

So, technology has made the world smaller by making communication faster, transportation easier, information more accessible and production more efficient. These advancements have fuelled the globalisation process, bringing people and countries closer together than ever before. 5

SECTION– E

(Case– based Questions) (3×4= 12)

34. 34.1 He lighted the lamp and started reading page to page, without keeping a track of time, the clock went on ticking. In spite of the oil being run out in the lamp, he kept on reading. He did not want to interrupt his pleasure of reading. 1
- 34.2 Mercier described himself as a virtual writer because he felt that his true vocation lay in writing, despite the fact that he had not yet written anything substantial. 1
- 34.3 (i) **Broadening of Perspectives:** Through reading, Mercier encountered a diverse range of ideas, perspectives and viewpoints that expanded his intellectual horizons. He engaged with a variety of topics, genres and authors, gaining insights into different cultures, historical periods and philosophical schools of thought. This exposure to diverse perspectives broadened Mercier's understanding of the world, enabling him to critically evaluate and analyse complex concepts and issues from multiple angles.
- (ii) **Development of Critical Thinking Skills:** Reading fostered Mercier's development of critical thinking skills by challenging him to question assumptions, evaluate evidence and formulate reasoned judgments. As he encountered new concepts, theories and arguments in books, Mercier learned to analyse and interpret information critically, discerning between fact and opinion, identifying logical fallacies and synthesising disparate ideas into coherent frameworks. This process of intellectual inquiry and analysis sharpened Mercier's analytical abilities and enabled him to engage thoughtfully with complex concepts and debates. 1
35. 35.1 A family emergency kit should include; a portable radio/transistor, torch, spare batteries, a first aid box along with essential medicines, ORS, dry food items, drinking water, matchboxes, candles and other essential items. (any two) 1
- 35.2 Emergency kits typically contain items such as flashlights, batteries, first aid supplies and essential medications. These supplies are crucial during a flood situation when power outages, injuries and medical emergencies may occur. 1
- 35.3 (i) Don't enter into flood waters; it could be dangerous.
- (ii) Don't allow children to play in or near flood waters.
- (iii) Stay away from sewerage line, gutters, drains, culverts, etc.
- (iv) Be careful of snakes; snakebites are common during floods.
- (v) Stay away from electric poles and fallen power—lines to avoid electrocution.
- (vi) Don't use wet electrical appliances— get them checked before use.
- (vii) Eat freshly cooked and dry food. Always keep your food covered.
- (viii) Use boiled and filtered drinking water.
- (ix) Keep all drains, gutters near your house clean.
- (x) Stagnation of water can breed vector/water—borne diseases. In case of sickness, seek medical assistance.
- (xi) Use bleaching powder and lime to disinfect the surroundings. 2
36. 36.1 There are now about 36 lakh elected representatives in the panchayats and municipalities etc., all over the country. This number is bigger than the population of many countries in the world. Constitutional status for local government has helped to deepen democracy in our country. Elected representatives in Panchayats are accountable to the people who elected them. They are responsible for transparent and accountable governance, ensuring that public funds are utilised efficiently and judiciously. 1
- 36.2 (i) **Constitutional Mandate:** The Constitution mandates reservation of seats for women in local government bodies through the 73rd and 74th Amendments.
- (ii) **Increased Participation:** Reservation of seats has led to a significant rise in women's participation in politics and governance at the grassroots level.
- (iii) **Empowerment and Representation:** Women actively engage in decision-making and advocate for their interests, bringing unique perspectives to governance.
- (iv) **Socio– economic Development:** Women leaders promote initiatives for education, healthcare and economic empowerment, leading to improved outcomes in various areas.

- (v) **Political Empowerment:** Many women leaders from local government bodies have advanced to state and national politics, challenging gender stereotypes. **1**

36.3 Granting Constitutional status to local government bodies has had a significant impact on the democratic landscape of the country. Here are two key impacts:

Decentralisation of Power: The Constitutional status granted to local government has facilitated the decentralisation of power and decision-making authority from the central and state governments to the grassroots level. For example, the 73rd and 74th Amendments to the Constitution in 1992 mandated the establishment of Panchayats and Municipalities as institutions of self-government, ensuring that governance is more responsive and accountable to local populations.

Strengthening of Grassroots Democracy: The Constitutional status of local government has strengthened grassroots democracy by institutionalising mechanisms for citizen participation, representation and accountability at the local level.

Through elected representatives and democratic processes such as elections, public consultations and decision-making forums, local communities have a direct say in shaping policies and programmes that affect their lives. This

enhances political awareness, civic engagement and social cohesion among citizens, fostering a culture of democratic governance from the bottom up. Additionally, the reservation of seats for marginalised groups such as women and scheduled castes and tribes ensures greater inclusivity and representation in local governance structures, promoting social justice and equity. In summary, the granting of Constitutional status to local government has led to the decentralisation of power and decision-making, empowering local communities to govern themselves and address their own needs. It has also strengthened grassroots democracy by institutionalising mechanisms for citizen participation, representation and accountability at the local level, fostering a more inclusive and responsive democratic governance system in the country. **2**

SECTION- F

(Map Skill Based Questions)

(2+3=5)

37. (i) (A) Dandi

(B) Madras

1+1

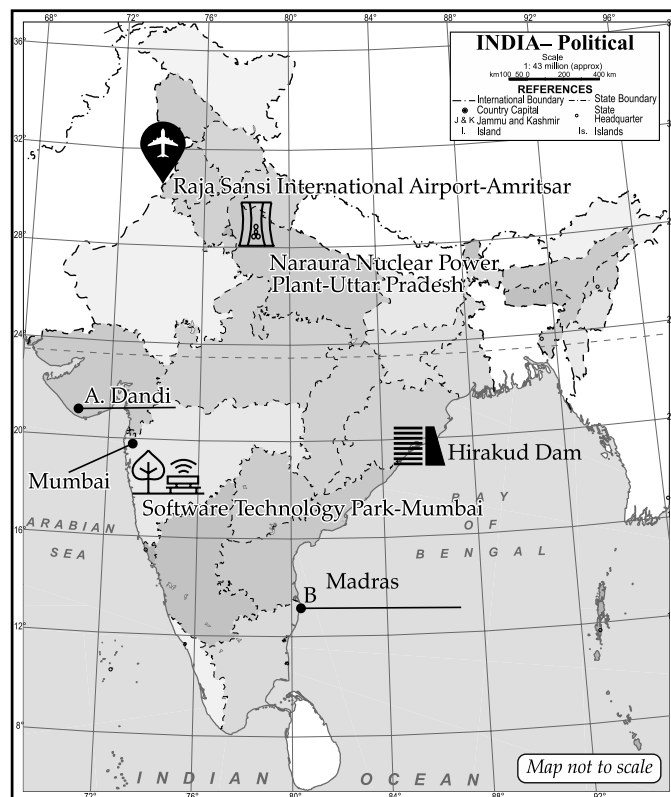
(ii) (a) Odisha

(b) Mumbai

(c) Amritsar

(d) Uttar Pradesh

1+1+1



SECTION– B**(Very Short Answer Type Questions) (4×2=8)**

23. (i) In horizontal division of power, power can be shared among different organs of the government i.e., the legislatures the executive and the judiciary.
- (ii) In horizontal division of power, different organs of government exercise different powers. This is a concept of separation of powers.
- (iii) Horizontal distribution specifies the concept of checks and balances in order to check the exercise of unlimited powers of the organs.

(Any two points) 2**24. Organised and unorganised sector:**

- (i) Organised sector enjoys security of employment while unorganised sector depends on requirement.
- (ii) In organised sector employees get paid leave while unorganised sector does not provide paid leave.
- (iii) Over time to be paid in organised sector while unorganised sector does not have it necessarily.
- (iv) Government rules and regulations are applicable organised sector while unorganised sector has own rules and regulations.
- (v) Organised sector may be controlled either by government or individuals while unorganised sector is controlled by individuals.

(Any two points) 2**SECTION– C****(Short Answer Type Questions) (5 × 3 = 15)**

26. The statement is accurate, given the revolutionary changes that have occurred in industries all around the world as a result of changing consumer preferences and technical advancements. Production processes have been completely transformed by technology, which includes automation, artificial intelligence and digitisation. This has increased productivity and decreased expenses. Simultaneously, shifting consumer expectations brought about by convenience, customisation and sustainability have made it necessary for the industry to adapt in order to satisfy a range of needs. As a result, in order to stay competitive in ever-changing markets, sectors have embraced e-commerce platforms, expanded their product offers and implemented sustainable practices. This continuous development highlights the significant influence that consumer trends and technology have on industrial landscapes throughout the world. **3**
27. In a democracy, political parties are like teams competing in a game. Each party has its own set of ideas, goals and plans for how to run the country. Here's how they work:

- (i) **Representation:** Political parties represent different groups of people with similar beliefs and interests. For example, there might be a party that focuses on environmental issues, another on economic policies and so on. People who agree with a party's ideas can join or support that party.
- (ii) **Elections:** During elections, parties put forward candidates to compete for positions in government, like the president, members of parliament, or local councillors. Voters choose which candidate and therefore which party they want to represent them.
- (iii) **Policy-making:** Once in power, the winning party or coalition gets to make decisions and set policies for the country based on their ideas and promises. This includes making laws, managing the economy and handling issues like healthcare and education.
- (iv) **Checks and balances:** In a healthy democracy, opposition parties keep the ruling party in check by scrutinising their decisions and offering alternative ideas. This helps ensure that decisions are fair and represent the interests of the people as a whole, not just those in power.
- (v) **Engagement:** Political parties engage with the public through campaigns, rallies and debates to gain support for their ideas. They also listen to the concerns of voters and try to address them in their policies. **(Any three points) 3**

28. In India, more formal credit sources must be established.

- (i) To protect individuals from being exploited by the unorganised sector.
- (ii) Loan interest rates are low at formal institutions.
- (iii) To avoid getting into debt.
- (iv) It offers inexpensive and manageable credit.
- (v) The RBI also oversees the formal sector credit through a number of laws and guidelines, ensuring that banks lend money to small farmers, small borrowers and other people rather than merely traders and businesses looking to make a profit.

Bad effects of informal sources of credit on borrowers:

- (i) Higher interest rate.
- (ii) Higher cost of borrowing means a larger part of the earnings of the borrowers is used to repay the loan.
- (iii) In certain cases, the high interest rate for borrowing can mean that the amount to be repaid is greater than the income of the borrower.
- (iv) This could lead to increasing debt and debt trap.
- (v) Any other relevant point. **3**

SECTION– D

(Long Short Answer Type Questions) (4×5=20)

31. (A) Per capita consumption of electricity is often considered as an index of development because it reflects how much energy each person in a country uses on average. Here's why it's seen as important:

- (i) **Access to Energy:** In developed countries, people use more electricity because they have access to various appliances, gadgets and technologies that rely on power. For example, in homes, people use electricity for lighting, heating, cooking and powering electronic devices like TVs and computers. In industries, electricity is crucial for running machinery and production processes. So, higher per capita electricity consumption suggests better access to modern amenities and technologies.
- (ii) **Economic Activity:** Industries and businesses often consume large amounts of electricity. A higher per capita consumption can indicate a thriving industrial sector and overall economic activity. For instance, countries with booming manufacturing, technology and service industries tend to have higher electricity usage per person. This suggests that people are employed, businesses are growing and the economy is developing.
- (iii) **Quality of Life:** More electricity consumption can also mean a higher quality of life. It enables access to amenities like air conditioning, refrigeration, entertainment and communication devices, which contribute to comfort and convenience. For example, in developed nations, people have access to air conditioning in homes and offices, which is essential for comfort in hot climates. Similarly, refrigeration allows for the preservation of food, reducing food spoilage and improving nutrition.
- (iv) **Infrastructure Development:** Building and maintaining a reliable electricity infrastructure require significant investment and technological expertise. Higher per capita electricity consumption indicates that a country has invested in developing and maintaining a robust energy infrastructure, including power plants, transmission lines and distribution networks. This infrastructure supports economic growth, job creation and overall development.

However, it's essential to note that while high per capita electricity consumption can be a positive indicator of development, it's not the only measure. Sustainable development also considers factors like energy efficiency, renewable energy adoption, environmental impact and social equity. Therefore, while electricity consumption is an essential aspect of development, it should be balanced with considerations for sustainability and environmental stewardship. 5

OR

(B) Natural resources like wind, tides, solar, biomass, etc. generate energy which is known as "Non-conventional resources". These are pollution free and hence we can use these to produce a clean form of energy without any wastage.

The usage of non-conventional sources of energy holds significant importance for countries worldwide due to various environmental, economic and strategic reasons. Here are some examples of the significance of utilising non-conventional sources of energy:

Environmental Sustainability: Non-conventional sources of energy such as solar, wind and hydropower are renewable and emit minimal greenhouse gases, unlike fossil fuels. By shifting towards renewable energy sources, countries can mitigate air and water pollution, reduce carbon emissions and combat climate change. For example, countries like Germany and Denmark have made substantial investments in wind and solar energy, significantly reducing their dependence on fossil fuels and achieving environmental sustainability targets.

Energy Security: Non-conventional sources of energy reduce reliance on imported fossil fuels, enhancing energy security and independence for countries. Diversifying the energy mix with renewables reduces vulnerability to fluctuations in global oil and gas markets and geopolitical tensions. For instance, countries like Iceland and Norway rely extensively on hydropower and geothermal energy, reducing their exposure to international energy price volatility and supply disruptions.

Economic Growth and Job Creation: Investing in non-conventional sources of energy stimulates economic growth and creates employment opportunities in the renewable energy sector. Developing and manufacturing renewable energy technologies, such as solar panels and wind turbines, generate jobs and contribute to local economies. Countries like China and India have become global leaders in renewable energy deployment, driving economic growth and creating millions of green jobs in the process.

Technological Innovation and Competitiveness: Embracing non-conventional sources of energy encourages technological innovation and enhances global competitiveness. Research and development in renewable energy technologies lead to breakthroughs in efficiency, storage and grid integration, making renewables more cost-effective and reliable. For example, advancements in battery storage technology enable better utilisation of solar and wind power, improving grid stability and reliability.

In conclusion, the utilisation of non-conventional sources of energy offers numerous benefits for countries, including environmental sustainability, energy security, economic growth,

job creation and technological innovation. By transitioning towards renewables, countries can build resilient and sustainable energy systems to meet the growing demand for energy while addressing climate change and promoting inclusive development. 5

32. (A) (i) In a democratic nation, the government is accountable to the citizens. It is responsive to the needs and expectations of the citizens. Moreover, the government is efficient and effective. The democratic governments work on the principle of deliberation and negotiation, so delays take place.
- (ii) In a democracy, decisions are based on norms and procedures. Decision making is transparent, i.e. every citizen has the right to examine the entire process of decision making.
- (iii) In a democracy, the right to question the process of decision making is absent.
- (iv) It is provided that a democratic government is accountable, but there isn't any mechanism to hold the government accountable and the decision making is not based on norms and procedures.
- (v) Democracy is solely based on political equality. Every citizen has an equal weight in electing representatives. However, the same is not true in the economic field. In democratic countries, the poor usually become poorer and often find it hard to cater to the basic essentials of life like food, clothing, higher education and health. Democracies have massively failed in this regard. 5

OR

(B) Political outcomes associated with democracy include:

Political Participation: Democracy encourages active citizen engagement in political processes through voting, participation in elections and involvement in civic activities. Citizens have the opportunity to voice their opinions, elect representatives and shape public policies, fostering a sense of empowerment and accountability within society.

Pluralism and Diversity: Democracy celebrates diversity and pluralism by accommodating the

interests and viewpoints of various political parties, groups and individuals. It provides a platform for the expression of diverse ideologies, beliefs and perspectives, promoting tolerance, inclusivity and respect for different opinions within the political arena.

Accountability and Transparency: Democratic governments are accountable to the people they serve, ensuring transparency, integrity and ethical conduct in public administration. Elected officials are subject to scrutiny and oversight and mechanisms for checks and balances help prevent abuse of power, corruption and authoritarianism.

Rule of Law and Protection of Rights: Democracy upholds the rule of law and protects fundamental rights and freedoms such as freedom of speech, assembly, press and religion. Constitutional protections and legal frameworks ensure equality before the law and safeguard individual liberties, promoting justice, fairness and the dignity of all citizens.

Peaceful Transfer of Power: In a democratic system, power is peacefully transferred from one government to another through free and fair elections. Smooth transitions of power enhance political stability, continuity and legitimacy, ensuring that changes in leadership occur without violence or disruption to the democratic process.

Conflict Resolution and Negotiation: Democracy provides mechanisms for peaceful resolution of conflicts, disputes and grievances through dialogue, negotiation and compromise. Democratic institutions facilitate constructive engagement among different stakeholders, promoting consensus-building, reconciliation and social cohesion within society.

Overall, democracy fosters political participation, pluralism, accountability, rule of law, peaceful transfer of power and conflict resolution, contributing to stable, inclusive and democratic governance. These political outcomes affirm democracy's role as a system of governance that empowers citizens, upholds human rights and promotes the common good. 5

Delhi Set– 3

32/1/3

SECTION– B

(Very Short Answer Type Questions) (4×2=8)

23. Prudential reasons for power sharing emphasise the reliability of the system of governance, which contributes to national solidarity. It lessens the likelihood of disputes arising between social groups. It provides minorities with equal participation in governance.

24. The agricultural and related sector services are referred to as the primary sector. It addresses how natural resources are used in activities like mining, fishing, farming, etc. Manufacturing is the term used to describe the secondary sector. It produces its goods using the primary sector's output as raw materials.

SECTION– C

(Short Answer Type Questions) (5 × 3 = 15)

26. • The first step in proper waste management is to discard fuel, chemicals and industrial waste in a sustainable way to avoid contamination of water sources. Hot water and effluents must be treated beforehand.
- Rainwater harvesting is an effective way to fulfil water needs and minimise water pollution.
 - Constructing water treatment facilities in manufacturing plants to recycle and properly handle wastewater.
27. • With no membership rolls, periodic elections, or meetings, parties undermine internal democracy. Non-transparent protocols and family dominance demoralise ordinary party workers.
- The process becomes even more complex due to the increasing influence of cash and muscle power in political parties, especially during elections.
 - Because the same group of leaders is continually switching parties, voters may even find it impossible to elect a new candidate.
28. Self-help-groups are associations of impoverished rural individuals, particularly women. SHGs solve the social and economic issues that the rural poor face, thereby improving their quality of life. Poverty, illiteracy, health issues, poor sanitation and domestic violence are a few of these issues. These organisations empower underprivileged people and communities by providing loans with affordable interest rates. SHGs encourage their members to save money.

SECTION– D

(Long Short Answer Type Questions) (4×5=20)

31. (A) Natural gas is a valuable resource in a country with limited energy resources. It has many advantages.
1. Natural gas helps generate electricity, heating homes and preparing food.
 2. It can be utilised as a fuel. Building a natural gas-powered power plant takes less time. The petrochemical sector may utilise it as an industrial input.
 3. It can be utilised to develop fertiliser facilities, boosting the usage of fertilisers. In this way, it may increase the output of agriculture.
 4. It can be conveniently transported via pipes.
 5. Compressed natural gas (CNG) is becoming increasingly popular throughout the nation as a liquid fuel substitute for automobiles.

OR

- (B) Minerals exist in various rock types, such as sedimentary, igneous and metamorphic.

Sedimentary rocks: Minerals are present in the beds and layers of sedimentary rocks. Minerals like gypsum, potash and coal occur in sedimentary rocks. Relative to minerals present in sedimentary rocks, igneous rock minerals are usually tougher and more resilient.

Igneous and metamorphic rocks: Huge plateau-forming igneous and metamorphic rock structures are typically home to metallic minerals. These types of rocks contain minerals in their joints, fractures and fissures. Veins are smaller types of mineral deposits, whereas lodes are bigger ones. The igneous and metamorphic rocks may contain minerals such as iron ore, nickel, copper, chromites and platinum.

32. (A) Values that are indicative of a democratic society are referred to as democratic values. The main five values of democracy are as follows:
- **Equality:** Voting rights are equal for all citizens in a nation with democracy, regardless of their gender, ethnicity, caste, or religion.
 - **Justice:** "Rule of law" is one of the defining characteristics of democratic values.

When there is a rule of law, everyone in the nation is subject to the same laws and no one is above the law.

- **Freedom of expression:** The democratic process uses dialogue and consultation to make decisions better.
- **Accountable government:** Citizens hold policymakers more responsible in their decisions.
- **Collaboration:** Democracy offers a means of settling disagreements and disputes through consensus. In a democracy, people are free to make corrections.

OR

- (B) The foundation of democracy is indeed the passion for freedom and respect.
- Democracy upholds citizens' rights to liberty and human dignity because it is built on these values. Democracy encourages equality and respect for all citizens.
 - Guarantees respect and everyone is treated fairly and with decency.
 - Democracy promotes an atmosphere of openness and tolerance where people of all backgrounds, viewpoints and ideologies are respected and accepted.
 - Free citizens can participate in politics, use their rights and hold their politicians responsible.
 - Nonetheless, disagreements between people frequently start because they believe they are not given the respect they deserve.

SECTION– A**(Multiple Choice Questions) (20 × 1 = 20)****1. Option (c) is correct.**

Explanation: Johann Gottfried, a German philosopher, belonged to the Romanticist school of thought. He played a significant role in the development of the larger cultural movement known as Romanticism.

2. Option (a) is correct.

Explanation: The Act of Union 1707 between England and Scotland did result in the formation of the 'United Kingdom of Great Britain'. England was finally empowered to exert its authority over Scotland. English parliamentarians became powerful in the British parliament. The development of a British identity led to the suppression of Scotland's unique culture and political institutions.

3. Option (c) is correct.

Explanation: The Napoleonic Civil Code was enacted on March 21, 1804.

The Treaty of Constantinople which marked the end of the Greek War of Independence and established modern Greece as an independent state was signed on August 30, 1832. The Habsburg rulers granted autonomy to Hungary in 1867. The Balkan Wars were a series of conflicts that took place from October 8, 1912, to August 10, 1913.

4. Option (B & D) is correct.

Explanation: Jyotiba Phule – *Gulamgiri*

Sudarshan Chakra – *Sachhi Kavitaen*

Rassunadari Devi – *Amar Jiban*

Kashi Baba – *Chotte aur Bade Sawal*

5. Option (a) is correct.

Explanation: Natural gas is an energy mineral. Other options are metallic minerals

6. Option (d) is correct.

Explanation: Alluvial soil consists of sand, silt and clay. It covers a significant portion of the total land area of the country and is derived from the debris brought down from the Himalayas.

7. Option (c) is correct.

Explanation: I. Wheat – Food Crop

II. Ragi – Millet Crop

III. Tea – Beverage Crop

IV. Maize – Food and Fodder Crop

8. Option (d) is correct.

Explanation: India is a secular country. There is no official religion for the Indian State. There is freedom to profess, practice and propagate any religion in India under 8. Article 25 of the constitution.

9. Option (c) is correct.

Explanation: The 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.

10. Option (d) is correct.

Explanation: Brussels has a separate govt. with equal representation. Dutch and French-speaking ministers are equal in Central Govt government. Community government is a government for each ethnic community. Individuals who speak the same language, no matter where they reside, elect Belgium's community governments. There are three linguistic communities: German, Dutch and French.

11. Option (d) is correct.

Explanation: China has a one-party system, where the Communist Party of China (CPC) is the only political party allowed to rule.

12. Option (c) is correct.

Explanation: Democracy is a system of government in which power is vested in the people, who exercise it either directly or through elected representatives.

13. Option (d) is correct.

Explanation: The Eighth Schedule of the Indian Constitution consists of 22 languages that are officially recognised and Odia is one of them.

14. Option (b) is correct.

Explanation: Literacy Rate measures the proportion of literate population in the 7 years and above age group.

15. Option (d) is correct.

Explanation: The weekly average income of the locality will be

$$\begin{aligned}\text{Average Income} &= \frac{\text{₹}(2,000 + 5,000 + 3,000 + 6,000)}{4} \\ &= \frac{\text{₹}16,000}{4} \\ &= 4,000\end{aligned}$$

16. Option (c) is correct.

Explanation: Astronaut comes under the tertiary tertiary sector. The tertiary sector provides a variety of services to the primary and secondary sectors as well as the general public.

17. Option (c) is correct.

Explanation: The work done in the image comes under the unorganised sector.

18. Option (d) is correct.

Explanation: Banks support economic growth by providing loans to individuals, businesses and governments, which helps stimulate investment, consumption and overall economic activity.

19. Option (b) is correct.

Explanation: Technological Advancement – Innovation in manufacturing, communication and Information

Liberalisation of Trade – The removal of restriction on trade

Cultural Exchange – Interaction of ideas, values and traditions

Multinational Corporations – Companies operating in many countries

20. **Option (c) is correct.**

Explanation: Body Mass Index (BMI) is a tool used by healthcare providers to estimate the amount of body fat by using height and weight measurements.

SECTION– B

(Very Short Answer Type Questions) (4×2=8)

21. The conservative regimes established in Europe after 1815 were predominantly autocratic due to the following reasons:

- (i) **Monarchical Authority:** Many conservative regimes sought to restore absolute monarchies, emphasising the divine right of kings. Leaders like Metternich in Austria and the Holy Alliance aimed to maintain traditional authority structures, limiting political participation and suppressing democratic ideals.
- (ii) **Repression of Liberal Movements:** Conservative governments actively opposed liberal and nationalist movements that advocated for constitutional reforms and individual rights. The Congress of Vienna, for instance, aimed to suppress revolutionary ideas and maintain the status quo, leading to increased censorship and the suppression of dissent to preserve the power of monarchs.

22. **Horizontal Power Sharing:**

- (i) Involves the division of powers among different branches or organs of the government at the same level.
- (ii) Commonly seen in systems with separate executive, legislative and judicial branches, each having distinct functions and powers.

Vertical Power Sharing: Relates to the distribution of powers and responsibilities between different levels of government, often between the central government and state governments.

23. (a) **Primitive Subsistence Farming** is primarily for self-sufficiency, with a minimal surplus for trade. It is small-scale and often practiced by indigenous or traditional communities with traditional farming methods, while **Commercial Farming** is mainly for profit and market-oriented production. It has large-scale operations to maximise output and meet market demands by utilising modern agricultural machinery, technology and scientific methods.
- (b) 1. **Rabi Crops:** Sown in winter, typically between October and December.
Kharif Crops: Sown in the monsoon season, typically between June and July.
2. **Rabi Crops:** Harvested in spring, usually between April and June.
Kharif Crops: Harvested in autumn, generally between September and October.
24. Achieving a balance between economic growth and environmental sustainability is crucial for long-term well-being.

1. **Green Technology and Innovation:** Innovation in renewable energy, sustainable agriculture practices and eco-friendly manufacturing processes can drive economic development without depleting natural resources or causing excessive pollution.

2. **Regulatory Framework and Sustainable Policies:** Implementing strong environmental regulations and policies ensures that economic activities align with sustainability goals.

SECTION– C

(Short Answer Type Questions) (5 × 3 = 15)

25. (a) The Silk Road was a vibrant pre-modern trade network that connected different regions, fostering cultural exchange and economic activities.

1. **Intercontinental trade routes:** The Silk Road comprised a vast network of interconnected trade routes that spanned across Asia, Europe and Africa, facilitating the exchange of goods, ideas and cultures.

2. **Cultural exchange:** The Silk Road served as a conduit for the exchange of cultural, religious and technological knowledge between civilisations.

3. **Role in economic growth:** The Silk Road played a crucial role in the economic growth of civilisations along its routes by stimulating trade and fostering economic interdependence.

(b) Food promoted long-distance cultural contacts in the pre-modern world in various ways:

1. **Trade and Exchange:** Different regions cultivated unique crops and spices. Through trade, merchants exchanged these food items over long distances, facilitating cultural interactions.

2. **Culinary Influences:** As food items travelled across regions, they influenced local cuisines. People adopted new cooking methods, spices and ingredients, creating a blend of flavours.

3. **Cultural Celebration and Rituals:** Food played a central role in cultural celebrations and rituals. Festivals often involved unique dishes and culinary practices. When people from different regions came into contact during these events, it led to the sharing of food traditions, contributing to a shared cultural experience and understanding.

26. The following points justify the importance of expanding and diversifying manufacturing industries to make India prosper:

1. **Job Creation and Employment Opportunities:** A robust manufacturing sector absorbs a large workforce, including both skilled and unskilled labour, contributing to reduced unemployment rates and improved economic stability.

2. **Export-Led Growth and Foreign Exchange Earnings:** A strong manufacturing base allows India to produce goods for export, contributing to foreign exchange earnings.

3. **Technology Transfer and Innovation:** The process of technology transfer and innovation not only enhances the efficiency and productivity of manufacturing processes but also contributes to the overall technological advancement of the country, fostering a culture of innovation and research.
27. 1. **Representation of Citizens:** Political parties play a crucial role in representing the interests and views of the citizens. They act as intermediaries between the public and the government, articulating the concerns and preferences of the people.
2. **Policy Formulation and Advocacy:** Political parties are responsible for formulating policies and presenting them to the electorate. These policies encompass a wide range of issues, including economic, social and foreign affairs.
3. **Participation in Elections and Governance:** Political parties actively participate in the democratic process by fielding candidates in elections. They mobilise support, articulate their vision for governance and compete for public office.
28. **The significance of credit in the economic development of the country as follows:**
 1. **Investment and Capital Formation:** Credit facilitates investment by providing businesses and individuals with the financial resources needed to undertake productive projects. This includes infrastructure development, technology adoption and expansion of businesses.
 2. **Entrepreneurship and Innovation:** Access to credit supports entrepreneurial activities by enabling individuals to start or expand businesses. Credit encourages risk-taking and fosters a culture of innovation, driving economic growth.
 3. **Poverty Alleviation and Inclusive Growth:** Microfinance initiatives, for example, empower small-scale entrepreneurs and farmers to invest in their businesses, generating income and contributing to a more inclusive economic development.
29. **One can see the economic contribution of the tertiary sector in day-to-day life every day. Some of them are:**
 1. **Retail and Consumer Services:** The retail sector, a part of the tertiary sector, includes day-to-day activities like shopping for groceries, clothing and other consumer goods. Retail outlets, both physical and online, contribute significantly to the economy by meeting the daily needs of consumers.
 2. **Healthcare Services:** Medical services, another aspect of the tertiary sector, play a crucial role in maintaining public health. Day-to-day examples include visiting doctors, pharmacies and healthcare facilities for consultations, prescriptions and medical treatments.
 3. **Educational Institutions:** Educational services, a key component of the tertiary sector, impact

daily life through schools, colleges and training centers. People invest in education for personal and professional development, contributing to the growth of the economy by creating a skilled and knowledgeable workforce.

SECTION– D

(Long Short Answer Type Questions) (4×5=20)

30. (a) Gandhian satyagraha centred on the power of truth and the nonviolent struggle against various forms of injustice, whether social, economic, or political.
 1. **Champaran Satyagraha (1917):** Gandhi's involvement in the agrarian struggles of the farmers in Champaran, Bihar, against oppressive indigo planters showcased the power of truth in exposing and resisting economic exploitation.
 2. **Ahmedabad Mill workers' strike (1918):** Gandhi supported the striking mill workers in Ahmedabad, emphasising the truth that labourers deserved fair wages and better working conditions.
 3. **Non-Cooperation Movement (1920–1922):** Gandhi called for non-cooperation with British institutions as a protest against the repressive Rowlatt Act and the Jallianwala Bagh massacre.
 4. **Salt Satyagraha (1930):** Gandhi's march to the Arabian Sea to protest the British monopoly on salt production demonstrated the power of truth and nonviolent resistance against an unjust tax on salt. The march aimed to challenge oppressive laws and promote self-reliance.
 5. **Quit India Movement (1942):** The Quit India Movement, led by Gandhi, aimed to force the British to leave India. The emphasis on truth and the struggle against colonial oppression was evident in the nonviolent protests and civil disobedience, illustrating the power of mass movements in achieving political independence.
- (b) A sense of collective belonging was fostered among different groups, which aimed to unite people across communities against colonial oppression.
 1. **Nationalist Movements:** The late nineteenth century in India saw the emergence of nationalist movements that aimed to unite people across communities and regions against British colonial rule.
 2. **Print culture and newspapers:** The proliferation of print culture, including newspapers and pamphlets in various languages, played a crucial role in disseminating nationalist ideas.
 3. **Cultural and social reform movements:** Social and cultural reform movements, such as the Brahmo Samaj and the Arya Samaj, aimed to address social issues and promote a sense of unity.
 4. **Educational institutions:** Educational institutions became hubs for intellectual exchange and the promotion of a common

identity. Leaders like Raja Ram Mohan Roy and Sir Syed Ahmed Khan emphasised modern education that transcended regional and linguistic differences, contributing to a sense of collective belonging among the educated class.

31. (A) The promotion of energy conservation is a crucial aspect of sustainable energy practices.

1. **Reduced greenhouse gas emissions:** Energy conservation helps minimise the need for additional energy production, which often involves the burning of fossil fuels.
2. **Resource conservation:** Conserving energy also means conserving natural resources used in energy production, such as coal, oil and natural gas.
3. **Cost savings for individuals and businesses:** Energy-efficient technologies and practices often result in cost savings for individuals and businesses.
4. **Improved energy security:** By reducing dependence on non-renewable energy sources, energy conservation contributes to enhanced energy security.
5. **Promotion of renewable energy integration:** Energy conservation complements the integration of renewable energy sources. With more effective energy use, renewable energy sources like solar, wind and hydro power can partially meet the world's energy needs.

(B) Energy is a fundamental requirement for a wide range of activities, including transportation, industrial processes, residential needs, information technology and agriculture.

1. **Transportation:** Energy is essential for various modes of transportation, such as cars, buses, trains, ships and airplanes. It powers engines and fuels the movement of people and goods, facilitating both local and global connectivity.
2. **Industrial processes:** Industries rely on energy for manufacturing processes, including machinery operation, material processing and product assembly.
3. **Residential heating and cooling:** Energy is crucial for heating homes during cold weather and cooling them in hot climates. Whether through electricity, natural gas or other sources, energy is essential for maintaining comfortable living conditions.
4. **Information technology and communication:** The operation of electronic devices, data centers and communication networks requires energy.
5. **Agricultural practices:** Agriculture relies on energy for various activities, including irrigation, machinery operation and processing. Tractors, pumps and other agricultural equipment are powered by energy.

32. (A) Democracy is often considered a better form of government than dictatorship:

1. **Citizen participation and representation:** Democracy allows for the active participation

of citizens in decision-making processes through elections. In contrast, dictatorships often concentrate power in the hands of a single leader, limiting citizen participation and representation.

2. **Protection of Human Rights:** Democracies are generally characterised by a commitment to protecting human rights and individual freedoms. In dictatorships, where power is centralised, there is a higher risk of human rights abuses and suppression of dissent.

3. **Political stability and peaceful transitions:** Democracies provide a framework for peaceful transitions of power through regular elections. This helps maintain political stability and reduces the likelihood of internal conflicts. In contrast, dictatorships often face challenges related to succession, leading to instability and potential violence.

4. **Innovation and economic growth:** Democratic systems, with open discourse and respect for diverse opinions, foster an environment conducive to innovation. Dictatorships, on the other hand, may lack the diverse input necessary for comprehensive policy development.

5. **Accountability and transparency:** Democracies promote accountability and transparency in governance. Elected officials are accountable to the public and government actions are subject to scrutiny. In dictatorships, centralised power may lead to a lack of transparency and accountability, increasing the risk of corruption.

(B) Democracy accommodates social diversities through various mechanisms that allow representation, protection of minority rights and fostering inclusivity.

1. **Representation and political participation:** Democratic systems provide opportunities for diverse groups within society to be represented in decision-making processes.

2. **Protection of minority rights:** Democracies often incorporate constitutional safeguards to protect the rights of minorities. Fundamental rights, the rule of law and an independent judiciary ensure that minority groups are not marginalised or subjected to discrimination.

3. **Pluralism and tolerance:** Democracy encourages a culture of pluralism and tolerance. Open political discourse and respect for diverse opinions are fundamental principles.

4. **Devolution of power and local governance:** Democratic systems often include mechanisms for devolving power to local levels. Local governance structures allow communities to have a say in decisions that directly impact them.

33. (a) Rapid technological improvements have played a pivotal role in stimulating globalisation.

1. **Communication Technology:** Advances in communication technologies, such as the