

CBSE CLASS X  
**Social Science (087)**

## ANSWER KEY

AI-generated question paper

Code: HLSWYX

Questions: 32

Maximum Marks: 69

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**SELECTIONS USED**

Subject	Social Science
Lessons	1 Development
Level of understanding	Exam-ready
Question selection	CBSE board paper, whole lesson (~80 marks across Sections A-E)
Model	claude-sonnet-4-6

Composition — Difficulty: 10 straightforward · 18 medium · 4 deep | Types: 11 MCQ · 7 Short · 5 Very short · 4 Assertion–reason · 3 Long · 2 Case-based | Sections: A 15Q/15m · B 5Q/10m · C 7Q/21m · D 3Q/15m · E 2Q/8m

Q1. straightforward exam-ready

[1]

Which of the following is the most common method used to measure the development of a country?

Options:

- (A) Literacy rate
- (B) Per capita income
- (C) Infant Mortality Rate
- (D) Life expectancy

- A Literacy rate
- B Per capita income
- C Infant Mortality Rate
- D Life expectancy

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**Model Answer****(B) Per capita income**

Per capita income is the most common method used to measure the development of a country, as used by the World Bank to classify countries as high-income or low-income.

Source: *How to Compare Different Countries or States?*, Chapter 1

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**Explanation**

The textbook (Notes for the Teacher) explicitly states: "income is the most common method for measuring development." The World Bank uses per capita income as its main criterion. Though literacy rate, IMR, and life expectancy are important indicators, they are *additional* criteria — not the *most common* one. Always remember this distinction for MCQs.

Q2. straightforward exam-ready

[1]

As per the World Bank classification, a country with a per capita income of US\$ 63,400 or above per annum (2023) is categorised as:

Options:

- (A) Low-income country
  - (B) Middle-income country
  - (C) High-income or rich country
  - (D) Developing country
- A Low-income country  
B Middle-income country  
C High-income or rich country  
D Developing country

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### Model Answer

**(C) High-income or rich country**

### Explanation

As per World Bank classification, countries with per capita income of US\$ 63,400 or above per annum (2023) are termed high-income or rich countries. This is a direct factual recall question — just select the correct option confidently.

Q3. straightforward exam-ready

[1]

Infant Mortality Rate (IMR) measures:

Options:

- (A) Number of children who die before reaching the age of five per 1000 live births
  - (B) Number of children who die before completing one year of age per 1000 live births
  - (C) Total number of infant deaths in a country in a year
  - (D) Proportion of mothers who die during childbirth per 1000 deliveries
- A Number of children who die before reaching the age of five per 1000 live births  
B Number of children who die before completing one year of age per 1000 live births  
C Total number of infant deaths in a country in a year  
D Proportion of mothers who die during childbirth per 1000 deliveries

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### Model Answer

**(B) Number of children who die before completing one year of age per 1000 live births.**

### Explanation

IMR specifically measures deaths within the **first year** of life (not five years — that is Under-5 Mortality Rate). Options C and D describe absolute counts and maternal mortality respectively, which are different indicators. The CBSE textbook (Chapter 1) lists IMR as a key health indicator used for comparing states/countries.

Q4. straightforward exam-ready

[1]

Per capita income of a country is calculated as:

Options:

- (A) Total national income divided by total area of the country
- (B) Total income of the government divided by total population
- (C) Total income of all residents divided by total population
- (D) GDP of the country minus taxes

- A Total national income divided by total area of the country
- B Total income of the government divided by total population
- C Total income of all residents divided by total population
- D GDP of the country minus taxes

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### Model Answer

**(C) Total income of all residents divided by total population**

#### Explanation

Per capita income = total income ÷ total population. The textbook uses state per capita income (Net State Domestic Product divided by population) to compare Haryana, Kerala, and Bihar. Option C matches this definition exactly. The other options describe incorrect formulas.

Q5. straightforward exam-ready

[1]

Among Haryana, Kerala and Bihar, which state has the lowest Infant Mortality Rate (2020)?

Options:

- (A) Haryana
- (B) Kerala
- (C) Bihar
- (D) All three have the same IMR

- A Haryana
- B Kerala
- C Bihar
- D All three have the same IMR

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### Model Answer

**(B) Kerala**

Kerala has the lowest IMR of 6 per 1000 live births (2020), compared to Haryana (28) and Bihar (27).

#### Explanation

Table 1.4 directly gives IMR figures: Kerala = 6, Bihar = 27, Haryana = 28. Kerala's low IMR is due to adequate provision of basic health and educational facilities. Remember: lower IMR = better health development.

**Q6.** straightforward exam-ready

[1]

Net Attendance Ratio (secondary stage) refers to:

Options:

- (A) The total number of schools providing secondary education per district
- (B) The number of teachers attending secondary schools per 100 students
- (C) Total children of age group 15–17 years attending school as a percentage of all children in that age group
- (D) Percentage of students who pass secondary board examinations

- A The total number of schools providing secondary education per district
- B The number of teachers attending secondary schools per 100 students
- C Total children of age group 15–17 years attending school as a percentage of all children in that age group
- D Percentage of students who pass secondary board examinations

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### Model Answer

**(C)** Total children of age group 15–17 years attending school as a percentage of all children in that age group.

### Explanation

Net Attendance Ratio (secondary stage) measures actual school attendance of the relevant age group (15–17 years) as a proportion of all children in that age group. This is a standard definition used in human development indicators. Options A, B, and D describe unrelated concepts. This term appears in the context of education indicators used to compare development across states/countries.

Q7. medium exam-ready

[1]

Two countries have identical average per capita incomes. Which additional information would be MOST useful to determine which country offers a better quality of life to most of its citizens?

Options:

- (A) The total area of each country
- (B) The distribution of income among the citizens
- (C) The currency exchange rate of each country
- (D) The military strength of each country

- A The total area of each country
- B The distribution of income among the citizens
- C The currency exchange rate of each country
- D The military strength of each country

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### Model Answer

#### (B) The distribution of income among the citizens

Even with identical average per capita incomes, one country may have most wealth concentrated among a few, leaving the majority poor, while the other may have equitable distribution benefiting most citizens.

#### Explanation

The textbook explicitly uses the example of Country A and Country B (Table 1.2) — both with the same average income — to show that **distribution of income** determines whether most citizens actually benefit.

Average/per capita income hides disparities. Examiners expect you to recall this core concept: "average income is useful for comparison but does not tell us how income is distributed among people." Options A, C, and D are irrelevant to quality of life for most citizens.

**Q8.** medium exam-ready**[1]**

Kerala's per capita income is lower than Haryana's, yet Kerala performs better on health and education indicators. The BEST explanation for this is:

Options:

- (A) Kerala has a smaller population than Haryana
- (B) Kerala relies entirely on foreign aid for healthcare
- (C) Kerala has better public provision of health and educational facilities
- (D) Haryana spends more on defence than education

- A Kerala has a smaller population than Haryana
- B Kerala relies entirely on foreign aid for healthcare
- C Kerala has better public provision of health and educational facilities
- D Haryana spends more on defence than education

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**Model Answer**

**(C) Kerala has better public provision of health and educational facilities.**

Kerala's lower IMR (6 per 1000) and higher literacy (94%) despite lower per capita income is due to adequate collective/public provision of health and educational facilities by the government.

**Explanation**

The textbook explicitly states: "*Kerala has a low Infant Mortality Rate because it has adequate provision of basic health and educational facilities.*" Options A, B, and D are either factually incorrect or not supported by the text. Examiners expect students to link Kerala's performance to **public/collective provision**, not population size or foreign aid.

Q9. medium exam-ready

[1]

Groundwater is classified as a renewable resource, yet its overuse is a serious problem in India. Which of the following BEST explains why?

Options:

- (A) Groundwater is saline and cannot be replenished
  - (B) If extraction exceeds the rate of natural replenishment through rainfall, the resource gets depleted
  - (C) Groundwater is only renewable in coastal areas
  - (D) Government policies prevent the collection of rainwater
- A Groundwater is saline and cannot be replenished  
B If extraction exceeds the rate of natural replenishment through rainfall, the resource gets depleted  
C Groundwater is only renewable in coastal areas  
D Government policies prevent the collection of rainwater

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**Model Answer**

**(B)** If extraction exceeds the rate of natural replenishment through rainfall, the resource gets depleted.

**Explanation**

The textbook states: "if we use more than what is being replenished by rain then we would be overusing this resource." Groundwater is renewable, but overuse (extraction > replenishment) causes depletion — this is the core concept examiners test here.

**Q10.** medium exam-ready**[1]**

When per capita income of a country is compared across nations, the incomes are measured in US dollars using Purchasing Power Parity (PPP). The main reason for doing so is:

Options:

- (A) The US dollar is the strongest currency in the world
  - (B) So that every dollar can buy the same amount of goods and services in any country, making comparisons meaningful
  - (C) PPP removes the effect of population differences between countries
  - (D) The World Bank operates in US dollars only
- A The US dollar is the strongest currency in the world  
B So that every dollar can buy the same amount of goods and services in any country, making comparisons meaningful  
C PPP removes the effect of population differences between countries  
D The World Bank operates in US dollars only

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**Model Answer**

**(B)** So that every dollar can buy the same amount of goods and services in any country, making comparisons meaningful.

**Explanation**

The textbook (Table 1.6, Note 3) explicitly states: "Per Capita Income is calculated in dollars for all countries so that it can be compared. It is also done in a way so that every dollar would buy the same amount of goods and services in any country." This is the definition and purpose of PPP — it ensures real purchasing power is equal across countries, making income comparisons valid. Options A, C, and D are factually incorrect as per the chapter.

Q11. medium exam-ready

[1]

Which of the following pairs of developmental goals are MOST LIKELY to be conflicting?

Options:

- (A) Building more dams for electricity vs. protecting tribal land from submersion
- (B) Opening more schools vs. improving literacy rates
- (C) Increasing wages vs. reducing poverty
- (D) Improving healthcare vs. reducing infant mortality

A Building more dams for electricity vs. protecting tribal land from submersion

B Opening more schools vs. improving literacy rates

C Increasing wages vs. reducing poverty

D Improving healthcare vs. reducing infant mortality

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### Model Answer

#### (A) Building more dams for electricity vs. protecting tribal land from submersion

These are conflicting goals because industrialists want dams for electricity, but this submerges tribal land and disrupts their lives.

Source: What Development Promises — Different People, Different Goals, Chapter 1

### Explanation

The textbook explicitly states this example: "to get more electricity, industrialists may want more dams. But this may submerge the land and disrupt the lives of people who are displaced – such as tribals." Options B, C, and D are complementary goals, not conflicting ones. Always look for the pair where one group's gain is another's loss.

Q12. medium exam-ready

[1]

Assertion (A): Money alone cannot guarantee a high quality of life for all citizens.

Reason (R): Many essential goods and services, such as a pollution-free environment and protection from infectious diseases, are best and most cheaply provided collectively rather than purchased individually.

- 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.

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**Model Answer****Option A: Both A and R are true, and R is the correct explanation of A.**

Money cannot buy everything needed for a good life (like pollution-free environment or disease protection), which are cheapest when provided collectively — this directly explains why money alone cannot guarantee quality of life.

Source: *Public Facilities, Chapter 1*

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**Explanation**

The passage explicitly states: "money in your pocket cannot buy all the goods and services that you may need to live well" and gives the example of pollution-free environment and protection from infectious diseases as things best provided collectively. R directly explains *why* A is true — it gives the specific mechanism (collective provision being cheaper/more effective), making Option A the correct choice. Do not choose B; R is not merely an additional true statement — it causally explains A.

Q13. medium exam-ready

[1]

Assertion (A): An increase in average per capita income over time proves that all sections of society have become better off.

Reason (R): Average income hides the disparity in income distribution among different groups within the population.

- 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 false and R is true.
- D Both A and R are false.

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**Model Answer****Option C: A is false and R is true.**

Assertion (A) is false because higher average income does not mean all sections benefit equally — it may hide inequality. Reason (R) is true and correctly explains why the assertion is wrong.

Source: *Development, Chapter 1*

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**Explanation**

- The assertion is **false**: average/per capita income is a mean that can be high even if a few rich people pull it up while the poor remain poor. The textbook uses the example of calculating average family income (Exercise Q3) to show this limitation.
- The reason is **true**: averages hide the disparity in distribution — this is explicitly discussed as a **limitation of using per capita income** as a development measure.
- Since A is false and R is true, the correct option is **C**.
- Note: Do not choose B — that option requires *both* A and R to be true.

Q14. deep exam-ready

[1]

Assertion (A): Sustainable development is important because the consequences of environmental degradation do not respect national boundaries.

Reason (R): Non-renewable resources like crude oil exist in unlimited quantities and will never be exhausted.

- A Both A and R are true, and R is the correct explanation of A.
- B A is true but R is false.
- C A is false but R is true.
- D Both A and R are false.

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**Model Answer****Answer: B**

Assertion (A) is **true** — environmental degradation consequences cross national boundaries, making sustainable development essential. Reason (R) is **false** — crude oil is a non-renewable resource that will be exhausted; world reserves will last only about 47 years at current extraction rates.

**Explanation**

- A is directly supported by the passage: "Consequences of environmental degradation do not respect national or state boundaries."
- R is clearly false: the passage states non-renewable resources "will get exhausted after a few years of use" and crude oil reserves will last only ~47 years globally — the opposite of "unlimited."
- Since R is false, it cannot explain A, so option B is correct.

Q15. straightforward exam-ready

[1]

Assertion (A): A girl from a rich urban family may seek equal freedom and opportunities as her brother as her developmental goal.

Reason (R): Different individuals have different developmental goals because their life situations and aspirations are different.

- 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.

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**Model Answer****Answer: A**

Both A and R are true, and R is the correct explanation of A. The girl from a rich urban family seeks equal freedom as her brother, which is her developmental goal shaped by her life situation and aspirations — exactly what R states.

Source: Chapter 1, What Development Promises — Different People, Different Goals

**Explanation**

- The textbook table directly states the girl from a rich urban family wants "as much freedom as her brother and is able to decide what she wants to do in life" — confirming A is true.
- The passage explicitly states different persons seek different things based on "what is most important for them, i.e., that which can fulfil their aspirations or desires" — confirming R is true and it directly explains why the girl has this specific goal.
- R is not merely an additional fact; it **explains** A, so option A is correct, not B.

Q16. straightforward exam-ready

[2]

What is 'Life Expectancy at birth' and what does it tell us about the development of a country?

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**Model Answer**

**Life Expectancy at birth** denotes the average expected length of life of a person at the time of birth.

It tells us about the **health status** of a country's people. A higher life expectancy indicates better healthcare, nutrition, and living conditions, reflecting a higher level of development. For example, Sri Lanka has a life expectancy of 76.6 years and ranks 78th on the HDI, while India has 67.7 years and ranks 134th.

Source: *Human Development Report — Chapter 1, Table 1.6 & Notes*

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**Explanation**

- The **definition** (1 mark) is directly from the textbook note: "average expected length of life of a person at the time of birth."
- The **significance for development** (1 mark) links life expectancy to health status, which is one of the three HDI indicators used by UNDP.
- Supporting with a data example (Sri Lanka vs. India) strengthens the answer and shows application — examiners appreciate this in 2-mark answers.
- Do not write a long paragraph; two focused points are sufficient.

Q17. straightforward exam-ready

[2]

Distinguish between renewable and non-renewable resources, giving one example of each.

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**Model Answer**

**Renewable resources** are those which can be replenished or reproduced naturally over time, so they do not get exhausted easily.

Example: *Solar energy, forests.*

**Non-renewable resources** are those which have a limited stock and cannot be renewed once exhausted.

Example: *Coal, petroleum.*

**Explanation**

- This is a standard 2-mark distinguish question: one definition + one example for each type.
- Examiners look for a clear contrast between the two types.
- Note: The source passages for this question are from Chapter 1 (Economics – Development), which focuses on income and development indicators. The concept of renewable/non-renewable resources appears in the **sustainability** discussion of the same chapter (Q9 in Exercises). Even though a dedicated passage isn't printed here, these definitions are part of the NCERT Class 10 Economics Chapter 1 content.
- Keep it to 2 points — do not elaborate unnecessarily for a 2-mark question.

Q18. straightforward exam-ready

[2]

Why is the total income of a country not considered a useful measure for comparing the development of different countries?

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**Model Answer**

Total income does not account for a country's population size. A country may have high total income but a large population, meaning individuals may still be poor. Therefore, **per capita income** (total income ÷ total population) is used, as it tells us what an average person is likely to earn and enables meaningful comparison.

Source: How to Compare Different Countries or States?, Chapter 1

**Explanation**

The key point examiners look for is: total income ignores population differences between countries. The textbook directly states "countries have different populations, comparing total income will not tell us what an average person is likely to earn." Always mention per capita income as the correct alternative. Two marks = two clear points: (1) why total income fails, (2) what is used instead.

Q19. medium exam-ready

[2]

Give two reasons why a person might prefer a lower-paying job with security over a higher-paying job with no job security.

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**Model Answer**

Two reasons why a person might prefer a lower-paying job with security:

1. **Sense of security:** A job with regular employment enhances a person's sense of security. Knowing that income will continue helps in planning family needs and reduces anxiety.
1. **Time for family/freedom:** A high-paying job with no security may leave no time for family and reduce one's sense of freedom. A secure job allows better work-life balance and personal well-being.

Source: Chapter 1, "Income and Other Goals"

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**Explanation**

The textbook explicitly states: "A job may give you less pay but may offer regular employment that enhances your sense of security. Another job may offer high pay but no job security and also leave no time for your family. This will reduce your sense of security and freedom." Examiners expect you to quote or closely paraphrase these two points — **security** and **freedom/family time** — as non-material goals that people value beyond income. Avoid vague answers; name the specific goals clearly.

Q20. medium exam-ready

[2]

State two ways in which paid employment can improve the status of women in the household and society.

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**Model Answer**

1. **Economic independence:** Paid employment gives women their own income, making them financially independent. This reduces their dependence on male members, giving them greater decision-making power within the household.
1. **Social recognition and respect:** Earning women are treated with more respect both at home and in society. Employment raises their social status, increases their confidence, and allows them to participate more actively in public life.

Source: Chapter 1 – Understanding Economic Development, What Development Promises section

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**Explanation**

The source passages do not directly list these two points, but the chapter discusses how goals like respect, equal treatment, freedom, and decision-making are part of development — especially in the context of women's aspirations (e.g., the girl from a rich urban family wanting equal freedom). Examiners expect students to connect **paid work** → **financial independence** → **household power** and **paid work** → **social respect/status**. Write two distinct, clearly labelled points. Avoid vague statements like "women become better" — be specific about *how* status improves.

Q21. medium exam-ready

[3]

Explain with an example why developmental goals of two different groups of people can be conflicting in nature.

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**Model Answer**

Different people have different developmental goals, and these can sometimes conflict with each other.

**Example:** Industrialists want more dams to generate electricity for their factories. However, building large dams submerges land and displaces tribals (like those in the Narmada valley), disrupting their lives and livelihoods. What is development for the industrialist — more power supply — is destruction for the tribal communities who lose their homes and land.

Thus, development for one group can be harmful for another, making their goals conflicting in nature.

*Source: Chapter 1 — What Development Promises — Different People, Different Goals*

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**Explanation**

- The examiner expects **one clear, textbook-based example** with a brief explanation of *why* the conflict arises — not just a statement that conflict exists.
- The dam/tribal example is directly from the chapter and is the safest to use. You may also use the girl/brother freedom example, but the dam example shows conflict more dramatically.
- Always end by linking back to the question: state *why* the goals are conflicting.
- Avoid writing a long essay; two focused sentences on the example with a concluding line is enough for 3 marks.

Q22. medium exam-ready

[3]

Compare the states of Haryana and Kerala on three development indicators. What conclusion can be drawn from this comparison about using per capita income as the sole measure of development?

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**Model Answer****Comparison of Haryana and Kerala:**

Indicator	Haryana	Kerala
Per Capita Income (2021–22)	₹2,64,729	₹2,34,405
Infant Mortality Rate (2020)	28 per 1,000	6 per 1,000
Literacy Rate (2017–18)	82%	94%
Net Attendance Ratio	73%	94%

Although Haryana has a higher per capita income than Kerala, Kerala performs significantly better in IMR, literacy, and school attendance. This shows that **per capita income alone is not a sufficient measure of development**, as it does not reflect people's health, education, or overall well-being. Other indicators must also be considered.

Source: Chapter 1 — Development, Tables 1.3 and 1.4

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**Explanation**

- Examiners expect you to **name three indicators** and **show the data** for both states — a table is efficient and earns full credit.
- The key conclusion is the **contradiction**: higher income in Haryana yet worse human development outcomes. State this clearly.
- Avoid writing only in prose when data is available — a table saves words and is more precise.
- The phrase "not a sufficient/sole measure" is the expected conclusion language.

Q23. medium exam-ready

[3]

What is the significance of 'public facilities' in determining the quality of life of citizens? Explain with two examples.

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**Model Answer**

Public facilities are services provided by the government that are essential for citizens' well-being. They directly affect the **quality of life** because income alone cannot purchase all necessities individually.

**Example 1 — Healthcare:** A good public hospital ensures that even low-income families can access medical care. This reduces infant mortality and increases life expectancy, improving overall quality of life.

**Example 2 — Education:** Public schools provide quality education to children of poor families. Kerala's high literacy rate (94%) compared to Bihar's (62%) shows how better public educational facilities raise human development outcomes significantly.

Thus, public facilities ensure that basic needs are met for all citizens, regardless of income.

*Source: Income and Other Criteria, Chapter 1 (Development)*

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**Explanation**

- Examiners expect a **definition** of public facilities + **two distinct, explained examples** — each example should state the facility and its impact on quality of life.
- Avoid vague statements; link examples to textbook data (IMR, literacy rate) for stronger answers.
- Do **not** write more than 80–90 words for 3 marks. Keep each example to 2 sentences.
- The Kerala–Bihar comparison from Table 1.4 is ideal textbook evidence to cite.

Q24. medium exam-ready

[3]

Literacy Rate is measured for people aged 7 years and above. The rural literacy rate for males in Uttar Pradesh is 76% while for females it is 54%. Analyse what this data suggests about educational equity and the challenges India faces.

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**Model Answer**

The data from Table 1.5 reveals a significant **gender gap** in rural literacy in Uttar Pradesh — male literacy (76%) is 22 percentage points higher than female literacy (54%). This indicates **educational inequity** based on gender.

**Challenges suggested:**

1. **Gender discrimination** — girls face social barriers preventing school attendance; 18% of rural girls aged 10–14 are out of school.
2. **Inadequate facilities** — lack of nearby schools, especially for girls, limits access.
3. **Illiteracy among children** — even in the 10–14 age group, illiteracy remains significant, showing India is far from achieving the constitutional goal of free and compulsory education for all children up to age 14.

This data proves income alone cannot measure development; education indicators are equally critical.

Source: Chapter 1 (Development), Table 1.5 — Educational Achievement of Rural Population of Uttar Pradesh

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**Explanation**

- Examiners expect you to **cite the specific figures** (76% and 54%) and calculate the gap (22 percentage points) — this shows data interpretation.
- Link it to **constitutional goal** (free & compulsory education up to 14 years) for full marks — the passage explicitly mentions it.
- Mention **gender gap + out-of-school children + inadequate facilities** as three distinct challenges to cover all 3 marks.
- Avoid writing a long essay; 3 tight points with the data reference is sufficient for 3 marks.

Q25. medium exam-ready

[3]

Explain why the issue of sustainability of development has become important in the modern world. Support your answer with evidence related to groundwater usage in India.

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**Model Answer**

Sustainability of development means that development in the present should not compromise the ability of future generations to meet their needs.

**Evidence from Groundwater Usage in India:**

- About 300 districts have reported a water table decline of over 4 metres in the past 20 years.
- Nearly one-third of India is already overusing groundwater reserves.
- If this continues, 60% of the country will face groundwater overuse within 25 years.
- Overuse is high in agriculturally prosperous regions like Punjab and Western U.P.

Groundwater is a renewable resource, but if extraction exceeds natural replenishment by rain, it gets depleted. This shows current development patterns are unsustainable and threaten future generations.

Source: Chapter 1 – Sustainability of Development

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**Explanation**

- Examiners expect a **definition of sustainability** followed by **specific data points** from the groundwater example — not vague statements.
- Mention the **300 districts**, **one-third overusing**, and the **60% projection** — these are the scoring facts.
- Briefly link groundwater to the concept of **renewable resource overuse** to show conceptual understanding.
- The quote "*we have borrowed it from our children*" can also be used to open the answer for impact.

Q26. medium exam-ready

[3]

Explain why income alone is not sufficient to ensure a good quality of life for individuals. Support your answer with two suitable examples.

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**Model Answer**

Income alone is not sufficient for a good quality of life because people also need security, freedom, equal treatment, respect, and access to public facilities — things money cannot always buy.

**Example 1:** Haryana has a higher per capita income than Kerala, yet Kerala has a much lower Infant Mortality Rate (6 vs. 28 per 1,000) and higher literacy (94% vs. 82%), showing that public health and education matter more than income alone.

**Example 2:** A job may offer high pay but no job security or family time. This reduces a person's sense of security and freedom, lowering overall quality of life despite higher income.

*Source: Chapter 1 — Income and Other Goals; Public Facilities*

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**Explanation**

- The examiner expects you to clearly state **why** income is insufficient (non-material needs, public goods) and then give **two distinct examples** — one is ideally the Kerala–Haryana comparison (a favourite in CBSE), the other can be the job security example from the textbook.
- Avoid vague statements; name specific indicators (IMR, literacy rate) to score full marks.
- 3-mark answers need a brief opening statement + two well-explained examples — no need for a conclusion paragraph.

Q27. deep exam-ready

[3]

The crude oil reserves of the world are estimated to last approximately 47 years at the current rate of extraction. What challenges does this pose for developing nations like India, and how does it relate to the concept of sustainable development?

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### Model Answer

Crude oil, a non-renewable resource, will last only about 47 years at the current rate of extraction. This poses serious challenges for developing nations like India:

1. **Import Dependence:** India lacks sufficient crude oil reserves and must import it. Rising global oil prices increase the financial burden on the country.
2. **Energy Insecurity:** Depleting reserves threaten India's energy supply needed for industrial and agricultural development.
3. **Sustainable Development:** This situation highlights that the present type and level of development are not sustainable. Sustainable development means meeting current needs without compromising the ability of future generations to meet their own needs. As the text notes, *"We have not inherited the world from our forefathers — we have borrowed it from our children."*

India must shift towards renewable energy sources to ensure sustainable development.

Source: Chapter 1 — Economics, Section: Sustainability of Development / Exhaustion of Natural Resources

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### Explanation

- The examiner expects **two challenges for India** (import dependence + financial burden) and a **link to sustainable development** with the quote or core idea.
- Always mention that crude oil is **non-renewable** — this is the key concept connecting scarcity to sustainability.
- The famous quote from the textbox is a high-value line to include; examiners reward it.
- Do not write lengthy paragraphs — crisp numbered points score well in 3-mark answers.

Q28. medium exam-ready

[5]

Income is considered an important criterion for measuring development, but it has several limitations. Discuss the importance of income as a measure of development and explain any three limitations of using it as the sole indicator. (2+3=5)

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**Model Answer****Importance of Income as a Measure of Development:**

Income (per capita income) is the most common and widely used indicator of development. It helps compare living standards across countries and states, as higher income generally means access to more goods and services. The World Bank classifies countries based on per capita income.

**Three Limitations of Using Income as the Sole Indicator:**

1. **Ignores distribution:** Per capita income is an average; it hides inequality. For example, if a few people earn very high incomes, the average rises even if most remain poor.
1. **Ignores non-material needs:** People also value freedom, security, equal treatment, and respect — things income cannot measure.
1. **Ignores quality of life indicators:** A country may have high income but poor health or education. Kerala has lower per capita income than Haryana yet has better human development outcomes, showing income alone is inadequate.

Hence, indicators like life expectancy and literacy must be used alongside income.

Source: Chapter 1 — Development; sections "Income and Other Goals" and "Human Development Report"

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**Explanation**

- The question is split 2+3, so give roughly 2 points on importance and 3 clearly labelled limitations.
- Examiners look for: the Kerala–Haryana or distribution example to support limitations; mention that UNDP/HDI uses health and education alongside income.
- Avoid writing a vague essay — use distinct points for the limitations to score full marks.
- The distribution/average limitation (inequality hidden by averages) is a favourite board question; always illustrate it briefly.

Q29. deep exam-ready

[5]

Development means different things to different people. Analyse the developmental goals and aspirations of any three different categories of people in India and explain why national development requires thinking beyond individual goals towards what is fair and just for all. (3+2=5)

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**Model Answer****Developmental Goals of Three Categories of People:**

1. **Landless Rural Labourers** – They aspire for more days of work, better wages, quality education for their children in local schools, and freedom from social discrimination so they can also become village leaders.
1. **Prosperous Farmers from Punjab** – They seek high family income through higher government support prices for crops, availability of cheap labour, and the ability to settle their children abroad.
1. **A Girl from a Rich Urban Family** – She aspires for equal freedom as her brother, the right to decide her own career, and the opportunity to pursue studies abroad.

**Why National Development Requires Thinking Beyond Individual Goals:**

Different persons and groups often have conflicting goals — what benefits one may harm another (e.g., industrialists wanting dams may displace tribals). National development, therefore, means asking: *Does this benefit a large number of people? Is it fair and just for all?* We must choose paths that are equitable and do not fulfil only the greed or interest of a small group.

Source: Chapter 1 — Development; "What Development Promises — Different People, Different Goals"

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**Explanation**

- The **3-mark part** requires naming three distinct categories with their specific goals — use details directly from Table 1.1 in the textbook.
- The **2-mark part** needs the core idea from the chapter: conflicting goals exist, so national development must consider fairness and benefit to the majority, not just individual gain.
- Examiners look for **textbook language** like "conflicting notions," "fair and just path," and the idea that "what is development for one may be destructive for another."
- Avoid writing vague generalities; tie each goal to a specific group.

Q30. deep exam-ready

[5]

What is sustainable development? Explain why the present pattern of development is considered unsustainable, using examples of both renewable and non-renewable resources. What is at stake for future generations if this pattern continues? (2+2+1=5)

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**Model Answer****Sustainable Development:**

Sustainable development means development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It involves using resources wisely so that they are not exhausted.

**Why Present Pattern is Unsustainable:**

*Renewable Resource (Groundwater):* Though groundwater is replenished by nature, it is being overused. About 300 districts in India have reported a water level decline of over 4 metres in 20 years. Nearly one-third of the country is already overusing groundwater reserves, and 60% may do so in another 25 years if this continues.

*Non-Renewable Resource (Crude Oil):* Crude oil cannot be replenished. At current extraction rates, world reserves will last only about 47 years. Once exhausted, it cannot be recovered.

**What is at Stake for Future Generations:**

Future generations will face severe scarcity of essential resources — water, fuel, and energy — threatening their development, livelihoods, and quality of life. Environmental degradation does not respect boundaries, making this a global crisis.

Source: *Sustainability of Development, Chapter 1*

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**Explanation**

- **Part 1 (2 marks):** Define sustainable development clearly — examiners expect the standard definition linking present needs and future generations.
- **Part 2 (2 marks):** Give **one renewable** (groundwater) and **one non-renewable** (crude oil) example with specific data from the textbook — e.g., "300 districts," "47 years." Data shows you've read the chapter carefully.
- **Part 3 (1 mark):** One crisp point about resource scarcity threatening future generations' development is sufficient — don't over-expand this.
- Avoid repeating points; keep each part distinct and proportional to its marks.

Q31. medium exam-ready

[4]

Read the following information and answer the questions that follow:

A study comparing two neighbouring countries — Country P and Country Q — reveals the following data:

Indicator	Country P	Country Q
Per Capita Income (US\$)	12,000	7,500
Life Expectancy (years)	62	74
Literacy Rate (%)	68	91
Infant Mortality Rate (per 1000)	45	9

Country P has higher per capita income but allocates very little to public health and education. Country Q, despite lower income, has a well-functioning public distribution system and wide availability of government schools and hospitals.

- Which country appears more developed when only per capita income is considered? (1 mark)
- Which country is likely to have a higher Human Development Index (HDI) rank and why? (1 mark)
- What does the data on Country Q suggest about the role of public facilities in human development? (2 marks)

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### Model Answer

- (i)** Country P appears more developed when only per capita income is considered, as its per capita income (US 12,000) is higher than that of Country Q (US 7,500).
- (ii)** Country Q is likely to have a higher HDI rank because HDI considers life expectancy, literacy rate, and income together. Country Q has far better life expectancy (74 years), literacy rate (91%), and infant mortality rate (9 per 1000) — all indicators of higher human development.
- (iii)** Country Q's data shows that public facilities like government schools, hospitals, and a public distribution system play a crucial role in human development. Despite lower income, Country Q achieves better health and education outcomes, proving that equitable access to public services can compensate for lower per capita income in improving people's well-being.

Source: Chapter 1 — Development; Income and Other Criteria; Human Development Report

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### Explanation

- **Part (i)** is straightforward — pick the country with higher per capita income.
- **Part (ii)** requires linking HDI's three components (income, health, education) to the table data. Examiners want you to name the indicators explicitly.
- **Part (iii)** is the 2-mark analytical part — connect Country Q's better social indicators to its investment in public facilities. The Kerala–Haryana example from the textbook is the direct parallel here; use that logic.
- Avoid writing vague statements. Be specific: name the indicators and their values.

Q32. medium exam-ready

[4]

Study the following data and answer the questions:

\*\*Monthly incomes of five citizens in two countries (in Rupees):\*\*

Country	Citizen 1	Citizen 2	Citizen 3	Citizen 4	Citizen 5
Country X	9,500	10,500	9,800	10,000	10,200
Country Y	500	500	500	500	48,000

- (i) Calculate the average monthly income of both Country X and Country Y. (1 mark)
- (ii) Even though both countries have the same average income, why would most people prefer to live in Country X? (1 mark)
- (iii) What important limitation of using 'average income' as a measure of development does this comparison reveal? Explain. (2 marks)

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**Model Answer****(i)** Average income of Country X =  $(9,500 + 10,500 + 9,800 + 10,000 + 10,200) \div 5 = \text{Rs } 10,000$ Average income of Country Y =  $(500 + 500 + 500 + 500 + 48,000) \div 5 = \text{Rs } 10,000$ Both countries have the same average monthly income of **Rs 10,000**.**(ii)** In Country X, incomes are evenly distributed — all citizens earn close to Rs 10,000. In Country Y, four citizens earn only Rs 500 while one earns Rs 48,000, meaning most people are very poor. So people would prefer Country X for a better standard of living.**(iii)** This comparison reveals that **average income hides income inequality**. When income is unevenly distributed, the average (per capita income) gets distorted by a few very rich or very poor individuals. As the textbook states, income by itself is not a completely adequate indicator — it does not tell us *how* income is distributed among citizens, making it a limited measure of development.

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**Explanation**

- (i) is straightforward arithmetic — show the calculation clearly.
- (ii) focus on **distribution**, not just the average figure.
- (iii) the key term examiners look for is **income inequality / unequal distribution**; also mention that average conceals the real picture — this directly matches the textbook's point on limitations of per capita income as a development measure.

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