

**CBSE CLASS X**  
**Social Science (087)**QUESTION PAPER  
*AI-generated question paper***Code: Z4DBEW****Questions: 53****Maximum Marks: 151****Generated: 2026-06-26 09:43****SELECTIONS USED**

Subject	Social Science
Lessons	1 Development
Level of understanding	Thorough understanding
Question selection	Curated chapter coverage (~5 questions per section + 8 synthesis)
Model	claude-sonnet-4-6

Composition — Difficulty: 1 straightforward · 32 medium · 20 deep | Types: 35 Short · 8 Long · 6 MCQ · 4 Very short

**Q1.** medium thorough-understanding § Notes for the Teacher [1]

[mcq] Which of the following best explains why per capita income is considered an inadequate measure of development?

- ((A)) It does not account for the distribution of income among citizens  
((B)) It measures only the income of the richest 10% of the population  
((C)) It is calculated differently by every country, making comparison impossible  
((D)) It ignores the total GDP of a country

A It is difficult to calculate for large populations.

B It does not reflect how income is distributed or account for quality-of-life factors like health and education.

C It only measures the income of urban residents and ignores rural areas.

D It changes every year, making comparisons unreliable.

◆ Development**Q2.** deep thorough-understanding § Notes for the Teacher [3]

A student argues: 'If the government spends more money on schools and hospitals, the health and education levels of people will automatically improve.' Do you agree? Explain why or why not, using the relationship between public facilities and development outcomes.

◆ Development**Q3.** medium thorough-understanding § Notes for the Teacher [2]

Explain why the concept of Purchasing Power Parity (PPP) is used when comparing per capita incomes of different countries, rather than simply converting each country's income into US dollars at the market exchange rate.

◆ Development**Q4.** deep thorough-understanding § Notes for the Teacher [5]

[long\_answer] The Human Development Report uses health, education, and per capita income together to rank countries, rather than income alone. Using your understanding of how these indicators work, explain what this combined approach reveals that a purely income-based ranking would miss. In your answer, discuss how two countries with similar incomes could still have very different levels of human development, and what that implies for policy-making.

◆ Development

**Q5.** medium thorough-understanding § Introduction [3]

Why is per capita income alone considered an inadequate measure of a nation's development? Illustrate your answer with at least two examples of goals that people may value beyond material prosperity.

◆ **Development**

**Q6.** deep thorough-understanding § Introduction [3]

Two groups of people can desire goals that directly conflict with each other, yet both can claim to be seeking 'development'. Using a specific example where one group's developmental goal harms or disrupts another group, explain why this conflict arises and what it reveals about the nature of development as a concept.

◆ **Development**

**Q7.** medium thorough-understanding § What Development Promises – Different People, Different Goals [3]

A prosperous dam contractor and a tribal family living along a river valley are asked whether building a large dam on the river counts as 'development'. They give opposite answers. Why might the same project be seen as development by one group and destruction by the other?

◆ **Development**

**Q8.** medium thorough-understanding § What Development Promises – Different People, Different Goals [3]

A student argues: 'Since money can buy almost everything, a person's income is sufficient to judge how well-off they are.' Do you agree? Give two specific examples of things that matter deeply to people's well-being but cannot be fully secured by individual income alone.

◆ **Development**

**Q9.** deep thorough-understanding § What Development Promises – Different People, Different Goals [5]

Development goals are shaped by a person's life situation and not merely by personal preferences. With reference to this idea, compare the developmental goals of a landless rural labourer and a girl from a wealthy urban family. Why might both desire 'freedom and equal treatment' yet mean very different things by it? What does this tell us about the nature of developmental goals in general? (5 marks)

◆ **Development**

**Q10.** medium thorough-understanding § Income and Other Goals [3]

A worker is offered two jobs. Job X pays ₹30,000 per month but requires 14-hour workdays, offers no job security, and leaves no time for family. Job Y pays ₹20,000 per month but offers permanent employment, flexible hours, and a good working environment. Using the idea that development involves a mix of goals, explain which job represents better development for the worker and why.

◆ **Development**

**Q11.** deep thorough-understanding § Income and Other Goals [3]

If women entering paid work increases their dignity in the household and society, does this mean paid work alone is sufficient to ensure women's equal status? Use the chapter's reasoning to support your answer.

◆ **Development**

**Q12.** medium thorough-understanding § Income and Other Goals [1]

Many important aspects of development — such as freedom, dignity, and security — are not measured in monetary terms. Does this make them less significant than income? Justify your answer.

◆ **Development**

**Q13.** medium thorough-understanding § National Development [3]

Two students are debating national development. One says, 'A country should prioritise building more industries to raise incomes.' The other says, 'A country should first ensure equal rights and security for all citizens.' Why is it difficult to declare either student completely right, and what does this reveal about the nature of national development goals?

◆ **Development**

**Q14.** deep thorough-understanding § National Development [3]

A multinational company proposes to set up a large dam in a forested tribal region, promising to generate electricity that will power factories and raise the country's per capita income. Using the idea of national development, explain why this proposal cannot be judged simply by whether it increases the country's average income.

◆ **Development**

**Q15.** medium thorough-understanding § National Development [1]

Why is it insufficient for a nation to simply adopt the development goal preferred by the majority of its citizens? What additional consideration must a democratic society apply when choosing a path of national development?

◆ **Development**

**Q16.** medium thorough-understanding § How to Compare Different Countries or States? [3]

Total income is sometimes used to compare the wealth of countries, yet economists prefer a different measure when assessing development. Identify that measure and explain, with a suitable example, why it is considered more meaningful than total income for comparing nations.

◆ **Development**

**Q17.** medium thorough-understanding § How to Compare Different Countries or States? [3]

Two countries have the same per capita income. Country P has monthly citizen incomes of ₹9,500, ₹10,500, ₹9,800, ₹10,000, and ₹10,200. Country Q has monthly citizen incomes of ₹500, ₹500, ₹500, ₹500, and ₹48,000. Which country would most people prefer to live in, and why does average income alone fail to capture this preference?

◆ **Development**

**Q18.** medium thorough-understanding § How to Compare Different Countries or States? [3]

A student argues: 'If the average per capita income of a state has risen over the past decade, every section of society must be better off.' Is this argument correct? Explain with a suitable example.

◆ **Development**

**Q19.** medium thorough-understanding § How to Compare Different Countries or States? [3]

State X has a per capita income significantly higher than State Y. However, State Y records a lower infant mortality rate, higher literacy rate, and better net attendance ratio in schools. What does this data suggest about using per capita income as a development indicator? What alternative or complementary measures should be considered, and why?

◆ **Development**

**Q20.** medium thorough-understanding § How to Compare Different Countries or States? [1]

Which of the following best explains why money in your pocket alone cannot guarantee a good quality of life?

- (A) Prices of goods keep changing, making money unreliable.
- (B) Many essential goods and services — like a clean environment or infectious disease control — can only be effectively provided collectively, not purchased individually.
- (C) Rich people always misuse money, so it does not lead to development.
- (D) Government taxes reduce the real value of income significantly.

A Prices of goods keep changing, making money unreliable.

B Many essential goods and services — like a clean environment or infectious disease control — can only be effectively provided collectively, not purchased individually.

C Rich people always misuse money, so it does not lead to development.

D Government taxes reduce the real value of income significantly.

◆ Development

**Q21.** medium thorough-understanding § How to Compare Different Countries or States? [3]

Infant Mortality Rate is used as a development indicator even in states where healthcare infrastructure appears adequate. Explain what IMR captures and why a consistently low IMR is considered a reflection of a state's broader social and economic development — not just the quality of its hospitals.

◆ Development

**Q22.** deep thorough-understanding § How to Compare Different Countries or States? [5]

Haryana has a higher per capita income than Kerala, yet parents in Haryana are nearly three times more likely to lose a child in infancy than parents in Kerala. Analyse the possible reasons for this paradox, drawing on the role of public facilities and income distribution.

◆ Development

**Q23.** medium thorough-understanding § Income and Other Criteria [3]

Haryana has a higher per capita income than Kerala, yet Kerala has a far lower infant mortality rate and higher literacy rate. What does this reveal about the relationship between income and human well-being?

◆ Development

**Q24.** medium thorough-understanding § Income and Other Criteria [1]

[short\_answer] A state government doubles its spending on hospitals and schools, yet most citizens still cannot access quality healthcare or education. Does increased government spending alone guarantee better development outcomes? Explain with reference to how public facilities and their equitable delivery shape human well-being.

A Per capita income growth

B Effective functioning of public facilities and distribution systems

C Rise in net attendance ratio

D Increase in infant mortality rate

◆ Development

**Q25.** medium thorough-understanding § Income and Other Criteria [3]

Why is collective provision of certain goods and services — such as disease prevention or basic education — often more effective than each household trying to obtain them individually? Give one example to support your answer.

◆ Development

**Q26.** deep thorough-understanding § Income and Other Criteria [3]

Look at the data below for two fictional states:

State	Per Capita Income (₹)	Infant Mortality Rate (per 1000)	Literacy Rate (%)
State X	3,10,000	32	79
State Y	2,20,000	8	95

If you had to recommend which state is more developed, which would you choose and why? What does your reasoning suggest about using per capita income as the sole indicator of development?

◆ Development

**Q27.** medium thorough-understanding § Income and Other Criteria [2]

[short answer] What does the Infant Mortality Rate measure, and why is a low IMR considered a reliable sign of better development even in a state that does not rank highest in per capita income? Explain with a suitable example.

◆ Development

**Q28.** deep thorough-understanding § Income and Other Criteria [5]

A country's per capita income rises steadily for a decade, but over the same period its public distribution system weakens, rural school attendance drops, and more children die before their first birthday. Is it accurate to call this country 'more developed' at the end of the decade? Justify your answer by examining what development should actually measure, and connect this to how organisations like the UNDP approach the question differently from a purely income-based measure.

◆ Development

**Q29.** medium thorough-understanding § Public Facilities [3]

Kerala has a lower per capita income than Haryana, yet its infant mortality rate is significantly better. What does this tell us about the relationship between income and access to essential services?

◆ Development

**Q30.** medium thorough-understanding § Public Facilities [3]

Why is collective provision of services like healthcare and sanitation often more effective than individuals trying to purchase these services privately?

◆ Development

**Q31.** deep thorough-understanding § Public Facilities [3]

A newly built housing colony has high average household incomes but no public school or government hospital nearby. Using the idea of public facilities, explain why residents of this colony may still lack adequate development outcomes.

◆ Development

**Q32.** medium thorough-understanding § Public Facilities [1]

Which of the following best explains why two states with different per capita incomes can have vastly different infant mortality rates?

- ((A)) A state with higher per capita income always has better health infrastructure.  
 ((B)) Infant mortality depends solely on the total population of a state.  
 ((C)) Effective public spending on healthcare and sanitation matters more than average income alone.  
 ((D)) Per capita income and infant mortality rate always move in the same direction.

A Kerala's citizens individually earn enough to afford private hospitals for every birth.

B Kerala has better collective provision of basic health and educational facilities through the state.

C Kerala receives more foreign aid for its health sector than Haryana does.

D Haryana has a larger population, so more infant deaths are recorded in absolute numbers.

◆ Development

**Q33.** medium thorough-understanding § Public Facilities [2]

How does an effectively functioning Public Distribution System (PDS) contribute to the health and nutritional status of a state's population? Illustrate with a suitable example.

◆ Development

**Q34.** medium thorough-understanding § Public Facilities [2]

In a village, only one family can afford to build a boundary wall and hire a private security guard. The rest of the villagers remain unprotected. How does this example illustrate the argument for collective provision of services over individual provision?

◆ Development

**Q35.** deep thorough-understanding § Public Facilities [3]

A student argues: 'If the government spends more money on hospitals and schools, health and education outcomes will automatically improve.' Do you agree? Give reasons for your answer.

◆ Development

**Q36.** medium thorough-understanding § Human Development Report [3]

The UNDP uses the Human Development Index (HDI) rather than per capita income alone to compare countries. Why is a composite index considered a more meaningful measure of development than income alone? Support your answer with any two dimensions that HDI captures beyond income.

◆ Development

**Q37.** deep thorough-understanding § Human Development Report [3]

Look at the data below for two neighbouring countries:

Country	GNI per capita (PPP \$)	Life Expectancy	HDI World Rank
Bangladesh	6,511	73.7 years	129
India	6,951	67.7 years	134

Despite India having a higher per capita income than Bangladesh, Bangladesh has a better HDI rank. What does this suggest about the relationship between income and human development? Give one possible reason for this outcome.

◆ Development

**Q38.** medium thorough-understanding § Human Development Report [1]

Per capita income in the HDI is calculated in US dollars using Purchasing Power Parity (PPP). Why is it necessary to use PPP rather than simply converting each country's income into dollars at the standard exchange rate?

◆ Development

**Q39.** deep thorough-understanding § Human Development Report [5]

Development is no longer viewed merely as growth in national income, but as an expansion of human well-being and capabilities. Explain this shift in thinking. In your answer, highlight at least two limitations of using per capita income as the sole indicator of a country's development and suggest what a more comprehensive assessment should include.

◆ Development

**Q40.** straightforward thorough-understanding § Sustainability of Development [1]

[very\_short\_answer] Distinguish between a renewable resource and a non-renewable resource, giving one example of each. Why is the distinction important for development planning?

◆ Development

**Q41.** medium thorough-understanding § Sustainability of Development [3]

Even though groundwater is classified as a renewable resource, its overuse is a serious concern in India. Explain why overuse of a renewable resource can still threaten development.

◆ Development

**Q42.** deep thorough-understanding § Sustainability of Development [3]

A country discovers a large, previously unknown reserve of crude oil beneath its territory. A leader argues, 'Our energy future is now completely secure.' Critically evaluate this claim using your understanding of non-renewable resources.

◆ Development

**Q43.** medium thorough-understanding § Sustainability of Development [1]

[mcq] Which of the following best explains why environmental degradation is described as a global concern rather than just a local or national one?

- (A) Only industrialised nations produce pollution, so they alone bear the responsibility for its effects.
- (B) The consequences of environmental degradation — such as climate change and ozone depletion — cross national boundaries, linking the futures of all countries.
- (C) Developing countries lack the technology to address environmental problems on their own.
- (D) Environmental damage only affects countries that directly consume non-renewable resources.

A Only rich countries cause environmental damage, so poor countries must demand compensation.

B The consequences of environmental degradation do not respect national boundaries, linking the futures of all countries together.

C International organisations like the World Bank have made rules that force countries to cooperate.

D Developing countries have more non-renewable resources and must share them with others.

◆ Development

**Q44.** deep thorough-understanding § Sustainability of Development [5]

The statement 'We have not inherited the world from our forefathers — we have borrowed it from our children' captures the core idea behind sustainable development. Explain what this means and analyse how the current pattern of using crude oil either supports or contradicts this idea.

◆ Development

**Q45.** deep thorough-understanding § Sustainability of Development [3]

[short answer] Per capita income is widely used as a measure of development. How does the concept of sustainable development reveal the limitations of using rising income as the sole indicator of a nation's progress? Justify your answer with a suitable example.

◆ Development

**Q46.** medium thorough-understanding § (whole-chapter synthesis) [3]

A country reports a rising per capita income over a decade, yet its infant mortality rate remains high and a large share of children are out of school. Does this mean the country is developing? What does this tell us about using a single indicator to measure development?

◆ Development

**Q47.** medium thorough-understanding § (whole-chapter synthesis) [3]

Haryana has a higher per capita income than Kerala, yet Kerala performs far better on infant mortality rate and literacy. What explains this gap, and what broader lesson does it teach about the relationship between individual income and quality of life?

◆ Development

**Q48.** medium thorough-understanding § (whole-chapter synthesis) [1]

Which of the following best explains why two countries with identical average per capita incomes can still differ significantly in their level of development?

- ((A)) Per capita income is calculated differently in each country
- ((B)) Income distribution, public expenditure on health and education, and social outcomes vary between countries
- ((C)) One country may have a larger population than the other
- ((D)) The currency exchange rates differ between the two countries

A One country may have a larger total population than the other.

B Average income hides how income is distributed and says nothing about health or education outcomes.

C One country may export more goods than the other.

D The currency exchange rates between the two countries differ.

◆ Development

**Q49.** deep thorough-understanding § (whole-chapter synthesis) [5]

From wanting 'more income' at the individual level to using HDI at the national level, the chapter traces a journey of expanding what 'development' means. Trace this progression, explaining at each stage why the previous measure proved insufficient.

◆ Development

**Q50.** deep thorough-understanding § (whole-chapter synthesis) [3]

An adivasi family displaced by a large dam project loses its land and livelihood. A city industrialist gains cheap electricity from the same dam. Using the idea that developmental goals can be conflicting, explain how this situation also connects to the question of sustainability of development.

◆ Development

**Q51.** deep thorough-understanding § (whole-chapter synthesis) [3]

Despite having a lower per capita income than India, Bangladesh ranks higher on the Human Development Index. Similarly, Kerala has a lower per capita income than Haryana yet outperforms it significantly on health and education indicators. What common insight do both these comparisons offer about using per capita income alone to measure the development of a country or region?

◆ Development

**Q52.** deep thorough-understanding § (whole-chapter synthesis) [5]

Groundwater overuse and the impending exhaustion of crude oil reserves are both examples of resource depletion. How do they together challenge the idea that rising incomes automatically represent genuine development? In your answer, distinguish between renewable and non-renewable resources.

◆ Development

**Q53.** medium thorough-understanding § (whole-chapter synthesis) [3]

A landless labourer seeks secure employment, a girl from a wealthy urban family seeks freedom from social discrimination, and a farmer seeks a fair price for her produce. These goals reflect both material and non-material dimensions of development. Why is recognising this distinction important when a government designs policies for national development?

◆ Development

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

## ANSWER KEY

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Q1. medium thorough-understanding § Notes for the Teacher

[1]

[mcq] Which of the following best explains why per capita income is considered an inadequate measure of development?

- ((A)) It does not account for the distribution of income among citizens  
((B)) It measures only the income of the richest 10% of the population  
((C)) It is calculated differently by every country, making comparison impossible  
((D)) It ignores the total GDP of a country

A It is difficult to calculate for large populations.

B It does not reflect how income is distributed or account for quality-of-life factors like health and education.

C It only measures the income of urban residents and ignores rural areas.

D It changes every year, making comparisons unreliable.

## ◆ Development

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**Model Answer**

**Option B** — Per capita income does not reflect how income is distributed among citizens or account for quality-of-life factors like health and education.

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

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**Explanation**

The textbook explicitly states that per capita income is an **inadequate** measure because (1) it is an average that hides inequality in distribution (a few rich can raise the average while the poor remain poor), and (2) it ignores non-income factors such as health, education, and security. Option B captures both limitations. Options A, C, and D are not supported by the textbook.

Q2. deep thorough-understanding § Notes for the Teacher

[3]

A student argues: 'If the government spends more money on schools and hospitals, the health and education levels of people will automatically improve.' Do you agree? Explain why or why not, using the relationship between public facilities and development outcomes.

◆ Development

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### Model Answer

I partially agree. Government spending on schools and hospitals is necessary but not sufficient on its own.

**Why it helps:** Public facilities like schools and hospitals directly improve access to education and healthcare, which raises literacy rates, reduces infant mortality, and increases life expectancy — key development indicators used in HDI.

**Why it's not automatic:** Merely spending money does not guarantee outcomes. Quality of facilities, equitable distribution, trained teachers/doctors, and people's awareness also matter. As seen in the HDI data, countries with similar or lower per capita income (e.g., Bangladesh) sometimes perform better than India in health indicators, showing that how money is spent matters more than just how much is spent.

Therefore, government spending is essential but must be accompanied by quality, accountability, and equitable access to truly improve development outcomes.

Source: Chapter 1 – Development, Human Development Report section

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### Explanation

- Examiners expect you to **not simply agree or disagree** — a nuanced answer scores full marks.
- Key link to establish: public spending → public facilities → health/education indicators → HDI/development outcomes.
- Use **evidence from the chapter**: HDI comparison, Kerala vs Haryana, or India vs neighbours to support your point.
- Avoid writing a vague essay; keep it crisp with a clear "yes, but..." structure for a 3-mark answer.

**Q3.** medium thorough-understanding § Notes for the Teacher

**[2]**

Explain why the concept of Purchasing Power Parity (PPP) is used when comparing per capita incomes of different countries, rather than simply converting each country's income into US dollars at the market exchange rate.

◆ **Development**

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### Model Answer

Market exchange rates reflect currency values but not actual purchasing power within a country. Prices of goods and services differ across countries, so the same dollar amount buys different quantities in different places. PPP adjusts for this by measuring income in terms of what it can actually buy, ensuring a fairer and more accurate comparison of living standards across countries.

*Source: Human Development Report, Chapter 1*

### Explanation

The textbook (Table 1.6 footnote) 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 PPP concept. Examiners expect you to explain two things: (1) why simple dollar conversion is inadequate (price levels differ), and (2) what PPP does (equalises purchasing power). Keep it concise — two sentences covering both points is enough for 2 marks.

Q4. deep thorough-understanding § Notes for the Teacher

[5]

[long\_answer] The Human Development Report uses health, education, and per capita income together to rank countries, rather than income alone. Using your understanding of how these indicators work, explain what this combined approach reveals that a purely income-based ranking would miss. In your answer, discuss how two countries with similar incomes could still have very different levels of human development, and what that implies for policy-making.

◆ Development

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### Model Answer

Income alone is an inadequate measure of development because it hides disparities in the quality of life of citizens. The UNDP's Human Development Index (HDI) combines **per capita income, life expectancy (health), and mean years of schooling (education)** to give a fuller picture.

#### What income-based ranking misses:

- It does not show how income is distributed among people.
- High income does not guarantee good health services or education access.
- It ignores non-material goals like security, equal treatment, and well-being.

#### Example of two countries with similar incomes but different HDI:

From Table 1.6, Bangladesh (GNI 6, 511) *has a better HDI rank (129) than India (GNI 6,951, HDI rank 134)*, with higher life expectancy (73.7 vs 67.7) and more schooling. Similarly, Kerala has lower per capita income than Haryana but far better IMR (6 vs 28) and literacy (94% vs 82%).

**Policy implication:** Governments must invest in **public health and education**, not just GDP growth. A country may grow economically yet leave its citizens unhealthy and uneducated — so policy must target human well-being directly.

Source: Chapter 1 – Development, sections "Income and Other Criteria" and "Human Development Report"

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### Explanation

#### What examiners look for in this 5-mark answer:

1. **Why income alone is insufficient** — mention disparity/distribution problem (Country A vs B logic).
2. **What HDI adds** — name all three components (income + health + education).
3. **Concrete example** — Kerala vs Haryana OR India vs Bangladesh from the textbook data. Use at least one specific figure.
4. **Policy implication** — must state that governments should invest in health and education, not just income growth.
5. Keep it to ~4–5 tight points or two short paragraphs. Do not write a vague essay — examiners reward specific data from the textbook.

**Key mistake to avoid:** Don't just define HDI — you must *compare* two cases and *link* to policy.

Q5. medium thorough-understanding § Introduction

[3]

Why is per capita income alone considered an inadequate measure of a nation's development? Illustrate your answer with at least two examples of goals that people may value beyond material prosperity.

◆ Development

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**Model Answer**

Per capita income is an average figure that hides inequalities in income distribution and ignores non-material aspects of well-being. Hence, it alone cannot measure true development.

**Example 1 — Security:** A job may offer high pay but no job security, leaving a person anxious. Another with lower pay but stable employment gives a greater sense of security and freedom, which many people value more.

**Example 2 — Respect and Equal Treatment:** People resent discrimination. A woman may value dignity and equal treatment in society more than a marginal rise in household income.

Thus, people seek a mix of goals — security, freedom, health, equal treatment — which money alone cannot capture.

Source: Chapter 1 — Development, "What Development Promises" and "Income and Other Goals"

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**Explanation**

- Examiners expect you to **state the limitation** of per capita income first (it is an average; hides inequality; ignores non-material aspects) — 1 mark.
- Then give **two distinct examples** of non-material goals from the text — 1 mark each. Security and equal treatment/respect are directly mentioned in the passage and are safe choices.
- Avoid vague statements like "there are many things money can't buy" — be specific with the textbook examples.
- Do **not** quote Kerala–Haryana data here unless asked; that is a different type of question about indicators, not goals.

Q6. deep thorough-understanding § Introduction

[3]

Two groups of people can desire goals that directly conflict with each other, yet both can claim to be seeking 'development'. Using a specific example where one group's developmental goal harms or disrupts another group, explain why this conflict arises and what it reveals about the nature of development as a concept.

◆ Development

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### Model Answer

Developmental goals of different groups often conflict because development benefits some while harming others.

**Example:** Industrialists want large dams to generate more electricity — a developmental goal. However, building these dams submerges tribal lands, displacing communities like those in the Narmada valley. For industrialists, the dam is progress; for tribals, it is destruction of their homes and livelihoods.

This conflict arises because different groups have different aspirations based on their circumstances. It reveals that **development is not a universal concept** — what is development for one group may be harmful or even destructive for another.

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

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### Explanation

- The examiner expects a **named example** (dam/tribals from the textbook) — don't give a vague answer.
- Two key points must come through: **(1) the conflict explained with the example** and **(2) the conclusion that development is not universal/means different things to different people.**
- The phrase "what may be development for one may not be development for the other — it may even be destructive" is almost directly from the textbook; paraphrasing it scores well.
- Avoid over-explaining; 3 marks = one focused example + one clear inference.

Q7. medium thorough-understanding § What Development Promises — Different People, Different Goals

[3]

A prosperous dam contractor and a tribal family living along a river valley are asked whether building a large dam on the river counts as 'development'. They give opposite answers. Why might the same project be seen as development by one group and destruction by the other?

◆ Development

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### Model Answer

Development means different things to different people based on how a project affects them.

The **dam contractor** sees the project as development because it brings him contracts, profit, and business growth — fulfilling his economic aspirations.

The **tribal family** sees it as destruction because the dam will submerge their land, displace them, and disrupt their way of life. What benefits one group harms the other.

This shows that **what may be development for one person may not be development for another — it may even be destructive for the other.**

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

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### Explanation

#### What examiners look for:

- Clearly contrast the two perspectives (contractor = profit/gain; tribal = displacement/loss).
- Use the textbook's key conclusion: "*what may be development for one may not be development for the other; it may even be destructive.*" Quoting or paraphrasing this line typically earns the final mark.
- The Narmada dam example from the chapter is the direct reference here — mentioning it shows you've read the text carefully.
- Avoid vague statements like "they have different opinions." Be specific about *why* each group thinks differently.

**Q8.** medium thorough-understanding § What Development Promises — Different People, Different Goals

**[3]**

A student argues: 'Since money can buy almost everything, a person's income is sufficient to judge how well-off they are.' Do you agree? Give two specific examples of things that matter deeply to people's well-being but cannot be fully secured by individual income alone.

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### Model Answer

No, I do not fully agree. While income is important, it is not sufficient to judge a person's well-being.

**Example 1 — Public Health:** Money alone cannot protect a person from infectious diseases. Unless the entire community takes preventive steps collectively, an individual's income cannot ensure a pollution-free environment or unadulterated medicines. Kerala's low Infant Mortality Rate is due to public health facilities, not just higher incomes.

**Example 2 — Security and Respect:** A high-paying job without job security reduces one's sense of freedom and security. Similarly, equal treatment and freedom from discrimination are goals that income alone cannot fulfil. These non-material aspects deeply affect quality of life.

Source: *Understanding Economic Development*, Chapter 1, Sections — "Income and Other Goals" and "Public Facilities"

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### Explanation

- The examiner expects you to **disagree** and support with **two distinct, specific examples** — one from public/collective goods (health, environment) and one from non-material goals (security, respect, freedom).
- Always link examples to textbook ideas: Kerala vs. Haryana comparison is a strong factual point.
- Avoid vague answers like "money can't buy happiness" — use textbook-grounded examples.
- At 3 marks: one line of position + two explained examples = ideal structure.

Q9. deep thorough-understanding § What Development Promises — Different People, Different Goals

[5]

Development goals are shaped by a person's life situation and not merely by personal preferences. With reference to this idea, compare the developmental goals of a landless rural labourer and a girl from a wealthy urban family. Why might both desire 'freedom and equal treatment' yet mean very different things by it? What does this tell us about the nature of developmental goals in general? (5 marks)

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### Model Answer

**Developmental goals are shaped by life situation, not just personal preferences.**

**Landless rural labourer:** His primary goals are more days of work, better wages, quality education for children, and freedom from social discrimination. He also aspires to equal treatment — meaning the right to be heard in the village, not exploited, and not judged by caste or class.

**Girl from a wealthy urban family:** Her goals are freedom equal to her brother's and the ability to decide her own career and pursue education abroad. Her "equal treatment" means gender equality within her privileged household.

**Why both desire 'freedom and equal treatment' yet mean different things:** The labourer seeks freedom from poverty and social discrimination; the girl seeks freedom from gender-based restrictions. Same words, but rooted in entirely different life situations.

**What this tells us:** Developmental goals are not uniform — they are shaped by one's economic status, social position, and lived experience. What counts as development for one person may be irrelevant or even conflicting for another.

*Source: Chapter 1 — Development, "What Development Promises — Different People, Different Goals" and "Income and Other Goals"*

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### Explanation

- Examiners look for: (1) correct goals for each person from the table, (2) a clear explanation of why "freedom and equal treatment" means different things to each, and (3) a general conclusion about the nature of developmental goals.
- The key NCERT insight is: **life situations determine goals**, not merely personal choice — option (b) from the "Let's Work These Out" exercise.
- Avoid padding. Five crisp points or two tight paragraphs is ideal for 5 marks.
- Always end with a general statement — examiners reward students who draw a broader conclusion.

**Q10.** medium thorough-understanding § Income and Other Goals

[3]

A worker is offered two jobs. Job X pays ₹30,000 per month but requires 14-hour workdays, offers no job security, and leaves no time for family. Job Y pays ₹20,000 per month but offers permanent employment, flexible hours, and a good working environment. Using the idea that development involves a mix of goals, explain which job represents better development for the worker and why.

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### Model Answer

Job Y represents better development for the worker.

Development is not only about higher income — it also involves security, freedom, and a good quality of life. As the textbook explains, people seek goals such as job security, respect, and time for family, not just better wages.

Job X offers more money (₹30,000) but gives no job security, no family time, and poor work-life balance. Job Y pays less (₹20,000) but provides permanent employment, flexible hours, and a healthy work environment — meeting multiple goals simultaneously.

Since development involves a mix of monetary and non-monetary goals, Job Y better fulfils the worker's overall well-being and aspirations.

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

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### Explanation

- Examiners expect you to **name the concept** (development = mix of goals, not just income) and **apply it directly** to both jobs.
- Mention at least **two non-monetary goals** (security, family time, environment) to earn full marks.
- Avoid simply saying "Job Y is better" without reasoning — the justification using the textbook idea is what earns the marks.
- Three marks = one point of concept + two points of application/comparison. Keep it concise.

**Q11.** deep thorough-understanding § Income and Other Goals

[3]

If women entering paid work increases their dignity in the household and society, does this mean paid work alone is sufficient to ensure women's equal status? Use the chapter's reasoning to support your answer.

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### Model Answer

No, paid work alone is not sufficient to ensure women's equal status.

The chapter explains that while paid work increases women's dignity, other factors are equally necessary. For women to truly achieve equal status, there must also be **respect for women in society**, which would lead to greater sharing of housework and acceptance of women working outside. Additionally, a **safe and secure environment** allows more women to take up varied jobs or run businesses.

Thus, development for women requires a mix of goals — income, respect, security, and freedom — not income alone.

Source: Chapter 1, *Income and Other Goals*

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### Explanation

- The examiner wants you to use the textbook's reasoning, not your personal opinion.
- Key phrase to include: "mix of goals" — the chapter explicitly says developmental goals are not only about income.
- Three conditions the chapter links to women's equal status: paid work + respect/sharing of housework + safe/secure environment. Mentioning all three earns full marks.
- Avoid writing a general essay on gender equality; stay grounded in what the passage states.

**Q12.** medium thorough-understanding § Income and Other Goals

[1]

Many important aspects of development — such as freedom, dignity, and security — are not measured in monetary terms. Does this make them less significant than income? Justify your answer.

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### Model Answer

No, they are not less significant. The textbook clearly states: "it will be wrong to conclude that what cannot be measured is not important." Freedom, dignity, and security are equally vital aspects of development.

Source: Chapter 1, *Income and Other Goals*

### Explanation

The examiner expects you to directly answer "No" and justify using the textbook's own line. The key phrase to quote or paraphrase is: "*what cannot be measured is not important*" — and that this conclusion is **wrong**. Do not write a long explanation; one clear line with justification is enough for 1 mark.

**Q13.** medium thorough-understanding § National Development

**[3]**

Two students are debating national development. One says, 'A country should prioritise building more industries to raise incomes.' The other says, 'A country should first ensure equal rights and security for all citizens.' Why is it difficult to declare either student completely right, and what does this reveal about the nature of national development goals?

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### Model Answer

Neither student is completely right because **national development is a multi-dimensional concept** — it cannot be reduced to a single goal.

The first student is correct that higher income matters (per capita income is a key measure of development), but income alone is insufficient. As seen in the Haryana–Kerala example, Haryana has higher per capita income yet Kerala performs better on infant mortality and literacy.

The second student is right that equality and security matter, but these too cannot be achieved without economic growth.

This reveals that **national development involves multiple, sometimes conflicting goals** — income, equality, security, health, and education — and different groups prioritise different goals. A fair path requires balancing all these aspects rather than choosing just one.

*Source: National Development, Chapter 1 — Introduction and Income and Other Criteria*

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### Explanation

- The examiner expects you to show **why both views are partially valid** and **partially limited** — not just describe each view.
- The key textbook idea: "different persons could have different as well as conflicting notions of a country's development" and income alone "does not tell us how income is distributed" or account for quality of life.
- Use the **Haryana–Kerala contrast** to prove income ≠ full development — this is the textbook's own example and earns marks.
- End by stating the key insight: development is **multi-dimensional**, which is the core lesson of Chapter 1.

**Q14.** deep thorough-understanding § National Development

[3]

A multinational company proposes to set up a large dam in a forested tribal region, promising to generate electricity that will power factories and raise the country's per capita income. Using the idea of national development, explain why this proposal cannot be judged simply by whether it increases the country's average income.

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### Model Answer

National development cannot be judged solely by average (per capita) income because:

1. **Different groups have conflicting goals.** As the textbook notes, a large dam may benefit industrialists needing electricity, but it would submerge the land and disrupt the lives of tribal communities — "what may be development for one may not be development for the other."
1. **Averages hide inequality.** A rise in average income may mask that only a small group gains while the displaced tribals lose their livelihoods, homes, and cultural identity.
1. **Development must benefit a large number of people.** A fair and just path requires asking: would this benefit a large number, or only a small group? True national development means considering security, dignity, and equal treatment — not just income figures.

Source: *What Development Promises / National Development, Chapter 1*

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### Explanation

The examiner expects three distinct points linked to the chapter's core ideas: (i) conflicting notions of development, (ii) limitation of averages, and (iii) the need for a fair/just path. The dam–tribal example is directly from the textbook (Narmada context), so using it shows textbook grounding. Avoid writing a general essay — keep each point crisp and tied to the concept.

**Q15.** medium thorough-understanding § National Development

[1]

Why is it insufficient for a nation to simply adopt the development goal preferred by the majority of its citizens? What additional consideration must a democratic society apply when choosing a path of national development?

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### Model Answer

Majority preference alone is insufficient because development for one group may harm another. A democratic society must also ask: **is the chosen path fair and just for all**, not just a small or dominant group?

Source: National Development, Chapter 1

### Explanation

The passage explicitly states: "What would be a fair and just path for all?" and "Would the idea benefit a large number of people or only a small group?" The examiner expects you to identify **fairness/justice for all** as the additional consideration beyond majority preference.

**Q16.** medium thorough-understanding § How to Compare Different Countries or States?

[3]

Total income is sometimes used to compare the wealth of countries, yet economists prefer a different measure when assessing development. Identify that measure and explain, with a suitable example, why it is considered more meaningful than total income for comparing nations.

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### Model Answer

**Measure:** Economists prefer **per capita income** (average income) over total income for comparing nations.

**Why it is more meaningful:** Total income does not account for differences in population size. A country may have a high total income but a large population, meaning individuals may still be poor. Per capita income shows what an average person earns, making comparison fairer.

**Example:** If Country A has total income ₹50,000 crore with 10 crore people, and Country B has ₹40,000 crore with 4 crore people, Country B's per capita income (₹10,000) is higher than Country A's (₹5,000), showing Country B's people are better off on average despite lower total income.

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

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### Explanation

- The key term examiners expect is **per capita income** (total income ÷ total population), also called average income.
- The core logic: **total income ignores population size**; per capita income corrects for this.
- A numerical or contextual example is essential for full marks on a 3-mark question — don't skip it.
- The World Bank uses per capita income to classify countries (e.g., high-income vs. low-income), which reinforces why this measure matters.

Q17. medium thorough-understanding § How to Compare Different Countries or States?

[3]

Two countries have the same per capita income. Country P has monthly citizen incomes of ₹9,500, ₹10,500, ₹9,800, ₹10,000, and ₹10,200. Country Q has monthly citizen incomes of ₹500, ₹500, ₹500, ₹500, and ₹48,000. Which country would most people prefer to live in, and why does average income alone fail to capture this preference?

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### Model Answer

Most people would prefer to live in **Country P**.

Although both countries have the same per capita income, Country P has nearly equal income distribution (₹9,500–₹10,200), while Country Q has extreme inequality — four citizens earn only ₹500 while one earns ₹48,000.

Average income **fails** to capture this because it hides the distribution of income. In Country Q, the high income of one person pulls up the average, masking the poverty of the majority. As the textbook notes, people also seek **security, equal treatment, and freedom** — not just higher income. A more equal distribution ensures a better quality of life for most citizens.

Source: *Development, Income and Other Criteria / Income and Other Goals — Chapter 1*

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### Explanation

- **Key concept tested:** Limitation of per capita income / average income as a development indicator.
- Examiners expect you to: (1) name Country P as the preferred choice, (2) explain *why* using the idea of income distribution/inequality, and (3) link it to the textbook point that people seek security, equal treatment, etc., beyond just income.
- The example here mirrors the Kerala–Haryana example in the chapter: higher average does not mean better lives for *most* people.
- Avoid writing a general essay — state the preference, give the numerical reason, then add the conceptual limitation clearly.

**Q18.** medium thorough-understanding § How to Compare Different Countries or States?

[3]

A student argues: 'If the average per capita income of a state has risen over the past decade, every section of society must be better off.' Is this argument correct? Explain with a suitable example.

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### Model Answer

No, the argument is **not correct**. Per capita income is an average figure that hides unequal distribution of income. A rise in average income may benefit only a few rich people while the poor remain worse off.

**Example:** Haryana has a higher per capita income (Rs 2,64,729) than Kerala (Rs 2,34,405), yet Kerala has a much lower Infant Mortality Rate (6 per 1,000) compared to Haryana (28 per 1,000) and a higher literacy rate (94% vs 82%). This shows that higher average income does not guarantee that every section of society is better off.

Source: Chapter 1 – Development, Tables 1.3 and 1.4

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### Explanation

- The key examiner expectation is: (1) state the argument is wrong, (2) explain *why* averages are misleading (they hide inequality), and (3) support with a specific example from the textbook (Haryana vs Kerala data).
- Do not just say "averages hide distribution" — back it up with figures from the tables.
- 3 marks = roughly 1 mark per point: wrong + reason + example.

**Q19.** medium thorough-understanding § How to Compare Different Countries or States?

**[3]**

State X has a per capita income significantly higher than State Y. However, State Y records a lower infant mortality rate, higher literacy rate, and better net attendance ratio in schools. What does this data suggest about using per capita income as a development indicator? What alternative or complementary measures should be considered, and why?

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### Model Answer

The data suggests that **per capita income alone is an inadequate measure of development**. Although State X has higher per capita income, State Y performs better on key human welfare indicators — lower infant mortality rate, higher literacy rate, and better school attendance. This is similar to Kerala having lower per capita income than Haryana yet better human development outcomes.

#### Alternative/complementary measures to consider:

- **Infant Mortality Rate** — reflects quality of healthcare
- **Literacy Rate** — indicates educational development
- **Net Attendance Ratio** — shows access to schooling

The **UNDP's Human Development Index (HDI)** combines per capita income with health and education indicators, giving a more complete picture of development. Income is important, but what matters most is the well-being of people.

*Source: Chapter 1 — Development, Income and Other Criteria / Human Development Report*

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### Explanation

#### What examiners look for:

1. Clear statement that per capita income is insufficient as a sole indicator (1 mark)
2. Reference to alternative indicators — IMR, literacy, attendance ratio (1 mark)
3. Mention of HDI / UNDP approach as a complementary measure with a brief reason (1 mark)

**Key tip:** The Kerala–Haryana comparison from the textbook directly mirrors this question — always cite it. Avoid over-explaining; state the point and move on. Do not write a lengthy essay for a 3-mark answer.

**Q20.** medium thorough-understanding § How to Compare Different Countries or States?

[1]

Which of the following best explains why money in your pocket alone cannot guarantee a good quality of life?

- (A) Prices of goods keep changing, making money unreliable.
- (B) Many essential goods and services — like a clean environment or infectious disease control — can only be effectively provided collectively, not purchased individually.
- (C) Rich people always misuse money, so it does not lead to development.
- (D) Government taxes reduce the real value of income significantly.

A Prices of goods keep changing, making money unreliable.

B Many essential goods and services — like a clean environment or infectious disease control — can only be effectively provided collectively, not purchased individually.

C Rich people always misuse money, so it does not lead to development.

D Government taxes reduce the real value of income significantly.

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**Model Answer**

**(B)** Many essential goods and services — like a clean environment or infectious disease control — can only be effectively provided collectively, not purchased individually.

**Explanation**

The passage from the "Public Facilities" section directly states: *"money in your pocket cannot buy all the goods and services that you may need to live well"* — giving examples of pollution-free environment and protection from infectious diseases as things that require collective provision. Options A, C, and D are not supported by the text. Examiners expect you to identify the option grounded in the textbook concept of collective vs. individual provision.

**Q21.** medium thorough-understanding § How to Compare Different Countries or States?

**[3]**

Infant Mortality Rate is used as a development indicator even in states where healthcare infrastructure appears adequate. Explain what IMR captures and why a consistently low IMR is considered a reflection of a state's broader social and economic development — not just the quality of its hospitals.

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### Model Answer

**Infant Mortality Rate (IMR)** indicates the number of children dying before the age of one year per 1,000 live births in a given year.

IMR reflects far more than hospital quality. A low IMR depends on:

- Adequate **nutrition** of mothers and infants
- Access to **clean drinking water and sanitation**
- **Literacy** of mothers, especially regarding childcare
- **Economic security** of families to afford basic needs

Kerala's IMR is 6 (per 1,000) compared to Haryana's 28, despite Haryana having a *higher* per capita income. This proves that IMR captures the combined effect of income distribution, education, nutrition, and social equity — making it a reliable indicator of **overall human development**, not just medical infrastructure.

Source: *Income and Other Criteria, Chapter 1*

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### Explanation

The examiner expects students to:

1. Define IMR correctly (as given in Table 1.4's explanation).
2. Explain the *multiple factors* behind IMR — not just hospitals, but nutrition, sanitation, literacy, and income distribution.
3. Use the **Kerala vs. Haryana example** from the textbook — this is the key evidence the chapter uses to show per capita income alone is insufficient.
4. Conclude that low IMR = broad social development, not just healthcare quality.

Avoid writing a general essay; keep it tight with 2–3 causal factors and the Kerala–Haryana contrast.

**Q22.** deep thorough-understanding § How to Compare Different Countries or States?

[5]

Haryana has a higher per capita income than Kerala, yet parents in Haryana are nearly three times more likely to lose a child in infancy than parents in Kerala. Analyse the possible reasons for this paradox, drawing on the role of public facilities and income distribution.

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### Model Answer

**Haryana has a per capita income of ₹2,64,729 vs Kerala's ₹2,34,405, yet Haryana's IMR is 28 per 1,000 live births — nearly three times Kerala's 6. The following reasons explain this paradox:**

1. **Role of Public Facilities:** Kerala has adequate provision of basic health and educational facilities. Quality public hospitals, trained health workers, and immunisation programmes directly reduce infant deaths.
1. **Money Cannot Buy Everything:** Income alone cannot protect against infectious diseases unless the entire community takes preventive steps. Public health infrastructure benefits everyone collectively, regardless of individual income.
1. **Collective vs. Individual Provision:** Goods like healthcare are cheaper and more effective when provided collectively. Haryana's higher income does not automatically translate into accessible public health services for all.
1. **Unequal Income Distribution:** Per capita income is an average that hides inequality. Haryana's higher average may mask extreme disparities, meaning poorer households cannot access quality healthcare.
1. **PDS and Nutrition:** States where the Public Distribution System functions well show better health and nutritional outcomes, contributing to lower infant mortality — a factor where Kerala performs better.

**Conclusion:** Development requires equitable public facilities, not just higher income.

*Source: Chapter 1 — Development; Sections: Income and Other Criteria, Public Facilities*

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### Explanation

- Examiners look for: the core paradox stated clearly, then 4–5 distinct analytical points using textbook concepts (public facilities, collective provision, income distribution/averages, PDS).
- Always cite IMR figures (28 vs 6) to ground your answer in data — this shows you read the table.
- Avoid writing a general essay; each point should directly link to *why* higher income fails to reduce IMR.
- The conclusion tying income + public services together earns the final mark.

**Q23.** medium thorough-understanding § Income and Other Criteria

[3]

Haryana has a higher per capita income than Kerala, yet Kerala has a far lower infant mortality rate and higher literacy rate. What does this reveal about the relationship between income and human well-being?

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### Model Answer

Haryana has a higher per capita income than Kerala, yet Kerala has a far lower Infant Mortality Rate (6 vs 28 per 1000 live births) and a higher literacy rate (94% vs 82%). This reveals that **income alone is not an adequate indicator of human well-being**.

Money cannot buy all goods and services needed for a good life — such as a pollution-free environment, protection from infectious diseases, or quality education. Kerala's better outcomes are due to **adequate provision of basic health and educational facilities**, which are best provided collectively by the government. Thus, development must be measured using multiple indicators like health and education, not just income.

Source: *Development, Income and Other Criteria / Public Facilities*

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### Explanation

- **Key point examiners look for:** The contrast between Haryana and Kerala is the textbook's central example to show income ≠ well-being.
- Mention the **specific data** (IMR and literacy figures) — it shows you read the tables and earns marks.
- The two core arguments are: (1) money can't buy everything, (2) collective provision of health/education is what makes the real difference.
- Avoid writing a long essay — 3 marks = ~3 clear points, each in 1–2 sentences.

**Q24.** medium thorough-understanding § Income and Other Criteria

[1]

[short\_answer] A state government doubles its spending on hospitals and schools, yet most citizens still cannot access quality healthcare or education. Does increased government spending alone guarantee better development outcomes? Explain with reference to how public facilities and their equitable delivery shape human well-being.

- A Per capita income growth
- B Effective functioning of public facilities and distribution systems
- C Rise in net attendance ratio
- D Increase in infant mortality rate

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### Model Answer

**Answer: B – Effective functioning of public facilities and distribution systems**

Increased spending alone does not guarantee development. As seen in Kerala, low IMR results from *adequate provision and equitable delivery* of health and education facilities, not just higher expenditure.

### Explanation

The textbook explicitly states: "Kerala has a low Infant Mortality Rate because it has adequate provision of basic health and educational facilities." It also notes that in some states the PDS functions well, improving health and nutrition. The key examiner expectation is recognising that *how* public facilities function and reach citizens matters more than the mere amount spent – making Option B the correct answer.

**Q25.** medium thorough-understanding § Income and Other Criteria

[3]

Why is collective provision of certain goods and services — such as disease prevention or basic education — often more effective than each household trying to obtain them individually? Give one example to support your answer.

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### Model Answer

Collective provision of goods and services is more effective because many essential needs cannot be met by individual households alone, no matter how much money they have. For example, **disease prevention** requires the entire community to take preventive steps — even a wealthy person cannot be fully protected from infectious diseases if the rest of the community remains unprotected. Similarly, individual security for each household is far more expensive than collective security for the whole locality.

**Example:** A school can function only because many children want to study and the government provides the facility. A single family cannot replicate this benefit on its own unless they can afford costly private alternatives elsewhere.

Source: *Public Facilities, Chapter 1*

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### Explanation

- Examiners expect you to use the **Kerala/community disease prevention example** or the **school/security example** from the textbook — don't use random examples.
- The key idea to state is that collective provision is both **more effective AND cheaper** than individual provision.
- For 3 marks: one clear reason (1 mark) + explanation (1 mark) + example (1 mark). Don't just list points — connect them briefly.
- The phrase "**money in your pocket cannot buy all goods and services**" is the core concept; use it or paraphrase it.

**Q26.** deep thorough-understanding § Income and Other Criteria

[3]

Look at the data below for two fictional states:

State	Per Capita Income (₹)	Infant Mortality Rate (per 1000)	Literacy Rate (%)
State X	3,10,000	32	79
State Y	2,20,000	8	95

If you had to recommend which state is more developed, which would you choose and why? What does your reasoning suggest about using per capita income as the sole indicator of development?

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### Model Answer

**State Y is more developed**, despite having a lower per capita income (₹2,20,000 vs ₹3,10,000).

State Y has a far lower Infant Mortality Rate (8 vs 32) and a significantly higher literacy rate (95% vs 79%). These indicators show that people in State Y are healthier and better educated — reflecting a higher quality of life.

This reasoning shows that **per capita income alone is an inadequate indicator of development**. As seen with Kerala and Haryana, a state with higher income may still lag in health and education. True development must consider multiple indicators, including IMR, literacy, and access to public facilities.

Source: Chapter 1 — Development, Income and Other Criteria / Public Facilities

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### Explanation

- The examiner expects you to clearly **choose State Y** and give **two specific reasons** from the data (IMR and literacy rate).
- Then link it to the broader lesson: per capita income is useful but **not sufficient** as a sole indicator — this is the core concept of Chapter 1.
- The Kerala–Haryana parallel from the textbook is the ideal reference to support your argument.
- Don't just state conclusions — briefly justify with data from the table.

Q27. medium thorough-understanding § Income and Other Criteria

[2]

[short\_answer] What does the Infant Mortality Rate measure, and why is a low IMR considered a reliable sign of better development even in a state that does not rank highest in per capita income? Explain with a suitable example.

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### Model Answer

**Infant Mortality Rate (IMR)** indicates the number of children that die before the age of one year per 1,000 live births in a given year. A low IMR shows that a state has better healthcare and nutrition facilities.

**Example:** Kerala has a higher per capita income than Haryana (₹2,34,405 vs ₹2,64,729), yet Kerala's IMR is only **6** compared to Haryana's **28**. This means children in Kerala have far better chances of survival, reflecting superior health infrastructure and quality of life — making IMR a more reliable development indicator than income alone.

Source: *Income and Other Criteria, Chapter 1*

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### Explanation

- Define IMR precisely (per 1,000 live births, before age one) — examiners expect this.
- The Kerala–Haryana contrast is the **textbook example**; always use it with actual figures (IMR 6 vs 28; per capita ₹2,34,405 vs ₹2,64,729).
- The key argument: IMR reflects health infrastructure and quality of life, which income averages can hide due to unequal distribution.
- For 2 marks: one line definition + one line explanation with example is sufficient. Don't write more than ~50–60 words.

**Q28.** deep thorough-understanding § Income and Other Criteria

[5]

A country's per capita income rises steadily for a decade, but over the same period its public distribution system weakens, rural school attendance drops, and more children die before their first birthday. Is it accurate to call this country 'more developed' at the end of the decade? Justify your answer by examining what development should actually measure, and connect this to how organisations like the UNDP approach the question differently from a purely income-based measure.

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### Model Answer

No, it is not accurate to call this country 'more developed' simply because per capita income has risen.

**Income alone is an inadequate measure.** As the textbook states, "even though the level of income is important, yet it is an inadequate measure of the level of development." A weakening public distribution system, falling school attendance, and rising infant mortality all indicate that citizens' actual well-being has worsened despite higher average income.

**Averages hide disparities.** Rising per capita income may benefit only the wealthy, while the poor face worse health and education outcomes — exactly the problem illustrated by Country B in Table 1.2.

**Development must measure human well-being.** The UNDP's Human Development Index (HDI) compares countries on **per capita income + life expectancy + educational levels** together. As the passage states, "it is people, their health, their well-being, that is most important." The example of Sri Lanka — lower income than some neighbours yet ranked 78th globally — proves that income rank and human development rank can diverge sharply.

Therefore, true development requires improvement in health, education, and equitable distribution of income — not just rising average income.

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

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### Explanation

- Examiners expect you to **explicitly reject income-only measure** and back it with the textbook's reasoning.
- Mention **UNDP/HDI** by name and its three components — this is a direct examiner favourite.
- The **Sri Lanka example** from Table 1.6 is ideal evidence: higher HDI rank despite not having the highest GNI.
- The **Country A vs Country B** example supports the point that averages hide inequality.
- Keep each point tight — 5 marks = ~5 focused points, not an essay.

Q29. medium thorough-understanding § Public Facilities

[3]

Kerala has a lower per capita income than Haryana, yet its infant mortality rate is significantly better. What does this tell us about the relationship between income and access to essential services?

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### Model Answer

Kerala's example shows that **income alone is not a sufficient indicator of development or well-being**. Although Haryana has a higher per capita income than Kerala, Kerala's Infant Mortality Rate (6 per 1000) is far better than Haryana's (28 per 1000).

This is because **money in your pocket cannot buy all the goods and services needed to live well**.

Kerala has adequate provision of basic health and educational facilities available to all citizens collectively, which directly lowers infant mortality. Essential services like healthcare, clean environment, and education are best and most cheaply provided collectively by the government. Without such public provisioning, even higher income may not translate into better human outcomes.

Source: Chapter 1 – Development; Income and Other Criteria / Public Facilities sections

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### Explanation

- The examiner wants you to use the Kerala–Haryana contrast directly from the textbook data (IMR: Kerala 6, Haryana 28).
- The key concept to highlight is: **income ≠ access to essential services**; collective/public provision matters.
- Avoid vague statements — name specific services (health, education) and use the textbook's own reasoning ("money cannot buy a pollution-free environment...").
- 3 marks → roughly 3 clear points: (1) income is insufficient, (2) Kerala's better IMR due to public facilities, (3) collective provision is the reason.

**Q30.** medium thorough-understanding § Public Facilities

[3]

Why is collective provision of services like healthcare and sanitation often more effective than individuals trying to purchase these services privately?

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### Model Answer

Collective provision of services like healthcare and sanitation is more effective because:

1. **Money alone is insufficient** — Individual income cannot buy certain goods like a pollution-free environment or protection from infectious diseases unless the entire community acts together.
1. **Cheaper collectively** — Just as collective security for a locality is cheaper than each house hiring its own security staff, services like healthcare cost less when provided to all.
1. **Interdependence** — One person cannot be protected from infectious diseases unless the whole community takes preventive steps. Individual efforts are therefore ineffective.

Kerala's low Infant Mortality Rate proves this — adequate collective provision of health and educational facilities achieves better outcomes than higher per capita income alone (as seen in Haryana).

Source: *Public Facilities, Chapter 1*

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### Explanation

Examiners look for **three distinct points** for 3 marks. The key idea from the textbook is the contrast between Haryana (higher income) and Kerala (better health outcomes), showing money alone is not enough. Always include: (1) limits of individual purchasing power, (2) cost advantage of collective provision, and (3) the interdependence argument (e.g., infectious diseases). The Kerala–Haryana example is a strong closer. Avoid writing a vague essay — keep each point crisp and distinct.

Q31. deep thorough-understanding § Public Facilities

[3]

A newly built housing colony has high average household incomes but no public school or government hospital nearby. Using the idea of public facilities, explain why residents of this colony may still lack adequate development outcomes.

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### Model Answer

High income does not guarantee development because money alone cannot buy all essential goods and services. As explained in the textbook, **public facilities** like schools and hospitals are best provided collectively — this is both cheaper and more effective. Even wealthy residents cannot easily replace these through private spending alone, as infectious diseases and lack of nearby quality education affect the whole community.

Without a government hospital, residents face health risks. Without a public school, children (especially girls) may miss education. Thus, health and education outcomes — key HDI indicators — remain poor despite high income.

**Source:** *Development*, Chapter 1 — *Public Facilities* section

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### Explanation

- The examiner expects you to use the "**public facilities**" concept directly — that certain goods (health, education, safe environment) are best provided collectively.
- Key line to remember: "*Money in your pocket cannot buy all the goods and services that you may need to live well.*"
- Link it to **HDI indicators** (health + education + income) to show why income alone is insufficient.
- Don't write a long essay — 3 marks = ~3 clear points in concise paragraphs.

**Q32.** medium thorough-understanding § Public Facilities

[1]

Which of the following best explains why two states with different per capita incomes can have vastly different infant mortality rates?

- (A) A state with higher per capita income always has better health infrastructure.
- (B) Infant mortality depends solely on the total population of a state.
- (C) Effective public spending on healthcare and sanitation matters more than average income alone.
- (D) Per capita income and infant mortality rate always move in the same direction.

A Kerala's citizens individually earn enough to afford private hospitals for every birth.

B Kerala has better collective provision of basic health and educational facilities through the state.

C Kerala receives more foreign aid for its health sector than Haryana does.

D Haryana has a larger population, so more infant deaths are recorded in absolute numbers.

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### Model Answer

#### Answer: (C)

Kerala has better collective provision of basic health and educational facilities through the state, which lowers infant mortality despite lower per capita income than Haryana.

#### Explanation

The textbook explicitly states: "*Kerala has a low Infant Mortality Rate because it has adequate provision of basic health and educational facilities.*" It also explains that "*money in your pocket cannot buy all the goods and services that you may need to live well*" — effective public spending on healthcare matters more than average income. Option B directly reflects this. Options A, C (in the MCQ), and D are factually incorrect per the passage.

Source: *Understanding Economic Development*, Chapter 1 — "Public Facilities" section.

**Q33.** medium thorough-understanding § Public Facilities

[2]

How does an effectively functioning Public Distribution System (PDS) contribute to the health and nutritional status of a state's population? Illustrate with a suitable example.

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### Model Answer

An effectively functioning Public Distribution System (PDS) ensures that food grains and essential commodities are made available to people at subsidised prices, improving their food security and nutrition.

**Example:** In states like Tamil Nadu, where 90% of rural people use ration shops, people have better access to food, leading to improved health and nutritional status compared to states where PDS functions poorly.

Source: Chapter 1, Public Facilities section

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### Explanation

- The textbook directly states: "In some states, the Public Distribution System (PDS) functions well. Health and nutritional status of people of such states is certainly likely to be better."
- Use the Tamil Nadu vs West Bengal ration shop example (90% vs 35% usage) to illustrate — examiners expect this specific example from the text.
- Two key points to cover: (1) what PDS does, and (2) how it links to health/nutrition with an example. Both are needed for full 2 marks.

**Q34.** medium thorough-understanding § Public Facilities

[2]

In a village, only one family can afford to build a boundary wall and hire a private security guard. The rest of the villagers remain unprotected. How does this example illustrate the argument for collective provision of services over individual provision?

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### Model Answer

When only one family builds a boundary wall and hires a security guard, the rest of the village remains unprotected. This shows that individual provision of security is costly and unequal. If the village collectively arranges security, everyone benefits at a much lower cost per person. Thus, collective provision is both cheaper and more equitable than individual provision.

Source: Chapter 1, Public Facilities section

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### Explanation

The examiner expects you to:

1. Link the example directly to the idea that **individual provision leaves most people unprotected**, while **collective provision covers everyone at lower cost**.
2. Use the textbook argument: "Will it be cheaper to have collective security for the whole locality or for each house to have its own security staff?"
3. Mention **both** the equity angle (unprotected majority) and the **efficiency/cost** angle for full marks.

**Q35.** deep thorough-understanding § Public Facilities

[3]

A student argues: 'If the government spends more money on hospitals and schools, health and education outcomes will automatically improve.' Do you agree? Give reasons for your answer.

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### Model Answer

I **partially agree** with the student's argument.

Government spending on hospitals and schools is **necessary but not sufficient** for improving outcomes. As the textbook points out, outcomes depend not just on the *amount* spent but on other factors too.

#### Why spending alone may not be enough:

- Money must be accompanied by proper implementation, accountability, and equitable distribution of facilities.
- The Public Distribution System example shows that where PDS *functions well*, health outcomes improve — it is the functioning, not just the funding, that matters.
- Kerala spends effectively on public facilities and achieves low Infant Mortality Rate, while higher-income Haryana lags behind in health and education indicators despite greater average income.

Therefore, outcomes improve only when spending is combined with efficient delivery, community participation, and good governance.

Source: Chapter 1 — Public Facilities section

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### Explanation

Examiners look for:

1. A **qualified agreement** — not a flat yes or no.
2. Use of the **Kerala vs Haryana** example (a key textbook case).
3. The idea that **quality of spending and delivery mechanisms** matter, not just quantity.
4. The PDS functioning example is a bonus point.

Avoid writing a vague general answer — anchor it in textbook evidence. Three marks = a clear stand + two developed reasons + example.

**Q36.** medium thorough-understanding § Human Development Report [3]

The UNDP uses the Human Development Index (HDI) rather than per capita income alone to compare countries. Why is a composite index considered a more meaningful measure of development than income alone? Support your answer with any two dimensions that HDI captures beyond income.

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### Model Answer

Per capita income alone is an inadequate measure of development because it hides inequalities in distribution and ignores other aspects of human well-being. A composite index like HDI is more meaningful as it considers multiple dimensions of a person's life.

#### Two dimensions HDI captures beyond income:

1. **Health status** – measured by Life Expectancy at birth. For example, Nepal and Bangladesh have lower per capita income than India yet have better life expectancy, showing income alone does not reflect health outcomes.
1. **Educational levels** – measured by Mean Years of Schooling. Kerala, despite lower per capita income than Haryana, has a far better literacy rate (94%) and lower infant mortality, showing education matters as much as income.

Thus, HDI gives a more complete picture of human well-being.

Source: Chapter 1 – Development, sections "Income and Other Criteria" and "Human Development Report"

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### Explanation

- The examiner expects you to **first state the limitation of per capita income** (hides disparity, ignores well-being), then **explain why a composite index is better**, and finally **name and briefly illustrate two non-income dimensions** (health + education).
- Use data from the textbook (life expectancy, literacy rate, IMR) to support – this shows you've read the chapter and adds credibility.
- Avoid vague statements like "it is better overall." Be specific: name the indicators (Life Expectancy, Mean Years of Schooling/Literacy Rate) and link them to examples from Table 1.4 or 1.6.

**Q37.** deep thorough-understanding § Human Development Report

[3]

Look at the data below for two neighbouring countries:

Country	GNI per capita (PPP \$)	Life Expectancy	HDI World Rank
Bangladesh	6,511	73.7 years	129
India	6,951	67.7 years	134

Despite India having a higher per capita income than Bangladesh, Bangladesh has a better HDI rank. What does this suggest about the relationship between income and human development? Give one possible reason for this outcome.

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### Model Answer

The data suggests that **income alone is not sufficient for human development**. Despite India's higher per capita income (PPP 6,951 vs 6,511), Bangladesh ranks higher (129 vs 134) on the HDI, which considers life expectancy and education alongside income. Bangladesh's life expectancy (73.7 years) is significantly higher than India's (67.7 years), which directly improves its HDI rank.

**Possible reason:** Bangladesh may have better public provision of basic health and educational facilities. As the textbook notes, "money in your pocket cannot buy all the goods and services that you may need to live well" — effective government spending on healthcare and schools improves human development independently of per capita income.

Source: Chapter 1 — Development, sections on HDI and Public Facilities

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### Explanation

- Examiners expect you to: (1) state that income is an inadequate/incomplete measure of development, (2) use the data to support this, and (3) give one concrete reason.
- Mentioning life expectancy figures from the table earns marks and shows you read the data carefully.
- The quote/idea about public facilities is directly from the textbook — using it shows textbook grounding.
- Don't write more than this; 3 marks = ~3 clear points, not an essay.

**Q38.** medium thorough-understanding § Human Development Report

[1]

Per capita income in the HDI is calculated in US dollars using Purchasing Power Parity (PPP). Why is it necessary to use PPP rather than simply converting each country's income into dollars at the standard exchange rate?

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### Model Answer

PPP ensures that per capita income reflects actual purchasing power — since prices of goods differ across countries, a dollar buys different amounts in different places. PPP adjusts for this, enabling a fair comparison of living standards.

### Explanation

The textbook (Note 3, Table 1.6) states: "Per capita income is calculated in dollars... in a way so that every dollar would buy the same amount of goods and services in any country." Examiners expect you to mention that exchange rates don't account for price differences across countries, making PPP necessary for a meaningful comparison. One clear sentence is enough for 1 mark.

**Q39.** deep thorough-understanding § Human Development Report

[5]

Development is no longer viewed merely as growth in national income, but as an expansion of human well-being and capabilities. Explain this shift in thinking. In your answer, highlight at least two limitations of using per capita income as the sole indicator of a country's development and suggest what a more comprehensive assessment should include.

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### Model Answer

#### Shift in Thinking about Development:

Earlier, development was measured mainly by per capita income (national income ÷ population). However, economists recognised this is inadequate. Today, development is seen as expansion of human capabilities — including health, education, freedom, and well-being — not just income growth.

#### Limitations of Per Capita Income:

- Hides inequality:** Averages can be misleading. If a few people earn very high incomes, per capita income appears high even if most people remain poor (e.g., a country with per capita income Rs 5,000 may have most families earning far less).
- Ignores quality of life:** Kerala has lower per capita income than Haryana but far better literacy (94% vs 82%) and Infant Mortality Rate (6 vs 28 per 1,000). Income alone fails to capture this.

#### Comprehensive Assessment should include:

- Life expectancy (health status)
- Literacy rate and school attendance (education)
- Per capita income

This is exactly the approach of the **UNDP's Human Development Index (HDI)**, which combines all three for a fuller picture of development.

Source: Chapter 1 — Development, Income and Other Criteria / Human Development Report sections

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#### Explanation

Examiners look for: (1) a clear statement of the shift from income-only to multi-dimensional view, (2) **two distinct, explained limitations** of per capita income with examples from the text (Kerala-Haryana or the averaging problem), and (3) a brief suggestion of what else should be included (health + education + income = HDI). Naming UNDP/HDI earns a mark. Avoid listing without explaining — each limitation needs a one-line reason or example. Stay within ~120 words.

**Q40.** straightforward thorough-understanding § Sustainability of Development

[1]

[very\_short\_answer] Distinguish between a renewable resource and a non-renewable resource, giving one example of each. Why is the distinction important for development planning?

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### Model Answer

A **renewable resource** (e.g., solar energy) can be replenished naturally, while a **non-renewable resource** (e.g., coal) cannot. This distinction matters so that development planning ensures sustainable use without exhausting finite resources.

### Explanation

Though the source passages do not define these terms directly, this concept links to Exercise Q9 ("Why is the issue of sustainability important for development?") from Chapter 1. Examiners expect: one clear definition of each type, one example each, and one reason for importance in development planning — all within a single sentence or two for 1 mark. Do not write more than 2 lines.

**Q41.** medium thorough-understanding § Sustainability of Development

[3]

Even though groundwater is classified as a renewable resource, its overuse is a serious concern in India. Explain why overuse of a renewable resource can still threaten development.

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### Model Answer

Groundwater is a renewable resource, but it can be overused if extraction exceeds natural replenishment by rainfall. Nearly one-third of India is already overusing groundwater reserves, with water levels declining over 4 metres in about 300 districts in 20 years.

Overuse threatens development because:

- Once depleted beyond a critical level, the resource cannot recover quickly enough to meet future needs.
- Agriculture in prosperous regions like Punjab and Western U.P. depends heavily on groundwater; its depletion endangers food security.
- Future generations will inherit a resource-scarce environment, violating the principle: *"We have not inherited the world from our forefathers — we have borrowed it from our children."*

Thus, unsustainable use of even renewable resources makes development short-term and non-inclusive.

Source: Chapter 1 — Development, section on Sustainability of Development

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### Explanation

Examiners expect you to:

1. **Define/clarify** why groundwater is renewable yet exhaustible (extraction > replenishment).
2. **Use data** from the passage — 300 districts, one-third overusing, 4-metre decline — this shows you've read the source carefully.
3. **Link to sustainability** — connect overuse to the idea that future generations are harmed, using the quote if possible.
4. Avoid writing a long essay; 3 marks = ~3 clear points. Keep it concise and factual.

**Q42.** deep thorough-understanding § Sustainability of Development

[3]

A country discovers a large, previously unknown reserve of crude oil beneath its territory. A leader argues, 'Our energy future is now completely secure.' Critically evaluate this claim using your understanding of non-renewable resources.

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### Model Answer

The leader's claim is **not fully justified**. Crude oil is a **non-renewable resource** — once used, it cannot be replenished by nature. Even though discovering a new reserve adds to the existing stock, this stock will eventually get exhausted. As the textbook data shows, world crude oil reserves will last only about 47 years at current extraction rates. True energy security requires reducing dependence on fossil fuels and moving toward sustainable alternatives, not merely discovering more of a finite resource.

Source: *Understanding Economic Development*, Chapter 1, "Sustainability of Development"

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### Explanation

- The examiner expects you to **define non-renewable resources** and link it directly to crude oil (as given in the passage).
- Key evaluative points: new discoveries only extend the timeline, they don't make the resource renewable or the future "completely" secure.
- Use the **data from Table 1.7** (47-year world reserve) to support your critique — examiners reward evidence from the passage.
- The word "critically evaluate" means you must show *why the claim is flawed*, not just define terms.

**Q43.** medium thorough-understanding § Sustainability of Development

[1]

[mcq] Which of the following best explains why environmental degradation is described as a global concern rather than just a local or national one?

- (A) Only industrialised nations produce pollution, so they alone bear the responsibility for its effects.
- (B) The consequences of environmental degradation – such as climate change and ozone depletion – cross national boundaries, linking the futures of all countries.
- (C) Developing countries lack the technology to address environmental problems on their own.
- (D) Environmental damage only affects countries that directly consume non-renewable resources.

A Only rich countries cause environmental damage, so poor countries must demand compensation.

B The consequences of environmental degradation do not respect national boundaries, linking the futures of all countries together.

C International organisations like the World Bank have made rules that force countries to cooperate.

D Developing countries have more non-renewable resources and must share them with others.

◆ Development

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**Model Answer**

**(B)** The consequences of environmental degradation do not respect national boundaries, linking the futures of all countries together.

**Explanation**

The textbook explicitly states: "*Consequences of environmental degradation do not respect national or state boundaries; this issue is no longer region or nation specific. Our future is linked together.*" This makes Option B the direct, correct answer. Options A, C, and D are factually incorrect as per the passage.

**Q44.** deep thorough-understanding § Sustainability of Development

[5]

The statement 'We have not inherited the world from our forefathers — we have borrowed it from our children' captures the core idea behind sustainable development. Explain what this means and analyse how the current pattern of using crude oil either supports or contradicts this idea.

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### Model Answer

The quote means we have a responsibility to preserve the world's resources for future generations, not exhaust them. Development today should not compromise the ability of our children to meet their own needs — this is the core idea of **sustainable development**.

#### How crude oil contradicts this idea:

- Crude oil is a **non-renewable resource** — once used, it cannot be replenished by nature.
- As per Table 1.7, world crude oil reserves will last only about **47 years** at the current rate of extraction.
- Countries like the USA have reserves lasting just **10.5 years**, showing rapid depletion.
- Continued extraction at present rates will leave **nothing for future generations**, directly contradicting the idea of borrowing from our children.
- Countries like India, which import oil, will face **greater economic burden** as reserves shrink and prices rise.

Thus, the current pattern of crude oil use clearly **contradicts** sustainable development.

Source: *Sustainability of Development*, Chapter 1

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### Explanation

Examiners look for: (1) a clear explanation of the quote in terms of sustainable development, (2) correct identification of crude oil as a non-renewable resource, and (3) use of data from Table 1.7 to support the argument. Avoid writing vaguely — cite the figures (47 years, 10.5 years for USA) to show you have read the data. The conclusion must explicitly state whether the pattern *supports or contradicts* the idea (it contradicts it).

**Q45.** deep thorough-understanding § Sustainability of Development

[3]

[short\_answer] Per capita income is widely used as a measure of development. How does the concept of sustainable development reveal the limitations of using rising income as the sole indicator of a nation's progress? Justify your answer with a suitable example.

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### Model Answer

Per capita income only shows the average income of a country but ignores how income is distributed and the quality of life of citizens. Sustainable development reveals a further limitation — it questions whether rising income today can be maintained without damaging the environment for future generations.

**Example:** If a country increases income by over-exploiting forests or burning fossil fuels, its per capita income rises, but natural resources are depleted for future generations. This growth is not sustainable and does not reflect true development.

Thus, rising income must be seen alongside environmental sustainability, health, and education to judge a nation's real progress.

*Source: Chapter 1 — Development, sections on Income and Other Criteria & Sustainable Development*

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### Explanation

- The question links **two concepts**: limitations of per capita income **and** sustainable development — address both clearly.
- Examiners expect: (1) what per capita income misses, (2) how sustainable development adds the environmental/future-generation angle, (3) a concrete example.
- Key phrase to use: "**needs of the present without compromising the ability of future generations to meet their needs.**"
- Don't confuse this with HDI limitations (that's a different question). Focus specifically on the sustainability angle here.

**Q46.** medium thorough-understanding § (whole-chapter synthesis)

**[3]**

A country reports a rising per capita income over a decade, yet its infant mortality rate remains high and a large share of children are out of school. Does this mean the country is developing? What does this tell us about using a single indicator to measure development?

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### Model Answer

No, a rising per capita income alone does not confirm that a country is truly developing. High infant mortality rate and low school enrolment show that people's health and education — essential aspects of development — are being neglected despite income growth.

This shows that **a single indicator like per capita income is an inadequate measure of development.** As the textbook states, income does not capture the quality of life of citizens. The UNDP's Human Development Index (HDI) therefore combines per capita income with **health** (life expectancy) and **education** (mean years of schooling) to give a more complete picture of development. For example, Kerala has lower per capita income than Haryana but far better IMR and literacy, making it more developed in human terms.

*Source: Chapter 1 — Development, Income and Other Criteria / Human Development Report section*

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### Explanation

- Examiners expect you to: (1) directly answer whether the country is developing, (2) state the limitation of per capita income as a single indicator, and (3) mention what better/additional indicators are used (HDI — health + education + income).
- The Kerala–Haryana comparison is the textbook's own example — use it to illustrate.
- Avoid writing more than ~90 words in the Model Answer for a 3-mark question.
- Key terms to include: **per capita income, infant mortality rate, HDI, health and education indicators.**

Q47. medium thorough-understanding § (whole-chapter synthesis)

[3]

Haryana has a higher per capita income than Kerala, yet Kerala performs far better on infant mortality rate and literacy. What explains this gap, and what broader lesson does it teach about the relationship between individual income and quality of life?

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### Model Answer

Haryana has a higher per capita income than Kerala, yet Kerala has a much lower IMR (6 per 1000) compared to Haryana (28 per 1000) and a higher literacy rate (94% vs 82%). This is because money alone cannot buy all essential goods and services needed for a good life.

Kerala performs better due to **adequate provision of basic health and educational facilities** — which are best and most cheaply provided **collectively** by the government and society. Money in your pocket cannot protect you from infectious diseases or ensure quality education unless the whole community benefits from public facilities.

The broader lesson is that **per capita income is not a completely adequate indicator of development**. Quality of life depends equally on public services like healthcare, education, and nutrition — not just individual income.

Source: Chapter 1 — Income and Other Criteria; Public Facilities

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### Explanation

- Examiners expect you to use **data from the tables** (IMR and literacy figures) to contrast the two states — this shows you've read the chapter carefully.
- The key concept here is that **collective/public provision** of health and education is what drives Kerala's success, not wealth.
- Always link back to the broader lesson: income is **necessary but not sufficient** — this is what the chapter argues against using per capita income as the sole measure of development.
- Do not write vaguely; name the indicators (IMR, literacy rate) with figures for full marks.

**Q48.** medium thorough-understanding § (whole-chapter synthesis)

[1]

Which of the following best explains why two countries with identical average per capita incomes can still differ significantly in their level of development?

- ((A)) Per capita income is calculated differently in each country
- ((B)) Income distribution, public expenditure on health and education, and social outcomes vary between countries
- ((C)) One country may have a larger population than the other
- ((D)) The currency exchange rates differ between the two countries

- A One country may have a larger total population than the other.
- B Average income hides how income is distributed and says nothing about health or education outcomes.
- C One country may export more goods than the other.
- D The currency exchange rates between the two countries differ.

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### Model Answer

**Answer: (B)** Average income hides how income is distributed and says nothing about health or education outcomes.

Two countries with the same per capita income can differ in development because income distribution may be unequal and health/education outcomes may vary significantly.

Source: Chapter 1, "How to Compare Different Countries or States?" / "Income and Other Criteria"

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### Explanation

- The textbook uses the example of Country A and Country B (Table 1.2), both with the same average income but very different distributions — this directly supports option B.
- Examiners look for the key idea: **averages hide disparities** in income distribution, and per capita income says nothing about health or education.
- Options A, C, and D are irrelevant to the concept of development as discussed in the chapter.
- Always link back to the UNDP/HDI argument: development requires looking beyond income at health and education indicators too.

**Q49.** deep thorough-understanding § (whole-chapter synthesis)

[5]

From wanting 'more income' at the individual level to using HDI at the national level, the chapter traces a journey of expanding what 'development' means. Trace this progression, explaining at each stage why the previous measure proved insufficient.

◆ Development

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### Model Answer

#### Stage 1 – Individual Level: 'More Income'

At the individual level, people initially equate development with more income or higher wages. However, this is insufficient because people also desire security, respect, freedom, and equal treatment — things money alone cannot measure.

#### Stage 2 – National Level: Per Capita Income

At the national level, per capita income (used by the World Bank) became the standard measure. But it proved insufficient: Haryana has a higher per capita income than Kerala, yet Kerala has a far lower Infant Mortality Rate (6 vs. 28) and higher literacy (94% vs. 82%). Income averages also hide inequality in distribution.

#### Stage 3 – Human Development Index (HDI)

The UNDP's HDI combines per capita income with life expectancy and mean years of schooling. This gives a fuller picture — Sri Lanka ranks 78th globally despite lower income than expected, showing that health and education outcomes matter as much as income.

Thus, development expanded from income → quality of life indicators → composite human development.

*Source: Chapter 1 – Development; Income and Other Criteria; Human Development Report section*

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### Explanation

- Examiners expect a clear **progression** with three identifiable stages.
- Each stage must explain **why the previous measure fell short** — use the Kerala-Haryana example for stage 2, and Sri Lanka/HDI data for stage 3.
- Avoid writing a general essay; label or signal each stage clearly so the examiner can award stepwise marks.
- The Kerala-Haryana contrast is the key textbook example — always use it.

**Q50.** deep thorough-understanding § (whole-chapter synthesis)

[3]

An adivasi family displaced by a large dam project loses its land and livelihood. A city industrialist gains cheap electricity from the same dam. Using the idea that developmental goals can be conflicting, explain how this situation also connects to the question of sustainability of development.

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### Model Answer

The adivasi family and the city industrialist have **conflicting developmental goals** — the adivasi needs land and livelihood, while the industrialist wants cheap electricity. What is development for one (electricity, profit) is destruction for the other (loss of land, displacement). This shows development for some may be harmful to others.

This also raises the question of **sustainability**: the dam displaces communities and may damage local ecosystems permanently. If development destroys the livelihoods of some people and depletes natural resources without benefiting future generations equitably, it cannot be called sustainable development.

*Source: Chapter 1 — What Development Promises / Sustainability of Development*

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### Explanation

- **Conflicting goals (1 mark):** Clearly state that the two parties want opposite things — one gains, the other loses.
- **Development for one = destruction for other (1 mark):** Use the textbook's exact idea; the passage directly mentions tribals and industrialists as an example.
- **Link to sustainability (1 mark):** Explain that development that harms communities and ecosystems is not sustainable — it doesn't protect resources or livelihoods for the future.
- Avoid writing long definitions. The examiner wants you to **apply** the concept to the given scenario.

Q51. deep thorough-understanding § (whole-chapter synthesis)

[3]

Despite having a lower per capita income than India, Bangladesh ranks higher on the Human Development Index. Similarly, Kerala has a lower per capita income than Haryana yet outperforms it significantly on health and education indicators. What common insight do both these comparisons offer about using per capita income alone to measure the development of a country or region?

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### Model Answer

Both comparisons reveal that **per capita income alone is an insufficient measure of development.**

Bangladesh has a lower per capita income than India yet ranks higher on the HDI (Rank 129 vs 134), and Kerala, despite lower per capita income than Haryana, has far better indicators — Kerala's IMR is just 6 per 1,000 live births versus Haryana's 28, and its literacy rate is 94% versus 82%.

This shows that what truly matters is **how income is used** — particularly investment in public health and education facilities. Money in your pocket cannot buy a pollution-free environment or protect against infectious diseases unless the whole community benefits. Therefore, development must be measured using **multiple indicators** — income, health status, and education levels — as the UNDP's Human Development Index does.

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

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### Explanation

The examiner expects you to:

1. **Name both comparisons** (Bangladesh vs India; Kerala vs Haryana) with at least one specific statistic each — this shows you've read the data, not just memorised a vague point.
2. State the **core insight**: per capita income is necessary but not sufficient.
3. Briefly explain **why** — public facilities, collective provision of health and education matter more than income alone.
4. Mention the **UNDP/HDI** as the better alternative. Avoid padding with unnecessary detail.

**Q52.** deep thorough-understanding § (whole-chapter synthesis)

[5]

Groundwater overuse and the impending exhaustion of crude oil reserves are both examples of resource depletion. How do they together challenge the idea that rising incomes automatically represent genuine development? In your answer, distinguish between renewable and non-renewable resources.

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### Model Answer

Rising income (per capita income) is commonly used to measure development. However, resource depletion shows that high income today may come at the cost of future generations — challenging the idea that rising incomes alone represent genuine development.

#### Renewable vs Non-renewable Resources:

- **Renewable resources** (e.g., groundwater) are replenished by nature. However, if we extract more than nature replenishes — as in Punjab and Western U.P. where water levels have dropped over 4 metres — even these get exhausted.
- **Non-renewable resources** (e.g., crude oil) have a fixed stock. At current extraction rates, world oil reserves will last only about 47 years.

#### Challenge to the income idea:

- Agricultural prosperity in Punjab raised incomes *but* through groundwater overuse — depleting a resource future generations need.
- Countries extract oil to fuel industrial growth and raise GDP, yet reserves are finite and will run out.
- As the textbook states: "*We have not inherited the world from our forefathers — we have borrowed it from our children.*"
- True development must be **sustainable** — meeting present needs without compromising future generations' ability to meet theirs.

Therefore, rising income that depletes resources is not genuine development.

Source: Chapter 1 — Development, Section: Sustainability of Development

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### Explanation

Examiners look for three things here:

1. **Distinction** between renewable and non-renewable resources with correct examples (groundwater vs crude oil).
2. **Linking depletion to the income argument** — income rises but the resource base shrinks, so it isn't real progress.
3. **The sustainability idea** — using the quote or the logic that future generations are harmed.

Avoid writing a vague essay. Use the two examples from the textbook directly and keep points crisp. The quote is high-value and easy marks — include it.

**Q53.** medium thorough-understanding § (whole-chapter synthesis)

[3]

A landless labourer seeks secure employment, a girl from a wealthy urban family seeks freedom from social discrimination, and a farmer seeks a fair price for her produce. These goals reflect both material and non-material dimensions of development. Why is recognising this distinction important when a government designs policies for national development?

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### Model Answer

Recognising the material and non-material dimensions is important because people's developmental goals are varied and sometimes conflicting. A landless labourer needs more work days and fair wages (material), but also wants freedom from social discrimination (non-material). A wealthy girl seeks freedom to choose her own path (non-material). A farmer needs fair crop prices (material).

If a government focuses only on income or economic growth, it ignores equally important goals like security, equality, respect, and freedom. A policy that raises average income but continues discrimination or denies freedom is incomplete. True national development requires addressing **both** dimensions so that policies are fair and just for all sections of society.

Source: Chapter 1 — What Development Promises; Income and Other Goals

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### Explanation

- The examiner wants you to link the three examples from the question to the **two dimensions** (material = income/wages/prices; non-material = dignity/freedom/security).
- Then explain **why the distinction matters for policy** — a government that ignores non-material goals will design incomplete policies.
- The textbook explicitly states: "*Material goods are not all that you need to live*" and non-material goals like equal treatment and freedom are sometimes **more important** than income.
- Avoid writing a long essay; 3 marks = ~3 clear points in 60–90 words. Use the examples from the question itself — that shows direct application.

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