



CLASS 10 · CBSE SOCIAL SCIENCE (087)

Social Science Solved Board Papers

Chapter-wise and year-wise CBSE board questions with complete step-by-step solutions

10 years · 2016–2026

- ✓ Part A: every question sorted chapter-wise, grouped by marks, with full answers
- ✓ Part B: 17 complete board papers, each followed by its answers
- ✓ Board weightage table and most-asked topics for every chapter
- ✓ Answers written to the CBSE marking-scheme points, in the word limit
- ✓ Map questions answered with every place to identify and locate
- ✓ Only the 2026-27 board syllabus: questions on other topics are flagged

WHAT YOU GET

10 years of CBSE SST papers. Every question answered. Sorted chapter-wise.

17

board papers

613

solved questions

10

years · 2016–26

20

chapters

75

map questions

X Questions scattered across years



✓ All in one place, chapter-wise

X Don't know what to study first



✓ Weightage + most-asked topics

X Long answers, no idea what to write



✓ Answers in marking-scheme points

X Old books carry deleted chapters



✓ Only the 2026-27 board syllabus

PART A**Chapter-wise****A**

- ✓ Weightage table
- ✓ Most-asked topics
- ✓ Every question + solution

PART B**Full papers****B**

- ✓ Exactly as set by CBSE
- ✓ Solutions after each paper
- ✓ Timed 3-hour practice

2026 · 32/4/1

2026 · 32/5/1

2025 · 32/1/1

2025 · 32/2/1

2024 · 32/2/1

2024 · 32/4/1

2023 · 32/2/1

2023 · 32/4/1

2022 · 32/1/1 · T2

2022 · 32/3/1 · T2

2020 · 32/1/1

2020 · 32/4/1

2019 · 32/2/1

2019 · 32/4/1

2018 · 32/1 · Set 1

2017 · 32/1 · Set 1

2016 · 32/1 · Set 1


Complete Notes · Solved PYQs

CLASS 6–12 · ALL SUBJECTS

100%
 QUESTIONS
 SOLVED
Made for **board toppers**

How to use this book

Part A puts every board question of a chapter together, from 1-mark MCQs to 5-mark long answers. Finish a chapter in your notes, then solve its Part A questions without looking at the solutions. Check your answer, mark the ones you got wrong, and repeat them a week later.

Each question shows where it was asked, for example **CBSE 2026 · 32/4/1 · Q13**. Use the weightage table and the most-asked topics chart at the start of each chapter to decide what to revise first.

Part B gives full papers. In the last month before the exam, sit with a clock and write one paper in 3 hours, then check it with the solutions that follow the paper.

Solutions are written the way the board awards marks: key points numbered, key terms in bold, and dates, names and places exactly right. Write your answers the same way.

Contents

Part A · Chapter-wise questions with solutions

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|--|---|
| 1. History 1 · The Rise of Nationalism in Europe
41 Qs | 10. Geography 6 · Manufacturing Industries 33
Qs |
| 2. History 2 · Nationalism in India 76 Qs | 11. Geography 7 · Lifelines of National Economy
(map) 12 Qs |
| 3. History 3 · The Making of a Global World 15
Qs | 12. Pol. Science 1 · Power-sharing 25 Qs |
| 4. History 5 · Print Culture and the Modern
World 36 Qs | 13. Pol. Science 2 · Federalism 24 Qs |
| 5. Geography 1 · Resources and Development
23 Qs | 14. Pol. Science 3 · Gender, Religion and Caste 23
Qs |
| 6. Geography 2 · Forest and Wildlife Resources
11 Qs | 15. Pol. Science 4 · Political Parties 36 Qs |
| 7. Geography 3 · Water Resources 19 Qs | 16. Pol. Science 5 · Outcomes of Democracy 35 Qs |
| 8. Geography 4 · Agriculture 22 Qs | 17. Economics 1 · Development 39 Qs |
| 9. Geography 5 · Minerals and Energy Resources
41 Qs | 18. Economics 2 · Sectors of the Indian Economy
40 Qs |
| | 19. Economics 3 · Money and Credit 43 Qs |
| | 20. Economics 4 · Globalisation and the Indian
Economy 19 Qs |

Part B · Full board papers, each followed by its solutions

- | | |
|---------------------------------|---|
| 1. CBSE 2026 · 32/4/1 solutions | 9. CBSE 2022 · 32/1/1 · Term 2 solutions |
| 2. CBSE 2026 · 32/5/1 solutions | 10. CBSE 2022 · 32/3/1 · Term 2 solutions |
| 3. CBSE 2025 · 32/1/1 solutions | 11. CBSE 2020 · 32/1/1 solutions |
| 4. CBSE 2025 · 32/2/1 solutions | 12. CBSE 2020 · 32/4/1 solutions |
| 5. CBSE 2024 · 32/2/1 solutions | 13. CBSE 2019 · 32/2/1 solutions |
| 6. CBSE 2024 · 32/4/1 solutions | 14. CBSE 2019 · 32/4/1 solutions |
| 7. CBSE 2023 · 32/2/1 solutions | 15. CBSE 2018 · 32/1 · Set 1 solutions |
| 8. CBSE 2023 · 32/4/1 solutions | 16. CBSE 2017 · 32/1 · Set 1 solutions |
| | 17. CBSE 2016 · 32/1 · Set 1 solutions |

613 questions in all. Questions are taken from the CBSE Class 10 Social Science board papers and the answers are our own, written to the marking-scheme points. Questions on chapters or topics not assessed in the board exam (Age of



Industrialisation, Consumer Rights, the theory of Lifelines, later parts of The Making of a Global World, and chapters deleted since 2020) are left out of Part A and marked in Part B.

CHAPTER 1

History I · The Rise of Nationalism in Europe**Board weightage 2016–2026**

Year	2016	2017	2018	2019	2020	2022	2023	2024	2025	2026
Questions	3	2	1	4	7	–	5	7	7	5
Marks	9	8	5	8	23	–	9	16	23	21

Most asked topics

Liberalism and national unity		3
Greek war of independence		3
Unification of Italy		2
Napoleonic Code		2
Chronology of European events		2
French Revolution and nationalism		2
Chronology in Europe		2
Hardship of the 1830s		2

41 questions from 15 papers. Repeated questions are shown once with every year they were asked.

1 mark: MCQ and Assertion–Reason

CBSE 2026 · 32/5/1 · Q3

1 mark

Identify this image of the allegorical figure of a European nation during the nineteenth century from the following options:



(A) Britannia

(B) Marianna

(C) Helvetia

(D) Germania

Solution**Answer: (D) Germania**

Germania, painted by Philip Veit (1848), wears a crown of oak leaves (the German oak stands for heroism) and holds a sword and the black-red-gold flag.

CBSE 2025 · 32/1/1 · Q1

1 mark

Which one of the following regions became a part of unified Italy in 1866?

- | | |
|-----------------------|-----------------|
| (A) Sardinia-Piedmont | (B) Venetia |
| (C) Sicily | (D) Papal State |

Solution**Answer: (B) Venetia**

Venetia was added to Italy in 1866 (after the Austro-Prussian War); the Papal States followed in 1870.

CBSE 2025 · 32/2/1 · Q1

1 mark

'Potato famine' was related to which of the following countries?

- | | |
|-------------|--------------|
| (A) England | (B) Ireland |
| (C) Finland | (D) Scotland |

Solution**Answer: (B) Ireland**

When potato blight destroyed the crop in 1845–49, about one million people died of starvation in Ireland and double that number emigrated.

CBSE 2025 · 32/2/1 · Q2

1 mark

Arrange the following events in chronological order and choose the correct option:

- I. Defeat of Napoleon in the battle of Leipzig
- II. Beginning of struggle for Greek independence
- III. Formation of customs union Zollverein
- IV. Signing of Treaty of Vienna

- | | |
|--------------------|--------------------|
| (A) I, II, III, IV | (B) I, II, IV, III |
| (C) II, I, III, IV | (D) II, I, IV, III |

Solution

Correct order: I, IV, II, III, which is not among the options; the board awarded the mark to all candidates.

Leipzig (1813) → Treaty of Vienna (1815) → Greek war of independence begins (1821) → Zollverein (1834).

CBSE 2024 · 32/2/1 · Q1

1 mark

The German philosopher 'Johann Gottfried' belonged to which one of the following schools of thought?

- | | |
|-----------------|----------------|
| (A) Socialist | (B) Liberalist |
| (C) Romanticist | (D) Marxist |

Solution**Answer: (C) Romanticist**

Johann Gottfried Herder held that true German culture was to be discovered among the common people (das volk), through folk songs, folk poetry and folk dances.

CBSE 2024 · 32/2/1 · Q2

1 mark

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

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

(A) Both A and R are true and R is the correct explanation of A. (B) Both A and R are true but R is not the correct explanation of A. (C) A is true but R is false. (D) A is false but R is true.

Solution

Answer: (A)

The Act of Union was the result of England's growing power and its wish to dominate Scotland; Scotland's culture and institutions were then suppressed.

CBSE 2024 · 32/2/1 · Q3

1 mark

Arrange the following events in chronological order:

I. Treaty of Constantinople

II. Habsburgs granted autonomy to Hungary

III. Balkan Conflict

IV. Napoleonic Civil Code

(A) IV, II, I & III

(B) III, II, IV & I

(C) IV, I, II & III

(D) I, IV, III & II

Solution

Answer: (C) IV, I, II & III

Napoleonic Code (1804) → Treaty of Constantinople (1832) → autonomy to Hungary (1867) → Balkan conflict (from 1871, leading to the First World War).

CBSE 2024 · 32/4/1 · Q1

1 mark

Arrange the following incidents in chronological order:

I. French Revolution

II. Napoleon's invasion of Italy

III. Unification of Italy

IV. Vienna Peace Treaty

(A) I, II, IV, III

(B) II, IV, I, III

(C) II, III, I, IV

(D) I, III, II, IV

Solution

Answer: (A) I, II, IV, III

French Revolution (1789) → Napoleon's invasion of Italy (1796–97) → Treaty of Vienna (1815) → unification of Italy (1861).

CBSE 2023 · 32/2/1 · Q1

1 mark

Which one of the following ideologies were the European Governments driven by after the defeat of Napoleon in 1815?

- | | |
|----------------|------------------|
| (a) Socialism | (b) Conservatism |
| (c) Liberalism | (d) Romanticism |

Solution**Answer: (b) Conservatism**

After 1815, European governments wanted to preserve traditional institutions such as the monarchy, the Church, social hierarchies, property and the family.

CBSE 2023 · 32/4/1 · Q1

1 mark

Arrange the following in chronological order:

- (I) Napoleonic wars
- (II) The Treaty of Vienna
- (III) Greek Struggle for Independence
- (IV) Slav Nationalism in Ottoman Empire

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

Solution**Answer: (b) I, II, III and IV**

Napoleonic wars (to 1815) → Treaty of Vienna (1815) → Greek struggle (from 1821) → Slav nationalism in the Balkans (late 19th century).

CBSE 2020 · 32/1/1 · Q1

1 mark

Which of the following revolutions is called as the first expression of 'Nationalism'?

- | | |
|------------------------|-----------------------------------|
| A. French Revolution | B. Russian Revolution |
| C. Glorious Revolution | D. The Revolution of the liberals |

Solution**Answer: A. French Revolution (1789)**

CBSE 2020 · 32/4/1 · Q1

1 mark

Who among the following was proclaimed as the first German Emperor in 1871?

- | | |
|-------------------------|--------------------------|
| (A) William I | (B) William II |
| (C) Friedrich Wilhelm I | (D) Friedrich Wilhelm IV |

Solution

Answer: (A) William I, the Prussian king, proclaimed German Emperor at Versailles in January 1871.

CBSE 2020 · 32/4/1 · Q5

1 mark

Fill in the blank: Young Italy was formed by _____.

Solution

Giuseppe Mazzini (in Marseilles).

CBSE 2019 · 32/2/1 · Q1(a)

1 mark

Explain the aim to form 'Zollverein', a Customs Union, in 1834 in Germany.

Solution

To abolish tariff barriers among the German states and reduce the number of currencies (from over thirty to two), so that goods and capital could move freely.

CBSE 2019 · 32/4/1 · Q1(a)

1 mark

Why did Frédéric Sorrieu present utopian vision in his prints in 1848? Explain one reason.

Solution

He visualised a world made up of 'democratic and social republics': his prints show the peoples of Europe and America, as distinct nations identified by their flags and costumes, marching together towards the Statue of Liberty, expressing his dream of a world of free nation-states.

CBSE 2016 · 32/1 · Set 1 · Q1(a)

1 mark

Who remarked "when France sneezes the rest of Europe catches cold".

Solution

Duke Metternich, the Austrian Chancellor (in the context of the July Revolution of 1830 in France, which sparked an uprising in Brussels).

2 marks: very short answer

CBSE 2024 · 32/2/1 · Q21

2 marks

"Conservative regimes set up in Europe in 1815 were autocratic." Support the statement by giving any two arguments.

Solution

1. They did not tolerate criticism and dissent and sought to curb activities that questioned the legitimacy of autocratic governments.
2. Most of them imposed censorship laws to control what was said in newspapers, books, plays and songs.

CBSE 2023 · 32/2/1 · Q21(a)

2 marks

Analyse the role of Chief Minister Cavour who led the movement to unite the regions of Italy.

Solution

1. Cavour, the chief minister of Sardinia-Piedmont, was neither a revolutionary nor a democrat; like many educated Italian elites he spoke French better than Italian.
2. Through a tactful diplomatic alliance with France that he engineered, Sardinia-Piedmont defeated the Austrian forces in 1859, a decisive step towards unification.

CBSE 2023 · 32/2/1 · Q21(b)

2 marks

Examine the ideas of liberal nationalism in Europe during the nineteenth century.

Solution

1. For the new middle classes, liberalism stood for freedom of the individual, equality before the law and government by consent, with a constitution and representative government.
2. It stressed the inviolability of private property and, in the economy, freedom of markets and the abolition of state restrictions on the movement of goods and capital.

3 marks: short answer

CBSE 2023 · 32/4/1 · Q25

3 marks

"Ideas of national unity in the early nineteenth century Europe were closely allied to the ideology of liberalism." Examine the statement.

Solution

1. Liberalism (from the Latin liber, free) stood for freedom of the individual and equality of all before the law, and politically for government by consent: an end of autocracy, a constitution and representative government.
2. However, equality before the law did not mean universal suffrage; in revolutionary France the right to vote was granted only to property-owning men, and liberals stressed the inviolability of private property.
3. In the economic sphere it stood for freedom of markets and removal of state restrictions on goods and capital. In 1834 the Zollverein (customs union) abolished tariff barriers among German states, linking economic nationalism with national unity.

CBSE 2019 · 32/2/1 · Q8(a)

3 marks

Describe the great economic hardship that prevailed in Europe during the 1930s. (The board accepted answers on the 1830s or the 1930s.)

Solution

For the 1830s (NCERT, Nationalism in Europe):

1. Europe's population increased enormously, and in most countries there were more seekers of jobs than employment.
2. People migrated from rural areas to cities to live in overcrowded slums; small producers faced stiff competition from cheap machine-made goods from England.
3. Where aristocracy still ruled, peasants struggled under feudal dues; a rise in food prices or a bad harvest led to widespread pauperism.

CBSE 2019 · 32/4/1 · Q8(a)

3 marks

Describe the role of Romanticism in developing nationalist feelings among Europeans during nineteenth century.

Solution

1. Romanticism was a cultural movement that sought to develop a particular form of nationalist sentiment through art, poetry, stories and music, appealing to emotions, intuition and mystical feelings rather than reason and science.
2. Romantic artists and poets focused on a shared collective heritage and a common cultural past as the basis of a nation. The German philosopher Johann Gottfried Herder claimed that true German culture was to be discovered among the common people, *das volk*, through folk songs, folk poetry and folk dances.
3. Language played an important role: in Poland, after the Russian occupation, the Polish language was used as a weapon of national resistance (church gatherings, religious instruction in Polish), and Karol Kurpinski celebrated the national struggle through operas and music, turning folk dances like the polonaise and mazurka into nationalist symbols.

CBSE 2017 · 32/1 · Set 1 · Q9(a)

3 marks

Describe any three economic hardships faced by Europe in the 1830s.

Solution

1. There was an enormous increase in population all over Europe; there were more seekers of jobs than employment.
2. Population from rural areas migrated to cities to live in overcrowded slums; small producers in towns faced stiff competition from cheap machine-made goods imported from England, where industrialisation was more advanced.
3. In regions where the aristocracy still enjoyed power, peasants struggled under feudal dues and obligations; the rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

CBSE 2016 · 32/1 · Set 1 · Q9(a)

3 marks

"The decade of 1830 had brought great economic hardship in Europe." Support the statement with arguments.

Solution

1. There was an enormous increase in population all over Europe; there were more seekers of jobs than employment. Population from rural areas migrated to cities to live in overcrowded slums.
2. Small producers in towns often faced stiff competition from imports of cheap machine-made goods from England, where industrialisation was more advanced (especially in textiles).
3. In regions where the aristocracy still enjoyed power, peasants struggled under feudal dues and obligations; the rise of food prices or a year of bad harvest led to widespread pauperism in town and country.

5 marks: long answer

CBSE 2026 · 32/4/1 · Q7(a)

5 marks

Describe the process of unification of Germany.

Solution

1. In 1848 middle-class Germans tried to unite the regions of the German Confederation into a nation-state governed by an elected parliament (Frankfurt Parliament).
2. This liberal initiative was repressed by the monarchy and the military, supported by the large landowners (Junkers) of Prussia.
3. Prussia then took over the leadership of the movement for national unification.
4. Its chief minister, **Otto von Bismarck**, was the architect of the process, carried out with the help of the Prussian army and bureaucracy.
5. Three wars over seven years, with Denmark, Austria and France, ended in Prussian victory and completed unification. In January 1871 the Prussian king **William I** was proclaimed German Emperor at Versailles.

CBSE 2026 · 32/4/1 · Q7(b)

5 marks

Describe the process of unification of Italy.

Solution

1. In the mid-19th century Italy was divided into seven states; only Sardinia-Piedmont was ruled by an Italian princely house. The north was under the Austrian Habsburgs, the centre under the Pope and the south under the Bourbon kings of Spain.
2. In the 1830s **Giuseppe Mazzini** worked out a programme for a unitary Italian republic and formed the secret society Young Italy.
3. After the failed uprisings of 1831 and 1848, the task fell to Sardinia-Piedmont under King **Victor Emmanuel II**, who sought unification through war.
4. Through a diplomatic alliance with France engineered by Chief Minister **Cavour**, Sardinia-Piedmont defeated the Austrian forces in 1859.
5. In 1860 armed volunteers under **Giuseppe Garibaldi** marched into South Italy and the Kingdom of the Two Sicilies and, with the support of local peasants, drove out the Spanish rulers. In 1861 Victor Emmanuel II was proclaimed king of united Italy.

CBSE 2026 · 32/5/1 · Q7(a)

5 marks

Examine the nationalist tensions emerged in the Balkan region by the end of nineteenth century.

Solution

1. The Balkans (modern Romania, Bulgaria, Albania, Greece, Serbia and others) was a region of geographical and ethnic variation whose people were broadly called Slavs; much of it was under the Ottoman Empire.
2. The spread of romantic nationalism together with the disintegration of the Ottoman Empire made the region explosive; one by one its subject nationalities broke away and declared independence.

3. The Balkan peoples used history to claim that they had once been independent and had been subjugated by foreign powers.
4. The Balkan states were fiercely jealous of each other, and each hoped to gain more territory at the others' expense.
5. The region also became the scene of big-power rivalry: Russia, Germany, England and Austria-Hungary each tried to counter the others and extend its own control. This led to a series of wars and finally to the First World War.

CBSE 2026 · 32/5/1 · Q7(b)

5 marks

Examine the role of Giuseppe Mazzini in the unification of Italy during the nineteenth century.

Solution

1. Born in Genoa in 1805, Mazzini became a member of the secret society of the Carbonari and was exiled in 1831 for attempting a revolution in Liguria.
2. In the 1830s he worked out a coherent programme for a unitary Italian republic.
3. He believed God had intended nations to be the natural units of mankind, so Italy could not remain a patchwork of small states; it had to be forged into a single unified republic.
4. He founded secret societies, **Young Italy** in Marseilles and **Young Europe** in Berne, to spread his ideas.
5. His opposition to monarchy and his vision of democratic republics frightened conservatives (Metternich called him "the most dangerous enemy of our social order"), and his ideas inspired the revolutionaries who later achieved unification.

CBSE 2025 · 32/1/1 · Q30(a)

5 marks

Analyse the significance of the 'Napoleonic Code' in making the administrative system rational and efficient.

Solution

The Civil Code of 1804, the Napoleonic Code:

1. Did away with all privileges based on birth and established equality before the law.
2. Secured the right to property.
3. Simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
4. Removed guild restrictions in towns and improved transport and communication systems.
5. Gave peasants, artisans, workers and businessmen new freedom; uniform laws, standardised weights and measures and a common currency made the movement of goods and capital easier.

CBSE 2025 · 32/1/1 · Q30(b)

5 marks

How was liberalism allied to national unity in Europe in the early decades of the 19th century? Analyse.

Solution

1. For the new middle classes, liberalism meant freedom for the individual and equality of all before the law.

2. Politically it stood for government by consent: an end to autocracy and clerical privileges, a constitution and representative government through parliament.
3. Economically it stood for freedom of markets and the abolition of state-imposed restrictions on the movement of goods and capital.
4. In the German lands, merchants travelling from Hamburg to Nuremberg had to pass 11 customs barriers, and each region had its own currency, weights and measures; such barriers were seen as obstacles to economic growth.
5. In 1834 the **Zollverein**, a customs union led by Prussia, abolished tariff barriers and reduced currencies from over thirty to two. It created a network of railways and linked economic interests with national unity.

CBSE 2025 · 32/2/1 · Q30(a)

5 marks

How did French Revolution spread the spirit of nationalism in Europe? Explain with suitable arguments.

Solution

1. The first clear expression of nationalism came with the French Revolution of 1789, which transferred sovereignty from the monarchy to the French citizens.
2. Revolutionaries introduced ideas like la patrie (fatherland) and le citoyen (citizen), a new tricolour flag, a National Assembly, new hymns, uniform laws and French as the common language, creating a collective identity.
3. They declared it the mission of the French nation to liberate the peoples of Europe from despotism.
4. Students and educated middle classes in other European cities set up Jacobin clubs.
5. Their activities prepared the way for French armies, which moved into Holland, Belgium, Switzerland and much of Italy in the 1790s and carried the idea of nationalism abroad.

CBSE 2025 · 32/2/1 · Q30(b)

5 marks

How did the Greek freedom struggle arouse nationalist sentiments in Europe? Explain with suitable arguments.

Solution

1. The Greek war of independence mobilised nationalist feelings among the educated elite across Europe.
2. Greece had been part of the Ottoman Empire since the 15th century; a struggle for independence began in 1821.
3. Greek nationalists got support from Greeks in exile and from West Europeans who admired ancient Greek culture.
4. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion for its struggle against a Muslim empire; the English poet Lord Byron raised funds and died fighting in 1824.
5. The Treaty of Constantinople (1832) recognised Greece as an independent nation.

CBSE 2024 · 32/4/1 · Q30(a)

5 marks

"The French Revolution created a sense of collective identity among the French people." Explain the statement with suitable arguments.

Solution

1. The Revolution (1789) transferred sovereignty from the monarchy to the French citizens; the people would now constitute the nation and shape its destiny.
2. The ideas of **la patrie** (fatherland) and **le citoyen** (citizen) emphasised a united community enjoying equal rights under a constitution.
3. A new French flag, the tricolour, replaced the royal standard, and the Estates General was renamed the National Assembly.
4. New hymns were composed, oaths taken and martyrs commemorated in the name of the nation.
5. A centralised administrative system with uniform laws, internal customs duties abolished, a uniform system of weights and measures, and French as the common language bound the people together.

CBSE 2024 · 32/4/1 · Q30(b)

5 marks

"The Greek war of independence mobilised nationalist feelings among the educated elite across Europe." Explain the statement with suitable arguments.

Solution

1. Greece had been part of the Ottoman Empire since the 15th century.
2. The growth of revolutionary nationalism in Europe sparked off a struggle for independence among the Greeks in 1821.
3. Greek nationalists got support from Greeks in exile and from West Europeans who admired ancient Greek culture.
4. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire; the English poet Lord Byron organised funds and died fighting in 1824.
5. The Treaty of Constantinople (1832) recognised Greece as an independent nation.

CBSE 2020 · 32/1/1 · Q29(a)

5 marks

How did ideas of national unity in early nineteenth century Europe allied to the ideology of liberalism? Explain.

Solution

1. For the new middle classes, liberalism stood for freedom for the individual and equality of all before the law.
2. Politically it emphasised government by consent: an end to autocracy and clerical privileges, a constitution and representative government.
3. Economically it stood for freedom of markets and the abolition of state restrictions on the movement of goods and capital.

4. In the German region, a merchant travelling from Hamburg to Nuremberg had to pass 11 customs barriers and pay a duty of about 5% at each; different currencies, weights and measures made trade costly.
5. In 1834 the Zollverein, a customs union formed at the initiative of Prussia, abolished tariff barriers and reduced currencies from over thirty to two; railways further linked economic interests to national unification.

CBSE 2020 · 32/1/1 · Q29(b)

5 marks

How did Greek war of independence mobilise nationalist feelings among the educated elite across Europe? Explain.

Solution

1. Greece had been part of the Ottoman Empire since the 15th century.
2. The growth of revolutionary nationalism in Europe sparked off a struggle for independence among the Greeks in 1821.
3. Greek nationalists got support from Greeks in exile and from many West Europeans who admired ancient Greek culture.
4. Poets and artists lauded Greece as the cradle of European civilisation and mobilised public opinion to support its struggle against a Muslim empire; the English poet Lord Byron organised funds and died fighting in 1824.
5. The Treaty of Constantinople (1832) recognised Greece as an independent nation.

CBSE 2020 · 32/4/1 · Q29(a)

5 marks

Why is it said that the 1830s were the years of great hardship in Europe? Explain.

Solution

1. The first half of the 19th century saw an enormous increase in population all over Europe.
2. In most countries there were more seekers of jobs than employment; people from rural areas migrated to cities to live in overcrowded slums.
3. Small producers in towns faced stiff competition from cheap machine-made goods imported from England.
4. In regions where the aristocracy still enjoyed power, peasants struggled under feudal dues and obligations.
5. The rise of food prices or a year of bad harvest led to widespread pauperism in town and country (for example the 1845 revolt of Silesian weavers).

CBSE 2020 · 32/4/1 · Q29(b)

5 marks

How did nationalism aligned with imperialism become the cause of the First World War? Explain.

Solution

1. By the last quarter of the 19th century, nationalism no longer kept its idealistic liberal-democratic sentiment; it became a narrow creed with limited ends.
2. The major European powers manipulated nationalist aspirations of subject peoples to further their own imperialist aims.

3. The Balkans, a region of ethnic variation under the Ottoman Empire, became explosive as its subject nationalities broke away and declared independence; they were jealous of one another and each wanted more territory.
4. Russia, Germany, England and Austria-Hungary competed for control of the Balkans as part of their rivalry over trade, colonies and naval and military might.
5. This led to a series of wars in the region and finally to the First World War in 1914.

CBSE 2018 · 32/1 · Set 1 · Q19(a)

5 marks

Describe the explosive conditions prevailed in Balkans after 1871 in Europe.

Solution

1. The Balkans was a region of geographical and ethnic variation comprising modern-day Romania, Bulgaria, Albania, Greece, Macedonia, Croatia, Bosnia-Herzegovina, Slovenia, Serbia and Montenegro, whose inhabitants were broadly known as the Slavs.
2. A large part of the Balkans was under the control of the Ottoman Empire; the spread of the ideas of romantic nationalism together with the disintegration of the Ottoman Empire made the region very explosive.
3. One by one, its European subject nationalities broke away and declared independence; the Balkan peoples based their claims on nationality and used history to prove that they had once been independent.
4. The Balkan states were fiercely jealous of each other and each hoped to gain more territory at the expense of the others, which led to a series of wars in the region.
5. The big European powers (Russia, Germany, England, Austria-Hungary) competed over trade, colonies and naval and military might, and each tried to counter the others' hold over the Balkans; this led to a series of wars and finally the First World War.

CBSE 2017 · 32/1 · Set 1 · Q21(a)

5 marks

"The first clear expression of nationalism came with the 'French Revolution' in 1789." Examine the statement.

Solution

1. The French Revolution led to the transfer of sovereignty from the monarchy to a body of French citizens; it proclaimed that it was the people who would henceforth constitute the nation and shape its destiny.
2. The ideas of *la patrie* (the fatherland) and *le citoyen* (the citizen) emphasised the notion of a united community enjoying equal rights under a constitution.
3. A new French flag, the tricolour, replaced the former royal standard; the Estates General was elected by the body of active citizens and renamed the National Assembly.
4. New hymns were composed, oaths taken and martyrs commemorated in the name of the nation; a centralised administrative system was put in place and formulated uniform laws for all citizens.
5. Internal customs duties and dues were abolished and a uniform system of weights and measures adopted; regional dialects were discouraged and French, as spoken and written in Paris, became the common language of the nation.

CBSE 2016 · 32/1 · Set 1 · Q21(a)

5 marks

"Napoleon had destroyed democracy in France but in the administrative field he had incorporated revolutionary principles in order to make the whole system more rational and efficient." Analyse the statement with arguments.

Solution

1. Napoleon destroyed democracy by returning France to monarchy, but the Civil Code of 1804, the Napoleonic Code, did away with all privileges based on birth.
2. It established equality before the law and secured the right to property.
3. The Code was exported to regions under French control; in the Dutch Republic, Switzerland, Italy and Germany, he simplified administrative divisions, abolished the feudal system and freed peasants from serfdom and manorial dues.
4. In towns, guild restrictions were removed; transport and communication systems were improved.
5. Peasants, artisans, workers and new businessmen enjoyed a new-found freedom; businessmen and small producers realised that uniform laws, standardised weights and measures and a common national currency would facilitate the movement and exchange of goods and capital from one region to another.

CBSE BOARD PAPER

2026 · Q.P. Code 32/4/1

Time: 3 hours

Maximum marks: 80

Section A · History (20 marks)

1. Arrange the following events in chronological order and choose the correct option: 1

I. Second Round Table Conference
 II. Formation of Depressed Class Association
 III. Lahore Session of Indian National Congress
 IV. Formation of Awadh Kisan Sabha

(A) I, II, IV, III

(B) I, II, III, IV

(C) IV, III, II, I

(D) IV, III, I, II

2. Assertion (A): Silver from Peru and Mexico enhanced Europe's wealth in the sixteenth century. 1

Reason (R): Europe used this silver to finance its trade with Asia.

(A) Both A and R are true and R is the correct explanation of A. (B) Both A and R are true but R is not the correct explanation of A. (C) A is true but R is false. (D) A is false but R is true.

3. The given painting is from the sixteenth century from Mughal India. Identify the work shown in this painting from the following options: 1



(A) Minting of coins

(B) Metal crafting

(C) Pottery making

(D) Book making

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

(A) Ram Chaddha – Bengal Gazette
 (B) Gangadhar Bhattacharya – Kesari
 (C) Jyotiba Phule – Gulamgiri
 (D) Rashsundari Devi – Padmarg

5. (a) "Food offered many examples of long distance cultural exchange during pre-modern times." Explain the statement with any two examples. 2

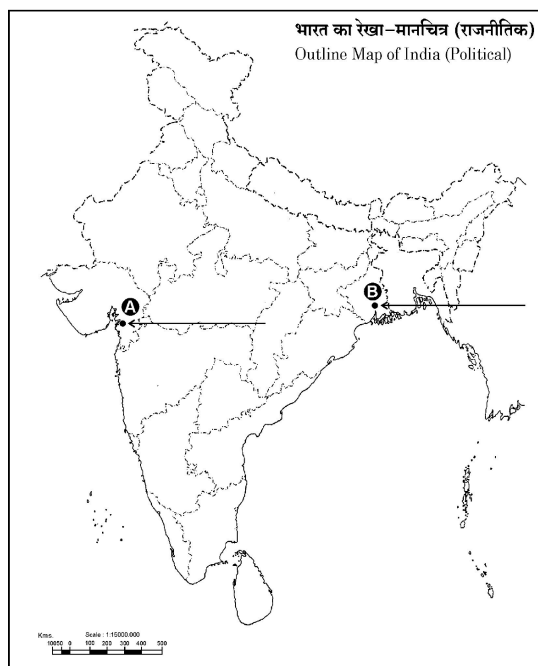
OR

(b) "Trade and cultural exchange went hand-in-hand during pre-modern times." Explain the statement with any two examples. 2

6. (a) Evaluate the role of print in the French Revolution. 3
- OR**
- (b) Evaluate the role of Buddhist Missionaries in printing culture. 3
7. (a) Describe the process of unification of Germany. 5
- OR**
- (b) Describe the process of unification of Italy. 5
8. Read the given source carefully and answer the questions that follow: 4
- Quit India Movement.* The failure of the Cripps Mission and the effects of World War II created widespread discontentment in India. This led Gandhiji to launch a movement calling for complete withdrawal of the British from India. The Congress Working Committee, in its meeting in Wardha on 14 July 1942, passed the historic 'Quit India' resolution demanding the immediate transfer of power to Indians and quit India. On 8th August 1942 in Bombay, the All India Congress Committee endorsed the resolution which called for a non-violent mass struggle on the widest possible scale throughout the country. It was on this occasion that Gandhiji delivered the famous 'Do or Die' speech. The call for 'Quit India' almost brought the state machinery to a standstill in large parts of the country as people voluntarily threw themselves into the thick of the movement. People observed hartals, and demonstrations and processions were accompanied by national songs and slogans. The movement was truly a mass movement which brought into its ambit thousands of ordinary people, namely students, workers and peasants. It also saw the active participation of leaders, namely, Jayprakash Narayan, Aruna Asaf Ali and Ram Manohar Lohia and many women such as Matangini Hazra in Bengal, Kanaklata Barua in Assam and Rama Devi in Orissa. The British responded with much force, yet it took more than a year to suppress the movement.
- 8.1 How did the failure of the Cripps Mission contribute to the launch of the Quit India Movement? (1)
- 8.2 Why was Gandhiji's call for 'the Quit India' considered historic? (1)
- 8.3 Explain the role of women in making the Quit India Movement more inclusive. (2)

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

A. The place where Gandhiji broke the Salt Law.

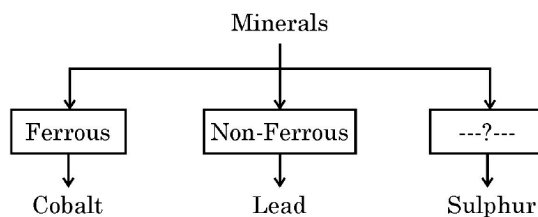


- (B) The place where the session of Indian National Congress was held. (Map of Q9.)

Section B · Geography (20 marks)

10. Read the given infographics carefully and choose the correct option that identifies the soil described: (1) Sandy in texture → (2) Red to brown in colour → (3) Soil lacks humus due to dry climate.
- | | |
|-------------------|-----------------|
| (A) Laterite soil | (B) Forest soil |
| (C) Arid soil | (D) Black soil |
11. In which of the following regions did the "Beej-Bachao Andolan" of farmers begin?
- | | |
|------------|-------------|
| (A) Kumaon | (B) Tehri |
| (C) Almora | (D) Chamoli |
12. Match Column-I (National Park) with Column-II (States): a. Corbett, b. Sunderban, c. Sariska, d. Periyar; i. Rajasthan, ii. Uttarakhand, iii. Kerala, iv. West Bengal.
- | | |
|--------------------|--------------------|
| (A) ii, i, iv, iii | (B) i, iii, ii, iv |
| (C) iv, ii, iii, i | (D) ii, iv, i, iii |

13. Choose the correct option to fill in the blank:



- (A) Non-metallic (B) Metallic
(C) Precious (D) Energy

14. In which of the following categories of 'land-use' has India registered an increase?

- (A) Permanent pasture (B) Unsuitable for agriculture
(C) Barren (D) Forest

15. Which one of the following crops grows well in hot and humid climate?

- (A) Sugarcane (B) Peas
(C) Wheat (D) Gram

16. If every farmer in India follows modern farming practices, explain any two positive changes this could bring to villages.

17. (a) Examine the role of petroleum as an important source of energy and describe its distribution in India. (3 + 2 = 5)

OR

- (b) Examine the role of coal as an important energy resource and describe its distribution in India. (3 + 2 = 5)

18. Read the given source and answer the questions that follow:

Sardar Sarovar Project. Sardar Sarovar Dam has been built over the Narmada river in Gujarat. This is one of the largest water resources projects of India covering four states – Maharashtra, Madhya Pradesh, Gujarat and Rajasthan. The Sardar Sarovar Project would meet the requirement of water in drought prone and desert areas. Sardar Sarovar Project will provide irrigation facilities to 18.45 lakh hectare of land, covering 3112 villages in 15 districts of Gujarat. It will also irrigate 2,46,000 hectare of land in the strategic desert districts of Barmer and Jalore in Rajasthan and 37,500 hectare in the tribal hilly tract of Maharashtra through lift. About 75% of the command area in Gujarat is drought prone while entire command in Rajasthan is drought prone. Assured water supply will soon make this area drought proof.

18.1 Why is Sardar Sarovar Project considered important for Gujarat? (1)

18.2 Why is Sardar Sarovar Project designed to cover four states? (1)

18.3 In what ways does this project promote sustainability? (2)

19. (i) On the same outline map of India given for Q. No. 9, locate and label any three of the following with suitable symbols:

(i) The major dam constructed on the Chenab river

(ii) Nuclear power plant in Maharashtra

(iii) Software Technology Park in Tamil Nadu

1

(iv) International Airport in Punjab

1

Section C · Political Science (20 marks)

20. Assertion (A): The civil war in Sri Lanka resulted due to failure of political accommodation of ethnicity.
Reason (R): The distrust between the Sinhala and Tamil communities turned into widespread conflict in Sri Lanka.

1

(A) Both A and R are true and R is the correct explanation of A. (B) Both A and R are true but R is not the correct explanation of A. (C) A is true but R is false. (D) A is false but R is true.

21. Look at the given picture carefully and choose the most appropriate option: Which of the following is a strength of democracy highlighted in the cartoon?

1



- (A) Avoidance of social conflicts.
(B) Quick decision-making
(C) Concentration of power with one
(D) Thinking accommodation of various demands.

22. Find the odd one out from the following:

1

- (A) Communist Party of India (M) & Bharatiya Janata Party
(B) Rashtriya Janata Dal & Janata Dal
(C) Nationalist Congress Party & Shiv Sena
(D) United Democratic Party & National People's Party

23. Read the given statements regarding decentralisation in India and choose the correct option:
i. Rural local government is known as Panchayati Raj.
ii. Each village or group of villages have Gram Panchayat.
iii. Panch and Sarpanch of villages are selected by Election Commission.
iv. Panchayat works under the supervision of Gram Sabha.

1

- (A) only i, iii and iv are correct.
(B) only i, ii and iv are correct.
(C) only ii, iii and iv are correct.
(D) only i, ii and iii are correct.

24. Suggest any two ways to promote Women's Entrepreneurship in the economy.

2

25. Differentiate between democracy and dictatorship. 2
26. How does the Indian Constitution define the distribution of powers between the centre and the states? Explain with examples. 3
27. (a) Examine the role of political parties in a democracy. 5
- OR**
- (b) Examine the need of the political parties in a democratic government. 5
28. Read the given source carefully and answer the questions that follow: 4
- Power Sharing.* Power is shared among different organs of government, such as the legislature, executive and judiciary. Let us call this horizontal distribution of power because it allows different organs of government placed at the same level to exercise different powers. Such a separation ensures that none of the organs can exercise unlimited power. Each organ checks the others. This results in a balance of power among various institutions. Last year, we studied that in a democracy, even though ministers and government officials exercise power, they are responsible to the Parliament or State Assemblies. Similarly, although judges are appointed by the executive, they can check the functioning of executive or laws made by the legislatures. This arrangement is called a system of checks and balances.
- 28.1 Explain the term 'Balance of Power'. (1)
- 28.2 Why is the judiciary considered independent in a democracy? (1)
- 28.3 How is power shared among different organs of government? (2)

Section D · Economics (20 marks)

29. Study the given data carefully and answer the question that follows: Monthly income of citizens (in ₹) of Country A: I – 9,500; II – 10,500; III – 9,800; IV – 1,000; V – 10,200. (Country B: 500, 500, 500, 500, 4,800.) Identify the average monthly income of citizens in 'country A'. 1
- (A) 8,200 (B) 9,000
(C) 1,000 (D) 9,020
30. Identify the sector of the economy on the basis of ownership with the help of following information: The government owns most of the assets. Delivery of services in the hands of government. Fair price shops is an example of it. 1
- (A) Private Sector (B) Public Sector
(C) Joint Sector (D) Cooperative Sector
31. Swapna, a small farmer grows groundnut on her three acres of land. She takes a loan from the moneylender to meet the expenses of cultivation but midway due to flood, crop fails and her debt increased. Again she has to take loan to manage crops. Suggest Swapna, which of the following sources of loan would be suitable for her. 1
- (A) Friends (B) Relatives
(C) Moneylenders (D) Banks

32. The removal of barriers on foreign trade and investment by the Indian government has been called as: 1
- (A) Industrialisation (B) Nationalisation
(C) Privatisation (D) Liberalisation
33. Which of the following reports compare countries using health, education and per capita income? 1
- (A) Human Development Report
(B) Global Trade Report
(C) World Development Report
(D) Economic Survey Report
34. Choose the correct option to fill in the blank: Net attendance ratio is expressed as a _____ of total children in the age group of 6–10 years attending school. 1
- (A) Ratio (B) Percentage
(C) Fraction (D) Index
35. "New technology has helped to connect the world." Justify the statement with suitable arguments. 3
36. Explain the role of Reserve Bank of India in the Indian economy. 3
37. Analyse the issues that necessitate sustainable development for the future. 3
38. (a) How are primary sectors different from secondary sectors? Explain with examples. 5
- OR**
- (b) How are organized sectors different from unorganized sectors? Explain with examples. 5

Solutions · CBSE 2026 · 32/4/1

Q1 Answer: (C) IV, III, II, I

Awadh Kisan Sabha (October 1920) → Lahore Session of the INC (December 1929) → Depressed Classes Association (1930) → Second Round Table Conference (December 1931).

Q2 Answer: (A)

Precious metals, especially silver, from mines in present-day Peru and Mexico increased Europe's wealth, and this silver paid for European trade with Asia (spices, textiles). R explains how the wealth was used and built up through trade.

Q3 Answer: (D) Book making

The painting shows calligraphers, illustrators and binders at work in a royal workshop (kitabkhana) of the Mughal court, where manuscripts were copied and illustrated by hand.

Q4 Answer: (C) Jyotiba Phule – Gulamgiri

Phule wrote about the injustices of the caste system in Gulamgiri (1871). Ram Chaddha wrote Istri Dharm Vichar, Gangadhar Bhattacharya published the Bengal Gazette, Kesari was Tilak's paper, and Rashsundari Devi wrote Amar Jiban.

- Q5(a)**
1. Traders and travellers introduced new crops to the lands they travelled. Noodles travelled west from China and became spaghetti in Italy; pasta may have reached Sicily with Arab traders.
 2. Many common foods of Europe and Asia, such as potatoes, soya, groundnuts, maize, tomatoes, chillies and sweet potatoes, came from America after Columbus reached it.

- Q5(b)**
1. The silk routes linked Asia with Europe and northern Africa. Chinese silk and pottery and Indian and Southeast Asian textiles and spices went west, and gold and silver flowed east.
 2. The same routes carried ideas and faiths: Buddhism spread from eastern India in many directions, and early Christian missionaries and later Muslim preachers travelled them to Asia.

- Q6(a)**
1. Print popularised the ideas of Enlightenment thinkers such as Voltaire and Rousseau, who attacked the sacred authority of the Church and the despotic power of the state and argued for the rule of reason.
 2. Print created a new culture of dialogue and debate. All values, norms and institutions were re-evaluated by a public that had become aware of the power of reason.
 3. By the 1780s there was an outpouring of literature, cartoons and caricatures mocking the royalty and its morality, showing the monarchy absorbed in pleasure while common people suffered. This helped turn people against the monarchy.

- Q6(b)**
1. Buddhist missionaries from China introduced hand-printing technology into Japan around AD 768–770.
 2. The oldest Japanese book, printed in AD 868, is the Buddhist Diamond Sutra, with six sheets of text and woodcut illustrations.
 3. Printing then spread to textiles, playing cards and paper money, and by the late 18th century Edo (Tokyo) had libraries and bookshops full of hand-printed books on many subjects.

- Q7(a)**
1. In 1848 middle-class Germans tried to unite the regions of the German Confederation into a nation-state governed by an elected parliament (Frankfurt Parliament).
 2. This liberal initiative was repressed by the monarchy and the military, supported by the large landowners (Junkers) of Prussia.
 3. Prussia then took over the leadership of the movement for national unification.
 4. Its chief minister, **Otto von Bismarck**, was the architect of the process, carried out with the help of the Prussian army and bureaucracy.
 5. Three wars over seven years, with Denmark, Austria and France, ended in Prussian victory and completed unification. In January 1871 the Prussian king **William I** was proclaimed German Emperor at Versailles.

- Q7(b)**
1. In the mid-19th century Italy was divided into seven states; only Sardinia-Piedmont was ruled by an Italian princely house. The north was under the Austrian Habsburgs, the centre under the Pope and the south under the Bourbon kings of Spain.

2. In the 1830s **Giuseppe Mazzini** worked out a programme for a unitary Italian republic and formed the secret society Young Italy.
3. After the failed uprisings of 1831 and 1848, the task fell to Sardinia-Piedmont under King **Victor Emmanuel II**, who sought unification through war.
4. Through a diplomatic alliance with France engineered by Chief Minister **Cavour**, Sardinia-Piedmont defeated the Austrian forces in 1859.
5. In 1860 armed volunteers under **Giuseppe Garibaldi** marched into South Italy and the Kingdom of the Two Sicilies and, with the support of local peasants, drove out the Spanish rulers. In 1861 Victor Emmanuel II was proclaimed king of united Italy.

- Q8** 8.1 The failure of the Cripps Mission, together with the hardships of World War II, created widespread discontent in India. Gandhiji responded by launching a movement demanding complete withdrawal of the British.
- 8.2 The call, given with the 'Do or Die' speech on 8 August 1942, almost brought the state machinery to a standstill as people all over the country voluntarily joined the movement.
- 8.3 (i) Women leaders such as Aruna Asaf Ali, Matangini Hazra (Bengal), Kanaklata Barua (Assam) and Rama Devi (Orissa) took an active part and led protests.
- (ii) Ordinary women joined hartals, demonstrations and processions in large numbers, which made it a true mass movement.

- Q9(A)** **A – Dandi** (on the Gujarat coast, south of Surat). Gandhiji reached Dandi on 6 April 1930 at the end of the Salt March from Sabarmati and broke the salt law by making salt from seawater.

- Q9(B)** **B – Calcutta (Kolkata)**, West Bengal. The special session of September 1920 at Calcutta accepted Gandhiji's Non-Cooperation programme.

- Q10** **Answer: (C) Arid soil**
- Arid soils range from red to brown, are generally sandy and saline, and lack humus and moisture because of the dry climate and high temperature.

- Q11** **Answer: (B) Tehri**
- The Beej Bachao Andolan in Tehri (Uttarakhand) showed that diversified crops can be grown without synthetic chemicals.

- Q12** **Answer: (D) a-ii, b-iv, c-i, d-iii**
- Corbett – Uttarakhand; Sunderban – West Bengal; Sariska – Rajasthan; Periyar – Kerala.

- Q13** **Answer: (A) Non-metallic**
- Cobalt (ferrous) and lead (non-ferrous) are metallic minerals; sulphur is a non-metallic mineral.

- Q14** **Answer: (D) Forest**
- Between 1960-61 and 2014-15 the area under forests increased, while permanent pastures and barren and wasteland decreased.

- Q15** **Answer: (A) Sugarcane**

Sugarcane is a tropical and subtropical crop that needs a hot and humid climate (21–27°C) and 75–100 cm of rainfall. Peas, wheat and gram are rabi crops of the cool season.

- Q16**
1. Farm productivity would rise through HYV seeds, scientific use of fertilisers and efficient irrigation, increasing farmers' incomes.
 2. Water and other resources would be used better, and new jobs in farm services, agro-processing and marketing would raise living standards in villages.

Q17(a) Role (3):

1. Petroleum is the next major energy source in India after coal; it provides fuel for heat and lighting.
2. It provides lubricants for machinery.
3. It provides raw materials for many industries, such as synthetic textiles, fertilisers and chemicals; refineries act as nodal industries.

Distribution (2):

1. About 63% of India's petroleum comes from **Mumbai High**, 18% from Gujarat and 16% from Assam. **Ankeleshwar** is the most important field of Gujarat.
2. Assam is the oldest oil-producing state; **Digboi, Naharkatiya and Moran-Hugrijan** are its main oil fields.

Q17(b) Role (3):

1. Coal is the most abundantly available fossil fuel in India and provides a substantial part of the nation's energy needs.
2. It is used for power generation.
3. It supplies energy to industry and for domestic needs; India depends heavily on coal for its commercial energy.

Distribution (2):

1. Gondwana coal (metallurgical coal) is found mainly in the **Damodar valley** (West Bengal–Jharkhand): Jharia, Raniganj and Bokaro. The Godavari, Mahanadi, Son and Wardha valleys also have coal.
2. Lignite is found at **Neyveli** (Tamil Nadu), and tertiary coal in Meghalaya, Assam, Arunachal Pradesh and Nagaland.

- Q18**
- 18.1 It irrigates 18.45 lakh hectares covering 3112 villages in 15 districts of Gujarat, where about 75% of the command area is drought prone.
 - 18.2 To meet the water needs of the drought-prone and desert areas of all four states that share the Narmada basin, and to irrigate land in Gujarat, Rajasthan and Maharashtra.
 - 18.3 (i) It assures drinking water and irrigation to drought-prone areas, making them drought proof and supporting food security.
(ii) It generates hydroelectricity, a renewable and clean source of energy, and helps recharge groundwater.

- Q19(i) Salal Dam**, on the Chenab river in the Reasi district of Jammu and Kashmir (north-west of Jammu).

Q19(ii) Tarapur, on the coast of Maharashtra north of Mumbai (near the Gujarat border).

Q19(iii) Chennai (also accepted: Coimbatore, Madurai). Chennai lies on the Coromandel coast in northern Tamil Nadu.

Q19(iv) Amritsar (Sri Guru Ram Dass Jee International Airport), in north-western Punjab near the Pakistan border.

Q20 Answer: (A)

Majoritarian measures favouring the Sinhala community denied Tamils political accommodation. The resulting distrust between the communities grew into a civil war, which explains A.

Q21 Answer: (D)

The rocks hurled at "democracy" are the many demands of people (language, separate state, more DA, students' demands). A democracy has to listen to and accommodate such demands peacefully.

Q22 Answer: (A)

CPI(M) and BJP are both recognised national parties, while each of the other pairs contains state (regional) parties.

Q23 Answer: (B)

Statement iii is wrong: the panch and the sarpanch are directly elected by all the adult residents of the village, not selected by the Election Commission.

- Q24**
1. Provide easy loans at low interest, through banks and self-help groups, so that women can start and run their own businesses.
 2. Give vocational and skill training along with women-focused start-up schemes, subsidies and tax benefits.

Q25

Democracy	Dictatorship
People elect their rulers in free and fair elections held regularly.	People have no role in choosing the ruler; elections are not held or are not free and fair.
The government is accountable to the citizens, and people enjoy rights and freedoms.	Power lies with one person or a small group that is not accountable; rights and freedoms are not guaranteed.

Q26 The Constitution provides a three-fold distribution of legislative powers:

1. **Union List:** subjects of national importance such as defence, foreign affairs, banking, communications and currency. Only the Union Government makes laws on them, as a uniform policy is needed.
2. **State List:** subjects of state and local importance such as police, trade, commerce, agriculture and irrigation. Only state governments make laws on them.
3. **Concurrent List:** subjects of common interest such as education, forest, trade unions, marriage, adoption and succession. Both can make laws; if they conflict, the Union law

prevails. Subjects not in any list (residuary subjects, such as computer software) are with the Union Government.

- Q27(a)** 1. Parties **contest elections**; in most democracies elections are fought mainly among candidates put up by parties.
2. They put forward different **policies and programmes**, and voters choose from them.
3. They play a decisive role in **making laws** in the legislature.
4. They **form and run governments**; the parties that lose play the role of **opposition**, criticising the government for its failures or wrong policies.
5. They **shape public opinion**, raise issues and launch movements, and give people access to government machinery and welfare schemes.

- Q27(b)** 1. Without parties every candidate would be independent, and no one could promise any major policy change to the people.
2. A government might be formed, but its utility would remain uncertain; elected representatives would be accountable only to their constituencies, and no one would be responsible for how the country runs.
3. Large societies need representative democracy, and parties are the agencies that gather different views on issues and present them to the government.
4. Parties bring representatives together so that a responsible government can be formed, and provide a mechanism to support or restrain the government.
5. Parties make, justify or oppose policies, and give people easy access to government machinery and welfare schemes.

- Q28** 28.1 No organ of government can exercise unlimited power, because each organ checks the others.
- 28.2 Although judges are appointed by the executive, they can check the functioning of the executive and the laws made by the legislature.
- 28.3 (i) Power is shared horizontally among organs placed at the same level: the legislature makes laws, the executive implements them and the judiciary interprets them and settles disputes.
- (ii) Ministers are responsible to the legislature, and courts can review executive actions and laws, which creates a system of checks and balances.

- Q29** **Answer: (A) ₹ 8,200**
- Average \$ = $\frac{9500 + 10500 + 9800 + 1000 + 10200}{5} = \frac{41000}{5} = 8200\$$.

- Q30** **Answer: (B) Public Sector**
- In the public sector the government owns most of the assets and provides the services.

- Q31** **Answer: (D) Banks**
- Formal sources like banks charge lower interest under RBI supervision, so Swapna would not fall into a debt trap as with moneylenders.

- Q32** **Answer: (D) Liberalisation**
- Removing barriers or restrictions set by the government is called liberalisation (India, 1991).

Q33 Answer: (A) Human Development Report

Published by UNDP, it compares countries on educational levels, health status and per capita income (HDI).

Q34 Answer: (B) Percentage

Net attendance ratio is the number of children of an age group attending school, expressed as a percentage of all children of that age group.

- Q35**
1. Better transport technology (containers, cheaper air transport) has made faster delivery of goods over long distances possible at lower cost.
 2. Telecommunication facilities such as telephones, mobile phones and satellites let people contact one another around the world and access information instantly.
 3. The internet allows instant e-mail and voice calls across the world at negligible cost, and information technology has spread the production of services (call centres, software) across countries.

- Q36**
1. The RBI issues currency notes on behalf of the central government; no other individual or organisation may issue currency.
 2. It supervises the functioning of formal sources of loans; it checks that banks maintain a minimum cash balance out of their deposits.
 3. It sees that banks lend not only to profit-making businesses and traders but also to small cultivators, small-scale industries and small borrowers; banks report to the RBI how much they lend, to whom and at what interest rate.

- Q37**
1. The present model of development has damaged ecosystems and polluted air, water and soil.
 2. Non-renewable resources such as groundwater and crude oil are being overused and may run out, threatening future generations.
 3. Industrialisation and greenhouse gas emissions are causing global warming, and deforestation is leading to the extinction of species. Development must therefore meet present needs without compromising those of the future.

Q38(a)

Primary sector	Secondary sector
Goods are produced by exploiting natural resources directly.	Natural products are changed into other forms through manufacturing.
It produces raw materials.	It uses the produce of the primary sector as raw material.
Also called the agriculture and related sector.	Also called the industrial sector.
Work is done on farms, in forests, mines and seas.	Work is done in factories and workshops.
Examples: farming, dairy, fishing, forestry, mining.	Examples: cotton to cloth, sugarcane to sugar, brick making.

Q38(b)

Organised sector	Unorganised sector
Terms of employment are regular; jobs are secure.	Employment is not regular; workers can be removed at any time.
Registered and governed by laws like the Factories Act and Minimum Wages Act.	Largely outside government control; rules are not followed.
Fixed working hours; overtime is paid.	No fixed hours and no overtime pay.
Paid leave, provident fund, gratuity, medical benefits and pension.	No paid leave, provident fund, medical benefits or pension.
Examples: railways, post office, banks, large factories.	Examples: street vendors, domestic helpers, agricultural labourers, small workshops.



All the best for your boards!

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