

General Instructions ?

Read the following instructions surphilly and follow them (

- This question paper contains 37 questions, All questions are computantly Harlton A, H, (1, D, B (i)Question poper is divided into all wollows (ii)
- Questions no. 1 to 20 are Multiple Chaire type questions. Wach and F. (iii)Section A
- Questions no. 21 to 24 are Very Short Analour type questions question carries 1 mark. Each question carries 2 marks. Answer to these questions should not exceed (iv)
- Section C Questions no. 25 to 20 are Short Annuer type questions, Each question carries 3 marks. Answer to these questions should not exceed (v)
- Section D Questions no. 30 to 33 are Long Answer (LA) type questions. Much question carries 5 marks. Answer to these questions should not exceed (vi)120 words.
- Section E Questions no. 34 to 36 are Case-based Bource-based questions (vii) with three sub-questions. Each question carries 4 marks.
- Section F Question no. 37 is Map skill-based question with two parts (viii) 37(a) from History (2 marks) and 37(b) from Geography (3 marks). This question carries total 5 marks.
- In addition to this, NOTE that a separate question has been provided for (ix)Visually Impaired candidates in lieu of questions having visual inputs, map etc. Such questions are to be attempted by Visually Impaired candidates only.

SECTION A

(Multiple Choice Questions)

(20/1 - 20)

1

Two statements are given below. They are Assertion (A) and Reason (R). 1. Read both the statements and choose the correct option.

Banks are not ready to lend money to certain borrowers. : Assertion (A)

Some people do not have collateral. Reason (R):

Options:

- Both (A) and (R) are true and (R) is the correct explanation (A) of (\mathbf{A}) .
- Both (A) and (R) are true, but (R) is *not* the correct explanation of (\mathbf{B}) (A).
- (A) is true, but (R) is false. (\mathbf{C})
- (A) is false, but (R) is true. (D)

~~~

2. On which of the following basis does the United Nations Development Programme (UNDP) publish the 'Human Development Report' ?

- (A) Manufacturing, Infrastructure and Health
- (B) Education, Health and Per Capita Income
- (C) National Income, Health and Banking
- (D) Gross Domestic Product, Technology and Innovation
- 3. Which one of the following statements best describes the meaning of 'Globalization'?
  - (A) Removal of tax barriers on trade
  - (B) Providing higher standard of living
  - (C) Process of rapid integration between countries
  - (D) Taking special steps to attract foreign companies

4. Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option.

- Assertion (A): No individual in India can legally refuse a payment made in rupees.
- Reason(R) : In India the rupee is authorized by the State Governments.

#### **Options**:

- (A) Both (A) and (R) are true and (R) is the correct explanation of (A).
- (B) Both (A) and (R) are true, but (R) is *not* the correct explanation of (A).
- (C) (A) is true, but (R) is false.
- (D) (A) is false, but (R) is true.
- 5. Read the following situation regarding credit and identify the positive impact of credit.

Salim obtains credit to meet the working capital needs of production. The credit helps him to meet the ongoing expenses and complete production on time.

#### Impacts :

- (A) The burden of credit will increase on Salim.
- (B) Salim's income will increase.
- (C) The production will decrease.
- (D) Salim may get stuck in a debt trap.

32/4/3-14

Page 5 of 27

1

1

**6**. Read the following characteristics of democracy and choose the correct I. Free and fair elections II Equality before law III. Dignity of a person IV. Majority rule **Options**: (A) Only I, II and III are correct. Only II, III and IV are correct. **(B)** (C) Only I, III and IV are correct. (D) Only I, II and IV are correct. In which of the following regions was women representation the highest in their respective National Parliaments (2018)?  $(\mathbf{A})$ Nordic countries **(B)** America (North and South) (**C**) Europe (D) Asia Which one of the following countries has a two-party system ? (A) China **(B)** Pakistan  $(\mathbf{C})$ United States of America (D) France Two statements are given below. They are Assertion (A) and Reason (R). Read both the statements and choose the correct option. Assertion (A) : Modern democracy cannot function without political parties. Reason(R): Elected representatives will be accountable only to their constituencies, not towards the country. **Options**:

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

1 /

7.

8.

9.

E

1

1

1

#### $\sim\sim\sim$

- 10. In which one of the following institutions in India was a system of reservation for women made by amending the Constitution in 1992?
  - (A) Lok Sabha
  - (B) Rajya Sabha
  - (C) Legislative Council
  - (D) Panchayat
- **11.** 'Education' falls under which one of the following lists given in the Indian Constitution ?
  - (A) Union List
  - (B) State List
  - (C) Concurrent List
  - (D) Residuary Subjects
- **12.** Read the arguments given in the favour of power sharing and choose the correct option.
  - I. Reduces the likelihood of bias.
  - II. Barricades the decision-making process.
  - III. Accommodates diversities.
  - IV. Increases the participation of people in power.

## **Options :**

- (A) Only I, II and III are correct.
- (B) Only II, III and IV are correct.
- (C) Only I, III and IV are correct.
- (D) Only I, II and IV are correct.
- **13.** Choose the correct option for the following States' share (in percentage) in the production of 'manganese' in India from the highest to the lowest order.
  - (A) Madhya Pradesh, Maharashtra, Karnataka, Odisha
  - (B) Madhya Pradesh, Maharashtra, Odisha, Karnataka
  - (C) Maharashtra, Madhya Pradesh, Karnataka, Odisha
  - (D) Maharashtra, Maunya Pradesh, Karnataka

P.T.O.

1

1

| $\sim$ | $\sim$                                                                                                                                                                                                                                                                                                                                |        |  |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|--|
| 14.    | Match Column I with Column II and choose the correct option.                                                                                                                                                                                                                                                                          |        |  |
|        | Column I<br>(Dams) Column II<br>(Rivers)                                                                                                                                                                                                                                                                                              |        |  |
|        | i. Sardar Sarovar a. Sutlej                                                                                                                                                                                                                                                                                                           |        |  |
|        | ii. Hirakud b. Krishna                                                                                                                                                                                                                                                                                                                |        |  |
|        | iii. Bhakra Nangal C. Narmada                                                                                                                                                                                                                                                                                                         |        |  |
|        | iv. Nagarjuna Sagar d. Mahanadi                                                                                                                                                                                                                                                                                                       |        |  |
|        | Options:                                                                                                                                                                                                                                                                                                                              |        |  |
|        | (A) i-a, ii-b, iii-c, iv-d                                                                                                                                                                                                                                                                                                            |        |  |
|        | (B) i-b, ii-a, iii-d, iv-c                                                                                                                                                                                                                                                                                                            |        |  |
|        | (C) i-c, ii-d, iii-b, iv-a                                                                                                                                                                                                                                                                                                            |        |  |
|        | D i-c, ii-d, iii-a, iv-b                                                                                                                                                                                                                                                                                                              |        |  |
|        | <ul> <li>Read both the statements and choose the correct option.</li> <li>Assertion (A) : The famous 'Chipko Movement' in the Himalayas successfully resisted deforestation in several areas.</li> <li>Reason (R) : Through this, community afforestation campaign with indigenous species was made enormously successful.</li> </ul> | 1      |  |
|        | Options :                                                                                                                                                                                                                                                                                                                             |        |  |
|        | <ul> <li>(A) Both (A) and (R) are true, but (R) is <i>not</i> the correct explanation of (A).</li> </ul>                                                                                                                                                                                                                              |        |  |
|        | (B) Both (A) and (R) are true and (R) is the correct explanation of (A).                                                                                                                                                                                                                                                              |        |  |
|        | (C) (A) is true, but (R) is false.                                                                                                                                                                                                                                                                                                    |        |  |
|        | (D) (A) is false, but (R) is true.                                                                                                                                                                                                                                                                                                    |        |  |
| 32/4/3 | -14 Page 11 of 27                                                                                                                                                                                                                                                                                                                     | Р.Т.О. |  |

**16.** Study the following picture. The work done in the picture comes under which one of the following sectors of the economy ?



- (A) Primary
- (B) Secondary
- (C) / Tertiary
- (D) Quaternary

**Note :** The following question is for the **Visually Impaired Candidates** only, in lieu of Q. No. 16.

Which one of the following sectors has the maximum share in the Gross Domestic Product (GDP) of India ?

- (A) Primary
- (B) Secondary
- (C) Tertiary
- (D) Quaternary

32/4/3-14

Page 13 of 27

P.T.O.

1

- 17. Who among the following said - "Printing is the ultimate gift of God and the greatest one." ?
  - (A) Martin Luther
  - **(B)** Mahatma Gandhi
  - (C)Johannes Gutenberg
  - (D) Rashsundari Devi

18. Choose the correct option, related to the founders of the 'Swaraj Party' within the Congress.

- Subhas Chandra Bose and Jawaharlal Nehru (A)
- Acharya Kripalani and Jayaprakash Narayan (**B**)
- C.R. Das and Motilal Nehru (C)
- Mahatma Gandhi and Sardar Patel (**D**)
- Choose the correct option to fill in the blank. 19.

from India and Southeast Asia travelled through 'Silk Route' to other parts of the world.

- Gold and silver ornaments (A)
- $(\mathbf{B})$ Clothes and spices
- $(\mathbf{C})$ Grain and pulses
- (D) Iron and other metals

20. Arrange the following incidents in chronological order and choose the correct option.

(n)

. (1)

- I. French Revolution
- II. Napoleon's invasion of Italy-
- III. Unification of Italy

IV. Vienna Peace Treaty

- **Options**:
- (A)/ I, II, IV, III **(B)** II, IV, I, III  $(\mathbf{C})$
- II, III, I, IV (D) I, III, II, IV

2/4/3-14

Page 15 of 27

P.T.O.

1

1

1

| $\sim$ | $\sim$                                                                                                                                                                                                  |        |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
|        | SECTION B $(4 \times 2 = 8)$                                                                                                                                                                            |        |
|        | (Very Short Answer Type Questions)                                                                                                                                                                      |        |
| 21.    | (a) Examine the role of the Constitution in the Federal System of India in two points. $2 \times 1 = 2$                                                                                                 |        |
|        | OR                                                                                                                                                                                                      |        |
|        | (b) Examine the role of the Supreme Court in the Federal System of India in two points. $2 \times 1=2$                                                                                                  |        |
| 22.    | "India has great potential of wind power generation." Explain the statement in context of wind energy.                                                                                                  | 2      |
| 23.    | "Until the nineteenth century, poverty and hunger were common in Europe." Analyse the statement.                                                                                                        | 2      |
| 24.    | Explain the steps taken by Indian government for globalisation in 1991.                                                                                                                                 | 2      |
|        | SECTION C<br>(Short Answer Type Questions) $(5 \times 3 = 1)$                                                                                                                                           | 5)     |
| 25.    | "Federal form of government is in direct contrast to the Unitary form of government." Explain the statement.                                                                                            | 3      |
| 26.    | Describe any three features of intensive subsistence farming. $3 \times 1$                                                                                                                              | =3     |
| 27.    | Analyse the role of political parties in making laws in India.                                                                                                                                          | 3      |
| 28.    | <ul> <li>(a) How did people belonging to different communities, regions or</li> <li>inguage groups develop a sense of collective belonging in the National Movement ? Explain with examples.</li> </ul> | 3      |
|        | OR                                                                                                                                                                                                      | 0      |
|        | (b) "Workers had their own understanding of Mahatma Gandhi and<br>the notion of 'Swaraj'." Explain the statement with examples.                                                                         | 3      |
| 9.     | "Money in your pocket cannot buy all the goods and services that you may need to live well." Support the statement with example.                                                                        | 3      |
| 2/4/3  | -14 Page 17 of 27                                                                                                                                                                                       | P.T.O. |

|        |              | (Long Answer Type Questions) (4×5=                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
|--------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 3      | <b>0.</b> (a | (4 $\times$ 5=                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 20)                       |
|        |              | <ul> <li>"The mission and the destiny of the French nation was to liberate of French revolution.</li> <li>(4×5=</li> <li>(4×5=</li></ul> |                           |
|        |              | of French revolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |
|        |              | OR () French armies wind<br>OR () French armies wind<br>parts of Europe and inf<br>them to start privolution<br>Parts of Europe and inf                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | to other<br>5<br>10 enrod |
|        | (b)          | "In the administrative field Napoleon 1 i provolution                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Monarity                  |
|        |              | revolutionary principles." Explain the statement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
| 31.    | (a)          | "There is a need for much                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5                         |
|        |              | "There is a need for protection and support of the workers in the<br>unorganised sector." Examine the statement with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |
|        |              | unorganised sector." Examine the statement with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5                         |
|        |              | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
|        | (b)          | "Activities in the private sector and it is                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                           |
|        |              | "Activities in the private sector are guided by the motive to earn profits." Examine the statement with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |
|        |              | is the statement with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5                         |
| 32.    | (a)          | "Democracy stands ahead of any other form of government in                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                           |
|        |              | promoting dignity and freedom of the individual." Explain the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |
|        |              | statement with examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | -                         |
|        |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 5                         |
|        |              | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
|        | (b)          | "A distinctive feature of democracy is that its inspection and                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                           |
|        |              | examination never gets over." Explain the statement with                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                           |
|        |              | examples.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ~                         |
| •      |              | -рась.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 5                         |
| 33.    | (a)          | Describe the role of manufacturing industries in the economic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |
|        |              | development of a country.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5                         |
|        |              | comment of a country.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 0                         |
|        | (1.)         | OR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                           |
|        | (b)-         | Describe any five steps taken to control industrial pollution of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                           |
|        |              | fresh water.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5                         |
| )/1/-  |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                           |
| 2/4/3. | -14          | Page 19 of 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Р.Т.О.                    |
|        |              | Puye 15 0j 27                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                           |

-

Existence of the state of the s

RE

# SECTION E

(Case-Based/Source-Based Questions) Read the given source and answer the questions that follow : 34.

# Loans from Cooperatives

Besides banks, the other major source of cheap credit in rural areas are the cooperative societies (or cooperatives). Members of a cooperative pool their resources for cooperation in certain areas. There are several types of cooperatives possible such as farmers cooperatives, weavers and industrial workers Cooperative functions in a village not very far away from Sonpur. It has cooperatives, etc. Krishak 2300 farmers as members. It accepts deposits from its members. With these deposits as collateral, the Cooperative has obtained a large loan from the bank. These funds are used to provide loans to members. Once these loans are repaid, another round of lending can take place.

Krishak Cooperative provides loans for the purchase of agricultural implements, loans for cultivation and agricultural trade, fishery loans, loans for construction of houses and for a variety of other expenses.

- (34.1) 'Cooperative society' is an example of which source of 'credit'?
- (34.2) Explain the contribution of Cooperative Societies in rural development.

(34.3) Mention any two sources of capital for Self-Help Groups.

Read the given source and answer the questions that follow : 5.

After the Revolt of 1857, the attitude to freedom of the press changed. Enraged Englishmen demanded a clamp down on the 'native' press. As vernacular newspapers became assertively nationalist, the colonial government began debating measures of stringent control. In 1878, the Vernacular Press Act was passed, modelled on the Irish Press Laws. It provided the government with extensive rights to censor reports and editorials in the vernacular press. From now on the government kept regular track of the vernacular newspapers published in different provinces. When a report was judged as seditious, the newspaper was warned, and if the warning was ignored, the press was liable to be seized and the printing machinery confiscated.

- (35.1) On which rule was the 'Vernacular Press Act' based ?
- (35.2) Why did the attitude of the British change towards the freedom of press after the Revolt of 1857? Explain.
- (35.3) Explain any two impacts of passing the 'Vernacular Press Act.'

# Page 21 of 27

DTO

 $2 \times 1 = 2$ 

1

1

(3×4=12)

1 1

 $2 \times 1 = 2$ 

36.

32/4/3-14

Read the given source and answer the questions that follow :

Conservation of Resources : Resources are vital for any developmental activity. But irrational consumption and over-utilisation of resources may lead to socio-economic and environmental problems. To overcome these problems, resource conservation at various levels is important. This had been the main concern of the leaders and thinkers in the past. For example, Gandhiji was very apt in voicing his concern about resource conservation in these words: "There is enough for everybody's need and not for any body's greed." He placed the greedy and selfish individuals and exploitative nature of modern technology as the root cause for resource depletion at the global level. He was against mass production and wanted to replace it with the production by the masses.

- (36.1) Define the term 'Resource Planning'.
- (36.2) Explain the need for conservation of resources.
- (36.3) Why did Gandhiji say "There is enough for everybody's need and not for any body's greed ?" Analyse any two reasons.  $2 \times 1 = 2$

#### **SECTION F**

#### (Map Skill-Based Questions)

- Two places 'A' and 'B' have been marked on the given political 37. (a) outline map of India (on page 27). Identify them with the help of the following information and write their correct names on the lines drawn near them :
  - The place where Gandhiji started Satyagraha for indigo A. - champanan peasants.
  - The place where Gandhiji broke the Salt Law. Cunjanat. 1 Β.
  - On the same political outline map of India, locate and label any (b) *three* of the following with suitable symbols :  $3 \times 1 = 3$ 
    - Naharkatiya Oil field Assam (i)
    - Talcher Major Coal Mines (ii)
    - Narora Atomic Power Plant (iii)
    - Tuticorin Major Sea Port (iv)

## Page 23 of 27

P.T.O.

1

1

1

(2+3=5)