

PERFORMANCE ANALYSIS STUDY REPORT IN SOCIAL SCIENCE

**Class X
(March 2005 Examination)**



Central Board of Secondary Education
Shiksha Kendra, 2-Community Centre, Preet Vihar
Delhi - 110 092

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FOREWORD

Many school principals and teachers have urged CBSE to help them in their endeavours to improve performance of their students in the Board's examinations. They wonder why students doing well in Pre-Board tests and class tests do not score so well in Board's examinations.

In Performance Analysis Study, samples of answersheets are received from the different regional offices of the Board and answers given therein are carefully analysed to

- (i) Identify deviations from expected answers relating to content and depth of the answer including its length and presentation.
- (ii) Errors are analysed to find out the probable causes for their occurrence which may be probably due to learning gaps, inadequate learning of lower order concepts or inability to correlate and compare the related concepts.
- (iii) With the help of experts remedial teaching measures are suggested so that teachers can incorporate necessary changes in their teaching strategies.

The summary given in the beginning of the report gives an overview of errors generally committed by students and necessary remedial suggestions to the teachers. It is expected that the teachers will be motivated and integrate such studies in their regular teaching programs and bring continuous improvement in the students performance.

This year, the Board has brought out Performance Analysis Studies in the subjects of Social Science (Class X) and Economics (Class XII). The study pertains to March 2005 examination. I express my sincere thanks to the experts who conducted this study and brought out the report. I also take this opportunity to thank Shri G. Balasubramanian, former Director (Acad.), CBSE for providing valuable guidance in carrying out this study. Thanks are also due to Mrs. Sugandh Sharma, Education Officer (Com.) for coordinating the activities in the preparation of this document.

Ashok Ganguly
Chairman, CBSE

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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक ‘ [सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म
और उपासना की स्वतंत्रता,
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए,
तथा उन सब में,

व्यक्ति की गरिमा और [राष्ट्र की एकता
और अखण्डता] सुनिश्चित करने वाली बंधुता

बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

- संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
- संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977 से), “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क मूल कर्तव्य

51 क. मूल कर्तव्य – भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह –

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

Fundamental Duties

ARTICLES 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

REPORT OF PERFORMANCE ANALYSIS STUDY IN SOCIAL SCIENCE

Class X (March 2005 Examination)

FINDINGS

CBSE had conducted Performance Analysis Study in the subject of Social Science for Class X, March 2005 examination. The objective was to analyze the answers in order to find out deviations of students' answers from expected answers, find the reasons and suggest remedial teaching measures. The deviations relate to content as well as language and presentation.

Following are the findings of the study which was conducted by the CBSE for use of the teachers.

A. Language and Presentation

1. It was observed that spellings of even simple words were wrong. Though no marks are deducted for such errors, use of correct spelling and proper grammatical sentences do enhance their performance.
2. It is very necessary that question is understood in the same sense it was meant to be conveyed. Context is often ignored by students. They write whatever they know about the concept being asked in the paper. For example, instead of writing beneficial and harmful effects of WTO, students have given date of its formation, location of headquarters, etc.
3. Sometimes the students do not understand what to write in case of certain words used in the questions, such as qualities, impact, motive, aspects, factors, dimensions, etc. Sometimes they fail to understand use of negative statements, like "Skill development can reduce pressure of unemployment on the Indian economy." Explain.
4. Students should keep the left margin in the answer sheet only for question numbers and the marks / remarks by the examiners. It was seen that students also write serial number of sub-parts of their answers on the left margin thus confusing the examiner.

Similarly, many students gave the question number at the center. Often their parts

were mixed up and the students did not separate them. It is advisable that serial number of a question and serial numbers of its sub-parts as given in the question paper are written in the left margin. Answers of two questions should be separated by leaving space and drawing a line in between.

5. In most cases it was found that the first part of a question is attempted while other parts have been overlooked. Hence it is advised that while reading the question paper at the beginning, students should be encouraged to underline main parts of their questions, so that they are duly answered.
6. Students repeated the same points several times in order to fulfil the requirements of specific number of points. For example instead of giving four points separately as required by the question they repeated one point four times.
7. Relevance to the marks allotted : Length of the answers of the questions is often not in accordance with the marks allotted, for example in long answer questions of 6 marks, students have written only two to three points. Similarly, in very short answer questions of two marks students have written five to six points. It is also observed that candidates who have attempted long answers questions in the beginning have properly maintained the word limit till the end. Whereas the candidates who have attempted very short answers in the beginning have not been able to maintain the word limit throughout their question paper especially in four mark and six mark questions.

B. Conceptual Deviations

It was seen that many concepts were not clear to the students. They confused between the following :

- Role of Govt. and role of citizen.
- Capitalism is often considered to be only in developed nations.
- Ocean routes and waterways.
- Animal husbandry and dairy farming
- Conservation and uses of resources.
- Scarcity of water with ways in which water is polluted.
- Reasoning is often erroneous, for example the ways in which producers exploit the consumer is taken as why consumers get exploited.
- Brain drain is confused with migration.
- The types of child abuse is often confused with the problems of child abuse.
- Conventional and non-conventional sources of energy.

- Environment and ways to conserve the environment.
- Natural Heritage and Cultural Heritage.
- Tangible and Intangible heritage.
- Globalization and green revolution measures and causes.

C. Map Questions

The following errors are committed by the students relating to map questions:

1. Often the place is labelled instead of the State, for example in the questions asking the students to write the State where Kamakhya Temple and Tipu Sultan's palace is located, the students have written, Kamakhya Temple and Tipu Sultan's palace instead of the relevant States i.e., Assam and Karnataka.
2. Identification of the Geography and History questions are to be done in different maps. In Geography, map locating and identification are to be done together on the same map. Many students have attempted map items in Geography on the maps meant for History.
3. Often the students do the labelling but no symbol for location is given. Students be encouraged to give proper symbols for different locations. Many times locations are incorrect and their placement is wrong.
4. Under identification of features, instead of naming them correctly, students have written the names of States / Coasts / Airport / Steel Plant or question number.
5. Most students have not been able to give correct location. Proper symbols have not been used and in many cases they have repeated the same symbol as given in the legend. A good number of students have not attempted the map question at all. This shows that this section needs more practice and attention.

D. Ways to Overcome these Shortcomings

- Clearly illustrate the topics with examples when teaching the causes, consequences, differences, similarities, features, places, etc.
- There is a need to help children to formulate their own definitions about terms like child abuse, brain drain, enterprise, etc. This will help in creative writing.
- Develop the ability to classify phenomena like archaeological heritage, conventional sources of energy, types of mountains, etc.
- Regular analysis of classroom assignments and tests by the teacher when corrections are done so that those who have not understood can be re-taught the topics in such a way to ensure better performance next time.

- Teachers must encourage children to read questions carefully and attempt all parts with examples if required.
- In writing answers students must underline key terms, concepts and points to highlight them.
- There is a need to integrate map items into the teaching of topics. Students be given sufficient practice on location, identification of various places and features continuously in the class. Neatness and accuracy will certainly help children score full marks.
- Use of atlas during teaching is of utmost importance.
- Give students ample practice on directional words in different questions, as they require different treatment :
 - 'Name', 'list', 'mention', 'enumerate' are to be treated as same and require only writing the required feature / factor / name, etc. No need for any further explanation.
 - 'Define' requires giving definition and critical components of that concept.
 - 'Explain' requires short and specific explanation of the term or concept specified.
 - 'Analyze' refers to understanding of the concept / situation and drawing conclusion / effect.
 - 'Describe' means to elaborate the term or concept or fact wholly.
- Many words convey the same meaning:
 - Qualities, features and characteristics.
 - Effects, result, consequences, impact.
 - Causes, reasons, motive.
 - Factors and circumstances.

E. In the Examination Hall

Students be instructed to :

- Read the entire paper thoroughly in the time allotted for this separately.
- Stay calm.
- Write correct question number boldly in the left margin.
- Attempt all parts of the question at one place. Number them appropriately.
- Be specific. Write to the point. Give points in required number only.

- Leave some space before starting a new question.
- Number each point and highlight main points. If possible, give suitable headings.
- Do not waste time in pondering over a difficult question.
- Fasten the Map inside the answer book.
- Check and recheck the answers in the last 10-15 minutes before submitting the answer book.

Students' Performance During 2003 - 2005

Number of Candidates Appeared

	2003	2004	2005
Boys	305553	309109	335402
Girls	219443	222620	236280
Total Appeared	524996	531729	571682

Pass %

	2003	2004	2005
Boys	83.99%	89.81%	91.72%
Girls	84.67%	91.56%	92.58%
Total Pass %	84.27%	90.54%	92.07%

2003 Students' Performance

	Comptt.	Fail	33-39%	40-44%	45-49%	50-59%	60-74%	75% and above	Mean marks
Boys	7.09%	8.84%	14.09%	7.17%	7.41%	14.90%	21.50%	18.92%	52.3%
Girls	8.53%	6.76%	14.40%	7.23%	7.26%	14.70%	21.17%	19.92%	52.9%
Total	7.69%	7.97%	14.22%	7.20%	7.34%	14.82%	21.36%	19.34%	52.5%

2004 Students' Performance

	Comptt.	Fail	33-39%	40-44%	45-49%	50-59%	60-74%	75% and above	Mean marks
Boys	4.02%	6.11%	12.60%	6.37%	6.78%	14.47%	23.49%	24.10%	56.6%
Girls	4.29%	4.12%	12.24%	6.25%	6.61%	14.21%	23.06%	26.09%	57.2%
Total	4.14%	5.28%	12.45%	6.32%	6.71%	14.36%	23.31%	29.18	59.0%

2005 Students' Performance

	Comptt.	Fail	33-39%	40-44%	45-49%	50-59%	60-74%	75% and above	Mean marks
Boys	3.29%	4.87%	11.08%	5.77%	6.32%	13.99%	24.35%	30.22%	59.8%
Girls	3.51%	3.83%	10.41%	5.53%	6.09%	13.31%	23.45%	33.79%	61.4%
Total	3.38%	4.44%	10.80%	5.67%	6.22%	13.71%	23.98%	31.70%	60.5%

UNIT-I HERITAGE OF INDIA

1. Distinguish between tangible heritage and intangible heritage.

Type of Question	Marks	Objective	Concept / Sub-concepts
VSA	2	Understanding	Distinguish between tangible and intangible heritage.

Expected Answer :

Cultural heritage may be divided into 2 categories -Tangible and Intangible.

Tangible	Intangible
(a) It is a built heritage.	(a) It is living heritage.
(b) It comprises of all physical objects, materials, concrete from of structures, sites with buildings, monuments, etc	(b) It includes a host of things, ranging from ideas to traditions, living style practices
(c) eg. temples, mosques, forts, churches, funerary monuments, historic structures etc.	(c) eg. - literary heritage, performing art, fair and festivals, etc.

Deviations –Types and causes :

Common Errors

- (i) Clear distinction between tangible and intangible heritage was not brought out. Visible and invisible terms have been used for tangible and intangible heritage.
- (ii) Examples of tangible and intangible heritage were not given in some cases.

Probable causes :

Lack of clear understanding of the terms tangible and intangible heritage as two

categories of cultural heritage.

Suggested Remedial Teaching Measures :

The two concepts of tangible and intangible heritage may be explained by the teacher with an example.

2. Mention the significance of our heritage of the colonial period.

Type of Question	Marks	Objective	Concept / Sub-concepts
VSA	2	Knowledge	Importance / significance of heritage of the colonial period.

Expected Answer :

Significance of our heritage of the colonial period.

- (i) The colonial powers like Great Britain, Portugal, France, Holland, and Denmark left their marks on Indian archeology; they got assimilated in Indian culture, and form its integral part presently.
- (ii) We have in heritage forts and palaces, residential, official or public buildings (like - railway stations, educational buildings, cemeteries, etc.)

Examples :

- (i) Victoria Memorial in Kolkata.
- (ii) Rashtrapati Bhawan in Delhi.
- (iii) Gateway of India, Mumbai.
- (iv) Toy train is still operational in Darjeeling, declared as world heritage.
- (v) Victoria Terminus built in 1987 in Mumbai, declared as heritage building.
- (vi) Any other relevant point.

Deviations – Types and causes :

Common Errors (i) Many students did not understand the meaning of the term **Colonial period**.

- (ii) A description in general of the Cultural heritage of India has been given and not about the specific aspect of the **Colonial period**.

Probable causes :

Lack of understanding of the term **Colonial period**.

Suggested Remedial Teaching Measures :

Teachers may try to explain the meaning of the Colonial period and this will help the students to tackle such questions properly.

3. Name two island groups of India. Mention one feature of each island group.

Type of Question	Marks	Objective	Concept / Sub-concepts
Very Short Answer	2	Knowledge	Mention one feature of each island group.

Expected Answer :

- (i) Two Island groups in India are Lakshadeep and Andman Nicobar Islands.
- (ii) Lakshadeep - Coral reefs.
- (iii) Andman & Nicobar - Volcanic/Forest cover.

Deviations – Types and causes :

Mistakes committed are as follows :

- (i) Instead of islands, names of the oceans have been mentioned.
- (ii) Features of only one island have been mentioned in place of 2 islands.

Probable causes :

Not having a clear understanding of the word 'feature' in the physical features. Question is not understood properly.

Suggested Remedial Teaching Measures :

The teachers should try to explain to the students the physical features of both the island groups.

4. State any two important features each of the Western Ghats and Eastern Ghats of India.

Type of Question	Marks	Objective	Concept / Sub-concepts
Short Answer	4	Knowledge	Knowledge of the important features of western and Eastern Ghats.

Expected Answer :

Western Ghat

- (i) The Western Ghat runs parallel to the west coast from the mouth of Tapi to almost upto Kanyakumari (from Gulf of Cambay in the North to Kerala in the South)
- (ii) It is Contiguous Harischandra, Ajanta, Mahadeo, the Nilgiri, Palni and Cardamom are the important hills of the Western Ghat.
- (iii) Godavari, Krishna, Kaveri, and Vaigai are the important rivers which originate in the Western Ghats.

Eastern Ghat

- (i) They stretch from the valley of the Mahanadi to the Nilgiri in the south
- (ii) Eastern ghats are non-contiguous and in the form of isolated hills. Some of these are the Pachamali, Shevaroy, Javadi, and Nallamata hills.
- (iii) No Major rivers originate. The river carve out valleys through the Eastern Ghat. (any two)

Deviations – Types and causes :

Errors Made (i) Some students have written about the utility of Ghats as protection from wind. (ii) The Ghats have been confused with the Western and Eastern coasts. Students are also not clear about features of Western and Eastern Ghats regarding ranges, rivers and heights.

Suggested Remedial Teaching Measures :

Teachers should explain the distinguishing features of ghats and coasts and also of Eastern and Western Ghats.

5. "Intimate connections with nature and season can be seen in our music." Give two examples to support this statement.

Type of Question	Marks	Objective	Concept / Sub-concepts
Very Short Answer	2	Understanding	Music: Its connection with nature.

Expected Answer :

- (i) Classical ragas based on seasons or moods of the day.
- (ii) Musical modes like Chaiti, Phag, Kajari, Musical modes are seasonal.
- (iii) Any other relevant point.

Deviations – Types and causes :

- (i) Factual errors.
- (ii) 'Music' as such has been identified with musical instruments in some of the answers e.g., Shehnai.
- (iii) Presentation of the answer has not been proper as examples of music / ragas relating to nature have not been provided.

Probable causes :

Some students have written about music in different regions and style.

Suggested Remedial Teaching Measures :

The teachers can try to explain about the development of music under various headings as : Classical, folk, seasons & nature and musical instruments.

6. Distinguish between Hindustani music and Carnatic music. Describe one influence of folk music on our classical music.

Type of Question	Marks	Objective	Concept / Sub-concepts
Short Answer	4	Understanding	Distinguish between Hindustani music and Carnatic music.

Expected Answer :

- (i) The Hindustani music is famous in North India, whereas Carnatic music is famous in South India.

- (ii) Each Gharana has its own style of singing and they differ from each other in using musical instruments
- (iii) Main forms of classical renditions in Hindustani music are - Dhrupad, Khayal, Thumri, Dadra, Tappa.
- (iv) In Carnatic music Kritis of the musical trinity of Purandaradasa, Thyagaraja and Mutuswami Dikshitar are mainly rendered.
- (v) Any Other relevant point.

Influence of folk music:

- (i) Our folk music with its rich variety and diversity has greatly influenced our classical music
- (ii) Sufi tradition gave birth to qawwali, which in turn influenced Khayal singing of Hindustani classical music.
- (iii) Folk music is a recreation for the Indian people.
- (iv) Any other relevant point. (any one)

Deviations – Types and causes :

Common Errors :

- (i) Some of the answers did not clearly distinguish between the Hindustani & Carnatic music.
- (ii) Wrong association of Hindustani & Carnatic with regions.

Probable causes :

Not having a clear understanding of the different styles of classical music of India.

Suggested Remedial Teaching Measures :

Categorisation of different types of classical music with different regions of India is essential.

7. Differentiate between classical kathak dance and kathakali dance with their main features.

Type of Question	Marks	Objective	Concept / Sub-concepts
Short Answer	4	Understanding	(i) Types of Classical Dance Forms. (ii) Difference between Katha - kali and Kathak.

Expected Answer :

Difference between Kathak and Kathakali :-

- (i) Kathak is from U.P. State. Dancers used to perform this in village square. In this dance firm foot movement is very important.
- (ii) Kathakali is the traditional dance of Kerala. This is the oldest form of theatre in the world. Important feature is heavy make-up and facial expression.
- (iii) Any other relevant point.

Deviations – Types and Causes :

- (i) Factual errors have been made. Kathakali has been identified with Himachal Pradesh.
- (ii) Confusion in the dance forms. Kathakali is mixed up with Carnatic music.

Probable Causes :

Lacking in clarity of understanding with the different dance forms as well as with music.

Suggested Remedial Teaching Measures :

- Teachers may try to point out the different dance forms and the associated regions in a tabular form.
- Clippings from news papers or magazines may be helpful to students to identify and recall different dance forms.

8. Classify different types of Indian musical instruments into three groups and give one example from each group.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Classifies the different types of musical instruments.

Expected Answer :

- (i) Stringed instruments e.g. Veena, Sarod, Sitar, Sarangi, Santoor,
- (ii) Percussion instruments e.g. Mridangam, Tabla, Pakhawaj
- (iii) Wind instrument e.g. Flute, Shehnai, Nadaswaram

Deviations –Types and causes :

- (i) Clear Classification of Musical Instruments as wind, stringed and percussions are not mentioned in some of the answers.
- (ii) Example of the instruments like Flute, Sitar have been mentioned in some answers without relating them to their types or grouping or classification.

Probable Causes :

Lack of understanding of the classification of the musical instruments.

Suggested Remedial Teaching Measures :

The teachers may try to explain the meaning of such words as **stringed, wind** and **percussion instruments**. If possible teacher could show a Flute & Tabla in the class and tell them the difference or even take them to the music room in the school.

9. Explain the importance of Kos Minars and Qutub Minar as sources of historical information.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	4	Understanding	Importance of Kos Minars & Qutub Minar as a source of historical information.

Expected Answer :**Importance of Kos Minar and Qutab Minar.**

Kos Minars - These are the milestones which were first established along the Grand Trunk Road.

- (i) We find them by the side of roads four to five metres high brick pillars.
- (ii) These were erected during the time of Sher Shah Suri and Mughals in 13 century A.D.
- (iii) Kos minar shows the distance and destination to the travelers.
- (iv) They provide information regarding trade, travel and administration during medieval period.

Qutub Minar -

- (i) This is the tallest minar in India.
- (ii) It is 72.5 metre high and has ribbed bottom.

- (iii) This was made by Qutubuddin which was later completed by Iltutmish.
- (iv) It is believed that the minar was built for the 'muezzin' to call people for prayer.
- (v) The minar is built with red sandstone, greystone and occasional use of marble.
- (vi) It consists of 5 storeys and each storey has a projected balcony.
- (vii) Any other relevant point.

Deviations –Types and causes :

- (i) Failed to understand what are Kos Minars. Many students from southern region confused Qutub Minar with the iron pillar built nearby. Kos Minars were mistook for 'Sarais'.

Probable causes :

No knowledge about the Kos Minars and their historical importance.

Suggested Remedial Teaching Measures :

I Students must be guided to learn about the distinctive features of both Kos Minars and Qutub Minar.

10. Explain the main features of Indian forts and palaces with examples. Why some of these have been converted into heritage hotels recently? Give one reason.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	4	Understanding	(i) Features of Forts and Palaces. (ii) Reasoning for converting some of them into hotels.

Expected Answer :**(a) Main Features**

- (i) They are large in size, magnificent and history associated with them.
 - (ii) They belong to different periods of history.
 - (iii) They are found in all parts of the country.
- (b) Examples - Leh Palace in Ladakh, Tipu Sultan's Palace in Mysore and Red Fort in Delhi. etc.

Reasons :

- (i) Some of the forts and palaces have been converted into heritage hotels for their maintenance and better preservation.
- (ii) To promote tourism and have vast knowledge about the historical importance of each fort.

Deviations – Types and causes :

- (i) Features of palaces and Forts have not been clearly written.
- (ii) Specific examples of Forts and Palaces not given.

Probable causes :

Some of the answers do not give a clear understanding of the reasons for converting a palace into a hotel.

Suggested Remedial Teaching Measures :

1. Students should be guided by the teacher to see clearly the marks allotted to the question and the divisions it contains.
2. The number of points / features to be written should relate to the marks allotted.
3. Features of palaces and forts should be explained with the help of their pictures.

11. Describe the contribution of Sant Tukaram and Sant Narsi Mehta in the Bhakti Movement.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Contribution of Bhakti Saints.

Expected Answer :

- (i) Narsi Mehta and Tukaram both were Bhakti poets, who sang devotional songs.
- (ii) They belonged to medieval period.
- (iii) Narsi Mehta wrote in Gujarati and Tukaram wrote in Marathi. This enriched local language which was easily understood by the local people.
- (iv) Tukaram's famous work is Abhangas.
- (v) Tukarams worked for the spiritual upliftment of all people.

- (vi) Narsi Mehta composed the famous song "Vaishnava Janato"
- (vii) They believed in human values and social justice.
- (viii) Any other relevant point.

Deviations – Types and causes :

This question being a choice question was attempted by very few students.

Common Errors :

- (i) Association of Sant Tukaram and Sant Narsi Mehta with places other than Maharashtra and Gujarat.
- (ii) Contribution in terms of their specific achievements — Abhangas and the song Vaishnav Janato not mentioned.
- (iii) Bhakti Saints and their basic contribution were missing in some of the answer sheets.

Probable Causes :

Lack of knowledge of the Bhakti saints and their contribution.

Suggested Remedial Teaching Measures :

Bhakti saints and their contribution form an important aspect of our cultural heritage. Emphasis should be made to understand and appreciate their contribution to our cultural heritage.

12. "Literary tradition of India is very old and rich." Explain this statement giving four examples.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explains and illustrates the importance of Indian Literary tradition.

Expected Answer :

- (i) Literary tradition in India is very old and rich.
- (ii) Oral/written literature in various languages such as Sanskrit, Pali, Prakrit etc.
- (iii) Books on religion, science and technology, arts, craft and architecture
- (iv) Books on religion include Ramayan and Bhagavat Gita and Jaideva's

Gitagovinda, Jain Upangas, Agamas, etc.

- (v) Book on statecraft - Kautilya's Arthashastras.
- (vi) Persian literature about historical accounts of Sultanate rulers, such as Ain-i-Akbari by Abul Fazal, Tabaqat-i-Nasiri by Minhaj Siraj.
- (vii) Bhakti poets literature in different languages-Kabir and Mirabai - Tukaram, Narsi Mehta, etc.
- (viii) Works on Music, Law, Astronomy and Commentaries were written.
- (ix) Any other relevant point. (any four)

Deviations – Types and Causes :

- (i) A general answer on various aspects of Indian culture like music, dance, art etc. have been written instead of literary traditions.
- (ii) Lack of understanding of the word literary Tradition.
- (iii) Answers were vague.

Probable Causes :

Not understanding the concept of Literary tradition.

Suggested Remedial Teaching Measures :

Emphasis on literary tradition as one of the aspects of our cultural heritage is essential. Also different examples of our literary heritage will help the students to remember.

13. What is a Stupa? Explain the historical importance of Sanchi Stupa.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Knowledge & Understanding	Knowledge of Stupa as architectural heritage. Understanding its importance

Expected Answer :

- (a) A Stupa is a tumulus or a mound containing the relics of Buddha.
- (b) (i) The best preserved example of a Stupa is at Sanchi
- (ii) It is located in Madhya Pradesh

(iii) It is famous for its gateways.

(iv) Any other relevant point.

Deviations – Types and Causes :

- (i) Some of the answers do not clearly relate Stupa to Buddhist architecture.
- (ii) In some cases the first part of the question has been answered. The second part, the historical importance of the structure has not been fully explained.

Suggested Remedial Teaching Measures :

A clear understanding of the types of architectural heritage will help students tackle such questions.

14. Explain the measures adopted by the government for the protection of natural environment specially forests, lakes, rivers and wild animals. What was the effect of these measures?

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer (two parts)	4 + 2 = 6	Knowledge and Understanding	(i) Writes measures adopted by government for protection of forests, lakes, rivers, wildlife. (ii) Writes effects of these measures.

Expected Answer :

- (i) It is a duty of every citizen to protect and improve the Natural environment including forests, lakes and wild life.
- (ii) Establishment of National Parks, Sanctuaries and reserves.
- (iii) Passing of Wildlife Protection Act. - 1972.
- (iv) Creation of Indian Board of Wildlife.
- (v) Celebrating Van Mahotsav, wildlife week to create awareness among masses.
- (vi) Achieving the objectives of National Forest Policy.
- (vii) Measures taken to control pollution in rivers.
- (viii) Protecting the nature of existing lakes.

- (ix) Projects like Project Tiger.

Deviations – Types and Causes :

- (i) Effects of measures not clearly written by students.
(ii) Conservation measures for rivers and lakes confused with water conservation.

Probable causes :

Students did not understand the second part of the question.

Suggested Remedial Teaching Measures :

Teachers should use recent examples taken from News bulletins and newspapers for explaining measures. It will have a lasting effect on students minds.

15. Explain the measures taken by the government of India after 1947 for the protection of natural heritage of India.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Explanation of measures taken by the Government to protect our natural heritage.

Expected Answer :

- (i) Indian Board of Wildlife was constituted in 1952
- It guided the Govt. on steps to be taken to preserve wild life and plants.
 - It was also responsible for creating awareness amongst people.
- (ii) Wildlife Protection Act. 1972 passed
- Fine for persons not obeying the laws.
 - Passing of Wild Life Protection Act. 1972, gave a firm status to National Park, bio - reserves, sanctuaries etc.
- (iii) Certain plants and animals have been declared in danger to prevent their killing and destruction.
- (iv) The National Forest Policy of 1988.
- (v) The constitution of India has made it mandatory, the duty of every citizen of

India to value, preserve, protect and improve the Natural Heritage.

- (vi) The Bombay Natural History Society was set up in 1883 to protect the environment.
(vii) Encouragement to societies and organizations to take up the cause of protection of wildlife and environment.

Deviations – Types and Causes :

Errors :

- (i) Need for protection has been confused with measures taken by the Government.
(ii) Specific measures taken by the government e.g., setting up of Indian Board of Wildlife and Acts passed were not written in some of the answers.

Probable Causes :

Lack of knowledge and understanding of the steps taken by the Government.

Suggested Remedial Teaching Measures :

Natural heritage is the wealth of India. While emphasising this point, the students may be made to understand the measures taken by the Government to protect the same.

16. Explain the measures adopted by the Indian Government to protect our natural and cultural heritage.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Measures taken by the Government to protect the natural heritage.

Expected Answer :

(a) Natural Heritage

- (i) It has been made mandatory in the Constitution that it shall be the duty of every citizen of India to protect the Natural Heritage.
(ii) The Constitution has also made it obligatory for the state to protect Natural Heritage.
(iii) The Indian Board of Wildlife has been constituted in 1952 to conserve and

- protect Natural Heritage.
- (iv) The Wildlife protection Act of 1972 also promotes the establishment of National Parks, Reserves, Sanctuaries etc in different parts of the country.
 - (v) Certain plants and animals have been declared endangered species to stop their destruction.
 - (vi) Fines are imposed on person for not obeying the laws.

(b) Cultural Heritage:

- (i) Antiquity and Art treasures Act of 1972 helps in protecting antiquities and controlling smuggling.
- (ii) Indian Treasure - Trove Act of 1876 also helps in protecting old treasures and paintings.
- (iii) Ancient Monuments and Archeological Sites and Remains Act 1958 protects archeological monuments.
- (iv) Archeological Survey of India established in 1861 protects ancient monuments.
- (v) Any other relevant point.

Deviations –Types and causes :

- (i) Factual error made by explaining the need for protection rather than the measures.
- (ii) Mixing up of both natural and cultural heritage. Protection of natural heritage only to be dealt with here.
- (iii) More details on afforestation and vanmahotsava have been written while omitting the main steps taken by the Government e.g., setting up of Indian Wild Life Board, Wild Life Protection Act, Provisions of the constitution, etc.

Probable causes :

Confusion regarding the protection of natural and cultural heritage.

Suggested Remedial Teaching Measures :

Students may be explained the measures taken by the Government to protect the natural and cultural heritage.

17. Explain the measures taken up by Archaeological Survey of India for the Conservation of historical monuments in India.

Type of Question	Marks	Objectives	Concept /
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			Sub-concepts
Long Answer	6	Understanding	Measures taken by
			Archaeological Survey of India for conserving the historical monuments.

Expected Answer :

- (i) Steps have been taken to save and preserve the monuments located in remote places, difficult to reach in different altitudes and environment.
- (ii) Each site has a unique problem of conservation and preservation and the measures are taken accordingly.
- (iii) Transplantation of monuments is under taken by ASI for longer period.
- (iv) Closing of polluting industries near the monuments.
- (v) Regular cleaning of structures.
- (vi) Regular repairing of the structures.
- (vii) Protection against pollution, disfigurement, destruction, removal, disposal or export of the objects.
- (viii) Acting as a repository of Archeological heritage.

Deviations –Types and Causes :

- (i) The need to conserve historical monuments have been written in some cases in place of the steps taken by ASI.
- (ii) Concepts such as transplantation of monuments, unique problems tackled by the ASI with respect to each site have not been written.

Probable Causes :

Not having a clear understanding of the steps taken for the conservation of historical monuments.

Suggested Remedial Teaching Measures :

The teachers must try to explain to the students the measures taken by the Government with special reference of ASI for conserving historical monuments by quoting specific examples for the protection of Taj from industrial pollution and similar other examples.

18. Explain the role of Indian citizens in the protection and preservation of

heritage of of India.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Role and duty of Indian citizens in the protection and preservation of the heritage of India.

Expected Answer :

- (i) While the govt. has taken up steps and is responsible for protection and preservation of our heritage, individuals as well as the community have responsibility for protecting antiquities.
- (ii) Individuals can help by identifying hitherto unknown monuments, sites and antiquities.
- (iii) Citizens can take up the work of listing and documenting important things.
- (iv) To maintain vigil so that the monuments are not damaged or destroyed.
- (v) To see that the antiquities are not removed or stolen from their location.
- (vi) Awareness about the rich heritage among the citizens will help in preserving it for posterity.
- (vii) It is the duty of every citizen to follow the Acts which have been passed by our Parliament.
- (viii) Can preserve heritage like NGO- Bombay Natural History Society.
- (ix) They can persuade people who are in possession of rare antiquities, magnificent paintings and manuscripts and learn how to preserve them.

Deviations –Types and causes :

Common Errors :

1. Role of citizen in the form of abiding by the Laws of the Government was missing in some of the answers.
2. Individual responsibility towards the preservation of heritage has not been explicitly stated.
3. There was confusion between the role of citizen and the role of Government in the preservation of heritage.

Probable causes :

Not having the knowledge about the duties of the citizen towards the protection of heritage.

Suggested Remedial Teaching Measures :

Encouraging school exhibition on our heritage, heritage club, making of posters and other related activity in the school will help the children in learning about the duties of a citizen towards preservation of our heritage.

19. On the given map of India :

Locate and label two states each having one of the following monuments and attach the map in your answer-book.

(1) Martand Temple (2) Hoysaleshwara Temple

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Map Question	2	Skill	Location and identification of the states where temples are located.

Expected Answer :



Deviations –Types and causes :

Common errors found are as follows :

- 1. Names of temples are written on the map instead of locating and naming the states where the temples are situated.
- 2. In some cases the names of the states given for the temples (given in the question) by the students are wrong.

Probable causes :

Not understanding the question properly.

Suggested Remedial Teaching Measures :

Proper understanding of the question should be emphasised. It is a skill based question. Special attention should be paid on map work as it fetches full marks.

UNIT-II
RESOURCES AND THEIR UTILISATION

20. Define the term ‘Human-made (cultural) Resources.’ Give two examples of these resources.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer Two parts	1 + 1 = 2	Knowledge	– Defines the term human made resources. – Gives two examples of human resources.

Expected Answer :

- (i) Resources created by ‘Humans with their creativity and intelligence are called human - made resources.
- (ii) Examples - Engineering , technology, machines, buildings, monuments paintings and social institutions.
- (iii) Any other relevant point.

Deviations –Types and causes :

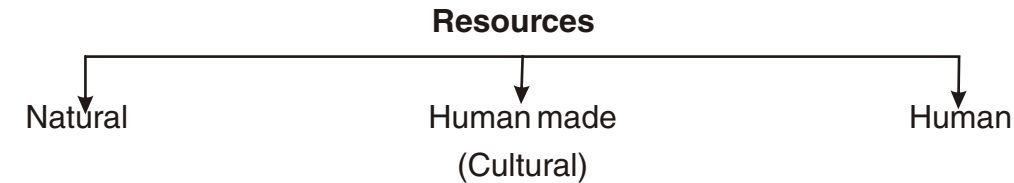
- 1. Simple answers like ‘Resources made by humans’ are given not mentioning skill & intelligence.
- 2. Wrong examples given.
- 3. Confused with human resources.

Probable causes :

Lack of understanding of two terms — Human made resources and Human Resources.

Suggested Remedial Teaching Measures :

- 1. Give examples from daily life. Like a teacher is a human resource as he / she has developed teaching skill while a pen / desk / building is a human-made resource.
- 2. While teaching in the class classify resources into natural, human-made (cultural) and human resources instead of only natural & human-made (Cultural) resources.



21. What is resource planning? What is the need for planning of resources? Describe the three stages involved in resource planning.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	1 + 2 + 3 = 6	Knowledge and Understanding	<ul style="list-style-type: none">– Defines resource planning.– Writes need for resource planning.– Describes three stages in resource planning.

Expected Answer

- (a) Resource planning is a technique of skill or proper utilization of resources. Need:
 - (i) It reduces wastage.
 - (ii) Keeps the environment pollution free.
 - (iii) Takes care of future needs.
- (b) Three stages
 - (i) Preparation of inventory of resources which includes surveying, mapping and measurement of characteristics and properties of resources.
 - (ii) evaluation in terms of availability for development which examines resources from the point of view of technology, economy and need.

- (iii) Planning and exploration of resources which emphasis use and reuse of resources.

Deviations – Types and causes :

- 1. Students wrote about the resources.
- 2. Conservation of resources given in place of resource planning.

Probable causes :

Students did not study this topic thoroughly.

Suggested Remedial Teaching Measures :

Teachers can give examples of family income and its expenditure to explain the concept of planning.

22. Why is it necessary to conserve our natural resources? Give two reasons.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	2	Understanding	Two reasons for the necessity of conservation of resources.

Expected Answer :

Conservation of Natural resources are necessary because -

- (i) Our resources are limited.
- (ii) They give sustainable benefit to present generation.
- (iii) They meet the need and aspirations of future generations.
- (iv) Our life depends on natural resources.
- (v) They have economic, scientific and aesthetic value for human beings.
- (v) They sustain environment.
- (vii) Any other relevant point. (any two)

Deviations – Types and causes :

- 1. Natural resources defined and illustrated.
- 2. Protection to wild life mentioned.
- 3. Natural resources confused with natural heritage.

4. Natural resources restricted to plant and animal life.
5. How to conserve natural resources is mentioned in place of necessity for conservation.

Probable causes :

Confusion between methods of conservation and need for conservation of resources in the mind of students.

Suggested Remedial Teaching Measures :

1. The importance of resources for human beings to be explained with daily basic necessities of life.
2. The available natural resources can be compared to the income in the family. Their consumption can be compared to expenditure in the family. The savings can be compared with conservation of resources for future expenditure in the family.
3. The exhaustible nature and slow renewability of various resources can be explained with examples of iron ore, coal, petroleum and slow growth of plants and trees.

23. Explain any two human activities responsible for land degradation.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	2	Understanding	Explanation of 2 human activities responsible for land degradation.

Expected Answer :

Human activities responsible for land degradation are:

- (i) Surface mining in which mining sites are abandoned after excavation work.
- (ii) Mineral processing, like grinding of limestone for cement industry etc.
- (iii) Overgrazing by animals.
- (iv) Pollution created by Industrial effluents and wastes.
- (v) Deforestation.
- (vi) Any other relevant point.

(any two)

Deviations – Types and causes :

Land degradation was confused with environmental pollution and soil erosion.

Probable causes :

Confusion of students between removal of upper layer of soil and degradation of upper layer of land becoming unfit for growth of plants.

Suggested Remedial Teaching Measures :

While teaching land degradation, simple examples of neighbourhood may be given. Like collection of garbage / waste with lots of polythene in an area clogs the air spaces of soil overflowing sewers, cloth dyeing shops throwing chemicals on the roads in the market can be given as examples to explain land degradation.

24. Describe any six measures adopted to control land degradation in different areas of our country.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Knowledge	Describes six measures adopted to control land degradation in India.

Expected Answer :

Measures adopted to control land degradation

- (i) Checking of soil erosion in hilly areas by construction of terraces for farming.
- (ii) Plugging of gullies by construction of check dams.
- (iii) Control of soil erosion on slopes by adopting various afforestation programmes.
- (iv) Preparation of shelter belts of plants.
- (v) Control of overgrazing by animals.
- (vi) Stabilisation of sand dunes by growing thorny bushes.
- (vii) Moisture conservation and weed control in agricultural land.
- (viii) Proper management of waste lands.
- (ix) Proper discharge & disposal of industrial effluents and wastes after treatment.
- (x) Control of mining activities.

Deviations –Types and causes :

1. Mentioned 4 measures instead of six.
2. Failed to explain the measures.

Probable causes :

Students did not understand the concept of land degradation.

Suggested Remedial Teaching Measures :

Land degradation should be dealt with examples and related problems from neighbourhood areas as stated in q. 24 above.

25. How does industrial pollution degrade the environment? Explain three measures to control environmental degradation.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer (two parts)	3 + 3 = 6	Knowledge	Explains degradation of environment by industrial pollution. Explains 3 measures to control environmental degradation.

Expected Answer :

- (a) (i) Industries have increased pollution and degraded environment:
(ii) The smoke emitted by the industries pollute air and water very badly.
(iii) Industrial effluents are discharged into rivers which result in water pollution.
(iv) Industrial noise, particularly from mechanical saws and pneumatic drills is unbearable and causes impairment of hearing.
- (b) Measures to control environmental degradation:
(i) Careful planning and siting of industries by better designing of equipments and better operation of the equipments.
(ii) Fuel selection and utilization can control air pollution.
(iii) Smoke may be prevented by use of oil instead of coal in the industries.
(iv) Some equipment, can control aerosol emissions such as inertial separators,

filters, precipitators and scrubbers.

- (v) Water pollution by industries can be controlled by treatment before discharging them into rivers.
- (vi) Control of soil and land pollution involves three activities :
- Collection of wastes from different places.
 - Dumping and disposing of wastes by land filling and
 - Recycling of the wastes for further use. (any three)

Deviations –Types and causes :

1. Water & air pollution caused by industry mentioned, land degradation not mentioned.
2. Students could not relate control of environmental degradation with controlling industrial pollution.

Suggested Remedial Teaching Measures :

Teachers should teach air, noise, water and land pollution to students giving simple examples from their experiences.

26. Write two main features of dryland farming.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	Writes two main features of dryland farming

Expected Answer :

Main features of dryland farming

- (i) It is practiced in areas where the rainfall is low and irrigation facilities are inadequate.
- (ii) Emphasis is laid on conservation of moisture.
- (iii) Generally those crops are grown which require less water e.g. jowar, bajara, pulses and oilseeds.
- (iv) Only one crop is grown in a year.
- (v) Main areas are Rajathan, Gujarat and rainshadow areas of Western Ghats

Deviations –Types and causes :

Dryland farming confused with aridity or drought area with no irrigation.

Probable causes :

Students confused between dryland farming and arid land.

Suggested Remedial Teaching Measures :

Teachers should clearly define dryland and wetland farming with examples from various parts of India.

27. State four main features of intensive farming.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	– States four main features of intensive farming.

Expected Answer :

Features of intensive farming :

- (i) It is practised where irrigation has been possible
- (ii) The farmers use fertilizers and pesticides on a large scale.
- (iii) Use of high yielding varieties of seeds.
- (iv) Use of various machines.
- (v) Yield per hectare is high.
- (vi) Led to the development of dairy farming.
- (vii) Variety of crops are grown mainly for earning money.
- (viii) Farmers engaged in intensive farming are generally well-off.

Deviations –Types and causes :

- 1. Confused with subsistence farming.
- 2. Wrote that production in intensive farming is less.

Probable causes :

Students have confused between intensive and subsistence farming.

Suggested Remedial Teaching Measures :

Intensive farming can be taught in context of high population of India requiring large production of food grains. Intensive and subsistence farming should be explained well by giving examples of areas where they are mainly practised.

28. Write two main features of wetland farming.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	Writes two features of wet land farming.

Expected Answer :

Two main features of wetland farming :

- (i) It is practised in heavy rainfall and irrigated areas.
- (ii) At least two crops are grown in a year, one in kharif & another in Rabi season.
- (iii) Those crops are raised which require more water. Eg. Rice, Sugarcane, Jute, Rubber and Vegetables.
- (iv) Main areas are Assam, W. Bengal, Western U.P., Punjab, Haryana and Kerala.

Deviations –Types and causes :

- 1. Confused between intensive and wetland farming.
- 2. Wetland farming was confused with irrigation, heavy / moderate rainfall, by students.

Probable causes :

Students did not get the concept of dryland / wetland farming clearly.

Suggested Remedial Teaching Measures :

Teachers can teach dryland / wetland farming with examples of different areas of India having Aridity / semiaridity / humid conditions.

29. Explain six main features of subsistence farming in India.

Type of Question	Marks	Objectives	Concept/
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Long Answer	6	Understanding	Sub-concepts
			Explains six main features of subsistence farming in India.

Expected Answer :

Six main features of subsistence farming in India.

- Small and scattered land holdings.
- Use of primitive tools
- Majority of farmers practice subsistence farming
- Low use of high yielding seeds/fertilizers.
- Low productivity.
- Depending of agriculture on monsoon.
- Lack of facilities like irrigation and electricity.
- Any other relevant point. (any six)

Deviations –Types and causes :

- Subsistence farming has been confused with primary industries.
- Concept of subsistence farming is not clear.
- Settled / subsistence / intensive farming are mixed up.

Probable causes :

Students did not study the chapter of agriculture thoroughly.

Suggested Remedial Teaching Measures :

Teachers while teaching Indian agriculture should mention the main features of agriculture and different types of agricultural practices performed. Subsistence farming being the major type of farming in India where majority of farmers are engaged should be discussed in points.

30. Why is animal husbandry very important for Indian farmers? Explain two points in this regard.

Type of Question	Marks	Objectives	Concept/
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Very Short Answer	2	Understanding	Sub-concepts
			Explains two points of importance of animal husbandry.

Expected Answer :

Importance of animal husbandry for Indian farmers-

- Farm animals help farmers in ploughing, sowing and threshing.
- They transport farm products.
- Cows and buffaloes provide milk.
- Sheep provide milk, meat and wool.
- Goat provide milk, mutton, hair, hides and skin.
- Poultry give eggs and meat.
- Animal dung is used as manure & also gobar gas is produced.
- It increases the meagre income of farmers and improves standard of living.
- Solves seasonal unemployment. (any two)

Deviations –Types and causes :

- Animal husbandry taken to mean dairy farming only.
- Classified as primary activity.

Suggested Remedial Teaching Measures :

Teachers should develop the topic with the help of students and motivate them to come out with uses of domesticated animals.

31. Which are the two most important food crops of India? Name the major producing state of each crop.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	– Names two food crops of India. – Names 2 state producing these crops. (1 each)

Expected Answer :

Rice and wheat are 2 most important food crops of India .
Rice : West Bengal, Uttar Pradesh, Andhra Pradesh, Punjab, and Tamil Nadu.
Wheat : Uttar Pradesh, Punjab, Haryana, Rajasthan, and Bihar.

Deviations –Types and causes :

- 1. Major states producing wheat and rice are wrongly answered.
- 2. Students are confused between food crops and cash crops.

Suggested Remedial Teaching Measures :

Teachers should clearly classify crop types in the class and give their examples. Maps related to distribution of crops marking the states name should be thoroughly practised in the class.

32. Which are the two major fibre crops of India? Name the major producing state of each crop.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	- Names two major fibre crops of India. - Names major producing state of each crop.

Expected Answer :

- Two major fibre crops.
- (a) Cotton : Maharashtra, Andhra Pradesh, Haryana, Punjab, and Gujarat (any one)
 - (b) Jute ; West Bengal, Bihar, Assam, Orissa and Meghalaya (any one)

Deviations –Types and causes :

- 1. Crop and iron industry have been confused.
- 2. No examples of crops are given.
- 3. Given wrong examples of states for crops.

Probable causes :

Students did not study the topic of agriculture thoroughly.

Suggested Remedial Teaching Measures :

Teachers should categorise crops into food, fibre, beverage and cash crops. Examples of each crop type should be explained with their distribution in India. Teachers should give more time on these topics along with map filling exercises by students.

33. Which are the two main beverage crops of India? Name the major producing state of each crop.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	- Names two beverage crops of India. - Name one important state producing each of these crops.

Expected Answer :

- (a) Tea & coffee are the two main beverage crops of India.
- (b) States :
 - (i) Tea : Assam, West Bengal, Tamil Nadu, and Kerala.
 - (ii) Coffee : Karnataka, Kerala and Tamil Nadu.

Deviations –Types and causes :

- 1. Beverage crops have been confused with food crops.
- 2. Names of states are not clearly mentioned.
- 3. Darjeeling is named as a state.

Probable causes :

Students did not study the topic of agriculture thoroughly.

Suggested Remedial Teaching Measures :

Teachers should classify crops into food crops, fibre crops, beverage crops, cash crops and give examples and their distribution on map in the class. Teachers can associate food habits of people of different regions with crops like the following:

Tea	: Northern India	Wheat	: Northern India
Coffee	: Southern part of India	Rice	: East/ South India
Mustard oil	: N.States, W.Bengal,	Coconut oil	: S.India
Til oil	: Orissa		

34. Explain six problems faced by Indian agriculture.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	6	Understanding	- Explains six problems faced by Indian agriculture.

Expected Answer :

- (i) One third of land holdings are very small.
- (ii) Subsistence agriculture still in certain parts of the Country.
- (iii) Farming depends on Monsoon.
- (iv) Most of the production comprises of food crops.
- (v) Inadequate means of transport
- (vi) Road are un-metalled .
- (vii) Inadequate storage facilities of crops.
- (viii) Low mechanization and limited use of Technology in some areas.
- (ix) Any other relevant point.

Deviations –Types and causes :

1. Only 3-4 points have been written by students.
2. More social & economic problems have been mentioned than the actual problems.

Suggested Remedial Teaching Measures :

Problems of Indian agriculture can be taught by giving reference to various river disputes of India and economic problems faced by Indian farmers (like suicides by farmers in Andhra Pradesh and Maharashtra, Water problems faced by farmers in

Punjab & Haryana).

35. What is food security? Explain any five problems related with food security of India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	1 + 5 = 6	Understanding	- Defines food security. - Explains five problems related with food security of India.

Expected Answer :

- (a) Food security is a scheme to maintain buffer food stock which would help in droughts, floods and other calamities after fulfilling requirement of increasing population.
- (b) Problems of food security.
 - (i) Growing population.
 - (ii) Lack of storage facilities.
 - (iii) Natural calamities like drought and famines.
 - (iv) Shift from cultivation of food crops to other crops.
 - (v) Use of more and more land for construction of factories.
 - (vi) Productivity of land is declining.
 - (vii) Scarcity of water
 - (viii) Degradation of soil
 - (ix) Any other relevant point.

Deviations –Types and causes :

1. Meaning of food security not clear.
2. All points related to food security not mentioned.

Probable causes :

Students could not analyse the problems related with food security.

Suggested Remedial Teaching Measures :

Teachers should discuss the food security with growing population of India. The topic can be discussed in the class and developed through interaction.

36. Explain any six steps taken by the 'Central' and 'state' governments to improve Indian agriculture of the Independence.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Explains six steps taken by Central & State Governments to improve Indian Agriculture.

Expected Answer :

- (i) Abolition of Zamindari system
- (ii) Consolidation of small land holdings
- (iii) Ceiling on land holdings.
- (iv) Improvement in irrigation facilities by constructing canals and dams.
- (v) increasing the use of high yielding varieties of seeds and early maturing variety of seeds.
- (vi) Increasing the use of chemical fertilizers.
- (vii) Use of insecticides and pesticides.
- (viii) Facilities by the government to educate the farmers through TV and Radio. Such as Krishi Darshan and channel on agriculture.
- (ix) Any other relevant point. (any six)

Deviations –Types and causes :

- 3-4 steps have been mentioned.
- Technological reforms have been mentioned more than institutional reforms.
- Green revolution has been mentioned as a measure.

Probable causes :

Students did not study this chapter thoroughly.

Suggested Remedial Teaching Measures :

In rural areas where agriculture predominates students are well aware of the steps taken by government but in urban areas and cities teachers have to explain the reforms since Independence. Teachers in cities / urban areas should use articles and news items given in newspapers and magazine to develop the chapter.

37. Study the map given below, showing distribution of forests in India and answer the questions that follow:

- (a) Name any two states from north-east India having more than 60 per cent of their area under forest cover.
- (b) Why have these states larger forest area? Give two reasons.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very short Answer (2 parts)	2	Application	– Names two north states having more than 60% of area under forests. – Gives reasons for large % of forest area in these states.

Expected Answer :

- (a) State : Arunachal Pradesh, Manipur, Mizoram, and Tripura (any two)
- (b) Reasons :
 - (i) Hilly terrain
 - (ii) Suitable climatic conditions/heavy rainfall
 - (iii) Low population
 - (iv) Low level of economic development.

Deviations –Types and causes :

- Students are not aware of north eastern states.
- They have mentioned Himachal Pradesh and even Bangladesh as north eastern states.
- Proper reasons were not mentioned.

Probable causes :

There is basically lack of knowledge among many students regarding states and their location on map.

Suggested Remedial Teaching Measures :

Students should be given more practice in map filling and interpretation.

While teaching, the direction and location of states should be indicated on the maps.

38. What is the importance of water as a natural resource? Describe any four methods of conserving water.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	2 + 4 = 6	Understanding	<ul style="list-style-type: none">– Discusses the importance of water.– Describes 4 methods of conserving water.

Expected Answer :

(a) Importance of water as a natural resources

- (i) Water is a pre-condition of life.
- (ii) It is required for drinking.
- (iii) It is used for domestic consumption like-washing, cleaning, etc.
- (iv) It is used in agricultural sector.
- (v) It has great importance in several industries such as iron and steel, chemical, cotton textiles and so on.
- (vi) It is used for disposal of wastes and dirt of all sorts.
- (vii) It is an important source for generating electricity.

(b) Methods of water conservation :

- (i) Avoiding wastage of water at all levels.
- (ii) Inter - basin transfer of water.
- (iii) Raising underground water table through afforestation and other methods
- (iv) Watershed development programs.

- (v) Rain water harvesting.
- (vi) Any other relevant point.

Deviations – Types and causes :

1. Uses of water have been specified instead of its importance as a natural resource..
2. Control of water pollution instead of conservation has been described.

Suggested Remedial Teaching Measures :

Importance, uses and conservation of water resources with examples should be explained.

39. Why is the scarcity of water increasing day-by-day in our country? Give four reasons.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	<ul style="list-style-type: none">– Gives four reasons for scarcity of water in our country.

Expected Answer :

- (i) To fulfil the need of rapidly growing population.
- (ii) Rising demand of food and cash crops.
- (iii) Increasing urbanization causes more demand of water.
- (iv) Continuous rising standard of living.
- (v) Uneven distribution and unreliable monsoon.
- (vi) Lack of awareness about water conservation methods.
- (vii) Any other relevant point.

Deviations – Types and causes :

1. Only three reasons in place of four are given.
2. Fail to answer in Indian context.
3. Confused with conservation of water.
4. Confused with pollution of water and uses of water.

Probable causes :

Students did not study the question properly.

Suggested Remedial Teaching Measures :

Teachers should discuss the importance of water, uses of water, conservation of water in points. They should make students understand that water as resource is not available in unlimited quantities.

40.What are non-conventional sources of energy? Why do the non-conventional sources of energy have a bright future? Give four reasons.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	2 + 4 = 6	Understanding	<ul style="list-style-type: none">– Defines non-conventional sources of energy.– Writes four reasons for the bright future of non-conventional sources of energy.

Expected Answer :

- (a) New Sources of energy are known as non-conventional source of energy. E.g. : Solar, Wind, Tidal, and Geothermal Energy.
- (b) Reasons for the bright future :
- These are abundant in nature.
 - These can be recycled again and again hence renewable.
 - Pollution free and do not cause any pollution.
 - Eco friendly.
 - Inexpensive
 - Scarcity of fossil fuels like coal & petroleum.

Deviations –Types and causes :

1. Fail to define non-conventional sources of energy.
2. Give examples of only wind energy and solar energy.

Probable causes :

Students are confused between Conventional & Non-conventional sources of energy.

Suggested Remedial Teaching Measures :

Teachers should be clear in explaining conventional, non-conventional, commercial and non-commercial sources of energy. Importance of solar energy, wind energy in near future should be emphasized.

41.What are conventional sources of energy? Why is water, as a source of energy, more important than coal and petroleum? Explain four points in this regard.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Knowledge and Understanding	<ul style="list-style-type: none">– Defines conventional sources of energy.– Explains 4 points of importance of hydro-electricity over thermal electricity.

Expected Answer :

- (a) Conventional sources of energy are those sources of energy which are limited in nature and cannot be used again. Example Coal, Petroleum and Natural gas.
- (b) Water is more important than coal, petroleum or natural gas because of the following reasons:
- (i) It is a renewable source of energy.
 - (ii) It is found abundantly in nature.
 - (iii) It does not cause environmental pollution.
 - (iv) It is Eco- Friendly
 - (v) Any other relevant point.

Deviations –Types and causes :

1. Confused between conventional / non-conventional sources of energy.
2. Failed to give the advantages of water power.

Probable causes :

Students did not understand the concept of exhaustible / inexhaustible sources of energy.

Suggested Remedial Teaching Measures :

In teaching energy resources-conventional / non-conventional, commercial / non-commercial, renewable / recyclable / non-renewable sources should be clearly defined with examples.

42. What is a multipurpose project? Mention any two purposes served by a multipurpose project.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	1 + 1 = 2	Knowledge	– Defines multi-purpose power projects. – Mentions two purposes served by multipurpose project.

Expected Answer :

- (a) Multipurpose projects are meant to tackle various problems associated with river valleys in an integrated manner
- (b) Purposes
- (i) They control floods.
 - (ii) Check soil erosion.
 - (iii) Provide water for irrigation and drinking purpose.
 - (iv) Generate electricity for industries, villages, cities, etc.
 - (v) Provide in-land navigation
 - (vi) Several other facilities like recreation
 - (vii) Preservation of wild life and development of fisheries.

Deviations – Types and causes :

- 1. Names of multipurpose projects given instead of purposes.

- 2. River valley project is explained.
- 3. Multi purpose projects are not related to river valley.
- 4. Complete definition is not given, only mentioned that they serve many purposes.
- 5. Only one purpose served is mentioned.
- 6. Explanation of purposes given.

Probable causes :

Probably students did not read the question properly.

Suggested Remedial Teaching Measures :

Teachers should teach multipurpose project as a river valley project that serves many purposes simultaneously. While teaching this, examples of floods and other related problems can be given. Then its benefits can be explained. Purposes served can be given in point:

43. What is 'Energy Conservation Act?' Describe five measures for efficient use of energy.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	1 + 5 = 6	Knowledge	– Defines energy conservation act. – Describes five measures for efficient use of energy.

Expected Answer :

- (a) Energy Conservation Act 2001 was enacted and came into effect in March 2002 which provides for efficient use of energy and its conservation.
- (b) Measures for effective use.
- (a) Use more and more public transport systems and less of individual vehicles.
 - (b) Switch off electricity whenever not required.
 - (c) Use power saving devices.

- (e) Emphasis on greater use of non-conventional sources of energy.
- (f) Any other relevant point.

Deviations –Types and causes :

1. Students are not clear about efficient use of energy.
2. “If we do not conserve energy we will be destroyed.”
3. Confused generation of electricity with its distribution.
4. Conservation of energy has been explained.
5. Efficient use of energy has been confused with conservation of energy resources.

Probable causes :

Students were not able to understand the question.

Suggested Remedial Teaching Measures :

- In the class non-conventional and renewable resources should be taught and their advantage over conventional and non-renewable resources should be emphasized.
- Simple examples from daily life like use of solar cooker for cooking, turning off the regulator of gas cylinder after cooking can be given in the class as energy saving measures.

44. Explain any three physical and three human factors for the localisation of an industry in a particular area.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	3 + 3 = 6	Understanding	– Explains three physical & three human factors for the location of an industry.

Expected Answer :

- (a) Physical factors :
- (i) Availability of raw material
 - (ii) Availability of power resources

- (iii) Availability of water resources.
- (iv) Favourable climate. (any three)
- (b) Human factors :
- (i) Market
- (ii) Transport facilities.
- (iii) Capital
- (iv) Banking facilities.
- (v) Govt. policies
- (vi) Any other relevant point. (any three)

Deviations –Types and causes :

1. All human & physical factors have been listed together.
2. Physical factors have been confused with human factors.
3. All factors have been listed-transport, climate, credit, raw material together.
4. Localisation of industry not clear.

Probable causes :

Probably they have not studied the locational factors thoroughly.

Suggested Remedial Teaching Measures :

Teachers should explain location of Industries with examples, such as location of cotton textiles, silk textiles, fertiliser industries can be used to explain the locational factors in the class.

45. Explain with examples any four factors responsible for centralisation of iron and steel industry in Peninsular India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	6	Understanding	– Explains four factors responsible for centralisation of iron & steel industry in Peninsular India. – Gives examples to

			support answer.
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Expected Answer :

- (i) Availability of raw materials - iron ore, coal, manganese ore, limestone,.
- (ii) Heavy and bulky.
- (iii) All the raw materials needed for the industry are available in plenty in Peninsular India.
- (iv) Transport and Port facilities are easily available .
- (v) Availability of power.
- (vi) Any other relevant point. (any four)

Deviations –Types and causes :

1. Only points have been mentioned – explanation of points not given.
2. No examples have been mentioned.
3. Same point of raw materials & things needed have been repeated.

Probable causes :

Students did not learn Iron & Steel Industry keeping in mind location of its various plants in peninsular India.

Suggested Remedial Teaching Measures :

Iron & Steel is an important Industry of India. It should be taught in class keeping in mind the locational factors. Different Public sector and Private sector plants should be discussed mentioning their relative importance in Indian economy.

46. Explain why cotton textile industry is largely concentrated in Gujarat and Maharashtra? Examine the problems being faced by this industry.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	3 + 3 = 6	Understanding	<ul style="list-style-type: none"> – Explains reasons for concentration of Cotton textile industry in Gujrat & Maharashtra. – Writes problems

			faced by Cotton Textile industry.
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Expected Answer :

(a) Cotton Textile industries are concentrated in Gujarat and Maharashtra because of :

- (i) Availability of raw material - cotton
- (ii) Availability of market
- (iii) Availability of transport and port facilities
- (iv) Availability of humid climate
- (v) Availability of labour (Any three points with brief explanation)

(b) Problems being faced by this industry

- (i) Scarcity of good quality cotton.
- (ii) Obsolete machinery (outdated)
- (iii) Erratic power supply
- (iv) Low productivity of labour
- (v) Stiff competition with synthetic fibre industry.

Deviations –Types and causes :

1. Second part of question *i.e.*, problems of Cotton Textile Industry have not been explained.
2. Students have written about Jute Industry and its requirements of water.
3. Population and its importance have been over emphasized.

Probable causes :

Students did not study the topic thoroughly.

Suggested Remedial Teaching Measures :

Cotton Textile Industry is understood well by students. Problems being faced can be explained by comparing the cloth material mostly worn by them *i.e.*, Terrycot with cotton (durability, easy washability). Problems of workers and trade union can be explained by giving examples of newspaper reports.

47. What is biotechnology? Explain any five advantages of the use of biotechnology in Indian agriculture.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	1 + 5 = 6	Knowledge	<ul style="list-style-type: none"> – Defines Bio-technology. – Explains five advantages of use of bio-technology in Indian agriculture.

Expected Answer :

- (a) A modern technique used in agriculture to modify different crops genetically to increase the yield per hectare is called Biotechnology.
- (b) Advantages:
- Higher yield per hectare
 - It has made the crop more resistant to insects, diseases and pests.
 - Has reduced the dependence on insecticides
 - Crops need less water.
 - It has reduced the cost of production
 - Help in improving environment
 - It gives benefits to both rich and poor farmers equally.
 - It is more environmentally safe and sustainable

Deviations –Types and causes :

- Concept of Bio-technology not clear to students.
- Only 3-4 points have been written.
- Written in paragraphs rather than in points.

Probable causes :

Students have not understood the concept of Bio-technology and its application in Indian agriculture.

Suggested Remedial Teaching Measures :

Teachers can take help of the biology teachers for teaching this concept in class. It should be explained in easy terms & examples. It is a new concept and students should be encouraged to find out about it from different sources and discuss it in the

class room with active participation of both students and teachers.

48. State two major problems faced by road transport in India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	– States two problems faced by road transport.

Expected Answer :

Major problems faced by road transport in India:

- Road network is inadequate in India.
- About half of the roads are unsurfaced which becomes muddy during the rainy seasons.
- Inadequate national highways.
- Highly congested.
- Bridge and culverts are narrow.
- Inadequate road side amenities, like telephone booths, emergency health services and police protection.

Deviations –Types and causes :

- Students confused the traffic jams in cities with problems of road transport.

Probable causes :

Road transport is taken as land transport.

Suggested Remedial Teaching Measures :

Teachers should give examples from various parts of India : Mountains, plateau, plains & explain the difficulties faced in construction & maintenance of roads.

49. Study the table given below and answer the questions that follow:

National Highway No.	Length (in km)	Terminal Stations
2	1465	Delhi – Kolkata
5	1533	Chennai – Jharpokhria (Orissa)

7
15

2369
1526

Varanasi – Kanyakumari
Pathankot – Samakhiali
(Kuchchh)

(a) Which is the longest National Highway? What is the general direction of this National Highway?

(b) Name the terminal stations of National Highway No. 5. How far is Kolkata from Delhi by road route?

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Application	<ul style="list-style-type: none">Names the longest National Highway.Gives the direction of this N.H.Names the terminal stations of N.H.5Gives the road distance between Kolkata & Delhi.

Expected Answer :

(a) National Highway No 7 is the Longest National Highway
Its general direction is from North to South.

(b) Chennai - Jharpokhria (Orissa)
Kolkata is 1465 Kms far from Delhi by road route.

Deviations – Types and causes :

Direction of the longest National Highway is incorrect.

Probable causes :

Probably students did not read the question properly.

Suggested Remedial Teaching Measures :

Teachers should give practice in tabular interpretation.

50. State any four salient features of 'National Highway.'

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	States four features of National Highways.

Expected Answer :

State any 4 salient features of 'National highways'

- (i) N.H. connects one state with another
 - (ii) They are of national importance.
 - (iii) Constructed and maintained by Central Government.
 - (iv) They are about 52, 000 kms of length.
 - (v) They constitute 2 percent of total road network.
 - (vi) They carry 40 percent of the total road traffic.
 - (vii) Any other relevant point.
- (any four)

Deviations – Types and causes :

- 1. National & State highways have been mixed up.
- 2. Benefits of National Highways mentioned.
- 3. Names of towns mentioned.
- 4. Written that they connect one country with many countries.
- 5. Maintained by State Governments.

Probable causes :

- Confusion between State and National Highways.
- Students confused features with benefits of National Highways.

Suggested Remedial Teaching Measures :

Classification of roads should be explained starting from village roads to District Roads to State Highways to National Highways. This can be explained by a diagram (hypothetical).

**51. Why is a dense network of railway transport found in North Indian Plains?
Explain two reasons.**

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Understanding	– Explains two reasons for dense railway network in North Indian plains.

Expected Answer :

Reasons of dense network of railway transport found in North India Plains:

- North Indian Plains have gentle slope (level land)
- High density of population.
- Agriculture considered as main occupation due to rich and fertile soil.
- Greater industrial activity have favoured development of railways.

Deviations –Types and causes :

Northern plains confused with Northern part of India.

Probable causes :

Students did not correlate population density with network of railways.

Suggested Remedial Teaching Measures :

Teachers should explain the importance of railways in Northern plains due to rich agricultural land and high population.

52. Name any four national waterways of India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	– Names four National waterways of India.

Expected Answer :

Names of National waterways of India :

- The Ganga river between Allahabad and Haldia.

- The Brahmaputra river between Sadiya and Dhubri.
- The west coast canal between Kollam and Kottayam.
- The Champakara canal
- The Udyogmandal canal.

Deviations –Types and causes :

1. Ocean and waterways confused.
2. Ports confused with waterways.

Probable causes :

Students are confused between Inland waterways and ocean waterways.

Suggested Remedial Teaching Measures :

Teachers should clearly differentiate between Inland waterways and ocean waterways.

53. Write four advantages of pipeline transportation.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	Writes four advantages of pipeline transportation.

Expected Answer :

Advantages of pipeline transportation :

- (i) Can be laid through difficult terrain.
- (ii) Ensures steady supply.
- (iii) Consumes less energy.
- (iv) Prevents trans-shipment loss
- (v) Initial cost of laying pipelines is high but maintenance cost is low.
- (vi) Can transport oil and natural gas to interior places.
- (vii) Is inexpensive.
- (viii) Fast, safe and clean transportation.

Deviations –Types and causes :

- 1. Two advantages in place of 4 advantages.
- 2. Pipeline transport confused with water pipelines.

Probable causes :

Students do not have the clear concept of pipelines.

Suggested Remedial Teaching Measures :

In transport chapter teachers should give advantages of all means of transport : road, rail, air, waterways and pipelines. Recent developments in pipelines can be explained with the examples of oil producing countries.

54.Explain the importance of ‘Radio’ and ‘Television’ as effective means of mass communication in our country.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Ans. Ques.	4	Understanding	– Explains the importance of radio and television as effective means of mass communication.

Expected Answer :

(a) Radio:

- (i) Cheapest means of communication
- (ii) Covers more than 95% of India’s total population.
- (iii) 200 radio stations and 327 transmitters .
- (iv) Source of social education and entertainment in regional languages for various categories.

(b)Television :

- (i) TV scores over radio as it also gives visual view.
- (ii) Besides doordarshan, a number of private channels are now available.
- (iii) Largest terrestrial networks of the world.
- (iv) Serves 87% of the country.

- (v) Programs in Regional languages and caters to different categories of people.
- (vi) Wide Range of programs such as educational, entertainment and sports.
- (vii) Any other relevant point.

Deviations –Types and causes :

This question has been attempted by majority of students. They have explained 2-4 points in paragraphs. Some children have given the importance of means of communication rather than of radio and television.

Suggested Remedial Teaching Measures :

Students must be told that the length of their answer should match the marks of the question. Teachers should try to make this topic interesting by involving students in discussions.

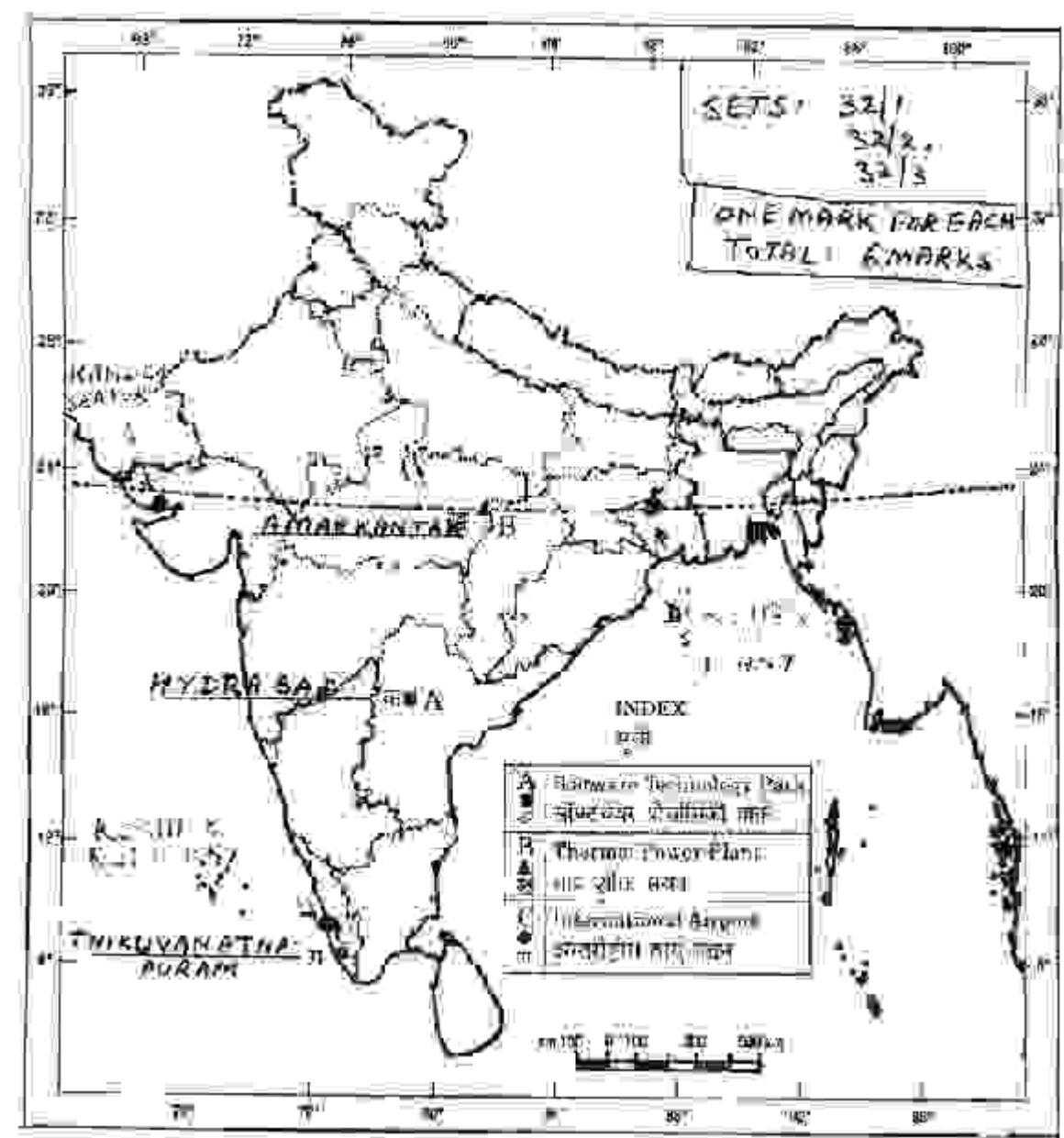
55. (a) In the given outline political map of India are shown three geographical features marked A, B, C. Identify these features and write their names in the space provided.

(b) In the same given outline political map of India, locate and label the following features and attach the map in your answer book :

- (i) Kochi Oil Refinery**
- (ii) Durgapur Iron and Steel Plant**
- (iii) Kandla Seaport.**

Type of Question	Marks	Objectives	Concept / Sub-concepts
Map Work	3 + 3 = 6	Skill	– To identify A, B, C marked on given map. – To locate & label Kochi, Durgapur, Kandla on map of India.

Expected Answer :



Deviations –Types and causes :

- 1. Location of Durgapur & Kandla not correct in many maps.
- 2. Thermal power plant has not been identified.
- 3. Kandla has been marked in Kerala by many students.

Probable causes :

Students do not prepare map work thoroughly. Even many teachers do not give sufficient practice to students on map work.

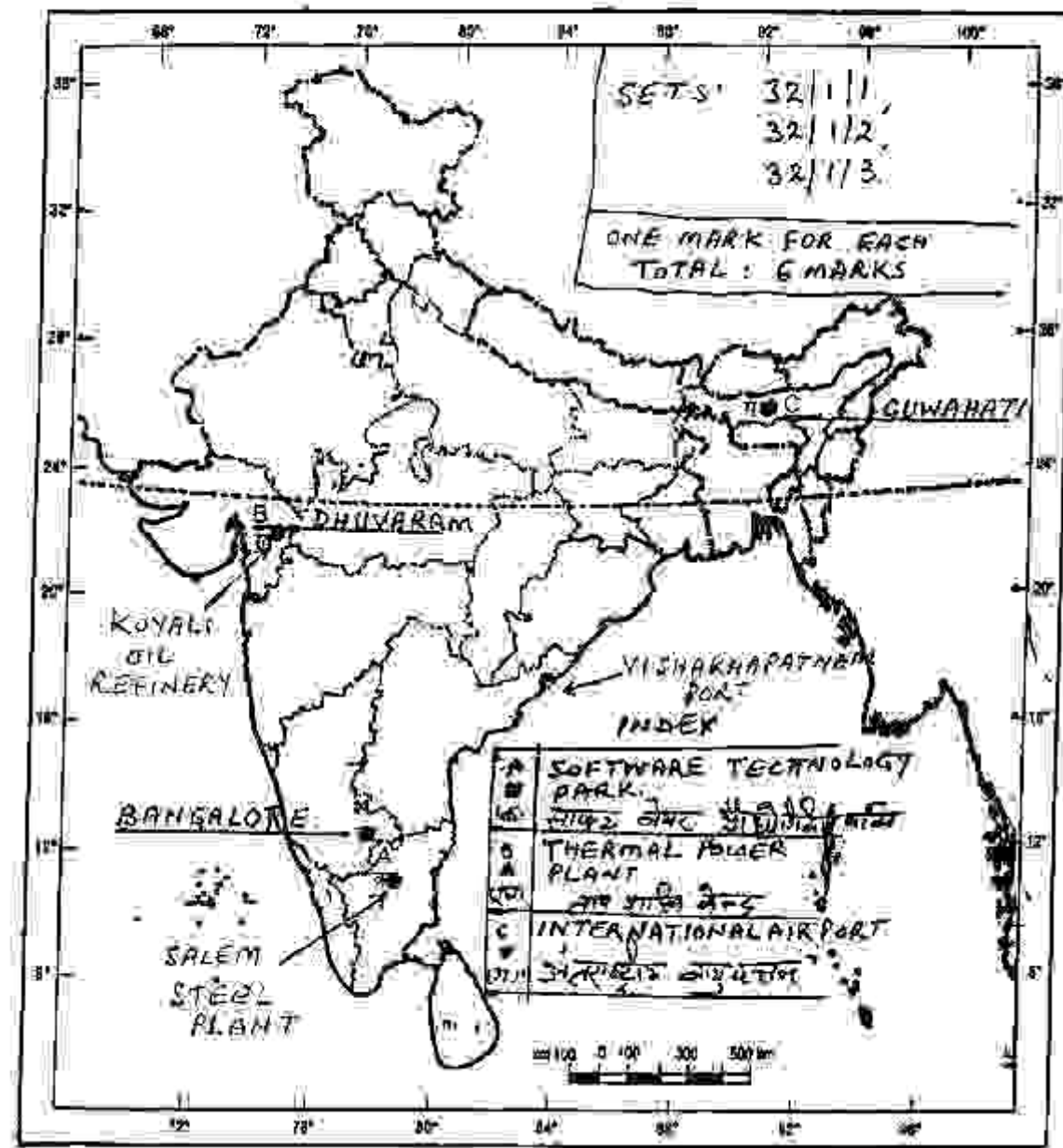
Suggested Remedial Teaching Measures :

Teachers should ask the students to mark places on political map so that they know the correct location of places.

- 56.(a) In the given outline political map of India are shown three geographical features. Identify these features marked as A, B, C. Write their names correctly on the space provided in the map. Attach the map in your answer-book.
- (b) In the same given outline political map of India locate and label the following features and attach the map in your answer-book.
- (i) Koyali Oil Refinery
 - (ii) Salem Iron and Steel Plant
 - (iii) Vishakhapatnam Port.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Map work	3 + 3 = 6	Knowledge and	<ul style="list-style-type: none">– Identification of A, B, C ,on Skill given map.– Marks, locates & labels Koyali, Vishakhapatnam & Salem on India map.

Expected Answer :



Deviations – Types and causes :

1. Students are not clear about which map is to be used for history and geography.
2. Symbols used for map pointing are not clear.
3. Many have not attempted map at all.

4. States are shown by a dot, a centre / place shown by shading a large area.
5. Only one map is attached.

Probable causes :

Students do not have enough practice in map work.

Suggested Remedial Teaching Measures :

Teachers should give more practice in map work to the students. Making index, choosing symbols and colours on map should be emphasized again & again.

UNIT-III ECONOMIC & SOCIAL DEVELOPMENT

57. Mention any two features of developed countries.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	States the features of developed countries.

Expected Answer :

Two features of developed countries are:

- (i) Industrially advanced and have access to modern technology.
- (ii) Mainly development in non - agricultural activities .
- (iii) High standard of living and better quality of life.
- (iv) High literacy rate.
- (v) Per capita and national income is high.
- (vi) Have good infra structural facilities.
- (vii) Have stable price index, consumption level of essential goods and services is high.

Deviations –Types and causes :

Some students have written self dependence as feature of developed countries.

Probable causes :

The basis of classifying the countries into developed and under developed is not understood.

Suggested Remedial Teaching Measures :

First the basis of classifying countries into developed and underdeveloped should be explained then the main features of each category should be discussed giving examples.

58. Explain the main features of a socialist economy.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Understanding	– Explains the features of Socialist economy.

Expected Answer :

Main features of a socialist economy are:

- (i) State ownership of resources.
- (ii) Central planning for production.
- (iii) Prices of goods are determined by the Govt.
- (iv) Almost all the working persons are employed and are paid by the Govt. Eg. : China, Vietnam, Cuba.

Deviations –Types and causes :

Some students have written about social work. Some have written the features of capitalist economy.

Probable causes :

Not read this part of the syllabus.

Suggested Remedial Teaching Measures :

First the meaning of an economy should be explained. Then the meaning and features of different types of economies should be explained and discussed.

59. Mention two features of capitalist economy.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	– States the features of capitalist economy.

Expected Answer :

- (i) Free competition.

- (ii) Private ownership
- (iii) Profit is the main objective of economic activity.
- (iv) Consumers are free to choose any commodity, which they want to buy.
- (v) Very limited role of Government.
- (vi) The economy is controlled by market forces (demand and supply)

Deviations – Types and causes :

Many students have written features of socialist economy.

Probable causes :

The meaning of capitalist economy is not clear. This topic is not properly read.

Suggested Remedial Teaching Measures :

The meaning of an economy must be explained. Then the three types of economies must be told. The basis of classification of economies into capitalist, socialist and mixed must be explained and then discussed in the class with suitable examples of countries belonging to each type of economy.

60. "Problem of resource allocation in mixed economy is effectively solved through market forces and planning process." Give two facts to support this statement.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Understanding	– Gives facts to support that the problem of resource allocation is solved through market forces and planning process.

Expected Answer :

- (i) In a Mixed economy, in the Private sector, resource allocation is made on the basis of market forces and profit motive.
- (ii) In a mixed economy, in the govt. sector resource allocation is made on the basis of economic planning and social welfare.

- (iii) Any other relevant point.

Deviations – Types and causes :

Many students have written the meaning of mixed economy only. Some have defined capitalist economy. Irrelevant points like over dependence on agriculture are stated.

Probable causes :

The meaning, features and working of a mixed economy is not understood.

Suggested Remedial Teaching Measures :

The meaning of resource allocation must be explained. How these are allocated in a mixed economy must be explained by giving examples.

61. Mention two features of mixed economy.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	– States the features of mixed economy.

Expected Answer :

- (i) It is a combination of free market economy and centrally planned economy.
- (ii) Production activities are carried out by individuals as well as by the, government.
- (iii) The price of goods produced by the individuals are decided by the market forces and the goods produced by the govt. are decided by economic planning.
- (iv) Involvement of the Govt. in production activities is aimed at the welfare of the people rather than profit.

Deviations – Types and causes :

Many students have given the meaning of socialist economy.

Suggested Remedial Teaching Measures :

Meaning of an economy must be explained. Then the meaning and features of capitalist and socialist economy should be explained. Then the concept of 'mixed economy' should be explained with examples.

62.What is meant by enterprise? Classify enterprises on the basis of ownership.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	1 + 1 = 2	Understanding	Defines an enterprise and classifies enterprises on the basis of ownership.

Expected Answer :

- (a) When a person or group of persons are engaged in the production or distribution of goods or services which are meant mainly for the purpose of sale is called enterprises.
- (b) On the basis of ownership there are three types of enterprises.
- (i) Private sector enterprises :- It is run and owned by an individual or a group of persons with an aim of making profit i.e. retail and wholesale shop. i.e Hindustan Lever, Reliance Industries , etc.
- (ii) Public sector enterprises :- They are run and owned by the govt. They enable the govt. to have control over the economy i.e. I.O.C., BSNL, etc.
- (iii) Joint sector enterprises :- They are run on partnership basis between Govt. and private enterprises Eg. Reliance Petro Chemical Limited (RPL) Brihanmumbai Suburban Electric Supply (BSES) and Power Trading Corporation.

Deviations –Types and causes :

Most of the students were not able to give the meaning of enterprise. Some have given classification on the basis of production and distribution.

Probable causes :

Lack of knowledge in defining the concepts. Basis of ownership not understood.

Suggested Remedial Teaching Measures :

Meaning of enterprise should be explained by giving examples. How to define a concept must be explained. Basis of classification should be explained with the help of examples.

63.State any two problems that forced India after 1991 to undertake New Economic Policy.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Knowledge	States the problems which forced India to undertake New Economic Policy after 1991.

Expected Answer :

- (i) Slow growth of Industrial sector.
- (ii) Many public sector enterprises started making losses.
- (iii) Shortage of adequate capital
- (iv) Technological backwardness.
- (v) Financial crisis.
- (vi) Slow economic development
- (vii) Any other relevant point. (any two)

Deviations –Types and causes :

Many students had stated only some general problems of Indian economy such as poor and old techniques used in agriculture. Those who stated relevant points, could not relate them to the need for new economic policy.

Probable causes :

Students have vague ideas about the problems of Indian economy. The need for new economic policy is not understood by most of the students.

Suggested Remedial Teaching Measures :

The students must be explained the need for new economic policy. Each point must be explained highlighting how it necessitated a change in the economic policy.

64. What is globalisation? Explain its impact on Indian agriculture by mentioning five points.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	1 + 5 = 6	Understanding	<ul style="list-style-type: none"> – Defines globalisation. – Explains impact of globalisation on Indian agriculture.

Expected Answer :

- (a) Globalization means integrating the National / Domestic economy with World economy
- (b) Impact on Indian Agriculture of Globalisation:-
- (i) It is based on the philosophy of free and open international trade.
 - (ii) The farmers have been exposed to the new industrial environment.
 - (iii) There they have to compete freely with the foreign products.
 - (iv) They have to make a better use of our favourable climate and fertile soil.
 - (v) Efforts are made to raise the efficiency of labour and equip them with advanced technology.
 - (vi) Vast potential of agriculture is being developed in a systematic and planned manner.
 - (vii) Credit facilities are provided to the farmers.
 - (viii) Infrastructure like roads, electricity etc is being developed.
 - (ix) It ensures quality goods at competitive prices.
 - (x) Any other relevant point. (any five)

Deviations – Types and causes :

- 1. Concept of globalisation confused with green revolution.
- 2. Globalisation as a concept has been elaborated and its impact has been overlooked.
- 3. Globalisation has been mixed with biotechnology & genetic engineering.

Probable causes :

Students did not understand the impact of globalisation on Indian agriculture.

Suggested Remedial Teaching Measures :

- 1. While teaching globalisation the recent changes in agricultural practices in the neighbouring areas should be mentioned.
- 2. Students may be involved in discussion about the new vegetables and fruits being sold in the market, like Apples from Australia, Kiwis from Newzealand, etc. and baby corns and strawberries being produced in our country due to competition from other countries etc.

65. Describe the meaning of liberalisation of an economy. Mention two main components of the liberalisaton policy with examples.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	4	Knowledge	Describes the meaning of liberalisation and mentions its two components with examples.

Expected Answer :

- (a) Liberalization means opening up of the economy to the private sector.
- (b) Main components
- (i) Reduced reservation of public sector from 17 to 3
 - (ii) Core industries like iron and steel, electricity, etc opened to private sector.
 - (iii) Liberal rules and regulations now applicable to private sector.
 - (iv) Import of raw materials have be liberalized.
 - (v) Regulations on price and distribution over the private sector has been liberalized.
 - (vi) Removal of licensing. (any two)
 - (vii) Regulations on investment on private company have been liberalized.

Deviations – Types and causes :

Many students have discussed private and public sector as two components of liberalisation.

Probable causes :

The meaning of 'liberalisation' in economic context is not at all understood.

Suggested Remedial Teaching Measures :

Meaning of liberal and liberalisation must be explained. Then it must be used in economic context by giving examples. Lastly the components must be discussed with examples.

66. "Liberalisation and Globalization policy has had negative effects on the Indian economy." Explain briefly with two examples.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Application	Explains negative effects of liberalization and Globalisation on Indian Economy- Gives Examples

Expected Answer :

Negative effect of the new policy are :

(i) It is not appropriate to Indian conditions; (ii) Trade deficits are on the rise; (iii) Value of Indian rupees has been depreciating in terms of Dollars (iv) It has failed to generate additional employment opportunities particularly in rural area where 75% of the population lives (v) Industrial growth has not reached as expected due to some rules of globalization and liberalization; (vi) Due to strong international competition many industries have closed down,; (vii) It is imposing challenge to the sovereignty of Indian economy under the pressure of IMF and World Bank; (viii) Tough competition forced by domestic producers.
(any two)

Deviations – Types and causes :

Instead of negative effects overall effects are given. Some students have discussed mechanisation of industries and its effects.

Probable causes :

The meaning of globalisation and liberalisation is not at all clearly understood.

Suggested Remedial Teaching Measures :

The meaning of and need for globalisation and liberalisation must be discussed with the help of examples. Then their effects must be listed and then categorised as positive and negative effects.

67. State two beneficial and two harmful effects of W.T.O. (World Trade Organization) on Indian economy.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	States beneficial and harmful effects of WTO.

Expected Answer :

(a) Beneficial effect of W.T.O.:

- (i) Opportunities for India to trade with other countries.
 - (ii) Technology from developed countries will be available to India at reduced cost.
 - (iii) We will be able to export goods to other countries.
- (b) Harmful effect :
- (i) W.T.O. rules are biased against developing countries like India.
 - (ii) Developing countries like India may not be able to face competition in the World.
 - (iii) W.T.O. may interfere in the management of domestic economy.
 - (iv) WTO has put restrictions on agriculture and subsidies given on food grains in India.
- iv) Prices of essential and life saving drugs may go up.

Deviations – Types and causes :

Unnecessary details about WTO are given such as when and where it was set up. Many have given wrong answers such as it widens the gap between rich and poor.

Probable causes :

The question is not read carefully. As soon as they read WTO they started writing whatever they knew, whether relevant or irrelevant.

Suggested Remedial Teaching Measures :

The students must be explained the objective of WTO. The effects of WTO should be categorised into beneficial and harmful. Each effect must be discussed with examples. The need for a relevant answer must also be repeatedly emphasised.

68. What is meant by sustainable economic development? Give its main feature.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Knowledge	States the meaning and features of sustainable economic development.

Expected Answer :

(a) Stainable economic development means that development should take place without damaging the environment and development in the present should not compromise on the needs of the future generation.

(b) Main features of sustainable economic development:

- (i) Reduction in pollution.
- (ii) Quality of life of the future generation should not reduce.
- (iii) Efficient use of natural resources.

Deviations – Types and causes :

Most of the answers are irrelevant and vague such as sustainable development increases productivity, reduces pollution. Some have written its meaning by explaining recycling.

Probable causes :

The meaning of sustainable development not understood.

Suggested Remedial Teaching Measures :

The meaning of the word ‘sustainable’ must be explained with examples. Then its meaning should be explained in the context of economic development.

69. "A moderate and gradual rise in price of all the goods is considered good for any country." Do you agree with this view? Give two arguments to support your answer.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Very Short Answer	2	Application	Gives argument to support his view on a statement relating to effect of gradual and moderate price rise for a country.

Expected Answer :

Yes, I agree with the Statement.

Moderate rise of prices around 3% in goods for the economy. Increase in price of the products will increase the standard of living of workers working in these industries. Their income will increase and it is good for the economy. Rise in price may also be due to increase in the cost of production.

Deviations – Types and causes :

Many students have written irrelevant points such as people will not come below poverty line. Some have written yes or no and no reasons are given.

Probable causes :

The meaning of moderate and gradual price rise is not clear. How a moderate price rise affects production and consumption is not understood.

Suggested Remedial Teaching Measures :

The meaning of moderate and gradual price rise must be explained. How does it affect a producer and a consumer ? This must be explained with examples.

70. Examine the causes for the rise in prices in India. Give six reasons.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	6	Application	Examines the causes of price rise in India.

Expected Answer :

- Where the people have more income in their hands. Their demand for goods and services increases leading to price rise.
- When the cost of production goes up, due to the rising cost of raw -material etc., it will lead to price rise of the commodity.
- Illegal practices such as black marketing, hoarding etc are also the cause of price rise.
- Any other relevant point.

Deviations –Types and causes :

Most of the students have not given an explanation of the causes of price rise. They have only written a few points. Some have given vague reasons like illiteracy, population growth etc.

Probable causes :

It appears that the students have read the question casually.

Suggested Remedial Teaching Measures :

Role of increase in demand and increase in cost of production, and decrease in supply in affecting prices should be explained. Then the factors that cause these changes should be explained.

71. Explain the main causes for the increase in the prices. Give two arguments in favour of regulating the rising prices.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Ans. Question	4	Understanding	Explains the main causes for the increase in prices. Gives argument for regulating the rising prices.

Expected Answer :

- Causes for increase in prices
 - When people have more income in their hand, their demand for goods and services increase, leading to price rise.
 - When the cost of production goes up due to rising cost of raw material it will lead to price rise.
 - Illegal practices such as black marketing, hoarding etc are also the cause of price rise.
 - Any other relevant point
- Arguments in favour of regulating price rise:-
 - The need for regulation of Traders and keeping a close watch on them and for price stability and Economic development of the Country through Monetary Measures.
 - Fiscal measures
 - Public distribution system
 - Administered price mechanism

Deviations –Types and causes :

Many students have given only vague answers. They wrote black marketing, hoarding only.

Probable causes :

They have not understood the causes for increases in demand for goods that lead to rise in prices.

Suggested Remedial Teaching Measures :

What can cause rise in price? Such questions should be put to the students and then the various points should be discussed in the light of the answer given by them. Bad effects of rise in prices should be highlighted before discussing the need for regulating prices.

72. Examine the main factors responsible for the exploitation of consumers in India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explain the factors responsible for exploitation of consumers

Expected Answer :

The main factors responsible for the exploitation of consumers in India.

- (i) Limited Information - In absence of information about different aspects of products, the consumers are liable to make a wrong choice.
- (ii) Limited supplies - The consumers are exploited when the goods and services are not available in the required quantity or numbers.
- (iii) Limited competition - In the production and sale of consumer durables, the producers and suppliers are few, the sellers have an upper hand in fixing the price.
- (iv) Low Literacy - The level of literacy directly affects level of awareness about products and the market.

Deviations –Types and causes :

Many students have written about the various methods of exploitation.

Probable causes :

Confused between factors responsible for exploitation and methods of exploitation.

Suggested Remedial Teaching Measures :

Meaning of consumer exploitation must be explained. Then the causes for such exploitation should be explained. After this methods of exploitation should be explained. The difference between causes and methods (ways) of exploitation should be highlighted.

73. Explain various ways by which consumers are exploited by the producers or wholesalers.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explains the ways of exploitation of consumers.

Expected Answer :

Various ways of consumers exploitation:

- (i) Underweight and under measurements
- (ii) Substandard quality.

- (iii) High Prices.
- (iv) Duplicate articles.
- (v) Adulteration and impurities.
- (vi) Lack of safety devices.
- (vii) Artificial scarcity.
- (viii) False and incomplete information.
- (ix) Rough behavior of the shop owners towards consumers.
- (x) Unsatisfactory after sale services.

Deviations –Types and causes :

Many students have stated reasons of exploitation such as illiteracy.

Probable causes :

Confused between reasons and ways of exploitation.

Suggested Remedial Teaching Measures :

The difference between causes and ways of exploitation must be explained with examples.

74. What is meant by standardization of the products? Explain how the government protects the interests of the consumers by standardization of products.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Long Answer	6	Understanding	Gives the meaning of standardisation of products and explains the measures taken by the government.

Expected Answer :

- (a) Standardization of products means creation of institutions and rules for setting up standards for producing and protecting various products and enforcing them to ensure quality and quantity of products.
- (b) Measures

- (i) Establishment of BIS (Bureau of Indian Standards) for grading for industrial and consumer goods, Certifies the goods to meet standards and prescribed quality.
- (ii) Agmark - It caters to agricultural products.
- (iii) ISO (International Organization for Standardization) to certify international products.
- (iv) ISI (Indian Standard Institution) Regular surveillance of the licensee's performance by surprise inspections and testing of samples of ISI products.
- (v) International food standards are set up by Codex Alimentarius Commission.

Deviations –Types and causes :

Meaning of standardisation is not given by most of the students. In place of the Government's role they have discussed how consumers can protect their interest.

Probable causes :

The meaning of the word 'Standardization' is not Understood. The question is also not read carefully.

Suggested Remedial Teaching Measures :

Meaning and need for standardization should be explained. Then the measures taken by the Government should be explained.

75. Explain three strategies adopted by the government to protect the interest of consumers with reference to Consumer Protection Act of 1986.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explains three strategies adopted by the Government to protect the interest of consumers.

Expected Answer :

The government enacted a specific law called the Consumer Protection Act in 1986.

- (i) It provides for the establishment of Consumer Disputes Redressal Agencies at District, State and National levels for the protection and promotion of

consumer interests and to redress their grievances in a speedy, simple and inexpensive manner.

- (ii) The act has led to setting up separate departments of consumer affairs in central and state government to protect, consumers interest.
- (iii) Most important feature of the act is the provision for setting up a three- tier system, popularly known as consumer courts at National, State and District level.
- (iv) At the National level it is called the National Consumer Commission which is the apex court. and it functions at Delhi; at the state level, it is called the State Consumer Commission. The third tier, the most important court, is at the District level and is called District Forum.
- (v) The Act of 1986 focuses the rights of consumers exclusively which are enshrined in it, such as right to safety, right to inform, right to choose, right to be heard and right to seek redressal and right to consumers' education.

Deviations –Types and causes :

Some students have explained irrelevant points like liberalisation. Many have written vague answers.

Probable causes :

This part of the syllabus is not difficult. The students have not read it carefully.

Suggested Remedial Teaching Measures :

The students should be given repeated practice of listing the various measures adopted.

76. How does growth rate in population increase poverty in a country? Explain.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explains the reasons how the growth rate in population increases poverty in a country.

Expected Answer :

How does growth rate in population increase poverty in India:

- (i) Increase in population may result in unemployment and low level of percapita income which then leads to poverty.
- (ii) People will have no income or less income which will lead to poverty.
- (iii) Absence of alternative employment will increase pressure on land and agriculture and will increase poverty.
- (iv) Social Factors like illiteracy, large size of family and caste system will increase the population which will lead to poverty.

Deviations – Types and causes :

Some students have tried to write the meaning of poverty and measures to control population.

Probable causes :

The effect of growth rate of population on employment and demand for goods and services is not understood.

Suggested Remedial Teaching Measures :

It must be logically explained that increase in population means increase in number of job / work seekers, more demand for food, clothing, shelter etc. When all this is not available, poverty will increase.

77. "Skill development can reduce pressure of unemployment on the Indian economy." Justify this statement with examples.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Very Short Answer	2	Application	Argues to justify the given statement with examples.

Expected Answer :

- (i) Skill development helps to increase productivity of labour force.
- (ii) It ensures continuous employability through wage employment.
- (iii) It helps to absorb the new technology at work.
- (iv) It helps to compete with labour force of other developed countries.

- (v) Skilled labour prefers self employment and can generate employment opportunities.
- (vi) Skilled labour force can contribute to fast economic growth of a nation.

Deviations – Types and causes :

Many students have written about causes of unemployment. They could not evaluate the effects of skill development on reducing unemployment.

Probable causes :

The question is not understood.

Suggested Remedial Teaching Measures :

The meaning of skill development must be explained and then discussed. Then how it affects in reducing unemployment should be discussed.

78. Define "Brain Drain." Mention two reasons for the brain drain from India.

Type of Question	Marks	Objectives	Concept / Sub-concepts
Short Answer	4	Understanding	Explains the meaning and reasons for brain drain.

Expected Answer :

- a) 'Brain Drain' means the migration of skilled people to other nations in search of better opportunities and employment.
- (b) Two reasons for brain drain from India :
 - (i) Difference in wages.
 - (ii) Better professional opportunities.
 - (iii) High living standard.
 - (iv) Good working conditions and better opportunities.
 - (v) Reservation policies.
 - (vi) Lack of job satisfaction.
 - (vii) Any other relevant point.

Deviations –Types and causes :

Wrong answer by many students such as ‘drain of people from one country to another’; people are sent by Govt. to other countries.....

Probable causes :

The meaning of brain drain is not clearly understood.

Suggested Remedial Teaching Measures :

Meaning of brain drain with the help of examples should be explained. Then the reasons should be discussed.

79. What is meant by human development? Explain how human development is the essence of social development.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Explains meaning of human development. Explains its importance in social development.

Expected Answer :

(a) Human development means both economic and social development of human beings. It is the process of both quantitative change and qualitative growth.

(b) Human development is the essence of social development

It is a human centered approach. It focuses on the people, it emphasizes on their needs, choices, aspirations and well beings. It gives equal opportunity to all to develop their genius and creativity. It aims at improving the standard of living of the people. It aims at giving health facilities so that people may lead a long and healthy life.

Deviations –Types and causes :

Vague answers. Meaning of human development not given. Relation between human and social development not given.

Probable causes :

The basic concepts not understood.

Suggested Remedial Teaching Measures :

Meaning of social development and human development must be explained with examples. Then their relation must be explained.

80. Define sex ratio. Describe the trend of sex ratio in India since 1951. What are the factors behind the imbalanced sex ratio in India?

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Knowledge	Defines sex ratio. Describes the trend of sex ratio in India since 1951 and factors behind imbalanced sex ratio.

Expected Answer :

(a) Sex ratio means number of women per thousand men.

(b) Trend of sex ratio since 1951; declining trend.

(c) Factors behind the inbalanced sex ratio

(i) High national mortality rate.

(ii) Female foeticide.

(iii) Low status of women.

(iv) Patriarchal society

(v) Neglect of girl child

(vi) Unequal economic and social rights.

Deviations –Types and causes :

Only sex ratio is defined by most of the students.

Probable causes :

Meaning of words ‘trend’ and imbalance is not clear and this part is not read. This is a knowledge based easy question not requiring much of understanding. Even then several students could not answer correctly.

Suggested Remedial Teaching Measures :

Meaning of sex ratio must be explained. Then the meaning of imbalanced sex ratio

must be explained. Then example of India should be given and the students be asked the reasons for imbalanced sex ratio. The points must be discussed.

81. What does gender empowerment focus upon? Explain any four steps taken in the direction of women's empowerment.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Explains the main focus of gender empowerment and four steps undertaken for women empowerment.

Expected Answer :

- (a) Gender Empowerment focuses on gender inequality in economic and political opportunities and participation in decision-making process and values.
- (b) Steps taken for women Empowerment:
1. Reservation of seats for women in local bodies. The move to make 33% seats in all legislatures has not yet succeeded.
 2. National Commission for Women was set up in 1992.
 3. Employment and income generation, welfare and support services and gender sensitization have been undertaken by the Department of Women and Child Development under the national policy of women's empowerment, 2001

Deviations –Types and causes :

Only some students have tried to write the meaning of gender empowerment.

Suggested Remedial Teaching Measures :

The meaning and need for gender empowerment much be explained by giving examples from day to day life. Then the various measures & how they help must be explained.

82. What is meant by communalism? Mention the causes for the growth of communalism in India. Suggest two remedies to overcome this problem in India.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Knowledge and Application	Meaning of communalism-causes and remedies.

Expected Answer :

- (a) Communalism :** means placing one's own community above others even before the nation.
- (b) Causes for the growth of communalism in India:**
- (i) Mixing religion with politics.
 - (ii) Policies like the Divide and Rule policy followed by the British.
 - (iii) Growth of fundamental organizations.
 - (iv) Poverty and insecurity of the minority community.
- (c) Two remedies to overcome this problem.**
- (i) Promote mutual tolerance, create awareness about the evils of communalism among the masses.
 - (ii) Religion and politics should be separated.
 - (iii) Political parties with communal bias should be banned.
 - (iv) Communal organizations should be regulated.
 - (v) Textbooks should be free of communal bias.

Deviations –Types and causes :

Only one part attempted by majority of students, very few attempted all the three especially the last part.

Probable causes :

Most probable cause is the confusion with casteism.

Suggested Remedial Teaching Measures :

More stress be laid on explaining the concept of communalism. It may also be made clear that casteism and communalism are not one but different.

83. Explain the provisions made in the Indian Constitution for safeguarding the interests of Other Backward Classes (OBC) and weaker sections of the society.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	O.B.C's (Other Backward Classes) and weaker sections of society.

Expected Answer :

The various provisions made in the Indian Constitution for safeguarding the interests of OBC and weaker sections of the society.

(a) Other Backward Classes (OBC)

- (i) Relaxation in qualifying marks in written examinations and interviews.
- (ii) Upper age limit relaxed by three years in direct recruitment.
- (iii) Increasing the number of attempts to seven for appearing in the civil services examinations.
- (iv) 27% reservation in public services as per Mandal Commission's recommendation.

(b) Weaker Sections :

- (i) Abolition of untouchability.
- (ii) Abolition of forced labour.
- (iii) Removal of all sorts of restrictions on access to schools, shops, hotels and other public places.
- (iv) Special representation in Parliament and State Legislatures.
- (v) Curtailment of general rights of all citizens to move freely, settle and acquire property in scheduled and tribal area.
- (vi) Adequate representations by SCs & STs in local bodies like panchyats.
- (vii) Reservation in appointment and promotion in Public Services.
- (viii) Any other relevant point.

Deviations – Types and causes :

Very few students have answered it. Most of them have answered the second part of the question.

Probable causes :

As the second part of the question for the students was much easier.

Suggested Remedial Teaching Measures :

Meaning of O.B.C's and the constitutional provisions for the upliftment of O.B.C's and weaker sections of society be explained in detail with examples from local environment *i.e.*, J.J. clusters and rural areas.

84. Define communalism. Explain the causes for the rise of communalism in India.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Defines communalism. Explains the causes for the rise of communalism in India.

Expected Answer :

(a) Communalism means placing one's own community above others even before the nation.

(b) Causes of communalism:

- (i) Mixing of religion with politics
- (ii) Poverty and insecurity of a minority community
- (iii) policy of divide and rule.
- (iv) Role of fundamentalists in projecting their religious community as distinct and separate from the other religions.

Deviations – Types and causes :

Meaning of communalism is not clear to many students. Confused with casteism.

Suggested Remedial Teaching Measures :

Meaning of communalism be explained clearly with relevant examples; causes of rise of communalism be explained in detail. Students be asked to make a list of communal disturbances in different parts of India in the last one year.

85. What is meant by cross border terrorism? Give its main characteristics.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	4	Knowledge	Meaning and characteristics of cross border terrorism.

Expected Answer :

- (a) Cross border terrorism is a proxy war with the objective to weaken the neighbouring nation for its territorial division.
- (b) Characteristics:
- (i) Waged at the behest of someone else without direct involvement.
 - (ii) Terrorists enjoy support and sympathy from the base country, which makes it dangerous and sustainable.
 - (iii) Directed against civilians or a particular community, armed personnel, Govt or state.
 - (iv) Creates an atmosphere of fear, terror and suspicion. Militants get training from across the borders in POK and Pakistan.
 - (v) They resort to killing of innocent people and do anything to meet their ends extortion, etc.

Deviations – Types and causes :

Entire answer is given in one paragraph only.

Probable causes :

Concept of cross border terrorism is not clear.

Suggested Remedial Teaching Measures :

Examples of cross border terrorism be given *e.g.*, acts of terrorism in Afghanistan, U.S.A. & U.K. clippings from Newspaper showing terrorism be collected by the students.

86. Distinguish between revolutionaries and terrorists.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Short Answer	4	Understanding	Distinguishes between Revolutionaries & terrorists.

Expected Answer :

Difference between Revolutionaries and Terrories.

(a) Revolutionaries

- (i) Their aim was to overthrow the Foreign or colonial rule.
- (ii) They were not against foreigners or a particular community, civilians, race or religion.
- (iii) They were not religious fanatics.
- (iv) They were not associated with extortion, blackmailing or kidnapping or drug trafficking

(b) Terrorists

- (i) The aim is to overthrow democratically elected own government of the people.
- (ii) They are directed against civilians, aim to cause damage to a particular community, race or religion.
- (iii) They are religious fanatics.
- (iv) They are associated with extortion, blackmailing, Kidnapping or drug trafficking.

Deviations – Types and causes :

Very well attempted by majority of the students. Some of the students could not distinguish between the two.

Probable causes :

Revolutionaries confused with terrorists. The question being open ended, there was no limit to the answers to be given by students.

Suggested Remedial Teaching Measures :

Students be actively involved to make a list of Revolutionaries so as to distinguish them from terrorists.

87. Explain the problems of child abuse. Mention the provisions provided in the Constitution of India for the protection and development of the child.

Type of Question	Marks	Objectives	Concept/ Sub-concepts
Long Answer	6	Understanding	Gives the meaning of child abuse and explains the types of child abuse and provision in constitution to protect the children.

Expected Answer :

- (a) Child abuse means any deliberate act causing mental or physical injury or harm to child. Child abuse is of the following three types :
- (i) Physical abuse can be verified through physical symptoms like cut, burn, fracture, swelling, etc.
 - (ii) Sexual abuse is caused by his/her own neighbours, close relatives or acquaintance.
 - (iii) Emotional abuse is related to disregarding the child's physical, emotional, moral and social needs.
- (b) Provisions in the constitution of India.
- (i) No. child below the age of 14 yrs. shall be employed to work in any factory or in any hazardous employment.
 - (ii) Protection of childhood against all sorts of exploitation.
 - (iii) Free elementary education for all children upto 14 years of age
 - (v) Any other relevant point.

Deviations –Types and causes :

Meaning of child abuse is not given. Most of the students have discussed problems faced by poor students which is irrelevant.

Probable causes :

It appears students have not read this part. They have tried to answer on only commonsense basis.

Suggested Remedial Teaching Measures :

The meaning and types of child abuse must be explained and then provisions provided in the constitution for child protection should be explained.