

**Marking Scheme**  
**Strictly Confidential**  
 (For Internal and Restricted use only)  
**Senior School Certificate Examination, 2025 (MAIN EXAM)**  
**SUBJECT NAME: GEOGRAPHY THEORY**  
**SUBJECT CODE (029) PAPER CODE 64/7/3**

**General Instructions: -**

<b>1</b>	You are aware that evaluation is the most important process in the actual and correct assessment of the candidates. A small mistake in evaluation may lead to serious problems which may affect the future of the candidates, education system and teaching profession. To avoid mistakes, it is requested that before starting evaluation, you must read and understand the spot evaluation guidelines carefully.
<b>2</b>	<b>“Evaluation policy is a confidential policy as it is related to the confidentiality of the examinations conducted, Evaluation done and several other aspects. Its’ leakage to public in any manner could lead to derailment of the examination system and affect the life and future of millions of candidates. Sharing this policy/document to anyone, publishing in any magazine and printing in News Paper/Website etc may invite action under various rules of the Board and IPC.”</b>
<b>3</b>	Evaluation is to be done as per instructions provided in the Marking Scheme. It should not be done according to one’s own interpretation or any other consideration. Marking Scheme should be strictly adhered to and religiously followed. <b>However, while evaluating, answers which are based on latest information or knowledge and/or are innovative, they may be assessed for their correctness otherwise and due marks be awarded to them. In class-XII, while evaluating two competency-based questions, please try to understand given answer and even if reply is not from marking scheme but correct competency is enumerated by the candidate, due marks should be awarded.</b>
<b>4</b>	The Marking scheme carries only suggested value points for the answers. These are in the nature of Guidelines only and do not constitute the complete answer. The students can have their own expression and if the expression is correct, the due marks should be awarded accordingly.
<b>5</b>	The Head-Examiner must go through the first five answer books evaluated by each evaluator on the first day, to ensure that evaluation has been carried out as per the instructions given in the Marking Scheme. If there is any variation, the same should be zero after deliberation and discussion. The remaining answer books meant for evaluation shall be given only after ensuring that there is no significant variation in the marking of individual evaluators.
<b>6</b>	Evaluators will mark( √ ) wherever answer is correct. For wrong answer CROSS ‘X” be marked. Evaluators will not put right (✓) while evaluating which gives an impression that answer is correct and no marks are awarded. <b>This is most common mistake which evaluators are committing.</b>
<b>7</b>	If a question has parts, please award marks on the right-hand side for each part. Marks awarded for different parts of the question should then be totaled up and written in the left-hand margin and encircled. This may be followed strictly.
<b>8</b>	If a question does not have any parts, marks must be awarded in the left-hand margin and encircled. This may also be followed strictly.
<b>9</b>	If a student has attempted an extra question, answer of the question deserving more marks should be retained and the other answer scored out with a note <b>“Extra Question”</b> .
<b>10</b>	No marks to be deducted for the cumulative effect of an error. It should be penalized only once.
<b>11</b>	A full scale of marks ____70____ (example 0 to 80/70/60/50/40/30 marks as given in Question Paper) has to be used. Please do not hesitate to award full marks if the

	answer deserves it.
12	Every examiner has to necessarily do evaluation work for full working hours i.e., 8 hours every day and evaluate 20 answer books per day in main subjects and 25 answer books per day in other subjects (Details are given in Spot Guidelines). This is in view of the reduced syllabus and number of questions in question paper.
13	<p>Ensure that you do not make the following common types of errors committed by the Examiner in the past:- Giving more marks for an answer than assigned to it.</p> <ul style="list-style-type: none"> <li>● Wrong totaling of marks awarded on an answer.</li> <li>● Wrong transfer of marks from the inside pages of the answer book to the title page.</li> </ul> <p>Wrong question wise totaling on the title page.</p> <ul style="list-style-type: none"> <li>● Leaving answer or part thereof unassessed in an answer book.</li> <li>●</li> <li>● Wrong totaling of marks of the two columns on the title page.</li> <li>● Wrong grand total.</li> <li>● Marks in words and figures not tallying/not same.</li> <li>● Wrong transfer of marks from the answer book to online award list.</li> <li>● Answers marked as correct, but marks not awarded. (Ensure that the right tick mark is correctly and clearly indicated. It should merely be a line. Same is with the X for incorrect answer.)</li> <li>● Half or a part of answer marked correct and the rest as wrong, but no marks awarded.</li> </ul>
14	While evaluating the answer books if the answer is found to be totally incorrect, it should be marked as cross (X) and awarded zero (0) Marks.
15	Any un assessed portion, non-carrying over of marks to the title page, or totaling error detected by the candidate shall damage the prestige of all the personnel engaged in the evaluation work as also of the Board. Hence, in order to uphold the prestige of all concerned, it is again reiterated that the instructions be followed meticulously and judiciously.
16	The Examiners should acquaint themselves with the guidelines given in the “ <b>Guidelines for spot Evaluation</b> ” before starting the actual evaluation.
17	Every Examiner shall also ensure that all the answers are evaluated, marks carried over to the title page, correctly totaled and written in figures and words.
18	The candidates are entitled to obtain photocopy of the Answer Book on request on payment of the prescribed processing fee. All Examiners/Additional Head Examiners/Head Examiners are once again reminded that they must ensure that evaluation is carried out strictly as per value points for each answer as given in the Marking Scheme.

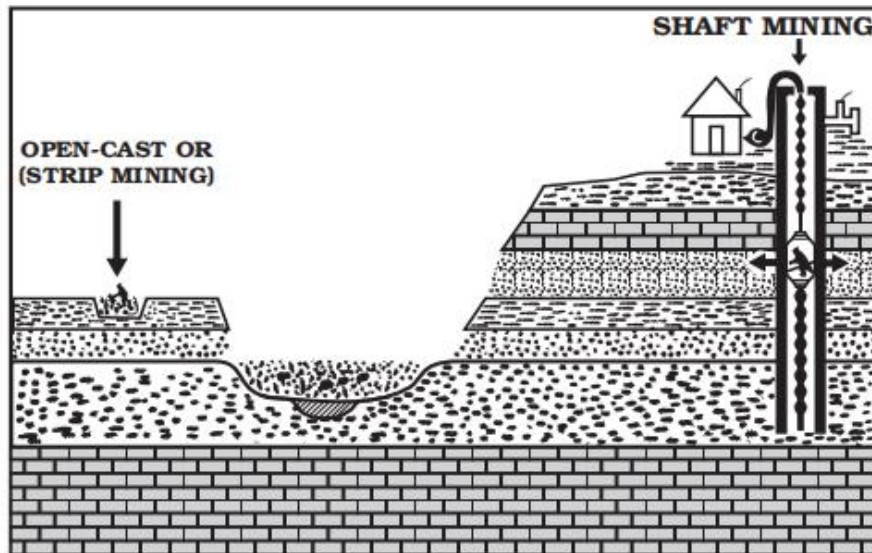
**MARKING SCHEME**  
**Senior School Certificate Examination, 2025**  
**SUBJECT- GEOGRAPHY (029)**  
**PAPER CODE-64/7/3**

**SET-3**  
**MM-70**

Q No.	<u>EXPECTED ANSWERS/VALUE POINTS</u>	Page no in TB	Distrib ution of marks
	<b>SECTION -A</b> Question no. 1-17 are MCQs		17x1= 17
1.	(C) Only I , II and IV are correct	Pg.45 TB-I	1
2	(B) a- iv , b - iii , c -i , d-ii	Pg. 16 TB-I	1
3	(A) Policy Formulator	Pg 51 TB-I	1
4	(B) Growth may be positive or negative, but development is always positive.	Pg 13 TB-I	1
5	(D) Retail Trading	Pg 47 TB-I	1
6	(B) Secondary	Pg 36 TB-I	1
7	(D) Extensive Commercial Grain Cultivation	Pg 29 TB-I	1
8	(B) Welfare Approach	Pg 17 TB-I	1
9	(C) Metro Rail with CNG Buses	Pg 80 TB-II	1
10	(B) Both ( A ) and ( R ) are true and ( R ) is the correct explanation of ( A ) .	Pg 3 TB-II	1
11	(B) Entire area to the left side of main canal	Pg 72 TB-II	1
12	(A) Border Roads Organisation	Pg 78 TB-II	1
13	(B) Both (A) and (R) are true and (R) is the correct explanation of (A)	Pg 54 TB-II	1
14	(C) Only I, III and IV are correct.	Pg 10 TB-II	1
	Read the passage carefully and answer the questions no. 15 to 17  <p style="text-align: center;"><b>CASE FOR FREE TRADE</b></p> The act of opening up economies for trading is known as free trade or trade liberalisation. This is done by bringing down trade barriers like tariffs. Trade liberalisation allows goods and services from everywhere to compete		

	<p>with domestic products and services.</p> <p>Globalisation along with free trade can adversely affect the economies of developing countries by not giving equal playing field by imposing conditions which are unfavourable. With the development of transport and communication systems goods and services can travel faster and farther than ever before. But free trade should not only let rich countries enter the markets, but allow the developed countries to keep their own markets protected from foreign products. Countries also need to be cautious about dumped goods; as along with free trade dumped goods of cheaper prices can harm the domestic producers.</p>		
15	<p><b>Which one of the following is called 'free trade'?</b></p> <p>(A) Trade liberalisation</p>	Pg.73T B-I	1
16	<p><b>The most adverse effect of 'free trade' is observed with which one of the following?</b></p> <p>(B) Developing countries</p>	Pg.73 TB-I	1
17	<p><b>Which one of the following is the impact of the development of transport and communication on trade?</b></p> <p>(C) Goods and services travel faster and move farther</p>	Pg.73 TB-I	1
	<p><b>SECTION B</b></p> <p>Question no. 18 and 19 are Source- based Questions.</p>		2x3=6
18	<p><b>Read the given passage carefully and answer the questions that follow:</b></p> <p style="text-align: center;"><b>Promoting Gender Sensitivity through 'Beti Bachao–Beti Padhao' Social Campaign</b></p> <p>The division of the society into male, female and transgender is believed to be natural and biological. But, in reality, there are social constructs and roles assigned to individuals which are reinforced by social institutions. Consequently, these biological differences become the basis of social differentiations, discriminations and exclusions. The exclusion of over half of the population becomes a serious handicap to any developing and civilised society. It is a global challenge, which has been acknowledged by the UNDP when it mentioned that, "If development is not engendered it is endangered" (HDR UNDP 1995). Discrimination, in general, and gender discrimination, in particular, is a crime against humanity. All efforts need to be made to address the denial of opportunities of education, employment, political representation, low wages for similar types of work, disregard to their entitlement to live a dignified life, etc. A</p>		

	<p>society, which fails to acknowledge and take effective measures to remove such discriminations, cannot be treated as a civilised one. The Government of India has duly acknowledged the adverse impacts of these discriminations and launched a nationwide campaign called 'Beti Bachao – Beti Padhao'.</p> <p><b>(18.1) Describe any one ill -effect of gender discrimination on a society .</b></p> <ol style="list-style-type: none"> <li>i. Over half of the population becomes a serious handicap to any developing and civilised society.</li> <li>ii. Job insecurity, wage gaps and financial dependence, pushing many women and marginalized genders into poverty.</li> <li>iii. Girls are denied education due to gender biases, leading to higher illiteracy rates.</li> <li>iv. Any other relevant point. <span style="float: right;">1</span></li> </ol> <p style="text-align: center;"><b>(Any one point to be considered)</b></p> <p><b>(18.2) "If development is not engendered it is endangered. " Explain the statement .</b></p> <ol style="list-style-type: none"> <li>i. Discrimination, in general, and gender discrimination, in particular, is a crime against humanity.</li> <li>ii. This emphasizes on the crucial role of gender equality in sustainable development.</li> <li>iii. Any other relevant point. <span style="float: right;">1</span></li> </ol> <p style="text-align: center;"><b>(Any one point to be explained)</b></p> <p><b>(18.3) Explain the main objective of ' Beti Bachao Beti Padhao ' campaign .</b></p> <p>To promote gender equality and empowering women for a progressive and inclusive society. <span style="float: right;">1</span></p>	<p><b>Pg. 12</b></p> <p><b>TB-II</b></p>	<p><b>3x1=3</b></p>
<p><b>19</b></p>	<p>Study the given figure carefully and answer the questions that follow:</p>		



(19.1) Mention the methods of mining given in the picture.

- i. Surface mining (Open cast mining)
- ii. Underground mining (Shaft mining) 1/2+1/2= 1

(19.2) Differentiate between the two methods of mining given in the picture .

- i. In **open-cast mining** operating costs is low, while in **underground mining** operating costs is high due to specialized equipment and safety measures.
- ii. **Open-cast mining** is generally considered safer where as **underground mining** has higher risk of accidents (falling of roofs, gas explosions, flooding, suffocation).
- iii. **Open-cast mining** leads to surface disruption, habitat destruction, and air pollution, where as in **underground mining** less surface disruption, but potential for subsidence and groundwater contamination.
- v. Any other relevant point 1

(Any one point to be explained)

(19.3) Which mining method is more life threatening ?

Underground mining method (shaft method) 1

Visually Impaired Candidates only in lieu of Question No.19

( 19.1 ) Define the term mining .

Pg. 33

TB-I

3x1=3

	<p>Mining is the extraction of valuable geological materials and minerals from the surface of the Earth. 1</p> <p><b>( 19.2 ) Why are developed countries avoiding mining in their own countries ?</b></p> <p>i. Due to high labour costs.</p> <p>ii. Mining causes deforestation, soil erosion, water pollution, and loss of biodiversity.</p> <p>iii. Some nations prefer to conserve their natural resources for future strategic use rather than exploiting them now.</p> <p>iv. Any other relevant point 1</p> <p><b>(Any one point to be considered)</b></p> <p><b>( 19.3 ) Mention two methods of mining.</b></p> <p>(i) Surface mining (Open cast mining)</p> <p>(ii) Underground mining (Shaft mining) <math>\frac{1}{2}+\frac{1}{2}= 1</math></p>		
	<b>SECTION-C</b>		
	Question no. 20 to 23 are Short Answer Type Questions.		<b>4x3=12</b>
<b>20</b>	<p><b>(a) Explain the main reasons for the uneven distribution of modern manufacturing industries in the world.</b></p> <p><b>Main reasons for the uneven distribution of modern manufacturing industries:</b></p> <p><b>i. Access to Market</b> The existence of a market for manufactured goods is the most important factor in the location of industries. Remote areas inhabited by a few people offer small markets. The densely populated regions of South and South-east Asia also provide large markets.</p> <p><b>ii. Access to Raw Material</b> Raw material used by industries should be cheap and easy to transport. Industries based on cheap, bulky and weight-losing material (ores) are located close to the sources of raw material. Perishability is a vital factor for the industry to be located closer to the source of the raw material.</p>		

<p><b>iii. Access to Labour Supply</b> Labour supply is an important factor in the location of industries. Some types of manufacturing still require skilled labour. Increasing mechanisation, automation and flexibility of industrial processes have reduced the dependence of industry upon the labours.</p> <p><b>iv. Access to Sources of Energy</b> Industries which use more power are located close to the source of the energy.</p> <p><b>v. Access to Transportation and Communication</b> Speedy and efficient transport facilities to carry raw materials to the factory and to move finished goods to the market are essential for the development of industries. Improvements in transportation and communication is also an important need for industries for the exchange and management of information.</p> <p><b>vi. Government Policy</b> Governments adopt ‘regional policies’ to promote ‘balanced’ economic development and hence set up industries in particular areas.</p> <p><b>vii. Access to Agglomeration Economies/Links between Industries</b> Many industries benefit from nearness to a leader-industry and other industries.</p> <p>viii. Any other relevant point</p> <p style="text-align: center;"><b>(Any three points to be explained)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Classify the industries based on product and explain their characteristics.</b></p> <p style="text-align: center;"><b>Classification of Industries Based on Output /Product :</b></p> <p>i. Basic industries,</p> <p>ii. Consumers goods industries <span style="float: right;"><math>\frac{1}{2} + \frac{1}{2} = 1</math></span></p> <p><b>Characteristics ;</b></p> <p>i. Basic industries- The industries whose products are used to make other goods by using them as raw materials are basic industries for example,– iron/steel → machines for textile industry → clothes for use by</p>	<p style="text-align: center;">Pg. 37</p> <p style="text-align: center;">TB-I</p>	<p style="text-align: center;">3x1=3</p>
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	<p>consumer.</p> <p>ii. Consumers goods – produce goods consumed by consumers directly, for example, industries producing bread, etc.</p> <p>iii. Any other relevant point <span style="float: right;">1+1=2</span></p> <p style="text-align: center;"><b>(Any two points to be explained)</b></p>	<p><b>Pg. 42</b></p> <p><b>TB-I</b></p>	<p><b>1+2=3</b></p>																																																		
21	<p><b>Explain the spatial organisation approach of human geography.</b></p> <p><b>Spatial organisation approach</b></p> <p>i. Started in Late 1950s to the late 1960s.</p> <p>ii. It is marked by the use of computers and sophisticated statistical tools.</p> <p>iii. Laws of physics were often applied to map and analyse human phenomena.</p> <p>iv. This phase was called the quantitative revolution.</p> <p>v. The main objective was to identify mappable patterns for different human activities.</p> <p>vi. Any other relevant point</p> <p style="text-align: center;"><b>(Examine any three points)</b></p>	<p><b>Pg. 5</b></p> <p><b>TB-I</b></p>	<p><b>3x1=3</b></p>																																																		
22	<p>Study the following table carefully and answer the questions that follow.</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="5"><i>India – Trends of Urbanisation</i></th> </tr> <tr> <th>Year</th> <th>Number of Towns/UAs</th> <th>Urban Population (in Thousands)</th> <th>% of Total Population</th> <th>Decennial Growth (%)</th> </tr> </thead> <tbody> <tr> <td>1931</td> <td>2,072</td> <td>33,456.0</td> <td>11.99</td> <td>19.12</td> </tr> <tr> <td>1941</td> <td>2,250</td> <td>44,153.3</td> <td>13.86</td> <td>31.97</td> </tr> <tr> <td>1951</td> <td>2,843</td> <td>62,443.7</td> <td>17.29</td> <td>41.42</td> </tr> <tr> <td>1961</td> <td>2,365</td> <td>78,936.6</td> <td>17.97</td> <td>26.41</td> </tr> <tr> <td>1971</td> <td>2,590</td> <td>1,09,114</td> <td>19.91</td> <td>38.23</td> </tr> <tr> <td>1981</td> <td>3,378</td> <td>1,59,463</td> <td>23.34</td> <td>46.14</td> </tr> <tr> <td>1991</td> <td>4,689</td> <td>2,17,611</td> <td>25.71</td> <td>36.47</td> </tr> <tr> <td>2001</td> <td>5,161</td> <td>2,85,355</td> <td>27.78</td> <td>31.13</td> </tr> </tbody> </table> <p><b>(22.1) With reference to 1951, how much change has taken place in the percentage of total population in 1991?</b></p> <p style="text-align: center;">8.42% <span style="float: right;">1</span></p> <p><b>(22.2) Describe the trend of urban population in the given table.</b></p>	<i>India – Trends of Urbanisation</i>					Year	Number of Towns/UAs	Urban Population (in Thousands)	% of Total Population	Decennial Growth (%)	1931	2,072	33,456.0	11.99	19.12	1941	2,250	44,153.3	13.86	31.97	1951	2,843	62,443.7	17.29	41.42	1961	2,365	78,936.6	17.97	26.41	1971	2,590	1,09,114	19.91	38.23	1981	3,378	1,59,463	23.34	46.14	1991	4,689	2,17,611	25.71	36.47	2001	5,161	2,85,355	27.78	31.13		
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	<p>The urban population is growing continuously : In 1931 the urban population was 33,456 000 while in 2001 it has increased to 285355 000 which is more than 85 times increased. 1</p> <p><b>(22.3) Explain the reason of increasing trend of number of towns/UAs from 1961 to 2001.</b></p> <p>i. Because many of the smaller settlements in the initial stages have been converted in to towns.</p> <p>ii. With increasing investment in rural areas, a large number of medium and small towns have developed all over the country.</p> <p>iii. Any other relevant point. 1</p> <p><b>(Any one point to be explained.)</b></p>	Pg. 18 TB-II	3x1=3
23	<p><b>Define the term mineral fuels. Explain the disadvantages of mineral fuels with reference to India.</b></p> <p><b>Mineral fuels</b> are fuels which are used to generate energy. 1</p> <p><b>Disadvantages of mineral resources</b></p> <p>i. They are limited in nature.</p> <p>ii. They are exhaustible.</p> <p>iii. It leaves residues.</p> <p>iv. They causes pollution.</p> <p>v. Any other relevant point. 2x1=2</p> <p><b>(Any two points to be explained.)</b></p>	Pg. 57, 96 TB-II	1+2=3
	<p style="text-align: center;"><b>SECTION -D</b></p> <p>Question no. 24 to 28 are Long Answer Type Questions.</p>		5x5= 25
24	<p><b>(a) "Urban centres in India are more differentiated in terms of the socio-economic, politico-cultural and other indicators of development." Evaluate the statement with examples.</b></p> <p>i. In urban areas at the top, there are farmhouses and high income group localities characterised by well developed urban infrastructures like wide roads, streetlights, water and sanitation facilities, lawns, well developed green belts, parks, playgrounds and provisions for individual security and right to privacy.</p>		

<p>ii. At the other extreme of it are the slums, jhuggi-jhopari clusters and colonies of shanty structures.</p> <p>iii. Inhabited by people who were forced to migrate from the rural areas in search of livelihood but could not afford proper housing and landed up living in slums – residential areas of least choice, dilapidated houses, poor hygienic conditions, poor ventilation, lack of basic amenities like drinking water, light and toilet facilities, etc.</p> <p>iv. Open defecation, unregulated drainage systems, overcrowded narrow street patterns are serious health and socio-environmental hazards.</p> <p>v. The slum population works in low-paid, high risk-prone, unorganised sectors of the urban economy. Consequently, they are the undernourished, prone to different types of diseases and illness and can not afford to give proper education to their children.</p> <p>vi. The poverty makes them vulnerable to drug abuse, alcoholism, crime, vandalism, escapism, apathy and ultimately social exclusion.</p> <p>vii. Any other relevant point.</p> <p style="text-align: center;"><b>(Any five points to be evaluated)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) "The land degradation due to man-made processes has greater concern than natural processes." Evaluate the statement with examples.</b></p> <p>i. Faulty strategy of irrigation and agricultural development is degradation of land resources. This is serious because it may lead to depletion of soil fertility.</p> <p>ii. Large tract of agricultural land has lost its fertility due to alkalinisation and salinisation of soils and waterlogging.</p> <p>iii. Excessive use of chemicals such as insecticides and pesticides has led to their concentration in toxic amounts in the soil profile.</p> <p>iv. Leguminous crops have been displaced from the cropping pattern in the irrigated areas and duration of fallow has substantially reduced owing to multiple cropping.</p>	<p><b>Pg. 101</b></p> <p><b>TB-II</b></p>	<p><b>5x1=5</b></p>
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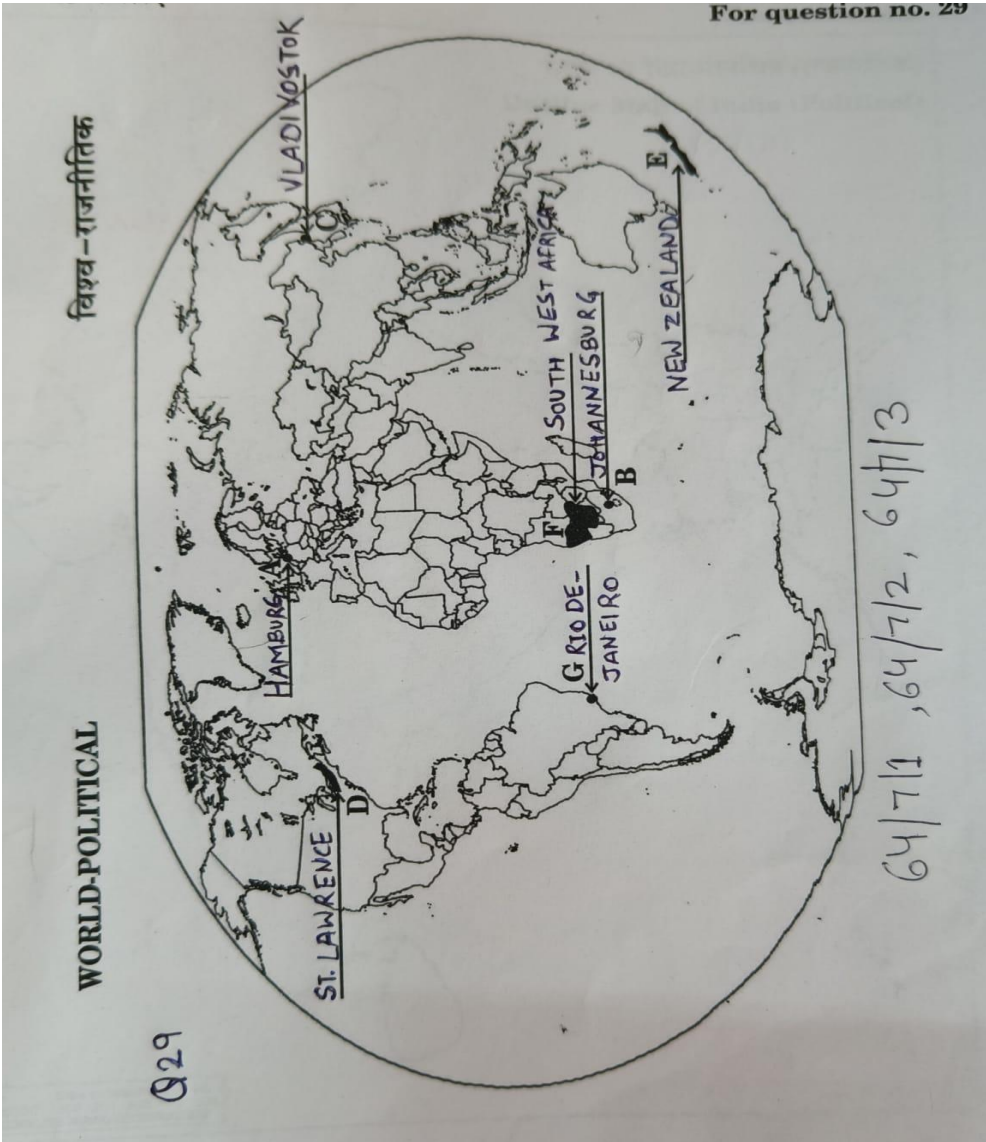
	<p>v. Rainfed areas in humid and semi-arid tropics also experience degradation of several types like soil erosion by water and wind erosion which are often induced by human activities.</p> <p>vi. Wastelands such as degraded shifting cultivation areas, degraded land under plantation crops, degraded forests, degraded pastures.</p> <p>vii. Large-scale cutting of trees for agriculture, urbanization, and industries leads to soil erosion, loss of fertility, and desertification.</p> <p>viii. Excessive grazing by livestock depletes vegetation cover, leading to soil compaction, erosion, and desertification.</p> <p>ix. Mining depletes natural resources, contaminates soil, and causes land subsidence.</p> <p>x. Excessive groundwater extraction leads to salinization and land degradation.</p> <p>xi. Any other relevant point.</p> <p style="text-align: center;"><b>(Any five points points to be evaluated)</b></p>	<p>Pg- 96, 103</p> <p>TB II</p>	<p>5x1=5</p>
<p>25</p>	<p><b>Classify Indian roads on the basis of construction and maintenance and explain them.</b></p> <p><b>Indian roads on the basis of construction and maintenance:-</b></p> <p>i. <b>National Highways</b> : Constructed and maintained by Central Government. Roads are meant for inter-state transport and movement of defence men and material in strategic areas. NH constitute 2% of the total road length and 40% of road traffic.</p> <p>ii. <b>State Highways</b> : Constructed and maintained by state government. It joins state capitals with district headquarters and other important towns. These roads are connected to NH. Constitute 4% of total roads of the country.</p> <p>iii. <b>District Roads</b> : Connecting link between District Headquarters and the other important nodes in the district. Account for 14% of total road length of the country.</p>		

	<p>iv. <b>Rural Roads</b> : Providing links in the rural areas, about 80% of total road length in India. These are influenced by nature of terrain.</p> <p>v. <b>Other roads</b> – Border road organisation ( BRO) was established in May 1960 for accelerating economic development and strengthening defence preparedness through rapid and coordinated improvement of strategically important roads along the northern and north-eastern boundary of the country.</p> <p>vi. Any other relevant point.</p> <p style="text-align: center;"><b>(Any five points to be explained)</b></p>	<p><b>Pg.</b> <b>76,77,</b> <b>78</b></p> <p><b>TB-II</b></p>	<p><b>5</b></p>
<p><b>26</b></p>	<p><b>Explain the dependence on erratic monsoon and low productivity as the problems of Indian agriculture.</b></p> <p><b>Problems of Indian agriculture</b></p> <p><b>I. Dependence on Erratic Monsoon-</b></p> <p>i. Poor performance of south-west monsoon adversely affects the supply of canal water for irrigation.</p> <p>ii. The areas receiving high annual rainfall experience considerable fluctuations. This makes them vulnerable to both droughts and floods.</p> <p>iii. Drought is a common phenomenon in the low rainfall areas, which may also experience occasional floods.</p> <p>iv. The flash floods in dry lands of Maharashtra, Gujarat and Rajasthan are examples of this phenomenon.</p> <p>v. Droughts and floods continue to be the twin menace in Indian agriculture.</p> <p><b>II. Low productivity</b></p> <p>i. High pressure on the land resources.</p> <p>ii. The labour productivity in Indian agriculture is very low in comparison to international level.</p> <p>iii. The vast rain fed areas of the country, particularly dry lands mostly grow coarse cereals, pulses and oil seeds have low yields.</p>		



<p>27</p>	<p><b>(a) Explain the demographic transition theory with reference to the world.</b></p> <p><b>Demographic transition theory</b> can be used to describe and predict the future population of any area. The theory tell us that population of any region changes from high births and high deaths to low births and low deaths as society progresses from rural agrarian and illiterate to urban industrial and literate society.</p> <p>These changes occur in stages which are collectively known as demographic cycle. There are 3 stages.</p> <p><b>Stage I : High fluctuating</b>– High fertility and high mortality as people reproduce more to compensate for the deaths due to epidemics and variable food supply. The population growth is slow and most of the people are engaged in agriculture. Life expectancy is low, illiteracy and low level of technology. Two hundred years ago all the countries were in this stage. Example :Bangladesh, rainforest tribes.</p> <p><b>Stage II : Expanding</b> – Fertility remains high in beginning, declines with time. This is accompanied by reduced mortality rate. Improvement in sanitation and health. The net addition to population is high. Example : Peru, Sri Lanka, Kenya.</p> <p><b>Stage III : Last stage low fluctuating</b> : Both fertility and mortality declines considerably. Population is either stable or grows slowly. Urbanised population, literate and has high technical know how and deliberately controls the family size. Example : Canada, Japan, USA. In present day, different countries are at different stages of demographic transition.</p> <p style="text-align: center;"><b>OR</b></p> <p><b>(a) Explain the measures of the population in the world.</b></p> <ol style="list-style-type: none"> <li>i. Awareness can be generated about the family planning for spacing or preventing the birth of children.</li> <li>ii. Access to family planning services is a significant factor in limiting population growth and improving women’s health.</li> <li>iii. Propaganda of advantages of small family.</li> <li>iv. Tax disincentives for large families.</li> </ol>	<p>Pg. 10, 11 TB-I</p>	<p>5</p>
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	<p>v. Free availability of contraceptives. (e.g., condoms, pills, intrauterine devices)</p> <p>vi. Educating individuals about reproductive health, including safe sex practices and the risks of sexually transmitted infections.</p> <p>vi. Any other relevant point.</p> <p style="text-align: center;"><b>(Any five points to be examined)</b></p>	<p><b>Pg. 11</b></p> <p><b>TB-I</b></p>	<p><b>5x1=5</b></p>
28	<p><b>(a) Explain the characteristics of "Trans-Canadian Railway.</b></p> <p><b>Characteristics of Trans- Canadian railway -</b></p> <p>i. It is a 7050 km long rail line.</p> <p>ii. It runs between Halifax in the east to Vancouver on the Pacific Coast in the west.</p> <p>iii. It was constructed in 1886.</p> <p>iv. It has great economic significance because it connects the Quebec – Montreal Industrial Region with wheat belt of Prairie Region.</p> <p>v. A loop line from Winnipeg to Thunder Bay (Lake Superior) connects this rail-line with one of the important waterways of the world.</p> <p>vi. This line is the economic artery of Canada.</p> <p>vii. Wheat and meat are the important exports on this route.</p> <p>viii. (Any other relevant points)</p> <p style="text-align: center;"><b>(Any five points to be explained)</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>(b) Explain the characteristics of "Trans-Siberian Railway."</b></p> <p><b>Characteristics of Trans- Siberian railway -</b></p> <p>i. It is a major rail route of Russia.</p> <p>ii. It runs from St. Petersburg in the west to Vladivostok on the Pacific Coast in the east.</p>	<p><b>Pg. 59</b></p> <p><b>TB-I</b></p>	<p><b>5x1=5</b></p>

	<p>iii. It passes through Moscow, Ufa, Novosibirsk, Irkutsk, Chita and Khabarovsk.</p> <p>iv. Chita is an important agrocentre and Irkutsk, a fur centre.</p> <p>v. It is a 9332 km long, double-tracked electrified rail line.</p> <p>vi. It helps in opening up its Asian Region to west European markets.</p> <p>vii. Any other relevant points</p> <p>(Any five points to be explained)</p>	<p>Pg. 58, 59</p> <p>TB-I</p>	<p>5x1=5</p>
<p>Q29.</p>	<p style="text-align: center;"><b>SECTION -E Map based questions</b></p> <p>Please see attached Map : <span style="float: right;">5x1=5</span></p> <p>Attempt Any Five</p> <div style="text-align: right; margin-top: 20px;"> <p>For question no. 29</p> <p>64/7/11, 64/7/12, 64/7/13</p> </div> 	<p>2x5=10</p>	

Only for Visually Impaired Candidates (Attempt any five)

- 29.1 London
- 29.2 Johannesburg
- 29.3 Vladivostok
- 29.4 St. Lawrence seaway
- 29.5 Australian Downs
- 29.6 Tundra region of Eurasia.
- 29.7 Rio de Janeiro

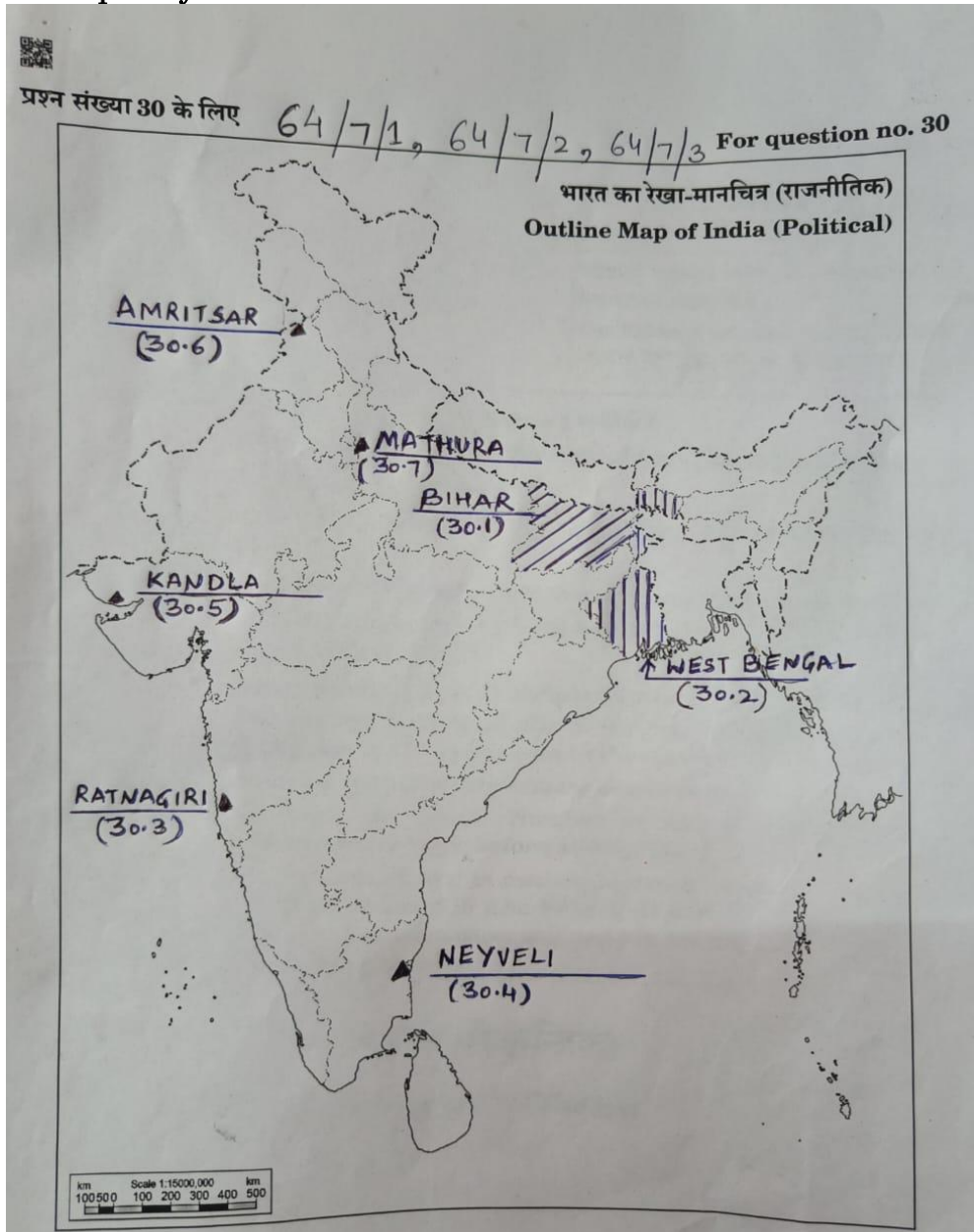
5x1=5

30.

Please see attached Map :

Attempt Any Five

5x1=5



	<p style="text-align: center;"><u><i>Only for Visually Impaired Candidates</i></u></p> <p>(Attempt any five)</p> <p>30.1 Bihar</p> <p>30.2 West Bengal</p> <p>30.3 Ratnagiri</p> <p>30.4 Neyveli</p> <p>30.5 Kandla</p> <p>30.6 Amritsar</p> <p>30.7 Mathura</p>	<b>5x1=5</b>
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