

# Items for Assessment of Learning Outcomes

## Geography Class 8



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# CHAPTER 1

## RESOURCES

### LEARNING OBJECTIVES

- Comprehend the meaning of resources in terms of utility and value
- Undertakes research in order to Classify different types of resources like natural, human made and human resource

### LEARNING OUTCOME

- Analyses uneven distribution of natural and human made resources on the earth in order to understand its impact on the country.

**Q1. The type of resources on the basis of distribution are \_\_\_\_\_.**

- a) Natural Resources
- b) Ubiquitous and localized
- c) Actual and Potential
- d) Biotic and Abiotic

**Q2. People use natural resources to make buildings, bridges, roads, machinery and vehicles, which are known as-**

- a) Human Made Resources
- b) Human Resources
- c) Natural Resources
- d) Un- natural Resources

**Q3. Different ways to conserve natural resources are- (select the incorrect one)**

- a) Preventing wastage
- b) Save water
- c) Deforestation
- d) Afforestation

### ANSWERS

Q1 (b) Q2 (b) Q3 (c)

## **LEARNING OBJECTIVES**

- Respect and care for all-natural resources
- Inspire others and self towards sustainable use of human, human made and natural resources

## **LEARNING OUTCOME**

- Justifies judicious use of natural resources in order to maintain developments in all areas

**Q4. 'Using resources carefully, Judicially and giving them time to get renewed' is called**

- a) Resource Development
- b) Sustainable Conservation
- c) Sustainable Development
- d) Resource Conservation

**Q5. A map that shows surface features of Earth is known as**

- a) Topographic map
- b) Elementary map
- c) Cylindrical map
- d) Azimuthal map

**Q6. Soil conservation is the process where**

- a) soil is aerated
- b) soil is protected against loss
- c) sterile soil is converted to fertile soil
- d) soil erosion is allowed

## **ANSWERS**

Q1(c) Q2(a) Q3 (b)

## CHAPTER II

### LAND, SOIL, WATER, NATURAL VEGETATION AND WILDLIFE RESOURCES

#### LEARNING OBJECTIVES

- Explain the physical factors such as topography, soil, climate, minerals and availability of water for the land use pattern and its classification.
- Analyse the need for the conservation of Land Resource

#### LEARNING OUTCOME

- Justifies judicious use of natural resources in order to maintain developments in all areas

**Q1. This group consists of non-renewable organic resources**

- a) Water, air and minerals
- b) natural gas, oil and coal
- c) wood, water and natural pastures
- d) sand, air and clay

**Q2. A cheap, conventional, commercial and inexhaustible source of energy is**

- a) Hydro power
- b) Solar power
- c) Wind energy
- d) Thermal energy

**Q3. Hydroponics is a technique of growing crops without \_\_\_\_\_.**

- a) Water
- b) Soil
- c) Sunlight
- d) Fertilizers

#### ANSWERS

Q1 (b), Q2 (a), Q3 (b)

## **LEARNING OBJECTIVES**

- Understand the process of soil formation, analyses the causes of soil degradation and construct
- Locate the climatic zones that are most susceptible to water scarcity through case study and execute problem solving skills by stipulating methods for conservation of water resources across the globe.

## **LEARNING OUTCOME**

- Analyses uneven distribution of natural and human made resources on the earth in order to understand its impact on the country

### **Q4. What are three reasons that cause soil degradation?**

- a) Construction, water logging, erosion
- b) Contamination, construction, erosion
- c) Contamination, grassed waterways, water logging
- d) Erosion, compaction, sheet erosion

### **Q5. Read carefully below given case study of Rajasthan and answer the questions.**

#### **Introduction**

This article traces the historical water problem in Gujarat both for drinking and irrigation that affected the development of the State, caused regional imbalances and increased incidence of rural poverty. Technological initiatives like the State Wide Water Grid, Micro Water Harvesting, Inter-Basin Transfer of Water and Power Sector Reforms have changed the entire water scenario in the State. There has been a great deal of emphasis on peoples' participation in water governance as well.

#### **Water challenges in Gujarat**

Gujarat has just 2.28% of India's water resources and 6.39% of country's geographical area. This is again constrained by imbalances in intra-state distribution. The State has an average annual rainfall of 80 cm with a high coefficient of variance over time and space and as a result drought have been frequent. Out of 185 rivers, the State has only eight perennial rivers and all of them are located in southern part. Around 80% of the State's surface water resources are concentrated in central and southern Gujarat, whereas the remaining three-quarters of the State has only 20%. On average, three years in a cycle of 10 years have been drought years. Since Indian independence in 1947, the drought

years of Gujarat have been as follows: 1951, 1952, 1955, 1956, 1957, 1962, 1963, 1965, 1968, 1969, 1972, 1974, 1980, 1985, 1986, 1987, 1991, 1999, 2000 and 2003 (Gupta, 2004). Before the year 2001, drinking water scarcity posed a serious threat to human and cattle populations in Gujarat. Governments had to spend billions of rupees on temporary measures to supply drinking water by road tankers and sometimes even through special water trains. The State, which generally had a track record of peace and harmonious social ethos, even witnessed 'water riots' due to severe water scarcity compounded by poor water resources management. Over drafting of ground water (as compared to annual recharge) caused serious water quality problems due to excessive fluoride, nitrate and salinity. The number of fluorides affected habitations increased from 2,826 in the year 1992 to 4,187 by the year 2003. The fluoride concentration in these villages ranged from 1.5 mg/litre to as high as 18.90 mg/litre. Fluoride has been the cause of extensive health damages in many parts of Gujarat. Dental fluorosis causes permanent pigmentation of teeth in children and bone deformities are caused by skeletal fluorosis even in adults. Other serious problems experienced due to high concentration of fluoride have been anaemia, loss of appetite, nausea and thyroid malfunction which sometimes results in brain impairment of children and adverse impact on foetus, in some cases causing abortion or stillbirth in expectant mothers.

**Q i. Which technological initiative had changed the entire scenario of the Rajasthan?**

- a) State wide water grid, micro water harvesting
- b) Inter- basin transfer of water, power sector reforms
- c) Both (a) and (b)
- d) None of the above

**Q ii. On average, how many years in a cycle of 10 years have been drought years in Rajasthan?**

- a) 7
- b) 4
- c) 3
- d) 2

## **ANSWERS**

Q4 (a) Q5 i (c) ii (c)

## LEARNING OBJECTIVES

- Enumerate factors for distribution of Natural Vegetation and wildlife.
- Construct views on conservation of Natural Vegetation and Wildlife to balance the ecology on planet Earth.

## LEARNING OUTCOME

- Describes causes of forest fire, landslide, industrial disasters and their risk reduction measures.

**Q6. Identify the natural calamity in the given picture–**



- a) Landslide
- b) Flood
- c) Hurricane
- d) Volcanic Eruption

**Q7. The method of controlling or putting out forest fire are:**

- a) Application of water
- b) Application of earth
- c) Counter firing
- d) All of above

**Q8. What method of soil conservation may be used in coastal and dry regions?**

- a) Terrace Farming
- b) Shelter Belts
- c) Intercropping
- d) Rock dams

**Q9. When we consider the conservation of the forest, we look at the**

- a) People who are humanists and conscious about human rights
- b) Industrialists who use the various forests produce
- c) The people who live in or around forests
- d) The forest department of the Government, the industrialists and the people who live in or around forests?

**ANSWERS**

Q6 (a) Q7 (d) Q8 (b) Q9 (c)



## **CHAPTER III**

### **MINERAL AND POWER RESOURCES**

#### **LEARNING OBJECTIVES**

- Survey the distribution of minerals across the globe and in India, locate the distribution of important minerals, e.g., coal and mineral oil on the world map in order to list countries that are mineral rich or mineral poor.
- Understand the uses of minerals and their conservation for sustainable development
- Examines the vital role played by energy in our lives, critically analyses the reasons associated with the environmental pollution in reference to the usage of conventional sources and the benefits associated with the usage of non-conventional sources of energy

#### **LEARNING OUTCOME**

- Locates distribution of important minerals on the world map

**Q1. 'A process of extraction in which minerals lying near the surface are simply dug' out is called-**

- a) Open-cast mining
- b) Quarrying
- c) Shaft mining
- d) Drilling

**Q2. Which continent in the world is the highest producer of diamonds and gold?**

- a) Asia
- b) South America
- c) Australia
- d) Africa

**Q3. Observe the given map and try to find which continent is largest producer of tin.**



- a) Africa
- b) Asia
- c) North America
- d) Australia

## **ANSWERS**

Q1 (b) Q2 (d) Q3 (b)

## CHAPTER IV

### AGRICULTURE

#### LEARNING OBJECTIVES

- Critically analyse the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locate these countries on the world map.

#### LEARNING OUTCOME

- Describes major crops, types of farming and agricultural practices in her /his own area / state

**Q1. What kind of agricultural practice is shown by the following picture: -**



- a) Subsistence farming
- b) Slash and Burn agriculture
- c) Horticulture
- d) Mixed Farming

**Q2. In which type of farming the land is used for growing food and fodder crops and rearing livestock.**

- a) Intensive Farming
- b) Plantation Farming
- c) Primitive Farming
- d) Mixed Farming

**Q3. Which of the following Indian state is popularly known as 'Garden of Spices'?**

- a. Karnataka
- b. Kerala
- c. Andhra Pradesh
- d. Tamil Nadu

**ANSWERS**

Q1 (b), Q2 (d), Q3(b)

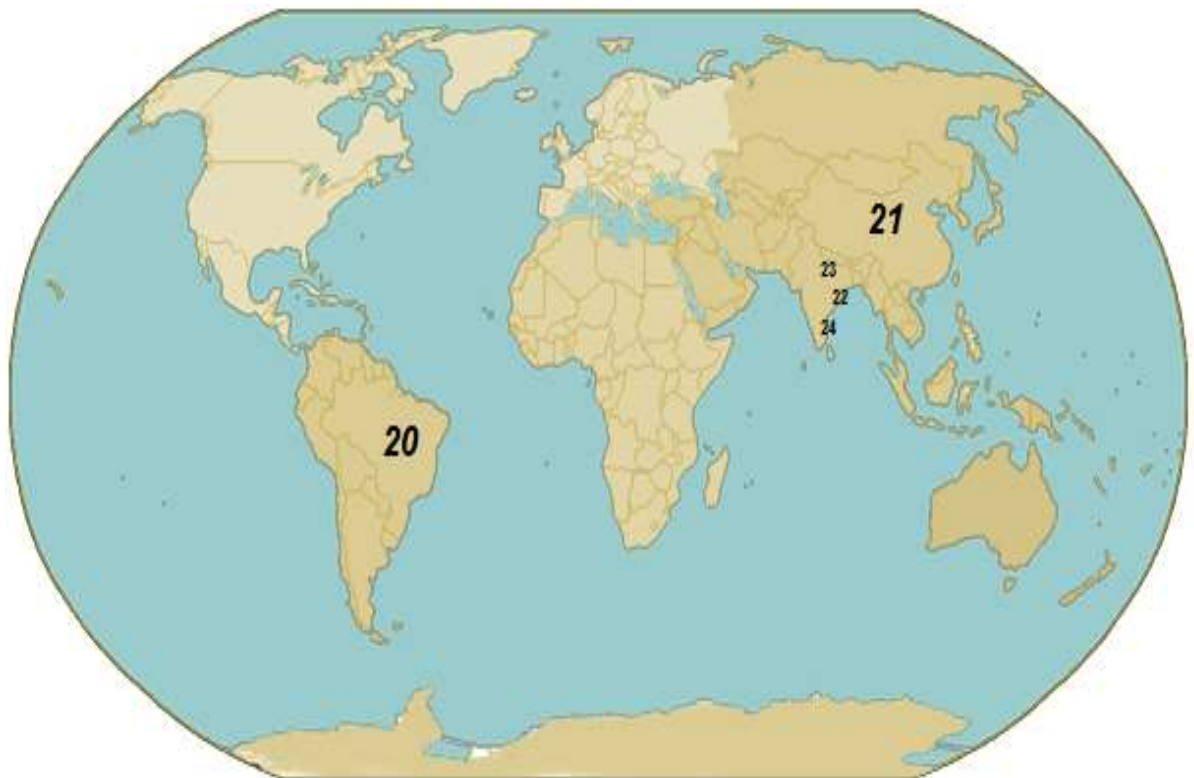
## LEARNING OBJECTIVES

- Comparative Case studies of the farms in India and USA under various parameters will enable the learner to frame developmental goals in the field of agriculture

## LEARNING OUTCOME

- Analyses the factors due to which some countries are known for production of major crops and locates these countries on the world map.

**Q4. Observe the given map of the world and identify the areas.**



**Q1. Leading producer of coffee in the world is \_\_\_\_\_**

- a) Peru
- b) Brazil
- c) Argentina
- d) Libya

**QII. Which country leads in the production of rice?**

- a) China
- b) Laos
- c) India
- d) S. Korea

**QIII. Which country leads in the production of wheat?**

- a) India
- b) China
- c) Russia
- d) USA

**ANSWERS**

Q4: I (b), II (a), III (d)

## **CHAPTER V**

### **INDUSTRIES**

#### **LEARNING OBJECTIVES**

- Categorize different types of industries based on raw materials, size and ownership, examine different factors affecting location of industries, studies industrial System and enlist industrial regions across the world.
- Understanding Case studies of Iron and Steel and Cotton and Textile Industries will help the learner to develop his analytical and decision-making skills

#### **LEARNING OUTCOME**

- Classifies different types of industries based on raw materials, size and ownership

**Q1. What Class of industries does Maruti Udyog come under?**

- a) Joint sector
- b) Private Sector
- c) Public Sector
- d) Co-operative sector

**Q2. Which one of the following industries uses silica as a raw material?**

- a) Steel
- b) Cement
- c) Coal
- d) aluminium

**Q3. Which among the following does not belong to India's major large-scale industries?**

- a) Cotton textile industry
- b) Iron and steel industry
- c) Jute industry
- d) Khadi and village industry

#### **ANSWERS**

Q1(a), Q2 (b), Q3 (a)

## CHAPTER VI

### HUMAN RESOURCES

#### LEARNING OBJECTIVES

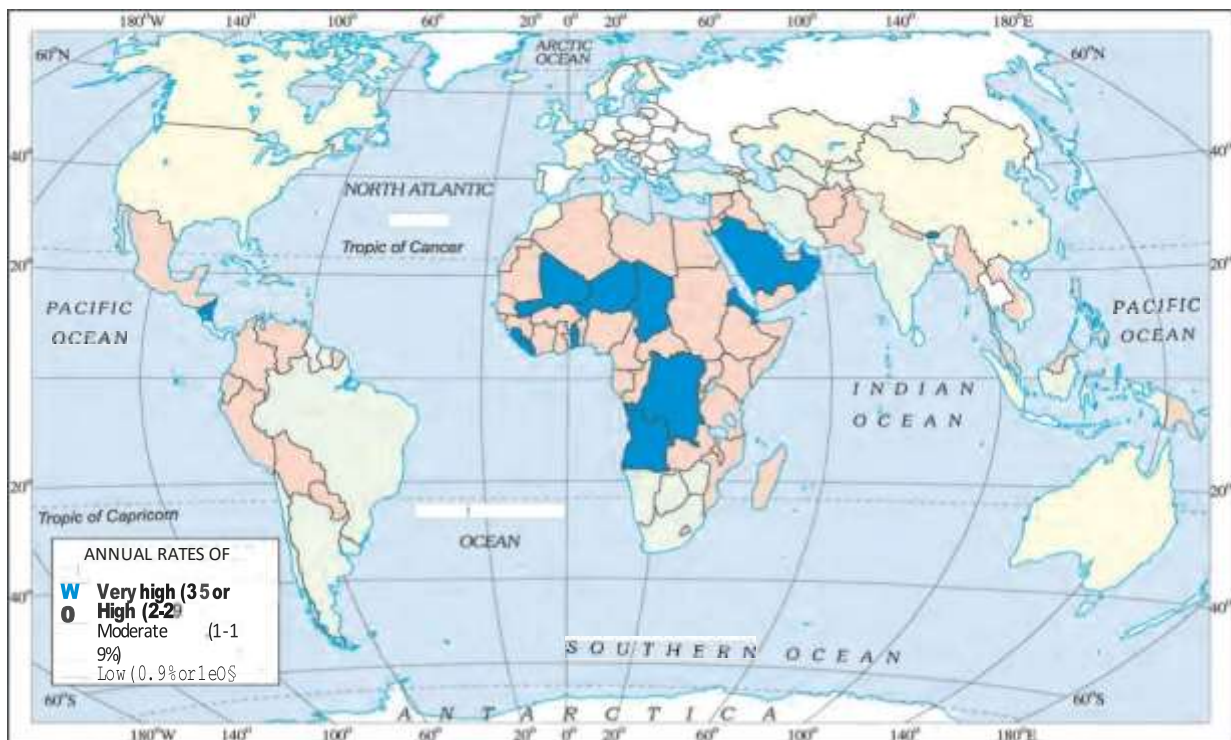
- Identify and recognize the factors affecting distribution of population in different areas of the world
- Evaluates the impact of Population Change analysis causes and patterns of Population Change globally.

#### LEARNING OUTCOME

- Interprets the world map in order to demonstrate understanding of uneven distribution of population

**Q1. Identify the continent with the highest growth rate of population-**

- a) Greenland
- b) South America
- c) Africa
- d) Australia





**Q2. Which of the following is the main reason for not providing employment to the growing population?**

- a) Majority of the population own their business
- b) Majority of the population have plenty of amounts with them
- c) Majority of the population is poor
- d) Majority of the population is illiterate

**Q3. Which one of the following is the main reason for decrease in the per capita income?**

- a) Due to decrease in gross national product
- b) Due to decrease in population growth
- c) Due to increase in population growth
- d) Due to equitable distribution of income

## **ANSWERS**

Q1 (c), Q2 (d), Q3 (a)

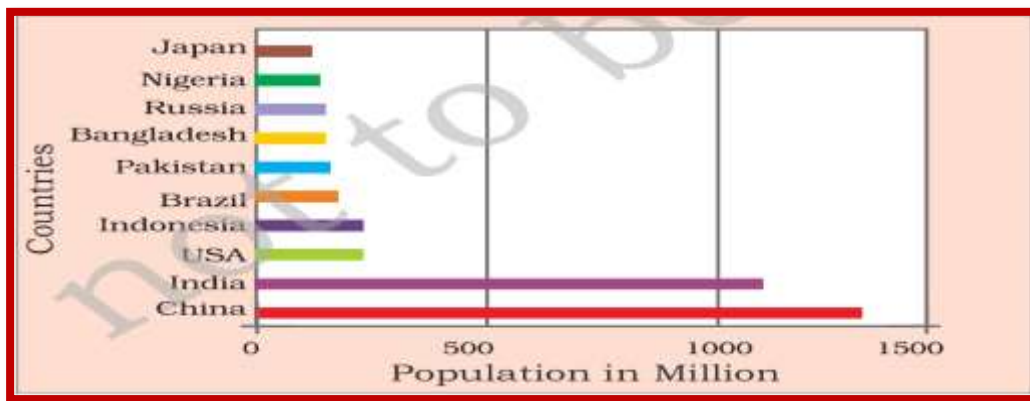
## LEARNING OBJECTIVES

- Estimates the importance of different Population Composition (age groups) and their contribution the national economy

## LEARNING OUTCOME

- Draws bar diagram in order to show population of different countries /India /states

Observe the given bar diagram and answer the questions that follow



**Q1. Name the highly populated country of the world**

- China
- Pakistan
- Russia
- Indonesia

**Q2. In the given bar diagram mention the country with lowest population-**

- Nigeria
- USA
- Myanmar
- Japan

**Q3 Name the 2<sup>nd</sup> highly populated country of the world**

- India
- China
- Russia
- USA

## ANSWERS

Q1 (a) Q2 (d) Q3 (a)

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*“Live as if you were to die  
tomorrow. Learn as if you were  
to live forever”*

*- Mahatma Gandhi*

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