

Comprehensive

As Per
CBSE
Recommendations

OTBA

Open Text-Based Assessment

GEOGRAPHY

Includes:

- CBSE Sample Questions with Marking Scheme and Answers
- Additional Questions with Answers
- Additional Questions with Outline Answers



CLASS XI

Comprehensive

OTBA

Open Text-Based Assessment

GEOGRAPHY

For Class XI

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ABOUT OTBA

The Central Board of Secondary Education recommends that multiple modes of assessment need to be provided to cater to the varied abilities of individual strengths of learners. It is, therefore, decided to introduce an element of Open Text-based Assessment (OTBA) for classes IX and XI in March, 2014 Examination. These are meant to incorporate analytical and theoretical skills, thus moving away from memorization.

POINTS TO NOTE

- It will be applicable to Biology, Economics and Geography.
- This will be a part of Annual Examination to be held in March, 2014.
- The schools will be supplied with textual material in few months before the commencement of annual examinations.
- A textual material may be in the form of an article, a case study, a diagram, a concept/mind map, a picture or a cartoon, problem/situation based on the concepts taught to the students during the session.
- It will be to the extent of 15–20 per cent in the subjects of Economics, Geography and Biology and may also include the Value Based Questions.
- The textual material will be related to chosen concepts taken from the syllabi.
- OTBA will have questions of higher order thinking skills and some of which may be subjective, creative and open ended.
- The textual material supplied earlier will be printed again as part of the question paper and thus will be available while answering the questions.
- The question paper in each subject—Economics, Geography and Biology will have a separate section of 10 marks for OTBA.
- The OTBA section will comprise of text material accompanied by 2–3 questions based on that text. The questions based on text will be of higher order thinking skills requiring students to apply learnings to the situations given in the article/report/case study and draw inferences/conclusions therefrom. The questions based on the text will be open ended, extrapolative

(vi)

inferential and look at personal response justifying a point of view.

- With the addition of OTBA of 10 marks, the total paper of summative assessment in a subject will be of 100 marks. However, weightage of SA II will remain the same viz. 30%.
- The given open text material in this book is for use in Annual Examination 2014 of class XI.
- The questions given along with the open text material in different subjects are only as samples.

ROLE OF TEACHERS

- Teachers are expected to provide a bridge between the theory and practice. The text/case studies are designed to promote active participation of students requiring them to engage in active learning process through discussion, analysis, self-reflection and critical thinking.
- The teachers are expected to assign the text material received from the CBSE to the students in groups so that they can read and understand it through discussions, view it from different perspectives, brainstorm main ideas in class or even do further research outside the class. The main objective of introducing this element is to relieve the students from the burden of mugging up of content and provide opportunities in acquiring skills of information processing, comprehension, analysis and inference and also provide opportunities to students to apply theoretical concepts to a real life scenario by encouraging active and group learning in the class.
- The teachers should guide students and provide feedback at regular intervals about their performance during the completion of assigned activities. Since real-life cases or situations are complex and open to different opinions, teachers must be prepared for innovative and open answers from students.
- The teachers are expected to use the sample questions given with open text material as base and develop more such open ended questions for use by students. The examination questions will be different from the ones given as samples.
- The teachers of respective subject are expected to read, discuss and analyse them with regard to
 - > their objectives and outcomes
 - > concepts involved and their application

(vii)

- description, further explanation and further exploration of the case/problem/situation involved.
- higher order thinking skills involved, and
- analysis from different perspectives.

ASSESSMENT OF TEXT MATERIAL/CASE-STUDIES

Depending on the text material/case study supplied to students, the answers will be assessed on a set of assessment rubrics showing the extent of which students were able to do the following:

- (i) Understand and apply the concepts to the situational problems.
- (ii) Suggest and bring out appropriate solution to the problem/situation.
- (iii) Come up with innovative opinions/suggestions.
- (iv) Deep analysis based on a wide range of perspectives

What are schools expected to do?

- The text/case studies supplied to schools should be thoroughly read, discussed and analysed by the teachers. If possible, the teachers of Sahodaya Complex can get together for a brainstorming session working on the following:
 - Objectives of the text material/case study
 - Concepts involved
 - Application of concepts to situation
 - Description and further explanation of the case/problem
 - Higher Order thinking skills involved
 - Analysis with different perspectives
 - Assessment techniques
- The case studies with leading questions should then be assigned to students in groups who would discuss at their level.
- The teachers should guide them with further leading questions.
- The students must be guided not to replicate the exact words from the textbooks.
- The students must also be taught not to make undue expansion of the topic.

Geography (029)

Open Text Material



**THEME 1: Indian Summer Monsoon and The Himalayan
Tsunami**

THEME 2: Krakatau Volcano : Fear of East Indies

1. Indian Summer Monsoon and The Himalayan Tsunami

ABSTRACT

Indian summer monsoon has always remained vital for the economy and people of the country. The anomalies and variability in Indian summer monsoon is resulting in frequent disasters such as the fierce floods of Uttarakhand Himalayas. The recent flash floods in Uttarakhand have caused damages to calamitous proportions. Nature's fury has been magnified by mindless anthropogenic activities and irresponsible tourism. Cloud burst events combined with geophysical dynamics have become a serious threat for the region. Lack of proper understanding and knowledge about recent climatic events in the region and absence of efficient post-disaster response mechanism has increased the vulnerability of those living in such ecologically fragile areas.

The torrential rainfall in Uttarakhand Himalayas of June, 2013 resulted into huge death and destruction. It left hundreds dead; thousand marooned and washed away scores of villages, inundated the eight century *Kedarnath* temple. The famous *Manikarinika* temple on the banks of *Bhagirathi* was swept away by swirling waters of the river. Houses and small apartment blocks on the banks of *Bhagirathi*, *Alaknanda* and *Mandakini* have been toppled into the rushing, swollen waters and been swept away along with cars and trucks. The extent of damage due to flash floods in many parts of the seven districts of Uttarakhand (*see table no. 1.1*) is mind numbing. Single-storey houses simply disappeared, many double-storey houses crumbled due to the weakening of its foundation. Many people managed to flee to safety but animals got trapped under the silt. The area now stinks with rotten bodies.



Drinking water has got contaminated; at many places electricity has not been stored and now there is fear of epidemics. The unusually early and immensely heavy rains in Uttarakhand devastated the hill state to such an extent that it will take months for the government to restore normal life. The disaster struck when the *Chardham Yatra* was going on with a congregation of around 75,000 pilgrims from all over the country. The Central Government, along with Indian Army, Indian Air Force (IAF), Indo-Tibetan Border Police (ITBP) and Border Roads Organisation (BRO) rescued around 33,000 stranded pilgrims. The flooding was so fierce and disastrous that people named it Himalayan Tsunami.

DISTRICT WISE STATUS OF THE IMPACT OF FLOOD DISASTER IN UTTARAKHAND							
Total districts: 13			Affected Districts: 09				
	Rudraprayag	Chamoli	Uttarkashi	Tehri	Pithorgarh	Bageshwar	Almora
No. of Villages Affected	>60	39	28	15	10	08	08
No. of Persons Missing	>10,000 (Including pilgrims)	>2,500 (Including pilgrims)	–	–	Approx 100	–	–
No. of Houses Damaged	600-700	120-130	150-160	50-60	20-25	–	–
Source: Sphere India, 2013, New Delhi							

Table 1.1

Many environmentalists termed this event as a *man-made disaster*. According to them human actions leading to environmental altercations have aggravated the problem and reduced the natural defense system. In the last three decades the region has witnessed demographic changes, deforestation, rapid urbanisation and expansion of roads. The environmentalists emphasised that mountains have a certain carrying capacity that should never be exceeded at any cost. Uttarakhand and Himachal Pradesh are the two Himalayan states that were worst hit by monsoonal flash floods in June 2013. Man-made factors compounded the scale of the disaster. Unabated expansion of hydroelectricity power projects and construction of roads to accommodate ever increasing tourism, specially religious tourism, are the main reasons of unprecedented devastation. The number of vehicles on roads is also rising in the entire state of Uttarakhand (*see table no. 1.2*). According to many experts, the roads and transport, due to prevalence of excessive landslides, are bringing the mountains down. Mindless illegal construction of resorts, guest houses, roads has taken place in this ecologically fragile region to accommodate tourists. Buildings have been constructed over flood ways, old drains and streams blocking the natural pathway of the water. On June 15–16, 2013, the Alaknanda River and its tributary Mandakini occupied their flood ways and started flowing along the old courses where human habitation has come up with the passage of time.

Vehicle Registrations in Uttarakhand

YEAR	Private Vehicles	Tourist Vehicles
2005–06	83,000	4,000
2012–13	1,80,000	40,000
Percent Increase	46%	10%
Source: Down To Earth, June 18, 2013		

Table 1.2



Figure 1.2: Kedarnath Temple, 1882²

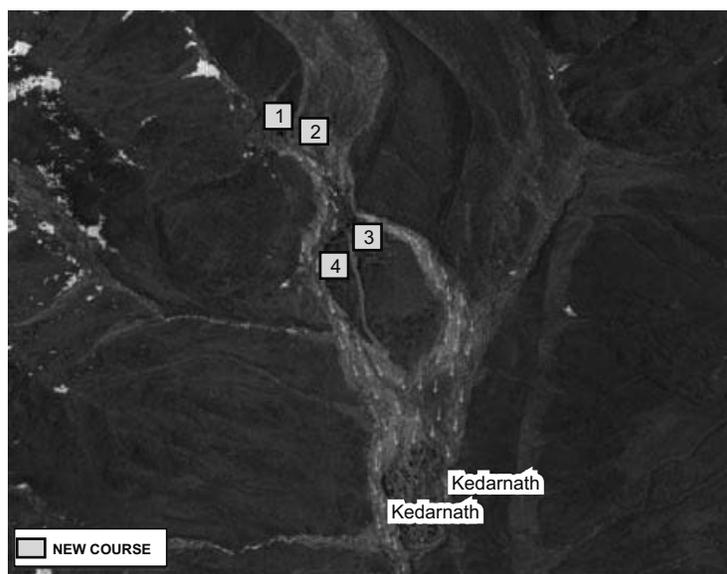


Figure 1.3: New Changed Course of Alaknanda³

The Mandakini changed its course to the west. The sediment loaded river washed away shops, guest houses/lodges etc., killing people who were present at that time. *Kedarnath Dham*, a place of

serenity and devotion, which was dotted by only few huts in 1882 (see figure no. 1.2) was mushroomed by haphazard illegal constructions of buildings, shops, hotels/lodges etc. (see figure no. 1.4), blocking the natural flow of the Alaknanda river.



Figure 1.4: Kedarnath Valley before Flash Floods⁴



Figure 1.5: Kedarnath Valley after Flash Floods⁵

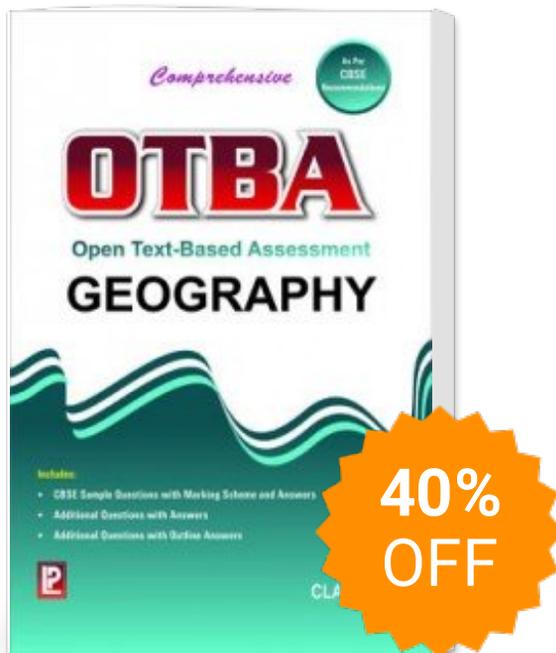
When the river shifted to a new natural course (*see figure no. 1.3*), due to excessive rainfall and addition of water on account of lake burst and melting of glaciers perished all the construction (*see figure no. 1.5*) along its new path very swiftly and quickly. The experts have pointed out that even in the narrow valleys of the Himalayas, the Alaknanda and Mandakani are the rivers that keep changing their course. Due to morphological settings of the area, the river has high sinuosity and hence, high level of erosive capacity, especially when it is loaded with sediments. It has been estimated that more than 300 multi-storey buildings, hotels, shops and other business establishments that had been built on ecologically sensitive areas close to Ganga and its tributaries like Alaknanda, Mandakani, Bhagirathi, Kali Ganga, Gauri Ganga, were swept away or excessively damaged due to flash floods.

Due to increased anthropogenic activities and terrain instability, Uttarakhand has always remained prone to landslides. Even during August and September 2010, Uttarakhand Himalayas witnessed large scale slope destabilization, particularly along the roads where widening of the roads work was in progress. The slope destabilization around Rudraprayag was caused due to the



widening of NH 58. The Yellow dotted lines indicates (*see figure no. 1.6*) the recent movement on the slope. A house was damaged

Comprehensive OBTA Geography Class- XI



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