

AGRICULTURAL SCIENCE

(Two hours)

Answers to this Paper must be written on the paper provided separately.

You will not be allowed to write during the first 15 minutes.

This time is to be spent in reading the question paper.

The time given at the head of this Paper is the time allowed for writing the answers.

Attempt all questions from Section A and any four questions from Section B.

The intended marks for questions or parts of questions are given in brackets [].

SECTION - A (40 MARKS)

(Attempt all questions from this Section)

Question 1.

- (a) Why is India considered to be an agricultural based economy? [2]
- (b) Name four land reform programmes introduced in India. [2]
- (c) State four elements of the Green Revolution in the country. [2]
- (d) Give two reasons for the need of agricultural credit by farmers. [2]
- (e) Name two conditions when crop insurances would become relevant to the farm sector. [2]
- (f) Name two crops each that are suitable for mixed cropping with wheat and maize under rainfed conditions. [2]
- (g) (i) What is the ideal sowing time for wheat in North India?
(ii) What is the ideal planting depth of wheat seed? [2]
- (h) (i) What are the critical stages of irrigation for the wheat crop?
(ii) At what stage water should be supplied, if available only for one irrigation under rainfed situations? [2]
- (i) What do you understand by 'dry' and 'wet' systems of rice culture? [2]
- (j) Why do we recommend draining of water from the paddy fields at the grain ripening stage? [2]
- (k) How is the earthing-up operation helpful in the production of maize? [2]
- (l) Cite examples of the food chain, involving producers, herbivores and carnivores in forest and aquatic ecosystems. [2]
- (m) What is the 10 percent law and who formulated it? [2]

Grade 10 Agricultural Science Paper 1

**United States. Commission to the
Paris exposition, 1878, United States.
Commissioners to the Paris Universal
Exposition, 1878**

Grade 10 Agricultural Science Paper 1:

Secondary, Higher Secondary and Higher Education - Reference Book Prin. Dr. Jayshree A. Airekar, 2019-12-02
Explore Educational Progression Secondary to Higher Education by Dr Ananya Kapoor for a detailed examination of the seamless transition and challenges across secondary higher secondary and higher education levels *The Mysore Gazette* Mysore (India : State), 1960 *Drum*, 2002 **Agricultural Biological Literature Exploitation** United States. Department of Agriculture, 1965 **Resources in Education**, 1998 *Monthly Catalogue, United States Public Documents*, 1974 The Budget of the United States Government United States. Bureau of the Budget, 1946 **Message of the President of the United States Transmitting the Budget for the Service of the Fiscal Year Ending ...** United States, 1945 **Reports of the United States Commissioners to the Paris Universal Exposition, 1878. Published Under Direction of the Secretary of State by Authority of Congress: Report of the commissioner-general, with accompanying papers, including lists of exhibitors and of awards.-v.2 Fine arts, W.W. Story. Education, J.L. Chamberlain. Political education, A.D. White. Manual training schools, E.C. Jewett. Wood-carving, J.T. Norton. Textile fabrics, Henry Howard.-v.3. Iron and steel, D.J. Morrell, Ceramics, W.P. Blake. Glass and glass-ware, W.P. Blake. Forestry, F.P. Baker. Cotton culture, P.M.B. Young.-v.4 Chemical processes, T.E. Jenkins. Mining industries, J.D. Hague. Steam and gas engines, A.J. Sweeney. Machines and machine tools, W.T. Porter. Clocks and watches, E.H. Knight. Railway apparatus, W.A. Anderson.-v.5. Agricultural implements, E.H. Knight. Agricultural products, J.J. Woodman. Live stock, Samuel Dysart. Horticulture, G.W. Campbell. Pisciculture, T.B. Ferguson** United States. Commission to the Paris exposition, 1878, United States. Commissioners to the Paris Universal Exposition, 1878, 1880 Agricultural Education Instructional Materials Ohio State University. Center for Vocational and Technical Education, 1972 *History of Soybean Plant Protection from Diseases, Insects, Nematodes and Weeds (15 BCE to 2019)*: William Shurtleff, Akiko Aoyagi, 2019-04-27 *Agricultural Education*, 1972 **The Journal of Agricultural Science**, 1960 **The Cultivator & Country Gentleman**, 1889 The farm the garden the fireside Engaging Learners with Chemistry Ilka Parchmann, Shirley Simon, Jan Apotheker, 2020 Many projects in recent years have applied context based learning and engagement tools to the fostering of long term student engagement with chemistry While empirical evidence shows the positive effects of context based learning approaches on students interest the long term effects on student engagement have not been sufficiently highlighted up to now Edited by respected chemistry education researchers and with contributions from practitioners across the world Engaging Learners with Chemistry sets out the approaches that have been successfully tested and implemented according to different criteria including informative interactive and participatory engagement while also considering citizenship and career perspectives Bringing together the latest research in one volume this book will be useful for chemistry teachers researchers in chemistry education and professionals in the chemical industry

seeking to attract students to careers in the chemical sector *Scottish Educational Statistics* Great Britain. Scottish
Education Department,1974 **Monthly Catalog of United States Government Publications** United States.
Superintendent of Documents,1920 **Agricultural-biological Literature Exploitation** United States. Department of
Agriculture. Task Force ABLE.,1965 The Education Gazette Cape of Good Hope (South Africa). Education
Department,1975 **The Education Gazette of the Province of the Cape of Good Hope** ,1986

Grade 10 Agricultural Science Paper 1 Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Grade 10 Agricultural Science Paper 1**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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