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Economics — Class 9

Chapter(s): People as Resource

Maximum Marks: 39

Time Allowed: 1 Hour 10 Minutes

Section A — MCQ & Assertion-Reason (1 mark each)

Q1. A district wants to reduce disguised unemployment in agriculture without creating open unemployment. Which policy action most directly achieves this, based on the ideas in the chapter? [1 mark]

- A) Replace all farm labour with machines immediately
- B) Create local non-farm jobs like tailoring/repair/food processing so surplus farm workers can shift
- C) Reduce school enrolment so more children help in farms
- D) Lower wages so fewer people will work

Q2. A firm is deciding between (i) buying a new machine and (ii) spending the same amount on worker training plus health check-ups. Which outcome most strongly supports the claim that human capital can be 'superior' to physical capital? [1 mark]

- A) Trained healthy workers can use existing machines and land more efficiently, raising output per worker
- B) Machines automatically become productive without skilled workers
- C) Training reduces the need for any technology in production
- D) Health spending affects only personal happiness, not productivity

Q3. A family uses wheat grown on its own small plot to make flour and consumes it at home. How should this activity be classified? [1 mark]

- A) Market activity because wheat is a traded commodity
- B) Non-market economic activity because it is production for self-consumption
- C) Non-economic activity because no money is exchanged
- D) Illegal activity because it bypasses the market

Q4. Use the data given below to choose the most accurate inference.

Data: India's Infant Mortality Rate (IMR) fell from 147 (1951) to 28 (2020).

Approximate percentage reduction in IMR is: [1 mark]

- A) About 19%
- B) About 47%
- C) About 81%
- D) About 119%

Q5. A 17-year-old who has completed Class 12 is willing to work at the going wage but cannot find any job in the city. This situation is best described as: [1 mark]

- A) Seasonal unemployment
- B) Disguised unemployment
- C) Educated unemployment
- D) Voluntary unemployment

Q6. Assertion (A): A large population can become an asset rather than a liability for an economy.

Reason (R): Investment in education, training and health can transform people into productive human capital. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q7. Assertion (A): Women's unpaid domestic work is generally not counted in national income.

Reason (R): National income measurement usually includes only those activities that produce goods/services for the market or are paid government services. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q8. Assertion (A): A person suffering from frequent illness may have lower productivity at the workplace.

Reason (R): Health improves a person's ability to realise potential and fight illness, which supports efficient work and higher output. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q9. Assertion (A): Disguised unemployment is common in agriculture.

Reason (R): In farming, the whole family may work on a plot even though not everyone

is needed, so some workers have near-zero marginal contribution to output. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Q10. Assertion (A): Seasonal unemployment occurs only in urban areas where educated youth search for jobs.

Reason (R): Seasonal unemployment happens when people cannot find work during certain months because the nature of work is seasonal. [1 mark]

- A) Both A and R are true and R is the correct explanation of A.
- B) Both A and R are true but R is not the correct explanation of A.
- C) A is true but R is false.
- D) A is false but R is true.

Section B — Very Short Answer (2 marks each)

Q11. A village health report shows life expectancy rose from 60.0 years to 67.2 years. Calculate the increase in life expectancy and write the final answer with unit (years).

Answer using: Given → Calculation → Final Answer. [2 marks]

Q12. A student claims: "If a person is not earning money, they must be unemployed." Give a rebuttal using the chapter's unemployment idea, in exactly 2 sentences. [2 marks]

Q13. From the chapter's health indicators, state what IMR measures and mention one practical measure that reduces it. Answer in exactly 2 sentences. [2 marks]

Section C — Short Answer (3 marks each)
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Q14. 'Education is an investment in human capital, not just consumption.' Explain this statement in exactly 3 numbered points (about 60-80 words total), using Definition → Application → Example structure. [3 marks]

Q15. A district has high educated unemployment and also reports skill shortages in certain technical jobs. Suggest exactly 3 measures (3 numbered points, 60-80 words) to reduce this 'paradoxical manpower situation', using Definition → Application → Example structure. [3 marks]

Q16. The share of people dependent on agriculture has been declining in recent years. Give exactly 3 reasons consistent with the chapter (3 numbered points, 60-80 words), using Definition → Application → Example structure. [3 marks]

Section D — Long Answer (5 marks each)

Q17. A district administration must choose between two 1-year programmes for 100 students from low-income families.

Programme A: Spend on basic health check-ups, nutrition support, and vaccination; expected to reduce student absence due to illness.

Programme B: Spend on job-oriented digital training after school hours; expected to improve employability. As an economics student, evaluate this choice using the idea of 'people as resource'. Answer in the following format: Introduction (1 sentence) + 5 numbered points with headings (each point exactly 2 sentences) + Conclusion (1 sentence). In your points, you must (a) explain how each programme builds human capital, (b) show at least one indirect/social benefit, (c) connect to productivity and national income, and (d) include one simple worked numerical illustration of a return/benefit (use any reasonable hypothetical numbers and show the unit). [5 marks]

Q18. India faces three unemployment situations in different places:

- 1) A wheat-growing village where 8 family members work on a small farm, but output would be almost the same if only 5 worked.**
- 2) A coastal village where fishing work is available mainly for 4 months due to weather restrictions.**
- 3) A city where many graduates and postgraduates apply for jobs but a large share cannot find suitable work. Classify the type of unemployment in each situation and analyse its consequences and remedies using the chapter ideas. Answer in: Introduction (1 sentence) + 5 numbered headed points (each exactly 2 sentences) + Conclusion (1 sentence). Include one small calculation in any one point and use correct units. [5 marks]**

Section E — Case Study (4 marks each)

Q19. Read the following passage and answer the questions that follow: [4 marks]

A block-level report compares two neighbouring regions, X and Y, which have similar population size. In region X, most households depend on agriculture and allied work. During peak sowing and harvesting months, almost every adult is seen working on farms, but in the lean months many workers report that they "have nothing useful to do" and try to find short-term work elsewhere. In region Y, the local administration invested in a secondary school with a vocational stream and arranged basic health check-ups through a primary health centre. After three years, several young people in Y found jobs in nearby service activities such as transport, repair services and small offices. Employers in Y report fewer workdays lost due to illness.

The report also notes a manpower paradox: a few firms in the nearby town cannot find people with specific technical skills, while many educated applicants still remain without jobs. The administration wants to design a single intervention for region X that reduces poverty without pushing excessive migration to the town.

- (i) Identify the most likely type of unemployment highlighted for region X during the lean months and justify it using one line from the passage (paraphrase allowed). (1 mark)
- (ii) Which two investments in region Y directly build human capital? Answer in one sentence. (1 mark)
- (iii) Use the manpower paradox mentioned to propose one targeted intervention for region X that can reduce both seasonal unemployment and educated unemployment; explain the mechanism in 2-3 sentences and include one short numerical illustration (with unit) showing how the intervention could spread employment across months. (2 marks)

Economics — Class 9
Chapter(s): People as Resource

Section A — MCQ & Assertion-Reason (1 mark each)

A1.

Answer:

Correct option: (B)

Create local non-farm jobs like tailoring/repair/food processing so surplus farm workers can shift

Explanation:

Disguised unemployment means some workers add near-zero marginal output in farming, so shifting them to productive non-farm activities raises total output without reducing farm output. Creating rural non-farm employment absorbs surplus labour and converts a liability into productive human resource. Hence, option (B) is correct.

A2.

Answer:

Correct option: (A)

Trained healthy workers can use existing machines and land more efficiently, raising output per worker

Explanation:

The chapter stresses that human resources can make use of land and physical capital, whereas land and capital cannot become useful on their own. Training and better health increase efficiency and productivity, improving the use of existing resources. Hence, option (A) is correct.

A3.

Answer:

Correct option: (B)

Non-market economic activity because it is production for self-consumption

Explanation:

Non-market activities are production for self-consumption, such as consumption/processing of primary products at home. The activity is still economic

because it produces goods, but it is not sold in the market. Hence, option (B) is correct.

A4.

Answer:

Correct option: (C)

About 81%

Explanation:

Percentage reduction = $([147 - 28] / [147]) \times 100 = (119/147) \times 100 \approx 80.95\% \approx 81\%$.

This matches the option value. Hence, option (C) is correct.

A5.

Answer:

Correct option: (C)

Educated unemployment

Explanation:

Urban areas largely face educated unemployment, where youth with schooling/degrees are unable

To Find: jobs despite willingness to work at prevailing wages. The person is educated and actively seeking employment in an urban setting. Hence, option (C) is correct.

A6.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

The chapter argues population becomes an asset when it is developed through education, training and medical care into human capital. This investment raises productivity and income, explaining how a large population can contribute positively. Hence, option (A) is correct.

A7.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

The chapter notes that household work done by women is not recognised in national

income as it is unpaid and within the family. The reason correctly states the market-or-paid-service basis used for inclusion, explaining the assertion. Hence, option (A) is correct.

A8.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

Ill health reduces efficiency and output because the worker cannot work effectively or regularly. The reason states the mechanism: better health enables potential and resistance to illness, which directly explains productivity differences. Hence, option (A) is correct.

A9.

Answer:

Correct option: (A)

Both A and R are true and R is the correct explanation of A.

Explanation:

The chapter explains disguised unemployment through the example of more people working on farms than required, without increasing output. The reason correctly gives the causal mechanism (excess family labour with little marginal product). Hence, option (A) is correct.

A10.

Answer:

Correct option: (D)

A is false but R is true.

Explanation:

Seasonal unemployment is mainly associated with rural/agricultural activities that do not need labour throughout the year, not only urban educated job search. The reason correctly defines the seasonal nature of such unemployment. Hence, option (D) is correct.

Section B — Very Short Answer (2 marks each)

A11.

Answer:

Given: Life expectancy increased from 60.0 years to 67.2 years.

Calculation: Increase = 67.2 - 60.0 = 7.2 years.

Life expectancy increased by 7.2 years.

A12.

Answer:

The claim is incorrect because unemployment exists only when a person is willing to work at the going wage but cannot find a job. For example, a homemaker doing domestic work or a child below the workforce age-group (15-59 years) is not counted as unemployed even if they earn ₹0.

A13.

Answer:

IMR (Infant Mortality Rate) measures the number of deaths of children below one year of age per 1,000 live births in a

Given: period (unit: deaths per 1,000 live births). It can be reduced by ensuring maternal and child nutrition and preventing infections through timely healthcare and immunisation.

Section C — Short Answer (3 marks each)
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A14.

Answer:

- 1) Definition: Human capital is the stock of skills and productive knowledge embodied in people, created by investment in education and training. It is called "investment" because it builds future earning capacity.
- 2) Application: Education raises the quality of labour and total productivity, so output per worker increases and national income can rise over time.
- 3) Example: A student trained in computer programming can get a higher-paying job in the IT/services sector than an unskilled worker, showing higher returns later.

A15.

Answer:

- 1) Definition: Educated unemployment is when educated persons willing to work at going wages cannot find jobs; it can coexist with skill shortage when education is not job-relevant.
- 2) Application: Expand vocational streams and industry-linked training so degrees translate into employable skills (apprenticeships, short technical courses).
- 3) Example: Training in IT support, agro-processing, or healthcare assistance can quickly

fill local vacancies while absorbing graduates who otherwise remain jobless.

A16.

Answer:

- 1) Definition: Dependence on agriculture means a large share of workers relying on the primary sector for employment and income.
- 2) Application: Disguised unemployment in farming pushes surplus labour to migrate or shift to secondary/tertiary jobs where productivity and wages can be higher.
- 3) Example: Expansion of manufacturing, trade, transport, education and health services creates non-farm employment, reducing the workforce share in agriculture over time.

Section D — Long Answer (5 marks each)

A17.

Answer:

People become an asset for the economy when society invests in their education, training and health to create human capital.

- 1) HUMAN CAPITAL AS AN INVESTMENT: Human capital is the stock of skills and productive knowledge embodied in people, strengthened by education, training and medical care. Both Programme A (health) and Programme B (training) are investments because they raise the future productivity of the same 100 students.
- 2) HEALTH → ATTENDANCE → PRODUCTIVITY: Better health reduces illness and absenteeism, so learning and later work effort become more regular and efficient.
Example: if average absence falls from 10 to 6 days per student per year, total learning-days gained = $100 \times 4 = 400$ student-days/year.
- 3) EDUCATION/TRAINING → SKILL FORMATION: Digital training increases skill formation and can move workers towards higher productivity jobs, similar to how knowledge drives IT-based growth. This can reduce educated unemployment risk by matching employable skills with modern sector needs.
- 4) INDIRECT (SPILLOVER) BENEFITS TO SOCIETY: A healthier and more educated group spreads benefits through better hygiene, informed choices and peer learning even to those not directly trained. Such external benefits raise efficiency of governance and community well-being, which supports long-run growth.
- 5) WORKED NUMERICAL RETURN (HYPOTHETICAL): Suppose Programme B helps 30 students earn ₹2,000/month more after schooling due to better skills, then annual income gain = $30 \times ₹2,000 \times 12 = ₹7,20,000$ per year. This is a flow of income (₹/year) that contributes to higher national income through higher earnings and output.

In

Conclusion: , the better option depends on local constraints, but a balanced view treats both health and skill training as complementary routes to convert population into productive human capital.

A18.

Answer:

Unemployment exists when people willing to work at the going wages cannot find jobs, and its form differs between rural and urban areas.

1) IDENTIFICATION OF TYPES: Situation 1 shows disguised unemployment because extra workers add little or nothing to output on the same farm. Situation 2 shows seasonal unemployment because work is available only during certain months.

2) URBAN EDUCATED UNEMPLOYMENT: Situation 3 is educated unemployment, where qualified youth (matriculates/graduates/postgraduates) cannot find gainful employment. It reflects a mismatch between available jobs and the skills demanded, creating a manpower paradox.

3) SIMPLE

Calculation: (DISGUISED UNEMPLOYMENT): If 8 workers are engaged but only 5 are actually required, disguised unemployed workers = $8 - 5 = 3$ workers. The unit is persons (workers), and it signals labour underutilisation rather than visible joblessness.

4) CONSEQUENCES FOR ECONOMY AND SOCIETY: Unemployment wastes manpower, turning potential human resources into a liability and reducing output growth. It can cause despair, lower family incomes and can push rural workers to migrate to cities, increasing pressure on urban jobs.

5) REMEDIES THROUGH HUMAN CAPITAL AND SECTORAL SHIFT: For seasonal unemployment, allied activities and rural non-farm work (e.g., small processing, services) can spread employment across the year. For educated unemployment, improving quality schooling, vocational streams and skill-based training aligned to modern technologies can raise employability and productivity.

In

Conclusion: , identifying the correct unemployment type helps design targeted solutions, with human capital formation as the common long-run remedy.

Section E — Case Study (4 marks each)
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A19.

(i) Identify the most likely type of unemployment highlighted for region X during the lean months and justify it using one line from the passage (paraphrase allowed).

Answer:

Seasonal unemployment; the passage indicates that after peak sowing/harvesting months, many workers say they "have nothing useful to do" in the lean months, meaning work is available only in particular seasons.

(ii) Which two investments in region Y directly build human capital? Answer in one sentence.

Answer:

Setting up a secondary school with a vocational stream (education/skill training) and arranging basic health check-ups through a primary health centre (health) directly build human capital.

(iii) Use the manpower paradox mentioned to propose one targeted intervention for region X that can reduce both seasonal unemployment and educated unemployment; explain the mechanism in 2-3 sentences and include one short numerical illustration (with unit) showing how the intervention could spread employment across months.

Answer:

Intervention: introduce a vocational training programme linked to off-season rural services (e.g., repair/maintenance of farm tools, basic transport services, or agro-processing) along with local placement support. Mechanism: during lean months, trained youth can shift from farm-only work to service/repair activities, reducing seasonal joblessness while aligning skills with the specific technical needs firms report. Numerical illustration: if 50 workers get 3 months of off-season service work each, additional employment created = $50 \times 3 = 150$ worker-months/year, which spreads income beyond the peak agricultural season.