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CLASS X · SOCIAL SCIENCE (087) · GEOGRAPHY · CBSE BOARD EXAMINATION 2027

GEOGRAPHY · CHAPTER 2

Forest and Wildlife Resources

1972
1973
1988

Chapter Practice Booklet · Questions only

11 note blocks + species table | Parks–states table | PYQs 2025–2026 | 63 practice questions | Model Answer Booklet

INSIDE THIS BOOKLET

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STUDENT DETAILS

NAME _____

CLASS & SECTION _____

ROLL NO. _____

BOOKLET STARTED ON _____

CHAPTER TEST SCORE _____ / 20

1

READ THIS FIRST

Chapter Notes

The whole chapter in short-note form: species categories, causes of depletion, laws, Project Tiger, forest types by state and community conservation. Revise from here – you should not need the textbook again.

1 Biodiversity: flora and fauna in India

- We share this planet with millions of other living beings – from micro-organisms and bacteria to lichens, banyan trees, elephants and blue whales. This whole habitat has immense **biodiversity**.
- Humans and other living organisms form a complex **web of ecological systems** in which we are only a part and depend on it for our existence. Plants, animals and micro-organisms re-create the quality of air we breathe, the water we drink and the soil that produces our food.
- **Forests** are the **primary producers** on which all other living beings depend.
- India is one of the world's **richest countries in biological diversity**, with nearly **8%** of the world's species (estimated at 1.6 million).
- Much of this is under threat: at least **10%** of India's recorded wild flora and **20%** of its mammals are on the **threatened list**. Many are 'critical' – on the verge of extinction – such as the cheetah, pink-headed duck, mountain quail, forest spotted owlet, and plants like *Madhuca insignis* (a wild mahua) and *Hubbardia heptaneuron* (a grass).

Forest cover (NCERT): about **7,13,789 sq km = 21.71%** of India's area – dense forest 12.24%, open forest 9.34%, mangrove 0.15%.

2 Categories of plants and animals (IUCN)

Category	Meaning	Examples
Normal	population considered normal for survival	cattle, sal, pine, rodents
Endangered	in danger of extinction; survival unlikely if the negative factors continue	black buck, crocodile, Indian wild ass, Indian rhino, lion-tailed macaque, sangai (brow-antlered deer, Manipur)
Vulnerable	population has declined to levels from where it is likely to become endangered soon	blue sheep, Asiatic elephant, Gangetic dolphin
Rare	small population; may become endangered or vulnerable if negative factors continue	Himalayan brown bear, wild Asiatic buffalo, desert fox, hornbill
Endemic	found only in particular areas, usually isolated by natural or geographical barriers	Andaman teal, Nicobar pigeon, Andaman wild pig, mithun (Arunachal Pradesh)
Extinct	not found after searches of known or likely areas; may be extinct locally, regionally, nationally or globally	Asiatic cheetah, pink-head duck

Asiatic cheetah: the world's **fastest land mammal** (up to **112 km/h**); often mistaken for a leopard – it has long **teardrop-shaped lines** on each side of the nose from the eye to the mouth. Once found across Africa and Asia; nearly extinct in Asia due to loss of habitat and prey. Declared **extinct in India in 1952**.

3 Causes of depletion: colonial and agricultural

- **Colonial period:** the greatest damage came from the expansion of **railways, agriculture, commercial and scientific forestry, and mining**.
- **Agricultural expansion** after Independence: between **1951 and 1980**, over **26,200 sq km** of forest was converted to farmland (Forest Survey of India).
- **Shifting cultivation (jhum)** – a 'slash and burn' type of farming – has deforested or degraded large parts of the tribal belts of **north-eastern and central India**.

- **Enrichment plantation:** large areas of natural forest were converted to plantations of a **single commercially valuable species** – **teak** monoculture in south India and **chir pine** in the Himalayas – destroying other species.

4 Causes of depletion: projects, mining and others

- **Large development projects:** since **1951** over **5,000 sq km** of forest has been cleared for **river valley projects**. The **Narmada Sagar Project** in Madhya Pradesh would submerge **40,000 hectares** of forest.
- **Mining:** the **Buxa Tiger Reserve** (West Bengal) is seriously threatened by **dolomite mining**, which has disturbed the habitat of many species and blocked the migration route of several, including the **great Indian elephant**.
- **Other factors:** grazing and fuel-wood collection; but the main causes are **habitat destruction, hunting, poaching, over-exploitation, environmental pollution, poisoning and forest fires**.
- **Unequal access and consumption:** the **richest 5%** of Indian society probably cause more ecological damage, through what they consume, than the **poorest 25%**. Responsibility for well-being of the environment is shared unequally.

Himalayan yew (*Taxus wallachiana*): a medicinal plant of **Himachal Pradesh and Arunachal Pradesh**. **Taxol**, taken from its bark, needles, twigs and roots, is used to treat some **cancers** – the biggest-selling anti-cancer drug in the world. Over-exploitation has dried up thousands of yew trees; the species is under great threat.

5 Effects of depletion on people

- Destroying forests and wildlife is not just a biological issue; it also means the loss of **cultural diversity**.
- It has marginalised and impoverished **indigenous and forest-dependent communities**, who depend on forests for food, drink, medicine, culture and spirituality.
- **Women** are affected more than men: they collect fuel, fodder and water. As these deplete, women sometimes walk **over 10 km**; this causes **health problems** and neglect of home and children.
- Indirect effects such as **drought** or **deforestation-induced floods** hit the **poor** hardest – poverty here is a direct outcome of environmental destruction.

6 Why conserve forests and wildlife?

- Conservation preserves **ecological diversity** and our **life support systems** – water, air and soil.
- It preserves the **genetic diversity** of plants and animals for better growth of species and breeding. In **agriculture** we still depend on traditional crop varieties; **fisheries** depend heavily on aquatic biodiversity.

Indian Wildlife (Protection) Act, 1972 – passed after conservationists demanded a national wildlife programme in the 1960s–70s:

- Provisions for **protecting habitats**; an all-India list of **protected species**.
- Protection for remaining populations of endangered species by **banning hunting**, giving legal protection to their habitats and **restricting trade** in wildlife.
- Central and state governments set up **national parks and wildlife sanctuaries**.
- Projects for gravely threatened animals: **tiger, one-horned rhinoceros, Kashmir stag (hangul)**, three types of **crocodiles** (fresh water, salt water and gharial), **Asiatic lion**. Recently the Indian elephant, black buck (chinkara), great Indian bustard (godawan) and snow leopard got full or partial legal protection.

7 Project Tiger (1973)

- The tiger is a **key species** in the faunal web. In **1973** its population had fallen to **1,827** from an estimated **55,000** at the start of the 20th century.
- **Threats:** poaching for trade, shrinking habitat, depletion of prey species and a growing human population. Trade in **tiger skins** and the use of **bones in traditional medicine** (especially in Asian countries) pushed it to the verge of extinction.
- **India and Nepal** hold about **two-thirds** of the world's surviving tigers – so they are prime targets for poaching and illegal trade.

- **Project Tiger**, launched in **1973**, is one of the best-known wildlife campaigns in the world. Saving the tiger also means preserving large **ecosystems (biotypes)**.

Tiger reserve / park	State
Corbett National Park	Uttarakhand
Sunderbans National Park	West Bengal
Bandhavgarh National Park	Madhya Pradesh
Sariska Wildlife Sanctuary	Rajasthan
Manas Tiger Reserve	Assam
Periyar Tiger Reserve	Kerala

8 Types of forests by management

In India most forests are owned and managed by the government through the Forest Department.

Type	Share	Remember
Reserved forests	more than half of forest land	most valuable for conservation
Protected forests	about one-third	protected from any further depletion
Unclassed forests	the rest	other forests and wastelands owned by government, private individuals and communities

- Reserved and protected forests together = **permanent forest estates**, kept for timber, other forest produce and protection.
- **Madhya Pradesh** has the **largest area under permanent forests** – **75%** of its forest area.
- **Mostly reserved:** Jammu and Kashmir, Andhra Pradesh, Uttarakhand, Kerala, Tamil Nadu, West Bengal, Maharashtra.
- **Mostly protected:** Bihar, Haryana, Punjab, Himachal Pradesh, Odisha, Rajasthan.
- **Mostly unclassed** (managed by local communities): all **north-eastern states** and parts of **Gujarat**.

9 Community and conservation

- Forests are home to some traditional communities, and in some areas local people struggle to conserve habitats along with government officials, recognising that only this will secure their long-term livelihood.
- **Sariska Tiger Reserve (Rajasthan):** villagers fought against **mining** by citing the **Wildlife Protection Act**.
- **Alwar district (Rajasthan):** people of **five villages** declared **1,200 hectares** of forest as the **Bhairodev Dakav 'Sonchuri'**, with their own rules that ban hunting and protect wildlife from outsiders.
- **Chipko movement** in the **Himalayas** (Uttarakhand) resisted deforestation and showed that **community afforestation** with **indigenous species** can be very successful.
- **Beej Bachao Andolan** (Tehri) and **Navdanya**: farmers and citizens' groups showed that diversified crop production **without synthetic chemicals** is possible and economically viable.

10 Joint Forest Management (JFM)

- A good example of involving **local communities** in managing and restoring **degraded forests**.
- In existence since **1988**, when **Odisha** passed the first JFM resolution.
- Depends on **village institutions** that protect mostly **degraded forest land** managed by the Forest Department.
- In return, members get **intermediary benefits** such as **non-timber forest produce** and a **share in the timber** harvested through 'successful protection'.
- **Lesson:** local communities everywhere must be involved in natural resource management – but they must be at the centre of decision-making and given economic and social benefits.

11 Sacred groves and traditional beliefs

- **Nature worship** is an age-old tribal belief that all creations of nature must be protected. Such beliefs have kept several virgin forests in their pristine form – **sacred groves** (forests of gods and goddesses).
- The **Mundas and Santhals** of **Chota Nagpur** worship **mahua** and **kadamba** trees.

- Tribals of **Odisha and Bihar** worship **tamarind and mango** trees during weddings.
- Many people consider **peepal and banyan** sacred; springs, mountain peaks, plants and animals given sacred qualities are protected.

- Troops of **macaques and langurs** are fed daily around many temples.
- In and around **Bishnoi** villages in Rajasthan, herds of **blackbuck (chinkara), nilgai and peacocks** are part of the community; nobody harms them.

Key terms

1- and 2-mark answers

Biodiversity – the variety of plant and animal life in a habitat

Flora / fauna – plants / animals of a region

Endangered – in danger of extinction

Vulnerable – declining; likely to become endangered soon

Rare – small population; may become endangered or vulnerable

Endemic – found only in a particular area

Extinct – no longer found anywhere it was known

Jhum – shifting, 'slash and burn' cultivation

Enrichment plantation – replacing natural forest with one commercial species

Poaching – illegal hunting or capture of wild animals

Permanent forest estate – reserved + protected forests

Sanctuary / national park – protected areas for wildlife; parks are more strictly protected

Sacred grove – forest patch protected because it is held holy

JFM – Joint Forest Management – village bodies protect degraded forests for a share of produce

Places, people and projects to remember

Matching MCQs (parks–states) come from here

Name	Remember for
Corbett NP	Uttarakhand – tiger reserve
Sunderbans NP	West Bengal – tiger reserve
Bandhavgarh NP	Madhya Pradesh – tiger reserve
Sariska	Rajasthan – villagers fought mining
Manas	Assam – tiger reserve
Periyar	Kerala – tiger reserve
Buxa	West Bengal – dolomite mining threat
Narmada Sagar	MP – 40,000 ha forest to be submerged
Bhairodev Dakav Sonchuri	Alwar (Rajasthan), 1,200 ha

Name	Remember for
Chipko	Himalayas (Uttarakhand) – against felling
Beej Bachao Andolan	Tehri – farming without chemicals
Navdanya	Diversified crops without chemicals
JFM	Odisha, 1988 – first resolution
Mundas, Santhals	Chota Nagpur – mahua, kadamba
Bishnoi	Rajasthan – protect blackbuck, nilgai
Himalayan yew	HP, Arunachal – taxol
Sangai	Manipur – endangered deer
Mithun	Arunachal Pradesh – endemic

Exam snapshot

What the board asks, and how to prepare

SYLLABUS 2026–27

- Flora and fauna in India; vanishing forests; categories of species
- Causes of depletion; effects on people
- Conservation of forests and wildlife; Wildlife Protection Act; Project Tiger
- Types and distribution of forests; community and conservation

BOARD WEIGHTAGE

20 / 80

Geography is Section B (Q10–Q19). In both 2026 papers we read, this chapter gave **Q11** (Chipko state / MP's permanent forests) and **Q15** (match parks with states); 2025 gave two MCQs (forest categories, Sariska). Expect **2 marks** of MCQs, sometimes a 2- or 3-mark question. There is no map item for this chapter.

MOST ASKED IN BOARD PAPERS, 2025–2026 (3 PAPERS READ IN FULL)

How often	Topic / question type	Marks	Papers
★★★	Tiger reserves / parks and their states	1	3 of 3
★★★	Types of forests; states with most reserved / permanent forest	1	2 of 3
★★☆	Community conservation: Chipko, Sariska, Sonchuri, JFM	1–3	2 of 3
★★☆	Categories of species (IUCN)	1–3	NCERT core
★★☆	Causes of depletion of forests	3–5	NCERT core
★☆☆	Wildlife Protection Act 1972, Project Tiger	3	NCERT core

ANSWER-WRITING RULES FOR SOCIAL SCIENCE (CBSE 2026–27)

2 marks
Very short answer · up to 40 words · 2 clear points

3 marks
Short answer · up to 60 words · 3 points

4 marks
Case / source based · up to 100 words in all · answer from the source

5 marks
Long answer · up to 120 words · 5 points, with an intro line

Write in points, underline key words, and give one example or date wherever you can. Read every "OR" choice before you start, and attempt only one.

MISTAKES THAT COST MARKS

- Mixing up **vulnerable** (declining, may become endangered) and **endangered** (in danger of extinction).
- Writing that most of India's forest land is protected – **reserved** forests are more than half; protected about one-third.
- Matching parks with the wrong state: **Corbett**–Uttarakhand, **Bandhavgarh**–MP, **Manas**–Assam, **Periyar**–Kerala.
- Saying JFM began in 1972 – it began in **1988** in **Odisha**; 1972 is the Wildlife Protection Act, 1973 Project Tiger.
- Calling the Asiatic cheetah 'endangered' in India – it is **extinct** (1952).
- Writing only government steps when asked about conservation – add **community** efforts and **sacred groves**.

HOW TO USE THIS BOOKLET

1. **Day 1:** Read the Chapter Notes twice; learn the key terms.
2. **Next day:** Parts A and B. **Then:** Parts C and D – MUST DO questions first.
3. Check every answer against the **Model Answer Booklet**: same points, same keywords, within the word limit.
4. Write every mistake on the My Mistakes page and redo it after 3 days.

A

PART A · NCERT PRACTICE

Textbook Check

Every section of the chapter and every NCERT exercise idea, asked in new words. Model answers for all of these are in the Model Answer Booklet.

Biodiversity and species

A1. What is biodiversity? Why is it important for human beings? [2]

A2. Describe the IUCN categories of plants and animals with one example each. MUST DO [5]

A3. Distinguish between vulnerable and endangered species with an example each. MUST DO [2]

A4. Give two features of the Asiatic cheetah. What is its status in India? [2]

Depletion of forests

A5. How did colonial rule and agricultural expansion deplete India's forests? MUST DO [3]

A6. What is enrichment plantation? Why is it harmful? [2]

A7. How have development projects and mining harmed forests and wildlife? Give examples. [3]
MUST DO

A8. Why is the Himalayan yew under threat? [2]

A9. How does the loss of forests affect forest communities and women? MUST DO [3]

Conservation

A10. Why do we need to conserve forests and wildlife? MUST DO [3]

A11. What were the main provisions of the Indian Wildlife (Protection) Act, 1972? MUST DO [3]

A12. Why was Project Tiger launched? Name three tiger reserves with their states. MUST DO [3]

Types of forests and community efforts

A13. Distinguish between reserved, protected and unclassed forests. MUST DO [3]

A14. Which states have mostly reserved, mostly protected and mostly unclassed forests? [3]

A15. Give three examples of local communities conserving forests and wildlife. MUST DO [3]

A16. What is Joint Forest Management? How does it benefit villagers? MUST DO [3]

A17. How have traditional beliefs helped conserve nature? Give three examples. [3]

B

PART B · SECTION B STYLE

Objective Practice

All the MCQ types used in the board paper: matching (parks–states), identify the category, statements and assertion–reason.

ASSERTION–REASON: HOW TO ANSWER

(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.

Multiple choice

1 mark each

B1. Match the tiger reserves with their states: [1]
(a) Corbett (b) Bandhavgarh (c) Manas (d) Periyar
(i) Assam (ii) Kerala (iii) Uttarakhand (iv) Madhya Pradesh

(a) a-iii, b-iv, c-i, d-ii
(b) a-iv, b-iii, c-i, d-ii
(c) a-iii, b-iv, c-ii, d-i
(d) a-i, b-iv, c-iii, d-ii

B2. The Chipko movement against deforestation began in the hills of: [1]

(a) Rajasthan **(b)** Uttarakhand **(c)** Odisha **(d)** Kerala

B3. Which state has the largest area under permanent forests (75% of its forest area)? [1]

(a) Arunachal Pradesh
(b) Odisha
(c) Madhya Pradesh
(d) Chhattisgarh

B4. Arrange forest types by area, largest first: [1]

(a) Protected, reserved, unclassed
(b) Unclassed, protected, reserved
(c) Reserved, unclassed, protected
(d) Reserved, protected, unclassed

B5. In which state is the Sariska Tiger Reserve? [1]

(a) Madhya Pradesh **(b)** Gujarat **(c)** Uttarakhand **(d)** Rajasthan

B6. Blue sheep, Asiatic elephant and Gangetic dolphin belong to which category? [1]

(a) Endangered **(b)** Vulnerable **(c)** Rare **(d)** Endemic

B7. Which of these is an endemic species? [1]

(a) Nicobar pigeon
(b) Black buck
(c) Himalayan brown bear
(d) Asiatic cheetah

B8. The sangai, a brow-antlered deer of Manipur, is: [1]

(a) extinct **(b)** rare **(c)** normal **(d)** endangered

B9. Dolomite mining seriously threatens which tiger reserve? [1]

(a) Buxa **(b)** Periyar **(c)** Manas **(d)** Corbett

B10. Taxol, used to treat some cancers, is obtained from the: [1]

(a) sal tree **(b)** Himalayan yew **(c)** teak tree **(d)** mahua tree

B11. Joint Forest Management was first started by a resolution of which state, in 1988? [1]

(a) Rajasthan **(b)** Uttarakhand **(c)** Odisha **(d)** Madhya Pradesh

B12. Read the statements: [1]
I. Project Tiger was launched in 1973.
II. India and Nepal hold about two-thirds of the world's surviving tigers.
Choose the correct option.
(a) Only I is correct (b) Only II is correct
(c) Both I and II are correct (d) Neither I nor II is correct

B13. Which community protects blackbuck, nilgai and peacocks in Rajasthan? [1]
(a) Mundas (b) Santhals (c) Gonds (d) Bishnois

B14. Which of these are causes of depletion of forests in India? [1]
a. Enrichment plantation b. River valley projects c. Sacred groves d. Shifting cultivation
(a) Only a, b and d (b) Only b and c (c) Only a and c (d) All of these

B15. The Mundas and Santhals of Chota Nagpur worship: [1]
(a) peepal and banyan (b) tamarind and mango
(c) mahua and kadamba (d) sal and teak

B16. States with the bulk of forests as unclassed forests are: [1]
(a) Bihar and Punjab (b) the north-eastern states
(c) Kerala and Tamil Nadu (d) Madhya Pradesh and Maharashtra

Assertion–Reason

1 mark each

B17. ASSERTION–REASON [1]
Assertion (A): Tigers became prime targets of poaching in India.
Reason (R): India and Nepal hold about two-thirds of the world's surviving tigers.

B18. ASSERTION–REASON [1]
Assertion (A): Women are hit harder than men by the depletion of forests.
Reason (R): Women usually collect fuel, fodder and water.

B19. ASSERTION–REASON [1]
Assertion (A): The Asiatic cheetah is an endangered species in India.
Reason (R): The cheetah is the world's fastest land mammal.

B20. ASSERTION–REASON [1]
Assertion (A): Enrichment plantation increases biodiversity.
Reason (R): It replaces natural forests with one commercial species.

C

PART C · BOARD PATTERN

Board Pattern Practice

Written-answer questions grouped by topic. ★★★ = asked in every paper read · ★★ = asked once or NCERT core · ★ = supporting topic.

Types of forests and protected areas

★★★ every paper read · 1–3 marks

C1. Explain the classification of forests by management and their distribution among states. [5]
MUST DO

C2. Why was Project Tiger needed? How does it help conservation? MUST DO [3]

Community and conservation

★★☆ 2 of 3 papers · 1–5 marks

C3. "Local communities play an important role in conservation." Explain with examples. MUST DO [5]

C4. Explain the Joint Forest Management programme. What is its main lesson? MUST DO [3]

C5. How have sacred groves and religious beliefs helped conserve nature? [3]

Depletion and its effects

★★☆ NCERT core · 3–5 marks

C6. Explain the major causes of depletion of forests and wildlife in India. MUST DO [5]

C7. "The richest 5% cause more ecological damage than the poorest 25%." Explain. [2]

C8. Explain how the depletion of forests affects poor people and women. [3]

Species and protection

★☆☆ NCERT core · 1–3 marks

C9. Explain endangered, vulnerable and endemic species with an example of each. MUST DO [3]

C10. Explain the steps taken by the government to protect wildlife. MUST DO [3]

C11. Why is it necessary to conserve genetic diversity? [2]

D

PART D · CASE-BASED STYLE

Case-Based Questions

Each case carries 4 marks (1 + 1 + 2), as in Q18 of the board paper.

D1. Case-Based · Counting Stripes [4]

At the start of the twentieth century India's forests held tens of thousands of big striped cats. By the early 1970s a count found fewer than two thousand. Skins were sold, bones went into medicines in other Asian countries, and the forests they lived in shrank. A national programme was then launched, and special reserves were created from the Himalayan foothills to the mangroves of Bengal.

(i) Name the programme and the year it began. [1]

(ii) Name the reserve in the mangroves of Bengal. [1]

(iii) Give two reasons why the tiger population fell so sharply. [2]

D2. Case-Based · Villagers versus the Quarry [4]

Inside a tiger reserve in Rajasthan, stone quarries were blasting the hills. The people of nearby villages, whose cattle and fields depended on the forest, went to court. They pointed to the national law of 1972 that protects wildlife habitats, and the quarries were stopped.

(i) Name the tiger reserve. [1]

(ii) Which law did the villagers use? [1]

(iii) Give two other examples of community efforts to protect forests. [2]

D3. Case-Based · Hugging the Trees [4]

In the hills of the Himalayas, women of a village heard that contractors were coming to fell the trees above their homes. They went into the forest and put their arms around the trunks. The trees were saved, and the villagers later planted local species on bare slopes.

(i) Name the movement. [1]

(ii) In which present-day state did it take place? [1]

(iii) What did this movement show about conservation? Give two points. [2]

D4. Case-Based · A Tree That Heals [4]

A slow-growing conifer of the western and eastern Himalayas yields a chemical used to fight some cancers. As demand rose, collectors stripped its bark and twigs. In the last decade thousands of these trees have dried up.

(i) Name the tree and the chemical. [1]

(ii) In which two states is it found? [1]

(iii) Give two reasons why such plants must be conserved. [2]

D5. Case-Based · The Holy Grove [4]

Near a tribal village in Chota Nagpur, a patch of old forest has never been cut. Villagers say the gods live there. They worship two kinds of trees, and no one may hunt inside the grove.

(i) What are such forests called? [1]

(ii) Name the two trees worshipped by the Mundas and Santhals. [1]

(iii) How do such beliefs help conservation? Give two points. [2]

E

PART E · REAL BOARD QUESTIONS

Board PYQ Index

Real questions from recent Social Science board papers, by topic. Open the official paper and attempt the listed questions.

Frequency	Topic	Marks	Where asked (year: paper code, question number)	Practise here
★★★	**Tiger reserves / parks and states**	1	**2026:** 32/1/1 Q15; 32/5/1 Q15 (match national parks with states) · **2025:** 32/1/1 Q6 (state of Sariska)	A12, B1, B5, C2, D1–D2
★★★	**Types of forests; distribution by state**	1	**2026:** 32/5/1 Q11 (largest area under permanent forests) · **2025:** 32/1/1 Q5 (forest categories by area)	A13–A14, B3–B4, B16, C1
★★☆	**Community conservation**	1	**2026:** 32/1/1 Q11 (state of the Chipko movement)	A15–A16, B2, B11, C3–C4, D3
★★☆	**Categories of species**	1–3	Not asked in the papers read – NCERT core.	A2–A4, B6–B8, B19, C9
★★☆	**Causes and effects of depletion**	3–5	Not asked in the papers read – NCERT core.	A5–A9, B9–B10, B14, B20, C6–C8, D4
★☆☆	**Wildlife Protection Act; sacred groves**	1–3	Not asked in the papers read.	A10–A11, A17, B13, B15, C5, C10–C11, D5

Papers read in full (3): 2026 – 32/1/1, 32/5/1 · 2025 – 32/1/1. Sets of one code family share most questions. Download official papers from cbse.gov.in → Previous Year Question Papers.

F

PART F · YOUR RECORD

My Mistakes

Write down each mistake from this chapter, including the Sunday Chapter Test.

Every wrong answer is a free lesson. Write it here, find the point you missed, and redo the question after three days.

Date	Part & Q No.	What went wrong	Correct point or fact	Redone ✓