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SOLUTIONS BOOK

CLASS 9

Social Science · Understanding Society

CHAPTER 8

Building Blocks in Economics: The Problem of Choice

Complete Questions and Activities Solutions

In-text Questions

Questions and Activities

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1.1

CLASS 9 SOCIAL SCIENCE · CHAPTER 8

In-text Questions

Solutions · 10 questions

Directions (Questions 1–10): These are the questions that appear inside the chapter (The Big Questions, Let's Explore and Think About It), numbered in the order in which they appear. Many are open-ended; model answers based on the chapter are given, and you may add examples from your own surroundings.

QUESTION 1 *The Big Questions · p. 183*

What does economics deal with?

ANSWER

Economics deals with how individuals, enterprises and governments make choices by optimising the use of limited resources to satisfy needs and wants. Human wants are unlimited, but resources are limited, so choices have to be made.

a Meaning of the word

The word **Economics** comes from the Greek word *oikonomia*, which is composed of *oikos* ('household') and *nemein* ('management'). So economics refers to household management. When resources are limited and wants are unlimited, not just families but also nations must plan how to use their resources efficiently.

b What economics studies

- **Needs and wants:** needs are essentials such as food, water and shelter; wants are things like gadgets, vacations or luxury items. Wants are unlimited and keep changing.
- **Limited resources:** natural resources (such as water and coal) and human-made resources (such as capital and technology) are limited in quantity but can be put to many alternative uses.
- **Opportunity cost:** when one alternative is chosen, the other options are given up. The value of what is given up is the opportunity cost.

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- **Economic entities:** how consumers, producers, governments and financial institutions interact, for example how people work and earn wages, how wealth and resources are distributed, how prices are determined in the market, and how government policies and trade influence prices and employment.

c Scope of work of economists

Good decisions rely on data and analysis, not guesswork. Economists study the available alternatives, their opportunity costs and likely outcomes, using data from government reports such as economic surveys and the financial statements of companies. Their work covers the four areas shown in Fig. 8.4.

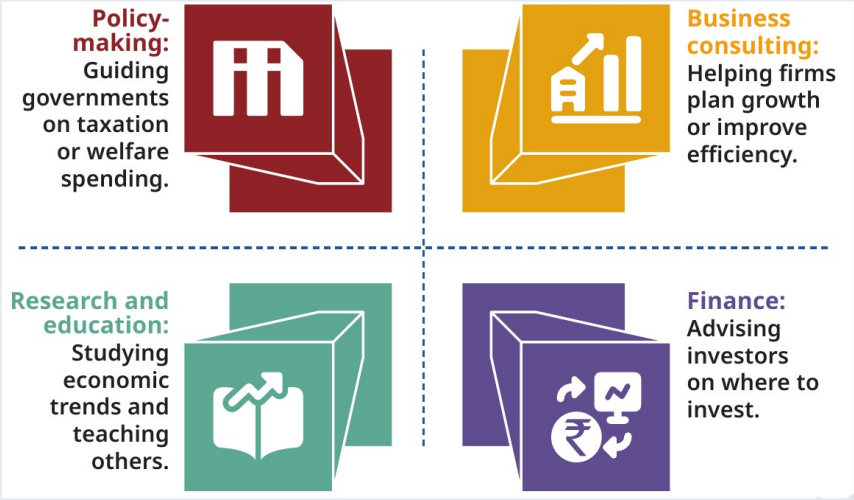


Fig. 8.4. Scope of work of Economists

Therefore, economics deals with how choices are made by optimising the use of limited resources to satisfy needs and wants.

QUESTION 2 *The Big Questions · p. 183*

What are the key questions in economics?

ANSWER

Any mismatch between unlimited wants and limited resources gives rise to scarcity, and scarcity forces choices. These choices are summed up in three key questions: what to produce, how to produce and for whom to produce.

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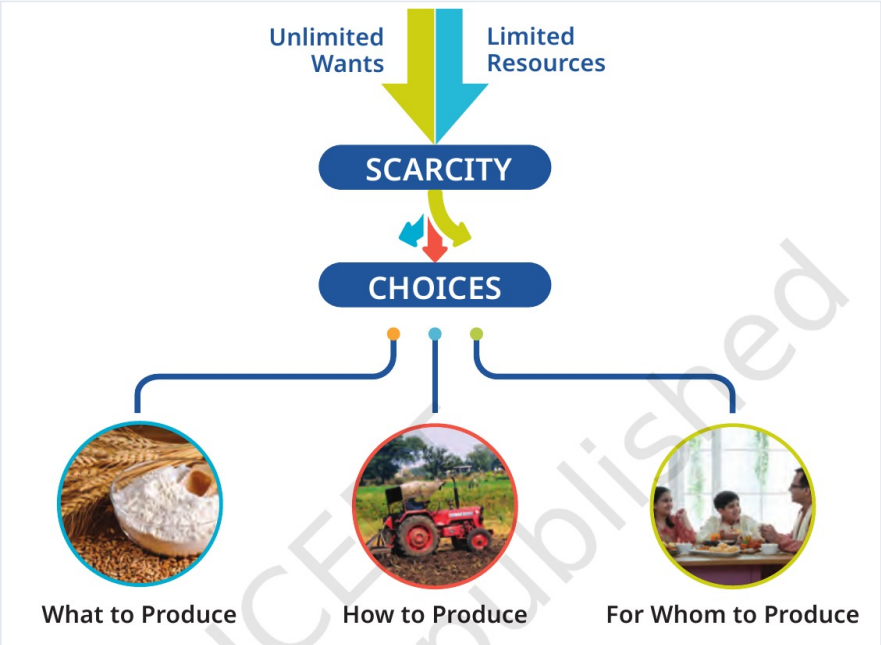


Fig. 8.5. Key questions that economics seeks to address

a The three key questions

Question	What it asks	Example from the chapter
What to produce	Which goods and services, and in what quantities, should be produced to meet the needs of the economy over a given period.	Farmers choose between water-intensive crops such as sugarcane and paddy, and drought-resistant crops such as millets and pulses.
How to produce	Which methods, resources and technologies should be used; that is, the right mix of land, labour, capital and technology.	A manufacturer decides whether to automate processes or to employ more labour.
For whom to produce	Who will use the goods and services and who benefits from their production.	Shoes are made differently for students, office-goers, sports players and daily users, according to their needs and purchasing power.

b What to produce: a worked example

Producing sugarcane yields high profits and supports industries such as sugar, whereas producing millets and pulses saves water, improves soil health and promotes sustainable agriculture. The opportunity cost of producing sugarcane is the forgone gains from saved water and improved soil health. Such a decision reflects the trade-off between short-term economic gains and long-term sustainability.

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c How to produce: what decides the method

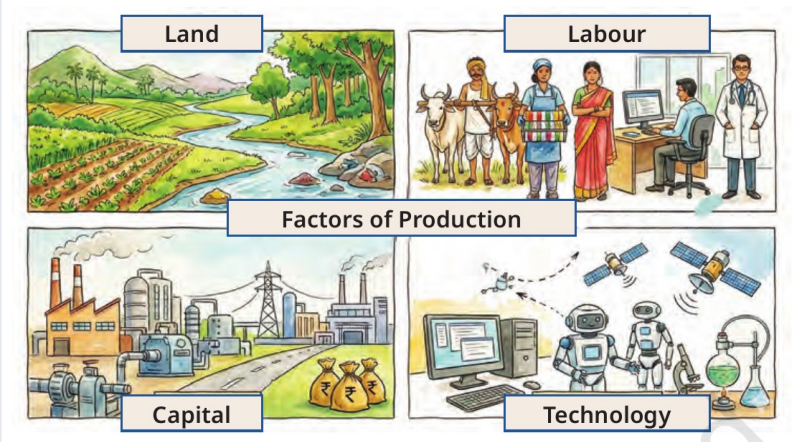


Fig. 8.6. Factors of production

- **Labour-intensive** production uses more workers and less machinery (usual in agriculture and handicrafts). **Capital-intensive** production uses more machines and technology and fewer workers (steel and automobile manufacturing).
- The choice depends on the cost of capital, the level of technology available and the nature of the product.
- If labour is cheap and easily available, labour-intensive methods are preferred; if labour is costly or scarce, machines become more efficient.
- Laws and regulations, such as labour laws or incentives for machinery, also influence the decision.

Therefore, scarcity forces every economy to decide what to produce, how to produce and for whom to produce.

QUESTION 3 *The Big Questions · p. 183*

How do different economic systems address these questions?

ANSWER

The answers to the three key questions depend on how resources are organised and who controls the decision-making about them. The system that defines how goods, services and resources are produced, consumed and distributed is the economic system. The chapter describes three kinds: planned, market and mixed.

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a Three economic systems

System	How the key questions are answered	Examples
Planned economy	A central planning authority of the government, such as the planning commission, makes all major decisions: what and how much to produce, how to produce, who gets to use the goods and at what prices. The government owns most resources and sectors. Enterprises follow central targets and need strict permits and licences, so competition is restricted and there is little motivation to improve quality or innovate.	Former Soviet Union, North Korea, Cuba
Market economy	What, how and how much to produce are decided mainly by demand and supply, with little government intervention. The government acts like a referee: it ensures safety and law and order but does not control prices or production. Ownership rests largely with individuals and private companies, and many producers encourage better quality, lower prices and innovation.	United States of America, Japan, Hong Kong
Mixed economy	Combines features of both. Private individuals, enterprises and the government all play important roles in economic choices, and large public sector companies are also found. Private ownership is allowed, with some degree of government regulation.	India (post-1991), China (post-1978), Germany, Sweden

b The mixed economy in a picture

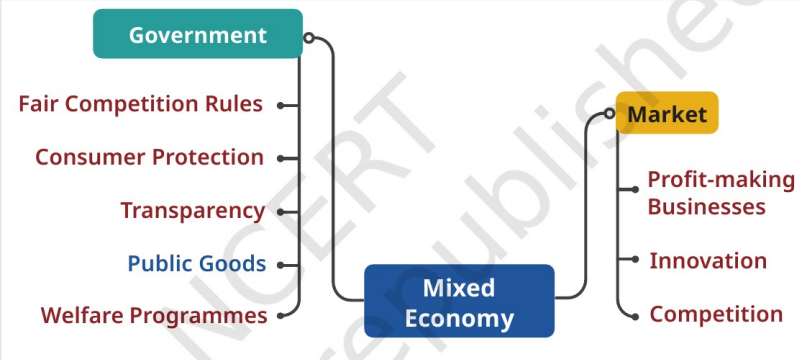


Fig. 8.8. The role of government and market in a mixed economy

In a mixed economy the government sets fair competition rules, protects consumers, ensures transparency, provides public goods and runs welfare programmes, while the market brings profit-making businesses, innovation and competition. In reality almost all economies are mixed; even market economies such as the United States of America and Singapore have significant government involvement.

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c India: an economy that changed over time

In the decades after Independence, India followed a more state-led approach similar to a planned economy, with licences and permits and many key sectors dominated by the public sector. By 1991 the country faced serious economic difficulties, and reforms reduced excessive regulations, encouraged private enterprise, opened the economy to global trade and investment, and increased competition. India thus moved towards a more market-oriented system while keeping an important role for the government.

Therefore, planned economies depend on government control, market economies on private decisions with demand and supply, and mixed economies combine both.

QUESTION 4 *Let's Explore · p. 184*

List three things your parents bought this month. Can you classify them into needs or wants?

ANSWER

The list depends on your own family, so a model answer is given. A need is an essential such as food, water and shelter; a want is something like a gadget, a vacation or a luxury item. For each purchase ask: is this essential for living?

a Model classification

Item bought	Need or want	Reason
Rice, atta and vegetables	Need	Food is an essential item.
Medicines	Need	Medicines are listed among essential items.
Meal at a restaurant	Want	Restaurant meals are a non-essential item.

b Needs versus wants



Fig. 8.1. Needs vs wants

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Replace the model items with the three things your parents actually bought and give a reason for each. Your own list may differ.

Therefore, essentials such as food and medicines are needs, while non-essentials such as restaurant meals are wants.

QUESTION 5 *Let's Explore · p. 184*

Do you think having too many wants may create problems? Why or why not?

ANSWER

Yes. Human wants are unlimited and keep changing, but resources are limited. Since all wants cannot be satisfied, having too many of them can create problems for individuals, households and the economy.

a Why too many wants create problems

- **Scarcity:** wants are unlimited while resources are limited, so we must choose, and every choice means giving up something (opportunity cost).
- **Pressure on money:** families divide their money among essential items, non-essential items and savings. Spending too much on wants leaves less for essentials and savings.
- **Never-ending desire:** when one want is satisfied another appears, for example people may want to upgrade from a bicycle to a motorbike and then to a car.
- **Pressure on resources:** producing more and more goods to satisfy more and more wants uses up limited natural and human-made resources.

b What we can do

Wants are not wrong in themselves; the problem arises when we do not prioritise. Meeting needs first, weighing the opportunity cost of each choice and saving a part of our money help us decide wisely.

Therefore, too many wants create problems because resources are limited; we must put needs first and choose carefully.

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QUESTION 6 *Let's Explore · p. 186*

Ask your parents about how they make choices for everyday purchase. What is the opportunity cost of making a particular decision?

ANSWER

This is a discussion activity, so the answer depends on your family. Ask what they wanted to buy, what they finally chose and what they gave up. The value of what is given up is the opportunity cost. A model answer and the chapter's own example are given.

a Model answer

Choice made	What was given up (opportunity cost)
Spending money on fruit	A pair of shoes that the same money could have bought
Spending pocket money on snacks	Saving that money for a new pair of shoes
Growing barley on a piece of land	The wheat that could have been grown on it

b The farmer's choice in the chapter

A farmer with limited land, water and labour can grow barley or wheat. Fig. 8.3 plots the combinations in the table. Moving from A to E, barley increases and wheat decreases; the wheat given up is the opportunity cost of growing more barley.

Move	Extra barley (kg)	Wheat given up (kg)	Wheat given up per kg of barley
A to B (0, 100 to 25, 90)	25	100 − 90 = 10	10 ÷ 25 = 0.4 kg
B to C (25, 90 to 50, 70)	25	90 − 70 = 20	20 ÷ 25 = 0.8 kg
C to D (50, 70 to 75, 40)	25	70 − 40 = 30	30 ÷ 25 = 1.2 kg
D to E (75, 40 to 100, 0)	25	40 − 0 = 40	40 ÷ 25 = 1.6 kg

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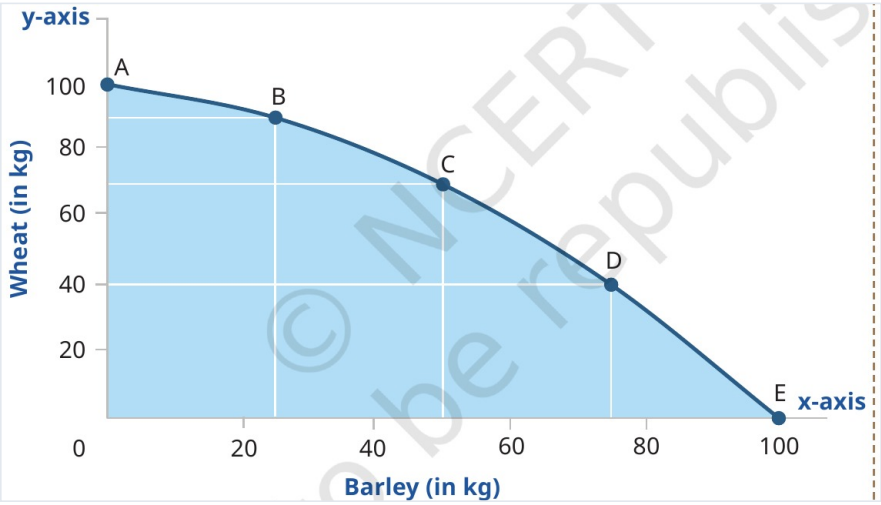


Fig. 8.3. Production Possibility Curve

In all, growing 100 kg of barley (A to E) means giving up all 100 kg of wheat. Every point on the curve shows the maximum output possible through efficient use of resources, without wastage.

Therefore, the opportunity cost of a decision is the value of what is given up in order to choose it.

QUESTION 7 *Let's Explore · p. 186*

How do you decide to spend your time? Is time a scarce resource?

ANSWER

Yes, time is a scarce resource. A day has only 24 hours, but there are many things we want to do. Using time for one activity means giving up another, so opportunity cost applies to time as well.

a How a student may decide

- List the activities for the day: school work, play, helping at home, hobbies and rest.
- Put the essential ones first, such as studies, meals and sleep.
- Weigh the opportunity cost: an hour spent on one activity is an hour not available for the others.
- Make a simple timetable so that the limited time is used well and not wasted.

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b Why time is scarce

Resources are limited in quantity and can be put to many alternative uses. Time fits this description: it is limited and has many competing uses, so we must choose how to allocate it, just as we choose how to spend money.

Therefore, time is a scarce resource, and each use of time has an opportunity cost.

QUESTION 8 *Think About It · p. 189*

Should the government allocate more funds to healthcare and education or to defence and space exploration? Why or why not?

ANSWER

This is an open-ended question about what a government should produce and spend on. There is no single correct answer; a good answer weighs the benefits and the opportunity cost of each option and gives reasons. A model answer follows.

a Case for healthcare and education

- They meet basic needs of people and improve their quality of life and well-being.
- Education and technology drive investment, which supports the economy.
- Governments use revenue from taxation to plan expenditure on infrastructure and welfare programmes.

b Case for defence and space exploration

- Defence protects the country and helps ensure safety and law and order.
- Space exploration builds advanced technology and skills that can benefit many sectors.

c Deciding between them

Government funds are limited, so giving more to one area means giving less to the other. The government should compare the opportunity costs and decide on the basis of data and analysis, such as the Economic Survey, not guesswork. A reasoned view is that healthcare and education deserve priority because they serve the basic needs of every citizen, while defence and space exploration still need adequate funds.

Therefore, because funds are limited, the government must weigh opportunity costs and decide on data, giving reasons for its priorities.

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QUESTION 9 *Let's Explore · p. 191*

In your opinion, should the government completely stay out of enterprise decisions?

ANSWER

No. In a market economy the government acts like a referee and does not control prices or production, but even there it plays an important role. A complete absence of government is not practical, and too much control is also harmful.

a Why the government should not stay out completely

- It ensures safety and law and order.
- It provides public goods and physical infrastructure, such as roads, parks, police services, street lights and basic education.
- It makes fair competition rules, protects consumers, ensures transparency and runs welfare programmes.
- Its laws and regulations, such as labour laws or incentives for machinery, influence how enterprises produce.

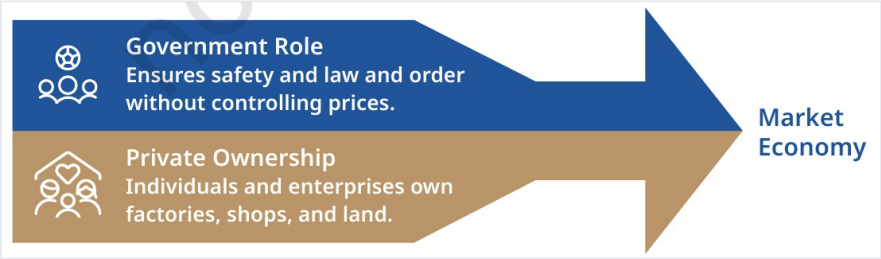


Fig. 8.7. Role of government and private ownership in a market economy

b Why it should not control everything

In a planned economy the government owns most resources and requires strict permits and licences. This prevents many enterprises from operating, restricts competition and leaves little motivation to improve quality or innovate.

Therefore, the government should neither stay out completely nor control everything; a balance of regulation and private freedom works best.

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QUESTION 10 *Let's Explore · p. 191*

Can you think of an example where government action helped or harmed an industry or sector?

ANSWER

Government action can help or harm an industry. The examples below come from the chapter; you may add one from your own knowledge or from a newspaper.

a Examples from the chapter

Government action	Effect on industry	Why
Economic reforms of 1991	Helped private enterprise and trade	Excessive regulations were reduced, private enterprise was encouraged, the economy was opened to global trade and investment, and competition increased.
Strict permits and licences	Restricted enterprises	A large number of enterprises are prevented from operating, competition is restricted and there is little motivation to improve quality or innovate.
Incentives for machinery, labour laws	Shaped the choice of method	They influence whether enterprises use more machines or more labour in production.
Providing roads, street lights, police services	Helped all enterprises	Public goods and physical infrastructure are available to everyone and support production.

b Your own example

Name the industry, the government action, whether it helped or harmed, and the reason. For instance, you can discuss how the shift in 1991 changed the options open to Indian enterprises.

Therefore, government action can help an industry by encouraging enterprise and providing infrastructure, or restrict it through excessive control.

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1.2

CLASS 9 SOCIAL SCIENCE · CHAPTER 8

Questions and Activities

Solutions · 10 questions

Directions (Questions 1–10): These are the Questions and activities at the end of the chapter (pages 193–194). Answer each in your own words using the points given.

QUESTION 1

Why do you think people’s wants keep changing over time? How does this affect production in an economy? Why cannot all our wants be satisfied?

ANSWER

Human wants are unlimited and keep changing, while resources are limited. Changing wants force producers to change what they produce, and limited resources mean that not all wants can be satisfied.

a Why wants keep changing

- When one want is met, another arises; for example people may want to upgrade from a bicycle to a motorbike and then to a car.
- People have different needs, income levels, tastes and lifestyles, and these change over time.
- New products and innovations in the market create new choices that people want to have.

b Effect on production

- Producers analyse what consumers like, how much money they have and how much demand there is before deciding what to make.
- As wants change, the answers to what to produce and for whom to produce change too; for example different types of shoes are made for different groups of people.
- Enterprises study market trends and new innovations so that they can serve customers better and use their limited resources well.

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c Why all wants cannot be satisfied

Natural and human-made resources are limited in quantity, but wants are unlimited. This mismatch gives rise to scarcity, so choices must be made, and each choice has an opportunity cost.

Therefore, wants keep changing and production changes with them, but limited resources mean that all wants can never be satisfied.

QUESTION 2

‘Human wants are unlimited and keep changing’. How do you think this constant desire for more creates pressure on the environment? Can the fulfilment of wants and the extraction of resources be balanced?

ANSWER

Satisfying growing wants needs more goods, and producing more goods needs more resources such as water and coal. Because these resources are limited, the constant desire for more puts pressure on the environment. A balance is possible if we choose carefully.

a How constant desire creates pressure

- Production uses natural resources such as water and coal, which are limited in quantity.
- As wants keep rising, for example from a bicycle to a motorbike to a car, more resources are needed for production.
- Choices that bring quick gains can use up resources heavily. Growing water-intensive crops such as sugarcane and paddy brings high profits, but millets and pulses save water and improve soil health.

b How wants and extraction can be balanced

- Meet needs first and think about which wants are really necessary.
- Account for the opportunity cost of each choice, including the long-term cost, to balance short-term economic gains with long-term sustainability.
- Choose options that conserve resources, such as millets and pulses that save water and improve soil health.

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- Use resources efficiently and avoid wastage, and base decisions on data and analysis.

Therefore, constant wants pressure the environment, but careful choices that weigh long-term opportunity costs can balance wants and the use of resources.

QUESTION 3

Can you think of a resource in your region that is scarce but used wastefully? How could it be managed better?

ANSWER

This question depends on your region, so a model answer using water is given. Water is a resource that is limited in quantity and has many competing uses, yet it is often used wastefully.

a Wasteful use and better management

Wasteful use	Better management
Leaving taps running and leaking pipes	Close taps after use and repair leaks quickly
Growing water-intensive crops such as sugarcane and paddy where water is short	Grow drought-resistant crops such as millets and pulses, which save water
Letting rainwater flow away	Harvest and store rainwater for later use
Using water only once	Reuse water wherever it is safe to do so

b How to do it

Households, farmers, enterprises and the government can each reduce wastage. Good data and planning help the government to decide how water should be used. If a different resource is scarce in your region, such as electricity or fuel, follow the same steps: identify the wasteful use and then suggest a better way.

Therefore, a scarce resource such as water can be managed better by reducing wastage, reusing it and choosing less resource-intensive options.

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QUESTION 4

Which economic system—market, planned, or mixed—do you think gives people the most freedom? Which economic system is best suited for promoting innovation? Why?

ANSWER

These are opinion questions, so reasons matter. Based on the features of each system described in the chapter, a model answer is that the market economy gives the most freedom and is best suited for promoting innovation.

a Comparing the three systems

System	Freedom for people and enterprises	Innovation
Planned	Least: the government makes all major decisions, owns most resources and requires strict permits and licences.	Little motivation to improve quality or innovate, as competition is restricted.
Market	Most: ownership rests with individuals and private companies, and prices and production are decided by demand and supply with little government intervention.	Many producers offer similar products, which encourages better quality, lower prices and innovation.
Mixed	In between: private ownership is allowed with some degree of government regulation.	Private enterprises compete and innovate, while the government makes rules for fair competition.

b A note of caution

Even in market economies the government plays an important role by ensuring safety and law and order and by providing public goods, so no economy gives complete freedom. Another student may argue for the mixed economy, because it combines freedom with protection; such an answer is also acceptable if it is supported with reasons.

Therefore, in this model answer the market economy gives the most freedom and promotes innovation best, though real economies are mixed.

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QUESTION 5

Critically examine why pure economic systems rarely exist in reality. Assess the limitations of such systems and justify why a mixed economy is often considered a more practical and effective approach in real-world contexts.

ANSWER

Pure planned and pure market systems are rare because each has limitations. In reality almost all economies are mixed, combining private ownership with some degree of government regulation.

a Limitations of a pure planned economy

- The government makes all major decisions about what, how and how much to produce and at what prices, and enterprises follow central targets rather than market demand.
- Strict permits and licences prevent many enterprises from operating, which restricts competition.
- With little competition there is little motivation to improve quality or innovate.

b Limitations of a pure market economy

- The government is needed to ensure safety and law and order.
- Public goods such as parks, roads, police services, street lights and basic education are available to all without anyone being excluded, so the government provides them along with physical infrastructure.
- Fair competition rules, consumer protection, transparency and welfare programmes are also roles of the government (Fig. 8.8). Hence governments play an important role even in market economies.

c Why a mixed economy is more practical

Aspect	Planned	Market	Mixed
Who decides	Central planning authority	Demand and supply	Private sector and government
Ownership	Mostly government	Individuals and private companies	Private ownership with government regulation
Competition and innovation	Restricted; little motivation	Encouraged	Encouraged within government rules
Role of government	Controls everything	Referee only	Regulates and provides public goods

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A mixed economy keeps the competition and innovation of the market and adds the safety, public goods and welfare provided by the government. Examples include India (post-1991), China (post-1978), Germany and Sweden; even the United States of America and Singapore have significant government involvement.

Therefore, pure systems have limitations, so most countries use a mixed economy that combines the strengths of both.

QUESTION 6

A student has ₹100 and must choose between buying a notebook or saving the money for buying a tennis racket later. Which economic concept best explains this situation?
a. Demand b. Opportunity cost
c. Production d. Inflation

ANSWER

The correct option is (b) Opportunity cost. Choosing the notebook means giving up the chance to save the money for the tennis racket, and the value of what is given up is the opportunity cost.

a Steps

- **Step 1:** The student has ₹100 and two alternative uses for it: a notebook now or a tennis racket later.
- **Step 2:** Choosing one alternative means the other is given up.
- **Step 3:** The value of what is given up is the opportunity cost, so the answer is (b).

b Why the other options do not fit

Option	Concept	Why it does not fit
(a)	Demand	Demand is about how much of a product buyers want in the market; the question is about giving up one use of money for another.
(c)	Production	Production is the making of goods and services using factors of production; the student is not producing anything.
(d)	Inflation	Inflation is a general rise in prices; no change in prices is mentioned.

Therefore, the correct answer is (b) Opportunity cost.

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QUESTION 7

How does understanding opportunity cost improve the quality of economic decision-making?

ANSWER

Every choice involves giving up an alternative. Understanding opportunity cost makes this hidden cost visible, so decisions are made after comparing alternatives rather than by guesswork.

a How it improves decisions

- **Compares alternatives:** economists study the available alternatives, their opportunity costs and potential outcomes to help individuals, enterprises and institutions decide.
- **Uses scarce resources well:** resources have many alternative uses, as steel does in Fig. 8.2, so knowing what is given up helps put them to the best use.
- **Balances short and long term:** a decision such as growing sugarcane or millets reflects the trade-off between short-term gains and long-term sustainability.
- **Supports planning:** the Production Possibility Curve shows the maximum output through efficient use of resources and helps in better planning by enterprises and governments.



Fig. 8.2. Alternative uses of steel

b An example

A farmer who grows sugarcane earns high profits, but the opportunity cost is the forgone gains from saved water and improved soil health. Knowing this, the farmer can decide whether the extra profit is worth the cost.

Therefore, understanding opportunity cost helps decision-makers compare alternatives and choose with the full cost in mind.

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QUESTION 8

Can effective economic decisions be made without reliable data? Support your answer with an example.

ANSWER

No. Good decisions rely on data and analysis, not guesswork. Without reliable data, decisions may go wrong and limited resources may be wasted.

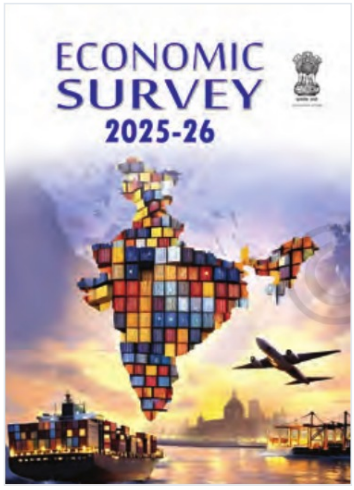
a Why data is needed

- Families decide how much money to give to essential items, non-essential items and savings.
- Governments use revenue from taxation to plan expenditure on infrastructure and welfare programmes.
- Enterprises study market trends and innovations to serve customers better.
- Economists use data from government reports, such as economic surveys, and financial statements of companies to understand risks and opportunities.

b Example 1: a shoe producer

Before deciding what to make, producers analyse what consumers like, how much money they have and how much demand there is. This makes sure that limited resources are used well and not wasted. Without such data a producer might make shoes that few people want.

c Example 2: the Economic Survey of India



Cover of the Economic Survey 2025-26

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The Economic Survey is an annual document prepared by the Ministry of Finance and presented in Parliament before the Union Budget. It reviews the economy's performance and acts as a blueprint for the upcoming Union Budget, giving policymakers crucial insights.

Therefore, effective economic decisions need reliable data; without it, resources can be wasted.

QUESTION 9

Analyse how a country's present economic choices can shape its long-term future. Why is it important to consider future consequences while making economic decisions today?

ANSWER

Economic choices made today decide how resources are used, who benefits and what is left for the future. Since these decisions affect the well-being of people and society as a whole, their future consequences must be considered.

a How present choices shape the future

- **What to produce:** a choice between water-intensive crops and crops such as millets and pulses affects water, soil health and sustainable agriculture for years.
- **How to produce:** the choice between labour-intensive and capital-intensive methods affects employment and technology.
- **Government spending:** revenue from taxation spent on infrastructure and welfare programmes shapes growth and quality of life.
- **Economic system:** India's reforms of 1991 gradually shifted the country towards a more market-oriented system.

b Short term versus long term

Present choice	Short-term effect	Long-term effect
Growing sugarcane	High profits; supports industries such as sugar	Forgone gains from saved water and improved soil health
Growing millets and pulses	Saves water and improves soil health	Promotes sustainable agriculture

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c Why future consequences matter

Resources are limited, so a choice that gives quick gains but uses them up leaves less for the future. Considering the opportunity cost of each alternative, including long-term sustainability, helps us avoid wastage and protect the well-being of people and society.

Therefore, present choices shape a country's future, so decisions today must account for long-term consequences.

QUESTION 10

Identify a news article from any newspaper of your choice about a product or commodity (such as vegetables, fruits, fuel, or electronics) where producers or companies are deciding how much to produce or supply. Write 2–3 sentences explaining the example you found and why the production decision was made.

ANSWER

This is an activity. You must choose a news article yourself, so the steps and a model format are given; replace the illustration with your own article.

a Steps

- Pick an article about a product or commodity, such as vegetables, fruits, fuel or electronics, in which producers or companies decide how much to produce or supply.
- Note the headline, newspaper and date, and identify the decision: producing or supplying more or less.
- Find the reason given, such as demand, cost or availability of resources, and write 2–3 sentences.

b Model format

Part	What to write
Article	Headline, newspaper and date
Decision	What the producers or companies decided to produce or supply
Reason	Why they made this decision, for example demand, cost or resources

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c Illustration based on the chapter (not a real article)

Farmers in a region decided to grow millets and pulses instead of water-intensive sugarcane. These crops save water and improve soil health, so the decision balanced short-term profit against long-term sustainability. It is a 'what to produce' choice.

Therefore, a good answer names the article, the production decision and the reason behind it.

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