

## Annexure 'G'

### Syllabus

Social Science (087),  
Summative Assessment-II  
Class X – (2012-13)

Time : 3 Hours

Marks : 90

UNIT	TERM 2
1. India and the Contemporary World – II	23
2. India – Resources and their Development	23
3. Democratic Politics II	22
4. Understanding Economic Development – II	22
5. Disaster Management – only through project work and assignments.	-
<b>TOTAL</b>	<b>90</b>

**The question paper will include value based question(s)  
to the extent of 3-5 marks.**

The prescribed syllabus will be assessed using formative and summative assessments with the following weightage during an Academic session:

	Term –I	Term-II	Total
<b>Formative Assessment 1 and 2, 3 and 4</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>
<b>Summative Assessment</b>	<b>30%</b>	<b>30%</b>	<b>60%</b>
<b>Total</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

The formative assessment will comprise of Projects, assignments, activities and Class Tests/ periodic tests for which Board has already issued guidelines to the schools. The Summative Assessment will comprise of Theory paper as per the prescribed design of the Question Paper.

## Unit 1: India and the Contemporary World – II

45 Periods

Themes	Objectives
<p>In Sub-unit 1.1 students are required to choose any two themes. <b>In that sub-unit, theme 3 is compulsory</b> and for second theme students are required to choose any one from the first two themes.</p> <p><b>Term II</b>  <b>Sub-unit 1.1 : Events and processes :</b>  <b>Any two of the following themes :</b></p> <ol style="list-style-type: none"> <li>1. <b>Nationalism in Europe :</b>                      (a) The growth of nationalism in Europe after the 1830s. (b) The ideas of Giuseppe Mazzini etc. (c) General characteristics of the movements in Poland, Hungary, Italy, Germany and Greece. (Chapter 1)</li> <li>2. <b>Nationalist Movement in Indo China : Factors leading to growth of rationalism in India</b>                      (a) French colonialism in Indochina. (b) Phases of struggle against the French. (c) The ideas of Phan Dinh Phung, Phan Boi Chau, Nguyen Ac Quoc (d) The Second World War and the liberation struggle. (e) America and the second Indochina war. (Chapter 2)</li> <li>3. <b>Nationalism in India : Civil Disobedience Movement</b>                      (a) First World War, Khilafat and Non-Cooperation. (b) Salt Satyagraha. (c) Movements of peasants, workers, tribals (d) Activities of different political groups. (Chapter 3)</li> <li>4. <b>Map work based on theme 3 only. (2 Marks)</b></li> </ol>	<ul style="list-style-type: none"> <li>• The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post – 1980 period.</li> <li>• Discuss the relationship / difference between European nationalism and anti-colonial nationalisms.</li> <li>• Point to the way the idea of the nation states became generalized in Europe and elsewhere.</li> <li>• Discuss the difference between French colonialism in Indochina and British colonialism in India.</li> <li>• Outline the different stages of the anti-imperialist struggle in Indochina.</li> <li>• Familiarize the students with the differences between nationalist movements in Indo China and India.</li> <li>• Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement.</li> <li>• Analyze the nature of the diverse social movements of the time.</li> <li>• Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.</li> </ul>

## Unit 2: India – Resources and their Development

45 Periods

Themes	Objectives
<b>Term II</b> 1. <b>Mineral Resources:</b> types of minerals, distribution, use and economic importance of minerals, conservation. (Chapter 2) 2. <b>Power Resources:</b> types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 3) 3. <b>Manufacturing Industries:</b> Types, spatial distribution, contribution of industries to the national economy, industrial pollution and degradation of environment, measures to control degradation. (One case study to be introduced). (Chapter 7) 4. <b>Transport, communication and trade</b> (2 Marks) 5. <b>Map Work</b> (3 marks)	Explain various government policies for institutional as well as technological reforms since independence; Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources. Understand the importance of agriculture in national economy; Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation; Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilization; Discuss various types of conventional and non-conventional resources and their utilization. Discuss the importance of industries in the national economy as well as understand the regional disparities which resulted due to concentration of industries in some area; Discuss the need for a planned industrial development and debate over the role of government towards sustainable development; To explain the importance of transport and communication in the ever shrinking world; To understand the role of trade in the economic development of a country,

### Project / Activity

- Learners may collect photographs of typical rural houses and clothing of people from different regions of India and examine whether they reflect any relationship with climatic conditions and relief of the area.
- Learners may write a brief report on various irrigation practices in the village and the change in cropping pattern in the last decade.

### Posters

- Pollution of water in the locality.
- Depletion of forests and the greenhouse effect.

**Note:** Any similar activities may be taken up.

## Unit 3: Democratic Politics II

45 Periods

Themes	Objectives
<b>Term II</b> 1. <b>Competition and contestations in democracy:</b> How do struggles shape democracy in favor of ordinary people? What role do political parties play in competition and contestation? Which are the major national and regional parties in India? Why have social movements come to occupy large role in politics? (Chapter 2)	<ul style="list-style-type: none"><li>• Analyze the relationship between social cleavages and political competition with reference to Indian situation.</li><li>• Understand and analyze the challenges posed by communalism to Indian democracy.</li><li>• Understand the enabling and disabling effects of caste and ethnicity in politics.</li><li>• Develop a gender perspective on politics.</li><li>• Introduce students to the centrality of power sharing in a democracy.</li><li>• Understand the working of spatial and social power sharing mechanisms.</li></ul>

	<ul style="list-style-type: none"> <li>• Analyze federal provisions and institutions.</li> <li>• Understand the new Panchayati Raj institutions in rural and urban areas.</li> <li>• Understand the vital role of struggle in the expansion of democracy.</li> <li>• Analyze party systems in democracies.</li> <li>• Introduction to major political parties in the country.</li> </ul>
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Themes	Learning Objectives
<p><b>Term II</b></p> <p><b>1. Outcomes of democracy:</b> Can or should democracy be judged by its outcomes? What outcomes can one reasonably expect of democracies? Does democracy in India meet these expectations? Has democracy led to development, security and dignity for the people? What sustains democracy in India? (Chapter7)</p> <p><b>2. Challenges to democracy:</b> Is the idea of democracy shrinking? What are the major challenges to democracy in India? How can democracy be reformed and deepened? What role can an ordinary citizen play in deepening democracy? (Chapter8)</p>	<ul style="list-style-type: none"> <li>• Analyze the role of social movements and non-party political formations</li> <li>• Introduction to the difficult question of evaluating the functioning of democracies.</li> <li>• Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people.</li> <li>• Understand the causes for continuation of democracy in India.</li> <li>• Distinguish between sources of strength and weaknesses of Indian democracy.</li> <li>• Reflect on the different kinds of measures possible to deepen democracy</li> <li>• Promote an active and participatory citizenship.</li> </ul>

## Understanding Economic Development – II

Themes	Learning Objectives
<p><b>Term II</b></p> <p><b>1. Money and Credit :</b> Role of money in an economy: Historical origin; Formal and Informal financial institutions for Savings and Credit – General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, self-help groups, chit funds and private finance companies. (Chapter 3)</p> <p><b>2. Globalization:</b> What is Globalization (through some simple examples); How India is being globalised and why; Development Strategy prior to 1991; Strategies adopted in Reform measures (easing of capital flows); Different perspectives on globalization and its impact on different sectors; Political Impact of globalization. (Chapter 4)</p> <p><b>3. Consumer Awareness:</b> How consumer is exploited (one or two simple case studies) factors causing exploitation of consumers; rise of consumer awareness; how a consumer should be in a market; role of government in consumer protection. (Chapter 5)</p>	<ul style="list-style-type: none"> <li>• To make aware of major employment generating sector.</li> <li>• Sensitize the learner of how and why governments invest in such an important sector.</li> <li>• Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life.</li> <li>• Making the child aware of his or her rights and duties as a consumer;</li> <li>• Familiarizing the legal measures available to protect from being exploited in markets.</li> </ul>

### **Suggested Activities**

#### **Theme 2 :**

Visit to banks and money lenders/ pawnbrokers and discuss various activities that you have observed in banks in the classroom;

Participate in the meetings of self-help groups, which are engaged in micro credit schemes in the locality of learners and observe issues discussed.

#### **Theme 4:**

Provide many examples of service sector activities. Use numerical examples, charts and photographs.

#### **Theme 5:**

Collect logos of standards available for various goods and services. Visit a consumer court nearby and discuss in the class the proceedings; Collect stories of consumer exploitation and grievances from newspapers and consumer courts

**Design of Question Paper**  
**Social Science (087),**  
**Summative Assessment-II**  
**Class X – (2012-13)**

S.	Form of questions	Marks of each question	Number of questions	Total Marks
1	MCQ	1	9	09
2	Short Answer (SA)	3	12	36
3	Long Answer (LA)	5	8	40
4	Map Question	5	1	05
	<b>Total</b>	-	30	90

The question paper will include value based question(s)  
to the extent of 3-5 marks.

S. No.	Unit No.	Marks
1	History	23
2.	Geography	23
3	Political Science	22
4.	Economics	22
	<b>Total</b>	90



Unit	Lesson	MCQ	SA	LA	Map	Sub Total	Total
History	Nationalist Movement in Indo-China	1(1)	6(2)	5(1)	-	12(4)	23(37/5)
	Nationalism in India	1(1)	3(1)	5(1)	2(2/5)	11(17/5)	
Geography	Mineral Resources	-	3(1)	5(1)	1(1/5)	9(11/5)	23(33/5)
	Power Resources	1(1)	3(1)	-	1(1/5)	5(11/5)	
	Manufacturing Industries	-	3(1)	5(1)	1(1/5)	9(11/5)	
Democratic Politics	Popular Struggles and Movements	1(1)	3(1)	-	-	4(2)	22(8)
	Politics Parries	1(1)	3(1)	5(1)	-	9(3)	
	Outcomes of Democracy	1(1)	-	-	-	1(1)	
	Challenges to Democracy	-	3(1)	5(1)	-	8(2)	
Economics	Money and Credit	1(1)	3(1)	5(1)	-	9(3)	22(8)
	Globalisation - Indian Economy	1(1)	3(1)	-	-	4(2)	
	Consumer Rights	1(1)	3(1)	5(1)	-	9(3)	
Total		9(9)	36(12)	40(8)	5(1)	90(30)	

**Sample Paper  
Social Science (087),  
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Class X – (2012-13)**

**Multiple Choice Questions**

**Q1 . In Prussia, large landowners were known as** **1M**

- A. Junkers
- B. Jacobins
- C. Habsburg
- D. Conservatives

**Or**

**Q. 1. When did the creation of Indo-China Union, including CochinChina, Annam, Tonkin and Cambodia (and later Laos) took place?** **1M**

- A. 1887
- B. '1888
- C. 1889
- D. 1890

**Q2. What was Vietminh?** **1M**

- A. League for the Independence of Vietnam
- B. League for the Independence of China
- C. League for the Independence of Japan
- D. League for the Independence of Korea

**Q3. Identify the state from the following which is famous for the productions of cotton and woolen textiles?** **1M**

- A) Srinagar
- B) Ahmadabad

C) Bangalore

D) Varanasi

**Q4. Which one of the following is a special feature that distinguishes a movement from an interest group? 1M**

- A) Its functioning continues even after the goal is achieved.
- B) Most of them are issue specific to achieve a single objective within a limited time frame.
- C) It includes a very wide variety of objectives to achieve with no time limit.
- D) It has no political aspirations

**Q5. Which Political party gave the slogan “Garibi Hatao” 1M**

- A) Congress
- B) BJP
- C) The Left Front
- D) The Telugu Desam Party

**Q6. In what respect is a democratic government better than its alternatives? 1M**

- A) Efficiency
- B) Responsiveness
- C) Transparency
- D) Legitimacy

**Q7. Main source for rural households to take loan is 1M**

- A) Banks
- B) Co-operatives
- C) Moneylenders
- D) Landlords

**Q8. MNC are 1M**

- A) Companies who control agencies in one country
- B) Companies who control agencies in more than one country
- C) Companies who control agencies in two country
- D) Companies who control agencies in three country

- Q. 9. A shopkeeper insists that you buy a guide with your NCERT textbook. Which right of the consumer is being violated:-** **1M**
- A) Right to be informed
  - B) Right to choose
  - C) Right to information
  - D) Right to safety

**3 Marks Questions**

- Q10. Why did the French thought that colonies were necessary?** **3M**
- Q.11. What were the obstacles in economic growth of Vietnam?** **3M**
- Q 12.What was Rowlatt Act?** **3M**
- Q13.What are use of minerals in our daily life?** **3M**
- Q14. Explain any three reasons for shifting sugar industry from Northern India to South India.** **3M**
- Q15. Why is the air transport more popular in the North Eastern Part of the country? Give three reasons.** **3M**
- Q16. Explain any three most effective ways in which the pressure groups and movements influence the politics of a country.** **3M**
- Q17. Identify and explain any three challenges which political parties need to face and overcome in order to remain effective instruments of democracy.** **3M**

**Value Based Question**

- Q18. `Democracy in India has strengthened the claims of the disadvantaged and disseminated castes for equal status and equal opportunity.`** **3M**  
Read the above statement carefully and answer the following questions :

- i) Identify the Fundamental Right which is related to this statement.
  - ii) How do you feel when you come across words like `disadvantaged' and `disseminated' being used for a sections of citizens of free India?
  - iii) How far can `equal status' and `equal opportunity' restore back the dignity and freedom of these deprived classes?
- Q19. How do banks mediate b/w those who need money and those who have money?** **3M**
- Q20. How is the M.N.C able to cope with large demands all over the world and control prices?** **3M**

**Q21. How can a consumer be well-informed consumer? 3M**

**5 Marks Questions**

**Q22. Discuss the stages of the formation of Great Britain as a National state? 5M**

**Or**

**Q22. Write a character sketch of Ho Chi Minh? 5M**

**Q23. Discuss the background and provisions of Poona Pact? 5M**

**Q24. "The Iron and Steel industry is the basic as well as heavy industry".  
Support the statement with suitable examples. 5M**

**Q25. What is trade? Why tourism is called invisible trade? 5M**

**Q26. How democracy produces an legitimate , accountable and responsive  
government? 5M**

**Q27. How far has India succeeded in overcoming, the challenge of expansion  
before its democracy? Evaluate. 5M**

**Q28. How have the SHG's affecting the economic weaker section . 5M**

**Q29. Explain all the six rights of a consumer which are ensured under COPRA  
1986? 5M**

**Map Question**

**Q30. I)**

**Two features A and B are shown in the given political outline map of India.  
Identify these features with the help of following information and write their  
correct names on the lines marked on the map. 2M**

**A. Iron-ore Field**

**B. Silk Textile Centre**

**II) On the same political outline map of India, locate and label the following  
items with appropriate symbols: 3M**

C. Bangalore-Software Technology Park

D. Place where Jallian wala Bagh incident took place

E. Place where Congress session in 1929 held

