

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.	-
TOTAL	90

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
Formative Assessment 1 and 2, 3 and 4	20%	20%	40%
Summative Assessment	30%	30%	60%
Total	50%	50%	100%

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. In that sub-unit, theme 3 is compulsory and for second theme students are required to choose any one from the first two themes.</p> <p>Term II Sub-unit 1.1 : Events and processes : Any two of the following themes :</p> <ol style="list-style-type: none"> 1. Nationalism in Europe : <ol style="list-style-type: none"> (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) 2. Nationalist Movement in Indo China : Factors leading to growth of rationalism in India <ol style="list-style-type: none"> (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) 3. Nationalism in India : Civil Disobedience Movement <ol style="list-style-type: none"> (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) 4. Map work based on theme 3 only. (2 Marks) 	<ul style="list-style-type: none"> • The theme will discuss the forms in which nationalism developed along with the formation of nation states in Europe in the post – 1980 period. • Discuss the relationship / difference between European nationalism and anti-colonial nationalisms. • Point to the way the idea of the nation states became generalized in Europe and elsewhere. • Discuss the difference between French colonialism in Indochina and British colonialism in India. • Outline the different stages of the anti-imperialist struggle in Indochina. • Familiarize the students with the differences between nationalist movements in Indo China and India. • Discuss the characteristics of Indian nationalism through a case study of Civil Disobedience Movement. • Analyze the nature of the diverse social movements of the time. • Familiarize students with the writings and ideals of different political groups and individuals, notably Mahatma Gandhi.

Unit 2: India – Resources and their Development

45 Periods

Themes	Objectives
<p>Term II</p> <ol style="list-style-type: none"> 1. Mineral Resources: types of minerals, distribution, use and economic importance of minerals, conservation. (Chapter 2) 2. Power Resources: types of power resources: conventional and non-conventional, distribution and utilization, and conservation. (Chapter 3) 3. Manufacturing Industries: 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. Transport, communication and trade (2 Marks) 5. Map Work (3 marks) 	<p>Explain various government policies for institutional as well as technological reforms since independence;</p> <p>Understand the importance of forest and wild life in our environment as well as develop concept towards depletion of resources.</p> <p>Understand the importance of agriculture in national economy;</p> <p>Understand the importance of water as a resource as well as develop awareness towards its judicious use and conservation;</p> <p>Discuss various types of minerals as well as their uneven nature of distribution and explain the need for their judicious utilization;</p> <p>Discuss various types of conventional and non-conventional resources and their utilization.</p> <p>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;</p> <p>Discuss the need for a planned industrial development and debate over the role of government towards sustainable development;</p> <p>To explain the importance of transport and communication in the ever shrinking world;</p> <p>To understand the role of trade in the economic development of a country,</p>

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
Term II 1. Competition and contestations in democracy: 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">• Analyze the relationship between social cleavages and political competition with reference to Indian situation.• Understand and analyze the challenges posed by communalism to Indian democracy.• Understand the enabling and disabling effects of caste and ethnicity in politics.• Develop a gender perspective on politics.• Introduce students to the centrality of power sharing in a democracy.• Understand the working of spatial and social power sharing mechanisms.

	<ul style="list-style-type: none"> • Analyze federal provisions and institutions. • Understand the new Panchayati Raj institutions in rural and urban areas. • Understand the vital role of struggle in the expansion of democracy. • Analyze party systems in democracies. • Introduction to major political parties in the country.
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Themes	Learning Objectives
<p>Term II</p> <p>1. Outcomes of democracy: 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>2. Challenges to democracy: 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"> • Analyze the role of social movements and non-party political formations • Introduction to the difficult question of evaluating the functioning of democracies. • Develop the skills of evaluating Indian democracy on some key dimensions: development, security and dignity for the people. • Understand the causes for continuation of democracy in India. • Distinguish between sources of strength and weaknesses of Indian democracy. • Reflect on the different kinds of measures possible to deepen democracy • Promote an active and participatory citizenship.

Understanding Economic Development – II

Themes	Learning Objectives
<p>Term II</p> <p>1. Money and Credit : 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>2. Globalization: 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>3. Consumer Awareness: 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"> • To make aware of major employment generating sector. • Sensitize the learner of how and why governments invest in such an important sector. • Provide children with some idea about how a particular economic phenomenon is influencing their surroundings and day-to-day life. • Making the child aware of his or her rights and duties as a consumer; • Familiarizing the legal measures available to protect from being exploited in markets.

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
	Total	-	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
	Total	90

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

History

Multiple Choice Questions

1 Mark each

Q1. In Prussia, large landowners were known as

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

Ans. (A) Junkers

1M

Q. 2 Who formed a secret society called young Italy?

- A. Givseppe Mazzini
- B. Otto von Bismarck
- C. Victor Emmannel II
- D. Count Camillo de Cavour

Ans. (A) Givseppe Mazzini

1M

Q. 3. 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

Ans. 1887

Q4. Which film of John F. Coppola reflected the moral confusion that the U.S – Vietnamese war had created in the U.S.A. 1M

- A. Apocalypse Now
- B. Green Berets
- C. No Mans' Land
- D. Saving Private Ryan

Ans. Apocalypse Now

Q5. 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

Ans. League for the Independence of Vietnam

Q. 6. Who wrote 'Hind Swaraj'?

1M

- A. Mahatma Gandhi
- B. Jawaharlal Nehru
- C. Subhash Chandra Bose
- D. Sarojini Naidu

Q.7. In which Congress session the demand for 'Purna Swaraj' adopted?

1M

- A. Lahore session
- B. Calcutta Session
- C. Nagpur Session
- D. Belgaum Session

Q.8. Who threw the bomb in the Legislative Assembly in April 1929?

1M

- A. Bhagat Singh and Batukeshwar Dutt
- B. Jatin Das and Ajay Ghosh
- C. Chandra Shekhar Azad and Sukhdev
- D. Rajguru and Rash Behari Ghosh

3 Marks Questions

Q.1. What was the Civil Code of 1804 ?

3M

Ans. The civil Code of 1804 – usually known as the Napoleonic code – abolished all the privileges based on birth, created equality before the law and secured the right to property. Moreover, this code was also exported to the regions under French control.

Q.2. Briefly describe *Zollverein*?

3M

Ans. In 1834, *Zollverein* or customs union was established at the initiative of Prussia and joined by most of the German states. The union did away with tariff barriers and decreased the number of currencies from over thirty to only two.

Q 3. Which was the Balkans region?

3M

Ans. The Balkans was a region of geographical and ethnic diversity consisting modern day Albania, Bulgaria, Romania, Croatia, Bosnia – Herzegovina, Macedonia, Greece, Serbia, Slovenia and Montenegro whose inhabitants were broadly called as Slavs.

Q.4. Who was Confucius

3M

Ans. Confucius (551-479) BCE was a Chinese thinker and philosopher who developed a philosophical system based on practical wisdom, good behaviour and proper social relationships. The people were taught to respect their parents and obey their elders. The relationship between the ruler and the people was described as between the parents and children.

Q5 Why did the French thought that colonies were necessary?

3M

Ans. The Colonies were considered necessary to supply natural resources and other important goods and commodities. They were also guided by the idea of ‘civilizing mission’. In other words, they claimed that it was their duty to introduce modern ideas to civilize backward people.

Q6 What were the obstacles in economic growth of Vietnam?

3M

Ans. There were a number of barriers in economic growth of Vietnam: high population levels, low agricultural productivity and widespread indebtedness among

the farmers. Moreover, increasing unemployment and lack of industrialization led to increased landlordism and declining standard of living.

Q 7.What was Rowlatt Act?

3M

Rowlett Act gave the government enormous powers to suppress political activities and allowed detention of political prisoners without trial for two years. In other words, the act proposed no appeal, no *vakil* and no *daleel*.

Q.8 Why was the *Khilafat* Movement started?

3M

Ans. *Khilafat* movement was started by Mahatma Gandhi and Ali brothers Mohammed Ali and Shaukat Ali – in response to the harsh treatment given to Caliph of Ottoman Empire and the dismemberment of the Ottoman Empire by the British.

Q. 9. Who formed the Swaraj Party and why?

3M

Ans. Swaraj Party was formed by C.R Das and Motilal Nehru. They felt that it was necessary to oppose British policies within the councils, argue for reform and also show that these councils were not truly democratic. That is why they wanted to contest elections and carry on their battles in the councils.

5 Mark Questions

Q1. What was Romanticism? How was it linked to Nationalism?

5M

Ans. Romanticism was a cultural movement which sought to develop a specific form of nationalist sentiment. Romantic artists and poets usually were critical of glorification of science and reason. They gave greater importance to intuition, emotions and mystical feelings. Their attempt was to create a sense of a shared collective heritage, a common cultural past, as the basis of a nation. They gave

importance to vernacular language and collection of local folklore to recover not only an ancient national spirit but also to take forward the modern Nationalist ideas to a larger audience.

Q2. Discuss the stages of the formation of Great Britain as a National state? 5M

Ans. In Britain, the formation of the nation state was the consequence of a long drawn out process. There was no British nation before the 18th century. The people who inhabited British Isles were of ethnic groups like English, Irish, Scot or Welsh. In 1688, English Parliament wrested control from the monarchy. The Act of Union (1707) between England and Scotland led to creation of 'United Kingdom of Great Britain'. The English now dominated Scotland's culture and its political institutions. The catholic people of Scottish highlands were forbidden to speak their Gaelic language and a large number of them were forced out of their habitats.

Ireland met the same fate, the English supported the Protestants of Ireland and increased their domination over this largely catholic nation. In 1801, Ireland was forcibly incorporated into the United Kingdom. A new 'British nation' with symbols like British flag (union Jack), National anthem (God save our Noble King) and the English language became forbearer of English culture and the older nations became subservient partners in this Union.

Q 3. Write a character sketch of Ho Chi Minh? 5M

Ans. Ho Chi Minh (1890-1969) was born as Nguyen Van Thanh in central Vietnam. He briefly became a teacher in 1910. He later became an active member of the Comintern and met Lenin and other revolutionary leaders. In February 1930, Ho Chi Minh brought together competing nationalist groups to establish the Vietnamese

Communist (Vietnam Cong San Dang) Party, later renamed the Indochinese Communist Party. In 1943, he took the name Ho Chi Minh (He who enlightens). He became President of the Vietnam Democratic Republic in 1945. He led the Party successfully for around 40 years, struggling to preserve Vietnamese autonomy. He breathed his last on 3rd Sep. 1969.

Q4. Discuss the consequences of U.S. Vietnamese War?

5M

Ans. The U.S. failed to achieve its objectives: The Vietnamese resistance had not been crushed and the support of the Vietnamese for U.S. action had not been won. The war had caused death of thousands of soldiers both U.S and Vietnamese and destruction of property and peace. It was also called first television war as battle scenes were shown on the daily news programme. It created strong reactions in the U.S and many who became disillusioned with U.S. policies praised Vietnamese heroic defense of their nation. Noam Chomsky famous linguist and theoretician, called the war 'the greatest threat to peace to national self determination and to international cooperation'.

Q.5 Discuss the programmes in Non cooperation Movement?

5M

Ans. Gandhi proposed that the movement should unfold in stages. It began with surrender of titles that the government had awarded, and a boycott of army, courts, legislative councils, civil services and police. Later, in case of government repression, full civil disobedience campaign will be launched. Foreign goods were boycotted, liquor shops were picketed and bonfires of foreign cloth was undertaken. There was also emphasis on using of *Khadi* cloth and *swadeshi* (indigenous) goods and commodities.

Q 6. Discuss the background and provisions of Poona Pact?

5M

Ans: Dr. B.R. Ambedkar, who organized the dalits into the Depressed Classes Association in 1930 demanded separate electorates for dalits in the Second Round Table Conference organized in London. When British accepted this demand in the name of Communal Award Gandhi ji started a fast unto death. He believed that separate electorate for dalits would slow down the process of their integration into the society. Ambedkar and Gandhi came to an agreement with Ambedkar accepting Gandhi's position and the result was the Poona Pact of September 1932. It gave the depressed classes (later to be known as Schedule castes) reserved seats in provincial and central legislative councils, but they were to be voted in by the general electorate.

(Political Science)

Class X

Multiple Choice Questions

1 Marks each

Q1. In what respect is a democratic government better than its alternatives? 1

- a) Efficiency
- b) Responsiveness
- c) Transparency
- d) Legitimacy

(Chapter 7, P-91)

Ans: d) Legitimacy

Q2. 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.

(Chapter 5, P-65)

Ans: b) Most of them are issue specific to achieve a single objective within a limited time frame.

Q3. What does Universal Adult suffrage stand for?

- A. Right to vote
- B. Right to Education
- C. Right to Marriage
- D. Right to Religion

Ans. (A) Right to vote

1M

Three Marks Questions

Q1. Explain any three most effective ways in which the pressure groups and movements influence the politics of a country.

3x1 = 3M

Ans: Ways to influence politics

- i) The pressure groups try to gain public support and sympathy for their goals through campaigns, meetings, filing petitions etc.
- ii) They often organize protest activities like strikes or disrupting government programmes
- iii) Some persons from pressure groups or movements may participate in official bodies and committees

Q2. Identify and explain any three challenges which political parties need to face and overcome in order to remain effective instruments of democracy.

3x1 = 3M

Ans: The Challenges which Political Parties need to face are

Lack of internal democracy within the parties. There is a tendency towards the concentration of power in one or few top leaders.

- i)
 - Parties do not keep membership registers.
 - They do not hold organizational meetings.
 - They also do not hold internal elections regularly.
- ii) The leaders assure greater power to make decisions in the name of the party.
- iii) Since one or a few leaders exercise paramount power in the party, those who disagree with the leadership find it difficult to continue in the party.
- iv) Due to dynastic succession and lack of open and transparent procedures, it becomes difficult for an ordinary worker to rise to the top of the party.

- v) Growing role of money and muscle power in parties, increasing role of rich people and big companies, support to criminals etc influence the policies and decisions of the party.
- vi) Very often parties do not offer a meaningful choice to the voters.

(Any three points)

(Chapter 76, P-83)

Five Marks Questions

Q1. How far has India succeeded in overcoming, the challenge of expansion before its democracy? Evaluate.

5M

Ans: Like most of the established democracies of the world, India, too, faces the challenge of expansion.

- i) India applies basic principles of democracy across all the regions, different social groups and various institutions.
- ii) Federal principles have been extended to all the units of the federation giving the right to make laws on the subjects in the state list.
- iii) Local governments –both rural and urban have been ensured more powers.
- iv) Reservation of seats has ensured the participation of women, the minority groups SCs, STs and BCs in the governance of the country.
- v) All the above points mean that less and less decisions are taken outside the arena of democratic control.

(Chapter 8, P-102)

Q2. `Democracy is seen to be good in principle, but felt, to be not so good in practice. Justify the statement with suitable arguments.

5

Ans: If we look at some of the democratic policies being implemented in more than one hundred countries of the world, democracy seems to be good. For example, having a formal Constitution, holding regular elections, guaranteeing the citizens certain rights, working for the welfare of the people etc. make us advocate that democracy is good.

But if look in terms of social situations, their economic achievements and varied culture, we find a very big difference in most of the democracies. The vast economics disparities, social injustice based on discrimination, standard of life, sex discrimination etc. creates many doubts about the merit of democracy.

Whenever some of our expectations are not met, we start blaming the idea of democracy. Since democracy is first a form of government, it can only create conditions for achieving our goals if they are reasonable.

(Chapter 7, P-90)

Economics
Class X

Multiple Choice Questions

1 mark each

Q 1. The ISI, A-Mark or Hallmark logo on a package assures:-

- i) Quality
- ii) Right price
- iii) No preservative used
- iv) Eco friendly products

Ans – i)

Q. 2. A shopkeeper insists that you buy a guide with your NCERT textbook. Which right of the consumer is being violated:-

- i) Right to be informed
- ii) Right to choose
- iii) Right to information
- iv) Right to safety

Ans – ii)

Q. 3. The consumer Protection Act 1986 ensures

- i) Right to see a movie
- ii) Right to consumer education.
- iii) Right to having a computer.
- iv) Right to a facebook account.

Ans: ii)

3 Mark Questions

Q. 1. In spite of Globalization creating good quality product and expanding market, how is it affecting stability in jobs for the workers? **3M**

Ans.:

- a) Employment of 'flexible workers'
- b) Increased competition, objective to lower costs, the axe falls on the 'labour costs' – temporary jobs given.
- c) Longer working hours for labour to get suitable salaries.

Q.2. How is the M.N.C able to cope with large demands all over the world and control prices? **3M**

Ans.

- 1. Large MNCs in developed countries place order for production with small producers.
- 2. The MNC's sell these under their own.
- 3. As they control the market with the huge demand they are able to control prices.

Five Marks Questions

Q. 1. How have the SHG's affecting the economic weaker section **5M**

Ans.

- 1. Bank not present everywhere in rural areas
- 2. Difficulties in getting loans
- 3. Weaker section may not have collaterals
- 4. High rates at interest by money lenders

SHG's 15-20 members, savings of Rs. 25 – 100, lower rates of interest, no collaterals, give loans to each other.-1 group avails loan from bank. Group decides to disperse loans.

Q. 2. Cheap and affordable credit is crucial for the countries development. Highlight the role of loans in reference to India.

5M

Ans.

1. High cost of borrowing leads to a major share of profits to be paid as interest.
2. At time higher rates leads to more interests than the principal.
3. Debt trap discourages new entrants
4. More loans given by banks and co-operatives
5. Promotion of small scale industries.

(Geography)
Class X

Multiple Choice Questions

One Mark Questions

Q1. Identify the power plant which is different from the other three power plants? 1M

A) Narora B) Korba C) Naively D) Talc her (Page 61)

1. Ans: A

Q2. Which one of the following is finest quality of Coal? 1M

A) Peat B) Lignite C) Anthracite D) Bituminous

(Page 51)

2. Ans: C

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

(Page 69)

3. Ans: C

Q4. Which one of the following is a major seaport as well as international airport? 1M

A) Chennai B) Vishakhapatnam C) Tiruvanthapuram D) Marmangoa

(Page 89)

4. Ans: A

Three Marks Questions

Q2. Explain any three reasons for shifting sugar industry from Northern India to South India **3M**

Ans.: Reasons for shifting of sugar industry

1. The production of sugarcane per hectare is higher in peninsular India.
2. The sucrose content is higher.
3. The crushing season is longer in south India.
4. The co-operatives are more successful in southern states

Q3. Why is the air transport more popular in the North Eastern Part of the country? Give three reasons.

3M

Ans: Air transport is more useful in North eastern part of India because of

1. There is a marked presence of big rivers.
2. Dissected relief features
3. Frequent floods.
4. Presence of dense forests.
5. International frontiers.

Five Marks Questions

Q1. "The Iron and Steel industry is the basic as well as heavy industry". Support the statement with suitable examples.

5M

Ans.: The iron and steel is called basic industry because all other industries depend on it for their Machinery. Steel is needed to manufacture a variety of engineering goods, construction material, defense, medical, telephones, scientific equipment and variety of consumer goods.

Iron and steel is a heavy industry because all the raw materials and finished goods are heavy. They are bulky also. They are entailing heavy transportation costs. Iron ore and limestone are required in high quantity. All very heavy.

Q 2 What is trade? Why tourism is called invisible trade?

5M

(Page 90-91)

Ans.: The exchange of goods among people states and countries is referred as trade. The services referred to foreign tourists are the invisible products of tourist industry. These products are included hospitality services. In the year 2004 we got Rs. 21828 crore of foreign exchange from foreign tourist. Tourism also promotes national integration. It provides support to handicrafts and cultural pursuits. It also helps in the understanding about our culture and heritage. We can attract more tourists by providing facilities.

Q3. 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. 2+3=5

(A) Iron Ore mines

(B) Terminal station of North South Corridor

II)

On the same political outline map of India, locate and label the following items with appropriate symbols:

(C) Bangalore-Software Technology Park

(D) Kandla-Sea Port

Note: The following questions are for the visually impaired candidates only in lieu of Q. No. 10. 5M

10.1 Name any two iron-mines of Chhattisgarh

10.2 Which is the northernmost terminal station of North-South Corridor?

10.3 Name the software technology park located in Orissa.

10.4 Which is the southern most major sea port of India?

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

Q. 1. Self Help Groups support has brought about a revolutionary change in the rural sector. Which values according to you is it able to support. 3M

Ans. Values (Any three)

- 1. Women empowerment**
- 2. Team work**
- 3. Self sufficiency**
- 4. Eradication of poverty**

Q 2. How can we save our limited energy sources? Suggest any three ways for its judicious use. 3M

(Page 63)

Ans.: Ways for the judicious use of energy resources:

- 1. By using public transport system**
- 2. Switching off electricity when not in use.**
- 3. Using power saving devices.**
- 4. Using non-conventional sources of energy.**

Q3 `Democracy in India has strengthened the claims of the disadvantaged and disseminated castes for equal status and equal opportunity.”

3x1 = 3

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?**

Ans.

i) The Right to Equality

ii) Even after more than 60 years of independence, when such words are still used, it looks to me a slier on the name of the country. Every citizen of India is equal in the eyes of laws which means they should be equal: politically, economically and socially.

iii) If equal opportunities are provided and availed of, it will raise and uplift the status of the people which in turn restore them the dignity and freedom. So, all out efforts should be made to bring social and economic equality.