

### **Curricular Goals, Competencies and Pedagogy**

| <b>Sr. No</b> | <b>Name of the Chapter</b>    | <b>Curricular Goals</b> | <b>Competencies</b>                        | <b>Pedagogy</b>                                                                                                               |
|---------------|-------------------------------|-------------------------|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 1.            | Early Trade Activities        | CG-2                    | 2.1, 2.3, 2.4, 2.5                         | Debates and discussions the results of Early trade activities. Incorporate technology. (such as web quest, ppts, videos etc.) |
| 2.            | Age of Industrialisation      | CG-2<br>CG-4            | 2.4, 4.5                                   | Debates and Discussion on the Effects of the Industrial Revolution. Visit to a factory. Incorporate technology.               |
| 3.            | Resources and Development     | CG-4<br>CG-7<br>CG-8    | 4.1, 4.2, 4.3, 4.4, 4.6<br>7.1<br>8.4, 8.5 | Project-based learning, Debates and Discussion. Incorporate technology.                                                       |
| 4.            | Introduction to Banking       | CG-7                    | 7.2                                        | Visit a bank, interact with real-world applications, group discussions. Incorporate technology.                               |
| 5.            | Union Legislature             | CG-5                    | 5.2, 5.3                                   | Mock Parliament. Mock elections. Incorporate technology.                                                                      |
| 6.            | American War of Independence  | CG-2                    | 2.1, 2.3, 2.4                              | Role Play. Incorporate technology. Incorporate technology.                                                                    |
| 7.            | Forest and Wildlife Resources | CG-4<br>CG-7            | 4.1, 4.3, 4.4, 4.6<br>7.1                  | Field trip, discussions, projects. Incorporate technology.                                                                    |

|     |                                   |              |                           |                                                                                                                                                                                          |
|-----|-----------------------------------|--------------|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.  | Emergence of Nationalism in India | CG-3         | 3.1, 3.2                  | Roleplay, debate and discussion on the methods and phases of Freedom Struggle. Incorporate technology.                                                                                   |
| 9.  | Judiciary                         | CG-5         | 5.2                       | Visit to a lower or high court. Discussion and Debates. Incorporate technology.                                                                                                          |
| 10. | Waters Resources                  | CG-4         | 4.1, 4.3, 4.4, 4.5, 4.6   | Experiential learning and field trips. Interactive lectures with visual aids.                                                                                                            |
| 11. | Poverty and Unemployment          | CG-8         | 8.1                       | Collaborative Learning. Incorporate technology.                                                                                                                                          |
| 12. | Goa's Struggle for Freedom        | CG-3         | 3.2                       | Interaction with a freedom fighter or a person who witnessed the Portuguese rule. comparative study of pre-liberation and post-liberation Goa. Incorporate technology such as web quest. |
| 13. | State Legislature                 | CG-5         | 5.2, 5.3                  | Visit the Goa State Assembly and write a report on assembly sessions. Interaction with elected representatives. Incorporate technology such as web quest.                                |
| 14. | Agriculture                       | CG-4<br>CG-7 | 4.3, 4.4, 4.5, 4.6<br>7.1 | Debates, Discussion, Project-based learning. Preparing charts and collages. Incorporate technology.                                                                                      |
| 15. | Urban Local Government            | CG-5         | 5.5                       | Visit to a municipality and interact with the Chairperson and                                                                                                                            |

|     |                                |                          |                                               |                                                                                                                                                                                      |
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|     |                                |                          |                                               | councillor. Debate and Discussion on the functions of the Municipality. Incorporate technology such as web quest                                                                     |
| 16. | Right of Consumers             | CG-4<br>CG-5             | 4.4, 4.5<br>5.5                               | Use of case study. Problem solving, debates, preparation of charts.                                                                                                                  |
| 17. | The French Revolution          | CG-2                     | 2.1, 2.3, 2.4,<br>2.5                         | Comparative analysis of the French society's estate system with that of the Indian system. Incorporate technology.                                                                   |
| 18. | State Executive                | CG-5                     | 5.2, 5.3                                      | Visit to the Raj Bhavan. Discussion and Debates. Incorporate technology such as web quest                                                                                            |
| 19. | Minerals and Energy Resources  | CG-4<br><br>CG-7<br>CG-8 | 4.1, 4.2, 4.3,<br>4.4, 4.5, 4.6<br>7.1<br>8.5 | Skill-based learning. Debates and Discussion. Visit a geography laboratory, field trip. Incorporate technology.                                                                      |
| 20. | Manufacturing Industries       | G-4<br><br>G-7<br>G-8    | 4.1, 4.4, 4.5,<br>4.6<br>7.1<br>8.5           | Discussion and Debates, visit to an industry. Problem based learning. Incorporate                                                                                                    |
| 21. | Panchayati Raj System in India | CG-5                     | 5.5                                           | Visit to a village panchayat. Discussion on developmental activities taken by Panchayats. Interaction with Sarpanch or a Panchayat member. Incorporate technology such as web quest. |
| 22. | Transport and Communication    | CG-4<br>CG-7             | 4.3, 4.5, 4.6<br>7.1                          | Case study. Project-based learning.                                                                                                                                                  |

|  |  |  |  |                                                                                       |
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|  |  |  |  | Critical analysis of<br>infrastructural<br>development.<br>Incorporate<br>technology. |
|--|--|--|--|---------------------------------------------------------------------------------------|

## **Learning Objectives and Learning Outcomes**

### **Early Trade Activities**

#### **Learning Objectives**

- ❖ To understand the factors that led to the geographical discoveries.
- ❖ To acquire knowledge of various explorers and their explorations.
- ❖ To analyse the effects of geographical discoveries.

#### **Learning Outcome**

- ❖ Explain factors that led to the geographical explorations.
- ❖ Identify explorers and the places discovered by them.
- ❖ Assess the impact of geographical exploration on Asia, Africa and America.

### **Age of Industrialisation**

#### **Learning Objectives**

- ❖ To understand the factors that led to the Industrial Revolution in England.
- ❖ To acquire knowledge of inventors and their inventions.
- ❖ To analyse the effects of the Industrial Revolution on India and England in particular and the world in general.

#### **Learning Outcomes**

- ❖ Discuss the factors leading the industrial revolution.
- ❖ Compares domestic system and factory system.
- ❖ Identify the inventors and their inventions.
- ❖ Critically examine the effects of the Industrial Revolution on workers, children, continents of Asia and Africa and the environment.

## **RESOURCES AND DEVELOPMENT**

#### **Learning Objectives**

- ❖ To understand the value of resources and the need for their judicious utilisation and conservation.
- ❖ To understand the salient features of various soils.
- ❖ To understand the soil types of Goa.

#### **Learning Outcomes**

- ❖ Define important terms such as resource, biotic and abiotic resources, renewable and non-renewable resources, environmental protection and environmental sustainability.
- ❖ Identify different types of resources, soils etc.

- ❖ Classify types of resources and soils.
- ❖ Assess the impact of conservation of natural resources on the life of people in any area in view of sustainable development.
- ❖ Suggest measures to conserve natural and sustainable development.

## **INTRODUCTION TO BANKING**

### **Learning Objectives**

- ❖ The student will learn the concept of banking.
- ❖ The student will learn the types of banks, banking systems, banking services and the new technologies used in banking transactions.

### **Learning Outcomes**

- ❖ Identify various bank accounts.
- ❖ Identify various types of bank instruments used for banking transactions.
- ❖ Have knowledge of the use of new technologies in the banking system.
- ❖ Have knowledge of the various types of banks.
- ❖ Know how to open a bank account and operate it through an assignment.

## **Union Legislature**

### **Learning Objectives**

- ❖ To comprehend the parliamentary system of India.
- ❖ To understand the legislative procedure involved in law making.
- ❖ Analyze various devices that control executives.

### **Learning Outcomes**

- ❖ Discuss the role of the President in the Parliamentary system.
- ❖ Comprehends the stages involving passing an ordinary and money bill.
- ❖ Critically evaluate the parliamentary devices to control executive

## **Union Executive**

### **Learning Objectives**

- ❖ To understand the role of the President, Prime Minister, and the Council of Ministers in the Union Executive.
- ❖ To analyze the powers and functions of the President, Prime Minister and the Council of Ministers.
- ❖ To compare the powers of the President, Prime Minister, and Council of Ministers.

### **Learning Outcomes**

- ❖ Explains functions of the President, Prime Ministers, and the Council of Ministers.

- ❖ Differentiate between the various functions of the President, Prime Minister, and Council of Ministers.

## **The American War of Independence**

### **Learning Objectives**

- ❖ To understand the relationship between the colonies and England.
- ❖ To analyse the policy of taxation followed by England towards its colonies.
- ❖ To analyse the significance of the American Revolution.

### **Learning Outcomes**

- ❖ Explains the relationship between the colonies and England.
- ❖ Critically analyse the taxation policy of England towards its colonies.
- ❖ Evaluate the significance of the American Revolution.

## **FOREST AND WILDLIFE RESOURCES**

### **Learning Objectives**

- ❖ To understand the importance of forest and wildlife in our environment.
- ❖ To develop a concern towards depletion of resources.
- ❖ To compare conservation methods by various communities.
- ❖ To develop knowledge on the types of forest and wild life of Goa.

### **Learning Outcomes**

- ❖ Explain the types of forests and their economic importance.
- ❖ Reason out the causes of forest depletion.
- ❖ Classify endangered and critically endangered species of organisms.
- ❖ Suggest measures of wildlife conservation and land diversity of India and Goa.

## **WATER RESOURCES**

### **Learning Objective:**

- ❖ To understand the importance of water as a resource.
- ❖ To conscientize students on the causes of water scarcity.
- ❖ To compare and contrast advantages and disadvantages of multi- purpose projects.
- ❖ To develop knowledge of various techniques of rainwater harvesting in India and Goa

### **Learning Outcomes**

- ❖ Explain the distribution of water, its scarcity and conservation.
- ❖ Appreciate traditional methods of water conservation in India.
- ❖ Compare multipurpose-projects and associated problems.
- ❖ Compare and contrast the irrigation projects in Goa.

### **Emergence of Nationalism in India**

#### **Learning Objectives**

- ❖ To acquire knowledge of various phases in India's freedom Movement
- ❖ To understand the contribution of freedom fighters and association to India's freedom struggle.
- ❖ To analyze the nature of British rule in India

#### **Learning Outcomes**

- ❖ Explain the role of freedom fighters in India's freedom movement.
- ❖ Discuss the significance of various movements launched by Mahatma Gandhi.
- ❖ Critically examines the nature of British rule in India.

### **Judiciary**

#### **Learning Objectives**

- ❖ To acquire knowledge of the organization of the judicial system in India.
- ❖ To understand the jurisdiction of different levels of courts.
- ❖ To comprehend the importance of the independence of the judiciary.

#### **Learning Outcome**

- ❖ Explain the various levels of the judiciary.
- ❖ Explain the powers and functions of various courts in India.
- ❖ Explain what makes the Indian judiciary independent.

### **POVERTY AND UNEMPLOYMENT**

#### **Learning Objectives**

- ❖ To find the extent of poverty in India, the types of poverty, the causes and its remedial measures.
- ❖ To understand concepts, types, causes of unemployment and remedial measures to curb unemployment.

#### **Learning Outcomes**

- ❖ Understand the extent of poverty in India, its types, analyse the causes of poverty and be able to suggest measures for its alleviation.

- ❖ Comprehend the concepts of unemployment.
- ❖ Identify the types of unemployment.
- ❖ Reason out the causes and analyse the measures of unemployment.

## **Lesson Goa's Struggle for Freedom**

### **Learning Objectives**

- ❖ To value the contribution of various freedom fighters and organizations in Goa's struggle for freedom.
- ❖ To understand the nature of the Portuguese rule on Goa.

### **Learning Outcomes**

- ❖ Discuss the contribution of freedom fighters and organizations to Goa's struggle for freedom.
- ❖ Appreciate the sacrifices of the freedom fighters
- ❖ Critically examine the impact of the Portuguese rule on Goa

## **State Legislature**

### **Learning Objectives**

- ❖ To understand the composition of State legislature.
- ❖ To comprehend the functions of the governor and State legislature.
- ❖ To acquire knowledge of the background of the Goa State Assembly.

### **Learning Outcome**

- ❖ Discuss the composition of the State Legislature.
- ❖ Discuss the governor's powers and compare them between those exercised on the advice of the Council of Ministers and his discretionary powers.
- ❖ Acquire knowledge about the background of the legislature in Goa.

## **AGRICULTURE**

### **Learning Objectives**

- ❖ To identify various types of farming and discuss various farming methods.
- ❖ To develop a correlation between major crops, Soils and climatic requirements.
- ❖ To acquire knowledge of various reforms to modernise agriculture.
- ❖ To identify various farming techniques practised in Goa.

### **Learning Outcomes**

- ❖ Describe the various types of agricultural practices.
- ❖ Differentiate cropping patterns in India and Goa.

- ❖ Get information about the major crops in India and Goa.
- ❖ Suggest methods for improvement of agriculture in India and Goa.

### **Urban Local government**

#### **Learning Objectives**

- ❖ To understand the organization of the urban local government in Goa.
- ❖ To compare the functions of a municipality and the municipal corporation in Goa.

#### **Learning Outcomes**

- ❖ Discuss the organizational structure of the municipality and municipal corporation in Goa.
- ❖ Differentiate between the obligatory and discretionary functions.

### **RIGHTS OF CONSUMERS**

#### **Learning Objectives**

- ❖ To know who is a consumer, what are his/her rights, his/her responsibilities.
- ❖ How he/she can be protected against fraudulent goods and services.

#### **Learning Outcomes**

- ❖ Know his/her rights and responsibilities as a consumer.
- ❖ Know the government system to protect his/her rights and receive relief.

### **The French Revolution**

#### **Learning Objectives**

- ❖ To understand the nature of the French Society.
- ❖ To analyse the role of the French monarch in the French Revolution.
- ❖ To discuss the factors leading to the French Revolution
- ❖ Identify the main events of the French Revolution.
- ❖ To assess the significance of the French Revolution

#### **Learning Outcome**

- ❖ Critically analyse the nature of French society.
- ❖ Examine the various factors leading to the French society.
- ❖ Discuss the significance of the French Revolution.

### **State Executive**

### **Learning Objective**

- ❖ To understand the various functions of the Governor.
- ❖ To understand the role of the Chief Minister.
- ❖ To acquire knowledge of the functions of the Council of Ministers.

### **Learning Outcome**

- ❖ Discuss the functions of the Governor.
- ❖ Evaluate the role of the Council of Ministers.
- ❖ Examine the functions of the Chief Minister.

## **MINERAL AND ENERGY RESOURCES**

### **Learning Objectives**

- ❖ To acquire knowledge about the availability of various minerals found in India and Goa.
- ❖ To comprehend characteristics and uses of minerals.
- ❖ To promote use of non-conventional resources.
- ❖ To analyse the judicious need for conservation of mineral and energy resources.

### **Learning Outcomes**

- ❖ Explain the need for mineral and energy resources of India and Goa.
- ❖ Critically appreciate environmental mining activity. problems associated with mining activity.
- ❖ Suggest measures to conserve minerals and reduce pollution.

## **MANUFACTURING INDUSTRIES**

### **Learning Objectives**

- ❖ To discuss the importance of industries with respect to national economy.
- ❖ To acquire knowledge of various industries in Goa and India.
- ❖ To comprehend the consequences of Industrial pollution.

### **Learning Outcomes**

- ❖ Explain the need for manufacturing industries.
- ❖ Comprehend the factors influencing the location of manufacturing industries.
- ❖ Reason out the distribution of the major manufacturing industries in India and Goa.
- ❖ Differentiate between polluting and non-polluting industries and its effects on environment.
- ❖ Suggest measures to reduce industrial pollution.

## **TRANSPORT AND COMMUNICATION**

### **Learning Objectives**

- ❖ To understand the various means of transport and communication.
- ❖ To comprehend how transport, communication and trade has brought the world closer.
- ❖ To analyze the benefits to tourism for India and Goa.

### **Learning Outcomes**

- ❖ Comprehend various modes of transport and means of communication in India and Goa.
- ❖ Suggest measures for the development of tourism in India and Goa.

## **Panchayati Raj System in India**

### **Learning Objectives**

- ❖ To comprehend the background of the local self-government in Goa.
- ❖ To understand the organization of the local government in Goa.
- ❖ To understand the functions of Panchayats and Zila Panchayats in Goa.

### **Learning Outcomes**

- ❖ Explain the background of the local self-government in Goa.
- ❖ Discuss the organization of Panchayati Raj in Goa.
- ❖ Examine the functions of Panchayats and Zila Panchayats.

| A. BLUEPRINT OF THE FINAL EXAMINATION PAPER                                                                        | Std: X      | 2025-26 |               |           |
|--------------------------------------------------------------------------------------------------------------------|-------------|---------|---------------|-----------|
| Objectives                                                                                                         | Remembering |         | Understanding |           |
| Forms of Questions                                                                                                 | E/LA        | SA      | VSA           | O         |
| Content/ Subunits                                                                                                  |             |         |               |           |
| H1. Early trade activities                                                                                         | 2(1)        |         |               |           |
| H2. Age of Industrialisation                                                                                       |             |         | 3(1)          |           |
| G 1. Resources and development                                                                                     | 2(1)        |         |               |           |
| Eco 8. Introduction to Banking                                                                                     | 2(1)        |         |               |           |
| Pol Sc10. Union Legislature                                                                                        |             |         |               | 3(1)      |
| Pol Sc11. Union Executive                                                                                          |             |         |               |           |
| H4. American war of Independence                                                                                   |             | 1(1)    |               | 2(1)      |
| G 2. Forest resources                                                                                              |             | 1(1)    |               |           |
| G 3. Water resources                                                                                               |             |         |               |           |
| H 8. Emergence of nationalism in India                                                                             | 2(1)        | 1(1)    |               | 1(1)      |
| Pol Sc 12. Judiciary                                                                                               |             |         |               |           |
| Eco 9. Poverty & unemployment                                                                                      |             |         |               |           |
| H 9. Goa's struggle for freedom                                                                                    | 2(2)        | 2(2)    |               |           |
| Pol Sc 13. State legislature                                                                                       |             |         |               |           |
| G 4. Agriculture                                                                                                   |             | 4(2)    |               | 1(1)      |
| Pol Sc 15. Urban local government                                                                                  |             | 1(1)    |               | 1(1)      |
| Eco 10. Rights of consumers                                                                                        |             |         |               |           |
| H 5. French revolution                                                                                             |             |         |               | 1(1)      |
| Pol Sc 14. State executive                                                                                         | 2(1)        |         |               |           |
| G 5. Mineral & energy resource                                                                                     |             | 1(1)    |               | 2(1) 1(1) |
| G 6. Manufacturing industries                                                                                      |             | 1(1)    |               |           |
| Pol Sc 16. Panchayati Raj system in India                                                                          |             |         |               | 2(1)      |
| G 7. Transport & communication                                                                                     |             | 1(1)    |               | 2(1)      |
| Geography of Goa                                                                                                   |             |         |               | 1(1)      |
| TOTAL                                                                                                              | 25          |         | 19            |           |
| Note - Figures in bracket indicate the number of questions, while figures outside the bracket, indicate the marks. |             |         |               |           |

|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |
|-------------|------|---|----------|------|------|---|------------|------|------|---|----------|------|-----|---|-----------------|--|--|
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |
| Application |      |   | Analysis |      |      |   | Evaluation |      |      |   | Creation |      |     |   | Total(row wise) |  |  |
| SA          | VSA  | O | E/LA     | SA   | VSA  | O | E/LA       | SA   | VSA  | O | E/LA     | SA   | VSA | O |                 |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 4               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 3               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 4               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 3               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 3               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 3               |  |  |
| 2(1)        |      |   |          |      |      |   |            |      | 1(1) |   |          |      |     |   | 3               |  |  |
|             |      |   |          |      |      |   |            | 2(1) |      |   |          |      |     |   | 6               |  |  |
|             |      |   |          |      |      |   |            | 2(1) |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 6               |  |  |
| 2(1)        |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 5               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             | 1(1) |   |          |      |      |   |            |      |      |   |          |      |     |   | 1               |  |  |
|             |      |   |          | 2(1) |      |   |            |      |      |   |          |      |     |   | 3               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          |      | 1(1) |   |            |      |      |   |          |      |     |   | 5               |  |  |
|             | 1(1) |   |          |      |      |   |            |      |      |   |          | 2(1) |     |   | 4               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   | 2               |  |  |
|             |      |   |          |      |      |   | 3(1)       |      |      |   |          |      |     |   | 6               |  |  |
|             | 1(1) |   |          |      | 1(1) |   |            | 2(1) |      |   |          |      |     |   | 5               |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |
| 10          |      |   | 14       |      |      |   | 10         |      |      |   | 2        |      |     |   | 80              |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |
| ate marks.  |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |
|             |      |   |          |      |      |   |            |      |      |   |          |      |     |   |                 |  |  |

**STD : X**  
**SUB: SOCIAL-SCIENCE**  
**MARKS: 20**  
**YEAR: 2025-26**

### **C. INTERNAL ASSESSMENT**

#### **INSTRUCTIONS:**

- I. Two innovative activities, along with the rubrics, are given below.
- II. The student will select any one topic for the activities.
- III. Each activity carries a maximum of 20 marks.
- IV. (A list of suggested innovative activities is also provided.
- V. Students can select innovative activity from the suggested list, but the teacher needs to prepare rubrics according to the level of the students

#### **1. 'Tourism' promotes National Integration.**

The student will visit and collect pictures of various tourist places in Goa.

The student will provide the geographic location of these places – digital or political (on the outline map of Goa).

The student will record the economic impact of this industry on the locals.

The student will provide the historical background of these places.

| <b>Criteria</b>                                                  | <b>Excellent<br/>(4 mks)</b>                                                                                                           | <b>Very good<br/>(3 mks)</b>                                                              | <b>Good<br/>(2 mks)</b>                                                                             | <b>Satisfactory<br/>(1 mks)</b>                                                                  |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| 1. Sources information of tourist spots and photos. (max. 4 mks) | - Variety of sources used like Books, e-source, visits to places of work, etc.<br>-Very appropriate visuals used in a creative manner. | -Well referred to with more than two sources.<br>-Visuals are well selected and laid out. | -Few sources used to like books and e-sources.<br>-Effective use of visual aids. Shows some variety | -Only e-source and insufficient research.<br>-Visuals used are limited and not entirely related. |
| 2 .Provides geographical location on the map of Goa. (4 mks)     | -Precisely mark the location with no error.<br>-Work is neat, clear, and well organised.                                               | -Marks the location correctly with minor errors.<br>-Work is clear with minor errors.     | -Labels the location with major errors.<br>-Work is somewhat clear but lacks neatness.              | -Fails to mark the location accurately.<br>-Work is unclear and -disorganised.                   |
| 3.Report the Economic impact on                                  | -Interact with local businessmen and organise the                                                                                      | -Interacts with local businessmen but misses the                                          | Interacts with just a couple of local businessmen with                                              | No proof of interaction, and records                                                             |

|                                                          |                                                                                                                      |                                                                                              |                                                                       |                                                                                          |
|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| the locals. (4 mks)                                      | information in a detailed manner.                                                                                    | important information.                                                                       | little information.                                                   |                                                                                          |
| 4.Provides a historical background of the place. (4 mks) | -Includes more than four facts.<br>-Extremely creative in organization.                                              | -Includes four facts.<br>-Very creatively organised.                                         | -Includes three facts.<br>-Attempts to be creative in organization.   | -Includes only two facts.<br>-Little or no attempt at creativity.                        |
| 5.Presentation (4mks)                                    | -Demonstrate full knowledge of the content.<br>-Shows a great deal of effort.<br>-Very effective use of visual aids. | -Has some knowledge of content.<br>-Shows a lot of effort.<br>-Effective use of visual aids. | -Not confident content.<br>-Some effort.<br>-Good use of visual aids. | -Very poor knowledge of content.<br>-Little effort.<br>-Satisfactory use of Visual aids. |

## **2.Goan Architecture**

| <b>Excellent (5)</b>                                                                                                                   | <b>Very Good (4)</b>                                                                            | <b>Good (3)</b>                                                                           | <b>Satisfactory (2)</b>                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| -Demonstrates deep understanding of the historical importance and highlights the key points                                            | -Shows a clear understanding of the historical importance and records in a satisfactory manner. | -Provides a general overview in a limited manner.                                         | -Lacks the understanding to provide a satisfactory background.                                   |
| Accurately identifies and describes the unique features of the monument                                                                | Doesn't describe all key features in a detailed manner.                                         | Makes a brief note of a few features.                                                     | Fails to identify and recognise the key features of the monument.                                |
| In-depth knowledge of the material used in construction.                                                                               | Misses some minute details of construction.                                                     | Provides basic information.                                                               | Provides very limited information.                                                               |
| - Variety of sources used like Books, e-source, visits to places of work, etc.<br>-Very appropriate visuals used in a creative manner. | -Well referred to with more than two sources.<br>-Visuals are well selected and laid out.       | -Well referred to with more than two sources.<br>-Visuals are well selected and laid out. | -Only e-source and insufficient research.<br>-Visuals used are limited and not entirely related. |
| -Demonstrate full knowledge                                                                                                            | -Has some knowledge of                                                                          | -Not confident content.                                                                   | -Very poor knowledge of                                                                          |

|                                                                                                            |                                                                    |                                            |                                                                  |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------|
| of the content.<br>-Shows a great deal of effort<br>deal of efforts.<br>Very effective use of visual aids. | content.<br>-Shows a lot of effort.<br>-Effective use of visual ai | -Some effort.<br>-Good use of visual aids. | content.<br>-Little effort.<br>-Satisfactory use of Visual aids. |
|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------|

### **Suggested List of Innovative Activities**

**\*Note – The innovative activities should compulsorily have a historical and geographic component to them.**

1. Gender equality (historical background, need for equality, role of social reformers, social norms, statistical data from different states)
2. Sustainable development (consumerism, data on domestic and personal consumables, effects of industrialisation on society, challenges for sustainable development)
3. Role of media in democracy (role of media in freedom struggle, various means of media communication, influence of media on Indian economy)
4. Consumer Rights (history of consumer movement in the world and India, significance of the movement, consumer awareness and education, one detailed case study)
5. Field Trip to local farm/farmers market/ agriculture research centre/ local industries/dam/water treatment plant.

ACADEMIC YEAR 2025-26 SUBJECT – SOCIAL SCIENCE STD X A. ACADEMIC CALENDAR AND MARK DISTRIBUTION

| MONTH     | CHAPTER NO.      | TOPICS                             | MARKS  | PERIODS | HOURS |
|-----------|------------------|------------------------------------|--------|---------|-------|
| APRIL     | H.1              | EARLY TRADE ACTIVITIES             | 04     | 07      | 4.6   |
|           | G.1              | RESOURCES AND DEVELOPMENT          | 04     | 08      | 5.3   |
|           |                  | INTERNAL ASSESMENT AND ORIENTATION | 20     | 03      | 2.0   |
|           |                  |                                    |        |         |       |
| JUNE      | H.2              | AGE OF INDUSTRIALISATION           | 03     | 07      | 4.6   |
|           | ECO.8            | INTRODUCTION TO BANKING            | 02     | 03      | 2.0   |
|           | POL.SCI .10      | UNION LEGISLATURE                  | 03     | 06      | 4.0   |
|           | POL.SCI. 11      | UNION EXECUTIVE                    | 02     | 04      | 2.6   |
|           |                  |                                    |        |         |       |
| JULY      | H.4              | AMERICAN WAR OF INDEPENDENCE       | 03     | 05      | 3.3   |
|           | G.2              | FOREST AND WILDLIFE                | 03     | 09      | 6.0   |
|           | G.3              | WATER RESOURCES                    | 03     | 10      | 6.6   |
|           |                  |                                    |        |         |       |
| AUGUST    | H.8              | EMERGENCE OF NATIONALISM IN INDIA  | 06     | 07      | 4.6   |
|           | POL.SCI.12       | JUDICIARY                          | 02     | 05      | 3.3   |
|           | ECO. 9           | POVERTY AND UNEMPLOYMENT           | 02     | 06      | 4.0   |
|           | POL              |                                    |        |         |       |
|           |                  |                                    |        |         |       |
| SEPTEMBER | H.9              | GOA FREEDON STRUGGLE               | 06     | 05      | 3.3   |
|           | POL.SCI.13       | STATE LEGISLATURE                  | 02     | 04      | 2.6   |
|           | G4               | AGRICULTURE                        | 05     | 09      | 6.0   |
|           |                  |                                    |        |         |       |
| OCTOBER   | POL.SCI.15       | URBAN LOCAL GOVERNMENT             | 02     | 02      | 1.2   |
|           | ECO.10           | RIGHTS OF CONSUMERS                | 01     | 02      | 1.2   |
|           |                  |                                    |        |         |       |
| NOVEMBER  | H.5              | THE FRENCH REVOLUTION              | 03     | 04      | 2.4   |
|           | POL.SCI. 14      | STATE EXECUTIVE                    | 02     | 05      | 3.2   |
|           | G.5              | MINERAL AND ENERGY RESOURCES       | 04+01* | 05      | 3.2   |
|           | G.6              | MANUFACTURING INDUSTRIES           | 03+01* | 04      | 2.4   |
|           |                  |                                    |        |         |       |
| DECEMBER  | POL.SCI.16       | PANCHAYATI RAJ IN INDIA            | 02     | 06      | 4.0   |
|           | G.7              | TRANSPORT AND COMMUNICATION        | 05+01* | 06      | 4.0   |
|           | GEOGRAPHY OF GOA |                                    | 05     |         |       |
|           |                  |                                    |        |         |       |

**Note - \* refers to marks allotted for map marking.**

Chapter 5, fig. 5.9, Nuclear Power Plant.

Chapter 6, fig. 6.9, Technology Parks of India.

Chapter 7, fig.7.10, Major Sea Ports

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**Units not for Evaluation**

Chapter 3-Post Industrialization Age (Whole)

Chapter 6- Unification of Germany (Whole)

Chapter 7- Unification of Italy (Whole)

**Sub-topics from the following chapters in Social Science I are not for evaluation**

- 1) Chapter 2- Age of Industrialization
  - Colonization of Asia and Africa
- 2) Chapter 11- Union Executive
  - Other powers and functions of the Prime Minister (i-vii)
- 3) Chapter 12- Judiciary
  - Name of the writs to be mentioned. However, the explanation of the writs is not for evaluation.
  - Independence of Judiciary (only provisions are eliminated- i-vii)
  - Subordinate jurisdiction (Civil Courts, Criminal and Revenue Courts)
- 4) Chapter 13- State Legislature
  - Powers and functions of the State Legislature (from legislative powers till constituent functions deleted)
- 5) Chapter 15- Urban Local Government
  - General Introduction • Horizontal Distribution of Power • Vertical Division of Power • Organization of local bodies • Urban local government • 74th Constitutional Amendment Act
- 6) Chapter 16- Panchayati Raj System in India
  - Democratic Decentralization of Panchayati Raj: Evolution
  - The New Panchayati Raj System: 73rd Amendment and After
  - Salient Features of the 73rd Constitutional Amendment Act
  - Powers, Authority, and Responsibility of Panchayats
  - Powers to impose taxes and funds of Panchayats
  - Fees charged by Panchayats (i---xii)

**(MCQs will not be asked from the following sub-units)**

Chapter 10-Union Legislature

- Legislative powers of the President.

Chapter 11- Union Executive

- Powers and the Functions of the President Chapter 14- State Executive
- Discretionary powers of the Governor

Chapter 16- Urban Local Government

- Obligatory functions of the Municipality
- Discretionary functions of the Municipality

**The following subtopics from the Social Science –II Geography & Economics Std X (Third Edition: May,2024) are not for Evaluation**

Chapter 1- Resources & Development

- Pg. no.3 World Efforts towards protection of Environment.
- Pg. no.5 Table 1-Land utilization

Chapter 2- Forest & Wildlife Resources

- Pg no.18 Do You know (Forest types in India)
- Pg no.19 Biodiversity in India
- Pg no.22 Do You know Biodiversity in India
- Pg no.27 Do You know (in Quepem taluka----Goa Karnataka border)

Chapter 6- Manufacturing Industries

- Pg no.73 Physical factors and Socio-Economic Factors
- Pg.no.79. Chemical and Fertilizer Industries.
- Pg.no.80 Cement and automobile Industries
- Pg.no.82 Table 1-Classified lists of industries causing different types of pollution.
- Pg.no.85 Industrial Policy of Goa

**SOCIAL SCIENCE  
MODEL QUESTION PAPER  
STD: X**

**MARKS ALLOTTED: 80**

**TIME: 3 Hrs**

**GENERAL INSTRUCTIONS:**

- (i) This question paper has 57 questions in all. All questions are compulsory.
  - (ii) Marks are indicated against the question.
  - (iii) There is no overall choice. However, internal choice has been provided for question nos.48 and 49.
  - (iv) In addition to these, separate instructions are given wherever necessary.
- 

**Choose the correct alternative from those given below each statement: (20)**

1. To develop the shipping industry, imperialist countries passed the \_\_\_\_\_.
  - trading acts
  - navigation acts
  - stamp act
  - Townshend act
  
2. The battle that was a turning point in the American War of Independence was \_\_\_\_\_.
  - Bunker Hill
  - Saratoga
  - Yorktown
  - Lexington
  
3. Assertion (A): The silk route was used by the Arab merchants to carry out trade activities with China.  
Reason (R): It was a major trade route for the exchange of goods like silk, spices and precious stones.
  - Both A and R are true, and R is the correct explanation of A.
  - Both A and R are true, but R is not the correct explanation of A.
  - A is true, but R is False.
  - A is false, but R is true.
  
4. Sir Stafford Crips arrived in India in March 1942 to \_\_\_\_\_.
  - support Indians in the Quit India Movement
  - carry negotiations with Indian leaders
  - convince Gandhiji to support the British in the war
  - give complete independence to India
  
5. The revolutionaries in Bengal looted the Chittagong armories under \_\_\_\_\_.
  - Bhagat Singh
  - Chandrashekhar Azad
  - Khudiram Bose
  - Surya Sen
  
6. Who was the first Goan woman to be arrested for raising the slogan 'Jai Hind'?
  - Vatsala Kirtani
  - Sudhatai Joshi
  - Berta Menezes
  - Sindhutai Deshpande

7. The Satyagraha of 1955 was launched by \_\_\_\_\_.  
• Goa Action Committee  
• National Congress Goa  
• Goa Vimochan Samiti  
• Goa Congress Committee
8. Administrative head of the Municipal administration is \_\_\_\_\_.  
• Mayor  
• Secretary  
• Director  
• Chief Officer
9. Municipality can be dissolved by the state government if \_\_\_\_\_.  
• it fails to perform obligatory functions  
• it fails to perform optional functions  
• it fails to perform both obligatory and optional functions  
• it fails to maintain law and order
10. "The French empire was going through a financial crisis" due to \_\_\_\_\_.  
I. participation in the Seven Years War.  
II. the lavish lifestyle of her rulers.  
III. interference of Marie Antonette.  
IV. exemption given to the first two estates.
10. Which of the above statements are correct?  
• I, II, III are correct and IV is wrong  
• I, II, IV are correct and III is wrong  
• All the above four are correct  
• Only III is correct.
11. Which of the following is an ill- effect of genetic engineering?  
• Modification of the quality of crops.  
• Protection from pest attacks.  
• Declining use of fertilizers.  
• Effects on human health.
12. Which of the following is the chief crop of India?  
• Oilseeds  
• Pulses  
• Maize  
• Rice
13. Industries owned by producers, suppliers and workers is known as \_\_\_\_\_ sector industry.  
• Private  
• Public  
• Joint  
• Co-operative
14. The main cause of mangrove destruction in Mumbai is \_\_\_\_\_.  
• expansion of agriculture  
• developmental projects  
• urbanisation

- mining

15. The food crop that helps fix nitrogen from the air into the soil is \_\_\_\_\_.

- millets
- oilseeds
- wheat
- pulses

16. Assertion (A): minerals are considered are indispensable part of our lives.

Reason ( R): Minerals are used as raw materials for industries and in the construction of infrastructure.

- Both A and R are true, and R is the correct explanation of A.
- Both A and R are true, but R is not the correct explanation of A.
- A is True, but R is False.
- A is false, but R is True.

17. SAIL is classified as a public sector industry because it is owned by\_\_\_\_\_.

- individual
- government
- individual and government
- producers, suppliers and workers.

18. A consumer was sold medicine which had expired. State the Right by which he can be protected

- Right to safety
- Right to be informed
- Right to redress
- Right to consumer education.

19. Identify the correct term for shifting cultivation in Goa.

- Puran
- Awadhi
- Kumeri
- Jhum

20. Choose the multipurpose project in the state of Andhra Pradesh

- Damodar valley
- Kosi River
- Hirakud
- Nagarjuna Sagar

**The words in Column 'B' bear a particular relationship with those in Column A.**

**Write in Column 'D' the words bearing a similar relationship to those in Column 'C'. (2)**

| A                      | B                   | C                      | D         |
|------------------------|---------------------|------------------------|-----------|
| 21. Jayprakash Narayan | Quit India Movement | Khan Abdul Gaffar Khan | 21. ----- |
| 22. 1789               | National Assembly   | 1795                   | 22. ----- |

**Identify the following personalities with the help of the clues given below: (2)**

23. (A) He believed the ultimate power rests with the people.

(B) His work became the 'Bible of the Revolutionaries'.

24. (A) A revolutionary leader who threw a bomb in the Assembly to make the 'deaf British hear'.

(B) He founded an association named Navjawan Bharat Sabha.

**Give a geographical term for each of the following:** (2)

25. Cultivation of a single crop on a large as an industrial raw material.

26. A collective term used for jowar, bajra and ragi as a category of crops.

**Complete the analogy:** (2)

27. Project Tiger: protection of wildlife; Chipko Andolan : \_\_\_\_\_

28. In-situ conservation: National parks; Ex-situ conservation - \_\_\_\_\_

**Answer the following questions in two sentences each:** (38 )

29. Write any two limitations of the land routes.

30. Why is the Declaration drafted by Thomas Jefferson considered the noblest document in world history?

31. 'Mahatma Gandhi called off the Non-Cooperation Movement in 1922'. Justify.

32. List any two activities taken up by Gomantakiya Tarun Sangh during Goa's struggle for freedom.

33. Analyse the effects of Salazar's dictatorship on Goa.

34. Write any two financial powers of the State Assembly.

35. The Governor has discretionary powers. Illustrate with the help of an example.

36. Analyse the role of the Cabinet Committees in the smooth functioning of the government.

37. Why are Block Development Officers appointed in every Block of the State?

38. The Constitution has provided immunities to the judges of the Supreme Court of India. Discuss.

39. What are the steps involved in resource planning in India?

40. Investigate factors that cause soil erosion in hilly areas and in reservoirs of dams.

41. Describe the features of a savings bank account.

42. Why is natural gas an efficient source of energy.

43. Assess the use of mass communication in today's fast-paced world.

44. Compare the traditional water conservation systems of 'Khadins' and 'Tankas'.

45. Distinguish between Frictional and Structural unemployment.

46. How has the hypersaline ecosystem benefitted the people of Goa?

47. Mr Arun Naik plans to set up an industry in a remote area. How will his manufacturing unit benefit the economy of the village?

**Answer any one of the following questions in 3 sentences each:** (3)

48. Explain how scientific and technological knowledge helped England become the leading country in the Industrial Revolution.

**OR**

48. Explain the effects of the Industrial Revolution on the Indian economy.

49. 'Rail transport in India needs to be improved'. Justify (3)

**OR**

49. Assess the various features of trade.

**Read the following extract and answer the questions set below:**

"Every sitting of either House begins with the Question Hour, which is available for asking and answering questions. Asking the questions is an inherent parliamentary right of all the members, irrespective of their party affiliations."

50. What is an hour that follows the question hour called? (1)  
51. What type of questions are asked between 12 noon to 1 pm? (1)  
52. How can the opposition bring about the collapse of the government? (1)

‘The wildlife sanctuaries and reserved forests are found in the western ghats of India’.

53. Name any one scheme implemented by the Forest department under the forestry scheme for conservation of forests. (1)  
54. What is the significance of the sacred grove in Goa? (1)

**On the given outline map of India, mark the following:**

55. A nuclear power plant in Uttar Pradesh. (1)  
56. A technology park in the state of West Bengal. (1)  
57. A seaport in Goa. (1)

**THE END**





**THE END**

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