aglasem.com

FOR GOA CLASS 10 PREPARATION

Goa Board Class 10 Sample Paper 2027 Social Science

EXAM	YEAR	TYPE	SUBJECT
Goa Class 10	2027	Sample Paper	Social Science

A) ACADEMIC CALENDAR AND MARK DISTRIBUTION ACADEMIC YEAR 2026-27

SUBJECT – SOCIAL SCIENCE Std: X

MONTHS	CHAPTER NO.	TOPICS	MARKS	PERIODS	HOURS
APRIL	H.1	WORLD WARS	03+03	06	4.0
	G.1	RESOURCES AND DEVELOPMENT	03	06	4.0
		INTERNAL ASSESSMENT	20	03	2.0
JUNE	H.3	MARATHA EMPIRE	05	05	3.2
	ECO.8	INTRODUCTION TO BANKING	03	03	2.0
	POL.SCI .9	STATE GOVERNMENT	04	06	4.0
	G. 2	FOREST AND WILDLIFE RESOURCES	03	06	4.0
JULY	H.4	REVOLT OF 1857	04	06	4.0
	POL. SCI 10	LOCAL SELF GOVERNMENT	02+ 02	08	5.3
	G.3	WATER RESOURCES	03	06	4.0
AUGUST	H.5	RISE OF NATIONALISM	06	08	5.3
	H.7	GOA (FROM1821-1961)	05	08	5.3
	ECO. 10	RIGHTS OF CONSUMERS	02	04	2.4
SEPTEMBER	H.8	FOLK DANCES AND DRAMAS OF GOA	02	04	2.4
	G4	AGRICULTURE	05	08	5.3
OCTOBER	H. 6	CONTEMPORARY INDIAN HISTORY	04	06	4.0
	G. 5	MINERAL RESOURCES	3+01*	06	4.0
NOVEMBER	G.6	MANUFACTURING INDUSTRIES	03+01*	04	2.4
DECEMBER	ECO-9	POVERTY AND UNEMPLOYMENT	03	05	3.2
	G-7	TRANSPORT AND COMMUNICATION	04+01*	05	
		GEOGRAPHY OF GOA	05		

Note -* Refers to marks allotted for map.

Chapter 5- Power Plant (NUCLEAR)

Chapter 6- Technology Parks of India.

Chapter 7- Major Sea Ports

Sub-topics from the following chapters in Social Science I are not for evaluation. (However teachers need to explain the topic)

Chapter 1: World Wars

Significant Events of the First World War

Significant Events of the Second World War

Chapter 2: Mughal Empire (Entire lesson)

Chapter 3: Maratha Empire

Rise of Peshwas to Peshwa Madhavrao

Chapter 6: Contemporary Indian History

Operation Meghdoot

Operation Cactus

Galwan Valley clash

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

Chapter 1- Resources & Development

World Efforts towards protection of Environment.

Table 1-Land utilization Chapter

From Major Soils of India, Region and crops not for evaluation.

2- Forest & Wildlife Resources

Forest types

Do You know

Biodiversity in India

Wildlife Resources in India

Do You know Biodiversity in India

Do You know (in Quepem taluka Goa Karnataka border)

Chapter 6- Manufacturing Industries

Physical factors and Socio-Economic Factors

Chemical and Fertilizer Industries.

Cement and automobile Industries

Table 1-Classified lists of industries causing different types of pollution.

B) Curricular Goals, Competencies and Pedagogy

Sr. No	Name of the Chapter	Curricular Goals	Competencies	Pedagogy
H-1.	World Wars	CG-2	2.1, 2.3, 2.4, 2.5	Debates and discussions and movies on World Wars. Writing essays e.g. pros and cons of wars. Incorporate technology. (such as web quest, ppts, videos etc.)
G-1	Resources and Development	CG-4 CG-7 CG-8	4.1, 4.2, 4.3, 4.4, 4.6 7.1 8.4, 8.5	Project-based learning, Debates and Discussion. Incorporate technology.
H-3.	Maratha empire	CG-2 CG-4	2.4, 4.5	Debates and Discussion on the contribution of Maraths. Visit to a forts. Role Play.
Eco-8	Introduction to Banking	CG-7	7.2	Visit a bank,interact with real-world applications, group discussions. Incorporate technology.
Polsc-9	State Government	CG-5	5.2, 5.3	Mock state legislature. Mock elections. Visit to state legislature.
G-2	Forest and Wildlife Resources	CG-2	2.1, 2.3, 2.4	Field trip, discussions, projects. Incorporate technology.
H-4	Revolt of 1857	CG-4 CG-7	4.1, 4.3, 4.4, 4.6 7.1	Roleplay, debate and discussion, fancy dress.

Pol-Sci-10	Local self Government	CG-3	3.1, 3.2	Visit to Panchayat/ Muncipality. Organize talk of panch/councilors
G-3	Waters Resources	CG-4	4.1, 4.3, 4.4, 4.5, 4.6	Experiential learning and field trips. Interactive lectures with visual aids.
H-5	Rise of Nationalism	CG-4 CG-7	4.1, 4.3, 4.4, 4.6 7.1	Role play, talk by freedom fighters, interview of politician.
H-7	Goa(From 1821-1961)	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.
Eco-10.	Right of Consumers	CG-4 CG-5	4.4, 4.5 5.5	Use of case study. Problem solving, debates, preparation of charts.
H-8	Folk Dances and Dramas of Goa	CG-4 CG-7	4.4, 4.7., 7.1	Videos, competition, one act play. Ppt.
G-4.	Agriculture	CG-4 CG-7	4.3, 4.4, 4.5, 4.6 7.1	Debates, Discussion, Project-based learning. Preparing charts and collages. Incorporate technology.
H-6	Contemporary Indian History	CG-4 CG-7	4.3,4.4 7.1	Films, News, Videos, Ppt.

G-5	Mineral Resources	CG-4 CG-8	4.1, 4.2, 4.3,	Skill-based learning. Debates and Discussion. Visit a geography laboratory, field trip. Incorporate technology.
G-6	Manufacturing Industries	G-4 G-7 G-8	4.1, 4.4, 4.5, 4.6 7.1 8.5	Discussion and Debates, visit to an industry. Problem based learning. Incorporate
G-7	Transport and Communication	CG-4 CG-7	4.3, 4.5, 4.6 7.1	Case study. Project-based learning.
Eco- 10	Poverty and Unemployment	CG-8	8.1	Collaborative Learning. Incorporate technology.

C) Learning Objectives and Learning Outcomes

H-1 World Wars

Learning Objectives

- To understand the causes and consequences of the World Wars.
- To acquire knowledge of events and facts.
- To analyse the effects war on humankind.
- To suggest Strategies to avoid world wars in future.

Learning Outcome

- Explain causes and consequences of the World Wars..
- Name the participating countries in the War.
- Assess the impact of World war on Asia, Africa and America.

G-1 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.

ECO-8 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. **H-2**

Maratha empire

Learning Objectives

- To comprehend the contribution of Marathas..
- To understand the Expansion of Marathas.
- Analyze administrative policies

Learning Outcomes

- Discuss the role of Shivaji in foundation of Maratha empire.
- Comprehends Maratha administration.
- Critically evaluate the contribution and decline of Maratha empire

POL-SCI 9 State Government

Learning Objectives

- To understand the role of the Chief Minister, Council of Ministers in the State Government.
- To analyze the powers and functions of the C.M. the Council of Ministers.
- To compare the powers of the Chief Minister and Council of Ministers.

- 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 Outcomes

Explains functions of the Chief Ministers, and the Council of Ministers.

- Differentiate between the various functions of the Chief Minister, and Council of Ministers.

G-2 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.

H-4 Revolt of 1857

Learning Objectives:

- To understand the political, economic, social and military causes of 1857 revolt.
- To identify and recognize the contribution of the leaders like Rani Laxmibai, Tatya Tope
- To describe the course of the revolt
- To evaluate and explain the changes that occurred after 1857.

Learning Outcomes:

- To explain causes and consequences of Revolt.
- To compare 1857 revolt with later National Movements
- To justify why the revolt should be called the first war of Independence in India.

POL-SCI 10 Local self-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.
- Panchayati Raj System in India.
- 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 Zilla 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 Zilla Panchayats.
- Discuss the organizational structure of the municipality and Municipal Corporation in Goa.
- Differentiate between the obligatory and discretionary functions.

G-3 WATER RESOURCES

Learning Objective:

- To understand the importance of water as a resource.
- To sensitize 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.

H-5 Rise of Nationalism

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.

H-7 Goa (From1821-1961CE)

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

ECO-10 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.

H-8 Folk Dances and Folk Dramas of Goa

- ❖ To appreciate the rich heritage of folk dances and folk dramas of Goa.
- ❖ To analyse the role of folk dance and folk dramas in social life of Goa.

Learning Outcomes

- ❖ Appreciates the rich heritage of folk dances and folk dramas of Goa.
- ❖ Appreciate the sacrifices of the freedom fighters
- ❖ Critically examine the role of folk dances and folk drama in social life of Goa.

G-4 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.

H-6 Contemporary Indian History

Learning Objectives

- ❖ To understand the military engagement after the independence.
- ❖ To comprehend the achievements of our defense forces.
- ❖ To evaluate contribution of our leaders.

Learning Outcomes

- ❖ State the reasons for military engagements.
- ❖ Appreciate the achievements of our defense forces.
- ❖ Suggest measures to prevent wars.

G-5 MINERAL AND ENERGY RESOURCES

Learning Objectives

- To acquire knowledge about the availability of various minerals founds 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.

G-6 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.

G-7 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.

ECO-9 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 it alleviation.
- Comprehend the concepts of unemployment.
- Identify the types of unemployment.
- Reason out the causes and analyze the measures of unemployment,

D) 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 or any other topic suggested by the teacher. However, the teacher needs to prepare rubrics according to the level of the students.

a) **'Tourism' promotes National Integration.**

- The student will visit and collect pictures of **any four** 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 provide the historical background of these places.
- The student will record the social and economic impact of this tourist spot locals.

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

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

b. Folk Dances of Goa

- The student will collect pictures of any two folk dances of Goa.
- The student will mention the region or community where each dance is performed.
- The student will describe the historical background and origin of these dances.
- The student will explain the costumes, music, and instruments used in each dance.
- The student will write about the occasions or festivals when these dances are performed.

Criteria	Excellent (5)	Very Good (4)	Good (3)	Satisfactory (2)
Content Accuracy & Research (5)	Information is correct, detailed, and shows deep research about different folk dances(multiple dances covered with facts)	Adequate information, with minor errors.	Some correct information but lacks depth facts.	Many errors with very limited information.
Understanding of Folk Culture(5)	Clearly explains the cultural significance and traditions behind the dances.	Shows good understanding of cultural aspects.	Basic understanding shown	Little or no understanding of cultural importance.
Presentation & Creativity (5)	Highly creative (use of pictures, diagrams, neat layout, innovative ideas)	Good presentation with some creativity.	Simple presentation, limited creativity.	Poor presentation, untidy or incomplete.
Explanation with examples of Dances. (5)	Explains dances clearly with features (costume, music, occasion) and examples.	Good explanation with some details.	Basic explanation, few details.	unclear or missing explanations.

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.

E) Blueprint

Blueprint of the Final Examination model Paper 2026-2027

Objective	Remembering				Understanding				Application				Analysis				Evaluation				Creation				Total
Forms of Questions	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	E/LA	SA	VSA	O	
Content /Sub-units																									
H.1 World Wars	3(1)					2(1)		1(1)																	6
H.2 Maratha Empire		2(1)									1(1)							2(1)							5
H.4 Revolt of 1857				1(1)		2(1)										1(1)									4
H.5 Rise of Nationalism				1(1)			1(1)	1(1)			1(1)				1(1)				1(1)						6
H.6.Contemporary Indian History								1(1)							1(1)			2(1)							4
H.7.Goa (From 1821-1961 CE)				1(1)			1(1)	1(1)										2(1)							5
H.8 Folk Dances and Dramas of Goa			1(1)				1(1)																		2
Pol.Sc.9.State Government			1(1)	1(1)										2(1)											4
Pol.Sc 10 Local Self Government						2(1)		1(1)			1(1)														4
G.1 Resources and development			1(1)											2(1)											3
G2 Forest and Wildlife Resources				1(1)										2(1)											3
G.3. water Resources										2(1)										1(1)					3
G.4.Agriculture				2(2)			2(2)	1(1)																	5
G.5. Mineral and Energy Resources			1(1)			2(1)		1(1)																	4
G.6.Manufacturing Industries			1(1)									1(1)											2(1)		4
G.7.Transport andb Communication			1(1)								1(1)		3(1)												5
Geography of Goa			1(1)				1(1)				1(1)							2(1)							5
E.8.Introduction to Banking											1(1)			2(1)											3
E.9.Poverty and Unemployment		2(1)						1(1)																	3
E.10.Rights of Consumers								1(1)				1(1)													2
				21				23				10				14				10				2	80

Note: figures in the bracket indicate no. of questions, while outside the bracket indicate marks.

SOCIAL SCIENCE
MODEL QUESTION PAPER 2026-2027

MARKS ALLOTED: 80 **STD: X** **TIME: 3 Hrs**

GENERAL INSTRUCTIONS:

(i) This question paper has 60 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.

50 and 51

(iv) In addition to these, separate instructions are given wherever necessary.

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

1. The rise of Fascism in Italy was under the leadership of _____.
- Benito Mussolini
- Adolf Hitler
- General Franco
- Mustafa Kemal Pasha

2. The Indian Sepoy executed by the British for attacking British officer Hewson Baugh was _____.
- Tantya Tope
- Bakht Khan
- Mangal Pandey
- Kunwar Singh

3. Two statements are given as Assertion (A) and Reason(R). Study the statements carefully and identify the correct alternative:

ASSERTION (A): The British economic policy destroyed the traditional self-sufficient village communities and rural handicrafts.
REASON (R): The British converted India into their colony exporting raw materials cheaply and importing British finished goods at a high rate.
Choose the correct option:
- 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. The constitutional head of the government of Goa is_____.
- The Chief Minister
- The Speaker
- The Deputy Chief Minister

- The Governor

5. Why was the Cripps Mission sent by the British Prime Minister Winston Churchill to India in 1942?
   - To resolve the ongoing unrest in India.
   - To negotiate the terms of a peaceful transfer of power.
   - To propose a united India with autonomous provinces.
   - To secure Indian cooperation during World War II.

6. Dr. Tristao De Braganza lit the torch of freedom in Goa by_____.
   - Forming the first political organization
   - Publishing the newspaper Gomantak
   - Publishing periodicals Uttejan
   - Spinning cloth on the chakra

7. The Operation launched by Pakistan to take advantage of the unrest in Jammu and Kashmir was _____.
   - Operation Gibraltar
   - Operation Vijay
   - Operation Sindoor
   - Operation Cactus

8. Select the slogan raised by Vatsala Kirtani during the Movement of 1946.
   - Jai Hind
   - Vande Mataram
   - Jai Goa
   - Jai Gomantak

9. The only municipal cooperation in the Taluka of Tiswadi is _____.
   - Co-operation of city of Panjim
   - Co-operation of city of Ponda
   - Co-operation of city of Margao
   - Co-operation of city of Mapusa

10. Gandhiji called off the Non Cooperation Movement in February 1922 because _____.

I. A group of protestors clashed with the police at Chauri Chaura

II. The protesters set fire to a police station.

III. The movement became a setback for the National Movement.

IV. The British Police brutally attacked the protesters.

Which of the above reasons 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 I and II are correct.

11. Which of the following is an ill- effect of genetic engineering?
    - Improvements of the quality of crops.
    - Protection from pest attacks.
    - Declining use of fertilizers.
    - Adverse effects on human health.

12. Which of the following is the chief crop of India?
    - Oilseeds
    - Pulses
    - Maize
    - Rice

13. A worker employed in a sugar factory loses his job after the sugarcane crushing season is over. This situation is an example of _____.
    - Frictional unemployment
    - Structural unemployment
    - Seasonal unemployment
    - Cyclical unemployment

14. The main cause of mangrove destruction in Mumbai is_____.
    - expansion of agriculture
    - developmental projects
    - urbanization
    - mining

15. The food crop that helps fix nitrogen from the air into the soil is _____.
    - millets
    - oilseeds
    - wheat
    - pulses

16. Two statements are given as Assertion (A) and Reason(R). Study the statements carefully and identify the correct alternative:

Assertion (A): Minerals are considered as an indispensable part of our lives.

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

Choose the correct option:

- 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. The sector that is essential for the welfare of the people is _____.

- 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. Which of the following is an example of consumer exploitation?
    - Proper labelling of goods
    - Charging reasonable price
    - Selling adulterated products
    - Providing warranty on products

20. The multipurpose project that helped in the success of green revolution is _____.
    - Damodar valley
    - Kosi River
    - Bhakra Nangal
    - 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'. (3)

A	B	C	D
21. Chandor	. Mussel Khel	Loutolim	21. ……
22. Ghodemodni	Warrior dance	Marulo	22. ……
23.19 December 1961	Goa Liberation Day	30 May 1987	23. ……

24. Identify the kingdom with the help of the two clues given below: (1)
- A powerful kingdom of West India that challenged the Mughal empire.
- This kingdom had Ashtapradhan Mandal as its administrative system.

25. Identify the peace agreement with the help of the two clues given below (1)
- It was signed after second Indo Pak war to restore peace
- It was signed by Lal Bahadur Shastri and Muhammad Ayub Khan

26. Identify the officer of municipal council with the help of the two clues given below.(1)

- He is elected by the councillors
- He presides over the meetings of the municipal council

27. Choose and write the odd one from the following: (1)

- Dr T.B Cunha
- Purushotam Kakodkar
- P.P Shirodkar
- Lokmanya Tilak

28. Choose and write the odd one from the following. (1)

- Bhagat Singh
- Chandrashekhar Azad
- Sukhdev
- Dadabhai Noraoji

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

29. Cultivation of a single crop on a large area as an industrial raw material.
30. The collective term used for jowar, bajra and ragi as a category of crops.

Complete the analogy: (3)

31. Mountains: source of rivers :: Plateaus: _____
32. Most expensive: Airways :: Cheapest: _____
33. Saving Bank Account: Types of Accounts :: Cheque book: _____

Answer the following questions in two sentences each: (32)

34. Explain why the League of Nations failed to achieve its objectives.
35. List the key provisions of the Treaty of Bassein.
36. Explain the causes of the Dipaji Rane Revolt.
37. The state legislature controls the finances of the state. Analyze
38. Why Indian rulers were discontent with the policies of the East India Company.
39. Evaluate the powers of the Peshwa in the Astha Pradhan Mandal.
40. 'In 2025, India launched Operation Sindoor. 'Justify.
41. 'Goa has a legacy of local self-government even before the introduction of the Panchayati Raj'. Explain
42. 'Conservation of forests is a must.' Explain
43. Investigate factors that cause soil erosion in hilly areas and in reservoirs of dams.
44. Mr Arun Naik plans to set up an industry in a remote area. How will his manufacturing Unit benefit the economy of the village?
45. Compare the traditional water conservation systems of 'Khadins' and 'Tankas'
46. Why is natural gas an efficient source of energy?
47. How has the hypersaline ecosystem benefitted the people of Goa?
48. State the causes of poverty.
49. Distinguish between Savings Bank Account and Recurring Deposit Account.

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

50. State the political consequences of World War I.

OR

50. Write any three causes of World War I.

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

51. Examine the various features of trade.

OR

51. Analyze the major problems faced by Indian Railways.

Read the following extracts and answer the questions set below:

'The political orientation of extremists originated within the Congress from the anti-partition Bengal agitation. The British government refused to repeal the partition of Bengal even after mass protests by the people of Bengal , that disappointed many young leaders who came to be known as Neo-nationalists.'

52. Which extremists coined the slogan 'Swaraj is my birth right and I shall have it'? **(1)**

53. Analyze any one idea promoted by the extremists during anti-partition movement. **(1)**

54. Evaluate the main reason for the rise of extremists within the Indian National Congress. **(1)**

'Though Goa is a small state having an area of 3702 sq kms. It faces a major problem of soil erosion. The causes of soil erosion are attributed mainly to reckless mining.'

55. State how coastal erosion has affected the ecology of Goa. **(1)**

56. Why is Goa considered an important state for mineral extraction? **(1)**

57. How does Goa's small size affect its agriculture? (**1**)

On the given outline map of India, mark the following. Prepare an index of the symbols used by you.

58. A nuclear power plant in Gujarat. **(1)**

59. A technology park in the state of West Bengal. **(1)**

60. A seaport in Odisha. **(1)**

THE END