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FOR UTTARAKHAND CLASS 10 PREPARATION

# Uttarakhand Board Class 10 Syllabus 2027 Social Science

| EXAM | YEAR | TYPE | SUBJECT |
| --- | --- | --- | --- |
| Uttarakhand Class 10 | 2027 | Syllabus | Social Science |

# 2026-27

## SOCIAL SCIENCE (034)

## Class- IX & X

**AIMS AND OBJECTIVE**

As per NCF- 2023, the aims of teaching Social Science in school education can be summarised as follows:

a- Develop disciplinary knowledge and understanding of how society functions through an interplay of historical, geographical, social, economic, and political factors.

This can be enabled through-

i. an understanding of continuity and change in human civilisation, its causation and effect, and its impact on modern life,

ii. an understanding of the interaction between nature and human beings, the spatial patterns arising out of this interaction, and its effect on human life,

iii. an awareness and understanding of the diversity of people and their practices in different societies, regions, and cultures within societies,

iv. an awareness of various social, political, and economic institutions, their origin, functioning and transformations over time.

b. Develop an understanding and appreciation for the methods of enquiry relevant to Social Science and deepen students' skills to engage with the key questions and issues confronting society.

These could be specifically seen as:

i. Skills in sourcing evidence, interpreting them, confirming through multiple sources and evidence, and constructing a coherent narrative,

ii. Skills in recognizing spatial patterns, map-reading, interpretation and analysis of various interconnected concepts and processes,

iii. Skills of creative and analytical thinking to form informed opinions, demonstrate logical decision-making, and incline towards a problem- solving attitude,

iv. Skills to collect, organize, analyse, represent, and present data and information on various historical, geographical, and socio-political issues,

v. Skills to question unsubstantiated ideas, biases, stereotypes, and assumptions to foster scientific temper and propose meaningful responses to contemporary concerns of society.

c- Foster ethical, human, and Constitutional values:

As the NEP 2020 emphasises, to foster a "democratic outlook and commitment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through Constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

NOTE- Refer to NCF-2023-Page no-320-323



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**CURRICULAR GOALS- CG**

As per NCF 2023– At the Secondary Stage, students will go into details to understand India's past and appreciate its complexity, diversity, and unity brought about by cultural integration and the sharing of knowledge traditions across geographical and linguistic boundaries. P-154

- CG -2 Analyse the important phases in world history and draw insight to understand the present-day world.
- CG-3 Understand the idea of a nation and the emergence of the modern Indian Nation.
- CG -4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region.
- CG -5 Understand the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government.
- CG -6 Understand and analyse social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them.
- CG -7 Develop an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity, and biodiversity of the region.
- CG -8 Evaluate the economic development of a country in terms of its impact on the lives of its people and nature.
- CG-9 Understand and appreciate the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it.

**COMPETENCIES**

Competencies are specific learning achievements that are observable and can be assessed systematically. In NCF, Competencies are directly derived from a Curricular Goal and are expected to be attained by the end of a Stage. The following competencies need to be developed in students to achieve the curricular goals at secondary stage.

- C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Trace aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations).
- C-2.4 Explain the growth of new ideas and practices across the world and how they affected the course of world history.
- C-2.5 Recognise the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.
- C3.2 Identify and analyse important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self- sacrifice, ahimsa) that played a part in achieving Independence.

- C-4.1 Locate physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explain important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draw inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyse and evaluate the inter- relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
- C-4.5 Critically evaluate the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
- C-4.6 Develop sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.
- C-5.1 Understand that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and committees, Uthiramerur inscriptions)
- C-5.2 Appreciate fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explain that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyse the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government.
- C-5.5- Analyse the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
- C-6.1 Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
- C-6.2 Understand that despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.
- C-7.1 Defines key features of the economy, such as, production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology).
- C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.
- C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres

(industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society.

- C-7.4 Trace the beginning and importance of large- scale trade and commerce (including e-commerce) between one country and another - the key items of trade in the beginning, and the changes from time to time.
- C-8.1 Gather, comprehend, and analyse data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C-8.3 Understand these features in the context of ancient India, with its thriving trade, both internal and external, and its well- established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period.
- C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.
- C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.

# 2026-27

# CLASS- X

## TOTAL MARKS- 100 {80 (Theory) + 20 (Internal Assessment)}

**THEORY: 80 Marks** **Time: 3:00 Hrs.**

| Unit No. | Unit | Marks |
|---|---|---|
| I | HISTORY- INDIA AND THE CONTEMPORARY WORLD-II | 20 |
| II | GEOGRAPHY- CONTEMPORARY INDIA-II | 18 |
| III | POLITICAL SCIENCE- DEMOCRATIC POLITICS-II | 18 |
| IV | ECONOMICS- UNDERSTANDING ECONOMIC DEVELOPMENT | 16 |
| V | DISASTER MANAGEMENT | 08 |
| | **Total** | **80** |

### Unit I: HISTORY- INDIA AND THE CONTEMPORARY WORLD-II

***Section 1: Events and Processes:***

**1- The Rise of Nationalism in Europe:**

- The French Revolution and the Idea of the Nation
- The Making of Nationalism in Europe
- The Age of Revolutions: 1830-1848
- The Making of Germany and Italy
- Visualizing the Nation
- Nationalism and Imperialism

**2- Nationalism in India:**

- The First World War, Khilafat and Non - Cooperation
- Differing Strands within the Movement
- Towards Civil Disobedience
- The Sense of Collective Belonging

***Section 2: Livelihoods, Economies and Societies:***

***3- The Making of a Global World:***

***Note- <u>This section will not be assessed in theory examinations but assignment (in internal assessment) will be given from these topics.</u>***

- *The Pre-modern world*
- *The Nineteenth Century (1815-1914)*
- *The Inter war Economy*
- *Rebuilding a World Economy: ThePost-War Era*

**4- The Age of Industrialization:**

- Before the Industrial Revolution
- Hand Labour and Steam Power
- Industrialization in the Colonies
- Factories Come Up
- The Peculiarities of Industrial Growth
- Market for Goods

***Section 3: Everyday Life, Culture and Politics:***

**5- Print Culture and the Modern World:**

- The First Printed Books
- Print Comes to Europe
- The Print Revolution and its Impact
- The Reading Mania
- The Nineteenth Century
- India and the World of Print
- Religious Reform and Public Debates
- New Forms of Publication
- Print and Censorship

***Map Work- 02 Marks***

## Learning Outcomes-

**Section 1: Events and Processes:**

**1- The Rise of Nationalism in Europe :** The students will be able to-

- Infer how French Revolution had an impact on the European countries in the making of a nation state.
- Comprehend the nature of the diverse social movements of the time.
- Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere.

- Evaluate the reasons which led to the First World War.

**2- Nationalism in India** : The students will be able to-

- Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging.
- Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him.
- Summarise the effects of the First World War that triggered the two defining movements (Khilafat &Non- Cooperation Movement) in India.

***Section 2: Livelihoods, Economies and Societies:***

**3. The Making of a Global World: *(for internal assessment only)***

The students will be able to-

- Summarise the changes that transformed the world in different areas.
- Depict the global interconnectedness from the Pre-modern to the present day.
- Enumerate the destructive impact of colonialism on the livelihoods of colonised people.

**4. The Age of Industrialisation :** The students will be able to-

- Enumerate economic, political, social features of Pre and Post Industrialization.
- Analyse and infer how the industrialization impacted colonies with specific focus on India

**5. Print culture and the Modern World:** The students will be able to-

- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India.
- Compare and contrast the old tradition of handwritten manuscripts versus print technology.
- Summarise the role of Print revolution and its impact.

**Unit II: GEOGRAPHY- CONTEMPORARY INDIA-II**

| | |
|---|---|
| **1- Resources and Development:**<br>• Concept<br>• Development of Resources<br>• Resource Planning - Resource Planning in India, Conservation ofResources<br>• Land Resources and Land Utilization<br>• Land Use Pattern in India<br>• Land Degradation and Conservation Measures<br>• Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation (excluding Box Information on State of India's Environment). | **2- Forest and Wildlife Resources**<br>• Conservation of forest and wildlife in India<br>• Types and distribution of forests and wildlife resources<br>• Community and Conservation<br>**3- Water Resources**:<br>• Water Scarcity and The Need for Water Conservation and Management<br>• Multi-Purpose River Projects and Integrated Water ResourcesManagement<br>• Rainwater Harvesting |

## Learning Outcomes-

**1. Resources and Development** : The students will be able to-

- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilisation of resources and the need to develop them in India.
- Infer the rationale for development of resources.
- Analyse and evaluate data and information related to non-optimal land, utilization in India
- Suggest remedial measures for optimal utilization of underutilized resources.

**2- Forest and Wildlife Resources** : The students will be able to-

- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India.
- Analyse the role of grazing and wood cutting in the development and degradation
- Summarise the reasons for conservation of biodiversity under sustainable development.
- Discuss how developmental works, grazing wood cutting have impacted the forests
- Use art integration to summarise and present the reasons for conservation of biodiversity in India under sustainable development.

**3- Water Resources** : The students will be able to-

- Examine the reasons for conservation of water resource in India.
- Analyse and infer how the multipurpose projects are supporting the requirement of water.

| | |
|---|---|
| **4- Agriculture:**<br>• Types of Farming–Primitive Subsistence, Intensive Subsistence,Commercial<br>• Cropping Pattern – Major Crops, Food Crops other than Grains, Non Food Crops, Technological and InstitutionalReforms<br>• Food Security (excluding impact of globalization on agriculture)<br>**5- Minerals and Energy Resources**<br>• What is a mineral?<br>• Mode of occurrence of Minerals - Where are these minerals found?, Ferrous Minerals, Non-Ferrous Minerals, Non-Metallic Minerals, Rock Minerals<br>• Conservation of Minerals<br>• Energy Resources - Conventional Sources of Energy, Non-Conventional Sources of Energy<br>• Conservation of Energy Resource<br>**6- Manufacturing Industries:**<br>• Importance of Manufacturing - Industrial Location (excluding Industry Market Linkage), Agro based Industry (excluding Cotton Textiles, Jute Textiles, Sugar Industry), Mineral based Industries (excluding Iron Steel Industry, Cement Industry), Industrial Pollution and Environmental Degradation, Control of Environmental Degradation. | **7- Life Lines of National Economy**:<br>***Note- <u>This section will not be assessed in theory examinations but assignment (in internal assessment) will be given from these topics.</u>***<br>• *Roadways*<br>• *Railways*<br>• *Pipelines*<br>• *Waterways*<br>• *Major Seaports*<br>• *Airways*<br>• *Communication*<br>• *International Trade*<br>• *Tourism as a Trade*<br><br>***Map Work- 04 Marks*** |

## Learning Outcomes-

**4- Agriculture** : The students will be able to-

- Examine the crucial role played by agriculture in our economy and society.
- Analyse the challenges faced by the farming community in India.
- Identifies various aspects of agriculture, including crop production, types of farming etc.

**5- Minerals and Energy Resources** : The students will be able to-

- Differentiates between the conventional and nonconventional sources of energy.
- Analyses the importance of minerals and natural resources for economic development of the country. Suggests strategies for sustainable use of natural resources.

**6- Manufacturing Industries** : The students will be able to-

- Enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector.

- Differentiate between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy.
- Analyse the relation between the availability of raw material and location of the industry

**7- Life Lines of National Economy**. ***(for internal assessment only)***

**Unit III: POLITICAL SCIENCE- DEMOCRATIC POLITICS-II**

| | |
|---|---|
| **1- Power-sharing:**<br>• Belgium and Sri Lanka<br>• Majoritarianism in Sri Lanka<br>• Accommodation in Belgium<br>• Why power sharing is desirable?<br>• Forms of Power Sharing<br>**2- Federalism:**<br>• What is Federalism?<br>• What make India a Federal Country?<br>• How is Federalism practiced?<br>• Decentralization in India<br>**3- Gender, Religion and Caste:**<br>• Gender and Politics- Public/Private division, Women's political representation<br>• Religion, Communalism and Politics– Communalism, Secular State<br>• Caste and Politics- Caste inequalities, Caste in politics, Politics in caste | **4- Political Parties:**<br>• Why do we need Political Parties?– Meaning, Functions, Necessity<br>• How many parties should we have?<br>• National Parties<br>• State Parties<br>• Challenges to Political Parties<br>• How can Parties be reformed?<br><br>**5- Outcomes of Democracy:**<br>• How do we assess democracy's outcomes?<br>• Accountable, responsive and legitimate government<br>• Economic growth and development<br>• Reduction of inequality and poverty<br>• Accommodation of social diversity<br>• Dignity and freedom of the citizens |

## Learning Outcomes-

**1- Power-sharing** : The students will be able to-
- Enumerate the need for power sharing in democracy.
- Analyse the challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing.
- Compare and contrast the power sharing of India with Sri Lanka and Belgium.
- Summarise the purpose of power sharing in preserving the unity and stability of a countr.

**2- Federalism** : The students will be able to-
- Infer how federalism is being practised in India.
- Analyse the policies and politics that has strengthened federalism in practice.

**3- Gender, Religion and Caste** : The students will be able to-
- Examine the role and differences of Gender, religion and Caste in practicing Democracy.
- Analyse that different expressions based on the differences, are healthy or not in a democracy

**4- Political Parties** : The students will be able to-
- Understand the process of parties getting elected.
- Know the significance of the right to vote and exercise the duties as citizens of a nation.
- Examine the role, purpose and no. of Political Parties in Democracy.

**5- Outcomes of Democracy** : The students will be able to-
- Enumerates how the success of democracy depends on quality of government, economic well-being, inequality, social differences, conflict, freedom and dignity.

**Unit- IV: ECONOMICS- UNDERSTANDING ECONOMIC DEVELOPMENT**

**1- Development:**
- What Development Promises - Different People, Different Goals
- Income and Other Goals
- National Development
- How to compare different countries or states?
- Income and other criteria
- Public Facilities
- Sustainability of Development

**2- Sectors of the Indian Economy**:
- Sectors of Economic Activities
- Comparing the three sectors
- Primary, Secondary and Tertiary Sectors in India
- Division of sectors as organized and unorganized
- Sectors in terms of ownership: Public and Private Sectors

**3- Money and Credit:**
- Money as a medium of exchange
- Modern forms of Money
- Loan activities of Banks
- Two different Credit situations
- Terms of Credit
- Formal Sector Credit in India
- Self Help Groups for the Poor

***Note- <u>This following sections will not be assessed in theory examinations but assignment (in internal assessment) will be given from these topics..</u>***

***4- Globalization and the Indian Economy:***
- *Production across countries*
- *Interlinking production across countries*
- *Foreign Trade and integration of markets*
- *What is Globalization?*
- *Factors that have enabled Globalization*
- *World Trade Organization*
- *Impact of Globalization in India*
- *The Struggle for a fair Globalization*

***5- Consumer Rights:***
- *The consumer in the marketplace*
- *Consumer Movement*
- *Consumer Rights*
- *Taking the consumer movement forward*

## Learning Outcomes-

**1. Development** : The students will be able to-
- Enumerate and examine the different processes involved in setting developmental Goals.
- Analyse and infer how the per capita income depicts the economic condition of the nation.
- Evaluate the development goals with reference to their efficacy, implemental strategies, relevance to current requirements of the nation.
- Compare the per capita income of some countries and infer reasons for the variance.
- Analyse the multiple perspectives on the need of development.

**1- Sectors of the Indian Economy** : The students will be able to-
- Analyse and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy.
- Propose solutions to identified problems in different sectors based on their understanding.
- Summarise how the organised and unorganised sectors are providing employment.
- Enumerate the role of the unorganised sector in impacting Per Capita Income currently and propose suggestive steps to reduce the unorganised sector for more productive contributions to GDP.
- Enumerate and infer the essential role of the Public and Private sectors.

**2- Money and Credit** : The students will be able to-
- Enumerate how money plays as a medium exchange in all transactions of goods and services from ancient times to the present times.
- Analyse and infer various sources of Credit.
- Summarise the significance and role of self-help groups in the betterment of the economic condition of rural people/ women.

**4. Globalisation and the Indian Economy *(for internal assessment only)***

The students will be able to-

- Enumerate the concept of globalisation and its definition, evolution, and impact on the global economy.
- Evaluate the key role of the key major drivers of globalisation and their role in shaping the global economic landscape in various countries.
- Comprehend the significance of role of G20 and its significance in the light of India's role.

**5- Consumer Rights: *(for internal assessment only)***

## Unit V: DISASTER MANAGEMENT

1. आपदा का परिदृश्य
2. आपदा में बचाव एवं राहत कार्य
3. सुरक्षित निर्माण
4. आपदा काल में वैकल्पिक दूर संचार व्यवस्था
5. विद्यालयी आपदा प्रबंधन योजना
6. सिलक्यारा का सफल आपदा प्रबंधन
7. आपदा प्रबंधन में साइबर सुरक्षा उत्तराखण्ड के सन्दर्भ में
8. अग्रिम योजना निर्माण (समुदाय द्वारा समुदाय के लिए)
9. परियोजना कार्य

## INTERNAL ASSESSMENT: 20 Marks

1- Assignments- 05 (02 marks for each) - 10 Marks
2- Project Work (01 Project)- 05 Marks
3- Continuous Assessment (Unit Test)- 05 Marks

(There will be total 3 Unit Tests (two Unit Tests before half yearly examination and one after half yearly examination) and a pre-board examination. At the time of half yearly result preparation best of two Unit Tests (I & II) marks will be taken and converted to the weightage of 05 marks. In annual board examination, marks of the best out of 3 Unit Tests will be taken and converted to the weightage of 05 marks for the board result preparation.)

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**PRESCRIBED TEXT BOOKS:**

## Class- 9

- भारत और समकालीन विश्व–1(India and the Contemporary World- I) for class IX- NCERT Publication
- समकालीन भारत–1 (Contemporary India-I) for class IX- NCERT Publication
- लोकतांत्रिक राजनीति–1 (Democratic Politics- I) for class IX- NCERT Publication
- अर्थशास्त्र (Economics) for class IX- NCERT Publication
- आपदा प्रबन्धन (Disaster Management) for class IX.

## Class- 10

- भारत और समकालीन विश्व–2(India and the Contemporary World-II) for class X- NCERT Publication
- समकालीन भारत–2 (Contemporary India-II) for class X- NCERT Publication
- लोकतांत्रिक राजनीति–2 (Democratic Politics- II) Democratic Politics for class X- NCERT Publication
- आर्थिक विकास की समझ (Understanding Economic Development) for class X- NCERT Publication
- आपदा प्रबन्धन (Disaster Management) for class X.

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