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FOR UTTARAKHAND CLASS 9 PREPARATION

Uttarakhand Board Class 9 Syllabus 2027 Social Science

EXAM	YEAR	TYPE	SUBJECT
Uttarakhand Class 9	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.

CLASS- IX

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-I	18
II	GEOGRAPHY- CONTEMPORARY INDIA	20
III	POLITICAL SCIENCE- DEMOCRATIC POLITICS	18
IV	ECONOMICS	16
V	DISASTER MANAGEMENT	08
	Total	**80**

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

Section 1: Events and Processes: (All the three themes are compulsory)

I. The French Revolution:
- French Society During the Late Eighteenth Century
- The Outbreak of the Revolution
- France Abolishes Monarchy and Becomes a Republic
- Did Women have a Revolution?
- The Abolition of Slavery
- The Revolution and Everyday Life

II. Socialism in Europe and the Russian Revolution:
- The Age of Social Change
- The Russian Revolution
- The February Revolution in Petrograd
- What Changed after October?
- The Global Influence of the Russian Revolution and the USSR

III. Nazism and the Rise of Hitler:
- Birth of the Weimar Republic
- Hitler's Rise to Power
- The Nazi Worldview
- Youth in Nazi Germany
- Ordinary People and the Crimes Against Humanity

Section 2: Livelihoods, Economies and Societies:

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

IV. Forest Society and Colonialism:
- *Why Deforestation?*
- *The Rise of Commercial Forestry*
- *Rebellion in the Forest*
- *Forest Transformations in Java*

V. Pastoralists in the Modern World:
- *Pastoral Nomads and their Movements*
- *Colonial Rule and Pastoral life*
- *Pastoralism in Africa*

Map Work- 02 Marks

Learning Outcomes-

Section 1: Events and Processes:

1- The French Revolution: The students will be able to-
- Infer how the French Revolution had an impact on the European countries in the making¬ of nation states in Europe and elsewhere.
- Illustrate that, the quest for imperialism triggered the First World War.
- Examine various sources to address imbalances that may lead to revolutions

2- Socialism in Europe and the Russian Revolution: The students will be able to-
- Compare the situations that led to the rise of Russian and French Revolutions.
- Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization.

- Analyse the role played by the varied philosophers and leaders that shaped the revolution.

3- Nazism and the Rise of Hitler: The students will be able to-

- Analyse the role of "Treaty of Versailles" in the rise of Hitler to power.
- Analyse the genocidal war waged against the "undesirables" by Hitler.
- Compare and contrast the characteristics of Hitler and Gandhi.

Section 2: Livelihoods, Economies and Societies:

4- Forest Society and Colonialism: ***(for internal assessment only)***

5- Pastoralists in the Modern World: ***(for internal assessment only)***

The students will be able to-

- Examine the situations that have created nomadic societies highlighting the key factors played by the climatic conditions and topography.
- Analyse varying patterns of developments within pastoral societies in different places in India.
- Comprehend the impact of colonialism on Pastoralists in India and Africa.
- Analyse Pastoralists in the Modern World.

Unit II: GEOGRAPHY- CONTEMPORARY INDIA

1- India- Size and Location • Location • Size • India and the World • India's Neighbours **2- Physical Features of India**: • Major Physiographic Divisions– Himalayan Mountains, Northern Plains, Peninsular Plateau, Indian Desert, Coastal Plains, Islands	**3- Drainage:** • Concept • Drainage Systems in India • The Himalayan Rivers- Ganga and Brahmaputra River System • The Peninsular Rivers- Narmada Basin, Tapti Basin, Godavari Basin, Mahanadi Basin, Krishna Basin, Kaveri Basin • Lakes • Role of Rivers in the Economy • River Pollution
4. Climate: • Concept • Climatic Controls • Factors influencing India's climate– Latitude, Altitude, Pressure and Winds • The Seasons– Cold Weather Season, Hot Weather Season, Advancing Monsoon, Retreating/ Post Monsoons • Distribution of Rainfall • Monsoon as a unifying bond **5. Natural Vegetation and Wild Life:** ***Note- This section will not be assessed in theory examinations but assignment (in internal assessment) will be given from these topics.***	• *Types of Vegetation– Tropical Evergreen Forests, Tropical Deciduous Forests, Thorn Forests and Shrubs, Montane Forests, Mangrove Forests* • *Wild Life* **6. Population:** • Population Size and Distribution– India's Population Size and Distribution by Numbers, India's Population Distribution by Density • Population Growth and Processes of Population Change– Population Growth, Processes of Population Change/Growth. ***Map Work- 04 Marks***

Learning Outcomes-

1- India – Size and Location: The students will be able to-

- Examine how the location of an area impacts its climate and time with reference to longitude and latitude.

- Explore and analyses the trading and cultural relationships of India with its neighbouring countries.
- Evaluate the situation & reasons that made 82.5E* longitude as Time meridian of India.
- Examine how location of India enables its position as a strategic partner in the subcontinent.
- Justify the reasons for the differences in climatic conditions, local and standard time.

2- Physical Features of India: The students will be able to-

- Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region.
- Examine the geological process that played a crucial role in the formation of diverse physical features in India.
- Analyse the conditions and relationships of the people living in different physiographic areas.

3- Drainage : The students will be able to-

- Examine the information about different lakes and infer on their contribution to Indian ecology.
- Present creative solutions to overcome the water pollution and also to increase the contribution of water bodies to the Indian economy.
- Identify the river systems of the country and explain the role of rivers in human society.

4- Climate : The students will be able to-

- Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent.
- Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region.
- Enumerate and summarise the reasons for the wide difference between temperatures at different geographical locations of India.

5- Natural Vegetation and Wild Life: ***(for internal assessment only)***

6- Population : The students will be able to-

- Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka
- Enlist the factors that affect the population density.

Unit III: POLITICAL SCIENCE- DEMOCRATIC POLITICS

1- What is Democracy? Why Democracy? • What is Democracy? • Features of Democracy • Why Democracy? • Broader Meanings of Democracy **2- Constitutional Design:** • Democratic Constitution in South Africa • Why do we need a Constitution? • Making of the Indian Constitution • Guiding Values of the Indian Constitution **3- Electoral Politics:** • Why Elections? • What is our System of Elections? • What makes elections in Indiademocratic?	**4- Working of Institutions:** • How is the major policy decision taken? • Parliament • Political Executive • The Judiciary **5- Democratic Rights:** • Life without Rights • Rights in a Democracy • Rights in the Indian Constitution • Expanding scope of rights

Learning Outcomes-

1- What is Democracy? Why Democracy? : The students will be able to-

- Examine the concept of structural components of Democracy and its forms/ features.
- Compare and Contrast working of democracies of India and North Korea and infer on their differences and significance in each country.
- Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy.

2- Constitutional Design : The students will be able to-

- Discuss and describe the situation that led to creation of Indian Constitution.
- Enumerate the essential features that need to be kept in mind while drafting a constitution.
- Examine the guiding values that created the Indian constitution.
- Comprehend the roles and responsibilities as citizens of India.

3- Electoral Politics : The students will be able to-

- Analyse the implications of power of vote and power of recall.
- Summarise the essential features of the Indian Electoral system.
- Examine the rationale for adopting the present Indian

4- Working of Institutions: The students will be able to-

- Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government.
- Appreciate the parliamentary system of executive's accountability to the legislature.
- Summarise and evaluate the rule of law in India.

5- Democratic Rights : The students will be able to-

- Summarise the importance of fundamental rights and duties in the light of the nation's glory.
- Analyse and recognise the role of a responsible citizen while performing their prescribed duties versus claiming rights.

Unit IV: ECONOMICS

1- The Story of Village Palampur: ***Note- <u>This section will not be assessed in theory examinations but assignment (in internal assessment) will be given from these topics.</u>*** • Overview • Organization of Production • Farming in Palampur • Non-farm activities in Palampur	**2- People as Resource:** • Overview • Economic Activities by Men and Women • Quality of Population • Unemployment
3- Poverty as a Challenge: • Overview • Two typical cases of Poverty • Poverty as seen by Social Scientists • Poverty Estimates • Vulnerable Groups • Interstate Disparities • Global Poverty Scenario • Causes of Poverty • Anti-Poverty measures • The Challenges Ahead	**4- Food Security in India**: • Overview • What is Food Security? • Why Food Security? • Who are food insecure? • Food Security in India • What is Buffer Stock? • What is the Public Distribution System? • Current Status of Public Distribution System • Role of Cooperatives in food security

Learning Outcomes-

1- The Story of Village Palampur : ***(for internal assessment only)***

The students will be able to-

- Enlist the requirements of production and comprehend the interdependence of these requirements.
- Correlate farming and non-farming activities to economic growth.
- Comprehend how the significance of conditions of farming and the factors of production impact economic development.
- Find solutions to foster an equitable society.

2- People as Resource : The students will be able to-

- Evaluate the reasons that contribute to the quality of population.
- Observe different government schemes and see their effect on the people there.

3- Poverty as a Challenge : The students will be able to-

- Comprehend the reasons for poverty in the rural and urban areas.
- Evaluate the efficacy of the government to eradicate poverty.
- Correlate the link between education and poverty.

4- Food Security in India : The students will be able to-

- Comprehend various aspects of food security that will ensure continuity of supply.
- Enumerate the different features of PDS that directly address FSI.
- Analyse and infer the impact of the Green Revolution.
- Analyse causes and effect of famines in food security during pre and post independent India.

Unit V: DISASTER MANAGEMENT

1. आपदा एवं आपदा प्रबंधन के घटक
2. आपदा जोखिम प्रबंधन व शमन
3. भूकंप
4. भूक्षरण, भूस्खलन एवं हिमस्खलन
5. बाढ़, अतिवृष्टि व वर्षा प्रस्फोट : कारण एवं बचाव के उपाय
6. सड़क सुरक्षा
7. मानव निर्मित आपदाएं, रोकथाम व शमन
8. आपदा प्रबन्धन में समुदाय एवं छात्र–छात्राओं की भूमिका
9. आपदा प्रबंधन : 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 4 Unit Tests to be conducted throughout the year (two Unit Tests before half yearly examination and two after half yearly 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. Likewise, best of two Unit Tests (III & IV) marks will be taken and converted to the weightage of 05 marks for the annual result preparation.)

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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