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FOR CBSE CLASS 9 EXAM PREPARATION

CBSE Class 9 2027 Syllabus · Social Science

EXAM	YEAR	TYPE	SUBJECT
CBSE Class 9	2027	Syllabus	Social Science

Social Science
Subject Code-087
Class - IX (2026-27)

RATIONALE

The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive and contributing citizens for building an equitable, inclusive and plural society as envisaged by our Constitution. [NEP 2020, pages 4-5]

Social Science is a compulsory subject at Secondary Stage Phase-I of school education. Social Science can play a unique role within the school curriculum to enable Knowledge, Capacities, and Values and Dispositions that underpin the purpose of education as committed to in NEP 2020.

The teaching and learning of Social Science at the secondary stage is aligned with the transformational vision of the National Curriculum Framework for School Education (NCF-SE) 2023 and the National Education Policy (NEP) 2020. The NCF-SE 2023 emphasises learning, i.e., competency-based, inquiry-oriented, and rooted in Indian Knowledge Systems (IKS) and lived realities. The deliberate reduction of content load with a focus on core concepts rather than memorisation, creates space for discussion, exploration, and deep understanding. The framework's call for interdisciplinarity encourages students to draw meaningful connections across disciplines and relate classroom learning to real-life contexts and experiences.

Furthermore, the NCF-SE 2023 envisions rootedness in India, in which learning is grounded in India's diverse heritage and intellectual traditions, while also being combined with a global outlook. Within this perspective, Social Science education engages students with India's historical experiences, democratic values, and patterns of economic and social development, geographical understanding alongside global processes and contemporary challenges. By integrating the aims of the NEP 2020, Social Science education seeks to transform learning into a process that builds knowledge, capacities, and values essential for personal growth, social harmony and national progress.

Social Science at the secondary stage is an integrated study of human society like its evolution, structures, and dynamics through the disciplines of History, Geography, Political Science, and Economics. It explores how societies function and transform over time through the interplay of historical, geographical, cultural, political, economic, and environmental forces. The subject goes beyond the factual understanding to include inquiry, interpretation, and analysis.

Students learn to source and validate information, interpret data and evidence, and construct logical explanations, thus fostering critical and reflective thinking. It also cultivates empathy, respect for diversity, and a sense of justice and responsibility — values that reflect India's intellectual traditions of reasoning, dialogue, and debate as pathways to truth and understanding.

AIMS & 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, checking through multiple sources and evidences 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*

In alignment with the NEP 2020, Social Science education seeks to develop responsible human beings capable of rational thought and action, possessing compassion, empathy, courage, resilience, scientific temper, and creative imagination — qualities that prepare them to contribute meaningfully to the nation and humanity.

Studying Social Science is essential for developing informed, empathetic, and active citizens. It enables learners to situate themselves within broader social, cultural and environmental contexts, and to recognise their role in shaping them. Through this subject, students understand the origins of democratic values, Constitutional principles, and India's civilisational ethos of unity in diversity. They also develop awareness of pressing issues such as inequality, conflict, environmental degradation and economic challenges, and learn to respond to them with evidence-based reasoning and ethical reflection. Social Science thus, bridges knowledge and action, encouraging learners to think critically about society and participate responsibly and effectively in it.

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. NCF 2023 Page no -154

- CG-1 Understands and analyses the important phases in Indian history and draws insights to understand present-day India
- CG -2 Analyses the important phases in world history and draw insight to understand the present-day world
- CG-3 Understands 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.

- CG-1.1 Explains the historical events and processes using different types of sources with specific examples from Indian history
- CG-1.2 Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time, such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa
- CG-1.3 Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)
- CG-1.4 Explains the growth of new indigenous ideas across India in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, *ahimsa*, the six systems of Indian philosophy, Ayurveda, yoga, the 22 *shrutis* of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of the Indian history
- C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history.
- C-2.3 Traces 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 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of the new nation states across the world, and various technologies including the most current) and how they affected the course of world history.
- C-2.5 Recognises 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.
- C 3.1 Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent
- C3.2 Identifies and analyses 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 Locates physiographic regions of India and the climatic zones of the world on a globe/map.
- C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
- C-4.3 Draws inter- linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife.
- C-4.4 Analyses and evaluates 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 evaluates 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 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
- C-5.1 Understands 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 Appreciates fundamental Constitutional values and identify their significance for the prosperity of the Indian nation.
- C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
- C-5.4 Analyses 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- Analyses 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 Understands 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 6.3 Analyses aspects of differential treatment or discrimination that may exist in the Indian society, based on, socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment
- C 6.4 Understands that a progressive society and nation, such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural and political challenges, and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious
- 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 Traces 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 Gathers, comprehends and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets.
- C- 8.2 Understands and analyses the concepts and practices of the range of economic systems — from free market to entirely state-controlled markets.
- C-8.3 Understands 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.
- C – 9.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner

Pedagogy for teaching geography should integrate experiential, visual, and analytical approaches to make learning more meaningful and connected to the real world. Effective geography teaching goes beyond textbooks- it involves helping students observe, analyse, and interpret the Earth's surface and human-environment relationships. The use of three-dimensional models enables students to visualise complex geographical processes, such as mountain formation, river systems, and soil profiles, thus making abstract concepts tangible. Field observation is an essential pedagogical tool that promotes experiential learning; by directly engaging with local landscapes, students develop geographical inquiry skills, observation techniques, and data collection abilities. Incorporating Bhuvan images, India's indigenous satellite imagery and mapping platform allow learners to explore their own regions using real-time geospatial data and satellite views, linking classroom knowledge to local realities. Map reading is another fundamental component, as it cultivates spatial awareness, orientation, and the ability to interpret symbols, scales, and coordinates. Likewise, photo interpretation — analysing aerial and satellite photographs — helps students understand the land-use patterns, vegetation cover, urbanisation, and environmental changes. When combined, these methods foster critical thinking, spatial reasoning, and a deeper appreciation of the dynamic Earth systems that geography seeks to explain.

For understanding the past and India's rich heritage, teachers are expected to engage students in the following ways. Firstly, they are expected to analyse inscriptions or edicts (for example, Ashoka's edicts, and Gupta records) to understand how rulers communicated policies, messages, and ethical guidelines to their subjects. Secondly, they are to encourage students to read excerpts or chapters from Indian literary sources that throw light on the social, cultural, and political life of people. Thirdly, they are expected to conduct research and present examples of forts, temples, mosques, and palaces to illustrate cultural, architectural, and political developments in the Indian history. Finally, the teachers should explore and discuss the works of artists and philosophers of the Renaissance period, highlighting their contributions and influence.

Students should be made to locate the extent of various important empires on a world map. They are also expected to investigate and explain the key Indian ideas that shaped the thinking of Western philosophers, scientists, and artists. Finally, students should be encouraged to use a world map to trace India's trade and cultural exchanges with other civilisations, and analyse their patterns and impact.

Transaction of political concepts requires connecting students with evidence, inquiry, and real-world reasoning. Document-based inquiry helps learners explore authentic sources, such as Vedic texts, constitutional excerpts, and letters from national leaders to interpret historical contexts and moral reasoning. Case-based pedagogy, using landmark judgments, maps, and data analysis, builds decision-making and analytical skills, encouraging students to apply theory to practice. Evidence-based learning engages learners with real datasets from Census, NITI Aayog, or UNDP reports to develop data literacy and link concepts like equality and representation with measurable realities. Further, multimedia and experiential approaches use podcasts, documentaries, and archival materials to connect abstract political ideas with real experiences, sharpening students' interpretive and critical listening skills. Visual and graphic organiser-based pedagogy-through charts, tables, and concept maps — supports comprehension, memory, and summarisation by converting complex ideas into structured visuals. Together, these pedagogies transform classrooms into laboratories of civic thinking, empathy, and inquiry. They nurture students as reflective citizens who can interpret evidence, question assumptions, and engage meaningfully with India's democratic processes.

The pedagogy for teaching Economics needs to be interactive, experiential, and inquiry-driven, enabling students to relate economic concepts to real-life situations. Teachers can use role-play activities — such as running a lemonade stall or simulating the circular flow of income with students acting as households, firms, banks, and the government to make ideas like production, income, and expenditure tangible. Class discussions on familiar issues, such as rising vegetable prices during monsoons, help students link classroom learning with everyday experiences and develop critical thinking. Engaging classroom activities and games, like preparing a classroom budget, allow students to understand scarcity, choice, and opportunity cost in a fun and participatory way. The use of visual tools — including maps, pie charts, and graphs — can help students analyse data on GDP, trade, and sectoral trends. The case studies on topics like pollution as an externality, public goods like street lights, or successful entrepreneurs encourage application and deeper reflection. Surveys and field visits to local shopkeepers or MSMEs further bridge theory and practice by exposing students to real market dynamics. Incorporating current resources, such as newspaper articles or the Union Budget fosters analytical skills and awareness of contemporary economic issues. Through this diverse, hands-on approach, learners will move beyond memorisation to active understanding, making Economics relevant, engaging, and empowering

COURSE OUTLINE

Class IX-2026-27			
Part 1			
S. No.	**Theme (time allocation in instructional hours)**	**Outline/Concepts**	**Learning Outcomes and Competencies Students will be able to:**
1.	Understanding Social Science (4 Hours)	• Meaning, scope and relevance of Social Science • Understanding Social Science from an Indian perspective	• Explain the relevance of studying Social Science to understand society, environment, economy, and governance in our lives. • Explain the meaning and scope of Geography, History, Political Science, and Economics as disciplines and recognise their interconnections. • Appreciate diversity, inclusivity, sustainability, and equity as guiding values when studying society and making decisions.
2.	Shaping of the Earth's Surface (8 Hours)	• Theory of plate tectonics • Interior of the Earth • Role of weathering and erosion; agents of gradation — river, waves and currents, wind, glaciers, and underground water • Landforms and disasters: earthquakes, landslides, avalanches, Glacial Lake Outburst Flood (GLOF) and duststroms	C4.2 • Describe the concept of plate tectonics and analyse its relevance in understanding Earth's dynamics. • Locate major tectonic plates on a world map. • Explain processes of weathering and erosion with suitable examples. • Identify the prominent agents of gradation operating in a given region. • Describe major landforms and explain the processes involved in their formation. • Explain the causes of natural disasters and propose strategies for their mitigation.
3.	Atmosphere and Climate (7 Hours)	• Structure and composition; elements of weather and climate • Seasons of India and monsoons • Climate change • Floods Carbon footprint	C4.3, C4.4, C4.5 • Explain the different atmospheric layers and represent them using sketches and diagrams. • Observe and analyse local winds and their impact. • Understand the impact of the Indian monsoon on life, agriculture, and livelihoods across different regions.

			• Explain the causes and effects of climate change. • Represent climatic data (temperature, rainfall, etc.) through appropriate graphs, charts, or diagrams. • Analyse how climate change influences the frequency and intensity of natural disasters.
4.	Early Humans and Beginning of Civilisation (9 Hours)	• Cultural development from 2 million years ago • Early human history, periodisation: Archaeological ages • Who are human ancestors? • Palaeolithic hunter-gatherers and use of stone tools	C1.2, C2.1, C2.2, C2.3 • Describe how prehistoric time divisions are organised. • Explain how humans lived before the invention of writing • Understand the beginning of the settled life with development of agriculture, and domestication of plants and animals. • Explore the factors of urban development and transformation through time.
		• Mesolithic transition to food production: Mesolithic sites and tools • Neolithic and the beginning of farming: Neolithic revolution domestication of plants and animals • Harappan and contemporary cultures • Mesopotamian, egyptian, and chinese civilisation	• Appreciate the diversity of crafts and trade, and their role the establishment of prosperous economy. • Understand the diversity of food habits. • Describe the social, political, and religious structures of the civilisations of Egypt and Mesopotamia.
5.	State and Society (upto 1000 CE) (9 Hours)	• Vedic Age — geography; texts; rituals; political institutions, and social order • Administrative structure of early empires • Quest for knowledge — educational heritage, institutions, knowledge traditions, and cultural practices	C1.3, C2.3, C3.1, C1.4 • Explain various facets of Vedic society and polity. • Appreciate the achievements of Indian empires and their cultural legacy. • Understand the knowledge traditions and practices of India. • Understand the foundations of the Indian social and political institutions and their continuity.

		• Traders and trade routes, guilds and merchants, crafts and industries	
6.	Democracy (9 Hours)	• Meaning features and types of democracy • Roots of democracy in India • Challenges to democracy in India • Democratic systems in the world	C5.1, C5.2 • Understand the features of democracy. • Appreciate early democratic traditions in India and how they influenced modern democracy. • Differentiate between parliamentary and presidential systems. • Identify examples of both systems across countries, such as India, USA, France, Russia, and Canada.
7.	Elections (9 Hours)	• Factors of importance of elections • Electoral systems • Delimitation Commission • Election Commission of India and its role • Constituency, electoral rolls, enumerators • Party system in India	C5.2, C5.3, C5.4, C5.5, C6.2, C6.3, C6.4, C9.1 • Identify factors highlighting importance of elections in a democracy. • Categorise three types of electoral systems and list examples. • Identify the major laws that govern the conduct of elections in India. • Describe the main provisions of the Representation of the People Acts. • Define the concept of delimitation and its purpose in the Indian electoral system. • Identify the role and functions Election Commission of India (ECI) in the electoral process. • Explain constituency, electoral roll, enumerator. • Understand the party system in India. • Explain the meaning and features of a coalition government in the Indian political system. Explain key provisions of the Anti-Defection Law with reference to political instability and the need for anti-defection measures.
8.	Building Blocks in Economics (7 Hours)	• Scarcity of resources, opportunity cost and the need for making choice. What do economists do?	C8.2 • Explain the meaning of scarcity, choice, and opportunity cost in everyday life, and economic decision-making. • Describe what economists do and how they study production, distribution, and consumption of goods and services.

		• What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy	• Recognise how economic analysis helps in policy-making and solving real-world issues. • Describe the three central problems of an economy — what to produce, how to produce, and for whom to produce. • Identify and differentiate the characteristics of planned, free market, and mixed economic systems. • Explain the concept of a welfare economy and the importance of social safety nets.
9.	The Price Puzzle: What Drives the Market (8 Hours)	• Laws of demand and supply • Real-world deviations from textbook theory, such as in case of necessities, luxury goods, perishable items, and expectations • Some related concepts — price ceilings and market failures (externalities, information asymmetry, public goods)	C7.1 • Explain the Law of Demand and Law of Supply with the help of real life examples. • Interpret how changes in price affect the quantity demanded and quantity supplied of goods and services. • Identify the equilibrium price and quantity where demand and supply intersect. • Analyse how changes in market conditions (e.g., increase in demand or supply) lead to surplus or shortage and affect equilibrium. • Explain the concept of price ceilings and how they can lead to shortages or black markets. • Understand market failures and identify their main types. • Understand public goods (non- excludable and non-rival goods like parks or street lighting).

Part 2

S. No.	Theme (time allocation instructional hours)	Outline/Concepts	Learning Outcomes (pertinent) CGs, Cs Students will be able to:
1.	Oceans and Life (7 Hours)	• Introduction to ocean relief, movement of ocean water- waves, tides and currents • Marine resources and their significance; open seas, navigation fishing, and livelihood concerns and challenges • Cyclones and	C4.1, C4.2 • Explain the movement of ocean waters, including waves, tides, and currents. • Analyse the connections between ocean currents, and global and regional climate patterns. • Understand the importance of marine resources for human livelihoods and ecosystems. • Examine the relationship between oceans, climate, livelihoods, and natural disasters. • Highlight key rules, conventions, and

		Tsunamis — early warning systems • International maritime rules and regulations	international agreements governing ocean navigation. and the use of marine resources. • Explain the need for international cooperation and agreements in the sustainable use of ocean resources. • Construct models or sketches representing ocean relief.
2.	Life on Earth (7 Hours)	• Biomes: Distribution and characteristics; biosphere reserves in India • Forest and ecotourism; forest dwellers, their livelihoods, and challenges • Forest and wildlife conservation • Government efforts to support forest dwellers	C4.3, C4.4, C4.5, C4.6 • Identify the major biomes of the world and describe their key climatic conditions, characteristic flora, and fauna. • Locate biosphere reserves on the map of India. • Appreciate local traditional practices related to biodiversity conservation and analyse their effects. • Explain the concept and importance of biosphere reserves in conserving ecosystems and biodiversity. • Analyse the concept of ecotourism and discuss its role in promoting sustainable forest ecosystem and conservation. • Investigate the causes of forest fires in the local area, and prepare a plan for mitigation and prevention.
3.	Resistance and Resilience (1000 CE – 1700 CE) (9 Hours)	• Safeguarding sovereignty: resistance, alliances and confederacies • Development of art and architecture, languages and literature • The Bhakti tradition • Forts and fortifications • Expansion of Indian economy and state	C1.3, C1.4, C3.1 • Explain the cultural, political, and military contributions of regional kingdoms in India. • Appreciate how diverse communities and regions shaped India's history from 1000 CE to 1700 CE. • Explore how regional kingdoms adapted to changing political, economic, and cultural contexts over time. • Analyse the continuity of the civilisational history of India as a nation upto 18th century CE.
4.	India and the World-I (1900 BCE-1200 CE) (8 Hours)	• Trade and commerce — trade with Mesopotamia, Greece, Roman Empire, China and Southeast Asia • Cultural Connections — Interactions with Greece and Rome, Central Asia, China, and Influence on South East Asia	C1.2, C1.4, C6.1, C2.3, C9.1 • Explore India's relations with early civilisations of the world. • Identify the major articles of trade and the major trading ports. • Appreciate the significant contributions of India in diverse spheres in an integrated manner. • Appreciate the influence of Indian religion and culture, particularly in Southeast Asia.

		• Indian Knowledge Systems — Medicine, Mathematics and Astronomy, Medicine, Religion	
5.	Authority (10 Hours)	• The Roots of Authority: in Kautilya and *shukraniti- danda* and relationship with *nyaya* and *bala*; the types of *nyaya* and *bala* • Constitutional status of justice and security since ancient times • Links the role of citizens with the elections and the democratic institutions • Types of authority — functional, sensitive, and welfare-oriented	C5.1, C5.2, C 5.3 • Explain the roots of authority in Indian political thought. • Interpret the relationship between *Danda* (discipline/ force) and *Nyaya* (justice) as the twin foundations of authority, development, and security. • Trace the evolution of authority structures in India. • Understand the post- independence concept of justice and security. • Illustrate types of authority. • Develop an understanding of citizen discipline, justice, and strength. • Illustrate the role of citizens in authority.
6.	From Ideas to Startups (8 Hours)	• What is entrepreneurship and explain the resources required to start a business • Case studies of successful entrepreneurs • Creative destruction with examples • Start-up ecosystem in India. • Make in India initiative, role of MSMEs and the unorganised sector in India's economic growth. • Stages of starting and executing a business idea through a business plan • Some basic accounting concepts	C7.3 • Define entrepreneurship and explain its importance in innovation, job creation, and economic growth. • Understand the key resources for business. • Explain how resources are managed to produce goods and services. • Analyse real-world examples of successful entrepreneurs. • Describe the features of India's start-up ecosystem and initiatives like Make in India, Startup India, and Digital India. • Recognise the role of Micro, Small, and Medium Enterprises (MSMEs) and the unorganised sector in promoting employment, innovation, and inclusive growth. • Identify and explain the stages of starting a business from developing an idea to creating and executing a business plan. • Understand simple profit and loss. Identify the key components of a balance.

7.	Smart Ways to Manage Your Finances (6 Hours)	• Relevance of personal financial management in daily life • Inflation and its impact on purchasing power • Simple vs. compound interest rate • Budgeting • Various savings and investment options like fixed deposit, stocks, bonds, mutual funds, etc. • Risk and insurance • Personal income tax	CG8 • Explain what personal financial management means and why it is essential in everyday life. • Recognise how managing income, spending, saving, and investment helps achieve financial stability and long-term goals. • Explain the difference between simple interest and compound interest. • Prepare a simple personal or family budget showing income, expenditure, and savings. • Identify various savings and investment instruments. • Understand the relationship between risk and return in different investment types. • Understand the concept of income tax and why citizens are required to pay it.

Note-Course Structure will be provided shortly

CLASS IX (2025-26)
INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks
Periodic Assessment	Pen Paper Test	5
Multiple Assessment	Quiz, debate, role play, viva-voce, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, self- assessment etc. through interdisciplinary project , Report Writing on field visits, Commentaries/visual interpretations, site-map making	5
Subject Enrichment Activity	Project work (Interdisciplinary)	5
Portfolio	Classroom, work done (activities/assignments) reflections, narrations, journals etc. Achievements of the student in the subject throughout the year. Participation of the student in different activities like Heritage India quiz etc.	5

CLASS IX
PRESCRIBED TEXT BOOKS

S. No.	Name of the Book	Publisher
1	Social Science-Part 1	NCERT
2	Social Science-Part 2	NCERT