

**Directorate of Education, GNCT of Delhi**  
**ANNUAL SYLLABUS**  
**SESSION: 2026-2027**

**SUBJECT: SOCIAL SCIENCE**

**CLASS-VII (Middle Stage)**

**TEXTBOOK-Exploring Society: India and Beyond Part I**

<b>Chapter No. and Name</b>	<b>Curricular Goal (CG) (as per NCF-SE-2023)</b>	<b>Competency(C) (as per NCF –SE-2023)</b>	<b>Learning Outcome</b>	<b>Suggestive Activities</b>
<b>Chapter 1:</b> Geographical Diversity of India	<b>CG-6:</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	<b>C-6.2:</b> Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies.	<ul style="list-style-type: none"> <li>Identifies major physical features of India.</li> <li>Locate the key geographical features of India on political and physical outline map of India.</li> <li>Explains how resource distribution affects human life.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate a classroom discussion on the use and significance of key resources in India.</li> <li>Conduct map-based activities to enhance geographical understanding.</li> <li>Assign a project to explore different food preservation techniques practiced across various regions of the country.</li> </ul>
<b>Chapter 2</b> Understanding the Weather	<b>CG-6:</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	<b>C-6.1:</b> Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed.	<ul style="list-style-type: none"> <li>Explains key elements of weather.</li> <li>Describe the impact of weather on daily life and environment.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a daily record of weather conditions for one month and calculate averages for temperature, rainfall, and wind speed.</li> <li>Prepare and present (individually or in groups) on the topic: <i>“How does weather impact our daily life?”</i></li> <li>Engage in pair discussions on the usefulness of weather predictions and present the findings in class.</li> </ul>
<b>Chapter 3</b> Climates of India	<b>CG-7:</b> Appreciates the importance and meaning of being Indian ( <i>Bharatiya</i> ) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity,	<b>C-7.2:</b> Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad	<ul style="list-style-type: none"> <li>Describes climatic regions of India and their influence on vegetation and lifestyle.</li> <li>Explains the factors determining the climate of a place.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a group presentation on disasters discussed in the chapter, highlighting their natural and human causes, along with preventive and safety measures.</li> <li>Create a poster illustrating festivals in India that are linked to farming and weather patterns</li> </ul>

	pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity; and (b) other integrating factors despite the geographical diversity of India	mountains in the north, as well as the rich biodiversity of the country	<ul style="list-style-type: none"> <li>Analyses the natural and human factors for the cause of natural disasters.</li> </ul>	
<b>Chapter 4</b> New Beginnings: Cities and States	<b>CG-2:</b> Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	<b>C-2.1:</b> Explains and analyses major changes in the past and their impact on society	<ul style="list-style-type: none"> <li>Explains the causes of emergence of early cities and states and reasons for their growth.</li> <li>Analyses the social condition of the given period in the chapter.</li> <li>List the different sources for studying the Mahajanapada period.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the maps given in Fig. 4.3 (Class VII) and Fig. 5.4 (Class VI), identify the common names, and discuss their implications.</li> <li>List the professions prevalent during the Mahajanapada period and compare them with present-day occupations to analyse continuity and change.</li> </ul>
<b>Chapter 5</b> The Rise of Empire	<b>CG-3:</b> Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	<b>C-3.1:</b> Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that	<ul style="list-style-type: none"> <li>Explains causes for the rise of empires and its impacts on society and governance.</li> <li>Analyses the features of an empire.</li> <li>Evaluates the causes of decline of empires.</li> <li>Locate and label relevant places on the political outline map of India provided in the chapter</li> </ul>	<ul style="list-style-type: none"> <li>Observe the trade route map in Fig. 5.5 and identify the geographical features that facilitated or hindered traders' movement during that period.</li> <li>Undertake map based activity to locate and label relevant places mentioned in the chapter on the political outline map of India.</li> <li>Discuss the causes for the decline of an empire and compare these with contemporary examples to examine whether similar factors apply to present-day nations.</li> </ul>

		significantly impacted human societies.		
<b>Chapter 6</b> The Age of Reorganisation	<b>CG-3:</b> Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life.	<b>C-3.2:</b> Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies.	<ul style="list-style-type: none"> <li>Identifies causes of political reorganisation and its social impact.</li> <li>Compares the basic characteristics of Mathura and Gandhara style of art.</li> <li>Analyses the political and socio-cultural life in prominent kingdoms of South India.</li> </ul>	<ul style="list-style-type: none"> <li>Narrate the story of the epic <i>Silappadikaram</i> in the classroom.</li> <li>Prepare a report on the cultural and engineering achievements of the period discussed in the chapter.</li> <li>Locate and label relevant places on the political outline map of India provided in the chapter.</li> </ul>
<b>Chapter 7</b> The Gupta Era: An Age of Tireless Creativity	<b>CG-2:</b> Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes.	<b>C-2.2:</b> Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society.	<ul style="list-style-type: none"> <li>Lists different sources of history of Gupta period.</li> <li>Explains achievements of Gupta period in the field of culture, science, and administration.</li> <li>Locate and label important places during Gupta Empire on the political outline map of India.</li> </ul>	<ul style="list-style-type: none"> <li>Compile a list of sources mentioned in the chapter and classify them into categories such as literary and archaeological sources.</li> <li>Develop a visual presentation on Gupta art and science, followed by a source-based discussion.</li> <li>Undertake map based activity to locate and label important places during Gupta Empire on the political outline map of India.</li> </ul>
<b>Chapter 8</b> How the Land Becomes Sacred	<b>CG-7:</b> Appreciates the importance and meaning of being Indian ( <i>Bharatiya</i> ) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity; and (b) other integrating factors despite	<b>C-7.1:</b> Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including <i>ayurveda</i> and <i>yoga</i>	<ul style="list-style-type: none"> <li>Explains how land becomes sacred through beliefs, traditions, and practices.</li> <li>Identifies ways in conserving and restoring the sacred.</li> </ul>	<ul style="list-style-type: none"> <li>Trace the trade routes from the chapter "<i>The Rise of Empires</i>" on a transparent sheet and overlay it on the map showing important <i>tirthas</i> to analyse spatial connections.</li> <li>Collect information about a local sacred site and present its location and significance in the classroom.</li> </ul>

	the geographical diversity of India.			
<b>Chapter 9</b> From the Rulers to the Ruled: Types of Governments	<b>CG-8:</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	<b>C-8.3:</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level	<ul style="list-style-type: none"> <li>• Explains the characteristics of democratic form of government and its functions.</li> <li>• Lists different forms of democratic government with examples.</li> <li>• Distinguishes between different forms of government.</li> <li>• Evaluates the importance of democratic form of government.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a flowchart or infographic to represent different forms of government and their key characteristics.</li> <li>• Facilitate a classroom discussion on the essence and importance of democracy.</li> <li>• Prepare a project report on early republics in India and present the findings in the classroom.</li> </ul>
<b>Chapter 10</b> The Constitution of India – An Introduction	<b>CG-8:</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	<b>C-8.2:</b> Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India’s civilizational heritage	<ul style="list-style-type: none"> <li>• Explains the concept of a constitution and its need in a democratic society.</li> <li>• Describes the key features and values of the Indian Constitution.</li> <li>• Identifies global constitutional ideals that influenced the making of the Indian Constitution.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a poster illustrating the Preamble of the Indian Constitution.</li> <li>• Create a chart on Fundamental Rights, Fundamental Duties, and Directive Principles of State Policy, and display it in the classroom.</li> <li>• Watch selected episodes of the “<i>Samvidhaan</i>” series on Sansad TV and engage in a discussion on how constitutional issues were debated and resolved through dialogue.</li> </ul>
<b>Chapter 11</b> From Barter to Money	<b>CG-9:</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	<b>C-9.1:</b> Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	<ul style="list-style-type: none"> <li>• Explains the evolution of trade from barter to money and its significance.</li> <li>• Describes the transformation of money into various forms over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to participate in a simple classroom role-play that demonstrates the barter system using familiar, everyday examples.</li> <li>• Ask students to conduct brief interviews with family members and local shopkeepers to understand their preferences for different modes of payment, and to record their findings.</li> <li>• Facilitate a class discussion where students explore and identify the security features</li> </ul>

				used in currency notes issued by the Reserve Bank of India (RBI), helping them understand how these features ensure authenticity and prevent misuse.
<b>Chapter 12</b> Understanding Markets	<b>CG-9:</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	<b>C-9.1:</b> Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	<ul style="list-style-type: none"> <li>• Describes the concept of a market and its different types.</li> <li>• Explains the functioning of markets and the roles of producers and consumers.</li> <li>• Analyses the role of the government in regulating and facilitating markets.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to conduct a simple survey of a nearby market, collecting information on the prices of different product groups, and encourage them to analyse and discuss the variations observed.</li> <li>• Ask students to select any five commonly used products and carefully examine their labels to identify certification marks covered in the chapter.</li> <li>• Facilitate a classroom discussion where students compare the advantages and disadvantages of online and offline shopping, encouraging them to share examples from their own experiences.</li> </ul>

**Note:**

- The prescribed syllabus should be completed by 5th September 2026, ensuring adequate time for revision and consolidation of learning.
- Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
- All teaching–learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

**Mid Term Examination-2026**

**TEXTBOOK- Exploring Society: India and Beyond Part-2**

<b>Chapter Number and Name</b>	<b>Curricular Goal (CG) as per NCF –SE-2023</b>	<b>Competency (C) as per NCF–SE-2023</b>	<b>Learning Outcome</b>	<b>Suggestive activities</b>
<p><b>Chapter 1</b> The Story of the Indian Farming</p>	<p><b>CG-6:</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications</p>	<p><b>C-6.1:</b> Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed</p>	<ul style="list-style-type: none"> <li>• Explains the chief characteristics of Indian agriculture.</li> <li>• Analyses how are farming, climate, soil and water interrelated.</li> <li>• Evaluates how can traditional and contemporary practices complement each other.</li> <li>• Locate and label the type of Soils on the political outline map of Ondia.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of the foods that are commonly eaten and categorise them in rabi, kharif and zaid.</li> <li>• Organise a class discussion on food items grow in and around the region? What are the reasons for its cultivation in that region? Which of them comes from other places and why are they not grown in that area? (Preferably food items mentioned in the earlier activity).</li> <li>• Ask students to design a simple family food flowchart that links their favourite dishes to the crops used in preparing them. Guide them to further connect these crops with the types of soil in which they are grown. Encourage clarity in connections and neat presentation so that students can easily understand the relationship between food, crops, and soil.</li> <li>• Undertake map based activity to show the type of soil on the political map of india.</li> </ul>
<p><b>Chapter 2</b> India and Her Neighbours</p>	<p><b>CG-6:</b> Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications</p>	<p><b>C-6.4:</b> Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)</p>	<ul style="list-style-type: none"> <li>• Describes the broader meaning of neighbouring county of India.</li> <li>• Analyses the geographical and historical factors that influenced India’s relationship with her neighbours.</li> <li>• Outlines the interconnectedness between India and her</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to identify and mark the three major water bodies surrounding India on a world map, ensuring correct placement and labeling.</li> <li>• Undertake map based activity to locate and label India’s neighbouring countries mentioned in the chapter on an outline political map of world.</li> <li>• Organise students into groups and guide them to prepare a project report exploring the socio-economic and cultural</li> </ul>

			<p>neighbours in present times.</p> <ul style="list-style-type: none"> <li>• Locate and label India's neighbouring country on the political map of the world.</li> </ul>	interconnectedness between India and its neighbouring countries, encouraging use of examples and clear presentation.
<p><b>Chapter 3</b> Empires and Kingdoms: 6th to 10th Centuries</p>	<p><b>CG-3:</b> Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life</p>	<p><b>C-3.2:</b> Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies</p>	<ul style="list-style-type: none"> <li>• Describes the major changes occurred during 6<sup>th</sup> to 10<sup>th</sup> centuries.</li> <li>• Analyses the impact of foreign invasions and interactions on Indian society and polity during 6<sup>th</sup> to 10<sup>th</sup> centuries.</li> <li>• Evaluates the impact of Socio-political development of this period in reshaping these aspect of India.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to prepare a timeline highlighting the major events that took place between the 6th and 10th centuries, ensuring chronological accuracy.</li> <li>• Ask students to locate and label important cities and dynasties mentioned in the chapter on a political map of India, promoting map skills and historical understanding.</li> <li>• Organise students into groups and guide them to create presentations on the life and contributions of any Alvar or Nayanar saint, using formats such as posters, drawings, or simple skits, ensuring active participation and creativity.</li> </ul>
<p><b>Chapter 4</b> Turning Tides: 11th and 12th Centuries</p>	<p><b>CG-3:</b> Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life</p>	<p><b>C-3.2:</b> Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies</p>	<ul style="list-style-type: none"> <li>• Explains 11<sup>th</sup> and 12<sup>th</sup> centuries as a period of transition in Indian history.</li> <li>• List the major powers emerged during this period and describes their economic, military and administrative systems.</li> <li>• Evaluates the major accomplishment in art, architecture, literature, science etc of this period.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to locate and label the regions of important dynasties mentioned in the chapter on a political outline map of India, ensuring accuracy and clarity.</li> <li>• Ask students to prepare a timeline of the key events discussed in the chapter, arranged in proper chronological order.</li> <li>• Facilitate a classroom discussion where students examine aspects of continuity and change in socio-economic life, art and culture, and military developments after this period, encouraging them to support their ideas with examples from the chapter.</li> </ul>
<p><b>Chapter 5</b> India, a Home to Many</p>	<p><b>CG-10:</b> Understands and appreciates the contributions of India through history and in the</p>	<p><b>C-10.1:</b> Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied</p>	<ul style="list-style-type: none"> <li>• Explains the factors that has made India a home for people from different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide students to prepare a list of various communities mentioned in the chapter that arrived in India from distant regions, ensuring clarity and completeness.</li> </ul>

	present times, to the overall field of Social Science, including the different disciplines that constitute it	within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India’s democratic traditions through its history	<ul style="list-style-type: none"> <li>Evaluates the nature of Indian society that enables people to assimilate here.</li> <li>Describes the contributions of various communities.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to trace the possible routes taken by these communities on an outline world map, and guide them to identify and label the types of physical features (such as mountains, seas, deserts, etc.) they may have encountered during their journeys.</li> <li>Organise students into groups and guide them to undertake a project exploring any one of these communities and their contributions to India, encouraging them to present their findings creatively through formats such as posters, paintings, songs, or simple performances.</li> </ul>
<b>Chapter 6</b> The State, the Government, and You	<b>CG-8:</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	<b>C-8.3:</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level	<ul style="list-style-type: none"> <li>Describes the important features of a state and a government.</li> <li>Explains the functioning of the organs of the government.</li> <li>Explains the role of citizens in the functioning of the government.</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to have a conversation with their parents or guardians about any interactions they had with government authorities over the past year. Guide students to list these interactions and categorize them according to the level of government involved (local, state, or national). Further, encourage students to identify and note any challenges their parents or guardians faced during these interactions.</li> <li>Discuss how the democratic way of life is essential in solving most of the problems.</li> <li>Prepare a brief report on how the family members of the students and neighbours have participated in strengthening the democracy and increases the efficiency of governance and share this experience with class.</li> </ul>
<b>Chapter 7</b> Infrastructure: Engine of India’s Development	<b>CG-9:</b> Understands the processes of economic activities (production and	<b>C-9.1:</b> Explains the key elements of trade and commerce (commodity, production, consumption, and	<ul style="list-style-type: none"> <li>Describes about physical infrastructures and its role in transforming India.</li> <li>Analyses the impact of social infrastructure on the</li> </ul>	<ul style="list-style-type: none"> <li>Guide students to locate and label selected national and international airports, as well as major seaports of India, on a political outline map, ensuring accuracy and neat presentation.</li> </ul>

	consumption, trade, and commerce).	capital) and its impact on individual life and society	quality of life of the people and nation as a whole.	<ul style="list-style-type: none"> <li>Ask students to prepare a list of social infrastructure available in their surroundings (such as schools, hospitals, transport, etc.) and facilitate a discussion on how these facilities have contributed to improving their quality of life.</li> </ul>
<b>Chapter 8</b> Banks and the Magic of Finance	<b>CG-9:</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	<b>C-9.1:</b> Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society	<ul style="list-style-type: none"> <li>Lists the institutions that comes under financial infra.</li> <li>Describes the functions of financial infrastructure.</li> <li>Analyses how financial infrastructure contribute to a nation's progress.</li> </ul>	<ul style="list-style-type: none"> <li>Guide students to design an informative poster highlighting the dos and don'ts of digital banking safety, encouraging them to include important helpline numbers and official websites. Motivate students to display these posters in the classroom or library for awareness.</li> <li>Ask students to prepare a table showing how their family members save money (including any involvement of financial institutions) and how they spend money using different modes of transactions such as cash, cheque, UPI, ECS, or RTGS. Further, guide them to analyse and identify which mode is considered easier and more convenient by their family members.</li> </ul>

**Note:**

- The prescribed syllabus should be completed by 30<sup>th</sup> January 2027, ensuring adequate time for revision and consolidation of learning.
- Whole Syllabus will be evaluated in Annual Examination.
- Teachers are encouraged to use embossed globes and maps, wherever feasible, to promote experiential and inclusive learning.
- All teaching-learning processes, assessment practices, and classroom transactions should be aligned with the Curricular Goals (CGs) and Competencies (Cs) as outlined in NCF-SE 2023.

**Annual Examination 2027**

**Map Work**

**TEXTBOOK-Exploring Society: India and Beyond Part I**

**Chapter 1:** Geographical Diversity of India

**Chapter 4:** New Beginnings: Cities and States

Sixteen Mahajanapadas (fig-4.3),

<b>Chapter 5:</b> The Rise of Empire	Trade routes and important cities (fig 5.5), Nanda Empire (fig 5.12), Maurya Empire (Fig. 5.13), Ashokan Edicts (Fig 5.17)
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<b>Chapter 7:</b> The Gupta Era: An Age of Tireless Creativity	The Extent of Gupta Empire (Fig.7.8)
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### **TEXTBOOK-Exploring Society: India and Beyond Part II**

<b>Chapter 1:</b> The Story of the Indian Farming	Type of Soil (Fig. 1.9)
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<b>Chapter 2:</b> India and Her Neighbours	Neighbouring countries of India (Fig 2.2, 2.3,2.5, 2.7, 2.16, 2.20)
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<b>Chapter 4:</b> Turning Tides: 11th and 12th Centuries	A few dynasties of South India (Fig 4.10)
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