

Directorate of Education, GNCT of Delhi
Social Science (087)
Syllabus (2026-27)
Class - IX

S.No.	Theme (Part 1)	Concept	Learning Outcome Students will be able to:
1.	Understanding Social Science	• 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	• 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 duststorms	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	• 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	Cultural development from 2 million years ago • Early human history,	C1.2, C2.1, C2.2, C2.3 • Describe how prehistoric time divisions are organised.

	Civilisation	periodisation: Archaeological ages • Who are human ancestors? • Palaeolithic hunter-gatherers and use of stone tools • 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	• 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. • Appreciate the diversity of crafts and trade, and their role in 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)	• 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 • Traders and trade routes, guilds and merchants, crafts and industries	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.
6.	Democracy	• 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	• 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	• Scarcity of resources, opportunity cost and the need for making choice. What do economists do? • What to produce, how to produce, and for whom to produce? • Difference between market, centrally planned, and mixed economic systems • Welfare economy	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. • 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	• 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).

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

❖ For More information refer CBSE Curricular Link:

https://cbseacademic.nic.in/web_material/CurriculumMain27/SecPart1/SocialScience_SecP1IX_2026-27.pdf

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

Chapter 3: Atmosphere and Climate	Fig 3.10 (Pg. no.50) Fig. 3.11 (Pg No. 51)
Chapter 4: Early Humans and Beginning of Civilisation	Fig. 4.4 (Pg no. 64), Fig 4.8 (Pg. 68), Fig 4.17 (Pg. 74), Fig 4.21 (Pg. 78), Fig. 4.26 (Pg. 82), Fig. 4.30 (Pg. 86)
Chapter 5: State and Society (upto 1000 CE)	Fig 5.3 (Pg 102), Fig 5.4 (pg 104), Fig 5.6 (Pg no. 113), Fig. 5.10 (Pg. 126), Fig 5.12 (Pg. 130)