



Tamil Nadu Curriculum Framework 2025

Proposed Draft Syllabus, Pedagogical Approaches and Assessment Strategies

Social Science - 9 and 10 Standard

Introduction

The Secondary Stage Social Science curriculum for Classes IX and X, aligned with the vision of Tamil Nadu School Education Policy (TNSEP-2025), is structured to nurture socially conscious, analytically informed, and democratically responsible students. The curriculum enables students to critically understand how historical transformations, geographical processes, governance structures, and economic systems have shaped Tamil Nadu, India and the interconnected global world, while promoting social equity, inclusive development, constitutional literacy, and twenty-first-century competencies.

Grounded in the principles of democracy, social justice, pluralism, gender equality, the contours of the curriculum progress from ancient historical transformations through medieval and modern period to contemporary global scenario. Tamil Nadu's experiences are comparatively analysed from national and international perspectives. Consistent with the policy of Tamil Nadu State Education Policy-2025, learning emphasises contextualised knowledge, regional relevance, multilingual understanding, experiential learning, and evidence-based inquiry, enabling students to relate classroom knowledge with everyday life realities.

Students are encouraged to analyse sources, recognise continuity and change in historical processes, interpret data, examine social, economic, technological, and environmental challenges affecting Tamil Nadu, the wider world and formulate their own perspectives.

Proposed Draft syllabus 9th and 10th standard Social Science

HISTORY		
Curricular Goal:1. To understand the geological evolution, human origin, formation of societies in pre-historic and early historic periods.		
COMPETENCIES	CONTENT	
	CLASS - IX	CLASS - X
C-1.1.Analyse the technological and social transformations from the Stone Age to the Iron Age and explain the emergence of early ancient civilisations of the world.	Human Evolution and the Prehistoric Period 1. Origin of the Earth and Geological Ages 2. Human Evolution 3. Human Migration - Palaeolithic to Chalcolithic 4. Iron Age- India: Ancient World Civilisations 1. Mesopotamian Civilisation – 3500 BCE 2. Egyptian Civilisation –3100 BCE 3. Indus Valley Civilisation –2600 BCE 4. Chinese Civilisation –1600 BCE 5. Impact of Environmental instability leading to collapse of civilisations-Comparative Analysis	--- ---
	Tamil Civilisations 1. Along the rivers of Vaigai and Tamiraparani (Porunai) 2. The Sangam Age-Political, social, and economic conditions 3. Emergence of cities and ports	---

	4. Archaeological sites of early Tamil settlements- Recent excavations. (Kodumanal, Adichanallur, Keezhadi, Sivakalai) 5. Beliefs and forms of worship	
Curricular Goal:2 To learn the philosophical, religious, and cultural transformations that took place in societies across the world.		
C.2.1. Explain how intellectual and religious movements shaped socio-political thoughts and propelled the process of state formation leading to the rise of early kingdoms.	Intellectual Awakening in the sixth century BCE: 1. Confucianism, Taoism, and Zoroastrianism 2. Age of Vedas- Rig Vedic and Later Vedic 3. Jainism, Buddhism, and Ajivika sect 4. State formation in ancient India: Mahajanapadas- Magadha- Mauryan state and administration	---
C.2.2. Assess the Socio - political and cultural legacies of major classical civilisations.	Classical World 1. The Hellenic World: Greece 2. Roman Empire and Its Legacy 3. Rise of Christianity 4. Byzantine Empire	---
C.2.3. Analyse the major political and religious developments in the medieval East Asia.	Medieval East Asia 1. Dynasties in China and Japan 2. Rise of Islam and the emergence of Islamic empires 3. The Crusades 4. The Ottoman Empire	---

C.2.4.Examine political transformations and socio-economic life in medieval Indian society.	Early Medieval and Late Medieval Periods - State and Society 1. India: The Delhi Sultanate Mamluk (Slave) Khalji, Tughlaq, Sayyid and Lodi 2. Late Medieval: Mughals and Marathas 3. Tamil Nadu: Pallavas, Cholas and Pandyas 4. Late Medieval Southern Kingdoms: Vijayanagara-Bahmani and Deccan Sultanates 5. Society, religion and culture-Economy: Agriculture and Trade in Medieval India-Urbanisation	
C.2.5.Evaluate how the Renaissance, Reformation, and voyages of exploration shaped the emergence of the modern world.	The Age of Reason 1. The Renaissance 2. Impact on Art, Science and Literature 3. Discovery of new sea and land routes 4. The Reformation Movement and the Counter reformation 5. Commercial Revolution-Rise of Capitalism	
C.2.6. Analyse the causes and impacts of major political revolutions in the modern world.	The Age of Industrial Revolution 1. First Industrial revolution in England: Causes, course and consequences 2. Spread of Industrial Revolution in France, Germany and the United States of America	---

	3.Impact of Industrial Capitalism on a global scale- Impact in India. 4.Emergence of Labour Movements 5.European colonial rule in India-Impact	
C-2.7 Examine the expansion of colonial rule in Asia and Africa and its impact on economy and agriculture.	Colonialism in Asia and Africa 1. Colonial settlements in Asian countries including India 2. The European scramble for colonialism of Africa and its countries.	---
Curricular Goal:3. To Evaluate the major global conflicts and wars and the consequent geopolitical transformations in the twentieth century.		
C-3.1. Analyse the causes, course, and consequences of the First World War.	---	Outbreak of World War I and Its Aftermath 1. Scramble for Colonies and rivalry of great powers 2. Causes, course and results of the First World War 3. Russian Revolution 4. League of Nations
C-3.2. Assess the political and economic transformations during the inter- world war period across different regions.	---	The World between Two World Wars 1. The Great Economic Depression. 2. Rise of Fascism and Nazism 3. Anti-colonial movements and decolonisation

		processes in Asia and Africa 4. Political developments in South America
C-3.3. Examines the circumstances leading to the outbreak of World War II and its repercussions on international politics.	---	World War II 1. Causes, Course and Effects of Second World War 2. Holocaust and Its Fallout 3. New International Order- United Nations- World Bank, IMF 4. Post-War Welfare States in Europe
C-3.4 Narrate the emergence of the United States and the Soviet Union as superpowers, initiating an era of cold war, finally ending in the disintegration of the Soviet Union.	---	The World After World War II 1. Chinese Revolution 1911-1949 2. Cold War: Rivalry between the US and the Soviet Union-Formation of Military Alliances- Non-Aligned Movement 3. Korean War 4. The Cuban Revolution 5. Arab-Israeli War 6. Vietnam War 7. Towards European Union 8. Fall of Berlin Wall and disintegration of Soviet Union

Curricular Goal:4. To Assess the anti-colonial resistance movements in India and Tamil Nadu		
C-4.1. Examine the causes and significance of early revolts against British rule in Tamil Nadu.	---	Early Revolts against British Rule in Tamil Nadu. 1. Resistance of regional powers against the British. 2. Palayakkarars' Revolt (1755–1801) 3. Vellore revolt 1806.
C-4.2. Explain the social and religious reform movements and their role in transforming traditional Indian society into a modern society.	---	Social and Religious Reform Movements in the 19th Century 1. Early reform movements in Bengal 2. Hindu revivalism 3. Anti-Caste movements 4. Islamic reforms movements 5. Parsi reform movement 6. Sikh reform movement 7. Social Reformers of Tamil Nadu
C-4.3. Narrate chronologically the major revolts of tribes, peasants and soldiers against British rule and the activities of organised movement of the educated elite in pre-Gandhian Era.	---	Anti-Colonial Movements and the Birth of Nationalism. 1. Peasant and Tribal Resistance movements 2. The Great Rebellion of 1857 3. Peasant Revolts under Crown. 4. Indian National Congress (1870 – 1885).

		5. Partition of Bengal-Swadeshi Movement (1905-1911) 6. Home Rule Movement 1916
C-4.4. Analyse the non-violent struggles of India's independence under the leadership of Gandhi.	---	Nationalism: Gandhian Era 1. Gandhi and Mass Mobilizations 2. Gandhi's Early Satyagrahas in British India. 3. Non-Cooperation Movement and its Fallout. 4. Civil Disobedience Movement. 5. Beginnings of Socialist Movements. 6. First Congress Ministries under Government of India Act -1935. 7. Quit India Movement-1942 8. Towards Freedom
C-4.5. Evaluate the role of Tamil Nadu in India's freedom struggle	---	Participation of Tamil Nadu in freedom struggle 1. Early nationalist uprising in Tamil Nadu. 2. Swadeshi movement. 3. Non-Brahmin movement and the Challenge to Congress. 4. Non-Cooperation movement, Civil

		Disobedience Movement and Quit India movement in Tamil Nadu
C-4.6. Discuss the major social and political movements that transformed the society in Tamil Nadu.	---	Social Transformation in Tamil Nadu. 1. Tamil Renaissance. 2. Rise of the Dravidian Movement. 3. South Indian Liberal Federation (Justice party) 4. Self-Respect Movement (Suyamariythai Iyakkam). 5. Labour Movements in Tamil Nadu. 6. Language Agitation before Independence. 7. Women's Movements
GEOGRAPHY Curricular Goal - 5 Develops an understanding of the inter relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity of the region		
C-5.1 Identifies physiography, drainage systems and climate of the regions.	1. Tamil Nadu - Relief and Climate 1. Location, Size and Administrative Divisions 2. Physical divisions 3. Drainage: Major Rivers and Lakes 4. Seasons and Climate	1. India: Location, Relief and Drainage 1. India and the world 2. Location, size and extent 3. Physiographic divisions 4. Drainage

C-5.2 Draws interlinkages between various components of the physical environment such as relief, climate, soil, natural vegetation, wildlife and agriculture.	2. Natural Vegetation, Soil and Agriculture 1. Natural vegetation 2. Wildlife conservation and Wetlands 3. Soil types 4. Irrigation and multipurpose projects 5. Major crops 6. Livestock and fishing	2. Climate and Natural Vegetation 1. Seasons 2. Indian monsoon 3. Temperature 4. Rainfall 5. Natural vegetation 6. Climatic regions 7. Wildlife conservation 3. Soil, Irrigation and Agriculture 1. Soil 2. Irrigation and multipurpose projects 3. Agricultural types 4. Major crops 5. Livestock and fishing 6. Issues of agriculture
Curricular Goal: 6 Explain the minerals, industries, transport and trade and population composition, distribution, density, and dynamics of population, link demographic transitions to urbanisation and its socio-environmental impacts and Evaluate human development indicators to identify spatial inequalities and policy interventions.		
C- 6.1 Critically Examine the resource potential and the impacts of human interventions on the environment and elucidate the developments in transport and trade. Evaluate the impacts of disasters and mitigation efforts taken.	3. Minerals, Industries, Transport and Trade 1. Minerals 2. Energy resources 3. Industries 4. Industrial Corridors 5. Transport – surface, air, water, and pipeline 6. Major ports	4. Resources 1. Minerals: metallic and non - metallic minerals 2. Mineral fuels 3. Energy resources: Conventional and non - conventional 4. Conservation of resources

	7. Trade – major imports and exports 8. IT services 5. Population, Human Resource Development 1. Population distribution, density and growth 2. Composition – literacy rate, lifespan, sex ratio, age sex pyramid 3. Tribes 4. Urbanisation 5. Rural and urban development 5. Disasters 1. Natural and Human-made disasters 2. Disaster Risk reduction 3. Climate Change in Tamil Nadu 4. Heat waves 5. Failure of monsoon and its impact	5. Industries 1. Industries 2. Industrial regions of India 3. Challenges faced by Industries 6. Population 1. Population distribution, density, growth and Composition 2. Urbanisation and its impacts 3. Human Resource development in India
C-6.2 Analyses the role of transport networks and trade patterns in economic integration and global positioning system. Understand the sustainable development initiatives in the region.	6. Sustainable Development 1. Tamil Nadu SDG initiatives 2. Tamil Nadu Climate Action initiatives 3. Watershed development 4. Coastal management 5. Urban development	7. Transport, Communication and Trade 1. Transport 2. Communication 3. Development of Indian Space Programme 4. Remote Sensing Centers and Services

	6. Human Development Index	5. Trade 6. Problems of energy in transportation and mitigation efforts 7. Future trend in transportation
CIVICS Curricular Goal:7. Evaluate democratic institutions, constitutional principles, civic rights, and responsible public behaviour in society.		
C-7.1. Distinguish different forms of government and the key features of democracy.	Forms of Government and Democracy 1. Forms of Government 2. What is democracy?	---
C-7.2. Analyse the role of elections, political parties, and pressure groups in democratic participation.	Election and Political Parties 1. Electoral System in India, 2. Political Parties 3. Pressure Groups 4. Mobilization and people's participation	---
C-7.3. Evaluate the significance of human rights and their protection through national and international institutions.	Human Rights 1. Definition- Human rights 2. Universal Declaration of Human Rights (UDHR 1948), 3. Fundamental Rights in India 4. National Human Rights Commission 5. State Human Rights Commission	---
C-7.4. Understand the meaning of Constitution and types of Constitution.	Forms of Government 1. Types of Constitution	---
C-7.5. Examine the structure and functions of local self-government institutions.	Local Self Government 1. Meaning of Local self-	

	- government 2. Historical background 3. Local self-government since Independence 4. Village Panchayat	
C-7.6. Identify causes of road accidents and practices measures for safe road behaviour.	Road Safety 1. Several factors contributing to road accidents 2. Immediate Consequences of Road Accidents 3. Measures for Preventing Road Accidents 4. Rules to Ensure Road Safety for Children	---
Curricular Goal: 8. Analyzes the constitutional framework, governance structures, and foreign relations of India.		
C-8.1. Analyse the key features and principles of the Indian Constitution.	---	Indian Constitution 1. The Need for a Constitution 2. Drafting of Indian Constitution 3. Salient features of Indian Constitution 4. Preamble 5. Citizenship 6. Fundamental Rights 7. Directive Principles of State Policy 8. Fundamental Duties 9. Centre-State Relations 10. Official Languages 11. Emergency Provisions 12. Amendment of the Constitution 13. Constitutional Reform Commissions

C-8.2. Examine the structure and functions of the central government of India.	---	Central Government 1. The President of India. 2. Vice- President 3. Prime Minister 4. Parliament of India. 5. Judiciary
C-8.3. Examine the structure and functions of the state government in India.	---	State Government. 1. The Executive 2. Chief Minister 3. The State Legislature 4. Functions of the State Legislature 5. Judiciary of State
C-8.4. Analyse the principles and objectives of India's foreign policy in regional and global contexts.	---	India's Foreign Policy. 1. Main Objectives of our foreign policy 2. Panchsheel 3. Basic Determinants of a Foreign Policy 4. The Non-Aligned Movement (NAM) in 1961 5. Basic Concepts of India's Foreign Policy 6. SAARC – South Asian Association for Regional Cooperation 7. Contemporary context: Continuity and Change India's Foreign Policy
C-8.5. Examine India's diplomatic relations with neighbouring countries and global partners.	---	India's International Relations 1. India and its neighbours 2. India's relationships with developed

		countries 3. India and West Asia 4. India and International Organisations
ECONOMICS Curricular Goal: 9. Analyzes key economic processes and development patterns shaping livelihoods and sustainability		
C-9.1. Analyse different perspectives and indicators of development in relation to sustainability.	Understanding Development 1. Different perspectives on development 2. Indicators of economic development 3. Sustainable Development 4. Principles of Sustainable Development 5. Environmental Policies in India	---
C-9.2. Examine the structure and patterns of employment in India and Tamil Nadu.	Employment in India and Tamil Nadu 1. Employment Structure in India 2. Types of Employment (Organized and unorganized sectors) 3. Employment pattern	---
C-9.3. Analyse the evolution and functions of money and credit in the economy.	Money and Credit 1. Barter System 2. Commodity Money 3. Metallic Money 4. Paper Money 5. Bank Money 6. Electronic and Digital Money 7. Cryptocurrency 8. Role of the Reserve Bank of India 9. Relationship between Money	---

	and Prices 10. Functions of Money 11. Credit	
C-9.4. Evaluate agricultural practices, resources, and productivity in Tamil Nadu.	Agriculture in Tamil Nadu 1. Sectors of People involved in Agricultural activities 2. Types of Land Usage 3. Water Resources for Agriculture 4. Modernization in agriculture 5. Safety purpose of the soil 6. Crop rotation 7. Irrigation and types of crops 8. Decadal growth in agricultural development 9. Agricultural Productivity	---
C-9.5. Examine the patterns, causes, and policies of migration in Tamil Nadu and India.	Migration 1. Extent of migration in Tamil Nadu & India 2. Factors of underlying Migration 3. Migration Policies	---
Curricular Goal: 10. Analyzes economic policies, production systems, and development processes shaping national and regional economies.		
C-10.1. Analyse the structure, growth, and sectoral contributions of GDP in the economy.	---	Gross Domestic Product and its Growth: an Introduction 1. National Income 2. Gross Domestic Product (GDP) 3. Composition of Gross Domestic Product (GDP) 4. Contribution of different

		sectors in GDP of India 5. Economic Growth and Development 6. Developmental Path based on GDP and Employment 7. Growth of GDP and Economic Policies
C-10.2. Evaluate the impact of globalisation on institutions, trade and the economy.	---	Globalisation and Trade 1. Globalisation 2. History of Globalisation 3. Trade and Traders in South India: A Historical Perspective 4. Globalisation in India 5. Multi-National Corporation (MNC) 6. Fair Trade Practices and World Trade Organization 7. Impact and Challenges of Globalisation
C-10.3. Analyse the factors influencing food security, nutrition, and poverty in society.	---	Food Security and Nutrition 1. Food Security 2. Availability and Access to Food Grains 3. Purchasing Power 4. Agricultural Policy in India 5. Multi-dimensional Nature of Poverty 6. Nutrition and Health Status
C-10.4. Examine the role of taxation in	---	Government and Taxes

government policies and economic development.		1. Role of Government in Development Policies 2. Tax 3. Types of Taxes 4. How Are Taxes Levied? 5. Black Money 6. Tax Evasion 7. Taxes and Development
C-10.5. Analyse the growth and specialization of industrial clusters in Tamil Nadu.	---	Industrial Clusters in Tamil Nadu 1. Importance of Industrialisation 2. Types of Industries 3. Industrial Clusters 4. Historical Development of Industrialisation in Tamil Nadu 5. Major Industrial Clusters and their Specialisation in Tamil Nadu 6. The Policy Factors that Helped the Industrialisation Process in Tamil Nadu 7. Entrepreneur

Integration of Arts	Learners engage in • Thematic drawing and painting (civilisations, freedom movement, landscapes, climate zones, human settlements) • Poster and infographic design (constitutional values, environmental protection, consumer rights, disaster preparedness, elections) • Timeline creation and visual sequencing (historical periods, freedom struggle phases, economic reforms, global events) • Map-based art and creative cartography (physiographic maps, climate maps, trade routes, migration) • Collage making (print to digital evolution, social reform movements, globalisation impacts) • Model making (landforms, irrigation systems, panchayat structures, Parliament, ecosystems) • Street theatre, role-play, and dramatization (freedom struggle events, Constituent Assembly debates, social reform movements) • Folk art integration (Tamil Nadu murals, kolam, traditional symbols linked to history and geography) • Photo essays and visual storytelling (urbanisation, environmental change, livelihoods, heritage sites) • Digital art and media creation (short videos, presentations, GIS visuals, data visualisation)
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Integration of Life skill	Learners engage in • Critical thinking and problem-solving tasks (analysing historical sources, case studies on climate change, economic inequality) • Communication and collaboration activities (group discussions, debates, panel discussions on contemporary issues) • Research and inquiry projects (local history, environmental studies, economic surveys, migration patterns) • Financial literacy exercises (budgeting, digital payments, banking awareness, consumer rights) • Civic participation activities (mock elections, student councils, community surveys) • Digital literacy tasks (map tools, data interpretation, identifying misinformation, cyber safety) • Leadership and teamwork exercises (project planning, peer mentoring, community initiatives) • Time management and goal-setting (project timelines, independent study tasks) • Reflective journaling (learning experiences, social responsibility, personal growth)
Integration of Values	Learners engage in • Value-based discussions and reflections (equality, justice, liberty, fraternity, secularism) • Case studies on social justice and inclusion (gender equality, caste equity, marginalised communities)

	• Community service and social outreach (cleanliness campaigns, awareness campaigns, waste management initiatives) • Environmental stewardship activities (tree planting, water conservation, biodiversity protection) • Ethical debates and dialogues (colonialism, consumerism, development vs sustainability) • Peace and harmony initiatives (conflict resolution role-plays, inter-cultural understanding activities) • Respect for diversity exercises (pluralism, linguistic diversity, regional identities) • Responsible citizenship practices (road safety awareness, voting awareness, digital responsibility) • Empathy-building activities (migration stories, refugee narratives, oral histories) • Reflection on rights and duties (Fundamental Rights and Duties through real-life situations)
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Note: The syllabus integrates age-appropriate art activities, life skills and values within the content and across related curricular elements.

Pedagogical Approach

The pedagogical approach at secondary school is evidence-based, inquiry-based learning along with teacher-students interaction techniques. Instead of rote learning, students are encouraged to ask questions, interpret events based on their own exploration and research. Through experimental learning method, they are trained to develop their own critical views and perspectives. Classroom teaching too is structured in such a way that enables the students to Examine primary and secondary sources relevant to the subject and engage in group discussions, field visits and project works. Skills to Analyse primary sources, documents as well as artefacts, and secondary sources such as articles in magazines and newspapers, are inculcated in them. With use of digital tools such as GIS software, data analysis, and engagement with contemporary issues, the students' capacity to relate their learning to real-life situations and ensure a responsive civil society is enhanced.

Assessment Strategies

Assessment in this curriculum is envisaged as continuous, comprehensive, and student-centred approach, aligned with learning objectives and pedagogical strategies outlined above. A balanced combination of formative and summative Assessment tools is recommended. Formative Assessments include source-based questions, analytical and application-oriented, problem-solving tasks, map work, presentations, debates, interpretative skills and projects. Summative Assessments focus on evaluating students' conceptual understanding, critical thinking and their ability to interpret data and apply knowledge to contemporary contexts. Emphasis is placed on descriptive as well as reflective responses rather than responses to recall type questions. Regular feedback mechanisms are designed and built into the curriculum structure, as an integral part of the learning process, aiming at learner improvement through self-testing and peer Assessment to the holistic development of as informed, responsible, and reflective citizens.