



**CLASS 8 SOCIAL SCIENCE ( Exploring Society: India and Beyond Grade 8 Part 1 and 2) — CG's Aligned Monthly Split-up Syllabus (April 2026–March 2027) + Portion Boundaries + Exams**  
(For CM SoE's)

*Developed by:- JCERT (Curriculum Division)*

Month	Teaching Days (Approx.)	NCERT Chapter Titles	Sub-topics /Portion Boundaries	CGs (*CG Mapping - IDs) ( Middle Stage CG NCF-2023)	Practicals / Activities (Minimum)	Assessment / Exams
Apr2026	23	<b>PART 1 Ch-1</b> Natural Resources and Their Use	Concept of Natural Resources, Categories of Natural Resources, Distribution of Resources and its Implications, Responsible and Wise and judicious use use of Natural Resources,	CG-6.1, CG-6.2, CG-6.3	Bring in house-hold waste(plastic bottles, newspapers, cartoons) and create new functinal items, demonstrating the 3Rs (Reduce, Reuse, Recycle) of resource Management.	April portion tested in Project RAIL on 04-05-2026 .
May 2026	14	<b>PART 1 Ch-2</b> Reshaping India's Political Map	Rise and Fall of the Delhi Sultanate, The Vijayanagara Empire, The Mughals, Resistance to The Mughals, Surge of the Rajputs, The Ahoms, The Rise of the Sikhs, Administering India	CG-1.1, CG-1.2, CG-2.1, CG-2.2	On an outline map of India 1.Show the kingdoms of the Deccan and the Vijayanagara empires. 2.On outline map of India, show the Mughals and the rise of regional powers at different levels.	May portion tested in Project RAIL on 15-06-2026 .
Jun 2026	12	<b>PART 1 Ch-3</b> The Rise of the Marathas	Foundation of Maratha Power and the Rise of Shivaji, The Marathas After Shivaji, Maratha Administratiion, Cultural Revival,	CG-1.1, CG-1.2, CG-2.1, CG-2.2 , CG-3.2	1.Make a Timeline showing the events from the birth of Shivaji to Third Anglo-Indian Maratha war end of Maratha power in chronological order. 2.On an outline map of India show the extent of Maratha empire in 1759	June portion tested in Project RAIL on 06-07-2026 .
Jul 2026	14	<b>PART 1 Ch-4</b> The Colonial Era in India	The Age of Colonialism, Europeans in India, Changing Landscapes, Challenges before Colonial Authority, The Great Rebellion of 1857	CG-1.1, CG-1.2, CG-2.1, CG-2.2 , CG-3.2, CG-4.1, CG-4.2	On an outline map of India 1. Mark British control reasons number 2. Important ports of India	July portion tested in Project RAIL on 03-08-2026 .
Aug 2026	12	Universal Franchise and India's Electoral	Universal Adult Franchise, The Role of The Election Commission of India, Concept of Elections in India,	CG-8.1, CG-8.2, CG-8.3, CG-10.1	1.Conduct a mock election in your classroom. 2.Write five slogans for encouraging voting.	April to August portion assessed in Half Yearly Exam (07-09-2026 to 12-09-2026)
Sep 2026	23	<b>PART 1 Ch-6</b> The Parliamentary System: Legislature and Executive <b>Ch-7</b> Factors of Production	<b>Ch-6</b> Concept of Parliamentary System, Composition of The Parliament of India, Executive Functions of Parliament, , The Judiciary, Legislative and Executive Functions at the State Level, Challenges before Legislature <b>Ch-7</b> Concept of Production, Factors of Production, Capital, Entrepreneurship, Technology, How are the Factors Connected, Responsibilities Towards	CG-8.1, CG-8.2, CG-8.3 CG-9.1, CG-10.1	Ch 6- 1. Draw and colour the Parliament of India. 2. Make a chart showing Legislature and Executive. Ch 7- Draw and label a factory showing all four factors of production	Half Yearly Exam: 07-09-2026 to 12-09-2026 (covers April–Aug). September portion tested in Project RAIL on 02.11.2026

Oct 2026	22					September and October portion tested in Project RAIL on 02-11-2026.
Nov 2026	14					November portion tested in Project RAIL on 07-12-2026.
Dec 2026	21					December portion tested in Project RAIL on 11-01-2027.
Jan 2027	18					Project RAIL (Full Syllabus) on 01-02-2027
Feb 2027 (Revision Month)	19	Revision	Revision		Revision	Annual Examination: 01-03-2027 to 05-03-2027 (full syllabus)
<b>CG ID</b>	<b>CGs (*CG Mapping - IDs) (Middle Stage CG NCF- 2023)</b>					
CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life					
	C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps					
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society.					
	C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society					
CG-3 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	C-3.1 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 significantly impacted human societies					
	C-3.2 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					

CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society
	C-4.2 Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general
various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
	C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
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	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
	C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies
	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
	C-6.4 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)
the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy,	C-7.1 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 ayurveda and yoga
	C-7.2 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 mountains in the north, as well as the rich biodiversity of the country

medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical	<i>C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural e</i>
<b>CG-8</b>	C-8.1 Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper
<b>CG-9</b>	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and
<b>CG-10</b>	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an
<b>CG-11</b>	Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10