

**DIRECTORATE OF EDUCATION, GNCT of Delhi**  
**SYLLABUS**  
**SESSION: 2026-2027**

**SUBJECT: SOCIAL SCIENCE**

**CLASS-VIII (Middle Stage)**

**TEXTBOOK-Exploring Society: India and Beyond Part-1**

Chapter Number and Name	Curricular Goal (as per NCF-SE 2023)	Competency (as per NCF-SE 2023)	Learning Outcome	Suggestive activities
<b>Chapter 1: Natural Resources and Their use</b>	<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-6.4:</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).	<ul style="list-style-type: none"> <li>• Establishes connection between the distribution of natural resources and different aspects of life.</li> <li>• Categorises different types of resources.</li> <li>• Proposes meaningful responses to contemporary concerns of society based on different methods of inquiry.</li> <li>• Locate places of important minerals on the political map of India.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a list of resources that are used in our daily life and categories it as renewable or non-renewable resources. Explore what are the possible renewable substitutes for these non-renewable resources?</li> <li>• List human actions in the surroundings that results in losing nature's ability to restore and regenerate.</li> <li>• Undertake map based activity of locating places of important minerals on the political map of India.</li> </ul>
<b>Chapter 2: Reshaping India's Political Map</b>	<p><b>CG-1:</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations.</p> <p><b>CG-3:</b> Draws connections between the causes and effects of</p>	<p><b>C-1.1:</b> Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life.</p> <p><b>C-3.2:</b> Identifies reasons behind harmony and conflict among social groups and communities,</p>	<ul style="list-style-type: none"> <li>• Mentions the reasons that reshapes India's political boundaries during 11<sup>th</sup>-17<sup>th</sup> centuries.</li> <li>• Compares the administrative setups under various rulers between 11<sup>th</sup>-17<sup>th</sup> centuries in India.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a timeline of important historical events that occurred during 11<sup>th</sup>-17<sup>th</sup> centuries.</li> <li>• Organise a discussion, comparing the maps in fig. 2.3, 2.12 and 2.16. What differences do you notice? What is the reshaping that has occurred?</li> <li>• Prepare a list of regional powers which resisted to the Mughals and discuss the common reasons and specific reasons of their resistance.</li> </ul>

	different social and historical events or episodes and connects them with the overall impact on human life.	in their region and in other parts of the world, and their impact on human societies.	<ul style="list-style-type: none"> <li>Analyses the impact of changes on the socio-political and economic life of the people in 11<sup>th</sup>-17<sup>th</sup> century.</li> <li>Locate and label the extent of different kingdoms mentioned in the chapter on the political map of India.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the effect of 'paik system' on the daily life of people in the Ahom kingdom.</li> <li>Undertake map based activity of locating the extent of different kingdoms mentioned in the chapter on the political map of India.</li> </ul>
<b>Chapter 3: The Rise of Marathas</b>	<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.	<p><b>C-2.1:</b> Explains and analyses major changes in the past and their impact on society.</p> <p><b>C-2.2:</b> Recognizes elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society.</p>	<ul style="list-style-type: none"> <li>Explains the factors contributing the rise of Marathas.</li> <li>Compares the administrative system of the Marathas with the Mughals.</li> <li>Evaluates the impact of the Maratha Kingdom in Indian History.</li> <li>Locate important places of Maratha Kingdom on the political map of India.</li> </ul>	<ul style="list-style-type: none"> <li>Create a timeline of important historical events that occurred during Maratha rule.</li> <li>Choose one Marathi bhakti saint mentioned in the chapter (e.g., Dnyaneshwar, Namdev, Tukaram, or Ramdas). Research their life, key teachings, and one of their poems or bhajans (abhangs). Prepare a short 3–5 minute presentation for the class.</li> <li>Explore the connection of Bharatnatyam and the Marathas.</li> <li>Undertake map based activity of locating important places of Maratha Kingdom on the political map of India.</li> </ul>
<b>Chapter 4: The Colonial Era in India</b>	<b>CG-1:</b> Comprehends and interprets sources related to different aspects of human life and makes meaningful Interpretations.	<p><b>C-1.1:</b> Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life</p> <p><b>C-1.2:</b> Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps</p>	<ul style="list-style-type: none"> <li>Lists the factors that attracted the European powers to India.</li> <li>Evaluates the impact of colonial domination on every aspect of India.</li> <li>Analyses the response of Indians over colonial authority.</li> <li>Locate and label the center of the revolts on</li> </ul>	<ul style="list-style-type: none"> <li>Create a timeline of important historical events during 1498 to 1858.</li> <li>Prepare a list of resistance movements of Indian natives against the Colonial authority.</li> <li>Explore a local resistance movement (tribal, peasant, or princely) from your state or region during the colonial period. Prepare a report or poster and make presentation in the classroom.</li> <li>Choose any rebellion given in the chapter and prepare a short group presentation on</li> </ul>

			the political map of India mentioned in the chapter.	<p>its key ideas in any art form like- play/ song/ poem/ series drawing or painting etc.</p> <ul style="list-style-type: none"> <li>• Undertake map based activity of locating the center of the revolts on the political map of India mentioned in the chapter.</li> </ul>
<b>Chapter 5: Universal Franchise and India’s Electoral System</b>	<b>CG-8:</b> Understand 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 three tier of local self-government and appreciates its significance in upholding democracy at the grassroots level.	<ul style="list-style-type: none"> <li>• Explains the significance of Universal Adult Franchise in a democratic system.</li> <li>• Analyses the stages involved in the electoral process in India.</li> <li>• Compares the processes involved in the election of members of the Lok Sabha, the Rajya Sabha, and the President of India</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a classroom role-play to simulate the election of class representatives, incorporating all stages of the electoral process. (Voting may be conducted using ballot paper replicas instead of EVMs.)</li> <li>• Conduct a debate on the increasing role of social media in elections.</li> <li>• Facilitate a discussion on the issue of low voter turnout in India and encourage learners to propose feasible measures to enhance electoral participation.</li> </ul>
<b>Chapter 6: The Parliamentary System: Legislature and Executive</b>	<b>CG-8:</b> Understand and appreciates the process of development of the constitution of India and upholds its importance to promote democratic values in Indian society.	<b>C-8.1:</b> Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives.	<ul style="list-style-type: none"> <li>• Describes the structure and key functions of the Parliament.</li> <li>• Compares the composition, roles, and functions of the Lok Sabha and the Rajya Sabha.</li> <li>• Differentiates between the legislative and executive functions within the parliamentary system.</li> <li>• Identifies challenges affecting the effective functioning of the legislature and suggests measures for its improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise a “Model Parliament” simulation to demonstrate the process through which a bill becomes a law.</li> <li>• Facilitate a class discussion on how the Indian Constitution ensures representation of diverse opinions.</li> <li>• Organise a symposium on the role of the judiciary in upholding constitutional values.</li> <li>• Assign a group project to analyse the effectiveness of the 17th and 18th Lok Sabha, followed by class presentations. <i>(Suggestive focus areas: party-wise composition, sessions held, number of sitting days, daily functioning structure, bills introduced, participation of members, number of bills passed, and their impact.)</i></li> </ul>

<p><b>Chapter 7: Factors of Production</b></p>	<p><b>CG-9:</b> Understands the processes of economic activities (production and consumption, trade, and commerce)</p>	<p><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.</p>	<ul style="list-style-type: none"> <li>• Identifies and explains the four factors of production—land, labour, capital, and entrepreneurship—with relevant examples.</li> <li>• Explains the role of education, health, and training in the development of human capital.</li> <li>• Evaluates the importance of sustainable and responsible production practices for the conservation of natural resources and the well-being of society.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a local area survey to identify various economic activities. Based on the findings, prepare a project report analysing the factors of production involved in these activities.</li> <li>• Undertake an interview-based activity with 4–5 adults from the family or neighbourhood to:             <ol style="list-style-type: none"> <li>i. Identify the economic activities they are engaged in</li> <li>ii. Understand the educational qualifications required for their work</li> <li>iii. Explore the need for technical/vocational training</li> <li>iv. Examine workplace conditions, including safety and security</li> <li>v. Assess /Estimate the number of working days needed to sustain a livelihood.</li> <li>vi. Analyse the role of education and health in shaping employment opportunities</li> </ol> </li> </ul>
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**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.
- ❖ Sufficient time should be allocated for systematic revision prior to the Mid-Term Examination to support learner preparedness.
- ❖ 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**

**Map Work**

Chapter-1: Natural Resources and Their Use	Distribution of Important minerals (Page-9)
Chapter-2: Reshaping India’s Political Map	Territories under Tughlaqs and the Lodis (Page-24), Kingdoms in the Deccan and the Vijayanagara Empire (Page-33), The Mughals and the rise of regional powers at different periods (Page-39).
Chapter-3: The Rise of the Marathas	The extent of the Maratha empire in 1759 (Page-71).
Chapter-4: The Colonial Era in India	Jharkhand, Bihar, West Bengal, Vellore, Barrackpore, Meerut, Delhi, Kanpur, Lucknow, Jhansi.