

MONTHLY SYLLABUS
SESSION-2017-18
CLASS-VIII (PRATIBHA)
SUBJECT : SOCIAL SCIENCE

MONTH	CONTENT
April, 2017	<p>HISTORY (OUR PAST, Part-I)</p> <p>Lesson-1 “How, When and Where”</p> <p>Content : 1) How important are dates? 2) How do we know?</p> <p>Information will be given about – Importance of dates, How do we periodise? What is colonialism? How does administration produces documents, surveys and records?</p> <p>Activity : Interview your mother or other member of your family to find out about their life. Now divide their life into different periods and list out the significant events in each period.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-1 “The Indian Constitution”</p> <p>Content : 1) Why does a country need a constitution? 2) The Indian Constitution; key features.</p> <p>To provide information about – Importance of constitution, federalism, parliamentary form of government separation of powers, secularism, etc.</p> <p>Activity : 1) Make a chart on Fundamental Rights given in the Indian Constitution. 2) Fundamental Duties with drawing, pictures, poems or essay and discuss them in the classroom.</p>
May, 2017	<p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-1 “Resources”</p>

	<p>Content : 1) Types of Resources 2) Conserving Resources</p> <p>To provide information about – Types of Resources, Natural, Humanmade, Human Resources Conservation and Sustainable Development of the Resources.</p> <p>Activity : Make a list of resources that you use in your home and class, and also classify them in natural and humanmade resources.</p>
July, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-2 “From Trade to Territory”</p> <p>Content : 1) East India Company Comes East 2) Company Rule Expands 3) Setting up a New Administration</p> <p>To provide information about – East India Company begins trade in Bengal; How trade led to battles, the battle of Plassey, Company officials become “Nobobs”, Tipu Sultan – The “Tiger of Mysore”; War with the Marathas; The claim of Paramountcy. The Doctrine of Lapse; The Company Army.</p> <p>Activity : Collect pictures, stories, poems and information about any of the following: The Rani of Jhansi, Mahadji Scndhia, Haider Ali, Maharaja Ranjit Singh and Lord Dalhousie.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-2 “Land, Soil, Water, Natural Vegetation and Wildlife Resources”</p> <p>Content : 1) Land, Land use, Conservation of land resource</p> <p>2) Soil, factors of soil formation and conservation measures.</p> <p>3) Problems of water availability, conservation of water resources. 4) Distribution of natural vegetation and wildlife conservation</p> <p>Activity : Topic “Water Conservation.” Make a poster or write a story, poem or essay in your notebook.</p>

	<p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-3 “Why do we need a parliament?”</p> <p>Content : 1) Why should people decide? 2) The role of parliament. 3) Who are the people in parliament?</p> <p>To provide information about – How to select the national government and control, guide and inform the government, law making, etc.</p>
August, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-3 “Ruling the Country Side”</p> <p>Content : 1) The Company becomes the Diwan 2) Crops for Europe 3) The ‘Blue Rebellion’ and After. 4) To provide information about Revenue for the Company; The need to improve agriculture; The problem and a new system is devised. The Munro System; Does colour have a history?; Why the demand for Indian Indigo?; Britain turns to India, How was Indigo cultivated; The problem with Nij cultivation?; Indigo on the land of ryots.</p> <p>Activity : Find out more about the Champaran Movement and Mahatma Gandhi’s role in it.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-5 “Judiciary”</p> <p>Content : 1) What is the role of the judiciary? 2) What is an independent judiciary? 3) What is the structure of courts in India? 4) What are the different branches of the legal system? 5) Does everyone have access to the courts?</p> <p>Activity : Poster - Pg. No. 65 (Text Book)</p> <p>Lesson-6 “Understanding Our Criminal Justice System”</p> <p>Content : 1) What is role of the police in investigating a crime?</p>

	<p>2) What is the role of the public prosecutor? 3) What is the role of the judge? 4) What is a fair trial?</p> <p>To provide information about – first information report (FIR); police enquiry of crimes; role of a judge and right to free and fair hearing.</p> <p>Activity : Exploitation of home servants – information through acting.</p>
September, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After”</p> <p>Content : 1) Policies and the People. 2) Through the Eyes of the People. 3) A Mutiny becomes a popular rebellion. 4) The Company fights back; 5) Aftermath</p> <p>To provide information about – the revolt of 1857 and the tell the students about the main centres of revolt of 1857.</p> <p>Activity : Make a file of – (1) Pictures and information related to the revolt of 1857. (2) Map work (Related to the chapter)</p> <p>SA-I REVISION</p>

SA-II Syllabus (Pratibha)

Session 2017-18

Class-VIII (Social Science)

October, 2017	<p>HISTORY (OUR PAST-III, Part-II)</p> <p>Lesson-7 “Weavers, Iron Smelters and Factory Owners”</p> <p>Content : 1) Indian textiles and the world market. 2) The sword of Tipu Sultan and Wootz steel.</p> <p>To provide information about – condition of weavers; iron smelters during colonial rule; downfall of weaves and iron –</p>
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	<p>maker, iron and steel factory.</p> <p>Activity : Map work: main weaving centres at the end of 18th century.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-3 “Mineral and Power Resources”</p> <p>Content : 1) Types of minerals and distribution 2) Uses and conservation of minerals 3) Conventional and non-conventional sources of energy</p> <p>Activity : To show the pictures of minerals and sources of energy being used in daily life; minerals, types of minerals, distribution, uses and conservation of minerals.</p>
<p>November, 2017</p>	<p>HISTORY (OUR PAST-III, Part-II)</p> <p>Lesson-8 “Civilizing the Native, Educating the Nation”</p> <p>Content : 1) How the British saw education 2) What happened to the local schools? 3) The agenda for a national education.</p> <p>The role of Tagore and Gandhi in National Education System; Tradition of orientalism and commercial education; what happened with pathshalas? To give information about British education system, Shantiniketan & Tagore.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-5 “Industries”</p> <p>Content : 1) Classification of industries 2) Factors Affecting Location of Industries 3) Industrial System and Regions 4) Distribution of Major Industries</p> <ul style="list-style-type: none"> • Map work related to the lesson. <p>Activity : 1) To locate main Industries on world map. 2) To collect pieces of various types of clothes and classify them</p>

	<p>between cotton, woolen and silk. Past them in your note book.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-7 “Understanding Marginalisation”</p> <p>Content : 1) Who are Adivasis? 2) Minorities and Marginalisation 3) Muslims and Marginalisation</p> <p>To provide information about – concept of marginalisation, tribes, minorities and marginalisation. Give information about marginalisation problem in social form.</p> <p>Activity : Role play – Given script on Pg. No. 81, 82 of Text Book.</p>
December, 2017	<p>HISTORY (OUR PAST-III, PART-I)</p> <p>Lesson-11 “The Making of the National Movement 1870-1947”</p> <p>Content : 1) The Emergence of Nationalism 2) The Growth of Mass Nationalism 3) The March to Dandi 4) Quit India and Later.</p> <p>To provide information about – Rising of nationalism and mass nationalism; The Rowalt Act; Satyagraha; The Khilafal and Non-cooperation movement; The Dandi March; Quit India Movement</p> <p>Debate on Mahatma Gandhi and various national movements from 1870 to 1947.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-8 “Confronting Marginalistaion”</p> <p>Content : 1) Invoking fundamental rights 2) Laws for marginalised 3) Protecting the rights of dalits and Adivasi; Demands and the 1989 Act; Provision of laws to sort out marginalisation use of fundamental rights; Preventing of</p>

	<p>Atrocities Act 1989.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-9 “Public Facilities”</p> <p>Content : 1) Water and the people of Chennai 2) Water as part of the fundamental right to life 3) Public facilities: The Government Role 4) Water supply to Chennai. 5) In search of alternatives</p> <p>To provide information about – the public facilities for example :- water, electricity and searching of new alternatives, the role of government for availability of public facilities.</p>
January, 2018	<p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-10 “Law and Social Justice”</p> <p>Content : 1) What is a worker’s worth? 2) Enforcement of safety laws 3) New laws to protect the environment laws for child and labourers in organised sector and their protection. To give knowledge about protection act and laws made for protection of environment.</p> <p>HISTORY (OUR PAST-III, PART-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After” (From SA-I)</p> <p>This Chapter from SA-I will be recapitulated for the SA-II Examination.</p>
February, 2018	<p>GEOGRAPHY (SA-I)</p> <p>Lesson-1 “Land, Soil, Water, Natural, Vegetation and Wild-life Resources”</p> <p>This chapter from SA-I will be recapitulated for the SA-II examination.</p>

	<p style="text-align: center;">CIVICS (SA-I)</p> <p>Lesson-1 “Why do we need a parliament”</p> <p>This chapter from SA-I will be recapitulated for the SA-II examination.</p>
	<p style="text-align: center;">History</p> <p>L-5 “When people rebel-1857 and after.”</p> <p>(SA-II) Recapitulation of curriculum.</p>

MONTHLY SYLLABUS

SESSION-2017–18

CLASS-VIII (NISHTHA - READERS)

SUBJECT : SOCIAL SCIENCE

MONTH	CONTENT
April, 2017	<p style="text-align: center;">HISTORY (OUR PAST-III, PART-I)</p> <p>Lesson-2 “From Trade to Territory”</p> <p>Content : 1) East India Company Comes East 2) Company Rule Expands 3) Setting up a New Administration</p> <p>To provide information about – East India Company begins trade in Bengal; How trade led to battles, the battle of Plassey, Company officials become “Nobobs”, Tipu Sultan – The “Tiger of Mysore”; War with the Marathas; The claim of Paramountcy. The Doctrine of Lapse; The Company Army.</p> <p>Activity : Collect pictures, stories, poems and information about any of the following: The Rani of Jhansi, Mahadji Scndhia, Haider Ali, Maharaja Ranjit Singh and Lord Dalhousie.</p>

	<p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-1 “The Indian Constitution”</p> <p>Content : 1) Why does a country need a constitution? 2) The Indian constitution; key features.</p> <p>To provide information about – Importance of constitution, federalism, parliamentary form of government, separation of powers, secularism, etc.</p> <p>Activity : 1) Make a chart on Fundamental Rights given in the Indian Constitution.</p>
May, 2017	<p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-1 “Resources”</p> <p>Content : 1) Types of Resources 2) Conserving Resources</p> <p>To provide information about – Types of Resources, Natural, Human made Human Resources, Conservation and Sustainable Development of the resources.</p> <p>Activity : Make a list of resources that you use in your home and class, and also classify them in natural and human made resources.</p>
July, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-3 “Ruling the Countryside”</p> <p>Content : 1) The Company becomes the Diwan 2) Crops for Europe 3) The ‘Blue Rebellion’ and After.</p> <p>To provide information about – Revenue for the company; The need to improve agriculture; All was not well; The problem; and a new system is devised. The Munro system, Does colour have a history?; Why the demand for Indian indigo?; Britain turns to India; How was Indigo cultivated; The problem with Nij cultivation; Indigo on the land of ryots.</p>

	<p>Activity : Find out more about the Champaran Movement and Mahatma Gandhi’s role in it.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-2 “Land, Soil, Water, Natural Vegetation and Wildlife Resources”</p> <p>Content : 1) Land, Land use and Conservation of land resource 2) Soil, factors of soil formation and conservation measures 3) Problems of water availability, conservation of water resources 4) Distribution of natural vegetation and wildlife conservation.</p> <p>Activity : Topic “Water Conservation”. Make a poster or write a story, poem or essay in your notebook.</p>
August, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After”</p> <p>Content : 1) Policies and the people 2) Through the Eyes of the People 3) A Mutiny becomes a popular Rebellion 4) The Company Fights Back 5) Aftermath.</p> <p>To provide information about – the revolt of 1857 and the Aftermath. Tell the students about the main centres of revolt of 1857.</p> <p>Activity : (1) Make a list of pictures and information related to the revolt of 1857. (2) Map work – (Related to the chapter)</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-3 “Why do we need a parliament?”</p> <p>Content : 1) Why should people decide? 2) The role of parliament 3) Who are the people in parliament?</p> <p>To provide information about – How to select the national</p>

	<p>government and control, guide and inform the government, law making, etc.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-6 “Understanding Our Criminal Justice System”</p> <p>Content : 1) What is role of the police in investigating a crime? 2) What is the role of the public prosecutor? 3) What is the role of the judge? 4) What is a fair trial?</p> <p>To provide information about – first information report (FIR); Police enquiry of crimes; role of a judge; and right to free and fair hearing.</p> <p>Activity : Exploitation of home servants – information through acting.</p>
September, 2017	<p>SA-I REVISION</p>
October, 2017	<p>HISTORY (OUR PAST-III, Part-II)</p> <p>Lesson-7 “Weavers, Iron Smelters and Factory Owners”</p> <p>Content : 1) Indian textiles and the world market 2) The sword of Tipu Sultan and Wootz steel</p> <p>To provide information about – condition of weavers; Iron Smelters during colonial rule; downfall of weaves and iron maker, iron and steel factory.</p> <p>Activity : Map work, main weaving centres at the end of 18th century.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-3 “Mineral and Power Resources”</p> <p>Content : 1) Types of minerals and distribution 2) Uses and</p>

	<p>conservation of minerals 3) Conventional and non-conventional sources of energy</p> <p>Activity : To show the pictures of minerals and sources of energy being used in daily life.</p>
<p>November, 2017</p>	<p>HISTORY (OUR PAST-III, PART-II)</p> <p>Lesson-8 “Civilising the Native Educating the Nation”</p> <p>Content : 1) How the British saw education 2) What happened to the local schools? 3) The agenda for a national education.</p> <p>The role of Tagore and Gandhi in National Education System; Tradition of orientalism and commercial education; what happened with pathshalas?; To give information about British Education System, Shantiniketan & Tagore.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-5 “Industries”</p> <p>Content : 1) Classification of Industries 2) Factors Affecting Location of Industries 3) Industrial System and Regions 4) Distribution of Major Industries</p> <ul style="list-style-type: none"> • Map work. <p>Activity : 1) To locate main industries on world map.</p> <p>2) To collect prices of various types of clothes and classify them between cotton, woollen and silk. Past them in your notebook.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-7 “Understanding Marginalisation”</p> <p>Content : 1) Who are Adivasis? 2) Minorities and Marginalisation. 3) Muslims and Marginalisation.</p> <p>To provide information about – concept of marginalisation, tribes, minorities and marginalisation. Give information about</p>

	<p>Marginalisation problem in social form.</p> <p>Activity : Role play – Given script on Pg. No. 81, 82 of Text Book.</p>
December, 2017	<p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-8 “Confronting Marginalistaion”</p> <p>Content : 1) Invoking Fundamental Rights 2) Laws for Marginalised 3) Protecting the Rights of Dalits and Adivasis Demands and the 1989 Act.</p> <p>To provide information about – provision of laws to sort out marginalisation use of fundamental rights, Preventing of Atrocities Act 1989.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-9 “Public Facilities”</p> <p>Content : 1) Water and the people of Chennai 2) Water as part of the Fundamental Right to life 3) Public facilities; The Government Role 4) Water supply to Chennai 5) In search of alternatives</p> <p>To provide information about – the public facilities for example:– water, electricity and searching of new alternatives, the role of government for availability of public facilities.</p>
January, 2018	<p>HISTORY (OUR PAST-III, PART-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After” (From SA-I)</p> <p>This chapter from SA-I will be recapitulated for the SA-II (March Examination)</p> <p>GEOGRAPHY (SA-I)</p> <p>Lesson-1 “Resources”</p>

	This chapter from SA-I will be recapitulated for the SA-II (March Examination)
February, 2018	<p>CIVICS (SA-I)</p> <p>Lesson-1 “The Indian Constitution”</p> <p>This chapter from SA-I will be recapitulated for the SA-II (March Examination)</p> <p style="text-align: center;">Geography</p> <p>L-2 “ Land, Soil, Water, Natural Vegetation and Wildlife Resouces.</p> <p style="text-align: center;">History</p> <p>L-5 “ When people Rebel-1857 and After”</p>

MONTHLY SYLLABUS
SESSION-2017–18
CLASS-VIII (NON READERS)
SUBJECT : SOCIAL SCIENCE

MONTH	CONTENT
April, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-2 “From Trade to Territory”</p> <p>Content : 1) East India Company comes east 2) Company Rule Expands 3) Setting up a new Administration</p> <p>To provide information about – East India Company begins trade in Bengal; How trade led to battles; the Battle of Plassey; Company officials become “Nobobs”, Tipu Sultan The “Tiger of</p>

	<p>Mysore”; War with the Marathas; The Claim of Paramountcy. The Doctrine of Lapse; the Company army</p> <p>Activity : Collect pictures, stories, poems and information about any of the following: The Rani of Jhansi, Mahadji Scndhia, Haider Ali, Maharaja Ranjit Singh and Lord Dalhousie.</p>
May, 2017	<p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-1 “Resources”</p> <p>Content : 1) Types of Resources 2) Conserving Resources</p> <p>To provide information about – Types of Resources, Natural, Humanmade and Human Resources; Conservation and Sustainable Development of the Resources.</p> <p>Activity : Make a list of resources that you use in your home and class and also classify them in natural and humanmade resources.</p>
July, 2017	<p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-1 “The Indian Constitution”</p> <p>Content : 1) Why does a country need a constitution? 2) The Indian Constitution; Key features.</p> <p>To provide information about – federalism, parliamentary form of government, separation of powers, secularism, etc.</p> <p>Activity : 1) Make a chart on Fundamental Rights given in the Indian Constitution.</p>
August, 2017	<p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After”</p> <p>Content : 1) Policies and the people. 2) Through the eyes of the people. 3) A mutiny becomes a popular rebellion. 4) The Company fights back 5) Aftermath</p>

	<p>Activity : (1) Make a list of pictures and information related to the revolt of 1857. (2) Map work – (Related to the chapter)</p>
September, 2017	<p>CIVICS (SOCIAL AND POLITICAL LIFE)</p> <p>Lesson-6 “Understanding Our Criminal Justice System”</p> <p>Content : 1) What is role of the police in investigating a crime? 2) What is the role of the public prosecutor? 3) What is the role of the judge? 4) What is a fair trial?</p> <p>To provide information about first information report (FIR); police enquiry of crimes; role of a judge and right to free and fair hearing.</p> <p>Activity : Exploitation of home servants – information through acting.</p> <p>To provide information about the revolt of 1857 and the aftermath. Tell the students about the main centres of revolt of 1857.</p> <p>SA-I</p> <p>Recapitulation of Curriculam</p>
October, 2017	<p>HISTORY (OUR PAST-III, Part-II)</p> <p>Lesson-7 “Weavers, Iron Smelters and Factory Owners”</p> <p>Content : 1) Indian textiles and the world market 2) The sword of Tipu Sultan and Wootz steel</p> <p>To provide information about – condition of weavers; iron smelters during colonial rule; downfall of weaves and iron–maker, iron and steel factory.</p> <p>Activity : Map work: main wearing centeres at the end of 18th century.</p> <p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p>

	<p>Lesson-7 “Understanding Marginalisation”</p> <p>Content : 1) Who are Adivasis? 2) Minorities and Marginalisation 3) Muslims and Marginalisation</p> <p>To provide information about concept of marginalisation, tribes, minorities and marginalisation. Give information about marginalisation problem in social form.</p> <p>Activity : Role play – Given script on Pg. No. 81, 82 of Text Book.</p>
November, 2017	<p>HISTORY (OUR PAST-III, Part-II)</p> <p>Lesson-8 “Civilising the Native, Educating the Nation”</p> <p>Content : 1) How the British saw education 2) What happened to the local schools? 3) The agenda for a national education</p> <p>The role of Tagore and Gandhi in National Education System. Tradition of orientalism and commercial education; what happened with pathshalas? To give information about British education system, Shantiniketan of Tagore.</p> <p>GEOGRAPHY (RESOURCE AND DEVELOPMENT)</p> <p>Lesson-5 “Industries”</p> <p>Content : 1) Classification of Industries 2) Factors Affecting Location of Industries 3) Industrial System and Regions 4) Distribution of Major Industries</p> <ul style="list-style-type: none"> • Map work related to the lesson <p>Activity : 1) To locate main industries on world map. 2) To collect pieces of various types of clothes and classify them between cotton, woollen and silk. Past them in your notebook.</p>
December, 2017	<p>CIVICS (SOCIAL AND POLITICAL LIFE-III)</p> <p>Lesson-9 “Public Facilities”</p>

	<p>Content : 1) Water and the people of Chennai 2) Water as part of the fundamental right to life 3) Public facilities; The government role. 4) Water supply to Chennai. 5) In search of Alternatives.</p> <p>To provide information about – the public facilities for example – water, electricity and searching of new alternatives, the role of government for availability of public facilities.</p> <p>HISTORY (OUR PAST-III, Part-I)</p> <p>Lesson-5 “When People Rebel – 1857 and After” (From SA-I)</p> <p>This chapter from SA-I will be recapitulated for the SA-II (March Examination)</p>
January, 2018	<p>GEOGRAPHY (SA-I)</p> <p>Lesson-1 “Resources”</p> <p>This chapter from SA-I will be recapitulated for the SA-II (March Examination)</p>
February, 2018	<p>CIVICS (SA-I)</p> <p>Lesson-1 “The Indian Constitution”</p> <p>This chapter from SA-I will be recapitulated for the SA-II (March Examination)</p>