

Subject : Social Science

Session: 2018-19

Class: VIII (PRATIBHA)

FIRST TERM SYLLABUS (APRIL 2018 –SEPTEMBER 2018)

SUBJECT	CONTENT	ACTIVITIES	LEARNING OUTCOME
Social and Political Life Lesson -1 “The Indian Constitution”	<ol style="list-style-type: none">1. Why does a country need a constitution?2. The Indian Constitution; key features. To provide information about – Importance of constitution, federalism, parliamentary form of government separation of powers, secularism, etc.	<ol style="list-style-type: none">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.	<ul style="list-style-type: none">• Interprets social and political issues in one’s own region with reference to the Constitution of India.• Illustrates the Fundamental Rights and Fundamental Duties with appropriate examples.
Lesson – 3 “ Why do we need a Parliament?”	<ol style="list-style-type: none">1. Why should People Decide?2. The role of Parliament.3. Who are the People in parliament? To provide information about – How to select the national government and control, guide and inform the government, law making etc.	<ol style="list-style-type: none">1. Election of class leaders and designate different class portfolios to them.	<ul style="list-style-type: none">• Differentiates between state government and Union government.• Describes the process of election to the Lok Sabha.• Locates one’s own constituency on parliamentary constituency map of State/UT and names local MP.
Lesson 5 “Judiciary”	<ol style="list-style-type: none">1. What is the role of judiciary?2. What is an Independent Judiciary?3. What is the structure	Poster- Pg. No. 65 (Text Book)	<ul style="list-style-type: none">• Explains the functioning of the judicial system in India

<p>Lesson – 6 “ Understanding Our Criminal Justice Systems”</p>	<p>of courts in India?</p> <ol style="list-style-type: none"> 4. What are the different branches of the legal system? 5. Does everyone have access to courts? <ol style="list-style-type: none"> 1. What is role of the police in investigating a crime? 2. What is the role of the public Prosecutor? 3. What is a the role of the judge? 4. What is a fair trial? To provide information about - first Information report (FIR); police enquiry of crimes; role of a judge and right to free and fair hearing. 	<p>Role play in Class on trial of any court case.</p>	<p>by citing some landmark cases.</p> <ul style="list-style-type: none"> • Demonstrates how to file a First Information Report.
<p>Geography (Resource and Development) Lesson 1 “ Resources”</p>	<ol style="list-style-type: none"> 1. Types of Resources. 2. Resources to provide information about – Types of Resources, Natural, Human made, Human Resources, Conservation and Sustainable Development of the Resources. 	<p>Make a list of resources that you use in your home and class, and also classify them in natural and human made resources.</p>	<ul style="list-style-type: none"> • Justifies judicious use of natural resources such as water, soil, forest, etc and to maintain distribution and development in all areas.
<p>Lesson -2 “Land, Soil, Water, Natural Vegetation and Wildlife Resources”</p>	<ol style="list-style-type: none"> 1. Land and land use, Conservation of land resources. 2. Soil, factors of soil formation and conservation measures. 3. Problems of water availability, 	<p>Topic “ Water Conservation” Make a poster or write a story poem or essay in your notebook</p>	<ul style="list-style-type: none"> • Describe causes of forest fire, landslide, industrial disasters and their risk reduction measure.

<p>History (Our Past - III Part – 1) Lesson -1 “How, When and Where”</p>	<p>conservation of water availability, conservation of water resources.</p> <p>4. Distribution of natural vegetation and wildlife conservation.</p>		
<p>Lesson -2 “ From Trade to Territory”</p>	<ol style="list-style-type: none"> 1. How important are dates? 2. How do we know? Information will be given about – importance of dates, How do we periodise? 3. What is colonialism? 4. How does administration – produces documents, surveys and records? <ol style="list-style-type: none"> 1. East India Company comes east. 2. Company Rule expands. 3. Setting up a New Administration to provide information about – East India Company begins trade in Bengal; How trade led to battles, the battle of Plassey, Company officials become “Nawobs”, Tipu Sultan – “The Tiger of Mysore”; War with Marathas; The claim of Paramountancy. The Doctrine of Lapse; The Company Army. 	<p>Activity:</p> <p>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>Collect pictures, stories, poems and information about any of the following: The Rani of Jhansi, Haider Ali, Maharaja Ranjit Singh and Lord Dalhousie.</p>	<ul style="list-style-type: none"> • Distinguishes the ‘modern period’ from the ‘medieval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub- continent and the broad developments. • Explains how the English East India Company became the most dominant power.

<p>Lesson – 3 “Ruling the Country Side”</p>	<ol style="list-style-type: none"> 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? 5. Why the demand for Indian Indigo? Britian turns to India, How was Indigo cultivated; The problem with Nil cultivation? Indigo on the land of ryots. 	<p>Find out more about the Champaran Movement and Mahatma Gandhi’s role in it.</p>	<ul style="list-style-type: none"> • Explains the differences in the impact of colonial agrarian policies in different regions of the country like the “Indigo rebellion.”
<p>Lesson – 5 “ When People Rebel - 1857 and After”</p>	<ol style="list-style-type: none"> 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 to provide information about – the revolt of 1857 and the tell the students about the main centres of revolt of 1857. 	<p>Make a file of –</p> <ol style="list-style-type: none"> 1. Pictures and information related to the revolt of 1857. 2. Map work (Related to the chapter) 	<ul style="list-style-type: none"> • Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.

SECOND TERM SYLLABUS OCTOBER 2018 TO FEBRUARY 2019

Subject	Content	Activities	Learning outcome
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<p>Social and Political Life – III Lesson – 7 “Understanding Marginalisation”</p>	<ol style="list-style-type: none"> 1. Who are Adivasis? 2. Minorities and Marginalisation. 3. Muslim and Marginalisation to provide information about concept of marginalization, tribes, minorities and marginalization. 4. Give information about marginalization, faces the problem in day-to-day life. 	<p>Role play – Given script on page no. 81,82 text Book.</p>	<ul style="list-style-type: none"> • Analyses the causes and consequences of marginalization faced by disadvantaged section of one’s own region.
<p>Lesson -8 “Confronting Marginalisation”</p>	<ol style="list-style-type: none"> 1. Invoking fundamental rights. 2. Laws for marginalized. 3. Protecting the rights of dalits and Adivasi; Demands and the 1989 Act; Provision of laws to sort out marginalization use of fundamental rights; Preventing of Atrocities Act 1989. 	<p>Prepare a chart showing Fundamental Rights related to Equality.</p>	<ul style="list-style-type: none"> • Analyses the causes and consequences of marginalization faced by disadvantaged section of one’s own region
<p>Lesson – 9 “Public Facilities”</p>	<ol style="list-style-type: none"> 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 to provide information about – the public facilities for 	<p>Chart of any 5 Public Facilities.</p>	<ul style="list-style-type: none"> • Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognize their availability.

<p>Lesson – 10 “Law and Social Justice”</p>	<p>examples:- water, electricity and searching of new alternatives, the role of government for availability of public facilities.</p> <ol style="list-style-type: none"> 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. 4. To give knowledge about protection act and laws made for protection of environment. 	<p>Role Play – Protection of Environment or Child Protection.</p>	<ul style="list-style-type: none"> • Describes the role of Government in regulating economic activities. • Applies the knowledge of the different laws for environment protection and to find out about their violation, protection and promotion in a given situation.
<p>Geography (Resource and Development) Lesson -3 “Minerals and Power Resource</p>	<ol style="list-style-type: none"> 1. Types of minerals and distribution. 2. Uses and conservation of minerals. 3. Conventional sources of energy. 	<p>To show the pictures of minerals and sources of energy being used in daily life; minerals, type of minerals, distribution, uses and conservation of minerals.</p>	<ul style="list-style-type: none"> • Locates distribution of important minerals e.g. coal and minerals oil on the world map.
<p>Lesson – 5 “industries”</p>	<ol style="list-style-type: none"> 1. Classification of Industries. 2. Factors affecting Location of Industries 3. Industrial System and Region 4. Distribution of Major Industries 5. Map work related to the lesson. 	<ol style="list-style-type: none"> 1. To locate main Industries on world map. 2. To collect pieces of various types of clothes and classify them between cotton, woolen and silk. Paste them in your note book. 	<ul style="list-style-type: none"> • Classifies different types of industries based on raw materials, size and ownership.

<p>History (Our Past – III Part II) Lesson – 7 “Weavers, Iron smelters and Factory owners”</p>	<ol style="list-style-type: none"> 1. Indian textiles and the world market. 2. The sword of Tipu Sultan and Wootz steel. 3. To provide information about – condition of weavers; iron smelters during colonial rule; downfall of weavers and iron makers, Iron and steel factory. 	<p>Map work; main weaving centres at the end of 18th century.</p>	<ul style="list-style-type: none"> • Analyses the decline of pre – existing urban centres and handicraft industries and the development of new urban centers and industries in India during the colonial period.
<p>Lesson – 8 “Civilizing the Native, Educating the nation”</p>	<ol style="list-style-type: none"> 1. How the British saw education. 2. What happened to the local schools? 3. The agenda for a national education. 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>Find out from your Grandparents about what they studied in school. Mock debate:- Mahatma Gandhi on Basic Education and Macaulay on English Education.</p>	<ul style="list-style-type: none"> • Explains the institutionalization of the new education system in India.
<p>Lesson – 11 The Making of the National Movement 1870-1947</p>	<ol style="list-style-type: none"> 1. The Emergence of Nationalism. 2. The growth of Mass Nationalism 3. The March to Dandi. 4. Quit India 	<ol style="list-style-type: none"> 1. Debate on Mahatma Gandhi and various national movement from 1870 to 1947. 	<ul style="list-style-type: none"> • Outlines the course of the Indian national movement from 1870s till Independence

	<p>Movement and later. To provide information about – Rising of nationalism and mass nationalism; The Rowalt Act; The Satyagraha; The Khilafat and Non Cooperation movement; The Dandi March; Quit India Movement</p>		<p>on time line.</p> <ul style="list-style-type: none"> Analyses the significant developments in the process of nation building.
Revision chapters		Activities	
<p>Social and Political Life Why do we need Parliament (lesson 3) Geography “Land, Soil, Water, Natural, Vegetation and Wild – life Resources” History Our Past – III Part I “When People Rebel - 1857 and After</p>		<p>This chapter from semester 1 will be recapitulated for the semester II examination.</p> <p>This chapter from semester 1 will be recapitulated for the semester II examination.</p> <p>This chapter from semester 1 will be recapitulated for the semester II examination.</p>	

NOTE: For the students-

- Do the regular practices of given map work in the chapters.
- Cover your note book with the colour map of India & world
- Write the Glossary word in the beginning of exercise work.
- Read the Newspaper and references book in the library.
- Listen or see the news on the Tv, & Radio.
- Search & surf the website and references which are given in the back of your books.
- **For the Teachers:**
- Pay the special attention on the given boxes information, maps & pictures in the chapters.
- Please read the introductory note for teachers & Foreword in the starting of Book.
- Search the website and references which are given in the back side of books.
- Above cited activities and outline syllabus is suggestive. Apart of these, others pedagogies & practices can also be done in the accomplishment of the learning outcomes.