

TERM-WISE SYLLABUS
SESSION-2019-2020
CLASS-VIII
SUBJECT: SOCIAL SCIENCE
TERM I SYLLABUS
(APRIL 2019 –SEPTEMBER 2019)

BOOK	CONTENT	ACTIVITIES	LEARNING OUTCOME
Social and Political Life III	Lesson -1 “The Indian Constitution” <ul style="list-style-type: none"> • Why does a country need a constitution? • The Indian Constitution; key features. To provide information about – Importance of constitution, federalism, parliamentary form of government separation of powers, secularism, etc. 	<ul style="list-style-type: none"> • Make a chart on Fundamental Rights given in the Indian Constitution. • 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.
Social and Political Life III	Lesson – 3 “ Why do we need a Parliament?” <ul style="list-style-type: none"> • Why should People Decide? • The role of Parliament. • Who are the People in parliament? 	<ul style="list-style-type: none"> • 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.

Social and Political Life III	Lesson 5 “Judiciary” <ul style="list-style-type: none"> • What is the role of judiciary? • What is an Independent Judiciary? • What is the structure of courts in India? • What are the different branches of the legal system? • Does everyone have access to courts? 	<ul style="list-style-type: none"> • Poster- Pg. No. 65 (Text Book) 	<ul style="list-style-type: none"> • Explains the functioning of the judicial system in India by citing some landmark cases.
Social and Political Life III	Lesson – 6 “Understanding Our Criminal Justice Systems” <ul style="list-style-type: none"> • What is role of the police in investigating a crime? • What is the role of the public Prosecutor? • What is a the role of the judge? • 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. 	<ul style="list-style-type: none"> • Role play in Class on trial of any court case. 	<ul style="list-style-type: none"> • Demonstrates how to file a First Information Report (FIR) to understand its process.

Resource and Development	Lesson 1 “Resources” <ul style="list-style-type: none"> • Types of Resources. • Resources to provide information about – Types of Resources, Natural, Human made, Human Resources, Conservation and Sustainable Development of the Resources. 	<ul style="list-style-type: none"> • Make a list of resources that you use in your home and class, and also classify them in natural and human made resources. 	<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.
Resource and Development	Lesson -2 “Land, Soil, Water, Natural Vegetation and Wildlife Resources” <ul style="list-style-type: none"> • Land and land use, Conservation of land resources. • Soil, factors of soil formation and conservation measures. • Problems of water availability, conservation of water availability, conservation of water resources. • Distribution of natural vegetation and wildlife conservation. 	Topic “ Water Conservation” Make a poster or write a story poem or essay in your notebook.	<ul style="list-style-type: none"> • Describe causes of forest fire, landslide, industrial disasters and their risk reduction measure.

<p>Our Pasts - III</p>	<p>Lesson -1 “How, When and Where”</p> <ul style="list-style-type: none"> • How important are dates? • How do we know? Information will be given about – importance of dates, How do we periodise? • What is colonialism? • How does administration – produces documents, surveys and records? 	<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>	<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.
<p>Our Pasts - III</p>	<p>Lesson -2 “From Trade to Territory”</p> <ul style="list-style-type: none"> • East India Company comes east. • Company Rule expands. • 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. 	<ul style="list-style-type: none"> • Collect pictures, stories, poems and information about any of the following: • The Rani of Jhansi, • Haider Ali • Maharaja Ranjit Singh • Lord Dalhousie. 	<ul style="list-style-type: none"> • Explains how the English East India Company became the most dominant power.

<p>Our Pasts - III</p>	<p>Lesson – 3 “Ruling the Country Side”</p> <ul style="list-style-type: none"> • The Company becomes the Diwan. • Crops for Europe. • ‘The Blue Rebellion’ and after. • To provide information about Revenue for the Company; The need to improve agriculture; The problem and a new system is devised. The Munro system Doescolour have a history? • 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. 	<ul style="list-style-type: none"> • Find out more about the Champaran Movement and Mahatma Gandhi’s role in it. 	<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>Our Pasts - III</p>	<p>Lesson – 5 “When People Rebel - 1857 and After”</p> <ul style="list-style-type: none"> • Policies and the people. • Through the Eyes of the People. • A mutiny becomes a popular rebellion. • The company fights back; 	<p>Make a file of –</p> <ol style="list-style-type: none"> 1. Pictures and information related to the revolt of 1857. <p>Map work (Related to the chapter)</p>	<ul style="list-style-type: none"> • Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.

	<ul style="list-style-type: none"> • Aftermath to provide information about – the revolt of 1857 and the tell the students about the main centres of revolt of 1857. 		
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Revision of syllabus for Mid – Term Exam along with concerned Map Work.

SECOND TERM SYLLABUS

OCTOBER 2019 TO MARCH 2020

Subject	Content	Activities	Learning Outcome
Social and Political Life – III	Lesson – 7 “Understanding Marginalisation” <ul style="list-style-type: none"> • Who are Adivasis? • Minorities and Marginalisation. • Muslim and Marginalisation to provide information about concept of marginalization, tribes, minorities and marginalization. • Give information about marginalization, faces the problem in day-to-day life. 	Role play – Given script on page no. 81,82 text Book.	<ul style="list-style-type: none"> • Analyses the causes and consequences of marginalization faced by disadvantaged section of one’s own region.
Social and Political Life – III	Lesson -8 “Confronting Marginalisation” <ul style="list-style-type: none"> • Invoking fundamental rights. • Laws for marginalized. 	Prepare a chart showing Fundamental Rights related to Equality.	<ul style="list-style-type: none"> • Understand the importance of Fundamental Rights. • Identifies the laws which saves rights and human dignity of Marginalized section.

	<ul style="list-style-type: none"> • 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. 		
Social and Political Life – III	Lesson – 9 “Public Facilities” <ul style="list-style-type: none"> • Water and the people of Chennai. • Water as part of the fundamental right to life. • Public facilities: The government role • Water supply to Chennai. • In search of alternatives to provide • information about – the public facilities for examples:- water, electricity and searching of new alternatives, the role of government for availability of public facilities. 	Chart of any 5 Public Facilities.	<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. • Describes the role of Government in regulating economic activities.

Social and Political Life – III	Lesson – 10 “Law and Social Justice” <ul style="list-style-type: none"> • What is a worker’s worth? • Enforcement of safety laws. • 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. 	Role Play – Protection of Environment or Child Protection.	<ul style="list-style-type: none"> • Applies the knowledge of the different laws for environment protection and to find out about their violation, protection and promotion in a given situation.
Resource and Development	Lesson -3 Minerals and Power Resource <ul style="list-style-type: none"> • Types of minerals and distribution. • Uses and conservation of minerals. • Conventional and non-conventional sources of energy. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Locates distribution of important minerals e.g. coal and minerals oil on the world map. •
Resource and Development	Lesson – 5 “industries” <ul style="list-style-type: none"> • Classification of 	<ul style="list-style-type: none"> • To locate main Industries on 	<ul style="list-style-type: none"> • Classifies different types of industries based on raw materials, size and

	<p>Industries.</p> <ul style="list-style-type: none"> • Factors affecting Location of Industries • Industrial System and Region • Distribution of Major Industries • Map work related to the lesson. 	<p>world map.</p> <ul style="list-style-type: none"> • To collect pieces of various types of clothes and classify them between cotton, woolen and silk. Paste them in your note book. 	<p>ownership.</p>
<p>Our Pasts – III</p>	<p>Lesson – 6 “Weavers, Iron smelters and Factory owners”</p> <ul style="list-style-type: none"> • Indian textiles and the world market. • The sword of Tipu Sultan and Wootz steel. • To provide information about – condition of weavers; iron smelters during colonial rule; downfall of weavers and iron makers, Iron and steel factory. 	<ul style="list-style-type: none"> • Map work; main weaving centres at the end of 18th century. 	<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>Our Pasts – III</p>	<p>Lesson – 7 “Civilizing the Native, Educating the</p>	<ul style="list-style-type: none"> • Find out from your Grandparents about 	<ul style="list-style-type: none"> • Explains the institutionalization of the new education system in India.

	<p>nation”</p> <ul style="list-style-type: none"> • How the British saw education. • What happened to the local schools? • 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>what they studied in school.</p> <ul style="list-style-type: none"> • Mock debate:- Mahatma Gandhi on Basic Education and Macaulay on English Education. 	
<p>Our Pasts – III</p>	<p>Lesson – 9</p> <p>The Making of the National Movement 1870-1947</p> <ul style="list-style-type: none"> • The Emergence of Nationalism. • The growth of Mass Nationalism • The March to Dandi. • Quit India Movement and later. To provide information about – Rising of nationalism and 	<p>Debate on various national movement from 1870 to 1947.</p>	<ul style="list-style-type: none"> • Outlines the course of the Indian national movement from 1870s till Independence on time line. • Analyses the significant developments in the process of nation building.

	mass nationalism; The Rowalt Act; The Satyagraha; The Khilafat and Non Cooperation movement; The Dandi March; Quit India Movement.		
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Revision	Chapter no. and Chapter Name	Activities
Social and Political Life III	Chapter 3 Why do we need Parliament	This chapter from semester I will be recapitulated for the semester II examination.
Geography Resources and Development	Chapter 2 Land, Soil, Water, Natural Vegetation, and Wild-Life Resources	This chapter from semester I will be recapitulated for the semester II examination.
History Our Past III	Chapter 5 When People Rebel – 1857 and After	This chapter from semester I will be recapitulated for the semester II examination.

- Do the regular practice of given map work in the chapters.
- Write the Glossary words at the beginning of exercise work.
- Read the Newspaper and reference books in the library.
- Listen or watch the news on Radio & TV, if possible.
- Search & surf the websites and references which have been given at the end of your books, if possible.
- Pay special attention on the given boxes information, maps & pictures in the chapters.
- Please read the introductory note for teachers & Foreword in the starting of the Books.
- Search the websites and references which are given at the end of the books.
- The activities given in the outline syllabus is suggestive only. Apart from these, other pedagogies & practices can also be followed in the classroom to accomplish the learning outcomes.
- The whole syllabus should be completed by January.