

**ANNUALSYLLABUS**  
**SESSION-2022-2023**  
**SUBJECT: SOCIAL SCIENCE**  
**CLASS-VIII (Level 2)**

BOOK	Content and its mapping with Previous classes	Suggested Activities	Learning Outcome
<b>Social and Political Life III</b>	<b>Chapter-1:</b> <b>“The Indian Constitution”</b> <ul style="list-style-type: none"> <li>• Why does a country need a constitution?</li> <li>• The Indian Constitution; key features. To provide information about – Importance of constitution, federalism, parliamentary form of government separation of powers, secularism, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a chart on Fundamental Rights given in the Indian Constitution.</li> <li>• Fundamental Duties with drawing, pictures, poems or essay and discuss them in the classroom.</li> <li>• Please see the worksheet no 26-29.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets social and political issues in one’s own region with reference to the Constitution of India.</li> <li>• Illustrates the Fundamental Rights and Fundamental Duties with appropriate examples.</li> </ul>
<b>Social and Political Life III</b>	<b>Class VI:</b> <b>Chapter-3: What is Government?</b> <b>*Chapter-4: Key elements of Government</b> <b>Class-VII:</b> <b>Chapter-3: How the State Government Works?</b> <b>Class VIII</b> <b>Chapter-3:</b> <b>“Why do we need a Parliament?”</b> <ul style="list-style-type: none"> <li>• Why should People Decide?</li> <li>• The role of Parliament.</li> <li>• Who are the People in parliament?</li> </ul>	<ul style="list-style-type: none"> <li>• Election of class leaders and designate different class portfolios to them.</li> <li>• Worksheet No. 32,33,34(Class VI)</li> <li>• Worksheet No. 28,29,30,31(Class VII)</li> <li>• Please see the worksheet no 43-45 (VIII).</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between state government and Union government.</li> <li>• Describes the process of election to the Lok Sabha.</li> <li>• Locates one’s own constituency on parliamentary constituency map of State/UT and names local MP.</li> </ul>
<b>Resource and Development</b>	<b>Class VI:</b> <b>*Chapter-5: Major Domains of Earth</b> <b>Class VII:</b> <b>Chapter-1: Environment</b>  <b>Class VIII</b> <b>Chapter-2:</b> <b>“Land, Soil, Water, Natural Vegetation and Wildlife Resources”</b> <ul style="list-style-type: none"> <li>• Land and land use, Conservation of land resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Topic-“Water Conservation” Make a poster or write a story poem or essay in your notebook.</li> <li>• Worksheet No. 5,6,7,8,9 (Class</li> </ul>	<ul style="list-style-type: none"> <li>• Describe causes of forest fire, landslide, industrial disasters and their risk reduction measure.</li> </ul>

	<ul style="list-style-type: none"> <li>• Soil, factors of soil formation and conservation measures.</li> <li>• Problems of water availability, conservation of water availability, conservation of water resources.</li> <li>• Distribution of natural vegetation and wildlife conservation.</li> </ul>	<p>VII)</p> <ul style="list-style-type: none"> <li>• Please see the worksheet no 16-19 (Class VIII)</li> </ul>	
<b>Our Pasts - III</b>	<p><b>Class VII:</b> <b>Ch-10: Eighteenth- century Political Formation</b></p> <p><b>Class VIII</b> <b>Chapter-2:</b> <b>“From Trade to Territory”</b></p> <ul style="list-style-type: none"> <li>• East India Company comes east.</li> <li>• Company Rule expands.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Collect pictures, stories, poems and information about any of the following:</li> <li>• The Rani of Jhansi,</li> <li>• Haider Ali</li> <li>• Maharaja Ranjit Singh</li> <li>• Lord Dalhousie.</li> <li>• Please see the worksheet no 5-10.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains how the English East India Company became the most dominant power.</li> </ul>
<b>Our Pasts - III</b>	<p><b>Chapter-5:</b> <b>“When People Rebel: 1857 and After”</b></p> <ul style="list-style-type: none"> <li>• Policies and the people.</li> <li>• Through the Eyes of the People.</li> <li>• A mutiny becomes a popular rebellion.</li> <li>• The company fights back;</li> <li>• Aftermath to provide information about – the revolt of 1857 and tell the students about the main centres of revolt of 1857.</li> </ul>	<p>Make a file of –</p> <ul style="list-style-type: none"> <li>• Pictures and information related to the revolt of 1857.</li> <li>• Map work (Related to the chapter)</li> <li>• Please see the worksheet no 20-25.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.</li> </ul>

**Note: Above mentioned Syllabus should be completed by 30<sup>th</sup> September 2022.**

**Revision of syllabus for Mid Term Examination.**

**The above said syllabus is for the assessment purpose only and remaining topics/chapters may be taught as Subject Learning Enrichment.**

**Mid Term Exam**

BOOK	Content and its mapping with Previous classes	ACTIVITIES	LEARNING OUTCOME
<b>Social and Political Life III</b>	<b>Chapter-5: “Judiciary”</b> <ul style="list-style-type: none"> <li>• What is the role of judiciary?</li> <li>• What is an Independent Judiciary?</li> <li>• What is the structure of courts in India?</li> <li>• What are the different branches of the legal system?</li> <li>• Does everyone have access to courts?</li> </ul>	<ul style="list-style-type: none"> <li>• Poster- Pg. No. 65 (Text Book)</li> <li>• Please see the worksheet no 46 -48.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the functioning of the judicial system in India by citing some landmark cases.</li> </ul>
<b>Social and Political Life – III</b>	<b>Fundamental Competencies:</b> <b>Class VI:</b> *Chapter-1: Understanding Diversity Chapter-2: Diversity and Discrimination <b>Class VII:</b> Chapter-1: On Equality *Chapter- 9: Struggle for Equality <b>Class VIII</b> <b>Chapter-8:</b> <b>“Confronting Marginalisation”</b> <ul style="list-style-type: none"> <li>• Invoking fundamental rights.</li> <li>• Laws for marginalized.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a chart showing Fundamental Rights related to Equality.</li> <li>• Discussion should be encouraged in the class room on fundamental duties and rights.</li> <li>• Worksheet No. 20, 21, 25 (Class VI)</li> <li>• Worksheet No. 14,15,16 (Class VII)</li> <li>• Please see the worksheet no 14, 15 (Class VIII)</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of Fundamental Rights.</li> <li>• Identifies the laws which saves rights and human dignity of Marginalized section.</li> </ul>
<b>Resource and Development</b>	<b>Chapter-5:</b> <b>“Industries”</b> <ul style="list-style-type: none"> <li>• Classification of Industries.</li> <li>• Factors affecting Location of Industries</li> <li>• Industrial System and Region</li> <li>• Distribution of Major Industries</li> <li>• Map work related to the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• To locate main Industries on world map.</li> <li>• To collect pieces of various types of clothes and classify them between cotton, woolen and silk. Paste them in your note book.</li> <li>• Please see the worksheet no 38-41.</li> </ul>	<ul style="list-style-type: none"> <li>• Classifies different types of industries based on raw materials, size and ownership.</li> </ul>
<b>Our Pasts – III</b>	<b>Chapter-7:</b> <b>“Civilizing the Native, Educating the nation”</b> <ul style="list-style-type: none"> <li>• How the British saw education.</li> <li>• What happened to the local schools?</li> <li>• The agenda for a national education. The role of Tagore and Gandhi in National Education system; Tradition of</li> </ul>	<ul style="list-style-type: none"> <li>• Find out from your Grandparents about what they studied in school.</li> <li>• Mock debate:- Mahatma Gandhi on Basic Education and Macaulay on English Education.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the institutionalization of the new education system in India.</li> </ul>

	orientalism and commercial education; what happened with Pathshalas? To give information about British education system, Shantiniketan & Tagore.		
<b>Our Pasts – III</b>	<p><b>Chapter-9: The Making of the National Movement 1870-1947</b></p> <ul style="list-style-type: none"> <li>• The Emergence of Nationalism.</li> <li>• The growth of Mass Nationalism</li> <li>• The March to Dandi.</li> <li>• Quit India 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.</li> </ul>	<p>Debate on various national movements from 1870 to 1947. Please see the worksheet no 30-37.</p>	<ul style="list-style-type: none"> <li>• Outlines the course of the Indian national movement from 1870s till Independence on time line.</li> <li>• Analyses the significant developments in the process of nation building.</li> </ul>

**Note: Above mentioned Syllabus should be completed by 31st January 2023.**

**Revision of Syllabus for Annual Examination.**

**Whole Syllabus will be evaluated in Annual Exam.**

**The above said syllabus is for assessment purpose only and remaining topics/chapters may be taught as subject Learning Enrichment.**

**\*Not for assessment.**

**Annual Examination 2023**