

## Social Science (Class VIII)

### a. History

<b>Learning Outcomes</b>	<b>Sources*/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains the periodisation</li> <li>distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period</li> <li>describes and uses of various sources to know modern India</li> <li>differentiates between various nomenclatures used for various regions of Indian subcontinent and locate them on map</li> <li>explains how the English East India Company became the most dominant power</li> <li>explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p><b>Theme</b> <i>How, When and Where</i></p> <p>Learners and Parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online, eg.,  <a href="https://www.youtube.com/watch?v=tbOQyVrW2tU">https://www.youtube.com/watch?v=tbOQyVrW2tU</a>  <a href="https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf">https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf</a></p> <p><b>Theme</b> <i>From Trade to Territory: The Company Establishes Power</i>  <a href="https://www.amdigital.co.uk/primary-sources/east-india-company">https://www.amdigital.co.uk/primary-sources/east-india-company</a>  <a href="https://www.eklavya.in/pdfs/Books/SS_TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf">https://www.eklavya.in/pdfs/Books/SS_TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history.</li> <li>Knowledge of the 'why' of things in the local environment of the learner in which he/she is particularly interested. Therefore, the learner may be interested in a fair annually held in village or city. He/she may be facilitated to know about the origin and development of the fair.</li> <li>For introducing importance of dates, parents may initiate to inform learner about a few important dates of their family, such as when parents were born, when they were married, when he/she (learner) took birth. Why these dates are important for their family. The learner should be able to tell the 'why' of certain events in social environment.</li> <li>The above mentioned activity/exercise should develop the same ability in regard to the significant events in the life of few great events and in regard to true stories about certain interesting things having historical significance.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Parents may ask the learner or on their own accord he/she should collect pictures and information regarding historical events in a scrap book; their leisure time reading may include books related to historical events. They may also use mobile or computer to gather information.</li> <li>The learner may be asked to draw a family tree of their maternal and</li> </ul>

	<p><b>Theme-</b>  <i>Ruling the Countryside</i>  <a href="https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf">https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf</a>  Lagaan Movie</p>	<p>paternal side and collect important dates and incidents of each one who is represented in family tree. He/she may talk to grandparents and parents about how different his/her family tree is from the family tree of their childhood.</p> <ul style="list-style-type: none"> <li>• The same exercise may be used for importance of certain places associated with learner, parents or other family members of the family.</li> <li>• Parents may ask the learner to build up history with the help of available source materials, such as newspaper, magazine, books television, internet and also from their elders. For instance, the learner may collect information about current Corona epidemic, causes, origin, spread in different parts of world and India. He/ she may locate these places on the map.</li> <li>• The learner may collect information about such epidemic during British rule from different sources viz, newspaper, magazine, books, television, internet and also from their elders. How colonial ruler dealt with such epidemic that time and how the present government is dealing, and the reason for this difference.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Parents may explain and discuss foreign trade of contemporary time and begin by analysing the manner in which British East India Company and other European Companies operated in India. How armed force used for trade in India may be investigated through few examples and special features of the armed forces are outlined.</li> <li>• Parents may ask learner to describe the main events and personalities of the period and final outcome of this process by showing them map of British ruled areas and areas control under Indian rulers.</li> </ul>
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## b. Geography (Class VIII)

<b>Learning Outcomes</b>	<b>Sources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learners</b></p> <ul style="list-style-type: none"> <li>• Analyses uneven distribution of natural and human made resources on the earth</li> <li>• Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.</li> </ul>	<p><b>NCERT Textbook: Resources and Development</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?hess4=0-6">http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</a></p> <p>Theme: Resources  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>The learner may be asked to</b></p> <ul style="list-style-type: none"> <li>• Read the narration given in the beginning of a chapter; identify various resources around him/ her; categorise them in two categories – which have commercial value and which do not have commercial value.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Read the types of resources given in the chapter</li> <li>• Make a list of various resources and classify them into renewable and non-renewable resources.</li> <li>• Reflect: Where will one find these resources? Is the distribution even? If no, what are the reasons?</li> <li>• Discuss about it with elders</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Reflect: Are human beings a resource?</li> <li>• Think about all the family members and write how they all contribute as an</li> </ul>

		<p>important resource. Write down their contribution in a notebook.</p> <p><b>WEEK-4</b></p> <ul style="list-style-type: none"> <li>• Suggest ways how we can conserve our resources.</li> <li>• Make the best out of waste e.g. bags from old newspapers, old clothes etc.</li> </ul>
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### c. Social and Political Life (Class-VIII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• identifies the role of Government in providing public facilities such as water, sanitation, road, electricity, etc., and recognises their availability</li> </ul>	<p><b>NCERT/State Textbook</b> <b>Theme-Economic Presence of the Government-Public Facilities</b></p> <p>Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal <a href="https://itpd.ncert.gov.in/">https://itpd.ncert.gov.in/</a></p> <p>Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi <a href="https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13">https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13</a></p> <p>QR Code: Interactive activities given in QR Code of each chapter.</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Discuss with your parents about public facility and its characteristics.</li> <li>• Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks, etc., in your locality.</li> <li>• Find out who provides the public facilities in your locality and why.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Read case studies, articles and stories related to public facilities given in newspapers/ and magazines, and listen/watch audio-visuals about different types of public facilities and role of Government in providing these facilities.</li> <li>• Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Ask questions/doubts with your parents/teacher about why government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job. Where does the government get money for public facilities? How does lack of access to proper sanitation facilities affect peoples' lives and how does this</li> </ul>