

Class VIII Social Science 2025-26

BIFURCATION OF SYLLABUS

DATE/DAY	CONTENT	LEARNING OUTCOME	MODE OF ASSESSMENT	ASSIGNMENT/HW	TEACHING PEDAGOGY	INTERDISCIPLINARY ASPECT/SDG	21 ST CENTURY SKILLS
April 1-15		Bridge Course Program					
April 16-30	<p>Geo- Resources, values, Utility, Types of Resources, Conservation of Resources</p> <p>Hist - L-1 How, When & Where Topics – How important are dates, which dates, how do we periodise, what is colonial, how do we know (will be discussed & assessed through activity)</p>	<p>Analyses uneven distribution of natural and human made resources on the earth to understand its impact on the country.</p> <p>Identify renewable and non-renewable resources</p> <p>Develop sustainable practices for resource management</p> <p>Understand the importance of dates in history</p> <p>Analyse how historians divide the past into periods</p>	<p>Quiz, Class Discussion</p> <p>Memory book</p>	<p>Topic- “Water Conservation” write a story poem or essay in your notebook</p> <p>Create a Memory book -with important dates/events/happenings of your life</p>	<p>Role Play, Peer Teaching</p> <p>Interactive Lecture</p>	<p>SDG 12: Responsible Consumption and Production</p> <p>English, Environment</p> <p>SDG 4: Quality Education</p> <p>Creative Arts</p>	<p>Critical Thinking</p> <p>Communication Skills</p> <p>Information Literacy Skills</p> <p>Critical Thinking</p> <p>Problem Solving</p>

May 1-15	Hist - L-2 From trade to territory. Topics – East India company comes east, trade led to battles, company rule expands, setting up a new administration.	Explains how the English East India Company became the most dominant power.	MCQ	Locate the sea routes of India in the 18th century (Use embossed/ tactile maps as far as possible <ul style="list-style-type: none"> • Collect pictures, stories, poems and information about any of the following: • The Rani of Jhansi, • Haider 	Story Telling- Explains how the English East India Company became the most dominant power and Socratic Method	History, English	Critical Thinking, Communication, Problem Solving
July (1-15) 12 Working days	Civics - L-1 The Indian Constitution Topics- what purpose does it serve and what are the key features of Indian constitution, fundamental rights. Geo - L-2 Land, soil, water, natural vegetation, wildlife resources Topic- land use, soil conservation, factors of soil formation, conservation of water resources, natural vegetation & wildlife conservation	Interprets social and political issues in one's own region with reference to the Constitution of India. <ul style="list-style-type: none"> • Illustrates the Fundamental Rights and Fundamental Duties with appropriate examples. Describe causes of forest fire, landslide, industrial disasters and their risk reduction measure	Learn Preamble Poster Activity	Make a chart on Fundamental Rights given in the Indian constitution. (Use list in Braille as well, if required) <ul style="list-style-type: none"> • Fundamental Duties with drawing, pictures, poems or essay and discuss them in the classroom. Topic- “Water Conservation” Make a poster/paste related pictures or write a story poem or essay in your notebook.	Discussion on the concepts of Constitution, Parliament, judiciary and marginalisation Research on the impact of deforestation and present findings. Simulate a discussion on the economic impact of resource management	SDG 4: Quality Education Arts, Pol. Science SDG 15- Life on Land Arts, Environment, Geography	Research Skills, Communication Spatial Awareness, Critical Thinking Environmental Literacy, Problem Solving

July (16-31) 8 WD	Revision for UT-1 UT-1						
August (1-15) 11 Working Days	<p>Hist - L -3 Ruling the countryside Topics –Munro system, demand for Indian Indigo, problem with nij cultivation, land of riots, blue rebellion & after</p> <p>Civics -L -3 .Making Laws Topics - People & their representatives, role of parliament, who are the people in parliament</p>	<p>Understand the British policies and their impact on Indian agriculture Analyze the changes in rural society under British rule</p> <p>Differentiates between state government and Union government.</p> <ul style="list-style-type: none"> • 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. (Use embossed/tactile maps as far as possible) 	<p>Crossword</p> <p>Election of class leaders/stu dent council and designate different class portfolios to them.</p>	<p>Drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The Chauri Chaura Incident,</p> <p>Design a beautiful ballot paper along with manifesto of your party.</p>	<p>Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion</p> <p>Election of class leaders/student council and designate different class portfolios to them.</p>	<p>English, History</p> <p>SDG- 16 Peace, Justice and Strong Institutions</p> <p>SDG 16: Peace, Justice and Strong Institutions.</p> <p>Arts, English</p>	<p>Spatial Awareness, Critical Thinking</p> <p>Critical Thinking, Communication, Problem Solving</p>
August (16-31) 14 WD	Civics - L -4 Judiciary Topics –PIL, Role of types of courts supreme court, High Court, etc.	Explains the functioning of the judicial system in India by citing some landmark cases	Role Play	Poster- Pg. No. 51 (Textbook) (Poster may be made in tactile form as far as possible)	Inquiry Based Learning on factors that leads about the role of judges in the delivery of justice to the litigants	Performing Arts , Creative Arts English, Law	Interperson al Skills, Ethical Reasoning

	L-4 Tribals, Dikus Golden Age will be discussed & assessed through activity)	Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region	Survey, Data Analysis	Research on a specific tribal leader and present findings	Research-Based Learning, Peer Teaching	History, Political Science	Research Skills, Analytical Thinking, Research skills
September	Revision – Half Yearly Examination						
October (1-15) 8 Working Days	Geo - L -3 Agriculture Topics –Farm system, types of farming, major crops, farm in USA	Explains the importance of agriculture and types of agriculture • Explains the types of farming practice around the world.	Locates distribution of important crops on the map of India list the states that are rich in which type of crops	Collect pictures and watch videos of different types of agriculture. • Collect newspaper clippings of news related to different crops. • Collect seeds of different crops and paste in scrap file	Interactive Lectures - Field Trips - Hands-on Activities	Science - Geography - Economics - SDG: Focus on SDG 2 (Zero Hunger) and SDG 12 (Responsible Consumption and Production)	Critical Thinking - Collaborati on - Communic ation - Creativity
October (16-31) 10 WD	Hist - L-5 When People Rebel Topics -Policies and people, A Mutiny becomes a powerful rebellion	Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.	Script Writing on outbreak of Revolt of 1857. The students are expected to prepare a dramatic recreation of all the causes behind the outbreak of Revolt.	Make a file of – • Pictures and information related to the revolt of 1857. • Map work (Related to the chapter)	Interactive Lectures - Group Discussions - Role-Playing	History: - Civics: - Literature: - SDG: Focus on SDG 16 (Peace, Justice, and Strong Institutions)	Critical Thinking - Collaborati on - Communic ation - Empathy
November (1-15)	His L-6 Civilising the Natives,	Explains the institutionalization of	Debate	Find out from your Grandparents	Interactive Lectures - Group Discussions	History: - Sociology:	- Critical Thinking -

11 Working Days	<p>educating the Nation</p> <p>Topics- The tradition for orientalism, demand for moral education, Agenda. for National Education</p> <p>Civics - L-5 Understanding Marginalisation</p> <p>Topic- Origin of caste system, need to change the outlook society</p>	<p>the new education system in India.</p> <p>Analyse the impact of these policies on Indian society</p> <p>- Identify key figures and their contributions to education reform</p> <p>- Understand the concept of marginalisation and its causes</p> <p>- Identify different marginalised groups and their challenges</p> <p>- Analyze the impact of marginalisation on society</p> <p>- Develop empathy and awareness towards marginalised communities</p>	Quizzes, Case Study	<p>about what they studied in school.</p> <p>• Mock debate: - Mahatma Gandhi on Basic Education and Macaulay on English Education.</p> <p>Write a report on a specific marginalised community</p> <p>- Create a poster highlighting the challenges faced by marginalised groups</p> <p>- Conduct interviews with members of marginalised communities (role-play)</p>	<p>Debates</p> <p>- Use of Primary and Secondary Sources</p> <p>Interactive Lectures</p> <p>- Group Discussions</p> <p>- Role-Playing</p> <p>- Use of Case Studies</p>	<p>Analyzing the social impact of education reforms</p> <p>- Literature:</p> <p>- SDG: Focus on SDG 4 (Quality Education)</p> <p>Sociology: Understanding social structures and inequalities</p> <p>- History:</p> <p>-Civics:</p> <p>- SDG: Focus on SDG 10 (Reduced Inequalities)</p>	<p>Collaboration</p> <p>- Communication</p> <p>- Cultural Awareness</p> <p>Critical Thinking</p> <p>- Collaboration</p> <p>- Communication</p> <p>- Empathy</p>
November (16-30) 12 WD	<p>Hist - L-7 Women caste and reforms</p> <p>Topic - Working towards change, Caste and social</p>	<p>Understand the social reforms related to women and caste</p> <p>- Identify key reformers and their contributions</p> <p>- Analyze the impact</p>	Tarsia Puzzel	<p>Inequalities Rights come with responsibilities. Group Presentation. Discuss in class your responsibilities at home,</p>	<p>Interactive Lectures</p> <p>- Group Discussions</p> <p>- Debates</p> <p>- Use of Primary and Secondary Sources</p>	<p>History:</p> <p>- Sociology:</p> <p>- Literature:</p> <p>- SDG: Focus on SDG 5 (Gender</p>	<p>- Critical Thinking</p> <p>Collaboration</p> <p>Communication</p> <p>- Empathy</p>

	<p>reform, RajaRam Mohan roy & his reforms, Swami Vivekanand, Begum of Bhopal</p> <p>Industries- Topics- Classification of Industries, factors affecting location & distribution of Industries</p>	<p>of these reforms on society</p> <ul style="list-style-type: none"> - Develop a critical perspective on social justice and equality - Understand the types and importance of industries - Identify key industrial regions and their characteristics - Analyse the impact of industries on the economy and environment - Develop awareness of sustainable industrial practices <p>Classifies different types of industries based on raw materials, size and ownership.</p>	crossword	<p>at school, in your neighbourhood, as a citizen of your country and as a global citizen. (Worksheet -pg-21- 22)</p> <p>To locate main Industries on world map. • To collect pieces of various types of clothes and classify them between cotton, woolen and silk. Paste them in your note book/ scrap file</p>	<ul style="list-style-type: none"> - Interactive Lectures - Group Discussions - Field Trips to local industries - Use of Multimedia Resources 	<p>Equality) and SDG 10 (Reduced Inequalities)</p> <ul style="list-style-type: none"> - Geography: - Economics: Environmental Science: - SDG: Focus on SDG 9 (Industry, Innovation, and Infrastructure) and SDG 12 (Responsible Consumption and Production) 	<p>Critical Thinking Collaborati on Communic ation Environme ntal Awareness</p>
<p>December (1-15)</p> <p>12 Working Days</p>	<p>Geo - L-5 Human Resources</p> <p>Topic – Distribution of population, pattern, factors affecting population</p>	<p>Explains population and different concept related to it. Analyze the impact of human resources on economic development</p> <ul style="list-style-type: none"> - Develop awareness of skills and education required 	Map Work	<p>Collects some news clippings related to growth of world population specifically place of India in the world.</p>	<ul style="list-style-type: none"> - Interactive Lectures - Group Discussions - Guest Speakers from various professions - Use of Multimedia Resources 	<ul style="list-style-type: none"> - Economics: - Sociology: - Geography: - SDG: Focus on SDG 8 (Decent Work and Economic Growth) and SDG 4 	<p>Data Analysis, Communic ation</p> <p>Career Awareness</p>

	Civics - L-6 Confronting Marginalisation Topic - How constitution promotes the welfare of the marginalised society	for various professions • Understand the importance of Fundamental Rights. • Identifies the laws which save rights and human dignity of Marginalized section	Assignment	Prepare a chart showing Fundamental Rights related to Equality. • Discussion should be encouraged in the classroom on fundamental duties and rights.	- Interactive Lectures - Group Discussions - Role-Playing - Use of Case Studies	(Quality Education) Sociology: - History: - Civics: SDG: Focus on SDG 10 (Reduced Inequalities) and SDG 16 (Peace, Justice, and Strong Institutions)	- Critical Thinking - Collaborati on - Communic ation - Empathy
December (16-31) 13 Working Days	Hist - L -8 The Making Of National Movement Topic –Emergence of Nationalism, growth of mass nationalism, The march to Dandi, Quit India & later Civics - L-7 Public Facilities Topic - Water & the people of Chennai, Water as a part of Fundamental right to life, The Government's Role ,In search of	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. - Understand the concept and importance of public facilities - Identify different types of public facilities and their roles - Analyze the challenges in	Stories on Unsung Heroes integrated with English/ Slogan writing on Quit India movement Group Projects	Write a report on a key event or figure in the National Movement - Create a timeline of major events in the movement - Conduct a comparative analysis of different phases of the movement Write a report on the state of public facilities in your locality - Create a poster highlighting the importance of public facilities - Conduct a survey on the usage and	Interactive Lectures - Group Discussions - Debates - Use of Primary and Secondary Sources - Interactive Lectures - Group Discussions - Field Visits to local public facilities - Use of Multimedia Resources	History: - Civics: - Literature: - SDG: Focus on SDG 16 (Peace, Justice, and Strong Institutions) - Civics: - Geography: - Economics: - SDG: Focus on SDG 6 (Clean Water and Sanitation) and SDG 11 (Sustainable	Critical Thinking - Collaborati on - Communic ation - Empathy Critical Thinking - Collaborati on - Communic ation - Civic Awareness

	alternatives (will be discussed & assessed through activity)	providing public facilities - Develop awareness of the role of government and community in maintaining public facilities				satisfaction of public facilities in your community		Cities and Communities)	
January (1-15)	Winter Break		Winter Break	Winter break	Winter break		Winter break	Winter break	Winter Break
January (16-31) 13 WD	Civics - L-8 Law & social Justice Topic -Bhopal gas tragedy, what is a worker's worth, enforcement of safety laws, new laws to protect the environment	Understand the concept of law and its role in society - Identify key laws related to social justice - Analyze the impact of laws on different social groups - Develop awareness of the importance of legal rights and responsibilities			Group Discussions Case Studies	Write a report on a specific law related to social justice - Create a poster highlighting the importance of legal rights - Conduct a mock trial to understand the judicial process	Interactive Lectures - Group Discussions - Role-Playing - Use of Case Studies	-Civics: - Sociology: - History: - SDG: Focus on SDG 16 (Peace, Justice, and Strong Institutions)	Critical Thinking Collaboration on Communication Civic Awareness
	UNIT TEST -1	Unit Test -1 - Geo L-1, Resources Civic L-1, The Indian Constitution His L-2 – Trade to Territory GK Lessons							
	TERM-1 EXAM SYLLABUS	His L- - Trade to Territory, Ruling the countryside Geo L-Resources, Land, soil , Water , Natural Vegetation							

		and Wildlife resources. Civic L- The Indian Constitution, Making Laws, Judiciary GK Lessons					
	UNIT TEST -2	Geo L-3 Agriculture Civic L-5 Understanding Marginalisation His L-When People Rebel GK lessons					
	Annual Examination	Geography – All Chapters Civics- All chapters History – All Chapters					