

**ANNUAL SYLLABUS  
SESSION-2025-2026  
SUBJECT: SOCIAL SCIENCE  
CLASS-VIII**

<b>BOOK</b>	<b>CHAPTERS</b>	<b>Suggested Activities</b>	<b>Learning Outcome</b>
<b>Social and Political Life III</b>	<b>Chapter-1 The Indian Constitution</b>	<ul style="list-style-type: none"> <li>• Make a chart on Fundamental Rights given in the Indian Constitution. (Use list in Braille as well, if required)</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>Chapter-2 Understanding Secularism</b>	<ul style="list-style-type: none"> <li>• List the different kind of religious practice that you may find in your locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets Secularism in the light of Fundamental Right of Indian Constitution.</li> </ul>
<b>Social and Political Life III</b>	<b>Chapter-3 Parliament and the Making of Laws</b>	<ul style="list-style-type: none"> <li>• Election of class leaders/student council and designate different class portfolios to them.</li> <li>• Please see the worksheet no 43-45.</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. (Use embossed/tactile maps as far as possible)</li> </ul>
<b>Social and Political Life III</b>	<b>Chapter-4 Judiciary</b>	<ul style="list-style-type: none"> <li>• Poster- Pg. No. 51 (Text Book) (Poster may be made in tactile form as far as possible)</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>Resource and Development</b>	<b>Chapter-1 Resources</b>	<ul style="list-style-type: none"> <li>• Make a list of resources that you use in your home and class, and also classify them in natural and human made resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Justifies judicious use of natural resources such as water, soil, forest, etc and to maintain distribution and development in all areas.</li> </ul>

<b>Resource and Development</b>	<b>Chapter-2 Land, Soil, Water, Natural Vegetation and Wildlife Resources</b>	<ul style="list-style-type: none"> <li>• Topic-“Water Conservation” Make a poster/paste related pictures or write a story poem or essay in your notebook.</li> <li>• Please see the worksheet no 16-19</li> </ul>	<ul style="list-style-type: none"> <li>• Describe causes of forest fire, landslide, industrial disasters and their risk reduction measure.</li> </ul>
<b>Resource and Development</b>	<b>Chapter-3 Agriculture</b>	<ul style="list-style-type: none"> <li>• Collect pictures and watch videos of different types of agriculture.</li> <li>• Collect newspaper clippings of news related to different crops.</li> <li>• Collect seeds of different crops and paste in scrap file</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the importance of agriculture and types of agriculture</li> <li>• Explains the types of farming practice around the world.</li> </ul>
<b>Our Pasts - III</b>	<b>Chapter 1 Introduction: How, When and Where</b>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Our Pasts - III</b>	<b>Chapter-2 From Trade to Territory The Company Establishes Power</b>	<ul style="list-style-type: none"> <li>• Locate the sea routes of India in the 18<sup>th</sup> century (Use embossed/ tactile maps as far as possible</li> <li>• Collect pictures, stories, poems and information about any of the following: <ul style="list-style-type: none"> <li>• The Rani of Jhansi,</li> <li>• Haider Ali</li> <li>• Maharaja Ranjit Singh</li> <li>• Lord Dalhousie.</li> </ul> </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>	<b>Chapter 3 Ruling the Countryside</b>	<ul style="list-style-type: none"> <li>• Find out more about the Champaran Movement and Mahatma Gandhi’s role in it.</li> </ul>	<ul style="list-style-type: none"> <li>• Explains the differences in the impact of colonial agrarian policies in different regions of the country like the “Indigo rebellion.”</li> </ul>

**Note:**

- ✓ Above mentioned Syllabus should be completed by 06 September 2025.
- ✓ Use embossed maps/globe as far as possible
- ✓ Revision of syllabus for Mid Term Examination.

**Mid Term Exam**

BOOK	CHAPTERS	Suggested Activities	Learning Outcome
<b>Social and Political Life – III</b>	<b>Chapter 5 Understanding Marginalisation</b>	<ul style="list-style-type: none"> <li>• Role play – Given script on page no. 63-64 text Book.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyses the causes and consequences of marginalization faced by disadvantaged section of one's own region.</li> </ul>
<b>Social and Political Life – III</b>	<b>Chapter-6 Confronting Marginalisation</b>	<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>• 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 save rights and human dignity of Marginalized section.</li> </ul>
<b>Social and Political Life – III</b>	<b>Chapter-7 Public Facilities</b>	<ul style="list-style-type: none"> <li>• Make a chart of any 5 Public Facilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognize their availability.</li> <li>• Describes the role of Government in regulating economic activities.</li> </ul>
<b>Social and Political Life – III</b>	<b>Chapter 8 Law and Social Justice</b>	<ul style="list-style-type: none"> <li>• Role Play – Protection of Environment or Child Protection.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies the knowledge of the different laws for environment protection and to find out about their violation, protection and promotion in a given situation.</li> </ul>
<b>Resource and Development</b>	<b>Chapter-4 Industries</b>	<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/ scrap file.</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>Resource and Development</b>	<b>Chapter-5 Human Resource</b>	<ul style="list-style-type: none"> <li>• Collects some news clippings related to growth of world</li> </ul>	<ul style="list-style-type: none"> <li>• Explains population and different concept related to it.</li> </ul>

		population specifically place of India in the world.	
	<b>Chapter 4 Tribals, Dikus and the vision of a Golden Age</b>	<ul style="list-style-type: none"> <li>Make a List of Tribal communities, their rituals and festival which you may find in different parts of India.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the forms of different tribal societies in the 19<sup>th</sup> century and their relationship with the environment.</li> <li>Explains the policies of the colonial administration towards the tribal communities.</li> </ul>
<b>Our Pasts - III</b>	<b>Chapter-5: When People Revolt: 1857 and After</b>	<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); Use embossed/tactile map as far as possible</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>
<b>Our Pasts – III</b>	<b>Chapter-6: Civilizing the “Native”, Educating the nation</b>	<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>
<b>Our Pasts – III</b>	<b>Chapter-7: Women, Caste and Reform</b>	<ul style="list-style-type: none"> <li>Make a list of Indian Social Reformers, their field of works and along with their movements.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.</li> </ul>
<b>Our Pasts – III</b>	<b>Chapter-8: The Making of the National Movement: 1870s-1947</b>	<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>
<p><b>Note:</b></p> <ul style="list-style-type: none"> <li>✓ Above mentioned Syllabus should be completed by 31st January 2026.</li> <li>✓ Use embossed maps/globe as far as possible</li> <li>✓ Revision of Syllabus for Annual Examination.</li> </ul>			

**Annual Examination 2026**

**Map Items**

<b>From Trade to Territory</b>	Cape of Good Hope, The Indian Ocean, The Portugal, Goa, The Dutch (Netherlands) , Surat, Bengal(West Bengal), England (The Great Britain), France, Delhi, Lucknow, Hyderabad, Poona, Goa, Bombay (Mumbai), Madras(Chennai), Plassey (West Bengal), Buxar (Bihar)
<b>When People Rebel: 1857 and After</b>	Delhi, Meerut, Bareilly, Lucknow, Kanpur, Jhansi, Faizabad
<b>Tribals, Dikus and the Vision of a Golden Age</b>	Location of some tribal groups in India – Munda ( Jharkhand), Bhil (Rajasthan), Banjara(Maharashtra), Naga (Nagaland), Khasi (Meghalaya), Bhotia (Uttarakhand), Koya (Andhra Pradesh)
<b>The Making of the National Movement 1870-1947</b>	Dandi, Bombay (Mumbai), Bengal, Champaran, Kheda, Ahmedabad, Jallianwala Bagh
<b>Agriculture</b>	<ol style="list-style-type: none"> <li>1. Rice: China, India, Japan, Sri Lanka and Egypt.</li> <li>2. Wheat-USA, Canada, Argentina, Russia, Ukraine, Australia and India.</li> <li>3. Maize- North America, Brazil, China, Russia, Canada, India, and Mexico.</li> <li>4. Coffee- Brazil, Columbia and India.</li> <li>5. Millets: India, Nigeria, China and Niger.</li> <li>6. Cotton: China, USA, India, Pakistan, Brazil and Egypt</li> </ol>
<b>Industries</b>	<ol style="list-style-type: none"> <li>1. World's major steel industries -Germany, USA, China, Japan and Russia.</li> <li>2. India's major iron and steel industry- Bhilai, Durgapur, Burnpur, Jamshedpur, Rourkela, Bokaro.</li> <li>3. Textile industry- India, Hong Kong, South Korea, Japan and Taiwan</li> <li>4. Information technology industry - Silicon Valley of Central California and the Bangalore region of India</li> </ol>