



BISHOP SCOTT BOYS' SCHOOL

STUDENT CURRICULUM MANUAL

Subject: SOCIAL SCIENCE

Class : VIII

Academic Plan: 2025 -26

| Month | Course Description | Learning Outcome | Activity | No. of Periods | Portion for PT & TERM Assessment |
|-------|---|--|--|----------------|---|
| April | HISTORY CHAPTER 1 - INTRODUCTION - HOW, WHEN AND WHERE | <ul style="list-style-type: none"> • Delineate major developments within the timeframe. • Introduce the changing nomenclature of the subcontinent and regions. | Tabulate the difference between James Mill's periodization and Indian Historians | 6 periods | PT - 1 PORTION HISTORY CHAPTER 1 INTRODUCTION - HOW, WHEN AND WHERE GEOGRAPHY CHAPTER-1- RESOURCES CIVICS CHAPTER- 1 ROLE OF THE CONSTITUTION AND NEED FOR LAWS |
| | GEOGRAPHY- CHAPTER 1 - RESOURCES | <ul style="list-style-type: none"> • To know the meaning of resources- their variety, locations and distribution | Make posters to depict the conservation of water, forest and wildlife. | 6 periods | |
| | CIVICS CHAPTER 1- ROLE OF THE CONSTITUTION AND NEED FOR LAWS | <ul style="list-style-type: none"> • Develop an understanding of the rule of law and our involvement with the law. • To understand the Constitution as a primary source of all our laws. | <ul style="list-style-type: none"> • Write down the preamble to the Indian Constitution on a chart paper and displays it in class. • Discuss the importance of the preamble | 6 periods | |
| May | HISTORY- CHAPTER-2 - ESTABLISHMENT OF THE BRITISH POWER IN INDIA | <ul style="list-style-type: none"> • Unravel the story of trading company becoming a political power • Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures. | <ul style="list-style-type: none"> • Make a chart showing different stages of the British conquest of India • On an outline map of India, mark the places where high courts were established during the British period | 12 PERIODS | |

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| June | HISTORY- CHAPTER- 3- RULING THE COUNTRYSIDE | <ul style="list-style-type: none"> Show the continuities and changes with earlier societies. Discuss how growth of new crops often disrupted the rhythms of peasants life and lead to revolts. | <ul style="list-style-type: none"> Make a chart of the ill effects of various land revenue settlements introduced by the British. Mention the condition of the peasants under each of them | 10 periods | |
| July | CIVICS- CHAPTER -2- SECULARISM | <ul style="list-style-type: none"> Comprehending the meaning of secularism in context of India and other democratic countries. | <ul style="list-style-type: none"> Organize a debate in the class "How important is to teach religious practices to young children? " | 5 periods | |
| | HISTORY- CHAPTER-4 COLONIALISM AND TRIBAL SOCIETIES | <ul style="list-style-type: none"> Discuss different forms of tribal societies Show how government records can be read against the gain to reconstruct histories of tribal revolts. | <ul style="list-style-type: none"> Prepare a project report on the life of Birsa Munda and his protest against the British rule. | 8 periods | |
| | HISTORY- CHAPTER- 5- THE REVOLT OF 1857 | <ul style="list-style-type: none"> Discuss how revolts originate and spread Point to the changes in colonial rule after 1857 | <ul style="list-style-type: none"> Arrange a debate in your classroom as to whether it was the first war of Indian Independence or just a Sepoy Mutiny. | 8 periods | |
| July | CIVICS - CHAPTER -3- THE PARLIAMENTARY GOVERNMENT- WHY AND HOW? | <ul style="list-style-type: none"> Gain a sense of essential elements of the Parliamentary form of government Analyze the role of people's agency in placing demands for legislation. | <ul style="list-style-type: none"> Organize a speech competition on the given topic that "How Democracy and the Rule of Law complement each other" | 4 periods | |

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| August | HISTORY- CHAPTER-6- EDUCATION UNDER THE BRITISH RULE | <ul style="list-style-type: none"> • Discuss how the politics of education is linked to question of power and cultural identities. • Show how the educational system that is seen as universal and normal today has a history. | <ul style="list-style-type: none"> • Collect pictures of Indian reformers and intellectuals and paste them on chart paper and discuss the contributions to the progress of education in India. | 6 periods | |
| | CIVICS- CHAPTER- 4 THE PARLIAMNETARY GOVERNMENT - THE EXECUTIVE | <ul style="list-style-type: none"> • Understanding the role of executive in the Parliamentary form of government | <ul style="list-style-type: none"> • Collect photographs of all the Presidents and the Prime Ministers of India and prepare an album. Also mention their tenures | 6 periods | |
| | GEOGRAPHY- CHAPTER -2 LAND, SOIL, WATER, NATURAL VEGETATION, AND WILDLIFE RESOURCES | <ul style="list-style-type: none"> • Learn about various types of farming and agricultural development in two different regions. | <ul style="list-style-type: none"> • Collect pictures of endangered species of plants and animals in India and paste them in your scrapbook. | 6 periods | |
| August | CIVICS- CHAPTER-5 - THE PARLIAMNETARY GOVERNMENT- THE JUDICIARY | <ul style="list-style-type: none"> • Understand the main elements of our judicial structure • Appreciate the need for the process followed • Understand what an FIR is and how to file one | <ul style="list-style-type: none"> • Make a flow chart on the structure of the Indian Judiciary and paste it on the chart paper. | 4 periods | |

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| September | REVISION | | | | <p>MID TERM EXAMINATION</p> <p>HISTORY</p> <p>CHAPTER 1</p> <p>INTRODUCTION - HOW, WHEN AND WHERE</p> <p>CHAPTER-2</p> <p>ESTABLISHMENT OF THE BRITISH POWER IN INDIA</p> <p>CHAPTER- 3</p> <p>RULING THE COUNTRYSIDE</p> <p>CHAPTER-4</p> <p>COLONIALISM AND TRIBAL SOCIETEIS</p> <p>CHAPTER- 5</p> <p>THE REVOLT OF 1857</p> <p>GEOGRAPHY</p> <p>CHAPTER-1</p> <p>RESOURCES</p> <p>CHAPTER 2</p> <p>LAND,SOIL,WATER,NATURAL VEGETATION AND WILDLIFE RESOURCES</p> <p>CIVICS</p> <p>CHAPTER- 1</p> <p>ROLE OF THE CONSTITUTION AND NEED FOR LAWS</p> <p>CHAPTER -2</p> <p>SECULARISM</p> <p>CHAPTER -3</p> <p>THE PARLIAMENTARY</p> |

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| | CIVICS- CHAPTER-6- UNDERSTANDING MARGINALISATION | <ul style="list-style-type: none"> Understand what is meant by marginalization. Gain a critical understanding of social and economic injustices | <ul style="list-style-type: none"> Arrange a discussion in the class about the reasons that have forced the Adivasis to migrate. | 7 periods | |
| | HISTORY CHAPTER- 7 WOMEN AND CASTE REFORMS | <ul style="list-style-type: none"> Outline the history of new laws that affect women’s lives. Illustrate how autobiography | <ul style="list-style-type: none"> Design a colorful poster on any three social reformers of India. | | |
| November | HISTORY CHAPTER 8 THE NATIONAL MOVEMENT- I(1885- 1918) | <ul style="list-style-type: none"> Show casing the diverse trends of the nationalist movement and the involvement of different social groups. | <ul style="list-style-type: none"> Draw pictures of following forms of protest during the Swadeshi Movement and paint them A) Women volunteers picketing liquor shops | 8 Periods | |
| | CIVICS CHAPTER 7 CONSTITUTIONAL PROTECTION TO THE MARGINALISED SECTION | <ul style="list-style-type: none"> Discuss detailed explanation of the issue of untouchability and reservation. Gains a critical understanding of social and economic justice | <ul style="list-style-type: none"> Collect information about people or organization which work for the untouchables and are making efforts to beget them justice in the society | 6 periods | |

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| November | GEOGRAPHY CHAPTER 3 AGRICULTURE | <ul style="list-style-type: none"> Learn about various types of farming and agricultural development in two different regions | <ul style="list-style-type: none"> Collect samples of different types of food grains and paste it on the chart paper and also write about the climatic conditions, soil and states where they are grown. | 10 periods | PT II PORTION HISTORY CHAPTER 8 THE NATIONAL MOVEMENT-I(1885-1918) CIVICS CHAPTER 7 CONSTITUTIONAL PROTECTION TO THE MARGINALISED SECTION GEOGRAPHY CHAPTER 3 AGRICULTURE |
| December | CIVICS CHAPTER 8 PUBLIC CONVENIENCES AND THE ROLE OF THE GOVERNMENT | <ul style="list-style-type: none"> Contribution of the government for providing public facilities with reference to the recent initiatives | <ul style="list-style-type: none"> Prepare a chart dealing with the problems of water pollution | 6 periods | |
| | HISTORY CHAPTER 9 THE NATIONAL MOVEMENT- II (1992-1947) | <ul style="list-style-type: none"> Discussing the successes and failures of the National movement | <ul style="list-style-type: none"> Organize a debate on the topic "the work of a Assertive Nationalists was the real national movement." | 8 periods | |

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| December | GEOGRAPHY CHAPTER - 4 INDUSTRIES | <ul style="list-style-type: none"> To understand important forms of manufacturing industries . | <ul style="list-style-type: none"> Classify industries on the basis of ownership and then using examples , adhere their logos on the A4 sheet . | 8 periods | |
| January | CIVICS CHAPTER 9 LAW AND SOCIAL JUSTICE | <ul style="list-style-type: none"> Understand the concept of "law" and its role in maintaining order and protecting citizens. Explain how laws are made and enforced, and the importance of upholding the rule of law. Understand the importance of laws to protect vulnerable sections of society and to ensure that everyone gets a fair deal Analyse how laws can be used to address social inequalities and promote fairness . | <ul style="list-style-type: none"> Make a project on the sources of environmental pollution Find out the sources of environmental pollution in your area with respect to a) air b) water c) soil | 10 Periods | |
| | GEOGRAPHY CHAPTER 5 HUMAN RESOURCES | <ul style="list-style-type: none"> Understanding the role of human resources in development of nations economy | <ul style="list-style-type: none"> Draw a poster on the topic "Over populated World" A) The size of the poster should be $\frac{1}{4}$ the size of a chart paper. B) Give a catchy slogan for the poster. Organize a debate on the topic: Agriculture or Industry: The Economic Barometer of a Country | 12 Periods | |

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|----------|----------|--|--|--|---|
| January | REVISION | | | | |
| February | REVISION | | | | <p>FINAL TERM PORTION</p> <p>HISTORY</p> <p>Chapter 1</p> <p>Introduction - How, When and Where</p> <p>Chapter 6</p> <p>Education under the British rule</p> |
| | | | | | <p>Chapter 7</p> <p>Women and caste reforms</p> <p>Chapter 8</p> <p>The National movement-I (1885-1918)</p> <p>Chapter 9</p> <p>The national movement-II(1919-1947)</p> <p>GEOGRAPHY</p> <p>Chapter -1- Resources</p> |
| | | | | | <p>Chapter - 3 - Agriculture</p> <p>Chapter - 4 - Industries</p> <p>Chapter - 5 - Human resources</p> <p>CIVICS</p> <p>CHAPTER-1 - Role Of The Constitution And Need For Laws</p> <p>Chapter - 6 - Understanding Marginalisation</p> <p>Chapter - 7 - Constitutional protection to the Marginalised sections</p> <p>Chapter - 8 - Public conveniences and the role of the government</p> <p>Chapter - 9 - Law and social justice</p> |