



CLASS -VIII

CYCLE - 2ND

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| CLASSES REQUIRED | 6 |
| TOPIC | Rural Life And Society |
| CONCEPT & SKILLS | Effects on rural life,new land revenue settlements,permanent settlement,ryotwari and mahawari settlement,commercialisation of agriculture,peasant revolts,impact of colonial agrarian policy |
| LEARNING OUTCOMES | 1.Students will be able to learn about new land revenue settlements introduced by British 2.Know about the commercialisation of agriculture and how it impoverished the indian peasantry 3.Learn about how peasants revolted against economic exploitation. |
| INSTRUCTIONAL TOOLS & REFERENCES | Maps will be used to locate different places. Audio-visual strategies |
| PEDAGOGY | Random Questioning Brain storming In text questions will be discussed with the students At the end discussion session will held |
| ACTIVITY / ASSIGNMENT / RESEARCH | Map skills Collect information on both violent and non-violent peasant revolts that occurred in the colonial period and present the collected information in the form of a comparison on a chart paper |
| ASSESSMENT | Students will be assessed on the following: Assignments,projects,Discussion,Group discussion,Debates,Written test |
| SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT | FA 2- Rural life and society |



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| CLASSES REQUIRED | 8 |
| TOPIC | Fundamental Rights And Duties, Directive Principles of State Policy |
| CONCEPT & SKILLS | <ol style="list-style-type: none">1. Human rights-the foundation of fundamental rights2. Classification of fundamental rights3. Fundamental Duties and their importance4. Directive principles of state policy and its aims and objectives5. Gandhian principles and implementation of Directive principles6. Importance of Directive principles |
| LEARNING OUTCOMES | <ol style="list-style-type: none">1. Students will be able to understand about the concepts of human rights and fundamental rights2. understood the concept and importance of fundamental duties3. Learn about child labour and discrimination faced by women4. Learn about directive principles and their aims and objectives5. understood the difference between fundamental rights and directive principles |
| INSTRUCTIONAL TOOLS & REFERENCES | Teacher will show Indian Constitution to students as an instructional tool Inquiry based technique, in which students develop questions, organise and collect Data of questions, analyse the data of questions and draw inferences. |
| PEDAGOGY | Random questioning Brain storming Certain in-text questions will be discussed with students that will be followed by The discussion session |
| ACTIVITY / ASSIGNMENT / RESEARCH | Analyse- what are the steps taken by the Indian government to ensure equality for Both men and women. Individual activity-Note down the duties of the students regarding their school and Display them in the class. |
| ASSESSMENT | Assignment Competitions Projects Group discussions Map skills Role plays |
| SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT | FA2 and SA1 – Fundamental rights and duties |



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| CLASSES REQUIRED | 5 |
| TOPIC | Land and Soil Resources |
| CONCEPT & SKILLS | Land resources –land use,factors affecting land use,land use in India and conservation of land Soil resource-soil profile,soil formation,types of soil ,soil types in India,soil erosion and soil conservation |
| LEARNING OUTCOMES | Become aware of the various uses that land can be put to Understand what is soil profile and the factors of soil formation Understand the causes of soil erosion and the various methods of soil conservation |
| INSTRUCTIONAL TOOLS & REFERENCES | Slides will be shown to students on land and soil resources Maps will be shown to students regarding the distribution of variou soils |
| PEDAGOGY | Random questioning Brain storming-high order thinking questions will be given to students to call out their ideas Reflective discussion Certain textual questions will be discussed with students At the end discussion session will be held . |
| ACTIVITY / ASSIGNMENT / RESEARCH | Prepare a soil conservation model with the help of clay. On an outline map of India ,show the distribution of different types of soils,using different colours |
| ASSESSMENT | Assignment Oral Map work Group activity Project Written test |
| SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT | SA1-Land and Soil resources |



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| CLASSES REQUIRED | 6 |
| TOPIC | Revolt 1857 |
| CONCEPT & SKILLS | Causes of revolt Spread of the revolt Suppression of the revolt Failure of the revolt Changes after 1857 and Queen's proclamations |
| LEARNING OUTCOMES | Students learnt about the revolt of 1857 and the reasons behind it Students became aware about the spread and suppression of the revolt They learnt about the many changes that came about after the revolt |
| INSTRUCTIONAL TOOLS & REFERENCES | Maps will be used to locate different places Text book India's struggle for freedom by Bipin Chandra |
| PEDAGOGY | Random questioning Brain storming-high order thinking questions will be given to students to call out their ideas Certain textual questions will be discussed with students At the end discussion session will be held . |
| ACTIVITY / ASSIGNMENT / RESEARCH | On an outline map of india,mark the main centres of revolt like: Jhansi Kanpur Awadh Gwalior Delhi |
| ASSESSMENT | Pencil Paper Test Group Activity Individual Activity |
| SYLLABUS FOR FORMATIVE & SUMMATIVE ASSESSMENT | FA2 and SA1- Revolt of 1857 |