

**CLASS – VIII**
**CYCLE - 2<sup>ND</sup>**
**Sub: Social Science**

<b>CLASSES REQUIRED</b>	5
<b>TOPIC</b>	<b>Socio-religious Reforms.</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"> <li>India in the 19<sup>th</sup> century.</li> <li>About the contribution of educated Indians and British administration in abolishing social evils.</li> <li>About the role of women social reformers.</li> </ul>
<b>LEARNING OUTCOMES</b>	<p><b>Students will learn about:</b></p> <ul style="list-style-type: none"> <li>Socio religious reforms.</li> <li>Impact of socio-religious reform movements.</li> <li>Condition of women in 19<sup>th</sup> century</li> <li>Reform movements of Maharashtra, North and South India</li> <li>Contribution of women reformers</li> </ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Map of 19 <sup>th</sup> century India Text-book Longman Vistas References used –History of modern India
<b>PEDAGOGY</b>	<p><b>Random Questioning.</b>            Before introducing the topic the teacher will ask random questions to students to motivate them for the topic like:            Q1. What is social change ?            Q2. Have you heard anything regarding social change.            Q3. What kind of discrimination does women face in past.            Q4. Do you know about Raja-Ram-Mohan-Roy.</p> <p><b>In- text Questions:</b>            Certain textual questions will be discussed with the students related to the topics.  <b>Discussion:</b>            Discussion session will be followed on various topics in which the students will be given a problem for discussion to present their ideas or views.</p> <ul style="list-style-type: none"> <li>For Example, Comparing the position of women in the colonial period and independent India, would you agree that the nineteenth century social reformers were successful in improving the condition of women.</li> <li><b>Concept Mapping:</b> Tabular form of assignment will be given.</li> </ul>
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<ul style="list-style-type: none"> <li>Map Skill will be done.</li> <li>Assignment on challenging the caste system.</li> </ul>
<b>ASSESSMENT</b>	Students will be assessed on the basis of: <ul style="list-style-type: none"> <li>Map work</li> <li>Discussion</li> <li>Assignment</li> </ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Socio –religious Reforms(FA-4)</li> </ul>



<b>CLASSES REQUIRED</b>	<b>9</b>
<b>TOPIC</b>	<b>The union executive, judiciary and role of police and courts.</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>• About the president and prime-minister.</li><li>• Indian judiciary.</li><li>• Role of police and courts.</li></ul>
<b>LEARNING OUTCOMES</b>	Students will learn about: <ul style="list-style-type: none"><li>• How to appoint prime-minister, president and council of ministers.</li><li>• Position and powers of above mentioned portfolios.</li><li>• About the supreme and high court.</li><li>• About the need for independence of judiciary.</li><li>• About the role of courts and police in maintaining law and order.</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	<ul style="list-style-type: none"><li>• Text- Book</li><li>•</li></ul>
<b>PEDAGOGY</b>	<b>Brain Storming</b> Higher order thinking(HOT) questions will be put to the students on different topics to call out their ideas For example Q1. Who is the head of government. Q2 Is there need of a president. <b>In text Questions:</b> Certain textual question will be discussed with the students related to the topics. <b>Discussion:</b> Discussion session will be followed on various topics in which students will be given a problem for discussion to present their ideas or views.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	<b>Students will be assessed on the basis of:</b> <ul style="list-style-type: none"><li>• Assignment</li><li>• Group Discussion</li><li>•</li></ul>
<b>ASSESSMENT</b>	<ul style="list-style-type: none"><li>• Group activity(role of police and courts)</li><li>•</li></ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	The union executive ( FA-4)



<b>CLASSES REQUIRED</b>	8
<b>TOPIC</b>	<b>Manufacturing industries.</b>
<b>CONCEPT &amp; SKILLS</b>	<ul style="list-style-type: none"><li>• About the industrial revolution.</li><li>• About the classification of industries.</li><li>• About the stages of production in an industry.</li><li>• About the factors influencing the location of industries.</li><li>• About major industrial regions and the major industries.</li></ul>
<b>LEARNING OUTCOMES</b>	<b>Students will learn about:</b> <ul style="list-style-type: none"><li>• Evolution of industry.</li><li>• Stages of production in an industry.</li><li>• About industrial regions and the major industries.</li><li>• Factors influencing the industries .</li></ul>
<b>INSTRUCTIONAL TOOLS &amp; REFERENCES</b>	Textbook.
<b>PEDAGOGY</b>	Slides and videos on the said topic. Assignment will be done.
<b>ACTIVITY / ASSIGNMENT / RESEARCH</b>	Students will be asked to select product of your choice and write the different stages of its production .
<b>ASSESSMENT</b>	Students will be assessed on the basis of: <ul style="list-style-type: none"><li>• Assignment</li><li>• Group Discussion</li></ul>
<b>SYLLABUS FOR FORMATIVE &amp; SUMMATIVE ASSESSMENT</b>	Manufacturing industries (FA-4)