



BAL BHARATI PUBLIC SCHOOL
COMMON ANNUAL EXAMINATION (2024-2025)
SYLLABUS

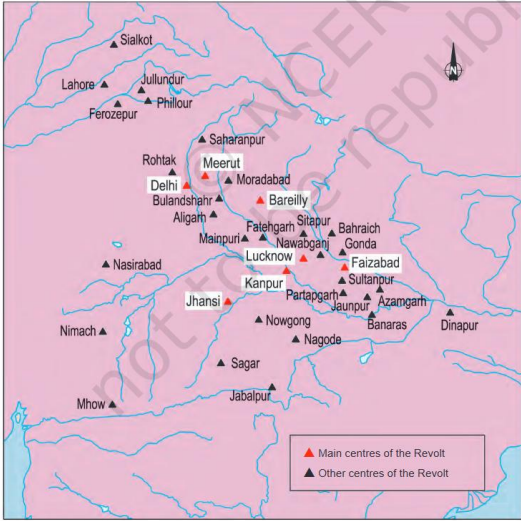
CLASS: VIII

SUBJECT: SOCIAL SCIENCE

TEXTBOOKS:

1. HISTORY: OUR PASTS-III
2. POLITICAL SCIENCE: SOCIAL AND POLITICAL LIFE-III
3. GEOGRAPHY: RESOURCE AND DEVELOPMENT

S.NO.	UNIT/CHAPTER /TOPIC	SUBTOPICS	WEIGHTAGE
	HISTORY		35%
1.	CH: 2 From Trade to Territory	I. East India Company comes East- East India Company begins trade in Bengal, How trade led to battles, the Battle of Plassey, Company officials become “nabobs”. II. Company rule expands- Tipu Sultan “The Tiger of Mysore”, War with the Marathas, The claim to Paramountcy, The Doctrine of Lapse. III. Setting up a new Administration- The Company army IV. Conclusion	
2.	CH: 3 Ruling the Countryside	I. The Company becomes the Diwan- Revenue for the Company, the need to improve agriculture, the problem, A new system is devised, The Munro System, All was not well. II. Crops for Europe- Does colour have a history?, Why the demand for Indian Indigo?, Britain turns to India, How was Indigo cultivated?, The problem with nij cultivation, Indigo on the lands of ryots. III. The blue rebellion and after	

3.	CH:5 When People Rebel	<p>I. Policies and the People- Nawabs lose their power, the peasants and the sepoys, Responses to Reforms.</p> <p>II. Through the Eyes of the People-</p> <p>III. A Mutiny becomes a Popular Rebellion- From Meerut to Delhi, The Rebellion Spreads</p> <p>IV. The Company Fights Back</p> <p>V. Aftermath</p> <p>Map Work Major areas of revolt Fig 16 page 61 Meerut, Jhansi, Kanpur, Bareilly, Faizabad, Lucknow, Delhi</p>  <p>Fig. 16 – Some important centres of the Revolt in North India</p>	
4.	CH: 6 Civilising the “Native”, Educating the Nation	<p>I. How the British Saw the Education- The Tradition of Orientalism, “Grave Errors of the East”, Education for Commerce</p> <p>II. What Happened to the Local Schools?- The report of William Adams, New Routines, New Rules</p> <p>III. The Agenda for National Education- “English Educaiton has enslaved us”, Tagore's “abode of peace”</p>	
5.	CH: 7 Women, Caste and Reform	<p>I. Working towards Change- Changing the lives of widows, Girls begin going to school, Women write about women</p> <p>II. Caste and Social Reforms- Demands for equality and Justice, Gulamgiri, Who could enter temples?, the non Brahman movement</p>	
6.	CH: 8 The making of the National Movement (1870s-1947)	<p>I. The emergence of Nationalism- A nation in the making, “Freedom is our birthright”</p> <p>II. Growth of Mass Nationalism- The advent of Mahatma Gandhi, The Rowlatt Satyagrah, Khilafat agitation and Non-Cooperation Movement, People’s initiatives, the people’s Mahatma, the happenings of 1922-1929</p> <p>III. The march to Dandi</p>	

		IV. Quit India and later- Towards independence and later	
	POLITICAL SCIENCE		34%
1.	CH: 2 Understanding Secularism	I. What is Secularism? II. Why is it important to separate religion from the State? III. What is Indian Secularism?	
2.	CH: 3 Parliament and the making of laws	I. Why should people decide II. People and their representatives III. The role of Parliament IV. Unpopular and controversial laws	
2.	CH: 4 The Judiciary	I. What is the role of Judiciary? II. What is an independent judiciary? III. What is the structure of courts in India? IV. What are different branches of legal system? V. Does everyone have access to the courts?	
3.	CH: 5 Understanding Marginalisation	VI. What does it mean to be socially marginalised? VII. Who are adivasis? VIII. Adivasis and Stereotypes IX. Minorities and marginalisation conclusion	
4.	CH: 6 Confronting Marginalisation	I. Invoking fundamental rights II. Laws for the marginalised- Promoting social justice III. Protecting the rights of dalit and adivasis- The scheduled caste and scheduled tribes (prevention of atrocities) Act, 1989 IV. Adivasis demands and the 1989 Act V. Conclusion	
5.	CH: 7 Public Facilities	I. Water and people of Chennai II. Water as fundamental right to life III. Public facilities IV. The government's role V. Water supply to Chennai-Is it available to all? VI. In search of alternatives VII. Conclusion	
6.	CH: 8 Law and Social Justice	I. Law, why is it necessary, Whose interests does the law protect? II. Bhopal gas tragedy III. What is a worker's worth IV. Enforcement of safety laws V. New laws to protect the environment	

1.

CH: 2 Land, Soil, Water, Natural Vegetation and Wildlife

- I. Land
- II. Land use
- III. Conservation of land resource
- IV. Soil
- V. Landslides-case study and mitigation mechanism
- VI. Factors of soil formation
- VII. Degradation of soil and conservation measures
- VIII. Water
- IX. Problems of water availability
- X. Conservation of water resources
- XI. Natural vegetation and wildlife
- XII. Distribution of natural vegetation
- XIII. Conservation of natural vegetation and wildlife

Diagrams:

1. Soil Profile Fig 2.3 page 11

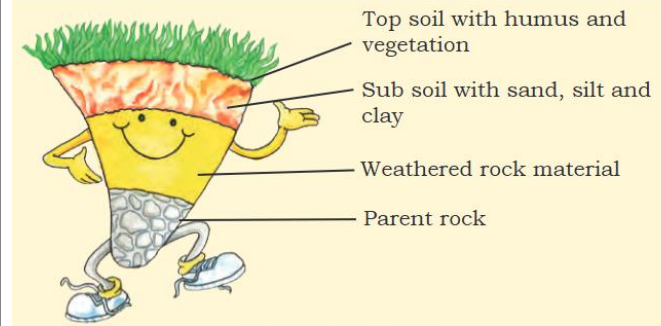


Fig. 2.3: Soil Profile

2. Factors of Soil Formation Fig 2.4 page 11

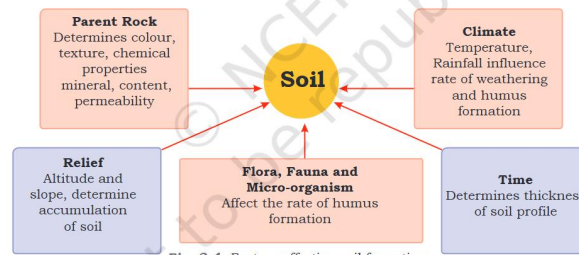


Fig. 2.4: Factors affecting soil formation

3. Locational factors for industries Fig 4.3 page 34

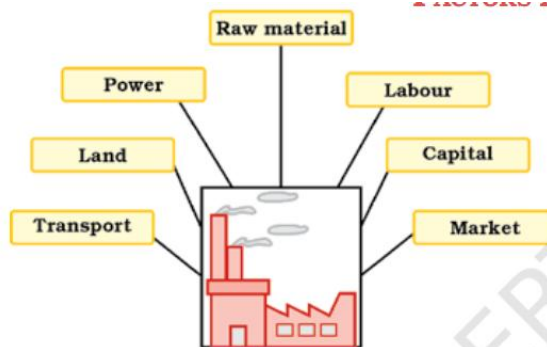


Fig 5.3: Locational factors for industries

2.	CH: 3 Agriculture	<ul style="list-style-type: none"> I. Primary sector activities II. Farm system III. Types of farming- Subsistence farming-Intensive and Primitive subsistence IV. Commercial farming V. Major crops VI. Agricultural development- A farm in India, a farm in USA 	
3.	CH: 4 Industries	<ul style="list-style-type: none"> I. Secondary activities II. Classification of industries III. Factors affecting location of industries IV. Industrial system V. Industrial regions VI. Industrial disaster and risk reduction measures VII. Distribution of major industries- Iron and steel industry-Jamshedpur and Pittsburg 	
4.	CH: 5 Human Resource	<ul style="list-style-type: none"> I. Human resources II. Distribution of population III. Density of population IV. Factors affecting distribution of population V. Population change VI. Patterns of population change VII. Population composition 	
			TOTAL MARKS= 60

FOR CLASSES 6-8:

THEORY (Pen and Paper Test):60 marks

INTERNAL ASSESSMENT:40 marks

FOR CLASS 9:

THEORY (Pen and Paper Test):80 marks

INTERNAL ASSESSMENT:20 marks

FOR CLASS 11:

THEORY (Subject Specific as per CBSE): 80 / 70 / 60 / 30 marks

INTERNAL ASSESSMENT (Subject Specific as per CBSE) (Practical/Project Work/Viva): 20 / 30 / 40 / 70 marks