

Class 8

Section I
Suggested pedagogical process
The learner be provided opportunities in pairs /groups / individually and encouraged to
Collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world.
Explore various farming practices carried out in the neighbourhood / district / state and interact with farmers.
Use pictures /news clippings / videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states / countries.
Develop projects on conservation of natural and human made resources
Discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures.
Use atlas /maps for locating major agricultural areas of the world, industrial countries /regions, understanding spatial distribution of population.
Read stories of lived experiences of individuals and communities of the period.
Discuss events and processes in groups and as a whole in the classroom situation.
Raise questions on different issues and events like, 'why the English east India company felt it necessary to involve itself in feuds amongst Indian rulers?'
Visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.
Undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's idea of non-violence and its impact on India's national movement", (b) drawing up a timeline on 'significant events of India's national movement', (c) enacting a role play on 'the chauri chaura incident,' and (d) locating on an outline map of India the 'regions most effected by commercial crop cultivation during the colonial period'.
Familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.
Expose to pedagogically innovative and criterion-referenced questions for self-assessment like 'what were the reasons for the battle of Plassey?'
Participate in a discussion on the concepts of constitution, parliament, judiciary and marginalisation
Prepare posters with drawings and pictures and make oral and written presentations on the significance of the constitution of India, preamble, parliamentary government, separation of powers, federalism
Debate how the principles of liberty, equality and fraternity are being practised in classroom / school / home / society
Do projects (solo, pair or group) about the fundamental rights and fundamental duties
Screen and discuss the Rajya Sabha tv series, Samvidhan and movies such as Sandhi, Sardar, Dr. Babasaheb Ambedkar.

Observe parliamentary constituency map of state /UTs
Organise a mock election with model code of conduct and youth parliament (bal sansad)
Prepare a list of registered voters in one's own neighbourhood.
Carry out an awareness campaign in one's own locality about significance of voting
Find out some public works undertaken by the MP of one's own constituency
Examine contents of a first information report (fir) form.
Express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants
Conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious / linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections
Screen and discuss the movie, I am kalam (Hindi, 2011)
Perform a role play about child labour, child rights, and the criminal justice system in India
Visit any office under the union government (e.g., post office) in one's own locality to observe its functioning and prepare a brief report
Share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity
Organise a debate why government be responsible for providing public facilities
Case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation
Group discussion on role of government in regulating economic activities, e.g., analysing the reasons of 'Bhopal gas tragedy'

Section II

Learning Outcomes of NCERT - adapted by CBSE

The learner —

Classifies different types of industries based on raw materials, size and ownership	Classifies different types of industries based on raw materials, size and ownership
Describes major crops, types of farming and agricultural practices in her /his own area / state	Describes major crops, types of farming and agricultural practices in her /his own area / state
Interprets the world map for uneven distribution of population	Interprets the world map in order to demonstrate understanding of uneven distribution of population
Describes causes of forest fire, landslide, industrial disasters and their risk reduction measures	Describes causes of forest fire, landslide, industrial disasters and their control and risk reduction measures
Locates distribution of important minerals, e.g., coal and mineral oil on the world map	Locates distribution of important minerals on the world map in order to list countries that are mineral rich or mineral poor.

Analyses uneven distribution of natural and human made resources on the earth	Analyses uneven distribution of natural and human made resources on the earth in order to understand its impact on the country.
Justifies judicious use of natural resources such as water, soil, forest, etc. To maintain developments in all areas	Justifies judicious use of natural resources in order to maintain developments in all areas
Analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map	Analyses the factors due to which some countries are known for production of major crops and locates these countries on the world map
Draws interrelationship between types of farming and development in different regions of the world	Explains types of farming and development in order to draw interrelationship between the two in different regions of the world
Draws bar diagram to show population of different countries /India /states	Draws bar diagram in order to show population of different countries /India /states
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	Uses sources, nomenclatures used for various regions of the Indian sub- continent, and the broad developments of the time in order to distinguish the 'modern period' from the 'medieval' and the 'ancient' periods.
Explains how the English East India Company became the most dominant power	Explains the reasons how the English East India company became the most dominant power
Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'	Examines the differences in the colonial agrarian policies in different regions of the country, in order to explain the different impact of these policies on different regions
Describes the forms of different tribal societies in the 19th century and their relationship with the environment.	Describes the forms of different tribal societies in the 19th century, and their relationship of each of these tribal societies with the environment.
Explains the policies of the colonial administration towards the tribal communities	Explains the policies of the colonial administration towards the tribal communities
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	Explains the origin, nature and spread of the revolt of 1857 in order to infer the lessons learned from it.
Analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period	Analyses the reasons and context of decline of pre-existing urban centres and handicraft industries, and the development of new urban centres and industries in India during the colonial period.

Explains the institutionalisation of the new education system in India	Traces the historical developments in the education system in order to explain the institutionalisation of the new education system in India
Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	Analyses the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms.
Outlines major developments that occurred during the modern period in the field of arts	Outlines major developments that occurred during the modern period in the field of arts
Outlines the course of the Indian national movement from the 1870s till independence	Outlines the course of the Indian national movement from the 1870s till independence
Analyses the significant developments in the process of nation building	Analyses the significant developments in the process of nation building
Interprets social and political issues in one's own region with reference to the constitution of India illustrates the fundamental rights and the fundamental duties with appropriate examples	Interprets social and political issues in one's own region with reference to the constitution of India
Applies the knowledge of the fundamental rights to find out about their violation, protection and promotion in a given situation (e.g., child rights)	Applies the knowledge of the fundamental rights in order to find out about their violation, protection and promotion in a given situation
Differentiates between state government and union government	Differentiates between state government and union government in order to compare and contrast their roles /functions /responsibilities /mandate, etc.
Describes the process of election to the Lok Sabha	Describes the process of election to the Lok Sabha
Locates one's own constituency on parliamentary constituency map of state /UT and names local MP	Locates one's own constituency on parliamentary constituency map of state / UT and names local MP
Describes the process of making a law. (e.g., domestic violence act, RTI Act, RTE Act)	Describes the process of making a law. (e.g., domestic violence act, RTI act, RTE act)
Describes the functioning of the judicial system in India by citing some landmark cases	Describes the functioning of the judicial system in India by citing some landmark cases
Demonstrates how to file a First Information Report (FIR)	Demonstrates how to file a First Information Report (FIR)

Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region	Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region
Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability	Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.
Describes the role of government in regulating economic activities.	Describes the role of government in regulating economic activities.
Classifies different types of industries based on raw materials, size and ownership	Explains the importance of dates in history and why do we divide history into different periods.

Section III**Note: Overall Learning Objectives mapped with Learning Outcome adapted by CBSE for the course: Resources and Development**

Chapter	Topic	Learning Objectives	Learning Outcome
1. Resources	Types of resources	Comprehend the meaning of resources in terms of utility and value	Analyses uneven distribution of natural and human made resources on the earth in order to understand its impact on the country.
		Undertakes research in order to Classify different types of resources like natural, human made and human resource	
	Conserving Resources	Respect and care for all-natural resources	Justifies judicious use of natural resources in order to maintain developments in all areas
		Inspire others and self towards sustainable use of human, human made and natural resources	
Land	Land	Students will be able: <ul style="list-style-type: none"> • Explain the physical factors such as topography, soil, climate, minerals and availability of water for the land use pattern and its classification. • Analyze the need for the conservation of Land Resource 	Justifies judicious use of natural resources in order to maintain developments in all areas
	Soil	Understand the process of soil formation, analyses the causes of soil degradation and construct remediation towards conservation measures.	Analyses uneven distribution of natural and human made resources on the earth in order to understand its impact on the country.
	Water	Locate the climatic zones that are most susceptible to water scarcity through case study and execute problem solving skills by	

2. Land, Soil, Water, Natural Vegetation and Wildlife Resources		stipulating methods for conservation of water resources across the globe.	
	Natural Vegetation and Wildlife	: <ul style="list-style-type: none"> Enumerate factors for distribution of Natural Vegetation and wildlife. Construct views on conservation of Natural Vegetation and Wildlife to balance the ecology on planet Earth. 	Describes causes of forest fire, landslide, industrial disasters and their risk reduction measures.
3. Mineral and Power Resources	Types of Minerals	Survey the distribution of minerals across the globe and in India, locate the distribution of important minerals, e.g., coal and mineral oil on the world map in order to list countries that are mineral rich or mineral poor. Understand the uses of minerals and their conservation for sustainable development	Locates distribution of important minerals on the world map
	Power Resources	Examines the vital role played by energy in our lives, critically analyses the reasons associated with the environmental pollution in reference to the usage of conventional sources and the benefits associated with the usage of non-conventional sources of energy	
4. Agriculture	Farm System	Critically analyse the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute,	Describes major crops, types of farming and agricultural

		etc., and locate these countries on the world map.	practices in her /his own area / state
	Agricultural Development	Comparative Case studies of the farms in India and USA under various parameters will enable the learner to frame developmental goals in the field of agriculture	Analyses the factors due to which some countries are known for production of major crops and locates these countries on the world map.
5. Industries	Classification of Industries	Categorize different types of industries based on raw materials, size and ownership, examine different factors affecting location of industries, studies industrial System and enlist industrial regions across the world.	Classifies different types of industries based on raw materials, size and ownership
	Distribution of Major Industries	Understanding Case studies of Iron and Steel and Cotton and Textile Industries will help the learner to develop his analytical and decision-making skills	
6. Human Resources	Density of Population	Identify and recognize the factors affecting distribution of population in different areas of the world	Interprets the world map in order to demonstrate understanding of uneven distribution of population
		Evaluates the impact of Population Change analysis causes and patterns of Population Change globally.	
		Estimates the importance of different Population Composition (age groups) and their contribution the national economy	Draws bar diagram in order to show population of different countries /India /states

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Chapter	Topic	Learning Objectives	Learning Outcome
1. The Indian Constitution	Why Does a Country Need a Constitution?	Familiarize with constitutive rules with the help of the case study of Nepal, learn very basic understanding of the significance of these features within the working of democracy	Interprets social and political issues in one's own region with reference to the constitution of India
	The Indian Constitution: Key Features	Develop concerns of diversity, unity, socio-economic reform and Representation, understand the ways in which a balance was created between the then existing concerns and the commitment to transform independent India into a strong and democratic society	Applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights).
2. Understanding Secularism	What is Secularism?	Learns the concept of peaceful co-existence where all the religions are same in the eyes of the law	Differentiates between state government and union government in order to compare and contrast their roles /functions /responsibilities /mandate, etc.
	Why is it Important to Separate religion from the State?	Avoids conflicts of interests and feeling of a subject by accepting that the two have different identities	
	What is Indian Secularism?	Sense of equality prevails and all religions enjoy equal freedom	
3. Why Do We Need a Parliament?	Why should People Decide?	Understand the relation between the ideas of participation in decision-making and the need for all democratic governments to have the consent of their citizens.	Describes the process of election to the Lok Sabha.

	The Role of the Parliament	Enables citizens of India to participate in decision making and control the government	<ul style="list-style-type: none"> Locates one's own constituency on parliamentary constituency map of State / UT and names local MP.
	Who are the People in Parliament?	Appreciates the reflection of society in the Parliament in form of presence of people from different backgrounds	
4. Understanding Laws	Do Laws Apply to All?	Understand the in-discriminatory basis of law and its integral value in the society	Describes the process of making a law. (e.g., domestic violence act, RTI act, RTE act)
	How Do New Laws Come About?	Become sensitive to the problems faced by people	
	Unpopular and Controversial Laws	Raise voice against the repressive laws framed by the Parliament and get it corrected	
5. Judiciary	What is the Role of the Judiciary?	Appreciate the significant role played by Indian judiciary in upholding the principles enshrined in the Constitution	Describes the functioning of the judicial system in India by citing some landmark cases
	What is an Independent Judiciary?	Attach significance to the judicial system in upholding the rule of law	
	What is the Structure of Courts in India?	Explain three different levels of courts in our country and only one apex court.	
	What are the Different Branches of the Legal System?	Understand civil law and criminal laws with the help of case studies	
	Does Everyone Have Access to the Courts?	Recognize greatly simplified justice system and access to justice by common people through public interest litigation	

6. Understanding Our Criminal Justice System	Role of the Police in Investigating a Crime	Understand that the role played by the police is to arrest the person, every individual charged of a crime has to be given a fair trial	Demonstrates how to file a First Information Report (FIR)
	Role of the Public Prosecutor and a Judge	Examines the Prosecutor's role in conducting the prosecution on behalf of the State and the role of the judge in conducting the trial impartially in an open court	
	Fair Trial	Ensures execution of all legal procedures during the trial	
7. Understanding Marginalization	Who are Adivasis	Identify various Indian communities the original inhabitant who lived in close association with forests. Learn about their beliefs and traditions	Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region
	Stereotyping and development	Break the stereotypical semblance about their looks, costumes, dances etc.Cement the interconnectedness between the economic and social dimensions of the tribal life	
	Minorities and Marginalization	Address marginalization of minorities through various struggles	
8. Confronting Marginalization	Invoking Fundamental Rights	Acquire understanding about Article 15 that has been used by Dalits to seek equality	Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.
	Laws for the Marginalized	Promote Social Justice through understanding of specific laws and policies	
	Protecting the Rights of Dalits and Adivasis	Raise voice against the practice of ostracism by the powerful castes in the village	

	Adivasi Demands and the 1989 Act	Understand the act of 1989 and take seriously the ill treatment and humiliation Dalits and tribal groups	
9. Public Facilities	Water and the People of Chennai	Diagnose importance of equal availability, affordability and quality of water for all through case study of Chennai	Identifies the role of government in providing public facilities such as water, sanitation, road, electricity etc., in order to recognise their availability and the tasks that government performs.
	Water as Part of the Fundamental Right to Life	Identify the right to water as being a part of the Right to Life under Article 21 or universal access to water	
	Public Facilities	Recognize crucial role of the government in providing public facilities	
	In Search of Alternatives	Critically analyze the situation and find out the most suitable options to exterminate the problem	
10. Law and Social Justice	Bhopal gas tragedy - What is a Worker's Worth	Compare between UC's safety system in Bhopal and its other plant in the US in order to analyze the causes of the tragedy and to combat injustice against the workers	Describes the role of government in regulating economic activities.
	Enforcement of Safety Laws	Learns about the right to Life guaranteed under Article 21 of the Constitution and need for strict adherence	
	New Laws to Protect the Environment	Demand stronger laws protecting workers' interests and environment etc.	

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Chapter	Topic	Learning Objectives	Learning Outcome
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1. How, When and Where	How Important are Dates?	Understand the notions of the time, associate history with a string of dates, give some coherence to each era of history	Explains the importance of dates in history and why do we divide history into different periods.
	How do We Know?	Learns about divisions of history into Hindu, Muslim and British based on administrative records. Acquires knowledge about the practice of surveying under colonial rule	
2. From Trade to Territory	East India Company Comes East	Describes the emergence of the British on the political horizon of India, initially it came as a trading company	Explains the reasons how the English East India company became the most dominant power
	Company Rule Expands	analyze the process of annexation of Indian states by the East India Company using various strategies	
	Setting up a New Administration	Recognize coming up of three presidencies, setting up of new judicial system, massive increase military strength	
3. Ruling the Countryside	The Company Becomes the Diwan	Analyses critically the company's strategy to become the chief financial administrator of the territory under its control	Examines the differences in the colonial agrarian policies in different regions of the country, in order to explain the different impact of these policies on different regions
	Crops for Europe	Learns about the strategy to yield revenue from countryside British expanded the cultivation of opium and indigo	
	The "Blue Rebellion" and After	Raises questions about Rebellion by riots in Bengal and repressive measures adopted by the British.	
4. Tribals, Dikus and the Vision of a Golden Age	How Did Tribal Groups Live?	Explain the disappearing tribal livelihoods, threat to life, danger to jhum cultivation	Describes the forms of different tribal societies in the 19th century, and their relationship of
	How Did Colonial rule affect tribal	Understand the breaking of tribal social order and traditional functions due to forest laws	

	Lives?		each of these tribal societies with the environment.
	A Closer Look	Evaluate the rebellion by the tribal groups in different parts of the country against the changes in laws	Explains the policies of the colonial administration towards the tribal communities
5. When People Rebel	Policies and the People	Examine the reasons for the loss of the powers of Nawabs, unrest of sepoys and peasants, introduction of religious and cultural reforms	Explain the origin, nature and spread of the revolt of 1857 in order to infer the lessons learned from it
	Through the Eyes of the People - A Mutiny Becomes a Popular Rebellion	Learn about the biggest collective uprising against the British rule in the nineteenth century – mutiny 1857	
	The Company Fights Back	Describe the repressive measure used by the British against the Indians	
	Aftermath	Observer transfer of the powers of the East India Company to the British Crown	
6. Weavers, Iron Smelters and Factory Owners	Indian Textiles and the World Market	Study about the exquisite Indian craftsmanship famous all over the world	Analyses the reasons and context of decline of pre-existing urban centres and handicraft industries, and the development of new urban centres and industries in India during the colonial period.
	The sword of Tipu Sultan and Wootz steel	Learns about the Indian Wootz steel and reasons of setting up of Indian steel industry	
7. Civilising the “Native”, Educating the Nation	How the British saw Education	Comprehend the strategic moves of the British to “civilize the natives” they changed the education policy to create “good subjects”	Traces the historical developments in the education system in order to explain the

	What Happened to the Local Schools?	Flexible pathshalas run by Indian gurus were discouraged by regulations set by the British government	institutionalisation of the new education system in India
	The Agenda for a National Education	Learn about the need for a wider spread of education propounded by Indian thinker and the government	
8. Women, Caste and Reform	Working Towards Change	Apprehend the gender and caste differences prevailing in the society.	Analyses the laws and policies of colonial administration towards issues related to caste, women, widow remarriage, child marriage, social reforms.
	Caste and Social Reform	Appreciate the contribution of Indian thinkers in bringing the social reforms to uplift the society.	
9. The Making of the National Movement: 1870s--1947	The Emergence of Nationalism	Feel part of the modern consciousness or nationalism	Outlines major developments that occurred during the modern period in the field of arts Outlines the course of the Indian national movement from the 1870s till independence
	The Growth of Mass Nationalism	Describe the emergence of freedom fighters and struggle against the Foreign rule	
	The March to Dandi	Learn the method of peaceful defiance against the government's monopoly on manufacturing of the salt Emergence of Gandhi on the Indian political scenario His contribution to the attaining the Independence	
	Quit India and Later	Appreciate the nationwide demand of the freedom fighters to leave India and Muslim league's demand for partition	

10. India After Independence	A New and Divided Nation	Understand the challenges in making India a nation-state	Analyses the significant developments in the process of nation building
	A Constitution is Written	Learn significance of the lengthiest constitution of new India	
	How were States to be Formed?	Attach significance to the linguistic basis of the formation of states	
	Planning for Development	Understand the setting up of a Planning Commission to help design and execute suitable policies for economic development	
	The Nation, Sixty Years On	Feel proud of the continual achievements of India like still united and still democratic.	