

## Common Syllabus

### Social Science

### Classes III to VIII

#### Opening Note:

The aim of the Draft Curriculum for Classes III to V is to build consonance and continuity with Classes VI to X, in the basic pedagogic principles of the learning of the Social Sciences, and in terms of the gradient of evolution, keeping as basis, the growing mind of the child. As such, therefore, there is a redrafting of governing considerations in the formation of the syllabus, to suit the requirements of a younger age group. The attempt has been to evolve the content in growing concentric circles.

#### **1. To help a child experience herself - as part of the history of her life, in the geographical space she occupies, with a social implication to how she lives it**

Time line [Family Tree], My History in my Geography: My community and occupation; Landmarks in My Neighbourhood, Drawing out the 4 directions, and my own orientation, extending to mapping the area and then the state in the country

#### **2. To help children understand that history is not just facts, but life as it was lived**

- Structures of Governance
  - The life of the common person
  - Archaeology Monuments Heritage Religion
  - Movements
  - Public amenities
  - Literature
1. Geography- maps could be introduced through plotting and symbols could be introduced through what needs to be explained/ common in maps, and diagrammatic representation. Mapping could be done from my village, district, state and country in this order.

#### **3. To help children understand that history may be changed / rewritten – with an understanding of impacts and implications**

- Modes of transport
- Physical boundaries
- Landscapes
- Community frameworks, and Lifestyles
- Governance
- Civic rights and responsibilities

#### **4. To help children connect to the physical world that makes their social and psychological, and economical and political world possible**

- Culture
- Seasons
- Rainfall
- Occupations
- Community life
- Changes in the environment; Human interaction with the environment.
- Global and local governance systems; that affect the physical world, and the quantity and quality of natural resources.
- Different landmarks: landmarks for a traveller, landmarks for a period, landmarks for study.

#### **5. To help children understand the earth as a phenomenon**

- The environment of the child – earth, air, water
- Wildlife and habitat
- Landscapes – a beginning - plateaus, mountains, plains, the nature of the soil, vegetation, agriculture, human interaction with landscape

#### **6. To help children feel responsible as citizens and empowered as people**

- Systems around the child – Rights and responsibilities, (human, child), democracy
- the protection of common spaces, and public properties,
- The protection of species
- The protection of the environment
- The protection of the rights of other citizens.
- Protecting oneself and one's world
- Community helpers, their role in the society and why we need them.

#### **7. Help children understand about the resources and functioning of local state and national bodies**

- Administration
- Services
- Revenue
- List would include things in a connected way so that it is easily relatable.

#### **8. Help children understand about the role and impact of power to act**

- Changes caused to lifestyle, village, city, district, state, country, and world by human habitation on this planet.
- Community aspect of festivals and other contexts of celebration, would give scope to explore togetherness, tradition and relationships in a larger social framework.

## **9. Helping children realize that individual initiatives, and larger changes in the world have also come because of strong passions and a larger vision**

- Freedom struggle in India
- The struggle to discover, to create, to invent
- People who make a difference – not necessarily famous
- Systems that protect justice

## **10. Evolving national scope and boundary**

- Understanding natural and manmade disasters
- Resources → natural; man-made → technologies → electronics; agriculture
- Facilities → lifestyles, jobs, choices

\*Caution: All overlapping areas are to be seen as Preparation and Introduction, and an aid to facilitating a rich classroom atmosphere.

## CLASS VIII

History	Geography	Civics	Economics
<p><b>Unit 1</b></p> <p><b>The Great Mughals</b>-Conditions of India on the eve of Babur’s invasion- Babur-Humayun-Sur Dynasty-Shershah Sur-Akbar-Jahangir-Shajahan-Aurangzeb-Administration-Art and Architecture-Causes for the decline of the Mughals.</p> <p><b>Unit 2</b></p> <p><b>Rise of the Marathas</b>-Shivaji-Administration -Successors-Peshwa rule-Nadir shah-Ahmad Shah Abdali’s invasions-Third Battle of Panipat.</p> <p><b>Unit 3</b></p> <p><b>Advent of the Europeans</b>-Portuguese,Dutch,English, French-Conflict between the English and the French-Causes for the Success of the British.</p> <p><b>Unit 4</b></p> <p><b>Anglo-French Struggle</b> – the first carnatic war – second carnatic war third carnatic war the first anglo – Mysore war</p>	<p><b>Unit 1</b></p> <p><b>Resources</b>-Resources and their types-Resources and Human Activity</p> <p><b>Unit 2</b></p> <p><b>Primary Activity</b>-Types of Primary Activities- Gathering, Hunting and Fishing-Mining-Classification of minerals</p>	<p><b>Unit 1</b></p> <p><b>National Integration</b>-Unity in diversity-Factors promoting national integration-Factors affecting national integration.</p> <p><b>Unit 2</b></p> <p><b>Socio-Economic problems</b>-Illiteracy-Child labour-Unemployment-Poverty-Population explosion.</p>	