

NCERT Class 8 History Syllabus 2021-22

CLASS VIII: OUR PASTS – III

Themes	Objectives
<p>Where, When, How</p> <p>(a) An overview of the period.</p> <p>(b) Introduction to the new geographical categories.</p> <p>(c) An outline of the time frame.</p> <p>(d) An introduction to the sources.</p>	<p>(a) Introduce the changing nomenclature of the subcontinent and regions.</p> <p>(b) Delineate major developments within the time frame.</p> <p>(c) Suggest how the sources of study for this period are different to those of earlier periods.</p>
<p>The Establishment of Company Power</p> <p>(a) Mercantilism and trade-wars.</p> <p>(b) Struggle for territory, wars with Indian rulers.</p> <p>(c) The growth of colonial army and civilian administration. <i>Regional focus: Tamil Nadu.</i></p>	<p>(a) Unravel the story of a trading company becoming a political power.</p> <p>(b) Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures.</p>
<p>Rural Life and Society</p> <p>(a) Colonial agrarian policies; their effect on peasants and landlords.</p> <p>(b) Growth of commercial crops.</p> <p>(c) Peasant revolts: focus on indigo rebellions.</p> <p><i>Regional focus: Bengal and Bihar. Some comparison with later developments in Punjab.</i></p>	<p>(a) Provide a broad view of changes within rural society through a focus on two contrasting regions.</p> <p>(b) Show the continuities and changes with earlier societies.</p> <p>(c) Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts.</p>
<p>Colonialism and Tribal Societies</p> <p>(a) Changes within tribal economies and societies in the nineteenth century.</p> <p>(b) Tribal revolts: focus on Birsa Munda.</p> <p><i>Regional focus: Chotanagpur and North-East.</i></p>	<p>(a) Discuss different forms of tribal societies.</p> <p>(b) Show how government records can be read against the grain to reconstruct histories of tribal revolts.</p>
<p>Crafts and Industries</p> <p>(a) Decline of handicrafts in the nineteenth century.</p> <p>(b) Brief reference to growth of industries in the twentieth century.</p> <p><i>Case-studies: textiles.</i></p>	<p>(a) Familiarise students with the processes of de-industrialisation and industrialisation.</p> <p>(b) Give an idea of the technologies of weaving and the lives of weavers.</p>

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<p>The Revolt of 1857-58</p> <p>(a) The rebellion in the army and the spread of the movement.</p> <p>(b) The nature of elite and peasant participation. <i>Regional focus: Awadh.</i></p>	<p>(a) Discuss how revolts originate and spread.</p> <p>(b) Point to the changes in colonial rule after 1857.</p> <p>(c) Illustrate how vernacular and British accounts can be read to understand the rebellion.</p>
<p>Education and British rule</p> <p>(a) The new education system – schools, syllabi, colleges, universities, technical training.</p> <p>(b) Changes in the indigenous systems.</p> <p>(c) Growth of ‘National education’.</p> <p><i>Case-studies: Baroda, Aligarh.</i></p>	<p>(a) Show how the educational system that is seen as universal and normal today has a history.</p> <p>(b) Discuss how the politics of education is linked to questions of power and cultural identity.</p>
<p>Women and reform</p> <p>(a) Debates around <i>sati</i>, widow remarriage, child marriage and age of consent.</p> <p>(b) Ideas of different reformers on the position of women and women’s education.</p> <p><i>Regional focus: Maharashtra and Bengal.</i></p>	<p>(a) Discuss why so many reformers focused on the women’s question, and how they visualised a change in women’s conditions.</p> <p>(b) Outline the history of new laws that affect women’s lives.</p> <p>(c) Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women.</p>
<p>Challenging the Caste System</p> <p>(a) Arguments for caste reform. The ideas of Phule, Veerasalingam, Sri Narayana Guru, Periyar, Gandhi, Ambedkar.</p> <p>(b) Consequences and implications of the activities of the reformers.</p> <p><i>Region: Maharashtra, Andhra.</i></p>	<p>(a) Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system.</p> <p>(b) Discuss why the question of caste was central to most projects of social reform.</p>
<p>Colonialism and Urban Change</p> <p>(a) De-urbanisation and emergence of new towns.</p> <p>(b) Implications of colonial policies and institutions – municipalities, public works, planning, railway links, police.</p> <p><i>Case-study: Delhi.</i></p>	<p>(a) Outline the nature of urban development in the 19th and 20th centuries.</p> <p>(b) Introduce students to the history of urban spaces through photographs.</p> <p>(c) Show how new forms of towns emerged in the colonial period.</p>

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<p>Changes in the Arts: Painting, Literature, architecture</p> <p>(a) Impact of new technologies and institutions: art schools, printing press.</p> <p>(b) Western academic style and nationalist art.</p> <p>(c) Changes in performing arts – music and dance enter the public arena.</p> <p>(d) New forms of writing.</p> <p>(e) New architecture.</p> <p><i>Case-studies: Mumbai, Chennai.</i></p>	<p>(a) Outline the major development in the sphere of arts.</p> <p>(b) Discuss how these changes are linked to the emergence of a new public culture.</p> <p>(c) Illustrate how paintings and photographs can be used to understand the cultural history of a period.</p>
<p>The Nationalist Movement</p> <p>(a) Overview of the nationalist movement from the 1870s to the 1940s.</p> <p>(b) Diverse trends within the movement and different social groups involved.</p> <p>(c) Links with constitutional changes.</p> <p><i>Case study: Khilafat to Non Cooperation.</i></p>	<p>(a) Outline the major developments within the national movement and focuses on a detailed study of one major event.</p> <p>(b) Show how contemporary writings and documents can be used to reconstruct the histories of political movements.</p>
<p>India after Independence</p> <p>(a) National and regional developments since 1947.</p> <p>(b) Relations with other countries.</p> <p>(c) Looking to the future.</p>	<p>(a) Discuss the successes and failures of the Indian democracy in the last fifty years.</p> <p>(b) Illustrate how newspapers and recent writings can be used to understand contemporary history.</p>

