

NCERT Class 8 Social And Political Life Syllabus




RULE OF LAW AND SOCIAL JUSTICE

Rationale

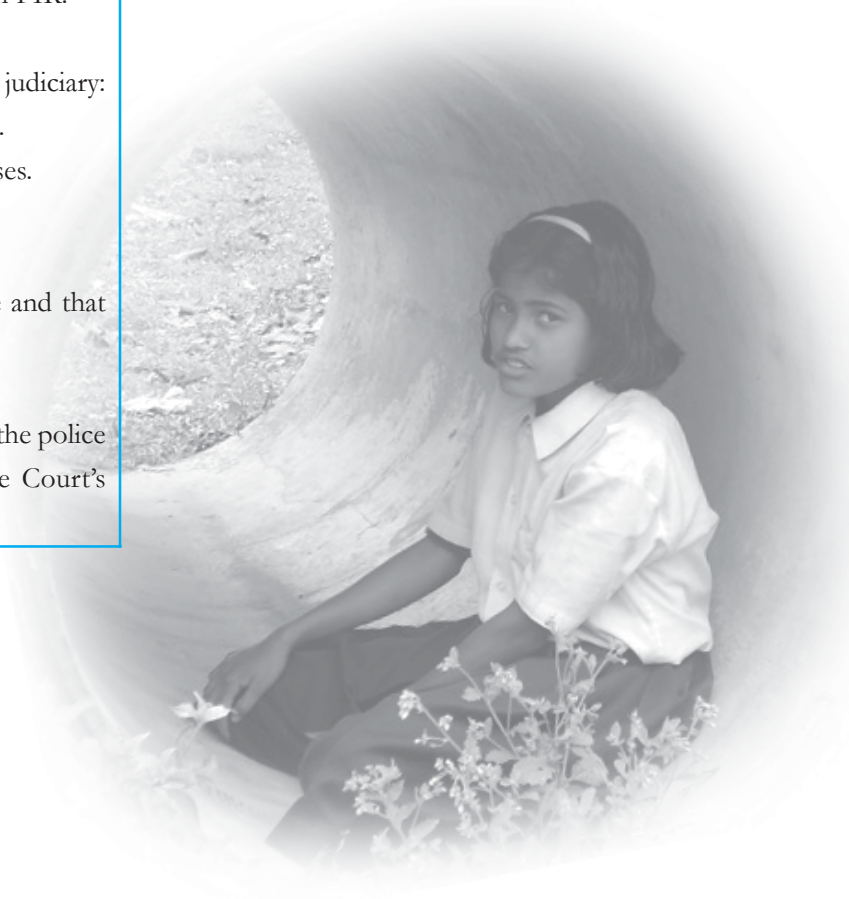
The theme of law and social justice for Class VIII attempts to connect constitutional values and vision to the reality of contemporary India and to look at the constitution as an inspiring and evolving document. Some provisions of the constitution relating to fundamental rights, parliamentary form of government, role of the judiciary and economic role of government are the topics discussed in this light. The attempt is to move from listing rules and functions to discussing some of the key ideas underlying the working of these institutions. The role of people as desiring and striving for a just society and hence responding and evolving laws and structures that govern us is brought forth.

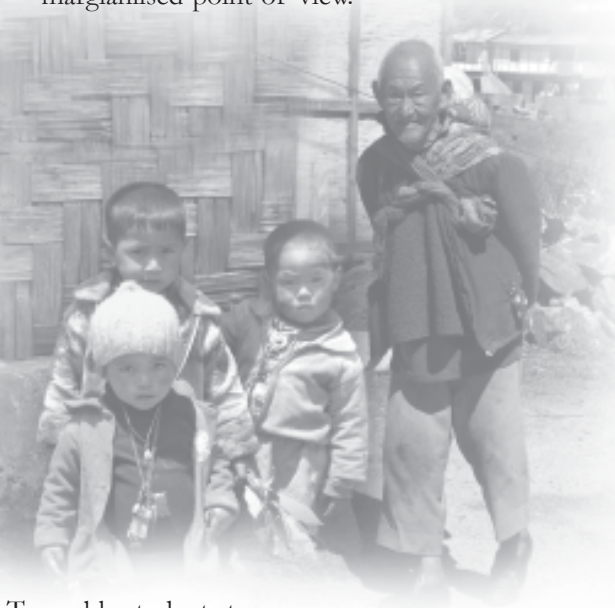
Objectives

The specific objectives of the course, where it is not clear from the rationale of the approach, are indicated beside the themes to be taught in the course.

Themes	Objectives
<p>UNIT 1: The Constitution</p> <p>This unit focuses on the Constitution through first highlighting why there is a need for laws and then showing how the Constitution is the framework that determines the making of laws in this country. Aspects of secularism as well as economic justice are highlighted with respect to the Constitution.</p> <p>Section 1</p> <p>The Role of the Constitution and the Need for Laws</p> <ul style="list-style-type: none"> • On need for laws discussed through an example like dowry, • Role of Constitution in determining the authority/legitimacy of the law, • Laws and Dissent: Salt Satyagraha and a post-1947 example such as anti-liquor agitation. <p>Section 2</p> <ul style="list-style-type: none"> • Vision set forth in the Indian Constitution with a focus on secularism. • On how an ideal of the Constitution translates into a law • On how ideals of secularism got translated into fundamental rights. • On Fundamental rights as human rights. • On Fundamental Duties. • On whether the fact that a law exists to secure certain rights mean that in effect these rights have been realised for all. This will be discussed with examples from current efforts of various marginalised communities to realise their rights. <p>UNIT 2: Parliamentary Government</p> <p>In this unit the functioning of parliamentary government and the roles and responsibilities of the various individuals involved in explained in context. In addition the workings of the central government are explained through the steps involved in passing a new law that arose out of people's struggles.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • develop an understanding of the rule of law and our involvement with the law, • understand the Constitution as the primary source of all our laws, • understand laws as evolving and subject to change. • understand the vision and the values of the Constitution, • develop an appreciation of human rights guaranteed in the Constitution • appreciate our continuous involvement with the constitution as a living document  <p>To enable students to:</p> <ul style="list-style-type: none"> • understand why India chose a parliamentary form of govt, • gain a sense\rationale of the essential elements of the parliamentary form of government, • analyse the role of people's agency in placing demands for legislation,

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<p>Section 1</p> <ul style="list-style-type: none"> • Reasons why parliamentary form chosen in India. • Main features of composition of parliament and its role in debating a bill. • Accountability of the government to the parliament. • Role of President, PM and the Council of Ministers. <p><i>Case Study:</i> Debate between Nehru and Rajendra Prasad on the real powers of the President.</p> <p>Section 2</p> <p>Understand central government through issue of minimum wages or other struggles keeping following in mind:</p> <ul style="list-style-type: none"> - Translation of felt need into law and the critical features of the legislation. - Implication of law. <p>UNIT 3: The Judiciary</p> <p>This unit focuses on understanding the judiciary through tracing a case from the lower to the higher courts. It also examines the difference between civil and criminal cases and the difference between the police and the courts as well as provides information on an FIR.</p> <p>Section 1</p> <ul style="list-style-type: none"> • The structure and process followed by the judiciary: Trace a case from lower to higher courts. • Distinguish between civil and criminal cases. • Indicate the rationale of the process <p>Section 2</p> <p>Difference between the roles of the police and that of the courts.</p> <ul style="list-style-type: none"> • Role of the Public Prosecutor. • On an FIR: filing one, on the illegality of the police not accepting an FIR and the Supreme Court's directive on this. 	<ul style="list-style-type: none"> • understand the ways in which the government and other groups respond to such issues. <p>To enable students to:</p> <ul style="list-style-type: none"> • understand the main elements of our judicial structure, • appreciate the need for the processes followed, • understand what an FIR is and how to file one.



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<p>UNIT 4: Social Justice and the Marginalised</p> <p>This unit focuses on issues of social justice and the marginalised. It first provides an understanding of what is meant by ‘marginalised’ groups. It then discusses in-depth the issue of untouchability and reservations.</p> <p>Section 1</p> <p>A brief explanation of what is meant by marginalised. Include how various communities (SC, ST, OBC, minorities) fit in.</p> <ul style="list-style-type: none"> • Forms of social inequality – Constitutional provisions relating to social justice. • Effect of social inequalities on economic inequalities. • On Reservations. <p>Section 2</p> <p>Different forms of untouchability that continue to exist</p> <ul style="list-style-type: none"> • The law on manual scavenging with reference to existing realities in rural and urban areas. <p>UNIT 5: Economic Presence of the Government</p> <p>Introduction of various ways by which government is engaged in developmental activities, especially in infrastructure and social sectors.</p> <p>Explain with an example from this area why we need the government, how is the provision done, how does it impact upon people.</p>	<p>To enable students to:</p> <ul style="list-style-type: none"> • understand what is meant by marginalised, • gain a critical understanding of social and economic injustices, • develop skills to analyse an argument from the marginalised point of view.  <p>To enable students to:</p> <ul style="list-style-type: none"> • think about the role of government in the economic sphere, • see some links between people’s aspirations\ needs and role of government.

Disclaimer Dropped Topics

Chapter 1: The Indian Constitution

Page 7, two lines in last paragraph starting with 'Do you recall... because he was Dalit'.

Chapter 3: Why Do We Need Parliament

Page 39 (full page) and two paragraphs from page 40.

Chapter 4: The Law Making

Chapter 4, pages 42, 43, 44 and first two paragraphs on page 45
Questions 1, 2 and 4 on page 51.

Chapter 5: Judiciary

Last paragraph on page 55 from 'For example... till west Bengal (1996)'.

Chapter 6: Understanding our Criminal Justice System

Full Chapter.

Unit four: Teacher's note

Teacher's note: Page 79 — first paragraph, sentence starting from 'Kanta story... class VI and VII books'.

Chapter 7: Understanding Marginalization

Line six from top ('Do you remember... rent a house?')
Box item (I live... discrimination)

Chapter 8: Confronting Marginalization

Box item (the term... caste system)