

# Class VIII

# Political Science

# OVERVIEW OF SYLLABUS AND SKILLS

Chapter No	Chapter Name	Activities	Values	Skills	Cross-curricular Links
1.	<b>Indian Constitution</b> <ul style="list-style-type: none"> <li>▪ Why is Constitution Required?</li> <li>▪ Role of Constitution in Democratic Societies</li> <li>▪ How Does the Constitution Define the Nature of India's Democracy?</li> <li>▪ Federalism</li> <li>▪ Parliamentary Form of Government</li> <li>▪ Separation of Powers</li> <li>▪ Fundamental Rights</li> <li>▪ Secularism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective monitoring – practical demonstration of different aspects of effective monitoring importance to emphasise on requirement of constitution</li> <li>▪ Role plays to depict our daily struggles and role of constitution in solving them</li> <li>▪ Discussion on a given situation</li> <li>▪ Pop-quizes to assess prior and acquiring knowledge about constitution of India</li> <li>▪ Presentations on federalism, parliamentary form of government, separation of powers and secularism</li> <li>▪ Constitutional remedy jar – stating different economical or religious issues and analysing them to find remedy in our constitution</li> <li>▪ News analysis where news is collected, analysed and summarised in own words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realising importance of fundamental duties along with rights</li> <li>▪ Appreciating the ideologies and vision behind forming our constitution and realise their role in maintaining them today</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing</li> <li>▪ Discussing</li> <li>▪ Presenting</li> <li>▪ Data representation</li> <li>▪ Collaboration</li> <li>▪ Communication</li> <li>▪ Critical thinking</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>▪ Presenting information through graphic organisers</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>▪ Reading writing and communicating</li> </ul>
2.	<b>Secularism</b> <ul style="list-style-type: none"> <li>▪ Separation of Religion and State</li> <li>▪ How Does Indian Secularism Work?</li> <li>▪ How is Indian Secularism Different from Other Secular Countries?</li> </ul>	<ul style="list-style-type: none"> <li>▪ New Analysts: Analysing news reports about government steps to maintain peace between religions in the country simultaneously</li> <li>▪ Discussion on strategies of interference and non-interference in religious matters to work together</li> <li>▪ Nukkad Natak: a street play project depicting the importance of healthy cooperation between different religions</li> <li>▪ Analysing situations while keeping in mind Indian secularism</li> <li>▪ Discussions on situations relating to secularism</li> <li>▪ Watching videos to realise their importance as citizens to keep the spirit of secularism alive in our country</li> </ul>	<ul style="list-style-type: none"> <li>▪ Realising their responsibility to maintain peace between religions in India</li> <li>▪ Sharing ideas to spread awareness regarding the principles and rights of secularism in every part of India</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing</li> <li>▪ Discussing</li> <li>▪ Debate</li> <li>▪ Role playing</li> <li>▪ Collaboration</li> <li>▪ Communication</li> <li>▪ Critical thinking</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>▪ Interpreting pie charts</li> </ul> <b>Performing Arts</b> <ul style="list-style-type: none"> <li>▪ Street play prepared by students</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>▪ Reading writing and communicating</li> </ul>
3.	<b>Indian Parliament</b> <ul style="list-style-type: none"> <li>▪ Indian Parliament and Citizens of India</li> <li>▪ Role of Indian Parliament</li> <li>▪ People in Indian Parliament</li> <li>▪ Representatives of People - Constituents of Parliament and its Challenges</li> </ul>	<ul style="list-style-type: none"> <li>▪ Election Analyst: researching, collecting, sorting and assessing data of previous Lok Sabha elections and present them in tabular form</li> <li>▪ Debate about keeping voting rights restricted to educated people</li> <li>▪ Reading and interpreting Lok Sabha seating chart</li> <li>▪ Debate about reserving seats for women in Indian Parliament</li> <li>▪ Creating a manual for skills and qualifications required by government for their elected representative</li> <li>▪ Planning and conducting a community project to check valid voter IDs and registration to vote</li> <li>▪ Revamping Indian Parliament: researching about the election processes and features of different governments in different countries and evaluate them to include some best features in our governance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding the importance of keeping themselves aware and participative in the political scenario of our country</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analysing</li> <li>▪ Data representing</li> <li>▪ Debating</li> <li>▪ Interpreting election charts</li> <li>▪ Planning and executing projects</li> <li>▪ Collaboration</li> <li>▪ Communication</li> <li>▪ Critical thinking</li> </ul>	<b>Mathematics</b> <ul style="list-style-type: none"> <li>▪ Data interpretation percentage</li> </ul>
	<b>Understanding Laws</b> <ul style="list-style-type: none"> <li>▪ Laws in Ancient and Pre-independent India</li> <li>▪ Making Laws</li> <li>▪ Unpopular and Controversial Laws</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interpreting comic strip to understand case and answer questions</li> <li>▪ Reading and understanding case studies regarding the features of Rule of Law</li> <li>▪ Reading and understanding landmark case and their judgement - <i>Shayara Bano case</i></li> <li>▪ Debate on whether government should take popular public opinion to pass or amend laws</li> <li>▪ Comparison of social situations of pre-independent India and independent India</li> <li>▪ Reading and analysing news and current affairs to develop understanding</li> <li>▪ Creating a law board to gauge understanding of law as known through media, personal opinion, general public opinion and news</li> <li>▪ Watching video comparing situations before and after independence</li> <li>▪ Making laws: creating a classroom setup to demonstrate how laws are made in our country</li> </ul>	<ul style="list-style-type: none"> <li>▪ Encouraging to pursue professions to help maintain law and order in difficult places in our country</li> <li>▪ Appreciating different professions for their contribution towards maintaining law and order in their country</li> </ul>	<ul style="list-style-type: none"> <li>▪ Interpreting case studies</li> <li>▪ Debate</li> <li>▪ Analysing</li> <li>▪ Creating</li> <li>▪ Discussions</li> <li>▪ Collaboration</li> <li>▪ Communication</li> <li>▪ Critical thinking</li> </ul>	<b>History</b> <ul style="list-style-type: none"> <li>▪ Researching about laws and acts passed by British Raj that were protested by nationalists</li> </ul> <b>Language</b> <ul style="list-style-type: none"> <li>▪ Reading writing and communicating</li> </ul>