

## CBSE Class 8 Syllabus for History 2023-24

<b>Themes</b>	<b>Objectives</b>
<p><b>Where, When, How</b></p> <ul style="list-style-type: none"> <li>(a) An overview of the period.</li> <li>(b) Introduction to the new geographical categories.</li> <li>(c) An outline of the time frame.</li> <li>(d) An introduction to the sources.</li> </ul>	<ul style="list-style-type: none"> <li>(a) Introduce the changing nomenclature of the subcontinent and regions.</li> <li>(b) Delineate major developments within the time frame.</li> <li>(c) Suggest how the sources of study for this period are different to those of earlier periods.</li> </ul>
<p><b>The Establishment of Company Power</b></p> <ul style="list-style-type: none"> <li>(a) Mercantilism and trade-wars.</li> <li>(b) Struggle for territory, wars with Indian rulers.</li> <li>(c) The growth of colonial army and civilian administration. <i>Regional focus: Tamil Nadu.</i></li> </ul>	<ul style="list-style-type: none"> <li>(a) Unravel the story of a trading company becoming a political power.</li> <li>(b) Show how the consolidation of British power was linked to the formation of colonial armies and administrative structures.</li> </ul>
<p><b>Rural Life and Society</b></p> <ul style="list-style-type: none"> <li>(a) Colonial agrarian policies; their effect on peasants and landlords.</li> <li>(b) Growth of commercial crops.</li> <li>(c) Peasant revolts: focus on indigo rebellions.</li> </ul> <p><i>Regional focus: Bengal and Bihar. Some comparison with later developments in Punjab.</i></p>	<ul style="list-style-type: none"> <li>(a) Provide a broad view of changes within rural society through a focus on two contrasting regions.</li> <li>(b) Show the continuities and changes with earlier societies.</li> <li>(c) Discuss how growth of new crops often disrupted the rhythms of peasant life and led to revolts.</li> </ul>
<p><b>Colonialism and Tribal Societies</b></p> <ul style="list-style-type: none"> <li>(a) Changes within tribal economies and societies in the nineteenth century.</li> <li>(b) Tribal revolts: focus on Birsa Munda.</li> </ul> <p><i>Regional focus: Chotanagpur and North-East.</i></p>	<ul style="list-style-type: none"> <li>(a) Discuss different forms of tribal societies.</li> <li>(b) Show how government records can be read against the grain to reconstruct histories of tribal revolts.</li> </ul>
<p><b>Crafts and Industries</b></p> <ul style="list-style-type: none"> <li>(a) Decline of handicrafts in the nineteenth century.</li> <li>(b) Brief reference to growth of industries in the twentieth century.</li> </ul> <p><i>Case-studies: textiles.</i></p>	<ul style="list-style-type: none"> <li>(a) Familiarise students with the processes of de-industrialisation and industrialisation.</li> <li>(b) Give an idea of the technologies of weaving and the lives of weavers.</li> </ul>

### The Revolt of 1857-58

- (a) The rebellion in the army and the spread of the movement.
- (b) The nature of elite and peasant participation. *Regional focus: Awadh.*

### Education and British rule

- (a) The new education system – schools, syllabi, colleges, universities, technical training.
  - (b) Changes in the indigenous systems.
  - (c) Growth of ‘National education’.
- Case-studies: Baroda, Aligarh.*

### Women and reform

- (a) Debates around *sati*, widow remarriage, child marriage and age of consent.
  - (b) Ideas of different reformers on the position of women and women’s education.
- Regional focus: Maharashtra and Bengal.*

### Challenging the Caste System

- (a) Arguments for caste reform. The ideas of Phule, Veerasalingam, Sri Narayana Guru, Periyar, Gandhi, Ambedkar.
  - (b) Consequences and implications of the activities of the reformers.
- Region: Maharashtra, Andhra.*

### Colonialism and Urban Change

- (a) De-urbanisation and emergence of new towns.
  - (b) Implications of colonial policies and institutions – municipalities, public works, planning, railway links, police.
- Case-study: Delhi.*

### Objectives

- (a) Discuss how revolts originate and spread.
- (b) Point to the changes in colonial rule after 1857.
- (c) Illustrate how vernacular and British accounts can be read to understand the rebellion.

- (a) Show how the educational system that is seen as universal and normal today has a history.
- (b) Discuss how the politics of education is linked to questions of power and cultural identity.

- (a) Discuss why so many reformers focused on the women’s question, and how they visualised a change in women’s conditions.
- (b) Outline the history of new laws that affect women’s lives.
- (c) Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women.

- (a) Familiarise students with the biographies and writings of individuals who sought to criticise and reform the caste system.

- (b) Discuss why the question of caste was central to most projects of social reform.

- (a) Outline the nature of urban development in the 19th and 20th centuries.
- (b) Introduce students to the history of urban spaces through photographs.
- (c) Show how new forms of towns emerged in the colonial period.

<b>Themes</b>	<b>Objectives</b>
<p><b>Changes in the Arts: Painting, Literature, architecture</b></p> <ul style="list-style-type: none"> <li>(a) Impact of new technologies and institutions: art schools, printing press.</li> <li>(b) Western academic style and nationalist art.</li> <li>(c) Changes in performing arts – music and dance enter the public arena.</li> <li>(d) New forms of writing.</li> <li>(e) New architecture.</li> </ul> <p><i>Case-studies: Mumbai, Chennai.</i></p>	<ul style="list-style-type: none"> <li>(a) Outline the major development in the sphere of arts.</li> <li>(b) Discuss how these changes are linked to the emergence of a new public culture.</li> <li>(c) Illustrate how paintings and photographs can be used to understand the cultural history of a period.</li> </ul>
<p><b>The Nationalist Movement</b></p> <ul style="list-style-type: none"> <li>(a) Overview of the nationalist movement from the 1870s to the 1940s.</li> <li>(b) Diverse trends within the movement and different social groups involved.</li> <li>(c) Links with constitutional changes.</li> </ul> <p><i>Case study: Khilafat to Non Cooperation.</i></p>	<ul style="list-style-type: none"> <li>(a) Outline the major developments within the national movement and focuses on a detailed study of one major event.</li> <li>(b) Show how contemporary writings and documents can be used to reconstruct the histories of political movements.</li> </ul>
<p><b>India after Independence</b></p> <ul style="list-style-type: none"> <li>(a) National and regional developments since 1947.</li> <li>(b) Relations with other countries.</li> <li>(c) Looking to the future.</li> </ul>	<ul style="list-style-type: none"> <li>(a) Discuss the successes and failures of the Indian democracy in the last fifty years.</li> <li>(b) Illustrate how newspapers and recent writings can be used to understand contemporary history.</li> </ul>

