Social Science

Resources and Development

Textbook in Geography for Class VIII
The National Curriculum Framework (NCF), 2005, recommends that children’s life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centred system of education outlined in the National Policy on Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children’s life at school a happy experience, rather than a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

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Director
National Council of Educational Research and Training
TEXTBOOK DEVELOPMENT COMMITTEE

Chairperson, Advisory Committee for Textbooks in Social Sciences at the Upper Primary Level
Hari Vasudevan, Professor, Department of History, University of Calcutta, Kolkata

Chief Advisor
Vibha Parthasarathi, Principal (Retd.), Sardar Patel Vidyalaya, New Delhi

Members
Anindita Datta, Lecturer, Delhi School of Economics, University of Delhi, Delhi
Anshu, Reader, Kirorimal College, University of Delhi, Delhi
Aparna Pandey, Lecturer, DESSH, NCERT, New Delhi
Bhagirathy Jhingran, TGT, Pathways World School, Gurgaon
Meera Hoon, TGT, Modern School, Barakhamba Road, New Delhi
Punam Behari, Vice Principal, Miranda House, University of Delhi, Delhi
Samita Dasgupta, PGT, Anandlalaya, Anand, Gujarat
Srinivasan K., TGT, Mallya Aditi International School, Bangalore
Syamala Srivatsa, TGT, Sardar Patel Vidyalaya, New Delhi

Member-coordinator
Tannu Malik, Lecturer, Department of Education in Social Sciences and Humanities, NCERT, New Delhi
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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for “Sovereign Democratic Republic” (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for “Unity of the Nation” (w.e.f. 3.1.1977)