



# P.K.M. COLLEGE OF EDUCATION

MADAMPAM, KAITHAPRAM P. O., KANNUR – 670 631

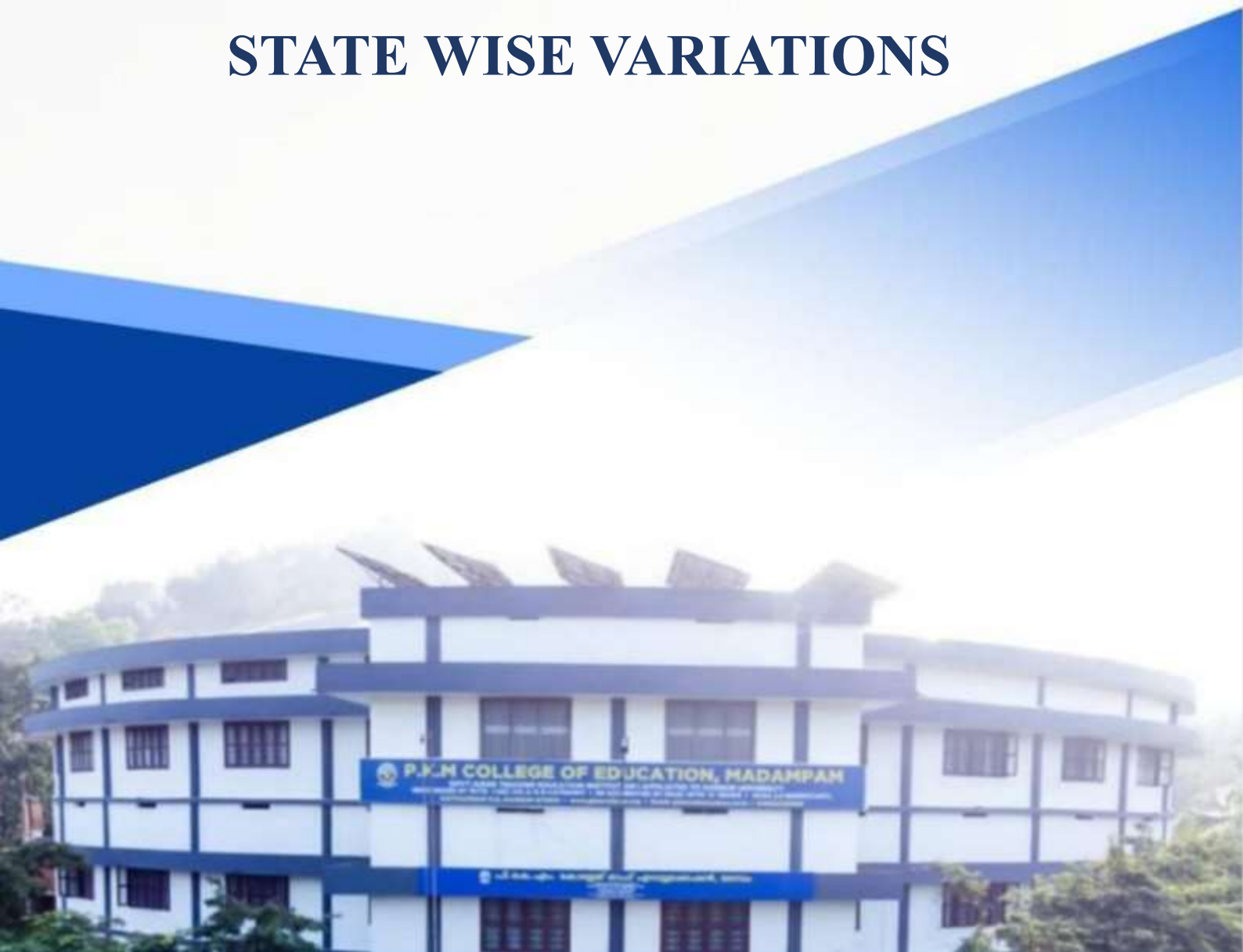
(Govt. Aided Teacher Education Institution affiliated to Kannur University)

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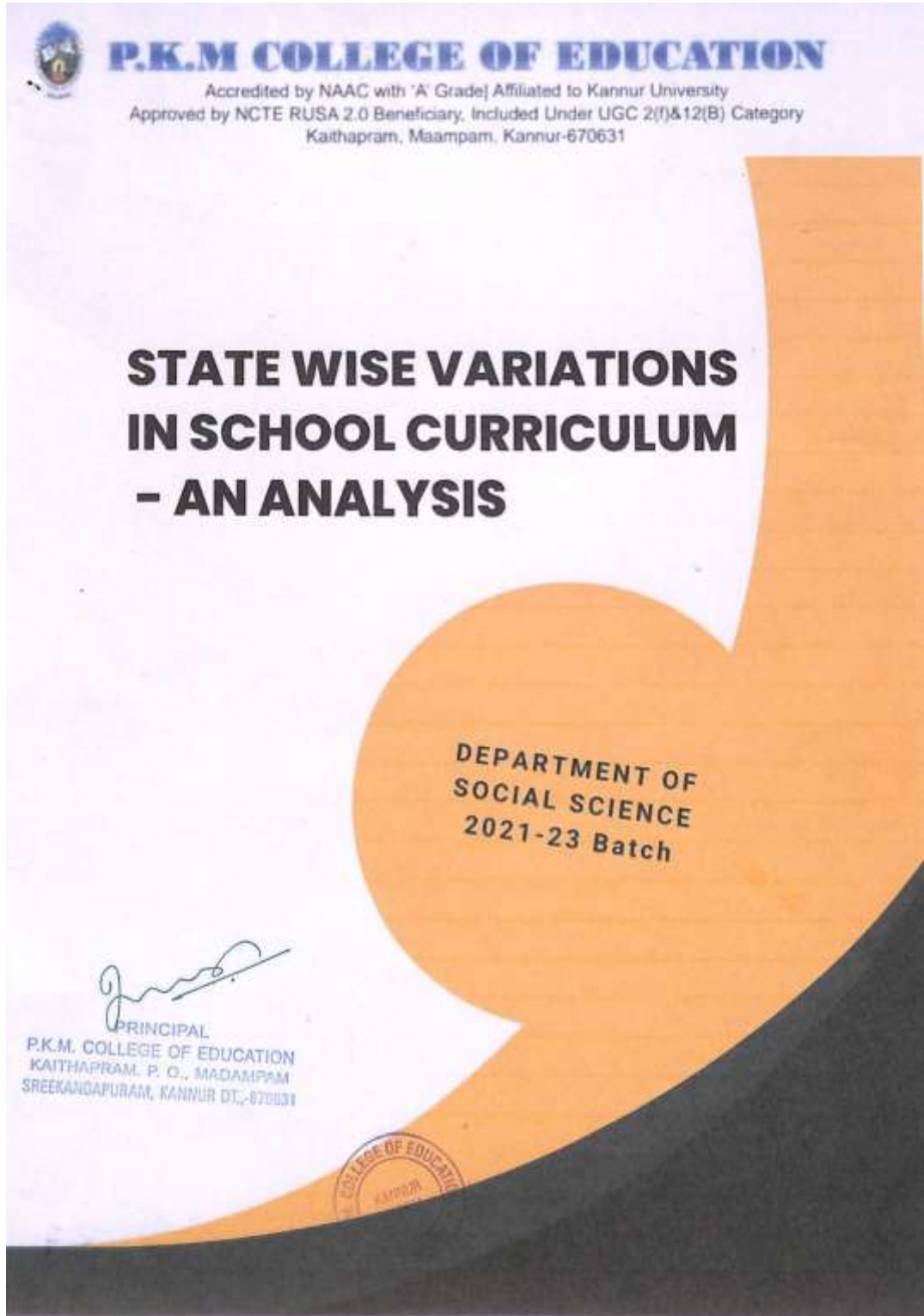
Accredited by NAAC with 'A' Grade, (Second cycle -4 point scale), RUSA 2.0 beneficiary

1.3.2 Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.

## STATE WISE VARIATIONS



## State wise Variations



## STATE WISE VARIATIONS IN SCHOOL CURRICULUM - AN ANALYSIS

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1	Introduction	Jomal Joy
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3	SCERT Textbook Class VIII- Tamil Nadu	Simna N.P
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**SCERT TEXTBOOK KERALA**  
**SOCIAL SCIENCE**  
**STANDARD VIII**

**LEARNING OUTCOMES**

- To understand, analyze and compare the features of human life in different stages of the Stone Age.
- To gain knowledge on the four early river valley civilizations
- To understand the structure of earth and its composition; formation and degradation of rocks and soil; and its conservation.
- To create awareness on the organs of government in India at central and state level.
- To gain knowledge on the feature of Ancient Tamilakam
- To understand different types of maps and its interpretation
- To understand the basic economic problems and to acquaint the learners with prominent economists.
- To understand the development and progress of life and society of Aryans in the Gangetic plains
- To gain knowledge on life during Mauryan and Gupta periods.
- To become aware about the atmosphere, its layers, its components ,their significance and variations in atmospheric temperature, its causes and effects, and conservation.
- To gain knowledge on the planning for development of India and its stages.
- To understand the importance of water,its threats and remedial measures.
- To gain knowledge on social groups and social control



## CONTENT

1. Human life in the Stone age
2. Early civilizations of man
3. Study on composition of earth
4. Structure and components of government in India
5. Life in Ancient Tamilakam
6. Maps and map reading
7. Basic economic problems and prominent economists
8. Development of life and society in Gangetic plains
9. Mauryan and Gupta periods
10. Atmosphere and related ideas
11. Planning in India
12. Water
13. Social groups and social control

## ASSESSMENT STRATEGIES

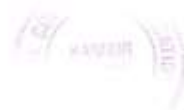
- Substantiation
- Checking distinguished understanding of different categories of a topic
- Explanation
- Match the following exercise
- Identifying features
- Analysis
- Comparison
- Evaluation of ideas
- Making lists



  
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## LEARNING STRATEGIES

- Album making
- Model making
- Keeping an atlas
- Note making
- Discussion
- Examination of facts
- Locating places in maps
- Flow charts
- Concept chart
- Observation of maps
- Seminar
- Worksheet
- Poster making
- Suggestion of remedies
- Day observation
- Figures and diagrams
- Exhibition
- Interaction with local people/ society



  
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## Standard Eight

### Social science

#### A publication under free text book programme

#### Government of Tamil Nadu

- \*Recognises ways in which political social and economic issues which affect there daily lives across time and space.
- \* Understands about the earth as the habitat of human and other forms of life.
- \* Becomes familiar with with one's own region and other forms of life.
- \*Becomes familiar with one's own region and realises interdependence of various regions ( local to global )
- \*Understands spatial distribution of resources and their conversation.
- \*Understands historical developments in different periods of indian history.
- \*Understands historical diversity to relate developments of one place/region with those of another .
- \*Imbibes the values of the indian constitution and their significance in everyday life.
- \*Becomes familiar with Socio-Economic role of institutions such as family ,market and government
- \*understanding secularism

#### CONTENTS

#### HISTORY

- 1.Advent of the Europeans
- 2.From trade to territory
- 3.Rural life and society
4. Peoples revolt



  
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5. Development education In India
6. Development of industries In India
7. Urban changes during the British period
8. Status of women in India through the ages

#### Geography

1. Rocks and soils
  2. weather and climate
  3. hydrological cycle
  4. migration and urbanisation
  5. Hazards
  6. Industries
  7. exploring continents Africa „Australia and antartica
- Map reading

#### Civics

1. How the state government works
2. citizen and citizenship
3. understanding secularism
4. human rights and uno
5. Road safety rules and regulation
6. Defence & foriegn policy
7. The judiciary



  
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## Economics

1. Money savings and investments
2. public and private sectors

## Assessment strategies

- \*match the following
- \*home work
- \*project and activity
- \*fill in the blanks
- \* Answer briefly
- \*Answer in a paragraph
- \*map skills activity

## Learning strategies

- \*consept mapping
- \*activity based learning
- \*discussion

  
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## Andhra Pradesh SCERT Class 8 social science

### Learning outcome

- It helps students to build their ability to learn through reading and writing
- This book help students to study different aspects of our social life- about diversity of land and people, about how people get their livelihoods, how people provide for their common needs and manage them, how all people in our society gods in different ways, and finally how they communicate with each other and build a culture which is shared by them.
- To understand some of these matters - the hills, plains and rivers and seas ; to understand others you may have to know what happened hundreds or even thousands of years ago; but most of all this text is understanding about these things.

### Content

- 1)Reading and Analysis of Maps
- 2)Energy from the sun
- 3)Earth movements and seasons
- 4)The polar Regions
- 5)Forests : using and protecting them
- 6)Minerals and Mining
- 7)Money and Banking
- 8)Impact of Technology on Livelihoods
- 9)Public Health and the government
- 10)Landlords and Tenants under the British and the Nizam
- 11)National Movement - The Early phase 1885-1919
- 12)Freedom Movement in Hyderabad State



- 13)The Indian constitution
- 14)Parliament and central government
- 15)Law and justice - A case study
- 16)Abolition of zamindari system
- 17)Understanding poverty
- 18)Rights Approach to Development
- 19)Social and Religious Reform Movement
- 20)Understanding Secularism
- 21)Performing Arts and Artists in Modern Times
- 22)Film and print Media
- 23)Sports : Nationalism and commerce
- 24)Disaster Management

#### **Leaning Strategies**

Concept mapping, Socratic seminars, case studies, debates, use power point lessons and guided notes, Integrate Reading passages

#### **Assessment Strategies**

Class Discussion, homework, seminars, Assignment,



## Chattisgarh

### Learning outcome

- ★ Know about rise of modern Europe, characteristics of modern age and its historical background.
- ★ Explain the Renaissance of Europe.
- ★ Can understand the establishment of rule of East India company in India.
- ★ Can understand the effect of British rule on Indian population in the areas of agriculture, education, etc.
- ★ Can analyse the first war of independence of India.
- ★ Can identify new ideas in Indian society.
- ★ Can analyse Indian National Movement like Revolutionary movements, Mill Labours movement, etc.
- ★ Can understand the formation of Indian republic.
- ★ Can analyse the historical background of Chhattisgarh.
- ★ Aware about our constitution, fundamental rights and duties, Central Government, our judicial system and tax.
- ★ Can analyse the development of agriculture in India and foreign policies of India.
- ★ Can understand about third or trans gender.
- ★ Can understand about land, soil, water, natural vegetation, wildlife resources, mineral and power resources, agriculture, industries and human resources.

### Content

#### History

- Rise of modern Europe
- Establishment of East India Company in India
- Effect of British rule on Indian people
- First war of independence
- New ideas in Indian Society
- Indian National movement
- Establishment of Republic India
- Study of Chattisgarh



## **Civics**

- Now Meeta Knows
- Our Constitution
- Fundamental Rights and Duties
- Central Government
- Our Judicial System
- Tax
- Development and Agriculture in India
- United Nation Organization
- Foreign Policies of India
- Right to Information
- Trans Gender/ Third Gender

## **Geography**

- Resources
- Land, Soil, Water, Natural Vegetation and Wildlife resources
- Mineral and Power resources
- Agriculture
- Industries
- Human resources

## **Assessment Strategies**

- ★ Match the following
- ★ Fill in the blanks
- ★ Activity
- ★ Answer to the questions
- ★ Extended skill development
- ★ Answer in one word



## Learning strategies

- Concept mapping
- Mind mapping
- Group discussions
- Regular review
- Utilizing online resources

## SOCIAL SCIENCE TEXTBOOK ANALYSES CLASS 8 – MAHARASHTRA

### LEARNING OUTCOMES

- ★ Understand various sources of history and clarify it's use in rewriting the history of this period.
- ★ Distinguishes 'the modern period' from The 'mediaeval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the Historical events that took place in the Particular period.
- ★ Explains how the East India Company became the most dominant power.
- ★ Explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'Indigo Rebellion'.
- ★ Describes the forms of different tribal Societies in the 19<sup>th</sup> century and their relationship with the environment.
- ★ Explains the policies of British Administration towards the tribal Communities.
- ★ Explains the origin, nature and spread Of the freedom struggle of 1857 and the lessons learned from it.
- ★ Analyses the decline of pre-existing Urban centres and handicraft industries and the development of new urban Trade centres and industries in India during the British rule.



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- ★ Explains the institutionalisation of the New education system in India.
- ★ Analyses the issues related to caste, Women, widow remarriage, child marriage, social reforms and the laws And policies of British administration Towards these issues.
- ★ Outlines major developments that Occurred during the modern period in the field of arts.
- ★ Outlines the course of the Indian National movement from the 1870 till independence.
- ★ Analyses the significant developments In the process of nation building.
- ★ Can interpret the social and political Problems in their surrounding in the Light of/ with reference to Indian Constitution.
- ★ Distinguish between union Government and the government of the constituent states
- ★ Explain/elaborate the election Process of Lok SSabha
- ★ Can find out/determine one's own Constituency in the map of Lok Sabha Constituencies of State and Union Territories and can write the Names of local representatives
- ★ Can describe the process of law Making (for example Law for the
- ★ Protection against domestic violence, Right to Information Act, Right to Education Act etc.)
- ★ Can state the important judicial Decisions and on the basis of it can Explain the working of judicial System.
- ★ Can demonstrate how to file first Investigation report
- ★ Can analyse the causes of why the Weaker sections in our society are Left out and its effects
- ★ Explain the nature of governmental Machinery in Maharashtra.



## CONTENTS

### HISTORY

1. Sources of History
2. Europe and India
3. Effects of British rule
4. The Freedom Struggle of 1857
5. Social and Religious Reforms
6. Beginning of Freedom Movement
7. Non-co-operation Movement
8. Civil Disobedience Movement
9. Last Phase of Struggle for Independence
10. Armed Revolutionary Movement
11. Struggle for Equality
12. India gains Independence
13. Fulfillment of Struggle for Independence
14. Formation of State of Maharashtra

### CIVIC

- ★ Introduction to the Parliamentary System.
- ★ The Indian Parliament
- ★ The Union Executive
- ★ The Indian Judicial System
- ★ The State Government
- ★ Bureaucracy

  
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## ASSESSMENT STRATEGIES

- ★ Assignments
- ★ Unit tests
- ★ Find and write
- ★ Complete the concept picture
- ★ Short answer questions
- ★ Short note writing

## LEARNING STRATEGIES

- ★ Individual Learning. When students are each working at their desks, this is individual learning.
- ★ Group Work.
- ★ Concept Mapping and Charts.
- ★ Summarizing
- ★ Role-Playing.
- ★ Discussion.
- ★ Modeling and Examples
- ★ Correcting Mistakes

## NCERT TEXTBOOK -Jharghand

Social science

Standard- 8

### Learning outcome

- To understand the colonial era.
- To understand the problem with the periodisation of indian history that james mill offers.

  
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- To understand the system of subsidiary alliance.
- To understand the developments of the 1937- 47 period that led to the creation of Pakistan.
- To understand Indian constitution
- To understand the conservation of land resources
- To understand the agriculture patterns

### Contents

- ★ Introduction :How, When and Where
- ★ From trade to territory the company establishes power
- ★ Ruling the countryside
- ★ Tribals, Dikus, and the vision of a Golden age
- ★ When people Rebel 1857 and after
- ★ Civilising the ' Native', Educating the nation
- ★ Women, caste and reform
- ★ The making of the National movements :1870s-1947
- ★ The indian constitution
- ★ Understanding secularism
- ★ Parliament and the making of laws
- ★ Judiciary
- ★ Understanding marginalization
- ★ Public facilities
- ★ Law and social justice
- ★ Resources
- ★ Land, soil, water, natural vegetation and wildlife resources
- ★ Agriculture
- ★ Industries
- ★ Human resources

### Assessment strategies

- ★ Debate
- ★ Lecture method
- ★ Assignments
- ★ Group discussion

  
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### Learning strategies

- ★ Practicing true or false question
- ★ To give descriptive types questions
- ★ Match the following

### Conclusion

To conclude, the analysis of the eighth grade social science textbook of top six states based on school quality index,, on the grounds of learning outcome, content, assessment strategies and learning strategies there is some similarities and also differences in the learning outcomes assessment strategies, content and learning strategies.

Comparing Tamilnadu and Kerala it is evident that learning outcomes of both Kerala and Tamilnadu eighth standard textbook are almost similar. But the contents of social science textbook of Tamilnadu is wide which contains more topics. Assessment strategies of both states are also same which tries to monitor student progress and to support student learning.

When compared with Kerala and Jharghand eighth social science text book the learning outcomes are some what similar. When looking to the contents, social science textbook of Jharghand contains more topics on history, civics and political science and less on geography. Assessment strategies are completely different for both states. Learning strategies are more effective in Kerala textbook.

Comparing Kerala and Maharashtra, the learning outcomes are almost similar. But, social science text book in Maharashtra, knowing the nature of governmental machinery in Maharashtra and attaining knowledge on working of judicial system is also included in their learning outcome. In case of contents, in Maharashtra text

  
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book topics related to history and civics are more emphasised. In case of assessment strategies more strategies are in the Maharashtra textbook. In learning strategies also there is differences. In Maharashtra textbook individual learning is concerned as a leaning strategy.

Comparing Kerala and Andrapradesh, there is little differences in learning outcomes. In case of contents both includes contents in history, geography, civics, political science. And the Andra Pradesh social science textbook includes sports : Nationalism and Commerce and disaster management. Learning strategies and assessment strategies are also different in both States.

Comparing Kerala and Chattisgarh learning outcomez are similar. But in Chattisgarh it includes understanding tge third or transgender as a leaning outcome. Contents are more or less similar. But Chattisgarh includes contents like transgender in civics and study of Chattisgarh in history. In case of learning and assessment strategies there is also little differences in both states. while the educational objectives of these states align in providing students with a well-rounded understanding of their cultural and historical heritage, the specific emphasis, content, and strategies employed vary to reflect the unique characteristics and priorities of each region.

  
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