

Revision Notes Class 8

Social Science - History

Chapter 1 - How, When and Where

The Place of Dates in History

As discussed above, history tells us about how the world looked in the past and how it looks now. So, there is a comparison between the past and the present. As soon as we establish any kind of relationship between 'now' and 'then,' we have to skip the timelines and periods out of the picture. For example, today you are 15 years old but how do you know that? It is because you know the history of your birth. It is due to your knowledge that 15 years ago you took birth so you know you are 15 years old today.

Precise Date vs A Period of Time

If you pick up any history book, you will find two ways of talking about a time in history. First, you will see the precise dates on which certain incidents happened. Then there are the timelines during which something began to happen. Ask your mother exactly when you started speaking. Your mother will obviously say that it was a long process. You did not just start speaking fluently one fine morning. You learnt one word, then two, three and so on. Similarly, in Europe, industrialisation did not happen at once. It was a process that spanned over years. So, we say that the first industrial revolution started from the 18th century and we have no exact date.

Traditional history uses exact dates. Traditional historical discourse takes big events like the coronation of a king, start or end of a war, birth of somebody famous etc. as the standard against which the events of these periods are told. Because a decisive battle was fought between the Indian King Hemu and the Mughal forces.

The Demerits of the Date-Based History

Traditional date-based history has a severe flaw that it takes the major incidents like wars, coronation of a king etc. as the focal points and then talks about the incidents surrounding these focal points. But history is not made up of these big incidents alone. It is made up of the actions of ordinary people like you and us. Traditional history has no place for these ordinary laymen. Neither does this kind of history show things in different perspectives.

For example, when history talks about the Second Battle of Panipat, it tells the story of how the Mughal forces won Delhi after defeating Hemu. But it does not

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NCERT History Class 12 Themes in Indian History (with Mind Maps) Dr. Brajesh Kumar Srivastava,2025-10-21 Section A Themes in Indian History 1 Bricks Beads and Bones The Harappan Civilisation Or The Story of the First Cities Harappan Archaeology 2 Kings Farmers and Towns Early States and Economies C 600 BCE to 600 CE Or Political and Economic History from the Mauryan to the Gupta Period 3 Kinship Caste and Class Early Societies C 600 BCE to 600 CE Or Social History With Special Reference to Mahabharata 4 Thinkers Beliefs and Buildings Cultural Developments C 600 BCE 600 CE Or History of Ancient Indian Religions with Special Reference to Buddhism and Sanchi Stupa Section B Themes in Indian History 5 Through the Eyes of Travellers Perception of Society C Tenth to Seventeenth Centuries Or Medieval Society through Foreign Travellers Accounts 6 Bhakti Sufi Traditions Changes in Religious Beliefs and Devotional Texts C Eighth to Eighteenth Centuries Or Religious History The Bhakti Sufi Tradition 7 An

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History and Politics In Post-Colonial India Michael Gottlob, 2011-05-30 The writing of history in India has been fraught with controversies From the storm over textbooks in the 1970s and the furore over the Babri Masjid in the 1990s to the flaring up of religious sentiments over beef eating and the Ram Sethu this book provides a synoptic view of teaching and writing of history in post colonial India Michael Gottlob explores historical research and teaching as important components contributing to the development of a national identity and ideas of citizenship in post colonial India He shows how the urge to decolonize and recover the self has given rise to several approaches that attempt to reclaim Indian history from its colonial past The book discusses diverse areas like methodological research and public use of history cultural identity and diversity nationalism and communalism and social movements and deconstructs their far reaching implications in contemporary India It also examines the role of women Dalits and Adivasis to understand their position in the multicultural reality of India

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Publisher's Monthly, 2006

Armed Struggle Aman Choudhary, Indian Freedom Struggle Alternative History *Lok Sabha Debates* India.

Parliament. House of the People, India. Parliament. Lok Sabha, 2007-05 *The Little Magazine*, 2005 Dictionary Catalog of the Research Libraries of the New York Public Library, 1911-1971 New York Public Library. Research Libraries, 1979

S. Chand's Social Sciences For Class 8 N K CHOWDHRY, S Chand's Social Sciences for class VI VII and VIII is based on the syllabus framework outlined by NCERT Parliamentary Debates India. Parliament. Rajya Sabha, 2014-02 Current History and Forum ..., 1938 *Awareness Social Sciences For Class Eight* Suman Gupta, The series Awareness Social Sciences for classes VI VII and VIII is based on the syllabus as specified by NCERT for the latest sessions The syllabus has tried to link the academic curriculum with real life and thus dwelled on connecting the students understanding with the real world around them Accordingly this book has incorporated real life examples case studies story lines and narratives which could be immensely helpful in assimilation and to inculcate interests among the students significantly Annual Report - Government of India, Ministry of Defence India. Ministry of Defence, 2002 *Report - Government of India, Ministry of Defence* India. Ministry of Defence, 2002 Annual Report India. Ministry of Defence, 2002 *Expeditions Class 6 (19-20)* No Author, 2020-10-09 Expeditions Revised Edition is based on the underlying principle of the National Curriculum Framework that every learner can learn This series maximizes opportunities to learn through its wide variety of tasks and facilitates easy learning and comprehension of the concepts at the primary level Multiple intelligence based tasks cater to the needs of all learners

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