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Scheme of Studies

Students of Class-VIII will have to study seven subjects i.e. English Course 'A', Hindi, Sanskrit/Regional Language, Mathematics, Science & Technology, Social Science and DharamShiksha (in Hindi or English Medium). In addition to the above subjects, the students will opt other subjects offered at school level such as General Knowledge, Art Education, SUPW, ICT and Physical & Health Education.

The evaluation will be in the form of grades as detailed below :

Marks Range	Grade	Grade Point
91-100	A1	10.0
81-90	A2	9.0
71-80	B1	8.0
61-70	B2	7.0
51-60	C1	6.0
41-50	C2	5.0
33-40	D	4.0
21-32	E1	_____
20 and below	E2	_____

Scheme of Examination

There will be two examinations in an academic year for the 1st term/semester from April to September and 2nd term/semester from October to March, except in winter closing schools. The question paper of each subject will be of 90 marks and formative assessment will be of 10 marks in each term/semester.

NOTE : It is mandatory for every school to maintain a proper record of the students of formative assessments in all the subjects. This record has to be kept ready for formal checking and verification.

हिंदी

भाषा के माध्यम से व्यक्ति न केवल अपने विचारों की अभिव्यक्ति कर पाता है अपितु वह भाषा के प्रयोग से राष्ट्रीय एकता की भावना का विकास भी करता है। भाषा शिक्षण का मुख्य उद्देश्य यही है कि विद्यार्थी वर्ग सरल एवं सहज ढंग से भाषायी कौशलों का विकास कर सकें, तथा समसामयिक घटनाओं के बारे में जानें एवं उन पर प्रभावपूर्ण शैली में अपनी प्रतिक्रिया व्यक्त कर सकें।

भाषा शिक्षण अधिगम के उद्देश्य :

1. दैनिक जीवन में हिंदी समझने-बोलने एवं लिखने की क्षमता का विकास करना।
2. साहित्य की विविध विधाओं का परिचय एवं उनका आनंद प्राप्त करना।
3. भाषा के व्यावहारिक प्रयोग से शब्द भंडार में वृद्धि।
4. व्याकरण सम्मत मानक भाषा का प्रयोग।
5. अपनी आयु के अनुसार बाल-साहित्य, पत्र पत्रिकाओं को पढ़कर समझना।
6. कविताओं का रसास्वादन करना।
7. मौलिक लेखन एवं सृजनात्मक प्रवृत्ति का विकास।
8. स्वाध्याय की प्रवृत्ति का विकास करना।
9. समसामयिक प्रसंगों/संदर्भों को तार्किक ढंग से संगठित कर अभिव्यक्त करना।
10. कक्षा में बहुभाषिक वातावरण के प्रति संवेदनशील होकर सकारात्मक सोच विकसित करना।

अंक विभाजन प्रणाली (दोनों सत्रों के लिए समान)

रचनात्मक मूल्यांकन (Formative Assessment) – 10 अंक
संकलनात्मक मूल्यांकन (Summative Assessment) – 90 अंक

SA-I (प्रथम-सत्र)

खंड-क

व्याकरण	— 20	}	(50)
पत्र	— 5		
अनुच्छेद	— 5		
अपठित गद्यांश	— 5		
अपठित काव्यांश (बहुवैकल्पिक)	— 5		
चित्र वर्णन	— 5		
संवाद	— 5		

खंड-ख

पठित काव्यांश	— 5	}	(40)
पठित गद्यांश	— 5		
लघूत्तर प्रश्न (I)	— 12		
लघूत्तर प्रश्न (II)	— 12		
बहुवैकल्पिक प्रश्न	— 6		

(चार अंकों के प्रश्न जीवन मूल्यों से संबंधित पूछे जायेंगे)

प्रथम-सत्र

रचनात्मक मूल्यांकन (Formative Assessment) (FA₁, FA₂)

FA₁

1. प्रथम इकाई परीक्षा 10 अंक

FA₂

2. (क) गृहकार्य / कक्षाकार्य 2 अंक (अनिवार्य)
(ख) परियोजना (प्रकल्प) कार्य 5 अंक } 8 अंक
(ग) चयनित विषय (कार्यकलाप) 3 अंक } (वैकल्पिक)
(आठ अंकों के लिए विद्यार्थी निम्नलिखित विषयों में से स्वेच्छा से चयन करें।)

(ख) परियोजना (प्रकल्प) कार्य : परियोजना कार्य हेतु निम्नलिखित विषयों में से किसी एक का चुनाव करें। (परियोजना कार्य या पावर पॉइंट प्रस्तुतीकरण दोनों सत्रों में एक बार ही लिया जा सकता है।)

- (1) नदियों में बढ़ता प्रदूषण: कारण एवम् निवारण (चित्र सहित अभिलेख)
- (2) स्वतंत्रता आंदोलन से जुड़ी महिलाओं के विषय में जानकारी एकत्र कीजिए।
- (3) समाजसेवी संस्थाओं के विषय में जानकारी एकत्र कीजिए।
- (4) किसी सामाजिक समस्या पर आधारित कहानी का नाट्य मंचन।
- (5) अंतरिक्ष यात्राएँ और यात्री से जुड़े चित्र और जानकारी प्राप्त करते हुए कक्षा/विद्यालय में प्रदर्शनी का आयोजन कीजिए।
- (6) राजा भगीरथ द्वारा 'गंगा अवतरण' की कथा पर आधारित परियोजना तैयार कीजिए।
- (7) अपने प्रिय नेता, अभिनेता, लेखक, अध्यापक, खिलाड़ी में से किसी एक का जीवन परिचय कोलाज द्वारा तैयार कीजिए।
- (8) पावर पॉइंट प्रस्तुतीकरण (विषय स्वेच्छा से)
- (9) अपने प्रिय खेल से संबंधित खिलाड़ियों की सूची तैयार कीजिए।

(ग) कार्यकलाप (Activity)

- (1) कविगोष्ठी
(दोहों, कविताओं आदि पर आधारित)
- (2) मुहावरों का मूक अभिनय कर उनकी पहचान
- (3) घूमता चक्र (एक वाक्य देकर कहानी का निर्माण)
(क्रमानुसार कक्षा के सभी विद्यार्थी एक-एक वाक्य द्वारा कहानी का निर्माण करेंगे)
- (4) आशु भाषण
- (5) समाचार वाचन
- (6) वाद-विवाद
- (7) एकांकी मंचन/नुक्कड़ नाटक
- (8) कुछ निश्चित शब्दों को निश्चित समय सीमा में शब्दकोशीय क्रमानुसार व्यवस्थित करना
(शब्द अध्यापक द्वारा निश्चित किए जाएँगे)
- (9) अविस्मरणीय घटना सुनाना
- (10) बीरबल/तेनालीराम से संबंधित किस्से।

संकलनात्मक मूल्यांकन (Summative Assessment) (SA₁)

पाठ्य-पुस्तक 'ज्ञान सागर'-पाठ सं. 1, 2, 3, 4, 5, 6, 7, 8, 9

खंड-क

1. अपठित गद्यांश – (120-150 शब्दों में) = 5
2. अपठित काव्यांश – (80-100 शब्दों में) (बहुवैकल्पिक)
= 5
3. (क) सन्धि (स्वर) एवं संधि विच्छेद करना – = 2
(ख) उपसर्ग एवं प्रत्यय – = 2
(शब्द-निर्माण एवं मूल शब्द पृथक् करना)
(ग) अनुस्वार, अनुनासिक एवं नुक्ता का प्रयोग – = 2

4. विशेषण व भेद, प्रविशेषण – = 2
 5. (क) पर्यायवाची शब्द – = 2
(ख) विपरीतार्थक शब्द – = 1
(ग) वाक्यांश के लिए एक शब्द – = 1
 6. वाक्य विचार
(क) वाक्य शुद्धीकरण – = 1
(ख) विरामचिह्न – = 1
 7. (क) 'र' के विभिन्न रूपों का प्रयोग – = 1
(ख) तत्सम, तद्भव (शब्दों की पहचान तथा परिवर्तन) – = 2
 8. अलंकार (अनुप्रास, यमक, श्लेष, रूपक, उत्प्रेक्षा, अतिशयोक्ति एवं मानवीकरण)
(परिभाषा एवं उदाहरण) – = 3
 9. पत्र लेखन – अनौपचारिक (मित्र और संबंधियों को) – = 5
 10. अनुच्छेद लेखन (80-100 शब्दों में) – = 5
(क) पर्यावरण
(ख) खेल
(ग) आदर्श व्यक्ति
(घ) यात्रा
(ङ) काल्पनिक
(च) समसामयिक विषय
- नोट:** संबंधित विषयों के अन्तर्गत आने वाले अन्य विषय भी पूछे जा सकते हैं।
- जैसे—** पर्व (पर्वों का महत्त्व, राष्ट्रीय पर्व, सामाजिक पर्व, भारत : पर्वों का देश, मेरा प्रिय पर्व आदि।)
11. चित्र वर्णन (50-60 शब्दों में) 5
 12. संवाद (50-60 शब्दों में) 5

खंड-ख

13. पठित काव्यांश पर आधारित अर्थग्रहण तथा सराहना संबंधी प्रश्न
– $2+2+1 = 5$
14. पठित गद्यांश पर आधारित अर्थग्रहण तथा जीवन-मूल्यों से संबंधित प्रश्न – $2+2+1 = 5$
15. लघूत्तर प्रश्न (I) (25-30 शब्द) छह – $2 \times 6 = 12$
16. लघूत्तर प्रश्न (II) (पाठ्य-पुस्तक से) (50-60 शब्द) चार –
 $3 \times 4 = 12$
17. पाठ्य-पुस्तक से छह प्रश्न (बहुवैकल्पिक) – $1 \times 6 = 6$

द्वितीय-सत्र

रचनात्मक मूल्यांकन (Formative Assessment) (FA₃, FA₄)

FA₃

1. द्वितीय इकाई परीक्षा 10 अंक

FA₄

2. (क) गृहकार्य/कक्षाकार्य 2 अंक } (अनिवार्य)
(ख) परियोजना (प्रकल्प) कार्य 5 अंक } (8 अंक)
(ग) कार्यकलाप 3 अंक (वैकल्पिक)

(आठ अंकों के लिए विद्यार्थी निम्नलिखित विषयों में से कोई भी एक विषय स्वेच्छा से चयन करें।)

- (ख) परियोजना (प्रकल्प) कार्य : परियोजना कार्य हेतु निम्नलिखित विषयों में से किसी एक का चुनाव करें।

(परियोजना कार्य का पावर पॉइंट प्रस्तुतीकरण दोनों सत्रों में एक ही बार लिया जा सकता है।)

- (1) अपनी किसी रोमांचकारी यात्रा का चित्र सहित वर्णन करते हुए परियोजना बनाइए।

- (2) दूरदर्शन पर प्रसारित होने वाले किसी कार्यक्रम / परिचर्चा का चित्र सहित वर्णन दिए गए बिंदुओं के आधार पर कीजिए :
- बातचीत में शामिल व्यक्ति और उनके बीच के संबंध
 - बातचीत का उद्देश्य
 - बातचीत की विषयवस्तु
 - बातचीत करने का तरीका
 - बातचीत में शब्दों, वाक्यों के साथ-साथ हाव-भाव।
- (3) सूर और तुलसी के पदों के आधार पर कृष्ण और राम के बालरूप का वर्णन चित्र सहित कीजिए।
- (4) अखबारों, पत्र-पत्रिकाओं में से ऐसे समाचार छँटकर एक स्कैप बुक बनाइए जिसमें महिलाओं के साथ दहेज न देने के कारण दुर्व्यवहार हुआ हो।
(अन्य कारण भी सम्मिलित किए जा सकते हैं।)
- (5) 'स्वच्छता की ओर.....' अथवा 'साक्षरता' विषय पर 'स्लोगन' बनाइए (संख्या 10 या अधिक)
- (6) महादेवी वर्मा द्वारा रचित किसी संस्मरण/रेखाचित्र का चित्र सहित वर्णन कीजिए। (पाठ्यपुस्तक में दिए गए रेखाचित्र से अतिरिक्त)
- (7) ऋतुओं पर आधारित कविताओं का संकलन करके एक 'स्कैप' पुस्तिका बनाएँ। (कविताएँ स्वरचित भी हो सकती हैं।)
- (8) स्वतंत्रता प्राप्ति हेतु गाँधी जी द्वारा किए गए आंदोलनों में से किन्हीं दो आंदोलनों का विस्तारपूर्वक चित्र सहित वर्णन कीजिए।
- (9) पावर पॉइंट प्रस्तुतीकरण (विषय स्वेच्छा से।)

(ग) कार्यकलाप (Activity)

- (1) दोहों पर आधारित अंत्याक्षरी
- (2) सूक्ति संकलन
- (3) कहानी अथवा कविता सुनाकर प्रश्न पूछना
(कैसेट/सीडी का प्रयोग किया जा सकता है।)

- (4) लघुकथा लेखन
- (5) विज्ञापन मंचन (विषय स्वेच्छानुसार)
- (6) अपूर्ण मुहावरों को वाचन अथवा लेखन द्वारा पूरा करना।
- (7) पाठ्य-पुस्तक के किसी लेखक की किसी अन्य कहानी का वाचन।
- (8) वर्ग पहेली निर्माण
- (9) यात्रा वृत्तांत सुनाना।
- (10) एक शब्द से अनेक शब्दों का निर्माण
(जैसे – नवभारत – नत, नभ, रत, भात, भार, तन, नर, तार, भव आदि)
(अध्यापक स्वेच्छा से विद्यार्थियों को शब्द निर्माण के लिए शब्द देंगे।)

SA-II (द्वितीय-सत्र)

खंड-क

व्याकरण	– 20	}	(50 अंक)
पत्र	– 5		
अनुच्छेद	– 5		
अपठित गद्यांश	– 5		
अपठित काव्यांश (बहुवैकल्पिक)	– 5		
चित्र वर्णन	– 5		
विज्ञापन लेखन	– 5		

खंड-ख

पठित काव्यांश	– 5	}	(40 अंक)
पठित गद्यांश	– 5		
लघूत्तर प्रश्न (I)	– 12		
लघूत्तर प्रश्न (II)	– 12		
बहुवैकल्पिक प्रश्न	– 6		

(चार अंकों के प्रश्न जीवन मूल्यों से संबंधित पूछे जाँएंगे।)

संकलनात्मक मूल्यांकन (Summative Assessment) (SA₂)
पाठ्य-पुस्तक 'ज्ञान सागर'-(पाठ सं. 10, 11, 12, 13, 14, 15, 16, 17, 18)

खंड - क

1. अपठित गद्यांश (120-150 शब्दों में) - = 5
2. अपठित काव्यांश (80-100 शब्दों में) (बहुवैकल्पिक) = 5
3. संधि (व्यंजन) एवं संधि विच्छेद करना - = 2
4. भाववाचक संज्ञा बनाना
(संज्ञा, सर्वनाम तथा क्रिया शब्दों से) - 1
5. (क) पर्यायवाची शब्द - = 2
(ख) विपरीतार्थक शब्द - = 1
(ग) वाक्यांश के लिए एक शब्द - = 1
6. वाक्य विचार
(क) अर्थ के आधार पर वाक्य भेद - = 2
(ख) रचना के आधार पर वाक्य भेद - = 2
7. समास-तत्पुरुष (कर्मधारय- द्विगु), द्वन्द्व, बहुव्रीहि, अव्ययीभाव समास से समस्त-पद बनाना एवं समास विग्रह - = 3
8. मुहावरे (अर्थ एवं वाक्य प्रयोग)- = 3
9. अलंकार - अनुप्रास, यमक, श्लेष, रूपक, उपमा, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति) परिभाषा एवं उदाहरण- = 3
10. पत्र लेखन-औपचारिक (प्रधानाचार्य, संपादक आदि, शिकायत संबंधी) = 5
11. अनुच्छेद-लेखन (80-100 शब्दों में) = 5
(क) पर्व
(ख) विज्ञान
(ग) सामाजिक समस्या
(घ) प्राकृतिक आपदा
(ङ) काल्पनिक
(च) समसामयिक विषय

नोट: संबंधित विषयों के अन्तर्गत आने वाले अन्य विषय भी पूछे जा सकते हैं।

जैसे- पर्व (पर्वों का महत्त्व, राष्ट्रीय पर्व, सामाजिक पर्व, भारत : पर्वों का देश, मेरा प्रिय पर्व आदि।)

12. चित्र वर्णन (50-60 शब्दों में) 5
13. विज्ञापन लेखन (20-25 शब्दों में) 5

खंड-ख

14. पठित काव्यांश से संबंधित अर्थग्रहण तथा सराहना संबंधी प्रश्न = 5
15. पठित गद्यांश से संबंधित अर्थग्रहण तथा जीवन-मूल्यों से संबंधित प्रश्न - = 5
16. लघूत्तर प्रश्न (I) लगभग (25-30 शब्द) (छह) - $2 \times 6 = 12$
17. लघूत्तर प्रश्न (II) (पाठ्य-पुस्तक से) (50-60 शब्द) (चार) - $3 \times 4 = 12$
18. पाठ्य-पुस्तक से छह प्रश्न (बहुवैकल्पिक) - $1 \times 6 = 6$

अधिगम से प्राप्त परिणाम

- हिन्दी साहित्य की विविध विधाओं से परिचित होना एवं साहित्य के प्रति रुझान।
- विचारों की सहज अभिव्यक्ति का विकास।
- पठित वस्तु का व्यावहारिक प्रयोग।
- शुद्ध उच्चारण क्षमता का विकास।
- स्वाध्याय की प्रवृत्ति का विकास।
- व्याकरण सम्मत भाषा का प्रयोग करने की क्षमता का विकास।
- अर्थग्रहण, चिंतन-मनन एवं प्रवाहपूर्ण अभिव्यक्ति की क्षमता का विकास।
- समसामयिक प्रसंगों पर तार्किक विचाराभिव्यक्ति।
- मौलिक विचारों की प्रभावशाली प्रस्तुति।
- सृजनात्मक एवं रचनात्मक अभिव्यक्ति का विकास।
- साहित्य का सौंदर्यबोध एवं रसास्वादन करने की क्षमता का विकास।

निर्धारित पाठ्य-पुस्तकें :

1. ज्ञान सागर (कक्षा-आठवीं)
2. अभ्यास सागर (कक्षा-आठवीं)
(प्रकाशन विभाग, डी.ए.वी. कॉलेज प्रबंधकर्तृ समिति, नई दिल्ली)

ENGLISH COURSE–‘A’

English Course ‘A’ is based upon an approach of teaching/ learning which helps to develop the students’ communicative competence. The aim of this course is to equip the students to use the language as a spring board to explore and study other areas of knowledge and also in real life situations in which they may be required to use English.

General Aims

- (a) To enable the students to communicate effectively in English;
- (b) To enable the students to use the four language skills, i.e., listening, speaking, reading and writing,
- (c) To enable the students to use grammar structures and other grammatical forms accurately and appropriately,
- (d) To develop an interest in and appreciation of literature,
- (e) To enable the students to use language fluently, appropriately and confidently in real-life situations.

Objectives

Listening

By the end of the course, students should be able to:

1. listen, converse and understand the topic and its main points,
2. listen and extract information from any broadcast, conversation etc.,
3. distinguish main points from supporting details,
4. distinguish relevant and irrelevant information,
5. understand and respond to an instruction, advice and request in familiar and unfamiliar social situations.

Speaking

By the end of the course, students should be able to :

1. speak appropriately, correctly and intelligently (take care of stress & intonation),
2. speak with accuracy following the overall rhythm of spoken English i.e., proper pauses and sentence stress,
3. narrate incidents and events in a logical sequence,
4. present oral reports,
5. express and argue a point clearly and effectively,
6. convey messages effectively,
7. frame questions so as to get a desired response,
8. take an active part in group discussions, showing an ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas,
9. express and respond to personal feelings, opinions and attitudes,
10. participate in spontaneous spoken discourse in familiar and unfamiliar social situations.

Reading

By the end of the course, students should be able to:

1. read silently as well as aloud at varying speed,
2. read for information,
3. read for thematic understanding,
4. read for distinguishing main ideas from supporting details,
5. read for recognizing new words in a context,
6. analyse, interpret and evaluate the ideas in a text and make inferences,
7. read and complete the given summary,
8. read extensively for pleasure.

Writing

By the end of the course, students should be able to:

1. express ideas clearly, concisely, correctly and appropriately,

2. write a description, an account of events, biographical sketch,
3. write letters (formal and informal) in an appropriate style and format,
4. expand notes into a piece of writing,
5. plan, organise and present ideas coherently by introducing, developing and concluding a topic, e.g., articles, speech,
6. present an argument, supporting it with appropriate examples,
7. transcode information from diagrammatic to verbal form,
8. recode information from one text type to another (e.g., diary entry to letter, advertisement to report, etc.).
9. write on themes based on specified topics (suggested),
10. The students should be able to write message, notice, e-mail and diary entry.

Literature

By the end of the course, students should be able to :

1. understand, interpret and evaluate a 'character' in a literary text,
2. understand, interpret and evaluate plot/story/theme in a literary text,
3. understand 'form' in a literary text such as rhyme, rhythm, simile, metaphor, alliteration, repetition.

Grammar

By the end of the course, students should be able to use the following grammatical items appropriately and accurately in a context:

1. Tenses
2. Narration
3. Modals
4. Subject-Verb Agreement

5. Complex sentences, compound sentences. Clauses should be limited to the teaching of main and subordinate clauses. Instead of classification of subordinate clauses students should be taught to complete the sentences using 'linkers' followed by a clause.
6. Linkers
7. The Passive
8. Non-Finites
9. Determiners
10. Prepositions, Adverbs and Adjectives are parts of integrated grammar.

EXAMINATION SPECIFICATIONS (80 marks)

The DAV Centre for Academic Excellence has implemented the scheme of Continuous and Comprehensive Evaluation recommended by CBSE from the academic session 2010 – 11. It is hoped that the new system will equip the learners with sound health, appropriate skills and desirable values and attitudes and will help in creating rounded, balanced individuals ready to meet the challenges of life in the global environment. As per the new pattern, the entire session has been divided into two terms/semesters, the details of which are tabulated below.

TERM I (April to September)		
DIVISION OF SYLLABUS		TOTAL WEIGHTAGE ASSIGNED
<u>SUMMATIVE ASSESSMENT – I</u>		
Section	Marks	
Reading	20	
Writing	20	30%
Grammar	15	
Literature	25	
Listening & Speaking	10	
FORMATIVE ASSESSMENT I & II		20%

TERM II (October to March)		
DIVISION OF SYLLABUS		TOTAL WEIGHTAGE ASSIGNED
SUMMATIVE ASSESSMENT – II		
Section	Marks	30%
Reading	20	
Writing	20	
Grammar	15	
Literature	25	
Listening & Speaking	10	
FORMATIVE ASSESSMENT III & IV		20%

- NOTE :**
1. Out of the two formative assessments in a term, one will be a pen-paper test/cycle test and the second will be based on activities.
 2. Value based questions of 4 marks (2+2) related to the text will be included in the question paper.
 3. The Question Papers for the Summative Assessment I & II will be of 80 marks each. 10 marks will be allocated to Listening and Speaking Skills to be assessed by the schools for each Summative Assessment. Thus, the total marks for each Summative Assessment will be 90.

SECTION – A (Reading) 20 Marks

Three unseen passages with a variety of comprehension questions and word attack skills such as word formation, inferring meaning etc.

Types of passages :

- | | |
|---|---|
| I. Literary passage | an extract from a short story or novel.
(not less than 250 words) |
| OR | |
| Factual passage | instructions, description, reports |
| II. Literary passage | an extract from a poem (not more than 100 words) |
| III. Factual / Reflective/
Discursive passage
(not less than 200 words) | instructions, description, reports
involving opinion, argumentative,
persuasive or interpretative text. |

The total length of these three passages will be between 450 and 600 words.

- Q1. Passage I with 10 marks weightage will consist of comprehension questions in the conventional way. 2 marks out of 10 must be for word-attack skills such as word formation and inferring meaning.
- Q2. Passage II with 5 marks weightage will consist of gap filling to test comprehension.
- Q3. Passage III with 5 marks weightage will consist of **multiple choice questions**.

SECTION – B (Writing) 20 Marks

This section will include three writing tasks.

- Q4. Short composition of not more than 50 words for 4 marks.
[Notice, message and dialogue completion (Not Dialogue Writing). E-mail & Bio Sketch]
- Q5. and Q6. for 8 marks each.
[speech, article, formal and informal letter, describing places and events & diary entry]

NOTE : One composition will be based on the thematic content of the Reader (100 –150 words). The other composition will be based on a verbal/visual stimulus such as a diagram, picture, cartoon (100–150 words)

The Marking Scheme for Q4 will be as follows :

- Content - 3 marks
Format - 1 marks

The Marking Scheme for Q5 and Q6 will be as follows :

- Content - 3 marks
Fluency - 2 marks
Accuracy - 2 marks
Format - 1 mark

SECTION – C (Grammar) 15 Marks

Q7. to 11 - A variety of 5 short questions for 3 marks each involving the use of particular structures within a context (i.e., not in isolated sentences). Text types will include gap filling, cloze (gap filling exercises with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing (errors finding and omission) and sentence transformation. The grammar syllabus will allot marks for :

- Verb forms
- Sentence structures
- Topics As per Practice Book
- Jumbled words in reordering exercise to test syntax will involve sentences in a context. Each sentence will be split into sense groups (not necessarily into single words) and jumbled up.

Note : Any 2 questions out of Narration, Passive Voice or gap filling must carry multiple choice questions. The other three will carry questions in the conventional manner and can be based on editing, jumbled words, guided and controlled composition.

SECTION – D (Literature) 25 Marks

Q12. Extract based on poetry with **Multiple Choice Questions.**
4 marks

Q13. Extract based on play/poetry with **Multiple Choice Questions.**
4 marks

Q12. and Q13. will test inference and evaluation.

Q14. Any 4 questions out of 5 from poetry and fiction
(30 – 40 words) **8 marks**

Q15. Fiction/Poetry. Two value based questions from prescribed stories or poems (30 to 40 words each)]

2+2 marks

Q16. Fiction An extended question (with internal choice) to test global Comprehension or deeper understanding of the prescribed texts like diary entry or informal letter. (80 to 90 words) **5 marks**

SYLLABUS FOR SUMMATIVE ASSESSMENT – I

I. ENGLISH LITERATURE

Chapter – 1	Fiction – Three Questions
Chapter – 2	Poetry – Granny’s Tree Climbing
Chapter – 3	Fiction – The Fun They Had
Chapter – 4	Fiction – Father’s Help
Chapter – 5	Poetry – My Mother
Chapter – 6	Fiction – The Luncheon

II. MY ENGLISH READER

Unit – 1	Changing Times
Unit – 2	Compassionate Souls
Unit – 3	Enterprise

Suggested topics from Reader units to practise Q5.

- Tradition against Modernity / Generation Gap.
- Media – Impact on Teenagers
- Simple living, High thinking.
- Good deeds reflect good character
- Success comes to those who will and dare.
- Importance of value Education

III. ENGLISH PRACTICE BOOK

Unit – 1	Tenses
Unit – 2	Narration

Unit – 3 Modals

Unit – 4 Subject – Verb Agreement

Unit – 9 Punctuation

IV. WRITING SKILLS

Notice Writing, Dialogue Completion, E-mail Writing, Speech, Informal Letter, Diary Entry.

SYLLABUS FOR SUMMATIVE ASSESSMENT – II

I. ENGLISH LITERATURE

Chapter – 7 Poetry – The Children Song

Chapter – 8 Fiction – The Case of the Sharp Eyed Jeweller

Chapter – 9 Poetry – Couplets (No. 2, 4, 8 deleted)

Chapter – 10 Fiction – The Undeserved Reward

Chapter – 11 Poetry – Bangle Sellers

Chapter – 12 Play – A Bad Dream

II. MY ENGLISH READER

Unit – 4 Nature

Unit – 5 Sports

Unit – 6 Tolerance

Suggested topics from Reader units to practise Q5.

- Global Warming and Climate change
- Nature Conservation.
- Value of Games and Sports in life.
- Tolerance – Need of the hour.
- Caring for the elderly.

III. ENGLISH PRACTICE BOOK

Unit – 5 Clauses and Complex Sentences

Unit – 6 Linkers

Unit – 7 Active and Passive Voice

Unit – 8 Non-finites

Unit – 10 Reading for understanding

Unit – 11 Getting ready for class IX

IV. WRITING SKILLS

Bio-Sketch, Message, Article, Formal Letter, Description Writing
(Places and events)

Formative Assessment

- ❖ First term will have two formative assessments – **FA1 (10%) + FA2 (10%)**

FA1 will be pen and paper test / unit test and FA2 will be based on activities (any 2)

- ❖ Second term will have two formative assessments – **FA3 (10%) + FA4 (10%)**

FA3 will be pen and paper test / unit test and the FA4 will be based on activities (any two)

Suggested Activities for Formative Assessment [for FA2 and FA4]

5+5=10

- ❖ For maintenance of note books, regularity in work – Holidays Homework **2 +3 marks (compulsory)**
- ❖ **Power Point Presentation / Wall Magazine – 5 marks**
(Can be based on the Reader topics – e.g. importance of sports / biographies / achievements of great personalities, poets etc. / based on Nature – abuse of nature, pollution, global warming, sustainable development, etc.)
- ❖ Poem Recitation Debate / Declamation / Extempore / book review / enacting advertisements / enacting real life situations / interview of any celebrity / weave a yarn / role play

Important Note :

Only one project work/Power Point Presentation / long reading text is to be taken in an academic year i.e. in either term. In lieu of the Project/Power Point Presentation if not taken in a particular term, activities for 5 marks can be taken up by the students.

There is no prescribed long reading text for Class VIII students. However they should be encouraged to read for pleasure.

Prescribed Books :

1. English Literature (Class – VIII)
(Ch. 9 Couplets No. 2, 4, 8 deleted)
2. My English Reader (Class – VIII)
Listen & Comprehend (Audio CD)
3. English Practice Book (Class - VIII)
(Types of clauses not to be done)

(Publication Division, DAV College Managing Committee, New Delhi)

संस्कृतम्

‘भारतस्य प्रतिष्ठे द्वे संस्कृतं चैव संस्कृतिः’ अपूर्वः ज्ञाननिधिः संस्कृतभाषायां निहितः अस्ति। अष्टमकक्षायाः विद्यार्थिनः संस्कृतभाषया सम्यक् परिचिताः भवेयुः इति विचारयन् अयं पाठ्यक्रमः निर्धारितः। अस्य उद्देश्यम् अस्ति यत् छात्राः सरल-संस्कृत-वाक्यानि श्रुत्वा पठित्वा च भावम् अवगत्य सरल-वाक्यानि वक्तुं लेखितुं च समर्थाः भवेयुः।

पाठ्यक्रमस्य प्रयोजनानि-

१. संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुसारं व्यवहारं कर्तुं समर्थाः भवेयुः।
२. संस्कृते लिखिताः लघुकथाः पद्यानि च श्रुत्वा तानि अवगच्छेयुः।
३. संस्कृतभाषया लघुवाक्यानि वदेयुः।
४. पाठ्यपुस्तके प्रदत्तान् पाठान् श्लोकान् च पठित्वा भावं ग्रहीतुं समर्थाः भवेयुः।
५. कञ्चिद् अपि विषयं चित्रं वा आधृत्य संस्कृतेन सरलवाक्यानि रचयेयुः।
६. श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
७. संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुं समर्थाः भवेयुः।

प्रथमं सत्रम्

रचनात्मकं मूल्याङ्कनम् (प्रथमं द्वितीयं च)

रचनात्मकं मूल्याङ्कनम्-1	इकाई परीक्षा रचनात्मककार्यं च	१० अङ्काः
रचनात्मकं मूल्याङ्कनम्-2	रचनात्मककार्यार्थं निर्देशाः रचनात्मकमूल्याङ्कनाय अङ्कानां विभाजनम् अनेन प्रकारेण कर्तुं शक्यते	१० अङ्काः

	<p>कक्षाकार्यं गृहकार्यं च – २ अङ्कौ क्रियात्मकगतिविधिः – ३ अङ्काः परियोजनाकार्यम् – ५ अङ्काः निर्देशः- क्रियात्मकगतिविधेः परियोजनाकार्याणां च कृते पाठाधारिताः केचन विषयाः अधःप्रदत्ताः अध्यापकाः स्वविवेकानुसारेण अन्यान् गतिविधीन् परियोजनाः च रचयितुं शक्नुवन्ति।</p>
I. सुवचनानि	<p>I. सस्वरश्लोकोच्चारणम् (सामूहिकं/वैयक्तिकम्) (क) उच्चारणम् (ख) गति-यति-लय-भावभङ्गिमासहितम्) पाठे प्रदत्तान् श्लोकान् आधृत्य अन्ये गतिविधयः अपि भवितुं शक्नुवन्ति।</p>
II. भाषासु मुख्या मधुरा दिव्या गीर्वाण भारती	<p>I. कक्षां चतुर्षु वर्गेषु विभज्य नाट्यांशस्य कक्षायां प्रस्तुतिः (क) प्रस्तुतीकरणम् (ख) भावभङ्गिमा II. पाठम् आधृत्य प्रमुखानां पञ्चानां कवीनां लेखकानां च विषये परियोजनाकार्यम् सङ्ख्याज्ञानं प्रयोगः च) (क) प्रस्तुतीकरणम् (ख) सङ्कलनम् III. प्रश्नोत्तरी (सामूहिकम्/वैयक्तिकम्)</p>
III. अहं नदी अस्मि	<p>I. भारतस्य मानचित्रे प्रमुखाः नदीः चिह्नितं कृत्वा नदीनां नामानि, तासां उद्गमस्थलम्, नदीतटेषु स्थित-नगराणां परिचयः। (क) मानचित्रस्य स्पष्टता (ख) परिचयः</p>

सङ्गलनात्मक-मूल्याङ्कनम्-1 (प्रथमं सत्रम्)

पाठ्यपुस्तकम् – सुरभिः – पाठाः एकतः षट्पर्यन्तम् ३५ अङ्काः

१. सुवचनानि
२. क्रोधेन कायाणि न सिध्यन्ति
३. वसुधैव कुटुम्बकम्
४. अहं नदी अस्मि।
५. भाषासु मुख्या मधुरा दिव्या गीर्वाणभारती
६. मधुराणि वचनानि

व्याकरणम्

- सन्धिः – दीर्घसन्धिः, गुणसन्धिः ३ अङ्काः
 - शब्दरूपाणि – राम, लता, फल, नदी, भवत्, गच्छत्, अस्मद् युष्मद्, – किम् (त्रिषु लिङ्गेषु) ६ अङ्काः
 - सङ्ख्या – एकतः पञ्चाशत्पर्यन्तम् (एकतः चतुः पर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमाविभक्तौ) ३ अङ्काः
 - अव्ययपदानि – तदा, धिक्, मा, यदा, सर्वत्र, इतस्ततः, एकदा, बहिः, अलम्, अपि ३ अङ्काः
 - कारकाणि एवं – द्वितीया, तृतीया ५ अङ्काः
उपपदविभक्तयः – उभयतः, अभितः, परितः, प्रति, विना, अलम्, काणः, बधिरः, सह
 - धातुरूपाणि – (परस्मैपदिनः) – भू, गम्, दृश्, स्था, स्मृ, पठ्, अस् (पञ्चलकारेषु) ५ अङ्काः
 - (आत्मनेपदिनः) – सेव्, लभ्, रुच्, शुभ् (लट्लृट्लकारयोः) ५ अङ्काः
 - प्रत्ययाः – क्त्वा, ल्यप्, शतृ ४ अङ्काः
 - उपसर्गाः – अनु, अव, अभि, अधि, आ, उत्, उप ३ अङ्काः
 - समासः – तत्पुरुष-द्वन्द्व ३ अङ्काः
- ३५ अङ्काः**
- अपठितगद्यांशः १० अङ्काः
 - चित्राधारितवाक्यरचना ५ अङ्काः
 - पत्रलेखनम् ५ अङ्काः
- (चत्वारः अङ्काः मूल्याधारितप्रश्नानां कृते)

द्वितीयं सत्रम्
रचनात्मकं मूल्याङ्कनम् (तृतीयं चतुर्थं च)

रचनात्मकं मूल्याङ्कनम्-३	इकाई परीक्षा रचनात्मककार्यं च	१० अङ्काः
रचनात्मकं मूल्याङ्कनम्-४	<p>रचनात्मककार्यार्थं निर्देशाः रचनात्मकमूल्याङ्कनाय अङ्कानां विभाजनम् अनेन प्रकारेण कर्तुं शक्यते। कक्षाकार्यं गृहकार्यं च २ अङ्काः क्रियात्मकगतिविधयः ३ अङ्काः परियोजनाकार्यम् ५ अङ्काः</p> <p>निर्देशः क्रियात्मकगतिविधेः परियोजनाकार्याणां च कृते पाठाधारिताः केचन विषयाः अधः प्रदत्ताः। अध्यापकाः स्वविवेका- नुसारेण अन्यान् गतिविधीन् परियोजनाः च रचयितुं शक्नुवन्ति। जीवनपरिचयः जीवनसम्बन्धिघटना कस्याः अपि कुरीतेः उल्लेखः (क) प्रस्तुतीकरणम् (ख) विषयवस्तूनाम् सङ्ग्रहः भारतस्य पूर्वराष्ट्रपतीनाम् क्रमानुसारेण चित्राणि स्थापयित्वा तेषां विषये पञ्चवाक्यानां लेखनम्— यथा—१. जन्मस्थलम् २. उपलब्धयः ३. कार्यकालस्य विषये लेखनम् ४. मातापित्रोः नाम (क) विषयवस्तूनाम् प्रस्तुतीकरणम् (ख) सङ्ग्रहः श्लोकोच्चारणम् / सूक्तयः पाठ्यपुस्तकात् अतिरिक्तानां सूक्तीनां सङ्ग्रहः विषयाः — वाणी/विद्या/अनुशासनम्।</p>	१०
१. क्षमस्व महर्षे! क्षमस्व		
२. गुणाः पूजास्थानं गुणिषु		
३. वचने का दरिद्रता		
४. हितं मनोहारि च दुर्लभं वचः		

५. स्वाध्यायात् मा प्रमदः	मातुः चित्रं रचयित्वा तस्य विषये संस्कृतेन वाक्यानां लेखनम्। (क) प्रस्तुतीकरणम् (ख) सङ्ग्रहः विद्यार्थिनः आचरणस्य मूल्याङ्कनम् दुर्गुणानां च त्यागः यथासमयं कक्षायाम् आगमनम् सहपाठिभिः सह व्यवहारः ध्यानेन पठनं श्रवणं च।
६. अविश्वस्ते न विश्वसेत्	सूक्तिभिः सम्बन्धिताम् अन्यां कथाम् अपि छात्राः श्रावयन्तु। (क) आत्मविश्वासः (ख) वास्तविकता
बहुविकल्पीया परीक्षा	व्याकरणस्य व्यावहारिकज्ञानम् - विशेषण-विशेष्य मेलनम् - कर्तृपद-क्रियापदचयनम् - उपपदविभक्तयः

सङ्कलनात्मक-मूल्याङ्कनम्-२

पाठ्यपुस्तकम् – सुरभिः – सप्तमपाठतः द्वादशपाठपर्यन्तम् ३५ अङ्काः

७. क्षमस्व महर्षे क्षमस्व
८. अविश्वस्ते न विश्वसेत्
९. गुणाः पूजास्थानं गुणेषु
१०. वचने का दरिद्रता
११. हितं मनोहारि च दुर्लभं वचः
१२. स्वाध्यायात् मा प्रमदः

व्याकरणम्

- स्वर-सन्धिः – वृद्धिः, यण् ३ अङ्काः
- शब्दरूपाणि – मुनि, मति, साधु, मातृ, पितृ, विद्वस्, तत्, एतत्, इदम् (त्रिषु लिङ्गेषु) ६ अङ्काः
- सङ्ख्याः एकपञ्चाशत्तः शतम् पर्यन्तम्, एकतः चतुःपर्यन्तम् (त्रिषु लिङ्गेषु) (केवलं प्रथमाविभक्तौ) ३ अङ्काः

→ अव्ययपदानि – पुरा, ऋते, विना, नमः, एव, नीचैः, उच्चैः, अधुना, श्वः, ह्यः।	३ अङ्काः
→ कारकाणि उपपदविभक्तयः च – चतुर्थी, पञ्चमी, षष्ठी, सप्तमी (रुच्, दा, स्निह्, विश्वस्, बहिः, पृथक्, ऋते, उपरि, अधः, पुरतः, पृष्ठतः, स्वस्ति, नमः)	५ अङ्काः
→ धातुरूपाणि – (परस्मैपदिनः) – वद्, नम्, त्यज्, रच्, लिख्, पा, कृ (पञ्चलकारेषु) (आत्मनेपदिनः) – सेव्, लभ्, शुभ्, रुच् (लङ्लकारे)	५ अङ्काः
→ प्रत्ययाः – तुमुन्, क्त, क्तवतु	४ अङ्काः
→ उपसर्गाः – दुस्, नि, निस्, प्र, प्रति, परि, वि, सम्	३ अङ्काः
→ समासः – अव्ययीभावः, द्वन्द्वः	३ अङ्काः
	<u>३५ अङ्काः</u>
→ अपठितगद्यांशः	१० अङ्काः
→ चित्राधारित-वाक्यलेखनम्	५ अङ्काः
→ पत्र-लेखनम्	५ अङ्काः
	<u>२० अङ्काः</u>
	<u>कुल ९० अङ्काः</u>

चत्वारः अङ्काः मूल्याधारितप्रश्नानां कृते

अधिगमन-सोपानम्

पाठानां प्रकाराः –

- गद्यात्मकपाठः
- पद्यात्मकपाठः
- संवादात्मकपाठः

गद्यात्मकपाठः –

- शुद्धोच्चारणपूर्वकं वाचनम्।
- कथायाः भावावबोधनम्।
- मूल्यानां जीवनेन सह सम्बन्धः।
- तार्किकचिन्तनात्मकशक्तेः विकासः।
- भावानाम् अभिव्यक्तिः।
- कथायाः नाट्यरूपेण प्रस्तुतिः।

- पद्यात्मकपाठः –**
- श्लोकानां सस्वरवाचनम्।
 - श्लोकानामन्वयः।
 - श्लोकानां भावः।
 - श्लोकेषु निहितानां मूल्यानां ग्रहणम्।
 - स्मरणात्मकशक्तेः विकासः।
 - कथायाः नाट्यरूपेण प्रस्तुतिः।

- संवादात्मकपाठः –**
- संवादकौशलस्य विकासः।
 - अभिनयपूर्वकं वाचनम्।
 - भावाभिव्यक्तिः।
 - वाचिककौशलस्य विकासः।

छात्राः अभिव्यक्तुं समर्थाः भवेयुः –

- चित्राधारितवर्णनम्।
- अनुच्छेदलेखनम्।
- आत्मपरिचयः।
- परिवेशपरिचयः।
- जीवनपरिचयः।
- ग्रन्थपरिचयः।

निर्धारितं पाठ्यपुस्तकम् – सुरभिः (संस्कृतस्य पुस्तकम्) अष्टमी कक्षा

(प्रकाशन विभागः, डी.ए.वी. कॉलेज प्रबंधकर्त्री समिति, नई दिल्ली)

MATHEMATICS

There will be two Summative Assessments, one in September 2016 and the other in Feb./March 2017, and four Formative Assessments, two in first term and two in second term. The weightage of the first Summative Assessment will be 30 marks and that of the second 30 marks. Each of the four Formative Assessments will be of 10 marks. Thus, the final result will be out of 100 marks to be converted into grades.

The Question Paper in each of the Summative Assessment will be of 90 marks and of three hours duration. One question of four marks will be value based.

The syllabus has been divided into two parts, one for the first term and the other for the second term.

First Term

Summative Assessment-I (SA₁)

Unit		Number of Periods	Marks
1	Squares and Square Roots	12	13
2	Cubes and Cube Roots	08	10
4	Direct and Inverse Variations	10	11
5	Profit and Loss and Discount	12	13
7	Algebraic Identities	12	12
10	Parallel Lines	10	10
13	Introduction to Graphs	05	07
14	Mensuration	15	14
		<u>84</u>	<u>90</u>

Second Term

Summative Assessment-II (SA₂)

Unit		Number of Periods	Marks
3	Exponents and Radicals	08	12
6	Compound Interest	12	15
8	Polynomials	10	12
9	Linear Equations in One Variable	10	12
11	Understanding Quadrilaterals	12	14
12	Construction of Quadrilaterals	10	07
15	Statistics and Probability	12	14
16	Rotational Symmetry	04	04
		<u>78</u>	<u>90</u>

Unit 1. Square and Square Roots (13 marks)

Square of a number, triangular numbers and numbers between two consecutive square nos, finding square root of a number by the repeated subtraction method, finding square roots of perfect squares by factorization.

Using division method, finding square roots of–

- (i) Positive integers which are perfect squares.
- (ii) Decimals which are perfect squares.

Finding square roots of numbers which are not perfect squares by the division method up to three decimal places. Problems based on square roots (simple problems only).

Learning Outcome

1. Students will be able to appreciate :
 - * Squares of even numbers are even
 - * Squares of odd numbers are odd
 - * Perfect squares and number ending in 2, 3, 7 or 8 is never a perfect square.
 - * Concept of Pythagorean triplet
2. Students will be able to find square root of a number
 - * By prime factorisation
 - * By long division method
3. Students will be able to understand and apply the following rules :

Rule 1. If a and b are perfect square ($b \neq 0$) then

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

Rule 2. The pairing of numbers in the division method starts from the decimal point.

For the integral part it goes from right to left and for the decimal part, it goes from left to right.

Rule 3. If p and q are not perfect squares, then to find

$\sqrt{p/q}$, we express $\frac{p}{q}$ as a decimal and then apply division method.

Unit 2. Cubes and Cube Roots (10 marks)

Cube of a number, Cube roots of perfect cubes by factorization (cube root should not exceed two digits).

Learning Outcomes

1. Students will be able to understand :
 - * Cube and cube root of negative number is negative i.e.
$$\sqrt[3]{-x} = -\sqrt[3]{x}$$
 - * Cube of an even natural number is even and cube of odd natural number is odd.
2. Students will be able to apply the following rules :

For any two integers a and b , we have

 - (i) $\sqrt[3]{ab} = \sqrt[3]{a} \times \sqrt[3]{b}$
 - (ii) $\sqrt[3]{\frac{a}{b}} = \frac{\sqrt[3]{a}}{\sqrt[3]{b}}$, $b \neq 0$

Unit 3. Exponents and Radicals (12 marks)

Idea of rational exponents, Laws of exponents including rational numbers as exponents, Idea of radicals and radicand.

Learning Outcomes

1. Student will be able to convert radical form to exponential form and vice versa.
2. Students will be able to apply the following rules :
 - * If a is any rational number different from zero and x, y are any rational numbers, then

$$(i) a^x \times a^y = a^{x+y}$$

$$(ii) a^x \div a^y = a^{x-y}$$

$$(iii) (a^x)^y = a^{xy}$$

$$(iv) (a)^0 = 1$$

Unit 4. Direct and Inverse Variations (11 marks)

Direct variation, Inverse variation and examples. Problems on Time and Work and Time and Distance.

Learning Outcomes

1. Students will be able to distinguish between Direct Variation and Inverse Variation.
2. Students will be able to solve the problems on time and work as well as time and distance using the concepts of direct and inverse variations.

Unit 5. Profit and Loss and Discount (13 marks)

Problems on profit and loss including discount (rebate), marked price, selling price (only single discount to be discussed), VAT.

Learning Outcomes

The student will be able to :

1. understand concept of profit and loss.
2. calculate S.P. / C.P.
3. apply concept of discount.
4. understand VAT and service tax and its calculation.

Unit 6. Compound Interest (15 marks)

Meaning of Compound Interest. Calculation of amount and compound interest by unitary method. Calculation of amount and compound interest by formula up to three years. Interest compounded annually, half yearly or quarterly up to three conversion periods, Growth and Depreciation.

Learning Outcomes

Student will be able to :

1. distinguish between simple interest and compound interest.
2. calculate compound interest from amount.

3. calculate compound interest when compounded annually, half-yearly and quarterly.
4. analyse growth and depreciation applicable in various situations.

Unit 7. Algebraic Identities

(12 marks)

Study of the following identities :

1. $(a + b)^2 = a^2 + 2ab + b^2$
2. $(a - b)^2 = a^2 - 2ab + b^2$
2. $(a + b)(a - b) = a^2 - b^2$

The above identities may be verified through cardboard models.

Expansion of the square of a trinomial :

$$(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$$

Product of two binomials :

$$(x + a)(x + b) = x^2 + (a + b)x + ab$$

Factorization of Algebraic Expressions based on above identities.

Learning Outcomes

After the completion of this chapter student will be able to :

1. distinguish between identity and equation.
2. learn the application of identities.
3. factorise algebraic expressions using the identities.
4. apply the identities in different practical situations.

Unit 8. Polynomials

(12 marks)

Idea of a polynomial in one variable and its terms Coefficients and degree.

Division of a polynomial in one variable by a monomial or binomial. (Restricted to polynomials in one variable of degree '4').

Verification of Dividend = Divisor \times Quotient + Remainder.

(Explain the cases of non-zero remainder and remainder equal to zero).

Concept of factor of a polynomial when the remainder is zero.

Learning Outcomes

The student will be able to :

1. identify coefficients and degree of a polynomial.
2. divide a polynomial in one variable by a monomial as a binomial.
3. verify the dividend by using Divisor \times Quotient + Remainder.
4. understand and appreciate the factor of a polynomial when remainder is zero.

Unit 9. Linear Equations in One Variable (12 marks)

Solving equations of the type $\frac{ax + b}{cx + d} = k; cx + d \neq 0$

Word problems on linear equations in one variable.

Simple problems from daily life situations like age, coins, number of students of a class, speed, distance, formation of '2' digit numbers etc. with special emphasis on ability to translate word problems into mathematical statements.

Learning Outcomes

The student will be able to :

1. solve linear equation in one variable.
2. convert the language into a linear equation based on different life situations.

Unit 10. Parallel Lines (10 marks)

Definition, Angle made by a transversal with two parallel lines & vice-versa.

Verification of the following properties :

1. Two lines parallel to the same line are parallel to each other.
2. Two lines perpendicular to the same line are parallel to each other.

3. Division of a Line Segment :
 - I. To divide a line segment into a given number of equal segments.
 - II. To divide a line segment in a given ratio internally (constructions should be by using ruler and compasses).

Learning Outcomes

After the completion of this unit student will be able to :

1. appreciate different types of angles and their relation when a transversal intersects two parallel lines and vice-versa.
2. divide a line segment in equal parts using parallel lines with the help of ruler & compass.
3. comprehend that two lines parallel/perpendicular to the same line are parallel to each other.

Unit 11. Understanding Quadrilaterals (14 marks)

Introduction to curves. Polygons, square, rectangle, rhombus, parallelogram and trapezium (Example of kite may be given as a special type of quadrilateral).

Verification of the following properties :

- (i) Opposite sides of a parallelogram are equal.
- (ii) Opposite angles of a parallelogram are equal.
- (iii) Diagonals of a parallelogram bisect each other.
- (iv) Diagonals of a rectangle are equal and bisect each other.
- (v) Diagonals of a square are equal, perpendicular to each other and bisect each other.
- (vi) Diagonals of a rhombus bisect each other at right angles.

(Simple problems based on these properties involving one or two logical steps).

Learning Outcomes

After the completion of this chapter student will be able to :

1. recognize different types of quadrilaterals i.e. trapezium, parallelogram, rectangle, rhombus, square and kite.
2. understand the properties of parallelogram, rectangle, rhombus and square.
3. distinguish between different type of quadrilaterals.

Unit 12. Construction of Quadrilaterals (7 marks)

Construction of quadrilateral given–

- (i) Four sides and one diagonal
 - (ii) Three sides and both diagonals
 - (iii) Two adjacent sides and three angles
 - (iv) Three sides and two included angles
- (The sides should be in whole no. of cm or at least multiples of $\frac{1}{2}$ a cm. Angles should be multiples of 15° .)

Learning Outcomes

After the completion of this chapter student will be able to :

1. construct a quadrilateral with given conditions.
2. comprehend whether construction of a quadrilateral with given data is possible or not.

Unit 13. Introduction to Graphs (7 marks)

Cartesian plane. Plotting a point on the Cartesian plane. Independent and dependent variables. Drawing of graphs and type of figure.

Learning Outcomes

After the completion of this chapter student will be able to :

1. understand the Cartesian plane and its various elements.
2. identify the coordinates of a point.
3. evaluate the distance of a point from x-axis and y-axis.
4. plot the point on a Cartesian plane.
5. join the points and identify the figure so formed.
6. identify abscissa and ordinates of a point.

Unit 14. Mensuration**(14 marks)**

Area of trapezium, general quadrilateral and polygon.

Surface area of cuboid, cube and right circular cylinder.

Volume of cuboid, cube and right circular cylinder.

Visualising solid shapes, polyhedron. Mapping space around us.

Learning Outcomes

The student will be able to :

1. find the area of plane figure (trapezium & quad.)
2. find the area of a polygon by dividing into various quadrilaterals and triangles.
3. calculate the surface area of rectilinear solid figures.
4. calculate the volume of rectilinear solids i.e. cube & cuboids.
5. distinguish between S.A. of a right circular cylinder and cube/cuboid.
6. calculate S.A. of right circular cylinder.
7. understand the formation of cubes, cuboid with the help of nets.
8. locate side view, top view and front view of solid figures.
9. verify Euler's formula for polyhedrons.
10. map the different routes.

Unit 15. Statistics & Probability**(14 marks)**

Raw data, frequency, making frequency table from the given raw data. Ungrouped and grouped data. Range, class size, class limits, class marks. Grouping the given data into classes. Drawing, reading and interpretation of histogram. Circle graphs or pie chart and its drawing.

Probability, Chance, Experiment, Outcome, Event, Probability of an event. Simple cases.

Learning Outcomes

After studying this chapter student will be able to :

1. understand the terms observation, raw data, range, class marks, frequency, frequency table.

2. differentiate between raw data, ungrouped & grouped data
3. mark pictorial representation through histogram and pie chart and can interpret the same.
4. define the term trial, outcome, probability.
5. find probability under different given situations.

Unit 16. Rotational Symmetry (4 marks)

Rotational symmetry and its order; Centre of Rotation, Angle of Rotation. Line symmetry and Rotational Symmetry. Rotational symmetry should be confined.

Learning Outcomes

The student will be able to :

1. understand symmetry
2. distinguish between line symmetry and rotational symmetry
3. understand rotational turns about a fixed point
4. know the order of rotation of symmetry i.e. four in a square and 3 in an equilateral triangle.
5. calculate the angle of rotation about a fixed point.

Formative Assessments (FA₁, FA₂, FA₃ and FA₄)

There are four assessments, two in first term and two in second term, of 10 marks each. There should be two unit tests, one in each term of 10 marks each. It is suggested that two marks be assigned in each term for home work/class work.

The students be asked to take up a project or power point presentation. 5 marks be assigned to this and it can be only in one term.

Some suggested projects are as follows :

1. Number patterns
2. Pythagorean triplets
3. From natural numbers to rational numbers
4. Observing parallel lines

5. Geometrical patterns : in flowers, leaves, prints on cloth
6. Lines of symmetry in capital alphabets of English, leaves of the tree.
7. Survey of family size or family income in a colony
8. Study of a savings bank account pass book in a year
9. Advertisements on sales
10. Preparation of some models.
11. Life study of mathematician & Any other projects relevant to this topic.
12. Framing of pie chart on the modes of conveyance of 30 persons of your locality used during odd/even days.

Some students may take up some activities, as per following :

- (1) Collecting objects representing cube, cuboid, cylinder and calculating their surface area. (2)
- (2) Throwing a die 20 times and observing how many times a particular number say six comes up. (1)
- (3) Tossing a coin 100 times and observing how many times a 'head' comes up. (1)
- (4) Drawing a route map from home to school. (2)
- (5) Talk on any one
 - (a) Story of zero
 - (b) Life without mathematics
 - (c) Use of geometry in life.

Students may be asked to prepare a Mathematics Lab file and a maximum of three marks be allocated to Maths Lab file in the whole year.

There should be flexibility provided to the students to choose any project activity so that they can score a maximum of 10 marks in each term in addition to 10 marks in Unit Test.

Prescribed book :

Secondary Mathematics, (Class-VIII)

(Publication Division, DAV College Managing Committee, New Delhi)

SCIENCE & TECHNOLOGY

The three components of this course will be :

Physics, Chemistry and Biology.

Objectives :

The teaching of Science, at this stage, will help the students

- to develop a scientific attitude and temper;
- to understand scientific concepts, principles and laws;
- to acquire the knowledge of scientific terms, facts, definitions and processes;
- to understand the principles and processes related to simple scientific and technological activities;
- to develop experimental skills and sharpen their sense of enquiry;
- to develop measurement and observational skills and to encourage the use of locally available resources;
- to inculcate science and technology related values.
- to recognize the relationship of science, technology and society;
- to appreciate the contribution of science towards development and progress in all fields of life;
- to create awareness and concern for a healthy environment and preservation of ecosystem.

General Instructions :

1. The units specified for each term shall be assessed through both formative and summative assessments.
2. In each term, there will be two formative assessments each carrying 10% weightage.
3. The summative assessment in each term will carry 30% weightage.
4. For visually challenged students, alternative questions, for diagram and graph related questions, will be provided on a **separate sheet**.

FORMATIVE ASSESSMENT

1. There will be two formative assessments in each term, each carrying 10% weightage.
2. It is suggested that, in each term, these two formative assessments may be carried out as follows :

*Formative Assessment I (First term) + III (Second term)

1. One Pen and Paper Test : 10 marks
2. Home Work Assessment : 05 marks
3. Class Room Assessment : 05 marks

[It is suggested that the class room assessment may be done through '**worksheets**' which may have 10 questions of (True/False), (Yes/No), (Fill in the blanks), (One-word answer), (MCQ) varieties. The total time for answering these 10 questions may be 15 minutes.]

The total marks of each student, out of these 20 marks, may be divided by 2 to reduce it to marks out of 10 and then rounded off.

*Formative Assessment II (First term) + IV (Second term)

These may be done through any one of the following :

[Project/Activities/PPT/ Understanding of demonstrations shown by the teacher/Survey/Report/Debate/Crossword puzzle/ Chart preparation/Assessment based on information given under 'Do You Know', 'Fact Sheets' and 'Something to do'.]

(10 Marks)

Here, care may be taken to ensure that if a student is assessed through a project / activity in one term, he/she should be assessed through one of the other options (given above) in the other term.

(3) The marks obtained by each student, in [FA-I and FA-II] (in first term) and in [FA-III and FA-IV] (in second term), out of 10 (for each of the four formative assessments) will be recorded separately.

SUMMATIVE ASSESSMENT

For each term, a total of 90 marks will be assigned to Summative Assessment. These 90 marks would be sub-divided as follows :

Section-A

PHYSICS : 36 Marks

CHEMISTRY : 27 Marks

Section-B

BIOLOGY : 27 Marks

The paper will include subject related **value based questions** of 5 marks out of which 3 marks would be assigned to Section A and 2 marks to Section B.

The Summative Assessment, in each term, will be through a written test, of three hours duration, of 90 marks. The marks obtained by each student will be divided by 3 (and rounded off) to record the marks obtained by him/her out of a total of 30 marks (in each term).

Information given under the headings ‘Do you know’, and ‘Fact Sheets’ Case Study and (Something to do at the end of the chapter) would not be evaluated in either of the two Summative Assessments. However, the teachers can use them as one of their assessment options in Formative Assessment II (in first term) and Formative Assessment IV (in Second term).

DETAILED SYLLABUS

For each term, the details of the syllabus contents, number of periods and marks assigned to each unit, (for each of the three components of the Syllabus), are given below.

PHYSICS

First Term : Summative Assessment-I

	Periods	Marks
(1) Force and Pressure (Ch-4)	13	11
(2) Friction (Ch-5)	9	9
(3) Electric Current and its Chemical Effects (Ch-16)	13	11
(4) Earthquakes (Ch-18)	5	5
	<hr/>	<hr/>
	40	36

Second Term : Summative Assessment-II

	Periods	Marks
(1) Refraction and Dispersion of Light (Ch-10)	13	11
(2) The Human Eye (Ch-11)	7	7
(3) Sound (Ch-12)	13	11
(4) Stars and Solar System (Ch-17)	7	7
	<hr/>	<hr/>
	40	36

Summative Assessment-I

Chapter 4 : Force and Pressure

(11 marks)

- Force (13 periods)
- Effects of force
- Factors associated with magnitude of force needed
- Balanced and unbalanced forces
- Types of forces
- Contact and non contact forces
- Pressure
- Applications of the concept of pressure in daily life
- Liquid pressure
- Properties of liquid pressure
- Atmospheric pressure
- Variation in air pressure
- Importance of atmospheric pressure
- Force and pressure : concept map

Learning outcomes

Students will be able to :

- (1) define force and its types.
- (2) understand the concept of pressure and its application.

Chapter 5 : Friction (9 marks)

- Concept of Friction (9 periods)
- Cause of friction
- Factors affecting friction
- Types of friction
- Friction – A necessity
- Friction – An evil or nuisance
- Increasing / Reducing friction
- Fluid friction

Learning outcomes

Students will be able to :

- (1) identify various types of friction.
- (2) appreciate that friction is a necessity as well as a nuisance.
- (3) understand methods of increasing and decreasing friction.

Chapter : 16 Electric Current and its Chemical Effects

- Conductors and Insulators (11 marks)
- Conduction through liquids (13 periods)
- Cause of conductivity of liquids
- Electrolytes
- Conversion of chemical energy into electrical energy
- Chemical effects of electric currents, their applications
- Faraday's discovery
- Electromagnetic induction

Learning outcomes

Students will be able to :

- (1) understand the concept of electrolyte and cause of conductivity.
- (2) understand the various chemical changes.
- (3) learn about E.M.I.

Chapter 18 : Earthquakes (5 marks)

- Earthquakes and their effects (5 periods)
- Cause of an earthquake
- The Focus
- Predicting an earthquake
- Measuring an earthquake
- Protection against earthquakes; safety precautions

Learning outcomes

Students will be able to :

- (1) understand earthquakes and its causes.
- (2) appreciate various seismic zones.
- (3) analyse the techniques of Disaster Management.

Summative Assessment-II

Chapter 10 : Refraction and Dispersion of Light (11 marks)

- Refraction—its cause (13 periods)
- Refractive index, optical density
- Rules for refraction
- Refraction of light by a glass slab
- Dispersion of white light by a glass prism
- Rainbow
- Spherical lenses
- Basic terms related to lenses
- Image formation by convex and concave lenses
- Application of lenses

Learning outcomes

Students will be able to :

- (1) understand concept of Refraction and its cause.
- (2) Appreciate Refraction through a glass slab and a glass prism.

- (3) understand the formation of images by convex and concave lenses.

Chapter 11 : The Human Eye (7 marks)

- Structure of human eye (7 periods)
- Function of various parts of the human eye
- How do we see colours?
- Working of the human eye
- Range of vision
- Defects of vision
- Care of Eyes
- Visually challenged persons—help for them
- Braille system

Learning outcomes

Students will be able to :

- (1) appreciate structure and function of the human eye.
- (2) understand the various defects of vision and ways to take care of eyes.
- (3) appreciate the resources available for blind student.

Chapter 12 : Sound (11 marks)

- Sound and vibrations (13 periods)
- Sounds produced by humans
- Sounds produced by animals
- Propagation of sound
- Amplitude, time period and frequency of a vibration
- Loudness and pitch of a sound
- Audible and inaudible sounds
- Noise and music

- Noise pollution : sources and effects
- Measures to limit noise pollution
- Hearing impairment

Learning outcome

Students will be able to :

- (1) learn mechanism of production of sound by humans and various animals.
- (2) understand the structure of ear and persistence of hearing.
- (3) appreciate causes and effects of noise pollution and ways to limit noise pollution.

Chapter 17 : Stars and Solar System (7 marks)

- Galaxy—Milky way galaxy (7 periods)
- Stars
- Constellations
- The moon—phases of the moon
- The solar system
- Sun
- Planets
- Terrestrial and Jovian planets
- Minor bodies in the solar system
- Artificial satellites and their applications

Learning outcomes

Students will be able to :

- (1) understand various heavenly bodies like constellations, planets etc.
- (2) appreciate the concept of artificial satellites and their applications.

CHEMISTRY

First Term : Summative Assessment-I

	Periods	Marks
(1) Sources of Energy (Ch-6)	10	9
(2) Combustion (Ch-7)	13	11
(3) Pollution of Air (Ch-19)	7	7
	<u>30</u>	<u>27</u>

Second Term : Summative Assessment-II

(1) Metals and Non metals (Ch-3)	16	12
(2) Synthetic Fibres and Plastics (Ch-13)	11	10
(3) Pollution of Water (Ch-20)	5	5
	<u>32</u>	<u>27</u>

Summative Assessment-I

Chapter 6 : Sources of Energy

(9 marks)

(10 periods)

- Classification of sources of energy : On the basis of occurrence, physical state and availability
- Fossil Fuels
- Wood as a fuel
- Coal : occurrence, formation and types
- Uses of coke, coal-tar and coal gas
- Petroleum
 - Occurrence of petroleum
 - Refining of petroleum
 - Petroleum products and their uses
 - Natural gas
 - Uses of natural gas
- Cleaner Fuels

Learning outcomes

After studying this chapter, the students will be able to :

1. classify the sources of energy on the basis of their occurrence, physical state and availability.

2. understand what are fossil fuels, their occurrence in nature and their processing.
3. apply the knowledge of different types of fuels to understand the importance of cleaner fuels and alternative sources of energy.

Chapter 7 : Combustion (11 marks)

- Combustion & combustion material (13 periods)
- Conditions required for combustion
- Types of combustion
- Fire control
- Incomplete combustion
- Flame
- Fuel and calorific value
- Characteristics of a good fuel
- Harmful effects of fuels

Learning outcomes

After studying this chapter, students will be able to :

1. understand the term combustion and the conditions required for combustion.
2. differentiate between types of combustion and understand the consequences of incomplete combustion.
3. learn about various methods used to control fire.
4. understand different zones of flame.
5. appreciate the properties of a good fuel.

Chapter 19 : Pollution of Air (7 marks)

- Pollution (7 periods)
- Air pollution; Causes of air pollution;
- Harmful effects of carbon monoxide, nitrogen dioxide smog, chlorofluoro carbons (CFCs)
- Acid rain and its harmful effects
- Green House Effect and Global Warming

- Causes of increase in concentration of green house gases
- Consequences of green house effect
- Global warming and its consequences
- Measures to check global warming
- Methods to control air pollution

Learning outcomes

After studying this chapter, the students will :

1. understand air pollution and its causes.
2. learn about the harmful effects of major air pollutants.
3. become aware of phenomena like greenhouse effect and global warming and their causes and consequences.
4. learn about different methods of controlling air pollution.

Summative Assessment-II

Chapter 3 : Metals and Non-metals (12 marks)

- Classification of elements (16 periods)
- Occurrence of elements
- Minerals and ores
- Physical Properties
- Chemical Properties
- Reaction with oxygen, water, acids and alkalies
- Reactivity of metals
- Displacement reactions
- Noble Metals
- Uses of metals and non-metals
- Alloy – Composition and uses of alloys

Learning outcomes

After studying this chapter, the students will be able to :

1. classify elements and learn about their occurrence in nature.
2. understand the different physical properties of metals/non-metals and their applications based on these properties.

3. differentiate between chemical behaviour of metals/non-metals towards air, water and acids.
4. relate displacement reaction of metals with reactivity series.
5. learn about noble metals and uses of metals, non-metals and alloys.

Chapter 13 : Synthetic Fibres and Plastics (10 marks)

- Natural fibres and synthetic fibres (11 peridos)
- (Rayon or Artificial Silk, Nylon, Terylene, Poly Ethene Tetraphthalate (PET and Acrylic fibres)
- Advantages and disadvantages of synthetic fibres
- Plastics
- Characteristics of synthetic plastics
- Types of synthetic plastics
- Thermosetting
- Thermoplastics
- Plastics and the Environment
- Damage caused by plastic waste
- Measures to control the damage caused by plastic waste

Learning outcomes

After studying this chapter, the students will be able to :

1. understand what are synthetic fibres.
2. learn about different types of synthetic fibres and their uses.
3. understand the advantages and is disadvantages of synthetic fibres.
4. learn the properties of synthetic plastics.
5. differentiate between thermoplastic and thermosetting plastics.
6. understand the damage caused by plastic waste and measures to control the damage.

Chapter 20 : Pollution of Water (5 marks)

- Water pollution (5 periods)
- Causes of water pollution
- Potable water
- Purification of drinking water
- Methods to make water safe for drinking
- Control of water pollution
- Treatment of sewage
- Treatment of industrial waste
- Conservation of water

Learning outcomes

After studying this chapter, the students will be able to :

- (1) understand what is water pollution and how it is caused.
- (2) learn about ways of purifying water.
- (3) appreciate control of water pollution.

BIOLOGY

First Term : Summative Assessment-I

	Periods	Marks
(1) The Cell–Its Structure and Functions (Ch-1)	9	8
(2) Microorganisms : Friends or Foes (Ch-2)	13	10
(3) Conservation of plants and animals (Ch-8)	10	9
	<u>32</u>	<u>27</u>

Second Term : Summative Assessment-II

	Periods	Marks
(1) Crop production and its management (Ch-9)	12	10
(2) Reproduction in animals (Ch-14)	11	10
(3) Reaching the age of adolescence (Ch-15)	7	7
	<u>30</u>	<u>27</u>

Summative Assessment-I

Chapter 1. The Cell–Its Structure and Functions (8 marks)

- Discovery of the cell (9 periods)
- The Cell-variation in cell number, shape and size in living organisms
- Parts of cell
- Levels of organisation in an organism
- Comparison between plant cell and animal cell
- Diagrams of plant cell, animal Cell, cheek Cell and onion peel cell
(Table-1 On Page 4 and activities on page 5 of book not to be evaluated)

Learning outcomes

The students will be able to :

- (1) comprehend and understand the basic unit of life.
- (2) differentiate between plant cell and animal cell.
- (3) describe various cell-organelles & their functions in the cell.

Chapter 2. Micro-organisms – Friends or Foes (10 marks)

- Introduction (13 periods)
- Types of microorganisms
- Diagram of *Paramecium* and *Euglena* (from Page 7)
- Viruses are unique
- Where do microorganisms live ?
- Role of microorganism in our life
- Microorganisms as our friends
- Microorganisms – The Foes
- Food poisoning
- Food preservation

Learning outcomes

The students will be able to :

- (1) learn about the different types of micro-organisms and their habitats.
- (2) contrast the good and bad side of micro-organisms.
- (3) appreciate the role of micro-organisms in daily life.

Chapter 8. Conservation of Plants and Animals (9 marks)

- Introduction (10 periods)
- Domestic consequences of deforestation
- Global consequences of deforestation
- Conservation of forests and wildlife
- Definition of ecosystem and species
- Biosphere reserves
(Map of biodiversity hotspots not to be evaluated)
- National Parks
- Wildlife Sanctuaries
- Flora and fauna
- Endemic species
- Red Data Book
- Migration
- Reforestation
- Recycling of paper

Learning outcomes

The students will be able to :

- (1) learn various ways of conservation of plants and animals.
- (2) understand the importance of biodiversity.
- (3) appreciate the importance of different types of plants and animals.

Summative Assessment-II

Chapter 9. Crop production and its Management (10 marks)

- Introduction of Agricultural practices : Preparation of

soil, Sowing, Manuring, Irrigation, Crop protection,
Harvesting, Storage (12 periods)

- Role of leguminous plants
- Crop improvement

(Activity on Page 123 not to be evaluated)

Learning outcomes

The students will be able to :

- (1) learn the various agricultural practices.
- (2) appreciate and analyse the methods of crop improvement & their protection.

Chapter 14. Reproduction in Animals (10 marks)

- Definition of reproduction (11 periods)
- Asexual reproduction
- Sexual reproduction
- Reproductive patterns
- Reproductive systems
- Fertilization, development of the embryo
- How do hens lay eggs ?
- Viviparous and Oviparous animals
- Journey of young ones to adults (frogs)
- Diagrams of Binary fission in *Amoeba*, Multiple fission in *Plasmodium*, Budding in *Hydra* and Yeast, Male and Female reproductive systems and Human sperm.

Learning outcomes

The students will be able to :

- (1) learn the various methods of reproduction in various animals.
- (2) differentiate between male and female reproductive system, oviparous and viviparous animals.

Chapter 15. Reaching the age of Adolescence (7 marks)

- Adolescence and Puberty
- Changes at puberty (7 periods)
- Sexual development : Development of sex organs, development of secondary sexual characters, change in hormonal balance the reproductive phase in human beings
- Determination of sex of the child
- The Endocrine system
- Role of hormones in completing the life cycle of insects and frogs
- Reproductive health: Nutritional needs of adolescents, Personal hygiene, Physical exercise, Say 'No to Drugs'.
- Graphs of Pg. 206-207 not to be evaluated

Learning outcomes

The students will be able to :

- (1) analyse the problems of adolescence.
- (2) understand emotional, physiological changes that takes place during adolescence.
- (3) learn the importance of hormones in life cycle of human beings.

Suggested Projects / Activities

Note : The list given here under is only suggestive in nature. The teachers/students can do other projects/activities similar to those suggested here.

PHYSICS

Term I

- (1) Group activities to be planned to show the effect of change in area, on the pressure due to a given force, in our day to day life.
 - (i) Provide dimensions of length, breadth and height of a rectangular block placed on clay / sand and find the pressure exerted.
 - (ii) To prepare a scrap file / project report to show
 - (a) An increase in area reduces pressure
 - (b) A decrease in area increase pressure
- (2) Use pictures/illustrations, cartoons, to bring out the difference/s between Force and Pressure.
- (3) Use a short story / play /act to show how our life would get affected if friction were to suddenly vanish.
- (4) List some sports / games where friction is either supporting or opposing these sports/games. Discuss your list amongst your friends with some supporting pictures.
- (5) Survey – To compare the consumption of electricity in different households.
- (6) Project/Model – On techniques to save electricity.
- (7) Identifying conductors and insulators by making simple electric circuits.
- (8) PPT/Report – On the map of world, indicate the places where Tsunami is more likely to occur. Try to find out the problems faced by people living in these regions. Take the help of newspaper clippings, school library or internet sources.
- (9) Prepare a crossword puzzle on different types of forces.
- (10) Collection of interesting facts or situations to create / power point presentation on methods to increase / decrease friction in day to day life, also advantages / disadvantages of friction.

(11) Experimental Projects

- Design a simple faucet, to test the relationship between force, area and pressure.
- Measure the diameter and area of tubes & record their answers.

Term-II

1. Assignments on Ray diagrams
2. Experimental projects
 - (i) Dispersion by a prism
 - (ii) Refraction by a glass slab
3. To study the formation and nature of the image, using different lenses.
4. Model of Human Eye
5. Survey on 'Defects of vision'
6. Seminar (to be conducted by an eye specialist) on 'Eye Care'
7. Ask the students to make friends with some visually challenged persons and to enquire from them how they overcome their disability and lead a fairly independent life.
8. Make a scrap file on different types of musical instruments and observe/list their different characteristics.
9. Power point presentation on 'Noise pollution'.
10. Making of 'Jal Tarang'.
11. Visit to a Planetarium.
12. Presentation on stars and solar system.

Experimental Projects

13. using single laser light show refraction of light through a glass prism slab and lens placing them in a trough of soap water.

Using double laser lights, show intersection of both the laser rays to show image formation at that point.

14. Show refraction of light, image formation, size & position of object and image using lens, candle and screen.
15. Collect information about uses of lenses in our day to day life and to prepare a scrap file.
16. Discussion on the topic – Most visually challenged persons have a better sense of touch, smell or hearing than normal people. This is the reason they are called Divyang or Divya Dhrushti.
17. Prepare a survey report, finding out the nature of lens used and the type of eye defects your classmates, parents and grandparents are having.
18. Prepare chart / web chart on various ways to take care of your eyes.
19. Experimental Project
 - (i) Sound is a form of energy
Touch a vibrating fork in a glass filled with water, it splashes out water.
 - (ii) With the help of an inflated balloon, pull the mouth tightly and allow the air to come out. Listen to the high pitch sound, loosen the grip and the low pitch sound is produced, similar to working of the larynx.
20. Visit an industrial area near your locality find the sources of noise pollution and various ways / measures taken by the industries to overcome the problem. Also find the restrictions imposed by the Government on the industrial units.
21. Prepare a objective type questionnaire / quiz covering characteristics of celestial objects.
22. Group discussion / Enactment / story telling on the topic : Life in the absence of cones in the retina of the eye.

23. Prepare an energy audit and find out ways how it can be reduced.
24. Prepare a flip diary using principle of persistence of vision.
25. Make model to show 'change of seasons'.
26. Role play to depict characteristics of different celestial objects using flashcards etc.
27. Investigatory Projects :
Different types of satellites launched by India their uses, height at which they are launched relation b/w the height at which they are launched and their uses.

CHEMISTRY

Term-I

- (1) Power Point Presentation (on any one of the following topics) :
 - (i) Petroleum products and their uses
 - (ii) Fire safety measures
 - (iii) Global warming – causes, consequences and preventive measures.
 - (2) Wall Magazines (on any one of the following topics)
 - (i) Cleaner fuels
 - (ii) Alternate sources of energy
 - (iii) Future fuels – India in 2050
- [More such topics may be given by the teacher]
- (3) Survey : Enquire about the details of energy consumption of at least five neighbours. Teacher shall provide a few sample questions such as :
 - Do you use an inverter / generator ?
 - How many private vehicles do you own ?
 - What is the approximate consumption of fuel ?
etc.

Students may be asked to frame more such questions and submit the complete survey report in proper format such as

Aim :

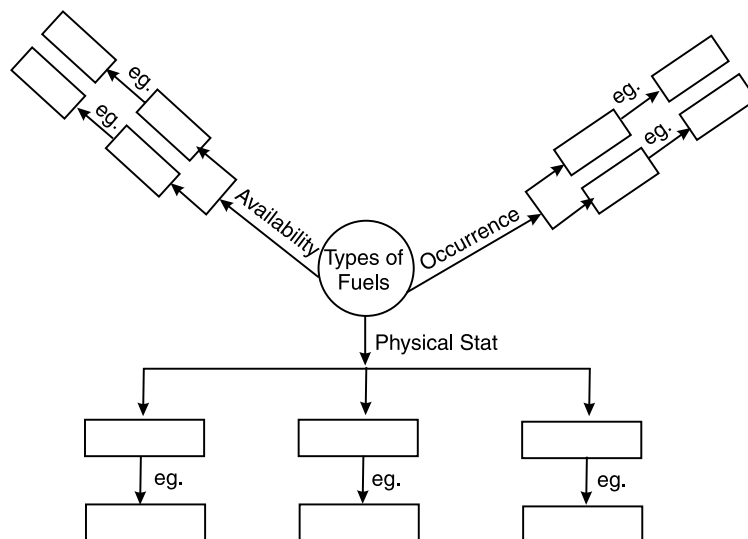
Introduction :

Method of Conducting Survey :

Data Collected :

Inference / Conclusion :

- (4) Quiz : Topics from SA-I course.
- (5) Slogan writing & Poster making (on any one topic)
 - Controlling of air pollution
 - *Ill* effects of Global Warming
 - Importance of Ozone layer
 - Acid Rain
 - Consequences of greenhouse effect
- (6) Graphic Organisers / Web charts on :
 - Classification of fuels
 - Types of air pollutants
 - Types of combustion



(7) Cross word puzzles : Students can prepare crossword puzzles on their own.

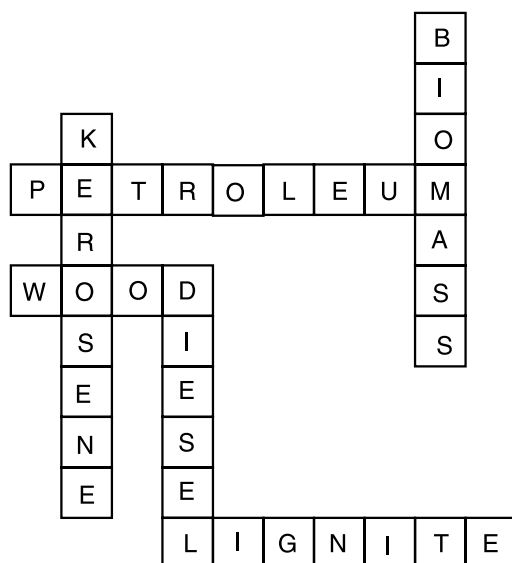
Solve the following crossword puzzles on the basis of the clues given :

Across →

1. A dark coloured liquid fossil fuel
3. Burning of this natural renewable fuel produces a gas which causes global warming.
5. A variety of coal

Down ↓

2. A liquid fuel used in Lanterns.
4. A liquid fuel used to run trucks.
6. A natural renewable source of energy.



Term-II

(1) Experimental Activities : Activity to be performed by the teacher to demonstrate the following :

- Displacement reactions
- Nature of oxides

- (2) Investigatory projects : Make a list of 15-20 articles used at home, which are made up of either metals, non-metals or alloys (write the composition if it is an alloy)
Write their names in a tabular form
- (3) Collection of different types of fibres and compare their properties such as
wrinkle, resistance, moth resistance, water resistance etc.
- (4) Power Point Presentation :
 - (i) Measures to control water pollution
- (5) Collect information on clean Ganga Project and submit report.
- (6) Survey : Visit a nearby Health Club / Doctor and collect information on water borne diseases. Their causes, symptoms, ill effects & preventive measures.

BIOLOGY

Term-I

Suggested Activities

- (1) Make a clay of POP model of a plant or an animal cell OR by using some other waste material.
- (2) Study of plant and animal cell through permanent slides using compound microscope.
- (3) Comparative study of plant and animal cell using charts or models.
- (4) Survey : Find out the cause, symptoms and preventive measures of various communicable diseases like Tuberculosis, Typhoid, Malaria, Dengue etc.
- (5) Make a power point presentation or a project report on the role of micro-organisms in the following fields—
 - (a) Food Industry

- (b) Agriculture
 - (c) Medical field
 - (d) Environment
- (6) Make a chart on use of natural and chemical preservatives in different food items.
 - (7) Visit to a nearby health centre and collect information about various vaccines that are available for boosting immunity among children. Make a vaccination card showing schedule of child vaccination programme in India.
 - (8) Study the various types of micro-organisms through permanent slides using compound microscope.
 - (9) Compost making by the action of micro-organisms using kitchen and plant waste.
 - (10) Activity showing use of yeast in baking industry.
 - (11) Visit a zoo, National Park or Wild Life sanctuary near your city and note the natural habitat of animals there.
 - (12) Collect information and pictures about any one national park / wildlife sanctuary and make a scrap book on the same.
 - (13) Make a list of things that you as a student can do to conserve biodiversity and discuss in class.
 - (14) Collect information about the process of recycling of paper and steps taken by you as a student to save paper.
 - (15) On a map of India, locate wild life sanctuaries / national parks and biosphere reserves. Mention the different types of animals which are being conserved here.
 - (16) Collect information about different migratory birds, their food habits, breeding season, reason for their migration and the places visited by them in India.
 - (17) Prepare a report on various projects taken up by Govt. of India to conserve the National Flora and Fauna.

Term-II

Suggested Activities

- (1) Make a list of Rabi and Kharif crops which are grown in your area. Enlist the climatic conditions suitable for the proper growth and maturation of the different crops.
- (2) Many times crops get damaged due to different environmental factors. Make a project report on different environmental factors that may lead to decrease in crop productivity.
- (3) Visit to a nearby farm or a nursery and gather information about the different agricultural practices like preparation of soil, methods of irrigation, use of manures and fertilizers etc.
- (4) Collect different types of Kharif and Rabi crops, weeds and prepare a herbarium file.
- (5) Make a report on different methods used for storing perishable and non-perishable food items.
- (6) Sow some seeds in 2 pots. Add manure or fertilizer in one of the pot. Now observe and compare the growth of plants of both pots.
- (7) Discuss the role of bats, insects and frogs in the biological control of pests.
- (8) Visit to an Agricultural Institute to collect information about the methods of crop variety improvement.
- (9) With the help of clay modelling show different stages in the life cycle of a frog, male and female reproductive system of humans.
- (10) Visit to a poultry farm to collect information about the poultry birds, their diet, incubation period and hatching.
- (11) Make a PPT on different Reproductive Patterns.
- (12) Make a PPT or project report on different methods of asexual reproduction.

- (13) Discuss the importance of personal hygiene, nutrition and physical exercise in Adolescents.
- (14) Conduct a debate on the myths like :
- (a) Mother is responsible for the sex of child
 - (b) A girl should not enter the kitchen during menstruation.
- (15) Perform a skit on 'Say No to Drugs'.
- (16) Visit a nearby hospital and consult a doctor regarding the issue – Why is sex determination of foetus banned by the government ? Prepare a report on it.

Prescribed book :

The Living World (Class-VIII)

(A book of Science & Technology)

(Publication Division, DAV College Managing Committee,
New Delhi)

SOCIAL SCIENCE

The Social Science course is divided into three units :

Unit-I **Resources and Development**

Unit-II **Our Past-III** (People and Society in Modern Period)

Unit-III **Rule of Law and Social Justice**

Objectives : The main objectives of teaching Social Science at this level are to enable the students to :

- (i) relate to their everyday life and the issues discussed in the text book.
- (ii) provide a general idea of the developments within the given periods of History.
- (iii) explain the coming of the British and the impact of British rule on India.
- (iv) appreciate the importance of freedom struggle and the contribution of national leaders and the people of India.
- (v) know various types of sources of information and reflect on them critically.
- (vi) appreciate the interdependence of various regions and countries.
- (vii) learn about the global distribution of economic resources and the ongoing process of globalisation.
- (viii) imbibe the ideals of democracy, rule of law and the Indian Constitution.
- (ix) recognise the ways in which politics affects our daily life.
- (x) enable the students to form their own opinion about political, social & economic issues & socially acceptable human being.
- (xi) develop mapping skills to locate and identify various regions of India & the world.

The theory paper for Summative Assessment in each term will be of 90 marks. Twenty marks in each term are for Formative Assessment as per the details given below.

Summative Assessment-I

Formative Assessment (FA-I & FA-II combined)

• Unit tests/Periodical tests	10 marks
• Home Assignments/Work sheets	2 marks
• Project Work/Power Point Presentation	5 marks
• Activities	3 marks
	<hr/>
	20 marks

Summative Assessment (30 marks)

- The question paper will be of 90 marks. Marks obtained are to be reduced to one-third i.e. out of 30 marks only.
- ∴ Total marks for First Term $30 + 20 = 50$ marks

Summative Assessment-II

Formative Assessment (FA-III & FA-IV combined) (20 marks)

Same as in the First Term but should be based on the content matter of the Second Term.

Summative Assessment (30 marks)

- The question paper will be of 90 marks. Marks obtained are to be reduced to one-third i.e. out of 30 marks only
- Total marks for Second Term $30 + 20 = 50$ marks
Total 50 (I term) + 50 (II term) = 100 marks

Note : (1) Questions paper for SA-I and SA-II must have atleast one value based question (SA/LA)

(2) Only one Project Work/Power Point Presentation is to be taken in an academic year. In lieu of the Project Work/Power Point Presentation, if not taken in a particular term, activities for 8 marks can be taken up by the students. List of suggested Projects/Power Point Presentations activities is given at the end. The students are free to take up topics beyond the suggested list also.

(3) No activity should be repeated in both the terms.

Unitwise Distribution of Marks

Unit I – Resources & Development	30 marks
Unit II – Our Past-III (People & Society in Modern Period)	30 marks
Unit III – Rule of Law & Social Justice	30 marks
Total	90 marks

Unit-I Resources and Development

SA-I (30 marks)

1. Resources : Utilization and Development 8 marks
 2. Natural Resources : Land, Soil and Water 10 marks
 3. Natural Resources : Vegetation and Wildlife 8 marks
- Map Work (Chapters 2 & 3) 4 marks

SA-II (30 marks)

4. Mineral and Energy Resources 6 marks
 5. Agriculture 7 marks
 6. Manufacturing Industries 7 marks
 7. Human Resources 6 marks
- Map Work (Chapters 4 & 6) 4 marks

Unit-II Our Past-III (People & Society in Modern Period)

SA-I (30 marks)

8. The Modern Period 3 marks
 9. Establishment of Company Rule in India 8 marks
 10. Colonialism : Rural and Tribal Societies 8 marks
 11. The First War of Independence–1857 8 marks
- Map work** (Chapters 10 & 11) 3 marks

SA-II (30 marks)

12. Impact of British Rule on India 10 marks
 13. The Nationalist Movement (1870 to 1947) 10 marks
 14. India Marches towards Independence 7 marks
- Map work** (Chapters 12 & 13) 3 marks

(30 marks)

Unit-III Rule of Law and Social Justice

SA-I (30 marks)

- | | |
|------------------------------|----------|
| 15. Role of the Constitution | 12 marks |
| 16. Indian Secularism | 5 marks |
| 17. The Union Government | 4 marks |
| 18. The Union Legislature | 9 marks |

SA-II (30 marks)

- | | |
|---|---------|
| 19. The Union Executive | 9 marks |
| 20. The Judiciary | 9 marks |
| 21. Safeguarding the Marginalized | 6 marks |
| 22. Social Justice and the Marginalized | 6 marks |

UNITWISE CONTENT AND LEARNING OUTCOMES

Unit-I – Resources and Development

SA-I

Ch-1 Resources : Utilization and Development

Contents:

- (i) Utilization of Resources
- (ii) Classification of resources : based on renewability, origin, occurrence and development of resources.
- (iii) Sustainable development and conservation

Learning outcomes : After studying this chapter the students will be able to :

- explain the concept of resources.
- understand the factors affecting the utilization of resources.
- classify the resources.
- explain the concept of sustainable development.
- explain the need and methods of conservation.

Ch-2 Natural Resources : Land, Soil and Water

Contents :

- (i) Land Resources – land use
- (ii) Soil Resources
 - factors affecting soil formation
 - soil conservation

- (iii) Water Resources
- (iv) Pollution of water and its conservation

Learning outcomes : After studying this chapter, students will be able to :

- understand the significance of land, soil and water, each as a resource.
- evaluate the land use pattern of selected countries.
- explain the factors influencing soil formation.
- understand the causes of soil erosion, need and ways for the conservation of soil.
- understand the causes and consequences of water pollution
- appreciate the conservation of water
- explain the meaning and purpose of multipurpose river valley projects.

Ch-3 Natural Resources : Vegetation and Wildlife

Contents :

- (i) Natural Vegetation
- (ii) Classification of forests
 - (a) Tropical hardwood forests
 - (b) Mediterranean forests
 - (c) Temperate softwood forests
- (iii) Wildlife

Learning outcomes : After studying this chapter, students will be able to :

- define natural vegetation, wildlife.
- understand the classification of forests on the basis of climatic conditions.
- explain the features of different types of forests found in various parts of the world.
- suggest measures to protect our forests.
- appreciate the importance of wild life and its conservation.

SA-I Map Work (Geography) (4 marks)

(For Identification, locating and labelling)

Note : On outline physical map of the world.

Ch-2 Natural Resources : Land, Soil and Water

- (a) Areas of high rainfall
- (b) Areas of low rainfall.

Ch-3 Natural Resources : Vegetation and Wildlife

- (a) Tropical Evergreen forests
- (b) Coniferous forests
- (c) Mediterranean forests.
- (d) Tropical deciduous forests

Learning Outcome : Will be able to locate & identify different regions/parts of the world.

SA-II

Ch-4 Mineral and Energy Resources

Contents :

- (i) Mineral Resources
- (ii) Types of mineral resources – metallic, non-metallic and mineral fuels
- (iii) Distribution of Mineral Resources
- (iv) Distribution of Minerals in India
- (v) Conservation of minerals
- (vi) Types of energy resources—Conventional and Non-conventional sources of energy
- (vii) Conservation of energy resources

Learning outcomes : After studying this chapter students will be able to :

- understand about mineral, rock, ore, fossil fuel and placer deposits.
- classify the mineral resources on the basis of their properties.
- explain the distribution of minerals in India and the world and their uses.
- understand the need to conserve mineral and energy resources and suggest measures for the same.

Ch-5 Agriculture

Content

- (i) Importance of agriculture
- (ii) Factors affecting agriculture
- (iii) Types of agriculture : subsistence agriculture and commercial agriculture with its sub types.
- (iv) Major crops : geographical requirements and the main countries of their production.
 - (i) Cereals (ii) Fibre crops (iii) Beverage crops
- (v) Agricultural development
- (vi) Comparative study of agricultural farms in USA and India.

Learning outcomes : After studying this chapter students will be able to :

- understand the meaning and importance of agriculture.
- Identify and explain the various factors affecting agriculture.
- explain the main features of various types of agriculture practised in different parts of the world.
- classify different crops on the basis of geographical conditions and main areas of their production.
- compare the development of agriculture in developed and developing countries (USA and India).

Ch-6 Manufacturing Industries

Contents :

- (i) Importance of manufacturing industries
- (ii) Classification of industries on the basis of :
 - (a) size
 - (b) nature of finished products
 - (c) sources of raw material
 - (d) ownership
- (iii) Factors Influencing location of an industry
 - (a) geographical (b) non-geographical
- (iv) Some major industries of the world
 - (a) Iron and steel
 - (b) Cotton textile
 - (c) Information technology

Learning outcomes : After studying this chapter students will be able to :

- Understand the meaning of manufacturing industry, industrial development, industrial region, information technology and semi-conductor.
- classify industries on different basis.
- explain various geographical and non-geographical factors influencing location of an industry.
- understand the important facts of the following industries–
 - (a) Iron and steel industry (Jamshedpur and Pittsburgh)
 - (b) Cotton textile industry (Ahmedabad and Osaka)
 - (c) Information technology (Bangalore and Silicon Valley)

Ch-7 Human Resources

Contents

- (i) Concept of human resources
- (ii) Distribution of population
- (iii) India : Land – Man Ratio
 - Density of population : states with low, moderate and high density
- (iv) Factors affecting distribution of population
 - physical factors
 - economic factors
- (v) Growth of population
- (vi) Composition of human resources – age structure, sex ratio, literacy rate.

Learning outcomes : After studying this chapter students will be able to :

- explain the concept of human resource and its importance.
- explain the factors affecting distribution and density of population.
- visualise the growth of population from 1911 to 2011 and its consequences.
- understand the various attributes of composition of population i.e. age structure, sex ratio and literacy rate.

- understand density of population, death rate, birth rate, growth rate, sex ratio, literacy rate.

SA-II Map work (Geography) (4 marks)

(For Identification, locating and labelling)

Note : On outline **Political map** of the world

Ch-4 Mineral & Energy Resources

- Iron — Venezuela, Canada, India
- Bauxite — Australia, Brazil, Indonesia
- Copper — Chile, South Africa, Russia
- Coal — Germany, U.K., U.S.A.
- Petroleum — Gulf, Mexico, Nigeria

Ch-6 Manufacturing Industries

- Important Iron and steel manufacturing countries-China, U.S.A., Brazil, Germany, Russia
- Important countries manufacturing cotton textiles-Japan, India, Egypt, U.K., Canada

Learning outcome : Will be able to locate and identify different regions / parts of the world.

Unit-II – Our Past-III (People and Society in Modern Period)

SA-I

Ch-8 The Modern Period

Contents

(i) Sources of information – British papers, books, letters, writings, speeches etc. newspapers, administrative reports, Internet, old buildings, artifacts, people.

Learning outcomes : After studying the chapter the students will be able to :

- appreciate the various sources of information which are preserved in the archives, old buildings and artifacts.
- understand the important changes that took place in the Modern Period.

Ch-9 Establishment of Company Rule in India

Contents

Trading companies, The East India Company, The Carnatic Wars, Conquest of Bengal, Battle of Plassey, Battle of Buxar, Dual Govt. in Bengal, Anglo-Mysore Wars, Anglo-Maratha Wars, Anglo-Sikh Wars.

Learning outcomes : After studying the chapter the students will be able to :

- know about some new trading centres in India.
- understand the role of East India Company in establishing its dominance over India.
- understand systematic expansion of British empire in India.
- explain the nature of dual system of administration in Bengal.

Ch-10 Colonialism : Rural and Tribal Societies

Contents :

Colonial agrarian policy and its impact, Permanent Settlement, Ryotwari, Mahalwari system, Growth of Commercial Crops, Condition of the Farmers, Revolts by Farmers, Colonialism and Tribal Societies, Impact on the Tribal Life, Tribal Revolts, Impact of Colonialism on Crafts and Industries, Modern Industries in India.

Learning outcomes : After studying the chapter students will be able to :

- understand different Land Revenue Systems and their impact on the farmers.
- explain reasons behind the growth of commercial crops and revolts by farmers.
- analyse reasons behind the exploitation of tribal people led to tribal revolts.
- assess the impact of colonialism on Indian crafts and industry and development of modern industries in India.

Ch-11 The First War of Independence–1857

Contents :

Uprising of 1857, Causes of the Revolt : political, economic, social, religious, military and immediate, The course of the Revolt, Suppression of the Revolt, Causes of the failure, Results of the Revolt of 1857.

Learning outcomes : After studying the chapter, students will be able to :

- understand the nature of Revolt.

- understand the various causes which led to the Revolt of 1857.
- identify the important centres and the leaders of the revolt.
- explain the causes for the failure of the revolt.
- enumerate the steps taken by the British to suppress the revolt.
- results of the Revolt.
- appreciate why 1857 revolt is known as first war of independence.

SA-I Map work (History) (3 marks)

(For Identification, locating and labelling)

Note : On outline **Political** Map of India

Chapter 10 : Colonialism : Rural and Tribal Societies (1 mark)

1. Punjab 2. Bengal 3. Odisha (Orissa) 4. Assam
5. Chotanagpur plateau / Chattisgarh 6. Manipur 8. Kulu

Chapter 11 : The First War of Independence, 1857 (Centres of Revolt) (2 marks)

1. Meerut 2. Delhi 3. Gwalior 4. Kanpur 5. Bareilly
6. Lucknow 7. Agra 8. Benaras 9. Barrackpur 10. Nagpur.

SA-II

Ch-12 Impact of British Rule on India

Contents :

(i) Education under the British, Positive impact of British system of education, Social impact, Challenging the caste system by reformers like Sri Narayan Guru, Jyotiba Phule, Veersalingam Kandukuri, Periyar E.V. Ramasamy, Swami Dayanand Saraswati, Dr. B.R. Ambedkar and Mahatma Gandhi, Impact of reform movements, Colonialism and Urban Change— Railways under the British, British impact on Indian painting, literature and architecture.

Learning outcomes : After studying the chapter, the students will be able to :

- understand the history of British education policy and its impact on India.

- recognise the role of different reformers in challenging the caste system.
- access the impact of reform movements.
- understand the process of urbanisation of Calcutta and Delhi.
- explain the advantages of railways and access the impact of the British policies on Indian painting, literature and architecture.

Ch-13 The Nationalist Movement (1870-1947)

Contents :

Formation of Indian National Congress, Partition of Bengal, Formation of Muslim League, Morley Minto Reforms, Home Rule League, Lucknow Pact 1916, Arrival of Mahatma Gandhi on the Indian Political Scene, Montague Chemsford Reforms, Rowlatt Act 1919, Jallianwala Bagh Massacre, Non-co-operation Movement, Chauri Chaura incident, Peasants and Workers Movements, Simon Commission, Lahore Session 1929, Civil Disobedience Movement, Revolutionary Movements, Govt. of India Act of 1935, Quit India Movement, Towards Independence.

Learning outcomes : After studying the chapter, the students will be able to :

- (1) understand the circumstances leading to the formation of Indian National Congress and its demands.
- (2) differentiate between the moderates and radicals.
understand the causes and impact of Partition of Bengal,
- (3) formation of Muslim League and Home Rule League.
- (4) understand the different happenings in nationalist movement from 1870–1947 linking with constitutional changes.
- (5) assimilate the role of Mahatma Gandhi and mass movements started by him.
- (6) understand the value of independence.

Ch-14 India Marches Towards Independence

Contents

Main features of the Indian Independence Act, Indian Constitution, India on the Path of Progress, Indian Democracy,

India's Foreign Relations, Indian Society, Challenges to Indian Democracy, What is India Vision 2020?

Learning outcomes : After studying the chapter, the students will be able to :

- (1) explain the main features of the Indian Independence Act 1947.
- (2) explain the importance of formation of Indian Constitution.
- (3) explain the path of India's economic and agricultural growth.
- (4) highlight the main features of India's foreign policy and visualise India Vision 2020.
- (5) discuss the working of Indian democracy in last 65 years.

SA-II Map work (History) (3 marks)

(For Identification, locating and labelling)

Note : On outline **Political Map** of India

Chapter 12 : Impact of British rule – Reforms and the states they belong to : (1 mark)

<u>Reformer</u>	<u>State</u>
1. Sh. Narayan Guru	Kerala
2. Jyotiba Phule	Maharashtra
3. Veeresalingam Kandukuri	Andhra Pradesh
4. Periyar E.V. Rama Ramasamy	Tamil Nadu
5. Swami Dayanand Saraswati	Gujarat
6. Mahatma Gandhi	Gujarat
7. B.R. Ambedkar	Maharashtra

Chapter 13 : The Nationalist Movement (1870 – 1947) (2 marks)

1. Bombay – Quit India Movement 1942
2. Bengal – Partition of 1905
3. Madras – Home Rule League
4. Lucknow – Lucknow Pact of 1916
5. Amritsar – Jallianwala Bagh Massacre
6. Surat – Division of Congress 1907
7. Dandi – Dandi March 1930

Unit III Rule of Law and Social Justice

SA-I

Chap-15 Role of the Constitution

Contents

Rules and Laws–Rule of Law, The Constitution and its need, vision and values of Indian Constitution, Key features of our Constitution–Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, Single citizenship, Single Integrated Judicial System.

Learning outcomes : After studying the chapter, the students will be able to :

- develop an understanding of the rule of law as the basic foundation of a democratic system.
- appreciate the Constitution as the primary source of all laws.
- understand the Vision, values and features of our Constitution.
- develop an appreciation of Fundamental Rights guaranteed in the Constitution and recognize the need to follow Fundamental Duties.
- develop an understanding of Directive Principles of State Policy.

Ch-16 Indian Secularism

Contents

Meaning and aspects of Indian secularism, provisions of the Right to Freedom of Religion and working of Indian Secularism.

Learning outcomes : After studying the chapter, the students will be able to :

- appreciate the importance of secularism.
- explain the various provisions of the Right to Freedom of Religion.
- appreciate the uniqueness of Indian Secularism.
- explain how does Indian Secularism work ?

Ch-17 The Union Government

Contents :

Meaning of Federation, Union Government and its organs i.e. Executive, Legislature & Judiciary, Jurisdiction of Union and State governments.

Learning outcomes : After studying the chapter, the students will be able to :

- understand the need for a federation in India.
- identify the different levels of government & organs of the government.
- understand divisions of subjects as mentioned in the three lists with special reference to residuary subjects.

Ch-18 The Union Legislature

Contents :

Universal Adult Franchise, Lok Sabha and Rajya Sabha, Powers and Functions of the Union Parliament—Power to amend the Constitution.

Learning outcomes : After studying the chapter, the students will be able to :

- understand and value the principle of Universal Adult Franchise.
- explain the composition and functions of Union Parliament [Lok Sabha & Rajya Sabha]
- appreciate the role of Speaker in Lok Sabha and Chairman in Rajya Sabha.

SA-II

Ch-19 The Union Executive

Contents

Meaning and types of Executive in a Parliamentary System of Government. The Union Executive – the President of India, Powers and Functions, the Vice-President of India, Union Council of Ministers and Prime Minister as the pivot in the entire administration.

Learning outcomes : After studying the chapter, the students will be able to :

- explain the nature and working of the Parliamentary system of government.
- differentiate between real and nominal Executive.
- understand the process of election of the President of India and his/her impeachment.
- explain the powers and functions of Indian President.
- describe the role of the Vice-President in a Parliamentary form of government.
- explain the composition and functions of the Union Council of Ministers headed by the Prime Minister.
- understand the significance of coalition government in the present day political scenario.

Ch-20 Judiciary

Contents :

Structure & hierarchy of Judiciary in India, Independence of Judiciary

Learning outcomes : After studying the chapter, the students will be able to :

- understand the concept and importance of independent judicial system in India.

Ch-21 Safeguarding the Marginalized

Contents

Constitutional provisions safeguarding Marginalized group / classes, Government and the welfare of SC/ST/OBC/ Minorities, People's aspirations and the goal of the government.

Learning outcomes : After studying the chapter, the students will be able to :

- understand the meaning and problems of the marginalize group / classes.
- Identify the constitutional provisions for safeguarding the marginalized.
- explain the steps taken by the government for the welfare of minorities and the marginalized groups.

Ch-22 Social Justice & the Marginalized

Contents :

The concept of social justice as our national goal, Case study of Musahar community, Meaning of marginalisation, Scheduled Castes, Scheduled Tribes, Adivasis in India, Reservation policy, Other Backward Classes, Minority groups.

Learning outcomes : After studying the chapter, the students will be able to :

- understand the concept of marginalization, 'Adivasis', 'Creamy Layer' and Minority Communities.
- Understand the problems faced by the marginalized groups like Musahars and Adivasis.
- appreciate the Policy of Reservation.
- recognise the need and significance of giving social and economic justice to minorities.

Suggested Projects / Power Point Presentations

Unit I

5

1. Classification of Resources
2. Water Conservation
3. Multi-purpose river valley projects
4. Wildlife conservation
5. Non conventional sources of energy
6. IT industry in India
7. Types of Agriculture

Unit II

1. Reformers and their contributions
2. Life and work of any two national leaders
3. Challenges before Indian Democracy
4. India Vision 2020
5. Women Empowerment
6. Contribution of tribals in the freedom struggle of India
7. Swachh Bharat, Swasth Bharat

Unit III

1. Comparison of powers and functions of Prime Minister and President of India

2. Comparative study of different religions and their common teachings in secular India.
3. Working of Indian Judiciary
4. Cartoon collection related to Indian political system and their interpretation.
5. Festivals and celebrations, highlighting the Indian Secularism and National Integration.
6. Organs of the Government
7. Make in India

Suggested Activities

Unit I, II & III

- (1) Slogan writing – 2 marks
- (2) Poster making – 2 marks
- (3) Collage/Wall magazine/Chart making – 2 marks
- (4) Declamation – 2 marks
- (5) Group/Panel Discussion – 2 marks
- (6) Quiz – 2 marks
- (7) Visit/Project/Survey Report – 2 marks
- (8) Open book test – 2 marks
- (9) Cartoon Strip – 2 marks
- (10) Crossword – 2 marks
- (11) Riddles – 2 marks
- (12) Collections of specimens/interesting fact – 2 marks
- (13) Setting a questionnaire – 2 marks
- (14) Model/Tableau – 2 marks
- (15) News Report – 2 marks
- (16) Role play / Jingles – 3 marks
- (17) Skit / Nukkad Natak – 3 marks
- (18) Album/Calender/Scrap book – 3 marks
- (19) Debate – 3 marks
- (20) Youth Parliament – 5 marks

Prescribed Book :

We And Our World (Class-VIII)

(Publication Division, DAV College Managing Committee, New Delhi).

धर्म शिक्षा

मुख्य उद्देश्य:

1. छात्र-छात्राओं में ईश्वर भक्ति का भाव उत्पन्न करना। उनमें माता, पिता एवं गुरुजनों के प्रति सम्मान और कृतज्ञता को अंकुरित एवं पल्लवित करना।
2. धार्मिक रुचि का संवर्धन करना; अच्छी आदतें डालना।
3. उन्हें देश, धर्म, सुसंस्कार, सुशिक्षा एवं विश्व कल्याण के प्रति कर्तव्यनिष्ठ बनाना।
4. उत्तम ग्रन्थों के स्वाध्याय की रुचि जाग्रत करना।
5. वैदिक संस्कृति एवं आर्य सभ्यता के प्रति आत्मीयता को प्रगाढ़ बनाना।
6. देश धर्म की सेवा में जीवन लगाने वाले तथा उत्तम ग्रन्थों की रचना द्वारा ज्ञान का संवर्धन करने वाले महापुरुषों के चरित्र से परिचय कराना।
7. छात्रों के व्यक्तित्व को संयम, सदाचरण, उदारता एवं सुविचारों से समृद्ध करना।
8. परस्पर हेलमेल से रहना, एक-दूसरे के सुख-दुःख में साझी होना, सबकी उन्नति में अपनी उन्नति समझना आदि आचरणों से सामाजिकता की भावना को बढ्ढमूल करना।

प्रथम-सत्र

रचनात्मक मूल्यांकन (Formative Assessment) (FA₁, FA₂)

FA₁

प्रथम इकाई परीक्षा (Unit Test) (अनिवार्य) 10 अंक

FA₂

गीता के दो श्लोक कण्ठस्थ (अनिवार्य) 2 अंक

1. कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।
मा कर्मफलहेतुर्भूर्मा ते सङ्गोऽस्त्व कर्मणि ॥ अ. 2/47॥
2. वासांसि जीर्णानि यथा विहाय नवानि गृह्णाति नरोऽपराणि।
तथा शरीराणि विहाय जीर्णान्यन्यानि संयाति नवानि देही ॥ अ. 2/22॥

(आठ अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें)

1. ओ३म् ध्वज का निर्माण करना 2
2. धार्मिक स्थलों का अवलोकन एवं लेखन 3

3. ईश्वर का सर्वश्रेष्ठ नाम ओ३म् ही क्यों है? (भाषण)	3
4. संस्कृत भाषा विश्व-कल्याण में सर्वाधिक महत्वपूर्ण (भाषण)	3
5. धर्म शिक्षा की आवश्यकता (लेखन अथवा भाषण)	3
6. पञ्च महायज्ञ – (चित्र निर्माण, क्रियात्मक)	4
7. नैतिक शिक्षा द्वारा जीवन शैली में सकारात्मक परिवर्तन (क्रियात्मक) (योग-आसन-प्राणायाम-ध्यान, प्रार्थना, भजन, खानपान, सत्यभाषण आदि)	3
8. विद्यार्थी जीवन में माता-पिता एवं अध्यापकों का सहयोग (लेखन अथवा भाषण)	3
9. गृह कार्य	2
संकलनात्मक मूल्यांकन (Summative Assessment) (SA₁)	
पाठ 1 ओ३म् ध्वज (अर्थ, भावार्थ, महत्त्व एवं कण्ठस्थीकरण)	5
पाठ 2 ईश्वर का सर्वश्रेष्ठ नाम— (ओ३म् की महिमा, ओ३म् जाप का लाभ)	12
पाठ 3 आत्मबोध – (कण्ठस्थीकरण, अर्थ एवं भावार्थ)	5
पाठ 4. गीता (निर्धारित दो श्लोक) (अर्थ, उद्देश्य एवं संभावित प्रश्न)	4
पाठ 5. गायत्री जप का प्रभाव (गायत्री मंत्र का महत्त्व, लेखन एवं अर्थ, जपविधि एवं लाभ)	12
पाठ 6. संस्कृत भाषा (आवश्यकता महत्त्व एवं उपयोगिता)	12
पाठ 7. राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)	12
पाठ 8. पञ्च महायज्ञ (प्रकार, परिभाषा, उद्देश्य एवं लाभ)	12
पाठ 9. डी.ए.वी. गान (अर्थ, भावार्थ, कण्ठस्थीकरण एवं सम्भावित प्रश्न)	4
पाठ 10. योग की पहली सीढ़ी-यम (योग का अर्थ, प्रकार, यम का अर्थ, प्रकार, उनके अर्थ एवं महत्त्व)	12

90

द्वितीय-सत्र

रचनात्मक मूल्यांकन (Formative Assessment) (FA₃, FA₄)

FA₃

द्वितीय इकाई परीक्षा (Unit Test) (अनिवार्य) 10 अंक

FA₄

मन्त्र-उच्चारण एवं देव यज्ञ विधि (अनिवार्य) 2 अंक

(अन्य 8 अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें)

1. नैतिक मूल्यों से सम्बन्धित शिक्षाप्रद कहानियाँ (मौखिक)	2
2. महापुरुषों की जीवनी (लेखन) अथवा (पावर पॉइंट प्रस्तुतीकरण)	3
3. अपने जीवन की महत्त्वपूर्ण घटना (प्रभावित लेखन)	2
4. ब्रह्मयज्ञ (प्रयोगात्मक)	3
5. आर्य समाज के दस नियम (कंठस्थ करना)	3
6. वर्ण व्यवस्था अथवा आश्रम व्यवस्था (लघुनाटिका)	4
7. सत्यार्थ प्रकाश – प्रश्न मंच	3
8. गृहकार्य	2

संकलनात्मक मूल्यांकन (Summative Assessment) (SA₂)

पाठ 11 योग की द्वितीय सीढ़ी 'नियम' – (योग का अर्थ, प्रकार, नियम का अर्थ, प्रकार, उनके अर्थ एवं महत्त्व)	12
पाठ 12 वर्ण व्यवस्था का स्वरूप– (प्रकार, अर्थ, महत्त्व एवं आवश्यकता)	12
पाठ 13 आश्रम व्यवस्था – (प्रकार, अर्थ, महत्त्व एवं आवश्यकता)	12
पाठ 14 'किस दर जाऊँ मैं' – (अर्थ, भावार्थ कण्ठस्थीकरण एवं संभावित प्रश्न)	5
पाठ 15 आर्य समाज के नियम (7-10 नियम, व्याख्या, महत्त्व एवं कण्ठस्थीकरण)	12
पाठ 16 सत्यार्थ प्रकाश – (अर्थ, महत्त्व, रचनाकाल, प्रथम समुल्लास से चौदहवें समुल्लास तक विषय-वस्तु)	12
पाठ 17 डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, उद्देश्य एवं योगदान)	12
पाठ 18 डॉ. मेहरचन्द महाजन – (जन्म, शिक्षा एवं प्रमुख कार्य)	8
पाठ 19 राष्ट्रीय गीत – (कण्ठस्थ, अर्थ, भावार्थ एवं संभावित प्रश्न)	5
	<u>90</u>

निर्धारित पुस्तक :

धर्म शिक्षा (भाग 8)

(प्रकाशन विभाग, डी.ए.वी. कॉलेज प्रबंधकर्तृ समिति, नई दिल्ली)

DHARMA SHIKSHA

(ENGLISH MEDIUM)

MAIN PURPOSE OF TEACHING VEDIC DHARMA :

1. Through moral Education, the seeds of good citizenship and liberal human values are ingrained in the young impressionable minds.
2. To impart basic knowledge of the Vedic Dharma.
3. To enable the young students of DAV Institutions to attune themselves to the rhythms of the Vedas.
4. To give a bird's eye-view of all that needs to be known about the life and works of Swami Dayanand.
5. To make them benefitted by knowing the answers of many of the questions which arise in their minds, like religious customs, environmental education and value system etc.,
6. The importance of Gayatri Mantra
7. To know the special features and new projects of DAV Schools.
8. To inculcate moral values and to adopt them in real life.
9. Developing patriotism and responsibility towards the nation.
10. To develop an interest in and appreciation of our great culture and heritage.]
11. To give an idea of the circumstances under which the great personalities of Arya Samaj became martyrs and of their sterling characters.
12. To enable the students to develop colonial nature, social responsibility and value based education.

I TERM (APRIL TO SEPTEMBER)

FORMATIVE ASSESSMENT (FA1, FA2)

I UNIT TEST (COMPULSORY) 10 M

RECITATION OF 2 GEETA SHLOKAS (COMPULSORY) 2M

Select the topics given below for 8 marks :

1. Attributes of Dharma and explanation 5 m

2. Describe about the God using appropriate shlokas
Given in the text book. 5 m
3. Write a brief note on Vedas – meaning & types 3 m
4. ‘Gayatri Mantra’ – meaning, importance and how
and when should it be performed. 5 m
5. Debate on Dharma & Religion. 3 m
6. DAV song – recitation (given in student’s diary) 3 m
7. Crossword puzzle on five yajnas. 3 m
8. Enacting real life situations based on Dharma/
religion/caste. 3 m
9. How should one lead life according to Vedas. 3 m
10. Yajna : meaning, Importance, connotations
and types. 5 m
11. Home works and Assignments 3 m

SUMMATIVE ASSESSMENT - SA1 (90 marks)

1. ALL ABOUT GOD 15 M
2. THE VEDAS 15 M
3. WHAT DO THE VEDAS TEACH US? 20 M
4. WHAT IS DHARMA? 20 M
5. THE FIVE YAJNAS 20 M

II TERM (OCTOBER TO MARCH)

FORMATIVE ASSESSMENT (FA3, FA4)

2 U.T. (COMPULSORY) 10 M

SHLOKA RECITATION & PERFORMANCE OF HAVAN 2 M
(FROM THE PRESCRIBED TEXT BOOK)

Select the topics given below for 8 marks :

1. Stories related to Moral Values(moral stories) 3 m
2. Biography of any great personality of Arya Samaj 5 m
3. Unforgettable event/incident of your life. 3 m
4. Rhythmic singing of National Anthem 3 m
5. 10 commandments/principles of Arya Samaj. 5 m

- | | | |
|-----|--|-----|
| 6. | Enact on any harmful social customs of India. | 5 m |
| 7. | Skit/play on caste system of India in olden times. | 3 m |
| 8. | Quiz on essence of Satyarth Prakash. | 5 m |
| 9. | Write a brief life sketch on | 5 m |
| | (i) Swami Dayanand Saraswati | |
| | (ii) Mahatma Hansaraj | |
| | (iii) Swami Shraddhanand | |
| | (iv) Swami Virjanand | |
| 10. | Cross word puzzle on Ashram Dharmas
and Varna system. | 5 m |
| 11. | Swamiji's views on National language of the country. | 5 m |
| 12. | Home work/assignments. | 3 m |

SUMMATIVE ASSESSMENT (SA2) (90 MARKS)

- | | | |
|-----|--|------|
| 6. | A BALANCED LIFE : IT'S FOUR STAGES. | 20 M |
| 7. | RISHI DAYANAND ; THE FOUNDER OF ARYA SAMAJ | 16 M |
| 8. | THE TEN COMMANDMENTS OF ARYA SAMAJ | 12 M |
| 9. | BELIEFS AND PERCEPTS OF SWAMI DAYANAND | 15 M |
| 10. | THE MARTYRS OF ARYA SAMAJ | 12 M |
| 11. | ARYA SAMAJ AND VALUE-BASED EDUCATION | 15 M |

Prescribed Book :

ALL ABOUT VEDIC DHARMA - By Vishwa Nath

(Publication Division, DAV College Managing Committee
New Delhi)

ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ
(ਜਮਾਤ - ਅੱਠਵੀਂ)

ASSESSMENT FOR AN ACADEMIC YEAR 2016-2017

TERM-1: FA-1, FA-2 AND SA-1

TERM-II: FA-3, FA-4 AND SA-2

FINAL ASSESSMENT

FA-1+FA-2+FA-3+FA-4

10 + 10 + 10 + 10 = 40

SA-1 + SA-2

30 + 30 = 60

Total = 100

TERM - 1

ਛਿਮਾਹੀ ਪ੍ਰੀਖਿਆ (ਅਪ੍ਰੈਲ ਤੋਂ ਸਤੰਬਰ ਤੱਕ)

ਭਾਗ - ਓ

FA - 1, 2 ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ (ਕਵਿਤਾ)
ਵਿਦਿਆਰਥੀ ਦੇ ਫ਼ਰਜ਼ (ਵਿਆਕਰਨ 'ਤੇ ਅਧਾਰਤ)

SA - 1

1. ਕਵਿਤਾਵਾਂ - ਪਾਠ ਨੰਬਰ 1, 5, 8 5+5=10
(ਕਵਿਤਾਵਾਂ ਦਾ ਸਾਰ ਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
2. ਕਹਾਣੀਆਂ - ਪਾਠ ਨੰਬਰ 3, 6, 9, 11 2x5=10
(ਵੱਡੇ ਪ੍ਰਸ਼ਨ - ਸੱਤ ਵਿਚੋਂ ਪੰਜ ਕਰਨੇ ਹਨ)
3. ਲੇਖ - ਪਾਠ ਨੰਬਰ 2, 4 1x12=12
(ਛੋਟੇ ਪ੍ਰਸ਼ਨ - 12 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
4. ਜੀਵਨੀ - ਪਾਠ ਨੰਬਰ 7 (4)
(ਵਿਚੋਂ ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਉਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ)
5. (ੳ) ਕਿਸਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ - ਕਹਾਣੀਆਂ ਵਿਚੋਂ
ਪਾਠ ਨੰਬਰ 3, 6, 9, 11 1x5=5
(ਅ) ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ - ਪਾਠ ਨੰਬਰ 2, 4 1x4=4
(ਲੇਖਾਂ ਵਿਚੋਂ)

Total = 45

ਵਿਆਕਰਣ (SA-1)

ਭਾਗ - ਅ

6. ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਨਾਲ ਸੰਬੰਧਿਤ (2)
 - (ੳ) ਵਿਰੋਧੀ ਸ਼ਬਦ- ਪੰਨਾ ਨੰਬਰ 90, 91
(ਉਸਤਤ ਤੋਂ ਕੱਸਿਆ ਤੱਕ)
 - (ਅ) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 92, 93 (1 ਤੋਂ 30 ਤੱਕ) (2)
 - (ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 105, 106 (1 ਤੋਂ 50 ਤੱਕ) (2)
 - (ਸ) ਅਗੇਤਰ - ਪੰਨਾ ਨੰਬਰ 79 (2)
(ਉਪ ਤੋਂ ਚੁ ਤੱਕ)
 - (ਹ) ਪਿਛੇਤਰ - ਪੰਨਾ ਨੰਬਰ 80, 81 (2)
(ਉ ਤੋਂ ਕਾਰ ਤੱਕ)
7. (ੳ) ਅਰਥ-ਭੇਦ - ਪੰਨਾ ਨੰਬਰ 110, 111 (1 ਤੋਂ 20 ਤੱਕ) (2)
 - (ਅ) ਅਸ਼ੁੱਧ-ਸ਼ੁੱਧ - ਪੰਨਾ ਨੰਬਰ 121, 122 (2)
(ਉਠ ਤੋਂ ਛੰਦ ਤੱਕ)
8. ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ - ਪੰਨਾ ਨੰਬਰ 139, 140 (2)
 - (ਡੰਡੀ, ਕਾਮਾ, ਪ੍ਰਸ਼ਨਿਕ, ਪੁੱਠੇ ਕਾਮੇ)
9. ਵਾਕ ਵਟਾਂਦਰਾ - ਪੰਨਾ ਨੰਬਰ 133, 134 (3)
 - (ਹਾਂ ਵਾਚਕ ਤੋਂ ਨਾਂਗ ਵਾਚਕ, ਨਾਂਗ ਵਾਚਕ ਤੋਂ ਹਾਂ ਵਾਚਕ, ਸਧਾਰਨ ਤੋਂ ਪ੍ਰਸ਼ਨਿਕ ਵਾਕ, ਪ੍ਰਸ਼ਨਿਕ ਤੋਂ ਸਧਾਰਨ)
10. (ੳ) ਮੁਹਾਵਰੇ- ਪੰਨਾ ਨੰਬਰ 146, 147, 148 (4)
 - 1 ਤੋਂ 40 ਤੱਕ (ਪੰਜਾਂ ਵਿਚੋਂ ਚਾਰ ਕਰਨੇ ਹਨ)
 - (ਅ) ਅਖਾਣ - ਪੰਨਾ ਨੰਬਰ 162, 163 (2)
1 ਤੋਂ 20 ਤੱਕ (ਮਹੱਤਵਪੂਰਨ ਅਖਾਣ)
11. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਨਾਂਵ, ਪੜਨਾਂਵ ਅਤੇ ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦ ਰੂਪ ਚੁਣੋ) (3)
12. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੇ) (5)
13. ਪੱਤਰ/ਬੇਨਤੀ ਪੱਤਰ (6)
 1. ਆਪਣੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਨੂੰ ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ ਬੇਨਤੀ ਪੱਤਰ ਲਿਖੋ।
 2. ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਬਿਮਾਰੀ ਦੀ ਛੁੱਟੀ ਲੈਣ ਲਈ ਬੇਨਤੀ ਪੱਤਰ ਲਿਖੋ।
 3. ਤੁਹਾਡੇ ਦੋਸਤ ਨੇ ਸੱਤਵੀਂ ਵਿਚੋਂ ਬਹੁਤ ਚੰਗੇ ਨੰਬਰ ਲੈ ਕੇ ਸਕੂਲ ਵਿਚੋਂ ਪਹਿਲਾ ਸਥਾਨ ਪ੍ਰਾਪਤ ਕੀਤਾ ਹੈ, ਉਸਨੂੰ ਵਧਾਈ ਪੱਤਰ ਲਿਖੋ।
 4. ਆਪਣੀ ਛੋਟੀ ਭੈਣ ਨੂੰ ਬੋਲੋਏ ਫੈਸ਼ਨਾਂ ਤੋਂ ਵਰਜਦਿਆਂ ਪੜ੍ਹਾਈ ਵੱਲ ਵਧੇਰੇ ਧਿਆਨ ਦੇਣ ਲਈ ਚਿੱਠੀ ਲਿਖੋ।
14. ਲੇਖ (6)
 1. ਸ਼ਹੀਦ ਕਰਤਾਰ ਸਿੰਘ ਸਰਾਭਾ
 2. ਦਾਜ ਦੀ ਸਮੱਸਿਆ
 3. ਵਿਦਿਆਰਥੀਆਂ ਤੇ ਖੇਡਾਂ
 4. 15 ਅਗਸਤ
 5. ਮੇਰਾ ਪੰਜਾਬ

TERM - II
ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ
ਭਾਗ - ਓ

FA - 3, 4 ਅਮਰੀਕਾ ਬਾਰੇ ਮੇਰੇ ਪਹਿਲੇ ਪ੍ਰਭਾਵ
ਪਾਠ 21 ਕਿਰਤ ਦਾ ਸਤਿਕਾਰ (ਇਕਾਂਗੀ)

SA - 2

1. ਕਵਿਤਾਵਾਂ - ਪਾਠ ਨੰਬਰ 12, 16, 20 5+5=10
(ਕਵਿਤਾਵਾਂ ਦਾ ਸਾਰ ਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ 'ਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
2. ਕਹਾਣੀਆਂ - ਪਾਠ ਨੰਬਰ 13, 14, 17, 18 2x5=10
(ਵੱਡੇ ਪ੍ਰਸ਼ਨ - ਸੱਤ ਵਿਚੋਂ ਪੰਜ ਕਰਨੇ ਹਨ)
3. ਲੇਖ - ਪਾਠ ਨੰਬਰ 15, 19 1x12=12
(ਛੋਟੇ ਪ੍ਰਸ਼ਨ - 12 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
4. ਜੀਵਨੀ - ਪਾਠ ਨੰਬਰ 10 (4)
(ਵਿਚੋਂ ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਉਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ)
5. (ੳ) ਕਿਸਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ - ਕਹਾਣੀਆਂ ਵਿਚੋਂ
ਪਾਠ ਨੰਬਰ 13, 14, 17, 18 1x5=5
(ਅ) ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ - ਪਾਠ ਨੰਬਰ 15, 19 1x4=4
(ਲੇਖਾਂ 'ਚੋਂ)

Total = 45

ਵਿਆਕਰਣ (SA-II)

ਭਾਗ - ਅ

6. ਬਹੁ- ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਨਾਲ ਸੰਬੰਧਿਤ
(ੳ) ਵਿਰੋਧੀ ਸ਼ਬਦ- ਪੰਨਾ ਨੰਬਰ 91, 92 (ਕੋਲ ਤੋਂ ਵੇਰੀ ਤੱਕ) (2)
(ਅ) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 93, 94 (31 ਤੋਂ 60 ਤੱਕ) (2)
(ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 106, 107, 108
(51 ਤੋਂ 100 ਤੱਕ) (2)
(ਸ) ਅਗੇਤਰ - ਪੰਨਾ ਨੰਬਰ 79, 80 (ਦੂ ਤੋਂ ਵਿ ਤੱਕ) (2)
(ਹ) ਪਿਛੇਤਰ - ਪੰਨਾ ਨੰਬਰ 81 (ਕਾਰੀ ਤੋਂ ਦਾਰ ਤੱਕ) (2)
7. (ੳ) ਅਰਥ-ਭੇਦ - ਪੰਨਾ ਨੰਬਰ 111, 112, 113 (21 ਤੋਂ 40 ਤੱਕ) (2)
(ਅ) ਅਸ਼ੁੱਧ-ਸ਼ੁੱਧ - ਪੰਨਾ ਨੰਬਰ 122, 123, (ਜਮਾਹ ਤੋਂ ਵਲੈਤ ਤੱਕ) (2)
8. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ - ਪੰਨਾ ਨੰਬਰ 140, 141 (2)
(ਜੋੜਨੀ, ਛੁੱਟ-ਮਰੋੜੀ, ਬਿੰਦੀ, ਵਿਸਮਿਕ)
9. ਵਾਕ ਵਟਾਂਦਰਾ - ਪੰਨਾ ਨੰਬਰ 133, 134 (3)
(ਸਧਾਰਨ ਤੋਂ ਮਿਸ਼ਰਤ ਵਾਕ, ਮਿਸ਼ਰਤ ਤੋਂ ਸਧਾਰਨ ਵਾਕ, ਸਧਾਰਨ ਵਾਕ ਤੋਂ ਵਿਸਮਿਕ, ਵਿਸਮਿਕ ਤੋਂ ਸਧਾਰਨ ਵਾਕ)
10. (ੳ) ਮੁਹਾਵਰੇ- ਪੰਨਾ ਨੰਬਰ 148, 149, 150 (41 ਤੋਂ 80 ਤੱਕ) (4)
(ਅ) ਅਖਾਣ - ਪੰਨਾ ਨੰਬਰ 163, 164 (21 ਤੋਂ 40 ਤੱਕ) (2)
11. ਅਣਡਿੱਠਾ-ਪੈਰਾ (ਕਿਰਿਆ, ਸੰਬੰਧਕ, ਯੋਜਕ ਸ਼ਬਦ ਰੂਪ ਚੁਣੋ) (3)
12. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੋ) (5)
13. ਪੱਤਰ/ਬੇਨਤੀ ਪੱਤਰ (6)
1. ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਫ੍ਰੀਸ ਮੁਆਫ਼ੀ ਲਈ ਬੇਨਤੀ ਪੱਤਰ ਲਿਖੋ।
2. ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਜ਼ਰੂਰੀ ਕੰਮ ਦੀ ਛੁੱਟੀ ਲੈਣ ਲਈ ਬੇਨਤੀ ਪੱਤਰ ਲਿਖੋ।
3. ਆਪਣੇ ਛੋਟੇ ਭਰਾ ਪੜ੍ਹਾਈ ਦੇ ਨਾਲ-ਨਾਲ ਖੇਡਾਂ ਦੀ ਮਹਾਨਤਾ ਦੱਸਦੇ ਹੋਏ ਖੇਡਾਂ ਵਿੱਚ ਭਾਗ ਲੈਣ ਲਈ ਪ੍ਰੇਰਨਾ ਪੱਤਰ ਲਿਖੋ।
4. ਤੁਸੀਂ ਹੋਸਟਲ ਵਿੱਚ ਰਹਿੰਦੇ ਹੋ। ਆਪਣੇ ਪਿਤਾ ਜੀ ਨੂੰ ਚਿੱਠੀ ਲਿਖ ਕੇ ਸਕੂਲ ਵੱਲੋਂ ਜਾ ਰਹੇ ਵਿੱਦਿਅਕ ਟੂਰ ਤੇ ਜਾਣ ਦੀ ਪ੍ਰਵਾਨਗੀ ਅਤੇ ਕੁਝ ਰੁਪਏ ਭੇਜਣ ਲਈ ਪੱਤਰ ਲਿਖੋ।
14. ਲੇਖ (6)
1. ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ, 2. ਸਮਾਜ ਵਿੱਚ ਔਰਤਾਂ ਦਾ ਸਥਾਨ
3. ਇੰਟਰਨੈਟ, 4. ਮੇਰਾ ਮਨ ਪਸੰਦ ਤਿਉਹਾਰ
5. ਸਕੂਲ ਦਾ ਇਨਾਮ ਵੰਡ ਸਮਾਗਮ

Prescribed Books :

1. ਪੰਜਾਬੀ ਪਾਠ-ਮਾਲਾ - 7 ਸੰਦਲੀ ਪੈੜਾਂ
(ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨਜ਼)

2. ਪਰਮਵੀਰ - ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ - 8