Courses of Study
and
Scheme of Marking

Class-VIII

"2022–23"

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THINGS TO REMEMBER FOR A QUALITY LIVING

- सत्यं वद।
  Speak the truth.
- धर्मं चर।
  Lead a religious life.
- मातृ देवो भव।
  Treat your Mother as God.
- पितृ देवो भव।
  Treat your Father as God.
- आचार्य देवो भव।
  Treat your Teacher as God.
- अतिथि देवो भव।
  Treat your Guest as God.
- ओ३म् असतो मा सद्गमय।
  तमसो मा ज्योतिर्गमय।
  मृत्योर्मामृतं गमय।

  O Lord ! lead me from Unreal to Real, from Darkness to Light, from Death to Immortality.




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हिंदी (Higher)

भाषा अभिव्यक्ति का एक सशक्त माध्यम है जिसके द्वारा हम जीवन को समझते हैं, उससे जुड़ते हैं और जीवन-जगत को प्रस्तुत करते हैं। भाषा विद्यार्थी के श्रवण, वाचन, पठन एवं लेखन-कौशल का विकास करते हुए साहित्य में अभिरुचि विकसित करने में सहायक है। भाषा विद्यार्थियों के ज्ञान-क्षेत्र को इतनी व्यापकता प्रदान कर देती है कि वह किसी भी विषय के संदर्भ में अपनी स्वतंत्र राय बनाने तथा अभिव्यक्त करने में सक्षम होता है।

भाषा-शिक्षण के उद्देश्य :

- दैनिक जीवन में भाषा-संबंधी कौशल (श्रवण, वाचन, पठन एवं लेखन) का विकास।
- भाषा एवं साहित्य की विविधता से परिचय।
- भाषा का साहित्यिक एवं व्यावहारिक प्रयोग समझना।
- व्याकरण के अनुसार भाषा-प्रयोग की समझ।
- साहित्य का आनंद प्राप्त करना।
- कविताओं के भाव एवं शिल्प को समझना।
- मौलिक एवं सृजनात्मक लेखन में दक्षता प्राप्त करना।
- समसामयिक प्रसंगों/संदर्भों को तार्किक ढंग से अभिव्यक्त करना।
- वैज्ञानिक एवं तकनीकी शब्दों को समझना।
- वर्णन, विश्लेषण एवं संश्लेषण करने में सक्षम होना।

अंक-विभाजन प्रणाली (वार्षिक-परीक्षा)

आंतरिक मूल्यांकन – 20 अंक

वार्षिक परीक्षा – 80 अंक

1. **आंतरिक मूल्यांकन** **20 अंक**

(i) आवधिक मूल्यांकन 5 अंक

(तीन आवधिक परीक्षा अनिवार्य हैं। जिसमें से किन्हीं दो का औसत भार लिया जाएगा।)

(ii) बहुविध मूल्यांकन 5 अंक

- कला समेकित गतिविधि
- मौखिक–(आशु भाषण, काव्य-पाठ व दोहा-गायन एवं अंत्याक्षरी)
- एकल/सामूहिक गतिविधि–एकांकी-मंचन (पाठ 'बहू की विदा' पर आधारित)
- परियोजना-कार्य–पाठ 'जीवन का सच' पर आधारित

(iii) पोर्टफोलियो 5 अंक

- पत्रिका
- कॉपी (गृहकार्य एवं कक्षाकार्य)
- सत्र के दौरान उपलब्धियों के प्रमाण-पत्र एवं छायाचित्र सहित उल्लेख।
- स्वरचित कविता, कहानी, आलेख या दैनंदिनी के लघु अंश

(**मूल्यांकन-बिंदु**–रख-रखाव, पूर्णता, स्वच्छता, विषयानुकूलता एवं प्रस्तुति)

- अधिन्यास-पत्र
- परियोजना कार्य–पाठ 'सितारों से आगे' पर आधारित

(iv) विषयगत संवर्धन गतिविधि 5 अंक

- श्रवण एवं वाचन गतिविधि

मूल्यांकन-बिंदु–शब्दों और पदों को सुनने-समझने की योग्यता, दीर्घ एवं जटिल कथनों एवं विचार-बिंदुओं को समझने की योग्यता, वाचन शब्दों के उच्चारण की शुद्धता एवं धारा-प्रवाह रूप में प्रस्तुति।

नोट :-

✡ पाठ-11 सितारों से आगे (जीवनी)

पाठ-14 बहू की विदा (एकांकी)

पाठ-19 जीवन का सच (पत्र)

उपर्युक्त पाठ आंतरिक मूल्यांकन के लिए परियोजना कार्य या आवधिक परीक्षा में अनिवार्य रूप से लिए जाएँ।

✡ इन तीनों पाठों से संबंधित प्रश्न वार्षिक परीक्षा में नहीं पूछे जाएँगे परंतु इन पाठों पर आधारित व्याकरण (अभ्यास-सागर) वार्षिक परीक्षा में सम्मिलित की जाएगी।

वार्षिक-परीक्षा

खंड-क (अपठित बोध) **10 अंक**

अपठित गद्यांश-I (80-100 शब्द)	1×5	5	10 अंक
अपठित गद्यांश-II (80-100 शब्द)	1×5	5	

नोट: खंड 'क' में केवल बहुवैकल्पिक प्रश्न ही पूछे जाएँगे।

खंड-ख (व्यावहारिक व्याकरण) **20 अंक**

(ज्ञान-सागर व अभ्यास-सागर पर आधारित) 20

खंड-ग (पाठ्यपुस्तक)

✡ **काव्य खंड**

पठित पद्यांश-अतिलघूत्तरात्मक	1×3	3	30 अंक
लघुत्तर प्रश्न I (विकल्प सहित)	2×2	4	
लघुत्तरात्मक प्रश्न II (विकल्प सहित)	3×1	3	

✡ **गद्य खंड**

पठित गद्यांश-अतिलघूत्तरात्मक	1×4	4
लघुत्तर प्रश्न I (विकल्प सहित)	2×3	6
लघुत्तरात्मक प्रश्न II (विकल्प सहित)	3×2	6
दीर्घउत्तरात्मक प्रश्न (विकल्प सहित)	4×1	4

खंड-घ (रचनात्मक लेखन)

- अनुच्छेद-लेखन (80-100 शब्द) 5
- पत्र-लेखन (औपचारिक एवं अनौपचारिक) 5
- सूचना-लेखन (30-40 शब्द) 5
- संवाद-लेखन 5

20 अंक

वार्षिक-परीक्षा पाठ्यक्रम

पाठ्यपुस्तक – ज्ञानसागर एवं अभ्यास-सागर

पाठ-1 हम पंछी उन्मुक्त गगन के (कविता)
अनुस्वार, अनुनासिक, 'र' के विभिन्न रूप, नुक्ता

पाठ-2 असल धन (कहानी)
तत्सम-तद्भव, विराम चिह्न, अपठित गद्यांश

पाठ-3 अच्छे पड़ोसी के गुण (निबंध) उपसर्ग-प्रत्यय

पाठ-4 दोपहरी (कविता)
अलंकार (अनुप्रास, उपमा, रूपक, मानवीकरण)

पाठ-6 आश्रम के अतिथि और संस्मरण (संस्मरण)
भाववाचक संज्ञा, अपठित गद्यांश

पाठ-7 अन्याय के खिलाफ़ लड़ाई
वाक्यांश के लिए एक शब्द, वाक्य शुद्धिकरण

पाठ-8 दोहे (पद्य)
अलंकार (उत्प्रेक्षा, श्लेष, यमक, अतिशयोक्ति)

पाठ-9 जब भोलाराम ने पंप लगाया (व्यंग्य) विशेषण, प्रविशेषण

पाठ-10 बातचीत की कला (निबंध)
संधि (स्वर)

पाठ-12 पौधे के पंख (डायरी) निपात, अपठित गद्यांश

पाठ-13 सूर और तुलसी के पद (पद्य)
अलंकार (पुनरावृत्ति)

पाठ-15 कामचोर (कहानी)
समास (अव्ययीभाव, कर्मधारय, बहुव्रीहि)

पाठ-17 सोना (रेखाचित्र-संस्मरण)
व्यंजन संधि

पाठ-18 निर्माण (कविता)
अलंकार (पुनरावृत्ति)

पाठ-20 ईर्ष्या : तू न गई मेरे मन से (निबंध)
अर्थ के आधार पर वाक्य-भेद

आंतरिक मूल्यांकन हेतु पाठ :

पाठ-11 सितारों से आगे (जीवनी)

पाठ-14 बहू की विदा (एकांकी)

पाठ-19 जीवन का सच (पत्र)

केवल पढ़ने के लिए पाठ :

पाठ-5 आकाश को सात सीढ़ियाँ (कहानी)

पाठ-16 एक तिनका (कविता)

व्यावहारिक व्याकरण

- अनुस्वार, अनुनासिक एवं नुक्ता
- 'र' के विभिन्न रूप
- उपसर्ग-प्रत्यय
- तत्सम-तद्भव
- शब्द-भंडार (पर्यायवाची शब्द, विलोम शब्द, वाक्यांश के लिए एक शब्द)
- संधि (स्वर एवं व्यंजन संधि)
- समास
- वाक्य विचार (रचना एवं अर्थ के आधार पर)
- वाक्य-शुद्धिकरण
- विराम चिह्न
- मुहावरे
- अलंकार

हिंदी (तृतीय भाषा)

हिंदी भाषा शिक्षण के उद्देश्य :

1. हिंदी भाषा के प्रति रुचि एवं प्रेम जागृत कर सकेंगे।
2. हिंदी भाषा की प्रकृति एवं विशिष्ट क्षमताओं का बोध कर सकेंगे।
3. दैनिक जीवन में भाषा संबंधी कौशल (सुनना, बोलना, पढ़ना एवं लिखना) का विकास कर सकेंगे।
4. भाषा का साहित्यिक एवं व्यावहारिक प्रयोग कर सकेंगे।
5. शब्द-भंडार की वृद्धि कर सकेंगे।
6. स्वाध्याय की प्रवृत्ति का विकास कर सकेंगे।
7. प्रवाहपूर्ण अर्थग्रहण, चिंतन-मनन एवं सृजनात्मक अभिव्यक्ति का विकास कर सकेंगे।
8. शब्द-कोश की अनिवार्यता को समझ सकेंगे।
9. वैज्ञानिक एवं तकनीकी शब्दों को समझ सकेंगे।
10. वर्णन, विश्लेषण एवं संश्लेषण कर सकेंगे।

अंक विभाजन प्रणाली (वार्षिक-परीक्षा)

1. आंतरिक मूल्यांकन – 20 अंक
2. वार्षिक परीक्षा – 80 अंक

आंतरिक मूल्यांकन **20 अंक**

1. आवधिक परीक्षा **5 अंक**

(तीन आवधिक परीक्षा अनिवार्य हैं। जिसमें से किन्हीं दो का औसत भार लिया जाएगा।)

2. बहुविध मूल्यांकन (मौखिक) **5 अंक**

- आशुभाषण, काव्यपाठ, कहानी-कहन (सुनाना), संभाषण (भाषण प्रस्तुति), एकल अभिनय।

- साक्षात्कार तथा वाद-विवाद।
- अंत्याक्षरी, समाचार-वाचन, कक्षा-परिचर्चा, भूमिका-निर्वहन, प्रश्नोत्तरी (क्विज़)

(**मूल्यांकन बिंदु**–विषय वस्तु, विषयानुकूलता, लय-ताल, आरोह-अवरोह द्वारा कविता-पाठ, उच्चारण, अभिनय, संवाद, अभिव्यक्ति एवं सामान्यज्ञान आदि)

3. विषयगत संवर्धन मूल्यांकन **5 अंक**

- सुनने व बोलने का आकलन

  (**मूल्यांकन बिंदु**–सुनने (श्रवण), शब्दों और पदों को समझने की योग्यता, जटिल कथनों एवं विचार बिंदुओं को समझने की योग्यता।

  बोलना (वाचन)–शब्दों के उच्चारण की शुद्धता एवं धारा प्रवाह रूप में प्रस्तुति)

4. पोर्टफोलियो **5 अंक**

- पत्रिका / कॉपी (कक्षाकार्य, गृहकार्य एवं अभ्यास प्रपत्र)
- सत्र के दौरान उपलब्धियों के प्रमाणपत्र व छायाचित्र सहित उल्लेख।
- बहुविध तथा विषयसंवर्धन गतिविधियों के प्रमाणपत्र एवं छायाचित्र सहित उल्लेख।

  (**मूल्यांकन बिंदु**–रखरखाव, पूर्णता, स्वच्छता, विषयानुकूलता एवं प्रस्तुति)।

वार्षिक-परीक्षा **80 अंक**

खंड-क (अपठित-बोध) बहुवैकल्पिक **10 अंक**

- अपठित गद्यांश-I (80-100 शब्द) (1×5=5)
- अपठित गद्यांश-II (80-100 शब्द) (1×5=5)

(**टिप्पणी:** खंड 'क' में केवल बहुवैकल्पिक प्रश्न ही पूछे जाएँगे।)

खंड-ख (व्यावहारिक-व्याकरण) **20 अंक**

(भाषा-माधुरी एवं भाषा-अभ्यास पर आधारित)

खंड-ग (पाठ्यपुस्तक) **30 अंक**

(क) वस्तुनिष्ठ प्रश्न 5

(i) रिक्त स्थानों की पूर्ति (गद्य एवं पद्य) [1×2=2]

(ii) पाठ के आधार पर वाक्यों का मिलान [1×3=3]

(ख) अतिलघुत्तरात्मक प्रश्न 5

(i) किसने, किससे कहा [1×2=2]

(ii) एक वाक्य में उत्तर [1×3=3]

(ग) लघुत्तरात्मक प्रश्न 16

(i) प्रश्न-उत्तर (पाठ पर आधारित) (2×5=10)
(25-30 शब्द) (विकल्प सहित)

(ii) प्रश्न-उत्तर (पाठ पर आधारित) (3×2=6)
(30-40 शब्द) (विकल्प सहित)

(iii) विस्तृत प्रश्न (पाठ पर आधारित) (4×1=4) 4
(40-50 शब्द) (विकल्प सहित)

खंड-घ (रचनात्मक-लेखन) **20 अंक**

- अनुच्छेद-लेखन (80-100 शब्द) 5
- पत्र-लेखन 5
- चित्र-वर्णन 5
- संवाद-लेखन 5

वार्षिक-परीक्षा पाठ्यक्रम

अपठित बोध **10 अंक**

(i) अपठित गद्यांश के आधार पर बहुवैकल्पिक प्रश्नोत्तर (1×5=5)

(ii) अपठित गद्यांश के आधार पर बहुवैकल्पिक प्रश्नोत्तर (1×5=5)

व्यावहारिक-व्याकरण **20 अंक**

- अनुस्वार, अनुनासिक व नुक्ता 1
- संज्ञा (भेद सहित), सर्वनाम 2
- विशेषण-विशेष्य 1
- क्रिया-संयुक्त क्रिया 1
- काल व भेद 1
- पर्यायवाची शब्द 2
- विलोम शब्द 1
- 'र' के विभिन्न रूपों का प्रयोग 1
- मुहावरे 1
- विराम-चिह्न 1
- वाक्यांश के लिए एक शब्द 1
- संज्ञा शब्दों के वचन बदलना 1
- उपसर्ग-प्रत्यय 2
- कारक 2
- अशुद्धि-शोधन 1
- मानक रूप 1

पाठ्यपुस्तक (भाषा-माधुरी) **30 अंक**

पाठ-1 दिमागी लड़ाई

पाठ-2 लौह पुरुष

पाठ-3 पेड़ (कविता)

पाठ-4 पूरे एक हज़ार (केवल पढ़ने के लिए)

पाठ-5 दो पहलवान

पाठ-6 नदी यहाँ पर (कविता)

पाठ-7 पतीले की मृत्यु (केवल पढ़ने के लिए)

पाठ-8 टपके का डर

पाठ-9 अजंता की सैर

पाठ-10 ये बात समझ में आई नहीं... (केवल पढ़ने के लिए)

पाठ-11 बिरसा मुंडा

पाठ-12 अगर न नभ में बादल होते (कविता)

पाठ-13 प्रिय पौधा

पाठ-14 बुद्धिमान राजा

पाठ-15 अँधेर नगरी

पाठ-16 चाँद का कुर्ता

पाठ-17 हार की जीत

पाठ-18 बेट्टिना का साहस

पाठ-19 लौट आया आत्मविश्वास (केवल पढ़ने के लिए)

पाठ-20 कोशिश करने वालों की कभी हार नहीं होती (कविता)

4. रचनात्मक-लेखन **20 अंक**

(i) अनुच्छेद (80-100 शब्द)

(क) मेरा प्रिय त्योहार

(ख) सादा जीवन उच्च विचार

(ग) यदि मैं नदी होती/होता

(घ) समुद्र तट की सैर

(ङ) पुस्तकें हमारी मार्गदर्शक

(च) योग का महत्त्व

(छ) मेरा भारत महान

(ज) विद्यार्थी-जीवन एवं अनुशासन

(झ) वृक्षों का महत्त्व

(ञ) परिश्रम : सफलता का आधार

(ii) पत्र-लेखन :

(क) औपचारिक पत्र (अवकाश प्राप्ति के लिए प्रधानाचार्य/प्रधानाचार्या को प्रार्थना-पत्र, क्षमा-याचना, शुल्क-माफी आदि)

(ख) अनौपचारिक पत्र (निमंत्रण पत्र, बधाई-पत्र, भाषा-अभ्यास में दिए पत्रों का अभ्यास आदि)

(iii) चित्र-वर्णन

(*दृष्टिबाधित छात्रों के लिए 'डायरी लेखन' दिया जाएगा)

(iv) संवाद-लेखन

निर्धारित पुस्तकें :

1. भाषा-माधुरी
2. भाषा-अभ्यास

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

ENGLISH COURSE–'A'

English Course 'A' is based upon an approach of teaching/ learning which helps to develop the learners' communicative competence. The aim of this course is to equip the learners 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 learners 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 learners to use language fluently, appropriately and confidently in real-life situations,

(f) To develop curiosity and creativity through extensive reading,

(g) To facilitate self-learning to enable them to become independent learners,

(h) To review, organise and edit their own work and work done by peers.

Learning Outcomes/Content Domains/Competencies

I. Listening

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

1. listen, converse and understand the central idea or gist,
2. listen and extract specfic information from any broadcast, conversation etc.
3. distinguish main points from supporting details,

4. distinguish relevant from irrelevant information,
5. understand and respond to an instruction, advice and request in familiar and unfamiliar social situations.

II. Speaking

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

1. speak appropriately, correctly and intelligently (take care of stress & intonation),
2. speak with fluency and accuracy following the overall rhythm of spoken English i.e., proper pause 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 relevant 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.

III. 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 (specific comprehension),
3. read for thematic understanding (global comprehension),
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 (such as cause-effect, compare-contrast, character analysis, fact-opinion, prediction, etc.),

7. read and complete the given summary,
8. read extensively for pleasure and literary appreciation.

IV. Writing

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

1. express ideas clearly, concisely, correctly and appropriately,
2. plan, organise and present ideas coherently by introducing, developing and concluding a topic, e.g., articles, speech,
3. write letters (formal and informal) in an appropriate style and format,
4. present an argument, supporting it with appropriate examples,
5. recode information from one text type to another (e.g., diary entry to letter).
6. write on themes based on specified topics (suggested),
7. Write a message, notice, e-mail and diary entry.

V. Literature

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

1. understand, analyse, interpret and evaluate characters 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, and literary devices.
4. Connect the text to parallel literature, extrapolate and apply to real life situations.

VI. Language (Vocabulary, Conventions and 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. Passive and Active voice
8. Non-Finites
9. Punctuation
10. Prepositions, Adverbs and Adjectives and determiners are parts of integrated grammar.
11. Enrichment of vocabulary (idioms, proverbs, antonyms, synonyms, homophones, homonyms)

EXAMINATION SPECIFICATIONS

The Annual examination will be conducted by DAVCAE comprising the entire syllabus.

Annual Examination

Division of Syllabus	Marks	Total Marks
Sections		
A–Reading	20	
B–Writing and Grammar	30	
C–Literature	30	80
Internal Assessment	[5+5+5+5]	20
Total	80+20	100

Note :

1. The question paper for the annual examination will be of 80 marks. 20 marks will be allotted for Internal Assessment.
2. Refer to the following table for Internal Assessment.

INTERNAL ASSESSMENT

(1) Examination at the end of the year will be from the entire syllabus and will be of 80 marks.

(2) Internal Assessment will be of 20 marks, for which the instructions are as follows :

Tools of Internal Assessment

S. No.		Total Weightage Out of 20 marks
1.	**Periodic Tests–Pen and paper Tests** Three Periodic Tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment.	5
2.	**Multiple Assessment** Multiple Assessment for each student to be done by using a combination of individual as well as pair/group activities, with well-defined rubrics. • Oral tests, quizzes, infographic/padlet/ concept map designing, MCQ tests, puzzles, olympiads, flipgrid, jam board etc. • Field surveys/research or interviews (with questionnaires) • Class/Group discussions with appropriate role allotment • Class Presentation with ppt/video/comic/ animation, story-telling (all subjects), narrations, debate, role play, extempore, creative writing etc. • Investigate research work comprising of questionnaires, followed by concept viva.	5

3.	**Subject Enrichment Activities** Assessment of Listening & Speaking skills including listening tests, conversation/interview skills, phonics, radio shows, hosting an event, oral presentation, extempore/speech, viva, loud reading, narration, spelling & vocabulary activities, bulletin board, wall magazine, e-magazine, newsletter designing etc.	5
4.	**Portfolio** (a) Journal – A journal is a collection/record of experiences, ideas, reflections, thoughts, creativities kept regularly. It is an account of a child's abilities, personal anecdotal records. (b) HW/CW notebooks to display exemplary work + practice worksheets/assignments (competency based & minimum learning modules). (c) Trans-disciplinary project/EBSB project on paired state/art integrated activities (to be integrated with sports, art & craft, music & dance, dramatics & theatre, IT & AI, photography, culinary art, sculpture & woodcraft etc.) **Note :** Evidence of Multiple Assessment & Subject Enrichment activities also to be filed in portfolio. Rubrics for Portfolio : • Organisation & presentation (neatness, visual appeal, handwriting, index, cover). • Timely completion and submission. • Evidence of student's growth as per curriculum objectives • Originality and relevance	5
	Total	20

Section-A (Reading) 20 Marks

This section will have two unseen passages of a total length of 450-600 words. The arrangement within the reading section is as follows :

1. A factual passage of 200-250 words with the following typology of questions : 1×8=8 marks
   - 5 questions of 1 mark each (subjective) based on inference and analysis.
   - 3 questions of 1 mark each (objective) based on fill ups, true/false and word attack (1 each).
2. A discursive passage of 250-300 words with the following typology of questions : 1×12=12 marks
   - 6 subjective questions of 1 mark each, including one based on vocabulary in context.
   - 7 MCQ based questions with a combination of two Assertion/Reason MCQs and five MCQs based on the passage (including one vocabulary based MCQ).

   (Any 12 out of 13)

Section-B (Writing and Grammar) 30 Marks

3. One short composition of not more than 50 words. (Notice/Message/E-mail/Dialogue completion)

   (internal choice) 4 marks
4. One long composition of 100-120 words. 8 marks
   (Article/Formal letter/Informal letter/Speech/Diary entry)
   (Internal choice)

Note : Question 4 will be based on thematic content of the Reader.

Breakup of marks for Q. 3 (Short composition)

- Content – 2
- Expression – 1
  (Accuracy + Fluency)
- Format – 1

Breakup of marks for Q. 4 (Long composition)

- Content – 4
- Expression – 1+2
  (Accuracy (1) + Fluency (2)
- Format – 1

5. Editing (Errors/Omissions) 1×4=4 marks
6. Sequencing of sentences 1×4=4 marks
7. Reported speech/Passive voice 1×4=4 marks
8. Gap filling question based on Tenses with the options given in brackets. 1×3=3 marks
9. Do as directed (Integrated) 1×3=3 marks

Section-C (Literature) 30 Marks

10. Reference to context questions from poetry (with internal choice) 1×4=4 marks
11. Reference to context questions from prose/play (with internal choice) 1×4=4 marks
12. Any six short answer questions (30-40 words) to be attempted out of seven. 2×6=12 marks
13. One long extrapolatory question (70-80 words) (with internal choice) based on character analysis/theme/plot. 4 marks
14. A creative writing question (with internal choice) to test global comprehension and deeper understanding of the prescribed texts (based on diary entry/informal letter/ speech) (100 words). 6 marks

SYLLABUS FOR ANNUAL EXAMINATION

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
Chapter-7	Poetry – The Children's Song
Chapter-8	Fiction – The Case of Sharp Eyed Jeweller
Chapter-9	Poetry – Couplets
Chapter-10	Fiction – The Undeserved Reward
Chapter-11	Poetry – Bangle Sellers
Chapter-12	Play – A Bad Dream

II. My English Reader

Unit-1	Changing Times
Unit-2	Compassionate Souls
Unit-3	Enterprise
Unit-4	Nature
Unit-5	Sports
Unit-6	Tolerance

Suggested Topics from Reader Units to practice Q. 4

- Changing Trends in Family and Social values.
- Media–Impact on Teenagers
- Good deeds reflect good character

- Caring for the Elderly
- Success comes to those who will and dare
- Nature : A Great Teacher
- Bridging the Generation Gap
- Value of Games and Sports in Life
- Tolerance – Need of the Hour

III. English Practice Book

Unit-1	Tenses
Unit-2	Narration
Unit-3	Modals
Unit-4	Subject-Verb Agreement
Unit-5	Clauses–(Main and subordinate clauses only)
Unit-6	Linkers
Unit-7	Active and Passive Voice
Unit-8	Non-Finites
Unit-9	Punctuation
Unit-10	Reading for Understanding
Unit-11	Getting Ready for Class IX

IV. Writing Skills

Short Composition : Notice writing, Message, Dialogue completion, E-mail (Word limit : 50)

Long Composition : Speech, Article, Formal letter, Informal letter (Word limit : 100-120)

Suggestions for Enhancement of Language Skills

- **Dictation/Spell check/Handwriting**

  Teachers may make use of words and passages suitable for Class VIII.

- **Reading** as an activity should take into account intonation, stress and pronunciation. Reading may include :

  (a) Text book reading

  (b) Newspaper reading

  (c) Reading of long text

  (d) Any other suitable material

- Teachers can refer to page 85-86 of the book 'English Literature' for Class VIII.
- There is no prescribed long reading text for Class VIII students. However, they should be encouraged to read for pleasure.

- **Recitation :** The following parameters should be kept in mind while evaluating recitation :

  - Clarity and expression
  - Tone and intonation
  - Posture

Note : Teachers may conduct debates / declamation / extempore / roleplay / weave a yarn for enhancing speaking skills of the learner.

Prescribed Books :

1. English Literature (Class-VIII)
2. My English Reader (Class-VIII)

   Listen & Comprehend (Audio CD)
3. English Practice Book (Class-VIII)

   (Types of clauses not to be done)

संस्कृतम्

'भारतस्य प्रतिष्ठे द्वे संस्कृतं चैव संस्कृतिः'। अपूर्वः ज्ञाननिधिः संस्कृतभाषायां निहितः अस्ति। अनेकासु भाषासु संस्कृतशब्दानां बाहुल्यं वर्तते। अतः संस्कृतभाषायाः ज्ञानम् अन्यासां भारतीयभाषाणां ज्ञानाय सहायकम् एव अस्ति। एषा भाषा भारतीयभाषाणां परिपोषिका अस्ति। संस्कृतभाषा राष्ट्रिय-एकतायाः दृष्ट्या अतिमहत्त्वपूर्णा अस्ति। अष्टमकक्षायाः विद्यार्थिनः संस्कृतभाषयासम्यक्परिचिताः भवेयुः इति विचारयन् अयं पाठ्यक्रमः निधीरितः।

अधिगम-उपागमाः –

- ❖ संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुसारं व्यवहारं कर्तुं समर्थाः भवेयुः।
- ❖ संस्कृते लिखिताः लघुकथाः पद्यानि च श्रुत्वा पठित्वा वा तानि अवगच्छेयुः।
- ❖ संस्कृतभाषया लघुवाक्यानि वदेयुः।
- ❖ पाठ्यपुस्तके प्रदत्तान् पाठान् श्लोकान् च पठित्वा भावं ग्रहीतुं समर्थाः भवेयुः।
- ❖ प्रदत्तविषयं चित्रं वा आधृत्य संस्कृतेन सरलवाक्यानि रचयेयुः।
- ❖ श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- ❖ संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुं समर्थाः भवेयुः।
- ❖ संस्कृतभाषां साहित्यं च प्रति समुत्सुकाः भवेयुः।
- ❖ मातृभाषायां प्रयुक्तसंस्कृतशब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- ❖ नैतिक-सामाजिक-राष्ट्रियमूल्यानां विकासः भवेत्।

परीक्षा-प्रारूपम्–

- वार्षिक परीक्षा 80 अङ्काः
- आन्तरिकमूल्याङ्कनम् 20 अङ्काः

क्र.सं.	मूल्याङ्कन-बिन्दवः	अधिभारः
1.	एकस्मिन् सत्रे तिस्रः चक्रीयाः परीक्षाः भविष्यन्ति। तासु द्वयोः एव अधिभारः ग्रहीतव्यः ; यत्र विद्यार्थिनः प्राप्ताङ्काः श्रेष्ठाः सन्ति।	5 अङ्काः
2.	**बहुविधमूल्याङ्कनम्- (वैयक्तिकम् / सामूहिककार्यम्)** • मौखिकपरीक्षणम् • प्रश्नोत्तरी • बहुविकल्पात्मक-प्रश्नोत्तरी • शब्दपूर्तिः • साक्षात्कारः • सर्वेक्षणम् • संवादः • स्वपरिचयः • सामूहिकचर्चा • कक्षाप्रस्तुतिः (चित्रकथा, कथावाचनम्) • भूमिकानिर्वाहः • पी.पी.टी.-निर्माणम् • श्रव्य-दृश्य सामग्रीनिर्माणम् (ऑडियो-वीडियो आदयः)	5 अङ्काः
3.	**विषय-संवर्धन-गतिविधयः** • श्रवण-भाषणकौशलयोः परीक्षणम् • मौखिकपरीक्षणम्	5 अङ्काः

	• साक्षात्कार: • सम्भाषणम् • सस्वरवाचनम् • श्रुतलेख: • वर्तनीशुद्धि: • शब्दरचना • भित्तिपत्रनिर्माणम् • वर्तनीशुद्धि: आदय:	
4.	**निवेश-सूचिका (पोर्टफोलियो)** • कक्षाकार्यं गृहकार्यं वा • अभ्यासप्रपत्राणि • भाषाक्रीडा एकीकरणसम्बन्धिन: क्रियाकलापा: (गतिविधय:) • कला-एकीकरणसम्बन्धिन: क्रियाकलापा: (गतिविधय:) • नाट्यप्रस्तुति: • श्लोकगायनम् • गीतगायनम् • बहुविषयक-परियोजना **मूल्याङ्कनार्थं निर्देशा:** - • कार्यसंयोजनं प्रस्तुति: च (स्वच्छकार्यम्, आकर्षकम्, सुलेख:, विवरणिका, आवरणञ्च) • पाठ्यचर्यानुगुणं जातस्य छात्रविकासस्य साक्ष्यानि • समयबद्धता, कार्यपूर्णता • विषयसम्बद्धता, मौलिकता	5 अङ्का:

पाठ्यक्रमः

खण्डः-'क' (अपठित-अवबोधनम्) **10 अङ्काः**

एकः सरलसंस्कृतगद्यांशः (60-80 शब्दमितः)

खण्डः-'ख' (रचनात्मककार्यम्) **15 अङ्काः**

- पत्रलेखनम् (रिक्तस्थानपूर्तिद्वारा) 5
- चित्रवर्णनम् अथवा अनुच्छेदलेखनम् 5
- अनुवादः (हिन्दीभाषया / आङ्गलभाषया लिखितानां पञ्चसरलवाक्यानां संस्कृतेन अनुवादः) 5

खण्डः-'ग' (अनुप्रयुक्तव्याकरणम्) **25 अङ्काः**

- **सन्धि** – दीर्घः, गुणः, वृद्धिः, यण् 3
- **शब्दरूपाणि –** 4

  अकारान्तपुल्लिङ्गशब्दाः – रामवत्

  आकारान्तस्त्रीलिङ्गशब्दाः – लतावत्

  अकारान्तनपुंसकलिङ्गशब्दाः – फलवत्

  इकारान्तपुल्लिङ्गशब्दाः – मुनिवत्

  इकारान्तस्त्रीलिङ्गशब्दाः – मतिवत्

  ईकारान्तस्त्रीलिङ्गशब्दाः – नदीवत्

  उकारान्तपुल्लिङ्गशब्दाः – साधुवत्

  सर्वनामशब्दाः – अस्मद्, युष्मद्, किम् (त्रिषु लिङ्गेषु)

  तत् (त्रिषु लिङ्गेषु) एतत् (त्रिषु लिङ्गेषु)

- **सङ्ख्या** – एकतः शतं पर्यन्तम् 3

  (एकतः चतुःपर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमा-विभक्तौ)

- **कारकाणि उपपदविभक्तयः च-** 4
  - द्वितीया – परितः, उभयतः, प्रति, गम्, विना
  - तृतीया – अलम्, सह, विना

- चतुर्थी – नमः, दा, रुच्
- पञ्चमी – बहिः, पृथक्, विना
- षष्ठी – उपरि, अधः, पुरतः, पृष्ठतः
- सप्तमी – विश्वस्, स्निह्, निपुण

- **धातुरूपाणि** 4

  परस्मैपदिनः – (पञ्चलकारेषु) पठ्, गम्, दृश्, स्था, स्मृ, वद्, कृ, पा, लिख्, नम्, भू, अस्,

  आत्मनेपदिनः – (लट्लकारे) सेव्, लभ्, रुच्, शुभ्

- **प्रत्ययाः** – क्त्वा, ल्यप्, तुमुन् 3

- **अव्ययपदानि**– 2

  अत्र, तत्र, कुत्र, सर्वत्र, यदा, तदा, कदा, इतस्ततः, अपि, कथम्, किमर्थम्, अधुना, एव, उच्चैः, ह्यः, अद्य, श्वः, कुतः

- **उपसर्गाः –** 2

  अनु, अव, आ, उत्, उप, अप, निर्, दुर्, नि, प्र, प्रति, परि, वि, सम्, सु

खण्डः-'घ' (पठित-अवबोधनम्) **30 अङ्काः**

1. गद्यांश-आधारिताः प्रश्नाः 5
2. पद्य (श्लोक)-आधारिताः प्रश्नाः 5
3. नाट्य (संवाद)-आधारिताः प्रश्नाः 5
4. भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन) 2
5. प्रश्ननिर्माणम् 4
6. श्लोक-अन्वयः (रिक्तस्थानपूर्तिमाध्यमेन) 2
7. कथाक्रमनिर्धारणम् 3
8. शब्दार्थचयनम् 4

पाठ्यपुस्तकम् (सुरभिः)

1. सुवचनानि
2. वसुधैव कुटुम्बकम्
3. अहं नदी अस्मि (केवलं आन्तरिकमूल्याङ्कनाय)
4. क्षमस्व महर्षे!
5. दिव्या गीर्वाणभारती
6. मधुराणि वचनानि
7. सफलं तस्य जीवितम्
8. क्रोधेन कार्यं न सिध्यति
9. अविश्वस्ते न विश्वसेत्
10. गुणाः पूजास्थानम्
11. हितं मनोहारि च दुर्लभ वचः (केवलम् आन्तरिकमूल्याङ्कनाय)
12. स्वाध्याय मा प्रमदः (केवलम् आन्तरिकमूल्याङ्कनाय)

खण्डनुगुणं कालांशनिर्धारणम्

प्रश्नपत्रस्य वर्गीकरणम्	अङ्काः	कालांशाः
अपठित-अवबोधनम्	10	10
रचनात्मककार्यम्	15	35
अनुप्रयुक्तव्याकरणम्	25	45
पठित-अवबोधनम्	30	60

MATHEMATICS

General Instructions :

(1) Examination at the end of the year will be from the entire syllabus and will be of 80 marks.

(2) Internal Assessment will be of 20 marks, for which the instructions are as follows :

S. No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	Periodic Tests–Pen and paper Tests (Three periodic tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment)	5
2.	Multiple Assessment for each student to be done by using the Tools of Observation, Oral Tests, Individual/Group work, Field work, Class discussion (Quizzes, Debates, Role play etc.) and Bulletin Board work etc.	5
3.	Subject Enrichment Activities Mathematics Laboratory Activities : (A) Suggested activities [Minimum 3 activities] (B) Mandatory Activities [2]	5
4.	Portfolio 1. Journal 2. HW/CW Note books (to display exemplary work) 3. Art Integrated Activity/Multi disciplinary HHW Project/ Experiential Learning Activity [Atleast one]	5

5.	Assessing the Portfolio (Guidelines for Teachers) • Organisation – Neatness and Visual Appeal • Completion of guided work focussed on specific curriculum objectives • Evidence of student's growth • Inclusion of relevant work **Note :** Evidence of Multiple Assessment & Subject Enrichment Activities also to be filed in Portfolio.	

Weightage to form of questions

Form of Questions	Objective/ Very short answer (1 mark)	Case Study based questions (4 marks)	Short answer-1 (2 marks)	Short answer-2 (3 marks)	Long answer (5 marks)	Total
No. of Questions	10	2	9	8	4	33
Marks Allotted	10	8	18	24	20	80

DETAILED SYLLABUS

The details of syllabus, content, number of periods and marks allotted to each unit are given below :

S.No.	Units	Topics/ Chapters	No. of Periods	Marks Allotted
1.	Number System	1. Squares and Square Roots	14	
		2. Cubes and Cube Roots	8	14
		3. Exponents and Radicals	8	
2.	Commercial Maths	4. Direct and Inverse Variations	10	
		5. Profit, Loss & Discount	12	14
		6. Compound Interest	12	

3.	Algebra	7. Algebraic Identities	12	
		8. Polynomials	10	16
		9. Linear Equations in One Variable	12	
4.	Geometry	10. Parallel Lines	10	
		11. Understanding Quadrilaterals	14	15
		12. Construction of Quadrilaterals	10	
		16. Rotational Symmetry	4	
5.	Graphs	13. Introduction to Graphs	6	5
6.	Mensuration	14. Mensuration	16	9
7.	Statistics & Probability	15. Statistics & Probability	14	7

Some Suggested Tools for Internal Assessment

Subject Enrichment Activities

Mathematics Laboratory Activities :

(A) Suggested Activities : (Minimum 3 activities must be taken)

1. To Verify the Algebraic Identity $(a+b)^2 = a^2 + 2ab+b^2$ by paper cutting and pasting.
2. To understand the definitions based on Quadrilateral using Frayer's Model.
3. Fold a paper eight times in any way. Unfold and locate various convex and concave polygons.
4. To verify that the sum of interior angles of a quadrilateral is 360° by paper cutting & pasting.
5. To verify that the sum of exterior angles of a polygon is 360°. Verify the result for a triangle, quadrilateral, pentagon and hexagon.
6. To verify that :
   (i) diagonals of a rectangle are of equal length.

(ii) diagonals of a square are of equal length.

(iii) Investigate the results for a rhombus and a parallelogram using stretched threads.

7. To compare the surface areas of two unit cubes and the cuboid formed by joining these unit cubes.

8. To explore the relationship between :

(a) length (in cm) and perimeter (in cm^2)

(b) length (in cm) and area (in cm^2) of 5 squares of different dimensions drawn as a squared paper.

9. To draw the front view, top view and side view of three dimensional shapes made by combining unit cubes.

10. To make a paper die using a paper net of a cube and to observe the occurrence if different outcomes 1, 2, 3, 4, 5, 6 appearing on its top face when it is thrown 25 times.

11. To make the following shapes by paper folding and cutting:

(a) A kite

(b) A Rhombus

12. To verify that the difference between the squares of consecutive natural numbers is equal to their sum by paper cutting and pasting of squared sheets.

(B) Mandatory Activities

1. Make cut outs of the following shapes and write down their order of rotation and angle of rotation.

(a) Equilateral triangle (b) Rectangle

2. Making 3-D models of prisms and pyramid using their nets and verifying Euler's formula for these solids.

(I) Art Integration Activities : (atleast one)

(1) Exploring triangular numbers using dot patterns.

(2) Making patterns using regular polygons. (for example : sierpinski triangle).

(3) Find the side of a square sheet of given area 462.25 sq. cm & create a beautiful greeting card using tessellations with a mathematical quotation.

(4) Mathematics Doodle

(5) To make a cylindrical pen stand and find its total surface area.

(6) Make a colourful rangoli using Geogebra.

(7) Make a catchy advertisement/pamphlet depicting the SALE of a product/garments/airfare showing marked price & discouont.

(II) Project Work/Experiential Learning Activities :

(1) Life history of any Indian Mathematician and his/her contribution in the field of Mathematics (Project or PPT)

(2) Number patterns (specially involving squares and cubes of numbers).

(3) Do a survey of 20 people and collect the data whose screen time is more than 4 hours. Represent the collected data in the form of Histogram using paper cutting & pasting.

(4) Draw a map of the route from your house to your school/ local market showing important landmarks.

(5) Make a mathematical e-magazine.

(6) Value of maths in your life & its relationship with other subjects.

(III) Recreational Activities :

(1) To make a mathematical clock using the concept of square & square root/cube & cube root of a number.

(2) Make a Kahoot choosing a topic from your current syllabus.

(3) Crossword puzzle/Maze/Game.

Unit 1. Square and Square Roots (14 Periods)

Square of a number, triangular numbers and numbers between two consecutive square numbers, 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). Square roots of other numbers (not perfect squares) by estimation.

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 numbers ($b \neq 0$) 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 $\sqrt{\frac{p}{q}}$, we express $\frac{p}{q}$ as a decimal and then apply division method.

Unit 2. Cubes and Cube Roots (8 Periods)

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

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 (8 Periods)

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 (10 Periods)

Direct variation, Inverse variation with 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, Loss and Discount (12 Periods)

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

Learning Outcomes

The students will be able to :

1. understand concept of profit and loss and discount.
2. calculate S.P. / C.P./Marked price.
3. apply concept of discount.
4. understand G.S.T. and its calculation.

Unit 6. Compound Interest (12 Periods)

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

Students will be able to :

1. distinguish between simple interest and compound interest.
2. calculate compound interest from amount, using formula or otherwise.
3. calculate compound interest when compounded annually, half-yearly and quarterly.
4. analyse and calculate growth and depreciation applicable in various situations.

Unit 7. Algebraic Identities (12 Periods)

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 (10 Periods)

Idea of a polynomial in one variable and its terms Coefficients and degree after converting it to standard form. Division of a monomial by a monomial.

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

Division of a polynomial by a linear polynomial by factor method.

Verification by long division method

Dividend = Divisor × 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 or a binomial.
3. verify the long division by Dividend = Divisor × Quotient + Remainder.
4. understand and appreciate the factor of a polynomial when remainder is zero.

<u>Unit 9.</u> 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 students will be able to :

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

Unit 10. Parallel Lines (10 Periods)

Definition, Angles made by a transversal with two parallel lines & their properties.

Verification and application 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 :
    1. To divide a line segment into a given number of equal segments.
    2. To divide a line segment in a given ratio internally. (constructions should be done by using ruler and compasses only).

Learning Outcomes

After the completion of this unit, students will be able to :

1. appreciate different types of angles and their relation when a transversal intersects two parallel lines and vice-versa.

(ii) divide a line segment in equal parts using parallel lines with the help of ruler & compass.

(iii) comprehend that two lines parallel/perpendicular to the same line are parallel to each other.

Unit 11. Understanding Quadrilaterals (14 Periods)

Introduction to curves. Polygons and its types and properties. Quadrilaterals and its special types (trapezium, parallelogram, rectangle, rhombus & square). Properties of special type of quadrilaterals. (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 rhombus bisect each other at right angles.

(vi) Diagonals of a square are equal, perpendicular to each other and bisect each other.

(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 (10 Periods)

Construction of a quadrilateral (using Rular and Compasses only) 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 ½ 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 (6 Periods)

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 (16 Periods)

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. (by activities only)]

Learning Outcomes

The student will be able to :

1. find the area of plane figure (trapezium & quadrilateral).
2. find the area of a polygon by diving 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. calculate the surface area of a right circular cylinder.
6. calculate the volume of right circular cylinder.
7. understand the formation of cubes, cuboid with the help of nets.
8. locate and identify side view, top view and front view of solid figures.
9. verify Euler's formula for polyhedrons.
10. map the different routes in one's surrounding.

Unit 15. Statistics & Probability (14 Periods)

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. representation of the given data through pictorial representations viz. histogram and pie chart and interpretation of the same.
4. define the term trial, outcome, probability.
5. find the probability under different given situations.

Unit 16. Rotational Symmetry

(By Activities only) **(4 Periods)**

Rotational symmetry and its order, Centre of Rotation, Angle of Rotation. Line symmetry and Rotational Symmetry. Rotational symmetry should be limited to polygons and regular polygons in case number of sides is more than 4.

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.

SCIENCE & TECHNOLOGY

The three components of this course are :

Physics, Chemistry and Biology.

Learning Outcomes :

The teaching of Science, at this stage, will help the learners to:

- develop a scientific attitude and temper.
- understand scientific concepts, principles and laws.
- acquire the knowledge of scientific terms, facts, definitions and processes.
- develop experimental skills, rational thinking ability to analyse and sharpen their sense of enquiry and creativity.
- develop basic process skills in science like (measurement skills, observational skills and inferences) and to encourage the use of locally available resources.
- inculcate science and technology related values.
- recognize the relationship of science, technology, environment and society.
- appreciate the contribution of science towards development.
- create awareness and concern for a healthy environment and preservation of ecosystem.

General Instructions :

1. The annual examination will comprise of 100 marks wherein the written exam will be of 80 marks and internal assessment will be of 20 marks.
2. Periodic written tests are restricted to three in number in an academic year. Average of the best two scores in these tests is to be taken for final submission of marks.
3. These written tests are to be conducted by the school at their own level, as per their own schedule.

4. Information given under the headings 'Do you know,' fact sheets, 'Case Study' and 'Something to Do' at the end of the chapters would not be evaluated in any of the written tests.
5. For annual examination, 80 marks assigned for the written test, would be subdivided as follows :

Physics	30 Marks
Chemistry	25 Marks
Biology	25 Marks

Guidelines for Internal Assessment

The Internal Assessment, for 20 marks, is to be carried out as given below :

S. No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	Periodic Tests Three periodic tests (pen and paper test) will be conducted at school level, as per their own schedule, and the average of the best two scores will be reduced to 5 marks.	5
2.	Subject Enrichment Activity Ist Activity : Art Integration Activity : Students will be given an activity/ interdisciplinary project in which they will use any form of Art to express/ explain the scientific idea. 2nd Activity : Mobile Lab Kit Making : Students will prepare under teacher's guidance their own mobile lab kit and demonstrate/carry out a sample science activity using it.	5

3.	Multiple Assessment Activity Students will be assessed using multiple tools of observation such as interdisiplinary project, Role play, Group discussion, Debate, Quiz, Oral test, Field work, Bulletin board making, Puzzles etc.	5
4.	Portfolio : It includes Journal, Notebook work, Assignments/Worksheets. Criteria for Assessing Portfolio : (i) Organisation – Neatness and visual appeal (ii) Completion of work – Focus on specific objectives (iii) Evidence of student growth (iv) Inclusion of relevant work	5

IMPORTANT NOTE

Some suggested Art integration activities, Mobile Lab activities and Interdisiciplinary projects are given at the end of the document.

The following six chapters of Science textbook will **Not** be included for assessment in Annual Examinatin. However, they will be a **Mandatory** part of the internal assessment.

Chapter 8 : Conservation of Plants and Animals

Chapter 9 : Crop Production and its Management

Chapter 17 : Stars and Solar System

Chapter 18 : Earthquakes

Chapter 19 : Pollution of Air

Chapter 20 : Pollution of Water

The chapters may be included in Internal Assessment as follows:

- Include questions from any two of these chapters in each of the periodic tests.
- Give an Art Integration Activity or Interdisciplinary Project on topics from these chapters.
- Carry out Multiple Assessment based on these chapters.

DETAILED SYLLABUS

The details of the syllabus, i.e., contents, number of periods and marks assigned to each chapter for the three components of the syllabus, are given below :

PHYSICS (30 Marks)

Name of the Chapters	No. of Periods Allotted	Marks Assigned
Ch. 4 : Force and Pressure	8	5
Ch. 5 : Friction	10	5
Ch. 10 : Refraction and Dispersion of Light	12	7
Ch. 11 : The Human Eye	6	4
Ch. 12 : Sound	6	4
Ch. 16 : Electric Current and Its Chemical Effects	10	5
Ch. 17 : *Stars and Solar System Ch. 18 : *Earthquakes	6 6	*For Internal Assessment only
	64	**30**

CHEMISTRY (25 Marks)

Name of the Chapters	No. of Periods Allotted	Marks Assigned
Ch. 3 : Metals and Non-Metals	12	8
Ch. 6 : Sources of Energy	6	5
Ch. 7 : Combustion	8	7
Ch. 13 : Synthetic Fibres and Plastics	8	5
Ch. 19 : *Pollution of Air Ch. 20 : *Pollution of Water	6 6	*For Internal Assessment only
	46	**25**

BIOLOGY (25 Marks)

Name of the Chapters	No. of Periods Allotted	Marks Assigned
Ch. 1 : The Cell–Its Structure and Functions	8	5
Ch. 2 : Microorganisms–Friends and Foes	9	6
Ch. 8 : *Conservation of Plants and Animals	6	*For Internal
Ch. 9 : *Crop Production and its Management	7	Assessment only
Ch. 14 : Reproduction in Animals	10	7
Ch. 15 : Reaching the Age of Adolescence	10	7
	50	**25**

*Please refer to 'IMPORTANT NOTE' for guidelines for internal assessment.

Chapter 1. The Cell–Its Structure and Functions (5 marks)

- Discovery of the cell (8 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
- Well labelled diagrams of plant cell and animal Cell

Learning outcomes

The learner 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 (6 marks)

- Introduction (9 periods)
- Types of microorganisms
- Diagram of *Paramoecium* and *Euglena* (from Page 8)
- 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 learners will be able to :

(1) know about the different types of micro-organisms and their habitats.

(2) compare the role of microorganisms as friends and foes.

(3) understand the concept of food preservation and apply its techniques.

Chapter 3 : Metals and Non-metals (8 marks)

- Classification of elements (12 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
- Alloys – Composition and uses of alloys

Learning outcomes

The learners will be able to :

1. classify elements and learn about their occurrence in nature.
2. understand the different physical properties of metals and non-metals and their applications (based on these properties).
3. differentiate between chemical behaviour of metals and non-metals towards air, water and acids.
4. relate displacement reaction of metals with reactivity series.
5. comment upon noble metals and uses of metals, non-metals and alloys.

Chapter 4 : Force and Pressure (5 marks)

- Force (8 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

The learners will be able to :

(1) define , identify and classify force and its types.

(2) understand the concept of pressure and its applications.

Chapter 5 : Friction (5 marks)

- Concept of Friction (10 periods)
- Cause of friction

- Factors affecting friction
- Types of friction–static, sliding & rolling
- Friction – A necessity
- Friction – An evil or nuisance
- Increasing / Reducing friction
- Fluid friction

Learning outcomes

The learners 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 6 : Sources of Energy (5 marks)

(6 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
- Destructive Distillation and its products
- 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

The learners 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. know about different types of fuels.
4. understand the importance of cleaner fuels and alternative sources of energy.

Chapter 7 : Combustion (7 marks)

- Combustion & combustion material (8 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

The learners 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. know about various methods used to control fire.
4. understand different zones of flame.
5. appreciate the properties of a good fuel.

Chapter 8. Conservation of Plants and Animals

(*For Internal Assessment only) (6 periods)

- Domestic consequences of deforestation
- Global consequences of deforestation
- Conservation of forests and wildlife
- 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 learners will be able to :
(1) know deforestation and its consequences.
(2) understand the importance of migration and biodiversity.
(3) know about ways to conserve biodiversity.

Chapter 9. Crop production and its Management

(*For Internal Assessment only) (7 periods)

– Food from plants
– Agricultural Practices
– Preparation of Soil, Sowing, Soil Replenishment, Irrigation, Traditional System of Irrigation, Modern System of Irrigation, Crop Protection, Harvesting, Storage.
– Crop Improvement

Learning outcomes

The learners will be able to :
(1) understand the various agricultural practices.
(2) appreciate and analyse the methods of crop improvement & their protection.

Chapter 10 : Refraction and Dispersion of Light (7 marks)

– Refraction of Light (12 periods)
– Refraction—its cause
– 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

The learners will be able to :

(1) understand the concept of refraction using various optical devices and its causes.

(2) draw and identify images formed by concave and convex lens for different positions of the object.

Chapter 11 : The Human Eye (4 marks)

– Structure of human eye (6 periods)
– Function of various parts of the human eye
– The blind spot
– How do we see colours?
– Working of the human eye
– Range of vision
– Defects of vision
– Care of the Eyes
– Visually challenged persons—help for them
– Braille system

Learning outcomes

The learners will be able to :

(1) draw the structure and appreciate the function of the human eye.

(2) understand the various defects of vision and ways to take care of eyes.

(3) be sensitized towards the resources available for visually challenged.

Chapter 12 : Sound (4 marks)

- Sound and vibrations (6 periods)
- Sounds produced by humans
- Sounds produced by animals
- Propagation of sound
- Light propagates faster than 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

The learners will be able to :

(1) know the mechanism of production of sound by humans and various animals.

(2) understand the mechanism of propagation of sound.

(3) identify causes and effects of noise pollution and ways to limit noise pollution.

Chapter 13 : Synthetic Fibres and Plastics (5 marks)

- Natural fibres and synthetic fibres (8 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

The learners will be able to :

1. understand what are 'synthetic fibres'.
2. know about different types of synthetic fibres and plastics and their properties, advantages and disadvantages.
3. differentiate between thermoplastics and thermosetting plastics.
4. know, and get sensitised, towards the damage caused by plastic waste and measures to control this damage.

Chapter 14. Reproduction in Animals (7 marks)

- Definition of reproduction (10 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 learners will be able to :

(1) know the various modes of reproduction in animals.

(2) differentiate between oviparous and viviparous animals.

(3) diferentiate between male and female reproductive system.

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

- Adolescence and Puberty (10 periods)
- Changes at puberty
- 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'.

Learning outcomes

The learners will be able to :

(1) understand and analyse the problems of adolescence.

(2) understand the emotional and physiological changes that take place during adolescence.

(3) know the importance of hormones in life cycle of different organisms.

Chapter : 16 Electric Current and its Chemical Effects

- Conductors and Insulators (5 marks)
- Conduction through liquids (10 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

The learners will be able to :

(1) understand the concept of electrolyte, cause of conductivity

(2) know the chemical effects of electric current and its applications

(3) know about electromagnetic induction.

Chapter 17 : Stars and Solar System (6 periods)

(*For Internal Assessment only)

- Galaxy—Milky way galaxy

– Stars
– Constellations
– The moon—phases of the moon, the moon's surface
– The solar system
– Sun
– Planets
– Terrestrial and Jovian planets
– Minor bodies in the solar system
– Artificial satellites and their applications

Learning outcomes

The learners will be able to :

(1) understand various heavenly bodies like stars, planets etc. and their characteristics.

(2) appreciate the concept of artificial satellites and their applications.

Chapter 18 : Earthquakes (6 periods)

(*For Internal Assessment only)

– Earthquakes and their effects
– Cause of an earthquake
– The Focus
– Predicting an earthquake
– Measuring an earthquake
– Protection against earthquakes; safety precautions

Learning outcomes

The learners will be able to :

(1) understand earthquakes, their causes and effects.

(2) relate Richter scale readings with intensity of earthquake.

(3) acquire skills of Disaster Management.

Chapter 19 : Pollution of Air (6 periods)

(*For Internal Assessment only)

– Pollution

- 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

The learners will be able to :

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

Chapter 20 : Pollution of Water (6 periods)

(*For Internal Assessment only)

- Water pollution
- Causes of water pollution
- Potable water
- Purification of drinking water
- Methods to make water safe for drinking
- Treatment of major sources of water pollution
- Treatment of sewage
- Treatment of industrial waste
- Conservation of water

Learning outcomes

The learners will be able to :

(1) understand water pollution and its causes.
(2) know about ways of purifying water.
(3) appreciate the need for control of water pollution.
(4) sensitize themselves and others towards water conservation.

List of Suggested Activities for Subject Enrichment and Multiple Assessment

(Minimum three activities are to be carried out)

Note : The list given here is only suggestive in nature. The teachers/students can takeup other projects/ activities in additional to those suggested here. This list is not prescriptive and exhaustive.

1. (a) Prepare a temporary mount of onion peel and cheek cells.

   (b) Make a model of plant cell/animal cell using eco-friendly materials.

2. (a) Spotting of different microorganisms–Amoeba, Spirogyra, Paramoecium, Yeast (either slides/ photographs).

   (b) Include a photocopy of your "Vaccination chart" in PORTFOLIO. Prepare a "Survey report" on diseases for which vaccination is done in India.

3. **Laboratory Demonstration** by teacher on different physical and chemical properties of metals and non-metals.

4. (a) **Use pictures/science toons** to show different types of forces.

   (b) **Lab activities** to show relation of–

      (i) force and pressure

      (ii) pressure and area

   (c) demonstration showing properties of liquid pressure.

5. (a) **Collecting of interesting facts** or situations to create Power Point Presentation on–

      (i) Methods to increase or decrease friction in day to day life.

      (ii) Advantages or disadvantages of friction.

   (b) Demonstration of an activity to show that force of friction increases with increase in the weight of the body.

6. (a) **Graphical representation** on increase in cost of Petrol/Diesel in last ten years.

   (b) **Survey–**Visit a near by petrol station and collect data for one month about number of vehicles that have undergone pollution check on each day of that month.

7. (a) **Activity** showing different conditions required for combustion.

   (b) **Collect information** on different types of fire extinguishers and write about them in a scrap file with pictures of fire extinguishers.

   (c) Activities showing presence of wax vapours in the innermost zone of candle flame and unburnt particles of carbon in the luminous zone of the candle flame and to show that the non-luminous zone is the hottest part of the candle flame.

8. (a) **Take Out a Rally** to create awareness about "Importance of Trees".

   (b) Prepare recycled paper using scrap paper.

   (c) **Make a Picture Gallery** on different types of species of plants and animals.

   (d) **Design a Brochure** on National Park/Bio-diversity Park/Wildlife Sanctuary.

9. (a) Compose a song/poem or jingle to promote organic farming or green manuring.

   (b) Design different agricultural implements using clay/ dough.

10. **Demonstration/Activity** on refraction of light through a glass slab, glass prism and spherical lenses.

11. (a) Model of human eye using waste materials.

    (b) Survey on "Defects of Vision".

12. (a) In a scrap file, paste pictures of different musical instruments and give information about their special characteristics (through a visit to the music room).

    (b) **Power Point Presentation** on "Cause and Effects of Noise Pollution" and "Measures to be taken to minimise ill effects of Noise Pollution".

13. (a) Make a doll using waste plastic materials (botle, caps, straws etc.) and adorn it using different types of synthetic fibres/fabrics. [click its photograph and place it in the portfolio].

(b) Draw posters and write slogans (self created) on "Say No To Plastics".

(c) Make an "Eco brick" using used plastic bottles and plastic wrappers.

(d) Make a planter by using a PET bottle/used tyre.

14. (a) **Write up** on "Challenges faced by countries with over population".

(b) **Model** on Life cycle of a frog.

15. (a) Poster making on "**Say no to drugs".**

(b) Short film/Skit/Street play/video on **'Gender sensitization'.**

16. (a) To **prepare** a continuity tester to check conduction through liquids.

(b) **Demonstration** of electrolysis of water.

17. (a) **Visit** or collect information about any of the ancient astronomical observatory built by Maharaja Jai Singh and instruments/techniques used by astronomers of those times.

(b) To make a **collage** on "Achievements of ISRO" till date. [Sources-newspaper, Science magazine, newsletters, journals etc.]

18. (a) On the **map** of world mark/indicate the place where Tsunami has occured or is most likely to occur. [To be included in portfolio]

(b) **Role play** on "Do's & Dont's during an earthquake."

19. (a) **Report** on "Smoke Towers".

(b) **Comparative Study** of steps taken by the Government against pollution of three polluted cities of the world.

20. (a) **Street play** on "Jal hi Jeevan Hai".

(b) **Case study** on Conservation of water bodies.

SOCIAL SCIENCE

The Social Science syllabus has been divided into three units :

Geography	Unit-I	**Resources and Development**
History	Unit-II	**Our Past-III**
Political Science	Unit-III	**Rule of Law and Social Justice**

One written examination for the whole syllabus is to be conducted at the end of the academic year (2022-23) for 80 marks. Question paper for this annual examination will be sent by DAVCAE. 20 marks have been allotted for internal assessment as per details given below :

Guidelines for Internal Assessment

It is suggested that the Internal Assessment is to be carried out as given below :

Tools of Internal Assessment

S. No.		Total Weightage Out of 20 marks
1.	**Periodic Tests–Pen and Paper Tests** (Three periodic tests will be conducted at school level as per their own schedule and the average of the best two scores will be reduced to 5 marks for internal assessment)	5
2.	**Assessment using multiple strategies** **For example,** ➢ Quiz, Debates, Role play, Group discussion ➢ Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc. ➢ Field surveys/research or interview (with questionnaires).	5

	➢ Topics presentation through comic/animation/story telling ➢ Skit play, extempore-investigative research work comprising questionnaires followed by concept viva-voce.	
3.	**Subject Enrichment Activities** (Project Work) ➢ Map Magazine/Map Album ➢ Mock Parliament ➢ Bulletin Board ➢ Wall Magazine/E-Magazine/News Letter designing (any other relevant activities can be done in the class)	5
4.	**Portfolio** • Class work • Work done (Activities/Assignments) or • Reflections, Narrations, Journals etc. or • Achievements of the student in the subject throughout the year. or • Participation of the student in different activities like quiz on Heritage India etc. Assessing the Portfolio (Guidelines for teachers) • Organisation-Neatness and visual appeal • Completion of guided work focused on specific curriculum objectives • Evidence of student growth Inclusion of relevant work (completeness)	5

DETAILED SYLLABUS

The details of the syllabus, content, number of periods and marks alloted to each unit for each of three components: Geography, History and Political Science of syllabus are given below :

Chapter No.	Name of the Chapter	No. of Periods Allotted	Marks Assigned
Geography	Unit 1 : Resources and Development		
1	Resources : Utilization and Development	6	6
2	Natural Resources : Land, Soil and Water	9	7
3	Natural Resources : Vegetation & Wildlife	7	7
4	Mineral and Energy Resources	4	To be done as Project work only
5	Agriculture	12	Internal Assessment using multiple stratagies (Tool No. 2)
6	Manufacturing Industries	13	To be Assessed in Periodic Tests only and will not to be evaluated in the Annual examination
7	Human Resources	9	7
	Total	60	27

History – Unit-II : Our Pasts-III

8 9	The Modern Period Establishment of Company rule in India	4 12	3 Internal Assessment using multiple strategies (Tool No. 2)
10	Colonialism : Rural and Tribal Societies	9	6
11	The First War of Independence-1857	7	7
12	Impact of British Rule on India	4	To be done as Project work only
13	Colonialism and Urban Changes	7	To be assessed in Periodic tests only and will not to be evaluated in the Annual examination
14	The Nationalist Movement (1870-1947)	15	7
15	India Marches Ahead	8	4
	Total	66	27

Political Science – Unit-III : Rule of Law and Social Justice

16	Our Constitution	10	6
17	Fundamental Rights,		
	Fundamental Duties and Directive Principles of State Policy	9	4
18	The Union Government : The Legislature	9	5

19	The Union Government: The Executive	8	6
20	The Union Government: The Judiciary	9	5
21	Social Justice and the Marginalised	4	To be done as Project work only
22	Safeguarding the Marginalised	5	To be assessed in periodic tests only and will not to be evaluated in the Annual examination
	Total	54	26

The distribution of marks over different aspects relating to project work is as follows :

S.No.	Aspects	Marks
1.	Content, Accuracy, Originality and Analysis	2
2.	Presentation and Creativity	2
3.	Viva Voce	1

The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, scrap books, PPT, panel discussions etc.

Weightage to the type of Questions

Type of Questions	VSA 1 mark	SA 3 marks	Source based Questions 4 marks	LA 5 marks	Map	Total
No. of Questions	20	7	2	5	2	35 A-B
Marks	20	21	8	25	6	80

* Easy – 25%
* Average – 50%
* Difficult – 25%

Learning Outcomes :

After studying the prescribed syllabus, the learners will be able to:

- recognize the importance of the issues included in the textbook and relate those to their daily life.
- learn the need of conservation of resources and the concept of sustainable development.
- comprehend the relation between resources and development.
- gain knowledge about the different sources of information of modern period and reflect on them.
- have an idea of the various historical developments that took place in the Modern period of Indian history.
- explain the process of the establishment of colonial rule in India and its impact.
- appreciate the contribution of various social reformers, struggle for freedom by nationalist leaders and the people of India as a whole.
- realize the social, political and economic developments after independence.
- appreciate the ideals of democracy and the importance of the rules and laws included in the Constitution of India.
- explain the process of functioning of different institutions of the government and their interdependence on each other.
- realize the need for social justice and equality for marginalized and minority groups.
- form their own opinion about different issues included in the textbook.
- develop map skills to identify and locate the various regions/ states in India and different countries in the world.
- imbibe social and constitutional values like democratic way of life, secularism, social justice and humanitarianism, dignity of labor and scientific attitude.

UNITWISE SYLLABUS
GEOGRAPHY

Unit-I Resources and Development

Ch-1 Resources : Utilization and Development

Contents: (6 Periods)

- Utilization of Resources (6 Marks)
- Classification of resources : based on renewability, origin, occurence and development of resources.
- Sustainable development and conservation

Learning outcomes : After studying the lesson the learners will be able to :

1. explain the meaning of resources, classification and uses of resources.
2. Realize the need and methods of conservation of resources and the meaning of sustainable development.

Ch-2 Natural Resources : Land, Soil and Water

Contents : (9 Periods)

- Land Resources – land use (7 Marks)
- Soil Resources
  - factors affecting soil formation
  - soil conservation
- Water Resources
- Pollution of water and its conservation

Learning outcomes : After studying the lesson the learners will be able to :

1. explain the significance of natural resources like land, soil and water.
2. compare the land use pattern of selected countries.
3. recognize the factors influencing soil formation, the causes of soil erosion, need and ways for the conservation of soil.

Ch-3 Natural Resources : Vegetation and Wildlife

Contents : (7 Periods)

- Natural Vegetation (7 Marks)
- Classification of forests :

(a) Tropical hardwood forests
(b) Mediterranean forests
(c) Temperate softwood forests

- Advantages of forest
- Wildlife
  (a) National park
  (b) Wildlife Sanctuary

Learning outcomes : After studying the lesson the learners will be able to :

1. Learn about the different types of forests, wildlife, national parks and sanctuaries.

Ch-4 Mineral and Energy Resources (4 Periods)

***Note :** This chapter is meant only for project work and is not to be included in annual examination but to be taught and discussed in the class and various projects-based activities on the topic to be carried out by the students with the help of teacher. (Project)

Contents :

- Mineral Resources
- Types of mineral – metallic, non-metallic and mineral fuels
- Distribution of Mineral Resources
- Distribution of Minerals in India
- Conservation of minerals (India and World)
- Types of energy resources—Conventional and Non-conventional sources of energy
- Conservation of energy resources

Learning outcomes : After studying the lesson the learners will be able to :

1. explain the occurrence of different minerals, the classification of mineral resources and its distribution in India/world.
2. understand the need to conserve mineral and energy resources and suggest measures for it.

Ch-5 Agriculture (12 Periods)

Note : For multiple assessment using Tool No. 2

Content

- Importance of agriculture
- Factors affecting agriculture
- Types of agriculture : subsistence agriculture and commercial agriculture with their sub types.
- Major crops : geographical requirements and the main countries of production.

  (a) Cereals (b) Fibre crops (c) Beverage crops
- Agricultural development
- Comparative study of agricultural farms in USA and India.

Learning outcomes : After studying the lesson the learners will be able to :

1. explain the meaning and importance of agriculture. Factors affecting agriculture and types of agriculture practiced in different parts of the world.
2. classify different crops on the basis of geographical conditions and main areas of their production.
3. compare the development of agriculture in developed and developing countries (USA and India).

Ch-6 Manufacturing Industries (13 Periods)

,(For Periodic Test)

Note : This chapter is meant to be assessed in periodic tests only and will not be evaluated in the Annual Examination.

Contents :

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

(b) Cotton textile Industry

(c) Information technology

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the meaning of manufacturing industry, industrial development, industrial region, information technology, classify industries and understand the factors that influence location of an industry.
2. explain important facts of the following industries–
   (a) Iron and steel industry (Jameshedpur)
   (b) Cotton textile industry (Ahmedabad and Osaka)
   (c) Information technology (Bangalore and Silicon Valley)

Ch-7 Human Resources (9 Periods)

Contents (7 Marks)

- Concept of human resources
- Distribution of population
- India : Land – Man Ratio
  (a) Density of population : states with low, moderate and high density
- Factors affecting distribution of population
  (a) Physical factors
  (b) Economic factors
- Growth of population
- Composition of human resources
  (a) Age structure
  (b) Sex ratio
  (c) Literacy rate.

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the concept of human resource and the factors affecting distribution and density of population.
2. Explain the various attributes of composition of population i.e., age structure, sex ratio and literacy rate.

Map Work (Geography) (4 marks)

(Test items for Identification)

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

Ch-2 Natural Resources : Land, Soil and Water

(a) Areas of High Rainfall–Equatorial regions of South America, Africa and South East Asia.

(b) Areas of Low Rainfall–Tropical deserts–Sahara, Arabian Plateau, Central and Western Australia, Kalahari, Central and Northern Eurasia, Central Asia, Polar Regions etc.

Ch-3 Natural Resources : Vegetation and Wildlife

(a) Tropical Evergreen Forests
  (i) Amazon basin in South America
  (ii) Congo basin (Ivory coast, Ghana, Nigeria, Cameroon, Gabon in Africa
  (iii) S.E. Asian countries, India-Western Ghats, N.E. India, Andaman and Nicobar Islands, Kerala

(b) Tropical Deciduous Forests
  (i) India in Asia
  (ii) Central parts of America

(c) Mediterranean Forests
  (i) Shores of Southern Europe and Northern Africa
  (ii) S.W. part of South Africa

(d) Temperate Softwood Forests
  (i) Northern Canada
  (ii) Higher latitudes of Europe and Asia

HISTORY

Ch-8 The Modern Period (4 Periods)

Contents (3 Marks)

- Sources of information – British Documents, Books, Letters, Writings, Speeches, Newspapers, Administrative Reports, Internet, Database Old buildings, Artifacts and people.

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the changes in the Modern period of Indian history through the given sources of information.

Ch-9 Establishment of Company Rule in India

Note : For multiple assessment using tool no. 2

Contents (12 Periods)

- Trading companies
- The East India Company
- The Carnatic War
  - (a) First Carnatic War
  - (b) Second Carnatic War
  - (c) Third Carnatic War
- Conquest of Bengal
- Battle of Plassey
- Battle of Buxar
- Dual Govt. in Bengal
- Anglo-Mysore Wars
  - (a) The First Anglo-Mysore War
  - (b) The Second Anglo-Mysore War
  - (c) The Third Anglo-Mysore War
  - (d) The Fourth Anglo-Mysore War
- Anglo-Maratha War
  - (a) First Anglo-Maratha War
  - (b) Second Anglo-Maratha War
  - (c) Third Anglo-Maratha War
- Anglo-Sikh Wars
  - (a) First Anglo-Sikh War
  - (b) Second Anglo-Sikh War

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the role of East India Company in establishing new trading centers in India.
2. Explain systematic expansion of East India Company in India, that led to establishment of British Empire.

Ch-10 Colonialism : Rural and Tribal Societies (9 Periods)

Contents : (6 Marks)

- Colonial agrarian policy and its impact
  - (a) Zamindari System (b) Ryotwari System
  - (c) Mahalwari System
- Growth of Commercial Crops
- Condition of the Farmers
- Revolts by Farmers
- Colonialism and Tribal Societies
- Impact on the Tribal Life
- Tribal Revolts
- Effects of Colonialism on Crafts and Industries
- Modern Industries in India.

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain different Land Revenue Systems and their impact, revolt by the farmers.
2. Analyze reasons behind the exploitation of tribal and their revolts.
3. Recognize the impact of colonialism on Indian crafts and industry and development of modern industries in India.

Ch-11 The First War of Independence–1857 (7 Periods)

Contents : (7 Marks)

- Uprising of 1857
- Causes of the Revolt :
  - (a) Political causes
  - (b) Economic Causes
  - (c) Social and religious Causes
  - (d) Military Causes
  - (e) Immediate Causes
- Course of the Revolt,
- Suppression of the Revolt
- Causes of the failure
- Results of the Revolt of 1857.

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the causes of 1857 revolt, its nature, important centers and leaders involved in the revolt.
2. Assess the reasons for the failure of the 1857 revolt.
3. Appreciate the outcome of the Revolt known as 'First War of Independence'.

Ch-12 Impact of British Rule on India (4 Periods) (Project)

***Note :** This chapter is meant only for project work and is not to be included in annual written examination but to be taught and discussed in the class and various projects-based activities on the topic to be carried out by the students with the help of teacher.

Contents :

- Education under the British Rule
- Impact of British system of education
  (a) Positive (b) Negative
- Social Impact
- Socio-Religious Reforms
  (a) Shri Narayan Guru
  (b) Jyotiba Phule
  (c) Veeresalingam Kundukuri
  (d) Periyar E.V. Ramasamy
  (e) Swami Dayanand Saraswati
  (f) Dr. Bhimrao Ambedkar
  (g) Mahatma Gandhi
- Impact of the reform movements

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the education policy of the Britishers and its impact in India.
2. Recognize the role of different social reformers in the Indian society.
3. Access the impact of social reforms in Indian society.

Ch-13 Colonialism and Urban Change (7 Periods)

Note : Internal Assessment (Periodic Test)

Note : This chapter is meant to be assessed in periodic tests only and will not be evaluated in the Annual Examination.

Contents :

- De-urbanisation
- Urbanisation of Calcutta and Delhi
- Police in Delhi
- Railways under the British
- British impact on Indian painting, literature and architecture.

Learning outcomes : After studying the lesson the learners will be able to :

1. Describe the process of De-urbanisation.
2. Explain the process of urbanisation of Calcutta and Delhi
3. Explain the formation of Police System in Delhi.
4. Recognise the reasons for introduction of railways by the British in India.
5. Assess the impact of the British policies on Indian painting, literature and architecture.

Ch-14 The Nationalist Movement (1870-1947) (15 Periods)

Contents : (7 Marks)

- 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/Government of India Act 1919
- Rowlatt Act
- Jallianwala Bagh Massacre
- The Non-Cooperation Movement
- Chauri Chaura
- Peasants and Workers Movements
- Simon Commission

- Lahore Session
- Civil Disobedience Movement
- Revolutionary Movement for India's Independence
- Government of India Act, 1935
- Subhash Chandra Bose
- Towards Independence

Learning outcomes : After studying the lesson the learners will be able to :

1. Access the circumstances that led to the formation of Indian National Congress.
2. Recognise the role of moderates and radicals in the Indian freedom struggle.
3. Explain the different developments in nationalist movement from 1870-1947.
4. Appreciate the role of Mahatma Gandhi, Subhash Chandra Bose, and other national leaders and the significance of mass movements.

Ch-15 India Marches Ahead (8 Periods)

Contents (4 Marks)

- Main features of the Indian Independence Act, 1947
- 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 lesson the learners will be able to :

1. recall the main features of the Indian Independence Act 1947.
2. Realise the significance of Indian Constitution and working of Indian democracy.
3. Explain the path of India's economic and agricultural growth.
4. Highlight the main features of India's foreign policy and India Vision 2020.

Map Work
(History) (2 marks)

(For locating and labelling of the following items)

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

Chapter 11 : The First War of Independence-1857

- Meerut
- Delhi
- Gwalior
- Kanpur
- Lucknow
- Barrackpore
- Jhansi

Chapter 14 : The Nationalist Movement (1870 – 1947)

- Bombay – Formation of INC
- Lucknow – Lucknow Pact
- Amritsar – Jallianwala Bagh Massacre
- Dandi – Dandi March
- Surat – Moderates and radical split
- Calcutta – Call for Swaraj made in Congress Session
- Champaran – First movement for peasants by Gandhiji
- Chauri Chaura – Incident due to which Non-Cooperation Movement was called off

POLITICAL SCIENCE

Ch-16 Our Constitution (10 Periods)

Contents (6 Marks)

- Rules and Laws
- The Constitution and its need
- Values and Vision of the Indian Constitution
- Preamble : The soul of Indian Constitution
- Basic features of our Constitution
  - (a) Uniqueness
  - (b) The Lenghiest Constitution
  - (c) Written Constitution
  - (d) Rigid and flexible
  - (e) Procedures of Amendment
    - (i) By Simple Majority
    - (ii) By Special Majority
    - (iii) Special Majority and Ratification

(f) India is a Sovereign, Socialist, Secular and Democratic Republic
(g) Parliamentary form of government
(h) Federal and Unitary
(i) Universal Adult Franchise
(j) Single Citizenship
(k) Single Integrated Judicial System

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the meaning and need of the constitution.
2. Identify the important features, ideals and values contained in the constitution.
3. Assess the importance of the rule of law.

Ch-17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy (9 Periods)

Contents (4 Marks)

- Fundamental Rights
  (a) Right to Equality (b) Right to Freedom
  (c) Right against Exploitation
  (d) Right to Freedom of Religion
  (e) Cultural and Educational Rights
  (f) Right to Constitutional Remedies
- Restrictions on Fundamental rights
- Fundamental Duties
- Directive Principles of State Policy
- Secularism
- Indian Secularism

Learning outcomes : After studying the lesson the learners will be able to :

1. Describe the Fundamental Rights and Fundamental duties as enshrined in the Constitution of India.
2. Explain the significance of Directive Principles of State Policy.
3. Realize the importance and uniqueness of Indian Secularism.

Ch-18 The Union Government : The Legislature

(9 Periods)

Contents (5 Marks)

- Structure of Indian Government
- The Union Legislature : Parliament
- Lok Sabha – The House of the People
  - (a) Qualifications
  - (b) Tenure
  - (c) Powers and functions of the speaker
- Rajya Sabha : The Council of States
  - (a) Qualification
  - (b) Election and Tenure
  - (c) Presiding officer
- Powers and functions of Union Parliament
  - (a) Legislative powers
  - (b) Control over the Executive
  - (c) Financial power
  - (d) Power to amend the Constitution
  - (e) Judicial powers
  - (f) Electoral function

Learning outcomes : After studying the lesson the learners will be able to :

1. Realise the need for federal structure in India.
2. Explain the significance of division of powers and subjects between different levels of government, the composition, functions of Union Parliament (Lok Sabha & Rajya Sabha), the role of Speaker in Lok Sabha and Chairman in Rajya Sabha.

Ch-19 The Union Government : The Executive

(8 Periods)

Contents (6 Marks)

- Parliamentary form of Government
- Nominal Executive and Real Executive
- The President
  - (a) Qualifications for the Office
  - (b) Tenure
  - (c) Election of the President
  - (d) Impeachment

(e) Succession to Presidency
(f) Emoluments and Immunities

- Powers and functions of the President
  (a) Executive Powers
  (b) Legislative Powers
  (c) Financial Powers
  (d) Judicial Powers
  (e) Emergency Powers
- The Vice President of India
- The Union Council of Ministers
  (a) Functions of the Union Council of Ministers
  (b) Functions of the Prime Minister

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the nature and working of the Parliamentary system of government, differentiate between real and nominal Executive.
2. Comprehend the process of election of the President of India and its impeachment.
3. Understand the powers and functions of the President and Vice President.
4. Able to identify the composition, powers and functions of the council of Ministers and Prime Minister of India.
5. Value the significance of coalition government in the present day politics.

Ch-20 The Union Government : The Judiciary

(9 Periods)

Contents (5 Marks)

- Independence of Judiciary
- Types of Cases
- Single Unified and Integrated Judicial System
- Supreme Court of India
  (a) Organization/Composition
  (b) Qualification of Judges
  (c) Tenure and Removal from Office
  (d) Salary and allowances

- Powers and functions of the Supreme Court
  (a) Original Jurisdiction
  (b) Appellate Jurisdiction
  (c) Advisory Jurisdiction
  (d) Supervisory Jurisdiction
  (e) Court of Record
  (f) Protector of the Fundamental Rights
  (g) Guardian of our Constitution
  (h) Judicial Review
- High Court
  (a) Organization/Composition
  (b) Qualifications
  (c) Emoluments
  (d) Tenure and Removal
- Powers and Functions of the High Court
- Subordinate Courts
  – Civil Courts
  – Criminal Courts
  – Revenue Courts
- Lok Adalats
- Public Interest Litigation

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the concept and importance of independent judicial system in India.
2. Know about the jurisdiction and function of Supreme Court, High Courts and Subordinate Courts.

Chap-21 Social Justice & Marginalised (4 Periods)

(Project only)

Note : This chapter is meant only for project work and is not to be included in annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of teacher.

Contents

- Meaning of marginalised groups
- Scheduled castes and scheduled tribes

- Reservation
- Other backward classes
- Minority groups

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the meaning of marginalised groups and their problems, Constitutional provisions for safeguarding their interest.
2. Appreciate the steps taken by the government for the welfare of the minorities and the marginalized groups.

Ch-22 Safeguarding the Marginalised (5 Periods)

Note : This chapter is meant to be assessed in periodic tests only and will not be evaluated in the Annual Examination.

Contents

- Meaning of Marginalisation
- Constitutional Provisions
  - (I) Fundamental Rights
    - (a) Right to Equality
      - Protective discrimination
      - Untouchability
    - (b) Right against exploitation
    - (c) Special provisions for Minorities
  - (II) The Directive Principles of State Policy
- Protecting the rights of marginalized
  - Reservation
  - Prevention of Attrocities Act, 1989
- Measures taken by the government for rehabilitation of Manual Scavengers
- Programmes launched by the government for the upliftment of the weaker sections.
- People's aspirations and our National Goals.

Learning outcomes : After studying the lesson the learners will be able to :

1. Explain the concept of social justice, problems faced by marginalized groups and steps taken for their welfare.
2. Analyse the importance of policy of reservation.

LIST OF SUGGESTED CLASS ACTIVITIES/PROJECT/ EXPERIMENTS/PRACTICALS FOR INDIVIDUAL WORK/GROUP WORK/PORTFOLIO & SUBJECT ENRICHMENT BASED ON ART INTEGRATION, ICT SKILLS & EXPERIENTIAL LEARNING

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

GEOGRAPHY

Explore the various items made up of minerals and their alloys in your home and surroundings.

1. Items used in construction, handicraft, bridges and utility products.
2. Things made of minerals used for domestic purpose.
3. Click photograph of each item.
4. Classify them into metallic and non-metallic minerals.

Activity Assignment

1. Prepare a Brochure/foldable on metallic and non-metallic minerals on the basis of minerals identified by you.
2. Minimum 5 metallic and 5 non-metallic items are required.

Project – Conservation of Energy

1. Collect the electricity bills of your house.
2. Compare the consumption of electricity in different seasons.
3. Convert the data into bar graph and compare it on the basis of season.
4. Find out the causes of more consumption of energy in a particular month/season.
5. Collect the data of energy consumption by each electronic device in your house.
6. Find out the solution for reducing energy consumption in your house.
7. Take energy conservation steps at home.
8. Analyse its impact on the electricity bill.
9. Give more suggestions to reduce energy consumption and try to imbibe habits of saving energy.

SUGGESTED PROJECTS IN HISTORY

Chapter-12 : Impact of British Rule on India

Project-1 The poster will be consisting of two parts :

(i) Positive impact of British system of Education

(ii) Negative impact of British system of Education

Project-2 Scrap file on Social Reforms and their work.

Project-3 Map work on Social Reformers using Stamp Size pictures pasted on Map in their respective states.

SUGGESTED PROJECTS/ACTIVITIES IN POLITICAL SCIENCE

Chapter-21 : Social Justice and Marginalised

1. Prepare a photo album or power point presentation or film on Tribal History, Culture, Festivals, Occupation, Dance forms, Food, Dresses, Jewellery, Art & Craft.

2. Brochure making on famous personalities belonging to SC & ST communities of India, those who have achieved excellence in different spheres of life.

3. Dance presentation–any type of dance forms belonging to the tribes of North-Eastern states of India.

4. Clay modelling on Tribal jewellery, sculpture, tools, weapons, utensils, art & craft etc.

5. Placards on different tribal groups of India with labelling their geographical locations.

नैतिक शिक्षा

मुख्य उद्देश्यः

1. छात्र-छात्राओं में ईश्वर भक्ति के भाव उत्पन्न होंगे। उनमें माता-पिता गुरुजनों एवं मानवमात्र के प्रति सम्मान और कृतज्ञता का भाव अंकुरित एवं पल्लवित करने के भाव होने चाहिए।
2. धार्मिक रुचि का संवर्धन एवं अच्छी आदतें व्यवहार में सम्मिलित होनी चाहिए।
3. विद्यार्थियों को देश, धर्म, सुसंस्कार, सुशिक्षा एवं विश्व कल्याण के प्रति कर्त्तव्यनिष्ठ बनना चाहिए।
4. वेदादि उत्तम ग्रन्थों के स्वाध्याय के प्रति रुचि जाग्रत होनी चाहिए।
5. वैदिक संस्कृति एवं सभ्यता के प्रति आत्मीयता के भाव प्रगाढ़ एवं सुदृढ़ होने चाहिए।
6. देश धर्म की सेवा में जीवन लगाने वाले तथा उत्तम ग्रन्थों की रचना द्वारा ज्ञान का संवर्धन करने वाले महापुरुषों के चरित्र से परिचित होना चाहिए।
7. छात्रों में प्राणिमात्र के प्रति दया, संयम, सदाचरण, उदारता के भाव होने चाहिए।
8. परस्पर प्यार से रहना, एक-दूसरे के सुख-दुःख में सहभागी होना, सबकी उन्नति में अपनी उन्नति समझना आदि सदाचरण से सामाजिकता की भावना को मूलबद्ध करना।
9. निजी स्वार्थ का त्याग, चारित्रिक उन्नति, सहिष्णुता एवं राष्ट्रीय नियमों के पालन से राष्ट्र की उन्नति में योगदान करना।
10. महामारी, अकाल, दुर्भिक्ष, भूकम्प आदि से पीड़ित लोगों की सहायता करना, उन्हें इससे बचाने के लिए कदम उठाना, इनसे बचने के लिए संबंधित विशेषज्ञों के दिशानिर्देशों का पालन करना और कराना।

आन्तरिक मूल्यांकन **20 अंक**

1. इकाई परीक्षा 5 अंक

   (इकाई परीक्षाएँ तीन होंगी। दो सर्वश्रेष्ठ परीक्षाओं का मूल्यांकन किया जाएगा। जिनके औसत 5 अंक दिए जाएँगे।)

2. बहुविध मूल्यांकन 5 अंक

   (क) अवलोकन

(ख) वैकल्पिक

(ग) वैयक्तिक / सामूहिक कार्य

(घ) परिचर्चा

(ङ) बाह्य गतिविधियाँ, प्रवचन, सत्संग

3. निवेश-सूचिका (पोर्टफोलियो) 5 अंक

चित्रात्मक गतिविधियाँ–पुस्तक पर आधारित (अध्यापकों के निर्देशानुसार)

1. ओ३म् ध्वज का निर्माण
2. स्वच्छता अभियान
3. वर्ण व्यवस्था / आश्रम व्यवस्था
4. महापुरुषों का जीवन चरित्र
5. हवन में प्रयुक्त आवश्यक वस्तुओं की सूची
6. कक्षा कार्य / गृहकार्य

4. विषय संवर्धन 5 अंक

1. योगासन
2. पञ्च महायज्ञ (विधि एवं मंत्रोच्चारण)
3. सात्विक आहार-सत्य भाषण
4. वाद-विवाद प्रतियोगिता-आभासीय कक्षा में पठन-पाठन
5. लेखन-आर्य समाज के नियम
6. प्रेरक प्रसंग-नैतिक मूल्यों पर आधारित

क्र.सं.	पाठ का नाम	अंक विभाजन	कालांश विभाजन
1.	ओ३म् ध्वज (अर्थ एवं महत्त्व)	3	2
2.	ईश्वर का सर्वश्रेष्ठ नाम (ओ३म् का महत्त्व व जप के लाभ)	4	3
3.	आत्मबोध–(अर्थ, भावार्थ, कंठस्थीकरण)	2	1
4.	गीता के दो श्लोक (अर्थ एवं उद्देश्य)	4	2
5.	गायत्री जप का प्रभाव (गायत्री मंत्र की महिमा, अर्थ एवं लाभ)	5	3

6.	संस्कृत भाषा (आवश्यकता, महत्त्व, उपयोगिता)	5	3
7.	राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)	6	3
8.	पञ्च महायज्ञ (नाम, परिभाषा, उद्देश्य एवं लाभ)	6	3
9.	डी.ए.वी. गान (अर्थ, भावार्थ, कंठस्थीकरण)	2	2
10.	योग की पहली सीढ़ी-यम (योग एवं यमों के अर्थ एवं महत्त्व)	6	3
11.	योग की द्वितीय सीढ़ी-नियम (योग एवं नियमों के अर्थ एवं महत्त्व)	6	3
12.	वर्ण व्यवस्था का स्वरूप (भेद एवं आवश्यकता)	4	3
13.	आश्रम व्यवस्था (भेद, अर्थ, महत्त्व)	4	3
14.	किस दर जाऊँ (भावार्थ एवं कंठस्थीकरण)	2	2
15.	आर्य समाज के नियम (7-10 नियम) (व्याख्या, महत्त्व एवं कंठस्थीकरण)	5	3
16.	सत्यार्थ प्रकाश (अर्थ, महत्त्व एवं सभी समुल्लासों की विषय वस्तु)	6	3
17.	डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, उद्देश्य एवं योगदान)	4	2
18.	डॉ. मेहरचन्द महाजन (जन्म, शिक्षा, डी.ए.वी. में योगदान)	4	3
19.	राष्ट्रीय गीत (अर्थ एवं कंठस्थीकरण)	2	2

निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 8)

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

DHARMA SHIKSHA

(ENGLISH MEDIUM)

I. Weightage to form Questions

Type of Questions	MCQ	SA-I	SA-II	LA	Total
No. of Questions	10	10	10	4	34
Total Marks	10	20	30	20	80

II. Weightage to Content : Annual Examination 2022-23

S.No.	Name of the Units/Chapters	Allotment of Total Teaching Period Monthwise	Weightage of Marks
1.	All about God	April : 2	6
2.	The Vedas		6
3.	What do the Vedas teach us?	June : 4	6
4.	What is Dharma ?	July : 4	8
5.	The Five Yajnas		6
6.	A Balanced Life : Its four stages	Aug. : 4	8
7.	Rishi Dayanand : The Founder of Arya Samaj	Sept. : 4	8
8.	The Ten Commandments of Arya Samaj	Oct. : 3	7
9.	Beliefs and precepts of Swami Dayanand	Nov. : 4	8
10.	The Martyrs of Arya Samaj	Dec. : 4	9
11.	Mahatma Hansraj and value based education	January : 3	8

III. Weightage of marking

(a) Theory : The written examination will be of 80 marks.

(b) Internal Assessment

Tools of Internal Assessment	Total Weightage Out of 20 marks
• Periodic Tests–Pen and paper test The periodic tests will be conducted at school and the average of the best two will be reduced to 5 marks for internal assessment.	5 marks
• Multiple Assessment for each student to be done by using the tools of observation, oral test, individual/group work, field work, class discussion (Quiz, debates, role play, bulletin board etc.)	5 marks
• Subject Enrichment Activities (Assessment of speaking and listening skills)	5 marks
• Portfolio 1. Journal 2. Note book (to display exemplary work) Assessing the portfolio (Guidelines for teacher) • Organisation : Neatness & Visual appeal) • Completion of guided work focused on specific curriculum objective • Evidence of students growth • Inclusion of relevant work	5 marks

IV. List of selected topics for Projects/Activities 5 m

Subject Enrichment Activities

1. Recitation of two Geeta shlokas (compulsory) 2 m
2. Group Activity – Topic : Vedas 5 m
3. Gayatri Mantra meaning, importance and how and when should it be performed 2 m

4. DAV song – Recitation (given in student's diary)
5. Crossword puzzle on five Yajnas/Ashram/Dharmas 5 m
6. Bio sketch of any two Martyrs of Arya Samaj 5 m
7. Collage work based on five festivals celebrated by the Aryans 5 m
8. Shloka recitation and performance of Havan (compulsory) 2 m
9. Stories related to moral values 3 m
10. Rhythmic singing of National Anthem 2 m
11. Ten commandments/principles of Arya Samaj 5 m
12. Make a power point presentation of any four of the Sanskaras performed in your family 5 m
13. Bulletin Board/scrap book – Any two Arya Samajists and their contributions 5 m
14. Concept map/Mind map/Flow chart – Important projects and plans of DAV institutions 5 m

V. Weightage of the Difficulty Level

Difficult Questions	20%
Average Questions	30%
Easy Questions	50%

III. Expected length of answers to different type of questions and time management

S. No.	Type of Questions	Expected length of Answer	Expected time for each question
1.	Long Answer (LA)	80-120 words	12-15 mins.
2.	Short Answer (SA-II)	50/35-45 words	10-6 mins.
3.	Short Answer (SA-I)	1 word to 1 sentence	2 mins.
4.	MCQ's	1 word answer	1 min

PUNJABI

ਵਿਸ਼ਾ – ਪੰਜਾਬੀ

(ਜਮਾਤ – ਅੱਠਵੀਂ)

(2022 - 23)

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ਵਿਸ਼ਾ – ਪੰਜਾਬੀ

ਜਮਾਤ – ਅੱਠਵੀਂ

(2022 - 23)

ਭਾਸ਼ਾ ਦੇ ਉਦੇਸ਼ (Aims & Objectives)

1. ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੇ ਵੱਖ–ਵੱਖ ਕੌਸ਼ਲਾਂ (ਲਿਖਣਾ, ਖੜ੍ਹਨਾ, ਸੁਣਨਾ, ਬੋਲਣਾ) ਵਿਚ ਨਿਪੁੰਨ ਕਰਨਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ–ਵੱਖ ਵਿਧਾਵਾਂ–ਕਵਿਤਾ, ਨਾਟਕ, ਲੇਖ, ਜੀਵਨੀ, ਕਹਾਣੀ ਅਤੇ ਵਾਰਤਕ ਆਦਿ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।
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5. ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਵਿਆਕਰਨਕ ਪੱਖ ਪਰਪੱਕ ਬਣਾਉਣਾ।
6. ਪਾਠਕ੍ਰਮ ਤੇ ਪਾਠਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਬੌਧਿਕ, ਮਾਨਸਿਕ, ਸਮਾਜਿਕ ਅਤੇ ਅਧਿਆਤਮਕ ਵਿਕਾਸ ਕਰਨਾ।
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ਡੀ.ਏ.ਵੀ. ਬੋਰਡ ਦੁਆਰਾ ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕ
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TEN PRINCIPLES OF THE ARYA SAMAJ



1. God is the primary source of all true knowledge and of all that can be known through it.
2. God is Existent, Intelligent and Blissful. He is Formless, Almightly, Just, Merciful, Unborn, Infinite, Unchallengeable, Beginningless, Incomparable, the Support and Lord of all, Omniscient, Imperishable, Immortal, Fearless, Eternal, Holy and the Maker of the universe. To Him alone worship is due.
3. The Vedas are scriptures of true knowledge. It is the duty of all Aryas to read them, hear them being read and recite them to others.
4. We should always be ready to accept the truth and give up untruth.
5. All actions should be performed in conformity with Dharma, that is, after due consideration of right and wrong.
6. The primary aim of the Arya Samaj is to do good for all, that is, to promote their physical, spiritual and social well-being.
7. We should treat all people with love, fairness and due regards for their merit.
8. One should aim at dispelling ignorance and promoting knowledge.
9. One should not only be content with one's own welfare, but should look for it in the welfare of others also.
10. One should regard oneself under restriction to follow altruistic rulings of the society, while all should be free in following the rules of individual welfare.



