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## हिंदी

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 भाषा-बोध और साहित्य-बोध को विकसित करने में सहायक है। यह उसके ज्ञान क्षेत्र को इतना विस्तृत कर देती है कि वह किसी भी विषय के बारे में अपनी स्वतंत्र राय रखने में सक्षम होता है।

### भाषा शिक्षण अधिगम के उद्देश्य

- दैनिक जीवन में हिंदी समझने, बोलने एवं लिखने की क्षमता का विकास करना।
- साहित्य की विविध विधाओं का परिचय एवं उनका आनंद प्राप्त करना।
- भाषा के व्यावहारिक प्रयोग से शब्द भंडार में वृद्धि।
- व्याकरण सम्मत मानक भाषा का प्रयोग।
- कविताओं का रसास्वादन करना।
- मौलिक लेखन एवं सृजनात्मक प्रवृत्ति का विकास।
- समसामयिक प्रसंगों/संदर्भों को तार्किक ढंग से संगठित कर अभिव्यक्त करना।
- कक्षा में बहुभाषिक परिवेश के प्रति संवेदनशील होकर सकारात्मक सोच विकसित करना।
- स्वाध्याय की प्रवृत्ति का विकास करना।

### अंक विभाजन प्रणाली

#### ( प्रथम एवं द्वितीय सत्र )

- |                     |         |
|---------------------|---------|
| 1. आंतरिक मूल्यांकन | 20 अंक  |
| 2. सत्रीय मूल्यांकन | 100 अंक |

#### आंतरिक मूल्यांकन

- |                 |        |
|-----------------|--------|
| 1. इकाई परीक्षा | 05 अंक |
|-----------------|--------|

(इकाई परीक्षा 20 अंक से कम की नहीं होनी चाहिए, जिसका औसत भार 05 अंक का होगा। यह परीक्षा एक से अधिक दी जा सकती है।)

2. कार्यकलाप (मौखिक)		04 अंक
• समाचार वाचन, कविता पाठ आदि	2 अंक	
• पाठ्यपुस्तक वाचन	2 अंक	
(यह गतिविधि अनिवार्य है।)		
3. कार्यकलाप (लिखित)		4 अंक
• सुलेख	2 अंक	
• श्रुतलेख	2 अंक	
(प्रत्येक पाठ का सुलेख एवं श्रुतलेख अनिवार्य है।)		
4. कक्षा कार्य, गृह कार्य, अभ्यास सागर)		4 अंक
• कक्षा कार्य	01 अंक	
• गृह कार्य	01 अंक	
• अभ्यास सागर	02 अंक	
5. परियोजना कार्य		03 अंक
(समसामयिक विषयों पर आधारित)		
<b>सत्रीय मूल्यांकन</b>		<b>100 अंक</b>
<b>खंड-‘क’ (अपठित बोध)</b>		
• अपठित गद्यांश (200-250 शब्द)	10 अंक	} 15 अंक
• अपठित पद्यांश	05 अंक	
<b>खंड-‘ख’</b>		
• व्याकरण	25 अंक	
(ज्ञान सागर एवं अभ्यास सागर पर आधारित)		
<b>खंड-‘ग’ (पाठ्यपुस्तक)</b>		
• पठित पद्यांश	05 अंक	} 45 अंक
• पठित गद्यांश	05 अंक	
• लघूत्तर प्रश्न (I) (25 से 30 शब्द)	12 अंक	
• लघूत्तर प्रश्न (II) (50 से 60 शब्द)	18 अंक	
• निबंधात्मक प्रश्न	05 अंक	

### खंड- 'घ' ( रचनात्मक लेखन )

- |                              |        |          |
|------------------------------|--------|----------|
| • अनुच्छेद ( 80 से 100 शब्द) | 05 अंक | } 15 अंक |
| • पत्र लेखन                  | 05 अंक |          |
| • डायरी/सूचना लेखन           | 05 अंक |          |

निर्देश : प्रथम एवं द्वितीय सत्र के प्रश्नपत्र 100 अंक के होंगे।

: मूल्यांकन हेतु 80% अंक भार प्रश्न पत्र का और 20% अंक भार आंतरिक मूल्यांकन के अनुपात में होगा।

### प्रथम सत्र (Term-I)

पाठ्यपुस्तक – ज्ञानसागर + अभ्यास सागर

- पाठ 1. हम पंछी उन्मुक्त गगन के (कविता)
2. असल धन
  3. अच्छे पड़ोसी के गुण
  4. दोपहरी (कविता)
  5. आकाश को सात सीढ़ियाँ (केवल पढ़ने के लिए)
  6. आश्रम के अतिथि और संस्मरण
  7. अन्याय के खिलाफ़ लड़ाई
  8. दोहे
  9. जब भोलाराम ने पंप लगाया
  10. बातचीत की कला

### खंड- 'क'

1. अपठित गद्यांश
2. अपठित पद्यांश

### खंड- 'ख' ( व्याकरण )

- अनुस्वार, अनुनासिक और नुक्ता
- 'र' के विभिन्न रूप

- उपसर्ग एवं प्रत्यय
- संधि (स्वर)
- संज्ञा
- विशेषण
- शब्द भंडार— पर्यायवाची शब्द, विपरीतार्थक शब्द, वाक्यांशों के लिए एक शब्द
- तत्सम, तद्भव शब्द
- वाक्य शुद्धिकरण
- विराम चिह्न
- मुहावरे
- अलंकार – शब्द अलंकार – अनुप्रास, यमक, श्लेष  
अर्थ अलंकार – उपमा, रूपक, मानवीकरण, अतिशयोक्ति,  
उत्प्रेक्षा

#### खंड-‘ग’– पठित बोध ( पाठ्यपुस्तक )

- पठित पद्यांश
- पठित गद्यांश
- लघूत्तर प्रश्न (I) संक्षिप्त उत्तर
- लघूत्तर प्रश्न (II) विस्तृत उत्तर
- निबंधात्मक प्रश्न

#### खंड-‘घ’ ( रचनात्मक लेखन )

- अनुच्छेद
- पत्र ( अनौपचारिक )
- सूचना लेखन

### द्वितीय सत्र (Term-II)

पाठ्यपुस्तक – ज्ञानसागर + अभ्यास सागर

पाठ 11. सितारों से आगे

पाठ 12. पौधे के पंख

- पाठ 13. सूर और तुलसी के पद  
पाठ 14. बहू की विदा  
पाठ 15. कामचोर  
पाठ 16. एक तिनका (केवल पढ़ने के लिए)  
पाठ 17. सोना  
पाठ 18. दुख में हार न मानो  
पाठ 19. जीवन का सच  
पाठ 20. ईर्ष्या : तू न गई मेरे मन से

**खंड-‘क’ (अपठित बोध)**

1. अपठित गद्यांश
2. अपठित पद्यांश

**खंड-‘ख’ (व्याकरण)**

- समास
- निपात
- अलंकार – (शब्द अलंकार – अनुप्रास, यमक, श्लेष  
अर्थ अलंकार – उपमा, उत्प्रेक्षा, रूपक, मानवीकरण,  
अतिशयोक्ति)
- वाक्य भेद (रचना एवं अर्थ के आधार पर भेद)
- संधि (व्यंजन संधि)
- शब्द भंडार (पर्यायवाची, विलोम, वाक्यांशों के लिए एक शब्द)
- विराम चिह्न
- मुहावरे

**खंड-‘ग’ (पाठ्यपुस्तक)**

- पठित गद्यांश
- पठित पद्यांश
- लघूत्तर प्रश्न (I) संक्षिप्त उत्तर

- लघूत्तर प्रश्न (II) विस्तृत उत्तर
- निबंधात्मक प्रश्न

#### खंड- 'घ' ( रचनात्मक लेखन )

- अनुच्छेद
- पत्र ( औपचारिक )
- डायरी लेखन ( 60-80 शब्द )

**निर्देश :** द्वितीय सत्र में प्रथम सत्र का संपूर्ण पाठ्यक्रम भी मूल्यांकन हेतु लिया जाएगा।

#### अधिगम से प्राप्त परिणाम

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

#### निर्धारित पुस्तकें

1. ज्ञान सागर (कक्षा आठवीं)
2. अभ्यास सागर

(प्रकाशन विभाग, डी.ए.वी. कॉलेज, प्रबन्धकर्तृ 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 learners to communicate effectively in English;
- (b) To enable the learners 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.

### **Learning Outcomes**

#### **Listening**

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

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

#### **Speaking**

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



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

### **Reading**

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

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

### **Writing**

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

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

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

### **Literature**

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

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

### **Grammar**

By the end of the course, learners 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, Adjectives and determiners are parts of integrated grammar.

### EXAMINATION SPECIFICATIONS

The entire session has been divided into two terms, the details of which are tabulated below.

#### TERM I

DIVISION OF SYLLABUS	Marks	TOTAL WEIGHTAGE ASSIGNED
<b>Section</b>	<b>Marks</b>	
Reading	20	<b>100</b> Reduced to 80
Writing	20	
Grammar	25	
Literature	35	
Listening & Speaking (ASL)	10	10
Internal Assessment	10	10
Total	80+10-+10	100

#### TERM II

DIVISION OF SYLLABUS	Marks	TOTAL WEIGHTAGE ASSIGNED
<b>Section</b>	<b>Marks</b>	
Reading	20	<b>100</b> Reduced to 80
Writing	20	
Grammar	25	
Literature	35	
Listening & Speaking (ASL)	10	10
Internal Assessment	10	10
Total	80+10-+10	100

- NOTE :1. A value based question of 2 marks related to the text 'English Literature' is mandatory. (that will be Q. 15(g))**
- 2. The Question Papers for the Term I & II will be of 100 marks each. 10 marks will be allocated to Listening and Speaking Skills to be assessed by the schools for each term. Thus, the total marks for each term will be 80+20 (where 20 comprises of ASL + Int. Assessment)**

### **SECTION – A (Reading ) 20 Marks**

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

#### **Types of passages :**

- I. Literary passage                      an extract from a short story or novel.  
(not less than 250 words)

**OR**

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

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

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

### **SECTION – B (Writing) 20 Marks**

This section will include three writing tasks.

- Q4. Short composition of not more than 50 words for 4 marks.

[Notice, message and dialogue completion (Not Dialogue Writing). E-mail & Bio Sketch]

Q5. and Q6. for 8 marks each.

[speech, article, formal and informal letter, describing places and events & diary entry]

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

The Marking Scheme for Q4 will be as follows :

Content - 3 marks

Format - 1 mark

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

Content - 3 marks

Fluency - 2 marks

Accuracy - 2 marks

Format - 1 mark

### **SECTION – C (Grammar) 25 Marks**

Q7. to 12 - A variety of 6 short questions for 4 marks each and Q. 12 for 5 marks involving the use of particular structures within a context (i.e., not in isolated sentences). Text types will include gap filling, cloze (gap filling exercises with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing (errors finding and omission) and sentence transformation. The grammar syllabus will allot marks for :

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

### **SECTION – D (Literature) 35 Marks**

- Q13. Extract based on poetry followed by RTC Questions  
5 marks
- Q14. Extract based on play/poetry followed by RTC Questions  
5 marks
- Q15. Short question-answers (30-40 words) 20 marks
- Q16. Fiction An extended question (with internal choice) to test global Comprehension or deeper understanding of the prescribed texts like diary entry or informal letter. (80 to 90 words)  
5 marks

### **SYLLABUS FOR TERM-I**

#### **I. ENGLISH LITERATURE**

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

#### **II. MY ENGLISH READER**

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

#### **Suggested topics from Reader units to practise Q5.**

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

#### **III. ENGLISH PRACTICE BOOK**

- Unit – 1 Tenses  
Unit – 2 Narration

Unit – 3 Modals  
Unit – 4 Subject – Verb Agreement  
Unit – 9 Punctuation

#### **IV. WRITING SKILLS**

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

### **SYLLABUS FOR TERM-II**

#### **I. ENGLISH LITERATURE**

Chapter – 7 Poetry – The Children Song  
Chapter – 8 Fiction – The Case of the 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 – 4 Nature  
Unit – 5 Sports  
Unit – 6 Tolerance

#### **Suggested topics from Reader units to practise Q5.**

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

#### **III. ENGLISH PRACTICE BOOK**

Unit – 5 Clauses and Complex Sentences  
Unit – 6 Linkers  
Unit – 7 Active and Passive Voice  
Unit – 8 Non-finites  
Unit – 10 Reading for understanding  
Unit – 11 Getting ready for class IX

#### IV. WRITING SKILLS

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

**\* Important Note : Term I syllabus will be included in Term II Examination.**

**Internal Assessment**

**10 marks**

S.No.	Areas of Assessment	Weightage	Marks reduced to
I.	Unit Test	40%	4
II.	Power Point Presentation/ Project	20%	2
III.	Dictation/Spell check/ Handwriting	20%	2
IV.	Class Assignment / Home Assignment (Note books)	20%	2
		100%	10

**Note : Average marks for each area of assessment should be reduced as per the table above.**

**Suggest Topics For :**

❖ **PPT/Projects**

Teachers may make use of topics available in 'My English Reader' class VIII.

[E.g. : Importance of sports/Biographies/achievements of great personalities, Poets etc. / Based on Nature-abuse of nature, pollution, global warming, sustainable development etc.]

❖ **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 pages 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 learners.

**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)**

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

## संस्कृतम्

‘भारतस्य प्रतिष्ठे द्वे संस्कृतं चैव संस्कृतिः’ अपूर्वः ज्ञाननिधिः संस्कृतभाषायां निहितः अस्ति। प्रायः अनेकासु भाषासु संस्कृतशब्दानां बाहुल्यं वर्तते। अतः संस्कृतभाषायाः ज्ञानम् अन्यभारतीयभाषाणां ज्ञानाय सहायकम् एव अस्ति। एषा भाषा भारतीयभाषाणां परिपोषिका अस्ति। संस्कृतभाषा राष्ट्रिय-एकतायाः दृष्ट्या अतिमहत्त्वपूर्णा अस्ति। अष्टमकक्षायाः विद्यार्थिनः संस्कृतभाषया सम्यक् परिचिताः भवेयुः इति विचारयन् अयं पाठ्यक्रमः निर्धारितः।

### अधिगम-उपागमाः (Learning Outcomes)

- ❖ संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुकूलं व्यवहारं कर्तुं समर्थाः भवेयुः।
- ❖ संस्कृतेन लिखिताः लघुकथाः पद्यानि च श्रुत्वा तानि अवगच्छेयुः।
- ❖ संस्कृतभाषया लघुवाक्यानि वदेयुः।
- ❖ पाठ्यपुस्तके प्रदत्तान् पाठान् श्लोकान् च पठित्वा भावं ग्रहीतुं समर्थाः भवेयुः।
- ❖ कञ्चिद् अपि विषयं 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 प्रयुक्तशब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- ❖ नैतिक-सामाजिक-राष्ट्रियमूल्यानां विकासः भवेत्।

### प्रथमं सत्रम्

अपठित-अवबोधनम्	10 अङ्काः
रचनात्मककार्यम्	10 अङ्काः
पत्रलेखनम्	
चित्रवर्णनम्	

**अनुप्रयुक्तव्याकरणम्**

40 अङ्काः

सन्धिः	दीर्घः, गुणः
शब्दरूपाणि	राम, लता, फल, नदी, अस्मद्, युष्मद्, ( भवत्, गच्छत्-पुल्लिङ्गो, स्त्रीलिङ्गो), किम् (त्रिषु लिङ्गेषु)
सङ्ख्याः	एकतः पञ्चाशत्पर्यन्तम् (एकतः चतुः पर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमाविभक्तौ)
अव्ययपदानि	तदा, धिक्, मा, यदा, सर्वत्र, इतस्ततः, एकदा, बहिः, अलम्, अपि, कदा, कुत्र, कुतः, कथम्, किमर्थम्
कारकाणि	
उपपदविभक्तयः च	उभयतः, अभितः, परितः, प्रति, विना, अलम्, काणः, बधिरः, सह, दा, नमः, रुच्, स्वस्ति
धातुरूपाणि	
(परस्मैपदिनः)	भू, गम्, दृश्, स्था, स्मृ, पठ्, अस् (पञ्चलकारेषु)
(आत्मनेपदिनः)	सेव्, लभ्, शुभ्, रुच् (लट्लृट्लकारयोः)
प्रत्ययाः	क्त्वा, ल्यप्, शतृ
उपसर्गाः	अनु, अव, अभि, अधि, आ, उत्, उप, अति, अप, निर्, दुर्
समासौ	तत्पुरुषः, द्वन्द्वः

**पठित-अवबोधनम्**

40 अङ्काः

**पाठ्यपुस्तकम् – सुरभिः ( पाठाः – एकतः षट्पर्यन्तम् )**

1. सुवचनानि
2. वसुधैव कुटुम्बकम्
3. अहं नदी अस्मि
4. क्षमस्व महर्षे!
5. दिव्या गीर्वाणभारती
6. मधुराणि वचनानि

## द्वितीयं सत्रम्

अपठित-अवबोधनम्	10 अङ्काः
रचनात्मककार्यम्	10 अङ्काः
पत्रलेखनम्	
चित्रवर्णनम्	
अनुप्रयुक्तव्याकरणम्	40 अङ्काः
सन्धिः	वृद्धिः, यण्
शब्दरूपाणि	मुनि, मति, साधु, मातृ, पितृ, विद्वस्, तत्, एतत्, इदम् (त्रिषु लिङ्गेषु)
सङ्ख्याः	एकपञ्चाशत्तः शतम् पर्यन्तम्
अव्ययपदानि	पुरा, ऋते, विना, नमः, एव, नीचैः, उच्चैः, अधुना, श्वः, ह्यः, सहसा, अत्र, तत्र, यत्र
कारकाणि	
उपपदविभक्तयः च	विना, बहिः, पृथक्, ऋते, उपरि, अधः, पुरतः, पृष्ठतः, स्निह्, विश्वस्, निपुण, अनन्तरम्
धातुरूपाणि (परस्मैपदिनः)	
(आत्मनेपदिनः)	वद्, नम्, त्यज्, रच्, लिख्, पा, कृ (पञ्चलकारेषु) सेव्, लभ्, शुभ्, रुच् (लङ्लकारे)
प्रत्ययाः	तुमुन्, क्त, क्तवतु
उपसर्गाः	दुस्, निस्, नि, प्र, प्रति, परि, वि, सम्, सु, परा
समासौ	अव्ययीभावः, बहुव्रीहिः
पठित-अवबोधनम्	40 अङ्काः
पाठ्यपुस्तकम् – सुरभिः ( पाठाः – सप्तमपाठतः द्वादशपाठपर्यन्तम् )	
7. सफलं तस्य जीवितम्	
8. क्रोधेन कार्यं न सिध्यति	

9. अविश्वस्ते न विश्वसेत्
10. गुणाः पूजास्थानम्
11. हितं मनोहारि च दुर्लभं वचः
12. स्वाध्यायात् मा प्रमदः

**निर्देश :** वार्षिकपरीक्षा सम्पूर्णपाठ्यक्रमाधृता भविष्यति।

### अङ्कविभाजनप्रणाली

- |                        |     |
|------------------------|-----|
| 1. आन्तरिकमूल्याङ्कनम् | 20% |
| 2. सत्रीयमूल्याङ्कनम्  | 80% |

**आन्तरिकमूल्याङ्कनम्** : (अधिभारः)

- |   |           |
|---|-----------|
| 1. चक्रीया परीक्षा                      | 05 अङ्काः |
| 2. श्रुतलेखनम्                          | 04 अङ्काः |
| 3. कक्षाकार्यम् गृहकार्यम् च            | 04 अङ्काः |
| 4. गतिविधयः                             | 04 अङ्काः |
| (i) श्लोकवाचनम्                         |           |
| (ii) कथावाचनम्                          |           |
| (iii) संवादवाचनम्                       |           |
| (iv) भाषणम्                             |           |
| (v) स्वपरिचयः / परिवेशपरिचयः            |           |
| (vi) सूक्तिलेखनम्                       |           |
| (vii) भित्तिपत्रनिर्माणम्               |           |
| (viii) चित्रवर्णनम्                     |           |
| (ix) कथाभावलेखनम्                       |           |
| (x) आदर्शवाक्यलेखनम् / ध्येयवाक्यलेखनम् |           |
| 5. परियोजनाकार्यम् (पाठाश्रितम्)        | 03 अङ्काः |

## MATHEMATICS

### General Instructions :

- (1) The entire syllabus has to be covered in two terms i.e. Term-I & Term-II.
- (2) Each term will comprise of 100 marks, where in written exam to have 80% weightage and internal assessment will have 20% weightage.
- (3) Term-II will cover the whole syllabus and the written examination will have 80% weightage and internal assessment will have 20% weightage.

### Guidelines for Internal Assessment (20 marks)

It is suggested that, in each term, the internal assessment will be carried out as follows :

S.No.	Tools of Internal Assessment	Total Weightage of 20 marks	Marks out of 20 reduced to
(1)	Unit Test / Class Tests	30%	6 marks
(2)	Maths Lab Activity Minimum 4 (Activities can also be carried out on sheets in the classroom)	20%	4 marks
(3)	Project (One in each term)	10%	2 marks
(4)	Assignment file	20%	4 marks
(5)	Learning of Multiplication Tables (minimum upto 20)	10%	2 marks
(6)	Class record (Notebooks)	10%	2 marks
			20 marks

### Weightage to form of questions

Type of questions	LA (4 marks)	SA-I (3 marks)	SA-II (2 marks)	VSA (1 mark)	Total
No. of Q.	12	12	6	4	34
Marks	48	36	12	4	100

### DETAILED SYLLABUS

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

#### I TERM

Unit		No. of Peds.
1.	Squares and Square Roots	12
2.	Cubes and Cube Roots	08
3.	Direct and Inverse Variations	10
4.	Profit and Loss and Discount	12
7	Algebraic Identities	12
10	Parallel Lines	10
13	Introduction to Graphs	05
14	Mensuration	15
		84

#### II TERM

Unit		No. of Pds.
3	Exponents and Radicals	8
6	Compound Interest	12
8	Polynomials	10
9	Linear Equations in One Variable	10
11	Understanding Quadrilaterals	12
15	Statistics and Probability	12
16	Rotational Symmetry	4
		78

**Note : Final Term will cover the whole syllabus so time must be devoted for the revision.**

## **Unit 1. Square and Square Roots (12 Periods)**

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

Using division method, finding square roots of–

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

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

### **Learning Outcome**

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

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

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

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

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



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

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

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

### **Unit 2. Cubes and Cube Roots (8 Periods)**

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

#### **Learning Outcomes**

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

2. Students will be able to apply the following rules :

For any two integers a and b, we have

$$(i) \sqrt[3]{ab} = \sqrt[3]{a} \times \sqrt[3]{b}$$

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

### **Unit 3. Exponents and Radicals (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 and examples. Problems on Time and Work and Time and Distance.

**Learning Outcomes**

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

**Unit 5. Profit and Loss and Discount                      (12 Periods)**

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

**Learning Outcomes**

The student will be able to :

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

**Unit 6. Compound Interest                      (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**

Student will be able to :

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

**Unit 7. Algebraic Identities (12 Periods)**

Study of the following identities :

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

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.

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

Verification of Dividend = Divisor  $\times$  Quotient + Remainder.

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

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

### **Learning Outcomes**

The student will be able to :

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

### **Unit 9. Linear Equations in One Variable (10 Periods)**

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

Word problems on linear equations in one variable.

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

### **Learning Outcomes**

The student will be able to :

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

**Unit 10. Parallel Lines (10 Periods)**

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

Verification of the following properties :

1. Two lines parallel to the same line are parallel to each other.
2. Two lines perpendicular to the same line are parallel to each other.
3. Division of a Line Segment :
  - I. To divide a line segment into a given number of equal segments.
  - II. To divide a line segment in a given ratio internally (constructions should be by using ruler and compasses).

**Learning Outcomes**

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

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

**Unit 11. Understanding Quadrilaterals (12 Periods)**

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

Verification of the following properties :

- (i) Opposite sides of a parallelogram are equal.
- (ii) Opposite angles of a parallelogram are equal.
- (iii) Diagonals of a parallelogram bisect each other.

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

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

### **Learning Outcomes**

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

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

### **Unit 12. Construction of Quadrilaterals (10 Periods)**

Construction of quadrilateral given–

- (i) Four sides and one diagonal
- (ii) Three sides and both diagonals
- (iii) Two adjacent sides and three angles
- (iv) Three sides and two included angles

(The sides should be in whole no. of cm or at least multiples of  $\frac{1}{2}$  a cm. Angles should be multiples of 15.)

### **Learning Outcomes**

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

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

### **Unit 13. Introduction to Graphs (5 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**

**(5+10 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.

### **Learning Outcomes**

The student will be able to :

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

**Unit 15. Statistics & Probability (12 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. mark pictorial representation through histogram and pie chart and can interpret the same.
4. define the term trial, outcome, probability.
5. find probability under different given situations.

**Unit 16. Rotational Symmetry (4 Periods)**

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

**Learning Outcomes**

The student will be able to :

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



**SUGGESTED ACTIVITIES / PROJECT FOR THE  
TERM I**

- (1) Exploring triangular numbers using dot patterns.
- (2) Verify the following algebraic identities using geometrical interpretation :
  - $(a + b)^2 = a^2 + 2ab + b^2$
  - $(a - b)^2 = a^2 - 2ab + b^2$
  - $a^2 - b^2 = (a + b)(a - b)$
  - $(x + a)(x + b) = x^2 + (a + b)x + ab$
- (3) Sierpinski triangle
- (4) Take a square sheet of area  $132.25 \text{ cm}^2$ . Find the side of a sheet & create a beautiful greeting card using tessellations with a mathematical quotation.
- (5) Create a life history of any Indian mathematician & his/her contribution in the field of Mathematics (Project or PPT).
- (6) Activities based on the properties of natural numbers to Rational numbers.
- (7) Role play on Mathematical situation.
- (8) Number patterns
- (9) Pythagorean triplet
- (10) Do a survey of your class and collect the data from all students of your class who spent more than 4 hours in watching TV. Represent the collected data in the form of histogram by paper cutting & pasting.
- (11) List your unit I marks in various subjects in tabular form & convert the same in the form of a pie-chart.

**SUGGESTED ACTIVITIES / PROJECT FOR THE  
TERM II**

- (1) Calculate the surface area to be painted/white-washed of each room of your house.
- (2) Find no. of tiles used in your bathroom along with their cost.
- (3) Find capacity of water tank [Cylindrical or cuboidal]. Estimate daily consumption of water in a household. Using it for how many days the water in the tank last.
- (4) Mapping of your surroundings by making route maps having proper scale factor and different landmarks shown with appropriate symbols.
- (5) Collect bill/cash memo for your recent shopping and calculate discount, sales tax and VAT (etc.) from it.
- (6) A worksheet involving comparison of interests when it is compounded annually, semi-annually and quarterly for the same sum at the same rate and for the same time period. Making a decision which option is better in different situations.
- (7) Reinforcement of special type of Quadrilaterals and their properties using Frayer's Model.
- (8) Flow chart showing different types of Quadrilaterals.
- (9) Making a scrap book of objects from our surroundings having different types of quadrilaterals.
- (10) Talk on any one :
  - (a) Use of maths in different fields
  - (b) Value of maths in your life
- (11) Making 3-D models of prisms and pyramids using their nets and verifying / obtaining Euler's formula for these solids.

## **SCIENCE & TECHNOLOGY**

The three components of this course will be :

Physics, Chemistry and Biology.

### **Learning Outcomes**

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

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

### **General Instructions :**

1. The entire syllabus has to be covered in two terms.
2. Each term will comprise of 100 marks wherein written exam to have 80% weightage and internal assessment will have 20% weightage.

**Guidelines for Internal Assessment** **20 marks**

It is suggested that, in each term, the internal assessment may be carried out as follows :

Tools of Internal Assessment	Total Weightage of 20 marks	Marks out of 20 reduced to
1. Practical skills / Activities	25%	5 marks
2. Average of Unit Tests, Written Tests or Class Tests	25%	5 marks
3. Power Point Presentation	20%	4 marks
4. Projects/Models	20%	4 marks
5. Class Assignments & Home Assignments	10%	2 marks

**TERM I**

For Term I, a total of 100 marks will be assigned to written exam, which would be further sub divided as follows :

Physics	36 marks
Chemistry	32 marks
Biology	32 marks

The paper will include subject related value based question for 3 marks.

Information given under the headings 'Do You Know' and 'Fact Sheets', 'Case Study' and 'Something to Do' at the end of the chapter would not be evaluated in either of the two terms.

- ❖ The total weightage of Term I pen-paper exam will be 80% and that of internal assessment is 20%.

**DETAILED SYLLABUS**

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

**FIRST TERM****100 marks**

<b>PHYSICS</b>		
<b>Name of the chapter</b>	<b>No. of Periods</b>	<b>Total Marks</b>
1. Force and Pressure (Ch-4)	10	10
2. Friction (Ch-5)	9	8
3. Electric Current and its Effects (Ch-16)	13	10
4. Earthquakes (Ch-18)	5	8
	37	36
<b>CHEMISTRY</b>		
<b>Name of the chapter</b>	<b>No. of Periods</b>	<b>Total Marks</b>
1. Sources Of Energy (Ch-6)	10	10
2. Combustion (Ch-7)	13	12
3. Pollution of Air (Ch-19)	7	10
	30	32
<b>BIOLOGY</b>		
<b>Name of the chapter</b>	<b>No. of Periods</b>	<b>Total Marks</b>
1. Crop Production & its Management (Ch-9)	12	11
2. Micro-organisms –Friends and Foes (Ch-2)	13	11
3. Conservation of Plants and Animals (Ch.-8)	10	10
	35	32

**TERM-I  
PHYSICS**

**Chapter 4 : Force and Pressure** (10 marks)

- Force (10 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** (8 marks)

- Concept of Friction (9 periods)
- Cause of friction
- Factors affecting friction
- Types of friction
- Friction – A necessity

- Friction – An evil or nuisance
- Increasing / Reducing friction

**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 : 16 Electric Current and its Chemical Effects**

- Conductors and Insulators (10 marks)
- Conduction through liquids (13 periods)
- Cause of conductivity of liquids
- Electrolytes
- Conversion of chemical energy into electrical energy
- Chemical effects of electric currents, their applications
- Faraday’s discovery
- Electromagnetic induction

**Learning Outcomes :**

The learners will be able to :

1. understand the concept of electrolyte, cause of conductivity and chemical effects of electric current and its applications.
2. know about electromagnetic induction.

**Chapter 18 : Earthquakes (8 marks)**

- Earthquakes and their effects (5 periods)
- Cause of an earthquake
- The Focus
- Predicting an earthquake

- Measuring an earthquake
- Protection against earthquakes; safety precautions

**Learning Outcomes :**

The learners will be able to :

1. understand earthquake, its causes and its effects.
2. relate Richter scale readings with intensity of earthquake.
3. acquire skills of Disaster Management.

**TERM-I**

**CHEMISTRY**

**Chapter 6 : Sources of Energy** (10 marks)

(10 periods)

- Classification of sources of energy : On the basis of occurrence, physical state and availability
- Fossil Fuels
- Wood as a fuel
- Coal : occurrence, formation and types
- Processing of coal
- 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. apply the knowledge of different types of fuels to understand the importance of cleaner fuels and alternative sources of energy.

**Chapter 7 : Combustion** (12 marks)

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

**Learning Outcomes :**

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 19 : Pollution of Air** (10 marks)

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

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

**Learning Outcomes :**

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 green house effect and global warming; their causes and consequences.
4. know about different methods of controlling air pollution.

**TERM-I  
BIOLOGY**

**Chapter 9 : Crop Production and its Management**

- Introduction of Agricultural practices (11 marks)
- Preparation of soil, sowing, manuring, irrigation, crop protection,  
Harvesting, Storage (12 periods)
- Role of leguminous plants
- 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 2. Micro-organisms – Friends or Foes (11 marks)**

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

### **Learning Outcomes :**

The learner will be able to :

1. know about the different types of micro-organisms and their habitats.
2. contrast the role of micro-organisms as friends or foes.
3. understand the concept of food preservation and apply its techniques.

## **Chapter 8. Conservation of Plants and Animals(10 marks)**

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

- Red Data Book
- Migration
- Reforestation
- Recycling of paper

**Learning Outcomes :**

The learner will be able to :

1. know deforestation and its consequences.
2. understand the importance of migration and biodiversity and ways to conserve it.

**List of Suggested Projects / Activities**

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

**TERM-I**

- (1) Group activities to be planned to show the effect of change in area, on the pressure due to a given force, in our day to day life.
  - (i) Provide dimensions of length, breadth and height of a rectangular block placed on clay/sand and find the pressure exerted.
  - (ii) To prepare a scrap file / project report to show
    - (a) An increase in area reduces pressure
    - (b) An decrease in area increases pressure
- (2) Use pictures/illustrations, cartoons, to bring out the difference/s between Force and Pressure.
- (3) Survey – To compare the consumption of electricity in different households.
- (4) Project/Model – On techniques to save electricity.

OR

Prepare an energy audit and find out ways how it can be reduced.

- (5) PPT/Report– On the map of world, indicate the places where Tsunami is more likely to occur. Try to find out the problems faced by people living in these regions. Take the help of newspaper clippings, school library or internet sources.
- (6) Collection of interesting facts or situation to create power point presentation on methods to increase / decrease friction in day to day life, also advantages / disadvantages of friction.

### **Suggestive List of Experiments / Practicals**

#### **Term I**

1. To show liquid pressure increases with depth. (pg. 56)
2. To show liquid pressure is transmitted equally in all directions. (Pg. 57)
3. To show force of friction increases with increase in the weight of the body. (Pg. 69)
4. To show vapours are present in the inner most zone of candle flame. (Pg. 100)
5. To show that the luminous zone of the candle flame contains unburnt particles of carbon. (Pg. 101)
6. To differentiate between good and poor conductors from different liquid samples (like lemon juice, glycerine etc.) (Pg. 217)
7. To demonstrate electrolysis of water. (Pg. 221)
8. Spotting of different micro-organisms including Amoeba, Spirogyra, Paramecium, Bread mould (by using slides/ photographs)

#### **TERM II**

For Term II, a total of 100 marks will be assigned to written exam.

The distribution of marks will be as follows :

	Term I Total marks
Physics	36
Chemistry	32
Biology	32
	100

- ❖ The paper will include subject related value based question of 3 marks.
- ❖ The total weightage of Term II Pen paper exam will be 80% and that of internal assessment is 20%.

**SECOND TERM      100 marks**

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

**PHYSICS**

Name of the chapter	No. of Periods	Total Marks
1. Refraction & Dispersion of Light (Ch-10)	13	8
2. The Human Eye (Ch-11)	8	6
3. Sound (Ch-12)	13	6
4. Stars & Solar System (Ch-17)	9	6
	43	26

**CHEMISTRY**

Name of the chapter	No. of Periods	Total Marks
1. Metals & Non-metals (Ch-3)	16	10
2. Synthetic fibres and Plastics (Ch-13)	11	9
3. Pollution of Water (Ch-20)	5	6
	32	25

## BIOLOGY

<b>Name of the chapter</b>	<b>No. of Periods</b>	<b>Total Marks</b>
1. Cell–Its structures & functions (Ch-1)	9	7
2. Reproduction in Animals (Ch-14)	11	9
3. Reaching the age of Adolescence (Ch.-15)	7	8
	27	24
Chapterwise distribution of marks from Term I to be included in Term II.		
<b>Subject</b>	<b>Chapters</b>	<b>Marks</b>
<b>Physics</b>	(1) Force and Pressure	3
	(2) Friction	2
	(3) Electric current & its effects	3
	(4) Earthquakes	2
		10
<b>Chemistry</b>	(1) Sources of energy	3
	(2) Combustion	2
	(3) Pollution of air	2
		07
<b>Biology</b>	(1) Crop production & its management	3
	(2) Micro-organisms–Friends & Foes	3
	(3) Conservation of plants and animals	2
		8
<b>Total</b>		25 marks

**TERM-II**  
**PHYSICS**

**Chapter 10 : Refraction and Dispersion of Light (8 marks)**

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

**Learning Outcomes :**

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.

**Chapter 11 : The Human Eye (6 marks)**

- Structure of human eye (7 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**

(6 marks)

- Sound and vibrations (13 periods)
- Sounds produced by humans
- Sounds produced by animals
- Propagation of sound
- Light propagates faster than sound
- Human ear
- Persistence of hearing
- Echo
- 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 Outcomes :**

The learners will be able to :

1. know the mechanism of production of sound by humans and various animals.
2. understand the structure of ear and persistence of hearing.
3. identify causes and effects of noise pollution and ways to limit noise pollution.

**Chapter 17 : Stars and Solar System** (6 marks)

- Galaxy—Milky way galaxy (9 periods)
- 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.

**TERM-II  
CHEMISTRY**

**Chapter 3 : Metals and Non-metals** (10 marks)

- Classification of elements (16 periods)
- Occurrence of elements
- Minerals and ores
- Physical properties
- Chemical properties
- Reaction with oxygen, water, acids & alkalies
- Reactivity of metals
- Displacement reactions
- Noble metals
- Uses of metals and non-metals
- Alloy—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/ non-metals and their applications based on these properties.
3. differentiate between chemical behaviour of metals/non metals towards air, water and acids
4. relate displacement reaction of metals with reactivity series.
5. comment upon noble metals and uses of metals, non-metals and alloys.

**Chapter 13 : Synthetic Fibres and Plastics (9 marks)**

- Natural fibres and synthetic fibres (11 periods)
- (Rayon) or Artificial silk, Nylon, Terylene, Poly ethene, (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. sensitise towards the damage caused by plastic waste and measures to control the damage.

**Chapter 20 : Pollution of Water** (6 marks)

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

**Learning Outcomes :**

The learners will be able to :

1. understand water pollution and its causes.
2. know about ways of purifying water.
3. appreciate control of water pollution.
4. sensitize towards water conservation.

**TERM-II**

**BIOLOGY**

**Chapter 1 : The Cell–its Structure and Functions**

- (7 marks)
- Discovery of the cell (9 periods)
- The Cell-variation in cell number, shape and size in living organisms
- Parts of cell
- Levels of organisation in an organism

- Comparison between plant cell and animal cell
- Diagrams of plant cell, animal cell, cheek cell and onion peel cell

**Learning Outcomes :**

The learners 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 and their functions in the cell.

**Chapter 14 : Reproduction in Animals** (9 marks)

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

**Learning Outcomes :**

The learners will be able to :

1. learn the various modes of reproduction in animals.
2. differentiate between male and female reproductive system in oviparous and viviparous animals.

**Chapter 15 : Reaching the Age of Adolescence**

(8 marks)

- Adolescence and puberty (7 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'
- Graphs of Pg. 206-207 not to be evaluated

**Learning Outcomes :**

The learners will be able to :

1. analyse the problems of adolescents
2. understand emotional, physiological changes that take place during adolescence.
3. know the importance of hormones in life cycle of different organisms.

**SUGGESTIVE PROJECTS FOR TERM II**

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

1. Model of human eye using waste material
2. Survey of 'Defects of vision'
3. Make a scrap file on different types of musical instruments and observe/list their different characteristics.
4. Power point presentation on 'Noise pollution'.
5. Power point presentation OR Model on celestial objects.

**TERM II**  
**SUGGESTIVE LIST OF**  
**EXPERIMENTS / PRACTICALS**

1. To observe refraction of light through a glass slab (Page 135)
2. To observe atmospheric pressure using a air sucker. (Page 60)
3. To show metallic oxides are basic in nature. (Pg. 33)
4. To show non-metallic oxides are acidic in nature. (Pg.34)
5. To show that metals react with an acid to liberate hydrogen gas. (Pg. 36)
6. To show displacement reactions. (Pg. 37)
7. To identify plant and animal cell. (Pg. 9)
8. To identify different modes of asexual reproduction. (Pg. 197, 198)

## SOCIAL SCIENCE

The Social Science course has been divided into three units:

Geography	Unit I	Resources & Development
History	Unit II	Our Past III [People and Society in Modern Period]
Civics Political Science	Unit III	Rule of Law and Social Justice

The academic year will be divided in two terms Term I & Term II. Written exam will be conducted at the end of each term for 100 marks which will be reduced to 80 at the time of result preparation. 20 marks are allotted for internal assessment. Guidelines for same is given below :

### **Guidelines for Internal Assessment** **20 marks**

It is suggested that, in each term, the internal assessment may be carried out as follows :

Tools of Internal Assessment	Total Weightage of 20 marks	Marks out of 20 reduced to
1. Practical skills / Activities	25%	5 marks
2. Average of Unit Tests, Written Tests OR Class Tests	25%	5 marks
3. Power Point Presentation	20%	4 marks
4. Projects / Models	20%	4 marks
5. Class Assignments & Home Assignments	10%	2 marks



**Learning outcomes :**

**The learners will be able to :**

- (i) understand the issues included in the text book and relate those to their everyday life.
- (ii) have an idea of the various historical developments that took place within the given period.
- (iii) know about the various sources of information of modern period and reflect on them.
- (iv) appreciate the contribution of various social reformers, struggle for freedom by nationalist leaders and the people of India as a whole.
- (v) explain the process of the establishment of colonial rule in India and its impact.
- (vi) realise the social, political, economic developments after independence and India vision 2020.
- (vii) appreciate the ideals of democracy and importance of the rules and laws included in the Indian Constitution.
- (viii) recognise the way Government of India functions, it's different institutions and their interdependence on each other.
- (ix) feel the need of social justice for marginalised and minority groups.
- (x) form their own opinion about different issues included in the text book.
- (xi) understand the need of conservation of resources and the concept of sustainable development.
- (xii) comprehend the relation between resources and development.
- (xiii) develop map skills to identify and locate the various regions / states in India and different countries in the world.
- (xiv) imbibe the social and constitutional values like democratic way of life, secularism, social justice, humanatarianism, dignity of labour and scientific attitude.

**TERM I**  
**GEOGRAPHY**

**Unit-I–Resources and Development**

**Ch-1–Resources : Utilization and Development**

**Contents**

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

**Learning outcomes** : Learners will be able to :

1. understand the concept of resources, classification & utilization of resources.
2. realise the need and methods of conservation and sustainable development.

**Ch-2 Natural Resources : Land, Soil and Water**

**Contents**

- (i) Land Resources – land use
- (ii) Soil Resources
  - factors affecting soil formation
  - soil conservation
- (iii) Water Resources
- (iv) Pollution of water and its conservation

**Learning outcomes** : Learners will be able to :

1. understand the significance of natural resources like land, soil and water.
2. compare the land use pattern of selected countries.
3. understand the factors influencing soil formation, the causes of soil erosion, need and ways for the conservation of soil.
4. understand the causes and consequences of water pollution, importance of conservation of water and multipurpose river valley projects.

### **Ch-3 Natural Resources : Vegetation and Wildlife**

#### **Contents :**

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

**Learning outcomes :** Learners will be able to :

1. understand the meaning of natural vegetation, classification of forests and suggest measures to protect them.
2. appreciate the importance of wild life and its conservation.

#### **Term-I Map Work (Geography) (4 marks)**

(For Identification, locating and labelling)

**Note :** On outline physical map of the world.

### **Ch-2 Natural Resources : Land, Soil and Water**

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

### **Ch-3 Natural Resources : Vegetation and Wildlife**

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

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

## TERM II GEOGRAPHY

### Ch-4 Mineral and Energy Resources

#### Contents :

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

#### Learning outcomes : Learners will be able to :

1. understand 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

#### Content

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

#### Learning outcomes : Learners will be able to :

- 1 understand the meaning and importance of agriculture. factors affecting agriculture and types of agriculture practised 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**

### **Contents :**

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

### **Learning outcomes :** Learners will be able to :

1. understand the meaning of manufacturing industry, industrial development, industrial region, information technology, classify industries and understand the factors that influence location of an industry.
2. understand the details of the following industries—
  - (a) Iron and steel industry (Jamshedpur and Pittsburgh)
  - (b) Cotton textile industry (Ahmedabad and Osaka)
  - (c) Information technology (Bangalore and Silicon Valley)

## **Ch-7 Human Resources**

### **Contents**

- (i) Concept of human resources
- (ii) Distribution of population
- (iii) India : Land – Man Ratio
  - Density of population : states with low, moderate and high density
- (iv) Factors affecting distribution of population
  - physical factors
  - economic factors

- (v) Growth of population
- (vi) Composition of human resources – age structure, sex ratio, literacy rate.

**Learning outcomes :** Learners will be able to :

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

**Term-II Map work (Geography) (4 marks)**

(For Identification, locating and labelling)

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

**Ch-4 Mineral & Energy Resources**

- (a) Iron — Venezuela, Canada, India
- (b) Bauxite — Australia, Brazil, Indonesia
- (c) Copper — Chile, South Africa, Russia
- (d) Coal — Germany, U.K., U.S.A.
- (e) Petroleum — Gulf countries, Mexico, Nigeria

**Ch-6 Manufacturing Industries**

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

**Learning outcomes :** Learners will be able to locate and identify different regions / parts of the world.

**TERM I  
HISTORY**

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

**Ch-8 The Modern Period**

**Contents**

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

**Learning outcomes :** The learners will be able to :

- understand the changes that led to the modern period through the given sources of information.

## **Ch-9 Establishment of Company Rule in India**

### **Contents**

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

**Learning outcomes :** The learners will be able to :

- understand the role of East India Company in establishing new trading centres in India.
- understand the systematic expansion of British empire in India.

## **Ch-10 Colonialism : Rural and Tribal Societies**

### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- understand different Land Revenue Systems and their impact, for the revolt by the farmers.
- analyse reasons behind the exploitation of tribal and their revolts.
- recognise the impact of colonialism on Indian crafts and industry and development of modern industries in India.

## **Ch-11 The First War of Independence–1857**

### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- understand the causes of 1857 revolt, its nature, important centres, leaders involved in the revolt.
- assess the reasons for the failure of the 1857 revolt.
- appreciate the outcome of the Revolt known as 'First War of Independence.'

### **Term-I Map work (History) (3 marks)**

(For Identification, locating and labelling of the following items)

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

Tribes	State
• Kuku	Manipur and Tripura
• Khasis	Assam
• Khonds	Odisha
• Santhals	Chattisgarh
• Munds	Chattisgarh
• Vangujjars	Punjab
• Gaddis	Himachal Pradesh

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

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

### **TERM II**

#### **Ch-12 Impact of British Rule on India**

##### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- understand the education policy of the britishers and its impact on India.
- recognise the role of different social and religious reformers in eradicating social evils.
- understand the process of urbanisation of Calcutta and Delhi and the advantages of railways
- feel the impact of the British policies on Indian painting, literature and architecture.



### **Ch-13 The Nationalist Movement (1870-1947)**

#### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- realise the circumstances that led to the formation of Indian National Congress.
- role of moderates and radicals in the Indian freedom struggle.
- understand the different developments in nationalist movement from 1870-1947.
- appreciate the role of Mahatma Gandhi, contribution of various national leaders and the significance of mass movement.

### **Ch-14 India Marches Towards Independence**

#### **Contents**

Main features of the Indian Independence Act, Indian Constitution, India on the Path of Progress, Indian Democracy, India's Foreign Relations, Indian Society, Challenges to Indian Democracy, What is India Vision 2020?

**Learning outcomes :** The learners will be able to :

- know the main features of the Indian Independence Act 1947.
- realise the significance of Indian Constitution and working of Indian democracy.
- explain the path of India's economic and agricultural growth.
- highlight the main features of India's foreign policy and India Vision 2020.

**Term-II Map work (History) (3 marks)**

(For Identification, locating and labelling of the following items)

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

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

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

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

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

## **CIVICS / POLITICAL SCIENCE**

### **TERM I**

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

##### **Chap-15 Role of the Constitution**

###### **Contents**

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

**Learning outcome :** The learners will be able to :

- understand the meaning and importance of rule of law, the constitution, its need, ideals, values and features.
- comprehend the significance of fundamental rights, duties and Directive Principles of state policy.

##### **Ch-16 Indian Secularism**

###### **Contents**

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

**Learning outcome :** The learners will be able to :

- understand the meaning, importance and uniqueness of secularism, Right to Freedom of Religion.

##### **Ch-17 The Union Government**

###### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- realise the need for federation in India.
- recognise the significance of division of powers, subject between different levels of govt.

## **Ch-18 The Union Legislature**

### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- value the principle of Universal Adult Franchise, understand the composition and functions of Union Parliament (Lok Sabha and Rajya Sabha).
- explain the role of Speaker in Lok Sabha and Chairman in Rajya Sabha.

## **TERM II**

## **Ch-19 The Union Executive**

### **Contents**

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

**Learning outcomes :** The learners will be able to :

- explain the nature and working of the Parliamentary system of government, difference between real and nominal Executive.
- comprehend the process of election of the President of India and its impeachment.
- recognise the power and functions of Indian President & Vice President.
- understand the composition and functions of the Union Council of Ministers, power and functions of Prime Minister.
- value the significance of coalition government in the present day politics.

## **Ch-20 Judiciary**

### **Contents :**

Structure & hierarchy of Judiciary in India, Independence of Judiciary.

**Learning outcomes :** The learners will be able to :

- understand the concept and importance of independent judicial system in India.
- know about the jurisdiction and function of Supreme Court, High Court and Subordinate Court.

## **Ch-21 Safeguarding the Marginalized**

### **Contents**

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

**Learning outcomes :** The learners will be able to :

- understand the meaning and problems of the Marginalized group/classes, constitutional provisions for safeguarding their interest.
- appreciate the steps taken by the government for the welfare of minorities and the marginalized groups.

## **Ch-22 Social Justice & the Marginalized**

### **Contents :**

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

**Learning outcomes :** The learners will be able to :

- understand the concept of social justice, problems faced by marginalized groups and steps taken for their welfare.
- analyse the importance of policy of reservation.

## नैतिक शिक्षा

### मुख्य उद्देश्य:

1. छात्र-छात्राओं में ईश्वर भक्ति के भाव उत्पन्न होंगे। उनमें माता, पिता एवं गुरुजनों के प्रति सम्मान और कृतज्ञता को अंकुरित एवं पल्लवित करने के भाव होने चाहिए।
2. धार्मिक रुचि का संवर्धन एवं अच्छी आदतें होनी चाहिए।
3. उन्हें देश, धर्म, सुसंस्कार, सुशिक्षा एवं विश्व कल्याण के प्रति कर्तव्यनिष्ठ बनना चाहिए।
4. उत्तम ग्रन्थों के स्वाध्याय की रुचि जाग्रत होनी चाहिए।
5. वैदिक संस्कृति एवं आर्य सभ्यता के प्रति आत्मीयता को प्रगाढ़ बनना 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 का व्यक्तित्व संयम, सदाचरण, उदारता एवं सुविचारों से समृद्ध होना चाहिए।
8. परस्पर हेलमेल से रहना, एक-दूसरे के दुःख-सुख में साझी होना, सबकी उन्नति में अपनी उन्नति समझना आदि आचरणों से सामाजिकता की भावना को बद्धमूल करना।

### आन्तरिक मूल्यांकन ( 20 अंक )

1. प्रथम इकाई परीक्षा (Unit Test) (अनिवार्य) 5 अंक
2. गीता के दो श्लोक कण्ठस्थ (अनिवार्य) 4 अंक
  1. कर्मण्येवाधिकारस्ते मा फलेषु कदाचन।  
मा कर्मफल हेतुर्भूर्मा ते सङ्गोऽस्त्व कर्मणि ॥ अ. 2/47॥
  2. वासांसि जीर्णानि यथा विहाय नवानि गृह्णाति नरोपराणि।  
तथा शरीराणि विहाय जीर्णान्यन्यानि संयाति नवानि देही ॥अ. 2/22॥

3. गृहकार्य

4 अंक

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

1. ओ३म् ध्वज का निर्माण करना
2. धार्मिक स्थलों का अवलोकन एवं लेखन
3. ईश्वर का सर्वश्रेष्ठ नाम ओ३म् ही क्यों है? (भाषण)
4. संस्कृत भाषा विश्व-कल्याण में सर्वाधिक महत्वपूर्ण (भाषण)
5. धर्म शिक्षा की आवश्यकता (लेखन अथवा भाषण)
6. पञ्च महायज्ञ – (चित्र निर्माण, क्रियात्मक)
7. नैतिक शिक्षा द्वारा जीवन शैली में सकारात्मक परिवर्तन (क्रियात्मक)  
(योगासन-प्राणायाम-ध्यान, प्रार्थना, भजन, खानपान, सत्यभाषण आदि)
8. विद्यार्थी जीवन में माता-पिता एवं अध्यापकों का सहयोग (लेखन अथवा भाषण)

**विशेष :** दोनों इकाई परीक्षाएँ 20 अंकों की होंगी परन्तु औसत अंक 5 में से ही दिए जाएँगे।

### प्रथम सत्र

- पाठ 1 ओ३म् ध्वज (अर्थ, भावार्थ, महत्त्व एवं कण्ठस्थीकरण)
- पाठ 2 ईश्वर का सर्वश्रेष्ठ नाम—  
(ओ३म् की महिमा, ओ३म् जाप का लाभ)
- पाठ 3 आत्मबोध – (कण्ठस्थीकरण, अर्थ एवं भावार्थ)
- पाठ 4. गीता (निर्धारित दो श्लोक) (अर्थ, उद्देश्य एवं संभावित प्रश्न)
- पाठ 5. गायत्री जप का प्रभाव (गायत्री मंत्र का महत्त्व, लेखन, अर्थ, जपविधि एवं लाभ)
- पाठ 6. संस्कृत भाषा (आवश्यकता, महत्त्व एवं उपयोगिता)
- पाठ 7. राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)
- पाठ 8. पञ्च महायज्ञ (प्रकार, परिभाषा, उद्देश्य एवं लाभ)
- पाठ 9. डी.ए.वी. गान (अर्थ, भावार्थ, कण्ठस्थीकरण एवं सम्भावित प्रश्न)
- पाठ 10. योग की पहली सीढ़ी-यम (योग का अर्थ प्रकार, यम का अर्थ, प्रकार, उनके अर्थ एवं महत्त्व)

**आन्तरिक मूल्यांकन ( 20 अंक )**

1. द्वितीय इकाई परीक्षा (Unit Test) (अनिवार्य) 5 अंक
2. मन्त्र-उच्चारण एवं देव यज्ञ विधि (अनिवार्य) 4 अंक
3. गृह कार्य (अनिवार्य) 4 अंक

( अन्य 7 अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें )

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

**द्वितीय सत्र**

पाठ 11 योग की द्वितीय सीढ़ी 'नियम' – (योग का अर्थ, प्रकार, नियम का अर्थ, उनके अर्थ एवं महत्त्व)

पाठ 12 वर्ण व्यवस्था का स्वरूप–  
(प्रकार, अर्थ, महत्त्व एवं आवश्यकता)

पाठ 13 आश्रम व्यवस्था –  
(प्रकार, अर्थ, महत्त्व एवं आवश्यकता)

पाठ 14 'किस दर जाऊँ मैं' –  
(अर्थ, भावार्थ, कंठस्थीकरण एवं संभावित प्रश्न)

पाठ 15 आर्य समाज के नियम  
(7-10 नियम, व्याख्या, महत्त्व एवं कण्ठस्थीकरण)



- पाठ 16 सत्यार्थ प्रकाश – (अर्थ, महत्त्व, रचनाकाल, प्रथम समुल्लास से चौदहवें समुल्लास तक विषय-वस्तु)
- पाठ 17 डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, उद्देश्य एवं योगदान)
- पाठ 18 डॉ. मेहरचन्द महाजन – (जन्म, शिक्षा एवं प्रमुख कार्य)
- पाठ 19 राष्ट्रीय गीत – (कण्ठस्थ, अर्थ भावार्थ एवं संभावित प्रश्न)

**निर्धारित पुस्तक :**

नैतिक शिक्षा (भाग 8)

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

## **DHARMA SHIKSHA**

(ENGLISH MEDIUM)

### **MAIN PURPOSE OF TEACHING VEDIC DHARMA :**

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

### **I TERM (APRIL TO SEPTEMBER)**

I UNIT TEST (COMPULSORY)

10 M

**RECITATION OF 2 GEETA SHLOKAS (COMPULSORY) 2M**

**Select the topics given below for 8 marks :**

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

**TERM-I**

**(100 marks)**

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

**II TERM (OCTOBER TO MARCH)**

**2 U.T. (COMPULSORY)**

**10 M**

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

**Select the topics given below for 8 marks :**

1. Stories related to Moral Values(moral stories) 3 m
2. Biography of any great personality of Arya Samaj 5 m
3. Unforgettable event/incident of your life. 3 m

- |     |   |     |
|-----|---|-----|
| 4.  | Rhythmic singing of National Anthem                   | 3 m |
| 5.  | 10 commandments/principles of Arya Samaj.             | 5 m |
| 6.  | Enact on any harmful social customs of India.         | 5 m |
| 7.  | Skit/play on caste system of India in olden times.    | 3 m |
| 8.  | Quiz on essence of Satyarth Prakash.                  | 5 m |
| 9.  | Write a brief life sketch on                          | 5 m |
|     | (i) Swami Dayanand Saraswati                          |     |
|     | (ii) Mahatma Hansaraj                                 |     |
|     | (iii) Swami Shraddhanand                              |     |
|     | (iv) Swami Virjanand                                  |     |
| 10. | Cross word puzzle on Ashram Dharmas and Varna system. | 5 m |
| 11. | Swamiji's views on National language of the country.  | 5 m |
| 12. | Home work/assignments.                                | 3 m |

**TERM-II (100 marks)**

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

**Prescribed Book :**

**ALL ABOUT VEDIC DHARMA - By Vishwa Nath**

(Publication Division, DAV College Managing Committee  
New Delhi)

**ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ**  
(ਜਮਾਤ - ਅੱਠਵੀਂ)  
ASSESSMENT FOR AN ACADEMIC YEAR (2017-2018)  
**ਪਹਿਲੀ ਇਕਾਈ**

**ਅੰਕ ਵੰਡ**

	(ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ)	20 ਅੰਕ
ਯੂਨਿਟ ਟੈਸਟ	-	5 ਅੰਕ
ਮੌਖਿਕ	-	5 ਅੰਕ
Cw/Hw	-	5 ਅੰਕ
ਐਕਟੀਵਿਟੀ, ਪ੍ਰੋਜੈਕਟ	-	5 ਅੰਕ

ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ (ਐਕਟੀਵਿਟੀ ਲਈ)

**ਲਿਖਤੀ ਇਮਤਿਹਾਨ**

ਕੁਲ ਅੰਕ 80

1. **ਕਵਿਤਾਵਾਂ** - ਪਾਠ ਨੰਬਰ 1, 5, 8  
(ਕਵਿਤਾਵਾਂ ਦਾ ਸਾਰ ਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ 'ਚੇ ਅਧਾਰ ਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
2. **ਕਹਾਣੀਆਂ** - ਪਾਠ ਨੰਬਰ 3, 6, 9, 11  
(ਵੱਡੇ ਪ੍ਰਸ਼ਨ - ਸੱਤਾਂ ਵਿਚੋਂ ਕੋਈ ਪੰਜ ਪੁੱਛੇ ਜਾਣਗੇ)
3. **ਲੇਖ** - ਪਾਠ ਨੰਬਰ 2, 4  
(ਛੋਟੇ ਪ੍ਰਸ਼ਨ - 12 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
4. **ਜੀਵਨੀ** - ਪਾਠ ਨੰਬਰ 7  
(ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ)
5. **ਕਿਸਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ** - ਪਾਠ ਨੰਬਰ 3, 6, 9, 11 ਕਹਾਣੀਆਂ ਵਿਚੋਂ
6. **ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ** - ਪਾਠ ਨੰਬਰ 2, 4 ਲੇਖਾਂ ਵਿਚੋਂ (ਕੇਵਲ ਅਭਿਆਸ ਵਾਲੇ)

7. (ੳ) ਵਿਰੋਧੀ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 90, 91 (ਕੋਲ ਤੋਂ ਵੈਰੀ ਤੱਕ)  
 (ਅ) ਸਮਾਨਰਥਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 92, 93 (1 ਤੋਂ 30 ਤੱਕ)  
 (ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 105, 106  
 (1 ਤੋਂ 25 ਤੱਕ)  
 (ਸ) ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ - ਪੰਨਾ ਨੰਬਰ 121, 122 (ਉਠ ਤੋਂ ਛੰਦ ਤੱਕ)  
 (ਹ) ਅਗੋਤਰ - ਪੰਨਾ ਨੰਬਰ 79, 80 (ਦੁ ਤੋਂ ਵਿ ਤੱਕ)  
 (ਕ) ਪਿਛੇਤਰ - ਪੰਨਾ ਨੰਬਰ 81  
 (ਕਾਰੀ ਤੋਂ ਦਾਰ ਤੱਕ)  
 (ਖ) ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ - ਪੰਨਾ ਨੰਬਰ 139, 140  
 (ਡੰਡੀ, ਕਾਮਾ, ਪ੍ਰਸ਼ਨਿਕ, ਪੁੱਠੇ ਕਾਮੇ)  
 (ਗ) ਵਾਕ ਵਟਾਂਦਰਾ - (ਹਾਂ ਵਾਚਕ ਤੋਂ ਨਾਂਹਵਾਚਕ ਤੇ ਨਾਂਹਵਾਚਕ ਤੋਂ ਹਾਂ ਵਾਚਕ)

8. ਮੁਹਾਵਰੇ (1 - 25) ਪੰਨਾ ਨੰਬਰ 146, 147

9. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੇ)

10. ਬਿਨੈ - ਪੱਤਰ (ਦੋ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਕਰਨਾ)

1. ਆਪਣੇ ਸਕੂਲ ਦੇ ਪ੍ਰਿੰਸੀਪਲ ਨੂੰ ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ ਪੱਤਰ ਲਿਖੋ।
2. ਆਪਣੇ ਮੁਹੱਲੇ ਵਿੱਚ ਸਵੇਰ-ਸ਼ਾਮ ਅਤੇ ਦੇਰ ਰਾਤ ਤੱਕ ਵੱਜਦੇ ਲਾਊਡ ਸਪੀਕਰਾਂ ਦੇ ਸ਼ੋਰ ਨੂੰ ਬੰਦ ਕਰਾਉਣ ਸੰਬੰਧੀ ਜਿਲ੍ਹੇ ਦੇ ਡਿਪਟੀ ਕਮਿਸ਼ਨਰ ਸਾਹਿਬ ਨੂੰ ਪੱਤਰ ਲਿਖੋ।
3. ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਫੀਸ ਮੁਆਫੀ ਲਈ ਪੱਤਰ ਲਿਖੋ।
4. ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਸਕੂਲ ਬੱਸ ਡਰਾਈਵਰ ਵੱਲੋਂ ਵਰਤੋਂ ਜਾਂਦੀ ਲਾਹਪ੍ਰਵਾਹੀ ਲਈ ਪੱਤਰ ਲਿਖੋ।

11. ਲੇਖ (ਦੋ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਕਰਨਾ)

1. ਸ਼ਹੀਦ ਕਰਤਾਰ ਸਿੰਘ ਸਰਾਭਾ
2. ਪ੍ਰਦੂਸ਼ਣ
3. ਮੇਰਾ ਮਨਪਸੰਦ ਤਿਉਹਾਰ
4. ਮੇਰਾ ਪੰਜਾਬ

**Prescribed Books :-**

1. ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ - 7 ਸੰਦਲੀ ਪੈੜਾਂ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨ)
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ - 8 (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨ)

## ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ

ASSESSMENT FOR AN ACADEMIC YEAR (2017-2018)

(ਜਮਾਤ - ਅੱਠਵੀਂ)

ਦੂਜੀ ਇਕਾਈ

- ਅਮਰੀਕਾ ਬਾਰੇ ਮੇਰੇ ਪਹਿਲੇ ਪ੍ਰਭਾਵ  
- ਪਾਠ 21 ਕਿਰਤ ਦਾ ਸਤਿਕਾਰ (ਇਕਾਂਗੀ) ਮੌਖਿਕ

### ਅੰਕ ਵੰਡ

	(ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ)	20 ਅੰਕ
ਯੂਨਿਟ ਟੈਸਟ	-	5 ਅੰਕ
ਮੌਖਿਕ	-	5 ਅੰਕ
Cw/Hw	-	5 ਅੰਕ
ਐਕਟੀਵਿਟੀ, ਪ੍ਰੋਜੈਕਟ	-	5 ਅੰਕ

### ਲਿਖਤੀ ਇਮਤਿਹਾਨ

ਕੁਲ ਅੰਕ 80

1. ਕਵਿਤਾਵਾਂ - ਪਾਠ ਨੰਬਰ 12, 16, 20  
(ਕਵਿਤਾਵਾਂ ਦੇ ਸਾਰ ਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ 'ਦੇ ਅਧਾਰ ਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
2. ਕਹਾਣੀਆਂ - ਪਾਠ ਨੰਬਰ 13, 14, 17, 18  
(ਵੱਡੇ ਪ੍ਰਸ਼ਨ - ਸੱਤਾਂ ਵਿੱਚੋਂ ਕੋਈ ਪੰਜ ਪੁੱਛੇ ਜਾਣਗੇ)
3. ਲੇਖ - ਪਾਠ ਨੰਬਰ 15, 19  
(ਛੋਟੇ ਪ੍ਰਸ਼ਨ - 12 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
4. ਜੀਵਨੀ - ਪਾਠ ਨੰਬਰ 10  
(ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਉੱਤੇ ਅਧਾਰਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛਿਆ ਜਾਵੇਗਾ)
5. ਕਿਸਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ - ਪਾਠ ਨੰਬਰ 13, 14, 17, 18 ਕਹਾਣੀਆਂ ਵਿੱਚੋਂ
6. ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ - ਪਾਠ ਨੰਬਰ 15, 19  
ਲੇਖਾਂ ਵਿੱਚੋਂ (ਕੇਵਲ ਅਭਿਆਸ ਵਾਲੇ)

7. (ੳ) ਵਿਰੋਧੀ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 91, 92 (ਕੋਲ ਤੋਂ ਵੈਰੀ ਤੱਕ)  
 (ਅ) ਸਮਾਨਰਥਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 93, 94 (31- ਤੋਂ 60 ਤੱਕ)  
 (ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ 105, 106  
 (26 ਤੋਂ 50 ਤੱਕ)  
 (ਸ) ਅਸੁੱਧ - ਸੁੱਧ - ਪੰਨਾ ਨੰਬਰ 122, 123 (ਜਮਾਹ ਤੋਂ ਵਲੈਤ ਤੱਕ)  
 (ਹ) ਅਗੋਤਰ - ਪੰਨਾ ਨੰਬਰ 79, 80 (ਦੂ ਤੋਂ ਵਿ ਤੱਕ)  
 (ਕ) ਪਿਛੇਤਰ - ਪੰਨਾ ਨੰਬਰ 81  
 (ਕਾਰੀ ਤੋਂ ਦਾਰ ਤੱਕ)  
 (ਖ) ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ - ਪੰਨਾ ਨੰਬਰ 140, 141  
 (ਜੋੜਨੀ, ਛੁੱਟ ਮਰੋੜੀ, ਬਿੰਦੀ, ਵਿਸਮਿਕ)  
 (ਗ) ਵਾਕ ਵਟਾਂਦਰਾ - ਪੰਨਾ ਨੰਬਰ 133, 134  
 (ਸਧਾਰਨ ਤੇ ਪ੍ਰਸ਼ਨਿਤ ਤੇ ਪ੍ਰਸ਼ਨਿਕ ਤੋਂ ਸਧਾਰਨ)
8. ਅਖਾਣ (1 - 20) ਪੰਨਾ ਨੰਬਰ 158, 159, 160
9. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣੇ)
10. ਨਿਜੀ - ਪੱਤਰ (ਦੋ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਕਰਨਾ)  
 1. ਆਪਣੇ ਛੋਟੇ ਭਰਾ ਨੂੰ ਬੁਰੀ ਸੰਗਤ ਤੋਂ ਬਚ ਕੇ ਰਹਿਣ ਲਈ ਪੱਤਰ ਲਿਖੋ।  
 2. ਤੁਸੀਂ ਹੋਸਟਲ ਵਿੱਚ ਰਹਿੰਦੇ ਹੋ ਤੇ ਆਪਣੇ ਪਿਤਾ ਜੀ ਨੂੰ ਸਕੂਲ ਤੋਂ ਵਿੱਦਿਅਕ ਟੂਰ  
 ਤੇ ਜਾਣ ਦੀ ਪ੍ਰਵਾਨਗੀ ਅਤੇ ਰੁਪਏ ਭੇਜਣ ਲਈ ਪੱਤਰ ਲਿਖੋ।  
 3. ਆਪਣੀ ਛੋਟੀ ਭੈਣ ਨੂੰ ਬੋਲੋੜੇ ਫੈਸ਼ਨਾਂ ਤੋਂ ਵਰਦਿਆਂ ਪੜ੍ਹਾਈ ਵੱਲ ਵਧੇਰੇ ਧਿਆਨ ਦੇਣ ਲਈ  
 ਪੱਤਰ ਲਿਖੋ।  
 4. ਆਪਣੀ ਭੈਣ ਦੇ ਵਿਆਹ ਵਿੱਚ ਸ਼ਾਮਲ ਹੋਣ ਲਈ ਆਪਣੇ ਮਿੱਤਰ/ਸਹੇਲੀ ਨੂੰ ਪੱਤਰ ਲਿਖੋ।
11. ਲੇਖ (ਦੋ ਵਿੱਚੋਂ ਕੋਈ ਇੱਕ ਕਰਨਾ)  
 1. ਸ਼੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ  
 2. ਸਮਾਜ ਵਿੱਚ ਔਰਤਾਂ ਦਾ ਸਥਾਨ  
 3. ਵਿਦਿਆਰਥੀ ਅਤੇ ਖੇਡਾਂ  
 5. ਮੇਰਾ ਮਨ ਭਾਉਂਦਾ ਅਧਿਆਪਕ

#### Prescribed Books :-

1. ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ - 7 ਸੰਦਲੀ ਪੈੜਾਂ (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨ)
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਆਕਰਨ - 8 (ਪਰਮਵੀਰ ਪਬਲੀਕੇਸ਼ਨ)



### Scheme of Studies

The subjects that each student will have to study are Hindi, English Course 'A', Sanskrit/Regional Language, Mathematics, Science & Technology, Social Science, Dharamshiksha (Hindi & English Medium) and Punjabi.

In addition to the above subjects the students will offer other subjects such as General Knowledge, Art Education, S.U.P.W, Computer Science and Physical & Health Education.

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

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

### Scheme of Examination

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

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

**Courses of Study  
and  
Scheme of Marking**

**Class-VIII  
“2017-18”**



*Published by :*

**D.A.V. CENTRE FOR ACADEMIC  
EXCELLENCE**

(D.A.V. College Managing Committee)  
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