Courses of Study
and
Scheme of Marking

Class-VIII

2025-26

Published by :

D.A.V. CENTRE FOR ACADEMIC EXCELLENCE

(D.A.V. College Managing Committee)

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Contents

Course of Studies

हिंदी (Higher)

भाषा-शिक्षण के उद्देश्य :

- दैनिक जीवन में हिन्दी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास।
- राष्ट्र की विविधतापूर्ण संस्कृति को पहचानना और सम्मान करना।
- हिन्दी भाषा साहित्य को समझते हुए सामाजिक परिवेश के प्रति सजगता।
- चिंतन, मनन, विश्लेषण, निष्कर्षण, मूल्यांकन, पुनरावलोकन अभिव्यक्ति करने में समर्थ।
- व्यवहार की प्रवृत्ति का विकास।
- साहित्य के पठन-पाठन द्वारा सांस्कृतिक एवं नैतिक मूल्य का विकास।
- रुचि पूर्वक अन्य विषयों की शाखाओं के साथ सामंजस्य करने में समर्थ।
- भाषा और साहित्य के रचनात्मक उपयोग के प्रति रुचि उत्पन्न करना।

पत्रपत्र-

- सी.बी.एस.ई.
- एन.सी.ई.आर.टी.

वार्षिक परीक्षा वर्ष के अंत में होगी। परीक्षा संपूर्ण पाठ्यक्रम पर आधारित होगी।

अंक-विभाजन प्रणाली (वार्षिक-परीक्षा : 2025-2026)

पाठ्यक्रम विभाजन	अंक योजना	समयावधि
1. लिखित परीक्षा	80 अंक	3 घंटे
2. आंतरिक मूल्यांकन	20 अंक	—

वार्षिक परीक्षा पाठ्यक्रम

इकाई अनुसार विभाजन अधिगम संप्राप्ति सहित

पाठ्यक्रम विवरण	अधिगम संप्राप्ति
1. अपठित बोध (दो अपठित गद्यांश लगभग 300 शब्दों के)	• अपठित गद्यांशों/काव्यांशों को तार्किक ढंग से समझने की कुशलता विकसित कर सकेंगे। • शब्दों का अर्थ, विश्लेषण एवं संश्लेषण करने की क्षमता का विकास कर सकेंगे। • पाठ संबंधी विभिन्न पहलुओं को समझकर मौलिक सोच को व्यक्त करने में सक्षम होंगे। • तार्किक और आलोचनात्मक दृष्टिकोण का विकास कर सकेंगे।
2. व्यावहारिक व्याकरण • अनुस्वार, अनुनासिक • 'र' के विभिन्न रूप • उपसर्ग, प्रत्यय • शब्द भंडार (विलोम शब्द, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द) • संधि (स्वर और व्यंजन संधि) • समास • वाक्य भेद (रचना एवं अर्थ के आधार पर) • शब्दालंकार 1. अनुप्रास, 2. यमक, 3. श्लेष • अर्थालंकार 1. उपमा, 2. रूपक, 3. उत्प्रेक्षा 4. अतिशयोक्ति, 5. मानवीकरण • विराम चिह्न • मुहावरे	• भाषा की नियमबद्ध प्रकृति को समझकर उसका प्रयोग करने की क्षमता का विकास कर सकेंगे। • भाषा के व्यावहारिक नियमों, सूत्रों व संरचनाओं की समझ का विकास कर सकेंगे। • शब्द भंडार में वृद्धि, शुद्ध उच्चारण एवं वर्तनी के सही प्रयोग आदि की क्षमता का विकास कर सकेंगे। • अर्थ, ध्वनि, रस आदि काव्य के अलंकारों से परिचित हो सकेंगे।

5. पाठ्यपुस्तक पाठ-1 हम पंछी उन्मुक्त गगन के (कविता) पाठ-2 अपना घर (कहानी) पाठ-3 अच्छे पड़ोसी के गुण (निबंध) पाठ-4 कठपुतली (कविता) पाठ-6 [illegible] के अंतिम और [illegible] (प्रहसन) पाठ-7 [illegible] के खिलाफ लड़ाई (जीवनी) पाठ-8 दोहे (पद्य) पाठ-9 [illegible] (व्यंग्य) (आंतरिक मूल्यांकन परीक्षण अर्थ हेतु) पाठ-10 [illegible] की कथा (निबंध) पाठ-11 [illegible] (जीवनी) पाठ-12 [illegible] (कहानी) पाठ-13 [illegible] (पद्य) पाठ-14 [illegible] (एकांकी) (आंतरिक मूल्यांकन/परीक्षण अर्थ हेतु) पाठ-15 [illegible] (कहानी) (आंतरिक मूल्यांकन/परीक्षण अर्थ हेतु) पाठ-17 [illegible] (डायरी, [illegible]) पाठ-18 [illegible] (कविता) पाठ-19 जीवन का [illegible] (पत्र) पाठ-20 [illegible] (निबंध)	• साहित्य की विभिन्न विधाओं (कहानी, कविता, नाटक आदि) से परिचित हो सकेंगे। • अपनी कौशल एवं क्षमताओं (श्रवण, कथन, पठन व लेखन) का विकास कर सकेंगे। • साहित्य की विभिन्न विधाओं के आधार पर कहानी, कविता, नाटक आदि की रचना करने में सक्षम हो सकेंगे। • रचनात्मक एवं अंतर्दृष्टि [illegible] का अपनी कल्पना का विकास कर सकेंगे।

4. रचनात्मक लेखन • अनुच्छेद लेखन • पत्र लेखन (औपचारिक व अनौपचारिक पत्र) अनौपचारिक पत्र– 1. बधाई पत्र 2. शुभकामना/अनुमोदन पत्र 3. प्रार्थना पत्र / धन्यवाद पत्र 4. संस्मरण पत्र 5. अनुरोध अथवा जानकारी प्राप्त करने हेतु पत्र 6. शोक/संवेदना प्रकट करने हेतु पत्र 7. निमंत्रण पत्र, 8. क्षमा-याचना हेतु पत्र, 9. सुझाव पत्र औपचारिक पत्र 1. प्रार्थना पत्र – अवकाश, शिकायत, सुधार, आवेदन इत्यादि से संबंधित पत्र (विद्यालय के प्रधानाचार्य अथवा सरकारी विभाग के अधिकारी को) 2. कार्यालयी पत्र – सरकारी काम काज के लिए सरकारी अधिकारियों, संस्थाओं, जैसे अधीक्षक, चिकित्सा अधिकारी, थाना प्रभारी, बैंक अधिकारी, समाचार पत्र के संपादक इत्यादि को लिखे जाने वाले पत्र 3. व्यावसायिक पत्र – सामान, सामान खरीदने अथवा भेजने के लेन-देन से संबंधित पत्र। दुकानदार, प्रकाशक, व्यापारी, कंपनी इत्यादि को लिखे जाने वाले पत्र • संवाद लेखन • सूचना लेखन	• अपने ज्ञान कौशल व अनुभव के आधार पर रचनात्मक लेखन में सृजनात्मक दृष्टिकोण का विकास कर सकेंगे। • अपने विचारों को स्पष्ट रूप से अभिव्यक्त करने की क्षमता का विकास कर सकेंगे। • विभिन्न लेखन शैलियों के साथ प्रयोग करने की स्वतंत्रता संबंधी समझ का विकास कर सकेंगे। • मौलिकता व रचनात्मक क्षमता का विकास कर सकेंगे।

विस्तृत पाठ्यक्रम एवं पाठानुसार अंक व कालांश विभाजन

प्रश्न संख्या	प्रश्नपत्र के प्रश्न के आधार पर वर्गीकरण	कालांश	निर्धारित अंक
1	अपठित गद्यांश	30	14
2	व्याकरण	45	20
3	पाठ्यपुस्तक	75	26
4	रचनात्मक लेखन	50	20

प्रश्नों के प्रकार (वर्गीकरण) के आधार पर अंक भार

प्रश्न संख्या	प्रश्नों के प्रकार या वर्गीकरण	प्रश्नों की संख्या	निर्धारित अंक	पूर्णांक
	खंड- 'क'			
1.	दो अपठित गद्यांश (लगभग 300 शब्दों का) तीन बहुविकल्पी प्रश्न (1x3=3) दो लघूत्तरात्मक प्रश्न (2x2=4)	2	7+7	14
	खंड- 'ख'			
2	व्यावहारिक व्याकरण (विकल्प सहित) एक अंकीय 20 प्रश्न करने होंगे	4	1x20	20
3	खंड 'ग' (पाठ्यपुस्तक)			
	• पठित गद्यांश (बहुविकल्पी) 1x5=5	1	5	
	• लघूत्तरात्मक प्रश्न (पाँच प्रश्न विकल्प सहित) 2x5=10	1	10	

	पूरक पाठ्यपुस्तक पर आधारित • संचयन पुस्तक (मूल्यपरक) 1x3=3 • बोधात्मक प्रश्न (दो प्रश्न विकल्प सहित) (2x3=6) खंड 'घ' (रचनात्मक लेखन) दीर्घ उत्तरात्मक प्रश्न (विकल्प सहित) • अनुच्छेद लेखन • पत्र लेखन • संदेश लेखन • सूचना लेखन	1 1 1 1 1 1	3 6 5x1=5 5x1=5 5x1=5 5x1=5	20 20
		18		80

आंतरिक मूल्यांकन का विवरण :

क्रम संख्या	आंतरिक मूल्यांकन के उपकरण (Tool)	अंक भार (20 अंक)
1.	आवधिक परीक्षा (तीन लिखित आवधिक परीक्षाओं में से किन्हीं दो का औसत लिया जाएगा)	5
2.	बहुविध मूल्यांकन • मौखिक गतिविधि (श्रुतलेख, भाषण, कविता वाचन या पाठ वाचन आदि), कक्षा आधारित गतिविधि। • कक्षा/बहुविध गतिविधि	5

	(पाठ 'बहू की विदा' व 'अपने पहाड़ों के गुण' पर आधारित)	
3.	नोटबोर्ड/डिस्प्ले • कार्य पत्रक, कॉपी (पुस्तकों एवं समाचारों) • पाठ के दौरान उपलब्धियों के प्रमाण पत्र एवं आवधिक प्रगति प्रतिवेदन • प्रदर्शित कविता, कहानी, आदि व टिप्पणी के लघु अंश • पोस्टकार्ड कार्य (पाठ 'पत्र पोस्टकार्ड में एक संदेश' पर आधारित) मूल्यांकन बिंदु-(रचनात्मकता, मौलिकता, स्वच्छता, विषयानुकूलता एवं प्रस्तुति)	5
4.	विषय संबंधित गतिविधि • श्रवण एवं वाचन गतिविधि पठन सामग्री पर आधारित मूल्यांकन बिंदु (सुनने-समझने की योग्यता, बच्चों एवं शिक्षकों/सहपाठियों को समझने की योग्यता, सरल शब्दों के उच्चारण की शुद्धता एवं प्रस्तुति) अभिव्यक्ति संबंधित श्रवण कौशल : • विषय को सुनने के उपरांत भावों को समझकर अभिव्यक्त कर सकेंगे। • एकाग्रता, ध्यान को सहित बातें सुनने का विकास कर सकेंगे।	5

	• एकाग्रतापूर्वक सुनकर वार्ता पाठ के प्रश्नों के उत्तर देने में सक्षम हो सकेंगे। वाचन कौशल • शुद्ध उच्चारण एवं भाव सहित भावाभिव्यक्ति में सक्षम हो सकेंगे। • प्रभावपूर्ण बोलना, सुस्पष्टता, तार्किक क्षमता जैसे गुणों का विकास कर सकेंगे। • आरोह अवरोह के साथ वाचन करने में सक्षम हो सकेंगे।	

विशिष्ट निर्देश -

- आंतरिक मूल्यांकन के लिए निर्धारित पाठ परियोजना कार्य/गतिविधि में सम्मिलित कर दिए जाएँ।
- आंतरिक मूल्यांकन के लिए निर्धारित चार पाठ (पाठ्यपुस्तक) के इन पाठों से परीक्षा में प्रश्न नहीं दिए जाएँगे।

आंतरिक मूल्यांकन एवं परियोजना कार्य हेतु पाठों के नाम

- पाठ-9 जब [illegible] (कविता)
- पाठ-14 बहू की विदा (एकांकी)
- पाठ-15 [illegible] (कहानी)
- पाठ-20 [illegible] (निबंध)

निर्धारित पाठ्यपुस्तकें

- ज्ञान सागर (डी.ए.वी. प्रकाशन विभाग)
- अभ्यास सागर (डी.ए.वी. प्रकाशन विभाग)

हिंदी (तृतीय भाषा)

शिक्षण उद्देश्य :

- दैनिक जीवन में व्यवहृत भाषा के साथ-साथ लिखने की भाषा का विकास करना।
- हिंदी के माध्यम से अपने अनुभव भावों को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- अपनी सहृदयता और संवेदनशीलता भाषा के साथ रखकर हिंदी की मान्यताओं को समझ पाना।
- भाषा एवं साहित्य को समझने एवं आस्वादन करने की क्षमता का विकास।
- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सहयोगात्मक भाव जगाना।
- कविता, कहानी तथा घटनाओं को रोचक ढंग से प्रस्तुत कर पाना।
- स्वाध्याय की प्रवृत्ति का विकास कर पाना।
- वैज्ञानिक एवं तकनीकी शब्दों को समझ पाना।
- मौलिक एवं सृजनात्मक लेखन में दक्षता प्राप्त कर पाना।
- कलात्मक अभिरुचि, चिंतन-मनन एवं सृजनात्मक अभिव्यक्ति का विकास कर पाना।

अंक विभाजन प्रणाली

(वार्षिक-परीक्षा : 2025-2026)

पाठ्यक्रम विभाजन	अंक योजना	समयावधि
1. लिखित परीक्षा	80 अंक	3 घंटे
2. आंतरिक मूल्यांकन	20 अंक	——

वार्षिक-परीक्षा पाठ्यक्रम

- अपठित बोध-I (80-100 शब्द)
- अपठित पद्यांश-II (80-100 शब्द)

अधिगम संप्राप्ति–

छात्र के स्तर पे विद्यार्थी निम्नलिखित में सक्षम हो सकेंगे–

- स्पष्टपूर्ण, शुद्ध तथा मुखर वाचन
- वैचारिक क्षमता का विकास
- नवीन शब्दावली का विकास
- बोधगम्यता का विकास
- अपठित गद्यांश को समझकर भावानुभूति का विकास

व्यावहारिक-व्याकरण

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

अधिगम संप्राप्ति—

- संज्ञा, सर्वनाम, क्रिया तथा विशेषण की परिभाषा को समझकर उनके भेद बता सकेंगे।
- वाच्य रूप को समझकर भाषा में उचित प्रयोग कर सकेंगे।
- शुद्ध वर्तनी का प्रयोग कर सकेंगे।
- भाषा में विराम चिह्नों के महत्व व प्रयोग को समझ सकेंगे।
- शब्द विचार के अंतर्गत आने वाले विषयों को समझकर भाषा में उचित प्रयोग कर सकेंगे।

पाठ्यवस्तु——

पाठ-1 बिजली आई

पाठ-2 नीड़ पुत्र

पाठ-3 पेड़ (कविता)

पाठ-4 पूछे एक प्रश्न (केवल पढ़ने के लिए)

पाठ-5 माँ पन्नाधाय

पाठ-6 चलो चलें घर (कविता)

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

पाठ-8 उसके घर का हाल

पाठ-9 अजंता की सैर

पाठ-10 मैं सब जगह से आई नहीं... (केवल पढ़ने के लिए)

पाठ-11 विज्ञान पूजा (केवल परीक्षोपयोगी पाठ हेतु)

पाठ-12 आग न मन में जलने दो (कविता)

पाठ-13 विश्व बंधुत्व

पाठ-14 सुभद्राकुमारी चौहान

पाठ-15 गोरा नहीं (केवल परीक्षोपयोगी पाठ हेतु)

पाठ-16 वीर का कुर्ता

पाठ-17 हार की जीत

पाठ-18 पेट्रोल का वहन

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

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

अधिगम संप्राप्ति–

- पाठों के अंतर्गत आने वाले पात्रों को समझकर तथा उनका विश्लेषण करके उनकी सकारात्मक चारित्रिक विशेषताओं का अनुकरण कर सकेंगे।
- पाठों के अंतर्गत आने वाली कथावस्तु का विश्लेषण करके उससे प्राप्त सीख का अनुकरण कर सकेंगे।
- कविताओं का सस्वर वाचन लय-ताल सहित कर सकेंगे।
- कविता तथा कहानियों से प्राप्त जीवन-मूल्यों को जीवन में आत्मसात कर सकेंगे।
- पाठों को समझकर उन्हें अपने वैयक्तिक जीवन व सामाजिक परिवेश से जोड़ सकेंगे।

रचनात्मक-लेखन

(i) अनुच्छेद लेखन (80-100 शब्द)

(क) मेरा प्रिय त्योहार

(ख) मेरे जीवन का लक्ष्य

(ग) काश मैं पक्षी होता/होती

(घ) [illegible] की सैर

(ङ) पुस्तकें-हमारी सच्ची मित्र

(च) मेरा आदर्श

(छ) मेरे सपनों का भारत

(ज) विद्यार्थी और अनुशासन

(झ) मेरी रोमांचक यात्रा

(ञ) आतंकवाद-एक चुनौती

(ii) पत्र-लेखन :

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

(ख) अनौपचारिक पत्र (निमंत्रण पत्र, बधाई-पत्र, शोक-संवेदना के लिए पत्रों का अभ्यास आदि)

(iii) चित्र-वर्णन / डायरी लेखन

(*दृष्टिबाधित छात्रों के लिए 'डायरी लेखन' लिया जाएगा।)

(iv) संवाद-लेखन

अधिगम संप्राप्ति–

- अपने भावों की औपचारिक स्पष्टता, शुद्धता तथा शालीनता के साथ बता सकेंगे।
- विद्यार्थी सृजनात्मक कौशल का विकास कर सकेंगे।
- प्रदत्त विषय की विषयवस्तु का संक्षिप्त वर्णन करते हुए निबंध लिख सकेंगे।
- विषयवस्तु के विस्तार में उचित उदाहरणों का समावेश कर सकेंगे।
- पत्र के प्रारूप की जानकारी उचित तरीके से लिख सकेंगे।
- चित्र को समझकर स्व-अभिव्यक्ति कर सकेंगे।

विस्तृत पाठ्यक्रम अंक योजना

विषयवस्तु	उपभार	कुल भार
खंड क (अपठित बोध)		
1. अपठित गद्यांश या पद्यांश, चिंतन, विश्लेषण तथा भाषिक आदि पर आधारित बहुविकल्पीय प्रश्न (दो अपठित गद्यांश 100 से 150 शब्दों के)	5+5	10
खंड ख (व्यावहारिक व्याकरण)		
2. व्यावहारिक व्याकरण (पाठ्यपुस्तक में निर्धारित व्याकरण के पाठ्यक्रम विषयों पर आधारित बहुविकल्पीय प्रश्न		20

	खंड ग ([illegible])			
3.	[illegible]		5 5	10
4.	[illegible]	• [illegible] • [illegible] • [illegible] • [illegible]	5 2 2 2	
	[illegible]	[illegible]	9	20
	खंड घ ([illegible])			
5. 6. 7. 8.	[illegible]		5 5 5 5	20
	कुल अंक			60 अंक

प्रश्नों के वर्गीकरण के अनुसार अंक योजना

क्र.सं.	प्रश्नों का वर्गीकरण	प्रश्न-संख्या	निर्धारित अंक	पूर्णांक
	खंड क (अपठित बोध)			
1.	अपठित गद्यांश (80 शब्द तक)	1x5=5	5 अंक	
	अपठित पद्यांश (80 शब्द तक)	1x5=5	5 अंक	10 अंक
	खंड ख (व्यावहारिक व्याकरण)			
2.	• अनुस्वार, अनुनासिक व नुक्ता	1x1=1	1 अंक	
	• विशेषण विशेष्य	1x1=1	1 अंक	
	• काल व भेद	1x1=1	1 अंक	
	• विलोम शब्द	1x1=1	1 अंक	
	• 'र' के विभिन्न रूपों का प्रयोग	1x1=1	1 अंक	
	• मुहावरे	1x1=1	1 अंक	
	• विराम चिह्न	1x1=1	1 अंक	
	• वाक्यांश के लिए एक शब्द	1x1=1	1 अंक	
	• शब्द शक्ति	1x1=1	1 अंक	
	• समास	1x1=1	1 अंक	
	• अशुद्ध वाक्य	1x1=1	1 अंक	
	• संधि भेद	1x1=1	1 अंक	
	• पर्यायवाची	1x2=2	2 अंक	
	• उपसर्ग प्रत्यय	1x2=2	2 अंक	
	• संज्ञा (भेद सहित) तथा सर्वनाम	1x2=2	2 अंक	
	• क्रिया-वाच्य विचार	1x2=2	2 अंक	
				20 अंक

3.	खंड ग (पाठ्यपुस्तक)			
	[illegible] पाठों के प्रश्नों का आकलन			
	• [illegible]	1x5=5	5 अंक	
	• [illegible]	1x5=5	5 अंक	
	[illegible]			
	• [illegible]	1x5=5	5 अंक	
	• [illegible]	1x2=2	2 अंक	
	• [illegible]	½x4=2	2 अंक	
	• [illegible]	1x2=2	2 अंक	
	[illegible]			
	[illegible]	3x3=9	9 अंक	30 अंक
4.	खंड घ (रचनात्मक लेखन)			
	• अनुच्छेद लेखन (80-100 शब्दों में)	1x5=5	5 अंक	
	• पत्र लेखन (औपचारिक अथवा अनौपचारिक पत्र)	1x5=5	5 अंक	
	• चित्र वर्णन (दृष्टि बाधित छात्रों के लिए '[illegible]' दिया जाएगा)	1x5=5	5 अंक	20 अंक
	• संवाद लेखन	1x5=5	5 अंक	
				80 अंक

आंतरिक मूल्यांकन का विभाजन

क्रम	आंतरिक मूल्यांकन		अंक भार
१	[illegible]	[illegible]	[illegible]
२	[illegible]	छात्रों की विशेषताओं के अनुसार निम्नलिखित गतिविधियों का चयन किया जा सकता है– • अनुशासन • [illegible] • साफ-सफाई [illegible] • [illegible] • [illegible] • [illegible] • [illegible] • [illegible] • [illegible] • [illegible] • [illegible] ([illegible])	[illegible]
३	[illegible]	[illegible]	

		अपेक्षित कौशल: • 'किसान की झोपड़ी' की रचना को पढ़कर गद्य की [illegible] का प्रयोग। • कल्पना के विकास का प्रयोग। • [illegible] [illegible] के [illegible] की [illegible]। • [illegible] [illegible] [illegible] के [illegible] से [illegible]। • [illegible] में [illegible] [illegible] [illegible] [illegible] की [illegible] में [illegible] [illegible]। [illegible] [illegible] [illegible] में [illegible] [illegible] के [illegible] [illegible] [illegible] का मूल्यांकन अपेक्षित [illegible]: • [illegible] के [illegible] की [illegible] [illegible] [illegible] [illegible] में [illegible] [illegible] [illegible] [illegible] • [illegible] [illegible] का [illegible] [illegible] एवं [illegible] की [illegible] के [illegible] [illegible] • [illegible] का [illegible] का प्रयोग। • [illegible] [illegible] का विकास • [illegible] [illegible] कौशल का विकास		

4.	अनुच्छेद-लेखन <u>मूल्यांकन बिंदु</u> • एक प्रारूप • भूमिका • विस्तार • 'विषयानुकूलता एवं प्रभावशाली प्रस्तुति	अनुच्छेद-लेखन (लगभग 80, 90 शब्दों में) दिए गए संकेत बिंदुओं के आधार पर एक ही विषय पर लेखन	5 अंक

विशेष निर्देश–

- भाषा माधुरी में निर्धारित परियोजना कार्य हेतु पाठों का मूल्यांकन परीक्षा में नहीं किया जाएगा लेकिन कक्षा अभ्यास में पढ़ना ज़रूरी है।
- <u>परियोजना कार्य हेतु निर्धारित पाठ</u>

  पाठ-11 'बिरसा मुंडा' (स्वतंत्रता सेनानियों के चित्रों का संकलन तथा बिरसा मुंडा के जीवन पर आधारित परियोजना)

  पाठ-15 'अनमोल पानी' (जल का महत्त्व संकलन)

निर्धारित पुस्तकें :

1. भाषा-माधुरी
2. भाषा-अभ्यास

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

ENGLISH COURSE–'A'

CURRICULUM GOALS

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

Learning English language

(a) enables the students to communicate effectively.

(b) enables the students to use the four language skills i.e. listening, speaking, reading, and writing.

(c) develops students' abilities to express ideas and feelings, be creative, think rationally, make well informed choices and act on those choices.

(d) enables the learners to use grammar structures and other grammatical forms accurately and appropriately.

(e) builds capacities in students towards appreciation of the literary aspects.

(f) boosts curiosity and creativity through extensive reading.

(g) serves as a vehicle for aesthetic and creative expression across cultures.

(h) facilitates self - learning to help them evolve as independent learners.

(i) enables them to revise, organize and edit their own work and work done by peers.

Learning Outcomes/Content Domains/Competencies

1. Listening

(a) Adopts different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information)

(b) Uses linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesive devices, key words, intonation, gesture, background noises)

(c) Listens to a talk or conversation and understands the topic and main points

(d) Listens for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and railway station announcements

(e) Distinguishes main points from supporting details, and relevant from irrelevant information

(f) Understands and interprets messages conveyed in person or on telephone

(g) Understands and responds appropriately to directive language, e.g. instruction, advice, requests, and warning

(h) Understands and interprets spontaneous spoken discourse in familiar and unfamiliar social situations

II. SPEAKING

(a) Speaks intelligibly using appropriate word stress, sentence stress and intonation patterns

(b) Adopts different strategies to convey ideas effectively according to purpose, topic, and audience (including the appropriate use of polite expressions)

(c) Narrates incidents and events, real or imaginary in a logical sequence

(d) Speaks with accuracy following the overall rhythm of spoken English i.e. proper pauses and sentence stress.

(e) Presents oral reports or summaries; makes announcements clearly and confidently

(f) Expresses and argues a point of view clearly and effectively

(g) Takes an active part in group discussions, showing ability to express agreement or disagreement, to summaries ideas, to elicit the views of others, and to present own ideas

(h) Expresses and responds to personal feelings, opinions, and attitudes

III. READING

(a) Reads silently at varying speeds depending on the purpose of reading

(b) Applies varied comprehension strategies (analyzing, inferring, predicting) to understand different texts
(c) Recognizes the organization of a text
(d) Identifies the main points of a text
(e) Summarizes after a careful reading of the text and responds coherently
(f) Understands relations between different parts of a text through lexical and grammatical cohesive devices
(g) Anticipates and predicts what will come next in a text
(h) Deduces the meaning of unfamiliar lexical items in the given context
(i) Consults a dictionary to obtain information on the meaning and use of lexical items
(j) Selects and extracts, from a text, information required for a specific purpose (and records it in note form)
(k) Transcodes information from verbal to diagrammatic form
(l) Retrieves and synthesizes information from a range of reference materials using study skills such as skimming and scanning
(m) Interprets texts by relating them to other material on the same theme (and to their own experience and knowledge)
(n) Reads extensively on their own.

IV. WRITING

(a) Expresses ideas in clear and grammatically correct English, using appropriate punctuation and cohesive devices
(b) Writes in a style appropriate for communicative purposes; registers for different audiences and purposes
(c) Plans, organizes and presents ideas coherently by introducing, developing and concluding a topic
(d) Writes a clear description (e.g. of a place, a person, an object, or a system)
(e) Writes a clear account of events (e.g. a process, a narrative, a trend, or a cause-effect relationship)
(f) Compares and contrasts ideas and arrives at conclusions
(g) Presents an argument, supporting it with appropriate examples

(h) Uses an appropriate style and format to write letters (formal and informal) dialogues, speeches, reports, articles, e-mails, notices and diary entries

(i) Monitors, checks and revises written work

(j) Summarises or make notes from a given text

(k) Decodes information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form).

V. Literature

(a) Understands, analyses, interprets, and evaluates characters in a literary text

(b) Identifies and appreciates different forms of literature (genres)

(c) Understands, interprets and evaluates plot/story theme in a literary text

(d) Understands 'form' in a literary text such as rhyme, rhythm and identifies literary devices such as metaphor, simile, alliteration, personification, repetition

(e) Connects the text to parallel literature, extrapolates and applies to real life situations.

VI. Language (Vocabulary, Conventions, and Grammar)

(a) Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression.

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. Preposition, Adverbs, Adjectives and determiners are a part of integrated grammar
11. Enrichment of vocabulary (idioms, proverbs, antonyms, synonyms, homophones, homonyms)

EXAMINATION SPECIFICATIONS

The annual examination will be conducted by DAVCAE at the end of the year based on the entire syllabus.

1. Written Exam – 80 marks Duration – 3 hrs
2. Internal Assessment – 20 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 (*to be assessed through internal assessment only*)
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 the Sharp- Eyed Jeweller
Chapter-9 Couplets
Chapter-10 Fiction- The Undeserved Reward (*to be assessed through internal assessment only*)
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 practise long composition (writing skills)

- Changing Trends in Family and Social values
- Impact of Media on Teenagers
- Bridging the Generation Gap
- Good Deeds Reflect Good Character
- Caring for the Elderly
- Success Comes to Those Who Will and Dare
- Nature: A Great Teacher
- Value of Games and Sports in Life
- Tolerance- The Need of the Hour

III. ENGLISH PRACTICE BOOK

1. Tenses
2. Narration (Recapitulation of Message writing done in grade VII while teaching Narration)
3. Models
4. Subject Verb Agreement
5. Clauses and Complex Sentences
6. Linkers
7. Active and Passive Voice
8. Non- Finites
9. Punctuation
10. Reading for Understanding
11. Getting Ready for Class IX

IV. WRITING SKILLS

Short Composition (Word Limit: 80 words)

- Notice Writing

  (Inter School / House Competitions/ School Events, trips and excursions, Camps and Drives, RWA notices etc.
- E-mail writing

(i) Formal – Issue/action change/change in mode of transport

(ii) Informal- Invitation / Expressing gratitude/apology or congratulations

- Dialogue Completion

Long Composition (Word Limit 100-120 words)

- Speech Writing
- Article Writing
- Formal Letter (Letter to Editor only)

Weightage as per typology of questions

S. No.	Typology	No. of questions	Marks	Marks allotted
1	MCQ	04	1 each	04
2	VSA (15-25 words)	11	1 each	09
3	SA I (30-40 words)	5	2 each	10
4	SA II (50-60 words) (70-80 words)	1	4 each	4
5	LA I (100 words)	1	6	6
6	LA II (120-150 words)	1	8	8
TOTAL				80

MCQ- Multiple Choice Question

VSA- Very Short Answer

SA- Short Answer

LA- Long Answer

ALLOTMENT OF PERIODS ALONG WITH MARKS

S. No	Unit/Section	No. of Periods	Marks Allotted
1	Section A: Reading Skill	35	20
2	Section B: Writing Skill with Grammar	60	30
	Section C: Literature	40	30
	Internal Assessment		20 (5+5+5+5)
	Total		80+20=100

Listening and Speaking Competencies – 20 Periods It is recommended that listening and speaking skills should be regularly practised. Vocabulary – 10 Periods

This is a suggestive number of periods

INTERNAL ASSESSMENT

S. No.		Weightage
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, infographs, concept map designing (C.O.), MCQ tests, puzzles, • Field surveys/research or interviews (with questionnaires) • Poetry recitation • Comparative Analysis, Plot summary • Spelling/vocabulary activities • Bulletin board, Wall magazine, E magazine, Newspaper designing, Poster making, Brochure designing, Comic strip designing, Story board designing etc. • Class Presentation with ppt/video/ animation, story-telling, narrations, role play • Creative writing – Slogan writing, Jingles, Story writing, Poem versification etc.	5
3.	Subject Enrichment Activities ALS is a component of the Subject Enrichment Activity under Internal Assessment.	

	• Lokgeting leads • Conversation/Interview skills • Radio shows • Conducting talk shows • Extempore Speech/Debate/Group discussions	5
4.	Portfolio (a) Journal – A journal is a collection/record of experiences, ideas, reflections, thoughts, creative pieces maintained on a regular basis. It is an account of a child's abilities personal anecdotal records. (b) HW/CW notebooks to display exemplary work + practice work/homework/assignments (completion; neatness & minimum learning modules). (c) Trans-disciplinary project'Ek Bharat Shreshth Bharat project on paired state/art integrated activities (to be integrated with sports, art & craft, music & dance, dramatics & theatre, IT, photography, culinary art, sculpture & woodcraft etc.) Note : • The above mentioned activities are suggestive. Teachers can make changes as per the individual needs. • Evidence of multiple assessment and 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

Suggestive Projects/Activities and Guidelines :

The Fun They Had

Activity 1- Story Board Designing/ Comic Strip designing

Create a storyboard or comic strip illustrating key scenes from the story.

Activity 2- Comparative Analysis:

Compare and contrast the education system depicted in "The Fun They Had" with the education system in their own time. Consider factors such as teaching methods, curriculum content, student-teacher interactions, and the role of technology.

Activity 3- Project : Future Classroom Design:Design a futuristic classroom inspired by "The Fun They Had."

Steps:

1. Research: Explore education technology and futuristic design trends.
2. Brainstorming: Discuss key elements like technology integration and learning environments.
3. Concept Development: Create initial designs considering layout, furniture, and technology.
4. Prototyping: Develop physical or digital prototypes of classroom designs.
5. Presentation: Present designs, explaining features and addressing future education challenges.
6. Reflection: Discuss insights gained and implications for teaching and learning.

Extensions:

Collaboration: Seek feedback from technology experts.

Virtual Reality: Create immersive experiences to showcase designs.

Community Engagement: Share designs with parents and educators to promote discussion on the future of education.

An Undeserved Reward

Activity 1

Role-Play: Divide students into groups and assign each group a character from the story. Students must perform a short skit based on a scene from the story, focusing on character interactions and dialogue.

Activity 2

Plot Summary: Write the summary of the story, focusing on key events and their significance.

Character analysis : Graphic organiser to assess character roles

SUGGESTIONS FOR ENHANCEMENT OF LANGUAGE SKILLS:

- Dictation/ Spell Check tasks must be taken up on regular basis.
- Emphasis must be laid on the presentation of notebooks.
- Intonation, stress, and pronunciation must be considered while reading.
- Reading may include text books, newspaper, long text, or any other suitable material.
- Refer page no. 85 and 86 of 'English Literature' book of Grade VIII for list of suggested readings.
- Parameters for the evaluation of recitation are clarity and expression, tone and intonation, posture.

Prescribed Books:

1. English Literature (Class VIII)
2. My English Reader (Class VIII)
3. English Practice Book (Class VIII)

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। अतः सर्वासु भाषासु संस्कृतशब्दाः [illegible] संस्कृतभाषा भारतीयभाषाणां जननी इति मन्यते। सर्वासु भारतीयभाषासु संस्कृतस्य [illegible] अस्ति इति सर्वे अनुभवन्ति।

भारतदेशः बहुभाषी बहुसांस्कृतिकः अस्ति। अस्मिन् देशे [illegible] [illegible] [illegible] च आवश्यकता वर्तते। संस्कृतस्य संस्कृतेश्च महत्त्वं वर्णितम् विद्वद्भिः कथ्यते "भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम् [illegible] संस्कृतिरक्षणस्य [illegible]।" यथा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य [illegible] अस्ति। उक्तं च –

[illegible], श्रेष्ठा विश्वबन्धुत्वशिक्षिका।
विश्वशान्तिः सुखकारी भारतीया हि संस्कृतिः॥

एवं संस्कृतभाषायाः [illegible], [illegible], सरलता, गम्भीरता, [illegible] वैज्ञानिकी च भाषा अस्ति। [illegible] [illegible] [illegible] संस्कृतभाषा शिक्षणीया अस्ति।

शिक्षणोद्देश्यानि–

- संस्कृतभाषायाः [illegible] [illegible] श्रुत्वा पठित्वा च [illegible] [illegible] कर्तुं समर्थाः भवेयुः।
- संस्कृते लिखिताः लघुकथाः नाटकानि च श्रुत्वा पठित्वा वा [illegible] अवगच्छेयुः।
- संस्कृतभाषायाः लघुवाक्यानि वदेयुः।
- [illegible] [illegible] [illegible] [illegible] च पठित्वा [illegible] [illegible] समर्थाः भवेयुः।
- प्रदर्शितम् चित्रं [illegible] [illegible] संस्कृतेन [illegible] रचयेयुः।
- [illegible] [illegible] [illegible] भवेयुः।
- संस्कृतभाषायाः [illegible] [illegible] [illegible] च [illegible] समर्थाः भवेयुः।

- संस्कृतभाषायाः साहित्यं च प्रति अनुरक्ताः भवेयुः।
- अनुच्छेदानां अनुवादकौशलम् अधिगन्तुं समर्थाः भवेयुः।
- नैतिक-सामाजिक-राष्ट्रियमूल्यानां विकासः भवेत्।
- वसुधैव कुटुम्बकम् इति भावनाविकासः।
- छात्राः संस्कृतसम्भाषणे प्रवर्तितव्याः।
- श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिककौशलानां विकासः।
- बौद्धिकविकासपूर्वकम् आत्माभिव्यक्तिविकासः।
- वर्णविन्यासविषयकज्ञानावाप्तिः सम्प्रेषणम्।
- संस्कृतभाषायाः भारतीयसंस्कृतेः च संरक्षणं संवर्धनम्।
- आत्मविश्वासवर्धनम्।
- संस्कृतभाषया छात्राणां सर्वाङ्गीणविकासः।

अध्ययनक्रमः- पाठ्यक्रमानुसारम् अध्यापनं कृत्वा सत्रान्ते एकवारमेव वार्षिकी परीक्षा भविष्यति।

परीक्षा-प्रारूपम्-

- वार्षिक परीक्षा 80 अङ्काः
- आन्तरिकमूल्याङ्कनम् 20 अङ्काः

अधिगमप्रतिफलानि

'क' भागः – अपठितावबोधनम्

- छात्राः अपठितं गद्यांशम् अनुच्छेदं वा पठित्वा तस्य भावम् अवगम्य तत्र प्रदत्तान् प्रश्नान् अवगम्य उत्तराणि लिखन्ति।
- छात्राः अपठितं गद्यांशम् अनुच्छेदं वा पठित्वा तस्य उचितम् शीर्षकं निर्धारयन्ति।
- छात्राः अनुच्छेदे गद्यांशे वा विद्यमानानि पदानि पर्यायपदानि विपरीतार्थकानि

'ख' भागः – रचनात्मककार्यम्

- छात्रः स्वयं वा स्वस्य मित्रं वा अवलम्ब्य मञ्जूषायाः अनौपचारिकपत्रस्य रिक्तस्थानानि पूरयति।
- छात्रः चित्रं दृष्ट्वा मञ्जूषायाः सहायतया संस्कृतेन वाक्यानि रचयति।
- छात्रः मञ्जूषायाः सहायतया प्रदत्तं विषयम् आधृत्य संस्कृतेन अनुच्छेदं लिखति।
- छात्रः अव्यवस्थितायाः कथायाः घटनाक्रमं वा संवादं पठित्वा मञ्जूषायाः सहायतया रिक्तस्थानानि पूरयति।

'ग' भागः – अनुप्रयुक्तव्याकरणम्

- छात्रः पदानाम् सन्धिच्छेदं सन्धिसंयोजनं च करोति।
- छात्रः वाक्येषु प्रयुक्तानि समस्तपदानि परिचित्य समासविग्रहं करोति।
- छात्रः वाक्यानुसारं शब्दरूपाणां धातुरूपाणां च समुचितं प्रयोगं करोति।
- छात्रः समुचितानाम् अव्ययानां वाक्येषु प्रयोगं करोति।
- छात्रः वाच्यपरिवर्तनविधि-नियमानां विज्ञानं कृत्वा निर्देशानुसारम् रचयति।
- छात्रः प्रत्ययोपसर्गसंरचनायाः विवेकं कृत्वा शुद्धं कर्तुं शक्नोति।

'घ' भागः – पठितावबोधनम्

- छात्रः गद्यांशं, पद्यांशं नाट्यांशं च पठित्वा तद्गतम् अवगच्छति। तत्र प्रदत्तानां प्रश्नानाम् उत्तराणि अपि निर्देशानुसारं लिखति।
- छात्रः गद्यांशे पद्यांशे नाट्यांशे च विद्यमानानि भाषिकतत्त्वानि परिचिनोति।
- छात्रः प्रश्नवाचकपदानां समुचितं प्रयोगं कृत्वा प्रश्नवाक्यानि रचयति।
- छात्रः प्रसङ्गानुसारं पदानाम् अर्थं चिनोति।
- छात्रः श्लोकस्य अन्वयं सम्यक् पूरयति।

पाठ्यक्रम विभाजनम्

[illegible]

क्रमः	भाग/खण्डः	विषयः/पाठः	निर्धारित-अङ्काः	कालांश-संख्या
1.	'क' भागः अपठितावबोधनम् (10 अङ्काः)	[illegible] (10 [illegible])	10	18
2.	'ख' भागः रचनात्मककार्यम् (15 अङ्काः)	• पत्रलेखनम् ([illegible]) • चित्रवर्णनम् अथवा अनुच्छेदलेखनम् • [illegible] ([illegible])	5 5 5	13
3.	'ग' भागः अनुप्रयुक्तव्याकरणम् (21 अङ्काः)	• [illegible] • [illegible] — [illegible] [illegible] — [illegible] • [illegible] — [illegible]	2 2 1 3	38

		[illegible]		
		[illegible]		
		[illegible]		

		आमंत्रितम् – (सत्कृतम्) सैव, तत्, मत्, शत् • प्रत्ययः – अक, स्वस्, तृच्, • अभ्यासः – अत, उत, कुत, छवेट, अट, एत, अत, उत्पन्न, अति, कुत, अवत्, भिन्नति, लक्षण, पिब, उभे, दृष्ट तब, पिब • उदाहरणं – अनु, अभ, आ, उत्, अप, अन, 'ण, वु, भि, व, ईर, यो, वि, क्त, यु	1 1 3 2	
4.	'ख' भाग: गंगाजलंधारा:	• एतेन-अवधेन: शब्द: • यह (इसका)-आधीन: शब्द: • दादू (भक्त) आधीन: शब्द: • तात्पर्यार्थ: अन्त: पाठार्थ: (निबन्धात्मक-प्रश्नोत्तरम्) • शब्दान्वेषणम् • रूपसृष्टि: (पञ्चकृत: महादेव (विभक्तिबोधकशब्दानां) वाक्यरचनम् परीक्षायै निर्देशाः, यथा: 1. पुनरावृत्ति	5 5 3 4 4 3 4	34

		2. [illegible] 3. [illegible] 4. [illegible] 5. [illegible] 6. [illegible] 7. [illegible] 8. [illegible] 9. [illegible] 10. [illegible] [illegible] - 11. [illegible] फुले [illegible] 12. [illegible]		

[illegible]-

[illegible] 'पूर्तिः [illegible]' [illegible]

प्रश्नानां प्रकाराः [illegible]

क्र.सं.	प्रश्न-प्रकारः	प्रश्न-संख्या	निर्धारितांकाः
1.	[illegible] (1 अंक)	[illegible]	[illegible]
2.	[illegible] (2 अंक)	[illegible]	[illegible]
3.	[illegible] (3 अंक)	[illegible]	[illegible]
4.	[illegible] (4 अंक)	[illegible]	[illegible]
5.	[illegible]	[illegible]	[illegible]
6.	[illegible]	[illegible]	[illegible]
	योगः	[illegible]	[illegible]

अतीति-बुभुक्षुत्व्
(30 मद्रा:)

उद्देश्यानि

- ◇ व्यायामं सुखमनसश्चेतसश्च विकासः ।
- ◇ प्रसाद-पाचन-पवन-लैङ्गपर्वोत्साहा विकासः।
- ◇ विनयसमत्वाद्याः आत्मविश्वासश्च संवर्धनम्

क्र.सं.	दिनांकः	व्यायामाः	संख्या	विशेषः	पुनर्बुभुक्षितः
1.	०७/०७/२०२३ (शनिवासरः)	विश्रामः	००	विश्रामः सर्वथा लघ्वं पेयपदार्थानां सेवनं च/	उक्तेषु च विषेषेषु सत्सु, मद्रा. मु. ना. अ. (विश्रामः) इत्येते पञ्चविधाः प्रकाराः सन्ति, एतेषु प्रत्येकस्य कृते अवधारणाः सन्ति, पुनर्बुभुक्षायाः सन्दर्भे अद्य, मद्रा. अस्ति, अतः, मुद्रा. द्वारा नव वा बुभुक्षा आगता
2.	बुधवासरम्/१२/०७/२०२३	१. व्यायामः २. प्रसादनम् ३. पाचनम् ४. पवनम् ५. लैङ्गपर्वोत्साहः ६. विनयसमत्वम् ७. आत्मविश्वासः ८. मद्रा ९. मुद्रा १०. अभयमुद्रा ११. ज्ञानमुद्रा १२. वरदमुद्रा १३. शून्यमुद्रा १४. पृथ्वीमुद्रा १५. वायुमुद्रा १६. सूर्यमुद्रा १७. वरुणमुद्रा १८. प्राणमुद्रा १९. लिङ्गमुद्रा २०. शङ्खमुद्रा २१. पुष्पमुद्रा २२. अपानमुद्रा २३. अपानवायुमुद्रा २४. पृथ्वीवायुमुद्रा	३३	०७/०७/२०२३ दिनाङ्के मम बुभुक्षा पुनर्जाता। तस्मिन् दिने विश्रामः कृतः। अद्य १२/०७/२०२३ दिनाङ्के पुनर्बुभुक्षा जाता।	१. मोदकः २. हिमसिद्धः ३. ऽऽ। ४. कलाकन्दः ५. लड्डुकाश्च

		৩ পাইপ্রে স্থাপন ৪ সঠিক টেকিং প্রক্রিয়া ৫ ফ্লাই ইনস্ট্রুমেন্টস, ডিফারেন্ট, এপ্লিকেশন্স			
২.	সিলেক্টিভ (ফ্লোটেশন)	১ ডেফাইন ২ ফ্লোটেড ৩ ডিপ্রেস্ড ৪ মাইনিং- ফ্লোটেড ৫ ওয়েস্টেড ৬ কিউ- স্যাম্পল, প্রসেস্ড ৭ সব ডেফিনেশন্স, ডিফারেন্ট, এপ্লিকেশন্স ৮ ফ্লোটেশনটাইপ	১	১ ফ্লোটেড, সঠিক ক্লাস ফ্লোটেড ফ্লোটেড ও সঠিক মিনার্ল - ফ্লোটেড সাপ্লাই ও ফ্লোটেড ফ্লো শিট ড্রয়িংস দ্বারা ডেফি- নেশন্স	১ ফ্লোটেড ফ্লো শিট ও ফ্লোটেড্স, সঠিক ফ্লো, ফ্লোটেড, প্রসেস্ড ২ ফ্লোটেড ৩ ডিপ্রেস্ড ৪ ফ্লো শিট ৫ ফ্লোটেড ৬ ফ্লোটেড ৭ ফ্লোটেড্স / সঠিক ফ্লোটেড্স ও ফ্লো
৩.	ফ্লো ডায়াগ্রাম প্রিপারেশন, ফ্লো ডায়াগ্রাম রিডিং	১ ফ্লো ২ ফ্লোটেশন্স ৩ ফ্লোড্স ৪ ফ্লো ৫ এক্সপ্লেন্ড ৬ ফ্লোটেশন্স সেপারেটেড্স এটসেট্রা	১	১ ফ্লো, ফ্লোড্স এন্ড ফ্লোটেড্স ইনক্লুড ২ ফ্লোড্স ফ্লো ফ্লোড্স ফ্লোটেড্স ফ্লোটেড ফ্লোটেড ৩ ফ্লোটেড ফ্লোটেড ফ্লোড্স ফ্লোটেড্স ফ্লোটেড ফ্লোটেড ফ্লোটেড ফ্লোটেড ফ্লোটেড ফ্লোটেড

योगफलम्–

पदः 11 हिंदी वर्णमाला में दूसरा वर्ण:

पदः 12 स्वरान्वित् का उत्तर:

एते षष्ठे वेलायाम् अन्तरिक्षयुगयाने यात्राः छात्राः गच्छन्ति। निम्नलिखितवस्तूनां कार्यम् ज्ञातव्यम्–

1. समयसारणिकायाम्
2. धूलिमार्गदर्शकलेखस्य
3. उपरोक्तवस्तूनां पत्रं कृत्वा निम्नपङ्क्तिलिखनम्
4. भित्तेः धूलेः गायनशक्तीनाम्
5. सूक्ष्मः गोजनेक्षणम्
6. सूक्ष्मः गायमंगोद्धारम्
7. पी.पी.टी. निर्माणम्

अवधारणाबाह्य–उपर्युक्त पंक्तिभ्यः उद्धरणानन्तरम् इदम्, यत्र: एतत्पंक्तिम् दत्तानुसार: अन्यान्तिभ्यः अपि पंक्तिभ्यः

निर्धारितवस्तूनामनुक्रमम्– 'मृत्यि' तृतीये मासे।

MATHEMATICS

Teaching Mathematics at middle level is crucial as it lays the foundation of mathematical concepts at secondary level and beyond. The curriculum is well structured covering the core areas of arithmetic, algebra, geometry, commercial mathematics and statistics. Mathematics Education aims to develop capacities of logical thinking, finding patterns, explaining patterns, making and proving conjectures, problem solving, communicating clearly and precisely.

Curriculer Goals & Competencies at Middle Level
(Source : NCF 2022)

- Represents and compares commonly used fractions in daily life (such as ½, ¼) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.
- Applies the four basic operations on whole numbers to solve daily life problems.
- Recognises, describes and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2 and powers of 10.
- Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.
- Measures in non-standard and standard units and evaluates the need for standard units.
- Carries out simple unit conversions, such as from Centimeters to meters, within a system of measurements.
- Develops a sense for and an ability to manipulate (e.g. read, write, form, compare, estimate and apply operations).
- Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them.
- Explores and applies fractions (both as ratios and in decimal form) in daily-life situations.
- Forms algebraic expressions using variables, coefficients and constants and manipulates them through basic operations.
- Outlines the properties of lines, angles, triangles, quadrilaterals and polygons and applies them to solve related problems.
- Draws and construct geometric shapes, such as lines, parallel lines, perpendicular lines, angles and simple triangles with specified properties using a compass.
- Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles.

- Discovers, understands and uses formulae to determine the area of a square, triangle, parallelogram and trapezium and develops strategies to find the areas of composite 2D shapes.
- Understands equality between numerical expressions and learns to check arithmetical equations.
- Knows and appreciates the contributions of specific Indian Mathematician (such as Bandhayana, Pingala, Aryabhatta, Brahmagupta, Virahanka, Bhaskara and Ramanujan).
- Extends the understanding of powers (radical powers) and exponents.
- Apply concepts from probability to solve problems on the likelihood of everyday events.
- Applies mathematical knowledge and tools to analyze problems/situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education and Sports.
- Models daily-life phenomena and uses representations such as graphs, tables and equations to draw conclusions.
- Collects, organizes and interprets the data using measures of central tendencies such as (average)mean, mode and median.
- Selects, creates and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs and pie charts) of data to make interpretations.

Examination

General Instructions :

- Examination at the end of the year will be of 80 marks.
- Duration of the written exam will be 3 hours.
- Internal Assessment will be of 20 marks.

Detailed Syllabus and Learning Outcomes :

Chapter 1 : Square and Square Roots (14 Periods)

Square of a number, triangular numbers and numbers between two consecutive square numbers, Square root of a number by the repeated subtraction method, prime factorization method and long division method.

Learning Outcomes :

Child

- Defines the square of a number.
- Identifies perfect squares of all types of numbers.
- Explains the concept of square root of numbers.
- Differentiates between square and square root of numbers.
- Appreciates facts about perfect squares.
- Finds the non-perfect square numbers between the square of the number n and (n + 1) where n is a natural number.
- Finds a Pythagorean triplet.
- Applies if a and b are perfect square (b ≠ 0) then

  $\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$, $\quad \sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$

- Uses the fact that 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 the division method.
- Applies repeated subtraction method, prime factorisation method, long division method.
- Finds square roots of rational, decimal numbers up to and correct to three decimal places.

Chapter 2 : Cubes and Cube Roots (8 Periods)

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

Learning Outcomes

Child

- Defines cube and perfect cube number.
- Identifies a perfect cube by prime factorization.
- Observes some interesting patterns of cubes.
- Applies properties of cubes and cube roots.
- Differentiates between cube and cube root of the numbers.
- Finds the cube roots of rational numbers.

- Calculates the cube roots of decimal numbers.
- Observes that the cube and cube root of negative numbers is negative.
- Applies the properties of cube roots.

  1. $\sqrt[3]{ab} = \sqrt[3]{a} \times \sqrt[3]{b}$ 2. $\sqrt[3]{\frac{a}{b}} = \frac{\sqrt[3]{a}}{\sqrt[3]{b}}$

  where a and b are integers and $b \neq 0$, to solve radical expressions.

Chapter 3 : Exponents and Radicals (8 Periods)

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

Learning Outcomes

Child

- Defines Exponents and radicals.
- Identifies the relation between exponents and radicals.
- Applies the following laws of exponents.

  If a, b > 0 are any two rational numbers and x, y are rational exponents, 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) $(a)^0 = 1$

  (v) $a^x \times b^x = (ab)^x$ (vi) $\left(\frac{a}{b}\right)^x = \frac{a^x}{b^x}, b \neq 0$

- Converts the rational exponent into radicals and vice versa.

Chapter 4 : Direct and Inverse Variations (10 Periods)

Direct variation, Inverse variation, Time, Distance and work.

Learning Outcomes

Child

- Understands the meaning of variations at constant rate.
- Understands two types of variation : direct variation and inverse variation.
- Identifies the difference between two types of variation.
- Solves the problems based on two types of variation.

- Explains the relation between time, distance and work.
- Applies the concept of variation in time, distance and work.
- Understands the problems on the motion of trains.
- Calculates the speed of the train using variation.

Chapter 5 : Profit / Loss and Discount (12 Periods)

Cost price, Selling price, Profit (or loss), Profit % (or loss %), word problems on profit and loss including discount (rebate), marked price, selling price (only single discount to be discussed G.S.T. (only for internal assessment through activity)

Learning Outcomes

Child

- Explains the concept of cost price, selling price, profit and loss.
- Differentiates between the situation of loss percent and profit percent.
- Calculates profit percent and loss percent using the formulae.
- Observes the relation between MP, Discount and selling price.
- Applies the relation of MP, Discount and selling price while calculating profit / loss percent.
- Explains the concept of GST.
- Calculate GST while purchasing or selling any article.

Chapter 6 : Compound Interest (12 Periods)

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

Learning Outcomes

Child

- Defines and differentiates the terms S.I. and C.I.
- Derives the formula of compound interest by using a unitary method.

- Calculates Principal, Rate or Time when amount or compound interest is given.
- Calculates compound interest when interest is compounded annually, half yearly or quarterly.
- Applies the concept of growth and depreciation in daily life situations.

Chapter 7 : Algebraic Identities (12 Periods)

Application of following identities :

- $(a + b)^2 = a^2 + 2ab + b^2$
- $(a - b)^2 = a^2 - 2ab + b^2$
- $(a + b)(a - b) = a^2 - b^2$
- Expansion of the square of a trinomial :
  $(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$ (only visual model)
- Product of two binomials :
  $(x + a)(x + b) = x^2 + (a + b)x + ab$
- Factorization of Algebraic Expressions based on above identities.

Learning Outcomes

Child

- Differentiates between the algebraic expressions on the basis of the number of the terms.
- Explains the difference between an algebraic expression, equation and algebraic identity.
- Derives and applies the following identities :
  $(a + b)^2 = a^2 + 2ab + b^2$
  $(a - b)^2 = a^2 - 2ab + b^2$
  $(a + b)(a - b) = a^2 - b^2$
  $(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$
  Verifies the above identities geometrically.
- Factorizes the algebraic expressions using above identities.
- Applies $(x + a)(x + b) = x^2 + (a + b)x + ab$ for factorization of algebraic expression.

Chapter 6 : Polynomials (8Periods)

Polynomial in one variable and its forms, polynomial in standard form, Coefficients and degree, Division of a monomial by a monomial, Division of a polynomial in one variable by a monomial or binomial (Restricted to polynomials in one variable of degree ≤4), Division of a polynomial by a linear polynomial by factor method, Division of a polynomial by binomial by long division method, Verification by long division method (Dividend = Divisor x Quotient + Remainder) and Concept of factor of a polynomial when the remainder is zero.

Learning Outcomes

Child

- Distinguishes between monomial, binomial and trinomial.
- Defines polynomial.
- Differentiates between polynomial and algebraic expressions.
- Explains the importance of standard form and degree of the polynomial.
- Identifies the polynomial according to the degree.
- Divides a monomial by a monomial.
- Divides a polynomial by a monomial.
- Appreciates the factor method and long division method for dividing one polynomial by the other.
- Applies and appreciates division algorithms and the long division method for dividing the polynomials.

Chapter 8 : Linear Equations in One Variable(10 periods)

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

Word problems on linear equations in one variable.

Simple problems from daily life situations like age, coins, area and perimeter of rectangle, speed, distance, formation of '2' digit numbers etc. with special emphasis on ability to translate word problems into mathematical statements.

Learning Outcomes

Child

- Identifies linear equations from a given collection of equations.
- Solves linear equations in one variable with rational number coefficients.
- Collects like terms.
- Expands the expressions using distributive property.
- Applies the concepts of cross multiplication in daily life situations.

Chapter 10 : Parallel Lines (10 Periods)

Definition, Angles made by a transversal with two parallel lines & their properties and the conditions for the lines to be parallel.

Verification and application of the following properties :

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

Division of a Line Segment : (Only for internal assessment through activity)

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

Learning Outcomes

Child

- Defines Parallel lines.
- Explains the varieties of angles made by any two (or more) lines intersected by the transversal.
- Differentiates between corresponding angles, alternate angles and co interior angles.
- Explains the condition for the corresponding angles to be equal.

- Observes the condition for the co interior angles to be supplementary.
- Understands the conditions for the lines to be parallel.
- Appreciates the properties of parallel and perpendicular lines.
- Divides the line segment in equal parts using ruler and compass by constructing parallel lines.
- Divides the line segment in the given ratio internally using ruler and compass by constructing parallel lines.

Chapter VI : Understanding Quadrilaterals (10 Periods)

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

Verification of the following properties :

- Opposite sides of a parallelogram are equal.
- Opposite angles of a parallelogram are equal.
- Diagonals of a parallelogram bisect each other.
- Diagonals of a rectangle are equal and bisect each other.
- Diagonals of a rhombus bisect each other at right angles.
- 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

Child

- Defines curves, open curves, closed curves and polygons.
- Identifies different types of polygons on the bases of its sides.
- Differentiates between convex and concave polygons.
- Explains the properties of regular polygons.
- Explains the angle sum property of any polygon and observes its relation with the number of sides of the polygon.
- Uses the angle sum property of the exterior angles of any polygon.

- Identifies the types of polygons on the basis of their properties.
- Appreciates the properties of trapezium, parallelogram, rhombus, rectangle and square.
- Applies the properties of the above quadrilaterals while finding the unknown sides or angles in different quadrilaterals.

Chapter 12 : Construction of Quadrilaterals (8 Periods)

Construction of a quadrilateral with (By skill based activity)

- Four sides and one diagonal given
- Three sides and both diagonals given
- Two adjacent sides and three angles given
- Three sides and two included angles given

Learning Outcomes

Child

- constructs a quadrilateral as per the given following conditions :
  - when four sides and one diagonal are given.
  - when three sides and both diagonals given.
  - when two adjacent sides and three angles are given.
  - when three sides and two included angles are given.
- Constructs the quadrilateral (trapezium, parallelogram, rhombus, square and rectangle) by using its properties.

Chapter 13 : Introduction to Graphs (8 Periods)

Cartesian plane, Plotting a point on the Cartesian plane, linear graph, independent and dependent variables, drawing of graphs and identification of figures formed.

Learning Outcomes

Child

- Define Cartesian plane.
- Locates and marks points on the cartesian plane.
- Defines linear graphs.
- Distinguish between bar graph and linear graph.
- Observes and connects linear graphs to day to day life situations.
- Draws linear graphs with given data.
- Comprehends the information to create an equation in one variable, and then draw its linear graph.

Chapter 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, Euler's formula and Mapping spaces around us. (by activities only)

Learning Outcomes

Child

- Applies the concept of perimeter and area of a plane on two dimensional figures.
- Observes the difference between area and perimeter of a plane figure.
- Uses standard unit criteria as well as conversion of units according to given case etc.
- Finds the area of trapezium by using its formulae.
- Finds the area of trapezium when the parallel sides and non-parallel sides are given.
- Calculates area of trapezium and quadrilateral when one diagonal and perpendicular distances from opposite vertices are given and area of irregular rectilinear figures.
- Appreciates the properties of three dimensional solids (cuboid, cube, cylinder etc.)
- Calculates surface area and volume of cuboid, cube and right circular cylinder.
- Demonstrates understanding of faces, vertices and edges of three solids.
- Applies and verifies Euler's formula.

Chapter 15 : Statistics & Probability (14 Periods)

Raw data, frequency, frequency table, Ungrouped and grouped data, Range, class size, class limits, class marks, Grouping the given data into class. Drawing, reading and interpretation of histogram. Circle graphs or pie chart and its drawing, probability, chance, Experiment, Outcome, Event, trial, probability of an event.

Learning Outcomes

Child :

- Differentiate between raw data, ungrouped & grouped data.
- Explains the terms observation, raw data, range, frequency, frequency table, class size, class mark and class interval.
- Draw a histogram using the given data.

- Draw a pie-chart and interprets the same.
- Defines the term- trial, outcomes and probability.
- Finds the probability under different given situations.

Chapter 16 : Rotational Symmetry

(By Activities only) (4 Periods)

Rotational symmetry and its order, Centre of Rotation, Angle of Rotation, Line of symmetry, Rotational Symmetry.

Learning Outcomes

Child

- Defines symmetry.
- Finds lines of symmetry of different figures.
- Defines rotational symmetry.
- Differentiates between symmetry and rotational symmetry.
- Observes the centre of rotation.
- Finds angle of rotation.
- Observes the order of rotation and lines of symmetry in regular polygon.
- Explains the relation between angle of rotation and order of rotation.
- Finds the order and angle of rotation in alphabets.

Unit wise/Chapter wise Marks Distribution

S.No.	Units	Chapters	No. of Periods	Marks Allotted
1.	Number System	1. Squares and Square Roots 2. Cubes and Cube Roots 3. Exponents and Radicals	14 8 8	10
2.	Commercial Mathematics	4. Direct and Inverse Variation 5. Profit, Loss & Discount 6. Compound Interest	10 12 12	14
3.	Algebra	7. Algebraic Identities 8. Polynomials 9. Linear Equations in One Variable	12 10 12	16

4.	Geometry	10. Parallel Lines 11. Understanding Quadrilaterals	10 14	16
5.	Graphs	12. Introduction to Graphs	8	6
6.	Mensuration	13. Mensuration	10	10
7.	Statistics & Probability	14. Statistics & Probability	14	7
				80

Weightage as per Typology of Question

S.No.	Typology	No. of Questions	Marks Allotted	Total Marks
1.	MCQ+Assertion Reason	MCQ – 18 Assertion-Reason – 2	1 mark each	1x20=20
2.	Case Study based	*VSA – 2 *SA-I – 1	4 marks each	4x3=12
3.	Short Answer type-I (SA-I)	5	2 marks each	2x5=10
4.	Short Answer type-II (SA-II)	6	3 marks each	3x6=18
5.	Long Answer	4	5 marks each	5x4=20
	Total	36	-	80

*MCQ – Multiple Choice Question

*VSA – Very Short Answer Type

*SA-1 – Short Answer Type 1 (2 marks questions)

*SA-2 – Short Answer Type 2 (3 marks questions)

Note : In case study based questions there is no MCQ.

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, Games, like Tic-Tac-Toe, Role play etc.	5
3.	Subject Enrichment Activities Mathematics Laboratory Activities : (A) Suggested activities[Minimum 2 activities] (B) Mandatory Activities [Refer to the suggested list]	5
4.	Portfolio 1. Journal 2. HW/CW Note books (to display exemplary work) 3. Art Integrated Activity/Multi disciplinary HW/ Project Experiential Learning Activity (Atleast one)	5 20

Subject Specific Guidelines

Following topics are for internal assessment only (will not be assessed in the final term written examination).

- GST from the Chapter Profit Loss and Discount.
- Division of a line segment in equal parts or in a given ratio from the Chapter Parallel Lines.
- Visualising solid shapes, Polyhedrons, Euler's formula and mapping space around us from the Chapter Mensuration.
- Rotational Symmetry [Full chapter]
- Construction of quadrilaterals [full chapter]
- $(a+b+c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ac$ (only visual model)

Assessing the Portfolio (Guidelines for Teachers)

- Completion of guided work focussed on specific curriculum objectives.
- Organisation of student's work.
- Evidence of improvement in student's work.
- Neatness and visual appeal.

Note : Evidence of Multiple Assessment & Subject Enrichment Activities also to be filed in Portfolio.

Activity / Experiments / Projects

(I) Suggested (Mathematics Laboratory Activities (Minimum 2 activities must be taken)

1. Verify the Algebraic identity $(a + b)^2 = a^2 + 2ab + b^2$ by paper cutting and pasting.
2. Identify various convex and concave polygons by paper folding.
3. Verify the relation between sector angles and number of spokes in a wheel and find the variation (direct / inverse) between them.
4. Verify that the sum of exterior angles of a polygon is 360° by paper cutting and pasting.
5. Verify that :
   - diagonals of a rectangle are of equal length.
   - diagonals of a square are of equal length.

   on a dotted paper using thread.
6. Draw the front view, top view and side view of three dimensional shapes made by combining unit cubes on an isometric sheet paper.
7. Verify that the difference between the squares of consecutive natural numbers is equal to their sum by paper cutting and pasting of squared sheets.

Mandatory Mathematics Laboratory Activities

1. Make a cut outs of the following shapes and write down their order of rotation and angle of rotation :
   - Equilateral triangle
   - Rectangle
2. Collect and analyse receipts of different articles and verify the percentage of GST.
3. Divide a line segment in equal parts/in a given ratio internally (by using paper folding).
4. Make 3-D models of prisms and pyramids using their nets and verify Euler's formula for these solids.
5. Visual model $(a + b + c)^2$.

(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 50 people and collect the data across time is more than 4 hours. Represent the collected data in the form of Histogram using paper cutting and 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.

Multidisciplinary Project Idea

Title : "Democracy in Action : The election experience"

Objectives : To engage students in a comprehensive multidisciplinary activity that explores the electoral process and its significance through various subjects.

Subjects involved :

- Social Studies (Civics)
- Science (Electoral info)
- Language (Writing and Public Speaking)
- Art (Design a poster for campaigning)
- Technology (Digital media and presentation skills)
- Mathematics (Data Analysis)

Mathematics : Data Analysis of election (2024)

Aim : To collect and tabulate the information (number of votes in thousands) secured by a party and represent it using a suitable statistical chart.

Procedure : Students will collect and tabulate the information in the table given below :

Name of the party	No. of voters (in Thousands)	% of votes	Sector angles
A			
B			
C			

Parameters of Assessment

- Collection and organisation of data [The extent to which the data is gathered comprehensively and symmetrically. Are all relevant data points included? Is the data organised in a clear and logical manner?]
- Tabulation of data [How effectively the data is presented in a tabular format. Are the tables clear, concise, and appropriately labeled? Do they effectively summarise the data?]

- Data accuracy [Are there any errors or inconsistencies in the data?]
- Graphical representation [using a suitable statistical chart]
- Interpretation of data [clear understanding

Interdisciplinary Activity

Title : Thriving together : Embracing healthy habits for life.

Objective : To educate students on the key components of a healthy lifestyle.

Subjects involved :

- Science (nutrition values)
- Mathematics (Conversion of units)
- Physical Education (Exercise and fitness)

Aim : To inculcate deep understanding of fundamental operations of mathematics, squares and square roots, measurements, conversions and graphs.

Procedure : Make your diet chart for a week. Calculate the nutrition intake and calories gained.

- Go for a walk daily for 45 minutes and count the no. of steps.
- Represent this information in the form of a linear graph.
- At the end of a week, check your height, weight and calculate BMI. Also calculate the BMI of your family members and plot on a graph.

Parameters of Assessment

- Collection and organisation of data
- Tabulation of data
- Drawing of Linear graph
- Calculation of BMI
- Interpretation of data along with suggested remediation

Art Integration Activities (atleast one)

Art integration is a cross curricular pedagogical approach that utilises various aspects and forms of art and culture as the basis of learning of concepts across subjects. The purpose of art integration is to imbibe Indian ethos through integration of Indian art and culture in the teaching and learning process. The purpose is to strengthen the linkages between education and culture.

1. Jewellery designs of different states/tribes using maths shapes.
2. Exploring geometry behind Mandala Art.
3. Exploring Mathematics used in Warli Art.
4. Creating and analysing different Kolam/Rangoli patterns.
5. Design and patterns using construction of quadrilaterals.

Prescribed Books

Secondary Mathematics (DAV Publication)

SCIENCE & TECHNOLOGY

Curriculum goals at middle level

- Develop good human beings capable of rational thought and action possessing compassion and empathy, courage and resilience, a scientific temper and creative imagination.
- Develop a scientific attitude and temper and 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.
- 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 :

Examination will be held at the end of the year. It will be for the entire Syllabus.

Duration of Written exam will be 3 hrs

Internal Assessment will be of 20 Marks

(a) Unit wise detail of chapter along with learning outcomes

Chapter-1: The cell- its structure and functions (5 Marks)

- Discovery of the cell
- The cell- variation in cell number, shape and size in living Organisms
- Parts of cell
- Levels of Organisation in an Organism
- Comparison between Plant and Animal Cells

Learning Outcomes: The learner:

1. Comprehends the basic unit of life.
2. Differentiates between unicellular and multicellular organisms.
3. Classifies the cell on the basis of shape, size and number.

4. Identifies the major cell structure.
5. Relates the functions of various cell organelles.
6. Draws flowchart related to levels of organisations
7. Compares between plant cell and animal cell.
8. Draws Plant cell and animal cell.

Chapter-2: Microorganisms: Friends or Foes (8 marks)

- Types of Microorganisms
- Viruses are Unique
- Where do Microorganisms live?
- Role of Microorganisms in our life
- Microorganisms as our friends
- Microorganisms – The Foes
- Food Poisoning
- Food Preservation

Learning Outcomes: The learner:

1. Identifies the different types of microorganisms on the basis of their cell structure.
2. Appreciates uniqueness of viruses
3. Relates the habitat of microorganisms.
4. Understands and appreciates the role of microbes as our friends.
5. Relates that microbes are major cause of disease in plants and animals.
6. Understands food poisoning, its causes and ways to prevent.
7. Understands and appreciates various methods of food preservation.

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

- Classifications of elements
- Occurrence of elements
- Minerals and Ores
- Physical Properties

- Chemical Properties
- Reactivity of metals
- Displacement Reactions
- Noble Metals
- Uses of Metals and Non-metals
- Alloys- Composition and Uses of Alloys

Learning Outcomes: The learner

1. Classifies elements on the basis of their physical and chemical properties
2. Relates the concept of minerals and ores.
3. Compares physical properties of metals with non-metals.
4. Understands the chemical reaction of metals and non-metals with air, water and acid
5. Analyses the reactivity of various metals in reactivity series.
6. Comprehend displacement reactions.
7. Relates the importance of noble metals, metals, non-metals and alloys.

Chapter-4: Force and Pressure (8 Marks)

- Force
- Effects of force
- Factors associated with magnitude of Force needed
- Balanced and unbalanced Forces
- Types of Forces- Contact and non contact Forces
- Pressure
- Application 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 learner:

1. Defines the term- force and its types.
2. Realises the effects of force.

3. Analyses factors associated with the magnitude of force needed.
4. Interprets balanced and unbalanced forces with examples from daily life.
5. Identifies different types of forces.
6. Explains the relationship of pressure, area and force.
7. Demonstrates activities based on liquid pressure and atmospheric pressure.
8. Draws concept map of force and pressure.
9. Applies the knowledge of pressure and atmospheric pressure in day to day life.

Chapter-5: Friction (5 Marks)

- Concept of Friction
- Cause of Friction
- Factors affecting Friction
- Types of Friction
- Friction- A necessary evil (a necessity and an evil both)
- Methods of Increasing/ Reducing Friction
- Fluid Friction

Learning Outcomes: The learner:

1. Defines and classifies the different types of friction.
2. States the cause of friction and factors affecting it.
3. Describes friction as a necessity and as an evil.
4. Explains methods of increasing and decreasing friction.

Chapter- 6: Sources of Energy (6 Marks)

- Classification of sources of energy
- Fossil Fuels
- Wood as a fuel
- Coal (occurrence, formation and types)
- Destructive distillation of coal and its products
- Petroleum (Occurrence, refining and petroleum products)
- Natural Gas and its uses
- Cleaner Fuels

Learning Outcomes: The learner:

1. Classifies, identifies and differentiates sources of energy on the basis of their occurrence, physical state and availability.
2. Defines fuel, fossil fuel, destructive distillation of coal, refining of petroleum.
3. Describes the occurrence, formation and types of coal.
4. Explains the occurrence and refining of petroleum.
5. State the products and their uses, obtained during refining of petroleum.
6. Realizes the importance of switching on to cleaner fuels like CNG,LPG, biomass etc.

Chapter-7:Combustion (7 Marks)

- Combustion
- 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 learner:

1. Defines combustion, combustible substances, ignition / kindling temperature, calorific value of fuels and global warming.
2. States the conditions required for combustion.
3. Applies the knowledge of ignition temperature in practical situations.
4. Identifies and describes different types of combustion.
5. Recalls the characteristics of a good fuel and learns the methods of fire control.
6. Draws the structure of candle flame and explains its different zones.
7. Explains harmful effects of fuels.

Chapter-6: Conservation of plants and animals

(*For internal assessment only)

- Domestic consequences of Deforestation
- Global consequences of Deforestation
- Conservation of Forest and wild life
- Biosphere Reserves (Map of biodiversity hotspots not to be evaluated)
- National Parks
- Wild life Sanctuaries
- Flora and Fauna
- Endemic species
- Red Data book
- Migration
- Reforestation
- Recycling of Paper

Learning Outcomes: The learner:

1. Recalls the domestic and global consequences of deforestation.
2. Realises and appreciates the importance of conservation of forest and wildlife.
3. Defines and differentiates between biosphere, national parks and wildlife sanctuaries.
4. Learns about flora, fauna and red data book.
5. Distinguishes and identifies between extinct ,endangered, vulnerable and endemic species.
6. States the cause of extinction of endemic species.
7. Defines and realises the importance of migration, reforestation ,afforestation and recycling of paper.

Chapter- 9 : Crop Production and its Management

(*For internal assessment only)

- 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 learner:

1. Describes the various agricultural practices.
2. Compares traditional and modern system of irrigation.
3. Identifies agricultural tools .
4. Differentiates crops based on the seasons in which they grow.
5. Appreciates and analyses the methods of crop improvement and their protection.

Chapter-10: refraction and Dispersion of Light (7 Marks)

- Refraction of Light
- Refraction- its causes
- Refractive index, Optical density
- Rules of Refraction
- Refraction of light by a glass slab
- Dispersion of white light by a glass prism
- Rainbow
- Lenses-spherical lenses
- Basic terms related to lenses
- Three special rays for lenses
- Image formation by convex and concave lenses
- Application of lenses

Learning Outcomes: The learner:

1. Understands the concept of refraction, optical density and various terms related to refraction.
2. Relates and quotes the examples of refraction from daily life.

3. Draws ray diagrams for refraction through a glass slab, dispersion through a prism and different types of lenses .
4. Identifies and differentiates lenses on the basis of images formed by them.
5. Understands the various terms related to lenses.
6. Appreciate the importance of lenses in daily life.

Chapter-11: The Human Eye (4 Marks)

- Structure of human eye
- 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 Visually Challenged Person
- Braille System

Learning Outcomes: The learner:

1. Appreciates the functions of various parts of the human eye.
2. Draws diagram of human eye.
3. Defines blind spot,range of vision, power of accommodation and near point.
4. Understands the various defects of vision,their causes and corrective measures.
5. Classifies the sources available for visually challenged persons .
6. Appreciates the precautions suggested to ensure the health and proper functioning of eyes.
7. Learns to exhibit sensitivity towards visually challenged persons.

Chapter-12: Sound (4 Marks)

- Sound and vibrations
- Sound produced by humans

- Sound 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 Outcomes: The learner

1. Defines the terms sound, vibration, amplitude, frequency, time period, audible and inaudible sounds, music, noise and noise pollution.
2. Understands the cause of production of sounds.
3. Describes the production of sound in humans and animals.
4. Explains the propagation of sound in different media.
5. Differentiates between the propagation of sound and light in air.
6. Relates frequency with time period amplitude with loudness and pitch.
7. Applies interdependency of amplitude with loudness and pitch with frequency.
8. Identifies the sources of noise pollution.
9. Knows the measures to limit noise pollution and hearing impairment.

Chapter-13: Synthetic Fibres and Plastics (6 Works)

- Natural Fibres and Synthetic Fibres
- Different Synthetic Fibres
- Advantages and Disadvantages of Synthetic fibres
- Plastics
- Characteristics of Synthetic plastics
- Types of Synthetic Plastics
- Thermosetting Plastics
- Thermoplastics
- Plastics and the environment

- Damage caused by Plastic Waste
- Measures to control the damage caused by Plastic waste

Learning Outcomes: The learner:

1. Defines monomers, polymers , synthetic fibres and polymerisation
2. Classifies the fibres into natural and synthetic fibres.
3. Identifies the types of synthetic fibres .
4. Recalls the uses of various synthetic fibres.
5. Understands the advantages and disadvantages of synthetic fibres
6. Classifies and differentiates plastics as thermoplastics and thermosetting plastics.
7. States the characteristics of synthetic plastics.
8. Distinguishes between biodegradable and non-biodegradable materials.
9. Realises the damage caused by plastic waste on environment.
10. Knows the measures to control the damage caused by plastic waste.

Chapter-14: Reproduction in animals (7 Marks)

- Asexual Reproduction
- Sexual Reproduction
- Reproductive Patterns
- Reproductive Systems
- Fertilisation, Development of the embryo
- How do hens lay eggs?
- Viviparous and oviparous animals
- Journey from young ones to adults(Frog)

Learning Outcomes: The learner:

1. Recalls the concept of reproduction and its types
2. Explains the different methods of asexual reproduction
3. Classifies an organism as Oviparous or viviparous .
4. Draws diagram of sperm and female reproductive system.
5. Relates metamorphosis and understand the changes in life-cycle of frog.
6. Differentiates between direct and indirect development.

Chapter-15: Reaching the age of adolescence

- Adolescence and Puberty (7 Marks)
- Changes at Puberty
- Sexual development
- Determination of sex of the child
- The Endocrine system
- Role of hormones in completing the life cycle of insects and frogs
- Reproductive health

Learning Outcomes: The learner:

1. Defines adolescence and puberty
2. Understands emotional and physiological changes taking place during adolescence
3. Concludes the factors responsible for determination of sex of a child
4. Realises the importance of hormones in human body for its proper functioning
5. Incorporates the various health measures in lifestyle for maintaining good reproductive health

Chapter-16: Electric current and its chemical effects

- Conductors and Insulators (5 Marks)
- Conduction through liquids
- 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 learner:

1. Recalls and identifies conductors and insulators.
2. Defines electrolyte, electrorefining, electroplating, electrolysis and electromagnetic induction.
3. Understands the cause of conductivity of liquids.

4. Differentiates and identifies strong and weak electrolytes.
5. Describes the conversion of chemical energy into electrical energy in a voltaic cell.
6. Explains the chemical effects of current and its application.
7. States the factors on which a chemical reaction taking place in a solution depends and its effect within a solution.
8. Quotes examples of application of electroplating from our daily life.
9. Elaborates the process of electromagnetic induction, its observations and its application.

Chapter-17: Stars and Solar System

(*For internal assessment only)

- Galaxy-Milky way galaxy
- Stars
- Constellations
- The Moon
- Phases of the moon
- The moon's surface
- The solar system
- Minor bodies in the solar system
- Artificial satellites and their applications

Learning Outcomes: The learner

1. Understands various heavenly bodies like stars , planets etc. and their characteristics.
2. Identifies various constellations.
3. Defines planets, galaxy, celestial bodies, constellations, asteroids, meteors, meteorites, comets.
4. Explains the different phases of moon.
5. Differentiates between natural and artificial satellite.

Chapter-18: Earthquake

(*For internal assessment only)

- Earthquakes and their effects

- Cause of an earthquake
- The focus
- Predicting an earthquake
- Measuring an earthquake
- Protection against earthquake, safety precautions.

Expected Learning Outcomes: The learner:

1. Understands earthquake, its causes and effects.
2. Differentiates between focus and epicentre.
3. Knows the methods to predict and measure the intensity of an earth quake.
4. Acquires the skills of disaster management.

Chapter-19: Pollution of air

(*For internal assessment only)

- Pollution
- Air Pollution; Causes of air pollution
- Harmful effects of Carbon monoxide, Nitrogen dioxide, Smog, Chlorofluorocarbons(CFCs)
- Acid rain and its harmful effects
- Green house effects and Global warming
- Causes of increase in concentration of Green house gases
- Consequences of green house effects
- Global warming and its consequences
- Measures to check global warming
- Methods to control air pollution

Learning Outcomes: The learner:

1. Defines the terms air pollution and air pollutants.
2. Relates various air pollutants with their harmful effects.
3. Explains the concept of green house effect and its consequences.
4. Applies scientific concepts in checking global warming and controlling air pollution.

Chapter-20: Pollution of water

(*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 learner:

1. Defines the term water pollution.
2. Explains causes of water pollution.
3. Suggests parameters need to be followed before water is supplied for drinking purposes.
4. Applies methods used to make water safe for drinking.
5. Shows concern about water conservations.

Detailed Syllabus Marks and Time Distribution

S.No.	Unit Number	Chapter name	No. of Periods	Marks Allotted
1	Ch-1	[illegible]	5	5
2	Ch-2	[illegible]	9	6
3	Ch-3	[illegible]	11	4
4	Ch-4	[illegible]	6	5
5	Ch-5	[illegible]	10	5
6	Ch-6	[illegible]	6	6
7	Ch-7	[illegible]	5	7
8	Ch-8	[illegible]	6	For Internal evaluation
9	Ch-9	[illegible]	6	For Internal evaluation
10	Ch-10	[illegible]	10	7
11	Ch-11	[illegible]	7	6
12	Ch-12	[illegible]	6	4
13	Ch-13	[illegible]	6	5
14	Ch-14	[illegible]	10	7
15	Ch-15	[illegible]	10	7
16	Ch-16	[illegible]	10	6
17	Ch-17	[illegible]	3	For Internal evaluation
18	Ch-18	[illegible]	4	For Internal evaluation
19	Ch-19	[illegible]	4	For Internal evaluation
20	Ch-20	[illegible]	3	For Internal evaluation

Weightage as per typology of question

Unit	Typology	No. of questions	Marks of students to attempt any one	Total Marks
1	MCQ	05	1	05
2	A/R	4	1	4
3	[illegible]	5	3	15
4	[illegible]	5	5	25
5	Very Short Ans	3	5	15
6	Case Based	3	4	12
Total		25		80

Details of Internal Assessment

S. No.	Tools of Internal Assessment	Weightage
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 state specific form of Art (folk art to explain the scientific idea. e.g. Sahari art for forest conservation. 2nd Activity : Design thinking students will prepare prototype (product) to demonstrate scientific concepts, test ideas and surveys. 3rd Activity : Mobile Lab Kit Making : Minimize-using resources from surrounding students will prepare/design their own mobile lab kit to perform a particular activity to clarify scientific concepts/phenomena.	5

3	**Multiple Assessment Activity** Students will be assessed using multiple tools of observation such as interdisciplinary project, Role play, Group discussion, Debate, Quiz, Oral test, Field work, Bulletin board making, Puzzles, Panel discussion, Science TED Talk, Celebration of scientific days e.g. Bird day, Innovative science walls, Logo designing, Travel brouchar preparation of Question 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
		20

Subject Specific guidelines

- 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.
- For annual examination, 80 marks assigned for the written test, would be subdivided as follows :

Physics	30 Marks
Chemistry	26 Marks
Biology	24 Marks

Important Note :

- (a) The following six chapters of science textbook will Not be included for assessment in Annual Examination. 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

These 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.

(b) The diagrams listed below are meant for understanding. Therefore, drawing of these diagrams will not be included for assessment in annual examination. However, questions based on these diagrams can be used for evaluation.

S.No.	Page No.	Diagram
1	4	[illegible]
2	[illegible]	Male Reproductive System

(c) Relative Index, Refractive Index and optical density given on Page no. 171 will not be assessed in annual examination.

(d) Some suggested Art Integration activities, Mobile Lab activities and interdisciplinary projects are given below.

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 place of those suggested here. This list is not prescriptive and exhaustive.

1. (a) Prepare a Jigsaw Puzzle on plant cell/ Animal cell.
   (b) Prepare a temporary mount of onion peel and cheek cells.
   (c) Make a scientific 3D rangoli of plant cell/animal cell using eco-friendly materials.
2. (a) Collect the bottles of pickles, Jams and jellies made by local people (local brands) using (local fruits & vegetables). Enlist the preservatives mentioned on labels of bottles.
   (b) Spotting of different microorganisms—Amoeba, Spirogyra, Paramecium, Yeast(either slides/ photographs).
   (c) Include a photocopy of your "Vaccination chart" in PORTFOLIO. Prepare a "Survey report" on diseases for which vaccination is done in India. Prepare a vaccination chart by a trip to vaccination centre and find out all the new vaccines developed in last 5 years.
3. (a) Design a piece of jewellery by using Aluminium foil. Prepare gossip jewellery using metal left over. Design fusion art with metal sheet, containers, old coins, foils, holders.
   (b) Laboratory Demonstration by teacher on different physical and chemical properties of metals and non-metals.
4. (a) Design a gamela story which shows impact of different types of forces.
   (b) Tug of war is a sport where two teams test their strength using a rope. Play this game with your friends and mention the type of force coming into action.
   (c) Use pictures/science toons to show different types of forces.
   (d) Lab activities to show relation of-
      (i) force and pressure
      (ii) pressure and area
   (e) demonstration showing properties of liquid pressure.

6. (a) Imagine that friction was to suddenly vanish. Write a short story on how would our lives be affected in its absence.

(b) List any 10 sports (indoor/outdoor) write the impact of friction over it. (Increasing/decreasing friction).

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

(d) Write biographies of 5 professionals in terms of impact of friction on their lives like carpenter, astronauts etc.

6. (a) In the outline map of India mark any three places where coal mines are located.

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

(c) Survey - Visit a nearby petrol station and collect data for one month about number of vehicles that have undergone pollution check on each day of that month.

(d) Power point presentation/panel discussion on Pradhanmantri Ujjwala Yojana.

(e) Prepare an interview of e-rickshaw driver and find their role in pollution control.

(f) Compare via chart/bar graph/pie chart on fuel consumption by different sectors of your state with neighbouring state.

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

(b) Prepare working model of CO_2 type fire extinguisher by using household materials.

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

(d) 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.

(e) Demonstration of using fire extinguisher by experts.

(f) Make a model of fire alarm for demonstration.

(g) Prepare road maps for your school for fire safety with all exit points in case of fire.

8. (a) Prepare your own school logo for conservation of animals.
   (b) Take Out a Rally to create awareness about "Importance of Trees".
   (c) Prepare recycled paper using sugarcane waste.
   (d) Make a Picture Gallery on different types of species of plants and animals common in your state.
   (e) Design a Brochure on National Park/Bio-diversity Park/ Wildlife Sanctuary.
   (f) Visit to the biodiversity park in your locality.
9. (a) Compose a song/poem or jingle to promote organic farming or green manuring.
   (b) Design different agricultural implements using clay/ dough.
   (c) Make a collage of agricultural implements used manually/energy driven.
10. (a) Draw ray diagrams to show image formation by a convex lens/ concave lens by using match stick/ Bloom sticks/ woollen thread.
   (b) Demonstration/Activity on refraction of light through a glass slab, glass prism and spherical lenses.
   (c) Make handstrips with VIBGYOR coloured band.
11. (a) Prepare a flip book to explain persistence of vision.
   (b) Model of Human Eye using waste materials.
   (c) Survey on "Defects of vision".
   (d) Visit an optical shop & collect information on different types of lenses getting used now a days. Make a report.
   (e) Make a family vision card with defects of vision if any with different members of family.
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 minimize ill effects of Noise Pollution'.

(c) Make a collage of different musical instruments of your our state.

13. (a) Organise a debate on the topic " My fabric is superior".

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

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

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

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

(f) Devise an activity to show that organic waste is biodegradable while plastic is not.

(g) Make a selfie corner at your school with hanging plants using plastic bottles as pots.

14. (a) Prepare a 3D model of human sperms/asexual reproduction / female reproductive system.

(b) Write up on "Challenges faced by countries with over population".

(c) Model on "Life cycle of a frog".

15. (a) Design a book cover based on " Adolescents are Unique."

(b) Prefer making on "Say no to drugs".

(c) Short film / Skit / Street play/video on 'Gender sensitization and 'drug menace'.

16. (a) Prepare a model to show the conversion of magnetic energy into electrical energy.

(b) Prepare a continuity tester to check conduction through liquids.

(c) Demonstration of electrolysis of water.

17. (a) Show different phases of moon using Oreo biscuit/ disposable glass etc.

(b) Visit or collect information about any of the ancient astronomical observatory built by Maharaja Jai Singh and instrument / technique used by astronomers of those times.

(c) Make a collage on "Achievements of ISRO" till date.[Sources - newspaper, Science magazine, newsletters, journals, internet etc.]

18. (a) Make a model of seismometer.

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

(c) Gather information about specific earthquake location and prepare a collage based on information.

19. (a) Write a rhyme in context to air pollution.

(b) Report on 'Smoke Towers".

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

(d) Find out the 10 most polluted cities in India and label them using political map. Also address why.

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

(b) Case study on Conservation of water bodies.

(c) Do an action research on the topic Jal Saheliyas.

Prescribed Book-

The living world (A book of Science and Technology)

SOCIAL SCIENCE

Curriculum Goals At The Middle Level:

- recognize the importance of the textbook's issues and relate them to their daily life.
- learn the need for the conservation of resources and the concept of sustainable development.
- gain knowledge about the different sources of information of the modern period and reflect on them.
- have an idea of the various historical developments that took place in the Modern period of Indian history.
- appreciate the contribution of various social reformers and the struggle for freedom by nationalist leaders and the people of India as a whole.
- appreciate the ideas 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.
- 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 a democratic way of life, secularism, social justice, humanitarianism, the dignity of labour, and a scientific attitude.

Examination will be held at the end of the year. It will be for the entire syllabus.

	Marks	Duration
1. Written Exam	80 marks	3 Hours
2. Internal Assessment	20 Marks	

Unit-wise details of chapters along with learning outcomes:

GEOGRAPHY

Unit-I-Resources and Development

Ch-1 Resources: Utilization and Development

Content: (8 Periods) (8 Marks)

- Utilization of Resources
- Classification of Resources based on renewability, origin, occurrence, and development of resources.
- Sustainable development and conservation

Expected Learning Outcomes:

- Explain the meaning of resources, classification, and uses of resources.
- Realize the need and methods of conservation of resources and the meaning of sustainable development.
- Enumerate how resources are interdependent, justify how planning is essential, and judicious utilization of resources.

Ch-2 Natural Resources: Land, Soil and Water(9 Periods)

Content: (7 Marks)

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

Expected Learning Outcomes:

1. Analyzeon the significance of natural resources like land, soil, and Water.
2. Compare and contrast the land use patterns of selected countries.
3. Recognize the factors influencing soil formation, the causes of soil erosion, and the need and ways for the conservation of soil.
4. Summarise the roles of multi-purpose projects in supporting the water requirements all over the world.

Ch-3 Natural Resources: Vegetation and Wildlife (6 Periods)
(Internal assessment using multiple strategies- Tool 2)

NOTE: This chapter is not to be included in the annual written examination but is to be taught and discussed in class and various projects-based activities on the topic to be carried out by the students with the help of the teacher.'

Content:

- Natural Vegetation
  - Classification of forest
    - (a) Tropical hardwood forest
    - (b) Mediterranean forest
    - (c) Temperate softwood forest
- Advantages of forest
- Wildlife
  - (a) National parks
  - (b) Wildlife Sanctuary

Expected Learning Outcomes:

1. Compare and contrast the different types of forests, national parks, and sanctuaries.
2. Enumerates how the conservation of forests and wildlife are interdependent and maintain the ecology of the world.
3. Summarises the reasons for the conservation of biodiversity in the world under sustainable development.

Ch-4 Mineral and Energy Resources (5 Periods)

(Project only)

(To be assessed under subject enrichment activity- Tool 3)

Note: This chapter is meant only for project work and is not to be evaluated in the 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 a teacher.'

Content:

- Mineral Resources
  - Types of Minerals – metallic, non-metallic, and mineral fuels

- Distribution of Mineral Resources
- Distribution of Minerals in India
- Conservation of Minerals (India and the World)

* Types of Energy Resources:
  - Conventional sources of energy
  - Non-conventional sources of energy
  - Conservation of energy resources

Expected Learning Outcomes:

1. Analyses and infers how different types of minerals are formed, where they are found, their uses, importance for human life and the economy.
2. Infers the resource distribution to real-world situations and proposes strategies for sustainable uses of natural resources.
3. Differentiates between conventional and non-conventional resources.

Ch-5 Agriculture (12 Periods) (7 Marks)

Content:

- Importance of agriculture
- Factors affecting agriculture
- Types of agriculture: subsistence and commercial 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 the USA and India.

Expected Learning Outcomes:

1. Enumerate how agriculture plays a contributory role in the Indian economy.
2. Identifies and summarises various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and their impact on the environment.
3. Compares the development of agriculture in developed and developing countries (USA and India).

Ch-6 Manufacturing Industries (13 Periods)

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

Content:

- Importance of Manufacturing industries
- Classification of industries
  - (a) On the basis of size
  - (b) Nature of finished products
  - (c) Sources of Raw Material
  - (d) Ownership
- Factors influencing the 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

Expected Learning Outcomes:

1. Differentiate between various types of manufacturing industries based on their input material, processes, and end-product, and analyze their significance to the Indian economy.
2. Infers the relation between the availability of raw materials and the location of industry.

Ch-7 Human Resources (9 Periods) (7 Marks)

Contents

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

Expected Learning Outcomes:

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

MAP WORK GEOGRAPHY (3 MARKS)

Test items for Identification and Location

Note: On the outlined 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-6 Agriculture

(a) Major Rice producing areas: China, India, Japan, Bangladesh.

(b) Major Wheat producing areas: USA, Canada, India, Germany.

(c) Major Tea producing areas: China, India, Argentina, Sri Lanka.

(d) Major Coffee producing areas: Brazil, Vietnam, Mexico, Ethiopia.

HISTORY

Ch-8 The Modern Period (5 Periods) (3 Marks)

Contents:

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

Expected Learning Outcomes:

- Explain the changes in the Modern period of Indian history through the given sources of information.
- Enumerate and evaluate the various sources of information of modern history.
- Summarise the role of print revolution and its impact of India's political, social and economic conditions.

Ch-9 Establishment of Company Rule in India (06 Periods)
(Project only)

(To be assessed under subject enrichment activity- Tool 2)

Note: This chapter is meant only for project work and is not to be evaluated in the 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 a teacher.

Content:

- Trading companies
- The East India Company
- The Carnatic Wars
  - (a) First Carnatic War
  - (b) Second Carnatic War
  - (c) Third Carnatic War
- Conquest of Bengal
- Battle of Plassey
- Battle of Buxar
- Dual Government 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

Expected Learning Outcomes:

- Infer how the East India Company consolidated its position in India through wars and diplomatic policies

Ch-10 Colonialism: Rural and Tribal Societies (9 Periods)
Content: (7 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.

Expected Learning Outcomes

- Enumerate the destructive impact of colonialism on the livelihood of colonised people
- Analyze reasons behind the exploitation of tribals and their revolts.
- 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 (9 Periods)
Content: (6 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.

Expected Learning Outcomes:

- Analyses the causes of revolt of 1857 and its nature.
- Assess the reasons for the failure of the 1857 revolt.
- Appreciate the outcome of the Revolt known as "First War of Independence".

Ch-12 Impact of British Rule on India (9 Periods)

Content: (6 Marks)

- 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 Kandukuri
  - (d) Periyar E.V. Ramaswamy
  - (e) Swami Dayanand Saraswati
  - (f) Dr. Bhimrao Ambedkar
  - (g) Mahatma Gandhi
- Impact of the reform movements

Expected Learning Outcomes:

- Critically evaluate the education policy of the Britishers and its impact on India.
- Appreciate and justify the role of different social reformers in Indian society.
- Assess the impact of social reforms in Indian Society.

Ch-13 Colonialism and Urban Change (7 Periods)

Note: (Internal assessment using multiple strategies- Tool 2)

NOTE: This chapter is not to be evaluated in the annual written examination but to be taught and discussed in class and various project-based activities on the topic are to be carried out by the students with the help of a teacher.

Content:

- De-urbanisation
- Urbanisation of Calcutta and Delhi

- Police in Delhi
- Railways under the British
- British impact on Indian painting, literature and architecture.

Expected Learning Outcomes:

- Differentiate between Urbanisation and De-urbanisation and the importance of presidency cities during the British rule
- Recognise the reasons for introduction of railways by the British in India.
- Assess the impact of the British policies on Indian painting, literature and architecture.

Ch-14 The Nationalist Movement (1870-1947) (15 Periods) (7 Marks)

Content:

- 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 Chelmsford 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
- Quit India Movement,1942
- Subhash Chandra Bose
- Towards Independence

Expected Learning Outcomes:

- Assess the circumstances that led to the formation of Indian National Congress.

- Recognise the role of moderates and radicals in the Indian freedom struggle.
- Illustrate various phases of Nationalist movement that led to national character to the country's freedom struggle.
- Evaluate the effectiveness of strategies applied by Mahatma Gandhi and various other leaders in the freedom struggle.

Ch-15 India Marches Towards Independence (8 Periods)
Note: This chapter is meant only to be assessed in periodic tests and will not be evaluated in the Annual Examination.
Content:
- 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

Expected Learning Outcomes:
- summarise the main features of the Indian Independence Act 1947.
- realise the significance of Indian Constitution and working of Indian democracy.
- appreciate the path of India's economic growth and main features of India's foreign policy.

MAP WORK
HISTORY (2 MARKS)

(For locating and labelling of the following items)
Note: On outline Political Map of India.
Chapter 10- Colonialism: Rural and Tribal Societies
Tribals of India: Van Gujars(J&K), Gaddis (HP), Mundas (Jharkhand), Khasis (Assam), Kukis(Manipur), Khonds(Odisha)
Chapter 14: The Nationalist Movement (1870 – 1947)
Congress Sessions:
- Bombay (1885)
- Surat (1907)
- Lucknow (1916)
- Lahore (1929)

Places related to nationalist Movement:

- Amritsar – Jallianwala Bagh Massacre
- Dandi – Dandi March
- Champaran – First movement for peasants by Gandhiji
- Chauri Chaura-incident due to which Non-Cooperation Movement was called off

POLITICAL SCIENCE

Chapter-10 Our Constitution (10 Periods) (9 Marks)

Content:

- 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 Lengthiest Constitution
  - (c) Written Constitution
  - (d) Rigid and Flexible
  - (e) Procedure 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

Expected Learning Outcomes:

- Enumerate the need and purpose of the constitution
- Assess the importance of the rule of law.
- Summarise the important features, ideals, and values enshrined in the Indian Constitution.

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

Content: (6 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

Expected Learning Outcomes:

- Describe the Fundamental Rights and Fundamental duties as enshrined in the Constitution of India.
- Explain the significance of Directive Principles of state policy.
- Realize the importance and uniqueness of Indian secularism.

Ch-18 The Union Government: The legislature (9 Periods)

Content: (4 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

Expected Learning Outcome:

- Analyse and infer how federalism is practiced in India.
- Appreciate the significance of the division of powers, subjects between different levels of government, the composition, functions of Union Parliament (Lok Sabha & Rajya Sabha), the role of the Speaker in Lok Sabha and Chairman in Rajya Sabha.

Ch-19 The Union Government: The Executive (9 Periods)

Content: (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.

Expected Learning Outcomes:

- Compare and contrast real and nominal Executives in the Parliamentary form of government.
- Comprehend the process of election of the President of India and its impeachment.
- Summarises the powers and functions of the President and Vice President.
- Identifies the composition, powers, and functions of the Council of Ministers and Prime Minister of India.
- Critically examines the significance of coalition government in present-day politics.

Ch-20 The Union Government: The Judiciary (9 Periods)
Content: (6 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

Expected Learning Outcomes:

- Appreciates the importance of an independent judicial system in India.
- examines jurisdiction and function of the Supreme Court, High Courts, and Subordinate Courts.
- Propose a solution to simplify the legal procedures in India

Ch-21 Social Justice & the Marginalised (4 Periods)
(Internal assessment using multiple strategies- Tool 2)

NOTE: This chapter is not to be evaluated in the annual written examination but to be taught and discussed in class and various project-based activities on the topic are to be carried out by the students with the help of a teacher.

Content:

- Meaning of marginalised groups
- Scheduled castes and Scheduled tribes
- Reservation
- Other backward classes
- Minority groups

Expected Learning Outcomes:

- Analyze the concept of marginalized groups and their problems. Constitutional provisions for safeguarding their interest.
- Appreciate the steps taken by the government for the welfare of the minorities and the marginalized groups.

Ch-03: Safeguarding the Marginalised (5 Periods)
(Project only)

(To be assessed under subject enrichment activity- Tool 3)

Note: This chapter is meant only for project work and is not to be evaluated in the 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 a teacher.

Content:

- 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 Atrocities Act 1989
- Measures taken by the government for the rehabilitation of Manual Scavengers.
- Programmes launched by the government for the upliftment of the weaker sections.
- People's aspirations and our National Goals.

Expected Learning Outcomes:

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

4. DETAILED SYLLABUS, MARKS, AND TIME DISTRIBUTION

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

S. No.	Chapter/ Content	No. of Period	Marks Allotted
	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	6	Internal assessment using multiple strategies (Tool 2)
4	Minerals and Energy Resources	5	To be done as Project work only (Tool 3)
5	Agriculture	12	7
6	Manufacturing Industries	13	To be Assessed in Periodic Tests only and will not to be evaluated in the Annual examination
7	Human Resources	8	7
	Total	80	(27) Marks
	History – Unit-II : Our Pasts-III		
8	The Modern Period	5	3

9	Establishment of Company rule in India	6	To be done as Project Work only (Total 3)
10	Colonialism : Rural and Tribal Societies	9	7
11	The First War of Independence- 1857	9	5
12	Impact of British Rule on India	9	5
13	Colonialism and Urban Change	7	Internal assessment using multiple strategies (Total 3)
14	The Nationalist Movement (1870-1947)	15	7
15	India Marches Ahead	3	To be assessed in Periodic Tests only and will not be evaluated in the Annual Examination
	Total	90	37

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	5
18	The Union Government : The Legislature	9	4
19	The Union Government: The Executive	9	5
20	The Union Government: The Judiciary	9	6

III	Social Justice and the Marginalised	4	Internal assessment using multiple strategies (Topic II)
III	Safeguarding the Marginalised	5	To be done as Project Work only (Topic 3)
	Total	30	20

Weightage as per the typology of the questions :

S.No.	Typology	No. of Qs.	Marks	Total
1.	Objective Type Questions (Inclusive of Assertion, Reason,Differentiation, and STEM)	20	1	20
2.	Narrative Questions: Very Short Answers (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	4	2	8
3.	Narrative Questions: Short Answers (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	5	3	15
4.	Source Based Questions (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	3	4	12
5.	Narrative Questions: Long Answers (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis and Create)	4	5	20
6.	Map Pointing	1	3(Geo) + 2(His)	5
	Total	37		80

6. DETAILS OF INTERNAL ASSESSMENT:

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 the best two scores will be reduced to 5 marks for internal assessment)	5
2.	Assessment using multiple strategies (Tool 2) for example, Quiz, Debates, Role play, Group discussion , Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5
3.	Subject Enrichment Activities (Tool 3) (Project Work)	
4.	Portfolio • Class work • Work done (Activities/Assignments) • Reflections, Narratives, Journals etc. • Achievements of the student in the subject throughout the year. • Participation of the student in different activities like quiz on Heritage India etc. Assessing the Portfolio (Guidelines for teachers) • Organization-Neatness and visual appeal • Completion of guided work focused on specific curriculum objectives • Evidence of student growth Inclusion of relevant work	5

7. CHAPTERS ONLY FOR INTERNAL ASSESSMENT:

S.no	UNIT	Chapter	Type of Internal Assessment
1.	Unit 1- Resources And Development	Ch. 3 : Natural Resources : Vegetation and Wildlife	Tool 2
2.	Unit 1 : Resources and Development	Ch. 4 : Mineral and Energy Resources	Tool 3
3.	Unit 1 : Resources and Development	Ch. 6 : Manufacturing Industries	Periodic Test only
4.	Unit 2 : Our Pasts-II	Ch. 9 : Establishment of Company Rule in India	Tool 3
5.	Unit 2 : Our Pasts-II	Ch. 13 : Colonialism and Urban Change	Tool 2
6.	Unit 2 : Our Pasts-II	Ch. 15 : India Marches Ahead	Periodic Test only
7.	Unit 3 : Rule of Law and Social Justice	Ch. 21 : Social Justice and the Marginalised	Tool 2
8.	Unit 3 : Rule of Law	Ch. 22 : Safeguarding the Marginalised	Tool 3

SUBJECT SPECIFIC GUIDELINES:

(A) The distribution of marks over different aspects relating to Project Work is as follows:

1. Content accuracy, originality and analysis (2 marks)
2. Presentation and creativity (2 marks)
3. Viva Voce (1 mark)

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

(B) Projects and subject enrichment may also be related to multilingualism.

(C) Projects may be related to Art/ICT/Sports Integration.

(D) Teaching learning process should focus on real-life examples and experiences of the learners.

ACTIVITIES/PROJECTS/EXPERIMENTS:

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

SUGGESTED PROJECTS IN GEOGRAPHY

Chapter 4- MINERAL AND ENERGY RESOURCES

1. Explore the various items made up of minerals and their alloys in your home and surroundings.
   (a) Items used in construction, handicrafts, bridges, and utility products.
   (b) Things made of minerals used for domestic purposes.
   (c) Click the photograph of each item.
   (d) Classify them into metallic and non metallic minerals.
2. Prepare a Brochure/foldable on metallic and non-metallic minerals based on minerals identified by you. Minimum of 5 metallic and 5 non metallic items are required.
3. 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 a bar graph and compare it based on season.

4. Find out the causes of more consumption of energy in a particular month/season.
5. Collect the data on 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.

Note: The project can be prepared in any creative format.

SUGGESTED PROJECTS/ ACTIVITIES IN HISTORY

Chapter 3: ESTABLISHMENT OF COMPANY RULE IN INDIA

1. Prepare a timeline of various Anglo-Indian wars.
2. Prepare a bio-sketch of the heroes of Anglo-Indian wars.
3. PowerPoint Presentation of Anglo-Indian wars.
4. Map skill- Important places associated with Anglo-Indian wars.

SUGGESTED PROJECTS/ACTIVITIES IN POLITICAL SCIENCE

Chapter 22: Safeguarding the Marginalised

1. Prepare a foldable/Calendar/ newsletter/ PPT etc on the different schemes and programs launched by the government of India for the upliftment of the weaker sections of society.
2. Design a poster/ advertisement to raise awareness about the different programs launched by the Government for the welfare of the marginalized sections of society.

PRESCRIBED BOOKS:

1. WE AND OUR WORLD (A BOOK OF SOCIAL SCIENCES)- (DAY PUBLICATION DIVISION)
2. RESOURCE AND DEVELOPMENT, OUR PASTS-III AND SOCIAL AND POLITICAL LIFE- NCERT

नैतिक शिक्षा
कक्षा-आठवीं

मुख्य उद्देश्य।

व्यक्तिगत मूल्य

1. आत्म-अनुशासन– विभिन्न स्थितियों में भावनाओं, विचारों और व्यवहार को नियंत्रित करने की क्षमता विकसित करें।
2. जिम्मेदारी–स्कूल, घर और समाज में कर्तव्यों को पूरा करने के महत्व को समझें।
3. कृतज्ञता–दूसरों के प्रयासों और अपने पास मौजूद विशेषाधिकारों की सराहना करें और उन्हें स्वीकार करें।
4. दृढ़ता–चुनौतियों के बावजूद लक्ष्यों की ओर काम करने की आदत विकसित करें।

सामाजिक मूल्य

5. दूसरों के प्रति सम्मान–विभिन्न विचारों, संस्कृतियों और पृष्ठभूमियों को स्वीकार करना सीखें।
6. सहानुभूति–दूसरों की भावनाओं को समझने और उन्हें साझा करने की क्षमता विकसित करें।
7. टीमवर्क और सहयोग–समूहों में प्रभावी ढंग से काम करें और साथियों का समर्थन करें।
8. संघर्ष समाधान और नेतृत्व कौशल–असहमति को हल करने के शांतिपूर्ण तरीके सीखें।
9. दया और करुणा–दूसरों के लिए चिंता और देखभाल दिखाएँ जिनमें कम भाग्यशाली लोग भी शामिल हैं।

नैतिक और नागरिक मूल्य

10. ईमानदारी और न्याय–सत्यता के महत्व को समझें और सभी के साथ निष्पक्षतापूर्वक व्यवहार करें।
11. पर्यावरण जागरूकता–प्रकृति और स्थिरता के प्रति जिम्मेदारी विकसित करें।
12. डिजिटल नैतिकता–प्रौद्योगिकी और सोशल मीडिया का जिम्मेदारी और सम्मानपूर्वक उपयोग करें।
13. नैतिक निर्णय लेना–दैनिक जीवन में नैतिक विकल्प ढूंढने की क्षमता विकसित करें।

परीक्षा वर्ष के अंत में आयोजित की जाएगी। यह पूरे पाठ्यक्रम के लिए होगी।

		अंक	अवधि
लिखित मूल्यांकन		40 अंक	1:30 Minutes
आंतरिक मूल्यांकन		60 अंक	

विस्तृत पाठ्यक्रम

क्रम	पाठ का नाम	वर्ष के अंत में होने वाली लिखित परीक्षा के लिए आवंटित अंकभार	आंतरिक मूल्यांकन आवंटित अंकभार
1.	[illegible]	2	—
2.	[illegible]	3	5
3.	[illegible]	3	5
4.	[illegible]	3	5
5.	[illegible]	3	5
6.	[illegible]	3	5
7.	[illegible]	3	5
8.	[illegible]	3	5
9.	[illegible]	3	5
10.	[illegible]	3	5
11.	[illegible]	3	5
12.	[illegible]	3	5
13.	[illegible]	3	5
14.	[illegible]	2	—
	कुल अंक	40	60

आंतरिक मूल्यांकन का विवरण

आंतरिक मूल्यांकन के लिए आवश्यकता 9 अंकों का विभाजन

खंड-1 : क्या सोचिये : कक्षा कार्य, गृहकार्य पूरा करना और समय पर जमा करना 3 अंक

खंड 2 : आपकी आत्मसात करें—शिक्षक के अवलोकन और साथी के व्यवहार या दृष्टिकोण में परिवर्तन के आधार पर 3 अंक

खंड 3 : आपको खोजें , चर्चा, बातचीत में भागीदारी और गृहकार्य समय पर जमा करना। 3 अंक

लिखित मूल्यांकन

प्रश्नों के प्रकार	प्रश्नों की संख्या	आवंटित अंक	कुल अंक
बहुविकल्पीय प्रश्न	6	1	6
अतिलघुत्तरीय प्रश्न	6	1	6
लघुत्तरीय प्रश्न	4	2	8
दीर्घ उत्तरीय प्रश्न (केस आधारित)	3	3	9
दीर्घ उत्तरीय प्रश्न	3	3	9
कुल अंक			40

निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 8)

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

MORAL EDUCATION

(ENGLISH MEDIUM)

Objectives

Personal Values

1. Self-Discipline : Develop the ability to regulate emotions, thoughts and behaviour in different situations.
2. Responsibility : Understand the importance of fulfilling school, home and society duties.
3. Gratitude : Appreciate and acknowledge the efforts of others and the privileges one has.
4. Perseverance : Develop the habit of working toward goals despite challenges.

Social Values :

5. Respect for Others : Learn to respect different opinions, cultures and perspectives.
6. Empathy : Develop the ability to understand and share the feelings of others.
7. Teamwork and Cooperation : Work effectively in groups and support peers.
8. Conflict Resolution and Leadership Skills : Learn peaceful ways to resolve disagreements.
9. Kindness and Compassion : Show concern and care for others, including those less fortunate.

Ethical and Civic Values

10. Fairness and Justice : Understand the importance of equality and treating everyone with respect.
11. Environmental Awareness : Develop responsibility towards nature and sustainability.
12. Digital Ethics : Use technology and social media responsibly and respectfully.
13. Ethical Decision-Making : Develop the ability to make moral choices in daily life.

Examination will be held at the end of the year. It will be for the entire syllabus.

	Marks	Duration
Written Assessment	40 m	1: 30 Minutes
Internal Assessment	10 m	

Detailed Syllabus

S.No.	Name of the Units/Chapters	Chapter-wise weightage for year end written examination	Internal assessment chapter-wise weightage
1.	Prayer (Shloka)	2	—
2.	Rita's Books	3	5
3.	Oh Gabby, Not Again!	3	5
4.	Together We Can	3	5
5.	And She Heard It All	3	5
6.	I, Manthara	3	5
7.	Forgiveness A Divine Act	3	5
8.	Stressed Who Me?	3	5
9.	Learning to Heal: A Tale of Two Sisters	3	5
10.	After all, the day was not that bad	3	5
11.	Anant's Diary	3	5
12.	My Lucky Chain	3	5
13.	Master Chef	3	5
	Principles of Arya Samaj	3	—
	Total	40	50

Details of Internal Assessment

*Break up of 6 Marks Chapter wise for Internal Assessment

Section 1 : Mindful Musings : CW & HW Assignments Completion and Timely Submission (2 Marks)

Section 2 : Thoughtful Assimilations – based on teacher's observation and changes in the behaviour or attitude of child (1 Mark)

Section 3 : Inspiring Findings : Participation in Discussion, Interaction and submission of Home Assignments (2 Marks)

Weightage as per typology of question

Type of Question	No. of questions	Marks Allotted	Total Marks
MCQ	6	1	6
Very Short Answer Questions	8	1	8
Short Answer Questions	4	2	8
Long Answer Questions (Case based)	3	3	9
Long Answer Questions (LA-I)	3	3	9
Total Marks			40

ਸਿੱਖਿਆ (N.E.P.) ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਦੇ ਨਿਰਦੇਸ਼ਾਂ ਅਨੁਸਾਰ

ਵਿਸ਼ਾ - ਪੰਜਾਬੀ

(ਜਮਾਤ - ਅੱਠਵੀਂ)

(2025 - 26)

ਭਾਸ਼ਾ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਟੀਚੇ

(ੳ) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ-ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ ਅਤੇ ਲਿਖਣਾ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸਰਬਪੱਖੀ ਸ਼ਖ਼ਸੀਅਤ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

(ਅ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸੁਚੱਜੀ ਅਗਵਾਈ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

(ੲ) ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ-ਕਵਿਤਾ, ਕਹਾਣੀ, ਲੇਖ, ਜੀਵਨੀ, ਸਫ਼ਰਨਾਮਾ ਅਤੇ ਨਾਟਕ ਆਦਿ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।

(ਸ) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਿਰਜਣਾ ਵੱਲ ਤੋਰਨਾ।

(ਹ) ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣਾਤਮਕ ਪੱਖ ਪ੍ਰਫੁੱਲਤ ਕਰਾਉਣਾ।

(ਕ) ਪਾਠਕ੍ਰਮ ਦੇ ਪਾਠਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਨੈਤਿਕ, ਮਾਨਸਿਕ, ਸਮਾਜਿਕ ਅਤੇ ਸ਼ਖ਼ਸੀਅਤੀ ਵਿਕਾਸ ਕਰਨਾ।

(ਖ) ਪਾਠ ਸਮੱਗਰੀ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਜੀਵਨ ਦੇ ਪਹਿਲੂਆਂ ਦੀ ਪਛਾਣ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

(ਗ) ਪਾਠਕ੍ਰਮ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਿਖਣ ਪ੍ਰਤਿਭਾਵਾਂ ਨੂੰ ਸੇਧ ਦੇਣਾ।

(ਘ) ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਕਲਪਨਾਸ਼ੀਲਤਾ ਨੂੰ ਨਿਖਾਰਨਾ।

ਸੈਸ਼ਨ ਦੇ ਅਖੀਰ ਵਿੱਚ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਲਈ ਨਿਰਧਾਰਿਤ ਕਿਰਿਆ ਅਤੇ ਅੰਕਾਂ ਦੀ ਵੰਡ :

1. ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ	80 ਅੰਕ	ਸਮਾਂ 3 ਘੰਟੇ
2. ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ	20 ਅੰਕ	

ਸਲਾਨਾ ਲਿਖਤੀ ਇਮਤਿਹਾਨ ਦਾ ਵਿਭਾਜਨ ਕੁੱਲ ਅੰਕ - 80

(ਭਾਗ-ੳ ਵਸਤੂ ਨਿਸ਼ਠ) 8 ਅੰਕ

1. ਬਹੁਵਿਕਲਪੀ ਟੈਸਟ	5 ਅੰਕ
2. ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ	3 ਅੰਕ

(ਭਾਗ - ਅ ਵਿਸਤ੍ਰਿਤ ਉੱਤਰ) 20 ਅੰਕ

3. ਸੁਮੇਲ ਕਰਨਾ	5 ਅੰਕ
4. ਚਿੱਠੀ ਪੱਤਰ/ਬਿਨੈ ਪੱਤਰ	7 ਅੰਕ

(ਅਰਜ਼ੀ-2, ਚਿੱਠੀ-4, ਸੱਦਾ-1)

(ੳ) ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ-ਅਧਿਆਪਕ ਜੀ ਨੂੰ ਜੁਰਮਾਨਾ ਮੁਆਫ਼ੀ ਲਈ ਅਰਜ਼ੀ ਲਿਖੋ।

(ਪੰਨਾ-212)

(ਅ) [illegible] (ਪੰਨਾ-214)

(ੲ) [illegible] (ਪੰਨਾ-224)

(ਸ) [illegible] (ਪੰਨਾ-226)

(ਹ) [illegible] (ਪੰਨਾ-216)

5. [illegible] 5 ਅੰਕ

[illegible]

(ੳ) [illegible] (ਪੰਨਾ 152)

(ਅ) [illegible] (ਪੰਨਾ 160)

(ੲ) [illegible] (ਪੰਨਾ 170)

(ਸ) [illegible] (ਪੰਨਾ 176)

(ਹ) [illegible] (ਪੰਨਾ 177)

(ਭਾਗ-ੲ ਵਿਆਕਰਨ) 22 ਅੰਕ

6. [illegible]	2 ਅੰਕ
7. [illegible]	2 ਅੰਕ
8. [illegible]	2 ਅੰਕ
9. [illegible]	2 ਅੰਕ
10. ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ	2 ਅੰਕ
11. [illegible]	3 ਅੰਕ
12. [illegible]	3 ਅੰਕ
13. [illegible]	3 ਅੰਕ
14. [illegible]	3 ਅੰਕ

(ਭਾਗ-ਸ [illegible]) 30 ਅੰਕ

15. [illegible]	5 ਅੰਕ
16. [illegible]	5 ਅੰਕ
17. [illegible]	8 ਅੰਕ
18. [illegible]	8 ਅੰਕ
19. [illegible]	2 ਅੰਕ
20. [illegible]	2 ਅੰਕ

[illegible]

S. No.	Unit/Section	Chapters/Content	No. of Periods	Marks Allotted
1.	[illegible]	1) [illegible] 2) [illegible] 3) [illegible]	3 3 3	5
2.	[illegible]	1) [illegible] 2) [illegible] 3) [illegible]	3 3 3	5
3.	[illegible]	1) [illegible] 2) [illegible] 3) [illegible]	3 3 3 3	5
4.	[illegible]	1) [illegible] 2) [illegible] 3) [illegible] 4) [illegible]	3 3 3 3	5
5.	[illegible]	1) [illegible] 2) [illegible]		2
6.	[illegible]	1) [illegible] 2) [illegible]		2
		1. [illegible] 2. [illegible]	1 1 2	
		3. [illegible] 4. [illegible]		

7.	[illegible] ([illegible] 52-53)	2	2
8.	[illegible] ([illegible] 117-118)	2	2
9.	[illegible] 1-15 ([illegible] 99-100)	2	2
10.	[illegible] 1-15 ([illegible] 100-101)	2	2
11.	[illegible] ([illegible] 107-111)	2	2
12.	[illegible] ([illegible] 90-91)	2	2
13. 14.	[illegible] (1-25) ([illegible] 112-113) [illegible] (1-15) ([illegible] 120-121)	2 2	2 2
15.	[illegible] ([illegible] 120-123)	2	2
16.	[illegible]	2	2
17.	[illegible]	2	3
18.	[illegible]	2	3
19.	[illegible]	6	7
20.	[illegible]	8	8

5. [illegible]

[illegible]	[illegible]	[illegible]
1.	**[illegible]** (Periodic Test) 20 [illegible]	5
2.	**[illegible]** (Multiple Assessment) 1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]	5
3.	**[illegible]** (Portfolio) 1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]	5
4.	**[illegible]** (Subject Enrichment Activities) 1. [illegible] 2. [illegible] 3. [illegible] 4. [illegible]	5

6. Prescribed Books:-

[illegible] - 5
[illegible]