Courses of Study
and
Scheme of Marking

Class–VIII

"2019–20"

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Contents

हिंदी

कक्षा–VIII हिंदी (Higher)

भाषा अभिव्यक्ति का एक सशक्त माध्यम है जिसके द्वारा हम जीवन को समझते हैं, उससे जुड़ते हैं और जीवन–जगत को प्रस्तुत करते हैं। भाषा विद्यार्थी के भाषा–बोध और साहित्य–बोध को विकसित करने में सहायक है। यह उसके ज्ञान क्षेत्र को इतना विकसित कर देती है कि वह किसी भी विषय के बारे में अपनी स्वतंत्र राय में सक्षम होता है।

भाषा शिक्षण अधिगम के उद्देश्य

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

अंक विभाजन प्रणाली
(वार्षिक परीक्षा)

आंतरिक मूल्यांकन	20 अंक
वार्षिक परीक्षा	80 अंक

1. आंतरिक मूल्यांकन

(*i*) आवधिक परीक्षा 10 अंक

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

(*ii*) कॉपी से संबंधित कार्य 05 अंक

(नियमितता, समय पर कार्य पूर्णता, कार्य में स्वच्छता, कॉपी का रखरखाव तथा सृजनात्मकता/रचनात्मकता–इन बिंदुओं के आधार पर मूल्यांकन किया जाएगा।

(*iii*) विषयगत संवर्धन गतिविधि 05 अंक

- वाचन एवं श्रवण कौशल से संबंधित।
- सुलेख एवं श्रुतलेख।

वार्षिक परीक्षा

खंड–क (अपठित बोध)

- अपठित गद्यांश (200–250 शब्द) 10 अंक
- अपठित पद्यांश 05 अंक

} 15 अंक

खंड–ख

- व्यावहारिक व्याकरण 20 अंक

(ज्ञान सागर एवं अभ्यास सागर पर आधारित)

खंड–ग (पाठ्य पुस्तक)

- पठित पद्यांश 05 अंक
- पठित गद्यांश 04 अंक
- लघूत्तर प्रश्न (I) (25 से 30 शब्द) 08 अंक
- लघूत्तर प्रश्न (II) (50 से 60 शब्द) 9 अंक
- निबंधात्मक प्रश्न 04 अंक

} 30 अंक

खंड–घ (रचनात्मक लेखन)

- अनुच्छेद लेखन 05 अंक
- पत्र लेखन (औपचारिक एवं अनौपचारिक) 05 अंक
- सूचना लेखन 05 अंक

} 15 अंक

वार्षिक परीक्षा पाठ्यक्रम

पाठ्य पुस्तकें–ज्ञान सागर एवं अभ्यास सागर

पाठ 1 हम पंछी उन्मुक्त गगन के (कविता)

पाठ 2 असल धन

व्यावहारिक व्याकरण

- अनुस्वार, अनुनासिक, नुक्ता
- 'र' के विभिन्न रूप
- उपसर्ग, प्रत्यय
- तत्सम, तद्भव

- शब्द भंडार (पर्यायवाची, विलोम, वाक्यांश के लिए एक शब्द)
- संधि (स्वर एवं व्यंजन संधि)
- समास
- वाक्य विचार (रचना एवं अर्थ के आधार पर)
- वाक्य शुद्धिकरण
- मुहावरे
- अलंकार

वार्षिक परीक्षा हेतु व्यावहारिक व्याकरण अंक प्रणाली 20 अंक (प्रश्न निर्माण हेतु)

1.	अनुस्वार, अनुनासिक और नुक्ता (कोई दो)	–	1
2.	'र' के विभिन्न रूप	–	1
3.	उपसर्ग एवं प्रत्यय	–	1
4.	तत्सम-तद्भव शब्द	–	1
5.	शब्द भंडार (पर्यायवाची शब्द, विपरीतार्थक शब्द वाक्यांशों के लिए एक शब्द)	–	2
6.	संधि (स्वर और व्यंजन)	–	3
7.	समास	–	3
8.	वाक्य विचार (रचना एवं अर्थ के आधार पर)	–	3
9.	वाक्य शुद्धिकरण	–	1
10.	विराम चिह्न	–	1
11.	मुहावरे	–	1
12.	अलंकार	–	2

हिंदी (तृतीय भाषा)

हिंदी भाषा शिक्षण के उद्देश्य :

1. हिंदी भाषा के प्रति रुचि जाग्रत करना।
2. दैनिक जीवन में हिंदी समझने, बोलने एवं लिखने की क्षमता का विकास करना।
3. व्याकरण का समुचित ज्ञान एवं व्याकरण-सम्मत भाषा का प्रयोग करने की क्षमता का विकास करना।
4. शब्द-भंडार में वृद्धि करना।
5. स्वाध्याय की प्रवृत्ति का विकास करना।
6. पाठ्यवस्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उनके व्यावहारिक प्रयोग की क्षमता का विकास करना।
7. प्रवाहपूर्ण अर्थग्रहण, चिंतन-मनन एवं सृजनात्मक अभिव्यक्ति का विकास करना।
8. भाषा के सार्थक प्रयोग द्वारा सकारात्मक दृष्टि का विकास करना
9. मौलिक लेखन हेतु प्रेरित करना

अंक विभाजन प्रणाली

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

आंतरिक मूल्यांकन: 20 अंक

1. आवधिक परीक्षा – 10 अंक

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

2. कॉपी से संबंधित कार्य – 05 अंक

(नियमितता, समय पर कार्य पूर्णता, कार्य में स्वच्छता, कॉपी का रखरखाव तथा सृजनात्मकता/रचनात्मकता–इन बिंदुओं के आधार पर मूल्यांकन किया जाएगा।

3. विषयगत संवर्धन गतिविधि 05 अंक

- वाचन एवं श्रवण कौशल से संबंधित।
- सुलेख एवं श्रुतलेख।

वार्षिक परीक्षा **80 अंक**

खंड-क (अपठित बोध)

- अपठित गद्यांश (100-125 शब्द) 5 अंक

खंड-ख

- **व्यावहारिक व्याकरण** **25 अंक**

(भाषा माधुरी एवं भाषा अभ्यास पर आधारित

खंड-ग **पाठ्य पुस्तक** **35 अंक**

- पठित पद्यांश (1×5=5)
- रिक्त स्थानों की पूर्ति (गद्य और पद्य) (1×5=5)
- शब्दों का वाक्य प्रयोग (1×2=2)
- पाठ के आधार पर वाक्यों का मिलान (1×3=3)
- लघूत्तरात्मक प्रश्न (एक वाक्य में) (1×5=5)
  (5 प्रश्न, 1 अंक प्रत्येक प्रश्न)
- विस्तृत प्रश्न (3×3=9)
  (3 प्रश्न, 3 अंक प्रत्येक प्रश्न)
- सही या गलत (1×3=3)
- किसने, किससे कहा (1×3=3)

खंड-घ **रचनात्मक लेखन** **15 अंक**

- अनुच्छेद लेखन 5 अंक
- पत्र लेखन 5 अंक
- चित्र वर्णन 5 अंक

वार्षिक परीक्षा पाठ्यक्रम

1. **अपठित गद्यांश** के आधार पर संक्षिप्त प्रश्नोत्तर **5 अंक**
2. **व्यावहारिक व्याकरण** **25 अंक**

- अनुस्वार, अनुनासिक 1 अंक
- संज्ञा (भेद-सहित), सर्वनाम, 2 अंक
- विशेषण-विशेष्य 1 अंक
- क्रिया, काल व भेद 2 अंक
- पर्यायवाची 2 अंक
- विपरीत शब्द 1 अंक
- ड़, ढ़ एवं संयुक्त अक्षर का प्रयोग 2 अंक

- 'र' के विभिन्न रूपों का प्रयोग 1 अंक
- मुहावरे 1 अंक
- विराम-चिह्न 1 अंक
- वाक्यांश के लिए एक शब्द 1 अंक
- संज्ञा शब्दों के वचन बदलना 1 अंक
- उपसर्ग-प्रत्यय 2 अंक
- कारक 1 अंक
- नुक्ता वाले शब्द 1 अंक
- अशुद्धि शोधन (शब्द) 1 अंक
- मानक रूप 2 अंक
- श्रुतिसम भिन्नार्थक शब्दों से वाक्य प्रयोग 2 अंक

3. पाठ्य-पुस्तक (भाषा-माधुरी) 35 अंक

पाठ		कालांश
पाठ 1	दिमागी लड़ाई	10
पाठ 2	लौह पुरुष	10
पाठ 3	पेड़ (कविता)	8
पाठ 4	पूरे एक हज़ार (केवल पढ़ने के लिए)	1
पाठ 5	दो पहलवान	10
पाठ 6	नदी यहाँ पर (कविता)	08
पाठ 7	पतीले की मृत्यु (केवल पढ़ने के लिए)	1
पाठ 8	टपके का डर	10
पाठ 9	अजंता की सैर	10
पाठ 10	ये बात समझ में आई नहीं... (केवल पढ़ने के लिए)	1
पाठ 11	बिरसा मुंडा	10
पाठ 12	अगर न नभ में बादल होते (कविता)	8
पाठ 13	प्रिय पौधा	10
पाठ 14	बुद्धिमान राजा	10
पाठ 15	अंधेर नगरी	10

पाठ 16	चाँद का कुर्ता (कविता)	8
पाठ 17	हार की जीत	10
पाठ 18	बेट्टिना का साहस	10
पाठ 19	लौट आया आत्मविश्वास (केवल पढ़ने के लिए)	1
पाठ 20	कोशिश करने वालों की हार नहीं होती (कविता)	8
		154

4. रचनात्मक लेखन — कालांश–16

(*i*) अनुच्छेद (80–100 शब्द)

(क) वृक्षों का महत्व

(ख) मेरे जीवन का लक्ष्य

(ग) प्रात:काल की सैर

(घ) मेरा विद्यालय

(ङ) सफलता का मूल मंत्र परिश्रम

(च) समुद्र तट का दृश्य

(छ) मेरा प्रिय त्योहार

(ज) मेरा भारत महान

(निर्देश: – इन विषयों से संबंधित अन्य विषय भी दिए जा सकते हैं।)

(*ii*) पत्र — **16 कालांश**

(क) अनौपचारिक पत्र

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

(ख) औपचारिक पत्र

(निमंत्रण पत्र, बधाई पत्र, भाषा अभ्यास में दिए पत्रों का अभ्यास आदि।

(*iii*) चित्र वर्णन — **6 कालांश**

38 कालांश

ENGLISH COURSE–'A'

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

General Aims

(a) To enable the learners to communicate effectively in English;

(b) To enable the learners to use the four language skills, i.e., listening, speaking, reading and writing,

(c) To enable the learners to use grammar structures and other grammatical forms accurately and appropriately,

(d) To develop an interest in and appreciation of literature,

(e) To enable the learners to use language fluently, appropriately and confidently in real-life situations.

Learning Outcomes

Listening

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

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

Speaking

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

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

Reading

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

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

Writing

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

1. express ideas clearly, concisely, correctly and appropriately,
2. write a description, an account of events, biographical sketch.
3. write letters (formal and informal) in an appropriate style and format.
4. expand notes into a piece of writing.

5. plan, organise and present ideas coherently by introducing, developing and concluding a topic, e.g., articles, speech.
6. present an argument, supporting it with appropriate examples.
7. transcode information from diagrammatic to verbal form.
8. recode information from one text type to another (e.g., diary entry to letter, advertisement to report, etc.).
9. write on themes based on specified topics (suggested),
10. Write a message, notice, e-mail and diary entry.

Literature

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

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

Grammar

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

1. Tenses
2. Narration
3. Modals
4. Subject-Verb Agreement
5. Complex sentences, compound sentences. Clauses should be limited to the teaching of main and subordinate clauses. Instead of classification of subordinate clauses students should be taught to complete the sentences using 'linkers' followed by a clause.
6. Linkers

7. Passive and Active voice
8. Non-Finites
9. Punctuation
10. Prepositions, Adverbs and Adjectives and determiners are parts of integrated grammar.

EXAMINATION SPECIFICATIONS

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

Annual Examination

DIVISION OF SYLLABUS	MARKS	TOTAL MARKS
Sections		
Reading	20	
Writing	20	80
Grammar	15	
Literature	25	
Internal Assessment	[5+5+10]	20
Total	80+20	100

Note : 1. The question paper for the annual examination will be of 80 marks. 20 marks will be allotted for Internal Assessment.

2. Refer to the table given below for Internal Assessment.

INTERNAL ASSESSMENT

S.No.	Assessment	Marks
1.	Notebooks (regularity, assignment completion, neatness, upkeep of notebooks, creativity, original thinking)	5
2.	Periodic Test (3) (Average of the best 2 tests out of 3 to be taken for the final marks submission).	10
3.	Subject Enrichment (speaking and listening skills)	5
	Total	20

SECTION – A (Reading) 20 Marks

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

Types of passages :

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

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

Q1. Passage I with 10 marks weightage will consist of comprehension questions in the conventional way. 2 marks out of 10 must be for word-attack skills such as word formation and inferring meaning.

Q2. Passage II with 5 marks weightage will consist of gap filling to test comprehension.

Q3. Passage III with 5 marks weightage will consist of comprehension questions in the conventional way.

SECTION – B (Writing) 20 Marks

This section will include three writing tasks.

Q4. Short composition of not more than 50 words for 4 marks. [Notice, message and dialogue completion (Not Dialogue Writing), E-mail]

Q5. and Q6. for 8 marks each.
[speech, article, formal and informal letter, describing places and events & diary entry]

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

The Marking Scheme for Q4 will be as follows :

Content - 3 marks
Format - 1 marks

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

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

SECTION – C (Grammar) 15 Marks

Q7. to 11 - A variety of 5 short questions for 3 marks each. Text types will include gap filling, cloze (gap filling exercises with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing (errors finding and omission) and sentence transformation. The grammar syllabus will allot marks for :

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

SECTION–D (Literature) 25 Marks

Q12. Extract based on poetry followed by RTC questions. (with internal choice) **4 marks**

Q13. Extract based on play/prose followed by RTC questions. **4 marks**

Q14. Any 6 short answer questions (30 – 40 words) to be attempted out of 7. **12 marks**

Q15. An extended question (with internal choice) to test global comprehension or deeper understanding of the prescribed texts like diary entry or informal letter (80 to 90 words) **5 marks**

SYLLABUS FOR ANNUAL EXAMINATION

I. ENGLISH LITERATURE

Chapter – 1	Fiction – Three Questions
Chapter – 2	Poetry – Granny's Tree Climbing
Chapter – 3	Fiction – The Fun They Had
Chapter – 4	Fiction – Father's Help
Chapter – 5	Poetry – My Mother
Chapter – 6	Fiction – The Luncheon
Chapter – 7	Poetry – The Children's Song
Chapter – 8	Fiction – The Case of Sharp-eyed Jeweller
Chapter – 9	Poetry – Couplets
Chapter – 10	Fiction – The Undeserved Reward
Chapter – 11	Poetry – Bangle Sellers
Chapter – 12	Play – A Bad Dream

II. MY ENGLISH READER

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

Suggested topics from Reader units to practice Q5.

- The self-centred generation
- Media – Impact on Teenagers
- Good deeds reflect good character
- Caring for the elderly

- Success comes to those who will and dare
- Nature conservation
- Value of Games and sports in life
- Tolerance – Need of the hour

III. ENGLISH PRACTICE BOOK

Unit – 1 Tenses

Unit – 2 Narration

Unit – 3 Modals

Unit – 4 Subject – Verb Agreement

Unit – 5 Clauses and Complex Sentences

Unit – 6 Linker

Uniit – 7 Active and Passive Voice

Unit – 8 Non-Finites

Unit – 9 Punctuation

Unit – 10 Reading for Understanding

Unit – 11 Getting Ready for Class IX

IV. WRITING SKILLS

Notice Writing, Dialogue Completion, Message, E-mail Writing, Speech, Article, Formal Letter, Informal Letter, Description Writing (Places and Events).

Suggestions for Enhancement of Language Skills.

❖ **Dictation / Spell check / Handwriting**

Teachers may make use of words and passage suitable for class VIII.

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

(a) Text book reading (b) Newspaper reading

(c) Reading of long text (d) Any other suitable material

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

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

- Clarity and expression
- Tone and intonation
- Posture

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

Prescribed Books :

1. English Literature (Class – VIII)
2. My English Reader (Class – VIII)
   Listen & Comprehend (Audio CD)
3. English Practice Book (Class - VIII)
   (Types of clauses not to be done)

संस्कृतम्

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

अधिगम-उपागमाः (Learning Outcomes)

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

आन्तरिक मूल्याङ्कन विधिः

1. चक्रीया परीक्षा **10 अङ्काः**

- एकस्मिन् सत्रे तिस्रः चक्रीयाः परीक्षाः भविष्यन्ति।
- तासु द्वयोः एव अधिभारः ग्रहीतव्यः यत्र विद्यार्थिनः प्राप्ताङ्काः श्रेष्ठाः सन्ति।

2. कक्षाकार्यं गृहकार्यं च **5 अङ्काः**

(मूल्याङ्कनबिन्दवः)

- समयबद्धता नियमितता च
- प्रदत्तकार्यस्य पूर्णता
- स्वच्छता शुद्धता च
- मौलिकता
- रचनात्मकता

3. विषयसंवर्धनार्थाः अपेक्षितगतिविधयः **5 अङ्काः**

(*i*) श्लोकवाचनम्

(*ii*) कथावाचनम्

(*iii*) संवादवाचनम्

(*iv*) भाषणम्

(*v*) स्वपरिचयः/परिवेशपरिचयः

(*vi*) सूक्तिलेखनम्

(*vii*) भित्तिपत्रलेखनम्

(*viii*) चित्रवर्णनम्

(*ix*) कथाभावलेखनम्

(*x*) आदर्शवाक्यलेखनम्/ध्येयवाक्यलेखनम्

(*xi*) श्रुतलेखः

(*xii*) परियोजनाकार्यम्

वार्षिक परीक्षा **80 अङ्काः**

प्रश्नपत्रस्य वर्गीकरणम्	अङ्काः	कालांशाः
अपठित-अवबोधनम्	05	10
रचनात्मक-कार्यम्	15	30
अनुप्रयुक्तव्याकरणम्	30	50
पठित-अवबोधनम्	30	50

पाठ्यक्रमः

अपठित-अवबोधनम् 5 अङ्काः

रचनात्मककार्यम् 15 अङ्काः

- पत्रलेखनम्
- चित्रवर्णनम् अथवा अनुच्छेदलेखनम्
- अनुवादः

अनुप्रयुक्तव्याकरणम् 30 अङ्काः

सन्धिः	दीर्घः, गुणः, वृद्धिः, यण्
शब्दरूपाणि	राम, लता, फल, नदी, मुनि, साधु, अस्मद्, युष्मद्, किम्, तत्, एतत् (त्रिषु लिङ्गेषु)
सङ्ख्याः	एकतः शतं पर्यन्तम् (एकतः चतुः पर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमा विभक्तौ)
अव्ययपदानि	तदा, मा, सर्वत्र, इतस्ततः, एकदा, अपि, बहिः, कदा, कुतः, कुत्र,, कथम्, किमर्थम्, पुरा, एव, नीचैः, उच्चैः, अधुना, श्वः, ह्यः, सहसा, अत्र, तत्र
कारकाणि	द्वितीया-उभयतः, परितः, विना, प्रति

उपपदविभक्तयः च	तृतीया–अलम्, काणः, बधिरः, सह, विना
	चतुर्थी–दा, रुच्, स्वस्ति, नमः
	पञ्चमी–बहिः, पृथक्, विना
	षष्ठी–पुरतः, पृष्ठतः, उपरि, अधः
	सप्तमी–विश्वस्, निपुणः, स्निह्
धातुरूपाणि (परस्मैपदिनः)	भू, गम्, दृश्, स्था, स्मृ, पठ्, अस्, वद्, नम्, लिख्, पा, कृ (पञ्चलकारेषु)
(आत्मनेपदिनः)	सेव्, लभ्, रुच् (लट्लृट्लकारयोः)
प्रत्ययाः	क्त्वा, ल्यप्, तुमुन्, क्त, क्तवतु
उपसर्गाः	अनु, अव, अभि, अधि, आ, उत्, उप, अति, अप, निर्, दुर्, दुस्, निस्, नि, प्र, प्रति, परि, वि, सम्, सु, परा

पठित-अवबोधनम् **30 अङ्काः**

पाठ्यपुस्तकम् – सुरभिः

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

MATHEMATICS

General Instructions :

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

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

S.No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	Unit tests / Periodic tests (restricted to three in an academic year and marks will be given as average of best 2 tests).	10 marks
2.	Class record (1. Note books and Assignment file) Parameters for assessment : Neatness, Regularity, Upkeep of notebooks, assignment completion, creativity and original thinking.	5 marks
3.	Subject enrichment activity (a) Maths lab Activity (b) Project work	5 marks

Weightage to form of questions

Types of questions	LA 4 marks	SA-I 3 marks	SA-II 2 marks	VSA 1 mark	Total
No. of questions	8	10	6	6	30
Marks	32	30	12	6	80

DETAILED SYLLABUS

	Unit	Topics	No. of Pds.	Marks Allot.
Number System	1	Squares and Square Roots	12	06
	2	Cubes and Cube Roots	08	04
	3	Exponents & Radicals	08	04
				14
Commerical Maths	4	Direct & Inverse Variation	10	04
	5	Profit & Loss and Discount	12	04
	6	Compound Interest	12	06
				14
Algebra	7	Algebraic Identities	12	06
	8	Polynomials	10	05
	9	Linear Equations in one Variable	10	05
				16
Geometry	10	Parallel Lines	10	05
	11	Understanding Quadrilaterals	12	06
	12	Construction of Quadrilaterals	10	05
	16	Rotational Symmetry	04	02
				18
Graphs	13	Introduction to Graphs	05	03
Mensuration	14	Mensuration	15	09
Statistics/ Probability	15	Statistics & Probability	12	06
		Total		80

Unit 1. Square and Square Roots (12 Periods)

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

Using division method, finding square roots of–

(i) Positive integers which are perfect squares.

(ii) Decimals which are perfect squares.

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

Learning Outcome

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

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

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

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

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

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

Rule 3. If p and q are not perfect squares, then to find $\sqrt{p/q}$, we express $\frac{p}{q}$ as a decimal and then apply division method.

Unit 2. Cubes and Cube Roots (8 Periods)

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

Learning Outcomes

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

   For any two integers a and b, we have

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

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

Unit 3. Exponents and Radicals (8 Periods)

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

Learning Outcomes

1. Students will be able to convert radical form to exponential form and vice versa.

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

   * If a is any positive rational number different from zero and x, y are any rational numbers, then

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

   (iii) $(a^x)^y = a^{xy}$ (iv) $(a)^0 = 1$

Unit 4. Direct and Inverse Variations (10 Periods)

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

Learning Outcomes

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

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

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

Learning Outcomes

The students will be able to :

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

Unit 6. Compound Interest **(12 Periods)**

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

Learning Outcomes

Student will be able to :

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

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

Study of the following identities :

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

The above identities may be verified through cardboard models.

Expansion of the square of a trinomial :

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

Product of two binomials :

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

Factorization of Algebraic Expressions based on above identities.

Learning Outcomes

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

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

Unit 8. Polynomials (10 Periods)

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

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

Verification of Dividend = Divisor × Quotient + Remainder.

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

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

Learning Outcomes

The students will be able to :

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

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

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

Word problems on linear equations in one variable.

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

Learning Outcomes

The students will be able to :

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

Unit 10. Parallel Lines (10 Periods)

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

Verification of the following properties :

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

Learning Outcomes

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

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

Unit 11. Understanding Quadrilaterals (12 Periods)

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

Verification of the following properties :

(i) Opposite sides of a parallelogram are equal.

(ii) Opposite angles of a parallelogram are equal.

(iii) Diagonals of a parallelogram bisect each other.

(iv) Diagonals of a rectangle are equal and bisect each other.

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

(vi) Diagonals of a rhombus bisect each other at right angles.

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

Learning Outcomes

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

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

Unit 12. Construction of Quadrilaterals (10 Periods)

Construction of quadrilateral given–

(i) Four sides and one diagonal

(ii) Three sides and both diagonals

(iii) Two adjacent sides and three angles

(iv) Three sides and two included angles

(The sides should be in whole no. of cm or at least multiples of ½ a cm. Angles should be multiples of 15.)

Learning Outcomes

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

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

Unit 13. Introduction to Graphs (5 Periods)

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

Learning Outcomes

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

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

Unit 14. Mensuration (15 Periods)

Area of trapezium, general quadrilateral and polygon.

Surface area of cuboid, cube and right circular cylinder.

Volume of cuboid, cube and right circular cylinder.

Visualising solid shapes, polyhedron. Mapping space around us.

Learning Outcomes

The students will be able to :

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

Unit 15. Statistics & Probability (12 Periods)

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

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

Learning Outcomes

After studying this chapter students will be able to :

1. understand the terms observation, raw data, range, class marks, frequency, frequency table.
2. differentiate between raw data, ungrouped & grouped data
3. mark pictorial representation through histogram and pie chart and can interpret the same.
4. define the term trial, outcome, probability.
5. find probability under different given situations.

Unit 16. Rotational Symmetry (4 Periods)

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

Learning Outcomes

The students will be able to :

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

SUGGESTED ACTIVITIES / PROJECT

(1) Exploring triangular numbers using dot patterns.

(2) Verify the following algebraic identities using geometrical interpretation :

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

(3) Sierpinski triangle

(4) Take a square sheet of area 132.25 cm^2. Find the side of a sheet & create a beautiful greeting card using tessellations with a mathematical quotation.

(5) Create a life history of any Indian mathematician & his/her contribution in the field of Mathematics (Project or PPT).

(6) Activities based on the properties of natural numbers to Rational numbers.

(7) Role play on Mathematical situation.

(8) Number patterns

(9) Pythagorean triplet

(10) Do a survey of your class and collect the data from all students of your class who spent more than 4 hours in watching TV. Represent the collected data in the form of histogram by paper cutting & pasting.

(11) List your unit I marks in various subjects in tabular form & covert the same in the form of a pie-chart.

(12) Calculate the surface area to be painted/white-washed of each room of your house.

(13) Find no. of tiles used in your bathroom along with their cost.

(14) Find capacity of water tank [Cylinderical or cuboidal]. Estimate daily consumption of water in a household. Using it for how many days the water in the tank last.

(15) Mapping of your surroundings by making route maps having proper scale factor and different landmarks shown with appropriate symbols.

(16) Collect bill/cash memo for your recent shopping and calculate discount and G.S.T. (etc.) from it.

(17) A worksheet involving comparison of interests when it is compounded annually, semi-annually and quartely for the same sum at the same rate and for the same time period. Making a decision which option is better in different situations.

(18) Reinforcement of special type of quadrilatrals and their properties using Frayer's Model.

(19) Flow chart showing different types of Quadrilaterals.

(20) Making a scrap book of objects from our surroundings having different types of quadrilaterals.

(21) Talk on any one :

(a) Use of maths in different fields

(b) Value of maths in your life

(22) Making 3-D models of prisms and pyramids using their nets and verifying / obtaining Euler's formula for these solids.

SCIENCE & TECHNOLOGY

The three components of this course will be :

Physics, Chemistry and Biology.

Learning Outcomes :-

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

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

General Instructions :

1. The entire syllabus has to be covered for annual examination.
2. The annual exam will comprise of 100 marks wherein written exam will be of 80 marks and Internal Assessment will be of 20 marks.
3. Periodic written tests are restricted to three in an academic year. Average of the best two tests is to be taken for final marks submission.
4. These written tests are to be conducted by the school at their own level, as per their schedule and allotment of marks.
5. Information given under the headings 'Do you know' and 'Fact sheets', case study and 'Something to do' at the end of the chapter would not be evaluated in any of the written tests.
6. For annual examination, a total of 80 marks will be assigned to written exam, which would be further subdivided as follows :

Physics	30 marks
Chemistry	25 marks
Biology	25 marks

Guidelines for Internal Assessment (20 marks)

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

	Tools of Internal Assessment	Methodology	Total Weightage	Marks out of 20
1.	Periodic Written tests	Restricted to three in an academic year. Average of the best two tests to be taken for the final marks submission.	50%	10
2.	Notebook submission	Regularity Assignment completion, Neatness Upkeep of Notebooks, Creativity, Original thinking	25%	5
3.	Subject Enrichment Activity	Practical Lab work which will include project work, activity demo, models, lab files etc.	25%	5

DETAILED SYLLABUS

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

PHYSICS (30 Marks)

Name of the Chapters	No. of Periods	Total Marks
(1) Force and Pressure (Ch-4)	8	4
(2) Friction (Ch-5)	10	4
(3) Refraction and Dispersion of Liight (Ch-10)	12	5
(4) The Human Eye (Ch-11)	6	3
(5) Sound (Ch-12)	6	3
(6) Electric Current and its Chemical Effects	10	5
(7) Stars and Solar System (Ch-17)	6	3
(8) Earthquakes (Ch-18)	6	3
	64	30

CHEMISTRY (25 Marks)

Name of the Chapters	No. of Periods	Total Marks
(1) Metals and Non-metals	12	6
(2) Sources of Energy (Ch-6)	6	3
(3) Combustion (Ch-7)	8	6
(4) Synthetic Fibres and Plastics (Ch-13)	8	4
(5) Pollution of Air (Ch-19)	6	3
(6) Pollution of Water (Ch-20)	6	3
	46	25

BIOLOGY (30 Marks)

Name of the Chapters	No. of Periods	Total Marks
(1) The Cell–Its Structure and Its Functions (Ch-1)	8	5
(2) Microorganism– Friends and Foes (Ch-2)	9	4
(3) Conservation of plants and Animals (Ch-8)	6	3
(4) Crop Production & its Management (Ch-9)	7	3
(5) Reproduction in Animals (Ch-14)	10	5
(6) Reaching the Age of Adolescence (Ch-15)	10	5
	50	25

Chapter 1 : The Cell-its Structure and Functions (5 marks)

- Discovery of the cell (8 periods)
- The Cell-variation in cell number, shape and size in living organisms
- Parts of cell
- Levels of organisation in an organism
- Comparison between plant cell and animal cell
- Well labelled diagrams of plant cell, animal cell, cheek cell and onion peel cell.

Learning Outcomes :

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

Chapter 2. Micro-organisms – Friends or Foes (4 marks)

- Introduction (9 periods)
- Types of microorganisms
- Diagram of *Paramoecium* and *Euglena* (from Page 8)
- Viruses are unique
- Where do microorganisms live ?
- Role of microorganism in our life
- Microorganisms as our friends
- Microorganisms – The Foes
- Food poisoning
- Food preservation

Learning outcomes

The learner will be able to :

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

(2) contrast the role of micro-organisms as friends or foes.

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

Chapter 3 : Metals and Non-metals (6 marks)

- Classification of elements (12 periods)
- Occurrence of elements
- Minerals and ores

- Physical Properties
- Chemical Properties
- Reaction with oxygen, water, acids and alkalies
- Reactivity of metals
- Displacement reactions
- Noble Metals
- Uses of metals and non-metals
- Alloy – Composition and uses of alloys

Learning Outcomes :

The learners will be able to :

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

Chapter 4 : Force and Pressure (4 marks)

- Force (8 periods)
- Effects of force
- Factors associated with magnitude of force needed

- Balanced and unbalanced forces
- Types of forces
- Contact and non contact forces
- Pressure
- Applications of the concept of pressure in daily life
- Liquid pressure
- Properties of liquid pressure
- Atmospheric pressure
- Variation in air pressure
- Importance of atmospheric pressure
- Force and pressure : concept map

Learning outcomes

Students will be able to :

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

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

Chapter 5 : Friction (4 marks)

- Concept of Friction (10 periods)
- Cause of friction
- Factors affecting friction
- Types of friction–static, Sliding & Rolling
- Friction – A necessity
- Friction – An evil or nuisance
- Increasing / Reducing friction
- Fluid friction

Learning outcomes

The learners will be able to :

(1) identify various types of friction.

(2) appreciate that friction is a necessity as well as a nuisance.

(3) understand methods of increasing and decreasing friction.

Chapter 6 : Sources of Energy (3 marks)

(6 periods)

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

Learning Outcomes

The learners will be able to :

1. classify the sources of energy on the basis of their occurrence, physical state and availability.
2. understand what are fossil fuels, their occurrence in nature and their processing.
3. apply the knowledge of different types of fuels to understand the importance of cleaner fuels and alternative sources of energy.

Chapter 7 : Combustion (6 marks)

- Combustion & combustible material (8 periods)
- Conditions required for combustion
- Types of combustion
- Fire control
- Incomplete combustion
- Flame
- Fuel and calorific value
- Characteristics of a good fuel
- Harmful effects of fuels

Learning Outcomes

The learners will be able to :

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

Chapter 8. Conservation of Plants and Animals (3 marks)
(6 periods)

- Domestic consequences of deforestation
- Global consequences of deforestation
- Conservation of forests and wildlife
- Biosphere reserves
  (Map of biodiversity hotspots not to be evaluated)
- National Parks

- Wildlife Sanctuaries
- Flora and fauna
- Endemic species
- Red Data Book
- Migration
- Reforestation
- Recycling of paper

Learning Outcomes :

The learner will be able to :

(1) know deforestation and its consequences.

(2) understand the importance of migration and biodiversity and ways to conserve it.

Chapter 9. Crop Production And Its Management

- Food from plants (3 marks)
- Agricultural Practices (7 periods)
- Preparation of Soil, Sowing, Soil Replenishment, Irrigation, Traditional System of Irrigation, Modern System of Irrigation, Crop Protection, Harvesting, Storage.
- Crop Improvement

Learning Outcomes

The learners will be able to :

(1) understand the various agricultural practices

(2) appreciate and analyse the methods of crop improvement & their protection

Chapter 10 : Refraction and Dispersion of Light (5 marks)

- Refraction of Light (12 periods)
- Refraction—its cause
- Refractive index, optical density
- Rules for refraction
- Refraction of light by a glass slab
- Dispersion of white light by a glass prism
- Rainbow
- Spherical lenses
- Basic terms related to lenses
- Image formation by convex and concave lenses
- Application of lenses

Learning Outcomes :

The learners will be able to :

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

(2) draw and identify images formed by concave and convex lens.

Chapter 11 : The Human Eye (3 marks)

- Structure of human eye (6 periods)
- Function of various parts of the human eye
- The Blind Spot
- How do we see colours ?
- Working of the human eye

- Range of vision
- Defects of vision
- Care of the Eyes
- Visually challenged persons—help for them
- Braille system

Learning Outcomes :

The learners will be able to :

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

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

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

Chapter 12 : Sound (3 marks)

- Sound and vibrations (6 periods)
- Sounds produced by humans
- Sounds produced by animals
- Propagation of sound
- Light propagates faster than sound
- Amplitude, time period and frequency of a vibration
- Loudness and pitch of a sound
- Audible and inaudible sounds
- Noise and music
- Noise pollution : sources and effects
- Measures to limit noise pollution
- Hearing impairment

Learning Outcomes :

The learners will be able to :

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

(2) understand the structure of ear and persistance of hearing.

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

Chapter 13 : Synthetic Fibres and Plastics (4 marks)

- Natural fibres and synthetic fibres (8 peridos)
- (Rayon) or Artificial Silk, Nylon, Terylene, Polyethene, (PET and Acrylic fibres)
- Advantages and disadvantages of synthetic fibres
- Plastics
- Characteristics of synthetic plastics
- Types of synthetic plastics
- Thermosetting
- Thermoplastics
- Plastics and the Environment
- Damage caused by plastic waste
- Measures to control the damage caused by plastic waste

Learning Outcomes :

The learners will be able to :

1. understand what are synthetic fibres.

2. know about different types of synthetic fibres and plastics and their properties, advantages and disadvantages.
3. differentiate between thermoplastics and thermosetting plastics.
4. sensitise towards the damage caused by plastic waste and measures to control the damage.

Chapter 14. Reproduction in Animals (5 marks)

- Definition of reproduction (10 periods)
- Asexual reproduction
- Sexual reproduction
- Reproductive patterns
- Reproductive systems
- Fertilization, development of the embryo
- How do hens lay eggs ?
- Viviparous and Oviparous animals
- Journey of young ones to adults (frogs)
- Diagrams of Binary fission in *Amoeba*, Multiple fission in *Plasmodium*, Budding in *Hydra* and Yeast, Male and Female reproductive systems and Human sperm.

Learning Outcomes :

The learners will be able to :

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

(2) diferentiate between male and female reproductive system, oviparous and viviparous animals.

Chapter 15. Reaching the age of Adolescence (5 marks)

- Adolescence and Puberty (10 periods)
- Changes at puberty
- Sexual development : Development of sex organs, development of secondary sexual characters, change in hormonal balance the reproductive phase in human beings
- Determination of sex of the child
- The Endocrine system
- Role of hormones in completing the life cycle of insects and frogs
- Reproductive health: Nutritional needs of adolescents, Personal hygiene, Physical exercise, Say 'No to Drugs'.
- Graphs of Pg. 268-269 not to be evaluated

Learning Outcomes :

The learners will be able to :

(1) analyse the problems of adolescence.

(2) understand emotional, physiological changes that takes place during adolescence.

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

Chapter : 16 Electric Current and its Chemical Effects

- Conductors and Insulators (5 marks)
- Conduction through liquids (10 periods)
- Cause of conductivity of liquids
- Electrolytes
- Conversion of chemical energy into electrical energy
- Chemical effects of electric currents, their applications
- Faraday's discovery
- Electromagnetic induction

Learning outcomes

The learners will be able to :

(1) understand the concept of electrolyte, cause of conductivity and chemical effects of electric current and its applications.

(2) know about electromagnetic induction.

Chapter 17 : Stars and Solar System (3 marks)

- Galaxy—Milky way galaxy (6 periods)
- Stars
- Constellations
- The moon—phases of the moon, the moon's surface
- The solar system
- Sun
- Planets
- Terrestrial and Jovian planets
- Minor bodies in the solar system
- Artificial satellites and their applications

Learning Outcomes :

The learners will be able to :

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

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

Chapter 18 : Earthquakes (3 marks)

- Earthquakes and their effects (6 periods)
- Cause of an earthquake
- The Focus
- Predicting an earthquake
- Measuring an earthquake
- Protection against earthquakes; safety precautions

Learning outcomes

The learners will be able to :

(1) understand earthquakes and its causes and its effects.

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

(3) acquire skills of Disaster Management.

Chapter 19 : Pollution of Air (3 marks)

- Pollution (6 periods)
- Air pollution; Causes of air pollution;
- Harmful effects of carbon monoxide, nitrogen dioxide smog, chlorofluoro carbons (CFCs)
- Acid rain and its harmful effects
- Green House Effect and Global Warming

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

Learning Outcomes

The learners will be able to :

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

Chapter 20 : Pollution of Water (3 marks)

- Water pollution (6 periods)
- Causes of water pollution
- Potable water
- Purification of drinking water
- Methods to make water safe for drinking
- Treatment of major sources of water pollution
- Treatment of sewage
- Treatment of industrial waste
- Conservation of water

Learning Outcomes :

The learners will be able to :

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

List of Suggested Projects / Activities

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

PHYSICS

(1) Group activities to be planned to show the effect of change in area, on the pressure due to a given force, in our day to day life.

(i) Provide dimensions of length, breadth and height of a rectangular block placed on clay / sand and find the pressure exerted.

(ii) To prepare a scrap file / project report to show
   (a) An increase in area reduces pressure
   (b) A decrease in area increase pressure

(2) Use pictures/illustrations, cartoons, to bring out the difference/s between Force and Pressure.

(3) Survey – To compare the consumption of electricity in different households.

(4) Project/Model – On techniques to save electricity.

OR

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

(5) PPT/Report – On the map of world, indicate the places where Tsunami is more likely to occur. Try to find out the problems faced by people living in these regions. Take the help of newspaper clippings, school library or internet sources.

(6) Collection of interesting facts or situations to create power point presentation on methods to increase / decrease friction in day to day life, also advantages / disadvantages of friction.

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

Suggestive List of Experiments / Practicals

1. To show liquid pressure increases with depth (Pg. 70)
2. To show liquid pressure is transmitted equally in all directions (Pg. 71)
3. To show force of friction increases with increase in the weight of the body (Pg. 89)
    - To observe atmospheric pressure using an air sucker. (Pg. 74)
    - To observe refraction of light through a glass slab. (Pg. No. 174)
    - To observe dispersion of light through a glass prism. (Pg. No. 176)
    - To measure the focal length (approximately) of convex lens. (Pg. No. 178)

CHEMISTRY

- To show metallic oxides are basic in nature (Pg. No. 43)
- To show non-metallic oxides are acidic in nature. (Pg. No. 44)

- To show displacement reactions. (Pg. No. 47)
- To show vapours are present in the innermost zone of the candle flame (Pg. 128)
- To show that the luminous zone of the candle flame contains unburnt particles of carbon. (Pg. 128)
- To differentiate between good and poor conductors from different liquid samples (like lemon juice, glycerine etc.) (Pg. 284)
- To demonstrate electrolysis of water (Pg. 288)

BIOLOGY

- To identify plant and animal cell. (Pg. No. 5)
- To identify different modes of a sexual reproduction. (Pg. No. 254, 255)
- Spotting of different micro organisms including Amoeba, Spirogyra, Paramecium, Bread mould (by using slides/ Photographs)

SOCIAL SCIENCE

The Social Science syllabus has been divided into three units :

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

One written examination for the whole syllabus will be conducted at the end of academic year for 80 marks. 20 marks have been allotted for internal assessment.

Guidelines for Internal Assessment

It is suggested that, in each term, the internal assessment is to be carried out as shown below :

Tools of Internal Assessment	Total Weigtage (20 marks)
1. Periodic test (Three Periodic Tests will be conducted and the average of the best two scores will be reduced to 10 marks for internal assessment.	10
2. Subject Enrichment Activities (Projects/Maps/Models)	5
3. Class Assignment and Home Assignment note books (Rubrics : Regularity, neatness, originality, timely completion, and creativity)	5

Learning Outcomes :

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

- understand the issues included in the text book and relate those to their everyday life.
- have an idea of the various historical developments that took place within the given period.
- know about the various sources of information of modern period and reflect on them.
- appreciate the contribution of various social reformers, struggle for freedom by nationalist leaders and the people of India as a whole.
- explain the process of the establishment of colonial rule in India and its impact.
- realise the social, political and economic developments after independence and India Vision 2020.
- appreciate the ideals of democracy and importance of the rules and laws included in the Constitution of India.
- understand the process of functioning of different institutions of the government and their interdependence on each other.
- realize the need of social justice for marginalised and minority groups.
- form their own opinion about different issues included in the text book.
- understand the need of conservation of resources and the concept of sustainable development.
- comprehend the relation between resources and development.
- develop map skills to identify and locate the various regions/states in India and different countries in the world.
- imbibe social and constitutional values like democratic way of life, secularism, social justice, humanatarianism, dignity of labour and scientific attitude.

DETAILED SYLLABUS

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

Chapter No.	Name of the Chapter	No. of teaching Periods	Marks allotted
Geography – Unit-I : Resources and Development			
1.	Resources : Utilisation and Development	6	3
2.	Natural Resources : Land, Soil and Water	9	6
3.	Natural Resources : Vegetation and Wiidlife	7	4
4.	Mineral and Energy Resources	4	Project only
5.	Agriculture	12	5
6.	Manufacturing Industries	13	5
7.	Human Resources	9	4
	Total	**60**	**27**
History – Unit-II : Our Pasts-III			
8.	The Modern Period	4	1
9.	Establishment of Company Rule in India	12	5
10.	Colonialism : Rural and Tribal Societies	9	4
11.	The First War of Independence–1857	7	6
12.	Impact of British Rule on India	4	Project only
13.	Colonialism and Urban Changes	7	3
14.	The Nationalist Movement (1870-1947)	15	6
15.	India Marches Ahead	8	2
	Total	**66**	**27**

Political Science – Unit-III : Rule of Law and and Social Justice			
16.	Our Constitution	10	6
17.	Fundamental Rights, Fundamental Duties And Directive Principles of State Policy	9	3
18.	The Union Government : The Legislature	9	4
19.	The Union Government : The Executive	8	5
20.	The Union Government : The Judiciary	9	4
21.	Social Justice and the Marginalised	4	Project only
22.	Safeguarding the Marginalised	5	4
	Total	**54**	**26**

UNITWISE SYLLABUS
GEOGRAPHY

Unit-I–Resources and Development

Ch-1 Resources : Utilization and Development (6Periods)

Contents: (3 Marks)

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

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

- understand the meaning of resources, classification & uses of resources.
- realise the need and methods of conservation of resources and the meaning of sustainable development.

Ch-2 Natural Resources : Land, Soil and Water

Contents : (9 Periods)

- Land Resources – land use (6 Marks)
- Soil Resources
  - factors affecting soil formation
  - soil conservation
- Water Resources
- Pollution of water and its conservation

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

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

Ch-3 Natural Resources : Vegetation and Wildlife

Contents : (7 Periods)

- Natural Vegetation (4 Marks)
- Classification of forest
  (a) Tropical hardwood forest
  (b) Mediterranean forest
  (c) Temperate softwood forest
- Advantages of forest
- Wildlife

(a) National park

(b) Wild life Sanctuary

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

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

Ch-4 Mineral and Energy Resources (4 Periods)

(Project only)

Note : This chapter is meant only for project work and is not to be included in annual written examination but to be discussed in the class.

Contents :

- 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 World)
- Types of energy resources—Conventional and Non-conventional sources of energy
- Conservation of energy resources

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

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

Ch-5 Agriculture (12 Periods)

Contents : (5 Marks)

- 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 USA and India.

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

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

Ch-6 Manufacturing Industries (13 Periods)

Contents : (5 Marks)

- 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 affecting 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 Industry

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

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

Ch-7 Human Resources (9 Periods)

Contents (4 Marks)

- Concept of human resources
- Distribution of population
- India : Land – Man Ratio

  (a) Density of population : states with low, moderate and high density

(iv) Factors affecting distribution of population

  (a) Physical factors

  (b) Economic factors

- Growth of population
- Composition of human resources
  (a) Age structure
  (b) Sex ratio
  (c) Literacy rate.

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

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

Map work (Geography) (3 marks)

Test items for identification :

Note : On the outline Political map of the world

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

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

(b) Areas of low rainfall – Tropical deserts : Sahara, Arabian, Central and Western Australia, Kalahari, Central and Northern Eurasia, Central Asia, Polar Regions etc.

Ch-3 : Natural Resources : Vegetation and Wildlife

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

(b) Tropical Deciduous Forests
    (i) India in Asia
    (ii) Central parts of America
(c) Mediterranean Forests
    (i) Shores of Southern Europe and Northern Africa
    (ii) S.W. part of South Africa
(d) Temperate Softwood Forests
    (i) Northern Canada
    (ii) Higher latitudes of Europe and Asia

Ch-6 Manufacturing Industries

(a) Important Iron and steel manufacturing countries-China, Japan, India, U.S.A., Russia and Germany.

(b) Important countries manufacturing cotton textiles-China, India, U.S.A., Pakistan, Bangladesh, Indonesia and Japan

HISTORY

Ch-8 The Modern Period (4 Periods)

Contents (1 Mark)

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

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

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

Ch-9 Establishment of Company Rule in India (12 Periods)

Contents : (5 Marks)

- 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 Govt. in Bengal
- Anglo-Mysore Wars
  - (a) The First Anglo-Mysore war
  - (b) The Second Anglo-Mysore war
  - (c) The Third Anglo-Mysore war
  - (d) The Fourth Anglo-Mysore war
- Anglo Maratha War
  - (a) First Anglo-Maratha War
  - (b) Second Anglo-Maratha War
  - (c) Third Anglo-Maratha War
- Anglo-Sikh Wars.
  - (a) First Anglo-Sikh War
  - (b) Second Anglo-Sikh War

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

- understand the role of East India Company in establishing new trading centres in India.
- understand systematic expansion of East India Company in India, that led to establishment of British Empire.

Ch-10 Colonialism : Rural and Tribal Societies

Contents : (9 Periods)

(4 Marks)

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

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

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

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

Contents : (6 Marks)

- Uprising of 1857
- Causes of the Revolt :

(a) Political causes

(b) Economic causes

(c) Social and Religious causes

(d) Immediate causes

- Course of the Revolt
- Suppression of the Revolt
- Causes of the failure
- Results of the revolt of1857

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

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

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

Contents : (Project only)

Note : This chapter is meant only for project work and is not to be included in annual written examination but to be discussed in the class.

- 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 Kandulkui

(d) Periyar E.V. Ramasamy

(e) Swami Dayanand Saraswati

(f) Dr. Bhim Rao Ambedkar

(g) Mahatma Gandhi,

- Impact of reform movements

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

- Understand the education policy of the Britishers and its impact on India.
- Recognize the role of different social evils existing in the Indian society.
- Assess the impact of social reforms on Indian Society.

Ch-13 Colonialism and Urban Change (7 Periods)

Contents : (3 Marks)

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

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

- Describe the process of De-urabanisation.
- Understand the process of urabanisation of Calcutta and Delhi.
- Explain the formation of Police System in Delhi.
- 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)

Contents : (6 Marks)

- Formation of Indian National Congress
- Partition of Bengal
- Formation of Muslim League
- Morley Minto Reforms
- Home Rule League
- Lucknow Pact
- Arrival of Mahatma Gandhi on the Indian Political Scene
- Montague Chemsford Reforms/Government of India Act 1919
- Rowlatt Act
- Jallianwala Bagh Massacre
- The Non-co-operation Movement
- Chauri Chaura
- Peasants and Workers Movement
- Simon Commission
- Lahore Session
- Civil Disobedience Movement
- Revolutionary Movement for India's Independence
- Govt. of India Act of 1935
- Quit India Movement
- Subash Chandra Bose
- Towards Independence

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

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

- Recognise the role of moderates and radicals in the Indian freedom struggle.
- Understand the different developments in nationalist movement from 1870-1947.
- Appreciate the role of Mahatma Gandhi, Subhash Chandra Bose, contribution of various national leaders and the significance of mass movement.

Ch-15 India Marches Towards Independence (8 Periods)

Contents (2 Marks)

- Main features of the Indian Independence Act
- Indian Constitution
- India–On the Path of Progress
- Indian Democracy
- India's Foreign Relations
- Indian Society
- Challenges to Indian Democracy
- India Vision 2020

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

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

Map work (History) (3 marks)

(For locating and labelling of the following items)

Note : On the outline Political Map of India

Chapter 10 : Colonialism : Rural and Tribal Societies

S.No.	Tribes	States
1.	Kukis	Manipur
2.	Khasis	Assam
3.	Khonds	Odisha
4.	Santhals	Jharkhand & West Bengal
5.	Mundas	Jharkhand
6.	Van Gujjars	J & K
7.	Gaddis	Himachal Pradesh

Chapter 11 : The First War of Independence-1857

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

Chapter 14 : The Nationalist Movement (1870-1947)

- Bombay – Formation of INC
- Lucknow – Lucknow Pact
- Amritsar – Jallianwala Bagh Massacre
- Dandi – Dandi March

POLITICAL SCIENCE

Chap-16 Our Constitution (10 Periods)

Contents (6 Marks)

- Rules and Laws
- The Constitution and its need
- Values and Vision of the Indian Constitution
- Preamble : The soul of Indian Constitution
- Features of the Indian Constitution
  - (a) Uniqueness
  - (b) The Lengthiest Constitution
  - (c) Written Constitution
  - (d) Rigid and Flexible
  - (e) Procedures of Amendment
    - (i) By Simple Majority
    - (ii) By Special Majority
    - (iii) Special Majority and Ratification
  - (f) India is a Sovereign, Socialistic, Secular and Democratic Republic
  - (g) Parliamentary form of government
  - (h) Federal and Unitary
  - (i) Universal Adult Franchise
  - (j) Single Citizenship
  - (k) Single Integrated Judiciary

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

- Understand the meaning and importance of rule of law
- Explain the need for constitution, its ideals, values and features.

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

Contents : (3 Marks)

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

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

- Describe the Fundamental Rights and Fundamental duties as enshrine in the Constitution of India.
- Explain the significance of Directive Principles of state policy.
- Understand the meaning, importance and uniqueness of Indian secularism.

Ch-18 The Union Government : The legislature

(9 Periods)

(4 Marks)

Contents :

- The Structure of Indian Government

- The Union Legislature : Parliament
- Lok Sabha : House of 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 the Union Parliament
  (a) Legislative powers
  (b) Control over the Executive
  (c) Financial power
  (d) Powers to amend the Constitution
  (e) Judicial powers
  (f) Electoral function

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

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

Ch-19 The Union Government : The Executive (8 Periods)

Contents : (5 Marks)

- Types of Executive

- The President
  - (a) Qualifications for the office
  - (b) Tenure
  - (c) Election of President
  - (d) Impeachment
  - (e) Succession to Presidency
  - (f) Emoluments and immunities
- Powers and Functions, the President
  - (a) Executive Powers
  - (b) Legiislative Powers
  - (c) Financial Powers
  - (d) Judicial Powers
  - (e) Emergency Powers
- The Vice-President of India
- Union Council of Ministers
  - (a) Functions of the Council of Ministers
  - (b) Functions of the Prime Minister

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

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

Ch-20 The Union Government : The Judiciary

(9 Periods)

(4 Marks)

Contents :

- Independence of Judiciary
- Types of Cases
- Single Unified and Integrated Judiciary
- Supreme Court of India
  - (a) Organisation/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) Organisation/Composition
  - (b) Qualifications
  - (c) Emoluments
  - (d) Tenure and Removal
- Powers and Functions of High Court

- Subordinate Courts
  - Civil Courts
  - Criminal Courts
  - Revenue Courts
- Lok Adalats
- Public Interest Litigation

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

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

Ch-21 Social Justice & the Marginalised (4 Periods)

Contents : (Project only)

Note : This chapter is meant only for project work and is not to be included in annual written examination but to be discussed in the class.

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

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

- understand the meaning of marginalised 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-22 Safeguarding the Marginalised (5 Periods)

Contents : (4 Marks)

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

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

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

नैतिक शिक्षा

मुख्य उद्देश्यः

1. छात्र-छात्राओं में ईश्वर भक्ति के भाव उत्पन्न होंगे। उनमें माता-पिता, गुरुजनों एवं मानव मात्र के प्रति सम्मान और कृतज्ञता को अंकुरित एवं पल्लवित करने के भाव होने चाहिए।

2. धार्मिक रुचि का संवर्धन एवं अच्छी आदतें व्यवहार में सम्मिलित होनी चाहिए।

3. विद्यार्थियों को देश, धर्म, सुसंस्कार, सुशिक्षा एवं विश्व कल्याण के प्रति कर्त्तव्यनिष्ठ बनना चाहिए।

4. वेदादि उत्तम ग्रन्थों के स्वाध्याय की रुचि जाग्रत होनी चाहिए।

5. वैदिक संस्कृति एवं आर्य सभ्यता के प्रति आत्मीयता के भाव प्रगाढ़ एवं सुदृढ़ होने चाहिए।

6. देश धर्म की सेवा में जीवन लगाने वाले तथा उत्तम ग्रन्थों की रचना द्वारा ज्ञान का संवर्धन करने वाले महापुरुषों के चरित्र से परिचित होना चाहिए।

7. छात्रों में प्राणिमात्र के प्रति दया, संयम, सदाचरण, उदारता के भाव होने चाहिए।

8. परस्पर हेलमेल से रहना, एक-दूसरे के दुःख-सुख में साझी होना, सबकी उन्नति में अपनी उन्नति समझना आदि सदाचरण से सामाजिकता की भावना को बद्धमूल करना।

वार्षिक परीक्षा

आन्तरिक मूल्यांकन (20 अंक)

1. इकाई परीक्षा तीन होंगी।

2. दो श्रेष्ठ इकाई परीक्षाओं (Preodical Test) का मूल्यांकन 10 अंक

2. कक्षा कार्य एवं गृहकार्य 5 अंक

3. पाँच अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें 5 अंक

   1. ओ३म् ध्वज का निर्माण करना 2

   2. नैतिक शिक्षा द्वारा जीवन शैली में सकारात्मक परिवर्तन (क्रियात्मक) (योगासन–प्राणायाम–ध्यान, प्रार्थना, भजन, खानपान, सत्यभाषण आदि) 3

   3. विद्यार्थी जीवन में माता–पिता एवं अध्यापकों का सहयोग (लेखन अथवा भाषण) 3

   4. महापुरुषों की जीवनी (लेखन अथवा पावर पॉइण्ट प्रस्तुतीकरण) 2

   5. ब्रह्मयज्ञ एवं देवयज्ञ मन्त्रोच्चारण एवं विधि 3

   6. आर्यसमाज के दस नियम– (कण्ठस्थीकरण एवं चार्ट पेपर पर लेखन) (2)

   (इनमें से कोई दो, उपर्युक्त विषयों में से एक 2 अंक का एवं एक 3 अंक का चयन करें)

संकलनात्मक मूल्यांकन **पूर्णांक-80**

क्र.सं.	पाठ का नाम	अंक विभाजन	कालांश विभाजन
1.	ओ३म् ध्वज (अथ एवं महत्त्व)	3	2
2.	ईश्वर का सर्वश्रेष्ठ नाम (ओ३म् का महत्त्व, ओ३म् जप के लाभ)	5	3
3.	आत्मबोध (अर्थ एवं भावार्थ)	2	1
4.	गीता के दो श्लोक(अर्थ एवं उद्देश्य)	4	2
5.	गायत्री जप का प्रभाव (गायत्री मंत्र की महिमा अर्थ एवं लाभ)	5	3
6.	संस्कृत भाषा (आवश्यकता महत्त्व एवं उपयोगिता)	5	3
7.	राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)	5	3
8.	पञ्च महायज्ञ (नाम, परिभाषा, उद्देश्य एवं लाभ)	5	3
9.	डी.ए.वी. गान (अर्थ, भावार्थ एवं कण्ठस्थीकरण)	3	2
10.	योग की पहली सीढ़ी-यम (योग एवं यमों के अर्थ एवं महत्त्व)	5	3
11.	योग की द्वितीय सीढ़ी–नियम (योग के अनुसार नियमों के अर्थ एवं महत्त्व)	5	3
12.	वर्ण व्यवस्था का स्वरूप (भेद एवं आवश्यकता)	4	3

13.	आश्रम व्यवस्था (भेद अर्थ एवं महत्त्व)	4	3
14.	किस दर जाऊँ (अर्थ एवं भावार्थ)	3	2
15.	आर्य समाज के नियम (7-10 नियम) (व्याख्या, महत्त्व एवं कण्ठस्थीकरण)	5	3
16.	सत्यार्थ प्रकाश – (अर्थ, महत्त्व, सभी समुल्लासों की विषय-वस्तु)	5	3
17.	डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, उद्देश्य एवं योगदान)	5	3
18.	न्यायमूर्ति डॉ. मेहरचन्द महाजन (जन्म, शिक्षा एवं डी.ए.वी. में योगदान)	4	3
19.	राष्ट्रीय गीत – (कण्ठस्थीकरण एवं अर्थ)	3	2

निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 8)

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

DHARMA SHIKSHA

(ENGLISH MEDIUM)

I. Weightage to form questions :

Type of Questions	VSA	SA-I	SA-II	LA	Total
No. of Questions	11	11	3	2	27
Total Marks	22	33	12	13	80

II. Weightage to Content :

Syllabus for Annual Examination : 2019-20

S.No.	Name of Unit	Marks
1.	All About God	6
2.	The Vedas	6
3.	What do the Vedas teach us ?	5
4.	What is Dharma ?	6
5.	The Five Yajnas	8
6.	A Balanced Life : Its Four Stages	8
7.	Rishi Dayanand : The Founder of Arya Samaj	8
8.	The Ten Commandments of Arya Samaj	8
9.	Beliefs and Precepts of Swami Dayanand	7
10.	The Martyrs of Arya Samaj	8
11.	Mahatma Hans Raj and Value based Educaton	10
	Total	**80**

III. Allotment of Teaching Periods according to chapters/ units :

S.No.	Name of Unit	Allotment of teaching periods Monthwise	Weightage of marks
1.	All About God	March : 2	6
2.	The Vedas	April : 3	6
3.	What do the Vedas teach us ?	June : 3	5
4.	What is Dharma ?	July : 5	6
5.	The Five Yajnas	August : 5	8
6.	A balanced Life : Its Four Stages	September : 4	8
7.	Rishi Dayanand : The Founder of Arya Samaj	October : 3	8
8.	The Ten Commandments of Arya Samaj	November :4	8
9.	Beliefs and Precepts of of Swami Dayanand	December : 4	7
10.	The Martyrs of of Arya Samaj	January : 2	8
11.	Mahatma Hans Raj and Value based questions	January : 2	10
		Total	**80 marks (Annual Examination)**

IV. Weightage to difficulty level :

1. Difficult questions : 15%
2. Average questions : 45%
3. Easy questions : 40%

V. Expected length of answers to different types of questions & time management :

S.No.	Type of Questions	Expected length of answer	Expected time each question
1.	Long Answer (LA)	80-120 words	15 minutes
2.	Short Answer (SA-I) (SA-II)	50/35-40 words	9/6 minutes
3.	Very Short Answer (VSA)	1 word to one sentence	2 minutes
4.	VSA	One word answer	1 minute

VI. Weightage of Marking :

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

(b) Internal Assessment (20 marks)

(i) Periodical Test/Unit test (10 marks) : Total three written tests will be conducted and average of best two tests will be taken for final marks submission.

(ii) Notebook submission (5 marks)

(iii) Subject Enrichment Activity (5 marks) Based on Syllabus Book (Activities)

II. List of selected topics for Projects/Activities

Subject Enrichment Activities : 5 marks

1. Recitation of two Geeta Shlokas (compulsory) 2 M
2. Write a brief note on Vedas–meaning & types 3 M
3. Gayatri Mantra – meaning, importance and how and when should it be performed. 5 M
4. DAV Song – Recitation (given in students diary) 3 M
5. Crosswords puzzle on five Yajnas/Ashram Dharmas/Varna System 3 M

6. Enacting real life situation based on Dharma/ Religion/Caste — 3 M
7. Yajna : meaning, importance, connotations and types. — 5 M
8. Shloka Recitation and performance of Havan (compulsory) — 2 M
9. Stories related to Moral Values — 3 M
10. Rhythmic Singing of National anthem — 3 M
11. 10 Commandments/Principles of Arya Samaj — 5 M
12. Enact on any harmful social customs of India — 5 M
13. Write brief life sketch on : — 5 M
    (a) Swami Dayanand Saraswati
    (b) Mahatma Hansraj
    (c) Swami Shraddhanand
    (d) Swami Virjanand
14. Debate on Dharma & Religion — 3 M

ਪੰਜਾਬੀ

(ਜਮਾਤ – ਅੱਠਵੀਂ)

ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

(Aims and Objectives)

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀ ਨੂੰ ਚੁੱਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।
2. ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ, ਕਵਿਤਾ, ਨਾਟਕ, ਲੇਖ, ਜੀਵਨੀ, ਕਹਾਣੀ ਆਦਿ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ।
3. ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ (ਲਿਖਣਾ, ਪੜ੍ਹਨਾ, ਸੁਣਨਾ, ਬੋਲਣਾ) ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਕੇ ਆਪਣੀ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਹੋ ਸਕੇ ।
4. ਭਾਸ਼ਾ ਦੇ ਮੂਲ ਉਦੇਸ਼ ਨੂੰ ਪੂਰਾ ਕਰਨਾ ਕਿ ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ ਜੁੜਨ ਅਤੇ ਆਪਣੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।
5. ਪ੍ਰੀਖਿਆ ਦੀ ਤਿਆਰੀ ਅਤੇ ਸਿਲੇਬਸ ਨੂੰ ਨਾ ਜਾਣ ਸਕਣ ਦੀ ਸਮੱਸਿਆ ਨੂੰ ਦੂਰ ਕਰਨ ਵਿੱਚ ਵੱਧ ਤੋਂ ਵੱਧ ਸਹਾਇਤਾ ਮਿਲ ਸਕੇ।
6. ਵਿਦਿਆਰਥੀ ਨੂੰ ਵਿਆਕਰਨਿਕ ਤੌਰ 'ਤੇ ਭਾਸ਼ਾ ਸਿੱਖਣ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ।
7. ਇਸ ਪਾਠ ਕਰਮ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਅਕਾਦਮਿਕ ਰੂਪ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਅੰਦਰ ਬੌਧਿਕ, ਮਾਨਸਿਕ, ਅਧਿਆਤਮਿਕ ਅਤੇ ਸਮਾਜਿਕ ਤੌਰ 'ਤੇ ਵਿਕਾਸ ਕਰਨਾ।
8. ਪਾਠਕ੍ਰਮ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਿੱਖਣ-ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸੇਧ ਮਿਲ ਸਕੇ ਅਤੇ ਉਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰ ਸਕਣ।
9. ਇਸ ਪਾਠਕ੍ਰਮ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਚੰਗੇ-ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਛਾਣ ਕਰ ਸਕਣਗੇ।
10. ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ ਸ਼ਖ਼ਸੀਅਤ ਨੂੰ ਨਿਖਾਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠਕ੍ਰਮ ਭਰਪੂਰ ਸਹਾਇਕ ਸਿੱਧ ਹੋਵੇਗੀ।

ਸਲਾਨਾ ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ (2019-20)
(ਜਮਾਤ - ਅੱਠਵੀਂ)
ਅੰਕ-ਵੰਡ

Internal Assessment **(ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ) 20 ਅੰਕ**

10 ਅੰਕ	ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ (Periodic Test)
5 ਅੰਕ	ਅਭਿਆਸ-ਕਾਪੀ ਮੁਲਾਂਕਣ (Note-Book Assessment)
5 ਅੰਕ	ਵਿਸ਼ਾ - ਭਰਪੂਰਤਾ (Subject Enrichment)

ਨੋਟ : - 1. ਡੀ.ਏ.ਵੀ. ਬੋਰਡ ਦੁਆਰਾ ਕੇਵਲ ਇੱਕ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਲਈ ਜਾਵੇਗੀ ।

2. ਛਿਮਾਈ ਪ੍ਰੀਖਿਆ ਆਂਤਰਿਕ ਹੋਵੇਗੀ।

3. 20 ਅੰਕ ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ (10+5+5) ਦੋ ਹੋਣਗੇ। 80 ਅੰਕ ਦੀ ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਹੋਵੇਗੀ ।

4. ਸਾਲ ਵਿੱਚ ਤਿੰਨ ਲਿਖਤੀ ਪ੍ਰੀਖਿਆਵਾਂ (periodic tests) ਲਈਆਂ ਜਾਣਗੀਆਂ ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ ਵਧੀਆ ਦੋ (Best-2) ਦੀ ਔਸਤ (Average) ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ (internal assessment) ਵਾਸਤੇ ਲਈ ਜਾਵੇਗੀ

5. ਅਭਿਆਸ-ਕਾਪੀ ਦੇ ਮੁਲਾਂਕਣ ਵੇਲੇ ਧਿਆਨ ਦੇਣ ਯੋਗ ਗੱਲਾਂ -

- ਕਾਪੀ ਚੈਕ ਕਰਾਉਣ ਦੀ ਨਿਰੰਤਰਤਾ (Regularity in submission)
- ਨਾਲੋਂ - ਨਾਲ ਪੂਰਾ ਕੀਤਾ ਕੰਮ (Assigmment completion)
- ਸਾਫ਼ ਸੁਥਰੀ ਅਤੇ ਸੁਹਣੀ ਲਿਖਤ (Neatness)
- ਕਾਪੀਆਂ ਦੀ ਸਾਂਭ ਸੰਭਾਲ (Upkeep of note-books)
- ਲਿਖਤ ਦੀ ਮੌਲਿਕਤਾ (Originality of expression)

6. ਵਿਸ਼ੇ ਦੀ ਭਰਪੂਰਤਾ (subject enrichment) ਦੇ ਮੁਲਾਂਕਣ ਸੰਬੰਧੀ ਨੁਕਤੇ -

- ਵਿਸ਼ੇ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ (new knowledge of the subject)
- ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪ੍ਰਗਟਾਵਾ (expression of thoughts)
- ਕੌਸ਼ਲਾਂ ਦੀ ਸਿਰਜਣਾਤਮਕਤਾ (creativity in different skills)
- ਭਾਸ਼ਾ ਦੀ ਪਰਪੱਕਤਾ (Accuracy in language)

ਸਲਾਨਾ ਲਿਖਤੀ ਇਮਤਿਹਾਨ ਦਾ ਸਿਲੇਬਸ
ਕੁੱਲ ਅੰਕ : 80

* ਪਾਠ-ਪੁਸਤਕ = 30 ਅੰਕ (30+50)

(1) ਕਵਿਤਾ ਦਾ ਪੈਰ੍ਹਾ = 5 ਅੰਕ
(2) ਕਵਿਤਾ ਦਾ ਸਾਰ = 5 ਅੰਕ
(3) ਵੱਡੇ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ ਕਹਾਣੀਆਂ = 10 ਅੰਕ
(4) ਛੋਟੇ ਪ੍ਰਸ਼ਨ-ਉੱਤਰ (ਲੇਖ, ਜੀਵਨੀ, ਪਾਠ) = 8 ਅੰਕ
(ਅਭਿਆਸ ਦੇ ਮੌਖਿਕ ਤੇ ਸੰਖੇਪ ਪ੍ਰਸ਼ਨਾਂ ਵਿਚੋਂ)
(5) ਸ਼ਬਦ-ਅਰਥ (ਜੀਵਨੀ) = 2 ਅੰਕ
(ਕੇਵਲ ਅਭਿਆਸ ਵਿਚੋਂ)

ਵਿਆਕਰਨ = 50 ਅੰਕ

(6) ਸ਼ੁੱਧ-ਅਸ਼ੁੱਧ (ਸਫ਼ਾ 28 ਤੋਂ 31) ਸਾਰੇ = 3 ਅੰਕ
(7) ਲਿੰਗ ਬਦਲੋ (ਸਫ਼ਾ 44, 45, 46) = 3 ਅੰਕ
(8) ਵਿਰੋਧੀ ਸ਼ਬਦ (ਸਫ਼ਾ 120, 121) = 3 ਅੰਕ
(9) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ = 3 ਅੰਕ
(ਸਫ਼ਾ 130, 131) 1-40
(10) ਅਗੇਤਰ (ਸਫ਼ਾ 107) 1-20, ਪਿਛੇਤਰ
(ਸਫ਼ਾ-109) 1-20 = 4 ਅੰਕ
(11) ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਸਾਰੇ ਚਿੰਨ੍ਹ) = 3 ਅੰਕ
(12) ਮੁਹਾਵਰੇ (ਸਫ਼ਾ 151, 152, 153) 1-40 = 3 ਅੰਕ
(13) ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ = 5 ਅੰਕ
(14) ਤਸਵੀਰ ਵੇਖ ਕੇ ਵਰਨਣ = 5 ਅੰਕ
(15) ਬਿਨੈ-ਪੱਤਰ /ਨਿੱਜੀ-ਪੱਤਰ = 8 ਅੰਕ
(ਅਰੰਭ - 2, ਮੱਧ-4, ਅੰਤ -2)

1. ਸਕੂਲ ਛੱਡਣ ਦਾ ਸਰਟੀਫ਼ਿਕੇਟ ਲੈਣ ਲਈ ਬਿਨੈ-ਪੱਤਰ।
2. ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ ਬਿਨੈ-ਪੱਤਰ ।
3. ਜ਼ੁਰਮਾਨਾ ਮੁਆਫ਼ੀ ਲਈ ਬਿਨੈ-ਪੱਤਰ ।
4. ਛੋਟੇ ਭਰਾ ਨੂੰ ਪੜ੍ਹਾਈ ਲਈ ਪ੍ਰੇਰਨਾ-ਪੱਤਰ ।
5. ਆਪਣੇ ਮਿੱਤਰ ਨੂੰ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਬਿਤਾਉਣ ਲਈ ਪੱਤਰ।
6. ਮਿੱਤਰ ਨੂੰ ਪਾਸ ਹੋਣ 'ਤੇ ਵਧਾਈ - ਪੱਤਰ ।

(16) ਲੇਖ – 10 ਅੰਕ (ਅਰੰਭ ਸਿਰਲੇਖ ਭੂਮਿਕਾ – 2, ਨੁਕਤੇ–6, ਸਾਰੰਸ਼ – 2)

1. ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ
2. ਵਿਦਿਆਰਥੀ ਅਤੇ ਅਨੁਸ਼ਾਸਨ
3. ਸਮੇਂ ਦਾ ਸਦਉਪਯੋਗ
4. ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ
5. ਕਿਸੇ ਧਾਰਮਿਕ ਸਥਾਨ ਦੀ ਯਾਤਰਾ

– ਡੀ.ਏ.ਵੀ. ਬੋਰਡ ਦੁਆਰਾ ਨਿਰਧਾਰਿਤ ਪਾਠ–ਪੁਸਤਕਾਂ –

1. ਪਾਠ – ਪੁਸਤਕ – 'ਕਰੂੰਬਲਾਂ' – 7
2. ਵਿਆਕਰਨ – 'ਗਿਆਨ ਸਰੋਵਰ'
   (ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ–8)

(Question-wise scheme of Marking)

ਪਾਠ ਦਾ ਨਾਮ	ਪੀਰੀਅਡ	ਅੰਕ
1. ਕਾਵਿ–ਟੁਕੜੀ ਵਿੱਚੋਂ ਪ੍ਰਸ਼ਨ–ਉੱਤਰ –		**5**
– ਜਿਉਂਦੇ ਰਹਿਣ ਮੇਰੇ ਦੇਸ਼ ਦੇ ਲੋਕ	3	
– ਸਾਡਾ ਵਿਰਸਾ	3	
– ਆਉ ਛੂਤ–ਛਾਤ ਮਿਟਾਈਏ	3	
2. ਕਵਿਤਾ ਦਾ ਸਾਰ –		**5**
– ਫ਼ਰਿਆਦ	3	
– ਨਿੰਮ ਵਾਲੀ ਤਾਈ	3	
– ਦਿਆਲੂ ਰਾਜਾ	3	
– ਗੋਬਿੰਦ ਰਾਏ (ਕੇਵਲ ਪੜ੍ਹਨ ਲਈ)	1	
ਸਰਘੀ ਦੀ ਲੋਅ (ਕੇਵਲ ਪੜ੍ਹਨ ਲਈ ਜਾਂ ਗਾਉਣ ਲਈ)	2	
3. ਕਹਾਣੀਆਂ ਵਿੱਚੋਂ ਵੱਡੇ ਪ੍ਰਸ਼ਨ– ਉੱਤਰ –		**10**
– ਸਬਰ ਦੀ ਦੌਲਤ	3	
– ਕਸੂਰ ਕਿਸਦਾ ਹੈ?	3	
– ਕਾਬਲੀਵਾਲਾ	3	
– ਸੂਰਜ ਕਦੇ ਛਿਪਦਾ ਨਹੀਂ	3	
– ਕਿਰਤ ਦਾ ਮੁੱਲ	3	
ਸ਼ਕੁੰਤਲਾ (ਹੋਰ ਮਿਥਿਹਾਸਕ ਕਥਾਵਾ ਨਾਲ ਜੋੜਨ ਲਈ)	2	

ਕਾਠ ਦਾ ਘੋੜਾ (ਕੇਵਲ ਨੈਤਿਕ ਮੁੱਲਾਂ ਲਈ)	1		
ਹਿੰਮਤ (ਕੇਵਲ ਚਰਚਾ ਲਈ)	1		
4. ਛੋਟੇ ਪ੍ਰਸ਼ਨ-ਉਤਰ –			**8**
– ਰੁੱਖਾਂ ਦਾ ਰਾਖਾ – ਡਾਕਟਰ ਯਮਾਨੋ	3		
– ਅੱਜ ਦੇ ਵਿਆਹ ਅਤੇ ਫ਼ਜ਼ੂਲਖ਼ਰਚੀਆਂ	3		
– ਪੀਣ ਵਾਲਾ ਪਾਣੀ	3		
– ਸ੍ਰੀ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ – ਹਿੰਦ ਦੀ ਚਾਦਰ	3		
– ਐਲਫਰਡ ਨੋਬਲ	3		
– ਸਵਾਮੀ ਵਿਵੇਕਾਨੰਦ	3		
ਕਰਤਾਰ ਸਿੰਘ ਸਰਾਭਾ (ਕੇਵਲ ਪੜ੍ਹਨ ਲਈ)			
5. ਸ਼ਬਦ ਅਰਥ –			**2**
– ਐਲਫਰਡ ਨੋਬਲ (ਕੇਵਲ ਅਭਿਆਸ ਵਿੱਚੋਂ)	2		
– ਸਵਾਮੀ ਵਿਵੇਕਾਨੰਦ (ਕੇਵਲ ਅਭਿਆਸ ਵਿੱਚੋਂ)	2		
ਘਰ ਦੀ ਫ਼ੌਜ (ਐਕਟੀਵਿਟੀ ਲਈ)			
6. ਸ਼ੁੱਧ-ਅਸ਼ੁੱਧ– ਪੰਨਾ ਨੰ: 28, 29, 30, 31 (ਸਾਰੇ)	2		3
7. ਲਿੰਗ ਬਦਲੋ – ਪੰਨਾ ਨੰ: 44, 45, 46	2		3
8. ਵਿਰੋਧੀ ਸ਼ਬਦ – ਪੰਨਾ ਨੰ: 120, 121	2		3
9. ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ– ਪੰਨਾ ਨੰ: 130, 131 (1–40)		2	3
10. ਅਗੇਤਰ – ਪਿਛੇਤਰ– ਪੰਨਾ ਨੰ: 107 (1–20), 109 (1–20)		2	4
11. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਸਾਰੇ ਚਿੰਨ੍ਹ)	2		3
12. ਮੁਹਾਵਰੇ – ਪੰਨਾ ਨੰ: 151, 152, 153 (1–40)	2		3
13. ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ	2		5
14. ਤਸਵੀਰ ਦੇਖ ਕੇ ਵਰਨਣ	2		5
15. ਬਿਨੈ-ਪੱਤਰ / ਨਿੱਜੀ-ਪੱਤਰ	6		8
16. ਲੇਖ	8		10