

## हिंदी

हिंदी शिक्षण अधिगम के उद्देश्य :

1. भाषा के शुद्ध व प्रभावपूर्ण प्रयोग की क्षमता विकसित करना।
2. शब्द-भंडार की वृद्धि एवं व्याकरण का समुचित ज्ञान प्राप्त करना।
3. सौंदर्यबोध, मौलिक लेखन एवं सृजनात्मक प्रवृत्ति का विकास करना।
4. भाषा एवं साहित्य के प्रति रुचि उत्पन्न करना।
5. साहित्य की विविध विधाओं का परिचय तथा रसास्वादन की प्रक्रिया का विकास करना।
6. स्वाध्याय की प्रवृत्ति का विकास करना।
7. परिचित या अपरिचित संदर्भों को तार्किक ढंग से संगठित कर धाराप्रवाह एवं उपयुक्त शैली में अभिव्यक्त करने की क्षमता लाना।

**अंक विभाजन प्रणाली (दोनों सत्रों के लिए समान)**

**रचनात्मक मूल्यांकन (Formative Assessment) – 10 अंक**

**संकलनात्मक मूल्यांकन (Summative Assessment) – 90 अंक**

**खंड-क**

व्याकरण	– 25	}	(45)	
पत्र	– 5			
अनुच्छेद	– 5			
अपठित गद्यांश	– 5			(बहुवैकल्पिक)
अपठित काव्यांश	– 5			(बहुवैकल्पिक)

**खंड-ख**

पठित काव्यांश	– 5	}	(45)
पठित गद्यांश	– 5		
वस्तुनिष्ठ प्रश्न	– 8		
लघूत्तर प्रश्न	– 15		
विस्तृत प्रश्न (एक)	– 5		
बहुवैकल्पिक प्रश्न	– 7		

## प्रथम-सत्र

### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>1</sub>, FA<sub>2</sub>)

#### FA<sub>1</sub>

1. प्रथम इकाई परीक्षा 10 अंक

#### FA<sub>2</sub>

2. (क) गृहकार्य / कक्षाकार्य 2 अंक (अनिवार्य)  
(ख) परियोजना (प्रकल्प) कार्य 5 अंक } 8 अंक  
(ग) चयनित विषय (कार्यकलाप) 3 अंक } (वैकल्पिक)  
(आठ अंकों के लिए विद्यार्थी निम्नलिखित विषयों में से स्वेच्छा से चयन करें।)  
(ख) परियोजना (प्रकल्प) कार्य : परियोजना कार्य हेतु निम्नलिखित विषयों में से किसी एक का चुनाव करें। (परियोजना कार्य या पावर पॉइंट प्रस्तुतीकरण दोनों सत्रों में एक बार ही लिया जा सकता है।)  
(1) नदियों में बढ़ता प्रदूषण (चित्र सहित अभिलेख)  
(2) स्वतंत्रता आंदोलन से जुड़ी महिलाओं के विषय में जानकारी एकत्र कीजिए।  
(3) समाजसेवी संस्थाओं के विषय में जानकारी एकत्र कीजिए।  
(4) किसी सामाजिक समस्या पर आधारित कहानी का नाट्य मंचन।  
(5) अंतरिक्ष यात्राएँ और यात्री से जुड़े चित्र और जानकारी प्राप्त करते हुए कक्षा/विद्यालय में प्रदर्शनी का आयोजन कीजिए।  
(6) 'कॉमन-वेल्थ' खेलों में भाग लेने वाले देशों, उनके खेलों तथा खिलाड़ियों के विषय में संक्षिप्त जानकारी प्राप्त कर परियोजना कार्य कीजिए।  
(7) राजा भगीरथ द्वारा 'गंगा अवतरण' की कथा पर आधारित परियोजना तैयार कीजिए।  
(8) अपने प्रिय नेता, अभिनेता, लेखक, अध्यापक, खिलाड़ी में से किसी एक का जीवन परिचय कोलाज द्वारा तैयार कीजिए।  
(9) पावर पॉइंट प्रस्तुतीकरण (विषय स्वेच्छा से)

**( ग ) कार्यकलाप (Activity)**

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

**संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>1</sub>)**

पाठ्य-पुस्तक 'ज्ञान सागर'-पाठ सं. 1, 2, 4, 5, 7, 8, 10, 13, 15

**खंड-क**

1. अपठित गद्यांश – (बहुवैकल्पिक)  $5 \times 1 = 5$
2. अपठित काव्यांश – (बहुवैकल्पिक)  $5 \times 1 = 5$
3. संधि (स्वर संधि, अयादि  
संधि को छोड़कर) –  $1 \times 2 = 2$
4. (क) उपसर्ग एवं प्रत्यय –  $1 \times 2 = 2$   
(शब्द-निर्माण एवं मूल शब्द पृथक् करना)  
(ख) अनुस्वार, अनुनासिक एवं नुक्ता का प्रयोग –  $2 \times 1 = 2$

5. (क) भाववाचक संज्ञा बनाना (संज्ञा, सर्वनाम, विशेषण तथा क्रिया शब्दों से) –  $2 \times 1 = 2$   
 (ख) विशेषण बनाना (संज्ञा, सर्वनाम तथा क्रिया शब्दों से) –  $1 \times 1 = 1$
6. (क) पर्यायवाची शब्द –  $2 \times 1 = 2$   
 (ख) विपरीतार्थक शब्द –  $1 \times 1 = 1$   
 (ग) वाक्यांश के लिए एक शब्द –  $1 \times 1 = 1$
7. वाक्य विचार  
 (क) वाक्य शुद्धीकरण –  $1 \times 1 = 1$   
 (ख) विराम चिह्न –  $1 \times 2 = 2$
8. (क) 'र' के विभिन्न रूपों का प्रयोग –  $1 \times 1 = 1$   
 (ख) तत्सम, तद्भव (शब्दों की पहचान तथा परिवर्तन) –  $1 \times 2 = 2$
9. अलंकार (अनुप्रास, यमक, श्लेष, मानवीकरण)  
 (परिभाषा एवं उदाहरण) –  $1 \times 3 = 3$
10. मुहावरे (अर्थ एवं वाक्य प्रयोग) –  $1 \times 3 = 3$
11. पत्र लेखन – औपचारिक एवं अनौपचारिक (प्रधानाचार्य, संपादक आदि एवं मित्र और संबंधियों को) –  $1 \times 5 = 5$   
 (पाठ्य-पुस्तक 'अभ्यास सागर' पर आधारित सभी पत्र)
12. अनुच्छेद लेखन –  $1 \times 5 = 5$   
 (क) पर्यावरण (प्रदूषण की समस्या और समाधान, वृक्षारोपण)  
 (ख) खेल (महत्त्व, प्रिय खेल)  
 (ग) आदर्श व्यक्ति (जैसे कल्पना चावला, डॉ. ए.पी.जे. अब्दुल कलाम आदि)  
 (घ) यात्रा (पर्वतीय अथवा काल्पनिक यात्रा)  
 (ङ) काल्पनिक (यदि मैं प्रधानमंत्री होता / होती आदि)

### खंड-ख

13. पठित काव्यांश पर आधारित अर्थग्रहण तथा सराहना संबंधी प्रश्न  
(बहुवैकल्पिक) –  $5 \times 1 = 5$
14. पठित गद्यांश पर आधारित अर्थग्रहण तथा जीवन-मूल्यों से संबंधित प्रश्न –  $5 \times 1 = 5$
15. वस्तुनिष्ठ प्रश्न (पाठ्य-पुस्तक से) चार –  $4 \times 2 = 8$
16. लघूत्तर प्रश्न (25-30 शब्द) पाँच –  $5 \times 3 = 15$
17. विस्तृत प्रश्न (पाठ्य-पुस्तक से) एक –  $1 \times 5 = 5$
18. पाठ्य-पुस्तक से सात प्रश्न (बहुवैकल्पिक) –  $7 \times 1 = 7$

### द्वितीय-सत्र

#### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>3</sub>, FA<sub>4</sub>)

##### FA<sub>3</sub>

1. द्वितीय इकाई परीक्षा 10 अंक

##### FA<sub>4</sub>

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

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

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

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

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

**( ग ) कार्यकलाप (Activity)**

- (1) दोहों पर आधारित अंत्याक्षरी – 2
- (2) सूक्ति संकलन – 2
- (3) कहानी अथवा कविता सुनाकर प्रश्न पूछना – 1  
(कैसेट/सीडी का प्रयोग किया जा सकता है।)
- (4) लघुकथा लेखन – 2
- (5) विज्ञापन मंचन (विषय स्वेच्छानुसार) – 2
- (6) अपूर्ण मुहावरों को वाचन अथवा लेखन द्वारा पूरा करना। – 1
- (7) पाठ्य-पुस्तक के किसी लेखक की किसी अन्य कहानी का वाचन। – 2
- (8) वर्ग पहेली निर्माण – 2
- (9) यात्रा वृत्तांत सुनाना। – 2
- (10) एक शब्द से अनेक शब्दों का निर्माण – 2  
(जैसे – नवभारत – नत, नभ, रत, भात, भार, तन, नर, तार, भव आदि)  
(अध्यापक स्वेच्छा से विद्यार्थियों को शब्द निर्माण के लिए शब्द देंगे।)

**संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>2</sub>)**

पाठ्य-पुस्तक 'ज्ञान सागर'-पाठ सं. 3, 6, 9, 11, 12, 14, 16, 17, 18

**खंड – क**

1. अपठित गद्यांश – (बहुवैकल्पिक)  $5 \times 1 = 5$
2. अपठित काव्यांश – (बहुवैकल्पिक)  $5 \times 1 = 5$
3. संधि (व्यंजन) एवं संधि विच्छेद करना –  $1 \times 2 = 2$
4. भाववाचक संज्ञा  
(संज्ञा, सर्वनाम, विशेषण तथा क्रिया शब्दों से) –  $2 \times 1 = 2$

5. (क) पर्यायवाची शब्द -  $2 \times 1 = 2$   
 (ख) विपरीतार्थक शब्द -  $1 \times 1 = 1$
6. (क) वाक्यांश के लिए एक शब्द -  $1 \times 1 = 1$   
 (ख) 'र' के विभिन्न रूपों का प्रयोग -  $1 \times 1 = 1$
7. वाक्य विचार  
 (क) वाक्य शुद्धीकरण -  $1 \times 1 = 1$   
 (ख) विराम चिह्न -  $1 \times 2 = 2$   
 (ग) रचना के आधार पर वाक्य भेद -  $1 \times 2 = 2$
8. उपसर्ग, प्रत्यय  
 (शब्द-निर्माण और मूल शब्द पृथक् करना) -  $1 \times 2 = 2$
9. समास-तत्पुरुष (कर्मधारय, द्विगु), द्वन्द्व, बहुव्रीहि, अव्ययीभाव  
 समास से समस्त-पद बनाना एवं समास विग्रह -  $1 \times 3 = 3$
10. (क) मुहावरे (अर्थ एवं वाक्य प्रयोग) -  $1 \times 3 = 3$   
 (ख) अलंकार - उपमा, रूपक, मानवीकरण, अतिशयोक्ति) परिभाषा  
 एवं उदाहरण-  $1 \times 3 = 3$
11. पत्र लेखन - औपचारिक एवं अनौपचारिक (प्रधानाचार्य, संपादक  
 आदि, मित्र एवं संबंधी)  $1 \times 5 = 5$
12. अनुच्छेद-लेखन  
 (क) पर्व (राष्ट्रीय एवं सामाजिक)  
 (ख) विज्ञान (आविष्कार, लाभ एवं हानि)  
 (ग) सामाजिक कुरीतियाँ (बालश्रम, दहेज, निरक्षरता आदि)  
 (घ) प्राकृतिक आपदा (भूकंप, बाढ़)  
 (ङ) काल्पनिक (काश! मैं वृक्ष होता/होती आदि) -  $1 \times 5 = 5$



### खंड-ख

13. पठित काव्यांश से संबंधित अर्थग्रहण तथा सराहना संबंधी प्रश्न  
(बहुवैकल्पिक)  $-5 \times 1 = 5$
14. पठित गद्यांश से संबंधित अर्थग्रहण तथा जीवन-मूल्यों से  
संबंधित प्रश्न  $- 5 \times 1 = 5$
15. वस्तुनिष्ठ प्रश्न (पाठ्य-पुस्तक से) चार  $- 4 \times 2 = 8$
16. लघूत्तरात्मक प्रश्न लगभग (25-30 शब्द) (पाँच)  $- 5 \times 3 = 15$
17. विस्तृत प्रश्न (पाठ्य-पुस्तक से) एक  $- 1 \times 5 = 5$
18. पाठ्य-पुस्तक से सात प्रश्न (बहुवैकल्पिक)  $- 1 \times 7 = 7$

### निर्धारित पाठ्य-पुस्तकें :

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

## **ENGLISH COURSE–‘A’**

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

### **General Aims**

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

### **Objectives**

#### **Listening**

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

1. listen to a talk or conversation and understand the topic and its main points,
2. listen for information, e.g., in a radio broadcast, commentaries, etc.,
3. distinguish main points from supporting details,
4. distinguish relevant from irrelevant information,
5. understand and respond to an instruction, advice and request in familiar and unfamiliar social situations.

#### **Speaking**

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

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

### **Reading**

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

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

### **Writing**

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

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

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

### **Literature**

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

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

### **Grammar**

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

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

5. Complex sentences, compound sentences. Clauses should be limited to the teaching of main and subordinate clauses. Types of clauses should not be covered.
6. Linkers
7. The Passive
8. Non-Finites
9. Determiners
10. Prepositions
11. Adverbs
12. Adjectives

### **EXAMINATION SPECIFICATIONS (90 marks)**

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

<b>TERM I (April to September)</b>		
<b>DIVISION OF SYLLABUS</b>		<b>TOTAL WEIGHTAGE ASSIGNED</b>
<b>SUMMATIVE ASSESSMENT – I</b>		
<b>Section</b>	<b>Marks</b>	
Reading	20	
Writing	25	<b>30%</b>
Grammar	20	
Literature	25	
<b>FORMATIVE ASSESSMENT I &amp; II</b>		<b>20%</b>
<b>TOTAL</b>		<b>50%</b>

<b>TERM II (October to March)</b>	
<b>DIVISION OF SYLLABUS</b>	<b>TOTAL WEIGHTAGE ASSIGNED</b>
<b>SUMMATIVE ASSESSMENT – II</b>	
<b>Section</b>	<b>Marks</b>
Reading	20
Writing	25
Grammar	20
Literature	25
<b>FORMATIVE ASSESSMENT III &amp; IV</b>	<b>20%</b>
<b>TOTAL</b>	<b>50%</b>

**NOTE :** Out of the two formative assessments in a term, one will be a pen-paper test/cycle test and the second will be based on activities.

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

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

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

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

**OR**

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

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 multiple choice questions.
- Q3. Passage III with 5 marks weightage will consist of **multiple choice questions**.

### **SECTION – B (Writing) 25 Marks**

This section will include four writing tasks.

- Q4. (a) Short composition of not more than 50 words for 4 marks.  
[Notice, message and dialogue completion (Not Dialogue Writing).]
- (b) Short composition of 60-70 words for 6 marks.  
[Diary entry, e-mail and bio-sketch]
- Q5. and Q6. for 7 and 8 marks respectively  
[speech, article, formal and informal letter and description writing (places and events)]

**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 format for Q5 will be as follows :

- Content - 3 marks  
Fluency - 2 marks  
Accuracy - 2 marks

The format for Q6 will be as follows :

- Content - 4 marks  
Fluency - 2 marks  
Accuracy - 2 marks

### **SECTION – C (Grammar) 20 Marks**

- Q7. to 11 - A variety of 5 short questions for 4 marks each involving the use of particular structures within

a context (i.e., not in isolated sentences). Text types will include gap filling, cloze (gap filling exercise with blanks at regular intervals), sentence completion, reordering word groups in sentences, editing (errors finding and omission) and sentence transformation. The grammar syllabus will be sampled each year with marks allotted for :

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

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

#### **SECTION – D (Literature) 25 Marks**

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

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

Q12. and Q13. will test inference and evaluation.

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



Q15. Fiction Factual or interpretative. One question based on one of the prescribed stories. (40 to 50 words)

**3 marks**

Q16. Fiction An extended question (with internal choice) to test global Comprehension or deeper understanding of the prescribed texts like diary entry or informal letter. (80 to 90 words) **6 marks**

### **SYLLABUS FOR SUMMATIVE ASSESSMENT – I**

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

Chapter – 1 Fiction – Three Questions

Chapter – 2 Poetry – Granny’s Tree Climbing

Chapter – 3 Fiction – The Fun They Had

Chapter – 4 Fiction – Father’s Help

Chapter – 5 Poetry – My Mother

Chapter – 7 Poetry – The Children’s Song

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

Unit – 1 Changing Times

Unit – 2 Compassionate Souls

Unit – 3 Enterprise

#### **Suggested topics from Reader units for Q5.**

- Tradition against Modernity.
- The concept of fun-filled vacation has changed.
- Simple living, High thinking.
- Role models can influence lives.
- Success comes to those who will and dare.

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

Unit – 1 Tenses

Unit – 2 Narration

Unit – 3 Modals

Unit – 4 Subject – Verb Agreement

Unit – 9 Punctuation

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

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

#### **SYLLABUS FOR SUMMATIVE ASSESSMENT – II**

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

Chapter – 6 Fiction – The Luncheon

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

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

Chapter – 10 Fiction – The Undeserved Reward

Chapter – 11 Poetry – Bangle Sellers

Chapter – 12 Play – A Bad Dream

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

Unit – 4 Nature

Unit – 5 Sports

Unit – 6 Tolerance

#### **Suggested topics from Reader units for Q5.**

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

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

Unit – 5 Clauses and Complex Sentences

Unit – 6 Linkers

Unit – 7 Active and Passive Voice

Unit – 8 Non-finites

Unit – 10 Reading for understanding

Unit – 11 Getting ready for class IX

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

Bio-Sketch, Message, Article, Formal Letter, Notice, Diary Entry, Description Writing

##### **Formative Assessment**

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

One will be pen and paper test / unit test and the second will be based on activities

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

One will be pen and paper test / unit test and the second will be based on activities

##### **Suggested Activities for Formative Assessment**

- ❖ For maintenance of note books, regularity in work – **2 marks (compulsory)**

- ❖ **Power Point Presentation / Project – 5 marks**

(Can be based on the Reader topics – e.g. importance of sports / Cricket World Cup 2011 / IPL 2011 / biographies / achievements of great personalities, poets etc. / based on Nature – abuse of nature, pollution, global warming, sustainable development, making class magazine etc.)

- ❖ Debate / Declamation / Extempore / book review / enacting advertisements / enacting real life situations / interview of any celebrity / weave a yarn / role play – **3 marks**

- Listening activity / spell check / news reading / poem recitation – **2 marks**
- Simple reading of a passage / text / poem, quiz, crosswords – **1 mark**

**Important Note :**

**Only one project work/Power Point Presentation is to be taken in an academic year i.e. in either term. In lieu of the Project/Power Point Presentation if not taken in a particular term, activities for 8 marks can be taken up by the students.**

**Prescribed Books :**

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

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

## संस्कृतम्

भारतीय संस्कृति की गरिमा एवं संस्कृत भाषा की समृद्धि का परिचय करवाने हेतु 8वीं कक्षा के विद्यार्थियों का ऐसा पाठ्यक्रम निर्धारित किया जाए जिससे उन्हें सरल संस्कृत को समझने और इस भाषा में सरल वाक्य रचना का अभ्यास हो सके। साथ ही श्लोक कण्ठस्थ कर सस्वर उच्चारण की योग्यताएँ विकसित हों।

**उद्देश्य:** कक्षा 8 उत्तीर्ण विद्यार्थियों में संस्कृत शिक्षण विषयक निम्नलिखित योग्यताएँ होनी चाहिए:

1. संस्कृत भाषा में कहे गये आदेशों, निर्देशों, प्रश्नों को सुनकर तदनुसार व्यवहार कर सकें।
2. संस्कृत में लघु कथाओं तथा पद्यों को सुनकर उन्हें समझ सकें।
3. संस्कृत में छोटे-छोटे वाक्य बोल सकें।
4. पाठ्य-पुस्तक के गद्यांशों तथा पद्यांशों को पढ़कर मातृभाषा में सारांश ग्रहण कर सकें।
5. किसी विषय या किसी चित्र पर संस्कृत में कुछ सरल वाक्य लिख सकें।
6. संस्कृत में सरल श्लोकों का सस्वर वाचन कर सकें।
7. संस्कृत में कुछ पत्र तथा लगभग 50 शब्दों का अनुच्छेद लिख सकें।

### प्रथम-सत्र

#### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>1</sub>, FA<sub>2</sub>)

<b>FA<sub>1</sub></b>	प्रथम इकाई परीक्षा	10
<b>FA<sub>2</sub></b> गृहकार्य/कक्षाकार्य, क्रियात्मक गतिविधियाँ एवं परियोजना कार्य	( निम्नलिखित में से इच्छानुसार 10 अङ्कों के लिए विषयों का चयन )	

I. सुवचनानि	I. सस्वर श्लोकोच्चारण (सामूहिक/व्यक्तिगत) (क) उच्चारण (ख) गति-यति-लय- भावभङ्गिमा)	2+2=4
II. भाषासु मुख्या मधुरा दिव्या गीर्वाण भारती	I. कक्षा को चार भागों में बाँटकर नाट्यांश की कक्षा में प्रस्तुति (क) प्रस्तुतीकरण (ख) भावभङ्गिमा	2+2=4
III. व्याकरण	I. संख्याक्रीडा (कक्षा में सामूहिक/व्यक्तिगत स्तर पर संख्याज्ञान प्रयोग परीक्षण) (क) आत्मविश्वास (ख) 1-4 लिङ्गानुसार परीक्षण	4
IV. अहं नदी अस्मि	I. भारत के मानचित्र पर प्रमुख नदियों (गंगा, यमुना, ब्रह्मपुत्र, नर्मदा, झेलम, व्यास आदि) को दर्शाते हुए उनके उद्गम स्थल, पर्यायवाची, नदी तट पर स्थित प्रमुख नगरों के नाम परिचय। (क) मानचित्र की स्पष्टता (ख) परिचय	2+2=4
V. भाषासु मुख्या मधुरा दिव्या गीर्वाण भारती	I. पाठ के आधार पर प्रमुख पाँच कवियों/ लेखकों के ग्रन्थों का संकलन / परिचय तथा समकालीन राजाओं के नाम (क) प्रस्तुतीकरण (ख) संकलन	2+2=4

**संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>1</sub>)**

**पाठ्यपुस्तकम् – सुरभिः – पाठ 1 से 6 तक 35 अङ्काः**

1. सुवचनानि
2. क्रोधेन, कार्यणि न सिध्यन्ति
3. वसुधैव कुटुम्बकम्
4. अहम् नदी अस्मि।
5. भाषासु मुख्या मधुरा दिव्या गीर्वाणभारती
6. मधुराणि वचनानि

**व्याकरणम्**

- स्वर-सन्धि – दीर्घ, गुण 3 अङ्काः
- शब्दरूप – राम, लता, फल, नदी, भवत्, गच्छत्, किम्, सर्व (तीनों लिङ्ग), अस्मद्, युष्मद् 6 अङ्काः
- संख्या 1 से 50 तक (एक से चार-तीनों लिङ्ग, प्रथमा विभक्ति) 3 अङ्काः
- अव्यय – तदा, धिक्, नीचैः, उच्चैः, बहिः, अलम्, अपि 3 अङ्काः
- कारक व उपपदविभक्ति – द्वितीया, तृतीया (उभयतः, अभितः, परितः, प्रति, विना, अलम्, काणः, बधिरः, सह) 5 अङ्काः
- धातुरूप – भू, गम्, दृश्, स्था, स्मृ, पठ्, अस् (पाँचों लकार) सेव, लभ्, शुभ्, रुच् (आत्मनेपदी-लट् व लृट्) 5 अङ्काः
- प्रत्यय – क्त्वा, ल्यप्, शतृ 4 अङ्काः
- उपसर्ग – अनु, अव, अभि, अधि, आ, उत्, उप 3 अङ्काः
- समास – तत्पुरुष, द्वन्द्व 3 अङ्काः
- 35 अङ्काः**
- अपठितगद्यांश 5 अङ्काः
- चित्राधारित वाक्य रचना 5 अङ्काः
- संवाद-लेखनम् 5 अङ्काः
- पत्र-लेखनम् 5 अङ्काः
- 20 अङ्काः**
- कुल 90 अङ्काः**

## द्वितीय-सत्र

### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>3</sub>, FA<sub>4</sub>)

1. <b>FA<sub>3</sub></b> <b>FA<sub>4</sub></b>	द्वितीय इकाई परीक्षा	10
2. गृहकार्य कक्षाकार्य, 3. क्रियात्मक एवं परियोजनात्मक गतिविधियाँ		10
I. क्षमस्व महर्षे! क्षमस्व	जीवन परिचय/जीवन से सम्बन्धित घटना ऋषि दयानन्द द्वारा निवारण की गई किसी कुरीति का वर्णन, प्रस्तुतीकरण विषयवस्तु का संग्रह	2 } 2 } 4
II. गुणाः पूजास्थानं गुणिषु	भारत के पूर्व राष्ट्रपतियों के क्रमानुसार चित्र लगाकर उनके विषय पर पाँच वाक्य (जन्मस्थल/तिथि/ माता-पिता का नाम / उपलब्धियाँ/कार्यकाल के विषय में लिखना) विषयवस्तु का प्रस्तुतीकरण एवं संग्रह	3
III. वचने का दरिद्रता IV. हितं मनोहारि च दुर्लभं वचः	श्लोकोच्चारण / सूक्तियाँ (पाठ्यपुस्तक से अतिरिक्त सूक्तियों का संग्रह विषय-वाणी / विद्या अनुशासन) उच्चारण, आत्मविश्वास विषय-वस्तु	3



V. स्वाध्यायात् मा प्रमदः	माता का चित्र लगाकर उसके विषय में लिखना (प्रस्तुतीकरण एवं संग्रह) – विद्यार्थी के आचरण का मूल्यांकन (बुरी आदतों का छोड़ना समय पर कक्षा में आना ध्यान से पढ़ना व सुनना सहपाठियों से व्यवहार	2 } 2 } 4       2
VI. अविश्वस्ते न विश्वसेत्	सूक्ति से संबंधित अन्य कहानी विद्यार्थी सुनाएँ आत्मविश्वास वास्तविकता व्याकरण का व्यावहारिक ज्ञान	2 } 2 } 4  2
बहुविकल्पीय परीक्षा –विशेषण-विशेष्य – कर्तृपद-क्रियापद – उपपद विभक्ति		

**विशेष :** इसी प्रकार अन्य पाठों पर भी अध्यापक स्वविवेकानुसार गतिविधियाँ और परियोजना कार्य तथा अङ्क निर्धारित कर सकते हैं।

**संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>2</sub>)**

**पाठ्यपुस्तकम् – सुरभिः – पाठ 7 से 12 तक 35 अङ्काः**

7. क्षमस्व महर्षि क्षमस्व
8. अविश्वस्ते न विश्वसेत
9. गुणा पूजास्थानं गुणिषु
10. वचने का दरिद्रता
11. हितं मनोहारि च दुर्लभं वचः
12. स्वाध्यायात् मा प्रमदः

## व्याकरणम्

→ स्वर-सन्धि – वृद्धि, यण्	3 अङ्काः
→ शब्दरूप – मुनि, मति, साधु, मातृ, पितृ, विद्वस्, तत्, एतत्, इदम् (तीनों लिङ्गं) (1-4 तीनों लिङ्गो में (प्रथमा विभक्ति)	6 अङ्काः
→ संख्या 51 से 100 तक	3 अङ्काः
→ अव्यय – पुरा, ऋते, विना, नमः, एव, एकदा, श्वः, ह्यः	3 अङ्काः
→ कारक व उपपद विभक्ति – चतुर्थी, पञ्चमी, षष्ठी, सप्तमी (रुच्, नमः, दा, बहिः, पृथक्, ऋते, उपरि, स्निह, वि+श्वस्)	5 अङ्काः
→ धातुरूप – वद्, नम्, त्यज्, रच्, लिख्, पा, कृ (परस्मैपदी-पाँचों लकार) सेव्, लभ्, शुभ्, रुच् – (आत्मनेपदी-लङ् लकार)	5 अङ्काः
→ प्रत्यय – तुमुन्, क्त, क्तवतु	5 अङ्काः
→ उपसर्ग – दुस्, नि, निस्, प्र, प्रति, परि, वि, सम्	5 अङ्काः
→ समास – अव्ययीभाव, द्वन्द्व	5 अङ्काः
	<b>35 अङ्काः</b>
→ अपठितगद्यांश	5 अङ्काः
→ चित्राधारित वाक्यरचना	5 अङ्काः
→ संवाद-लेखनम्	5 अङ्काः
→ पत्र-लेखनम्	5 अङ्काः
	<b>20 अङ्काः</b>
	<b>कुल 90 अङ्काः</b>

निर्धारित पाठ्य-पुस्तक :

सुरभिः ( संस्कृतस्य पुस्तकम् ) ( कक्षा-आठवीं )

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

## MATHEMATICS

There will be two Summative Assessments, one in September 2012 and the other in Feb./March 2013, and four Formative Assessments, two in first term and two in second term. The weightage of the first Summative Assessment will be 30 marks and that of the second 30 marks. Each of the four Formative Assessments will be of 10 marks. Thus, the final result will be out of 100 marks to be converted into grades.

The Question Paper in each of the Summative Assessment will be of 90 marks and of three hours duration.

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

### First Term

#### Summative Assessment-I (SA<sub>1</sub>)

Unit		Number of Periods	Marks
1	Squares and Square Roots	12	13
2	Cubes and Cube Roots	08	10
4	Direct and Inverse Variations	10	11
5	Profit and Loss and Discount	12	13
7	Algebraic Identities	08	12
10	Parallel Lines	08	10
13	Introduction to Graphs	05	07
15	Statistics and Probability	15	14
		<u>78</u>	<u>90</u>

### Second Term

#### Summative Assessment-II (SA<sub>2</sub>)

Unit		Number of Periods	Marks
3	Exponents and Radicals	10	12
6	Compound Interest	15	15
8	Polynomials	10	12
9	Linear Equations in One Variable	10	12
11	Understanding Quadrilaterals	12	14
12	Construction of Quadrilaterals	10	07
14	Mensuration	12	14
16	Rotational Symmetry	05	04
		<u>84</u>	<u>90</u>

### **Unit 1. Square and Square Roots (13 marks)**

Square of a number, triangular numbers and numbers between two consecutive square nos, finding square root of a number by the repeated subtraction method, finding square roots of perfect squares by factorization (square root should not exceed two digits).

Using division method, finding square roots of–

- (i) Positive integers which are perfect squares.
- (ii) Decimals which are perfect squares (square root should not exceed three digits including decimal digits).

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

### **Unit 2. Cubes and Cube Roots (10 marks)**

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

### **Unit 3. Exponents and Radicals (12 marks)**

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

### **Unit 4. Direct and Inverse Variations (11 marks)**

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

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

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

### **Unit 6. Compound Interest (15 marks)**

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

### **Unit 7. Algebraic Identities (12 marks)**

Study of the following identities :

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

The above identities may be verified through cardboard models.

Expansion of the square of a trinomial :

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

Product of two binomials :

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

Factorization of Algebraic Expressions.

### **Unit 8. Polynomials (12 marks)**

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

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

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

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

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

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

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

Word problems on linear equations in one variable.

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

### **Unit 10. Parallel Lines (10 marks)**

Verification of the following properties :

- (i) Two lines parallel to the same line are parallel to each other.
- (ii) Two lines perpendicular to the same line are parallel to each other.
- (iii) 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).

### **Unit 11. Understanding Quadrilaterals (14 marks)**

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

Verification of the following properties :

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

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

### **Unit 12. Construction of Quadrilaterals (7 marks)**

Construction of quadrilateral given–

- (i) Four sides and one diagonal
- (ii) Three sides and both diagonals

(iii) Two adjacent sides and three angles

(iv) Three sides and two included angles

(The sides should be in whole no. of cm or at least multiples of  $\frac{1}{2}$  a cm. Angles should be multiples of 5.)

**Unit 13. Introduction to Graphs (7 marks)**

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

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

Area of trapezium, general quadrilateral and polygon.

Surface area of cuboid, cube and right Circular cylinder.

Volume of cuboid, cube and right circular cylinder.

Visualising solid shapes, polyhedron, mapping space around us.

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

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

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

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

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

### **Formative Assessments (FA<sub>1</sub>, FA<sub>2</sub>, FA<sub>3</sub> and FA<sub>4</sub>)**

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

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

Some suggested projects are as follows :

1. Number patterns
2. Pythagorean triplets
3. From natural numbers to rational numbers
4. Observing parallel lines
5. Geometrical patterns : in flowers, leaves, prints on cloth
6. Lines of symmetry in capital alphabets of English
7. Survey of family size or family income in a colony
8. Study of a savings bank account pass book in a year
9. Advertisements on sales
10. Preparation of some models.
11. Life study of mathematician & Any other projects relevant to this topic.

Some students may take up some activities, like the following :

- (1) Collecting objects representing cube, cuboid, cylinder and calculating their surface area. (2)
- (2) Throwing a die 20 times and observing how many times a particular number say six comes up. (1)



- (3) Tossing a coin 100 times and observing how many times a 'head' comes up. (1)
- (4) Drawing a route map from home to school. (2)
- (5) Talk on any one
  - (a) Story of zero
  - (b) Life without mathematics
  - (c) Use of geometry in life.

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

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

**Prescribed book :**

Secondary Mathematics, (Class-VIII)

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

## **SCIENCE & TECHNOLOGY**

The three components of this course will be :  
Physics, Chemistry and Biology.

### **Objectives :**

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

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

### **General Instructions :**

1. The units specified for each term shall be assessed through both formative and summative assessments.
2. In each term, there will be two formative assessments each carrying 10% weightage.
3. The summative assessment in each term will carry 30% weightage.

### FORMATIVE ASSESSMENT

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

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

1. One Pen and Paper Test : 10 marks
2. Home Work Assessment : 04 marks
3. Class Room Assessment : 06 marks

[It is suggested that this may be done through '**worksheets**' which may have 6 questions of (True/False), (Yes/No), (Fill in the blanks), (One-word answer), (MCQ) varieties. The total time for answering these 6 questions may be 10 minutes.]

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

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

These may be done through any one of the following :

[Project/Activities/PPT/ Understanding of Demonstrations shown by the teacher/survey/Report/Debate/Crossword puzzle/ Chart preparation/Assessment based on—information given under 'Do You Know' and 'Fact Sheets'.

(10 Marks)

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

(3) The total of [FA-I and FA-II] in first term and [FA-III and FA-IV] in second term, for each student, will be recorded as the marks. Obtained by him/her out of a total of 20 marks (in each term).

## SUMMATIVE ASSESSMENT

For **each term**, a total of **90 marks** will be assigned to **Summative Assessment**. These **90 marks** would be subdivided among the three components as follows :

PHYSICS :	36 Marks
CHEMISTRY :	27 Marks
BIOLOGY :	27 Marks

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

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

### DETAILED SYLLABUS

For **each term**, the **details** of the Syllabus contents, periods and marks assigned to each unit, (for each of the three components of the Syllabus), are as outlined below.

### PHYSICS

#### First Term : Summative Assessment-I

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

## Second Term : Summative Assessment-II

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

### Summative Assessment-I

#### Chapter 4 : Force & Pressure

(11 marks)

- Force (13 periods)
- Effects of force
- Factors associated with Magnitude of force needed
- Balanced and unbalanced forces
- Types of forces
- Contact and non contact forces
- Pressure ;
- Applications of 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

#### Chapter 5 : Friction

(9 marks)

- Concept of Friction (9 periods)
- Cause of friction

- Factors affecting friction
- Types of friction
- Friction – A necessity
- Friction – An Evil or nuisance
- Increasing / Reducing friction
- Fluid friction

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

- Conductors and Insulators (11 marks)
- Conduction through liquids
- Cause of conductivity of liquids (13 periods)
- Electrolytes
- Conversion of Chemical Energy into Electrical Energy
- Chemical Effects of Electric Currents, their applications
- Faraday’s Discovery
- Electromagnetic Induction

**Chapter 18 : Earthquakes (5 marks)**

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

**Summative Assessment-II**

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

- Refraction; its cause (13 periods)
- Refractive index; optical density
- Rules for refraction
- Refraction of light by a glass slab

- Dispersion of white light by a glass prism
- Rainbow
- Spherical lenses
- Basic terms related to lenses
- Image formation by convex and concave lens
- Application of lenses

**Chapter 11 : The Human Eye** (7 marks)

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

**Chapter 12 : Sound** (11 marks)

- Sound and vibrations (13 periods)
- Sounds produced by humans
- Sound produced by animals
- Propagation of sound
- Light propagates faster than sound
- Human ear
- Persistence of hearing
- Echoes
- 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, limiting noise pollution
- Hearing Impairment

**Chapter 17 : Stars and Solar System** (7 marks)

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

**CHEMISTRY**

**First Term : Summative Assessment-I**

	<b>Periods</b>	<b>Marks</b>
(1) Metals and Non-metals (Ch-3)	16	12
(2) Sources of Energy (Ch-6)	9	8
(3) Pollution of Air (Ch-19)	7	7
	<hr style="width: 50px; margin: 0 auto;"/> 32	<hr style="width: 50px; margin: 0 auto;"/> 27

**Second Term : Summative Assessment-II**

(1) Combustion (Ch-7)	13	11
(2) Synthetic Fibres & Plastics (Ch-13)	12	10
(3) Pollution of Water (Ch-20)	5	6
	<hr style="width: 50px; margin: 0 auto;"/> 30	<hr style="width: 50px; margin: 0 auto;"/> 27



## **Summative Assessment-I**

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

- (a) Classification of elements (16 periods)
- Occurrence of elements
  - Minerals and ores
- (b) Physical Properties
- (c) Chemical Properties
- Reaction with oxygen, water, acids and alkalis
- (d) Reactivity of metals
- Displacement reactions
- (e) Noble Metals
- (f) Uses of metals and Non-metals
- (g) Alloy – Composition and uses of alloys

### **Chapter 6 : Sources of Energy** (8 marks)

- (a) Classification of sources of energy (9 periods)
- On the basis of occurrence, physical state & availability
- (b) Fossil Fuels
- Wood – as a fuel
  - Coal – occurrence, formation and types;
  - Processing of coal
  - Uses of coke coal-tar and coal gas
  - Petroleum
    - Occurrence of petroleum
    - Drilling of oil wells
    - Refining of petroleum
    - Petroleum products and their uses
  - Natural gas
    - Uses of natural gas
- (c) Cleaner Fuels

**Chapter 19 : Pollution of Air** (7 marks)

(a) Pollution (7 periods)

(b) Air pollution

- Causes of air pollution
- Carbon monoxide,
- Nitrogen dioxide
- Smog
- Chlorofluoro carbons (CFCs)
- Acid rain – its harmful effects

(c) Green House Effect and Global Warming

- Green House Effect
- Causes of increase in concentration of green house gases

(d) Consequences of green house effect

- Global warming
- Measures to check global warming

(e) Methods to control air pollution

**Summative Assessment-II**

**Chapter 7 : Combustion** (11 marks)

(a) Conditions required for combustion (13 periods)

(b) Types of combustion

(c) Fire control

(d) Incomplete Combustion

(e) Flame

(f) Fuel and calorific value

- Characteristics of a good fuel

(g) Harmful effects of fuels

**Chapter 13 : Synthetic Fibres and Plastics** (10 marks)

(a) Different synthetic fibres (12 periods)

- (Rayon or Artificial Silk, Nylon, Terylene, Polyethene Tetrathalate and Acrylic fibres)
- Advantages and disadvantages of synthetic fibres

- (b) **Plastics**
  - Characteristics of synthetic plastics
  - Types of synthetic plastics
- (c) **Plastics and the Environment**
  - Damage caused by plastic waste
  - Measure to control the damage caused by plastic waste

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

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

**BIOLOGY**

**First Term : Summative Assessment-I**

	<b>Periods</b>	<b>Marks</b>
(1) Cell – Its structure and function (Ch-1)	9	8
(2) Micro-organisms : Friends or foes (Ch-2)	13	10
(3) Conservation of plants and animals (Ch-8)	10	9
	<u>32</u>	<u>27</u>

**Second Term : Summative Assessment-II**

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

## **Summative Assessment-I**

### **Chapter 1. Cell – Its Structure and Function** (8 marks)

- Cell and its discovery (9 periods)
- The Cell-Variation in cell number shape and size in living organisms
- Parts of cell
- Levels of organisations in an organism
- Comparison between plant cell and Animal cell
- Diagrams of Plant cell, Animal Cell, Cheek Cell & Onion Peel cell, Cross section of a Hen's egg

(Table-1 On Page 4 not to be evaluated)

### **Chapter 2. Micro Organisms – Friends or Foes** (10 marks)

- Introduction (13 periods)
- Types of micro organisms
- Diagram of Paramecium and Englena (from Page 7)
- Viruses are Unique
- Where do Microorganisms live ?
- Role of Microorganism in our life
- Microorganisms as our friends
- Microorganisms – The Foes
- Food Poisoning
- Food preservation
- Activity on Page No 10 not to be evaluated

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

- Introduction
- Domestic consequences of deforestation (10 periods)
- Global consequences of deforestation
- Conservation of forests and wildlife
- Definition of Ecosystem and Species
- Biosphere reserves  
(Map of biodiversity hotspots not to be evaluated)
- National Parks

- Wildlife Sanctuaries
- Flora and Fauna
- Endemic Species
- Red Data Book
- Migration
- Reforestation
- Recycling of Paper

### **Summative Assessment-II**

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

- Introduction of Agriculture (12 periods)
- Agricultural practices Soil preparation, Sowing, Manuring, Irrigation, Crop protection, harvesting, storage
- Role of Leguminous Plants
- Crop improvement

Activity on Page 123 not to be evaluated

#### **Chapter 14. Reproduction in Animals (10 marks)**

- Definition of reproduction (11 periods)
- Asexual reproduction
- Sexual reproduction
- Reproductive Patterns
- Reproductive Systems
- Fertilization, development of the embryo
- Hens-egg laying
- Viviparous and aviparous 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.

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

- Adolescence and Puberty
- Changes at puberty (7 periods)
- Sexual development, Development of sex organs, Development of Secondary sexual characters, Change in hormonal balance,  
The reproductive phase in human beings
- Determination of sex of the child
- The Endocrine System
- Role of Hormones in completing the life cycle of insects and frogs
- Reproductive Health, Nutritional needs of adolescents, Personal Hygiene, Physical Exercise, Say 'no' to drugs.
- Graphs of Pg. 206-207 not be evaluated

**List of Suggested Projects / Activities**

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

**PHYSICS**

**Term I**

- (1) Group activities to be planned to show the effect of change in area on pressure of a given force in our day to day life.
- (2) Use pictures/illustrations cartoons, to bring out the difference/s between Force and Pressure.
- (3) Use a short story / play /act to show how our life would get affected if friction were to suddenly vanish.
- (4) List some sports / games where friction is either supporting or opposing these sports/games. Discuss your list amongst your friends with some supporting pictures.
- (5) Survey – To compare the consumption of electricity in different households.
- (6) Project/Model – On techniques to save electricity.

- (7) Identifying conductors and insulator by making simple electric circuits.
- (8) PPT/Report – On the map of world, indicate the places where Tsunami is more likely to occur. Try to find out the problems faced by people living in these regions. Take the help of newspaper clippings, school library or internet sources.

### **Term-II**

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

## **CHEMISTRY**

### **Term-I**

- (1) Metals and Non metals
  - (i) Experimental Activities : Activity to be performed by the teacher to demonstrate the following :

- Displacement reaction
- Nature of oxides and students to prepare observation table.
- (ii) Investigatory projects : Make a list of 6-10 articles used at home, which are made up of alloys write their names and composition in a tabular form.
- (2) Sources of Energy
  - (i) Power Point Presentation : Petroleum products and their uses.  
Processing of coal
  - (ii) Survey : Enquire about the details of energy consumption of at least five neighbours in last six months and make a report on that.
- (3) Pollution of air
  - (i) Slogan writing / Poster making – ‘Air Pollution’
  - (ii) Declamation / Group discussion – ‘Global Warming’
  - (iii) Investigatory Project – Pg. 274 Something to do-Q1.

### **Term-II**

- (4) Combustion
  - (i) Model of fire extinguisher
  - (ii) Chart showing different zones of flame of lighted candle
  - (iii) Class quiz
- (5) Synthetic Fibres and Plastics
  - Collection of different types of fibres and pasting in a scrap book. (Natural and artificial)
  - Debate on the topic : “Which one is better and why?”
  - Natural or artificial fibres
- (6) Pollution of water
  - Comparison of different water filters and their efficiency
  - Campaign – Water, “The Hub of life”
  - Project on Water treatment.



## BIOLOGY

### Term-I

- (1) Make a model of a plant or an animal cell using different materials available at home school.
- (2) Make a survey for finding out different methods adopted for the prevention of diseases such as Malaria and Dengue in your locality. Make a programme for creating an awareness among the people about the harmful diseases.
- (3) Make a power point presentation on the role of micro-organisms.
- (4) Make a chart based on ten chemicals used as preservatives in different items of food.
- (5) On a map of India, locate wild life sanctuaries/National parks and Biosphere reserves. Mention the different types of animals which are being conserved there.
- (6) Prepare a report on various projects taken up by Govt. of India to conserve the National Flora and Fauna.
- (7) Recycling of waste paper
- (8) By surfing the internet, collect information about different migratory birds, reason of their migration and places visited by them in India.

### Term-II

#### (1) (a) **Project work / Excursion**

Visit a farm, nursery or a garden nearby. Gather information about the—

- (i) importance of seed selection
  - (ii) method of irrigation
  - (iii) life of a farmer
  - (iv) fertilisers and manures used
- (b) Collect different types of Kharif and Rabi crops, Leguminous plants and weeds. Attach these in a herbarium file and label them.
  - (c) Sow some seeds in two pots. Use fertilisers / manure only in one pot. Observe daily and record your observations.

- (i) Do you think fertilisers are important for plant growth?
- (ii) Note the changes in the plants of both pots.
- (d) **Project Report**  
Make a report on different methods used for storing perishable and non-perishable food items.
- (2) (a) **Project Work**  
With the help of clay modelling show different stages in the life cycle of a frog.
- (b) **Visit**  
Visit a poultry farm and try to find answers to the following :
  - (i) Do hens lay unfertilised eggs ?
  - (ii) Can you consume fertilised eggs ?
  - (iii) How is hatching done ?
  - (iv) What diet is given to the poultry birds?
- (c) **P.P.T.**  
Make a PPT on oviparous and viviparous animals.
- (3) (a) **Debate / Discussion**
  - (i) Discuss the importance of personal hygiene, Nutrition and physical exercises.
  - (ii) Debate on the myths like :
    - “Mothers are responsible for sex of child”
    - “A girl should not enter the kitchen during menstruation”.
- (b) **Role Play**
  - (i) Make a skit on “Say No to Drugs”.

**Prescribed book :**

The Living World (Class-VIII)  
(A book of Science & Technology)  
(Publication Division, DAV College Managing Committee,  
New Delhi)

## **SOCIAL SCIENCE (English Medium)**

The Social Science course is divided into three units :

Unit-I **Resources and Development**

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

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

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

- make connections between their everyday lives and the issues discussed in the text book.
- provide a general idea of the developments within the given periods of History.
- explain the coming of the British and the impact of British rule on India.
- appreciate the importance of freedom struggle and the contribution of national leaders and the people of India.
- understand various types of sources of information and reflect on them critically.
- promote the understanding of interdependence of various regions and countries.
- learn about the global distribution of economic resources and the ongoing process of globalisation.
- imbibe the ideals of democracy, rule of law and the Indian Constitution.
- develop skills to critically analyse and interpret political, social and economic developments from the point of view of the marginalised.
- recognise the ways in which politics affects their daily lives.

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

### **First Term**

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

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

#### **Summative Assessment (30 marks)**

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

### **Second Term**

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

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

#### **Summative Assessment** (30 marks)

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

**Note : (1) Only one Project Work/Power Point Presentation is to be taken in an academic year. In lieu of the Project Work/Power Point Presentation, if not taken in a particular term, activities for 8 marks can be taken up by the students. List of suggested Project/Power Point Presentation/activities is given at the end. The students are free to have topics beyond the suggested list also.**

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

### **Unit-wise Distribution of Marks**

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

### **Unit-I Resources and Development**

#### **First Term (30 marks)**

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

#### **Second Term (30 marks)**

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

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

#### **First Term (30 marks)**

8. The Modern Period 4 marks
9. Establishment of Company Rule in India 8 marks
10. Colonialism : Rural and Tribal Societies 8 marks
11. The First War of Independence–1857 10 marks

#### **Second Term (30 marks)**

12. Impact of British Rule on India 11 marks
13. The Nationalist Movement (1870 to 1947) 12 marks
14. India Marches towards Independence 7 marks

**(30 marks)**

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

#### **First Term (30 marks)**

15. Role of the Constitution	11 marks
16. Indian Secularism	6 marks
17. The Union Government	6 marks
18. The Union Legislature	7 marks

#### **Second Term (30 marks)**

19. The Union Executive	8 marks
20. The Judiciary	8 marks
21. Safeguarding the Marginalized	7 marks
22. Social Justice and the Marginalized	7 marks

### **UNITWISE CONTENT AND LEARNING OUTCOMES**

#### **Unit-I – Resources and Development**

##### **First Term**

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

##### **Contents**

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

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

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

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

##### **Contents**

- (i) Land Resources – land use

- (ii) Soil Resources
  - factors affecting soil formation
  - soil conservation
- (iii) Water Resources
- (iv) Water conservation Methods

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

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

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

#### **Contents**

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

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

- define natural vegetation, wildlife
- understand the classification of forest on the basis of climatic conditions
- explain the features of forests found in different parts of the world
- Suggest measures to protect our forests.
- Importance of wild life and methods for its conservation.

## Second Term

### Ch-4 Mineral and Energy Resources

#### Contents

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

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

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

**Note:** No Question will be asked from distribution of minerals in the world.

### Ch-5 Agriculture

#### Content

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



- (vi) Comparative study of agricultural farms in USA and India.

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

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

## **Ch-6 Manufacturing Industries**

**Contents :**

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

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

- define the terms – manufacturing industry, industrial development, industrial region, information technology and semi-conductor.
- classify industries on different basis.

- explain various geographical and non-geographical factors influencing location of an industry.
- understand the important facts of the following industries–
  - (a) Iron and steel industry (Jamshedpur and Pittsburgh)
  - (b) Cotton textile industry (Ahmedabad and Osaka)
  - (c) Information technology (Bangalore and Silicon Valley)

## **Ch-7 Human Resources**

### **Contents**

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

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

- explain the concept of human resource and its importance.
- explain the factors affecting distribution and density of population.
- visualise the growth of population from 1911 to 2001 and its consequences.
- understand the various attributes of composition of population i.e. age structure, sex ratio and literacy rate.
- define the terms : density of population, death rate, birth rate, growth rate, sex ratio, literacy rate.

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

(For Identification, locating and labelling)

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

On outline physical map of the world :

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

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

On outline physical map of the world :

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

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

(For Identification, locating and labelling)

#### **Ch-6 Manufacturing Industries**

- (a) Industrial regions – Eastern coast of North America, Eastern Asia including China and Japan.
- (b) World : Important Iron and steel manufacturing countries- China, US and Brazil.
- (c) World : Important countries manufacturing cotton textiles-Japan, China, Egypt, U.K.

#### **Ch-7 Human Resources**

- (a) Most populous country of the world-China
- (b) Most populous continent — Asia
- (c) Percentage of population in America, Africa and Europe.

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

#### **First Term**

#### **Ch-8 The Modern Period**

##### **Contents**

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

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

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

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

#### **Contents**

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

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

- know about the beginning of trading centres in India.
- understand the role of East India Company in establishing its dominance over India.
- explain the British conquest of Bengal, Carnatic, Mysore, Maratha Empire and Punjab.
- explain the nature of dual system of administration in Bengal.

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

#### **Contents**

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

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

- understand different Land Revenue Systems and their impact on the farmers.

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

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

### **Contents**

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

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

- understand the nature of Revolt.
- examine the various causes which led to the Revolt of 1857.
- identify the important centres and the leaders of the revolt.
- explain the causes for the failure of the revolt.
- enumerate the steps taken by the British to suppress the revolt.
- results of the Revolt.

### **Second Term**

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

### **Contents**

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

urbanization of Calcutta and Delhi, Railways under the British, British impact on Indian painting, literature and architecture.

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

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

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

#### **Contents**

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

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

- explain the circumstances leading to the formation of Indian National Congress and its demands.
- differentiate between the moderates and radicals.
- examine the causes and impact of Partition of Bengal,
- formation of Muslim League and Home Rule League.
- understand the main provisions of Morley Minto reforms, Montague Chemsford reforms, Rowlatt Act and Govt. of India Act of 1935.

- explain the provisions of Lucknow Pact (1916).
- assimilate the role of Mahatma Gandhi and mass movements started by him.
  - The Non-Cooperation Movement, Civil Disobedience Movement and Quit India Movement.
- understand the reasons for the coming of the Simon Commission and its after effects.
- describe the activities of the revolutionaries.
- analyse the circumstances leading to the independence of India.

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

#### **Contents**

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

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

- explain the main features of the Indian Independence Act 1947.
- explain the importance of formation of Indian Constitution.
- explain the path of India's economic and agricultural growth.
- mention the main features of India's foreign policy and visualise India Vision 2020.

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

#### **First Term**

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

##### **Contents**

Rules and Laws–Rule of Law, The Constitution and its need, vision and values of Indian Constitution, Key features of Our Constitution–Fundamental Rights, Fundamental Duties, Directive Principles of State Policy, single citizenship single integrated judicial system etc.

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

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

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

#### **Contents**

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

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

- understand the meaning and aspects of secularism.
- explain the various provisions of the Right to Freedom of Religion.
- appreciate the uniqueness of Indian secularism.

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

#### **Contents**

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

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

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



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

**Contents** Universal Adult Franchise, Lok Sabha and Rajya Sabha, qualifications, composition, tenure, powers and functions of the Union Parliament—legislative, executive, financial, power to amend the constitution, judicial powers and elective functions.

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

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

## **Second Term**

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

#### **Contents**

The Union Executive – the President of India, powers of the President and functions, the Vice-President of India, Union Council of Ministers and Prime Minister as the pivot in the entire administration.

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

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

- understand the significance of coalition government in the present day political scenario.

### **Ch-20 Judiciary**

**Contents :** Independence of judiciary, Types of cases, Single Unified and Integrated Judicial System, Supreme Court of India, Powers and Functions of Supreme Court, High Court, Powers and Functions of High Court, Subordinate Courts, Lok Adalats, Public Interest Litigation.

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

- understand the concept and importance of independent judicial system in India.
- study the hierarchy of Indian judicial system.
- understand and appreciate the concepts of Lok Adalats and Public Interest Litigation.

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

#### **Contents**

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

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

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

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

#### **Contents**

The concept of social justice as our national goal, Case

study of Musahar community, Meaning of marginalisation, Scheduled Castes, Scheduled Tribes, Adivasis in India, Reservation policy, Other Backward Classes, Minority groups.

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

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

### **Suggested Projects / Power Point Presentation**

#### **Unit I** 5

1. Resources and Conservation
2. Water conservation
3. Land use pattern
4. Soil erosion and soil conservation
5. Working model of a wind mill
6. Steep rise of IT industry in India
7. Types of agriculture

#### **Unit II**

1. Reformers and their contributions
2. Life and work of any two national leaders
3. Challenges before Indian democracy
4. India Vision 2020
5. Role of women in Indian freedom struggle

#### **Unit III**

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

2. Comparative study of different religions and their common teachings
3. Working of Indian Judiciary
4. Cartoon collection related to Indian political system
5. Festivals and celebrations highlighting the Indian secularism
6. Organs of the government
7. Interviews

### **Suggested Activities**

#### **Unit I, II & III**

- (1) Slogan writing – 1 mark
- (2) Poster making – 2 marks
- (3) Debate – 3 marks
- (4) Declamation – 2 marks
- (5) Charts – 2 marks
- (6) Role play – 3 marks
- (7) Skits / Nukkad Natak – 3 marks (related to text) to each participant
- (8) Group discussion – 2 marks
- (9) Quiz – 2 marks
- (10) Collage/Wall magazine – 2 marks
- (11) Visits and reports – 2 marks
- (12) Album / Calender / Scrap book – 3 marks
- (13) Youth Parliament – 2 marks
- (14) Open book test – 2 marks
- (15) Jingles
- (16) Crossword
- (17) Riddles
- (18) Collections of specimens

#### **Prescribed Book :**

We And Our World (Class-VIII)  
(Publication Division, DAV College Managing Committee,  
New Delhi).

## धर्म शिक्षा

### मुख्य उद्देश्य:

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

### प्रथम-सत्र

#### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>1</sub>, FA<sub>2</sub>)

##### FA<sub>1</sub>

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

##### FA<sub>2</sub>

गीता के दो श्लोक कण्ठस्थ (अनिवार्य) 2 अंक

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

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

1. ओ३म् ध्वज का निर्माण करना 2
2. धार्मिक स्थलों का अवलोकन एवं लेखन 3
3. ईश्वर का सर्वश्रेष्ठ नाम ओ३म् ही क्यों है? (भाषण) 3

4.	संस्कृत भाषा विश्व-कल्याण में सर्वाधिक महत्वपूर्ण। (वाद-विवाद)	3
5.	धर्म शिक्षा की आवश्यकता (वाद-विवाद)	3
6.	पञ्च महायज्ञ – (चित्र निर्माण)	4
7.	आसन प्राणायाम द्वारा स्वास्थ्यवर्धन (क्रियात्मक प्रयोग)	3
8.	विद्यार्थी जीवन में माता-पिता एवं अध्यापकों का सहयोग (लेखन)	3
9.	गृह कार्य	2
<b>संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>1</sub>)</b>		
पाठ 1	ओ३म् ध्वज (अर्थ भावार्थ, महत्त्व एवं कण्ठस्थीकरण)	5
पाठ 2	ईश्वर का सर्वश्रेष्ठ नाम— (ओ३म् का महत्त्व, ओ३म् की व्याख्या)	12
पाठ 3	आत्मबोध – (कण्ठस्थीकरण, अर्थ एवं भावार्थ)	5
पाठ 4.	गीता (निर्धारित दो श्लोक) (भावार्थ एवं संभावित प्रश्न)	4
पाठ 5.	गायत्री जप का प्रभाव (गायत्री मंत्र का अर्थ, महत्त्व एवं जप विधि)	12
पाठ 6.	संस्कृत भाषा (आवश्यकता एवं महत्त्व)	12
पाठ 7.	राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)	12
पाठ 8.	पञ्च महायज्ञ (प्रकार, परिभाषा, महत्त्व एवं लाभ)	12
पाठ 9.	डी.ए.वी. गान (अर्थ भावार्थ एवं कण्ठस्थीकरण)	4
पाठ 10.	योग की पहली सीढ़ी-यम (योग का अर्थ, प्रकार, यम का अर्थ, प्रकार, उनके अर्थ एवं महत्त्व)	12
		90

### द्वितीय-सत्र

#### रचनात्मक मूल्यांकन (Formative Assessment) (FA<sub>3</sub>, FA<sub>4</sub>)

**FA<sub>3</sub>**  
द्वितीय इकाई परीक्षा (Unit Test) (अनिवार्य) 10 अंक

**FA<sub>4</sub>**  
मन्त्र-उच्चारण एवं यज्ञ विधि (अनिवार्य) 2 अंक

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

1. नैतिक मूल्यों से सम्बन्धित शिक्षाप्रद कहानियाँ (मौखिक)	2
2. महापुरुषों की जीवनी (लेखन)	3
3. अपने जीवन की महत्वपूर्ण घटना (लेखन)	2
4. देवयज्ञ (प्रयोगात्मक)	3
5. आर्य समाज के नियम (कंठस्थ करना)	3
6. वर्ण व्यवस्था (लघु नाटिका)	4
7. सत्यार्थ प्रकाश – प्रश्न मंच	3
8. गृहकार्य	2

**संकलनात्मक मूल्यांकन (Summative Assessment) (SA<sub>2</sub>)**

पाठ 11 योग की द्वितीय सीढ़ी 'नियम' – (योग का अर्थ, प्रकार, नियम का अर्थ, प्रकार, उनके अर्थ एवं महत्त्व)	12
पाठ 12 वर्ण व्यवस्था का स्वरूप– (प्रकार, अर्थ, महत्त्व एवं आवश्यकता)	12
पाठ 13 आश्रम व्यवस्था – (प्रकार, अर्थ, महत्त्व एवं आवश्यकता)	12
पाठ 14 किस दर जाऊँ मैं – (अर्थ एवं भावार्थ)	4
पाठ 15 आर्य समाज के नियम (7-10 नियम, व्याख्या, महत्त्व एवं कंठस्थीकरण)	12
पाठ 16 सत्यार्थ प्रकाश – (अर्थ, महत्त्व, रचनाकाल, प्रथम समुल्लास से चौदहवें समुल्लास तक विषय-वस्तु)	12
पाठ 17 डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, एवं योगदान)	12
पाठ 18 डॉ. मेहरचन्द महाजन – (जन्म, शिक्षा एवं प्रमुख कार्य)	10
पाठ 19 राष्ट्रीय गीत – (कण्ठस्थ, अर्थ एवं भावार्थ)	4
	<hr/>
	90

**निर्धारित पुस्तक :**

धर्म शिक्षा (भाग 8)

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

## **DHARMA SHIKSHA**

(ENGLISH MEDIUM)

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

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

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

FORMATIVE ASSESSMENT (FA1, FA2)

I UNIT TEST (COMPULSORY) 10 M

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

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

1. Attributes of Dharma and explanation 5m



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

**SUMMATIVE ASSESSMENT - SA1 (90 marks)**

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

**II TERM (OCTOBER TO MARCH)**

**FORMATIVE ASSESSMENT (FA3, FA4)**

**2 U.T. (COMPULSORY) 10 M**

**SHLOKA RECITATION & PERFORMANCE OF HAVAN 2M**

**(FROM THE PRESCRIBED TEXT BOOK)**

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

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

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

**SUMMATIVE ASSESSMENT ( SA2) ( 90 MARKS)**

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

**Prescribed Book :**

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

(Publication Division, DAV College Managing Committee  
New Delhi)

## ਪੰਜਾਬੀ ਪਾਠਕ੍ਰਮ

ASSESSMENT FOR AN ACADEMIC YEAR 2012-13

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

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

FINAL ASSESSMENT

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

10 + 10 + 10 + 10 = 40

SA-1 + SA-2

30 + 30 = 60

Total = 100

(ਭਾਗ - ਓ)

Term - I

ਛਿਮਾਰੀ ਪ੍ਰੀਖਿਆ (ਅਪ੍ਰੈਲ ਤ ਸੰਤਬਰ ਤੱਕ)

F.A.1,2 ਪਾਠ ਨੰਬਰ 1,3,8,9

S.A. 1

- 1 ਕਵਿਤਾਵਾਂ - ਪਾਠ ਨੰਬਰ 4,7,10,13 5+5=10  
(ਕਵਿਤਾ ਦਾ ਸਾਰ ਤੇ ਕਾਵਿ-ਟੁਟਿਆਂ  
ਦੇ ਅਧਾਰ ਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)
- 2 ਕਹਾਣੀਆਂ-ਪਾਠ ਨੰਬਰ 2,5,9 (ਵੱਡੇ ਪ੍ਰਸ਼ਨ) 5×2=10  
(ਸੱਤ ਵਿੱਚ ਪੰਜ ਕਰਨੇ ਹਨ)
- 3 ਲੇਖ-ਪਾਠ ਨੰਬਰ 3,8,14 (ਛੋਟੇ ਪ੍ਰਸ਼ਨ) (ਬਾਰਾਂ ਪ੍ਰਸ਼ਨ  
ਪੁੱਛੇ ਜਾਣਗੇ) 12×1=12
- 4 ਜੀਵਨੀ/ਯਾਤਰਾ-ਪਾਠ 16,11 (ਸਾਰ ਲਿਖਣਾ ਹੈ) 6×1=6
- 5 ਓ) ਕਿਸਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ - ਕਹਾਣੀਆਂ ਵਿੱਚ ਪਾਠ  
2,5,9 4×1=4  
ਅ) ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ - ਪਾਠ ਨੰਬਰ 6, 12 3×1=3  
(ਜੀਵਨੀ, ਯਾਤਰਾ) Total - 45

ਛਿਮਾਰੀ - ਵਿਆਕਰਨ (ਭਾਗ-ਅ) ਅੰਕ ਵੰਡ - 45

- 6 ਬਹੁ-ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਨਾਲ ਸਬੰਧਿਤ  
ਓ) ਵਿਰਧੀ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ - 110 2

- ਅ) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ - ਪੰਨਾ ਨੰਬਰ - 108 2
- ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇਕ ਸ਼ਬਦ - ਪੰਨਾ - 115, 116 (1-20) 2
- ਸ) ਅਗੋਤਰ - ਪੰਨਾ ਨੰਬਰ 86, 87 (ਉ ਤੋਂ ਲੈ ਕੇ ਕਮ ਤੱਕ) 2
- ਹ) ਪਿਛੇਤਰ-ਪੰਨਾ ਨੰਬਰ 88 (ਉ ਲੈ ਕੇ ਆਲਾ ਤੱਕ) 2
- 7 ਓ) ਅਰਥ - ਭੇਦ ਪੰਨਾ ਨੰਬਰ - 102, 103 2
- ਅ) ਅਸ਼ੁੱਧ ਸ਼ੁੱਧ - ਪੰਨਾ ਨੰਬਰ 96, 97, 98 2
- 8 ਵਿਸ਼ਰਾਮ - ਚਿੰਨ੍ਹ (ਚਾਰ ਚਿੰਨ੍ਹ) ਪੰਨਾ ਨੰਬਰ 125 130 ਤੱਕ 2
- 9 ਵਾਕ ਵਟਾਂਦਰਾ - ਪੰਨਾ ਨੰਬਰ 122(ਹਾਂ, ਨਾਂਹ ਵਾਚਕ, ਸਧਾਰਨ ਪ੍ਰਸ਼ਨਿਕ ਵਿਸਮਿਕ ਸਧਾਰਨ ਵਾਕ)
- 10 ਓ) ਮੁਹਾਵਰੇ - ਪੰਨਾ ਨੰਬਰ 139, 140, 141 (1-35) (ਪੰਜ ਵਿੱਚ ਚਾਰ ਕਰਨੇ ਹਨ) 4
- ਅ) ਅਖਾਣ - ਪੰਨਾ ਨੰਬਰ 145, 146 (1-25) 3
- 11 ਅਣਡਿੱਠਾ ਪੈਰਾ:- **ਥੋ** ਚੋ 3  
(ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ - ਕਿਸਮਾਂ ਵੀ ਦੱਸਣਾ)
- 12 ਅਣਡਿੱਠਾ ਪੈਰਾ-(ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉਤੱਰ ਦੇਣੇ) 3
- 13 ਪੱਤਰ/ਬੇਨਤੀ ਪੱਤਰ (No Choice) 5
- 1 ਫੀਸ ਮੁਆਫੀ ਲਈ ਪ੍ਰਿੰਸੀਪਲ ਨੂੰ ਬੇਨਤੀ ਪੱਤਰ।
- 2 ਡਾਕੀਏ ਦੀ ਲਾਪਰਵਾਹੀ ਬਾਰੇ ਸਟ ਮਾਸਟਰ ਨੂੰ ਸ਼ਿਕਾਇਤ ਪੱਤਰ।
- 3 ਮਿੱਤਰ/ਸਹੇਲੀ ਨੂੰ ਲਿਖ ਕਿ ਤੁਸੀਂ ਗਰਮੀ ਦੀਆਂ ਛੁੱਟੀਆਂ ਕਿਵੇਂ ਬਤੀਤ ਕੀਤੀਆਂ।
- 4 ਮਿੱਤਰ/ਸਹੇਲੀ ਨੂੰ ਪੱਤਰ ਲਿਖ ਜਿਸ ਵਿੱਚ ਕਿਸੇ ਸ਼ਹਿਰ ਦਾ ਵਰਨਣ ਵੇ ਜਿਹੜਾ ਤੁਸੀਂ ਹੁਣੇ-ਹੁਣੇ ਵੇ ਖਿਆ ਵੇ।
- 14 ਲੇਖ ( ਈ ਇੱਕ ਕਰਨਾ ਹੈ) 5
- 1 ਸ੍ਰੀ ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ
- 2 ਮੇਰੇ ਜੀਵਨ ਦਾ ਉਦੇਸ਼

- 3 15 ਅਗਸਤ
- 4 ਮਹਿੰਗਾਈ
- 5 ਵਿਦਿਆਰਥੀ ਤੇ ਖੇਡਾਂ
- 6 ਅੱਖੀਂ ਡਿੱਠਾ ਮੈਚ

### Term - II

#### ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ

F.A. 3,4	ਪਾਠ ਨੰਬਰ 16, 21,27, 28	10+10=20
S.A.-2	ਭਾਗ - ਓ	
1	ਕਵਿਤਾਵਾਂ - ਪਾਠ ਨੰਬਰ 19, 22, 24 (ਕਵਿਤਾ ਦਾ ਸਾਰ ਅਤੇ ਕਾਵਿ-ਟੋਟਿਆਂ ਦੇ ਆਧਾਰ ਤੇ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)	5+5=10
2	ਕਹਾਣੀਆਂ - ਪਾਠ ਨੰਬਰ 12, 15, 23 (ਵੱਡੇ ਪ੍ਰਸ਼ਨ) (ਸੱਤ ਵਿੱਚ ਪੰਜ ਕਰਨੇ ਹਨ)	2×5=10
3	ਲੇਖ - ਪਾਠ ਨੰਬਰ 18, 20, 25 ( 1 ਟੇ ਪ੍ਰਸ਼ਨ) (12 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ)	12×1=12
4	ਜੀਵਨੀ / ਯਾਤਰਾ - ਪਾਠ 17, 26 (ਸਾਰ ਲਿਖਣਾ)	6×1=6
5	ਓ) ਕਿਸ ਨੇ ਕਿਸ ਨੂੰ <del>ਕਹਾਣੀਆਂ</del> ਕਹਾਣੀਆਂ ਵਿੱਚ (ਪਾਠ ਨੰਬਰ 12,15, 23)	4×1=4
	ਅ) ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ - ਪਾਠ ਨੰਬਰ 17, 26 (ਜੀਵਨੀ/ਯਾਤਰਾ)	2×1=2

#### ਵਿਆਕਰਨ

#### ਭਾਗ - ਅ

6	ਬਹੁ - ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਨਾਲ ਸਬੰਧਿਤ	
	ਓ) ਵਿ ਧੀ ਸ਼ਬਦ ਪੰਨਾ ਨੰਬਰ - 111	2
	ਅ) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ ਪੰਨਾ ਨੰਬਰ - 109	2
	ੲ) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ-ਪੰਨਾ - 116, 117 (21 46)	
	ਸ) ਅਗੋਤਰ - ਪੰਨਾ - 87 (ਖੁਸ਼ ਵਿ ਤੱਕ)	2
	ਹ) ਪਿਛੇਤਰ - ਪੰਨਾ - 88 (ਈਨ ਵਾਨ ਤੱਕ)	2
7	ਓ) ਅਰਥ ਭੇਦ - ਪੰਨਾ ਨੰਬਰ - 104, 105, 106	2
	ਅ) ਅਸੁੱਧ-ਸੁੱਧ - ਪੰਨਾ ਨੰਬਰ - 99, 100, 101	2

- 8 ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ - ( ਈ ਚਾਰ ਚਿੰਨ੍ਹ) (ਪੰਨਾ ਨੰਬਰ 125 - 130 ਤੱਕ) 2
- 9 ਵਾਕ ਵਟਾਂਦਰਾ - ਪੰਨਾ ਨੰਬਰ 122, 123 (ਮਿਸ਼ਰਤ ਸਧਾਰਨ, ਸਧਾਰਨ ਸੰਯੁਕਤ, ਪ੍ਰਸ਼ਨਿਕ ਸਧਾਰਨ, ਵਿਸਮਿਕ ਸਧਾਰਨ ) 4
- 10 ਓ) ਮੁਹਾਵਰੇ : ਪੰਨਾ ਨੰਬਰ 141, 142, 143 (35 ਤੋਂ 73) (ਪੰਜਾ ਵਿੱ ਚਾਰ ਕਰਨੇ) 4
- ਅ) ਅਖਾਣ - 146,147,148 ( 26 54 ) 3
- 11 ਅਣਡਿੱਠਾ ਪੈਰਾ:- ਕਿਰਿਆ, ਸੰਬੰਧਕ, ਜਕ (ਕਿਸਮਾਂ ਵੀ ਦੱਸਣਾ) 3
- 12 ਅਣਡਿੱਠਾ ਪੈਰਾ:- (ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉਤੱਰ ਦੇਣੇ) 3
- 13 ਪੱਤਰ / ਬੇਨਤੀ ਪੱਤਰ (No choice) 5
- 1 ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ ਬੇਨਤੀ - ਪੱਤਰ ਲਿਖੋ।
  - 2 ਤੁਹਾਡਾ ਭਰਾ ਫਿਲਮਾਂ ਬਹੁਤ ਦੇਖਦਾ ਹੈ। ਫਿਲਮਾਂ ਘੱਟ ਵੇਖਣ ਤੇ ਪੜਾਈ ਵੱਲ ਵਧੇਰੇ ਧਿਆਨ ਦੇਣ ਲਈ ਪ੍ਰੇਰਨਾ ਭਰਿਆ ਪੱਤਰ ਲਿਖੋ।
  - 3 ਵੱਡੀ ਭੈਣ / ਭਰਾ ਦੇ ਚੌਵਿਆਹ ਤੇ ਆਉਣ ਲਈ ਮਿੱਤਰ/ਸਹੇਲੀ ਨੂੰ ਸੱਦਾ ਪੱਤਰ।
  - 4 ਨਗਰ ਪਾਲਿਕਾ ਨੂੰ ਮੁਹੱਲੇ ਦੀਆਂ ਗਲੀਆਂ ਦੀ ਸਫ਼ਾਈ ਤੇ ਰੋਸ਼ਨੀ ਦੇ ਪ੍ਰਬੰਧ ਸੰਬੰਧੀ ਪੱਤਰ ਲਿਖੋ।
- 14 ਲੇਖ (ਕੋਈ ਇੱਕ ਕਰਨਾ ਹੈ) 5
- 1 ਵਿਗਿਆਨ ਦੇ ਚਮਤਕਾਰ
  - 2 ਟੈਲੀਵਿਜ਼ਨ ਦੇ ਲਾਭ ਹਾਨੀਆਂ
  - 3 ਮਨ ਪਸੰਦ ਤਿਉਹਾਰ
  - 4 ਮਹਾਤਮਾ ਗਾਂਧੀ
  - 5 ਲਾਇਬਰੇਰੀ
  - 6 ਸਮੇਂ ਦਾ ਮਹੱਤਵ

**Prescribed Books :-**

The book for Punjabi shall be prescribed shortly.

# Contents

<b><i>Scheme and Courses of Studies</i></b>	<b>Pages</b>
(i) Scheme of Studies	(i)
(ii) Scheme of Examination	(i)
 <b><i>Course of Studies</i></b>	
1. Hindi	1-9
2. English Course 'A'	10-20
3. Sanskrit	21-26
4. Mathematics	27-33
5. Science & Technology	34-50
6. Social Science (English Medium)	51-68
7. Dharamshiksha (Hindi Medium)	69-71
8. Dharamshiksha (English Medium)	72-74
9. Punjabi	75-78

### Scheme of Studies

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

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

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

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

### Scheme of Examination

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

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