

**Courses of Study  
and  
Scheme of Marking**

**Class–VIII  
2026–27**



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## हिंदी (Higher)

### भाषा-शिक्षण के उद्देश्य :

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास।
- भाषा की नियमबद्ध प्रकृति को पहचानना और विश्लेषण करना।
- हिंदी भाषा साहित्य को समझते हुए सामाजिक परिवेश के प्रति जागरूकता।
- मौलिक, वर्णनात्मक, विवरणात्मक, भावात्मक, सृजनात्मक अभिव्यक्ति करने में सक्षम।
- स्वाध्याय की प्रवृत्ति का विकास।
- साहित्य के पठन-पाठन द्वारा तार्किक एवं वैज्ञानिक समझ का विकास।
- शोध द्वारा अन्य विषयों की सामग्री के साथ समन्वय करने में सक्षम।
- भाषा और साहित्य के रचनात्मक उपयोग के प्रति रुचि उत्पन्न करना।

साभार-

- सी.बी.एस.ई.
- एन.सी.ई.आर.टी.

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

### अंक-विभाजन प्रणाली ( वार्षिक-परीक्षा : 2026-2027 )

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

**वार्षिक परीक्षा पाठ्यक्रम**  
**इकाई अनुसार विवरण अधिगम संप्राप्ति सहित**

पाठ्यक्रम विवरण	अधिगम संप्राप्ति
<p><b>1. अपठित बोध</b> (दो अपठित गद्यांश लगभग 200 शब्दों के)</p>	<ul style="list-style-type: none"> <li>• समसामयिक प्रसंगों/संदर्भों को तार्किक ढंग से समझने की क्षमता विकसित कर सकेंगे।</li> <li>• तथ्यों का वर्णन, विश्लेषण एवं संश्लेषण करने की क्षमता का विकास कर सकेंगे।</li> <li>• भाषा संबंधी विभिन्न पहलुओं को समझकर भाषिक सौंदर्य की परख करने में सक्षम होंगे।</li> <li>• तार्किक और आलोचनात्मक दृष्टिकोण का विकास कर सकेंगे।</li> </ul>
<p><b>2. व्यावहारिक व्याकरण</b></p> <ul style="list-style-type: none"> <li>• अनुस्वार, अनुनासिक</li> <li>• 'र' के विभिन्न रूप</li> <li>• उपसर्ग, प्रत्यय</li> <li>• शब्द भंडार (विलोम शब्द, पर्यायवाची शब्द, वाक्यांश के लिए एक शब्द)</li> <li>• संधि (स्वर और व्यंजन संधि)</li> <li>• समास</li> <li>• वाक्य भेद (रचना एवं अर्थ के आधार पर)</li> <li>• शब्दालंकार</li> </ul> <p>1. अनुप्रास, 2. यमक, 3. श्लेष</p> <ul style="list-style-type: none"> <li>• अर्थालंकार</li> </ul> <p>1. उपमा, 2. रूपक, 3. उत्प्रेक्षा</p> <p>4. अतिशयोक्ति, 5. मानवीकरण</p> <ul style="list-style-type: none"> <li>• विराम चिह्न</li> <li>• मुहावरे</li> </ul>	<ul style="list-style-type: none"> <li>• भाषा की नियमबद्ध प्रकृति को समझकर उसका प्रयोग करने की क्षमता का विकास कर सकेंगे।</li> <li>• भाषा के व्याकरणिक नियमों, सूत्रों व परिभाषाओं की समझ का विकास कर सकेंगे।</li> <li>• शब्द भंडार में वृद्धि, शुद्ध उच्चारण, एवं वर्तनी के सही प्रयोग आदि की क्षमता का विकास कर सकेंगे।</li> <li>• अर्थ, ध्वनि, रूप आदि वाक्य के अवयवों से परिचित हो सकेंगे।</li> </ul>

<p><b>3. पाठ्यपुस्तक</b></p> <p>पाठ-1 हम पंछी उन्मुक्त गगन के (कविता)</p> <p>पाठ-2 असल धन (कहानी)</p> <p>पाठ-3 अच्छे पड़ोसी के गुण (निबंध)</p> <p>पाठ-4 दोपहरी (कविता)</p> <p>पाठ-6 आश्रम के अतिथि और संस्मरण (संस्मरण)</p> <p>पाठ-7 अन्याय के खिलाफ लड़ाई (जीवनी)</p> <p>पाठ-8 दोहे (पद्य)</p> <p>पाठ-9 जब भोलाराम ने पंप लगाया (व्यंग्य) (आंतरिक मूल्यांकन/परियोजना कार्य हेतु)</p> <p>पाठ-10 बातचीत की कला (निबंध)</p> <p>पाठ-11 सितारों से आगे (जीवनी)</p> <p>पाठ-12 पौधे के पंख (डायरी)</p> <p>पाठ-13 सूर और तुलसी के पद (पद्य)</p> <p>पाठ-14 बहू की विदा (एकांकी) (आंतरिक मूल्यांकन/परियोजना कार्य हेतु)</p> <p>पाठ-15 कामचोर (कहानी) (आंतरिक मूल्यांकन/परियोजना कार्य हेतु)</p> <p>पाठ-17 सोना (रेखाचित्र, संस्मरण)</p> <p>पाठ-18 निर्माण (कविता)</p> <p>पाठ-19 जीवन का सच (पत्र)</p> <p>पाठ-20 ईर्ष्या तू न गई मेरे मन से (निबंध) (आंतरिक मूल्यांकन/परियोजना कार्य हेतु)</p>	<ul style="list-style-type: none"> <li>• साहित्य की विभिन्न विधाओं (कहानी, कविता, नाटक आदि) से परिचित हो सकेंगे।</li> <li>• भाषायी कौशल एवं दक्षताओं (श्रवण, वाचन, पठन व लेखन) का विकास कर सकेंगे।</li> <li>• साहित्य की विभिन्न विधाओं के आधार पर कहानी, कविता, नाटक आदि की रचना करने में सक्षम हो सकेंगे।</li> <li>• राष्ट्रीय एवं अंतरराष्ट्रीय स्तर पर भाषायी सद्भावना का विकास कर सकेंगे।</li> </ul>
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<p><b>4. रचनात्मक लेखन</b></p> <ul style="list-style-type: none"> <li>• अनुच्छेद लेखन</li> <li>• पत्र लेखन (औपचारिक व अनौपचारिक पत्र)</li> </ul> <p>अनौपचारिक पत्र—</p> <ol style="list-style-type: none"> <li>1. बधाई पत्र, 2. अनुमति/अनुरोध पत्र</li> <li>3. प्रशंसा-पत्र / सराहना पत्र,</li> <li>4. धन्यवाद पत्र, 5. अनुभव अथवा जानकारी साझा करने हेतु पत्र,</li> <li>6. निमंत्रण पत्र, 7. क्षमा-याचना हेतु पत्र, 8. सुझाव पत्र</li> </ol> <p>औपचारिक पत्र</p> <ol style="list-style-type: none"> <li>1. प्रार्थना पत्र— अवकाश, शिकायत, सुधार, आवेदन इत्यादि से संबंधित पत्र (विद्यालय के प्रधानाचार्य अथवा सरकारी विभाग के अधिकारी को)</li> <li>2. कार्यालयी पत्र – सरकारी काम-काज के लिए सरकारी अधिकारियों, प्रधानाचार्य, डाक अधीक्षक, परिवहन विभाग, थाना प्रभारी, बैंक अधिकारी, समाचार पत्र के संपादक इत्यादि को लिखे जाने वाले पत्र</li> <li>3. व्यावसायिक पत्र— व्यवसाय, सामान खरीदने-बेचने अथवा रुपयों के लेन-देन से संबंधित पत्र। दुकानदार, प्रकाशक, व्यापारी, कंपनी इत्यादि को लिखे जाने वाले पत्र।</li> </ol> <ul style="list-style-type: none"> <li>• संवाद लेखन</li> <li>• सूचना लेखन</li> </ul>	<ul style="list-style-type: none"> <li>• अपने ज्ञान कौशल व सोचने की शक्ति के आधार पर रचनात्मक लेखन में सृजनात्मक दृष्टिकोण का विकास कर सकेंगे।</li> <li>• अपने विचारों को स्पष्ट रूप से अभिव्यक्त करने की क्षमता का विकास कर सकेंगे।</li> <li>• विभिन्न लेखन शैलियों के साथ प्रयोग करने की स्वतंत्रता संबंधी क्षमता का विकास कर सकेंगे।</li> <li>• बौद्धिक व भावनात्मक क्षमता का विकास कर सकेंगे।</li> </ul>
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विस्तृत पाठ्यक्रम एवं पाठानुसार अंक व कालांश विभाजन

क्रम संख्या	प्रश्नपत्र के प्रारूप के आधार पर वर्गीकरण	कालांश	निर्धारिक अंक
1.	अपठित गद्यांश	10	14
2.	व्याकरण	45	20
3.	पाठ्यपुस्तक	75	26
4.	रचनात्मक लेखन	30	20

प्रश्नों के प्रकार (वर्गीकरण) के आधार पर अंक भार

क्रम संख्या	प्रश्नों के प्रकार का वर्गीकरण	प्रश्नों की संख्या	निर्धारित अंक	पूर्णांक
1.	<p>खंड- 'क'</p> <p>दो अपठित गद्यांश (लगभग 200 शब्दों के)</p> <p>तीन बहुविकल्पीय प्रश्न (1×3=3)</p> <p>दो लघूत्तरात्मक प्रश्न (2×2=4)</p>	2	7+7	14
2.	<p>खंड- 'ख'</p> <p>व्यावहारिक व्याकरण (विकल्प सहित)</p> <p>एक अंकीय आठ प्रश्न उपभाग सहित</p>	8	1×20	20
3.	<p>खंड 'ग' (पाठ्यपुस्तक)</p> <ul style="list-style-type: none"> <li>• पठित गद्यांश (बहुविकल्पिक) 1×5=5</li> <li>• लघूत्तरात्मक प्रश्न। (पाँच प्रश्न विकल्प सहित) 2×5=10</li> </ul>	1 1	5 10	

	<b>पद्य भाग पर आधारित</b>			
	• पठित गद्यांश (बहुवैकल्पिक) 1×5=5	1	5	26
	• लघूत्तरात्मक प्रश्न। (दो प्रश्न विकल्प सहित) (2×3=6)	1	6	
	<b>खंड- 'घ' (रचनात्मक लेखन)</b>			
	दीर्घ उत्तरात्मक प्रश्न (विकल्प सहित)		5×1=5	20
• अनुच्छेद लेखन	1	5×1=5		
• पत्र लेखन	1	5×1=5		
• संवाद लेखन	1	5×1=5		
	• सूचना लेखन	1		
		18		80

**आंतरिक मूल्यांकन का विवरण :**

क्रम संख्या	आंतरिक मूल्यांकन के उपकरण (Tool)	अंक भार (20 अंक)
1.	<b>आवधिक परीक्षा</b> (तीन आवधिक परीक्षा अनिवार्य है जिसमें से किन्हीं दो का औसत भार लिया जाएगा)	5
2.	<b>बहुविध मूल्यांकन</b> • मौखिक गतिविधि (आशुभाषण, कविता वाचन या दोहा गायन आदि), कला समेकित गतिविधि। • एकल/सामूहिक गतिविधि (पाठ-‘बहू की विदा’ व ‘अच्छे पड़ोसी के गुण’ पर आधारित)	5

3.	<p><b>पोर्टफोलियो</b></p> <ul style="list-style-type: none"> <li>कार्य प्रपत्र, कॉपी (गृहकार्य एवं कक्षाकार्य)</li> <li>सत्र के दौरान उपलब्धियों के प्रमाण-पत्र एवं छायाचित्र सहित उल्लेख</li> <li>स्वरचित कविता, कहानी, आलेख या दैनंदिनी के लघु अंश</li> <li>परियोजना कार्य (पाठ-‘जब भोलाराम ने पंप लगाया’ व ईर्ष्या तू न गई मेरे मन से पर आधारित)</li> </ul> <p><b>मूल्यांकन बिंदु-</b>(रखरखाव, पूर्णता, स्वच्छता, विषयानुकूलता एवं प्रस्तुति)</p>	5
4.	<p><b>विषय संवर्धन गतिविधि</b></p> <ul style="list-style-type: none"> <li>श्रवण एवं वाचन गतिविधि पठन दक्षताओं पर आधारित</li> </ul> <p><b>मूल्यांकन बिंदु:</b> (सुनने-समझने की योग्यता, कथनों एवं विचार-बिंदुओं को समझने की योग्यता, वाचन शब्दों के उच्चारण की शुद्धता एवं प्रस्तुति)</p> <p><b>अधिगम संप्राप्ति</b> <b>श्रवण कौशल :</b></p> <ul style="list-style-type: none"> <li>विषय को सुनने के उपरांत भावों को समझकर आत्मसात कर सकेंगे।</li> <li>एकाग्रता, स्वाध्याय की प्रवृत्ति करने जैसे गुणों का विकास कर सकेंगे।</li> </ul>	5

	<ul style="list-style-type: none"> <li>• एकाग्रतापूर्वक सुनकर कार्य प्रपत्र के प्रश्नों के उत्तर देने में सक्षम हो सकेंगे।</li> </ul> <p><b>वाचन कौशल :</b></p> <ul style="list-style-type: none"> <li>• शुद्ध उच्चारण एवं धारा प्रवाह भावाभिव्यक्ति में सक्षम हो सकेंगे।</li> <li>• प्रभावपूर्ण संप्रेषण, सृजनात्मकता, तार्किक क्षमता जैसे गुणों का विकास कर सकेंगे।</li> <li>• आरोह-अवरोह के साथ वाचन करने में सक्षम हो सकेंगे।</li> </ul>	
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**विशिष्ट निर्देश :**

- आंतरिक मूल्यांकन के लिए निर्धारित पाठ परियोजना कार्य/गतिविधि में अनिवार्य रूप से दिए जाएँ।
- आंतरिक मूल्यांकन के लिए निर्धारित ज्ञान सागर (पाठ्यपुस्तक) के इन पाठों से परीक्षा में प्रश्न नहीं दिए जाएँगे।

**आंतरिक मूल्यांकन एवं परियोजना कार्य हेतु पाठों के नाम**

- पाठ-9 जब भोलाराम ने पंप लगाया (व्यंग्य)
- पाठ-14 बहू की विदा (एकांकी)
- पाठ-15 कामचोर (कहानी)
- पाठ-20 ईर्ष्या : तू न गई मेरे मन से (निबंध)

**निर्धारित पाठ्यपुस्तकें**

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

## हिंदी ( तृतीय भाषा )

### शिक्षण उद्देश्य :

- ◆ दैनिक जीवन में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- ◆ हिंदी के माध्यम से अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- ◆ अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं को समझ पाना।
- ◆ भाषा एवं साहित्य को समझने एवं आत्मसात करने की दक्षता का विकास।
- ◆ कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- ◆ कविता, कहानी तथा घटनाओं को रोचक ढंग से प्रस्तुत कर पाना।
- ◆ स्वाध्याय की प्रवृत्ति का विकास कर पाना।
- ◆ वैज्ञानिक एवं तकनीकी शब्दों को समझ पाना।
- ◆ मौलिक एवं सृजनात्मक लेखन में दक्षता प्राप्त कर पाना।
- ◆ प्रवाहपूर्ण अर्थग्रहण, चिंतन-मनन एवं सृजनात्मक अभिव्यक्ति का विकास कर पाना।

### अंक विभाजन प्रणाली ( वार्षिक-परीक्षा : 2026-2027 )

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

### वार्षिक-परीक्षा पाठ्यक्रम

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

#### अधिगम संप्राप्ति-

सत्र के अंत में विद्यार्थी निम्नलिखित में सक्षम हो सकेंगे-

- ❖ प्रवाहपूर्ण, मौन तथा मुखर वाचन
- ❖ वैचारिक क्षमता का विकास
- ❖ नवीन शब्दावली का विकास
- ❖ बोधगम्यता का विकास
- ❖ अपठित गद्यांश को समझकर आनंदानुभूति का विकास

#### व्यावहारिक-व्याकरण

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

### अधिगम संप्राप्ति-

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

### पाठ्यपुस्तक—

- पाठ-1 दिमागी लड़ाई
- पाठ-2 लौह पुरुष
- पाठ-3 पेड़ (कविता)
- पाठ-4 पूरे एक हजार (केवल पढ़ने के लिए)
- पाठ-5 दो पहलवान
- पाठ-6 नदी यहाँ पर (कविता)
- पाठ-7 पतीले की मृत्यु (केवल पढ़ने के लिए)
- पाठ-8 टपके का डर
- पाठ-9 अजंता की सैर
- पाठ-10 ये बात समझ में आई नहीं... (केवल पढ़ने के लिए)
- पाठ-11 बिरसा मुंडा (केवल परियोजना कार्य हेतु)
- पाठ-12 अगर न नभ में बादल होते (कविता)
- पाठ-13 प्रिय पौधा
- पाठ-14 बुद्धिमान राजा
- पाठ-15 अँधेर नगरी (केवल परियोजना कार्य हेतु)
- पाठ-16 चाँद का कुर्ता

पाठ-17 हार की जीत

पाठ-18 बेदुतिना का साहस

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

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

#### अधिगम संप्राप्ति-

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

#### रचनात्मक-लेखन

(i) अनुच्छेद लेखन (80-100 शब्द)

- (क) मेरा प्रिय त्योहार
- (ख) मेरे जीवन का लक्ष्य
- (ग) यदि मैं नदी होता/होती
- (घ) पुस्तकें-हमारी सच्ची मित्र
- (ङ) मेरा आदर्श
- (च) मेरे सपनों का भारत
- (छ) विद्यार्थी और अनुशासन
- (ज) असफलता-एक चुनौती
- (झ) पर्यावरण प्रदूषण
- (ञ) ग्लोबल वार्मिंग-एक समस्या
- (ट) काल्पनिक/अनुभवजन्य

उदाहरण- मेरी पहली साइकिल यात्रा

जब मैंने पहली बार मैच जीता

यदि मैं वृक्ष होता/होती

(ii) पत्र-लेखन :

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

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

(iii) चित्र-वर्णन / डायरी लेखन

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

(iv) संवाद-लेखन

**अधिगम संप्राप्ति-**

- ❖ अपने भावों की अभिव्यक्ति स्पष्टता, शुद्धता तथा सटीकता के साथ कर सकेंगे।
- ❖ विद्यार्थी सृजनात्मक कौशल का विकास कर सकेंगे।
- ❖ प्रदत्त विषयों की विषयवस्तु का सविस्तार वर्णन करते हुए निष्कर्ष निकाल सकेंगे।
- ❖ विषयवस्तु के विस्तार में उत्तम उदाहरणों का समावेश कर सकेंगे।
- ❖ पत्र के प्रारूप को समझकर उत्तम तरीके से लिख सकेंगे।
- ❖ चित्र को समझकर स्व-अभिव्यक्ति कर सकेंगे।

**विस्तृत पाठ्यक्रम अंक योजना**

विषयवस्तु	उपभार	कुल भार
<b>खंड-क (अपठित बोध)</b>		
1. अपठित गद्यांश पर बोध, चिंतन, विश्लेषण तथा सराहना आदि पर आधारित <b>बहुवैकल्पिक प्रश्न</b> (दो अपठित गद्यांश लगभग 80 से 100 शब्दों में)	5+5	10
<b>खंड-ख (व्यावहारिक व्याकरण)</b>		
2. व्यावहारिक व्याकरण (पाठ्यक्रम में निर्धारित भाषा अभ्यास के व्याकरणिक विषयों पर आधारित वस्तुनिष्ठ प्रश्न)		20

खंड-ग ( पाठ्यपुस्तक )			
3.	भाषा माधुरी के पाठों पर आधारित- पठित गद्यांश तथा काव्यांश के आधार पर विषयवस्तु का ज्ञान बोध, अभिव्यक्ति आदि पर एक अंकीय (पाँच बहुवैकल्पिक प्रश्न पूछे जाएँगे)		5 5 10
4.	अति लघूत्तरात्मक प्रश्न	<ul style="list-style-type: none"> <li>• एक वाक्य में उत्तर</li> <li>• किसने, किससे कहा</li> <li>• पाठ के आधार पर वाक्यों का मिलान</li> <li>• रिक्त स्थानों की पूर्ति (गद्य एवं पद्य)</li> </ul>	5 2 2 2
	लघूत्तरात्मक प्रश्न	प्रश्न-उत्तर (पाठ पर आधारित) (30-40 शब्द) (विकल्प सहित)	9 20
खंड-घ ( रचनात्मक लेखन )			
5.	अनुच्छेद लेखन (80-100 शब्दों में)		5
6.	पत्र लेखन (औपचारिक तथा अनौपचारिक पत्र)		5
7.	चित्र वर्णन (दृष्टि-बाधित छात्रों के लिए चित्र वर्णन के स्थान पर डायरी लेखन दिया जाएगा।)		5
8.	संवाद लेखन		5 20
	कुल अंक		80 अंक

प्रश्नों के वर्गीकरण के अनुरूप अंक भार

क्र.सं.	प्रश्नों का वर्गीकरण	प्रश्न-संख्या	निर्धारित अंक	पूर्णांक
<b>खंड-क ( बहुवैकल्पिक प्रश्न )</b>				
1.	अपठित गद्यांश-I (80-100 शब्द)	1×5=5	5 अंक	10 अंक
	अपठित गद्यांश-II (80-100 शब्द)	1×5=5	5 अंक	
<b>खंड-ख ( व्यावहारिक व्याकरण )</b>				
2.	<ul style="list-style-type: none"> <li>• अनुस्वार, अनुनासिक व नुक्ता</li> <li>• विशेषण-विशेष्य</li> <li>• काल व भेद</li> <li>• विलोम शब्द</li> <li>• 'र' के विभिन्न रूपों का प्रयोग</li> <li>• मुहावरे</li> <li>• विराम चिह्न</li> <li>• वाक्यांश के लिए एक शब्द</li> <li>• वचन परिवर्तन</li> <li>• कारक</li> <li>• अशुद्धि शोधन</li> <li>• मानक रूप</li> <li>• पर्यायवाची</li> <li>• उपसर्ग-प्रत्यय</li> <li>• संज्ञा ( भेद सहित) तथा सर्वनाम</li> <li>• क्रिया-संयुक्त क्रिया</li> </ul>	<ul style="list-style-type: none"> <li><math>\frac{1}{2} \times \frac{1}{2} = 1</math></li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×1=1</li> <li>1×2=2</li> <li>1×2=2</li> <li>1×2=2</li> <li>1×2=2</li> </ul>	<ul style="list-style-type: none"> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>1 अंक</li> <li>2 अंक</li> <li>2 अंक</li> <li>2 अंक</li> <li>2 अंक</li> </ul>	20 अंक

3.	<b>खंड-ग ( पाठ्यपुस्तक )</b>			
	भाषा माधुरी के पाठों पर आधारित			
	• पठित गद्यांश	1×5=5	5 अंक	
	• पठित काव्यांश	1×5=5	5 अंक	
	अति लघूत्तरात्मक प्रश्न			
	• एक वाक्य में उत्तर	1×5=5	5 अंक	
	• किसने, किसने कहा	1×2=2	2 अंक	
	• पाठ के आधार पर वाक्यों का मिलान	½×4=2	2 अंक	
	• रिक्त स्थानों की पूर्ति (गद्य एवं पद्य)	1×2=2	2 अंक	
	लघूत्तरात्मक प्रश्न			
	प्रश्न-उत्तर (पाठ पर आधारित) (30-40 शब्द) (विकल्प सहित)	3×3=9	9 अंक	30 अंक
4.	<b>खंड-घ ( रचनात्मक लेखन )</b>			
	• अनुच्छेद लेखन (80-100 शब्दों में)	1×5=5	5 अंक	
	• पत्र लेखन (औपचारिक तथा अनौपचारिक पत्र)	1×5=5	5 अंक	
	• चित्र वर्णन (दृष्टि बाधित छात्रों के लिए 'डायरी लेखन' दिया जाएगा)	1×5=5	5 अंक	20 अंक
	• संवाद लेखन	1×5=5	5 अंक	
				80 अंक

आंतरिक मूल्यांकन का विवरण

क्र.सं.	आंतरिक मूल्यांकन		अंक भार
1.	आवधिक परीक्षा	तीन आवधिक परीक्षा अनिवार्य हैं जिसमें से किन्हीं दो का औसत भार लिया जाएगा।	5
2.	बहुविध मूल्यांकन	पाठों की विषयवस्तु के अनुरूप निम्नलिखित गतिविधियों का चयन किया जा सकता है— <ul style="list-style-type: none"> <li>• आशुभाषण</li> <li>• काव्य पाठ</li> <li>• कहानी-कहना (सुनाना)</li> <li>• संभाषण (भाषण प्रस्तुति)</li> <li>• एकल अभिनय</li> <li>• साक्षात्कार तथा वाद-विवाद</li> <li>• अंत्याक्षरी</li> <li>• समाचार-वाचन</li> <li>• कक्षा-परिचर्चा</li> <li>• भूमिका-निर्वहन</li> <li>• प्रश्न-मंच</li> </ul> (स्वेच्छापूर्वक अन्य गतिविधियों का भी चयन किया जा सकता है।)	5
3.	विषय संवर्धन मूल्यांकन	श्रवण-कौशल-शब्दों व पदों को समझने एवं जटिल कथनों एवं विचार बिन्दुओं को समझने की योग्यता	

		<p><u>अधिगम संप्राप्ति-</u></p> <ul style="list-style-type: none"> <li>• विषय को सुनने के उपरांत उसे समझकर भावों को आत्मसात कर सकेंगे।</li> <li>• एकाग्रता का विकास कर सकेंगे।</li> <li>• उचित-अनुचित सूचना में भेद करने में सक्षम हो सकेंगे।</li> <li>• एकाग्रतापूर्वक सुनकर कार्य प्रपत्र के प्रश्नों के उत्तर दे सकेंगे।</li> <li>• कक्षा में दिए गए निर्देशों तथा सुझावों को समझने में सक्षम हो सकेंगे।</li> </ul> <p><u>वाचन-कौशल-प्रदत्त विषयों में से किसी भी गतिविधि द्वारा वाचन कौशल का मूल्यांकन</u></p> <p><u>अधिगम सम्प्राप्ति-</u></p> <ul style="list-style-type: none"> <li>• शब्दों के उच्चारण की शुद्धता एवं धारा प्रवाह रूप में प्रस्तुति आरोह-अवरोह सहित भावाभिव्यक्ति</li> <li>• शुद्ध उच्चारण कर सकेंगे घटनाओं एवं परिस्थितियों की तारतम्यता के साथ प्रस्तुति</li> <li>• आत्मविश्वास का संवर्धन कर सकेंगे।</li> <li>• तार्किक क्षमता का विकास</li> <li>• प्रभावपूर्ण सम्प्रेषणात्मक कौशल का विकास</li> </ul>	
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4.	<p>पोर्टफोलियो</p> <p><u>मूल्यांकन बिंदु</u></p> <ul style="list-style-type: none"> <li>• रख रखाव</li> <li>• पूर्णता</li> <li>• स्वच्छता</li> <li>• विषयानुकूलता एवं आकर्षक प्रस्तुति</li> </ul>	<p>पत्रिका/कॉपी (कक्षा कार्य, गृह कार्य एवं अभ्यास प्रपत्र) सत्र के अंतर्गत उपलब्धियों के प्रमाण पत्र एवं छायाचित्र सहित उल्लेख</p>	5 अंक
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**विशेष निर्देश-**

- ❖ भाषा माधुरी में निर्धारित परियोजना कार्य हेतु पाठों का मूल्यांकन परीक्षा में नहीं किया जाएगा लेकिन भाषा अभ्यास से प्रश्न पूछे जाएँगे।
- ❖ परियोजना कार्य हेतु निर्धारित पाठ
  - पाठ-11 'बिरसा मुंडा' (स्वतंत्रता सेनानियों के चित्रों का कोलाज तथा बिरसा मुंडा के जीवन पर आधारित परियोजना)
  - पाठ-15 'अँधेर नगरी' (पाठ का नाट्य मंचन)

**निर्धारित पुस्तकें :**

1. भाषा-माधुरी
  2. भाषा-अभ्यास
- (प्रकाशन विभाग-डी.ए.वी. कॉलेज प्रबंधकर्त्री समिति, नई दिल्ली)

## **ENGLISH COURSE--‘A’**

### **CURRICULUM GOALS**

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

### **GENERAL AIMS**

Learning English language

- (a) enables the students to communicate effectively.
- (b) enables the students to use the four language skills i.e. listening, speaking, reading, and writing.
- (c) develops students’ abilities to express ideas and feelings, be creative, think rationally, make well informed choices and act on those choices.
- (d) enables the learners to use grammar structures and other grammatical forms accurately and appropriately.
- (e) builds capacities in students towards appreciation of the literary aspects.
- (f) boosts curiosity and creativity through extensive reading.
- (g) serves as a vehicle for aesthetic and creative expression across cultures.
- (h) facilitates self - learning to help them evolve as independent learners.
- (i) enables them to review, organize and edit their own work and work done by peers.

### **Learning Outcomes/Content Domains/Competencies**

#### **I. Listening**

- (a) Adopts different strategies according to the purpose of listening (e.g. for pleasure, for general interest, for specific information)
- (b) Uses linguistic and non-linguistic features of the context as clues to understanding and interpreting what is heard (e.g. cohesive devices, key words, intonation, gesture, background noises)

- (c) Listens to a talk or conversation and understands the topic and main points
- (d) Listens for information required for a specific purpose, e.g. in radio broadcast, commentaries, airport and railway station announcements
- (e) Distinguishes main points from supporting details, and relevant from irrelevant information
- (f) Understands and interprets messages conveyed in person or on telephone
- (g) Understands and responds appropriately to directive language, e.g. instruction, advice, requests, and warning
- (h) Understands and interprets spontaneous spoken discourse in familiar and unfamiliar social situations.

## **II. SPEAKING**

- (a) Speaks intelligibly using appropriate word stress, sentence stress and intonation patterns
- (b) Adopts different strategies to convey ideas effectively according to purpose, topic, and audience (including the appropriate use of polite expressions)
- (c) Narrates incidents and events, real or imaginary in a logical sequence
- (d) Speaks with accuracy following the overall rhythm of spoken English i.e. proper pauses and sentence stress.
- (e) Presents oral reports or summaries; makes announcements clearly and confidently
- (f) Expresses and argues a point of view clearly and effectively
- (g) Takes an active part in group discussions, showing ability to express agreement or disagreement, to summarise ideas, to elicit the views of others, and to present own ideas
- (h) Expresses and responds to personal feelings, opinions, and attitudes

## **III. READING**

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

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

#### **IV. WRITING**

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

- (h) Uses an appropriate style and format to write letters (formal and informal), dialogues, speeches, reports, articles, e-mails, notices and diary entries
- (i) Monitors, checks and revises written work
- (j) Summarises or make notes from a given text
- (k) Decodes information from one text type to another (e.g. diary entry to letter, advertisement to report, diagram to verbal form).

**V. Literature**

- (a) Understands, analyses, interprets, and evaluates characters in a literary text
- (b) Identifies and appreciates different forms of literatures (genres)
- (c) Understands, interprets and evaluates plot/story/theme in a literary text
- (d) Understands 'form' in a literary text such as rhyme, rhythm and identifies literary devices such as metaphor, simile, alliteration, personification, repetition
- (e) Connects the text to parallel literature, extrapolates and applies to real life situations.

**VI. Language (Vocabulary, Conventions, and Grammar)**

- (a) Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression.
  1. Tenses
  2. Narration
  3. Modals
  4. Subject -verb agreement
  5. Complex sentences, compound sentences.( clauses should be limited to the teaching of main and subordinate clauses . instead of classification of subordinate clauses, students should be taught to complete the sentences using 'linkers' followed by a clause)
  6. Linkers
  7. Passive and Active voice



Suggested topics from reader units to practise long composition (writing skills)

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

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

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

### **IV. WRITING SKILLS**

Short Composition (Word Limit- 50 words)

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

- (i) Formal – leave/section change/change in mode of transport
  - (ii) Informal- Invitation / Expressing gratitude/apology or congratulations
  - Dialogue Completion
- Long Composition (Word Limit 100-120 words)
- Speech Writing
  - Article Writing
  - Formal Letter (Letter to Editor only)

**Weightage as per typology of questions**

S. No.	Typology	No. of questions	Marks	Marks Allotted
1	MCQ	14	1 each	14
2	VSA (10-20 words)	32	1 each	32
3	SA I (30-40 words)	6	2 each	12
4	SA II (50 words) (70-80 words)	1 1	4 each	8
5	LA I (100 words)	1	6	6
6	LA II (100-120 words)	1	8	8
<b>TOTAL</b>				<b>80</b>

MCQ- Multiple Choice Question

VSA- Very Short Answer

SA- Short Answer

LA- Long Answer

**ALLOTMENT OF PERIODS ALONG WITH MARKS**

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

**Listening and Speaking Competencies – 20 Periods**

It is recommended that listening and speaking skills should be regularly practised.

**Vocabulary – 10 Periods**

\*This is a suggestive number of periods\*

**INTERNAL ASSESSMENT**

S. No.		Weightage
1.	<b><u>Periodic Tests–Pen and paper Tests</u></b> Three Periodic Tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment.	5
2.	<b><u>Multiple Assessment</u></b> Multiple Assessment for each student to be done by using a combination of individual as well as pair/group activities, with well-defined rubrics. <ul style="list-style-type: none"><li>• Oral tests, quizzes, infographic, concept map designing (G.O.), MCQ tests, puzzles,</li><li>• Field surveys/research or interviews (with questionnaires)</li><li>• Poetry recitation</li><li>• Comparative Analysis, Plot summary</li><li>• Spelling/Vocabulary activities</li><li>• Bulletin board, Wall magazine, E magazine, Newspaper designing, Poster making, Brochure designing, Comic strip designing, Story board designing etc.</li><li>• Class Presentation with ppt/video/animation, story-telling, narrations, role play</li><li>• Creative writing – Slogan writing, Jingles, Story writing, Poem versification etc.</li></ul>	5
3.	<b><u>Subject Enrichment Activities</u></b> ALS is a component of the Subject Enrichment Activity under Internal Assessment.	

	<ul style="list-style-type: none"> <li>• Listening tests</li> <li>• Conversation/interview skills</li> <li>• Radio shows</li> <li>• Conducting talk shows</li> <li>• Extempore/Speech/Debate/Group discussions</li> </ul>	5
4.	<p><b>Portfolio</b></p> <p>(a) Journal – A journal is a collection/record of experiences, ideas, reflections, thoughts, creative pieces maintained on a regular basis. It is an account of a child’s abilities personal anecdotal records.</p> <p>(b) HW/CW notebooks to display exemplary work + practice worksheets/assignments (competency based &amp; minimum learning modules).</p> <p>(c) Trans-disciplinary project/ Ek Bharat Shreshth Bharat project on paired state/art integrated activities (to be integrated with sports, art &amp; craft, music &amp; dance, dramatics &amp; theatre, IT, photography, culinary art, sculpture &amp; woodcraft etc.)</p> <p><b>Note :</b></p> <ul style="list-style-type: none"> <li>• The above mentioned activities are suggestive. Teachers can make changes as per the individual needs.</li> <li>• Evidence of multiple assessment and subject enrichment activities also to be filed in portfolio.</li> </ul> <p>Rubrics for Portfolio :</p> <ul style="list-style-type: none"> <li>• Organisation &amp; presentation (neatness, visual appeal, handwriting, index, cover).</li> <li>• Timely completion and submission.</li> <li>• Evidence of student’s growth as per curriculum objectives</li> <li>• Originality and relevance</li> </ul>	5
	Total	20

## **Suggestive Projects/Activities and Guidelines :**

The Fun They Had

**Activity 1-** Story Board Designing/ Comic Strip designing

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

**Activity 2-** Comparative Analysis:

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

**Activity 3-** Project : Future Classroom Design/Design a futuristic classroom inspired by “The Fun They Had.”

Steps:

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

**Extensions:**

Collaboration: Seek feedback from technology experts.

Virtual Reality: Create immersive experiences to showcase designs.

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

## **An Undeserved Reward**

### **Activity 1**

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

### **Activity 2**

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

**Character analysis :** Graphic organiser to assess character roles

### **SUGGESTIONS FOR ENHANCEMENT OF LANGUAGE SKILLS:**

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

#### Prescribed Books:

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

## संस्कृतम्

विश्वस्य सर्वासु भाषासु संस्कृतभाषा प्राचीनतमा अस्ति। प्रायः सर्वासु भाषासु संस्कृतपरकशब्दाः उपलभ्यन्ते। संस्कृतभाषा भारतीयभाषाणां जननी इति कथ्यते। सर्वासु भारतीयभाषासु संस्कृतभाषा अन्तर्लीना अस्ति इति सर्वे अङ्गीकुर्वन्ति।

भारतदेशः बहुभाषी देशोऽस्ति। अस्मिन् देशे अनेकतायाम् एकतावर्धिनी भाषेयं सामाजिकसमरसतायै जीवनविकासाय च आवश्यकी वर्तते। संस्कृतस्य सांस्कृतिकं महत्त्वं वर्णयन्तः विद्वांसः कथयन्ति “भारतस्य प्रतिष्ठे द्वे संस्कृतं संस्कृतिस्तथा, संस्कृतिमूलं संस्कृतम् साहित्यं संस्कृतिवाहकञ्च इति।” एषा संस्कृतिः न केवलं भारतस्य अपि तु विश्वस्य मुकुटायमाना अस्ति। उक्तं च—

सत्यमहिंसादिगुणैः श्रेष्ठा विश्वबन्धुत्वशिक्षिका।

विश्वशान्तिः सुखधात्री भारतीया हि संस्कृतिः॥

एवं संस्कृतभाषा परिनिष्ठिता, दोषरहिता, सरला, गभीरा, यथार्था वैज्ञानिकी च भाषा अस्ति। सम्प्रति युगेऽस्मिन् प्रमुखैः उद्देश्यैः संस्कृतभाषा शिक्षणीया अस्ति।

### शिक्षणोद्देश्यानि—

- ❖ संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुसारं व्यवहारं कर्तुं समर्थाः भवेयुः।
- ❖ संस्कृते लिखिताः लघुकथाः पद्यानि च श्रुत्वा पठित्वा वा तानि अवगच्छेयुः।
- ❖ संस्कृतभाषया लघुवाक्यानि वदेयुः।
- ❖ पाठ्यपुस्तके प्रदत्तान् पाठान् श्लोकान् च पठित्वा भावं ग्रहीतुं समर्थाः भवेयुः।
- ❖ प्रदत्तविषयं चित्रं वा आधृत्य संस्कृतेन सरलवाक्यानि रचयेयुः।
- ❖ श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- ❖ संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुं समर्थाः भवेयुः।

- ❖ संस्कृतभाषां साहित्यं च प्रति समुत्सुकाः भवेयुः।
- ❖ मातृभाषायां प्रयुक्तसंस्कृतशब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- ❖ नैतिक-सामाजिक-राष्ट्रियमूल्यानां विकासः भवेत्।
- ❖ वसुधैव-कुटुम्बकम् इति भावनाविकासः।
- ❖ परस्परं संस्कृतसभाषणेन भावविनिमयः।
- ❖ श्रवण-भाषण-पठन-लेखनेति चतुर्णां भाषिक-कौशलानां विकासः।
- ❖ बौद्धिकविकासपुरस्सरम् आध्यात्मिकनैतिकज्ञानम्।
- ❖ मानसिकविकासानन्दानुभूतिः रसानुभूतिश्च।
- ❖ संस्कृतभाषायाः भारतीयसंस्कृतेः च संरक्षणं संवर्धनञ्च।
- ❖ आत्मानुशासनसंस्थापनम्।
- ❖ संस्कृतभाषया छात्राणां सर्वविधविकासः।

**अवधातव्यम्—** सम्पूर्णपाठ्यक्रमम् आधृत्य सत्रान्ते एकवारमेव वार्षिकी परीक्षा भविष्यति।

**परीक्षा-प्रारूपम्—**

- वार्षिक परीक्षा 80 अङ्काः
- आन्तरिकमूल्याङ्कनम् 20 अङ्काः

**अधिगमप्रतिफलानि**

**‘क’ भागः – अपठितावबोधनम्**

- छात्रः अपठितं गद्यांशम् अनुच्छेदं वा पठित्वा तस्य भावम् अवगच्छति। तत्र प्रदत्तानां प्रश्नानाम् उत्तराणि सः तार्किकचिन्तानुसारं लिखति।
- छात्रः अपठितं गद्यांशम् अनुच्छेदं वा पठित्वा तस्य केन्द्रियभावम् अवगम्य शीर्षकं निर्धारयति।
- छात्रः अनुच्छेदे गद्यांशे वा विद्यमानानि भाषिकतत्त्वानि परिचिनोति।

**‘ख’ भागः – रचनात्मककार्यम्**

- छात्रः प्रदत्तं पत्रं तस्य भावं च अवगत्य मञ्जूषायां प्रदत्तपदसहायतया रिक्तस्थानानि पूरयति।
- छात्रः चित्रं दृष्ट्वा मञ्जूषायाः सहायतया संस्कृतेन वाक्यानि रचयति।
- छात्रः मञ्जूषायाः सहायतया प्रदत्तं विषयम् आधृत्य संस्कृतेन अनुच्छेदं लिखति।
- छात्रः अपठितायाः कथायाः संवादस्य वा भावम् अवगत्य मञ्जूषायाः सहायतया रिक्तस्थानानि पूरयति।

**‘ग’ भागः – अनुप्रयुक्तव्याकरणम्**

- छात्रः सम्यक्तया वर्णविच्छेदं वर्णसंयोजनं च करोति।
- छात्रः पाठेषु प्रयुक्तानि सन्धियुक्तपदानि परिचीय सन्धिविच्छेदं करोति।
- छात्रः वाक्यानुगुणं शब्दरूपाणां धातुरूपाणां च समुचितं निर्णयं करोति।
- छात्रः शतपर्यन्त सङ्ख्याः वाक्येषु प्रयोगं करोति।
- छात्रः कारकोपपदविभक्ति-नियमानां चिन्तनं कृत्वा निर्देशानुसारम् उत्तरति।
- छात्रः प्रत्ययोपसर्गाव्ययपदानां विवेचनं कृत्वा प्रयोगं कर्तुं शक्नोति।

**‘घ’ भागः – पठितावबोधनम्**

- छात्रः गद्यांशं, पद्यांशं संवादं च पठित्वा तद्भावम् अवगच्छति। तत्र प्रदत्तानां प्रश्नानाम् उत्तराणि सः निर्देशानुसारं लिखति।
- छात्रः गद्यांशे, पद्यांशे संवादे च विद्यमानानि भाषिकतत्त्वानि परिचिनोति।
- छात्रः प्रश्नवाचकपदानां समुचितं प्रयोगं कृत्वा प्रश्नवाक्यानि रचयति।
- छात्रः प्रसङ्गानुसारं प्रदत्तपदानाम् अर्थं चिनोति।
- छात्रः श्लोकस्य अन्वयं लेखितुं शक्नोति।

पाठयक्रमस्य विवरणम्  
अङ्कविभाजनं कालांशनिर्धारणञ्च

क्र.सं.	भागः/खण्डः	विषयः/पाठाः	निर्धारित- अङ्काः	कालांश- संख्या
1.	'क' भागः अपठितावबोधनम् (10 अङ्काः)	एकः सरलसंस्कृतगद्यांशः (60-80 शब्दमितः)	10	10
2.	'ख' भागः रचनात्मककार्यम् (15 अङ्काः)	<ul style="list-style-type: none"> <li>• पत्रलेखनम् (रिक्तस्थानपूर्तिद्वारा)</li> <li>• चित्रवर्णनम् अथवा अनुच्छेदलेखनम्</li> <li>• संवादपूर्तिः कथापूर्तिः वा (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन)</li> </ul>	5 5 5	15
3.	'ग' भागः अनुप्रयुक्तव्याकरणम् (25 अङ्काः)	<ul style="list-style-type: none"> <li>• वर्णमाला-वर्णविच्छेदः वर्णसंयोजनञ्च</li> <li>• सन्धिः - स्वरसन्धयः - दीर्घः, गुणः, वृद्धिः, यण्</li> <li>व्यञ्जनसन्धिः - म् स्थाने अनुस्वारः</li> <li>• शब्दरूपाणि - अकारान्तपुल्लिङ्गशब्दाः रामवत् आकारान्तस्त्रीलिङ्गशब्दाः लतावत् अकारान्तनपुंसकलिङ्गशब्दाः फलवत्</li> </ul>	2 2 1 3	50

	<p>इकारान्त पुल्लिङ्गशब्दाः मुनिवत्</p> <p>इकारान्तस्त्रीलिङ्गशब्दाः नदीवत्</p> <p>उकारान्तपुल्लिङ्गशब्दाः साधुवत्</p> <p>सर्वनामशब्दाः – किम् तत्, एतत् (त्रिषु लिङ्गेषु) अस्मद्, युष्मद्, भवत् (पुल्लिङ्गे)</p> <p>• सङ्ख्या – एकतः चतुः पर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमा-विभक्तौ पञ्चशतः शतं पर्यन्तम्</p> <p>• कारकाणि उपपदविभक्तयः च द्वितीया – परितः, उभयतः प्रति, गम्, विना तृतीया-अलम्, सह, विना चतुर्थी-नमः, दा, रुच् पञ्चमी-बहिः, पृथक्, विना षष्ठी-उपरि, अधः, पुरतः पृष्ठतः सप्तमी-विश्वस्, स्निह्, निपुण</p> <p>• धातुरूपाणि परस्यैदिनः – पठ्, गम्, दृश्, स्था, स्मृ, भू, अस्, वद्, कृ, पा, लिख्, नम् पञ्चसु लकारेषु)</p>			
			1	
			2	
			1	
			3	
			2	

		<p><b>आत्मनेपदिनः – (लट्लकारे)</b> सेव्, लभ्, रुच्, शुभ्</p> <p>• <b>प्रत्ययाः –</b> क्त्वा, ल्यप्, तुमुन् 3</p> <p>• <b>अव्ययपदानि–</b> अत्र, तत्र, कुत्र, सर्वदा, यदा, तदा, कदा, इतस्ततः, अपि, कुतः, कथम्, किमर्थम्, अधुना, एव, उच्चैः, ह्यः, अद्य, श्वः</p> <p>• <b>उपसर्गाः –</b> अनु, अव, आ, उत्, उप्, अप, निर्, दुर, नि, प्र, प्रति, परि, वि, सम्, सु 2</p>	1 3 2 2	
4.	'घ' भागः पठितावबोधनम्	<p>• गद्यांश-आधारिताः प्रश्नाः 5</p> <p>• पद्य (श्लोक)-आधारिताः प्रश्नाः 5</p> <p>• नाट्य (संवाद) आधारिताः प्रश्नाः 5</p> <p>• श्लोकान्वयः अथवा भावार्थः (रिक्तस्थानपूर्तिमाध्यमेन) 4</p> <p>• प्रश्ननिर्माणम् 4</p> <p>• कथापूर्तिः (मञ्जूषायाः सहायतया (रिक्तस्थानपूर्तिमाध्यमेन) 3</p> <p>शब्दार्थचयनम् 4</p> <p><b>परीक्षायै निर्धारिताः पाठाः</b> 1. सुवचनानि</p>	5 5 5 4 4 3 4	60

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

अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं 'सुरभिः तृतीयो भागः इति' पाठ्यपुस्तकात् करणीयम्।

#### प्रश्नानां प्रकाराः अङ्कविभाजनञ्च

क्र.सं.	प्रश्न-प्रकारः	प्रश्न-सङ्ख्या	निर्धारिताङ्काः
1.	बहुविकल्पात्मकाः (1 अङ्कः)	20	20
2.	अतिलघूत्तरात्मकाः (½ अङ्कः)	6	3
3.	अतिलघूत्तरात्मकाः (1 अङ्कः)	6	6
4.	लघूत्तरात्मकाः (1 अङ्कः)	15	15
5.	दीर्घोत्तरात्मकाः	13	18
6.	निबन्धात्मकाः	4	18
	योगः	64	80

**आन्तरिक-मूल्याङ्कनम्**  
( 20 अङ्काः )

**उद्देश्यानि**

- ❖ छात्राणां सृजनात्मकक्षमतायाः विकासः।
- ❖ श्रवण-भाषण-पठन-लेखनकौशलानां विकासः।
- ❖ चिन्तनक्षमतायाः आत्मविश्वासस्य च संवर्धनम्।

क्र.सं.	गतिविधयः	उदाहरणानि	अङ्काः	निर्देशाः	मूल्याङ्कनविन्दवः
1.	आवधिक परीक्षा: ( पीरियोडिक- असेसमेंट )	लिखितपरीक्षा	05	विद्यालयेन समये समये लिखितपरीक्षणम् आयोजनं करणीयं भवति।	परीक्षासु यत्र विद्यार्थिनः श्रेष्ठाः अङ्काः स्युः तयोः द्वयोः परीक्षयोः एव अधिभारः ग्रहीतव्यः। अपि च आवधिकपरीक्षासु अपि प्रश्नेषु आन्तरिकविकल्पाः देयाः। मूल्याङ्कनसमये यदि छात्रः सर्वान् प्रश्नान् उत्तरति तर्हि छात्रहिताय यत्र अधिकाः अङ्काः सन्ति तेषाम् एव मूल्याङ्कनं करणीयम्।
2.	बहुविधमूल्याङ्कनम्	<ul style="list-style-type: none"> <li>❖ कक्षायां पाठितस्य पाठस्य लघुमूल्याङ्कनम्</li> <li>❖ निर्गतपत्राणि</li> <li>❖ प्रश्नोत्तरी</li> <li>❖ मौखिको परीक्षा</li> <li>❖ प्रतियोगिताः</li> <li>❖ प्रश्नमञ्चसंयोजनम्</li> <li>❖ शब्दपूर्तिः</li> <li>❖ साक्षात्कारः</li> <li>❖ सर्वेक्षणम्</li> <li>❖ संवादः</li> <li>❖ स्वपरिचयः</li> <li>❖ परिवेशपरिचयः</li> <li>❖ सामूहिकचर्चा</li> <li>❖ कक्षाप्रस्तुतिः (चित्रकथा, कथावाचनम्)</li> <li>❖ बहुभाषिकतायाः व्यवहारः</li> <li>❖ भूमिकानिर्वाहः</li> </ul>	05	कक्षायां पाठित-पाठस्य विषयस्य वा बहुविधं मूल्याङ्कनम् अपेक्षितम् अस्ति। अनेन विद्यार्थिनां विविधकौशलानां मूल्याङ्कनं भवेत्।	<ul style="list-style-type: none"> <li>❖ मौलिकता</li> <li>❖ विषयसम्बद्धता</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>

		<ul style="list-style-type: none"> <li>❖ पी.पी.टी. निर्माणम्</li> <li>❖ ऑडियो-वीडियो आदीनि</li> <li>❖ क्रीडा-एकीकरणसम्बन्धिनः क्रियाकलापाः (गतिविधयः)</li> </ul>			
3.	निवेशसूचिका (पोर्टफोलियो)	<ul style="list-style-type: none"> <li>❖ कक्षाकार्यम्</li> <li>❖ गृहकार्यम्</li> <li>❖ कार्यपत्राणि</li> <li>❖ सामूहिक-मूल्याङ्कनम्</li> <li>❖ स्वमूल्याङ्कनम्</li> <li>❖ विद्यार्थिनः विषयगताः उपलब्धयः</li> <li>❖ कला-एकीकरणसम्बन्धिनः क्रियाकलापाः (गतिविधयः)</li> <li>❖ बहुविषयकपरियोजना</li> </ul>	5	<p>विद्यार्थिभिः कक्षायां कृतानां कार्याणाम् उपलब्धीनां च संरक्षणं संयोजनं च सञ्चिकायां पत्रावल्यां वा करणीयम्। एतेन समग्रं मूल्याङ्कनं प्रमाणिकत्वेन भवितुं शक्नोति।</p>	<ul style="list-style-type: none"> <li>❖ कार्यसंयोजनं प्रस्तुतिः च (स्वच्छकार्यम्, आकर्षम्, सुलेखः, विवरणिका, आवरणम्)</li> <li>❖ तथ्यात्मकता</li> <li>❖ प्रामाणिकता</li> <li>❖ समयबद्धता</li> <li>❖ विषयबद्धता</li> <li>❖ कार्यपूर्णता</li> <li>❖ पाठ्यचर्यानुगुणं जातस्य छात्राविकासस्य साक्ष्यानि</li> </ul>
4.	भाषा-संवर्धनाय गतिविधयः (क) श्रवण- भाषण- कौशलम्	<ul style="list-style-type: none"> <li>❖ कथा</li> <li>❖ संवादः/वार्तालापः</li> <li>❖ भाषणम्</li> <li>❖ नाटकम्</li> <li>❖ वार्ताः</li> <li>❖ आशुभाषणम्</li> <li>❖ संस्कृतगीतानि</li> <li>श्लोकोच्चारणम्</li> <li>प्रहलिकाः</li> </ul>	5	<ul style="list-style-type: none"> <li>❖ छात्राः कामपि कथां श्रावयितुं शक्नुवन्ति।</li> <li>❖ शिक्षकः कमपि विषयं सूचयित्वा परस्परं संवादं कारयितुं शक्नोति।</li> <li>❖ दूरदर्शने वार्तावली इत्याख्यः संस्कृत-कार्यक्रमः प्रसारितः भवति तं द्रष्टुं छात्राः प्रेरणीयाः।</li> <li>❖ श्रवण-कौशल-मूल्याङ्कनाय शिक्षकः स्वयम् अपि कथां श्रावयित्वा ततः सम्बद्ध-प्रश्नान् प्रष्टुं शक्नोति।</li> </ul>	<ul style="list-style-type: none"> <li>❖ उच्चारणम्</li> <li>❖ शुद्धता</li> <li>❖ समयबद्धता</li> <li>❖ प्रस्तुतीकरणम् (आरोहावरोह-गतियति-प्रयोगः)</li> </ul>

(ख) लेखनकौशलम्	<ul style="list-style-type: none"> <li>❖ विविधविषयान् आधृत्य मौलिक लेखनम् यथा- देशः, माता, पिता, गुरुः, विद्या, पर्यावरणम्, योगः, समयस्य सदुपयोगः, शिक्षा, अनुशासनम् इत्यादयः।</li> <li>❖ दैनन्दिनीलेखनम्</li> <li>❖ सङ्केताधारितं कथालेखनम्</li> <li>❖ भित्तिपत्रिकायाः निर्माणम्</li> <li>❖ श्रुतलेखः</li> <li>❖ सूत्रलेखनम्</li> </ul>	<ul style="list-style-type: none"> <li>❖ छात्राः यथाशक्यं कक्षायमेव लेखनकार्यं कुर्युः।</li> <li>❖ टिप्पणी-पुस्तिकायाः निर्माणम्।</li> <li>❖ वैयक्तिकपरीक्षणम्।</li> </ul>	<ul style="list-style-type: none"> <li>❖ विषय-सम्बद्धता</li> <li>❖ शुद्धता (विशेषतः पञ्चमवर्णस्यप्रयोगः)</li> <li>❖ समयबद्धता</li> <li>❖ सुलेखः</li> <li>❖ प्रस्तुतीकरणम्</li> </ul>
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#### ध्यातव्यम्-

पाठः 11 हितं मनोहारि च दुर्लभं वचः

पाठः 12 स्वाध्यायात् मा प्रमदः

एतौ पाठौ केवलम् आन्तरिकमूल्याङ्कनाय स्तः। एतयोः पाठयोः निम्नक्रियाकलापाः कारयितुं शक्यन्ते-

1. समभावसूक्तिचयनम्
2. सूक्तिपट्टिकालेखनम्
3. उपदेशवाक्यानां चयनं कृत्वा भित्तिपत्रिकानिर्माणम्
4. चित्रैः सूक्तेः भावस्पष्टीकरणम्
5. सूक्तेः भावार्थकथनम्
6. सूक्तेः भावार्थलेखनम्
7. पी.पी.टी. निर्माणम्

अवधातव्यम्-उपर्युक्त-गतिविधयः उदाहरणरूपेण प्रदत्ताः सन्ति। एतदतिरिच्य एतादृशाः अन्यगतिविधयः अपि भवितुमर्हन्ति।

निर्धारितपाठ्यपुस्तकम्- 'सुरभि' तृतीयो भागः

## MATHEMATICS

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

### **Curricular Goals & Competencies at Middle Level (Source : NCF 2023)**

- Represents and compares commonly used fractions in daily life (such as  $\frac{1}{2}$ ,  $\frac{1}{4}$ ) as parts of unit wholes, as locations on number lines and as divisions of whole numbers.
- Applies the four basic operations on whole numbers to solve daily life problems.
- Recognises, describes and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2 and powers of 10.
- Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.
- Measures in non-standard and standard units and evaluates the need for standard units.
- Carries out simple unit conversions, such as from Centimeters to meters, within a system of measurements.
- Develops a sense for and an ability to manipulate (e.g. read, write, form, compare, estimate and apply operations).
- Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them.
- Explores and applies fractions (both as ratios and in decimal form) in daily-life situations.
- Forms algebraic expressions using variables, coefficients and constants and manipulates them through basic operations.
- Outlines the properties of lines, angles, triangles, quadrilaterals and polygons and applies them to solve related problems.
- Draw and construct geometric shapes, such as lines, parallel lines, perpendicular lines, angles and simple triangles with specified properties using a compass.
- Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles.

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

### **Examination**

#### **General Instructions :**

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

#### **Detailed Syllabus and Learning Outcomes :**

#### **Chapter 1 : Square and Square Roots (14 Periods)**

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

## Learning Outcomes :

Child

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

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

- Uses the fact that if  $p$  and  $q$  are not perfect squares, then to find  $\sqrt{\frac{p}{q}}$ , we express  $\frac{p}{q}$  as a decimal and then apply the division method.
- Applies repeated subtraction method, prime factorisation method, long division method.
- Finds square roots of rational, decimal numbers up to and correct to three decimal places.

## Chapter 2 : Cubes and Cube Roots (6 Periods)

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

## Learning Outcomes

Child

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

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

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

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

### **Chapter 3 : Exponents and Radicals (8 Periods)**

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

#### **Learning Outcomes**

Child

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

If a, b > 0 are any two rational numbers and x, y are rational exponents, then

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

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

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

- Converts the rational exponent into radicals and vice versa.

### **Chapter 4 : Direct and Inverse Variations (10 Periods)**

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

#### **Learning Outcomes**

Child

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

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

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

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

#### **Learning Outcomes**

Child

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

### **Chapter 6 : Compound Interest (12 Periods)**

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

#### **Learning Outcomes**

Child

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

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

### **Chapter 7 : Algebraic Identities (12 Periods)**

Application of following identities :

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

### **Learning Outcomes**

Child

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

## Chapter 8 : Polynomials

(8Periods)

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

### Learning Outcomes

Child

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

## Chapter 9 : Linear Equations in One Variable(10 periods)

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

Word problems on linear equations in one variable.

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

## **Learning Outcomes**

Child

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

## **Chapter 10 : Parallel Lines**

**(10 Periods)**

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

Verification and application of the following properties :

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

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

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

## **Learning Outcomes**

Child

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

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

### **Chapter 11 : Understanding Quadrilaterals (12 Periods)**

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

Verification of the following properties :

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

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

### **Learning Outcomes**

Child

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

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

### **Chapter 12 : Construction of Quadrilaterals (8 Periods)**

Construction of a quadrilateral with [By skill based activity]

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

#### **Learning Outcomes**

Child

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

### **Chapter 13 : Introduction to Graphs (5 Periods)**

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

#### **Learning Outcomes**

Child

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

**Chapter 14 : Mensuration****(16 Periods)**

Area of trapezium, general quadrilateral and polygon, Surface area of cuboid, cube and right Circular cylinder, Volume of cuboid, cube and right circular cylinder.

Visualising solid shapes, polyhedron, Euler's formula and Mapping space around us. (by activities only)

**Learning Outcomes**

Child

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

**Chapter 15 : Statistics & Probability****(14 Periods)**

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

**Learning Outcomes**

Child :

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

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

### **Chapter 16 : Rotational Symmetry**

**(By Activities only)**

**(4 Periods)**

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

#### **Learning Outcomes**

Child

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

#### **Unit wise/Chapter wise Marks Distribution**

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

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

### Weightage as per Typology of Question

S.No.	Typology	No. of Questions	Marks Allotted	Total Marks
1.	MCQ+Assertion-Reason	MCQ – 18 Assertion-Reason – 2	1 mark each	1×20=20
2.	Case Study based	*VSA – 2 *SA-I – 1	4 marks each	4×3=12
3.	Short Answer type-1 (SA-1)	5	2 marks each	2×5=10
4.	Short Answer type-2 (SA-2)	6	3 marks each	3×6=18
5.	Long Answer	4	5 marks each	5×4=20
	Total	38	-	80

\*MCQ – Multiple Choice Question

\*VSA – Very Short Answer Type

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

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

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



**Assessing the Portfolio (Guidelines for Teachers)**

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

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

**Activity / Experiments / Projects****(i) Suggested Mathematics Laboratory Activities (Minimum 2 activities must be taken)**

1. Verify the Algebraic identity  $(a + b)^2 = a^2 + 2ab + b^2$  by paper cutting and pasting.
2. Identify various convex and concave polygons by paper folding.
3. Verify the relation between sector angles and number of spokes in a wheel and find the variation (direct / inverse) between them.
4. Verify that the sum of exterior angles of a polygon is  $360^\circ$  by paper cutting and pasting.
5. Verify that :
  - diagonals of a rectangle are of equal length.
  - diagonals of a square are of equal length.on a dotted paper using thread.
6. Draw the front view, top view and side view of three dimensional shapes made by combining unit cubes on an isometric sheet paper.
7. Verify that the difference between the squares of consecutive natural numbers is equal to their sum by paper cutting and pasting of squared sheets.

**Mandatory Mathematics Laboratory Activities**

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

**(ii) Project Work / Experiential Learning Activities**

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

2. Number patterns (specially involving squares and cubes of numbers).
3. Do a survey of 20 people and collect the data screen time is more than 4 hours. Represent the collected data in the form of Histogram using paper cutting and pasting.
4. Draw a map of the route from your house to your school/ local market showing important landmarks
5. Make a mathematical e-magazine.

### **Multidisciplinary Project Idea**

**Title :** “Democracy in Action : The election experience”

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

Subjects involved :

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

### **Mathematics : Data Analysis of election (2024)**

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

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

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

### **Parameters of Assessment**

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

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

### **Interdisciplinary Activity**

Title : Thriving together : Embracing healthy habits for life.

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

Subjects involved :

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

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

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

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

### **Parameters of Assessment**

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

### **Art Integration Activities (atleast one)**

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

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

### **Prescribed Books**

Secondary Mathematics (DAV Publication)

## SCIENCE & TECHNOLOGY

### Curriculum goals at middle level

- Develop good human beings capable of rational thought and action possessing compassion and empathy, courage and resilience, a scientific tempo and creative imagination.
- Develop a scientific attitude and temper and understand scientific concepts, principles and laws.
- Acquire the knowledge of scientific terms, facts, definitions and processes.
- Develop experimental skills, rational thinking ability to analyse and sharpen their sense of enquiry and creativity.
- Develop basic process skills in science like (measurement skills, observational skills and inferences) and to encourage the use of locally available resources.
- Recognize the relationship of science, technology, environment and society.
- Appreciate the contribution of science towards development.
- Create awareness and concern for a healthy environment and preservation of ecosystem.

### General Instructions :

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

Duration of Written exam will be 3 hrs

Internal Assessment will be of 20 Marks

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

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

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

#### Learning Outcomes: The learner:

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

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

**Chapter-2: Microorganisms: Friends or Foes (6 marks)**

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

**Learning Outcomes: The learner:**

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

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

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

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

**Learning Outcomes: The learner:**

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

**Chapter-4: Force and Pressure**

**(5 Marks)**

- Force
- Effects of force
- Factors associated with magnitude of Force needed
- Balanced and unbalanced Forces
- Types of Forces- Contact and non contact Forces
- Pressure
- Application of the concept of Pressure in daily life
- Liquid pressure
- Properties of Liquid Pressure
- Atmospheric Pressure
- Variation in Air Pressure
- Importance of atmospheric pressure
- Force and Pressure- Concept Map

**Learning Outcomes: The learner:**

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

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

**Chapter-5: Friction**

**(5 Marks)**

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

**Learning Outcomes: The learner:**

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

**Chapter- 6: Sources of Energy**

**(6 Marks)**

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

**Learning Outcomes: The learner:**

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

**Chapter-7:Combustion**

**(7 Marks)**

- Combustion
- Conditions required for combustion
- Types of Combustion
- Fire Control
- Incomplete Combustion
- Flame
- Fuel and Calorific Value
- Characteristics of a good fuel
- Harmful effects of Fuels

**Learning Outcomes: The learner:**

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

## **Chapter-8: Conservation of plants and animals**

( \*For internal assessment only)

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

### **Learning Outcomes: The learner:**

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

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

( \*For internal assessment only)

- Food from plants

- Agricultural practices
- Preparation of soil
- Sowing
- Soil replenishment
- Irrigation
- Traditional System of irrigation
- Modern system of irrigation
- Crop Protection
- Harvesting
- Storage
- Crop Improvement

**Learning Outcomes: The learner:**

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

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

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

**Learning Outcomes: The learner:**

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

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

**Chapter-11: The Human Eye (4 Marks)**

- Structure of human eye
- Function of various parts of the human eye
- The blind spot
- How do we see colours?
- Working of the human eye
- Range of Vision
- Defects of Vision
- Care of the Eyes
- Visually Challenged Persons
- Help for Visually Challenged Person
- Braille System

**Learning Outcomes: The learner:**

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

**Chapter-12: Sound (4 Marks)**

- Sound and vibrations
- Sound produced by humans

- Sound produced by animals
- Propagation of sound
- Light propagates faster than sound
- Amplitude, Time Period and frequency of a Vibration
- Loudness and Pitch of a sound
- Audible and inaudible sounds
- Noise and Music
- Noise Pollution: sources and effects
- Measures to limit Noise Pollution
- Hearing Impairment

**Learning Outcomes: The learner:**

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

**Chapter-13: Synthetic Fibres and Plastics (5 Marks)**

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

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

**Learning Outcomes: The learner:**

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

**Chapter-14: Reproduction in animals (7 Marks)**

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

**Learning Outcomes: The learner:**

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

### **Chapter-15: Reaching the age of adolescence**

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

#### **Learning Outcomes: The learner:**

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

### **Chapter-16: Electric current and its chemical effects**

- Conductors and insulators (5 Marks)
- Conduction through liquids
- Cause of conductivity of liquids
- Electrolytes
- Conversion of chemical energy into electrical energy
- Chemical effects of electric currents, their applications
- Faraday's Discovery
- Electromagnetic Induction

#### **Learning Outcomes: The learner:**

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

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

### **Chapter-17: Stars and Solar System**

( \*For internal assessment only)

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

#### **Learning Outcomes: The learner:**

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

### **Chapter-18: Earthquake**

( \*For internal assessment only)

- Earthquakes and their effects

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

Expected Learning Outcomes: The learner:

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

#### **Chapter-19: Pollution of air**

( \*For internal assessment only)

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

**Learning Outcomes: The learner:**

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

#### **Chapter-20: Pollution of water**

( \*For internal assessment only)

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

- Treatment of Industrial waste
- Conservation of water

**Learning Outcomes: The learner:**

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

**Detailed Syllabus Marks and Time Distribution**

S.No.	Unit/Section	Chapter/ content	No. of Periods	Marks Allotted
1	Ch-1	The cell-It's structure and functions	8	5
2	Ch-2	Microorganisms: friends or foes	9	6
3	Ch-3	Metals and non-metals	12	8
4	Ch-4	Force and pressure	8	5
5	Ch-5	Friction	10	5
6	Ch-6	Sources of energy	6	5
7	Ch-7	Combustion	8	7
8	Ch-8	Conservation of plants and animals	6	For Internal assessment
9	Ch-9	Crop production and its management	6	For Internal assessment
10	Ch-10	Refraction and dispersion of light	14	7
11	Ch-11	The human eye	7	4
12	Ch-12	Sound	6	4
13	Ch-13	Synthetic fibres and plastics	6	5
14	Ch-14	Reproduction in Animals	10	7
15	Ch-15	Reaching the age of of adolescence	10	7
16	Ch-16	Electric current and its chemical effects	10	5
17	Ch-17	Stars and solar system	6	For Internal assessment
18	Ch-18	Earthquakes	6	For Internal assessment
19	Ch-19	Pollution of Air	4	For Internal assessment
20	Ch-20	Pollution of Water	3	For Internal assessment

### Weightage as per typology of question

S.No.	Typology	No. of questions	Marks allotted to each question	Total Marks
1	MCQ	16	1	16
2	A/R	4	1	4
3	SAI	6	2	12
4	SAll	7	3	21
5	Long Answer	3	5	15
6	Case Based	3	4	12
Total		39		80

### Details of Internal Assessment

S. No.	Tools of Internal Assessment	Weightage
1.	<p><b><u>Periodic Tests</u></b>            Three periodic tests (pen and paper test) will be conducted at school level, as per their own schedule, and the average of the best two scores will be reduced to 5 marks.</p>	5
2.	<p><b><u>Subject Enrichment Activity</u></b>            1st Activity : Art Integration Activity :            Students will be given an activity/ interdisciplinary project in which they will use any state specific form of Art (folk art to explain the scientific idea. e.g. Sahari art for forest conservation.            2nd Activity : Design thinking students will prepare prototypes (products) to demonstrate scientific concepts, text ideas and surveys.            3rd Activity : Mobile Lab Kit Making : Minilabs– using resources from surrounding students will prepare/design their own mobile lab kit to perform a particular activity to clarify scientific concepts/phenomena.</p>	5

3.	<p><b>Multiple Assessment Activity</b>  Students will be assessed using multiple tools of observation such as interdisciplinary project, Role play, Group discussion, Debate, Quiz, Oral test, Field work, Bulletin board making, Puzzles, Panel discussion, Science TED Talk, Celebration of scientific days e.g. Soil day, Innovative science walls, Logo designing, Travel broucher preparation of Question etc.</p>	5
4.	<p><b>Portfolio :</b> It includes Journal, Notebook work, Assignments/Worksheets.  Criteria for Assessing Portfolio :</p> <p>(i) Organisation – Neatness and visual appeal  (ii) Completion of work – Focus on specific objectives  (iii) Evidence of student growth  (iv) Inclusion of relevant work</p>	5
		20

**Subject Specific guidelines**

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

Physics	30 Marks
Chemistry	25 Marks
Biology	25 Marks

**Important Note :**

- \* (a) **The following six chapters** of science textbook will Not be included for assessment in Annual Examination. However, they will be a Mandatory part of the internal assessment.

Chapter 8 : Conservation of Plants and Animals  
 Chapter 9 : Crop Production and its Management  
 Chapter 17 : Stars and Solar System  
 Chapter 18 : Earthquakes  
 Chapter 19 : Pollution of Air  
 Chapter 20 : Pollution of Water

**These chapters may be included in Internal Assessment as follows:**

- Include questions from any two of these chapters in each of the periodic tests.
  - Give an Art Integration Activity or Interdisciplinary Project on topics from these chapters.
  - Carry out Multiple Assessment based on these chapters.
- (b) The diagrams listed below are meant for understanding. Therefore, drawing of these diagrams will not be included for assessment in annual examination. However, questions based on these diagrams can be used for evaluation.

S.NO.	Page No.	Diagram
1	8	Euglena and Paramecium
2	256	Male Reproductive System

- (c) Refractive Index, Refractive Index and optical density given on Page no. 171 will not be assessed in annual examination.
- (d) Some suggested Art integration activities, Mobile Lab activities and interdisciplinary projects are given below.

**List of Suggested Activities for  
 Subject Enrichment and Multiple Assessment  
 (Minimum three activities are to be carried out)**

**Note :** The list given here is only suggestive in nature. The teachers/students, can take up other projects/ activities in place of those suggested here. This list is not prescriptive and exhaustive.

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

5. (a) Imagine that friction was to suddenly vanish. Write a short story on how would our lives be affected in its absence.
- (b) List any 10 sports (indoor/outdoor) write the impact of friction over it. (Increasing/decreasing friction).
- (c) Demonstration of an activity to show that force of friction increases with increase in the weight of the body.
- (d) Write biographies of 5 professional in terms of impact of friction on their lives like carpenter, astronauts etc.
6. (a) In the outline map of India mark any three places where coal mines are located.
- (b) Graphical representation on Increase in cost of Petrol / Diesel in last ten years.
- (c) Survey - Visit a nearby petrol station and collect data for one month about number of vehicles that have undergone pollution check on each day of that month.
- (d) Power point presentation/panel discussion on Pradhanmantri Ujjwala Yojana.
- (e) Prepare an interview of e-rickshaw driver and find their role in pollution control.
- (f) Compare via chart/bar graph/pie chart on fuel consumption by different sectors of your state with neighbouring state.
7. (a) Activity showing different conditions required for combustion.
- (b) Prepare working model of CO<sub>2</sub> type fire extinguisher by using household materials.
- (c) Collect information on different types of fire extinguishers and write about them in a scrap file with pictures of fire extinguishers.
- (d) Activities showing presence of wax vapours in the innermost zone of candle flame and unburnt particles of carbon in the luminous zone of the candle flame and to show that the non-luminous zone is the hottest part of the candle flame.
- (e) Demonstration of using fire extinguisher by experts.
- (f) Make a model of fire alarm for demonstration.
- (g) Prepare road maps for your school for fire safety with all exit points in case of fire.

8.
  - (a) Prepare your own school logo for conservation of animals.
  - (b) Take Out a Rally to create awareness about "Importance of Trees".
  - (c) Prepare recycled paper using sugarcane waste.
  - (d) Make a Picture Gallery on different types of species of plants and animals common in your state.
  - (e) Design a Brochure on National Park/Bio-diversity Park/ Wildlife Sanctuary.
  - (f) Visit to the biodiversity park in your locality.
9.
  - (a) Compose a song/poem or jingle to promote organic farming or green manuring.
  - (b) Design different agricultural implements using clay/ dough.
  - (c) Make a collage of agricultural implements used manually/energy driven.
10.
  - (a) Draw ray diagrams to show image formation by a convex lens/ concave lens by using match stick/ Broom sticks/ woollen thread.
  - (b) Demonstration/Activity on refraction of light through a glass slab, glass prism and spherical lenses.
  - (c) Make handstrips with VIBGYOR coloured band.
11.
  - (a) Prepare a flip book to explain persistence of vision.
  - (b) Model of Human Eye using waste materials.
  - (c) Survey on "Defects of vision".
  - (d) Visit an optical shop & collect information on different types of lenses getting used now a days. Make a report.
  - (e) Make a family vision card with defects of vision if any with different members of family.
12.
  - (a) In a scrap file, paste pictures of different musical instruments and give information about their special characteristics (through a visit to the music room).

- (b) Power Point Presentation on “Cause and Effects of Noise Pollution” and “Measures to be taken to minimise ill effects of Noise Pollution”.
  - (c) Make a collage of different musical instruments of your our state.
13. (a) Organise a debate on the topic “ My fabric is superior”.
- (b) Make a doll using waste plastic materials (bottle, caps, straws, etc.) and adorn it using different types of synthetic fibers/fabrics. [click its photograph and place it in the portfolio]
  - (c) Draw posters and write slogans (self created) on “Say No To Plastics”.
  - (d) Make an “Eco brick” using used plastic bottles and plastic wrappers.
  - (e) Make a planter by using a PET bottle/used tyre.
  - (f) Devise an activity to show that organic waste is biodegradable while plastic is not.
  - (g) Make a selfie corner at your school with hanging plants using plastic bottles as pots.
14. (a) Prepare a 3D model of human sperms/asexual reproduction / female reproductive system.
- (b) Write up on “Challenges faced by countries with over population”.
  - (c) Model on “Life cycle of a frog”.
15. (a) Design a book cover based on “ Adolescents are Unique.”
- (b) Poster making on “Say no to drugs”.
  - (c) Short film / Skit / Street play/video on ‘Gender sensitization’ and ‘drug menace’.
16. (a) Prepare a model to show the conversion of magnetic energy into electrical energy.
- (b) Prepare a continuity tester to check conduction through liquids.
  - (c) Demonstration of electrolysis of water.

17. (a) Show different phases of moon using Oreo biscuit/ disposable glass etc.
  - (b) Visit or collect information about any of the ancient astronomical observatory built by Maharaja Jai Singh and instruments / technique used by astronomers of those times.
  - (c) Make a collage on “Achievements of ISRO” till date.[Sources - newspaper, Science magazine, newsletters, journals, internet etc.]
18. (a) Make a model of seismometer.
  - (b) Role play an “Do’s & Dont’s during an earthquake.”
  - (c) Gather information about specific earthquake location and prepare a collage based on information.
19. (a) Write a rhyme in context to air pollution.
  - (b) Report on ‘Smoke Towers’.
  - (c) Comparative Study of steps taken by the Government against pollution of three polluted cities of the world.
  - (d) Find out the 10 most polluted cities in India and label them using political map. Also address why.
20. (a) Street play “Jal hi Jeevan Hai”.
  - (b) Case study on Conservation of water bodies.
  - (c) Do an action research on the topic Jal Saheliyas.

**Prescribed Book-**

The living world (A book of Science and Technology)

## SOCIAL SCIENCE

### Curriculum Goals At The Middle Level:

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

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

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

**Unit-wise details of chapters along with learning outcomes:**

**GEOGRAPHY**

**Unit-I–Resources and Development**

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

**Content:** (6 Periods)

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

**Expected Learning Outcomes:**

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

**Note :** This chapter will be evaluated only till Term I and will not be evaluated/included in Annual Exam.

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

**Content:**

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

**Expected Learning Outcomes:**

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

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

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

**Content:**

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

**Expected Learning Outcomes:**

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

**Ch-4 Mineral and Energy Resources (5 Periods)**

**(Project only)**

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

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

**Content:**

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

- Distribution of Mineral Resources
- Distribution of Minerals in India
- Conservation of Minerals (India and the World)
- ❖ Types of Energy Resources:
  - Conventional sources of energy
  - Non-conventional sources of energy
  - Conservation of energy resources

**Expected Learning Outcomes:**

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

**Ch-5 Agriculture (12 Periods)**

**Content:**

- Importance of agriculture
- Factors affecting agriculture
- Types of agriculture: subsistence and commercial with their sub-types.
- Major crops: geographical requirements and the main countries of production.
  - (a) Cereals      (b) Fibre crops      (c) Beverage crops
- Agricultural development
- Comparative study of agricultural farms in the USA and India.

**Expected Learning Outcomes:**

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

## **Ch-6 Manufacturing Industries (13 Periods)**

### **Content:**

- Importance of Manufacturing industries
- Classification of industries
  - (a) On the basis of size
  - (b) Nature of finished products
  - (c) Sources of Raw Material
  - (d) Ownership
- Factors influencing the location of an industry
  - (a) Geographical
  - (b) Non-Geographical
- Some major industries of the world
  - (a) Iron and Steel Industry
  - (b) Cotton Textile Industry
  - (c) Information Technology

### **Expected Learning Outcomes:**

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

## **Ch-7 Human Resources (9 Periods)**

### **Contents**

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

**Expected Learning Outcomes:**

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

**MAP WORK GEOGRAPHY (3 MARKS)**

Test Items for Identification and Location

Note: On the outlined Political map of the world

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

- (a) Areas of High Rainfall-Equatorial regions of South America, Africa, and South East Asia.
- (b) Areas of Low Rainfall-Tropical deserts-Sahara, Arabian Plateau, Central and Western Australia, Kalahari, Central and Northern Eurasia, Central Asia, Polar Regions, etc.

**Ch-5 Agriculture**

- (a) Major Rice producing areas: China, India, Japan, Bangladesh.
- (b) Major Wheat producing areas: USA, Canada, India, Germany.
- (c) Major Tea producing areas: China, India, Argentina, Sri Lanka.
- (d) Major Coffee producing areas: Brazil, Vietnam, Mexico, Ethiopia.

**HISTORY**

**Ch-8 The Modern Period (5 Periods)**

**Contents:**

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

**Expected Learning Outcomes:**

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

**Note :** This chapter is meant only to be assessed till Term-I and will not be evaluated/included in the Annual examination.

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

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

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

**Content:**

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

**Expected Learning Outcomes:**

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

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

### **Content:**

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

### **Expected Learning Outcomes**

- Enumerate the destructive impact of colonialism on the livelihood of colonised people
- Analyze reasons behind the exploitation of tribals and their revolts.
- Recognize the impact of colonialism on Indian crafts and industry and development of modern industries in India.

## **Ch-11 The First War of Independence–1857 (9 Periods)**

### **Content:**

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

**Expected Learning Outcomes:**

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

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

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

**Expected Learning Outcomes:**

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

**Ch-13 Colonialism and Urban Change (7 Periods)**

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

**Content:**

- De-urbanisation
- Urbanisation of Calcutta and Delhi

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

**Expected Learning Outcomes:**

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

**Ch-14 The Nationalist Movement (1870-1947) (13 Periods)**

**Content:**

- Formation of Indian National Congress
- Partition of Bengal
- Formation of Muslim League
- Morley-Minto Reforms
- Home Rule League
- Lucknow Pact 1916
- Arrival of Mahatma Gandhi on the Indian Political Scene
- Montague Chelmsford Reforms/Government of India Act 1919
- Rowlatt Act
- Jallianwala Bagh Massacre
- The Non-Cooperation Movement
- Chauri Chaura
- Peasants and Workers Movements
- Simon Commission
- Lahore Session
- Civil Disobedience Movement
- Revolutionary Movement for India's Independence
- Government of India Act, 1935
- Quit India Movement, 1942
- Subhash Chandra Bose
- Towards Independence

**Expected Learning Outcomes:**

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

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

### **Ch-15 India Marches Towards Independence (8 Periods)**

**Note:** (Internal Assessment using multiple strategies-Tool 2)

#### **Content:**

- Main features of the Indian Independence Act, 1947
- Indian Constitution
- India On the Path of Progress
- Indian Democracy
- India's Foreign Relations
- Indian Society
- Challenges to Indian Democracy
- What is India Vision 2020

#### **Expected Learning Outcomes:**

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

#### **MAP WORK**

#### **HISTORY (2 MARKS)**

(For locating and labelling of the following items)

Note: On outline Political Map of India

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

Tribals of India: Van Gujjars(J&K), Gaddis (HP), Mundas (Jharkhand), Khasis (Assam), Kukis(Manipur), Khonds(Odisha)

#### **Chapter 14: The Nationalist Movement (1870 – 1947)**

Congress Sessions:

- Bombay (1885)
- Surat (1907)
- Lucknow (1916)
- Lahore (1929)

Places related to nationalist Movement:

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

## **POLITICAL SCIENCE**

### **Chapter-16 Our Constitution (10 Periods)**

#### **Content:**

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

#### **Expected Learning Outcomes:**

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

**Note :** This chapter is only to be assessed till Term-I and will not be evaluated/included in the Annual examination.

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

**Content:**

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

**Expected Learning Outcomes:**

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

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

**Content:**

- Structure of Indian Government
- The Union Legislature: Parliament
- Lok Sabha-The House of the People
  - (a) Qualifications
  - (b) Tenure
  - (c) Powers and functions of the speaker
- Rajya Sabha: The Council of States
  - (a) Qualification
  - (b) Election and Tenure
  - (c) Presiding officer

- Powers and functions of Union Parliament
  - (a) Legislative powers
  - (b) Control over the Executive
  - (c) Financial power
  - (d) Power to amend the Constitution
  - (e) Judicial powers
  - (f) Electoral function

**Expected Learning Outcome:**

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

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

**Content:**

- Parliamentary form of Government
- Nominal Executive and Real Executive
- The President
  - (a) Qualifications for the Office
  - (b) Tenure
  - (c) Election of the President
  - (d) Impeachment
  - (e) Succession to Presidency
  - (f) Emoluments and Immunities
- Powers and Functions of the President
  - (a) Executive Powers
  - (b) Legislative Powers
  - (c) Financial Powers
  - (d) Judicial Powers
  - (e) Emergency Powers
- The Vice President of India
- The Union Council of Ministers
  - (a) Functions of the Union Council of Ministers
  - (b) Functions of the Prime Minister.

**Expected Learning Outcomes:**

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

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

- Independence of Judiciary
- Types of Cases
- Single Unified and Integrated Judicial System
- **Supreme Court of India**
  - (a) Organization/Composition
  - (b) Qualification of Judges
  - (c) Tenure and Removal from Office
  - (d) Salary and allowances
- Powers and Functions of the Supreme Court
  - (a) Original Jurisdiction
  - (b) Appellate jurisdiction
  - (c) Advisory Jurisdiction
  - (d) Supervisory Jurisdiction
  - (e) Court of Record
  - (f) Protector of the Fundamental Rights
  - (g) Guardian of Our Constitution
  - (h) Judicial Review
- **High Court**
  - (a) Organization/Composition
  - (b) Qualifications

- (c) Emoluments
- (d) Tenure and Removal
- Powers and Functions of the High Court
- **Subordinate Courts**
  - Civil Courts
  - Criminal Courts
  - Revenue Courts
- **Lok Adalats**
- **Public Interest Litigation**

**Expected Learning Outcomes:**

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

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

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

**Content:**

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

**Expected Learning Outcomes:**

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

**Ch-22 Safeguarding the Marginalised (5 Periods)**  
**(Project only)**

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

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

**Content:**

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

**Expected Learning Outcomes:**

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

**Note :** Periodic Test 1 and Test 2 of syllabus shall be decided internally by the schools).

#### 4. DETAILED SYLLABUS, MARKS, AND TIME DISTRIBUTION

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

##### Geography

##### Unit 1 : Resources and Development

Chapter/ Content	No. of Period	
Ch. 1 Resources : Utilization and Development	6 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 2 Natural Resources : Land, Soil and Water	9 periods	7 marks
Ch. 3 Natural Resources : vegetation and wildlife	6 periods	Internal assessment using multiple strategies-Tool 2
Ch. 4 Mineral and Energy Resources	5 periods	To be assessed under subject enrichment activity Tool 3
<p><b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.</p>		
Ch. 5 Agriculture	12 periods	7 marks
Ch. 6 Manufacturing Industries	13 periods	6 marks

## History

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

Chapter/ Content	No. of Period	
Ch. 8 The Modern Period	5 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 9 Establishment of Company Rule in India	Project only	To be assessed under subject enrichment activity Tool 3
<b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.		
Ch. 10 Colonialism : Rural and Tribal Societies	9 periods	5 marks
Ch. 11 The First War of Independence-1857	9 periods	6 marks
Ch. 12 Impact of British Rule in India	9 periods	5 marks
Ch. 13 Colonialism and Urban Change	7 periods	4 marks
Ch. 14 The Nationalist Movement (1870-1947)	7 periods	7 marks
Ch. 15 India Marches Towards Independence	8 periods	Internal assessment using multiple strategies- Tool 2

## Political Science

### Unit II : Rule of Law and Social Justice

Chapter/ Content	No. of Period	
Ch. 16 Our Constitution	10 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	9 periods	6 marks
Ch. 18 The Government The Legislature	9 periods	6 marks
Ch. 19 The Union Government-The Executive	9 periods	7 marks
Ch. 20 The Union Government-The Judiciary	9 periods	7 marks
Ch. 21 Social Justice and the Marginalised	4 periods	Internal assessment using multiple strategies-Tool 2
Ch. 22 Safeguarding the Margianlised	5 periods	To be assessed under subject enrichment activity Tool 3

**Note :** Periodic Test 1 and Periodic Test 2 syllabus shall be decided internally by the schools.

**TERM 1**  
**SOCIAL SCIENCE SYLLABUS**

**Geography**

**Unit 1 : Resources and Development**

<b>Chapter/ Content</b>	<b>No. of Period</b>	
Ch. 1 Resources : Utilization and Development	6 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 2 Natural Resources : Land, Soil and Water	9 periods	
Ch. 5 Agriculture	12 periods	

**History**

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

<b>Chapter/ Content</b>	<b>No. of Period</b>	
Ch. 8 The Modern Period	5 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 10 Colonialism : Rural and Tribal Societies	9 periods	
Ch. 11 The First War of Independence-1857	9 periods	

## Political Science

### Unit II : Rule of Law and Social Justice

Chapter/ Content	No. of Period	
Ch. 16 Our Constitution	10 periods	This chapter is only to be assessed till Term-I and will not be evaluated in the Annual Exam.
Ch. 17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	9 periods	
Ch. 18 The Government The Legislature	9 periods	

#### Chapters for Internal Assessment

Ch. 3 Natural Resources : vegetation and wildlife	6 periods	Internal assessment using multiple strategies-Tool 2
Ch. 4 Mineral and Energy Resources	5 periods	To be assessed under subject enrichment activity Tool 3
<b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.		
Ch. 9 Establishment of Company Rule in India	Project only	To be assessed under subject enrichment activity Tool 3
<b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.		

**TERM 2  
ANNUAL EXAMINATION**

**Geography  
Unit 1 : Resources and Development**

Ch. 2 Natural Resources : Land, Soil and Water	9 periods	7 marks
Ch. 3 Natural Resources : vegetation and wildlife	6 periods	Internal assessment using multiple strategies-Tool 2
Ch. 4 Mineral and Energy Resources	5 periods	To be assessed under subject enrichment activity Tool 3
<b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.		
Ch. 5 Agriculture	12 periods	7 marks
Ch. 6 Manufacturing Industries	13 periods	6 marks
Ch. 7 Human Resources	9 periods	7 marks

**History**

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

<b>Chapter/ Content</b>	<b>No. of Period</b>	
Ch. 9 Establishment of Company Rule in India	Project only	To be assessed under subject enrichment activity Tool 3
<b>Note :</b> This chapter is meant only for project work and is not to be evaluated in the annual written examination but to be taught and discussed in the class and various project-based activities on the topic to be carried out by the students with the help of a teacher.		

Ch. 10 Colonialism : Rural and Tribal Societies	9 periods	5 marks
Ch. 11 The First War of Independence-1857	9 periods	6 marks
Ch. 12 Impact of British Rule in India	9 periods	5 marks
Ch. 13 Colonialism and Urban Change	7 periods	4 marks
Ch. 14 The Nationalist Movement (1870-1947)	7 periods	7 marks
Ch. 15 India Marches Towards Independence	8 periods	Internal assessment using multiple strategies- Tool 2

### Political Science

#### Unit II : Rule of Law and Social Justice

Chapter/ Content	No. of Period	
Ch. 17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	9 periods	6 marks
Ch. 18 The Government The Legislature	9 periods	6 marks
Ch. 19 The Union Government-The Executive	9 periods	7 marks
Ch. 20 The Union Government-The Judiciary	9 periods	7 marks
Ch. 21 Social Justice and the Marginalised	4 periods	Internal assessment using multiple strategies-Tool 2
Ch. 22 Safeguarding the Margianlised	5 periods	To be assessed under subject enrichment activity Tool 3

**Weightage as per the typology of the questions :**

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

## 6. DETAILS OF INTERNAL ASSESSMENT:

S. No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	<b>Periodic Tests–Pen and Paper Tests</b> (Three periodic tests will be conducted at school level as per their own schedule and the average of the best two scores will be reduced to 5 marks for internal assessment)	5
2.	<b>Assessment using multiple strategies (Tool 2)</b> <b>for example,</b> Quiz, Debates, Role play, Group discussion , Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5
3.	<b>Subject Enrichment Activities (Tool 3)</b> (Project Work)	
4.	<b>Portfolio</b> <ul style="list-style-type: none"> <li>• Class work</li> <li>• Work done (Activities/Assignments)</li> <li>• Reflections, Narrations, Journals etc.</li> <li>• Achievements of the student in the subject throughout the year.</li> <li>• Participation of the student in different activities like quiz on Heritage India etc.</li> </ul> <b>Assessing the Portfolio (Guidelines for teachers)</b> <ul style="list-style-type: none"> <li>• Organisation-Neatness and visual appeal</li> <li>• Completion of guided work focused on specific curriculum objectives</li> <li>• Evidence of student growth</li> </ul> Inclusion of relevant work	5

**7. CHAPTERS ONLY FOR INTERNAL ASSESSMENT:**

<b>S.no</b>	<b>UNIT</b>	<b>Chapter</b>	<b>Type of Internal Assessment</b>
1.	Unit 1- Resources And Development	Ch. 3 : Natural Resources : Vegetation and Wildlife	Tool 2
2.	Unit 1 : Resources and Development	Ch. 4 : Mineral and Energy Resources	Tool 3
3.	Unit 2 : Our Pasts-III	Ch. 9 : Establishment of Company Rule in India	Tool 3
4.	Unit 2 : Our Pasts-III	Ch. 13 : India Marches Towards Independence	Tool 2
5.	Unit 2 : Our Pasts-III	Ch. 15 : India Marches Ahead	Periodic Test only
6.	Unit 3 : Rule of Law and Social Justice	Ch. 21 : Social Justice and the Marginalised	Tool 2
7.	Unit 3 : Rule of Law	Ch. 22 : Safeguarding the Marginalised	Tool 3

### **SUBJECT SPECIFIC GUIDELINES:**

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

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

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

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

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

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

### **ACTIVITIES/PROJECTS/EXPERIMENTS:**

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

### **SUGGESTED PROJECTS IN GEOGRAPHY**

#### **Chapter 4- MINERAL AND ENERGY RESOURCES**

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

4. Find out the causes of more consumption of energy in a particular month/season.
5. Collect the data on energy consumption by each electronic device in your house.
6. Find out the solution for reducing energy consumption in your house.
7. Take energy conservation steps at home.
8. Analyse its impact on the electricity bill.
9. Give more suggestions to reduce energy consumption and try to imbibe habits of saving energy.

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

### **SUGGESTED PROJECTS/ ACTIVITIES IN HISTORY**

#### **Chapter 9: ESTABLISHMENT OF COMPANY RULE IN INDIA**

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

### **SUGGESTED PROJECTS/ACTIVITIES IN POLITICAL SCIENCE**

#### **Chapter 22: Safeguarding the Marginalised**

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

### **PRESCRIBED BOOKS:**

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

## नैतिक शिक्षा कक्षा-आठवीं

मुख्य उद्देश्य:

व्यक्तिगत मूल्य

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

सामाजिक मूल्य

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

नैतिक और नागरिक मूल्य

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

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

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

**विस्तृत पाठ्यक्रम**

क्र.सं.	पाठ का नाम	वर्ष के अंत में होने वाली लिखित परीक्षा के लिए अध्याय अनुसार	आंतरिक मूल्यांकन अध्याय अनुसार
1.	प्रार्थना	2	--
2.	अग्नि की चाह	3	5
3.	बड़बोली तू क्यों बोली	3	5
4.	साथी हाथ बटाना	3	5
5.	और उसने सुना	3	5
6.	मैं मंथरा	3	5
7.	क्षमाशील स्वामी दयानंद	3	5
8.	कुछ तो लोग कहेंगे	3	5
9.	मतभेद अथवा मनभेद	3	5
10.	आखिर यह दिन इतना भी बुरा नहीं था	3	5
11.	अनुकृत की डायरी	3	5
12.	मेरा लाल रुमाल	3	5
13.	म्यूजिकल चेयर	3	5
14.	आर्य समाज के नियम	2	--
	कुल अंक	40	60

## आंतरिक मूल्यांकन का विवरण

### आंतरिक मूल्यांकन के लिए अध्यायवार 5 अंकों का विभाजन

खंड-1 : जरा सोचिये : कक्षा कार्य, गृहकार्य पूरा करना और समय पर जमा करना 2 अंक

खंड 2 : आओ आत्मसात करें—शिक्षक के अवलोकन और बच्चे के व्यवहार या दृष्टिकोण में परिवर्तन के आधार पर 1 अंक

खंड 3 : आओ खोजें : चर्चा, बातचीत में भागीदारी और गृहकार्य समय पर जमा करना। 2 अंक

### लिखित मूल्यांकन

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

### निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 8)

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

## **MORAL EDUCATION**

(ENGLISH MEDIUM)

### **Objectives**

#### **Personal Values**

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

#### **Social Values :**

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

#### **Ethical and Civic Values**

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

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

	<b>Marks</b>	<b>Duration</b>
Written Assessment	40 m	1: 30 Minutes
Internal Assessment	60 m	

### **Detailed Syllabus**

S.No.	Name of the Units/Chapters	Chapter-wise weightage for year-end written examination	Internal assessment chapter-wise weightage
1.	Prayer (Shloka)	2	—
2.	Fire's Desire	3	5
3.	Oh Gabby..Not Again!	3	5
4.	Together We Can	3	5
5.	And She Heard It All	3	5
6.	I, Manthara	3	5
7.	Forgiveness-A Brave Act!	3	5
8.	Stressed! Who Me ?	3	5
9.	Learning to Heal: A Tale of Two Sisters	3	5
10.	After all, the day was not that bad	3	5
11.	Anukrit's Diary	3	5
12.	My Lucky Charm	3	5
13.	Musical Chair	3	5
	Principles of Arya Samaj	2	—
	<b>Total</b>	<b>40</b>	<b>60</b>

### Details of Internal Assessment

#### \*Break up of 5 Marks Chapter wise for Internal Assessment

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

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

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

#### Weightage as per typology of question

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

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

## ਵਿਸ਼ਾ - ਪੰਜਾਬੀ (ਜਮਾਤ - ਅੱਠਵੀਂ) (2026 - 27)

### 1 - ਭਾਸ਼ਾ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਟੀਚੇ

(ੳ) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ-ਲਿਖਣਾ, ਪੜਨਾ, ਸੁਣਨਾ ਅਤੇ ਬੋਲਣ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

(ਅ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

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

(ਸ) ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਰਸੇ ਨਾਲ ਜੋੜਨਾ।

(ਹ) ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਵਿਆਕਰਨਕ ਪੱਖ ਪਰਪੱਖ ਬਣਾਉਣਾ।

(ਕ) ਪਾਠਕ੍ਰਮ ਤੇ ਪਾਠਾਂ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਬੌਧਿਕ ਮਾਨਸਿਕ ਸਮਾਜਿਕ ਅਤੇ ਅਧਿਆਤਮਕ ਵਿਕਾਸ ਕਰਨਾ।

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

(ਗ) ਪਾਠਕਰਮ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸੇਧ ਦੇਣਾ।

(ਘ) ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸ਼ਖਸੀਅਤ ਨੂੰ ਨਿਖਾਰਨਾ।

### 2 - ਸੈਸ਼ਨ ਦੇ ਅਖੀਰ ਵਿੱਚ ਸਾਲਾਨਾ ਪ੍ਰੀਖਿਆ ਸਾਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਲਈ ਜਾਵੇਗੀ।

- |                   |        |             |
|-------------------|--------|-------------|
| 1. ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ  | 80 ਅੰਕ | ਸਮਾਂ 3 ਘੰਟੇ |
| 2. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ | 20 ਅੰਕ |             |

### 3 - ਸਾਲਾਨਾ ਲਿਖਤੀ ਇਮਤਿਹਾਨ ਦਾ ਸਿਲੇਬਸ ਕੁੱਲ ਅੰਕ - 80

(ਭਾਗ-ੳ ਪੜ੍ਹਨ ਕੌਸ਼ਲ) 8 ਅੰਕ

- |                       |       |
|-----------------------|-------|
| 1. ਅਣਡਿੱਠਾ ਪੈਰਾ       | 5 ਅੰਕ |
| 2. ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ | 3 ਅੰਕ |

(ਭਾਗ - ਅ ਲਿਖਣ ਕੌਸ਼ਲ) 20 ਅੰਕ

- |                         |       |
|-------------------------|-------|
| 3. ਤਸਵੀਰ ਵਰਨਣ           | 5 ਅੰਕ |
| 4. ਬਿਨੈ ਪੱਤਰ/ਨਿੱਜੀ ਪੱਤਰ | 7 ਅੰਕ |
- (ਆਰੰਭ-2, ਮੱਧ-4, ਅੰਕ-1)

(ੳ) ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ-ਅਧਿਆਪਕ ਜੀ ਨੂੰ ਜੁਰਮਾਨਾ ਮੁਆਫੀ ਲਈ ਅਰਜ਼ੀ ਲਿਖੋ ।  
(ਸਫ਼ਾ-212)

(ਅ) ਤੁਹਾਡੀ ਅੱਠਵੀਂ ਜਮਾਤ ਛੱਤਬੀੜ ਦਾ ਚਿੜੀਆ-ਘਰ ਵੇਖਣਾ ਚਾਹੁੰਦੀ ਹੈ। ਮੁੱਖ ਅਧਿਆਪਕ ਜੀ ਤੋਂ ਇਸ ਦੀ ਆਗਿਆ ਲੈਣ ਲਈ ਅਰਜ਼ੀ ਲਿਖੋ। (ਸਫ਼ਾ-214)

(ੲ) ਆਪਣੇ ਮਿੱਤਰ ਨੂੰ ਪਾਸ ਹੋਣ ਤੇ ਵਧਾਈ ਪੱਤਰ ਲਿਖੋ। (ਸਫ਼ਾ-224)

(ਸ) ਆਪਣੇ ਪਿਤਾ ਜੀ ਨੂੰ ਕੰਪਿਊਟਰ ਦੇ ਲਾਭ ਦੱਸਦੇ ਹੋਏ ਕੰਪਿਊਟਰ ਲੈ ਕੇ ਦੇਣ ਲਈ ਪੱਤਰ ਲਿਖੋ। (ਸਫ਼ਾ-226)

(ਹ) ਨਗਰ-ਨਿਗਮ ਦੇ ਪ੍ਰਧਾਨ ਨੂੰ ਇਲਾਕੇ ਦੀ ਸਫ਼ਾਈ ਅਤੇ ਬਿਜਲੀ ਦੀ ਮਾੜੀ ਹਾਲਤ ਬਾਰੇ ਦੱਸਦੇ ਹੋਏ ਬਿਨੈ-ਪੱਤਰ ਲਿਖੋ। (ਸਫ਼ਾ-216)

#### 5 - ਲੇਖ -

8 ਅੰਕ

(ਆਰੰਭ, ਸਿਰਲੇਖ, ਭੂਮਿਕਾ-2, ਨੁਕਤੇ-4, ਸਾਰੰਸ਼-2) (ਤਿੰਨ ਵਿੱਚੋਂ ਇੱਕ)

(ੳ) ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ (ਸਫ਼ਾ 150)

(ਅ) ਵਿਦਿਆਰਥੀ ਅਤੇ ਅਨੁਸ਼ਾਸਨ (ਸਫ਼ਾ 160)

(ੲ) ਮੋਬਾਇਲ ਦੇ ਲਾਭ ਅਤੇ ਹਾਨੀਆਂ (ਸਫ਼ਾ 173)

(ਸ) ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ (ਸਫ਼ਾ 175)

(ਹ) ਪੰਦਰਾਂ ਅਗਸਤ ਜਾਂ ਸੁਵਤੰਤਰਤਾ ਦਿਵਸ (184)

#### (ਭਾਗ-ੲ ਵਿਆਕਰਨ) 22 ਅੰਕ

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| 6. ਅਸ਼ੁੱਧ-ਸ਼ੁੱਧ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                  | 2 ਅੰਕ |
| 7. ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                 | 2 ਅੰਕ |
| 8. ਅਗੋਤਰ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                         | 2 ਅੰਕ |
| 9. ਪਿਛੇਤਰ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                        | 2 ਅੰਕ |
| 10. ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ) | 3 ਅੰਕ |
| 11. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                  | 3 ਅੰਕ |
| 12. ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ                                       | 2 ਅੰਕ |
| 13. ਅਖਾਣ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                         | 3 ਅੰਕ |
| 14. ਮੁਹਾਵਰੇ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ)                      | 3 ਅੰਕ |

#### (ਭਾਗ - ਸ ਪਾਠ - ਪੁਸਤਕ) 30 ਅੰਕ

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|--|-------|
| 15. ਕਵਿਤਾ ਦਾ ਪੈਰਾ                            | 5 ਅੰਕ |
| 16. ਕਵਿਤਾ ਦਾ ਸਾਰ                             | 5 ਅੰਕ |
| 17. ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ (ਚੋਣ ਅਧਾਰਤ) (ਬਹੁਵਿਕਲਪੀ) | 8 ਅੰਕ |
| 18. ਵੱਡੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ (ਚੋਣ ਅਧਾਰਤ)             | 8 ਅੰਕ |
| 19. ਕਿਸ ਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ (ਚੋਣ ਅਧਾਰਤ)          | 2 ਅੰਕ |
| 20. ਸ਼ਬਦ-ਅਰਥ (ਚੋਣ ਅਧਾਰਤ)                     | 2 ਅੰਕ |

#### 4. ਪਾਠਕ੍ਰਮ ਦੀ ਵਿਸਥਾਰ ਪੁਰਵਕ ਅੰਕ ਅਤੇ ਸਮਾਂ ਵੰਡ :

S. No.	Unit/Section	Chapters/Content	No. of Periods	Marks Allotted
1.	ਕਵਿਤਾਵਾਂ (ਕਾਵਿ ਟੁਕੜੀ)	1) ਪਾਠ 1. ਵਤਨ ਮੇਰੇ ਦੀ ਮਿੱਟੀ 2) ਪਾਠ 7. ਕਵਿਤਾ ਵਰਗੀ ਹੋ 3) ਪਾਠ 10. ਕੁੱਖ ਵਿੱਚੋਂ ਧੀ ਦਾ ਤਰਲਾ	3 3 3	5
2.	ਕਵਿਤਾਵਾਂ (ਕਵਿਤਾ ਦਾ ਸਾਰ)	1) ਪਾਠ 4. ਵੰਡਾਂ 2) ਪਾਠ 13. ਵਾਹ ਬਈ!ਚਾਈਨਾ	3 3	5
3.	ਛੋਟੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ (ਬਹੁ ਵਿਕਲਪੀ)	1) ਪਾਠ 3. ਸੱਬ 2) ਪਾਠ 11. ਪਹਿਚਾਣ 3) ਪਾਠ 15. ਤ੍ਰਿਵਣ	3 3 3	8
4.	ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਸੰਖੇਪ ਪ੍ਰਸ਼ਨ ਉੱਤਰ (ਕੇਵਲ ਅਭਿਆਸ ਵਾਲੇ)	1) ਪਾਠ 2. ਰਾਣੀ ਦੀ ਸਿਆਣਪ 2) ਪਾਠ 5. ਘੜੋ ਕੋਈ ਕਹਾਣੀ 3) ਪਾਠ 8. ਸ਼ੇਖਚਿਲੀ 4) ਪਾਠ 14. ਫੁੱਲਾਂ ਦੇ ਹੰਝੂ	3 3 3 3	8
5.	ਕਿਸ ਨੇ ਕਿਸ ਨੂੰ ਕਿਹਾ	1) ਪਾਠ 8. ਸ਼ੇਖਚਿਲੀ 2) ਪਾਠ 15 ਤ੍ਰਿਵਣ		2
6.	ਸ਼ਬਦ ਅਰਥ	1) ਵਿਸਰ ਰਹੇ ਪੰਜਾਬੀ ਸ਼ਬਦ (ਸਫਾ 75)		2
		1. ਪਾਠ 6. ਬੀਬੀ ਭਾਨੀ ਜੀ (ਜੀਵਨ ਜਾਚ ਤੇ ਨੈਤਿਕ ਕਦਰਾਂ - ਕੀਮਤਾਂ ਤੇ ਅਧਾਰਤ)	1	
		2. ਪਾਠ 9. ਪੰਜਾਬ ਦਾ ਗੌਰਵ ਸੁਲਤਾਨਪੁਰ ਲੋਧੀ (ਪੁਰਾਤਨ ਇਤਿਹਾਸਕ ਸ਼ਹਿਰਾਂ ਨਾਲ ਜੋੜਨ ਲਈ)	1	
		3. ਪਾਠ 12. ਭਾਲੇ ਵਾਲਾ (ਜੀਵਨ ਚਰਚਾ ਅਤੇ ਨੈਤਿਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਤੇ ਅਧਾਰਤ)	2	
		4. ਪਾਠ 17. ਇੱਕੋ ਅੱਖ ਸੁਲੱਖਣੀ (ਗਤੀਵਿਧੀ ਵਾਸਤੇ)		

7	ਅਸੁੱਧ-ਸੁੱਧ (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 83-85)	2	2
8	ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 117-118)	2	2
9	ਅਗੇਤਰ 1-15 (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 99-100)	2	2
10.	ਪਿਛੇਤਰ 1-15 (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 100-101)	2	2
11.	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਸਾਰੇ) (ਸਫ਼ਾ 107-111)	2	2
12.	ਵਿਰੋਧੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 90-91)	2	3
13	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) (1-35) (ਸਫ਼ਾ) 112-113)	2	3
14.	ਅਖਾਣ (1-15) (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 130-131)	2	3
15.	ਮੁਹਾਵਰੇ (ਉ-ਹ) (ਬਹੁਵਿਕਲਪੀ) (ਸਫ਼ਾ 120-123)	2	3
16.	ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ	2	3
17.	ਅਣਡਿੱਠਾ ਪੈਰਾ	2	5
18.	ਤਸਵੀਰ ਵਰਨਣ	2	5
19.	ਬਿਨੈ ਪੱਤਰ/ਨਿਜੀ ਪੱਤਰ	6	7
20.	ਲੇਖ	8	8

### 5. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ

ਲੜੀ ਨੰ:	ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ ਦੀਆਂ ਵਿਧੀਆਂ	ਅੰਕ ਵੰਡ
1.	<b>ਨਿਯਤਕਾਲ ਪ੍ਰੀਖਿਆ (Periodic Test)</b> 20 ਅੰਕਾਂ ਦਾ ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ ਹੋਵੇਗਾ। ਜਿਸ ਵਿੱਚ ਸਾਲ ਵਿੱਚ ਤਿੰਨ ਪ੍ਰੀਖਿਆਵਾਂ ਲਈਆਂ ਜਾਣਗੀਆਂ। ਜਿਨ੍ਹਾਂ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਵਧੀਆਂ ਦੀ ਔਸਤ ਲਗਾਈ ਜਾਵੇਗੀ।	5
2.	<b>ਬਹੁਵਿਕਲਪੀ ਮੁਲਾਂਕਣ (Multiple Assessment)</b> 1. ਨਿਰੀਖਣ 2. ਮੌਖਿਕ ਪ੍ਰੀਖਿਆ 3. ਢੁਕਵੀਂ ਕਾਰਗੁਜ਼ਾਰੀ 4. ਸਹਿ ਸਹਾਇਕ ਕਿਰਿਆਵਾਂ ਦੀ ਉਦੇਸ਼ ਮੂਰਤੀ ਵਾਸਤੇ ਕਾਰਜਾਂ ਦਾ ਸੰਗਠਨ	5
3.	<b>ਪੋਰਟਫੋਲੀਓ (Portfolio)</b> 1. ਜਮਾਤ ਅਤੇ ਘਰ ਦੇ ਕੰਮ ਦਾ ਵਿਸਥਾਰਤ ਰੂਪ 2. ਮੌਖਿਕ/ਲਿਖਤੀ 3. ਵਿਦਿਆਰਥੀ ਦੀਆਂ ਪ੍ਰਾਪਤੀਆਂ 4. ਰਚਨਾਤਮਕ ਕਾਰਜ	5
4.	<b>ਵਿਸ਼ਾ ਭਰਪੂਰਤਾ ਸਬੰਧੀ ਕਾਰਜ (Subject Enrichment Activities)</b> 1. ਸੁਣਨ ਕੌਸ਼ਲ 2. ਬੋਲਣ ਕੌਸ਼ਲ 3. ਵਿਸ਼ੇ ਸਬੰਧੀ ਨਵਾਂ ਗਿਆਨ 4. ਭਾਸ਼ਾ ਦੀ ਪਰਪੱਕਤਾ	5

### 6. Prescribed Books:-

ਪਾਠ ਪੁਸਤਕ - ਨਵੀਂ ਨੁਹਾਰ ਪੰਜਾਬੀ ਪਾਠ-ਮਾਲਾ - 8  
ਵਿਆਕਰਨ - ਨਵੀਂ ਨੁਹਾਰ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ-8