

**Courses of Study
and
Scheme of Marking**

**Class-VIII
2025-26**



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EXCELLENCE**

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Chitragupta Road, Palar Ganj,
New Delhi-110 055

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Course of Studies

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हिंदी (Higher)

भाषा-शिक्षण के उद्देश्य :

- दैनिक जीवन में हिंदी में व्यवहार-कौशल के वास्तविक शिक्षण को प्रोत्साहित करना।
- भाषा की विषयगत प्रकृति को प्रदर्शित और सिद्ध करना।
- हिंदी भाषा शिक्षण को छात्रों द्वारा वास्तविक जीवन से जोड़ना।
- वैदिक, वर्णशास्त्र, विशालाचार, भाषाशास्त्र, ध्वन्यात्मक अभिव्यक्ति करने में सक्षम।
- व्याकरण की प्रकृति का अध्ययन।
- महिला के पत्र-पत्र द्वारा दैनिक एवं वैज्ञानिक ज्ञान का विकास।
- शिक्षा द्वारा जीवन में शिक्षण को प्रोत्साहित करने में सक्षम।
- भाषा की शिक्षण के अन्तर्गत प्रश्नों के उत्तर देने करने।

समाप्त-

- श्री.सी.एस.ई.
- ए.सी.ई.आर.टी.

वर्षिक परीक्षा का एक से अधिक से अधिक छात्रों पर प्रदर्शित होगा।

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

प्रश्नपत्र विभाजन	अंक जोड़ना	प्रश्नपत्र
1. लिखित परीक्षा	80 अंक	3 घंटे
2. मौखिक प्रश्नपत्र	20 अंक	—

9. वास्तुशिल्पक	
सह-1 इस पक्षी प्रमुख भाग को (चित्रित)	• चरित्रों को विभिन्न विधायों (बहाली, बहिरा, चरित्र अदि) में परिचित हो सकेंगे।
सह-2 जलत या (बहाली)	
सह-3 जलत बहाली के गुण (चित्रित)	• चरित्रों की शक्ति एवं क्षमताएं (अवस्था, जलत, चरित्र में लक्ष्य) का विकास का अर्थ है।
सह-4 चरित्रों (चित्रित)	
सह-5 जलत के अर्थों और (चित्रित)	
सह-6 जलत के अर्थों और (चित्रित)	• चरित्रों को विभिन्न विधायों में (बहाली, बहिरा, चरित्र अदि) को जलत करने में प्रयत्न हो सकेंगे।
सह-7 जलत के अर्थों और (चित्रित)	
सह-8 जलत के अर्थों और (चित्रित)	
सह-9 जलत के अर्थों और (चित्रित)	
सह-10 जलत के अर्थों और (चित्रित)	
सह-11 जलत के अर्थों और (चित्रित)	
सह-12 जलत के अर्थों और (चित्रित)	
सह-13 जलत के अर्थों और (चित्रित)	
सह-14 जलत के अर्थों और (चित्रित)	• चरित्रों एवं अर्थों के अर्थों का विकास का अर्थ है।
सह-15 जलत के अर्थों और (चित्रित)	
सह-16 जलत के अर्थों और (चित्रित)	
सह-17 जलत के अर्थों और (चित्रित)	
सह-18 जलत के अर्थों और (चित्रित)	
सह-19 जलत के अर्थों और (चित्रित)	
सह-20 जलत के अर्थों और (चित्रित)	

[illegible]

विस्तृत पाठ्यक्रम एवं पाठ्यपुस्तक अंक व कक्षाएं विभाजन

क्रम संख्या	उत्पाद के प्रकार के प्रकार या वर्गीकरण	कक्षाएं	विद्यार्थी अंक
1.	अपशिष्ट प्रबंधन	10	14
2.	व्यवस्थापन	45	31
3.	नवप्रौद्योगिकी	15	36
4.	समाजिक संरचना	50	20

उत्पाद के प्रकार (वर्गीकरण) के प्रकार या अंक प्राप्त

क्रम संख्या	उत्पाद के प्रकार या वर्गीकरण	उत्पाद की संख्या	विद्यार्थी अंक	कुल अंक
1.	खंड 'क' ए. अपशिष्ट प्रबंधन (सारा 180 पृष्ठों का) टी. बहुमूल्यी प्रश्न (100-150) ए. संप्रदायिक प्रश्न (200-250)	2	7+7	14
2.	खंड 'ख' आवृत्तिक व्यवस्थापन (विषयगत प्रश्न) ए. प्रश्न 100-150 सारा प्रश्न	8	1+23	20
3.	खंड 'ग' (संप्रदायिक) • प्रश्न प्रश्न (सामान्य) 100-150 • संप्रदायिक प्रश्न (प्रश्न प्रश्न प्रश्न) 100-150	1 1	5 10	

यह विषय पर अभिलेख • राजा यदुवर्मा (अभिलेख) 1:3-5 • अष्टावक्र राजा (दो राजा विजय मंदिर) (1:3-6) श्री 'क' (महादेव मंदिर) श्री 2, राजा राजा (विजय मंदिर) • अष्टावक्र मंदिर • राजा मंदिर • राजा मंदिर • राजा मंदिर	1 1 1 1 1 1 1	5 8 5:1:3 5:1:3 5:1:3 5:1:3	28 20
	18		80

आंतरिक गुणवत्ता या विभाग :

क्रम संख्या	प्रारंभिक मूल्यांकन के उपकरण (Tool)	अंक या (20 अंक)
1.	प्रारंभिक परीक्षा (तीन प्रारंभिक परीक्षा अभियंत्रण है। तबसे से किसी दो का योगफल प्राप्त किया जाएगा।)	5
2.	भाषित मूल्यांकन • सीखित परिचय (प्रश्न उत्तर, कक्षा कक्षा या छोटा गाना गायें), कक्षा कोविड परिचय। • एकलमार्गीय सीखें	5

	(सह/वृ को विद्' व 'अन्वे बद्धो के तु' का अर्थार्थ)	
3.	संस्कृत-विद् • सत्यं वद, कीर्ति (गुरुणा एव कृतवर्ण) • सत्यं वेदं उपनिषदो मे प्रवचनं एव एव अर्थार्थार्थं अर्थार्थं अर्थार्थं • अर्थार्थं अर्थार्थं अर्थार्थं अर्थार्थं यः वेदोऽयं मे अर्थार्थं • अर्थार्थं अर्थार्थं (यः 'यः अर्थार्थं मे एव अर्थार्थं' एव अर्थार्थं) अर्थार्थं विद्- (अर्थार्थं, अर्थार्थं, अर्थार्थं, अर्थार्थं अर्थार्थं अर्थार्थं)	5
4.	अर्थार्थं अर्थार्थं अर्थार्थं • अर्थार्थं अर्थार्थं अर्थार्थं अर्थार्थं अर्थार्थं का अर्थार्थं अर्थार्थं विद्, (अर्थार्थं अर्थार्थं मे अर्थार्थं, अर्थार्थं एव अर्थार्थं अर्थार्थं मे अर्थार्थं मे अर्थार्थं, अर्थार्थं अर्थार्थं मे अर्थार्थं मे अर्थार्थं अर्थार्थं अर्थार्थं) अर्थार्थं अर्थार्थं अर्थार्थं अर्थार्थं : • अर्थार्थं मे अर्थार्थं मे अर्थार्थं अर्थार्थं मे अर्थार्थं अर्थार्थं का अर्थार्थं • अर्थार्थं, अर्थार्थं मे अर्थार्थं अर्थार्थं अर्थार्थं अर्थार्थं का अर्थार्थं	5

हिंदी (तृतीय भाषा)

विद्यमान उद्देश्य :

- दैनिक जीवन में वाचने-सूचने के साथ-साथ लिखने की भाषा का विकास करना।
- हिंदी के माध्यम से अपने अनुभवों को लिखकर मध्य अभिव्यक्ति कर पाने में सक्षम बनना।
- अपनी वाचनिक और लिखनिक शक्त को मजबूत कर हिंदी की मापदण्डों को समझ पाना।
- तथा एवं साहित्य को समझने एवं आनंदित करने की शक्ति को विकसित करना।
- अक्षर में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील बनाना।
- भविष्य, कदाचित् तथा चरित्रों को देखने में सक्षम बन पाना।
- व्याकरण की प्रवृत्ति का विकास कर पाना।
- वैज्ञानिक एवं तकनीकी शक्तों को समझ पाना।
- वैज्ञानिक एवं पुरातत्विक संदर्भों में रहस्य उत्पन्न कर पाना।
- अक्षरपूर्ण अभिव्यक्ति, चिंतन-मान एवं मुक्ततामय अभिव्यक्ति का विकास कर पाना।

अंक विभाजन प्रणाली
(सार्बिक-सौरा : 2025-2026)

पदचरित्र विभाजन	अंक सीमा	प्रत्यक्ष
1. लिखित परीक्षा	50 अंक	3 घंटे
2. आंतरिक मूल्यांकन	20 अंक	—

आर्थिक-नीति राश्वकलन

- आर्थिक नीति I (10-100 कलन)
- आर्थिक नीति II (10-100 कलन)

आर्थिक नीति-

कलन के कलन में निम्नलिखित में कलन हो सकते हैं-

- कलनपूर्व, कलन तक कलन कलन
- कलनपूर्व कलन का कलन
- कलन कलन का कलन
- कलन कलन का कलन
- कलन कलन का कलन

आर्थिक-नीति-कलन

- कलन, कलन, कलन
- कलन, कलन
- कलन-कलन कलन
- कलन, कलन
- कलन, कलन
- 'क' के कलन कलन का कलन
- कलन
- कलन-कलन
- कलन, कलन
- कलन, कलन
- कलन, कलन
- कलन, कलन
- कलन, कलन
- कलन, कलन
- कलन, कलन

अभिलेख संज्ञाएँ—

- संज्ञा, सर्वनाम, क्रिया तथा विशेषण की परिभाषा को स्पष्टकरा उपर्युक्त पद का प्रयोग।
- समस्त रूप को स्पष्टकरा भाषा में उचित प्रयोग का उदाहरण।
- शुद्ध लैटिनी का उदाहरण का उदाहरण।
- भाषा में विज्ञान विज्ञानों के प्रयोग व प्रयोग को स्पष्ट करने।
- शाब्द विज्ञान के अन्तर्गत जाने वाली विषयों को स्पष्टकरा भाषा में उचित प्रयोग का उदाहरण।

पाठ्यपुस्तक—

- पृष्ठ-1 विज्ञान लैटिनी
- पृष्ठ-2 लैटिनी पुस्तक
- पृष्ठ-3 पद (लैटिनी)
- पृष्ठ-4 पद एक इकाई (केंद्रित करने के लिए)
- पृष्ठ-5 पद पाठ्यपुस्तक
- पृष्ठ-6 लैटिनी का (लैटिनी)
- पृष्ठ-7 लैटिनी की पुस्तक (केंद्रित करने के लिए)
- पृष्ठ-8 लैटिनी का पद
- पृष्ठ-9 लैटिनी की पुस्तक
- पृष्ठ-10 पद एक इकाई में लैटिनी पदों, (केंद्रित करने के लिए)
- पृष्ठ-11 लैटिनी पुस्तक (केंद्रित लैटिनीयता लैटिनी पुस्तक)
- पृष्ठ-12 लैटिनी का पद में लैटिनी लैटिनी (लैटिनी)
- पृष्ठ-13 लैटिनी का पद
- पृष्ठ-14 लैटिनीयता लैटिनी
- पृष्ठ-15 लैटिनी लैटिनी (केंद्रित लैटिनीयता लैटिनी पुस्तक)
- पृष्ठ-16 लैटिनी का पद

ਸਭ-19 ਸਭ ਦੀ ਸੰਗਤ

पृष्ठ-१३ वेदव्यास का लक्षण

पृष्ठ-19 लैटि आवा आनलियनयाम (केवल पढ़ने के लिए)

1986-87: ५००००० करोड़ रुपये की जगह ११०० करोड़ (कमिया)

... ..

- पाठों के अंतर्गत आने वाले पाठों को समझकर तथा उनका विश्लेषण करके उनकी परंपरागत वैज्ञानिक विविधताओं का अनुमान कर सकते हैं।
- पाठों के अंतर्गत आने वाले कथकलन का विश्लेषण करके उनमें हुए सौंदर्य का अनुमान कर सकते हैं।
- वैज्ञानिकों का नाम, जीवन तथा-काल रहित कर सकते हैं।
- नवित तथा नवविषयों से हुए जीवन-मूल्यों को जीवन में सम्पन्न कर सकते हैं।
- पाठों को समझकर उन्हें अपने वैज्ञानिक जीवन में वास्तविक प्रयोग में लाने सकते हैं।

राज्यात्मक संस्था

(ii) **आयुक्त सेशन (80-100 फ़ीट)**

- (क) मा धिक् नोदय
- (ख) मे जीवन का लक्ष्य
- (ग) धर्म में नयी झेरा होती
- (घ) मनुष्य तब ही पै
- (ङ) पुनर्मे-उत्तरो पन्नी धित
- (च) पैरा भावों
- (ज) मे सवर्ग का पारा
- (झ) विद्यापी और अनुमान
- (ञ) मेरी ऐनबिक पात्र
- (ट) अष्टादश-एक चरित

(1) पर-लेखन :

(क) औपचारिक पर (आमकृत प्रश्न के लिए उत्तरपत्रों/ प्रश्नपत्रों को उत्तर-पर, सवा-बोधन, सुल्क-सारी हेतु अति)

(ख) अनौपचारिक पर (विधान पर, बजट-पर, लोक-अन्वय के लिए वही का अन्वय अति)

(2) बिन्दु-परिचय / जवाबी लेखन

(“पुनर्विचारण प्रश्नों के लिए ‘द्वितीय लेखन’ लिए प्रारूप।)

(3) संकाय-लेखन

अधिकांश संकाय-लेखन-

- अपने मार्ग की अधिकांश संकाय, सुझाव पर सही-सही के साथ कर सकते हैं।
- विचार-पूर्ण सुझावों की शक्ति का विकास कर सकते हैं।
- प्रत्येक विचार की विचार-समृद्धि का अधिकतर अपने करत हुए विचारों के विकास सकते हैं।
- विचार-समृद्धि के विचार में उनके प्रत्येक का विकास कर सकते हैं।
- पर के प्रारूप की संकाय-पर प्रत्येक के लिए सकते हैं।
- विचार को संकाय-पर अधिकांश पर सकते हैं।

विचार-पर प्रारूप-पर एक योजना

विचार-पर	प्रकार	समय
प्रकार (अधिकांश पर)		
1. अधिकांश पर (पर, विचार, विचार-पर प्रत्येक पर अधिकांश अधिकांश पर)	3-5	
(द्वि-अधिकांश पर अधिकांश 10-15 पर अधिकांश पर)		10
प्रकार (अधिकांश पर)		
2. अधिकांश पर (अधिकांश पर अधिकांश पर अधिकांश पर अधिकांश पर अधिकांश पर)		20

खंड-ग (चतुर्लोक)			
3.	एक काली के बरों या आरति- रहित गुरु एक कावली के अक्षर या चित्रण के रूप में। अक्षरों जो या एक अक्षर (यह चतुर्लोक एक है नहीं।)	5 5	10
4.	जो चतुर्लोक का • एक ब्रह्म के रूप • ब्रह्म, ब्रह्म के रूप • एक के अक्षर या ब्रह्म के रूप • एक ब्रह्म के रूप है (यह एक है)	5 2 2 2	20
	चतुर्लोक का एक रूप (यह एक अक्षर) (यह एक है) (ब्रह्म के रूप)	5	
खंड-घ (चतुर्लोक का)			
1.	चतुर्लोक का (यह एक है)	5	20
2.	यह चतुर्लोक का अक्षरों का	5	
3.	यह चतुर्लोक का (यह एक है) यह चतुर्लोक का (यह एक है) यह चतुर्लोक का (यह एक है)	5	
4.	यह चतुर्लोक का	5	
कुल अक्षर			80 अक्षर

आपों के कर्मचारियों के अत्युत्तम अंश पर।

[illegible]

3	खंड 3 (सद्व्यवस्था)			
	नया माहौल में खर्च का अनुमान • नई माहौल • नया सामग्री	1x5-5 1x5-5	5 अंक 5 अंक	
	अति नए/नए/पुराने			
	• एक सवाल में दो • विचार, विचार का • एक में दो/तीन या अलग-अलग विचार • विचार सवाल में छह (एक वर्ष का)	1x5-5 1x2-2 1x4-2 1x2-2	5 अंक 2 अंक 2 अंक 2 अंक	
	सद्व्यवस्था का			
	एक सवाल (एक वर्ग 3 अंक) (2-4 अंक) (विचार सवाल)	3x3-8	8 अंक	30 अंक
4	खंड 4 (सद्व्यवस्था)			
	• अनुसंधान सवाल (2-4 अंक में) • एक सवाल (अनुसंधान सवाल अनुसंधान सवाल) • एक सवाल (एक सवाल सवाल में दो, "अनुसंधान" सवाल) एक सवाल) • अनुसंधान सवाल	1x5-5 1x5-5 1x5-5 1x5-5	5 अंक 5 अंक 5 अंक 5 अंक	20 अंक
				50 अंक

आरंभिक कक्षायां या विभाग

[illegible]

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

L. 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 organisation 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 literature (generic)
 - (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 use them in oral and written expression.
 1. Tenses
 2. Narration
 3. Modals
 4. Subject-verb agreement
 5. Complex sentences, compound sentences. (clauses should be limited to the teaching of main and subordinate clauses. Instead of classification of subordinate clauses, students should be taught to complete the sentences using 'linkers' followed by a clause)
 6. Linkers
 7. Passive and Active voice

8. Non – Finite
9. Punctuation
10. Preposition, Adverbs, Adjective and determiners are a part of integrated grammar
11. Enrichment of vocabulary (idioms, proverbs, antonyms, synonyms, homophones, homonyms)

EXAMINATION SPECIFICATIONS

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

1. Written Exam – 80 marks Duration – 3 hrs
2. Internal Assessment – 20 marks

SYLLABUS FOR ANNUAL EXAMINATION

I. ENGLISH LITERATURE

- Chapter-1 Fiction- Three Questions
 Chapter-2 Poetry- Granny's Tree Climbing
 Chapter-3 Fiction- The Fun They Had ("to be assessed through internal assessment only")
 Chapter-4 Fiction- Father's Help
 Chapter-5 Poetry- My Mother
 Chapter-6 Fiction- The Lunchroom
 Chapter-7 Poetry- The Children's Song
 Chapter-8 Fiction- The Case of the Sharp- Eyed Jeweller
 Chapter-9 Couplets
 Chapter-10 Fiction- The Undeserved Reward ("to be assessed through internal assessment only")
 Chapter-11 Poetry- Bangle Sellers
 Chapter-12 Play- A Bad Dream

II. MY ENGLISH READER

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

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

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

III. ENGLISH PRACTICE BOOK

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

IV. WRITING SKILLS

Short Composition (Word Limit: 80 words)

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

- (i) Formal – Issuance/ change/change in mode of transport
- (ii) Informal- Invitation / Expressing gratitude/apology or congratulations

- Dialogue Composition

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 (1-25 words)	12	1 each	12
3	SA (30-40 words)	8	2 each	16
4	LA (50 words) (75-80 words)	1	4 each	4
5	LA (100 words)	1	8	8
6	LA (110-120 words)	1	8	8
TOTAL				60

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 Internal Assessment	40	30
	Total		20 (5+5+5+5)
			80-90-100

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

"This is a suggestive number of periods"

INTERNAL ASSESSMENT

S. No.		Weightage
1.	Periodic Tests-Pen and paper Tests These Periodic Tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment.	5
2.	Multiple Assessment Multiple Assessment for each student to be done by using a combination of individual as well as group activities, with well-defined rubrics. • Oral tests, quizzes, infographic, concept map designing (D.O.), MCQ tests, puzzles, • Field surveys/research or interviews (with questionnaires) • Poetry recitation • Comparative Analysis, Plot summary • Spelling/vocabulary activities • Bulletin board, Wall magazine, E magazine, Newspaper designing, Poster making, Brochure designing, Comic strip designing, Story board designing etc. • Class Presentation with individual/animation, story-telling, narrations, role play • Creative writing – Slogan writing, Jingles, Story writing, Poem recitation etc.	5
3.	Subject Enrichment Activities ALE is a component of the Subject Enrichment Activity under Internal Assessment.	

• Listening skills • Conversation/Interview skills • Radio scripts • Conducting job shows • Impromptu Speech/Debate/Group discussions	5
4. Portfolio (a) Journal – A journal is a collection/record of experiences, ideas, reflections, thoughts, creative pieces maintained on a regular basis. It is an account of a child's abilities personal anecdotal records. (b) H/WCW notebooks to display exemplary work + practice worksheets/assignments (competency based & minimum learning modules) (c) Trans-disciplinary project/Ex-thrust Search thrust project on paired disciplines integrated activities (to be integrated with sports, art & craft, music & dance, drama & theatre, IT, photography, culinary art, sculpture & woodcraft etc.) Note : • The above mentioned activities are suggestive. Teachers can make changes as per the individual needs. • Evidence of multiple assessment and subject enrichment activities also to be filed in portfolio. Rubric for Portfolio : • Organisation & presentation (neatness, visual appeal, handwriting, index, cover). • Timely completion and submission. • Evidence of student's growth as per curriculum objectives • Originality and relevance	5
Total	10

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 Undiscovered Record

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

१. संकृतस्य सविमं च त्रि सरसुना वसुः।
२. यद्वचनं वसुवत्सकृतस्य सविमं वसुः।
३. सविमं-सविमं-सविमं-सविमं विमं, वसुः।
४. सविमं वसुवत्सकृतं इति वाच्यविमं।
५. वाच्यं संकृतस्य सविमं।
६. सविमं-सविमं-सविमं-सविमं सविमं-सविमं विमं।
७. सविमं-सविमं-सविमं-सविमं सविमं-सविमं विमं।
८. सविमं-सविमं-सविमं-सविमं सविमं-सविमं विमं।
९. सविमं-सविमं-सविमं-सविमं सविमं-सविमं विमं।
१०. सविमं-सविमं-सविमं-सविमं सविमं-सविमं विमं।

अथवातात्मन्- सन्तुष्टीरव्यस्यमानं जन्तुषु यत्राने एवमवासेन सन्धिर्न
यत्रैव यद्विधीतः।

परीक्षा-आयोजक:-

- | | |
|------------------|---------|
| • शक्ति वीणा | १० मंडा |
| • अन्तरिक्षध्वनि | १० मंडा |

अभिप्रायविक्रान्ति

४६ भाग: — आर्यसंस्कृतभाषा

- **प्रायः** अपरित्तं गन्धम् अनुस्येत् वा परित्तं तस्य पादम् प्रकाशयति। तत्र प्रकाशं प्रत्यक्षम् कथयति नः। तस्मिन्निदंशुक्तम् भिन्नति।
- **तत्र** अपरित्तं गन्धम् अनुस्येत् वा परित्तं तस्य केदिरप्यस्यम् अस्मान् तस्मिन् निर्वचयति।
- **अतः** अस्मान् गन्धो वा विप्रकल्पति परित्तान्धवि परिचरति।

‘अ’ धातुः — तत्पञ्चमकर्मण्यम्

- ऊतः ऊतं चर एव नमं च अन्तस्य मञ्जूषस्य उदरपञ्चमस्य च विज्ञानधराणि पृथ्वीः।
- ऊतः तितं दृष्टुञ्च मञ्जूषीतिः यदायता मञ्जूषीतिः कञ्चनी गच्छति।
- ऊतः मञ्जूषाः यदायता उदरं विज्ञानं उदरपञ्चमस्य मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः अन्तस्यः कञ्चनीः मञ्जूषस्य च यदायता अन्तस्य मञ्जूषस्यः मञ्जूषस्य विज्ञानधराणि पृथ्वीः।

‘य’ धातुः — अतुल्यकर्मण्यकारणम्

- ऊतः तत्पञ्चमकर्मण्यम् मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।
- ऊतः मञ्जूषीतिः मञ्जूषस्य मञ्जूषीतिः मञ्जूषीतिः मञ्जूषीतिः।

‘व’ धातुः — यदित्यन्तकर्मण्यम्

- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।
- ऊतः यदायता मञ्जूषस्य च यदायता मञ्जूषीतिः।

[illegible]

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 (i.e. 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.
- Defines 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 devises strategies to find the areas of composite 2D shapes.
- Understands equality between numerical expressions and learns to check arithmetic equations.
- Knows and appreciates the contributions of specific Indian Mathematicians (such as Santhayana, Pingala, Aryabhata, Brahmagupta, Virahana, 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 problem/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 distribution, 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

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

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

Chapter 2 : Cubes and Cube Roots (8 Periods)

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

Learning Outcomes

Child

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

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

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

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

$$(i) \quad a^x \times a^y = a^{x+y}$$

$$(ii) \quad a^x \div a^y = a^{x-y}$$

$$(iii) \quad (a^x)^y = a^{xy}$$

$$(iv) \quad (a^x)^0 = 1$$

$$(v) \quad a^x \times b^x = (ab)^x$$

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

- 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 8 : 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 9 : Compound Interest (12 Periods)

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

Learning Outcomes

Child

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

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

Chapter 7 : Algebraic Identities (12 Periods)

Application of following identities :

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

Learning Outcomes

Child

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

Polynomial in one variable and its forms, polynomial in standard form, Coefficients and degree, Division of a monomial by a monomial, Division of a polynomial in one variable by a monomial or binomial (Restricted to polynomials in one variable of degree ≤ 4), Division of a polynomial by a linear polynomial by factor method, Division of a polynomial by binomial by long division method, Verification by long division method (Dividend = Divisor $\times$ 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 basis of its sides.
- Differentiates between convex and concave polygons.
- Explains the properties of regular polygons.
- Explains the angle sum property of any polygon and observes its relation with the number of sides of the polygon.
- Uses the angle sum property of the exterior angles of any polygon.

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

Chapter 12 : Construction of Quadrilaterals (8 Periods)

Construction of a quadrilateral with (By skill based activity)

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

Learning Outcomes

Child

- 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.
- Construct the quadrilateral (trapezium, parallelogram, rhombus, square and rectangle) by using its properties.

Chapter 13 : Introduction to Graphs (8 Periods)

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

Learning Outcomes

Child

- Define Cartesian plane.
- Locate and mark points on the cartesian plane.
- Define linear graphs.
- Distinguish between bar graph and linear graph.
- Observe and connects linear graphs to day to day life situations.
- Draw 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 roads 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 or units 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 data, 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.
- Explain 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 10 : Relational Symmetry

(By Activities only)

(4 Periods)

Relational 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 Proportions 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	15
5.	Graphs	12. Introduction to Graphs	8	6
6.	Measurement	13. Measurement	10	10
7.	Statistics & Probability	14. Statistics & Probability	14	7
				50

Weightage as per Typology of Question

S.No.	Typology	No. of Questions	Marks Allotted	Total Marks
1.	MCO-Based Question	MCO – 10 Assertion-Reason – 2	1 mark each	1/10.20
2.	Case Study based	*VSA – 2 *SA-1 – 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)	5	3 marks each	3/5.15
5.	Long Answer	4	5 marks each	5/4.20
	Total	36	-	50

*MCO – 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 MCO.

S. No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	Periodic Tests-Pen and paper Tests (Three periodic tests will be conducted at school level as per their own schedule and the average of best two scores will be reduced to 5 marks for internal assessment)	5
2.	Multiple Assessment for each student to be done by using the Tools of Observation, Oral Tests, Individual/Group work, Field work, Class discussion, Quizzes, Games, like Tic-Tac-Toe, Role play etc.	5
3.	Subject Enrichment Activities Mathematics Laboratory Activities : (A) Suggested activities (Minimum 2 activities) (B) Mandatory Activities [Refer to the suggested list]	5
4.	Portfolio 1. Journal 2. H/W/DW/Tests books (to display exemplary work) 3. Art Integrated Activity/Multidisciplinary H/W/ Project/ Experiential Learning Activity (Atleast one)	5 20

Subject Specific Guidelines

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

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

Assessing the Portfolio (Guidelines for Teachers)

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

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

Activity / Experiments / Projects

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

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

Mandatory Mathematics Laboratory Activities

1. Make a cut out 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 (especially involving squares and cubes of numbers).
3. Do a survey of 30 people and collect the data across time is more than 4 hours. Present the collected data in the form of histogram using paper cutting and pasting.
4. Draw a map of the route from your house to your school/ local market showing important landmarks.
5. Make a mathematical e-magazine.

Multidisciplinary Project Idea

Title : "Democracy in Action : The election experience"

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

Subjects involved :

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

Mathematics : Data Analysis of election (2024)

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

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

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

Parameters of Assessment

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

- Data analysis (Are there any trends or inconsistencies in the data?)
- Graphical representation (using a suitable statistical chart)
- Interpretation of data (clear understanding)

Interdisciplinary Activity

Title : Threading 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 (Effortless one)

Art Integration is a cross-curricular pedagogical approach that utilizes 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/cities using maths shapes.
2. Exploring geometry behind Mandala Art.
3. Exploring Mathematics used in Warli Art.
4. Creating and analysing different Kolam/Rangoli patterns.
5. Design and patterns using construction of quadrilaterals.

Prescribed Books

Secondary Mathematics (DAV Publication)

SCIENCE & TECHNOLOGY

Curriculum goals at middle level

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

General Instructions :

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

Duration of Written exam will be 3 hrs.

Internal Assessment will be of 20 Marks

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

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

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

Learning Outcomes: The learner:

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

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

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

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

Learning Outcomes: The learner:

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

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

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

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

Learning Outcomes: The learner:

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

Chapter-4: Force and Pressure (8 Marks)

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

Learning Outcomes: The learner:

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

2. Analyse factors associated with the magnitude of force needed.
4. Interpret 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 Outcome: 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 (5 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. Realize the importance of switching on to cleaner fuels like CNG, LPG, biomass etc.

Chapter-7:Combustion

(7 Weeks)

- 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. Recall the characteristics of a good fuel and learn the methods of fire control.
6. Draws the structure of candle flame and explains its different zones.
7. Explains harmful effects of fuels.

Chapter-6: Conservation of plants and animals

(For internal assessment only)

- Domestic consequences of Deforestation
- Global consequences of Deforestation
- Conservation of Forest and wild life
- Biosphere Reserves (Map of biodiversity hotspots not to be included)
- 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- 8 : 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 systems 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
- Real image
- 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. Draw ray diagrams for refraction through a glass slab, dispersion through a prism and different types of lenses.
4. Identify and differentiate 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 Outcome: 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 plastic as thermoplastic and thermosetting plastic.
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
- Fertilization, Development of the embryo
- How do hares lay eggs?
- Viviparous and oviparous animals
- Journey from young ones to adults(Frog)

Learning Outcome: 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 earthquakes, 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/Chapter	Chapter content	No. of Periods	Marks / Periods
1	Ch-1	Global Warming and its effects	5	5
2	Ch-2	Water resources: Fresh water	2	5
3	Ch-3	Water pollution: causes	15	4
4	Ch-4	Water pollution: effects	5	5
5	Ch-5	Treatment	10	5
6	Ch-6	Water conservation	5	5
7	Ch-7	Acidification	5	7
8	Ch-8	Conservation of Ozone and its effects	5	For internal assessment
9	Ch-9	Green products and its importance	5	For internal assessment
10	Ch-10	Biodegradable and non-biodegradable waste	15	7
11	Ch-11	Soil Pollution	7	4
12	Ch-12	Plastics	5	4
13	Ch-13	Agrochemicals and its effects	5	5
14	Ch-14	Genetic Engineering	10	7
15	Ch-15	Food safety and its importance	10	7
16	Ch-16	Health, Safety and its importance, Office safety and its importance	10	5
17	Ch-17	Green buildings system	5	For internal assessment
18	Ch-18	Nanotechnology	5	For internal assessment
19	Ch-19	Nanobiotechnology	5	For internal assessment
20	Ch-20	Food and safety	5	For internal assessment

Weightage as per typology of question

Sl. No.	Typology	No. of questions	Mark allocated per question	Total Marks
1	MCQ	16	1	16
2	AS	4	1	4
3	SA	6	2	12
4	EL	1	6	6
5	Long Answer	2	5	10
6	Explain	3	4	12
Total		32		60

Details of Internal Assessment

S. No.	Tools of Internal Assessment	Weightage
1.	Periodic Tests Three periodic tests (pen and paper test) will be conducted at school level, as per their own schedule, and the average of the best two scores will be reduced to 5 marks.	5
2.	Subject Enrichment Activity 1st Activity : Art Integration Activity : Students Will be given an activity/ Interdisciplinary project in which they will use any discipline 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, test ideas and surveys. 3rd Activity : Mobile Lab Kit Making : Mini-globe- using resources from surrounding students will prepare/design their own mobile lab kit to perform a particular activity to clarify scientific concepts/phenomena.	5

3.	Multiple Assessment Activity Students will be assessed using multiple tasks of observation such as interdisciplinary project, Role play, Group discussion, Debate, Quiz, Oral test, Field work, Bulletin board making, Puzzles, Panel discussion, Science T10 Test, Celebration of science days e.g. Soil day, Innovative science walls, Logo designing, Travel brochure preparation or Question etc.	5
4.	Portfolio : It includes Journal, Notebook work, Assignments/Worksheets. Criteria for Assessing Portfolio : (i) Organisation – Neatness and visual appeal (ii) Completion of work – Focus on specific objectives (iii) Evidence of student growth (iv) Inclusion of relevant work.	5
		20

Subject Specific guidelines:

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

Physics	30 Marks
Chemistry	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	Diagram of Thermocouple
2	254	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 model 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 aided/ photographed).
 (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, foil, holders.
 (b) Laboratory Demonstration by teacher on different physical and chemical properties of metals and non-metals.
4. (a) Design a game/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 icons 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, astronaut 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 CO₂ 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 the extinguishers.
- (d) Activities showing presence of gas 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 Seed".
 (c) Prepare recycled paper using separate 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/convex lens by using match stick/ Beem stick/ woolen thread.
 (b) Demonstration/Activity on refraction of light through a glass slab, glass prism and spherical lenses.
 (c) Make handclips 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).

- (d) Power Point Presentation on 'Causes and Effects of Noise Pollution' and 'Measures to be taken to minimise its effects of Noise Pollution'.
 - (e) Make a collage of different musical instruments of your own state.
13. (a) Organise a debate on the topic "My fabric is superior".
- (b) Make a bag using waste plastic materials (bottle, caps, straws, etc.) and adorn it using different types of synthetic fibres/fabrics. [click its photograph and place it in the portfolio]
 - (c) Draw posters and write slogans (self created) on "Say No To Plastic".
 - (d) Make an "Eco brick" using used plastic bottles and plastic wrappers.
 - (e) Make a planter by using a PET bottled/used tyre.
 - (f) Devise an activity to show that organic waste is biodegradable while plastic is not.
 - (g) Make a cellophane at your school with hanging plants using plastic bottles as pots.
14. (a) Prepare a 3D model of human sperms/sexual 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 Dido bascul/ 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. (Science - newspaper, Science magazine, newsletters, journals, internet etc.)
18. (a) Make a model of atomosphere.
- (b) Role play an "Dole & Dore'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 lovers".
- (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 Ki Javan Mat'.
- (b) Case study on Conservation of water bodies.
- (c) Do an action research on the topic Jal Sahelyas.

Prescribed Book-

The living world (A book of Science and Technology)

SOCIAL SCIENCE

Curricular 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-4-Resources and Development

Ch-1 Resources: Utilization and Development

Content: (5 Periods) (6 Marks)

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

Expected Learning Outcomes:

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

Ch-2 Natural Resources: Land, Soil and Water(5 Periods)

Content: (7 Marks)

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

Expected Learning Outcomes:

1. Analyse 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 (5 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 project-based activities on the topic to be carried out by the students with the help of the teacher.*

Contents:

- Natural Vegetation
 - Classification of forest
 - (a) Tropical hardwood forest
 - (b) Mediterranean forest
 - (c) Temperate arboreal 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.*

Contents:

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

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

Expected Learning Outcomes:

1. Analyse and infer how different types of minerals are formed, where they are found, their uses, importance for human life and the economy.
2. Infer the resource distribution to real-world situations and propose strategies for sustainable use of natural resources.
3. Differentiate between conventional and non-conventional resources.

Ch-6 Agriculture (12 Periods) (7 Marks)

Content:

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

Expected Learning Outcomes:

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

Ch-6 Manufacturing Industries (15 Periods)

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

Contents:

- 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. Infer the relation between the availability of raw materials and the location of industry.

Ch-7 Human Resources (8 Periods) (7 Marks)

Contents:

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

Expected Learning Outcomes:

1. Summarize the concept of human resource 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 Item for Identification and Location

Note: On the outlined Political map of the world

Ch-2 Natural Resources: Land, Soil and Water

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

Ch-6 Agriculture

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

HISTORY

Ch-6 The Modern Period (5 Periods) (3 Marks)

Contents:

- Sources of Information – British Documents, Books, Letters, Writings, Speeches, Newspapers, Administrative Reports, Internet, Databases, 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.
- Summarize the role of print revolution and its impact of India's political, social and economic conditions.

**Ch-8 Establishment of Company Rule in India. (36 Periods)
(Project only)**

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

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

Content:

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

Expected Learning Outcomes:

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

Ch-10 Colonialism: Rural and Tribal Societies (5 Periods)

Content: (7 Marks)

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

Expected Learning Outcomes

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

Ch-11 The First War of Independence-1857 (5 Periods)

Content: (6 Marks)

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

Expected Learning Outcomes:

- Analyse 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 (5 Periods)

Content: (5 Marks)

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

Expected Learning Outcomes:

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

Ch-13 Colonialism and Urban Change (7 Periods)

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

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

Content:

- De-urbanisation
- Urbanisation of Coimbatore 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 (1875-1947) (13 Periods)

Content: (7 Marks)

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

Expected Learning Outcomes:

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

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

Ch-15 India Marches Towards Independence (8 Periods)

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

Content:

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

Expected Learning Outcomes:

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

MAP WORK

HISTORY (2 MARKS)

(For locating and labelling of the following items)

Note: On outline Political Map of India

Chapter 10- Colonialism: Rural and Tribal Societies

Tribals of India: Van Gujars(J&K), Gaddis (HP), Mundas (Jharkhand), Khasis (Assam), Kuki(Mizoram), Khonds(Golconda)

Chapter 14: The Nationalist Movement (1870 – 1947)

Congress Sessions:

- Bombay (1885)
- Surat (1907)
- Lucknow (1918)
- Lahore (1930)

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) (8 Marks)

Content:

- Rules and Laws
- The Constitution and its need
- Values and Vision of the Indian Constitution
- Preamble: The soul of Indian Constitution
- Basic Features of Our Constitution
 - (a) Uniqueness
 - (b) The 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.

Ch-17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy. (5 Periods)

Content: (6 Weeks)

- 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 (5 Periods)

Content: (4 Weeks)

- 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-15 The Union Government: The Executive (5 Periods)
Content: (5 Marks)

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

Expected Learning Outcomes:

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

Ch-28 The Union Government: The Judiciary (8 Periods)

Content: (8 Marks)

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

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

Expected Learning Outcomes:

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

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

(Internal assessment using multiple strategies- Tool 2)

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

Contents:

- Meaning of marginalized 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-02: Sidelining the Marginalised (5 Periods)
(Project only)

(To be assessed under subject enrichment activity- Task 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 marginalised
 - 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 marginalised groups, and steps taken for their welfare.
- Assess the importance of the policy of reservation.

4. DETAILED SYLLABUS, MARKS, AND TIME DISTRIBUTION

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

S. No.	Chapter/ Content	No. of Period	Marks Allotted
Geography – Unit I : Resources and Development			
1	Resources : Utilization and Development	6	6
2	Natural Resources : Land, Soil and Water	8	7
3	Natural Resources : Vegetation & Wildlife	6	Internal assessment using multiple strategies (Tool 2)
4	Mineral and Energy Resources	5	To be done as Project work only (Tool 3)
5	Agriculture	9	7
6	Manufacturing Industries	10	To be Assessed in Periodic Tests only and will not to be evaluated in the Annual examination
7	Human Resources	4	7
	Total	68	(27) Marks
History – Unit II : Our Heritage II			
8	The Modern Period	5	3

9	Establishment of Company rule in India	8	To be done as Project Work only (Task 3)
10	Colonialism : Rule and Tribal Society	9	7
11	The First War of Independence 1857	9	5
12	Impact of British Rule on India	9	5
13	Colonialism and Urban Change	7	Internal assessment using multiple strategies (Task 2)
14	The Nationalist Movement (1870-1947)	10	7
15	India Marches Ahead	8	To be assessed in Periodic Tests only and will not be evaluated in the Annual Examination
	Total	98	27

Political Science – Unit-III : Rule of Law and Social Justice

16	Our Constitution	10	8
17	Fundamental Rights, Fundamental Duties and Directive Principles of State Policy	9	5
18	The Union Government : The Legislature	9	4
19	The Union Government: The Executive	9	5
20	The Union Government: The Judiciary	9	4

II	Social Justice and the Marginalised	4	Internal assessment using multiple strategies (Top 2)
III	Relinquishing the Marginalised	5	To be done as Project Work only (Top 2)
	Total	30	20

Weightage as per the typology of the questions :

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

6. DETAILS OF INTERNAL ASSESSMENT:

S. No.	Tools of Internal Assessment	Total Weightage Out of 30 marks
1.	Periodic Tests-Pen and Paper Tests (Three periodic tests will be conducted at school level as per their own schedule and the average of the best two scores will be reduced to 5 marks for internal assessment)	5
2.	Assessment using multiple strategies (Tool 2) for example, Quiz, Debates, Role play, Group discussion, Visual Expression, Interactive Bulletin Boards, Gallery walk, Exit cards, Concept Maps, Peer Assessment, Self-Assessment etc.	5
3.	Subject Enrichment Activities (Tool 3) (Project Work)	
4.	Portfolio • Class work • Work done (Activities/Assignments) • Reflections, Narratives, Journals etc. • Achievements of the student in the subject throughout the year. • Participation of the student in different activities like quiz on Heritage India etc. • Assessing the Portfolio (Guidelines for teachers) • Organisation-Neatness and visual appeal • Completion of guided work focused on specific curricular objectives • Evidence of student growth • Inclusion of relevant work.	5

7. CHAPTERS ONLY FOR INTERNAL ASSESSMENT:

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

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

SUGGESTED PROJECTS/ACTIVITIES IN POLITICAL SCIENCE

Chapter 22: Safeguarding the Marginalised

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

PREScribed BOOKS:

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

नैतिक शिक्षा कक्षा-आठवीं

बुद्ध अष्टोत्थः।

अधिकांश श्रुतः।

1. ज्ञान-अनुज्ञान-— शिष्यन शिष्यां में पाठ्यार्थ, विचार और व्यवहार को निर्धारित करने की शक्ति निर्धारित की।
2. विवेकशील-—सकल, पर और समाज के कर्तव्यों को पूरा करने के पक्ष में प्रवृत्ति।
3. कुलपुत्र-—पुत्रों के प्रत्यक्ष और अनेक पक्ष से शिष्यन शिष्यां में व्यवहार करने और उन्हें स्वीकार करने।
4. दृढ़ता-—पुत्रों के व्यवहार शिष्यां की ओर काम करने की शक्ति निर्धारित की।

अधिकांश श्रुतः।

5. दृढ़ता के प्रति समर्थन-—शिष्यन विचार, संस्कारों और लक्ष्यों को समर्थन करने की शक्ति।
6. व्यवहार-—पुत्रों की व्यवहारों को समर्थन और उन्हें बढ़ा देने की शक्ति निर्धारित की।
7. दीर्घकाल और व्यवहार-—पुत्रों में दीर्घकाल और व्यवहार को बढ़ा देने की शक्ति निर्धारित की।
8. व्यवहार समर्थन और व्यवहार-—अपने ही को समर्थन देने की शक्ति निर्धारित की।
9. दृढ़ता और व्यवहार-—पुत्रों के विचार और व्यवहार विचारों को समर्थन देने की शक्ति निर्धारित की।

नैतिक और सामाजिक श्रुतः।

10. विवेकशील और व्यवहार-—सकल, पर और समाज के कर्तव्यों को पूरा करने की शक्ति निर्धारित की।
11. व्यवहार समर्थन और व्यवहार-—अपने ही को समर्थन देने की शक्ति निर्धारित की।
12. दीर्घकाल नैतिकता-—दीर्घकाल और व्यवहार को बढ़ा देने की शक्ति निर्धारित की।
13. नैतिक विचार-—दीर्घकाल और व्यवहार को बढ़ा देने की शक्ति निर्धारित की।

नैतिक श्रुतों के अंत में व्यवहार की शक्ति। यह पूरा व्यवहार के विचार शक्ति।

	अंक	अवधि
लिखित परीक्षा	40 अंक	1:30 Minutes
उत्तरांक परीक्षा	20 अंक	

लिखित परीक्षा

क्र.सं.	प्रश्न का विवरण	प्रश्न के उत्तर में देने वाले लिखित उत्तरों के लिए अंक	अंशों का कुल योग
1.	उत्तर	2	—
2.	अंग्रेजी की भाषा	1	5
3.	अंग्रेजी की भाषा	1	5
4.	अंग्रेजी की भाषा	1	5
5.	अंग्रेजी की भाषा	1	5
6.	अंग्रेजी की भाषा	1	5
7.	अंग्रेजी की भाषा	1	5
8.	अंग्रेजी की भाषा	1	5
9.	अंग्रेजी की भाषा	1	5
10.	अंग्रेजी की भाषा	1	5
11.	अंग्रेजी की भाषा	1	5
12.	अंग्रेजी की भाषा	1	5
13.	अंग्रेजी की भाषा	1	5
14.	अंग्रेजी की भाषा	2	—
	कुल अंक	40	30

आंशिक पूर्णरक्षण का विवरण

आंशिक पूर्णरक्षण के लिए आवेगधरा 5 अंकों का विभाजन

खंड-1 : सात लेखिते : कथा काल, पूर्णरक्षे पूर काल और काल पर
परा काल 2 अंक

खंड-2 : आओ आभवात भौ-विभव के कर्मावत और काल के
व्यवहार या दुष्टकाल के विवरण के अभाव पर 1 अंक

खंड-3 : आओ खोरे, पद, कालकाल के कालकाल और पूर्णरक्षे काल पर
परा काल 3 अंक

निर्धारित पूर्णरक्षण

प्रश्नों के प्रकार	प्रश्नों की संख्या	आंशिक अंक	कुल अंक
व्युत्पत्तयक परा	6	1	6
अतिवृत्तयक परा	6	1	6
उत्पत्तयक परा	4	2	8
दीर्घ उत्तरीय परा (केवल अध्याय)	3	3	9
दीर्घ उत्तरीय परा	3	3	9
कुल परा			40

निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 2)

(संस्कृत विभाग, सी.बी.सी. नववीय पाठ्यक्रम में समाविष्ट, परीक्षा काल)

MORAL EDUCATION (ENGLISH MEDIUM)

Objectives

Personal Values

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

Social Values :

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

Ethical and Civic Values

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

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

	Marks	Duration
Written Assessment	40 m	1: 30 Minutes
Internal Assessment	60 m	

Detailed Syllabus

S.No.	Name of the Unit/Chapter	Chapter-wise weightage for year end written examination	Internal assessment/ chapter-wise weightage
1.	Prayer (Shloka)	2	—
2.	Poet's Dilemma	3	5
3.	Oh Gatsby, Not Again!	3	5
4.	Together We Can	3	5
5.	And She Heard it All	3	5
6.	I, Marthore	3	5
7.	Forgiveness A Divine Act	3	5
8.	Stressed Who Me?	3	5
9.	Learning to Heal A Tale of Two Sisters	3	5
10.	After all, the day was not that bad	3	5
11.	Anant's Diary	3	5
12.	My Lucky Charm	3	5
13.	Master Char	3	5
	Principles of Ayurveda	3	—
	Total	40	60

Details of Internal Assessment

*Break up of 6 Marks Chapter wise for Internal Assessment

Section 1 : Mindful Musings : CNY & 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
MCO	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

ਨਿਰ್ದੇਸ਼ (N.E.P.) ਨਵੀਂ ਸਿੱਖਿਆ ਨੀਤੀ ਦੇ ਸਿਰਦੇਸ਼ ਅਨੁਸਾਰ

ਵਿਸ਼ਾ - ਪੰਜਾਬੀ

(ਜਮਾਤ - ਅੱਠਵੀਂ)

(2025 - 26)

ਭਾਗ ਦੇ ਉੱਚਿਤ ਅਤੇ ਨਹੀਂ

(ੳ) ਵਿਧਿਅਕਤਰੀਆਂ ਨੂੰ ਭਾਗ ਦੇ ਚੰਗ-ਬੰਗ ਬੰਦਸ਼-ਨਿਖਤਾ, ਪੜ੍ਹਾਈ, ਹੁਨਰ ਅਤੇ ਭੈਰਵਾ ਵਿੱਚ ਸਿਖ਼ਤ ਕਰਨਾ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀ ਭਰਪੂਰੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

(ਅ) ਪੰਜਵੀਂ ਭਾਗ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਧਿਅਕਤਰੀਆਂ ਨੂੰ ਚੁੱਗਚੀ ਖਰੜੀ ਰਚਣ ਦੇ ਠੋਸ ਨਿਰਦੇਸ਼।

(ੳ) ਸਾਹਿਤ ਦੀਆਂ ਚੰਗ-ਬੰਗ ਵਿਸ਼ਵਾ-ਕਵਿਤਾ, ਨਾਵਲਾਂ, ਨਾਟਕਾਂ, ਨਾਵਲਾਂ, ਨਾਵਲਾਂ ਅਤੇ ਖ਼ਬਰਾਂ ਸਹੀ ਤੌਰ 'ਤੇ ਸਮਝਣਾ।

(ੳ) ਵਿਧਿਅਕਤਰੀਆਂ ਨੂੰ ਵਿਸ਼ੇਸ਼ਤਾ ਦੱਸਣਾ।

(ੳ) ਵਿਧਿਅਕਤਰੀਆਂ ਦਾ ਵਿਸ਼ਵਾਕਰਮ ਪੱਖ ਪੜ੍ਹਾਈ ਕਰਵਾਉਣਾ।

(ੳ) ਪਾਠਕ੍ਰਮ ਤੋਂ ਪਤਾ ਲਗੇ ਵਿਧਿਅਕਤਰੀਆਂ ਦਾ ਚੰਗੇ ਪੜ੍ਹਾਈ ਸਮਝਣ ਅਤੇ ਅਧਿਐਤਮਤ ਵਿਕਾਸ ਕਰਨਾ।

(ੳ) ਪਾਠਕ੍ਰਮ ਨਾਲੋਂ ਵਿਧਿਅਕਤਰੀਆਂ ਨੂੰ ਚੰਗੇ ਦੇ ਪ੍ਰਤਿਭਾ ਦੀ ਪੜ੍ਹਾਈ ਰਚਣ ਦੇ ਠੋਸ ਨਿਰਦੇਸ਼।

(ੳ) ਪਾਠਕ੍ਰਮ ਦੁਆਰਾ ਵਿਧਿਅਕਤਰੀਆਂ ਦੇ ਵਿਸ਼ੇਸ਼ ਪ੍ਰਤਿਭਾ ਨੂੰ ਸੋਧ ਦੇਣਾ।

(ੳ) ਵਿਧਿਅਕਤਰੀਆਂ ਦੀ ਸਮਝਣ ਨੂੰ ਸਿਖਾਉਣਾ।

ਸੋਲਾਂ ਦੇ ਅਧੀਨ ਵਿੱਚ ਨਾਵਲਾਂ ਪ੍ਰਤਿਭਾ ਨਾਲੋਂ ਨਿਰਦੇਸ਼ ਵਿੱਚੋਂ ਨਵੀਂ ਖਾਖੇਰੀ।

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|--------------------|--------|-----------|
| 1. ਨਿਰਦੇਸ਼ ਪ੍ਰਤਿਭਾ | 10 ਅੰਕ | ਅਤੇ 3 ਹੋਰ |
| 2. ਅਧਿਐਤਮਤ ਪ੍ਰਤਿਭਾ | 20 ਅੰਕ | |

ਨਾਵਲਾਂ ਨਿਰਦੇਸ਼ਾਂ ਦਾ ਨਿਰਦੇਸ਼ ਪ੍ਰਤਿਭਾ - 80

(ਨਾਵਲਾਂ-ਪੜ੍ਹਾਈ) 3 ਅੰਕ

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|---------------------|-------|
| 1. ਨਾਵਲਾਂ ਪੜ੍ਹਾਈ | 5 ਅੰਕ |
| 2. ਨਾਵਲਾਂ ਨਿਰਦੇਸ਼ਾਂ | 3 ਅੰਕ |

(ਨਾਵਲਾਂ - ਅ ਨਿਰਦੇਸ਼) 20 ਅੰਕ

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|----------------------------|-------|
| 3. ਨਾਵਲਾਂ ਨਿਰਦੇਸ਼ | 5 ਅੰਕ |
| 4. ਨਿਰਦੇਸ਼ (ਨਿਰਦੇਸ਼) 7 ਅੰਕ | |

(ਨਾਵਲਾਂ-2, 3, 4, 5, 6, 7)

(ੳ) ਨਾਵਲਾਂ ਨਿਰਦੇਸ਼ ਦੇ ਨਿਰਦੇਸ਼ਾਂ ਨੂੰ ਨਿਰਦੇਸ਼ਾਂ ਨਾਲੋਂ ਨਵੀਂ ਖਾਖੇਰੀ ਨਿਰਦੇਸ਼।

(ਸਭ-212)

(੧) ਫੁਆਰੀ ਮੋਰਚੀ ਸਮਤ ਫ਼ੀਰੀਤ ਦਾ ਫਿਰੀਅ-ਪਰ ਫੇਰਾ ਚਾਹੁੰਦੀ ਹੈ। ਫ਼ੀਰ ਅਧਿਅਪਤ
ਕੀ ਤੋਂ ਤਿਲ ਦੀ ਅਧਿਅ ਸੇਤ ਲਈ ਅਲੀ ਲਿਓ। (ਸਭ-214)

(੨) ਅਪਣੀ ਮਿਤਰ ਤੋਂ ਪਤਾ ਹੋਣ ਤੋਂ ਬਾਦੀ ਪਤਰ ਲਿਓ। (ਸਭ-224)

(੩) ਅਪਣੀ ਮਿਤਰ ਦੀ ਤੋਂ ਅਧਿਐਤ ਦੇ ਲਾਜ ਵੱਲੋਂ ਕੋਈ ਅਧਿਐਤ ਲੈ ਕੇ ਦੇਣ ਲਈ ਪਤਰ
ਲਿਓ। (ਸਭ-226)

(੪) ਕਲਾ-ਲਿਖਾ ਦੇ ਪੁਰਾਨ ਤੋਂ ਤਿਲ ਦੀ ਅਪਣੀ ਅਤੇ ਤਿਲ ਦੀ ਅਪਣੀ ਕਲਾ ਕਰੀ
ਵੱਲੋਂ ਕੋਈ ਤਿਲ-ਪਤਰ ਲਿਓ। (ਸਭ-216)

੬. ਸੋਭ - ੩ ਅੰਕ

(ਅਰੰਭ, ਤਿਲੀਓ, ਫ਼ੀਰਤ-2, ਫ਼ੀਰਤ-4, ਸਾਰੰਤ-2) (ਤਿਲ 160 ਤਿਲ)

(੧) ਕੀ ਕੁਝ ਲਾਜ ਦੇਣ ਦੀ (ਸਭ-160)

(੨) ਤਿਲੀਓ ਦੀ ਅਧਿਐਤ (ਸਭ-160)

(੩) ਮੋਰਚੀ ਦੇ ਲਾਜ ਅਤੇ ਕਲੀਓ (ਸਭ-170)

(੪) ਪੁਰਾਨ ਦੀ ਅਧਿਐਤ (ਸਭ-170)

(੫) ਤਿਲੀਓ ਦਾ ਮੋਰ (ਸਭ-177)

(ਭਾਗ-੨ ਵਿਸ਼ਲੇਸ਼ਣ) 22 ਅੰਕ

੬. ਅਧਿਐਤ (ਫੇਰ ਅਧਿਐਤ)	2 ਅੰਕ
7. ਕੁਝ ਲਾਜ ਦੇਣ (ਫੇਰ ਅਧਿਐਤ)	2 ਅੰਕ
8. ਅਧਿਐਤ (ਫੇਰ ਅਧਿਐਤ)	2 ਅੰਕ
9. ਤਿਲੀਓ (ਫੇਰ ਅਧਿਐਤ)	2 ਅੰਕ
10. ਤਿਲੀਓ ਮਿਤਰ	2 ਅੰਕ
11. ਤਿਲੀਓ ਕਲਾ (ਫੇਰ ਅਧਿਐਤ)	3 ਅੰਕ
12. ਕੁਝ ਕਲਾ ਦੀ ਦਾ ਤਿਲ ਕਲਾ (ਫੇਰ ਅਧਿਐਤ)	3 ਅੰਕ
13. ਅਧਿਐਤ (ਫੇਰ ਅਧਿਐਤ)	3 ਅੰਕ
14. ਪੁਰਾਨ (ਫੇਰ ਅਧਿਐਤ)	3 ਅੰਕ

(ਭਾਗ-੩ ਭਾਗ - ਪੁਰਾਨ) 30 ਅੰਕ

15. ਤਿਲੀਓ ਦਾ ਮੋਰ	5 ਅੰਕ
16. ਤਿਲੀਓ ਦਾ ਕਲਾ	5 ਅੰਕ
17. ਕੋਈ ਪੁਰਾਨ ਫ਼ੀਰਤ (ਫੇਰ ਅਧਿਐਤ)	5 ਅੰਕ
18. ਕੋਈ ਪੁਰਾਨ ਫ਼ੀਰਤ (ਫੇਰ ਅਧਿਐਤ)	5 ਅੰਕ
19. ਤਿਲ ਤੋਂ ਤਿਲ ਤੋਂ ਤਿਲ	2 ਅੰਕ
20. ਕਲਾ-ਕਲਾ (ਫੇਰ ਅਧਿਐਤ)	2 ਅੰਕ

ਪੁਰਾਨ ਦੀ ਵਿਸ਼ਲੇਸ਼ਣ ਪੁਰਾਨ ਅੰਕ ਅਤੇ ਕਲਾ ਅੰਕ

S. No.	Unit/Section	Chapters/Content	No. of Page(s)	Marks Allocated
1.	इतिहास (प्राचीन इराक)	1) पृष्ठ 1, बगदाद में की-रिडिंग 2) पृष्ठ 7, इतिहास बगदाद में 3) पृष्ठ 10, तुर्क-पारसी की का इराक	3	5
2.	इतिहास (इतिहास का समय)	1) पृष्ठ 4, चीन 2) पृष्ठ 10, बगदाद की इराक 3) पृष्ठ 1, बगदाद में की-रिडिंग	3	5
3.	ईई-पुस्तक (अनु-विचारणीय)	1) पृष्ठ 2, चीन 2) पृष्ठ 11, अतिरिक्त 3) पृष्ठ 15, अतिरिक्त	3	5
4.	ईई-पुस्तक का अतिरिक्त-पुस्तक (अतिरिक्त-अतिरिक्त का)	1) पृष्ठ 2, अतिरिक्त की-रिडिंग 2) पृष्ठ 5, अतिरिक्त की-रिडिंग 3) पृष्ठ 6, अतिरिक्त की-रिडिंग 4) पृष्ठ 14, तुर्क की-रिडिंग	3	5
5.	विषय की-रिडिंग विषय	1) पृष्ठ 2, अतिरिक्त की-रिडिंग 2) पृष्ठ 15, अतिरिक्त की-रिडिंग		2
6.	अतिरिक्त-अतिरिक्त	1) अतिरिक्त की-रिडिंग अतिरिक्त (अतिरिक्त 15) 2) अतिरिक्त की-रिडिंग (अतिरिक्त 147)		2
		1. पृष्ठ 8, अतिरिक्त की-रिडिंग (अतिरिक्त अतिरिक्त की-रिडिंग अतिरिक्त अतिरिक्त की-रिडिंग अतिरिक्त) 2. पृष्ठ 9, अतिरिक्त की-रिडिंग (अतिरिक्त अतिरिक्त की-रिडिंग अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त)	1 1 2	
		3. पृष्ठ 12, अतिरिक्त की-रिडिंग (अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त अतिरिक्त) 4. पृष्ठ 17, अतिरिक्त की-रिडिंग (अतिरिक्त अतिरिक्त अतिरिक्त)		

