

# **Courses of Study and Scheme of Marking**

**Class-VIII  
“2018-19”**



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## THINGS TO REMEMBER FOR A QUALITY LIVING

- सत्यं वद।  
Speak the truth.
- धर्मं चर।  
Lead a religious life.
- मातृ देवो भव।  
Treat your Mother as God.
- पितृ देवो भव।  
Treat your Father as God.
- आचार्यं देवो भव।  
Treat your Teacher as God.
- अतिथि देवो भव।  
Treat your Guest as God.
- ओ३म् असतो मा सद्गमय।  
तमसो मा ज्योतिर्गमय।  
मृत्योर्माॢमृतं गमय।  
O Lord ! lead me from Unreal  
to Real, from Darkness to Light,  
from Death to Immortality.





## **TEN PRINCIPLES OF THE ARYA SAMAJ**



1. God is the primary source of all true knowledge and of all that can be known through it.
2. God is Existent, Intelligent and Blissful. He is Formless, Almighty, Just, Merciful, Unborn, Infinite, Unchallengeable, Beginningless, Incomparable, the Support and Lord of all, Omniscient, Imperishable, Immortal, Fearless, Eternal, Holy and the Maker of the universe. To Him alone worship is due.
3. The Vedas are scriptures of true knowledge. It is the duty of all Aryas to read them, hear them being read and recite them to others.
4. We should always be ready to accept the truth and give up untruth.
5. All actions should be performed in conformity with Dharma, that is, after due consideration of right and wrong.
6. The primary aim of the Arya Samaj is to do good for all, that is, to promote their physical, spiritual and social well-being.
7. We should treat all people with love, fairness and due regards for their merit.
8. One should aim at dispelling ignorance and promoting knowledge.
9. One should not only be content with one's own welfare, but should look for it in the welfare of others also.
10. One should regard oneself under restriction to follow altruistic rulings of the society, while all should be free in following the rules of individual welfare.



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# हिंदी

## हिंदी भाषा शिक्षण के उद्देश्य :

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

## अंक विभाजन प्रणाली ( प्रथम एवं द्वितीय सत्र )

1. आंतरिक मूल्यांकन – 20 अंक

2. सत्रीय मूल्यांकन – 80 अंक

**आंतरिक मूल्यांकन: 20 अंक**

1. इकाई परीक्षा – 10 अंक

(इकाई परीक्षा 20 अंक से कम की नहीं होनी चाहिए, जिसका औसत भार 10 अंक का होगा।)

2. कार्यकलाप – 05 अंक

- वाचन एवं श्रवण कौशल से संबंधित
- प्रत्येक पाठ का सुलेख एवं श्रुतलेख अनिवार्य हैं।

3. कक्षा कार्य, गृह कार्य, भाषा अभ्यास 05 अंक

सत्रीय मूल्यांकन:

80 अंक

खंड-क

अपठित बोध

- अपठित गद्यांश (100-150 शब्द) 5 अंक

खंड-ख

- व्यावहारिक व्याकरण 20 अंक  
(भाषा माधुरी एवं भाषा अभ्यास पर आधारित)

खंड-ग

पाठ्य पुस्तक

40 अंक

- पठित पद्यांश (1×5=5)
- रिक्त स्थानों की पूर्ति (गद्य और पद्य) (1×5=5)
- शब्दों का वाक्य प्रयोग (1×3=3)
- पाठ के आधार पर वाक्यों का मिलान (1×5=5)
- अति लघूत्तरात्मक प्रश्न (एक शब्द में) (1×5=5)
- लघूत्तरात्मक प्रश्न (एक वाक्य में) (2×4=8)  
(4 प्रश्न, 2 अंक प्रत्येक प्रश्न)
- विस्तृत प्रश्न (25 से 30 शब्दों में) (3×3=9)  
(3 प्रश्न, 3 अंक प्रत्येक प्रश्न)

खंड-घ

रचनात्मक लेखन

15 अंक

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

### प्रथम-सत्र

1. अपठित गद्यांश के आधार पर संक्षिप्त प्रश्नोत्तर 5 अंक

2. व्यावहारिक व्याकरण 20 अंक

- अनुस्वार (बिन्दु) अनुनासिक (चन्द्रबिन्दु) बहुवैकल्पिक) 2 अंक
- संज्ञा (भेद-सहित), सर्वनाम, कारक (बहुवैकल्पिक) 3 अंक
- विशेषण-विशेष्य 1 अंक
- क्रिया, काल व भेद 2 अंक
- पर्यायवाची (बहुवैकल्पिक) 2 अंक

- विपरीत शब्द (बहुवैकल्पिक) 1 अंक
- ड़, ढ़ एवं संयुक्त अक्षर का प्रयोग 2 अंक
- 'र' के विभिन्न रूपों का प्रयोग 1 अंक
- मुहावरे 1 अंक
- विराम-चिह्न 1 अंक
- वाक्यांश के लिए एक शब्द 1 अंक
- संज्ञा शब्दों के वचन बदलना 1 अंक
- उपसर्ग-प्रत्यय 2 अंक

### 3. पाठ्य-पुस्तक ( भाषा-माधुरी ) 40 अंक

- पाठ 1 दिमागी लड़ाई  
 पाठ 2 लौह पुरुष  
 पाठ 3 पेड़ (कविता)  
 पाठ 4 पूरे एक हजार (केवल पढ़ने के लिए)  
 पाठ 5 दो पहलवान  
 पाठ 6 नदी यहाँ पर (कविता)  
 पाठ 7 पतीले की मृत्यु (केवल पढ़ने के लिए)  
 पाठ 8 टपके का डर  
 पाठ 9 अजंता की सैर  
 पाठ 11 बिरसा मुंडा

### 4. रचनात्मक लेखन

- (i) अनुच्छेद (80-100 शब्द) 5 अंक
- (क) मेरा भारत महान  
 (ख) व्यायाम का महत्त्व  
 (ग) यदि मैं सैनिक होता/होती  
 (घ) किसी रोमांचक यात्रा का वर्णन  
 (ङ) जीवन में पुस्तकों का महत्त्व  
 (च) खेलों का महत्त्व  
 (छ) मेरा प्रिय त्योहार  
 (ज) मेरी प्रेरणा स्रोत (शिक्षक/पारिवारिक सदस्य/अन्य)  
 (झ) एक कदम स्वच्छता की ओर  
 (निर्देश:- इन विषयों से संबंधित अन्य विषय भी दिए जा सकते हैं।)

- (ii) पत्र 5 अंक  
 (क) औपचारिक-पत्र  
 (अवकाश-प्राप्ति के लिए प्रधानाचार्य/प्रधानाचार्या को प्रार्थना-पत्र)  
 (ख) अनौपचारिक-पत्र  
 (निमंत्रण, बधाई-पत्र आदि)  
 (भाषा-अभ्यास में दिए गए पत्रों का भी अभ्यास करवाएँ)  
 (iii) चित्र-वर्णन 5 अंक

### द्वितीय-सत्र

1. अपठित गद्यांश पर आधारित संक्षिप्त प्रश्नोत्तर 5 अंक
2. व्यावहारिक व्याकरण 20 अंक
- अनुस्वार(बिन्दु) अनुनासिक(चन्द्रबिन्दु), नुक्ता (बहुवैकल्पिक) 3 अंक
  - संज्ञा (भेद सहित), सर्वनाम, कारक (बहुवैकल्पिक) 3 अंक
  - विशेषण-विशेष्य 1 अंक
  - क्रिया 2 अंक
  - काल व उसके भेद 1 अंक
  - पर्यायवाची (बहुवैकल्पिक) 1 अंक
  - विपरीत शब्द (बहुवैकल्पिक) 1 अंक
  - विराम-चिह्न 1 अंक
  - संयुक्त-अक्षर 1 अंक
  - मुहावरे 1 अंक
  - उपसर्ग और प्रत्यय 2 अंक
  - शब्दों का मानक रूप 2 अंक
  - 'र' के विभिन्न रूपों का प्रयोग 1 अंक
3. पाठ्य-पुस्तक ( भाषा-माधुरी ) 40 अंक
- पाठ 10 ये बात समझ में आई नहीं....  
 (कविता) (केवल पढ़ने के लिए)
- पाठ 12 अगर न नभ में बादल होते (कविता)
- पाठ 13 प्रिय-पौधा



- पाठ 14 बुद्धिमान राजा  
 पाठ 15 अँधेर नगरी  
 पाठ 16 चाँद का कुर्ता (कविता)  
 पाठ 17 हार की जीत  
 पाठ 18 बेट्टिना का साहस  
 पाठ 19 लौट आया आत्मविश्वास  
 (केवल पढ़ने के लिए)  
 पाठ 20 कोशिश करने वालों की हार नहीं होती (कविता)

#### 4. रचनात्मक लेखन

- (i) अनुच्छेद (80-100 शब्द) 5 अंक  
 (क) सदा सत्य बोलो  
 (ख) वृक्षों का महत्व  
 (ग) मेरे जीवन का लक्ष्य  
 (घ) प्रातः काल की सैर  
 (ङ) मेरा विद्यालय  
 (च) सफलता का मूलमंत्र-परिश्रम  
 (छ) समुद्र तट का दृश्य  
 (निर्देश:- इन विषयों से संबंधित अन्य विषय भी दिए जा सकते हैं।)
- (ii) पत्र 5 अंक  
 (क) औपचारिक-पत्र  
 (क्षमा-याचना, शुल्क माफ़ी हेतु आदि)  
 (ख) अनौपचारिक-पत्र  
 (निमंत्रण-पत्र, बधाई-पत्र आदि)
- (iii) चित्र-वर्णन 5 अंक  
 (निर्देश:-द्वितीय सत्र में प्रथम सत्र का 25 प्रतिशत पाठ्यक्रम भी मूल्यांकन हेतु लिया जाएगा।)

# हिंदी

## कक्षा-VIII हिंदी (Higher)

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

### भाषा शिक्षण अधिगम के उद्देश्य

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

### अंक विभाजन प्रणाली (प्रथम एवं द्वितीय सत्र)

आंतरिक मूल्यांकन	20 अंक
सत्रीय मूल्यांकन	80 अंक
<b>1. आंतरिक मूल्यांकन</b>	<b>20 अंक</b>
(i) इकाई परीक्षा	10 अंक
(इकाई परीक्षा 20 अंक से कम की नहीं होनी चाहिए, जिसका औसत भार 10 अंक का होगा।)	

- (ii) कार्यकलाप परीक्षा 05 अंक
- वाचन एवं श्रवण कौशल से संबंधित।
  - प्रत्येक पाठ का सुलेख एवं श्रुतलेख अनिवार्य है।

(iii) कक्षाकार्य, गृहकार्य एवं अभ्यास सागर 05 अंक

**सत्रीय मूल्यांकन 80 अंक**

**खंड-क (अपठित बोध)**

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

**खंड-ख**

- व्यावहारिक व्याकरण 20 अंक
- (ज्ञान सागर एवं अभ्यास सागर पर आधारित)

**खंड-ग (पाठ्य पुस्तक)**

- पठित पद्यांश 03 अंक
  - पठित गद्यांश 03 अंक
  - लघूत्तर प्रश्न (I) (25 से 30 शब्द) 08 अंक
  - लघूत्तर प्रश्न (II) (50 से 60 शब्द) 12 अंक
  - निबंधात्मक प्रश्न 04 अंक
- } 30 अंक

**खंड-घ (रचनात्मक लेखन)**

- अनुच्छेद लेखन 05 अंक
  - पत्र लेखन 05 अंक
  - चित्र वर्णन 05 अंक
- } 15 अंक

(निर्देश: प्रथम एवं द्वितीय सत्र के प्रश्न पत्र 80 अंक के होंगे और 20% अंक भार आंतरिक मूल्यांकन के अनुपात में होगा।)

**प्रथम सत्र (Term-I)**

**पाठ्य पुस्तकें-ज्ञान सागर एवं अभ्यास सागर**

- पाठ 1 हम पंछी उन्मुक्त गगन के (कविता)
- पाठ 2 असल धन
- पाठ 3 अच्छे पड़ोसी के गुण
- पाठ 4 दोपहरी (कविता)

- पाठ 5 आकाश को सात सीढ़ियाँ (केवल पढ़ने के लिए)
- पाठ 6 आश्रम के अतिथि और संस्मरण
- पाठ 7 अन्याय के खिलाफ लड़ाई
- पाठ 8 दोहे
- पाठ 9 जब भोलाराम ने पंप लगाया
- पाठ 10 बातचीत की कला

### खंड-क (अपठित बोध)

- अपठित गद्यांश
- अपठित पद्यांश

### खंड-ख (व्यावहारिक व्याकरण)

- अनुस्वार, अनुनासिक और नुक्ता
- 'र' के विभिन्न रूप
- उपसर्ग एवं प्रत्यय
- संधि (स्वर)
- संज्ञा
- विशेषण
- शब्द भंडार-पर्यायवाची शब्द, विपरीतार्थक शब्द, वाक्यांशों के लिए एक शब्द
- तत्सम, तद्भव शब्द
- वाक्य शुद्धिकरण
- विराम चिह्न
- मुहावरे
- अलंकार- शब्द अलंकार-अनुप्रास, यमक, श्लेष  
अर्थ अलंकार- उपमा, रूपक, उत्प्रेक्षा,  
मानवीकरण, अतिशयोक्ति

### खंड-ग: पठितबोध (पाठ्य पुस्तक)

- पठित पद्यांश
- पठित गद्यांश
- लघूत्तर प्रश्न (I) (संक्षिप्त उत्तर)
- लघूत्तर प्रश्न (II) (विस्तृत उत्तर)
- निबंधात्मक प्रश्न

## खंड-घ ( रचनात्मक लेखन )

- अनुच्छेद लेखन
- पत्र लेखन (अनौपचारिक)
- चित्र वर्णन

## द्वितीय सत्र ( Term-II )

### पाठ्य पुस्तकें-ज्ञान सागर एवं अभ्यास सागर

- पाठ 11 सितारों से आगे
- पाठ 12 पौधे के पंख
- पाठ 13 सूर और तुलसी के पद
- पाठ 14 बहू की विदा
- पाठ 15 कामचोर
- पाठ 16 एक तिनका (केवल पढ़ने के लिए)
- पाठ 17 सोना
- पाठ 18 दुख में हार न मानो
- पाठ 19 जीवन का सच
- पाठ 20 ईर्ष्या: तू न गई मेरे मन से

## खंड-क ( अपठित बोध )

- अपठित गद्यांश
- अपठित पद्यांश

## खंड-ख ( व्यावहारिक व्याकरण )

- समास
- निपात
- अलंकार- शब्द अलंकार-अनुप्रास, यमक, श्लेष  
अर्थ अलंकार- उपमा, रूपक, उत्प्रेक्षा, मानवीकरण, अतिशयोक्ति
- वाक्य भेद (रचना एवं अर्थ के आधार पर)
- संधि (स्वर एवं व्यंजन)
- शब्द भंडार-(पर्यायवाची शब्द, विलोम शब्द, वाक्यांशों के लिए एक शब्द)
- वाक्य शुद्धिकरण
- विराम चिह्न
- मुहावरे

## खंड-ग: पठितबोध ( पाठ्य पुस्तक )

- पठित पद्यांश
- पठित गद्यांश
- लघूत्तर प्रश्न (I) (संक्षिप्त उत्तर)
- लघूत्तर प्रश्न (II) (विस्तृत उत्तर)
- निबंधात्मक प्रश्न

## खंड-घ ( रचनात्मक लेखन )

- अनुच्छेद लेखन
- पत्र लेखन (औपचारिक)
- सूचना लेखन  
(निर्देश: द्वितीय सत्र में प्रथम सत्र का 25% पाठ्यक्रम भी मूल्यांकन हेतु लिया जाएगा।)

## अधिगम से प्राप्त परिणाम

- हिंदी साहित्य की विविध विधाओं से परिचित होना एवं साहित्य के प्रति रूझान।
- विचारों की सहज अभिव्यक्ति का विकास।
- पठित वस्तु का व्यावहारिक प्रयोग।
- शुद्ध उच्चारण क्षमता का विकास।
- स्वाध्याय की प्रवृत्ति का विकास।
- व्याकरण सम्मत भाषा का प्रयोग करने की क्षमता का विकास।
- अर्थग्रहण, चिंतन-मनन एवं प्रवाहपूर्ण अभिव्यक्ति की क्षमता का विकास।
- समसामयिक प्रसंगों पर तर्किक विचाराभिव्यक्ति।
- मौलिक विचारों की प्रभावशाली प्रस्तुति।
- सृजनात्मक एवं रचनात्मक अभिव्यक्ति का विकास।
- साहित्य का सौंदर्यबोध एवं रसास्वादन करने की क्षमता का विकास।

## निर्धारित पुस्तकें

1. ज्ञान सागर (कक्षा आठवीं)
2. अभ्यास सागर  
(प्रकाशन विभाग, डी०ए०वी० कॉलेज प्रबन्धकर्तृ समिति, नई दिल्ली)

## **ENGLISH COURSE--‘A’**

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

### **General Aims**

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

### **Learning Outcomes**

#### **Listening**

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

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

#### **Speaking**

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

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

## **Reading**

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

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

## **Writing**

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

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



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

### **Literature**

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

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

### **Grammar**

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

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

5. Complex sentences, compound sentences. Clauses should be limited to the teaching of main and subordinate clauses. Instead of classification of subordinate clauses students should be taught to complete the sentences using 'linkers' followed by a clause.
6. Linkers
7. Passive and Active voice
8. Non-Finites
9. Punctuation
10. Prepositions, Adverbs and Adjectives and determiners are parts of integrated grammar.

### **EXAMINATION SPECIFICATIONS**

The entire session has been divided into two terms, the details of which are tabulated below.

#### **TERM-I**

DIVISION OF SYLLABUS	Marks	TOTAL MARKS
<b><u>Sections</u></b>		
Reading	20	80
Writing	20	
Grammar	15	
Literature	25	
Internal Assessment	[5+5+10]	20
<b>Total</b>	<b>80+20</b>	<b>100</b>

#### **TERM-II**

DIVISION OF SYLLABUS	Marks	TOTAL MARKS
<b><u>Sections</u></b>		
Reading	20	80
Writing	20	
Grammar	15	
Literature	25	
Internal Assessment	[5+5+10]	20
<b>Total</b>	<b>80+20</b>	<b>100</b>

**NOTE : 1. The Question papers for Term I & II will be of 80 marks each. 20 marks will be allotted for Internal Assessment.**

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

### **INTERNAL ASSESSMENT**

<b>S.No.</b>	<b>Assessment</b>	<b>Marks</b>	<b>Weightage</b>
1.	Class Assignment/ Home Assignment	5	25%
2.	Average of Unit Tests/Pen paper tests/Class tests / Periodic tests	10	50%
3.	Subject Enrichment [ASL]	5	25%
Total		20	

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

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

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

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

**OR**

Factual passage    instructions, description, reports

II. Literary passage    an extract from a poem (not more than 100 words)

III. Factual / Reflective/  
Discursive passage    instructions, description, reports involving opinion, argumentative, persuasive or interpretative text.  
(not less than 200 words)

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

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

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

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

### **SECTION – B (Writing) 20 Marks**

This section will include three writing tasks.

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

Q5. and Q6. for 8 marks each.

[speech, article, formal and informal letter, describing places and events & diary entry]

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

The Marking Scheme for Q4 will be as follows :

Content - 3 marks

Format - 1 marks

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

Content - 3 marks

Fluency - 2 marks

Accuracy - 2 marks

Format - 1 mark

### **SECTION – C (Grammar) 15 Marks**

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

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

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

Q12. Extract based on poetry followed by RTC questions.

**4 marks**

Q13. Extract based on play/poetry followed by RTC questions.

**4 marks**

Q14. 6 short answer questions (30 – 40 words) where 1 question will be value-based.

**12 marks**

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

**5 marks**

### **SYLLABUS FOR TERM-I**

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

Chapter – 1	Fiction – Three Questions
Chapter – 2	Poetry – Granny’s Tree Climbing
Chapter – 3	Fiction – The Fun They Had
Chapter – 4	Fiction – Father’s Help
Chapter – 5	Poetry – My Mother
Chapter – 6	Fiction – The Luncheon

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

Unit – 1	Changing Times
Unit – 2	Compassionate Souls
Unit – 3	Enterprise

## **Suggested topics from Reader units to practise Q5.**

- Tradition against Modernity / Generation Gap
- Media – Impact on Teenagers
- Simple living, High thinking
- Good deeds reflect good character
- Success comes to those who will and dare
- Importance of value Education

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

Unit – 1 Tenses

Unit – 2 Narration

Unit – 3 Modals

Unit – 4 Subject – Verb Agreement

Unit – 9 Punctuation

### **IV. WRITING SKILLS**

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

## **SYLLABUS FOR TERM-II**

### **I. ENGLISH LITERATURE**

Chapter – 7 Poetry – The Children Song

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

Chapter – 9 Poetry – Couplets

Chapter – 10 Fiction – The Undeserved Reward

Chapter – 11 Poetry – Bangle Sellers

Chapter – 12 Play – A Bad Dream

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

Unit – 4 Nature

Unit – 5 Sports

Unit – 6 Tolerance

## **Suggested topics from Reader units to practise Q5.**

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

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

Unit – 5 Clauses and Complex Sentences

Unit – 6 Linkers

Unit – 7 Active and Passive Voice

Unit – 8 Non-finites

Unit – 10 Reading for understanding

Unit – 11 Getting ready for class IX

### **IV. WRITING SKILLS**

Bio-Sketch, Message, Article, Formal Letter, Description Writing  
(Places and events)

#### **Important Note :**

- ❖ 25% of the I Term syllabus will be included in the II Term exam.

#### **Suggestions for Enhancement of Language Skills.**

##### **❖ PPP/Projects**

Teachers may make use of topics available in 'My English Reader' class VIII.

[E.g. : Importance of sports/Biographies/achievements of great personalities, Poets etc./Based on Nature-abuse of nature, pollution, global warming, sustainable development etc.]

❖ **Dictation / Spell check / Handwriting**

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

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

- (a) Text book reading      (b) Newspaper reading  
(c) Reading of long text    (d) Any other suitable material

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

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

- Clarity and expression
- Tone and intonation
- Posture

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

**Prescribed Books :**

1. English Literature (Class – VIII)
2. My English Reader (Class – VIII)  
Listen & Comprehend (Audio CD)
3. English Practice Book (Class - VIII)

**(Types of clauses not to be done)**

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



## संस्कृतम्

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

### अधिगम-उपागमाः (Learning Outcomes)

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

## मूल्याङ्कनपद्धतिः

1. आन्तरिकमूल्याङ्कनम् 20 अङ्काः
2. सत्रीयमूल्याङ्कनम् 80 अङ्काः

### आन्तरिकमूल्याङ्कनविधिः-

क्रमसङ्ख्या	मूल्याङ्कन-बिन्दवः	अधिभारः	अङ्काः
1.	चक्रीय परीक्षा	50%	10
2.	कक्षाकार्यम् गृहकार्यम् च	25%	5
3.	विषयसंवर्धनम्	25%	5
			20

### विषयसंवर्धनार्थाः अपेक्षितगतिविधयः-

- (i) श्लोकवाचनम्
- (ii) कथावाचनम्
- (iii) संवादवाचनम्
- (iv) भाषणम्
- (v) स्वपरिचयः/परिवेशपरिचयः
- (vi) सूक्तिलेखनम्
- (vii) भित्तिपत्रलेखनम्
- (viii) चित्रवर्णनम्
- (ix) कथाभावलेखनम्
- (x) आदर्शवाक्यलेखनम्/ध्येयवाक्यलेखनम्
- (xi) श्रुतलेखः
- (xii) परियोजनाकार्यम्

प्रश्नपत्रस्य वर्गीकरणम्	अङ्काः
अपठित-अवबोधनम्	10
रचनात्मक-कार्यम्	10
अनुप्रयुक्तव्याकरणम्	30
पठित-अवबोधनम्	30

**प्रथम सत्रम्**

अपठित-अवबोधनम्	10 अङ्काः
रचनात्मककार्यम्	10 अङ्काः
पत्रलेखनम्	
चित्रवर्णनम्	
अनुप्रयुक्तव्याकरणम्	30 अङ्काः
सन्धिः	दीर्घः, गुणः
शब्दरूपाणि	राम, लता, फल, नदी, अस्मद्, युष्मद्, तत्, किम् (त्रिषु लिङ्गेषु)
सङ्ख्याः	एकतः पञ्चाशत्पर्यन्तम् (एकतः चतुः पर्यन्तं त्रिषु लिङ्गेषु केवलं प्रथमा विभक्तौ)
अव्ययपदानि	तदा, धिक्, मा, यदा, सर्वत्र, इतस्ततः, एकदा, बहिः, अलम्, अपि, कदा, कुत्र, कुतः, कथम्, किमर्थम्
कारकाणि	उभयतः, अभितः, परितः, प्रति
उपपदविभक्तयः च	विना, अलम्, काणः, बधिरः, सह, दा, नमः, रुच्, स्वस्ति

धातुरूपाणि

(परस्मैपदिनः) भू, गम्, दृश्, स्था, स्मृ, पठ्, अस् (पञ्चलकारेषु)

(आत्मनेपदिनः) सेव्, लभ्, शुभ्, रुच् (लट्लृट्लकारयोः)

प्रत्ययाः क्त्वा, ल्यप्, शतृ

उपसर्गाः अनु, अव, अभि, अधि, आ, उत्, उप, अति, अप, निर्, दुर्

पठित-अवबोधनम्

30 अङ्काः

पाठ्यपुस्तकम् – सुरभिः – (पाठाः एकतः षट्पर्यन्तम्)

1. सुवचनानि
2. वसुधैव कुटुम्बकम्
3. अहं नदी अस्मि।
4. क्षमस्व महर्षे!
5. दिव्या गीर्वाणभारती
6. मधुराणि वचनानि

द्वितीयं सत्रम्

अपठित-अवबोधनम्

10 अङ्काः

रचनात्मककार्यम्

10 अङ्काः

पत्रलेखनम्

चित्रवर्णनम्

अनुप्रयुक्तव्याकरणम्

30 अङ्काः

स्वर-सन्धिः

वृद्धिः, यण्

शब्दरूपाणि

मुनि, मति, साधु, मातृ, पितृ,  
एतत्, इदम् (त्रिषु लिङ्गेषु)

सङ्ख्या

एकपञ्चाशत्तः शतं पर्यन्तम्

अव्ययपदानि

पुरा, ऋते, विना, नमः, एव, नीचैः, उच्चैः,  
अधुना, श्वः, ह्यः, सहसा, अत्र, तत्र, यत्र

कारकाणि	विना, बहिः, पृथक्, ऋते, उपरि, अधः
उपपदविभक्तयः	'च' पुरतः, पृष्ठतः, स्निह्, विश्वस्, निपुण, अनन्तरम्
धातुरूपाणि (परस्मैपदिनः)	वद्, नम्, त्यज्, रच्, लिख्, पा, कृ (पञ्चलकारेषु)
(आत्मनेपदिनः)	सेव्, लभ्, शुभ्, रुच् (लङ्लकारे)
प्रत्ययौ	क्त, क्तवतु
उपसर्गाः	दुस्, निस्, नि, प्र, प्रति, परि, वि, सम्, सु, परा

### पठित-अवबोधनम्

30 अङ्काः

पाठ्यपुस्तकम्-सुरभिः (पाठाः - सप्तमपाठतः द्वादश पाठपर्यन्तम्)

7. सफलं तस्य जीवितम्
8. क्रोधेन कार्यं न सिध्यति
9. अविश्वस्ते न विश्वसेत्
10. गुणाः पूजास्थानम्
11. हितं मनोहारि च दुर्लभं वचः
12. स्वाध्यायात् मा प्रमदः

### निर्देशः-

वार्षिकपरीक्षायां पञ्चविंशतिप्रतिशतम् (25%) प्रश्नाः प्रथमसत्रस्य पाठ्यक्रमाधृताः भविष्यन्ति। अङ्कानाम् अधिभारः (20) विंशतिः।

# MATHEMATICS

## General Instructions :

- (1) The entire syllabus has to be covered in two terms i.e. Term-I & Term-II.
- (2) Each term will comprise of 100 marks, where in the written examination at the end of each term will have 80% weightage and internal assessment will have 20% weightage.
- (3) The written examination at the end of Term-II (Final examination) will have the weightages as follows :
  - (i) Syllabus of Term-I : 25% i.e. 20 marks
  - (ii) Syllabus of Term-II : 75% i.e. 60 marks

## Guidelines for Internal Assessment (20 marks)

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

S.No.	Tools of Internal Assessment	Total Weightage Out of 20 marks
1.	Unit tests / class tests (minimum two)	10 marks
2.	Class record (1. Note books 2. Assignment file)	5 marks
3.	Subject enrichment (a) Maths lab Activities (b) Project work	5 marks

## Weightage to form of questions

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

## DETAILED SYLLABUS

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

### I TERM

Unit		Number of Periods
1	Squares and Square Roots	12
2	Cubes and Cube Roots	08
4	Direct and Inverse Variations	10
5	Profit and Loss and Discount	12
7	Algebraic Identities	12
10	Parallel Lines	10
13	Introduction to Graphs	05
14	Mensuration	15
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### II TERM

Unit		Number of Periods
3	Exponents and Radicals	08
6	Compound Interest	12
8	Polynomials	10
9	Linear Equations in One Variable	10
11	Understanding Quadrilaterals	12
12	Construction of Quadrilaterals	10
15	Statistics and Probability	12
16	Rotational Symmetry	04
		<hr style="width: 100%; border: 0.5px solid black;"/> 78

**Note : (i) Final Term will cover the whole syllabus of Term-II and 25% Syllabus of Term-I.**

**(ii) The syllabus of Term-I, to be included in the final examination will be conveyed later on.**

## **Unit 1. Square and Square Roots**

**(12 Periods)**

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

Using division method, finding square roots of–

- (i) Positive integers which are perfect squares.
- (ii) Decimals which are perfect squares.

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

### **Learning Outcome**

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

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

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

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



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

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

Rule 3. If p and q are not perfect squares, then to find

$\sqrt{p/q}$ , we express  $\frac{p}{q}$  as a decimal and then apply division method.

## **Unit 2. Cubes and Cube Roots (8 Periods)**

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

### **Learning Outcomes**

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

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

For any two integers a and b, we have

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

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

## **Unit 3. Exponents and Radicals (8 Periods)**

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

### **Learning Outcomes**

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

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

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

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

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

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

(iv)  $(a)^0 = 1$

#### **Unit 4. Direct and Inverse Variations (10 Periods)**

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

#### **Learning Outcomes**

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

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

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

#### **Learning Outcomes**

The students will be able to :

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

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

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

## Learning Outcomes

Student will be able to :

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

## Unit 7. Algebraic Identities

(12 Periods)

Study of the following identities :

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

The above identities may be verified through cardboard models.

Expansion of the square of a trinomial :

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

Product of two binomials :

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

Factorization of Algebraic Expressions based on above identities.

## Learning Outcomes

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

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

## Unit 8. Polynomials

(10 Periods)

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

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

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

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

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

### **Learning Outcomes**

The students will be able to :

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

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

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

Word problems on linear equations in one variable.

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

### **Learning Outcomes**

The students will be able to :

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

## **Unit 10. Parallel Lines**

**(10 Periods)**

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

Verification of the following properties :

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

### **Learning Outcomes**

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

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

## **Unit 11. Understanding Quadrilaterals**

**(12 Periods)**

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

Verification of the following properties :

- (i) Opposite sides of a parallelogram are equal.
- (ii) Opposite angles of a parallelogram are equal.
- (iii) Diagonals of a parallelogram bisect each other.

- (iv) Diagonals of a rectangle are equal and bisect each other.
- (v) Diagonals of a square are equal, perpendicular to each other and bisect each other.
- (vi) Diagonals of a rhombus bisect each other at right angles.

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

### **Learning Outcomes**

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

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

### **Unit 12. Construction of Quadrilaterals (10 Periods)**

Construction of quadrilateral given–

- (i) Four sides and one diagonal
- (ii) Three sides and both diagonals
- (iii) Two adjacent sides and three angles
- (iv) Three sides and two included angles

(The sides should be in whole no. of cm or at least multiples of  $\frac{1}{2}$  a cm. Angles should be multiples of 15.)

### **Learning Outcomes**

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

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

### **Unit 13. Introduction to Graphs (5 Periods)**

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

## Learning Outcomes

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

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

## **Unit 14. Mensuration**

**(5+10 Periods)**

Area of trapezium, general quadrilateral and polygon.

Surface area of cuboid, cube and right circular cylinder.

Volume of cuboid, cube and right circular cylinder.

Visualising solid shapes, polyhedron. Mapping space around us.

## Learning Outcomes

The students will be able to :

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

## **Unit 15. Statistics & Probability (12 Periods)**

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

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

### **Learning Outcomes**

After studying this chapter students will be able to :

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

## **Unit 16. Rotational Symmetry (4 Periods)**

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

### **Learning Outcomes**

The students will be able to :

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



## SUGGESTED ACTIVITIES / PROJECT FOR THE TERM-I

- (1) Exploring triangular numbers using dot patterns.
- (2) Verify the following algebraic identities using geometrical interpretation :
  - $(a + b)^2 = a^2 + 2ab + b^2$
  - $(a - b)^2 = a^2 - 2ab + b^2$
  - $a^2 - b^2 = (a + b)(a - b)$
  - $(x + a)(x + b) = x^2 + (a + b)x + ab$
- (3) Sierpinski triangle
- (4) Take a square sheet of area  $132.25 \text{ cm}^2$ . Find the side of a sheet & create a beautiful greeting card using tessellations with a mathematical quotation.
- (5) Create a life history of any Indian mathematician & his/her contribution in the field of Mathematics (Project or PPT).
- (6) Activities based on the properties of natural numbers to Rational numbers.
- (7) Role play on Mathematical situation.
- (8) Number patterns
- (9) Pythagorean triplet
- (10) Do a survey of your class and collect the data from all students of your class who spent more than 4 hours in watching TV. Represent the collected data in the form of histogram by paper cutting & pasting.
- (11) List your unit I marks in various subjects in tabular form & covert the same in the form of a pie-chart.

## **SUGGESTED ACTIVITIES / PROJECT FOR THE TERM-II**

- (1) Calculate the surface area to be painted/white-washed of each room of your house.
- (2) Find no. of tiles used in your bathroom along with their cost.
- (3) Find capacity of water tank [Cylindrical or cuboidal]. Estimate daily consumption of water in a household. Using it for how many days the water in the tank last.
- (4) Mapping of your surroundings by making route maps having proper scale factor and different landmarks shown with appropriate symbols.
- (5) Collect bill/cash memo for your recent shopping and calculate discount and G.S.T. (etc.) from it.
- (6) A worksheet involving comparison of interests when it is compounded annually, semi-annually and quartely for the same sum at the same rate and for the same time period. Making a decision which option is better in different situations.
- (7) Reinforcement of special type of quadrilaterals and their properties using Frayer's Model.
- (8) Flow chart showing different types of Quadrilaterals.
- (9) Making a scrap book of objects from our surroundings having different types of quadrilaterals.
- (10) Talk on any one :
  - (a) Use of maths in different fields
  - (b) Value of maths in your life
- (11) Making 3-D models of prisms and pyramids using their nets and verifying / obtaining Euler's formula for these solids.

# SCIENCE & TECHNOLOGY

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

## Learning Outcomes :-

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

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

## **General Instructions :**

1. The entire syllabus has to be covered in two terms.
2. Each term will comprise of 100 marks wherein written exam will be of 80 marks and internal Assessment will be of 20 marks.

## **Guidelines for Internal Assessment (20 marks)**

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

Tools of Internal Assessment	Total Weightage	Marks out of 20
1. Class Assignments/ Home Assignments	25%	5 marks
2. Average of Unit tests, Written tests or class tests	50%	10 marks
3. Subject Enrichment	25%	5 marks

### **TERM-I**

For Term-I, a total of 80 marks will be assigned to written exam, which would be further sub divided as follows :-

Physics 29 marks

Chemistry 26 marks

Biology 25 marks

The paper will include subject related value based question for 3 marks.

Information given under the headings 'Do you know' and 'Fact Sheets', 'Case Study' and 'Something to do at the end of the chapter would not be evaluated in either of the two terms.

### **DETAILED SYLLABUS**

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

## FIRST TERM (80 Marks)

### PHYSICS

Name of the Chapters	No. of Periods	Total Marks
(1) Force and Pressure (Ch-4)	10	8
(2) Friction (Ch-5)	9	7
(3) Electric Current and its Chemical Effects (Ch-16)	13	9
(4) Earthquakes (Ch-18)	5	5
	<u>37</u>	<u>29</u>

### CHEMISTRY

Name of the Chapters	No. of Periods	Total Marks
(1) Sources of Energy (Ch-6)	10	10
(2) Combustion (Ch-7)	13	10
(3) Pollution of Air (Ch-19)	07	06
	<u>30</u>	<u>26</u>

### BIOLOGY

Name of the Chapters	No. of Periods	Total Marks
(1) Crop Production & its Management (Ch-9)	12	09
(2) Microorganism– Friends and Foes (Ch-2)	13	09
(3) Conservation of plants and Animals (Ch-8)	10	07
	<u>35</u>	<u>25</u>

**TERM-I**  
**PHYSICS**

**Chapter 4 : Force and Pressure**

(8 marks)

(10 periods)

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

**Learning outcomes**

Students will be able to :

- (1) define, identify and classify force and its types.
- (2) understand the concept of pressure and its applications.

**Chapter 5 : Friction**

(7 marks)

(9 periods)

- Concept of Friction
- Cause of friction
- Factors affecting friction
- Types of friction–static, Sliding & Rolling
- Friction – A necessity

- Friction – An evil or nuisance
- Increasing / Reducing friction
- Fluid friction

### **Learning outcomes**

The learners will be able to :

- (1) identify various types of friction.
- (2) appreciate that friction is a necessity as well as a nuisance.
- (3) understand methods of increasing and decreasing friction.

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

- Conductors and Insulators (9 marks)
- Conduction through liquids (13 periods)
- Cause of conductivity of liquids
- Electrolytes
- Conversion of chemical energy into electrical energy
- Chemical effects of electric currents, their applications
- Faraday’s discovery
- Electromagnetic induction

### **Learning outcomes**

The learners will be able to :

- (1) understand the concept of electrolyte, cause of conductivity and chemical effects of electric current and its applications.
- (2) know about electromagnetic induction.

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

- Earthquakes and their effects (5 periods)
- Cause of an earthquake
- The Focus
- Predicting an earthquake

- Measuring an earthquake
- Protection against earthquakes; safety precautions

### **Learning outcomes**

The learners will be able to :

- (1) understand earthquakes and its causes and its effects.
- (2) relate Richter scale readings with intensity of earthquake.
- (3) acquire skills of Disaster Management.

## **TERM-I CHEMISTRY**

### **Chapter 6 : Sources of Energy** (10 marks) (10 periods)

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

### **Learning Outcomes**

The learners will be able to :

1. classify the sources of energy on the basis of their occurrence, physical state and availability.



2. understand what are fossil fuels, their occurrence in nature and their processing.
3. apply the knowledge of different types of fuels to understand the importance of cleaner fuels and alternative sources of energy.

### **Chapter 7 : Combustion**

(10 marks)

- Combustion & combustible material (13 periods)
- Conditions required for combustion
- Types of combustion
- Fire control
- Incomplete combustion
- Flame
- Fuel and calorific value
- Characteristics of a good fuel
- Harmful effects of fuels

### **Learning Outcomes**

The learners will be able to :

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

### **Chapter 19 : Pollution of Air**

(6 marks)

- Pollution (7 periods)
- Air pollution; Causes of air pollution;
- Harmful effects of carbon monoxide, nitrogen dioxide smog, chlorofluoro carbons (CFCs)
- Acid rain and its harmful effects

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

### **Learning Outcomes**

The learners will be able to :

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

## **TERM-I BIOLOGY**

### **Chapter 9. Crop Production And Its Management**

- Food from plants (9 marks)
- Agricultural Practices (12 periods)
- Preparation of Soil, Sowing, Soil Replenishment, Irrigation, Traditional System of Irrigation, Modern System of Irrigation, Crop Protection, Harvesting, Storage.
- Crop Improvement

### **Learning Outcomes**

The learners will be able to :

- (1) understand the various agricultural practices
- (2) appreciate and analyse the methods of crop improvement & their protection

## **Chapter 2. Micro-organisms – Friends or Foes (9 marks)**

- Introduction (13 periods)
- Types of microorganisms
- Diagram of *Paramecium* and *Euglena* (from Page 8)
- Viruses are unique
- Where do microorganisms live ?
- Role of microorganism in our life
- Microorganisms as our friends
- Microorganisms – The Foes
- Food poisoning
- Food preservation

### **Learning outcomes**

The learner will be able to :

- (1) know about the different types of micro-organisms and their habitats.
- (2) contrast the role of micro-organisms as friends or foes.
- (3) understand the concept of food preservation and apply its techniques.

## **Chapter 8. Conservation of Plants and Animals (7 marks)**

(10 periods)

- Domestic consequences of deforestation
- Global consequences of deforestation
- Conservation of forests and wildlife
- Biosphere reserves  
(Map of biodiversity hotspots not to be evaluated)
- National Parks
- Wildlife Sanctuaries
- Flora and fauna
- Endemic species

- Red Data Book
- Migration
- Reforestation
- Recycling of paper

### **Learning Outcomes :**

The learner will be able to :

- (1) know deforestation and its consequences.
- (2) understand the importance of migration and biodiversity and ways to conserve it.

### **List of Suggested Projects / Activities**

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

### **TERM-I**

- (1) Group activities to be planned to show the effect of change in area, on the pressure due to a given force, in our day to day life.
  - (i) Provide dimensions of length, breadth and height of a rectangular block placed on clay / sand and find the pressure exerted.
  - (ii) To prepare a scrap file / project report to show
    - (a) An increase in area reduces pressure
    - (b) A decrease in area increase pressure
- (2) Use pictures/illustrations, cartoons, to bring out the difference/s between Force and Pressure.
- (3) Survey – To compare the consumption of electricity in different households.
- (4) Project/Model – On techniques to save electricity.

OR

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

- (5) PPT/Report – On the map of world, indicate the places where Tsunami is more likely to occur. Try to find out the problems faced by people living in these regions. Take the help of newspaper clippings, school library or internet sources.
- (6) Collection of interesting facts or situations to create power point presentation on methods to increase / decrease friction in day to day life, also advantages / disadvantages of friction.

## **Suggestive List of Experiments / Practicals**

### **TERM-I**

1. To show liquid pressure increases with depth (Pg. 70)
2. To show liquid pressure is transmitted equally in all directions (Pg. 71)
3. To show force of friction increases with increase in the weight of the body (Pg. 89)
4. To show vapours are present in the innermost zone of the candle flame (Pg. 128)
5. To show that the luminous zone of the candle flame contains unburnt particles of carbon. (Pg. 128)
6. To differentiate between good and poor conductors from different liquid samples (like lemon juice, glycerine etc.) (Pg. 284)
7. To demonstrate electrolysis of water (Pg. 288)
8. Spotting of different micro organisms including Amoeba, Spirogyra, Paramecium, Bread mould (by using slides/ Photographs)
9. To observe atmospheric pressure using an air sucker (Pg. 74)

## TERM-II

For Term-II, a total of 80 marks will be assigned to written exam. The distribution of marks will be as follows :-

Physics	29 marks
Chemistry	26 marks
Biology	25 marks
Total Marks	<u>80 marks</u>

The paper will include subject related value based question for 3 marks.

## SECOND TERM

For Second term, the details of the syllabus contents, number of periods and marks assigned to each unit for each of the three components (Physics, Chemistry, Biology) of the Syllabus are given below.

### PHYSICS

Name of the Chapters	No. of Periods	Total Marks
(1) Refraction & Dispersion of light (Ch-10)	13	07
(2) The Human Eye (Ch-11)	08	05
(3) Sound (Ch-12)	13	06
(4) Stars & Solar System (Ch-17)	09	04
	<u>43</u>	<u>22 + (7)</u>
		From Term-I

### CHEMISTRY

Name of the Chapters	No. of Periods	Total Marks
(1) Metals and non-metals (Ch-3)	15	9
(2) Synthetic fibres and Plastics (Ch-13)	10	7
(3) Pollution of Water (Ch-20)	07	04
	<u>32</u>	<u>20 + (6)</u>
		From Term-I

## BIOLOGY

Name of the Chapters	No. of Periods	Total Marks
(1) Cell-its Structure & Functions (Ch-1)	8	05
(2) Reproduction in Animals (Ch-14)	11	07
(3) Reaching the age of Adolescence (Ch-15)	8	06
	<hr/>	<hr/>
	27	18 +(7)
		<hr/>

From Term-I

### Note :

- (1) Out of 80 Marks; 60 marks (75%) paper will be from Term II and 20 marks (25%) will be from Term I.
- (2) The names of the chapter and their weightage will be announced later.

## TERM-II PHYSICS

### Chapter 10 : Refraction and Dispersion of Light (7 marks)

- Refraction of Light (13 periods)
- Refraction—its cause
- Refractive index, optical density
- Rules for refraction
- Refraction of light by a glass slab
- Dispersion of white light by a glass prism
- Rainbow
- Spherical lenses
- Basic terms related to lenses
- Image formation by convex and concave lenses
- Application of lenses

## **Learning Outcomes :**

The learners will be able to :

- (1) understand the concept of refraction using various optical devices and its causes.
- (2) draw and identify images formed by concave and convex lens.

## **Chapter 11 : The Human Eye**

(5 marks)

- Structure of human eye (8 periods)
- Function of various parts of the human eye
- The Blind Spot
- How do we see colours ?
- Working of the human eye
- Range of vision
- Defects of vision
- Care of the Eyes
- Visually challenged persons—help for them
- Braille system

## **Learning Outcomes :**

The learners will be able to :

- (1) draw the structure and appreciate the function of the human eye.
- (2) understand the various defects of vision and ways to take care of eyes.
- (3) be sensitized towards the resources available for visually challenged.

## **Chapter 12 : Sound**

(6 marks)

- Sound and vibrations (13 periods)
- Sounds produced by humans
- Sounds produced by animals



- Propagation of sound
- Light propagates faster than sound
- Amplitude, time period and frequency of a vibration
- Loudness and pitch of a sound
- Audible and inaudible sounds
- Noise and music
- Noise pollution : sources and effects
- Measures to limit noise pollution
- Hearing impairment

### **Learning Outcomes :**

The learners will be able to :

- (1) know the mechanism of production of sound by humans and various animals.
- (2) understand the structure of ear and persistence of hearing.
- (3) identify causes and effects of noise pollution and ways to limit noise pollution.

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

(4 marks)

- Galaxy—Milky way galaxy (09 periods)
- Stars
- Constellations
- The moon—phases of the moon, the moon's surface
- The solar system
- Sun
- Planets
- Terrestrial and Jovian planets
- Minor bodies in the solar system
- Artificial satellites and their applications

## **Learning Outcomes :**

The learners will be able to :

- (1) understand various heavenly bodies like stars, planets etc. and their characteristics.
- (2) appreciate the concept of artificial satellites and their applications.

## **TERM-II CHEMISTRY**

**Chapter 3 : Metals and Non-metals** (9 marks)  
(15 periods)

- Classification of elements
- Occurrence of elements
- Minerals and ores
- Physical Properties
- Chemical Properties
- Reaction with oxygen, water, acids and alkalis
- Reactivity of metals
- Displacement reactions
- Noble Metals
- Uses of metals and non-metals
- Alloy – Composition and uses of alloys

## **Learning Outcomes :**

The learners will be able to :

1. classify elements and learn about their occurrence in nature.
2. understand the different physical properties of metals/non-metals and their applications based on these properties.
3. differentiate between chemical behaviour of metals/non-metals towards air, water and acids.

4. relate displacement reaction of metals with reactivity series.
5. comment upon noble metals and uses of metals, non-metals and alloys.

**Chapter 13 : Synthetic Fibres and Plastics** (7 marks)

- Natural fibres and synthetic fibres (10 periods)
- (Rayon) or Artificial Silk, Nylon, Terylene, Poly ethene, (PET and Acrylic fibres)
- Advantages and disadvantages of synthetic fibres
- Plastics
- Characteristics of synthetic plastics
- Types of synthetic plastics
- Thermosetting
- Thermoplastics
- Plastics and the Environment
- Damage caused by plastic waste
- Measures to control the damage caused by plastic waste

**Learning Outcomes :**

The learners will be able to :

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

**Chapter 20 : Pollution of Water** (4 marks)

- Water pollution (7 periods)
- Causes of water pollution

- Potable water
- Purification of drinking water
- Methods to make water safe for drinking
- Treatment of major sources of water pollution
- Treatment of sewage
- Treatment of industrial waste
- Conservation of water

### **Learning Outcomes :**

The learners will be able to :

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

## **TERM-II BIOLOGY**

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

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

### **Learning Outcomes :**

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

## Chapter 14. Reproduction in Animals

(7 marks)

- Definition of reproduction (11 periods)
- Asexual reproduction
- Sexual reproduction
- Reproductive patterns
- Reproductive systems
- Fertilization, development of the embryo
- How do hens lay eggs ?
- Viviparous and Oviparous animals
- Journey of young ones to adults (frogs)
- Diagrams of Binary fission in *Amoeba*, Multiple fission in *Plasmodium*, Budding in *Hydra* and Yeast, Male and Female reproductive systems and Human sperm.

### Learning Outcomes :

The learners will be able to :

- (1) learn the various modes of reproduction in animals.
- (2) differentiate between male and female reproductive system, oviparous and viviparous animals.

## Chapter 15. Reaching the age of Adolescence (6 marks)

- Adolescence and Puberty (8 periods)
- Changes at puberty
- Sexual development : Development of sex organs, development of secondary sexual characters, change in hormonal balance the reproductive phase in human beings
- Determination of sex of the child
- The Endocrine system
- Role of hormones in completing the life cycle of insects and frogs

- Reproductive health: Nutritional needs of adolescents, Personal hygiene, Physical exercise, Say 'No to Drugs'.
- Graphs of Pg. 268-269 not to be evaluated

### **Learning Outcomes :**

The learners will be able to :

- (1) analyse the problems of adolescence.
- (2) understand emotional, physiological changes that takes place during adolescence.
- (3) know the importance of hormones in life cycle of different organisms.

### **SUGGESTED PROJECTS FOR TERM II**

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

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

### **TERM II**

#### **SUGGESTED PLIST OF EXPERIMENS/PRACTICALS**

1. To observe refraction of light through a glass slab. (Pg. No. 174)
2. To show metallic oxides are basic in nature (Pg. No. 43)
3. To show non-metallic oxides are acidic in nature. (Pg. No. 44)

4. To show that metals react with an acid to liberate hydrogen gas. (Pg. No. 45)
5. To show displacement reactions. (Pg. No. 47)
6. To identify plant and animal cell. (Pg. No. 5)
7. To identify different modes of a sexual reproduction. (Pg. No. 254, 255)
8. To observe dispersion of light through a glass prism. (Pg. No. 176)
9. To measure the focal length (approximately) of convex lens. (Pg. No. 178)

## SOCIAL SCIENCE

The Social Science syllabus has been divided into three units :

Geography                      Unit-I      Resources and Development

History                         Unit-II     Our Past-III

Political Science      Unit-III    Rule of Law and Social Justice

The academic year will be divided in two terms, Term I and Term II. Written exam will be conducted at the end of each term for 80 marks. 20 marks have been allotted for internal assessment.

### Guidelines for Internal Assessment

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

Tools of Internal Assessment	Total Weigtage (20 marks)
1. Periodic test	10
2. Power point presentation, Projects/Models	05
3. Class Assignment and Home Assignments	05

**Note :** 25% syllabus of the first term will be included in the Term II. [Weigtage 20 marks] Chapters to be notify after Term I.

### Learning Outcomes :

**The learners will be able to :**

- (i) understand the issues included in the text book and relate those to their everyday life.



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

# TERM-I

## GEOGRAPHY

### Unit-I–Resources and Development

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

##### Contents:

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

##### Learning Outcomes : Learners will be able to :

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

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

##### Contents :

- (i) Land Resources – land use
- (ii) Soil Resources
  - factors affecting soil formation
  - soil conservation
- (iii) Water Resources
- (iv) Pollution of water and its conservation

##### Learning Outcomes : Learners will be able to :

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

4. understand the causes and consequences of water pollution, importance of conservation of water and multipurpose river valley projects.

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

#### **Contents :**

- (i) Natural Vegetation
- (ii) Classification of forest
  - (a) Tropical hardwood forest
  - (b) Mediterranean forest
  - (c) Temperate softwood forest
- (iii) Advantages of forest
- (iv) Wildlife
  - (a) National park
  - (b) Wild life Sanctuary

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

(For Identification, locating and labelling)

**Note :** On outline physical map of the world.

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

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

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

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

**Learning Outcomes :** Will be able to locate & identify different regions/parts of the world.

## **TERM-II**

### **GEOGRAPHY**

#### **Ch-4 Mineral and Energy Resources**

##### **Contents :**

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

##### **Learning Outcomes :** Learners will be able to :

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

#### **Ch-5 Agriculture**

##### **Content**

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

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

**Learning Outcomes :** Learners will be able to :

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

## **Ch-6 Manufacturing Industries**

**Contents :**

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

**Learning Outcomes :** Learners will be able to :

1. Understand the meaning of manufacturing industry, industrial development, industrial region, information

technology, classify industries and understand the factors that influence location of an industry.

2. understand the important facts of the following industries–
  - (a) Iron and steel industry (Jamshedpur and Pittsburgh)
  - (b) Cotton textile industry (Ahmedabad and Osaka)
  - (c) Information technology (Bangalore and Silicon Valley)

## **Ch-7 Human Resources**

### **Contents**

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

**Learning Outcomes :** Learners will be able to :

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

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

(For Identification, locating and labelling)

Note : On outline **Political map** of the world

## **Ch-4 Mineral & Energy Resources**

- (a) Iron — Venezuela, Canada, India

- (b) Bauxite — Australia, Brazil, Indonesia
- (c) Copper — Chile, South Africa, Russia
- (d) Coal — Germany, U.K., U.S.A.
- (e) Petroleum — Gulf countries, Mexico, Nigeria

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

- (a) Important Iron and steel manufacturing countries-China, U.S.A., Brazil, Germany, Russia
- (b) Important countries manufacturing cotton textiles-Japan, India, Egypt, U.K., Canada

**Learning Outcomes :** Learners will be able to locate and identify different regions / parts of the world.

## **TERM-I HISTORY**

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

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

##### **Contents**

(i) Sources of information – British documents, books, letters, writings, speeches etc. newspapers, administrative reports, Internet, database old buildings, artifacts, people.

**Learning outcomes :** The learners will be able to :

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

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

##### **Contents**

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

**Learning Outcomes :** The learners will be able to :

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

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

**Contents :**

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

**Learning Outcomes :** The learners will be able to :

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

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

**Contents :**

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

**Learning Outcomes :** The learners will be able to :

- understand the causes of 1857 revolt, its nature, important centres and leaders involved in the revolt.



- assess the reasons for the failure of the 1857 revolt.
- appreciate the outcome of the Revolt known as 'First War of Independence'.

### **Term-I Map work (History) (3 marks)**

(For Identification, locating and labelling of the following items)

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

**(1 mark)**

##### **Tribes**

- Kukis
- Khasis
- Khonds
- Santhals
- Mundas
- Van Gujjars
- Gaddis

##### **States**

- Manipur
- Assam
- Odisha
- Jharkhand & West Bengal
- Chattisgarh
- J&K
- Himachal Pradesh

#### **Chapter 11 : The First War of Independence, 1857 (Centres of Revolt) (2 marks)**

1. Meerut
2. Delhi
3. Gwalior
4. Kanpur
5. Bareilly
6. Lucknow
7. Agra
8. Benaras
9. Barrackpur
10. Jhansi
11. Chittagong

### **TERM-II**

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

##### **Contents :**

1. Education under the British Rule.
2. Positive impact of British system of education
3. Negative impact of British system of education
4. Social Impact
5. Socio-religious reforms :- Shri Narayan Guru, Jyotiba Phule, Veeresalingam Kandulkui, Periyar E.V. Ramasamy, Swami

Dayanand Saraswati, Dr. B.R. Ambedkar and Mahatma Gandhi,

6. Impact of reform movements

**Learning Outcomes :** The learners will be able to :

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

### **Ch-13 Colonialism and Urban Change**

**Contents :**

1. De-urbanisation
2. Urbanisation of Calcutta and Delhi
3. Police in Delhi
4. Railways under the British
5. British impact on Indian painting-literature and architecture.

**Learning Outcomes :** The learners will be able to :

- Describe the process of De-urbanisation.
- Understand the process of urbanisation of Calcutta and Delhi.
- Explain the formation of Police System in Delhi.
- Recognise the reasons for introduction of railways by the British in India.
- Assess the impact of the British policies on Indian painting, literature and architecture.

### **Ch-14 The Nationalist Movement (1870-1947)**

**Contents :**

Formation of Indian National Congress, Partition of Bengal, Formation of Muslim League, Morley Minto Reforms, Home Rule League, Lucknow Pact 1916, Arrival of Mahatma Gandhi on the Indian Political Scene, Montague Chemsford Reforms,

Rowlatt Act 1919, Jallianwala Bagh Massacre, Non-co-operation Movement, Chauri Chaura incident, Peasants and Workers Movements, Simon Commission, Lahore Session 1929, Civil Disobedience Movement, Revolutionary Movements, Govt. of India Act of 1935, Quit India Movement, Contribution of Subash Chandra Bose.

**Learning Outcomes :** The learners will be able to :

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

## **Ch-15 India Marches Towards Independence**

### **Contents**

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

**Learning Outcomes :** The learners will be able to :

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

## **Term-II Map work (History) (3 marks)**

(For Identification, locating and labelling of the following items)

**Note :** On outline **Political Map** of India

**Chapter 12 : Impact of British rule – Reforms and the states they belong to : (1 mark)**

<u>Reformer</u>	<u>State</u>
1. Sh. Narayan Guru	Kerala
2. Jyotiba Phule	Maharashtra
3. Veeresalingam Kandulkui	Andhra Pradesh
4. Periyar E.V. Rama Ramasamy	Tamil Nadu
5. Swami Dayanand Saraswati	Gujarat
6. Mahatma Gandhi	Gujarat
7. B.R. Ambedkar	Maharashtra

**Chapter 13 : The Nationalist Movement (1870 – 1947)**

**(2 marks)**

1. Bombay – Formation of INC
2. Madras – Home Rule League
3. Lucknow – Lucknow Pact of 1916
4. Amritsar – Jallianwala Bagh Massacre
5. Surat – Division of Congress 1907
6. Dandi – Dandi March 1930

## **CIVICS/POLITICAL SCIENCE**

### **TERM-I**

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

#### **Chap-16 Our Constitution**

#### **Contents**

Rules and Laws–Rule of Law, The Constitution and its need, vision and values of Indian Constitution, Basic features of our Consitution Single Integrated Judicial System.

**Learning outcomes :** The learners will be able to :

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

## **Ch-17 Fundamental Rights, Fundamental Duties and Directive Principles of State policy.**

### **Contents**

- Fundamental rights
- Restrictions on Fundamental rights
- Fundamental duties
- Directive Principles of state policy
- Secularism
- Indian Secularism

**Learning outcomes :** Learners will be able to :

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

## **Ch-18 The Union Government : The legislature**

### **Contents :**

- Structure of Indian Government
- Union government and its organs
- Union Legislature — Lok Sabha & Rajya Sabha
- Powers and functions of Union Parliament

**Learning Outcomes :** Learners will be able to :

- Realise the need for federal structure in India.

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

## **TERM-II**

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

#### **Contents**

Meaning and types of Executive in a Parliamentary System of Government. The Union Executive – the President of India, Powers and Functions, the Vice-President of India, Union Council of Ministers and Prime Minister as the pivot in the entire administration.

**Learning Outcomes :** The learners will be able to :

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

### **Ch-20 Judiciary**

#### **Contents :**

Structure & hierarchy of Judiciary in India, Independence of Judiciary

**Learning Outcomes :** The learners will be able to :

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

## **Ch-21 Social Justice & the Marginalised**

### **Contents :**

Meaning of marginalised groups, scheduled castes and scheduled tribes, Reservation, other Backward classes and Minority groups.

**Learning Outcomes :** The learners will be able to :

- understand the meaning of marginalised and their problems, Constitutional provisions for safeguarding their interest.
- appreciate the steps taken by the government for the welfare of the minorities and the marginalized groups.

## **Ch-22 Safeguarding the Marginalised**

### **Contents**

Meaning of marginalised, constitutional provisions, protecting the rights of Marginalised, Prevention of atrocities Act, 1989, Measures taken by the government for rehabilitation of Manual Scavengers, Programmes launched by the Government for the upliftment of the weaker sections, people's aspirations and Our National Goals.

**Learning Outcomes :** The learners will be able to :

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

# नैतिक शिक्षा

## मुख्य उद्देश्यः

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

## प्रथम-सत्र

### आन्तरिक मूल्यांकन ( 20 अंक )

1. प्रथम इकाई परीक्षा (Preodical Test) 10 अंक
2. कक्षा कार्य एवं गृहकार्य 5 अंक
3. पाँच अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें 5 अंक
  1. ओ३म् ध्वज का निर्माण करना
  2. धार्मिक स्थलों का अवलोकन एवं लेखन
  3. ईश्वर का सर्वश्रेष्ठ नाम ओ३म् ही क्यों है? (भाषण)
  4. संस्कृत भाषा विश्व-कल्याण में सर्वाधिक महत्वपूर्ण (भाषण)



5. नैतिक शिक्षा की आवश्यकता (लेखन अथवा भाषण)
6. गीता के दो श्लोक (कण्ठस्थीकरण)
7. नैतिक शिक्षा द्वारा जीवन शैली में सकारात्मक परिवर्तन (क्रियात्मक)  
(योगसन-प्राणायाम-ध्यान, प्रार्थना, भजन, खानपान, सत्यभाषण आदि)
8. विद्यार्थी जीवन में माता-पिता एवं अध्यापकों का सहयोग  
(लेखन अथवा भाषण)

विशेष: दोनों इकाई परीक्षाएँ 20 अंकों की होंगी परन्तु औसत अंक 10 में से ही दिए जाएँगे।

### प्रथम सत्रीय परीक्षा

80 अंक

- पाठ 1. ओ३म् ध्वज (अर्थ, भावार्थ, महत्त्व एवं कण्ठस्थीकरण)
- पाठ 2. ईश्वर का सर्वश्रेष्ठ नाम—  
(ओ३म् की महिमा, ओ३म् जाप का लाभ)
- पाठ 3. आत्मबोध — (कण्ठस्थीकरण, अर्थ एवं भावार्थ)
- पाठ 4. गीता के दो श्लोक — (अर्थ, उद्देश्य एवं महत्त्व)
- पाठ 5. गायत्री जप का प्रभाव (गायत्री मंत्र का महत्त्व, लेखन,  
अर्थ, जपविधि एवं लाभ)
- पाठ 6. संस्कृत भाषा (आवश्यकता महत्त्व एवं उपयोगिता)
- पाठ 7. राष्ट्रभाषा हिन्दी (आवश्यकता, महत्त्व एवं स्थान)
- पाठ 8. पञ्च महायज्ञ (प्रकार, परिभाषा, उद्देश्य एवं लाभ)
- पाठ 9. डी.ए.वी. गान (अर्थ, भावार्थ एवं कण्ठस्थीकरण)
- पाठ 10. योग की पहली सीढ़ी-यम (योग का अर्थ, अंग, यमों के  
अर्थ, एवं महत्त्व)

### द्वितीय-सत्र

#### आन्तरिक मूल्यांकन

20 अंक

1. द्वितीय इकाई परीक्षा (Preodical Test) 10 अंक
2. कक्षा कार्य एवं गृहकार्य 5 अंक

3. पाँच अंकों के लिए निम्नलिखित विषयों में से अपनी इच्छानुसार विषयों का चयन करें 5 अंक
1. नैतिक मूल्यों से सम्बन्धित शिक्षाप्रद कहानियाँ (मौखिक)
2. महापुरुषों की जीवनी (लेखन) अथवा (पावर पॉइण्ट प्रस्तुतीकरण)
3. अपने जीवन की महत्त्वपूर्ण घटना (प्रभावित लेखन)
4. ब्रह्मयज्ञ एवं देवयज्ञ मंत्रोच्चारण एवं विधि।
5. आर्य समाज के दस नियम (कण्ठस्थीकरण)
6. वर्ण व्यवस्था अथवा आश्रम व्यवस्था (लघुनाटिका)
7. सत्यार्थ प्रकाश – प्रश्न मंच

### द्वितीय सत्रीय परीक्षा

80 अंक

- पाठ 11. योग की द्वितीय सीढ़ी 'नियम' – (योग का अर्थ, अंग, नियमों के अर्थ एवं महत्त्व)
- पाठ 12. वर्ण व्यवस्था का स्वरूप– (प्रकार, अर्थ एवं आवश्यकता)
- पाठ 13. आश्रम व्यवस्था – (प्रकार, अर्थ एवं महत्त्व)
- पाठ 14. 'किस दर जाऊँ मैं' – (अर्थ, भावार्थ एवं कण्ठस्थीकरण)
- पाठ 15. आर्य समाज के नियम (7-10 नियम, व्याख्या, महत्त्व एवं कण्ठस्थीकरण)
- पाठ 16. सत्यार्थ प्रकाश – (अर्थ, महत्त्व, रचनाकाल, प्रथम समुल्लास से चौदहवें समुल्लास तक विषय-वस्तु)
- पाठ 17. डी.ए.वी. संस्थाएँ (डी.ए.वी. की स्थापना, विशेषताएँ, उद्देश्य एवं योगदान)
- पाठ 18. डॉ. मेहरचन्द महाजन – (जन्म, शिक्षा एवं महत्त्व)
- पाठ 19. राष्ट्रीय गीत – (कण्ठस्थीकरण एवं अर्थ)
- विशेष: द्वितीय सत्रीय परीक्षा में प्रथम सत्र के पाठ्य क्रम से 25% (20 अंक) के प्रश्न भी पूछे जाएँगे।

### निर्धारित पुस्तक :

नैतिक शिक्षा (भाग 8)

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

# DHARMA SHIKSHA

(ENGLISH MEDIUM)

## Guidelines for Internal Assessment

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

<b>Tools of Internal Assessment</b>	<b>Total Weight age of 20 marks</b>
1. Periodic test	10
2. Subject Enrichment	05
3. Class Assignment and Home Assignments	05

**Note:** 25% syllabus of the first term will be included in the Term II. [Weight age 20 marks] Chapters to be notify after Term I.

## MAIN PURPOSE OF TEACHING VEDIC DHARMA :

1. Through moral Education, the seeds of good citizenship and liberal human values are ingrained in the young impressionable minds.
2. To impart basic knowledge of the Vedic Dharma.
3. To enable the young students of DAV Institutions to attune themselves to the rhythms of the Vedas.
4. To give a bird's eye-view of all that needs to be known about the life and works of Swami Dayanand.
5. To make them benefitted by knowing the answers of many of the questions which arise in their minds, like religious customs, environmental education and value system etc.,
6. The importance of Gayatri Mantra
7. To know the special features and new projects of DAV Schools.
8. To Inculcate moral values and to adopt them in real life.
9. Developing patriotism and responsibility towards the nation.

10. To develop an interest and appreciation of our great culture and heritage.
11. To give an idea of the circumstances under which the great personalities of Arya Samaj became martyrs and of their sterling characters.
12. To enable the students to develop colonial nature, social responsibility and value based education.

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

#### **I UNIT TEST (COMPULSORY)**

**10 M**

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

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

- |  |     |
|--|-----|
| 1. Attributes of Dharma and explanation  | 5 m |
| 2. Describe about the God using appropriate shlokas Given in the text book.        | 5 m |
| 3. Write a brief note on Vedas – meaning & types.                                  | 3 m |
| 4. ‘Gayatri Mantra’ – meaning, importance and how and when should it be performed. | 5 m |
| 5. Debate on Dharma & Religion.  | 3 m |
| 6. DAV song – recitation ( given in student’s diary)                               | 3 m |
| 7. Crossword puzzle on five yajnas.  | 3 m |
| 8. Enacting real life situations based on Dharma/ religion/caste.                  | 3 m |
| 9. How should one lead life according to Vedas.                                    | 3 m |
| 10. Yajna : meaning, Importance, connotations and types.                           | 5 m |
| 11. Home works and Assignments   | 3 m |

#### **TERM-I**

**(80 marks)**

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

## II TERM (OCTOBER TO MARCH)

<b>II UNIT TEST (COMPULSORY)</b>	<b>10 M</b>
<b>SHLOKA RECITATION &amp; PERFORMANCE OF HAVAN (FROM THE PRESCRIBED TEXT BOOK)</b>	<b>2 M</b>

**Select the topics given below for 8 marks : (5+3)**

1. Stories related to Moral Values(moral stories) 3 m
2. Biography of any great personality of Arya Samaj 5 m
3. Unforgettable event/incident of your life. 3 m
4. Rhythmic singing of National Anthem 3 m
5. 10 commandments/principles of Arya Samaj. 5 m
6. Enact on any harmful social customs of India. 5 m
7. Skit/play on caste system of India in olden times. 3 m
8. Quiz on essence of Satyarth Prakash. 5 m
9. Write a brief life sketch on (Assignment) 5 m
  - (i) Swami Dayanand Saraswati
  - (ii) Mahatma Hansaraj
  - (iii) Swami Shraddhanand
  - (iv) Swami Virjanand
10. Cross word puzzle on Ashram Dharmas and Varna system. 5 m
11. Swamiji's views on National language of the country. 5 m
12. Home work/Assignments. 3 m

### TERM-II

**( 80 MARKS)**

6. A BALANCED LIFE : IT'S FOUR STAGES.
7. RISHI DAYANAND : THE FOUNDER OF ARYA SAMAJ

8. THE TEN COMMANDMENTS OF ARYA SAMAJ
9. BELIEFS AND PERCEPTS OF SWAMI DAYANAND
10. THE MARTYRS OF ARYA SAMAJ
11. ARYA SAMAJ AND VALUE-BASED EDUCATION

**Prescribed Book :**

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

(Publication Division, DAV College Managing Committee  
New Delhi)