

PART - I**REGULATIONS****1. SHORT TITLE**

These Regulations may be called the "Himachal Pradesh Board of School Education Middle Standard Examination Regulations, 2005".

2. COMMENCEMENT

These Regulations shall come and shall be deemed to have come into force w.e.f. academic session 2005-06 for 6th standard and for the purpose of Middle Standard Public Examination to be held in December, 2006 for winter closing schools and March, 2007 for summer closing schools.

3. DEFINITIONS**In these Regulations :—**

Unless the subject or context otherwise requires, the following terms shall have the following meanings. Words importing the masculine gender shall be taken to include feminine and those in singular shall include the plural and vice versa :

- (a) "Act" means the Himachal Pradesh Board of School Education Act, 1968;
- (b) "Board" means the Himachal Pradesh Board of School Education;
- (c) "Chairman" means the Chairman of the Himachal Pradesh Board of School Education;
- (d) "Department" means the Education Department of Himachal Pradesh;
- (e) "Director" means the Director of Education, Himachal Pradesh;
- (f) "Examination" means the Middle Standard Examination;
- (g) "Equivalent Examination" means an examination conducted by any recognized Board/Indian University or an Institution recognized by or affiliated to such Board/University and is recognized by this Board equivalent to the corresponding examination conducted by this Board or conducted by a school affiliated to/recognized by the Board;
- (h) "Guardian" means the natural or legal guardian or a person approved by the Head of the Institution concerned as the guardian of a student for the purpose of these regulations;

- (i) "Head of an Institution" means the Principal/Headmaster of a Senior Secondary/High School and such other institution recognized by the Board;
- (j) "Middle School" means an educational institution preparing candidates for the Middle Standard examination of the Board and recognized by the Board for this purpose;
- (k) "Institution" means an institution admitted to the privileges of the Himachal Pradesh Board of School Education or an institution recognized by or affiliated to such Board/University which is recognized by this Board;
- (l) "Pass Criteria" means the standard fixed by the Board for a candidate being declared successful in each subject of examination and/the examination as a whole;
- (m) "Principal" means the Principal of a Senior Secondary School or Senior Secondary division of a College;
- (n) "Headmaster" means the Head of a High School.
- (o) "Private" candidate means a person seeking admission to an examination conducted by the Board and has not, during the session, preceding the examination, been on the rolls of an educational institution affiliated to the Board;
- (p) "Regular Courses of Study" means a Course of Study prescribed by the Board for the purpose of any of its examination;
- (q) "Scholar's Register" means the register containing the record of a scholar's progress kept by the institution to which he belongs in the form approved by the Board;
- (r) "Secretary" means the Secretary of Himachal Pradesh Board of School Education;
- (s) "Session" means the period for which an institution is open for tuition during the twelve months commencing with the formation of new classes; and
- (t) "Teacher" means a person actually engaged in the work of instructions in an institution affiliated to the Board.
- (u) All other words and expressions used in these Regulations but not defined, shall have the same meaning as has been respectively assigned to them in the Act.

4. TIME OF EXAMINATION

- (a) The Board shall conduct Middle Standard examination at the end of Class VIII in the course prescribed from the academic year 2006-2007 or as may be prescribed or amended from time to time.
- (b) The Examination shall be held twice a year. The annual examination shall ordinarily be held every year in the month of December for winter closing schools and in the month of March for summer closing schools and Supplementary Examination in the month of September for compartmental candidates at such centers and on such dates and at such time as may be fixed by the Board from time to time.

5. ADMISSION OF STUDENTS TO CLASS VIII AND BELOW

Admission to all classes upto Class VIII shall be regulated as per the rules laid down by the Education Department of Himachal Pradesh.

- 6. No candidate who has been expelled or is under sentence or is under the punishment or rustication or is debarred from appearing in or taking an examination for any reason whatsoever, shall be admitted to any examination of the Board.
- 7. (i) An Admission and Withdrawal register in the form prescribed by the Education Department shall be maintained by the Institution where the name of every scholar joining an Institution shall be entered.
- (ii) Successive numbers must be allotted to scholars on their admission and each scholar should retain this number throughout his career in the Institution. A scholar leaving and then returning to the school after absence of any duration shall resume his original number of admission.
- (iii) If a scholar applying for admission to an Institution has attended any other Institution, an authenticated copy of the transfer certificate from his last school must be produced before his name can be entered in the scholar's register.
- (iv) In no case shall, a scholar be admitted to a class higher than for which he is eligible, according to the Transfer Certificate.
- (v) A scholar shall not be allowed to migrate from one affiliated institution to another during the session after his name has been sent up for the examination of the Board. This condition may be waived only in special circumstances by the Chairman for the reasons to be reduced in writing.

- (vi) A scholar leaving his institution at the end of a session or who is permitted to leave his institution during the session shall, on payment of all dues, receive an authenticated copy of the Transfer Certificate up-to-date. A duplicate copy may be issued if the Head of the Institution is satisfied that the original is lost but it shall always be so marked.
- (vii) In case a scholar from an institution affiliated to any recognized Board/University seeks admission in an institution affiliated to the Board, the Transfer Certificate indicating the subjects of studies of the previous institution of such a student shall be countersigned by an officer not below the rank of District Education Officer/District Inspector of Schools of the Education Department of the State/ Union Territory concerned and the scholar shall not be admitted to an Institution without such a countersignature. Countersignatures are not necessary in case a candidate is admitted from one institution affiliated to the Board to another.

PROVIDED that the students migrating from other Boards/ Universities to this Board shall be registered as student (s) to the privileges of the Himachal Pradesh Board of School Education after remitting the prescribed fee and shall be issued Students Registration Card.

- (viii) If the statement made by the parent or guardian of a scholar or by the scholar himself, if he was a major at the time of his admission to an institution, is found to contain any wilful misrepresentation of facts regarding the scholar's career, the Head of Institution may punish him by expulsion and report the matter to the Board.

8. ELIGIBILITY FOR EXAMINATIONS : REGULAR CANDIDATES

The Examination shall be open to a student of an Institution affiliated to the Board whose name is submitted to the Secretary duly certified by the Head of the Institution on the form prescribed by the Board that he/she :

- (i) has passed the Class VII Examination of the affiliated Institution.
- (ii) has not passed equivalent or higher examination of any other Board/University.
- (iii) has completed the prescribed course of study in the subjects required to pass the examination.
- (iv) he/she is on the active rolls of Class VIII.
- (v) bears good moral character.

9. SUBMISSION OF APPLICATION FORMS FOR EXAMINATION

Every candidate from a recognized Institution shall have to forward his/her application on the prescribed form together with the prescribed fee for the Examination through the Head of the Institution to which he/she belongs so as to reach the Secretary of the Board at Dharmshala on or before 30th September for December examination and on or before 15th October for March Examination and with late fee of Rs. 100/- up to 31st October and 15th November respectively (December/March) of the admission year. No form shall be entertained after the last date. Fee may be deposited in cash in Board's office at Dharmshala against printed receipt or remitted through a Bank Draft (Crossed, Payees Account only) drawn in favour of the Secretary, H.P. Board of School Education, payable at any scheduled Bank at Dharmshala.

10. REQUIREMENT OF ATTENDANCE FOR REGULAR CANDIDATES

- (i) The expression "prescribed course of studies" means 75% of attendances counted from the opening of Class VIII upto 14th day preceding the first day of examination of the Board.
- (ii) Failed candidates who have rejoined class VIII, shall be required to put in 75% of attendance calculated from the 11th day after the declaration of result and up to the 14th day preceding the first day of examination of the Board.
- (iii) In the case of migration, attendance at an institution from which the candidate migrates will be taken into account in calculating the required percentage of attendance.
- (iv) If candidate's attendance falls short of the prescribed percentage, the Head of the Institution may submit his/her name to the Board provisionally. If the candidate does not complete the required percentage before the 14th day preceding the first day of examination, he/she shall become ineligible for the examination. The Head of the Institution shall not issue roll number slip/admit card to such a candidate and shall report and return his/her roll number slip/admit card to the Secretary.
- (v) Candidates taking up a subject involving practical work shall be required to put in 75% of the total attendance for practical work in the Laboratory.
- (vi) A candidate whose name has been struck off the rolls of the institution after his application for admission to the examination has been sent shall cease to be eligible for the examination. The Head of the Institution shall not issue roll number slip/admit card to such an ineligible candidate and shall report and return his roll number

slip/admit card to the Secretary. If, however, a candidate whose name had been struck off the rolls and is re-admitted up to one month before the commencement of the examination, he shall automatically become eligible to appear at the examination, subject to the fulfillment of other eligibility conditions.

11. CONDONATION OF SHORTAGE OF ATTENDANCE

- (i) The Secretary shall be the competent authority to condone a deficiency of attendance up to 20 and the Chairman up to 40.
- (ii) The Head of the Institution shall refer a case of shortage of attendance to the Secretary, with his recommendations failing which valid reasons for not recommending the case shall have to be reduced in writing.
- (iii) **The following may be considered valid reasons for recommending the cases ;**
 - (a) Prolonged illness of the candidate;
 - (b) Loss of father/mother or some other such incident leading to absence from school and which merits special consideration and;
 - (c) any other reason of serious nature.
- (iv) In case a candidate participates in sports and cultural activities/ tournaments conducted by the Education Department/Government or appears in a competitive examination conducted by the Government or Public Service Commission, the actual days spent in sports and cultural activities / tournament, examination and travelling days connected therewith shall be counted on the production of satisfactory evidence towards the attendance of the candidates.

12. DETAINING ELIGIBLE CANDIDATES

- (i) Heads of affiliated institutions shall not detain eligible candidates from appearing at the examination of the Board except for very grave reasons and with the prior permission of the Chairman.
- (ii) Notwithstanding anything contained in these regulations, no candidate who has been expelled or is still undergoing rustication or who has been debarred from taking an examination for having used unfair means or for any other reason, shall be admitted to any examination of the Board.

13. CHANGE OF SUBJECT/S

- (i) A private candidate appearing in Middle Standard Examination of the Board can make an application to the Secretary for change of one or more subjects indicated by him in his application form along with the prescribed fee, 30 days before the commencement of the examination.
- (ii) Notwithstanding anything contained in any other regulations, the Board, in order to avoid hardship to a candidate, shall have the power to relax the regulations regarding change of subject for Middle Standard examination or other similar regulations where the mistake is primarily of the Head of the Institution PROVIDED that such a power shall not include relaxation of the minimum qualifications laid down for admission to the examination.

14. ELIGIBILITY FOR PRIVATE CANDIDATES

The following shall be eligible to appear as a private candidate at the annual examination :—

- (i) Candidates who has previously appeared and failed in Middle Standard Examination of the Board or equivalent examination of a recognized Board. Unless otherwise notified, such candidate shall appear in the syllabus and text books as prescribed for the examination of the year in which they will appear.
- (ii) (a) All persons who are bonafide residents of Himachal Pradesh / all persons who are residing in H.P. for nine months preceding the commencement of examination.
- (b) Members serving in the military/ Para Military forces in the state of Himachal. Pradesh or their wards.

Any other candidate of the following Category :—

- (iii) All the candidates who have attained a minimum age of 13 years on First October for March Examination and First July for December Examination.
PROVIDED that the Chairman shall be competent to grant relaxation in age upto one year in deserving cases on the merit of each case with reasons to be reduced in writing.
- (iv) No candidate who has been on the rolls of an affiliated institution at any time during the academic year preceding the examination, shall be eligible to appear as a private candidate without recommendations from the Head of the Institution in which he studied.
- (v) No candidate who has been debarred by any recognized Board/ University/any other competent authority from appearing at the examination, shall be allowed to appear at the Middle Standard examination of the year concerned.

15. ATTESTATION OF ADMISSION FORM AND PROCEDURE FOR SUBMISSION OF APPLICATIONS OF PRIVATE CANDIDATES

A candidate shall submit his application for admission on the prescribed Admission Form to the Secretary with the required certificate countersigned by authorities as mentioned below :

1. For Regular Candidates : by the Head of the Government/affiliated institution concerned;
2. For Private Candidates : By any of the authorities mentioned below :
 - (a) Head of the Institution last attended;
 - (b) Principal/Headmaster/Headmistress of the Government/ Affiliated institution or any officer of the H.P. Education Department not below the rank of Deputy Director of Education
 - (c) A Member of the Board.
3. For Private candidates serving in the Military/Para Military forces; by the Commanding Officer of their units.
4. All private candidates will submit three copies of the latest passport size photograph attested by the same authority who attested the certificate on application for admission.
5. If the application for admission to the examination on the prescribed form of a private candidate is received after 31st August for December and 30th September for March examination and 30th June for Supplementary examination, he/she shall pay late fee as under :—

ANNUAL EXAMINATION DECEMBER/MARCH

Rs. 100/-	Rs. 200/-	Rs. 500/-
upto 30th	upto 15th	upto 31st
September/31st	Oct../15th Nov.	Oct./30th Nov.
October		

SUPPLEMENTARY EXAMINATION

Rs. 100/-	Rs. 200/-	Rs. 500/-
Upto 15th July	Upto 31st July	Upto 16th August

After the expiry dates mentioned above, no admission form shall be entertained.

16. MEDIUM OF EXAMINATION

- (i) Medium for English shall be English except for passage of English which shall be translated into Hindi.
- (ii) Medium for the paper of Sanskrit will be Hindi.
- (iii) Medium for all other subjects shall be Hindi or English.

17. MODE OF EXAMINATION

Candidates for the examination shall be examined by means of :

- (i) Written question papers which they shall be required to answer in writing;
- (ii) Practical/Oral tests as provided for in the Syllabus for the respective subject(s);
 - (a) Partical and Oral test unless otherwise specified shall be carried out by the examiners appointed by the Board or any other authority approved by the Board in such manner as the Board may determine from time to time.
 - (b) Wherever practical work has been prescribed in the syllabus in any subject for the Examination, a record of such work done by each candidate offering the subject in the form prescribed by the Board shall be duly maintained and attested by the Head of the Institution concerned and the same shall be produced or forwarded for purpose of evaluation in such manner and according to such directions as may be issued by the Board from time to time.
 - (c) Written test in a subject shall be, by means of question paper and the question paper in the subject shall be given to candidates simultaneously at every centre at which the examination is being held.

18. SUBJECTS OF EXAMINATION

The Examination shall be held in the subjects provided in the Scheme of Studies or as approved by the Board from time to time.

19. SYLLABI IN SUBJECTS OF EXAMINATION

- (i) The Syllabus in each subject for the examination setting out the detailed courses of study and scheme of examination shall be prescribed by the Board from time to time and shall be shown in the 'Courses of Study and Syllabi'.
- (ii) 'Courses of Study and Syllabi' for Middle standard examination shall be made available by the Board for sale at such price and at such places as may be decided by the Board and shall also be available at the office of the Board for reference.

20. POWER OF THE BOARD TO EXCLUDE ANY CANDIDATE FROM EXAMINATION

- (i) The Board shall have the power to exclude any candidate from examination permanently or for a specified period for reasons to be recorded in writing if it is satisfied that such a candidate is not fit and proper person to be admitted thereto.
- (ii) If a candidate, after admission to an examination, commits an immoral act or is discovered to have committed an immoral act, which, in the opinion of the Board is such 'that had it come to their knowledge in time they would have excluded him from the examination, the Board may ;
 - (a) Cancel his candidature for that examination and order that his result be not declared; and/or
 - (b) Disqualify him permanently or for a specified period from appearing at the examination.
 - (c) If a candidate, subsequent to the issue of roll number slip/ admit card is found to be ineligible to take the examination, his candidature shall be cancelled.

21. CHANCES TO APPEAR AT THE EXAMINATION

- (i) Where the chances of a candidate to clear an examination are limited and he is disqualified from appearing at it for a fixed period, he may be allowed by the Chairman one more chance to appear at the examination in the current syllabus after the period of disqualification, in lieu of the chance or chances missed by him during the period of disqualification.
- (ii) Where the chances of a candidate to clear an examination are limited, the Chairman shall have the authority to grant an extra chance, for valid reasons in lieu of the chance missed by a candidate; provided that the extra chance shall be immediately admissible next to the last admissible chance.
- (iii) Where a candidate has missed one or more chances to clear an examination on account of illness or due to some natural calamities, additional chance or chances in lieu thereof may be given by the Chairman provided the candidate had submitted his admission form and fees and had informed the Secretary of the Board within 30 days of the commencement of the Board examination of inability to

appear at the examination on account of illness along with a medical certificate of a Government Hospital/any other well known Hospital and in case of natural calamities, a certificate issued by the Tehsildar mentioning the nature of calamity and duly countersigned by the concerned Sub Divisional Magistrate provided that the additional chance or chances shall be immediately next to the last admissible chance.

22. ADMISSION TO EXAMINATION OF PHYSICALLY HANDICAPPED PERSONS

Notwithstanding anything contained in any other regulation, in the case of a physically handicapped belonging to Blind, Deaf and Dumb Category shall be exempted from appearing at the Middle Standard Examination conducted by this Board.

23. PASS CRITERIA

The result of Middle Standard Examination will be furnished in terms of marks for each subject in the examination.

- (a) In order to pass the examination a candidate will be required to obtain 33% marks in English, Hindi, Mathematics and Science & Technology (Group I) and any two of the remaining three subjects i.e. (i) Social Science (ii) Sanskrit and (iii) Elective Subject (Group II) of scheme of studies.
- (b) For subjects involving practical work there will be no external practical examination. The practical examination will be conducted by the school concerned. The internal assessment marks will be awarded by the respective schools and submitted to the Board. Marks of these practical will be added towards the aggregate.
- (c) Private Candidates will be examined in theory only and their external examination will be of 100 marks in each subject.
- (d) The marks of failure subject will not be included in the aggregate.
- (e) If a candidate fails in one or more subjects and the total deficiency is not more than 1% of total marks, he/she shall be accorded these marks to make up the deficiency without regard to the number of subjects. If by the addition of these, he/she obtains the pass marks, he/she shall be declared to have passed the examination.

- (f) **The successful candidates of Middle Standard examination shall be classified as under :—**
- | | |
|-------------------------------|--|
| (i) Distinction in subject(s) | Those who secure 75% or more marks in subject(s) |
| (ii) First Division | Those who secure 60% or more of the aggregate marks. |
| (iii) Second Division | Those who secure 45% or more marks but less than 60% marks of the aggregate; |
| (iv) Third Division | Those who secure below 45% marks of the aggregate. |

24. ELIGIBILITY OF COMPARTMENT

If a candidate passes in three subjects of Group-I and two subjects of Group-II, shall be given compartment in one Compulsory subject under Group-I in which he/she has failed/absented.

OR

If a candidate passes in all the compulsory subjects of Group-I and fails in two subjects of Group-II, the candidate shall be given compartment only in that subject in which he/she obtains higher marks. However, in case if a candidate scores equal marks in both the failing subjects, the candidate will have the choice to appear in one subject out of any of the two subjects in which he has failed. In such cases, result shall be declared as result later.

25. COMPARTMENT EXAMINATION

- (a) A candidate placed under Compartment may appear at the Supplementary examination during the same year and may avail himself of the second chance in annual examination next year as per Syllabi and Courses laid down for the Middle Standard examination concerned.
- (b) A candidate who does not appear at one or both the chances of Compartment or who avails the chance/chances but does not succeed, shall be treated to have failed in the examination and will be required to appear in all the subjects at a subsequent annual examination of the Board as per Syllabi and Courses laid down for the examination concerned in order to pass the examination.
- (c) A candidate placed in compartment shall have the liberty to appear in full subjects but he/she can do so only at the annual examination.

26. ALLOTMENT OF EXAMINATION CENTRES

- (a) The Board reserves the right to allot any examination centre to a candidate for his theory or practical examination or both. No candidate can, as a matter of right, ask for any particular Centre or challenge the centre allotted by the Board in any Court of Law.
- (b) Centres for the regular or private candidates will be fixed keeping in view the seating capacity of an examination centre, the object of fair conduct of examination or other administrative reasons.
- (c) Ordinarily, the regular students of an Institution which itself is an approved Examination Centre, will be allotted Centre in their own Institution. Other regular candidates may be allotted examination centre requested by them or any other centre determined by the Board.
- (d) It will be obligatory for a private candidate to name in his admission form three approved Examination Centres which are nearest to his places of residence or home town and the Board may allot him any Centre out of the three at its discretion. In case he cannot be allotted any of the three Centres due to some reason, he may be allotted any other centre by the Board.
- (e) Where a private candidate does not name any Centre in his admission form or names only one Centre or two Centres, the Board may allot him any Centre whether named by him in his admission form or not.

27. CHANGE OF EXAMINATION CENTER

- (a) A candidate shall take the examination at the Centre fixed by the Board unless he obtains prior written permission of the Board for the change.
- (b) **The Board shall not allow change of Examination Centre in the following Cases :**
 - (i) Change of Centre within the same city/town.
 - (ii) Change of centre within one month of commencement of the examination.
- (c) **The Board may allow change of centre in the following cases on payment of prescribed fee and form :—**
 - (i) If a candidate or his father or guardian is transferred and the fact of transfer is certified by the Head of the Office in which he or his father or guardian is employed.

- (ii) If a regular student has joined a school at some other place and his application has been received duly forwarded by the Head of the Institution where the candidate has been admitted with date of admission.
- (d) A candidate seeking change of examination centre under the above Regulations, shall make an application on the prescribed form accompanied by the prescribed fee and photos to the Secretary. The application form for change will be entertained if the same has been submitted through the Head of the Institution in case of a regular student and countersigned by any person competent to attest the admission form, in case of private candidate.
- (e) Concerned Deputy Secretary/Assistant Secretary (Exams.) shall be competent to order change of examination Centres as per the prescribed rules.
- (f) The application and fee for change of centre shall be entertained upto one month before the date of commencement of examination concerned.
- (g) Notwithstanding the provisions in sub clause (f) supra, the Secretary may approve change by written order justifying special circumstances for change of centre 15 days before the commencement of an examination.
- (h) A candidate who has appeared at an examination centre not allotted to him without prior approval of the Board, may forfeit his eligibility for examination and the Board reserves the right to declare him 'Not Eligible' for the concerned examination and cancel his result.

28. FEE STRUCTURE

REGULAR

Rs. 155/-

Plus Rs. 10/-

As Registration Fee

PRIVATE

Rs. 190/-

Plus Rs. 10/- as

Registration Fee

Rs. 100/- shall be charged from private candidates appearing from out side the State of Himachal Pradesh.

COMPARTMENT

Rs. 130/-

- Note :—**
1. Candidates placed under compartment can send their admission form and fee for the immediate following examination within 20 days from the date of declaration of their result without late fee and thereafter the last date for receipt of admission form and fee shall be the same as mentioned at 15.5 of these regulations.
 2. The Fee Structure shall be subject to change under the instructions issued by the Board from time to time.

29. MODE OF APPLICATION

- (a) Any candidate seeking admission to any examination of the Board shall make an application on the prescribed form. The Board may, from time to time, prescribe a proforma for the submission of names of regular candidates instead of individual admission forms.
- (b) The admission forms duly filled in shall be submitted to the Secretary through the prescribed agency, if any, before the date prescribed for the concerned examination.
- (c) A private candidate shall also enclose along with his application form three copies of his photograph certified on the body of it by the authority countersigning the application form that the photograph is of the candidate submitting the form, name of the candidate and that of his father being indicated on the photograph.
- (d) The Board may prescribe dates by which applications may be received with late fee.
- (e) The Chairman or in his absence the Secretary may, when he considers it appropriate, sanction/acceptance of any admission form/fee after the expiry of the last date with late fee, on such terms and conditions as he may deem fit.
- (f) In case of any dispute arising out of (e) supra, the Chairman shall have the power to decide whether or not any late fee and amount thereof is genuine. He may also sanction remission of late fee upto Rs. 100/- in cases of extreme hardship.
- (g) For the purpose of calculating late fee, the date of receipt of fee and form together in the Board office may be taken as the date of receipt thereof by the Board. In case, however, the fees and forms are sent by post, the date of registration by the registering post office on the body of the envelope may be taken as the date of receipt thereof by the Board.

30. PASS CERTIFICATE/STATEMENT OF MARKS

A Candidate who has appeared and passed/placed under Compartment/ failed in Middle Standard Examination of the Board may be issued a Result-cum-Detailed Marks card.

31. Compartmental candidates shall appear as private candidates and certificate will be issued accordingly.
32. If any question arises as to the interpretation of these regulations, the decision of the Board shall be final and binding.

33. POWER TO ALTER THESE REGULATIONS

The Board may amend, modify or revise these regulations in the prescribed manner at any time without any notice to any party.

34. JURISDICTION OF THE COURT REGARDING DISPUTES / INTER-PRÉTATION OF RULES

Any differences or disputes arising out of the interpretation of the Rules and Regulations of the Board, entries made in the Application Forms and the matter relating to use of Unfair Means by a candidate or any other decision or order of the Board or any competent authority shall be subject to the jurisdiction of the Courts of Dharamshala.

35. EXAMINATION REGULATIONS

Rest of the conditions for appearing in the examination shall be the same as laid down in the Himachal Pradesh Board of School Education Examination Regulations, 1994 as amended, from time to time.

36. POWER TO RELAX

Where the Board is of the opinion that it is necessary or expedient to do so, it may, by order, for reasons to be recorded in writing, relax any of the provisions of these regulations with respect to any case or category of cases.

37. REPEAL AND SAVINGS

From the commencement of these Regulations, the 'Courses of Study and Syllabus for Classes VI-VIII effective from 1991-92' shall stand repealed.

Notwithstanding such repeal, anything done or any action taken including any orders, Notifications etc; issued in exercise of the powers conferred by or under the repealed Regulations shall be deemed to have been done or taken under the corresponding provisions of these Regulations and in case of any dispute, the decision of the Board shall be final.

PART II

SCHEME OF EXAMINATION AND PASS CRITERIA

The following is the Scheme of Examination for Middle Standard Examination :—

Subjects	No. of Papers	Marks		Duration
		Theory	Practical	
Compulsory Subjects				
Hindi	1	100	—	3 hours
English	1	100	—	3 hours
Mathematics	1	100	—	3 hours
Science and Technology	2	80	20	3 hours
Social Science	1	100	—	3 hours
Sanskrit	1	100	—	3 hours
Elective Subjects				
Art (Drawing, Painting and Applied Arts)	2	60	40	3 hours
Music Vocal	2	60	40	3 hours
Music Instrumental	2	60	40	3 hours
Home Science	2	60	40	3 hours
Drama	2	60	40	3 hours
Dance	2	60	40	3 hours

Pass Criteria

For pass criteria, please refer to Regulation 23 of these regulations.

PART III

SCHEME OF STUDIES

The following are the subjects of studies for Class VI to VIII. A candidate is required to study 7 subjects.

GROUP-I

COMPULSORY SUBJECTS

1. Hindi
2. English
3. Mathematics
4. Science and Technology

GROUP-II

5. Social Science
6. Sanskrit
7. Elective Subject

Any one of the following subjects :

Art (Drawing, Painting and Applied Arts), Music Vocal, Music Instrumental, Home Science, Drama, Dance.

COMPULSORY (NON EXAMINATION SUBJECTS)

1. Socially useful productive work.
2. Physical and Health Education.
3. Education for Human Values.

Full record for Non examination Subjects is to be maintained in the schools.

For compulsory Non Examination Subjects Pass Criterion will be 40% in each subject.

Blind, Deaf and Dumb students are exempted from appearing in Middle Standard Examination.

INSTRUCTIONAL TIME

Regarding instructional time, it has been stipulated that a minimum of one hundred and eighty days in a year will be available for instructional activities. It is expected that the loss of instructional time due to unspecified reasons would be prevented or minimised through better educational management. After taking into account, the activities like evaluation/tests, school functions etc; schools will be getting adequate time for effective instruction

and it is hoped that the prescribed quantum of the subject areas in syllabus will be properly completed.

The instruction work will be about 31 hours and 30 minutes per week. In addition to the instructional time, each school is expected to devote 45 minutes for each day for Morning Assembly and Recess. The duration of the instructional period will be 35 minutes. There will be 9 periods daily for instructional work.

INSTRUCTIONAL TIME

PER WEEK OF TEACHING TIME

Subject	Suggestive Periods
Hindi	6
English	8
Mathematics	8
Social Science	7
Science and Technology	7
Sanskrit	5
Elective Subjects	5
Physical and Health Education	4
Library	1
Moral Education	1
Co-Curricular Activities	2
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Note :— While designing the courses, it has been presumed that given margin to vacations, public holidays and other contingencies, a minimum of 30 weeks of teaching time will be available in each session for actual instructional transaction. Accordingly, the distribution of periods over units and sub-units has been made which is only suggestive in character. The schools, keeping the overall number of periods in each subject/area, the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary. The distribution of marks over each unit (unit wise weightage) is however, prescriptive, hence shall remain, unchanged.

PART IV

COURSES OF STUDY**MARKS DISTRIBUTION OF ENGLISH FOR CLASS-VIII**

ENGLISH

TOTAL MARKS : 100**UNIT-1 TEXTUAL****Modern English**

1. Comprehension/passage	8 marks
2. Comprehension passage based on work book	8 marks
3. Question answer of the the text	10 marks (5 x 2)
4. Supplementary textual Q-Ans.	08 marks (4 x 2)
5. Make sentences from text	05 marks
6. Poetry	
(a) Central idea	05 marks
(b) Refrence to the Context	06 marks
Total	50 marks

UNIT-II GRAMMER

Essay-10 marks	10 marks
Application/ Letter/Story	8 marks
Change the number	2 marks
Change the gender	2 marks
Opposite words	2 marks
Punctuation	2 marks
Three forms of the Verb	4 marks
Degrees of Compersion	
Use of prepositions and articles	4 marks
Tenses (Transformation of Sentences)	10 marks
Translation (Hindi to English)	6 marks
Total	50 marks

1. ENGLISH

COMPULSORY SUBJECTS

Rationale

A set of new syllabuses and instructional materials in English for the Upper Primary Stage (Classes VI-VIII : Age-group 11-14) has been developed in response to the changing social and pedagogic needs as well as the growing importance of English as the language of international communication. The syllabi and instructional materials also reflect the new thrusts in the area of school education discussed in NCERT's National Curriculum Framework for School Education 2000.

Learning Outcomes

At the end of Class VIII the learner would have further developed the abilities of listening, speaking, reading, writing and thinking with reference to a certain quantum of language spelt out in terms of grammatical and vocabulary items. The various competencies of the language abilities are listed below. The learner

Understands English when it is spoken

- 1. Understands and responds appropriately to instructions, requests, questions, suggestions and proposals.
- 1. Comprehends narrations and descriptions.
- 1. Understands, appreciates and enjoys poems, anecdotes, jokes and riddles.

Participates in a conversation/discussion in English on a topic within the range of her/his experience and interests.

1. Produces English speech sounds which are intelligible.
2. Speaks with accuracy following the overall rhythm of spoken English, i.e. proper pauses and sentences stress.
3. Converses in familiar social situations.
4. Asks and responds to questions, gives instructions narrates simple experiences, describes things and reports happenings.

Reads texts in English with ease and understanding

1. Locates details in texts both prescribed and non-prescribed.
2. Understands the central ideas.
3. Follows the sequence of ideas and events.
4. Analyses, Compares, Contrasts ideas in the text.
5. Relates ideas to her/his own experience.
6. Uses his/her thinking faculty to read between the line and beyond the lines.
7. Interprets tables, charts, diagrams, graphs and maps.
8. Learns to use a suitable dictionary.
9. Develops a taste for reading.

Expresses herself/himself with ease and felicity using appropriate vocabulary and sentence structures.

1. Masters the mechanics of writing.
2. Writes neatly with proper speed.
3. Writes simple notices for the school notice board.
4. Writes short paragraphs, letters, and simple narrative and descriptive pieces.
5. Writes accurate descriptions of people, places and things.
6. Writes compositions on events and processes.
7. Develops the skill of making notes.

Uses her/his proficiency in English

1. As a spring board to explore and study other areas of knowledge.
2. As a vehicle to keep herself/himself abreast of the latest developments in different fields of knowledge.

Course Content

The course content will consist of a language package comprising grammar usage and vocabulary and a thematic package. The grammar items have been listed. No attempt has been made at linearisation of grammatical and lexical items. The thematic package is suggestive and should be in accord with the learner's life experiences and interests.

Linguistic Content**(A) GRAMMAR AND USAGE**

In addition to consolidating the grammatical and lexical items learnt earlier, the following areas of grammar will be introduced and recycled through the Upper Primary Stage :

1. Word classes (noun, verb, adjective, adverb)
2. Modal auxiliaries.
3. Agreement.
4. Tense forms.
5. Sentence types.
6. Reported Speech.
7. Passivisation

(B) VOCABULARY

Learners are expected to acquire a working vocabulary of approximately 1500 new words during the upper primary stage. The new vocabulary items should be appropriate to, and consistent with, themes and sub-themes reflected in the materials and suited to the learners' experiential and cognitive range and their communication needs.

THEMATIC CONTENT

Themes/sub-themes will be selected which are in conformity with the learners' immediate environment—physical, social and cultural. These should lead to an understanding and practice of the Core Components listed in NCERT's National Curriculum Framework for School Education (2000). These would inculcate desirable values and attitudes. No attempt however will be made at being didactic or exhortative.

The need for strengthening national identity is being felt now much more than ever before. As such there is a strong need for promoting national integration, and social cohesion by cultivating values as enshrined in the Constitution of India through school curriculum. With this in view, the ten core components identified in the National Policy on Education, 1986 need to be reaffirmed. They are as follows : The history of India's freedom movement; the Constitutional obligations; the content essential to nature national identity; India's common cultural heritage; egalitarianism, democracy and secularism; equality of sexes; protection of the environment; removal of social barriers; observance of the small family norm; and inculcation of scientific temper.

The Fundamental Duties as laid down in Article 51A of Part IVA of the Indian Constitution should also be highlighted. These are to : (a) abide by the Constitution and respect its ideals and institutions; the National Flag and the National Anthem; (b) Cherish and follow the noble ideals which inspired our national struggle for freedom; (c) Uphold and protect the sovereignty, unity and integrity of India; (d) defend the country and render national service when called upon to do so; (e) promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women; (f) value and preserve the rich heritage of our composite culture; (g) protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures; (h) develop scientific temper, humanism and the spirit of enquiry and reform; (i) safeguard public property and abjure violence; and (j) strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement.

These core components need to be integrated in school curriculum in a suitable manner. It is envisaged that they would help in instilling a nationally shared perception and values and creating an ethos and value system in which a common Indian identity could be strengthened.

The syllabi and materials must create and sustain among the learners a sense of patriotism, pride in being an Indian and should promote international understanding. In order to achieve these the materials will have to :

- (a) highlight the Fundamental Rights as laid down in the Indian Constitution;
- (b) highlight the country's strength and potential in different fields;
- (c) make a balanced presentation of India's achievements and the achievements of other countries. Scientific, technological, cultural and spiritual glory of India's past must be highlighted;
- (d) acquaint learners with contributions of India and Indians in various fields in the past and in the present;
- (e) develop awareness and understanding about indigenous knowledge in various fields with their implication to modern times; and
- (f) strengthen the love for the country by highlighting the efforts and sacrifices made by all sections of the Indian society in the freedom struggle.

Since all contemporary issues cannot be included in the school curricula as separate subjects of study, relevant concerns like human rights, conservation and improvement of environment, conservation of resources, population concerns, disaster management education, adolescence

education, forestry, value inculcation, fundamental duties and rights, neighbourhood education, migration education, family life education, safety education consumer education and education for sustainable development must be suitably incorporated in language materials.

SUB-THEMES

1. Personal Relationships

Self, the Family and Home; Friends and Pets Family relationships and roles (kinship terms) Family values (respect for elders, etc.) Special occasions (festivals, etc.)

2. The Neighbourhood

Neighbourhood personalities

Occupations and professions

Social diversity; different languages, religions, customs,

The values of social cohesion and harmonious living

3. The Larger Community

My country and my people

Geography and natural resources, sustainable development

History and legends

4. The Nation

People – rural, tribal – unity in diversity Famous Indians

India's contribution to world civilisation, Pride in being an Indian,

India's freedom movement

5. The World Beyond

India's neighbours; lands, people, cultures, Cultural exchanges between India and other countries, role and the value of international understanding, Tales from other lands.

6. The World of Adventure

Travellers and explorers

Acts of bravery, courage and endurance

7. The World of Sports and Health Education

The value of games and sports

Famous sportspeople like Mallechwari, Gopichand; Stories from the sports arena

8. Health with Special Reference to Adolescence Reproductive Health

Process of growing up

HIV/Aids

Education against drug abuse

9. The World of Nature

Our environment and its protection

The wonders of nature

Life in pre-historic times; the dinosaurs, National disasters; man versus nature

10. The World of Science and Technology

Science in everyday life

Discoveries and inventions that have changed the world.

Communication; Information Technology; Famous Scientists.

11. The World of Imagination

The supernatural; ghost stories

Fantasies

The mode of presentation should include stories, descriptions, letters, dialogues and conversations, diary entries, biographies/ autobiographies, travelogues, playlets and poems. *A range of suitable themes has been suggested in the syllabus. Material producers are expected to choose appropriate themes from the list provided.*

THE CURRICULAR PACKAGE

The package for each class will consist of a textbook, a workbook and a Supplementary Reader. Each textbook should contain about 10 comprehensive units (lessons and activities) and five poems of varying lengths depending upon the class. The textbook should be of about seventy five to hundred printed pages. The workbook will have an equal number of worksheets. The Supplementary Reader will have seven/eight pieces. The Supplementary Reader is meant essentially for self-study promoting reading for pleasure.

The recommended weightage in terms of marks is fifty per cent for the textbook, thirty percent for the workbook and twenty per cent for the Supplementary Reader.

METHODS AND TECHNIQUES

The methodology will be based on a multi-skill, activity-based, learner centered approach. Classroom interaction would be such as to promote optimal learner participation leading to an urge to use language both in speech and writing. The selection of actual classroom procedures is left to the discretion of the teacher. However, the following are recommended :

1. Role Play
2. Dramatization
3. Reading aloud
4. Recitation of rhymes, poems and speeches.
5. Telling and retelling stories, anecdotes and jokes.
6. Discussion, debate.
7. Simple projects
8. Interpreting pictures, sketches, cartoons.
9. Activities, tasks and language games.
10. Pair work, group work and short assignments both individual and group.
11. Exploring the electronic media.

TIME ALLOCATION

About one hundred and eighty working days are set aside for the teaching and learning of English. This takes care of continuous, comprehensive evaluation.

EVALUATION

Evaluation in language should be periodic, preferably at regular intervals of six weeks of actual instruction. However, final examination will be conducted as per scheme of examination.

Results of test and examinations should be treated basically as feedback to teachers. They should guide them in programming their teaching and organising remedial work.

MATHS.

TOTAL MARKS-100

DISTRIBUTION OF MARKS (UNIT WISE)

Unit-I	Number System	17 Marks
Unit-II	Commercial Mathematics	10 Marks
Unit-III	Algebra	20 Marks
Unit-IV	Geometry	30 Marks
Unit-V	Mensuration	15 Marks
Unit-VI	Statistics	8 Marks

2. MATHEMATICS

Rationale

Mathematics has been an inseparable part of school curriculum since the beginning of formal education and it has played a pre-dominant role not only in the advancement of civilization in general but also in the development of physical sciences and other disciplines. As curriculum renewal is a continuous process, mathematics curriculum has undergone various types of changes from time to time in accordance with the changing needs of society. National Council of Educational Research and Training (NCERT) released the National Curriculum Framework for School Education in November 2000. This Framework has reaffirmed most of the points mentioned in NPE, 1986 and further elaborated on other points related to mathematics, in particular, at the school stage which are reproduced as under.

1. One of the basic aims of teaching mathematics in school is to inculcate the skill of qualification of experiences around the learners. Towards this, carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of mathematics learning. It would also include generalizing these findings with proofs and developing competence to solve problems. The mathematics curricula must develop an appreciation and understanding of the contribution of Indian mathematicians along with that of others.
2. The upper primary stage should be confined mostly to the study of essentials of Mathematics for day-to-day life. The students should acquire knowledge and understanding of facts, concepts, principles of mathematics needed for daily use, practical geometry, simple mensuration, descriptive preliminary aspects of statistics and fundamentals of algebra. The geometrical concepts should be introduced and verified experimentally using variety of models and instruments. The students may be encouraged to gain proficiency in oral/mental mathematics useful in day-to-day life activities as well as solving problems with accuracy and speed. Further the students should be able to read and interpret data from statistical graphs/charts/diagrams, and develop skills of drawing, model making and measuring.
3. Mathematics learning should be imparted through activities from the very beginning of school education, i.e. from the Primary Stage itself. These activities may involve the use of concrete materials, models, patterns, charts, pictures, posters, games, puzzles and experiments.
4. To help exploration of mathematical facts through experimentation, a mathematics corner could be set up in the existing science laboratories.

In view of the above, the following are the specific objectives of teaching mathematics at upper primary stage :

Objectives

To enable the pupil to :

1. Consolidate her/his mathematical knowledge acquired at the Primary Stage.
2. Acquire knowledge and understanding of concepts, facts, principles, etc. related to commercial mathematics, mensuration, elementary statistics;
3. Develop abilities to solve simple problems from commercial mathematics, mensuration and elementary statistics.
4. Acquire knowledge and understanding of properties of geometrical figures through activities, experimentation, verification, etc. in the mathematics corner;
5. Develop abilities to solve geometrical problems by identifying relationships between different parts of the problem and applying logical reasoning;
6. Acquire knowledge and understanding of the fundamentals of elementary algebra;
7. Develop drawing, model making and measuring skills;
8. Develop awareness of the need for national unity, national integration, protection of the environment, observance of small family norms, removal of social barriers, elimination of sex biases;
9. Appreciate the great contribution made by ancient mathematicians with special reference to Indian mathematicians;

Evaluation

Evaluation should be built in with the teaching learning process and use for better learning by the pupil and for better teaching by the teacher. Mastery learning tests should be administered and timely remedial instructions should be provided, wherever necessary. Thus, remediation and proper evaluation should constitute an integral component of teaching-learning of mathematics at this stage. Some enrichment material for brighter students should also be provided on the basis of these tests. Evaluation has to be comprehensive and continuous. Chapter tests / unit tests should be administered regularly. These tests may include : (i) oral tests, (ii) written tests and (iii) practical work. Development of drawing skills, model making skills, measuring skills, etc are equally important. Their assessment should also be a part of evaluation. Regularity in home assignment should also be included in the total evaluation. In addition to be evaluation by the teachers, oppotunities may also be provided for peer evaluation and evaluation by the pupil herself/himself. The final evaluation should be as per scheme of examination.

CLASS VIII
UNIT-I NUMBER SYSTEM

(PERIODS 30)

Powers and Roots

Marks 17

Square of a number and cube of a number. Finding square roots of perfect squares, and cube roots of perfect cubes by factorisation (Square root and cube root should not exceed two digits).

Using division method, finding square roots of (i) positive integers which are perfect squares. (ii) decimals which are perfect squares (Square root should not exceed three digits including decimal digits). Finding square roots of numbers which are not perfect squares by the division method up-to two or three decimal places. (The 'why' aspect of the process may be excluded). Problems based on square roots (Simple problems only). Idea of rational exponents. Laws of exponents including rational numbers as exponents. Idea of radical and radicand.

UNIT-II COMMERCIAL MATHEMATICS

(PERIODS 30)

Applications of Percentage

Marks 10

Problems on profit and loss including discount (rebate), marked price, selling price (Only single discount to be discussed). Meaning of compound interest. Calculation of amount and compound interest by unitary method. Calculation of amount and compound interest by formula upto three years, compounded annually.

UNIT-III ALGEBRA

(PERIODS 40)

Identities

Marks 20

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

$(a + b)^3 = a^3 + 3a^2b + 3ab^2 + b^3$, $(a - b)^3 = a^3 - 3a^2b + 3ab^2 - b^3$,
 $(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$ (These identities may also be verified through cardboard models). Simple cases of factorisation based on these identities. Idea of a polynomial in one variable and its degree. Division of a polynomial in one variable by a monomial or a binomial (Restricted to polynomials (in one variable) of degree 4). Verification of Dividend = Divisor × Quotient + Remainder (Explain the cases of remainder non-zero and remainder equal to zero). Concept of a factor of a polynomial.

Equations

Solving equations of the type $\frac{ax + b}{cx + d} = k$, $(cx + d) \neq 0$. Work problems on linear equations in one variable (Simple problems could be framed from daily life situations like age, coins, number of students of a class etc. With special emphasis on ability to translate word problems into mathematical statements).

UNIT-IV GEOMETRY

(PERIODS 40)

Parallel Lines

Marks 30

Verification of the following properties :

- (a) Two lines parallel to the same line are parallel to each other.
- (b) Two lines perpendicular to the same line are parallel to each other.
- (c) Equal intercepts and proportional intercepts properties and their use in the following constructions :
 - (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).

Special Types of Quadrilaterals

Square, rectangle, rhombus, parallelogram and trapezium (Example of kite may also 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 rhombus bisect each other at right angles.
- (vi) 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).

CONSTRUCTION OF QUADRILATERALS

Construction of a 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 (Two sides should be in whole number of centimetres or at least multiples of $\frac{1}{2}$ a cm. Angles should be in multiples of 5°).

Circles

Concyclic points. Opposite angles of a cyclic quadrilateral. Angle subtended by an arc at the centre of a circle. Verification of the following properties :

- (i) Opposite angles of a cyclic quadrilateral are supplementary.
- (ii) Perpendicular from the centre to a chord bisects the chord. Converse of the above.
- (iii) Equal chords of a circle subtend equal angles at the centre. Converse of the above.
- (iv) Equal chords of a circle are equidistant from the centre. Converse of the above.
- (v) Angle subtended by an arc at the centre is double the angle subtended by it any point on the remaining part of the circle (Simple problems based on these properties involving one or two logical steps).

UNIT-V MENSURATION**(PERIODS 25)****Area****Marks 15**

Area of a parallelogram, triangle and trapezium (The following formula for area of a triangle to be taught : Area of a triangle = $\frac{1}{2}$ base \times height). Circumference of a circle and its relationship to its diameter. The number π . Area of the circle Simple problems involving areas.

Volume and Surface Area

Idea of a right circular cylinder, right circular cone and sphere. Volume and surface area of a (i) Right circular cylinder. (ii) Right circular cone. (iii) sphere (iv) Simple problems on volumes and surface areas (Direct problems may be given on surface area and volume, taking one solid figure at a time).

UNIT-VI STATISTICS**(PERIODS 15)****Data and its Representation****Marks 8**

Raw data Frequency. Making frequency table from the given raw data. Ungrouped and grouped data. Class size and class limits. Grouping given data into classes. Reading and interpretation of histograms (Drawing of histograms not required). Mean of raw data (Number of observations should not exceed 10).

HINDI

प्रश्न पत्र प्रारूप और अंक विभाजन

कक्षा : आठवीं

पूर्णांक : 100

खण्ड क

- | | | |
|-----------------------------|---|-------------------|
| 1. निबंध लेखन | : | 8 |
| 2. पत्र लेखन | : | 4 |
| 3. कहानी लेखन | : | 10 |
| 4. व्याकरण संबंधी प्रश्न | : | $6 \times 2 = 12$ |
| 5. गद्यांश पर आधारित प्रश्न | : | $5 \times 2 = 10$ |

खण्ड ख भारती भाग-3

- | | | |
|---|---|-------------------|
| 6. एक पद्यांश की सप्रसंग व्याख्या | : | 10 |
| 7. कवि और कविता का नाम एवं
अर्थ ग्रहण के दो प्रश्न | : | $3 \times 2 = 6$ |
| 8. किसी एक कविता का सार | : | 6 |
| 9. किसी एक कहानी का सार | : | 10 |
| 10. कठिन शब्दार्थ वाक्य प्रयोग | : | $5 \times 2 = 10$ |

खण्ड ग नया जीवन

- | | | |
|-------------------------|---|------------------|
| 11. जीवन परिचय | : | 6 |
| 12. चार बोधात्मक प्रश्न | : | $4 \times 2 = 8$ |

3. हिन्दी मातृ भाषा

भूमिका

उच्च प्राथमिक कक्षा में प्रवेश लेने से पूर्व विद्यार्थी कम-से-कम पाँच वर्ष तक मातृभाषा पढ़ चुका होता है और उसमें भाषक कौशलों (सुनना, बोलना, पढ़ना, लिखना) का बहुत सीमा तक विकास हो चुका होता है। प्राथमिक स्तर पर विद्यार्थी के मानक उच्चारण एवं वर्तनी पर विशेष रूप से बल दिया जाता है, तथा वह सामान्यतः शब्द-रचना, शब्द और सरल वाक्य प्रयोग की जानकारी प्राप्त कर लेता है। वह अपने भावों को सहज रूप से व्यक्त कर सकता है और दूसरों के विचारों को सहज रूप से ग्रहण कर सकता है। उच्च प्राथमिक स्तर पर विद्यार्थियों को बौद्धिक, सामाजिक और भाषिक विकास तीव्र गति से होने लगता है। वह अपने समाज और अपने चारों ओर के विशाल जगत और जीवन के विषय में जानने को उत्सुक होता है। परिवार और समाज की संरचना को समझने की क्षमता उसमें आने लगती है और क्या करना चाहिए और क्या नहीं करना चाहिए इसके विषय में भी उसके विचार बनने लगते हैं।

भाषा-शिक्षण से संबंधित ध्यान देने योग्य बातें

मौखिक अभिव्यक्ति

भाषा का अधिक प्रयोग उसके मौखिक रूप में होता है। मौखिक अभिव्यक्ति में अपेक्षित योग्यता से ही विद्यार्थी अधिक से अधिक प्रश्न पूछने, उत्तर देने तथा संवाद एवं अभिनय, वाद-विवाद प्रतियोगिता, भाषण, बाल सभा, सस्वर वाचन, कहानी कथन, कविता पाठ, वार्तालाप, टेलीफोन वार्ता, औपचारिक और अनौपचारिक बातचीत आदि में सक्रिय रूप से भाग लेने से सक्षम हो सकता है।

पठन योग्यता

पठन के माध्यम से विद्यार्थी ज्ञान के नए क्षेत्रों से परिचित होता है और आनंद की अनुभूतियों से गुजरता हुआ विश्लेषण, विवेचन, चिंतन-मनन आदि की योग्यता प्राप्त करता है। इस स्तर पर विद्यार्थियों को पठन के दोनों प्रकारों-मुखर और मौन में दक्षता प्राप्त कर लेनी चाहिए।

लिखित अभिव्यक्ति

भाषा शिक्षण का एक महत्वपूर्ण उद्देश्य है लिखित अभिव्यक्ति की योग्यता का विकास। आज औपचारिक शिक्षा में तो इसका महत्व और भी बढ़ गया है, क्योंकि आठवीं कक्षा के बाद बहुत से विद्यार्थी विद्यालय की पढ़ाई छोड़ देते हैं। इसलिए यह आवश्यक है कि कक्षा आठ तक उनमें शुद्ध और अच्छी हिंदी लिखने की योग्यता आ जाए, ताकि वे सरल विषयों से संबंधित अपने भावों और विचारों को अभिव्यक्त कर सकें।

चिंतन की योग्यता

विद्यार्थी बहुत कुछ सुनें-बोलें या लिखें-पढ़ें केवल इतना ही काफी नहीं है, अपितु यह बहुत आवश्यक है कि वे जो कुछ पढ़ें और सुनें उसके आधार पर विचार-विमर्श और चिंतन भी करें तथा अपनी बात को स्पष्टता एवं सहजता के साथ कहना सीखें। उच्च प्राथमिक कक्षा के विद्यार्थियों में अपनी बात अपने ढंग से कहने की योग्यता का विकास होने लगता है। इस दृष्टि से प्रयत्न यह होना चाहिए कि वे मौखिक और लिखित अभिव्यक्ति में केवल दूसरों की बातें न दुहराएँ, अपितु अपनी बात अपने ढंग से कहना सीखें। पाठ्यपुस्तक के बाहर की सामग्री भी अधिकाधिक मात्रा में विद्यार्थियों को पढ़ने के लिए देनी चाहिए, जिससे वे दैनिक जीवन की अन्य समस्याओं पर चर्चा कर सकें और स्वयं अपनी बात विवेकपूर्ण ढंग से कह सकें।

विद्यार्थियों के समेकित विकास के लिए यह भी आवश्यक होगा कि सह-शैक्षिक क्रियाओं का अधिकाधिक उपयोग किया जाए। भाषा अधिगम में जहाँ पाठ्यपुस्तकों के पाठों को पढ़ने और समझने का महत्व है, वहाँ परिचर्चा, संवाद-अभिनय, भाषण, वाद-विवाद आदि में भाग लेने का भी महत्व है। समाचार-पत्र, पत्रिकाओं रेडियो और दूरदर्शन के कार्यक्रमों द्वारा भी विद्यार्थियों की चिंतन क्षमता का तीव्र विकास होता है।

उपर्युक्त विचार बिंदुओं को ध्यान में रखते हुए इस स्तर पर हिंदी भाषा-शिक्षण के उद्देश्य निम्नलिखित हैं :-

भाषा-शिक्षण के सामान्य उद्देश्य

1. भाषिक तत्त्वों, साहित्यिक विधाओं तथा विषयवस्तु का ज्ञान प्राप्त करना,
2. भाषिक कौशलों (सुनना, बोलना, पढ़ना, और लिखना) का विकास करना,
3. हिंदी साहित्य के अध्ययन की क्षमता का विकास करना,
4. जीवन के विभिन्न संदर्भों में भाषा-प्रयोग की क्षमता का विकास करना,
5. हिन्दी भाषा के माध्यम से विभिन्न विषयों के अध्ययन की क्षमता का विकास करना,
6. हिंदी भाषा में स्वतंत्र रूप से विचारों, भावनाओं की रचनात्मक अभिव्यक्ति तथा सृजनात्मक क्षमता का विकास करना,
7. साहित्य के अध्ययन के माध्यम से सद्वृत्तियों का विकास करना।

भाषा-शिक्षण के विशिष्ट उद्देश्य

ज्ञानात्मक	अपेक्षित योग्यता
<p>भाषिक तत्वों (वर्ण विचार, शब्द विचार, वाक्य विचार) का ज्ञान</p> <p>विधि साहित्यिक विधाओं (कविता, निबंध एकांकी जीवनी आदि) का ज्ञान,</p> <p>दैनिक जीवन में आने वाले विभिन्न संदर्भों (आवेदन पत्र, संपादक-पत्र, प्रपत्र, रपट, पंचायत, न्यायालय, पुलिस प्राथमिकी आदि) के स्वरूप और उनमें प्रयुक्त भाषा का ज्ञान।</p>	<p>विद्यार्थी द्वारा इनकी पहचान करना,</p> <p>इनका प्रत्यास्मरण करना,</p> <p>इनके अशुद्ध रूपों की त्रुटियाँ पकड़ना,</p> <p>इनके उदाहरण देना,</p> <p>इनकी तुलना करना,</p> <p>इनमें परस्पर अंतर करना,</p> <p>इनका परस्पर संबंध बनाना,</p> <p>इनका विश्लेषण करना,</p> <p>इनका संश्लेषण करना,</p> <p>इनका वर्गीकरण करना।</p>

सुनना

1. धैर्य एवं ध्यानपूर्वक सुनना,
2. शुद्ध एवं अशुद्ध उच्चारण में भेद करना,
3. कक्षा और सभा, रेडियो और दूरदर्शन पर विभिन्न विषयों पर कविता, पाठ, संवाद, समाचार, वार्ताएँ आदि सुनकर अर्थग्रहण करना,
4. वक्ता के कथन का आद्यांत क्रमानुसार अर्थबोध के साथ अनुसरण करना,
5. औपचारिक एवं अनौपचारिक वार्ता या कथन में भेद करना,
6. मनोरंजन, सूचना और प्रेरणा के लिए सुनना,
7. वक्ता के कथन में महत्वपूर्ण तथ्यों, विचारों, निहित व्यंग्य/विनोद और भावनाओं को समझना और उनका मूल्यांकन करना।

बोलना

1. सभी स्वरों, व्यंजनों, व्यंजन-गुच्छों का शुद्ध एवं स्पष्ट उच्चारण करना,
2. उचित गति, बलाघात, अनुतान, प्रवाह और श्रोता की अवस्था, अवसर, विषय आदि को ध्यान में रखकर हावभाव के साथ बोलना,

3. अपने विचारों और भावों को शुद्ध, स्पष्ट, रोचक एवं प्रभावपूर्ण ढंग से व्यक्त करना, उन्हें तार्किक क्रम दे सकना,
4. व्यवस्थित रूप में वांछित सामग्री को प्रस्तुत करना,
5. दूसरे की बात धैर्यपूर्वक सुनकर अपनी प्रतिक्रिया व्यक्त करना,
6. अपनी कही गई बात को स्पष्ट करने के लिए पूछे गए प्रश्नों का उत्तर दे सकना,
7. औपचारिक बातचीत में स्थानीय बोली के प्रभाव से मुक्त होने का प्रयत्न करना।
8. कहानी कहना, घटना, दृश्य तथा परिचित स्थानों का रोचक ढंग से वर्णन करना,
9. विविध प्रकार की कविताओं को समुचित रीति से सुनाना, अंत्याक्षरी में भाग लेना,
10. तैयारी करके सरल विषयों पर लगभग तीन मिनट तक बोलना,
11. सहपाठियों के साथ सरल विषयों पर चर्चा करना,
12. प्रभावपूर्ण ढंग से नाटकीय संवाद प्रस्तुत करना और विद्यालय में तथा अन्य स्थानों पर अभिनय में भाग लेना,
13. सभा के कार्यक्रम का संचालन करना, प्रार्थनासभा में बोलना, समाचार और संदेश सुनाना,
14. चित्र के आधार पर विवरण प्रस्तुत करना,
15. औपचारिक अवसरों (स्वागत, कृतज्ञता ज्ञापन, बधाई, शोक, संवेदना, अभिनंदन, धन्यवाद ज्ञापन, क्षमता याचना. परिचय आदि) में उपयुक्त भाषा का प्रयोग करना,
16. आँखों देखा हाल प्रस्तुत करना, दूरभाष पर वार्ता करना,
17. महापुरुषों की सूक्तियाँ सुनाना,
18. स्मरण की हुई कविता एवं कहानी सुनाना,
19. पठित या अपठित गद्य या कविता सुनकर पूछे गए प्रश्नों के उत्तर देना,
20. छोटों और बड़ों के साथ बोलने में यथोचित शिष्टाचार का पालन करना,
21. औपचारिक और अनौपचारिक संदर्भों (माता-पिता, गुरुजनों, वृद्धों अपरिचितों, मित्रों, सहपाठियों, भाई-बहनों आदि के साथ) भाषा-प्रयोग में अंतर रखना।

पढ़ना

मुखर पठन

1. शुद्ध उच्चारण, उचित बलाघात, अनुतान एवं प्रवाह के साथ मुखर पठन करना,
2. भावानुरूप उचित आरोह-अवरोह के साथ मुखर पठन करना,
3. श्रोता तथा स्थिति एवं विषय के अनुसार गति और स्वर को नियंत्रित करना,
4. विराम-चिह्नों का ध्यान रखते हुए पढ़ना,
5. एकांकी, कविता, निबंध, कहानी आदि का उपयुक्त ढंग से मुखर पठन करना,
6. वाक्यों को सही अर्थान्वितियों एवं पदबंधों के अनुसार पढ़ना,
7. पढ़ते समय शुद्ध तथा अशुद्ध वर्तनी एवं विराम-चिह्नों में भेद कर सकना।

मौन पठन

1. मौन पठन की गति में उत्तोलतर विकास करना,
2. समुचित गति एवं बोध के साथ मौन पठन करना,
3. समुचित गति और बोध के साथ पढ़ने की आदत विकसित करना।

शब्द-भंडार

1. स्तर के अनुरूप शब्दों, मुहावरों और लोकोक्तियों के ज्ञान में निरंतर वृद्धि करना,
2. तत्सम एवं तद्भव शब्द-रूपों से परिचित होना,
3. संदर्भ के अनुसार शब्दों के अर्थ जान लेना,
4. नए आए हुए कठिन शब्दों के अर्थ समझना,
5. शब्दकोश की सहायता से प्रसंगानुसार शब्दों का अर्थ ढूँढ़ लेना,
6. उपसर्ग, प्रत्यय, संधि और समास के आधार पर शब्दों का विश्लेषण द्वारा उनका अर्थ जान लेना,
7. शब्दों के अर्थ-भेदों को जान लेना।

अर्थबोध

1. पाठ में वर्णित तथ्यों, विचारों और भावों को समझना,
2. केंद्रीय विचारों एवं भावों को ग्रहण करना,
3. किसी विशिष्ट उद्देश्य को ध्यान में रखते हुए तत्संबंधी स्थल को पाठ में खोज लेना,
4. पाठ के घटनाक्रम एवं विचारक्रम को ग्रहण करना,
5. पठित अनुच्छेद का उपयुक्त शीर्षक देना,
6. पठित वस्तु पर अपना मत प्रकट करना,
7. पठित वस्तु पर पूछे गए प्रश्नों के उत्तर देना और सारांश बताना,
8. कविता में निहित भाव-विचार के सौंदर्य की सराहना करना,
9. पठित कहानी के तत्वों (कथानक, चरित्र, कथोपकथन, वातावरण, उद्देश्य तथा भाषा-शैली) से परिचित होना,
10. जीवनी में वर्णित महापुरुष के गुण, आदर्श और मूल्यों से प्रेरणा ग्रहण करना,
11. साहित्यिक विधाओं (कविता, निबंध, कहानी, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र, यात्रा-वृत्तांत, डायरी, पत्र आदि) और उनकी शैली में अंतर करना।

सराहना

1. प्रयुक्त शब्द-प्रयोग की विशिष्टता एवं शब्द-चित्र के प्रभाव की सराहना करना,
2. अनुप्रास, उपमा, उत्प्रेक्षा आदि के प्रयोग के कथन में उत्पन्न चमत्कार को समझना और सराहना,
3. भाषा की शक्ति एवं सौंदर्य की सहज अनुभूति कर और उसे अपने शब्दों में व्यक्त कर सकना,
4. विषयवस्तु की प्रस्तुति के लिए विधा विशेष में चयन के महत्व को समझना और उनकी सराहना करना।

साहित्यिक सामग्री

1. गद्य की विविध विधाओं-कहानी, निबंध, जीवनी, आत्मकथा, संस्मरण, एकांकी, यात्रा-वृत्तांत, रेखाचित्र आदि का पठन एवं आस्वादन,
2. विविध विषयों (देशभक्ति, वीरता, प्रकृति-सौंदर्य, भक्ति, नीति, जीवन-दर्शन आदि) से संबंधित कविताओं के श्रवण-पठन में आनंद लेना,
3. खड़ी बोली के अतिरिक्त ब्रज एवं अवधी की सरल एवं स्तरानुकूल कविताएँ पढ़ना,
4. ज्ञान और आनंद-प्राप्ति के लिए अधिक-से-अधिक पुस्तकें, पत्रिकाएँ, समाचार-पत्र आदि पढ़ना,
5. निर्दिष्ट विषय के लिए संदर्भों को ढूँढ़ना और उनका उपयोग करना।

लिखना

सुलेख

1. सुंदर और सुपाठ्य अक्षरों में गतिपूर्वक लिखना,
2. चार्ट और भित्ति-पत्रिका तैयार करने के लिए कलात्मक ढंग से लिखने का अभ्यास करना।

वर्तनी

1. शब्दों की रूप-रचना के नियमानुसार मानक वर्तनी लिखना।

विराम-चिह्न

1. विराम-चिह्नों (पूर्ण विराम, अर्ध विराम, अल्प विराम, प्रश्न सूचक, विस्मयादि बोधक, उद्धरण चिह्न, योजक, निर्देशक, कोष्ठक, हंसपद, रेखांकन, लाघव चिह्न) का सही प्रयोग करना।

लिखित अभिव्यक्ति में अपेक्षित भाषित योग्यता

1. व्याकरण की दृष्टि से शुद्ध भाषा का प्रयोग करना,
2. लिखित अभिव्यक्ति के लिए अपेक्षित शब्दावली में वृद्धि करना,

3. समानार्थी शब्दों के प्रयोग में सावधानी बरतना,
4. शब्दों का उपयुक्त और प्रभावशाली प्रयोग करना,
5. गद्य-रचना को अनुच्छेदों में बाँटकर लिखने की आदत डालना,
6. एक अनुच्छेद में सामान्यतः एक मुख्य विचार अभिव्यक्त करना,
7. आवश्यकतानुसार शीर्षक तथा उपशीर्षक देना,
8. पठित पाठों का सारांश लिखना,
9. पठित सामग्री पर संक्षिप्त टिप्पणी लिखना,
10. भावपूर्ण और विचारपूर्ण गद्यांशों एवं पद्यांशों का सरलार्थ एवं भावार्थ लिखना।

विभिन्न रचना रूपों में अभिव्यक्ति की योग्यता

पत्र

1. पारिवारिक एवं सामाजिक पत्र लिखना,
2. आवेदन-पत्र लिखना और विभिन्न प्रकार के प्रपत्रों को भरना,
3. विभिन्न अधिकारियों को पत्र लिखना,
4. संपादकों के नाम पत्र लिखना,
5. पत्र-मित्र बनाना।

निबंध और कहानी

1. विविध विषयों पर वर्णनात्मक एवं विवरणात्मक निबंध लिखना,
2. विविध स्रोतों से आवश्यक सूचना प्राप्त करके सामान्य विषयों पर लेख लिखना,
3. निबंध और कहानी लिखने के लिए रूपरेखा बनाना,
4. दी गई रूपरेखा के आधार पर निबंध और कहानी लिखना,
5. अधूरी कहानी को पूरा करना,
6. कल्पना के आधार पर कहानी लिखना।

विधि

1. पठित कहानी को संवाद में बदलना तथा पठित एकांकी या संवाद को कहानी में बदलना,
2. सामग्री एकत्र करके महापुरुषों की संक्षिप्त जीवनी लिखना,
3. विभिन्न वस्तुओं, पक्षियों और पशुओं आदि की आत्मकथा लिखना,
4. सभाओं और उत्सवों की सूचना, कार्यसूची और प्रतिवेदन तैयार करना,

5. दैनिक जीवन में प्राप्त अनुभवों को डायरी तथा अन्य रूपों में लिखना,
6. पद्य-रचना का अभ्यास करना,
7. लेखन में मौलिकता एवं सृजनात्मकता का विकास करना।

चिंतन की योग्यता का विकास

1. चिंतन की योग्यता का सुनने, बोलने, पढ़ने और लिखने की योग्यताओं के साथ सहज संबंध है, अतः इसका विकास इन्हीं योग्यताओं के साथ करना चाहिए।
2. तथ्यों, घटनाओं और विचारों के क्रम को समझना,
3. कार्य-कारण संबंध को समझना,
4. तुलना तथा विश्लेषण करना,
5. पाठ में प्रस्तुत विचारों के पक्ष पर विपक्ष में तर्क देना,
6. निष्कर्ष निकालना,
7. तथ्य और मिथ्या में अंतर करना।

भाषा का विश्लेषणात्मक अध्ययन-व्याकरण और रचना

प्राथमिक कक्षाओं में व्याकरण की शिक्षा अनौपचारिक रूप में होती है। किंतु उच्च प्राथमिक स्तर पर, जबकि विद्यार्थियों में तर्क, चिंतन और सृजन-क्षमता का तीव्र गति से विकास होने लगता है, तब व्याकरण की औपचारिक शिक्षा की आवश्यकता होती है। इस स्तर पर विद्यार्थियों में भाषा की प्रकृति, रचना और गठन को समझने, उसके विभिन्न अवयवों का विश्लेषण करने और मानक प्रयोग की क्षमता विकसित करने की आवश्यकता होती है।

इस स्तर पर व्याकरण-शिक्षा का उद्देश्य नियमों और परिभाषाओं पर बल देना नहीं है, बल्कि विद्यार्थियों में भाषा की प्रकृति और प्रकार्य को समझने की अंतर्दृष्टि विकसित करना है तथा शुद्ध प्रवाहपूर्ण भाषा-प्रयोग की क्षमता उत्पन्न करना है।

व्याकरण के शिक्षण के लिए निम्नलिखित बिंदु महत्वपूर्ण हैं :-

वर्ण विचार : उच्चारण और वर्तनी

- (क) **वर्ण विचार और उच्चारण :-** स्वर, व्यंजन, स्वरों के भेद, व्यंजन के भेद, अक्षर, व्यंजन-गुच्छ, बलाघात, संहिता, अनुतान, उच्चारण संबंधी अशुद्धियाँ और उनमें सुधार।
- (ख) **संधि:** संधि के भेद, स्वर संधि, व्यंजन संधि और विसर्ग संधि।
- (ग) **वर्तनी:** लिपि-चिह्न, वर्तनी के नियम, वर्तनी संबंधी अशुद्धियाँ।

शब्द विचार और शब्द-रचना

(क) **शब्द विचार**

स्रोत के आधार पर: तत्सम, तद्भव, देशज और आगत (विदेशी)।

रचना के आधार पर: रूढ़ व्युत्पन्न (यौगिक और योगरूढ़)

अर्थ के आधार पर: पर्यायवाची, पर्यायवाची शब्दों के सूक्ष्म अर्थ भेद, विलोम, समश्रुतिभिन्नार्थक शब्द, द्विरुक्त और युग्म शब्द, अनेक शब्दों के स्थान पर एक शब्द।

(ख) **शब्द-रचना प्रक्रिया:** उपसर्ग, प्रत्यय, समास।

शब्द और पदभेद: कोशीय और व्याकरणिक शब्द, शब्द और पद में अंतर।

पदभेद : विकारी, अविकारी पद।

विकारी : संज्ञा, संज्ञा के प्रकार, लिंग, वचन, कारक, सर्वनाम, सर्वनाम के भेद, विशेषण, विशेषण के भेद प्रविशेषण, विशेषणों की तुलनावस्था, विशेषण-विशेष्य में अन्विति, क्रिया, क्रिया के भेद, अकर्मक और सकर्मक क्रिया, प्रेरणार्थक क्रिया, काल, पक्ष, वृत्ति, संयुक्त क्रिया। अविकारी (अव्यय) : क्रिया विशेषण, संबंधबोधक, समुच्चयबोधक, विस्मयादिबोधक और निपात।

वाक्य-रचना : वाक्य, वाक्य के लक्षण, उद्देश्य और विधेय, पदक्रम, अन्विति।

वाक्य के प्रकार

(क) **रचना के आधार पर-** सरल, संयुक्त, मिश्र, वाक्य रूपांतरण।

(ख) **अर्थ के आधार पर-** विधान वाचक, निषेधात्मक, आज्ञावाचक, प्रश्नवाचक, विस्मयादिबोधक, इच्छाबोधक, संदेहबोधक, शर्तबोधक।

उपवाक्य : उपवाक्य के प्रकार

पदबंध : उपवाक्य और पदबंध, पदबंध के प्रकार, संज्ञा पदबंध, विशेषण पदबंध, क्रिया पदबंध, क्रिया विशेषण पदबंध।

वाच्य : कर्तृवाच्य, कर्मवाच्य, भाववाच्य।

विराम-चिह्न

विराम-चिह्न के विभिन्न रूप- पूर्ण विराम, अर्धविराम, अल्पविराम, प्रश्नसूचक, विस्मयादिबोधक या संबोधन सूचक, उद्धरण चिह्न, योजक, निर्देशक, कोष्ठक, हंसपद, रेखांकन, लाघव चिह्न।

मुहावरे और लोकोक्तियाँ

मुहावरे की विशेषताएँ तथा मुहावरों और लोकोक्तियों में अंतर।

रचना खंड

(क) **मौखिक रचना :** मौखिक अभिव्यक्ति और उसके प्रकार, कविता पाठ, अंत्याक्षरी, समाचार पाठ, कहानी रचना, घटना वर्णन, वार्तालाप एवं परिचर्चा, चुटकले भाषण, वाद-विवाद, संवाद (अभिनय)।

(ख) **लिखित रचना :** श्रुतलेख, पत्र (प्रार्थना, आवेदन, धन्यवाद, निमंत्रण, संवेदना आदि) लेखन, निर्देशित एवं स्वतंत्र रचना-अनुच्छेद, कहानी, संवाद, डायरी, निबंध लेखन, तार, मनीआर्डर, बैंक, डाकघर, रेल, परीक्षा, चालान आदि के फार्म भरना।

पाठ्यसामग्री

प्रत्येक कक्षा के लिए गहन अध्ययन की दृष्टि से एक पाठ्यपुस्तक होगी, जिसमें गद्य और पद्य

पाठों का अनुपात 2:1 का होगा। प्रत्येक पुस्तक में लगभग 22 पाठ होंगे और कुल पृष्ठ संख्या लगभग 200 होगी। प्रत्येक पाठ के साथ प्रश्न-अभ्यास भाषा-अध्ययन, योग्यता-विस्तार, शब्दार्थ-टिप्पणी आदि दिए जाएँगे।

पूरक पाठ्यसामग्री

उपर्युक्त पाठ्यपुस्तकों के अतिरिक्त इन कक्षाओं में भारतीय संस्कृति के प्रति चेतना जागृत करने की दृष्टि से संक्षिप्त रामायण (कक्षा 6), संक्षिप्त महाभारत (कक्षा 7) और जैसे महत्वपूर्ण महाकाव्य पूरक पाठ्यपुस्तकों के रूप में पढ़ाए जाएँगे। इनके अतिरिक्त नया जीवन भाग-1, 2 और 3 भी क्रमशः कक्षा 6, 7 और 8 में पूरक पाठ्यपुस्तकों के रूप में पढ़ाए जाएँगे।

हिंदी व्याकरण और रचना की पाठ्यपुस्तक

भाषा-विश्लेषण, मौखिक एवं लिखित भाषिक योग्यता के विकास के लिए हिंदी व्याकरण और रचना की पाठ्यपुस्तक में उपर्युक्त व्याकरणिक एवं रचनागत प्रकरणों का समावेश होगा, जिनके संबंध में विस्तृत उल्लेख पहले किया जा चुका है। छठी, सातवीं, आठवीं तीनों कक्षाओं के लिए एक पुस्तक होगी।

उपर्युक्त पूरक पाठ्यपुस्तकों के अतिरिक्त ज्ञानवर्धन और मनोरंजन की दृष्टि से विद्यार्थियों को प्रति वर्ष कम से कम 10 और पुस्तकें पढ़ने के लिए प्रोत्साहित किया जाए। शिक्षक समय-समय पर उनके संबंध में विद्यार्थियों से चर्चा करें।

आवश्यकतानुसार उपर्युक्त श्रव्य-दृश्य सामग्री का निर्माण भी किया जाएगा।

पाठ्यपुस्तकों में शामिल की जाने वाली पाठ्यसामग्री के निर्माण में निम्नलिखित विषयों पर विशेष ध्यान दिया जाएगा :-

1. जीवन के विविध संदर्भ।
2. केंद्रिक घटक और नागरिकों के मूल कर्तव्य।
3. मूल्य परक विषय

जीवन के विविध संदर्भ

पौराणिक एवं साहसिक कहानियाँ, त्योहार, पर्व-मेले, मनोरंजन, खेलकूद, लोककथाएँ, पशु-पक्षी, वनांचल, ग्रामीण और शहरी जीवन, प्रकृति, पर्यावरण-संरक्षण, कृषि और प्रौद्योगिकी, यातायात के साधन, महान विभूतियाँ, विभिन्न धर्मों के मूल सिद्धांतों का परिचय एवं सर्वधर्म समभाव, देश की सांस्कृतिक एवं सामाजिक संस्कृति के प्रति प्रेम, स्वदेश प्रेम, वसुधैव कुटुंबकम् की भावना का विकास, राष्ट्रीय भावात्मक एकता, नागरिकों के मौलिक अधिकार, मानवाधिकार, जनसंख्या शिक्षा, स्त्री-पुरुष समानता, दर्शनीय स्थल, विज्ञान (दूरभाष, दूरसंचार, कंप्यूटर आदि), कला, राष्ट्रीय चिह्न, राष्ट्र के प्रहरी, यात्रा-वृत्तांत आदि।

केंद्रिक घटक और नागरिकों के मूल कर्तव्य

विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा 2000 में दिए गए केंद्रिक घटकों को पाठ्यसामग्री में शामिल करने की आवश्यकता है। घटक इस प्रकार हैं!

भारत के स्वतंत्रता आंदोलन का इतिहास, संवैधानिक दायित्व, राष्ट्रीय पहचान के पोषण के लिए आवश्यक विषयवस्तु, भारत की सांझी सांस्कृतिक विरासत, समतावाद, लोकतंत्र और पंथ निरपेक्षता, स्त्री-पुरुष समानता, पर्यावरण का संरक्षण, प्रगति में बाधक सामाजिक व्यवधान को समाप्त करना, छोटे परिवार का मानक अपनाना और वैज्ञानिक दृष्टिकोण विकसित करना।

भारतीय संविधान के भाग 4 अ के अनुच्छेद 51 अ में उल्लिखित मौलिक कर्तव्यों को भी केंद्रित घटकों में शामिल करना होगा। इसके अनुसार भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह-

संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे, स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में सँजोए और उनका पालन करे, भारत की संप्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण बनाए रखे, देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे, भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे, जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभावों से परे हो। ऐसी प्रथाओं का त्याग करे जो महिलाओं के सम्मान के विरुद्ध हो, भारत की सामाजिक संस्कृति की गौरवशाली परंपरा का महत्व समझे और उसका परीक्षण करे, प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी और वन्य जीवन हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दया भाव रखे, वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे, सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे, व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत् प्रयास करे, जिससे राष्ट्र निरंतर प्रयत्न करते हुए उपलब्धियों की ऊँचाइयों को छू सके।

मूल्यपरक विषय

सच्चाई, स्वच्छता, शिष्टाचार, सेवा भावना, सहयोग भावना, मित्रतापूर्ण व्यवहार, समय की पाबंदी, नियमितता, उदारता, साहस, श्रम की महत्ता, सदाचार, प्रेम, करुणा, अहिंसा, जिम्मेदारी, सहनशीलता, निष्ठा, देश प्रेम, धर्म निरपेक्षता, कर्तव्य भावना, धैर्य आदि।

उपर्युक्त सभी विषय पाठ्यसामग्री के निर्माण में विषयवस्तु के रूप में पिरोए जाएँगे परंतु एक ही पुस्तक में ये सभी विषय शामिल नहीं किए जा सकते हैं इसलिए विद्यार्थी के स्तर और आयु वर्ग के अनुसार विषयों का चयन किया जाएगा।

उक्त विषय केवल पाठ्यपुस्तकों एवं पूरक पाठ्यपुस्तकों में पाठ निर्धारित करने के लिए नहीं हैं, अपितु इसलिए भी हैं कि समय-समय पर मौखिक चर्चा द्वारा इनकी जानकारी विद्यार्थियों की दी जाए और इन पर सोचने-विचारने के लिए प्रोत्साहित किया जाए। साथ ही इन विषयों से संबंधित क्रिया-कलाप भी आयोजित किए जाएँ।

शिक्षण युक्तियाँ

भाषा अभिव्यक्ति है, अनुभव है, सामाजिक व्यवहार है, साथ ही हमारे चिंतन का आधार है और ज्ञान-विज्ञान के निरंतर बढ़ते हुए भंडार को संप्रेषित एवं ग्रहण करने का सहज, सबल साधन है। भाषा के प्रकार्यों की इस विविधता को देखते हुए कोई भी शिक्षण युक्ति अपने आप में अंतिम नहीं हो सकती है। अतः हिंदी शिक्षक के नाते हमें भाषा के विविध प्रकार्यों को ध्यान में रखकर ही अपनी शिक्षण युक्तियों का निर्धारण करना होगा। इस दृष्टि से शिक्षक को कक्षा में ऐसी स्थितियाँ उत्पन्न करनी होंगी जिनमें

विद्यार्थियों को विविध भाषिक कौशलों के विकास और विषयवस्तु का स्पष्ट ज्ञान, दैनिक जीवन तथा सामाजिक संदर्भों में भाषा-प्रयोग, भाषा-अभिव्यक्ति के अनेकानेक अवसर तथा हिंदी के माध्यम से विज्ञान, साहित्य, कला आदि के क्षेत्रों में उपलब्ध ज्ञान को प्राप्त करने के लिए प्रेरणा मिल सके। इसके लिए आवश्यक है शिक्षक के रूप में हमारा दृष्टिकोण प्रयोगधर्मी हो, ताकि हम नई-नई युक्तियों का प्रयोग करते हुए अपेक्षित विषय-सामग्री के अंतरण में विद्यार्थियों को सक्रिय सहभागी बना सकें। हम सदैव यह ध्यान रखें कि शिक्षण-अधिगम प्रक्रिया का एक सिरा यदि शिक्षक है तो दूसरा सिरा विद्यार्थी और तीसरा सिरा विषय-सामग्री है। इन तीनों में समुचित अंतः क्रिया ही सार्थक शिक्षण-अधिगम प्रक्रिया है।

इस प्रक्रिया में पाठ्यपुस्तकों की भूमिका अवश्य है, पर हम यह ध्यान रखें कि पाठ्यपुस्तकें भाषा-अधिगम का साधन बनें, साध्य नहीं। वस्तुतः भाषा के प्रभावों अधिगम के लिए एक आधारभूत शर्त है- विद्यार्थी में भाषा-अनुभवों में भाग लेने की इच्छा, अभिरुचि और भाषा सीखने के प्रति उत्सुकता उत्पन्न करना। इसके लिए अपेक्षित है कि शिक्षक विद्यार्थियों को सीखने की प्रक्रिया में सक्रिय रूप से शामिल करें और उन्हें ऐसे अवसर प्रदान करें कि वे भाषा के माध्यम से तर्क, चिंतन, स्वयं करके सीखने तथा स्वाध्याय के लिए प्रेरित हों।

उपर्युक्त अपेक्षाओं के निर्वाह के लिए विविध शिक्षण-युक्तियाँ अपनाई जा सकती हैं, जैसे- अवलोकन, सामग्री और सूचनाओं का संकलन, प्रदर्शन और प्रयोग, परियोजना कार्य, समस्या समाधान, खोजपूर्ण शिक्षण आदि। इन युक्तियों के क्रियान्वयन के लिए आवश्यक है कि-

1. विद्यार्थियों में जिज्ञासा उत्पन्न करें,
2. उन्हें प्रश्नों के उत्तर देने के लिए प्रेरित करने के साथ-साथ उनमें प्रश्न पूछने की प्रवृत्ति एवं आत्मविश्वास उत्पन्न करें,
3. उनमें पाठ्यवस्तु के विश्लेषण करने की क्षमता का विकास करें।

शिक्षक-अधिगम प्रक्रिया की सफलता के लिए एक अनिवार्य अपेक्षा प्रतिपुष्टि है। इसके द्वारा हम विद्यार्थियों की अधिगम-गति और वैयक्तिक भिन्नताओं का पता लगकर उपयुक्त शिक्षण-रणनीति अपना सकते हैं। हम मंदगति से सीखने वाले विद्यार्थियों के लिए उपचारात्मक शिक्षा की व्यवस्था कर सकते हैं और तीव्र गति से सीखने वाले विद्यार्थियों को ज्ञान-संवर्धन सामग्री के स्रोतों से अवगत कराते हुए उनको अध्ययन के लिए प्रेरित कर सकते हैं।

दैनिक जीवन के कार्यकलापों और सामाजिक संदर्भों में भाषा-व्यवहार के महत्व को देखते हुए यह आवश्यक हो जाता है कि हम भाषा-शिक्षण को केवल औपचारिक स्थितियों तक ही सीमित न रखें बल्कि अनौपचारिक स्थितियों में भी भाषा-प्रयोग को बढ़ावा दें। इस दृष्टि से प्रातः कालीन सभा, सांस्कृतिक तथा मनोरंजनात्मक क्रियाकलाप, सामुदायिक जीवन स्थितियाँ, राष्ट्रीय महत्व के दिवस और महापुरुषों की जयंती मनाना, अभिनय, वाद-विवाद, आशुभाषण प्रतियोगिता, सृजनात्मक लेखन आदि के कार्यक्रम उपयोगी सिद्ध हो सकते हैं।

संक्षेप में भाषा शिक्षण-अधिगम प्रक्रिया का अंतिम लक्ष्य विद्यार्थी में भाषा-व्यवहार की योग्यता का विकास करना है। इसके लिए अपेक्षित है कि हम उन्हें भाषा-प्रयोग के यथासंभव अधिकाधिक अवसर प्रदान करें। तभी हमारे विद्यार्थी भाषा के सक्षम, सफल और सशक्त प्रयोक्ता बन सकेंगे।

मूल्यांकन और परीक्षा

‘विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा 2000’ में मूल्यांकन पद्धति में विशेष परिवर्तन के सुझाव हैं, जो निम्नलिखित हैं :-

1. मूल्यांकन की प्रकृति मानवीय होगी, यह मूल्यांकन विद्यार्थियों को सामाजिक इकाई के रूप में विकसित होने में सहायक होगा और उन्हें अनावश्यक पीड़ा, चिंता, परेशानी और अपमान से बचाएगा,
2. मूल्यांकन उन्हीं शिक्षकों की जिम्मेदारी होगी जो विद्यार्थियों को पढ़ाते हैं और जो उनमें आवश्यक स्वस्थ गुणों और मनोवृत्तियों के विकास के लिए उत्तरदायी होते हैं,
3. मूल्यांकन अपने उद्देश्य के प्रति हमेशा एक समान और सुसंगत होगा और विद्यार्थियों की योग्यता का विश्वसनीय एवं वैध मापन उपलब्ध कराएगा,
4. मूल्यांकन प्रत्येक अभिगम-प्रयास के परिणाम को बिंबित करेगा और सभी विद्यार्थियों को अपनी योग्यता प्रकट करने के समान अवसर देगा। इस प्रकार मूल्यांकन विविधता युक्त और निर्बाध होगा और मापन की बहुविध तकनीकों का उपयोग करेगा,
5. मूल्यांकन अध्ययन - अध्यापन की प्रक्रिया में ही निहित होगा और शिक्षा की संपूर्ण अवधि तक जारी रहेगा,
6. मूल्यांकन में शिक्षक की पृष्ठभूमि और पूर्व अनुभवों पर विचार किया जाएगा,
7. विशिष्ट आवश्यकता वाले विद्यार्थियों के लिए वैकल्पिक मूल्यांकन प्रक्रिया अपनायी होगी,
8. मूल्यांकन प्रक्रिया में पारदर्शिता सुनिश्चित करते हुए उसे आम आदमी के लिए विश्वसनीय और आस्थापूर्ण बनाया जाएगा,
9. आधुनिक प्रौद्योगिकी केवल मूल्यांकन प्रणाली के प्रबंधन में सुधार के लिए ही नहीं होगी बल्कि कंप्यूटर नेटवर्क के माध्यम से विद्यार्थियों के परीक्षण में भी प्रयुक्त होगी,
10. संक्षेप में मूल्यांकन की प्रकृति मानवीय, शिक्षार्थी-मित्रवत, त्रुटिरहित, उत्तरदायी और पारदर्शी होगी,
11. उच्च प्राथमिक स्तर पर विद्यार्थियों का मूल्यांकन मौखिक और लिखित रूपों के अतिरिक्त दत्त कार्य और प्रोजेक्ट कार्य का भी होगा, परन्तु अन्तिम मूल्यांकन परीक्षा पद्धति के आधार पर होगा।
12. कमजोर विद्यार्थियों के लिए निदानात्मक और उपचारात्मक और कुशाग्र विद्यार्थियों के लिए ज्ञान-संवर्धन की दृष्टि से सतत् और व्यापक मूल्यांकन होगा,
13. विभिन्न पाठ्यचर्या क्षेत्रों में प्रवीणता (मास्टरी) स्तर तक की क्षमताओं को सुनिश्चित करने के लिए समय-समय पर कसौटी-संदर्भित परीक्षण होंगे,
14. सह शैक्षिक गुणों का मूल्यांकन लगाकर अवलोकन, किया जाएगा और हर तीन माह में उसकी रिपोर्ट दी जाएगी।

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5. SOCIAL SCIENCES

RATIONALE

Social Sciences is an integral component of general education upto secondary stage of school education. Its study is crucial because it helps the young learners to understand the society and the world in which they live, and view the socio-economic developments and changes in the context of time and space and also in relation to each other. It thus widens their mental horizons. Evolution of human society is a dynamic process having continuity. The present forms a small part of this continuum and cannot be understood independently or in isolation. In fact, the changes and development of today are linked to the past as also to the contemporary developments in other parts of the world. As such, temporal (historical) and spatial (geographical) dimensions together help the learners in developing a comprehensive picture of the present-day society and the world at large. Besides providing essential knowledge and understanding, the social science education aims at developing skills and attitudes necessary for self-development and for becoming effective and contributing members of society.

The curriculum of Social Sciences in schools draws its content mainly from History, Geography, Civics and Economics.

At the primary school stage, the children are introduced to 'Environmental Studies', which comprises natural and social elements of the environment. Starting from the immediate environment, the children get familiarized gradually with distant places, state and country.

At the upper primary stage, for the first time Social Sciences is introduced as an independent area of study and continues to enjoy the same position at the secondary stage.

OBJECTIVES

The major objectives of the Social Sciences course at the upper primary stage are to :

1. Develop an understanding about the earth as the habitat of humankind.
2. Develop an understanding of the evolution of human societies and

civilizations in India and other parts of the world with their interconnections;

3. Inculcate an appreciation of the contributions made by different societies and civilizations to the progress of humankind as a whole—with special reference to the contribution of India to world civilization and vice versa.
4. Develop an appreciation of the growth of various components of Indian culture and take legitimate pride in the achievements of Indians in different periods and in different parts of the country and the world;
5. Understand and appreciate the diversities in lands and peoples of India and the world, and the interdependence of regions and countries;
6. Understand contemporary India and the world; become aware of current processes of change and related issues and challenges;
7. Develop an understanding of natural and human resources and their potentialities for a better tomorrow.
8. Acquire a positive attitude towards conservation and preservation of environment, its resources and heritage;
9. Develop an understanding of the structure and functioning of civic, political and economic institutions;
10. Develop an awareness of the various social and economic challenges before the country;
11. Acquire necessary abilities and skills, both academic and social, which would enable the learner to differentiate between fact and fiction, and would help her/him to think critically and creatively, communicate effectively, cooperate with others and respond to the needs of others;
12. Develop a scientific temper and a pro-active attitude enabling the learner to face challenges with confidence and to adjust to unfamiliar situations.

SELECTION AND ORGANISATION OF THE CONTENT

For the realization of these objectives, it is necessary to introduce the learners to a systematic study, appropriate to the age-group, of social sciences in a balanced manner. In order to make social sciences education meaningful, relevant and effective, the concerns and issues of contemporary society should be kept in the forefront. Past developments need to be studied for developing a historical prospective.

In a world of ever-increasing knowledge and rising competition, the social sciences curriculum must equip the students to face challenges with confidence. Selection and organisation of content areas, therefore, assume great importance. The social sciences curriculum has to be comprehensive and yet not heavily loaded with information. It is desirable to emphasise the process of learning and thinking rather than mere acquisition of facts. As such the learners need to be given meaningful learning experiences through well-planned activities. This will help them acquire basic competencies and skills.

Keeping these considerations in view, a thematic approach has been followed for selection and organisation of content areas. In the organisation of content, inter-relatedness of ideas and comprehensibility have been given due importance. Topics are few in number but their depth of treatment is more. It would thus optimize the learners' experiences and enhance the quality of learning.

Having become familiar with the environment in the primary years, the learners will be initiated into the study of 'India and the world'. The course at this stage comprises the study of the earth as the habitat of humankind; the Indian civilization and some other ancient civilizations of the world, their inter-connections and contributions; India's cultural heritage; study of the environment, resources and development at different scales - local, regional / national and the world; the study of social, economic and political institutions and their functioning and contemporary developments and changes in India and the world. Adequate provision has been made in the course to provide time for activities and projects as a compulsory part of teaching-learning process; citizenship education is an important constituent of social science education. It will help learners develop a proper understanding of their roles and responsibilities as citizens in a modern democracy. It will also help them in dealing with difficult moral and social questions that arise in their lives and in society.

Almost all the core components such as history of India's freedom movement, constitutional obligation, content essential to nature national identity, equality of sexes, removal of social barriers and fundamental duties and rights should be integrated in the course in an appropriate manner. It is also most suited for value inculcation.

Teaching of social sciences must be objective, based on scientific enquiry, and free from all kinds of stereotyped images, biases and prejudices. It

must include a commitment to our families, our societies and ourselves. It should also underscore the diversity in our society and the environment in which we live.

EVALUATION

Evaluation needs to be exploited profitably for the development of cognitive and non-cognitive capacities of pupils. Hence, adequate emphasis must be given on both formative and summative forms of evaluation. While formative evaluation should be used for designing and providing remedial measures for slow learners and enrichment materials for the fast learners, summative evaluation needs to be used for classification of placement and promotion to higher classes. Only school based evaluation in the form of continuous and comprehensive evaluation is recommended at this stage i.e. from Classes VI to VIII. Criterion-referenced tests will be employed periodically for ensuring the acquisition of competencies upto the mastery level. The evaluation of co-scholastic attributes needs to be carried out continuously using observation, rating scale and check lists and must be reported quarterly. It would be useful in monitoring the progress of the learner. The final evaluation at the year end should be as per scheme of examination.

CLASS VIII

(Periods 210)

Unit I	People and Society in the Modern Period	(35 marks)
Unit II	Resources and Development	(35 marks)
Unit III	India and the World—Major Issues and Challenges	(30 marks)

CLASS VIII

UNIT I : PEOPLE AND SOCIETY IN THE MODERN PERIOD — 35

CONTENT OUTLINE	LEARNING OUTCOME
<p>1. World Scenario : the industrial revolution—spread and consequences, search for markets and raw materials; European conquest of Asia and Africa—impact on world economy with special reference to India; East India Company and Indian states, disintegration of the Mughal Empire and the rise and decline of Maratha power. 8 marks</p> <p>2. British conquest of India; rise and expansion of British power, impact of British rule in India—social, political, economical, cultural. 5 marks</p> <p>3. Indian renaissance—religious and social reforms. 4 marks</p> <p>4. Resurgence of Indian nationalisms : uprising of 1857 and the shaking of the British Power in India, continuation of armed resistance to the British—kukas, Santhals, and other local movements. 8 marks</p> <p>5. Birth of the Indian National Congress—Petitioners and Radicals, division of Bengal, birth of Muslim League, Lucknow session of Congress, rise of the Gandhi era of freedom struggle—role of Gandhi, non-violence and the methods used by him, participation of all sections of society and contribution of INA, 1942 movement; developments leading to partition and independence of India. 8 marks</p> <p>6. Revolutionary and nationalist movements outside India—America, France, Germany, Italy. 2 marks</p>	<p>This Unit will enable the learners to :</p> <ol style="list-style-type: none"> Understand and appreciate the major developments and events which took place during the modern period having a widespread impact; Trace the emergence of the industrial revolution and the consequences it has on India and the world; Explain the growth and spread of European colonies in Asia and Africa; Understand the nature of the British rule in India and recognize the alienness of this rule; Recognise the all-Indian character of the freedom struggle; Understand the importance and significance of the revolt of 1857 and other popular revolts; Appreciate the non-violent methods adopted by Gandhi against the British rule; Realise that India's independence was achieved after a long period of struggle and that one must preserve it and cherish the values that it promoted; Appreciate the contribution of all sections of society irrespective of caste, class, gender and religion and the sacrifices made by them; Explain the contribution of freedom fighters such as Bhagat Singh, Maulana Azad, Netaji Subhas Chandra Bose, Nehru, etc. and other local leaders : Understand other revolutionary and nationalist movements which took place outside India and their impact.
PROJECT/ACTIVITY	
<ol style="list-style-type: none"> Collect photographs and relevant information about some major inventions/discoveries during modern period ushering revolution in industrial and communication technology. Collect photographs/pictures of social reformers and freedom fighters of modern India and write about their contributions. 	
<p>MAP WORK :</p> <ol style="list-style-type: none"> Extent of the revolt of 1857. India in 1947. <p>Note : Any two activities to be taken.</p>	

UNIT II : RESOURCES AND DEVELOPMENT : 35 MARKS

CONTENT OUTLINE	LEARNING OUTCOME
<ol style="list-style-type: none"> 1. Resources : resources and their types - natural and human. 5 marks 2. Natural resources : their distribution, utilization and conservation, land and soil, water, natural vegetation, wildlife, mineral and power resources (word patterns with special reference to India). 5 + 5 marks 3. Agriculture types of farming major crops, food crops, fibres, beverages, agricultural development—two case studies—one from India and the other from a developed country/ a farm in the US/Netherlands/Australia. 5 marks 4. Industries : classification of industries based on size, raw material, ownership; major industries and distribution; infrastructure and development. 5. Iron and Steel (a comparative study of Jamshedpur and a centre in USA e.g. Detroit). 6. Textile Industry (Ahmedabad and Osaka). 7. Information Technology (Banglore and Silicon Valley). 7 marks 8. Human Resources—composition, population change, distribution and density. 3 marks 	<p>This Unit will enable the learners to :</p> <ol style="list-style-type: none"> 1. Know the meaning of resources their variety, location and distribution; 2. Understand the importance of resources in our life; 3. Appreciate the judicious use of resources for sustainable development; 4. Develop awareness towards resources conservation and take initiative towards conservation process; 5. Understand two important forms of activities—agriculture and manufacturing. 6. Understand the role of human resource in development of nation's economy.
PROJECT ACTIVITY	
<ol style="list-style-type: none"> 1. Make an inventory of local/regional resources. 2. Observe and report about local agricultural practices, crops grown/manufacturing industries. 3. Represent local systems dependence on resources, their diagrams, charts, sketches, etc. 4. School/class may take up a campaign for resource conservation. 5. Van Mahotsav. 6. Visit to an industry/local agricultural farm. <p>Note : Any two activities to be taken.</p>	

INDUSTRIES

1. Iron & Steel
2. Textile Industry
3. Information technology

UNIT III : INDIA AND THE WORLD—MAJOR ISSUES AND CHALLENGES**30 MARKS**

CONTENT OUTLINE	LEARNING OUTCOME
<ol style="list-style-type: none"> 1. Global Issues : Environmental degradation, disaster, population and development, poverty and hunger, terrorism, globalization and human rights (with special reference to India). 15 marks 2. India and the United Nations. 5 marks 3. Role of World Agencies : UN, WHO, UNESCO, ILO, FAO, UNICEF, World Bank. 5 marks 4. Foreign policy of India : policy of peace and international understanding, policy of non alignment, Panchsheel, disarmament, relation with neighbours and SAARC. 5 marks 	<p>This Unit will enable the learners to :</p> <ol style="list-style-type: none"> 1. Understand the various issues confronted by India and the world that affect human life; 2. Reflect upon the gravity of problems prevalent in selected countries including India; 3. Recognize the role of different international agencies in socio-economic upliftment of the member states; 4. Appreciate India's efforts towards maintaining peace and international understanding in the world.
PROJECT/ACTIVITY	
<ol style="list-style-type: none"> 1. Prepare a report based on secondary information on any one of the global issues. 2. Write an essay on the role of India in the SAARC. 3. Arrange a debate on a topic like 'in the present day world no country can live in isolation'. <p>Note : Any one activity to be taken.</p>	

DISTRIBUTION OF MARKS UNIT-WISE**SCIENCE & TECHNOLOGY**

UNITS	MARKS
I	03 marks
II	03 marks
III	04 marks
IV	08 marks
V	07 marks
VI	08 marks
VII	04 marks
VIII	04 marks
IX	03 marks
X	07 marks
XI	07 marks
XII	09 marks
XIII	05 marks
XIV	08 marks
TOTAL	80 marks
BIOLOGY	27 marks
PHYSICS	26 marks
CHEMISTRY	27 marks
TOTAL	80 marks

4. SCIENCE & TECHNOLOGY

RATIONALE

Science until now was offered as a part of general education up to ten years of schooling. At the upper primary stage, Science was taught as a single discipline. It is now felt that technology is increasingly influencing our lives. Therefore, there is a need to include a component of technology in the science course at the upper primary stage. This will emphasise the application of various principles of science to technology.

The National Curriculum Framework, published by the National Council of Educational Research and Training (NCERT) in 2000, has recommended Science and Technology as a curricular area at the upper primary stage, in view of Objectives and the strong organic linkages between these two. It is envisaged that the Science and Technology course would aim at promoting scientific and technological literacy among the learners at this stage. This effort is likely to enable the learner to :

1. Understand the nature of science;
2. Apply appropriately some of the scientific principles and laws to technology;
3. Enhance capacity to understand values that underlie Science and Technology;
4. Understand and appreciate the joint enterprise of Science, Technology and Society; and
5. Develop manipulative skills.

The course in Science and Technology for the upper primary stage would also motivate the children to handle simple apparatus, design experiments, and understand the processes of science. It would prepare the children to apply their knowledge of Science and Technology in solving day-to-day problems.

OBJECTIVES

The objectives of Science and Technology education at the upper primary stage are to :

1. Expose the children to basic processes of science;
2. Understand the processes that underline simple scientific and technological activities;
3. Develop an understanding of some basic principles and laws of science;

4. Make the children understand applications of basic scientific principles to solve problems related to daily-life;
5. Develop the ability to apply appropriate concepts of Science to Technology;
6. Develop measurement and manipulative skills and to encourage use of locally available resources;
7. Familiarize the children with life processes, health, nutrition and human diseases;
8. Acquaint the children with the technology that abounds in their immediate surroundings;
9. Create an awareness of the immediate environment and a need for its protection;
10. Make the children recognize the relationship of Science, Technology and Society;
11. Inculcate in children some of the Science and Technology related values; and
12. To provide scientific and technological literacy to the learners.

SELECTION AND ORGANIZATION OF THE CONTENT

The syllabus in Science and Technology has been developed in order to translate the curricular concerns into an appropriate content. A thematic approach has been adopted to organize the syllabus. The themes are the Universe, Our Environment, Matter, Measurement, the Living World, Energy, Nutrition and Health and Agriculture. Most of these themes continue throughout the upper primary stage and continue even up to the secondary stage. An attempt has been made to grade the concepts and the subject matter across the class VI-VIII. These themes have been further divided into chapters that contain suitable subject-areas and also indicate extent of coverage. The activities envisaged in the textual materials are likely to help the children in learning science more meaningfully. The experiences of the upper primary stage are also likely to inculcate in the learner Science and Technology related values and also help them in improving their quality of life.

This syllabus is aimed at presenting "Science" as a single discipline, avoiding its conventional compartmentalization, but emphasizing the use of some of the scientific principles in Technology. It is also envisaged that a

study of the topics such as nutrition and health, adolescence and common diseases will not only develop an understanding of the subject matter but will also help in removing myths and prevailing superstitions.

Some of the salient features of the syllabus are :

1. A fresh look has been given to various concepts at this stage and an effort has been made to present Science as a single discipline. The syllabus has been so designed as to impart scientific and technological literacy to learners.
2. Inclusion of the life and experiences of some scientists, including Indian scientists, has been envisaged to inspire the children to pursue the study of science.
3. While translating the syllabus into textual material, efforts will be made to ensure that Science and Technology education at the upper primary stage has something of value to offer to learners of varying abilities and socio-cultural background.
4. Another noteworthy feature of the present syllabus is an attempt to impress upon the young minds the relationship between science, technology and society and a focussed emphasis on the various processes of science.
5. Component of technological applications of some of the scientific principles appropriate at the upper primary stage has been included.

EVALUATION

Evaluation has to be a built-in component to assess the achievement of the learners. A multipronged strategy is to be adopted for the (i) assessment of the learning of scientific concept; (ii) assessment of the experimental skills and; (iii) assessment of the abilities of the children to understand by the technological applications of scientific principles and laws. All these would require situation/experiment-based tests. The teachers would have to apply their ingenuity in framing them.

It is envisaged that evaluation in Science and Technology at the upper primary stage will be comprehensive and continuous. Evaluation will comprise tests, unit tests and practical work. Development of drawing skills and skills of measurement are also to be evaluated. The final evaluation at the year-end should be as per scheme of examination.

CLASS VIII**(PERIODS 180)**

- 1. The Universe (10 Periods)**
 - (a) Night Sky; celestial objects-moon, planets, comets, meteors and Meteorites, stars, constellations. **03 marks**
 - (b) The solar system, artificial satellites and their applications (gross features only).
- 2. Soil (Periods 6)**
 - (a) Types of soil. **03 marks**
 - (b) Formation of soil.
 - (c) Soil profile.
 - (d) Constituents of soil including flora and fauna.
 - (e) Soil as a resource.
 - (f) Soil pollution and erosion and their prevention.
- 3. Air (Periods 14)**
 - (a) Atmosphere and atmospheric pressure. **04 marks**
 - (b) Constituents of air.
 - (c) Preparation, properties and uses of oxygen, uses of nitrogen; conversion of nitrogen into nitrates (atmospheric and biological).
 - (d) Air pollution – causes and prevention.
 - (e) Green house effect; acid rain.
- 4. Transformation of Substances (Periods 15) 08 marks**
 - (a) Characteristics of chemical reactions – evolution of gas, change of colour, formation of precipitate, energy change and change of state.
 - (b) Purification of substances – distillation.
 - (c) Characterization of substances – melting point, boiling point.
 - (d) Types of chemical reactions – decomposition, displacement, precipitation, neutralisation, oxidation and reduction (in terms of gain/loss of oxygen/hydrogen).
- 5. Structure of Atom (Periods 12)**
 - (a) Atoms – building blocks of matter, neutral character. **07 marks**
 - (b) Model of an atom (Kanad, Dalton, J.J. Thomson).
 - (c) Composition – electron, proton, neutron.
 - (d) Nucleus of an atom.
 - (e) Formation of ions.
 - (f) Atomic number, mass number, isotopes.
 - (g) Combining capacity of atoms, formulae of simple compounds, simple chemical reactions.

6. Metals and Non-metals (Periods 12)

- (a) Characteristics. **08 marks**
- (b) Occurrence.
- (c) Physical and chemical properties.
- (d) Uses of common metals and non-metals.
- (e) Metal replaces metal (Mg, Al, Fe, Cu, Zn).
- (f) Noble metals and their uses.
- (g) Expression of purity of gold in terms of Carat / Karat.
- (h) Common alloys (example only) and their uses.
- (i) Corrosion (iron) and its prevention.

7. Carbon (Periods 15)

- (a) Carbon in earth's crust, atmosphere and the living organisms. **04 marks**
- (b) Allotropy: allotropic forms of carbon.
- (c) Graphite and diamond—structure, properties and uses.
- (d) Fullerenes (mention only).
- (e) Preparation, properties and uses of carbon dioxide and methane.

8. Cellular Level of Organisation (Periods 8)

- (a) Cell and its structure : important organelles (mention of names only) and their functions. **04 marks**
- (b) Differences between plant and animal cells.

9. Micro Organisms (6 Periods)

- (a) Algae (some blue-green algae and diatoms), bacteria, virus. **03 marks**

- (b) Some fungi and protozoa.
- (c) Useful and harmful micro organisms (examples).

10. Light **(Periods 15)**

- (a) Refraction of light through a glass slab and a prism.
- (b) Dispersion of white light through a prism (qualitative).
- (c) Refractive index (as a ratio of speed of light in two media).
- (d) Lenses – convex and concave, converging and diverging action of lenses, focal point, focal length of a lens; image formed by lenses for different positions of an object. **07 marks**
- (e) Applications of lenses – magnifying glass, microscope, camera, telescope.
- (f) Human eye as an example of a natural lens.

11. Magnetism and Electricity **(Periods 20)**

- (a) Magnetism – load some – example of a natural magnet, bar magnet, properties of magnets, magnetic compass.
- (b) Electric current, cell as a source of current.
- (c) Conversion of chemical energy into electrical energy, commonly used cells – dry cell, button cell. **07 marks**
- (d) Simple electric circuit (comprising a cell, a bulb and a switch).
- (e) Conductors and insulators.
- (f) Magnetic properties of a current carrying conductor and a coil.
- (g) Electromagnets and their uses.
- (h) Electric bell.
- (i) Electromagnetic induction (elementary idea).

12. Sources of Energy (Periods 22)

- (a) Sources of energy – renewable and non renewable.
- (b) Burning and combustion.
- (c) Types of fuels-solids fuels (wood, charcoal, coal and coke), liquid fuels (petrol, diesel, Kerosene), gaseous fuels (compressed natural gas or CNG, LPG).
- (d) Fossil fuels – coal, petroleum, natural gas.
- (e) Solar energy, wind energy, hydro-electric energy, nuclear energy (gross features of these sources of energy, their availability and harnessing). **09 marks**
- (f) Biogas.
- (g) Energy for development of technology.
- (h) Emerging pattern of energy consumption in India – individual, societal and global; impact of energy consumption on environment; judicious use of various sources of energy – improved chullahs, stoves and burners.
- (i) Fire fighting.

13. Some Common Diseases (Periods 10)

- (a) Diseases caused by micro-organisms – communicable and non-communicable diseases (examples).
- (b) Causes, symptoms and prevention of cholera, tuberculosis, common cold, chicken pox, typhoid, diarrhoea and gastro enteritis, polio and rabies. **05 marks**
- (c) Vaccination.

14. Food Production and Management (Periods 15)

- (a) Agriculture, agricultural practices –soil preparation, selection of seeds, sowing, manuring, irrigation, weeding, crop protection, harvesting and storage of grains. **08 marks**
- (b) Crop improvement.
- (c) Dairying, poultry, fisheries, apiculture, care and shelter for animals and their protection against diseases.

प्रश्न पत्र प्रारूप और अंक विभाजन

कक्षा-8

पूर्णांक-100

संस्कृत

1. किसी एक गद्य भाग का हिन्दी में सरलार्थ कीजिए ।	08
2. किन्हीं दो श्लोकों की हिन्दी में व्याख्या कीजिए ।	10
3. पठित - अवबोधन	08
4. संक्षेप में एक कथा शिक्षा सहित हिन्दी में लिखिए ।	07
5. किन्हीं दो सूक्तियों का भावार्थ स्पष्ट कीजिए ।	05
6. किन्हीं तीन प्रश्नों के उत्तर संस्कृत में दो ।	03
7. किन्हीं तीन खाली स्थानों की पूर्ति कीजिए ।	03
8. किन्हीं तीन शब्दों के अर्थ लिखिए ।	03
9. कोई एक श्लोक संस्कृत में प्रश्न पत्र से बाहर	04
10. किन्हीं चार विभक्तियों के रूप तीनों वचनों में लिखिए ।	06
11. किन्हीं चार धातुओं के रूप निर्दिष्ट लकारों एवं वचनों में लिखिए ।	06
12. किन्हीं चार शब्दों की सन्धि कीजिए ।	04
13. किन्हीं चार अंकों को संस्कृत शब्दों में लिखें ।	04
14. उपसर्गों को जोड़कर दो शब्द बनाइए ।	02
15. (क) दो धातुओं के साथ यथानिर्दिष्ट प्रत्यय लगाइए ।	02
(ख) अव्ययो का संस्कृत में प्रयोग ।	02
16. (क) भाग (क) के विशेषणों को भाग (ख) के विशेष्यों से जोड़े ।	04
(ख) समानार्थक शब्द	03
17. किन्हीं चार पदों का पद परिचय दीजिए ।	04
18. किन्हीं पाँच शब्दों के विलोम शब्द लिखिए ।	05
19. लकार परिवर्तन	02
20. अनुवाद	05

कुल = 100

6. संस्कृत

भूमिका

संस्कृत राष्ट्रीय एकता और अखण्डता विश्वबन्धुत्व तथा मानवीय, वैज्ञानिक, नैतिक एवं आध्यात्मिक महत्त्व की भाषा है। भारतीय संस्कृति के संरक्षण तथा उसकी उत्तरोत्तर अभिवृद्धि के लिए संस्कृत भाषा का ज्ञान एवं अध्ययन विद्यालयीय शिक्षा के पाठ्यक्रम में अत्यन्त आवश्यक है। प्राचीनतम् वैदिक वाङ्मय से लेकर प्रायः अठारहवीं शताब्दी तक भारतीय मनीषा का प्रतिपादक सम्पूर्ण साहित्य संस्कृत में लिखा गया है। आज भी संस्कृत में साहित्य की अनेक विधाओं में रचना की जा रही है। संस्कृत भाषा का ज्ञान अन्य भारतीय भाषाओं के सम्पोषण तथा भारोपीय परिवार भाषाओं को सीखने में सहायक सिद्ध होता है। उच्च प्राथमिक स्तर पर संस्कृत के पठन-पाठन के निम्नलिखित उद्देश्य हो सकते हैं:

सामान्य उद्देश्य

कक्षा 6, 7, 8 के स्तर पर संस्कृत अध्यापन के सामान्य उद्देश्य हैं:

1. छात्रों को संस्कृत भाषा का सामान्य ज्ञान कराना।
2. संस्कृत समझने-बोलने, पढ़ने तथा लिखने की क्षमता प्रदान कराना।
3. संस्कृत भाषा एवं साहित्य के प्रति उनमें अभिरुचि उत्पन्न करना।

विशिष्ट उद्देश्य

सामान्य उद्देश्यों को देखते हुए निम्नलिखित विशिष्ट उद्देश्य निर्धारित किए जा सकते हैं:

1. संस्कृत की ध्वनियों का शुद्ध उच्चारण करने की योग्यता उत्पन्न करना।
2. संस्कृत में सरल वाक्य बोलने एवं लघु प्रश्नों के उत्तर देने की योग्यता उत्पन्न करना।
3. अर्थबोध के साथ सरल संस्कृत वाक्यों को पढ़ने की योग्यता उत्पन्न करना।
4. संस्कृत में सरल श्लोकों को कण्ठस्थ कर सस्वर वाचन की योग्यता उत्पन्न करना।
5. संस्कृत में सरल वाक्य लिख सकने की योग्यता उत्पन्न करना। संस्कृत भाषा एवं साहित्य के प्रति अभिरुचि उत्पन्न करने के लिए आयोजित गतिविधियों में भाग लेने की क्षमता उत्पन्न करना।
6. नैतिक सांस्कृतिक, सामाजिक एवं राष्ट्रीय मूल्यों का विकास करना तथा भारतीय नागरिक के मौलिक कर्तव्यों के प्रति छात्रों में जागरूकता उत्पन्न करना।
7. संस्कृत वाङ्मय में उपलब्ध भारतीय वैज्ञानिक परम्परा से छात्रों को परिचित कराना।

कक्षा-8

कौशलपरक योग्यताएँ

कक्षा 6, 7 तक की अपेक्षित योग्यताओं के अतिरिक्त निम्नलिखित योग्यताएँ अपेक्षित हैं।

श्रवण

1. संस्कृत में दिए गए आदेशों, निर्देशों एवं प्रश्नों को सुनकर समझ सकेगा।
2. अपने सहपाठियों एवं गुरुओं द्वारा संस्कृत में पूछे गए प्रश्न को समझ सकेगा और तदनुसार अपेक्षित क्रिया कर सकेगा। संस्कृत की सरल लघु कथाओं को सुनकर भाव ग्रहण कर सकेगा।

भाषण

1. संस्कृत पठित अंश पर दिए गए सरल प्रश्नों का उत्तर संस्कृत में दे सकेगा।
2. अपने सहपाठियों से छोटे एवं सरल प्रश्न संस्कृत में पूछ सकेगा।
3. संस्कृत की सरल लघु कथाओं को सुनकर सारांश सुना सकेगा।
4. संस्कृत में छोटे संवादों का अभिनय कर सकेगा।

वाचन (पठन)

1. उचित गति एवं शुद्ध उच्चारण सहित संस्कृत गद्यांशों का वाचन कर सकेगा।
2. उचित लय एवं गति के साथ निर्धारित श्लोकों का सस्वर वाचन कर सकेगा।
3. पठितांश पर आधारित प्रश्नों के उत्तर संस्कृत में दे सकेगा।

लेखन

1. क्रमहीन संस्कृत वाक्यों को घटनाक्रम के अनुसार लिख सकेगा।
2. दिये गये सङ्केतों के आधार पर अनुच्छेद / लघुकथा लिख सकेगा।
3. कण्ठस्थ की हुई सूक्तियों / सुभाषितों को लिख सकेगा।

चिंतन

1. पाठ्यवस्तु (विशेष रूप से कथा पाठ) को पढ़कर अथवा सुनकर छात्र उसमें विद्यमान गुण-दोषों के विषय में अपना मत रख सकेगा।

भाषिकतत्व क्षमता

1. संज्ञा, विशेषण, अव्यय आदि का प्रयोग करते हुए वाक्य रचना कर सकेगा।
2. संज्ञा, विशेषण शब्दों के साथ विभक्तियों का प्रयोग कर सकेगा।
3. वाक्य के अन्तर्गत कर्तृपद के अनुसार विभिन्न लकारों में क्रिया का प्रयोग कर सकेगा।
4. स्वरसंधि से युक्त पदों का सन्धिविच्छेद कर सकेगा।
5. धातुओं के साथ पूर्वकालिक क्त्वा / ल्यप् प्रत्यय लगाकर दो वाक्यों को जोड़ सकेगा।

अभिरुचि एवं अभिवृत्ति

1. प्रार्थनासभा / बाल सभा में संस्कृत के आदर्शवाक्यों को प्रस्तुत कर सकेगा।
2. संस्कृत में आयोजित विभिन्न प्रतियोगिताओं में भाग ले सकेगा।
3. संस्कृतदिवस, कालिदासजयन्ती, बाल्मीकिजयन्ती, गीताजयन्ती आदि अवसरों पर आयोजित समारोहों में भाग ले सकेगा।
4. पठितांश में जीवनमूल्यांशों को पहचानकर जीवन में उतार सकेगा।

पाठ्यसामग्री

कक्षा 6, 7, तथा 8 के लिए निम्नलिखित पाठ्यसामग्री होगी :

पाठ्यपुस्तक

कक्षा 6, 7, तथा 8वीं के लिए हिमाचल प्रदेश स्कूल शिक्षा बोर्ड, धर्मशाला द्वारा प्रकाशित एक-एक पाठ्यपुस्तक होगी जिसमें 20-20 पाठ होंगे।

अभ्यास पुस्तिका

व्याकरण के अभ्यास हेतु प्रत्येक कक्षा के लिए एक-एक अभ्यास पुस्तिका का निर्माण किया जा सकता है।

पाठ्यविषय

1. पुस्तक को रोचक बनाने के लिए पुस्तक में गद्य, पद्य, कथा नाटक तथा संवाद पाठों का उचित मात्रा में समायोजन किया जाएगा।

2. पाठ्यपुस्तकों की पाठ्यसामग्री को विकसित करने के लिए शरीर में अंग, फूलों के रंग, फलों के नाम, घर, परिवार, पाठशाला, खेल, हमारा देश, हितोपदेश, पंचतन्त्र तथा वैज्ञानिक कथाएँ, प्राकृतिक वातावरण, राष्ट्रीय पर्व, सामाजिक त्यौहार, मेले, स्वतंत्रता सेनानियों / महापुरुषों / आदर्शनारियों के जीवन संस्मरण, भारतीय दिनों / महीनों / ऋतुओं / दिशाओं के नाम आदि विषय को आधार बनाया जा सकता है। जीवन के विविध सन्दर्भ केन्द्रिक घटक, नागरिकों के मूल कर्तव्य तथा मूल्यपूरक विषयों की दृष्टि से भी पाठों का लेखन यथावसर किया जा सकता है।
3. छात्रों में, सत्य, समता, बड़ों का आदर, क्षमा धैर्य, त्याग, परोपकार, स्वावलम्बन, आत्मविश्वास कर्तव्यनिष्ठा, सहिष्णुता, अपरिग्रह, राष्ट्रीय एकता, विश्वन्धुत्व, सांस्कृतिक एकता तथा सर्वधर्मसमभाव आदि जीवन मूल्यों को विकसित करने की दृष्टि से पाठ्यसामग्री का चयन तथा निर्माण किया जाना चाहिए।
4. पाठ्यपुस्तक में चित्र-पाठ, निबन्धपाठ (वर्णनात्मक एवं विषयविशेषपरक), संवादपाठ, पहेलियाँ, चुटकलों के संकलन आदि सम्मिलित किये जा सकते हैं साथ ही सुभाषित, नीतिविषयक श्लोक एवं बालगीत आदि भी संकलित किये जा सकते हैं।
5. पाठों के अन्त में कौशल विकासपरक एवं भाषिकतत्व विकासपरक विस्तृत अभ्यास अपेक्षित हैं।
6. अभ्यासपुस्तिका में अधिकाधिक चित्रों का समावेश करते हुए व्याकरण पर आधारित प्रश्नोत्तर दिए जा सकते हैं।

कक्षा-8

संज्ञा

पठित शब्दरूपों के अतिरिक्त ऋकारान्त स्त्रीलिंग मातृ, स्वस् आदि।
हलन्त पुल्लिंग- राजन्।

सर्वनाम

पूर्वपठित सर्वनामों का अभ्यास
अस्मद्, युष्मद्, तत् एतत्, यत्, किम्, इदम् सर्व के सभी रूपों का ज्ञान एवं प्रयोग की क्षमता।

विशेषण

संख्या- 51 से 100 तक

गुणवाची

संज्ञा के अनुसार उपयुक्त विशेषण के प्रयोग की क्षमता।

कारक

पाठ्यपुस्तक में प्रयुक्त कारक एवं उपपद विभक्तियों के अन्तर को समझना एवं उनके प्रयोग की क्षमता।

उपसर्ग

सभी उपसर्गों के प्रयोग का समुचित ज्ञान जैसे गच्छति, आगच्छति।

प्रत्यय

क्त्वा, ल्यप्, तुमुन् के योग से वाक्य संयोजन

अव्यय

कक्षा 5, 6, 7 में पठित अव्ययों के अतिरिक्त निम्नलिखित अव्ययों का ज्ञान यावत्-तावत्, यद्यपि तथापि तर्हि परन्तु, प्रायः, सहसा, दूरम्, निकटे, मिथ्या क्रमशः, अग्रे, अग्रतः

सन्धि

स्वर-संधि का सामान्य ज्ञान

शिक्षण-विधि एवं तकनीक

संस्कृत शिक्षण को सुगम, रोचक एवं छात्रकेन्द्रित बनाने के लिए निम्नलिखित गतिविधियाँ आयोजित की जा सकती हैं :

1. इस स्तर पर संस्कृत शिक्षण को प्रभावी एवं रोचक बनाने के लिए अध्यापक छात्रकेन्द्रित एवं क्रियापरक विधि को अपनाएगा जिससे छात्रों में स्तरानुरूप भाषा-कौशलों, श्रवण, वाचन, पठन, लेखन एवं चिंतन का विकास हो सके।
2. अध्यापकों द्वारा यथासंभव संस्कृत भाषा के मौखिक व्यवहार द्वारा छात्रों में संस्कृत बोलने की प्रवृत्ति को विकसित करना अपेक्षित है।
3. अध्यापक संस्कृत के पद्य पाठों का सस्वर पाठ करें तथा छात्रों द्वारा अनुवाचन कराएँ।
4. अध्यापक संस्कृत के गद्य पाठों का शुद्ध पाठ करें तथा छात्रों से अनुवाचन कराएँ विशेषतः संस्कृत की विशिष्ट ध्वनियों जैसे श ष स एवं संयुक्ताक्षर को आवश्यक रूप में पढ़कर बताएँ एवं छात्रों से वैसा ही करने को कहें।

कक्षा क्रिया-कलाप

1. यथासंभव संस्कृत माध्यम के आदेश-निर्देश वाक्यों का प्रयोग करना।
2. संस्कृत के अध्ययनार्थ प्रभावी वातावरण निर्मित करने के लिए कक्षा में मौखिक प्रश्नोत्तर कर बल देना।
3. प्रत्येक बच्चे को संस्कृत में बोलने के लिए प्रोत्साहित करना।
4. श्रवण एवं भाषण कौशल के विकास हेतु विविध क्रीडापरक गतिविधियों का आयोजन करना।
5. संस्कृत भित्तिपत्रिका के माध्यम से रचनात्मक लेखन पर बल देना।
6. अनुलेख और श्रुतलेख पर बल देना।
7. कक्षा के छात्र-समूहों के मध्य विविध प्रतियोगिताओं का आयोजन करना।

श्रव्य साधन

1. कैसेट
2. टेपरिकार्डर

दृश्य साधन

1. व्याकरणिक बिन्दुओं पर आधारित चार्ट
2. चित्र-आधारित वर्णन
3. संख्या, दिनों, महीनों, ऋतुओं के संस्कृत नाम
4. दिशाओं के नाम।
5. विविध सूक्तियाँ एवं सुभाषित
6. फ्लेनल बोर्ड तथा चित्र
7. कथाचित्र
8. कार्टून - संस्कृत शीर्षक सहित
9. कथा पर स्लाइड
10. संगणक पर खेलकार्यक्रम

शिक्षण-उपागम

छात्रों में संस्कृत के प्रति स्वस्थ अभिवृत्ति को विकसित करने के लिए निम्नलिखित उपागमों को आधार बनाया जा सकता है।

1. विद्यालयों में आयोजित सांस्कृतिक समारोहों के अवसर पर संस्कृत बाल गीत, चुटकुले कहानियाँ आदि सुनाने के लिए छात्रों को प्रेरित करना।
2. विद्यालय के वार्षिक-उत्सव पर आयोजित सांस्कृतिक कार्यक्रमों में संस्कृत के कार्यकलापों को विशिष्ट स्थान देना।
3. भित्ति पत्रिका का प्रकाशन करना।
4. कालिदासजयन्ती, संस्कृतदिवस, व्यासपूर्णिमा, गुरुपूर्णिमा, गीताजयन्ती जैसे अवसरों पर विविध कार्यक्रम आयोजित करना तथा भित्ति पत्रिका के विशेषांकों का प्रकाशन करना।
5. संस्कृत में समाचार वार्ता लिखने के लिए एक विशेष कृष्णफलक निर्धारित करना।
6. कक्षा के कृष्णफलक पर प्रतिदिन संस्कृत सूक्ति लिखना।
7. श्लोकवाचन, काव्यादिगायन, भाषण, अभिनय, कहानी सुनाना, शब्दरचना, सुलेख, श्रुतलेख आदि से सम्बद्ध प्रतियोगिताएँ आयोजित करना।

मूल्यांकन

लिखित परीक्षा के लिए पठितांश पर आधारित संस्कृत में प्रश्नोत्तर, श्लोकांशों की पूर्ति, अनुप्रमुक्त व्याकरण (कर्ता-क्रिया, अन्विति, विशेषण-विशेष्य अन्विति, धातुरुपों का वाक्यों में प्रयोग, प्रयुक्त क्रिया पदों का लकार परिवर्तन अव्यय, प्रत्यय) तथा अपठितांश पर प्रश्नोत्तर, रचनात्मक लेखन, चित्रधारित कथा लेखन एवं पत्र लेखन आदि विधाओं को अपनाया जा सकता है।

7. (ELECTIVE SUBJECT IN CLASS VI – VIII)

(i) ART

I. INTRODUCTION :

Art education begins with creative, aesthetic activities. To this should be added the cultivation of discrimination and the aesthetic sense, the capacity to choose and take up what is beautiful and harmonious, simple, healthy and pure. As the child grows in capacity and understanding, he should be taught in the course of his education to add aesthetic taste and refinement to power and precision. He must be shown, made to appreciate and taught to love the beautiful, lofty, healthy and noble things, whether the nature or in human creation. A methodical and enlightened culture of the senses can, little by little remove from the child whatever has been vulgar, common place and crude, in him : for one who has developed truly refined taste, because of this very refinement, will feel incapable of acting in a crude, brutal or vulgar manner. This refinement will also give his character a nobility and generosity which will spontaneously find expression in his behaviour. The teaching of the different arts-dance, music, painting etc. should be based on the same fundamental principle of given to the student an opportunity for perfecting his won capacities and for helping and encouraging him in the process. Art education is a neglected area in the school curriculum. Whatever little art education is imparted, the emphasis is on the learning of skill, where as the goal of art education should be to develop the aesthetic attitude which promotes all activities and not only the learning of the skills of the arts. The attitude to the arts in the educational system is full of prejudices. The arts are supposed to be intended for the dropouts or the slow learners only. Such attitude needs to be changed. Any things which becomes a vehicle for self-expression and for creativity should be taught to all students rather than to the handful who may be extraordinary in either singing or painting. Art will be an elective subject of study in classes VI to VIII.

II. OBJECTIVES :

1. To help the child sharpen his perception and observation of his physical and social environment.
2. To help the child use his own imagination and development of his own concepts and expression through exploration and discoveries of his visual symbols, media and techniques.
3. To develop in the child a sense of organisation and design i.e., aesthetic arrangement permeating all life.

4. To help the child achieve all round growth as an individual and as a social being in tune with our culture.
5. To give the child deep and lasting enjoyment of art that may persist in his adult life.
6. Consolidation of the knowledge of previous artistic experience.
7. Development of artistic sensibility at this transitional stage suited to this age group.
8. To make the work of art more functional in daily life.
9. Exploration of various media and techniques.
10. Exploration of environment through observation.

CLASS VIII

1. DRAWING AND PAINTING :

Two dimensional activities, drawing from imagination and free hand sketching to continue. Simple drawing of moving objects like any games, flying birds, running animals, moving vehicles.

STATIC :

Objects like flower vase, paper role, bottle, circular and rectangular objects with light and shade.

Cryon, poster colour, water colours etc., painting by combined techniques. Different textual surfaces like corrugated paper, hand made paper, cartridge paper.

2. APPLIED DESIGNING :

Book marks and greeting cards, imagination-shapes of flower-vases, table lamp, lamp shade etc.

GEOMETRICAL DRAWING :

Definitions of polygons, circles :

- (i) **Polygons** : Simple and easy problems on polygons.
- (ii) **Regular polygons** :
 - (a) Construction of any polygons on a given base.
 - (b) Construction of a Hexagon on a given base.
 - (c) Construction of a Hectogon on a given base with compass and set squares.
- (iii) **Circle** :
 - (a) Simple and easy problems on circle.
 - (b) Circles or circle between converging lines.
 - (c) Tangent to a given circle from a given points.

(ii) संगीत

परिचय

संगीत विषय हिमाचल प्रदेश शिक्षा विभाग द्वारा निर्धारित पाठ्यक्रम के अन्तर्गत सम्मिलित किया गया है। यह विषय प्रथम कक्षा में पांचवी कक्षा तक एक अनिवार्य और मुख्य विषय के रूप में स्वीकारी जायेगा।

छट्ठी कक्षा से दसवीं कक्षा तक संगीत एक ऐच्छित विषय के रूप में होगा। छात्रों तथा छात्राओं को गायन तथा वादन संगीत में से किसी एक वादन की अनुमति दी जायेगी।

1. संगीत को पाठ्यक्रम में सम्मिलित कराने का मुख्य उद्देश्य है। छात्रों तथा छात्राओं को प्राचीन संस्कृति से अवगत कराना उनके भीतर छपी सांगितिक योग्यता को सही मार्ग दर्शाना ताकि वे उच्च स्तरीय कक्षाओं तक पहुंचते- पहुंचते इस विषय विशेष से पूर्णतया अवगत हो जाए।
2. संगीत अनुशासन-परस्वर सहयोग तथा मानसिक एवं शारीरिक विकास का एक सशक्त साधन है। इस तथ्य से छात्रों तथा छात्राओं को परिचित कराना।
3. संगीत के माध्यम से छात्रों तथा छात्राओं का वैदिक विकास सृजनात्मक विकास तथा ललित कलाओं के प्रति अभिरूचि जागृत हो वही सब उद्देश्य लेकर इस विषय को पाठ्यक्रम में सम्मिलित किया गया है।

आठवीं कक्षा

क्रियात्मक संगीत

1. अलंकार :- काफीथाट में पांच अलंकार।
2. स्वर ज्ञान :- शुद्ध तथा कोमल स्वरों का ज्ञान तथा दोनों में अन्तर।
3. राग :- राज काफी तथा राग खमाच में एक छोटा ख्याल अथाव एक सरगम गीत दो आलोपों तथा दो तीनों सहित।
4. तालें :- निम्नलिखित तालों में एक गुणा तथा दो गुणा।
(ग) त्रिताल (2) कहरवा (3) दादरा
5. गीत :- (1) देश प्यार के गीत (2) भक्ति गीत (3) लोक गीत (4) भारत के त्योहारों सम्बन्धी गीत (5) राष्ट्रीय गी (जन-गन-मन)

सैद्धान्तिक संगीत

1. राग काफी तथा खमाच का सम्पूर्ण शास्त्रीय परिचय।
2. संगीत का मानव जीवन पर प्रभाव।
3. गायकों के गुण दोष।
4. प. विष्णु दिगम्बर पुलस्कर का जीवन चरित्र तथा संगीत क्षेत्र में उनकी अपूर्व देन।
5. निम्नलिखित की संक्षिप्त परिभाषा :-
(1) लोक गीत (2) भजन (3) देश भक्ति गीत।

विशेष

1. इस कक्षा में छठठी तथा सातवीं कक्षाओं के लिये सभी त्रियात्मक तथा सैद्धान्तिक संगीत सम्बन्धी प्रश्न भी दोहराये जायेंगे।
2. भारत के संगीतज्ञों तथा भारतीय वाद्यों के चित्र एकत्रित किये जायेंगे।
3. सैद्धान्तिक संगीत की अपेक्षा त्रियात्मक संगीत का अधिकाधिक अभ्यास करना चाहिये।
4. संगीत में सृजनात्मक कार्य को सदैव पोत्साहन देना चाहिए।

(संगीत वादन)

वादन संगीत हिमाचल प्रदेश शिक्षा विभाग द्वारा निर्धारित पाठ्यक्रम के अन्तर्गत सम्मिलित किया गया है। छठी कक्षा से दसवीं कक्षा तक छात्र तथा छात्राओं का गायन अथवा वादन संगीत में से किसी एक विषय के चयन की अनुमति दी जायेगी।

1. संगीत को पाठ्यक्रम में सम्मिलित करने का मुख्य उद्देश्य है छात्रों तथा छात्राओं को प्राचीन संस्कृति से अवगत करना तथा उनके भीतर छीपी सांगीतिक योग्यता का सही मार्ग देना ताकि वे उच्चरतरीय कलाओं तक पहुंचते -पहुंचते इस विषय विशेष से पूर्णतया अवगत हो जाएं।
2. संगीत अनुशासन परस्पर सहयोग तथा मानसिक एवं शारीरिक विकास का एक सशस्त्र साधन है। इस तथ्य से छात्र तथा छात्राओं को अपनी चोटी सी आयु में ही अवगत कराना भी इसका एक मुख्य उद्देश्य है।
3. संगीत के माध्यम से छात्र तथा छात्राओं में क्रिमात्मक विकास तथा ललित कलाओं के प्रति अभिरूचि जागृत हों। यही सब उद्देश्य लेकर इस विषय को पाठ्यक्रम में सम्मिलित किया गया है। छात्र तथा छात्राएं निम्नलिखित वाद्यों में से किसी एक वाद्य का चयन कर सकते हैं :-
(1) सितार (2) वायलिन (3) बांसुरी (4) गिटार (5) जल तिरंग (6) तबला।

पाठ्यक्रम-संगीत वादन

छात्र छात्राओं को निम्नलिखित वाद्यों में से किसी एक वाद्य के चयन की अनुमति दी जाएगी।

- (1) सितार (2) वायलिन (3) बांसुरी (4) गिटार (5) जल तिरंग (6) तबला।

आठवीं कक्षा

क्रियात्मक संगीत :-

1. अलंकार :- 5 अलंकार काफी थाट में अपने वाद्य विधि अनुसार।
2. राग :- (1) राग काफी में रजाखानी गत (2) राग यमन की रजा-खानी गत तीन तोड़ो सहित।
3. राष्ट्रीय गीत (जन-गण-मन)
4. तालें :- निम्नलिखित तालों में एक गुण तथा दो गुण :-
(1) त्रिताल (2) दादरा (3) कहरवा।

सैद्धान्तिक शास्त्र

1. राग काफी का सम्पूर्ण शास्त्रीय परिचय।
2. कहरवा दादरा तथा त्रिताल को एक गुण तथा दो गुण लयकारियों में लिपि बद्ध करना।
3. आलाऊदीन खां साहिब का जीवन परिचय।
4. संगीत का मानव जीवन पर प्रभाव।
5. वादकों के गुण दोष।
6. वाद्यों के प्रकार (त्-वितत् धन एवम् अवनद् तथा सुषिर)

विशेष :- पूर्व कक्षाओं का सम्पूर्ण पाठ्यक्रम क्रियात्मक तथा सैद्धान्तिक शास्त्र। इस वर्ष के पाठ्यक्रम में सम्मिलित रहेगा।

(iii) METHODOLOGY OF TEACHING

Teaching in music should lay more emphasis on the practical side rather than theory. There should be frequent demonstration by the teacher followed by individual and group practice by the students. The children should get opportunities as frequently as possible to listen to experts in music and to appreciate their art. The children should also get opportunity of performance in and outside the school so that they have a sense of achievement & feel encouraged to do better, Student should also be given elementary knowledge of performing on various instruments regardless of the prescribed course.

निम्नलिखित की परिभाषा एवं व्याख्या :-

नायट, नृत्य, नृत, तत्कार, गत, तोडा, आमद, सलामी, चक्करदार परण, भूमिचारी एवं आकाशचारी। तीन ताल का पूर्ण रूपक ताल का प्रारम्भिक परिचय लय, मात्रा, ठेका, खाली, ताली, आवर्तन, सम, तिहाई, दुगुन और चौगुन।

कथन नृत्य का संक्षिप्त इतिहास। अपने जिले के लोक नृत्यों का ज्ञान।

क्रियात्मक

दी गई तालों में एक एक साधारण व एक एक चक्करदार परण व दो दो टुकड़े दी गई मुद्राओं का प्रयोग। तत्कार के भिन्न-भिन्न चार स्वरूप।

बाहों, कलाईयों, सिर व गर्दन की साधारण गतियों को अभ्यास। प्रमरी का अभ्यास। पढन्त का अभ्यास भाव प्रदर्शन।

ग्रीवा संचालन में विशेष दक्षता। जिले के लोक नृत्यों का पूर्ण परिचय।

आठवीं कक्षा

निम्न मुद्राओं का :- विशेष ज्ञान।

पुष्पपुट, मकर, गजदन्त, अवहित्य, वर्दमान, चतुर, भ्रमर, हमाम्य हसंपक्ष, संदेश, मुकुल, अर्णनाम ताम्चूड।

निम्नलिखित की परिभाषा एवं व्याख्या :-

नृत हस्त, करण, अंगहार, स्थान, गत, भाव, कसक, मसक, कथत नृत्य का पूर्ण इतिहास।

रूपक ताल का पूर्ण तथा हरवा का प्रारम्भिक परिचय, लय मात्रा ठेका खाली ताली, आवर्तन, सम, तिहाई, दुगुन और चौगुन। हिमाचल प्रदेश के प्रमुख लोक नृत्यों का ज्ञान।

क्रियात्मक

तत्कार करने हुए ग्रीवा संचालन (दी गई तालों में) तीन ताल कहरवा व रूपक ताल में एक एक आमद, परण, चक्करदार परण व चार चार टुकड़े कविताओं पर आधापित दो गर्तभाव।

दी गई तारों के ठेके तबले पर बजाने का अभ्यास। आकों व भौँडों की साधारण गतियों का अभ्यास। हिमाचल के प्रमुख लोक नृत्यों का सामान्य परिचय।

तकनीक

प्रत्येक कक्षा का निर्धारित पाठ्यक्रम निर्धारित समय में पूरा किया जा सकता है।

(iv) DRAMA

(CLASS VI - VIII)

I. INTRODUCTION :

Drama is a way of learning and a form of self-expression. It is a unique art form involving both individual expression and group endeavour. By participation in it, the child finds new means of expression and communication leading to balanced growth of personality. Drama is oriented towards development of the person. That is what it is included as a part of the curriculum for all children. It is centred on the participants and what happens to them and not on production or performance to audiences. Drama stresses process and not product. No matter how frequently a story is done, it is for the purpose of deepening understanding and strengthening and enriching the child and not for performance. Again, scenery, costumes and make up have no real place, sometimes materials and props are used to stimulate the imagination.

Drama will be taken up as a Creative Activity in Class III to V. It will be an Elective subject to study in Class VI to X.

II. OBJECTIVES :

General Objectives of Teaching Drama :—

1. To provide release from sheer slavery to books.
2. To encourage learning by doing.
3. To sharpen the powers of observation.
4. To encourage time-work and co-operation.
5. To give joy to the inner self.
6. To help in the development of creative senses and aesthetic taste.

OBJECTIVES (MIDDLE CLASSES)

1. To make children aware of their surroundings and their past heritage.
2. To develop a sense of pride in the traditions, culture and past glory of the province.
3. To develop their power of observation, imitation and give them a better sense of dress and colour.
4. To express their aptitudes and interest and also their vocational preferences.

COURSE CONTENT

Study of prescribed plays in each class. The play should be on the followingig :—

1. Morality and Social Values.
2. Fables.
3. Legends and Fairy Tales.
4. History, Culture and Development of H.P.
5. Patriotism, History.

PRACTICAL WORK :

1. **Rhythmic movement with speech, music and rhythm :**
 - (a) Sports, recreation and outdoor interests like swimming, playing games, boxing, boating, acrobatics, camping etc.
 - (b) Adventure and travel being an explorer, a pilot, a doctor etc.
 - (c) Seasonal-celebrating different festivals, seasonal outdoor activities.
 - (d) Occupational being people in different walk of life,house hold activities.
2. **Poetry :** Children to speak and act poems with strong narrative content.
3. **Acting :** Guessing and language games as earlier, but appropriate to age.
4. **Characterisation :**
 - (a) Becoming people (animals, heroes people in real life in different occupations).
 - (b) Acting people in situations-pair work (teacher and child, parent and child, buyer and seller, policeman and thief etc.)
 - (c) Acting characters like pilots, doctors, nurses teachers artists, judges and lawyers etc.
 - (d) Fancy dress parades.
5. **Improvisations :**
 - (a) Stories act out in greater depth and detail, and select stories suitable for age group including classisc, scenes from classics, shorts stories, adventure stories, exploration etc.
 - (d) Group work on situations selected from life, newspapers, radio, fiction, etc.

- (c) Projects in Social Studies using drama to explore social studies (how people live in different places, historical incidents, exploration, scientific discovery, social changes and reforms, manners and customs, etc.
- (d) Logcal situation-folk festivals and local functions of Himachal Pradesh.
- (e) Speeches.

6. Play Production :

- (a) Using improvisation as a basis for play (Starting with group work, selecting and editing scenes for presentation to an audience some direction by teacher but with emphasis on children's own work, practising unscripted plays for performance).
- (b) Stage performance- Acting suitable children's plays.

Note :— Costumes, make-up and stage settings are not to be used for class work, but may be introduced in performances for an audience.

(v) नृत्य

1. प्रस्तावना

नृत्य का हमारे जीवन में विशेष महत्व है। यह हमारे प्राचीन संस्कृति व सभ्यता का प्रतीक है। यह हमारे प्रसन्नता के भावों को व्यक्त करता है। इसलिए नये पाठ्यक्रम में नृत्य को एक विशिष्ट स्थान दिया गया है। पहली से पांचवीं कक्षा तक यह शारीरिक व अन्य रचनात्मक गतिविधियों का भाग होगा। लेकिन कक्षा छठी से यह एक वांछित विषय के रूप में पढ़ाया जायेगा।

उद्देश्य

पाठ्यक्रम निर्माण में निम्न उद्देश्यों को ध्यान में रखा गया है :-

विद्यार्थियों में ललित कलाओं के प्रति सहज रुचि जागृत करना। शास्त्रीय तथा लोकनृत्य कला का श्रमबद्ध शिक्षण। एंग सोफ्टव के साथ साथ हृदय दृष्टिकोण का विकास। भारतीय एवं हिमाचली सांस्कृतिक विधि सौन्दर्य का प्रतिनिधित्व करने वाले लोक नृत्यों का परिचय देना।

कक्षा आठवीं

निम्न मुद्राओं का-विशेष ज्ञान।

पुष्पपुट, मकर, गजदन्त, अवहित्य, वर्धमान, चतुर, भ्रमर, हसास्य, हसंपक्ष, संदेश मुकुल, अर्णनाम, ताम्रचूड।

निम्नलिखित परिभाषा एवं व्याख्या :-

नृत हस्त, करण, अंगहार, स्थान गत भाव, कसक, मसक, कत्थक नृत्य का पूर्ण इतिहास।

रूपक ताल का पूर्ण तथा कहरवा का प्रारम्भिक परिचय, लय मात्र। ठेका खाली, ताली आवर्तन, सम, तिहाई, दुगुन और चौगुने। हिमाचल प्रदेश के प्रमुख लोक नृत्यों का ज्ञान।

क्रियात्मक :

तत्तकार करते हुये ग्रीवा संचालन (दी गई तालों में) तीन ताल, कहरवा व रूपक ताल में एक एक आमद चक्करदार परण व चार चार टुकड़े-कविताओं पर आधारित दो गतभाव।

दी गई तालों के ठेके तबले पर बजाने का अभ्यास। पढ़न्त का अभ्यास। आखों व भौंहों की साधारण गतियों का अभ्यास। हिमाचल से प्रमुख लोक नृत्यों का सामान्य परिचय।

तकनीक :

प्रत्येक कक्षा का निर्धारित पाठ्यक्रम निर्धारित समय में पूरा किया जा सकता है।

(vi) HOME SCIENCE

(CLASS VIII)

I. INTRODUCTION :

Home Science is an optional elective subject of study in Classes VI-VIII. The subject aims at providing a preparation for home and covers essential ground in the following areas :—

1. Food & Cookery.
2. Laundry & Niddle Work.
3. Home Management

II. OBJECTIVES :

To enable the pupils to :

1. Understand the significance of Home Science.
2. Understand the means of planning and saving time, money and labour.
3. Understand the means of health and hygenic living.
4. Understand the necessity of nutritious & balance diet.
5. Develop the skill to budget according to the income of the family.
6. Inculcate respect for manual labour and love for social work.
7. Inculcate moral values leading to good behaviour and culture.
8. Foster love for home, neighbourhood and society.

III. EXAMINATION :

There will be one written paper (of 3 hours) carrying 60 Max. Marks. Practical Examination of 40 marks will be conducted by the school concerned. Question paper for the Practical Examination will also be set by the school concerned. Practical will be internal as per prescribed syllabus.

Home Science	M.M. : 100
One paper (3 horus)	60
As per prescribed syllabus	
Practical (Internal only)	40
As per precribed syllabus	

100

Maximum pass marks will be 33% in theory, and 33% in practical respectively .

CLASS VIII**THEORY :****I. Food and Cookery :**

1. Balanced diet, food constituents and their importance.
2. Effects of cooking of vitamins.
3. Elementary knowledge of preservation of food.
4. Invalid cookery (cooking & serving of meals for invalids - barley water, whey water, eff flip, vegetable soup).

II. Laundry and Needle work :

1. Storage and care of cotton, woolen and silken clothes.
2. Methods of removal of stains - tea, blue in grease, tannic (Haldi), Blood.
3. Sources and nature of silk fibres - physical properties.
4. Preparation for washing, laundering and finishing of synthetic fabrics.

III. Home Management :

1. Selection and cleaning of metal brass, iron, steel & aluminium.
2. Keeping personal accounts, hostellers and day scholars (books and suppliers).
3. Choice of house - location, site, soil and neighbourhood.
4. Arrangement of different rooms i.e. Drawing room, dining-room, bedroom.

PRACTICALS :

1. Cleaning of metals.
2. Stain removal.
3. Preparation of serving tea, snacks (at least two).
4. Embroidering and cushion cover or table-cloth.
5. Making a simple lace with crochet hook (at least eighteen inches).
6. Knitting a baby coat.
7. Drying and pickling.
8. Preparation of barley water, whey water, flip and vegetable soup.

Note :— Each portion in theory paper carries 20 marks.

IV. List of equipment in Home Science for Classes VI-VIII for a group of 20 students.

1. Patilas, with Lid (brass)	20 (Small & Medium size)
2. Karahi (Brass)	20
3. Poni	20
4. Karachhi (Steel)	20
5. Stoves	20
6. Chakla Belan	20
7. Thal	20
8. Kitchen Knives	2 dozen
9. Tea Spoons	2 dozen
10. Tea set	2
11. Full Plates	2 dozen
12. Quarter plates	2 dozen
13. Table mats	1 dozen
14. Forks	1 dozen
15. Knives	1 dozen
16. Bucket (Plastic)	20
17. Chilamchi	20
18. Mugs	20
19. Enamel bowls	20
20. Electric iron (automatic)	2
21. Brushes (collar brush)	2
22. Greater	20
23. Masala box	20
24. Egg beater	20
25. Strainers	20
26. Glass Jars	3 dozen
27. Weighing machines	1
28. Towel	1
29. Glass tumblers	2 dozen
30. Jug	2
31. Polish (food)	—
32. Measuring tape	6
33. Pair of Scissors	6
34. Tailors Chalk	—
35. Brooms & brushes	6 each

1. HEALTH AND PHYSICAL EDUCATION

COMPULSORY (NON EXAMINATION SUBJECTS)

RATIONALE

Health is defined as “a state of physical, mental and social well-being and not merely the absence of disease or infirmity”, (WHO) thus, it assumes great importance in the all-round development of a child. Health and Physical Education enable the pupil to attain such a state of health, in fact, becomes education for man.

A rational syllabus of Health and Physical Education in school must, therefore, enable the pupil to know and understand that harmonious development of body and mind is essential for good health and it should help the pupil to raise his own health status. The syllabus should also be such that, if transacted effectively, it enables the pupil to contribute meaningfully, in order to raise the health status of the self, family, community and also of the environment to which he belongs.

In the National Curriculum Framework for School Education (2000), it has been emphasized that Health and Physical Education has to be concerned with total health of the learner and the community. It will include mental and emotional health besides physical health of the learners. The main aim of the Health and Physical Education programme should be to develop desirable understanding, attitude and practices with regard to nutrition, health and sanitation so as to improve health status of the self, family and the community. Learners need to be helped to develop an awareness about the health and sanitation at the community level and their role in that context. Physical education has to concentrate on developing health, strength and fitness of the body. The National Policy on Education (1986) visualizes that Health and Physical Education should aim at enabling the child to know that harmonious development of body and mind is essential for good health. Physical education should thus, aim at developing health, strength and fitness of the body along with emotional and social development.

While some general principles of syllabus formulation in Health and Physical Education can be derived from the general theory of curriculum development, some specific considerations, to be taken into account, will depend upon the nature of the subject and its relative importance in the entire curriculum framework. Some specific points which should be given proper thought while formulating the syllabus in this area for Classes VI to VIII given below :

1. The term 'Health and Physical Education' includes knowledge of health, science and physical activities including games, sports, and other recreational activities.
2. All the programmes of Health and Physical Education are for all students. It should be incumbent on each and every student to participate in these programmes. The organization of any such programme at the upper Primary Stage should, therefore, ensure general participation by all and this should get preference over competition.
3. The activities prescribed in the syllabus should cover a very wide range so that each and every pupil can participate according to her/his interest and needs, specially in physical activities.
4. Activities which do not involve much cost or no cost activities may be identified because most schools cannot afford high cost apparatus.
5. Facilities for physical education should be increasingly developed in rural as well as in urban schools. In this regard, special attention should be paid to socially and economically under-developed areas, urban slums, remote/rural and tribal areas.
6. Content in health education syllabus should be meaningfully related to the pupil's environment and life. There can be some overlapping between topics under health and science education, to avoid this, the science syllabus may be studied before syllabus formulation in health education.
7. Games and sports have to find a prominent place in the total scheme of things. Emphasis should be on acquisition of adequate neuromuscular coordination commensurate with their developmental stage. Yoga and meditation can be very well-organized under the regular school schedule to help children acquire concentration and relaxation.
8. The syllabus in physical education should be such that talent in sports and games is discovered. In upper primary classes, there should be provision for extra inputs of training/coaching for talented students. This will help to catch them young.
9. The syllabus should clearly indicate which programmes/activities are core in nature and which are elective. The core element should be for all students.
10. Community involvement should be initiated at all levels in providing various resources (e.g. facilities for coaching funds, monitoring, etc.) specially Panchayat and school education committees should be approached.

OBJECTIVES

The objectives of Health and Physical Education are to help the students :

1. Understand the meaning and importance of being healthy;
2. Identify factors and conditions influencing his/her own health and that of others;
3. Recognize common, personal, family and community health problems and seek help from teachers and parents to solve them;
4. Acquire healthy practices relating to personal health; environmental health, exercise, rest, recreation, relaxation, sleep, posture, safety, eating and serving food; care of body-parts, especially, the sense organs; consulting a physician; community living and getting along with others; and child care practices to help parents in the case of younger brothers and sisters, to protect and promote their health.
5. Learn about human body, changes that take place while growing up from a boy to a man, and from a girl to a woman and take measures to stay healthy;
6. Develop skills in providing first-aid in athletic and other common childhood injuries which occur in the home, school and outside the home and school;
7. Know about qualified health functionaries operation practising in his/her community to seek help when needed;
8. Develop organic fitness, normal sense organs and efficient organic systems;
9. Cultivate habits of engaging in appropriate exercises so that immediate and future health needs can be met;
10. Develop neuro-muscular skills and promote the ability to perform work with ease and grace;
11. Develop attitudes of co-operation, good sportsmanship and fair-play;
12. Cultivate such traits of character as self-mastery, self-discipline, courage and confidence;
13. Develop a sense of patriotism, self-reliance, self-sacrifice, the desire to serve and tolerance;
14. Prepare herself/himself for making a worthwhile use of Leisure time by acquiring knowledge of sports for the purpose of participating and observing, appreciating and enjoying them.

CONTENT AREAS

The Syllabus in Health and Physical Education has been developed in the light of the above mentioned objectives. It has been graded properly on the basis of psycho-physical requirements of each age-group. It is important to maintain continuity from one class to another and ensure progressive difficulty level which will prove challenging to the capacities of the students. However, the following list of contents is only suggestive.

HEALTH EDUCATION

1. Meaning of health; physical, mental emotional and social.
2. Environment hygiene.
3. Growth and Development.
4. Food and nutrition.
5. Family and health.
6. Communicable disease.
7. Prevention of using harmful products.
8. Safety, first-aid home-nursing
9. Civil defence (Classes VII and VIII)

Under these areas, inputs of knowledge and information may be chosen appropriately in a progressive fashion, suiting the age of the students. It is also desirable that concepts are broken into minor ideas, activities, health practices and healthy-living skills, etc.

PHYSICAL EDUCATION

1. Dance
2. Games and Sports
3. Athletics

Physical Education activities are dependent upon the facilities available in a school. Therefore, the programme should be developed taking into consideration the facilities available in the school and community.

METHODOLOGY

Though some topics of health education can be taught in the class by using traditional methods, sometimes team teaching, taking cooperation of other teacher(s) (with the approval of the principal) becomes necessary as the health education component is integrated in other subjects like Environmental Studies, General Science and Languages, etc. The science related topics in Health and Physical Education should be taught preferably by the science teacher.

Physical Education cannot be taught in isolation. It is rather done in such a way that students actively participate and imbibe positive attitudes. It is essential for the successful transaction of the Physical Education syllabus that plans of action are developed well in advance, before the academic session starts, and responsibility assessed, so that the package of activities may be carried out in a logical sequence.

EVALUATION

Evaluation in Health and Physical Education should be based upon the student's individual capacity performance, and progress.

Assessment should be continuous and comprehensive and should be such as to measure the multi-dimensional progress of the student. It should be done for the purposes of diagnosis, remedy and feedback also.

The evaluation of co-scholastic activities should be carried out continuously using observation, rating-scale and check-lists and should be reported quarterly. The three-point direct grading should be used for indicating the student's achievement. Self-evaluation by students and pre-evaluation may also form part of the total evaluation procedure.

CLASS VIII

HEALTH EDUCATION

1. Building blocks of human body, structure and functions of various types of body cells, characteristics of body cells.
2. Human reproduction : care during pregnancy; low birth weight (LBW) children; factors responsible for LBW; importance of mother's milk for proper growth and health of the new-born feeding and weaning practices and their influence on a child's health; child care practices to protect the child from diseases and to ensure proper growth and development.

3. Sense organs; their structure and functions; care of skin, nose, eye, ears, tongue to enable them to discharge their functions properly.
4. Communicable diseases – how they travel from a sick person to a healthy person and specific measures to prevent diseases transmitted through a particular mode of transmission; individual and community measures to prevent disease; sanitary disposal of waste, use of latrines for defecation; avoiding indiscriminate spitting, prevention of contamination of food and water, timely immunization against preventable disease; vaccination of dogs and care of pets; anti-fly, anti-mosquito and anti-rodent measures; sewage disposal; community water supply; proper drainage; construction of compost pits and soakage pits; disinfection of wells, going to a qualified medical practitioner for consultations.
1. Pollution – types of pollution; influence of various types of pollution on human health; role of individual, community and Government for prevention of various types of pollution.
2. Harmful effects of self-medication and misuse of drugs, alcohol and tobacco on the individual, his family and his social life.
3. Primary health care set-up to achieve health for all, measures to control health problems of communities through their active participation in health programmes.

PHYSICAL EDUCATION

CALLISTHENICS

1. Exercise tables of Class VII to be repeated.

ATHLETICS

1. Events Races (100m, 200m, 400m, 800m, 1500m, 4x100m, Relay)
2. Principles of sprints (100m, 200m, 400m)
3. Fixing of starting blocks, getting off the block, stride-length, body position and finish.
4. Principles of jumps; Broad jump-approach run, take-off, flight and landing. High-jump approach run, take-off, bar clearance and landing.
5. **Principles of Throws** : Shot-put: hold, placement, initial stance, glide delivery stance, delivery action and reverse.

6. **Javelin** : Hold, placement, carry, pegging, withdrawl of javelin, delivery stance, delivery action and reverse.

MAJOR GAMES

Any two of the following :

Football : History and development of the game, rules of the game; skills; kicking: inside of the foot, in-step of the foot, volley land the half-volley; trapping trap: sole of the foot, drooping ball, with in-step, waist height ball with inside of the foot; dribbling; inside of the foot; and game practice in miniature field.

Hockey : History and development of the game; rules of the game; skills; sticking, grip, back swing, froward swing, strike and follow through, co-ordination of stick and body, correct position of feet, head eyes; stopping, dribbling, scooping, pushing, taking push; and small field games-5v / s5, 6v/s 6, etc.

Basketball : History of development of the game; skills; passing (over-head, chest, bounces on hand, two hands, dribbling (low and hight), shooting lay up, set shot one hand; two hands; individual and team practice.

Handball : Hitory and development of the game; rules of the game; skills: throwing (low and high), catching (one hand, two hands) passing (long, short), shooting, goal-keeping, offence and defence; regular game.

Volleyball : History and development of the game; rules of the game; skills: passing (under pass, two hand pass, over head pass), smashing/spiking; service (under hand, side arm, tennis); regular game.

Kabaddi : History and development of the game; rules of the game skills: raid-cant, side kick, back kick, round kick, front kick, mule kick, leg thrust kick, jumping over and breaking the chain; touching with toe and hand; catching leg catch, hand catch, wrist catch trunk catch, thigh (single and both) catch, angkle catch and pull, dive catch cross hold, covering with chain; and regular game.

Kho-Kho : History and development of the game; rules of the game; skills: chasing (sitting, rising up, taking direction, dividing, pole-dive, early kho, simple kho, late kho, fake kho, judgement kho, taping and trapping together): running (single chain, double chain, oval or ring play, mix play, turning the pole, front and back dodging, avoiding trapping); regular game.

Badminton Shuttle : History and development of the game; rules of the game; skills; grip, service, returning, tossing, smash; regular game.

WRESTLING

1. Stance : (a) diagonal (b) square
2. Simple holds for "Go behind" (a) wrist or palm and arm drag; (b) neck, dragging and belbow push sideways; (c) elbow lift, head under arm.
3. Counters for the above holds.
 - (a) Blocking with forearm across the chest;
 - (b) Simple leg pick-up.
4. Primary Holds : (Grand wrestling) :
 - (a) Position;
 - (b) Simple nelson and counter.
5. Exercises for developing strength, stamina and agility.

DANCE AND RHYTHMIC (FOR GIRLS)

Dance; repeat skills learnt in previous class; on-the-spot stepping movements in rhythm; on the spot stopping combined with hand movement; on-the-spot stepping, hand movements and handling sideways shifting weight; stepping and moving to right and left; on-the-spot stepping combined with hand movements; on-the-spot stepping hand movements and bending; stepping and moving to right and left; stepping forward, backward, sideways with hand movements; movements and turns bending body with grace and pose; balance shifting weight and with head movements; stepping and moving in diagonal directions; moving with shoulders, neck, eyes, hands, and fingers' gestures; skipping and jumping, turning; movements and gestures leading to express characteristics of birds/animals; balance, bending, twisting; movements and imitations of historical and mythological characters; combination of various movements to form a group dance or dance drama to be evolved by the teacher; and local dance, folk dance or tribal dance.

LEZIUM

1. *Ghati Lezium, Deccan Lezium* :
Eight Strokes (atha awaj); kadam tal; age daur; kadam pavitra; pavitra baithak.
phiki or ardh shakra; pav chakra; pur chakra; hool.
2. *N.F.C. Series* :
Hath Ki Harkat; Paun Ki Harkat; Jhukana Harkat; Dahine Harkat; Bai Harkat; Bharat Mata Ki Jai.; Mayur Chal.

2. SOCIALLY USEFUL PRODUCTIVE WORK

NON-EXAMINATION SUBJECT

INTRODUCTION :

The system of education in the country is bookish and generally irrelevant to the needs of the society. Work based education according to Gandhiji, was an instrument of personality development and social transformation. Productive work has therefore been given a central place in the new school curriculum.

Socially useful productive work may be described as purposive, meaningful, manual work resulting in either goods or services which are useful to the community. It is work experience which is productive as well as socially useful. The aim is to engage the children in social and economic activities in their natural setting making them understand the principles of such work.

The activities selected should be productive, educative and socially useful. They should have a strong element of social service and they must not be confined to the four walls of the school. Local institutions should be closely involved in the planning and organisation to the activities. The activities may differ from school to school but there may be some common activities. All children will participate in socially useful productive work throughout the year. The productive work and services should result in remuneration in kind or cash where possible, this will develop attitude of self-reliance.

OBJECTIVES :

1. To prepare the pupils to perform manual work individually collectively so that a feeling of respect for manual work is inculcated.
2. To make the pupils useful members of the society and who can stand on their legs.
3. To make the student understand the underlying principles of a particular work.
4. To prepare the pupils for a self-reliant future life and to enable them, where possible, to earn while they learn.
5. To develop among students a sense of personal cleanliness, co-operation and social service besides positive attitudes of team work.
6. To teach the subject not only mechanically but keeping in mind its educational importance.
7. To relate productive work and services to the following six work situations :—

(i) Health and Hygiene,	(iv) Clothing
(ii) Food.	(v) Culture and Recreation
(iii) Shelter.	(vi) Community work and social services.
8. **To organise Socially Useful Productive Work in the following phases :—**
 - (a) Study of the world of work through observation and enquiry.
 - (b) Experimentation with material, tools and techniques.

3. EDUCATION FOR HUMAN VALUES

NON-EXAMINATION SUBJECT

General Objectives for all the stages of School Education :—

1. To inculcate basic human values-ethical, spiritual, social, civic & national.
2. To develop group and social attitudes and skill required for team work and group work.
3. To place the student on the path of self confidence & self-sacrifice.
4. To promote the spirit of dedication in all through earnestness, sincerity, humility & reverence.
5. To enable students to bring out the best in them and place it at the service of the community and the country.

Human Values to Be Emphasised during middle school stage

(Non Examination Subject)

Course Content One period per week of 40 minutes duration
(i.e. from VI to VIII)

A. Group and Social Values :

- | | |
|-----------------------------------|--|
| 1. Avoidance of injury to others. | 7. Patience |
| 2. Belongingness to a group. | 8. Patriotism |
| 3. Co-operation. | 9. Respect for parents, teachers and elders. |
| 4. Dignity for labour. | 10. Sharing. |
| 5. Hospitality | 11. Thrift |
| 6. Leadership. | 12. Good manners and etiquette. |
| | 13. Respect for law. |

B. Ethical Values :

- | | |
|--------------------------------|-------------------------------|
| 1. Courage to stand for truth. | 5. Keeping one's promise. |
| 2. Forgiveness. | 6. Respect for all religions. |
| 3. Friendliness. | 7. Service and helpfulness. |
| 4. Honesty. | 8. Sympathy, |

C. Personal Values :

- | | |
|-------------------------------------|--------------------------------|
| 1. Appreciation of beauty. | 4. Optimism and cheerfulness. |
| 2. Cleanliness and hygienic living. | 5. physical fitness. |
| 3. Diligence; | 6. Punctuality and Regularity. |

CLASS-VIII

LIST OF BOOKS

801	Modern English
802	It so happened (SR)
803	W.B. Modern English
804	Ganit
805	Naya Jeevan Bhag-III
806	Samajik Vigyan Bhag-I
807	Samajik Vigyan Bhag-II
810	Vigyan Avam Prodyogiki-I
811	Bharti Bhag-III
812	Sanskrit Shresysi-III
813	Naitik Shiksha
814	Bhartiya Swatantrata Sangram Ka Itihas

COMBIND CLASSES VI-VIII

621	Kala Adhyayan
622	Grih Vigyan
623	Hindi Vyakaran Aur Rachna
624	English Grammer