

SGJ DAV SEN. SEC. PUBLIC SCHOOL, HARIPURA

Class- 8th (Learning and Doing Work)

Date- 02.01.2026

Instructions:

Dear students in Revisional assignment is divided into two parts

- 1. Study material of topic\ chapter. (Learning Part)**
- 2. Quiz related to topic. (Doing Part)**

So students please read carefully all the key details of chapter and at the end there is quiz related to topic . it is must to solve all quiz questions .

Instructions to Attempt Quiz & Send Certificate or Screenshot to class in charge.

- ☐ **Open the Quiz Link**
- ☐ **Click on the quiz link shared by your teacher.**
- ☐ **Enter your Name, last name and email id correctly then start quiz.**
- ☐ **Select the correct answer and submit the quiz.**
- ☐ **Take a clear screenshot of the certificate and send to class in charge.**
- ☐ **Do all assignment work on fair notebook.**

Maths-

Learning part:

Basic Terms Used in Mensuration

Surface Area: Total area of all the faces of a solid figure.

Volume: Space occupied by a solid object (measured in cubic units).

Solid Figures (3D Shapes)

Solid figures have length, breadth, and height.

(a) Cube

Side = a

Total Surface Area (TSA) = $6a^2$

Volume = a^3

(b) Cuboid

Length = l, Breadth = b, Height = h

TSA = $2(lb + bh + hl)$

Volume = $l \times b \times h$

Doing part:

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndg0oaiy6e>

Science-

Learning part:

Chapter: Combustion and Flame (Brief Notes)

Combustion: Chemical process in which a substance reacts with oxygen to produce heat and light.

Fuel: Substance that burns to give energy (wood, coal, LPG).

Conditions for combustion: Fuel, oxygen, and heat (Fire Triangle).

Ignition temperature: Lowest temperature at which a substance catches fire.

Types of combustion:

Rapid combustion – burns quickly

Spontaneous combustion – burns on its own

Explosion – sudden combustion with heat, light, sound

Flame: Visible part of burning gases.

Outer zone (blue) – hottest

Middle zone (yellow) – moderately hot

Inner zone (dark) – least hot

Calorific value: Heat produced by burning 1 kg of fuel (kJ/kg).

Good fuel: High calorific value, less smoke, cheap, easily available.

Harmful effects: Air pollution, global warming, health problems.

Fire control: By cooling, cutting off air, or removing fuel.

Doing Part:

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndgwnwjcn&token=cHJlZXRpYmlzaG5vaTE5ODVAZ21haWwuY29t>

Social Science-

Learning part:

1. The Uprising had been planned for months, but it broke out before the appointed date. It did not go according to the plan as the revolutionaries failed to spread it beyond Central India and Delhi. If the plan had gone as per the schedule, the revolt would have broken out in many parts of India simultaneously and it would have been very difficult for Lord Canning, the Governor-General at that time, to control the revolt.

There was no unity among the rebels. The ideas of nationalism had not yet developed.

There was no common ideology amongst the rebels. The sepoys of Bengal wanted to revive the glory of the Mughals while Nana Saheb and Tanya Tope tried to re-establish the Maratha power and Rani Lakshmi Bai fought for her lost kingdom.

The rising was not widespread. It was limited to North and Central India. In the North, the Sikhs, the Nizams and the Scindias were unaffected by the Revolt and the Gurkhas not only remained loyal to the Britishers, but helped the British in suppressing the mutiny.

The rebels could not match the sophisticated and modern weapons and the disciplined army of the British. Moreover, an organised communication system and military strategies led to British victory.

The leadership of the Revolt was neither strong nor gave direction to the rebels. The Indian rulers fought to liberate their own territories and did not think about the freedom of the whole country. Moreover, the Company officials got timely help from the government of Britain.

2. The rule of the East India Company ended with Queen Victoria's Proclamation of November 1, 1858. She assumed the title of the Empress of India. The British crown took over the administration of India. A Secretary of State was appointed by the British Parliament to look after the governance of India with the help of a council. The Governor-General was given the title of Viceroy-The Representative of the British Crown.

The British reorganised the army to prevent any future revolts. The policy of ruthless conquests and annexations of Indian territories was given up. The Indian princes were given the assurance that their States would not be annexed and were granted the right of adoption.

Full religious freedom was guaranteed to the Indians. They were also given the assurance that high posts would be given to them without any discrimination. By the end of 1859, British authority in India was fully re-established. But the Revolt proved to be the first great struggle for freedom. It became a source of inspiration for the later freedom struggles and its heroes became household names in the country.

Doing Part:

Instructions for Students

Quiz is based on 11th Chapter.

The quiz will be based only on the prescribed chapter covered in class.

Students must read the chapter thoroughly before participating.

Students should read carefully to the question before answering.

<https://wayground.com/join?gc=59436134>

English-

Learning Part:

Tenses (Class 8 – English Grammar)

What is a Tense?

A tense shows the time of an action — whether it happens in the present, past, or future.

There are three main tenses:

1. Present Tense

2. Past Tense

3. Future Tense

Each tense has four forms:

Simple

Continuous

Perfect

Perfect Continuous

1. Present Tense

(a) Simple Present Tense

Use:

Daily habits

Universal facts

Regular actions

Structure:

Subject + verb (base form)

Add s/es with he, she, it

Examples:

I play cricket.

She reads a book.

The sun rises in the east.

(b) Present Continuous Tense

Use:

Action happening now

Structure:

Subject + is/am/are + verb + ing

Examples:

I am reading.

They are playing.

She is cooking food.

(c) Present Perfect Tense

Use:

Action completed recently

Result in present

Structure:

Subject + has/have + verb (3rd form)

Examples:

I have finished my work.

She has gone to school.

(d) Present Perfect Continuous Tense

Use:

Action started in past and still continuing

Structure:

Subject + has/have been + verb + ing

Examples:

I have been studying for two hours.

She has been working since morning.

Homework-Learn rules and write examples of all the tenses.

2. Past Tense

(a) Simple Past Tense

Use:

Action completed in the past

Structure:

Subject + verb (2nd form)

Examples:

I wrote a letter.

She went to school.

(b) Past Continuous Tense

Use:

Action happening at a specific time in past

Structure:

Subject + was/were + verb + ing

Examples:

I was reading a book.

They were playing football.

(c) Past Perfect Tense

Use:

One action completed before another past action

Structure:

Subject + had + verb (3rd form)

Examples:

I had finished my homework before dinner.

She had left when I arrived.

(d) Past Perfect Continuous Tense

Use:

Action continued for some time in the past

Structure:

Subject + had been + verb + ing

Examples:

I had been studying for two hours.

They had been waiting since morning.

3. Future Tense

(a) Simple Future Tense

Use:

Action that will happen

Structure:

Subject + will + verb (base form)

Examples:

I will help you.

She will go to school.

(b) Future Continuous Tense

Use:

Action that will be happening at a certain time

Structure:

Subject + will be + verb + ing

Examples:

I will be reading at night.

She will be working tomorrow.

(c) Future Perfect Tense

Use:

Action completed before a certain future time

Structure:

Subject + will have + verb (3rd form)

Examples:

I will have finished my work by evening.

She will have reached home by 6 pm.

(d) Future Perfect Continuous Tense

Use:

Action continuing for a period up to a future time

Structure:

Subject + will have been + verb + ing

Examples:

I will have been studying for three hours.

She will have been working since morning.--

Quick Tip for Exams

Learn structures

Remember signal words (since, for, already, now)

Doing Part:

<https://www.proprofs.com/quiz-school/ugc/story.php?title=ndu1ndgzoqj60p>

Hindi-

Learning part:

प्रश्न 1. किस कारण पक्षियों के पंख टूट जाएँगे?

उत्तर: पिंजरे में बंद होने और वहाँ से आज़ाद होने के लिए फड़फड़ाने से पक्षियों के पंख टूट जाएँगे ।

प्रश्न 2. पिंजरे में बंद रहकर मिलने वाले खाने व पानी की जगह पक्षियों को क्या पसंद है और क्यों?

उत्तर: पिंजरे में बंद रहकर मिलने वाले खाने व पानी की जगह पक्षियों को नदी-नाले आदि का बहता जल पीने और नीम की निबौरियाँ (कडुवा फल) खाना पसंद है। इसका कारण यह है कि पक्षी स्वतंत्र रहकर अपनी मरज़ी से उड़ान भरना चाहते हैं।

प्रश्न 3. शाह ने दारा को गवर्नर बनाकर क्यों भेजा ?

उत्तर: शाह ने दारा को गवर्नर बनाकर इसलिए भेजा क्योंकि उत्तरी ईरान के एक प्रांत का शासन बिगड़ चुका था। इससे वहाँ अराजकता फैल गई थी। शाह उस प्रांत के हालत ठीक करना चाहता था, जिसे दारा जैसा ही कोई समझदार शासक कर सकता था।

प्रश्न 4. दारा अपने बक्सा में क्या रखता था और क्यों?

उत्तर: दारा अपने बक्से में अपना असल धन बंद रखता था, क्योंकि यही धन उसे ईमानदार और घमंडरहित बनाए हुए था।

Doing Part:

अपने मोहल्ले के पार्क की सफ़ाई करवाने हेतु नगर निगम अधिकारी को पत्र लिखिए।

Punjabi-

Learning part:

ਪ੍ਰਸ਼ਨ -ਲੇਖ- ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ

ਪ੍ਰ.1 ਪ੍ਰਦੂਸ਼ਕ ਕੀ ਹੁੰਦਾ ਹੈ ?

ਉੱਤਰ -ਪ੍ਰਦੂਸ਼ਣ ਪੈਦਾ ਕਰਨ ਵਾਲੇ ਕਾਰਕਾਂ ਨੂੰ ਪ੍ਰਦੂਸ਼ਕ ਆਖਦੇ ਹਨ। ਇਹ ਉਨ੍ਹਾਂ ਚੀਜ਼ਾਂ ਦੀ ਰਹਿਦ ਖੂੰਦ ਹੁੰਦੀ ਹੈ ਜਿਨ੍ਹਾਂ ਨੂੰ ਅਸੀਂ ਬਣਾਉਂਦੇ ਵਰਤਦੇ ਹਾਂ ਤੇ ਫਿਰ ਸੁੱਟ ਦਿੰਦੇ ਹਾਂ।

ਪ੍ਰ.2.ਪ੍ਰਦੂਸ਼ਣ ਦੀਆਂ ਕਿਸਮਾਂ ਦੱਸੋ?

ਉੱਤਰ -ਵਾਯੂ ਪ੍ਰਦੂਸ਼ਣ, ਜਲ ਪ੍ਰਦੂਸ਼ਣ ,ਧੁਨੀ ਪ੍ਰਦੂਸ਼ਣ ਅਤੇ ਮਿੱਟੀ ਪ੍ਰਦੂਸ਼ਣ।

ਪ੍ਰ.3 ਪਾਣੀ ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਪਰਿਭਾਸ਼ਾ ਦਿਓ।

ਉੱਤਰ -ਵਿੱਚ ਭਿੰਨ ਭਿੰਨ ਪ੍ਰਕਾਰ ਦੇ ਠੋਸ ਅਤੇ ਤਰਲ ਪਦਾਰਥਾਂ ਦੀ ਹੋਂਦ ਕਾਰਨ ਉਸ ਦੀ ਸੁੱਧਤਾ ਵਿੱਚ ਕਮੀ ਆਉਣਾ ਅਤੇ ਉਸ ਦਾ ਮਨੁੱਖੀ ਵਰਤੋਂ ਦੇ ਯੋਗ ਨਾ ਰਹਿਣਾ। ਘਰੇਲੂ ਸੀਵਰੇਜ ਦਾ ਪੱਕੇ ਤੌਰ ਤੇ ਕੋਈ ਨਿਕਾਸ ਦਾ ਪ੍ਰਬੰਧ ਨਾ ਹੋਣ ਦੇ ਕਾਰਨ ਜਲ ਪ੍ਰਦੂਸ਼ਣ ਫੈਲਦਾ ਹੈ।

ਪ੍ਰ.4 ਹਵਾ ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਕਾਰਨ ਲਿਖੋ।

ਉੱਤਰ -1.ਉਦਯੋਗਿਕ ਚਿਮਨੀਆਂ ਅਤੇ ਪਾਵਰ ਹਾਊਸ ਵਿੱਚੋਂ ਨਿਕਲਦਾ ਧੂੰਆਂ ।

2.ਪੈਟਰੋਲ ਅਤੇ ਡੀਜ਼ਲ ਨਾਲ ਚੱਲਣ ਵਾਲੀਆਂ ਗੱਡੀਆਂ।

3. ਘਰੇਲੀ ਬਾਲਣਾਂ ਜਿਵੇਂ ਮਿੱਟੀ ਦਾ ਤੇਲ ,ਕੋਲਾ ਆਦਿ ਨਾਲ ਵੀ ਵਾਯੂ ਪ੍ਰਦੂਸ਼ਣ ਫੈਲਦਾ ਹੈ।

ਪ੍ਰ.5 ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਰੋਕਥਾਮ ਲਈ ਵੱਖ-ਵੱਖ ਉਪਾਅ ਲਿਖੋ।

ਉੱਤਰ -1. ਗੱਡੀਆਂ ਦੀ ਸਮੇਂ ਸਮੇਂ ਜਾਂਚ ਕਰਵਾਉਣੀ ਚਾਹੀਦੀ ਹੈ ਤਾਂ ਜੋ ਵਾਧੂ ਦਾ ਧੂੰਆਂ ਨਾ ਪੈਦਾ ਹੋਵੇ।

2.ਉਦਯੋਗ ਆਬਾਦੀ ਤੋਂ ਦੂਰ ਹੋਣੇ ਚਾਹੀਦੇ ਹਨ।

3. ਕਾਰਖਾਨਿਆਂ ਦੇ ਫਾਲਤੂ ਪਦਾਰਥ ਪਾਣੀ ਵਿੱਚ ਨਹੀਂ ਵਹਾਉਣੇ ਚਾਹੀਦੇ।

4. ਲਾਊਡ-ਸਪੀਕਰਾਂ, ਹੋਰਨਾਂ ਨੂੰ ਲੋੜ ਤੋਂ ਵੱਧ ਨਹੀਂ ਚਲਾਉਣਾ ਚਾਹੀਦਾ। ਆਵਾਜ਼ ਹੌਲੀ ਤੋਂ ਹੌਲੀ ਹੋਈ ਚਾਹੀਦੀ ਹੈ।

Doing Part:

<https://forms.gle/eG8ff9fnGeonPXh3A>