

Honeydew

Textbook in English for Class VIII



0849



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

First Edition*February 2008 Phalguna 1929***Reprint Edition***January 2009 Pausa 1930**January 2010 Magha 1931**January 2011 Magha 1932**January 2012 Magha 1933**December 2012 Agrahayana 1934**October 2013 Asvina 1935**December 2014 Agrahayana 1936**December 2015 Agrahayana 1937**December 2016 Pausa 1938**January 2018 Magha 1939**December 2018 Agrahayana 1940**January 2019 Pausa 1940**August 2019 Bhadrapada 1941**January 2021 Pausa 1942***PD 286T RSP****© National Council of Educational Research and Training, 2008****₹ 65.00***Printed on 80 GSM paper with NCERT watermark*

Published at the Publication Division by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Esskay Press Pvt. Ltd. 220, Patparganj Industrial Area, Delhi Pincode 110 092

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Foreword

THE National Curriculum Framework (NCF), 2005, recommends that children's life at school must be linked to their life outside the school. This principle marks a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. The syllabi and textbooks developed on the basis of NCF signify an attempt to implement this basic idea. They also attempt to discourage rote learning and the maintenance of sharp boundaries between different subject areas. We hope these measures will take us significantly further in the direction of a child-centered system of education outlined in the National Policy of Education (1986).

The success of this effort depends on the steps that school principals and teachers will take to encourage children to reflect on their own learning and to pursue imaginative activities and questions. We must recognise that, given space, time and freedom, children generate new knowledge by engaging with the information passed on to them by adults. Treating the prescribed textbook as the sole basis of examination is one of the key reasons why other resources and sites of learning are ignored. Inculcating creativity and initiative is possible if we perceive and treat children as participants in learning, not as receivers of a fixed body of knowledge.

These aims imply considerable change in school routines and mode of functioning. Flexibility in the daily time-table is as necessary as rigour in implementing the annual calendar so that the required number of teaching days are actually devoted to teaching. The methods used for teaching and evaluation will also determine how effective this textbook proves for making children's life at school a happy experience, rather than



a source of stress or boredom. Syllabus designers have tried to address the problem of curricular burden by restructuring and reorienting knowledge at different stages with greater consideration for child psychology and the time available for teaching. The textbook attempts to enhance this endeavour by giving higher priority and space to opportunities for contemplation and wondering, discussion in small groups, and activities requiring hands-on experience.

The National Council of Educational Research and Training (NCERT) appreciates the hard work done by the textbook development committee responsible for this book. We wish to thank the Chairperson of the advisory committee in languages, Professor Namwar Singh, and the Chief Advisor for this book, Professor R. Amritavalli, for guiding the work of this committee. Several teachers contributed to the development of this textbook; we are grateful to their principals for making this possible. We are indebted to the institutions and organisations which have generously permitted us to draw upon their resources, materials and personnel. We are especially grateful to the members of the National Monitoring Committee, appointed by the Department of Secondary and Higher Education, Ministry of Human Resource Development under the Chairpersonship of Professor Mrinal Miri and Professor G.P. Deshpande for their valuable time and contribution. As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinements.

New Delhi
30 November 2007

Director
National Council of Educational
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Acknowledgements

The National Council of Educational Research and Training is grateful to Professor M.L. Tickoo, formerly of the Central Institute of English and Foreign Languages, Hyderabad, and the Regional Language Centre, Singapore, for going through the manuscript and making valuable suggestions. Special thanks are due to Professor R. Amritavalli for specific suggestions in addition to overall monitoring and assistance as Chief Advisor.

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Every effort has been made to trace all copyright holders. We apologise for some omissions, and will gratefully acknowledge them as soon as they can be traced.

Our special thanks are due to Dr. Meenakshi Khar, DEL and Prof. Kirti Kapur, DCS, NCERT for developing the content.

Special thanks are also due to the Publication Department, NCERT, for their support. NCERT also acknowledges the contributions made by Parash Ram Kaushik, *Incharge*, Computer Station; Mohmad Harun and Arvind Sharma, *DTP Operators*; Neena Chandra and Hari Darshan Lodhi *Copy Editor* and Mathew John, *Proof Reader*.

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Part IV A (Article 51 A)

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Fundamental Duties – It shall be the duty of every citizen of India —

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to 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) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.