





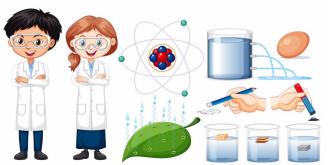
Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

Middle Stage Class - 8th









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Learning Outcomes

| Learning Outcomes | | | |
|--|--|--|--|
| Suggested Pedagogical Processes | <u>Learning Outcomes</u> | | |
| The learner may be provided opportunities in | ENG801: responds to instructions and announcements in school and | | |
| pairs/groups/ individually and encouraged to- | public places viz. railway station, market, airport, cinema hall, and act | | |
| | accordingly. | | |
| • participate in classroom activities/ school | ENG802: introduces guests in English, interviews people by asking | | |
| programmers' such as Morning Assembly/ | questions based on the work they do. | | |
| extempore/debate etc. by being exposed to input- | ENG803: engages in conversations in English with people from different | | |
| rich environment | professions such as bank staff, railway staff, etc. using appropriate | | |
| | vocabulary. | | |
| • speak about objects / events in the class / school | ENG804: uses formulaic/polite expressions to communicate such as 'May | | |
| environment and outside surroundings. | I borrow your book?', 'I would like to differ' etc. | | |
| | ENG805: speaks short prepared speech in morning assembly. | | |
| • participate in grammar games and kinesthetic | ENG806: speaks about objects / events in the class / school environment | | |
| activities for language learning. | and outside surroundings. | | |
| | ENG807: participates in grammar games and kinesthetic activities for | | |
| • use English news (newspaper, TV, Radio) as a | language learning. | | |
| resource to develop his/her listening and reading | ENG808: reads excerpts, dialogues, poems, commentaries of sports and | | |
| comprehension, note-taking, summarizing etc. | games speeches, news, debates on TV, Radio and expresses opinions | | |
| | about them. | | |
| • watch / listen to English movies, serials, | ENG809: asks questions in different contexts and situations (e.g., based | | |
| educational channels with sub-titles, audio-video/ | on the text / beyond the text / out of curiosity / while engaging in | | |
| multi-media materials, for understanding and | conversation using appropriate vocabulary and accurate sentences) | | |
| comprehension. | ENG810: participates in different events such as role play, poetry | | |
| | recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., | | |
| • interview people from various professions such as | organized by school and other such organizations; | | |
| doctors, writers, actors, teachers, cobblers, | ENG811: narrates stories (real or imaginary) and real-life experiences in | | |
| newspaper boy, household helps, rickshaw pullers | English. | | |
| and so on. | ENG812: interprets quotations, sayings and proverbs. | | |
| | ENG813: reads textual/non-textual materials in English/Braille with | | |
| | comprehension. | | |
| | | | |

- use formulaic expressions / instructions such as 'Could I give you...' 'Shall we have a cup of tea?' to develop communication skills
- participate in individual activities such as introducing personalities/ guests during school programmes'
- learn vocabulary associated with various professions and use them in different situations.
- read stories / plays (from different books/ newspapers in education (NIE) / children's section in magazines in English / Braille) and narrate them.
- locate main idea, sequence of events and corelate ideas, themes and issues in a variety of texts in English and other languages.
- use various sources from English and other languages to facilitate comprehension, correlation and critical understanding of issues.
- interpret quotations, sayings and proverbs.

ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.

ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.

ENG816: infers the meaning of unfamiliar words by reading them in context.

ENG817: reads a variety of texts for pleasure e.g., adventure stories and science fiction, fairy tales, also nonfiction articles, narratives, travelogues, biographies, etc. (extensive reading

ENG818: refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.

ENG819: prepares a write up after seeking information in print / online, notice board, newspaper, etc.

ENG820: communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)

ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.

ENG823: writes answers to textual/non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

ENG824: writes email, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/ biographical experiences etc.

ENG825: develops a skit (dialogues from a story) and story from dialogues.

ENG826: visits a language laboratory.

ENG827: writes a Book Review

ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, alliteration, imageries etc.

| Time line | Topic | LO/ Part of LO | Key Competencies | Suggestive Activities |
|--------------|-----------------------|---|---|---|
| Week 01 & 02 | 1. How Teachers Learn | ENG802: Introduces guests in English ENG809: Asks questions in different contexts and situations (e.g., based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) ENG813: Reads textual materials in English / Braille with comprehension ENG823: Writes answers to textual/non-textual questions after comprehension /inference | Reading Comprehension Communication Skills Vocabulary Writing for purpose | The teacher will act as guest in the class and will ask the learners to introduce themselves one by one (first in Home Language than in Target Language). The teacher will introduce the topic by doing any suitable activity. The teacher will narrate the events of the lesson to the learners and write difficult words on board for word drill. The teacher will ask the learners to read the lesson (or a specific portion) using any reading strategy. The learners will be asked to sit in groups and relate the content with the teacher's narration. The learners will be asked to answer certain questions both orally and in writing related to the topic. The learners will also be asked to write a message about any situation using a particular format. |
| Week 03 | 2. Life | ENG803: engages in conversations in English ENG809: asks questions in different contexts and situations . ENG815: reads, compares, contrasts, thinks critically and relates ideas to life ENG825: develop a skit ENG824: writes a dialogue. | Listening & speaking Reading Comprehension Communication Skills. Decision making abilities Self-awareness | Divide class into groups and ask them to have discussion about various stages of life. A role-play to be organized in the class for better understanding of the given lesson. Project about day-to-day experiences. Develop a skit to understand the main ideas of the lesson. |

| | Academic Calendar Cum Syllabus Class 8 ¹¹ English | | | | |
|---|--|--|---|--|--|
| Week 04 3. Global Warming | _ | Listening & speaking Reading Comprehension Communication Skills. Social Awareness | Roleplay on Global Warming. Group discussion about the various environmental issues. Assign a project on quotations and proverbs related to environment. Debates on causes of Global warming given in the text. Discuss the format of formal letters in the class and ask them to write a formal letter. | | |
| Week 05 4. For God's Sake, Hold Thy Tongue | questions after comprehension /inference ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing. | Reading Comprehension Listening & Speaking skill Vocabulary development Writing for purpose Truthfulness | Ask students to listen stories from grandparents / elders on the importance of values and narrate them in the classroom. After silent reading, divide the students into groups to have a discussion on backbiting and why we should avoid it. After discussing the acronym CODER for paragraph writing, ask the students to write a paragraph on any social evil. | | |

| Week 06 5. Polo- The King of Games | ENG823: writes answers to textual/non-textual questions after comprehension /inference | Reading Comprehension Listening & Speaking skill Understands the importance of sports Team sprit | Ask students to prepare speeches on their favourite sports for presentation. Ask the students to list the different sports being played in and outside their localities and share it with your peers for better understanding. Quiz competition to be conducted on various adventure games. |
|---------------------------------------|--|---|--|
| Week 07 6. Julius Caesar | ENG810: participates in different events such as role play, skit, drama, debate, speech etc. organized by school. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG817: reads a variety of texts for pleasure e.g., adventure stories ENG820: using appropriate grammatical forms (e.g., Nouns, Adjectives, and Adverb clauses,) ENG823: writes character sketch. | Listening & speaking Reading Comprehension Communication Skills. Self-confidence Correct usage of clauses in a context. Concept of ICT | Dramatization of different characters of the story. Debate/skit on the main ideas of the story. Take the class in to the ICT room or use your cell phone and play the movie Julius Caesar for better comprehension of the story. Ask the students to identify the different clauses and put them in appropriate given boxes. Noun Adjective clause clause |

| | Academic Calendar Cum Syllabus Class 8 ¹¹ English | | | | |
|---------|--|--|--|---|--|
| Week 08 | 7. Polythene: A Disaster | ENG805: speaks short prepared speech in morning assembly about Polythene a Disaster. ENG806: speaks about class / school environment and outside surroundings. ENG810: participates in different events such as skit, drama, debate, quiz, etc., organized by school and other such organizations. ENG812: interprets quotations, sayings and proverbs. ENG825: develops a skit (dialogues from a story) | Communication skill. Reading skill Social awareness Self confidence Responsibility | Organize a rally with placards displaying the consequences of polyethene. Assign a project on quotations and proverbs related to hazards of polyethene Conduct a cleanness drive in and around the school to save the environment. A quiz to be organized in the school on various issues related to environment problems. A skit on the hazards of polythene to be conducted in the morning assembly for better understanding of ill effects of polythene. | |
| Week 09 | 8. A Nation's Strength | ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG815: reads, compares, contrasts, thinks critically and relates ideas of the poem. ENG827: Identifies poetic devices like rhyme words, rhyme scheme etc. | Fluency Creative writer Listening & speaking Appreciation Enrichment of vocabulary | Group discussion on different modes or feelings expressed in the poem. One by one recitation of the poem to be done by the students. Group discussion to be held on various ideas present in the poem and relate them in day today life. Students in different groups to be asked to identify the rhyming words of the poem and understand the rhyme scheme of the poem. | |

| | Academic Calendar Cum Syllabus Class 8 th English | | | | |
|---------|--|--|--|---|--|
| Week 10 | 9. Porus and His Elephant | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and draws conclusion. ENG828: Identifies poetic devices like rhyme scheme. ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. | comprehension Analysis Listening & speaking Writing Loyalty | One by one recitation of the poem to be done by the students. Group discussion to be held on various ideas present in the poem and relate them in day today life Students in different groups to be asked to identify the rhyming words of the poem so as to understand the rhyme scheme of the poem. | |
| Week 11 | 10. The Bangle-Sellers | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas towards different stages of life. ENG823: writes answers to textual/non-textual questions after comprehension /inference ENG828: Identifies poetic devices like, simile, metaphor, imagery etc. | Fluency Listening & speaking Critical Appreciation Enrichment of vocabulary Self-realization | One by one recitation of the poem to be done by the students. Group discussion to be held on various ideas present in the poem and relating them in day today life An outing to be organized and the students be asked to interact with people of different ages about their choices and preferences. After the interaction as them to prepare a write up and present it in their class. Divide the class in three groups. Ask one group to encircle the simile and other two groups to underline and colour metaphors and imagery respectively given in the poem. | |

| | Academic Calendar Cum Syllabus Class 8 English | | | | |
|---------|--|---|--|---|--|
| Week 12 | 11. Prayer for Strength | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG823: writes answers to textual/non-textual questions after comprehension /inference ENG828: Identifies poetic devices like repetition. | Fluency Listening & speaking Humbleness Emotional development Social service | One by one recitation of the poem to be done by the students. Group discussion to be held on various ideas present in the poem and relate in day today life. Home Assignment to be given to students regarding different kinds of prayers being offered by the people belonging to different faiths. Ask the students to identify the words repeatedly used in the poem. | |
| Week 13 | 12. The Brook | ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG823: writes answers to textual/non-textual questions after comprehension /inference. ENG828: Identifies poetic devices like onomatopoeia, metaphor, alliteration, imagery. | comprehension Listening & speaking Interpret the main idea Analysis Love for nature | Choral and individual recitation. Group discussion to be held on various stages of the Journey of the Brook and relate it to the mortal life. Ask students to discuss the beauties of nature and share with other groups. Ask students to prepare a list of animal sounds so as to understand the concept of onomatopoeia. | |
| Week 14 | 13. Mercy | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG823: writes answers to textual/non-textual questions after comprehension /inference. ENG828: Identifies poetic devices, simile, metaphor. | Reads with comprehension Listening & speaking Interpret the main idea Compare and contrast Love for humanity | Group discussion to be held on various ideas present in the poem and relate them in day today life. Roleplay to be organized on love for humanity. Divide the class in groups and ask each group to encircle the similes & underline metaphors given in the poem. | |

| Week 15 | 14. Wrinkles | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices, metaphor, imagery. | Reads with comprehension Listening & speaking Interpret the main idea Analysis Responsibility | A debate to Beneath to Group distension in the poeter. Roleplay | to be organized on he Feet of the moth cussion to be held m. to be organi | on various ideas present |
|---------|------------------------|---|---|--|---|--|
| Week 16 | 15. Meetings Poets | ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices like metaphor, symbols | Reads with comprehension Listening & speaking Interpretation Analysis Sensitivity towards appearances. Enrichment of vocabulary development. | in the poe • Divide cla | m. ass into groups an ve & denotative me | on various ideas present ad ask them to write the eaning of the words from Connotative Disorderliness |
| Week 17 | 16. Stars Speak to Man | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG817: reads a variety of texts for pleasure. ENG828: Identifies poetic devices like simile, metaphor. | Reads with comprehension Listening & speaking Analysis Love & affection Unity & kindness | in the poe A debate of humanity Divide the | m. on diversity of relig to be conducted in e class in groups | on various ideas present ions depicting respect for the school. and ask each group to rline metaphors given in |

| Week 18 17. Summer And Winter | ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. /Inference. ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, imagery. | Fluency Listening & speaking Critical Appreciation Self-realization | One by one recitation of the poem to be done by the students. Group discussion to be held on various ideas present in the poem Divide the students into four groups and name them spring, summer, autumn and winter respectively. Ask them to prepare the list of things found in different seasons and share with one another. |
|--|---|--|---|
| Week 19 and 20 18. The Unthankful Man | ENG806: speaks about different events of the story. ENG820: using appropriate grammatical forms (e.g., tense, reported speech etc.) ENG823: writes answers after comprehension /inference; draws character sketch. ENG825: develops a skit (dialogues from a story) and story from dialogues. | Reading Comprehension Communication Skills. Writing Decision making abilities | Students be divided into groups and asked to discuss the main ideas of the story and present them in the class. Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. Students be divided into groups and asked to write the character sketches of the main characters present in the story. |

| | Academic Calendar Cum Syllabus Class 8 English | | | | | |
|-------------------------|---|---|---|--|--|--|
| Week 21 19. Achilles | ENG811: narrates stories (real or imaginary) and reallife experiences in English. ENG813: reads textual/non-textual materials in English/Braille with comprehension. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading. ENG816: infers the meaning of unfamiliar words by reading them in context. ENG817: reads a variety of texts for pleasure e.g., adventure stories ENG820: using appropriate grammatical forms (e.g., Countable & uncountable nouns, anagrams etc. ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. | Reading Comprehension Communication Skills. Love for animal world. Writing skill Narrate stories Critical thinking | Ask students to listen imaginary cum real stories from your parents/grandparents/ elders and narrate the same in front of your classmates. An activity to be done by dividing students into groups and asked to write the answers of the questions given in the text Students be divided into groups and asked to draw the sketches of the main characters present in the story A guided activity to be done by dividing students into groups and asked to use dictionaries or to browse different online sources to search the meanings of unfamiliar words. Students be divided into groups asked to complete the worksheets on count /uncountable nouns and anagrams Divide the class into four groups and ask students to write a paragraph on their favorite animals. | | | |

| | Academic Calendar Cum Syllabus Class 8 English | | | | |
|--|---|--|--|--|--|
| Week 22 and 23 20. Colours of Rainbow | grammatical forms (e.g., Question Tags, idioms) ENG823: writes answers after comprehension | Reads with comprehension Narrates the story Vocabulary development | Play memory games. You can write down ten new words from the lesson on the whiteboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased. Divide the students into groups and ask each group to write ten polite expressions being used in day-to-day conversations and present them in the class. After forming the groups each group be provided tag question work sheets and asked to fill them up in a given time. Students be divided into groups and asked to write the character sketches of the main characters present in the story. After the formation of groups each group be asked to underline a few dialogues to form stories out of it. | | |
| Week 24 & 25 21. Rustam & Sohrab | events while reading ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG820: using appropriate | Reading Comprehension Communication Skills. Empathy | Ask students to listen imaginary cum real stories from your parents/grandparents and narrate the same in front of your classmates. Divide the students into groups and ask them to discuss the tragic events of the story. Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. Divide students into four groups and ask each group to write letters/messages to one another. | | |

| | Academic Calcinati Cam Synastic Class C English | | | | | | |
|-----------------------------------|---|---|--|--|--|--|--|
| Week 26-28 22. A strange Trial | ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG820: using appropriate grammatical forms (e.g., compound and complex sentences) ENG824: writes posters, informal letters. | Reading Comprehension Communication Skills | Divide the students in groups and ask them to discuss the play "A strange play" as a dream A skit on the main characters of the play to be performed. A guided activity to be done with the help of worksheets on contractions, simple and compound sentences Discuss the format and requisites of poster writing and ask students to design posters on given themes. | | | | |

Selected Learning Outcomes for Summative Assessment Class—VIII

The learner-

ENG808: reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.

ENG809: asks questions in different contexts and situations (e.g., based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)

ENG811: narrates stories (real or imaginary) and real-life experiences in English.

ENG812: interprets quotations, sayings and proverbs.

ENG813: reads textual/non-textual materials in English/Braille with comprehension.

ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.

ENG815: reads, compares, contrasts, thinks critically and relates ideas to life.

ENG816: infers the meaning of unfamiliar words by reading them in context.

ENG819: prepares a write up after seeking information in print / online, notice board, newspaper, etc.

ENG820: communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.).

ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.

ENG823: writes answers to textual/non-textual questions after comprehension /inference; draws character sketch, attempts extrapolative writing.

ENG824: writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/biographical experiences etc.

ENG825: develops a skit (dialogues from a story) and story from dialogues.

ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, alliteration, imageries etc.

Design of Assessment for Class-VIII

Section A

Reading Comprehension 15 Marks

1) One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open ended question and one fill up, based on comprehension, literary devices, inference, etc.

 $1 \times 5 = 5$ Marks

2) One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution, vocabulary, inference, analysis, etc

 $1 \times 5 = 5$ Marks

3) One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4 MCQs and one open ended question based on inference, analysis, evaluation, etc.

 $1 \times 5 = 5$ Marks

Section (B) Grammar 8 Marks

- Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements, Questions)
- Punctuation marks
- 4) One passage with blank spaces to be filled by using appropriate parts of speech, articles, auxiliaries etc.

2½ Marks

5) One passage given in direct/indirect speech to be converted into vice-versa.

2½ Marks

6) One contextualized passage/ story/ paragraph to be edited testing the use of tenses, punctuation and the appropriate spelling etc.

3 Marks

Section (C) Writing Skills 12 Marks

7) One question to be attempted on story/dialogue writing on the given situation with the help of hints.

3 Marks

8) One question to be attempted on message/email writing on the given situation (50words).

2 Marks

9) One question to be attempted on letter writing out of two letters with some given situations. (formal/informal).

3 Marks

10) One question to be attempted on report writing on incidents, events, situations etc out of the two with the given hints, visual clues. (80 -120 words)

Section (D) Literature 15 Marks

11) Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook.

3 × 2=6 Marks

12) Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension.

2 × 2=4 Marks

13) One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony etc. from the short stories and the play.

1× 5=5 Marks



Class 8th (Science) Learning Outcomes

| Suggested Pedagogical Processes | Learning Outcomes |
|---|---|
| The learner be provided | SCI801: differentiates materials and organisms, such as, natural and human made |
| opportunities in | fibers; contact and non-contact forces; liquids as electrical conductors and |
| pairs/groups/ individually | insulators; plant and animal cells; viviparous and oviparous animals, on the basis of |
| and encouraged to — | their properties, structure and functions. |
| explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing pose questions and find | SCI802: classifies materials and organisms based on properties/ characteristics, e.g., metals and non-metals; <i>kharif</i> and <i>rabi</i> crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc. |
| answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. 3. record the observations during the activity, experiments, surveys, field trips, etc. | SCI803: conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and <i>murabbas</i> ? Do liquids exert equal pressure at the same depth? SCI804: relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc. SCI805: explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc. SCI806: writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. SCI807: measures angles of incidence and reflection, etc. |
| | SCI807: measures angles of incidence and reflection, etc. |

- 4. analyse recorded data, interpret results and draw inference/ make generalizations and share findings with peers and adults
- 5. exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc.
- 6. internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.

SCI808: prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features

SCI809: draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.

SCI810: constructs models using materials from surroundings and explains their working, e.g., *ektara*, electroscope, fire extinguisher, etc.

SCI811: applies learning of scientific concepts in day to day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing/ reducing

friction; challenging myths and taboos regarding adolescence, etc.

SCI812: discusses and appreciates stories of scientific discoveries

SCI813: makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilizers and pesticides; suggesting ways to cope with environmental hazards, etc.

SCI814: exhibits creativity in designing, planning, making use of available resources, etc.

SCI815: exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

| Time line | Chapter | Learning Outcome | Key Competencies | Suggestive Activities / Pedagogy |
|--------------------|--|--|--|--|
| Week- 1 and Week 2 | Chapter-1. Microorganisms Friend and Foe. | SCI802: Classifies organisms based on properties / characteristics useful and harmful microorganisms. SCI803: Conducts simple investigation to seek answers to queries, e.g., why do we add salt and sugar to pickles and murabbas? SCI808: Prepares slides of microorganisms; and describes their microscopic features SCI812: Discusses and appreciates stories of scientific discoveries. | Microorganisms Microbial habitat. Useful and Harmful microorganisms Communicable diseases. Vaccination Microorganisms and environment. Soil fertility and nitrogen fixation by micro-organisms. Food Preservations. | Visit to hospital or any health and wellness center, and collect information from a health professional on immunity, side effects of taking antibiotics without doctor's prescription etc. Prepare a list of various covid-19 vaccines being administered in India and rest of world, Ask the students to draw the structure of corona virus Ask students to bring a bottle of fresh pond water and examine it under microscope, to observe tiny organisms moving around. |
| Week 3 | Chapter-2 Coal And Petroleum. | scisol: Differentiates materials, such as, natural and manmade resources on the basis of their properties and functions. scisol: Classifies materials based on properties / characteristics e.g. exhaustible and inexhaustible natural resources. scisol: Makes efforts to protect environment, e.g., using resources (exhaustible and inexhaustible) judiciously. scisol: Exhibits creativity in designing, planning, making use of available resources e.g. coal and petroleum. | Natural resources (exhaustible and inexhaustible) Fossils fuels Coal and its products Fractions of Petroleum. Clean fuels. | Find out the major power plants in J&K, enlist weather they are thermal / hydro power plants. Also give your opinions why they may be located in those places. Distribute the students in two different groups Ask group 1 what energy resources are they using in their homes? Ask group 2 to differentiate these energy resources in exhaustible and inexhaustible. |

| | Academic calendar cum Syllabus Class 8 th Science | | | | |
|-------------------|--|---|---|---|--|
| Week 4 and Week 5 | Chapter -3 Conservation Of Plants And Animals | sciso2: Classifies materials based on properties / characteristics, e.g., exhaustible and inexhaustible natural resources scisi2: Makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to protect wildlife, forests. scisi4: Exhibits creativity in designing, planning, making use of available resources. scisi2: Exhibits values of honesty, objectivity, cooperation, in preserving wildlife. | Deforestation (causes and consequences) Wildlife and its conservation. Biosphere reserve Flora and fauna Endemic / endangered species Wildlife sanctuary / National park Migration Recycling of paper. Reforestation | • | To get students connected with nature, conduct a plantation drive in school. Assign a task to prepare a list of animals that their parents / grandparents used to see quite often in their childhood but are now rarely seen. Also enquire a possible reason for their declining population. Make a list of National parks, Biosphere reserves and sanctuaries of India. |
| Week 6 and Week 7 | Chapter-4 Reproduction In Animals | sciso1: Differentiates organisms: viviparous and oviparous animals on the bases of their characteristics and structure. sciso5: Explains processes and phenomenon, e.g., reproduction in human and animals. sciso9: Draws labelled diagram / flow chart e.g. human reproductive organs, sperm, different stages of binary fission. | Modes of reproduction in animals. Sexual reproduction: Reproductive organs and gametes Fertilization Development of embryo Viviparous and oviparous animals Life cycle of frog Asexual reproduction: Binary fission Budding Cloning | • | Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog. In ICT lab / on laptop / PC show the students the documentary (in the womb) or any relevant documentary. |

| | Academic calendar cum Syllabus Class 8 Science | | | | | |
|---------------------------------|--|---|---|---|--|--|
| Week 8 Chapter-5 | SCI805: Explains processes and phenomenon, e.g., production and propagation of sound; etc. SCI809: Draws labelled diagram e.g. human ear, etc. SCI810: Constructs models using materials from surroundings and explains their working, e.g., ektara, toy telephone etc. SCI807:Measures frequency, amplitude and time period of sound etc. | Formation of sound. Sound produced by humans. Propagation of sound in different media. Human ear. Musical instruments Amplitude, time period and frequency of a vibration. Loudness and pitch Noise pollution. | • | Make use of local resources and make a working model of ektara. Demonstrate the tuning fork experiments to explore students with sound. Make a list of various musical instruments of past and present. | | |
| Week 9 and Week 10 Chapter-6 | SCI802: Classifies material and organisms based on properties / characteristics e.g. kharif and rabi crops. SCI803: Conducts simple investigation to seek answers to queries, e.g., what are conditions required for good crop production? SCI811: Applies learning of scientific concepts in day today life, e.g. increasing crop production. | Agriculture Main crops grown in J&k. Horticulture in J&K. Various requirements for good crop production. Rabi and kharif crops Crop protection. Harvesting Threshing Winnowing Process of storing crops. Poultry. Apiculture. Pisciculture Dairying (feeding breeding and heeding) | • | Make a mixture of dry sand with saw dust or powdered dry leaves. Keep this mixture on plate. Ask the students to separate it. Visit a nearby poultry/fish farm/dairy farm. | | |

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| Week 11 | Chapter-7 Combustion And Flame. | investigation to seek answers to queries, e.g., what are conditions required for combustion? SCI805: Explains processes and phenomenon e.g. combustion and Structure of flame. SCI810: constructs models using materials from surroundings and explain their working e.g. fire extinguisher. SCI811: Applies learning of scientific concepts in day today life, e.g., extinguishes small intensity fires and demonstrates precautionary measures. | Process of Combustion Combustible and non-combustible substances. Ignition temperature Types of combustion. Structure of flame Fuel (efficiency and calorific value) Fire extinguish Impact of fossil fuels on environment. Global warming. Acid rain. | • | Activity: - Take two dry pieces of wood, (1) Burn the first piece and put an air tight glass jar on it. Does the piece of wood extinguish? Now (2) take another piece of wood and immerse it in water now burn it does it take longer time to burn? (3) Take a dry piece of stone. Try to burn it. Why does it not burn? Draw different zones of candle flame. Indicating Hottest, moderately hot and least hot zone on a drawing sheet. Also write reasons why outer zone is the hottest zone. Ask the student to Collect the contact number of nearest fire service station and write it on a poster, and paste it on news board of your school. Consult nearest fire service department/ station requesting for conducting awareness program in your school. |
| Week 12 and Week 13 | Chapter-8 Chemical Effects Of Electric Current. | scison: Differentiates material, such as liquids as electrical conductors and insulators. Scisos: Explains processes and phenomenon e.g. chemical effects of electric current. Scisos: Draws labelled diagram / flow chart e.g. experiment set ups (of electro chemical cell), etc. Scisos: | Good and poor conductors of electricity. Liquids and electric conductivity. Chemical effects of electric current. Process of electrolysis Electroplating and its application. | • | Take some distilled water in a plastic beaker and add few drops of orange juice. Test if it conducts electricity. Similarly take some other liquids like kerosene, milk, edible oil etc and test whether they conduct electricity. Ask the students to record the talk on the theme -Electroplating and beautificationand post it on the WhatsApp group of your school. |

| Week 14 and Week 15 | Chapter-9 Force And Pressure. | sciso1: Differentiates forces, such as, contact and noncontact forces. Sciso3: Conducts simple investigations to seek answers to queries e.g., Do liquids exert equal pressure at the same depth? Sciso4: Relates processes and phenomenon with cause, e.g., change in shape, size and motion of body by force. | Force -a pull or a push. Exploration of forces. Changes brought about by force. Contact and noncontact forces Pressure exerted by liquids and gases. Atmospheric pressure. | • | Arrange a football match for learners. During/after the match ask learners. (a) What do you do to make football move, (b) How does goal keeper stop the ball? (c) How does player change the direction of moving football? Demonstration of the fact that it is easier to burst an air-filled balloon with a needle than by a finger. |
|---------------------|--|---|--|---|--|
| Week 16 and Week 17 | Chapter-10 Reaching The Age Of Adolescence. | scisos: Explains process and phenomenon e.g. reproduction in humans and animals. scisific applies learning of scientific concepts in day today life e.g. Challenging myths and taboos regarding adolescence. scisific applies learning of scientific concepts in day today life e.g. Challenging myths and taboos regarding adolescence. scisific applies learning of scientific concepts in day today life e.g. Challenging myths and taboos regarding adolescence. | Adolescence and puberty. Secondary sexual characters. Development of sex organs. Role of hormones in initiating reproductive function. Sex determination. Reproductive health and phase of life in humans. Nutritional needs of the adolescents. | • | Make a list of some challenging myths and taboos regarding adolescence found in J&K. Call an expert/counselor to your school to deliver a lecture on adolescent issues. |

| | Academic calendar cum Syllabus Class 8 ⁴¹ Science | | | | |
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| Week 18 and Week 19 | Chapter-11 Materials Metals And Non-Metals. | based on properties / characteristics e.g. Metals and non-metals. SCI806: Writes word equation for chemical reactions, e.g. Reaction of metals and non-metals with air, water and acids etc. SCI811: Applies learning of scientific concepts in day today life e.g. Using metals and non-metals for various purposes. | Physical and chemical properties of metals and non-metals. Uses of metals and non-metals Mineral wealth of J&k. Highly reactive metals. | • | Ask the students to prepare the list of various metals used in their homes. Ask the students to make the list of mineral wealth of J&K. |
| Week 20 | 12. Light. | scisos: Explains processes and phenomenon, e.g., formation of multiple images, etc. scisos: Measures angles of incidence and reflection etc. scisos: Draws labelled diagram/ flow charts, e.g., structure of eye, etc. scisos: Constructs models using material from surroundings and explains their working e.g., kaleidoscope. | Concept of Light Laws of reflection. Lateral inversion. Regular and diffused reflection. Double reflection Multiple images. Kaleidoscope Dispersion of light Structure and working of Eyes. Care of eyes Visually challenged persons. Braille system introduction. | • | The learner may be provided an opportunity in pairs/groups/individually in an inclusive setup and encouraged to-conduct activities/experiments (on laws of reflection, Multiple image formation using candle and laser light .etc.) and record observation. |

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| Week 21 and Week 22 | 13. Pollution Of Air And Water. | sciso4: Relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain etc. sciso6: Writes word equation for chemical reactions, e.g. reactions of non-metals with air and water etc. sciso11: Applies learning of scientific concepts in day today life, e.g. purifying water. sciso13: Makes efforts to protect environment, e.g., making controlled use of fertilizers and pesticides; suggests ways to cope with environmental hazards. | Pollution. Pollutants Air pollution. Water pollution Potable water Acid rain Chemical contamination Global warming Greenhouse effect Causes and remedies of different types of pollution. | • | Visit to water treatment plant. To observe working of water treatment plant and different stages of water purification. Visit a trusted world education site and collect 10 slogans on Global warming with the help of class teacher. |
| Week 23 | Chapter-14 Friction | scisos: Conducts simple investigation to seek answer to queries, e.g. Why ball bearings are used in bicycle/hand cart etc. scisos: Relates processes and phenomenon with cause, e.g. Friction due to different surfaces. scisos: Scisos: Applies learning of scientific concepts in day-to-day life, e.g. Increasing/reducing friction. | Causes and effects of friction. Types of friction. Laws of limiting friction. Methods to reduce friction. Friction as necessary evil. Friction due to Fluids. | • | Make an inclined plane of wood, and some wooden blocks, set the inclined plane at an angle of 45°, and (a) put a wooden block on it observe how it slides. (b) Wet the block and put the wooden block again on it observe again how it slides. (c) Now apply some lubricant and observe the effect. Suggest some ways to increase the force of friction between feet and icy floor. |

| Week 24 | Chapter-15 Stars And The Solar System. | sciso2: Classifies material and objects based on properties /characteristics celestial objects. sciso3: Conducts simple investigations to seek answer to queries e.g. How does earth supports life? sciso9: Draws labelled diagram of phase of moon, solar system, constellation etc. scisio1: Construct model using material from surrounding and explain their working e.g. solar system | Universe and heavenly bodies. Stars as light emitting bodies. Constellations Sun and its family. Moon (as natural satellite) and its phases. Comets Meteors and meteorites. Astronomical unit of distance. | • | Using ICT show the learners documentary on celestial objects /solar system. Organize a discussion of students in the school/classroom on the theme "PLANETS AND THEIR UNIQUE FEATURES". With special reference to earth Construct the working model of solar system. |
|---------------------|---|---|--|---|--|
| Week 25 and Week 26 | Chapter-16 The Cell. | SCI801: Differentiates materials and organisms, such as plant and animal cells on the basis of their properties, structure and functions. SCI802: Classifies organisms based on properties / characteristics different types of cells. SCI808: Prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features SCI809: Draws labelled diagram /flow chart e.g. structure of cell. SCI812: Discusses and appreciates stories of scientific discoveries. | Cell as a basic unit of life. Discovery of cell. Diversity in cells Prokaryotic and eukaryotic cell Plant cell and animal cell. Parts of plant and animal cell. Cell organelles (composition, structure, size functions etc.) Magnifying instruments Set-ups for preparing microscopic slides. | • | Display the animal /plant cell organelle chart, and ask learners to find the cell organelle common to both cells etc., Get some plant material from the field and prepare a few temporary slides .Observe the specimen. |

| | Academic Calendar Cum Syllabus Class o Science | | | | |
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| Week 27-28 | Chapter-17 Some Natural Phenomena. | sciso4: Relates processes and phenomenon with cause, e.g. lightening as an electric discharge due to accumulation of charges in clouds etc. scisio2: Constructs models using material from surroundings and explain their working, e.g. Electroscope scisio3: Applies learning of scientific concepts in day to day life e.g. (installation of lightening conductors) | Charging by rubbing Types of charges and their interaction. Transfer of charges. lightning (causes, consequences) Earthquake (causes, consequences) Safety measure (during) lightning and earthquake) Richter scale and seismograph. | • | Make a list of DO'S and don'ts during lightening and earthquake and hang it on the front wall of your classroom. Using common house hold material make a working electroscope model, ask the students to prepare their own electroscopes. |

Table SA: Summative Assessment Content

| S. No. | Learning outcome codes | Chapter Title | Marks in Summative Assessment |
|--------|--|--------------------------------------|----------------------------------|
| 1 | SCI802, SCI803, SCI808, SCI812 | Microorganisms friends and foe | 5 |
| 2 | SCI801, SCI805, SCI809 | Reproduction in animals | 5 |
| 3 | SCI802, SCI803, SCI811 | Food production | 4 |
| 4 | SCI801, SCI805, SCI809, SCI810, SCI811 | Chemical effects of electric current | 4 |
| 5 | SCI805, SCI811, SCI814 | Reaching the age of Adolescence | 5 |
| 6 | SCI802, SCI806, SCI811 | Materials metals and non-metals | 4 |
| 7 | SCI805, SCI807, SCI809, SCI810 | light | 5 |
| 8 | SCI804, SCI806, SCI811, SCI813 | Pollution of air and water | 5 |
| 9 | SCI803, SCI804, SCI8011 | friction | 4 |
| 10 | SCI801, SCI802, SCI808, SCI809, SCI812 | The cell | 5 |
| 11 | SCI804, SCI810, SCI811 | Some natural phenomena | 4 |
| | Т | 50 | |

Assessment scheme

| Sr.No. | Level of cognition | Marks | Percentage |
|--------|--|-------|-------------|
| 1 | CL1: Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas | 18 | 36% |
| 2 | CL2: Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way | 10 | 20% |
| 3 | CL3: Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 22 | 44 % |
| Total | | 50 | 100% |



Learning Outcomes (NCERT) with suggestive pedagogical processes Class 8th

| Suggested Pedagogical Processes | Learning Outcomes |
|---|--|
| The learner may be provided opportunities in pairs/groups/ individually and | The learner — |
| encouraged to — | M801: generalises properties of addition, |
| • explore examples of rational numbers with all the operations and explore patterns | subtraction, multiplication and division of |
| in these operations | rational numbers through patterns |
| • use generalised form of numbers up to 3 digits and uses her understanding of | M802: finds out as many rational numbers |
| algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns | as possible between two given rational |
| on them | numbers. |
| • explore patterns in square numbers, square roots, cubes and cube roots of numbers | M803: proves divisibility rules of 2, 3,4, 5, 6, |
| and form rules for exponents as integer | 9 and 11 |
| • observe situations that lead to simple equations and solve them using suitable | M804: finds squares, cubes and square roots |
| processes | and cube roots of numbers using different |
| • multiply two algebraic expressions and different polynomials based on previous | methods. |
| knowledge of distributive property of numbers and generalise various algebraic | M805: solves problems with integral |
| identities using concrete examples | exponents. |
| • factorise algebraic expressions using relevant activities based on previous | M806: solves puzzles and daily life problems |
| knowledge of factorising two numbers | using variables. |
| • observe contexts that involve the use of percentages like discount, profit & loss, | M807: multiplies algebraic expressions. e.g. |
| VAT, simple and compound interest, etc. | expands $(2x-5)(3x2+7)$. |
| • generalise the formula of compound interests through repeated use of simple | M808: uses various algebraic identities in |
| interest | solving problems of daily life |
| • observe situations where one quantity depends on the other. the quantities increase | M809: applies the concept of per cent in |
| together, or in which while one increases the other decreases. For example, as the | profit and loss situation in finding discount, |
| speed of a vehicle increases the time taken by it to cover the distance decreases. | VAT and compound interest. e.g., calculates |
| • measure the angles and sides of different quadrilaterals and identify patterns in the | discount per cent when marked price and |
| relationship among them, make hypothesis on the basis of generalisation of the | actual discount are given or finds profit per |
| patterns and later on verify through examples | cent when cost price and profit in a |
| • verify the properties of parallelograms and apply reasoning by doing activities such | transaction are given. |
| as constructing parallelograms, drawing their diagonals and measuring their sides | M810: Solves problems based on direct and |
| and angles | inverse proportions |
| • express/represent a 3-D shape into its 2-D form from their daily life like, drawing a | M811: Solves problems related to angles of a |
| box on a plane surface, showing bottles on paper, board or wall etc. | quadrilateral using angle sum property |

- make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. and from nets make the shapes and establish relationship among vertices, edges and surfaces
- demonstrate the construction of various quadrilaterals using geometric kit
- sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square
- derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square)
- identify that surface of various 3-D objects like cubes, cuboids and cylinder
- derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles
- demonstrate to find volume of a given cube and cuboid using unit cubes
- collect data, organise it into groups and represent it into bar graphs/ pie chart
- conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get a large number of individual events and make assumptions for future events on the basis of the above data.

M812: verifies properties of parallelograms and establishes the relationship between them through reasoning.

M813: represents 3D shapes on a plane surface such as sheet of paper, black board etc.

M814: verifies Euler's relation through pattern

M815: constructs different quadrilaterals using compasses and straight edge.

M816: estimates the area of shapes like trapezium and other polygons by using square grid/ graph sheet and verifies using formulas.

M817: finds the area of a polygon.

M818: finds surface area and volume of cuboidal and cylindrical object.

M819: draws and interprets bar charts and pie charts.

M820: makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like, after repeated throws of dice and coins

Class 8th Academic Callendar cum Syllabus, Mathematics

| Time | Chapter | Learning Outcome/part of Learning Outcome | Key Concepts | Suggestive Activities/Pedagogical Process | |
|---------------------------|--------------------|--|---|--|--|
| Week -1 and week 2 | 1.Rational Numbers | M801- Generalizes Properties of Addition, Subtraction, Multiplication Division of Rational Numbers through patters /Number line. M802- Find out as many Rational Numbers as possible between two given Rational Numbers | Rational Numbers Properties of Rational numbers (closure, commutative, Associative, Distributive) Role of zero Negative of a number Reciprocal. Representation of Rational Numbers on the Number line Rational Numbers between two Rational Numbers | Activity:1 Take two square papers to do Addition of Rational numbers (Closure) $\{(\frac{4}{7} + (-\frac{2}{7})\}\}$. Divide square paper into seven rows and seven columns to get 49 grids. Put + sign in 4 rows and put - sign in two columns. Now have a look +and – cancelled. There left 6 negative signs and 20+ signs then cancel 6 - signs with 6 + signs among 20. there left 14 + signs and total grids are 49. this implies $\frac{14}{49} = \frac{2}{7}$ $ \pm \pm + + + + + + + + + + + + + + + + + +$ | |
| Week-3 and week 4, week 5 | 2.Linear Equations | M806- Solves Puzzles and daily life problems using variables. | Linear Equations Solving equations which have linear expression on one side and numbers on the other side Some Applications Solving equations having the variables on both sides. Equations reducible to Linear form | Do this activity and paste on your note book. Activity-1 Using Calendar 1. Select any four dates in square. (Eg,10,11,17,18) 2. High light the four dates. 3. Take first number as x , the 4. Next number will be $x + 1, x + 7, x + 8$ likewise. 5. Add them all i.e., $x + x + 1 + x + 7 + x + 8 = 10 + 11 + 17 + 18$ 6. Arrange them as $x + x + x + x + 1 + 7 + 8 = 56$ $\Rightarrow 4x + 16 = 56$ (linear equation in one variable) $\Rightarrow 4x = 56 - 16$ $\Rightarrow 4x = 40 x = 40/4 = 10$ That is the first date you have taken Note: Take more Activities which you like. | |

| 1 | Class 8 th Academic Callendar cum Syllabus, Mathematics | | | | | |
|--------------------|--|---|--|--|--|--|
| Week -6, week 7 | 3.Understanding Quadrilaterals | M811-Solves problems related to angles of a Quadrilaterals using angle sum property M812-Verifies properties of parallelogram and establishes the relationship between them through reasoning. | Quadrilateral Kinds of Quadrilaterals Polygons, and its classification convex, concave, Regular, irregular polygon) Angle sum Property | Activity:1 1.Take a number of match sticks and small pieces of Rubber tubes, join two match sticks with rubber tubing so that an angle is formed, join two more sticks at the free ends Of match sticks, by doing so we obtain an object in the shape of Quadrilateral. Activity 2: Angle Sum Property of Quadrilateral Join plastic strips with the half protractor by using screws, formed a Quadrilateral and by moving strips we can form different types of Quadrilaterals and measure the angles of Each Quadrilateral so formed and verify the properties. (Use Math kit and Do this Activity) Discussion Time: Encourage students to discuss in groups/peer: 1. Is it possible to have a quadrilateral having sum of four interior angles more than 360. 2. Is there any quadrilateral which is also a rectangle, parallelogram, rhombus, trapezium and kite. | | |
| Week -8 and week 9 | 4.Practical Geometry | M815-Constructs different Quadrilaterals using compasses and straight edges. | Constructing a Quadrilaterals (a) When four sides and one diagonal are given. (b) When two diagonals and three sides are given (c) When two adjacent sides and three angles are given (d) When three sides and two included angles are given (e) When other special properties are known | Activity: 1 Draw a rough sketch that visualizing the Quadrilateral PQRS With PQ = 4cm, QR = 6cm RS = 5cm, PS = 5.5cm and PR = 7cm. first construct Triangle PQR by using SSS Construction. Now locate the 4th point S. This S Would be on the side opposite to Q With reference to PR For that we have two measurements S is 5.5 cm away from P. So, with P as center draw an arc of radius 5.5cm. S is 5 cm away from R. so R as center, draw an arc of radius 5cm.S should lie on both the arcs drawn. So, it is the point of intersection of the two arcs. Mark S and complete PQRS. Discussion Time: Encourage students to discuss in groups/peer: 1. Can we construct a quadrilateral uniquely in which the lengths of its only four sides is given. 2. Why we can construct a square uniquely in which the length of its only one side is given. | | |

| | Class of Academic Callendar cum Syllabus, Mathematics | | | | | | | | | | |
|--------------|---|--|---|---|---|----------|-----------|-----------|-----------|-----------|-----------|
| | | M819- | Organizing data | | vity:1 | | | | | | |
| | Draws and interprets • A Pictograph, A bar C | | Collect information of modes of travelling to school. Like as | | | | | | | te as | |
| | | bar charts and pie | graph. Circle graph or | | 36.1 | ,, | , | , | | | |
| | | charts. | pie chart. | | Modes | walk | cycle | Bus | scooter | sumo | |
| | | 14000 | Chance and probability | | | | | | | | |
| | ng | M820- | | | | | | | | | |
| 0 | dli | Make hypothesis on | | | No. | 7 | 3 | 11 | 4 | 5 | |
| 7 | Handling | chances of future events on the basis | | | | | | | | | |
| Week-10 | Η | of its earlier | | | | | | | | | |
| × | ate | occurrences or | | Show this | data h | y har gr | anh and | Pictor | ranh | | Ц |
| | 5.Data | available data like, | | Note: Do 1 | | | apir aire | 1110008 | тартт. | | |
| | гO | after repeated | | | | | scussio | n Time: | | | |
| | | throws on dice and | | Encourag | ge studer | | | | | | |
| | | coins. | | 1. Why t | here is | need to | represe | nt the d | lata thro | ough va | rious |
| | | | | | aphs/charts | | | | | | |
| | | | | 2. What | is the ir | nportan | .ce of re | present | ative val | lues of c | lata. |
| | | M804- | ●Finding a square of a | | Activity | | | | | | |
| | | Finds squares, and | number | Take a gra | aph pap | er and v | visualiz | $2^2=4$, | | | |
| | | square roots of | Finding square root | 3 ² =9 | | | | | | | |
| | Ŋ | numbers using | through repeated | Take 2×2 squares =4 which stands 2^2 = | | | | | | | |
| 12 | roots | different methods. | subtraction, prime | 4 Similar | • | d the so | uares o | of other | | | |
| and week -12 | () I | | factorization, and by | numbers. | | | | | | | |
| ee1 | Square | | division method | | | | | | | | |
| M | dn | | Properties of square Numbers. | | | | | | | | |
| nd | l S | | II I | | | D | scussio | n Times | | | |
| g, | and | | • Square root of decimals | Encourag | e stude | | | | | | |
| 11 | ė. | | •Estimating square root | | Encourage students to discuss in groups/peer: 1. What is the relation between the square of a number $'x'$ and | | | | | | r 'x' and |
| ^ | •More interesting Patterns. a) Adding Triangular numbers. | | | ometric | | | | | mambe | ı x ana | |
| Week-11, | βqι | | numbers. | 2. Is it po | | | | | | mber w | ithout |
| | 6.8 | | b) Adding odd numbers | | olying ac | | | | | | |
| | b) Adding odd nambers | | 3. Is ther | | | | | oot is a | negative | 2 | |
| | | | numbers | numb | er? | | | | | - | |
| | | | Pythagorean triplets | | | | | | | | |

| | Class 8 th Academic Callendar cum Syllabus, Mathematics | | | | | |
|-----------------------------|--|--|--|--|--|--|
| Week-13, week 14 | 7.Cube and Cube roots | M804- Finds cubes and cube roots of numbers using different methods. | Cubes and their Prime factors Cube root of a cube number Smallest multiple that is perfect cube Some interesting patterns (a) Adding consecutive odd numbers | Activity: 1 (Estimation Method) Let's assume a number, say 205379. Start clubbing three numbers from the right hand side. so the first group will have 379, while the second group will have 205. since the unit place of first group is 9, we can say that cube roots unit place will also be 9. Next, Take the second group number and determine the closest perfect cubes to it. The closest perfect cubes to 205 is 125, which is 5³ and 216 which is 6³. Assume the lower cube root number as the first digit for the stating number. Thus, with this method. you can arrive at the result, 59 which is indeed the cube root for 205379. Keep practicing cubes and cube root exercises to give better understanding. Discussion Time: Appreciate students to discuss in groups/peer: 1. Can estimation method be applied to find the cube root of a non-perfect cube number? 2. Give a real life situation where cube root is used | | |
| Week-15 and week 16-week 17 | 8.Comparing Quantities | M809- Applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given. | Recalling Ratio and Percentage Finding the increase or Decrease percent Estimation in percentages Finding Discount Finding cost price, selling price, profit%, Loss% Sales tax/Value added tax Compound interest | Activity:1 Two Students got 5 pieces of cake.one student took 2 pieces and remaining 3 pieces taken by another student. Who have more cake pieces, it can be Expressed as fractions, One student took= $\frac{3}{5}$ Another student-= $\frac{2}{5}$ This comparison can be done by using %age. We know the word percent means per100 or for every 100. One student took= $\frac{3}{5} \times \frac{20}{20} = \frac{60}{100} = 60\%$ Another student took $\frac{2}{5} \times \frac{20}{20} = \frac{40}{100} = 40\%$ This activity stands the comparison of two Quantities and knows who got more. Note: Do some more such activities | | |

| | Class 8 th Academic Callendar cum Syllabus, Mathematics | | | | | |
|--|--|---|--|--|--|--|
| Week 18 and week -19 9. Algebraic Expressions and Identities | expands (2x-5) (3x2 +7) M808- uses various algebraic identities in solving problems of daily life | Algebraic Expressions Terms, Factors and Coefficients Monomials, Binomials and Polynomials Addition and subtraction of Algebraic Expressions Multiplication of Algebraic Expressions Standard Identities | Activity:1 Cut outs of squares of sides a and b units, two rectangular cut outs of length a units and breadth b units. To explore the identities. Note: Do some more activities as desired. Discussion Time: Appreciate students to discuss in groups/peer: 1. How to make puzzles using algebra. 2. Use algebra to find the magic in some puzzle Puzzle Take some number Double it Add 40 to the result and get sum Divide the obtained sum by 2 and get quotient Subtract 40 from it There remains half of the number you chose at first Now, discuss with your friend, how it works | | | |
| Week- 20, week- 21 and week- 22 | 8-107/ 8-10F-11 11-10 11-10 | Closed Plane figures. Area of Trapezium Area and Perimeter of General /Special Quadrilaterals, Solid Shapes Surface Area and Volumes of Cubes, Cuboids and Cylinders | Activity:1 Fold the paper cutouts of given nets of different solid shapes and explore the possibility of formation of different solids like cubes, cuboids, cones, cylinders, Prisms etc. By observing try to explore the formulae for calculation of lateral and Total surface Areas and volumes of these solid shapes. Note: Do some more Activities as Desired. (Make use of Math Kits) Discussion Time: Encourage students to discuss in groups/peer: 1. The real-life application of mensuration 2. What should be the length, breadth and height of an underground reservoir to store 2000l of water. 3. To measure the capacity of the cylindrical tanks available in their homes and check it the tanks occupies exactly as written on them. | | | |

| | | | Class o Academic Calle | endar cum Syllabus, Mathematics |
|----------|------------------------------------|--|---|---|
| Week-23 | 11. Exponents and Powers | M805- Solves problems with integral exponents. | Exponents Powers with Negative Exponents Use of Exponents to Express Small Numbers in Standard Form | Activity: 1 Paper Folding Activity Take a rectangular paper sheet and have zero-Fold, it means No. of Fold represents Power $2^0 = 1$. Fold the rectangle in 1 time and count the rectangle It means $2^1=2$. Fold the paper 2 times 'it means $2^2=4$ similarly with other numbers. $\frac{\text{Discussion Time:}}{\text{Encourage students to discuss in groups/peer:}}$ 1. What is the need to write numbers in exponential form. 2. Can we write $2^5 - 2^3 = 2^2$? Why or why not? 3. What is exponent and what is power. |
| Week- 24 | 12. Direct and Inverse Proportions | M810- Solves problems based on direct and inverse proportions | Direct Proportion Inverse Proportion Application of direct and inverse proportion | Activity:1 Take a Graph paper sheet cut and paste it in different ways. 1. 6 rows and 6 columns 6×6, 4×9, 3×12, 2×18. This shows No. of rows decreasing and no. of columns increasing. that stands inverse proportion. Rows 6R1 4 R2 3R3 2R4 Columns 6C1 9C2 12C3 18C4 Discussion Time: Appreciate students to discuss in groups/peer: 1. To find some situations where direct and inverse proportion is found. 2. If values are increased or decreased at a constant rate, is it proportion? 3. Compare direct and inverse proportion and discuss their need in real life situations. |

| | | | Class 8 th Academic Call | endar cum Syllab | ous, Ma | themat | ics | | | | |
|------------|----------------------------|--|--|---|---|---|--|------------------------------------|--|----------------------|-----------------------|
| Week-25-26 | 13. Factorization | M806 Solves puzzles and daily life problems using variables. M808 Uses various algebraic identities in solving problems of daily life | Factors of natural numbers, Algebraic expressions Factorization using identities Division of Algebraic Expressions | Activity: 1 Factorize Take one x^2 ti rectangle This shows t $x^2+5x+6=(x+1)$ Note: Create Appreciate so these ments 1. How man expression these ments 2. To factorial We split 5 Why so, we see the second secon | hat 2) (x+3) more x tudent y meth ns. Re thods a ze x² + | 6-unit $\frac{2}{x}$ $\frac{x}{x}$ Activit Di s to di nods a view a are us $-5x + 6$ $x, 2x$ n | ies by scussi scuss re thei ll and ed. 6 by "s | your con Tingin grower to fadiscus | choice me: ups/p actoriz ss the ug mide | eer: e the a situati | lgebraic ons where |
| Week-27 | 14. Introduction to Graphs | M819- Draws and interprets bar charts and pie charts. | • A bar graph, Histogram, pie chart, Linear graph | Ask the stud organize it as Represent this in represent using | S follow No No on | nat whose serving in the serving is serving as the serving in the serving is serving in the serving in the serving in the serving is serving in the serving | So English | Chart. A | 35 Maths | 31 Science | |

| | | Class 8 th Academic Calle | endar cum Syll |
|-------------------------------------|--|---|---|
| Week-28 15. Playing with Numbers | M803-Proves divisibility rules of 2, 3,4, 5, 6, 9 and 11 | Class 8th Academic Calle Numbers in General Form 52= 50+2=10×5+2 Letters for Digits Tests of Divisibility Application of divisibility test | Appreciate 1. Wha 2. We s 3, wl 3. If a r 4, 6 4. If 3 a by 1: 5. If a r will 1 by 3 6. Why |

Activity:1

Roll three Dice, Put the dice together in a line, use the numbers on the dice to form a three-digit number, Referencing the divisibility rules chart, determine if the number is divisible by 2,3,4,5,6,9, and 10

Repeat the process with one more three-digit numbers.







Discussion Time:

Appreciate students to discuss in groups/peer:

- 1. What is importance of divisibility test.
- 2. We say a number is divisible by 6 if it is divisible by 2 and 3, why so?
- 3. If a number is divisible by 12, why is also divisible by 2,3, 4,6
- 4. If 3 and 4 divides a number, the number is also divisible by 12. Why
- 5. If a number leaves remainder 6 when divided by 9, what will be the remainder when the same number is divided by 3
- 6. Why an odd number divides both (Some even and some odd) but an even number divide only (some even numbers). Why

Summative Assessment Learning Outcomes

| S. N o | Learning outcome aligned | Chapter number and title | Marks in Summative Assessment |
|--------------|--------------------------|---|-------------------------------------|
| 1 | M815 | 4. Practical Geometry | 6 |
| 2 | M804 | 6. Square and Square roots | 5 |
| 3 | M804 | 7. Cube and Cube roots | 5 |
| 4 | M807, M808 | 9. Algebraic Expressions and Identities | 8 |
| 5 | M813, M816, M817, M818 | 10. Mensuration | 7 |
| 6 | M805 | 11. Exponents and Powers | 6 |
| 7 | M806, M808 | 13. Introduction to Graphs | 7 |
| 8 | M803 | 15. Playing with numbers | 6 |
| | ТОТА | 50 | |

| Cogitative levels | Total Marks | % Weightage (approx.) |
|--|----------------|-----------------------|
| CL-1: Demonstrate Knowledge and UnderstandingExhibit memory of previously learned material by recalling facts, terms, basic concepts and answersDemonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas. | 18 | 36% |
| CL-2: Application of knowledge/concept. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | 10 | 20% |
| CL-3: Formulate, Analyse, Evaluate and Create. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information's, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 22 | 44% |
| Total | 50 | 100 |

Weightage

Summative Assessment Blueprint

| | Question Format | Marks per question | Cognitive Levels | Total Questions | Marks |
|--------------------------------------|--------------------------------|-----------------------|------------------|-----------------|-------|
| | | 1 Mark | CL-1 | 4 | 4 |
| | Multiple Choice Questions | | CL-2 | 1 | 1 |
| | (MCQs) | | CL-3 | 2 | 2 |
| | | | Total | 7 | 7 |
| d ns ns | | 1 Mark | CL-1 | 1 | 1 |
| cte on: tio: | Case Based/Data Based | | CL-2 | 1 | 1 |
| Selected Response Questions | Multiple Choice Questions | | CL-3 | 1 | 1 |
| & % 약 | (CB-MCQs) | | Total | 3 | 3 |
| | | 1 Mark | CL-1 | 1 | 1 |
| | Assertive – Reasoning | | CL-2 | 1 | 1 |
| | Multiple Choice Questions | | CL-3 | 1 | 1 |
| | (AR-MCQs) | | Total | 3 | 3 |
| | | 2 Marks | CL-1 | 2 | 4 |
| | Very Short Answer | | CL-2 | 2 | 4 |
| | Questions (VSAQs) | | CL-3 | 2 | 4 |
| | | | Total | 6 | 12 |
| ted se 18 | | 3 Marks | CL-1 | 1 | 3 |
| uci | Short Answer Questions | | CL-2 | 1 | 3 |
| Constructed Response Questions | (SAQs) | | CL-3 | 3 | 9 |
| Re Qu | | | Total | 5 | 15 |
| O | | 5 Marks | CL-1 | 1 | 5 |
| | Long Answer Questions | | CL-2 | Nil | Nil |
| | (LAQs) with internal choice | | CL-3 | 1 | 5 |
| | with internal choice | | Total | 2 | 10 |
| | Total Summa | ative Assessme | ent Marks | | 50 |



SOCIAL SCIENCE CLASS 8th

Rationale

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building.

The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics. Some elements of Sociology and Commerce are also included. Together they provide a comprehensive view of society over space and time, and in relation to each other. Each subject's distinct methods of enquiry help the learners to understand society from different angles and form a holistic view.

Objectives

The main objectives of this syllabus are to:

- develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved
- make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space
- develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development
- deepen knowledge about and understanding of India's freedom struggle and of the values and ideals that it represented, and to develop an appreciation of the contributions made by people of all sections and regions of the country
- help learners understand and cherish the values enshrined in the Indian Constitution and to prepare them for their roles and responsibilities as effective citizens of a democratic society

- deepen the knowledge and understanding of India's environment in its totality, their interactive processes and effects on the future quality of people's lives
- facilitate the learners to understand and appreciate the diversity in the land and people of the country with its underlying unity
- develop an appreciation of the richness and variety of India's heritage-both natural and cultural and the need for its preservation
- promote an understanding of the issues and challenges of contemporary India- environmental, economic and social, as part of the development process
- help pupils acquire knowledge, skills and understanding to face the challenges of contemporary society as individuals and groups and learn the art of living a confident and stress-free life as well as participating effectively in the community
- develop scientific temperament by promoting the spirit of enquiry and following a rational and objective approach in analysing and evaluating data and information as well as views and interpretations
- develop academic and social skills such as critical thinking, communicating effectively both in visual and verbal forms cooperating with others, taking initiatives and providing leadership in solving others' problems
- develop qualities clustered around the personal, social, moral, national and spiritual values that make a person humane and socially effective.

COURSE STRUCTURE CLASS - VIII (2023-24)

| S. | Books | Marks |
|-------|---------------------------------|---------------------------|
| No. | | (In summative Assessment) |
| 1 | Resource and Development | 16 |
| 2 | Our Pasts– III | 18 |
| 3 | Social And Political Life – III | 16 |
| Total | | 50 |

Class 8th (Social Sciences)

| pairs/greater 1. con na very wire 2. ex ne far 3. us wire properties 4. de hu 5. dis interested 1. con na very wire properties to the hu far | ner be provided opportunities in oups/ individually and encouraged to — ollect information about distribution of various atural resources like land, soil, water, natural getation, wildlife, minerals, power resources, pes of industries in their environs and relate it in the India and the world. Explore various farming practices carried out in the eighbourhood/ district/ state and interact with remers. See pictures/news clippings/ videos to be familiar with the availability of natural resources and their | The learner: SST801:classifies different types of resources and industries based on raw materials, size and ownership SST802:describes major crops, types of farming and agricultural practices in her/his own area/ state SST803:interprets the world map for uneven distribution of population SST804:describes causes of forest fire, landslide, industrial disasters and their risk reduction measures SST805:locates distribution of important minerals, e.g., coal and mineral oil on the world map |
|--|--|---|
| 1. co na ve typ wi 2. ex ne fai 3. us wi pr sta 4. de hu 5. dis inc | ellect information about distribution of various atural resources like land, soil, water, natural regetation, wildlife, minerals, power resources, pes of industries in their environs and relate it with India and the world. Explore various farming practices carried out in the reighbourhood/ district/ state and interact with remers. See pictures/news clippings/ videos to be familiar | based on raw materials, size and ownership SST802:describes major crops, types of farming and agricultural practices in her/his own area/ state SST803:interprets the world map for uneven distribution of population SST804:describes causes of forest fire, landslide, industrial disasters and their risk reduction measures SST805:locates distribution of important minerals, e.g., coal and |
| na ve tyj wi 2. ex ne fai 3. us wi pr sta 4. de hu 5. dis ind | etural resources like land, soil, water, natural egetation, wildlife, minerals, power resources, pes of industries in their environs and relate it it. India and the world. Eplore various farming practices carried out in the eighbourhood/ district/ state and interact with rmers. See pictures/news clippings/ videos to be familiar | sst802:describes major crops, types of farming and agricultural practices in her/his own area/ state sst803:interprets the world map for uneven distribution of population sst804:describes causes of forest fire, landslide, industrial disasters and their risk reduction measures sst805:locates distribution of important minerals, e.g., coal and |
| 2. ex ne far 3. us wi pr sta 4. de hu 5. dis inc | rplore various farming practices carried out in the eighbourhood/ district/ state and interact with rmers. se pictures/news clippings/ videos to be familiar | SST804: describes causes of forest fire, landslide, industrial disasters and their risk reduction measures SST805: locates distribution of important minerals, e.g., coal and |
| far 3. us wi pr sta 4. de hu 5. dis | rmers. se pictures/news clippings/ videos to be familiar | SST805: locates distribution of important minerals, e.g., coal and |
| wi pr sta 4. de hu 5. dis ind | | mineral oil on the world man |
| 4. de hu 5. dis ind | rotection, various agricultural practices in other ates/ countries | SST806: analyses uneven distribution of natural and human made resources on the earth SST807: justifies judicious use of natural resources such as water, |
| 5. dis | evelop projects on conservation of natural and aman made resources | soil, forest, etc. to maintain developments in all areas SST808: analyses the factors due to which some countries are |
| †O1 | scuss with peers about forest fire, landslide, dustrial disasters, natural and human reasons | known for production of major crops, e.g. wheat, rice, cotton, jute, etc., and locates these countries on the world map |
| 6. us | r their occurrence and control measures se atlas /maps for locating major agricultural reas of the world, industrial countries/regions, aderstanding spatial distribution of population. | SST809: draws interrelationship between types of farming and development in different regions of the world SST810: draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the |
| 7. rea | ad stories of lived experiences of individuals and immunities of the period. | 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent |
| 8. dis | scuss events and processes in groups and as a | and the broad developments |
| 9. ra | hole in the classroom situation. ise questions on different issues and events like, I'hy the English East India Company felt it ecessary to involve itself in feuds amongst Indian | SST811: explains how the English East India Company became the most dominant power SST812: explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' SST813: describes the forms of different tribal societies in the 19th |

- 10. visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.
- 11. undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Nonviolence and its Impact on India's National Movement', (b) drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The ChauriChaura Incident,' and (d) locating on an outline map of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'.
- 12. familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.
- 13. expose to pedagogically innovative and criterionreferenced questions for self assessment like 'What were the reasons for the Battle of Plassey?'
- 14. participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation
- 15. prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism
- 16. debate how the principles of liberty, equality and fraternity are being practised in classroom/school/home/society
- 17.do projects (solo, pair or group) about the Fundamental Rights and Fundamental Duties
- 18. screen and discuss the RajyaSabha TV series, Samvidhan and movies such as Gandhi, Sardar, Dr.Babasaheb Ambedkar.

century and their relationship with the environment.

SST814:explains the policies of the colonial administration towards the tribal communities

SST815:explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it

SST816: analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period

SST817:explains the institutionalisation of the new education system in India

SST818: analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues

SST819:outlines major developments that occurred during the modern period in the field of arts

SST820:outlines the course of the Indian national movement from the 1870s till Independence

SST821: analyses the significant developments in the process of nation building

SST822:interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples

SST823:applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)

SST824:differentiates between State government and Union government

SST825:describes the process of election to the LokSabha **SST826:**locates one's own constituency on parliamentary constituency map of State/ UT and names local MP

SST827:describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act)

SST828:describes the functioning of the judicial system in India by citing some landmark cases

SST829:demonstrates how to file a First Information Report (FIR) **SST830:**analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region

- 19. observe parliamentary constituency map of State/UTs
- 20. organise a mock election with model code of conduct and Youth parliament (BalSansad)
- 21. prepare a list of registered voters in one's own neighbourhood.
- 22. carry out an awareness campaign in one's own locality about significance of voting
- 23. find out some public works undertaken by the MP of one's own constituency
- 24. examine contents of a First Information Report (FIR) form.
- 25. express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants
- 26. conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections
- 27. screen and discuss the movie, I am Kalam (Hindi, 2011)
- 28. perform a role play about child labour, child rights, and the criminal justice system in India
- 29. visit any office under the Union Government (e.g., post office) in one's own locality to observe its functioning and prepare a brief report
- 30. share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity
- 31. organise a debate why Government be responsible for providing public facilities
- 32. case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation
- 33.group discussion on role of Government in regulating economic activities, e.g., analysing the reasons of 'Bhopal gas tragedy'.

SST831:identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability

SST832:describes the role of Government in regulating economic activities.

| | Social Science 8th (Geography) | | | | |
|----------------------------|--|--|---|--|--|
| Time Duration (Week) | Content | LEARNING OUTCOME | Key Concepts | Suggested Activity | |
| Week-1 | Resources | SST801: classifies different types of resources and industries based on raw materials, size and ownership. | Utility Value Resources and its types Resource Conservation Sustainable development | Projects on conservation of resources | |
| Week-2 | Land, Soil, Water, Natural Vegetation and Wildlife Resources | SST802: describes major crops, types of farming and agricultural practices in her/his own area/state SST804: describes causes of forest fire, landslide, industrial disasters and their risk reduction measures important minerals, e.g., coal and mineral oil on the world map | Land use Ownership of Land Soil and its formation Landslides Methods of Soil Conservation Water as a resource Blue planet Water cycle Usage of water Scarcity of water Water pollution Water Harvesting Biosphere Ecosystem Conservation and protection of wildlife CITES (The Convention on International Trade in Endangered Species of wild flora and fauna.) | Researching (Has your own place undergone any change in the land use pattern in recent years?) | |

| | | Soci | al and Political life - III | |
|--------|-------------------------------------|---|--|--|
| Week-3 | Chapter: 1 The Indian Constitution | sstrs22: interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples sstrs23: applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights) sstrs24: differentiates between State government and Union government. | Constitution: key features Monarchy Democratic form of Govt. Or Polity Fundamental rights Majority Minority Dictatorial rule Nationalists Colonial rule Constituent Assembly Federalism Parliamentary form of Govt. Separation of powers Directive principles of state policy | Identify the issues in your locality where any of your fundamental right (s) is/ are infringed. Make an action plan how to address these issues. |
| Week-4 | Chapter: 2 Understanding secularism | SST823: applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation | Secularism Separation of state from religion (western Secularism) Indian Secularism | Prepare posters with drawings and picture of different religious worship places and discuss their importance |

| | 1 | | | | |
|--------|--|---|--|---|--|
| Week-5 | Chapter:3 Why do we need a Parliament? | SST825: Describes the process of election to the Lok Sabha SST826: Locates one's own Constituency on Parliamentary Constituency Map of State/ UT and names local MP. | Indian Act 1909 Parliament National Government Elected representatives Chosen representatives Decision making President Lok Sabha Rajya Sabha Coalition Govt. Opposition party MLA MPs Law making | On a constituency map of UT of J&K locate your own constituency. Lok Sabha mock election | |
| Week-6 | Chapter: 4 Understanding laws | SST827: Describes the process of making a law (e, g. Domestic violence Act, RTI Act, RTE Act. | Arbitration Rule of law Sedition Act of 1870 Unpopular and controversial laws Domestic violence Act, 2005 Civil Rights Act in 1964 RTI Act, RTE Act. Etc. | • Identify in your locality issues related to violation of educational rights and make an action plan how to address these issues to the competent authorities. | |
| | OUR PAST III | | | | |
| Week-7 | Chapter 1 How When and Where | The learner — SST811:explains how the English East India Company became the most dominant power | PeriodizationAdministrative RecordsSurveys | Research arguments both in support and against the periodization proposed by James Mill | |

| | | | European Companies | |
|---------|--|---|--|--|
| Week-8 | Chapter: 2 From Trade To Territory Company Established Power | SST811:explains how the English East India Company became the most dominant power | East India Company Battles (Plassey, Boxer) War with Maratha and Mysore Policies (Paramountcy, Doctrine of Lapse, Subsidiary Alliance) New administration Company army | Arrange an activity in the classroom to prepare posters and charts of places of India where the East India company stayed chronologically and make research the policies how the East India Company became the most dominant power |
| Week-9 | Chapter: 3 Ruling The Countryside | SST812: explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' | Diwan Revenue Collection System(Permanent Settlement, Mahalwari System, Munro System) Indigo Cultivation(Nij and Ryoti) Blue Rebellion | Make a group discussion in the classroom and Advise students to Imagine you are a witness giving evidence before the indigo commission. W.S.Setonkarr asks you "On what conditions will ryots grow indigo?" What will your answer be? And write down. |
| Week-10 | Chapter: 4 Tribals, Dikus and The Vision of a Golden Age | SST813 :Describes the forms of different tribal societies in the 19th century and their relationship with the environment. SST814:explains the policies of the colonial administration towards the tribal communities | Tribal activities (Jhum Cultivation, Hunting Gathering, Hearding, Settled Cultivation) Effects of Colonial Rule on (Tribal Chiefs, Shifting Cultivators, Trade) BirsaMunda a closer look | Instruct students to Imagine you are a jhum cultivator living in a forest village in the 19th century and told them that the land you were born on no longer belongs to you. In a meeting with British officials you try to explain the kinds of problems you face. What would you say? And write them |

| | | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | Geography | |
|---------|-----------------------------------|---|--|---|
| Week-11 | Mineral and Power Resources | sstsos: locates distribution of important mineral resources. Eg. Coal, mineral oil on the World map sstsos: analyses uneven distribution of natural and human made resources on the earth sstsos: justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas | Types of Minerals Extraction of Minerals Distribution of Minerals Use and Conservation of Minerals Power Resources – Conventional and Non-Conventional Tidal Energy Biogas | On an outline map of India locate the following Digboi, Jaisalmar, Bombay High, Krishna-Godavari delta, Tripura, Raniganj, Jharia, Dhanbad, Bokaro. Collect the pictures of the following hydel power stations Bhakra-Nangal, Gandhi Sagar, NagarjunSagar, Damodar-Valley Project. |
| Week-12 | Agriculture | sstsos: analyses the factors due to which some countries are known for production of major crops, e.g.,, wheat, rice, cotton, jute, etc., and locates these countries on the world map sstsos: draws interrelationship between types of farming and development in different regions of the world | Agriculture as Primary Activity Allied Sectors of Agriculture Types of Farming Major Crops around the World Agricultural Development | On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries |

| Week-13 | Industries | SST801: classifies different types of resources and industries based on raw materials, size and ownership. | Manufacturing Sector Classification of Industries Locational Factors for Industries World's Industrial Regions Sunrise Industries Industrial Disaster Iron and Steel Industry Cotton textile Industry | Research the factors responsible for the development of cities like Pittsburgh and Jamshedpur. |
|---------|--|---|---|---|
| Week-14 | Human Resources | sst803: interprets the world map for uneven distribution of population sst810: draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments | People as Resource Pattern of Population Distribution Population Density Factors affecting Population Distribution Population Change Population Composition Population Pyramid | Discuss the characteristics of a society with 'too many under 15s' and one with 'too few under 15s'. (Hint: need for schools, pension schemes, teachers, toys, wheelchairs, labour supply, and hospitals.) |
| Week-15 | Industries of Jammu, Kashmir and Ladakh | SST801(A) Classifies industries of J & K as handloom, agro-based, forest based, mineral based and tourism based. | Handlooms, handicrafts, carpet making Industry, Paper Machie, Kangri making, pashmina shawl industry, silver ware and imitation jewellery, silk industry, forest based Industry, agro-based Industry, mineral based Industry, tourism based Industry. | Prepare the list of small scale industries found in your district. Visit any cottage industry in your area and make a list of raw materials used in it. |

| | Social and Political life - III | | | | | |
|---------|---|--|--|--|--|--|
| Week-16 | Chapter: 5 Judiciary | SST828: Describes the functioning of the Judicial system in India by citing some landmark cases. | Dispute Resolution Judicial Review Article 21(Right to life) Independent Judiciary Branches of legal system Separation of powers Structure of courts Appellate system Public Interest litigation or PIL Acquit, Eviction, violation. | Arrange an activity in the classroom to prepare charts reflecting the Hierarchy of the Indian judicial system | | |
| Week-17 | Chapter: 6 Understanding our Criminal Justice System | SST829: Demonstrates how to file a first Information Report FIR | Public Prosecutor Defense Lawyer Detention Offences First Information Report (FIR) Impartiality Fair Trial Charge sheet Cross-examine | Organize a skit in the school demonstrating how to file FIR. | | |
| Week-18 | Chapter: 7 Understanding Marginalization | SST830: Analyses the causes and consequences of marginalization faced by disadvantaged sections of one's own region. | Marginalization Adivasis and stereotyping Adivasis and development Minorities and Marginalization Muslims and Marginalization Ghettoization | Conduct group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections. | | |

| Week-18 | Chapter: 8 Confronting Marginalization | SST830: Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region. | Laws for Marginalized Sections of society Scheduled Castes or Dalits. Scheduled Tribes Rights of Dalits and Adivasis The SCs and STs Act, 1989 Ostracise Morally reprehensible. | Visit your locality and conduct a survey of any marginalized group regarding their hardships and prepare a report to suggest possible remedies. |
|---------|---|---|--|---|
| Week-19 | Chapter: 9 Public Facilities | SST831: Identifies the role of Govt. in providing public facilities such as water/ Sanitation/Road/ Electricity/etc. and recognizes their availability. | Universal access Public Facilities Sanitation, health care, electricity etc. Role of Govt. | Identify and enlist deficient public facilities of your locality and prepare a 'Representation' to address these issues to the competent authority. |
| Week-20 | Chapter: 10 Law and social justice | SSTT832: Describes the role of Govt. in regulating economic activities. | Worker Consumer Producer Investment Social Justice. | Visit to the local market and interact with different shopkeepers to understand producer- consumer relationship. |
| Week-21 | Chapter: 11 Social Exclusion and Inclusive Policy in Jammu and Kashmir | SST830: Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region. | Social Exclusion Political Exclusion Economic Exclusion Cultural Exclusion Special ability Hearing Impaired Bullying Sensitization Deprivation | Collect pictures and posters of specially abled achievers from different spheres who made their valuable contribution for the betterment of the nation. |
| | | | History | |

| Week-22 | Chapter: 5 When People Rebel 1857 and After | SST815:explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it | Response of people to-Policies, Reforms Rebellion (Meerat, Delhi, Kanpur, Lucknow etc.) Company fights back Aftermath The Khurda Uprising | Develop a project on social, economic, political, religious and immediate causes of revolt of 1857. |
|---------|---|--|---|---|
| Week-23 | Chapter: 6 Weavers, Iron Smelters and Factory Owners | ssts16:analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period ssts19:outlines major developments that occurred during the modern period in the field of arts | Indian Textile in European and world market Decline of Indian textiles Spinning Jenny and Cotton mills Handlooms and Handicrafts of Kashmir Indian Steel and Iron works Abandoned furnaces in villages Iron and steel factories came up | Arrange group discussion in the classroom on how did the invention of spinning Jenny(1764), Steam engine(1786) and Calico Act(1720) thrown out thousands of weavers out of employment from different weaving communities. |
| Week-24 | Chapter:7 Civilizing the Native, Educating the Nation | SST817:explains the institutionalisation of the new education system in India | Indian education views of (orientalists and Westrnists) Local schools and new rules English education-views of (Mahatma Gandhi, Tagore) | Divide the students into two groups as 'Orientalists' and 'Westernists' and each group shall highlight the importance of institutionalization of education system which they want to introduce. |

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|---------|--|---|--|--|
| Week-25 | Chapter:8 Woman Caste and Reforms | SST818: analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues | Working towards change (widows, woman education) Caste and social reform Social reformers (Raja Ram Mohan Roy, Dayanand Sarasvati, Sri Narayana Guru, Jyotriaophule, Rama Swamy Naicker, Swami Vivikananda, Ishwar Chandra Vidyasagar, Pandita Ramabai) their contribution as reformers Some Movements and Organisations Social Reforms in Jammu and Kashmir | Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829. Child marriage Restraint Act,1929 etc. |
| Week-26 | Chapter:9 The Making of the National Movement 1870s – 1947 | SST820:outlines the course of the Indian national movement from the 1870s till Independence | Emergence of Nationalism Mass Nationalism (Rowlett Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement Towards Independence and partition | Organize open demonstrations in the premises of school to highlight the nature and importance of Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement etc. during the course of the Indian national movement. |
| Week-27 | Chapter:10 India After Independence | SST821:analyses the significant developments in the process of nation building | A new and divided nation A constitution is written State formation Planning for development Post-independence development in Jammu and Kashmir | Prepare a report on creation of Andhra |

| Week-28 | Chapter:11 Formation of Erstwhile Jammu and Kashmir State and the Dogra Rule | SST800 :Explains formation of J&K state viz, socio economic and cultural development under Dogra rule | Lahore and Amritsar) Dogra rule consolidated Society, Economy and Culture Women in everyday life Public welfare measures (Local self government, roads and railways, irrigation, healthcare etc.) | Organize a Quiz Programme among different groups of students on formation of J&K state viz, socio economic and cultural etc. development under Dogra rule. |
|---------|--|--|---|--|
|---------|--|--|---|--|

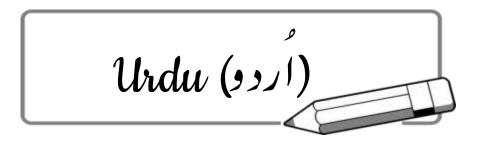
Class - 8th Summative Assessment Content

| S. No. | Text Book | Chapter Number | Chapter Title | Marks in Summative Assessment |
|-----------|----------------------|-------------------|---|----------------------------------|
| 1 | Resource and | 4 | Agriculture | 05 |
| 2 | Development | 5 | Industries | 04 |
| 3 | | 6 | Human Resources | 04 |
| 4 | | 7 | Industries of Jammu, Kashmir and Ladakh | 03 |
| 5 | Our Past - III | 5 | When People Rebel – 1857 and After | 04 |
| 6 | | 8 | Women, Caste And Reform | 04 |
| 7 | | 9 | The Making of The National Movement: 1870s - 1947 | 05 |
| 8 | | 10 | India After Independence | 03 |
| 9 | | 11 | Formation of Erstwhile Jammu & Kashmir State and The Dogra Rule | 02 |
| 10 | Social And Political | 1 | The Indian Constitution | 04 |
| 11 | Life - III | 3 | Why Do We Need A parliament | 04 |
| 12 | | 6 | Understanding Our Criminal justice System | 03 |
| 13 | <u>-</u> | 7 | Understanding Marginalisation | 02 |
| 14 | | 9 | Public Facilities | 03 |
| | | 50 | | |

| Time - 2. | .5 Hours | Maximum Marks - 50 | | |
|------------------|---|--------------------|------------|--|
| Serial Number | Cognitive Level | Total Marks | Percentage | |
| 1 | CL-1: Remembering and Understanding : Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas | 18 | 36% | |
| 2 | CL-2: Applying and Maps: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way (<i>Maps will be from all the three books</i>) | 10 | 20% | |
| 3 | CL-3: Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions. | 22 | 44% | |
| | TOTAL | 50 | 100% | |

QUESTION PAPER DESIGN CLASS 8th

| Questic | on Format | Marks per question | Cognitive Levels | Total Questions | Marks | |
|----------------------------------|---|-----------------------|------------------|-----------------|-------|--|
| | | | CL-1 | 4 | 4 | |
| | Multiple Choice Questions (MCQs) | 1 Mark | CL-2 | Nil | Nil | |
| | | | CL-3 | 3 | 3 | |
| | | | Total | 7 | 7 | |
| | Case Based/Data Based Multiple Choice Questions (CB-MCQs) | 1 Mark | CL-1 | 1 | 1 | |
| Selected Response | | | CL-2 | 1 | 1 | |
| Questions | | | CL-3 | 1 | 1 | |
| | | | Total | 3 | 3 | |
| | Assertive – Reasoning Multiple Choice Questions (AR-MCQs) | 1 Mark | CL-1 | Nil | Nil | |
| | | | CL-2 | 2 | 2 | |
| | | | CL-3 | 1 | 1 | |
| | | | Total | 3 | 3 | |
| | Very Short Answer Questions (VSAQs) | 2 Marks | CL-1 | 2 | 4 | |
| | | | CL-2 | 1 | 2 | |
| | | | CL-3 | 3 | 6 | |
| | | | Total | 6 | 12 | |
| | Short Answer Questions (SAQs) | 3 Marks | CL-1 | 3 | 9 | |
| Osmatani da Bosansano | | | CL-2 | Nil | Nil | |
| Constructed Response Questions | | | CL-3 | 2 | 6 | |
| Ancertons | | | Total | 5 | 15 | |
| | Long Answer Questions (LAQs) with internal choice | 5 Marks | CL-1 | | | |
| | | | CL-2 | 1 | 5 | |
| | | | CL-3 | 1 | 5 | |
| | | | Total | 2 | 10 | |
| Total Summative Assessment Marks | | | | | | |



سالانه ایکڈ کک کلینڈر/سیلس –2023–2024

زبان: اردو

تعارف

چھٹی سے آٹھویں جماعت تک کے بیچ ذہنی اور جسمانی طور پر کافی حساس ہوتے ہیں۔ اس نئے دور میں اسکول، کلاس اور استاد کا مثبت رویہ بیوں کے تجس کو صحت مند سمت دے سکتا ہے تاکہ ایک حساس فر دکی شکل میں اس کی ذہنی نشو نما ہو سکے۔ اس کے لئے ضروری ہے کہ وہ جماعت کے ساتھ جذباتی اور ذہنی طور پر وابستگی محسوس کریں۔ جمالیاتی حس اور ذوق جمال کو ابھار نے اور ساجی وسیاسی ماحول کو شیجھنے میں یہ دور خاصاا ہم ہے۔ کیونکہ اس دور میں گئی اقسام کے ذوق کے بچ پھوٹے ہیں۔ چاہے وہ زبان کا حسن ہویا ماحول کا، کوئی چیز خوب صورت ہے تو کیوں ہے! اگر کوئی چیز تحریریا فلم اچھی ہے تو وہ کون سے عوامل ہیں جو اس کو اچھا بناتے ہیں؟ ان کے بارے میں صاف، صحت مند اور واضح تصورات کا ہونا ہے حد ضروری ہے۔

ابتدائی کلاسوں میں سمجھ کرپڑھنے کی صلاحت پیدا کرنے کے بعد طلبااس سطچ پر پڑھنے وقت کسی تحریر کے ساتھ جذباتی طور پر جڑجاتے ہیں۔ کسی نئی تحریریا نئی کتاب کی طرف متوجہ ہونے اور اس میں موجو د مواد کو پڑھنے کا تجسس ان میں پیدا ہوتا ہے۔ اس سطچ پر طلبا کو یہ بات معلوم ہوتی ہے کہ اخبار میں کیا چھپتا ہے۔ اس میں کسی خبر ، مضمون یا کہی گئی بات میں کیا مفہوم یا معنی پوشیدہ ہے۔ یہاں یہ کوشش ہونی چاہیے کہ طلبا کھنے والے کی سوچ اور اس کے سروکار وغیرہ کو پہچان سکیں۔ اس دور میں طلبا اور طالبات خود اعتادی کے ساتھ کسی زبان ، فرد ، چیز ، مقام اور تحریر وغیرہ کا تجزیہ اور تشر تے کرنے کے اہل ہوجاتے ہیں۔

آموزشی ماحصل

| مختلف پیشوں سے تعلق رکھنے والے لو گوں کا انٹر ویو کرتے ہیں جیسے | URD810 | طلبا نصابی کتاب کے علاوہ مختلف ذرا ئع سے حاصل ہونے والی کتابیں | URD801 |
|--|---------------|--|--------|
| ڈا کٹر،استاد،موچی،اخبار فروش،ادیب،ادا کار،گھریلومد د گاروغیرہ | | بھی پڑھتے ہیں۔ | |
| گفتگو کی مہارت کو پروان چڑھانے کے لئے آداب گفتگو کا استعال | <u>URD811</u> | نظموں اور کہانیوں کو مناسب لب ولہجہ کے ساتھ پڑھتے ہیں۔ | URD802 |
| جانتے ہیں جیسے:"میں آپ سے معذرت چاہتی ہول۔۔۔۔۔۔ | | پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے بارے میں اپنی | URD803 |
| مہربانی کرکے مجھے اپنا قلم تھوڑی دیر کے لئے دے دیجیے" | | رائے تحریر کرتے ہیں۔ | |
| ا نفرادی سر گرمیوں میں حصتہ لیتے ہیں جیسے کہ اسکول کے | URD812 | ساج میں ہونے والے واقعات اور مسائل کے شین حساس | URD804 |
| پروگر اموں کے دوران، شخصیات / مہمانوں کا تعارف کرواناوغیرہ۔ | | اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔ | |
| مختلف پیشوں سے وابستہ الفاظ سیکھتے ہیں اور انہیں مختلف حالات میں | URD813 | نظم یا کہانی کا مر کزی خیال اور خلاصہ سمجھ کر لکھ سکتے ہیں۔ | URD805 |
| استعال کرتے ہیں۔ | | اسکول کی تمام سر گرمیوں جیسے کہ مارنگ اسمبلی / فی البدیہ مقابلہ / | URD806 |
| اقتباسات، اقوال اور کہاوت کی تشر تے کرتے ہیں۔ | URD814 | مباحثة وغيره مين حصته ليته ہيں۔ | |
| تصویروں / خاکوں،چارٹس اور نقثوں وغیرہ کی تشریح کرتے ہیں۔ | URD815 | زبان سکھنے کے لئے گرائمر کے متعلق سر گرمیوں میں حصّہ لیتے ہیں۔ | URD807 |
| اور ان کو تحریری شکل دیتے ہیں۔ | | اردو نیوز(اخبار، ٹی وی،ریڈیو) سکھنے کے لئے بطور وسلیہ استعال | URD808 |
| تنقیدی طور پر کر داروں، واقعات، خیالات، موضوعات وغیرہ کے | URD816 | کرتے ہیں۔ تا کہ ان میں سننے ، پڑھتے ، نوٹ کرنے اور خلاصہ لکھنے کی | |
| بارے میں سوچتے ہیں اور ان کاموازنہ کرتے ہیں۔ اور انہیں زندگی کے | | سمجھ پبیدا ہو۔ | |
| ساتھ جوڑتے ہیں۔مسائل کے بارے میں رائے دینے کی کوشش کرتے ہیں۔ | | اردو کی یو ٹیوب چیلنز کو اور اردو مواد کو بہتر اور فہم کے لئے دیکھتے | URD809 |
| | | ہیں۔ | |

URD817 سیاق وسباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلوپیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔

اسم، فعل، صفت، لاحقه، سابقه، مركب، محاورے، واحد جمع، مذكر مونث، اضد اد كا استعال جانتے ہيں۔

______ URD819 قافیه، ردیف، تشبیه، استعاره کو جانتے اور ان کااستعال بھی جانتے ہیں۔

قافیہ،ردیف، سبیہ،استعارہ تو جانبے اور ان کا استعمال کی جانبے ہیں۔

نصالي توقعات

URD818

- 💠 سننے، بولنے ، پڑھنے اور لکھنے کی مہارتوں پر خصوصی توجہ دینا۔
- ♦ التجا، شكريه، معذرت وغيره مين استعال مين آنے والے لب و لہج كو سبحضے
 . كى صلاحيت بيدا كرنا۔
- بات چیت کرتے وقت موقع و محل کی مناسبت سے زبان اور مناسب لب و .
 لہجہ اختیار کرناجس سے کہ ان کے ذخیرہ الفاظ میں مزید اضافہ ہو۔
 - 💠 نظم اور نثر کی الگ الگ صنف کی حیثیت سے شاخت کرنا۔

نصاب میں شامل اسباق کی فنی اور ادبی خوبیوں اور قدروں سے طلبا کا روشناس ہونا۔

- 💠 قواعد کے بنیادی اصولوں کو سمجھنا اور زبان کی ساخت کا انہیں علم ہونا۔
 - 💠 درسی کتابوں کے علاوہ دوسری کتابوں کے مطالعے کی عادت ہوجانا۔
 - 💠 لغت کے استعال کے طریقے سے واقف ہونار
 - 💠 ریڈیو، ٹیلی ویژن وغیرہ پر نشر ہونے والی تقاریر اور مباحثوں کو سمجھنا۔
 - * آس پاس کے ماحول اور واقعات پر اظہار خیال کرنا۔

سکھنے کے طریقے اور ماحول

- ات الله کو پیغامات سنانے کے مواقع فراہم کیے جائیں ؛ جیسے :اتوار کے دنوالدین اور اساتذہ کی ایک میٹنگ ہوگی، ساتھ ہی کسی بات چیت کو سن کر اسے اپنی زبان میں سنانے کے مواقعے فراہم کیے جائیں۔
- من مختلف سرگرمیوں کے ذریعے بولنے کے مواقع اور ماحول فراہم کیا جائے۔ مثلا بحث و مباحثہ ، بیت بازی، نظم خوانی، مشاعرہ کے ذریعے وہ اپنی بات کو بے جھجک کھل کر اور وضاحت سے پیش کر سکیں۔ بلند خوانی میں ان کی آواز، تلفظ، اتار چڑھا و ، حرکات و سکنات پر نظر رکھی جائے۔ رول بلیے، کہانی کوسنانا، اسمبلی اور سالانہ جلسے کے موقع پر پروگراموں میں کسی موضوع پر تسلسل کے ساتھ تقریر کرنے کے مواقع فراہم کرائے جائیں۔
- پ کسی کہانی یا نظم کو ڈرامے کی شکل میں لکھوانا۔ اس میں بچوں کو پوری آزادی دی جائے کہ ڈرامے کو کہانی کی شکل میں لکھوانا۔ اس طرح مختلف موضوعات پر نظم لکھنے کی ترغیب بھی دی جاسکتی ہے۔
- اور اینے خیالات آزادی سے پیش کر سکیں۔ اور اینے خیالات آزادی سے پیش کر سکیں۔

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^ <u>آ</u> | موضوع | دورانيه |
|---|---------------------------|--|------------|-------------------|---------|
| اساتذہ کسی خوش کحن طالب علم ہے اس حمد کو پڑھوائے اور | ☆ مناسب لب ولهجه | نظموں کو مناسب لب ولہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 1 | ہفتہ 1 |
| تمام طلبان کو غورسے سنیں گے اور ترنم سے پڑھنے کی کوشش | | بيں۔ | | R | |
| کریں۔ | ئرائے کا اظہار کرنا نا | پڑھی گئی نظموں کو پڑھ کر ان کے بارے میں | URD803 | — صفحه نمبر 07 | |
| اساتذہ ہر بند کی تشریح طلباہے ہی کرائیں اور ہر طالب علم کو | | اپنی رائے تحریر کرتے ہیں۔ | | | |
| اس حمد کے بارے میں اپنی رائے دینے کاموقع دیں۔ | ☆مر کزی خیال | | | | |
| | | نظم کا مر کزی خیال اور خلاصه سمجھ کر لکھتے | URD805 | | |
| اورحمد اور دوسری کوئی اور حمد اور دوسری کوئی اور حمد اللہ علیہ عمد اور دوسری کوئی اور حمد | ، سمر ک | ہیں۔ | | | |
| بھی شنائی جائے تا کہ طلباء کو حمد اور نعت کا فرق واضع ہو۔ | 🖈 سمجھنے کی صلاحیت | | | | |
| (CWSN) | | اردو کی یوٹیوب چینگز کو اور اردو مواد کو بہتر | URD809 | | |
| | 🌣 لغت كااستعال | سمجھ اور فہم کے لئے دیکھتے ہیں۔ | | | |
| ﷺ طلبا کو مشکل الفاظ کے معنیٰ کے لئے لغت کا استعمال سکھایا | | | | | |
| جائے۔ | | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | URD817 | | |
| | | لغت اور انسائيكلوپيڈيا جيسے ذرائع كاحوالہ ديتے | | | |
| | | ہیں۔ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | آ ر | موضوع | دوراني |
|---|-----------------------|--|------------|--------------|------------|
| اساتذہ سبق کو پڑھانے کے بعد، سمجھانے کے بعد طلباء سے | 🖈 سجھ کر پڑھنا | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر 2 | ہفتہ 2 اور |
| اس سبق کے بارے میں اپنی اپنی رائے دینے کو کہیں۔ | | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | کا ہلی | ہفتہ 3 |
| اساتذہ مناسب لب ولہجہ کے ساتھ بلند خوانی کریں۔ بار بار | 🖈 تخلیقی صلاحیت | ساج میں ہونے والے مسائل کے تنین حساس | URD804 | صفحه نمبر 11 | |
| بلندخوانی کرنے سے طلباء کالب والهجه درست ہو گا۔ | | اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ | | | |
| | ☆ ذخير ه الفاظ | بھی کرتے ہیں۔ | | | |
| اساتذہ طلباء کے دو گروپ بنا کر ایک آدھ جملہ کہہ کر ایک | | سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | | |
| گروپ کو جملہ پورا کرنے کو کہیں۔ پھر دوسرے گروپ سے بھی دوسراجملہ مکمل کرائیں۔ | ککھنے کی صلاحیت | بيں۔ بيں۔ | | | |
| | | زبان سکھنے کے لئے گرائمر کے متعلق مختلف | URD807 | | |
| اساتذہ طلباء کو کسی خاص شخصیت کے بارے میں پندرہ جملے | | سر گر میوں میں حصتہ لیتے ہیں۔ | | | |
| گھر سے لکھنے کو کہیں گے۔ | | اردو نیوز (اخبار، ٹی وی) ریڈیو کو بطور وسیلہ | URD808 | | |
| | | استعمال کرتے ہیں تا کہ ان کے سننے اور | | | |
| | | پڑھنے، نوٹ کرنے اور خلاصہ لکھنے کی سمجھ | | | |
| | | پیداهو۔ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | دورانيه |
|---|-----------------------------------|--|---------------|--------------|------------|
| اساتذہ مناسب لب ولہجہ کے لئے بلندخوانی کریں۔ بار بار بلند | 🖈 مناسب لب ولهجه | سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 3 | ہفتہ 3 اور |
| خوانی سے طلبا کالب واہجہ درست ہو گا۔ | | بين - | | لل ديد | ہفتہ 4 |
| | ئرائے کا اظہار کرنا شکار کے کا | پڑھے گئے اسباق کو پڑھ کر ان کے بارے میں | <u>URD803</u> | صفحه نمبر 14 | |
| اساتذہ سبق "لل دید" کے بارے میں اپنی اپنی رائے تحریر | | ایکی رائے محریر کرتے ہیں۔ | | 14/• ~ | |
| کرائیں۔ پھر ہر طالب علم دوسرے طالب علم کی رائے کو سب ن | | ساج میں ہونے والے مسائل کے تنین حساس | <u>URD804</u> | | |
| کے سامنے او نجی آواز میں پڑھ کر سنائیں۔ | ☆لاحقه اور سابقه | اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ | | | |
| | | مجھی کرتے ہیں۔ | | | |
| ایک مسلہ پر کے جانے والے مسائل میں سے ایک مسلہ پر | h (1°1-1 | زبان سکھنے کے لئے گرائمر کے متعلق مختلف | <u>URD807</u> | | |
| مباحثہ کرائیں جیسے (بُرائیاں اور ان کا تدارک)۔ | ☆انٹرویو کرنا | | | | |
| 1۔ جہیز 5۔ سابی بُرائیاں | | مختلف پیشوں سے تعلق رکھنے والے لو گوں کا | <u>URD810</u> | | |
| 2۔ سسر ال کی زیاد تیاں 6۔ نشہ کی لت | | انٹر ویو کرتے ہیں۔ جیسے ڈاکٹر، ادیب، اداکار، | | | |
| 3۔ خودکشی | | شاعر وغير ه- | | | |
| 4۔ عور توں کے ساتھ نارواسلوک - میں سیاسی میں اسلام | | لاحقه اورسابقه كااستعال جانتے ہيں۔ | URD818 | | |
| الاحقه سابقه، واحد جمع، متر ادفات کو یاد کرانے کے لئے | | | | | |
| مختلف قشم کی سر گر میاں کر ائی جائیں۔ | | | | | |

| مجوزه سر گرمیاں | كليدى اجزا | وز شی ماحصل / جز آموز شی ماحصل | آ | موضوع | دورانی |
|---|------------------|---|---------------|-------------------|--------|
| 🕁 مناسب لب ولہجہ کے لئے طلبا کور موز و او قاف کا اعادہ کرایا | ☆ مناسب لب ولهجه | نظم کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر4 | ہفتہ 5 |
| جائے۔ جیسے: وقف کامل، وقفہ، واوین قوسین وغیرہ | | ېين ـ | | نعت | |
| | د کی الحالی الح | یٹر ھی گئی نظموں کو پڑھ کر ان کے بارے میں انن ایر تھے بر کر ترین | <u>URD803</u> | — صفحه نمبر 21 | |
| اساتذہ طلباہے ہر بند کی تشریح الگ الگ کر ائیں۔ | راے ۱۵مپرور کری | | | 21/• 2 | |
| | | نظم یا کہانی کا مر کزی خیال اور خلاصہ سمجھ کر | URD805 | | |
| اساتذہ طلباہے اس نعت کا مر کزی خیال پوچھیں اور ان سے | ☆مر کزی خیال | | | | |
| تحرير كرائيں۔ | | تنقیدی طور پر کردارون، واقعات خیالات، | URD816 | | |
| اس نعت کا دوسری نعتوں کے ساتھ قافیہ، ردیف کے اللہ اس نعت کا دوسری نعتوں کے ساتھ | 1°° , A | موضوعات وغیرہ کے بارے میں سوچتے ہیں | | | |
| اعتبار سے موازنہ کرتے ہیں اور بیہ بھی جانتے ہیں کہ بیہ نظم کی | 🖈 تنقیدی نظر | اور ان کا موازنہ کرتے ہیں۔ انہیں زندگی | | | |
| کو نسی قشم ہے۔ | | کے ساتھ جوڑتے ہیں۔ مسائل کے بارے | | | |
| اساتذہ طلباء سے اس نعت کے تمام قافیہ اور ردیف کا پی پر 🖈 | ☆ لغت كااستعال | میں رائے دینے کی کو شش کرتے ہیں۔ | | | |
| تحرير كرائيل- | | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | <u>URD817</u> | | |
| اساتذہ طلباء کو لغت کا استعال سکھائیں اور فون کی Digital | | لغت اور انسائيكلوپيڙيا جيسے ذرائع كاحواله ديتے | | | |
| Dictionary لغت كااستعال جهي سكھائيں۔ | | بيں۔ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^ĭ | موضوع | دورانيه |
|---|--|--|---------------|----------------|------------|
| اللہ علم سے بلند کرنے کے لئے ہر ایک طالب علم سے بلند | ☆ مناسب لب ولهجه | اسباق کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 5 | ہفتہ 6 اور |
| خوانی کرائیں اور ان کی ساتھ ساتھ اصلاح بھی کریں۔ | | ئيں۔ | | استاد كااحترام | ہفتہ 7 |
| | ئرائے کا اظہار کرنا شاہرائے کا ا | پڑھی گئی کہانیوں، نظموں کو پڑھ کران کے | <u>URD803</u> | صفحه نمبر 25 | |
| استاد کا احترام" کے بارے میں تمام طلباسے اپنی اپنی | | بارے میں اپنی رائے تحریر کرتے ہیں۔ | | 23)• ~ | |
| رائے تحریر کرائیں۔اور ہر ایک طالب علم کو استاد کے متعلق کوئی | | کہانی یا سبق کا مر کزی خیال اور خلاصہ سمجھ کر ۔ | URD805 | | |
| ایک واقعہ کسی بھی غیر درسی کتاب سے پڑھ کر آنے کو کہیں پھر | ☆مر کزی خیال | | | | |
| ایک دن استاد کے احترام کے واقعات کا تقریری مقابلہ کرائیں۔ | | اسکول کی تمام سر گرمیوں جیسے کہ مارننگ | <u>URD806</u> | | |
| | حک با یا دی شر | السمبلی / فی البدیهه مقابله / مباحثے وغیر ہ میں ' | | | |
| ☆ مارننگ اسمبلی پر فی البدیهه ایک تقریری مقابله کرائیں جس | لم مقابلے مباحث میں حس ^س ل | حص <i>ته لیتے ہیں۔</i> | | | |
| میں اپنے پیندیدہ استاد کے بارے میں بولنے کے لئے کہیں۔ یہ فی | | علق پیموں سے اس رکھے والے تو توں 6 | <u>URD810</u> | | |
| البدیه مقابلہ "ٹیچرس ڈے" پر بھی ہوسکتا ہے۔ | | انٹر ویو کرتے ہیں جیسے استاد وغیر ہ | | | |
| ☆ طلبا کوییه موقع فراہم کرائیں که تبھی وہ اپنے پیندیدہ استاد کا | ☆انٹروبولینا | لاحقه اور سابقه كااستعال جانتے ہیں۔ | URD818 | | |
| انٹر ویولیں اور اس کوریکارڈ کرائے۔ اس طرح اس میں بہت سی | | | | | |
| خوبیاں ایک سر گرمی کے ذریعے سے پیدا ہو نگی۔ | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | ىوز شى ماحصل / جز آموز شى ماحصل | •7 | موضوع | دوراني |
|---|---------------------|---|---------------|--------------|------------|
| انعام کے بارے میں اور جانکاری کے لئے طلباء کو آج | 🖈 غیر در سی کتاب کا | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر 6 | ہفتہ 7 اور |
| لائبريري لے جائيں۔ اور ان كو ايفر ڈنوبل اور نوبل انعام كے | مطالعه | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | نوبل انعام | ہفتہ 7 |
| بارے میں مزید جانکاری دیں۔ | | کہانیوں اور اسباق کو مناسب لب و کہجہ کے | <u>URD802</u> | صفحه نمبر 30 | |
| | ☆مناسب لب ولهجه | ساتھ پڑھتے ہیں۔ | | 30/• 2 | |
| ایک گراوپ کب اور کس کو نوبل ایک گراوپ کب اور کس کو نوبل ایک گراوپ کب اور کس کو نوبل | | سماج میں ہونے والے واقعات اور مسائل کے | <u>URD804</u> | | |
| انعام ملاہے۔ اس کی فہرست بنایئے۔ اور دوسر اگروپ کس کو | | شی <i>ُن ح</i> ساس اور بیدار ہیں۔ اور ان کا آزادی میسی | | | |
| کیوں انعام ملاہے۔اس کی فہرست بنائیں۔ | 🖈 مسائل کے تنین | | | | |
| | بیدار اور حساس ہونا | مختلف پیشوں سے وابستہ الفاظ سیکھتے ہیں اور | URD813 | | |
| ☆ طلبامیں بیہ شوق پیدا کرنے کے لئے کہ وہ بھی زندگی میں کچھ | | انہیں مختلف حالات میں استعمال کرتے ہیں۔ | | | |
| ہمتر کریں۔ نوبل انعام ملنے کی وجہ کی طرف مائل کریں۔ کریں میں انعام ملنے کی وجہ کی طرف مائل کریں۔ | ☆ ذخير ه الفاظ | تنقیدی، خیالات، موضوعات وغیرہ کے | URD814 | | |
| ادب کی نوبل انعام یافتہ کوئی کتاب اپنی اسکول کی لائیبریری | | بارے میں سوچتے ہیں۔اور ان کامواز نہ سے سے سیار | | | |
| میں ضرور رکھیں تا کہ بچے باری باری اس کا مطالعہ کریں۔ | | کرتے ہیں اور انہیں زندگی کے ساتھ جوڈتے | | | |
| | 🖈 واقعات کا موازنہ | | | | |
| | كرنا | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | دورانيه |
|--|-------------------------------------|---|---------------|----------------|---------|
| 🖈 اساتذہ طلبا کو متر ادف کی مثق کسی سر گرمی کے تحت | ☆مناسب لب ولهجه | نظموں کو مناسب لب ولہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 7 | ہفتہ 9 |
| کرائے۔ | | -U.t. | | سیتاجی آهوزاری | |
| اللہ نظم کو پڑھنے کے بعد اساتذہ ایک مصرعہ دیں اور طلبا سے | ☆ پڑھنے کی صلاحیت | پڑھی گئ نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔ | URD803 | صفحه نمبر 37 | |
| کہ اس کا دوسر امصرعہ بنائیں۔ کہیں کہ اس کا دوسر امصرعہ بنائیں۔ | | ہپل دائے سریر رہے ہیں۔ کہانی یا سبق کا مر کزی خیال اور خلاصہ سمجھ کر | URD805 | | |
| | ثرائے کا اظہار | | | | |
| ﷺ طلبا کواس نظم کا خلاصہ اور مر کزی خیال تحریر کرنے کو ک | | اسکول کی تمام سر گرمیوں جیسے کہ مارننگ | URD806 | | |
| רקייט – | ☆مر کزی خیال | السمبلی/ فی البدیه مقابله / مباهی سر گرمیوں میں حصے لیتے ہیں۔ | | | |
| طلبا کے گروپ اس نظم کے قافیہ اور ردیف کی الگ الگ \Rightarrow | | یں سے سیے بین اردو کی یوٹیوب چینلز کو اور اردو مواد کو بہتر | URD809 | | |
| فہرست بنائیں گے۔ | ک کھنے کی صلاحیت | سمی فہرے ایر تکروں | | | |
| or of the same bit | تافیه، ردیف کی نظامیم کانستان کی | قافیه - ردیف- تشبیه - استعاره کو جانتے ہیں | <u>URD819</u> | | |
| اس نظم اسیتا جی آہ زاری: میں جنتی بھی تشبیہ ہے وہ سب کاشے۔ تلاش کرکے لکھیے۔ | ي ي جا نکاري | امر ان کاسیعال ۴۰ ساتول | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | دورانيه |
|--|-------------------|--|---------------|---------------|---------|
| 🖈 گہیوں کے دانہ جیساواقعہ یا کہانی طلبا کو تحریر کرنے کو کہیں۔ | ☆ لکھنے کی صلاحیت | پڑھی گئی کہانیوں، نظموں کو پڑھ ان کے | URD803 | سبق نمبر8 | ہفتہ10 |
| | | بارے میں اپنی رائے تحریر کرتے ہیں۔ | | گہیوں کا دانہ | اور |
| اللہ صحت کی خرابی کے وجوہات جاننے اور تحریر کرانے کے لئے | ☆ بو لنے صلاحیت | | <u>URD804</u> | صفحه نمبر 42 | ہفتہ 11 |
| طلبا کو ہدایت دیں۔ | | شیس حساس اور بیدار ہیں۔ اور ان کا آزادی | | 42)• 2 | |
| "اب اور تب کا فرق کے عنوان سے ایک مذاکرہ کرائیں۔ | 🖈 تجزیه کرنا | کے ساتھ تجزیہ بھی کرتے ہیں۔ | | | |
| | | کہانی یا سبق کا مر کزی خیال اور خلاصہ سمجھ کر | URD805 | | |
| اس واقعہ سے جڑے تمام اہم نکات کو ضبط تحریر میں 🖈 | ☆ مر کزی خیال اور | لکھتے ہیں۔ | | | |
| لانے کو کہیں۔ | خلاصه | اسکول کی تمام سر کر میوں جیسے کہ مار ننگ | URD806 | | |
| | | التمبلي / في البديهه مقابله / مباحثة وغيره مين | | | |
| ☆ "موجوده دور میں بیاریوں کی وجوہات" پر کلاس میں ایک | ☆مباحة ميں شركت | حصته ليتة ہيں۔ | | | |
| مباحثه كرائين- | | زبان سکھنے کے لئے گرائمر کے متعلق مختلف | URD807 | | |
| | ☆انٹروبولینا | سر گر میوں میں حصتہ لیتے ہیں۔ | | | |
| اپنے علاقے میں کسی کسان کا انٹر ویو ضرور لیں۔ (طلبا کو اس | | مختلف پیشوں سے تعلق رکھنے والے لو گوں کا | URD810 | | |
| سر گرمی کو کرنے میں بہت مزہ آئے گا۔ | | انٹر وید کرتے ہیں جیسے استاد، موچی، کسان، | | | |
| | | ڈاکٹر وغیر ہ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^1 | موضوع | נפרויה |
|---|--------------------|---|---------------|--------------|------------------|
| 🖈 جابر بن حیان سے متعلق کوئی اور کتاب طلبا کولا ئبریری سے | 🖈 غیر درسی کتاب کا | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر 9 | ہفتہ 11 |
| ضر ور دیں تا کہ وہ اور جا نکاری حاصل کر سکیں۔ | مطالعه | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | جابر بن حیان | اور |
| | | کہانیوں اور اسباق کو مناسب لب و کہجہ کے | <u>URD802</u> | صفحه نمبر 48 | ې فت ە 12 |
| ایک ایک طالب علم سے بلند خوانی ایک ایک طالب علم سے بلند خوانی | مل ا الم | ساتھ پڑھتے ہیں۔ | | 48 7. 5 | |
| کرائیں۔ | ☆ مناسب لب ولهجه | ساج میں ہونے والے واقعات اور مسائل کے | <u>URD804</u> | | |
| | | تنیک حساس اور بیدار ہیں۔ اور ان کا آزادی | | | |
| ☆ جابر بن حیان کی زندگی پر ایک مختصر نوٹ قلمبند کر ائیں۔ | ☆ تجزیه کرنا | کے ساتھ تجزیہ بھی کرتے ہیں۔ | | | |
| | | مختلف پیشوں سے تعلق رکھنے والے لو گوں کا | <u>URD810</u> | | |
| اپنے آس پڑوں میں اگر کوئی سائنس داں ہے تواس کا انٹر ویو | , | انٹروید کرتے ہیں جیسے استاد، موچی، کسان، | | | |
| ليں۔ | ☆ لغت كااستعال | ڈا کٹر وغیر ہ | | | |
| ائنسی سوچ پیدا کرنے کے لئے طلبا کو سائنس سے متعلق ا | | تنقیدی طور کردارون، واقعات، خیالات، | <u>URD816</u> | | |
| کوئی Project کرائیں۔ | | موضوعات وغیرہ کے بارے میں سوچتے ہیں۔ | | | |
| | | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | <u>URD817</u> | | |
| 🖈 طلبا کو مشکل الفاظ کے معنی لغت سے سکھائیں۔ | | لغت اور انسائكلوپيڈيا جيسے ذرائع كاحوالہ ديتے | | | |
| | | ہیں۔ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | נפרויה |
|--|-------------------|--|---------------|--------------------------------|---------|
| 🖈 مناسب لب و لہجہ کے لئے الفاظ کی مشق اور تلفظ کی مشق | 🖈 مناسب لب ولهجه | نظموں کو مناسب لب ولہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر10 | ہفتہ 13 |
| کرائی جائے۔ کتاس نظم "خاک وطن" میں ہر طالب علم کوایک ایک شعر کی | ∻روانی | ہیں۔۔ نظم یا کہانی کا مر کزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔ | URD805 | خاک وطن صفحه نمبر 55 | |
| تشریح کرنے کاموقع دیں | ☆ مر کزی خیال اور | تنقیدی طور کر داروں، واقعات، خیالات، موضوعات وغیرہ کے بارے میں سوچتے ہیں۔ | <u>URD816</u> | | |
| ا خاک وطن" نظم کی کون سی قشم ہے طلبا کو بتائیں۔ ہر شعر 🖈 | خلاصه | اور ان کاموازنه کرتے ہیں۔ اور انہیں زند گی | | | |
| کے اپنے قافیہ والی نظم کو کیا کہتے ہیں۔ | ☆ لغت كااستعال | کے ساتھ جوڑتے ہیں۔ مسائل کے بارے میں رائے دینے کی کوشش کرتے ہیں۔ | | | |
| 🖈 نظم " خاک وطن" مثنوی ہے اسی طرح اپنی کتاب کی اور | | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | <u>URD817</u> | | |
| نظموں کے بارے میں بتائیں کہ وہ نظم کی کون کون سی قشم ہیں۔ | ☆ قافیہ، ردیف کی | لغت اور انسائیکلوپیڈیا جیسے ذرائع کاحوالہ دیتے | | | |
| | جا نکاری | ېيں۔ | | | |
| | | قافیه - ردیف- تشبیه - استعاره کو جانتے ہیں | <u>URD819</u> | | |
| | | اور ان کاستعال بھی جانتے ہیں۔ | | | |

| مجوزه سر گرمیاں | كليدى اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^1 | موضوع | دورانيه |
|---|-------------------|--|--------|---------------|---------|
| اساتذہ " سگریٹ نوشی کے مضر انزات" پر ایک مباحثہ | ☆مناسب لب ولهجبه | اسباق کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 11 | ہفتہ 14 |
| کرائیں تاکہ طلبا دلائل کے ذریعے سے اپنی بات ثابت کرنا | | بيں۔ | | سگریٹ نوشی کی | اور |
| سيكھيں۔ | ⇔رائے تحریر کرنا | پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے | URD803 | تباه کاریاں | ہفتہ 15 |
| اساتذہ طلباسے ایک چارٹ بنانے کو کہیں۔جس میں سگریٹ | () 7 7 LIN | بارے میں اپنی رائے تحریر کرتے ہیں۔ | | صفحه نمبر 59 | |
| کے مضرانژات تصاویر کے ساتھ لکھے ہوں۔ | | زبان سکھنے کے لئے گرائمر کے متعلق مختلف | URD807 | 39 7. 2 | |
| 🖈 طلبا کو سگریٹ نوشی کے متعلق فون پر بہت سے بینر | ☆موازنه کرنا | | | | |
| (Brochure) کتا بچه د کھائیں تا که وہ اس کو پڑھیں اور سمجھ | | ار دو نیوز (اخبار، ٹی وی، ریڈیو) کو بطور وسیلہ | URD808 | | |
| سکیں۔ | <i>.</i> . | استعمال کرتے ہیں تا کہ ان کے سننے اور | | | |
| اساتذہ طلبا کی معاونت کریں گے۔ طلباکے ساتھ سگریٹ کے | ☆ بولنے کی صلاحیت | پڑھنے، نوٹ کرنے اور خلاصہ لکھنے کی سمجھ | | | |
| خلاف ایک ریلی نکالیں گے جس میں بیچ سگریٹ کے مصر | | پیدا ہو۔ | | | |
| اثرات کے متعلق نعربے دے رہے ہوں گے۔ اور بینر لے کر | ☆ تشر ت کرنا | تصویروں/ خاکوں، چارٹس اور نقثوں وغیرہ | URD815 | | |
| چل رہے ہوں گے۔ نعرہ ہو گا: " آپ کی تمباقو نوشی میرے | | کی تشر سے کرتے ہیں اور ان کو تحریری شکل | | | |
| صحت کے لئے مُضربے" | | دية بين- | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وزشی ماحصل / جز آموزشی ماحصل | ^Ĩ | موضوع | دورانيه |
|---|------------------------|--|---------------|-------------------|---------|
| اساتذہ کچھ غیر در سی مواد طلبا کو پڑھنے کے لئے دیں۔ | ئررائے تحریر کرنا | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر 12 | ہفتہ 15 |
| | | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | آزمائش شرط | اور |
| اس سبق کا خلاصہ تمام طلباسے اپنے الفاظ میں لکھنے کے لئے ا | ∻ بو لنے کی صلاحیت | پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے | URD803 | <u>-</u> | ہفتہ16 |
| - کہیں۔ | | بارے میں ایک رائے حریر کرتے ہیں۔ | | — صفحه نمبر 65 | |
| | | اردو نیوز (اخبار، ٹی وی، ریڈیو) کو سکھنے کے | URD808 | | |
| اردو کو سبھنے کے لئے کوئی ویڈیو (Video) دکھائیں۔ | 🖈 غیر در سی مواد پڑھنا | | | | |
| (CWSN) | | اردو کی پوٹیوب چینلز کو اور اردو مواد کو بہتر سر فیر ان | <u>URD809</u> | | |
| | ☆موازنه کرنا | سمجھ اور فہم کے لئے دیکھتے ہیں | | | |
| اس کہانی کو ڈرامے کی شکل دے کر طلباسے کر ائیں۔ | () ZIZ | منيرن تور روارون، والعات، خيالات. | URD816 | | |
| | | موضوعات وغیرہ کے بارے میں سوچتے ہیں۔ ریاضہ میں میں میں میں سوچتے ہیں۔ | | | |
| | | اور ان کا موازنہ کرتے ہیں۔ انہیں زندگی | | | |
| | | کے ساتھ جوڑتے ہیں۔ مسائل کے بارے میں میں میں شاہ | | | |
| | | میں رائے دینے کی کوشش کرتے ہیں۔ | | | |
| | | | | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | دورانيه |
|--|---------------------------------|--|--------|--------------|---------|
| اساتذہ کسی خوش کحن طالب علم سے اس نظم کو پڑھوائے اور 🖈 | 🖈 مناسب لب ولهجبه | نظموں کو مناسب لب ولہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 13 | ہفتہ 17 |
| تمام طلبان کو غور سے سنیں گے اور ترنم سے پڑھنے کی کوشش | | ہیں۔ | | ایک لڑکی | |
| کریں گے۔ | ئرائے کا اظہار شارے کا اظہار | | | صفحه نمبر 70 | |
| |) (F 10 21) M | پڑھی گئی نظموں کو پڑھ کر ان کے بارے میں | URD803 | 10). ~ | |
| اساتذہ ہر بند کی تشریح طلباسے ہی کرائیں اور ہر طالب علم کو 🖈 | | ا پنی رائے تحریر کرتے ہیں۔ | | | |
| اس نظم کے بارے میں اپنی رائے دینے کامو قع دیں۔ | ☆مر کزی خیال | | | | |
| | | کہانی یا سبق کا مر کزی خیال اور خلاصہ سمجھ کر س | URD805 | | |
| اور اُس سے کلاس میں پیش کریں تا کہ اُنھیں نظم اور نثر کی فرق | ☆ سبحصنے کی صلاحیت | لکھتے ہیں۔ | | | |
| آجائ۔ | | اردو کی پوٹیوب چینلز اور اردو مواد کو بہتر | URD809 | | |
| | ئەت كاستىعال ئەت كاستىعال | سمجھ اور فہم کے لئے دیکھتے ہیں۔ | | | |
| الفاظ کے معنی کے لئے لغت کا استعال سکھایا 🖈 کھایا | | | | | |
| جائيّـ۔ | | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | URD817 | | |
| | | لغت اور انسائيكلوپيڈيا جيسے ذرائع كاحوالہ ديتے | | | |
| | | بيں۔ | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | آ | موضوع | دورانيه |
|--|---------------------------|---|---------------|--------------|---------|
| اساتذہ طلباکے سامنے انسانی زندگی میں سائنس کی اہمیت کے | 🖈 پڑھنے کی صلاحیت | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر 14 | ہفتہ 18 |
| بارے میں مخضر جا نکاری دیں۔ | | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | چندخلاباز | اور |
| | ☆ ماحول سے وا قفیت | ساج میں ہونے والے واقعات اور مسائل کے | <u>URD804</u> | خواتین | ہفتہ 19 |
| اساتذہ طلباکے ساتھ انسانی زندگی میں سائنس کی اہمیت پر | ۱۶ و سایت | شین حساس اور بیدار ہیں۔ اور ان کا آزادی بریب | | صفحه نمبر 75 | |
| ایک مباحثهٔ کرائیں۔ | . | کے ساتھ تجزیہ بھی کرتے ہیں۔ | | , 6). ~ | |
| | ∻ تخليقى صلاحيت | کہانی یا سبق کا مر کزی خیال اور خلاصہ سمجھ | URD805 | | |
| اساتذہ طلبا کومشہور خواتین (جنہوں نے زندگی کے مختلف شعبوں میں کار ہائے نمایا ں انجام دیئے) کے متعلق دس جملے | | کر لکھتے ہیں۔ ار دو نیوز (اخبار، ٹی وی، ریڈیو) کو سکھنے کے | I III DOGG | | |
| تعبول یں فار ہامے عمایا ل الحجام دیے) کے مسلی دل جمعے اللہ المحال اللہ المحال اللہ اللہ اللہ اللہ اللہ اللہ اللہ ا | † شیکنالوجی کا استعال | اردو نیور (احبار، ی وی، ریدیو) تو بیصے ہے لئے بطور وسیلہ استعال کرتے ہیں . | URD808 | | |
| سے و بیں۔ پ و ن ہو یوب و میر 6 سے مدد سے میں اور العام کا اس کی دیوار پر چسیاں کریں۔ | | سے بورو سینہ اسمال رہے ہیں. سیاق و سباق میں معلیٰ اور متن سمجھنے کے لئے | URD817 | | |
| | <u> </u> | m with a control of | <u> </u> | | |
| ہ بچوں کو خود مضمون تیار کرنے کی مشق کر ائیں تا کہ بیج خود | ☆ لغت كا استعال كتب يذ | . 14 | | | |
| مضمون لکھ سکیں۔ | بني | | | | |
| | | | | | |

| مجوزه سر گرمیاں | ليدى اجزا | موز شی ماحصل جز آموز شی ماحصل | ĩ | موضوع | دوراني |
|--|--------------------|---|---------------|--------------|---------|
| اساتذہ پڑھانے سے پہلے بُدھ مت کے متعلق جا نکاری دیں۔ | ☆ پڑھنے کی صلاحیت | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | <u>URD801</u> | سبق نمبر 15 | ہفتہ 21 |
| | | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | گوتم بدھ | اور |
| اساتذہ طلبا کو اپنے علاقے کے کاکسی مذہبی رہنما کے بارے | %روانی،لبولهجبه | کہانیوں اور اسباق کو مناسب لب و لہجہ کے | URD802 | صفحه نمبر 83 | ہفتہ 20 |
| میں ایک پیراگراف ہیں جملوں کا تیار کرنے کو کہیں۔ | | ساتھ پڑھتے ہیں۔ | | | |
| | 🖈 ماحول سے وا تفیت | | | | |
| اساتذہ طلباہے گوتم بدھ کے حالات زندگی پر ایک نوٹ 🖈 | | سماح میں ہونے والے واقعات اور مسائل کے شیئ حساس اور بیدار ہیں۔ اور ان کا آزادی | URD804 | | |
| تحریر کروائیں گے۔ تحریر کروائیں گے۔ | ☆ تخلیقی صلاحیت | یں مشاص اور بیدار بین اور ای ۱۰ ارادی کے ساتھ تجزیہ بھی کرتے ہیں۔ | | | |
| | | اقتباسات، اقوال اور کہاوت کی تشر تے کرتے | URD814 | | |
| | | ــِـر د | | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | آم | موضوع | دورانيه |
|--|------------------------------|---|---------------|-----------------------------------|---------|
| 🖈 مناسب لب و لہجہ کے لئے الفاظ اور تلفظ کی مشق کرائی | ☆موزونیت /روانی | نظموں کو مناسب لب ولہجہ میں پڑھتے ہیں۔ | URD802 | سبق نمبر16 | ہفتہ 21 |
| جائے۔ ☆ اساتذہ طلبا کو گروپوں میں بٹھا کر نظم کے بندوں کی تشر ت | ☆اظهاررائے | نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔ | <u>URD803</u> | ماری تاریخ صفحه نمبر 90 | |
| کر وائیں گے۔ ☆اسا تذہ طلبا کو نظم کا خلاصہ اور مر کزی خیال لکھوائیں گے۔ | خلیقی صلاحیت ☆ | نظم کا مر کزی خیال اور خلاصه سمجھ کر لکھتے ہیں۔ | URD805 | | |
| ☆ اساتذہ طلبا کو 'بیت بازی 'کرانے کے لئے تیار کریں گے۔ | هٔ شعر ی اجزا کشعر ی اجزا | قافیه - ردیف- تشبیه - استعاره کو جانتے ہیں اور ان کاستعال بھی جانتے ہیں۔ | URD819 | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ^T | موضوع | دورانيه |
|---|---|--|---------------|---------------|---------|
| اساتذہ طلباکو مختلف فصلوں کے بارے میں جانکاری دے کر | ∻ کتب بینی | طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے | URD801 | سبق نمبر17 | ہفتہ 22 |
| سبق کی طر ف داغب کریں۔ | | حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ | | <u>زعفران</u> | اور |
| ﴿ اساتذہ طلبا کو زعفران کی کاشت کے بارے میں مباحثہ | ابولنے کی صلاحیت ﴿ ﴿ اِلَّهِ لَنَّهِ كَالَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ اللَّهِ | گفتگو کی مہارت کو پروان چڑھانے کے لئے | URD811 | صفحه نمبر 95 | ہفتہ 23 |
| کروایں۔ | | آ داب گفتگو کا استعال جانتے ہیں۔ | | | |
| | ☆ صحيح لب ولهجه | | | | |
| اساتذہ طلبا کو زعفران کے استعال اور فوائد کے بارے میں اللہ میں اللہ میں اللہ میں اللہ میں اللہ میں اللہ میں ا | | ا نفرادی سر گرمیوں میں حصّہ لیتے ہیں۔ | <u>URD812</u> | | |
| دس جملے لکھوانے کو کہیں۔ | ⇔خوداعمادی | سیاق و سباق میں معنیٰ اور متن سمجھنے کے لئے | URD817 | | |
| | | لغت اور انسائيكلوپيڈيا جيسے ذرائع كاحوالہ ديتے | | | |
| | ☆ ذخير ه الفاظ | -U.* | | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | آ | موضوع | دورانيه |
|--|---------------------------------|--|----------|-------------------|----------------|
| اساتذہ سبق کا آغاز کسی موزوں سر گرمی ہے کریں جیسے: | 🖈 سبحصنے اور بولنے کی | طلباسبق کو مناسب لب ولہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر18 | ہفتہ 23 |
| بچوں سے آج کل کے ٹیکنالوجی دور کے حوالے سوالات پوچھنا۔ | صلاحيت | بير- | | كمپوٹر كاار تقائي | اور |
| | اظہار رائے اور تخلیقی | /* / \ | | <u></u> | <i>ہفتہ</i> 23 |
| اساتذہ سبق کی بلند خوانی صحیح تلفظ کے ساتھ کریں اور ہرنئے | قوت- | ساج میں رونماہونے والے کے شین حساس ماج میں رونماہونے والے کے شین حساس | URD804 | صفحه نمبر100 | |
| لفظ اور جملے کو پوری وضاحت کے ساتھ طلبا کے سامنے رکھیں۔ | ☆ لغت كااستعال | اور بیدار ہیں اور انکا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔ | | | |
| | ^ځ ٹیکنالو جی کا صحیح | ٠٠٠ ترك تين- | | | |
| الفاظ کو تختہ سفید پر معنی کے ساتھ لکھ کر طلبا کو کھا کہ | استنعال- | ار دویو ٹیوب چینلز کواور ار دو مواد کو بہتر سمجھ | URD809 | | |
| ان پر جملے بنانے کو کہیں۔ | 🖈 کمپیوٹر سے متعلق | اور فنہم کے لئے دیکھتے ہیں۔ | | | |
| | اصطلاحات کی صیح | | | | |
| ا کمپیوٹر کے مختلف حصوں کو تصاویر کی مدد سے بچوں کو ا | جا نکاری- | | | | |
| سمجھانے کی کوشش کریں۔ | کمپیوٹر کی اہمیت اسکا | سیاق وسباق میں معنی و مثن تسجھنے کے لئے | URD817 | | |
| | صحیح استعال معلم | لغت کااستعمال کرتے ہیں۔ | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | آ | موضوع | دورانيه |
|--|---------------------|--|---------------|--------------|---------|
| 🖈 مناسب لب و لہجہ کے لئے الفاظ کی مشق اور تلفظ کی مشق | 🖈 مناسب لب ولهجيه | نظموں کو مناسب لب ولہجہ میں پڑھتے ہیں۔ | URD802 | سبق نمبر 19 | ہفتہ 25 |
| کرائی جائے۔۔ | | نظم کا مر کزی خیال اور خلاصه سمجھ کر لکھتے | URD805 | ميراوطن | |
| اس نظم " میرا وطن" ہر طلبا کو ایک ایک شعر کی تشریح | ∻روانی | بين - | | صفحه نمبر110 | |
| کرنے کامو قع دیں۔ | کر روای | تنفیدی طور کردارول، واقعات، خیالات، | <u>URD816</u> | 110) | |
| اساتذۃ طلباکے دو گروپ بنائیں۔ایک گروپ کواس نظم میں 🖈 | | موضوعات وغیرہ کے بارے میں سوچتے ہیں۔ | | | |
| سے پر ندوں کے نام لکھنے کو کہیں اور دوسرے گروپ کو کچل اور | | اور ان کاموازنہ کرتے ہیں۔ اور انہیں زندگی | | | |
| پھول لکھنے کو کہیں گے۔ دونوں گروپ اپنااپنا تفویض کیا گیا کام | | کے ساتھ جوڑتے ہیں۔ مسائل کے بارے | | | |
| استاد کے سامنے پیش کریں گے۔ | | میں رائے دینے کی کوشش کرتے ہیں۔ | | | |
| اساتذہ اس نظم سے بڑے ہوئے پر ندوں کے متعلق دس | ☆ لغت كااستعال | سیاق و سباق میں معنی اور متن سمجھنے کے لئے | <u>URD817</u> | | |
| جملے تحریر کرنے کو کہیں گے۔ بچے یو ٹیوب اور گوگل وغیرہ کا | | لغت اور انسائيكلوپيڈيا جيسے ذرائع كاحوالہ ديتے | | | |
| استعال کر سکتے ہیں۔ بچے اپنا تحریر مار ننگ اسمبلی میں پیش کریں | | بين - | | | |
| | ☆ قافیہ اور ردیف کی | قافیه ـ ردیف ـ تشبیه ـ استعاره کو جانتے ہیں | URD819 | | |
| اساتذہ بچوں سے ایک ایک پھول بنانے کو کہیں گے۔ بچ | بيجيان | اور ان کاستعال بھی جانتے ہیں۔ | | | |
| موبائیل سے بھی مدد لے سکتے ہیں۔ جس بچے کی پیٹنگ بہترین ہو | | | | | |
| گی اُس کو انعام دیاجائے گا۔ | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | •1 | موضوع | دورانيه |
|--|--------------------------|---|---------------|---------------------|---------|
| اساتذه "اُف په ماحولياتی آلود گی" پر ايک مباحثه کرائيں تا که | ☆مناسب لب ولهجه | کہانیوں اور اسباق کو مناسب لب و لہجہ کے | URD802 | سبق نمبر20 | ہفتہ 26 |
| طلبالفظوں کے ذریعے سے اپنی بات ثابت کرناسیکھیں۔ | | ساتھ پڑھتے ہیں۔ | | أف!بيهاحولياتي | |
| | <i>⇔ تجزیه کر</i> نا | ساج میں ہونے والے واقعات اور مسائل کے | <u>URD804</u> | <u> </u> | |
| اساتذہ طلبا کو ماحول اور ماحولیاتی آلودگی کی ویڈیوز د کھا کر 🦟 | | میں حسا ل اور بیدار ہیں۔ اور ان کا آرادی | | —— صفحه نمبر 115 | |
| ستمجهائيں۔ | | کے ساتھ تجزیہ بھی کرتے ہیں۔ | | 113). | |
| | الله مباحثة ، مقابله مين | | URD806 | | |
| اساتذہ طلبا کو ماحول کو بچانے کے مختلف طریقے سکھا کر ان | حصته لينا | | | | |
| کے متعلق پندرہ پندرہ جملے لکھنے کو کہیں۔ | | حصے کیتے ہیں۔ | | | |
| (| ☆ لکھنے کی صلاحیت | اردو کی پوٹیوب چینلز کو اور اردو مواد کو بہتر سے منہ منہ مار | URD809 | | |
| ☆ اساتذہ ماحول کے متعلق مختلف تصاویر بنا کران کے متعلق طلبا | | | | | |
| کو جا نکاری پوچھ کر لکھوائیں۔ | | تصویروں / خاکوں، چارٹس اور نقثوں وغیرہ | URD815 | | |
| | ☆ تشر تح كرنا | کی تشر یک کرتے ہیں اور ان کو تحریری شکل | | | |
| | | دية ہیں۔ | | | |
| | | | | | |

| مجوزه سر گرمیاں | کلیدی اجزا | وز شی ماحصل / جز آموز شی ماحصل | ٥Ĩ | موضوع | دورانيه |
|--|------------------------|---|--------|--------------------|---------|
| اساتذہ سبق کو پڑھانے سے پہلے چند اہم باد شاہوں کی تصاویر | الله منجھ کر پڑھنے کی | سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے | URD802 | سبق نمبر 21 | ہفتہ 27 |
| بچوں کو دکھا کران کے متعلق جا نکاری کا تبادلہ کریں۔ | صلاحيت | ېيں۔ | | داجا جامبھو | |
| | | _ | | لوچن | |
| اساتذه بچوں کو ویڈیوز د کھاکر ان کو جموں اور راجا جامبھو 🖈 | ☆ساجی بیداری | ساج میں ہونے والے مسائل کے تنین حساس | URD804 | — صفحه نمبر 125 | |
| لو چن کے متعلق جا نکاری فراہم کریں۔ | _ | اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ | | 1237.25 | |
| | 🖈 صحیح زبان کا استعال | بھی کرتے ہیں۔ | | | |
| اساتذہ طلباء کو دو گروپس میں بٹھا کر راجا جامبھولوچن کے | اور گفتگو کے آداب | | | | |
| کار ناموں پر مباحثہ کر ائیں۔ | | گفتگو کی مہارت کو پروان چڑھانے کیلئے آداب | URD811 | | |
| | <i>≈</i> ;₹\$ | گفتگو کااستعمال کرتے ہیں۔ | | | |
| اساتذہ طلباء کو نئے الفاظ اور صفت والے الفاظ پر جملے بنانے | | | | | |
| کی مشق کرائیں اور ان الفاظ کی مدد سے نئے نئے جملے بھی | 🖈 قواعد كالصحيح استعال | تصویر وں، خاکوں، چارٹس اور نقشوں وغیر ہ کی | URD815 | | |
| بنوائيں۔ | | تشر ت کرتے ہیں۔ | | | |
| | | | | | |
| | | لاحقه اور سابقه كااستعال جانتے ہيں۔ | URD818 | | |
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| مجوزه سر گرمیاں | کلیدی اجزا | وزشی ماحصل / جز آموزشی ماحصل | •1 | موضوع | دورانيي |
|--|---------------------|---------------------------------------|---------------|--------------|---------|
| 🖈 اساتذہ طلباء کو ماحول کے متعلق جا نکاری دیں گے۔ | ☆مناسب لب ولهجه اور | ساح میں ہونے والے واقعات اور مسائل کے | URD804 | سبق نمبر 22 | ہفتہ 28 |
| | صحيح تلفظ | تىنى حساس اور بىدار ب ىن_ | | يالتھين جن | |
| 🖈 اساتذہ طلباء کو مکالمہ اور تقریری صلاحیت کے لئے تیار | | | | | |
| کروائیں گے۔ | ☆ بو لنے کی صلاحیت | گفتگو کی مہارت کو پروان چڑھانے کے لئے | URD811 | صفحه نمبر130 | |
| | | آ داب گفتگو کا استعال جانتے ہیں۔ | | | |
| اساتذہ طلباہے ایک ڈرامہ کروائیں۔ | ∻ساجی اور ماحولیاتی | | | | |
| | بیداری | ا نفرادی سر گر میوں میں حصہ لیتے ہیں۔ | <u>URD812</u> | | |
| | | | | | |
| اساتذہ طلباء سے پاکتھین کے مضر اثرات پر دس سے پندرہ | ∻خوداعتادی | تنقیدی طور پر کرداروں، واقعات خیالات | URD816 | | |
| جملے لکھوائیں۔ | | وغیرہ کے بارے میں سوچتے ہیں اور ان | | | |
| | ☆اظهار رائے، تنقیدی | کاموازنه کرتے ہیں۔ | | | |
| | <i>جائز</i> ه | | | | |
| | | | | | |

حکومت جموں و کشمیر اسٹیٹ کو نسل آف ایجو کیشنل ریسرچ اینڈٹرینگ (SCERT)

تشخیصی طریقه کار (Design of Assessment) جماعت: آٹھویں نمبرات:50

ح<mark>ستہ الف (پڑھنے کا فہم)</mark>

5x1=5

| (| نمبرات:8 | هته ب (گرائمر) | |
|---|----------|--|----|
| | 4x1=4 | فعل ماضی، حال، مستقبل / اسم، صفت، فعل / فاعل، مفعول / فعل معروف، فعل مجهول | -1 |
| | 4x1=4 | ضد اضداد / واحد جمع / مذكر مونث / رموزاو قاف | -2 |

| نمبرات:12 | حصة ج (لكھنے كى صلاحيت) | |
|-----------|--|------------|
| 5x1=5 | اشاروں یا تصویروں کی مد دسے (150سے 200)الفاظ پر مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔ | - 1 |
| 3x1=3 | دی گئی صورت حال کے متعلق ایک پیراگراف / کہانی / مکالمہ / اشتہا / الفاظ اور محاوروں کا جملوں میں استعال | - 2 |
| 4x1=4 | دومیں سے ایک رسمی خط / غیر رسمی خط تحریر تیجیے۔ | -3 |

| نمبرات:15 | <u>حصته و (اوب)</u> |
|-----------|---|
| 3x2=6 | 1۔ کتاب کے کسی بھی نثری سبق میں سے مخضر استعدادی سوالات (چار میں سے تین) |
| 2x2=4 | 2۔ کتاب میں دی گئی نظم کے متعلق مخضر استعدادی سوالات جیسے۔ صنفی اصطلاح / موضوع وغیر ہ (تین میں سے دو) |
| 5x1=5 | 3۔ |

نوٹ

| اسباق کواچھی طرح سمجھنے کے لئے درسی کتاب کو غورسے پڑھنااور سمجھنااز حد ضروری ہے۔ | • |
|--|---|
| ممتحن کتابی سوالات کے بجائے استعدادی سوالات ہی یو چھیں گے۔ | • |
| قواعد درسی اسباق سے ماخو ذہوئگے۔ | • |



مضمؤن: كأشر جاعت: أمُّهِم

زان:-

زبان بینچهناونچه علیه اندر چوامتیاط به ضروری تاکیه تائی صورتحال سید به پاژه کی شری بهندس فطری اِظهارس کانهه معور بھے بید۔ شری بهند نفسیات سمجی به بھے ضرورت زِ عمومن چے تیم کلاس رومکس ما تولس منز پنیز کھ وہنس منز نوف محوس کران۔ ڈسلابس اندریھ زبانی جے بہ کان چے سه چھنے سکوئس منز تسلیم کرنے یوان۔ سکوئی زبان چھے رسمی یعنی زبانی بیزن پابندین منز بند۔

شرون چوسکو لچ رسمی زبانی نهند تیوتھ خوف آسان زیم چوپنینه فیطری زبانی منز کھ کرنس منز خوف بتے مندچھ محوس کران لہذا گرہ ہے زبان بہتر پائنی منز یَر زبانی سخون کو نہ کہ کے تعاویہ کلاس منز سار نے شرون سنجھنکی بوی موقعہ فراہم کر تیلیہ ہمکیہ سهٔ زبان بہتر پائٹھی بینچھنا وسی تنوظرک خیال تھا ویئر نبانی بہتر پائٹھی بیخھنا وسی تعلیم منز بہتر ہوئی کو بینچھنا و کا سنجھنا و کا میں منز بہتر ، تو بیش نظر بینچھنا و کا میں منز بہتر ، تو از دار تائبت سید میں منز بہتر ، تو از دار تائبت سید۔

نصأبي توقع:

- 1۔ شربین گڑھِ مختلف آوازِ ہوڑتھ ِتمن درمیان بہن ژار پنج صلاً حیت پاُدِ۔
 - 2۔ جمائن (گروین) منز کھ باتھ ہیٹھنا ونی۔
 - 3_ دلېل رشکلن ېند مدد انداز گرته پرې صلاحت پا ډ کړنی _
- 4۔ انفرأدی بنه اجتمأعی طور نظم لیہ سان بنه لفظهِ لفظهِ پر پنج مهارت پاُدِ کرِ فی۔

 - 7۔ پانس أُندى پچھى بولىنە يىنە واجنىن زبائن بېندى لفظ زاُنِراونى۔

جموں وکشمپر چُرلِئاتی اعتبادِ اکھ باگیہ بوّرُت علاقے ینیۃ بولنے پنے واجنہن زبان منز چُر مولُل نے معیاری ادب تخلیق کرنے آمنے۔ کاشر زبائی ہنداد بی قور وان دوان ۔ بی چھے یہ قواری چُر ستن بہتن وَرِین پیٹے بھمہلیتے۔ لل دید نے شِخُ العالم پند وقتے پیٹے وُنِس تام چُر آمیہ زبانی پند ادبی کاروائک سفر روان دوان ۔ بی چھے یہ علاقس منز بولنے پینے واجنی سارِوے کھونے بد زبان نے بیتے پاٹھی چھے یئیتے چہ آبادی پند بیشر جھی ما دری زبان ۔ بیتے معودس منز دِنے آمیت بیٹی منز دِنے آمیت بیٹی منز دِنے آمیت بیٹی منز دِنے آمیت بیٹی کھونے میں کھونے بیٹی مواد دِنے آمیت میں کھونے بہتر بیٹے ترجمے کرنے ۔ اتھ منز دِنے آمیت میں سرگرمی چھے بطور مِثالی مواد دِنے آمیت سائی ووستاد ہمکن متبادِل سرگرمی نے ورتا و تھ کیتے بیٹی میں میں متبادِل سرگرمی نے ورتا و تھ کیتے بیٹی کھونے بہتر بھیے۔

تجريز كرينه آمِر تدريسي عمل

* شُرِين بِن بِأَعَام بُوزِنا وَبَكُر مُوقعهِ فراہم كُرنهِ مثلن بوّارِ دوہ سپرِ ووستا دن بتر مالین ماجن ہِنزاكھ ملیٹنگ منعقد۔ اتھ ہے ہیں كانہد كھ باتھ بورتھ مو پنہین لفظن منز باؤنك موقعهِ فراہم كرنہ۔

* شُرِين ينِه غَارَ نِصِاً بِي دلبلهِ ردُراما بُرِتَ واقعن تَهِ خيالن بُهند تسلسُل سَمِيْ تَهِ مركزى خيال وُزاونِ آزادى دِنهِ ـ خيال وُزاونِ آزادى دِنهِ ـ

* شُرون پیہ اخبار، رِسالیم، ریڈیو، ٹی وی بیے دوئیم و پھنکی بیے بوز بِکھو آلو باپھ مُناسب ما حول فراہم کرنے۔ ِتمن پیہ بوزمرون ڈلپلن، نظمن، خبرن، ریڈیو، ٹی وی پروگرامن مُتعلق پنیز رائے پنینے اندازِ و پنی آزادی دِنے۔ مثلن من پسند سپریل بیے ریڈیو، ٹی وی پروگرامن مُتعلق بینے مِن بولئک موقعی دِنے۔ اُمی علاہ گرھ بیہ مواد بزیل رسمُ الخطس منز بیے دستیاب آسُن پُھ مُخصوص ضرور ژوالی طالبِ علم فائید ٹلیھ ہمکن۔

* كلاس منزيني تنته ما حول بتم موقعه فراہم كرنه يُته شرى تقرير كزن بينجمن ـ عال عالے پيش آمتين مسلن پييه كه با ته كرنا و ذيئة تم يمن مسلن متعلق خياله باوَته كرن ـ

* شُرِين ينيهِ مُختلف گرامري اصطلاح ژارنگ بنهِ وربا ونک موقعهِ دِنهِ ـ

* شُرين يني دوستن ررشت دارن موخصر بأغام، دعوتی بأغام ليکھنك موقعه فراہم كرينه ـ اتھ يتريني مِمن مخلف عنوانن پيھ لوپکڻ پيراگراف ليکھنگ موقعه دِينه ـ

بينجهن تر

<u>KMR801</u>: نصأبي كتابو علاوچه مختلف ذُريو عاصِل سيدن واجنهِ كتابيه بته پران ـ

<u>KMR802</u>: غار نصايي مواد چھ پران يت_و سمجان ـ

KMR803: پرہڑن، ڈلین ہے ^{لظم}ن پیٹے چھ پنبخ راے پیش کران۔

KMR804: سماجس منزييش يينهِ والهن واقعن بيرِ مسلن متعلق چھ بيداريةِ حياس ـ

KMR805: پانس أندى چھو پیش پینہ والین واقعن چھ آزأدی سان تجزیه کران۔

<u>KMR806</u>: دُليدِ يا نظمهِ مندي مركزي خيال يا خلاصهِ چھ ليڪھان۔

<u>KMR807</u>: ناوُت، إِشارِ ما وُت، كِرَاوُت، كِرَوومُت بَهِ باوُت گرامرى اصطلاحن ہنززان

چھ تھا وان تہہ ہم چھ مجلو منزِ ژاران تہ ورہا وان۔

<u>KMR808</u>: موخصر پائغام، دعوتی پائغام بنه لوکٹر پیراگزاف چھ لیکھان۔

<u>KMR809</u>: رسمی بت_ة غاررسمی چھ چھ لیکھان۔ کاٹسیہ بتیہ عاصمیہ سندِ ناوِچھ درخواست لیکھان۔

<u>KMR810</u>: دُسلاميه، متن بت_واندُك خيال تھأوِتھ چھ مضمون شلسل سان ليڪھان۔

| | | 7 | | | |
|---|--|--|------------------|-------------|-----------|
| تج پرز کرینهٔ آمِر علی سرگر می | کلیدی بُز | بيچين تر | موضوع المحوان | Ü | نعبر شگار |
| * شُری دِن نظمهِ متعلق رائے۔ * نظم مجھرن نثرس منز۔ * نوین لفظن ہِنزنِشاندہی ہے تہند معنی لیکھن۔ | | چھ پنبخ رائے پیش کران۔ KMR806 : ڈلیلہ یا نظمہ ہندی مرکزی | o _' | يفتخ اكه | 01 |
| * شُرى كرن كُشير بِهندس پتھ كالس پدھ اُھ پر وجيك تيار۔ * منن پُرِتھ ژارن وأحد ہے جمع ناوتی ہے ورتاون جُمُلن منز۔ * محاورن ہُند معنی زانن ہے تِم ورتاون جُمُن منز۔ | * باگیہ بۆڑتھ پتھ کال * مختلف نا وتان ہنززان * محاورن ئہند معنی بت _ه ورتا و | -• | دپ <i>درا</i> نی | 3 ವೈ 2 ವೈ 2 | 02 |

| | Academic calendar cum | i Syllabus o Kasilillili | | 1 | |
|--|---|---|---------------------|-------------------|----|
| * شرى وَنن اولؤدگى بُرنِكِ وجؤمات _ | *اولۇدگى كىيا گىيە -أمكى قىم | <u>KMR804</u> : ساجس منز پیش ینهِ والهن | | | |
| * ہوا ،آب ہے بُتراُژ ہِنزِ اولؤدگی پیٹھ کنیکھن اکھ | * اولؤدگی ہیت سپدن وألی | واقعن ہے مسلن متعلق چھ بیدار ہے حیاس۔ | | ن نور | |
| موختصر مضمؤن ۔ | ن وقصان | <u>KMR805</u> : پانس أندى پچھى پيش يينې | ادلؤدكي | تَ 4 يَ 5 | 03 |
| *اولؤدگی کا پی _ه رئینچ راے دِن شری۔ | * اولؤدگی کا پهِ رٹنځی تدبېر | وا ^{لہ} ن واقعن چھ آزأدی سان تجزیہ کران۔ | | ц | |
| | * کژاوتچ زان، ژاریتهِ ورتا و | | | | |
| * سأرى شرى أن اكه اكه كل بية لا كن سكونكس | * پنبخ راے ظائبر کر نی | <u>KMR804</u> : ساجس منز پیش یینهِ والهن | | | |
| صحنس منز- | *منأسِب لب ولهجي | واقعن ہے مسلن متعلق چھ بیدار ہے صاس۔ | | | |
| *گروین منز بنا وِ پرتھ کا نہہ بچ _ه اکھ چارٹ زِ أسى | * تجزيه کڙن | <u>KMR805</u> : پانس أندى پکھى پيش ييني | | | |
| کوناہ آئیجن چھ شاہ نینہ وز اندر نوان ہے ہوناہ آئیجن | *إِشارِ نا وِ تَى بَهِ أَمْكِى قَبْم | وال ^ہ ن واقعن چھ آزأدی سان تجزیہ کران۔ | آن پوشر | ę. | |
| دُستياب تھاون _ۇ باپتھ ك <mark>ېتياه گلى چِھ رُونی۔</mark> | ' | | آن پوشر تئلبر يئلبر | ئىنى 5 تىخ | 04 |
| *شُرِين ييهِ اكه اقتباس دِينهِ ينمِهِ منْزِيم مُخلف | | | وَلَ يُوشَ | 9 | |
| إشارِ نا وِتْ ژارن _ | | | • | | |
| * كُلِّى كَأْتِياه اہم چِهِ سانهِ باپتھ اتھ مُتعلق بیبے شرون | | | | | |
| ا کیے اکبے بولنگ موقع _م دین _ہ ۔ | | | | | |
| | | | | | |

| | Academic calendar cum | 1 Syllabas o Rashiriiri | | | |
|--|-------------------------|---|------------------------------------|----------------|----|
| * شُری کرن نظمهِ متعلق رائے پیش اتھ منزآسہ | *راے باونی | <u>KMR803</u> : پرمزن، ڈکہان بت _و نظمن پیٹھ | | | |
| شأعرانهِ وَل يتم لفظت زيرِ بحث ـ | *مرکزی خیال | چھ پنبخ رائے پیش کران۔ | | | |
| * نظمی _{هِ بی} نْدی ہم آواز لفظ ژارن ۔ | * مُنأسب لب ولهجير | <u>KMR806</u> : دُليلهِ يا نظمهِ ہندی مرکزی | | | |
| * مُنأسب لبُ ولهجِهِ سان ينِهِ تَمن پرنگ موقعهِ | *ا کار بکارینُن | خيال يا غلاصبه چھ ليڪھان ۔ | غ | رنټ 7 | 05 |
| دِنغٍ ـ | | | | | |
| * نظمهِ منْز كَمْهِ كُونِ فِي نِشاند هِي چھے شاعرن كُرْمِرْ تھ | | | | | |
| پیرهٔ کرن شری بحث به | | | | | |
| * شُرى بناون روقبر بتر سوزن پنیس دوستس پھر پہھ | *ر ^ی نثر وأر | رسمی بی _م غار رسمی چھ چھ <u>اللہ اللہ اللہ اللہ اللہ اللہ اللہ الل</u> | | | |
| د عوتس پنج گزأرِش آسهِ کرینهِ آمِژ۔ | * مختلف بزرگ | لنڪھان۔ کا تُسهِ بتہِ عاصمہِ سندِ ناوِچھ درخواست | | | |
| * كَأَتْسِ وَلَى كَأْمِلِ مِنْزِ زِنْدَكَى بِيهِ لَيْحُونِ الْهِ | * كأنْسِ شخصس متعلق | _ | نخز | . % | |
| مضمؤن ـ | پیراگراف | <u>KMR810</u> : ڈسلاہ _م ، متن بت _و اندُک خیال | نخدونم صا ^س ة مخدونم | | 90 |
| * كُشير كيازِ چِھ رٽيثو وأر وٺان، كأشرهن هُند على يته | * فيحفح المجنى | تھاً وتھ چھ مضمون شلسل سان لیکھان۔ | e]· | တ | |
| رؤعاً نی بجرییهِ زیرِ بحث اَنبهِ ۔ | | | | | |
| | | | | | |
| | H | | | | |

| | Academic calcination | 1 Synabas o Rasininii | | | |
|---|------------------------------|---|---------------|--------|----|
| *شری کرناوِنی ندد بکی پرایمری سیلتھ | *رضا کار تنظیم _ی | <u>KMR804</u> : ساجس منز پیش یینه والین | | | |
| سینٹر / ڈسپینسری ہُند دور ٹیھ تم زخمن مرہم کرنیو | * رہڈ کژاس سوسایٹی ہِنْز کآم | واقعن ہے مسلن متعلق چھ بیدار ہے حیاس۔ | | | |
| ينږ وول دوا يتړ تمنيک ورياو زانن يتړ پيتړ لنيځس | <u>*</u> قدرتی آفرِ | <u>KMR805</u> : پانس أندى پکھى پيش يينې | | | |
| پائے تھ متعلق اکھ مضمؤن۔ | * رہڈ کژاس فنڈچ اہمیت | والین واقعن چھ آزاُدی سان تجزیہ کران۔ | رپړکژاس | بفت ۱۵ | 07 |
| * ووستاد دِيهِ شُرهن قدرتی آفرژن بِنْدِ وقتهِ محفوظ | *اكھأكِس ا كاربكاريُن ـ | | العرايتي | 10, | 0 |
| روزینه کهن طریقن ہنززان۔ | | | • | | |
| * شُرى اَنْ كُنهِ بَهِ أَجْهُو وُجِهُمِيةِ عَأَدِثُكَ / قدرتى | | | | | |
| آفر ^م ُهُند وا قع گرِ للنِجُصق۔ | | | | | |
| * فخلف نثری صِنفن ہِنززان کرنا وِذی۔ | * موخصرافيا ينه | <u>KMR801</u> : نصابی کتابو علاوِ چھ مختلف | | | |
| * شُرى كرن كأشره افسانه نگارن بُهنداكه فهرست | * تخلیقی صلاً حیت | ڈر یو حاصِل سپدن واجن _و کتاب _ی ہ بت _ے پران۔ | | | |
| تيار_ | *نثري صِنفهِ | <u>KMR802</u> : غار نصابی مواد چھ پران ہے | , <u>)</u> | بغتغ | 80 |
| * موخصرافیانس متعلق زان ک _ر نی۔ | *غأر نصابی کتابه پرنگ | سمجان ـ | ` `` ; | 11 ; | Ø |
| *افعانم پُرِتھ وَنَن شرى اكبِ اكبِ امنيك مركزى | شوق | <u>KMR806</u> : دُليلهِ يا نظمهِ ہندی مرکزی | | | |
| خيال ـ | | خيال يا غلاصبه چھ ليڪھان۔ | | | |

| | 7.000.0 | / | | | |
|---|---------------------------------------|---|----|------------|----|
| * كُشير ببندس كُنهِ بتهِ سنرس متعلق بيون شرون اكه | * ق ورتی و سیلن ہنزا ہمیت | <u>KMR807</u> : ناۇت، إشار ناۇت، | | | |
| مضمؤن لنيجفقه۔ | * قودرتی وسائیلن ہِننز رأچھ | کراوُت، کروومُت ہے باوُت گرامری | | | |
| *زندگی منز آبهِ کان ذنبرن مِنز الهمیت بت _م | را و شھ | اصطلاحن ہنززان چھ تھا وان بتہِ یم چھ مُلو منْزِ | ئن | تفتتح 12 | 60 |
| افأديت وہر هنا وِ في بتر تتر پيٹھ اکھ گھليہ بحث کرن ۔ | * ما تول ڈنجِہ تھا وُن | ژاران بنهِ ورباوان _ | • | ا تَحْ 13 | 0 |
| * عنوانس مُتعلق شُرين سوال پرژرهِخ_ | * گرامری اِصطلاح باوُت | <u>KMR810</u> : ڈسلاہ _و ، متن بت _و اندُک خیال | | | |
| *سبقهِ منزِبا وِق ژارِنی بت _ه جُلن منزورتا وِنی۔ | | | | | |
| * بچن اتمهِ کرنایو اکه فهرست تیاریته منز مختلف | * قاق یم بی _م ردبین | <u>KMR803</u> : پررون، دُلېن بير نظمن پايط | | | |
| جانورن ہنزِ خصو صیتہِ باونہِ بن ۔ مثلن یتمِ پاٹھی | * پھ کا کچ منظر کشی | چھے پنبخ راہے پیش کران۔ | | | |
| ايؤب صأبرن كوكرٍ مِنزا ہميت بيان كُرمِژ چھے۔ | * فرما نبردأر ی | <u>KMR806</u> : دُليِدِ يا نظمهِ ہندی مرکزی | | نوم نوم | |
| * کو گرُ نظمیهِ منزباون شری پنبِی پنبِی خیال ـ | * طنزومزاح | خيال يا غلاصبه چھ ليڪھان ۔ | | تر" 14 | 10 |
| * شُری کرن تِمن چیزن ہِنز نِشاندہی یم سارین | | | | 15 | |
| گرن منز پھ کالہِ أسى مگراز چھنے موجؤد۔ اتھ متعلق | | | | | |
| کرن شری پائن پائن چارٹ تیار۔ | | | | | |

| | Academic calendar can | 1 Syllabas 6 Rasililili | | | |
|---|--------------------------|---|--------------|---------------------|----|
| *اکھ ڈراما سِکٹ کُرِو تیاریتھ منز مانچھ ٹلرین ہُند | | <u>KMR801</u> : نصابی کتا بو علا <u>و</u> چھ مختلف ڈریو | | | |
| رول درشا وپن _و ييږ ـ | * كأم كري صلاً حيت | عاصل سيدن واجنبه كتابيريتريزان ـ سينا | | | |
| * مانچھکی ہے دؤیمن یقین چیزن ہندین طبی | *گرامری اصطلاح ناوتی یئے | <u>KMR803</u> : پهرون، دُلپان يت _و نظمن پيھ چھ پنيز | ڼ | نجنع | |
| فأيدن متعلق كُرِواكه مضمؤن تيار ـ | کرا و تی زانېخ | رائے پیش کران۔ | 2.7 ° | 17 چّ 16 | = |
| * بحيه ژارن ناوِتي ،گزاوِتي يتهِ کرن تيم جُمُلن منز | لیکھن *پرُن بتہ سیکھن | ناوئت، إشارٍ ناوئت، كراوئت، كردومئت ته باوئت گرامرى اصطلاحن منززان چھ | | | |
| استعال ـ | | ترووو سن نیم باوت ترامری استطان کا معرران پھا تھا وان بتہِ میم چھ مجلو منزِ ژاران بتہِ ورتا وان۔ | | | |
| سلق شربیت را به متن ها می را | . , , , , | 1•1 | | | |
| * سبقس منزاستعال سپدی مِتین محاورن بُهنداکه فهرست | * لُكبِ اديجَ زان | <u>KMR803</u> : پرمرثان، وُلْبِان بَيْرِ تَظْمَن بِدِيْرُ | | | |
| كُرِوتياريةٍ ورتأيُّو جُلن منز_ | * كأم كرئك ما دٍ | چھے پنبخ راہے پیش کران۔ | | | |
| * بحير كرنانُوكُ كانهه لورِك مورِك كأم يُقه تمن اندر كأم | ا * محاورن ہِنززان | | | ن ي ره دي | |
| کر پنج صلاً حیت اوبر ِ ۔ | , | | • • • | :5° | 12 |
| * نستهِ مَنْهِ عِجَ لُكُهِ كَتَةِ متعلق باون شرى پنبِخ رائے۔اَمهِ | *منظر کشی | تھاً وتھ چھ مضمؤن شلسل سان لیکھان ۔ | <i>#</i> :•• | 19, | |
| علاوِ أَنْ شُرى كُرِ كَانْهُه لُكُهِ كُتَهَ يَادِ كُرِتِهُ بَينِيْ بُوزِنَا وَن | | | | | |
| كلاس منزاكير اكبر ـ | | | | | |

| | Academic calendar cum | i Syllabus 8 - Kashifiliri | | | |
|---|---|--|-----------------|-------------|----|
| * بحِيهِ كُرِناً يَوْكُ و بِهِ مِا بِيهِ كُنِهِ نذه بكى دُريا وُكُ سأل يُتَه تِمن | * حُب الوطني | : پریرژن، ڈکہان بت _و نظمن پایٹھ | | | |
| على تىچاہمىت فكرِ ترِـ | *کثیر ہنززان | چھ پنیخ راہے پیش کران ۔ | | | |
| * بحن أمّهِ ليُحْمِناً يؤ بنيس محلس رشهرس ركامس يا بنييه | * تخلیقی صلاً حیت | | | 1-3 | |
| گنبے جابیہ پیٹھاکھ مضمؤن۔ | | ۃ ۔ خیال یا خلاصہِ چھ لیکھان۔ | *`) | بختر 20 | 13 |
| * شُرون ينيهِ كانهه وطنى نظم گرِ ہتر أنبِه تته بليھ بحث | | | وار ويتستا راچھ | 21 نچ 21 | _ |
| كرنك موقعير فراہم كرنيز - | | | 100 to | | |
| * كُشپر ہِنْ خندن دلكش نطارن بُهند تذكره كُرِ تھ كرن شرى | | | | | |
| سائهتی جاین پیرهٔ اکه پروجیکٹ تیار۔ | | | | | |
| * ہوأیی جاز،ریڈیو یا بیبہ گنبر ساینسی آلکو فأیدِ بتر | * ساينسي ذہن پاُډِ کرُن | <u>KMR801</u> : نصابی کتابو علاوِ چھ مختلف | | | |
| نوقصانات ورد هنائو بچن نِشهِ۔ پتنهِ گُرِوتِمن نِشهِ امنیک ردِ | * نَين تيكنا لوجي ين _{مِب} نززان | ذُريو عاصِل سپدن واجنهِ کتابیہ بتهِ پران۔ | | | |
| عل عاصبل۔ | * محا ورن ہِنْززان | <u>KMR802</u> : غأر نصأتې مواد چھ پران بت _ه | ر چر م | ٠٥٠ ١٥٠ | |
| * شُرِين بيهِ مُوأَتِي جِهَازٍ بنا ونك سفر پنبِنهِ بنبِنهِ آبهِ ونبِنك * | تخلیقی ذہن | | آي جاز | تې 22 | 14 |
| موقعهِ فراہم کرنے ۔ | | , | 14 | 23 | |
| * شُرى ژارن دِنهِ آمتهِ اقتباسهِ منزِ باوِق بةِ ورمَا ون پنبنهن * | *گرامری اصطلاح-باؤت ک ق | | | | |
| پنین جُلن منزبه | يةِ اللَّهِ سَمَ | تھآوتھ چھ مضمؤن شلسل سان لیکھان۔ | | | |

| | Academic calendar cum | i Syllabas o Rasilitili i | | | |
|--|-------------------------------------|---|--------------------------|------------------------|---|
| * شُرى كرناً يؤكه كُنهِ تواريخي جابيه بهند سأل بته | *پتھ کا کچ زان | <u>KMR803</u> : پررون، ولپان بت _و نظمن پایش | | | |
| ورژ هن اټوک ه تمهِ جابي _{هِ بې} نز اہميت ـ پيت _ې ليکھن شری | * گرامری اصطلاح | چھ پنیخ راہے پیش کران۔ | | | |
| تىتە وۇچھىئت منظرىپنىن لفظن منز- | کزاوُل،کزاوت پت _ې کزومُت | <u>KMR805</u> : پانس أندى پچھى پيش يينې | | | |
| * بَكِن أَمْرِ لَهُ كَمَناً يُؤْكُهُ يَنْدِينِهِ لِسَى مَنْزُ مُوبُوْدُ كُنْهِ يِرْانِهِ | * تخلیقی صلاً حیت | والہن واقعن چھ آزأدی سان تجزیہ کران۔ | | | |
| عارُژ پیٹھ اکھ مضمون ۔ | | <u>KMR808</u> : موخصر پائنام، دعوتی پائنام ب _ت ې | م چې د نځ | • 33 • • 3 3 | |
| *متعلقهِ عَالِمِس لَيْكَهِنأَيُّو بحي اتهِ درخاس يته منز | | لوکٹر پیراگزاف چھ لیکھان۔ | كشم بين كينهم پراير ڪاڙڙ | چّ 24 | ट |
| يتھ منز كُنهِ توار تخي عارُژ ہِنز رأچھ راؤٹ ہے مرمت | | <u>KMR810</u> : ڈسلاہیے، متن ہت _و اندُک خیال | بر محارژ | 25 | |
| باپتھ عرض کر بنہ یہیہ۔ | | تھاً وتھ چھ مضمؤن شلسل سان لیکھان۔ | | | |
| *شُرِين ييهِ مختلف گرامري اصطلاح مثِالے | | | | | |
| کڑاؤٹ، کڑاؤل بتے کڑوومُت ژارنگ بتے وریا ونگ | | | | | |
| موقعیر فراہم کرین _و ۔ | | | | | |

| | 7.000.0011110.0010110101.0011 | 7 | | | |
|--|-------------------------------|---|------------------|--------------|----|
| * بحن التحِركنالُو اكه دُراما تياريته منز دُاكبِ وألى سِنزا جميت بتِهِ | * تخلیقی صلاً حیت | <u>KMR803</u> : پرمژن، دُلپان بت _ب ِ نظمن پیھ چھ پنبوز | | | |
| کام ما ونیرییه ـ | * نامه وپیام | راے پیش کران۔ | | | |
| * پنیس دوستس ر رشتهِ دارس لیکھناً یو چٹھی بیتے منز کشپر ہندِ | * سمجُن بتهِ وربا وُن | // _ / | | ىفت 26 | 16 |
| پھ کالحچه زندگی ہُند کریچھر بیان آسهِ کرینہ آمُت۔ | * پتھ کا کچ زان | يت _ة ِ مىلن متعلق چھ بيداريت _ه ِ حياس _ | <u>ئ</u> | 26 | _ |
| * شُرون مييه از کال بته پھ کالی نامهِ پائنام کین ذریعن | | :رسمی بیز غار رسمی چٹھ چھ کیکھان۔ | | | |
| درمیان فرق کرنگ موقعهِ دِینهِ ۔ | | كأنْسهِ بَهِ عَاجَمْهِ سْدِنا وِچ در خواست ليُحَمان ـ | | | |
| * سكولس أندى ﷺ كرنايُّو بحن أتمِ باليتهان جمع يتم | * ما حولیاً تی بیداً ری | <u>KMR801</u> : نصابی کتا بو علا <u>و</u> چھ مختلف ڈریو | | | |
| ترْاوناً يُو كُورٌ دانس (Dust Bin)منز _ | * پالیتھینکو مُضراثرات | عاصل سيدن واجنه كتابيريته پران ـ | | | |
| * پالیتهان سخ کم مضر اثرات چھ سانبه بُترأژ پیھ | * کُلەن ېېندى فأيږ | <u>KMR802</u> : غاًر نصابی مواد چھ پران تیہ سمجان۔ | | | |
| پیوان،ا تھ عنوانس پیچھ کُرِ و سکولس اندراکھ مُباَّحثہِ ۔ | | <u>KMR804</u> : سماجس منز پیش یین _{هٔ} والین واقعن | ا ا ا ا | ىفت 27 تى 82 | 17 |
| * ما حول کِتِرِ بَالمُحْمِ چُھ اولؤدِ سپدان ۔ مختلف قُسِحِهِ اولؤدگ | | يةٍ مسلن متعلق چھ بيداريةِ حياس۔ | 2 | ير بې | |
| ہتر کم کم نا کارِ اثرات چھ سانہِ زندگی پیٹھ پیوان ۔ یمو نِشہِ | | <u>KMR805</u> : پانس أندى ^{پکھ} ى پيش يېن _ې والهن | | | |
| محفوظ روزينه باپتھ بنا ونا وو شردن اتبھ بلے کارڑ۔ | | واقعن چھ آزاُدی سان تجزیہ کران۔ | | | |
| | | | | | |

* كُلُّهُم پر كھيهِ (Summative Assessment) باپتھ طریقیہ كار

| 50 | نمبر: ۵ | مضمؤن: كأشر | جاعت: أمُّرِم |
|----|---------|-------------|---------------|
| | | | |

| نمبر | عنوان | نمبرشار |
|----------|--|---------|
| | سيحث الف (پرُن ي _{َّم} ِ سَمُجُن) | |
| 1×5=5 | ڈوڈ ہتھ پیٹھے زِہتھ لفظن ہُند غار نصابی نثری اقتباس یتھ پتہے کنیہ سوالیہ آس یمن منزیرہ جوابیہ وألی سوالیہ ر محاورن ہُند ورتا وربیانس | 1 |
| | بدليهِ اله لفظ راش ر انداز كرئن شأمل آسهِ ـ | |
| 1×5=5 | نصابی شعری اقتباس بیھ پتہے کنیے سوالیہ آس میمن منزیرہ جوابیہ وألی سوالیہ رعنوان پر لفظیہ راش پر سمجُن پر اندازِ کرن پر تجزیبہ کرن | 2 |
| | شأمل آسهِ۔ | |
| 1×5=5 | شكل يته پيته كينهِ سواليهِ آس يمن منزيره جوابيهِ وألى سواليهِ مر تجزيه كزن مر اندازٍ كزن مر پر كھا وُن شأمل آسهِ ۔ | 3 |
| | سیکن ب (گرامر) | |
| 1× 4 = 4 | نا وُت ر اِشارِ نا وُت ر کراوُت ر کروومُت ر کالیہ بدلاور باوُت بتہِ امکِی قیم گرامری اصطلاحن پیٹے مبنی سوالیہ۔ | 4 |
| 1×3=3 | لفظن ہندی ضِدر واحد ہے جمع نا وِتی ر نرہے ما دِ نا وِتی گرامری اصطلاحن پیھ سوالہ ۔ | 5 |
| | سيُكثن ج (ليُكھنك فن) | |
| 6 | إشارن يا شكلن ہند مددٍ كُنبِ عنوانس پيھ ڈوڈ ہتھ پیٹھ نِ بہتھ لفظن ہُند مضمؤن ليکھئن ۔ | 6 |

| | · · · · · · · · · · · · · · · · · · · | |
|-------|--|----|
| 3 | دِينهِ آمُت صورتحال مدِ نظرتهاً وتھ پیراگراف ر ڈلیل رکھ باتھ ر اِشہار لیکھن ۔ | 7 |
| 4 | رسمی / غاررسمی چٹھے کئیجھنی۔ (دویو منیزاکھ) | 8 |
| | سیکن د (ادب) | |
| 2×3=6 | نصابی کتا ہے ہندین نثری سبقن متعلق اہلیژ پیٹے ملبنی ژورو منزِ ترہن سوالن ہندی مختصر جواب لیکھیخ۔ | 9 |
| 2×2=4 | نصابس منْزشأمَل كُنهِ نظمهِ متعلق امليژ پيھ ملبني ژورو منْزِ دون سوالن ہندي مختصر جواب ليڪھِن يمن منزا دبي اصطلاح بر | 10 |
| | موضوع ر لفظ معنے شأمل آس ۔ | |
| 5 | نصابی کتا ہےِ منزشامل کُنہِ بتہِ سبقک مرکزی خیال ر خلاصہِ ر کر دارن پیٹھ نوٹ کیکھئن ۔ | 11 |

نوك:

- سبق اصل پائٹھ سمجنے باپتھ چے درسی کتا ہے ہندی ساڑی سبق پر نی ہے سمجنی ضرؤری۔
 - امتحانس منزین اہلیژیپھ مبنی سوالیہ پرژهنہ۔
 - گرام کو سوالہ بن در سی کتا ہے مطابق پرژھنے۔



कलासः अठमीं

| | 100/00 | 1 0 1 2 0 | | 1 |
|------------|------------------|----------------------------------|---|--|
| समां अवधि | बिशे/उपबिशे | सिक्खनै दे परिणाम | योग्यता | गतिविधियें लेई सुझाऽ |
| (हफ्तें च) | | | | |
| 1-2 हफ्ता | | लयबद्धता कन्ने पंक्तियें | अजादी ते गुलामी च | ●विद्यार्थियें गी अजादी ते गुलामी च फर्क दस्सेआ जाई सकदा |
| | 15 अगस्त (कविता) | गी पढ़ने दी जाच, | फर्क दा ज्ञान, | ए। |
| | | राष्ट्रीय महत्तव आह्ले | अजादी दे संघर्ष बारे | •कविता च बरतोए दे मुहावरें ते खुआनें दा अर्थ दसदे होई उंदा |
| | | दिनें दी समझ, | ज्ञान, शब्द ज्ञान च | वाक्य च प्रयोगकरने दा अभ्यास विद्यार्थियें च लेखन ते वाचन |
| | | अजादी दे महत्तव दी | बढ़ौतरी, देशै दे वीर | कला गी मजबूत करग |
| | | समझ | नायकें बारे ज्ञान च | ●अजादी बाद भारत दे नागरिकें गी जेह्ड़े अधिकार थ्होएन, उंदे |
| | | | बढ़ौतरी | बारै विद्यार्थियें गी समझाया जाई सकदा ऐ |
| | | | • | ●तरंगे झंडे दे रंग, उसदे प्रतीकें ते अशोक चक्र बारै गल्ल |
| | | | | कित्ती जाई सकदी ऐ। |
| | | | | ●भारत दी अजादी लेई श्हीद होनै आह्ले किश वीर योदाएं |
| | | | | बारै चर्चा करियै विद्यार्थियें दा ज्ञान बधाया जाई सकदा ऐ। |
| | | | | ●कविता गी मूंह्जबानी चेते करियै कलास च सनानै लेई प्रेरत |
| | | | | कित्ता जाई सकदा ऐ |
| | | | | ● अजादी परैंत केह−केह प्राप्त होआ ते केह−केह प्राप्त करना अजैं |
| | | | | बाकी ऐ, ए बच्चें गी समझाई देसै लेई किश करने गी प्रेरत कित्ता |
| | | | | जाई सकदा ऐ |
| 3-4 हफ्ता | जंदे घरै दे इयै | लयबद्धता कन्ने पंक्तियें | शब्द ज्ञान, लयबद्ध | ●कविता च दस्सी गेदियें बुराइयें बारै विद्यार्थियें कन्ने चर्चा |
| | राह (कविता) | गी पढ़ने दी जाच, | पंक्तियां पढ़ने दा | करदे होई उनेंगी इंदे शा दूर रौह्ने लेई प्रेरित कित्ता जाई |
| | | धवन्यात्मक समानता | ज्ञान, छंदबद्धता दा | सकदा ऐ। |
| | | आह्ले शब्दें बारे समझ | मुंडला ज्ञान | ●घरै च बड्डें दा आदर-मान ते निक्कें कन्ने हिरखै कन्ने रौहने |
| | | , चंगी-बुरी आदतें | | लेई सिक्खेंआ दित्ती जाई सकदी ऐ |
| | | बारे समझ | | ●विद्यार्थियें गी लड़ाई – झगड़ें दे नुकसान ते सुलह-सलाह |
| | | | | कन्ने रौहनै दे फायदे दस्से जाई सकदे न |
| 5-6 हफ्ता | कंढी ते शैहर | कंढ़ी ते ग्राएं दे जीवन | डुग्गर दी वनस्पतियें | ●कंढी ते ग्राएं दे लोकें दे जीवन बारै गल्लबात करियै |

| | (कविता) | च भेद दी समझ, उत्थूं | _ · | विद्यार्थियें गी दौनें थाहरें बारे जानकारी दित्ती जाई सकदी ऐ। |
|------------|------------------|------------------------|--------------------------|--|
| | | दे वनस्पति जगत दी | ग्राएं ते शैहरें दे जीवन | ●कंढी लाके दियां फस्लां, फल – सब्जियां ते बूटे बगैरा दे बारे |
| | | समझ | च भेद दा ज्ञान | च बच्चें गी विस्तार कन्ने दस्सेआ जाई सकदा ऐ |
| | | | | ●ग्राएं ते शैहरें दे लोकें दे खानपान , कम्मकाज च फर्क बारै |
| | | | | चर्चा कित्ती जोई सकदी ऐ। |
| | | | | ●ग्रांदे लोकें दा शैहरा पासे पलायन करने दे कारण दस्सदे होई |
| | | | | किश उदाहरण बी दित्ते जाई सकदे न। |
| | | | | • कंढ़ी उप्पर, ग्राएं उप्पर, शैहरें उप्पर, केई कवितां लखोई दियां |
| | | | | न, उंदे बारे बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक |
| | | | | बनाया जाई सकदा ऐ |
| | | | | • पैह्लें दी कंढ़ी ते अज्जै दी कंढ़ी, पैह्लें दे ग्रां ते अज्जै दे ग्रां च |
| | | | | फर्क समझाया जाई सकदा ऐ |
| 7-8 हफ्ता | लोरी (कविता) | लोरी दी जानकारी, | आम गीत, कविता | ●लोरी दी परिभाशा समझांदे होई होर भाषाएं दी लोरियें बारे |
| | | भ्रूनहत्या दी जानकारी | ते लोरी च भेद दा | बी जानकारी दित्ती जाई सकदी ऐ। |
| | | ते कारणें बारे जानकारी | ज्ञान, भ्रूनहत्या | ●कविता च बरतोए दे मुहावरें गी तालियै उंदे बारै चर्चा |
| | | | जनेही बुराई दे कारण | करियै उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ। |
| | | | ते निवारण दे पुआएं | ●समाजिक बुराई भ्रूनहत्या पर खुल्लियै गल्लबात कित्ती |
| | | | दे चिंतन पास्सै रुझान | जाई सकदी ऐ। |
| | | | | ●विद्यार्थियें गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च |
| | | | | जां उदें गै घर जागतें ते कुड़ियें च भेदभाव दे उदाहरण उनेंगी |
| | | | | लभदे न |
| | | | | ●धीS दे जन्म दे बाद घरै च रौनक बधी जंदी ऐ, धियां |
| | | | | जिम्मेदार हुंदियां न, इसदे किश उदाहरण दित्ते जाई सकदे न |
| | | | | ●ए सोचने लेई आक्खेआ जाई सकदा ऐ जे जेकर कुड़ियां संसार |
| | | | | च औंगन गै नेईं तां केह होग? |
| | | | | •दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे न |
| 9-10 हफ्ता | कंढिया दा बस्सना | कंढी लाके दे जीवन दी | लय ते प्रवाह दा | •िवद्यार्थियें गी चेता कराया जाई सकदा ऐ जे इस्सै चाल्ली दे |

| | (कविता) | समझ, पैह्लें दी कंढी | ज्ञान, किश लुप्त | बिशे उप्पर एक्क कविता पैह्लें बी पढ़ी लैती गेदी ऐ |
|--------------------|---------------|-------------------------|-----------------------|--|
| | (कावता) | | _ | |
| | | ते अज्जै दी कंढी दे भेद | होआदे शब्दें दा ज्ञान | कंढी लाके दी कुडियें – लाड़ियें दे कम्मकाज बारै चर्चा कित्ती |
| | | दी समझ | | जाई सकदी ऐ। |
| | | | | ●अजादी दे बाद भारत दे कंढी खेतर च जेहड़े बदलाव होए न, |
| | | | | उंदे पर चर्चा कित्ती जाई सकदी ऐ। |
| | | | | ●विद्यार्थियें गी पुच्छेआ जाई सकदा ऐ जे चक्की कुन्नै - कुन्नै |
| | | | | दिक्खी दी ऐ |
| | | | | ●मशीनी जुग च हून कत्तने-पिंजने, आटा पीह्ने जैसे कम्म करने |
| | | | | दे ढंग-तरीके किन्ने बदली गेदे न, ते उंदे बदलने कन्ने लोकें दे |
| | | | | जीवन च केह-केह फर्क आए न, एह्दे पर चर्चा कित्ती जाई |
| | | | | सकदी ऐ ते अग्गें केह – केह अजैं होर होग, बच्चें गी कल्पना करने |
| | | | | लेई आखेआ जाई सकदा ऐ |
| | | | | ●कविता च कवित्त छंद दा इस्तेमाल होए दा ऐ, बच्चें गी इस छंद |
| | | | | दी जानकारी दित्ती जाई सकदी ऐ ते मूंहजवानी चेते करियै |
| | | | | |
| | | | | कविता कलास च सनानै लेई बी प्रेरत कित्ता जाई सकदा ऐ |
| 11-13 हफ्ता | | े क्हानी विधा दी | | •िवद्यार्थियें गी कविता ते क्हानी च फर्क दस्सेआ जाई सकदा ऐ। |
| 11 13 64(1) | ईदी (क्हानी) | समझ, नमें शब्दें दी | | ●ईदी कदूं ते की दित्ती जंदी ऐ,चर्चा करी सकदे ओ। |
| | 241(161111) | जानकारी | | ●पैह्ले समें दी दुकानदारी ते अज्ज दी दुकानदारी च फर्क दस्सदे |
| | | जानकारा | | होई ऑनलाइन शॉपिंग दी गल्लबात बी कित्ती जाई सकदी ऐ। |
| | | | | , |
| | | | | ●इस क्हानी दी तत्वें दे अधार पर गल्लबात करियै विद्यार्थियें गी |
| | | | | मती जानकारी दित्ती जाई सकदी ऐ। |
| 14-16 हफ्ता | मंगते दा घराट | | | ●'मंगते दा घराट' डोगरी च लखोने आह्ले पैह्ले क्हानी संग्रैह |
| | (क्हानी) | | | 'पैह्ला फुल्ल' चा लैती दी एक्क क्हानी ऐ। विद्यार्थियें गी ए |
| | | | | जानकारी दिंदे होई किश मुंडले क्हानी संग्रैहें दी ते डोगरी दे |
| | | | | अज्जै दे क्हानीकारें बारे सरसरी जानकारी दित्ती जाई सकदी ऐ |
| | | | | ●घराट कुन्नै-कुन्नै दिक्खे दा ऐ ते ए कियां चलदा ऐ, चर्चा कित्ती |
| | | | | |

| | | | | जाई सकदी ऐ। |
|-------------|------------------|----------------------------|-------------------------|---|
| | | | | ●हिंदू–मुस्लिम एक्कै दी गल्लबात कित्ती जाई सकदी ऐ। |
| | | | | ●घराट दे आटे दे सुआद बारे सनाया जाई सकदा ऐ |
| 17-19 हफ्ता | | किश ऐसे शब्दें दी | जमीना कन्ने जुड़े दे | ●क्हानी च किश नमें शब्द आए देन,जियां घमांह, मनें आदि,इंदे |
| | सकोलड़े (क्हानी) | जानकारी जेह्ड़े अमूमन | शब्दें दा ज्ञान, | कन्नै इंदे मेल्मे शब्द दस्से जाई सकदे न, जियां:-कनाल, मर्ले, मन, |
| | | अज्जै दे बच्चें गी घट्ट गै | सांस्कृतिक ज्ञान | पढ़ोपी, टुप्पा आदि ते इंदे बारै चर्चा कित्ती जाई सकदी ऐ। |
| | | सुननै च औंदे न, | | ●रुट्ट -राह्डे, सकोलड़े, खमीरे, बब्बरूं आदि बारै चर्चा कित्ती |
| | | डुग्गर दी जीवन शैली | | जाई सकदी ऐ। |
| | | बारै जानकारी | | ●क्हानी च प्लुत (ऽ)चिन्ह दा प्रयोग होए दा ऐ, इसदे प्रयोग ते |
| | | | | उच्चारण बारै गल्ल-बात कित्ती जाई सकदी ऐ। |
| | | | | ●कुड़ियें- लाड़ियें सरबंधी किश होर तेहारें बारै चर्चा कित्ती जाई |
| | | | | सकदी ऐ। |
| 20-23 हफ्ता | | संत परंपरा दी एक्क | संतमार्ग दे बारे च | ●संतकवि रविदास हुंदे बारै पाठ दे अलावा किश होर जानकारी |
| | संत कवि रविदास | मुक्ख कड़ी दे रूपै च | सरसरी ज्ञान, | बी दित्ती जाई सकदी ऐ। |
| | (लेख) | संत कवि रविदास हुंदी | ईमानदारी दे महत्तव | ●विद्यार्थियें गी ए दस्सेआ जाई सकदा ऐ जे कोई बी कम्म निक्का |
| | | जानकारी | दा ज्ञान, डुग्गर च | जां बड्डा नेईं होंदा, उस्सी ईमानदारी कन्ने करना गै बड़प्पन ऐ। |
| | | | संत रविदास हुंदे मंदरें | ●संत रविदास हुंदे जुगै च जनानियें कुड़ियें गी मते अधिकार नेईं |
| | | | दा ज्ञान | हे, क्या अज्ज साढ़े समाज च इनेंगी बरोबर दे अधिकार हैन? |
| | | | | जेकर नेईं तां केह्ड़े – केहडे अधिकार नेईं न, चर्चा कित्ती जाई |
| | | | | सकदी ऐ। |
| | | | | ●डुग्गर प्रदेश च बी रवि दास दे केईं मंदर न ते उन्दी सुच्ची |
| | | | | सम्हालै च झाकियां बगैरा कड्डियां जंदियां न, उंदे बारै विद्यार्थियें |
| | | | | कन्ने चर्चा कित्ती जाई सकदी ऐ |
| | शहीद भगत सिंह | भारत दे सुतैंत्रता संग्राम | अजादी पैह्लें दे भारत | |
| | (लेख) | दी जानकारी, शहीद | दी दशा दा ज्ञान ते | बारै च गल्लबात कित्ती जाई सकदी ऐ। |
| | | भगत सिंह दे बारे च | अजादी दे महत्तव दी | ●अध्यापक यूट्यूब, गूगल आदि दा स्हारा लेइयै किश वीडियो, |
| | | जानकारी | समझ | फोटो बगैरा विद्यार्थियें सामनै दस्सी सकदे न। |

| 24-28 हफ्ता | एकांकी/परौह्नचारी | किश नमें शब्दें दी जानकारी, वाक्य संरचना दी जानकारी दे कन्ने-कन्ने संवाद सरंचना दी समझ | दृश्श काव्य ते श्रव्य काव्य दे भेद दा ज्ञान, पात्रें दे चरित्र चित्रण दा ज्ञान | •पाठ दे अलावा बी श्हीद भगत सिंह हुंदे जीवन दे किश होर किस्से सांझे करी सकदे ओ। •शहीद भगत सिंह हुंदे पर किश फिल्मां बी बनी दियां न उंदे बारै बी चर्चा कित्ती जाई सकदी ऐ। •िवद्यार्थियें गी परौह्नचारी दी परिभाशा देइयै अज्जै दी परौह्नचारी ते पिछले समें दी परौह्नचारी, ग्रां दी परौह्नचारी ते शेहरा दी परौह्नचारी बारे जानकारी दित्ती जाई सकदी ऐ •परसराम ते बसंती दे सुभा बारै गल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र कित्ता जाई सकदा ऐ तां जे विद्यार्थियें दी पाठ च होर रुचि बनी जा •एकांकी दे पात्रें दी भूमका नभानै लेई विद्यार्थियें गी प्रेरत कित्ता जाई सकदा ऐ ते कलास च ए एकांकी खेढ़ी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्ने समझा बी आई जा ते भूमका नभाने आह्लें च अभिनय कला दा बकास बी होऐ |
|-------------|-------------------|--|---|--|
| | | | | हाए |



वार्षिक कैलेण्डर 2023-24

कक्षा-8th

समय अवधि:- इकाई-1,

सप्ताह 1 से सप्ताह 5

विषय/ उपविषय:- पाठ1:- धवनि, पाठ2:- लाख की चूड़ियाँ, पाठ3:- अपराजिता

- संज्ञा की परिभाषा और भेद उदाहरण सहित लिखो , विलोम शब्द , अर्थ तथा प्रयोग ,
- औपचारिक पत्र (फीस माफ करने के लिए)
- मेले हमारी और सभ्यता और संस्कृति का प्रदर्शन करते हैं, इसी के संदर्भ में किसी मैले का वर्णन कीजिए ।

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|---|--|--|
| किसी रचना को पढ़कर उस में सामाजिक मूल्यों पर चर्चा करते हैं पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं कहानी कविता आदि पढ़कर लेखन की विविध तरीकों और शैलियों को पहचानते हैं जैसे वर्णनात्मक, विचारात्मक, भावनात्मक आदि | बच्चे भावनात्मक रूप से पढ़ी गई सामग्री से जुड़ पाएंगे बच्चों के शब्द भंडार में वृद्धि होगी बच्चे निबंध तथा कहानी लेखन की विविध शैलियों को जान पाएंगे | अध्यापक आदर्श वाचन करते हैं भाषा की बारीकियों को समझाए कहानी तथा कविता का पाठ करते समय लय और विराम आदि चिन्हों का ध्यान रखा जाए बच्चों को प्रश्न पूछने के लिए प्रेरित किया जाए वसन्त ऋत में प्राकृतिक सौदर्य का वर्णन सदा आशावादी व सकारात्मक दृष्टिगोचर को अपनाने की सीख देते हुए एक अनुच्छेद लिखें। कक्षा में ऋतुओं से सम्बन्धित गीत या कविता सुनाने की प्रेरणा देते हुए बच्चों मे लगात्मकता व संगीत की गतिविधि को बढाने का प्रयास करें 'लाख' से बनी हुई वस्तुओं के बारे में चर्चा करें विभिन्न धातुओं या पदार्थों से बनी हुई वस्तुओं के बारे में चर्चा करें चूड़ियों की दुकान या विज्ञापन बनाएँ लाख से चूडियों के अतिरिक्त क्या क्या सामाना /वस्तुओं का निर्माण होता है, कक्षा में चर्चा करें। अपराजिता' के अर्थ का प्रतिपादन करते हुए, इससे मिलती झूलती कहानी का कक्षा में वर्णत् करे यदि आप दिव्यांग व्यक्ति' से मिलते हैं तो उनके प्रति आपका व्यवहार कैसा रहेगी, कक्षा में बच्चों से सामूहिक चर्चा करवाए। |

समय अवधि:- इकाई-2,

सप्ताह 6 से सप्ताह 10

विषय/ उपविषय:- पाठ 4:- दीवानो की हस्ती, पाठ 5:- चिट्ठियों की अनोखी दुनिया, पाठ 6:- भगवान के डाकिए

- सर्वनाम की परिभाषा और उसके भेद, पर्यायवाची शब्द,
- निबंध : निदयों को प्रदूषित करता मानव त अपने जीवन पर खतरा बढ़ा दिया है, इस विचार से आप सहमत हैं या नहीं, तर्क सहित लिखे
- अपने मित्र के जन्मदिवस पर बधाई पत्र

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|--|--|--|
| पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छिवियों और विचारों के बारे में मौखिक सांकेतिक बातें करते हैं अपनी भाषा गढ़ने लिए घटने तथा शब्द खेल कविता गित चुटकले पत्र आदि लिखने की तरफ अग्रसर कर होते हैं विभिन्न पठन सामग्रियों में प्रयुक्त शब्द मुहावरों को समझते हैं | कल्पनाशीलता और सृजनशीलता का विकास होगा पढ़ने लिखने में सक्रिय और जागरूक होंगे व्याकरण की शुद्धता से बाशा की शुद्धता की तरफ बढ़ेंगे शब्द भंडार में वृद्धि होगी | बच्चों की काल्पनिक शक्ति को विकसित करने के लिए उन्हें लिखने तथा कहानी कहने की कला से अवगत करवाएं भाषा की शुद्ता के लिए अधिक से अधिक ज़ोर दिया जाएगा श्याम श्वेत पट का प्रयोग किटन शब्द तथा उनके अर्थ लिखने के लिए किया जाएगा 'मस्ती' जीवन के लिए जरूरी है लेकिन किसी सीमा तक, तर्क सिहत बच्चों के साथ चर्चा करे। दीवानों शब्द का सही अर्थ प्रतिपादन करते हुए –बच्चों में कर्मठता व आलस्य का अन्तर बताते हुए प्रेरक प्रसंग के द्वारा चर्चा करें। 'चिट्ठियों और पत्रों" के बारे में बच्चों को जानकारी दें पत्र-पेटी का चित्र बताकर, उसमें लाल रंग करें आप किस ईश्वर के स्वरूप की पूजा करते हैं, कक्षा में सामूहिक चर्चा करवाए ईश्वर के डिकए' के रूप में किन की चर्चा की गई है, इसके बारे में प्रसंग द्वारा अध्यापक कक्षा बताए आपने किस पक्षी' के बारे में सुना है कि उनके द्वारा संदेश भिजवाए जाते थे बच्चों से प्रश्न पूछने की प्रक्रिया करें। |

समय अवधि:- इकाई-3,

सप्ताह 11 से सप्ताह 15

विषय/ उपविषय:- पाठ 7:- प्लाटिक जनित प्रदूषण, पाठ 8:-क्यों निराश हुआ जाए, पाठ 9:- 'कामचोर

- क्रिया की परिभाषा और भेद उदाहरण सहित,विलोम शब्द, अपठित गद्यांश,
- निबन्ध:- इन्टरनेट आपके लिए वरदान है या अभिशाप ? तर्क सहित लिखें।
- पत्र: शुल्क माफी के लिए प्रार्थना पत्र

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|---|---|---|
| विभिन्न विषयों पर आधारित रचनाओं को पढ़कर चर्चा करते हैं हिंदी भाषा में विभिन्न प्रकार की सामग्री को समझकर पढ़ते हैं और उसमें अपनी पसंद नापसंद, टिप्पणी राय , निष्कर्ष आदि को व्यक्त करते हैं विभिन्न प्रकार की सामग्री जैसी कहानी , कविता, लेख आदि की बारीकी से जांच करते हैं | पत्र लेखन तथा निबंध रेखन की बारीकियों को समझते हैं पढ़ी गई सामग्री पर चिंतन कर पाएंगे हिंदी में आपसी बातचीत कर पाएंगे किताबी ज्ञान के जीवन के अनुभवों के साथ जोड़ सकेंगे | श्रुतलेख के माध्यम से भाषा को समृद्ध करें छोटे छोटे समूह बनाकर आपसी बातचीत करवाए जिसमे पार्ट से संबोधन किया किसी विषय पर चर्चा हो पाठ के पाठ में आए विषयों को जीवन से जोड़कर समझाने के अवसर प्रदान करें पाठ पढ़कर, इस लघु नाटिका को सहपाठियों द्वारा कक्षा में प्रस्तुत करें। मनुष्य के जीवन पर प्लास्टिक के प्रयोग के दुष्प्रभाव के में चर्चा करें। इस लेख के माध्यम से लेखक हजारी प्रसाद द्विवेदी की कौन सी अनुभूतियाँ प्रकट हुई है, कक्ष्म में 'छात्रों के द्वारा कक्षा में चर्चा करवाऐं । क्या इस ''लेख' का अन्य शीर्षक हो सकता है, 'हा ' या 'ना ', तर्क सहित प्रस्तुत करें। 'कामचोर' शब्द से आपके विचार में क्या अनुभूति प्रकट हो रही है, कक्षा में चर्चा करें एकल परिवार व संयुक्त परिवार में अन्तर बहाते हुए, अपने परिवार बारे में बताए कि आप किस प्रकार परिवार में रहते हैं? |

समय अवधि:- इकाई-4 ,

सप्ताह 16 से सप्ताह 20

विषय/ उपविषय:- पाठ 10:-जीवन नहीं मरा करता, पाठ 11:- जब सिनेमां ने बोलता सीखा, पाठ 12:-जहाँ पहिया है

- अनेक शब्दों के लिए एक शब्द, मुहावरे व लोकोक्तियां
- निबंध : प्रिय लेखक,
- अपने मित्र को जन्मदिन पर उसे बधाई पत्र

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|---|--|---|
| विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों मुहावरों लोकोक्तियों को समझ सकते हैं कहानी कविता आदि पढ़कर लेखन की विविध तरीकों और शैलियों को पहचानते हैं सक्रिय और जागरूक बनने वाली रचनाएं अखबार पत्रिकाएं और अन्य सामग्री को समझेंगे | मुहावरे और लोकोक्तियों को समझकर उनका प्रयोग कर सकेंगे कल्पनाशीलता में वृद्धि होगी समूह में कार्य करने की क्षमता उत्पन्न होगी | कक्षा में ऑडियो वीडियो सामग्री को सुनने सुनाने का प्रबंध हो कल्पनाशीलता और सर्जनशीलता को विकसित करने वाली गतिविधियाँ जैसे अभिनय ,रोल प्ले,कविता पाठ संवाद आदि हो मुहावरे लोकोक्ति को जीवन से जोड़कर पढ़ाया जाए विपत्ति आने पर कभी भी अपनी आशावादी या सकारात्मक दृष्टिकोण नहीं त्यागना चाहि। , तर्क सहित चर्चा करें। कविता को हाव-भाव के साथ कक्षा में प्रस्तुत करें। सिनेमा' के इतिहास के बारे में जानकारी देते हुए, चर्चा करें सिनेमा व दूरदर्शन का अन्तर बताते हुए, चार्ट बनाकर , कक्षा में लगाऐं, तमिलनाड के रहन -सहन खात-पीन, रीति रिवाज के बारे में जानकारी लीजिए। समाज मे नारी / महिला का स्थान, के बारे में बताएं। |

समय अवधि:- इकाई-5,

सप्ताह 21 से सप्ताह 24

विषय/ उपविषय:- पाठ 14:-अकबरी लोटा, पाठ 15:-ओ नभ के मंडराते बादल, पाठ 16:- प्रेमचंद

- विशेषण परिभाषा तथा भेद उदाहरण सहित
- निबंध : राष्ट्रीय-पर्व

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|--|--|---|
| विभिन्न संवेदनशील मुद्दों जैसे प्रदूषण, बेरोजगारी, बढ़ती जनसंख्या आदि पर बातचीत करेंगे ि किसी रचना को पढ़कर उसके मूल्यों पर चर्चा करते हैं पाठ्यपुस्तक की जांच करते हुए विशेष बिंदुओं की जांच करते हैं | व्याकरण के अधिक प्रयोग से भाषा की शुद्धता आएगी पत्र लेखन तथा निबंध लेखन को समझ लेंगे प्रदूषण की समस्या तथा उसके समाधान के प्रति जागरूक होंगे | अध्यापक आदर्श वाचन करते हुए भाषा की बारीिकयों को समझाए पढ़ी तथा पढ़ाई गई सामग्री की बेहतर समझ के लिए बच्चों से प्रश्न पृछे जाएं तथा बच्चों का प्रश्न पृछते के लिए प्रेरित करें इस कहानी में जो विदेशी यात्री के साथ व्यवहार किया गया है, क्या ऐसा करना उचित है, अपने विचार प्रस्तुत कर, इस शीर्षक 'अकबरी लोटा' जैसी एक काल्पिनक कहानी की रचना यदि समय पर वर्षा न हो तो प्रकृति और मानव जीवन पर उसका क्या प्रभाव पड़ सकता है, बताऐं, कविता में अनुसार विन्दुओं वाले शब्द बताएं और 10 शब्द स्वयं भी बनाएं। प्रेमचंद की कौन - कौन सी कहानिया आपने पढी है कक्षा में ससुनाऐं और उनको कहानी से आपको क्या सीख मिली है? |

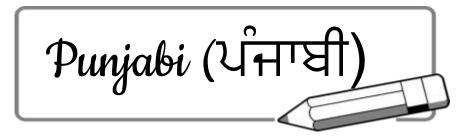
समय अवधि:- इकाई-6,

सप्ताह 25 से सप्ताह 28

विषय/ उपविषय:- पाठ 17:-बाज और साँप, पाठ 18:-टोपी, पाठ 19:- सूरदास, पाठ 20:-सुदामा

- वाक्य और उस के भेद, विराम चिन्ह,
- निबंध: जीवन पर महामारी का भाव (कोलिङ -19)
- पत्र: विक्रेता से पुस्तकें मंगवाने के लिए पत्र

| सीखने के परिणाम | योग्यता/ क्षमता | सुझाव गतिविधि |
|---|---|--|
| कविता के आरोह -अवरोह से अवगत होंगे पढ़ी गई सामग्री पर चिंतन करते हुए प्रश्न पूछते हैं पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में मौखिक भाषा में बात करते हैं पढ़ी गई सामग्री पर चिंतन करते हुए समझ के प्रश्न पूछते हैं अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में सुनते तथा बताते हैं | विभिन्न संवेदनशील मुद्दों के प्रति जागरूक होंगे वाक्य और शब्द भेद को पहचान सकते हैं पत्र लेखन की प्रक्रिया से अवगत होते हैं भावनात्मक रूप से विशेष सामग्री से जुड़ पाएंगे शब्दकोश के प्रयोग से शब्द भंडार में वृद्धि होगी | अध्यापक बच्चों को शब्दकोश के प्रयोग के लिए प्रेरित करें कक्षा को छोटे समूह में बांटकर शब्दों का उच्चारण करवाए अधिक से अधिक नए शब्द सीखने की तरह प्रेरित करें श्याम श्वेत पट् का प्रयोग कर किटन शब्द तथा उनके अर्थ समझाएँ विपरीत स्वभाव वाले पिक्षयों और रेंगते वाले जन्तुओं के नाम बताते हुए, एक सूची बना असफलता के बाद भी आप इच्छाशिक्त के बल पर सफलता प्राप्त कर सकते है, इससे संबंधि एक कहानी लिखें "मित्रता की महत्व 'बताते हुए कक्षा में चर्चा करें। कृष्ण को बाल रूप का चित्र बनाऐं। सूरदास और श्री कृशन की मित्रता के बारे में बताए |



ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ - ਅਠਵੀਂ (Class-8th)

| ਕ੍ਰੱਮ | ਸਮਾਂ | ਵਿਸ਼ਾ | ਸਿਖੱਣ ਦੇ ਨਤੀਜੇ | ਯੋਗਤਾ | ਸੁਝਾਈ ਗਈ |
|--------|------------|-----------------------|--|---------------------|----------------------------------|
| ਸੰਖਿਆ | Time | Content | Learning outcome. | Competancy | ਸਿਖਿਆ ਸ਼ਾਸ਼ਤਰੀ |
| Sr.No. | | | | | ਪ੍ਰਕਿਰਿਆ |
| | | | | | Suggestive activities |
| 1. | 1-6 ਹਫਤੇ | ਕਾਫੀ (ਕਵਿਤਾ) | ਕਵਿਤਾ ਦਾ ਸਹੀ ਉਚਾਰਣ | ਲੈਅ- ਬਧ ਕਵਿਤਾ ਦਾ | ਬੱਚਿਆਂ ਨੂੰ ਅਧਿਆਤਮਕ |
| | | 0 0 | ਅਤੇ ਔਖੇ ਸ਼ਬਦਾ ਦੇ ਅਰਥ | ਉਚਾਰਣ ਸ਼ੁਧ ਪੜਨ ਤੇ | ਸਿਖਿਆ ਅਤੇ ਨੈਤਿਕ |
| | | ਵੁਲਰ ਝੀਲ (ਲੇਖ) | ਬਚਿਆਂ ਨਾਲ ਸਾਂਝੇ ਕਰਨ। | ਬੋਲਣ ਦੀ ਸਿਖਿਆ । | ਮੁੱਲਾਂ ਦੀ ਮਹਤਤਾ । — |
| | | . | ਕਸ਼ਮੀਰ ਦੀਆਂ ਝੀਲਾਂ ਦੀ | ਸ਼ੁਧ ਉਚਾਰਣ ਅਤੇ ਪਾਠ | ਵੱਖ- ਵੱਖ ਝੀਲਾਂ ਬਾਰੇ |
| | | ਪੋੜੀ | ਜਾਣਕਾਰੀ, ਪਾਠ ਵਿਚ ਆਏ | ਪੜ੍ਹਨ ਦੀ ਯੋਗਤਾ | ਜਾਣਕਾਰੀ ਕਰਵਾਉਣਾ |
| | | | ਵਿਆਕਰਨ ਨਾਂਵ,ਪੜਨਾਵ ਅਤੇ ਕਿਰਿਆ ਸ਼ਬਦਾਂ ਦੀ | ਵਧਉਣਾ । | ਨਾਂਵ,ਪੜਨਾਂਵ ਦੇ ਉਦਾਹਰਣ ਦੇ ਚਾਰਟ |
| | | | ਅਤ ਕਿਰਿਆ ਸ਼ਬਦਾ ਦੀ ਪਹਿਚਾਣ । | | ਬੁੱਚਿਆਂ ਰਾਹੀਂ ਬਣਾਏ |
| | | | वावकंट । | | ਜਾਉਣਗੇ । |
| | | ਗਰਮੀਆਂ ਦੀ ਛੁੱਟੀਆਂ | | | Trigeor 1 |
| | | Oloviim Ci @Cim | | | |
| 2. | 12-14 ਹਫਤੇ | ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ | ਸਮਾਜਿਕ ਜਾਗਰੁਕਤਾ | ਸ਼ੁਧ ਸ਼ਬਦਾਂ ਦੀ | ਕਿਰਤ ਕਰਨ ਦੀ ਰੁਚੀ |
| | | | ਲਿਆਉਣਾ ਕਵਿਤਾ ਦਾ | ਪਹਿਚਾਣ,ਵਿਸ਼ੇਸ਼ਣ | ਉਜਾਗਰ ਕਰਨਾ । |
| | | ਤਵੀ | ਉਚਾਰਣ ਅਤੇ ਜਬਾਨੀ ਯਾਦ | ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ | ਪਾਠ ਰਾਹੀਂ ਤਵੀ ਦਰਿਆ |
| | | _ | ਹੇਣਾ । | | ਦਾ ਜੰਮੂ ਸ਼ਹਿਰ ਵਿਚ |
| | | ਲੱਦਾਖ ਦੀ ਸੈਰ | ਪਾਠ ਰਾਹੀਂ ਬੱਚਿਆਂ ਦਾ | | ਮਹਤਵ ਦੀ ਜਾਣਕਾਰੀ । |
| | | | ਲਦਾਖ ਦੇ ਰਹਿਣ ਸਹਿਣ | | |
| | | | ਬਾਰੇ ਜਾਣੂ ਕਰਾਉਣਾ । | | |
| 3. | 15-18 ਹਫਤੇ | ਮੀਆਂ ਸਿੰਘ (ਜੀਵਨੀ) | ਬੱਚਿਆਂ ਤੋਂ ਪਾਠ ਪੜਾਉਣਾ | ਜੀਵਨੀ ਪੜਨਾ ਅਤੇ | ਬੱਚਿਆਂ ਨੂੰ ਸਵੈ ਮੁਲਾਂਕਣ |
| | | ਜਿੰਦਗੀ (ਕਹਾਣੀ) | ਅਤੇ ਪੁੱਛੇ ਗਏ ਪ੍ਰੇਸ਼ਨਾ ਦੇ | ਲਿਖਣ ਦੀ ਰੁਚੀ ਪੈਦਾ | ਅਤੇ ਸੰਪੂਰਣ ਮੁਲਾਂਕਣ |
| | | ਪਛਾਣੇ ਜਾਂਦੇ ਨੇ | ਉਤਰ ਪ੍ਰਾਪਤ ਕਰਣਾ । | ਕਰਨੀ, ਸ਼ੁੱਧ ਰੂਪ ਵਿਚ | ਦੁਆਰਾ ਪ੍ਰੇਰਿਤ ਕਰਣਾ । |

| | | (ਕਵਿਤਾ) | ਔਖੇ ਸ਼ਬਦਾ ਦੇ ਅਰਥ | ਪੜਨਾ, ਸ਼ਬਦਾਂ ਦਾ | ਨਾਟਕ ਰੂਪ ਵਿਚ ਪ੍ਰਦੂਸ਼ਨ |
|----|------------|-------------------|------------------------|---------------------|------------------------|
| | | ਪ੍ਰਦੂਸ਼ਨ (ਲੇਖ) | ਸਮਝਣਾ , ਮਿਲਦੇ ਜੁਲਦੇ | ਵਾਕਾਂ ਵਿਚ ਵਰਤਣਾ, | ਦੇ ਹਾਨੀਕਰਕ ਨਤੀਜੇ |
| | | ਕਲਪਨਾ ਚਾਵਲਾ | ਸ਼ਬਦਾ ਦੀ ਪਹਿਚਾਣ ਕਰਨਾ | ਵਿਆਕਰਣ ਦੀ | ਦਸਣੇ ਤੇ ਨਾਟਕ ਸ਼ੈਲੀ ਨੂੰ |
| | | (ਜੀਵਨੀ) | | ਜਾਣਕਾਰੀ । | ਪ੍ਰੋਤਸਾਹਿਤ ਕਰਨਾ । |
| 4. | 19-22 ਹਫਤੇ | ਕੁਲਫੀ (ਕਹਾਣੀ) | ਜੀਵਨੀ ਬਾਰੇ ਇਕ ਨੌਟ ਜਾਂ | ਦੇਸ਼ ਭਗਤੀ ਦੀ ਭਾਵਨਾ | ਬੱਚਿਆਂ ਨੂੰ ਮਹਾਨ ਲੋਕਾਂ |
| | | ਕੰਧ (ਕਵਿਤਾ) | ਸਾਰ ਕਰਵਾਉਣਾ । | ਵਧਾਉਣਾ । | ਦੀ ਸਖਸ਼ਿਅਤ ਦੇ ਕੀਤੇ |
| | | ਗੰਣਤੰਤਰ ਦਿਵਸ | ਬੱਚਿਆਂ ਵਿਚ ਸਮਾਜਿਕ, | | ਕੰਮਾਂ ਬਾਰੇ ਪ੍ਰੇਰਿਤ |
| | | (ਲੇਖ) | ਰਾਸ਼ਟਰੀ ਭਾਵਨਾ ਨੂੰ | | ਕਰਨਾ,ਰੰਗਮੰਚ ਰੂਪ ਵਿਚ |
| | | ਅਜਾਦੀ (ਲੋਕ ਕਹਾਣੀ) | ਉਜਾਗਰ ਕਰਨਾ । | | ਨਾਟਕ ਕਰਵਾਉਣਾ । |
| | | | | | ਬੱਚਿਆਂ ਰਾਹੀਂ ਪਾਠ ਦੀ |
| | | | | | ਦੁਹਰਾਈ । |
| 5. | 23-28 ਹਫਤੇ | ਸਾਈਂ ਮੀਆਂ ਮੀਰ | ਅਧਿਆਤਮਕ ਸਿਖਿਆ ਤੋਂ | ਪੜਨਾ ਅਤੇ | ਬੱਚਿਆਂ ਨੂੰ ਅਧਿਆਤਮਕ |
| | | (ਜੀਵਨੀ) | ਜਾਣੂ ਕਰਵਾਉਣਾ ਅਤੇ ਹਰ | ਪੜਾਉਣਾ,ਸ਼ੁਧ ਰੂਪ ਵਿਚ | ਸਿਖਿਆ ਅਤੇ ਸਾਹਿਤਿਕ |
| | | ਅਵਾਂਤੀਪੁਰ ਦੇ ਖੰਡਰ | ਧਰਮ ਲਈ ਪਿਆਰ ਦੀ | ਵਿਆਕਰਣ ਦੇ ਸ਼ਬਦਾਂ | ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ |
| | | (ਕਵਿਤਾ) | ਭਾਵਨਾ ਜਗਾਉਣਾ । | ਨੂੰ ਸਮਝਣਾ । | ਸਾਹਿਤਕਾਰਾਂ ਦੇ ਵਿਚਾਰਾਂ |
| | | ਹਮਸਾਏ ਅੰਮਾਂ ਜਾਏ | ਸਾਹਿਤ ਨਾਲ ਜੋੜਦੇ ਹੋਏ | ਵਿਆਕਰਣ ਸੰਬੰਦੀ | ਨੂੰ ਸਾਂਝਾ ਕਰਨਾ । |
| | | (ਲੇਖ) | ਪੁਰਾਣੇ ਸਾਹਿਤਕਾਰਾਂ ਬਾਰੇ | ਆਏ ਪ੍ਰੇਸ਼ਨਾ ਦੇ ਉਤਰ | ਅਧਿਆਤਮਕ ਸਿਖਿਆ |
| | | ਹਜਰਤ ਮੁਹੰਮਦ (ਲੇਖ) | ਜਾਣਨਾ । | ਦੇਣ ਦੇ ਯੋਗ ਬਣਨਾ । | ਦੇਣ ਲਈ ਬੱਚਿਆਂ ਨੂੰ |
| | | ਅਲੜ ਪੁਣੇ ਦੀ ਉਮਰ | ਵਿਆਕਰਣ ਭਾਗ ਨੂੰ | | ਨਾਟਕ ਰੂਪ ਵਿਚ ਮਹਾਨ |
| | | (ਲੇਖ) | ਬੱਚਿਆਂ ਤੋਂ ਕਰਵਾਉਣਾ | | ਸਖਸ਼ਿਅਤਾਂ ਦੇ ਗੁਣਾਂ ਤੋਂ |
| | | ਮੁਕਤੀ (ਲੇਖ) | | | ਜਾਣੂ ਕਰਵਾਉਣਾ । |
| | | ਸੌਂਤ (ਤਿਉਹਾਰ) | | | _ |

Appendix

| | Suggestive Calendar of Activities | | | | | |
|------|-----------------------------------|----------------------------------|--|--|--|--|
| S.No | Date | Event | Suggested Activity | | | |
| 1. | March 8 th , 2023 | International Women's Day | Organising skits, Group discussions highlighting the role of women. | | | |
| 2. | March 21 st , 2023 | Arbor Day (Nauroz)-PlantationDay | Celebration of Plantation week wherein students are involved in various activities highlighting the importance of plantation. Plants like Chinars, Deodars to be planted in the premises of the school. | | | |
| 3. | March 22 nd , 2023 | World Water Day | Organising Awareness drives, Debates, Painting Competitions on the theme of conservation of Water Resources | | | |
| 4. | April 2 nd , 2023 | World Autism Awareness Day | Organising debates and discussion about Autism. | | | |
| 5. | April 7 th , 2023 | World Health Day | Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities. | | | |
| 6. | May 6 th , 2023 | World Mathematics Day | Class-wise Competition among students in developing mathematical models that make it interesting to learn. | | | |
| 7. | May 8 th , 2023 | Red Cross Day | Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly. | | | |

| | Suggestive Calendar of Activities | | | | | |
|------|---|---------------------------|---|--|--|--|
| S.No | Date | Event | Suggested Activity | | | |
| 8. | May 31 st , 2023 | World Anti-Tobacco Day | Students to be engaged in Anti- Tobacco Awareness Campaign. | | | |
| 9. | June 5 th , 2023 | World Environment Day | Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities. | | | |
| 10. | June 26 th , 2023 | Anti-Drug Abuse Day | Seminars, debates in collaboration with Drug de- addiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse. | | | |
| 11. | August 21 st , 2023 | Peace & Non-Violence Day | Debates & Seminars, Group Discussions. Peace is directly proportional to development. | | | |
| 12. | August 29 th , 2023 | National Sports Day | Importance of sports in physical / mental fitness. How sports help to inculcate teamsprit. Awareness about various types of sports & Games. | | | |
| 13. | September 5 th , 2023 | Teacher's Day | Celebration of Teachers day at various levels. Essay Writing / debate highlighting the role of Teachers | | | |
| 14. | September 7 th , 2023 | Kashmir against Flood Day | Commemorating Floods and the courageous response of people. Group Discussions on causes &preventive measures of floods | | | |
| 15. | October 2 nd -8 th , 2023 | Wildlife Week | Awareness about importance of conservation of Wildlife with special reference to our local Fauna. | | | |

| | Suggestive Calendar of Activities | | | | | |
|------|---|--|---|--|--|--|
| S.No | Date Event | | Suggested Activity | | | |
| 16. | November 14 th , 2023 | Children's Day | Celebrations to reiterate the importance of being a child. | | | |
| 17. | November 20 th - 25 th , 2023 | School Based Assessment Activities Week | Focus on Self-Assessment, Peer-Assessment and Group Assessment | | | |
| 18. | December 3 rd , 2023 | International Disability Day | Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness. | | | |

Schools may organise activities mentioned above and some other Local/National/International events/festivals as they deem fit for holistic development of the students. Organising such events help students to learn about the world around them as they grow up in order to become well-informed citizens. It enhances students' knowledge about the significance of these days/events and helps to inculcate high morals, values and character in our students, thereby nurturing their communication and interpersonal skills.

Suggestive Ten Bagless Days

| Bagless Day | Description | | | |
|----------------|--|--|--|--|
| 1 | Activities like Painting/ Art & Craft/ Photography/ Cooking/ Stitching/ Kite Making/ School Elections, etc. | | | |
| 2 | Exposure Visit to Sericulture Unit/ Vermicompost Unit/ Industrial Area/ Historical Places/Museums, etc. | | | |
| 3 | Gardening: Teachers and students in collaboration to grow some vegetables for mid-day meals. | | | |
| 4 | Games and Sports activities like, Hurdle race/ running backward/ Hopscotch, etc. | | | |
| 5 | Exposure Visit to University/College/Sainik School/ Medical College/ NIT/ Court/ DC Office, etc | | | |
| 6 | TLM development activities | | | |
| 7 | Speak up Day: a. Activities to articulate ideas in simple, clear and appropriate words. Teachers can take help of some famous media personality b. Speak up the changes, you want in your school/ locality, etc. | | | |
| 8 | a. Meeting most experienced and successful personalities of the localityb. Be a journalist and highlight the issues of your area | | | |
| 9 | a. Taking proper care of other people, animals and nature b. Local and seasonal vegetable stall c. Survey: like area of the school, type and number trees in your school, buildings, classrooms, labs, students' gender-wise and class-wise, teachers, subjects, book category and number, etc | | | |
| 10 | Meet a Professor/Doctor/Journalist/Engineer/Social Activist/Judge, etc. | | | |

Note: The Head of the Institution in consultation with subject teachers shall decide the appropriate day, date and activities for 10 bag-less days.

Student Assessment & Evaluation Scheme (SA&ES) Preparatory Stage (Class – 8th)

| Stage/Class | Duration | Scheme of Assessment |
|-----------------------|----------|---|
| Class 8 th | 1 Year | School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End Assessment (Summative Assessment) shall be conducted at Complex Level under the supervision of DIETS and uniform Assessment Tools shall be provided by SCERT through DIETs. |

Criteria for Evaluation Formative / Summative Assessment:

| | Object | Marks | Procedure |
|------------------|-------------------------|-------|--|
| I | Formative Assessment | 30 | Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting (I-VI) Tests/ Sessional throughout the year as per School Based Assessment. (@ 5 marks per Sessional) |
| II | Co-curricular Component | 20 | Detailed description of activities with criteria points is appended* |
| III | Summative Assessment | 50 | External Year End Assessment tool/Question Paper shall be of 50 Marks. |
| Total (I+II+III) | | 100 | Qualifying criteria will be as per the prescribed examination norms/guidelines. However, student is required to qualify with 33% marks in each assessment (FA/CC/SA). |

The design of progress card shall be notified separately.

*Description of Criteria Points for Co-Curricular activities:

| | Object /Activity | Criteria Points | | | |
|---|---|-----------------|--|--|--|
| Preparatory Stage: (Class 8 th) | | | | | |
| 1 | Physical Activities, Sports Yoga, etc | 4 | | | |
| 2 | Participation in School Activities: i. Recitation ii. Discussion iii. Debates iv. Role Playing v. Morning Assembly ,etc. | 4 | | | |
| 3 | Attendance and Discipline i.>75 upto 85% (1 Marks) ii.>85% upto 100% (1 Marks) iii. Discipline (2 Marks) (Note: Attendance a minimum of 75% is mandatory) | 4 | | | |
| | Cultural and Creative Activities i.Art ii.Music iii.Painting and Others. | 4 | | | |
| 5 | Health and Hygiene | 2 | | | |
| 6 | Environmental Awareness /IT Awareness | 2 | | | |

Formative Assessment - Guidelines

Formative Assessment Marks:30

Guidelines:

- **Formative Assessment** shall be conducted throughout the academic session as per School Based Assessment.
- Any format can be used or developed for carrying out an assessment activity but it must include Learning Outcome, Assessment technique and tool besides assessment activity.
- All the assessment activities need not to be recorded.
- A **portfolio** of the significant assessment activities which reflect the child's progress throughout the academic session shall be maintained by the teacher in collaboration with Parent/Caregiver and the Child.
- Report of these significant assessment activities is to be maintained in the given format given at Table-2. Suggestive Assessment Activity Format".
- Six recordings of these activities shall be reflected in the given Child's Progress Table.
- Portfolio of a child shall contain General Information, Significant Assessment Activities, Assessment Activity Reports and Child's Progress Table.
- At the end of the academic session, achievement for all the learning outcomes, which Child's Progress Table clearly reflects, is to be quantified to marks out of 30.
- Final achievement of a child for some learning outcome is to be considered for evaluation. For example, if child A in Recording 1 got 'Sky' level and child B got 'River' level but in Recording 3, both the children got 'Sky' level for the same learning outcome(s), they must be given same marks.

1. GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

| Name and Address of the School: | | |
|--|--|---|
| UDISE Code: Name: | | |
| | Section:Date of Birth: | Photograph |
| Phone: | | |
| Mother's Name: | Mother's Education:Mother's (| Occupation: |
| Father's Name: | Father | 's Education: |
| Father's Occupation: | Number of siblings:Siblings age: | |
| Mother Tongue: | Medium of Language: | Rural/Urban: |
| Information | Remarks | Specific Comments |
| Has the child been a patient in ahospital?Yes, please explainNo, please skip | Example: My child was in hospital because of car accident. | When: 2 years old |
| Is child taking any medicines? • Yes, please explain • No, please skip | Name of the medicine: | Dosage: |
| Does child have an allergic reaction? • Yes, please explain • No, please skip | Outside or Indoor allergiesFood Allergies (for example: peanuts, milk, wheat)Medicine or shots (immunization). (Please list below.)No, my child has no allergies that I know of. | Reaction due to allergy: Example- runny nose |
| Medical problems if any that thechild has ever had? | Ear infections, Nose problems, Eye problems, Hearingproblems, M. throat problems, Diarrhea, Constipation, Muscle and bone problems. Sleeping | |

ATTENDANCE

| MONTHS | APR | MAY | JUNE | JUL | AUG | SEP | ОСТ | NOV | DEC | FEB | MAR | TOTAL |
|-----------------------|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-------|
| Working Days | | | | | | | | | | | | |
| Attended | | | | | | | | | | | | |
| Attendance Percentage | | | | | | | | | | | | |

2. SUGGESTIVE ASSESSMENT ACTIVITY REPORT

| SUBJECT | ACTIVITIES TO ASSESS THE Learning Outcome(s) | LEVELS OF PROFICIENCY |
|--------------------------------|--|----------------------------------|
| EnvironmentalScience (Class 3) | Learning Outcome(s): The learner identifies simple features (e.g., movement, at places found/ kept, eating habits, sounds) of animals and birds) in theimmediate surroundings | *Feedback from Parent/Caregiver: |
| | Suggested Activity: A Visit to Zoo/ National Park/ Wildlife Sanctuary | Sky |
| | List the name of animals seen in the Zoo/ National Park/ Wildlife Sanctuary. Draw any one animal? Categorize these animals based on; ears can be seen, ears cannot be seen, has hair on skin or has feathers on skin | Levels of Mountain Proficiency |
| | 4. Which of the animals lay eggs?5. Have you seen any of those animals aroundyour house or school?6. Have you kept any pets at home? | River |

Note:

- 1. Observe the learner's sensitivity and attitude towards animals, birds and the place. Help him/her to articulate creative deas regarding caring of animals, etc.
- 2. Let the learner enjoy the nature and do not force her/him to note down everything. You can carry the assessment activity at the end of the visit.

Rubric

Awareness

Sky: Is fully aware about the animals and their simple features. **Mountain:** Shows interest in gaining awareness about the animals and their simple features.

River: Has little awareness about the animals and their simple features.

> Sensitivity

Sky: Is fully or mostly sensitive towards animals. **Mountain:** Shows interest in being sensitive towardsanimals.

River: Is little insensitive towards animals.

Creativity

Sky: Is creative and original with good observation and draws animals same as reality.

Mountain: Shows creativity in drawing animals and has apotential to improve.

River: Displays lack of creativity and interest.

*Feedback from Teacher Sky Nountain Proficiency River

A: Awareness

S: Sensitivity

C: Creativity

^{*} The rubric has been taken from Holistic Progress Card (HPC) - NCERT.

3. Child's Progress Table Example

| Recording of Assessment Activity Reports (Gathering of evidences of Child's Progress) | Learning Outcomes | Proficiency Level Achieved (Write NA, if not assessed) | Assessment By (Teacher, Self or Peer) | Descriptive summary of learner's development during the month |
|---|--|---|---------------------------------------|---|
| | Groups birds, animals according to differences/similarities using different senses | Awareness: Sky Sensitivity: Mountain Creativity: NA | Teacher | The child is aware of the immediate surroundings and engages himself/herself deeplywith |
| Recording 1 | Shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings | Awareness: Mountain Sensitivity: Sky Creativity: River | Peer | the environment. S/he shows positive attitude towards animals, plants and humans. S/he values |
| Recording 1 | 3. Describes availability of water, its use at home and surroundings | Awareness: Mountain Sensitivity: Mountain Creativity: Mountain | Teacher | water as a precious resource and keeps it clean. S/he does not share ideas or ask questions.S/he needs encouragement and words of motivation. |
| Recording 2 | | | | |
| Recording 3 | | | | |
| Recording 4 | | | | |
| Recording 5 | | | | |
| Recording 6 | | | | |
| Marks: | | | | |

Note: 10% to 17% of the assessment activities shall be assessed through peer assessment.

Formative Assessment

Assessment for Learning

It occurs during, rather than after, the teaching-learning process as it has its primary focus on the ongoing improvement of learning for all students.

- (a) **Assessment is school-based and integral to teaching-learning:** For long, assessment has been considered to be term-end or process-end activity believing that pressurizing and exposing children to frequent examination and comparing them with the high achievers incites them to perform better. As a school-based activity integrated with the teaching- learning, it helps in doing away with examination-related fear, anxiety or trauma.
- (b) **Multiple evidence-based:** As no single strategy of assessment is capable of providing complete information about a child's progress and learning, it needs to be multiple evidence-based to make it free from biases or distortion. This requires tapping different sources to collect information as evidence.
- (c) **Assessing learning progress holistically:** It includes assessment of all aspects of students' personality, i.e., knowledge, performance, skills, interests, dispositions and motivation using a range of activities that the child participates in both inside and outside the classroom for making assessment comprehensive.
- (d) **Sensitive to individual learning needs:** This requires identifying individual and specific needs of all children (including those with special needs and from the marginalized groups). Teachers may design and use a range of resources and activities suited to the learning needs (learning pace, style, level and other special needs or required accommodations) of children and use the gathered information to address their needs. The teachers' responses to the students' needs are to be provided sensitively.
- (e) **Serves to observe changes in learning progress over time:** Assessment for learning goes along with the teaching-learning process in a continuous manner. The manner and modalities, however, may vary. Teachers map the students' progress on the processes of learning based on evidence collected using information from individual or group tasks through self or peer assessments. Observations of changes taking place in the children's learning progress are made on a continuous basis that are recorded as per the needs to develop the profiles of children.
- (f) **Helps teacher review and modify the teaching-learning:** It helps the teacher to probe what a child can or cannot do and explore the reasons behind the learning gaps. After understanding the students, their level of learning and the reason behind gaps, the teacher may adopt or adapt her/his teaching-learning to intertwine this correctional review with the instruction to regulate it to help children progress and improve their learning.
- (g) **Helps to address learning gaps:** After observing the gaps and determining the possible causes, the teacher needs to build logical connections between the existing and the new knowledge. This requires teachers to give children feedback that is specific, timely and clearly stated to scaffold their learning so as to improve it further.

Assessment as Learning

- (a) **Collaborative and participatory approach:** The approach involves students as partners in planning, transaction and assessment of the teaching-learning process and thus, includes giving and receiving feedback by both students and teachers. It fosters healthy teacher-pupil and pupil- pupil relationships through teacher-supported, peer and group learning. It encourages active engagement of students in the process of teaching-learning and assessment to enhance learning by providing an opportunity for dialogue and feedback between teacher and student. Involving children by giving more and more opportunities in planning, conducting and evaluating different tasks, helps build skills of self and peer assessment among them which, in turn, reduces teachers' burden to a large extent. Children facilitate them by taking responsibility of assessing their own work, their peers' work and promote collaborative learning by helping each other learn. Help from parents or guardians can be sought in this process as they can also contribute meaningfully towards the progress of their wards.
- (b) Helps children seek resources of knowledge: Assessment as learning builds capacity of students to absorb new ideas and place them in larger contexts, evaluate their own and their peers' work against well-defined criteria or learning goals. This helps students build skills for learning in their lives. It also occurs during teaching-learning process. After identifying their strengths and gaps in learning, children themselves may plan and make efforts to look for the suitable resources to seek further knowledge in order to address the gaps or further move on to enhance their learning. Opportunities for self and peer- assessment and reflection, provided regularly during the process of assessment for learning, allows children to reflect, build connections between past and new learning, critique their own work and seek resources for new knowledge and, thus, take self- corrective measures to learn and progress.
- (c) **Building skills of learning to learn among children:** Out of the three purposes of assessment, 'Assessment as Learning', helps imbibe skills of learning to learn and lifelong learning among children and, therefore, is the most crucial component of assessment under SBA. Helping students understand their own learning to develop appropriate strategies for *learning to learn* and seek resources to enhance themselves, fosters child's self- confidence and helps develop abilities for lifelong learning, which is one of the prime goals of education.

Academic Calendar-Cum-Syllabus – 2023-24



This syllabus has been designed in order to provide students a broad and balanced understanding of subjects, to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with the learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Value Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.



State Council of Educational Research & Training