



Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

MIDDLE STAGE

Grade-7th

Session 2024-25



*State Council of Educational Research & Training
(SCERT)- JK UT*

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Preface

We are delighted to present the Syllabus and Academic Calendar for the 2024-25 academic year for the J&K UT, crafted in alignment with the visionary National Curriculum Framework-SE, 2023.

This calendar meticulously maps learning outcomes with the curricular goals and competencies outlined in the NCF School Education 2023. The coding system within the document is designed to guide you effortlessly: the first digit denotes the Curricular Goal, the second indicates the corresponding Competency, and the final digit represents the Learning Outcome derived from the goals, competencies, and textbook content. Nevertheless, Competency No. "0" means that there is no competency available in the NCF-2023.

Our heartfelt gratitude extends to the dedicated resource persons whose invaluable contributions have made this calendar a reality: Irshad Ahmad Wani, Abdul Rashid Mala, Ayjaz Ahmad War, Bashir Ahmad Sheikh, Bashir Ahmad Gojri, Aijaz Jahanger Rather, Mohammad Sharif Bhat, Gurnam Singh, Satinder Singh, M. Younus Malik, Satbir Singh, M. Iqbal Shah, Naveed Gul, Hilal Ahmad Wani, Shahli Vohra, Rauf Ahmad, and Rameez Ahmad.

We also deeply appreciate the proactive involvement of the JKSCERT faculty members who played a crucial role in this endeavour. Special thanks to the Director, Joint Director (Central), Joint Director Jammu/Kashmir Division, and various Academic Unit Heads of JKSCERT for their unwavering support and guidance.

Teachers are encouraged to thoroughly review the competencies and associated Learning Outcomes (LOs). For any clarifications or assistance, please reach out to us at ersajkscert@gmail.com.

**Warm regards,
Academic Planner Development Team/
Team ERSA, JKSCERT**

INTRODUCTION

National Education Policy 2020 envisages shift from rote learning to competency based/experiential learning in schooling. The early stages of schooling from classes Foundational, Preparatory and Middle require proper planning and thorough understanding of mechanism for teaching learning process. The structure for scheme of studies and curriculum includes five major subjects viz; Mathematics, Science, English, Hindi/ Urdu & Social Science.

The 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 their 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, Values 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.

This Syllabus-cum-academic calendar is in synchronization with National Curriculum Framework for School Education 2023.

Teachers must be aware and make use of all available material resources (blended) - online supporting material /TLM available at DIKSHA, NISHTHA, e-Pathshala, Swayam Prabha, NCERT & SCERT-J&K website for making inclusive education a reality and update themselves for progressive uniformities.

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Class 7th
(English)

Curricular Goals, Competencies as per NCF SE 2023

Curricular Goals	Competencies	Learning Outcomes The Learners:
CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books	C-1.1. Applies varied comprehension strategies (inferring, predicting) to understand different texts	LO-1.1.1. infer a character's motivations by analyzing their actions, thoughts, and interactions with other characters. (e.g., Inferring a character acts kind to others because they want to make friends.) LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent. (e.g., Inferring a character is lonely based on a simile comparing them to an isolated island.) LO- 1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information. (e.g., Predicting an informative text will provide facts and details on a specific topic.)
	C-1.2. Identifies main points, summarises after a careful reading of the text, and responds coherently	LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. (e.g., Identify the main idea and supporting details of a news article.) LO-1.2.2. write a concise summary of a longer text, capturing the main idea and key supporting details. (e.g., Summarize the main argument and supporting points in a persuasive essay.) LO-1.2.3: respond coherently to an inferential comprehension question about a longer text. (e.g., Answer a question about a character's motivation based on textual clues.)
	C-1.3. Identifies and appreciates the main idea in the various texts	LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a novel). (e.g., Identify the main idea of a specific chapter focusing on a character's journey.) LO-1.3.2: identify the main idea of informative texts with different structures (e.g., chronological, cause-and-effect) and explain how the structure supports the message. LO-1.3.3: appreciate the main idea by explaining how it connects to the author's purpose or genre conventions.

	<p>C-1.4. Shows interest in choosing and reading a variety of books</p>	<p>LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book. LO-1.4.2: choose books from a wider range of genres based on author recommendations or award nominations. LO-1.4.3: analyze their reading preferences and articulate their evolving tastes.</p>
<p>CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)</p>	<p>C-2.1. Uses writing strategies, such as sequencing ideas, identifying headings/subheadings and forming clear beginning, ending, and paragraphs</p>	<p>LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion. LO-2.1.2: use a variety of transition words and phrases (e.g., however, consequently, in addition to) to create clear and cohesive connections between sentences and paragraphs LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences.</p>
	<p>C-2.2. Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing</p>	<p>LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details. LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature. LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.</p>
<p>CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding</p>	<p>C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes</p>	<p>LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences. LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent. LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a logical structure, focusing on a specific topic or genre.</p>
<p>CG-4 Explores different literary devices and forms of literature</p>	<p>C-4.1. Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)</p>	<p>LO-4.1.1: analyze the use of literary devices (e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose. LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama. LO-4.1.3: appreciate the narrative elements (plot, character, setting)</p>

		that contribute to the enjoyment of prose and drama.
	C-4.2. Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing	<p>LO-4.2.1: identify a wider range of literary devices (e.g., hyperbole, alliteration, imagery) in various forms of literature.</p> <p>LO-4.2.2: explain how different literary devices contribute to specific literary effects (e.g., imagery for sensory details, hyperbole for emphasis, alliteration for rhythm).</p> <p>LO-4.2.3: use a wider range of literary devices (simile, metaphor, personification, hyperbole, alliteration) strategically in their writing to create a specific effect or enhance their style.</p>
CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	C-5.1. Uses appropriate grammar and structure in their writing	<p>LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.</p> <p>LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.</p> <p>LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing.</p>
CG-6 Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used	<p>LO-6.1.1. discriminate between long and short vowel sounds and spell words accordingly.</p> <p>LO-6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs.</p> <p>LO-6.1.3. apply their understanding of phonetics and spelling patterns to improve pronunciation and spelling accuracy.</p>

	<p>C-6.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable</p>	<p>LO-6.2.1: identify and analyze a wider range of wordplay techniques (puns, rhymes, alliteration) in various forms of literature.</p> <p>LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in their writing to create specific effects and enhance their creative expression.</p> <p>LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature.</p>
	<p>C-6.3 Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)</p>	<p>LO-6.3.1: demonstrate competency in playing and explaining the rules of more complex word games (e.g., anagrams, antakshari).</p> <p>LO-6.3.2: develop strategies for solving crossword puzzles and other word-based challenges.</p> <p>LO-6.3.3: appreciate the cultural significance of word games from different parts of the world (e.g., antakshari - India).</p>

Month wise Time Line	Chapter: Melody/Let's Read/ Integrated Grammar & Writing Skills	Learning Outcomes The Learners:	Suggested Pedagogy
1	Three Questions The Squirrel The Tiny Teacher Unseen Paragraphs	LO-1.1.1. infer a character's motivations by analysing their actions, thoughts, and interactions with other characters. LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a Text/ story/drama/novel). LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book. LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion. LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details. LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences. LO-4.1.1: analyze the use of literary devices	Role-playing activities where students act out scenes from the story, considering character motivations. After reading a passage, have students write a short paragraph explaining what motivates a character's actions, citing textual evidence. (e.g., Inferring a character acts kind to others because they want to make friends.)(e.g., Identify the main idea and supporting details of a news article.) (e.g., Identify the main idea of a specific chapter focusing on a character's journey.) Expand on the structure of formal letters, emphasizing proper salutations, formal language, and respectful tone. Analyze mentor texts (examples

		<p>(e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose.</p> <p>LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.</p> <p>LO-6.1.1. discriminate between long and short vowel sounds and spell words accordingly.</p>	<p>of well-written formal letters) to identify key characteristics and appropriate language use. Writing assignments where students practice writing different types of formal letters, ensuring proper format and adapting their style to the specific purpose and audience</p> <p>Use graphic organizers or charts to compare and contrast the basic features of prose, poetry, and drama (e.g., structure, language). Read short excerpts from each genre and have students identify the form based on its characteristics. Play genres charades where students act out scenes from prose, poetry, or drama, and others guess the form.</p>
<p>2</p>	<p>A Gift of Chappals</p> <p>The Rebel</p> <p>Meadow Surprises</p> <p>Bringing up Kari</p> <p>Unseen Paragraphs</p>	<p>LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent.</p> <p>LO-1.2.2. write a concise summary of a longer text, capturing the main idea and key supporting details.</p> <p>LO-1.3.2: identify the main idea of informative texts with different structures.</p> <p>LO-1.4.2: choose books from a wider range of genres based on author recommendations or</p>	<p>Create a "figurative language dictionary" where students record examples from the text and their inferred meanings. During reading, pause to have students identify figurative language and explain how it helps them understand the character or situation. (e.g., Inferring a character is lonely based on a simile comparing them to an</p>

		<p>award nominations.</p> <p>LO-2.1.2: use a variety of transition words and phrases.</p> <p>LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature.</p> <p>LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent.</p> <p>LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.</p> <p>LO-4.2.1: identify a wider range of literary devices (e.g., hyperbole, alliteration, imagery) in various forms of literature.</p> <p>LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.</p> <p>L.O:6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs.</p>	<p>isolated island.)</p> <p>(e.g., Summarize the main argument and supporting points in a persuasive essay.)</p> <p>(e.g., chronological, cause-and-effect) and explain how the structure supports the message.</p> <p>(e.g., however, consequently, in addition to) to create clear and cohesive connections between sentences and paragraphs (e.g., imagery for sensory details, hyperbole for emphasis, alliteration for rhythm).</p> <p>Analyze how specific literary devices create different effects on the reader (imagery - visualization, hyperbole - emphasis, alliteration - rhythm). Activities where students rewrite sentences or excerpts, replacing specific literary devices with plain language and then discussing the impact on the intended effect. Create concept maps or charts that categorize literary devices according to the effects they create (e.g., imagery - sight, sound, smell, taste, touch). Introduce the concept of a sentence and its key components (subject, verb, object) through engaging activities and visuals. Sentence</p>
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			<p>building exercises where students manipulate words to form grammatically correct sentences. Interactive games or quizzes to reinforce the identification of sentence parts and subject-verb agreement.</p>
<p>3</p>	<p>Gopal and the Hilsa Fish</p> <p>The Shed</p> <p>Golu Grows a Nose</p> <p>Unseen Paragraphs</p>	<p>LO- 1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information.</p> <p>LO-1.2.3: respond coherently to an inferential comprehension question about a longer text.</p> <p>LO-1.3.3: appreciate the main idea by explaining how it connects to the author's purpose or genre conventions.</p> <p>LO-1.4.3: analyze their reading preferences and articulate their evolving tastes.</p> <p>LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences.</p> <p>LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.</p> <p>LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a</p>	<p>Analyze the structure of different types of texts (descriptive passages, news articles, persuasive essays). Before reading a new text, have students predict the structure based on the genre or title and purpose. (e.g., Predicting an informative text will provide facts and details on a specific topic.)</p> <p>Introduce additional punctuation marks (semicolon, colon, quotation marks) with clear explanations and examples of their usage. Sentence revision activities where students improve clarity and organization by incorporating semicolons and colons effectively. Writing assignments that require students to use a variety of punctuation marks to enhance the structure and coherence of their work.</p>

		<p>logical structure, focusing on a specific topic or genre.</p> <p>LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.</p> <p>LO-4.2.2: explain how different literary devices contribute to specific literary effects.</p> <p>LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing</p>	<p>Use graphic organizers with more complex categories (e.g., main idea, supporting details, cause-and-effect relationships). After reading a longer text, have students identify the main idea of each paragraph and explain how they support the overall theme. Highlight topic sentences and transitional words to help students identify the main points.</p> <p>(e.g., Answer a question about a character's motivation based on textual clues.)</p>
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<p>4</p>	<p>The Ashes that Made Trees Bloom.</p> <p>Chivvy</p> <p>Chandni</p> <p>Unseen Paragraphs</p>	<p>LO-1.1.1. infer a character's motivations by analysing their actions, thoughts, and interactions with other characters. LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure.</p> <p>LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a Text/story/drama/novel).</p> <p>LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book.</p> <p>LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion.</p> <p>LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details.</p> <p>LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences.</p> <p>LO-4.1.1: analyze the use of literary devices (e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose.</p> <p>LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.</p>	<p>Teach summarizing techniques like identifying the thesis statement and omitting unnecessary details. Provide sentence starters or outlines to guide students in writing summaries. Peer review activities where students assess each other's summaries for clarity and accuracy.</p> <p>Ask inferential questions that require students to think beyond the literal meaning of the text. Encourage students to use textual evidence and their own understanding to support their answers. Class discussions where students share their interpretations and justify their reasoning.</p> <p>Divide longer texts into sections and have students identify the main idea of each part. After reading a chapter, have students summarize the main events and explain how they contribute to the overall story arc. Use timelines to track the development of the main idea throughout a longer narrative.</p> <p>Review and expand on the concept of sentence variety, emphasizing the use of transitional words and phrases for coherence. Activities where students identify transitional words/phrases in mentor texts and analyze their role in connecting ideas. Sentence writing exercises where students practice incorporating transitional words and phrases to create a smooth flow of information.</p>
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		<p>LO-6.2.1: identify and analyze a wider range of wordplay techniques (puns, rhymes, alliteration) in various forms of literature.</p> <p>LO-6.3.3: appreciate the cultural significance of word games from different parts of the world (e.g., antakshari - India).</p>	
<p>5</p>	<p>Quality</p> <p>Trees</p> <p>The Bear story</p> <p>The Invention of Vita Wonk</p>	<p>LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent.</p> <p>LO-1.2.2. write a concise summary of a longer text, capturing the main idea and key supporting details.</p> <p>LO-1.3.2: identify the main idea of informative texts with different structures.</p> <p>LO-1.4.2: choose books from a wider range of genres based on author recommendations or award nominations.</p> <p>LO-2.1.2: use a variety of transition words and phrases.</p> <p>LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature.</p> <p>LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent.</p> <p>LO-4.1.2: appreciate the narrative elements (plot, character, setting) that</p>	<p>Analyze the structure of different informational texts and discuss how it conveys the main idea. Read texts that use cause-and-effect or compare/contrast structures and have students identify the main idea and how the structure reinforces it. Have students rewrite short informational texts in a different structure (e.g., chronological to compare/contrast) while maintaining the main idea.</p> <p>Discuss the purpose of different text genres (e.g., entertain, inform, persuade) and how the main idea contributes to that purpose. Read texts from various genres and have students compare how the main ideas are presented and how they might differ based on genre expectations. Research and create presentations on authors known for their impactful messages or themes,</p>

		<p>contribute to the enjoyment of prose and drama.</p> <p>LO-4.2.1: identify a wider range of literary devices (e.g., hyperbole, alliteration, imagery) in various forms of literature.</p> <p>LO-4.2.3: use a wider range of literary devices.</p> <p>LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing</p> <p>LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in their writing to create specific effects and enhance their creative expression.</p> <p>LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature.</p>	<p>highlighting their main ideas and their lasting influence.</p> <p>(simile, metaphor, personification, hyperbole, alliteration) strategically in their writing to create a specific effect or enhance their style.</p> <p>Expand on vowel sounds by introducing long vowel sounds and their distinctions from short vowels. Minimal pair activities where students differentiate between words based on short and long vowel sounds (e.g., bat/beat, sip/ship). Dictation exercises that include words with both long and short vowels to reinforce spelling and sound association.</p>
<p>6</p>	<p>Expert Detectives</p> <p>Mystery of the Talking Fan</p> <p>A Tiger in the House</p> <p>Garden Snake</p>	<p>LO- 1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information.</p> <p>LO-1.2.3: respond coherently to an inferential comprehension question about a longer text.</p> <p>LO-1.3.3: appreciate the main idea by explaining how it connects to the author's purpose or genre conventions.</p> <p>LO-1.4.3: analyze their reading preferences and articulate their evolving tastes.</p>	<p>Read excerpts from books by different authors with distinct styles (e.g., humorous, descriptive, suspenseful). Have students compare and contrast the writing styles and discuss how each one affects the reading experience. Research and present on favourite authors, exploring their writing styles and how they connect with readers.</p>

		<p>LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences.</p> <p>LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.</p> <p>LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a logical structure, focusing on a specific topic or genre.</p> <p>LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.</p> <p>LO-4.2.2: explain how different literary devices contribute to specific literary effects.</p> <p>LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing.</p> <p>O-6.3.1: demonstrate competency in playing and explaining the rules of more complex word games (e.g., anagrams, antakshari).</p> <p>LO-6.3.2: develop strategies for solving crossword puzzles and other word-based challenges.</p>	<p>Introduce students to literary awards for young readers (e.g., Newbery Award, Printz Award). Invite guest speakers like librarians or authors to recommend books in their preferred genres. Create a "book recommendation shelf" where students suggest books they enjoyed to their classmates.</p> <p>Introduce crossword puzzles and teach students how to approach different types of clues (definitions, synonyms, antonyms). Collaborative crossword puzzle solving activities where students work in pairs or groups to complete the puzzle. Word challenge activities where students race to solve anagrams, riddles, or other puzzles using critical thinking strategies.</p> <p>Have students keep track of the books they read and their genres in a reading log. At regular intervals, conduct journaling activities where students reflect on their reading choices and how their preferences might be changing. Class discussions focused on how reading experiences can shape and evolve our taste in books.</p>
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			<p>Introduce consonant blends (initial, medial, final) and diagraphs with clear pronunciation demonstrations and examples. Activities where students manipulate letters or tiles to represent and blend consonant sounds (blends and diagraphs) for decoding words. Reading passages that contain words with blends and diagraphs to practice decoding skills.</p>
<p>7</p>	<p>Dad and the Cat and the Tree</p> <p>An Alien Hand</p> <p>The Pandemic</p> <p>The Wrath of Heaven</p> <p>Unseen Paragraphs</p>	<p>LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book.</p> <p>LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion.</p> <p>LO-2.1.2: use a variety of transition words and phrases.</p> <p>LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details.</p> <p>LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature.</p> <p>LO-4.2.3: use a wider range of literary devices (simile, metaphor, personification, hyperbole, alliteration) strategically in their writing to create a specific effect or enhance</p>	<p>Use graphic organizers with more complex structures (e.g., story mountain for narratives, compare/contrast charts for informational texts) to help students sequence ideas for longer writing assignments. Divide longer writing assignments into smaller tasks, focusing on sequencing ideas for each paragraph before assembling them into a coherent text. Peer review activities where students assess each other's writing for logical flow and suggest improvements in the sequencing of ideas.</p> <p>Expand the range of transition words introduced in 6th grade, including words for different logical relationships (contrast, sequence, cause and effect). Create sentence starters or paragraph frames that incorporate transition words to guide</p>

		<p>their style.</p> <p>LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.</p> <p>LO-6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs.</p> <p>LO-6.1.3. apply their understanding of phonetics and spelling patterns to improve pronunciation and spelling accuracy.</p> <p>LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in their writing to create specific effects and enhance their creative expression.</p> <p>LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature.</p>	<p>students in using them effectively. Revision activities where students identify areas where transitions are needed and choose the most appropriate word or phrase based on the intended connection.</p> <p>Engage students in activities that connect phonetics knowledge to pronunciation practice (e.g., pronouncing new words based on vowel and consonant sounds). Dictation exercises with a focus on challenging words that require applying understanding of phonetics and spelling patterns. Peer review activities where students identify different sounds of vowels and consonants.</p>
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Selected Learning Outcomes for Summative Assessment Class—VII

The learners–

LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent. (e.g., Inferring a character is lonely based on a simile comparing them to an isolated island.)

LO- 1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information. (e.g., Predicting an informative text will provide facts and details on a specific topic.)

LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. (e.g., Identify the main idea and supporting details of a news article.)

LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a novel). (e.g., Identify the main idea of a specific chapter focusing on a character's journey.)

LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book.

LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between

LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.

LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences.

LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent.

LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.

LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.

LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.

LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.

LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in their writing to create specific effects and enhance their creative expression.

LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature

Design of Summative Assessment for Class-VII

Section-A Reading Comprehension (14 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 × 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, and vocabulary based on inference, analysis, etc. **1 × 5 = 5 Marks**
3. One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4 MCQs including one open ended question based on inference, analysis, evaluation, etc. **1 × 4 = 4 Marks**

Section - B Grammar (9 Marks)

- Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements, Questions)
- Punctuation marks
- Phonetic transcription of simple words (encoding/decoding)

4. One passage given in direct/indirect speech to be converted into vice-versa. **2 Marks**

5. One contextualized passage/ story/ paragraph to be edited testing the use of tenses, appropriate parts of speech, articles, auxiliaries punctuation and the appropriate spelling etc. **5 Marks**

6. One short passage containing simple words to be phonetically transcribed. **2 Marks**

Section - C Writing Skills (12 Marks)

7. One question to be attempted on story/dialogue/speech/report writing on the given situation with the help of hints. (80-100 Words) **3 Marks**
8. One question to be attempted on message/email/social media post writing on the given situation (60 words). **2 Marks**
9. One question to be attempted on letter writing out of two letters with some given situations (formal/informal). (80-100 words) **3 Marks**
10. One question to be attempted on essay/paragraph writing on incidents, events, situations etc out of the two with the given hints, and visual clues. (100-120) words) **4 Marks**

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, literary devices etc. from the short stories and the play. **1 × 5 = 5 Marks**

Summative Assessment

S.No	Section	Chapter Name/Content	Marks Allotted
01	A	Reading Comprehension	14
02	B	Grammar	9
03	C	Writing Skills	12
04	D	Literature	15
		<ul style="list-style-type: none"> Chandni Quality Trees The Bear story The Invention of Vita Wonk Expert Detectives Mystery of the Talking Fan A Tiger in the House Garden Snake Dad and the Cat and the Tree An Alien Hand The Pandemic The Wrath of Heaven 	
Total			50 Marks



Class 7th
(Science)

Science Education

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and thereby continuously revising our knowledge. The process of Science is not something that only scientists do in laboratories alone. It also develops an important set of capacities (and dispositions) essential for leading a rational and fulfilling lives. These capacities (and dispositions) help us make informed and good decisions that benefit us and our communities.

As a subject in schools, Science draws significantly from the disciplines of Biology, Chemistry, Physics, Earth Sciences, as well as from Mathematics, Computational Sciences, and, where relevant, from Social Science and Vocational Education, in order to provide an interdisciplinary understanding and appreciation of the role of Science in everyday life. Good education in Science, including the development of a mindset of inquiry and research in students, is critical in addressing the challenges that India and the world face today, such as climate change, improving healthcare, technological advancement and use for sustainable development, creation of just and equitable livelihoods, and living in harmony with nature. Therefore, ensuring high quality education in Science, and its relationship with other subjects such as Social Science and Vocational Education forms a key focus of this NCF. This would help students to gain an understanding of how science and scientific research can address the central challenges faced by our society. Children must start learning the process of science and the basics of the scientific method starting in the Foundational Stage itself. In the Preparatory Stage, they gain further experience in the process of Science and the scientific method through observing patterns and relationships in their natural environment and conducting simple hands-on experiments. Science is introduced as a separate Curricular Area only in the Middle Stage. In this Stage, the approach integrates the disciplines of Biology, Chemistry, and Physics.

Aims

Science aims to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also builds important capacities such as observation, analysis, and inference. This in turn enables the meaningful participation of individuals in society and the world of work with scientific temper, critical and evidence-based thinking, asking relevant questions, analysing practices and norms, and acting for necessary change. Science Education aims to achieve:

- **Scientific understanding of the natural and physical world.**
- **Capacities for scientific inquiry.**
- **Understanding the evolution of scientific knowledge**
- **Interdisciplinary understanding between Science and other curricular areas.**
- **Understanding of the relationship between Science, Technology, and Society.**
- **Scientific temper.**
- **Creativity.**

Curricular Goals and Competencies

In the Middle Stage and Grades 9 and 10 of the Secondary Stage, Science is taught using integrated approach. This integrated approach develops fundamental capacities related to the disciplines of Biology, Chemistry, Physics, and Earth Science while the use of connections across them helps students appreciate the interrelations between these subjects and make sense of their observations and experiences.

At all Stages, along with conceptual understanding, the capacities of scientific inquiry are developed as age appropriate. These concepts and capacities are chosen both from a disciplinary perspective and in terms of what is useful and necessary in their everyday lives. Students thereby understand the world around them with increasing depth, explore scientific questions at different levels through discussion and experimentation, and learn to communicate this understanding in different ways. It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study. Following are the nine curricular goals and their subordinate competencies for middle stage as articulated in NCF-SE 2023.

Month	Chapter	Learning Outcomes	Suggestive Pedagogies
1	Nutrition in Plants	3.2.1: Classifies Organisms based on the mode of Nutrition	Pose questions and find answers through discussion and performing appropriate activities
		3.4.1: Explains the process of photosynthesis	Explore surroundings, natural processes, phenomena using senses Pose questions and record find the answers through reflection, discussion, appropriate activities etc.
		7.3.1: Draws a labelled diagram of the section of a leaf and stomata	
		7.1.1: Writes word equation for photosynthesis	Analyze recorded data and draw inferences, share findings with peers and friends.
		6.2.1: Conducts simple investigation to seek answer to the query, Do leaves other than green also carry out photosynthesis	Analyse, recorded data, interpret results and draw inferences

		3.4.2: Applies learning of scientific concepts in day today life e.g., testing and improving the quality of soil	Explore surroundings to observe the use of fertilizers, manures and mixed cropping
		3.2.2: Classifies Heterotrophs into Saprotrophs, Parasites, Symbionts and Insectivorous plants	Explore surroundings to observe natural interactions among the various organisms
	Nutrition in Animals	4.2.1: Tabulate various kinds of animals, food and their mode of feeding	Pose questions and acquire answers through discussion and observation
		7.3.2: Draws a labelled diagram of Human Digestive System 7.2.1: Builds a simple model of Human Digestive System	Encourage students to exhibit their creativity by building the model of Human Digestive system
		3.1.1: Identifies Types of teeth on the basis of observable features	Make students to perform Activity 2.2 on Page NO. 15
		6.2.2: Conducts simple investigations to seek answers to the query why does chewed cooked rice not give Starch test?	Make students to conduct the activity 2.3 on Page No. 15

		6.1.1: Discusses and appreciates the story of William Beaumont	Let students discuss and record the inferences taken out from the story
		3.2.3: Explains the process of digestion in Humans (Digestion, Absorption, Assimilation and Egestion)	Make use of Models, Charts, 3D diagrams, animations etc.
		7.3.3: Draws a flow chart to summarize the various steps in the process of Digestion	Ask students to draw a flow chart showing all the steps involved in the process of digestion
		3.2.4: Explains the process of digestion in ruminants and Amoeba	
2	Heat	1.1.1: Tabulates objects used in your day today life as hot/warm and cold/cool	Make students to interact with their peers
		1.3.1: Measures temperature of warm liquid/human body with the help of thermometer	Perform the activity 4.1/4.3 given on page No. 40/43
		1.1.2: Differentiate laboratory thermometer from a clinical thermometer on the basis of properties	Guide students to use both the types of thermometers in different cases
		6.2.3: Conducts simple investigation to seek answer to the query, why is it not convenient to use laboratory thermometer for measuring temperature of a human body? 6.2.4: Conducts an experiment to understand the process of Conduction	Perform and Record the observations during the activity 4.5 given on Page no. 44 Record the observation during the activity and draw inferences (Activity 4.6)

		1.1.3: Classify different articles (materials) into conductors and insulators of heat	Record the observations during the activity 4.7
		6.2.5: Conducts an experiment to understand the process of convection	Record the observations during the activity 4.8 and draw inferences
		1.4.1: Relates the process of convection with the formation of Sea breeze and Land Breeze	Pose questions and find answers through reflection, discussion etc
		1.2.1: Understands the process of Radiation	Explore surroundings, natural processes, phenomena using senses
		3.4.3: Applies learning of scientific concepts in day today life to seek answer to the query, why do we prefer light coloured clothes in summer and dark coloured clothes in winter?	Record the observations during the activity 4.10
		3.4.4: Applies learning of scientific concepts in day today life to seek answer to the query, Why woolen clothes keep us warm in winters?	Pose questions and find answers through reflection and discussion
2		1.1.4: Tabulates different substances that we use on daily basis on the basis of taste (sour/bitter/salty/sweet)	Record the observations based on day today experience
		1.1.5: Classifies substances that we use in our daily life as acidic and basic on the basis of sour and bitter taste	Pose questions and find answers through reflection and discussion

	Acids, Bases And Salts	1.1.6: Differentiates acids as natural (Organic) and Mineral acids	Pose questions and find answers through reflection and discussion
		1.2.2: Identifies indicators on the basis of a special characteristic i.e., changing colour on coming in contact with other substances	Record the observations and take inferences from the activity 5.1 Explore surroundings to find some natural indicators around us
		1.2.3: Classifies substances as acidic, basic or neutral on the basis of effect on indicators	Record the observations while performing an activity or doing an experiment (Make use of Red and Blue Litmus paper from Science Kit)
		1.2.4: Conducts Litmus test and classifies different solutions as Acidic, Basic and Neutral	Record the observations while performing litmus test on different given solutions and share it with peers
		1.2.5: Conducts simple tests to find effects of acidic and basic solutions on turmeric and Phenolphthalein	Record the observations while performing test and take inferences Perform activity 5.3
		1.2.6: Conducts simple investigations to seek answer to the query, can extract of coloured flowers be used as acid-base indicator?	Record the observations during the activity 5.4 and discuss with peers
		9.1.1: Lists Physical properties of acids and bases	Pose questions and find answers through reflection, discussion etc.
		5.1.1: Applies learning of acids to seek answer to the query, why copper or brass cooking vessels are coated with tin (kalai)?	Engage students in discussion to come up with the suitable answer.
		1.2.7: Conducts an investigation to show the process of Neutralization	Record the observations during the activity 5.5 and discuss with peers

		7.1.2: Writes word equation for acid base reactions	Record the observation from activity 5.5 and write it in the form of word equation
		5.1.2: Applies the learning of the concept of neutralization to deal with the acidity of stomach	Pose questions and find answers through reflection and discussion
		5.1.3: Applies the learning of the concept of neutralization for the treatment of soil, Preserving milk for a short period, reduce the effect of Stings of ants and bees	Pose questions and find answers through reflection and discussion
3	Physical and Chemical Changes	1.2.8: Explains Physical changes on the basis of experiential learning	Record the observations during the activities, experiments and surveys Perform activities 6.1, 6.2, 6.3 and 6.4, draw inferences and discuss with your peers
		1.2.9: Explains Chemical changes on the basis of experiential learning	Record the observations during the activities, experiments and surveys Demonstrate activities 6.6, 6.7 and 6.8 and help students to draw inferences and share with peers
		1.2.10: Applies learning of the concept of chemical change to understand Rusting of iron	Explore surroundings and record the observations Record the observations during surveys
		6.2.6: Conducts an experiment to understand the process of crystallization.	Record the observations from the activity 6.9 to be performed in the presence of a teacher
	Respiration in	3.2.5: Explains processes and phenomena e.g., respiratory system in humans. 7.1.3: Writes word equation for chemical	Calculate the breathing rate of your friends/family members etc. to investigate about different rates of breathing for different age groups/genders.

	Organisms	<p>reactions e.g., respiration.</p> <p>7.3.4: Draws well labelled diagrams/flow charts e.g., respiratory system/tract, alveoli in humans.</p> <p>7.3.5: Draws well labelled diagrams/flow charts e.g. Lungs, Plant Organs/Cells/organelles associated with respiration.</p> <p>7.2.2: Constructs models using materials from surroundings and explains their working e.g., inspiration/expiration of lungs during breathing.</p>	Watch videos to observe breathing in humans/animals.
4	Transportation in Animals and Plants	3.3.1: Explains processes and phenomena e.g., circulatory system/excretory system in humans.	Make your own stethoscope by using glass funnel, rubber tube and a piece of paper.
		<p>3.3.2: Explains processes of conduction of food/water and minerals from source to sink in plants.</p> <p>1.3.2: Measures and calculates e.g., pulse rate, blood pressure etc.</p> <p>7.3.6: Draws well labelled diagrams/flowcharts e.g., circulatory system/pathway of ,Soil plant Atmosphere Continuum in plants etc.</p> <p>7.2.3: Constructs models using materials from surroundings and explains their working e.g., stethoscope, human excretory</p>	Arrange a sphygmomanometer and measure the blood pressure of your class fellows/friends /family members.

		<p>system, human heart.</p> <p>5.1.4: Applies learning of scientific concepts in day-to-day life e.g., checks blood pressure and pulse rate.</p>	
	Reproduction in Plants	<p>3.3.3: Explains processes and phenomena e.g., types/ methods of reproduction.</p> <p>7.3.7: Draws well labelled diagrams e.g., structure of flower etc.</p> <p>5.1.5: Applies learning of scientific concepts in day-to-day life e.g., cultivation by vegetative reproduction.</p>	<p>Visits to a nearby plant nursery and observes different practices of plant propagation.</p> <p>Ask students to bring some potatoes and grow them in school herbal garden. Observe and discuss the methods of propagation.</p>
4	Motion and Time	2.1.1: Classifies some common examples of motion into different types of motion (along a straight line/circular/periodic)	Pose questions and find answers through reflection, discussion etc.
		2.1.2: Calculates speed of moving objects	Analyze recorded data and interpret results
		2.1.3: Measures time period of a simple pendulum	Record the observations during the activity 13.2
		6.1.2: Discusses and appreciates the story of Galileo Galilie about the development of a Pendulum clock	
		7.2.4: Constructs a model of Simple Pendulum using materials from surroundings and explains its working 7.2.5: Conducts activities to demonstrate/verify scientific	<p>Exhibit creativity presenting to design things</p> <p>Record the observations during the activity</p>

		facts/concepts/principles e.g., the time period of a given pendulum always remains the same	
		2.1.4: Measures speed of moving objects	Record the observations during an activity and interpret results Make a student to ride a cycle and ask other students to record observations Divide students into groups and make them record observations as per the format given in table 13.3
		2.1.5: Explains the working of Speedometer and Odometer	During school picnic ask students to record the readings from speedometer and odometer and tabulate the readings for future inferences
		7.1.4: Plots and interprets distance-time graphs	Analyse recorded data, interpret results and draw inferences
	Electric Current and	2.2.1: Identifies role of switch in a complete simple circuit	Make students to record the observations during activities and draw inferences
		7.2.6: Makes a complete functional simple circuit using bulb, cell, wire and switch	Make students to exhibit their creativity and build circuits at their own with proper guidance
		7.1.5: Corresponds symbols in circuit diagram with components of a simple circuit	
		7.1.6: Draws circuit diagrams with different arrangements using symbols	

5	Circuits	2.2.2: Demonstrates and Explains heating effect of electric current (Joule Heating)	Record the observations during the activity and draw inferences Pose questions and find answers through reflection, discussion, appropriate activities etc.
		2.2.3: Explains the principle of Electric fuse in a complete circuit	Let students to make a comparative analysis between the heating effect of current and the principle of electric fuse
		2.2.4: Demonstrates and explains the magnetic effect of current	Record the observations during the activity and draw inferences Pose questions and find answers through reflection, discussion, appropriate activities etc.
		7.2.6: Constructs an Electromagnet using an iron nail, insulated copper wire and a cell	Let students to construct an electromagnet at their own under (adult supervision required)
		7.2.7: Constructs models (Electric bell) using required materials and explains their working	Use the required materials from the Science kit and work in groups
		7.1.7: Assemble a functional simple circuit based on the circuit diagram	Make students to assemble simple circuits in groups

6	Waste Water Story	<p>5.1.6: Applies Learning of Scientific concepts in Day to day life.(e.g Suggesting methods of treatment of Polluted water for reuse.</p> <p>5.1.7: Makes efforts to protect environment and practices good hygiene practices (e,g following good practices for sanitation at public places, senziting others with the consequences of excessive consumption of natural resources)</p> <p>5.1.8: Exhibits values of honesty, objectivity, cooperation etc towards water conservation and sewage disposal.</p>	<ul style="list-style-type: none"> • Conduct a survey in your locality and record the sewage treatment practices/Drinking water filtration plant. • Observe the scientific practices in Sewage treatment /Water filtration plants. • Suggest some innovative ideas through which sanitation at public places can be improved. • Organize a rally in collaboration with PRIs of your locality to spread awareness among common masses about good health practices and onsite sewage disposal systems. • Students should be encouraged to engage with the content at an intellectual level through active participation in the classroom (e.g., asking questions, engaging in debates) and also at an experiential level by undertaking hands-on community projects (e.g., participating in environmentally sustainable activities at school, composting, minimising waste and maximising recycling/ upcycling, raising a small plot or bed of medicinal plants, fundraising for important causes, community service in and around the school locality).
	Light	<p>1.1.7: Differentiates materials as transparent, translucent and opaque</p> <p>2.4.1: Conducts simple investigations to seek answers to queries, eg, Is white light composed many colours?</p> <p>7.2.8: Constructs models using materials from surroundings and explains their</p>	<ul style="list-style-type: none"> • Ask students to look around the classroom and find examples of items (media that transmit, reflect, refract and absorb light. • Draw well labelled diagram of Rainbow and name different colours used. • Make Newtons disc, rotate and observe.

7		working, Newton' s colour disc.	
	Forests: Our Lifeline	<p>3.3.4: Identifies animate and inanimate components of a forest. eg, autotrophs, soil, decomposers etc.</p> <p>3.3.5: Lists various products we get from forests. eg, Timber, Rubber, resin etc.</p> <p>3.3.6: Describes.eg, Characteristics of trees, interrelationship among plants, soil and decomposers, food chain etc in a forest.</p> <p>3.4.5: Explains the role of forests in .e,g maintain the balance between carbon dioxide and oxygen, rainfall, replenishment of ground water, preventing soil erosion etc.</p>	<ul style="list-style-type: none"> • Field visits. • Project work.

SUMMATIVE ASSESSMENT

S.No	Chapter Name	Marks Allotted
01	Nutrition in Plants	5
02	Nutrition in Animals	6
03	Acids, Bases and Salts	6
04	Heat	5
05	Physical and Chemical Changes	5
06	Transportation in Plants and Animals	6
07	Electric Currents and Circuits	6
08	Light	6
09	Waste water story	5
TOTAL		50

Assessment Scheme

S. 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%



7th Class
(Mathematics)

Mathematics Education

Mathematics has an extremely rich history in India, spanning thousands of years from Vedic times to the modern era. By learning about the development of Mathematics in India as well as throughout the world, a rootedness in India can be enhanced along with a more general appreciation of the history of Mathematics and of the remarkable evolution and development of mathematical concepts through time, and India's critical role in these developments.

Mathematics education encompasses teaching and learning mathematical concepts, from basic numeracy to advanced problem-solving. It develops logical thinking, problem-solving skills, and clear communication. Through various stages, students grasp foundational numeracy, progress to conceptual understanding, and eventually tackle abstract mathematical concepts. Effective mathematics education cultivates creativity, critical thinking, and prepares students for real-world applications in fields like science, technology, engineering, and finance.

Aims

Mathematics education goes beyond arithmetic, fostering logical thinking, problem-solving, and communication skills. It's vital for understanding science, social studies, art, and making informed decisions. Key aims include:

1. Basic Numeracy: Fluency in numbers and measurement for daily life.
2. Mathematical Thinking: Developing systematic, logical approaches to understanding the world.
3. Problem Solving: Formulating and solving problems, fostering perseverance and creativity.
4. Mathematical Intuition: Cultivating a sense of what's true and should not be true in mathematics.
5. Joy and Wonder: Inspiring curiosity and appreciation for mathematical patterns and concepts.

Nature of Knowledge

Mathematics holds timeless truths established through rigorous proofs. Its knowledge, built over millennia, grows cumulatively, with new discoveries building on past truths. Discovering patterns, making conjectures, and proving or refuting them requires creativity and elegance. While formal language is used, mathematical intuition is crucial. Mathematicians view their field as more art than science, emphasizing intuition alongside formal proofs.

Current Challenges

Current math education faces challenges: a. Many early-grade students lack foundational numeracy, hindering future learning and participation. b. Math learning tends to be procedural, neglecting creativity and aesthetics. c.

Textbooks often disconnect from students' experiences, hindering understanding. d. There's overemphasis on formalism, neglecting intuitive understanding. e. Assessment promotes rote learning, not genuine understanding or creativity. f. Students often fear math; solutions include changing societal attitudes and fostering joy through interactive teaching methods.

Learning Standards

In early grades, foundational numeracy is key, including understanding Indian numerals and basic shapes through play. Preparatory stage focuses on conceptual understanding of numbers, operations, shapes, measurement, and data handling, promoting procedural fluency and problem-solving skills. Middle stage abstracts concepts like algebra and geometry for wider application, emphasizing pattern recognition and problem-solving. Secondary stage deepens logical reasoning skills, focusing on justifying claims and working with abstractions, mathematical modelling, and algorithm development. Each stage builds on the last, fostering a comprehensive understanding of math and computational thinking.

Middle Stage

In the Middle Stage, the emphasis moves towards abstracting some of the concepts learnt in the Preparatory Stage in order to make them more widely applicable. Algebra, in particular, is introduced at this Stage through which students are able to, for example, form rules to understand, extend, and generalise patterns. More abstract geometric ideas are also introduced at this Stage and relations with algebra are explored to solve problems and puzzles.

Principles of Pedagogy- Every child is capable of learning. Children are natural learners.

- a. Learning is an active process that involves both understanding and doing.
- b. Children learn best when they are respected, valued, and involved in the learning process.
- c. Children learn in a variety of ways, illustratively, through making something, participating in discussion, listening, speaking, reading, writing, questioning, exploring, discovering, and experimenting.
- d. Learning happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students.
- e. Practice is a critical and integral part of the learning process.
- f. Learning and assessment activities should incorporate a variety of approaches, including **art integration, sports integration, toy-based learning, technology integration**, or any other suitable method.

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF 2023 for School Education

Curricular Goal	Competencies
CG-1 Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	C-1.1 Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers
	C-1.2 Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns
	C-1.3 Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
	C-1.4 Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line
	C-1.5 Explores the idea of percentage and applies it to solve problems
	C-1.6 Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
CG-2 Understands the concepts of variable, constant, coefficient, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	C-2.1 Understands equality between numerical expressions and learns to check arithmetical equations
	C-2.2 Extends the representation of a number in the form of a variable or an algebraic expression using a variable
	C-2.3 Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
	C-2.4 Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems
	C-2.5 Develops own methods to solve puzzles and problems using algebraic thinking

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF for School Education

Curricular Goal	Competencies
CG-3 Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
	C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
	C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
	C-3.4 Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
	C-3.5 Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C-4.1 Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
	C-4.2 Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3 Constructs various designs (using tiling) on a plane surface using different 2D

	shapes and appreciates their appearances in art in India and around the world
	C-4.4 Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
CG-5 Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
	C-5.2 Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF for School Education

Curricular Goal	Competencies
CG-6 Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	C-6.1 Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry
CG-7 Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	C-7.1 Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions
	C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
CG-8 Develops basic skills and	C-8.1 Approaches problems using programmatic thinking techniques such as

capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
	C-8.2 Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms
CG-9 Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world	C-9.1 Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
	C-9.2 Knows and appreciates the contributions of specific Indian mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)
CG-10 Knows about and appreciates the interaction of Mathematics with each of their other school subjects	C-10.1 Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

Class 7th (Mathematics) Academic Calendar cum Syllabus 2024-25

Time Spell	Chapter	Learning Outcomes	Interaction Time - Let's go beyond the textbooks ...
Month 1	Integers	LO-1.3.2: Compares and sorts integers using symbols $<$, $>$ and $=$ LO-1.3.3: Solves problems involving addition, subtraction, multiplication and division of integers	<ul style="list-style-type: none"> ○ Why there are integers? ○ What is the role of 0 if it has no value of its own. ○ Try to write $\frac{1}{3}$ in decimal form.
	Fractions and Decimals	LO-1.6.6: Constructs the knowledge of fractions/decimals using examples from surroundings LO-1.6.7: Compares fractions/decimals using symbols $<$, $>$ and $=$ LO-1.6.10: Solves problems involving addition, subtraction, multiplication and division of fractions/decimals	
Month 2	Rational Numbers	LO-1.4.1: Illustrates and defends the understanding of Rational numbers LO-1.4.2: Compares and sorts rational numbers using symbols, $<$, $>$ and $=$ LO-1.4.3: Adds, subtracts and multiples two or more rational numbers LO-1.4.4: Finds As many as rational numbers between; Two like rational numbers Two unlike rational numbers	<ul style="list-style-type: none"> ○ Try to find some properties of rational numbers like decimal representation, properties in numerator/ denominator etc ○ Can you write two rational numbers where there is no number in between them, Discuss.
Month 3	Simple Equations	LO-2.4.1: Represents and solves simple daily life situations using linear equations in one variable	<ul style="list-style-type: none"> ○ Try to solve some puzzles using algebra ○ Verify if x % of $y =$

	Algebraic Expressions	<p>LO-2.2.4: Represents daily life situations in the form of algebraic expressions</p> <p>LO-2.2.3: Constructs the understanding of polynomials, coefficients, variables, like and unlike terms</p> <p>LO-2.3.1.: Adds/subtracts algebraic expressions</p> <p>LO-2.3.2: Formulates general term for simple patterns using algebra</p>	<p>$y\%$ of x by using some concrete numbers</p> <ul style="list-style-type: none"> ○ What is the measure of greatest angle and why so?
Month 4	Comparing Quantities	<p>LO-1.6.8: Constructs the knowledge of percent in terms of fraction and decimals</p> <p>LO-1.5.1: Solves simple problems involving percentage</p>	<ul style="list-style-type: none"> ○ If three lines intersect at a single point, can we say that it is example of two-line sand a transversal
	Lines and Angles	<p>LO-3.2.6: Classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite</p> <p>LO-3.2.7: Solves the problems involving properties of angles</p> <p>LO-3.2.5: Verifies the properties of various pairs of angles formed when a transversal cuts two lines</p>	
Month 5	The Triangle and its properties	<p>LO-3.2.8: Classifies the triangles on the basis of sides/angles</p> <p>LO-3.2.9: Demonstrates the understanding of Median, Altitude, Perpendicular in a triangle</p> <p>LO-3.2.10: Finds unknown angle of a triangle when its two angles are known using exterior angle/ angle sum property</p>	<ul style="list-style-type: none"> ○ Try to find the sum of all the exterior angles of a triangle and discuss why it is always 360° in every type of triangle. ○ Let's calculate the area of some piece of land in surroundings
	Perimeter and Area	<p>LO-4.1.2: Constructs the knowledge of Perimeter (Boundary) & Area and their unit of measurement</p> <p>LO-4.1.4: Develops and uses the formulas to calculate the area of; Rectangle, Square, Triangle and Circle</p>	
Month 6	Exponents and Powers	<p>LO-1.1.9: Expresses numbers in power notation and vice versa.</p> <p>LO-1.2.10: Explores and operates laws of exponents in simple situation</p>	<ul style="list-style-type: none"> ○ Discusses the importance of numbers written in power notation. ○ Discusses the importance of linear symmetry in the objects found in you
	Symmetry	<p>LO-M701: Observes and demonstrates the understanding of line symmetry and rotational symmetry in square, rectangle, triangles, circle and in other simple shapes.</p>	

			houses
Month 7	Visualising of solid shapes	<p>LO-3.3.2: Identifies and designs nets of Cube, Cuboid, Cylinder, Cone, Pyramid</p> <p>LO-3.3.2: Makes simple 3-D Designs using 2-D shapes</p> <p>LO-3.3.5: Observes and draws different views of simple solid shapes.</p>	<ul style="list-style-type: none"> ○ Draws different views of some solid using 2-D shapes ○ Represents some data using Bar-Chart and discusses the importance of graphic representation
	Data Handling	<p>LO-5.1.2: Collects and organises simple sets of data</p> <p>LO-5.1.4: Finds representative values (Mean, Median and Mode) of simple data</p> <p>LO-5.2.2: Represents data using bar graph (Multi, vertical, horizontal)</p>	

Summative Assessment

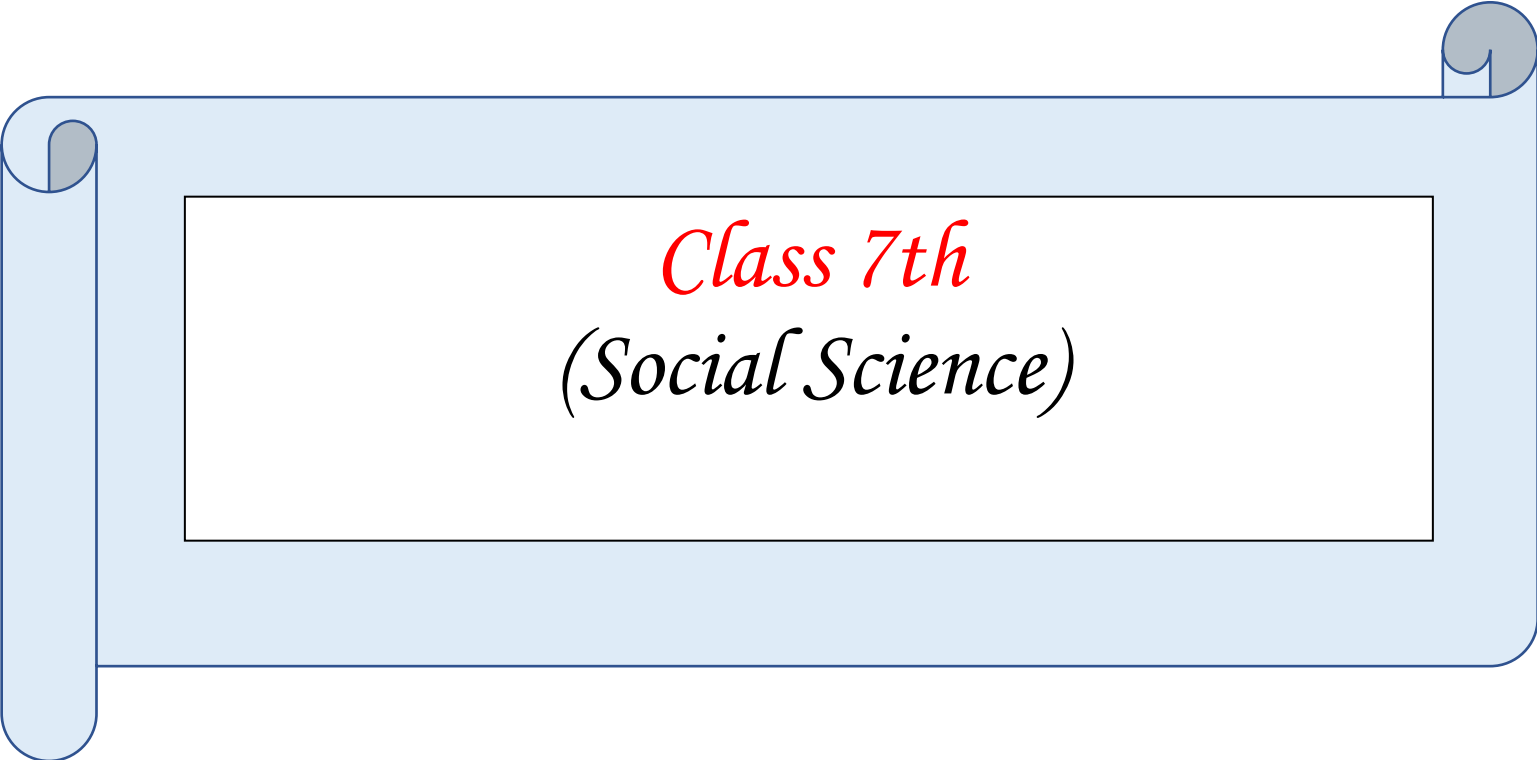
S.No	Learning outcome aligned	Chapter Name	Marks Allotted
1	LO-1.4.1, LO-1.4.2, LO-1.4.3, LO-1.4.4	Rational Numbers	8
2	LO-2.4.1	Simple Equations	7
3	LO-3.2.8, LO-3.2.9, LO-3.2.10	The triangle and its properties	9
4	LO-4.1.2, LO-4.1.4	Perimeter and Area	8
5	LO-1.1.9, LO-1.2.10	Exponents and Powers	5
6	LO-M701	Symmetry	6
7	LO-5.1.2, LO-5.1.4, LO-5.2.2	Data Handling	7
Total			50 Marks

Cognitive Level Weightage

Cognitive levels	Total Marks	% Weightage (approx.)
<p>CL-1: Demonstrate Knowledge and Understanding. -Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. -Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.</p>	18	36%
<p>CL-2: Application of knowledge/concept. - Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	10	20%
<p>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, 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.</p>	22	44%
Total	50	100

Summative Assessment Blueprint

Question Format		Marks Per question	Cognitive Levels	Total Questions	Marks
Selected response question	Multiple Choice Questions(MCQs)	1 Mark	CL-1	4	4
			CL-2	1	1
			CL-3	2	2
			Total	7	7
	Case Based/Data Based Multiple Choice Questions(CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
Constructed response question	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	2	4
			CL-3	2	4
			Total	6	12
	Short Answer Questions(SAQs)	3 Marks	CL-1	1	3
			CL-2	1	3
			CL-3	3	9
			Total	5	15
	Long Answer Questions(LAQs) with internal choice	5 Marks	CL-1	1	5
			CL-2	Nil	Ni 1
			CL-3	1	5
			Total	2	10
	Total Summative Assessment Marks				



Class 7th
(Social Science)

Social Science

Social Science is the systematic and scientific study of human societies that explores the relationship between the individual and society, social institutions, and organisations. Here the term Social Science is also used to include those branches of the Humanities that involve the more qualitative study of human society, culture, thoughts, creations, development, and actions in the past and present.

The purpose of Social Science Education is to help students learn about the society in which they live – how members of their society live, interact, behave, eat, speak (and in what languages), express themselves through art, the traditions they follow, the clothes they wear, and their aspirations. It also helps students in understanding their origins, their ancestors, their culture, their neighbours, and consequently, themselves.

Social Science Education introduces students to people whom they have never met, places that they have never been, stories that they have never heard, and new ideas that they have never conceived, thereby expanding their horizons and opening their minds to new possibilities. Finally, Social Science Education helps students develop pride in their culture and their country, with a forward-looking spirit to continuously improve – as individuals, as a society, and as a nation.

As a subject at school, Social Science draws significantly from the disciplines of History, Geography, Civics, Political Science, and Economics, and, also where relevant, from Psychology, Anthropology, Philosophy, Law, and others, thereby aiming to provide an interdisciplinary understanding.

Social Science is first studied as a separate subject in the Middle Stage. In this Stage, the study of Social Science will be largely thematic. Each of the themes would be studied through an integrated view of History, Geography, Political Science, Economics, and other disciplines where relevant, such as Psychology, Philosophy, Anthropology, and Sociology. Also, each such theme with this integrated multidisciplinary perspective will be studied at the local, regional, national, and global levels.

Learning Standards:

Social Science as a separate subject begins at the Middle Stage. It builds on the capacities built in the Preparatory Stage, primarily through the study of the subject The World around Us. In the Middle Stage, these general capacities of observation, data collection, and the basic understanding of social life are further sharpened to enable methods of inquiry and understanding of conceptual structures within Social Science.

Curricular Goals & Competencies

Curricular Goals	Competencies
CG-1 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people’s sociocultural beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that significantly impacted human societies C-3.2 Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies
CG-4 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general
CG-5 Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one’s own family, locality, region, and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice

<p>CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications</p>	<p>C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)</p>
<p>CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India</p>	<p>C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including ayurveda and yoga C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements</p>
<p>CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society</p>	<p>C-8.1 Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India’s civilisational heritage C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grass root level</p>
<p>CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)</p>	<p>C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society</p>
<p>CG-10 Understands and appreciates the contributions of India through</p>	<p>C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner</p>

history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its history
CG-11 In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10

** Note: The learning outcomes have been mapped with the Curricular Goals and Competencies as given in NCF School Education 2023 for Social Science Education. The first digit of the code represents the Curricular Goal number, Second digit represents the Competency number of the respective CG and last digit represents the Learning Outcome number framed on the basis of CGs, Competency and content of the Textbooks. However, Competency No. "0" means that there is no competency available in the NCF-2023.*

Month	Chapter	Learning Outcome (CG.CC.LO)*	Suggestive Activities
1 st Month	Environment	<p>4.2.1: Describes the immediate environment around us.</p> <p>4.2.2: Understands the various components using various AV aids.</p>	Draw the picture of an ideal environment you would love to live in.
	Inside Our Earth	5.1.1: Identifies major layers of the earth's interior, rock types, and layers of the atmosphere in a diagram.	<p>Collect pictures of some monuments and find out the type of rocks used to build them.</p> <p>From the Rock mine Kit identify different rock types by their colours.</p>
	Our Changing Earth	<p>5.1.2: Explain the interplay of various factors within and on the surface of the earth</p> <p>5.1.3: explains the steps to safeguard oneself in any disaster.</p>	<p>Make a drawing of landforms like Mountain range, pass, plateau, rivers, water divide, ox-bow lake, water fall, delta, etc.</p> <p>Case study of the earthquake of Gaziantep Turkey, Feb. 6 – 2023 Indicating various events in the right sequence of the happenings.</p>
2 nd Month	Tracing Changes through a thousand years	<p>1.1.1: Gives examples of various types of sources.</p> <p>1.1.2: Explores the sources of history through authentic means.</p>	<p>Visits the nearest museum/historical/archaeological site/cultural hub.</p> <p>Surveys historical places in their locality- observes and documents the history of these places</p> <p>Traces the History through maps.</p>
	New Kings & Kingdoms	2.1.1: Analyse the socio-political, Administrative set up of early kingdoms.	Understands the tax structure/Land /organization/irrigation/Agriculture of present in correlation with past.
	The Delhi Sultans	<p>0.0.1: Understands & appreciate the various kingdoms of Delhi eg: Tughluks, Khiljis.</p> <p>0.0.2: Draws comparisons between policies of different rulers</p>	<p>Documentary screening from NCERT sources on the Kingdoms.</p> <p>Discussion on the legacy of Zainul Abideen as role play.</p>

3 rd Month	On Equality	<p>7.1.1: Explains the significance of equality in democracy</p> <p>7.1.2: Distinguishes between political equality, economic equality, and social equality</p>	.Arrange an activity in the classroom to prepare posters with drawings and pictures on the significance of the equality, Constitution etc.
	Role of the Government in Health	<p>0.0.3: recognises various forms of discrimination and understands the nature and sources of discrimination.</p> <p>0.0.4: raises appropriate questions about these practices.</p>	Organize awareness drive in the local community regarding public health and sanitation.
	How the State Government Works.	<p>8.1.1: Describes the process of election to the legislative assembly.</p> <p>8.1.2: Locates one's own constituency on assembly constituency map of State/UTs and names local MLA of the government</p>	Organize a mock election and youth assembly and set their manifesto on issues related to sanitation and Drainage System of your school
	Air	<p>5.1.3: Explains composition and structure of the atmosphere.</p> <p>5.1.4: Using Models/AV mode explains the structure of the Atmosphere.</p>	<p>Make a weather calendar for one week using pictures or symbols to show different types of weather</p> <p>Demonstrates through activities the concept of Air pressure & Wind</p>
	Water	<p>5.1.5: Analyses the distribution of water in different forms.</p> <p>5.1.6: Understands the mechanisms involved with water in ocean/sea/rivers.</p>	<p>Draws water cycle as group activity.</p> <p>Demonstrates the Tides & currents using glass trough or open bucket of water.</p>
	The Mughal Empire	<p>0.0.5: Traces the rich legacy of Mughal Empire through literature, cultural heritage.</p> <p>0.0.6: Understands the military, welfare, Land polices under Mughals.</p>	<p>Explores the built/cultural heritage of Mughal era in Kashmir by a visit to nearby heritage site.</p> <p>Compares the land polices of Mughals and post independent India.</p>

4th Month	Tribes, Nomads & Settled communities.	3.2.1: Explore how the different communities evolved socially. 3.2.2: Explains the social stratification of tribes/varnas.	Case history of various tribes in Kashmir with focus on their rich culture, livelihood, economic pursuits. Makes a list of laws protecting the Tribal right
	Growing up as Boys and Girls.	0.0.7: Helps to understand the concept of identity for girls in society. 0.0.8: Analyses the role of female gender & challenges thereof.	Class debates the role of gender at home & workplace. Role reversal activity to know how it feels to be an opposite gender.
5th Month	Women Change the World	6.1.1: Analyses the causes and consequences of disadvantages faced by women. 6.1.2: Identifies women achievers in different fields.	Visit by a local women achiever to school. Virtual interaction with women of substance
	Understanding Media	0.0.9: Introduces the various Media like print, broadcast & social media. 0.0.10: Discusses the role & ethics of news media.	Project assignment to children on newspaper reading, moderation & anchoring. Debate on a news story in class
	Markets Around Us.	9.1.1: Introduces the concept of various markets. 9.1.2: Discusses the best market practices.	Guides the class to visit the nearest hawkers, local shops and seasonal markets. Gives a brief introduction about marketing skills.
	A Shirt in the Market	9.2.1: Demonstrates the local article/food/product and its supply chain.	A local product is traced back from finished product to its origin or source.
6th Month	Human Environment Interactions	6.1.1: reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. 6.1.2: locates distribution and extent of different climatic regions on the world map or globe	In an outline map of Indian sub- continent, draw the rivers Ganga And Brahmaputra from the source to mouth On an outline map of the world mark the countries through which equator passes
	The Tropical and the Sub-tropical Region		
	Life in the Deserts	5.2.1: Understands the life in deserts 5.2.2: Locates deserts on the world map	Brainstorm the life a Bedouin in deserts. Using Map identify the major deserts eg: Ladakh, Thar, Gobi, Sahara.

	Devotional paths to the Divine	<p>4.2.3: understands the emergence of new religious movements.</p> <p>4.2.4: Develops the appreciation for mutual respect & inclusiveness for various devotional paths.</p>	<p>Assigns projects on communal harmony so as to understand the relevance & significance of different religious saints/gurus.</p> <p>Organizes Poetry recitation sessions of Lal Ded/Guru Nanak/Kabir& others.</p> <p>Examines primary sources (poetry) of Bhakti and Sufi poets about the social order of that era</p>
7th Month	The Making of Regional Cultures.	4.1.1: Understands the development of language, art & culture as a medium of respect for each other.	<p>Collects the pictures of various art forms like Kathak.</p> <p>Screens a documentary on the Heritage of India with reference to J & K.</p>
	Eighteen Century Political Formations.	0.0.11: Analyses the changes post Mughal empire & emergence of new states.	Critically revisits the reasons for emergence of new states
	Jammu & Kashmir- Life & People	<p>0.0.12: Explores the rich cultural, built & living heritage of J & K.</p> <p>0.0.13: Debates about the factors to uphold this diversity.</p>	<p>Analyses rich diversity of J&K through role plays/discussions/brainstorming.</p> <p>Makes Picture collage of unique features of J & K.</p>
	Structures of the Governance in J&K and Ladakh	4.1.1: Explains the political & administrative structure using art & maps.	<p>Prepares the flow chart of various units of J&K and Ladakh.</p> <p>Discusses the development schemes.</p>

Summative Assessment Content for the Session 2024-25

S. No.	Text Book	Chapter Title	Marks in Summative Assessment
Time – 2.5 Hours	Our Environment	Question Paper Design	
		Our Changing Earth	03
		Water	03
		Human Environment Interactions The Tropical and the Sub-tropical Region	05
		Life in The Deserts	03
	Jammu & Kashmir- Life and People	02	
	Our Past – II	The Delhi Sultans	04
		The Mughal Empire	04
		Tribes, Nomads and Settled Communities	03
		Devotional Paths To The Divine	04
		Eighteenth Century Political Formations	03
	Social And Political Life – II	On Equality	04
		Role Of Government in Health	03
		How The State Government Works	03
		Understanding Media	04
Structures of The Governance in J&K and Ladakh		02	
Total			50

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 (Maps will be from all the three books)	10	20
3	CL-3: Formulating, Analyzing, 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 Format		Cognitive Levels	Total Questions	Marks	
Selected Response Questions	Multiple Choice Questions (MCQs)	1 Mark	CL-1	4	4
			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
			CL-2	1	1
			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
Constructed Response Questions	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
			CL-2	Nil	Nil
			CL-3	2	6
			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				50	



Class 7th
(Hindi)

कक्षा सातवीं	वार्षिक पंचांग सह सिलेबस शैक्षिक कैलेंडर सह सिलेबसा	
<p>पाठ्यचर्या संबंधी लक्ष्य:- CG-1:- पाठकों) कहानियों , कविताओं , नाटकों के अंश , निबंध लेख , समाचार रिपोर्ट (के साथ जुड़कर स्वतंत्र पढ़ने की समझ और सारांश कौशल विकसित करता है और किताबें पढ़ने में रुचि दिखाता है।</p>	<p>योग्यता/ क्षमता: - C-1.1 विभिन्न पाठों को समझने के लिए विभिन्न समझ रणनीतियों) भविष्यवाणी , अनुमान (को लागू करता है। C-1.2 मुख्य बिंदुओं की पहचान करता है, पाठ को ध्यान से पढ़ने के बाद सारांश देता है, और सुसंगत रूप से प्रतिक्रिया देता है। C-1.3 विभिन्न ग्रंथों में मुख्य विचार की पहचान करता है और उसकी सराहना करता है। C-1.4 विभिन्न प्रकार की पुस्तकों को चुनने और पढ़ने में रुचि दिखाता है।</p>	<p>सीखने के परिणाम: - C-1.1.1 <ul style="list-style-type: none"> • कहानियाँ, कविताओं , नाटकों और गद्यपाठों को समझने के लिए विभिन्न प्रकार की नीतियों का उपयोग करता है। • विभिन्न कथाओं और कविताओं के माध्यम से भावनाओं और विचारों को समझता और व्यक्त करता है। • व्याकरण के नियमों को समझता है और उन्हें अपने लेखन में उपयोग करता है। C-1.2.2 <ul style="list-style-type: none"> • छात्र पाठ के मुख्य बिंदुओं को समझकर उन्हें ध्यान से पहचानता है। • पाठ को ध्यान से पढ़ने के बाद वह उसका सारांश बनाने में सक्षम होता है। • छात्र सुसंगत रूप से प्रतिक्रिया देता है जो उसके समझने और विकास के स्तर को दर्शाता है। C-1.3.3 <ul style="list-style-type: none"> • छात्र कक्षा सात वीं में हिंदी पुस्तकों के विभिन्न प्रकार को पढ़कर उन में रुचि दिखाता है। • छात्र अलग अलग लेख को और विषयों की पुस्तकों को चुनने और पढ़ने के लिए प्रेरित होता है। • इससे उनकी भाषा , कौशल , साहित्य , ज्ञान और अध्ययन कौशल में सुधार होता है। C-1.4.4 <ul style="list-style-type: none"> • शिक्षार्थी अपठित गद्यांश को अध्ययन करते हैं तथा प्रति पूर्ण रूप से सक्षम होते हैं। • सामाजिक और सांस्कृतिक शब्दों को समझने </p>

		<p>और प्रस्तुत करने की क्षमता प्राप्त करते हैं।</p> <ul style="list-style-type: none"> • चयनित किताब में मौजूद विषयवस्तु उद्देश्य का विश्लेषण कर पाते हैं। और उनके प्रभाव की चर्चा भी कर पाते हैं।
<p>CG-2:- विचारों , भावनाओं और सामाजिक घटनाओं) उदाहरण के लिए गांव के मेले, त्योहार, अवसर (के बारे में लिखने की क्षमता प्राप्त करता है।</p> <p>CG-3 प्रश्न पूछने , विश्लेषण करने और उत्तर देने के लिए</p>	<p>C-2.1 लेखन रणनीति यों का उपयोग करता है, जैसे विचारों को अनुक्रमित करना , शीर्षकों , उप शीर्षकों की पहचान करना , और स्पष्ट शुरुआत अंत और पैराग्राफ) गद्यांश (बनाना।</p> <p>C-2.2 अपने परिवेश के विभिन्न पहलुओं पर अनुभवों , भावनाओं और आलोचकों को लेखन में अभिव्यक्त करता है।</p> <p>C-3.1 उचित शैली का प्रयोग करके विभिन्न प्रकार के पत्र और निबंध लिखते हैं और विभिन्न श्रोताओं और उद्देश्यों के लिए दर्ज करते हैं।</p>	<p>C-2.1.1</p> <ul style="list-style-type: none"> • छात्रों को सही लेखन कौशल संवादात्मक विचारों को व्यक्त करने की क्षमता और स्पष्ट और संगठित लेखन की योग्यता में सुधार होता है। • छात्र साहित्यिक और व्यक्तिगत रूप से विकसित होते हैं जो उनके भाषा कौशल और व्यक्तित्व का विकास करते हैं। • शुरुआत मध्य और अंत में संवेदनशीलता को प्रकट करने के लिए लेख रणनीति यों में सक्षम हो पाते हैं। <p>C-2.2.2</p> <ul style="list-style-type: none"> • विभिन्न परिवेशों के अनुभवों को अपने लेखन में उत्कृष्टता के साथ प्रस्तुत करने में सक्षम होते हैं। • छात्र अपने विचारों और धारणाओं को बदलते समय के साथ समायोजित करने की क्षमता को विकसित करते हैं। • छात्र अपने विचारों को आलोचनात्मक रूप से प्रस्तुत करने के लिए प्रोत्साहित होते हैं। <p>C-3.1.1</p> <ul style="list-style-type: none"> • शिक्षार्थी लेखन शैली के विभिन्न रूपों से अवगत होते हैं। • काल्पनिक या कथात्मक जैसी साहित्यिक शैलियों के साथ परिपूर्ण होते हैं। • लेखन की संपूर्ण पांच शैलियों) उदाहरण:- वर्णनात्मक , विवरणात्मक ,

<p>भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है।</p> <p>CG-4:- विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करता है।</p> <p>CG-5 :- बुनियादी भाषाई पहलू (शब्द और वाक्य संरचना) को पहचानने की क्षमता विकसित करना और उन्हें मौखिक और लिखित अभिव्यक्ति में उपयोग करना।</p>	<p>C-4.1 साहित्य के विभिन्न रूपों (गद्य, कविता और नाटक के नमूने) की पहचान और सराहना करता है।</p> <p>C-4.2 विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके उपमा, रूपक, मानवीकरण, अलंकार, अतिशयोक्ति और अनुप्रास जैसे साहित्यिक उपकरणों की पहचान करता है।</p> <p>C-5.1 अपने लेखन में उचित व्याकरण और संरचना का उपयोग करते हैं।</p>	<p>कथात्मक लेखन, स्पष्ट लिखाई और पत्र लेखन (में पूर्ण ध्यान केंद्रित होते हैं।</p> <p>C-4.1.1</p> <ul style="list-style-type: none"> विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं। पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं। अनुच्छेद, नाटक और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं। <p>C-4.2.2</p> <ul style="list-style-type: none"> दिए गए संदर्भ में से विभिन्न प्रकार के रस, अलंकार इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं। नवाचार के साथ अपने समय से कुछ संदर्भ बनाने में सक्षम होते हैं। पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव, अतिशयोक्ति, तुकांत योजना को समझने में सक्षम होते हैं। <p>C-5.1.1</p> <ul style="list-style-type: none"> छात्र अपने लेखन में सही व्याकरण का प्रयोग करते हैं और वाक्य संरचना को समझते हैं। विद्यार्थी अपने लेखन को विश्वसनीयता और स्पष्टता के साथ प्रस्तुत करते हैं। छात्र अपने लेखन के माध्यम से विचारों और अभिव्यक्तियों को साझा करते हैं और अन्यो के साथ सहयोग करते हैं। छात्र अपने लेखन का समीक्षण करके गलतियों को सुधारते हैं और स्वाध्याय करते हैं। <p>C-6.1.1</p> <ul style="list-style-type: none"> छात्र स्वरों और व्यंजनों की पहचान करते हैं और उन्हें से ही ढंग से उच्चारित करते हैं।
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<p>CG-6:- भाषा की विशिष्ट विशेषताओं की सराहना विकसित करें, जिसमें इसकी वर्णमाला और लिपीध्वनियां , छंद , वाक्य और भाषा के लिए अद्वितीय अन्य शब्द , खेल और खेल शामिल हैं।</p>	<p>C-6.1 भाषा की ध्वन्यात्मकता और लिपि, स्वरों और व्यंजनों की संख्या और वे कैसे परस्पर क्रिया करते हैं और उपयोग किए जाते हैं को समझता है।</p> <p>C-6.2 भाषण और लेखन को अधिक रोचक और आनंददायक बनाने के लिए भाषा में यमक छंद , अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्न होना।</p> <p>C-6.3 भाषा के कुछ प्रमुख शब्द खेलों से परिचित हो जाता है) उदाहरण के लिए विलोम पद , अध्यायक्षरका विपर्यय , वर्ग-पहेली , बिना अक्षर या ध्वनि वाले वाक्य पहेलियाँ , चुटकुले , अंताक्षरी , विपर्यय इत्यादि।(</p>	<ul style="list-style-type: none"> • छात्र अपनी भाषा के ध्वनि और लिप्पी के नियमों को समझते हैं और उन्हें अपने लेखन और भाषण उपयोग करते हैं। • अज्ञात शब्दों को संयुक्त अक्षर और उच्चारित करने के लिए स्वरों का ज्ञान प्राप्त करता है। <p>C-6.2.2</p> <ul style="list-style-type: none"> • छात्र भाषा के साधनों का सही उपयोग करके अपने विचारों को समर्थन दे सकते हैं और उन्हें प्रभावी रूप से प्रस्तुत कर सकते हैं। • छात्र भाषा के सौंदर्य शास्त्रीय और रासायनिक तत्वों को समझते हैं और इन्हें अपनी भाषा उपयोग के माध्यम से अधिक आकर्षक बनाने के लिए प्रयोग करते हैं। • छात्र भाषा में रंगभेद , बोलचाल और सांस्कृतिक विविधता को समझते हैं और उन्हें अपनी भाषा के उपयोग में शामिल करते हैं। <p>C-6.3.3</p> <ul style="list-style-type: none"> • छात्र भाषा के मुख्य शब्द खेलों को समझते हैं और उनके माध्यम से भाषा के नए पहलुओं को अन्वेषण करते हैं। • विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते हैं और भाषा के नियमों को समझने में रुचि दिखाते हैं। • छात्र उदाहरण के रूप में, विलोमपद, अध्यायक्षरका विपर्यय , बिना अक्षर या ध्वनि वाले वाक्य पहेलियाँ , चुटकुले , इत्यादि को समझते हैं और उन्हें उपयोग में लाने को सक्षम होते हैं। • विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथ अधिक सक्रिय और रमणीय रूप से जुड़ते हैं।
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समय अवधि	विषय /उपविषय	पाठ्यचर्या संबंधी लक्ष्य	योग्यता/क्षमता	सीखने के परिणाम	प्रस्तावित शिक्षा विधि
1महीना	पाठ १ से पाठ २ हम पंछी उन्मुक्त गगन के)कविता,(हिमालय की बेटियाँ (कहानी),(भाषा की परिभाषा तथा भेद,तत्सम /तद्ध्रव	CG-1	C-1.1 C-1.2	C-1.1.1 <ul style="list-style-type: none"> कहानियाँ ,कविताओं,नाटकों,और गद्य पाठों को समझने के लिए विभिन्न प्रकार की नीतियों का उपयोग करता है! विभिन्न कथाओं और कविताओं के माध्यम से भावनाओं और विचारों को समझता और व्यक्त करता है! व्याकरण के नियमों को समझता है और उन्हें अपने लेखन में उपयोग करता है! C-1.2.2 <ul style="list-style-type: none"> पाठ को ध्यान से पढ़ने के बाद ,वह उसका सारांश बनाने में सक्षम होता है! छात्र सुसंगत रूप से प्रतिक्रिया देता है, जो उसके समझने और विकास के स्तर को दर्शाता है! 	** .1पाठ का सारांश देना**: - प्रत्येक पाठ के शुरुआत में मुख्य बिंदुओं की पहचान करें। - पाठ को ध्यान से पढ़ें और छात्रों को सारांश में प्रस्तुत करें। - छात्रों को समझाएं कि कैसे मुख्य बिंदुओं को पहचान करने से पाठ की समझ में मदद मिलती है। ** .2मुख्य विचार की पहचान**: - विभिन्न ग्रंथों में मुख्य विचार की पहचान करें। - छात्रों को उन मुख्य विचारों की सारांश में प्रस्तुत करें और उनकी सराहना करें। - इससे छात्रों की विचारशीलता और समझ मजबूत होगी। ** .3पुस्तकों का चयन और पढाई में रुचि**: - छात्रों को विभिन्न प्रकार की पुस्तकों का चयन करने के लिए प्रेरित करें। - उन्हें विभिन्न विषयों में रुचि दिखाने के लिए उन्हें विभिन्न प्रकार की पुस्तकों का पढ़ने का मौका दें। - छात्रों के लिए पुस्तकों को चुनने और पढ़ने में रुचि उत्पन्न करने से उनका शैक्षिक और मनोवैज्ञानिक विकास होगा।
2महीना	पाठ ३ से पाठ ४ ,	CG-4	C-4.1	C-4.1.1	** .1साहित्य के रूपों की पहचान और

	मिठाईवाला,)कहानी,(पापा खो गए)नाटक ,(पर्यायवाची शब्द,लिंग और वचन बादलो		C-4.2	<ul style="list-style-type: none"> • विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! • पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! • अनुच्छेद, नाटक,और कविता के बीच आसानी से अंतर करने में सक्षम होते है! <p>C-4.2.2</p> <ul style="list-style-type: none"> • दिए गए संदर्भ में से विभिन्न प्रकार के रस, अलंकार इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं! • नवाचार के साथ अपने स्वयं के कुछ संदर्भ बनाने में सक्षम होते हैं! • पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव,अतिशयोक्ति,तुकांत योजना को समझने में सक्षम होते हैं! 	<p>सराहना**:</p> <ul style="list-style-type: none"> - छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं। - उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें। - इससे छात्रों की साहित्यिक समझ मजबूत होगी और उनकी रचनात्मकता बढ़ेगी। <p>** .2साहित्यिक उपकरणों की पहचान**:</p> <ul style="list-style-type: none"> - छात्रों को विभिन्न प्रकार के साहित्य को पढ़ने और लिखने में प्रेरित करें। - उन्हें उपमा ,रूपक ,मानवीकरण अलंकार , अतिशयोक्ति ,और अनुप्रास जैसे साहित्यिक उपकरणों की पहचान कराएं। - छात्रों को इन उपकरणों का उपयोग करके साहित्य को समझने और स्वयं के लेखन में उपयोग करने के लिए प्रेरित करें।
3महीना	पाठ ५ से पाठ ६ शाम-एक किसान)कविता,(रहीम के दोहे ,)कविता,(निबंध-विज्ञान के लाभ और हानि, पत्र लेखन-गर्मियों की छुट्टियों में अपने चचेरे भाई या बहन को अपने घर बुलाने के	CG-4	C-4.1	<p>C-4.1.1</p> <ul style="list-style-type: none"> • विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! • पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! <p>C-3.1.1</p> <ul style="list-style-type: none"> • शिक्षार्थी लेखन शैली के विभिन्न रूपों से अवगत होते हैं! 	<p>1. **पत्र और निबंध लेखन</p> <p>छात्रों को उचित शैली में पत्र और निबंध लेखन के तरीके सिखाएं।विभिन्न प्रकार के पत्र)अनुच्छेदक ,परीक्षा ,प्रेम ,आवेदन ,आदि (और निबंध)विवरणात्मक ,वितर्कात्मक , विक्षेपणात्मक ,आदि (लिखने के लिए छात्रों को प्रेरित करें।छात्रों को विभिन्न श्रोताओं)मित्र , परिवार ,अध्यापक ,प्रधानाचार्य ,आदि (और उद्देश्यों)सूचना ,संवाद ,संवेदना ,प्रेरणा ,आदि (के लिए पत्र और निबंध लिखने की प्रैक्टिस कराएं।</p>
		CG-3	C-3.1		

	लिए आमंत्रण पत्र लिखें !			<ul style="list-style-type: none"> • काल्पनिक या कथात्मक जैसी साहित्यिक शैलियों के साथ परिपूर्ण होते हैं! • लेखन की सम्पूर्ण पाँच शैलियों)उदाहरण-: वर्णनात्मक,विवरणतामक,कथात्मकलेखन,स्पष्ट लिखाई और पत्र लेखन (में पूर्ण ध्यान केंद्रित होते हैं! 	<p>2. **साहित्य के रूपों की पहचान और सराहना:</p> <p>छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं।उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें।छात्रों को विभिन्न रूपों के साहित्य को उचित शैली में समझाने और उसमें सही रूप से व्यक्त करने का मौका दें।</p>
4महीना	पाठ ७ से पाठ ८ एक तिनका)कविता ,(नीलकंठ)रेखाचित्र(काल की परिभाषा व भेद ,विलोम शब्द , संधि ,मुहावरे निबंध-प्रदूषण की समस्या, पत्र-अपने जन्मदिवस पर आपके मामा को तोहफे भेजने के लिए शुक्रिया पत्र लिखें!	CG-6	C-6.3	<p>C-6.3.3</p> <ul style="list-style-type: none"> • छात्र भाषा के मुख्य शब्द खेलों को समझते हैं और उनके माध्यम से भाषा के नए पहलुओं को अन्वेषण करते हैं! • विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते हैं और भाषा के नियमों को समझने में रुचि दिखाते हैं! • छात्र उदाहरण के रूप में विलोमपद्ध,अद्यायक्षर का विपर्यय,बिना अक्षर या ध्वनि वाले वाक्य,पहेलियाँ,चुटकुले,इत्यादि को समझते हैं और उन्हें उपयोग में लाने को सक्षम होते हैं! • विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथ अधिक सक्रिय और रमणीय रूप से जुड़ते हैं! <p>C-4.1.1</p>	<p>***भाषा के शब्द खेल:</p> <p>छात्रों को विभिन्न प्रकार के भाषा के खेलों के माध्यम से शब्दों के प्रयोग का महत्व समझाएं।विद्यार्थियों को उदाहरण के रूप में विलोम ,अद्यायक्षर का विपर्यय ,वर्ग-पहेली , पहेलियाँ ,चुटकुले ,अंताक्षरी ,विपर्यय आदि खेलों का आयोजन करें।इससे छात्रों की भाषा ज्ञान बढ़ेगा और उनकी रचनात्मकता में सुधार होगा।</p> <p>***साहित्य के रूपों की पहचान और सराहना:</p> <p>छात्रों को साहित्य के विभिन्न रूपों की पहचान करवाएं।उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें।साहित्य के रूपों को पहचानने के बाद ,छात्रों को उन्हें उचित शैली में प्रस्तुत करने का मौका दें।</p> <p>*** साहित्यिक उपकरणों की पहचान:</p> <p>छात्रों को विभिन्न प्रकार के साहित्य को पढ़ने और उसमें साहित्यिक उपकरणों की पहचान करवाएं।उन्हें उपमा ,रूपक ,मानवीकरण अलंकार ,अतिशयोक्ति ,और अनुप्रास जैसे साहित्यिक उपकरणों की समझ में मदद करें।</p>
		CG-4	C-4.1		

			C-4.2	<ul style="list-style-type: none"> • विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! • पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! • अनुच्छेद, नाटक, और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! <p>C-4.2.2</p> <ul style="list-style-type: none"> • दिए गए संदर्भ में से विभिन्न प्रकार के संधि ,मुहावरे इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं! • नवाचार के साथ अपने स्वयं के कुछ संदर्भ बनाने में सक्षम होते हैं! • पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव, अतिशयोक्ति ,तुकांत योजना को समझने में सक्षम होते हैं! 	
5महीना	पाठ ९ से पाठ ११ भोर और बरखा)कविता,(और भी दूँ)कविता(,जम्मू कश्मीर की झीलें)निबंध (CG-4	C-4.1	<p>C-4.1.1</p> <ul style="list-style-type: none"> • विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! • पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! <p>C-2.1.1</p> <ul style="list-style-type: none"> • छात्रों को सही लेखन कौशल, संवादात्मक विचारों को व्यक्त करने की क्षमता, और स्पष्ट और संगठित लेखन की योग्यता में सुधार होता है! 	<p>1. **साहित्य के विभिन्न रूपों की पहचान और सराहना: छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं। उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें। छात्रों को विभिन्न साहित्यिक रूपों के उदाहरणों के माध्यम से साहित्य के विविध आयामों को समझाएं।</p> <p>2. **लेखन रणनीतियों का उपयोग: छात्रों को लेखन रणनीतियों का उपयोग करके विचारों को</p>
		CG-2	C-2.1		

				<ul style="list-style-type: none"> छात्र साहित्यिक और व्यक्तिगत रूप से विकसित होते हैं, जो उनके भाषा कौशल और व्यक्तित्व का विकास कर पहचानने में सक्षम होते हैं! 	<p>अनुक्रमित करना सिखाएं। छात्रों को शीर्षकों/उपशीर्षकों की पहचान करवाएं और स्पष्ट शुरुआत, अंत और पैराग्राफ) गद्यांश (बनाने के लिए उन्हें दिशा दें। विभिन्न साहित्यिक प्रश्नों के उत्तर लिखने के लिए लेखन रणनीतियों का उपयोग करें।</p>
6 महीना	पाठ १२ से पाठ १३ दाता रणपत)एकांकी,(दोहा एकादश)दोहे /कविता,(समास शुद्ध -अशुद्ध ,निबंध - गणतंत्र दिवस	CG-4	C-4.1	<p>C-4.1.1</p> <ul style="list-style-type: none"> विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! अनुच्छेद, नाटक, और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! 	<p>1. साहित्य के विभिन्न रूपों की पहचान और सराहना:-</p> <ul style="list-style-type: none"> छात्रों को गद्य, कविता, और नाटक के विभिन्न नमूनों की पहचान करवाएं। उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें। साहित्य के रूपों को पहचानने के बाद, छात्रों को उन्हें अपने शब्दों में समझाने और साहित्य की सराहना करने का मौका दें।
7 महीना	पाठ १४ से पाठ १७	CG-5	C-5.1	<p>C-5.1.1</p> <ul style="list-style-type: none"> छात्र अपने लेखन में सही व्याकरण का प्रयोग करते हैं और वाक्य संरचना को समझते हैं! विद्यार्थी अपने लेखन को विश्वसनीयता और स्पष्टता के साथ प्रस्तुत करते हैं! छात्र अपने लेखन के माध्यम से विचारों और अभिव्यक्तियों को साझा करते हैं और अन्यो के साथ सहयोग करते हैं! छात्र अपने लेखन का समीक्षण करके गलतियों को सुधारते हैं और 	<p>2. भाषाई पहलू का विकास:</p> <ul style="list-style-type: none"> छात्रों को भाषा की मूल बुनियादों को पहचानने और समझने के लिए विभिन्न व्याकरणिक और संरचनात्मक नियमों को समझाएं। छात्रों को मौखिक और लिखित अभिव्यक्ति में व्याकरण और संरचना का उपयोग करने के लिए प्रेरित करें। उन्हें विभिन्न भाषाई उपकरणों का

	लद्दाखका विवाह - उत्सव)कहानी ,(पुंछ और राजौरी के प्रसिद्ध तीर्थस्थान , स्वामी अमरनाथ की यात्रा)एकांकी(, हिमालय और हम)कविता(निबंध -समय का सदुपयोग ,पत्र – पुस्तक मँगवाने के लिए पुस्तक विक्रेता को पत्र उपसर्ग,प्रत्यय ,वाक्य उनके भेद उपमा,रूपक विराम चिन्ह निबंध-हमारा देश - भारतवर्ष, पत्र लेखन-गंदगी की सूचना देते हुए नगर निगम अधिकारी को पत्र।	CG-4	C-4.1	स्वाध्याय करते हैं!	उपयोग करके सही शब्दों और वाक्य संरचना का पता लगाने का अभ्यास कराएं।	
			C-4.2	<p>C-4.1.1</p> <ul style="list-style-type: none"> विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! अनुच्छेद,नाटक,और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! <p>C-4.2.2</p> <ul style="list-style-type: none"> दिए गए संदर्भ में से विभिन्न प्रकार के संधि ,मुहावरे इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं! नवाचार के साथ अपने स्वयं के कुछ संदर्भ बनाने में सक्षम होते हैं! <p>पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव, अतिशयोक्ति , तुकांत योजना को समझने में सक्षम होते हैं </p>	<ul style="list-style-type: none"> व्याकरण और संरचना का उपयोग:- छात्रों को अपने लेखन में उचित व्याकरण और संरचना का उपयोग करने के लिए प्रोत्साहित करें।उन्हें लिखित कार्यों को संवारने और लेखन का तरीका सुधारने के लिए मार्गदर्शन प्रदान करें।छात्रों को लेखन के प्रत्येक पहलू को समझने और सुधारने के लिए अभ्यास कराएं। <p>साहित्य के विभिन्न रूपों की पहचान और सराहना</p> <p>छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाना।</p> <p>उन्हें साहित्य के विभिन्न रूपों के महत्व को समझाना।छात्रों को साहित्य के रूपों के उपयोग के माध्यम से विशेषता की सराहना करवाना।</p> <p>विभिन्न साहित्यक उपकरणों और साहित्य के रूपों की खोज:छात्रों को साहित्यक उपकरणों जैसे उपमा ,रूपक , मानवीकरण अलंकार ,अतिशयोक्ति ,और अनुप्रास की पहचान कराना।</p> <p>उन्हें विभिन्न साहित्यिक उपकरणों के उपयोग के माध्यम से साहित्य की सौंदर्यशास्त्रीय और व्याकरणिक शोध करवाना।उचित शैली का प्रयोग:छात्रों</p>	
		CG-3	C-3.1			
		CG-6	C-6.3			

				<p>वर्णनात्मक,विवरणतामक,कथात्मक लेखन,स्पष्ट लिखाई और पत्र लेखन (में पूर्ण ध्यान केंद्रित होते हैं)!</p> <p>C-6.3.3</p> <ul style="list-style-type: none"> • छात्र भाषा के मुख्य शब्द खेलों को समझते हैं और उनके माध्यम से भाषा के नए पहलुओं को अन्वेषण करते हैं! • विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते हैं और भाषा के नियमों को समझने में रुचि दिखाते हैं! • छात्र उदाहरण के रूप में विलोमपद्ध,अद्यायक्षर का विपर्यय, बिना अक्षर या ध्वनि वाले वाक्य,पहेलियाँ,चुटकुले,इत्यादि को समझते हैं और उन्हें उपयोग में लाने को सक्षम होते हैं ! • विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथ अधिक सक्रिय और रमणीय रूप से जुड़ते हैं! 	<p>को विभिन्न प्रकार के पत्र और निबंध लिखने के लिए उचित शैली का प्रयोग करना सिखाना।उन्हें अलग-अलग श्रोताओं और उद्देश्यों के लिए उपयुक्त लेखन की प्रक्रिया में मार्गदर्शन करना।</p> <p>उचित शैली में पत्र और निबंध लिखना:- छात्रों को उचित शैली में पत्र और निबंध लिखने के लिए मार्गदर्शन प्रदान करना ।उन्हें विभिन्न प्रकार के पत्र और निबंधों के उपयोग के माध्यम से विभिन्न उद्देश्यों को पूरा करने की कला सिखाना। भाषा के प्रमुख शब्दों के खेल से अवगत करना। छात्रों को विभिन्न भाषा के प्रमुख शब्दों</p>
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					के खेलों के माध्यम से भाषा के नियमों को समझाना उन्हें खेलों जैसे विलोमपद , अध्यायक्षर का विपर्यय ,वर्ग-पहेली , पहेलियाँ ,चुटकुले ,अंताक्षरी इत्यादि के माध्यम से भाषा के प्रमुख शब्दों को समझाना।
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कक्षा सातवीं के लिए मूल्यांकन योजना

खंड -ए]पठन बोध 14] [अंक]

1. निर्धारित कविताओं से एक कविता के छंद को हल करने का प्रयास करे और तीन बहुविकल्पीय प्रश्न एक विस्तृत जवाब वाला प्रश्न और एक रिक्त स्थान की पूर्ति वाला प्रश्न हो जो समझ ,साहित्यिक उपकरण ,अनुमान आदि पर आधारित हो । 1X5 अंक
2. लगभग 200से 250शब्दों के एक अनदेखे गद्यांश को हल करने का प्रयास करे जिसके बाद समझ पर आधारित बहुविकल्पीय प्रश्न,गद्यांश को उपयुक्त शीर्षक प्रदान करना,एक शब्द प्रतिस्थापन,शब्दावली,अनुमान,विक्षेपण आदि शामिल हों। 1x 5अंक
3. एक प्रश्न,दृश्यांक/बार ग्राफ़/आवृति विचार प्राधान्य दिए गए प्रश्नों का प्रयास करे ,जिसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,विक्षेपण,मूल्यांकन आदि पर आधारित हो । 1x 4अंक

खंड- बी]व्याकरण 9] [अंक]

- विलोम शब्द, अर्थ तथा प्रयोग।
- पर्यायवाची शब्द, सर्वनाम, संज्ञा, क्रिया।

- विशेषण, वाक्य, विराम चिन्ह, अनेक शब्दों के लिए एक शब्द, मुहावरे, लोकोक्तियां।
- लिंग, कारक, संधि, संधि विच्छेद, उपसर्ग और प्रत्यय।
- काल, सम्मोच्चारित शब्द
- कवि और लेखक

1. उपर्युक्त भागों का उपयोग रिक्त स्थानों व पैराग्राफ में कर सकते हैं I 3अंक
2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए पैराग्राफ को विपरीत शब्दों में परिवर्तित किया सकता है I 2 अंक
3. एक परिचयात्मक पैसेज/कहानी/पैराग्राफ दिया जा सकता है जिसमें समय, विराम और उपयुक्त वर्तनी आदि का प्रयोग किया जा सकता है I 2अंक
4. सरल शब्दों का एक छोटा सा पैरा दीजिए जिसमें समास, अलंकार आदि को रेखांकित किया जाएगा I 2अंक

खंड सी (लेखन कौशल 12- अंक)

1. दी गई परिस्थिति के अनुसार कहानी/बातचीत/भाषण/रिपोर्ट लेखन पर एक प्रश्न का प्रयास कीजिए - 3अंक
2. दी गई परिस्थिति पर संदेश/ईमेल/सोशल मीडिया पोस्ट लेखन के लिए एक प्रश्न निर्धारित करे 50]शब्द [2अंक
3. दी गयी परिस्थिति के अनुसार पत्र लेखन के लिए दो पत्रों में से एक परिशिष्ट]औपचारिक/अनौपचारिक [पर पत्र लिखे 3अंक
4. दो में से एक प्रश्न पर प्रयास किया जाना चाहिए जो घटनाओं, परिस्थितियों आदि पर पैराग्राफ लेखन पर हो ,जिसमें दिए गए संकेतों और दृश्य की सहायता से अंश दिया गया हो I 80] से 100शब्दों में [4अंक

खंड डी (साहित्य 15 अंक)

1. पाठ्यपुस्तक में से गद्य पाठों के किन्हीं छः में से तीन छोटे क्षमता -आधारित प्रश्नों का प्रयास करे 3X6=2
 2. पढ़ने की समझ में दिए गए प्रश्नों को छोड़कर, विषय केंद्रीय विचार ,साहित्यिक उपकरणों आदि पर आधारित चार लघु योग्यता आधारित प्रश्नों में से दो कविताओं को हल करने का प्रयास किया जाना चाहिए I 2X4= 2
- लघु कथाओं और नाटकों के चरित्र, दृश्य, विषय, कथानक, स्थिति, घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नों का प्रयास किया जाना चाहिए I

योगात्मक मूल्यांकन

क्र. सं.	कर्तन	अध्याय संख्या और नाम	अंक आवंटित
01	क	अपठित गद्यांश	15
02	ख	व्याकरण	8
03	ग	लेखन कौशल	12
04	घ	साहित्य	15
		<ul style="list-style-type: none">➤ जम्मू कश्मीर की झीलें) निबंध(,➤ दाता रणपत) एकांकी(,➤ दोहे एकादश)दोहे(➤ लद्दाख का विवाह-उत्सव➤ पुंछ और राजौरी के प्रसिद्ध तीर्थस्थान।➤ स्वामी अमरनाथ की यात्रा।➤ हिमालय और हम।	
कुल			50 अंक



Class 7th
(Dogri)

जमात:सतमीं

समां अवधी)म्हीने च(बिंशे/उपबिंशे	सिक्खने दे परिणाम	योग्यता	गतिविधिएं लेई सुझाऽ
1	मेरा डुग्गर	कविता पढने दा कौशल ,लैऽ , तुक आहले शब्दें दी समझ।	डुग्गर दे बारे च किश जानकारियां डुग्गर दे , ,जन नायकें डीडो जित्तो बारै ,जोराबर जानकारी।	<ul style="list-style-type: none"> ●डुग्गर धरती दियां किश खास गल्लां दस्सदे होई। डोगरे जोधें दे बारै च विस्तार कन्नै सनाया जाई सकदा ऐ। ●संज्ञा, विशेशन, क्रिया, रूप रचना दा ज्ञान करांदे होई इस कविता च बरतोए दे नमें शब्दें दे अर्थ दस्सियै उंदे वाक्य बनाइयै दस्सेआ जाई सकदा ऐ। ●डुग्गर दे होर प्रसिद्ध थाहें बारै चर्चा कित्ती जाई सकदी ऐ।
	तवी	तवी नदी दी जानकारी दे कन्नै क -न्नै जित्थूंजित्थूं ए-ह गुजरदी ऐ, दी सरसरी जानकारी	डुग्गर दी इक विशेष नदी तवी ते ओहदे प्रवाह दरान औने आहले थाहरें दा ज्ञान	<ul style="list-style-type: none"> ●तवी नदी दे फायदे दस्सदे होई विद्यार्थिं गी इसगी ते एहदे नेही होर नदियें गी साफ़ सुथरा-रखने लेई प्रेरत कित्ता जाई सकदा ऐ ते कन्नै ए बी समझाया जाई सकदा ऐ जे पानी दे स्रोत किन्ने लाज्मी न। ●जम्मू तवी दे बारै केई कवितां ते लेख लखोए दे न, इक-दो दा ज़िकर कित्ता जाई सकदा ऐ। ●तवी दे आसै पासै-बसदे तीर्थ थाहें-दी चर्चा करी सकदे ओ। ●अज्जै दी तरीक च तवी दी दशा बारै गल्ल करी सकदे ओ। ● विद्यार्थिं गी ए कविता मूंह जवानी कलासै च बोलने लेई उत्साहित कित्ता जाई सकदा ऐ।
2	मौंगरी मेला	निबंध लिखनेपढने- दा	डुग्गर दे मेलें दी	●मेले दी परिभाशा दिंदे होई मौंगरी आहले मेले दा बिंब

		कौशल, मेलें दा ज्ञान	जानकारी, निबंध लिखने दी जाच, डुगार दे प्हाडी लाके 'मौंगरी' दी जानकारी।	बनाया जाई सकदा ऐ। ●मौंगरी मेले दे कन्नैकन्नै होर- मेलें दा म्हत्तव दस्सेआ जाई सकदा ऐ। ●प्हाडी लाके दी खूबसूरती ते उसदे वातावरण बारै चर्चा किती जाई सकदी ऐ। ●मेले च होने आहले संस्कृतक कार्यक्रम ते खेढ -मकाबले दे फायदे दस्से जाई सकदे न।
	रंगली चिडी	कुदरत कन्नै जुडाव, कथा साहित्य दी समझ,	रंगली चिडी घरै च जन्म लैने आहली कुडी दा दादी-दादे राहें प्रतीक बरतियै जागतै गी सानाने दी कला योग्यता दा ज्ञान।	●अध्यापकें गी चाहिदा जे ओ विद्यार्थिं गी समझान जे रंगली चिडी इक बाल मनोविज्ञानिक कहानी ऐ। ●इस कहानी च मुहावरें दा बी प्रयोग होए दा ऐ।अध्यापकें गी चाहिदा ऐ जे विद्यार्थिं गी मुहावरें दा अर्थ समझांदे होई उचित प्रयोग बारै जानकारी बी देन। ● इस किस्मां दी कोई होर कहानी जेकर पता होऐ तां विद्यार्थिं गी सनाई जाई सकदी ऐ। ●पराने जमाने च मते सारे जागतें दा जन्म घर गै होंदा हा, ते अज्ज कल अस्पताल च होंदा ऐ, अस्पतालै च डाक्टर दी दिक्ख- रिक्ख च होंदा ऐ ते घर दाई दी देख-रेख च। दाई दी भूमका बारै विस्तार च दस्सना लोडचदा ऐ।
3	लेख/ लहाख	लहाख दे बारै च जानकारी, लहाख दे चपासम दी समझ, शब्द भंडार दा विस्तार।	भौगोलिक योग्यता, अपने चपासम दी खास गल्लें पासै बी ध्यान दे कन्नै-कन्नै उंदी मात्र भाशा	●विद्यार्थिं गी ए जानकारी देना जरूरी ऐ जे अगस्त 5 लेंशा पैहू 2019 लहाख जम्मूकश्मीर राज्य दा हिस्सा हा - ते हून बखरा प्रदेश ऐ। ●लहाख दी भूगोलिक स्थिति बारै जानकारी देनी

			<p>बौद्धी ते लद्दाखी दी बरतून ते जानकारी दी योग्यता</p>	<p>चाहिदी।</p> <ul style="list-style-type: none"> ● विद्यार्थिं गी लद्दाख दियें बाकी भाशाएं बारै बी दस्सो, जियां पुरकी, बलती, छीनां आदि। ● विद्यार्थिं गी थोड़ा बोध धर्म बारै बी ज्ञान देना चाहिदा। ● इस पाठ च बौधी, लद्दाखी, बगैरा भाशाएं लेई शब्द बरतोए दे न जिंदे च बौध ते लद्दाख संज्ञा शब्द कन्नै ई प्रत्यय दा प्रयोग होएदा ऐ। ● अध्यापकें गी चाहिदा जे ओ इयै जनेहनां सूचक होर शब्दे कन्नै ई प्रत्यय जोडियै उंदियें भाशा सूचक जां बसनीकें दे नांऽ सूचक बनाने दा भ्यास करान, जियां: बंगाल - - बंगाली, पंजाब - पंजाबी, कश्मीर - कश्मीरी।
	लेख/ वीर सैनिक	सीमाएं दी जानकारी, किश युद्धवीरें दी जानकारी, देश दी सीमाएं दी जानकारी	भारत दी सीमाएं दा ज्ञान, वीरचक्र पुरस्कार दा ज्ञान, देश दी सीमाएं दा ज्ञान, युद्ध दी समझ	<ul style="list-style-type: none"> ● पाठ दे शुरु च दित्ते दे शब्दें दा अर्थ दस्सने परैत उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ। ● पाठ च शामिल वीर जुआनें दे अलावा कोलै कच्छे दे कुसै-शहीद बारै बी गल्ल बात-कित्ती जाई सकदी ऐ। ● भारत -पाकिस्तान दी किश होर लड़ाइयें बारै बी गल्ल-बातकित्ती जाई सकदी ऐ। ● साठे देसै दी सांभ करने आहले वीर जुआने गी केहड़ी-केहड़ी मुश्कलें दा सामना करनापौंदा ऐ इसदे बारै च दस्सेआ जाई सकदा ऐ।
4	कविता/ बाललीला	लैऽ कन्नै सतरें गी पढने दी जाच, रामायण दे मुख पात्र राम ते उंदे भ्राएं बारै चे सरसरी जानकारी, कविता गी पढना ते बच्चें गी सनाना	रामकथा दा ज्ञान, तुक आहले शब्दें दा ज्ञान, प्रवाह दी समझ ते रामायण दे मुख पात्र राम जी दे परिवार बारै	<ul style="list-style-type: none"> ● पाठ च बरतोए दे नमें शब्दें दे अर्थ दस्सदे होई वाक्य च प्रयोग कित्ता जाई सकदा ऐ। ● कविता गी बार बार-पढियै एहदे किश पद्यांश मूंहजबानी कलासै च बोलने लेई प्रेरत कित्ता जाई सकदा ऐ।

			जानकारी दी योग्यता	<ul style="list-style-type: none"> ●अध्यापक इस पाठ राहें रामायण बारें बी थोड़ी जानकारी देई सकदे ना। पाठ च बड़े मते विशेशने दा प्रयोग बहुवचन दे होए दा ऐ , अध्यापक विद्यार्थिं गी विशेशन रूपरचना दी जानकारी देई सकदे ना।
	मियां डीडो	डुग्गर दे लोक नायकें दी विस्तृत जानकारी	डुग्गर दे लोक नायक मियाँ डीडो जीवन दा ब्यौरा हासल करने दी योग्यता हासल करना	<ul style="list-style-type: none"> ● विद्यार्थिं गी मियां डीडो दे देशकाल बारें विस्तार कन्नै समझाई लैना चाहिदा तां जे उनेंगी डीडो बारें समझने च मुशकल नेई आवै। ● मियां डीडो पर होर बी मते लेखउपन्यास ते नाटक , उंदे बा ,लखोए दे नरै बी सरसरी जानकारी दिती जाई सकदी ऐ। ●डुग्गर दे किश होर वीर सपाहियें बारें बी चर्चा किती जाई सकदी ऐ। ●किश चंगे ते ब्हादर लोकें दे उदाहरण देइयै उंदे आंगर बनने लेई प्रेरत किता जाई सकदा ऐ। ● मियां डीडो दे उदाहरण कन्नै आम जनता लेई अपने नफे-मत्त दिती -नुकसान शा उप्पर उट्टियै सोचने लेई सिक्ख जाई सकदी ऐ।
5	डुग्गर दी चित्रकला	चित्रकला दा अर्थ ते म्हत्व	डुग्गर दी विश्व प्रसिद बसोहली चित्रकला दे चित्रकारें दे नांऽ ते उंदे कम्मै दी योग्यता।	<ul style="list-style-type: none"> ●बसोहली दी चित्रकला पूरे मुल्क च मशहूर ऐ इसदे बारें च दस्सदे होई बसोहली दे किश नामवर चित्रकारें बारें बी दस्सेआ जाई सकदा ऐ। ●इस लेख च संयुक्त शब्द बरतोए दे न ,किश इयै जनेह होर शब्दें बारें बी चर्चा किती जाई सकदी ऐ। ● विद्यार्थिं च चित्रकला प्रति लगाव दिक्खने लेई उनेंगी बी कोई चित्र बनाने गी आखेआ जाई सकदा ऐ।

	चंद्रभागा	चंद्रभागा दे नांऽ दा उदभव ते विकास	चंद्रभागा दे कंठे बस्सने आहले ग्राएं, इस च मिलने आहले निके- निके दरेआएं ते देवस्थानें दा ज्ञान हासल करने दी योग्यता	<ul style="list-style-type: none"> ●चंद्रभागा अपने प्रवाह दरान जिनेजिनें था-हें शा होइयै बगदी ऐउंदे बा ,रै बाद्धू जानकारी दित्ती जाई सकदी ऐ। ●चंद्रभागा दे पानी च ते बाकी दरेआएं दे पानी च फर्क बारै गल्ल बात कित्ती जाई सकदी ऐ। ●दरेआ दे कंडे केई मशहूर देवस्थान ते प्राचीन मंदर दिक्खने गी लब्भदे न, उंदे बारै च चर्चा करियै विद्यार्थिं दे ज्ञान च बाद्धा कित्ता जाई सकदा ऐ। ●रणवीर ते प्रताप नैहरें दी विस्तार च जानकारी दित्ती जाई सकदी ऐ।
6	नमें जुगै दा नर्माण	कविता गी लैऽ कन्नै पढना चेत्ता करना ते जमातै च सनाना	कविता राहें बक्ख- बक्ख धर्म दे नैतक मुल्लें गी जानना	<ul style="list-style-type: none"> ●कविता च नैतक मुल्लें पर जोर दित्ता गेदा ऐ, अध्यापक गी लोडदा जे किश होर नैतक मुल्लें दे उदाहरण देऐ ते जीवन च नैतिकता दा महत्त्व बी दस्सै। ●बक्खरेलेइयै बक्खरे धर्म च एक्कै जैसियां किश गल्लां- विद्यार्थिंएच एक्क रौहने दी भावना बधाई जाई सकदी ऐ।

	डुग्गर दे पर्यटन-स्थल	डुग्गर दे मुख- मुख पर्यटक थाहरें बारै जागरूक करना	डुग्गर दे पर्यटक थाहरें दे नांs, उंदे शलैपे ते इतिहास बारै जानकारी हासल करना	<ul style="list-style-type: none"> ● पाठ च दित्ते दे पर्यटन थाहरें दे लावा बी डुग्गर प्रदेश दे किश होर पर्यटन स्थलें दी जानकारी बच्चें गी दित्ती जा तां बच्चें गी पाठ होर चंगी चाल्ली समझा आई जाहगा। ● विद्यार्थिं गी उंदे अपने ग्रां जां शैहर दी खूबसूरती उप्पर ते दिक्खनै काबल थाहरें उप्पर लिखने गी प्रेरत कित्ता जाई सकदा ऐ। ● विद्यार्थिं गी पुच्छेआ जाई सकदा ऐ जे क्या कुसै ने कुसै पर्यटन थाहा दी यात्रा कित्ती दी ऐ जां नेई। जेकर कुसै ने कित्ती दी होऐ ता उस्सी कलासै च सारी यात्रा पर सरसरी गल्ल बात करने लेई आखेआ जाई सकदा ऐ।-
7	बावा चम्बलियाल	बाबा चम्बलियाल दी मानता दा ब्यौरा	बाबा चम्बलियाल दे थाहा दी म्हत्ता, मानता ते आस्था दे कन्नै - कन्नै इस चाल्ली दिये होर थाहें बारै जानने दी योग्यता।	<ul style="list-style-type: none"> ● डुग्गर प्रदेश च ऐसे केई थाहर न जित्थें लोके गी आस्था ऐविद्यार्थिं गी ऐसे गै किश होर थाहें दी जानकारी , दित्ती जाई सकदी ऐ। ● विद्यार्थिं दे अपने ग्रां जां शैहर जेकर कोई आस्था आह्ला थाहर ऐ ता उसदे बारै उंदे कन्नै गल्ल बात कित्ती जाई सगदी ऐइसदे क , नै उंदी रुचि पाठ च बधी जाहगा। ● कुसै आस्था आह्ले थाहर दी जेकर कुसै विद्यार्थिं ने यात्रा कित्ती दी ऐ ता उस्सी कलासै च सनानै लेई आखेआ जाई सकदा ऐ।
	शक्क दी सज़ा	बच्चें अंदर लोक कत्थें ते कहानियें गी पढने दी दिलचस्पी पैदा करना	मित्तरता दियां इतिहासिक कहानियें राहें इमानदारी दे मुल्ल दा ज्ञान हासल करना	<ul style="list-style-type: none"> ● बच्चें गी पौराणिक ते ऐतिहासिक कथाएं चा पक्की ते सच्चि दोस्ती दे उदाहरण देइयै दोस्त चुनने च सोहगा ते दोस्ती रौहनै पर नभाने च समर्पण दा महत्त्व समझाया जाई सकदा ऐ। ● विद्यार्थिं गी दोस्ती दी म्हत्ता बारै लेख लिखने लेई प्रेरत कित्ता जाई सकदा ऐ।

	मुहावरे ते खुआन	मुहावरें ते खुआनें दा अर्थ	मुहावरें ते खुआनें राहें कृति गी मता सुंदर बनाने दे गुण दे ज्ञान दी योग्यता	<ul style="list-style-type: none"> ●मुहवारें – खुआनें दी बरतून कन्ने भाशा कियां सुंदर होई जंंदी ऐइसदे बा ,रै विद्यार्थिंणं गी समझाया जाई सकदा ऐ। ●विद्यार्थिंणं गी अपने घरै दे ते आसपडोस दे बुजुर्गे दी - मदद कन्ने मुहावरे ते खुआन कठेरने लेई प्रेरत करियै उंदे च संवाद ते शोध दी मुंडली योग्यता विकसित कित्ती जाई सकदी ऐ।

सतमी जमातै लेई आकलन दी योजना

भाग (ए) पढने दी समझ (15 अंक)

- 1) गद्य खंड थमां तकरीबन 100 थमां 150 शब्दें दा इक दिक्खेआ गोदा अंश, जिसदे बाद एमसीक्यू, समझदारी दे सवाल, खाल्ली थाह भरने, शब्दावली बगैरा दी कोशश कीती जा।
1×5=5 नंबर
- 2) लगभग 100 थमां 150 शब्दें दे इक अनदिक्खे खंड गी हल करने दी कोशश करना ते उसदे बाद एमसीक्यू, समझदारी दे सवाल, अंश गी उचित सिलेख देना , इक शब्द दा प्रयोग बगैरा।
1×5=5 नंबर
- 3) दृश्य सुराग/सांख्यिक डेटा/बार ग्राफ बगैरा पर आधारत इक सवाल ते उसदे बाद समझ, अनुमान, विश्लेषण, मूल्यांकन बगैरा पर आधारत एमसीक्यू दी कोशश कीती जानी चाहिदी।
1×5=5 नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखें दी पन्छान
- संज्ञा, सर्वनाम, क्रिया, विशेषण दा प्रयोग
- विभक्तियां दी पन्छान करना

- काल दा प्रयोग (साधारण वर्तमान ते सरल भूत)
 - समें दी पन्ध्यान
 - संज्ञा संख्या ते लिंग दा प्रयोग
- 4) लेख, विभक्ति, संधि बगैरा गी रेखांकित जां गोल करियै कुसै प्रासंगिक अंश दी पन्ध्यान करने लेई आखेआ जाग। 2.5 नंबर
- 5) संज्ञा, सर्वनाम, क्रिया, विशेषण बगैरा दा इस्तेमाल करदे होई खाल्ली थाहें कन्नै इक प्रासंगिक पैराग्राफ नंबर 2.5
- 6) साधारण वर्तमान ते साधारण अतीत च क्रियाएं दा इस्तेमाल करियै इक पैराग्राफ गी खाल्ली थाहें कन्नै हल करने दी कोशश कीती जानी चाहिदी। 3 नंबर

भाग (ग) लेखन कौशल (12 नंबर)

- 7) त्रै च पैराग्राफ लिखने पर इक सवाल दित्ते गेदे संकेत कन्नै कुसै बी स्थिति पर कोशश कीती जाग। (40-60 शब्द) दा। 5 नंबर
- 8) चिट्ठी लिखने पर दो च इक सवाल दित्ती गेदी परिस्थितियें पर कोशश कीती जाग। (अनौपचारिक) दा। 4 नंबर
- 9) संदेश/ई-मेल लिखने पर इक सवाल दित्ते गेदे संकेतें कन्नै प्रयास करना होग। (50-60 शब्द) 3 नंबर

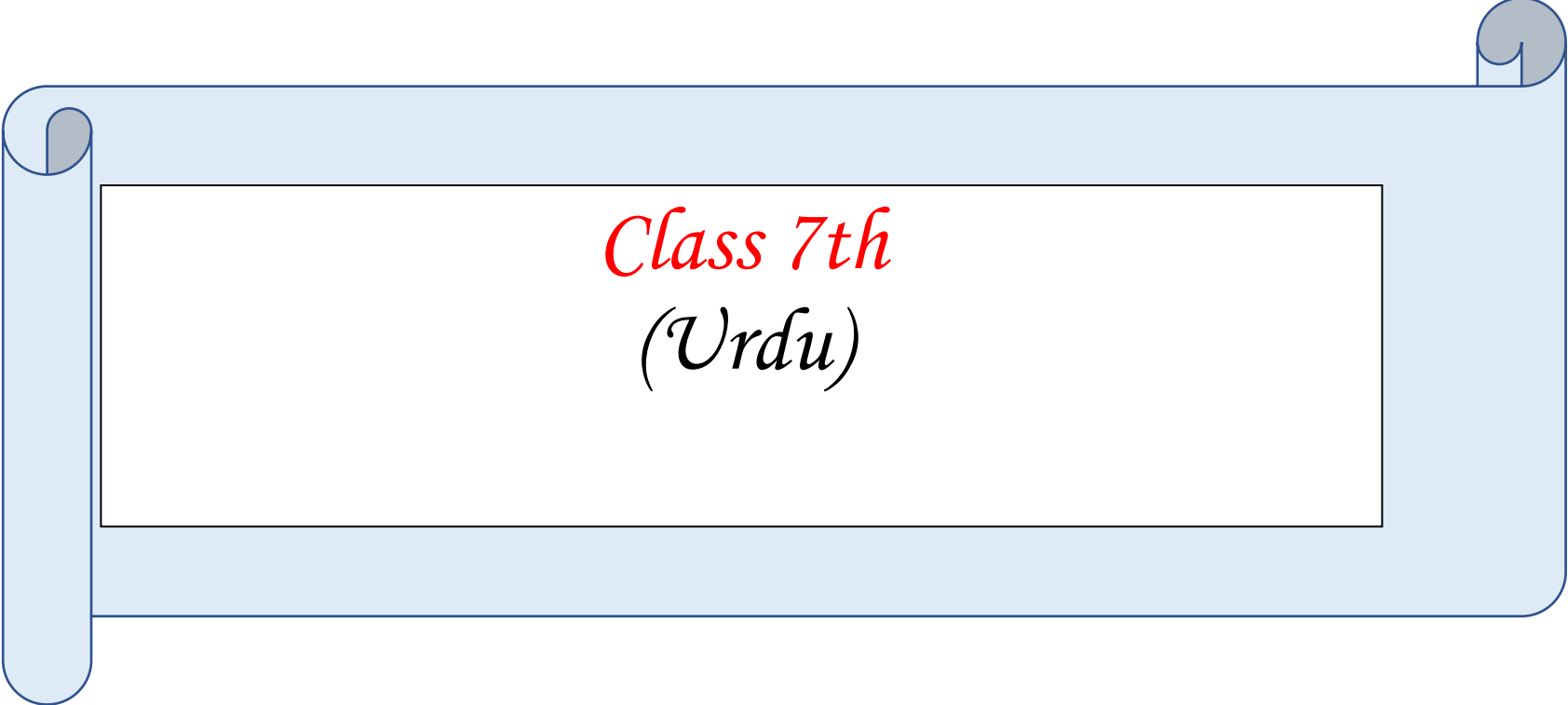
भाग (घ) साहित्य (15 नंबर)

- 10) भाग चार च दो लघु योग्यता आहले सवालें दी कोशश निर्धारित पाठ्यपुस्तक दे गद्य ग्रंथें थमां कीती जानी चाहिदी। 2×2=4
नंबर
- 11) कविताएं थमां विशे, केंद्रीय विचार, तुकबंदी योजना उप्पर आधारित पंजें शा त्रै लघु योग्यता आहले सुआलें दी कोशश कीती जानी चाहिदी। 3×2=6
नंबर

12) समझ, विश्लेषण, मूल्यांकन बगैरा दे आधार उप्पर दो लम्मी जवाब देने आहले योग्यता आहले सवालें च इक दी कोशश कीती जानी चाहिदी।
नंबर

5×1=5

योगात्मक मूल्यांकन			
क्र.सं.	कर्तन	ध्याऽ गिनतरी ते नाऽ	नंबरे दी बंड
01	क	पाठ बोधन	15
02	ख	व्याकरण	8
03	ग	लेखन कौशल	12
04	घ	साहित्य	15
05		कहानी चरोआल	
06		लेख : प्लास्टक प्रदूषण	
07		सिरै पर आए पेपर	
08		कविता – प्यारी बेटी	
कुल्ल			50 नंबर



Class 7th
(Urdu)

Class 7th

نصابی اہداف

1- نصابی ہدف

مختلف تحریروں (کہانیاں، نظمیں، ڈراموں کے اقتباسات، مضامین، مضامین، نیوز رپورٹس) کے ساتھ مشغول ہو کر آزادانہ پڑھنے کی تفہیم اور خلاصہ سازی کی مہارت کو فروغ دیتا ہے اور کتابیں پڑھنے میں دلچسپی ظاہر کرتا ہے۔

2- نصابی ہدف

سماجی تقریبات کے خیالات، احساسات اور تجربات کے بارے میں لکھنے کی صلاحیت حاصل کرتا ہے (مثال کے طور پر، گاؤں کے میلے، تہوار، مواقع)

3- نصابی ہدف

موثر مواصلات کی صلاحیت کو فروغ دیتا ہے۔ سوال پوچھنے، بیان کرنے، تجزیہ کرنے اور جواب دینے کے لئے زبان کی مہارت کا استعمال

4- نصابی ہدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5- نصابی ہدف

بنیادی لسانی پہلوؤں (وارڈ اور جملے کی ساخت) کو پہچاننے کی صلاحیت پیدا کرتا ہے اور انہیں زبانی اور تحریری اظہار میں استعمال کرتا ہے۔

اسکولی تعلیم کے لئے قومی نصاب کا فریم ورک

6- نصابی ہدف

زبان کی مخصوص خصوصیات کی تعریف کرتا ہے، بشمول اس کے حروف تہجی اور رسم الخط، آوازیں، نظمیں، پن، اور دیگر ورڈ پلے اور کھیل جو زبان کے لئے منفرد ہیں۔

مہارتیں

1.1 مختلف نصوص کو سمجھنے کے لیے مختلف فہم حکمت عملیوں (تخمینہ، پیشین گوئی) کا اطلاق کرتا ہے۔

1.2 اہم نکات کی نشاندہی کرتا ہے، متن کو بغور پڑھنے کے بعد خلاصہ کرتا ہے، اور ہم آہنگی سے جواب دیتا ہے

1.3 مختلف نصوص میں مرکزی خیال کی شناخت اور تعریف کرتا ہے۔

1.4 مختلف قسم کی کتابوں کو منتخب کرنے اور پڑھنے میں دلچسپی ظاہر کرتا ہے۔

تحریری حکمت عملیوں کا استعمال کرتا ہے، جیسے خیالات کو ترتیب دینا، عنوانات/سہ سرخیوں کی شناخت کرنا اور واضح آغاز، اختتام اور پیراگراف بنانا 2.1

تحریری طور پر اپنے ارد گرد کے مختلف پہلوؤں پر تجربات، جذبات اور تنقید کا اظہار کرتا ہے۔ 2.2

3.1 مناسب انداز کا استعمال کرتے ہوئے مختلف قسم کے خطوط اور مضامین لکھتا ہے اور مختلف سامعین اور مقاصد کے لیے رجسٹر کرتا ہے۔

4.1 ادب کی مختلف شکلوں کی شناخت اور تعریف کرتا ہے (نثر، شاعری اور ڈرامہ کے نمونے)

4.2

ادبی آلات کی شناخت کرتا ہے، جیسے کہ تشبیہ، استعارہ، شخصیت سازی (النکارس)، ہائپربول (اتھیشیوکتھی)، اور متناسب (انوپراس)، مختلف قسم کے ادب کو پڑھ کر اور تحریر میں استعمال کرتا ہے۔

5.1

اپنی تحریر میں مناسب گرامر اور ساخت کا استعمال کرتا ہے۔

6.1

زبان کی صوتیات اور رسم الخط، حرفوں اور حرفوں کی تعداد، اور وہ کس طرح تعامل کرتے ہیں اور استعمال ہوتے ہیں کو سمجھتا ہے
6.2 تقریر اور تحریر کو مزید دلچسپ اور پرلطف بنانے کے لیے زبان میں aliteration، rhymes، puns، اور دیگر ورڈ پلے کے استعمال میں مشغول

دیئے گئے حروف یا آوازوں کے بغیر جملے، پہیلیاں، لطیفے، spoonisms، palindromes، زبان کے کچھ بڑے لفظی کھیلوں سے واقف ہو جاتا ہے (مثال کے طور پر، 6.3
(anagrams، crosswords، انتاکشری،)

ساتویں جماعت کے لیے اردو ایکٹیڈمک پلانر

وقت	نظم/مضمون/متن وغیرہ	گرائمر/کلیدی اجزا	مہارتیں	آموزشی ما حاصل	سیکھنے کا طریقہ
پہلا مہینہ	ترانہ وحدت، نعت، قلم	مناسب لب و لہجہ۔	1.1.2	{حصہ نظم}	{حصہ نظم}
دوسرا مہینہ	شکرگزاری، ہمارا وطن، آدمی نامہ	مرکبات، مطلع، مقطع۔ ہم آواز الفاظ۔ "واو" کی مختلف قسمیں جیسے؛ معدولہ، عطف وغیرہ، تشبیہ۔	1.1.3 4.4.1 4.4.2 6.6.2 5.5.1	1 مختلف موقعوں پر نظم کو اپنے لفظوں میں سناتے ہیں۔ 2 نظموں اور گیتوں کو موزونیت کے ساتھ ادا کرتے ہیں۔ 3 شاعری میں موازنہ اور مجاز کی شناخت کرتے ہیں۔ 4 شعری اصطلاحات کو برتنا ہے۔	سادہ، متعلقہ مثالیں استعمال کریں۔ حواس کو مشغول کریں: طالب علموں کی حوصلہ افزائی کریں کہ وہ نظمیں دریافت کر کے اپنے حواس کو مشغول کریں جو نظر، آواز، بو، ذائقہ اور لمس کو جنم دیتی ہیں۔ اس میں بلند آواز سے پڑھنا اور وضاحتی زبان پر بحث کرنا شامل ہو سکتا ہے۔ تخلیقی اظہار: طلباء کو شاعری کے ذریعے اپنے اظہار کے مواقع فراہم کریں۔ ان کی حوصلہ افزائی کریں کہ وہ ان موضوعات کے بارے میں اپنی نظمیں لکھیں جن کے بارے میں وہ پرجوش ہیں یا ان کے تجربات۔
تیسرا مہینہ	اخلاق نبوی ﷺ، شری رام چندر جی	معنوں کے لحاظ سے اسم کی قسمیں۔ اضداد، مترادفات حروف کا بیان، جیسے؛ استفہام، تعجب، تاسف وغیرہ	1.1.4 1.1.3 1.1.1 1.1.2	{حصہ نثر}	وہ ان موضوعات کے بارے میں اپنی نظمیں لکھیں جن کے بارے میں وہ پرجوش ہیں یا ان کے تجربات۔ {حصہ نثر}
چوتھا مہینہ	شاہ ہمدانؒ، نیوٹن کا کارنامہ، ماحولیاتی توازن: کیوں اور کیسے	صحیح تلفظ، نظم اور نثر میں فرق۔ بلند خوانی فعل، خطوط نویسی مختصر پیغامات ، مسیح، دعوت نامہ وغیرہ	2.2.2 4.4.1 5.5.1	1 دوسروں کی باتوں کو توجہ سے سن کر اور سمجھ کر اپنے انداز سے بیان کرتے ہیں۔ 2 کہانی کو اپنے لفظوں میں بیان کرتے ہیں۔ ریڈیو۔ ٹی وی اور اخبارت کو پڑھ	اردو نثر کے قدرے پیچیدہ اقتباسات متعارف کروائیں جو قابل رسائی
پانچواں مہینہ	بہلے اور برے کی پہچان، تین کہانیاں، سرینگر سے کرگل تک۔				
چھٹا مہینہ	ڈاک کا انوکھا ٹکٹ، برزہ ہامہ کی تاریخی اہمیت				

<p>رہتے ہوئے بھی طلباء کی فہم کی مہارت کو چیلنج کرتے ہیں۔ تجزیاتی پڑھنا: طلباء کو سکھائیں کہ ادبی آلات، تہمیز اور تصنیف کے ارادے کی شناخت کر کے نثری اقتباسات کا تجزیہ کیسے کریں۔ قریبی پڑھنے کی تکنیکوں کو ماڈل بنائیں اور فعال شرکت کی حوصلہ افزائی کریں۔</p> <p>گرامر اور نحو: نثری اقتباسات کے تناظر میں گرائمر اور نحو کے اسباق کو شامل کریں، جملے کی ساخت، فعل کنجکیشن، اور رموز اوقاف پر توجہ مرکوز کریں۔</p> <p>ادبی عناصر: منتخب نثری متن کے ذریعے مختلف ادبی عناصر جیسے منظر نگاری، علامت نگاری اور علامتی زبان کو دریافت کریں، طلباء کو ان کی شناخت اور تجزیہ کرنے کی ترغیب دیں۔</p>	<p>کران کے متعلق تجزیہ کرتے ہیں۔</p> <p>3. کسی تحریر اور تقریر کا خلاصہ اپنی زبان میں بیان کرتے ہیں۔ کسی بھی کہانی کو اداکاری کے ساتھ پیش کرتے ہیں۔</p> <p>4. ڈرامائی مکالمات صحیح تلفظ اور عبارت کے ساتھ ادا کرتے ہیں۔</p>		<p>مضمون نویسی، رپورٹ۔ محاورات کا استغال، صفات؛ جیسے نسبتی، تعدادی و غیرہ۔</p>	<p>سائنس اور جنگ، کشمیر کے دلکش باغات، اولمپک کھیل۔</p>	<p>ساتواں مہینہ</p>
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تشخیص کا طریقہ کار

جماعت ساتویں

نمبرات : 50

مضمون اردو

حصہ الف

پڑھنے کا فہم

نمبرات: 15

1 غیر درسی اقتباس (150 سے 200 الفاظ کا) جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان ایک لفظی جواب از خیر الفاظ / باز یافت

$$5 \times 1 = 5$$

2 درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی موالات سبق کا عنوان / یک لفظی جواب / ذخیر و الفاظ / باز یافت

$$5 \times 1 = 5$$

3 تصویری سوال جس کے آخر میں کثیر الانتخابی سوالات تجربہ کرنا باز یافت / تشخیص کے سوالات پوچھیں جائیں۔

$$5 \times 1 = 5$$

حقہ ب (گرایمر) نمبرات 8

1 فعل ماضی حال مستقبل / اسم، صفت، فعل

فاعل، مفعول $4 \times 1 = 4$

2 ضد اضداد/واحد جمع/مذکر مونث/رموز اوقاف $4 \times 1 = 4$

حقہ ج (لکھنے کی صلاحیت) نمبرات 12

1 اشماروں یا تصویروں کی مدد سے (150 سے 200) الفاظ ہے مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔
 $5 \times 1 = 5$

2 دی گئی صورت حال کے متعلق ایک پیرا گراف / کہانی / مکالمہ اشتہار / الفاظ اور محاوروں کا جھلون میں استعمال
 $3 \times 1 = 3$

3 ایک رسی خط / غیر رسمی خط تحریر کیجیے۔ $4 \times 1 = 4$

حصہ د (ادب)

سمیٹو ایسیسمنٹ کے لیے منتخب اسباق۔

1. قلم،
2. ہمارا وطن
3. آدمی نامہ
4. ڈاک کا انوکھا ٹکٹ
5. سائنس اور جنگ
6. کشمیر کے دلکش باغات،
7. اولمپک کھیل۔

نمبرات: 15

1 کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات

$$3 \times 2 = 6 \quad (\text{چار میں سے تین})$$

2 کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے - صنفی اصطلاح / موضوع و غیر ہ (تین میں سے دو) $2 \times 2 = 4$

درسی کتاب میں شامل کسی ایک موضوع کا مرکزی خیال / خلاصہ / نوٹ تحریر کریں۔ $5 \times 1 = 5$



Class 7th
(Kashmiri)

کاشر سيلبس / ايکيڊمک کليڊر-25 2024

جماعت ستم (کاشر کتاب)

زان

شري چه پنيه گر، خاندانه ته ماحوله پيڻه زباني ٻندي تجزيه ته تصور ٻيڻه سڪولس منز داخل سپدان-مگر اچهرن ٻنڙ پاري زاني، لفظن ٻندين معنين ته تهڻيس ورتاوس چه باقاعدي سان سڪولس منز ائزي مئزي گڙهان-اته وائسيه منز چه اچهر پرزنائوني مشڪل، توکني چه رسم الخطڪي نشان ته يمن نشانن ستي جوڙته آواز زانيه ته سمجنيه مشڪل- لهذا چه ضروري ز زبان ٻيچهنونڪ ڏسلايه سپد معني ستي ته امه ٻاڻته ييه ڏپلن مدد ٻيڻه يعنه زبان ٻيچهنونڪ مقصد ييه ڏپله ذريعه حاصل ڪرني- ڏپله چه حظ ٿلنه يوان ته اته منز چه دلچسپي ٻنڊ عنصر شامل آسان توه ٻيڪه زبان ٻيچهنونيه ٻاڻته ڏپل ورتاوني زياد ڪارگر ته اثر دار ثابت سپدته- شرين ييه گوڏ ڪانه ڏپل بوزنائونه پته ييه اته ڏپله منز ورتاونه آمتين لفظن ٻنڊ تعارف ڊنه ته يته ٻاڻهي ين تم اچهر پرزنائونس يا رسم الخط ٻيچهنائونس ڪن واتنائونه - ڪوشش گڙه ڪرني يني ز شرين ين تم ڏپله بوزنائونه يمن تم آساني سان سمجته ته لطف ٿلته ٻيڪن- يمن ڏپلن منز ته ڏپلو نٻر گڙه شرين ٻاڻته تيڻه ماحول فراهم ڪرني ين ييڻه تم ڪنه ٿهر ته ڏکهه وراي شود بود ورتاوتته يمن ڏپلن ڪانه معني مطلب ڪڏته ٻيڪن ته اته ستي ستي روزن محفوظ ٽيڪيائز نفسياتي طور چه شري دنيايس متعلق پنيه فهمچ ته علمچ تعمير پانه ڪران- تهڻز يه تعمير چهني ڪائسيه ٻنڊ ٻيچهنونيه يا زور زبردستي ڪرني ستي سپدان- اته منز چه شرين ٻندي پنيه تجزيه ته مشايد شامل آسان-
زبان ٻيچهنونيه عمليه اندر چه احتياط ته ضروري تاڪه تيڻه صورتحال سپد نه پاڏيڻه شرين ٻنڊس فطري اظهارس ڪانه ٿهور ٻته ييه- شرين ٻنڊ نفسيات سمجنيه ته چه ضرورت ز عمومن چه تم ڪلاس رومڪس ماحولس منز پنيه ڪته وينس منز خوف

شَرین چھ سکولچہ رسمی زبانی ہند تیوتھ خوف آسان ز یم چھ پننہ فطری زبانی۔ منز کتھ کرنس منز خوف تہ مندچھ محسوس کران لہذا گڑھ زبان ہیچھناونس منز یژ زبانی تنوظرک خیال تھاونہ یں۔ اگر ووستاد یژ زبانی تنوظر بروئہ کنہ تھاو تہ کلاسس منز ساریے شَرین ہیچھنکی پوی موقعہ فراہم کر تیلہ ہیکہ سہ زبان بہتر پاتھی ہیچھناوتھ۔ امہ سیتی لگہ شَرین ہندس فطری اظہارس پوچھر تہ تہند ظون پھیر تہذیبی تہ لسانی رنگا رنگی کُن تہ۔ لہذا گڑھ یژ زبانی تنوظرچ اہمیت سمجنہ ینی تہ تہ پیش نظر ہیچھناونک تیٹھ طریقہ ورتاونہ یں یس زبان ہیچھنس تہ پرنس منز بہتر ، سہل تہ اثر دار ثابت سپد۔

نصابی توقع:

1. شَرین گڑھ مختلف آواز بوزتھ یمن درمیان بین ژار نیچ صلاحیت پاد۔
2. جماژن (گروپن) منز کتھ باتھ ہیچھناونی۔
3. دلپل /شکلن ہند مدد انداز کرتھ پرنیچ صلاحیت پاد کرنی ۔
4. انفرادی تہ اجتماعی طور نظم لیہ سان تہ لفظہ لفظہ پرنیچ مہارت پاد کرنی ۔
5. دلپل پننپن لفظن منز بوزناونیچ مہارت پاد کرنی۔
6. لفظہ راشس منز ہرپر کزن۔
7. پانس اُندی پکھی بولنہ ینہ واجنپن زبائن ہندی لفظ زائراونی۔
8. گر تہ سکولس منز ورتاونہ ینہ واجنپن زبائن درمیان فرق باونی تہ وار وار معیاری زبان ہیچھناونی۔

جموں و کشمیر چھ لسانی اعتبار اکھ باگہ بوڑت علاقہ بیٲہ بولنہ ینہ واجنپن زبانن منز چھ مولل تہ معیاری ادب تخلیق کرنہ آمت۔ کاشر زبانی ہند ادبی تواریخ چھ ستن ہتن و رین پیٹھ پھلٹھ۔ ل دپد تہ شیخ العالم سنڈ وقتہ پیٹھ و نِس تام چھ آمہ زبانی ہند ادبی کاروائک سفر روان دوان۔ یہ چھ یتھ علاقس منز بولنہ ینہ واجنی ساروے کھوتہ ہڈ زبان تہ یتھہ پاٹھی چھ یتھہ چہ آبادی ہند بیشتر حصہچ مادری زبان۔ یتھ مسودس منز دنہ آمتی ہیچھن تر آے اردو تہ انگریزی زبانن ہند Learning Outcome دستاویز پیٹھ ترجمہ کرنہ۔ اتھ منز دنہ آمڑ عملی سرگرمی چھ بطور مثالی مواد دنہ آمڑ سانی ووستاد ہیکن متبادل سرگرمی تہ ورتاوتھ یتھ ہیچھن تہ پرناون بہتر کھوتہ بہتر تہ۔

بیجھنکی ول تہ ماحول

- طالب علمن درسی تہ غار درسی کتابو مئز لوکچہ لوکچہ نظمہ، دلپلہ، چٹکلہ تہ پڑپڑھ بوزنک تہ بوزناونک موقعہ دینہ یُن، یُنہ یمن مندچہ ژلہ۔
- درسی کتابن سیتی سیتی گڑھ یمن معیار مطابق مواد دینہ یُن مثالی اخبار چهل، سالہ، دلپلہ، واقعہ تہ مزاحیہ کتابہ۔ مخصوص صلاحیت والپن شَرین باپتہ گڑھ بڑیلک انتظام کرنہ یُن۔
- شَرین گڑھ بوزنکی تہ وُچھنکی چپز باوتہ، ریڈیو، ٹی وی، ٹیپ ریکارڈر بیتر بوزناوتہ یمن متعلق کتہ باتہ کرنہ باپتہ وُن۔
- یوڈ ماحول تہ اُندی پُکھس مئز سپدن والپن واقعن تہ مُشأپدن نیشہ با خبر روزنہ تہ تہ پپٹہ کتہ باتہ کرنچ ترغاب دینی۔ یمن تہند ماحولہ مطابق کتہ باتہ کرنک موقعہ دین۔
- سکولس مئز گڑھن واجنپن مختلف سرگرمین ہند ذریعہ لیکھنچہ مہارژ و تہبو دینہ باپتہ زیادہ کھوتہ زیادہ موقعہ دینی۔ پانس اُندی پُکھی ماحولس نیشہ باخبر روژن تہ پیش ینہ والی واقعہ سہل لفظن مئز لیکھنس ترغاب دین۔
- نظمہ تہ باتہ ترئم تہ مناسیب لب و لہجس مئز پرنہ باپتہ مختلف پروگرامن مئز شرکت کرنک موقعہ دین۔ تہنژ کارکردگی باپتہ ت، من حوصلہ افزایی کرنی۔
- پرنہ وز متنس پپٹہ تزاونہ ینہ والی نیشانہ، املا تہ خوشخطی پپٹہ غور کرنہ باپتہ وز وز ژینہ ونی دینی تاکہ صحیح تہ خوش خط کاشر لیکھنس میلہ فروغ۔
- قدرتی نظارن ہندی تعریف، تہنژ خوبصورتی تہ رنگا رنگی کُن ظون پھرن تہ یمن متعلق لفظن ہند استعمالک موقعہ دین۔
- ماحولس متعلق متن، فلمہ، شکلہ، اشتہار یا نمونہ بیتر گڑھن شَرین آیتن تہاونی یُنہ بوزنچن تہ پرنچن مہارژن میلہ سہل پاتھی تہ دلچسپی سان و تہبو۔ مثالی کیا خوش یون نظار چہ۔
- پانہ وانہ کتہ باتہ، ماحولیاتیکس موضوعس پپٹہ لیکھنہ آمژن کتابن تہ مضمونن ہند ذریعہ ماحول ژژہراونہ باتہ سدای، باد کنہ تہ بحہ ماحول، دہس، بناہنچ کھشش، کنہ۔

سکول تعلیمہ خاطر NCF-FS 2023 مطابق کاشر نصابک مقصد تہ صلاحیڑ

2.4.2 زبان-1

2.4.2.1 ابتدائی سطح

<p>L01.1.1-دویمین ہندی خیالات توجہ سان بوزان تہ پنہ انداز تحریر کران۔</p> <p>L01.1.2-نظم، دلیل یا کائہ عبارت چہ پنہین لفظن منز لیکھان۔</p> <p>L01.2.1-پنہی خیال تہ تجزیہ چہ وضاحت سان ونان تہ لیکھتہ پیش کران۔</p> <p>L01.3.1-نثری عبارت پرتہ چہ سوالن جواب دیوان۔</p> <p>L01.4.1-رسمی تہ غار رسمی خط، موخصر یاغام (ایس ایم ایس) تہ موخصر پیراگراف چہ تحریر کران۔</p> <p>L01.5.1-ناوتین تہ اشار ناوتین بیئد استعمال کرتہ مختلف موقعہ نظر تل تہاوتہ صحیح جملہ ورتاوان۔</p>	<p>C-1.1 ظون دتہ پرنہ تہ بوزنہ پنہ چہ (اخبار، رپورٹ تہ ادارہ) ضروری نقطن ہنز نشاندهی کران۔</p> <p>C-1.2 چہ بوزان، منصوبہ تیار کران، تہ مختلف قسمن ہندی انٹرویو (منظم تہ غار ساختہ) بیوان۔</p> <p>C-1.3 مناسب زبان ورتاوتہ چہ سماجی تجزیاتن ہندس ورتاوس متعلق تحقیقاتی سوال پڑھان۔</p> <p>C-1.4 مختلف سامعین تہ مختلف مقصدو بابتہ چہ مناسب انداز تہ طریقہ ورتاوتہ اچہر، مضمون تہ رپورٹ تیار کران۔</p> <p>C-1.5 مختلف سامعین تہ مختلف مقصدو بابتہ چہ بوزنکی تہ بولنکی (یا دوشونی بابتہ) مواد تیار کران۔</p>	<p>CG-1</p> <p>زبانہ پنہ مہارڑ ورتاوتہ چہ پانس اندر تفصیل، تجزیہ تہ موثر کتہ باتہ کریچ صلاحیت یاد کران۔</p>
<p>L02.1.1-دُسلابہ، ائد تہ متن مد نظر تہاوتہ چہ گنہ موضوعس پیٹھ مربوط کرتہ لیکھان۔</p> <p>L02.1.2- مشکل لفظن ہند معنی، صحیح تلفظ تہ یمن ہند مناسب ورتاوا وچہنہ خاطر چہ کاشر لغت تہ کاشرین ویب سائٹن ہند استعمال کران۔</p> <p>L02.2.1-ڈرامہ افسانہ تہ دلیل سوئچتہ سمجتہ پرتہ یمن منز موجود اہم واقعہ،</p>	<p>C-2.1 مختلف ثقافتن تہ مختلف دورن ہندین ادبی صنفن (نثر، نظم، ڈراما) تہ طرز تحریر (بیانیہ، وضاحتی بیانیہ) بیتر پوزناوان تہ تعریف کران۔</p> <p>C-2.2 مختلف قسیمی ادب پرتہ چہ ادبی صنفن پوزناوان مثالے (استعار، محاور تہ پڑیڑ) تہ یمن چہ تحریرس منز ورتاوان۔</p> <p>C-2.3 تقریر تہ تحریر ذریعہ چہ پنہس سماجس تہ ماحول کین مختلف پہلون پیٹھ تنقیدی باوتہ کران۔</p>	<p>CG-2</p> <p>ادبی اضافہ چن مختلف قسمن تلاش کرتہ چہ زبان، ادبی تہ ثقافتی وراثتی تعریف کران۔</p>

<p>مرکزی خیال تہ کردار بد کڈان تہ یمن پنہ نین ذاتی تجربن سیتی واٹان۔</p> <p>LO2.2.2- نظمہ تہ باتھ چھ صحیح ٹل تزاوس تہ موزون اندازس منز ادا کران۔</p> <p>LO2.3.1. زان حاصل کرنہ خاطر چھ انفارمیشن تہ کمیونیکیشن ٹیکنالوجی ہند استعمال کران ۔ مثلن : انٹرنیٹ ، اخبار ، ٹی وی ، سمارٹ فون بیتر</p>		
<p>LO3.1.1: کائہہ تہ نظم یا دلیل چھ ادا کاری سان پیش کران۔</p> <p>LO3.1.2: دلیلہ تہ نظمہ سمجھتہ چھ یمن متعلق پنہی راے ظاہر کران۔</p> <p>LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر یرتہ چھ تہند تجزیہ کران۔</p> <p>LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چھ پنہ آیہ پیش کران۔</p> <p>LO3.2.2: ناوت، اشار ناوت تہ کزاوت چھ ٹھیک پائھی جملن منز ورتاوان۔</p> <p>LO3.2.3: مختلف متن یرتہ چھ سوالن جواب دیوان۔</p>	<p>C-3.1 بنیادی لسانی پہلو چھ سمجان تہ یمن ہنز تشریح (طریقہ) زانان مثلن جملک ڈھانچہ، اوقاف، جنس، تہ حصہ بیتر تہ تقریر، ادبج مختلف شکلہ پرہ وز تہ چھ یمہ لیکھنس منز بارسس آنان۔</p> <p>C-3.2 مناسب زبان تہ طریقہ ورتاوتہ چھ نثر، نظم تہ ڈراما لیکھان۔</p>	<p>CG-3</p> <p>بنیادی لسانی پہلو (لفظن تہ جملن ہنز ساخت) پزرتاوان تہ یمن زبانی تہ تحریرس منز ورتاویچ صلاحیت تهاوان۔</p>
<p>LO4.1.1: مختلف متن یرتہ چھ سوالن جواب دیوان۔</p> <p>LO4.1.2: مکالمو پیٹھہ چھ دلیل تحریر کران۔</p> <p>LO4.1.3: موخصر پاغام (SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔</p> <p>LO4.2.1: رسمی تہ غار رسمی چٹھ چھ لیکھان۔</p> <p>LO4.2.2: دسلاہ، متن تہ اندک خیال تهاوتہ</p>	<p>C-4.1 مختلف کتابہ تہ صنفہ چھ یران، جواب دیوان تہ تنقیدی جایز بیوان (افسانہ تہ غار افسانہ)</p> <p>C-4.2 مختلف کامین ہنز زانکاری تہ تہند استعمال باپتہ چھ کتابہ تہ باقی میڈیا وسیلہ موثر طریقو استعمال کران۔</p>	<p>CG-4</p> <p>پانس اندر چھ لیکھنچ تہ جایز بیچ صلاحیت یاد کران بیہ چھ مزید زانکاری باپتہ لایبریری ہند تہ استعمال کران۔</p>

<p>چُه مربوط کُرتِه لیکهان۔ LO4.2.3: نصابی کتابو علاو چُه مختلف ڈریو حاصل سپدن واجنه کتابه تِه یران۔</p>		
<p>LO5.1.1: غار نصابی مواد چُه یران تِه سمجان۔ LO5.1.2: پریژن، ڈیلین تِه نظمن پیٹھ چُه پینی راع پیش کران۔ LO5.1.3: سماجس مئز پیش ینہ والین واقعن تِه مسلن متعلق چُه بیدار تِه حساس۔ LO5.2.1: پانس اُندی پکھی پیش ینہ والین واقعن چُه آزادی سان تجزیه کران۔ LO5.2.2: ذلپله یا نظمہ ہندی مرکزی خیال یا خُلاصہ چُه لیکهان۔ LO5.2.3: ناؤت، اشار ناؤت، کڑاؤت، کڑوومت تِه باؤت گزامری اصطلاحن ہنز زان چُه تهاوان تِه یم چُه جُملو مئز ژاران تِه ورتاوان۔ LO5.3.1: موخصر یاغام، دعوتی یاغام تِه لوکئی پیراگراف چُه لیکهان۔ LO5.3.2: رسمی تِه غار رسمی چٹھ چُه لیکهان۔ کانسہ تِه حاکمہ سند ناو چُه درخواست لیکهان۔ LO5.3.3: دُسلابہ، متن تِه اندک خیال تهاوتھ چُه مضمون تسلسل سان لیکهان۔</p>	<p>C-5.1 چُه سمجان زبانی ہندی صوتیات تِه رسم الخط ،مُصوتہ تِه مُصمتن ہند تعداد ، تِه تم کتھ پاتھی چُه تعامل کران تِه استعمال گڑھان ۔ C-5.2 تقریر زیاد دلچسپ تِه مزدار بناونہ باپتھ چُه نظمن ،انتشارن تِه دویمین چیزن سیتی مشغول روزان۔ C-5.3 زبانی مئز چُه کیٹڑھن مخصوص لھیلن ہنز زان تھاوان۔مثلن (پیلنڈرومز، سپونریزم، اچھرو ورأے جملہ یا آواز، پڑپڑ، جوق، انتاکشری، اناگرام، کراس وارڈ) بیتر۔</p>	<p>CG-5 کُنه خاص زبانی ہنز مخصوص خصوصیت مثلن اچھر، متن، آواز تِه باتھ بیتر تِه بیہ لفظو سیتی گُندنہ ینہ واجنه کھیلہ یمہ اتھ زبانی مئز اکھ الگ مقام چُه تهاوان چُه پانس اُندر یمن ہنز صلاحیت پاد کران۔</p>

ریتھ	سبق/موضوع	بیچھن تر	تجویز کرنہ آمز تدریسی عمل
گودنیٹک ریتھ	سبق 1-2 دعا سبیا	LO3.1.1: کائہ تہ نظم یا دلپل چھ ادا کاری سان پیش کران۔ LO3.1.2: دلپل تہ نظم سمجھ چھ یمن متعلق پنی راے ظاہر کران۔ LO3.2.2: ناوت، اشار ناوت تہ کزاوت چھ ٹھپک پائھی جملن منز ورتاوان۔ LO4.1.2: مکالمو پیٹھ چھ دلپل تحریر کران۔ LO4.2.3: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتاب تہ پران۔	* نظم متعلق جماژن منز کتھ باتھ کرناونی۔ * شری کرناونی شاعری مقابلہ۔ * کتابہ منز شامل شاعری تہ نثری سبق مد نظر تھوتھ شاعری تہ نثرس منز فرق واضع کرنی۔ * متن پرتھ ناوتی ژارناونی۔ * جملن منز ناوتی ورتاونی۔ * اونتی ورم سبڈس دورس متعلق شری گروپن منز کتھ باتھ کرناونی۔
دویم ریتھ	سبق 3-4 پائھی کیوم لداخہ پیٹھ چٹھی	LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرتھ چھ تہند تجزیہ کران۔ LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چھ پنے آہ پیش کران۔ LO3.2.2: ناوت، اشار ناوت تہ کزاوت چھ ٹھپک پائھی جملن منز ورتاوان۔ LO4.1.2: مکالمو پیٹھ چھ دلپل تحریر کران۔ LO4.1.3: موخصر پاغام (SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ LO4.2.1: رسمی تہ غار رسمی چٹھ چھ لیکھان۔	* اشار ناوتین پنز زان تہ متن پرتھ اشار ناوتی ژارناونی۔ * شری لیکھناونی سبفک خلاصہ پنین لفظن منز۔ * ژھوٹی پیغام، دعوتی پیغام، چٹھی تہ درخواست بیتر لیکھناونچ مشق کرناونی۔ * رسمی تہ غار رسمی چٹھین منز فرق واضع کرنی۔
تزییم ریتھ	سبق 5-6 کاشر زبان ترے لکے کتھ	LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چھ پنے آہ پیش کران۔ LO3.2.2: ناوت، اشار ناوت تہ کزاوت چھ ٹھپک پائھی جملن منز ورتاوان۔	* شعر نثرس منز پھرنچ مشق کرناونی۔ * روانی سان پرنچ مشق کرناونی۔ * نثرس تہ نظم منز فرق واضع کرنی۔ * شری پنے آہ خلاصہ لیکھناونی۔

<p>*دیانتدادی متعلق شَرین سوال و جواب کرُنک موقعہ دین۔</p> <p>*فطرتس سیتی گنڈ گنڈ کرِنکی نوقصانات وپژہناونی۔</p>	<p>LO3.2.3: مُختلف متن پرتہ چہ سوالن جواب دوان۔</p> <p>LO4.1.2: مکالمو پپٹہ چہ ڈلپل تحریر کران۔</p> <p>LO4.2.1: رسمی تہ غار رسمی چٹھ چہ لیکھان۔</p>		
<p>*ار جانچ اہمیت موضوعس پیٹھ شَرین آتہ کینہہ جملہ لیکھناونی۔</p> <p>*شری مہلیک بیمار تہ تدریرن متعلق کتہ باتہ کرناونی۔</p> <p>*عنوان مد نظر تہاوتہ شَرین پند ذریعہ اکھ لوگٹ ڈرامہ اداکاری سان جماژ منز کرناونک سز کزن۔</p> <p>*ٹیلی وچنس متعلق کلاسس منز اکھ گھلہ بحث کرناون۔</p> <p>*ٹیلی وچنکی فاید تہ نوقصان شَرین لیکھتی پینی۔</p> <p>*شری لایبریری منز اخبارن ہند مطالعہ کرناونی تہ سُرخی تلفظ تہ روانی سان پرینچ مشق کرناونی۔</p>	<p>LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرتہ چہ تہند تجزیہ کران۔</p> <p>LO4.1.2: مکالمو پپٹہ چہ ڈلپل تحریر کران۔</p> <p>LO4.1.3: موخصر پاغام (SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چہ لیکھان۔</p> <p>LO4.2.2: دسلاہ، متن تہ اندک خیال تہاوتہ چہ مربوط گرتہ لیکھان۔</p> <p>LO4.2.3: نصابی کتابو علاو چہ مختلف ڈریو حاصیل سپدن واجنہ کتابہ تہ پران۔</p>	<p>سبق 7-8 کائبل ٹیلی وچن</p>	<p>ژورم ریٹہ</p>
<p>*بیرون ملکو پپٹہ آمتن کیٹژہن بزرگن ہند اکھ فہرست تیار کرناونی</p> <p>*عنوانس متعلق شری پینی پینی راے دہن جملن منز تحریر کرناونی۔</p> <p>*کشیر ہندین کیٹژہن ناماوار شخصیتن</p>	<p>LO3.1.1: کائہ تہ نظم یا ڈلپل چہ ادا کاری سان پیش کران۔</p> <p>LO3.1.2: ڈلپل تہ نظم سمجتہ چہ تمن متعلق پینی راے ظاہر کران۔</p> <p>LO4.2.1: رسمی تہ غار رسمی چٹھ چہ</p>	<p>سبق 9-10 شاہ ہمدان میوے وطن مبارکھ</p>	<p>پائژم ریٹہ</p>

<p>متعلق کتھ باتھ کرنک موقعہ دین۔ * شری اکہ اکہ نظم گپوناونی۔ * جماژ منز اکہ ادبی مشاعر کرناونی یتھ منز شری پینی لیکھمتی شعر پرن۔ * شری نظمہ ہند خلاصہ پنین لفظن منز لیکھناونی۔</p>	<p>لیکھان۔ LO4.2.2: دسلاہ، متن تہ اندک خیال تھوتھ چھ مربوط کرتھ لیکھان۔ LO4.2.3: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پرن۔</p>		
<p>* شری اتھ ظلمس خلاف لڑن والپن قومی شخصیتن ہند اکھ فہرست تیار کرناون۔ * سبقہ منز واجد، جمع، عام تہ خاص ناوتی ژارناونی۔ * شری "ماتا ویشنو دیوی" عنوانس پیٹھ اکھ ژھوٹ پیراگراف لیکھتھ بیون۔ * کائہ تہ وچھنک آلہ استعمال کرتھ شری کشپر ہندی سر تہ تمو منز نیرن والپن پاداوارن متعلق اکھ مکمل زان دنی۔ * زندگی منز آہ کین ذخیرن پنز اہمیت تہ افادیت وپڑھناونی۔ * عنوانس متعلق شری سوال پڑھنی۔ * کشپر ہندس گنہ تہ سرس پیٹھ اکھ مضمون لیکھن۔ * ووستاد دیہ کائہ تہ وچھنک یا بوزنک آلہ استعمال کرتھ شری پلاسٹک کین فایدن تہ نوقصانن پنز زان۔ * "ماحولیاتی اولودگی" موضوعس پیٹھ کرناوو سکولس منز اکھ سمینار منعقد یتھ باقے شری تہ زانیاب سپدن۔</p>	<p>LO3.1.1: کائہ تہ نظم یا دلپل چھ ادا کاری سان پیش کران۔ LO3.1.2: دلپل تہ نظمہ سمجھتھ چھ یمن متعلق پینی راے ظاہر کران۔ LO3.2.2: ناوت، اشار ناوت تہ کزاوت چھ ٹھپک پاٹھی جملن منز ورتاوان۔ LO3.2.3: مختلف متن پرتھ چھ سوالن جواب دوان۔ LO4.1.2: مکالمو پیٹھ چھ دلپل تحریر کران۔ LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چھ پینہ آہ پیش کران۔</p>	<p>سبق 11,12,13 بابا جتو ڈل پلاسٹک</p>	<p>شیپم ریٹھ</p>

<p>* سکولس مئز، گامس یا مجلس مئز کر اکہ صفاہی مہمہ ہند سنز یتھ مئز سکولکی ساری ووستاد تہ شری شرکت کرن یتھ ماحول صاف تھاونچ اہمیت ساریے فکر تر۔</p>			
<p>* ووستاد کر ناو کائہ تہ سرگرمی مثلن یہ افسانہ کرناو شرین اتھ ڈرامائی اندازس مئز پیش۔</p> <p>* شرین ونہ گر آنن گنہ تہ موضوعس پیٹھ اکھ موخصر افسانہ لیکھتھ تہ کریکھ حوصلہ افزایی۔</p> <p>* ووستاد ونہ شرین زباعیہ ہنز تشریح کرنہ باپتھ۔</p> <p>* عنوانس مئز دنہ آمتین ناوتین ہند اکھ فہرست کرن شری تیار تہ ورتاون یم جملن مئز۔</p> <p>* ووستاد کرناو شرین تھل زونس دوران کھک سأل پتہ ونیکھ وچھمت منظر لفظن مئز لیکھنہ باپتھ۔</p> <p>* شری آنن کائہ تہ کائیر لکہ دلپل گر لیکھتھ۔</p> <p>* گروپن مئز بہتھ بناون شری کیئہ خیالی کردار نظر تل تھوتھ اکھ اکھ لوکٹ دلپل۔</p> <p>* کشپر ہندس توارپخس پیٹھ کرن جماژ مئز گھلہ بحث تہ ونن ازکالچ تہ پتھ کالچ فرق۔</p>	<p>LO4.1.2: مکالمو پیٹھ چھ دلپل تحریر کران۔</p> <p>LO4.2.3: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔</p> <p>LO3.1.1: کائہ تہ نظم یا دلپل چھ ادا کاری سان پیش کران۔</p> <p>LO3.1.2: دلپلہ تہ نظمہ سمجھتھ چھ یمن متعلق پنی راے ظاہر کران۔</p> <p>LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرتھ چھ تہند تجزیہ کران۔</p> <p>LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چھ پینہ آہ پیش کران۔</p> <p>LO4.2.1: رسمی تہ غار رسمی چٹھ چھ لیکھان۔</p> <p>LO4.2.2: دسلابہ، متن تہ اندک خیال تھوتھ چھ مربوط گرتھ لیکھان۔</p>	<p>سبق 14،15،16 موج زباعیہ سانہ تارپجکی کیئہ حوالہ</p>	<p>سٹیم ریٹھ</p>

* گلہم پرکھہ (Summative Assessment) باپتھ طریقہ کار

نمبر	کتاب	سبق/عنوان	گلہم پرکھہ باپتھ نمبرات
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شمار		
01	کأثر زبان	05
02	شاه ہمدانؒ	06
03	ڈل	07
04	میونے وطن مبارکھ	05
05	پلاسیک	07
06	موج	09
07	زباعیہ	05
08	سانہ تارپخکی کیئہہ حوالہ	06
کأثر کتاب		
50	کل نمبرات:	

سوالنامہ باپتہ ڈیزاین-جماعت ستم

نمبرات	سوالن ہند تعداد	علمی سطح	پرتہ سوالس نمبر	سوالنامک فارمیٹ
03	03	CL-1	1 نمبر	ڈوڈ ہتہ پیٹہہ ز ہتہ لفظن ہند غار نصابی نثری اقتباس یتہ پتہ کنہ سوالہ آسن یمین منز یژ جوابہ والی سوالہ/ محاورن ہند ورتاؤ/ بیانس بدلہ اکھ لفظ/ لفظہ راش/ انداز کزن شامل آسہ۔ نصابی شعری اقتباس یتہ پتہ کنہ سوالہ
02	02	CL-2		
02	02	CL-3		
07	07	کل میزان		
یژ جوابہ والی /سوالہ				

				آسن یمن مئز یژ جوابِ وائی سوالِ / عنوان / لفظِ راش / سمجُن / اندازِ کژن / تجزیه کژن شامل آسہ۔	
01	01	CL-1	1 نمبر	شکل یتھ پتہ کنہ سوالِ آسن یمن مئز یژ جوابِ وائی سوالِ / تجزیہ کژن / اندازِ کژن / پرکھاؤن شامل آسہ۔	
01	01	CL-2			
01	01	CL-3			
03	03	کُل میزان			
01	01	CL-1	1 نمبر	ناؤت / اشارِ ناؤت / کراؤت گرامری اصطلاحن پیٹھ مبنی سوالِ۔ لفظن ہندی ضد / واحد تہ جمع ناوتی / نر تہ مادِ ناوتی گرامری اصطلاحن پیٹھ سوالِ۔	
01	01	CL-2			
01	01	CL-3			
03	03	کُل میزان			
04	02	CL-1	2 نمبر	نصابی کتابہ ہدین نثری سبقن متعلق اہلیژ پیٹھ مبنی ژورو مئز ترین سوالن ہندی مختصر جواب لیکھنی۔ نصابس مئز شامل کُنہ نظمہ متعلق اہلیژ پیٹھ مبنی ژورو مئز دون سوالن ہندی مختصر جواب لیکھنی یمن مئز ادبی اصطلاح / موضوع / لفظ معنی شامل آسن۔	تشکیل دینہ آمتین سوالن ہندی جواب
02	01	CL-2			
06	03	CL-3			
12	06	کُل میزان			
06	02	CL-1	3 نمبر	رسمی / غار رسمی چٹھی لیکھنی۔ (دویو مئز اکھ)	
03	01	CL-2			
06	02	CL-3			

15	05	کُل میزان		دِنہ آمت صورتحال مد نظر تہاوتہ پیراگراف / دلیل / کتہ باتہ / اشتہار لیکنہ۔
00	00	CL-1	5نمبر	نصابی کتابہ منز شامل کنہ تہ سبق مرکزی خیال / خلاصہ / کردارن پیٹھ نوٹ لیکنہ۔ اشارن یا شکلن ہند مدد کنہ عنوانس پیٹھ سواد ہتہ پیٹھہ دُون ز ہتہ لفظن ہند مضمون لیکنہ۔
05	01	CL-2		
05	01	CL-3		
10	02	کُل میزان		
50				کُل نمبرات

نوٹ:

- سبق اصل پاٹھی سمجنہ باپتہ چہ درسی کتابہ ہندی ساری سبق پرپی تہ سمجنی ضروری۔
- امتحانس منز ین اہلیز پیٹھ مبنی سوالہ پڑھنہ۔
- گرامرکی سوالہ ین درسی کتابہ مطابق پڑھنہ۔



Class 7th
(Punjabi)

ਕਰਮ ਸੰਖਿਆ S.No.	ਸਮਾਂ ਮਿਆਦ Time	ਪਾਠ ਵਿਸ਼ਾ Content	ਯੋਗਿਤਾ Competency	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ Learning Outcomes	ਸੁਝਾਈ ਗਈ ਪ੍ਰਕਿਰਿਆਵਾਂ Suggested Pedagogy
੧	ਪਹਿਲਾ ਮਹੀਨਾ	੧. ਮੁਹੱਬਤ ਨੂੰ ੨. ਪੱਥਰ ਦਾ ਟੁਕੜਾ ੩. ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ	ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਅਤੇ ਕੰਠ ਕਰਨ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਲੋਕ ਕਹਾਣੀ ਪੜ੍ਹਨ ਦੀ ਯੋਗਤਾ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਜੀਵਨ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਕੰਮਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪ੍ਰਗਟ ਕਰਨ ਦੀ ਯੋਗਤਾ।	*ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਅਤੇ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਲੋਕ ਕਹਾਣੀ ਪੜ੍ਹਨ ਅਤੇ ਲੋਕ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਕੰਠ ਕਰਨ ਅਤੇ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਲੋਕ ਕਹਾਣੀ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪਾਤਰਾਂ ਦੇ ਕਿਰਦਾਰਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੀ ਜੀਵਨੀ ਅਤੇ ਉਹਨਾਂ ਦੇ ਰਾਜ ਵਿੱਚ ਦਿੱਤੀਆਂ ਗਈਆਂ ਸਹੂਲਤਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਕੰਠ ਕਰਵਾਣ ਅਤੇ ਤੁਕੜੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਲੋਕ ਕਹਾਣੀਆਂ ਕਲਾਸ ਵਿੱਚ ਸੁਣਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਵੱਲੋਂ ਕੀਤੇ ਗਏ ਕੰਮਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਖਲੋ ਕੇ ਦਰਸਾਉਣ ਯੋਗ ਬਣਾਉਣ।
੨	ਦੂਜਾ ਮਹੀਨਾ	੪. ਪ੍ਰਦੂਸ਼ਣ ੫. ਸੱਜਣ ਨੂੰ ੬. ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਵਿਆਕਰਣ	ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ, ਪਲਾਸਟਿਕ ਅਤੇ ਹੋਰ ਚੀਜ਼ਾਂ ਨਾਲ ਹੋਣ ਵਾਲੇ ਪ੍ਰਦੂਸ਼ਣ ਤੋਂ ਲੋਕਾਂ ਨੂੰ ਸੁਚੇਤ ਸੁਚੇਤ ਕਰਾਉਣ ਦੀ ਯੋਗਤਾ। ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਜੀਵਨ ਅਤੇ ਉਨ੍ਹਾਂ ਦਾ ਜੁਲਮ ਦੇ ਖਿਲਾਫ ਖਲੋਣਾ, ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਦੀ ਯੋਗਤਾ।	*ਵਾਤਾਵਰਣ ਤੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਅਤੇ ਪਾਣੀ, ਧਰਤੀ, ਹਵਾ ਨੂੰ ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਵਿਰੋਧੀ ਸ਼ਬਦ ਅਤੇ ਸਮਾਨਾਰਥ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਜੀਵਨ ਅਤੇ ਮੀਰੀ ਪੀਰੀ ਦਾ ਕੀ ਸਿਧਾਂਤ ਸੀ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਵਾਤਾਵਰਣ ਅਤੇ ਆਸ ਪਾਸ ਤੇ ਮੁਹੱਲਿਆਂ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ ਬਾਰੇ ਜਾਣੂ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਦੱਸੇ ਹੋਏ ਮਾਰਗ ਉੱਪਰ ਚਲਣ ਦੀ ਪ੍ਰੇਰਨਾ ਕਰਨ।
੩	ਤੀਜਾ ਮਹੀਨਾ	੭. ਗੋਪਾਲਾ ਗੁਲੀਆ ੮. ਲੋਹੜੀ ਵਿਆਕਰਣ	ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਕਹਾਣੀ ਦੇ ਪਾਤਰਾਂ ਤੇ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਵਿਆਕਰਣ ਵਿੱਚ ਕਿਰਿਆ ਕਿਸ ਨੂੰ ਕਿਹਾ ਜਾਂਦਾ ਹੈ ਪ੍ਰਮਾਣ ਦੇ ਕੇ ਸਮਝਾਉਣ ਦੀ ਯੋਗਤਾ।	*ਕਹਾਣੀ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪਾਤਰਾਂ ਤੇ ਛੋਟੇ ਛੋਟੇ ਨਿਬੰਧ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਕਹਾਣੀ ਦੇ ਵਿਸ਼ੇ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੀ ਯੋਗ ਹੋਣਗੇ। *ਲੋਹੜੀ ਦਾ ਤਿਉਹਾਰ ਕਦੋਂ ਅਤੇ ਕਿਉਂ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ ਬੱਚਿਆਂ ਨੂੰ ਇਹ ਪਾਠ ਪੜ੍ਹਨ ਤੋਂ ਬਾਅਦ ਇਸ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲੋਹੜੀ ਮਨਾਉਣ ਦਾ ਢੰਗ ਦਰਸਾਉਣ ਦੇ ਕਾਬਲ ਹੋਣਗੇ। *ਬੱਚੇ ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਪ੍ਰਮਾਣ ਦੇ ਕੇ ਸਮਝਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਜਿਹੜੇ ਜਿਹੜੇ ਤਿਉਹਾਰ ਮਨਾਉਂਦੇ ਹਨ ਉਹਨਾਂ ਉੱਪਰ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਦੇ ਪਾਤਰਾਂ ਵਰਗੀ ਭੂਮਿਕਾ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਲੋਹੜੀ ਤੇ ਵੰਡੀਆਂ ਜਾਣ ਵਾਲੀਆਂ ਖਾਣ ਪੀਣ ਦੀਆਂ ਵਸਤੂਆਂ ਸਕੂਲ ਵਿੱਚ ਲਿਆ ਕੇ ਵੰਡਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਰਿਆ ਦੇ ਸ਼ਬਦ ਲਿਖਣ ਲਈ ਕਹਿਣ।

੪	ਚੌਥਾ ਮਹੀਨਾ	<p>੯. ਸੀਹਰਫੀ ੧੦. ਭਾਈ ਕਨਈਆ ਜੀ ੧੧. ਮਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ</p>	<p>ਸੀਹਰਫੀ ਦੀ ਪਰਿਭਾਸ਼ਾ। ਸੀਹਰਫੀ ਅਰਥੀ ਵਰਣਮਾਲਾ ਦੇ ਆਧਾਰ ਤੇ ਕਿਉਂ ਰਚੀ ਜਾਂਦੀ ਹੈ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਭਾਈ ਕਨਈਆ ਜੀ ਕੌਣ ਸਨ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਦਰਸਾਉਣ ਦੀ ਯੋਗਤਾ। ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਦੀ ਯੋਗਤਾ। ਮਾਂਝਮਾਰਨ ਦੀ ਯੋਗਤਾ।</p>	<p>*ਸੀਹਰਫੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਸੁਣਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਸੀਹਰਫੀ ਪੰਜਾਬੀ ਦਾ ਉਹ ਕਾਵਿ ਰੂਪ ਹੈ ਜੋ ਅਰਬੀ ਵਰਣਮਾਲਾ ਦੇ ਆਧਾਰ ਤੇ ਰਚੀ ਜਾਂਦੀ ਹੈ, ਸੀਹਰਫੀ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਭਾਈ ਕਨਈਆ ਜੀ ਜ਼ਖਮੀਆਂ ਦੀ ਮਦਦ ਵਿਤਕਰੇ ਤੋਂ ਬਿਨਾਂ ਦੁਖੀਆਂ ਦੀ ਸੇਵਾ ਕਿਉਂ ਕਰ ਰਹੇ ਸਨ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਮਾਂਝਾਂ ਸਬੰਧੀ ਲੋਕ ਗੀਤ ਯਾਦ ਕਰਨ ਅਤੇ ਅਭਿਆਸ ਕਰਨ। *ਬੱਚਿਆਂ ਨੂੰ ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ।</p>	<p>ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਸੀਹਰਫੀ ਕੰਠ ਕਰਕੇ ਸੁਣਾਉਣ ਲਈ ਕਹਿਣ ਤਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇੱਕੋ ਜਿਹੀ ਆਵਾਜ਼ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਲਿਖ ਕੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਲਈ ਕਹਿਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਭਾਈ ਕਨਈਆ ਜੀ ਵਾਂਗੂ ਵਿਤਕਰੇ ਤੋਂ ਬਿਨਾਂ ਇੱਕ ਦੂਜੇ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਮਾਂਝਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ, ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।</p>
੫	ਪੰਜਵਾਂ ਮਹੀਨਾ	<p>੧੨. ਇੰਟਰ ਨੈਟ ੧੩. ਸੁੰਦਰ ਟੁਕੜੀ ੧੪. ਬੇਈਮਾਨ ਦੋਸਤ</p>	<p>ਇੰਟਰਨੈਟ ਦੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਰੱਖਣ ਦੀ ਯੋਗਤਾ। ਇੰਟਰਨੈਟ ਤੇ ਸਹੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਪੜਨਾਂਵ ਸ਼ਬਦ ਇਸਤੇਮਾਲ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਬੇਈਮਾਨ ਦੋਸਤ ਬੰਟੀ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।</p>	<p>*ਇੰਟਰਨੈਟ ਦੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਇੰਟਰਨੈਟ ਦੁਆਰਾ ਦੁਨੀਆਂ ਵਿੱਚ ਆਉਣ ਵਾਲੀਆਂ ਤਬਦੀਲੀਆਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖਣਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਨੂੰ ਕੰਠ ਕਰਨ ਅਤੇ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਅੱਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਪੜਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਪੜਨਾਂਵ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਇਹ ਲੇਖ ਪੜ੍ਹ ਕੇ ਬੇਈਮਾਨੀ ਕਰਨ ਤੋਂ ਸੰਕੋਚ ਕਰਨਗੇ। *ਬੱਚਿਆਂ ਨੂੰ ਦੋਸਤੀ ਦਾ ਮਹੱਤਵ ਸਮਝਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਜਾਵੇ ਅਤੇ ਬੱਚਿਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ ਕਿ ਬੇਈਮਾਨੀ ਕਿਸੇ ਵੀ ਗੱਲ ਦਾ ਹਲ ਨਹੀਂ ਹੋ ਸਕਦਾ।</p>	<p>ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕੰਪਿਊਟਰ ਲੈਬ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਇੰਟਰਨੈਟ ਇਸਤੇਮਾਲ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਨ। ਦੁਨੀਆਂ ਨੂੰ ਇੱਕ ਗਲੋਬਲ ਵਿਲੇਜ ਕਿਉਂ ਆਖਿਆ ਜਾਂਦਾ ਹੈ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖ ਕੇ ਦੇਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਵਿੱਚ ਇਸਤੇਮਾਲ ਹੋਣ ਵਾਲੇ ਤਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਬੇਈਮਾਨ ਦੋਸਤ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ ਅਤੇ ਇਹੋ ਜਿਹੀ ਹੋਰ ਹੋਰ ਕਹਾਣੀਆਂ ਵੀ ਦੱਸਣ ਜਿਨ੍ਹਾਂ ਵਿੱਚ ਬੇਈਮਾਨੀ ਕਰਨ ਨਾਲ ਨੁਕਸਾਨ ਹੁੰਦਾ ਹੈ।</p>

੬	ਛੇਵਾਂ ਮਹੀਨਾ	<p>੧੫. ਭਾਈ ਮਰਦਾਨਾ ਜੀ ੧੬. ਸਾਵਣ ਦਾ ਮਹੀਨਾ</p>	<p>ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਜੀਵਨ ਤੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਇੱਕ ਸੰਖੇਪ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਸਾਵਣ ਦੇ ਮਹੀਨੇ ਦੀ ਮਹੱਤਵ ਪੂਰਨਤਾ ਨੂੰ ਸਮਝਣ,ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨੇ ਅਤੇ ਰੁੱਤਾਂ ਨੂੰ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਵਿਆਕਰਣ ਵਿੱਚ ਪੱਤਰ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।</p>	<p>*ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਅਤੇ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਅਤੇ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਕਿਸ ਤਰ੍ਹਾਂ ਲੁਕਾਈ ਨੂੰ ਸਹੀ ਮਾਰਗ ਦੱਸਿਆ ਸੰਖੇਪ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨਿਆਂ ਅਤੇ ਰੁੱਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਵਿਦਿਆਰਥੀ ਸਾਵਣ ਦੇ ਮਹੀਨੇ ਦੀ ਅਹਿਮੀਅਤ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਕਿਸਮ ਦੇ ਪੱਤਰ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।</p>	<p>ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਨੋਟ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਮਝਾਉਣ ਕੀ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਤੇ ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਦੋਸਤੀ ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਸੀ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨਿਆਂ ਅਤੇ ਰੁੱਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨ।</p>
੭	ਸੱਤਵਾਂ ਮਹੀਨਾ	<p>੧੭. ਬਾਲਾ ਲਈ ੧੮. ਫੁੱਲ ਹੀ ਫੁੱਲ ੧੯. ਇਕ ਹਉਕਾ</p>	<p>ਲਘੂ ਕਵਿਤਾਵਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਕਵਿਤਾ ਦਾ ਇੱਕ ਹੋਰ ਰੂਪ ਖੁੱਲੀ ਕਵਿਤਾ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਹੁਨਰੀ ਕਹਾਣੀ ਦੁਆਰਾ ਦਿੱਤੇ ਗਏ ਸੁਨੇਹੇ ਨੂੰ ਸਮਝਣ ਦੀ ਯੋਗਤਾ।</p>	<p>*ਲਘੂ ਕਵਿਤਾਵਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਖੇਪ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦੀਆਂ ਤੁਕਾਂ ਨੂੰ ਵਾਰਤਕ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਖੁੱਲੀ ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਪਿੰਡਾਂ ਦੀ ਵਸੋ ਕਿਉਂ ਕੱਟ ਰਹੀ ਹੈ ਚਰਚਾ ਕਰਨ ਯੋਗ ਹੋਣਗੇ। *ਇੱਕ ਹੋਕਾ ਹੁੰਦੜੀ ਕਹਾਣੀ ਨੂੰ ਆਪਣੀ ਮਾਂ ਬੋਲੀ ਵਿੱਚ ਦਰਸਾਇਆ ਗਿਆ ਹੈ ਇਸ ਲਈ ਇਸ ਨੂੰ ਸਮਝਣ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਬਹੁਤ ਹੀ ਆਸਾਨੀ ਹੋਵੇਗੀ। *ਵਿਦਿਆਰਥੀ ਇਸ ਕਹਾਣੀ ਨੂੰ ਖਲੋ ਕੇ ਪੜ੍ਹਨ ਦੇ ਯੋਗ ਹੋਣਗੇ ਅਤੇ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਆਪਣੀ ਆਪਣੀ ਹੁਨਰੀ ਕਹਾਣੀ ਲਿਖਣ ਦੇਵੀ ਯੋਗ ਹੋਣਗੇ।</p>	<p>ਬੱਚੇ ਅਤੇ ਅਧਿਆਪਕ ਇਹਨਾਂ ਕਵਿਤਾਵਾਂ ਦੇ ਸਾਰ ਅੰਸ਼ ਅਨੁਸਾਰ ਉਸ ਵਾਤਾਵਰਨ ਦੀ ਜੋ ਉਹਨਾਂ ਦੁਆਲੇ ਪੈਦਾ ਹੋਈ ਹੈ ਅਤੇ ਆਪਣੀ ਪੈਦਾ ਹੋਈ ਸਾਂਝ ਬਾਰੇ ਚਰਚਾ ਕਰਨ ਗੇ ਅਤੇ ਵਿਸਤਾਰ ਦੇਣਗੇ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਵਿੱਚੋਂ ਸਮਾਨ ਧੁਨੀ ਸ਼ਬਦ ਚੁਣਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ। ਅਧਿਆਪਕ ਇਸ ਕਵਿਤਾ ਦੇ ਆਧਾਰ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਖੁੱਲੀ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਗੇ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਇਸ ਨੂੰ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।</p>

ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ. ਸ੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ SCERT Srinagar (J&K)

ਸ਼੍ਰੇਣੀ: ਸਤਵੀਂ ਮੁਲਾਂਕਣ ਦਾ ਢੰਗ ਕੁਲ ਅੰਕ: ੫੦

Class: 7th Pattern Of Assessment Max. Marks: 50

ਭਾਗ ਪਹਿਲਾ ਪੜ੍ਹਨ ਕੌਸ਼ਲ (ਅੰਕ :੧੫)

ਦਿੱਤੇ ਗਏ ਅਣਡਿੱਠੇ ਨਿਬੰਧ ਨੂੰ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ ਦਿਓ,

ਜਿਵੇਂ ਖਾਲੀ ਥਾਂਵਾਂ ਭਰੋ, ਸਹੀ ਜੋੜ ਮਿਲਾਉ, ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਆਦਿ।

ਭਾਗ ਦੂਜਾ ਲਿਖਣ ਕੌਸ਼ਲ)੧੫ :ਅੰਕ)

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਚੋਂ ਕੋਈ ਵੀ ਵਿਸ਼ਾ ਚੁਣ ਕੇ ਅੰਤ ਵਿੱਚ ਦਿੱਤੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ

ਦਿਓ ਜਿਵੇਂ ਖਾਲੀ ਥਾਂਵਾਂ ਭਰੋ, ਜੋੜ ਮਿਲਾਉ, ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਆਦਿ ।

ਤਸਵੀਰ ਨੂੰ ਵੇਖ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦਿਓ ਜਾਂ ਨਿਬੰਧ ਲਿਖੋ ।

ਭਾਗ ਤੀਜਾ ਕਾਵਿਕ (੧੨ ਅੰਕ)

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨ।

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾਵਾਂ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ।

ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਵਿਤਾ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ ਲਿਖਣ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ।

ਭਾਗ ਚੌਥਾ ਵਿਆਕਰਣ)ਅੰਕ ੮(

ਨਾਂਵ ਪੜ੍ਹਨਾਂਵ, ਲਿੰਕ ਪੁਲਿੰਗ, ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ, ਇੱਕ ਵਚਨ, ਬਹੁਵਚਨ, ਕਿਰਿਆ।

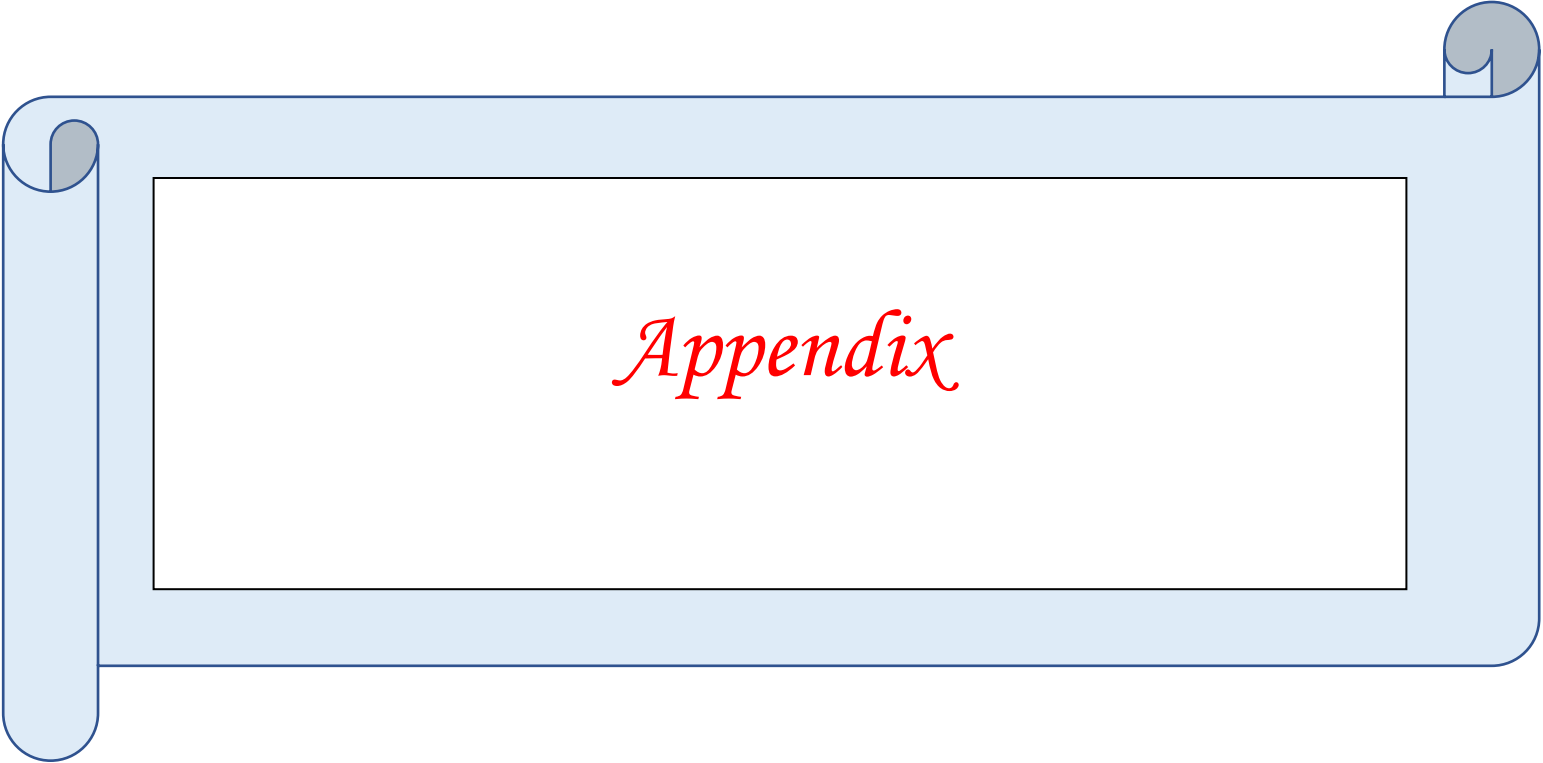
ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੱਤਰ ਲਿਖਣ ਜਿਵੇਂ ਫੀਸ ਮਾਫ ਕਰਨ ਲਈ ਪੱਤਰ ,

ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਦਿਨ ਦੀ ਛੁੱਟੀ ਦੀ ਦਰਖਾਸਤ,

ਸੈਰ ਸਪਾਟੇ ਲਈ ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਅਰਜ਼ੀ ਆਦਿ।

ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ (Formative Assessment)

ਕਰਮ ਸੰਖਿਆ	ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ	ਅਧਿਆਇ ਸੰਖਿਆ	ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ਰਮ ੧	੧ .ਮੁਹੱਬਤ ਨੂੰ ੨ .ਪੱਥਰ ਦਾ ਟੁਕੜਾ ੩ .ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ	੫
੨	ਰਮ ੨	੪ .ਪ੍ਰਦੂਸ਼ਣ ੫ .ਸੱਜਣ ਨੂੰ ੬ .ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ	੫
੩	ਰਮ ੩	੭. ਗੋਪਾਲਾ ਗੁਲੀਆ ੮.ਲੋਹੜੀ ੯ .ਸੀਹਰਫੀ	੫
੪	ਰਮ ੪	੧੦.ਭਾਈ ਕਨਈਆ ਜੀ ੧੧.ਮਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ ੧੨ .ਇੰਟਰ ਨੈਟ	੫
੫	ਰਮ ੫	੧੩ .ਸੁੰਦਰ ਟੁਕੜੀ ੧੪ .ਬੇਈਮਾਨ ਦੋਸਤ ੧੫ .ਭਾਈ ਮਰਦਾਨਾ ਜੀ	੫
੬	ਰਮ ੬	੧੬ .ਸਾਵਣ ਦਾ ਮਹੀਨਾ ੧੭ .ਬਾਲਾ ਲਈ ੧੮ .ਫੁੱਲ ਹੀ ਫੁੱਲ ੧੯ .ਇਕ ਹਉਕਾ	੫
ਸਾਹਿਤ ਤੋਂ ਈਲਾਵਾ ਅਣਡਿੱਠਾ ਪੈਰਾ, ਵਿਆਕਰਣ, ਲਿਖਣ ਕੌਸ਼ਲ ਅਤੇ ਤਸਵੀਰਾਂ ਨੂੰ ਵੇਖ ਕੇ ਨਿਬੰਧ ਲਿਖਣ ਦਾ ਵੀ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇ।			
ਕੁੱਲ			੩੦
ਸੰਖੇਪ ਮੁਲਾਂਕਣ (Summative Assessment)			
ਕਰਮ ਸੰਖਿਆ	ਅਨੁਭਾਗ	ਅਧਿਆਇ ਸੰਖਿਆ ਅਤੇ ਨਾਮ	ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ੳ	ਅਣਡਿੱਠਾ ਪੈਰਾ	੧੫
੨	ਅ	ਵਿਆਕਰਣ	੮
੩	ੲ	ਲਿਖਣ ਕੌਸ਼ਲ	੧੨
੪	ਸ	ਸਾਹਿਤ (Literature)	੧੫
੫		ਭਾਈ ਕਨਈਆ ਜੀ	
੬		ਇੰਟਰ ਨੈਟ	
੭		ਲੋਹੜੀ	
੮		ਭਾਈ ਮਰਦਾਨਾ ਜੀ	
੯		ਸਾਵਣ ਦਾ ਮਹੀਨਾ	
੧੦		ਮਾਂਗਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ	
੧੧		ਬੇਈਮਾਨ ਦੋਸਤ	
੧੨		ਬਾਲਾਂ ਲਈ	
ਕੁੱਲ			



Appendix

Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
1	January 24th, 2024	National Girl Child Day	Awareness in Assembly, Guest speakers, Storytelling and Role Models, Organize classroom debates on topics related to gender equality, talent show where girls can showcase their skills and talents in various fields
2	January 25th, 2024	National Voters Day	Rallies, Mock Elections, Debates, Seminar, Awareness and taking National Voters pledge in Morning Assembly
3	February 28th, 2024	National Science Day	Guest Lectures , Organize a science fair where students can present their own projects, experiments, and inventions, Poster and Slogan Competitions, quiz competitions
4	March 3rd, 2024	World Wildlife Day	Invite wildlife conservationists, biologists, or representatives from wildlife department to give talks or presentations about their work and the importance of protecting wildlife in the Morning assembly.
5	March 8th, 2024	International Women's Day	Organising skits, Group discussions highlighting the role of women.
6	March 22nd, 2024	International Water Day	Organising Awareness drives, Debates, Painting competitions on the theme of conservation of Water Resources
7	April 7th, 2024	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.
8	April 18th, 2024	World Heritage Day	Heritage Fair, Cultural Exchange, field trip to a nearby World Heritage site, or promoting environmental conservation, clean-up drives, tree planting initiatives,
9	April 22nd, 2024	Earth Day	Clean-up Campaign, Planting Activities, Take the learning outside by holding classes or activities in outdoor spaces such as school gardens, parks, or nature reserves, Earth Day Pledge

10	May 8 th , 2024	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.
11	May 31st, 2024	World Anti-Tobacco Day	Students to be engaged in Anti- Tobacco Awareness campaign.
12	June 5th, 2024	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.
13	June 21,2024	International Yoga Day	Organize a mass yoga session for all students and staff in Morning assembly.
14	June 26th, 2024	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug deaddiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse.
15	July 26, 2024	Kargil Vijay Diwas	Patriotic Song, Observe a moment of silence to honour the martyrs, Show a documentary or a short film about the Kargil War.
16	August 12th, 2024	International Youth Day	Organize a day of community service activities where students volunteer their time and skills to support local organizations, charities, or social causes like cleaning up parks, tutoring younger students, assisting senior citizens,
17	August 29th, 2024	National Sports Day	Importance of sports in physical / mental fitness. How sports help to inculcate team spirit. Awareness about various types of sports & Games.
18	September 5th, 2024	Teacher's Day	Celebration of Teachers Day at various levels. Essay Writing / debate highlighting the role of Teachers
19	September 8th, 2024	World Literacy Day	Guest Authors and Storytellers, Creative Writing Projects, Book Donation Drives
20	September 21st, 2024	International Peace Day	Organize a peace walk or rally where students can march together to promote peace, social justice, and human rights. Encourage students to express their ideas about peace through art projects such as painting, drawing, sculpture, or collage
21	October 2nd-8th, 2024	Wildlife Week	Awareness about importance of conservation of Wildlife with special reference to our local Fauna.
22	November 14th, 2024	Children's Day	Celebrations to reiterate the importance of being a child.

23	November 26th, 2024	Constitution Day	Reading of the Preamble, Debates, Essay competition, Quiz, Seminar, Poster making, Invite local judges, lawyers, or civic leaders to speak about the Constitution's relevance today
24	December 3rd, 2024	International Disability Day	Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness.
25	December 22nd, 2024	National Mathematics Day	Mathematics Poster Competition, Mathematics Quiz competition, Mathematics Olympiad, organize a special assembly to celebrate National Mathematics Day, featuring presentations, skits, or performances related to mathematics.
<ul style="list-style-type: none"> ➤ All the schools must celebrate national festivals with great enthusiasm, zeal and fervor as they remind the significance of freedom, democracy and peace there by bringing a sense of patriotism, pride and brotherhood among the students. ➤ 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 student's 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 locality b. 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.
<p>Note: The Head of the Institution in consultation with subject teachers shall decide the appropriate day, date and activities for 10 bag-less days.</p>	

Student Assessment & Evaluation Scheme (SA&ES)

Middle Stage (Class 7th)

Stage/Class		Duration	Scheme of Assessment
Class 7th		1 Year	School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End Assessment (Summative Assessment) shall be held by HoS, under supervision of Complex Head and design of assessment tool/model question paper should be sync with the model papers prescribed by SCERT.
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 at least 6 formative assessment activities throughout the year the year as per School Based Assessment. (@ 5 marks per Formative assessment)
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).

Formative Assessment Guidelines (Marks: 30 per Subject)

Guidelines:

1. Formative Assessment shall be conducted throughout the academic session as per School Based Assessment using different techniques and tools.
2. All the desired learning outcomes should be continuously assessed by the subject teachers.
3. Out of all the Formative Assessments six best should be recorded with weightage of 5 marks to each (F1 to F6).
4. Report of these best six formative assessments should be recorded in prescribed Formative Assessment Recording format as given below.
5. Cumulative score of the student should be reflected in the final result register.

Name of the School
Formative Assessment Record. Session

Name of the Student..... Class.....Section..... Subject..... Roll No.....					
<i>Recording No. & Date</i>	<i>Learning Outcomes Assessed (Code)</i>	<i>Assessment Techniques and Tools used</i>	<i>Overall Performance Level (Stream, Mountain, Sky)</i>	<i>Marks Scored (As evaluated from SBA tool)</i>	<i>Teacher's Observation</i>
F1			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		
F2			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		
F3			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		
F4			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		
F5			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		
F6			<i>Awareness:</i>		
			<i>Creativity:</i>		
			<i>Sensitivity:</i>		

Teacher's
Signature

Co-Curricular Component Assessment Guidelines **(Marks: 20 per subject)**

Guidelines:

1. Various aspects of the co-curricular component/domains should be assessed by each subject teacher individually.
2. Marks weightage to each component should be given as per Student Assessment and Evaluation Scheme (SA&ES).
3. Each teacher should keep on tracking the co-curricular aspects and reflect the same in prescribed format “Recording Co-Curricular Activities”
4. The final score of each student should be reflected in the Final Result Register

Format for Recording Co-Curricular Activities

Name of the Student..... Class Roll No..... Subject..... Session.....				
Domain	Aspects assessed	Max. Marks	Marks Obtained.	Descriptive Summary/Remarks by the Teacher
Physical Activities	Sports, games, yoga, drills etc.(participation in inter/School/Zone/District/State events)	4		
Participation in school Activities	Seminars, debates, Morning Assembly, Celebration of important Days/events Cleanliness drives drug de-addiction drives etc	4		
Cultural and Creative activities	Performing Art such as singing, dancing, acting, mime, role playing etc. Visual Arts such as Painting/Drawing, crafts, puppetry architecture, sculpture etc	4		
Health and Hygiene	Cleanliness of body and Clothes, consciousness and practice of healthy habits such as taking proper meals, avoiding unhealthy foods etc	2		
Environment /IT Awareness	Using dustbins, conservation of natural resources, avoiding polythene, clean surrounding consciousness, Uses ICT for learning(esp. for class6-8)	2		
Discipline	Overall behavior with the students, school mates And at home	2		
Attendance	Regularity and punctuality [>75 upto 85% (1 Mark) And 85% upto 100% (1 Mark)] (Note: Attendance a minimum of 75% is mandatory)	2		
Total		20		

Note: This Format will filled for each subject by the concerned Teacher and enclosed with Students Progress file along with Formative Assessment Record

Sig. of In-charge Teacher

Principal/Headmaster

Holistic Progress Card (HPC)

To download the Holistic Progress Card (HPC) for the Middle Stage, please visit the NCERT website using the following link:

https://ncert.nic.in/parakh/pdf/HPC_middle.pdf

or

To download the Holistic Progress Card (HPC), please scan the QR code below:

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Result Register

To download the Result Register, please scan the QR code below:



Student Grade Card

To download the Student Grade Card, please scan the QR code below:



Student Assessment & Evaluation Scheme 2022

To download the Student Assessment & Evaluation Scheme 2022, please visit the website using the following link:

<https://drive.google.com/file/d/1UN0YrAk0ANxTnOxg99lsVmzgHrXLIHIS/view?usp=sharing>

or

To download the Holistic Progress Card (HPC), please scan the QR code below:





Academic Calendar-Cum-Syllabus 2024-25

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 their 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, Values 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.



MIDDLE STAGE

*State Council of Educational Research & Training
(SCERT) JK-UT*