



# Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

## MIDDLE STAGE

### Grade-8th

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](mailto: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.

## Middle Stage (Class 8th)

S. No	Title/ Subjects
1	English
2	Science
3	Mathematics
4	Social Science
5	Hindi
6	Dogri
7	Urdu
8	Kashmiri
9	Punjabi
<b>Appendix</b>	
(i)	Suggestive Calendar of Activities

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(ii)	Suggestive activities for 10 Bag-less Days
(iii)	Student Assessment & Evaluation Scheme
(iv)	Formative Assessment - Guidelines
(v)	Holistic Progress Card (HPC), Result Register, Student Grade Card, & Student Assessment & Evaluation Scheme: Google Drive Links



*Class 8th*  
*(English)*

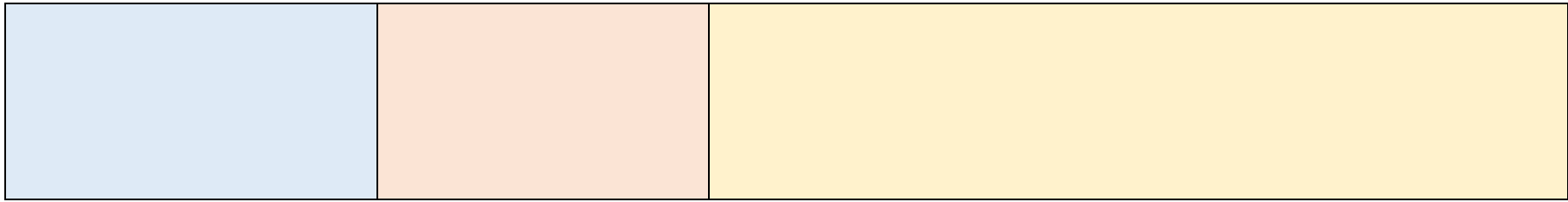
## Curricular Goals, competencies as per NCF SE 2023

Curricular Goals	Competencies	Learning Outcomes
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	<p><b>The Learners:</b></p> <p>LO-1.1.1. analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. (e.g., Inferring a character learns the value of humility based on their actions and internal monologue in the story's conclusion.)</p> <p>LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. (e.g., Inferring a recurring image of a broken clock symbolizes the passage of time and the loss of innocence.)</p> <p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. (e.g., Predicting a persuasive essay will use a compare/contrast structure to highlight the advantages of one option over another.)</p>
	C-1.2. Identifies main points, summarises after a careful reading of the text, and responds coherently	<p>LO-1.2.1. identify the central idea and distinguish between main and supporting points in complex texts. (e.g., Identify the central idea and supporting arguments in a historical document.)</p> <p>LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases. (e.g., Summarize the main points of a scientific report, acknowledging the author's perspective.)</p> <p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. (e.g., Evaluate the effectiveness of the author's arguments in a persuasive essay.)</p>



	C-1.3. Identifies and appreciates the main idea in the various texts.	<p>LO-1.3.1: identify the central idea of complex texts with implicit main ideas and analyze its significance. (e.g., Identify the central idea about the impact of technology on society in a persuasive essay and analyze its potential benefits and drawbacks.).</p> <p>LO-1.3.2: evaluate the main idea of persuasive texts by considering the author's bias and potential counterarguments.</p> <p>LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.</p>
	C-1.4. Shows interest in choosing and reading a variety of books.	<p>LO-1.4.1: evaluate the quality and effectiveness of different writing styles based on literary elements</p> <p>LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.</p> <p>LO-1.4.3: advocate for reading and share their passion with others.</p>
CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	C-2.1. Uses writing strategies, such as sequencing ideas, identifying headings/subheadings and forming clear beginning, ending, and paragraphs	<p>LO-2.1.1: organize ideas strategically to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions.</p> <p>LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.</p> <p>LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.</p>
	C-2.2. Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing.	<p>LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge.</p> <p>LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature</p> <p>LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating</p>

		evidence and counterarguments.
CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes	LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience. LO-3.1.2: write different types of letters and emails following a particular style and registers to address a specific audience and purpose in online contexts LO-3.1.3: write essay and present it with a well-structured argument.
CG-4 Explores different literary devices and forms of literature	C-4.1. Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)	LO-4.1.1: analyze the use of language (e.g., diction, tone, figurative language). LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes. LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.
	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	LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony). LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature. LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own writing.



<p>CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression</p>	<p>C-5.1. Uses appropriate grammar and structure in their writing</p>	<p>LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts.  LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.  LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.</p>
<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</p>	<p>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>	<p>LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.  LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English.  LO- 6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.</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 analyze and appreciate more complex forms of wordplay (e.g., figures of speech, wordplay based on etymology or word origins).  LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing.  LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</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,</p>	<p>LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.  LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts).  LO-6.3.3: explore the use of word games and puzzles in</p>

	antakshari, anagrams, crosswords)	digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement
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Month wise Time Line	Chapter: Tulip Integrated Grammar & Writing Skills	Learning Outcomes The Learners :	Pedagogical Processes
1.	<b>How Teachers Learn</b> <b>A Nation's Strength</b> <b>The Unthankful Man</b> <b>Unseen Paragraphs</b>	<p>LO-1.1.1 Analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits.</p> <p>LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message.</p> <p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments.</p> <p>LO-1.2.1. identify the central idea and distinguish between main and supporting points in complex texts.)</p> <p>LO-1.3.1: identify the central idea of complex texts with implicit main ideas and analyze its significance.</p> <p>LO-1.4.1: evaluate the quality and effectiveness of different writing styles based on literary elements.</p> <p>LO-2.1.1: organize ideas strategically</p>	<p>Create timelines charting a character's development throughout the text, highlighting key events and inferred changes. After reading a passage focusing on a character's actions or thoughts, have students write a paragraph explaining how they infer the character is changing and evolving.</p> <p>Brainstorm a list of common symbols found in literature. While reading, have students identify potential symbols and discuss their inferred meaning in the context of the story. Analyze how these symbols contribute to the author's message.</p> <p>Analyze different text structures (e.g., chronological, cause-and-effect, compare/contrast) and how they present the main idea. After reading a complex text, have students identify the central idea</p>

		<p>to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions.</p> <p>LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge.</p> <p>LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience.</p> <p>LO-4.1.1: analyze the use of language (e.g., diction, tone, figurative language).</p> <p>LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony).</p> <p>LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts.</p> <p>LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.</p>	<p>and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence.</p> <p>Introduce the concept of bias and how to identify it in a text.</p> <p>Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts.</p> <p>Analyze different literary elements (plot, character, setting, figurative language) in various texts. Read excerpts with strong or weak use of specific elements and have students discuss their impact on the reading experience. Write book reviews that analyze the effectiveness of the author's style in conveying the story and engaging the reader.</p> <p>Expand the study of literary devices introduced in previous grades, focusing on their role in conveying social commentary or complex emotions. Read texts with strong use of literary devices and discuss how they contribute to the author's critique of social issues or the expression of complex emotions. Literary analysis essays where students identify and explain how specific literary devices are used by the author to deliver a critique or express</p>
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			complex emotions in a text.
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<p>2.</p>	<p><b>Life</b></p> <p><b>The Bangle sellers</b></p> <p><b>Achilles</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments.</p> <p>LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases</p> <p>LO-1.3.2: evaluate the main idea of persuasive texts by considering the author's bias and potential counterarguments.</p> <p>LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.</p> <p>LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.</p> <p>LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature.</p> <p>LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.</p> <p>LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.</p>	<p>Analyze different text structures (e.g., chronological, cause-and-effect, compare/contrast) and how they present the main idea. After reading a complex text, have students identify the central idea and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence.</p> <p>Introduce the concept of bias and how to identify it in a text. Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts.</p> <p>Ask evaluative questions that require students to analyze the author's purpose, methods, and effectiveness. Have students identify strengths and weaknesses in the text's arguments or presentation. Debate activities where students take on opposing viewpoints based on the text and defend their positions using textual evidence.</p>
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		<p>LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.</p> <p>LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.</p> <p>LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English.</p> <p>LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing</p> <p>LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.</p>	<p>Refine argumentative writing skills by focusing on developing strong theses, incorporating credible evidence (statistics, expert opinions), and acknowledging counterarguments. Research projects on complex topics where students gather evidence to support their critiques or proposed solutions. Peer review activities where students assess the effectiveness of persuasive essays in presenting critiques, using evidence, and addressing counterarguments.</p> <p>Explore different genres of creative writing (poetry, short stories, scripts) and analyze how authors use language and literary devices to engage the reader. Creative writing workshops where students experiment with different forms, explore figurative language, and receive feedback on their work. Independent creative writing projects where students choose a genre and topic of interest, focusing on using vivid language, literary devices, and engaging storytelling techniques.</p>
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<p>3.</p>	<p><b>Global Warming</b></p> <p><b>Prayer for strength</b></p> <p><b>Colours of Rainbow</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message.</p> <p>LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.</p> <p>LO-1.4.3: advocate for reading and share their passion with others.</p> <p>LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.</p> <p>LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.</p> <p>LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument.</p> <p>LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.</p> <p>LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own</p>	<p>Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension.</p> <p>Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create.</p> <p>Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking).</p>
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		<p>writing.</p> <p>LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.</p> <p>LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.</p> <p>LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</p> <p>LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.</p> <p>LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement</p>	<p>Debates or discussions about the importance of various skills (e.g., vocabulary, logic, speed) in different word games.</p>
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<p>4.</p>	<p><b>For God's Sake Hold Thy tongue</b></p> <p><b>The Brook</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.1.1 analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits.</p> <p>LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message.</p> <p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments.</p> <p>LO-1.2.1. identify the central idea and distinguish between main and supporting points in complex texts.)</p> <p>LO-1.3.1: identify the central idea of complex texts with implicit main ideas and analyze its significance.</p> <p>LO-1.4.1: evaluate the quality and effectiveness of different writing styles based on literary elements.</p> <p>LO-2.1.1: organize ideas strategically to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions.</p> <p>LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or</p>	<p>Introduce different clause structures (independent, dependent - adjective/adverbial) with clear explanations and examples. Sentence analysis activities where students identify and categorize clauses based on their function and structure. Sentence writing exercises focusing on using a variety of dependent clauses to create complex sentences that express ideas with greater depth and precision.</p> <p>Engage students in activities that integrate phonetics knowledge with reading fluency practice (e.g., decoding unfamiliar words using sound-symbol relationships). Dictation exercises with a focus on complex words that require applying advanced understanding of phonetics and spelling patterns. Self-monitoring and peer review activities where students identify and correct pronunciation and spelling errors based on their knowledge of phonetics.</p>
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		<p>challenge.</p> <p>LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience.</p> <p>LO-4.1.1: analyze the use of language (e.g., diction, tone).</p> <p>LO-4.2.1: identify and analyze figurative language. that goes beyond basic similes and metaphors (e.g., symbolism, irony).</p> <p>LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts.</p> <p>LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.</p>	
5.	<p><b>Polo-The King of Games</b></p> <p><b>Mercy</b></p> <p><b>Wrinkles</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments.</p> <p>LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases</p> <p>LO-1.3.2: evaluate the main idea of persuasive texts by considering</p>	<p>Introduce the concept of compound and complex sentences with clear definitions and examples. Sentence transformation activities where students rewrite simple sentences into compound or complex sentences. Writing assignments that encourage students to use a variety of sentence structures to create a more engaging</p>

		<p>the author's bias and potential counterarguments.</p> <p>LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.</p> <p>LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.</p> <p>LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature.</p> <p>LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.</p> <p>LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.</p> <p>LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.</p> <p>LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and</p>	<p>and dynamic writing style.</p> <p>Introduce students to a variety of digital word games and puzzles that promote language learning (vocabulary, critical thinking). Supervised exploration of educational word game apps or websites, focusing on features that support language development. Class discussions about the positive aspects (engagement, accessibility) and potential drawbacks (distractions, limited interaction) of using digital word games for learning. Research projects where students compare and analyze different digital word games, evaluating their effectiveness for language learning.</p>
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nuanced sentences.

LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English.

LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing.

LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.

LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.

<p><b>6.</b></p>	<p><b>Julius Caesar</b></p> <p><b>Meeting Poets</b></p> <p><b>Stars Speak to Man</b></p> <p><b>Rustam and Sohrab</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message.</p> <p>LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.</p> <p>LO-1.4.3: advocate for reading and share their passion with others.</p> <p>LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.</p> <p>LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.</p> <p>LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument.</p> <p>LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.</p> <p>LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative</p>	<p>Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension.</p> <p>Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create.</p> <p>Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking). Debates or discussions about the importance of various skills (e.g., vocabulary, logic,</p>
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		<p>language, to create deeper meaning and a more nuanced style in their own writing.</p> <p>LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.</p> <p>LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.</p> <p>LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</p> <p>LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement</p>	<p>speed) in different word games.</p>
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7.	<p><b>Polythene-A disaster</b></p> <p><b>Porus and His Elephant</b></p> <p><b>A Strange Trial</b></p> <p><b>Summer &amp; Winter</b></p> <p><b>Unseen Paragraphs</b></p>	<p>LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. (e.g., Predicting a persuasive essay will use a compare/contrast structure to highlight the advantages of one option over another.)</p> <p>LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases. (e.g., Summarize the main points of a scientific report, acknowledging the author's perspective.)</p> <p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. (e.g., Evaluate the effectiveness of the author's arguments in a persuasive essay.)</p> <p>LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.</p> <p>LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.</p> <p>LO-6.2.1 analyze and appreciate more complex forms of wordplay</p>	<p>Introduce more complex figurative language like symbolism and irony, providing clear definitions and examples from mature literature. Close reading activities focusing on identifying and interpreting symbolic elements or ironic situations within a text. Class discussions or debates analyzing the author's purpose in using specific forms of advanced figurative language.</p> <p>After identifying advanced figurative language, engage students in discussions about how it contributes to the overall meaning of the text, character development, and exploration of themes. Activities where students create graphic organizers or mind maps that connect specific examples of figurative language to the themes and character traits they represent in the text. Essay writing assignments where students analyze the role of figurative language in developing a specific theme or revealing a character's complexity.</p> <p>Read aloud children's literature or poems rich in wordplay (puns, rhymes). Class discussions focused on how wordplay enhances the text's enjoyment, humour, or deeper meaning. Creative projects where students rewrite a short passage without wordplay and</p>
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		<p>(e.g., figures of speech, wordplay based on etymology or word origins).</p> <p>LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</p> <p>LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.</p>	<p>then with it, comparing the impact on the reader.</p> <p>Provide writing prompts or projects that encourage the use of advanced figurative language for deeper thematic exploration or character development. Peer review workshops where students offer constructive feedback on each other's use of literary devices to create nuance and complexity in their writing. Revision activities focusing on using figurative language strategically to elevate the overall quality and impact of student writing.</p>
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## **Selected Learning Outcomes for Summative Assessment Class—VIII**

### **The Learners:**

LO-1.1.1. analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. (e.g., Inferring a character learns the value of humility based on their actions and internal monologue in the story's conclusion.)

LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. (e.g., Inferring a recurring image of a broken clock symbolizes the passage of time and the loss of innocence.)

LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases. (e.g., Summarize the main points of a scientific report, acknowledging the author's perspective.)

LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. (e.g., Evaluate the effectiveness of the author's arguments in a persuasive essay.)

LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.

LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.

LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.

LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature

LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.

LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.

LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony).

LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.

LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.

LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.

LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.

LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles.

## **Design of Summative Assessment for Class-VIII**

### **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)**

8. 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**
9. One question to be attempted on message/email/social media post writing on the given situation (60 words). **2 Marks**
10. One question to be attempted on letter writing out of two letters with some given situations (formal/informal). (80-100 words) **3 Marks**
11. 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)**

12. Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. **3 × 2 = 6 Marks**
13. 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**
14. 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	09
03	C	Writing Skills	12
04	D	<b>Literature</b>	15
		<ul style="list-style-type: none"><li>• Polo-The King of Games</li><li>• Mercy</li><li>• Wrinkles</li><li>• Julius Caesar</li><li>• Meeting Poets</li><li>• Stars Speak to Man</li><li>• Rustum and Sohrab</li><li>• Polythene-A disaster</li><li>• Porus and His Elephant</li><li>• A Strange Trial</li><li>• Summer &amp; Winter</li></ul>	
<b>Total</b>			<b>50 Marks</b>





*Class 8th*  
*(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.

<b>S.No</b>	<b>Curricular Goals</b>	<b>Competencies</b>
1	<b>CG-1</b> Explores the world of matter and its constituents, properties, and behaviour	C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
		C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
		C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
		C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
2	<b>CG-2</b> Explores the physical world in scientific and mathematical terms	C-2.1 Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic Representations
		C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
		C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet)
		C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
		C-2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
3	<b>CG-3</b> Explores the living world in scientific terms	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
		C-3.2 Distinguishes the characteristics of living organisms (Need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
		C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
		C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
4	<b>CG-4</b>	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
		C-4.2 Examines different dimensions of diversity of food— sources, nutrients, climatic conditions, diets
		C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall

	Understands the components of health, hygiene, and wellbeing	well-being C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
5	CG-5  Understands the interface of Science, Technology, and Society	C-5.1 Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history
		C-5.2 Shares views on news and articles related to the impact that Science/Technology and society have on each other
6	CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
		C-6.2 Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (Through observation of the natural environment, design of simple experiments, or use of Simple scientific instruments)
7	CG-7 Communicates questions, observations, and conclusions related to science	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
		C-7.2 Designs and builds simple models to demonstrate scientific concepts
		C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations
8	CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
9	CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	C-9.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
		C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate

Month	Chapter	Learning Outcomes	Suggested Pedagogies
1	Micro-organisms: Friend and Foe	<p>3.1.1: Classifies organisms based on properties/characteristics/Number of cells/Nature/Pathogenicity.</p> <p>3.3.1: Fosters inquiry regarding scientific phenomena/behaviour of processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation.</p> <p>6.2.1: Conducts simple experiments regarding processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation.</p> <p>6.2.2: Describes microscopic features of microorganisms by preparing slides.</p> <p>6.2.6: Explains the significant contribution of scientific discoveries related to microorganisms.</p> <p>6.2.3: Explains the role of Vectors/carriers in transmission of diseases.</p> <p>3.3.2: Identifies ways humans/animals and plants use nitrogen.</p>	<ul style="list-style-type: none"> <li>• Visit to a hospital or any Health &amp; Wellness Centre and collect information from a health professional on immunity, side effects of taking antibiotics/medicine without doctor's prescription etc.</li> <li>• Prepare a list of various vaccines being administered in India and rest of the World.</li> <li>• Ask the students to draw the structure of different type of viruses.</li> <li>• Ask students to bring a bottle of fresh water from a water source preferably stream/nullah/river etc and examine it under microscope to observe microorganisms.</li> <li>• Collect the labels from the bottles of jams and jellies. Write down the list of contents printed on the labels.</li> </ul> <p><b>Activity:</b> Observe the growth of microorganisms</p> <p><b>Material Required:</b> 4 plastic bottles with caps, sugar, warm water, a small amount of yeast, balloons</p> <p><b>Vocabulary:</b> Microorganisms, Yeast</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Take each bottle and label them as A,B,C and D</li> <li>2. Pour warm water in each of the plastic bottles</li> <li>3. Add small amounts of yeast in all four of them</li> <li>4. Add one, two, three and four tablespoons of sugar in each one of them</li> <li>5. Shake the bottle gently</li> <li>6. Replace the cap of the bottle and cover it with a balloon.</li> <li>7. Note your observations</li> </ol> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. Is the size of balloon same or different? Can you identify the Original contents of the bottle with the biggest balloon?</li> <li>2. What is causing the balloon to inflate?</li> </ol> <p><b>Beyond the classroom:</b> Where else do you see microorganisms release gases? Is the released gas useful? Where is it used?</p>
1	Coal and Petroleum	<p>1.1.1: Classifies materials based on characteristics/properties/ exhaustible and inexhaustible natural Resources.</p> <p>1.1.2: Differentiates materials on the basis of their nature/solubility/behaviour/properties/functions/transparency/purity.</p>	<p>Categorize major power plants of J&amp;K into thermal/hydropower plants. Also put opinion about cause of their location.</p> <p>Make two groups of students. Ask group 1 about the energy resources being used at their homes. Ask Group 2 students to differentiate these energy resources into exhaustible and inexhaustible resources.</p> <p><b>Activity:</b> Observe the physical properties of kerosene</p> <p><b>Material Required:</b></p>

		<p>1.4.1: Relates processes and phenomenon related to formation of petroleum.</p> <p>7.3.1: Draws flow charts related to formation of petroleum and its refining.</p> <p>6.1.1: Discusses and appreciates stories of scientific discoveries such as discovery of Coal etc.</p> <p>5.1.1: Applies learning of scientific concepts in day today life and makes efforts to protect environment.</p>	<p>Two transparent plastic bottles with bottle caps, one plastic straws, Scissors, glue, cello tape</p> <p><b>Vocabulary:</b> Density</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Take the bottle caps and stick the close end with glue and wrap the sides with cello tape</li> <li>2. Make two holes in the twin lids.</li> <li>3. Press fit stiff straw in holes.</li> <li>4. Pour kerosene in the bottle.</li> <li>5. Fix the bottle cap on kerosene bottle and close the bottle. Now carefully place the bottle with water on top of kerosene bottle.</li> <li>6. Place the bottles with kerosene bottle at the bottom and water bottle on the top and note down your observations.</li> </ol>
2	<b>Conservation of Plants and Animals</b>	<p>1.1.7: Classifies materials based on properties/characteristics etc., e.g., Exhaustible and inexhaustible resources, endangered and endemic species</p> <p>5.2.5: Makes efforts to protect environment e.g., using resources judiciously; suggesting ways to protect wildlife, forests, flora and fauna etc.</p> <p>7.2.9: Exhibits creativity in designing, planning, making use of available resources</p> <p>5.1.10: Exhibits values of honesty, objectivity, cooperation in preserving wildlife, forests etc.</p>	<p><b>Activity:</b> Involve students in growing plants/plantation drives.</p> <p><b>Materials Required:</b> Paper Cups, Some soil, Seeds of different varieties like Pulses, Gourd, Cucumber</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Take some soil in the paper cup and put the seed (one seed in one cup).</li> <li>2. Pierce this seed into the soil.</li> <li>3. Add some water.</li> <li>4. Wait for some days.</li> <li>5. Plant the seedlings so acquired in the school premises at designated places.</li> </ol> <p><b>Activity 2:</b> Assign a task to prepare a list of animals that their parents/grandparents used to see quite often in their childhood and are now rarely seen. Mention the reasons of their decline.</p> <ul style="list-style-type: none"> <li>• Make a list of National Parks, biosphere Reserves and Wildlife Sanctuaries of India.</li> <li>• Design some slogans, posters, paintings etc. for protection of plants and wildlife.</li> </ul>
2	<b>Reproduction in Animals</b>	<p>3.2.1: Differentiates organisms on the basis of birth/modes of reproduction/types of fertilization.</p> <p>3.2.2: Explains Stages related to reproduction in humans/animals/embryonic development.</p> <p>4.3.1: Discusses and appreciates concepts/stories of reproductive cycles/scientific discoveries such as cloning/in vitro fertilization.</p> <p>7.3.2: Draws labelled diagrams/flow charts e.g., human reproductive system/organs/gametes/metamorphosis/asexual reproduction.</p>	<p>Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog.</p> <p>Using ICT Tools viz., Lab/Laptop/PC, show the students the documentary (in the womb) or any relevant documentary.</p> <p><b>Activity:</b> Classify commonly known animals and plants based on how they reproduce</p> <p><b>Material Required:</b> Whiteboard and a marker</p> <p><b>Procedure:</b> This is a closing activity and could be taken up for revision.</p> <ol style="list-style-type: none"> <li>1. Draw a crossword on the whiteboard and ask students to write the answer to given clues in their notebooks.</li> <li>2. Ask the students for responses. If a student provides a correct response ask him/her to write it on the board in the crossword.</li> </ol>

			<p><b>ACROSS</b></p> <p>3 - The period of life, when the body undergoes changes, leading to reproductive maturity</p> <p>5 - The process of transformation of tadpole from larva to adult is called</p> <p>7 - Pancreas stops forming this hormone which causes 'diabetes'</p> <p>8 - The first menstrual flow in women is called</p> <p>9 - Part of human body which grows in size at puberty, also known as Adams apple</p> <p>10 - The Endocrine gland responsible to secrete hormones which controls release of other hormones</p> <p>11 - A chemical substance released by endocrine glands which causes changes in human body at puberty e.g. growth of facial hair</p> <p><b>DOWN</b></p> <p>1 - Thread like structures that carry instructions in fertilized eggs which determine the gender of the baby</p> <p>2 - The process through which unfertilized eggs and the thickened lining of the uterus along with its blood vessels is shed off ____</p> <p>4 - This marks the onset of several changes that human body undergoes during adolescence</p> <p>6 - Hormones responsible for maintaining the correct balance of salt in the blood.</p>
3	Sound	<p>1.4.2: Explains processes and phenomena e.g., production, pitch and propagation of sound etc</p> <p>7.1.1: Describes sounds in terms of audible and inaudible, loudness and pitch, noise and music etc</p> <p>7.3.3: Draws labelled diagram e.g., human ear etc</p> <p><b>7.2.1: Constructs</b> models using materials from surroundings and explains their working e.g., ektara, toy telephone etc.</p> <p><b>2.1.1: Measures</b> frequency, amplitude and time period of sound etc.</p>	<p>Make use of local resources and make working model of ektara/toy telephone etc. Demonstrate the tuning fork experiments to explore students with sound. Make a list of various musical instruments of past and present.</p> <p><b>Activity (Sound):</b></p> <p><b>Objective:</b> Provide examples where sound travels from one point to another in order to establish that sound needs a medium to propagate</p> <p><b>Prerequisite:</b> What is vibration? How does sound travel?</p> <p><b>Material Required:</b> 1 metallic scale, 1 balloon, water</p> <p><b>Vocabulary:</b> Medium, propagate</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Ask to put an end of scale or rod to one of the Student's ears and ask other students to scratch the other end slowly.</li> <li>2. Are they hearing the sound of scratching? Ask other students who are standing beside you whether they are hearing sound or not?</li> <li>3. Ask students to fill the balloon with water. Ask them to put their ear to one side of a balloon and scratch the other side of the balloon softly.</li> <li>4. Are they hearing the scratching sound?</li> </ol> <p><b>Reflection Questions:</b></p> <ol style="list-style-type: none"> <li>1. Which one of the sounds was clearer and louder?</li> <li>2. If there is no air between us, can we still hear the sounds around us?</li> </ol> <p><b>Text to real world connection:</b> If you bang a drum, you make the tight skin vibrate at very high speed (it's so fast</p>

			<p>that you can't usually see it), forcing the air all around it to vibrate as well. As the air moves, it carries energy out from the drum in all directions. Eventually, even the air inside your ears starts vibrating and that's when you begin to perceive the vibrating drum as a sound.</p> <p><b>Beyond the classroom:</b> Identify the sources of noise pollution in your locality. Discuss with your parents, friends and neighbours. Suggest how to control noise pollution. Prepare a brief report and present it in the class.</p> <p><b>Activity 2:</b> <b>Material required:</b> Scissors, balloons, 2 cell phones, 2 transparent glasses, thread, sand. <b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Take a transparent glass and place it on a table.</li> <li>2. Take a cell phone and place it in the glass.</li> <li>3. Cover the lid of the beaker with balloon and tie it with the help of Thread.</li> <li>4. Place some sand on the balloon.</li> <li>5. Give a ring to the phone which is inside the glass.</li> </ol> <p><b>Reflection question:</b></p> <ol style="list-style-type: none"> <li>1. What does happen to sand particles?</li> <li>2. What is the reason behind it?</li> <li>3. If there is no sound, will sand particles still dance?</li> </ol>
4	<b>Food Production and Management</b>	<p>1.1.6: Classifies crops based on growing seasons and characteristics etc., e.g., Kharif and Rabi crops.</p> <p>1.4.10: Relates processes and phenomenon with causes, e.g., types of soil and crop grown.</p> <p>7.3.9: Draws labelled diagram/flow charts, e.g., types of agricultural tools, basic practices of irrigation.</p> <p>5.1.8: Applies learning of scientific concepts in day-to-day life, e.g., increasing crop production by using organic manure, organic farming, crop rotation.</p> <p>6.1.3: Discusses and appreciates stories of scientific discoveries e.g., Green-/Red-/Yellow-/Blue-/White-/Pink-/Silver-/Rainbow- Revolutions.</p> <p>5.2.4: Makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides/weedicides.</p> <p>7.2.8: Exhibits creativity in designing, planning, making use of available resources.</p> <p>5.1.9: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>	<ul style="list-style-type: none"> <li>• Visit a nearby poultry/fish farm/dairy farm etc. and collect information about</li> <li>• Meet a fertilizer dealer and make a list of fertilizers available on his shop. Write the constituents of each fertilizer. Also discuss about vermin compost and its utility.</li> <li>• Create mnemonics to comprehend different varieties/breeds/species of animals/fish etc.</li> </ul> <p><b>Activity:</b> Make a mixture of dry sand with saw dust or powdered dry leaves. Keep this mixture on plate. Ask the students to separate it.</p>
4	<b>Combustion and Flame</b>	<p>1.1.3: Differentiates combustible and non combustible substances, different zones of flame, different types of fuel</p> <p>6.2.4: Conducts simple investigations to seek answers to queries, e.g.,</p>	<p>Draw different zones of candle flame indicating the hottest, moderately hot and least hot zone on a drawing sheet. Also write reasons as to why outer zone is the hottest zone?</p> <p>Ask the students to collect the contact number of nearest fire service station and</p>



		<p>What are the conditions required for combustion, observe different zones of flame.</p> <p>1.4.4: Relates processes and phenomenon with causes, e.g., Ignition Temperature of fuels, Forest Fire, global warming/acid rain etc.</p> <p>1.4.5: Explains processes and phenomenon, such as how is fire controlled? How is cow dung converted into gobar gas?</p> <p>7.3.4: Draws labelled diagram of structure of flame, activities, etc.</p> <p>7.2.2: Constructs models using materials from surroundings and explains their working such as fire extinguisher applies learning of scientific concepts in day to-day life such as use of fire extinguisher, control on fire caused due to different reasons</p> <p>5.2.1: Makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards, etc.</p> <p>6.1.2: Discusses and appreciates stories of scientific knowledge e.g., global warming (Ghoramara Islands, Vaan Island etc), Acid Rain (Taj Mahal)</p> <p>7.2.3: Exhibits creativity in designing, planning, making use of available resources, etc.</p> <p>5.1.2: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>	<p>write it on a poster.</p> <p>Consult the nearest fire service department/station requesting for conducting awareness program in your school.</p> <p><b>Activity:</b> Take two dry pieces of wood. Burn the first piece and put an air tight glass jar on it. Does the piece of wood extinguish? Now take another piece of wood and immerse it in water, now burn it. Does it take longer time to burn? Take a dry piece of stone. Try to burn it. Why does it not burn?</p>
5	<p><b>Chemical Effects of Electric Current</b></p>	<p>1.1.4: Differentiates material, such as liquids as electrical conductors and insulators</p> <p>1.4.6: Explains processes and phenomenon e.g., chemical effects of electric current, relation between electrical energy and chemical energy.</p> <p>7.3.5: Draws labelled diagram/flow chart e.g., experiment set up of electrochemical cell etc</p> <p>7.2.4: Constructs models using materials from surroundings and explains their working e.g., electrochemical cell etc</p> <p>5.2.2: Applies learning of scientific concepts in day to day life e.g., electroplating metallic items to avoid corrosion</p>	<ul style="list-style-type: none"> <li>• Take some distilled water in a plastic beaker and add few drops of organic juice. Test if it conducts electricity, similarly take some other liquids like kerosene, milk, edible oil etc and test their conductivity.</li> <li>• Ask the students to record the talk on the theme-Electroplating and Beautification and post it on the whatsapp group of your school.</li> </ul> <p><b>Activity 1:</b> Observe the chemical effect of electricity during copper electroplating of an iron nail</p> <p><b>Material Required:</b> Piece of copper, copper sulphate, an iron nail, some wire, torch battery</p> <p><b>Vocabulary:</b> Electron, metal, chemical reaction</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Take the piece of copper and iron nail, and attach one conducting wire to each such that one end is open.</li> <li>2. Take a clean beaker and put 100 g of copper sulphate</li> <li>3. Pour 4 cups of hot water into the solution</li> <li>4. Dip the piece of copper and iron nail into the solution.</li> <li>5. Now connect the open ends of the wire connected to the piece of copper and iron nail with a torch battery.</li> <li>6. Note down your observations of what happened to the iron nail.</li> </ol>

			<p><b>Activity 2:</b> Distinguish between good and poor conductors of electricity in order to explain that almost all materials can conduct electricity under certain conditions.</p> <p><b>Prerequisite:</b> What is a conductor?</p> <p><b>Material Required:</b> Distilled water, tap water, 3 volt battery, L.E.D. flexible wire, rubber base (to insert L.E.D), 2 plates</p> <p><b>Vocabulary:</b> Good conductor, bad conductor (Insulator)</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. With the help of battery, wire and L.E.D make a circuit.</li> <li>2. Pour distilled water in one plate and tap water in another plate.</li> <li>3. Test the circuit by connecting both wires in air.</li> <li>4. Complete the circuit by dipping both the ends in the distilled water.</li> <li>5. Dip the ends of both wires in tap water to complete the circuit.</li> <li>6. Check the conductivity of other liquids like milk, vegetable oil, lemon juice and matter like iron nail, plastic, wood etc.</li> </ol> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. In which case, did the L.E.D glow?</li> <li>2. Why did L.E.D not glow in another case?</li> <li>3. What helps to conduct electricity?</li> </ol> <p><b>Text to real world connection:</b></p> <ol style="list-style-type: none"> <li>1. Copper, Brass, Steel, Gold, and Aluminium are good conductors of electricity. We use them mostly in electric circuits and systems in the form of wires.</li> <li>2. Gases are not good conductors of electricity as the particles of matter are quite far away and thus, they are unable to conduct electrons.</li> <li>3. Plastic is a good insulator and it finds its use in making a number of things.</li> </ol> <p><b>Beyond the classroom:</b></p> <ol style="list-style-type: none"> <li>1. How can we increase the conductivity of water?</li> <li>2. Why do you get a shock when you touch a live wire?</li> <li>3. Test the conduction of electricity through various fruits and vegetables. Display your result in a tabular form.</li> </ol>
5	<b>Force and Pressure</b>	<p>1.1.5: Differentiates between contact and non-contact forces etc.</p> <p>7.1.2: Conducts simple investigations to seek answers to queries, e.g. Do liquids exert equal pressure at the same depth? What is the effect of surface area on pressure? etc.</p> <p>7.3.6: Draws diagrams showing different effects of force</p> <p>5.1.3: Applies learning of scientific concepts in day-to-day life, e.g., using sharp knife for cutting easily, increasing area to reduce pressure, etc.</p> <p>7.1.3: Exhibits creativity in designing, planning, making use of available resources, etc. for carrying out different suggested activities at home.</p> <p>7.2.5: Constructs model to show that liquids exert</p>	<p>Arrange a football match for learners. During/after the match ask learners:</p> <ol style="list-style-type: none"> <li>a. What do you do to make football move?</li> <li>b. How does goal keeper stop the ball?</li> <li>c. How does player change the direction of moving football?</li> </ol> <p>Demonstrate that it is easier to burst an air filled balloon with a needle than by a finger.</p> <p><b>Activity 1:</b> Discover the direction of pressure applied by liquid when put in a container to conclude that liquids exert pressure on the walls of the container</p> <p><b>Prerequisite:</b> Force, pressure</p> <p><b>Material Required:</b> Plastic bottle, scissors, tape, water</p> <p><b>Vocabulary:</b> Exert liquid pressure.</p> <p><b>Procedure:</b></p>

		<p>equal pressure at equal heights.</p> <p>5.1.4: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc., such as, reporting the findings honestly, supporting other friends in need, etc.</p>	<ol style="list-style-type: none"> <li>1. Take an empty plastic bottle.</li> <li>2. Drill four holes at the same height from the bottom of the bottle.</li> <li>3. Drill 3 holes at different heights from the previous one.</li> <li>4. Cover the holes with tape.</li> <li>5. Fill the water in bottle.</li> <li>6. Remove the tape from the holes which are at different height.</li> <li>7. Now, remove the tape from the holes which are at the same height.</li> </ol> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. Do the stream of the water coming out from the holes at different height fall at the same distance from the bottle?</li> <li>2. Do the stream of the water coming out from the holes at the same height fall at the same distance from the bottle?</li> <li>3. Was there any change in the speed of different stream?</li> <li>4. What can you conclude from the above observation?</li> </ol> <p><b>Text to real world connection:</b></p> <p>The wall of a dam is made thicker at the bottom. The reason is that the pressure exerted by a liquid increases with its depth. A thicker wall is required to withstand a greater pressure and therefore the wall of the dam is made with thickness increasing towards the base.</p> <p><b>Beyond the Classroom:</b></p> <p>Why is water tank built at a high height in our houses?</p> <p><b>Activity 2:</b> Discover why does the water level rise in the narrow part?</p> <p><b>Material required:</b> Plastic bottle, cutter</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Make a half cut along the semi-circular mark of a plastic bottle.</li> <li>2. Press with thumbs to make a concave shape.</li> <li>3. Dip bottle in tank to fill it with water.</li> <li>4. Stand the bottle and check the level of water.</li> </ol> <p>Let's think 1. Why does the water level rise in the narrow part?</p> <p>2. Can water level in narrow part be changed? If yes, then how?</p>
6	<p><b>Reaching the Age of Adolescence</b></p>	<p>4.3.2: Explains processes and phenomena related to reproduction in humans/reproductive phases.</p> <p>4.3.3: Applies learning of scientific concepts in day to day life e.g., challenging myths and taboos regarding adolescence/sex determination..</p> <p>7.3.7: Draws labelled diagrams/flow charts e.g., endocrine glands/hormones/sex determination in humans.</p> <p>4.1.1: Creates awareness regarding balanced/junk foods/BMI/Wight- Height Ratio/drugs and makes efforts to develop eco-friendly attitude/healthy habits among students.</p>	<p>Make a list of some challenges myths and taboos regarding adolescence found in J&amp;K.</p> <p>Call an expert/counsellor to your school to deliver a lecture on adolescent issues.</p> <p><b>Activity:</b> Observe changes in human beings at different stages in life</p> <p><b>Material Required:</b> Whiteboard and marker</p> <p><b>Vocabulary:</b> Infancy, Childhood, Adolescence, Adulthood, Aged</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Draw the below table on the black board</li> <li>2. Ask the learners to categorize the changes according to the stages of life when they occur, i.e. from the time that one is born till one becomes an adult and grows old. The changes could be recorded on the whiteboard or on the index cards/ slips of paper and pinned on the soft board.</li> <li>3. (In case, learners do not respond, you could provide the following list of changes to initiate the activity: for example, growth in height, learning to talk, learning to</li> </ol>

		<p>4.1.2: Conducts simple investigations to study food components/adulterants.</p> <p>5.1.5: Exhibits values of honesty, cooperation, personal hygiene.</p>	<p>walk, menarche, getting a beard, going to school, voice breaking, becoming shy, becoming responsible, osteoporosis (weakening of bones), being economically independent, menopause etc.)</p> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. Why do you think people grow old?</li> <li>2. What do you think causes these changes?</li> </ol> <p><b>Beyond the classroom:</b></p> <p>The facilitator may sum up the discussion by emphasizing on the following issues:</p> <ol style="list-style-type: none"> <li>1. The world is a changing place. We may find changes exciting and good or scary and painful. Sometimes we can influence the changes in our lives and at other times we have no control over them.</li> <li>2. Some of the changes in our lives are predictable. If we are prepared for them, we may be able to influence some of these processes and manage them better. For example, growth and maturation is a continuous process and adolescence is a stage in the continuum of growth and development across the life span.</li> <li>3. Adolescents need to be prepared for the physical, mental, psycho-social and emotional changes that take place during this phase of life so that they are not anxious about them and respond to these changes in positive and responsible ways.</li> </ol>
6	<b>Light</b>	<p>1.4.7: Explains processes and phenomena e.g., formation of multiple images etc</p> <p>1.3.1: Measures angles of incidence and reflection etc</p> <p>7.3.8: Draws labelled diagram/flow charts e.g., structure of eye etc</p> <p>7.2.6: Constructs models using material from surroundings and explains their working e.g., kaleidoscope</p>	<p>The learner may be provided an opportunity in pairs/groups/individually in an inclusive set up an encouraged to conduct activities/experiments on laws of reflection/multiple image formation using candle and laser light etc. and record observations.</p> <p><b>Activity:</b> Calculate the incident and reflected angle after striking the mirror with a ray of light to illustrate the law of reflection in real life</p> <p><b>Prerequisite:</b> Student should know characteristics of light.</p> <p><b>Material Required:</b> Mirror, comb, torch ( or laser light), black paper, white sheet, pencil, glue.</p> <p><b>Vocabulary:</b> Incident ray, reflected ray, normal, angle of incidence and angle of reflection.</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Fix a white sheet paper on a table.</li> <li>2. Take comb and close all its opening except one in the middle by using black paper.</li> <li>3. Hold the comb perpendicular to the sheet of paper and throw the light through the opening of the comb.</li> <li>4. With slight adjustment of the torch, you will see a ray of light along the paper on the other side of the comb.</li> <li>5. Place a strip of mirror in the path of the light ray.</li> <li>6. Trace the path with pencil.</li> </ol> <p>Let's think</p> <ol style="list-style-type: none"> <li>1. After striking the mirror, how does light travel?</li> <li>2. Draw a normal to the surface of the mirror, and measure the angles formed between normal and incident ray/ reflected ray.</li> </ol> <p><b>Text to real world connection:</b> Rays of <b>light</b> reflect, or bounce off, objects just like a ball bounces on the ground.</p>

			<p>This <b>reflection of light</b> is what enables us to see everything around us.</p> <p><b>Beyond the classroom:</b> Suppose you are in a dark room. Can you see objects in the room? Can you see objects outside the room? Explain.</p>
7	<b>Friction</b>	<p>1.3.2: Differentiates between different types of friction: static/limiting/dynamic frictions.</p> <p>6.2.5: Conducts simple investigations to seek answers to queries e.g., why ball bearings are used in bicycle/hand cart etc.</p> <p>1.4.8: Relates processes and phenomenon with cause, e.g., friction due to different surfaces, liquids and gases</p> <p>5.1.6: Applies learning of scientific concepts in day to day life. e.g., increasing/reducing friction.</p>	<p>Make an inclined plane of wood and some wooden blocks, set the inclined plane at an angle of <math>45^{\circ}</math> and put a wooden block on it. Observe how it slides. Wet the block and put the wooden block again on it, again observe as to how it slides. Now apply some lubricant and observe the effect.</p> <p>Suggest some ways to increase the force of friction between feet and icy floor.</p> <p><b>Activity 1:</b> Discover the factors that cause friction when two bodies are moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface</p> <p><b>Prerequisite:</b> Contact forces, force of friction</p> <p><b>Material Required</b> Wooden board, books, wrinkle free cloth, sand, torch cell</p> <p><b>Vocabulary:</b> Surface irregularities, interlocking of irregularities</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Make an inclined plane by supporting one end of the wooden board with books (the inclined plane should be at one end of the table or any smooth surface).</li> <li>2. Place the torch cell at the top of inclined plane and let it rolled down and observe how far it goes before coming to rest.</li> <li>3. Make a mark on the surface where cell stops.</li> <li>4. Now spread the cloth over the table or surface ( make sure the cloth is wrinkle free), let the cell rolled down the board from the same point and observe the distance it covers over the cloth and mark it.</li> <li>5. Now spread sand on table or surface, let the cell roll down again from the same point and mark the distance covered by cell.</li> </ol> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. In which case is the distance covered the minimum?</li> <li>2. Why is the distance covered by cell different every time?</li> <li>3. Does the distance covered by cell depends on the nature of the surface of the cell as well?</li> </ol> <p><b>Text to real world connection:</b></p> <ol style="list-style-type: none"> <li>1. Friction allows the matches to reach ignition temperature.</li> <li>2. Friction allows you to hold onto objects without dropping them.</li> <li>3. Riding a car. The motion of the car is brought forth because of friction. Without friction, the wheels would keep on turning and the car would remain stationary.</li> </ol> <p><b>Beyond the classroom:</b> Imagine that friction suddenly vanishes. How would life be affected? List ten such situations.</p> <p><b>Activity 2:</b> Climbing toy</p> <p><b>Material required:</b> Matchstick box, thread, used refill, 2 oil pins</p> <p><b>Procedure:</b></p>

			<ol style="list-style-type: none"> <li>1. Take an empty matchstick box and take out its tray.</li> <li>2. Cut a used refill of a ball pen of the same width as the tray as shown in the picture below.</li> <li>3. Fix the refill with two pins on the top of the tray.</li> <li>4. Make two holes on opposite sides of the tray. Make sure that the holes are large enough to allow a thread to pass through them easily.</li> <li>5. Take a thread about a metre long and pass it through the holes as shown. Fix beads at the two ends of the thread so that it does not come out.</li> <li>6. Insert the tray in the outer cover of the matchbox.</li> <li>7. Suspend the match box by the thread. Leave the thread loose and write your observation. Tighten the thread now and observe.</li> </ol> <p><b>Reflection question:</b></p> <ol style="list-style-type: none"> <li>1. Was there any difference between the two observations?</li> <li>2. Can you relate it to friction?</li> </ol>
7	<b>Some Natural Phenomenon</b>	<p>1.4.9: Relates processes and phenomena with causes e.g., lightning as an electric discharge due to accumulation of charges in clouds etc.</p> <p>7.2.7: Constructs models using material from surroundings and explain their working e.g., electroscope</p> <p>5.1.7: Applies learning of scientific concepts in day to day life e.g., installation of lightning conductors</p> <p>5.2.3: Discusses stories of natural phenomena/calamities e.g., tsunamis, cyclones, tornadoes, hurricanes, avalanches, flash floods, forest fires, volcanic eruption etc.</p>	<p>Make a list of do's and don'ts during lightening and earthquake and hang it on the front wall of your classroom.</p> <p>Using common household material to make a working electroscope. Ask the students to prepare their own electroscopes.</p> <p><b>Activity 1:</b> Describe if two charged objects attract or repel each other in order to establish that similar charges repel each other while opposite charges attract each other.</p> <p><b>Prerequisite:</b> There are two kinds of charges: Positive and negative.</p> <p><b>Material Required:</b> Plastic bottle, comb, wool, plastic scale, balloon.</p> <p><b>Vocabulary:</b> Attract, repel</p> <p><b>Procedure:</b></p> <ol style="list-style-type: none"> <li>1. Fill bottle with water and put the cap back.</li> <li>2. Poke a small hole near the base of the bottle with a needle, a thin stream of water will flow out from the hole.</li> <li>3. Rub an inflated balloon with wool.</li> <li>4. This will electrically charge the balloon.</li> <li>5. Then bring the balloon close to the water stream.</li> <li>6. Repeat the experiment using a comb, and plastic scale.</li> </ol> <p><b>Let's think:</b></p> <ol style="list-style-type: none"> <li>1. What happens when you bring the electrically charged balloon, comb and plastic scale close to water stream?</li> <li>2. Do the two attract each other or repel each other?</li> </ol> <p><b>Text to real world connection:</b></p> <ol style="list-style-type: none"> <li>1. Clothes stuck to one another after being in the dryer is another example of static electricity.</li> <li>2. In printers and photocopiers where <b>static electric</b> charges attract the ink, or toner to the paper. Other <b>uses</b> include paint sprayers, air filters, and dust removal.</li> </ol> <p><b>Beyond the Classroom:</b> Why is it advised not to stand near trees during a lightning storm?</p>

**Activity 2:**Creating a charge detector

**Material required:**

A plastic cup, 2 strips of aluminium foil ( 3cm x 1cm), a piece of copper wire,

**Procedure**

## Summative Assessment

S.No	Chapter Number and Name	Marks Allotted
01	Micro-organisms Friend and Foe	5
02	Conservation of Plants and Animals	5
03	Reproduction in Animals	5

04	Sound	4
05	Food Production and Management	6
06	Combustion and Flame	4
07	Chemical Effects of Current	6
08	Light	5
09	Friction	4
10	Some Natural phenomenon	6
<b>TOTAL</b>		<b>50</b>



## Weightage of Cognitive Level

S.No	Level of cognition	Marks	Percentage
1	<b>CL1: Remembering and Understanding:</b> 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	<b>CL2: Applying:</b> Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way	10	20%
3	<b>CL3: Formulating, Analysing, Evaluating and Creating:</b> 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%
<b>Total</b>		<b>50</b>	<b>100%</b>



*8th 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 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
	C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
CG-8 Develops basic skills and 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	C-8.1 Approaches problems using programmatic thinking techniques such as 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 8<sup>th</sup> (Mathematics) Academic Calendar cum Syllabus 2024-25

Time Spell	Chapter	Learning Outcomes: The learner	Interaction Time - Let's go beyond the textbooks ...
Month 1	Rational Numbers	<b>LO-1.4.5:</b> <ul style="list-style-type: none"> <li>explains the Associative, Commutative and Distributive property and their application in simplifying expressions involving rational numbers.</li> <li>applies the Associative, Commutative and Distributive property to solve problems involving rational numbers</li> <li>analyses which method leads to a simpler solution by comparing the efficiency of solving problems with different properties</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the importance of operational laws in rational numbers</li> </ul>
	Linear Equations in One Variable	<b>LO-2.4.2:</b> <ul style="list-style-type: none"> <li>translates a simple word problem into a linear equation with one variable (e.g., "John has x apples. He gives away 5 apples. How many apples does he have left?" becomes "<math>x - 5 = a</math>")</li> <li>solves a linear equation with one variable (e.g., "<math>x + 3 = 8</math>", the learner finds the value of x for which the equation holds true)</li> </ul>	
Month 2	Understanding Quadrilaterals	<b>LO-3.1.2:</b> Explores the angle sum formula for polygons and solves the problems of quadrilaterals involving interior and exterior angle sum property. <b>LO-3.1.3:</b> Demonstrates the properties of parallelogram, rhombus, square and rectangle	<ul style="list-style-type: none"> <li>Why the sum of exterior angles is 360. Why not less or greater? Discuss.</li> <li>Why a square is also parallelogram, rectangle, ... etc</li> <li>Why there is need to make frequency and class interval</li> <li>Compare the contract different types of graphs</li> </ul>
	Linear Equations in One Variable (Continue...)	<b>LO-2.4.3:</b> Solves simple real-world problems involving linear equation in one variable(e.g., finding missing dimensions in geometric shapes)	
Month 3	Squares and Square Roots	<b>LO-M801:</b> Constructs the knowledge of perfect square numbers and their properties. <b>Lo-M802:</b> Finds square roots using estimation, factorisation and division method.	<ul style="list-style-type: none"> <li>Discuss the relation between perfect square and perfect cube numbers in comparison to square and cubical objects</li> <li>Discuss the applicability of estimation method for find the</li> </ul>
	Cubes and	<b>LO-M803:</b> Constructs the knowledge of perfect cube numbers and their properties.	



	<b>Cube Roots</b>	<b>LO-M804:</b> Finds cube root using factorisation and estimation method	square and cube roots of numbers
Month 4	<b>Algebraic Expressions and Identities</b>	<b>LO-2.3.3:</b> Adds, subtracts, multiples and divides an algebraic expression by another algebraic expression <b>LO-2.5.1:</b> Demonstrates the understanding of identities and applies them to solve simple numerical and non-numerical problems.	<ul style="list-style-type: none"> <li>○ Discuss the use of identities in solving the problems involving product of numbers</li> <li>○ Discuss the importance of identities in the division of algebraic expressions</li> </ul>
	<b>Exponents and Powers</b>	<b>LO-1.1.11:</b> Explores and operates laws of exponents in the situations where multiple exponential law is used <b>LO-1.1.12:</b> Converts the numbers from usual form to standard form and vice versa	
Month 5	<b>Factorisation</b>	<b>LO-2.3.4:</b> Finds factors of algebraic expressions using by various methods <b>LO-2.3.5:</b> Solves the problems of division involving factorisation of algebraic expressions	<ul style="list-style-type: none"> <li>○ Tries to measure the area of some piece of land available in the locality/school premisses</li> <li>○ Tries to measure the capacity of cup/glass/mug/bucket etc</li> </ul>
	<b>Mensuration</b>	<b>LO-4.1.5:</b> Uses earlier learnt concepts to find the area of 2-D combined shapes <b>LO-4.1.6:</b> Develops the formulae used to calculate the surface area and volume of: (a) Cube/Cuboid (b) Cylinder <b>LO-4.1.7:</b> Compares and contrasts the surface area/volume of different 2D/3D objects	
Month 6	<b>Comparing Quantities</b>	<b>LO-1.6.11:</b> Compares quantities using the concept of ratio and percentage <b>LO-1.6.15:</b> Solves the problems involving concept of ratio and percentage	<ul style="list-style-type: none"> <li>○ Discuss the need of ratio in daily life problems.</li> </ul> <p>Discuss the use of direct and inverse proportion in day-to-day life situations</p>
	<b>Direct and Inverse Proportion</b>	<b>LO-1.6.13:</b> Illustrates by giving examples of Ratio and Proportion <b>LO-1.6.14:</b> Solves simple problems involving the concept of direct and inverse proportion	
Month 7	<b>Data Handling</b>	<b>LO-5.1.3:</b> Organises data in tabular form and in frequency distribution	<ul style="list-style-type: none"> <li>○ Why there is need to make frequency and class interval.</li> <li>○ Compare the contract different types of graphs</li> </ul>

	<b>Introduction to Graphs</b>	<b>LO-5.1.5:</b> Interprets information from various charts/graphs e.g. Pictograph, Bar Chart, Histogram, Pie-chart <b>LO-5.2.3:</b> Represents data using Pictograph, Tally mark, Bar-Chart, Pie-Chart, Histogram,	
	<b>Introduction to Graphs (continue...)</b>	<b>LO-M805:</b> Locates and represents the objects (points) using Cartesian system	Represents some object by its coordinates using coordinate system (Only positive quadrant)

## Summative Assessment

<b>S.No</b>	<b>Learning outcome aligned</b>	<b>Chapter Name</b>	<b>Marks Allotted</b>
1	LO-1.4.5	Rational Numbers	7
2	LO-1.6.11, LO-1.6.15	Comparing Quantities	5
3	LO-3.1.2, LO-3.1.3	Understanding Quadrilaterals	8
4	LO-2.3.3, LO-2.5.1	Algebraic Expressions	7
5	LO-2.3.4, LO-2.3.5	Factorization	7
6	LO-4.1.5, LO-4.1.6, LO-4.1.7	Mensuration	9
7	LO-M805	Introduction to Graphs	7
<b>Total</b>			<b>50 Marks</b>

## Cognitive Level Weightage

<b>Cognitive levels</b>	<b>Total Marks</b>	<b>% Weightage (approx.)</b>
<b>CL-1: Demonstrate Knowledge and Understanding.</b> -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.	18	36%
<b>CL-2: Application of knowledge/concept.</b> - Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	10	20%
<b>CL-3: Formulate, Analyse, Evaluate and Create.</b> - Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information's, validity of ideas, or quality of work based on a set of criteria. - Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	22	44%
<b>Total</b>	<b>50</b>	<b>100</b>

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



*Class 8th*  
*(Social Science)*

## Social Science Education

Social Science is the systematic and scientific study of human societies that explores the relationship between the individual and society, social institutions, and organisations. In this NCF, 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.

### Aims:

- a) **Understanding how society functions:** Learning Social Science leads to the understanding of how societies function through the interplay of historical, geographical, social, cultural, economic, political, environmental, and other factors. Students will develop an awareness and understanding of:
  - i. Continuity and change in human civilisation and their causes and effects
  - ii. The interaction between nature, natural resources, and human beings, including the spatial and temporal patterns arising out of this interaction, its effect on human life, and the impact of human activity on nature
  - iii. The commonness and diversity among people and their practices in different societies, regions, and cultures within societies
  - iv. Various social, political, and economic institutions, their origins, functioning, and transformations over time till today.
- b) **Capacities for inquiry in Social Science:** Students will develop capacities for carrying out and applying the methods of inquiry available in Social Science, including:
  - i. Sourcing, verifying, and cross-validating evidence through multiple sources, interpreting this evidence, and constructing coherent narratives
  - ii. Recognising features of the physical world, spatial and temporal patterns, map reading, analysis, and interpretation of various interconnected concepts and processes
  - iii. Creative and critical thinking, forming informed opinions, demonstrating logical decision making, and having a problem-solving disposition.
  - iv. Collecting, organising, analysing, and representing data and information on various issues — historical, geographical, cultural, economic, environmental, and socio-political
  - v. Proposing meaningful responses to contemporary concerns of society based on these methods of inquiry

c) **Responsible human beings and contributing citizens:** *NEP 2020 states:*

“The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution”.

**Nature of Knowledge:**

- a) Evidence-based, empirical, and verifiable
- b) Social Science is often interpretive
- c) Social Science is value-laden
- d) Social inquiry
- e) Social Science is multidisciplinary and requires an interdisciplinary approach
- f) Social Science is sensitive to context

**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
<b>CG-4</b> Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	<p><b>C-4.1</b> 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</p> <p><b>C-4.2</b> Assesses the influence of social, cultural, and political institutions on an individual/ group/ community/ society in general</p>
<b>CG-5</b> 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	<p><b>C-5.1</b> 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</p> <p><b>C-5.2</b> 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>
<b>CG-6</b> 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><b>C-6.1</b> Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed</p> <p><b>C-6.2</b> <b>Identifies</b> the distribution of resources such as water, agriculture, raw materials, and services across geographies</p> <p><b>C-6.3</b> 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</p> <p><b>C-6.4</b> 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>
<b>CG-7</b> 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><b>C-7.1</b> 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</p> <p><b>C-7.2</b> 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</p> <p><b>C-7.3</b> 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>
<b>CG-8</b> Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	<p><b>C-8.1</b> 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</p> <p><b>C-8.2</b> 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</p>



	<b>C-8.3</b> Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroots level
<b>CG-9</b> Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
<b>CG-10</b> Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	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 along with the particular matter – illustratively, understands the strengths of India’s democratic traditions through its history
<b>CG-11</b> 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

**Academic Calendar cum Syllabus for Class VIII –Social Science**

Duration (Month)	Textbook	Chapter	Learning Outcomes (GG.CC.LO)* <i>The learner</i>	Suggested Activities
<p><i>* 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.</i></p>				
Month 1	Geography	Resources	<p><b>6.2.1</b> defines the concept of resources  <b>6.2.2</b> classifies different types of resources and industries based on raw materials, size and ownership etc.</p>	<ul style="list-style-type: none"> <li>Projects on conservation of resources</li> </ul>
		Land, Soil, Water, Natural Vegetation and Wildlife Resources	<p><b>6.2.3</b> locates distribution of important minerals, e.g., coal and mineral oil on the world map  <b>6.2.4</b> analyses uneven distribution of natural and human made resources on the earth  <b>6.2.5</b> justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas</p>	<ul style="list-style-type: none"> <li>Researching (Has your own place undergone any change in the land use pattern in recent years?)</li> </ul>
		Human Resources	<p><b>1.1.1</b> describes various demographic features in India.  <b>1.1.2</b> analyses factors affecting distribution of population.  <b>1.2.1</b> explains the concepts of population change, population composition etc.</p>	
Month 2	Social and Political life – III	The Indian Constitution	<p><b>8.1.1</b> Describes the concept of Constitution and its need for a country.  <b>8.2.1</b> Explains the process of formation of the Indian Constitution and describes its key features.  <b>8.2.3</b> applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation</p>	<ul style="list-style-type: none"> <li>Identify the issues in your locality where any of your fundamental right (s) is/ are infringed. Make an action plan how to address these issues.</li> </ul>

		Understanding Secularism	<p><b>8.2.2</b> Explains the concept of Secularism</p> <p><b>8.2.3</b> Describes the concept of Secularism in Indian Context.</p> <p><b>7.1.1</b> Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, cuisines, traditions, festivals, and health practices including ayurveda and yoga etc.</p>	<ul style="list-style-type: none"> <li>• Prepare posters with drawings and picture of different religious worship places and discuss their importance</li> </ul>
		Why do we need a Parliament?	<p><b>4.1.1</b> Describes the process of election to the Lok Sabha</p> <p><b>4.2.1</b> Describes the role and functions of parliament</p> <p><b>4.2.3</b> Locates one’s own Constituency on Parliamentary Constituency Map of State/ UT and names local MP</p>	<ul style="list-style-type: none"> <li>• On a constituency map of UT of J&amp;K locate your own constituency.</li> <li>• Lok Sabha mock election</li> </ul>
		Understanding laws	<p><b>4.2.4</b> Describes the process of making a law (e, g. Domestic violence Act, RTI Act, RTE Act.</p> <p><b>4.2.5</b> infers the understanding of unpopular and controversial laws</p>	<ul style="list-style-type: none"> <li>• Identify in your locality issues related to violation of educational rights and make an action plan how to address these issues to the competent authorities.</li> </ul>
Month 3	History-III	How, When and Where	<p><b>1.1.1:</b> Analyses the periodization of history of India</p> <p><b>1.1.2:</b> relates key historical developments during modern period occurring in one place with another.</p>	<ul style="list-style-type: none"> <li>• Research arguments both in support and against the periodization proposed by James Mill</li> </ul>
		From Trade To Territory-The Company Establishes Power	<p><b>3.2.1:</b> explains how the English East India Company became the most dominant power in India</p>	<ul style="list-style-type: none"> <li>• Arrange an activity in the classroom to prepare posters and charts of places of India where the East India company stayed chronologically and make research the policies how the East India Company became the most dominant power</li> </ul>
		Ruling The	<p><b>4.1.2:</b> explains the differences in the impact of colonial agrarian policies in different regions of the country like</p>	<ul style="list-style-type: none"> <li>• Make a group discussion in the classroom and Advise students to</li> </ul>

		Countryside	the ‘indigo rebellion’	Imagine you are a witness giving evidence before the indigo commission. W.S.Setonkarr asks you —On what conditions will ryots grow indigo?   What will your answer be? And write down.
		Tribals, Dikus and The Vision of a Golden Age	<b>4.1.3:</b> describes the forms of different tribal societies in the 19th century and their relationship with the environment. explains the policies of the colonial administration towards the tribal communities	<ul style="list-style-type: none"> <li>Instruct students to imagine you are a jhum cultivator living in a forest village in the 19<sup>th</sup> century and told them that the land you were born on no longer belongs to you. In a meeting with British officials you try to explain the kinds of problems you face. What would you say? And write them.</li> </ul>
Month 4	Geography	Agriculture	<p><b>9.1.1</b> describes the farm system and types of farming</p> <p>9.1.2 explains the factors affecting agriculture production.</p> <p><b>9.1.3</b> analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world.</p> <p><b>9.1.4</b> draws interrelationship between types of farming and development in different regions of the world</p>	<ul style="list-style-type: none"> <li>On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries</li> </ul>
		Industries	<p>9.1.5 Defines industry and industry system.</p> <p>9.1.6 Classifies industries on the basis of raw materials, size and ownership.</p> <p>9.1.7 Identifies factors affecting distribution of various industries.</p> <p>9.1.8 Recognises major industries found in different parts of India.</p>	<ul style="list-style-type: none"> <li>Research the factors responsible for the development of cities like Pittsburgh and Jamshedpur</li> </ul>
		Industries of Jammu, Kashmir and Ladakh	Same as for chapter “ <b>Industries</b> ” with focus of Jammu and and Kashmir	<ul style="list-style-type: none"> <li>Prepare the list of small scale industries found in your district.</li> <li>Visit any cottage industry in your area and make a list of raw</li> </ul>

				materials used in it.
Month 5	Social and Political life – III	Judiciary	<p><b>4.2.6</b> Describes the functioning of the Judicial system in India by citing some landmark cases</p> <p><b>4.2.7</b> Explains the concept of Independent Judiciary with appropriate examples.</p> <p><b>4.2.8</b> Describes the structure of courts in India.</p> <p><b>4.2.7</b> Appreciates the Indian judicial system by quoting suitable landmark decisions.</p>	<ul style="list-style-type: none"> <li>Arrange an activity in the classroom to prepare charts reflecting the Hierarchy of the Indian judicial system</li> </ul>
		Understanding Marginalisation	<p><b>5.1.1</b> Describes the concept of marginalisation</p> <p><b>5.1.2</b> Identifies marginalised sections in the society.</p> <p><b>5.1.3</b> Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region</p>	<ul style="list-style-type: none"> <li>Conduct group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections.</li> </ul>
		Confronting Marginalisation	<p><b>5.2.1</b> Identifies efforts (being) made at different levels to ensure equity, inclusion, and justice.</p> <p><b>5.2.2.</b> Appreciates efforts made to address issues of marginalised community.</p>	<ul style="list-style-type: none"> <li>Visit your locality and conduct a survey of any marginalised group regarding their hardships and prepare a report to suggest possible remedies</li> </ul>
		Public Facilities	<p><b>11.1.1</b> Identifies the role of Govt. in providing public facilities such as water/ Sanitation/Road/ Electricity/etc. and recognizes their availability</p>	<ul style="list-style-type: none"> <li>Identify and enlist deficient public facilities of your locality and prepare a 'Representation' to address these issues to the competent authority.</li> </ul>
		Law and Social Justice	<p><b>0.0.2</b> identifies the role of law in ensuring social justice</p> <p><b>0.0.3</b> Describes the role of law s in protecting environment</p>	Visit to the local market and interact with different shopkeepers to understand producer- consumer relationship.
		Social Exclusion and Inclusive Policy in Jammu and Kashmir	<p><b>5.2.3</b> Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region.</p>	Collect pictures and posters of specially abled achievers from different spheres who made their valuable contribution for the betterment of the nation.

<b>Barter and Money, Bank and Investment 7 insurance and Tax</b>			<b>Non-Evaluative</b>	
<b>Month 6</b>	<b>History-III</b>	When People Rebel 1857 and After	Lists the forgotten heroes of the revolt of 1857. <b>11.1.2</b> Explains the origin, nature and spread of the revolt of 1857. <b>11.1.3</b> Explains the lessons we learned from the revolt of 1857.	Develop a project on social, economic, political, religious and immediate causes of revolt of 1857.
		Civilizing the Native, Educating the Nation	<b>11.1.4:</b> Explains the institutionalisation of the new education system in India	Divide the students into two groups as ‘Orientalists and Westernists’ and each group shall highlight the importance of institutionalization of education system which they want to introduce.
		Women, Caste and Reforms	<b>4.2.9:</b> Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829. Child marriage Restraint Act,1929 etc.
<b>Month 7</b>	<b>History-III</b>	The Making of the National Movement: 1870s – 1947	<b>11.1.5</b> Outlines the course of the Indian national movement from the 1870s till Independence analyses the significant developments in the process of nation building	Organize open demonstrations in the premises of school to highlight the nature and importance of Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement etc. during the course of the Indian national movement.
		Formation of Erstwhile Jammu and Kashmir State and the Dogra Rule	<b>11.1.6</b> Identifies the contribution of Dogra rule. <b>11.1.7</b> Outlines the formation of erstwhile Jammu and Kashmir State	Organize a Quiz Programme among different groups of students on formation of J&K state viz, socio economic and cultural etc. development under Dogra rule

*Summative Assessment Content (Social Science-VIII)*

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

**QUESTION PAPER DESIGN CLASS 8<sup>th</sup>**

Question Format		Marks per question	Cognitive Levels	Total Questions	Marks
<b>Selected Response Questions</b>	Multiple Choice Questions (MCQs)	1 Mark	CL-1	4	4
			CL-2	Nil	<b>Nil</b>
			CL-3	3	<b>3</b>
			<b>Total</b>	<b>7</b>	<b>7</b>
	Case Based/Data Based Multiple Choice Questions (CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	<b>1</b>
			CL-3	1	<b>1</b>
			<b>Total</b>	<b>3</b>	<b>3</b>
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	Nil	Nil
			CL-2	2	<b>2</b>
			CL-3	1	<b>1</b>
			<b>Total</b>	<b>3</b>	<b>3</b>
<b>Constructed Response Questions</b>	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	1	<b>2</b>
			CL-3	3	<b>6</b>
			<b>Total</b>	<b>6</b>	<b>12</b>
	Short Answer Questions (SAQs)	3 Marks	CL-1	3	9
			CL-2	Nil	<b>Nil</b>
			CL-3	2	<b>6</b>
			<b>Total</b>	<b>5</b>	<b>15</b>
	Long Answer Questions (LAQs) with internal choice	5 Marks	CL-1		
			CL-2	1	<b>5</b>
			CL-3	1	<b>5</b>
			<b>Total</b>	<b>2</b>	<b>10</b>
<b>Total Summative Assessment Marks</b>					<b>50</b>





*Class 8th*  
*(Hindi)*

## कक्षा :-आठवीं

### पाठ्यचर्या संबंधी लक्ष्य:-

#### CG-1:-

विभिन्न प्रकार के पाठों (कहानियों, कविताओं, नाटकों के अंश, निबंध, लेख, समाचार रिपोर्ट) के साथ जुड़ कर स्वतंत्र पढ़ने की समझ और सारांश कौशल विकसित करता है और किताबें पढ़ने में रुचि दिखाता है।

#### CG-2

विचारों, भावनाओं और सामाजिक घटनाओं के अनुभवों उदाहरण के लिए गांव के मेले, त्योहार, अवसर के बारे में लिखने की क्षमता प्राप्त करता है।

#### CG-3

प्रश्न पूछने, विश्लेषण करने और उत्तर देने के लिए भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है।

#### CG-4

विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करते हैं।

## वार्षिक पंचांग सह सिलेबस /शैक्षिक कैलंडर सह सिलेबस

### 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 के पुस्तकों को चुनने और पढ़ने में रुचि दिखाता है।

#### C-2.1

लेखन रणनीतियों का उपयोग करता है जैसे विचारों को अनुक्रमित करना, शीर्षकों या उप शीर्षकों की पहचान करना, और स्पष्ट शुरुआत, अंत और पैराग्राफ बनाना।

C-2.2 अपने परिवेश के विभिन्न पहलुओं पर अनुभवों, भावनाओं और आलोचकों को लेखन में अभिव्यक्त करता है।

#### 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।

#### C-4.1

साहित्य के विभिन्न रूपों (गद्य, कविता, नाटक के नमूने) की पहचान और सराहना करता है।

#### C-4.2

विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके, अलंकार, रूपक, उपमा, मानवीकरण, अतिशयोक्ति, अनुप्रास और साहित्यिक उपकरणों की पहचान करता है।

C-5.1 अपने लेखन में उचित व्याकरण और संरचना का उपयोग करते हैं।

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 समझते हैं।

C- 6.2 भाषण और लेखन को अधिक रोचक और आनंददायक बनाने के लिए भाषा में यमक, छंद,

CG-5

बुनियादी भाषाई पहलू शब्द और वाक्य संरचना को पहचानने की क्षमता विकसित करना और उन्हें मौखिक और लिखित अभिव्यक्ति में उपयोग करना।

CG-6

भाषा की विशिष्ट विशेषताओंकी संरचना विकसित करें जिसमें इसकी वर्णमाला और लिपी,ध्वनि,छंद, वाक्य और भाषा के लिए आदित्य, अन्यशब्द खेल और खेल शामिल हैं।

अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्न होना।

C-6.3 भाषा के कुछ प्रमुख शब्द खेलों से परिचित हो जाते हैं, (उदाहरण के लिए, विलोम पद,अध्यायक्षरकाविपर्यय, वर्ग-पहेली, बिना अक्षर या ध्वनि वाले वाक्य, पहेलियाँ, चुटकुले, अंताक्षरी इत्यादि)।

## सीखनेकेपरिणाम

### C-1.1.1

1. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरतेहैं।
2. पाठोंमेंमूलध्वनि, औरविषयकाअनुमानलगानेकेलिएसाहित्यिकउपकरणोंकाउपयोगकरतेहैं।
3. गहरीसमझकेलिएपाठमेंपढीगईसामग्रीपरचिंतनकरतेहुएबेहतरसमझकेलिएप्रश्नपूछतेहैं।
4. विभिन्नसमझरणनीतियोंकामूल्यांकनवतुलनाकरकेपाठकोसमझनेकाप्रयास करते हैं।

### C-1.2.2

1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔरसमर्थनविवरणोंकीपहचानकरतेहैं।
2. गैर-कथात्मकपाठोंसेजटिलविचारोंकासंक्षेपणकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययनकरतेहैं।
3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेकेउपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं।

### C-1.3.3

1. विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनकरताहै।
2. विभिन्नपाठोंकीमुख्यबातेंसमझताऔरउनकाअनुमानलगाकरअपनेविचारव्यक्तकरताहै।
3. पाठकीदिशाकोसमझताहैऔरपाठकेपरिणामपरचर्चाकरताहै।
4. स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनुमानलगाकरअपनेविचारकोसमझताऔरसहीतरीकेसेव्यक्त करता है।

### C-1.4.4

1. नईसाहित्यिकशैलियोंकाअध्ययनकरताहै।
2. कक्षामेंसाथियोंकेसाथकिसीरचनाकोसमझकरउसपरचर्चाकरताहै।
3. पुस्तककेसांस्कृतिक, ऐतिहासिक, औरसामाजिकसंदर्भकाअध्ययनकरनेकेबादउसपरबातचीत करता है।

### C-2.1.1

1. एकअनुच्छेदयानिबंधमेंविचारोंकोसंगठितकरप्रस्तुतकरताहै।
2. कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयासकरताहै।
3. प्रेरकनिबंधलिखकरउसमेंक्रमबद्धताकाउपयोग करता है।

### C-2.2.2

1. सामाजिकमुद्दोंपरअपनेविचारलिखताहै।
2. किताबकीकिसीरचनाकाविश्लेषणकरउसकीचर्चाकरताहै।
3. समुदायकीगतिविधियोंकीसमीक्षाकरउसकेसाथजुड़ेसंवेदनशीलमुद्दोंपरचिंतनयाबातचीत करता है।

### C-3.1.1

1. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपककेउपयोगोंकातुलनात्मकविश्लेषणकरताहै।
2. पात्रोंऔरपरिस्थितियोंकोविकसितकरनेमेंउसकीभूमिकाकोध्यानमेंरखतेहुएसाहित्यमेंव्यक्तिकर्णकामूल्यांकनकरताहै।
3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलियाँबनातेऔर हल करतेहैं।

### C-4.1.1

1. एककाल्पनिककिताबकीकथाविकासकीसमीक्षाकरताहै।
2. छात्र साहित्यकेविभिन्न रूपोंकीपहचान करते हैं और उनकी सराहना करते हैं, जैसे गद्य, कविता, और नाटक के नमूने।

3. छात्र विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके उपमा, रूपक, मानवीकरण अलंकार, अतिशयोक्ति और अनुप्रास जैसे साहित्यिक उपकरणों की पहचान करते हैं।

#### C-4.2.2

1. छात्र साहित्यिक रचनात्मकता को विकसित करके अपने विचारों को स्पष्टता से व्यक्त कर सकने में सक्षम हो जाते हैं।

2. रचनात्मक विकास: छात्र साहित्य के उपकरणों और रूपों के प्रयोग के माध्यम से अपनी रचनात्मकता को विकसित कर सकते हैं और अपने विचारों को स्पष्टता से व्यक्त कर सकते हैं।

3. साहित्य के प्रभाव का विश्लेषण: छात्र समझ सकते हैं कि साहित्य के विभिन्न रूप और उपकरण किस प्रकार सामाजिक, सांस्कृतिक, और मनोवैज्ञानिक प्रभाव डालते हैं।

#### C-5.1.1

1. छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे।

2. उनमें वाक्य संरचना, वाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी।

3. छात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यवसायिक रूप से अपने विचारों को व्यक्त कर सकेंगे, जो कि उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।

4. समस्याओं का स्वतंत्र रूप से समाधान करने के लिए कौशल के उन्नत सिद्धांतों को संक्षेपित करने में सक्षम होते हैं।

#### C-6.1.1

1. छात्र विभिन्न संदर्भों में स्वर उच्चारण परिवर्तन के नियमों का अन्वेषण कर उनको समझता है (उदाहरण के लिए, स्वर संक्षेपण)।

2. भाषाओं के बीच स्वर ध्वनियों और ध्वनिक चिह्नों की तुलना और विस्तार करता है।

3. विभिन्न स्वर ध्वनियों का उपयोग करके उच्चारण और वाक्य संरचनाओं का प्रभावी रूप से अनुवाद करता है।

#### C-6.2.2

1. मनोरंजन या प्रेरणात्मक उद्देश्यों के लिए यमक, छंद, और अनुप्रास को समाहित करने और प्रस्तुत करने के लिए छोटी प्रस्तुतियों को विकसित करता है।

2. अधिकजटिल शब्द- खेल बनाता है, एकमात्र लेख में कई साहित्यिक उपकरणों को समाहित करता है।

3. साहित्य में शब्द खेलों का उपयोग मूल्यांकन करता है, जो ध्वनि, भावना, और विषय पर प्रभाव डालते हैं।

4. सहयोगियों के साथ मिलकर यमक, छंद, और अनुप्रास अलंकारों का उपयोग करके कविता बनाने और प्रस्तुत करने में सहायक होता है।

#### C-6.3.3

1. विभिन्न शब्द- खेलों की संरचना का विश्लेषण करता है, समस्याओं के हल के लिए रणनीतियों की पहचान करता है।

2. अपनी श्रेणी स्तर के लिए उपयुक्त शब्दावली का उपयोग करके चुनौती पूर्ण विलोम अक्षर और क्रॉसवर्ड बनाता और हल करता है।

3. मूल-शब्द खेलों का निर्माण कर उन्हें प्रस्तुत करता है।

4. सहयोगियों के साथ मिलकर अपने स्कूल या समुदाय के लिए शब्द-खेल प्रतियोगिता में शामिल होता है।

समयअवधि	विषय -उपविषय	पाठयचर्यासम्बन्धीलक्ष्य	योग्यता/क्षमता	सीखनेकेपरिणाम	प्रस्तावितशिक्षाविधि
पहला महीना	पाठ १: ध्वनि (कविता)	CG-1	C-1.1	C-1.1.1 1. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरतेहैं। 2. पाठोंमेंमूलध्वनि, औरविषयकाअनुमानलगानेकेलिएसाहित्यिकउपकरणोंकाउपयोगकरतेहैं। 3. गहरीसमझकेलिएपाठमेंपढीगईसामग्रीपरचिंतनकरतेहुएबेहतरसमझकेलिएप्रश्रुपूछतेहैं।	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेकेलिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्त्वताकोसमझायाजासकताहै।  2. पाठोंमेंमूलध्वनि, औरविषयकाअनुमानलगानेकेलिए, कहानियों, कविताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है।
	पाठ २: लाखकीचूड़ियां		C-3.1	4. विभिन्नसमझरणनीतियोंकामूल्यांकनवतुलनाकरकेपाठकोसमझनेकाप्रयास करतेहैं। C-3.1.1 1. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपककेउपयोगोंकातुलनात्मकविश्लेषणकरताहै। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरनेमेंउसकीभूमिकाकोध्यानमेंरखतेहुएसाहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरताहै। 3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्वकरणकाउपयोगकरतेहुएमौलिकपहेलियाँबनातेऔर हल करतेहैं।	
	पाठ ३: अपराजिता • संज्ञाकीपरिभाषा और भेद उदाहरण सहित लिखो, विलोम शब्द, अर्थ तथा प्रयोग। • औपचारिक पत्र। • मेले हमारी सभ्यता और संस्कृति का प्रदर्शन करते हैं, इसी के संदर्भ में किसी मेले का वर्णन कीजिये?	CG-3 CG-5	C-5.1	C-5.1.1 1. छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे।	

				<p>2.उनमें वाक्य संरचना, वाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी।</p> <p>3.छात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।</p> <p>4.समस्याओंकास्वतंत्ररूपसेसमाधानकरनेकेलिएकौशलकेउन्नतसिद्धांतोंकोसंक्षेपितकरनेमेंसक्षमहोतेहैं।</p>	
दूसरा महीना	<p>पाठ४: दीवानों की हस्ती</p> <p>पाठ५: चिट्ठियों की अनूठी दुनिया</p> <ul style="list-style-type: none"> <li>• सर्वनामकी परिभाषा और उसके भेद, पर्यायवाची शब्द।</li> <li>• निबंध: नदियों को प्रदुषित करता मानव ने अपने जीवन पर खतरा बढ़ा दिया है, इस विचार से आप सहमत हैं या नहीं? तर्क सहित लिखे।</li> <li>• ओपचारिक/अनौपचारिकपत्र।</li> </ul>	<p>CG-1</p> <p>CG-2</p> <p>CG-6</p>	<p>C-1.1</p> <p>C-2.1</p> <p>C-6.1</p>	<p>C-1.1.1</p> <p>1. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरतेहैं।</p> <p>2. पाठोंमेंमूलध्वनि, औरविषयकाअनुमानलगानेकेलिएसाहित्यिकउपकरणोंकाउपयोगकरतेहैं।</p> <p>3. गहरीसमझकेलिएपाठमेंपढ़ीगईसामग्रीपरचिंतनकरतेहुएबेहतरसमझकेलिएप्रश्नपूछतेहैं।</p> <p>4. विभिन्नसमझरणनीतियोंकामूल्यांकनवतुलनाकरकेपाठकोसमझनेकाप्रयास करते हैं।</p> <p>C-2.1.1</p> <p>1. एकअनुच्छेदयानिबंधमेंविचारोंकोसंगठितकरप्रस्तुतकरताहै।</p> <p>2. कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयास करताहै।</p> <p>3.प्रेरकनिबंधलिखकरउसमेंक्रमबद्धता</p>	<p>सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके लिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्त्वताकोसमझायाजासकताहै।</p> <p>पाठोंमेंमूड, ध्वनि, औरविषयकाअनुमानलगानेकेलिए, कहानियों, कविताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है।</p> <p>कविताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्मकविश्लेषणकरके, छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेके लिएउनकीप्रभावशीलतापरविचारकरनेकेलिएप्रेरित कियाजासकताहै।</p> <p>साहित्यमेंव्यक्तिकीकरणकामूल्यांकनकरनेकेलिए, छात्रोंकोपात्रोंऔरपरिस्थितियोंकोविकसितकरनेकेमहत्त्वकोसमझानेऔरउसकीभूमिकाकोध्यानमेंरखनेके लिएप्रेरितकियाजासकताहै।</p> <p>व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए, छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रेरितकिया जा सकता है।</p>

				<p>का उपयोग करता है।</p> <p>C-6.1.1</p> <p>1. छात्र विभिन्न संदर्भों में स्वर उच्चारण परिवर्तन के नियमों का अन्वेषण कर उनको समझता है (उदाहरण के लिए, स्वर संक्षेपण)।</p> <p>2. भाषाओं के बीच स्वर ध्वनियों और ध्वनिक चिहनों की तुलना और विस्तार करता है।</p> <p>3. विभिन्न स्वर ध्वनियों का उपयोग करके उच्चारण और वाक्य संरचनाओं का प्रभावी रूप से अनुवाद करता है।</p>	<p>छात्रों को सहयोगियों के साथ मिलकर यमक, छंद, और अनुप्रास का उपयोग करने के लिए प्रहसन या कविता बनाने और प्रस्तुत करने के लिए साथ में काम करने का अभ्यास कराएं।</p>
तीसरा महीना	<p>पाठ ६: भगवान के डाकिए</p> <p>पाठ ७: प्लास्टिक जनित प्रदूषण</p> <p>पाठ ८: क्या निराश हुआ जाए?</p> <p>1) क्रिया की परिभाषा और भेद उदाहरण सहित, विलोम शब्द, अपठित गद्यांश।</p> <p>2) निबंध:- तथ्य तर्कों के आधार पर लिखें।</p> <p>3) औपचारिक और अनौपचारिक पत्र।</p>	<p>CG-1</p> <p>CG-2</p> <p>CG-6</p>	<p>C-1.1</p> <p>C-1.4</p> <p>C-2.1</p> <p>C-6.1</p>	<p>C-1.1.1.</p> <p>1. सूत्रों की विश्वसनीयता और प्रतिष्ठा का मूल्यांकन करते हैं।</p> <p>2. पाठों में मूल ध्वनि, और विषय का अनुमान लगाने के लिए साहित्यिक उपकरणों का उपयोग करते हैं।</p> <p>3. गहरी समझ के लिए पाठ में पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।</p> <p>4. विभिन्न समझरण नीतियों का मूल्यांकन व तुलना करके पाठ को समझने का प्रयास करते हैं।</p> <p>C-1.4.4</p> <p>1. नई साहित्यिक शैलियों का अध्ययन करता है।</p> <p>2. कक्षा में साथियों के साथ किसी रचना को समझकर उस पर चर्चा करता है।</p> <p>3. पुस्तक के सांस्कृतिक, ऐतिहासिक, और सामाजिक संदर्भ का अध्ययन करने के बाद उस पर बातचीत करता है।</p> <p>C-2.1.1</p> <p>1.</p>	<p>सूत्रों की विश्वसनीयता और प्रतिष्ठा का मूल्यांकन करने के लिए,</p> <p>छात्रों को विभिन्न उदाहरणों के माध्यम से सूत्रों की महत्ता को समझाया जा सकता है।</p> <p>पाठों में मूड, ध्वनि, और विषय का अनुमान लगाने के लिए, कहानियों, कविताओं, या अन्य साहित्यिक टेक्स्ट का उपयोग किया जा सकता है।</p> <p>ध्वनिक नियमों को समझने के लिए छात्रों को वर्णमाला की मदद से विभिन्न ध्वनियों का अभ्यास कराएं।</p> <p>छात्रों को सहयोगियों के साथ मिलकर यमक, छंद, और अनुप्रास का उपयोग करने के लिए प्रहसन या कविता बनाने और प्रस्तुत करने के लिए साथ में काम करने का अभ्यास कराएं।</p>



				<p>एक अनुच्छेद या निबंध में विचारों को संगठित कर प्रस्तुत करता है।</p> <p>2. कहानी को अपने शब्दों में लिखने का प्रयास करता है।</p> <p>3. प्रेरक निबंध लिख कर उस में क्रमबद्धता का उपयोग करता है।</p> <p>C-6.1.1</p> <p>1. छात्र विभिन्न संदर्भों में स्वर उच्चारण परिवर्तन के नियमों का अन्वेषण कर उनको समझता है (उदाहरण के लिए, स्वर संक्षेपण)।</p> <p>2. भाषाओं के बीच स्वर ध्वनियों और ध्वनिक चिहनों की तुलना और विस्तार करता है।</p> <p>3. विभिन्न स्वर ध्वनियों का उपयोग करके उच्चारण और वाक्य संरचनाओं का प्रभावी रूप से अनुवाद करता है।</p>	
चौथा महीना	<p>पाठ ९: कामचोर</p> <p>पाठ २०: जीवन नहीं मरा करता</p> <p>पाठ ९९: जब सिनेमा ने बोलना सीखा</p> <p>1) अनेक शब्दों के लिए एक शब्द, 2) मुहावरे व लोकोक्तियां 3) सामाजिक पहलुओं पर आधारित निबंध। 4) औपचारिक/अनौपचारिक पत्र।</p>	<p>CG-2</p> <p>CG-3</p> <p>CG-6</p> <p>CG-1</p> <p>CG-4</p>	<p>C-2.2</p> <p>C-2.1</p> <p>C-3.1</p> <p>C-6.3</p> <p>C-4.2</p> <p>C-1.2</p>	<p>C-2.1.1</p> <p>1. एक अनुच्छेद या निबंध में विचारों को संगठित कर प्रस्तुत करता है।</p> <p>2. कहानी को अपने शब्दों में लिखने का प्रयास करता है।</p> <p>3. प्रेरक निबंध लिख कर उस में क्रमबद्धता का उपयोग करता है।</p> <p>C-2.2.2</p> <p>1. सामाजिक मुद्दों पर अपने विचार लिखता है।</p> <p>2. किताब की किसी रचना का विश्लेषण कर उसकी चर्चा करता है।</p> <p>3.</p>	<p>सामाजिक मुद्दों पर अपने विचार लिखने के लिए, छात्रों को सामाजिक विषयों पर अच्छे से अध्ययन करके और उन्हें विश्लेषित करके उनके विचारों को व्यक्त करने के लिए प्रेरित किया जा सकता है।</p> <p>किताब की किसी रचना का विश्लेषण कर उसकी चर्चा करने के लिए, छात्रों को रचना के मुख्य प्रसंगों को समझने और उनके विचारों को व्यक्त करने के लिए प्रेरित किया जा सकता है। कथा विकास और गति का समीक्षा करने के लिए किसी कहानी के प्रमुख किरदारों के विचारों और कार्यों का विश्लेषण करें।</p> <p>ध्वनिक नियमों को समझाने के लिए छात्रों को वर्णमाला की मदद से विभिन्न ध्वनियों का अभ्यास कराएं।</p>

			<p>समुदायकीगतिविधियोंकीसमीक्षाकरउ सकेसाथजुड़ेसंवेदनशीलमुद्दोंपरचिंतन याबातचीत करता है।</p> <p>C-3.1.1</p> <ol style="list-style-type: none"> <li>1. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपक केउपयोगोंकातुलनात्मकविश्लेषणकरता है।</li> <li>2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने मेंउसकीभूमिकाकोध्यानमेंरखतेहुएसा हित्यमेंव्यक्तिवीकरणकामूल्यांकनकर ताहै।</li> <li>3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँबनातेऔर हल करतेहैं।</li> </ol> <p>C-6.3.3</p> <ol style="list-style-type: none"> <li>1. विभिन्नशब्द- खेलोंकीसंरचनाकाविश्लेषणकरताहै, समस्याओंकेहलकेलिएरणनीतियोंकीपह चानकरताहै।</li> <li>2. अपनीश्रेणीस्तरकेलिएउपयुक्तशब्दावली काउपयोगकरकेचुनौतीपूर्णविलोमअक्षर औरक्रॉसवर्डबनाताऔरहलकरताहै।</li> <li>3. मूल - शब्दखेलोंकानिर्माणकरउन्हेंप्रस्तुतकरता है।</li> <li>4. सहयोगियोंकेसाथमिलकरअपनेस्कूलया समुदायकेलिएशब्द- खेलप्रतियोगितामेंशामिलहोताहै।</li> </ol> <p>C-4.2.2</p> <ol style="list-style-type: none"> <li>1. छात्र साहित्यिक रचनात्मकता को</li> </ol>	<p>छात्रोंकोसमस्याओंकेहलकेलिएरणनीतियोंकीपहचा नकरनेऔरउन्हेंशब्द- खेलोंकेमाध्यमसेप्रस्तुतकरनेकेलिएसमूहमेंकामकरने का अभ्यास कराएं।</p>
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				<p>विकसित करके अपने विचारों को स्पष्टता से व्यक्त कर सकनेमेंसक्षमहोजातेहैं।</p> <p>2. रचनात्मक विकास: छात्र साहित्य के उपकरणों और रूपों के प्रयोग के माध्यम से अपनी रचनात्मकता को विकसित कर सकते हैं और अपने विचारों को स्पष्टता से व्यक्त कर सकते हैं।</p> <p>3.साहित्य के प्रभाव का विश्लेषण: छात्र समझ सकते हैं कि साहित्य के विभिन्न रूप और उपकरण किस प्रकार सामाजिक, सांस्कृतिक, और मनोवैज्ञानिक प्रभाव डालते हैं।</p> <p>C-1.2.2</p> <p>1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔर समर्थनविवरणोंकीपहचानकरतेहैं।</p> <p>2. गैर-कथात्मकपाठोंसेजटिलविचारोंकासंक्षेपणकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययन करतेहैं।</p> <p>3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेके उपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं।</p>	
पाँचवां महीना	<p>पाठ १२: जहां पहिया है</p> <p>पाठ १३: अकबरी लोटा</p> <p>1)विशेषण की परिभाषा तथा भेद उदाहरण सहित।</p> <p>2)पारिवारिक निबंध</p> <p>3) ओपचारिक/अनौपचारिक पत्र</p>	<p>CG-1</p> <p>CG-2</p>	<p>C-1.2</p> <p>C-1.3</p>	<p>C-1.2.2</p> <p>1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔर समर्थनविवरणोंकीपहचानकरतेहैं।</p> <p>2. गैर-कथात्मकपाठोंसेजटिलविचारोंकासंक्षेपणकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययन</p>	<p>पाठकीसंरचनाकोसमझानेकेलिए, छात्रोंकोमुख्यबिंदुओंकोपहचाननेऔरसमर्थनविवरणों कोखोजनेकेलिएपाठकोविश्लेषणकरनेकेलिएप्रेरितकियाजासकताहै।</p> <p>गैर-कथात्मकपाठोंसेजटिलविचारोंकोसंक्षेपितकरनेकेलिए, छात्रोंकोमुख्यतर्कऔरप्रमाणकोपहचाननेऔरउन्हेंगह</p>

		CG-3		करते हैं। 3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेकेउपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं।	राईसेअध्ययनकरनेकेलिएप्रोत्साहितकिया जा सकता है
		CG-5	C-1.4	C-1.3.3 1. विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनकरताहै।	ध्वनिकनियमोंकोसमझानेकेलिएछात्रोंकोवर्णमालाकीमददसेविभिन्नध्वनियोंका अभ्यास कराएं।
			C-2..2	2. विभिन्नपाठोंकीमुख्यबातेंसमझताऔरउनकाअनुमानलगाकरअपनेविचारव्यक्त करताहै।	
			C-3.1	3. पाठकीदिशाकोसमझताहैऔरपाठकेपरिणामपरचर्चाकरताहै। 4. स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनुमानलगाकरअपनेविचारकोसमझताऔरसहीतरीकेसेव्यक्त करता है।	
			C-5.1	C-1.4.4 1. नईसाहित्यिकशैलियोंकाअध्ययनकरता है। 2. कक्षामेंसाथियोंकेसाथकिसीरचनाकोसमझकरउसपरचर्चाकरताहै। 3. पुस्तककेसांस्कृतिक, ऐतिहासिक, औरसामाजिकसंदर्भकाअध्ययनकरनेकेबादउसपरबातचीत करता है।	
				C-2.2.2 1. सामाजिकमुद्दोंपरअपनेविचारलिखताहै। 2. किताबकीकिसीरचनाकाविश्लेषणकरउसकीचर्चाकरताहै।	

3. समुदायकी गतिविधियों की समीक्षा कर उ सके साथ जुड़े संवेदनशील मुद्दों पर चिंतन या बातचीत करता है।

C-3.1.1

1. कविता और प्रस्तुतियों में उपमा और रूपक के उपयोगों का तुलनात्मक विश्लेषण करता है।

2. पात्रों और परिस्थितियों को विकसित करने में उसकी भूमिका को ध्यान में रखते हुए साहित्य में व्यक्तित्वीकरण का मूल्यांकन करता है।

3. व्याख्यात्मक उपकरणों जैसे कि रूपक, व्यक्तित्वकरण का उपयोग करते हुए मौलिक पहलियाँ बनाते और हल करते हैं।

C-5.1.1

1. छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे।

2. उनमें वाक्य संरचना, वाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी।

3. छात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यवसायिक रूप से अपने विचारों को व्यक्त कर सकेंगे, जो कि उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।

छठा महीना	पाठ ९४: ओ नभ के मंडराते बादल पाठ १५: प्रेमचंद पाठ १६: बाज और सांप 1) वाक्य और उसके भेद 2) विराम चिन्ह। प्रदूषण, व आर्थिक समस्या से संबंधित निबंध लिखें। ओपचारिक पत्र/अनौपचारिक पत्र।	CG-1	C-1.1	C-1.1.1 1. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरतेहैं। 2. पाठोंमेंमूलध्वनि, औरविषयकाअनुमानलगानेकेलिएसाहित्यिकउपकरणोंकाउपयोगकरतेहैं। 3. गहरीसमझकेलिएपाठमेंपढीगईसामग्रीपरचिंतनकरतेहुएबेहतरसमझकेलिएप्रश्नपूछतेहैं। 4. विभिन्नसमझरणनीतियोंकामूल्यांकनवतुलनाकरकेपाठकोसमझनेकाप्रयासकरतेहैं।	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेकेलिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्त्वताकोसमझायाजासकताहै।  पाठोंमेंमूड, ध्वनि, औरविषयकाअनुमानलगानेकेलिए, कहानियों, कविताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है।
	CG-3	C-1.3	4. विभिन्नसमझरणनीतियोंकामूल्यांकनवतुलनाकरकेपाठकोसमझनेकाप्रयासकरतेहैं। C-1.3.3 1. विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनकरताहै। 2. विभिन्नपाठोंकीमुख्यबातेंसमझताऔरउनकाअनुमानलगाकरअपनेविचारव्यक्तकरताहै।	कथाविकासऔरगतिासमीक्षाकरनेकेलिएकिसीकहानीकेप्रमुखकिरदारोंकेविचारोंऔरकार्योंका विश्लेषण करें।  कविताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्मकविश्लेषणकरके, छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेकेलिएउनकीप्रभावशीलतापरविचारकरनेकेलिएप्रेरितकियाजासकताहै।	
	CG-5	C-3.1	3. पाठकीदिशाकोसमझताहैऔरपाठकेपरिणामपरचर्चाकरताहै। 4. स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनुमानलगाकरअपनेविचारकोसमझताऔरसहीतरीकेसेव्यक्त करता है।	. साहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरनेकेलिए, छात्रोंकोपात्रोंऔरपरिस्थितियोंकोविकसितकरनेकेमहत्त्वकोसमझानेऔरउसकीभूमिकाकोअध्ययनमेंरखनेकेलिएप्रेरितकियाजासकताहै। . व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए, छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रेरितकिया जा सकता है।	
		C-5.1	C-3.1.1 1. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपककेउपयोगोंकातुलनात्मकविश्लेषणकरताहै। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने		

				<p>में उसकी भूमिका को ध्यान में रखते हुए साहित्य में व्यक्तित्वीकरण का मूल्यांकन करता है।</p> <p>3. व्याख्यात्मक उपकरणों जैसे कि रूपक, व्यक्तित्वकरण का उपयोग करते हुए मौलिक पहलियाँ बनाते और हल करते हैं।</p> <p>C-5.1.1</p> <p>1. छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे।</p> <p>2. उनमें वाक्य संरचना, वाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी।</p> <p>3. छात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यावसायिक रूप से अपने विचारों को व्यक्त कर सकेंगे, जो कि उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।</p> <p>4. समस्याओं का स्वतंत्र रूप से समाधान करने के लिए कौशल के उन्नत सिद्धांतों को संक्षेपित करने में सक्षम होते हैं।</p>	
सातवाँ महीना	<p>पाठ ९७: टोपी</p> <p>पाठ १८: सूरदास के पद</p> <p>पाठ १९: सुदामा चरित बेरोजगारी व विज्ञान की समस्या पर आधारित निबंध अनौपचारिक पत्र।</p>	<p>CG-1</p> <p>CG-2</p>	<p>C1.2</p> <p>C2.1</p>	<p>C-1.2.2</p> <p>1. पाठ की संरचना करते हुए मुख्य बिंदुओं और समर्थन विवरणों की पहचान करते हैं।</p> <p>2. गैर-कथात्मक पाठों से जटिल विचारों का संक्षेपण करके, मुख्य तर्क और प्रमाण का गहराई से अध्ययन करते हैं।</p> <p>3. लेखक के दृष्टिकोण को समझने और जानने के उपरांत उसमें छुपे सामाजिक मूल्यों पर च</p>	<p>सूत्रों की विश्वसनीयता और प्रतिष्ठा का मूल्यांकन करने के लिए, छात्रों को विभिन्न उदाहरणों के माध्यम से सूत्रों की महत्ता को समझाया जा सकता है।</p> <p>पाठों में मूड, ध्वनि, और विषय का अनुमान लगाने के लिए, कहानियों, कविताओं, या अन्य साहित्यिक टेक्स्ट का उपयोग किया जा सकता है।</p> <p>कविता और प्रस्तुतियों में उपमा और रूपकों का तुलनात्मक</p>

		CG-3	C-3.1	<p>र्चा करते हैं।</p> <p>C-2.1.1</p> <ol style="list-style-type: none"> <li>1. एक अनुच्छेद या निबंध में विचारों को संगठित कर प्रस्तुत करता है।</li> <li>2. कहानी को अपने शब्दों में लिखने का प्रयास करता है।</li> <li>3. प्रेरक निबंध लिख कर उसमें क्रमबद्धता का उपयोग करता है।</li> </ol>	<p>कविश्लेषण करके, छात्रों को उनके अर्थ को संवहनशीलता में प्रस्तुत करने के लिए उनकी प्रभावशीलता पर विचार करने के लिए प्रेरित किया जा सकता है। साहित्य में व्यक्तित्वीकरण का मूल्यांकन करने के लिए, छात्रों को पात्रों और परिस्थितियों को विकसित करने के महत्व को समझाने और उसकी भूमिका को ध्यान में रखने के लिए प्रेरित किया जा सकता है।</p>
		CG-4	CG-4.1	<p>C-3.1.1</p> <ol style="list-style-type: none"> <li>1. कविता और प्रस्तुतियों में उपमा और रूपक के उपयोगों का तुलनात्मक विश्लेषण करता है।</li> <li>2. पात्रों और परिस्थितियों को विकसित करने में उसकी भूमिका को ध्यान में रखते हुए साहित्य में व्यक्तित्वीकरण का मूल्यांकन करता है।</li> <li>3. व्याख्यात्मक उपकरणों जैसे कि रूपक, व्यक्तित्व करण का उपयोग करते हुए मौलिक पहेलियाँ बनाते और हल करते हैं।</li> </ol> <p>C-4.1.1</p> <ol style="list-style-type: none"> <li>1. एक काल्पनिक किताब की कथा विकास की समीक्षा करता है।</li> <li>2. छात्र साहित्य के विभिन्न रूपों की पहचान करते हैं और उनकी सराहना करते हैं, जैसे गद्य, कविता, और नाटक के नमूने।</li> <li>3. छात्र विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके उपमा, रूपक, मानवीकरण अलंकार, अतिशयोक्ति और अनुप्रास जैसे साहित्यिक उपकरणों की पहचान करते हैं।</li> </ol>	<p>. व्याख्यात्मक उपकरणों का उपयोग करते हुए, छात्रों को मौलिक पहेलियाँ बनाने और हल करने के लिए प्रेरित किया जा सकता है।</p> <p>छात्रों को समस्याओं के हल के लिए रणनीतियों की पहचान करने और उन्हें शब्द-खेलों के माध्यम से प्रस्तुत करने के लिए समूह में काम करने का अभ्यास कराएं।</p>



## कक्षा आठवीं 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 I 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,विश्लेषण 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,विश्लेषण,मूल्यांकन आदि पर आधारित हो I 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, सम्मोचारित शब्द
  - कवि और लेखक
1. उपर्युक्त भागो का उपयोग रिक्त स्थानो व पैराग्राफ़ में कर सकते हैं I 3अंक
  2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए पैराग्राफ़ को विपरीत शब्दों में परिवर्तित किया सकता है I 2 अंक
  3. एक परिचयात्मक पैसेज/कहानी/पैराग्राफ़ 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 पारिस्थिति 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 पैराग्राफ़ लेखन पर हो ,जिसमें दिए गए संकेतो 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 किन्ही छः में से तीन छोटे क्षमता -आधारित प्रश्नो का प्रयास करे 3X6=2
2. पढने की समझ में दिए गए प्रश्नो को छोड़कर,विषय केंद्रीय विचार ,साहित्यिक उपकरणो आदि पर आधारित चार लघु योग्यता आधारित प्रश्नो में से दो कविताओं को हल करने का प्रयास किया जाना चाहिए I 2X4= 2
3. लघु कथाओं और नाटकों के चरित्र,दृश्य,विषय,कथानक,स्थिति,घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नो का प्रयास किया जाना चाहिए I 1X 5= 5

## योगात्मक मूल्यांकन

क्र . सं	कर्तन	अध्याय संख्या और नाम	अंक आवंटित
01	क	अपठित गद्यांश	14
02	ख	व्याकरण	09

03	ग	लेखन कौशल	12
04	घ	साहित्य	15
		पाठ१४: ओ नभ के मंडराते बादल पाठ१५: प्रेमचंद पाठ१६: बाज और सांप पाठ१७: टोपी, पाठ१८: सूरदास के पद पाठ१९: सुदामा चरित	
कुल			50 अंक



*Class 8th*  
*(Dogri)*

## जमात : अठमीं

समां अवधी )म्हीने च(	विशे/उपविशे	सिक्खनें दे परिणाम	योग्यता	गतिविधिएं लेई सुझा
1	15 अगस्त (कविता)	कविता गी लैऽ कन्नै पढना, चेता करना ते जमातै च सनाना	कविता राहें अजादी दी म्हत्ता, अधिकार ते फर्ज दी योग्यता दा ज्ञान	<ul style="list-style-type: none"> <li>●विद्यार्थिं गी अजादी ते गुलामी च फर्क दस्सेआ जाई सकदा ऐ।</li> <li>●कविता च बरतोए दे मुहावरें ते खुआनें दा अर्थ दसदे होई उंदा वाक्य च प्रयोग करने दा भ्यास विद्यार्थिं च लेखन ते वाचन कला गी मजबूत करग।</li> <li>●अजादी बाद भारत दे नागरिकें गी जेहडे अधिकार थोए न ,उंदे बारै विद्यार्थिं गी समझाया जाई सकदा ऐ।</li> <li>●तरंगे झंडे दे रंग, उसदे प्रतीकें ते अशोक चक्र बारै गल्ल कित्ती जाई सकदी ऐ।</li> <li>●भारत दी अजादी लेई शहीद होने आहले किश वीरयोदाएं बारै चर्चा करियै विद्यार्थिं दा ज्ञान बधाया जाई सकदा ऐ।</li> <li>●कविता गी मूंहजबानी चेते करियै कलास च सनानै लेई प्रेरत कित्ता जाई सकदा ऐ।</li> <li>● अजादी परैंत केहूकेहू प्राप्त करना - होआ ते केहूकेहू प्राप्त-ए बच्चें गी समझाई देसै लेई किश करने गी ,अजें बाकी ऐ प्रेरतकित्ता जाई सकदा ऐ।</li> </ul>
	जंदे घरै दे इयै राहू	कविता गी लैऽ कन्नै पढनाचेता करना ते , जमातै च सनाना	कविता राहें घरै दे बड्डे बजुर्गे दे आदर-मान ते निक्कें प्रति हिरख भावना दी योग्यता दा ज्ञान	<ul style="list-style-type: none"> <li>●कविता च दस्सी गेदिं बुराइयें बारै विद्यार्थिं कन्नै चर्चा करदे होई उनेंगी इंदे शा दूर रौहने लेई प्रेरित कित्ता जाई सकदा ऐ।</li> <li>●घरै च बड्डें दा आदर- मान ते निक्कें कन्नै हिरखै नै रौहने लेई सिक्खेआ दित्ती जाई सकदी ऐ।</li> <li>●विद्यार्थिं गी लड़ाई - झगडें दे नुकसान ते सुलहसलाह - कन्नै रौहनै दे फायदे दस्से जाई सकदे न।</li> </ul>
2	कंठी ते शैहर	कविता गी लैऽ कन्नै पढना, चेता करना ते जमातै च सनाना	कविता राहें कंठी अलाके दे खान-पान , साग सब्जिं ते कम्म-काजें दे ज्ञान दी योग्यता।	<ul style="list-style-type: none"> <li>●कंठी ते गां दे लोकें दे जीवन बारै गल्लबात करियै विद्यार्थिं गी दौनें थाहरें बारै जानकारी दित्ती जाई सकदी ऐ।</li> <li>●कंठी लाहके दियां फस्लां, फल -सब्जियां ते बूटें बगैरा दे</li> </ul>

				<p>बारे च बच्चें गी विस्तार कन्नै दस्सेआ जाई सकदा ऐ।</p> <ul style="list-style-type: none"> <li>●ग्रां ते शैहरें दे लोकें दे खानपान , कम्मकाज च फर्क बारै चर्चा किती जाई सकदी ऐ।</li> <li>●ग्रां दे लोकें दा शैहरा पासै पलायन करने दे कारण दस्सदे होई किश उदाहरण बी दित्ते जाई सकदे ना।</li> <li>● कंठी उप्परकई कवितां लखोई ,शैहरें उप्पर ,ग्रां उप्पर , उंदे बा ,दियां नरै बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ऐ।</li> <li>● पैहलें दी कंठी ते अज्जै दी कंठीपैहलें दे ग्रां ते अज्जै दे ग्रां , च फर्क समझाया जाई सकदा ऐ।</li> </ul>
	लोरी	कविता गी लैऽ कन्नै पढना, चेता करना ते जमातै च सनाना	कविता राहें धियें प्रति होने आह्ले माडे बरताऽ ते किश होर बुराइयें गी दूर करने दी योग्यता दा ज्ञान दित्ते दा ऐ।	<ul style="list-style-type: none"> <li>●लोरी दी परिभाशा समझांदे होई होर भाषाएं दी लोरियें बारे बी जानकारी दिती जाई सकदी ऐ।</li> <li>●कविता च बरतोए दे मुहावरें गी तालियै उंदे बारै चर्चा करियै उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ।</li> <li>●समाजक बुराई भून हत्या पर खुल्लियै गल्ल-बात किती जाई सकदी ऐ।</li> <li>●विद्यार्थिं गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुडिं च भेदभाव दे उदाहरण उनेंगी लभदे ना।</li> <li>●धीऽ दे जन्म दे बाद घरै च रौनक बधी जंदी ऐ, धियां जिम्मेदार हुंदियां नइसदे किश उदाहरण दित्ते जाई सकदे , ना।</li> <li>●ए सोचने लेई आक्खेआ जाई सकदा ऐ जे जेकर कुडियां संसार च औंगन गै नेई तां केहू होग?</li> <li>●दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे ना।</li> </ul>
3	कंठिया दा बस्सना	कविता गी लैऽ कन्नै पढना, चेता करना ते जमातै च सनाना	कविता च कंठी दे जीवन -यापन दे कन्नै- कन्नै छंद बगैरा दी बरतून दी योग्यता दा ज्ञान दित्ते दा ऐ।	<ul style="list-style-type: none"> <li>●विद्यार्थिं गी चेता कराया जाई सकदा ऐ जे इस्सै चाल्ली दे बिशे उप्पर इक कविता पैहलें बी पढी लैती गोदी ऐ।</li> <li>●कंठी लाके दी कुडिंलाडि -एं दे कम्मकाज बारै चर्चा किती जाई सकदी ऐ।</li> <li>●अजादी दे बाद भारत दे कंठी खेतर च जेहडे बदलाव होए नउंदे पर , चर्चा किती जाई सकदी ऐ।</li> </ul>

				<ul style="list-style-type: none"> <li>●विद्यार्थिं गी पुच्छेआ जाई सकदा ऐ जे चक्की कुन्नै- कुन्नै दिक्खी दी ऐ।</li> <li>●मशीनी जुग च हून कत्तने-पिंजनेआटा पीहने जैसे कम्म , ते उंदे बदलने क , तरीके किन्ने बदली गेदे न-करने दे ढंगनै लोकें दे जीवन च केहू एहदे पर चर्चा , केहू फर्क आए न-किती जाई सकदी ऐ ते अगें केहूबच्चें गी , केहू अजें होर होग-कल्पना करने लेई आखेआ जाई सकदा ऐ।</li> <li>●कविता च कवित्त छंद दा इस्तेमाल होए दा ऐबच्चें गी इस , छंद दी जानकारी दिती जाई सकदी ऐ ते मूहजवानी चेतें ता कलास च सनानै लेई बी प्रेरत किता जाई करियै कवि सकदा ऐ।</li> </ul>
	ईदी (कहानी)	कहानी गी पढने च रोचकता दे गुण पैदा करना	ईदी कहानी राहें गरीबें आसेआ ईद दा ध्यार मनाने दी योग्यता दा ज्ञान	<ul style="list-style-type: none"> <li>●विद्यार्थिं गी कविता ते कहानी च फर्क दस्सेआ जाई सकदा ऐ।</li> <li>●ईदी कदूं ते की दिती जंदी ऐ, चर्चा करी सकदे ओ।</li> <li>●पैहले समें दी दुकानदारी ते अज्ज दी दुकानदारी च फर्क दस्सदे होई ऑनलाइन शॉपिंग दी गल्ल बात बी किती जाई सकदी ऐ।</li> <li>●इस कहानी दी तत्वे दे अधार पर गल्लबात करियै विद्यार्थिं गी मती जानकारी दिती जाई सकदी ऐ।</li> </ul>
4	मंगते दा घराट	कहानी गी पढने च रोचकता दे गुण पैदा करना	घराट केहू होंदा ऐ, ए कैहदे कन्नै चलदा ऐ ते मंगता नांऽ दा आदमी इसगी कियां चलांदा ऐ ज्ञान दी योग्यता दस्सी गेदी ऐ।	<ul style="list-style-type: none"> <li>●‘मंगते दा घराट’ डोगरी च लखोने आहले पैहले कहानी संग्रैह ‘पैहला फुल्ल’ चा लैती दी इक कहानी ऐ। विद्यार्थिं गी ए जानकारी दिंदे होई किश मुंडले कहानी संग्रैहें दी ते डोगरी दे अज्जै दे कहानीकारें बारे सरसरी जानकारी दिती जाई सकदी ऐ।</li> <li>●घराट कुन्नै-कुन्नै दिक्खे दा ऐ ते ए कियां चलदा ऐ, चर्चा किती जाई सकदी ऐ।</li> </ul>



				<ul style="list-style-type: none"> <li>●हिंदू-मुस्लम एकै दी गल्लबात किती जाई सकदी ऐ।</li> <li>●घराट दे आटे दे सुआद बारै सनाया जाई सकदा ऐ।</li> </ul>
	सकोलडे	कहानी गी पढने च रोचकता दे गुण पैदा करना	इस कहानी च डुग्गर दे मुख ध्यार सकोलडे उप्पर बनाए जाने आहले पकोआन ते होर रीती- रबाज़ दी योग्यता दा ज्ञान।	<ul style="list-style-type: none"> <li>●कहानी च किश नमें शब्द आए दे न,जियां घमांह, मनें बगैरा,इंदे कन्नै इंदे मेलमे शब्द दस्से जाई सकदे न, जियां:- कनाल, मल्ले, मन, पढोपी, टुप्पा बगैरा ते इंदे बारै चर्चा किती जाई सकदी ऐ।</li> <li>●रुट्ट -राहडे, सकोलडे, खमीरे, बब्बरूं बगैरा बारै चर्चा किती जाई सकदी ऐ।</li> <li>●कहानी च प्लुतऽ) चिन्ह दा प्रयोग होए दा ऐ, इसदे प्रयोग ते उच्चारण बारै गल्ल-बात किती जाई सकदी ऐ।</li> <li>●कुडिएं- लाडियें सरबंधी किश होर तेहारें बारै चर्चा किती जाई सकदी ऐ।</li> </ul>
5	संत कवि रविदास	संत कवि रविदास जी दे व्यक्तित्व ते कृत्तित्व बारै ज्ञान हासल करना	संत कवि रविदास जी दी इमानदारी, नेकनियती ते समाज च जनानियें दे हितें बारै गल्ल करने दी योग्यता दा ज्ञान हासल करना	<ul style="list-style-type: none"> <li>●संत कवि रविदास हुंदे बारै पाठ दे अलावा किश होर जानकारी बी दिती जाई सकदी ऐ।</li> <li>●विद्यार्थिं गी ए दस्से आजार्ई सकदा ऐ जे कोई बी कम्म निक्का जां बड्डा नेई होंदाउस्सी ईमानदारी क ,नै करना गै बड्डप्पन ऐ।</li> <li>●संत रविदास हुंदे जुगै च जनानियें कुडिं गी मते अधिकार नेई हे, क्या अज्ज साढे समाज च इनेंगी बरोबर दे अधिकार हैन? जेकर नेई तां केहडे-केहडे अधिकार नेई न, चर्चा किती जाई सकदी ऐ।</li> <li>●डुग्गर प्रदेश च बी रवि दास दे केई मंदर न ते उन्दी सुच्ची</li> </ul>

				समहालै च झाकियां बगैरा बी कड्डियां जंदियां न, उंदे बारै विद्यार्थिं कन्नै चर्चा कित्ती जाई सकदी ऐ।
6	शहीद भगत सिंह	भगत सिंह जी हुंदे व्यक्तित्व ते कृत्तित्व बारै सबूरी जानकारी हासल करना	भगत सिंह हुंदे देश प्रेम ते अजादी लेई हसदे हसदे अपनी जिंद कर्बान करी देने दे जजवे दा ज्ञान।	<ul style="list-style-type: none"> <li>●पाठ पढाने शा पैहलें शहीद भगत सिंह हुंदे ते उस बेल्ले दे ल्हातें बारै च गल्लबात कित्ती जाई सकदी ऐ।</li> <li>●अध्यापक यूट्यूब, गूगल बगैरा दा स्थारा लेइयै किश वीडियो, फोटो बगैरा विद्यार्थिं सामनै दस्सी सकदे न।</li> <li>●पाठ दे अलावा बी शहीद भगत सिंह हुंदे जीवन दे किश होर किस्से सांझे करी सकदे ओ।</li> <li>●शहीद भगत सिंह हुंदे पर किश फिल्मां बी बनी दियां न उंदे बारै बी चर्चा कित्ती जाई सकदी ऐ।</li> </ul>
7	एकांकी/परौहनचारी	एकांकी पढने, समझने ते लिखने दी जानकारी हासल करना।	एकांकी राहें शैहरें च कित्ती जाने आहली परौहनचारी दा ब्यांगात्मक ढंगै कन्नै ब्यौरा।	<ul style="list-style-type: none"> <li>●विद्यार्थिं गी परौहनचारी दी परिभाशा देइयै अज्जै दी परौहनचारी ते पिछले समें दी परौहनचारीगां दी , परौहनचारी ते शैहरा दी परौहनचारी बारे जानकारीदित्ती जाई सकदी ऐ।</li> <li>●परसराम ते बसंती दे सुभा बारै गल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र कित्ता जाई सकदा ऐ तां जे विद्यार्थिं दी पाठ च होर रुचि बनी जा।</li> <li>●एकांकी दे पात्रें दी भूमका नभानै लेई विद्यार्थिं गी प्रेरत कित्ता जाई सकदा ऐ ते कलास च ए एकांकी खेढी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्नै समझ बी आई जा ते भूमका नभाने आहलें च अभिनय कला दा बकास बी होऐ।</li> </ul>

## योगात्मक मूल्यांकन

क्र.सं.	कर्तन	ध्याs गिनतरी ते नांs	नंबरे दी बंड
01	क	पाठ बोधन	15
02	ख	व्याकरण	8
03	ग	लेखन कौशल	12
04	घ	साहित्य	15
05		निबंध , जियां मेरा स्कूल, मेरा देस, देआली	
06		क्रिया ते क्रिया विशेषण ते उसदे रूप	
07		कविता , कहानी ते निबंध दे सुआल	
08		संज्ञा, सर्वनाम ते विशेषण दा प्रयोग	
कुल्ल			50 नंबर

## अठमीं जमातै लेई आकलन दी योजना

### भाग (ए) पढ़ने 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 पन्छान
  - संज्ञा संख्या ते लिंग दा प्रयोग
- 4) लेख, विभक्ति, संधि बगैरा गी रेखांकित जां गोल करियै कुसै प्रासंगिक अंश दी पन्छान करने लेई आखेआ जाग।  
2.5 नंबर
  - 5) संज्ञा, सर्वनाम, क्रिया, विशेषण बगैरा दा इस्तेमाल करदे होई खाल्ली थाहें कनै इक प्रासंगिक पैराग्राफ  
2.5 नंबर
  - 6) साधारण वर्तमान ते साधारण अतीत च क्रियाएं दा इस्तेमाल करियै इक पैराग्राफ गी खाल्ली थाहें कनै 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। 5×2=6 नंबर



*Class 8th*  
*(Urdu)*

## 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 (النگارس)، ہائپر بول (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 rhymes، puns، aliteration، اور دیگر ورڈ پلے کے استعمال میں مشغول

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

آٹھویں جماعت کے لیے اردو ایکٹیوٹیک پلانر



وقت	نظم/ متن/ مضمون وغیرہ	گرامر/کلیدی اجزا	مہارتیں	آموزشی ما حاصل	سیکھنے کے طریقے
پہلا مہینہ	حمد، نعت، سیناجی کی آہ و زاری	لب و لہجہ، مطلع حسن مطلع، مقطع، ردیف - قافیہ، شعری اصطلاحات کا بیان: تشبیہ، مبالغہ، امیجری وغیرہ۔ اشعار کی تشریح، مرکبات۔ نصاب میں موحود نظموں کی مشفیں۔	1.1.2 1.1.3 1.1.4 2.2.2 4.4.1 4.4.2 6.6.2 5.5.1	(حصہ نظم) نظموں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئی نظموں کے بارے میں اپنی رائے تحریر کرتے ہیں۔ نظم کا مرکزی خیال اور خلاصہ لکھتے ہیں۔	<b>حصہ نظم:</b> شاعری کا تعارف: شاعری کیا ہے اور اس کی مختلف شکلیں (شاعری، آزاد نظم، ہائیکو وغیرہ) متعارف کروا کر شروع کریں۔ اس میں بلند آواز سے پڑھنا اور وضاحتی زبان پر بحث کرنا شامل ہو سکتا ہے۔ شاعری اور تال کی شناخت: طلباء کو نظموں میں شاعری کی اسکیموں اور تال کے نمونوں کی شناخت کرنا سکھائیں۔ تخلیقی اظہار: طلباء کو شاعری کے ذریعے اپنے اظہار کے مواقع فراہم کریں۔ تہیمز کی تلاش: شاعری میں عام موضوعات جیسے فطرت، دوستی، خاندان، اور جذبات متعارف کروائیں۔ بحث کریں کہ شاعر ان موضوعات کو بیان کرنے کے لیے کس طرح زبان کا استعمال کرتے ہیں اور انہیں طلبہ کے اپنے تجربات سے جوڑتے ہیں۔
دوسرا مہینہ	خاک وطن، ایک لڑکی				
تیسرا مہینہ	ہماری تاریخ، میرا وطن				
چوتھا مہینہ	کابلی، سگریٹ نوشی کی تباہ کاریاں، استاد کا احترام	فعل کی اقسام جمع اور جمع الجمع خطاب، لقب، تخلص اضداد، مترادفات۔ <b>سابقہ لاحقے مکالمہ بازی</b>	1.1.1 1.1.2 2.2.2 4.4.1 6.6.1 6.6.2 5.5.1 1.1.4	(حصہ نثر) طلباء نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ کہانیوں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئی کہانیوں کے بارے میں اپنی رائے تحریر کرتے ہیں۔ سماج میں ہونے والے واقعات اور مسائل کے نثر کے آزادی کے ساتھ تجزیہ کرتے ہیں۔ کہانی کا مرکزی خیال اور خلاصہ لکھتے ہیں۔ اہم شخصیات کے متعلق خیالات تحریر کرتے ہیں۔	
پانچواں مہینہ	نوبل انعام کی کہانی، گیہوں کا دانہ، چند خلا باز خواتین	<b>تذکیر و تانیث، اسم صفت کی وضاحت، حروف کا بیان</b>			
چھٹا مہینہ	لل دید، گوتم بدھ، آف! یہ ماحولیاتی آلودگی!، راجا جامبو لوچن	پراگراف، ای میل، خطوط نویسی، نجی، کاروباری اور دفتری			
ساتواں مہینہ	زعفران، کمپیوٹر کا ارتقائی سفر، پولیٹھین جن	مضمون نویسی - خطوط نویسی، نجی، کاروباری اور دفتری			
					ادبی تنقید: ادبی تنقید اور ادبی تھیوری کے بنیادی تصورات متعارف کروائیں، طلباء کو نثری متن کا مختلف زاویوں سے تجزیہ کرنے اور ان کی اپنی تشریحات وضع کرنے کی ترغیب دیں۔

جماعت: آٹھویں

نمبرات: 50

مضمون: اردو

تشخیصی طریقہ

حصہ الف ( پڑھنے کا فہم)

نمبرات = 15

1- درسی اقتباس (150 سے 200 الفاظ کا جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / یک لفظی جواب / ذخیرہ الفاظ / باز یافت / تجزیہ

$$5 \times 1 = 5$$

درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / یک لفظی جواب / ذخیرہ الفاظ / باز یافت / تجزیہ کرنا

$$5 \times 1 = 5$$

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

$$5 \times 1 = 5$$

حصہ ب (گرائمر) نمبرات = 8

1- ماضی، حال، مستقبل / اسم، صفت، فعل / فاعل، مفعول / فعل معروف، فعل مجہول

$$4 \times 1 = 4$$

2- ضد اعداد / واحد جمع / مذکر مؤنث / رموز اوقاف

$$4 \times 1 = 4$$

حصہ ج (لکھنے کی صلاحیت) نمبرات 12

1- اشاروں یا تصویروں کی مدد سے (150 سے 200) الفاظ پر مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔

$$5 \times 1 = 5$$

2- دی گئی صورت حال کے متعلق ایک پیراگراف / کہانی / مکالمہ / اشتباہ / الفاظ اور محاوروں کا جملوں میں استعمال

$$3 \times 1 = 3$$

دو میں سے ایک رسمی خط / غیر رسمی خط تحریر کیجیے۔  $4 \times 1 = 4$

حصہ د (ادب)

سمیٹو ایسیمنٹ کے لیے منتخب اسباق۔

1. ایک لڑکی
2. ہماری تاریخ
3. میرا وطن
4. اُف! یہ ماحولیاتی آلودگی!
5. راجا جامبو لوچن
6. زعفران
7. کمپیوٹر کا ارتقائی سفر
8. پولیٹھین جن

نمبرات 15

1- کتاب کے کسی بھی نری سبق میں سے مختصر استعدادی سوالات

( چار میں سے تین )  $3 \times 2 = 6$

کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے - صنفی اصطلاح / موضوع و غیرہ (تین میں سے دو)

$2 \times 2 = 4$

$5 \times 1 = 5$

درسی کتاب میں شامل کسی ایک موضوع کا مرکزی خیال / خلاصہ / نوٹ تحریر کریں۔



*Class 8th*  
*(Kashmiri)*

کاشر سیلبس / ایکڈمک کلینڈر-25 2024

جماعت اٹھم (کاشر کتاب)

زبان

شری چھ پنہ گر، خاندانہ تہ ماحولہ پیٹھ زبانی ہندی تجزیہ تہ تصور ہیتھ سکولس منز داخل سپدان۔ مگر اچھرن ہنز پاری زانی، لفظن ہندین معین تہ تہندس ورتاوس چھ باقاعدگی سان سکولس منزے انزی منزی گڑھان۔ اتھ وانسیہ منز چھ اچھ پرزناونی مشکیل، توکنی چھ رسم الخطکی نشانہ تہ یمن نشانن سیتی جوڑتھ آواز زانیہ تہ سمجیہ مشکیل۔ لہذا چھ ضروری ز زبان ہیچھناونک دسلاہ سپد معنی سیتی تہ امہ باپتھ ییہ دلپن مدد ہینہ یعنہ زبان ہیچھنک مقصد ییہ دلپلہ ذریعہ حاصل کرنہ۔ دلپلہ چھ حظ ٹلنہ یوان تہ اتھ منز چھ دلچسپی ہند عنصر شامل آسان توے ہیکہ زبان ہیچھناونہ باپتھ دلپل ورتاونی زیاد کارگر تہ اثر دار ثابت سپدتھ۔ شرین ییہ گوڈ کائہ دلپل بوزناونہ پتہ ییہ اتھ دلپلہ منز ورتاونہ امتین لفظن ہند تعارف دنہ تہ یتھ پاٹھی یں تم اچھ پرزناونس یا رسم الخط ہیچھناونس کن واتناونہ۔ کوشش گڑھ کرنہ ینی ز شرین یں تم دلپلہ بوزناونہ یمن تم آسانی سان سمجتھ تہ لطف تلتھ ہیکن۔ یمن دلپلن منز تہ دلپلو نیبر گڑھ شرین باپتھ تیتھ ماحول فراہم کرنہ یں ییتھ تم گنہ ٹھر تہ دکھہ ورآے شود بود ورتاوتھ یمن دلپلن کائہ معنی مطلب گڈتھ ہیکن تہ اتھ سیتی سیتی روزن محفوظ تکیاز نفسیاتی طور چھ شری دنیاہس متعلق پنہ فہمچ تہ علمچ تعمیر پانے کران۔ تہنز یہ تعمیر چھنہ کائسیہ ہند ہیچھناونہ یا زورزبردستی کرنہ سیتی سپدان۔ اتھ منز چھ شرین ہندی پننی تجزیہ تہ مشاہد شامل آسان۔

زبان ہیچھناونہ عملہ اندر دم احتیاط تہ ضروری تاکہ تیتھ صورت حال

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

### نصابی توقع:

1. شَرپن گژھ مختلف آواز بوزتھ یمن درمیان بین ژار نچ صلاحیت پاد۔
2. جماژن (گروپن) مَنز کتھ باتھ ہیچھناونی۔
3. دلپل /شکلن ہند مدد ائداز گرتھ پرنچ صلاحیت پاد کرنی ۔
4. انفرادی تہ اجتماعی طور نظم لیہ سان تہ لفظہ لفظہ پرنچ مہارت پاد کرنی ۔
5. دلپل پننپن لفظن مَنز بوزناونچ مہارت پاد کرنی۔
6. لفظہ راشس مَنز ہرپر کزن۔
7. پانس ائد ی پکھی بولنہ ینہ واجنپن زبائن ہندی لفظ زائراونی۔
8. گر تہ سکولس مَنز 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 واجنہن زبانن مئز چھ مولل تہ معیاری ادب تخلیق کرنہ آمت۔ کاشر زبانی ہند ادبی تواریخ چھ ستن بتن ورین پیٹھ پھلتھ۔ ل دہد تہ شیخ العالم سنہد وقتہ پیٹھ ونس تام چھ آمہ زبانی ہند ادبی کاروائک سفر روان دوان۔ یہ چھ یتھ علاقس مئز بولنہ ینہ واجنی ساروے کھوتہ ہڈ زبان تہ یتھہ پاٹھی چھہ بیٲہ چہ آبادی ہند بیشتر حصہج مادری زبان۔ یتھ مسودس مئز دنہ آمتی ہیچھن تر آے اردو تہ انگریزی زبانن ہند Learning Outcome دستاویز پیٹھ ترجمہ کرنہ۔ اتھ مئز دنہ آمز عملی سرگرمی چھہ بطور مثالی مواد دنہ آمز۔ سانی ووستاد ہیکن متبادل سرگرمی تہ ورتاوتھ یتھ ہیچھن تہ پرناون بہتر کھوتہ بہتر تہ۔



## بجھنکی ول تہ ماحول

- طالب علمن درسی تہ غار درسی کتابو مئز لوکچہ لوکچہ نظمہ، دلپلہ، چٹکلہ تہ پڑپڑھ بوزنک تہ بوزناونک موقعہ دینہ یں، یتھ یمن منڈچہ ژلہ۔
- درسی کتابن سیتی سیتی گڑھ یمن معیارِ مطابق مواد دینہ یں مثالہ اخبار چهل، سالہ، دلپلہ، واقعہ تہ مزاحیہ کتابہ۔ مخصوص صلاحیژ والین شرن باپتھ گڑھ بزیکل انتظام کرنہ یں۔
- شرن گڑھ بوزنکی تہ وچھنکی چیز ہاوتھ، ریڈیو، ٹی وی، ٹیپ ریکارڈر بیتر بوزناوتھ یمن متعلق کتھ باتھ کرنہ باپتھ وئن۔
- یود ماحول تہ ائدی پکھس مئز سپدن والین واقعن تہ مشایدن یشہ با خبر روزنہ تہ تتھ پیٹھ کتھ باتھ کرنچ ترغاب دینی۔ یمن تہند ماحولہ مطابق کتھ باتھ کرنک موقعہ دین۔
- سکولس مئز گڑھن واجنپن مختلف سرگرمین ہند ذریعہ لیکھنچہ مہارژ وتھبو دینہ باپتھ زیاد کھوتہ زیاد موقعہ دینی۔ پانس ائدی پکھی ماحولس یشہ باخبر روزن تہ پیش ینہ والی واقعہ سہل لفظن مئز لیکھنس ترغاب دین۔
- نظمہ تہ باتھ ترنم تہ مناسب لب و لہجس مئز پرنہ باپتھ مختلف پروگرامن مئز شرکت کرنک موقعہ دین۔ تہنژ کارکردگی باپتھ ت، من حوصلہ افزایی کرنی۔
- پرنہ وز متنس پیٹھ تزاونہ ینہ والی نشانہ، املا تہ خوشخطی پیٹھ غور کرنہ باپتھ وز وز ژینہ ونی دینی تاکہ صحیح تہ خوش خط کاشر لیکھنس میلہ فروغ۔
- قدرتی نظارن ہندی تعریف، تہنژ خوبصورتی تہ رنگا رنگی گن ظون پھرن تہ یمن متعلق لفظن ہند استعمالک موقعہ دین۔
- ماحولس متعلق متن، فلمہ، شکلہ، اشتہار یا نمونہ بیتر گڑھن شرن آیتن تھاونی یتھ بوزنچن تہ پرنچن مہارژن میلہ سہل پاتھی تہ دلچسپی سان وتھبو۔ مثالہ کیا خوش یون نظار چھ۔
- بانہ مانہ کتھ باتھ ماحولیاتکس موضوعس یٹھ لیکھنہ آمتن کتابن تہ مضمونن ہند ذریعہ ماحول،

سکول تعلیمہ خاطر NCF-FS 2023 مطابقت کا اثر نصاب کے مقصد کے صلاحیتیں

2.4.2 زبان-1

2.4.2.1 ابتدائی سطح

<p><b>L01.1.1</b>- دو پیمین ہندی خیالات توجہ سے بوزان کے پنے انداز تحریر کران۔</p> <p><b>L01.1.2</b>- نظم، دلیل یا کاتھ عبارت کے پنین لفظن مژ لیکھان۔</p> <p><b>L01.2.1</b>- پینی خیال کے تجزیہ کے وضاحت سے ونان کے لیکھتہ پیش کران۔</p> <p><b>L01.3.1</b>- نثری عبارت پرتھ کے سوالن جواب دیوان۔</p> <p><b>L01.4.1</b>- رسمی کے غار رسمی خط، موصصر پامام ( ایس ایم ایس ) کے موصصر پیراگراف کے تحریر کران۔</p> <p><b>L01.5.1</b>- ناوتین کے اشار ناوتین پیند استعمال کرتھ مختلف موقع نظر تل تھوتھ صحیح جملہ ورتاوان۔</p>	<p><b>C-1.1</b> طون دتھ پرنہ کے بوزنہ پتھ (اخبار، رپورٹ کے ادارہ) ضروری نقطن ہنز نشانہی کران۔</p> <p><b>C-1.2</b> کے بوزان، منصوبہ تیار کران، کے مختلف قسمن ہندی انٹرویو (منظم کے غار ساختہ) ہیوان۔</p> <p><b>C-1.3</b> مناسب زبان ورتاوتھ کے سماجی تجزیاتن ہندس ورتاوس متعلق تحقیقاتی سوال پڑھان۔</p> <p><b>C-1.4</b> مختلف سامعین کے مختلف مقصدو باپتھ کے مناسب انداز کے طریقہ ورتاوتھ اچھر، مضمون کے رپورٹ تیار کران۔</p> <p><b>C-1.5</b> مختلف سامعین کے مختلف مقصدو باپتھ کے بوزنکی کے بولنکی (یا دوشونی باپتھ) مواد تیار کران۔</p>	<p><b>CG-1</b></p> <p>زبانی ہنز مہارژ ورتاوتھ کے پانس اندر تفصیل، تجزیہ کے موثر کتھ باتھ کرچ صلاحیت پاد کران۔</p>
<p><b>L02.1.1</b>- دسلاہ، اند کے متن مد نظر تھوتھ کے گنے موضوعس پیٹھ مربوط کرتھ لیکھان۔</p> <p><b>L02.1.2</b>- مشکل لفظن ہند معنی، صحیح تلفظ کے یمن ہند مناسب ورتا وچھنے خاطر کے کاتھ لغت کے کاتھرین ویب سائٹن ہند استعمال کران۔</p> <p><b>L02.2.1</b>- ڈرامہ افسانہ کے دلیل سوچتھ سمجتھ پرتھ یمن مژ موجود اہم واقعہ، مرکزی خیال کے کردار بد کڈان کے یمن پنے نین ذاتی تجربن سینی واٹان۔</p> <p><b>L02.2.2</b>- نظم کے باتھ کے صحیح ٹل تراوس کے موزون اندازس مژ ادا کران۔</p> <p><b>L02.3.1</b>۔ زان حاصل کرنے خاطر کے انفارمیشن کے کمیونیکیشن ٹیکنالوجی ہند استعمال کران۔ مثلن: انٹرنیٹ، اخبار، ٹی وی، سمارٹ فون بیتر</p>	<p><b>C-2.1</b> مختلف ثقافتن کے مختلف دورن ہندین ادبی صنفن (نثر، نظم، ڈراما) کے طرز تحریر (بیانیہ، وضاحتی بیانیہ) بیتر پڑناوان کے تعریف کران۔</p> <p><b>C-2.2</b> مختلف قسمنکی ادب پرتھ کے ادبی صنفن پڑناوان مثالے (استعار، محاورہ پڑیژ) کے یمن کے تحریرس مژ ورتاوان۔</p> <p><b>C-2.3</b> تقریر کے تحریر ذریعہ کے پینس سماجس کے ماحول کے مختلف پہلون پیٹھ تنقیدی باوتھ کران۔</p>	<p><b>CG-2</b></p> <p>ادبی اضافہ جن مختلف قسمن تلاش کرتھ کے زبان، ادبی کے ثقافتی وراثتکی تعریف کران۔</p>

<p><b>LO3.1.1:</b> کاتنه ته نظم يا دليل چه ادا کاري سان پيش کران.</p> <p><b>LO3.1.2:</b> دليل ته نظم سمجته چه ټمن متعلق پيني راي ظاهر کران.</p> <p><b>LO3.1.3:</b> ريډيو، ټي وي، اخباري تحرير پرته چه تهښت تجزيه کران.</p> <p><b>LO3.2.1:</b> گنه ته تحريک يا تحريک خلاصه چه پينه آيه پيش کران.</p> <p><b>LO3.2.2:</b> ناوت، اشار ناوت ته کزاوت چه ټهپک پاټهي جملن منز ورتاوان.</p> <p><b>LO3.2.3:</b> مختلف متن پرته چه سوالن جواب دوان.</p>	<p><b>C-3.1</b> بنيادی لسانی پهلو چه سمجان ته ټمن بنز تشریح (طریقہ) زنان مثلن جملک ڏهانچه، اوقاف، جنس، ته حصه بيتر ته تقرير، ادبچ مختلف شکل پرته وز ته چه ټمه ليکهنس منز بارسس آنان.</p> <p><b>C-3.2</b> مناسب زبان ته طريقه ورتاوته چه نثر، نظم ته ډراما ليکهان.</p>	<p><b>CG-3</b></p> <p>بنيادی لسانی پهلو (لفظن ته جملن بنز ساخت) پزناوان ته ټمن زبانی ته تحریرس منز ورتاويچ صلاحيت تهاوان.</p>
<p><b>LO4.1.1:</b> مختلف متن پرته چه سوالن جواب دوان.</p> <p><b>LO4.1.2:</b> مکالمو پيټه چه دليل تحرير کران.</p> <p><b>LO4.1.3:</b> موخصر ياغام (SMS)، دعوتی ياغام ته لوکټي پيراگراف چه ليکهان.</p> <p><b>LO4.2.1:</b> رسمي ته غار رسمي چټه چه ليکهان.</p> <p><b>LO4.2.2:</b> ډسلايه، متن ته اندک خيال تهاوته چه مربوط گرته ليکهان.</p> <p><b>LO4.2.3:</b> نصابی کتابو علاو چه مختلف ډريو حاصیل سپدن واجنه کتابه ته پران.</p>	<p><b>C-4.1</b> مختلف کتابه ته صنفه چه پران، جواب دوان ته تنقیدی جايز هوان (افسانه ته غار افسانه)</p> <p><b>C-4.2</b> مختلف کامپن بنز زانکاري ته تهښت استعمال باپته چه کتابه ته باقی ميډيا وسيله موثر طريقو استعمال کران.</p>	<p><b>CG-4</b></p> <p>پانس انډر چه ليکهنهچ ته جايز بيټيچ صلاحيت پاډ کران بيټه چه مزید زانکاري باپته لايبريري ټنډ ته استعمال کران.</p>
<p><b>LO5.1.1:</b> غار نصابی مواد چه پران ته سمجان.</p> <p><b>LO5.1.2:</b> پريزن، دليلن ته نظمن پيټه چه پيني راي پيش کران.</p> <p><b>LO5.1.3:</b> سماجس منز پيش پينه والين واقعن ته مسلن متعلق چه بيدار ته حساس.</p> <p><b>LO5.2.1:</b> پانس انډي پکهي پيش پينه والين واقعن چه آزادی سان تجزيه کران.</p> <p><b>LO5.2.2:</b> دليله يا نظم بهندي مرکزی خيال يا خلاصه چه ليکهان.</p> <p><b>LO5.2.3:</b> ناوت، اشار ناوت، کزاوت، کروومت ته باوت گزامري اصطلاحن بنز زان چه تهاوان ته يم چه جملو منز ژاران ته ورتاوان.</p> <p><b>LO5.3.1:</b> موخصر ياغام، دعوتی ياغام ته لوکټي</p>	<p><b>C-5.1</b> چه سمجان زبانی بهندي صوتيات ته رسم الخط، مصوته ته مصمتن ټنډ تعداد، ته تم کته پاټهي چه تعامل کران ته استعمال گزهان.</p> <p><b>C-5.2</b> تقرير زياد دلچسپ ته مزدار بناونه باپته چه نظمن، انتشارن ته ډويمان چيزن سیتی مشغول روزان.</p> <p><b>C-5.3</b> زبانی منز چه کيټرهن مخصوص لهيلن بنز زان تهاوان. مثلن (پيلنډرومز، سپونريزم، اچهره وران جمله يا آواز، پزيټ، جوق، اتاکشري، اناگرام، کراس وارډ) بيتر.</p>	<p><b>CG-5</b></p> <p>گنه خاص زبانی بنز مخصوص خصوصيژ مثلن اچهر، متن، آواز ته باته بيتر ته بيټه لفظو سیتی گندنه پينه واجنه کهيله يم اته زبانی منز اکه الگ مقام چه تهاوان چه پانس انډر يمن بنز صلاحيت پاډ کران.</p>

<p>پيراگراف چھ ليکھان۔  <b>LO5.3.2</b>: رسمي تہ غار رسمي چٹھ چھ ليکھان۔          کائسہ تہ حاکمہ سنڌ ناو چھ درخواست ليکھان۔  <b>LO5.3.3</b>: دسلاپ، متن تہ انڌک خيال تهاوتھ چھ          مضمون تسلسل سان ليکھان۔</p>		
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رتھ	سبق/موضوع	پيچھن تر	تجويز کرنہ امڙ تدریسی عمل
گودنيڪ ريتھ	سبق 1-2 دعا ديڊ راني	<p><b>LO4.2.3</b>: نصابی کتابو علاو چھ مختلف ڏريو          حاصيل سپدن واجنہ کتابہ تہ پران۔  <b>LO5.1.3</b>: سماجس مئز پيش ينہ والپن واقعن          تہ مسلن متعلق چھ بيدار تہ حساس۔  <b>LO5.3.2</b>: رسمي تہ غار رسمي چٹھ چھ          ليکھان۔ کائسہ تہ حاکمہ سنڌ ناو چھ          درخواست ليکھان۔  <b>LO5.3.3</b>: دسلاپ، متن تہ انڌک خيال تهاوتھ          چھ مضمون تسلسل سان ليکھان۔</p>	<p>* شري ڊن نظمہ متعلق راے۔          * نظم پھرن نئرس مئز۔          * نوپن لفظن پئز نشاندهي تہ تہئد معنی ليکھن۔          * شري کرن گشپير پئدس پتھ کالس پيٹھ اکھ          پروجيڪٹ تيار۔          * متن پرتھ ڙارن واحد تہ جمع ناوتی تہ ورتاون          جملن مئز۔          * محاورن پئد معنی زانن تہ یم ورتاون جملن مئز۔</p>
دويم ريتھ	سبق 3-4 اولودگی آن پوشہ تیلہ بيلا ون پوشہ	<p><b>LO4.1.1</b>: مختلف متن پرتھ چھ سوالن جواب          ڊوان۔  <b>LO5.1.3</b>: سماجس مئز پيش ينہ والپن واقعن          تہ مسلن متعلق چھ بيدار تہ حساس۔  <b>LO5.2.1</b>: پانس ائدی پکھی پيش ينہ والپن          واقعن چھ آزادی سان تجزيہ کران۔  <b>LO5.3.3</b>: دسلاپ، متن تہ انڌک خيال تهاوتھ          چھ مضمون تسلسل سان ليکھان۔</p>	<p>* شري ون اولودگی ڀرنکی وجوہات۔          * هوا، آب تہ بئراڙ پئز اولودگی پيٹھ ليکھن اکھ          موختصر مضمون۔          * اولودگی کاپہ رئيچ راے ڊن شري۔          * ساری شري آنن اکھ اکھ گل تہ لاگن سکولکيس          صحنس مئز۔          * گروپن مئز بناو پرتھ کائہ بچہ اکھ چارٽ ز اسی          کوٽاه آکسپجن چھ شاه ينہ وز اندر نيوان تہ يوٽاه          آکسپجن دستياب تهاونہ باپتھ کتياہ گلی چھ زونی۔          * شرين بيہ اکھ اقتباس ڊنہ بيہ مئز یم مختلف          اشار ناوتی ڙارن۔          * گلی کاتياہ اہم چہ سانہ باپتھ اتھ متعلق بيہ          شرين اکھ اکھ بولنگ موقعہ ڊنہ۔</p>

<p>* شری کرن نظمہ متعلق راے پیش اٹھ مئز آسہ شاعرانہ ول تہ لفظت زیر بحث۔</p> <p>* نظمہ ہندی ہم آواز لفظ ژارن۔</p> <p>* مناسب لب و لہجہ سان پیہ یمن پرنک موقعہ دینہ۔</p> <p>* نظمہ مئز کمہ گونچ نشاندهی چھے شاعرن گرمژ تہ پیٹھ کرن شری بحث۔</p> <p>* شری بناون روقہ تہ سوزن پینس دوستس یتھ پیٹھ دعوتس پیچ گزارش آسہ کرنہ آمژ۔</p> <p>* کانسہ ولی کامل سینز زندگی پیٹھ لیکن اکھ مضمون۔</p> <p>* کشپر کیاز چھ ریسی وار ونان، کاشرین ہند عملی تہ روحانی بحر پیہ زیر بحث آنہ۔</p>	<p><b>LO4.2.3:</b> نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔</p> <p><b>LO5.1.1:</b> غار نصابی مواد چھ پران تہ سمجان۔</p> <p><b>LO5.1.2:</b> پرپژن، ڈلپن تہ نظمن پیٹھ چھ پینی راے پیش کران۔</p> <p><b>LO5.2.2:</b> ڈلپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکنان۔</p> <p><b>LO5.2.3:</b> ناوت، اشار ناوت، کڑاوت، کڑوومت تہ باوت گزارمی اصطلاحن ہنز زان چھ تھاوان تہ یم چھ جملو مئز ژاران تہ ورتاوان۔</p> <p><b>LO5.3.3:</b> ڈسلاہ، متن تہ اندک خیال تھاوتھ چھ مضمون تسلسل سان لیکنان۔</p>	<p>سبق 5-6 رفاقت مخدوم صاب<sup>ح</sup></p>	<p>تزییم ریٹھ</p>
<p>* شری کرناونی نذدپکی پرایمری بیلتھ سینٹر/ڈسپینسری ہند دور یتھ یم زخن مرہم کرنہ ینہ وول دوا تہ تمیک ورتاوا زانن تہ پتہ لیکن پاتے تہ متعلق اکھ مضمون۔</p> <p>* ووستاد دیہ شری قدرتی آفژن ہند وقتہ محفوظ روزنہ کین طریقن ہنز زان۔</p> <p>* شری آن گنہ تہ اچھو وچھمتہ حادیک /قدرتی آفژ ہند واقع گر لیکنتھ۔</p> <p>* مختلف نثری صنفن ہنز زان کرناونی۔</p> <p>* شری کرن کاشرین افسانہ نگارن ہند اکھ فہرست تیار۔</p> <p>* موخصر افسانس متعلق زان کرنی۔</p> <p>* افسانہ پرتھ ونن شری اکہ اکہ امیک مرکزی خیال۔</p>	<p><b>LO4.1.3:</b> موخصر پاغام(SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکنان۔</p> <p><b>LO4.2.1:</b> رسمی تہ غار رسمی چٹھ چھ لیکنان۔</p> <p><b>LO5.1.1:</b> غار نصابی مواد چھ پران تہ سمجان۔</p> <p><b>LO5.1.3:</b> سماجس مئز پیش ینہ والپن واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔</p> <p><b>LO5.2.1:</b> پانس اندی پکھی پیش ینہ والپن واقعن چھ آزادی سان تجزیہ کران۔</p>	<p>سبق 7-8 ریڈ کڑاس ریہ</p>	<p>ژوریم ریٹھ</p>

<p>*کشیپ ہندس گنہ تہ سرس متعلق ہیون شرین اکھ مضمون لیکتھتھ۔</p> <p>*زندگی مَنز آہہ کپن ذخپرن ہُنز اہمیت تہ افادیت وپڑھناونی تہ تتھ پیٹھ اکھ گھلہ بحث کزن۔</p> <p>*عنوانس متعلق شرین سوال پڑتھنی۔</p> <p>*سبقہ مَنز باوتی ژارنی تہ جملن مَنز ورتاونی۔</p> <p>*بچن اتھ کرنايو اکھ فہرست تیار یتھ مَنز مختلف جانورن ہُنز خصوصیتہ باونہ پن۔ مثلن یتھ پآٹھی ایوب صابرن کوکر سَنز اہمیت بیان کرِمژ چھے۔</p> <p>*کوکر نظمہ مَنز باون شری پنی پنی خیال۔</p> <p>*شری کرن یمن چپزن ہُنز یشاندہی یم سارین گرن مَنز پتھ کالہ آسی مگر از چھنہ موجود۔ اتھ متعلق کرن شری پُن پُن چارٹ تیار۔</p>	<p><b>LO5.1.2:</b> پرپزن، دلپلن تہ نظمن پیٹھ چھ پنی راے پیش کران۔</p> <p><b>LO5.1.3:</b> سماجس مَنز پیش پنہ والپن واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔</p> <p><b>LO5.2.2:</b> دلپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔</p> <p><b>LO5.3.1:</b> موخر پآغام، دعوتی پآغام تہ لوکٹی پیراگراف چھ لیکھان۔</p> <p><b>LO5.3.2:</b> رسمی تہ غار رسمی چٹھ چھ لیکھان۔ کانسہ تہ حاکمہ سنڈ ناو چھ درخواست لیکھان۔</p>	<p>سبق 9-10 مانسر کوکر</p>	<p>پانژم ریٹھ</p>
<p>*اکھ ڈراما سیکٹ کرو تیار یتھ مَنز مانچھ ٹلرین ہُنڈ رول درشاونہ بیہ۔</p> <p>*مانچھکی تہ دویمین یتھین چپزن ہُنڈین طبی فایدن متعلق کرو اکھ مضمون تیار۔</p> <p>*بچہ ژارن ناوتی، کزاوتی تہ کرن یم جملن مَنز استعمال۔</p> <p>*سبقس مَنز استعمال سپدی متین محاورن ہُنڈ اکھ فہرست کرو تیار تہ ورتاؤ جملن مَنز۔</p> <p>*بچہ کرنايوکھ کائہ لوکٹ موکٹ کام یتھ یمن اندر کام کرینج صلاحیت اوہر۔</p> <p>*نستہ پھپھج لکے کتھ متعلق باون شری پنی</p>	<p><b>LO4.1.1:</b> مختلف متن پرتھ چھ سوالن جواب دوان۔</p> <p><b>LO4.1.2:</b> مکالمو پیٹھ چھ دلپل تحریر کران۔</p> <p><b>LO4.2.2:</b> دسلابہ، متن تہ اندک خیال تھاتھ چھ مربوط کرتھ لیکھان۔</p> <p><b>LO5.1.1:</b> غار نصابی مواد چھ پران تہ سمجان۔</p> <p><b>LO5.1.2:</b> پرپزن، دلپلن تہ نظمن پیٹھ چھ پنی راے پیش کران۔</p> <p><b>LO5.1.3:</b> سماجس مَنز پیش پنہ والپن واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔</p>	<p>سبق 11-12 مانچھ ٹلر نستہ پھپھج</p>	<p>شییم ریٹھ</p>

<p>راے۔ آمه علاو آن شری گر کانه لکے کته یاد کرتھ بیہ بوزناون کلاسس منز اکہ اکہ۔</p>	<p><b>LO5.2.2:</b> دلپہ یا نظمہ ہندی مرکزی خیال یا خُلاصہ چھ لیکھان۔ <b>LO5.3.3:</b> دُسلابہ، متن تہ اندک خیال تھوتھ چھ مضمون تسلسل سان لیکھان۔</p>		
<p>* بچہ کرنا یو کھ وپتھ یا بیہ گنہ نذدپکی ڈریاؤک سال یتھ یمن عملی تمچ اہمیت فکر تہ۔ * بچن آتھ لیکھنا یو پنیس مجلس/شہرس/گامس یا بیہ گنہ جایہ پپٹھ اکھ مضمون۔ * شریں بیہ کانه وطنی نظم گر سیتی آیتھ تتھ پپٹھ بحث کرنک موقعہ فراہم کرنہ۔ * کشپر ہنصدین دلکش نظارن ہند تذکرہ کرتھ کرن شری سیاہتی جاین پپٹھ اکھ پروجیکٹ تیار۔ * ہوایی جہاز، ریڈیو یا بیہ گنہ ساینسی آلکی فاید تہ نوقصانات وپڑھنا یو بچن نشہ۔ پتہ گرو یمن نشہ امیک رد عمل حاصل۔ * شریں بیہ ہوایی جہاز بناونک سفر پینہ پینہ آیہ ونک موقعہ فراہم کرنہ۔ * شری ژارن دنہ آمتہ اقتباسہ منز باوتی تہ ورتاوان پنپن پنپن جملن منز۔ * شری کرنا یو کھ گنہ توارپخی جایہ ہند سال تہ وپڑھنا یو کھ تمہ جایہ ہنز اہمیت۔ پتہ لیکھن شری تتہ وچھمت منظر پنپن لفظن منز۔ * بچن آتھ لیکھنا یو کھ پینہ بستنی منز موجود گنہ پڑانہ عمارژ پپٹھ اکھ مضمون۔ * متعلقہ حاکمس لیکھنا یو بچس اتھ درخاس یتھ منز یتھ منز گنہ توارپخی عمارژ ہنز راجھ راوٹ تہ مرمت باپتھ عرض کرنہ بیہ۔ * شریں بیہ مختلف گرامری اصطلاح مثال کڑاوت، کڑاوت تہ کڑوومت ژارنک تہ ورتاونک موقعہ فراہم کرنہ۔</p>	<p><b>LO5.2.2:</b> دلپہ یا نظمہ ہندی مرکزی خیال یا خُلاصہ چھ لیکھان۔ <b>LO5.2.3:</b> ناوت، اشار ناوت، کڑاوت، کڑوومت تہ باوت گرامری اصطلاحن ہنز زان چھ تھاون تہ یم چھ جملو منز ژاران تہ ورتاوان۔ <b>LO4.1.1:</b> مختلف متن پرتھ چھ سوالن جواب دوان۔ <b>LO4.1.2:</b> مکالمو پپٹھ چھ دلپل تحریر کران۔ <b>LO4.1.3:</b> موخصر پاغام (SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ <b>LO4.2.1:</b> رسمی تہ غار رسمی چٹھ چھ لیکھان۔ <b>LO5.1.1:</b> غار نصابی مواد چھ پران تہ سمجان۔ <b>LO5.3.1:</b> موخصر پاغام، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ <b>LO5.1.3:</b> سماجس منز پیش ینہ والپن واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔ <b>LO5.2.1:</b> پانس اندی پکھی پیش ینہ والپن واقعن چھ آزادی سان تجزیہ کران۔ <b>LO5.2.3:</b> ناوت، اشار ناوت، کڑاوت، کڑوومت تہ باوت گرامری اصطلاحن ہنز زان چھ تھاون تہ یم چھ جملو منز ژاران تہ ورتاوان۔</p>	<p>سبق 13،14،15 یتھ ریش وار ویتستا راجھ ہوایی جہاز کشپر ہنز کیئہ پڑانہ عمارژ</p>	<p>سٹیم ریٹھ</p>

\* گُلہم پرکھہ (Summative Assessment) باپتہ طریقہ کار

نمبر شمار	کتاب	سبق/عنوان	گُلہم پرکھہ باپتہ نمبرات
01	کاشیر کتاب	دید رانی	05
02		اولودگی	06
03		آن پوشہ تیلہ ییلہ ون پوشہ	07
04		رفاقت	05
05		ریڈ کڑاس	07
06		کوگر	09
07		ہوایی جہاز	05
08		کُشپر ہنز کیئہ پڑانہ عمارژ	06
50	گُل نمبرات:		

سوالنامہ باپتہ ڈیزاین-جماعت اٹھم

نمبرات	سوالن ہند تعداد	علمی سطح	پڑتہ سوالس نمبر	سوالنامک فارمیٹ	یژ جوابہ والی /سوالہ
03	03	CL-1	1 نمبر	ڈوڈ ہتہ پیٹہہ ز ہتہ لفظن ہند غار نصابی نثری اقتباس یثہ پتہ کنہ سوالہ آسن یمن منز یژ جوابہ والی سوالہ / محاورن ہند ورتاوا/ بیانس بدلہ اکھ لفظ/ لفظہ راش/ انداز کزن شامل آسہ۔ شکل یثہ پتہ کنہ سوالہ آسن یمن منز یژ جوابہ والی سوالہ / تجزیہ کزن / انداز کزن/ پرکھاؤن شامل آسہ۔	
02	02	CL-2			
02	02	CL-3			
<b>07</b>	<b>07</b>	گُل میزان			
01	01	CL-1		نصابی شعری اقتباس یثہ پتہ کنہ سوالہ آسن یمن	



01	01	CL-2	1 نمبر	مئز یژ جوابہ و آلی سوالہ / عنوان / لفظہ راش / سمجُن / انداز کُرُن / تجزیہ کُرُن شامل آسہ۔ ناوٹ / اشار ناوٹ / کراوٹ / کروومت / کالہ بدلاو / باوٹ تہ ایکی قسیم گرامری اصطلاحن پیٹھ مبنی سوالہ۔	
01	01	CL-3			
<b>03</b>	<b>03</b>	<b>گُل میزان</b>			
01	01	CL-1	1 نمبر	لفظن ہندی ضد / واحد تہ جمع ناوٹی / نر تہ ماڈ ناوٹی گرامری اصطلاحن پیٹھ سوالہ۔	
01	01	CL-2			
01	01	CL-3			
<b>03</b>	<b>03</b>	<b>گُل میزان</b>			
04	02	CL-1	2 نمبر	نصابی کتابہ ہندی نثری سبقن متعلق اہلیژ پیٹھ مبنی ژورو مئز ترین سوالن ہندی مختصر جواب لیکھنی۔ نصابس مئز شامل گنہ 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			
<b>12</b>	<b>06</b>	<b>گُل میزان</b>			
06	02	CL-1	3 نمبر	دینہ آمت صورتحال مد نظر تہاوتہ پیراگراف / دلپل / کتہ باتہ / اشتہار لیکھن۔ رسمی / غار رسمی چٹھی لیکھنی۔ (دوبو مئز اکھ)	
03	01	CL-2			
06	02	CL-3			
<b>15</b>	<b>05</b>	<b>گُل میزان</b>	5 نمبر	اشارن یا شکلن ہندی مدد گنہ عنوانس پیٹھ ڈوڈ ہتہ پیٹھ ز ہتہ لفظن ہندی مضمون لیکھن۔ نصابی کتابہ مئز شامل گنہ تہ سبقک مرکزی خیال / خلاصہ / کردارن پیٹھ نوٹ لیکھن۔	
00	00	CL-1			
05	01	CL-2			
05	01	CL-3			
<b>10</b>	<b>02</b>	<b>گُل میزان</b>			

نوٹ:

- سبق اصل پأٹھی سمجنہ باپتھ چھ درسی کتابہ ہندی ساری سبق پرنی تہ سمجنی ضروری۔
- امتحانس منز ین اہلیژ پیٹھ مبنی سوالہ پرژھنہ۔
- گزامرکی سوالہ ین درسی کتابہ مطابق پرژھنہ۔



*(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 <sup>th</sup> , 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"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>			

## 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.

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

# Student Assessment & Evaluation Scheme (SA&ES)

## Middle Stage (Class 8th)

Stage/Class		Duration	Scheme of Assessment
Class 8th		1 Year	School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End Assessment (Summative Assessment) shall be conducted at Complex Level under the supervision of DIETS and uniform Assessment Tools shall be provided by SCERT through DIETs.
<b>Criteria for Evaluation Formative / Summative Assessment:</b>			
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.
<b>Total (I+II+III)</b>		<b>100</b>	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 .....**

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

Or

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



## **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**