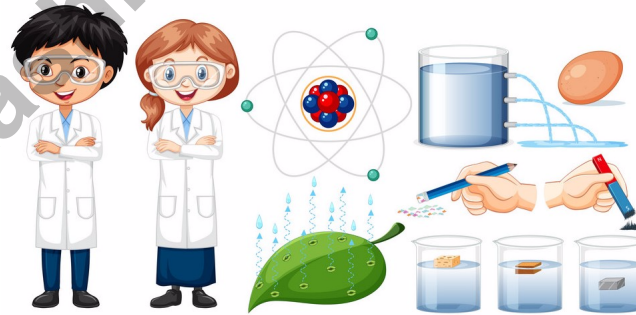


Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

Middle Stage Class – 8th

Session – 2023-24



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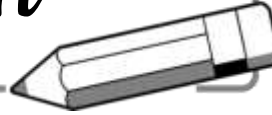
In case there is any omission, typing/ errors or any other error which might have crept in inadvertently, the same may be brought to the notice of SCERT via email IDs: assessmentcellscertjk@gmail.com / ersa.scertjk@gmail.com

Kashmir Student Alerts

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English



Kashmir Student Alerts

Learning Outcomes

<u>Suggested Pedagogical Processes</u>	<u>Learning Outcomes</u>
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to–</p> <ul style="list-style-type: none"> • participate in classroom activities/ school programmers’ such as Morning Assembly/ extempore/debate etc. by being exposed to input-rich environment • speak about objects / events in the class / school environment and outside surroundings. • participate in grammar games and kinesthetic activities for language learning. • use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. • watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. • interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. 	<p>ENG801: responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.</p> <p>ENG802: introduces guests in English, interviews people by asking questions based on the work they do.</p> <p>ENG803: engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.</p> <p>ENG804: uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.</p> <p>ENG805: speaks short prepared speech in morning assembly.</p> <p>ENG806: speaks about objects / events in the class / school environment and outside surroundings.</p> <p>ENG807: participates in grammar games and kinesthetic activities for language learning.</p> <p>ENG808: reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.</p> <p>ENG809: asks questions in different contexts and situations (e.g., based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)</p> <p>ENG810: participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;</p> <p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG812: interprets quotations, sayings and proverbs.</p> <p>ENG813: reads textual/non-textual materials in English/Braille with comprehension.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

ENG826: visits a language laboratory.

ENG827: writes a Book Review

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

Time line	Topic	LO/ Part of LO	Key Competencies	Suggestive Activities
Week 01 & 02	1. How Teachers Learn	ENG802: Introduces guests in English ENG809: Asks questions in different contexts and situations (e.g., based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) ENG813: Reads textual materials in English / Braille with comprehension ENG823: Writes answers to textual/non-textual questions after comprehension /inference	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills • Vocabulary • Writing for purpose 	<ul style="list-style-type: none"> • The teacher will act as guest in the class and will ask the learners to introduce themselves one by one (first in Home Language than in Target Language). • The teacher will introduce the topic by doing any suitable activity. • The teacher will narrate the events of the lesson to the learners and write difficult words on board for word drill. • The teacher will ask the learners to read the lesson (or a specific portion) using any reading strategy. • The learners will be asked to sit in groups and relate the content with the teacher's narration. • The learners will be asked to answer certain questions both orally and in writing related to the topic. • The learners will also be asked to write a message about any situation using a particular format.
Week 03	2. Life	ENG803: engages in conversations in English ENG809: asks questions in different contexts and situations . ENG815: reads, compares, contrasts, thinks critically and relates ideas to life ENG825: develop a skit ENG824: writes a dialogue.	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Decision making abilities • Self-awareness 	<ul style="list-style-type: none"> • Divide class into groups and ask them to have discussion about various stages of life. • A role-play to be organized in the class for better understanding of the given lesson. • Project about day-to-day experiences. • Develop a skit to understand the main ideas of the lesson.

Week 04	3. Global Warming	<p>ENG805: speaks short prepared speech in morning assembly.</p> <p>ENG806: speaks about objects / events in the class / school environment and outside.</p> <p>ENG812: interprets quotations, sayings and proverbs.</p> <p>ENG816: infers the meaning of unfamiliar words by reading them in context.</p> <p>ENG824: writes formal letters.</p>	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Social Awareness 	<ul style="list-style-type: none"> • Roleplay on Global Warming. • Group discussion about the various environmental issues. • Assign a project on quotations and proverbs related to environment. • Debates on causes of Global warming given in the text. • Discuss the format of formal letters in the class and ask them to write a formal letter.
Week 05	4. For God's Sake, Hold Thy Tongue	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG815: reads, compares & thinks critically and relates ideas to life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference</p> <p>ENG821: writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Listening & Speaking skill • Vocabulary development • Writing for purpose • Truthfulness 	<ul style="list-style-type: none"> • Ask students to listen stories from grandparents / elders on the importance of values and narrate them in the classroom. • After silent reading, divide the students into groups to have a discussion on backbiting and why we should avoid it. • After discussing the acronym CODER for paragraph writing, ask the students to write a paragraph on any social evil.

<p>Week 06</p>	<p>5. Polo- The King of Games</p>	<p>ENG805: speaks short prepared speech in morning assembly about different sports. ENG816: infers the meaning of unfamiliar words by reading them in context. ENG823: writes answers to textual/non-textual questions after comprehension /inference</p>	<ul style="list-style-type: none"> • Reading Comprehension • Listening & Speaking skill • Understands the importance of sports • Team sprit 	<ul style="list-style-type: none"> • Ask students to prepare speeches on their favourite sports for presentation. • Ask the students to list the different sports being played in and outside their localities and share it with your peers for better understanding. • Quiz competition to be conducted on various adventure games. 												
<p>Week 07</p>	<p>6. Julius Caesar</p>	<p>ENG810: participates in different events such as role play, skit, drama, debate, speech etc. organized by school. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG817: reads a variety of texts for pleasure e.g., adventure stories ENG820: using appropriate grammatical forms (e.g., Nouns, Adjectives, and Adverb clauses,) ENG823: writes character sketch.</p>	<ul style="list-style-type: none"> • Listening & speaking • Reading Comprehension • Communication Skills. • Self-confidence • Correct usage of clauses in a context. • Concept of ICT 	<ul style="list-style-type: none"> • Dramatization of different characters of the story. • Debate/skit on the main ideas of the story. • Take the class in to the ICT room or use your cell phone and play the movie Julius Caesar for better comprehension of the story. • Ask the students to identify the different clauses and put them in appropriate given boxes. <table border="1" data-bbox="1279 938 1982 1129"> <thead> <tr> <th>Noun clause</th> <th>Adjective clause</th> <th>Adverbial clause</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Noun clause	Adjective clause	Adverbial clause									
Noun clause	Adjective clause	Adverbial clause														

Week 08	7. Polythene: A Disaster	<p>ENG805: speaks short prepared speech in morning assembly about Polythene a Disaster.</p> <p>ENG806: speaks about class / school environment and outside surroundings.</p> <p>ENG810: participates in different events such as skit, drama, debate, quiz, etc., organized by school and other such organizations.</p> <p>ENG812: interprets quotations, sayings and proverbs.</p> <p>ENG825: develops a skit (dialogues from a story)</p>	<ul style="list-style-type: none"> • Communication skill. • Reading skill • Social awareness • Self confidence • Responsibility 	<ul style="list-style-type: none"> • Organize a rally with placards displaying the consequences of polyethene. • Assign a project on quotations and proverbs related to hazards of polyethene • Conduct a cleanness drive in and around the school to save the environment. • A quiz to be organized in the school on various issues related to environment problems. • A skit on the hazards of polythene to be conducted in the morning assembly for better understanding of ill effects of polythene.
Week 09	8. A Nation's Strength	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG810: participates in different events such as, poetry recitation</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas of the poem.</p> <p>ENG827: Identifies poetic devices like rhyme words, rhyme scheme etc.</p>	<ul style="list-style-type: none"> • Fluency • Creative writer • Listening & speaking • Appreciation • Enrichment of vocabulary 	<ul style="list-style-type: none"> • Group discussion on different modes or feelings expressed in the poem. • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate them in day today life. • Students in different groups to be asked to identify the rhyming words of the poem and understand the rhyme scheme of the poem.

Week 10	9. Porus and His Elephant	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and draws conclusion.</p> <p>ENG828: Identifies poetic devices like rhyme scheme.</p> <p>ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</p>	<ul style="list-style-type: none"> • comprehension • Analysis • Listening & speaking • Writing • Loyalty 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate them in day today life • Students in different groups to be asked to identify the rhyming words of the poem so as to understand the rhyme scheme of the poem.
Week 11	10. The Bangle-Sellers	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas towards different stages of life.</p> <p>ENG823: writes answers to textual/non-textual questions after comprehension /inference</p> <p>ENG828: Identifies poetic devices like, simile, metaphor, imagery etc.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Critical Appreciation • Enrichment of vocabulary • Self-realization 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relating them in day today life • An outing to be organized and the students be asked to interact with people of different ages about their choices and preferences. After the interaction as them to prepare a write up and present it in their class. • Divide the class in three groups. Ask one group to encircle the simile and other two groups to underline and colour metaphors and imagery respectively given in the poem.

<p>Week 12</p>	<p>11. Prayer for Strength</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG823: writes answers to textual/non-textual questions after comprehension /inference ENG828: Identifies poetic devices like repetition.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Humbleness • Emotional development • Social service 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem and relate in day today life. • Home Assignment to be given to students regarding different kinds of prayers being offered by the people belonging to different faiths. • Ask the students to identify the words repeatedly used in the poem.
<p>Week 13</p>	<p>12. The Brook</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG823: writes answers to textual/non-textual questions after comprehension /inference. ENG828: Identifies poetic devices like onomatopoeia, metaphor, alliteration, imagery.</p>	<ul style="list-style-type: none"> • comprehension • Listening & speaking • Interpret the main idea • Analysis • Love for nature 	<ul style="list-style-type: none"> • Choral and individual recitation. • Group discussion to be held on various stages of the Journey of the Brook and relate it to the mortal life. • Ask students to discuss the beauties of nature and share with other groups. • Ask students to prepare a list of animal sounds so as to understand the concept of onomatopoeia.
<p>Week 14</p>	<p>13. Mercy</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG823: writes answers to textual/non-textual questions after comprehension /inference. ENG828: Identifies poetic devices, simile, metaphor.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpret the main idea • Compare and contrast • Love for humanity 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem and relate them in day today life. • Roleplay to be organized on love for humanity. • Divide the class in groups and ask each group to encircle the similes & underline metaphors given in the poem.

<p>Week 15</p>	<p>14. Wrinkles</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices, metaphor, imagery.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpret the main idea • Analysis • Responsibility 	<ul style="list-style-type: none"> • A debate to be organized on the theme “Paradise Lies Beneath the Feet of the mother.” • Group discussion to be held on various ideas present in the poem. • Roleplay to be organized on duties and responsibilities of children towards their parents. 															
<p>Week 16</p>	<p>15. Meetings Poets</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG810: participates in different events such as, poetry recitation ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG828: Identifies poetic devices like metaphor, symbols</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Interpretation • Analysis • Sensitivity towards appearances. • Enrichment of vocabulary development. 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem. • Divide class into groups and ask them to write the connotative & denotative meaning of the words from the poem like, <table border="1" data-bbox="1223 735 2013 967"> <thead> <tr> <th>Words</th> <th>denotative</th> <th>Connotative</th> </tr> </thead> <tbody> <tr> <td>Colour</td> <td>appearance</td> <td>Disorderliness</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Words	denotative	Connotative	Colour	appearance	Disorderliness									
Words	denotative	Connotative																	
Colour	appearance	Disorderliness																	
<p>Week 17</p>	<p>16. Stars Speak to Man</p>	<p>ENG808: reads poems, and expresses opinions about them. ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG817: reads a variety of texts for pleasure. ENG828: Identifies poetic devices like simile, metaphor.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Listening & speaking • Analysis • Love & affection • Unity & kindness 	<ul style="list-style-type: none"> • Group discussion to be held on various ideas present in the poem. • A debate on diversity of religions depicting respect for humanity to be conducted in the school. • Divide the class in groups and ask each group to encircle the similes & underline metaphors given in the poem 															

Week 18	17. Summer And Winter	<p>ENG808: reads poems, and expresses opinions about them.</p> <p>ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. /Inference.</p> <p>ENG828: Identifies poetic devices like rhyme scheme, simile, metaphor, imagery.</p>	<ul style="list-style-type: none"> • Fluency • Listening & speaking • Critical Appreciation • Self-realization 	<ul style="list-style-type: none"> • One by one recitation of the poem to be done by the students. • Group discussion to be held on various ideas present in the poem • Divide the students into four groups and name them spring, summer, autumn and winter respectively. Ask them to prepare the list of things found in different seasons and share with one another.
Week 19 and 20	18. The Unthankful Man	<p>ENG806: speaks about different events of the story.</p> <p>ENG820: using appropriate grammatical forms (e.g., tense, reported speech etc.)</p> <p>ENG823: writes answers after comprehension /inference; draws character sketch.</p> <p>ENG825: develops a skit (dialogues from a story) and story from dialogues.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Writing • Decision making abilities 	<ul style="list-style-type: none"> • Students be divided into groups and asked to discuss the main ideas of the story and present them in the class. • Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. • Students be divided into groups and asked to write the character sketches of the main characters present in the story.

Week 21	19. Achilles	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English.</p> <p>ENG813: reads textual/non-textual materials in English/Braille with comprehension.</p> <p>ENG814: identifies details, characters, main idea and sequence of ideas and events while reading.</p> <p>ENG816: infers the meaning of unfamiliar words by reading them in context.</p> <p>ENG817: reads a variety of texts for pleasure e.g., adventure stories</p> <p>ENG820: using appropriate grammatical forms (e.g., Countable & uncountable nouns, anagrams etc.</p> <p>ENG822: writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Love for animal world. • Writing skill • Narrate stories • Critical thinking 	<ul style="list-style-type: none"> • Ask students to listen imaginary cum real stories from your parents/grandparents/ elders and narrate the same in front of your classmates. • An activity to be done by dividing students into groups and asked to write the answers of the questions given in the text • Students be divided into groups and asked to draw the sketches of the main characters present in the story • A guided activity to be done by dividing students into groups and asked to use dictionaries or to browse different online sources to search the meanings of unfamiliar words. • Students be divided into groups asked to complete the worksheets on count /uncountable nouns and anagrams • Divide the class into four groups and ask students to write a paragraph on their favorite animals.
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<p>Week 22 and 23</p>	<p>20. Colours of Rainbow</p>	<p>ENG804: uses polite expressions to communicate. ENG806: speaks about events in the school environment and outside surroundings. ENG820: using appropriate grammatical forms (e.g., Question Tags, idioms) ENG823: writes answers after comprehension /inference; draws character sketch. ENG825: develops a skit (dialogues from a story) and story from dialogues.</p>	<ul style="list-style-type: none"> • Reads with comprehension • Narrates the story • Vocabulary development 	<ul style="list-style-type: none"> • Play memory games. You can write down ten new words from the lesson on the whiteboard. Let the children look at the words for two minutes. Ask the children to close their eyes. You can then erase one word. The children will then open their eyes and identify the word that has been erased. • Divide the students into groups and ask each group to write ten polite expressions being used in day-to-day conversations and present them in the class. • After forming the groups each group be provided tag question work sheets and asked to fill them up in a given time. • Students be divided into groups and asked to write the character sketches of the main characters present in the story. • After the formation of groups each group be asked to underline a few dialogues to form stories out of it.
<p>Week 24 & 25</p>	<p>21. Rustam & Sohrab</p>	<p>ENG811: narrates stories (real or imaginary) and real-life experiences in English. ENG814: identifies details, characters, main idea and sequence of ideas and events while reading ENG815: reads, compares, contrasts, thinks critically and relates ideas to life. ENG820: using appropriate grammatical forms (e.g., reported speech) ENG824: writes email, messages, formal letters.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills. • Empathy 	<ul style="list-style-type: none"> • Ask students to listen imaginary cum real stories from your parents/grandparents and narrate the same in front of your classmates. • Divide the students into groups and ask them to discuss the tragic events of the story. • Divide the students into groups and ask each group to narrate the different kinds of conversations taking place in their day-to-day life so as to have the better understanding of the tenses and narration. • Divide students into four groups and ask each group to write letters/messages to one another.

Week 26-28	22. A strange Trial	<p>ENG814: identifies details, characters, main idea and sequence of ideas and events while reading</p> <p>ENG820: using appropriate grammatical forms (e.g., compound and complex sentences)</p> <p>ENG824: writes posters, informal letters.</p>	<ul style="list-style-type: none"> • Reading Comprehension • Communication Skills 	<ul style="list-style-type: none"> • Divide the students in groups and ask them to discuss the play "A strange play" as a dream • A skit on the main characters of the play to be performed. • A guided activity to be done with the help of worksheets on contractions, simple and compound sentences • Discuss the format and requisites of poster writing and ask students to design posters on given themes.
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Selected Learning Outcomes for Summative Assessment Class—VIII

The learner–

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

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

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

ENG812: interprets quotations, sayings and proverbs.

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

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

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

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

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

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

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

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

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

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

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

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

Design of Assessment for Class-VIII

Section A

Reading Comprehension

15 Marks

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

1 × 5 = 5 Marks

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

1 × 5 = 5 Marks

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

1 × 5 = 5 Marks

Section (B) Grammar 8 Marks

- Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements, Questions)
- Punctuation marks

4) One passage with blank spaces to be filled by using appropriate parts of speech, articles, auxiliaries etc.

2½ Marks

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

2½ Marks

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

3 Marks

Section (C) Writing Skills 12 Marks

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

3 Marks

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

2 Marks

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

3 Marks

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

4 Marks

Section (D) Literature 15 Marks

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

3 × 2=6 Marks

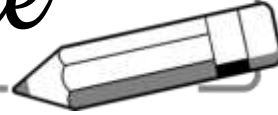
12) Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension.

2 × 2=4 Marks

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

1 × 5=5 Marks

Science



Kashmir Student Alerts

Class 8th (Science) Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ol style="list-style-type: none"> 1. explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing 2. pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. 3. record the observations during the activity, experiments, surveys, field trips, etc. 	<p>SCI801: differentiates materials and organisms, such as, natural and human made fibers; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.</p> <p>SCI802: classifies materials and organisms based on properties/ characteristics, e.g., metals and non-metals; <i>kharif</i> and <i>rabi</i> crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.</p> <p>SCI803: conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and <i>murabbas</i>? Do liquids exert equal pressure at the same depth?</p> <p>SCI804: relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.</p> <p>SCI805: explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc.</p> <p>SCI806: writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc.</p> <p>SCI807: measures angles of incidence and reflection, etc.</p>

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

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

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

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

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

SCI812: discusses and appreciates stories of scientific discoveries

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

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

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

Time line	Chapter	Learning Outcome	Key Competencies	Suggestive Activities / Pedagogy
Week- 1 and Week 2	Chapter-1. Microorganisms Friend and Foe.	<p>SCI802: Classifies organisms based on properties / characteristics useful and harmful microorganisms.</p> <p>SCI803: Conducts simple investigation to seek answers to queries, e.g., why do we add salt and sugar to pickles and murabbas?</p> <p>SCI808: Prepares slides of microorganisms; and describes their microscopic features</p> <p>SCI812: Discusses and appreciates stories of scientific discoveries.</p>	<ul style="list-style-type: none"> • Microorganisms • Microbial habitat. • Useful and Harmful microorganisms • Communicable diseases. • Vaccination • Microorganisms and environment. • Soil fertility and nitrogen fixation by micro-organisms. • Food Preservations. 	<ul style="list-style-type: none"> • Visit to hospital or any health and wellness center, and collect information from a health professional on immunity, side effects of taking antibiotics without doctor's prescription etc. • Prepare a list of various covid-19 vaccines being administered in India and rest of world, • Ask the students to draw the structure of corona virus • Ask students to bring a bottle of fresh pond water and examine it under microscope, to observe tiny organisms moving around.
Week 3	Chapter-2 Coal And Petroleum.	<p>SCI801: Differentiates materials, such as, natural and manmade resources on the basis of their properties and functions.</p> <p>SCI802: Classifies materials based on properties / characteristics e.g. exhaustible and inexhaustible natural resources.</p> <p>SCI813: Makes efforts to protect environment, e.g., using resources (exhaustible and inexhaustible) judiciously.</p> <p>SCI814: Exhibits creativity in designing, planning, making use of available resources e.g. coal and petroleum.</p>	<ul style="list-style-type: none"> • Natural resources (exhaustible and inexhaustible) • Fossils fuels • Coal and its products • Fractions of Petroleum. • Clean fuels. 	<ul style="list-style-type: none"> • Find out the major power plants in J&K, enlist weather they are thermal / hydro power plants. Also give your opinions why they may be located in those places. • Distribute the students in two different groups Ask group 1 what energy resources are they using in their homes? Ask group 2 to differentiate these energy resources in exhaustible and inexhaustible.

<p>Week 4 and Week 5</p>	<p>Chapter -3 Conservation Of Plants And Animals</p>	<p>SCI802: Classifies materials based on properties / characteristics, e.g., exhaustible and inexhaustible natural resources SCI813: Makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to protect wildlife, forests. SCI814: Exhibits creativity in designing, planning, making use of available resources. SCI815: Exhibits values of honesty, objectivity, cooperation, in preserving wildlife.</p>	<ul style="list-style-type: none"> • Deforestation (causes and consequences) • Wildlife and its conservation. • Biosphere reserve • Flora and fauna • Endemic / endangered species • Wildlife sanctuary / National park • Migration • Recycling of paper. • Reforestation 	<ul style="list-style-type: none"> • To get students connected with nature, conduct a plantation drive in school. • Assign a task to prepare a list of animals that their parents / grandparents used to see quite often in their childhood but are now rarely seen. Also enquire a possible reason for their declining population. • Make a list of National parks, Biosphere reserves and sanctuaries of India.
<p>Week 6 and Week 7</p>	<p>Chapter-4 Reproduction In Animals</p>	<p>SCI801: Differentiates organisms: viviparous and oviparous animals on the bases of their characteristics and structure. SCI805: Explains processes and phenomenon, e.g., reproduction in human and animals. SCI809: Draws labelled diagram / flow chart e.g. human reproductive organs, sperm, different stages of binary fission.</p>	<ul style="list-style-type: none"> • Modes of reproduction in animals. • Sexual reproduction: • Reproductive organs and gametes • Fertilization • Development of embryo • Viviparous and oviparous animals • Life cycle of frog • Asexual reproduction: • Binary fission • Budding • Cloning 	<ul style="list-style-type: none"> • Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog. • In ICT lab / on laptop / PC show the students the documentary (in the womb) or any relevant documentary.

Week 8	Chapter-5 Sound	<p>SCI805: Explains processes and phenomenon, e.g., production and propagation of sound; etc.</p> <p>SCI809: Draws labelled diagram e.g. human ear, etc.</p> <p>SCI810: Constructs models using materials from surroundings and explains their working, e.g., ektara, toy telephone etc.</p> <p>SCI807: Measures frequency, amplitude and time period of sound etc.</p>	<ul style="list-style-type: none"> • Formation of sound. • Sound produced by humans. • Propagation of sound in different media. • Human ear. • Musical instruments • Amplitude, time period and frequency of a vibration. • Loudness and pitch • Noise pollution. 	<ul style="list-style-type: none"> • Make use of local resources and make a working model of ektara. • Demonstrate the tuning fork experiments to explore students with sound. • Make a list of various musical instruments of past and present.
Week 9 and Week 10	Chapter-6 Food Production And Management.	<p>SCI802: Classifies material and organisms based on properties / characteristics e.g. kharif and rabi crops.</p> <p>SCI803: Conducts simple investigation to seek answers to queries, e.g., what are conditions required for good crop production?</p> <p>SCI811: Applies learning of scientific concepts in day to-day life, e.g. increasing crop production.</p>	<ul style="list-style-type: none"> • Agriculture • Main crops grown in J&k. • Horticulture in J&k. • Various requirements for good crop production. • Rabi and kharif crops • Crop protection. • Harvesting • Threshing • Winnowing • Process of storing crops. • Poultry. • Apiculture. • Pisciculture • Dairying (feeding breeding and heeding) 	<ul style="list-style-type: none"> • Make a mixture of dry sand with saw dust or powdered dry leaves. Keep this mixture on plate. Ask the students to separate it. • Visit a nearby poultry/fish farm/dairy farm.

Week 11	Chapter-7 Combustion And Flame.	<p>SCI803: Conducts simple investigation to seek answers to queries, e.g., what are conditions required for combustion?</p> <p>SCI805: Explains processes and phenomenon e.g. combustion and Structure of flame.</p> <p>SCI810: constructs models using materials from surroundings and explain their working e.g. fire extinguisher.</p> <p>SCI811: Applies learning of scientific concepts in day to-day life, e.g., extinguishes small intensity fires and demonstrates precautionary measures.</p>	<ul style="list-style-type: none"> • Process of Combustion • Combustible and non-combustible substances. • Ignition temperature • Types of combustion. • Structure of flame • Fuel (efficiency and calorific value) • Fire extinguish • Impact of fossil fuels on environment. • Global warming. • Acid rain. 	<ul style="list-style-type: none"> • Activity: - Take two dry pieces of wood, (1) Burn the first piece and put an air tight glass jar on it. Does the piece of wood extinguish? Now (2) take another piece of wood and immerse it in water now burn it does it take longer time to burn? (3) Take a dry piece of stone. Try to burn it. Why does it not burn? • Draw different zones of candle flame. Indicating Hottest, moderately hot and least hot zone on a drawing sheet. Also write reasons why outer zone is the hottest zone. • Ask the student to Collect the contact number of nearest fire service station and write it on a poster, and paste it on news board of your school. • Consult nearest fire service department/ station requesting for conducting awareness program in your school.
Week 12 and Week 13	Chapter-8 Chemical Effects Of Electric Current.	<p>SCI801: Differentiates material, such as liquids as electrical conductors and insulators.</p> <p>SCI805: Explains processes and phenomenon e.g. chemical effects of electric current.</p> <p>SCI809: Draws labelled diagram / flow chart e.g. experiment set ups (of electro chemical cell), etc.</p> <p>SCI810: constructs models using materials from surroundings and explains their working, e.g., electro chemical cell etc.</p> <p>SCI811: 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"> • Good and poor conductors of electricity. • Liquids and electric conductivity. • Chemical effects of electric current. • Process of electrolysis • Electroplating and its application. 	<ul style="list-style-type: none"> • Take some distilled water in a plastic beaker and add few drops of orange juice. Test if it conducts electricity. Similarly take some other liquids like kerosene, milk, edible oil etc and test whether they conduct electricity. • Ask the students to record the talk on the theme -Electroplating and beautification- and post it on the WhatsApp group of your school.

<p>Week 14 and Week 15</p>	<p>Chapter-9 Force And Pressure.</p>	<p>SCI801: Differentiates forces, such as, contact and non-contact forces.</p> <p>SCI803: Conducts simple investigations to seek answers to queries e.g., Do liquids exert equal pressure at the same depth?</p> <p>SCI804: Relates processes and phenomenon with cause, e.g., change in shape, size and motion of body by force.</p>	<ul style="list-style-type: none"> • Force -a pull or a push. • Exploration of forces. • Changes brought about by force. • Contact and non-contact forces • Pressure exerted by liquids and gases. • Atmospheric pressure. 	<ul style="list-style-type: none"> • Arrange a football match for learners. During/after the match ask learners. (a) What do you do to make football move, (b) How does goal keeper stop the ball? (c) How does player change the direction of moving football? • Demonstration of the fact that it is easier to burst an air-filled balloon with a needle than by a finger.
<p>Week 16 and Week 17</p>	<p>Chapter-10 Reaching The Age Of Adolescence.</p>	<p>SCI805: Explains process and phenomenon e.g. reproduction in humans and animals.</p> <p>SCI811: Applies learning of scientific concepts in day to-day life e.g. Challenging myths and taboos regarding adolescence.</p> <p>SCI814: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>	<ul style="list-style-type: none"> • Adolescence and puberty. • Secondary sexual characters. • Development of sex organs. • Role of hormones in initiating reproductive function. • Sex determination. • Reproductive health and phase of life in humans. • Nutritional needs of the adolescents. 	<ul style="list-style-type: none"> • Make a list of some challenging myths and taboos regarding adolescence found in J&K. • Call an expert/counselor to your school to deliver a lecture on adolescent issues.

Week 18 and Week 19	Chapter-11 Materials Metals And Non-Metals.	<p>SCI802: Classifies material based on properties / characteristics e.g. Metals and non-metals.</p> <p>SCI806: Writes word equation for chemical reactions, e.g. Reaction of metals and non-metals with air, water and acids etc.</p> <p>SCI811: Applies learning of scientific concepts in day to-day life e.g. Using metals and non-metals for various purposes.</p>	<ul style="list-style-type: none"> • Physical and chemical properties of metals and non-metals. • Uses of metals and non-metals • Mineral wealth of J&k. • Highly reactive metals. 	<ul style="list-style-type: none"> • Ask the students to prepare the list of various metals used in their homes. • Ask the students to make the list of mineral wealth of J&K.
Week 20	12. Light.	<p>SCI805: Explains processes and phenomenon, e.g., formation of multiple images, etc.</p> <p>SCI807: Measures angles of incidence and reflection etc.</p> <p>SCI809: Draws labelled diagram/ flow charts, e.g., structure of eye, etc.</p> <p>SCI810: Constructs models using material from surroundings and explains their working e.g., kaleidoscope.</p>	<ul style="list-style-type: none"> • Concept of Light • Laws of reflection. • Lateral inversion. • Regular and diffused reflection. • Double reflection • Multiple images. • Kaleidoscope • Dispersion of light • Structure and working of Eyes. • Care of eyes • Visually challenged persons. • Braille system introduction. 	<ul style="list-style-type: none"> • The learner may be provided an opportunity in pairs/groups/individually in an inclusive setup and encouraged to conduct activities/experiments (on laws of reflection, Multiple image formation using candle and laser light .etc.) and record observation.

<p>Week 21 and Week 22</p>	<p>13. Pollution Of Air And Water.</p>	<p>SCI804: Relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain etc. SCI806: Writes word equation for chemical reactions, e.g. reactions of non-metals with air and water etc. SCI811: Applies learning of scientific concepts in day to-day life, e.g. purifying water. SCI813: Makes efforts to protect environment, e.g., making controlled use of fertilizers and pesticides; suggests ways to cope with environmental hazards.</p>	<ul style="list-style-type: none"> • Pollution. • Pollutants • Air pollution. • Water pollution • Potable water • Acid rain • Chemical contamination • Global warming • Greenhouse effect • Causes and remedies of different types of pollution. 	<ul style="list-style-type: none"> • Visit to water treatment plant. To observe working of water treatment plant and different stages of water purification. • Visit a trusted world education site and collect 10 slogans on Global warming with the help of class teacher.
<p>Week 23</p>	<p>Chapter-14 Friction</p>	<p>SCI803: Conducts simple investigation to seek answer to queries, e.g. Why ball bearings are used in bicycle/hand cart etc. SCI804: Relates processes and phenomenon with cause, e.g. Friction due to different surfaces. SCI11: Applies learning of scientific concepts in day-to-day life, e.g. Increasing/reducing friction.</p>	<ul style="list-style-type: none"> • Causes and effects of friction. • Types of friction. • Laws of limiting friction. • Methods to reduce friction. • Friction as necessary evil. • Friction due to Fluids. 	<ul style="list-style-type: none"> • Make an inclined plane of wood, and some wooden blocks, set the inclined plane at an angle of 45 °, and (a) put a wooden block on it observe how it slides. (b) Wet the block and put the wooden block again on it observe again how it slides. (c) Now apply some lubricant and observe the effect. • Suggest some ways to increase the force of friction between feet and icy floor.

Week 24	Chapter-15 Stars And The Solar System.	<p>SCI802: Classifies material and objects based on properties /characteristics celestial objects.</p> <p>SCI803: Conducts simple investigations to seek answer to queries e.g. How does earth supports life?</p> <p>SCI809: Draws labelled diagram of phase of moon, solar system, constellation etc.</p> <p>SCI810: Construct model using material from surrounding and explain their working e.g. solar system</p>	<ul style="list-style-type: none"> • Universe and heavenly bodies. • Stars as light emitting bodies. • Constellations • Sun and its family. • Moon (as natural satellite) and its phases. • Comets • Meteors and meteorites. • Astronomical unit of distance. 	<ul style="list-style-type: none"> • Using ICT show the learners documentary on celestial objects /solar system. • Organize a discussion of students in the school/classroom on the theme “PLANETS AND THEIR UNIQUE FEATURES”. With special reference to earth • Construct the working model of solar system.
Week 25 and Week 26	Chapter-16 The Cell.	<p>SCI801: Differentiates materials and organisms, such as plant and animal cells on the basis of their properties, structure and functions.</p> <p>SCI802: Classifies organisms based on properties /characteristics different types of cells.</p> <p>SCI808: Prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features</p> <p>SCI809: Draws labelled diagram /flow chart e.g. structure of cell.</p> <p>SCI812: Discusses and appreciates stories of scientific discoveries.</p>	<ul style="list-style-type: none"> • Cell as a basic unit of life. • Discovery of cell. • Diversity in cells • Prokaryotic and eukaryotic cell • Plant cell and animal cell. • Parts of plant and animal cell. • Cell organelles (composition, structure, size functions etc.) • Magnifying instruments • Set-ups for preparing microscopic slides. 	<ul style="list-style-type: none"> • Display the animal /plant cell organelle chart, and ask learners to find the cell organelle common to both cells etc., • Get some plant material from the field and prepare a few temporary slides .Observe the specimen.

<p>Week 27-28</p>	<p>Chapter-17 Some Natural Phenomena.</p>	<p>SCI804: Relates processes and phenomenon with cause, e.g. lightening as an electric discharge due to accumulation of charges in clouds etc. SCI810:- Constructs models using material from surroundings and explain their working, e.g. Electroscope SCI811: Applies learning of scientific concepts in day to day life e.g. (installation of lightening conductors)</p>	<ul style="list-style-type: none"> • Charging by rubbing • Types of charges and their interaction. • Transfer of charges. • lightning (causes, consequences) • Earthquake (causes, consequences) • Safety measure (during) lightning and earthquake) • Richter scale and seismograph. 	<ul style="list-style-type: none"> • Make a list of DO'S and don'ts during lightening and earthquake and hang it on the front wall of your classroom. • Using common house hold material make a working electroscope model, ask the students to prepare their own electroscopes.
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Kashmir Student Alerts

Table SA: Summative Assessment Content

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

Assessment scheme

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



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

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • explore examples of rational numbers with all the operations and explore patterns in these operations • use generalised form of numbers up to 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them • explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer • observe situations that lead to simple equations and solve them using suitable processes • multiply two algebraic expressions and different polynomials based on previous knowledge of distributive property of numbers and generalise various algebraic identities using concrete examples • factorise algebraic expressions using relevant activities based on previous knowledge of factorising two numbers • observe contexts that involve the use of percentages like discount, profit & loss, VAT, simple and compound interest, etc. • generalise the formula of compound interests through repeated use of simple interest • observe situations where one quantity depends on the other. the quantities increase together, or in which while one increases the other decreases. For example, as the speed of a vehicle increases the time taken by it to cover the distance decreases. • measure the angles and sides of different quadrilaterals and identify patterns in the relationship among them, make hypothesis on the basis of generalisation of the patterns and later on verify through examples • verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles • express/represent a 3-D shape into its 2-D form from their daily life like, drawing a box on a plane surface, showing bottles on paper, board or wall etc. 	<p>The learner —</p> <p>M801: generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns</p> <p>M802: finds out as many rational numbers as possible between two given rational numbers.</p> <p>M803: proves divisibility rules of 2, 3,4, 5, 6, 9 and 11</p> <p>M804: finds squares, cubes and square roots and cube roots of numbers using different methods.</p> <p>M805: solves problems with integral exponents.</p> <p>M806: solves puzzles and daily life problems using variables.</p> <p>M807: multiplies algebraic expressions. e.g. expands $(2x-5)(3x+7)$.</p> <p>M808: uses various algebraic identities in solving problems of daily life</p> <p>M809: applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.</p> <p>M810: Solves problems based on direct and inverse proportions</p> <p>M811: Solves problems related to angles of a quadrilateral using angle sum property</p>

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

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

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

M814: verifies Euler's relation through pattern

M815: constructs different quadrilaterals using compasses and straight edge.

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


M817: finds the area of a polygon.

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

M819: draws and interprets bar charts and pie charts.

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

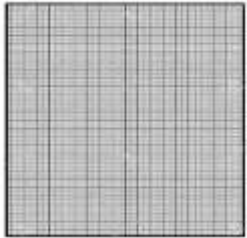
Class 8th Academic Callendar cum Syllabus, Mathematics

Time	Chapter	Learning Outcome/part of Learning Outcome	Key Concepts	Suggestive Activities/Pedagogical Process																																																	
Week -1 and week 2	1. Rational Numbers	<p>M801- Generalizes Properties of Addition, Subtraction, Multiplication Division of Rational Numbers through patters /Number line.</p> <p>M802- Find out as many Rational Numbers as possible between two given Rational Numbers</p>	<ul style="list-style-type: none"> • Rational Numbers • Properties of Rational numbers (closure, commutative, Associative, Distributive) • Role of zero • Negative of a number • Reciprocal. • Representation of Rational Numbers on the Number line • Rational Numbers between two Rational Numbers 	<p>Activity:1 Take two square papers to do Addition of Rational numbers (Closure) $\{\frac{4}{7}+ (-\frac{2}{7})\}$. Divide square paper into seven rows and seven columns to get 49 grids. Put + sign in 4 rows and put - sign in two columns. Now have a look +and - cancelled. There left 6 negative signs and 20+ signs then cancel 6 - signs with 6 + signs among 20. there left 14 + signs and total grids are 49. this implies $\frac{14}{49} = \frac{2}{7}$</p> <table border="1" data-bbox="1272 651 1630 900"> <tr><td>±</td><td>±</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td></tr> <tr><td>±</td><td>±</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td></tr> <tr><td>±</td><td>±</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td></tr> <tr><td>±</td><td>±</td><td>+</td><td>+</td><td>+</td><td>+</td><td>+</td></tr> <tr><td>-</td><td>-</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-</td><td>-</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>-</td><td>-</td><td></td><td></td><td></td><td></td><td></td></tr> </table> <p>Do this activity and paste on your note book.</p>	±	±	+	+	+	+	+	±	±	+	+	+	+	+	±	±	+	+	+	+	+	±	±	+	+	+	+	+	-	-						-	-						-	-					
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Week-3 and week 4, week 5	2. Linear Equations	<p>M806- Solves Puzzles and daily life problems using variables.</p>	<ul style="list-style-type: none"> • Linear Equations • Solving equations which have linear expression on one side and numbers on the other side • Some Applications • Solving equations having the variables on both sides. • Equations reducible to Linear form 	<p>Activity-1 Using Calendar</p> <ol style="list-style-type: none"> 1. Select any four dates in square. (Eg, 10, 11, 17, 18) 2. High light the four dates. 3. Take first number as x, the 4. Next number will be $x + 1, x + 7, x + 8$ likewise. 5. Add them all i.e., $x + x + 1 + x + 7 + x + 8 = 10 + 11 + 17 + 18$ 6. Arrange them as $x + x + x + x + 1 + 7 + 8 = 56$ $\Rightarrow 4x + 16 = 56$ (linear equation in one variable) $\Rightarrow 4x = 56 - 16$ $\Rightarrow 4x = 40$ $x = 40/4 = 10$ <p>That is the first date you have taken Note: Take more Activities which you like.</p> 																																																	

Class 8th Academic Callendar cum Syllabus, Mathematics

<p align="center">Week -6, week 7</p>	<p align="center">3.Understanding Quadrilaterals</p>	<p>M811-Solves problems related to angles of a Quadrilaterals using angle sum property</p> <p>M812-Verifies properties of parallelogram and establishes the relationship between them through reasoning.</p>	<ul style="list-style-type: none"> • Quadrilateral • Kinds of Quadrilaterals • Polygons, and its classification convex, concave, Regular, irregular polygon) • Angle sum Property 	<p><u>Activity:1</u> 1.Take a number of match sticks and small pieces of Rubber tubes, join two match sticks with rubber tubing so that an angle is formed, join two more sticks at the free ends Of match sticks, by doing so we obtain an object in the shape of Quadrilateral.</p> <p><u>Activity 2:</u> Angle Sum Property of Quadrilateral</p> <p>Join plastic strips with the half protractor by using screws, formed a Quadrilateral and by moving strips we can form different types of Quadrilaterals and measure the angles of Each Quadrilateral so formed and verify the properties. (Use Math kit and Do this Activity)</p> <p align="center"><u>Discussion Time:</u> Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. Is it possible to have a quadrilateral having sum of four interior angles more than 360. 2. Is there any quadrilateral which is also a rectangle, parallelogram, rhombus, trapezium and kite.
<p align="center">Week -8 and week 9</p>	<p align="center">4.Practical Geometry</p>	<p>M815-Constructs different Quadrilaterals using compasses and straight edges.</p>	<p>Constructing a Quadrilaterals</p> <ol style="list-style-type: none"> (a) When four sides and one diagonal are given. (b) When two diagonals and three sides are given (c) When two adjacent sides and three angles are given (d) When three sides and two included angles are given (e) When other special properties are known 	<p align="center">Activity:1</p> <p>Draw a rough sketch that visualizing the Quadrilateral <i>PQRS</i> With $PQ = 4cm, QR = 6cm$ $RS = 5cm, PS = 5.5cm$ and $PR = 7cm$. first construct Triangle <i>PQR</i> by using SSS Construction.</p> <p>Now locate the 4th point <i>S</i>. This <i>S</i> Would be on the side opposite to <i>Q</i> With reference to <i>PR</i> For that we have two measurements <i>S</i> is 5.5 cm away from <i>P</i>. So, with <i>P</i> as center draw an arc of radius 5.5cm. <i>S</i> is 5 cm away from <i>R</i>. so <i>R</i> as center, draw an arc of radius 5cm.<i>S</i> should lie on both the arcs drawn. So, it is the point of intersection of the two arcs. Mark <i>S</i> and complete <i>PQRS</i>.</p> <p align="center"><u>Discussion Time:</u> Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. Can we construct a quadrilateral uniquely in which the lengths of its only four sides is given. 2. Why we can construct a square uniquely in which the length of its only one side is given.

Class 8th Academic Callendar cum Syllabus, Mathematics

Week-10	5.Data Handling	<p>M819- Draws and interprets bar charts and pie charts.</p> <p>M820- Make hypothesis on chances of future events on the basis of its earlier occurrences or available data like, after repeated throws on dice and coins.</p>	<ul style="list-style-type: none"> Organizing data A Pictograph, A bar graph. Circle graph or pie chart. Chance and probability 	<p>Activity:1 Collect information of modes of travelling to school. Like as</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Modes</td> <td>walk</td> <td>cycle</td> <td>Bus</td> <td>scooter</td> <td>sumo</td> </tr> <tr> <td>No.</td> <td>7</td> <td>3</td> <td>11</td> <td>4</td> <td>5</td> </tr> </table> <p>Show this data by bar graph and Pictograph. Note: Do more Activities.</p> <p align="center"><u>Discussion Time:</u></p> <p>Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> Why there is need to represent the data through various graphs/charts What is the importance of representative values of data. 	Modes	walk	cycle	Bus	scooter	sumo	No.	7	3	11	4	5
Modes	walk	cycle	Bus	scooter	sumo											
No.	7	3	11	4	5											
Week-11, and week -12	6.Square and Square roots	<p>M804- Finds squares, and square roots of numbers using different methods.</p>	<ul style="list-style-type: none"> Finding a square of a number Finding square root through repeated subtraction, prime factorization, and by division method Properties of square Numbers. Square root of decimals Estimating square root More interesting Patterns. <ol style="list-style-type: none"> Adding Triangular numbers. Adding odd numbers Sum of consecutive numbers Pythagorean triplets 	<p>Activity no.1 Take a graph paper and visualize $2^2=4$, $3^2=9$ Take 2×2 squares =4 which stands $2^2 = 4$ Similarly to find the squares of other numbers.</p>  <p align="center"><u>Discussion Time:</u></p> <p>Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> What is the relation between the square of a number 'x' and the geometric square whose side is 'x' units Is it possible to make the square of some number without multiplying actually. If yes, find it. Is there any number whose square root is a negative number? 												

Class 8th Academic Callendar cum Syllabus, Mathematics

<p align="center">Week-13, week 14</p>	<p align="center">7. Cube and Cube roots</p>	<p>M804- Finds cubes and cube roots of numbers using different methods.</p>	<ul style="list-style-type: none"> • Cubes and their Prime factors • Cube root of a cube number • Smallest multiple that is perfect cube • Some interesting patterns <p>(a) Adding consecutive odd numbers</p>	<p align="center">Activity: 1 (Estimation Method)</p> <p>Let's assume a number, say 205379. Start clubbing three numbers from the right hand side. so the first group will have 379, while the second group will have 205. since the unit place of first group is 9, we can say that cube roots unit place will also be 9. Next, Take the second group number and determine the closest perfect cubes to it. The closest perfect cubes to 205 is 125, which is 5^3 and 216 which is 6^3. Assume the lower cube root number as the first digit for the stating number. Thus, with this method. you can arrive at the result, 59 which is indeed the cube root for 205379. Keep practicing cubes and cube root exercises to give better understanding.</p> <p align="center"><u>Discussion Time:</u></p> <p>Appreciate students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. Can estimation method be applied to find the cube root of a non-perfect cube number? 2. Give a real life situation where cube root is used
<p align="center">Week-15 and week 16-week 17</p>	<p align="center">8. Comparing Quantities</p>	<p>M809- Applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.</p>	<ul style="list-style-type: none"> • Recalling Ratio and Percentage • Finding the increase or Decrease percent • Estimation in percentages • Finding Discount • Finding cost price, selling price, profit%, Loss% • Sales tax/Value added tax • Compound interest 	<p align="center">Activity: 1</p> <p>Two Students got 5 pieces of cake. one student took 2 pieces and remaining 3 pieces taken by another student. Who have more cake pieces, it can be Expressed as fractions,</p> <p>One student took $= \frac{3}{5}$ Another student $= \frac{2}{5}$</p> <p>This comparison can be done by using %age. We know the word percent means per 100 or for every 100.</p> <p>One student took $= \frac{3}{5} \times \frac{20}{20} = \frac{60}{100} = 60\%$ Another student took $\frac{2}{5} \times \frac{20}{20} = \frac{40}{100} = 40\%$</p> <p>This activity stands the comparison of two Quantities and knows who got more. Note: Do some more such activities</p>

Class 8th Academic Callendar cum Syllabus, Mathematics

<p align="center">Week 18 and week -19</p>	<p align="center">9. Algebraic Expressions and Identities</p>	<p>M806- Solves puzzles and daily life problems using variables., M807- Multiplies algebraic expressions. e.g., expands $(2x-5)(3x+7)$</p> <p>M808- uses various algebraic identities in solving problems of daily life</p>	<ul style="list-style-type: none"> • Algebraic Expressions • Terms, Factors and Coefficients • Monomials, Binomials and Polynomials • Addition and subtraction of Algebraic Expressions • Multiplication of Algebraic Expressions • Standard Identities 	<p align="center">Activity:1</p> <p>Cut outs of squares of sides a and b units, two rectangular cut outs of length a units and breadth b units. To explore the identities. Note: Do some more activities as desired.</p> <p align="center"><u>Discussion Time:</u></p> <p>Appreciate students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. How to make puzzles using algebra. 2. Use algebra to find the magic in some puzzle <p align="center">Puzzle</p> <p>Take some number Double it Add 40 to the result and get sum Divide the obtained sum by 2 and get quotient Subtract 40 from it There remains half of the number you chose at first Now, discuss with your friend, how it works</p>
<p align="center">Week- 20, week- 21 and week- 22</p>	<p align="center">10. Mensuration</p>	<p>M813- Represents 3D shapes on a plane surface such as sheet of paper, black board etc.</p> <p>M816- Estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas. M817-Finds the area of a polygon. M818- Finds surface area and volume of cuboidal and cylindrical objects,</p>	<ul style="list-style-type: none"> • Closed Plane figures. • Area of Trapezium • Area and Perimeter of General /Special Quadrilaterals, • Solid Shapes <p>Surface Area and Volumes of Cubes, Cuboids and Cylinders</p>	<p align="center">Activity:1</p> <p>Fold the paper cutouts of given nets of different solid shapes and explore the possibility of formation of different solids like cubes, cuboids, cones, cylinders, Prisms etc. By observing try to explore the formulae for calculation of lateral and Total surface Areas and volumes of these solid shapes. Note: Do some more Activities as Desired. (Make use of Math Kits)</p> <p align="center"><u>Discussion Time:</u></p> <p>Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. The real-life application of mensuration 2. What should be the length, breadth and height of an underground reservoir to store 2000l of water. 3. To measure the capacity of the cylindrical tanks available in their homes and check it the tanks occupies exactly as written on them.


Class 8th Academic Callendar cum Syllabus, Mathematics

<p align="center">Week-23</p>	<p align="center">11. Exponents and Powers</p>	<p>M805- Solves problems with integral exponents.</p>	<ul style="list-style-type: none"> • Exponents • Powers with Negative Exponents • Use of Exponents to Express Small Numbers in Standard Form 	<p align="center">Activity:1</p> <p>Paper Folding Activity Take a rectangular paper sheet and have zero-Fold, it means No. of Fold represents Power $2^0 = 1$. Fold the rectangle in 1 time and count the rectangle It means $2^1=2$. Fold the paper 2 times 'it means $2^2 = 4$ similarly with other numbers.</p> <p align="center"><u>Discussion Time:</u></p> <p>Encourage students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. What is the need to write numbers in exponential form. 2. Can we write $2^5 - 2^3 = 2^2$? Why or why not? 3. What is exponent and what is power. 										
<p align="center">Week- 24</p>	<p align="center">12. Direct and Inverse Proportions</p>	<p>M810- Solves problems based on direct and inverse proportions</p>	<ul style="list-style-type: none"> • Direct Proportion • Inverse Proportion • Application of direct and inverse proportion 	<p align="center">Activity :1</p> <p>Take a Graph paper sheet cut and paste it in different ways.</p> <ol style="list-style-type: none"> 1. 6 rows and 6 columns 6×6, 4×9, 3×12, 2×18. <p>This shows No. of rows decreasing and no. of columns increasing. that stands inverse proportion.</p> <table border="1" data-bbox="1256 916 2036 1002"> <tbody> <tr> <td>Rows</td> <td>6R1</td> <td>4 R2</td> <td>3R3</td> <td>2R4</td> </tr> <tr> <td>Columns</td> <td>6C1</td> <td>9C2</td> <td>12C3</td> <td>18C4</td> </tr> </tbody> </table> <p align="center"><u>Discussion Time:</u></p> <p>Appreciate students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. To find some situations where direct and inverse proportion is found. 2. If values are increased or decreased at a constant rate, is it proportion? 3. Compare direct and inverse proportion and discuss their need in real life situations. 	Rows	6R1	4 R2	3R3	2R4	Columns	6C1	9C2	12C3	18C4
Rows	6R1	4 R2	3R3	2R4										
Columns	6C1	9C2	12C3	18C4										

Class 8th Academic Callendar cum Syllabus, Mathematics

<p align="center">Week-25-26</p>	<p align="center">13. Factorization</p>	<p>M806 Solves puzzles and daily life problems using variables.</p> <p>M808 Uses various algebraic identities in solving problems of daily life</p>	<ul style="list-style-type: none"> • Factors of natural numbers, Algebraic expressions • Factorization using identities • Division of Algebraic Expressions 	<p>Activity:1 Factorize x^2+5x+6 Take one x^2tile and 6-unit tiles. Arrange them to form a rectangle</p> <table border="1" data-bbox="1384 276 1928 421"> <tbody> <tr> <td>x^2</td> <td>x</td> <td>x</td> </tr> <tr> <td>x</td> <td>1</td> <td>1</td> </tr> <tr> <td>x</td> <td>1</td> <td>1</td> </tr> <tr> <td>x</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>This shows that $x^2+5x+6=(x+2)(x+3)$ Note: Create more Activities by your choice</p> <p align="center"><u>Discussion Time:</u> Appreciate students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. How many methods are there to factorize the algebraic expressions. Review all and discuss the situations where these methods are used. 2. To factorize $x^2 + 5x + 6$ by “splitting middle term” method We split $5x$ as $3x, 2x$ not any other way Why so, why not $5x$ as $4x, x$ or $5x, 0x$ 	x^2	x	x	x	1	1	x	1	1	x	1	1
x^2	x	x														
x	1	1														
x	1	1														
x	1	1														
<p align="center">Week-27</p>	<p align="center">14. Introduction to Graphs</p>	<p>M819- Draws and interprets bar charts and pie charts.</p>	<ul style="list-style-type: none"> • A bar graph, Histogram, pie chart, Linear graph 	<p>Activity:1 Ask the students that which is your popular subjects and organize it as follows</p> <table border="1" data-bbox="1384 991 1910 1318"> <tbody> <tr> <td>Subject</td> <td>Hindi</td> <td>English</td> <td>Geography</td> <td>Maths</td> <td>Science</td> </tr> <tr> <td>No</td> <td>30</td> <td>20</td> <td>21</td> <td>35</td> <td>31</td> </tr> </tbody> </table> <p>Represent this information using Bar-Chart. Also collect some more data and represent using Bar-Chart and Pie-Chart</p>	Subject	Hindi	English	Geography	Maths	Science	No	30	20	21	35	31
Subject	Hindi	English	Geography	Maths	Science											
No	30	20	21	35	31											

Class 8th Academic Callendar cum Syllabus, Mathematics

<p>Week-28</p>	<p>15. Playing with Numbers</p>	<p>M803- Proves divisibility rules of 2, 3,4, 5, 6, 9 and 11</p>	<ul style="list-style-type: none"> • Numbers in General Form $52 = 50 + 2 = 10 \times 5 + 2$ <ul style="list-style-type: none"> • Letters for Digits • Tests of Divisibility • Application of divisibility test 	<p align="center">Activity :1</p> <p>Roll three Dice, Put the dice together in a line, use the numbers on the dice to form a three-digit number, Referencing the divisibility rules chart, determine if the number is divisible by 2,3,4,5,6,9, and 10 Repeat the process with one more three-digit numbers.</p> <div style="text-align: center;">  </div> <p align="center"><u>Discussion Time:</u></p> <p>Appreciate students to discuss in groups/peer:</p> <ol style="list-style-type: none"> 1. What is importance of divisibility test. 2. We say a number is divisible by 6 if it is divisible by 2 and 3, why so? 3. If a number is divisible by 12, why is also divisible by 2,3, 4, 6 4. If 3 and 4 divides a number, the number is also divisible by 12. Why 5. If a number leaves remainder 6 when divided by 9, what will be the remainder when the same number is divided by 3 6. Why an odd number divides both (Some even and some odd) but an even number divide only (some even numbers). Why
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Summative Assessment Learning Outcomes

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

Class 8th Academic Callendar cum Syllabus, Mathematics

Cogitative levels	Total Marks	% Weightage (approx.)
<p>CL-1: Demonstrate Knowledge and Understanding. -Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. -Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.</p>	18	36%
<p>CL-2: Application of knowledge/concept. - Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	10	20%
<p>CL-3: Formulate, Analyse, Evaluate and Create. - Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information'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.</p>	22	44%
Total	50	100

Weightage

Summative Assessment Blueprint

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

Social Science



Kashmir Student Alerts

SOCIAL SCIENCE CLASS 8th

Rationale

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

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

Objectives

The main objectives of this syllabus are to:

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

Academic calendar cum Syllabus, Class 8th Social Science

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

COURSE STRUCTURE CLASS - VIII (2023-24)

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

Class 8th (Social Sciences)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ol style="list-style-type: none"> 1. collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world. 2. explore various farming practices carried out in the neighbourhood/ district/ state and interact with farmers. 3. use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/ countries 4. develop projects on conservation of natural and human made resources 5. discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures 6. use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. 7. read stories of lived experiences of individuals and communities of the period. 8. discuss events and processes in groups and as a whole in the classroom situation. 9. raise questions on different issues and events like, 'Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers? 	<p>The learner:</p> <p>SST801:classifies different types of resources and industries based on raw materials, size and ownership</p> <p>SST802:describes major crops, types of farming and agricultural practices in her/his own area/ state</p> <p>SST803:interprets the world map for uneven distribution of population</p> <p>SST804:describes causes of forest fire, landslide, industrial disasters and their risk reduction measures</p> <p>SST805:locates distribution of important minerals, e.g., coal and mineral oil on the world map</p> <p>SST806:analyses uneven distribution of natural and human made resources on the earth</p> <p>SST807:justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas</p> <p>SST808:analyses the factors due to which some countries are known for production of major crops, e.g. wheat, rice, cotton, jute, etc., and locates these countries on the world map</p> <p>SST809:draws interrelationship between types of farming and development in different regions of the world</p> <p>SST810:draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments</p> <p>SST811:explains how the English East India Company became the most dominant power</p> <p>SST812:explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'</p> <p>SST813:describes the forms of different tribal societies in the 19th</p>

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

century and their relationship with the environment.

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

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

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

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

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

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

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

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

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

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

SST824:differentiates between State government and Union government

SST825:describes the process of election to the Lok Sabha

SST826:locates one's own constituency on parliamentary constituency map of State/ UT and names local MP

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

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

SST829:demonstrates how to file a First Information Report (FIR)

SST830:analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region

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

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

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

Social Science 8th (Geography)				
Time Duration (Week)	Content	LEARNING OUTCOME	Key Concepts	Suggested Activity
Week-1	Resources	SST801: classifies different types of resources and industries based on raw materials, size and ownership.	<ul style="list-style-type: none"> • Utility • Value • Resources and its types • Resource Conservation • Sustainable development 	<ul style="list-style-type: none"> • Projects on conservation of resources
Week-2	Land, Soil, Water, Natural Vegetation and Wildlife Resources	<p>SST802: describes major crops, types of farming and agricultural practices in her/his own area/ state</p> <p>SST804: describes causes of forest fire, landslide, industrial disasters and their risk reduction measures important minerals, e.g., coal and mineral oil on the world map</p>	<ul style="list-style-type: none"> • Land use • Ownership of Land • Soil and its formation • Landslides • Methods of Soil Conservation • Water as a resource • Blue planet • Water cycle • Usage of water • Scarcity of water • Water pollution • Water Harvesting • Biosphere • Ecosystem • Conservation and protection of wildlife • CITES (The Convention on International Trade in Endangered Species of wild flora and fauna.) 	<ul style="list-style-type: none"> • Researching (Has your own place undergone any change in the land use pattern in recent years?)

Social and Political life - III				
Week-3	<p>Chapter: 1</p> <p>The Indian Constitution</p>	<p>SST822: interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples</p> <p>SST823: applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)</p> <p>SST824: differentiates between State government and Union government.</p>	<ul style="list-style-type: none"> • Constitution: key features • Monarchy • Democratic form of Govt. Or Polity • Fundamental rights • Majority • Minority • Dictatorial rule • Nationalists • Colonial rule • Constituent Assembly • Federalism • Parliamentary form of Govt. • Separation of powers • Directive principles of state policy 	<ul style="list-style-type: none"> • Identify the issues in your locality where any of your fundamental right (s) is/ are infringed. Make an action plan how to address these issues.
Week-4	<p>Chapter: 2</p> <p>Understanding secularism</p>	<p>SST823: 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"> • Secularism • Separation of state from religion (western Secularism) • Indian Secularism 	<ul style="list-style-type: none"> • Prepare posters with drawings and picture of different religious worship places and discuss their importance

Academic calendar cum Syllabus, Class 8th Social Science

Week-5	Chapter:3 Why do we need a Parliament?	<p>SST825: Describes the process of election to the Lok Sabha</p> <p>SST826: Locates one's own Constituency on Parliamentary Constituency Map of State/ UT and names local MP.</p>	<ul style="list-style-type: none"> • Indian Act 1909 • Parliament • National Government • Elected representatives • Chosen representatives • Decision making • President • Lok Sabha • Rajya Sabha • Coalition Govt. • Opposition party • MLA • MPs • Law making 	<ul style="list-style-type: none"> • On a constituency map of UT of J&K locate your own constituency. • Lok Sabha mock election
Week-6	Chapter: 4 Understanding laws	<p>SST827: Describes the process of making a law (e, g. Domestic violence Act, RTI Act, RTE Act.</p>	<ul style="list-style-type: none"> • Arbitration • Rule of law • Sedition Act of 1870 • Unpopular and controversial laws • Domestic violence Act, 2005 • Civil Rights Act in 1964 • RTI Act, RTE Act. Etc. 	<ul style="list-style-type: none"> • Identify in your locality issues related to violation of educational rights and make an action plan how to address these issues to the competent authorities.
OUR PAST III				
Week-7	Chapter 1 How When and Where	<p>The learner —</p> <p>SST811:explains how the English East India Company became the most dominant power</p>	<ul style="list-style-type: none"> • Periodization • Administrative Records • Surveys 	<p>Research arguments both in support and against the periodization proposed by James Mill</p>

Academic calendar cum Syllabus, Class 8th Social Science

Week-8	Chapter: 2 From Trade To Territory Company Established Power	SST811: explains how the English East India Company became the most dominant power	<ul style="list-style-type: none"> • European Companies • East India Company • Battles (Plassey, Boxer) • War with Maratha and Mysore • Policies (Paramountcy, Doctrine of Lapse, Subsidiary Alliance) • New administration • Company army 	Arrange an activity in the classroom to prepare posters and charts of places of India where the East India company stayed chronologically and make research the policies how the East India Company became the most dominant power
Week-9	Chapter: 3 Ruling The Countryside	SST812: explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'	<ul style="list-style-type: none"> • Diwan • Revenue Collection System(Permanent Settlement, Mahalwari System, Munro System) • Indigo Cultivation(Nij and Ryoti) • Blue Rebellion 	Make a group discussion in the classroom and Advise students to Imagine you are a witness giving evidence before the indigo commission. W.S.Setonkarr asks you "On what conditions will ryots grow indigo?" What will your answer be? And write down.
Week-10	Chapter: 4 Tribals, Dikus and The Vision of a Golden Age	SST813: Describes the forms of different tribal societies in the 19th century and their relationship with the environment. SST814: explains the policies of the colonial administration towards the tribal communities	<ul style="list-style-type: none"> • Tribal activities (Jhum Cultivation, Hunting Gathering, Herding, Settled Cultivation) • Effects of Colonial Rule on(Tribal Chiefs, Shifting Cultivators, Trade) • BirsaMunda a closer look 	Instruct students to Imagine you are a jhum cultivator living in a forest village in the 19 th century and told them that the land you were born on no longer belongs to you. In a meeting with British officials you try to explain the kinds of problems you face. What would you say? And write them

Geography				
Week-11	Mineral and Power Resources	<p>SST805: locates distribution of important mineral resources. Eg. Coal, mineral oil on the World map</p> <p>SST806: analyses uneven distribution of natural and human made resources on the earth</p> <p>SST807: 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"> • Types of Minerals • Extraction of Minerals • Distribution of Minerals • Use and Conservation of Minerals • Power Resources – Conventional and Non-Conventional • Tidal Energy • Biogas 	<ul style="list-style-type: none"> • On an outline map of India locate the following • Digboi, Jaisalmar, Bombay High, Krishna-Godavari delta, Tripura, Raniganj, Jharia, Dhanbad, Bokaro. • Collect the pictures of the following hydel power stations • Bhakra-Nangal, Gandhi Sagar, NagarjunSagar, Damodar-Valley Project.
Week-12	Agriculture	<p>SST808: analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map</p> <p>SST809: draws interrelationship between types of farming and development in different regions of the world</p>	<ul style="list-style-type: none"> • Agriculture as Primary Activity • Allied Sectors of Agriculture • Types of Farming • Major Crops around the World • Agricultural Development 	<ul style="list-style-type: none"> • On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries

Academic calendar cum Syllabus, Class 8th Social Science

Week-13	Industries	SST801: classifies different types of resources and industries based on raw materials, size and ownership.	<ul style="list-style-type: none"> • Manufacturing Sector • Classification of Industries • Locational Factors for Industries • World's Industrial Regions • Sunrise Industries • Industrial Disaster • Iron and Steel Industry • Cotton textile Industry 	<ul style="list-style-type: none"> • Research the factors responsible for the development of cities like Pittsburgh and Jamshedpur.
Week-14	Human Resources	<p>SST803: interprets the world map for uneven distribution of population</p> <p>SST810: draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments</p>	<ul style="list-style-type: none"> • People as Resource • Pattern of Population Distribution • Population Density • Factors affecting Population Distribution • Population Change • Population Composition • Population Pyramid 	<ul style="list-style-type: none"> • Discuss the characteristics of a society with 'too many under 15s' and one with 'too few under 15s'. • (Hint: need for schools, pension schemes, teachers, toys, wheelchairs, labour supply, and hospitals.)
Week-15	Industries of Jammu, Kashmir and Ladakh	SST801(A) Classifies industries of J & K as handloom, agro-based, forest based, mineral based and tourism based.	<ul style="list-style-type: none"> • Handlooms, handicrafts, carpet making Industry, Paper Machie, Kangri making, pashmina shawl industry, silver ware and imitation jewellery, silk industry, forest based Industry, agro-based Industry, mineral based Industry, tourism based Industry. 	<ul style="list-style-type: none"> • Prepare the list of small scale industries found in your district. • Visit any cottage industry in your area and make a list of raw materials used in it.

Social and Political life - III

Week-16	Chapter: 5 Judiciary	SST828: Describes the functioning of the Judicial system in India by citing some landmark cases.	<ul style="list-style-type: none"> • Dispute Resolution • Judicial Review • Article 21(Right to life) • Independent Judiciary • Branches of legal system • Separation of powers • Structure of courts • Appellate system • Public Interest litigation or PIL • Acquit, Eviction, violation. 	<ul style="list-style-type: none"> • Arrange an activity in the classroom to prepare charts reflecting the Hierarchy of the Indian judicial system
Week-17	Chapter: 6 Understanding our Criminal Justice System	SST829: Demonstrates how to file a first Information Report FIR	<ul style="list-style-type: none"> • Public Prosecutor • Defense Lawyer • Detention • Offences • First Information Report (FIR) • Impartiality • Fair Trial • Charge sheet • Cross-examine 	Organize a skit in the school demonstrating how to file FIR.
Week-18	Chapter: 7 Understanding Marginalization	SST830: Analyses the causes and consequences of marginalization faced by disadvantaged sections of one's own region.	<ul style="list-style-type: none"> • Marginalization • Adivasis and stereotyping • Adivasis and development • Minorities and Marginalization • Muslims and Marginalization • Ghettoization 	Conduct group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections.

Academic calendar cum Syllabus, Class 8th Social Science

Week-18	Chapter: 8 Confronting Marginalization	SST830: Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region.	<ul style="list-style-type: none"> • Laws for Marginalized Sections of society • Scheduled Castes or Dalits. Scheduled Tribes • Rights of Dalits and Adivasis • The SCs and STs Act, 1989 • Ostracise • Morally reprehensible. 	Visit your locality and conduct a survey of any marginalized group regarding their hardships and prepare a report to suggest possible remedies.
Week-19	Chapter: 9 Public Facilities	SST831: Identifies the role of Govt. in providing public facilities such as water/ Sanitation/Road/ Electricity/etc. and recognizes their availability.	<ul style="list-style-type: none"> • Universal access • Public Facilities • Sanitation, health care, electricity etc. • Role of Govt. 	Identify and enlist deficient public facilities of your locality and prepare a 'Representation' to address these issues to the competent authority.
Week-20	Chapter: 10 Law and social justice	SST832: Describes the role of Govt. in regulating economic activities.	<ul style="list-style-type: none"> • Worker • Consumer • Producer • Investment • Social Justice. 	Visit to the local market and interact with different shopkeepers to understand producer-consumer relationship.
Week-21	Chapter: 11 Social Exclusion and Inclusive Policy in Jammu and Kashmir	SST830: Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region.	<ul style="list-style-type: none"> • Social Exclusion • Political Exclusion • Economic Exclusion • Cultural Exclusion • Special ability • Hearing Impaired • Bullying • Sensitization • Deprivation 	Collect pictures and posters of specially abled achievers from different spheres who made their valuable contribution for the betterment of the nation.
History				

Academic calendar cum Syllabus, Class 8th Social Science

Week-22	Chapter: 5 When People Rebel 1857 and After	SST815: explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	<ul style="list-style-type: none"> • Response of people to- Policies, Reforms • Rebellion (Meerat, Delhi, Kanpur, Lucknow etc.) • Company fights back • Aftermath • The Khurda Uprising 	Develop a project on social, economic, political, religious and immediate causes of revolt of 1857.
Week-23	Chapter: 6 Weavers, Iron Smelters and Factory Owners	<p>SST816:analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period</p> <p>SST819:outlines major developments that occurred during the modern period in the field of arts</p>	<ul style="list-style-type: none"> • Indian Textile in European and world market • Decline of Indian textiles • Spinning Jenny and Cotton mills • Handlooms and Handicrafts of Kashmir • Indian Steel and Iron works • Abandoned furnaces in villages • Iron and steel factories came up 	Arrange group discussion in the classroom on how did the invention of spinning Jenny(1764), Steam engine(1786) and Calico Act(1720) thrown out thousands of weavers out of employment from different weaving communities.
Week-24	Chapter:7 Civilizing the Native, Educating the Nation	SST817: explains the institutionalisation of the new education system in India	<ul style="list-style-type: none"> • Indian education views of (orientalist and Westrnists) • Local schools and new rules • English education-views of (Mahatma Gandhi, Tagore) 	Divide the students into two groups as 'Orientalists' and 'Westernists' and each group shall highlight the importance of institutionalization of education system which they want to introduce.

Academic calendar cum Syllabus, Class 8th Social Science

Week-25	Chapter:8 Woman Caste and Reforms	SST818: analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	<ul style="list-style-type: none"> • Working towards change (widows, woman education) • Caste and social reform • Social reformers (Raja Ram Mohan Roy, Dayanand Sarasvati, Sri Narayana Guru, Jyotirao Phule, Rama Swamy Naicker, Swami Vivekananda, Ishwar Chandra Vidyasagar, Pandita Ramabai) their contribution as reformers • Some Movements and Organisations • Social Reforms in Jammu and Kashmir 	Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829. Child marriage Restraint Act, 1929 etc.
Week-26	Chapter:9 The Making of the National Movement 1870s – 1947	SST820: outlines the course of the Indian national movement from the 1870s till Independence	<ul style="list-style-type: none"> • Emergence of Nationalism • Mass Nationalism (Rowlett Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement • Towards Independence and partition 	Organize open demonstrations in the premises of school to highlight the nature and importance of Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement etc. during the course of the Indian national movement.
Week-27	Chapter:10 India After Independence	SST821: analyses the significant developments in the process of nation building	<ul style="list-style-type: none"> • A new and divided nation • A constitution is written • State formation • Planning for development • Post-independence development in Jammu and Kashmir 	Prepare a report on creation of Andhra

Academic calendar cum Syllabus, Class 8th Social Science

Week-28	Chapter:11 Formation of Erstwhile Jammu and Kashmir State and the Dogra Rule	SST800: Explains formation of J&K state viz, socio economic and cultural development under Dogra rule	<ul style="list-style-type: none"> • Formation of J&K state (Treaty of Lahore and Amritsar) • Dogra rule consolidated • Society, Economy and Culture • Women in everyday life • Public welfare measures(Local self government, roads and railways, irrigation, healthcare etc. 	Organize a Quiz Programme among different groups of students on formation of J&K state viz, socio economic and cultural etc. development under Dogra rule.
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Kashmir Student Alerts

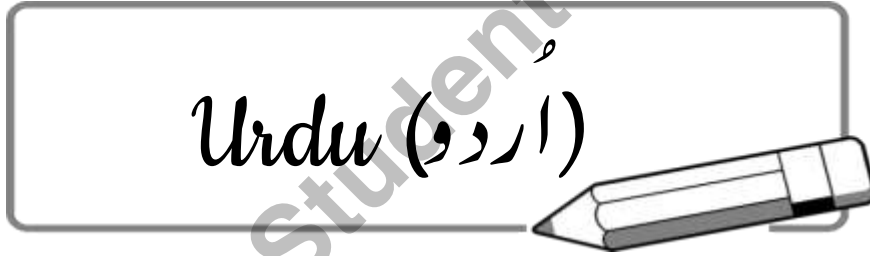
Class – 8th Summative Assessment Content

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

Time – 2.5 Hours		Maximum Marks - 50	
Serial Number	Cognitive Level	Total Marks	Percentage
1	CL-1: Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	18	36%
2	CL-2: Applying and Maps: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way (<i>Maps will be from all the three books</i>)	10	20%
3	CL-3: Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	22	44%
TOTAL		50	100%

QUESTION PAPER DESIGN CLASS 8th

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



Kashmir Student Alerts

سالانہ ایکڈمک کلینڈر / سیلیبس —2023-2024

جماعت: آٹھویں

زبان : اردو

تعارف

چھٹی سے آٹھویں جماعت تک کے بچے ذہنی اور جسمانی طور پر کافی حساس ہوتے ہیں۔ اس نئے دور میں اسکول، کلاس اور استاد کا مثبت رویہ بچوں کے تجسس کو صحت مند سمت دے سکتا ہے تاکہ ایک حساس فرد کی شکل میں اس کی ذہنی نشوونما ہو سکے۔ اس کے لئے ضروری ہے کہ وہ جماعت کے ساتھ جذباتی اور ذہنی طور پر وابستگی محسوس کریں۔ جمالیاتی حس اور ذوق جمال کو ابھارنے اور سماجی و سیاسی ماحول کو سمجھنے میں یہ دور خاصا اہم ہے۔ کیونکہ اس دور میں کئی اقسام کے ذوق کے بیج پھوٹتے ہیں۔ چاہے وہ زبان کا حسن ہو یا ماحول کا، کوئی چیز خوب صورت ہے تو کیوں ہے! اگر کوئی چیز تحریر یا فلم اچھی ہے تو وہ کون سے عوامل ہیں جو اس کو اچھا بناتے ہیں؟ ان کے بارے میں صاف، صحت مند اور واضح تصورات کا ہونا بے حد ضروری ہے۔

ابتدائی کلاسوں میں سمجھ کر پڑھنے کی صلاحیت پیدا کرنے کے بعد طلباء اس سطح پر پڑھتے وقت کسی تحریر کے ساتھ جذباتی طور پر جڑ جاتے ہیں۔ کسی نئی تحریر یا نئی کتاب کی طرف متوجہ ہونے اور اس میں موجود مواد کو پڑھنے کا تجسس ان میں پیدا ہوتا ہے۔ اس سطح پر طلباء کو یہ بات معلوم ہوتی ہے کہ اخبار میں کیا چھپتا ہے۔ اس میں کسی خبر، مضمون یا کہی گئی بات میں کیا مفہوم یا معنی پوشیدہ ہے۔ یہاں یہ کوشش ہونی چاہیے کہ طلباء لکھنے والے کی سوچ اور اس کے سروکار وغیرہ کو پہچان سکیں۔ اس دور میں طلباء اور طالبات خود اعتمادی کے ساتھ کسی زبان، فرد، چیز، مقام اور تحریر وغیرہ کا تجزیہ اور تشریح کرنے کے اہل ہو جاتے ہیں۔

سياق و سباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلو پیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔

URD817

اسم، فعل، صفت، لاحقہ، سابقہ، مرکب، محاورے، واحد جمع، مذکر مؤنث، اضداد کا استعمال جانتے ہیں۔

URD818

قافیہ، ردیف، تشبیہ، استعارہ کو جانتے اور ان کا استعمال بھی جانتے ہیں۔

URD819

نصابی توقعات

- ❖ نصاب میں شامل اسباق کی فنی اور ادبی خوبیوں اور قدروں سے طلباء کا روشناس ہونا۔
- ❖ قواعد کے بنیادی اصولوں کو سمجھنا اور زبان کی ساخت کا انہیں علم ہونا۔
- ❖ درسی کتابوں کے علاوہ دوسری کتابوں کے مطالعے کی عادت ہو جانا۔
- ❖ لغت کے استعمال کے طریقے سے واقف ہونا۔
- ❖ ریڈیو، ٹیلی ویژن وغیرہ پر نشر ہونے والی تقاریر اور مباحثوں کو سمجھنا۔
- ❖ آس پاس کے ماحول اور واقعات پر اظہار خیال کرنا۔

- ❖ سننے، بولنے، پڑھنے اور لکھنے کی مہارتوں پر خصوصی توجہ دینا۔
- ❖ التجا، شکر، معذرت وغیرہ میں استعمال میں آنے والے لب و لہجے کو سمجھنے کی صلاحیت پیدا کرنا۔
- ❖ بات چیت کرتے وقت موقع و محل کی مناسبت سے زبان اور مناسب لب و لہجہ اختیار کرنا جس سے کہ ان کے ذخیرہ الفاظ میں مزید اضافہ ہو۔
- ❖ نظم اور نثر کی الگ الگ صنف کی حیثیت سے شناخت کرنا۔

سیکھنے کے طریقے اور ماحول

- ❖ طلبا کو پیغامات سنانے کے مواقع فراہم کیے جائیں؛ جیسے: اتوار کے دن والدین اور اساتذہ کی ایک میٹنگ ہوگی، ساتھ ہی کسی بات چیت کو سن کر اسے اپنی زبان میں سنانے کے مواقع فراہم کیے جائیں۔
- ❖ مختلف سرگرمیوں کے ذریعے بولنے کے مواقع اور ماحول فراہم کیا جائے۔ مثلاً بحث و مباحثہ، بیت بازی، نظم خوانی، مشاعرہ کے ذریعے وہ اپنی بات کو بے جھجک کھل کر اور وضاحت سے پیش کر سکیں۔ بلند خوانی میں ان کی آواز، تلفظ، اتار چڑھاؤ، حرکات و سکنات پر نظر رکھی جائے۔ رول پلے، کہانی کو سنانا، اسمبلی اور سالانہ جلسے کے موقع پر پروگراموں میں کسی موضوع پر تسلسل کے ساتھ تقریر کرنے کے مواقع فراہم کرائے جائیں۔
- ❖ کسی کہانی یا نظم کو ڈرامے کی شکل میں لکھوانا۔ اس میں بچوں کو پوری آزادی دی جائے کہ ڈرامے کو کہانی کی شکل میں لکھوانا۔ اس طرح مختلف موضوعات پر نظم لکھنے کی ترغیب بھی دی جاسکتی ہے۔
- ❖ کلاس میں ایسا ماحول اور مواقع فراہم کرایا جائیں کہ وہ کسی موضوع پر تقریر کر سکیں۔ طلبا تازہ واقعات یا مسئلوں پر بحث و مباحثہ میں حصہ لیں اور اپنے خیالات آزادی سے پیش کر سکیں۔

موضوع	دورانیہ	آموزشی ماہر / جز آموزشی حاصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 1	ہفتہ 1	URD802	☆ مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ اساتذہ کسی خوش الحن طالب علم سے اس حمد کو پڑھوائے اور تمام طلباء اس کو غور سے سنیں گے اور ترنم سے پڑھنے کی کوشش کریں۔
صفحہ نمبر 07		URD803	☆ رائے کا اظہار کرنا	
		URD805	☆ مرکزی خیال	☆ اساتذہ ہر بند کی تشریح طلباء سے ہی کرائیں اور ہر طالب علم کو اس حمد کے بارے میں اپنی رائے دینے کا موقع دیں۔
		URD809	☆ سمجھنے کی صلاحیت	☆ طلباء کو ویڈیو کے ذریعے سے بھی یہ حمد اور دوسری کوئی اور حمد بھی سنائی جائے تاکہ طلباء کو حمد اور نعت کا فرق واضح ہو۔ (CWSN)
		URD817	☆ لغت کا استعمال	☆ طلباء کو مشکل الفاظ کے معنی کے لئے لغت کا استعمال سکھایا جائے۔
			☆ اردو کی یوٹیوب چینلز کو اور اردو مواد کو بہتر سمجھ اور فہم کے لئے دیکھتے ہیں۔	
			☆ سیاق و سباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلو پیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔	

مجوزہ سرگرمیاں	کلیدی اجزا	آموزشی ماہر / جزآموزشی ماہر حاصل	موضوع	دورانیہ
☆ اساتذہ سبق کو پڑھانے کے بعد، سمجھانے کے بعد طلباء سے اس سبق کے بارے میں اپنی اپنی رائے دینے کو کہیں۔	☆ سمجھ کر پڑھنا	طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔	سبق نمبر 2 <u>کاہلی</u>	ہفتہ 2 اور ہفتہ 3
☆ اساتذہ مناسب لب و لہجہ کے ساتھ بلند خوانی کریں۔ بار بار بلند خوانی کرنے سے طلباء کالب و لہجہ درست ہوگا۔	☆ تخلیقی صلاحیت	سماج میں ہونے والے مسائل کے تین حساس اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	URD804 صفحہ نمبر 11	
☆ اساتذہ طلباء کے دو گروپ بنا کر ایک آدھ جملہ کہہ کر ایک گروپ کو جملہ پورا کرنے کو کہیں۔ پھر دوسرے گروپ سے بھی دوسرا جملہ مکمل کرائیں۔	☆ ذخیرہ الفاظ ☆ لکھنے کی صلاحیت	سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔ زبان سیکھنے کے لئے گرائمر کے متعلق مختلف سرگرمیوں میں حصہ لیتے ہیں۔	URD802 URD807	
☆ اساتذہ طلباء کو کسی خاص شخصیت کے بارے میں پندرہ جملہ گھر سے لکھنے کو کہیں گے۔		اردو نیوز (اخبار، ٹی وی) ریڈیو کو بطور وسیلہ استعمال کرتے ہیں تاکہ ان کے سننے اور پڑھنے، نوٹ کرنے اور خلاصہ لکھنے کی سمجھ پیدا ہو۔	URD808	

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 3	ہفتہ 3 اور	<u>URD802</u>	سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ اساتذہ مناسب لب و لہجہ کے لئے بلند خوانی کریں۔ بار بار بلند خوانی سے طلباء کا لب و لہجہ درست ہوگا۔
<u>لل دید</u>	ہفتہ 4	<u>URD803</u>	پڑھے گئے اسباق کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ اساتذہ سبق "لل دید" کے بارے میں اپنی اپنی رائے تحریر کرائیں۔ پھر ہر طالب علم دوسرے طالب علم کی رائے کو سب کے سامنے اونچی آواز میں پڑھ کر سنائیں۔
صفحہ نمبر 14		<u>URD804</u>	سماج میں ہونے والے مسائل کے تئیں حساس اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	☆ رائے کا اظہار کرنا
		<u>URD807</u>	زبان سیکھنے کے لئے گرائمر کے متعلق مختلف سرگرمیوں میں حصہ لیتے ہیں۔	☆ لاحقہ اور سابقہ
		<u>URD810</u>	مختلف پیشوں سے تعلق رکھنے والے لوگوں کا انٹرویو کرتے ہیں۔ جیسے ڈاکٹر، ادیب، اداکار، شاعر وغیرہ۔	☆ سماج میں پائے جانے والے مسائل میں سے ایک مسئلہ پر مباحثہ کرائیں جیسے (برائیاں اور ان کا تدارک)۔
		<u>URD818</u>	لاحقہ اور سابقہ کا استعمال جانتے ہیں۔	1- جہیز 2- سسرال کی زیادتیاں 3- خودکشی 4- عورتوں کے ساتھ ناروا سلوک 5- سماجی برائیاں 6- نشہ کی لت
				☆ لاحقہ سابقہ، واحد جمع، مترادفات کو یاد کرانے کے لئے مختلف قسم کی سرگرمیاں کرائی جائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 4	ہفتہ 5	نظم کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔ پڑھی گئی نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔ نظم یا کہانی کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔	☆ مناسب لب و لہجہ ☆ رائے کا اظہار کرنا ☆ مرکزی خیال	☆ مناسب لب و لہجہ کے لئے طلباء کو رموز و اوقاف کا اعادہ کرایا جائے۔ جیسے: وقف کامل، وقفہ، واوین قوسین وغیرہ ☆ اساتذہ طلباء سے ہر بند کی تشریح الگ الگ کرائیں۔ ☆ اساتذہ طلباء سے اس نعت کا مرکزی خیال پوچھیں اور ان سے تحریر کرائیں۔ ☆ طلباء اس نعت کا دوسری نعتوں کے ساتھ قافیہ، ردیف کے اعتبار سے موازنہ کرتے ہیں اور یہ بھی جانتے ہیں کہ یہ نظم کی کونسی قسم ہے۔ ☆ اساتذہ طلباء سے اس نعت کے تمام قافیہ اور ردیف کاپی پر تحریر کرائیں۔ ☆ اساتذہ طلباء کو لغت کا استعمال سکھائیں اور فون کی Digital Dictionary لغت کا استعمال بھی سکھائیں۔
نعت صفحہ نمبر 21		تفصیلی طور پر کرداروں، واقعات خیالات، موضوعات وغیرہ کے بارے میں سوچتے ہیں اور ان کا موازنہ کرتے ہیں۔ انہیں زندگی کے ساتھ جوڑتے ہیں۔ مسائل کے بارے میں رائے دینے کی کوشش کرتے ہیں۔ سیاق و سباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلو پیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔	☆ تنقیدی نظر ☆ لغت کا استعمال	
		URD802 URD803 URD805 URD816 URD817		

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 5	ہفتہ 6 اور	<u>URD802</u>	☆ مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ لب و لہجہ کو درست کرنے کے لئے ہر ایک طالب علم سے بلند خوانی کرائیں اور ان کی ساتھ ساتھ اصلاح بھی کریں۔
<u>استاد کا احترام</u>	ہفتہ 7	<u>URD803</u>	☆ پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ سبق "استاد کا احترام" کے بارے میں تمام طلباء سے اپنی اپنی رائے تحریر کرائیں۔ اور ہر ایک طالب علم کو استاد کے متعلق کوئی ایک واقعہ کسی بھی غیر درسی کتاب سے پڑھ کر آنے کو کہیں پھر ایک دن استاد کے احترام کے واقعات کا تقریری مقابلہ کرائیں۔
صفحہ نمبر 25		<u>URD805</u>	☆ کہانی یا سبق کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔	☆ مرکزی خیال
		<u>URD806</u>	☆ اسکول کی تمام سرگرمیوں جیسے کہ مارنگ اسمبلی / فی البدیہہ مقابلہ / مباحثے وغیرہ میں حصہ لیتے ہیں۔	☆ مقابلہ مباحثے میں
		<u>URD810</u>	☆ مختلف پیشوں سے تعلق رکھنے والے لوگوں کا انٹرویو کرتے ہیں جیسے استاد وغیرہ	☆ مقابلہ لینا
		<u>URD818</u>	☆ لاحقہ اور سابقہ کا استعمال جانتے ہیں۔	☆ انٹرویو لینا
				☆ مارنگ اسمبلی پر فی البدیہہ ایک تقریری مقابلہ کرائیں جس میں اپنے پسندیدہ استاد کے بارے میں بولنے کے لئے کہیں۔ یہ فی البدیہہ مقابلہ "ٹیچرس ڈے" پر بھی ہو سکتا ہے۔
				☆ طلباء کو یہ موقع فراہم کرائیں کہ کبھی وہ اپنے پسندیدہ استاد کا انٹرویو لیں اور اس کو ریکارڈ کرائیں۔ اس طرح اس میں بہت سی خوبیاں ایک سرگرمی کے ذریعے سے پیدا ہو سکتی ہیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 6	ہفتہ 7 اور	URD801	☆ غیر درسی کتاب کا مطالعہ	☆ نوبل انعام کے بارے میں اور جانکاری کے لئے طلباء کو آج لائبریری لے جائیں۔ اور ان کو ایفرڈ نوبل اور نوبل انعام کے بارے میں مزید جانکاری دیں۔
<u>نوبل انعام</u>	ہفتہ 7	URD802	☆ مناسب لب و لہجہ	☆ طلباء کے دو گروپ بنائیں۔ ایک گروپ کب اور کس کو نوبل انعام ملا ہے۔ اس کی فہرست بنائیے۔ اور دوسرا گروپ کس کو کیوں انعام ملا ہے۔ اس کی فہرست بنائیں۔
صفحہ نمبر 30		URD804	☆ مسائل کے تئیں	☆ طلباء میں یہ شوق پیدا کرنے کے لئے کہ وہ بھی زندگی میں کچھ بہتر کریں۔ نوبل انعام ملنے کی وجہ کی طرف مائل کریں۔
		URD813	☆ بیدار اور حساس ہونا	☆ ادب کی نوبل انعام یافتہ کوئی کتاب اپنی اسکول کی لائبریری میں ضرور رکھیں تاکہ بچے باری باری اس کا مطالعہ کریں۔
		URD814	☆ ذخیروہ الفاظ	
			☆ واقعات کا موازنہ کرنا	

موضوع	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
ہفتہ 9	سبق نمبر 7	☆ مناسب لب ولہجہ کے ساتھ پڑھتے ہیں۔	☆ اساتذہ طلبا کو مترادف کی مشق کسی سرگرمی کے تحت کرائے۔
سیتاجی آہ وزاری	URD802	☆ پڑھی گئی نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ نظم کو پڑھنے کے بعد اساتذہ ایک مصرعہ دیں اور طلبا سے کہیں کہ اس کا دوسرا مصرعہ بنائیں۔
صفحہ نمبر 37	URD803	☆ کہانی یا سبق کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔	☆ طلبا کو اس نظم کا خلاصہ اور مرکزی خیال تحریر کرنے کو کہیں۔
	URD805	☆ اسکول کی تمام سرگرمیوں جیسے کہ مارننگ اسمبلی / فی البدیہہ مقابلہ / مباحثے سرگرمیوں میں حصے لیتے ہیں۔	☆ رائے کا اظہار
	URD806	☆ اردو کی یوٹیوب چینلز کو اور اردو مواد کو بہتر سمجھ اور فہم کے لئے دیکھتے ہیں۔	☆ مرکزی خیال
	URD809	☆ قافیہ - ردیف - تشبیہ - استعارہ کو جانتے ہیں اور ان کا استعمال بھی جانتے ہیں۔	☆ طلبا کے گروپ اس نظم کے قافیہ اور ردیف کی الگ الگ فہرست بنائیں گے۔
	URD819	☆ قافیہ، ردیف کی جانکاری	☆ اس نظم "سیتاجی آہ زاری: میں جتنی بھی تشبیہ ہے وہ سب تلاش کر کے لکھیے۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 8	ہفتہ 10 اور	پڑھی گئی کہانیوں، نظموں کو پڑھ ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ لکھنے کی صلاحیت	☆ گہیوں کے دانہ جیسا واقعہ یا کہانی طلبا کو تحریر کرنے کو کہیں۔
گہیوں کا دانہ	ہفتہ 11	سماج میں ہونے والے واقعات اور مسائل کے تئیں حساس اور بیدار ہیں۔ اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	☆ بولنے صلاحیت	☆ صحت کی خرابی کے وجوہات جاننے اور تحریر کرانے کے لئے طلبا کو ہدایت دیں۔
صفحہ نمبر 42		کہانی یا سبق کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔	☆ تجزیہ کرنا	"اب اور تب کا فرق کے عنوان سے ایک مذاکرہ کرائیں۔
		اسکول کی تمام سرگرمیوں جیسے کہ مارنگ اسمبلی / فی البدیہہ مقابلہ / مباحثے وغیرہ میں حصہ لیتے ہیں۔	☆ مرکزی خیال اور خلاصہ	☆ طلبا سے اس واقعہ سے جڑے تمام اہم نکات کو ضبط تحریر میں لانے کو کہیں۔
		زبان سیکھنے کے لئے گرائمر کے متعلق مختلف سرگرمیوں میں حصہ لیتے ہیں۔	☆ مباحثے میں شرکت	☆ "موجودہ دور میں بیماریوں کی وجوہات" پر کلاس میں ایک مباحثہ کرائیں۔
		مختلف پیشوں سے تعلق رکھنے والے لوگوں کا انٹرویو کرتے ہیں جیسے استاد، موچی، کسان، ڈاکٹر وغیرہ	☆ انٹرویو لینا	☆ اپنے علاقے میں کسی کسان کا انٹرویو ضرور لیں۔ (طلبا کو اس سرگرمی کو کرنے میں بہت مزہ آئے گا۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 9	ہفتہ 11 اور	URD801	☆ غیر درسی کتاب کا مطالعہ	☆ جابر بن حیان سے متعلق کوئی اور کتاب طلبا کو لائبریری سے ضرور دیں تاکہ وہ اور جانکاری حاصل کر سکیں۔
جابر بن حیان	ہفتہ 12	URD802	☆ مناسب لب و لہجہ	☆ درست لب و لہجہ کے لئے ایک ایک طالب علم سے بلند خوانی کرائیں۔
صفحہ نمبر 48		URD804	☆ تجزیہ کرنا	☆ جابر بن حیان کی زندگی پر ایک مختصر نوٹ قلمبند کرائیں۔
		URD810	☆ لغت کا استعمال	☆ اپنے آس پڑوس میں اگر کوئی سائنس داں ہے تو اس کا انٹرویو لیں۔
		URD816		☆ سائنسی سوچ پیدا کرنے کے لئے طلبا کو سائنس سے متعلق کوئی Project کرائیں۔
		URD817		☆ طلبا کو مشکل الفاظ کے معنی لغت سے سکھائیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 10	ہفتہ 13	<u>URD802</u>	☆ مناسب لب و لہجہ	☆ مناسب لب و لہجہ کے لئے الفاظ کی مشق اور تلفظ کی مشق کرائی جائے۔
<u>خاک وطن</u>	صفحہ نمبر 55	<u>URD805</u>	☆ روانی	☆ اس نظم "خاک وطن" میں ہر طالب علم کو ایک ایک شعر کی تشریح کرنے کا موقع دیں
		<u>URD816</u>	☆ مرکزی خیال اور خلاصہ	☆ "خاک وطن" نظم کی کون سی قسم ہے طلبا کو بتائیں۔ ہر شعر کے اپنے قافیہ والی نظم کو کیا کہتے ہیں۔
		<u>URD817</u>	☆ لغت کا استعمال	☆ نظم "خاک وطن" مثنوی ہے اسی طرح اپنی کتاب کی اور نظموں کے بارے میں بتائیں کہ وہ نظم کی کون کون سی قسم ہیں۔
		<u>URD819</u>	☆ قافیہ، ردیف کی جانکاری	☆ قافیہ- تشبیہ- استعارہ کو جانتے ہیں اور ان کا استعمال بھی جانتے ہیں۔

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 11	14 ہفتہ اور	<u>URD802</u>	☆ مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ اساتذہ "سگریٹ نوشی کے مضر اثرات" پر ایک مباحثہ کرائیں تاکہ طلباء دلائل کے ذریعے سے اپنی بات ثابت کرنا سیکھیں۔
<u>سگریٹ نوشی کی تباہ کاریاں</u>	15 ہفتہ	<u>URD803</u>	☆ پڑھی گئی کہانیوں، نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ اساتذہ طلباء سے ایک چارٹ بنانے کو کہیں۔ جس میں سگریٹ کے مضر اثرات تصاویر کے ساتھ لکھے ہوں۔
صفحہ نمبر 59		<u>URD807</u>	☆ زبان سیکھنے کے لئے گرامر کے متعلق مختلف سرگرمیوں میں حصہ لیتے ہیں۔	☆ طلباء کو سگریٹ نوشی کے متعلق فون پر بہت سے بینر (Brochure) کتابچہ دکھائیں تاکہ وہ اس کو پڑھیں اور سمجھ سکیں۔
		<u>URD808</u>	☆ اردو نیوز (اخبار، ٹی وی، ریڈیو) کو بطور وسیلہ استعمال کرتے ہیں تاکہ ان کے سننے اور پڑھنے، نوٹ کرنے اور خلاصہ لکھنے کی سمجھ پیدا ہو۔	☆ اساتذہ طلباء کی معاونت کریں گے۔ طلباء کے ساتھ سگریٹ کے خلاف ایک ربلی نکالیں گے جس میں بچے سگریٹ کے مضر اثرات کے متعلق نعرے دے رہے ہوں گے۔ اور بینر لے کر چل رہے ہوں گے۔ نعرہ ہوگا: "آپ کی تمباقو نوشی میرے صحت کے لئے مُضر ہے"
		<u>URD815</u>	☆ تصویروں / خاکوں، چارٹس اور نقشوں وغیرہ کی تشریح کرتے ہیں اور ان کو تحریری شکل دیتے ہیں۔	☆ بولنے کی صلاحیت
			☆ تشریح کرنا	

موضوع	دورانیہ	آموزشی ماہر / جز آموزشی حاصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 12	15 ہفتہ اور	<u>URD801</u>	☆ رائے تحریر کرنا	☆ اساتذہ کچھ غیر درسی مواد طلبا کو پڑھنے کے لئے دیں۔
<u>آزمائش شرط</u>	16 ہفتہ	<u>URD803</u>	☆ بولنے کی صلاحیت	☆ اس سبق کا خلاصہ تمام طلبا سے اپنے الفاظ میں لکھنے کے لئے کہیں۔
صفحہ نمبر 65		<u>URD808</u>	☆ غیر درسی مواد پڑھنا	☆ اردو کو سمجھنے کے لئے کوئی ویڈیو (Video) دکھائیں۔
		<u>URD809</u>	☆ موازنہ کرنا	(CWSN)
		<u>URD816</u>		☆ اس کہانی کو ڈرامے کی شکل دے کر طلبا سے کرائیں۔

موضوع	دورانیہ	آموزشی ماحصل / جزآموزشی ماحصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 13	ہفتہ 17	URD802	☆ مناسبتوں کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ اساتذہ کسی خوش لحن طالب علم سے اس نظم کو پڑھوائے اور تمام طلباء اس کو غور سے سنیں گے اور ترنم سے پڑھنے کی کوشش کریں گے۔
ایک لڑکی	صفحہ نمبر 70	URD803	☆ پڑھی گئی نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔	☆ اساتذہ ہر بند کی تشریح طلباء سے ہی کرائیں اور ہر طالب علم کو اس نظم کے بارے میں اپنی رائے دینے کا موقع دیں۔
		URD805	☆ کہانی یا سبق کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔	☆ طلباء یوٹیوب کے ذریعے گھر سے ایک شعر لکھ کر لائیں اور اس سے کلاس میں پیش کریں تاکہ انہیں نظم اور نثر کی فرق آجائے۔
		URD809	☆ اردو کی یوٹیوب چینلز اور اردو مواد کو بہتر سمجھ اور فہم کے لئے دیکھتے ہیں۔	☆ طلباء کو مشکل الفاظ کے معنی کے لئے لغت کا استعمال سکھایا جائے۔
		URD817	☆ سیاق و سباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلو پیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔	

موضوع	دورانیہ	آموزشی ماہ حاصل / جزآموزشی ماہ حاصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 14	18 ہفتہ اور	URD801	☆ پڑھنے کی صلاحیت	☆ اساتذہ طلبا کے سامنے انسانی زندگی میں سائنس کی اہمیت کے بارے میں مختصر جانکاری دیں۔
چند خلاہاز خواتین	19 ہفتہ	URD804	☆ ماحول سے واقفیت	☆ اساتذہ طلبا کے ساتھ انسانی زندگی میں سائنس کی اہمیت پر ایک مباحثہ کرائیں۔
صفحہ نمبر 75		URD805	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو مشہور خواتین (جنہوں نے زندگی کے مختلف شعبوں میں کارہائے نمایاں انجام دیئے) کے متعلق دس جملے لکھنے کو کہیں۔ بچے گوگل، یوٹیوب وغیرہ سے مدد لے سکتے ہیں اور بعد میں اپنی تحریر کام کلاس کی دیوار پر چسپاں کریں۔
		URD808	☆ ٹیکنالوجی کا استعمال	☆ اساتذہ طلبا کو مشہور خواتین (جنہوں نے زندگی کے مختلف شعبوں میں کارہائے نمایاں انجام دیئے) کے متعلق دس جملے لکھنے کو کہیں۔ بچے گوگل، یوٹیوب وغیرہ سے مدد لے سکتے ہیں اور بعد میں اپنی تحریر کام کلاس کی دیوار پر چسپاں کریں۔
		URD817	☆ لغت کا استعمال	☆ اساتذہ طلبا کو مشہور خواتین (جنہوں نے زندگی کے مختلف شعبوں میں کارہائے نمایاں انجام دیئے) کے متعلق دس جملے لکھنے کو کہیں۔ بچے گوگل، یوٹیوب وغیرہ سے مدد لے سکتے ہیں اور بعد میں اپنی تحریر کام کلاس کی دیوار پر چسپاں کریں۔
			☆ بنی	☆ بچوں کو خود مضمون تیار کرنے کی مشق کرائیں تاکہ بچے خود مضمون لکھ سکیں۔

موضوع	دورانیہ	آموزشی ماحصل جز آموزشی ماحصل	لیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 15	ہفتہ 21 اور	<u>URD801</u> طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔	☆ پڑھنے کی صلاحیت	☆ اساتذہ پڑھانے سے پہلے بدھ مت کے متعلق جانکاری دیں۔
گوتم بدھ	ہفتہ 20	<u>URD802</u> کہانیوں اور اسباق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ روانی، لب و لہجہ	☆ اساتذہ طلبا کو اپنے علاقے کے کسی مذہبی رہنما کے بارے میں ایک پیرا گراف بیس جملوں کا تیار کرنے کو کہیں۔
صفحہ نمبر 83		<u>URD804</u> سماج میں ہونے والے واقعات اور مسائل کے تئیں حساس اور بیدار ہیں۔ اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	☆ ماحول سے واقفیت	☆ اساتذہ طلبا سے گوتم بدھ کے حالات زندگی پر ایک نوٹ تحریر کروائیں گے۔
		<u>URD814</u> اقتباسات، اقوال اور کہاوت کی تشریح کرتے ہیں۔	☆ تخلیقی صلاحیت	

موضوع	دورانیہ	آموزشی ماہ حاصل / جزآموزشی ماہ حاصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 16	21 ہفتہ	URD802	☆ موزونیت / روانی	☆ مناسب لب و لہجہ کے لئے الفاظ اور تلفظ کی مشق کرائی جائے۔
<u>ہماری تاریخ</u>	صفحہ نمبر 90	URD803	☆ اظہار رائے	☆ اساتذہ طلبا کو گروپوں میں بٹھا کر نظم کے بندوں کی تشریح کروائیں گے۔
		URD805	☆ تخلیقی صلاحیت	☆ اساتذہ طلبا کو نظم کا خلاصہ اور مرکزی خیال لکھوائیں گے۔
		URD819	☆ شعری اجزا	☆ اساتذہ طلبا کو 'بیت بازی' کرانے کے لئے تیار کریں گے۔
				☆ نظموں کو مناسب لب و لہجہ میں پڑھتے ہیں۔
				☆ نظموں کو پڑھ کر ان کے بارے میں اپنی رائے تحریر کرتے ہیں۔
				☆ نظم کا مرکزی خیال اور خلاصہ سمجھ کر لکھتے ہیں۔
				☆ قافیہ۔ ردیف۔ تشبیہ۔ استعارہ کو جانتے ہیں اور ان کا استعمال بھی جانتے ہیں۔

مجزوہ سرگرمیاں	کلیدی اجزا	آموزشی ماہِ حاصل / جزِ آموزشی ماہِ حاصل	موضوع	دورانیہ
☆ اساتذہ طلبا کو مختلف فصلوں کے بارے میں جانکاری دے کر سبق کی طرف راغب کریں۔	☆ کتب بینی	طلبا نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔	سبق نمبر 17 <u>زعفران</u>	ہفتہ 22 اور ہفتہ 23
☆ اساتذہ طلبا کو زعفران کی کاشت کے بارے میں مباحثہ کروائیں۔	☆ بولنے کی صلاحیت	گفتگو کی مہارت کو پروان چڑھانے کے لئے آداب گفتگو کا استعمال جانتے ہیں۔	صفحہ نمبر 95 <u>URD811</u>	
☆ اساتذہ طلبا کو زعفران کے استعمال اور فوائد کے بارے میں دس جملے لکھوانے کو کہیں۔	☆ صحیح لہجہ و لہجہ	انفرادی سرگرمیوں میں حصہ لیتے ہیں۔	<u>URD812</u>	
	☆ خود اعتمادی ☆ ذخیرہ الفاظ	سیاق و سباق میں معنی اور متن سمجھنے کے لئے لغت اور انسائیکلو پیڈیا جیسے ذرائع کا حوالہ دیتے ہیں۔	<u>URD817</u>	

موضوع	دورانیہ	آموزشی ماہر / جز آموزشی حاصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 18	23 ہفتہ	URD802	☆ سمجھنے اور بولنے کی صلاحیت	☆ اساتذہ سبق کا آغاز کسی موزوں سرگرمی سے کریں جیسے: بچوں سے آج کل کے ٹیکنالوجی دور کے حوالے سوالات پوچھنا۔
کمپوٹر کا ارتقائی سفر	23 ہفتہ	URD804	☆ اظہار رائے اور تخلیقی قوت۔	☆ اساتذہ سبق کی بلند خوانی صحیح تلفظ کے ساتھ کریں اور ہر نئے لفظ اور جملے کو پوری وضاحت کے ساتھ طلباء کے سامنے رکھیں۔
صفحہ نمبر 100		URD809	☆ لغت کا استعمال	☆ نئے اور مشکل الفاظ کو تختہ سفید پر معنی کے ساتھ لکھ کر طلباء کو ان پر جملے بنانے کو کہیں۔
			☆ ٹیکنالوجی کا صحیح استعمال۔	
			☆ کمپیوٹر سے متعلق اصطلاحات کی صحیح جانکاری۔	☆ کمپیوٹر کے مختلف حصوں کو تصاویر کی مدد سے بچوں کو سمجھانے کی کوشش کریں۔
		URD817	☆ کمپیوٹر کی اہمیت اسکا صحیح استعمال	
			☆ طلباء سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	
			☆ سماج میں رونما ہونے والے کے تئیں حساس اور بیدار ہیں اور انکا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	
			☆ اردو یوٹیوب چینلز کو اور اردو مواد کو بہتر سمجھ اور فہم کے لئے دیکھتے ہیں۔	
			☆ سیاق و سباق میں معنی و متن سمجھنے کے لئے لغت کا استعمال کرتے ہیں۔	

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 19	ہفتہ 25	URD802 URD805 URD816	☆ مناسب لب و لہجہ ☆ روانی	☆ مناسب لب و لہجہ کے لئے الفاظ کی مشق اور تلفظ کی مشق کرائی جائے۔ ☆ اس نظم "میرا وطن" ہر طلبا کو ایک ایک شعر کی تشریح کرنے کا موقع دیں۔
میرا وطن	صفحہ نمبر 110	URD817	☆ مرکزی خیال اور خلاصہ	☆ اساتذہ طلبا کے دو گروپ بنائیں۔ ایک گروپ کو اس نظم میں سے پرندوں کے نام لکھنے کو کہیں اور دوسرے گروپ کو پھل اور پھول لکھنے کو کہیں گے۔ دونوں گروپ اپنا اپنا تفویض کیا گیا کام استاد کے سامنے پیش کریں گے۔
		URD819	☆ لغت کا استعمال ☆ قافیہ اور ردیف کی پہچان	☆ اساتذہ اس نظم سے جڑے ہوئے پرندوں کے متعلق دس جملے تحریر کرنے کو کہیں گے۔ بچے یوٹیوب اور گوگل وغیرہ کا استعمال کر سکتے ہیں۔ بچے اپنا تحریر مارنگ اسمبلی میں پیش کریں گے۔ ☆ اساتذہ بچوں سے ایک ایک پھول بنانے کو کہیں گے۔ بچے موبائل سے بھی مدد لے سکتے ہیں۔ جس بچے کی بیٹنگ بہترین ہو گی اس کو انعام دیا جائے گا۔

مجوزہ سرگرمیاں	کلیدی اجزا	آموزشی ماہصل / جزآموزشی ماہصل	موضوع	دورانیہ	
☆ اساتذہ "آف" یہ ماحولیاتی آلودگی " پر ایک مباحثہ کرائیں تاکہ طلبا لفظوں کے ذریعے سے اپنی بات ثابت کرنا سیکھیں۔	☆ مناسب لب و لہجہ	کہانیوں اور اسباق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	<u>URD802</u>	سبق نمبر 20	ہفتہ 26
☆ اساتذہ طلبا کو ماحول اور ماحولیاتی آلودگی کی ویڈیوز دکھا کر سمجھائیں۔	☆ تجزیہ کرنا	سماج میں ہونے والے واقعات اور مسائل کے تئیں حساس اور بیدار ہیں۔ اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	<u>URD804</u>	<u>آف! یہ ماحولیاتی آلودگی</u>	
☆ اساتذہ طلبا کو ماحول کے مختلف طریقے سکھا کر ان کے متعلق پندرہ پندرہ جملے لکھنے کو کہیں۔	☆ مباحثے، مقابلے میں حصہ لینا	سکول کی تمام سرگرمیوں جیسے کہ مارنگ اسبلی / فی البدیہہ مقابلہ / مباحثہ وغیرہ میں حصے لیتے ہیں۔	<u>URD806</u>	صفحہ نمبر 115	
☆ اساتذہ ماحول کے متعلق مختلف تصاویر بنا کر ان کے متعلق طلبا کو جانکاری پوچھ کر لکھوائیں۔	☆ لکھنے کی صلاحیت	اردو کی یوٹیوب چینلز کو اور اردو مواد کو بہتر سمجھ اور فہم کے لئے دیکھتے ہیں۔	<u>URD809</u>		
	☆ تشریح کرنا	تصویروں / خاکوں، چارٹس اور نقشوں وغیرہ کی تشریح کرتے ہیں اور ان کو تحریری شکل دیتے ہیں۔	<u>URD815</u>		

موضوع	دورانیہ	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں
سبق نمبر 21	ہفتہ 27	سبق کو مناسب لب و لہجہ کے ساتھ پڑھتے ہیں۔	☆ سمجھ کر پڑھنے کی صلاحیت	☆ اساتذہ سبق کو پڑھانے سے پہلے چند اہم بادشاہوں کی تصاویر بچوں کو دکھا کر ان کے متعلق جانکاری کا تبادلہ کریں۔
راجا جامبھو لوچن	صفحہ نمبر 125	سماج میں ہونے والے مسائل کے تئیں حساس اور بیدار ہیں اور ان کا آزادی کے ساتھ تجزیہ بھی کرتے ہیں۔	☆ سماجی بیداری ☆ صحیح زبان کا استعمال اور گفتگو کے آداب	☆ اساتذہ بچوں کو ویڈیوز دکھا کر ان کو جموں اور راجا جامبھو لوچن کے متعلق جانکاری فراہم کریں۔
URD802		گفتگو کی مہارت کو پروان چڑھانے کیلئے آداب گفتگو کا استعمال کرتے ہیں۔	☆ تجزیہ	☆ اساتذہ طلباء کو دو گروپس میں بٹھا کر راجا جامبھو لوچن کے کارناموں پر مباحثہ کرائیں۔
URD804		تصویروں، خاکوں، چارٹس اور نقشوں وغیرہ کی تشریح کرتے ہیں۔	☆ قواعد کا صحیح استعمال	☆ اساتذہ طلباء کو نئے الفاظ اور صفت والے الفاظ پر جملے بنانے کی مشق کرائیں اور ان الفاظ کی مدد سے نئے نئے جملے بھی بنوائیں۔
URD811		لاحقہ اور سابقہ کا استعمال جانتے ہیں۔		
URD815				
URD818				

موضوع	آموزشی ماہصل / جزآموزشی ماہصل	کلیدی اجزا	مجوزہ سرگرمیاں	دورانیہ
سبق نمبر 22	URD804	☆ مناسب لب و لہجہ اور صحیح تلفظ	☆ اساتذہ طلباء کو ماحول کے متعلق جانکاری دیں گے۔	ہفتہ 28
صفحہ نمبر 130	URD811	☆ بولنے کی صلاحیت	☆ اساتذہ طلباء کو مکالمہ اور تقریری صلاحیت کے لئے تیار کروائیں گے۔	
	URD812	☆ سماجی اور ماحولیاتی بیداری	☆ اساتذہ طلباء سے ایک ڈرامہ کروائیں۔	
	URD816	☆ خود اعتمادی	☆ اساتذہ طلباء سے پالتھین کے مضر اثرات پر دس سے پندرہ جملے لکھوائیں۔	
		☆ اظہار رائے، تنقیدی جائزہ		

حکومت جموں و کشمیر

اسٹیٹ کونسل آف ایجوکیشنل ریسرچ اینڈ ٹریننگ (SCERT)

مضمون: اردو

نمبرات: 50

جماعت: آٹھویں

تشخیصی طریقہ کار (Design of Assessment)

نمبرات: 15

حصہ الف (پڑھنے کا فہم)

- 1- غیر درسی اقتباس (150 سے 200 الفاظ کا) جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت / تجزیہ $5 \times 1 = 5$
- 2- درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت / تجزیہ کرنا $5 \times 1 = 5$
- 3- تصویری سوال جس کے آخر میں کثیر الانتخابی سوالات / تجزیہ کرنا / بازیافت / تشخیص کے سوالات پوچھیں جائیں۔ $5 \times 1 = 5$

نمبرات: 8

حصہ ب (گرامر)

- 1- فعل ماضی، حال، مستقبل / اسم، صفت، فعل / فاعل، مفعول / فعل معروف، فعل مجہول $4 \times 1 = 4$
- 2- ضد اضداد / واحد جمع / مذکر مونث / رموز او قاف $4 \times 1 = 4$

نمبرات: 12:

حصہ ج (لکھنے کی صلاحیت)

5x1=5

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

3x1=3

2- دی گئی صورت حال کے متعلق ایک پیرا گراف / کہانی / مکالمہ / اشتہا / الفاظ اور محاوروں کا جملوں میں استعمال

4x1=4

3- دو میں سے ایک رسمی خط / غیر رسمی خط تحریر کیجیے۔

نمبرات: 15:

حصہ د (ادب)

3x2=6

1- کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات (چار میں سے تین)

2x2=4

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

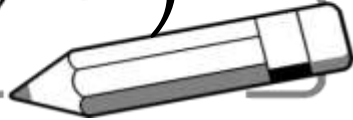
5x1=5

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

نوٹ:

- اسباق کو اچھی طرح سمجھنے کے لئے درسی کتاب کو غور سے پڑھنا اور سمجھنا از حد ضروری ہے۔
- ممتحن کتابی سوالات کے بجائے استعدادی سوالات ہی پوچھیں گے۔
- قواعد درسی اسباق سے ماخوذ ہونگے۔

Kashmiri (کٲشُر)



Kashmir Student Alerts

مضمون: کاٹھر جماعت: اٹھم

زبان:-

شہری چھ پنہ گراندا نہ تہ ماہولہ پیٹھ زبانی ہندی تجربہ تہ تصور پتھ سکولس منز داہل سپدان۔ مگر اچھرن ہنز پاری زانی، لفظن ہندن معین تہ تہندس ورتاوس چھ باقاعدگی سان سکولس منزے اٹری منزی گرهان۔ اتھ وائسہ منز چھ اچھ پر زبانی مشکل، تو کئی چھ رسم الحظک نشانیہ تہ یمن نشان ستری جو تھ آواز زانہ تہ سجنہ مشکل۔ لہذا چھ ضروری زبانی بیچھناونک دسلاہ سپد معنی ستری تہ امہ باہتھ بیہ دلہن مدد ہینہ یعنی زبان بیچھناونک مقصد بیہ دلہد ذریعہ حاصل کرنہ۔ دلہد چھ حظ ٹلنہ یوان تہ اتھ منز چھ دلچپی ہند عنصر شامل آسان توے ہیکہ زبان بیچھناونہ باہتھ دلہل ورتاوی زیاد کارگر تہ اثر دار ثابت سپد تھ۔ شہرن بیہ گوڈ کاٹھہ دلہل بوزناونہ پتہ بیہ اتھ دلہد منز ورتاونہ آمتن لفظن ہند تعارف دینہ تہ بیٹھ پاتھی یمن تم اچھ پر زبانی یا رسم الحظ بیچھناونس کن واتناونہ۔ کوشش گرهہ کرنہ یزی ز شہرن یمن تم دلہد بوزناونہ یمن تم آسانی سان سمجھ تہ لطف تلٹھ ہیکن۔ یمن دلہن منز تہ دلہلو نیر گرهہ شہرن باہتھ بیٹھ ماہول فراہم کرنہ یمن بیٹھ تم کٹھ تھرتھ دکھہ وراے شود بود ورتاوتھ یمن دلہن کاٹھہ معنی مطلب کڈتھ ہیکن تہ اتھ ستری ستری روزن محفوظ نکلیاز نفسیاتی طور چھ شہری دنیاہس متعلق پنہ فیچ تہ علی تعمیر پانے کران۔ تہنز بیہ تعمیر چھنہ کاٹھہ ہند بیچھناونہ یا زور بردستی کرنہ ستری سپدان۔ اتھ منز چھ شہرن ہندی پنہی تجربہ تہ مشاڈ شامل آسان۔

زبان بیچھناونہ عملہ اندر چھ احتیاط تہ ضروری تاکہ بیٹھ صورت حال سپد نہ پادیتھ شہرن ہندس فطری اظہارس کاٹھہ ٹھور بٹھ بیہ۔ شہرن ہند نفسیات سمجھ تہ چھ ضرورت زعمومن چھ تم کلاس روئیس ماہولس منز پنہی کتھ وئیس منز خوف محوس کران۔ دسلاہ اندر ہند زبانی منز شہری پنہی تجربہ تہ احساس باوتھ ہیکان چھ سہ چھنہ سکولس منز تسلیم کرنہ یوان۔ سکولچ زبان چھ رسمی یعنی زبانی تہ قایدن ہنرن پابندین منز بند۔

شہرین چھ سکولچے رسمی زبانی ہند تیوتھ خوف آسان زتم چھ پننہ فطری زبانی منز کتھ کرنس منز خوف تہ منڈچھ محوس کران لہذا گڑھ زبان پتھنا ولس منزیہ زبانی تنوڑک خیال تھا ونہ بن۔ اگر ووستا دیہ زبانی تنوڑ بروئہ کنہ تھا و تہ کلاس منز سارنے شہرین پتھنک ہوئی موقعہ فراہم کر تیلہ ہیکہ سہ زبان بہتر پاتھی پتھنا و تہ۔ امہ ستر لگہ شہرین ہندس فطری اظہارس پوچھر تہ تہند ظون پھیر تہذیبی تہ لسانی رنگا رنگی کن تہ۔ لہذا گڑھ یہ زبانی تنوڑچ اہمیت سمجھنے یز تہ تہ پیش نظر پتھنا ونگ تہنہ طریقہ ورتا ونہ بن یس زبان پتھنس تہ پرنس منز بہتر، سہل تہ اثر دار ثابت سپ۔

نصابی توقع:

- 1- شہرین گڑھ مختلف آواز بوڑتھ۔ من درمیان بین ژارنچ صلاحیت پاد۔
- 2- جمائون (گروہن) منز کتھ باتھ پتھنا و تہ۔
- 3- دلیل / شکلن ہند مد انداز کر تھ پرنچ صلاحیت پاد کرنی۔
- 4- انفرادی تہ اجتماعی طور نظم لہ سان تہ لفظہ لفظہ پرنچ مہارت پاد کرنی۔
- 5- دلیل پننہن لفظن منز بوزنا و پرنچ مہارت پاد کرنی۔
- 6- لفظہ راش منز ہور کرن۔
- 7- پانس اندی پکھی بولنہ بینہ واجنہن زبائن ہندی لفظ زانرا و تہ۔
- 8- گرتہ سکولس منز ورتا ونہ بینہ واجنہن زبان درمیان فرق با و تہ واد واد معیاری زبان پتھنا و تہ۔

جموں و کشمیر چھ لسائی اعتبار اگہ باگہ بوڑت علاقہ ییتہ بولنہ یینہ واجنہن زبان منڑ چھ مولل تہ معیاری ادب تخلیق کرنہ آمت۔ کاشر زبانی ہند ادبی تواریخ چھ ستن ہتن ورین پیٹھ پھہلتہ۔ لل دید تہ شیخ العالم سید وقتہ پیٹھ ونس تام چھ امہ زبانی ہند ادبی کاروائگ سفر روان دوان۔ یہ چھ ییتہ علاقس منڑ بولنہ یینہ واجری ساروے کھوتہ بڈ زبان تہ ییتہ پائٹھی چھ ییتہ چہ آبادی ہند بیشتر صحیح مادری زبان۔ ییتہ مسودس منڑ دینہ آہتی پیچھن تر آے اردو تہ انگریزی زبان ہند Learning Outcome دستاویز پیٹھ ترجمہ کرنہ۔ اتھ منڑ دینہ آہتی عملی سرگرمی چھ بطور مثالی مواد دینہ آہتی۔ سائی ووستاد ہیکن متبادل سرگرمی تہ ورتاوتھ ییتہ پیچھن تہ پرناون بہتر کھوتہ بہتر بنہ۔

تجويز کرنے آف مٲر تدریسی عمل	پہچن تر
<p>* شہرین مین پانغام بوزناونکر موقعہ فراہم کرنے مثلن بوار دوه سپد ووستادن تہ مالہن ماجن ہنزاکھ بیٹینگ منعقد۔ اتھ سترے بیہ تمن کاٹھہ کتھ باتھ بوڑتھ سو پینہن لفظن منتر باونک موقعہ فراہم کرنے۔</p>	<p>KMR801: نصائبی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔</p> <p>KMR802: غار نصائبی مواد چھ پران تہ سجان۔</p> <p>KMR803: پرہزن، دلپلن تہ نظمن پیٹھ چھ پینز راے پیش کران۔</p>
<p>* شہرین بیہ غار نصائبی دلپلہ رڈراما پرتھ واقعن تہ خیالن ہند تسلسل سمجھ تہ مرکزی خیال وڑاونچ آزادی دینہ۔</p>	<p>KMR804: سماج منتر پیش پینہ والہن واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔</p> <p>KMR805: پانس انڈی کچھ پیش پینہ والہن واقعن چھ آزادی سان تجزیہ کران۔</p>
<p>* شہرین بیہ اخبار رسالہ، ریڈیو، ٹی وی تہ دویم وچھنکی تہ بوزنکو آلو باپتھ مناسب ماحول فراہم کرنے۔ تمن بیہ بوزمن دلپلن، نظمن، خبرن، ریڈیو، ٹی وی پروگرامن متعلق پینز راے پینہ انداز وچ آزادی دینہ۔ مثلن من پسند سپر بل تہ ریڈیو، ٹی وی پروگرامن متعلق بیہ تمن بونک موقعہ دینہ۔ امہ علاو گڑھ یہ مواد بزیل رسم الخلس منتر تہ دستیاب آن بیٹھ مخصوص ضرور واولی طائب علم فاید تیتھ ہسکن۔</p>	<p>KMR806: دلپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔</p> <p>KMR807: ناوت، اشار ناوت، کزاوت، کزوومت تہ باوت گرامری اصطلاحن ہنززان چھ تھاوان تہ یکم چھ جگھ منتر ژاران تہ ورتاوان۔</p> <p>KMR808: موصخر پانغام، دعوتی پانغام تہ لوکھی پیراگراف چھ لیکھان۔</p>
<p>* کلاس منتریہ تیتھ ماحول تہ موقعہ فراہم کرنے تیتھ شری تقریر کرن پہچن۔ حال حالے پیش آمتن مسلن پیٹھ کتھ باتھ کرناونی تیتھ تم یمن مسلن متعلق خیالہ باوتھ کرن۔</p>	<p>KMR809: رسمی تہ غار رسمی چھ لیکھان۔ کاٹھہ تہ حاکمہ سڈناو چھ درخواست لیکھان۔</p> <p>KMR810: دسلایہ، متن تہ اندک خیال تھاوتھ چھ مضمون تسلسل سان لیکھان۔</p>
<p>* شہرین بیہ مختلف گرامری اصطلاح ژارنگ تہ ورتاونک موقعہ دینہ۔</p> <p>* شہرین بیہ دوستن / رشتہ دارن موصخر پانغام، دعوتی پانغام لیکھنک موقعہ فراہم کرنے۔ اتھ سترے بیہ تمن مختلف عنوان پیٹھ لوکھی پیراگراف لیکھنک موقعہ دینہ۔</p>	

نمبر شمار	وق	موضوع / عنوان	ہینچھن تر	کلپی جز	تجزیز کرنہ آہڑ علی سرگرمی
01	ہفتہ اکھ	دعا	<p>KMR803: پڑھن، ڈلپن تہ نظمن پیٹھ</p> <p>چھ پینڑ راءے پیش کران۔</p> <p>KMR806: ڈلپہ یا نظمہ ہندی مرکزی</p> <p>خیال یا خلاصہ چھ لیکھان۔</p>	<p>* سمجھ پینن لفظن منڑ</p> <p>وُن / لیکھن</p> <p>* اوہدن لفظن ہند معنی</p> <p>* دُعا کیاگو</p>	<p>* شری دن نظمہ متعلق راءے۔</p> <p>* نظم چھرن نثرس منڑ۔</p> <p>* نوہن لفظن ہنڑ نشانہ ہی تہ تہند معنی لیکھن۔</p>
02	ہفتہ 2 تہ 3	درد آئی	<p>KMR801: نصابی کتابو علاو چھ مختلف</p> <p>ڈریو حاصل سپن واجنہ کتابہ تہ پران۔</p> <p>KMR802: غار نصابی مواد چھ پران تہ</p> <p>سجان۔</p>	<p>* باگہ بوڑتھ پتھ کال</p> <p>* مختلف ناوتہن ہنڑزان</p> <p>* محاورن ہند معنی تہ ورتا و</p>	<p>* شری کرن کثیر ہندس پتھ کالس پیٹھ اکھ پروجیکٹ</p> <p>تیار۔</p> <p>* متن پڑتھ ژارن واحد تہ جمع ناوٹی تہ ورتاون</p> <p>جملن منڑ۔</p> <p>* محاورن ہند معنی زانن تہ تم ورتاون جملن منڑ۔</p>

<p>* شری ون اولوڈگی ہرنکی و جہات - * ہوا، آب تہ بترائ ہنز اولوڈگی پیٹھ لیکن اکھ موختر مضمون - * اولوڈگی کا پہ رنچ رے دن شری -</p>	<p>* اولوڈگی کیا گئیہ - اکر قسم * اولوڈگی سز سپن والی نوقصان * اولوڈگی کا پہ رنکی تدپہر * کز اوچ زان، ژارتہ ورتا و</p>	<p>KMR804: سماجس منز پیش ینہ والہن واقعن تہ مسلن متعلق چھ بیدارتہ حساس - KMR805: پانس اُندی پکھی پیش ینہ والہن واقعن چھ آزادی سان تجزیہ کران -</p>	<p>اولوڈگی</p>	<p>ہفتہ 4 تہ 5</p>	<p>03</p>
<p>* ساری شری آن اکھ اکھ کل تہ لاگن سکولکس صحنس منز - * گروہن منز بنا و پرتھ کاٹھہ بچہ اکھ چارٹ ز اسی کوتاہ آکسین چھ شاہ نینہ و ز اندر نوان تہ یوتاہ آکسین دستياب تھا ونہ باپتھ کتیاہ کل چھ رونی - * شرن بیہ اکھ اقتباس دینہ یمہ منز تم مختلف اشارناوتی ژارن - * کل کاتیاہ اہم چہ سانہ باپتھ اتھ متعلق بیہ شرن اکھ اکھ بولنک موقعہ دینہ -</p>	<p>* پنیز رے ظاہر کرنی * مناسب لب ولہجہ * تجزیہ کرن * اشارناوتی تہ اکر قسم</p>	<p>KMR804: سماجس منز پیش ینہ والہن واقعن تہ مسلن متعلق چھ بیدارتہ حساس - KMR805: پانس اُندی پکھی پیش ینہ والہن واقعن چھ آزادی سان تجزیہ کران -</p>	<p>آن پوسہ تیلہ بیلہ ون پوسہ</p>	<p>ہفتہ 5 تہ 6</p>	<p>04</p>

<p>* شری کرن نظمہ متعلق راے پیش اتھ منز آسہ شاعرانہ ول تہ لفظت زیر بحث۔ * نظمہ ہندی ہم آواز لفظ ژارن۔ * مناسب لب ولجہ سان بیہ تمن پر نک موقعہ دنہ۔ * نظمہ منز کلمہ گوینچ نشاندہی چھے شاعران کرہ متھ پیٹھ کرن شری بحث۔</p>	<p>* راے باؤنی * مرکزی خیال * مناسب لب ولجہ * اکار بارین</p>	<p>KMR803: پرژن، ڈپلن تہ نظمہ پیٹھ چھ پنہی راے پیش کران۔ KMR806: ڈپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔</p>	<p>رفت</p>	<p>ہفتہ 7</p>	<p>05</p>
<p>* شری بناون روقہ تہ سوزن پنہس دوستس یٹھ پیٹھ دعوتس پنچ گزارش آسہ کرنہ آپرہ۔ * کانسہ ولی کابل ہنز زندگی پیٹھ لیکھن اکھ مضمون۔ * کشر کیا زچہ ریشی وار ونان، کاشرہن ہند عملی تہ روحانی بحر بیہ زیر بحث انہ۔</p>	<p>* ریشی وار * مختلف بزرگ * کانسہ شخص متعلق * پیرا گراف * چٹھی لیکھنی</p>	<p>KMR809: رسمی تہ غار رسمی چٹھ چھ لیکھان۔ کانسہ تہ حاکمہ سندن اوچہ درخواست لیکھان۔ KMR810: ڈسلاہ، متن تہ اندک خیال تھاوتھ چھ مضمون تسلسل سان لیکھان۔</p>	<p>مردوم صاب</p>	<p>ہفتہ 8 تہ 9</p>	<p>06</p>

<p>* شری کرناؤنی نزدیکی پر ایمری ہیلتہ سینٹر ڈسپینسری ہند دوپیتھ تم زخمن مرہم کرنہ ینہ وول دواتہ تمیک ورتا و زان تہ پتہ لیکھن پانے تہ متعلق اکھ مضمون۔ * ووستاد دیہ شرن قدرتی آفرن ہند وقتہ محفوظ روزہ کین طریقن ہن زان۔ * شری آن کُنہ تہ اچھو وچھمتہ حادنگ ر قدرتی آفر ہند واقع گر لیکھتہ۔</p>	<p>* رضا کار تنظیمہ * رڈ کراس سوسائٹی ہن زان * قدرتی آفر * رڈ کراس فنڈچ اہمیت * اکھ اگس اکا ر بکارین۔</p>	<p>KMR804: سماجس منز پیش ینہ والہن واقن تہ مسلن متعلق چھ بیدارتہ حساس۔ KMR805: پانس اُندی پکھی پیش ینہ والہن واقن چھ آزادی سان تجزیہ کران۔</p>	<p>رڈ کراس سوسائٹی</p>	<p>ہفتہ 10</p>	<p>07</p>
<p>* مختلف نثری صنفن ہن زان کرناؤنی۔ * شری کرن کاشرن افسانہ نگارن ہند اکھ فہرست تیار۔ * موخر افسانس متعلق زان کرناؤنی۔ * افسانہ پرتھ ون شری اکھ اکھ امینک مرکزی خیال۔</p>	<p>* موخر افسانہ * تخلیقی صلاحیت * نثری صنفہ * غار نصابی کتابہ پرنک شوق</p>	<p>KMR801: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔ KMR802: غار نصابی مواد چھ پران تہ سجان۔ KMR806: ڈپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔</p>	<p>لیپہ</p>	<p>ہفتہ 11</p>	<p>08</p>

<p>* کثیر ہندس کُنہ تہ سرس متعلق ہیون شرن اگھ مضمون لیکھتہ۔</p> <p>* زندگی منز آہ کھن ذچرن ہنز اہمیت تہ افادیت و رہنماونی تہ تھ پٹھ اگھ کھلہ بحث کرن۔</p> <p>* عنوانس متعلق شرن سوال پڑھن۔</p> <p>* سبقہ منز باونی ژاڑنی تہ جگن منز ورتاونی۔</p>	<p>* قورتنی و سپلن ہنز اہمیت * قورتنی وسایلین ہنز راجھ راوٹھ</p> <p>* ماحول ڈنجہ تھاون * گرامری اصطلاح باوت</p>	<p>KMR807: ناوت، اِشاہ ناوت، کزاوت، کزوومت تہ باوت گرامری اصطلاحن ہنززان چھ تھاون تہ ہم چھ جگلو منہز ژاران تہ ورتاوان۔</p> <p>KMR810: دسلاہ، متن تہ اندک خیال تھاوتھ چھ مضمون تسلسل سان لیکھان۔</p>	<p>مان سہ</p>	<p>ہفتہ 12 تہ 13</p>	<p>09</p>
<p>* بچن اتھ کرناؤ اگھ فہرست تیار تھ منز مختلف جانورن ہنز خصوصیتہ باونہ یں۔ مشلن پتھ پائٹھر ایوب صابرن کوکر ہنز اہمیت بیان کرہ چھ۔</p> <p>* کوکر نظمہ منز باون شری پنہز پنہز خیال۔</p> <p>* شری کرن تمن چرن ہنز نشاندہی ہم سارہن گرن منز پتھ کالہ اسی مگراز چھنہ موجود۔ اتھ متعلق کرن شری پنہن پنہن چارٹ تیار۔</p>	<p>* قاقیہ تہ رہپ * پتھ کالچ منظر کشی * فرمانبرداری * طنز و مزاح</p>	<p>KMR803: پرہن، دلپن تہ نظمن پٹھ چھ پنہز راے پیش کران۔</p> <p>KMR806: دلپہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔</p>	<p>کوکر</p>	<p>ہفتہ 14 تہ 15</p>	<p>10</p>

<p>* اکھ ڈراما سکٹ گروتیاریتھ منڑ ماٹچھ ٹلرہن ہند رول درشاوہہ بیہ۔</p> <p>* ماٹچھکی تہ دوویہن بیتھن چزن ہندہن طبی فایدن متعلق گرواکھ مضمون تیار۔</p> <p>* بچہ ژارن ناوٹی، کزاوٹی تہ کرن تم مجلن منڑ استعمال۔</p>	<p>* قدرتی نعمتن ہنڑاہمیت</p> <p>* کام کرنج صلاحیت</p> <p>* گرامری اصطلاح ناوٹی تہ کزاوٹی زانہی</p> <p>* پڑن تہ لیگھن</p>	<p>KMR801: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔</p> <p>KMR803: پرہشن، ڈلپن تہ نظمن پٹھ چھ پنہی راے پیش کران۔</p> <p>KMR807: ناوت، اشاہ ناوت، کزاوت، کروومت تہ باوت گرامری اصطلاحن ہنڑزان چھ تھاوان تہ یم چھ جلو منڑ ژاران تہ ورتاوان۔</p>	<p>ماٹچھ ٹلرہ</p>	<p>ہفتہ 16 تہ 17</p>	<p>11</p>
<p>* سبقس منڑا استعمال سپدی متہن محاورن ہنداکھ فہرست گروتیاریتہ ورتاؤ مجلن منڑ۔</p> <p>* بچہ کرناؤکھ کاٹھہ لوکٹ موکٹ کام بیتھ۔ متن اندر کام کرنج صلاحیت اوہر۔</p> <p>* نستہ پھچھ لکھ کتھ متعلق باون شری پنہی راے۔ امہ علاو آن شری گر کاٹھہ لکھ کتھ یاد کرتھ بیہ بوزناون کلاس منڑاکہ اکھ۔</p>	<p>* لکھ ادبچ زان</p> <p>* کام کرنگ ماد</p> <p>* محاورن ہنڑزان</p> <p>* منظر کشی</p>	<p>KMR803: پرہشن، ڈلپن تہ نظمن پٹھ چھ پنہی راے پیش کران۔</p> <p>KMR810: ڈسلاہ، متن تہ اندک خیال تھاوتھ چھ مضمون تسلسل سان لینکھان۔</p>	<p>نستہ پھچھ</p>	<p>ہفتہ 18 تہ 19</p>	<p>12</p>

<p>* بچہ کرناؤکھ وچہ یا بیہ کُنہ نزدیکی دُریاؤک سائل یُتھ تَمَن عملی تیج اہمیت فکر تہ۔</p> <p>* بچن اَتھ لیکنائو پَنس محلس / شہرس / گامس یا بیہ کُنہ جایہ پیٹھ اکھ مضمون۔</p> <p>* شہرن بیہ کاٹھہ وطنی نظم گر ستر اُنہ تھ پیٹھ بحث کرنک موقعہ فراہم کرنہ۔</p> <p>* کشپہ ہنڈمن دلکش نظارن ہنڈتذکرہ گرتھ کرن شری سیاہتی جابن پیٹھ اکھ پروجیکٹ تیار۔</p>	<p>* حُب الوطنی</p> <p>* کشپہ ہنڈزان</p> <p>* تخلیقی صلاحیت</p> <p>* منظر کشی</p>	<p>KMR803: پرشون، دُپلن تہ نظمیں پیٹھ چھ پنڈیراے پیش کران۔</p> <p>KMR806: دُپلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکنان۔</p>	<p>پتھ ریش وار ویتا راپچہ</p>	<p>ہفتہ 20 تہ 21</p>	<p>13</p>
<p>* ہوائی جہاز، ریڈیو یا بیہ کُنہ ساینسی آئلو فایدہ تہ نوقسانات ورہ ہنڈائو بچن نشہ۔ پتہ گروتمن نشہ امیک رد عمل حاصل۔</p> <p>* شہرن بیہ ہوائی جہاز بناؤنگ سفر پنڈہ پنڈہ آہ ونگ موقعہ فراہم کرنہ۔</p> <p>* شری ژارن دِنہ آمتہ اقتباسہ منڈ باؤتی تہ رتاون پنڈن پنڈن مجلن منڈ۔</p>	<p>* ساینسی ذہن پاد کرن</p> <p>* نین تیکنالوجی پن ہنڈزان</p> <p>* محاورن ہنڈزان</p> <p>* تخلیقی ذہن</p> <p>* گرامری اصطلاح- باؤت تہ ایلو قسم</p>	<p>KMR801: نصابی کتابو علاو چھ مختلف ڈریو حاصل سپن واجنہ کتابہ تہ پران۔</p> <p>KMR802: غار نصابی مواد چھ پران تہ سجان۔</p> <p>KMR810: دُسلایہ، متن تہ اندک خیال تھاؤتھ چھ مضمون تسلسل سان لیکنان۔</p>	<p>ہوائی جہاز</p>	<p>ہفتہ 22 تہ 23</p>	<p>14</p>

<p>* شری کرنا یو لکھ کُنہ توار تخی جاییہ ہند سأل تہ ورنہ نایو لکھ تمہ جاییہ ہنزا اہمیت۔ پتہ لیکھن شری تہ وچھمت منظر پنہن لفظن منز۔ * پن اتہ لیکھنا یو لکھ پنہن بستی منز مود کُنہ پزانہ عاڑ پٹھ اکھ مضمون۔ * متعلقہ عاکمس لیکھنا یو پنس اتہ درناس یتھ منز یتھ منز کُنہ توار تخی عاڑ ہنزا پچھ راوٹ تہ مرمت باپتہ عرض کرنہ بیہ۔ * شرن بیہ مختلف گرامری اصطلاح مثالے کزاوٹ، کزاوٹ تہ کروومت ژارنگ تہ ورتا ونگ موقعہ فراہم کرنہ۔</p>	<p>* پتہ کا پچ زان * گرامری اصطلاح کزاوٹ، کزاوٹ تہ کروومت * تخلیقی صلاحیت</p>	<p>KMR803: پر رن، ڈلپن تہ لظمن پٹھ چہ پنہن رے پیش کران۔ KMR805: پانس اُندی کچھ پیش پنہ والہن واقف چہ آزادی سان تجزیہ کران۔ KMR808: موخر پانام، دعوتی پانام تہ لوکٹ پیرا گراف چہ لیکھان۔ KMR810: ڈسلاہ، متن تہ اندک خیال تھاو تھ چہ مضمون تسلسل سان لیکھان۔</p>	<p>کشمیر ہنزا پانام پزانہ عاڑ</p>	<p>ہفتہ 24 تہ 25</p>	<p>15</p>
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<p>* پنجن اتھ کرناؤ اگھ ڈراما تیاریتھ منڈ ڈاکہ وائل سزا اہمیت تہ کام ہاونہ بیہ۔</p> <p>* پنس دوستس ررشتہ دارس لینکھناؤ پچھرتھ منڈ کشیر ہند پتھ کالج زندگی ہند کر پچھریان آسہ کرنہ آمت۔</p> <p>* شہن بیہ ازکال تہ پتھ کال نامہ پانام کپن ذریعہ درمیان فرق کرنک موقعہ دنہ۔</p>	<p>* تخلیقی صلاحیت * نامہ و پیام * سخن تہ ورتاؤن * پتھ کالج زان</p>	<p>KMR803: پرشہن، ڈاپلن تہ لظمن پٹھ چھ پنیز راے پیش کران۔</p> <p>KMR804: سماجس منڈ پیش پینہ والہن واقعہ تہ مسلن متعلق چھ بیدارتہ حساس۔</p> <p>KMR809: رسمی تہ غار رسمی پٹھ چھ لینکھان۔ کائسہ تہ حاکمہ سڈناؤ چھ درخواست لینکھان۔</p>	<p>ڈاکہ وول</p>	<p>ہفتہ 26</p>	<p>16</p>
<p>* سکولس اُندی پچھ کرناؤ پنجن اتھ پالیٹھن جمع تہ تراواناؤ کوڈر دانس (Dust Bin) منڈ۔</p> <p>* پالیٹھن ستر کم مضر اثرات چھ سانہ بُترائ پٹھ پیوان، اتھ عنوانس پٹھ کرو سکولس اندراکھ مباحثہ۔</p> <p>* ماحول کتھ پائٹھی چھ اولوڈ سپدان۔ مختلف فہجہ اولوڈگی ستر کم کم ناکار اثرات چھ سانہ زندگی پٹھ پیوان۔ یونیشہ مُحفوظ روزنہ باپتھ بناؤناؤ و شہن اتھ بلے کارٹ۔</p>	<p>* ماحولیاتی بیداری * پالیٹھن مضر اثرات * کلن ہندی فائیڈ</p>	<p>KMR801: نصابی کتابو علاؤ چھ مختلف ڈریو حاصل سپدن واجنہ کتابہ تہ پران۔</p> <p>KMR802: غار نصابی مواد چھ پران تہ سجان۔</p> <p>KMR804: سماجس منڈ پیش پینہ والہن واقعہ تہ مسلن متعلق چھ بیدارتہ حساس۔</p> <p>KMR805: پانس اُندی پچھ پیش پینہ والہن واقعہ چھ آزادی سان تجزیہ کران۔</p>	<p>پالیٹھن</p>	<p>ہفتہ 27 تہ 28</p>	<p>17</p>

* کالم پر کھ (Summative Assessment) باپتھ طریقہ کار

نمبر: 50

مضمون: کاشر

جماعت: اٹھم

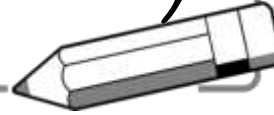
نمبر شمار	عنوان	نمبر
سیکشن الف (پڑن تہ سبج)		
1	ڈوڈ ہتھ پٹھہ ز ہتھ لفظن ہند غار نصائی نثری اقتباس یتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / محاورن ہند ورتا وری بیانس بدلہ اکھ لفظ / لفظہ راش / انداز کزن شامل آسہ۔	1 × 5 = 5
2	نصائی شعری اقتباس یتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / عنوان / لفظہ راش / سبج / انداز کزن / تجزیہ کزن شامل آسہ۔	1 × 5 = 5
3	شکل یتھ پتہ کنہ سوالہ آسن یمن منزیہ جواپہ وائل سوالہ / تجزیہ کزن / انداز کزن / پرکھاؤن شامل آسہ۔	1 × 5 = 5
سیکشن ب (گرامر)		
4	ناؤت / اشار ناؤت / کراؤت / کروومت / کالہ بدلاور باؤت تہ اکر قسیم گرامری اصطلاحن پٹھہ مبنی سوالہ۔	1 × 4 = 4
5	لفظن ہندی ضد / واحد تہ جمع ناؤتی / نر تہ ماد ناؤتی گرامری اصطلاحن پٹھہ سوالہ۔	1 × 3 = 3
سیکشن ج (لیکھنک فن)		
6	اشارن یا شکلن ہند مد کنہ عنوانس پٹھہ ڈوڈ ہتھ پٹھہ ز ہتھ لفظن ہند مضمون لیکھن۔	6

3	دینہ آمت صورت حال مد نظر تھا و تھ پیرا گراف / ڈہیل / کتھ باتھ / اشتہار لیکھن۔	7
4	رسمی / غار رسمی چٹھو لیکھن۔ (دوہ منہراکھ)	8
سیکشن د (ادب)		
$2 \times 3 = 6$	نصابی کتابہ ہندن نثری سبقن متعلق اہلیہ پیٹھ بینی ژورو منہ ترہن سوالن ہندی مختصر جواب لیکھن۔	9
$2 \times 2 = 4$	نصابس منہ شامل کتھ نظمہ متعلق اہلیہ پیٹھ بینی ژورو منہ دون سوالن ہندی مختصر جواب لیکھن۔ منہ ادبی اصطلاح / موضوع / لفظ معنی شامل آسن۔	10
5	نصابی کتابہ منہ شامل کتھ تہ سبقک مرکزی خیال / خلاصہ / کردارن پیٹھ نوٹ لیکھن۔	11

نوٹ:

- سبق اصل پائٹھو سمجھہ باپتھ چھ درسی کتابہ ہندی ساری سبق پر نی تہ سمجھ ضروری۔
- امتحان منہ ترین اہلیہ پیٹھ بینی سوالہ پڑھنہ۔
- گرامرک سوالہ یں درسی کتابہ مطابق پڑھنہ۔

Dogri (ळगरी)



Kashmir Student Alerts

कलास: अठमीं

समां अवधि (हफ्ते च)	बिंशे/उपबिंशे	सिक्खनै दे परिणाम	योग्यता	गतिविधियें लेई सुझाव
1-2 हफ्ता	15 अगस्त (कविता)	लयबद्धता कन्ने पंक्तियें गी पढ़ने दी जाच, राष्ट्रीय महत्त्व आहले दिनें दी समझ, अजादी दे महत्त्व दी समझ	अजादी ते गुलामी च फर्क दा ज्ञान, अजादी दे संघर्ष बारे ज्ञान, शब्द ज्ञान च बढौतरी, देश दे वीर नायकें बारे ज्ञान च बढौतरी	<ul style="list-style-type: none"> ● विद्यार्थियें गी अजादी ते गुलामी च फर्क दस्सेआ जाई सकदा ऐ। ● कविता च बरतोए दे मुहावरें ते खुआनें दा अर्थ दसदे होई उंदा वाक्य च प्रयोगकरने दा अभ्यास विद्यार्थियें च लेखन ते वाचन कला गी मजबूत करग ● अजादी बाद भारत दे नागरिकें गी जेहडे अधिकार थहोएन, उंदा बारै विद्यार्थियें गी समझाया जाई सकदा ऐ ● तरंगे झंडे दे रंग, उसदे प्रतीकें ते अशोक चक्र बारै गल्ल कित्ती जाई सकदी ऐ। ● भारत दी अजादी लेई शहीद होनै आहले किश वीर योदाएं बारै चर्चा करियै विद्यार्थियें दा ज्ञान बधाया जाई सकदा ऐ। ● कविता गी मूंजबानी चेतें करियै कलास च सनानै लेई प्रेरत कित्ता जाई सकदा ऐ ● अजादी परैत केहू-केहू प्राप्त होआ ते केहू-केहू प्राप्त करना अजें बाकी ऐ, ए बच्चें गी समझाई देसै लेई किश करने गी प्रेरत कित्ता जाई सकदा ऐ
3-4 हफ्ता	जंदे घरै दे इयै राह (कविता)	लयबद्धता कन्ने पंक्तियें गी पढ़ने दी जाच, ध्वन्यात्मक समानता आहले शब्दें बारे समझ, चंगी-बुरी आदतें बारे समझ	शब्द ज्ञान, लयबद्ध पंक्तियां पढ़ने दा ज्ञान, छंदबद्धता दा मुंडला ज्ञान	<ul style="list-style-type: none"> ● कविता च दस्सी गेदियें बुराइयें बारै विद्यार्थियें कन्ने चर्चा करदे होई उनेंगी इंदे शा दूर रौहने लेई प्रेरित कित्ता जाई सकदा ऐ। ● घरै च बड्डें दा आदर-मान ते निक्के कन्ने हिरखै कन्ने रौहने लेई सिक्खेआ दित्ती जाई सकदी ऐ ● विद्यार्थियें गी लडाई - झगडें दे नुकसान ते सुलह-सलाह कन्ने रौहनै दे फायदे दस्से जाई सकदे न
5-6 हफ्ता	कंठी ते शैहर	कंठी ते ग्राएं दे जीवन	डुंगर दी वनस्पतियें	<ul style="list-style-type: none"> ● कंठी ते ग्राएं दे लोकें दे जीवन बारै गल्लबात करियै

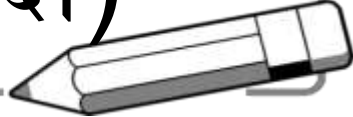
	(कविता)	च भेद दी समझ, उत्थूं दे वनस्पति जगत दी समझ	दे केई नाएं दा ज्ञान, ग्राएं ते शैहरें दे जीवन च भेद दा ज्ञान	विद्यार्थियें गी दौनें थाहरें बारे जानकारी दिती जाई सकदी ऐ। ●कंठी लाके दियां फस्लां, फल – सब्जियां ते बूटे बगैरा दे बारे च बच्चें गी विस्तार कन्ने दस्सेआ जाई सकदा ऐ ●ग्राएं ते शैहरें दे लोकें दे खानपान, कम्मकाज च फर्क बारै चर्चा कित्ती जाई सकदी ऐ। ●ग्रांदे लोकें दा शैहरा पासे पलायन करने दे कारण दस्सदे होई किश उदाहरण बी दित्ते जाई सकदे ना। ● कंठी उप्पर, ग्राएं उप्पर, शैहरें उप्पर, केई कवितां लखोई दियां न, उंदे बारे बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ऐ ● पैहलें दी कंठी ते अज्जै दी कंठी, पैहलें दे ग्रां ते अज्जै दे ग्रां च फर्क समझाया जाई सकदा ऐ
7-8 हफ्ता	लोरी (कविता)	लोरी दी जानकारी, भूनहत्या दी जानकारी ते कारणें बारे जानकारी	आम गीत, कविता ते लोरी च भेद दा ज्ञान, भूनहत्या जनेही बुराई दे कारण ते निवारण दे पुआएं दे चिंतन पाससै रुझान	●लोरी दी परिभाशा समझादे होई होर भाषाएं दी लोरियें बारे बी जानकारी दिती जाई सकदी ऐ। ●कविता च बरतोए दे मुहावरें गी तालियै उंदे बारै चर्चा करियै उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ। ●समाजिक बुराई भूनहत्या पर खुल्लियै गल्लबात कित्ती जाई सकदी ऐ। ●विद्यार्थियें गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुडियें च भेदभाव दे उदाहरण उनेंगी लभदे न ●धीऽ दे जन्म दे बाद घरै च रौनक बधी जंदी ऐ, धियां जिम्मेदार हुंदियां न, इसदे किश उदाहरण दित्ते जाई सकदे न ●ए सोचने लेई आक्खेआ जाई सकदा ऐ जे जेकर कुडियां संसार च औंगन गै नेई तां केहू होग? ●दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे न ●विद्यार्थियें गी चेता कराया जाई सकदा ऐ जे इससै चाल्ती दे
9-10 हफ्ता	कंठिया दा बस्सना	कंठी लाके दे जीवन दी	लय ते प्रवाह दा	●विद्यार्थियें गी चेता कराया जाई सकदा ऐ जे इससै चाल्ती दे

	(कविता)	समझ, पैहलें दी कंठी ते अज्जै दी कंठी दे भेद दी समझ	ज्ञान, किश लुप्त होआदे शब्दें दा ज्ञान	<p>बिसे उप्पर एक्क कविता पैहलें बी पढी लैती गेदी ऐ</p> <ul style="list-style-type: none"> ●कंठी लाके दी कुडियें- लाडियें दे कम्मकाज बारै चर्चा किती जाई सकदी ऐ। ●अजादी दे बाद भारत दे कंठी खेतर च जेहड़े बदलाव होए न, उंदे पर चर्चा किती जाई सकदी ऐ। ●विद्यार्थियें गी पुच्छेआ जाई सकदा ऐ जे चक्की कुन्नै- कुन्नै दिक्खी दी ऐ ●मशीनी जुग च हून कत्तने-पिंजने, आटा पीहने जैसे कम्म करने दे ढंग-तरीके किन्ने बदली गेदे न, ते उंदे बदलने कन्ने लोकें दे जीवन च केह-केह फर्क आए न, एहदे पर चर्चा किती जाई सकदी ऐ ते अगें केह-केह अजें होर होग, बच्चें गी कल्पना करने लेई आखेआ जाई सकदा ऐ ●कविता च कवित्त छंद दा इस्तेमाल होए दा ऐ, बच्चें गी इस छंद दी जानकारी दिती जाई सकदी ऐ ते मूंजवानी चेते करियै कविता कलास च सनानै लेई बी प्रेरत किता जाई सकदा ऐ
11-13 हफ्ता	ईदी (कहानी)	कहानी विधा दी समझ, नमें शब्दें दी जानकारी		<ul style="list-style-type: none"> ●विद्यार्थियें गी कविता ते कहानी च फर्क दस्सेआ जाई सकदा ऐ। ●ईदी कदूं ते की दिती जंदी ऐ, चर्चा करी सकदे ओ। ●पैहले समें दी दुकानदारी ते अज्ज दी दुकानदारी च फर्क दस्सदे होई ऑनलाइन शॉपिंग दी गल्लबात बी किती जाई सकदी ऐ। ●इस कहानी दी तत्वे दे अधार पर गल्लबात करियै विद्यार्थियें गी मती जानकारी दिती जाई सकदी ऐ।
14-16 हफ्ता	मंगते दा घराट (कहानी)			<ul style="list-style-type: none"> ●‘मंगते दा घराट’ डोगरी च लखोने आहले पैहले कहानी संग्रैह ‘पैहला फुल्ल’ चा लैती दी एक्क कहानी ऐ। विद्यार्थियें गी ए जानकारी दिंदे होई किश मुंडले कहानी संग्रैहें दी ते डोगरी दे अज्जै दे कहानीकारें बारे सरसरी जानकारी दिती जाई सकदी ऐ ●घराट कुन्नै-कुन्नै दिक्खे दा ऐ ते ए कियां चलदा ऐ, चर्चा किती

				<p>जाई सकदी ऐ।</p> <ul style="list-style-type: none"> ●हिंदू-मुस्लिम एक्के दी गल्लबात किती जाई सकदी ऐ। ●घराट दे आटे दे सुआद बारे सनाया जाई सकदा ऐ
17-19 हफ्ता	सकोलडे (कहानी)	किश ऐसे शब्दों की जानकारी जेहड़े अमूमन अज्जै दे बच्चें गी घट्ट गै सुननै च औंदे न, डुगगर की जीवन शैली बारे जानकारी	जमीना कन्ने जुड़े दे शब्दों दा ज्ञान, सांस्कृतिक ज्ञान	<ul style="list-style-type: none"> ●कहानी च किश नमं शब्द आए देन,जियां घमांह, मनं आदि,इंदे कन्नै इंदे मेलमे शब्द दस्से जाई सकदे न, जियां:-कनाल, मल्ले, मन, पढोपी, टुप्पा आदि ते इंदे बारे चर्चा किती जाई सकदी ऐ। ●रुट्ट -राहडे, सकोलडे, खमीरे, बब्बरूं आदि बारे चर्चा किती जाई सकदी ऐ। ●कहानी च प्लुत (S)चिन्ह दा प्रयोग होए दा ऐ, इसदे प्रयोग ते उच्चारण बारे गल्ल-बात किती जाई सकदी ऐ। ●कुडियें- लाडियें सरबंधी किश होर तेहारें बारे चर्चा किती जाई सकदी ऐ।
20-23 हफ्ता	संत कवि रविदास (लेख)	संत परंपरा की एक मुक्ख कड़ी दे रूपै च संत कवि रविदास हुंदा की जानकारी	संतमार्ग दे बारे च सरसरी ज्ञान, ईमानदारी दे महत्त्व दा ज्ञान, डुगगर च संत रविदास हुंदे मंदरें दा ज्ञान	<ul style="list-style-type: none"> ●संतकवि रविदास हुंदे बारे पाठ दे अलावा किश होर जानकारी बी दिती जाई सकदी ऐ। ●विद्यार्थियें गी ए दस्सेआ जाई सकदा ऐ जे कोई बी कम्म निक्का जां बड्डा नेई होंदा, उस्सी ईमानदारी कन्ने करना गै बड्डपन ऐ। ●संत रविदास हुंदे जुगै च जनानियें कुडियें 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। ●डुगगर प्रदेश च बी रवि दास दे केई मंदर न ते उन्दी सुच्ची सम्हालै च झाकियां बगैरा कड्डियां जंदियां न, उंदे बारे विद्यार्थियें कन्ने चर्चा किती जाई सकदी ऐ
	शहीद भगत सिंह (लेख)	भारत दे सुतंत्रता संग्राम की जानकारी, शहीद भगत सिंह दे बारे च जानकारी	अजादी पैहलें दे भारत की दशा दा ज्ञान ते अजादी दे महत्त्व की समझ	<ul style="list-style-type: none"> ●पाठ पढाने शा पैहले शहीद भगत सिंह हुंदे ते उस बेल्ले दे ल्हातें बारे च गल्लबात किती जाई सकदी ऐ। ●अध्यापक यूट्यूब, गूगल आदि दा स्हारा लेइयै किश वीडियो, फोटो बगैरा विद्यार्थियें सामनै दस्सी सकदे न।

				<ul style="list-style-type: none"> ●पाठ दे अलावा बी शहीद भगत सिंह हुंदे जीवन दे किश होर किस्से सांझे करी सकदे ओ। ●शहीद भगत सिंह हुंदे पर किश फिल्मों बी बनी दियां न उंदे बारै बी चर्चा किती जाई सकदी ऐ।
24-28 हफ्ता	एकांकी/परौहनचारी	किश नमें शब्दों दी जानकारी, वाक्य संरचना दी जानकारी दे कन्न-कन्न संवाद संरचना दी समझ	दृश काव्य ते श्रव्य काव्य दे भेद दा ज्ञान, पात्रों दे चरित्र चित्रण दा ज्ञान	<ul style="list-style-type: none"> ●विद्यार्थियों गी परौहनचारी दी परिभाषा देइयै अज्जै दी परौहनचारी ते पिछले समें दी परौहनचारी, ग्रां दी परौहनचारी ते शैहरा दी परौहनचारी बारे जानकारी दिती जाई सकदी ऐ ●परसराम ते बसंती दे सुभा बारै गल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रों दा जिक्र किता जाई सकदा ऐ तां जे विद्यार्थियों दी पाठ च होर रुचि बनी जा ●एकांकी दे पात्रों दी भूमिका नभानै लेई विद्यार्थियों गी प्रेरत किता जाई सकदा ऐ ते कलास च ए एकांकी खेडी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्न समझा बी आई जा ते भूमिका नभाने आहलें च अभिनय कला दा बकास बी होऐ

Hindi (हिन्दी)



Kashmir Student Alerts

वार्षिक कैलेण्डर 2023-24

कक्षा-8th

समय अवधि:- इकाई-1,
सप्ताह 1 से सप्ताह 5

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

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

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> • किसी रचना को पढ़कर उस में सामाजिक मूल्यों पर चर्चा करते हैं • पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं • कहानी कविता आदि पढ़कर लेखन की विविध तरीकों और शैलियों को पहचानते हैं जैसे वर्णनात्मक, विचारात्मक , भावनात्मक आदि 	<ul style="list-style-type: none"> • बच्चे भावनात्मक रूप से पढ़ी गई सामग्री से जुड़ पाएंगे • बच्चों के शब्द भंडार में वृद्धि होगी • बच्चे निबंध तथा कहानी लेखन की विविध शैलियों को जान पाएंगे 	<ul style="list-style-type: none"> • अध्यापक आदर्श वाचन करते हैं भाषा की बारीकियों को समझाए • कहानी तथा कविता का पाठ करते समय लय और विराम आदि चिन्हों का ध्यान रखा जाए • बच्चों को प्रश्न पूछने के लिए प्रेरित किया जाए • वसन्त ऋतु में प्राकृतिक सौंदर्य का वर्णन • सदा आशावादी व सकारात्मक दृष्टिगोचर को अपनाने की सीख देते हुए एक अनुच्छेद लिखें। • कक्षा में ऋतुओं से सम्बन्धित गीत या कविता सुनाने की प्रेरणा देते हुए बच्चों में लगात्मकता व संगीत की गतिविधि को बढ़ाने का प्रयास करें • 'लाख' से बनी हुई वस्तुओं के बारे में चर्चा करें • विभिन्न धातुओं या पदार्थों से बनी हुई वस्तुओं के बारे में चर्चा करें • चूड़ियों की दुकान या विज्ञापन बनाएँ • लाख से चूड़ियों के अतिरिक्त क्या क्या सामाना /वस्तुओं का निर्माण होता है, कक्षा में चर्चा करें। • अपराजिता' के अर्थ का प्रतिपादन करते हुए, इससे मिलती झूलती कहानी का कक्षा में वर्णन करें • यदि आप दिव्यांग व्यक्ति' से मिलते हैं तो उनके प्रति आपका व्यवहार कैसा रहेगी, कक्षा में बच्चों से सामूहिक चर्चा करवाए।

<p>समय अवधि:- इकाई-2, सप्ताह 6 से सप्ताह 10</p> <p>विषय/ उपविषय:- पाठ 4:- दीवानो की हस्ती, पाठ 5:- चिट्ठियों की अनोखी दुनिया, पाठ 6:- भगवान के डकिए</p> <ul style="list-style-type: none"> • सर्वनाम की परिभाषा और उसके भेद, पर्यायवाची शब्द, • निबंध : नदियों को प्रदूषित करता मानव त अपने जीवन पर खतरा बढ़ा दिया है, इस विचार से आप सहमत हैं या नहीं, तर्क सहित लिखे • अपने मित्र के जन्मदिवस पर बधाई पत्र 		
सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> • पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में मौखिक सांकेतिक बातें करते हैं • अपनी भाषा गढ़ने लिए घटने तथा शब्द खेल कविता गति चुटकले पत्र आदि लिखने की तरफ अग्रसर कर होते हैं • विभिन्न पठन सामग्रियों में प्रयुक्त शब्द मुहावरों को समझते हैं 	<ul style="list-style-type: none"> • कल्पनाशीलता और सृजनशीलता का विकास होगा • पढ़ने लिखने में सक्रिय और जागरूक होंगे • व्याकरण की शुद्धता से वाशा की शुद्धता की तरफ बढ़ेंगे • शब्द भंडार में वृद्धि होगी 	<ul style="list-style-type: none"> • बच्चों की काल्पनिक शक्ति को विकसित करने के लिए उन्हें लिखने तथा कहानी कहने की कला से अवगत करवाएँ • भाषा की शुद्धता के लिए अधिक से अधिक ज़ोर दिया जाएगा • श्याम श्वेत पट का प्रयोग कठिन शब्द तथा उनके अर्थ लिखने के लिए किया जाएगा • 'मस्ती' जीवन के लिए जरूरी है लेकिन किसी सीमा तक, तर्क सहित बच्चों के साथ चर्चा करे। • दीवानों शब्द का सही अर्थ प्रतिपादन करते हुए -बच्चों में कर्मठता व आलस्य का अन्तर बताते हुए प्रेरक प्रसंग के द्वारा चर्चा करें। • "चिट्ठियों और पत्रों" के बारे में बच्चों को जानकारी दें • पत्र-पेटी का चित्र बताकर, उसमें लाल रंग करें • आप किस ईश्वर के स्वरूप की पूजा करते हैं, कक्षा में सामूहिक चर्चा करवाएँ • ईश्वर के डकिए' के रूप में किन की चर्चा की गई है, इसके बारे में प्रसंग द्वारा अध्यापक कक्षा बताएँ • आपने किस पक्षी' के बारे में सुना है कि उनके द्वारा संदेश भिजवाएँ जाते थे बच्चों से प्रश्न पूछने की प्रक्रिया करें।

<p>समय अवधि:- इकाई-3, सप्ताह 11 से सप्ताह 15</p> <p>विषय/ उपविषय:- पाठ 7:- प्लाटिक जनित प्रदूषण, पाठ 8 :-क्यों निराश हुआ जाए, पाठ 9 :- 'कामचोर'</p> <ul style="list-style-type: none"> क्रिया की परिभाषा और भेद उदाहरण सहित, विलोम शब्द, अपठित गद्यांश, निबन्ध:- इन्टरनेट आपके लिए वरदान है या अभिशाप ? तर्क सहित लिखें। पत्र: शुल्क माफी के लिए प्रार्थना पत्र 		
सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> विभिन्न विषयों पर आधारित रचनाओं को पढ़कर चर्चा करते हैं हिंदी भाषा में विभिन्न प्रकार की सामग्री को समझकर पढ़ते हैं और उसमें अपनी पसंद नापसंद, टिप्पणी राय, निष्कर्ष आदि को व्यक्त करते हैं विभिन्न प्रकार की सामग्री जैसी कहानी, कविता, लेख आदि की बारीकी से जांच करते हैं 	<ul style="list-style-type: none"> पत्र लेखन तथा निबंध लेखन की बारीकियों को समझते हैं पढ़ी गई सामग्री पर चिंतन कर पाएंगे हिंदी में आपसी बातचीत कर पाएंगे किताबी ज्ञान के जीवन के अनुभवों के साथ जोड़ सकेंगे 	<ul style="list-style-type: none"> श्रुतलेख के माध्यम से भाषा को समृद्ध करें छोटे छोटे समूह बनाकर आपसी बातचीत करवाए जिसमें पार्ट से संबोधन किया किसी विषय पर चर्चा हो पाठ के पाठ में आए विषयों को जीवन से जोड़कर समझाने के अवसर प्रदान करें पाठ पढ़कर, इस लघु नाटिका को सहपाठियों द्वारा कक्षा में प्रस्तुत करें। मनुष्य के जीवन पर प्लास्टिक के प्रयोग के दुष्प्रभाव के में चर्चा करें। इस लेख के माध्यम से लेखक हजारी प्रसाद द्विवेदी की कौन सी अनुभूतियाँ प्रकट हुई है, कक्षा में 'छात्रों के द्वारा कक्षा में चर्चा करवाएँ। क्या इस 'लेख' का अन्य शीर्षक हो सकता है, --- 'हा ' या 'ना', तर्क सहित प्रस्तुत करें। 'कामचोर' शब्द से आपके विचार में क्या अनुभूति प्रकट हो रही है, कक्षा में चर्चा करें <p>एकल परिवार व संयुक्त परिवार में अन्तर बहाते हुए, अपने परिवार बारे में बताए कि आप किस प्रकार के परिवार में रहते हैं?</p>

<p>समय अवधि:- इकाई-4 , सप्ताह 16 से सप्ताह 20</p> <p>विषय/ उपविषय:- पाठ 10:-जीवन नहीं मरा करता, पाठ 11:- जब सिनेमा ने बोलता सीखा, पाठ 12:-जहाँ पहिया है</p> <ul style="list-style-type: none"> • अनेक शब्दों के लिए एक शब्द, मुहावरे व लोकोक्तियां • निबंध : प्रिय लेखक, • अपने मित्र को जन्मदिन पर उसे बधाई पत्र 		
सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<p>विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों मुहावरों लोकोक्तियों को समझ सकते हैं</p> <ul style="list-style-type: none"> • कहानी कविता आदि पढ़कर लेखन की विविध तरीकों और शैलियों को पहचानते हैं • सक्रिय और जागरूक बनने वाली रचनाएं अखबार पत्रिकाएं और अन्य सामग्री को समझेंगे 	<ul style="list-style-type: none"> • मुहावरे और लोकोक्तियों को समझकर उनका प्रयोग कर सकेंगे • कल्पनाशीलता में वृद्धि होगी • समूह में कार्य करने की क्षमता उत्पन्न होगी 	<ul style="list-style-type: none"> • कक्षा में ऑडियो वीडियो सामग्री को सुनने सुनाने का प्रबंध हो • कल्पनाशीलता और सर्जनशीलता को विकसित करने वाली गतिविधियाँ जैसे अभिनय ,रोल प्ले,कविता पाठ संवाद आदि हो • मुहावरे लोकोक्ति को जीवन से जोड़कर पढ़ाया जाए। • विपत्ति आने पर कभी भी अपनी आशावादी या सकारात्मक दृष्टिकोण नहीं त्यागना चाहिए , तर्क सहित चर्चा करें। • कविता को हाव-भाव के साथ कक्षा में प्रस्तुत करें। • सिनेमा' के इतिहास के बारे में जानकारी देते हुए, चर्चा करें • सिनेमा व दूरदर्शन का अन्तर बताते हुए, चार्ट बनाकर , कक्षा में लगाएँ, • तमिलनाडु के रहन -सहन खात-पीन, रीति रिवाज के बारे में जानकारी लीजिए। • समाज मे नारी / महिला का स्थान, के बारे में बताएं।

<p>समय अवधि:- इकाई-5, सप्ताह 21 से सप्ताह 24</p> <p>विषय/ उपविषय:- पाठ 14:-अकबरी लोटा, पाठ 15:-ओ नभ के मंडराते बादल, पाठ 16:- प्रेमचंद</p> <ul style="list-style-type: none"> विशेषण परिभाषा तथा भेद उदाहरण सहित निबंध : राष्ट्रीय-पर्व पत्र :छोटे छोटे भाई को प्रातः काल के भ्रमण के लाभ बताते हुए पत्र 		
सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none"> विभिन्न संवेदनशील मुद्दों जैसे प्रदूषण, बेरोजगारी ,बढ़ती जनसंख्या आदि पर बातचीत करेंगे किसी रचना को पढ़कर उसके मूल्यों पर चर्चा करते हैं पाठ्यपुस्तक की जांच करते हुए विशेष बिंदुओं की जांच करते हैं 	<ul style="list-style-type: none"> व्याकरण के अधिक प्रयोग से भाषा की शुद्धता आएगी पत्र लेखन तथा निबंध लेखन को समझ लेंगे प्रदूषण की समस्या तथा उसके समाधान के प्रति जागरूक होंगे 	<ul style="list-style-type: none"> अध्यापक आदर्श वाचन करते हुए भाषा की बारीकियों को समझाए पढी तथा पढाई गई सामग्री की बेहतर समझ के लिए बच्चों से प्रश्न पूछे जाएं तथा बच्चों का प्रश्न पूछने के लिए प्रेरित करें इस कहानी में जो विदेशी यात्री के साथ व्यवहार किया गया है, क्या ऐसा करना उचित है, अपने विचार प्रस्तुत कर, इस शीर्षक 'अकबरी लोटा' जैसी एक काल्पनिक कहानी की रचना यदि समय पर वर्षा न हो तो प्रकृति और मानव जीवन पर उसका क्या प्रभाव पड़ सकता है, बताएं, कविता में अनुसार विन्दुओं वाले शब्द बताएं और 10 शब्द स्वयं भी बनाएं। प्रेमचंद की कौन - कौन सी कहानिया आपने पढी है कक्षा में ससुनाएं और उनको कहानी से आपको क्या सीख मिली है?

समय अवधि:- इकाई-6,

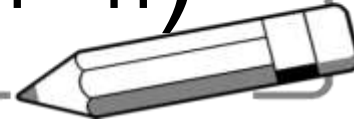
सप्ताह 25 से सप्ताह 28

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

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

सीखने के परिणाम	योग्यता/ क्षमता	सुझाव गतिविधि
<ul style="list-style-type: none">• कविता के आरोह -अवरोह से अवगत होंगे• पढ़ी गई सामग्री पर चिंतन करते हुए प्रश्न पूछते हैं• पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बनने वाली छवियों और विचारों के बारे में मौखिक भाषा में बात करते हैं• पढ़ी गई सामग्री पर चिंतन करते हुए समझ के प्रश्न पूछते हैं अपने परिवेश में मौजूद लोककथाओ और लोकगीतों के बारे में सुनते तथा बताते हैं	<ul style="list-style-type: none">• विभिन्न संवेदनशील मुद्दों के प्रति जागरूक होंगे• वाक्य और शब्द भेद को पहचान सकते हैं• पत्र लेखन की प्रक्रिया से अवगत होते हैं• भावनात्मक रूप से विशेष सामग्री से जुड़ पाएंगे• शब्दकोश के प्रयोग से शब्द भंडार में वृद्धि होगी	<ul style="list-style-type: none">• अध्यापक बच्चों को शब्दकोश के प्रयोग के लिए प्रेरित करें• कक्षा को छोटे समूह में बाँटकर शब्दों का उच्चारण करवाए• अधिक से अधिक नए शब्द सीखने की तरह प्रेरित करें• श्याम श्वेत पट्ट का प्रयोग कर कठिन शब्द तथा उनके अर्थ समझाएँ• विपरीत स्वभाव वाले पक्षियों और रेंगते वाले जन्तुओं के नाम बताते हुए, एक सूची बनाए• असफलता के बाद भी आप इच्छाशक्ति के बल पर सफलता प्राप्त कर सकते हैं, इससे संबंधित एक कहानी लिखें• " मित्रता की महत्व ' बताते हुए कक्षा में चर्चा करें।• कृष्ण को बाल रूप का चित्र बनाएँ।• सूरदास और श्री कृष्ण की मित्रता के बारे में बताए

Punjabi (ਪੰਜਾਬੀ)

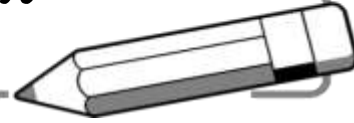


ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ - ਅਠਵੀਂ (Class- 8th)

ਕ੍ਰਮ ਸੰਖਿਆ Sr.No.	ਸਮਾਂ Time	ਵਿਸ਼ਾ Content	ਸਿਖਣ ਦੇ ਨਤੀਜੇ Learning outcome.	ਯੋਗਤਾ Competancy	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ Suggestive activities
1.	1-6 ਹਫ਼ਤੇ	ਕਾਫੀ (ਕਵਿਤਾ) ਵੁਲਰ ਝੀਲ (ਲੇਖ) ਪੋੜੀ	ਕਵਿਤਾ ਦਾ ਸਹੀ ਉਚਾਰਣ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਬੱਚਿਆਂ ਨਾਲ ਸਾਂਝੇ ਕਰਨ। ਕਸ਼ਮੀਰ ਦੀਆਂ ਝੀਲਾਂ ਦੀ ਜਾਣਕਾਰੀ, ਪਾਠ ਵਿਚ ਆਏ ਵਿਆਕਰਨ ਨਾਂਵ, ਪੜਨਾਂਵ ਅਤੇ ਕਿਰਿਆ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ।	ਲੈਅ- ਬਧ ਕਵਿਤਾ ਦਾ ਉਚਾਰਣ ਸੁਧ ਪੜਨ ਤੇ ਬੋਲਣ ਦੀ ਸਿਖਿਆ। ਸੁਧ ਉਚਾਰਣ ਅਤੇ ਪਾਠ ਪੜਨ ਦੀ ਯੋਗਤਾ ਵਧਾਉਣਾ।	ਬੱਚਿਆਂ ਨੂੰ ਅਧਿਆਤਮਕ ਸਿਖਿਆ ਅਤੇ ਨੈਤਿਕ ਮੁੱਲਾਂ ਦੀ ਮਹਤਤਾ। ਵੱਖ- ਵੱਖ ਝੀਲਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਕਰਵਾਉਣਾ ਨਾਂਵ, ਪੜਨਾਂਵ ਦੇ ਉਦਾਹਰਣ ਦੇ ਚਾਰਟ ਬੱਚਿਆਂ ਰਾਹੀਂ ਬਣਾਏ ਜਾਉਣਗੇ।
		ਗਰਮੀਆਂ ਦੀ ਛੁੱਟੀਆਂ			
2.	12-14 ਹਫ਼ਤੇ	ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਤਵੀ ਲੱਦਾਖ ਦੀ ਸੈਰ	ਸਮਾਜਿਕ ਜਾਗਰੂਕਤਾ ਲਿਆਉਣਾ ਕਵਿਤਾ ਦਾ ਉਚਾਰਣ ਅਤੇ ਜਬਾਨੀ ਯਾਦ ਹੋਣਾ। ਪਾਠ ਰਾਹੀਂ ਬੱਚਿਆਂ ਦਾ ਲਦਾਖ ਦੇ ਰਹਿਣ ਸਹਿਣ ਬਾਰੇ ਜਾਣੂ ਕਰਾਉਣਾ।	ਸੁਧ ਸ਼ਬਦਾਂ ਦੀ ਪਹਿਚਾਣ, ਵਿਸ਼ੇਸ਼ਣ ਸ਼ਬਦਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ	ਕਿਰਤ ਕਰਨ ਦੀ ਰੁਚੀ ਉਜਾਗਰ ਕਰਨਾ। ਪਾਠ ਰਾਹੀਂ ਤਵੀ ਦਰਿਆ ਦਾ ਜੰਮੂ ਸ਼ਹਿਰ ਵਿਚ ਮਹਤਵ ਦੀ ਜਾਣਕਾਰੀ।
3.	15-18 ਹਫ਼ਤੇ	ਮੀਆਂ ਸਿੰਘ (ਜੀਵਨੀ) ਜਿੰਦਗੀ (ਕਹਾਣੀ) ਪਛਾਣੇ ਜਾਂਦੇ ਨੇ	ਬੱਚਿਆਂ ਤੋਂ ਪਾਠ ਪੜਾਉਣਾ ਅਤੇ ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉਤਰ ਪ੍ਰਾਪਤ ਕਰਨਾ।	ਜੀਵਨੀ ਪੜਨਾ ਅਤੇ ਲਿਖਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ, ਸੁੱਧ ਰੂਪ ਵਿਚ	ਬੱਚਿਆਂ ਨੂੰ ਸਵੈ ਮੁਲਾਂਕਣ ਅਤੇ ਸੰਪੂਰਣ ਮੁਲਾਂਕਣ ਦੁਆਰਾ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।

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

Appendix



Kashmir Student Alerts

Suggestive Calendar of Activities

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

Suggestive Calendar of Activities

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

Suggestive Calendar of Activities

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

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

Suggestive Ten Bagless Days

Bagless Day	Description
1	Activities like Painting/ Art & Craft/ Photography/ Cooking/ Stitching/ Kite Making/ School Elections, etc.
2	Exposure Visit to Sericulture Unit/ Vermicompost Unit/ Industrial Area/ Historical Places/Museums, etc.
3	Gardening: Teachers and students in collaboration to grow some vegetables for mid-day meals.
4	Games and Sports activities like, Hurdle race/ running backward/ Hopscotch, etc.
5	Exposure Visit to University/College/Sainik School/ Medical College/ NIT/ Court/ DC Office, etc
6	TLM development activities
7	<p>Speak up Day:</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Meeting most experienced and successful personalities of the locality b. Be a journalist and highlight the issues of your area
9	<ul style="list-style-type: none"> a. Taking proper care of other people, animals and nature b. Local and seasonal vegetable stall c. Survey: like area of the school, type and number trees in your school, buildings, classrooms, labs, students' gender-wise and class-wise, teachers, subjects, book category and number, etc
10	Meet a Professor/Doctor/Journalist/Engineer/Social Activist/Judge, etc.

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

Student Assessment & Evaluation Scheme (SA&ES)

Preparatory Stage (Class – 8th)

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

Criteria for Evaluation Formative / Summative Assessment:

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

The design of progress card shall be notified separately.

***Description of Criteria Points for Co-Curricular activities:**

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

Formative Assessment – Guidelines

Kashmir Student Alerts

Formative Assessment Marks :30

Guidelines:

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

1. GENERAL INFORMATION

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

Name and Address of the School:.....

UDISE Code:

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Name: _____ Roll No. _____

Registration No.: _____ Class: III Section: _____ Date of Birth: _____

Address: _____

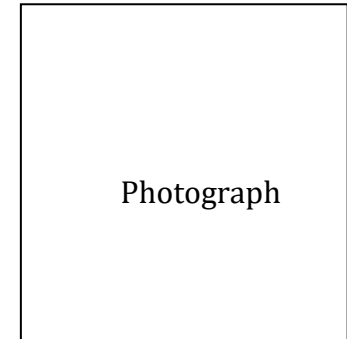
Phone: _____

Mother's Name: _____ Mother's Education: _____ Mother's Occupation: _____

Father's Name: _____ Father's Education: _____

Father's Occupation: _____ Number of siblings: _____ Siblings age: _____

Mother Tongue: _____ Medium of Language: _____ Rural/Urban: _____




MEDICAL HISTORY

Information	Remarks	Specific Comments
Has the child been a patient in a hospital? • Yes, please explain • No, please skip	Example: My child was in hospital because of car accident.	When: 2 years old
Is child taking any medicines? • Yes, please explain • No, please skip	Name of the medicine:	Dosage:
Does child have an allergic reaction? • Yes, please explain • No, please skip	Outside or Indoor allergies ___ Food Allergies (for example: peanuts, milk, wheat ...) ___ Medicine or shots (immunization). (Please list below.) ___ No, my child has no allergies that I know of.	Reaction due to allergy: Example- runny nose
Medical problems if any that the child has ever had?	Ear infections, Nose problems, Eye problems, Hearing problems, Mouth or throat problems, Diarrhea, Constipation, Muscle and bone problems, Sleeping problems, Breathing problems	Please specify

ATTENDANCE

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

2. SUGGESTIVE ASSESSMENT ACTIVITY REPORT

SUBJECT	ACTIVITIES TO ASSESS THE Learning Outcome(s)	LEVELS OF PROFICIENCY
Environmental Science (Class 3)	<p>Learning Outcome(s):</p> <ul style="list-style-type: none"> The learner identifies simple features (e.g., movement, at places found/ kept, eating habits, sounds) of animals and birds) in their immediate surroundings <p>Suggested Activity:</p> <p>A Visit to Zoo/ National Park/ Wildlife Sanctuary</p> <ol style="list-style-type: none"> List the name of animals seen in the Zoo/ National Park/ Wildlife Sanctuary. Draw any one animal? Categorize these animals based on; ears can be seen, ears cannot be seen, has hair on skin or has feathers on skin Which of the animals lay eggs? Have you seen any of those animals around your house or school? Have you kept any pets at home? 	<p>*Feedback from Parent/Caregiver:</p> 

Note:

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

Rubric

➤ **Awareness**

Sky: Is fully aware about the animals and their simple features.

Mountain: Shows interest in gaining awareness about the animals and their simple features.

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

➤ **Sensitivity**

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

River: Is little insensitive towards animals.

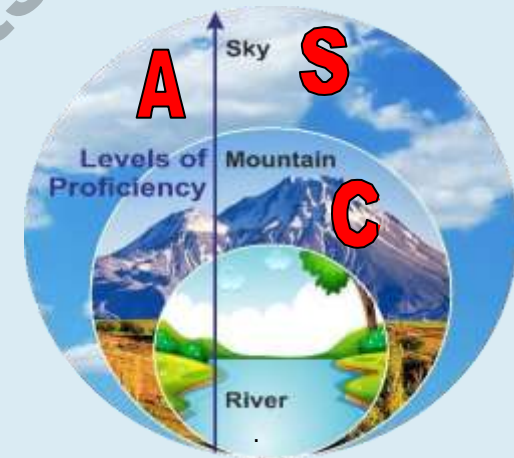
➤ **Creativity**

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

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

River: Displays lack of creativity and interest.

*** Feedback from Teacher**



A: Awareness
S: Sensitivity
C: Creativity

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

3. Child's Progress Table Example

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

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

Formative Assessment

Assessment for Learning

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

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

Assessment as Learning

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

Academic Calendar-Cum-Syllabus – 2023-24



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



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