



Government of Jammu & Kashmir

Syllabus cum Academic Planner

FOUNDATIONAL STAGE

Grade -2nd

Session: 2025-26



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

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Suggestions if any may kindly be mailed by or before August 2025 assessmentcellscertjk@gmail.com and the suggestions received from the concern stakeholders shall be incorporated in the revised version of syllabus cum Academic Planner the month of November-December 2025

This is the Suggestive Syllabus cum Academic Planner document intending to enhance the academic standards within the educational landscape of JK-UT



Preface

It is with great pride and purpose that we present the **“Syllabus cum Academic Planner”** for the Foundational Stage, Preparatory Stage, Middle Stage, a document that reflects our collective commitment to achieving the goals of the National Education Policy (NEP) 2020. This planner is designed to provide a structured academic framework that promotes competency-based education, joyful learning, and holistic development in the early years of schooling.

We extend our sincere gratitude to the Worthy Financial Commissioner (Additional Chief Secretary), School Education Department, Government of Jammu and Kashmir **Sh. Shantmanu (IAS)** (Director SCERT J&K) for their unwavering support, insightful leadership, and strategic vision that continue to drive educational excellence across the Union Territory.

We also place on record our heartfelt appreciation to **Prof. Sindhu Kapoor**, Joint Director SCERT and **Mr. Syed Shabir (JKAS)** Joint Director SCERT Kashmir whose academic acumen, dedication, and consistent guidance have played a pivotal role in shaping this planner.

Our profound thanks are also due to **all the stakeholders both from Jammu and Kashmir division** involved in the meticulous planning, consultation, and preparation of the academic calendar. Their collaborative spirit and tireless efforts have ensured the relevance, coherence, and utility of this document.

We hope that this planner will serve as a practical and inspiring resource for educators, academic coordinators, and administrators, supporting effective classroom practices and fostering meaningful learning experiences for every child.

Assessment Cell
SCERT J&K

INTRODUCTION

National Education Policy 2020 envisages a big shift in the way we educate, as quality of learning is the core issue. It emphasizes more on building competencies and 21st century skills. Hence transforming assessment strategies for student development becomes very much essential. NEP envisages shift from rote learning to competency /experiential learning for learners. Naturally the culture of schooling system will shift from summative and primarily testing on rote memorisation skills to more regular and formative. This also promotes learning and development of students by evaluating higher order skills such as analysis, critical thinking and conceptual clarity

The early stages of schooling from classes Foundational, Preparatory and Middle require proper planning and thorough understanding of mechanism for teaching learning process. The structure for scheme of studies and curriculum includes Mathematics, Science, EVS, Social Science & languages

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

Aligned with the National Curriculum Framework (NCF), this academic syllabus has been thoughtfully designed to nurture the natural curiosity, creativity, and potential of every child.

Rooted in the principles of play-based, activity-based, and experiential learning, the syllabus integrates key domains of development— physical, cognitive, language, socio-emotional and early numeracy—in a holistic and interconnected manner. It aims to ensure that learning is joyful, engaging, and meaningful, enabling children to build foundational skills in a stress-free and inclusive environment. It is structured to guide educators in planning developmentally appropriate learning experiences that foster conceptual understanding, communication, collaboration, and critical thinking from an early age.

Teachers must be aware and make use of all available material resources including online supporting material /TLM available at DIKSHA, NISHTHA, e-Pathshala, Swayam Prabha, PM e-Vidya, NCERT & SCERT-J&K website for making 21st Century education a reality as per the vision of NEP 2020.

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CURRICULAR GOALS & COMPETENCIES AS PER NCF-FS 2022

As per NCF, Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. The Competencies for each of the Curricular Goals have been defined in this Section. These Competencies are to be seen as guidelines of Holistic Progress Card. It encompasses academic performance, critical thinking skills, problem-solving abilities, creativity, emotional intelligence, communication skills, social engagement, and physical well-being. By considering these diverse dimensions, the HPC creates a balanced assessment that encourages students to develop holistically and become well-rounded individuals. The progress card proposes the use of integrative pedagogy in order to track students' performance. It distils the various academic domains, associated goals and competencies thereof in the form of academic activities and use these activities to track progress.

HPC urges schools and educators to embrace an innovative approach to teaching and learning at the foundational stage. It encourages the use of Toy-Based Pedagogy, Art-Integrated Learning, Sports-Integrated Learning, experiential learning, critical thinking, and problem-solving skills, enabling students to become active participants in their own education.

Three-Language Formula.

R1 – First Language

- This is the primary language of instruction and language of literacy in the early years.
- Typically the mother tongue/home language/regional language.
- It is used to build strong foundational literacy and comprehension.
- Medium of instruction at the Foundational and Preparatory Stages (especially recommended by NEP 2020).

R2 – Second Language

- Introduced after R1 is established, usually by Grade 3 or later.
- Often a regional language, state language, or another Indian language different from R1.
- Emphasis is on building multilingual abilities and cultural understanding.

R3 – Third Language

- Introduced in the Middle Stage (Grades 6–8).
- Often an Indian language not covered in R1 or R2, or in some cases, English (if not already introduced).
- Purpose is to foster multilingualism, enhance language appreciation, and align with NEP's emphasis on Indian languages.

Key Points from NCF 2023 Regarding R1–R3:

- The three languages (R1, R2, R3) must include at least two Indian languages.
- Flexibility is encouraged based on regional needs, student backgrounds, and school contexts.
- The order of introduction may vary, but strong foundational literacy in R1 is prioritized

As per NCF-FS and NCF-SE, following curricular goals and competencies for Foundational Stage are as follows:-

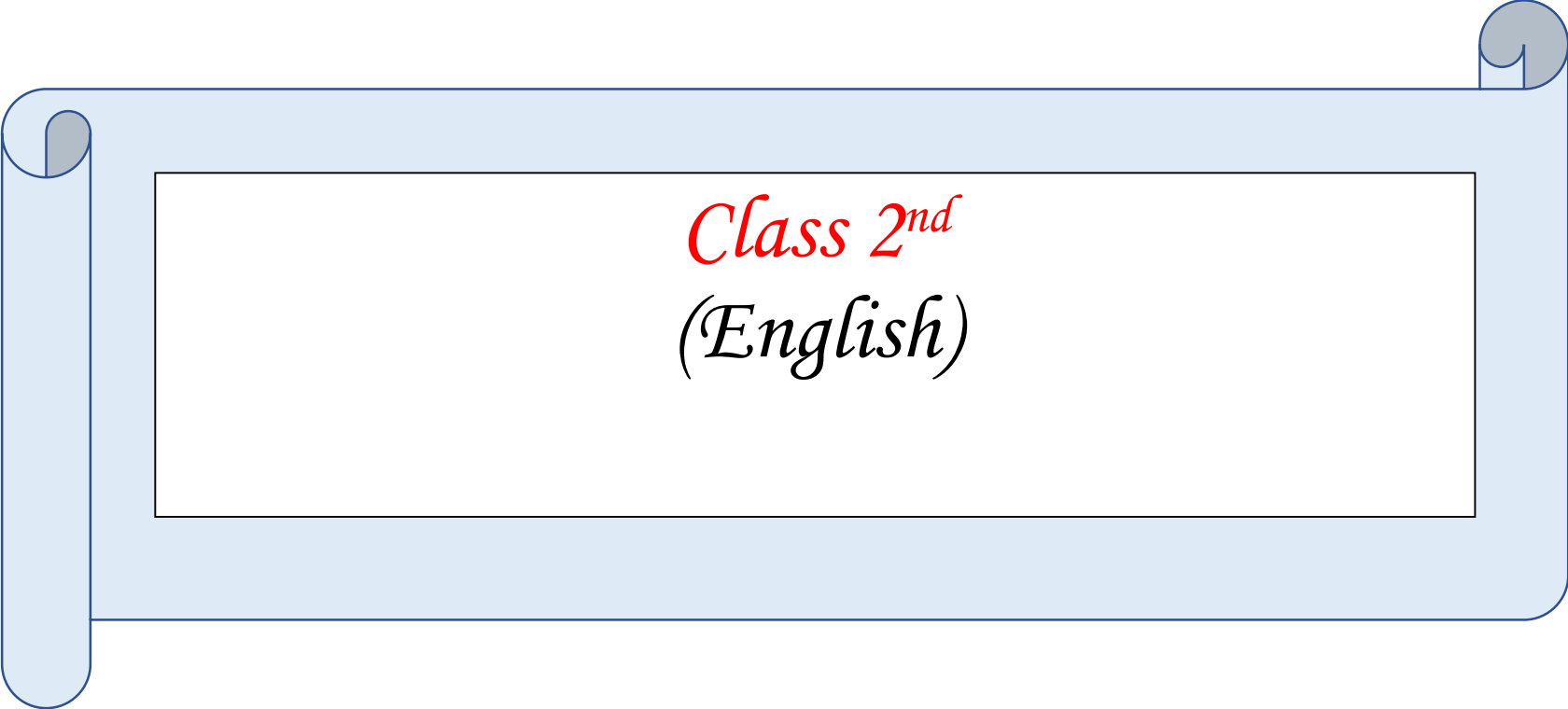
Curricular Goals	Competencies
Physical Development	

CG-1 Children develop habits that keep them healthy and safe	C-1 Shows a liking for and understanding of nutritious food and does not waste food
	C-2 Practices basic self-care and hygiene
	C-3 Keeps school/classroom hygienic and organised
	C-4 Practices safe use of material and simple tools
	C-5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately
	C-6 Understands unsafe situations and asks for help
CG-2 Children develop sharpness in sensorial perceptions	C-7 Differentiates between shapes, colours, and their shades
	C-8 Develops visual memory for symbols and representations
	C-9 Differentiates sounds and sound patterns by their pitch, volume, and tempo
	C-10 Differentiates multiple smells and tastes
	C-11 Develops discrimination in the sense of touch
	C-12 Begins integrating sensorial perceptions to get a holistic awareness of their experiences
CG-3 Children develop a fit and flexible body	C-13 Shows coordination between sensorial perceptions and body movements in various activities
	C-14 Shows balance, coordination, and flexibility in various physical activities
	C-15 Shows precision and control in working with their hands and fingers
	C-16 Shows strength and endurance in carrying, walking, and running
Socio-Emotional and Ethical Development	
CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-17 Starts recognising 'self' as an individual belonging to a family and community
	C-18 Recognises different emotions and makes deliberate efforts to regulate them appropriately
	C-19 Interacts comfortably with other children and adults
	C-20 Shows cooperative behavior with other children
	C-21 Understands and responds positively to social norms in the classroom and school
	C-22 Shows kindness and helpfulness to others (including animals, plants) when they are in need
	C-23 Understands and responds positively to different thoughts, preferences, and emotional needs of other children

CG-5 Children develop a positive attitude towards productive work and service or 'Seva'	C-24 Demonstrates willingness and participation in age -appropriate physical work towards helping others
CG-6 Children develop a positive regard for	C-25 Shows care for and joy in engaging with all life forms
Cognitive Development	
CG-7 Children make sense of the world around through observation and logical thinking	C-26 Observes and understands different categories of objects and relationships between them
	C-27 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	C-28 Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures	C-29 Sorts objects into groups and sub-groups based on more than one property
	C-30 Identifies and extends simple patterns in their surroundings, shapes, and numbers
	C-31 Counts up to 99, both forward and backward, and in groups of 10s and 20s
	C-32 Arranges numbers up to 99 in ascending and descending order
	C-33 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	C-34 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	C-35 Recognises multiplication as repeated addition and division as equal sharing
	C-36 Recognises basic geometric shapes and their observable properties
	C-37 Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment
	C-38 Performs simple transactions using money up to INR 100
Language and Literacy Development	
CG-9	C-41 Listens to and appreciates simple songs, rhymes, and poems
	C-42 Creates simple songs and poems on their own
	C-43 Converses fluently and can hold a meaningful conversation

Children develop effective communication skills for day-to-day interactions in two languages	C-44 Understands oral instructions for a complex task and gives clear oral instructions for the same to others
	C-45 Comprehends narrated/read-out stories and identifies characters, storyline, and what the author wants to say
	C-46 Narrates short stories with clear plot and characters
	C-47 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
CG-10 Children develop fluency in reading and writing in Language 1	C-48 Develops phonological awareness and blends phonemes/ syllables into words and segments words into phonemes/syllables
	C-49 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks
	C-50 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words
	C-51 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation
	C-52 Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wanted to say – on their own (L1)
	C-53 Reads short poems and begins to appreciate the poem for its choice of words and imagination
	C-54 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material
	C-55 Writes a paragraph to express their understanding and experiences
CG-11 Children begin to read and write in Language 2	C-56 Shows interest in picking up and reading a variety of children's books
	C-57 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables
	C-58 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences
Aesthetic and Cultural Development	
CG-12 Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways	C-59 Explores and plays with a variety of materials and tools to create two- and three-dimensional artworks in varying sizes
	C-60 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role play, dance and movement
	C-61 Innovates and works imaginatively to express a range of ideas and emotions through the arts
	C-62 Works collaboratively in the arts

	C-63 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom	C-64 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals
	C-65 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments
	C-66 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects and asks questions
	C-67 Classroom norms: Adopts and follows norms with agency and understanding



Class 2nd
(English)

Syllabus cum Academic Planner of English for Class 2nd

Timeline Month		Name of the Topic	Suggested Activities/Suggested Pedagogy
Winter Zone	Summer Zone		
November-December	April - May	1. My Mom	Singing action songs/poems is a fun way to help toddlers expand their vocabularies. But it can be a challenge for them to learn the words and coordinate the movements at the same time. Try the following ideas when you introduce an action song/poem ➤ Take it slow when you introduce a new poem. ➤ Let each child participate in his way and at his own pace. ➤ Give children lots of chances to practice over and over again. ➤ Pair words with actions and gestures to make it easier for children to learn and remember the words. We can do simple activities such as keeping our fingers on our cheeks, moving our hands up and down, stepping around, making facial expressions, or playing rhythm instruments in time with the music.
		2. Our Helpers	➤ Role-play is an excellent way of getting our students to practice their English. ➤ They simulate real-life situations. It is an essential component in the learning process of the children. ➤ Boost every child to take part in a role-play activity.

March	August	3. Rain	➤ Make students sing or recite collectively songs or poems or rhymes with action. ➤ Ask simple questions, for example, on new words, rhyming words in the poem, etc. ➤ Ask the students to draw pictures related to the topic
		4. The Snow Adventures	➤ Make the learners practice to write 2-3 sentences in English language in response to the story ➤ Perform different types of activities with students to make them understand the use of pronouns related to gender such as he, she, his, her, and demonstrative pronouns such as this, that, these, those etc. ➤ Arrange poster making competition so that students can create different types of posters.
April	September	5. Let's Play	➤ Ask the students to draw or arrange different types of pictures related to games and paste them in the notebook. ➤ Ask them to write one sentence related to the game.
		6. Birbal's Wit	➤ Make the students read the lesson and share their views about the story. ➤ Encourage the students to read more stories. ➤ Engage the students in different types of activities to understand the concept of describing words and use them in their writing. ➤ Make them understand the concept of comparison
May	October	7. Shapes	➤ Ask the students to draw different types of shapes and colour them. ➤ Ask the students to collect things or pictures of different shapes and paste them on the chart to categorise them as per their shape and speak few lines on any picture they like.

June	November	8. The wind and the Sun	➤ The teacher will demonstrate different types of activities which help the students to use the noun in the context. ➤ Ask the students to perform a skit on any topic. ➤ The teacher will narrate a story to the children and prompt them to guess the end of the story.
		9. My Senses	➤ Recitation of the poem to be done by the students. ➤ Ask the students to draw the pictures of five sense organs
July - August	December-January	10. The Fox and The Chick	➤ Teacher will narrate a similar story with the help of picture cards highlighting the theme of empathy ➤ Ask the students to retell the story by arranging the picture cards in a sequence.
		11. My Beautiful tree	➤ Ask the students to read the poem aloud with proper expressions and actions. ➤ Avoid explanation as much as possible, especially of poems. let them enjoy the beauty of the poem and understand on their own. ➤ Take the students out in the garden ➤ Initiate a conversation about the importance of trees and let everyone be an active participant. ➤ Ask them to answer the following questions. • How are trees born? • Do trees need water and food? • Are trees living or non- living? • Is it possible for a tree to get sick like us? • 5. How can you help trees?
September	February	12. Our Chinar Tree	➤ Encourage the students to write 2-3 sentences describing uses of trees using adjectives, prepositions and sight words like “This is a tree. It has green leaves. We get food from trees.” ➤ Encourage students to read newspapers and children’s magazines in English ➤ Talk to their peers in English/home language relating to festivals and events (Van Mahotsav) at home and schools. ➤ Make them aware about the importance of planting trees. ➤ Ask them to water plants and not to pluck flowers. ➤ Inculcate the spirit of keeping their environment neat and clean.

Class 2nd
(Mathematics)

Syllabus cum Academic Planner of Mathematics for Class 2nd

Timeline Month		Topic/ Content	Suggested Activities/Suggested Pedagogy
Winter Zone	Summer Zone		
November-December	April-May	1.What is long? What is round?	➤ Guessing game to know different objects and their shapes. ➤ Show things to students which can roll and slide. ➤ Handling different object which can roll and slide. ➤ Making post card stronger stand. ➤ Recitation of poem what is long, what is round. ➤ Making a tree with the help of paper. ➤ Take children to the ground and teacher will help the students to differentiate between the 2D and 3D shapes from nature.
		2.Counting in Groups	➤ Arranging things in groups. Keeping things in pairs. ➤ Joining dots in order. ➤ Standing in groups in 2,3,5 through a game. ➤ Guess which is more or less. Knowing about ordinal numbers. Make children standing in lines & give instructions in such a way that second child will clap your hands, third child will pull your nose.
March	August	3.How much can you carry.	➤ Experiments to show salt and sugar dissolve in water but wool, cotton absorb water. ➤ Playing in the sea saw or use of balance to demonstrate heavier or lighter. ➤ Use of balance to measure things. Handling units of measuring things. ➤ Colour the one which is lighter.
		4.Counting in Tens.	➤ Collect objects like flowers beads, Bindis, stories. ➤ Count the number with the help of abacus. ➤ Threading the beads in tens. ➤ Arrange 10 Bindis in different designs. ➤ Write number in ones and tens.

April	September	5.Patterns	➤ Shapes, numbers, Bindi, alphabets can be arranged in different patterns. ➤ Drawing gate grill patterns window, grill pattern of school & class room. ➤ Drawing patterns for saree, dress, curtains, pillow, bedsheet. Making patterns with match stick complete the pattern with colours. ➤ Take children into the school ground and ask them to collect leaves of different plants , mix them and then group leaves of similar shapes.
		6.Footprints	➤ Matching animals with their footprints. ➤ Draw your footprints and your friend's footprints on the floor and compare which is smaller. Trace and guess the objects traced. ➤ Draw the missing things in the given pictures. ➤ Trace the objects of different shapes. ➤ Make a group of objects of similar shapes.
May	October	7.Jugs and Mugs	Carry out experiments in groups to perform measurements. Discussion of key vocabulary, results and conclusions. ➤ Lemon drink Activity will help the learners to make and enjoy lemon drink contained in different containers having different capacities. ➤ Role play activity ❖ Narrating the story of thirsty crow. ❖ Collection of different containers/vessels used in day-to-day life.
		8.Tens and Ones	➤ Using 10-rupees notes and 1-rupee coins and grouping them into tens and ones. ➤ Activity of making garland using 10 flowers or twenty flowers. ➤ Counting's in tens and ones using triangular and square cards. ➤ Dividing the class into groups of tens.
June	November	9.My Funday	➤ Poems on days of a week and months of a year. ➤ Reading of class Time Table Using fist (Close hand activity) to remember the long and short months (starting with January the long months sit on the knuckles while short months are in the spaces between.) ➤ Reading of Calendar ➤ Naming the shortest month of the year.
		10.Add our Points	➤ Numbers 1-100. ➤ Addition of two 2-digit numbers. ➤ Addition of 3 single digit numbers. i) $4+2+3= \dots\dots\dots$ ii) $5+6+1= \dots\dots\dots$

July-August	December-January	11.Lines and Lines	➤ Draw straight and curved lines, sleeping, slanting and standing lines. ➤ Forming letters of English alphabet and numbers with the help of match sticks. ➤ Stick drawing										
		12.Give and Take	Use of objects like beads, ice cream sticks for addition and subtraction. Role Play Activity ➤ A mock shop may be arranged in the class and stress on word problems on addition and subtraction to be given. ➤ Prepare a bill of the items you purchase from your school canteen.										
September	February	13.The longest Step	➤ Measuring things inside the classroom using fingers, hand spans and Footsteps. e.g., find the distance between the door and the window of your classroom. ➤ Find the distance between the blackboard and the place where you are sitting ➤ Running Activity										
		14.Birds come Birds go	➤ Word problems on addition and subtraction. ➤ Maintaining diary of expenditure for the month.										
		15.How many ponytails	➤ Various activities involving collecting data and answering questions based on it. ➤ Collect data from your class/ friends and complete the table: <table><tr><th>Flavour</th><th>No. of Children liking Ice- Cream</th></tr><tr><td>Mango</td><td></td></tr><tr><td>Vanilla</td><td></td></tr><tr><td>Chocolate</td><td></td></tr><tr><td>Butterscotch</td><td></td></tr><tr><td>Strawberry</td><td></td></tr></table> ➤ Similarly, we can frame many tables like favourite colours, fruits etc.	Flavour	No. of Children liking Ice- Cream	Mango		Vanilla		Chocolate		Butterscotch	
Flavour	No. of Children liking Ice- Cream												
Mango													
Vanilla													
Chocolate													
Butterscotch													
Strawberry													

Class 2nd
(Hindi)

कक्षा 2 के लिए हिंदी का पाठ्यक्रम सह अकादमिक योजनाकार

समय अवधि महीना		विषय/उपविषय	सुझाव गतिविधि
शीत क्षेत्र	ग्रीष्म क्षेत्र		
नवंबर-दिसंबर	अप्रैल-मई	पाठ-1 से पाठ-2 अ से ई मात्रा के शब्द, मेरी माँ पर 5 वाक्य, वचन बदलो, विराम चिन्ह का उचित प्रयोग।	- अपने मनपसंद फल के वृक्ष का चित्र बनाकर उनमें रंग भरवायें। - अध्यापक बच्चों को अपनी माता के प्रति आभार व्यक्त करने हेतु, उन्हें कोई भेंट देने के लिए प्रोत्साहित करें।
मार्च	अगस्त	पाठ-3 से पाठ-4 ई से ऊ की मात्रा, मेरे पिता पर पांच वाक्य, उल्टे अर्थवाले शब्द, शब्द लड़ी बनाना, गिनती 1 से 10	- बच्चों से अपना परिचय पत्र बनवायें। - बच्चों को घर के कामों में सहयोग करना सिखाएं। - फलों के नाम हिंदी, अंग्रेजी और मातृभाषा में लिखवायें।
अप्रैल	सितंबर	पाठ-5 से पाठ-8 ऋ से औ की मात्रा के शब्द, लिंग बदलो, चित्रकला का अभ्यास, रंगों के महत्व पर पांच वाक्य	- बच्चों को कापी पर पतंग का चित्र बनाकर उन त्योहारों के नाम लिखवाए जिन पर पतंग उड़ाई जाती है। - इंद्रधनुष का चित्र बनाकर रंग भरवायें। - भारतीय रंगोली परंपरा से बच्चों को अवगत करायें।
मई	अक्टूबर	पाठ-9 से पाठ-11 विलोम शब्द। हिंदी गिनती 11 से 20। जब सूरज नहीं होगा तो क्या होगा (चर्चा)	- बच्चों से गाजर का चित्र बनवाकर उसमें रंग भरवायें। - बच्चे अपने घर की छत पर जाकर सूरज की दिशा को देखकर घर की दिशा शिक्षक को बतायें।

जून	नवंबर	पाठ-12 से पाठ-13 अं से अः की मात्रा के शब्द, श्रुतलेख, शुद्ध अशुद्ध, हिंदी की गिनती 21 से 50 तक।	• तालाबों को साफ सुथरा रखने पर बच्चों से चर्चा करवायें। • चिड़िया का चित्र बनवाकर उसमें रंग भरवायें। • बच्चे अपने आंगन और आस पड़ोस में जायें और पाए जाने वाले पक्षी देखें और उनके नाम लिखें।
जुलाई- अगस्त	दिसंबर- जनवरी	पाठ-14 से पाठ-16 मित्र पर 10 पंक्तियाँ, समान अर्थ वाले शब्द, ध्वनियों का ज्ञान	• शिक्षक कक्षा में नकलची बंदर की कहानी नाटकीय ढंग से सुनाएंगे। • चित्र को देखकर बच्चे कहानी की रचना करें। • शिक्षक विद्यार्थियों को समझाएंगे कि समान अर्थ वाले शब्द के बीच योजक लगता है।
सितंबर	फरवरी	पाठ-17 से पाठ-18 समानार्थक शब्द, प्रकृति का महत्त्व, मेरी प्रिय ऋतु पर पांच पंक्तियाँ	• अध्यापक द्वारा कविता का आदर्श वाचन किया जाए तथा बच्चों से अनुकरण वाचन करवाया जाए। • बच्चों से स्कूल में वृक्षारोपण करवाया जाए।

Class 2nd
(Dogri)

दूसरी जमात लेई सलेबस ते पढ़ाई-लखाई दी जोजना

समांस अवधी (म्हीने च)		बिंशे/उपबिंशे	गतिविधियें लेई सुझांस
सर्द लाका	गर्म लाका		
नवंबर -दसम्बर	अप्रैल -मेई	‘अ’ ध्वनि/‘अ’ स्वर आहले व्यंजनं दे शब्द	● ‘अ’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘अ’ स्वर आहले कोई त्रै व्यंजन देइयै विद्यार्थिं गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिं गी उंदे च इस्तेमाल होए दे ‘अ’ स्वर गी पंशानने लेई आखेआ जाई सकदा ऐ।
		‘आ’ ध्वनि/दऊं ते त्रै- अक्खरी शब्द	● ‘आ’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘आ’ स्वर आहला कोई व्यंजन कन्नै इक कोई होर जां दऊं व्यंजन देइयै विद्यार्थिं गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● ‘आ’ ध्वनि दे व्यंजन कन्नै दऊं होर अक्खर जोड़ियै त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिं गी उंदे च इस्तेमाल होए दे ‘आ’ स्वर गी पंशानने लेई आखेआ जाई सकदा ऐ।

मार्च	अगस्त	‘इ’ ते ‘ई’ ध्वनि/ दऊं ते त्रै अक्खरी शब्द	● ‘इ’ ते ‘ई’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘इ’ ते ‘ई’ स्वर आहले इक व्यंजन कन्नै कोई दऊं होर व्यंजन देइयै विद्यार्थिएं गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● ‘इ’ ते ‘ई’ दे प्रयोग आहले व्यंजन कन्नै कोई होर दो अक्खर मलाइयै शब्द बनाई ते निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिएं गी उंदे च इस्तेमाल होए दे ‘इ’ ते ‘ई’ स्वरें गी पंशानने लेई आखेआ जाई सकदा ऐ
		‘उ’ ते ‘ऊ’ ध्वनि/ दऊं ते त्रै अक्खरी शब्द	● ‘उ’ ते ‘ऊ’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘उ’ ते ‘ऊ’ स्वर आहले कुसै व्यंजन कन्नै कोई त्रै होर व्यंजन देइयै विद्यार्थिएं गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● ‘उ’ ते ‘ऊ’ दे प्रयोग आहले इक व्यंजन कन्नै दऊं अक्खर होर जोड़ियै त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिएं गी उंदे च इस्तेमाल होए दे ‘उ’ ते ‘ऊ’ स्वरें गी पंशानने लेई आखेआ जाई सकदा ऐ।

		‘ए’ ते ‘ऐ’ ध्वनि/ दऊं ते त्रै अक्खरी शब्द	● ‘ए’ ते ‘ऐ’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘ए’ ते ‘ऐ’ स्वर आहले कुसै व्यंजन कन्नै कोई दो होर व्यंजन देइयै विद्यार्थिं गी उनेंगी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● ‘ए’ ते ‘ऐ’ दे प्रयोग आहले इक - इक व्यंजन कन्नै होर इक जां दऊं अक्खर जोड़ियै त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिं गी उंदे च इस्तेमाल होए दे ‘ए’ ते ‘ऐ’ स्वरें गी पंशानने लेई आखेआ जाई सकदा ऐ।
अप्रैल	सतम्बर	‘ओ’ ते ‘औ’ ध्वनि/ दऊं ते त्रै अक्खरी शब्द	● ‘ओ’ ते ‘औ’ ध्वनि गी जानने लेई इक अक्खर कन्नै दूए अक्खर गी जोड़ियै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘ओ’ ते ‘औ’ स्वर आहले इक - इक व्यंजन कन्नै दऊं कोई होर व्यंजन देइयै विद्यार्थिं गी जोड़ियै शब्द बोलने ते लिखने लेई उत्साहित कित्ता जाई सकदा ऐ। ● ‘ओ’ ते ‘औ’ दे प्रयोग आहले त्रै-अक्खरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिं गी उंदे च इस्तेमाल होए दे ‘ओ’ ते ‘औ’ स्वरें गी पंशानने लेई आखेआ जाई सकदा ऐ।

मेई	अक्तूबर	‘अं’ ध्वनि/दऊं ते त्रै अकखरी शब्द ● ‘अं’ ध्वनि गी जानने लेई दऊं अकखरें च ‘अं’ दी बिंदी गी लाइयै शब्द बनाना सखाया जाई सकदा ऐ। ● ‘अं’ स्वर आहला कोई इक व्यंजन देइयै विद्यार्थिं गी ओहदे कन्नै जोड़ियै शब्द बोलने ते लिखने लेई प्रेरत कित्ता जाई सकदा ऐ। ● त्रै-अकखरी शब्दें दे निक्के-निक्के रोचक वाक्य, खास करियै जेहड़े बच्चें दे जीवन ते वातावरण कन्नै जुड़े दे होन, सनाए ते लखाए जाई सकदे न जिंदे च ‘अं’ दी बिंदी दा इस्तेमाल होऐ। ● किश शब्द बोल्ली - बोल्लियै विद्यार्थिं गी उंदे च इस्तेमाल होए दे ‘अं’ स्वरें गी पंशानने लेई आखेआ जाई सकदा ऐ।
		कविता/हाथी आया हाथी आया ● हाथी दे बारे च बाद्धू जानकारी दिती जाई सकदी ऐ, जियां ओहदा पसंदीदा खाना, ओहदे रंग, ओहदा अकार, जंगल च ओहदे जीनै दे तरीके, दूए जानवरें कन्नै ओहदी तुलना वगैरा-वगैरा। ● विद्यार्थिं गी दुत्त व्यंजनें दे प्रयोग, ‘ढ’ ते ‘ड’ दे उच्चारण दा फर्क सखाया जाई सकदा ऐ। ● विद्यार्थिं गी तुक आहले शब्दें बारे जानकारी दिंदे होई कविता च प्रयुक्त होए दे तुकांत शब्दें कन्नै होर शब्द बी सनाए जाई सकदे न, जियां, आया, जमाया, ढाया, लाया, स्हाया, गाया वगैरा-वगैरा ।
		कविता / आई बसाखी ● विद्यार्थिं गी बसाखी दे कन्नै - कन्नै डुग्गर दे होर ध्यारें ते मेलें बारै जानकारी ते इनेंगी मनाने पिच्छें दे कारणें बारै जानकारी दिती जाई सकदी ऐ। ● विद्यार्थिं च अपने संगीत दे प्रति रुझाऽ बनाइयै दे डुग्गर दे बाद्य -यंत्रें कन्नै उंदी पंशान कराई जाई सकदी ऐ, जियां मुरली, ढोल, छैने, चिमटा, खड़ताल, छुनकने, कैहल वगैरा-वगैरा। ● विद्यार्थिं गी तुक आहले शब्दें बारै जानकारी दिंदे होई कविता च प्रयुक्त होए दे तुकांत शब्दें कन्नै होर शब्द बी सनाए जाई सकदे न, जियां जाना, बजाना, खाना, लाना, गाना, ढाना, ताना, वगैरा-वगैरा।

जून	नवंबर	पशु-पक्षरुं दियां बाजां	• इस पाठ च प्रयुक्त होए दे संयुक्त शब्दें दे बारे च समझांदे होई होर संयुक्त शब्दें दे उदाहरण दिते जाई सकदे न। • अनुस्वार दी बादधू जानकारी दिती जाई सकदी ऐ। • तकनीक दा सहारा लेइयै बी (मोबाइल वगैरा) पाठ आहली बाजें गी बच्चें गी सनाया जाई सकदा ऐ। • पाठ च प्रयुक्त कुसै बी पक्षरु दा नां लेइयै सारें बच्चें गी इक्कै सुरै च ओहदी बाज कड्डनै गी आखेआ जाई सकदा ऐ, जेहदे कन्नै बच्चें दी रुचि बड़ी बधी सकदी ऐ।
		मेरा परिचे	• विद्यार्थिं गी अपने बारे च होर बी गल्लां सनानै लेई उत्साहित कित्ता जाई सकदा ऐ। • विद्यार्थिं गी अपनी ते दूए दी चीजें बारे जानकारी दिंदे होई अपनी चीजें बारे जिम्मेदारी नभानै लेई प्रेरत कित्ता जाई सकदा ऐ।
		बाल कहानी / चिड़ीमार ते पैंछी	• विद्यार्थिं गी चिड़ियां पकड़ने दे बक्ख-बक्ख तरीकें दी जानकारी दिंदे होई कन्नै - कन्नै उंदी स्वतंत्रता दी लोड़ बारै बी समझाया जाई सकदा ऐ। • एके दी ताकत बारै समझांदे होई उनेंगी मिली-जुलियै सारे कम्म करने लेई प्रेरत कित्ता जाई सकदा ऐ।
		शरीर दे अंग	• अध्यापक कुसै इक अंग दा नांs लै विद्यार्थिं गी अपनी आँगल उस अंग पर रखने गी आखै, इस चाल्ली विद्यार्थिं बड़े तौले अपने बक्खरे-बक्खरे अंगें बारै समझी ते चेतै करी लैंगन, ते इस चाल्ली कलास दा वातावरण बी बड़ा रोचक होई जाग। • विद्यार्थिं गी पंजें ज्ञानेंद्रियें दी जानकारी देने लेई ए तरीका अपनाया जाई सकदा ऐ: 1. असेंगी खशबो कुत्थें मसूस होंदी ऐ? 2. अस सुनने केहदे कन्नै आं? वगैरा-वगैरा

जुलाई-अगस्त	दसम्बर-जनवरी	रंग ते उंदे नांस	● विद्यार्थिएं गी रंगें दी शैल जानकारी देने परेंत किश खास-खास चीजें दे नांस लेंदे होई विद्यार्थिएं गी उंदा रंग बोलने लेई आखेआ जाई सकदा ऐ, जियां, ✓ अध्यापक: रात ✓ विद्यार्थी: काली ✓ अध्यापक: टमाटर ✓ विद्यार्थी: सूहा ✓ अध्यापक: अंबर ✓ विद्यार्थी: नीला ✓ वगैरा-वगैरा
		दिनै दे बेल्लें, हफते दे सत्त दिन	● विद्यार्थिएं कन्नै संवाद दे माध्यम कन्नै दिनै दे बेल्लें बारे जानकारी पक्की करोआई जाई सकदी ऐ, जियां , ✓ अध्यापक: अस जागने कुसले आं? ✓ विद्यार्थी: बड्डलै ✓ अध्यापक: अस सौन्ने कुसले आं? ✓ विद्यार्थी: रातीं ✓ वगैरा-वगैरा ● हफते दे सत्तें दिनै गी गाड़यै बी सखाया जाई सकदा ऐ। ● कलंडर दा इस्तेमाल कित्ता जाई सकदा ऐ। ● हफते दे दिनै दा इक मनभाना चार्ट बनाइयै बी विद्यार्थिएं गी दस्सेआ जाई सकदा ऐ ते विद्यार्थिएं गी बी चार्ट बनानै लेई प्रेरत कित्ता जाई सकदा ऐ।

સતમ્બર	ફરવરી	બરે દે બારાં મ્હીને તે મૌસમેં દે નાંs	● વિદ્યાર્થીએં દે જનમદિન તે જનમ મ્હીના પુચ્છિયેં ઝનેંગી મ્હીને દા જ્ઞાન દેઝયેં મ્હીને દે નાંs ચેતે રખને ચ રુચિ બધાઈ જાઈ સકદી એ। ● મ્હીને હત્થેં પર ગિનિયેં ચેતે રખને દા તરીકા બી સમજાયા જાઈ સકદા એ ● ખૂબસૂરત ચાર્ટ બનાઝયેં તે વિદ્યાર્થીએં ગી બી ચાર્ટ બનાને લેઈ પ્રેરત કરિયેં ઝનેંગી મ્હીને તે મૌસમેં ગી ચેતે રખને ચ મદદ મિલી સકદી એ।
		ગિનતરી/ કૂંજા શા સૌ તકર	● વિદ્યાર્થી ગી પૈહલી જમાતેં ચ સિખ્થી દી ગિનતરી ગી ચેતા કરાંદે હોઈ અગ્ગેં પઢાનેં દી શુરુઆત કરનીં ચાહિદી, બકખરી-બકખરી ચીજેં ગી ગિનને દા ઢંગ સખાંદે હોઈ ગિનતી લિખના તે બોલના સખાના। ● નાહઠ, ન્હત્તર, નાસી, નાનુએં, નઝિનુએં ચ વિદ્યાર્થીએં ગી અકસર ટપલે લગદે ન, ઇસલેઈ ઝનેંગી ખાસ ઢંગે કન્ને સમજાના ચાહિદા।
		ચંગિયાં ગલ્લાં	● વિદ્યાર્થીએં ગી પારિવારિક સંરચના દે બારે ચ સમજાંદે હોઈ નિક્કે-બઝડેં દે મહત્ત્વ બારે સમજાયા જાઈ સકદા એ। ● કવિતા પૈહલેં પઢિયેં તે પ્હી જબાની કલાસેં ચ સનાનેં લેઈ કિતા જાઈ સકદા એ। ● કવિતા ચ દિતી દી નૈતિક શિક્ષા દે કન્ને - કન્ને કિશ હોર ગલ્લાં બી સમજાઝયાં જાઈ સકદિયાં ન।

Class 2nd
(Urdu)

2025-26 جماعت دوم (آبشار) - اردو سیلبس / ایکسٹرنل کلینڈر

اسکولی تعلیم کے لئے این سی ایف - ایف ایس کے مطابق اردو کے نصابی مقاصد اور صلاحیتیں

نصابی مقاصد	استعدادی صلاحیت	آموزشی ماحصل
CG-11: بچے زبان 2 میں پڑھنا اور لکھنا شروع کرتے ہیں۔	(C-11.1) صلاحیت آوازوں کی پہچان پیدا کرنا اور آوازوں / حروف کو ملا کر الفاظ بنانا اور الفاظ کو آوازوں / حروف میں توڑنا	طالب علم : LO-11.1.1: ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2: حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 وہ آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔
C-11.2 زیادہ تر استعمال ہونے والے حروف تہجی کو پہچانتا ہے اور ان معلومات کو آسان الفاظ اور جملے پڑھنے اور لکھنے کے لیے استعمال کرتا ہے۔	LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	

مجوزہ تدریسی طریقے	آموزشی ماحصل (Learning Outcomes)	سبق	مہینہ	
			Summer Zone	Winter Zone
(Experiential Learning Pedagogy) تجربے پر مبنی سکھانے کا طریقہ	طالب علم : LO-11.1.1: ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2: حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 وہ آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	سبق نمبر-1-2 حمد میری بہن حروف تہجی سے آوازیں بنانے کی مشق	Apr-May	Nov-Dec
(Art integrated)	طالب علم :	سبق نمبر 3-4		

Pedagogy) فن اور علم کو ملا کر سکھانے کا طریقہ	LO-11.1.1: ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2: حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 وہ آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	آپودے لگائیں ہمارا وطن	Aug	Mar
(Art integrated Pedagogy) فن اور علم کو ملا کر سکھانے کا طریقہ	طالب علم : LO-11.1.1: ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2 حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 وہ آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔	سبق نمبر 5-6 وقت کی قدر سچ کا سبق	Sep	Apr

	LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔			
(Toy Based Pedagogy) کھیل پر مبنی سیکھنے کا طریقہ (Experiential Learning Pedagogy) تجربے پر مبنی سکھانے کا طریقہ	طالب علم : LO-11.1.1 ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2 حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 وہ آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	سبق نمبر 7-8 برسات جنگل میں حویلی	Oct	May
(Art integrated Pedagogy)	طالب علم : LO-11.1.1 ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔	سبق نمبر 9-10-11 پکارا رہا	Nov	Jun

فن اور علم کو ملا کر سکھانے کا طریقہ	LO-11.1.2 حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	چند اُمّوں انشاء کی کہانی		
(Toy Based Pedagogy) کھیل پر مبنی سیکھنے کا طریقہ (Experiential Learning Pedagogy) تجربے پر مبنی سکھانے کا طریقہ	طالب علم : LO-11.1.1 ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2 حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔	سبق نمبر 12-13-14 شناختی کارڈ بیوقوف گدھا ریل	Dec-Jan	Jul-Aug

	ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔			
(Toy Based Pedagogy) کھیل پر مبنی سیکھنے کا طریقہ (Experiential Learning Pedagogy) تجربے پر مبنی سکھانے کا طریقہ	طالب علم : LO-11.1.1 ہم آواز الفاظ اور مترادف خود سے تخلیق کرتا ہے۔ LO-11.1.2 حروف کو مصمتے اور مصوتے (صوتی آوازوں) میں تقسیم کرتا ہے۔ LO-11.1.3 آوازیں ملا کر سب سے زیادہ جانی پہچانی آوازیں بناتا ہے۔ LO-11.2.1 وہ حروف تہجی کے تمام حروف کو پہچانتا ہے۔ LO-11.2.2 وہ عام استعمال کے تین سے چار حرفی آسان الفاظ پڑھتا ہے۔ ہے۔ LO-11.2.3 وہ عام طور پر استعمال ہونے والے مترادفات اور ربط والے الفاظ کو دیکھ کر پہچان لیتا ہے۔	سبق نمبر 15-16 جادوئی پھول کتاب	Feb	Sep

Class 2nd
(Kashmiri)

2.4.1 سکول تعلیم خاطر NCF-FS 2023 مطابق کثیر نصابی مقصد تہ صلاحیت

2.4.1 زبان-1

2.4.1.1 بنیادی سطح

LO1.1.1-اچھر چھ ٹھیک پاڻھی لیکھان۔ آواز تہ آواز نشانہ ورتاوتہ چھ لفظ لیکھان۔ LO1.1.2-پانس ائدی پکھی ماحولس منز چھ مختلف نشانن تہ علامزن پچھانان۔ LO1.1.3-نظم تہ باتن منز چھ ہم آواز لفظ پچھانان۔ LO1.1.4-طالب علم چھ نظم، دلیلن تہ کتھ باتھ خاطر پسند تہ ناپسند بوزنہ یا پر نہ پتہ اظہار تہ وضاحت کرنس قابل۔ LO1.1.5-چھ دلیلن تہ نظم منز بنیادی پاغامات تہ خیالاتن ہنز شناخت کرنچ کوشش کران۔	C-1.1 مختلف موضوعن پیٹھ چھ روآنی سان تہ بے پھڑکی پاڻھی معنی دار خیال باوتہ گران۔ C-1.2 کلاسس منز پرمتمہ موادچ چھ وضاحت گران۔ C-1.3 زبانی پیشکش(ہاؤن تہ ہاؤن،لوکٹی خوشونی جملہ،لوکچن	CG-1 مشکل جملہ ورتاوتہ چھ بولیکی ہنر بیچھان،زبانی ہند ڈھانچہ سمجان تہ خیالہ باوتہ کران ۔
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LO1.1.6-شکلہ چہ پچھانان، اچھرن ہنز آواز سمجھتہ چہ تمو سیتی شروع سپدن والی لفظ لیکھان۔ LO1.2.1- عام کتہ باتھہ ہندی لفظ چہ زانان تہ ورتاوان۔ LO1.2.2- پانس اُندی پکھی موجود جانورن تہ جانوارن متعلق چہ لیکھان۔ LO1.2.3- پننہ ضرورث باونہ تہ زانکاری حاصل کرنہ بابتہ چہ پننہ ماجہ زیو مثر سوالہ پڑھان۔ LO1.2.4- طالب علم چہ دایلہ مثر مصنف سید نظریہ بچ وضاحت کران۔ LO1.3.1- پانے بناومر یا دنہ آمر شکلہ ہندین انگن ہندی ناو چہ لیکھان۔ LO1.3.2- بدنکین دہن انگن ہندی ناو چہ لیکھان۔	تقریب ہنز مختصر زانکاری،مختصر تقریر تہ کلاس مباحثہ۔	
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LO1.3.3- سادِ جُمْلہ چہ بناوان۔ LO1.3.4- طالب علم چہ اکھ واضح تہ جامع زبانی پیشکش تیار کران۔ LO1.3.5- طالب علم چہ پنہ پیشکش مئز موثر طریقو سیتی کتہ باتہ کران۔		
LO2.1.1- پنی راء چہ ظاہر کران تہ زانکاری حاصل کرنہ بایتہ چہ سوالہ پڑھان۔ LO2.1.2- دلیلن/نظم ہندین کردارن متعلق چہ پسند یا ناپسند آسن ظاہر کران۔ LO2.1.3- ہم آواز لفظن ہنز جور چہ بناوان۔ LO2.1.4- شکلو ذریعہ ہاونہ آمز دلیل چہ لفظن مئز لیکھان۔	C-2.1 مختلف متن سمجھنہ بایتہ چہ مختلف فہم تہ حکمت عملی (اندازِ لگاؤن، پیشین گوئی، تصور) لاگو کران۔ C-2.2 پر نہ آمتہ موادِ نشہ چہ اہم خیالات سمجان تہ چہ ضروری نتیجہ اخذ کران۔	CG-2 و آف تہ ناو آف عبارژن ہزن مختلف شکلن(نثر تہ نظم) ہند بنیادی فہم حاصل کرنچ صلاحیت پادِ گران۔

LO2.1.5-پانس اُندی پکھی موجود چیزن (جانوارن، گلین، باغن) متعلق چھ مختصر جملہ لیکھان۔ LO2.2.1-ذاتی اظہار بابت چھ سادہ جملہ لیکھان۔ LO2.2.2-نظم تہ دلیلن چھ ذاتی تجربن سیتی جوران۔ LO2.2.3-بدنیکین وین ائگن ہندی ناو چھ لیکھان۔ LO2.2.4-بُجرس/ لوچرس، رنگس یا وزنس متعلق مثلن لوکٹ، بوڈ، ووژل، گلابی، لوٹ، گوپ وغار چھ استعمال کران۔ LO2.2.5-دین مپون ہندی ناو چھ لیکھان۔		
LO3.1.1 : آواز تہ آواز نشانہ چھ صحیح پاٹھی ورتاوان خوش خط چھ لیکھان۔	C-3.1 لیکھنچ حکمت عملی چھ استعمال کران مثالے ترتیب دیں، شناخت کرن	CG-3 سہل تہ سخ جملہ لیکھنچ صلاحیت یاد کران تہ پینہ

LO3.1.2 : موختصر جملہ لیکھنہ باپتہ چہ ہم آواز لفظ ورتاوان۔ عام ورتاونہ ینہ والی لفظ استعمال کرتہ چہ لوکٹی لوکٹی جملہ لیکھان۔ LO3.1.3 : ڈزائیٹنگ / اشتہار بیتر وُچہتہ چہ یمن پیٹہ تجزیہ کران۔ LO3.2.1 : نظم تہ باتہ چہ لیہ سان پران۔ LO3.2.2 : نظم، دلیل یا کانہہ واقعہ چہ یاد کرتہ اداکاری سان پنہ نین لفظن مثر پیش کران۔ LO3.2.3 : پانس اندی پکھی موجود چیزن ہندی ناو چہ لیکھان۔ LO3.3.1 : جملہ ختم گزھنک تہ سوالہ نشان ورتاوتہ چہ لوکٹی جملہ لیکھان۔	عنوان/ذیلی عنوان، آغاز ، اختتام، تہ پیراگراف تیار گرن۔ C-3.2 واضع تہ مربوط نثر پار چہ لیکھان یمہ ستی یہ چہ باسان ز پرتہ سمج تمو موضوع/خیال یا متن۔ C-3.3 مُناسِب زانکاری تہ مقصد نظر تل تہاوتہ چہ پوسٹر، دعوت نامہ، سادِ نظمہ، دلیلہ تہ مکالمہ بناوان۔ C-3.4 تحریرس مثر چہ مُناسِب گرامر تہ ڈھانچہ ورتاوان۔	سمج تہ تجربہچ باوتہ گران۔
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LO3.3.2 : پڻس آبائي شهرس/نزدیکی پارک/بازرس چکر ڪرڻ ته ڇهه تنهن متعلق موقتصر پائهي ليکهن. LO3.4.1 : پانه وڇهت ڪانه واقع يا حادثه ڇهه پڻن لفظن منڙ باوان. LO3.4.2 : ڪانه واقع يا منظر وڇهت ڇهه تنهن متعلق پڻي راءِ ظاهر ڪرڻ ڪرويس منڙ بحث و مباحثه ڪران ته پڻه پڻد ته نا پڻدي ٻڌ ڇهه اظهار ڪران.		
LO4.1.1 : دوڀشچ زندگي ٻڌن مختلف مسلن ڇهه پڻ ته ليکهن - مثالي آب رڙهراون،ريلو سٽيشنس پڻه ڪڙهن وڃاڻ. LO4.1.2 : متن پڻس دوران پڻه والين اوڀڻ لفظن ٻڌي معنيٰ ڇهه زانان. LO4.1.3 : دليله پڻ ته ڇهه خيالن/تخليقي صلاحيتن پوڇهر دوان.	C-4.1 لفظن ٻڌس معنيٰ پڻه ڇهه بحث ڪران،بوزن ته پڻه ستي ڇهه لفظن ٻڌس ذخيرس منڙ ٻڙر ڪران. C-4.2 لفظن ٻڌس معنيٰ پڻه ڇهه بحث ڪران،بوزن پڻه ته باقي	CG-4 مختلف عبارزو ستي ڇهه (سڪولڪ ته ڪريڪ تجربو ورتاوت) لفظن ٻڌ

LO4.1.4: کأشر زبأنی ہنز مختلف آواز تہ لفظ چہ ٹھیک پآٹھی پران۔	ڈریعو چہ لفظن ہندس ذخیرس مئز ہرپر کران۔	اکھ ذخیر تیار گران۔
LO4.1.5: پانس ائدی پکھی موجود چیزن ہندس بارس مئز زاننہ باپتہ چہ پران۔		
LO4.2.1: سبقس مئز استعمال سپدی متی لفظ چہ جملن مئز ورتاوان۔		
LO4.2.2: دویمین ہندی خیال بوزتہ چہ پننن لفظن مئز ورتاوان۔		
LO4.2.3: سماعی تہ ماحولیاتی مسلن متعلق چہ حساس۔		
LO4.2.4: پرمز دلپہ/نظم متعلق چہ لیکھان تہ تم پسند یا ناپسند آسٹک چہ اظہار کران۔		
LO4.2.5: مختلف غذبن، پوشاکن، چیزن، اہم دوہن متعلق چہ لیکھان۔		

Month-wise	سبق/موضوع	ہیچن تر	تجویز کرنہ امز تدریسی عمل
Summer Zone	Winter Zone		
Apr	Nov	سبق نمبر 1-2 زونہ گرو سال یوم آزادی	LO2.1.2-دلیلن/نظم ہنڈین کردارن متعلق چہ پسند یا ناپسند آسن ظاہر کران۔ LO2.1.3-ہم آواز لفظن ہنڈ جور چہ بناوان۔ LO2.2.2-نظم تہ دلیلن چہ ذاتی تجربن ستی جوران۔ LO2.2.1-ذاتی اظہار بابتہ چہ سادہ جملہ لیکھان۔

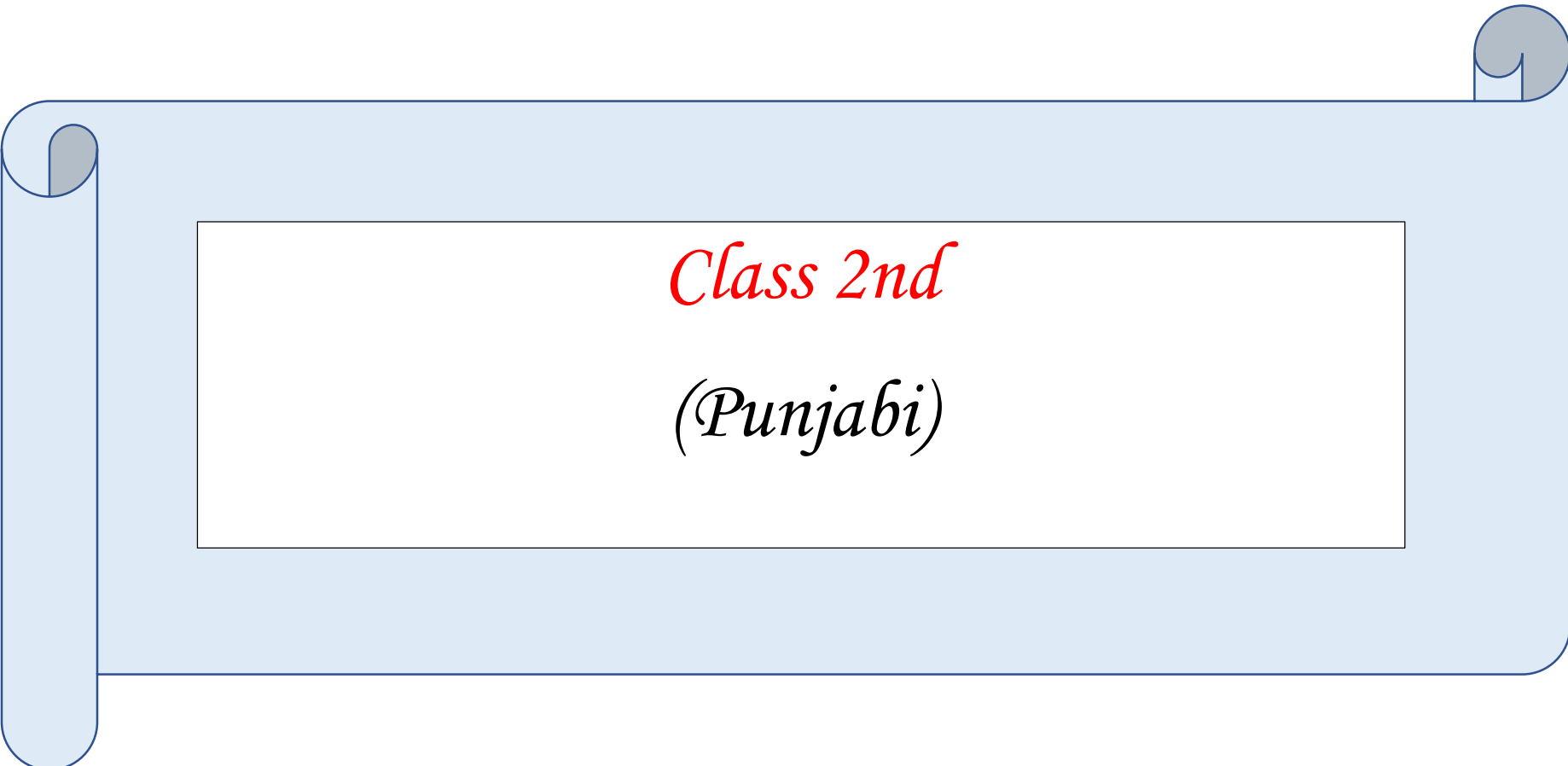
(Art integrated Pedagogy) فن تہ زان ورتاوتہ ہیچھناوٹک طریقہ	LO2.1.1- پنی رائے چہ ظاہر کران تہ زانکاری حاصل کرنہ بایتہ چہ سوالہ پڑھان۔ LO2.1.3- ہم آواز لفظن ہنر جور چہ بناوان۔ LO2.1.4- شکلو ذریعہ ہاونہ امز دلیل چہ لفظن منر لیکھان۔ LO2.2.3- بدنیکین وہن انگن ہندی ناو چہ لیکھان۔	سبق نمبر 3-4 شری گنڈن رتی عادت	May	Nov-Dec
Sports Integrated Pedagogy	LO2.1.5- پانس اندی پکھی موجود چیزن (جاناوارن، گلین، باغن) متعلق چہ مختصر جملہ لیکھان۔	سبق نمبر 5-6 ہونہ بچہ ہمدردی	Aug-Sep	Mar-Apr

گنڊنس ستي مربوط ٻيڇهڻڪ طريقه	LO2.2.1- ذاتي اظهار بابت ڇه ساد جملہ ليکھان۔ LO2.2.3- بدنڪين وٺن اڻگن ٻنڌي ناو ڇه ليکھان۔			
(Art integrated Pedagogy) فن تہ زان ورتاوتہ ٻيڇهناوڻڪ طريقہ	LO2.1.1- پني راے ڇه ظاہر کران تہ زانکاری حاصل کرنے بابت ڇه سوالہ پڙهان۔ LO2.1.5- پانس اُندی پکھی موجود چیزن (جاناوارن، گلین، باغن) متعلق ڇه مختصر جملہ ليکھان۔	سبق نمبر 7-8 جنگل ماحول	Oct	May

Toy based pedagogy تماشن پیٹھ مبنی ہیچھنک طریقہ (Experiential Learning Pedagogy) تجرُبن پیٹھ مبنی ہیچھنک طریقہ	LO2.1.3-ہم آواز لفظن ہنڑ جورِ چھ بناوان۔ LO2.2.2-نظمن تہ دلیلن چھ ذاتی تجربن ستی جوران۔ LO2.1.5-پانس اُندی پکھی موجود چیزن (جاناوارن، گلین، باغن) متعلق چھ مختصر جملہ لیکھان۔ LO2.2.5-دہن میون ہندی ناو چھ لیکھان۔	سبق نمبر 9- میو	Nov-Dec	Jun-Jul
Toy based pedagogy تماشن پیٹھ مبنی ہیچھنک طریقہ	LO2.1.4-شکلو ذریعہ ہاونہ امڑ دلیل چھ لفظن مٹز لیکھان۔	سبق نمبر 10- متوازن کھپن چین	Jan	Aug

(Experiential Learning Pedagogy) تجربن پيٽھ مبنی بيچھنک طريقہ	LO2.1.5-پانس اُندی پکھی موجود چيزن (جاناوارن، گلین، باغن) متعلق چھ مختصر جملہ ليکھان۔ LO2.2.4-بُجرس/ لوچرس، رنگس يا وزنس متعلق مثلن لوکٽ، بوڏ، ووزل، گلابی، لوٽ، گوٻ و غار چھ استعمال کران۔ LO2.2.5-دبن ميون ہندی ناو چھ ليکھان۔			
(Art integrated Pedagogy) فن تہ زان ورتاوتہ بيچھناونک طريقہ	LO2.1.1-پننی راے چھ ظاہر کران تہ زانکاری حاصل کرنہ باپتہ چھ سوالہ پڙھان۔ LO2.1.4-شکلو ذريعہ ہاونہ آمر دليپ چھ لفظن مئز ليکھان۔	سبق نمبر 11-12 گر چھے چلان پلو پوشاک	Feb	Sep

Toy based pedagogy تماشن پیٹھ مبنی ہیچھنک طریقہ (Experiential Learning Pedagogy) تجرُبن پیٹھ مبنی ہیچھنک طریقہ	LO2.2.1-ذاتی اظہارِ بابتہ چھ سادِ جُمْلہ لیکھان۔ LO2.1.4-شکلو ذریعہ ہاونہ آمز دلیل چھ لفظن مثر لیکھان۔ LO2.2.1-ذاتی اظہارِ بابتہ چھ سادِ جُمْلہ لیکھان۔ LO2.2.4-بُجرس/ لوچرس، رنگس یا وزنس متعلق مثلن لوکٹ، بوڈ، ووزل، گلابی، لوٹ، گوُب وغارِ چھ استعمال کران۔			
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Class 2nd

(Punjabi)

ਐਸ. ਸੀ. ਈ. ਆਰ. ਟੀ. ਸ਼੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ : ਦੂਜੀ

SCERT (J&K) Syllabus cum Academic Planner Session 2025-26 Punjabi Class 2nd

Month-Wise Timeline		ਪਾਠ/ਵਿਸ਼ਾ	ਯੋਗਤਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਪ੍ਰਕਿਰਿਆ
Winter Zone	Summer Zone	Content	Competencies	Suggestive Learning outcomes	Suggestive activities
Nov-Dec	Apr-May	ਅਰਦਾਸ (ਕਵਿਤਾ)।। ਸ਼ੇਰ ਤੇ ਚੂਹੀ (ਕਹਾਣੀ)।।	ਬਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਪੜ੍ਹਨ ਦੀ ਸਮਝ ਦਸੀ ਜਾਵੇ। ਸ਼ਬਦਾਵਲੀ, ਜੀਵਨ, ਹੁਨਰ, ਰਚਨਾਤਮਕ ਲਿਖਣ ਦੀ ਮੁਹਾਰਤ ਬਾਰੇ ਸਮਝਾਇਆ ਜਾਵੇ।	P201:ਕਵਿਤਾ ਨੂੰ ਲੈ ਬੱਧ ਢੰਗ ਨਾਲ ਉਚਾਰਨਾ। P202:ਨਿਮਰਤਾ ਸਹਿਤ ਅਰਦਾਸ ਕਰਨ ਦੀ ਵਿਧੀ। P203:ਕਹਾਣੀ ਵਿਚਲੇ ਅੰਤ੍ਰਿਕ ਭਾਵਾਂ ਨੂੰ ਸਮਝਾਉਣਾ। P204:ਬਚਾ ਸਹੀ ਢੰਗ ਨਾਲ ਰਚਨਾਤਮਕ ਅਤੇ ਰੋਚਕ ਢੰਗ ਨਾਲ ਲਿਖਣ ਦੇ ਯੋਗ ਬਣੇ।	ਬਚਿਆਂ ਨੂੰ ਨਿਮਰਤਾ ਸਹਿਤ ਅਰਦਾਸ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ ਅਤੇ ਖੜੇ ਕਰਕੇ ਕਲਾਸ ਵਿੱਚ ਇਹ ਵਿਧੀ ਸਮਝਾਈ ਜਾਵੇ। ਬਚੇ ਨੂੰ ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਨੂੰ ਪੜ੍ਹ ਕੇ ਸਟੇਜ ਤੇ ਖਿਡਾਇਆ ਜਾਵੇ।
Mar	Aug	ਜੰਮੂ ਸ਼ਹਿਰ (ਲੇਖ)	ਪੜ੍ਹਨ ਦੀ ਸਮਝ, ਸ਼ਬਦਾਵਲੀ ਰਚਨਾਤਮਕ ਲਿਖਣ ਦੀ ਮੁਹਾਰਤ ਕਵਿਤਾ ਵਿਚਲੇ ਦ੍ਰਿਸ਼ਾਂ ਨੂੰ ਸਮਝਾਉਣਾ।	P205:ਬਚਿਆਂ ਨੂੰ ਜੰਮੂ ਸ਼ਹਿਰ ਬਾਰੇ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। P206:ਜੰਮੂ ਸ਼ਹਿਰ ਦੇ ਇਤਿਹਾਸਕ ਤੱਥਾਂ ਬਾਰੇ ਦਸਿਆ ਜਾਵੇ। P207:ਕਵਿਤਾ ਨੂੰ ਲੈ ਬੱਧ ਢੰਗ ਨਾਲ ਪੜ੍ਹਾਇਆ ਜਾਵੇ ਅਤੇ ਜਾਨਵਰਾਂ ਬਾਰੇ ਪਿਆਰ ਪੈਦਾ ਕੀਤਾ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਜੰਮੂ ਸ਼ਹਿਰ ਬਾਰੇ ਦਸਿਆ ਜਾਵੇ, ਮੋਬਾਇਲ ਫੋਨ ਦੀ ਵਰਤੋਂ ਕਰਨਾ, ਜੰਮੂ ਸ਼ਹਿਰ ਦੀ ਸੰਸਕ੍ਰਿਤੀ, ਕਲਾ ਅਤੇ ਜੀਵਨ ਬਾਰੇ ਦਸਿਆ ਜਾਵੇ।

Apr	Sep	ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ (ਜੀਵਨੀ)	ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਜੀਵਨ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਇਆ ਜਾਵੇ। ਵਿਆਕਰਨ ਵਿਚ ਨਾਂਵ ਨਾਲ ਜਾਣੂ ਕਰਵਾਇਆ ਜਾਵੇ।	P208:ਸਮਾਜਿਕ ਅਤੇ ਧਾਰਮਿਕ ਗੁਣਾਂ ਦੀ ਯੋਗਤਾ। P209:ਅਧਿਆਤਮਕ ਉਪਦੇਸ਼ਾਂ ਨੂੰ ਦ੍ਰਿੜ ਕਰਵਾਉਣਾ। P2010:ਸਹੀ ਢੰਗ ਨਾਲ ਲਿਖਣ ਅਤੇ ਬੋਲਣ ਦੀ ਯੋਗਤਾ।	ਬਚਿਆਂ ਨੂੰ ਗੁਰੂ ਸਾਹਿਬ ਦੇ ਤਿੰਨ ਸੁਨਿਹਰੀ ਅਸੂਲਾਂ ਤੇ ਤੁਰਨ ਦੀ ਜਾਚ ਦਸੀ ਜਾਵੇ, ਬਚਿਆਂ ਤੋਂ ਸੇਵਾ ਕਰਵਾਈ ਜਾਵੇ, ਲੰਗਰਾਂ ਵਿੱਚ ਜਾਕੇ ਸੇਵਾ ਕਰਨ ਦੀ ਵਿੱਧੀ ਕਰਵਾਈ ਤਾਂ ਜਾਵੇ।
May	Oct	ਬਾਲਾਂ ਲਈ ਸਿਖਿਆ (ਕਵਿਤਾ) ਮੈਂ ਤੇ ਚਿੜੀ (ਕਵਿਤਾ)	ਕਵਿਤਾ ਦੀ ਸ਼ਬਦਾਵਲੀ ਦਾ ਉਚਾਰਣ ਸਹੀ ਢੰਗ ਨਾਲ ਕੀਤਾ ਜਾਵੇ। ਵਿਆਕਰਨ ਵਿਚ ਉਲਟ ਭਾਵੀ ਸ਼ਬਦਾਂ ਬਾਰੇ ਦਸਿਆ ਜਾਵੇ।	P2011:ਬਚਿਆਂ ਨੂੰ ਚੰਗੀ ਸਹਿਤ, ਚੰਗਾ ਭੋਜਨ, ਚੰਗੀਆਂ ਆਦਤਾਂ ਦਸੀਆਂ ਜਾਣ। P2012:ਸਮਾਜ ਪ੍ਰਤੀ ਬਚਿਆਂ ਦਾ ਅਧਿਕਾਰ।	ਬਚਿਆਂ ਨੂੰ ਗਰੀਬਾਂ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਆ ਜਾਵੇ।ਕਵਿਤਾ ਨੂੰ ਲੈਅ ਬੱਧ ਢੰਗ ਨਾਲ ਪੜਿਆ ਜਾਵੇ ਅਤੇ ਬਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਜ਼ਬਾਨੀ ਯਾਦ ਕਰਵਾਈ ਜਾਵੇ
Jun	Nov	ਕਰ ਭਲਾ ਹੋ ਭਲਾ (ਕਹਾਣੀ)	ਕਹਾਣੀ ਦਾ ਸਹੀ ਢੰਗ ਨਾਲ ਉਚਾਰਣ ਕੀਤਾ ਜਾਵੇ।	P2013:ਕਹਾਣੀ ਨੂੰ ਸਮਝਣਾ ਅਤੇ ਬੋਲ ਕੇ ਦੱਸਣਾ। P2014:ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਨੂੰ ਸਮਝ ਕੇ ਕਿਰਦਾਰ ਨਿਭਾਉਣਾ।	ਬਚਿਆਂ ਨੂੰ ਚੰਗੇ ਮੰਦੇ ਦੀ ਜਾਚ ਦਸੀ ਜਾਵੇ। ਬਚਿਆਂ ਦੀ ਸਫਾਈ ਅਤੇ ਸਹਿਤ ਵੇਖੀ ਜਾਵੇ।
Jul-Aug	Dec-Jan	ਗੜ੍ਹਮ (ਕਹਾਣੀ) ਸੁੰਦਰ ਬਾਲ (ਕਵਿਤਾ)	ਬਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਦਾ ਹੁਨਰ ਦਸਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਦੀ ਸ਼ਬਦਾਵਲੀ ਦਸੀ ਜਾਵੇ। ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਤੋਂ ਜਾਣੂ ਕਰਵਾਇਆ ਜਾਵੇ	P2015:ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਨੂੰ ਪੜਨਾ ਤੇ ਸਮਝਣਾ। P2016:ਲਿਖਣ ਦੀ ਯੋਗਤਾ ਕਹਾਣੀ ਦੁਆਰਾ। P2017:ਬਚਿਆਂ ਵਿੱਚ ਸਮਾਜਿਕ ਗੁਣਾਂ ਨੂੰ ਪੈਦਾ ਕਰਨਾ। P2018:ਬਚਿਆਂ ਨੂੰ ਚੰਗੀ ਸਹਿਤ, ਚੰਗਾ ਭੋਜਨ ਅਤੇ ਚੰਗੀਆਂ ਆਦਤਾਂ ਦਸੀਆਂ ਜਾਣ। P2019:ਅਗੋਤਰ ਅਤੇ ਪਿਛੇਤਰ ਦੀ ਪਛਾਣ	ਬਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਦੇ ਉਚਾਰਣ ਦੀ ਵਿੱਧੀ ਦਸੀ ਜਾਵੇ ਅਤੇ ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਨੂੰ ਸਟੇਜ ਤੇ ਖੇਡਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਗਰੀਬਾਂ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਆ ਜਾਵੇ।

				ਕਰਾਈ ਜਾਵੇ। P2020:ਨਾਂਵ ਅਤੇ ਪੜਨਾਂਵ ਬਾਰੇ ਜਾਣੂ ਕਰਾਇਆ ਜਾਵੇ।	
Sep	Feb	ਸ਼ਕਤੀਸ਼ਾਲੀ ਕੋਣ (ਕਹਾਣੀ)	ਬਚਿਆਂ ਨੂੰ ਵੱਧ ਤੋਂ ਵੱਧ ਕਹਾਣੀ ਪੜਨ ਦਾ ਸਹੀ ਤਰੀਕਾ ਦਸਿਆ ਜਾਵੇ।	P2021:ਕਹਾਣੀ ਨੂੰ ਸਮਝ ਕੇ ਅਤੇ ਬੋਲ ਕੇ ਦੱਸਣਾ। P2022:ਕਹਾਣੀ ਵਿਚਲੇ ਪਾਤਰਾਂ ਨੂੰ ਸਮਝ ਕੇ ਕਿਰਦਾਰ ਨਿਭਾਉਣਾ।	ਬਚਿਆਂ ਨੂੰ ਪੰਜ ਵਿਕਾਰਾਂ ਬਾਰੇ ਦਸਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਚੰਗੇ ਗੁਣ ਗ੍ਰਹਿਣ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਆ ਜਾਵੇ।

Foundational Stage (Class 2nd)

School Based Assessment (SBA) shall be conducted by respective HOI's: All children are expected to have achieved subject-specific learning outcomes/competencies & foundational reading skills as per NIPUN Bharat guidelines:

Stage/Class	Duration	Scheme of Examination
Grade 2nd	1 year	a) Read with meaning 45-60 words per minute. b) Read and write numbers up to 999. c) Subtract numbers up to 99.

Assessment at Foundational Stage:

1. Assessment is vital, to track children's progress in a continuous and comprehensive manner using multiple techniques of assessment. Assessment during the foundational learning can be broadly categorized into two major areas, namely:
 - a. School Based Assessment (SBA) at the foundational stage should be stress- free and largely through qualitative observation based on performance of the child in a multitude of experiences and activities and tools and techniques should be used as envisaged in exemplars prescribed by NCERT/SCERT in SBA document.
 - b. Large-scale standardized assessment large scale assessment data at the UT, National or the International level focuses on the System and describes the educational health of the nation, UT or district.
2. Further Assessment at Foundational Stage aims at early identification of learning gaps at each foundational stage i.e., at FYL-1, FYL-2, FYL-3, FYL-4, & FYL-5 including children with special needs so that there can be possibilities of early intervention through referral to specialists. Teachers are required to use different techniques assess the Children with following major objectives:
 - a. Identify the child's strengths, needs, interests and preferences.
 - b. Potentiate child's performance and scaffold it through interventions.
 - c. Collaborate to solve issues and areas of concerns.
 - d. Contribute to early identification of learning gaps and learning difficulties.
3. Teachers are required to identify the learning gaps and focus should be on the attainment of Learning Outcomes and competencies as envisaged in the NIPUN/FLN Guidelines, which is broadly conceptualized as a child's ability to read basic texts and solve basic maths problems & all children are expected to achieve grade-wise subject-specific learning outcomes viz;

Description of Criteria Points for Co-Curricular activities

S.No	OBJECT/ACTIVITY	CRITERIA POINTS
1	Physical Activities/Health & Hygiene.	5
2	Participation in School Activities: i. Recitation ii. Art & Craft iii. Role Playing iv. Painting v. Group songs etc.	10
3	Attendance (>75% upto 85%) (1 Marks) Attendance (>85% upto 100%) (2 Marks) Parent participation (2 Marks)	5
TOTAL		20 Marks

Suggestive Calendar of Activities for the session 2025-26

S.No	Date	Event	Suggested Activity
1	January 24th, 2025	National Girl Child Day	Awareness in Assembly, Guest speakers, Storytelling and Role Models , Organize classroom debates on topics related to gender equality, talent show where girls can showcase their skills and talents in various fields
2	January 25th, 2025	National Voters Day	Rallies, Mock Elections, Debates, Seminar, Awareness and taking National Voters pledge in Morning Assembly
3	February 28th, 2025	National Science Day	Guest Lectures, Organize a science fair where students can present their own projects, experiments, and inventions, Poster and Slogan Competitions, quiz competitions
4	March 3rd, 2025	World Wildlife Day	Invite wildlife conservationists, biologists, or representatives from wildlife department to give talks or presentations about their work and the importance of protecting wildlife in the Morning assembly.
5	March 8th, 2025	International Women's Day	Organising skits, Group discussions highlighting the role of women.
6	March 22nd, 2025	International Water Day	Organising Awareness drives, Debates, Painting competitions on the theme of conservation of Water Resources
7	April 7th, 2025	World Health Day	Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
8	April 18th, 2025	World Heritage Day	Heritage Fair, Cultural Exchange, field trip to a nearby World Heritage site, or promoting environmental conservation, clean-up drives, tree planting initiatives,
9	April 22nd, 2025	Earth Day	Clean-up Campaign, Planting Activities, Take the learning outside by holding classes or activities in outdoor spaces such as school gardens, parks, or nature reserves, Earth Day Pledge
10	May 8 th , 2025	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.
11	May 31st, 2025	World Anti-Tobacco Day	Students to be engaged in Anti- Tobacco Awareness campaign.
12	June 5th, 2025	World Environment Day	Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities.
13	June 21,2025	International Yoga Day	Organize a mass yoga session for all students and staff in Morning assembly.
14	June 26th, 2025	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug deaddiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse.

15	July 22 nd -28 th 2025	Shiksha Saptah	This initiative aims to foster collaboration among students, teachers, administrators, and communities to build a stronger pathway toward achieving the vision outlined in the NEP (2020). Each day is dedicated to a specific theme, focusing on Teaching-Learning Materials (TLM), Foundational Literacy and Numeracy, Sports, India's cultural diversity, Skilling and Digital Initiatives, environment and nutrition, and promoting the socio-emotional well-being of students through community involvement.
16	July 26, 2025	Kargil Vijay Diwas	Patriotic Song, Observe a moment of silence to honour the martyrs, Show a documentary or a short film about the Kargil War.
17	August 12th, 2025	International Youth Day	Organize a day of community service activities where students volunteer their time and skills to support local organizations, charities, or social causes like cleaning up parks, tutoring younger students, assisting senior citizens,
18	August 29th, 2025	National Sports Day	Importance of sports in physical / mental fitness. How sports help to inculcate team spirit. Awareness about various types of sports & Games.
19	September 5th, 2025	Teacher's Day	Celebration of Teachers Day at various levels. Essay Writing / debate highlighting the role of Teachers
20	September 8th, 2025	World Literacy Day	Guest Authors and Storytellers, Creative Writing Projects, Book Donation Drives
21	September 21st, 2025	International Peace Day	Organize a peace walk or rally where students can march together to promote peace, social justice, and human rights. Encourage students to express their ideas about peace through art projects such as painting, drawing, sculpture, or collage
22	October 2nd-8th, 2025	Wildlife Week	Awareness about importance of conservation of Wildlife with special reference to our local Fauna.
23	November 14th, 2025	Children's Day	Celebrations to reiterate the importance of being a child.
24	November 26th, 2025	Constitution Day	Reading of the Preamble, Debates, Essay competition, Quiz, Seminar, Poster making, Invite local judges, lawyers, or civic leaders to speak about the Constitution's relevance today
25	December 3rd, 2025	International Disability Day	Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness.
26	December 22nd, 2025	National Mathematics Day	Mathematics Poster Competition, Mathematics Quiz competition, Mathematics Olympiad, organize a special assembly to celebrate National Mathematics Day, featuring presentations, skits, or performances related to mathematics.

- All the schools must celebrate national festivals with great enthusiasm, zeal and fervor as they remind the significance of freedom, democracy and peace there by bringing a sense of patriotism, pride and brotherhood among the students.
- Schools may organise activities mentioned above and some other Local/National/International events/festivals as they deem fit for holistic development of the students. Organising such events help students to learn about the world around them as they grow up in order to become well-informed citizens. It enhances student's knowledge about the significance of these days/events and helps to inculcate high morals, values and character in our students, thereby nurturing their communication and interpersonal skills.

Assessment Strategies for Diverse Learners

Students with Disabilities	Gifted Learners	Multilingual Learners	Socio-Economically Disadvantaged Students
Assessments should be adapted to accommodate individual needs, such as providing extra time, using assistive technology, or modifying test formats.	Assessments should challenge gifted learners with advanced content and complex tasks, allowing them to demonstrate their higher-level thinking skills.	Assessments should be culturally and linguistically sensitive, using clear language, providing translations, and considering the learner's language proficiency.	Assessments should be equitable and avoid bias, ensuring that students from diverse socioeconomic backgrounds have equal opportunities to demonstrate their knowledge and skills

- Right to Free and Compulsory Education (RTE) Act, 2009: The Right to Free and compulsory Education (RTE) Act, 2009 mandates free and compulsory elementary education to all children including CWSN. This act provides a legal framework that entitles all children between **the ages of 6-14 years free and compulsory admission, attendance and completion of elementary education**. Section 3 (2) of the RTE Act lays impetus on the elementary education of children with disabilities. As per the Amendment of 2012, it also mandates that, a child with multiple and/or severe disabilities have the right to opt for home-based education.
- Admit them without discrimination and provide education and opportunities for sports and recreation activities equally with others.

Relaxation for CWSN (Children with Special Needs): Class 1st to 8th as per SCERT SAE&S Scheme

The children with Special Needs deserve special **consideration in terms of assessment as well as evaluation**. Those children whose disability level is certified by the **medical Board or other competent authorities as 40% or above** shall be entitled to following concessions:

- The student **can appear only in four subjects** with minimum of two language disciplines including English as compulsory.
- The student shall have to **qualify any three subjects** for promotion to the next class.
- The qualifying criteria shall be **25% of Marks only** in each assessment (**Formative Assessment & Summative Assessment**).
- The **Statutory grace of 10 marks** shall be provided wherever required.
- The facility of a **helper/amanuensis** can be extended in case of the candidate having severe problem. However, the helper/ amanuensis **must be possessing lower qualification**.
- **Wherever possible special educators** working at district and zonal level shall be appointed as invigilators for CWSN.
- Further, **Visually Impaired, Physically Handicapped, Dyslexic, Autistic and candidates with other disabilities including Learning Disabilities** as defined in the Rights of Persons with Disabilities Act (RPwD) - 2016 are permitted to use **a Scribe or allowed Compensatory time as given below or both**
 - a) For paper of **3 hours** duration **60 minutes**.
 - b) For paper of **2½ hours** duration **50 minutes**.
 - c) For paper of **2 hours** duration **40 minutes**.
 - d) For paper of **1½ hours** duration **30 minutes**.
- **Autistic candidate** shall be permitted to use the services of a scribe or an adult prompter.
- The students shall be allowed to use **assistive devices**, i.e. talking calculator, computer for writing purpose, etc as per the need and recommendations by the experts.

"National Initiatives"

Unleashing Potential and Igniting the Future

Join us in Driving Innovation, Creativity, and Learning Excellence through these National Level Programmes:

1. Rajya Stariya Bal Vaigyanik Pradarshani (RSBVP):

Purpose: A platform for young minds to showcase scientific innovations and problem-solving skills through models, exhibits and prototypes that address various societal challenges by providing science and technology-driven solutions.

Eligibility: Students of Classes 8 to 12 (Govt. & Govt. Recognised Schools).

Sponsoring Agency: National Council of Educational Research and Training (NCERT)- New Delhi.

National Level Competition: Rashtriya Bal Vaigyanik Pradarshani (RBVP) is a national level competition where best innovative models developed by students at the State/UT Level under RSBVP are showcased. RBVP is organized annually in different states/UTs on a rotational basis. The host State/UT is required to bear certain financial expenses associated with the event, ensuring its smooth conduct and successful execution. The details of participating students and guide teachers in the RBVP are uploaded on the NCERT Website, marking a remarkable achievement.

RSBVP 2025-26 status: Zonal and District level competitions will be started in the month of October, 2025 and Divisional Level competition upto March, 2026.

2. Northern India Science Drama Contest (NISDC):

Purpose: Promoting creativity, critical thinking, cultural exchange and communication skills besides entertainment by utilizing the dramatic arts to make complex scientific concepts more accessible and engaging.

Eligibility: Students of Classes 6 to 10 (Govt. & Govt. Recognised Schools).

Sponsoring Agency: National Council of Science Museum, Ministry of Culture, Govt. of India.

National Level Competition: National Science Drama Festival organized by National Council of Science Museums throughout the country every year brings together the best/winner teams from five regions of India-North, South, East, West and North East- to showcase scientific creativity while promoting teamwork, communication and impactful social message.

NISDC 2024-25 Notification: Expected to be issued in the month of June/July, 2025 by NCSM, Ministry of Culture, GOI..

3. National Science Seminar (NSS):

Purpose: Providing a platform for students to present on key scientific topics.

Eligibility: Students of Classes 8 to 10 (Govt. & Govt. Recognised Schools).

Participation: Two winners from each district participate in the State/UT level contest, and one winner from each state is eligible for the national-level competition 1.

Sponsoring Agency: National Council of Science Museum, Ministry of Culture, Govt of India.

NSS-25 Notification: Expected to be issued in the month of June, 2025 by NCSM, Ministry of Culture, GOI.

4. INSPIRE-MANAK

(Innovation in Science Pursuit for Inspired Research- Million Minds Augmenting National Aspirations and Knowledge)

Purpose: Fostering originality and innovation among school students.

Eligibility: Students of Classes 6 to 10.

Sponsoring Agency: Department of Science and Technology (DST), Government of India in collaboration with National Innovation Foundation (NIF).

SAKURA Science High School Programme (SSHP): Under this programme, the winners of MANAK programme are invited by Japan Science and Technology Agency (JST) to visit Japan. These students experience Japan's advanced science and technology through visiting Japan's top-level universities and research institutes, attending the lectures & hands-on experiments from Japanese Nobel laureates and to experience Japanese culture. About 54 INSPIRE-MANAK winners have been invited for the SSHP scheduled on 15-21 June, 2025.

INSPIRE-MANAK 2023-24 Status: DLEPC 2023-24 successfully completed across J&K and SLEPC is expected to be conducted soon. Besides, 992 students across J&K have been selected for DLEPC 2024-25.

5. PRAYAAS (Promotion of Research Attitude in Young and Aspiring Students)

Purpose: Cultivating a research-oriented mindset in students by conducting a research project in the discipline of science and mathematics.

Eligibility: Students of Classes 9 to 11.

Sponsoring Agency: National Council of Educational Research and Training (NCERT)- New Delhi.

Grant: The grant allocation is Rs. 50,000/= (Rs. 10,000/= for supporting student; 20,000/= for School & Rs. 20,000/= for guidance to expert/mentor from Higher Education Institute).

PRAYAAS Notification: Expected to be issued in the month of April, 2025.

6. Rashtriya Avishkar Saptah (RAS):

Purpose: The goal is to make learning a joyful and meaningful experience by fostering a spirit of inquiry and creativity. It aims to emphasize innovation and the effective use of technology while building conceptual understanding and essential skills. This is achieved through guided practice, critical reflection, keen observation, and systematic evaluation.

Eligibility: Students of Classes 6 to 12 (Govt. and Govt. Recognised Schools).

Sponsoring Agency: National Council of Educational Research and Training (NCERT)- New Delhi.

Activities under RAS 2024-2025: Under Rashtriya Avishkar Saptah (RAS) 2024-25, Phase-I focused on the Promotion of Tree Plantation through a plantation drive, while Phase-II emphasized Water Conservation through recharge pit construction, awareness campaigns, educational trips to conservation sites, and experiments on water infiltration rates. As part of Phase-II, 386 schools in the Kashmir Division were identified, with a grant of Rs. 4,000 (Four thousand only) per school to implement water conservation activities.

RAS 2025-26 Status: Expected to be issued in the month of August, 2025.

Pradhan Mantri (PM)-e Vidya)

- The Minister of Education, Government. of India has launched 200 free DTH TV Channels under PM-e Vidya to provide quality education to students across the country, especially for the students in rural and remote areas.
- Out of these 200 channels, JKUT, has been allocated with **5 Channels**, promoted as JK PM- e-Vidya DTH Channels numbering from **36-40** for classes 1st to 12th, under PM-e-Vidya, a National Initiative. Educational content is telecasted on these channels for the benefit of students across JKUT. These channels education is used for teaching on various subjects from foundational level to higher secondary level.
- Class wise re-broadcast is being done daily on the following channels through DD Free Dish

S. No.	Channel	Dish TV
1	Class I to VIII	DD PM-e vidya 36
2	Class 9th	DD PM-e vidya 37
3	Class 10th	DD PM-e vidya 38
4	Class 11th	DD PM-e vidya 39
5	Class 12th	DD PM-e vidya 40

- The channels are telecasting 24x7 on DD Free Dish and the live streaming YouTube links are:

- ✓ <https://www.youtube.com/@JKPMe-Vidya36> (Class 1st to 8th)
- ✓ <https://www.youtube.com/@JKPMe-Vidya37> (Class 9th)
- ✓ <https://www.youtube.com/@JKPMe-Vidya38> (Class 10th)
- ✓ <https://www.youtube.com/@JKPMe-Vidya39> (Class 11th)
- ✓ <https://www.youtube.com/@JKPMe-Vidya40> (Class 12th)

The schedule of these channels is shared on different social media handle of SCERT JKUT on daily basis

For additional information, please contact the Nodal Officer PM-e -Vidya of both SCERT Jammu & SCERT Kashmir Division

DIKSHA (Digital Infrastructure for Knowledge Sharing)

SCERT J&K has emerged as a frontrunner in integrating technology with education through the effective use of the DIKSHA platform. A series of impactful online quizzes—Paryavaran Sanrakshan Quiz 2024, Quiz on Indian Mathematician Radhanath Sikdar, Janiye Jammu Kashmir: A Quiz Series, and Quiz on Inclusive Education—have been successfully launched on DIKSHA, drawing enthusiastic participation from teachers, students, educational administrators, and parents across Jammu and Kashmir. These digital initiatives have enriched learning experiences and promoted awareness on diverse subjects. Moreover, a wide range of high-quality e-content developed by teachers and teacher educators of J&K-UT have been uploaded to the DIKSHA portal. With over 2.87 lakh registered users from the Jammu & Kashmir UT, DIKSHA continues to serve as a powerful digital learning platform. Users can conveniently access educational resources through the DIKSHA app on their smartphones.

SCERT J&K and DIKSHA: Key Highlights

SCERT J&K has effectively leveraged the DIKSHA platform to integrate technology with education across the Union Territory.

- A series of impactful online quizzes have been launched on DIKSHA, including:
 - Paryavaran Sanrakshan Quiz 2024.
 - Quiz on Indian Mathematician Radhanath Sikdar.
 - Janiye Jammu Kashmir: A Quiz Series.
 - Quiz on Inclusive Education.
- These quizzes have witnessed enthusiastic participation from teachers, students, educational administrators, and parents across Jammu and Kashmir, enhancing subject knowledge and digital learning engagement.
- Numerous high-quality e-content developed by teachers and teacher educators of J&K-UT have been uploaded on the DIKSHA portal.
- With over 2.87 lakh registered users from Jammu & Kashmir UT, DIKSHA continues to be a powerful digital learning platform.
- **Competency based test items from Classes 1st to 5th** are also uploaded in DIKSHA Portal.
- Educational resources can be easily accessed through the DIKSHA app on smartphones.

SCERT Jammu & Kashmir-UT Initiatives

The State Council of Educational Research and Training (SCERT), Jammu and Kashmir, continues to play a pivotal role in transforming school education through innovative and inclusive academic initiatives. In alignment with the National Education Policy (NEP) 2020, SCERT J&K has key initiated key programmes such as Capacity Building Programs for Teachers, Competency-Based Assessment Models, Early Childhood Care and Education (ECCE) frameworks, Multilingual Education & Technology Integration in Classrooms

This Academic Calendar is designed not just as a schedule of activities, but as a roadmap for effective teaching, enriched learning, inclusive education and continuous assessment. By providing timely academic planning, resource alignment, and professional development opportunities, SCERT J&K strives to empower teachers and engage students in meaningful learning experiences. This calendar will serve as a guiding document to support schools in aligning their instructional practices with SCERT's vision for equitable, inclusive, and future-ready education.

JAADUI PITARA

Launched in March 2025, this initiative aims to revolutionize early childhood education by providing engaging and interactive learning materials for young learners, in line with NEP 2020 guidelines. Jaadui Pitara, Learning–Teaching Material for the Foundational Stage. Early childhood education is vital for a child's holistic development and long-term academic success. The National Education Policy 2020 emphasizes play-based pedagogy, and the National Curricular Framework for the Foundational Stage (2022) promotes toy and game-based learning. Recognizing this, SCERT Jammu developed the Jaadui Pitara—a comprehensive, age-appropriate set of Learning–Teaching Materials (LTM) for children aged 3 to 8. These materials encourage exploration, creativity, and problem-solving through hands-on, joyful experiences. A nurturing environment with stimulating materials helps strengthen brain development and foundational skills. Children naturally learn through play, curiosity, and active interaction with peers and surroundings. The Jaadui Pitara includes indigenous toys, picture books, posters, and manipulatives to engage children meaningfully. It supports teachers by providing activity-based learning suited to various developmental domains. Play not only enhances academic abilities but also promotes emotional, social, and language development. The Jaadui Pitara aims to foster creativity, communication, and cognitive skills, making learning fun and stress-free. By anchoring learning in nurturing relationships and meaningful experiences, this resource ensures joyful and effective education at the foundational level

SUNO KAHANI

The State Council of Educational Research and Training (SCERT), Jammu Division, has launched an initiative titled **SUNO KAHANI**. As part of this initiative, various documentaries have been developed to inspire young minds by showcasing stories of local heroes, promoting values from Panchatantra, upholding constitutional principles, and highlighting local cultural heritage sites. To further this effort, a dedicated YouTube channel will be launched shortly.

10 Bagless Days

As per NEP 2020 Para 4.26 every student will take a fun course, during Grades 6-8, that gives a survey and hands-on experience of a sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities. All students will participate in a 10-day bagless period sometime during Grades 6-8 where they intern with

local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades 6-12, including holiday periods. Bagless days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions in their village/block/District/State.

In tune with the NEP 2020, the Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a unit of National Council of Educational Research and Training, New Delhi has come up with a “Guidelines for implementation of 10 Bagless days in school” in Grade 6-8 where 10 days without regular classes, dedicated to learning different vocational skills through activities. Following suit SCERT, J&K has also developed a guideline for implementation of 10 Bagless days contextualizing the activities in consonance with the local need and available resources.

List of suggestive activities-

- Visit to national monuments, museums
- Handicrafts: jute making, bamboo work, craft
- "Best out of waste"
- Educational Games/Sports
- Hygiene and Cleanliness
- Environment & Greening Activities
- Music and Cultural activities
- Activities related to information and Communications
- Technology (ICT)
- Value and peace education
- Celebration of national festivals
- Interaction with local craftsman/ artisan
- Project based activities
- Animation, Graphic, Fashion designing
- Kite making, Dramatics, Scrapbook creation etc.

Balvatika Workbooks

The Balvatika Workbooks is a set of three comprehensive workbooks, thoughtfully designed for children aged 3 to 4, 4 to 5, and 5 to 6 years, corresponding to the Foundational Stage of early childhood education. Workbooks comprise over 200 activity-based worksheets, accompanied by clear and structured instructions for teachers. All worksheets are meticulously aligned with the curricular goals, competencies, and learning outcomes outlined in the National Curriculum Framework for the Foundational Stage (NCFFS) 2022. The content has been developed by Early Childhood Care and Education (ECCE) experts and thoroughly reviewed by senior faculty members from the University of Jammu, the Department of Social Welfare, the Department of Higher Education, and the School Education Department. These workbooks were officially launched by the Former Secretary, School Education, Shri Suresh Kumar Gupta Ji, on 4th January 2025. The soft copies have been disseminated to all schools across the Union Territory of Jammu & Kashmir via formal communication from Samagra Shiksha to all Chief Education Officers (CEOs).

In addition, the workbooks are publicly accessible on the official website of the Directorate of School Education, Jammu, under the 'Student corner' section. These workbooks mark a significant step toward ensuring joyful, inclusive, and competency-based learning at the foundational level, in line with the vision of NEP 2020.

BUILDING AS LEARNING AID (BaLA)

The educational landscape is evolving at a fast pace. The school's role is fraught with enormous responsibility. The schools should be designed to provide learning spaces for students. The physical built environment which includes not only school building and its interior spaces but also the exterior spaces, plays a pivotal role in making learning experience more meaningful and experiential. In this regard, Building as Learning Aid (BaLA) is an innovative concept and initiative towards qualitative improvement in education through optimization of school building infrastructure.

The school building can be converted into learning aid at two levels;

- Designing constituent-built elements of the school like wall, floor, door, window, furniture and outdoor spaces as learning aids.
- Enhancing indoor and outdoor spaces to promote self and peer learning

ORIGIN

This concept was originally pioneered by VINYAS-Centre for Architectural Research& Design, New Delhi with support from UNICEF.

NEED AND IMPORTANCE

The concept of BaLA is significant in

- Creating print rich environment
- Clearing of concepts
- Strengthening Foundational Literacy and Numeracy
- Promoting multidisciplinary approach
- Making school spaces inviting
- Promoting self and peer group learning
- Character building

SCERT J&K Divisional Office Jammu has developed a vision document on Building as Learning Aid which explores the scope of using school spaces as learning resource for students including Children with Special Needs (CWSN).

SUGGESTIVE GUIDELINES FOR AN IDEAL MORNING ASSEMBLY

TIMING

Long and time-consuming assemblies can turn an engrossed and respectful audience into a restless and bored one. To make an impact, assemblies need good time management and should be kept short. As a unanimous consensus, a 30–35-minute assembly would be ideal in order to cover all the aspects in a phased manner. The timings can be kept flexible in extreme weather conditions and can be curtailed accordingly to about 20 minutes time e.g. in case of extreme heatwave/cold wave conditions, morning assemblies can be kept short and can be conducted in areas where students are not exposed to direct sunlight. in society. It will help in revival and promotion of traditional toys and games.

THEME BASED ASSEMBLIES

The significance of themed morning assemblies is undoubtable. They are a strategic platform for promoting our cultural heritage and values, allowing students to explore various topics in an involving and structured way. Some of the Thematic Ideas for Morning Assembly in Schools may include: **Cultural Diversity Week, Environmental Stewardship, Mindfulness and Meditation, Historical Milestones, Literary Greats, Koushal Diwas** etc.

ENSURING INCLUSIVENESS

The most significant aspect of assembly time is the concept of oneness so that everyone in the school feels valued, cared for and respected. Students from all the classes should be encouraged to participate in the assembly proceedings. CWSN and transgenders etc. should be motivated and invited to consider their inner capabilities, their positive worth, their place in the community.

INSPIRATIONAL TALK & PRESENTATION

Invite guest speakers including parents, grandparents, alumni on reputed positions, skilled workers, Defence personnel and faculty members to deliver motivational talks or presentations on topics related to personal growth, success, and overcoming challenges.

Utilize multimedia resources, storytelling, or interactive sessions to make students aware of the biographies of local heroes/martyrs on whose names the educational institutions have been renamed recently as a mark of respect and acknowledgement of their exceptional contributions towards the society.

REFLECTION AND MINDFULNESS

Incorporate moments of reflection, meditation, or mindfulness exercises or Yoga to promote mental well-being and emotional resilience. Encourage students and staff to pause, connect with their inner selves, and set positive intentions for the day ahead with a fresh and healthy mindset.

COMMUNITY BUILDING ACTIVITIES

- Organize team-building exercises, icebreakers, or group activities to strengthen bonds within the school community.
- Collaborate with student clubs, societies, or organizations to showcase their initiatives and foster a sense of belonging.

The following suggestive morning prayers (decided unanimously with inputs from Participants, Resource persons and students) can be recited in the assembly by the school choir group immediately after the National Anthem

- Vande Matram.
- Saare jahan se achha, hindustan humara.
- Hum honge kaamyab ek din
- Har karam apna karenge ae vatan tere liye, Dil diya hai jaan bhi denge ae vatan tere liye.
- Hum Sab Bhartiya Hain.
- Ae Malik Tere Bande Hum

A vision document Named **“Revitalising Morning assemblies in Schools”** has been recently launched by SCERT Jammu Division.

SCHOOL LEADERSHIP ACADEMY (SLA)

The School Leadership Academy (SLA), Jammu and Kashmir was established in 2020 at State Council of Educational Research and Training (SCERT). The SLA has a mandate in tune with National Centre for School Leadership (NCSL), National Institute of Educational Planning and Administration (NIEPA) of developing region specific curriculum and materials like training modules, capacity building (induction training, refresher courses, orientation programmes, workshops, seminars/webinars etc.) of Heads of Schools, Key Resource Persons (KRPs), master facilitators, State Resource Groups & system level functionaries in education department, networking and institution building among all stakeholders of education institutions, research on region specific school leadership issues, challenges and solutions. The SLA-SCERT has a vision to transform schools in the UT as envisioned in NEP 2020. The motive of SLA is to “Lead by influence”. SLA has documented initiatives taken by SED during Covid 19 as best case studies and submitted to NCSL. SLA developed 14 region specific modules. SLA created video content of different school leaders who have outperformed in their respective schools and institutes. SLA has set a momentum for creating Professional Learning Communities at SCERT level and district level. SLA collaborated with national and international level institutions as per School Leadership Development Programme (SLDP) framework for capacity building of school leaders. SLA documented more than 50 best practices. It conducted webinars on diverse themes. SLA conducted more than 30 live shows. SLA translated Programme on School Leadership and Management (PSLM) in Urdu after detailed workshops and review processes. SLA has oriented school leaders on the importance of PSLM courses and succeeded in registering more than 10 thousand school leaders. Under continuous development programme on SLDP and pedagogical leadership, SLA conducted a series of programmes and also conducted SLDP at district levels in collaboration with DIETs in respective districts. SLA was directed to collect data of all 28000 Heads of institutions and system level functionaries. SLA succeeded in making a huge data bank of Heads of institutions across Jammu and Kashmir. SLA has created its own website. SLA is looking forward to capacity building of school heads as well as SCERT, DIETs and KRPs in its journey ahead

ASSESSMENT CELL

NEP 2020 has come up with many versatile areas and their evaluation process. **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** is one of New concept which has been released in NEP 2023. PARAKH responsibility is creating standards and criteria for student assessment and evaluation.

Works of Assessment Cell

- SCERT J&K Conduct various achievement surveys NAS, SEAS, Rashtriya Sarvekshan etc
- To Develop Assessment Tools and Item banks in order to diagnose the learning gaps of students studying at different school levels
- Assessment cell of SCERT J&K conducted Capacity building of various stakeholders including faculties in SCERTS and DIETS for HPC and Competency based items.
- Assessment Cell of SCERT J&K Developed and designed a comprehensive Uniform Syllabus cum Academic Calendar for foundational stage, Preparatory stage and Middle stage every year by involving Subject experts of both Jammu and Kashmir Divisions.

HOLISTIC PROGRESS CARD

- ❑ **PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development)** established under NCERT has introduced the Holistic Progress Card (HPC) of all four stages. The videos prepared by PARAKH for all four stages of school education — Foundational, Preparatory, Middle, and Secondary. These videos aim to enhance understanding and effective implementation of the HPC framework as envisioned under NEP 2020.

Stage	HPC Videos
Foundational Stage	https://drive.google.com/file/d/1JAEgHQIKxXsVBV-jKKLsKlhmEfmfJP-Z/view?usp=sharing
Preparatory Stage	https://drive.google.com/file/d/1HssaHq2n1E7qBuj0GJ7Q-OdkwEXeLiGr/view?usp=sharing
Middle Stage	https://drive.google.com/file/d/1Up7IKRrQXrbf1nD6y2ZQijKUxg0nAuCb/view?usp=sharing
Secondary Stage	https://drive.google.com/file/d/1afTT2EK8RCtdBhitnoz7FahipW0Hn3p1/view?usp=sharing

- ❑ **The para 6.4.3 of NCF-FS** recommends HPC which is an individualized and comprehensive reporting of a child's progress based on evidence gathered through classroom activities over a period of time.
- ❑ The HPC **aims to align** and develop various competencies among the students.
- ❑ HPC has also been **proposed as the replacement** for traditional school report cards
- ❑ The HPC is **focused on the holistic development** of school students rather than simply focusing an academic performance.

In alignment with the recommendations of the National Education Policy (NEP) 2020 guidelines our schools of JK-UT are ready implement the Holistic Progress Card (HPC) at all levels. This initiative aims to move beyond traditional academic assessments and focus on the overall development (360 degree) of each student whereby all the stakeholders are involved.

MULTILINGUAL EDUCATION CELL

The Multilingual Education Cell at JKSCERT, Jammu is pioneering a transformative approach to education by bridging language and cultural divides. The vision of the Multilingual Education Cell at JKSCERT, Jammu is centered on transforming the educational landscape through linguistic inclusivity and culturally resonant pedagogy. This initiative seeks not only to provide access to quality learning resources in local languages but also to affirm the cultural identities of learners from diverse linguistic backgrounds.

The cell envisions education as a fundamental right that must transcend language barriers. By developing multilingual materials, the initiative aspires to empower students to learn in the language most familiar to them—promoting both academic success and self-identity.

Emphasizing inclusivity, the goal is to integrate multilingual teaching methodologies that address the needs of all learners. This involves creating curricula that not only translate content but also adapt pedagogical strategies to the nuances of each language and cultural context celebrating traditional narratives and practices that add depth to modern education, fostering a sense of pride and continuity among students.

Key initiatives of MEC:

A. Translation of Special Modules launched by NCERT :

Translated version of modules on Viksit Bharat, (English, Dogri and Urdu) G20 (Dogri and Urdu), and Nari Shakti Vandan (Dogri and Urdu) were launched by MEC, JKSCERT, Jammu.

The cell has taken on the task of translating these special modules into English, Dogri and Urdu meant for all five stages of schooling.

Viksit Bharat: These modules are designed to highlight the vision of a developed, inclusive nation, encouraging young learners to understand and contribute to nation-building through modern examples and historical context.

G20: By translating modules on global cooperation and economic strategies, students gain perspective on international affairs and the role of India in the global community.

Nari Shakti Vandan: Centered on the empowerment and celebration of women, these resources inspire future generations by exploring themes of gender equality and leadership in a culturally relevant framework.

B. Creation of Multilingual Children's Material:

The cell has developed multilingual children's material titled **“Udaan: Shiksha ke rang Bhasha ke sang”** in Dogri, Urdu, Gojri, and Sanskrit for foundational stage. The material ensures relevance and coherence by incorporation of local folklore, traditional stories, and indigenous knowledge that enrich the academic content with cultural depth. Materials that speak the language and reflect the cultural practices of local communities foster a stronger sense of belonging and identity among students. This not only nurtures self-esteem but also inspires a continued interest in preserving regional languages and traditions. As we move forward, this enduring voyage remains not just a path to academic excellence but a celebration of our rich linguistic culture empowering every learner to write their own story of success and cultural pride.

Educational Documents for reference

S.No	Document	Q-R Code
1	To download the National Education Policy (NEP) 2020 Document , please visit the NCERT website using the following link: https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf or To download the National Education Policy (NEP) 2020 Document please scan the QR code	
2	To download the National Curriculum framework for Foundational Stage(NCF-FS, 2022), please visit the NCERT website using the following link: https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf or To download the National Curriculum framework for Foundational Stage (NCF-FS, 2022), please scan the QR code	
3	To download the National Curriculum framework for School Education (NCF-SE, 2023), please visit the NCERT website using the following link: https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf or To download the National Curriculum framework for School Education (NCF-SE, 2023), please scan the QR code	
4	To download the Holistic Progress Card (HPC) for Foundational Stage, please visit the NCERT website using the following link https://ncert.nic.in/parakh/pdf/HPC_foundational.pdf or To download the Holistic Progress Card (HPC) for the Foundational Stage, please scan the QR code	

5	To download the Holistic Progress Card (HPC) for preparatory Stage, please visit the NCERT website using the following link: https://ncert.nic.in/parakh/pdf/HPC_Preparatory.pdf or To download the Holistic Progress Card (HPC) for the Preparatory Stage, please scan the QR code	
6	To download the Holistic Progress Card (HPC) for Middle Stage, please visit the NCERT website using the following link: https://ncert.nic.in/parakh/pdf/HPC_middle.pdf or To download the Holistic Progress Card (HPC) for the Middle Stage, please scan the QR code	
7	To download the Vidya Pravesh Document (Three-month Play-based School Preparation Module for Grade-I), please visit the website using the following link: https://ncert.nic.in/pdf/vidyapravesh.pdf or To download the Vidya Pravesh Document (Three-month Play-based School Preparation Module for Grade-I) please scan the QR code	
8	To download the Balvatika Workbook PS1 (3-4 years), PS2 (4-5 years) & PS3 (5-6 years) please visit by using the following link: https://drive.google.com/drive/folders/1uumi5OVYrW1cFFfG_7V_zSe0sRDAILIM or To download the Balvatika Workbook PS1, PS2, PS3 please scan the QR code	

9	To download the Handbook of Bagless Days (Class 1st-12th) please visit the website using the following link: https://drive.google.com/drive/folders/1U1n-x15gVqYaTZs3oYrMjWdAvkZ4UUCN or To download the Handbook of Bagless Days (Class 1st-12th) please scan the QR code	
10	To download the Teaching Learning Material (TLM) for Elementary Level (English and Mathematics) please visit the website using the following link: https://drive.google.com/drive/folders/1ufgsGOAfDZ6qbtolcSuLd-DP3z1S9HSm or To download the Teaching Learning Material (TLM) for Elementary Level (English and Mathematics) please scan the QR code	
11	To download the Building Blocks for Brilliance: NCF-FS 2022 and Nipun Bharat Essentials please visit the website using the following link: https://drive.google.com/drive/folders/1GxNUc2ethYT60ctgkbaYha7-GnbFzGOV or To download the Building Blocks for Brilliance: NCF-FS 2022 and Nipun Bharat Essentials please scan the QR code	
12	To download the Revitalizing Morning Assesmblies: Fostering Unity, Inspiration and Growth please visit the website using the following link: https://drive.google.com/file/d/1a4w5nBS-D9xDgucChKag07HLFdBF6NT4/view?usp=sharing or To download the Revitalizing Morning Assesmblies: Fostering Unity, Inspiration and Growth please scan the QR code	

13	To download the Guidelines for developing IEP for CWSN please visit the website using the following link: https://drive.google.com/drive/folders/1IAOc7SBkScYd0feYyIU5WSTAtLc2SxHu or To download the Guidelines for developing IEP for CWSN please scan the QR code	
14	To download the Nishta Module for CWSN (In Urdu) please visit the website using the following link: https://drive.google.com/drive/folders/1L7mu_x3Tu8onnQYo13jaM2RZVx6C1moO or To download the Nishta Module for CWSN (In Urdu) please scan the QR code	
15	To download the Training Manual on School Safety and Security please visit the website using the following link: https://drive.google.com/drive/folders/1Fu3W0cF-qLaCnTEVaovD5dC-9JRD9CeK or To download the Training Manual on School Safety and Security please scan the QR code	
16	To download the Bright Beginning: Activity Books for Early Learners please visit the website using the following link: https://drive.google.com/drive/folders/1ykkBqpP8cQJ66g8V4vn9SRorZxQQeEAb or To download the Bright Beginning: Activity Books for Early Learners please scan the QR code	

17	To download the Rehnumay Usatiza (Urdu Manual) please visit the website using the following link: https://drive.google.com/drive/folders/1nBy_r6CnUUwQ_AM4a_EmhVDztMzY23Bl or To download the Rehnumay Usatiza (Urdu Manual) please scan the QR code	
18	To download the G-20 (Dogri) please visit the website using the following link: https://drive.google.com/file/d/1ebOFI8L9gRtl6dnauS0LWdz8DNRdaj4p/view?usp=sharing To download the G-20 (Dogri) please scan the QR code	
19	To download the G-20 (Urdu) please visit the website using the following link: https://drive.google.com/file/d/1dJ7m1uir47ofuPiQJcRwaf4oulBC6jJi/view?usp=sharing To download the G-20 (Urdu) please scan the QR code	
20	To download the Nari Shakti Vandan (Dogri) please visit the website using the following link: https://drive.google.com/file/d/1y-3JAAG90eD1ytLxH8vq95qJfIICgXQ1/view?usp=sharing To download the Nari Shakti Vandan (Dogri) please scan the QR code	

21	To download the Nari Shakti Vandan (Urdu) please visit the website using the following link: https://drive.google.com/file/d/1U8yco1V-oXgpnputZ84OigEd-CRX5dEw/view?usp=sharing To download the Nari Shakti Vandan (Urdu) please scan the QR code	
22	To download the Vikshit Bharat (Dogri) please visit the website using the following link: https://drive.google.com/file/d/1LIgRUCvtPjKvF1fKKTftEgpb5XgupY57/view?usp=sharing To download the Vikshit Bharat (Dogri) please scan the QR code	
23	To download the Vikshit Bharat (Urdu) please visit the website using the following link: https://drive.google.com/file/d/19NTaWgJ2u7EFcXup93QLNtaWvdyrc46R/view?usp=sharing To download the Vikshit Bharat (Urdu) please scan the QR code	
24	To download the Developed India (English) please visit the website using the following link: https://drive.google.com/file/d/1XIJCmvlyRqb_XWBl6wXa4gpm_vWgD-Bd/view?usp=sharing To download the Developed India (English) please scan the QR code	



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Syllabus cum Academic Planner for the session 2025-26

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



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