



Government of Jammu & Kashmir

Syllabus cum Academic Planner

MIDDLE STAGE

Grade -8th

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.

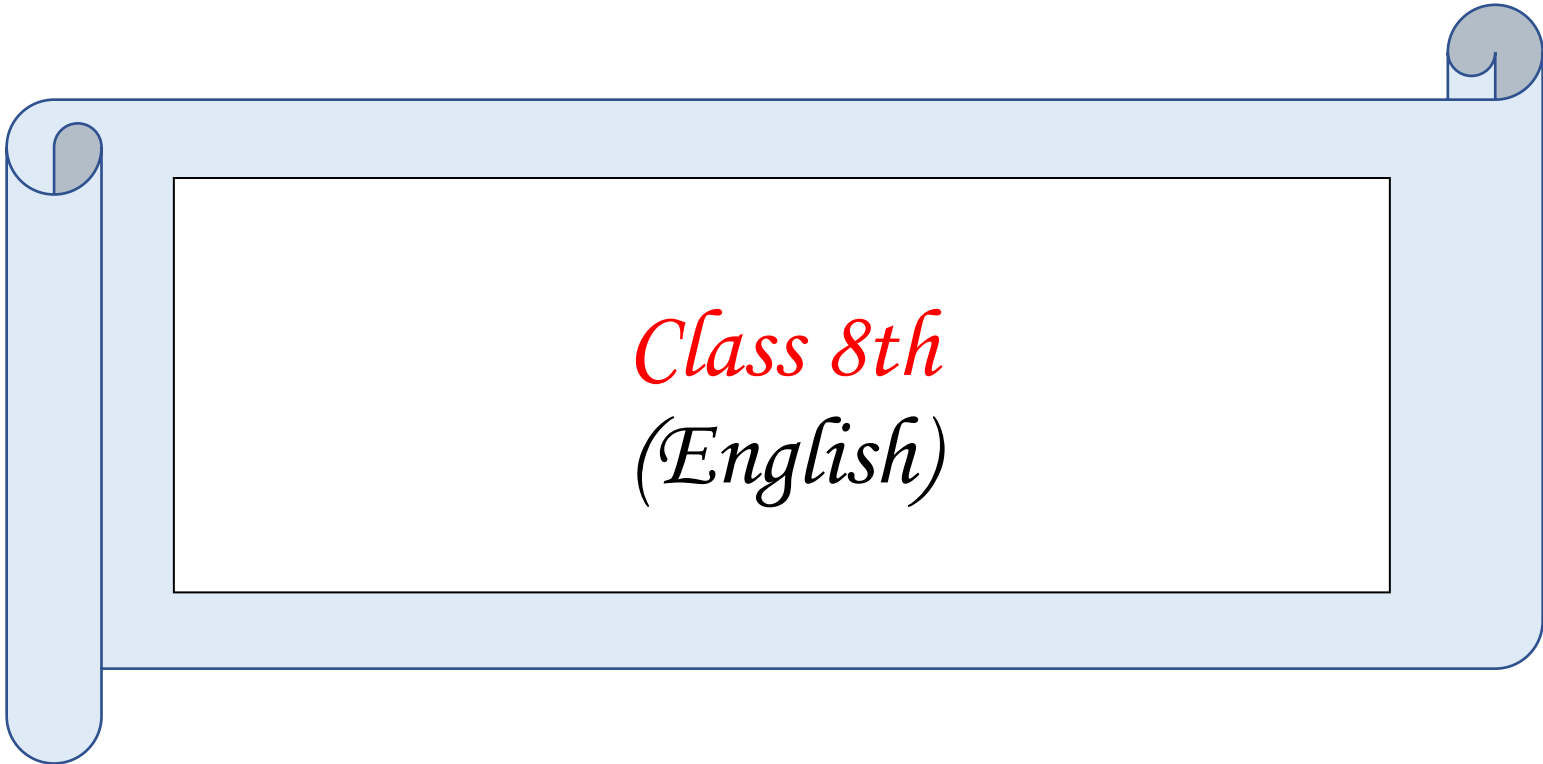
Aligned with the National Curriculum Framework (NCF), this academic syllabus has been thoughtfully designed to nurture the natural curiosity, creativity, and potential of every child.

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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Class 8th
(English)

Curricular Goals, Competencies as per NCF SE 2023

Curricular Goals	Competencies	Suggestive Learning Outcomes The Learners:
CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books.	C-1.1. Applies varied comprehension strategies (inferring, predicting) to understand different texts	LO-1.1.1. analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. (e.g., Inferring a character learns the value of humility based on their actions and internal monologue in the story's conclusion.) LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. (e.g., Inferring a recurring image of a broken clock symbolizes the passage of time and the loss of innocence.) LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. (e.g., Predicting a persuasive essay will use a compare/contrast structure to highlight the advantages of one option over another.)
	C-1.2. Identifies main points, summarises after a careful reading of the text, and responds coherently	LO-1.2.1. identify the central idea and distinguish between main and supporting points in complex texts. (e.g., Identify the central idea and supporting arguments in a historical document.) LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases. (e.g., Summarize the main points of a scientific report, acknowledging the author's perspective.) LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. (e.g., Evaluate the effectiveness of the author's arguments in a persuasive essay.)

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

	C-2.2. Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing.	LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge. LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.
CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes	LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience. LO-3.1.2: write different types of letters and emails following a particular style and registers to address a specific audience and purpose in online contexts LO-3.1.3: write essay and present it with a well-structured argument.
CG-4 Explores different literary devices and forms of literature	C-4.1. Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)	LO-4.1.1: analyze the use of language (e.g., diction, tone, figurative language). LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes. LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.

	C-4.2. Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing	LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony). LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature. LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own writing.
CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	C-5.1. Uses appropriate grammar and structure in their writing	LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts. LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences. LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.

CG-6 Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used	LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning. LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English. LO- 6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.
	C-6.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable	LO-6.2.1 analyze and appreciate more complex forms of wordplay (e.g., figures of speech, wordplay based on etymology or word origins). LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing. LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.
	C-6.3 Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)	LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them. LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts. LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement

Timeline Month		Chapter: Tulip Integrated Grammar & Writing Skills	Suggestive Learning Outcomes The Learners :	Pedagogical Processes
Winter Zone	Summer Zone			
Nov-Dec	Apr-May	How Teachers Learn A Nation's Strength The Unthankful Man Unseen Paragraphs	LO-1.1.1 Analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. LO-1.2.1. identify the central idea and distinguish between main and supporting points in complex texts.) LO-1.3.1: identify the central idea of complex texts with implicit main ideas and analyze its significance.	Create timelines charting a character's development throughout the text, highlighting key events and inferred changes. After reading a passage focusing on a character's actions or thoughts, have students write a paragraph explaining how they infer the character is changing and evolving. Brainstorm a list of common symbols found in literature. While reading, have students identify potential symbols and discuss their inferred meaning in the context of the story. Analyze how these symbols contribute to the author's message. Analyze different text structures (e.g., chronological, cause-and-effect, compare/contrast) and how they present the main idea. After reading a complex text,

			LO-1.4.1: evaluate the quality and effectiveness of different writing styles based on literary elements. LO-2.1.1: organize ideas strategically to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions. LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge. LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience. LO-4.1.1: analyze the use of language (e.g., diction, tone, figurative language). LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony). LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different	have students identify the central idea and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence. Introduce the concept of bias and how to identify it in a text. Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts. Analyze different literary elements (plot, character, setting, figurative language) in various texts. Read excerpts with strong or weak use of specific elements and have students discuss their impact on the reading experience. Write book reviews that analyze the effectiveness of the author's style in conveying the story and engaging the reader. Expand the study of literary devices introduced in previous grades, focusing on their role in conveying social commentary or complex emotions. Read texts with strong use of literary devices and discuss how they contribute to the author's critique of social issues or the
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			writing contexts. LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.	expression of complex emotions. Literary analysis essays where students identify and explain how specific literary devices are used by the author to deliver a critique or express complex emotions in a text.
March	August	Life The Bangle sellers Achilles Unseen Paragraphs	LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases LO-1.3.2: evaluate the main idea of persuasive texts by considering the author's bias and potential counterarguments. LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview. LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing. LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to	Analyze different text structures (e.g., chronological, cause-and-effect, compare/contrast) and how they present the main idea. After reading a complex text, have students identify the central idea and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence. Introduce the concept of bias and how to identify it in a text. Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts. Ask evaluative questions that require students to analyze the author's purpose, methods, and effectiveness. Have students

			critique social issues or express complex emotions in literature. LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts. LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes. LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature. LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences. LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English. LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing LO-6.3.2: create and modify existing word games,	identify strengths and weaknesses in the text's arguments or presentation. Debate activities where students take on opposing viewpoints based on the text and defend their positions using textual evidence. Refine argumentative writing skills by focusing on developing strong theses, incorporating credible evidence (statistics, expert opinions), and acknowledging counterarguments. Research projects on complex topics where students gather evidence to support their critiques or proposed solutions. Peer review activities where students assess the effectiveness of persuasive essays in presenting critiques, using evidence, and addressing counterarguments. Explore different genres of creative writing (poetry, short stories, scripts) and analyze how authors use language and literary devices to engage the
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			demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.	reader. Creative writing workshops where students experiment with different forms, explore figurative language, and receive feedback on their work. Independent creative writing projects where students choose a genre and topic of interest, focusing on using vivid language, literary devices, and engaging storytelling techniques.
April	September	Global Warming Prayer for strength Colours of Rainbow Unseen Paragraphs	LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues. LO-1.4.3: advocate for reading and share their passion with others. LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing. LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to	Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension. Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of

			problems, incorporating evidence and counterarguments. LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument. LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created. LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own writing. LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures. LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing. LO-6.2.3: evaluate the appropriateness and effectiveness	specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create. Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking). Debates or discussions about the importance of various skills (e.g., vocabulary, logic, speed) in different word games.
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			of wordplay in different communication situations. LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them. LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement	
May	October	For God's Sake Hold Thy tongue The Brook Unseen Paragraphs	LO-1.1.1 analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. LO-1.2.1. identify the central	Introduce different clause structures (independent, dependent - adjective/adverbial) with clear explanations and examples. Sentence analysis activities where students identify and categorize clauses based on their function and structure. Sentence writing exercises focusing on using a variety of dependent clauses to create complex sentences that express ideas with greater depth and precision. Engage students in activities that integrate phonetics knowledge with reading fluency practice (e.g.,

			idea and distinguish between main and supporting points in complex texts.) LO-1.3.1: identify the central idea of complex texts with implicit main ideas and analyze its significance. LO-1.4.1: evaluate the quality and effectiveness of different writing styles based on literary elements. LO-2.1.1: organize ideas strategically to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions. LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge. LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience. LO-4.1.1: analyze the use of language (e.g., diction, tone. LO-4.2.1: identify and analyze	decoding unfamiliar words using sound-symbol relationships). Dictation exercises with a focus on complex words that require applying advanced understanding of phonetics and spelling patterns. Self-monitoring and peer review activities where students identify and correct pronunciation and spelling errors based on their knowledge of phonetics.
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			figurative language. that goes beyond basic similes and metaphors (e.g., symbolism, irony. LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts. LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.	
June	November	Polo- The King of Games Mercy Wrinkles Unseen Paragraphs	LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments. LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases LO-1.3.2: evaluate the main idea of persuasive texts by considering the author's bias and potential counterarguments.	Introduce the concept of compound and complex sentences with clear definitions and examples. Sentence transformation activities where students rewrite simple sentences into compound or complex sentences. Writing assignments that encourage students to use a variety of sentence structures to create a more engaging and dynamic writing style. Introduce students to a variety of digital word games and puzzles that promote language learning

			LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview. LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing. LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature. LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts. LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes. LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature. LO-5.1.2: use a wider range of clause structures	(vocabulary, critical thinking). Supervised exploration of educational word game apps or websites, focusing on features that support language development. Class discussions about the positive aspects (engagement, accessibility) and potential drawbacks (distractions, limited interaction) of using digital word games for learning. Research projects where students compare and analyze different digital word games, evaluating their effectiveness for language learning.
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			(independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences. LO-6.1. 2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English. LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing. LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them. LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.	
Jul-Aug	Dec-Jan	Julius Caesar Meeting Poets	LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's	Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students

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

The Learners:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Model Summative Assessment			
S.No.	Section	Chapter Name/Content	Marks Allotted
01	A	Reading Comprehension	14
02	B	Grammar	09
03	C	Writing Skills	12
04		Literature	15
		• Polo-The King of Games • Mercy • Wrinkles • Julius Caesar • Meeting Poets • Stars Speak to Man • Rustum and Sohrab • Polythene-A disaster • Porus and His Elephant • A Strange Trial • Summer & Winter	
Total Marks			50

Suggestive Design of Summative Assessment for Class-VIII

Section-A Reading Comprehension (14 Marks)

1. One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open ended question and one fill up, based on comprehension, literary devices, inference, etc. **1 × 5 = 5 Marks**
2. One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution, and vocabulary based on inference, analysis, etc. **1 × 5 = 5 Marks**
3. One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4 MCQs including one open ended question based on inference, analysis, evaluation, etc. **1 × 4 = 4 Marks**

Section-B Grammar (9 Marks)

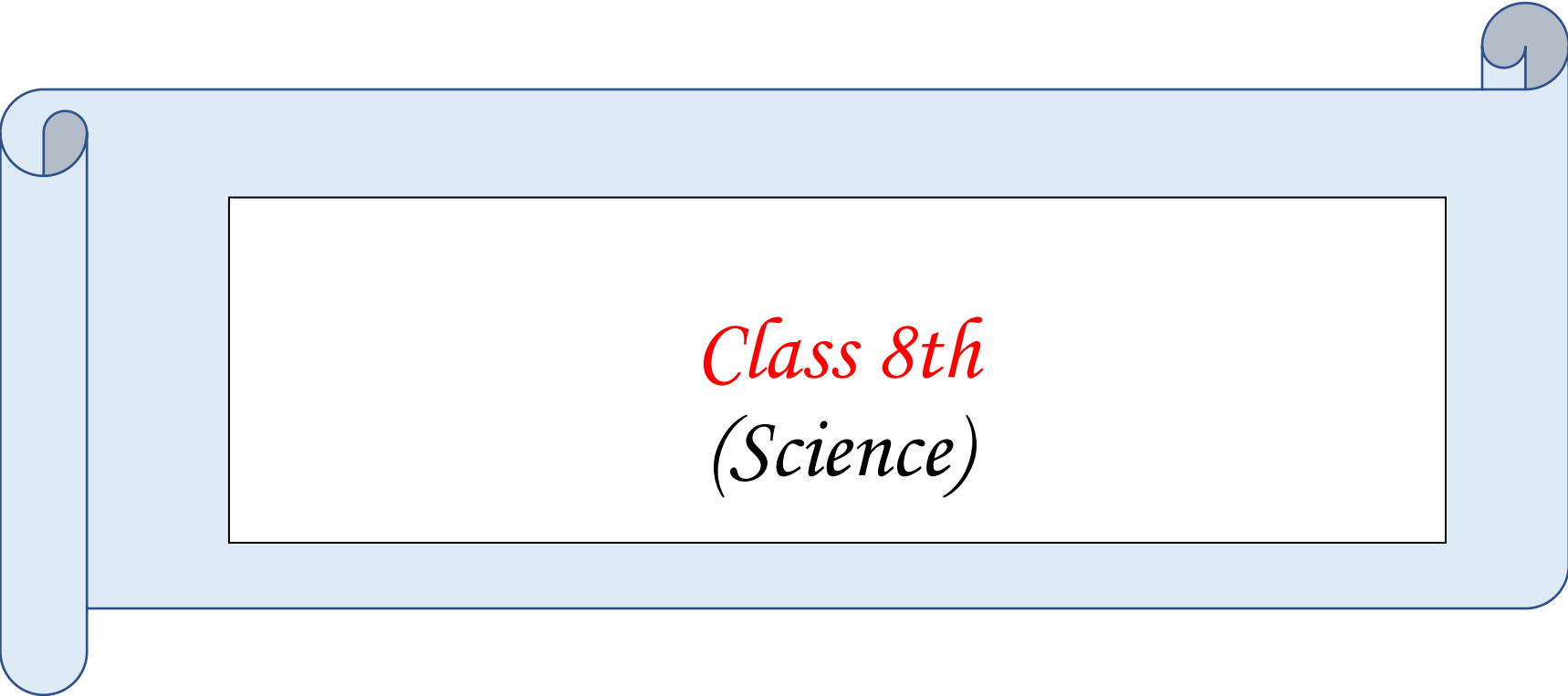
- Parts of speech
 - Auxiliary verbs
 - Articles
 - Tenses
 - Reported speech (Statements, Questions)
 - Punctuation marks
 - Phonetic transcription of simple words (encoding/decoding)
4. One passage given in direct/indirect speech to be converted into vice-versa. **2 Marks**
 5. One contextualized passage/ story/ paragraph to be edited testing the use of tenses, appropriate parts of speech, articles, auxiliaries, punctuation and the appropriate spelling etc. **5 Marks**
 6. One short passage containing simple words to be phonetically transcribed. **2 Marks**

Section- C Writing Skills (12 Marks)

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

Section-D Literature (15 Marks)

12. Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. **3 × 2 = 6 Marks**
13. Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension. **2 × 2 = 4 Marks**
14. One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony, literary devices etc. from the short stories and the play. **1 × 5 = 5 Marks**



Class 8th
(Science)

S.No.	Curricular Goals	Competencies
1	CG-1 Explores the world of matter and its constituents, properties, and behaviour	C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
		C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
		C-1.3 Explains the importance of measurement and measures physical properties of matter (such as volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
		C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
2	CG-2 Explores the physical world in scientific and mathematical terms	C-2.1 Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic Representations
		C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
		C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet)
		C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
		C-2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon,

		eclipse, life on earth)
3	CG-3 Explores the living world in scientific terms	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
		C-3.2 Distinguishes the characteristics of living organisms (Need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
		C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
		C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
4	CG-4 Understands the components of health, hygiene, and wellbeing	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
		C-4.2 Examines different dimensions of diversity of food— sources, nutrients, climatic conditions, diets
		C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
		C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
5	CG-5 Understands the interface of Science, Technology, and Society	C-5.1 Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history
		C-5.2 Shares views on news and articles related to the impact that Science/Technology and society have on each other

6	CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
		C-6.2 Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (Through observation of the natural environment, design of simple experiments, or use of Simple scientific instruments)
7	CG-7 Communicates questions, observations, and conclusions related to science	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
		C-7.2 Designs and builds simple models to demonstrate scientific concepts
		C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations
8	CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
9	CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all	C-9.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
		C-9.2 States questions related to matters in the curriculum for which

	areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	current scientific understanding is well recognised to be inadequate
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Timeline Month		Chapter	Suggestive Learning Outcomes	Suggested Pedagogies
Winter Zone	Summer Zone			
November	April-May	Micro-organisms: Friend and Foe	3.1.1: Classifies organisms based on properties/characteristics/Number of cells/Nature/Pathogenicity. 3.3.1: Fosters inquiry regarding scientific phenomena/behaviour of processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation. 6.2.1: Conducts simple experiments regarding processes viz., fermentation, nitrogen fixation,	• Visit a hospital or any Health & Wellness Centre and collect information from a health professional on immunity, side effects of taking antibiotics/medicine without doctor's prescription etc. • Prepare a list of various vaccines being administered in India and rest of the World. • Ask the students to draw the structure of different type of viruses. • Ask students to bring a bottle of fresh water from a water source preferably stream/nullah/river etc and examine it under microscope to observe microorganisms. • Collect the labels from the bottles of jams and jellies. Write down the list of contents printed on the labels.

			decomposition, pasteurization, preservation. 6.2.2: Describes microscopic features of microorganisms by preparing slides. 6.2.6: Explains the significant contribution of scientific discoveries related to microorganisms. 6.2.3: Explains the role of Vectors/carriers in transmission of diseases. 3.3.2: Identifies ways humans/animals and plants use nitrogen.	Activity: Observe the growth of microorganisms Material Required: 4 plastic bottles with caps, sugar, warm water, a small amount of yeast, balloons Vocabulary: Microorganisms, Yeast Procedure: 1. Take each bottle and label them as A,B,C and D 2. Pour warm water in each of the plastic bottles 3. Add small amounts of yeast in all four of them 4. Add one, two, three and four tablespoons of sugar in each one of them 5. Shake the bottle gently 6. Replace the cap of the bottle and cover it with a balloon. 7. Note your observations Let's think: 1. Is the size of balloon same or different? Can you identify the Original contents of the bottle with the biggest balloon? 2. What is causing the balloon to inflate? Beyond the classroom: Where else do you see microorganisms release gases? Is the released gas useful?
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				Where is it used?
Nov-Dec	April-May	Coal and Petroleum	1.1.1: Classifies materials based on characteristics/properties/exhaustible and inexhaustible natural Resources. 1.1.2: Differentiates materials on the basis of their nature/solubility/behaviour/properties/functions/transparency/purity. 1.4.1: Relates processes and phenomenon related to formation of petroleum. 7.3.1: Draws flow charts related to formation of petroleum and its refining. 6.1.1: Discusses and appreciates stories of scientific discoveries such as discovery of Coal etc. 5.1.1: Applies learning of scientific concepts in day today life and makes efforts to	Categorize major power plants of J&K into thermal/hydropower plants. Also put opinion about cause of their location. Make two groups of students. Ask group 1 about the energy resources being used at their homes. Ask Group 2 students to differentiate these energy resources into exhaustible and inexhaustible resources. Activity: Observe the physical properties of kerosene Material Required: Two transparent plastic bottles with bottle caps, one plastic straws, Scissors, glue, cello tape Vocabulary: Density Procedure: 1. Take the bottle caps and stick the close end with glue and wrap the sides with cello tape 2. Make two holes in the twin lids. 3. Press fit stiff straw in holes. 4. Pour kerosene in the bottle. 5. Fix the bottle cap on kerosene bottle and close the bottle. Now carefully place the bottle with water on top of kerosene bottle. 6. Place the bottles with kerosene bottle at

			protect environment.	the bottom and water bottle on the top and note down your observations.
March	August	Conservation of Plants and Animals	1.1.7: Classifies materials based on properties/characteristics etc., e.g., Exhaustible and inexhaustible resources, endangered and endemic species 5.2.5: Makes efforts to protect environment e.g., using resources judiciously; suggesting ways to protect wildlife, forests, flora and fauna etc. 7.2.9: Exhibits creativity in designing, planning, making use of available resources 5.1.10: Exhibits values of honesty, objectivity, cooperation in preserving wildlife, forests etc.	Activity: Involve students in growing plants/plantation drives. Materials Required: Paper Cups, Some soil, Seeds of different varieties like Pulses, Gourd, Cucumber Procedure: 1. Take some soil in the paper cup and put the seed (one seed in one cup). 2. Pierce this seed into the soil. 3. Add some water. 4. Wait for some days. 5. Plant the seedlings so acquired in the school premises at designated places. Activity 2: Assign a task to prepare a list of animals that their parents/grandparents used to see quite often in their childhood and are now rarely seen. Mention the reasons of their decline. • Make a list of National Parks, biosphere Reserves and Wildlife Sanctuaries of India. • Design some slogans, posters, paintings etc. for protection of plants and wildlife.

March	August	Reproduction in Animals	3.2.1: Differentiates organisms on the basis of birth/modes of reproduction/types of fertilization. 3.2.2: Explains Stages related to reproduction in humans/animals/embryonic development. 4.3.1: Discusses and appreciates concepts/stories of reproductive cycles/scientific discoveries such as cloning/in vitro fertilization. 7.3.2: Draws labelled diagrams/flow charts e.g., human reproductive system/organs/gametes/meta morphosis/asexual reproduction.	Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog. Using ICT Tools viz., Lab/Laptop/PC, show the students the documentary (in the womb) or any relevant documentary. Activity: Classify commonly known animals and plants based on how they reproduce Material Required: Whiteboard and a marker Procedure: This is a closing activity and could be taken up for revision. 1. Draw a crossword on the whiteboard and ask students to write the answer to given clues in their notebooks. 2. Ask the students for responses. If a student provides a correct response ask him/her to write it on the board in the crossword. ACROSS 3 - The period of life, when the body undergoes changes, leading to reproductive maturity 5 - The process of transformation of tadpole from larva to adult is called 7 - Pancreas stops forming this hormone which causes 'diabetes' 8 - The first menstrual flow in women is called 9 - Part of human body which grows in size
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				at puberty, also known as Adams apple 10 – The Endocrine gland responsible to secrete hormones which controls release of other hormones 11 - A chemical substance released by endocrine glands which causes changes in human body at puberty e.g. growth of facial hair. DOWN 1 - Thread like structures that carry instructions in fertilized eggs which determine the gender of the baby 2 - The process through which unfertilized eggs and the thickened lining of the uterus along with its blood vessels is shed off ____ 4 - This marks the onset of several changes that human body undergoes during adolescence 6 - Hormones responsible for maintaining the correct balance of salt in the blood.
April	September	Sound	1.4.2: Explains processes and phenomena e.g., production, pitch and propagation of sound etc 7.1.1: Describes sounds in terms of audible and inaudible, loudness and pitch, noise and music etc 7.3.3: Draws labelled diagram e.g., human ear etc 7.2.1: Constructs models	Make use of local resources and make working model of ektara/toy telephone etc. Demonstrate the tuning fork experiments to explore students with sound. Make a list of various musical instruments of past and present. Activity (Sound): Objective: Provide examples where sound travels from one point to another in order to establish that sound needs a medium to propagate

			using materials from surroundings and explains their working e.g., ektara, toy telephone etc. 2.1.1: Measures frequency, amplitude and time period of sound etc.	Prerequisite: What is vibration? How does sound travel? Material Required: 1 metallic scale, 1 balloon, water Vocabulary: Medium, propagate Procedure: 1. Ask to put an end of scale or rod to one of the Student's ears and ask other students to scratch the other end slowly. 2. Are they hearing the sound of scratching? Ask other students who are standing beside you whether they are hearing sound or not? 3. Ask students to fill the balloon with water. Ask them to put their ear to one side of a balloon and scratch the other side of the balloon softly. 4. Are they hearing the scratching sound? Reflection Questions: 1. Which one of the sounds was clearer and louder? 2. If there is no air between us, can we still hear the sounds around us? Text to real world connection: If you bang a drum, you make the tight skin vibrate at very high speed (it's so fast that you can't usually see it), forcing the air all around it to vibrate as well. As the air moves, it carries energy out from the drum in all directions. Eventually, even the air inside your ears starts vibrating and that's when you begin
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				to perceive the vibrating drum as a sound. Beyond the classroom: Identify the sources of noise pollution in your locality. Discuss with your parents, friends and neighbours. Suggest how to control noise pollution. Prepare a brief report and present it in the class. Activity 2: Material required: Scissors, balloons, 2 cell phones, 2 transparent glasses, thread, sand. Procedure: 1. Take a transparent glass and place it on a table. 2. Take a cell phone and place it in the glass. 3. Cover the lid of the beaker with balloon and tie it with the help of Thread. 4. Place some sand on the balloon. 5. Give a ring to the phone which is inside the glass. Reflection question: 1. What does happen to sand particles? 2. What is the reason behind it? 3. If there is no sound, will sand particles still dance?
May	September	Food Production and Management	1.1.6: Classifies crops based on growing seasons and characteristics etc., e.g. Kharif and Rabi crops. 1.4.10: Relates processes and	• Visit a nearby poultry/fish farm/dairy farm etc. and collect information about • Meet a fertilizer dealer and make a list of fertilizers available on his shop. Write the

			phenomenon with causes, e.g., types of soil and crop grown. 7.3.9: Draws labelled diagram/flow charts, e.g., types of agricultural tools, basic practices of irrigation. 5.1.8: Applies learning of scientific concepts in day-to-day life, e.g., increasing crop production by using organic manure, organic farming, crop rotation. 6.1.3: Discusses and appreciates stories of scientific discoveries e.g., Green-/Red-/Yellow-/Blue-/White-/Pink-/Silver-/Rainbow-Revolutions. 5.2.4: Makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides/weedicides. 7.2.8: Exhibits creativity in designing, planning, making use of available resources. 5.1.9: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.	constituents of each fertilizer. Also discuss about vermin compost and its utility. •.Create mnemonics to comprehend different varieties/breeds/species of animals/fish etc. Activity: Make a mixture of dry sand with saw dust or powdered dry leaves. Keep this mixture on plate. Ask the students to separate it.
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May	September	Combustion and Flame	1.1.3: Differentiates combustible and non-combustible substances, different zones of flame, different types of fuel 6.2.4: Conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion, observe different zones of flame. 1.4.4: Relates processes and phenomenon with causes, e.g., Ignition Temperature of fuels, Forest Fire, global warming/acid rain etc. 1.4.5: Explains processes and phenomenon, such as how is fire controlled? How is cow dung converted into gobar gas? 7.3.4: Draws labelled diagram of structure of flame, activities, etc. 7.2.2: Constructs models using materials from surroundings and explains their working such as fire extinguisher applies learning of scientific concepts in day	Draw different zones of candle flame indicating the hottest, moderately hot and least hot zone on a drawing sheet. Also write reasons as to why outer zone is the hottest zone? Ask the students to collect the contact number of nearest fire service station and write it on a poster. Consult the nearest fire service department/station requesting for conducting awareness program in your school. Activity: Take two dry pieces of wood. Burn the first piece and put an air tight glass jar on it. Does the piece of wood extinguish? Now take another piece of wood and immerse it in water, now burn it. Does it take longer time to burn? Take a dry piece of stone. Try to burn it. Why does it not burn?
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			to-day life such as use of fire extinguisher, control on fire caused due to different reasons 5.2.1: Makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards, etc. 6.1.2: Discusses and appreciates stories of scientific knowledge e.g., global warming (Ghoramara Islands, Vaan Island etc), Acid Rain (Taj Mahal) 7.2.3: Exhibits creativity in designing, planning, making use of available resources, etc. 5.1.2: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.	
May	October	Chemical Effects of Electric Current	1.1.4: Differentiates material, such as liquids as electrical conductors and insulators 1.4.6: Explains processes and phenomenon e.g., chemical effects of electric current, relation between electrical energy and chemical energy. 7.3.5: Draws labelled	•Take some distilled water in a plastic beaker and add few drops of organic juice. Test if it conducts electricity, similarly take some other liquids like kerosene, milk, edible oil etc and test their conductivity. •Ask the students to record the talk on the theme-Electroplating and Beautification and post it on the WhatsApp group of

			diagram/flow chart e.g., experiment set up of electrochemical cell etc 7.2.4: Constructs models using materials from surroundings and explains their working e.g., electrochemical cell etc 5.2.2: Applies learning of scientific concepts in day to day life e.g., electroplating metallic items to avoid corrosion	your school. Activity 1: Observe the chemical effect of electricity during copper electroplating of an iron nail Material Required: Piece of copper, copper sulphate, an iron nail, some wire, torch battery Vocabulary: Electron, metal, chemical reaction Procedure: 1. Take the piece of copper and iron nail, and attach one conducting wire to each such that one end is open. 2. Take a clean beaker and put 100 g of copper sulphate 3. Pour 4 cups of hot water into the solution 4. Dip the piece of copper and iron nail into the solution. 5. Now connect the open ends of the wire connected to the piece of copper and iron nail with a torch battery. 6. Note down your observations of what happened to the iron nail. Activity2: Distinguish between good and poor conductors of electricity in order to explain that almost all materials can conduct electricity under certain conditions. Prerequisite: What is a conductor?
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			Material Required: Distilled water, tap water, 3 volt battery, L.E.D. flexible wire, rubber base (to insert L.E.D), 2 plates Vocabulary: Good conductor, bad conductor (Insulator) Procedure: 1. With the help of battery, wire and L.E.D make a circuit. 2. Pour distilled water in one plate and tap water in another plate. 3. Test the circuit by connecting both wires in air. 4. Complete the circuit by dipping both the ends in the distilled water. 5. Dip the ends of both wires in tap water to complete the circuit. 6. Check the conductivity of other liquids like milk, vegetable oil, lemon juice and matter like iron nail, plastic, wood etc. Let's think: 1. In which case, did the L.E.D glow? 2. Why did L.E.D not glow in another case? 3. What helps to conduct electricity? Text to real world connection: 1. Copper, Brass, Steel, Gold, and Aluminium are good conductors of electricity. We use them mostly in electric circuits and systems in the form of wires. 2. Gases are not good conductors of electricity as the particles of matter are quite far away and thus, they are unable to
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				conduct electrons. 3. Plastic is a good insulator and it finds its use in making a number of things. Beyond the classroom: 1. How can we increase the conductivity of water? 2. Why do you get a shock when you touch a live wire? 3. Test the conduction of electricity through various fruits and vegetables. Display your result in a tabular form.
June	October	Force and Pressure	1.1.5: Differentiates between contact and non-contact forces etc. 7.1.2: Conducts simple investigations to seek answers to queries, e.g. Do liquids exert equal pressure at the same depth? What is the effect of surface area on pressure? etc. 7.3.6: Draws diagrams showing different effects of force 5.1.3: Applies learning of scientific concepts in day-to-day life, e.g., using sharp knife for cutting easily, increasing area to reduce pressure, etc.	Arrange a football match for learners. During/after the match ask learners: - What do you do to make football move? - How does goal keeper stop the ball? - How does player change the direction of moving football? Demonstrate that it is easier to burst an air filled balloon with a needle than by a finger. Activity 1: Discover the direction of pressure applied by liquid when put in a container to conclude that liquids exert pressure on the walls of the container Prerequisite: Force, pressure Material Required: Plastic bottle, scissors, tape, water Vocabulary: Exert liquid pressure. Procedure:

			7.1.3: Exhibits creativity in designing, planning, making use of available resources, etc. for carrying out different suggested activities at home. 7.2.5: Constructs model to show that liquids exert equal pressure at equal heights. 5.1.4: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc., such as, reporting the findings honestly, supporting other friends in need, etc.	1. Take an empty plastic bottle. 2. Drill four holes at the same height from the bottom of the bottle. 3. Drill 3 holes at different heights from the previous one. 4. Cover the holes with tape. 5. Fill the water in bottle. 6. Remove the tape from the holes which are at different height. 7. Now, remove the tape from the holes which are at the same height. Let's think: 1. Do the stream of the water coming out from the holes at different height fall at the same distance from the bottle? 2. Do the stream of the water coming out from the holes at the same height fall at the same distance from the bottle? 3. Was there any change in the speed of different stream? 4. What can you conclude from the above observation? Text to real world connection: The wall of a dam is made thicker at the bottom. The reason is that the pressure exerted by a liquid increases with its depth. A thicker wall is required to withstand a greater pressure and therefore the wall of the dam is made with thickness increasing towards the base. Beyond the Classroom: Why is water tank built at a high height in
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				our houses? Activity 2: Discover why does the water level rise in the narrow part? Material required: Plastic bottle, cutter Procedure: 1. Make a half cut along the semi-circular mark of a plastic bottle. 2. Press with thumbs to make a concave shape. 3. Dip bottle in tank to fill it with water. 4. Stand the bottle and check the level of water. Let's think 1. Why does the water level rise in the narrow part? 2. Can water level in narrow part be changed? If yes, then how?
June	November	Reaching the Age of Adolescence	4.3.2: Explains processes and phenomena related to reproduction in humans/reproductive phases. 4.3.3: Applies learning of scientific concepts in day to day life e.g., challenging myths and taboos regarding adolescence/sex determination.. 7.3.7: Draws labelled diagrams/flow charts e.g., endocrine	Make a list of some challenges myths and taboos regarding adolescence found in J&K. Call an expert/counsellor to your school to deliver a lecture on adolescent issues. Activity: Observe changes in human beings at different stages in life Material Required: Whiteboard and marker Vocabulary: Infancy, Childhood, Adolescence, Adulthood, Old-Age Procedure: 1. Draw the below table on the black board 2. Ask the learners to categorize the

			glands/hormones/sex determination in humans. 4.1.1: Creates awareness regarding balanced/junk foods/BMI/Wight- Height Ratio/drugs and makes efforts to develop eco-friendly attitude/healthy habits among students. 4.1.2: Conducts simple investigations to study food components/adulterants. 5.1.5: Exhibits values of honesty, cooperation, personal hygiene.	changes according to the stages of life when they occur, i.e. from the time that one is born till one becomes an adult and grows old. The changes could be recorded on the whiteboard or on the index cards/ slips of paper and pinned on the soft board. 3. (In case, learners do not respond, you could provide the following list of changes to initiate the activity: for example, growth in height, learning to talk, learning to walk, menarche, getting a beard, going to school, voice breaking, becoming shy, becoming responsible, osteoporosis (weakening of bones), being economically independent, menopause etc.) Let's think: 1. Why do you think people grow old? 2. What do you think causes these changes? Beyond the classroom: The facilitator may sum up the discussion by emphasizing on the following issues: 1. The world is a changing place. We may find changes exciting and good or scary and painful. Sometimes we can influence the changes in our lives and at other times we have no control over them. 2. Some of the changes in our lives are predictable. If we are prepared for them, we may be able to influence some of these processes and manage them better. For example, growth and maturation is a
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				continuous process and adolescence is a stage in the continuum of growth and development across the life span. 3. Adolescents need to be prepared for the physical, mental, psycho-social and emotional changes that take place during this phase of life so that they are not anxious about them and respond to these changes in positive and responsible ways.
July	Nov-Dec	Light	1.4.7: Explains processes and phenomena e.g., formation of multiple images etc 1.3.1: Measures angles of incidence and reflection etc 7.3.8: Draws labelled diagram/flow charts e.g., structure of eye etc 7.2.6: Constructs models using material from surroundings and explains their working e.g., kaleidoscope	The learner may be provided an opportunity in pairs/groups/individually in an inclusive set up an encouraged to conduct activities/experiments on laws of reflection/multiple image formation using candle and laser light etc. and record observations. Activity: Calculate the incident and reflected angle after striking the mirror with a ray of light to illustrate the law of reflection in real life Prerequisite: Student should know characteristics of light. Material Required: Mirror, comb, torch (or laser light), black paper, white sheet, pencil, glue. Vocabulary: Incident ray, reflected ray, normal, angle of incidence and angle of reflection. Procedure: 1. Fix a white sheet paper on a table. 2. Take comb and close all its opening

				except one in the middle by using black paper. 3. Hold the comb perpendicular to the sheet of paper and throw the light through the opening of the comb. 4. With slight adjustment of the torch, you will see a ray of light along the paper on the other side of the comb. 5. Place a strip of mirror in the path of the light ray. 6. Trace the path with pencil. Let's think 1. After striking the mirror, how does light travel? 2. Draw a normal to the surface of the mirror, and measure the angles formed between normal and incident ray/ reflected ray. Text to real world connection: Rays of light reflect, or bounce off, objects just like a ball bounces on the ground. This reflection of light is what enables us to see everything around us. Beyond the classroom: Suppose you are in a dark room. Can you see objects in the room? Can you see objects outside the room? Explain.
August	January	Friction	1.3.2: Differentiates between different types of friction: static/limiting/dynamic frictions. 6.2.5: Conducts simple investigations to seek answers	Make an inclined plane of wood and some wooden blocks, set the inclined plane at an angle of 45° and put a wooden block on it. Observe how it slides. Wet the block and put the wooden block again on it, again observe as to how it slides. Now apply some

			to queries e.g., why ball bearings are used in bicycle/hand cart etc. 1.4.8: Relates processes and phenomenon with cause, e.g., friction due to different surfaces, liquids and gases 5.1.6: Applies learning of scientific concepts in day to day life. e.g., increasing/reducing friction.	lubricant and observe the effect. Suggest some ways to increase the force of friction between feet and icy floor. Activity 1: Discover the factors that cause friction when two bodies are moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface Prerequisite: Contact forces, force of friction Material Required Wooden board, books, wrinkle free cloth, sand, torch cell Vocabulary: Surface irregularities, interlocking of irregularities Procedure: 1. Make an inclined plane by supporting one end of the wooden board with books (the inclined plane should be at one end of the table or any smooth surface). 2. Place the torch cell at the top of inclined plane and let it rolled down and observe how far it goes before coming to rest. 3. Make a mark on the surface where cell stops. 4. Now spread the cloth over the table or surface (make sure the cloth is wrinkle free), let the cell rolled down the board from the same point and observe the distance it covers over the cloth and mark it.
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				5. Now spread sand on table or surface, let the cell roll down again from the same point and mark the distance covered by cell. Let's think: 1. In which case is the distance covered the minimum? 2. Why is the distance covered by cell different every time? 3. Does the distance covered by cell depends on the nature of the surface of the cell as well? Text to real world connection: 1. Friction allows the matches to reach ignition temperature. 2. Friction allows you to hold onto objects without dropping them. 3. Riding a car. The motion of the car is brought forth because of friction. Without friction, the wheels would keep on turning and the car would remain stationary. Beyond the classroom: Imagine that friction suddenly vanishes. How would life be affected? List ten such situations. Activity2: Climbing toy Material required: Matchstick box, thread, used refill, 2 oil pins Procedure: 1. Take an empty matchstick box and take out its tray.
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				2. Cut a used refill of a ball pen of the same width as the tray as shown in the picture below. 3. Fix the refill with two pins on the top of the tray. 4. Make two holes on opposite sides of the tray. Make sure that the holes are large enough to allow a thread to pass through them easily. 5. Take a thread about a metre long and pass it through the holes as shown. Fix beads at the two ends of the thread so that it does not come out. 6. Insert the tray in the outer cover of the matchbox. 7. Suspend the match box by the thread. Leave the thread loose and write your observation. Tighten the thread now and observe. Reflection question: 1. Was there any difference between the two observations? 2. Can you relate it to friction?
September	February	Some Natural Phenomenon	1.4.9: Relates processes and phenomena with causes e.g., lightning as an electric discharge due to accumulation of charges in clouds etc. 7.2.7: Constructs models using material from surroundings and explain	Make a list of do's and don'ts during lightening and earthquake and hang it on the front wall of your classroom. Using common household material to make a working electroscope. Ask the students to prepare their own electroscopes. Activity1: Describe if two charged objects

			their working e.g., electroscope 5.1.7: Applies learning of scientific concepts in day to day life e.g., installation of lightning conductors 5.2.3: Discusses stories of natural phenomena/calamities e.g., tsunami, cyclones, tornadoes, hurricanes, avalanches, flash floods, forest fires, volcanic eruption etc.	attract or repel each other in order to establish that similar charges repel each other while opposite charges attract each other. Prerequisite: There are two kinds of charges: Positive and negative. Material Required: Plastic bottle, comb, wool, plastic scale, balloon. Vocabulary: Attract, repel Procedure: 1. Fill bottle with water and put the cap back. 2. Poke a small hole near the base of the bottle with a needle, a thin stream of water will flow out from the hole. 3. Rub an inflated balloon with wool. 4. This will electrically charge the balloon. 5. Then bring the balloon close to the water stream. 6. Repeat the experiment using a comb, and plastic scale. Let's think: 1. What happens when you bring the electrically charged balloon, comb and plastic scale close to water stream? 2. Do the two attract each other or repel each other? Text to real world connection: 1. Clothes stuck to one another after being in the dryer is another example of static electricity.
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			2. In printers and photocopiers where static electric charges attract the ink, or toner to the paper. Other uses include paint sprayers, air filters, and dust removal. Beyond the Classroom: Why is it advised not to stand near trees during a lightning storm? Activity 2: Creating a charge detector Material required: A plastic cup, 2 strips of aluminium foil (3cm x 1cm), a piece of copper wire, Procedure 1. Take an empty transparent plastic glass and keep it upside down. 2. Pierce a hole at the bottom of the glass so that copper wire can be inserted as shown in picture. 3. Twist one end of wire in the shape of coil and bend another end to hang aluminium foil. 4. Cut 2 strips of aluminium foil about 3cm x 1cm and hang them as shown in picture. 5. Bring a charged body near it. Let's think: 1. Is there any effect on the foil strips? 2. Do they repel each other or attract each other?
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Model Summative Assessment in SCIENCE		
S.No.	Chapter Number and Name	Marks Allotted
01	Micro-organisms Friend and Foe	5
02	Conservation of Plants and Animals	5
03	Reproduction in Animals	5
04	Sound	4
05	Food Production and Management	6
06	Combustion and Flame	4
07	Chemical Effects of Current	6
08	Light	5
09	Friction	4
10	Some Natural phenomenon	6
TOTAL		50

Weightage of Cognitive Level

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

8th Class
(Mathematics)

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

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

CG-3 Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
	C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
	C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
	C-3.4 Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
	C-3.5 Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C-4.1 Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
	C-4.2 Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3 Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
	C-4.4 Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world

CG-5 Collects, organises, represents (graphically and in tables), and interprets data/information from daily-life experiences	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
	C-5.2 Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations

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

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

Class 8th (Mathematics) Syllabus cum Academic Planner 2025-26

Timeline Month		Chapter	Suggestive Learning Outcomes: The learner	Interaction Time - Let's go beyond the textbooks ...
Winter Zone	Summer Zone			
NOV	APR	Rational Numbers	LO-1.4.5: - Explains the Associative, Commutative and Distributive property and their application in simplifying expressions involving rational numbers. - Applies the Associative, Commutative and Distributive property to solve problems involving rational numbers - analyses which method leads to a simpler solution by comparing the efficiency of solving problems with different properties	Discusses the importance of operational laws in rational numbers
DEC	APR	Linear Equations in One Variable	LO-2.4.2: translates a simple word problem into a linear equation with one variable (e.g., "John has x apples. He gives away 5 apples. How many apples does he have left?" becomes	

			$"x - 5 = a")$ solves a linear equation with one variable (e.g., $"x + 3 = 8"$, the learner finds the value of x for which the equation holds true)	
MAR	MAY	Understanding Quadrilaterals	LO-3.1.2: Explores the angle sum formula for polygons and solves the problems of quadrilaterals involving interior and exterior angle sum property. LO-3.1.3: Demonstrates the properties of parallelogram, rhombus, square and rectangle	- Why is the sum of exterior angles 360°? Why not less or greater? Discuss. - Why a square is also parallelogram, rectangle, ... etc - Why there is need to make frequency and class interval - Compare the contract different types of graphs
MAR	MAY	Linear Equations in One Variable (Continue...)	LO-2.4.3: Solves simple real-world problems involving linear equation in one variable(e.g., finding missing dimensions in geometric shapes)	
APR	AUG	Squares and Square Roots	LO-M801: Constructs the knowledge of perfect square numbers and their properties. Lo-M802: Finds square roots using estimation, factorisation and division method.	- Discuss the relation between perfect square and perfect cube numbers in comparison to square and cubical objects - Discuss the applicability of estimation method for find the square and cube roots of numbers
		Cubes and Cube Roots	LO-M803: Constructs the knowledge of perfect cube numbers and their properties. LO-M804: Finds cube root using factorisation and estimation method.	

MAY	SEP	Algebraic Expressions and Identities	LO-2.3.3: Adds, subtracts, multiples and divides an algebraic expression by another algebraic expression LO-2.5.1: Demonstrates the understanding of identities and applies them to solve simple numerical and non-numerical problems.	○ Discuss the use of identities in solving the problems involving product of numbers ○ Discuss the importance of identities in the division of algebraic expressions
		Exponents and Powers	LO-1.1.11: Explores and operates laws of exponents in the situations where multiple exponential law is used LO-1.1.12: Converts the numbers from usual form to standard form and vice versa	
		Factorisation	LO-2.3.4: Finds factors of algebraic expressions using by various methods LO-2.3.5: Solves the problems of division involving factorisation of algebraic expressions	○ Tries to measure the area of some piece of land available in the locality/school premisses ○ Tries to measure the capacity of cup/glass/mug/bucket etc
JUNE	OCT	Mensuration	LO-4.1.5: Uses earlier learnt concepts to find the area of 2-D combined shapes LO-4.1.6: Develops the formulae used to calculate the surface area and volume of: (a) Cube/Cuboid (b) Cylinder LO-4.1.7: Compares and contrasts the surface area/volume of different 2D/3D objects	

JUL	NOV	Comparing Quantities	LO-1.6.11: Compares quantities using the concept of ratio and percentage LO-1.6.15: Solves the problems involving concept of ratio and percentage	○ Discuss the need of ratio in daily life problems. Discuss the use of direct and inverse proportion in day-to-day life situations
AUG	NOV	Direct and Inverse Proportion	LO-1.6.13: Illustrates by giving examples of Ratio and Proportion LO-1.6.14: Solves simple problems involving the concept of direct and inverse proportion	
AUG	DEC	Data Handling	LO-5.1.3: Organises data in tabular form and in frequency distribution	○ Why there is need to make frequency and class interval. ○ Compare the contract different types of graphs
SEP	JAN	Introduction to Graphs	LO-5.1.5: Interprets information from various charts/graphs e.g. Pictograph, Bar Chart, Histogram, Pie-chart LO-5.2.3: Represents data using Pictograph, Tally mark, Bar-Chart, Pie-Chart, Histogram,	
SEP	FEB	Introduction to Graphs (continue...)	LO-M805: Locates and represents the objects (points) using Cartesian system	Represents some object by its coordinates using coordinate system (Only positive quadrant)

COGNITIVE LEVEL WEIGHTAGE

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

Summative Assessment Blueprint

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

Class 8th
(Social Science)

Curricular Goals & Competencies for Social Science (Middle Stage) in NCF 2023

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

CG-5 Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one’s own family, locality, region, and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India’s rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors	C-7.1 Explains India’s unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including ayurveda and yoga C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country C-7.3 Appreciates India’s tradition of inclusion across communities and social groups, and its influence in vast parts of the world through

despite the geographical diversity of India	its cultural elements
CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries – especially in a country such as India – and its deeper objectives C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India’s civilisational heritage C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India’s democratic traditions through its history
CG-11 In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10

Syllabus cum Academic Planner for Class VIII –Social Science

Duration (Month)		Textbook	Chapter	Suggestive Learning Outcomes (GG.CC.LO)*	Suggested Activities
Winter Zone	Summer Zone			<i>The learner</i>	
* Note: The learning outcomes have been mapped with the Curricular Goals and Competencies as given in NCF School Education 2023 for Social Science Education. The first digit of the code represents the Curricular Goal number, Second digit represents the Competency number of the respective CG and last digit represents the Learning Outcome number framed on the basis of CGs, Competency and content of the Textbooks.					
Nov-Dec	April	Geography	Resources	6.2.1 defines the concept of resources 6.2.2 classifies different types of resources and industries based on raw materials, size and ownership etc.	Projects on conservation of resources
			Land, Soil, Water, Natural Vegetation and Wildlife Resources	6.2.3 locates distribution of important minerals, e.g. coal and mineral oil on the world map 6.2.4 analyses uneven distribution of	Research: (Has your own place undergone any change in the land use pattern in recent years?)

				natural and human made resources on the earth 6.2.5 justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas	
			Human Resources	describes various demographic features in India. analyses factors affecting distribution of population. explains the concepts of population change, population composition etc.	
Mar-April	May	Social and Political life-III	The Indian Constitution	8.1.1 Describes the concept of Constitution and its need for a country. 8.2.1 Explains the process of formation of the Indian Constitution and describes its key	Identify the issues in your locality where any of your fundamental right (s) is/ are infringed. Make an action plan how to address these issues.

				features. 8.2.3 applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation	
			Understanding Secularism	8.2.2 Explains the concept of Secularism 8.2.3 Describes the concept of Secularism in Indian Context. 7.1.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, cuisines, traditions, festivals, and health practices including ayurveda and yoga etc.	Prepare posters with drawings and picture of different religious worship places and discuss their importance
			Why do we need a	4.1.1 Describes the process of election to the Lok	On a constituency map of UT of J&K locate your own constituency.

			Parliament?	Sabha 4.2.1 Describes the role and functions of parliament 4.2.3 Locates one's own Constituency on Parliamentary Constituency Map of State/ UT and names local MP	Lok Sabha mock election
			Understanding laws	4.2.4 Describes the process of making a law (e, g. Domestic violence Act, RTI Act, RTE Act. 4.2.5 infers the understanding of unpopular and controversial laws	Identify in your locality issues related to violation of educational rights and make an action plan how to address these issues to the competent authorities.
May-Jun	Aug-Sep	History-III	How, When and Where	1.1.1: Analyses the periodization of history of India 1.1.2: relates key historical developments during modern period occurring in one place	Research arguments both in support and against the periodization proposed by James Mill

				with another.	
			From Trade To Territory-The Company Establishes Power	3.2.1: explains how the English East India Company became the most dominant power in India	Arrange an activity in the classroom to prepare posters and charts of places of India where the East India company stayed chronologically and make research the policies how the East India Company became the most dominant power
			Ruling The Countryside	4.1.2: explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'	Make a group discussion in the classroom and Advise students to Imagine you are a witness giving evidence before the indigo commission. W.S.Setonkarrasks you—On what conditions will ryots grow indigo? What will your answer be? Write down.
			Tribals, Dikus and The Vision of a Golden Age	4.1.3: describes the forms of different tribal societies in the 19th century and their relationship with the environment. explains the policies of the colonial	Instruct students to imagine you are a jhum cultivator living in a forest village in the 19 th century and told them that the land you were born on no longer belongs to you. In a meeting with British officials you try to

				administration towards the tribal communities	explain the kinds of problems you face. What would you say? And write them.
Jul	Oct	Geography	Agriculture	9.1.1 describes the farm system and types of farming 9.1.2 explains the factors affecting agriculture production. 9.1.3 analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world. 9.1.4 draws interrelationship between types of farming and development in different regions of the world	On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries
			Industries	9.1.5 Defines	Research the factors

				industry and industry system. 9.1.6 Classifies industries on the basis of raw materials, size and ownership. 9.1.7 Identifies factors affecting distribution of various industries. 9.1.8 Recognises major industries found in different parts of India.	responsible for the development of cities like Pittsburgh and Jamshedpur
			Industries of Jammu, Kashmir and Ladakh	Same as for chapter “Industries” with focus of Jammu and Kashmir	Prepare the list of small scale industries found in your district. Visit any cottage industry in your area and make a list of raw materials used in it.
Aug	Nov-Dec		Judiciary	4.2.6 Describes the functioning of the Judicial system in India by citing some landmark cases 4.2.7 Explains the concept of Independent	Arrange an activity in the classroom to prepare charts reflecting the Hierarchy of the Indian judicial system

				Judiciary with appropriate examples. 4.2.8 Describes the structure of courts in India. 4.2.7 Appreciates the Indian judicial system by quoting suitable landmark decisions.	
		Social and Political life-III	Understanding Marginalisation	5.1.1 Describes the concept of marginalisation 5.1.2 Identifies marginalised sections in the society. 5.1.3 Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region	Conduct group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections.
			Confronting Marginalisation	5.2.1 Identifies efforts (being) made at different levels to ensure equity, inclusion, and justice.	Visit your locality and conduct a survey of any marginalised group regarding their hardships and prepare a report to suggest possible remedies

				5.2.2. Appreciates efforts made to address issues of marginalised community.	
			Public Facilities	11.1.1 Identifies the role of Govt. in providing public facilities such as water/Sanitation /Road/ Electricity/etc. and recognizes their availability	Identify and enlist deficient public facilities of your locality and prepare a 'Representation' to address these issues to the competent authority.
			Law and Social Justice	0.0.2 identifies the role of law in ensuring social justice 0.0.3 Describes the role of laws in protecting environment	Visit of the local market and interact with different shopkeepers to understand producer-consumer relationship.
			Social Exclusion and Inclusive Policy in Jammu and Kashmir	5.2.3 Analyses the causes and consequences of Marginalization faced by disadvantaged sections of one's own region.	Collect pictures and posters of specially abled achievers from different spheres who made their valuable contribution for the betterment of the nation.

Barter and Money, Bank and Investment 7 insurance and Tax					Non-Evaluative
Sep	Jan	History-III	When People Rebel 1857 and After	Lists the forgotten heroes of the revolt of 1857. 11.1.2 Explains the origin, nature and spread of the revolt of 1857. 11.1.3 Explains the lessons we learned from the revolt of 1857.	Develop a project on social, economic, political, religious and immediate causes of revolt of 1857.
			Civilizing the Native, Educating the Nation	11.1.4: Explains the institutionalisation of the new education system in India	Divide the students into two groups as 'Orientalists and Westernists and each group shall highlight the importance of institutionalization of education system which they want to introduce.
			Women, Caste and Reforms	4.2.9: Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration	Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829.Child marriage Restraint Act,1929 etc.

				towards these issues	
Sep	Feb	History-III	The Making of the National Movement: 1870s – 1947	11.1.5 Outlines the course of the Indian national movement from the 1870s till Independence analyses the significant developments in the process of nation building	Organize open demonstrations in the premises of school to highlight the nature and importance of Satyagraha, Khilafat Movement, Non-Cooperation Movement, Dandi March, Quit India Movement etc. during the course of the Indian national movement.
			Formation of Erstwhile Jammu and Kashmir State and the Dogra Rule	11.1.6 Identifies the contribution of Dogra rule. 11.1.7 Outlines the formation of erstwhile Jammu and Kashmir State	Organize a Quiz Programme among different groups of students on formation of J&K state viz, socio economic and cultural, etc. development under Dogra rule

Summative Assessment Content (Social Science-VIII)

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

QUESTION PAPER DESIGN CLASS 8th

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

Class 8th
(Hindi)

कक्षा :-आठवीं	वार्षिक पंचांग सह सिलेबस /शैक्षिक कैलंडर सह सिलेबस
पाठ्यचर्यासंबंधीलक्ष्य:- CG-1:- विभिन्नप्रकारकेपाठों (कहानियों, कविताओं, नाटकोंकेअंश, निबंध, लेख, समाचाररिपोर्ट) केसाथजुड़करस्वतंत्रपढ़नेकीसमझऔरसारांशकौशलविकसितकरता हैऔरकिताबेंपढ़नेमेंरुचिदिखाताहै। CG-2 विचारों, भावनाओं और सामाजिक घटनाओं के अनुभवों उदाहरण के लिए गांव के मेले, त्योहार,अवसर के बारे में लिखनेकी क्षमता प्राप्त करता है। CG-3 प्रश्न पूछने, विश्लेषण करने और उत्तर देने के लिए भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है। CG-4 विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करते हैं।	योग्यता/क्षमता:- C-1.1 विभिन्नपाठोंकोसमझनेकेलिएविभिन्नसमझरण नीतियों (भविष्यवाणी, अनुमान) कोलागूकरताहै। C-1.2 मुख्यबिंदुओंकीपहचानकरताहै, पाठकोध्यानसेपढ़नेकेबादसारांशदेताहै, औरसुसंगतरूपसेप्रतिक्रियादेताहै। C-1.3 विभिन्नग्रंथोंमेंमुख्यविचारकीपहचानकरताहैऔर उसकीसराहनाकरताहै। C-1.4 विभिन्नप्रकारकेपुस्तकोंकोचुननेऔरपढ़नेमेंरुचि दिखाताहै। C-2.1 लेखन रणनीतियों का उपयोग करता है जैसे विचारों को अनुक्रमित करना, शीर्षकोंया उप शीर्षकों की पहचान करना, और स्पष्ट शुरुआत,अंत और पैराग्राफ बनाना।

CG-5

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

CG-6

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

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

C-3.1

उचित शैली का प्रयोग करके विभिन्न प्रकार के पत्र और निबंध लिखते हैं और विभिन्न श्रोताओं और उद्देश्यों के लिए दर्ज करते हैं।

C-4.1

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

C-4.2

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

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

C-6.1 भाषा की ध्वन्यात्मकता और लिपि, स्वरों और व्यंजनों की संख्या और वे कैसे परस्पर क्रिया करते हैं और उपयोग किए जाते हैं, को समझते हैं।

C- 6.2 भाषण और लेखन को अधिक रोचक और आनंददायक बनाने के लिए भाषा में यमक, छंद, अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्न होना।

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

सीखनेकेपरिणाम

C-1.1.1

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

C-1.2.2

1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔरसमर्थनविवरणोंकीपहचानकरतेहैं।
2. गैर-कथात्मकपाठोंसेजटिलविचारोंकासंक्षेपणकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययनकरतेहैं।

3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेकेउपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं।

C-1.3.3

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

C-1.4.4

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

C-2.1.1

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

C-2.2.2

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

C-3.1.1

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

C-4.1.1

1. एक काल्पनिक किताब की कथा विकास की समीक्षा करता है।
2. छात्र साहित्य के विभिन्न रूपों की पहचान करते हैं और उनकी सराहना करते हैं, जैसे गद्य, कविता, और नाटक के नमूने।
3. छात्र विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके उपमा, रूपक, मानवीकरण अलंकार, अतिशयोक्ति और अनुप्रास जैसे साहित्यिक उपकरणों की पहचान करते हैं।

C-4.2.2

1. छात्र साहित्यिक रचनात्मकता को विकसित करके अपने विचारों को स्पष्टता से व्यक्त कर सकने में सक्षम हो जाते हैं।
2. रचनात्मक विकास: छात्र साहित्य के उपकरणों और रूपों के प्रयोग के माध्यम से अपनी रचनात्मकता को विकसित कर सकते हैं और अपने विचारों को स्पष्टता से व्यक्त कर सकते हैं।
3. साहित्य के प्रभाव का विश्लेषण: छात्र समझ सकते हैं कि साहित्य के विभिन्न रूप और उपकरण किस प्रकार सामाजिक, सांस्कृतिक, और मनोवैज्ञानिक प्रभाव डालते हैं।

C-5.1.1

1. छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे।
2. उनमें वाक्य संरचना, वाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी।
3. छात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यवसायिक रूप से अपने विचारों को व्यक्त कर सकेंगे, जो कि उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।
4. समस्याओं का स्वतंत्र रूप से समाधान करने के लिए कौशल के उन्नत सिद्धांतों को संश्लेषित करने में सक्षम होते हैं।

C-6.1.1

1. छात्र विभिन्न संदर्भों में स्वर उच्चारण परिवर्तन के नियमों का अन्वेषण कर उनको समझता है (उदाहरण के लिए, स्वर संक्षेपण)।
2. भाषाओं के बीच स्वर ध्वनियों और ध्वनिक चिह्नों की तुलना और विस्तार करता है।
3. विभिन्न स्वर ध्वनियों का उपयोग करके उच्चारण और वाक्य संरचनाओं का प्रभावी रूप से अनुवाद करता है।

C-6.2.2

1. मनोरंजनयाप्रेरणात्मकउद्देश्योंकेलिएयमक, छंद, औरअनुप्रासकोसमाहितकरनेऔरप्रस्तुतकरनेकेलिएछोटीप्रस्तुतियोंकोविकसितकरताहै।
2. अधिकजटिलशब्द- खेलबनाताहै, एकमात्रलेखमेंकईसाहित्यिकउपकरणोंकोसमाहितकरताहै।
3. साहित्यमेंशब्दखेलोंकाउपयोगमूल्यांकनकरताहै, जोध्वनि, भावना, औरविषयपरप्रभावडालतेहैं।
4. सहयोगीयोंकेसाथमिलकरयमक, छंद, औरअनुप्रासअलंकारोंकाउपयोगकरकेकविताबनानेऔरप्रस्तुतकरनेमें सहायक होता है।

C-6.3.3

1. विभिन्नशब्द- खेलोंकीसंरचनाकाविश्लेषणकरताहै, समस्याओंकेहलकेलिएरणनीतियोंकीपहचानकरताहै।
2. अपनीश्रेणीस्तरकेलिएउपयुक्तशब्दावलीकाउपयोगकरकेचुनौतीपूर्णविलोमअक्षरऔरक्रॉसवर्डबनाताऔरहलकरताहै।
3. मूल -शब्दखेलोंकानिर्माणकरउन्हेंप्रस्तुतकरताहै।
4. सहयोगियोंकेसाथमिलकरअपनेस्कूलयासमुदायकेलिएशब्द- खेलप्रतियोगितामेंशामिलहोताहै।

जमात : अठमीं

महीनें दी रूप रेखा		बिसे/उपबिसे	सिक्खनें दे परिणाम	योग्यता	गतिविधिएं लेई सुझा
सर्द	गर्म				

लाका	लाका				
नवंबर - दसम्बर	अप्रैल - मेई	15 अगस्त (कविता)	कवितागी लैऽकन्नैपढना, चेताकरनाते जमातै च सनाना	कविताराहें अजादीदीम्हत्ता, अधिकारतेफर्जदी योग्यतादाज्ञान	●विद्यार्थिंएंगी अजादीते गुलामीच फर्कदस्सेआजाईसकदाऐ। ●कविताच बरतोए दे मुहावरें तेखुआनेंदा अर्थ दसदे होईउंदा वाक्य च प्रयोगकरने दा भ्यास विद्यार्थिंए च लेखन ते वाचन कला गी मजबूत करग। ●अजादीबाद भारत दे नागरिकें गी जेहडे अधिकार थोएन ,उंदे बारै विद्यार्थिंए गी समझाया जाई सकदा ऐ। ●तरंगेझंडे दे रंग, उसदेप्रतीकेंते अशोकचक्रबारैगल्लकितीजाई सकदी ऐ। ●भारतदी अजादीलेईशहीद होनेआहले किश वीरयोदाएंबारैचर्चा करियै विद्यार्थिंएदा ज्ञान बधाया जाई सकदा ऐ। ●कवितागीमूंहजबानी चेते करियै कलास च सनानै लेई प्रेरत किताजाई सकदा ऐ।

					● अजादी परेंत केहूकेहू प्राप्त होआ - केहू प्राप्त करना अजें बाकी -ते केहू ए बच्चें गी समझाई देसै लेई किश ,ऐ करने गी प्रेरतकित्ताजाई सकदा ऐ।
		जंदेघरैदे इयैराहू	कविता गी लैऽ कन्नै पढ़नाचेता करना ते , जमातै च सनाना	कविताराहेंघरैदे बडुबजुर्गेदेआदर-मान तेनिक्केंप्रतिहिरखभावनादीयोग्यतादा ज्ञान	●कविताच दस्सीगेदिएंबुराइयेंबारैविद्यार्थिएं कन्नैचर्चाकरदेहोई उनेंगी इंदेशादूररौहने लेईप्रेरित कित्ताजाई सकदा ऐ। ●घरै च बडुं दाआदर- मानतेनिक्कें कन्नैहिरखैनैरौहने लेईसिक्खेआ दिती जाई सकदी ऐ। ●विद्यार्थिएंगीलडाई - झगडेंदेनुकसानते सुलहसलाह - कन्नैरौहनै दे फायदेदस्से जाईसकदे न।
मार्च	अगस्त	कंठी ते शैहर	कवितागीलैऽकन्नैपढ़ना, चेताकरनातेजमातैच सनाना	कविताराहेंकंठी अलाकेदे खान-पान , साग सब्जिएंतेकम्मैं-काजेंदे ज्ञानदी योग्यता।	●कंठीते ग्राएं दे लोकेंदे जीवनबारै गल्लबात करियैविद्यार्थिएं गी दौनें थाहरेंबारैजानकारी दिती जाई सकदी ऐ। ●कंठी लाहकेदियां फस्लां, फल - सब्जियांते बूटें बगैरा दे बारे च बच्चें

				गी विस्तार कन्नैदस्सेआ जाई सकदा ऐ। ●ग्राएंते शैहरें दे लोकेंदे खानपान , कम्मकाज च फर्क बारैचर्चा किती जाईसकदी ऐ। ●ग्रांदे लोकेंदा शैहरा पासैपलायनकरनेदे कारण दस्सदे होई किश उदाहरण बी दित्तेजाई सकदे ना। ● कंढी उप्परशैहरें ,ग्राएं उप्पर , कई कवितां लखोई दियां न ,उप्पर उंदे बारै बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ऐ। ● पैहलें दी कंढी ते अज्जै दी कंढी , पैहलें दे ग्रां ते अज्जै दे ग्रां च फर्क समझाया जाई सकदा ऐ।
	लोरी	कवितागीलैऽकन्नैपढ ना, चेताकरनातेजमातैच सनाना	कविताराहें धियेंप्रतिहोनेआहले माडे बरताऽतेकिशहोरबु राइयेंगी दूरकरनेदी योग्यतादाज्ञानदित्ते	●लोरी दीपरिभाशा समझांदे होई होर भाषाएं दी लोरियें बारे बी जानकारी दित्ती जाई सकदी ऐ। ●कविताच बरतोए दे मुहावरें गीतालियै उंदे बारै चर्चाकरियै उनेंगी वाक्यच प्रयोग कित्ताजाई

				दा ऐ।	सकदा ऐ। ●समाजकबुराईभूनहत्या पर खुल्लियैगल्ल-बातकितीजाई सकदी ऐ। ●विद्यार्थिऐं गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुडिऐं च भेदभाव दे उदाहरण उनेंगी लभदे ना। ●धीऽदे जन्म दे बादघरैच रौनकबधीजंदीऐ, धियां जिम्मेदार हुंदियां नइसदे किश उदाहरण , दित्ते जाई सकदे ना। ●ए सोचनेलेईआक्खेआजाईसकदा ऐ जे जेकरकुडियां संसार च औंगन गै नेई तांकेहू होग? ●दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे ना।
अप्रैल	सतम्बर	कंठियादाबस्सना	कवितागीलैऽकन्नैपढ ना, चेताकरनातेजमातैच सनाना	कविताचकंठी दे जीवन - यापनदेकन्नै- कन्नैछंद बगैरादीबरतूनदी योग्यतादाज्ञान	●विद्यार्थिऐं गी चेता कराया जाई सकदा ऐ जे इस्सै चाल्ली दे बिशे उप्पर इक कवितापैहलेंबीपढीलैती गेदी ऐ। ●कंठी लाके दी कुडिऐंलाडि -ऐं देकम्मकाजबारैचर्चा किती

				दित्तेदा ऐ।	जाईसकदी ऐ। ●अजादीदे बादभारत दे कंठीखेतर चजेहडेबदलावहोए नउंदे पर , - चर्चाकित्ती जाई सकदी ऐ। ●विद्यार्थिऐं गी पुच्छेआ जाई सकदा ऐ जे चक्कीकुन्नै- कुन्नै दिक्खीदीऐ। ●मशीनीजुग च हून कत्तने-पिंजने , -आटा पीहने जैसे कम्म करने दे ढंग ते उंदे ,तरीके किन्ने बदली गेदे न बदलने कन्नैलोकें दे जीवन च केह-एहदे पर चर्चा ,केह फर्क आए न कित्तीजाई सकदी ऐ ते अगगें केह-बच्चें गी कल्पना ,केह अजैं होर होग करने लेई आखेआ जाई सकदा ऐ। ●कविताच कवित्त छंद दा इस्तेमाल होए दा ऐबच्चें गी इस छंद दी , - जानकारी दित्ती जाई सकदी ऐ ते मूंहजवानी चेतें करियै कविता कलास च सनानै लेई बी प्रेरत कित्ता जाई सकदा ऐ।
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		ईदी (कहानी)	कहानी गी पढ़ने च रोचकता दे गुण पैदा करना	ईदी कहानी राहें गरीबें आसे आई द दायार मनाने दीयो ग्यता दा ज्ञान	● विद्यार्थी एं गी कविताते कहानी च फर्क दस्से आजाई सकदा ऐ। ● ईदी कदूं ते की दित्ती जंदी ऐ, चर्चा करी सकदे ओ। ● पैहले समेंदी दुकानदारी ते अज्जदी दुकानदारी च फर्क दस्सदे होई ऑनलाइन शॉपिंग दी गल्ल बात बी कित्ती जाई सकदी ऐ। ● इस कहानी दी तत्वे दे आधार पर गल्ल बात करियै विद्यार्थी एं गी मती जानकारी दित्ती जाई सकदी ऐ।
मेई	अक्टूबर	मंगते दा घराट	कहानी गी पढ़ने च रोचकता दे गुण पैदा करना	घराट केहू होंदा ऐ, एकै हदे कुनै चलदा ऐ ते मंगतानां दा आदमी इस गी कि यांचलां दा ऐ ज्ञान दी योग्यता दस्सी गे दी ऐ।	● 'मंगते दा घराट' डोगरी च लखोने आहले पैहले कहानी संग्रैह 'पैहला फुल्ल' चा लैती दी इक कहानी ऐ। विद्यार्थी एं गी ए जानकारी दिंदे होई किश मुंडले कहानी संग्रैहें दी ते डोगरी दे अज्जै दे कहानी कारें बारे सरसरी जानकारी दित्ती जाई सकदी ऐ। ● घराट कुनै-कुनै दिक्खे दा ऐ ते ए कियांचलदा ऐ,

					चर्चा किती जाई सकदी ऐ। ● हिंदू-मुस्लिम एकै दी गल्ल बात किती जाई सकदी ऐ। ● घराट दे आटे दे सुआद बारै सनाया जाई सकदा ऐ।
		सकोलडे	कहानी गी पढने चरोचक तादे गुण पैदा करना	इस कहानी च डुंगर दे मुख ध्यार सकोलडे उप्पर बनाए जाने आ हले पको आन ते होर रीती - रबाज़ दी योग्यता दा ज्ञान।	● कहानी च किश नमें शब्द आए देन, जियां घमां ह, मनें बगैरा, इंदे कन्नै इंदे मेलमे शब्द दस्से जाई सकदे न, जियां:- कनाल, मर्ले, मन, पढोपी, टुप्पा बगैरा ते इंदे बारै चर्चा किती जाई सकदी ऐ। ● रुट्ट - राहडे, सकोलडे, खमीरे, बब्बरूं बगैरा बारै चर्चा किती जाई सकदी ऐ। ● कहानी च प्लुतऽ) चिन्ह दा प्रयोग होएदा ऐ, इस दे प्रयोग ते उच्चारण बारै गल्ल- बात किती जाई सकदी ऐ। ● कुडिएं- लाडियें सरबन्धी किश होर ते हारें बारै चर्चा किती जाई सकदी ऐ।

જૂન	નવંબર	સંતકવિરવિદાસ	સંતકવિ રવિદાસ જીદેવ્યક્તિત્વતેકૃત્તિત્વ બારૈજ્ઞાનહાસલકરના	સંતકવિ રવિદાસજીદી ઇમાનદારી, નેકનિયતીતેસમાજ ચજનાનિયેંદેહિતેં બારૈગલ્લકરનેદી યોગ્યતાદાજ્ઞાન હાસલ કરના	●સંતકવિ રવિદાસ હુંદેબારૈ પાઠ દે અલાવાકિશ હોરજાનકારી બી દિત્તીજાઈસકદી એ। ●વિદ્યાર્થીએંગી એ દસસેઆજાઈ સકદાએ જે કોઈબી કમ્મ નિક્કા જાંબડુ નેઈહોંદાઉસસી ઈમાનદારી , કન્નૈકરના ગૈ બડપ્પન એ। ●સંતરવિદાસ હુંદે જુગૈચજનાનિયેંકુઢિએંગી મતેઅધિકારનેઈહે, કયા અજ્જસાઢે સમાજ ચ ઇનેંગી બરોબરદે અધિકારહેન? જેકરનેઈતાં કેહડે- કેહડે અધિકારનેઈન, ચર્ચાકિત્તીજાઈસકદી એ। ●ડુગ્ગરપ્રદેશ ચ બી રવિ દાસદે કેઈમંદર ન તે ઉન્દીસુઢ્ઢી સમ્હાલૈચ જ્ઞાકિયાંબગૈરાબીકઢિયાંજંદિયાંન, ઉંદે બારૈ વિદ્યાર્થીએં કન્નૈચર્ચા કિત્તીજાઈ સકદી એ।
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जुलाई- अगस्त	दसम्बर - जनवरी	शहीदभगतसिंह	भगतसिंहजीहुंदेव्यक्ति त्व ते कृत्तित्व बारैसबूरी जानकारी हासल करना	भगतसिंह हुंदे देशप्रेमतेअजादीलेई हसदेहसदेअपनीजिं दकर्बान करीदेनेदेजजबेदा ज्ञान।	●पाठ पढ़ाने शापैहलें शहीदभगत सिंह हुंदेते उस बेल्ले दे ल्हातें बारैच गल्लबात कितीजाईसकदी ऐ। ●अध्यापक यूट्यूब, गूगल बगैरादा स्हारा लेइयै किश वीडियो, फोटो बगैराविद्यार्थिएं सामनै दस्सीसकदेन। ●पाठ दे अलावा बी शहीद भगत सिंहहुंदेजीवनदे किश होरकिस्सेसांझे करीसकदे ओ। ●शहीदभगत सिंह हुंदे परकिश फिल्मांबी बनीदियांन उंदे बारैबी चर्चा कितीजाई सकदी ऐ।
सतम्बर	फरवरी	एकांकी/परौहनचारी	एकांकीपढ़ने, समझनेतेलिखनेदीजानकारीहासल करना।	एकांकीराहेंशैहरें चकितीजानेआहली परौहनचारीदाब्यां गात्मकढंगै कन्नैव्यौरा।	●विद्यार्थिएंंगीपरौहनचारीदी परिभाषादेइयै अज्जै दी परौहनचारी ते पिछले समें दी परौहनचारीगां दी परौहनचारी ते , शैहरा दी परौहनचारी बारे जानकारीदिती जाई सकदी ऐ। ●परसराम ते बसंतीदे सुभाबारैगल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र किताजाई सकदा ऐ तां जे

					विद्यार्थीएं दी पाठ च होर रुचि बनी जा। ●एकांकी दे पात्रेंदी भूमका नभानै लेई विद्यार्थीएंगीप्रेरत कित्ता जाई सकदा ऐ ते कलास च ए एकांकी खेढी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्नैसमझ बी आई जा ते भूमकानभाने आहलें च अभिनय कला दा बकास बी होऐ।
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योगात्मकमूल्यांकन			
क्र.सं	कर्तन	अध्यायसंख्याऔरनाम	अंकआवंटित
01	क	अपठित गद्यांश	14
02	ख	व्याकरण	09
03	ग	लेखनकौशल	12
04	घ	साहित्य	15
		पाठ९४: ओ नभ के मंडरातेबादल पाठ१५: प्रेमचंद पाठ१६: बाज और सांप पाठ९७: टोपी, पाठ१८: सूरदास केपद पाठ१९: सुदामा चरित	
कुल			50 अंक

कक्षा आठवीं के लिए मूल्यांकन योजना

खंड -ए]पठन बोध14] [अंक]

1. निर्धारित कविताओं से एक कविता के छंद को हल करने का प्रयास करे और तीन बहुविकल्पीय प्रश्न एक विस्तृत जवाब वाला प्रश्न और एक रिक्त स्थान की पूर्ति वाला प्रश्न हो जो समझ ,साहित्यिक उपकरण ,अनुमान आदि पर आधारित हो ।

1X5 अंक

2. लगभग 200से 250शब्दों के एक अनदेखे गद्यांश को हल करने का प्रयास करे जिसके बाद समझ पर आधारित बहुविकल्पीय प्रश्न,गद्यांश को उपयुक्त शीर्षक प्रदान करना,एक शब्द प्रतिस्थापन,शब्दावली,अनुमान,विश्लेषण आदि शामिल हों।

1x 5अंक

3. एक प्रश्न,दृश्यांक/बार ग्राफ़/आवृत्ति विचार प्राधान्य दिए गए प्रश्नों का प्रयास करे ,जिसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,विश्लेषण,मूल्यांकन आदि पर आधारित हो । 1x 4अंक

खंड-बी]व्याकरण9] [अंक]

- विलोमशब्द, अर्थतथाप्रयोग।
- पर्यायवाचीशब्द, सर्वनाम,संज्ञा,क्रिया।
- विशेषण,वाक्य,विरामचिन्ह, अनेकशब्दोंकेलिएएकशब्द, मुहावरे, लोकोक्तियां।
- लिंग, कारक, संधि, संधिविच्छेद,उपसर्गऔरप्रत्यय।
- काल, सम्मोचारितशब्द
- कविऔरलेखक

1. उपर्युक्तभागोकाउपयोगरिक्तस्थानोवपैराग्राफ़मेंकरसकतेहैं।

3अंक

2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए पैराग्राफ़ को विपरीत शब्दों में परिवर्तित किया सकता है।

2अंक

3. एक परिचयात्मक पैसेज/कहानी/पैराग्राफ दिया जा सकता है जिसमें समय,विराम और उपयुक्त वर्तनी आदि का प्रयोग किया जा सकता है। 2अंक

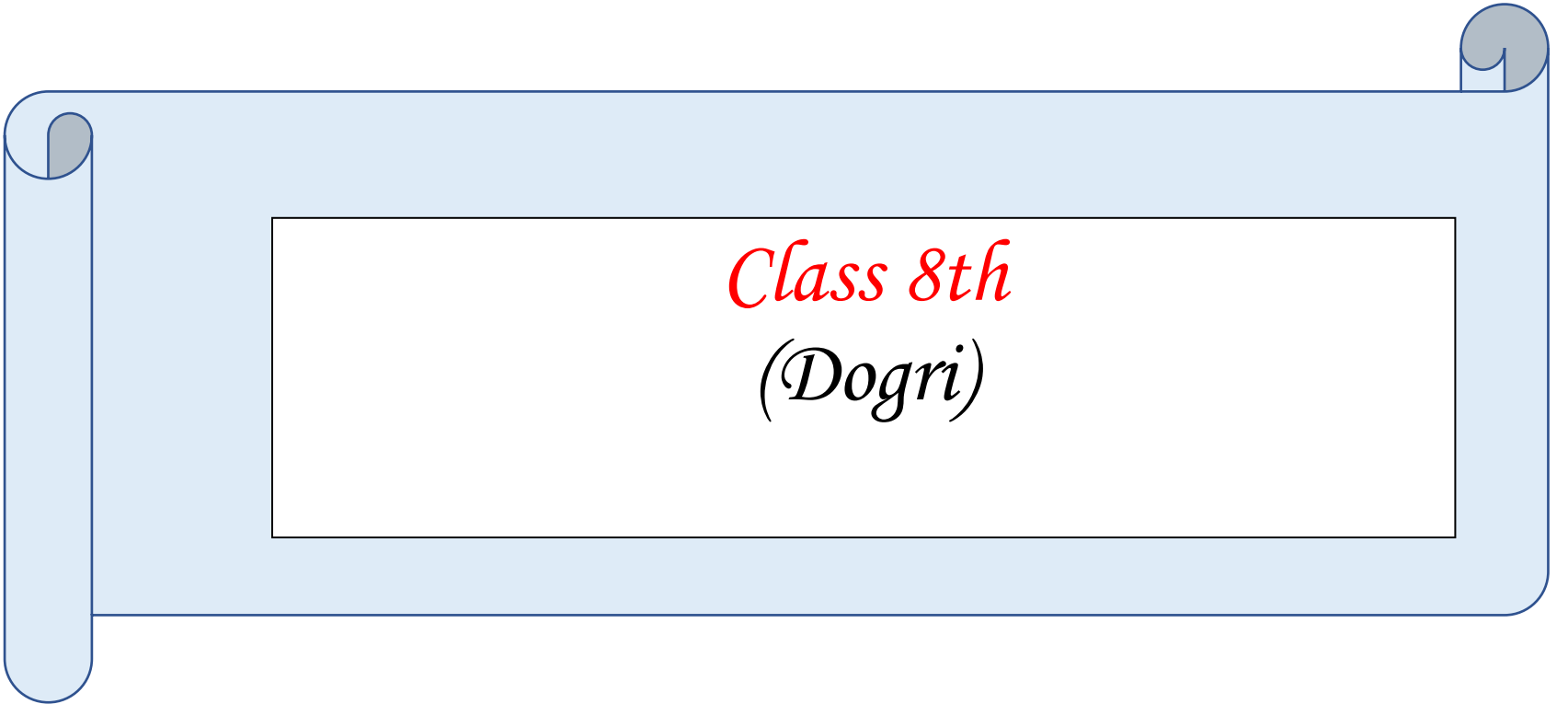
4. सरल शब्दों का एक छोटा सा पैरा दीजिए जिसमें समास,अलंकार आदि को रेखांकित किया जाएगा। 2अंक

खंडसी (लेखनकौशल 12-अंक)

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

खंडडी (साहित्य 15अंक)

1. पाठ्यपुस्तक में से गद्य पाठों के किन्ही छः में से तीन छोटे क्षमता -आधारित प्रश्नो का प्रयास करे 2x3= 6
2. पढ़ने की समझ में दिए गए प्रश्नो को छोड़कर,विषय केंद्रीय विचार ,साहित्यिक उपकरणो आदि पर आधारित चार लघु योग्यता आधारित प्रश्नो में से दो कविताओं को हल करने का प्रयास किया जाना चाहिए। 2x2=4
3. लघु कथाओं और नाटकों के चरित्र,दृश्य,विषय,कथानक,स्थिति,घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नो का प्रयास किया जाना चाहिए। 1 X 5= 5



Class 8th
(Dogri)

जमात : अठमीं

महीनें दी रूप रेखा		बिसे/उपबिसे	सिक्खनें दे परिणाम	योग्यता	गतिविधिएं लेई सुझा
सर्द लाका	गर्म लाका				
नवंबर - दसम्बर	अप्रैल - मेई	15 अगस्त (कविता)	कवितागी लैऽकन्नैपढ़ना, चेताकरनाते जमातै च सनाना	कविताराहें अजादीदीम्हत्ता, अधिकारतेफर्जदी योग्यतादाज्ञान	●विद्यार्थिऐंगी अजादीते गुलामीच फर्कदस्सेआजाईसकदाऐ। ●कविताच बरतोए दे मुहावरें तेखुआनेंदा अर्थ दसदे होईउंदा वाक्य च प्रयोगकरने दा भ्यास विद्यार्थिऐं च लेखन ते वाचन कला गी मजबूत करग। ●अजादीबाद भारत दे नागरिकें गी जेहडे अधिकार थहोएन ,उंदे बारै विद्यार्थिऐं गी समझाया जाई सकदा ऐ। ●तरंगेझंडे दे रंग, उसदेप्रतीकेते अशोकचक्रबारैगल्लकितीजाई सकदी ऐ। ●भारतदी अजादीलेईशहीद होनेआहले किश वीरयोदाएंबारैचर्चा करियै विद्यार्थिऐंदा ज्ञान बधाया जाई सकदा ऐ। ●कवितागीमूंहजबानी चेते करियै कलास च सनानै लेई प्रेरत कित्ताजाई सकदा ऐ। ● अजादी परैंत केहूकेहू प्राप्त होआ ते - ए ,केहू प्राप्त करना अजें बाकी ऐ-केहू बच्चें गी समझाई देसै लेई किश करने गी प्रेरतकित्ताजाई सकदा ऐ।

		जंदेघरैदे इयैराहू	कविता गी लैऽ कन्नै पढ़ना , चेता करना ते जमातै च सनाना	कविताराहेंघरैदे बहुबजुर्गेदेआदर- मान तेनिक्केप्रतिहिरख भावनादीयोग्यता दाज्ञान	●कविताच दस्सीगेदिएंबुराइयेंबारैविद्यार्थिएं कन्नैचर्चाकरदेहोई उनेंगी इंदेशादूररौहने लेईप्रेरित कित्ताजाई सकदा ऐ। ●घरै च बहुं दाआदर- मानतेनिक्के कन्नैहिरखैनैरौहने लेईसिक्खेआ दिक्ती जाई सकदी ऐ। ●विद्यार्थिएंगीलडाई - झगडेंदेनुकसानते सुलहसलाह क-न्नैरौहनै दे फायदेदस्से जाईसकदे न।
मार्च	अगस्त	कंठी ते शैहर	कवितागीलैऽकन्नैपढ़ना, चेताकरनातेजमातैचसनाना	कविताराहेंकंठी अलाकेदे खान- पान , साग सब्जिएंतेकम्मैं- काजेंदे ज्ञानदी योग्यता।	●कंठीते ग्राएं दे लोकेंदे जीवनबारै गल्लबात करियैविद्यार्थिएं गी दौनें थाहरेंबारैजानकारी दिक्ती जाई सकदी ऐ। ●कंठी लाहकेदियां फस्लां, फल - सब्जियांते बूटें बगैरा दे बारे च बच्चें गी विस्तार कन्नैदस्सेआ जाई सकदा ऐ। ●ग्राएंते शैहरें दे लोकेंदे खानपान , कम्मकाज च फर्क बारैचर्चा किक्ती जाईसकदी ऐ। ●ग्रांदे लोकेंदा शैहरा पासैपलायनकरनेदे कारण दस्सदे होई किश उदाहरण बी दिक्तेजाई सकदे न। ● कंठी उप्पर ,शैहरें उप्पर ,ग्राएं उप्पर , उंदे बा ,कई कवितां लखोई दियां नरै बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ऐ।

					● पैहलें दी कंठी ते अज्जै दी कंठीपैहलें , दे ग्रां ते अज्जै दे ग्रां च फर्क समझाया जाई सकदा ऐ।
		लोरी	कवितागीलैऽकन्नैपढ़ना, चेताकरनातेजमातैचसनाना	कविताराहें धियेंप्रतिहोनेआ हले माड़े बरताऽतेकिशहोर बुराइयेंगी दूरकरनेदी योग्यतादाज्ञानदि तेदा ऐ।	●लोरी दीपरिभाशा समझांदे होई होर भाषाएं दी लोरियें बारे बी जानकारी दित्ती जाई सकदी ऐ। ●कविताच बरतोए दे मुहावरें गीतालियै उंदे बारै चर्चाकरियै उनेंगी वाक्यच प्रयोग कित्ताजाई सकदा ऐ। ●समाजकबुराईभूनहत्या पर खुल्लियैगल्ल-बातकित्तीजाई सकदी ऐ। ●विद्यार्थिं गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुड़िं च भेदभाव दे उदाहरण उनेंगी लभदे ना। ●धीऽदे जन्म दे बादघरैच रौनकबधीजंदीऐ, धियां जिम्मेदार हुंदियां नइसदे किश उदाहरण दित्ते जाई सकदे , ना। ●ए सोचनेलेईआक्खेआजाईसकदा ऐ जे जेकरकुड़ियां संसार च औंगन गै नेई तांकेहू होग? ●दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे ना।
अप्रैल	सतम्बर	कंठियादाबस्सना	कवितागीलैऽकन्नैपढ़ना, चेताकरनातेजमातैचसनाना	कविताचकंठी दे जीवन -	●विद्यार्थिं गी चेता कराया जाई सकदा ऐ जे इस्सै चाल्ली दे बिशे उप्पर इक

				यापनदेकन्नै- कन्नैछंद बगैरादीबरतूनदी योग्यतादाज्ञान दित्तेदा ऐ।	कवितापैहलेंबीपढीलैती गेदी ऐ। ●कंठी लाके दी कुडिंलाडि -एं देकम्मकाजबारैचर्चा किती जाईसकदी ऐ। ●अजादीदे बादभारत दे कंठीखेतर चजेहडेबदलावहोए नउंदे पर , चर्चाकिती जाई सकदी ऐ। ●विद्यार्थिं गी पुच्छेआ जाई सकदा ऐ जे चक्कीकुन्नै- कुन्नै दिक्खीदीऐ। ●मशीनीजुग च हून कत्तने-पिंजनेआटा , तरीके किन्ने -पीहने जैसे कम्म करने दे ढंग ते उंदे बदलने क ,बदली गेदे नन्नैलोकें दे जीवन च केहूएहदे पर ,केहू फर्क आए न- चर्चाकितीजाई सकदी ऐ ते अगगें केहू- बच्चें गी कल्पना करने ,केहू अजें होर होग लेई आखेआ जाई सकदा ऐ। ●कविताच कवित्त छंद दा इस्तेमाल होए दा ऐबच्चें गी इस छंद दी जानकारी , दिती जाई सकदी ऐ ते मूंहजवानी चेते करियै कविता कलास च सनानै लेई बी प्रेरत कित्ता जाई सकदा ऐ।
		ईदी (कहानी)	कहानीगीपढनेचरोचकता देगुणपैदाकरना	ईदीकहानी राहें गरीबेंआसेआईद	●विद्यार्थिं गी कविताते कहानीच फर्कदस्सेआजाईसकदा ऐ।

				दाध्यारमनानेदी योग्यतादाज्ञान	●ईदी कदूं ते कीदित्ती जंदीऐ,चर्चाकरीसकदे ओ। ●पैहले समेंदी दुकानदारी ते अज्जदी दुकानदारी च फर्कदस्सदे होई ऑनलाइन शॉपिंग दीगल्लबातबी कित्तीजाईसकदी ऐ। ●इस कहानी दी तत्वेदे आधारपर गल्लबात करियैविद्यार्थिंएंगीमतीजानकारी दित्ती जाई सकदी ऐ।
मेई	अक्टूबर	मंगतेदाघराट	कहानी गी पढने च रोचकता दे गुण पैदा करना	घराट केहू होंदा ऐ, एकैहदेकन्नैचलदा ऐ ते मंगतानांऽ दाआदमीइसगी कियांचलांदा ऐ ज्ञानदी योग्यता दस्सीगेदीऐ।	●‘मंगते दा घराट’ डोगरी च लखोने आहले पैहले कहानी संग्रैह ‘पैहला फुल्ल’ चा लैती दी इक कहानी ऐ। विद्यार्थिंए गी ए जानकारी दिंदे होई किश मुंडले कहानी संग्रैहें दी ते डोगरी दे अज्जै दे कहानीकारें बारे सरसरी जानकारी दित्ती जाई सकदी ऐ। ●घराट कुन्नै-कुन्नैदिकखे दा ऐ ते ए कियांचलदाऐ, चर्चाकित्तीजाईसकदी ऐ। ●हिंदू-मुस्लमएक्के दी गल्लबातकित्तीजाई सकदी ऐ। ●घराट दे आटे दे सुआद बारैसनाया जाई सकदा ऐ।

		सकोलडे	कहानीगीपढनेचरोचकतादेगु णपैदाकरना	इसकहानी च डुग्गरदे मुखधयारसकोल डेउप्परबनाएजाने आहले पकोआनतेहोररी ती- रबाज़दी योग्यतादाज्ञान।	●कहानीच किश नमें शब्द आए देन,जियांघमांह, मनेंबगैरा,इंदे कन्नैइंदे मेल्ले शब्ददस्से जाईसकदे न, जियां:- कनाल, मर्ले, मन, पढोपी, टुप्पा बगैरा ते इंदेबारै चर्चा कितीजाई सकदी ऐ। ●रुट्ट -राहडे, सकोलडे, खमीरे, बब्बरूं बगैराबारैचर्चा कितीजाईसकदी ऐ। ●कहानी च प्लुतऽ))चिन्ह दा प्रयोगहोएदा ऐ, इसदे प्रयोगतेउच्चारणबारैगल्ल-बातकितीजाई सकदी ऐ। ●कुडिऐं- लाडियें सरबंधीकिशहोरतेहारेंबारैचर्चाकिती जाईसकदी ऐ।
जून	नवंबर	संतकविरविदास	संतकवि रविदास जीदेव्यक्तित्वतेकृत्तित्वबारैज्ञा नहासलकरना	संतकवि रविदासजीदी इमानदारी, नेकनियतीतेसमा जचजनानियेंदेहि तें बारैगल्लकरनेदी योग्यतादाज्ञान हासल करना	●संतकवि रविदास हुंदेबारै पाठ दे अलावाकिश होरजानकारी बी दितीजाईसकदी ऐ। ●विद्यार्थिऐंगी ए दस्सेआजाई सकदाऐ जे कोईबी कम्म निक्का जांबड्डा नेईहोंदा , उस्सी ईमानदारी कन्नैकरना गै बडप्पन ऐ। ●संतरविदास हुंदे

					जुगैचजनानियेंकुड़िएंगी मतेअधिकारनेईहे, क्या अज्जसाढे समाज च इनेंगी बरोबरदे अधिकारहैन? जेकरनेईतां केहडे-केहडे अधिकारनेईन, चर्चाकितीजाईसकदी ऐ। ●डुंगरप्रदेश च बी रवि दासदे केईमंदर न ते उन्दीसुच्ची सम्हालैच झाकियांबगैराबीकड़ियांजंदियांन, उंदे बारै विद्यार्थिं कन्नैचर्चा कितीजाई सकदी ऐ।
जुलाई- अगस्त	दसम्बर- जनवरी	शहीदभगतसिंह	भगतसिंहजीहुंदेव्यक्तित्व ते कृत्तित्व बारैसबूरी जानकारी हासल करना	भगतसिंह हुंदे देशप्रेमतेअजादीले ईहसदेहसदेअपनी जिंदकबान करीदेनेदेजजबेदा ज्ञान।	●पाठ पढाने शापैहलें शहीदभगत सिंह हुंदेते उस बेल्ले दे ल्हातें बारैच गल्लबात कितीजाईसकदी ऐ। ●अध्यापक यूट्यूब, गूगल बगैरादा स्हारा लेइयै किश वीडियो, फोटो बगैराविद्यार्थिं सामनै दस्सीसकदेन। ●पाठ दे अलावा बी शहीद भगत सिंहहुंदेजीवनदे किश होरकिस्सेसांझे करीसकदे ओ। ●शहीदभगत सिंह हुंदे परकिश फिल्मांबी बनीदियांन उंदे बारैबी चर्चा कितीजाई सकदी ऐ।

सतम्बर	फरवरी	एकांकी/परौहनचारी	एकांकीपढने, समझनेतेलिखनेदीजानकारी हासल करना।	एकांकीराहेंशैहरें चकितीजानेआ हली परौहनचारीदा ब्यांगात्मकढंगै कन्नैब्यौरा।	●विद्यार्थिएंगीपरौहनचारीदी परिभाषादेइयै अज्जै दी परौहनचारी ते पिछले समें दी परौहनचारीग्रां दी , परौहनचारी ते शैहरा दी परौहनचारी बारे जानकारीदिती जाई सकदी ऐ। ●परसराम ते बसंतीदे सुभाबारैगल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र कित्ताजाई सकदा ऐ तां जे विद्यार्थिएं दी पाठ च होर रुचि बनी जा। ●एकांकी दे पात्रेंदी भूमका नभानै लेई विद्यार्थिएंगीप्रेरत कित्ता जाई सकदा ऐ ते कलास च ए एकांकी खेढी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्नैसमझ बी आई जा ते भूमकानभाने आहलें च अभिनय कला दा बकास बी होऐ।

योगात्मकमूल्यांकन			
क्र.सं.	कर्तन	ध्याऽगिनतरीतेनाऽ	नंबरेदीबंड
01	क	पाठबोधन	15
02	ख	व्याकरण	8
03	ग	लेखनकौशल	12
04	घ	साहित्य	15
05		निबंध , जियांमेरास्कूल, मेरादेस, देआली	
06		क्रिया तेक्रियाविशेषणते उसदेरूप	
07		कविता , कहानी तेनिबंधदे सुआल	
08		संज्ञा, सर्वनामतेविशेषण दाप्रयोग	
कुल्ल			50 नंबर

अठमींजमातैलेईआकलनदीयोजना

भाग (ए) पढ़नेदीसमझ (15 अंक)

- 1) गद्यखंडथमांतकरीबन 100 थमां 150 शब्देदेइकदिकखेआगेदाअंश, जिसदेबादएमसीक्यू, समझदारीदेसवाल, खाल्लीथाहभरने, शब्दावलीबगैरादीकोशशकीतीजा।
1×5=5 नंबर
- 2) लगभग 100 थमां 150 शब्देदेइकअनदिकखेखंडगीहलकरनेदीकोशशकरनातेउसदेबादएमसीक्यू, समझदारीदेसवाल, अंशगीउचितसिलेखदेना, इकशब्ददाप्रयोगबगैरा।
1×5=5 नंबर
- 3) दृश्यसुराग/सांख्यिकडेटा/बारग्राफबगैरापरआधारतइकसवालतेउसदेबादसमझ, अनुमान, विश्लेषण, मूल्यांकन बगैरा परआधार तएमसीक्यूदीकोशशकीतीजानीचाहिदी।
1×5=5 नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखेदीपन्थान
 - संज्ञा, सर्वनाम, क्रिया, विशेषणदाप्रयोग
 - विभक्तियांदीपन्थानकरना
 - कालदाप्रयोग (साधारणवर्तमानतेसरलभूत)
 - समेदीपन्थान
 - संज्ञासंख्यातेलिंगदाप्रयोग
- 4) लेख, विभक्ति, संधिबगैरागीरेखांकितजांगोलकरियैकुसैप्रासंगिकअंशदीपन्थानकरनेलेईआखेआजाग। 2.5 नंबर
 - 5) संज्ञा, सर्वनाम, क्रिया, विशेषणबगैरादाइस्तेमालकरदेहोईखाल्लीथाहेंकनैइकप्रासंगिकपैराग्राफ 2.5 नंबर
 - 6) साधारणवर्तमानतेसाधारणअतीतचक्रियाएंदाइस्तेमालकरियैइकपैराग्राफगीखाल्लीथाहेंकनैहलकरनेदीकोशशकीतीजानीचाहिदी।
3 नंबर

भाग (ग) लेखनकौशल (12 नंबर)

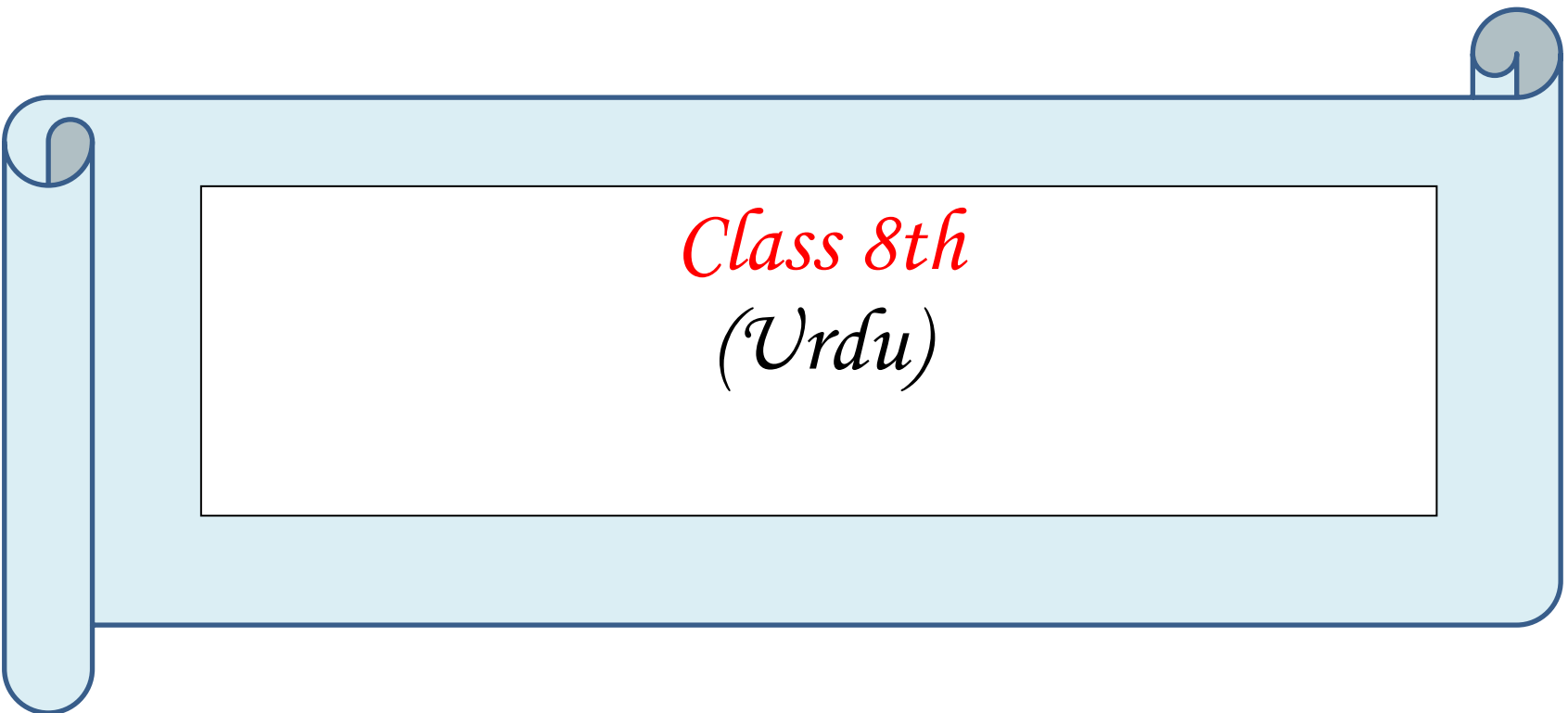
- 7) त्रैचपैराग्राफलखनेपरइकसवालदित्तेगेदेसंकेतकनैकुसैबीस्थितिपरकोशशकीतीजाग। (40-60 शब्द) दा। 5 नंबर
- 8) चिट्ठीलिखनेपरदोचइकसवालदित्तीगेदीपरिस्थितियेंपरकोशशकीतीजाग। (अनौपचारिक) दा। 4 नंबर
- 9) संदेश/ई-मेललिखनेपरइकसवालदित्तेगेदेसंकेतकनैप्रयासकरनाहोग। (50-60 शब्द) 3 नंबर

भाग (घ) साहित्य (15 नंबर)

10) भागचारचदोलघुयोग्यताआहलेसवालेंदीकोशशनिर्धारितपाठ्यपुस्तकदेगद्यग्रंथेंथमांकीतीजानीचाहिदी। **2×2=4 नंबर**

11) कविताएंथमांविशे, केंद्रीयविचार, तुकबंदी योजना उपपर आधारित पंजेंशात्रै लघुयोग्यता आहलेसु आलेंदी कोशश कीती जानी चाहिदी। **3×2=6 नंबर**

12) समझ, विश्लेषण, मूल्यांकनबगैरादेआधारउपपरदोलम्मीजवाबदेनेआहलेयोग्यताआहलेसवालेंचइकदीकोशशकीतीजानीचाहिदी। **5×2=6 नंबर**



Class 8th
(Urdu)

Curricular Goals as per NCF 2023 - نصابی اہداف

اسکولی تعلیم کے لئے قومی نصاب کا فریم ورک

1- نصابی ہدف

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

2- نصابی ہدف

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

3- نصابی ہدف

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

4- نصابی ہدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5- نصابی ہدف

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

6- نصابی ہدف

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

Competencies-مہارتیں

- 1.1 مختلف نصوص کو سمجھنے کے لیے مختلف حکمت عملیوں (تخمینہ، پیشین گوئی) کا اطلاق کرتا ہے۔
- 1.2 اہم نکات کی نشاندہی کرتا ہے، متن کو بغور پڑھنے کے بعد خلاصہ کرتا ہے اور ہم آہنگی سے جواب دیتا ہے
- 1.3 مختلف نصوص میں مرکزی خیال کی شناخت اور تعریف کرتا ہے۔
- 1.4 مختلف قسم کی کتابوں کو منتخب کرنے اور پڑھنے میں دلچسپی ظاہر کرتا ہے۔
- 2.1- تحریری حکمت عملیوں کا استعمال کرتا ہے، جیسے خیالات کو ترتیب دینا، عنوانات / شہ سرخیوں کی شناخت کرنا اور واضح آغاز، اختتام اور پیرا گراف بنانا
- 2.2- تحریری طور پر اپنے ارد گرد کے مختلف پہلوؤں پر تجربات، جذبات اور تنقید کا اظہار کرتا ہے۔
- 3.1 مناسب انداز کا استعمال کرتے ہوئے مختلف قسم کے خطوط اور مضامین لکھتا ہے اور مختلف سامعین اور مقاصد کے لیے رجسٹر کرتا ہے۔
- 4.1 ادب کی مختلف شکلوں کی شناخت اور تعریف کرتا ہے (نثر، شاعری اور ڈرامہ کے نمونے)
- 4.2- ادبی آلات کی شناخت کرتا ہے، جیسے کہ تشبیہ، استعارہ، تجسیم، مبالغہ، اور مناسب، مختلف قسم کے ادب کو پڑھ کر اور تحریر میں استعمال کرتا ہے۔
- 5.1- اپنی تحریر میں مناسب گرائمر اور ساخت کا استعمال کرتا ہے۔
- 6.1- زبان کی صوتیات اور رسم الخط، حرف اور حرفوں کی تعداد، اور وہ کس طرح تعامل کرتے ہیں اور استعمال ہوتے ہیں کو سمجھتا ہے
- 6.2 تقریر اور تحریر کو مزید دلچسپ اور پر لطف بنانے کے لیے زبان میں aliteration، rhymes، puns، اور دیگر لفظی کھیل کے استعمال میں مشغول آوازیں، رسم الخط، اور دلچسپ لفظی کھیل پہیلیاں، لطیفے، قافیے، سے شناسائی حاصل کرنا زبان کی ہم آہنگی وغیرہ۔

آٹھویں جماعت کے لیے اردو ایکٹیو پلانر

سیکھنے کے طریقے	آموزشی ماحصل	مہارتیں	گرائمر/کلیدی اجزا	نظم/متن/مضمون وغیرہ	Month wise	
					Winter zone	Summer zone
<u>حصہ نظم</u> شاعری کا تعارف: شاعری کیا ہے اور اس کی مختلف شکلیں (شاعری، آزاد نظم، ہائیکو وغیرہ) متعارف کروا کر شروع کریں۔ اس میں بلند آواز سے پڑھنا اور وضاحتی زبان پر بحث کرنا شامل ہو سکتا ہے۔ شاعری اور تال کی شناخت: طلباء کو نظموں میں شاعری کی اسکیموں اور تال کے نمونوں کی شناخت کرنا سکھائیں۔ تخلیقی اظہار: طلباء کو شاعری کے ذریعے اپنے اظہار کے مواقع فراہم کریں۔ تھیمز کی تلاش: شاعری میں عام موضوعات جیسے فطرت، دوستی، خاندان، اور جذبات متعارف کروائیں۔ بحث کریں کہ شاعر ان موضوعات کو بیان کرنے کے لیے کس طرح زبان کا استعمال کرتے ہیں اور انھیں طلبہ کے	(حصہ نظم) نظموں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئی نظموں کے بارے میں اپنی رائے تحریر کرتے ہیں۔ نظم کا مرکزی خیال اور خلاصہ لکھتے ہیں۔	1.1.2	لب و لہجہ۔ مطلع۔ حسن	حمد، نعت، سیتاجی کی آواز زاری	Nov-Dec	April-May
		1.1.3	مطلع۔ مقطع۔ ردیف۔			
		1.1.4	قافیہ۔ شعری اصطلاحات کا بیان: تشبیہ، مبالغہ، امیجری وغیرہ۔ اشعار کی			
		2.2.2	تشریح۔ مرکبات۔ نصاب میں موجود نظموں کی			
		4.4.1	مشقیں			
		4.4.2				
		6.6.2				
		5.5.1				
				خاک وطن، ایک لڑکی		
				ہماری تاریخ، میرا وطن		

اپنے تجربات سے جوڑتے ہیں۔ <u>حصہ نثر</u> اعلیٰ درجے کے نثر کے انتخاب کریں: کلاسیک ادب یا عصری کاموں سے اردو نثر کے مزید جدید انتخاب متعارف کروائیں، جس سے طلباء کو موضوعات اور تحریری اسلوب کی ایک وسیع رینج سے روشناس کروائیں۔ تنقیدی تجزیہ: نثر کے اقتباسات کے گہرائی سے تجزیہ کے ذریعے، کردار کی نشوونما، پلاٹ کی ساخت، اور مصنفانہ آواز پر توجہ مرکوز کرتے ہوئے طلباء کی تنقیدی سوچ کی مہارتوں کو تیار کریں۔ ادبی تنقید: ادبی تنقید اور ادبی تھیوری کے بنیادی تصورات متعارف کروائیں، طلباء کو نثری متن کا مختلف زاویوں سے تجزیہ کرنے اور ان کی اپنی تشریحات وضع کرنے کی ترغیب دیں۔	(حصہ نثر) طلباء نصابی کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ کہانیوں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئی کہانیوں کے بارے میں اپنی رائے تحریر کرتے ہیں۔ سماج میں ہونے والے واقعات اور مسائل کے تئیں کے آزادی کے ساتھ تجزیہ کرتے ہیں۔ کہانی کا مرکزی خیال اور خلاصہ لکھتے ہیں۔ اہم شخصیات کے متعلق خیالات تحریر کرتے ہیں۔	1.1.1 1.1.2 2.2.2 4.4.1 6.6.1 6.6.2 5.5.1 1.1.4	فعل کی اقسام۔ جمع اور جمع الجمع۔ خطاب، لقب، تخلص اضداد، مترادفات۔ سابقہ لاحقہ۔ مکالمہ بازی نوبل انعام کی کہانی، گیہوں کا دانہ، چند خلا باز خواتین لل دید، گوتم بدھ، آف! یہ ماحولیاتی آلودگی!، راجا جامبو لوچن زعفران، کمپیوٹر کار تقائی سفر، پولیٹھین جن	کاہلی، سگریٹ نوشی کی تباہ کاریاں، استاد کا احترام نوبل انعام کی کہانی، گیہوں کا دانہ، چند خلا باز خواتین لل دید، گوتم بدھ، آف! یہ ماحولیاتی آلودگی!، راجا جامبو لوچن زعفران، کمپیوٹر کار تقائی سفر، پولیٹھین جن	Mar-April May-June Jul-Aug Sep	Aug Sep-Oct Nov-Dec Jan-Feb
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جماعت: آٹھویں نمبرات: 50 مضمون: اردو تشخیصی طریقہ

حصہ الف (پڑھنے کا فہم) نمبرات: 15

1- غیر درسی اقتباس (150 سے 200 الفاظ کا) جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت $5 \times 1 = 5$

2- درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات سبق کا عنوان / ایک لفظی جواب / ذخیرہ الفاظ / بازیافت $5 \times 1 = 5$

3- تصویری سوال جس کے آخر میں کثیر الانتخابی سوالات تجربہ کرنا بازیافت / تشخیص کے سوالات پوچھیں جائیں۔ $5 \times 1 = 5$

حصہ ب (گرامر) نمبرات: 8

1- فعل ماضی، حال، مستقبل / اسم، صفت، فعل، فاعل، مفعول $4 \times 1 = 4$

2- ضد اضداد / واحد جمع / مذکر مونث / ر موزا و قاف $4 \times 1 = 4$

حصہ ج (لکھنے کی صلاحیت) نمبرات: 12

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

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

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

حصہ د (ادب) نمبرات: 15

1- کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات (چار میں سے تین) $3 \times 2 = 6$

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

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

سمیٹو ایسیسٹ کے لیے منتخب اسباق۔

1. ایک لڑکی

2. ہماری تاریخ

3. میرا وطن

4. اُف! یہ ماحولیاتی آلودگی!

5. راجا جامبولو چن

6. زعفران

7. کمپیوٹر کا ارتقائی سفر

8. پو لیتھین جن

Class 8th
(Kashmiri)

LO1.1.1- دویمین ہندی خیالات توجہ سان بوزان تہ پنہ اندازِ تحریر کران۔ LO1.1.2- نظم، دلیل یا کائہ عبارت چہ پنہن لفظن منز لیکھان۔ LO1.2.1- پنی خیال تہ تجربہ چہ وضاحت سان ونان تہ لیکھتہ پیش کران۔ LO1.3.1- نثری عبارت پرتہ چہ سوالن جواب دیوان۔ LO1.4.1- رسمی تہ غار رسمی خط، موخصر یاغام (ایس ایم ایس) تہ موخصر پیراگراف چہ تحریر کران۔ LO1.5.1- ناوتین تہ اشار ناوتین ہیئد استعمال	C-1.1 ظون دتہ پرنہ تہ بوزنہ پتہ چہ (اخبار، رپورٹ تہ اداریہ) ضروری نقطن ہنز نشاندہی کران۔ C-1.2 چہ بوزان، منصوبہ تیار کران، تہ مختلف قسمن ہندی انٹرویو (منظم تہ غار ساختہ) ہوان۔ C-1.3 مناسب زبان ورتاوتہ چہ سماجی تجرباتن ہندس ورتاوس متعلق تحقیقاتی سوال پڑھان۔ C-1.4 مختلف سامعین تہ مختلف مقصدو بابتہ چہ مناسب انداز تہ طریقہ ورتاوتہ اچہر، مضمون تہ رپورٹ تیار کران۔	CG-1 زبانی ہنز مہارٹ ورتاوتہ چہ پانس اندر تفصیل، تجزیہ تہ موثر کتہ باتہ کرنچ صلاحیت یاد کران۔
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گرتھ مختلف موقعِ نظرِ تل تهاوتھ صحيح جملہ ورتوان۔	C-1.5 مختلف سامعین تہ مختلف مقصدو بابتہ چہ بوزنکی تہ بولنکی (یا دوشونی بابتہ) مواد تیار گران۔	
LO2.1.1-دُسلابہ، ائد تہ متن مدِ نظر تهاوتھ چہ گنہ موضوعس پیٹھ مربوط گرتھ لیکهان۔ LO2.1.2-مشکل لفظن ہند معنی، صحیح تلفظ تہ تمن ہند مناسب ورتاو وچہنہ خاطر چہ کاشر لغت تہ کاشرین ویب سائٹن ہند استعمال گران۔ LO2.2.1-ڈرامہ افسانہ تہ دلیل سوچتھ سمجتھ پرتھ تمن مثر موجود اہم واقعہ، مرکزی خیال تہ کردار بد کڈان تہ تمن پنہ نین ذاتی تجربن سیتی واٹان۔ LO2.2.2-نظم تہ باتھ چہ صحیح ٹل تراوس تہ موزون اندازس مثر ادا گران۔ LO2.3.1۔زان حاصل کرنہ خاطر چہ	C-2.1 مختلف ثقافتن تہ مختلف دورن ہندین ادبی صنفن (نثر، نظم، ڈراما) تہ طرزِ تحریر (بیانیہ، وضاحتی بیانیہ) بیتر پزرنان تہ تعریف گران۔ C-2.2 مختلف قُسمکی ادب پرتھ چہ ادبی صنفن پزرنان مثالے (استعار، محاور تہ پزیر) تہ یمن چہ تحریرس مثر ورتوان۔ C-2.3 تقریر تہ تحریر ذریعہ چہ پینس سماجس تہ ماحول کین مختلف پہلون پیٹھ تنقیدی باوتھ گران۔	CG-2 ادبی اضافہ چن مختلف قُسمن تلاش گرتھ چہ زبان، ادبی تہ ثقافتی وراثتکی تعریف گران۔

انفارمیشن تہ کمیونیکیشن ٹیکنالوجی ہند استعمال کران - مثلن : انٹرنیٹ ، اخبار ، ٹی وی ، سمارٹ فون بیتر		
LO3.1.1: کاٹھہ تہ نظم یا دلیل چہ ادا کاری سان پیش کران۔ LO3.1.2: دلیلہ تہ نظمہ سمجھہ چہ تمن متعلق پنی راے ظاہر کران۔ LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرتہ چہ تہند تجزیہ کران۔ LO3.2.1: کٹھہ تہ تحریرک یا تقریرک خلاصہ چہ پنہ آیہ پیش کران۔ LO3.2.2: ناؤت، اشار ناؤت تہ کڑاؤت چہ ٹھیک پاٹھی جملن منز ورتاوان۔ LO3.2.3: مختلف متن پرتہ چہ سوالن جواب دوان۔	C-3.1 بنیادی لسانی پہلوچہ سمجان تہ تمن ہنز تشریح (طریقہ) زانان مثلن جملک ڈھانچہ، اوقاف، جنس، تہ حصہ بیتر تہتقریر، ادبچ مختلف شکلہ پر نہ وز تہ چہ تمہ لیکھنس منز بارسس آنان۔ C-3.2 مناسب زبان تہ طریقہ پورتاوتہ چہ نثر، نظم تہ ڈراما لیکھان۔	CG-3 بنیادی لسانی پہلو (لفظن تہ جملن ہنز ساخت) پرزناوان تہ تمن زبانی تہ تحریرس منز ورتاویچ صلاحیت تہاوان۔

LO4.1.1:مختلف متن پُرتھ چھ سوالن جواب دوان۔ LO4.1.2:مکالمو پیٹھ چھ دلیل تحریر کران۔ LO4.1.3:موخسر پاغام (SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ LO4.2.1:رسمی تہ غار رسمی چٹھ چھ لیکھان۔ LO4.2.2:دسلابہ، متن تہ اندک خیال تهاوتھ چھ مربوط گرتھ لیکھان۔ LO4.2.3:نصابی کتابو علاو چھ مختلف ذریو حاصل سپدن واجنہ کتابہ تہ پران۔	C-4.1 مختلف کتابہ تہ صنفہ چھ پران، جواب دوان تہ تنقیدی جایز ہوان (افسانہ تہ غار افسانہ)۔ C-4.2مختلف کامین ہنز زانکاری تہ تہند استعمال بابتھ چھ کتابہ تہ باقیمیدیا وسیلہ موثر طریقو استعمال کران۔	CG-4 پانس اندر چھ لیکھنچ تہ جایز ہینچ صلاحیت یاد گران بیہ چھ مزید زانکاری بابتھ لایبریری ہند تہ استعمال کران۔
LO5.1.1: غار نصابی مواد چھ پران تہ سمجان۔ LO5.1.2: پرپژن، دلیلن تہ نظمن پیٹھ چھ پنی راے پیش کران۔ LO5.1.3: سماجس مژر پیش پنہ والین واقعن تہ مسلن متعلق چھ بیدار تہ حساس۔	C-5.1 چھ سمجان ز زبانی ہندی صوتیات تہ رسم الخط، مصوتہ تہ مصمتن ہند تعداد، تہ تم کتھ پاٹھی چھ تعامل کرانتہ استعمال گڑھان۔ C-5.2 تقریر زیاد دلچسپ تہ مزدار بناونہ بابتھ چھ نظمن، انتشارن تہ دویمین چیزن	CG-5 گنہ خاص زبانی ہنز مخصوص خصوصیت مٹلن اچھر، متن، آواز تہ باتھ بیتر تہ بیہ لفظو سیتی گندنہ پنہ

<u>LO5.2.1</u>: پانس اُندی پکھی پیش ینہ والین واقعن چھ آزادی سان تجزیہ کران۔ <u>LO5.2.2</u>: دلیلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔ <u>LO5.2.3</u>: ناؤت، اشارِ ناؤت، کڑاؤت، کڑوؤمت تہ باؤت گرامری اصطلاحن ہنز زان چھ تھوان تہ یم چھ جملو منڑ ژاران تہ ورتاوان۔ <u>LO5.3.1</u>: موخصر پاغام، دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ <u>LO5.3.2</u>: رسمی تہ غار رسمی چٹھ چھ لیکھان۔ کانسہ تہ حاکمہ سنڈ ناو چھ درخواست لیکھان۔ <u>LO5.3.3</u>: دُسلابہ، متن تہ اندک خیال تھوتھ چھ مضمون تسلسل سان لیکھان۔	ستی مشغول روزان۔ C-5.3 زبانی منڑ چھ کیئرھن مخصوص لھیلن ہنز زان تھوان-مثلن پیلنڈرومز، سپونریزم، اچھرو وراے جملہ یا آواز، پڑپڑ، جوق، انتاکشری، اناگرام، کراس وارتھ بیتر۔	واجنہ کھیلہ یمہ اتھ زبانی منڑ اکھ الگ مقام چھ تھوان چھ پانس اندر یمن ہنز صلاحیت پاد کران۔
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سبق/موضوع	MONTH		تجویز کرنے آمز تدریسی عمل	Suggestive LOs ہیچهن تر
	Winter Zone	Summer Zone		
سبق 1-2 دعا دید رانی	Nov	Apr	* شری ین نظم متعلق راے۔ * نظم پهرن نثرس مثر۔ * نوین لفظن ہنر نشاندهی تہ تہند معنی لیکھن۔ * شری کرن کشیر ہندس پتہ کالس پیٹھ اکھ پروجیکٹ تیار۔ * متن پرتہ ژارن واحد تہ جمع ناوتی تہ ورتاون جملن مثر۔ * محاورن ہند معنی زانن تہ تم ورتاون جملن مثر۔	LO4.2.3: نصابی کتابو علاو چھ مختلف دریو حاصل سپدن واجنہ کتابہ تہ پران۔ LO5.1.3: سماجس مثر پیش ینہ والین واقعن تہ مسلن متعلق چھ بیدار تہحساس۔ LO5.3.2: رسمی تہ غار رسمی چٹھ چھ لیکھان۔ کانسہ تہ حاکمہ سند ناو چھ درخواست لیکھان۔ LO5.3.3: دسلابہ، متن تہ اندک خیال تہاوتہ چھ مضمون تسلسل سان لیکھان۔

May	Dec	سبق 3-4 اولوڊگي آن پوشه تيلہ ييلہ ون پوشه	LO4.1.1: مختلف متن پرتہ چہ سوالن جواب دوان۔ LO5.1.3: سماجس مثر پيش ينہ والين واقعن تہ مسلن متعلق چہ بيدار تہ حساس۔ LO5.2.1: پانس ائدي پکھی پيش ينہ والين واقعن چہ آزادی سان تجزيہ کران۔ LO5.3.3: دُسلابہ، متن تہ اندک خيال تهاوتہ چہ مضمون تسلسل سان ليکھان۔	* شري ونن اولوڊگي ٻرنکي وجوہات۔ * ٻوا، آب تہ بٽراڙ ٻٽر اولوڊگي پيٽھ ليکھن اکھ موختصر مضمون۔ * اولوڊگي کاپہ رٽيچ راے دن شري۔ * ساري شري آنن اکھ اکھ گل تہ لاگن سکولکس صحنس مثر۔ * گروپن مثر بناو پرتہ کانہہ بچہ اکھ چارٽ ز اسي کوٽاه آکسيجن چہ شاه ننہ وز اندر نوان تہ يوٽاه آکسيجن دُستياب تهاونہ باپتہ کٽياه گلي چہ روني۔ * شرپن ييہ اکھ اقتباس دنہ ييمہ مثر تم مختلف اشار ناوتي ڙارن۔ * گلي کاتياه اہم چہ سانہ باپتہ اتھ متعلق ييہ شرپن اکھ اکھ بولٽک موقعہ دنہ۔
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Aug	March	سبق 5-6 رفاقت مخدوم صابر	LO4.2.3: نصابی کتابو علاو ڇھ مختلف ذريو حاصل سپدن واجنہ کتابہ تہ پران۔ LO5.1.1: غار نصابی مواد ڇھ پران تہ سمجان۔ LO5.1.2: پريزن، دليلن تہ نظمن پيڻھ ڇھ پني راے پيش کران۔ LO5.2.2: دليلہ يا نظمہ بندي مرکزی خيال يا خلاصہ ڇھ ليکھان۔ LO5.2.3: ناوت، اشار ناوت، کراوت، کروومت تہ باوت گرامري اصطلاحن بنز زان ڇھ تهاوان تہ یم ڇھ جملو منز ژاران تہ ورتاوان۔ LO5.3.3: دسلايه، متن تہ اندک خيال تهاوتھ ڇھ مضمون تسلسل سان ليکھان۔	*شري کرن نظمہ متعلق راے پيش اته منز آسہ شاعرانہ ول تہ لفظت زیر بحث۔ *نظمہ بندي ہم آواز لفظ ژارن۔ *مناسب لب و لهجہ سان پيہ تمن پرنک موقعہ دنہ۔ *نظمہ منز گمہ گونچ نشاندهي ڇھ شاعرن گرمز تته پيڻھ کرن شري بحث۔ *شري بناون روقہ تہ سوزن پينس دوستس يتھ پيڻھ دعوتس پينچ گزارش آسہ کرنہ امز۔ *کائسہ ولي کامل سنز زندگي پيڻھ ليکھن اکھ مضمون۔ *گشير کياز ڇھ ريشي وار ونان، کاشرين بند عملي تہ روحاني
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بجر ییہ زیر بحث آنہ۔				
*شری کرناونی نذدیکی پرایمری ہیلته سینٹر/ڈسپینسری ہند دور یتھ تم زخم مرہم کرنہ ینہ وول دوا تہ تمیک ورتاو زانن تہ پتہ لیکھن پائے تہ متعلق اکھ مضمون۔ *ووستاد دیہ شربن قدرتی آفرن ہند وقتہ محفوظ روزنہ کپن طریقہ ہنز زان۔ *شری آنن گنہ تہ اچھو وچھمتہ حادثک /قدرتی آفر ہند واقع گر لیکھتہ *مختلف نثری صنفن ہنز زان	LO4.1.3:موخصر پاغام(SMS)،دعوتی پاغام تہ لوکٹی پیراگراف چھ لیکھان۔ LO4.2.1:رسمی تہ غار رسمی چٹھ چھ لیکھان۔ LO5.1.1: غار نصابی مواد چھ پران تہ سمجان۔ LO5.1.3: سماجس مثر پیش ینہ والین واقعن تہ مسلن متعلق چھ بیدار تہحساس۔ LO5.2.1: پانس اندی پکھی پیش ینہ والین واقعن چھ آزادی سان تجزیہ	سبق 7-8 ریڈ کراس ریہ	April	Sep

کرناوڻي۔ * شري ڪرن ڪاٿرين افسانه نگارن ٻڌ اکھ فهرست تيار۔ * موصصر افسانس متعلق زان ڪرني۔ * افسانه پرتھ ونن شري اکھ اکھ اميڪ مرکزي خيال۔	ڪران۔			
* ڪشيپر ٻڌس ڪنہ تہ سرس متعلق هيون شرين اکھ مضمون ليکڪتھ۔ * زندگي مٿر آبه ڪين ذخيرن ٻڌ اهميت تہ افاديت وڌرھناوڻي تہ تھ پيٽھ اکھ ڪھلہ بحث ڪرن۔	LO5.1.2: پريٽن، ڏليلن تہ نظمن پيٽھ ڇھ پڻي راءِ پيش ڪران۔ LO5.1.3: سماجس مٿر پيش پڻہ والين واقعن تہ مسلن متعلق ڇھ بيدار تہحساس۔	سبق 9-10 مانسر ڪوڪر	May	Oct

*عنوانس مُتعلق شُرپن سوال پُرژ ھنی۔ *سبقہ مَنز باوِتی ژارنی تہ جُمْلن مَنز ورتاونی۔ * بچن اتہ کرناؤو اکھ فہرست تیار یتہ مَنز مختلف جانورن ہَنز خصوصیتہ باونہ ینِ مشلن یتہ پائھی ایوُب صابرن کوکر سَنز اہمیت بیان گُرمژ چہے۔ *کوکر نظمہ مَنز باون شُری پِننی پِننی خیال۔ *شُری کرن تِمَن چیزن ہَنز نشاندهی یم سارپن گرن مَنز پتہ کالہ اُسی مگر از چہنہ موجود۔ اتہ متعلق کرن شُری پُنن پُنن چارٹ تیار۔	<u>LO5.2.2</u>: دالیلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چہ لیکھان۔ <u>LO5.3.1</u>: موخصر پاغام، دعوتی پاغام تہ لوکٹی پیراگراف چہ لیکھان۔ <u>LO5.3.2</u>: رسمی تہ غار رسمی چٹھ چہ لیکھان۔ کائسہ تہ حاکمہ سنڈ ناو چہ درخواست لیکھان۔			
*اکھ ڈراما سِکٹ گرو تیار یتہ مَنز	<u>LO4.1.1</u>:مُختلف متن پُرتہ چہ	سبق 11-12	Jun-Jul	Nov.Dec

مانڇھ ٿلرڻ ٻُڌ رول درساوڻه ٻيھ۔ *مانڇھڪي تہ ڊوڀمين ڀتھين چيزن ٻُڌين طبي فائدين متعلق ڪُرو اڪھ مضمون تيار۔ *بچہ ڙارن ناوِتي، ڪڙاوِتي تہ ڪرن تہ جملن مٺڙ استعمال۔ *سبقس مٺڙ استعمال سڀڌي مٽين محاورن ٻُڌ اڪھ فهرست ڪُرو تيار تہ ورتائو جملن مٺڙ۔ *بچہ ڪرنايوڪھ ڪاڻھ لوڪٽ موڪٽ ڪام ڀتھ ٽمن اندر ڪام ڪرنچ صلاحيت اوڀر۔ * نسته ڀههچ لک ڪتھ متعلق باون شري پني راء۔ امه علاو انن شري گر ڪاڻھ لک ڪتھ ياد ڪرتھ بيھ بوزناون ڪلاسس مٺڙ اڪھ اڪھ۔	سوالن جواب ڊوان۔ <u>LO4.1.2:</u> مڪالمو پيٽھ ڇھ ڏليل تحرير ڪران۔ <u>LO4.2.2:</u> ڏسلاڀ، متن تہ اندڪ خيال تهاوتھ ڇھ مربوط ڪرتھ ليڪھان۔ <u>LO5.1.1:</u> غار نصابي مواد ڇھ پيران تہ سمجان۔ <u>LO5.1.2:</u> پريزن، ڏليلن تہ نظمن پيٽھ ڇھ پني راء پيش ڪران۔ <u>LO5.1.3:</u> سماجس مٺڙ پيش پنه والين واقعن تہ مسلن متعلق ڇھ بيدار تھساس۔ <u>LO5.2.2:</u> ڏليله يا نظم ٻڌي مرڪزي خيال يا خلاصہ ڇھ ليڪھان۔ <u>LO5.3.3:</u> ڏسلاڀ، متن تہ اندڪ خيال تهاوتھ ڇھ مضمون تسلسل سان	مانڇھ ٿلر نسته ڀههچ		
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				ليکھان۔
Jan-Feb	Aug-Sep	سبق 13،14،15 يتھ ريش وار ويتستار اچھ ہوایی جہاز گشپر ہنز کيئہہ پزانہ عمارڙ	LO5.2.2: ڏايلہ يا نظمہ ہندی مرکزی خیال يا خلاصہ چھ ليکھان۔ LO5.2.3: ناؤت، اشار ناؤت، کڑاؤت، کڑوومت تہ باؤت گزاری اصطلاحن ہنز زان چھ تھوان تہ یم چھ جملو منڙ زاران تہ ورتوان۔ LO4.1.1: مختلف متن پرتھ چھ سوالن جواب دیوان۔ LO4.1.2: مکالمو پیٹھ چھ ڏايل تحریر کران۔ LO4.1.3: موصصر پاغام(SMS)، دعوتی پاغام تہ لوکٹی پیراگراف چھ ليکھان۔ LO4.2.1: رسمی تہ غار رسمی چٹھ	*بچہ کرنايوکھ ويتھ يا بيہ گنہ نذديکی درياؤک سال يتھ تمن عملی تمچ اہمیت فکر تر۔ *بچن آتھ ليکھنايو پينس مجلس/شہرس/گامس يا بيہ گنہ جايہ پیٹھ اکھ مضمون۔ *شرین بيہ کانہہ وطنی نظم گر ستي آنتھ تھ پیٹھ بحث کرئک موقعہ فراہم کرنہ۔ *گشپر ہنصدين دلکش نظارن ہند تذکرہ گرتھ کرن شری سياہتی جاین پیٹھ اکھ پروجیکٹ تیار۔ *ہوایی جہاز، ريڊيو يا بيہ گنہ ساینسی الکی فاید تہ نوقصانات

وڙهنايو بچن نشه. پته گرو تمن نشه اميک رد عمل حاصل. *شرين ييه هوآي جهاز بناونک سفر پننه پننه آيه ونک موقعه فراهم کره - *شري زارن دنه آتمه اقتباسه مثر باوتی ته ورتاون پننن پننن جملن مثر - *شري کرنايوکه گنه توارپخی جايه بند سال ته وڙهنايوکه تمه جايه بنز اهميت پته ليکهن شري تته وچهمت منظر پننن لفظن مثر. * بچن اته ليکهنايوکه پننه بستی مثر موجود گنه پزانه عمارت پيڙه اکه مضمون. *متعلقه حاکمس ليکهنايو بچس اته درخاس يته مثر يته مثر گنه توارپخی	چه ليکهان. LO5.1.1: غار نصابی مواد چه پران ته سمجان. LO5.3.1: موخسر پاغام، دعوتی پاغام ته لوکتي پيراگراف چه ليکهان. LO5.1.3: سماجس مثر پيش ينه والين واقعن ته مسلن متعلق چه بيدار ته حساس. LO5.2.1: پانس اندي پکهي پيش ينه والين واقعن چه آزادی سان تجزيه کران. LO5.2.3: ناوت، اشار ناوت، کراوت، کروومت ته باوت گرامری اصطلاحن بنز زان چه تهاوان ته يم چه جملو مثر زارن ته ورتاوان.			
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عمارڙ ٻنڙ راڇھ راوٽ تہ مرمت باپتھ عرض کرنہ ییہ۔ *شرین ییہ مختلف گرامری اصطلاح مثالے کراوٽ، کراوٽ تہ کرووٽ ژارنک تہ ورتاوٽک موقعہ فراہم کرنہ۔				
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*گُلہم پرکھہ (Summative Assessment) بایتہ طریقہ کار

نمبر شمار	کتاب	سبق/عنوان	کُلہم پرکھ بایتھ نمبرات
01	کاشیر کتاب	دید رانی	05
02		اولودگی	06
03		آن پوشہ تیله ییله ون پوشہ	07
04		رفاقت	05
05		ریڈ کراس	07
06		کوکر	09
07		ہوایی جہاز	05
08		کشیر ہنز کیٹھہ پزانہ عمارٹ	06
کُل نمبرات:			50

سوالنامه بابتہ ڈیزاین-جماعت اٹھم

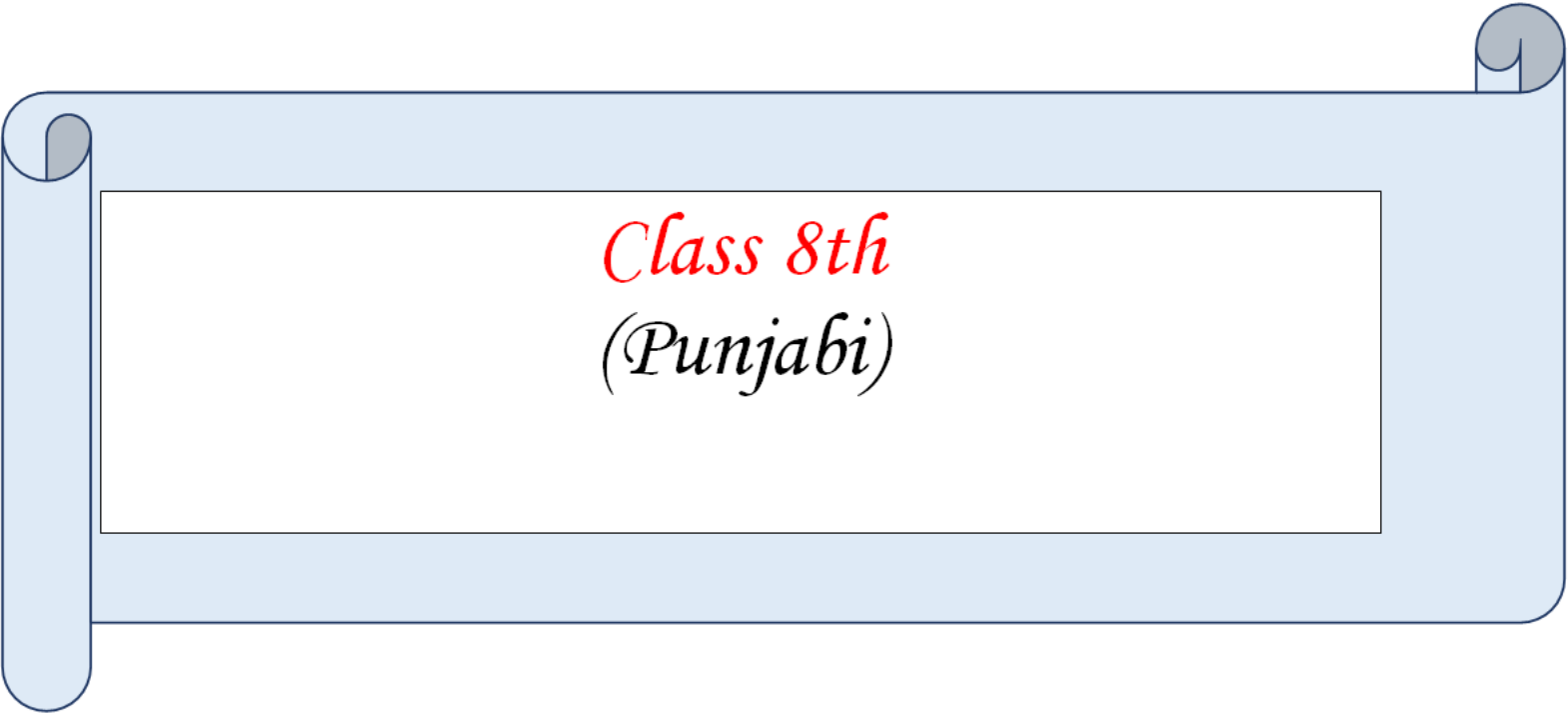
نمبرات	سوالن ہند تعداد	علمی سطح	پر تہ سوالس نمبر	سوالنامک فارمیٹ
03	03	CL-1	1 نمبر	ڈوڈ ہتہ پیٹھہ ز ہتہ لفظن ہند غار نصابی نثری اقتباس یتہ پتہ کنہ سوالہ آسن یمن منر یژ جوابہ والی سوالہ/ محاورن ہند ورتاو/ بیانس بدلہ اکھ لفظ/ لفظہ راش/ انداز کرُن شامل آسہ۔ شکل یتہ پتہ کنہ سوالہ آسن یمن منر یژ جوابہ والی سوالہ / تجزیہ کرُن/ انداز کرُن/ پرکھاؤن شامل آسہ۔
02	02	CL-2		
02	02	CL-3		
07	07	کل میزان		
01	01	CL-1	1 نمبر	نصابی شعری اقتباس یتہ پتہ کنہ سوالہ آسن یمن منر یژ جوابہ والی سوالہ/ عنوان/ لفظہ راش/ سمجن/ انداز کرُن / تجزیہ کرُن شامل
01	01	CL-2		
01	01	CL-3		

03	03	کُل میزان		آسہ۔ ناؤت/ اشارِ ناولت/ کراؤت/ کروومت/ کالہ بدلاو/ باؤت تہ امکی قسم گرامری اصطلاحن پیٹھ مبنی سوالہ۔	
01	01	CL-1	1 نمبر	لفظن ہندی ضد/ واحد تہ جمع ناولتی/ نر تہ مادِ ناولتی گرامری اصطلاحن پیٹھ سوالہ۔	
01	01	CL-2			
01	01	CL-3			
03	03	کُل میزان			
04	02	CL-1	2 نمبر	نصابی کتابہ ہندین نثری سبقن متعلق اہلیڑ پیٹھ مبنی ژورو مئز ترین سوالن ہندی مختصر جواب لیکھنی۔ نصابس مئز شامل گنہ نظمہ متعلق اہلیڑ پیٹھ مبنی ژورو مئز دون سوالن ہندی مختصر جواب لیکھنی یمن مئز ادبی اصطلاح/	تشکیل دینہ آمتین سوالن ہندی جواب
02	01	CL-2			
06	03	CL-3			
12	06	کُل میزان			

				موضوع/ لفظ معنے شامل آسن۔
06	02	CL-1	3نمبر	دِنہ اُمّت صورتحال مدِ نظر تهاوتہ پیراگراف/ دلیل/ کتہ باتہ / اشتہار لیکھن۔ رسمی/ غار رسمی چٹھی لیکھنی۔ (دویو منز اکھ)
03	01	CL-2		
06	02	CL-3		
15	05	کُل میزان		
00	00	CL-1	5نمبر	اِشارن یا شکلن ہند مددِ گنہ عنوانس پیٹھ ڈوڈ ہتہ پیٹھہ ز ہتہ لفظن ہند مضمون لیکھن۔ نصابی کتابہ منز شامل گنہ تہ سبق مرکزی خیال/ خلاصہ/ کردارن پیٹھ نوٹ لیکھن۔
05	01	CL-2		
05	01	CL-3		
10	02	کُل میزان		
50	کُل نمبرات			

نوٹ:

- سبق اصل پاٹھی سمجنہ باپتہ چہ درسی کتابہ ہندی ساری سبق پرنی تہ سمجنی ضروری۔
- امتحانس منز ین اہلیز پیٹھ مبنی سوالہ پرژ ہنہ۔
- گز امرکی سوالہ ین درسی کتابہ مطابق پرژ ہنہ۔



Class 8th
(Punjabi)

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਅਠਵੀਂ Syllabus cum Academic Planner Subject Punjabi Class 8th

Month-wise Timeline		ਪਾਠ/ਵਿਸ਼ਾ Content	ਯੋਗਤਾ Competency	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ Learning outcome	ਸੁਝਾਈ ਗਈ ਸਿਖਿਆ ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ Suggestive activities
Winter Zone	Summer Zone				
Nov- Dec	Apr-May	ਇਸ਼ਕ ਦੀ ਨਵੀਉਂ ਨਵੀਂ ਬਹਾਰ। (ਕਾਫ਼ੀ) ਵੁਲਰ ਝੀਲ। ਪੋੜੀ।	ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਾਫ਼ੀ ਨੂੰ ਗਾਉਣ ਦਾ ਢੰਗ ਅਤੇ ਸੁਧ ਉਚਾਰਣ ਕਰਨ ਲਈ ਪਰੇਰਿਆ ਜਾਵੇ। ਇਸ ਕਾਫ਼ੀ ਵਿੱਚ ਬਚਿਆਂ ਨੂੰ ਵਿਆਕਰਣ ਦੀ ਪਛਾਣ ਵੀ ਕਰਾਈ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਸਥਾਨ ਤੇ ਲੈ ਜਾ ਕੇ ਇਸ ਦੇ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ ਅਤੇ ਪਾਣੀ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਵੀ ਦੱਸਿਆ ਜਾਵੇ ਇਹਨਾਂ ਸਹਿਤ ਅਫਜਾ ਥਾਵਾਂ ਨੂੰ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਪ੍ਰਦੂਸ਼ਣ ਤੋਂ ਮੁਕਤ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ ਇਹ ਜਾਣਕਾਰੀ ਵੀ ਹੋਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਦੇ ਵੱਖ ਵੱਖ ਕਿਰਦਾਰਾਂ ਦੇ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਦੀਆਂ ਬੋਲੀਆਂ ਹੋਈਆਂ ਪੰਗਤੀਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਦੁਹਰਾਇਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਕਾਫ਼ੀ ਯਾਦ ਕਰਕੇ ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਆ ਜਾਵੇ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਮੁਕਾਬਲੇ ਦੇ ਰਾਹੀਂ ਵੁਲਰ ਝੀਲ ਦੇ ਚਿਤਰ ਬਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਵਿੱਚ ਸਭ ਤੋਂ ਸੋਹਣਾ ਚਿਤਰ ਬਣਾਉਣ ਵਾਲੇ ਬੱਚੇ ਨੂੰ ਇਨਾਮ ਨਾਲ ਨਿਵਾਜਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ। ਬਚਿਆਂ ਦੇ ਗਰੁੱਪ ਤਿਆਰ ਕਰਕੇ ਉਨ੍ਹਾਂ ਨੂੰ ਤਸਵੀਰ ਵਿਖਾ ਦਿੱਤੀ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦਾਇਰੇ ਵਿੱਚ ਖਲੋ ਕੇ ਕਾਫ਼ੀ ਦਾ ਸੁਧ ਉਚਾਰਣ ਕਰਨ ਅਤੇ ਗਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਸਹਿਤ ਅਫਜਾ ਸਥਾਨ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਅਤੇ ਇਸ ਥਾਂ ਦੇ ਆਲੇ ਦੁਆਲੇ ਹੋ ਰਹੇ ਪ੍ਰਦੂਸ਼ਣ ਦੇ ਬਾਰੇ ਵੀ ਪੁਛਿਆ ਜਾਵੇ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਅਸੀਂ ਇਹਨਾਂ ਥਾਵਾਂ ਨੂੰ ਪ੍ਰਦੂਸ਼ਣ ਮੁਕਤ ਕਰ ਸਕਦੇ ਹਾਂ ਇਹ ਜਾਣਕਾਰੀ ਵੀ ਲਈ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਲਿਖਣ ਦੀ ਯੋਗਤਾ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਤੋਂ ਕਹਾਣੀ ਦੇ ਕਿਰਦਾਰਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕੀਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਔਖੇ ਸ਼ਬਦਾਂ ਦੀ ਇੱਕ ਲਿਸਟ ਤਿਆਰ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ।

Mar	Aug	ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ। ਤਵੀ। ਲਦਾਖ ਦੀ ਸੈਰ।	ਬਚਿਆਂ ਨੂੰ ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦੁਆਰਾ ਕੀਤੇ ਹੋਏ ਲੋਕ ਭਲਾਈ ਦੇ ਕੰਮ ਅਤੇ ਬਚਿਆਂ ਦੀ ਵਿਦਿਆ ਲਈ ਕੀਤੇ ਗਏ ਉਪਰਾਲਿਆਂ ਬਾਰੇ ਬਚਿਆਂ ਨੂੰ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਵਾਈ ਜਾਵੇ ਕਵਿਤਾ ਵਿੱਚ ਇਸਤਿਮਾਲ ਹੋਏ ਵਿਆਕਰਣ ਦੇ ਬਾਰੇ ਵੀ ਦੱਸਿਆ ਜਾਵੇ। ਇਸ ਲੇਖ ਦੇ ਰਾਹੀਂ ਬਚਿਆਂ ਨੂੰ ਲਦਾਖ ਦੇ ਧਾਰਮਿਕ ਅਤੇ ਇਤਿਹਾਸਕ ਸਥਾਨਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ ਅਤੇ ਉਥੇ ਦੇ ਪਰਯਟਕ ਸਥਾਨਾਂ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦਾ ਚਿਤਰ ਬਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਤੋਂ ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦੀ ਸ਼ਖਸੀਅਤ ਬਾਰੇ ਆਪਸ ਵਿੱਚ ਵਾਰਤਾਲਾਪ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਤਵੀ ਕਵਿਤਾ ਬਚਿਆਂ ਨੂੰ ਜੰਮੂ ਦੇ ਸਭਿਆਚਾਰ ਨਾਲ ਜੋੜਦੀ ਹੈ ਇਸ ਕਵਿਤਾ ਦੇ ਰਾਹੀਂ ਬਚੇ ਜੰਮੂ ਦੇ ਮਾਹੌਲ ਨਾਲ ਪਰੀਚਿਤ ਕੀਤੇ ਗਏ ਅਤੇ ਉਹ ਸਮਝਣ ਦੇ ਕਿ ਕਿਉਂ ਜੰਮੂ ਨੂੰ ਮੰਦਰਾਂ ਦਾ ਸ਼ਹਿਰ ਕਿਹਾ ਜਾਂਦਾ ਹੈ। ਇਸ ਕਵਿਤਾ ਦੇ ਰਾਹੀਂ ਬਚਿਆਂ ਨੂੰ ਇਕ ਦਰਿਆ ਰਾਵੀ ਦੇ ਬਾਰੇ ਵੀ ਪਤਾ ਚਲਦਾ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਜੰਮੂ ਦੇ ਮੰਦਰਾਂ ਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣ ਵਾਲਾ ਇੱਕ ਪ੍ਰੋਜੈਕਟ ਦਿੱਤਾ ਜਾਵੇ। ਇਸ ਲੇਖ ਦੇ ਰਾਹੀਂ ਬਚਿਆਂ ਨੂੰ ਲਦਾਖ ਦੇ ਖਿੱਤੇ ਬਾਰੇ ਉਥੇ ਦੇ ਲੋਕਾਂ ਦਾ ਰਹਿਣ ਸਹਿਣ ਅਤੇ ਖਾਣ ਪੀਣ ਦੇ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਦੇ ਕੀਤੇ ਹੋਏ ਭਲਾਈ ਵਾਲੇ ਕੰਮਾਂ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਉਹਨਾਂ ਤੋਂ ਵਿਦਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਕੀਤੇ ਹੋਏ ਕੰਮਾਂ ਦੇ ਵੇਰਵੇ ਅਤੇ ਉਪਰਾਲੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਬਚਿਆਂ ਨੂੰ ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ ਬਾਰੇ ਇਕ ਨਿਬੰਧ ਲਿਖਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦਾਇਰੇ ਵਿੱਚ ਖਿਲਾਰ ਕਿ ਇਸ ਕਵਿਤਾ ਨੂੰ ਪੜਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਇਸਤਿਮਾਲ ਹੋਏ ਵਿਆਕਰਣ ਅਤੇ ਪਰਿਭਾਸ਼ਾ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਲਦਾਖ ਦਾ ਲੇਖ ਪੜਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਲਦਾਖ ਦੀ ਖੇਡਾਂ ਬਾਰੇ ਅਤੇ ਉਥੇ ਦੇ ਧਾਰਮਿਕ ਸਥਾਨਾਂ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਲਦਾਖ ਦੇ ਰਹਿਣ ਸਹਿਣ ਅਤੇ ਖਾਣ ਪੀਣ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ।
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Apr	Sep	ਮੀਆਂ ਸਿੰਘ ਜੀ। ਜਿੰਦਗੀ। ਪਛਾਣੇ ਜਾਂਦੇ ਨੇ।	ਬਚਿਆਂ ਨੂੰ ਮੀਆਂ ਸਿੰਘ ਦੇ ਬਾਰੇ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਮੀਆਂ ਸਿੰਘ ਦੇ ਇਨਸਾਫ਼ ਬਾਰੇ ਵੀ ਦਰਸਾਇਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਰਾਹੀਂ ਕਸ਼ਮੀਰੀ ਸਭਿਆਚਾਰ ਅਤੇ ਜੰਗਲਾਂ ਦੀ ਹਿਫਾਜ਼ਤ ਕਰਨ ਦੀ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਕੰਮ, ਕਿਰਦਾਰ ਅਤੇ ਆਪਣੇ ਧਰਮ ਬਾਰੇ ਵੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ।	ਇਹ ਲੇਖ ਜੋ ਕਿ ਭਾਈ ਮੀਆਂ ਸਿੰਘ ਜੀ ਦਾ ਹੈ ਪੜਨ ਤੋਂ ਬਾਅਦ ਬਚਿਆਂ ਵਿੱਚ ਇਨਸਾਫ਼ ਪ੍ਰਤੀ ਪੈਦਾ ਹੋ ਸਕਦੀ ਹੈ ਲੋਕ ਭਲਾਈ ਦੇ ਕਾਰਜਾਂ ਲਈ ਹਮੇਸ਼ਾ ਤਤਪਰ ਰਹਿਣਗੇ। ਬੱਚੇ ਹਮੇਸ਼ਾ ਹੀ ਲੋੜਵੰਦਾਂ ਦੀ ਮਦਦ ਕਰਨਗੇ। ਬਚਿਆਂ ਨੂੰ ਵਿਆਕਰਨ ਬਾਰੇ ਵੀ ਦੱਸਿਆ ਜਾਵੇ। ਇਸ ਕਹਾਣੀ ਵਿੱਚ ਜੰਗਲਾਂ ਦੀ ਕਟਾਈ ਨਾਲ ਹੋਣ ਵਾਲੇ ਨੁਕਸਾਨ ਅਤੇ ਜੰਗਲਾਂ ਦੀ ਹਿਫਾਜ਼ਤ ਕਰਨੀ ਕਿੰਨੀ ਹੀ ਜ਼ਰੂਰੀ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਨਾਲ ਮਿਲ ਕੇ ਵੱਧ ਤੋਂ ਵੱਧ ਰੁੱਖ ਲਗਾਉਣ ਦਾ ਯਤਨ ਕੀਤਾ ਜਾਵੇ ਤਾਂ ਕਿ ਜੰਗਲਾਂ ਦੀ ਵੱਧ ਤੋਂ ਵੱਧ ਹਿਫਾਜ਼ਤ ਹੋ ਸਕੇ। ਬਚਿਆਂ ਨੂੰ ਇਹ ਕਵਿਤਾ ਪੜਨ ਤੋਂ ਬਾਅਦ ਇਹ ਮਹਿਸੂਸ ਹੋਇਆ ਕਿ ਇਨਸਾਨ ਆਪਣੇ ਕੰਮਾਂ ਦੇ ਕਿਰਦਾਰ ਤੋਂ ਪਛਾਣਿਆ ਜਾਂਦਾ ਹੈ ਚੰਗੇ ਕੰਮ ਕਰਨ ਤਾਂ ਕਿ ਉਨ੍ਹਾਂ ਦਾ ਕਿਰਦਾਰ ਵੀ ਚੰਗਾ ਹੋਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਵਿਤਾ ਰਾਹੀਂ ਤੁਕਬੰਦੀ ਸ਼ਬਦ ਦੀ ਪਛਾਣ ਦੱਸੀ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਮੀਆਂ ਸਿੰਘ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ ਕੀਤੇ ਹੋਏ ਕਾਰਜਾਂ ਦੇ ਬਾਰੇ ਵੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕੀਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਮੀਂਹ ਸਿੰਘ ਦੇ ਉਤੇ ਇਕ ਨਿਬੰਧ ਲਿਖਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਅੰਤ ਤੇ ਬਚਿਆਂ ਨੂੰ ਗਿਆਨ ਸਿੰਘ ਦੇ ਬਾਰੇ ਪੁਛੇ ਸਵਾਲਾਂ ਦੇ ਉਤਰ ਦੇਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਵਿੱਚ ਜੰਗਲਾਂ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਇਸ ਲੇਖ ਵਿੱਚ ਜੰਗਲਾਂ ਦੀ ਹਿਫਾਜ਼ਤ ਲਈ ਚੁੱਕੇ ਗਏ ਕਦਮਾਂ ਦੇ ਬਾਰੇ ਬਚਿਆਂ ਤੋਂ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕੀਤੀ ਜਾਵੇ ਬਚਿਆਂ ਨੂੰ ਇਹ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਕਿਸ ਤਰ੍ਹਾਂ ਉਹ ਲੋਕਾਂ ਨੂੰ ਵੱਧ ਤੋਂ ਵੱਧ ਦਰੱਖਤ ਲਗਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਗੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਵਿਤਾ ਵਿੱਚ ਇਹ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਉਹ ਵੱਡੇ ਹੋ ਕੇ ਕੀ ਕੰਮ ਕਰਨਾ ਪਸੰਦ ਕਰਨਗੇ ਇਸ ਤੋਂ ਉਨ੍ਹਾਂ ਦੇ ਕਿਰਦਾਰ ਦਾ ਪਤਾ ਚਲ ਸਕਦਾ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਇਹ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਕਿਹੜੇ ਕੰਮਾਂ ਵਿੱਚ ਉਨ੍ਹਾਂ ਦਾ ਮਨ ਜ਼ਿਆਦਾ ਲੱਗਦਾ ਹੈ।
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May	Oct	ਪ੍ਰਦੂਸ਼ਣ। ਕਲਪਨਾ ਚਾਵਲਾ। ਕੁਲਫੀ।	ਇਸ ਲੇਖ ਵਿੱਚ ਹਰ ਕਿਸਮ ਦੇ ਪ੍ਰਦੂਸ਼ਣ ਜਿਵੇਂ ਹਵਾ ਨੂੰ ਪਰਦੂਸ਼ਿਤ ਕਰਨ ਦੀ ਸਰੋਤ ਖੇਤੀਬਾੜੀ ਨੂੰ ਪ੍ਰਦੂਸ਼ਣ ਕਰਨ ਦੇ ਸਰੋਤ ਪਲਾਸਟਿਕ ਪ੍ਰਦੂਸ਼ਣ ਵਿਸ਼ਵ ਗਰਮੀ ਆਦਿ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਪਨਾ ਚਾਵਲਾ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਨਾਲ ਮਿਲ ਕੇ ਸਕੂਲ ਵਿੱਚ ਕੁਝ ਪ੍ਰਯੋਗ ਕੀਤੇ ਜਾਣ ਜਿਨ੍ਹਾਂ ਦੇ ਨਾਲ ਬਚਿਆਂ ਦੀ ਰੁਚੀ ਸਾਇੰਸ ਵਿੱਚ ਵਧਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਹ ਸਮਝਾਉਣਾ ਹੈ ਕਿ ਜਿਹੜੀ ਚੀਜ਼ ਸਾਨੂੰ ਨਹੀਂ ਮਿਲਦੀ ਉਸ ਨੂੰ ਖੋਹ ਕੇ ਲੈਣ ਤੋਂ ਚੰਗਾ ਹੈ ਕਿ ਅਸੀਂ ਉਸ ਚੀਜ਼ ਲਈ ਮਿਹਨਤ ਕਰੀਏ ਅਤੇ ਉਸ ਚੀਜ਼ ਨੂੰ ਪ੍ਰਾਪਤ ਕਰੀਏ ਬਚਿਆਂ ਨੂੰ ਇਸ ਤੋਂ ਖੋਹ ਲੈਣ ਵੀ ਨਕਾਰਾਤਮਕ ਸੋਚ ਤੋਂ ਪਰਹੇਜ਼ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।	ਬਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਦੇ ਰਾਹੀਂ ਪ੍ਰਦੂਸ਼ਣ ਪੈਦਾ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦਾ ਘੱਟੋ ਘੱਟ ਪ੍ਰਯੋਗ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ। ਪ੍ਰਦੂਸ਼ਣ ਪੈਦਾ ਕਰ ਰਹੀਆਂ ਪਲਾਸਟਿਕ ਦੀਆਂ ਥੈਲੀਆਂ ਦੀ ਘੱਟ ਤੋਂ ਘੱਟ ਵਰਤੋਂ ਆਪਣੇ ਘਰਾਂ ਵਿੱਚ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ। ਬਚਿਆਂ ਨਾਲ ਮਿਲ ਕੇ ਸਕੂਲ ਦੇ ਵਿੱਚ ਕੁਝ ਐਕਸਪੈਰੀਮੈਂਟ ਕੀਤੇ ਜਾਣ ਜਿਨ੍ਹਾਂ ਦੇ ਨਤੀਜੇ ਬਚਿਆਂ ਨੂੰ ਪ੍ਰੋਤਸਾਹਿਤ ਕਰਨ ਗੇ। ਕੰਪਿਊਟਰ ਦੇ ਰਾਹੀਂ ਬਚਿਆਂ ਨੂੰ ਖਲਾਬਾਜ਼ੀ ਬਾਰੇ ਦੱਸਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਵਿਆਕਰਣ ਦੀ ਸੇਧ ਦਿੱਤੀ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਸਕਾਰਾਤਮਕ ਸੋਚ ਅਤੇ ਨਕਾਰਾਤਮਕ ਸੋਚ ਵਿੱਚ ਫਰਕ ਕਰਾਉਣ ਲਈ ਦੋ ਗਰੁੱਪ ਬਣਾਏ ਜਾਣ ਜਿਸ ਵਿੱਚ ਨਕਾਰਾਤਮਕ ਸੋਚ ਵਾਲੇ ਬਚਿਆਂ ਨੂੰ ਲਹਿੰਦੇ ਵੱਲ ਦਸਿਆ ਜਾਏ ਅਤੇ ਸਕਾਰਾਤਮਕ ਸੋਚ ਵਾਲੇ ਬਚਿਆਂ ਨੂੰ ਚੜ੍ਹਦੀ ਕਲਾ ਵੱਲ ਦਸਿਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਦੇ ਰਾਹੀਂ ਆਪਣੇ ਵਾਤਾਵਰਣ ਨੂੰ ਸਾਫ਼ ਕਰਵਾਉਣ ਲਈ ਯਤਨ ਕਰਵਾਏ ਜਾਣ। ਬਚਿਆਂ ਨੂੰ ਸਕੂਲ ਦੇ ਆਲੇ ਦੁਆਲੇ ਦੀ ਸਫ਼ਾਈ ਕਰਵਾਈ ਜਾਵੇ ਅਤੇ ਹੱਥਾਂ ਵਿੱਚ ਬੈਨਰ ਲੈ ਕੇ ਇੱਕ ਜਲੂਸ ਦੀ ਸ਼ਕਲ ਵਿੱਚ ਆਪਣੇ ਮੁਹਲਿਆਂ ਵਿੱਚ ਪਿੰਡਾਂ ਵਿੱਚ ਭੇਜਿਆ ਜਾਵੇ ਤਾਂ ਕਿ ਉਹ ਲੋਕਾਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕਰ ਸਕਣ ਕਿ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਆਪਣੇ ਵਾਤਾਵਰਣ ਨੂੰ ਬਚਾਉਣ ਦੇ ਯਤਨ ਕੀਤੇ ਜਾਣ। ਬਚਿਆਂ ਨੂੰ ਪਾਣੀ ਅਤੇ ਹਵਾ ਨੂੰ ਗੰਧਲਾ ਕਰਨ ਦੇ ਸਰੋਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਲਈ ਜਾਵੇ ਓਜ਼ੋਨ ਪਰਤ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਪ੍ਰਦੂਸ਼ਣ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦਾ ਇੱਕ ਖਾਕਾ ਤਿਆਰ ਕਰਵਾਇਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਪਨਾ ਚਾਵਲਾ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਅਤੇ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਉਸ ਨੇ ਇਹ ਮੁਕਾਮ ਹਾਸਲ ਕੀਤਾ। ਬਚਿਆਂ ਨੂੰ ਅਲੱਗ ਅਲੱਗ ਗ੍ਰਿਹ ਦੇ ਬਾਰੇ ਚਿਤਰ ਬਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਇਨਾਮ ਦੇ ਰਾਹੀਂ ਉਨ੍ਹਾਂ ਨੂੰ ਸਨਮਾਨਿਤ ਕੀਤਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਧਰਤੀ ਅਤੇ ਹੋਰ ਗ੍ਰਹਿਆਂ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਨਕਾਰਾਤਮਕ ਸੋਚ ਅਤੇ ਸਕਾਰਾਤਮਕ ਸੋਚ ਤੇ ਇੱਕ ਨਿਬੰਧ
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Jun	Nov	ਕੰਧ। ਗਣਤੰਤਰ ਦਿਵਸ। ਅਜ਼ਾਦੀ।	ਬਚਿਆਂ ਨੂੰ ਰਿਸਤਿਆਂ ਦੀ ਅਹਿਮੀਅਤ ਬਾਰੇ ਦੱਸਿਆ ਗਿਆ ਹੈ। ਰਿਸਤਿਆਂ ਨੂੰ ਬਚਾਉਣ ਦੀ ਅਹਿਮੀਅਤ ਬਾਰੇ ਵੀ ਦੱਸਿਆ ਗਿਆ ਹੈ। ਤੁਕਬੰਦੀ ਸ਼ਬਦ ਦੀ ਪਛਾਣ ਕਰਨੀ ਬਹੁਤ ਜ਼ਰੂਰੀ ਦਸੀ ਗਈ ਹੈ। ਵਿਆਕਰਣ ਤੇ ਵੀ ਜੋਰ ਪਾਉਣ ਦੀ ਲੋੜ ਹੈ। ਇਹ ਲੇਖ ਬਚਿਆਂ ਨੂੰ ਆਪਣੇ ਦੇਸ਼ ਬਾਰੇ ਦੇਸ਼ ਦੇ ਇਤਿਹਾਸ ਬਾਰੇ ਦੇਸ਼ ਦੀ ਅਜ਼ਾਦੀ ਵਿੱਚ ਹੋਈਆਂ ਕੁਰਬਾਨੀਆਂ ਬਾਰੇ ਜਾਣੂ ਕਰਾਉਣ ਵਿੱਚ ਬਹੁਤ ਹੀ ਸਮਰੱਥ ਹੈ। ਗਣਤੰਤਰ ਦਿਵਸ ਤੇ ਕੀ ਕੀ ਖਾਸ ਹੁੰਦਾ ਹੈ ਇਹ ਵੀ ਸਮਝਾਇਆ ਜਾ ਸਕਦਾ ਹੈ ਗਣਤੰਤਰ ਦਿਵਸ ਦੀ ਪਰੇਡ ਵਿੱਚ ਸਲਾਮੀ ਕੋਣ ਲੈਂਦਾ ਹੈ ਇਹ ਵੀ ਦਸੱਣਾ ਜ਼ਰੂਰੀ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਹਾਣੀ ਰਾਹੀਂ ਪੰਛੀਆਂ ਨੂੰ ਕੈਦ ਕਰਨ ਤੋਂ ਸੰਕੋਚ ਕੀਤਾ ਜਾਵੇ। ਇਹ ਨਸੀਹਤ ਕੀਤੀ ਗਈ ਹੈ ਅਤੇ ਬਚਿਆਂ ਨੂੰ ਇਸ ਨਸੀਹਤ ਤੇ ਅਮਲ ਕਰਨ ਦੀ ਜ਼ਰੂਰਤ ਹੈ।	ਬਚਿਆਂ ਨੂੰ ਇਹ ਕਵਿਤਾ ਗਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਨੂੰ ਵੀ ਬੋਲਣ ਤੇ ਜੋਰ ਦਿੱਤਾ ਜਾਵੇ। ਵਵਾਰਤਣ ਬਾਰੇ ਵੀ ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਵਾਰਤਾਲਾਪ ਕਰਨ ਦੀ ਸੇਧ ਦਿੱਤੀ ਜਾਵੇ। ਇਸ ਵਿਸ਼ੇ ਨੂੰ ਸਮਝਾਉਣ ਲਈ ਬਚਿਆਂ ਨੂੰ ਗਣਤੰਤਰ ਦਿਵਸ ਦੀ ਤਿਆਰੀ ਮਗਰੋਂ ਪਰੇਡ ਕਰਵਾਈ ਜਾਵੇ ਪਰੇਡ ਵਿੱਚ ਗਣਤੰਤਰ ਦਿਵਸ ਦੀ ਖਾਸੀਅਤ ਦਸੀ ਜਾਵੇ ਅਤੇ ਕਿਉਂ ਗਣਤੰਤਰ ਦਿਵਸ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ ਇਹ ਵੀ ਦੱਸਿਆ ਜਾਵੇ। ਕਲਾਸ ਵਿੱਚ ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਹਾਣੀ ਵਿੱਚ ਜ਼ਿਕਰ ਕੀਤੇ ਗਏ ਪੰਛੀਆਂ ਦੇ ਚਿਤਰ ਬਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਇਸ ਕਹਾਣੀ ਰਾਹੀਂ ਬਚਿਆਂ ਨੂੰ ਪੰਛੀਆਂ ਪ੍ਰਤੀ ਪ੍ਰੇਮ ਦਰਸਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਸਮਝਾਇਆ ਜਾਵੇ ਪੰਛੀ ਬਹੁਤ ਹੀ ਮਾਸੂਮ ਜਾਨਵਰ ਹੁੰਦੇ ਹਨ ਸਾਨੂੰ ਉਨ੍ਹਾਂ ਦਾ ਸਤਿਕਾਰ ਕਰਨਾ ਚਾਹੀਦਾ ਹੈ ਉਨ੍ਹਾਂ ਨੂੰ ਦਾਣਾ ਪਾਉਣਾ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ।	ਬਚਿਆਂ ਨੂੰ ਰਿਸਤਿਆਂ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਅਤੇ ਅੱਜ ਕੱਲ ਇਹਨਾਂ ਰਿਸਤਿਆਂ ਨੂੰ ਬਚਾਉਣ ਲਈ ਕੀ ਕੀ ਉਪਰਾਲੇ ਕੀਤੇ ਜਾਣ ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦ ਦੇ ਬਾਰੇ ਵੀ ਦੱਸਿਆ ਜਾਵੇ। ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਪੁਛੇ ਜਾਣ ਅਤੇ ਵਿਆਕਰਣ ਤੇ ਵੀ ਧਿਆਨ ਦੇਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਗਣਤੰਤਰ ਦਿਵਸ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਗਣਤੰਤਰ ਦਿਵਸ ਤੇ ਖਾਸ ਕੀ ਹੁੰਦਾ ਹੈ ਕਿ ਪੁਛਿਆ ਜਾਵੇ। ਗਣਤੰਤਰ ਦਿਵਸ ਦੀ ਸਭ ਤੋਂ ਵੱਡੀ ਪਰੇਡ ਕਿਥੇ ਹੁੰਦੀ ਹੈ ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ। ਸਕੂਲਾਂ ਵਿੱਚ ਗਣਤੰਤਰ ਦਿਵਸ ਤੇ ਕੀਤਾ ਜਾਂਦਾ ਹੈ ਇਹ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਹਾਣੀ ਵਿੱਚ ਪੰਛੀਆਂ ਦੀ ਅਜ਼ਾਦੀ ਦੇ ਸੰਘਰਸ਼ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਪੰਛੀਆਂ ਨੂੰ ਕੈਦ ਕਰਨ ਦੇ ਕੀ ਨੁਕਸਾਨ ਹਨ ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਹਾਣੀ ਤੇ ਅਮਲ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਉਨ੍ਹਾਂ ਪੰਛੀਆਂ ਵਰਗੀ ਸੂਝ ਬੂਝ ਵਰਤਾਉਣ ਲਈ ਉਹ ਕਿਸ ਤਰੀਕੇ ਦੇ ਕੰਮ ਕਰ ਰਹੇ ਹਨ ਇਹ ਪੁਛਿਆ ਜਾਵੇ।
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Jul-Aug	Dec-Jan	ਸਾਈ ਮੀਆਂ ਮੀਰ ਜੀ। ਅਵੰਤੀ ਪੁਰ ਦੇ ਖੰਡਰ। ਹਮਸਾਏ ਅੰਮਾ ਜਾਏ।	ਬਚਿਆਂ ਨੂੰ ਇਸ ਵਿਸ਼ੇ ਰਾਹੀਂ ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਦੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਦੇਣੀ ਲਾਜ਼ਮੀ ਹੈ। ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਅਤੇ ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਬਚਿਆਂ ਲਈ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹੈ ਅਤੇ ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਜੀ ਬਾਰੇ ਵੀ ਬਚਿਆਂ ਨੂੰ ਦਸੱਣਾ ਜ਼ਰੂਰੀ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਅਵੰਤੀ ਪੁਰ ਦੇ ਬਾਰੇ ਪਤਾ ਹੋਵੇ। ਅਵੰਤੀ ਪੁਰ ਦੇ ਖੰਡਰਾਂ ਦੇ ਬਾਰੇ ਪਤਾ ਹੋਵੇ। ਕਸ਼ਮੀਰ ਦੇ ਬਾਰੇ ਪਤਾ ਹੋਵੇ ਅਤੇ ਕਸ਼ਮੀਰ ਵਿੱਚ ਹੋਰ ਵੀ ਪਰਯਟਕ ਸਥਾਨਾਂ ਦੇ ਬਾਰੇ ਪਤਾ ਹੋਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਆਪਣੇ ਹਮਸਾਇਆ ਨਾਲ ਰਹਿਣਾ ਚਾਹੀਦਾ ਹੈ ਇਹ ਦਸਿਆ ਜਾਵੇ ਅਤੇ ਇਸ ਤਰੀਕੇ ਨਾਲ ਇੱਕ ਚੰਗੇ ਸਮਾਜ ਦੀ ਉਸਾਰੀ ਹੋਵੇਗੀ ਇਹ ਵੀ ਸਮਝਾਇਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਵਿਆਕਰਣ ਵੀ ਦਸਿਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਤੇ ਨਿਬੰਧ ਸੁਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਬਾਰੇ ਉਨ੍ਹਾਂ ਦੀ ਜੀਵਨੀ ਬਾਰੇ ਸੰਖੇਪ ਜਿਹਾ ਨਿਬੰਧ ਸੁਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਜੀ ਦਾ ਚਿਤਰ ਬਣਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਹ ਕਵਿਤਾ ਕਲਾਸ ਵਿੱਚ ਗਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਤੁਕਬੰਦੀ ਸ਼ਬਦ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਇੱਕ ਦੂਜੇ ਨਾਲ ਅਵੰਤੀ ਪੁਰ ਦੇ ਖੰਡਰਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਕਲਾਸ ਵਿੱਚ ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਹਮਸਾਇਆ ਵਾਲਾ ਵਿਹਾਰ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਇਹ ਸਮਝਾਇਆ ਜਾਵੇ ਕਿ ਜਿਸ ਤਰੀਕੇ ਨਾਲ ਉਹ ਕਲਾਸ ਵਿੱਚ ਮਦਦ ਕਰਦੇ ਹਨ ਇਸੇ ਤਰੀਕੇ ਨਾਲ ਹਮਸਾਇਆ ਦੀ ਮਦਦ ਕੀਤੀ ਜਾਵੇ। ਕਿਉਂਕਿ ਇਕ ਚੰਗਾ ਹਮਸਾਇਆ ਰਿਸ਼ਤੇਦਾਰਾਂ ਤੋਂ ਵੀ ਚੰਗਾ ਹੁੰਦਾ ਹੈ।	ਬਚਿਆਂ ਨੂੰ ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਕਿਉਂ ਗੁਰੂ ਹਰਿਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਨੇ ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਨੂੰ ਹਰਿਮੰਦਰ ਸਾਹਿਬ ਦਾ ਨੀਂਹ ਪੱਥਰ ਰੱਖਣ ਲਈ ਚੁਣਿਆ ਇਹ ਪੁਛਿਆ ਜਾਵੇ। ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ ਕਿਸ ਏਕਤਾ ਲਈ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਕੰਮ ਰਹੇ ਇਹ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਅਵੰਤੀ ਪੁਰ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਕਿਉਂ ਇਨ੍ਹਾਂ ਮੰਦਰਾਂ ਨੂੰ ਖੰਡਰਾਂ ਵਿੱਚ ਤਬਦੀਲ ਕੀਤਾ ਗਿਆ ਹੈ ਇਹ ਪੁਛਿਆ ਜਾਵੇ। ਵਿਆਕਰਣ ਦੇ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਵੰਤੀ ਪੁਰ ਦੇ ਖੰਡਰਾਂ ਨੂੰ ਵਾਪਸ ਮੰਦਰਾਂ ਵਿੱਚ ਤਬਦੀਲ ਕਰਨ ਲਈ ਸਰਕਾਰ ਦੇ ਚੁੱਕੇ ਗਏ ਕਦਮਾਂ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਹਮਸਾਇਆ ਦੀ ਅਹਿਮੀਅਤ ਬਾਰੇ ਪੁਛਿਆ ਜਾਵੇ। ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਇੱਕ ਚੰਗਾ ਹਮਸਾਇਆ ਬਣ ਸਕਦਾ ਹੈ। ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਅਸੀਂ ਚੰਗੇ ਸਮਾਜ ਦੀ ਉਸਾਰੀ ਕਰ ਸਕਦੇ ਹਾਂ ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ।
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Sep	Feb	ਹਜ਼ਰਤ ਮੁਹੰਮਦ। ਅਲੱੜ ਪੁਣੇ ਦੀ ਉਮਰ। ਮੁਕਤੀ। ਸੌਤ।	ਇਸ ਵਿਸ਼ੇ ਵਿੱਚੋਂ ਬਚਿਆਂ ਨੂੰ ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ। ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਦੇ ਕੀਤੇ ਹੋਏ ਕੰਮਾਂ ਬਾਰੇ ਬਚਿਆਂ ਨੂੰ ਦਸਿਆ ਜਾਵੇ ਇਸ ਤਰੀਕੇ ਨਾਲ ਲੋੜਵੰਦਾਂ ਦੀ ਮਦਦ ਕਰਿਆ ਕਰਦੇ ਸਨ। ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਦੇ ਪਾਠ ਅਤੇ ਜੀਵਨ ਬਾਰੇ ਬਚਿਆਂ ਨੂੰ ਦਸਿਆ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਰਾਹੀਂ ਜ਼ਿੰਦਗੀ ਦੀ ਪੂਰੀ ਸੋਧ ਦਿੱਤੀ ਗਈ ਹੈ ਅਤੇ ਇਹ ਉਮੀਦ ਜਤਾਈ ਗਈ ਹੈ ਕਿ ਬੱਚੇ ਆਪਣੀ ਜ਼ਿੰਦਗੀ ਨੂੰ ਸਹੀ ਢੰਗ ਨਾਲ ਜਿਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕਰਨਗੇ ਬਚਿਆਂ ਨੂੰ ਸਮਝਾਇਆ ਜਾਵੇ ਕਿ ਜੀਵਨ ਵਿੱਚ ਕਿਹੜੀਆਂ ਵਸਤੂਆਂ ਨੂੰ ਅਹਿਮੀਅਤ ਦੇਣ ਅਤੇ ਕਿਹੜੀਆਂ ਨੂੰ ਨਜ਼ਰ ਅੰਦਾਜ਼ ਕਰਨ। ਬਚਿਆਂ ਨੂੰ ਇਸ ਕਵਿਤਾ ਦੇ ਰਾਹੀਂ ਜੀਵਨ ਜੀਣ ਦੀ ਜਾਚ ਸਿਖਾਈ ਜਾਵੇ। ਬੁਰੇ ਕੰਮਾਂ ਤੋਂ ਸੰਕੋਚ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬੱਚੇ ਰੱਬ ਦਾ ਰੂਪ ਹੁੰਦੇ ਹਨ ਉਹਨਾਂ ਨੂੰ ਅਧਿਆਪਕ ਜਿਸ ਤਰੀਕੇ ਨਾਲ ਜੀਵਨ ਜਿਉਣ ਦੀ ਜਾਚ ਸਿਖਾਉਣਾ ਹ ਆਪਣਾ ਜੀਵਨ ਬਤੀਤ ਕਰਨਾ ਸਹੀ ਸਮਝਦੇ ਹਨਇਸ ਲਈ ਬਚਿਆਂ ਨੂੰ ਹਮੇਸ਼ਾ ਹੀ ਸਹੀ ਸਿਖਲਾਈ ਦੇਣੀ ਚਾਹੀਦੀ ਹੈ ਜੋ ਕਿ ਸਿਰਫ਼ ਇੱਕ ਅਧਿਆਪਕ ਹੀ ਕਰ ਸਕਦਾ ਹੈ। ਬਚਿਆਂ ਨੂੰ ਸੌਤ ਦੇ ਬਾਰੇ ਪੂਰੀ ਜਾਣਕਾਰੀ ਦਿੱਤੀ ਜਾਵੇ ਇਹ ਤਿਉਹਾਰ ਕਿਉਂ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ ਇਹ ਵੀ ਪੁਛਿਆ ਜਾਵੇ ਅਤੇ ਹੋਰ ਤਿਉਹਾਰਾਂ ਦੇ ਬਾਰੇ ਵੀ ਦਸਿਆ ਜਾਵੇ।	ਬਚਿਆਂ ਨੂੰ ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਦੇ ਵਿਸ਼ੇ ਨੂੰ ਪੜਨ ਅਤੇ ਵਿਚਾਰ ਕਰਨ ਦੀ ਸਮਰੱਥਾ ਹੋਵੇ। ਬੱਚੇ ਇਕ ਦੂਜੇ ਨਾਲ ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਦੇ ਕੀਤੇ ਹੋਏ ਕੰਮਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ ਕਰਨ। ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਪਿਆਰ ਅਤੇ ਰਹਿਮ ਦੇ ਨਾਲ ਪੇਸ਼ ਆਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਕਲਾਸ ਵਿੱਚ ਬਚਿਆਂ ਨਾਲ ਜਿੰਦਗੀ ਦੇ ਉਤਾਰ ਚੜਾਅ ਬਾਰੇ ਵਿਚਾਰ ਕਰਨੇ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹਨ। ਬਚਿਆਂ ਤੋਂ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਉਹ ਜ਼ਿੰਦਗੀ ਨੂੰ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਜਿਉਣਾ ਚਾਹੁੰਦੇ ਹਨ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਕੀ ਸੋਚਦੇ ਹਨ। ਬਚਿਆਂ ਨੂੰ ਸਹੀ ਕੰਮਾਂ ਅਤੇ ਬੇਰੀਆਂ ਕੰਮਾਂ ਵਿੱਚ ਫ਼ਰਕ ਕਰਨ ਦੀ ਜਾਚ ਆਉਂਦੀ ਹੋਵੇ ਬਚਿਆਂ ਨੂੰ ਇਹ ਕਵਿਤਾ ਗਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਤੁਕਬੰਦੀ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਵਿਤਾ ਲਿਖਣ ਲਈ ਪ੍ਰੇਤਸਾਹਿਤ ਕੀਤਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਸੌਤ ਦੇ ਤਿਉਹਾਰ ਵਰਗਾ ਮਾਹੌਲ ਤਿਆਰ ਕਰਕੇ ਮਨਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਅਧਿਆਪਕ ਇਸ ਕੰਮ ਵਿੱਚ ਬਚਿਆਂ ਦੀ ਹਰ ਪੱਖੋਂ ਸਹਾਇਤਾ ਕਰਨ ਤਾਂ ਕਿ ਬੱਚੇ ਸੌਤ ਦੇ ਤਿਉਹਾਰ ਨੂੰ ਸਹੀ ਢੰਗ ਨਾਲ ਸਮਝ ਅਤੇ ਮਨਾ ਸਕਣ।	ਬਚਿਆਂ ਨੂੰ ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਸਾਹਿਬ ਦੇ ਵਿਸ਼ੇ ਨੂੰ ਪੜਨ ਅਤੇ ਵਿਚਾਰ ਕਰਨ ਦੀ ਸਮਰੱਥਾ ਹੋਵੇ। ਬੱਚੇ ਇਕ ਦੂਜੇ ਨਾਲ ਹਜ਼ਰਤ ਮੁਹੰਮਦ ਦੇ ਕੀਤੇ ਹੋਏ ਕੰਮਾਂ ਬਾਰੇ ਵਾਰਤਾਲਾਪ ਕਰਨ। ਬਚਿਆਂ ਨੂੰ ਇੱਕ ਦੂਜੇ ਨਾਲ ਪਿਆਰ ਅਤੇ ਰਹਿਮ ਦੇ ਨਾਲ ਪੇਸ਼ ਆਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਕਲਾਸ ਵਿੱਚ ਬਚਿਆਂ ਨਾਲ ਜਿੰਦਗੀ ਦੇ ਉਤਾਰ ਚੜਾਅ ਬਾਰੇ ਵਿਚਾਰ ਕਰਨੇ ਬਹੁਤ ਜ਼ਰੂਰੀ ਹਨ। ਬਚਿਆਂ ਤੋਂ ਪੁਛਿਆ ਜਾਵੇ ਕਿ ਉਹ ਜ਼ਿੰਦਗੀ ਨੂੰ ਕਿਸ ਤਰੀਕੇ ਨਾਲ ਜਿਉਣਾ ਚਾਹੁੰਦੇ ਹਨ ਜ਼ਿੰਦਗੀ ਬਾਰੇ ਕੀ ਸੋਚਦੇ ਹਨ। ਬਚਿਆਂ ਨੂੰ ਸਹੀ ਕੰਮਾਂ ਅਤੇ ਬੇਰੀਆਂ ਕੰਮਾਂ ਵਿੱਚ ਫ਼ਰਕ ਕਰਨ ਦੀ ਜਾਚ ਆਉਂਦੀ ਹੋਵੇ ਬਚਿਆਂ ਨੂੰ ਇਹ ਕਵਿਤਾ ਗਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਤੁਕਬੰਦੀ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਨ ਲਈ ਕਿਹਾ ਜਾਵੇ ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਵਿਤਾ ਲਿਖਣ ਲਈ ਪ੍ਰੇਤਸਾਹਿਤ ਕੀਤਾ ਜਾਵੇ। ਬਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿੱਚ ਸੌਤ ਦੇ ਤਿਉਹਾਰ ਵਰਗਾ ਮਾਹੌਲ ਤਿਆਰ ਕਰਕੇ ਮਨਾਉਣ ਲਈ ਕਿਹਾ ਜਾਵੇ ਅਤੇ ਅਧਿਆਪਕ ਇਸ ਕੰਮ ਵਿੱਚ ਬਚਿਆਂ ਦੀ ਹਰ ਪੱਖੋਂ ਸਹਾਇਤਾ ਕਰਨ ਤਾਂ ਕਿ ਬੱਚੇ ਸੌਤ ਦੇ ਤਿਉਹਾਰ ਨੂੰ ਸਹੀ ਢੰਗ ਨਾਲ ਸਮਝ ਅਤੇ ਮਨਾ ਸਕਣ।
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ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ. ਸ਼੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ SCERT (J&K)

ਸ਼੍ਰੇਣੀ: ਅਠਵੀਂ ਮੁਲਾਂਕਣ ਦਾ ਢੰਗ ਕੁਲ ਅੰਕ: ੫੦

Class: 8th Pattern Of Assessment Max. Marks: 50

ਭਾਗ ਪਹਿਲਾ ਪੜ੍ਹਨ ਕੌਸ਼ਲ (ਅਕ :੧੦)

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

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

ਭਾਗ ਦੂਜਾ ਲਿਖਣ ਕੌਸ਼ਲ (੧੫ :ਅੰਕ)

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

ਭਾਗ ਰ।

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

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

ਭਾਗ ਤੀਜਾ ਕਾਵਿਕ (੧੦ ਅੰਕ)

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

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾਵਾਂ ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ।

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

ਪ੍ਰਸ਼ਨ।

ਭਾਗ ਚੌਥਾ ਵਿਆਕਰਣ (ਅੰਕ ੧੫)

ਨਾਂਵ ਪੜ੍ਹਨਾਵ, ਲਿੰਕ ਪੁਲਿੰਗ, ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ, ਇੱਕ ਵਚਨ, ਬਹੁਵਚਨ,

ਕਿਰਿਆ।

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

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

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

ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੱਤਰ ਲਿਖਣ ਜਿਵੇਂ ਫੀਸ ਮਾਫ ਕਰਨ ਲਈ ਪੱਤਰ,
ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਦੋ ਦਿਨ ਦੀ ਛੁੱਟੀ ਦੀ ਦਰਖਾਸਤ,
ਸੈਰ ਸਪਾਟੇ ਲਈ ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਅਰਜ਼ੀ ਆਦਿ।

ਕੰਮ ਸੰਖਿਆ	ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ	ਅਧਿਆਇ ਸੰਖਿਆ	ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ਰਮ੧	ਇਸ਼ਕ ਦੀ ਨਵੀਂ ਨਵੀਂ ਬਹਾਰ। ਵਾਲੇ ਝੀਲ। ਪੌੜੀ।	੫
੨	ਰਮ੨	ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ। ਤਵੀ। ਲਦਾਖ ਦੀ ਸੈਰ। ਮੀਆਂ ਸਿੰਘ ਜੀ।	੫
੩	ਰਮ੩	ਜਿੰਦਗੀ। ਪਛਾਣੇ ਜਾਂਦੇ ਨੇ ਪ੍ਰਦੂਸ਼ਣ।	੫
੪	ਰਮ੪	ਕਲਪਨਾ ਚਾਵਲਾ। ਕੁਲਫ਼ੀ। ਕੰਧ। ਗਣਤੰਤਰ ਦਿਵਸ। ਅਜ਼ਾਦੀ।	੫
੫	ਰਮ੫	ਸਾਈ ਮੀਆਂ ਮੀਰ ਜੀ। ਅਵੰਤੀ ਪੁਰ ਦੇ ਖੰਡਰ। ਹਿਸਾਬ ਅੰਮਾ ਜਾਏ।	੫
੬	ਰਮ੬	ਹਜ਼ਰਤ ਮੁਹੰਮਦ। ਅਲੜ ਪੁਟੇ ਦੀ ਉਮਰ। ਮੁਕਤੀ। ਸੱਤ।	੫

ਸਾਹਿਤ ਤੋਂ ਇਲਾਵਾ ਅਣਡਿਠਾ ਪੈਰਾ, ਵਿਆਕਰਣ, ਲਿਖਣ ਕੋਸ਼ਲ, ਅਤੇ ਤਸਵੀਰਾਂ ਨੂੰ ਵੇਖ ਕੇ ਨਿਬੰਧ ਲਿਖਣ ਦਾ ਵੀ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇ।

ਕੁਲ ਅੰਕ

੩੦

ਸੰਖੇਪ ਮੁਲਾਂਕਣ (Summative Assessment)

ਕ੍ਰਮ ਸੰਖਿਆ	ਅਨੁਭਾਗ	ਅਧਿਆਇ ਸੰਖਿਆ ਅਤੇ ਨਾਮ	ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ੳ	ਅਣਡਿਠਾ ਪੈਰਾ	੧੫
੨	ਅ	ਵਿਆਕਰਣ	੮
੩	ੲ	ਲਿਖਣ ਕੋਸ਼ਲ	੧੨
੪	ਸ	ਸਾਹਿਤ। Literature	੧੫
੫		ਵਾਲੇ ਝੀਲ।	
੬		ਪੌੜੀ।	
੭		ਲਦਾਖ਼ ਦੀ ਸੈਰ।	
੮		ਕਲਪਨਾ ਚਾਵਲਾ।	
੯		ਗਣਤੰਤਰ ਦਿਵਸ।	
੧੦		ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ।	
੧੧		ਹਜ਼ਰਤ ਮੁਹੰਮਦ।	
੧੨		ਅਲੜੂ ਪੁਣੇ ਦੀ ਉਮਰ।	

ਕੁਲ ਅੰਕ:

੫੦

ਰਚਨਾਤਮਕ (Formative Assessment)

Suggestive Ten Bagless Days

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

Middle Stage (Class 8th)

Stage/Class		Duration	Scheme of Assessment
Class 8th		1 Year	School Based Assessment (SBA) shall be conducted by respective HOIs at school level. However, Year End Assessment (Summative Assessment) shall be held by HOIs, under supervision of Complex Head and design of assessment tool/model question paper should be sync with the model papers prescribed by SCERT.
Criteria for Evaluation Formative / Summative Assessment:			
Object		Marks	Procedure
I.	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting at least 6 formative assessment activities throughout the year the year as per School Based Assessment. (@ 5 marks per Formative assessment)
II	Co-curricular Component	20	Detailed description of activities with criteria points is appended*
III	Summative Assessment	50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
Total (I+II+III)		100	Qualifying criteria will be as per the prescribed examination norms/guidelines.

Suggestive Formative Assessment Guidelines (Marks: 30 per Subject)

1. Formative Assessment shall be conducted throughout the academic session as per School Based Assessment using different techniques and tools.
2. All the desired learning outcomes should be continuously assessed by the subject teachers.
3. Out of all the Formative Assessments six best should be recorded with weightage of 5 marks to each (F1 to F6).

Co-Curricular Assessment (Marks: 20 per subject)

S.No	OBJECT/ACTIVITY	CRITERIA POINTS
1	Physical Activities, Sports Yoga, etc	4
2	Participation in School Activities: i. Recitation ii. Discussion iii. Debates iv. Role Playing v. Morning Assembly ,etc	4
3	Attendance and Discipline i. >75 upto 85% (1 Marks) ii. >85% upto 100% (1 Marks) iii. Discipline (2 Marks) (Note: Attendance a minimum of 75% is mandatory)	4
4	Cultural and Creative Activities i. Art ii. Music iii. Painting and Others.	4
5	Health and Hygiene	2
6	Environmental Awareness /IT Awareness	2

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 entities 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-contents 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-contents 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.

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. 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
- Assessement 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 sage, 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/1dJ7m1uir47ofuPiQJcRwaf4ou1BC6jJi/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-3JAAG90eD1ytLxH8vq95qJfIlCgXQ1/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/1LIgRUCvtPjKvF1fKKTftEgbb5XgupY57/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/19NTaWgJ2u7EFcXup93QLNtaWvdycr46R/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	



Patron

Shri Shantmanu (IAS)

Financial Commissioner (Additional Chief Secretary) School Education Department J&K

Advisor

1. Prof. Sindhu Kapoor, Joint Director SCERT Jammu
2. Mr. Syed Shabir (JKAS), Joint Director SCERT Kashmir

Assessment Cell Members

1. Mr. Ranjeet Singh Manhas, Sr. Academic Officer (Head Assessment Cell Central)
2. Dr. Nazneen Mehraj, Sr. Academic Officer (Convenor, Assessment Cell Kashmir Division)
3. Mr. Rakesh Kumar Chobber, Academic Officer, (Convenor, Assessment Cell Jammu Division)
4. Mr. Rajesh Hali, Sr. Academic Officer (Member Assessment Cell)
5. Ms. Bindia Balwal, Academic Officer (Member Assessment Cell)

Divisional level Coordinating Team

1. Mr. M Sultan Khan, Wing Head, SCERT Kashmir Division
2. Mr. Irshad Ahmad Shah, Wing Head ERSA, SCERT Kashmir Division
3. Dr. Saima Qadir, Sr. Academic Officer, SCERT Kashmir Division
4. Dr. Amjid Ahad, Sr. Academic Officer, SCERT Kashmir Division
5. Dr. Bhuvni, Academic Officer, SCERT Jammu Division
6. Dr. Balgar Singh, Academic Officer, SCERT Jammu Division
7. Dr. Sunita Sharma, Academic Officer, SCERT Jammu Division

Syllabus Development Team for English

1. Mr. Sheikh Gulzar Ahmad, Sr. Academic Officer, SCERT Kashmir Division
2. Mr. Syed Ashaq Hussain, Teacher, SCERT Kashmir Division
3. Ms. Anjali Raina, Script writer, SCERT Kashmir Division
4. Mr. M Younus Malik, Teacher, PS Bonpora Check Budwani Qazigund
5. Mr. Syed Haamid Bukhari, Teacher, SCERT Kashmir Division

Syllabus Development Team for Mathematics

1. Mr. Gulzar Ahmad Dar, Sr. Academic Officer, SCERT Kashmir Division
2. Mr. Ab Rashid Malla Teacher, GHS Vizer
3. Mr. Bashir Ahmad Sheikh, Teacher, MS Charangam
4. Mr. Hilal Ahmad Wani, Teacher, High School Kondabal

Syllabus Development Team for Science

1. Dr. Sajad Hussain Mir, Sr. Academic Officer, SCERT Kashmir Division
2. Mr. Muzamil Ahmad Bhat, Sr. Academic Officer, SCERT Kashmir Division
3. Mr. Mushtaq Ahmad Mir, Sr. Academic Officer, SCERT Kashmir Division
4. Mr. Javid Ahmad Dar, SCERT Kashmir Division
5. Dr. Sajad Ahmad Mir, Principal, HSS Qaimoh
6. Mr. Aijaz Jahanger Rather, Teacher, BMS Watalpora
7. Mr. M Iqbal Shah, Teacher, MS Sonasamil
8. Mr. Naveed Gull, Teacher, GHS Hiller Anantnag

Syllabus Development Team for Social Science

1. Mr. Nazir Ahmad Najar, Sr. Academic Officer, SCERT Kashmir Division
2. Mr. Masood Ali Mir, Sr. Academic Officer, SCERT Kashmir Division
3. Mr. Farooq Ahmad Dar, Sr. Academic Officer, SCERT Kashmir Division
4. Mr. M Lateef Rather, Sr. Academic Officer, SCERT Kashmir Division
5. Mr. Bashir Ahmad Gojree, Teacher, BMS Mazhama
6. Mr. Irshad Ahmad Wani, Teacher, GMS Khag
7. Mr. Rameez Ahmad. DIET Baramulla

Syllabus Development Team for Hindi

1. Dr. Shabnam, Sr. Academic Officer, SCERT Kashmir Division
2. Mr. Shelly Vohra, BMS Nowgam

Syllabus Development Team for Urdu

1. Mr. Shabir Hussain Shabir, Sr. Academic Officer, SCERT Kashmir Division
2. Ms. Mutahharah Haneef, Teacher, SCERT Kashmir
3. Mr. Peer Rouf Ahmad, Teacher, PS Donkulibagh

Syllabus Development Team for Kashmiri

1. Mr. Shabir Hussain Shabir, Sr. Academic Officer, SCERT Kashmir Division
2. Dr. Irshad Hussain, Sr Lecturer, BHSS Ganderbal
3. Mr. Ayjaz Ahmad War, Teacher, MS Dardwooder
4. Mr. Mohammad Sharif Bhat, BMS Chattergul

Syllabus Development Team for Punjabi

1. Mr. Gurnam Singh, GMS Tangmulla
2. Mr. Satbir Singh, GPS Muqampatti
3. Mr. Satinder Singh, HSS Dangiwaicha

Syllabus Development Team for Dogri

Dr. Sushma Rani, Assistant Professor, SCERT Jammu Division

Document compilation and Technical Support

Mr. Rakesh Kumar Chobber, Academic Officer, SCERT Jammu Division



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.



MIDDLE STAGE

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