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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.

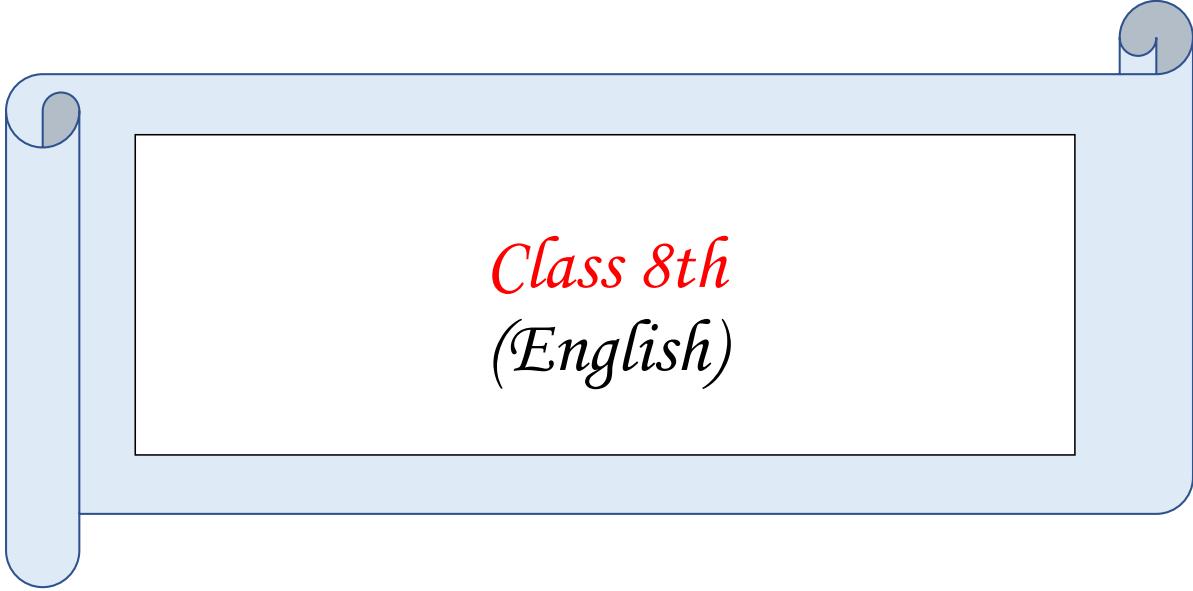
Aligned with the National Curriculum Framework (NCF), this academic syllabus has been thoughtfully designed to nurture the natural curiosity, creativity, and potential of every child.

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 (e.g., Identify the central idea and supporting arguments in a historical document.)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

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

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

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

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

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

		<p>critique social issues or express complex emotions in literature.</p> <p>LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.</p> <p>LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.</p> <p>LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.</p> <p>LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.</p> <p>LO-6.1.2: explore and identify silent letters and understand their historical and linguistic reasons for being present in written English.</p> <p>LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing</p> <p>LO-6.3.2: create and modify existing word games,</p>	<p>identify strengths and weaknesses in the text's arguments or presentation. Debate activities where students take on opposing viewpoints based on the text and defend their positions using textual evidence.</p> <p>Refine argumentative writing skills by focusing on developing strong theses, incorporating credible evidence (statistics, expert opinions), and acknowledging counterarguments. Research projects on complex topics where students gather evidence to support their critiques or proposed solutions. Peer review activities where students assess the effectiveness of persuasive essays in presenting critiques, using evidence, and addressing counterarguments.</p> <p>Explore different genres of creative writing (poetry, short stories, scripts) and analyze how authors use language and literary devices to engage the</p>
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			<p>demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.)</p>	<p>reader. Creative writing workshops where students experiment with different forms, explore figurative language, and receive feedback on their work. Independent creative writing projects where students choose a genre and topic of interest, focusing on using vivid language, literary devices, and engaging storytelling techniques.</p>
April	September	Global Warming Prayer for strength Colours of Rainbow Unseen Paragraphs	<p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message.</p> <p>LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.</p> <p>LO-1.4.3: advocate for reading and share their passion with others.</p> <p>LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.</p> <p>LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to</p>	<p>Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension.</p> <p>Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of</p>

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

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

		<p>LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.</p> <p>LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.</p> <p>LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature.</p> <p>LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.</p> <p>LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.</p> <p>LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.</p> <p>LO-5.1.2: use a wider range of clause structures</p>	<p>(vocabulary, critical thinking). Supervised exploration of educational word game apps or websites, focusing on features that support language development. Class discussions about the positive aspects (engagement, accessibility) and potential drawbacks (distractions, limited interaction) of using digital word games for learning. Research projects where students compare and analyze different digital word games, evaluating their effectiveness for language learning.</p>
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		<p>(independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.</p> <p>LO-6.1.2. explore and identify silent letters and understand their historical and linguistic reasons for being present in written English.</p> <p>LO-6.2.2: experiment with creating puns, rhymes, and alliteration in different contexts, including formal and informal writing.</p> <p>LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.</p> <p>LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles. (e.g., Invent new word games based on existing concepts.</p>	
Jul-Aug	Dec-Jan	<p>Julius Caesar</p> <p>Meeting Poets</p>	<p>LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's</p> <p>Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students</p>

	<p>Stars Speak to Man</p> <p>Rustam and Sohrab</p> <p>Unseen Paragraphs</p>	<p>reasoning or message.</p> <p>LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.</p> <p>LO-1.4.3: advocate for reading and share their passion with others.</p> <p>LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.</p> <p>LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.</p> <p>LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument.</p> <p>LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.</p>	<p>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.</p> <p>Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create.</p> <p>Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking). Debates or discussions about the importance of various skills (e.g.,</p>
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		<p>LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own writing.</p> <p>LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.</p> <p>LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.</p> <p>LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</p> <p>LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement</p>	<p>vocabulary, logic, speed) in different word games.</p>
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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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		<p>LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.</p> <p>LO-6.2.1 analyze and appreciate more complex forms of wordplay (e.g., figures of speech, wordplay based on etymology or word origins).</p> <p>LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.</p> <p>LO-6.3.1: analyze the wordplay techniques used in different word games (e.g., puns, homophones) and identify the skills required to excel at them.</p>	<p>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.</p> <p>Provide writing prompts or projects that encourage the use of advanced figurative language for deeper thematic exploration or character development. Peer review workshops where students offer constructive feedback on each other's use of literary devices to create nuance and complexity in their writing. Revision activities focusing on using figurative language strategically to elevate the overall quality and impact of student writing.</p>
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Selected Learning Outcomes for Summative Assessment Class—VIII

The

Learners:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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	D	Literature <ul style="list-style-type: none"> • 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 	15
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. **$1 \times 5 = 5 \text{ Marks}$**
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. **$1 \times 5 = 5 \text{ Marks}$**
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. **$1 \times 4 = 4 \text{ Marks}$**

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**

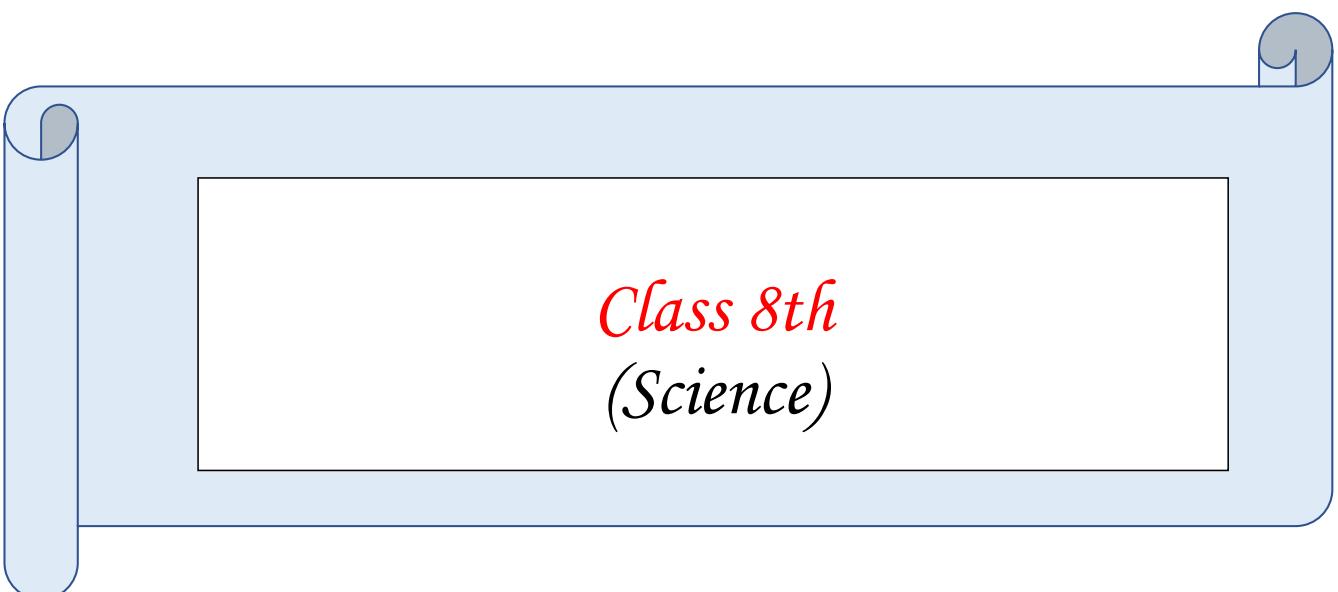
11. One question to be attempted on essay/paragraph writing on incidents, events, situations, etc. out of the two with the given hints, and visual clues. (100-120) words) **4 Marks**

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. **$3 \times 2 = 6$ 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. **$2 \times 2 = 4$ 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. **$1 \times 5 = 5$ 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	<p>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)</p> <p>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</p> <p>C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other</p> <p>C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)</p>
4	CG-4 Understands the components of health, hygiene, and wellbeing	<p>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</p> <p>C-4.2 Examines different dimensions of diversity of food— sources, nutrients, climatic conditions, diets</p> <p>C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being</p> <p>C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns</p>
5	CG-5 Understands the interface of Science, Technology, and Society	<p>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</p> <p>C-5.2 Shares views on news and articles related to the impact that Science/Technology and society have on each other</p>

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-7.2 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	<p>3.1.1: Classifies organisms based on properties/characteristics/Number of cells/Nature/Pathogenicity.</p> <p>3.3.1: Fosters inquiry regarding scientific phenomena/behaviour of processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation.</p> <p>6.2.1: Conducts simple experiments regarding processes viz., fermentation, nitrogen fixation,</p>	<ul style="list-style-type: none"> • 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.

		<p>decomposition, pasteurization, preservation.</p> <p>6.2.2: Describes microscopic features of microorganisms by preparing slides.</p> <p>6.2.6: Explains the significant contribution of scientific discoveries related to microorganisms.</p> <p>6.2.3: Explains the role of Vectors/carriers in transmission of diseases.</p> <p>3.3.2: Identifies ways humans/animals and plants use nitrogen.</p>	<p>Activity: Observe the growth of microorganisms</p> <p>Material Required: 4 plastic bottles with caps, sugar, warm water, a small amount of yeast, balloons</p> <p>Vocabulary: Microorganisms, Yeast</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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 <p>Let's think:</p> <ol style="list-style-type: none"> 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? <p>Beyond the classroom: Where else do you see microorganisms release gases? Is the released gas useful?</p>
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				Where is it used?
Nov-Dec	April-May	Coal and Petroleum	<p>1.1.1: Classifies materials based on characteristics/properties/ exhaustible and inexhaustible natural Resources.</p> <p>1.1.2: Differentiates materials on the basis of their nature/solubility/behaviour/ properties/functions/transparency/purity.</p> <p>1.4.1: Relates processes and phenomenon related to formation of petroleum.</p> <p>7.3.1: Draws flow charts related to formation of petroleum and its refining.</p> <p>6.1.1: Discusses and appreciates stories of scientific discoveries such as discovery of Coal etc.</p> <p>5.1.1: Applies learning of scientific concepts in day today life and makes efforts to</p>	<p>Categorize major power plants of J&K into thermal/hydropower plants. Also put opinion about cause of their location.</p> <p>Make two groups of students. Ask group 1 about the energy resources being used at their homes. Ask Group 2 students to differentiate these energy resources into exhaustible and inexhaustible resources.</p> <p>Activity: Observe the physical properties of kerosene</p> <p>Material Required: Two transparent plastic bottles with bottle caps, one plastic straws, Scissors, glue, cello tape</p> <p>Vocabulary: Density</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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	<p>1.1.7: Classifies materials based on properties/characteristics etc., e.g., Exhaustible and inexhaustible resources, endangered and endemic species</p> <p>5.2.5: Makes efforts to protect environment e.g., using resources judiciously; suggesting ways to protect wildlife, forests, flora and fauna etc.</p> <p>7.2.9: Exhibits creativity in designing, planning, making use of available resources</p> <p>5.1.10: Exhibits values of honesty, objectivity, cooperation in preserving wildlife, forests etc.</p>	<p>Activity: Involve students in growing plants/plantation drives.</p> <p>Materials Required: Paper Cups, Some soil, Seeds of different varieties like Pulses, Gourd, Cucumber</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>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.</p> <ul style="list-style-type: none"> • 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	<p>3.2.1: Differentiates organisms on the basis of birth/modes of reproduction/types of fertilization.</p> <p>3.2.2: Explains Stages related to reproduction in humans/animals/embryonic development.</p> <p>4.3.1: Discusses and appreciates concepts/stories of reproductive cycles/scientific discoveries such as cloning/in vitro fertilization.</p> <p>7.3.2: Draws labelled diagrams/flow charts e.g., human reproductive system/organs/gametes/metamorphosis/asexual reproduction.</p>	<p>Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog.</p> <p>Using ICT Tools viz., Lab/Laptop/PC, show the students the documentary (in the womb) or any relevant documentary.</p> <p>Activity: Classify commonly known animals and plants based on how they reproduce</p> <p>Material Required: Whiteboard and a marker</p> <p>Procedure: This is a closing activity and could be taken up for revision.</p> <ol style="list-style-type: none"> 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. <p>ACROSS</p> <p>3 - The period of life, when the body undergoes changes, leading to reproductive maturity</p> <p>5 - The process of transformation of tadpole from larva to adult is called</p> <p>7 - Pancreas stops forming this hormone which causes 'diabetes'</p> <p>8 - The first menstrual flow in women is called</p> <p>9 - Part of human body which grows in size</p>
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				<p>at puberty, also known as Adams apple</p> <p>10 – The Endocrine gland responsible to secrete hormones which controls release of other hormones</p> <p>11 - A chemical substance released by endocrine glands which causes changes in human body at puberty e.g. growth of facial hair.</p> <p>DOWN</p> <p>1 - Thread like structures that carry instructions in fertilized eggs which determine the gender of the baby</p> <p>2 - The process through which unfertilized eggs and the thickened lining of the uterus along with its blood vessels is shed off __</p> <p>4 - This marks the onset of several changes that human body undergoes during adolescence</p> <p>6 - Hormones responsible for maintaining the correct balance of salt in the blood.</p>
April	September	Sound	<p>1.4.2: Explains processes and phenomena e.g., production, pitch and propagation of sound etc</p> <p>7.1.1: Describes sounds in terms of audible and inaudible, loudness and pitch, noise and music etc</p> <p>7.3.3: Draws labelled diagram e.g., human ear etc</p> <p>7.2.1: Constructs models</p>	<p>Make use of local resources and make working model of ektara/toy telephone etc. Demonstrate the tuning fork experiments to explore students with sound. Make a list of various musical instruments of past and present.</p> <p>Activity (Sound):</p> <p>Objective: Provide examples where sound travels from one point to another in order to establish that sound needs a medium to propagate</p>

		<p>using materials from surroundings and explains their working e.g., ektara, toy telephone etc.</p> <p>2.1.1: Measures frequency, amplitude and time period of sound etc.</p>	<p>Prerequisite: What is vibration? How does sound travel?</p> <p>Material Required: 1 metallic scale, 1 balloon, water</p> <p>Vocabulary: Medium, propagate</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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? <p>Reflection Questions:</p> <ol style="list-style-type: none"> 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? <p>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</p>
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			<p>to perceive the vibrating drum as a sound.</p> <p>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.</p> <p>Prepare a brief report and present it in the class.</p> <p>Activity 2:</p> <p>Material required: Scissors, balloons, 2 cell phones, 2 transparent glasses, thread, sand.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Reflection question:</p> <ol style="list-style-type: none"> 1. What happens 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	<p>1.1.6: Classifies crops based on growing seasons and characteristics etc., e.g. Kharif and Rabi crops.</p> <p>1.4.10: Relates processes and</p> <ul style="list-style-type: none"> • 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

		<p>phenomenon with causes, e.g., types of soil and crop grown.</p> <p>7.3.9: Draws labelled diagram/flow charts, e.g., types of agricultural tools, basic practices of irrigation.</p> <p>5.1.8: Applies learning of scientific concepts in day-to-day life, e.g., increasing crop production by using organic manure, organic farming, crop rotation.</p> <p>6.1.3: Discusses and appreciates stories of scientific discoveries e.g., Green-/Red-/Yellow-/Blue-/White-/Pink-/Silver-/Rainbow- Revolutions.</p> <p>5.2.4: Makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides/weedicides.</p> <p>7.2.8: Exhibits creativity in designing, planning, making use of available resources.</p> <p>5.1.9: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>	<p>constituents of each fertilizer. Also discuss about vermin compost and its utility.</p> <ul style="list-style-type: none"> • Create mnemonics to comprehend different varieties/breeds/species of animals/fish etc. <p>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.</p>
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May	September	Combustion and Flame	<p>1.1.3: Differentiates combustible and non-combustible substances, different zones of flame, different types of fuel</p> <p>6.2.4: Conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion, observe different zones of flame.</p> <p>1.4.4: Relates processes and phenomenon with causes, e.g., Ignition Temperature of fuels, Forest Fire, global warming/acid rain etc.</p> <p>1.4.5: Explains processes and phenomenon, such as how is fire controlled? How is cow dung converted into gobar gas?</p> <p>7.3.4: Draws labelled diagram of structure of flame, activities, etc.</p> <p>7.2.2: Constructs models using materials from surroundings and explains their working such as fire extinguisher applies learning of scientific concepts in day</p>	<p>Draw different zones of candle flame indicating the hottest, moderately hot and least hot zone on a drawing sheet. Also write reasons as to why outer zone is the hottest zone?</p> <p>Ask the students to collect the contact number of nearest fire service station and write it on a poster.</p> <p>Consult the nearest fire service department/station requesting for conducting awareness program in your school.</p> <p>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?</p>
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		<p>to-day life such as use of fire extinguisher, control on fire caused due to different reasons</p> <p>5.2.1: Makes efforts to protect environment, e.g., using resources judiciously; suggesting ways to cope with environmental hazards, etc.</p> <p>6.1.2: Discusses and appreciates stories of scientific knowledge e.g., global warming (Ghoramara Islands, Vaan Island etc), Acid Rain (Taj Mahal)</p> <p>7.2.3: Exhibits creativity in designing, planning, making use of available resources, etc.</p> <p>5.1.2: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</p>	
May	October	<p>Chemical Effects of Electric Current</p> <p>1.1.4: Differentiates material, such as liquids as electrical conductors and insulators</p> <p>1.4.6: Explains processes and phenomenon e.g., chemical effects of electric current, relation between electrical energy and chemical energy.</p> <p>7.3.5: Draws labelled</p>	<ul style="list-style-type: none"> 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

		<p>diagram/flow chart e.g., experiment set up of electrochemical cell etc</p> <p>7.2.4: Constructs models using materials from surroundings and explains their working e.g., electrochemical cell etc</p> <p>5.2.2: Applies learning of scientific concepts in day to day life e.g., electroplating metallic items to avoid corrosion</p>	<p>your school.</p> <p>Activity 1: Observe the chemical effect of electricity during copper electroplating of an iron nail</p> <p>Material Required: Piece of copper, copper sulphate, an iron nail, some wire, torch battery</p> <p>Vocabulary: Electron, metal, chemical reaction</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Activity2: Distinguish between good and poor conductors of electricity in order to explain that almost all materials can conduct electricity under certain conditions.</p> <p>Prerequisite: What is a conductor?</p>
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		<p>Material Required: Distilled water, tap water, 3 volt battery, L.E.D. flexible wire, rubber base (to insert L.E.D), 2 plates</p> <p>Vocabulary: Good conductor, bad conductor (Insulator)</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Let's think:</p> <ol style="list-style-type: none"> 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? <p>Text to real world connection:</p> <ol style="list-style-type: none"> 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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			<p>conduct electrons.</p> <p>3. Plastic is a good insulator and it finds its use in making a number of things.</p> <p>Beyond the classroom:</p> <ol style="list-style-type: none"> 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	<p>1.1.5: Differentiates between contact and non-contact forces etc.</p> <p>7.1.2: Conducts simple investigations to seek answers to queries, e.g.</p> <p>Do liquids exert equal pressure at the same depth? What is the effect of surface area on pressure? etc.</p> <p>7.3.6: Draws diagrams showing different effects of force</p> <p>5.1.3: Applies learning of scientific concepts in day-to-day life, e.g., using sharp knife for cutting easily, increasing area to reduce pressure, etc.</p> <p>Arrange a football match for learners. During/after the match ask learners:</p> <ol style="list-style-type: none"> a. What do you do to make football move? b. How does goal keeper stop the ball? c. How does player change the direction of moving football? <p>Demonstrate that it is easier to burst an air filled balloon with a needle than by a finger.</p> <p>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</p> <p>Prerequisite: Force, pressure</p> <p>Material Required: Plastic bottle, scissors, tape, water</p> <p>Vocabulary: Exert liquid pressure.</p> <p>Procedure:</p>

		<p>7.1.3: Exhibits creativity in designing, planning, making use of available resources, etc. for carrying out different suggested activities at home.</p> <p>7.2.5: Constructs model to show that liquids exert equal pressure at equal heights.</p> <p>5.1.4: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc., such as, reporting the findings honestly, supporting other friends in need, etc.</p>	<ol style="list-style-type: none"> 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. <p>Let's think:</p> <ol style="list-style-type: none"> 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? <p>Text to real world connection:</p> <p>The wall of a dam is made thicker at the bottom. The reason is that the pressure exerted by a liquid increases with its depth. A thicker wall is required to withstand a greater pressure and therefore the wall of the dam is made with thickness increasing towards the base.</p> <p>Beyond the Classroom:</p> <p>Why is water tank built at a high height in</p>
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			<p>our houses?</p> <p>Activity 2: Discover why does the water level rise in the narrow part?</p> <p>Material required: Plastic bottle, cutter</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Let's think 1. Why does the water level rise in the narrow part?</p> <p>2. Can water level in narrow part be changed? If yes, then how?</p>
June	November	Reaching the Age of Adolescence	<p>4.3.2: Explains processes and phenomena related to reproduction in humans/reproductive phases.</p> <p>4.3.3: Applies learning of scientific concepts in day to day life e.g., challenging myths and taboos regarding adolescence/sex determination..</p> <p>7.3.7: Draws labelled diagrams/flow charts e.g., endocrine</p> <p>Make a list of some challenges myths and taboos regarding adolescence found in J&K.</p> <p>Call an expert/counsellor to your school to deliver a lecture on adolescent issues.</p> <p>Activity: Observe changes in human beings at different stages in life</p> <p>Material Required: Whiteboard and marker</p> <p>Vocabulary: Infancy, Childhood, Adolescence, Adulthood, Old-Age</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Draw the below table on the black board 2. Ask the learners to categorize the

		<p>glands/hormones/sex determination in humans.</p> <p>4.1.1: Creates awareness regarding balanced/junk foods/BMI/Weight- Height Ratio/drugs and makes efforts to develop eco-friendly attitude/healthy habits among students.</p> <p>4.1.2: Conducts simple investigations to study food components/adulterants.</p> <p>5.1.5: Exhibits values of honesty, cooperation, personal hygiene.</p>	<p>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.</p> <p>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.)</p> <p>Let's think:</p> <ol style="list-style-type: none"> 1. Why do you think people grow old? 2. What do you think causes these changes? <p>Beyond the classroom:</p> <p>The facilitator may sum up the discussion by emphasizing on the following issues:</p> <ol style="list-style-type: none"> 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	<p>1.4.7: Explains processes and phenomena e.g., formation of multiple images etc</p> <p>1.3.1: Measures angles of incidence and reflection etc</p> <p>7.3.8: Draws labelled diagram/flow charts e.g., structure of eye etc</p> <p>7.2.6: Constructs models using material from surroundings and explains their working e.g., kaleidoscope</p>	<p>The learner may be provided an opportunity in pairs/groups/individually in an inclusive set up an encouraged to conduct activities/experiments on laws of reflection/multiple image formation using candle and laser light etc. and record observations.</p> <p>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</p> <p>Prerequisite: Student should know characteristics of light.</p> <p>Material Required: Mirror, comb, torch (or laser light), black paper, white sheet, pencil, glue.</p> <p>Vocabulary: Incident ray, reflected ray, normal, angle of incidence and angle of reflection.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Fix a white sheet paper on a table. 2. Take comb and close all its opening

			<p>except one in the middle by using black paper.</p> <ol style="list-style-type: none"> 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. <p>Let's think 1. After striking the mirror, how does light travel?</p> <ol style="list-style-type: none"> 2. Draw a normal to the surface of the mirror, and measure the angles formed between normal and incident ray/ reflected ray. <p>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.</p> <p>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.</p>
August	January	Friction	<p>1.3.2: Differentiates between different types of friction: static/limiting/dynamic frictions.</p> <p>6.2.5: Conducts simple investigations to seek answers</p> <p>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</p>

		<p>to queries e.g., why ball bearings are used in bicycle/hand cart etc.</p> <p>1.4.8: Relates processes and phenomenon with cause, e.g., friction due to different surfaces, liquids and gases</p> <p>5.1.6: Applies learning of scientific concepts in day to day life. e.g., increasing/reducing friction.</p>	<p>lubricant and observe the effect.</p> <p>Suggest some ways to increase the force of friction between feet and icy floor.</p> <p>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</p> <p>Prerequisite: Contact forces, force of friction</p> <p>Material Required Wooden board, books, wrinkle free cloth, sand, torch cell</p> <p>Vocabulary: Surface irregularities, interlocking of irregularities</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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.

			<p>2. Cut a used refill of a ball pen of the same width as the tray as shown in the picture below.</p> <p>3. Fix the refill with two pins on the top of the tray.</p> <p>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.</p> <p>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.</p> <p>6. Insert the tray in the outer cover of the matchbox.</p> <p>7. Suspend the match box by the thread. Leave the thread loose and write your observation. Tighten the thread now and observe.</p> <p>Reflection question:</p> <ol style="list-style-type: none"> Was there any difference between the two observations? Can you relate it to friction?
September	February	Some Natural Phenomenon	<p>1.4.9: Relates processes and phenomena with causes e.g., lightning as an electric discharge due to accumulation of charges in clouds etc.</p> <p>7.2.7: Constructs models using material from surroundings and explain</p> <p>Make a list of do's and don'ts during lightening and earthquake and hang it on the front wall of your classroom.</p> <p>Using common household material to make a working electroscope. Ask the students to prepare their own electroscopes.</p> <p>Activity1: Describe if two charged objects</p>

		<p>their working e.g., electroscope</p> <p>5.1.7: Applies learning of scientific concepts in day to day life e.g., installation of lightning conductors</p> <p>5.2.3: Discusses stories of natural phenomena/calamities e.g., tsunami, cyclones, tornadoes, hurricanes, avalanches, flash floods, forest fires, volcanic eruption etc.</p>	<p>attract or repel each other in order to establish that similar charges repel each other while opposite charges attract each other.</p> <p>Prerequisite: There are two kinds of charges: Positive and negative.</p> <p>Material Required: Plastic bottle, comb, wool, plastic scale, balloon.</p> <p>Vocabulary: Attract, repel</p> <p>Procedure:</p> <ol style="list-style-type: none"> 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. <p>Let's think:</p> <ol style="list-style-type: none"> 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? <p>Text to real world connection:</p> <ol style="list-style-type: none"> 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.

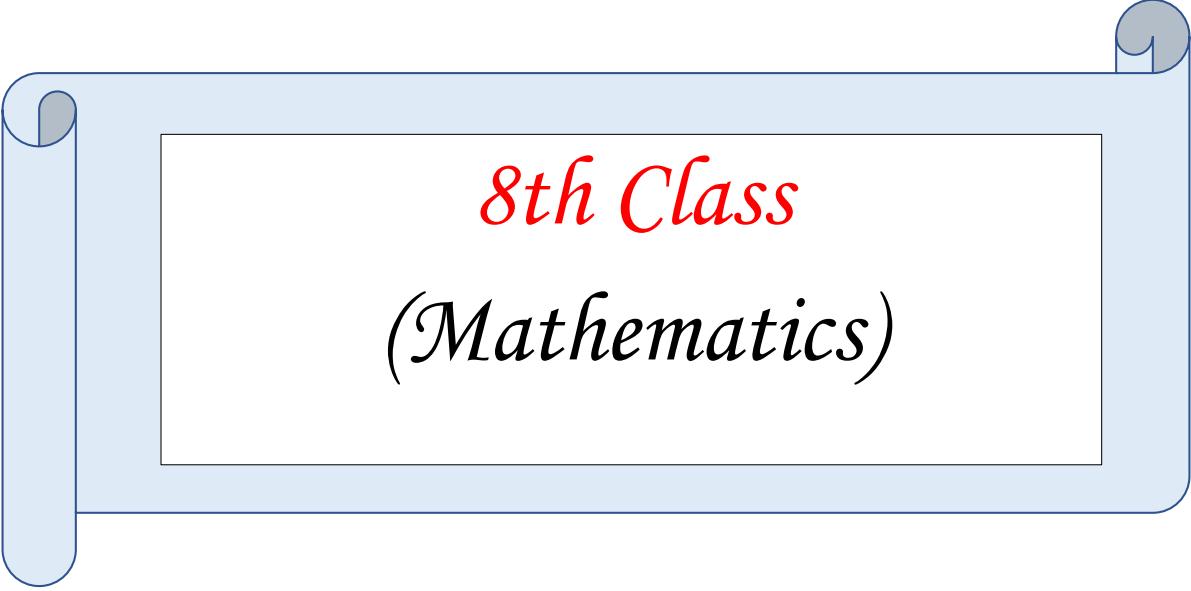
Let's think:

1. Is there any effect on the foil strips?
2. Do they repel each other or attract each other?

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	<p>Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)</p>	<p>C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes</p>
		<p>C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems</p>
		<p>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</p>
		<p>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</p>
		<p>C-3.5 Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles</p>
CG-4	<p>Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems</p>	<p>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</p>
		<p>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</p>
		<p>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</p>
		<p>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</p>

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 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	<p>LO-1.4.5:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Discusses the importance of operational laws in rational numbers
DEC	APR	Linear Equations in One Variable	<p>LO-2.4.2:</p> <ul style="list-style-type: none"> 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 	

			<p>"$x - 5 = a$")</p> <ul style="list-style-type: none"> • 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	<p>LO-3.1.2: Explores the angle sum formula for polygons and solves the problems of quadrilaterals involving interior and exterior angle sum property.</p> <p>LO-3.1.3: Demonstrates the properties of parallelogram, rhombus, square and rectangle</p>	<ul style="list-style-type: none"> ○ 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...)	<p>LO-2.4.3: Solves simple real-world problems involving linear equation in one variable(e.g., finding missing dimensions in geometric shapes)</p>	
APR	AUG	Squares and Square Roots	<p>LO-M801: Constructs the knowledge of perfect square numbers and their properties.</p> <p>Lo-M802: Finds square roots using estimation, factorisation and division method.</p>	<ul style="list-style-type: none"> ○ 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	<p>LO-M803: Constructs the knowledge of perfect cube numbers and their properties.</p> <p>LO-M804: Finds cube root using factorisation and estimation method.</p>	

MAY	SEP	Algebraic Expressions and Identities	<p>LO-2.3.3: Adds, subtracts, multiples and divides an algebraic expression by another algebraic expression</p> <p>LO-2.5.1: Demonstrates the understanding of identities and applies them to solve simple numerical and non-numerical problems.</p>	<ul style="list-style-type: none"> ○ 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	<p>LO-1.1.11: Explores and operates laws of exponents in the situations where multiple exponential law is used</p> <p>LO-1.1.12: Converts the numbers from usual form to standard form and vice versa</p>	
		Factorisation	<p>LO-2.3.4: Finds factors of algebraic expressions using by various methods</p> <p>LO-2.3.5: Solves the problems of division involving factorisation of algebraic expressions</p>	<ul style="list-style-type: none"> ○ Tries to measure the area of some piece of land available in the locality/school premises ○ Tries to measure the capacity of cup/glass/mug/bucket etc
JUNE	OCT	Mensuration	<p>LO-4.1.5: Uses earlier learnt concepts to find the area of 2-D combined shapes</p> <p>LO-4.1.6: Develops the formulae used to calculate the surface area and volume of: (a) Cube/Cuboid (b) Cylinder</p> <p>LO-4.1.7: Compares and contrasts the surface area/volume of different 2D/3D objects</p>	

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	<ul style="list-style-type: none"> ○ Discuss the need of ratio in daily life problems. <p>Discuss the use of direct and inverse proportion in day-to-day life situations</p>
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	<ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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)	1 Mark	CL-1	4	4
			CL-2	1	1
			CL-3	2	2
			Total	7	7
	Case Based/Data Based Multiple Choice Questions (CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
	Assertive–Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
Constructed response question	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	2	4
			CL-3	2	4
			Total	6	12
	Short Answer Questions (SAQs)	3 Marks	CL-1	1	3
			CL-2	1	3
			CL-3	3	9
			Total	5	15
	Long Answer Questions (LAQs) With internal choice	5 Marks	CL-1	1	5
			CL-2	Nil	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 grassroots 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>	
<p>* 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.</p>					
Nov- Dec	April	Geography	Resources	<p>6.2.1 defines the concept of resources</p> <p>6.2.2 classifies different types of resources and industries based on raw materials, size and ownership etc.</p>	Projects on conservation of resources
			Land, Soil, Water, Natural Vegetation and Wildlife Resources	<p>6.2.3 locates distribution of important minerals, e.g. coal and mineral oil on the world map</p> <p>6.2.4 analyses uneven distribution of</p>	Research: (Has your own place undergone any change in the land use pattern in recent years?)

				<p>natural and human made resources on the earth</p> <p>6.2.5 justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas</p>	
			Human Resources	<p>describes various demographic features in India.</p> <p>analyses factors affecting distribution of population.</p> <p>explains the concepts of population change, population composition etc.</p>	
Mar-April	May	Social and Political life-III	The Indian Constitution	<p>8.1.1 Describes the concept of Constitution and its need for a country.</p> <p>8.2.1 Explains the process of formation of the Indian Constitution and describes its key</p>	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.

			<p>features.</p> <p>8.2.3 applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation</p>	
		Understanding Secularism	<p>8.2.2 Explains the concept of Secularism</p> <p>8.2.3 Describes the concept of Secularism in Indian Context.</p> <p>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.</p>	Prepare posters with drawings and picture of different religious worship places and discuss their importance
		Why do we need a	<p>4.1.1 Describes the process of election to the Lok</p>	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	<p>9.1.1 describes the farm system and types of farming</p> <p>9.1.2 explains the factors affecting agriculture production.</p> <p>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.</p> <p>9.1.4 draws interrelationship between types of farming and development in different regions of the world</p>	<p>On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries</p>

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

Social and Political life-III			<p>Judiciary with appropriate examples.</p> <p>4.2.8 Describes the structure of courts in India.</p> <p>4.2.7 Appreciates the Indian judicial system by quoting suitable landmark decisions.</p>	
	Understanding Marginalisation		<p>5.1.1 Describes the concept of marginalisation</p> <p>5.1.2 Identifies marginalised sections in the society.</p> <p>5.1.3 Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region</p>	<p>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.</p>
	Confronting Marginalisation		<p>5.2.1 Identifies efforts (being) made at different levels to ensure equity, inclusion, and justice.</p>	<p>Visit your locality and conduct a survey of any marginalised group regarding their hardships and prepare a report to suggest possible remedies</p>

			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	<p>Lists the forgotten heroes of the revolt of 1857.</p> <p>11.1.2 Explains the origin, nature and spread of the revolt of 1857.</p> <p>11.1.3 Explains the lessons we learned from the revolt of 1857.</p>	Develop a project on social, economic, political, religious and immediate causes of revolt of 1857.
			Civilizing the Native, Educating the Nation	<p>11.1.4: Explains the institutionalisation of the new education system in India</p>	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	<p>4.2.9: Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration</p>	Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829. Child marriage Restraint Act, 1929 etc.

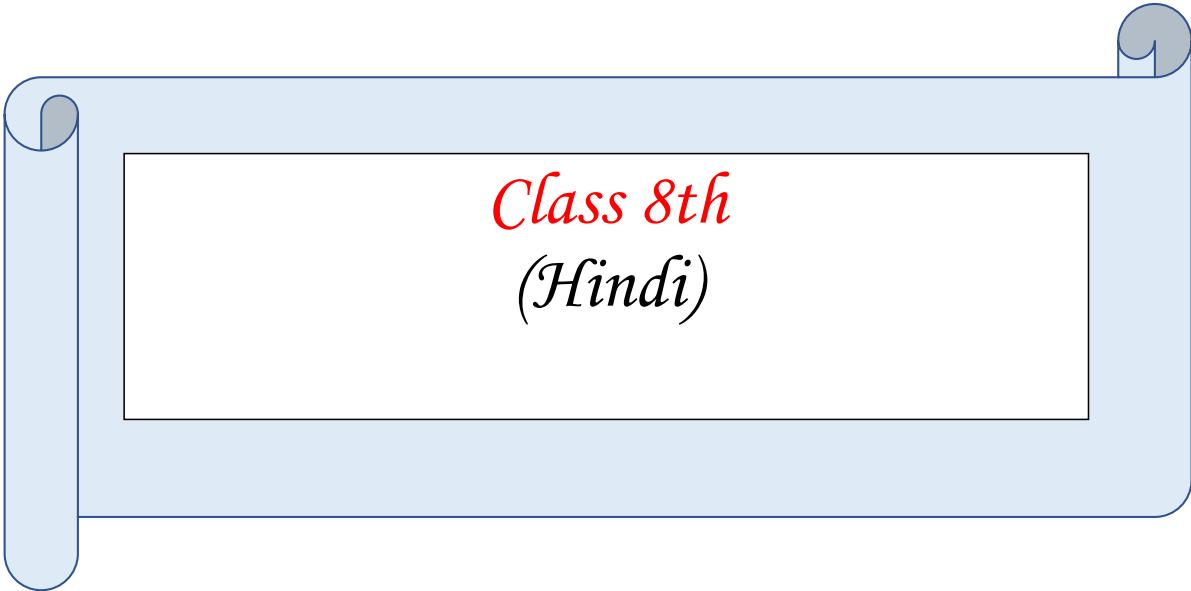
				towards these issues	
Sep	Feb	History-III	The Making of the National Movement: 1870s – 1947	11.1.5 Outlines the course of the Indian national movement from the 1870s till Independence analyses the significant developments in the process of nation building	Organize open demonstrations in the premises 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-1857 and After	04
6		Tribals Dikus and the vision of Golden Age	04
7		The Making of The National Movement: 1870s - 1947	05
8		Women Caste and Reforms	03
9		Formation of Erstwhile Jammu & Kashmir State and The Dogra Rule	02
10	Social and Political Life - III	The Indian Constitution	04
11		Why Do We Need A Parliament	04
12		Judiciary	03
13		Understanding Marginalisation	02
14		Public Facilities	03
TOTAL			50

QUESTION PAPER DESIGN CLASS 8th

Question Format		Marks per question	Cognitive Levels	Total Questions	Marks
Selected Response Questions	Multiple Choice Questions (MCQs)	1Mark	CL-1	4	4
			CL-2	Nil	Nil
			CL-3	3	3
			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	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
<p>पाठ्यचर्यासिंबंधीलक्ष्यः-</p> <p>CG-1:- विभिन्नप्रकारकेपाठों (कहानियों, कविताओं, नाटकोंकेअंश, निबंध, लेख, समाचाररिपोर्ट) केसाथजुड़करस्वतंत्रपढ़नेकीसमझऔरसारांशकौशलविकसितकरता हैऔरकिताबेंपढ़नेमेंरुचिदिखाताहै।</p>	<p>योग्यता/क्षमता:-</p> <p>C-1.1 विभिन्नपाठोंकोसमझनेकेलिएविभिन्नसमझरण नीतियों (भविष्यवाणी, अनुमान) कोलागूकरताहै।</p> <p>C-1.2 मुख्यविंदुओंकीपहचानकरताहै, पाठकोध्यानसेपढ़नेकेबादसारांशदेताहै, औरसुसंगतरूपसेप्रतिक्रियादेताहै।</p> <p>C-1.3 विभिन्नग्रंथोंमेंमुख्यविचारकीपहचानकरताहैऔरउसकीसराहनाकरताहै।</p> <p>C-1.4 विभिन्नप्रकारकेपुस्तकोंकोचुननेऔरपढ़नेमेंरुचिदिखाताहै।</p>
<p>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।</p>	
<p>CG-3 प्रश्न पूछने, विश्लेषण करने और उत्तर देने के लिए भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है।</p> <p>CG-4 विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करते हैं।</p>	<p>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।</p>

CG-5

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

CG-6

भाषा की विशिष्ट विशेषताओं की संरचना विकसित करें जिसमें इसकी वर्णमाला और लिपि, ध्वनि, लंब, 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, अध्यायक्षरका विपर्यय, वर्ग-पहेली, बिना अक्षर या ध्वनि वाले वाक्य, पहेलियाँ, चुटकुले, अंताक्षरी इत्यादि)।

सीखनेके परिणाम

C-1.1.1

1. सूत्रोंकी विश्वसनीयता और प्रतिष्ठाका मूल्यांकन करते हैं।
2. पाठोंमें मूलध्वनि, और विषयका अनुमान लगाने के लिए साहित्यिक उपकरणों का उपयोग करते हैं।

3. गहरी समझ के लिए पाठमें पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।
4. विभिन्न समझरण नीतियों का मूल्यांकन व तुलना करके पाठको समझने का प्रयास करते हैं।

C-1.2.2

1. पाठकी संरचना करते हुए मुख्य बिंदुओं और समर्थन विवरणों की पहचान करते हैं।
2. गैर-कथात्मक पाठों से जटिल विचारों का संक्षेप न करके, मुख्य तर्क और प्रमाण का गहराई से अध्ययन करते हैं।

3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेकेउपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं।

C-1.3.3

1. विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनकरताहै।

2. विभिन्नपाठोंकीमुख्यबातेंसमझता औरउनकाअनुमानलगाकरअपनेविचारव्यक्तकरताहै।

3. पाठकीदिशाकोसमझताहैऔरपाठकेपरिणामपरचर्चाकरताहै।

4. स्रोतोंकीविश्वसनीयताओरमहत्ताकाअनुमानलगाकरअपनेविचारकोसमझताऔरसहीतरीकेसेव्यक्त करता है।

C-1.4.4

1. नईसाहित्यिकशैलियोंकाअध्ययनकरताहै।

2. कक्षामेंसाथियोंकेसाथकिसीरचनाकोसमझकरउसपरचर्चाकरताहै।

3. पुस्तककेसांस्कृतिक, ऐतिहासिक, औरसामाजिकसंदर्भकाअध्ययनकरनेकेबादउसपरबातचीत करता है।

C-2.1.1

1. एकअनुच्छेदयानिबंधमेंविचारोंकोसंगठितकरप्रस्तुतकरताहै।

2. कहानीकोअपनेशब्दोंमेलिखनेकाप्रयासकरताहै।

3. प्रेरकनिबंधलिखकरउसमेंक्रमबद्धताकाउपयोग करता है।

C-2.2.2

1. सामाजिकमुद्दोंपरअपनेविचारलिखताहै।

2. किताबकीकिसीरचनाकाविश्लेषणकरउसकीचर्चाकरताहै।

3. समुदायकीगतिविधियोंकीसमीक्षाकरउसकेसाथजुड़ेसंवेदनशीलमुद्दोंपरचिंतनयाबातचीत करता है।

C-3.1.1

1. कविताओरप्रस्तुतियोंमेंउपमाओररूपककेउपयोगोंकातुलनात्मकविश्लेषणकरताहै।

2.

पात्रोंऔरपरिस्थितियोंकोविकसितकरनेमेंउसकीभूमिकाकोध्यानमेंरखतेहुएसाहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरता है।

3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलियाँबनातेऔर हल करतेहैं।

C-4.1.1

1. एकाल्पनिककिताबकीकथाविकासकीसमीक्षाकरताहै।

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

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

C-4.2.2

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

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

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

C-5.1.1

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

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

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

4. समस्याओं का स्वतंत्र रूप से समाधान करने के लिए कौशल के उन्नत सिद्धांतों को 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. भाषा ओंकारों की व्याख्या और उच्चारण करता है।

3. विभिन्न स्वर उच्चारणों का उपयोग करके उच्चारण और वाक्य संरचना ओंकार 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- खेलोंकीसंरचनाकाविश्वेषणकरताहै, समस्याओंकेहलकेलिएरणनीतियोंकीपहचानकरताहै।
2. अपनीश्रेणीस्तरकेलिएउपयुक्तशब्दावलीकाउपयोगकरकेचुनौतीपूर्णविलोमअक्षरऔरक्रॉसवर्डबनाताऔरहलकरताहै।
3. मूल -शब्दखेलोंकानिर्माणकरउन्हेंप्रस्तुतकरताहै।
4. सहयोगियोंकेसाथमिलकरअपनेस्कूलयासमुदायकेलिएशब्द- खेलप्रतियोगितामेंशामिलहोताहै।

जमात : अठमीं

महीने दी रूप		बिशे/उपबिशे	सिक्खनें दे परिणाम	योग्यता	गतिविधिएं लेई सुझा
रेखा	सर्द				
गर्म					

लाका	लाका				
नवंबर - दसम्बर	अप्रैल - मेर्झ	15 अगस्त (कविता)	कवितागी लैङ्कन्सैपढना, चेताकरनाते जमातै च सनाना	कविताराहें अजादीदीम्हत्ता, अधिकारतेफर्जदी योग्यतादाज्ञान	<ul style="list-style-type: none"> ●विद्यार्थिएँगी अजादीते गुलामीच फर्कदस्सेआजाईसकदाए। ●कविताच बरतोए दे मुहावरें तेखुआनेंदा अर्थ दसदे होईउंदा वाक्य च प्रयोगकरने दा भ्यास विद्यार्थिएँ च लेखन ते वाचन कला गी मजबूत करगा। ●अजादीबाद भारत दे नागरिकें गी जेहडे अधिकार थ्होएन ,उंदे बारै विद्यार्थिएँ गी समझाया जाई सकदा ए। ●तरंगेजंडे दे रंग, उसदेप्रतीकेंते अशोकचक्रबारैगल्लकित्तीजाई सकदा ए। ●भारतदी अजादीलेईश्हीद होनेआह्ले किश वीरयोदाएँबारैचर्चा करियै विद्यार्थिएँदा ज्ञान बधाया जाई सकदा ए। ●कवितागीमूँहजबानी चेते करियै कलास च सनानै लेई प्रेरत कित्ताजाई सकदा ए।

					<ul style="list-style-type: none"> ● अजादी परेंत केहकेह प्राप्त होआ - केह प्राप्त करना अजैं बाकी -ते केह ए बच्चे गी समझाई देसै लेई किश ,ऐ करने गी प्रेरतकित्ताजाई सकदा ए।
		जंदेघरैदे इयैराह	कविता गी लैऽ कन्नै पढनाचेता करना ते , जमातै च सनाना	कविताराहेंघरैदे बहुबजुर्गेदादर- मान तेनिक्केप्रतिहिरखभा वनादीयोग्यतादा ज्ञान	<ul style="list-style-type: none"> ● कविताच दस्सीगेदिएंबुराइयेबारैविद्यार्थिएं कन्नैचर्चकिरदेहोई उनेंगी इंदेशादूररौहने लेईप्रेरित कित्ताजाई सकदा ए। ● घरै च बहुं दाआदर- मानतेनिक्के कन्नैहिरखैनैराहने लेईसिक्खेआ दित्ती जाई सकदी ए। ● विद्यार्थिएंगीलडाई - झगडेदेनुकसानते सुलहसलाह - कन्नैराहनै दे फायदेदस्से जाईसकदे न।
मार्च	अगस्त	कंठी ते शैहर	कवितागीलैऽकन्नैपढ ना, चेताकरनातेजमातैच सनाना	कविताराहेंकंठी अलाकेदे खान-पान , साझ सञ्जिएंतेकम्में- काजेंदे ज्ञानदी योग्यता।	<ul style="list-style-type: none"> ● कंठीते ग्राएं दे लोकेंदे जीवनबारै गल्लबात करियैविद्यार्थिएं गी दौनें थाहरेंबारैजानकारी दित्ती जाई सकदी ए। ● कंठी लाहकेदियां फस्लां, फल - सञ्जियांते बूटे बगैरा दे बारे च बच्चे

				<p>ਗੀ ਵਿਸ਼ਤਾਰ ਕਨੈਂਦਰਸ਼ੇਅ ਜਾਈ ਸਕਦਾ ਏ।</p> <ul style="list-style-type: none"> ● ਗਾਏਂਤੇ ਸ਼ੈਹਰੋਂ ਦੇ ਲੋਕਿਂਦੇ ਖਾਨਪਾਨ , ਕਮਮਕਾਜ ਚ ਫਰਕ ਬਾਰੈਚੱਚਾ ਕਿਤੀ ਜਾਈਸਕਦੀ ਏ। ● ਗ੍ਰਾਂਦੇ ਲੋਕਿਂਦਾ ਸ਼ੈਹਰਾ ਪਾਸੈਪਲਾਯਨਕਰਨੇਦੇ ਕਾਰਣ ਦਸ਼ਦੇ ਹੋਈ ਕਿਥ ਉਦਾਹਰਣ ਬੀ ਦਿੱਤੇਜਾਈ ਸਕਦੇ ਨ। ● ਕੱਢੀ ਤੁਲਾਹੈਂਦੀ ,ਗਾਏਂ ਤੁਲਾਰ , ਕਈ ਕਵਿਤਾਂ ਲਖੋਈ ਦਿਯਾਂ ਨ ,ਤੁਲਾ ਤੁਦੇ ਬਾਰੈ ਬੜ੍ਹੋਂ ਗੀ ਸਰਸਰੀ ਜਾਨਕਾਰੀ ਦੇਵਿਤੈ ਪਾਠ ਗੀ ਹੋਰ ਰੋਚਕ ਬਨਾਯਾ ਜਾਈ ਸਕਦਾ ਏ। ● ਪੈਹਲੇ ਦੀ ਕੱਢੀ ਤੇ ਅਜੈ ਦੀ ਕੱਢੀ , ਪੈਹਲੇ ਦੇ ਗ੍ਰਾਂ ਤੇ ਅਜੈ ਦੇ ਗ੍ਰਾਂ ਚ ਫਰਕ ਸਮਝਾਯਾ ਜਾਈ ਸਕਦਾ ਏ।
	ਲੋਰੀ	ਕਵਿਤਾਗੀਲੈਡਕਨੈਪੜਨਾ, ਚੇਤਾਕਰਨਾਤੇਜਮਾਤੈਚ ਸਨਾਨਾ	ਕਵਿਤਾਰਾਹੋਂ ਧਿਧੇਂਪ੍ਰਤਿਹੋਨੇਆਹਲੇ ਮਾਡੇ ਬਰਤਾਡਤੇਕਿਸ਼ਹੋਰਬੁ ਰਾਇਂਗੀ ਦੂਰਕਰਨੇਦੀ ਯੋਗਧਤਾਦਾਜ਼ਾਨਦਿੱਤੇ	<ul style="list-style-type: none"> ● ਲੋਰੀ ਦੀਪਰਿਭਾਸ਼ਾ ਸਮਝਾਂਦੇ ਹੋਈ ਹੋਰ ਭਾ਷ਾਏਂ ਦੀ ਲੋਰਿਯੇਂ ਬਾਰੇ ਬੀ ਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਏ। ● ਕਵਿਤਾਚ ਬਰਤੋਏ ਦੇ ਸੁਹਾਵਰੇਂ ਗੀਤਾਲਿਯੈ ਤੁਦੇ ਬਾਰੈ ਚੱਚਕਿਰਿਯੈ ਤੁਨੋਂਗੀ ਵਾਕਿਚ ਪ੍ਰਯੋਗ ਕਿਤਾਜਾਈ

				दा ए।	सकदा ए। ● समाजकबुराईभूनहत्या पर खुल्लियैगल्ल-बातकितीजाई सकदी ए। ● विद्यार्थिएं गी पुच्छेआ जाई सकदा ए जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुडिएं च भेदभाव दे उदाहरण उनेंगी लभदे न। ● धीउदे जन्म दे बादघरैच रैनकबधीजंदीए, धियां जिम्मेदार हुंदियां नइसदे किश उदाहरण, दित्ते जाई सकदे न। ● ए सोच्चनेलेर्इआक्खेआजाईसकदा ए जे जेकरकुडियां संसार च औंगन गै नेर्इ तांकेहु होग? ● दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे न।
अप्रैल	सतम्बर	कंठियादावस्सना	कवितागीलैऽकन्नैपङ्क ना, चेताकरनातेजमातैच सनाना	कविताचकंठी दे जीवन - यापनदेकन्नै- कन्नैछंद बगैरादीबरतूनदी योग्यतादाज्ञान	● विद्यार्थिएं गी चेता कराया जाई सकदा ए जे इस्सै चाल्ली दे विशे उप्पर इक कवितापैहलेंबीपढ़ीलैती गेदी ए। ● कंठी लाके दी कुडिएंलाडि -एं देकम्मकाजबारैचर्चर्चा किती

			दितेदा ए।	जाईसकदी ए। ●अजादीदे बादभारत दे कंढीखेतर चजेहडेबदलावहोए नउंदे पर , चर्चाकित्ती जाई सकदी ए। ●विद्यार्थिएं गी पुच्छेआ जाई सकदा ए जे चक्कीकुन्नै- कुन्नै दिक्खीदीए। ●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 ए ते अग्गें केह- बच्चें गी कल्पना ,केह अजैं होर होग करने लेर्ड आखेआ जाई सकदा ए। ●कविताच कवित्त छंद दा इस्तेमाल होए दा ऐबच्चें गी इस छंद दी , जानकारी दित्ती जाई सकदी ए ते मूँहजवानी चेते करियै कविता कलास च सनानै लेर्ड बी प्रेरत कित्ता जाई सकदा ए।
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			ਕਹਾਨੀਗੀਪੜਨੇਚਰੋਚਕ ਤਾ ਦੇਗੁਣਪੈਦਾਕਰਨਾ	ਈਦੀਕਹਾਨੀ ਰਾਹੋਂ ਗਰੀਬੋਂਆਸੇਆਈਦ ਦਾਧਿਆਰਮਨਾਨੇਦੀਯੋ ਗਿਆਦਾਜ਼ਾਨ	<ul style="list-style-type: none"> •ਵਿਦਾਰਥਿਏਂ ਗੀ ਕਵਿਤਾਤੇ ਕਹਾਨੀਚ ਫਰਕਦਸ਼ੇਆਜਾਈਸਕਦਾ ਏ। •ਈਦੀ ਕਦੂਂ ਤੇ ਕੀਦਿੱਤੀ ਜਨ੍ਮੀਏ, ਚਰਚਾਕਰੀਸਕਦੇ ਓ। •ਪੈਹਲੇ ਸਮੇਂਦੀ ਦੁਕਾਨਦਾਰੀ ਤੇ ਅਜ਼ਦੀ ਦੁਕਾਨਦਾਰੀ ਚ ਫਰਕਦਸ਼ੇਦੇ ਹੋਈ ਆਨਲਾਈਨ ਸ਼ਾਂਪਿੰਗ ਦੀਗਲਲਵਾਤਬੀ ਕਿਤੀਜਾਈਸਕਦੀ ਏ। •ਇਸ ਕਹਾਨੀ ਦੀ ਤਤਵੰਦੇ ਅਧਾਰਪਰ ਗਲਲਵਾਤ ਕਰਿਯੈਵਿਦਾਰਥਿਏਂਗੀਮਤੀਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਏ।
ਮੇਈ	ਅਕਤੂਬਰ	ਮਾਂਗਤੇਦਾਘਰਾਟ	ਕਹਾਨੀ ਗੀ ਪੜਨੇ ਚ ਰੋਚਕਤਾ ਦੇ ਗੁਣ ਪੈਦਾ ਕਰਨਾ	ਘਰਾਟ ਕੇਹੂ ਹੋਂਦਾ ਏ, ਏਕੈਂਵਦੇਕਗੈਚਲਦਾਏ ਤੇ ਮਾਂਗਤਾਨਾਂਡ ਦਾਆਦਮੀਇਸਗੀਕਿ ਧਾਂਚਲਾਂਦਾ ਏ ਜ਼ਾਨਦੀ ਯੋਗਿਆ ਦਸ਼ੀਗੇਦੀਏ।	<ul style="list-style-type: none"> •‘ਮਾਂਗਤੇ ਦਾ ਘਰਾਟ’ ਡੋਗਰੀ ਚ ਲਖੋਨੇ ਆਵਲੇ ਪੈਹਲੇ ਕਹਾਨੀ ਸਾਂਗੈਹ ‘ਪੈਹਲਾ ਫੁਲਲ’ ਚਾ ਲੈਤੀ ਵੀ ਇਕ ਕਹਾਨੀ ਏ। ਵਿਦਾਰਥਿਏਂ ਗੀ ਏ ਜਾਨਕਾਰੀ ਦਿੰਦੇ ਹੋਈ ਕਿਥ ਮੁੰਡਲੇ ਕਹਾਨੀ ਸਾਂਗੈਹੋਂ ਦੀ ਤੇ ਡੋਗਰੀ ਦੇ ਅਜੈ ਦੇ ਕਹਾਨੀਕਾਰੋਂ ਬਾਰੇ ਸਰਸ਼ਾਰੀ ਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਏ। •ਘਰਾਟ ਕੁਨੈ-ਕੁਨੈਦਿਕਖੇ ਦਾ ਏ ਤੇ ਏ ਕਿਧਾਂਚਲਦਾਏ,

				<p>चर्चाकितीजाईसकदी ए।</p> <ul style="list-style-type: none"> ●हिंदू-मुस्लमाईकै दी <p>गल्लबातकितीजाई सकदी ए।</p> <ul style="list-style-type: none"> ●घराट दे आटे दे सुआद बारैसनाया जाई सकदा ए।
	सकोलङ्गे	कहानीगीपङ्गनेचरोचक तादेगुणपैदाकरना	इसकहानी च दुगरदे मुक्खध्यारसकोलङ्गे उप्परबनाएजानेआ ह्ले पकोआनतेहोररीति - रबाज्जदी योग्यतादाज्ञान।	<ul style="list-style-type: none"> ●कहानीच किश नमें शब्द आए देन, जियांघमांह, मनेंबगैरा, इंदे कन्नैइंदे मेल्मे शब्ददस्से जाईसकदेन, जियां:-कनाल, मर्ले, मन, पढोपी, दुप्पा बगैरा ते इंदेबारै चर्चा कितीजाई सकदी ए। ●रुट्ट-राहङ्गे, सकोलङ्गे, खमीरे, बब्बरुं बगैराबारैचर्चा कितीजाईसकदी ए। ●कहानी च प्लुतङ्ग)चिन्ह दा प्रयोगहोएदा ए, इसदे प्रयोगतेउच्चारणबारैगल्ल-बातकितीजाई सकदी ए। ●कुडिएं- लाडियें सरबंधीकिशहोरतेहोरेंबारैचर्चाकिती जाईसकदी ए।

जून	नवंबर	संतकविरविदास	संतकवि रविदास जीदेव्यक्तित्वतेकृत्तित्व बारैज्ञानहासलकरना	संतकवि रविदासजीदी इमानदारी, नेकनियतीतेसमाज चजनानियेदेहितें बारैगल्लकरनेदी योग्यतादाज्ञान हासल करना	<ul style="list-style-type: none"> ● संतकवि रविदास हुंदेबारै पाठ दे अलावाकिश होरजानकारी बी दित्तीजाईसकदी ऐ। ● विद्यार्थिएँगी ए दस्सेआजाई सकदाए जे कोईबी कम्म निक्का जांबड्हा नेईहोंदाउस्सी ईमानदारी , कन्नैकरना गै बडप्पन ऐ। ● संतरविदास हुंदे जुगैचजनानियेंकुडिएँगी मतेअधिकारनेईहे, क्या अज्जसाडे समाज च इनेंगी बरोबरदे अधिकारहैन? जेकरनेईतां केहडे-केहडे अधिकारनेईन, चर्चाकितीजाईसकदी ऐ। ● डुग्गरप्रदेश च बी रवि दासदे केईमंदर न ते उन्दीसुञ्ची सम्हालैच ज्ञाकियांबगैराबीकड्हियांजंदियांन, उंदे बारै विद्यार्थिएँ कन्नैचर्चा कित्तीजाई सकदी ऐ।
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जुलाई-अगस्त	दसम्बर - जनवरी	शहीदभगतसिंह	भगतसिंहजीहुंदेव्यक्ति त्व ते कृत्तित्व बारैसबूरी जानकारी हासल करना	भगतसिंह हुंदे देशप्रेमतेअजादीलेई हसदेहसदेअपनीजिं दक्कर्बनि करीदेनेदेजजबेदा ज्ञान।	<ul style="list-style-type: none"> ●पाठ पढ़ाने शापैह्लें शहीदभगत सिंह हुंदेते उस बेल्ले दे ल्हातें बारैच गल्लबात कित्तीजाईसकदी 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 कित्तीजाई सकदी ऐ।
सतम्बर	फरवरी	एकांकी/परौहनचारी	एकांकीपढ़ने, समझनेतेलिखनेदीजानकारीहासल करना।	एकांकीराहेंशैहरें चकित्तीजानेआहली परौहनचारीदाव्यां गात्मकढंगै कन्नैव्यौरा।	<ul style="list-style-type: none"> ●विद्यार्थिएंगीपरौहनचारीदी परिभाशादेइयै अज्जे दी परौहनचारी ते पिछले समें दी परौहनचारीग्रां दी परौहनचारी ते, शैहरा दी परौहनचारी बारे जानकारीदित्ती जाई सकदी ऐ। ●परसराम ते बसंतीदे सुभाबारैगल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र कित्ताजाई सकदा ऐ तां जे

				<p>ਵਿਦ्यਾਰਥਿਏਂ ਦੀ ਪਾਠ ਚ ਹੋਰ ਰੁਚਿ ਬਨੀ ਜਾ।</p> <ul style="list-style-type: none"> ● ਏਕਾਂਕੀ ਦੇ ਪਾਤ੍ਰੇਂਦੀ ਭੂਮਕਾ ਨਭਾਨੈ ਲੇਈ ਵਿਦ्यਾਰਥਿਏਂਗੀਪ੍ਰੇਰਤ ਕਿਤਾ ਜਾਈ ਸਕਦਾ ਏ ਤੇ ਕਲਾਸ ਚ ਏ ਏਕਾਂਕੀ ਖੇਡੀ ਜਾਈ ਸਕਦੀ ਏ ਤਾਂ ਜੇ ਸਾਰੀ ਕਲਾਸ ਗੀ ਏ ਮਨੋਰੰਜਨ ਦੇ ਮਾਧਿਅਮ ਕਨੈਸਮਝ ਬੀ ਆਈ ਜਾ ਤੇ ਭੂਮਕਾਜ਼ਭਾਨੇ ਆਵਲੋਂ ਚ ਅਭਿਨਿਧ ਕਲਾ ਦਾ ਬਕਾਸ ਬੀ ਹੋਏ।
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योगात्मकमूल्यांकन

क्र.सं	कर्तन	अध्यायसंख्या और नाम	अंकआवंटित
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खंड -ए]पठन बोध14] [अंका]

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 ग्राफ/आवृति विचार प्राधान्य दिए गए प्रश्नों का प्रयास करे ,जिसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,विश्लेषण,मूल्यांकन आदि पर आधारित हो । **1x 4अंक**

खंड-बी]व्याकरण9] [अंक]

➤ विलोमशब्द, अर्थतथाप्रयोग।

➤ पर्यायवाचीशब्द, सर्वनाम,संज्ञा,क्रिया।

➤ विशेषण,वाक्य,विरामचिन्ह, अनेकशब्दोंकेलिएएकशब्द, मुहावरे, लोकोक्तियाँ।

➤ लिंग, कारक, संधि, संधिविच्छेद,उपसर्गऔरप्रत्यय।

➤ काल, सम्मोचारितशब्द

➤ कविओरलेखक

1. उपर्युक्तभागोंकाउपयोगरिक्तस्थानोवैराग्राफमेंकरसकतेहैं।

3अंक

2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए वैराग्राफ 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

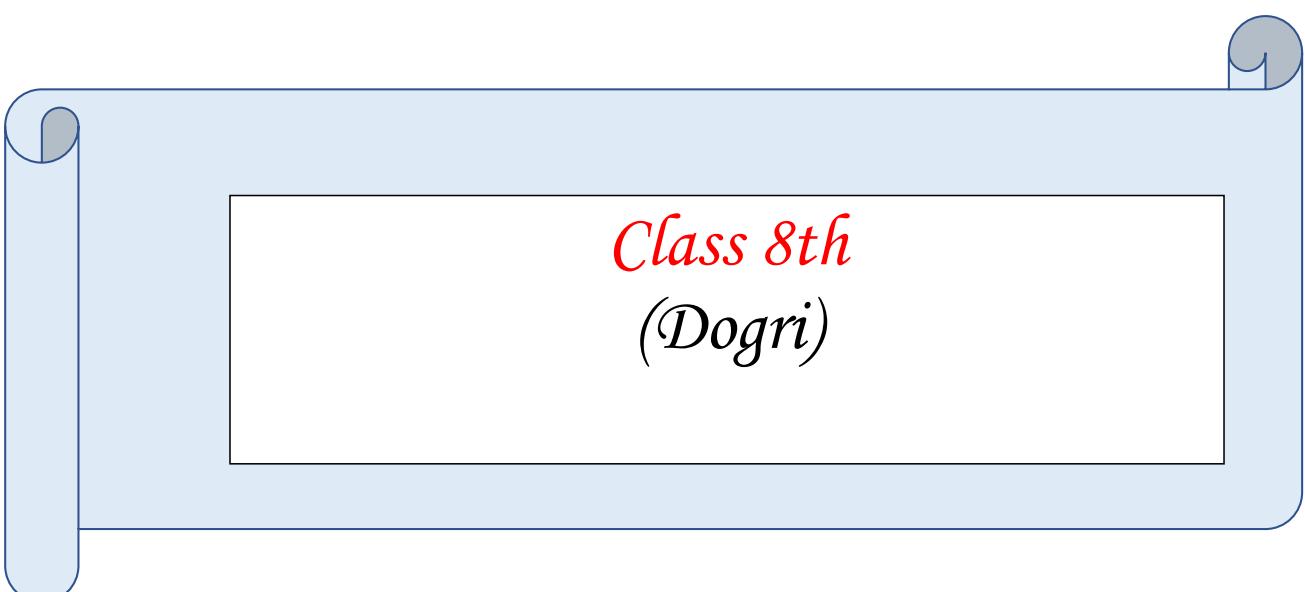
4. सरल शब्दों का एक छोटा सा पैरा दीजिए जिसमें समास, अलंकार आदि को रेखांकित किया जाएगा। 2अंक

खंडसी (लेखनकौशल 12-अंक)

1. दी गई परिस्थिति के अनुसार कहानी/वातचीत/भाषण/रिपोर्ट लेखन पर एक प्रश्न का प्रयास कीजिए 3अंक
2. दी गई पारिस्थिति पर संदेश/ईमेल/सोशल मीडिया पोस्ट लेखन के लिए एक प्राशन 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 पैराग्राफ लेखन पर हो, जिसमें दिए गए सकेतो और दृश्य की सहायता से अंश दिया गया हो। 80] से 100 शब्दों में 4अंक

खंडी (साहित्य 15अंक)

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



Class 8th
(Dogri)

जमात : अठमीं

महीने दी रूप रेखा		बिशे/उपबिशे	सिक्खने दे परिणाम	योग्यता	गतिविधिएं लेई सुझा
सर्द लाका	गर्म लाका				
नवंबर - दसम्बर	अप्रैल - मेर्झ	15 अगस्त (कविता)	कवितागी लैऽक्नैपङ्गना, चेताकरनाते जमातै च सनाना	कविताराहें अजादीदीम्हता, अधिकारतेफर्जदी योग्यतादाज्ञान	<ul style="list-style-type: none"> विद्यार्थिएंगी अजादीते गुलामीच फर्कदस्से आजाई सकदाए। कविताच बरतोए दे मुहावरे तेखुआनेंदा अर्थ दसदे होईउंदा वाक्य च प्रयोगकरने दा भ्यास विद्यार्थिएं च लेखन ते वाचन कला गी मजबूत करगा। अजादीबाद भारत दे नागरिकें गी जेहडे अधिकार थ्होएन , उंदे बारे विद्यार्थिएं गी समझाया जाई सकदा ए। तरंगेझंडे दे रंग, उसदेप्रतीकेंते अशोकचक्रबारै गल्लकित्तीजाई सकदी ए। भारतदी अजादीले ईश्वीद होने आह्ले किश वीरयोदाएं बारै चर्चा करियै विद्यार्थिएंदा ज्ञान बधाया जाई सकदा ए। कवितागी मूँहजबानी चेते करियै कलास च सनानै लेई प्रेरत कित्ताजाई सकदा ए। अजादी परैत केहकेह प्राप्त होआ ते - ए , केह प्राप्त करना अजें बाकी ए-केह बच्चें गी समझाई देसै लेई किश करने गी प्रेरत कित्ताजाई सकदा ए।

		जंदेघरैदे इयैराहू	कविता गी लैऽ कन्वै पढ़ना , चेता करना ते जमातै च सनाना	कविताराहेंघरैदे बहुवजुर्गेद्यादर- मान तेनिक्केंप्रतिहिरख भावनादीयोग्यता दाज्ञान	<ul style="list-style-type: none"> ●कविताच दस्सीगेदिएंवुराइयेबारैविद्यार्थिएं कन्वैचर्चाकरदेहोई उनेंगी इंदेशादूरौहने लेईप्रेरित कित्ताजाई सकदा ए। ●घरै च बहुं दाआदर- मानतेनिक्के कन्वैहिरखैनैरौहने लेईसिक्खेआ दित्ती जाई सकदी ए। ●विद्यार्थिएंगीलडाई - झगडेनुकसानते सुलहसलाहू क-न्वैरौहनै दे फायदेदस्से जाईसकदे न।
मार्च	अगस्त	कंठी ते शैहर	कवितागीलैऽकन्वैपढना, चेताकरनातेजमातैचसनाना	कविताराहेंकंठी अलाकेदे खान- पान , साग सब्जिएंतेकम्मे- काजेंदे ज्ञानदी योग्यता।	<ul style="list-style-type: none"> ●कंठीते ग्राएं दे लोकेंदे जीवनबारै गल्लबात करियैविद्यार्थिएं गी दौनें थाहरेंबारैजानकारी दित्ती जाई सकदी ए। ●कंठी लाहूकेदियां फस्लां, फल - सब्जियांते बूटें बगैरा दे वारे च बच्चें गी विस्तार कन्वैदस्सेआ जाई सकदा ए। ●ग्राएंते शैहरें दे लोकेंदे खानपान , कम्मकाज च फर्क बारैचर्चा कित्ती जाईसकदी ए। ●ग्रांदे लोकेंदा शैहरा पासैपलायनकरनेदे कारण दस्सदे होई किश उदाहरण वी दित्तेजाई सकदे न। ●कंठी उप्पर ,शैहरें उप्पर ,ग्राएं उप्पर , उंदे वा ,कई कवितां लखोई दियां नरै बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ए।

					<ul style="list-style-type: none"> • ਪੈਹਲੋਂ ਦੀ ਕੰਢੀ ਤੇ ਅੜ੍ਹੀ ਦੀ ਕੰਢੀਪੈਹਲੋਂ , ਦੇ ਗ੍ਰਾਂ ਤੇ ਅੜ੍ਹੀ ਦੇ ਗ੍ਰਾਂ ਚ ਫਕ਼ ਸਮਝਾਯਾ ਜਾਈ ਸਕਦਾ ਹੈ।
	ਲੋਰੀ		ਕਵਿਤਾਗੀਲੈਡਕਨੈਪੱਫਨਾ, ਚੇਤਾਕਰਨਾਤੇਜਮਾਤੈਚਸਨਾਨਾ	ਕਵਿਤਾਰਾਹੈ ਧਿਧੇਂਪ੍ਰਤਿਹੋਨੇਆ ਵਲੇ ਮਾਡੇ ਬਰਤਾਡਤੇਕਿਸ਼ਹੋਰ ਬੁਰਾਇਧੇਂਗੀ ਵੂਰਕਰਨੇਦੀ ਯੋਗਧਤਾਦਾਜ਼ਾਨਦਿ ਤੇਦਾ ਏ।	<ul style="list-style-type: none"> • ਲੋਰੀ ਦੀਪਰਿਭਾਸਾ ਸਮਝਾਦੇ ਹੋਈ ਹੋਰ ਭਾ਷ਾਏਂ ਦੀ ਲੋਰਿਧੇਂ ਵਾਰੇ ਬੀ ਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਹੈ। • ਕਵਿਤਾਚ ਬਰਤੋਏ ਦੇ ਸੁਹਾਵਰੇਂ ਗੀਤਾਲਿਧੈ ਤੁਂਦੇ ਬਾਰੈ ਚੱਚਕਿਰਿਧੈ ਤਨੇਂਗੀ ਵਾਕਧਚ ਪ੍ਰਯੋਗ ਕਿਤਾਜਾਈ ਸਕਦਾ ਹੈ। • ਸਮਾਜਕਬੁਰਾਈਭੂਨਹਤਿਆ ਪਰ ਖੁਲਿਲਧੈਗਲਲ-ਬਾਤਕਿਤੀਜਾਈ ਸਕਦੀ ਹੈ। • ਵਿਦਾਰਿਧੇਂ ਗੀ ਪੁੱਛਦੇਆ ਜਾਈ ਸਕਦਾ ਹੈ ਜੇ ਕਿਆ ਤੁਂਦੀ ਜਾਨਕਾਰੀ ਚ ਜਾਂ ਤਦੇਂ ਗੈ ਘਰ ਜਾਗਤੇਂ ਤੇ ਕੁਡਿਏਂ ਚ ਭੇਦਭਾਵ ਦੇ ਉਦਾਹਰਣ ਤਨੇਂਗੀ ਲਭਦੇ ਨ। • ਧੀਡੇ ਜਨਮ ਦੇ ਬਾਦਧਰੈਚ ਰੈਨਕਬਧੀਜ਼ਾਂਦੀਏ, ਧਿਧਾਂ ਜਿਮਮੇਦਾਰ ਹੁੰਦਿਆਂ ਨਿੱਜਦੇ ਕਿਥ ਉਦਾਹਰਣ ਦਿੱਤੇ ਜਾਈ ਸਕਦੇ , ਨ। • ਏ ਸੋਚਨੇਲੇਈਆਕਖੇਆਜਾਈਸਕਦਾ ਏ ਜੇ ਜੇਕਰਕੁਡਿਆਂ ਸੰਸਾਰ ਚ ਔਂਗਨ ਗੈ ਨੇਈ ਤਾਂਕੇਹੂ ਹੋਗ? • ਦੁਨਿਆਂ ਦੀ ਕਾਮਧਾਬ ਮਹਿਲਾਏਂ ਦੇ ਉਦਾਹਰਣ ਦਿੱਤੇ ਜਾਈ ਸਕਦੇ ਨ।
ਅਪ੍ਰੈਲ	ਸਤਮ਼ਬਰ	ਕੰਫਿਯਾਦਾਵਸ਼ਸਨਾ	ਕਵਿਤਾਗੀਲੈਡਕਨੈਪੱਫਨਾ, ਚੇਤਾਕਰਨਾਤੇਜਮਾਤੈਚਸਨਾਨਾ	ਕਵਿਤਾਚਕੰਢੀ ਦੇ ਜੀਵਨ -	<ul style="list-style-type: none"> • ਵਿਦਾਰਿਧੇਂ ਗੀ ਚੇਤਾ ਕਰਾਧਾ ਜਾਈ ਸਕਦਾ ਏ ਜੇ ਇਸੈ ਚਾਲੀ ਦੇ ਬਿਧੇ ਉਪਰ ਇਕ

			यापनदेकन्नै- कन्नैछंद बगैरादीबरतूनदी योग्यतादाज्ञान दित्तेदा ए।	कवितापैहलेंबीपढ़ीलैती गेदी ए। ●कंठी लाके दी कुडिएंलाडि -एं देकम्मकाजबारैचर्चा कित्ती जाईसकदी ए। ●अजादीदे बादभारत दे कंठीखेतर चजेहडेबदलावहोए नउंदे पर , चर्चाकित्ती जाई सकदी ए। ●विद्यार्थिएं गी पुच्छेआ जाई सकदा ए जे चक्कीकुन्नै- कुन्नै दिक्खीदीए। ●मशीनीजुग च हून कत्तने-पिंजनेआटा , तरीके किन्ने -पीहने जैसे कम्म करने दे ढंग ते उंदे बदलने क ,बदली गेदे नन्हैलोकें दे जीवन च केहएहदे पर ,केह फर्क आए न- चर्चाकित्तीजाई सकदी ए ते अग्गें केह- बच्चें गी कल्पना करने ,केह अजैं होर होग लेई आखेआ जाई सकदा ए। ●कविताच कवित्त छंद दा इस्तेमाल होए दा एबच्चें गी इस छंद दी जानकारी , दित्ती जाई सकदी ए ते मूँहजवानी चेते करियै कविता कलास च सनानै लेई बी प्रेरत कित्ता जाई सकदा ए।
	ईदी (कहानी)	कहानीगीपढ़नेचरोचकता देगुणपैदाकरना	ईदीकहानी राहें गरीबेंआसेआईद	●विद्यार्थिएं गी कविताते कहानीच फर्कदस्सेआजाईसकदा ए।

			ਦਾਧਿਆਰਮਨਾਨੇਦੀ ਯੋਗਧਿਆਦਾਜ਼ਾਨ	<ul style="list-style-type: none"> ● ਈਦੀ ਕਦੂਂ ਤੇ ਕਿਦਿੱਤੀ ਜਾਂਦੀਏ, ਚੱਚਕਿਰੀਸਕਦੇ ਓ। ● ਪੈਹਲੇ ਸਮੇਂਦੀ ਦੁਕਾਨਦਾਰੀ ਤੇ ਅੜਦੀ ਦੁਕਾਨਦਾਰੀ ਚ ਫਰਕਦਸ਼ਦੇ ਹੋਈ ਅੱਨਲਾਇਨ ਸ਼ਾੱਪਿੰਗ ਦੀਗਲਲਾਵਾਤਵੀ ਕਿਤੀਜਾਈਸਕਦੀ ਏ। ● ਇਸ ਕਾਨੀ ਦੀ ਤਤਵੇਂਦੇ ਅਧਾਰਪਰ ਗਲਲਾਵਾਤ ਕਿਧੈਵਿਦਿਆਰਥਿਏਂਗੀਮਤੀਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਏ।
ਮੇਝ	ਅਕਤੂਬਰ	ਮਂਗਤੇਦਾਘਰਾਟ	ਕਹਾਨੀ ਗੀ ਪਢਨੇ ਚ ਰੋਚਕਤਾ ਦੇ ਗੁਣ ਪੈਦਾ ਕਰਨਾ	<p>ਘਰਾਟ ਕੇਹ ਹੋਂਦਾ ਏ, ਏਕੈਂਵਦੇਕਨੈਚਲਦਾ ਏ ਤੇ ਮਂਗਤਾਨਾਂਡ ਦਾਆਦਮੀਇਸਗੀ ਕਿਧਾਂਚਲਾਂਦਾ ਏ ਜਾਨਦੀ ਯੋਗਧਿਆ ਦਸ਼ਿਗੇਦੀਏ।</p> <ul style="list-style-type: none"> ● 'ਮਂਗਤੇ ਦਾ ਘਰਾਟ' ਡੋਗਰੀ ਚ ਲਖੋਨੇ ਆਵਲੇ ਪੈਹਲੇ ਕਹਾਨੀ ਸਂਗੈਹ 'ਪੈਹਲਾ ਫੁਲਲ' ਚਾ ਲੈਤੀ ਦੀ ਇਕ ਕਹਾਨੀ ਏ। ਵਿਦਿਆਰਥਿਏਂ ਗੀ ਏ ਜਾਨਕਾਰੀ ਦਿੱਦੇ ਹੋਈ ਕਿਥ ਮੁੰਡਲੇ ਕਹਾਨੀ ਸਂਗੈਹਿਂ ਦੀ ਤੇ ਡੋਗਰੀ ਦੇ ਅੜ੍ਹੇ ਦੇ ਕਹਾਨੀਕਾਰੇਂ ਬਾਰੇ ਸਰਸ਼ਾਰੀ ਜਾਨਕਾਰੀ ਦਿੱਤੀ ਜਾਈ ਸਕਦੀ ਏ। ● ਘਰਾਟ ਕੁਨੈ-ਕੁਨੈਦਿਕਬੇ ਦਾ ਏ ਤੇ ਏ ਕਿਧਾਂਚਲਦਾਏ, ਚੱਚਕਿਤੀਜਾਈਸਕਦੀ ਏ। ● ਹਿੰਦੂ-ਮੁਸਲਮਾਨਕੈ ਦੀ ਗਲਲਾਵਾਤਕਿਤੀਜਾਈ ਸਕਦੀ ਏ। ● ਘਰਾਟ ਦੇ ਆਟੇ ਦੇ ਸੁਆਦ ਬਾਰੈਸਨਾਧਾ ਜਾਈ ਸਕਦਾ ਏ।

		सकोलडे	कहानीगीपङ्नेचरोचकतादेगु णपैदाकरना	इसकहानी च डुगरदे मुक्खध्यारसकोल डेउप्परबनाएजाने आहले पकोआनतेहोररी ती- रबाज्जदी योग्यतादाज्ञान।	<ul style="list-style-type: none"> ●कहानीच किश नमें शब्द आए देन,जियांघमांह, मनेंबगैरा,इंदे कन्नैइंदे मेल्मे शब्ददस्से जाईसकदे न, जियां:- कनाल, मर्ले, मन, पढोपी, दुप्पा बगैरा ते इंदेबारै चर्चा कित्तीजाई सकदी ए। ●रुट-राहडे, सकोलडे, खमीरे, बब्बरूं बगैराबारैचर्चा कित्तीजाईसकदी ए। ●कहानी च प्लुत०))चिन्ह दा प्रयोगहोएदा ए, इसदे प्रयोगतेउच्चारणबारैगल्ल-बातकित्तीजाई सकदी ए। ●कुड़िएं- लाड़ियें सरबंधीकिशहोरतेहारेंबारैचर्चाकित्ती जाईसकदी ए।
जून	नवंबर	संतकविरविदास	संतकवि रविदास जीदेव्यक्तित्वतेकृत्तित्वबारैज्ञा नहासलकरना	संतकवि रविदासजीदी इमानदारी, नेकनियतीतेसमा जचजनानियेंदेहि तें बारैगल्लकरनेदी योग्यतादाज्ञान हासल करना	<ul style="list-style-type: none"> ●संतकवि रविदास हुंदेबारै पाठ दे अलावाकिश होरजानकारी बी दित्तीजाईसकदी ए। ●विद्यार्थिएंगी ए दस्सेआजाई सकदाए जे कोईबी कम्म निक्का जांबड्हा नेईहोंदा , उस्सी ईमानदारी कन्नैकरना गै बड़प्पन ए। ●संतरविदास हुंदे

					<p>जुगैचजनानियेंकुडिएंगी मतेअधिकारनेईंहे, क्या अज्जसाढे समाज च इनेंगी बरोबरदे अधिकारहैन? जेकरनेईंतां केहडे-केहडे अधिकारनेईंत, चर्चाकितीजाईसकदी ए। ●दुग्गरप्रदेश च बी रवि दासदे केईंमंदर न ते उन्दीसुम्मी सम्हालैच ज्ञाकियांबगैराबीकहियांजंदियांन, उंदे बारै विद्यार्थिएं कन्वचर्चा कितीजाई सकदी ए।</p>
जुलाई- अगस्त	दसम्बर- जनवरी	शहीदभगतसिंह	भगतसिंहजीहुंदेव्यक्तित्व ते कृतित्व बारैसबूरी जानकारी हासल करना	भगतसिंह हुंदे देशप्रेमतेअजादीले ईहसदेहसदेअपनी जिंदकवान करीदेनेदेजजबेदा ज्ञान।	<p>●पाठ पढाने शापैह्लें शहीदभगत सिंह हुंदेते उस बेल्ले दे ल्हातें बारैच गल्लबात कितीजाईसकदी ए। ●अध्यापक यूट्यूब, गूगल बगैरादा स्हारा लेइयै किश वीडियो, फोटो बगैराविद्यार्थिएं सामनै दस्सीसकदेन। ●पाठ दे अलावा बी शहीद भगत सिंहुंदेजीवनदे किश होरकिस्सेसांझे करीसकदे ओ। ●शहीदभगत सिंह हुंदे परकिश फिल्मांबी बनीदियांन उंदे बारैबी चर्चा कितीजाई सकदी ए।</p>

ساتम्बर	فارواری	एकांकी/परौहनचारी	एकांकीपढ़ने, समझनेतेलिखनेदीजानकारी हासल करना।	एकांकीराहेंशीहरे चकित्तीजानेआ हली परौहनचारीदा ब्यांगात्मकढंगै कन्नैब्यौरा।	<ul style="list-style-type: none"> ●विद्यार्थिएंगीपरौहनचारीदी परिभाशादेइये अज्जै दी परौहनचारी ते पिछ्ले समें दी परौहनचारीग्रां दी , परौहनचारी ते शैहरा दी परौहनचारी बारे जानकारीदित्ती जाई सकदी ए। ●परसराम ते बसंतीदे सुभावारैगल्लबात करदे होई किश होर एसे काल्पनिक पात्रें दा जिक्र कित्ताजाई सकदा ए तां जे विद्यार्थिएं दी पाठ च होर रुचि बनी जा। ●एकांकी दे पात्रेंदी भूमका नभानै लेई विद्यार्थिएंगीप्रेरत कित्ता जाई सकदा ए ते कलास च ए,एकांकी खेड़ी जाई सकदी ए तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्नैसमझ वी आई जा ते भूमकानभाने आह्लें च अभिनय कला दा बकास वी होए।

योगात्मकमूल्यांकन

क्र.सं.	कर्तन	ध्यात्मकनितरीतेनां	नंबरेदीवंड
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 , क्हानी तेनिबंधदे सुआल	
08		संज्ञा, सर्वनामतेविशेषण दाप्रयोग	
कुल			50 नंबर

अठमींजमातैलैईआकलनदीयोजना
भाग (ए) पढनेदीसमझ (15 अंक)

1) गद्यखंडथमांतकरीबन 100 थमां 150 शब्देदाइकदिक्खेआगेदाअंश, जिसदेबादएमसीक्यू, समझदारीदेसवाल, खाल्लीथाहभरने, शब्दावलीबगैरादीकोशशकीतीजा। $1\times5=5$ नंबर

2) लगभग 100 थमां 150 शब्देदेइकअनदिक्खेखंडगीहिलकरनेदीकोशशकरनातेउसदेबादएमसीक्यू, समझदारीदेसवाल, अंशगीउचितसिलेखदेना, इकशब्ददाप्रयोगबगैरा $1\times5=5$ नंबर

3) दृश्यसुराग/सांख्यिकडेटा/बारग्राफबगैरापरआधारतइकसवालतेउसदेबादसमझ, अनुमान, विश्लेषण, मूल्यांकन बगैरा परआधार तएमसीक्यूदीकोशशकीतीजानीचाहिदी। $1\times5=5$ नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखेंदीपन्धान
- संज्ञा, सर्वनाम, क्रिया, विशेषणदाप्रयोग
- विभक्तियांदीपन्धानकरना
- कालदाप्रयोग (साधारणवर्तमानतेसरलभूत)
- समेदीपन्धान
- संज्ञासंख्यातेलिंगदाप्रयोग

4) लेख, विभक्ति, संधिबगैरागीरेखांकितजांगोलकरियैकुसैप्रासंगिकअंशदीपन्धानकरनेलैईआखेआजाग। 2.5 नंबर

5) संज्ञा, सर्वनाम, क्रिया, विशेषणबगैरादाइस्तेमालकरदेहोईखाल्लीथाहेंकन्वैइकप्रासंगिकपैराग्राफ 2.5 नंबर

6) साधारणवर्तमानतेसाधारणअतीतचक्रियाएंदाइस्तेमालकरियैइकपैराग्राफगीखाल्लीथाहेंकन्वैहलकरनेदीकोशशकीतीजानीचाहिदी। 3 नंबर

भाग (ग) लेखनकौशल (12 नंबर)

7) त्रैचपैराग्राफलिखनेपरइकसवालदित्तेगेदेसंकेतकन्वैकुसैबीस्थितिपरकोशशकीतीजाग। (40-60 शब्द) दा। 5 नंबर

8) चिट्ठीलिखनेपरदोचइकसवालदित्तिगेदीपरिस्थितियेंपरकोशशकीतीजाग। (अनौपचारिक) दा। 4 नंबर

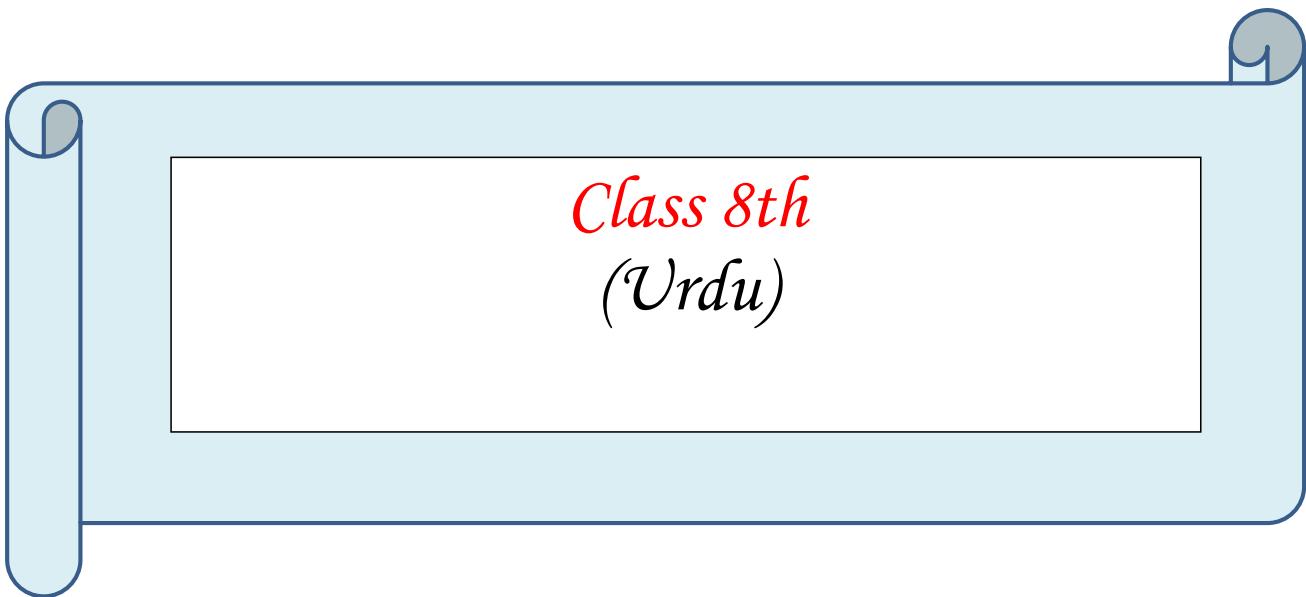
9) संदेश/ई-मेललिखनेपरइकसवालदित्तेगेदेसंकेतेकन्वैप्रयासकरनाहोग। (50-60 शब्द) 3 नंबर

भाग (घ) साहित्य (15 नंबर)

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

11) कविताएँथमांविशे, केंद्रीयविचार, तुकवंदी योजना उपर आधारित पंजेशात्रै लघुयोग्यता आह्लेसु आलेंदी कोशश कीती जानी चाहिदी। **3×2=6 नंबर**

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



Class 8th
(Urdu)

نصابی اهداف -Curricular Goals as per NCF 2023

اسکولی تعلیم کے لئے قومی نصاب کا فریم ورک

1- نصابی ہدف

مختلف تحریر وں (کہانیاں، نظمیں، ڈراموں کے اقتباسات، مضامین، نیوز رپورٹس) کے ساتھ مشغول ہو کر آزاد انسپر ہے 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 تحریر بات کے بارے میں لکھنے کی صلاحیت حاصل کرتا ہے (مثال کے طور پر، گاؤں کے میلے، تہوار، موقع)

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 شکلؤں کی کھوچ کرتا ہے

5- نصابی ہدف

بیوادی اسلامی پہلوؤں (لفظ اور جملے کی ساخت) کو بیچانے 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، بہمول اس کے حروف تہجی اور سُم الحُلُط، آوازیں، نظمیں، اور دیگر درڈ پلے اور کھیل جوز بان کے لئے منفردیں

1.1 مختلف نصوص کو سمجھنے کے لیے مختلف حکمت عملیوں (تجھیہ، 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 شاخت 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 سر نیوں کی شاخت کرنا اور واضح آغاز، اختتام اور پیرا گراف بنانا۔

2.2 تحریری طور پر اپنے ارد گرد کے مختلف پہلوؤں پر تجربات، جذبات اور تعمید 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 شاخت اور تعریف کرتا ہے (نش، شاعری اور ڈرامہ کے نمونے)

4.2 ادبی آلات کی شاخت کرتا ہے، جیسے کہ تجھیہ، استعارہ، تجھیم، مبالغہ، اور تناسب، مختلف قسم کے ادب کو پڑھ کر اور تحریر میں استعمال کرتا ہے۔

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

6.1 زبان کی صوتیات اور سم الجھ، حرف اور حروف کی تعداد، اور وہ کس طرح تعامل کرتے ہیں اور استعمال ہوتے ہیں کو سمجھتا ہے

6.2 تحریر اور تحریر کو مزید لچک اور پر لطف بنانے کے لیے زبان میں aliteration، rhymes، puns، اور دیگر لفظی کھیل کے استعمال میں مشغول آوازیں، رسم الجھ، اور دلچسپ لفظی کھیل پہلیاں، لطیف، قافیہ، سے شناسائی حاصل کرنا زبان کی ہم آہنگی وغیرہ۔

آٹھویں جماعت کے لیے اردو یکیڈیک پلاز

سکھنے کے طریقے	آموزشی ماحصل	مہار تیں	گرامر/ یکیدی اجزاء	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 کرو کر شروع کریں۔ اس میں بلند آواز سے پڑھنا اور وضاحتی زبان پر بحث کرنا شامل ہو سکتا ہے۔ شاعری اور تال کی شناخت: طلاء کو نظموں میں شاعری کی اسکیوں اور تال کے نمونوں کی شناخت کرنا سکھائیں۔ تخلیقی اطہار: طلاء کو شاعری کے ذریعے اپنے اطہار کے موقع 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 طلاء کے	(حصہ نظم) نظموں	1.1.2 1.1.3 1.1.4 2.2.2 4.4.1 4.4.2 6.6.2 5.5.1	لب و لبجھ۔ مطلع۔ حسن مطلع۔ مقطوع۔ ردیف۔ قافیہ۔ شعری اصطلاحات کا بیان: تشییب، مبالغہ، انجمنی وغیرہ۔ اشعار کی تشریح۔ مرکبات۔ نصاب میں موجود نظموں کی مشقیں	حمد، نعت، بیتائی کی آہو زاری	Nov-Dec	April-May

<p>اپنے تجربات سے جوڑتے ہیں۔</p> <p>حصہ نئر</p> <p>اعلیٰ درجے کے نئر کے اختبا کریں:</p> <p>کلاسک ادب یا عصری کاموں سے اردو نئر کے مزید جدید اختبا متحارف کروائیں، جس سے طلباء کو موضوعات اور تحریری اسلوب کی ایک وسیع ریخ سے روشناس کروائیں۔</p> <p>تھقیدی تجربی: نئر کے اختبا کے گھرائی سے تجربی کے ذریعے، کردار کی نشوونما، پلاٹ کی ساخت اور مصنفانہ آواز پر توجہ مرکوز کرتے ہوئے طلباء کی تھقیدی سوچ کی مہارتون کو تیار کریں۔</p> <p>ادبی تھقید: ادبی تھقید اور ادبی تھیوری کے بنیادی تصورات متحارف کروائیں، طلباء کو نئری متن کا مختلف زاویوں سے تجربی کرنے اور ان کی اپنی تشریحات وضع کرنے کی ترغیب دیں۔</p>	<p>(حصہ نئر)</p> <p>طلباً نصباً کتاب کے علاوہ مختلف ذرائع سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔</p> <p>کہانیوں کو مناسب لب ولجھ کے ساتھ پڑھتے ہیں۔</p> <p>پڑھی گی کہانیوں کے بارے میں اپنی رائے تحریر کرتے ہیں۔</p> <p>سماج میں ہونے والے واقعات اور مسائل کے تین کے آزادی کے ساتھ تجربی کرتے ہیں۔</p> <p>کہانی کا مرکزی خیال اور خلاصہ لکھتے ہیں۔</p> <p>اہم شخصیات کے متعلق نہیں اساتھ تحریر کرتے ہیں۔</p>	<p>1.1.1</p> <p>1.1.2</p> <p>2.2.2</p> <p>4.4.1</p> <p>6.6.1</p> <p>6.6.2</p> <p>5.5.1</p> <p>1.1.4</p>	<p>صل کی اقسام۔ جمع اور جمع اجنب۔ خطاب، لقب، تخلص اضداد، مترادفات۔ سابقہ لائچے۔ مکالمہ بازی</p>	<p>کاریاں، سکریٹ فوشی کی تباہ کاریاں، اسٹاؤ کا احترام</p>	<p>Mar-April</p>	<p>Aug</p>	
			<p>تذکیرہ و تانیش۔ اسم صفت کی وضاحت۔ حروف کا بیان</p>	<p>نوبِ انعام کی کہانی، گیہوں کا دانہ، چند خلاہاں خواتین</p>	<p>May-June</p>	<p>Sep-Oct</p>	
				<p>پرا گراف۔ ای میں۔ خطوط نویسی۔ نجی، کاروباری اور دفتری</p>	<p>لل دید، گو تم بدھ، اف! یہ ماحولیاتی آلودگی!، راجا جامبو لوچن</p>	<p>Jul-Aug</p>	<p>Nov-Dec</p>
				<p>مضمون نویسی۔ خطوط نویسی۔ نجی، کاروباری اور دفتری</p>	<p>ز عفران، کپیورٹ کار تھائی سفر، پلی تھیں جن</p>	<p>Sep</p>	<p>Jan-Feb</p>

حصہ الف (پڑھنے کا فہم) نمبرات: 15

1- غیر درسی اقتباس (150 سے 200 افاظ کا) جس کے آخر پر فہم کے مطابق کثیر الاتخابی سوالات / سبق کا عنوان / یک لفظی جواب / ذخیرہ الفاظ / بازیافت

$$5 \times 1 = 5$$

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

3- تصویری سوال جس کے آخر میں کثیر الاتخابی سوالات تجربہ کرنا بازیافت / تغیییں کے سوالات پر جھیل 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- خدا اضداد / واحد جمع / مذکور مونث / رموز اوقاف $4 \times 1 = 4$

حصہ ج (لکھنے کی صلاحیت) نمبرات: 12

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

2- دی گئی صورت حال کے متعلق ایک بیراگراف / کہانی / مکالمہ / اشتہار / افاظ 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 (اب) نمبرات: 15

1- کتاب کے کسی بھی نئی 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۔ صفتی 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۔ $5 \times 1 = 5$

1. ایک لڑکی

2. ہماری تاریخ

3. میر اوطن

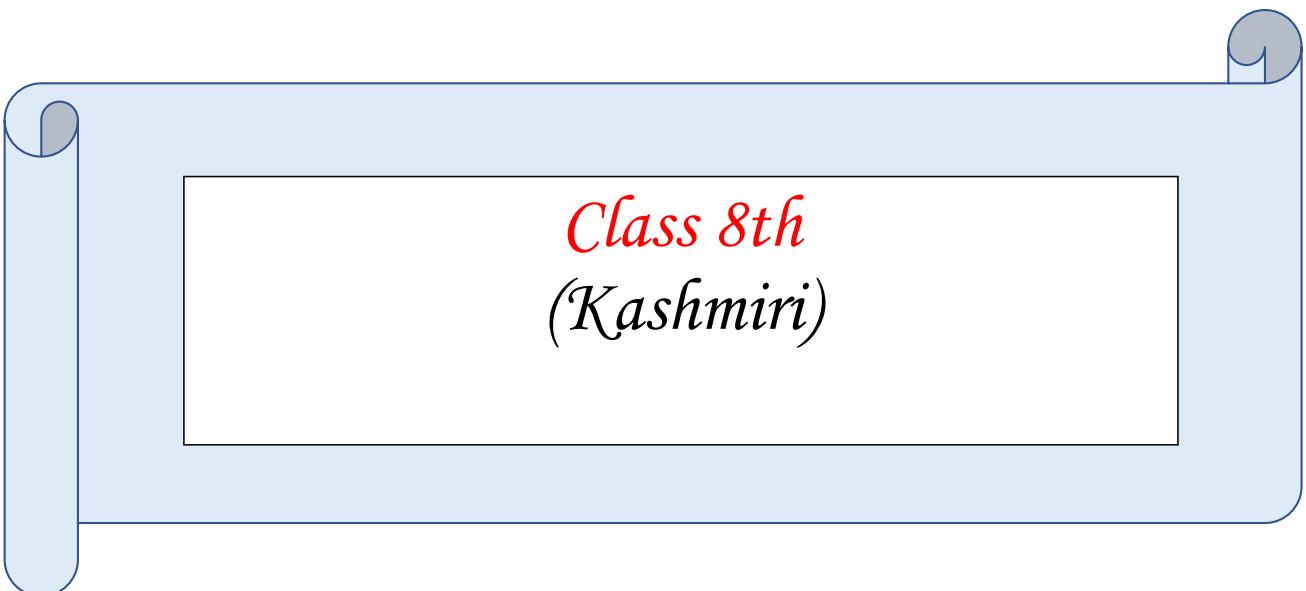
4. اف ایہ ماحولیاتی آودھی!

5. راجا جامبولوچن

6. عفران

7. کپیوٹر کا ارتقائی سفر

8. پیتھین جن



*Class 8th
(Kashmiri)*

C-1.1	C-1.2	C-1.3	C-1.4
Zبانی ٻڙڙ مهارڙ ورتاوته چھے پانس اندر تفصیل، تجزیه ته موثر کته باتهه کرنج صلاحیت پاڏ گران.	C-1.1 ڙون ڏته پرنے ته بوزنے پته چھه (أخبار، رپورٹ ته اداریه) ضروری نقطن ٻڙ ڻشاندھی گران.	C-1.2 چھے بوزان، منصوبه تیار گران، ته مختلف ڦسمن ٻڙڻی انٹرویو (منظم ته غار ساخته) ٻیوان.	C-1.3 ڙمناسیب زبان ورتاؤته چھے سماجي تجرباتن ٻڙس ورتاؤس متعلق تحقیقاتی سوال پڙڙ هان.
LO1.1.1- دویمین ٻڙڻی خیالات توجه سان بوزان ته پننه انداز تحرپر کران. LO1.1.2- نظم، دلپل يا کاڻهه عبارت چھے پڻبن لفظن مٿز لیکھان.	LO1.2.1- پننی خیال ته تجرُبہ چھے وضاحت سان وَنان ته لیکھته پیش کران. LO1.3.1- نثری عبارت پُرته چھے سوالن جواب ڊوان.	LO1.4.1- رسمي ته غار رسمي خط ، موختصر پأغام (ایس ایم ایس) ته موختصر پیراگراف چھے تحرپر کران.	LO1.5.1- ناوتن ته اشار ناوتن ٻيڻد استعمال

<p>گرته مختلف موقع نظر تل تهاؤته صحیح جمله ورتاوان.</p>	<p>C-1.5 مختلف سامعین ته مختلف مقصدو باپته چه بوزنکی ته بولنکی (یا دوشونی باپنه) مواد تیار گران.</p>	
<p>LO2.1.1- دسلابه، اند ته متن مدنظر تهاؤته چه گنه موضوعس پیشه مربوط گرته لیکهان.</p> <p>LO2.1.2- مشکل لفظن ٻند معنی، صحیح تلفظ ته ٽمن ٻند مناسب ورتاو ُچهنه خاطر چه کاشر لغت ته کاشرین ویب سایشن ٻند استعمال گران.</p> <p>LO2.2.1- ڈرامه افسانه ته دلپل سوچنچه سمجھه پرته ٽمن مژ موجود ایم واقعه، مرکزی خیال ته کردار بد کڻان ته ٽمن پنه نین ذاتی تجربن سٽنی واڻان.</p> <p>LO2.2.2- نظمه ته بائنه چه صحیح ٿل تزاوس ته موزون اندازس مژ ادا گران.</p> <p>LO2.3.1- زان حاصل کرنے خاطر چه</p>	<p>C-2.1 مختلف ثقافن ته مختلف دورن ٻندين ادبی صنفن (نثر، نظم، ڈراما) ته طرز تحریر (بیانیه، وضاحتی بیانیه) بیتر پرزنواون ته تعریف گران.</p> <p>C-2.2 مختلف ڦسمکی ادب پرته چه ادبی صنفن پرزنواون مثالے (استعار، محاور ته پریز) ته یمن چه تحریرس مژ ورتاوان.</p> <p>C-2.3 تقریر ته تحریر ذریعه چه پینس سماجس ته ماحول کپن مختلف پهلوون پیشه تنقیدی باوته گران.</p>	<p>CG-2</p> <p>ادبی اضافه چن مختلف ڦسمن تلاش گرته چه زبان، ادبی ته ثقافتی و راثتکی تعریف گران.</p>

<p>انفار میشن ته کمیونیکیشن ٹیکنالوچی ٻڏ استعمال کران - مثلن : انٹرنیٹ ، اخبار ، ٹیوی ، سمارٹ فون بیتر</p>		
<p>LO3.1.1: کاڻهه ته نظم یا ڏلپل چه ادا کاری سان پیش کران.</p> <p>LO3.1.2: ڏلپلیه ته نظم سمحٽهه چهه تمن متعلق پیڻی راے ظاپر کران.</p> <p>LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرته چهه تهند تجزیه کران.</p> <p>LO3.2.1: گنه ته تحریر ک یا تقریر ک څلاصه چهه پننه آیه پیش کران.</p> <p>LO3.2.2: ناؤت، اشاعر ناؤت ته کراوت چهه ٹھیک پائھی جملن مژ ورتاوان.</p> <p>LO3.2.3: مختلف متن پرته چهه سوالن جواب دوان.</p>	<p>C-3.1 بنیادی لسانی پہلو چه سمجان ته تمن ٻڙ تشریح (طریقہ) زانان مثلن جملک ڏهانچه، اوقاف، جنس، ته حصہ بیتر ته تقریر، ادیچ مختلف شکل پرنے ور ته چهه تمه لیکھنس مژ بارسنس آنان.</p> <p>C-3.2 مُناسِب زبان ته طریقہ ہورناؤنھه چهه نثر، نظم ته ڈراما لیکھان.</p>	<p>CG-3 بنیادی لسانی پہلو (لفظن ته جملن ٻڙ ساخت) پڑناوان ته تمن زبانی ته تحریرس مژ ورتاونچ سلائیت تهاوان.</p>

<p>LO4.1.1: مُختلف متن پُرته چه سوالن جواب دوان. LO4.1.2: مکالمو پیٹھه چه ڈلپ تحریر کران. LO4.1.3: موخر پأغام(SMS)، دعوتی پأغام ته لوکٹی پیراگراف چه لیکھان. LO4.2.1: رسمي ته غار رسمي چٹھه چه لیکھان. LO4.2.2: دسلايہ، متن ته انڈک خیال تھاؤته چه مربوط گرتھ لیکھان. LO4.2.3: نصائی کتابو علاو چه مختلف ڈریو حاصل سپدن واجنے کتابه ته پران.</p>	<p>C-4.1 مُختلف کتابه ته صفحه چه پران، جواب دوان ته تنقیدی جائیز بیوان (افسانہ ته غار افسانہ) C-4.2 مُختلف کامب ٻنڈ زانکاری ته تہند استعمال باپته چه کتابه ته باقیمیڈیا وسیلے موثر طریقو استعمال کران.</p>	<p>پانس اندر چه لیکھنج ته جائیز بینج صلاحیت پاڈ کران بیبیه چه مزبد زانکاری باپته لاپریری ٻند ته استعمال کران.</p>
<p>LO5.1.1: غار نصائی مواد چه پران ته سمجان. LO5.1.2: پریزن، ڈلپن ته نظمن پیٹھه چه پننی رائے پیش کران. LO5.1.3: سماجس مثز پیش پنے والین واقعن ته مسلن متعلق چه بیدار تہ حساس.</p>	<p>C-5.1 چه سمجان زِ زبانی ٻندی صوتیات ته رسم الخط، مُصوتہ ته مُصمنت ٻند تعداد، ته تم کته پائٹھی چه تعاملکرانتہ استعمال گزھان.</p> <p>C-5.2 تقریر زیاد دلچسپ ته مزدار بناؤنے باپته چه نظمن، انتشارن ته دویمین چیز ن</p>	<p>گنہ خاص زبانی ٻنڈ مخصوص خصوصیز مثل اچھر، متن، آواز ته بائٹھ بیتر ته بیبیه لفظو ستی گذنے پنے</p>

<p>LO5.2.1: پانس آندی پکھی پیش پنې والېن واقعن چه آزآدی سان تجزیه کران.</p> <p>LO5.2.2: دلپله یا نظمه ٻندی مرکزی خیال یا خلاصه چه لیکھان.</p> <p>LO5.2.3: ناؤت، اشار ناؤت، کزاوت، کزوومت ته باوت گرامی اصطلاحن ٻئز زان چه تهاوان ته ېم چه جملو مئز ڙاران ته ورتاوان.</p> <p>LO5.3.1: موخر پاڳام، دعوی پاڳام ته لوکٹی پیراگزاف چه لیکھان.</p> <p>LO5.3.2: رسمي نه غار رسمي چٹھه چه لیکھان. کائسے ته حاکم سٺ ناو چه درخواست لیکھان.</p> <p>LO5.3.3: دسلابه، متن ته انڊک خیال تھاؤته چه مضمون تسلسل سان لیکھان.</p>	<p>سٽی مشغول روزان.</p> <p>C-5.3 زبانی مئز چه کیئز هن مخصوص لهیلن ٻئز زان تهاوان-مثن (پیلنڈرومز، سپونریزم، اچھرو ورائے جمله یا آواز، پڙیڙ، جوچ، انتاکشري، اناگرام، کراس وارڈ) بیتر.</p>	<p>واجهه کهیله پمه اته زبانی مئز اکھ الگ مقام چه تهاوان چه پانس اثر ېمن ٻئز صلاحیت پايد کران.</p>
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سبق/موضوع	MONTH		
	Winter Zone	Summer Zone	
<p>تجویز کرنے آئز تدریسی عمل</p> <p>بیچهن تر Suggestive LOs</p> <p>*شُری دن نظمِ متعلق راے۔</p> <p>*نظم پھرن نثرس مثُر۔</p> <p>*نوپن لفظن ٻئز نشاندھی ته تہنڈ معنی لیکھن۔</p> <p>*شُری کرن گشپر ٻڌس پته کالس پیٹھے اکھ پروجیکٹ تیار۔</p> <p>*متن پرته ڙارن و أحد ته جمع ناویتی ته ورتاون جُملن مثُر۔</p> <p>*محاورن ٻڏ معنی زانن ته تم ورتاون جُملن مثُر۔</p>	<p>LO4.2.3: نصَابی کتابو علاوِ چه مختلف ڈریو حاصل سپدن واجنِ کتابِ ته پران۔</p> <p>LO5.1.3: سماجس مثُر پیش پنِ والبن واقعن ته مسلن متعلق چه بیدار تہساس۔</p> <p>LO5.3.2: رسمي ته غار رسمي چٹھے چه لیکھان۔ کائسے ته حاکمِ سند ناو چه درخواست لیکھان۔</p> <p>LO5.3.3: دسلاپ، متن ته انڈک خیال تھاؤتھے چه مضمون تسلسل سان لیکھان۔</p>	<p>سبق 2-1 دُعا دِبِ رَأْنَى</p> <p>Nov</p>	<p>Apr</p>

*شُری وَنَنْ اولُوْدگی بُرْنِکی وجُوبات. *هُوا، آب ته بُتْرَاز بِئْز اولُوْدگی پیشِه لیکهٽن اکه موختصر مضمون. *اولُوْدگی کاپه رُثْنَج راے دن شُری. *سَأَری شُری آن اکه اکه گُل ته لَاگَن سکُولِکس صحنس مِنْز. *گروپن مِنْز بناو پِرْتَه کاٹه بچه اکه چارَث ز اسی کوْتاه آکسِپِجن چه شاه نِنْه وَز اندر بُونَان ته بِيُوتاه آکسِپِجن دُستِیاب تهَاوَنِه باپتَه کَتْيَاه گُلی چه رُونِی. *شُرِبِن بِيَه اکه اقتبَاس دِنِه بِيَمِه مِنْزِ تِم مُخْتَلَف إِشَارِ ناوِتَی ژارن. *گُلی کَتْيَاه اِبِم چه سانَه باپتَه اَتَه مُتَعْلِق بِيَه شُرِبِن اکه بولُنَک موقعِه دِنِه.	مُخْتَلَف مِنْ بِرْتَه چه سوالن جواب دوان. *LO5.1.3: سماجس مِنْز پیش بِنِه والِبَن وَاقِعَن ته مِسْلَن مُتَعْلِق چه بِيدَار تِبْحَسَاس. *LO5.2.1: پانس اَنْدَى پکَهِي پیش بِنِه والِبَن وَاقِعَن چه آزَادِي سان تَجْزِيَه كران. *LO5.3.3: دَسْلَابِه، مِنْ ته اَنْدُك خِيَال تَهَاوَتَه چه مضمون تَسْلِسَل سان لِيَكَهَان.	4.3 سبق اولُوْدگی آن پوشِه تِيله بِيله وَنْ پوشِه تِبْحَسَاس.	Dec	May

*شُری کرن نظمِ متعلق راے پیش اته مُنْز آسِ شاعرانِ ول ته لفظت زیر بحث.	LO4.2.3 : نصَابی کتابو علاو چه مختلف ڈریو حاصل سپن واجنہ کتابه ته پران.	سبق 5-6 رفاقت مخدوم صابر	March	Aug
*نظمِ ٻڌي به آواز لفظ ڙارن. *مناسب لب و لهجه سان پڻه تمن پرُنک موقعِ دن.	LO5.1.1 : غار نصَابی مواد چه پران ته سمجان.			
*نظمِ مُنْز گمِ گونچ نشاندھی چه شاعرن گرمِ ته پڻه کرن شُری بحث.	LO5.1.2 : پرِ ڙن، ڏلپن ته نظم پڻه چه پتنی راے پیش کران.			
*شُری بناون روچه ته سوزن پنیس دوستس یته پڻه دعوتس ٻنچ گزارش آسِ کرنِ آمُر.	LO5.2.2 : ڏلپه یا نظمِ ٻڌي مرکزی خیال یا خلاصه چه لیکھان.			
*کائسِ ولی کامل سِنْز زندگی پڻه لیکھن اکھه مضمون. *کُشپر کیاز چه ریشی و ار ونان، کائشِ بن ٻند عملی ته رؤھانی	LO5.2.3 : ناؤت، اشارِ ناؤت، کراوت، کروومُت ته باوت گرامري اصطلاحن ٻنْز زان چه تھاوان ته پم چه جُملو مُنْز ڙاران ته ورتاوان. LO5.3.3 : دُسلابه، متن ته انڈک خیال تھاونه چه مضمون تسلسل سان لیکھان.			

بجر بیه زیر بحث آننه-				
<p>*شُری کرناونی نذپکی پرایمری بیلنه سینٹر/ڈسپینسری ہند دور یتھه تم زخمن مرہم کرنے ینه وول دوا ته تمیک ورتاو زانن ته پتھه لیکھن پائے تنه متعلق اکھه مضمون۔</p>	<p>LO4.1.3: موحصر پاگام (SMS)، دعوتی پاگام ته لوکٹی پیراگراف چھه لیکھان۔</p> <p>LO4.2.1: رسمي ته غار رسمي چٹم چھه لیکھان۔</p>	<p>سبق 7-8 ریڈ کراس ریبیه</p>	April	Sep
<p>*ووستاد دیه شریب فدرتی آفڑن ہند وقتے محفوظ روزنے کبن طریقن ہنر زان۔</p>	<p>LO5.1.1: غار نصابی مواد چھه پران ته سمجان۔</p>			
<p>*شُری آنن گنہ ته اچھو وچھمته حادیثک/ فدرتی آفڑ ہند واقع گر لیکھتھ</p>	<p>والبن واقعن ته مسلن متعلق چھه بیدار تہحساس۔</p>			
<p>*مختلف نثری صنفن ہنر زان</p>	<p>LO5.2.1: پانس اندی پکھی پیش ینه والبن واقعن چھه آزادی سان تجزیه</p>			

<p>کرناونی- *شُری کرن کاشر بن افسانه نگارن ہند اکھ فہرست تیار- *موحصر افسانس متعلق زان کرنی- *افسانہ پرِ تھ وَنْ شُری اکھ امیک مرکزی خیال-.</p>	<p>کران-.</p>			
<p>*کُشپر ہندس کُنھ تھ سرس متعلق ہیون شُریں اکھ مضمون لیکھتھ- *زندگی مژ آبھ کپن ذخیرن ہن اہمیت تھ افادیت و پڑھناونی تھ تھ پیٹھ اکھ گھلے بحث کرنا-.</p>	<p>LO5.1.2: پریزن، دلپن تھ نظم پیٹھ چھ پننی رائے پیش کران- LO5.1.3: سماجس مژ پیش ہن والپن واقعن تھ مسلن متعلق چھ بیدار تھساس-.</p>	<p>سبق 10-9 مانسر کوگر</p>	<p>May</p>	<p>Oct</p>

<ul style="list-style-type: none"> * عنوانس متعلق شرین سوال پرژه‌هی. * سبقه مژ باویتی ژارنی ته جملن مژ ورتاونی. * بچن اته کرنايو اکه فهست تیار یته مژ مختلف جانورن ینه خصوصیتی باونه پن-مشلن یته پائمه‌ی ایوب صابرلن کوکر ینه اهمیت بیان گرمژ چه. * کوگر نظمه مژ باون شری پننی پننی خیال. * شری کرن تمن چیزن ینه نشاندی پم سارین گرن مژ پته کاله اسی مگر از چهنه موجود. اته متعلق کرن شری پنن پنن چارٹ تیار. 	<p>LO5.2.2: دلیله یا نظمه بندی مرکزی خیال یا خلاصه چه لیکهان.</p> <p>LO5.3.1: موخر پاغام، دعویتی پاغام ته لوکٹی پیراگراف چه لیکهان.</p> <p>LO5.3.2: رسمي ته غار رسمي چٹه چه لیکهان. کائسی ته حاکم سند ناو چه درخواست لیکهان.</p>			
LO4.1.1: مُختلف متن پرته چه	LO4.1.1: مُختلف متن پرته چه	سبق 12-11	Jun-Jul	Nov.Dec

<p>مانچه ٿلپن ٻڌ روپ درشاونه بیه۔</p> <p>*مانچه کی ته دوپیمن پٽهين چپزند ٻڌپن طبی فائين متعلق گرو اکه مضمون تيار۔</p> <p>*بچه ڙارن ناوٽي، ڪزاوٽي ته کرن تم جملن مثراستعمال۔</p> <p>*سبقس مثراستعمال سڀدي ڦپن محاورن ٻڌ اکه فبرست گرو تيار ته ورتايو جملن مثرا۔</p> <p>*بچه ڪرنايوکه کاڻهه لوڪٹ موڪٹ کام یٽهه تمن اندر کام ڪريچ صلاحيت اوبر۔</p> <p>*نسٽهه پٽههچ لکهه کتھه متعلق باون شری پٽنی راے۔ آمهه علاو آن شری گر کاڻهه لکهه کتھه ياد گرتھه بیهه بوزناون ڪلاس مثرا اکه اکه۔</p>	<p>سوالن جواب ڊوان۔</p> <p>مکالمو پٽههچ چه ڏلپل تحرپر کران۔</p> <p>دسلابه، متن ته انڌک خيال تھاوتھه چه مربوط گرتھه ليکھان۔</p> <p>غٽار نصائي مواد چه پران ته سمجان۔</p> <p>پٽههچ پٽنی راے پيش کران۔</p> <p>ساماجس مثرا پيش پٽنے والبن واقعن ته مسلن متعلق چه بيدار تٽحساس۔</p> <p>ڏلپل يا نظمه ٻڌي مرڪزى خيال يا ُخلاصه چه ليکھان۔</p> <p>دسلابه، متن ته انڌک خيال تھاوتھه چه مضمون تسلسل سان</p>	<p>مانچه ٿلپ</p> <p>نسٽهه پٽههچ</p> <p>LO4.1.2</p> <p>LO4.2.2</p> <p>LO5.1.1</p> <p>LO5.1.2</p> <p>LO5.1.3</p> <p>LO5.2.2</p> <p>LO5.3.3</p>	
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لیکھان-	لیکھان- *بچه کرنا یوکھ و بتھے یا بیبی گنہ نذپکی ڈریاؤک سال یتھے متن عملی تمج اہمیت فکر تر۔	سبق 13، 14، 15 پتھے رپش وار وپتستا راچھے ہوأیی جہاز کشپر ہنڑ کیلہ پرانہ عمارڑ	Aug- Sep Jan-Feb
*بچن اتھے لیکھنایو پننس محلس/شہرس/گامس یا بیبی گنہ جایہ پیٹھے اکھه مضمون۔	LO5.2.2: دلپلے یا نظمہ ہندی مرکزی خیال یا خلاصہ چھ لیکھان۔ LO5.2.3: ناؤت، إشارے ناؤت، کڑاؤت، کڑوومت تھے باوت گرامری اصطلاحن ہنڑ زان چھ تھاوان تھے پم چھ جملو مثڑ ڈاران تھے ورتاوان۔	پتھے رپش وار وپتستا راچھے ہوأیی جہاز کشپر ہنڑ کیلہ پرانہ عمارڑ	Sep Jan-Feb
*شُرِین بیہ کاٹھہ وطنی نظم گر ستی اُنٹھے تھے پیٹھے بحث کرٹک موقعہ فراہم کرُنے۔	LO4.1.1: مُختلف متن پر تھے چھ سوالن جواب ڈوان۔		
*کشپر ہنڑ دلکش نطران ہند تذکرہ گرتھے کرن شُری سیاہتی جاین پیٹھے اکھه پروجیکٹ تیار۔	LO4.1.2: مکالمو پیٹھے چھ دلپل تحریر کران۔		
*ہوأیی جہاز، ریڈیو یا بیبی گنہ ساینسی الکٹی فائیڈ تھے نوقصانات	LO4.1.3: موخر پاگام (SMS)، دعوتی پاگام تھے لوکٹی پیراگراف چھ لیکھان۔		
	LO4.2.1: رسمي تھے غار رسمي چٹھ سبق	13، 14، 15 پتھے رپش وار وپتستا راچھے ہوأیی جہاز کشپر ہنڑ کیلہ پرانہ عمارڑ	Sep Jan-Feb

<p>وېژه‌نائىو بچن نىشە. پتە گرو تىمن نىشە</p> <p>امىك رە عمل حاصل.</p> <p>*شىپن بىيە ھوأىيى جەزى بناوئىك سفر</p> <p>پىننە پىننە آيە وېڭىك موقعە فراھىم كرنە -</p> <p>*شۇرى ژارن دىنە آمته اقتباسى مىز</p> <p>باوئىتە ورتاون پىنپىن پىنپىن جۇملۇن مىز</p> <p>-</p> <p>*شۇرى كرنايىوکە گۈنە توارىخى جايىھ</p> <p>بۇنى سال تە وېژه‌نائىوکە تمە جايىھ بىز</p> <p>اھمىيەت پتە لىكەن شۇرى تىتە ۋچەمەت</p> <p>منظۇر پىنپىن لفظەن مىز.</p> <p>* بچن آتە لېكەن نائىوکە پىنە بىتى مىز</p> <p>موجۇد گۈنە پىزانە عمارىز پىتە اكە</p> <p>مضمۇن.</p> <p>*متعلقە حاكمىس لىكەن نائىو بچس اتە</p> <p>درخاس بىتە مىز بىتە مىز گۈنە توارىخى</p>	<p>چە لىكەن.</p> <p>LO5.1.1: غار نصابى مواد چە پران تە سىجان.</p> <p>LO5.3.1: موخصر پاڭام، دعوتى پاڭام تە لوڭى پېرەگۈزاف چە لىكەن.</p> <p>LO5.1.3: سماجىس مىز پىش پىنە والپىن واقعن تە مىسلۇن متعلق چە بىدار تېحساس.</p> <p>LO5.2.1: پانس اندى پىكەن پىش پىنە والپىن واقعن چە آزادى سان تجزىيە كران.</p> <p>LO5.2.3: ناوت، اشارە ناوت، كزاوت، كزوومۇت تە باوت گزامرى اصطلاحن بىز زان چە تەهاوان تە بىم چە جۇملۇ مىز ژارن تە ورتاون.</p>		
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<p>عمازز ېڭىز راچە راۋىچى تە مرمت باپتە عرض كرنە يىيە.</p> <p>*شىپن يىيە مختلف گرامىرى اصطلاح مئالىے كۈزۈت، كۈزۈل تە كۈزۈمۇت ژارئىك تە ورتاۋئىك موقعيە فرايم كرنە.</p>				
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*گلہم پرکھہ باپتھے طریقہ کار (Summative Assessment)

نمبر شمار	کتاب	سبق/عنوان	گلہم پرکھہ باپتھے نمبرات
01	کأشیر کتاب	دید رائی	05
02		اولوڈگی	06
03		آن پوشہ تیلہ بیلہ وَن پوشہ	07
04		رفاقت	05
05		ریڈ کراس	07
06		کوگر	09
07		ہوائی جہاز	05
08		گشپر ہنر کیٹھہ پرانہ عمارت	06
		کل نمبرات:	50

سوالنامه باپته ڈیزاین-جماعت اُٹھم

نمبرات	سوالن ہند تعداد	علمی سطح	پرنتھ سوالس نمبر	سوالنامک فارمیٹ	یز جوابہ والی/سوالہ
03	03	CL-1	1 نمبر	ٹوڈ ہنہ پیٹھہ ز ہنہ لفظن ہند غار نصائبی نثری اقتباس یته پتہ کنہ سوالہ آسن یمن مثز یز جوابہ والی سوالہ/ محاورن ہند ورتاو/ بیانس بدلہ اکھے لفظ/ لفظہ راش/ انداز کرُن شامل آسی۔	یز جوابہ والی/سوالہ
02	02	CL-2		شکل یته پتہ کنہ سوالہ آسن یمن مثز یز جوابہ والی سوالہ / تجزیہ کرُن/ انداز کرُن/ پرکھاؤن شامل آسی۔	
02	02	CL-3			
07	07	کل میزان			
01	01	CL-1	1 نمبر	نصائبی شعری اقتباس یته پتہ کنہ سوالہ آسن یمن مثز یز جوابہ والی سوالہ/ عنوان/ لفظہ راش/ سمجھن/ انداز کرُن / تجزیہ کرُن شامل	
01	01	CL-2			
01	01	CL-3			

03	03	کُل میزان			ناؤت/ اشارِ ناؤت/ کراوت/ کروومت/ کالے بدلاو/ باوت تے امکی فیم گرامری اصطلاحن پیٹھے مبني سوالے۔	آسمِ۔
01	01	CL-1	1 نمبر		لفظن ہندی ضد/ واحد تے جمع ناوی/ نر تے ماء ناوی گرامری اصطلاحن پیٹھے سوالے۔	
01	01	CL-2				
01	01	CL-3				
03	03	کُل میزان				
04	02	CL-1	2 نمبر		نصابی کتابہ ہڈین نثری سبقن متعلق اہلیز پیٹھے مبنی ژورو مثیز ترین سوالن ہندی مختصر جواب لیکھنے۔	تشکیل دنے آمتن 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	دینِ آمت صورتحال مِ نظر تھاوتھے پیراگراف/ دلپ/ کتھ باتھ / اشتہار لیکھن۔
03	01	CL-2		رسمی/ غار رسمی چھی لیکھنی۔ (دویو منز اکھ)
06	02	CL-3		
15	05	کل میزان		
00	00	CL-1	5نمبر	اشارن یا شکلن بُند مِ د گنہ عنوانس پیٹھ ڈوڈ ہتھ پیٹھہ ز ہتھ لفظن ہند مضمون لیکھن۔
05	01	CL-2		نصابی کتابی منز شامل گنہ تے سبق ک مرکزی خیال/ خلاصہ/ کردارن پیٹھ نوٹ لیکھن۔
05	01	CL-3		
10	02	کل میزان		
50			کل نمبرات	

نوٹ:

- سبق اصل پائیه سمجھنے باپتھے چھو درسی کتابه ہندی ساری سبق پرنسی پرنسی ضروری۔
- امتحانس مثذ ین اہلیز پیٹھے مبنی سوالہ پر زہنے۔
- گزامرکی سوالہ ین درسی کتابه مطابق پر زہنے۔

Northland public high school. Zawoora

Subject:English speaking

Session:2025-2026

Syllabus for class 8th

FA1	Discussion on topic proper utilization of time and. 20 Idioms
FA2	translation of 30 Sentences along with proper pronunciation
FA3	Debate on topic global warming causes/consequences along with proper pronunciation
FA4	speaking practice on topic My Strength and weakness.
FA5	Translation practice of 50 sentences
FA6	Activity - How to Choose a leader and how to utilise time for better out come .
SA	30 Good manners to be followed in school and home.

Class : 8th

Subject: Reasoning

Exam s	Syllabus for Exams
FA1	<i>L.No1:: Logical Venn Diagram</i> <i>L.No 2:Blood Relations</i>
FA2	<i>L.No 3:: Cube and Dice</i>
FA3	<i>L.No 5: Analogy and Classification</i>
FA4	<i>L.No 7: Number and Figure Matrix</i>
FA5	<i>L.No9: Mirror and Water Images</i>
FA6	<i>L.No 10:Mathematical Operation</i>
S.A	<i>L.No 11: Dot Situation</i> <i>L.No1:: Logical Venn Diagram</i> <i>L.No 5: Analogy and Classification</i> <i>L.No9: Mirror and Water Images</i>  Brain Gym

SUBJECT: COMPUTER

EXAM	SYLLABUS	ACTIVITY
FA1	➤ L.no: 01 (Number System).	Talk to the students about the importance of number systems and their uses in computers.
FA2	➤ L.no:02 (Computer networking)	Create a model on any topology using waste material.
FA3	➤ L.no: 03(Photo editor and video editor).	Open an image in photos app and do the following: Crop a portion of image , Rotate and image.
FA4	➤ L.no:04(Introduction to tupi 2D.	Create a drawing of all the Geometric shapes of mathematics using the tools of tupi 2D.
FA5	➤ L.no: 03 (Photo editor and video editor). ➤ L.no: 05 (Animations in tupi 2D.	Make any face in tupi 2D and with the help of rotation tween , show the head moving in anti clockwise direction at high speed.
FA6	➤ L.no:06(Latest technological developments). ➤ L.no:07 (Images, Links and frames in HTML's)	Create power point presentation on any two topics given in the chapter. Add appropriate pictures , Animation and videos.
SA	➤ L.no:08 (Computer safety and security). ➤ L.no:09 (Algorithm intelligence). ➤ L.no:10 (Loops in python). ➤ L.no:11 (Domains of AI).	I) Create the following form in HTML using the < Table> tag. II) Show the process of keeping the computer physically clean.