



Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

MIDDLE STAGE

Grade-8th

Session 2024-25







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

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Preface

We are delighted to present the Syllabus and Academic Calendar for the 2024-25 academic year for the J&K UT, crafted in alignment with the visionary National Curriculum Framework-SE, 2023.

This calendar meticulously maps learning outcomes with the curricular goals and competencies outlined in the NCF School Education 2023. The coding system within the document is designed to guide you effortlessly: the first digit denotes the Curricular Goal, the second indicates the corresponding Competency, and the final digit represents the Learning Outcome derived from the goals, competencies, and textbook content. Nevertheless, Competency No. "0" means that there is no competency available in the NCF-2023.

Our heartfelt gratitude extends to the dedicated resource persons whose invaluable contributions have made this calendar a reality: Irshad Ahmad Wani, Abdul Rashid Mala, Ayjaz Ahmad War, Bashir Ahmad Sheikh, Bashir Ahmad Gojri, Aijaz Jahanger Rather, Mohammad Sharif Bhat, Gurnam Singh, Satinder Singh, M. Younus Malik, Satbir Singh, M. Iqbal Shah, Naveed Gul, Hilal Ahmad Wani, Shahli Vohra, Rauf Ahmad, and Rameez Ahmad.

We also deeply appreciate the proactive involvement of the JKSCERT faculty members who played a crucial role in this endeavour. Special thanks to the Director, Joint Director (Central), Joint Director Jammu/Kashmir Division, and various Academic Unit Heads of JKSCERT for their unwavering support and guidance.

Teachers are encouraged to thoroughly review the competencies and associated Learning Outcomes (LOs). For any clarifications or assistance, please reach out to us at ersajkscert@gmail.com.

Warm regards,
Academic Planner Development Team/
Team ERSA, JKSCERT

INTRODUCTION

National Education Policy 2020 envisages shift from rote learning to competency based /experiential learning in schooling. The early stages of schooling from classes Foundational, Preparatory and Middle require proper planning and thorough understanding of mechanism for teaching learning process. The structure for scheme of studies and curriculum includes five major subjects viz; Mathematics, Science, English, Hindi/ Urdu & Social Science.

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

This Syllabus-cum-academic calendar is in synchronization with National Curriculum Framework for School Education 2023..

Teachers must be aware and make use of all available material resources (blended) - online supporting material /TLM available at DIKSHA, NISHTHA, e-Pathshala, Swayam Prabha, NCERT & SCERT-J&K website for making inclusive education a reality and update themselves for progressive uniformities.

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

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

Class 8th
(English)

Curricular Goals, competencies as per NCF SE 2023

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

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

evidence and	l counterarguments.
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CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing,	C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences	LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience. LO-3.1.2: write different types of letters and emails following a particular style and registers to address a specific audience and purpose in online contexts
and responding CG-4 Explores different	and purposes C-4.1. Identifies and	LO-3.1.3: write essay and present it with a well-structured argument. LO-4.1.1: analyze the use of language (e.g., diction, tone,
literary devices and forms of literature	appreciates different forms of literature (samples of prose, poetry, and drama)	figurative language. LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes. LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.
	C-4.2. Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing	LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony. LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature. LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own writing.

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CG-5 Develops the ability to recognise	C-5.1. Uses	LO-5.1.1: demonstrate a strong grasp of verb moods
ability to recognise basic linguistic aspects	appropriate grammar	(indicative, imperative, subjunctive) and use them
(word and	and structure in their	appropriately in different writing contexts.
`	writing	LO-5.1.2: use a wider range of clause structures
sentence structure) and		(independent, dependent, adjective, adverbial) to create
uses them in oral and		grammatically complex and nuanced sentences.
written		LO-5.1.3: edit and revise their writing to ensure consistent
expression		verb tenses, subject-verb agreement, and correct
		punctuation usage across all sentence structures.
CG-6 Develops an	C-6.1 Understands the	LO-6.1.1. analyze the relationship between stress and vowel
appreciation of the	phonetics and script	sounds, identifying how stress patterns can affect
distinctive features of	of the language, the	pronunciation and meaning.
the language,	number of vowels and	LO-6.1. 2. explore and identify silent letters and understand
including its alphabet	consonants, and how	their historical and linguistic reasons for being present in
and script, sounds,	they interact and are	written English.
rhymes, puns, and	used	LO- 6.1.3. analyze and apply their understanding of
other wordplays and	doca	phonetics and spelling patterns to improve their fluency and
games unique to the		accuracy in reading and writing.
language		
	C-6.2 Engages in the	LO-6.2.1 analyze and appreciate more complex forms of
	use of puns, rhymes,	wordplay (e.g., figures of speech, wordplay based on
	alliteration, and other	etymology or word origins).
	wordplays in the	LO-6.2.2: experiment with creating puns, rhymes, and
	language, to make	alliteration in different contexts, including formal and
	speech and writing	informal writing.
	more interesting and	LO-6.2.3: evaluate the appropriateness and effectiveness of
	enjoyable	wordplay in different communication situations.
	C-6.3 Becomes familiar	
	with some of the	word games (e.g., puns, homophones) and identify the skills
	major word	required to excel at them.
	games in the language	LO-6.3.2: create and modify existing word games,
	(e.g., palindromes,	demonstrating their understanding of wordplay and game
	spoonerisms,	design principles. (e.g., Invent new word games based on
	sentences without	existing concepts.
	given letters or	LO-6.3.3: explore the use of word games and puzzles in
	sounds, riddles, jokes,	

antakshari,	anagrams,	digital	envir	onments	(e.g.,	online	cro	sswords,	mobile	word
crosswords)		games)	and	evaluate	their	impact	on 1	language	learning	g and
		engage	ment							

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

to write complex texts with introductions, body paragraphs that develop specific points, and strong conclusions.

LO-2.2.1: write reflective essays that explore their experiences, emotions, and personal growth in response to a specific event or challenge.

LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience.

LO-4.1.1: analyze the use of language (e.g., diction, tone, figurative language.

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

LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts.

LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning. and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence.

Introduce the concept of bias and how to identify it in a text.

Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts.

Analyze different literary elements (plot, character, setting, figurative language) in various texts. Read excerpts with strong or weak use of specific elements and have students discuss their impact on the reading experience. Write book reviews that analyze the effectiveness of the author's style in conveying the story and engaging the reader.

Expand the study of literary devices introduced in previous grades, focusing on their role in conveying social commentary or complex emotions. Read texts with strong use of literary devices and discuss how they contribute to the author's critique of social issues or expression of complex the emotions. Literary analysis essays students identify where and explain how specific literary devices are used by the author to deliver a critique or express complex emotions in a text.

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LO-1.1.3: predict how complex text structures (compare/contrast, cause/effect) are used to organize information and arguments.

LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases

LO-1.3.2: evaluate the main idea of persuasive texts by considering the author's bias and potential counterarguments.

LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.

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

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

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

LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.

Analyze different text structures chronological, (e.g., cause-andeffect, compare/contrast) and how they present the main idea. After reading a complex text, have students identify the central idea and explain how each paragraph contributes to it. Use highlighting or annotating strategies to mark main ideas and supporting evidence.

Introduce the concept of bias and how to identify it in a text. Teach students to distinguish between objective and subjective information in a summary. Independent writing assignments where students create summaries of complex texts.

Ask evaluative questions that require students to analyze the author's purpose, methods, and effectiveness. Have students identify strengths and weaknesses arguments the text's or Debate activities presentation. where students take on opposing viewpoints based on the text and defend their positions using textual evidence.

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

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

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

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

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

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 evidence students gather support their critiques or proposed solutions. Peer review activities where students the assess effectiveness of persuasive essays in presenting critiques, using evidence. addressing and counterarguments.

Explore different genres of creative writing (poetry, short stories. scripts) and analyze how authors use language and literary devices to engage the reader. Creative writing workshops where students experiment with different forms, explore figurative language, and receive feedback on their work. Independent creative writing projects where students choose a genre and topic of interest, focusing on using vivid language, literary devices, and engaging storytelling techniques.

	Global Warming
2	Prayer for strength
3.	Colours of Rainbow
	Unseen Paragraphs

LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message.

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

LO-1.4.3: advocate for reading and share their passion with others.

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

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

LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument.

LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.

LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative language, to create deeper meaning and a more nuanced style in their own

Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension.

Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create.

Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking).

writing.

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

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

LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.

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

LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on language learning and engagement

Debates or discussions about the importance of various skills (e.g., vocabulary, logic, speed) in different word games.

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		LO-1.1.1 analyze how a character	Introduce different clause structures
	Thy tongue	changes throughout the text by	(independent, dependent -
		inferring their emotional state,	adjective/adverbial) with clear
	The Brook	motivations, and evolving	explanations and examples. Sentence
4.		personality traits.	analysis activities where students
4.	Unseen Paragraphs	LO-1.1.2. identify and interpret	
		symbolic elements in the text,	identify and categorize clauses based on
		inferring their deeper meaning and	their function and structure. Sentence
		contribution to the overall	writing exercises focusing on using a
		message.	variety of dependent clauses to create
		LO-1.1.3: predict how complex	complex sentences that express ideas
		text structures (compare/contrast,	with greater depth and precision.
		cause/effect) are used to organize	
		information and arguments.	Engage students in activities that
		LO-1.2.1. identify the central idea	integrate phonetics knowledge with
		~	reading fluency practice (e.g., decoding
		and distinguish between main and	unfamiliar words using sound-symbol
		supporting points in complex	relationships). Dictation exercises with
		texts.)	a focus on complex words that require
		LO-1.3.1: identify the central idea	applying advanced understanding of
		of complex texts with implicit main	phonetics and spelling patterns. Self-
		ideas and analyze its significance.	monitoring and peer review activities
		ideas and analyze its significance.	where students identify and correct
		LO-1.4.1: evaluate the quality and	_
		effectiveness of different writing	pronunciation and spelling errors based
		styles based on literary elements.	on their knowledge of phonetics.
		IOO11.	
		LO-2.1.1: organize ideas	
		strategically to write complex texts	
		with introductions, body	
		paragraphs that develop specific	
		points, and strong conclusions.	
		LO-2.2.1: write reflective essays	
		that explore their experiences,	
		emotions, and personal growth in	

response to a specific event or

		challenge. LO-3.1.1: write formal letters of complaint or application, following professional conventions and adapting their style to the specific audience.	
		LO-4.1.1: analyze the use of language (e.g., diction, tone.	
		LO-4.2.1: identify and analyze figurative language. that goes beyond basic similes and metaphors (e.g., symbolism, irony.	
		LO-5.1.1: demonstrate a strong grasp of verb moods (indicative, imperative, subjunctive) and use them appropriately in different writing contexts.	
		LO-6.1.1. analyze the relationship between stress and vowel sounds, identifying how stress patterns can affect pronunciation and meaning.	
	Polo-The King of Games	LO-1.1.3: predict how complex text structures (compare/contrast,	complex sentences with clear
I	Mercy	cause/effect) are used to organize information and arguments.	definitions and examples. Sentence transformation activities where
5.	Wrinkles	LO-1.2.2 write a focused summary of a complex text, including the	students rewrite simple sentences into compound or complex sentences.
ı	Unseen Paragraphs	central idea, key arguments, and potential biases LO-1.3.2: evaluate the main idea	Writing assignments that encourage students to use a variety of sentence structures to create a more engaging
		of persuasive texts by considering	

the author's bias and potential counterarguments.

LO-1.4.2: independently choose books from diverse cultures and backgrounds, expanding their worldview.

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

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

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

LO-4.1.2: compare and contrast different genres within prose, poetry, and drama, identifying their unique characteristics and purposes.

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

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

and dynamic writing style.

Introduce students to a variety of digital word games and puzzles that promote language learning (vocabulary, critical thinking). Supervised exploration of educational word game apps 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.

nuanced sentences.

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

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

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

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

6.	Julius Caesar	L
		ev
	Meeting Poets	al
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LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message.

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

LO-1.4.3: advocate for reading and share their passion with others.

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

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

LO-3.1.3: write research papers integrating credible sources, follow proper citation methods, and present a well-structured argument.

LO-4.1.3: appreciate the historical and cultural context of literature, understanding how it reflects the society in which it was created.

LO-4.2.3: experiment with using a wider range of literary devices, including advanced figurative

Introduce the concept of stress (emphasis on a syllable) and its impact on vowel sounds and word meaning. Activities where students compare minimal pairs that differ only in stress placement and vowel sound (e.g., record/recórd). Reading passages and listening exercises that highlight the role of stress in pronunciation and meaning comprehension.

Introduce the concept of silent letters and provide examples from commonly used words. Research projects where students investigate the etymology (word history) of specific words with silent letters, explaining their historical context. Activities where students rewrite words without silent letters to understand the pronunciation challenges they create.

Analyze how wordplay techniques like puns (homophones) create challenges and humour in specific word games. Activities where students deconstruct word games, identifying the wordplay elements involved (puns, homophones) and the skills needed to be successful (vocabulary, critical thinking). Debates or discussions about the importance of various skills (e.g., vocabulary, logic,

language, to create deeper meaning speed) in different word games. and a more nuanced style in their own writing. LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures. LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing. LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations. LO-6.3.3: explore the use of word games and puzzles in digital environments (e.g., online crosswords, mobile word games) and evaluate their impact on

language learning and engagement

Polythene-A disaster	LO-1.1.3: predict how complex text	Intr
	structures (compare/contrast,	lang
D 1 77	cause/effect) are used to organize	prov
Porus and His	information and arguments. (e.g.,	exa
7. Elephant	Predicting a persuasive essay will	reac
	use a compare/contrast structure	and
A Strange Trial	to highlight the advantages of one	iron
A Strange Trial	option over another.)	disc
	LO-1.2.2 write a focused summary	autl
Summer & Winter	of a complex text, including the	of a
	central idea, key arguments, and	Afte
	potential biases. (e.g., Summarize	lang
	the main points of a scientific report, acknowledging the author's	disc
Unseen Paragraphs	perspective.)	the
	LO-1.2.3: respond coherently to an	cha
	evaluative comprehension question	of t
	about a complex text, critiquing the	crea
	author's reasoning or message.	that
	(e.g., Evaluate the effectiveness of	figu
	the author's arguments in a	cha
	persuasive essay.)	text
	LO-4.1.2: compare and contrast	stud
	different genres within prose,	lang
	poetry, and drama, identifying their	or r
	unique characteristics and	

purposes.

LO-4.1.3: appreciate the historical

and cultural context of literature.

understanding how it reflects the

LO-6.2.1 analyze and appreciate

more complex forms of wordplay

society in which it was created.

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.

er identifying advanced figurative engage students iguage, cussions about how it contributes to overall meaning of the text, aracter development, and exploration themes. Activities where students eate graphic organizers or mind maps at connect specific examples urative language to the themes and aracter traits they represent in the t. Essay writing assignments where idents analyze the role of figurative guage in developing a specific theme revealing a character's complexity.

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

(e.g., figures of speech, wordplay based on etymology or word origins).

LO-6.2.3: evaluate the appropriateness and effectiveness of wordplay in different communication situations.

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

then with it, comparing the impact on the reader.

Provide writing prompts or projects that encourage the use of advanced figurative language for deeper thematic exploration or character development. Peer review workshops where students offer constructive feedback on each other's use of literary devices to create nuance and complexity in their writing. Revision activities focusing on using figurative language strategically to elevate the overall quality and impact of student writing.

Selected Learning Outcomes for Summative Assessment Class—VIII

The Learners:

- LO-1.1.1. analyze how a character changes throughout the text by inferring their emotional state, motivations, and evolving personality traits. (e.g., Inferring a character learns the value of humility based on their actions and internal monologue in the story's conclusion.)
- LO-1.1.2. identify and interpret symbolic elements in the text, inferring their deeper meaning and contribution to the overall message. (e.g., Inferring a recurring image of a broken clock symbolizes the passage of time and the loss of innocence.)
- LO-1.2.2 write a focused summary of a complex text, including the central idea, key arguments, and potential biases. (e.g., Summarize the main points of a scientific report, acknowledging the author's perspective.)
- LO-1.2.3: respond coherently to an evaluative comprehension question about a complex text, critiquing the author's reasoning or message. (e.g., Evaluate the effectiveness of the author's arguments in a persuasive essay.)
- LO-1.3.3: appreciate the main idea by explaining its connection to their own life experiences or broader societal issues.
- LO-2.1.2: use a variety of rhetorical devices (e.g., repetition, antithesis, rhetorical questions) to enhance the organization and impact of their writing.
- LO-2.1.3: effectively integrate quotations and paraphrases from credible sources to support their claims and enhance the organization of their writing.
- LO-2.2.2: analyze the use of literary devices (e.g., symbolism, imagery, figurative language) to critique social issues or express complex emotions in literature
- LO-2.2.3: write persuasive essays that critique complex topics or propose solutions to problems, incorporating evidence and counterarguments.
- LO-3.1.2: adapt their writing style and register to address a specific audience and purpose in online contexts.
- LO-4.2.1: identify and analyze figurative language that goes beyond basic similes and metaphors (e.g., symbolism, irony.
- LO-4.2.2: explain how figurative language contributes to the development of themes and characterization in literature.
- LO-5.1.2: use a wider range of clause structures (independent, dependent, adjective, adverbial) to create grammatically complex and nuanced sentences.
- LO-5.1.3: edit and revise their writing to ensure consistent verb tenses, subject-verb agreement, and correct punctuation usage across all sentence structures.
- LO-6.1.3. analyze and apply their understanding of phonetics and spelling patterns to improve their fluency and accuracy in reading and writing.
- LO-6.3.2: create and modify existing word games, demonstrating their understanding of wordplay and game design principles.

Design of Summative Assessment for Class-VIII

Section-A Reading Comprehension (14 Marks)

- 1. One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open ended question and one fill up, based on comprehension, literary devices, inference, etc. $1 \times 5 = 5$ Marks
- 2. One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing suitable title to the passage, one-word substitution, and vocabulary based on inference, analysis, etc.

 $1 \times 5 = 5$ Marks

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

1× 4 = 4 Marks

Section-B Grammar (9 Marks)

- · Parts of speech
- · Auxiliary verbs
- Articles
- Tenses
- Reported speech (Statements, Questions)
- Punctuation marks
- Phonetic transcription of simple words (encoding/decoding)
- 4. One passage given in direct/indirect speech to be converted into vice-versa.

2 Marks

- 5. One contextualized passage/ story/ paragraph to be edited testing the use of tenses, appropriate parts of speech, articles, auxiliaries punctuation and the appropriate spelling etc.

 5 Marks
- 6.One short passage containing simple words to be phonetically transcribed.

Section - C Writing Skills (12 Marks)

- 8.One question to be attempted on story/dialogue/speech/report writing on the given situation with the help of hints. (80-100 Words)

 3 Marks
- 9.One question to be attempted on message/email/social media post writing on the given situation (60 words).

2 Marks

10. One question to be attempted on letter writing out of two letters with some given situations (formal/informal).(80-100 words)

3 Marks

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

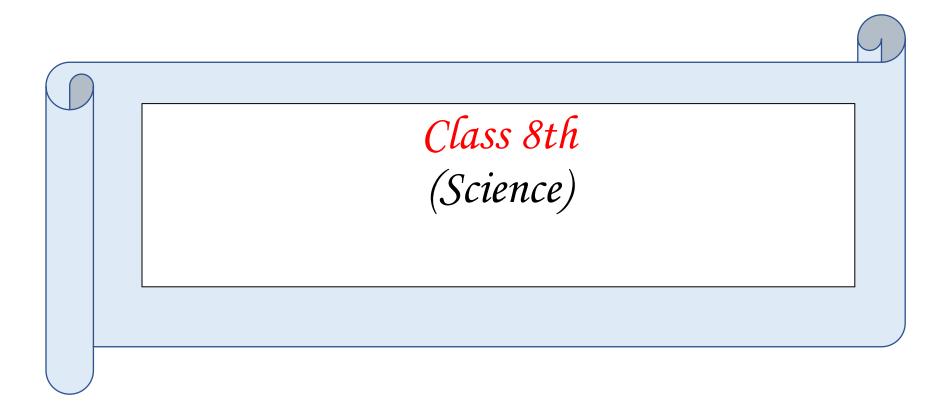
4 Marks

Section-D Literature (15 Marks)

- 12. Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. $3 \times 2 = 6$ 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 × 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

Summative Assessment

S.No	Section	Chapter Name/Content	Marks Allotted
01	A	Reading Comprehension	14
02	В	Grammar	09
03	С	Writing Skills	12
04	D	 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 50 Mar			50 Marks



Science Education

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and thereby continuously revising our knowledge. The process of Science is not something that only scientists do in laboratories alone. It also develops an important set of capacities (and dispositions) essential for leading a rational and fulfilling lives. These capacities (and dispositions) help us make informed and good decisions that benefit us and our communities.

As a subject in schools, Science draws significantly from the disciplines of Biology, Chemistry, Physics, Earth Sciences, as well as from Mathematics, Computational Sciences, and, where relevant, from Social Science and Vocational Education, in order to provide an interdisciplinary understanding and appreciation of the role of Science in everyday life. Good education in Science, including the development of a mindset of inquiry and research in students, is critical in addressing the challenges that India and the world face today, such as climate change, improving healthcare, technological advancement and use for sustainable development, creation of just and equitable livelihoods, and living in harmony with nature. Therefore, ensuring high quality education in Science, and its relationship with other subjects such as Social Science and Vocational Education forms a key focus of this NCF. This would help students to gain an understanding of how science and scientific research can address the central challenges faced by our society. Children must start learning the process of science and the basics of the scientific method starting in the Foundational Stage itself. In the Preparatory Stage, they gain further experience in the process of Science and the scientific method through observing patterns and relationships in their natural environment and conducting simple hands-on experiments. Science is introduced as a separate Curricular Area only in the Middle Stage. In this Stage, the approach integrates the disciplines of Biology, Chemistry, and Physics.

Aims

Science aims to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also builds important capacities such as observation, analysis, and inference. This in turn enables the meaningful participation of individuals in society and the world of work with scientific temper, critical and evidence-based thinking, asking relevant questions, analysing practices and norms, and acting for necessary change. Science Education aims to achieve:

- > Scientific understanding of the natural and physical world.
- > Capacities for scientific inquiry.
- > Understanding the evolution of scientific knowledge
- > Interdisciplinary understanding between Science and other curricular areas.
- > Understanding of the relationship between Science, Technology, and Society.
- > Scientific temper.
- > Creativity.

Curricular Goals and Competencies

In the Middle Stage and Grades 9 and 10 of the Secondary Stage, Science is taught using integrated approach. This integrated approach develops fundamental capacities related to the disciplines of Biology, Chemistry, Physics, and Earth Science while the use of connections across them helps students appreciate the interrelations between these subjects and make sense of their observations and experiences. At all Stages, along with conceptual understanding, the capacities of scientific inquiry are developed as age appropriate. These concepts and capacities are chosen both from a disciplinary perspective and in terms of what is useful and necessary in their everyday lives. Students thereby understand the world around them with increasing depth, explore scientific questions at different levels through discussion and

experimentation, and learn to communicate this understanding in different ways. It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study. Following are the nine curricular goals and their subordinate competencies for middle stage as articulated in NCF-SE 2023.

S.No	Curricular Goals	Competencies
	CG-1	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
1	Explores the world of matter and its constituents, properties, and behaviour	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) 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
2	CG-2 Explores the physical world in scientific and mathematical terms	C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet) C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera, kaleidoscope, periscope) C-2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
3	CG-3 Explores the living world in scientific terms	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms) C-3.2 Distinguishes the characteristics of living organisms (Need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things C-3.3 Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
4	CG-4	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health C-4.2 Examines different dimensions of diversity of food— sources, nutrients, climatic conditions, diets C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall

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

Mon th	Chapter	Learning Outcomes	Suggested Pedagogies
1	Micro- organisms: Friend and Foe	 3.1.1: Classifies organisms based on properties/characteristics/Number of cells/Nature/Pathogenecity. 3.3.1: Fosters inquiry regarding scientific phenomena/behaviour of processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation. 6.2.1: Conducts simple experiments regarding processes viz., fermentation, nitrogen fixation, decomposition, pasteurization, preservation. 6.2.2: Describes microscopic features of microorganisms by preparing slides. 6.2.6: Explains the significant contribution of scientific discoveries related to microorganisms. 6.2.3: Explains the role of Vectors/carriers in transmission of diseases. 3.3.2: Identifies ways humans/animals and plants use nitrogen. 1.1.1: Classifies materials based on 	 Visit to 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. Activity: Observe the growth of microorganisms Material Required: 4 plastic bottles with caps, sugar, warm water, a small amount of yeast, balloons Vocabulary: Microorganisms, Yeast Procedure: 1. Take each bottle and label them as A,B,C and D 2. Pour warm water in each of the plastic bottles 3. Add small amounts of yeast in all four of them 4. Add one, two, three and four tablespoons of sugar in each one of them 5. Shake the bottle gently 6. Replace the cap of the bottle and cover it with a balloon. 7. Note your observations Let's think: 1. Is the size of balloon same or different? Can you identify the Original contents of the bottle with the biggest balloon? 2. What is causing the balloon to inflate? Beyond the classroom: Where else do you see microorganisms release gases? Is the released gas useful? Where is it used? Categorize major power plants of J&K into thermal/hydropower plants. Also put
1	Petroleum	characteristics/properties/ exhaustible and inexhaustible natural Resources. 1.1.2: Differentiates materials on the basis of their nature/solubility/behaviour/properties/functions/transp arency/purity.	opinion about cause of their location. Make two groups of students. Ask group 1 about the energy resources being used at their homes. Ask Group 2 students to differentiate these energy resources into exhaustible and inexhaustible resources. Activity: Observe the physical properties of kerosene Material Required:

		 1.4.1: Relates processes and phenomenon related to formation of petroleum. 7.3.1: Draws flow charts related to formation of petroleum and its refining. 6.1.1: Discusses and appreciates stories of scientific discoveries such as discovery of Coal etc. 5.1.1: Applies learning of scientific concepts in day today life and makes efforts to protect environment. 	Two transparent plastic bottles with bottle caps, one plastic straws, Scissors, glue, cello tape Vocabulary: Density Procedure: 1. Take the bottle caps and stick the close end with glue and wrap the sides with cello tape 2. Make two holes in the twin lids. 3. Press fit stiff straw in holes. 4. Pour kerosene in the bottle. 5. Fix the bottle cap on kerosene bottle and close the bottle. Now carefully place the bottle with water on top of kerosene bottle. 6. Place the bottles with kerosene bottle at the bottom and water bottle on the top and note down your observations.
2	Conservation of Plants and Animals	1.1.7: Classifies materials based on properties/characteristics etc., e.g., Exhaustible and inexhaustible resources, endangered and endemic species 5.2.5: Makes efforts to protect environment e.g., using resources judiciously; suggesting ways to protect wildlife, forests, flora and fauna etc. 7.2.9: Exhibits creativity in designing, planning, making use of available resources 5.1.10: Exhibits values of honesty, objectivity, cooperation in preserving wildlife, forests etc.	 Activity: Involve students in growing plants/plantation drives. Materials Required: Paper Cups, Some soil, Seeds of different varieties like Pulses, Gourd, Cucumber Procedure: Take some soil in the paper cup and put the seed (one seed in one cup). Pierce this seed into the soil. Add some water. Wait for some days. Plant the seedlings so acquired in the school premises at designated places. Activity 2: Assign a task to prepare a list of animals that their parents/grandparents used to see quite often in their childhood and are now rarely seen. Mention the reasons of their decline. Make a list of National Parks, biosphere Reserves and Wildlife Sanctuaries of India. Design some slogans, posters, paintings etc. for protection of plants and wildlife.
2	Reproduction in Animals	3.2.1: Differentiates organisms on the basis of birth/modes of reproduction/types of fertilization. 3.2.2: Explains Stages related to reproduction in humans/animals/embryonic development. 4.3.1: Discusses and appreciates concepts/stories of reproductive cycles/scientific discoveries such as cloning/in vitro fertilization. 7.3.2: Draws labelled diagrams/flow charts e.g., human reproductive system/organs/gametes/metamorphosis/asexual reproduction.	Draw the life cycle of frog. Mention the various structural differences between early tadpole and adult frog. Using ICT Tools viz., Lab/Laptop/PC, show the students the documentary (in the womb) or any relevant documentary. Activity: Classify commonly known animals and plants based on how they reproduce Material Required: Whiteboard and a marker Procedure: This is a closing activity and could be taken up for revision. 1. Draw a crossword on the whiteboard and ask students to write the answer to given clues in their notebooks. 2. Ask the students for responses. If a student provides a correct response ask him/her to write it on the board in the crossword.

			ACROSS 3 - The period of life, when the body undergoes changes, leading to reproductive maturity 5 - The process of transformation of tadpole from larva to adult is called 7 - Pancreas stops forming this hormone which causes 'diabetes' 8 - The first menstrual flow in women is called
			9 - Part of human body which grows in size at puberty, also known as Adams apple 10 – The Endocrine gland responsible to secrete hormones which controls release of other hormones 11 - A chemical substance released by endocrine glands which causes changes in human body at puberty e.g. growth of facial hair DOWN
			Thread like structures that carry instructions in fertilized eggs which determine the gender of the baby The process through which unfertilized eggs and the thickened lining of the uterus along with its blood vessels is shed off This marks the onset of several changes that human body undergoes during adolescence
3	Sound	1.4.2: Explains processes and phenomena e.g., production, pitch and propagation of sound etc 7.1.1: Describes sounds in terms of audible and inaudible, loudness and pitch, noise and music etc 7.3.3: Draws labelled diagram e.g., human ear etc 7.2.1: Constructs models using materials from surroundings and explains their working e.g., ektara, toy telephone etc. 2.1.1: Measures frequency, amplitude and time period of sound etc.	6 - Hormones responsible for maintaining the correct balance of salt in the blood. Make use of local resources and make working model of ektara/toy telephone etc. Demonstrate the tuning fork experiments to explore students with sound. Make a list of various musical instruments of past and present. Activity (Sound): Objective: Provide examples where sound travels from one point to another in order to establish that sound needs a medium to propagate Prerequisite: What is vibration? How does sound travel? Material Required: 1 metallic scale, 1 balloon, water Vocabulary: Medium, propagate Procedure: 1. Ask to put an end of scale or rod to one of the Student's ears and ask other students to scratch the other end slowly. 2. Are they hearing the sound of scratching? Ask other students who are standing beside you whether they are hearing sound or not? 3. Ask students to fill the balloon with water. Ask them to put their ear to one side of a balloon and scratch the other side of the balloon softly. 4. Are they hearing the scratching sound? Reflection Questions: 1. Which one of the sounds was clearer and louder? 2. If there is no air between us, can we still hear the sounds around us? Text to real world connection: If you bang a drum, you make the tight skin vibrate at very high speed (it's so fast

4	Food Production and Management	1.1.6: Classifies crops based on growing seasons and characteristics etc., e.g., Kharif and Rabi crops. 1.4.10: Relates processes and phenomenon with causes, e.g., types of soil and crop grown. 7.3.9: Draws labelled diagram/flow charts, e.g., types of agricultural tools, basic practices of irrigation. 5.1.8: Applies learning of scientific concepts in day-to-day life, e.g., increasing crop production by using organic manure, organic farming, crop rotation. 6.1.3: Discusses and appreciates stories of scientific discoveries e.g., Green-/Red-/Yellow-/Blue-/White-/Pink-/Silver-/Rainbow- Revolutions. 5.2.4: Makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides/weedicides. 7.2.8: Exhibits creativity in designing, planning, making use of available resources. 5.1.9: Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. 1.1.3: Differentiates combustible and non combustible	that you can't usually see it), forcing the air all around it to vibrate as well. As the air moves, it carries energy out from the drum in all directions. Eventually, even the air inside your ears starts vibrating and that's when you begin to perceive the vibrating drum as a sound. Beyond the classroom: Identify the sources of noise pollution in your locality. Discuss with your parents, friends and neighbours. Suggest how to control noise pollution. Prepare a brief report and present it in the class. Activity 2: Material required: Scissors, balloons, 2 cell phones, 2 transparent glasses, thread, sand. Procedure: 1. Take a transparent glass and place it on a table. 2. Take a cell phone and place it in the glass. 3. Cover the lid of the beaker with balloon and tie it with the help of Thread. 4. Place some sand on the balloon. 5. Give a ring to the phone which is inside the glass. Reflection question: 1. What does happen to sand particles? 2. What is the reason behind it? 3. If there is no sound, will sand particles still dance? • Visit a nearby poultry/fish farm/dairy farm etc. and collect information about williny. • Create mnemonics to comprehend different varieties/breeds/species of animals/fish etc. Activity: Make a mixture of dry sand with saw dust or powdered dry leaves. Keep this mixture on plate. Ask the students to separate it.
4	and Flame	substances, different zones of flame, different types of fuel	least hot zone on a drawing sheet. Also write reasons as to why outer zone is the hottest zone?
		6.2.4: Conducts simple investigations to seek answers to queries, e.g.,	Ask the students to collect the contact number of nearest fire service station and
		-	

		What are the conditions required for combustion,	write it on a poster.
		observe different zones of flame.	write it on a poster.
		1.4.4: Relates processes and phenomenon with causes,	Consult the nearest fire service department/station requesting for conducting
		e.g., Ignition	awareness program in your school.
		Temperature of fuels, Forest Fire, global warming/acid	www.orese program in your sensor.
		rain etc.	Activity : Take two dry pieces of wood. Burn the first piece and put an air tight
		1.4.5: Explains processes and phenomenon, such as	glass jar on it. Does the piece of wood extinguish? Now take another piece of
		how is fire controlled? How is cow dung converted	wood and immerse it in water, now burn it. Does it take longer time to burn? Take
		into gobar gas?	a dry piece of stone. Try to burn it. Why does it not burn?
		7.3.4: Draws labelled diagram of structure of flame,	
		activities, etc.	
		7.2.2: Constructs models using materials from	
		surroundings and explains their working such as fire	
		extinguisher applies learning of scientific concepts in	
		day to-day life such as use of fire extinguisher, control	
		on fire caused due to different reasons 5.2.1: Makes efforts to protect environment, e.g., using	
		resources judiciously; suggesting ways to cope with	
		environmental hazards, etc.	
		6.1.2: Discusses and appreciates stories of scientific	
		knowledge e.g., global warming (Ghoramara Islands,	
		Vaan Island etc), Acid Rain (Taj Mahal)	
		7.2.3: Exhibits creativity in designing, planning,	
		making use of available resources, etc.	
		5.1.2: Exhibits values of honesty, objectivity,	
		cooperation, freedom from fear and prejudices.	
_	Chemical	1.1.4: Differentiates material, such as liquids as	• Take some distilled water in a plastic beaker and add few drops of organic juice.
5	Effects of Electric	electrical conductors and insulators	Test if it conducts electricity, similarly take some other liquids like kerosene,
	Current	1.4.6: Explains processes and phenomenon e.g., chemical effects of electric current, relation between	milk, edible oil etc and test their conductivity.
	Current	electrical energy and chemical energy.	• Ask the students to record the talk on the theme-Electroplating and Beautification and post it on the whatsapp group of your school.
		7.3.5: Draws labelled diagram/flow chart e.g.,	Beautification and post it on the whatsapp group of your school.
		experiment set up of electrochemical cell etc	Activity 1 : Observe the chemical effect of electricity during copper electroplating
		7.2.4: Constructs models using materials from	of an iron nail
		surroundings and explains their working e.g.,	Material Required:
		electrochemical cell etc	Piece of copper, copper sulphate, an iron nail, some wire, torch battery
		5.2.2: Applies learning of scientific concepts in day to	Vocabulary: Electron, metal, chemical reaction
		day life e.g., electroplating metallic items to avoid	Procedure:
		corrosion	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 solution4. 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.
			y

			Activity 2 : Distinguish between good and poor conductors of electricity in order to
			explain that almost all materials can conduct electricity under certain conditions.
			Prerequisite : What is a conductor?
			Material Required:
			Distilled water, tap water, 3 volt battery, L.E.D. flexible wire, rubber base (to
			insert L.E.D), 2 plates
			Vocabulary: Good conductor, bad conductor (Insulator)
			Procedure:
			1. With the help of battery, wire and L.E.D make a circuit.
			2. Pour distilled water in one plate and tap water in another plate.
			3. Test the circuit by connecting both wires in air.
			4. Complete the circuit by dipping both the ends in the distilled water.
			5. Dip the ends of both wires in tap water to complete the circuit.
			6. Check the conductivity of other liquids like milk, vegetable oil, lemon juice and
			matter like iron nail, plastic, wood etc.
			Let's think:
			1. In which case, did the L.E.D glow?
			2. Why did L.E.D not glow in another case?
			3. What helps to conduct electricity?
			Text to real world connection:
			1. Copper, Brass, Steel, Gold, and Aluminium are good conductors of electricity.
			We use them mostly in electric circuits and systems in the form of wires.
			2. Gases are not good conductors of electricity as the particles of matter are quite
			far away and thus, they are unable to conduct electrons.
			3. Plastic is a good insulator and it finds its use in making a number of things.
			Beyond the classroom:
			1. How can we increase the conductivity of water?
			2. Why do you get a shock when you touch a live wire?
			3. Test the conduction of electricity through various fruits and vegetables. Display
			your result in a tabular form.
	Force and	1.1.5: Differentiates between contact and non-contact	Arrange a football match for learners. During/after the match ask learners:
5	Pressure	forces etc.	a. What do you do to make football move?
		7.1.2: Conducts simple investigations to seek answers	b. How does goal keeper stop the ball?
		to queries, e.g.	c. How does player change the direction of moving football?
		Do liquids exert equal pressure at the same depth?	
		What is the effect of surface area on pressure? etc.	Demonstrate that it is easier to burst an air filled balloon with a needle than by a
		7.3.6: Draws diagrams showing different effects of	finger.
		force	
		5.1.3: Applies learning of scientific concepts in day-to-	Activity 1: Discover the direction of pressure applied by liquid when put in a
		day life, e.g., using sharp knife for cutting easily,	container to conclude that liquids exert pressure on the walls of the container
		increasing area to reduce pressure, etc.	Prerequisite: Force, pressure
		7.1.3: Exhibits creativity in designing, planning,	Material Required:
		making use of available resources, etc. for carrying out	Plastic bottle, scissors, tape, water
		different suggested activities at home.	Vocabulary: Exert liquid pressure.
		7.2.5: Constructs model to show that liquids exert	Procedure:

		equal pressure at equal heights.	1. Take an empty plastic bottle.
		5.1.4: Exhibits values of honesty, objectivity,	2. Drill four holes at the same height from the bottom of the bottle.
		cooperation, freedom from fear and prejudices, etc.,	3. Drill 3 holes at different heights from the previous one.
		such as, reporting the findings honestly, supporting	4. Cover the holes with tape.
		other friends in need, etc.	5. Fill the water in bottle.
			6. Remove the tape from the holes which are at different height.
			7. Now, remove the tape from the holes which are at the same height.
			Let's think:
			1. Do the stream of the water coming out from the holes at different height fall at
			the same distance from the bottle?
			2. Do the stream of the water coming out from the holes at the same height fall at
			the same distance from the bottle?
			3. Was there any change in the speed of different stream?
			4. What can you conclude from the above observation?
			Text to real world connection:
			The wall of a dam is made thicker at the bottom. The reason is that the pressure
			exerted by a liquid increases with its depth. A thicker wall is required to withstand
			a greater pressure and therefore the wall of the dam is made with thickness
			increasing towards the base.
			Beyond the Classroom:
			Why is water tank built at a high height in our houses?
			Activity 2: Discover why does the water level rise in the narrow part?
			Material required: Plastic bottle, cutter
			Procedure:
			1. Make a half cut along the semi-circular mark of a plastic bottle.
			2. Press with thumbs to make a concave shape.
			3. Dip bottle in tank to fill it with water.
			4. Stand the bottle and check the level of water.
			Let's think 1. Why does the water level rise in the narrow part?
	Dooghing the	4.2.2. Explains processes and phonomone related to	2. Can water level in narrow part be changed? If yes, then how? Make a list of some shellenges myths and takens regarding adelegance found in
6	Reaching the	4.3.2: Explains processes and phenomena related to	Make a list of some challenges myths and taboos regarding adolescence found in
6	Age of	reproduction in humans/reproductive phases.	J&K. Call on a warm to a vacuate a charlet a deliver a lecture on a delegant issues
	Adolescence	400 4 11 1 1 6 1 16	Call an expert/counsellor to your school to deliver a lecture on adolescent issues.
		4.3.3: Applies learning of scientific concepts in day to	
		day life e.g., challenging myths and taboos regarding	Activity: Observe changes in human beings at different stages in life
		adolescence/sex determination	Material Required: Whiteboard and marker
			Vocabulary: Infancy, Childhood, Adolescence, Adulthood, Aged
		7.3.7: Draws labelled diagrams/flow charts e.g.,	Procedure:
		endocrine glands/hormones/sex determination in	1. Draw the below table on the black board
		humans.	2. Ask the learners to categorize the changes according to the stages of life when
			they occur, i.e. from the time that one is born till one becomes an adult and grows
		4.1.1: Creates awareness regarding balanced/junk	old. The changes could be recorded on the whiteboard or on the index cards/ slips
		foods/BMI/Wight- Height Ratio/drugs and makes	of paper and pinned on the soft board.
		efforts to develop eco-friendly attitude/healthy habits	3. (In case, learners do not respond, you could provide the following list of changes
		among students.	to initiate the activity: for example, growth in height, learning to talk, learning to
		among students.	to initiate the activity: for example, growth in height, learning to talk, learning to

		4400	walk, menarche, getting a beard, going to school, voice breaking, becoming shy,
		4.1.2: Conducts simple investigations to study food	becoming responsible, osteoporosis (weakening of bones), being economically
		components/adulterants.	independent, menopause etc.)
			Let's think:
		5.1.5: Exhibits values of honesty, cooperation,	1. Why do you think people grow old?
		personal hygiene.	2. What do you think causes these changes?
			Beyond the classroom:
			The facilitator may sum up the discussion by emphasizing on the following issues:
			1. The world is a changing place. We may find changes exciting and good or scary
			and painful. Sometimes we can influence the changes in our lives and at other
			times we have no control over them.
			2. Some of the changes in our lives are predictable. If we are prepared for them, we
			may be able to influence some of these processes and manage them better. For
			example, growth and maturation is a 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
		4.45 5 11	anxious about them and respond to these changes in positive and responsible ways.
6	Light	1.4.7: Explains processes and phenomena e.g.,	The learner may be provided an opportunity in pairs/groups/individually in an
		formation of multiple images etc	inclusive set up an encouraged to conduct activities/experiments on laws of
		1.3.1: Measures angles of incidence and reflection etc	reflection/multiple image formation using candle and laser light etc. and record
		7.3.8: Draws labelled diagram/flow charts e.g.,	observations.
		structure of eye etc	
		7.2.6: Constructs models using material from	Activity : Calculate the incident and reflected angle after striking the mirror with a
		surroundings and explains their working e.g.,	ray of light
		kaleidoscope	to illustrate the law of reflection in real life
			Prerequisite : Student should know characteristics of light.
			Material Required:
			Mirror, comb, torch (or laser light), black paper, white sheet, pencil, glue.
			Vocabulary : Incident ray, reflected ray, normal, angle of incidence and angle of
			reflection.
			Procedure:
			1. Fix a white sheet paper on a table.
			2. Take comb and close all its opening except one in the middle by using black
			paper.
			3. Hold the comb perpendicular to the sheet of paper and throw the light through
			the opening of the comb.
			4. With slight adjustment of the torch, you will see a ray of light along the paper on
			the other side of the comb.
			5. Place a strip of mirror in the path of the light ray.
			6. Trace the path with pencil.
			Let's think 1. After striking the mirror, how does light travel?
			2. Draw a normal to the surface of the mirror, and measure the angles formed
			between normal and incident ray/ reflected ray.
			Text to real world connection:
			Rays of light reflect, or bounce off, objects just like a ball bounces on the ground.

			This reflection of light is what enables us to see everything around us.
			Beyond the classroom:
			Suppose you are in a dark room. Can you see objects in the room? Can you see objects outside the room? Explain.
7	Friction	1.3.2: Differentiates between different types of friction: static/limiting/dynamic frictions. 6.2.5: Conducts simple investigations to seek answers to queries e.g., why ball bearings are used in bicycle/hand cart etc. 1.4.8: Relates processes and phenomenon with cause, e.g., friction due to different surfaces, liquids and gases 5.1.6: Applies learning of scientific concepts in day to day life. e.g., increasing/reducing friction.	Suppose you are in a dark room. Can you see objects in the room? Can you see objects outside the room? Explain. 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 lubricant and observe the effect. Suggest some ways to increase the force of friction between feet and icy floor. Activity 1: Discover the factors that cause friction when two bodies are moving relatively in order to explain why it is easier to move an object on a smooth surface compared to a rough surface Prerequisite: Contact forces, force of friction Material Required Wooden board, books, wrinkle free cloth, sand, torch cell Vocabulary: Surface irregularities, interlocking of irregularities Procedure: 1. Make an inclined plane by supporting one end of the wooden board with books (the inclined plane should be at one end of the table or any smooth surface). 2. Place the torch cell at the top of inclined plane and let it rolled down and observe how far it goes before coming to rest. 3. Make a mark on the surface where cell stops. 4. Now spread the cloth over the table or surface (make sure the cloth is wrinkle free), let the cell rolled down the board from the same point and observe the distance it covers over the cloth and mark it. 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 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
			Material required: Matchstick box, thread, used refill, 2 oil pins
			Procedure:

			1. Take an empty matchstick box and take out its tray.
			2. Cut a used refill of a ball pen of the same width as the tray as shown in the
			picture below.
			3. Fix the refill with two pins on the top of the tray.
			4. Make two holes on opposite sides of the tray. Make sure that the holes are large
			enough to allow a thread to pass through them easily.
			5. Take a thread about a metre long and pass it through the holes as shown.
			Fix beads at the two ends of the thread so that it does not come out.
			6. Insert the tray in the outer cover of the matchbox.
			7. Suspend the match box by the thread. Leave the thread loose and write your
			observation. Tighten the thread now and observe.
			Reflection question:
			1. Was there any difference between the two observations?
			2. Can you relate it to friction?
	Some Natural	1.4.9: Relates processes and phenomena with causes	Make a list of do's and don'ts during lightening and earthquake and hang it on the
7	Phenomenon	e.g., lightning as an electric discharge due to	front wall of your classroom.
		accumulation of charges in clouds etc.	
		7.2.7: Constructs models using material from	Using common household material to make a working electroscope. Ask the
		surroundings and explain their working e.g.,	students to prepare their own electroscopes.
		electroscope	
		5.1.7: Applies learning of scientific concepts in day to	Activity 1: Describe if two charged objects attract or repel each other in order to
		day life e.g., installation of lightning conductors	establish that similar charges repel each other while opposite charges attract each
		5.2.3: Discusses stories of natural	other.
		phenomena/calamities e.g., tsunami, cyclones,	Prerequisite : There are two kinds of charges: Positive and negative.
		tornadoes, hurricanes, avalanches, flash floods, forest	Material Required:
		fires, volcanic eruption etc.	Plastic bottle, comb, wool, plastic scale, balloon.
			Vocabulary: Attract, repel
			Procedure:
			1. Fill bottle with water and put the cap back.
			2. Poke a small hole near the base of the bottle with a needle, a thin stream of
			water will flow out from the hole.
			3. Rub an inflated balloon with wool.
			4. This will electrically charge the balloon.
			2. Do the two attract each other or repel each other?
			Text to real world connection:
			1. Clothes stuck to one another after being in the dryer is another example of static
			· · · · · · · · · · · · · · · · · · ·
			Procedure: 1. Fill bottle with water and put the cap back. 2. Poke a small hole near the base of the bottle with a needle, a thin stream of water will flow out from the hole. 3. Rub an inflated balloon with wool. 4. This will electrically charge the balloon. 5. Then bring the balloon close to the water stream. 6. Repeat the experiment using a comb, and plastic scale. Let's think: 1. What happens when you bring the electrically charged balloon, comb and plastic scale close to water stream? 2. Do the two attract each other or repel each other? Text to real world connection:

Activity 2:Creating a charge detector Material required:

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

Procedure

Summative Assessment

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

04	Sound	4
05	Food Production and Management	6
06	Combustion and Flame	4
07	Chemical Effects of Current	6
08	Light	5
09	Friction	4
10	Some Natural phenomenon	6
	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)

Mathematics Education

Mathematics has an extremely rich history in India, spanning thousands of years from Vedic times to the modern era. By learning about the development of Mathematics in India as well as throughout the world, a rootedness in India can be enhanced along with a more general appreciation of the history of Mathematics and of the remarkable evolution and development of mathematical concepts through time, and India's critical role in these developments.

Mathematics education encompasses teaching and learning mathematical concepts, from basic numeracy to advanced problem-solving. It develops logical thinking, problem-solving skills, and clear communication. Through various stages, students grasp foundational numeracy, progress to conceptual understanding, and eventually tackle abstract mathematical concepts. Effective mathematics education cultivates creativity, critical thinking, and prepares students for real-world applications in fields like science, technology, engineering, and finance.

Aims

Mathematics education goes beyond arithmetic, fostering logical thinking, problem-solving, and communication skills. It's vital for understanding science, social studies, art, and making informed decisions. Key aims include:

- 1. Basic Numeracy: Fluency in numbers and measurement for daily life.
- 2. Mathematical Thinking: Developing systematic, logical approaches to understanding the world.
- 3. Problem Solving: Formulating and solving problems, fostering perseverance and creativity.
- 4. Mathematical Intuition: Cultivating a sense of what's true and should not be true in mathematics.
- 5. Joy and Wonder: Inspiring curiosity and appreciation for mathematical patterns and concepts.

Nature of Knowledge

Mathematics holds timeless truths established through rigorous proofs. Its knowledge, built over millennia, grows cumulatively, with new discoveries building on past truths. Discovering patterns, making conjectures, and proving or refuting them requires creativity and elegance. While formal language is used, mathematical intuition is crucial. Mathematicians view their field as more art than science, emphasizing intuition alongside formal proofs.

Current Challenges

Current math education faces challenges: a. Many early-grade students lack foundational numeracy, hindering future learning and participation. b. Math learning tends to be procedural, neglecting creativity and aesthetics. c. Textbooks often disconnect from students' experiences, hindering understanding. d. There's overemphasis on formalism, neglecting

intuitive understanding. e. Assessment promotes rote learning, not genuine understanding or creativity. f. Students often fear math; solutions include changing societal attitudes and fostering joy through interactive teaching methods.

Learning Standards

In early grades, foundational numeracy is key, including understanding Indian numerals and basic shapes through play. Preparatory stage focuses on conceptual understanding of numbers, operations, shapes, measurement, and data handling, promoting procedural fluency and problem-solving skills. Middle stage abstracts concepts like algebra and geometry for wider application, emphasizing pattern recognition and problem-solving. Secondary stage deepens logical reasoning skills, focusing on justifying claims and working with abstractions, mathematical modelling, and algorithm development. Each stage builds on the last, fostering a comprehensive understanding of math and computational thinking.

Middle Stage

In the Middle Stage, the emphasis moves towards abstracting some of the concepts learnt in the Preparatory Stage in order to make them more widely applicable. Algebra, in particular, is introduced at this Stage through which students are able to, for example, form

rules to understand, extend, and generalise patterns. More abstract geometric ideas are also introduced at this Stage and relations with algebra are explored to solve problems and puzzles.

Principles of Pedagogy- Every child is capable of learning. Children are natural learners.

- a. Learning is an active process that involves both understanding and doing.
- b. Children learn best when they are respected, valued, and involved in the learning process.
- c. Children learn in a variety of ways, illustratively, through making something, participating in discussion, listening, speaking, reading, writing, questioning, exploring, discovering, and experimenting.
- d. Learning happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students.
- e. Practice is a critical and integral part of the learning process.
- f. Learning and assessment activities should incorporate a variety of approaches, including **art integration**, **sports integration**, **toy-based learning**, **technology integration**, or any other suitable method.

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF for School Education

Curricular Goal	Competencies
CG-1 Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns,	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
and appreciates relationships between numbers	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,	C-2.1 Understands equality between numerical expressions and learns to check arithmetical equations
coefficient, expression, and (one-variable) equation, and	C-2.2 Extends the representation of a number in the form of a variable or an algebraic expression using a variable
uses these concepts to solve meaningful daily-life problems	C-2.3 Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
with procedural fluency	C-2.4 Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems
	C-2.5 Develops own methods to solve puzzles and problems using algebraic thinking

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF for School Education

Curricular Goal	Competencies
CG-3 Understands, formulates, and applies properties and	C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
theorems regarding simple geometric shapes (2D and 3D)	C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
	C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
	C-3.4 Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
	C-3.5 Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	C-4.1 Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
day-to-day life problems	C-4.2 Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3 Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
	C-4.4 Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
CG-5 Collects, organises, represents (graphically and in	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
tables), and interprets data/information from daily-life experiences	C-5.2 Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF for School Education

Curricular Goal	Competencies
CG-6 Develops mathematical	C-6.1 Applies both inductive and deductive logic to formulate definitions and
thinking and the ability to	conjectures, evaluate and produce convincing arguments/ proofs to turn these
communicate mathematical ideas	definitions and conjectures into theorems or correct statements, particularly in the
logically and precisely	areas of algebra, elementary number theory, and geometry
CG-7 Engages with puzzles and	C-7.1 Demonstrates creativity in discovering one's own solutions to puzzles and
mathematical problems and	other problems, and appreciates the work of others in finding their own, possibly
develops own creative methods	different, solutions C-7.2 Engages in and appreciates the artistry and aesthetics of
and strategies to solve them	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
capacities of computational	iteration, symbolic representation, and logical operations and reformulates problems
thinking, namely, decomposition,	into series of ordered steps (i.e., algorithmic thinking)
pattern recognition, data	C-8.2 Learns systematic counting and listing, systematic reasoning about counts
representation, generalisation,	and iterative patterns, and multiple data representations; learns to devise and
abstraction, and algorithms in	follow algorithms, with an eye towards understanding correctness, effectiveness,
order to solve problems where	and efficiency of algorithms
such techniques of computational	
thinking are effective	C.O.1 December how compared (like counting numbers whole numbers possible
CG-9 Knows and appreciates the	C-9.1 Recognises how concepts (like counting numbers, whole numbers, negative
development of mathematical ideas over a period of time and	numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
the contributions of past and	C-9.2 Knows and appreciates the contributions of specific Indian mathematicians
modern mathematicians from	(such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and
India and across the world	Ramanujan)
CG-10 Knows about and	C-10.1 Recognises interaction of Mathematics with multiple subjects across Science,
appreciates the interaction of	Social Science, Visual Arts, Music, Vocational Education, and Sports
Mathematics with each of their	
other school subjects	
<u> </u>	

Class 8th (Mathematics) Academic Calendar cum Syllabus 2024-25

Time Spell	Chapter	Learning Outcomes: The learner	Interaction Time - Let's go beyond the textbooks
Month 1	Rational Numbers	 Explains the Associative, Commutative and Distributive property and their application in simplifying expressions involving rational numbers. applies the Associative, Commutative and Distributive property to solve problems involving rational numbers analyses which method leads to a simpler solution by comparing the efficiency of solving problems with different properties 	Discusses the importance of operational laws in rational numbers
	Linear Equations in One Variable	 translates a simple word problem into a linear equation with one variable (e.g., "John has x apples. He gives away 5 apples. How many apples does he have left?" becomes "x - 5 = a") solves a linear equation with one variable (e.g., "x + 3 = 8", the learner finds the value of x for which the equation holds true) 	
Month 2	Understanding Quadrilaterals	LO-3.1.2: Explores the angle sum formula for polygons and solves the problems of quadrilaterals involving interior and exterior angle sum property. LO-3.1.3: Demonstrates the properties of parallelogram, rhombus, square and rectangle	 Why the sum of exterior angles is 360. Why not less or greater? Discuss. Why a square is also parallelogram, rectangle, etc
Θ	Linear Equations in One Variable (Continue)	LO-2.4.3 : Solves simple real-world problems involving linear equation in one variable(e.g., finding missing dimensions in geometric shapes)	 Why there is need to make frequency and class interval Compare the contract different types of graphs
Month 3	Squares and Square Roots	LO-M801 : Constructs the knowledge of perfect square numbers and their properties. Lo-M802 : Finds square roots using estimation, factorisation and division method.	 Discuss the relation between perfect square and perfect cube numbers in comparison to square and cubical objects
Σ	Cubes and	LO-M803 : Constructs the knowledge of perfect cube numbers and their properties.	Discuss the applicability of estimation method for find the

	Cube Roots	LO-M804 : Finds cube root using factorisation and estimation method	square and cube roots of numbers
Month 4	Algebraic Expressions and Identities	LO-2.3.3: Adds, subtracts, multiples and divides an algebraic expression by another algebraic expression LO-2.5.1: Demonstrates the understanding of identities and applies them to solve simple numerical and non-numerical problems.	 Discuss the use of identities in solving the problems involving product of numbers Discuss the importance of identities in the division of
Mon	Exponents and Powers	LO-1.1.11: Explores and operates laws of exponents in the situations where multiple exponential law is used LO-1.1.12: Converts the numbers from usual form to standard form and vice versa	algebraic expressions
2	Factorisation	LO-2.3.4 : Finds factors of algebraic expressions using by various methods LO-2.3.5 : Solves the problems of division involving factorisation of algebraic expressions	 Tries to measure the area of some piece of land available in the locality/school premisses Tries to measure the capacity of
Month 5	Mensuration	LO-4.1.5: Uses earlier learnt concepts to find the area of 2-D combined shapes LO-4.1.6: Develops the formulae used to calculate the surface area and volume of: (a) Cube/Cuboid (b) Cylinder LO-4.1.7: Compares and contrasts the surface area/volume of different 2D/3D objects	cup/glass/mug/bucket etc
Month 6	Comparing Quantities	LO-1.6.11 : Compares quantities using the concept of ratio and percentage LO-1.6.15 : Solves the problems involving concept of ratio and percentage	 Discuss the need of ratio in daily life problems. Discuss the use of direct and inverse
Mon	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	proportion in day-to-day life situations
Month 7	Data Handling	LO-5.1.3: Organises data in tabular form and in frequency distribution	○Why there is need to make frequency and class interval.○Compare the contract different types of graphs

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,	
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)

Summative Assessment

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

Cognitive Level Weightage

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

Summative Assessment Blueprint

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

Class 8th
(Social Science)

Social Science Education

Social Science is the systematic and scientific study of human societies that explores the relationship between the individual and society, social institutions, and organisations. In this NCF, the term Social Science is also used to include those branches of the Humanities that involve the more qualitative study of human society, culture, thoughts, creations, development, and actions in the past and present.

The purpose of Social Science Education is to help students learn about the society in which they live – how members of their society live, interact, behave, eat, speak (and in what languages), express themselves through art, the traditions they follow, the clothes they wear, and their aspirations. It also helps students in understanding their origins, their ancestors, their culture, their neighbours, and consequently, themselves. Social Science Education introduces students to people whom they have never met, places that they have never been, stories that they have never heard, and new ideas that that they have never conceived, thereby expanding their horizons and opening their minds to new possibilities. Finally, Social Science Education helps students develop pride in their culture and their country, with a forward-looking spirit to continuously improve – as individuals, as a society, and as a nation.

Aims:

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

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

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

Nature of Knowledge:

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

Learning Standards:

Social Science as a separate subject begins at the Middle Stage. It builds on the capacities built in the Preparatory Stage, primarily through the study of the subject The World around Us. In the Middle Stage, these general capacities of observation, data collection, and the basic understanding of social life are further sharpened to enable methods of inquiry and understanding of conceptual structures within Social Science. Curricular Goals & Competencies

Curricular Goals	Competencies
CG-1 Comprehends and interprets sources related to	C-1.1 Collects and interprets multiple sources of information (primary and secondary)
different aspects of human life and makes meaningful	to understand the historical, cultural, geographical, and socio-political aspects of
interpretations	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	C-2.1 Explains and analyses major changes in the past and their impact on society
in human civilisations through specific examples	C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships,
from their context and a few historical episodes	practices, and activities in human society, notwithstanding major changes in society
CG-3 Draws connections between the causes and	C-3.1 Analyses the effect of various changes in early human society from nomadism to
effects of different social and historical events or	settled life and early civilisation (such as the emergence of agriculture, changes in food
episodes and connects them with the overall impact	habits, basic technologies like construction, transport, pottery, metallurgy), and
on human life	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,	C-4.1 Collects, organises, and interprets information about various social, cultural,
and political institutions and their impact on society,	economic, and political institutions in their vicinity and region, and realises its
and the way individuals and collectives shape these	significance for human society
institutions	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	C-5.1 Identifies, explains, and raises questions about different forms of inequality,
prejudice in society — from those prevalent in a	prejudice, and discrimination prevailing in one's own family, locality, region, and
family to those at a community/ regional/ national	national and global levels
level — and also the initiatives and efforts at various	C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels
levels to address these issues	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	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil
resources (from local to global), their conservation,	formation, the flow of rivers, and how they are spatially distributed
the interdependence between natural phenomena and	C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials,
human life, and their environmental and other	and services across geographies
implications	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	C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and
being Indian (Bharatiya) by understanding (a) India's	diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines,
rich past and present including its glorious cultural	traditions, festivals, trade, commerce, and health practices including ayurveda and yoga
unity in diversity, pluralism, heritage, traditions,	C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-
literature, art, architecture, philosophy, medicine,	arid zone in the west and the areas of heavy rains in the north-east to the long coastal
science, and other contributions to humanity, and (b)	areas in the south and the snow-clad mountains in the north, as well as the rich
other integrating factors despite the geographical	biodiversity of the country
diversity of India	C-7.3 Appreciates India's tradition of inclusion across communities and social groups,
	and its influence in vast parts of the world through its cultural elements
CG-8 Understands and appreciates the process of	C-8.1 Understands the need for a constitution for any country during the last few
development of the Constitution of India and upholds	centuries – especially in a country such as India – and its deeper objectives
its importance to promote democratic values in	C-8.2 Explains the process of formation of the Indian Constitution and understands the
Indian society	ideas and ideals of the Indian national movement enshrined in it as well as those drawn
	from India's civilisational heritage

	C-8.3 Explains the working of the three tiers of local self-government and appreciates		
	its significance in upholding democracy at the grassroot level		
CG-9 Understands the processes of economic	C-9.1 Explains the key elements of trade and commerce (commodity, production,		
activities (production and consumption, trade, and	consumption, and capital) and its impact on individual life and society		
commerce)			
CG-10 Understands and appreciates the contributions	C-10.1 Knows and explains the significant contributions of India to all matters		
of India through history and in the present times, to	(concepts, explanations, methods) studied within the curriculum, in an integrated		
the overall field of Social Science, including the	manner along with the particular matter – illustratively, understands the strengths of		
different disciplines that constitute it	India's democratic traditions through its history		
CG-11 In the curricular goals CG-1 to CG-10, there	Note: Competencies for this Curricular Goal have already been incorporated under CG-		
is a basic and adequate understanding of the history,	1 to CG-10		
geography, and culture of the locality, region, and			
country			

Academic Calendar cum Syllabus for Class VIII -Social Science

uration Month)	book	Chapter	Learning Outcomes (GG.CC.LO)*	Suggested Activities
Dur: (Mo	Text	Спарист	The learner	ouggesteu Activities

^{*} 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.

			6.2.1 defines the concept of resources	
			6.2.2 classifies different types of	 Projects on conservation of
		Resources	resources and industries based on raw	resources
			materials, size and ownership etc.	
			6.2.3 locates distribution of important minerals,	
		Land, Soil,	e.g., coal and mineral oil on the world map	 Researching (Has your own place
_	hy	Water, Natural	6.2.4 analyses uneven distribution of natural	undergone any change in the land use
Month 1	Geography	Vegetation and	and human made resources on the earth	pattern in recent years?)
ont	gr	Wildlife	6.2.5 justifies judicious use of natural	
Ž	eos	Resources	resources such as water, soil, forest, etc. to	
	Ğ	Resources	maintain developments in all areas	
			1.1.1 describes various demographic features in	
			India.	
		Human	1.1.2 analyses factors affecting distribution of	
		Resources	population.	
			1.2.1 explains the concepts of population change,	
			population composition etc.	
			8.1.1 Describes the concept of Constitution and its need	• Identify the issues in your locality
	Ш		for a country.	where any of your fundamental
7	and fe –		8.2.1 Explains the process of formation of the Indian	right (s) is/ are infringed. Make an
ıth	ıl a Iif	The Indian	Constitution and describes its key features.	action plan how to address these
Month 2	Social ar Political life	Constitution 8.2.3 applies the knowled	8.2.3 applies the knowledge of the	issues.
	So	Constitution	Fundamental Rights to find out about their	
	Pol		violation, protection and promotion in a given	
			situation	

		Understanding Secularism	 8.2.2 Explains the concept of Secularism 8.2.3 Describes the concept of Secularism in Indian Context. 7.1.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, cuisines, traditions, festivals, and health practices including ayurveda and yoga etc. 	Prepare posters with drawings and picture of different religious worship places and discuss their importance	
		Why do we need a Parliament?	 4.1.1 Describes the process of election to the Lok 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 	 On a constituency map of UT of J&K locate your own constituency. 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.	
		How,When and Where	1.1.1: Analyses the periodization of history of India1.1.2: relates key historical developments during modern period occurring in one place with another.	Research arguments both in support and against the periodization proposed by James Mill	
Month 3	History-III	History-III	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	4.1.2: explains the differences in the impact of colonial agrarian policies in different regions of the country like	Make a group discussion in the classroom and Advise students to	

		Countryside	the 'indigo rebellion'	Imagine you are a witness giving evidence before the indigo commission. W.S.Setonkarr asks you —On what conditions will ryots grow indigo? What will your answer be? And write down.
		Tribals, Dikus and The Vision of a Golden Age	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 administration towards the tribal communities	• Instruct students to imagine you are a jhum cultivator living in a forest village in the 19 th century and told them that the land you were born on no longer belongs to you. In a meeting with British officials you try to explain the kinds of problems you face. What would you say? And write them.
Month 4	Geography	Agriculture	 9.1.1 describes the farm system and types of farming 9.1.2 explains the factors affecting agriculture production. 9.1.3 analyses the factors due to which some countries are known for production of major crops, e.g.,, wheat, rice, cotton, jute, etc., and locates these countries on the world. 9.1.4 draws interrelationship between types of farming and development in different regions of the world 	On an outline map of India locate the leading wheat, rice, cotton and Jute producing countries
		Industries	 9.1.5 Defines industry and industry system. 9.1.6 Classifies industries on the basis of raw materials, size and ownership. 9.1.7 Identifies factors affecting distribution of various industries. 9.1.8 Recognises major industries found in different parts of India. 	Research the factors responsible for the development of cities like Pittsburgh and Jamshedpur
		Industries of Jammu, Kashmir and Ladakh	Same as for chapter "Industries" with focus of Jammu and and Kashmir	 Prepare the list of small scale industries found in your district. Visit any cottage industry in your area and make a list of raw

				materials used in it.
Month 5		Judiciary	 4.2.6 Describes the functioning of the Judicial system in India by citing some landmark cases 4.2.7 Explains the concept of Independent Judiciary with appropriate examples. 4.2.8 Describes the structure of courts in India. 4.2.7 Appreciates the Indian judicial system by quoiting suitable landmark decisions. 	Arrange an activity in the classroom to prepare charts reflecting the Hierarchy of the Indian judicial system
	Social and Political life – III	Understanding Marginalisation	 5.1.1 Describes the concept of marginalisation 5.1.2 Identifies marginalised sections in the society. 5.1.3 Analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region 	• Conduct group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections.
		Confronting Marginalisation	5.2.1 Identifies efforts (being) made at different levels to ensure equity, inclusion, and justice.5.2.2. Appreciates efforts made to address issues of marginalised community.	Visit your locality and conduct a survey of any marginalised group regarding their hardships and prepare a report to suggest possible remedies
		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 justice0.0.3 Describes the role of law s in protecting environment	Visit to 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.

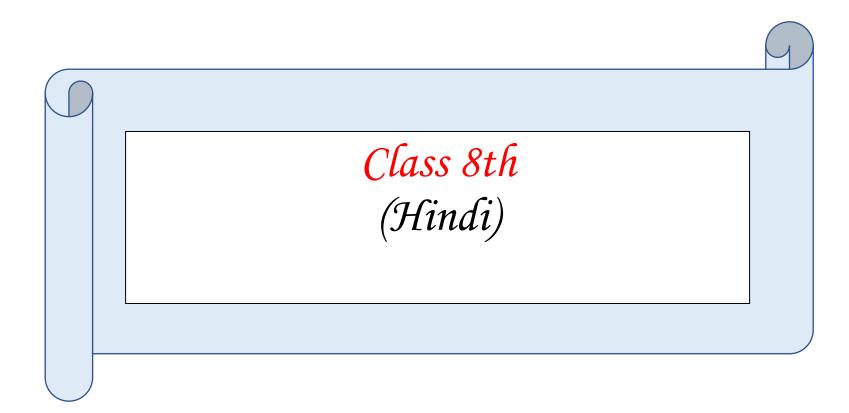
		Barter and Money,	Bank and Investment 7 insurance and Tax	Non-Evaluative
Month 6	History-III	When People Rebel 1857 and After	Lists the forgotten heroes of the revolt of 1857. 11.1.2 Explains the origin, nature and spread of the revolt of 1857. 11.1.3 Explains the lessons we learned from the revolt of 1857.	Develop a project on social, economic, political, religious and immediate causes of revolt of 1857.
		Civilizing the Native, Educating the Nation	11.1.4:Explains the institutionalisation of the new education system in India	Divide the students into two groups as 'Orientalists and Westernists' and each group shall highlight the importance of institutionalization of education system which they want to introduce.
		Women, Caste and Reforms	4.2.9: Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues	Arrange group activity to prepare posts and charts highlighting the importance of Sati Abolition Act, 1829. Child marriage Restraint Act, 1929 etc.
Month 7	The Making of the National Novement: 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 premises of school nature and import Khilafat Movement Cooperation Movement Guit India Movement Guit India Movement Cooperation Movement India Movement Cooperation Movement India Movement Guit India Movement Guit India Movement India Movement Guit India Movement Guit India Movement India Movement Guit		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.	Text Book	Chapter Title	Marks in Summative Assessment
1		Agriculture	05
2		Industries	04
3	Resource and Development	Human Resources	04
4	Development	Industries of Jammu, Kashmir and Ladakh	03
5		When People Rebel – 1857 and After	04
6		Tribals Dikus and the vision of Golden Age	04
7	Our Past – III	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		The Indian Constitution	04
11		Why Do We Need A parliament	04
12	Social And Political Life – III	Judiciary	03
13		Understanding Marginalisation	02
14	1	Public Facilities	03
		TOTAL	` 50

QUESTION PAPER DESIGN CLASS 8th

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



कक्षा :–आठवीं	वार्षिक पंचांग सह सिलेबस /शैक्षिक कैलंडर सह सिलेबस
पाठ्यचर्या संबंधी लक्ष्यः- CG-1:- विभिन्न प्रकार के पाठों (कहानियों, कविताओं, नाटकों के अंश, निबंध, लेख, समाचार रिपोर्ट) के साथ जुड़ कर स्वतंत्र पढ़ने की समझ और सारांश कौशल विकसित करता है और किताबें पढ़ने में रुचि दिखाता है।	योग्यता/क्षमता:- C-1.1 विभिन्न पाठों को समझने के लिए विभिन्न समझ रणनीतियों (भविष्यवाणी, अनुमान) को लागू करता है। C-1.2 मुख्य बिंदुओं की पहचान करता है, पाठ को ध्यान से पढ़ने के बाद सारांश देता है, और सुसंगत रूप से प्रतिक्रिया देता है। C-1.3 विभिन्नग्रंथोंमें मुख्यविचारकी पहचान करता है और उसकी सराहना करता है। C-1.4 विभिन्नप्रकार के पुस्तकों को चुनने और पढ़ने में रुचि दिखाता है।
CG-2 विचारों, भावनाओं और सामाजिक घटनाओं के अनुभवों उदाहरण के लिए गांव के मेले, त्योहार,अवसर के बारे में लिखने की क्षमता प्राप्त करता है। CG-3 प्रश्न पूछने, विश्लेषण करने और उत्तर देने के लिए भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है। CG-4 विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करते हैं।	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। 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-5.1अपने लेखन में उचित व्याकरण और संरचना का उपयोग करते हैं। C-6.2 भाषा की ध्वन्यात्मकता और लिपि, स्वरों और व्यंजनों की संख्या और वे कैसे परस्पर क्रिया करते हैं। C-6.2 भाषण और लेखन को अधिक रोचक और आनंददायक बनाने के लिए भाषा में यमक,छंद,

CG-5

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

CG-6

भाषा की विशिष्ट विशेषताओंकी संरचना विकसित करें जिसमें इसकी वर्णमाला और लिपी,ध्वनि,छंद, वाक्य और भाषा के लिए आदित्य, अन्यशब्द खेल और खेल शामिल हैं। अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्न होना।

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

सीखनेकेपरिणाम

C-1.1.1

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

C-1.2.2

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

C-1.3.3

- 1. विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनकरताहै।
- 2. विभिन्नपाठोंकीमुख्यबातेंसमझताऔरउनकाअनुमानलगाकरअपनेविचारव्यक्तकरताहै।
- 3. पाठकीदिशाकोसमझताहै औरपाठकेपरिणामपरचर्चाकरताहै।
- 4. स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनुमानलगाकरअपनेविचारकोसमझताऔरसहीतरीकेसेव्यक्त करता है।

C-1.4.4

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

C-2.1.1

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

C-2.2.2

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

C-3.1.1

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

C-4.1.1

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

3.छात्र विभिन्न प्रकार के साहित्य को पढ़कर और लेखन में उपयोग करके उपमा, रुपक, मानवीकरण अलंकार, अतिशयोक्तिऔरअनुप्रासजैसेसाहित्यिकउपकरणोंकीपहचानकरतेहैं।

C-4.2.2

- 1.छात्र साहित्यिक रचनात्मकता को विकसित करके अपने विचारों को स्पष्टता से व्यक्त कर सकनेमेंसक्षमहोजातेहैं।
- 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 व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा।
- 4.समस्याओं का स्वतंत्र रूप से समाधान करने के लिए कौशल के उन्नत सिद्धांतों को संश्लेषित करने में सक्षम होते हैं।

C-6.1.1

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

C-6.2.2

- 1. मनोरंजन या प्रेरणात्मक उद्देश्यों के लिए यमक, छंद, और अनुप्रास को समाहित करने और प्रस्तुत करने केलिए छोटी प्रस्तुतियों को विकसित करता है।
- 2. अधिकजटिलशब्द- खेलबनाताहै, एकमात्र लेख में कई साहित्यिक उपकरणों को समाहित करता है।
- 3. साहित्य में शब्द खेलों का उपयोग मूल्यांकन करता है, जो ध्वनि, भावना, और विषय पर प्रभाव डालते हैं।
- 4. सहयोगीयों के साथ मिलकर यमक, छंद, और अनुप्रास अलंकारों का उपयोग करके कविता बनाने और प्रस्तुत करने में सहायक होता है।

C-6.3.3

- 1.विभिन्नशब्द- खेलों की संरचना का विश्लेषण करता है, समस्याओं के हल के लिए रणनीतियों की पहचान करता है।
- 2. अपनी श्रेणी स्तर के लिए उपयुक्त शब्दावली का उपयोग करके चुनौती पूर्ण विलोम अक्षर और क्रॉसवर्ड बनाता और हल करता है।
- 3. मूल -शब्द खेलों का निर्माण कर उन्हें प्रस्तुत करता है।
- 4. सहयोगियों के साथ मिलकर अपने स्कूल या समुदाय के लिए शब्द-खेल प्रतियोगिता में शामिल होता है।

समयअवधि	विषय -उपविषय	पाठयचर्यास	योग्यता/क्ष	सीखनेकेपरिणाम	प्रस्तावितशिक्षाविधि
		म्बन्धीलक्ष्य	मता		
पहला महीना	पाठ२: लाखकीचूड़ियां पाठ२: लाखकीचूड़ियां पाठ३: अपराजिता • संज्ञाकीपरिभाषा और भेद उदाहरण सहित लिखो, विलोम शब्द, अर्थ तथा प्रयोग। • औपचारिक पत्र। • मेले हमारी सभ्यता और संस्कृति का प्रदर्शन करते हैं, इसी के संदर्भ में किसी मेले का वर्णन कीजिये?	CG-1 CG-3 CG-5	C-3.1	C-1.1.1 1. स्त्रोंकीविश्वसनीयताऔरप्रतिष्ठाकाम् ल्यांकनकरतेहै। 2. पाठोंमेंमूलध्विन, औरविषयकाअनुमानलगानेकेलिएसाहि त्यिकउपकरणोंकाउपयोगकरतेहैं। 3. गहरीसमझकेलिएपाठमेंपढ़ीगईसामग्री परचिंतनकरतेहुएबेहतरसमझकेलिएप्र श्रपूछतेहैं। 4. विभिन्नसमझरणनीतियोंकामूल्यांकनव तुलनाकरकेपाठकोसमझनेकाप्रयास कर ते हैं। C-3.1.1 1. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपक केउपयोगोंकातुलनात्मकिवश्लेषणकरता है। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने मेंउसकीभूमिकाकोध्यानमेंरखतेहुएसा हित्यमेंव्यक्तित्वीकरणकामूल्यांकनकर ताहै। 3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँबनातेऔर हल करतेहैं। C-5.1.1 1.छात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके लिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्व ताकोसमझायाजासकताहै। 2. पाठोंमेंमूलध्विन, औरविषयकाअनुमानलगानेकेलिए, कहानियों, किवताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगिकया जा सकता है। 3. कविताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्म किवेश्लेषणकरके, छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेके लिएउनकीप्रभावशीलतापरिवचारकरनेकेलिएप्रेरित कियाजासकताहै। 4. साहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरनेकेलिए, छात्रोंकोपात्रोंऔरपिरिस्थितियोंकोविकसितकरनेकेम हत्वकोसमझानेऔरउसकीभूमिकाकोध्यानमेंरखनेके लिएप्रेरितिकयाजासकताहै। 5. व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए, छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रेरितिकया जा सकता है। 6.छात्रोंकोसहयोगीयोंकेसाथमिलकरयमक, छंद, औरअनुप्रासकाउपयोगकरनेकेलिएप्रहसनयाकविताब नानेऔरप्रस्तुतकरनेकेलिएसाथमेंकामकरनेका अभ्या स कराएं।

				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 व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा। 4.समस्याओंकास्वतंत्ररूपसेसमाधानकर नेकेलिएकौशलकेउन्नतसिद्धांतोंकोसंश्ले षितकरनेमेंसक्षमहोतेहैं।	
टसरा महीना	पाठ४: दीवानों की हस्ती पाठ५: चिट्ठियों की अनूठी दुनिया सर्वनामकी। परिभाषा और उसके भेद, पर्यायवाची शब्द। निबंध: नदियों को प्रदुषित करता मानव ने अपने जीवन पर खतरा बढ़ा दिया है, इस विचार से आप सहमत हैं या नहीं? तर्क सहित लिखे। ओपचारिक/अ नौपचारिकपत्र।	CG-1 CG-2 CG-6	C-1.1 C-2.1 C-6.1	C-1.1.1 1. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकाम् ल्यांकनकरतेहै। 2. पाठोंमेंमूलध्विन, औरविषयकाअनुमानलगानेकेलिएसाहि त्यिकउपकरणोंकाउपयोगकरतेहैं। 3. गहरीसमझकेलिएपाठमेंपढ़ीगईसामग्री परचिंतनकरतेहुएबेहतरसमझकेलिएप्र श्रपूछतेहैं। 4. विभिन्नसमझरणनीतियोंकामूल्यांकनव तुलनाकरकेपाठकोसमझनेकाप्रयास कर ते हैं। C-2.1.1 1. एकअनुच्छेदयानिबंधमेंविचारोंकोसंग ठितकरप्रस्तुतकरताहै। 2. कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयास करताहै। 3.प्रेरकनिबंधलिखकरउसमेंक्रमबद्धता	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके लिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्व ताकोसमझायाजासकताहै। पाठोंमेंमूड, ध्विन, औरविषयकाअनुमानलगानेकेलिए, कहानियों, किवताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगिकया जा सकता है। किवताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्म किवेश्लेषणकरके, छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेके लिएउनकीप्रभावशीलतापरविचारकरनेकेलिएप्रेरित कियाजासकताहै। साहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरनेकेलिए, छात्रोंकोपात्रोंऔरपिरस्थितियोंकोविकसितकरनेकेम हत्वकोसमझानेऔरउसकीभूमिकाकोध्यानमेंरखनेके लिएप्रेरितिकयाजासकताहै। व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए, छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रेरितिकेया जा सकता है।

				काउपयोग करता है।	
				C-6.1.1	छात्रोंकोसहयोगीयोंकेसाथमिलकरयमक, छंद,
				1.छात्रविभिन्नसंदर्भोंमेंस्वरउच्चारणपरि	औरअनुप्रासकाउपयोगकरनेकेलिएप्रहसनयाकविताब
				वर्तनकेनियमोंकाअन्वेषणकरउनकोसम	नानेऔरप्रस्तुतकरनेकेलिएसाथमेंकामकरनेका अभ्या
				झताहै (उदाहरणकेलिए, स्वरसंक्षेपण)।	स कराएं।
				2.	
				भाषाओंकेबीचस्वरध्वनियोंऔरध्वनिक	
				चिह्नोंकीतुलनाऔरविस्तारकरताहै।	
				3.	
				विभिन्नस्वरध्वनियोंकाउपयोगकरकेउ	
				च्चारणऔरवाक्यसंरचनाओंकाप्रभावीरू	
				पसे अनुवाद करता है।	
	पाठ६: भगवान के डाकिए		C-1.1	C-1.1.1.	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके
तीसरा				1.सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकाम्	लिए,
	पाठ७: प्लास्टिक जनित प्रदूषण	CG-1		ल्यांकनकरतेहै।	छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्व
महीना	पाठ८: क्या निराश हुआ जाए?		C-1.4	2. पाठोंमेंमूलध्वनि,	ताकोसमझायाजासकताहै।
	1) क्रिया की परिभाषा और भेद उदाहर			औरविषयकाअनुमानलगानेकेलिएसाहि	
	सहित, विलोम शब्द, अपठित गद्यांश।	CG-2	0.0.4	त्यिकउपकरणोंकाउपयोगकरतेहैं।	पाठोंमेंमूड, ध्वनि,
	2) निबंध:-तथ्य तर्कों के अधार पर नि		C-2.1	3.	औरविषयकाअनुमानलगानेकेलिए, कहानियों,
	लिखें।	CG-6		गहरीसमझकेलिएपाठमेंपढ़ीगईसामग्री	कविताओं,
	3)ओपचारिक और अनौपचारिक पत्र।	CG-0	C-6.1	परचिंतनकरतेहुएबेहतरसमझकेलिएप्र	याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है
			C 0.1	श्रपूछतेहैं।	1
				4.	
				विभिन्नसमझरणनीतियोंकामूल्यांकनव	ध्वनिकनियमोंकोसमझानेकेलिएछात्रोंकोवर्णमाला
				तुलनाकरकेपाठकोसमझनेकाप्रयास कर	कीमददसेविभिन्नध्वनियोंका अभ्यास कराएं।
				ते हैं।	,
				C-1.4.4	छात्रोंकोसहयोगीयोंकेसाथमिलकरयमक, छंद,
				1.नईसाहित्यिकशैलियोंकाअध्ययनकर	औरअनुप्रासकाउपयोगकरनेकेलिएप्रहसनयाकविताब
				ताहै।	नानेऔरप्रस्तुतकरनेकेलिएसाथमेंकामकरनेका अभ्या
				2.	स कराएं।
				नक्षामेंसाथियोंकेसाथकिसीरचनाकोसम	3"
				झकरउसपरचर्चाकरताहै।	
				3. पुस्तककेसांस्कृतिक, ऐतिहासिक,	
				औरसामाजिकसंदर्भकाअध्ययनकरनेके	
				बादउसपरबातचीत करता है।	
				C-2.1.1	
				1.	

			एकअनुच्छेदयानिबंधमेंविचारोंकोसंग ठितकरप्रस्तुतकरताहै। 2. कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयास	
			करताहै। 3.प्रेरकनिबंधलिखकरउसमेंक्रमबद्धता काउपयोग करता है। C-6.1.1	
			1. छात्रविभिन्नसंदर्भोंमेंस्वरउच्चारणप रिवर्तनकेनियमोंकाअन्वेषणकरउनकोस मझताहै (उदाहरणकेलिए,	
			स्वरसंक्षेपण)। 2. भाषाओंकेबीचस्वरध्वनियोंऔरध्वनिक चिह्नोंकीतुलनाऔरविस्तारकरताहै।	
			3. विभिन्नस्वरध्वनियोंकाउपयोगकरकेउ च्चारणऔरवाक्यसंरचनाओंकाप्रभावीरू	
			पसे अनुवाद करता है।	
चौथा महीना पाठ२ः व	जीवन नहीं मरा करता CG-2	C-2.2	C-2.1.1 1. एकअनुच्छेदयानिबंधमेंविचारोंकोसंग	सामाजिकमुद्दोंपरअपनेविचारलिखनेकेलिए, छात्रोंकोसामाजिकविषयोंपरअच्छेसेअध्ययनकरकेऔ रउन्हेंविश्लेषितकरकेउनकेविचारोंकोव्यक्तकरनेकेलिए
पाठ९९: सीखा	जब सिनेमा ने बोलना CG-3	C-3.1	ठितकरप्रस्तुतकरताहै। 2. कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयास करताहै।	प्रेरितिकयाजासकताहै। . किताबकीकिसीरचनाकाविश्लेषणकरउसकीचर्चाकरने केलिए,
2)मुहाव	शब्दों के लिए एक शब्द, गरे व लोकोक्तियां ाजिक पहलुओं पर अधारित	C-6.3	3.प्रेरकनिबंधलिखकरउसमेंक्रमबद्धता काउपयोग करता है। C-2.2.2	छात्रोंकोरचनाकेमुख्यप्रसंगोंकोसमझनेऔरउनकेवि चारोंकोव्यक्तकरनेकेलिएप्रेरितकिया जा सकता है। कथाविकासऔरगतिकासमीक्षाकरनेकेलिएकिसीकहा
निबंध।	ारिक/अनौपचारिक पत्र। CG-1 CG-4	C-4.2	1. सामाजिकमुद्दोंपरअपनेविचारलिखताहै ।	नीकेप्रमुखकिरदारोंकेविचारोंऔरकार्योंका विश्लेषण करें।
		C-1.2	2. किताबकीकिसीरचनाकाविश्लेषणकरउ सकीचर्चाकरताहै।	ध्वनिकनियमोंकोसमझानेकेलिएछात्रोंकोवर्णमाला कीमददसेविभिन्नध्वनियोंका अभ्यास कराएं।
			3.	

समुदायकीगतिविधियोंकीसमीक्षाकरउ छात्रोंकोसमस्याओंकेहलकेलिएरणनीतियोंकीपहचा सकेसाथजुड़ेसंवेदनशीलमुद्दोंपरचिंतन नकरनेऔरउन्हेंशब्द-खेलोंकेमाध्यमसेप्रस्तुतकरनेकेलिएसमूहमेंकामकरने याबातचीत करता है। का अभ्यास कराएं। C-3.1.1 कविताऔरप्रस्तुतियोंमेंउपमाऔररूपक केउपयोगोंकातुलनात्मकविश्लेषणकरता पात्रोंऔरपरिस्थितियोंकोविकसितकरने मेंउसकीभूमिकाकोध्यानमेंरखतेहुएसा हित्यमेंव्यक्तित्वीकरणकामूल्यांकनकर 3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँबनातेऔर हल करतेहैं। C-6.3.3 1.विभिन्नशब्द-खेलोंकीसंरचनाकाविश्लेषणकरताहै, समस्याओंकेहलकेलिएरणनीतियोंकीपह चानकरताहै। अपनीश्रेणीस्तरकेलिएउपयुक्तशब्दावली काउपयोगकरकेचुनौतीपूर्णविलोमअक्षर औरक्रॉसवर्डबनाताऔरहलकरताहै। 3. मूल -शब्दखेलोंकानिर्माणकरउन्हेंप्रस्तुतकरता है। सहयोगियोंकेसाथमिलकरअपनेस्कूलया समुदायकेलिएशब्द-खेलप्रतियोगितामेंशामिलहोताहै। C-4.2.2 1.छात्र साहित्यिक रचनात्मकता को

	पाठ१२: जहां पहिया है	CG-1	C-1.2	विकसित करके अपने विचारों को स्पष्टता से व्यक्त कर सकनेमेंसक्षमहोजातेहैं। 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-1.2.2 1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔर समर्थनविवरणोंकीपहचानकरतेहैं। 2. गैर-कथात्मकपाठोंसेजटिलविचारोंकासंक्षेप णकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययन करतेहैं। 3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेके उपरांतउसमेंछुपेसामाजिकमूल्योंपर चर्चा करते हैं। C-1.2.2 1.	पाठकीसंरचनाकोसमझानेकेलिए, छात्रोंकोमख्यबिंदओंकोपहचाननेऔरसमर्थनविवरणों
٠	पाठ१३: अकबरी लोटा 1)विशेषण की परिभाषा तथा भेद	CU-1	C-1.2	1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔर समर्थनविवरणोंकीपहचानकरतेहैं। 2. गैर-	छात्रोंकोमुख्यबिंदुओंकोपहचाननेऔरसमर्थनविवरणों कोखोजनेकेलिएपाठकोविश्लेषणकरनेकेलिएप्रेरितकि याजासकताहै। गैर-
पाँचवां महीना	उदाहरण सहित। 2)पारिवारिक निबंध 3) ओपचारिक/अनौपचारिक पत्र	CG-2	C-1.3	कथात्मकपाठोंसेजटिलविचारोंकासंक्षेप णकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययन	कथात्मकपाठोंसेजटिलविचारोंकोसंक्षेपितकरनेकेलि ए, छात्रोंकोमुख्यतर्कऔरप्रमाणकोपहचाननेऔरउन्हेंगह

	1	7.5	
		करतेहैं।	राईसेअध्ययनकरनेकेलिएप्रोत्साहितकिया जा सकता
		3.	ਰੈ
CG-3		लेखककेदृष्टिकोणकोसमझनेऔरजाननेके	
		उपरांतउसमेंछुपेसामाजिकमूल्योंपर च	ध्वनिकनियमोंकोसमझानेकेलिएछात्रोंकोवर्णमाला
		र्चा करते हैं।	
			कीमददसेविभिन्नध्वनियोंका अभ्यास कराएं।
	C-1.4	C-1.3.3	
CG-5	C 1.4	1.	
CG-3		विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनक	
		रताहै।	
		2.	
		नकाअनुमानलगाकरअपनेविचारव्यक्त	
	C-22	करताहै।	
		3.	
		पाठकीदिशाकोसमझताहैऔरपाठकेपरि	
		णामपरचर्चाकरताहै।	
		4.	
		स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनु	
		मानलगाकरअपनेविचारकोसमझताऔ	
		रसहीतरीकेसेव्यक्त करता है।	
	C-3.1		
	C-3.1	C-1.4.4	
		1.	
		नईसाहित्यिकशैलियोंकाअध्ययनकरता	
		है।	
		2.	
		कक्षामेंसाथियोंकेसाथकिसीरचनाकोसम	
		झकरउसपरचर्चाकरताहै।	
	C-5.1		
		3. पुस्तककेसांस्कृतिक, ऐतिहासिक,	
		औरसामाजिकसंदर्भकाअध्ययनकरनेके	
		बादउसपरबातचीत करता है।	
		C-2.2.2	
		1.	
		सामाजिकमुद्दोंपरअपनेविचारलिखताहै	
		1	
		2	
		2. किताबकीकिसीरचनाकाविश्लेषणकरउ	
		सकीचर्चाकरताहै।	

3. समुवायकीपतिविधियोंकीसभीआकरउ सकेसाथ जुडेसंवेदनशील मुद्दोपरचिंतन यावातपीत करता है। C-3.1.1 1. कविताऔरअस्तिवोंमेंअपमाऔररूपक केउपयोगोंकातुलनात्मकविधेषणकरता है। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने में उपकीभूमिकाकोध्यानमें रखतेहुएमा हित्यमेंव्यक्तितिकीकरणकाम्व्यांकनकर ताहै। 3. व्याच्यात्मकउपकरणों जैसेकिरूपक, व्यक्तिय करणकाउपयोगकरतेहुएमोलिकपहेलि योवनावेऔर हल करतेहुँ। C-5.11 1. ब्यात्र अपने लेखन में सही व्याक्रपण और संप्तना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगी 2. उसमें वाक्य में सहत कर सकेंगी 3. ब्यानमंंविक शब्द, और वाक्योगों का सही उपयोग समझने की अमता विकसित होगी 3. ब्यात्र अपने लेखन की असता विकसित होगी 3. ब्यात्र का स्वात्र की स्वात्र कर सकेंने, लो की उनके साहित्यक और		 	
सकेसायजुडेसंवेदनशीलसृद्धांपरचिंतन यावातचीत करता है। C-3.1.1 किविताऔरप्रस्तृतियोंमें उपमाऔररूपक केउपयोगोंकातुलनात्मकविश्लेपणकरता है। 2. पात्रोऔरपरिस्थितियोंकोविकसितकरने में उसकीभूसिकाकोध्यानमें रखतेहुएसा हिर्त्यमेंव्यक्तित्योंकातिकस्यक्तम् ता है। 3. व्याच्यात्मकउपकरणोंजैसीकरणकाम्, व्यक्तित्व करणकाउपयोगकरतेहुएमीलिकपहेलि यावात्रीजीर हल करतेहैं। C-5.1.1 1.खात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेती। 2. उनमें वाक्य संरचना, बाच्य प्रयोग, समानार्थक शब्द, और वाक्यांशों का सही उपयोग समझने की क्षमता विकसित होगी। 3.खात्र अपने लेखन कीशल में सुधार करके प्रभावशाली करूप से आपने विचारों को रचनवाितिकरूप से अपने लेखन कीशल में सुधार करके प्रभावशाली करूप			
यावातचीत करता है। C-3.1.1 1.			
1. कविताऔरप्रस्तुतियों में उपमाऔररूपक केउपयोगोंकातुलनात्मक विश्लेषणकरता है। 2. पात्रों औरपरिस्थितियों कोविक सितकरने में उसकी भूमिका को ध्यानमें रखते हुएसा हिल्पमें व्यक्तिस्थीकरणका मूल्यांकनकर ता है। 3. व्याख्यात्मक उपकरणों जैसे किरूपक, व्यक्तित्व करणका उपयोगकरते हुएसौ लिक पहेलि याँ बनाते और हल करते हैं। C-5.1.1 1. स्त्रात्र 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 प्रमान की अमता विकारी के प्रमाना विवारों को समता विवारों को समता विवारी के यस प्रमान की अमता विकारी के प्रमान विवारों को व्यक्त और वाक्यों भी का सही उपयोग समानार्थक कर सकेंगे। 3. स्त्रात्र अपने लेखन की अल में सुधार करके प्रमान विवारों के यस कर सकेंगे, जो की उनके साहित्यक और		याबातचीत करता है।	
कविताऔरप्रस्तुतियोंभेडामाऔररूपक केउपयोगोंभातुलनात्मकविश्लेषणकरता है। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने मेंउसकीम्मिकाकोध्यानमेंरखतेहुएसा हित्यमेंच्यक्तित्वीकरणकामुल्यांकनकर ताहै। 3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँवनातेऔर हल करतेहैं। C-5.1.1 1. द्धात्र अपने लेखन में सही व्याकरण और संरचना का प्रयोग करके अपने विचारों को स्पष्टता से प्रस्तुत कर सकेंगे। 2.उनमें वाक्य संरचना, बाच्य प्रयोग, समानार्थक शब्द, और वाक्यांथों का सही उपयोग समझने की क्षमता विकसित होगी। 3. द्धात्र अपने लेखन कौशल में सुधार करके प्रभावशाली और व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यक और		C-3.1.1	
केउपयोगोंकातुलनात्मकविक्षेषणकरता है। 2. पात्रोंऔरपरिस्थितियोंकोविकसितकरने में उसकीभूमिकाकोध्यानमें स्खतेहुएसा हित्यमेंव्यक्तित्वीकरणकामूल्यांकनकर ताहै। 3. व्याख्यात्मकउपकरणों जैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँचनातेश्रीत हल करतेहैं। 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 समक की धमता विकसित होगी। 3. छात्र अपने लेखन कौशल में सुधार करके प्रमावशाली और व्यवसायिकरूप से अपने लेखन कौशल में सुधार करके प्रमावशाली और व्यवसायिकरूप से अपने लेखन कौशल में सुधार		1.	
है। 2. पात्रोंऔरपरिस्थितियोंकोबिकतितकरने भें उसकीभूमिकाकोध्यानमें खतेबुएसा हित्यमें व्यक्तित्वीकरणकामूल्यांकनकर ताहै। 3. व्याख्यात्मक उपकरणों जैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँबनातेऔर हल करतेहैं। 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 धमता विकतित होगी। 3.छात्र अपने लेखन कोशल में सुधार करके प्रभावशाली और व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यिक और			
2. पात्रांऔरपरिस्थितियोंकोविकसितकरने में उसकीभूमिकाकोध्यानमें रखतेहुएसा हित्यमें व्यक्तित्वीकरणकामूल्यांकनकर ताहै। 3. व्याख्यात्मकउपकरणों जैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँवनातेऔर हल करतेहैं। C.5-1. 1. द्वात्त 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 कोशल में सुधार करके प्रभावशाली और व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यक और		·	
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	पाठ९४: ओ नभ के मंडराते बादल		C-1.1	C-1.1.1	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके
0	पाठ१५: प्रेमचंद	CG-1	C-1.1	1.	लिए,
छठा महीना		CO-1		ू. सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामू	I
	पाठ१६: बाज और सांप			ल्यांकनकरतेहै।	छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्व
	1)वाक्य और उसके भेद			<u></u>	ताकोसमझायाजासकताहै।
	2) विराम चिन्ह।			2. पाठोंमेंमूलध्वनि,	
	प्रदूषण, व आथिर्क समस्या से			औरविषयकाअनुमानलगानेकेलिएसाहि	पाठोंमेंमूड, ध्वनि,
	संबंधित निबंध लिखें।			त्यिकउपकरणोंकाउपयोगकरतेहैं।	औरविषयकाअनुमानलगानेकेलिए, कहानियों,
	ओपचारिक पत्र/अनौपचारिक पत्र।			3	कविताओं,
	जान पारिक नेत्र जनान पारिक नेत्रा			गहरीसमझकेलिएपाठमेंपढ़ीगईसामग्री	याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है
		CG-3		परचिंतनकरतेहुएबेहतरसमझकेलिएप्र	्याजन्यसाहित्यकटक्स्टकाउपयागाकया जा सकता ह
			C-1.3		
				श्रपूछतेहैं।	
				4.	कथाविकासऔरगतिकासमीक्षाकरनेकेलिएकिसीकहा
				विभिन्नसमझरणनीतियोंकामूल्यांकनव	नीकेप्रमुखकिरदारोंकेविचारोंऔरकार्योंका विश्लेषण
				तुलनाकरकेपाठकोसमझनेकाप्रयास कर	करें।
				ते हैं।	1.71
				C-1.3.3	
		CG-5		1	कविताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्म
			C-3.1	विभिन्नपाठोंकीमुख्यबातोंकाअध्ययनक	कविश्लेषणकरके,
			0 0.1	रताहै।	छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेके
				(418)	लिएउनकीप्रभावशीलतापरविचारकरनेकेलिएप्रेरित
				2.	कियाजासकताहै।
				विभिन्नपाठोंकीमुख्यबातेंसमझताऔरउ	
				नकाअनुमानलगाकरअपनेविचारव्यक्त	. साहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरनेकेलिए,
				करताहै।	. साहित्यमञ्जाकात्वाकार्यकान् स्वाकाराकारकार ।
				3.	· ·
				पाठकीदिशाकोसमझताहैऔरपाठकेपरि	हत्वकोसमझानेऔरउसकीभूमिकाकोध्यानमेंरखनेके
			C-5.1	णामपरचर्चाकरताहै।	लिएप्रेरितकियाजासकताहै।
				1	. व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए,
				य. स्रोतोंकीविश्वसनीयताऔरमहत्ताकाअनु	छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रे
				मानलगाकरअपनेविचारकोसमझताऔ	रितकिया जा सकता है।
					1741 1. 41 41 41 1.11 61
				रसहीतरीकेसेव्यक्त करता है।	
				C-3.1.1	
				1.	
				कविताऔरप्रस्तुतियोंमेंउपमाऔररूपक	
				केउपयोगोंकातुलनात्मकविश्लेषणकरता	
				है।	
				2	
				Z.	
				पात्रोंऔरपरिस्थितियोंकोविकसितकरने	

				मेंउसकीभूमिकाकोध्यानमेंरखतेहुएसा हित्यमेंव्यक्तित्वीकरणकामूल्यांकनकर ताहै। 3. व्याख्यात्मकउपकरणोंजैसेकिरूपक, व्यक्तित्व करणकाउपयोगकरतेहुएमौलिकपहेलि याँबनातेऔर हल करतेहैं। 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 व्यवसायिकरूप से अपने विचारों को व्यक्त कर सकेंगे, जो की उनके साहित्यिक और व्यावसायिक विकास में मदद करेगा। 4.समस्याओंकास्वतंत्ररूपसेसमाधानकर नेकेलिएकौशलकेउन्नतसिद्धांतोंकोसंश्ले षितकरनेमेंसक्षमहोतेहैं।	
सातवाँ महीना	पाठ९७: टोपी पाठ१८: सूरदास के पद पाठ१९: सुदामा चरित बेरोजगारी व विज्ञान की समस्या पर आधारित निबंध अनौपचारिक पत्र।	CG-1	C1.2	C-1.2.2 1. पाठकीसंरचनाकरतेहुएमुख्यबिंदुओंऔर समर्थनविवरणोंकीपहचानकरतेहैं। 2. गैर- कथात्मकपाठोंसेजटिलविचारोंकासंक्षेप	सूत्रोंकीविश्वसनीयताऔरप्रतिष्ठाकामूल्यांकनकरनेके लिए, छात्रोंकोविभिन्नउदाहरणोंकेमाध्यमसेसूत्रोंकीमहत्व ताकोसमझायाजासकताहै।
	जाना जारिक नेवा	CG-2	C2.1	णकरके, मुख्यतर्कऔरप्रमाणकागहराईसेअध्ययन करतेहैं। 3. लेखककेदृष्टिकोणकोसमझनेऔरजाननेके उपरांतउसमेंछुपेसामाजिकमूल्योंपर च	पाठोंमेंमूड, ध्वनि, औरविषयकाअनुमान लगानेकेलिए, कहानियों, कविताओं, याअन्यसाहित्यिकटेक्स्टकाउपयोगकिया जा सकता है । कविताऔरप्रस्तुतियोंमेंउपमाऔररूपकोंकातुलनात्म

		र्चा करते हैं।	कविश्लेषणकरके,
		41 4/(1 61	जायल्लयगर्नाः, छात्रोंकोउनकेअर्थकोसंवहनशीलतामेंप्रस्तुतकरनेके
CG-3			
CG-3		C-2.1.1	लिएउनकीप्रभावशीलतापरविचारकरनेकेलिएप्रेरित
	C-3.1	1.	कियाजासकताहै।
	C-3.1	एकअनुच्छेदयानिबंधमेंविचारोंकोसंग	साहित्यमेंव्यक्तित्वीकरणकामूल्यांकनकरनेकेलिए,
		ठितकरप्रस्तुतकरताहै।	छात्रोंकोपात्रोंऔर
		2.	परिस्थितियोंकोविकसितकरनेकेमहत्वकोसमझानेऔ
		कहानीकोअपनेशब्दोंमेंलिखनेकाप्रयास	रउसकीभूमिकाकोध्यानमेंरखनेकेलिएप्रेरितकियाजा
		करताहै।	सकताहै।
CG-4		3.प्रेरकनिबंधलिखकरउसमेंक्रमबद्धता	
	CG-4.1	काउपयोग करता है।	. व्याख्यात्मकउपकरणोंकाउपयोगकरतेहुए,
		C-3.1.1	छात्रोंकोमौलिकपहेलियाँबनानेऔरहलकरनेकेलिएप्रे
		1. कविता	रितकिया जा सकता है।
		औरप्रस्तुतियोंमेंउपमाऔररूपककेउपयो	
		गोंकातुलनात्मकविश्लेषणकरताहै।	छात्रोंकोसमस्याओंकेहलकेलिएरणनीतियोंकीपहचा
		2. पात्रों और परिस्थितियों को	नकरनेऔरउन्हेंशब्द-
		विकसित करने में उसकी भूमिका को	खेलोंकेमाध्यमसेप्रस्तुतकरनेकेलिएसमूहमेंकामकरने
		ध्यान में रखते हुए साहित्य में	का अभ्यास कराएं।
		व्यक्तित्वीकरण का मूल्यांकन करता है।	नग अस्यारा गराष्ट्रा
		3. व्याख्यात्मक उपकरणों जैसे कि	
		रूपक, व्यक्तित्व करण का उपयोग	
		करते हुए मौलिक पहेलियाँ बनाते	
		और हल करते हैं।	
		C-4.1.1 1.एक काल्पनिक किताब की कथा	
		The state of the s	
		विकास की समीक्षा करता है।	
		2.छात्र साहित्य के विभिन्न रूपों की	
		पहचान करते हैं और उनकी सराहना	
		करते हैं, जैसे गद्य, कविता, और	
		नाटक के नमूने।	
		3.छात्र विभिन्न प्रकार के साहित्य को	
		पढ़कर और लेखन में उपयोग करके	
		उपमा, रुपक, मानवीकरण	
		अलंकार, अतिशयोक्ति और अनुप्रास	
		जैसे साहित्यिक उपकरणों की पहचान	
		करते हैं।	

कक्षा आठवीं के लिए मूल्यांकन योजना

खंड -ए]पठन बोध 14] [अंक[

- 1. निर्धारित कविताओं से एक कविता के छंद को हल करने का प्रयास करे और तीन बहुविकल्पीय प्रश्न एक विस्तृत जवाब वाला प्रश्न और एक रिक्त स्थान की पूर्ति वाला प्रश्न हो जो समझ ,साहित्यिक उपकरण ,अनुमान आदि पर आधारित हो I 1X5 अंक
- 2. लगभग 200से 250शब्दों के एक अनदेखे गद्यांश को हल करने का प्रयास करे जिसके बाद समझ पर आधारित बहुविकल्पीय प्रश्न,गद्यांश को उपयुक्त शीर्षक प्रदान करना,एक शब्द प्रतिस्थापन,शब्दावली,अनुमान,विश्लेषण आदि शामिल हों। 1x 5अंक
- 3. एक प्रश्न,दृश्यांक/बार ग्राफ़/आवृति विचार प्राधान्य दिए गए प्रश्नो का प्रयास करे ,जिसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,विश्लेषण,मूल्याकन आदि पर आधारित हो I 1x 4अंक

खंड- बी |व्याकरण 9] [अंक [

3अंक

2अंक

- 🕨 विलोम शब्द, अर्थ तथा प्रयोग।
- पर्यायवाची शब्द, सर्वनाम,संज्ञा,क्रिया।
- विशेषण, वाक्य, विराम चिन्ह, अनेक शब्दों के लिए एक शब्द, मुहावरे, लोकोक्तियां।
- लिंग, कारक, संधि, संधि विच्छेद,उपसर्ग और प्रत्यय।
- काल, सम्मोचारित शब्द
- कवि और लेखक
- उपर्युक्त भागो का उपयोग रिक्त स्थानो व पैराग्राफ़ में कर सकते हैं I

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

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

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

खंड सी (लेखन कौशल 12- अंक)

- 1. दी गई परिस्थिति के अनुसार कहानी/बातचीत/भाषण/रिपोर्ट लेखन पर एक प्र्य का प्रयास कीजिए 3अंक
- 2. दी गई पारिस्थिति पर संदेश/ईमेल/सोशल मीडिया पोस्ट लेखन के लिए एक प्राशन निर्धारित करे 50]शब्द [2अंक
- 3. दी गयी परिस्थिति के अनुसार पत्र लेखन के लिए दो पत्रों में से एक परिशिष्ट]औपचारिक/अनौपचारिक [पर पत्र लिखे 3अंक

4. दो में से एक प्रश्न पर प्रयास किया जाना चाहिए जो घटनाओं,परिस्थितियों आदि पर पैराग्राफ़ लेखन पर हो ,जिसमें दिए गए संकेतो और दृश्य की सहायता से अंश दिया गया हो I 80] से 100शब्दों में [

खंड डी (साहित्य 15 अंक)

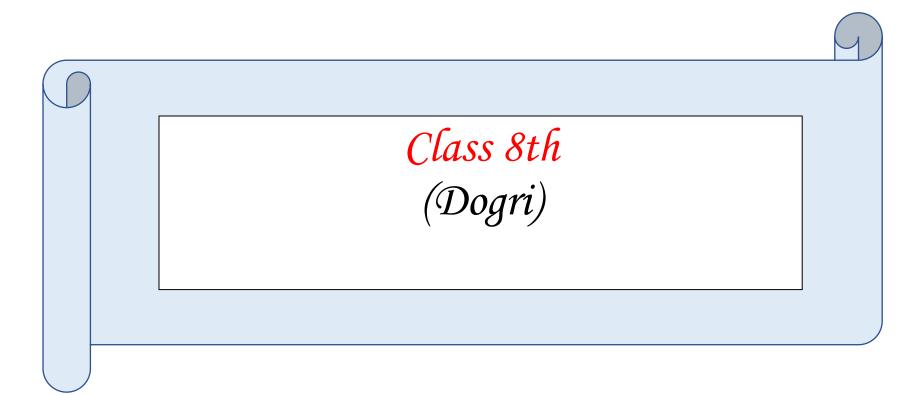
1. पाठ्यपुस्तक में से गद्य पाठों के किन्ही छ :में से तीन छोटे क्षमता -आधारित प्रश्नो का प्रयास करे

3X6=2

- 2. पढ़ने की समझ में दिए गए प्रश्नो को छोड़कर,विषय केंद्रीय विचार ,साहित्यिक उपकरणो आदि पर आधारित चार लघु योग्यता आधारित प्रश्नो में से दो किवताओं को हल करने का प्रयास किया जाना चाहिए I 2X4=2
- 3. लघु कथाओं और नाटकों के चिरत्र,दृश्य,विषय,कथानक,स्थिति,घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नो का प्रयास किया जाना चाहिए I $1 \times 5 = 5$

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

03	ग	लेखन कौशल	12
04	घ	साहित्य पाठ९४: ओ नभ के मंडराते बादल पाठ१५: प्रेमचंद पाठ१६: बाज और सांप पाठ९७: टोपी, पाठ१८: सूरदास के पद पाठ१९: सुदामा चरित	15
		50 अंक	



जमात : अठमीं

91111.9011						
समां अवधी)म्हीने च(बिशे/उपबिशे	सिक्खनें दे परिणाम	योग्यता	गतिविधिएं लेई सुझा		
)+हान च(1	15 अगस्त (कविता)	कविता गी लैंऽ कन्नै पढ़ना, चेता करना ते जमातै च सनाना	कविता राहें अजादी दी म्हत्ता, अधिकार ते फर्ज़ दी योग्यता दा ज्ञान	 विद्यार्थिएं गी अजादी ते गुलामी च फर्क दस्सेआ जाई सकदा ऐ। किविता च बरतोए दे मुहावरें ते खुआनें दा अर्थ दसदे होई उंदा वाक्य च प्रयोग करने दा भ्यास विद्यार्थिएं च लेखन ते वाचन कला गी मजबूत करग। अजादी बाद भारत दे नागरिकें गी जेहड़े अधिकार थ्होए न ,उंदे बारै विद्यार्थिएं गी समझाया जाई सकदा ऐ। तरंगे झंडे दे रंग, उसदे प्रतीकें ते अशोक चक्र बारै गल्ल कित्ती जाई सकदी ऐ। भारत दी अजादी लेई श्हीद होने आह्ले किश वीरयोदाएं बारै चर्चा करियै विद्यार्थिएं दा ज्ञान बधाया जाई सकदा ऐ। कविता गी मूंहजबानी चेते करियै कलास च सनानै लेई प्रेरत कित्ता जाई सकदा ऐ। अजादी परैंत केहकेह प्राप्त करना - होआ ते केहकेह प्राप्त-ए बच्चें गी समझाई देसै लेई किश करने गी ,अजैं बाकी ऐ प्रेरतिकत्ता जाई सकदा ऐ। 		
	जंदे घरै दे इयै राह्	कविता गी लैऽ कन्नै पढ़नाचेता करना ते , जमातै च सनाना	कविता राहें घरै दे बड्डे बजुर्गें दे आदर-मान ते निक्कें प्रति हिरख भावना दी योग्यता दा ज्ञान	 किविता च दस्सी गेदिएं बुराइयें बारै विद्यार्थिएं कन्नै चर्चा करदे होई उनेंगी इंदे शा दूर रौहने लेई प्रेरित कित्ता जाई सकदा ऐ। घरै च बड्डें दा आदर- मान ते निक्कें कन्नै हिरखै नै रौहने लेई सिक्खेआ दित्ती जाई सकदी ऐ। विद्यार्थिएं गी लड़ाई - झगड़ें दे नुकसान ते सुलह्सलाह - कन्नै रौहनै दे फायदे दस्से जाई सकदे न। 		
2	कंढी ते शैहर	कविता गी लैऽ कन्नै पढ़ना, चेता करना ते जमातै च सनाना	कविता राहें कंढी अलाके दे खान- पान , साग़ सब्जिएं ते कम्में-काज़ें दे ज्ञान दी योग्यता।	 •कंढी ते ग्राएं दे लोकें दे जीवन बारै गल्लबात करियै विद्यार्थिएं गी दौनें थाहरें बारै जानकारी दित्ती जाई सकदी ऐ। •कंढी लाहके दियां फस्लां, फल -सब्जियां ते बूटें बगैरा दे 		

				बारे च बच्चें गी विस्तार कन्नै दस्सेआ जाई सकदा ऐ। •ग्राएं ते शैहरें दे लोकें दे खानपान , कम्मकाज च फर्क बारै चर्चा कित्ती जाई सकदी ऐ। •ग्रां दे लोकें दा शैहरा पासै पलायन करने दे कारण दस्सदे होई किश उदाहरण बी दित्ते जाई सकदे न। • कंढ़ी उप्परकई कवितां लखोई ,शैहरें उप्पर ,ग्राएं उप्पर , उंदे बा ,दियां नरै बच्चें गी सरसरी जानकारी देइयै पाठ गी होर रोचक बनाया जाई सकदा ऐ। • पैह्लें दी कंढ़ी ते अज्जै दी कंढ़ीपैह्लें दे ग्रां ते अज्जै दे ग्रां , च फर्क समझाया जाई सकदा ऐ।
	लोरी	कविता गी लैऽ कन्नै पढ़ना, चेता करना ते जमातै च सनाना	कविता राहें धियें प्रति होने आह्ले माड़े बरताऽ ते किश होर बुराइयें गी दूर करने दी योग्यता दा ज्ञान दित्ते दा ऐ।	 ●लोरी दी परिभाशा समझांदे होई होर भाषाएं दी लोरियें बारे बी जानकारी दित्ती जाई सकदी ऐ। ●कविता च बरतोए दे मुहावरें गी तालियै उंदे बारै चर्चा किरयै उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ। ●समाजक बुराई भून हत्या पर खुल्लियै गल्ल-बात कित्ती जाई सकदी ऐ। ●विद्यार्थिएं गी पुच्छेआ जाई सकदा ऐ जे क्या उंदी जानकारी च जां उदें गै घर जागतें ते कुड़िएं च भेदभाव दे उदाहरण उनेंगी लभदे न। ●धीऽ दे जन्म दे बाद घरै च रौनक बधी जंदी ऐ, धियां जिम्मेदार हुंदियां नइसदे किश उदाहरण दित्ते जाई सकदे , न। ●ए सोचने लेई आक्खेआ जाई सकदा ऐ जे जेकर कुड़ियां संसार च औंगन गै नेईं तां केहू होग? ●दुनियां दी कामयाब महिलाएं दे उदाहरण दित्ते जाई सकदे न।
3	कंढिया दा बस्सना	कविता गी लैऽ कन्नै पढ़ना, चेता करना ते जमातै च सनाना	कविता च कंढी दे जीवन -यापन दे कन्नै- कन्नै छंद बगैरा दी बरतून दी योग्यता दा ज्ञान दित्ते दा ऐ।	 •िवद्यार्थिएं गी चेता कराया जाई सकदा ऐ जे इस्सै चाल्ली दे बिशे उप्पर इक कविता पैह्लें बी पढ़ी लैती गेदी ऐ। •कंढी लाके दी कुडिएंलाड़ि -एं दे कम्मकाज बारै चर्चा कित्ती जाई सकदी ऐ। •अजादी दे बाद भारत दे कंढी खेतर च जेहड़े बदलाव होए नउंदे पर , चर्चा कित्ती जाई सकदी ऐ।

				 •िवद्यार्थिएं गी पुच्छेआ जाई सकदा ऐ जे चक्की कुन्नै- कुन्नै दिक्खी दी ऐ। •मशीनी जुग च हून कत्तने-पिंजनेआटा पीह्ने जैसे कम्म , ते उंदे बदलने क ,तरीके किन्ने बदली गेदे न-करने दे ढंगन्नै लोकें दे जीवन च केह् एह्दे पर चर्चा ,केह् फर्क आए न-कित्ती जाई सकदी ऐ ते अग्गें केह्बच्चें गी ,केह् अजैं होर होग-कल्पना करने लेई आखेआ जाई सकदा ऐ। •कविता च कवित्त छंद दा इस्तेमाल होए दा ऐबच्चें गी इस , छंद दी जानकारी दित्ती जाई सकदी ऐ ते मूंहजवानी चेते ता कलास च सनानै लेई बी प्रेरत कित्ता जाई करियै कवि सकदा ऐ।
	ईदी (क्हानी)	क्हानी गी पढ़ने च रोचकता दे गुण पैदा करना	ईदी क्हानी राहें गरीबें आसेआ ईद दा ध्यार मनाने दी योग्यता दा ज्ञान	 •िवद्यार्थिएं गी कविता ते क्हानी च फर्क दस्सेआ जाई सकदा ऐ। •ईदी कदूं ते की दित्ती जंदी ऐ,चर्चा करी सकदे ओ। •पैह्ले समें दी दुकानदारी ते अज्ज दी दुकानदारी च फर्क दस्सदे होई ऑनलाइन शॉपिंग दी गल्ल बात बी कित्ती जाई सकदी ऐ। •इस क्हानी दी तत्वें दे अधार पर गल्लबात करियै विद्यार्थिएं गी मती जानकारी दित्ती जाई सकदी ऐ।
4	मंगते दा घराट	क्हानी गी पढ़ने च रोचकता दे गुण पैदा करना	घराट केह् होंदा ऐ, ए कैंह्दे कन्नै चलदा ऐ ते मंगता नांऽ दा आदमी इसगी कियां चलांदा ऐ ज्ञान दी योग्यता दस्सी गेदी ऐ।	 'मंगते दा घराट' डोगरी च लखोने आह्ले पैह्ले क्हानी संग्रैह 'पैह्ला फुल्ल' चा लैती दी इक क्हानी ऐ। विद्यार्थिएं गी ए जानकारी दिंदे होई किश मुंडले क्हानी संग्रैहें दी ते डोगरी दे अज्जै दे क्हानीकारें बारे सरसरी जानकारी दित्ती जाई सकदी ऐ। घराट कुन्नै-कुन्नै दिक्खे दा ऐ ते ए कियां चलदा ऐ, चर्चा कित्ती जाई सकदी ऐ।

				●िहेंदू-मुस्लम एक्कै दी गल्लबात कित्ती जाई सकदी ऐ। ●घराट दे आटे दे सुआद बारै सनाया जाई सकदा ऐ।
	सकोलड़े	क्हानी गी पढ़ने च रोचकता दे गुण पैदा करना	इस क्हानी च डुग्गर दे मुक्ख ध्यार सकोलड़े उप्पर बनाए जाने आह्ले पकोआन ते होर रीती- रबाज़ दी योग्यता दा ज्ञान।	 •क्हानी च किश नमें शब्द आए दे न,जियां घमांह, मनें बगैरा,इंदे कन्नै इंदे मेल्मे शब्द दस्से जाई सकदे न, जियां:- कनाल, मर्ले, मन, पढ़ोपी, टुप्पा बगैरा ते इंदे बारै चर्चा कित्ती जाई सकदी ऐ। •रुट्ट -राह्डे, सकोलड़े, खमीरे, बब्बरूं बगैरा बारै चर्चा कित्ती जाई सकदी ऐ। •क्हानी च प्लुतऽ))चिन्ह दा प्रयोग होए दा ऐ, इसदे प्रयोग ते उच्चारण बारै गल्ल-बात कित्ती जाई सकदी ऐ। •कुड़िएं- लाड़ियें सरबंधी किश होर तेहारें बारै चर्चा कित्ती जाई सकदी ऐ।
5	संत कवि रविदास	संत कवि रविदास जी दे व्यक्तित्व ते कृत्तित्व बारै ज्ञान हासल करना	संत कवि रविदास जी दी इमानदारी, नेकनियती ते समाज च जनानियें दे हितें बारै गल्ल करने दी योग्यता दा ज्ञान हासल करना	 संत किव रिवेदास हुंदे बारै पाठ दे अलावा िकश होर जानकारी बी दित्ती जाई सकदी ऐ। विद्यार्थिएं गी ए दस्से आजाई सकदा ऐ जे कोई बी कम्म निक्का जां बड्डा नेईं होंदाउस्सी ईमानदारी क ,न्नै करना गै बड़प्पन ऐ। संत रिवदास हुंदे जुगै च जनािनियें कुड़िएं गी मते अधिकार नेईं हे, क्या अज्ज साढ़े समाज च इनेंगी बरोबर दे अधिकार हैन? जेकर नेईं तां केह्ड़े-केहडे अधिकार नेईं न, चर्चा िकत्ती जाई सकदी ऐ। इगगर प्रदेश च बी रिव दास दे केईं मंदर न ते उन्दी सुच्ची

				सम्हालै च झाकियां बगैरा बी कड्डियां जंदियां न, उंदे बारै विद्यार्थिएं कन्नै चर्चा कित्ती जाई सकदी ऐ।
6	शहीद भगत सिंह	भगत सिंह जी हुंदे व्यक्तित्व ते कृत्तित्व बारै सबूरी जानकारी हासल करना	भगत सिंह हुंदे देश प्रेम ते अजादी लेई हसदे हसदे अपनी जिंद कर्बान करी देने दे जजबे दा ज्ञान।	 पाठ पढ़ाने शा पैह्लें शहीद भगत सिंह हुंदे ते उस बेल्ले दे ल्हातें बारै च गल्लबात कित्ती जाई सकदी ऐ। अध्यापक यूट्यूब, गूगल बगैरा दा स्हारा लेइयै किश वीडियो, फोटो बगैरा विद्यार्थिएं सामनै दस्सी सकदे न। पाठ दे अलावा बी श्हीद भगत सिंह हुंदे जीवन दे किश होर किस्से सांझे करी सकदे ओ। शहीद भगत सिंह हुंदे पर किश फिल्मां बी बनी दियां न उंदे बारै बी चर्चा कित्ती जाई सकदी ऐ।
7	एकांकी/परौह्नचारी	एकांकी पढ़ने, समझने ते लिखने दी जानकारी हासल करना।	एकांकी राहें शैहरें च कित्ती जाने आह्ली परौह्नचारी दा ब्यांगात्मक ढंगै कन्नै ब्यौरा।	 ●िवद्यार्थिएं गी परौह्नचारी दी परिभाशा देइयै अज्जै दी परौह्नचारी ते पिछले समें दी परौह्नचारीग्रां दी , परौह्नचारी ते शैहरा दी परौह्नचारी बारे जानकारीदित्ती जाई सकदी ऐ। ●परसराम ते बसंती दे सुभा बारै गल्लबात करदे होई किश होर ऐसे काल्पनिक पात्रें दा जिक्र कित्ता जाई सकदा ऐ तां जे विद्यार्थिएं दी पाठ च होर रुचि बनी जा। ●एकांकी दे पात्रें दी भूमका नभानै लेई विद्यार्थिएं गी प्रेरत कित्ता जाई सकदा ऐ ते कलास च ए एकांकी खेढ़ी जाई सकदी ऐ तां जे सारी कलास गी ए मनोरंजन दे माध्यम कन्नै समझ बी आई जा ते भूमका नभाने आह्लें च अभिनय कला दा बकास बी होऐ।

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

अठमीं जमातै लेई आकलन दी योजना

भाग (ए) पढ़ने दी समझ (15 अंक)

- 1) गद्य खंड थमां तकरीबन 100 थमां 150 शब्दें दा इक दिक्खेआ गेदा अंश, जिसदे बाद एमसीक्यू, समझदारी दे सवाल, खाल्ली थाह्र भरने, शब्दावली बगैरा दी कोशश कीती जा।
- 2) लगभग 100 थमां 150 शब्दें दे इक अनदिक्खे खंड गी हल करने दी कोशश करना ते उसदे बाद एमसीक्यू, समझदारी दे सवाल, अंश गी उचित सिर्लेख देना , इक शब्द दा प्रयोग बगैरा। 1×5=5 नंबर
- 3) दृश्य सुराग/सांख्यिक डेटा/बार ग्राफ बगैरा पर आधारत इक सवाल ते उसदे बाद समझ, अनुमान, विश्लेषण, मूल्यांकन बगैरा पर आधारत एमसीक्यू दी कोशश कीती जानी चाहिदी। 1×5=5 नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखें दी पन्छान
- संज्ञा, सर्वनाम, क्रिया, विशेषण दा प्रयोग
- विभक्तियां दी पन्छान करना
- काल दा प्रयोग (साधारण वर्तमान ते सरल भूत)
- समें दी पन्छान
- संज्ञा संख्या ते लिंग दा प्रयोग
- 4) लेख, विभक्ति, संधि बगैरा गी रेखांकित जां गोल करियै कुसै प्रासंगिक अंश दी पन्छान करने लेई आखेआ जाग।

2.5 नंबर

5) संज्ञा, सर्वनाम, क्रिया, विशेषण बगैरा दा इस्तेमाल करदे होई खाल्ली थाह्रें कन्नै इक प्रासंगिक पैराग्राफ

2.5 नंबर

6) साधारण वर्तमान ते साधारण अतीत च क्रियाएं दा इस्तेमाल करियै इक पैराग्राफ गी खाल्ली थाह्रें कन्नै हल करने दी कोशश कीती जानी चाहिदी।

3 नंबर

भाग (ग) लेखन कौशल (12 नंबर)

7) त्रै च पैराग्राफ लिखने पर इक सवाल दित्ते गेदे संकेत कन्नै कुसै बी स्थिति पर कोशश कीती जाग। (40-60 शब्द) दा। 5 नंबर

8) चिट्ठी लिखने पर दो च इक सवाल दित्ती गेदी परिस्थितियें पर कोशश कीती जाग। (अनौपचारिक) दा। 4 नंबर

9) संदेश/ई-मेल लिखने पर इक सवाल दित्ते गेदे संकेतें कन्नै प्रयास करना होग। (50-60 शब्द)

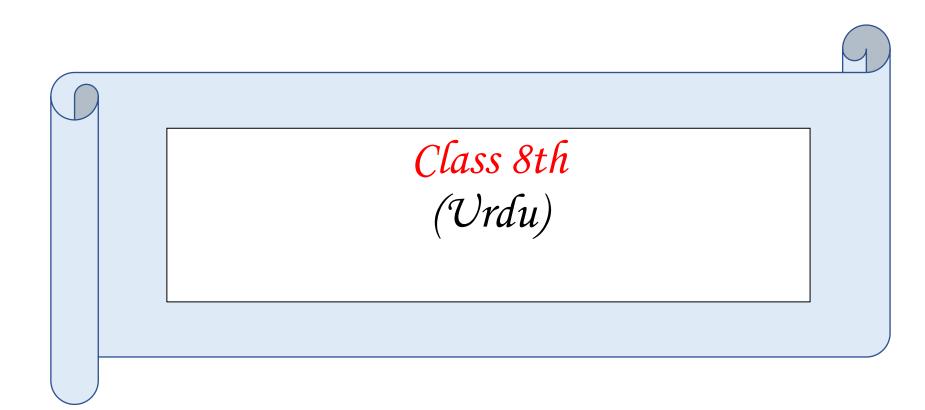
भाग (घ) साहित्य (15 नंबर)

10) भाग चार च दो लघु योग्यता आह्ले सवालें दी कोशश निर्धारत पाठ्यपुस्तक दे गद्य ग्रंथें थमां कीती जानी चाहिदी। 2×2=4 नंबर

11) कविताएं थमां विशे, केंद्रीय विचार, तुकबंदी योजना उप्पर आधारित पंजें शा त्रै लघु योग्यता आह्ले सुआलें दी कोशश कीती जानी चाहिदी। 3×2=6 नंबर

12) समझ, विश्लेषण, मूल्यांकन बगैरा दे आधार उप्पर दो लम्मी जवाब देने आह्ले योग्यता आह्ले सवालें च इक दी कोशश कीती जानी चाहिदी।

5×2=6 नंबर



نصابى ابداف

1۔ نصابی ہدف

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

2-نصابی ہدف

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

3 نصابی بدف

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

4نصابی بدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5۔نصابی ہدف

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

اسکولی تعلیم کے لئے قومی نصاب کا فریم ورک

6۔نصابی ہدف

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

مہارتیں

- 1.1مختلف نصوص کو سمجھنے کے لیے مختلف فہم حکمت عملیوں (تخمینہ، پیشین گوئی) کا اطلاق کرتا ہے۔
- 1.2 اہم نکات کی نشاندہی کرتا ہے، متن کو بغور پڑھنے کے بعد خلاصہ کرتا ہے، اور ہم آہنگی سے جواب دیتا ہے
 - 1.3مختلف نصوص میں مرکزی خیال کی شناخت اور تعریف کرتا ہے۔
 - 1.4مختلف قسم کی کتابوں کو منتخب کرنے اور پڑھنے میں دلچسپی ظاہر کرتا ہے۔

تحریری حکمت عملیوں کا استعمال کرتا ہے، جیسے خیالات کو ترتیب دینا، عنوانات/سہ سرخیوں کی شناخت کرنا اور واضح آغاز، اختتام اور پیراگراف بنانا 2.1

تحریری طور پر اپنے ارد گرد کے مختلف پہلوؤں پر تجربات، جذبات اور تنقید کا اظہار کرتا ہے۔2.2

- 3.1 مناسب انداز کا استعمال کرتے ہوئے مختلف قسم کے خطوط اور مضامین لکھتا ہے اور مختلف سامعین اور مقاصد کے لیے رجسٹر کرتا ہے۔
 - 4.1 ادب کی مختلف شکلوں کی شناخت اور تعریف کرتا ہے (نثر، شاعری اور ڈرامہ کے نمونے)

4-2

ادبی آلات کی شناخت کرتا ہے، جیسے کہ تشبیہ، استعارہ، شخصیت سازی (النکارس)، ہائپربول (اتھیشیوکتھی)، اور متناسب (انوپراس)، مختلف قسم کے ادب کو پڑھ کر اور تحریر میں استعمال کرتا ہے۔

5.1

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

6.1

زبان کی صوتیات اور رسم الخط، حرفوں اور حرفوں کی تعداد، اور وہ کس طرح تعامل کرتے ہیں اور استعمال ہوتے ہیں کو سمجھتا ہے

6.2تقریر اور تحریر کو مزید دلچسپ اور پرلطف بنانے کے لیے زبان میںaliteration، rhymes،puns ، اور دیگر ورڈ پلے کے استعمال میں مشغول

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

آٹھویں جماعت کے لئے اردُو ایکیڈمِک پلانر

سیکھنے کے طریقے	آموزشی ما حصل	مہارتیں	گرائمر/کلیدی اجزا	نظم/ متن/ مضمون وغيره	وقت
خصم نظم العرى كا تعارف: شاعرى كيا ہے اور اس كى مختلف شكليں (شاعرى، آزاد نظم، ہائيكو وغيره) متعارف كروا كر شروع كريں۔ اس ميں بلند آواز سے پڑھنا اور وضاحتى زبان پر بحث كرنا شامل ہو سكتا ہے۔ شاعرى اور تال كى شناخت: طلباء كو نظموں ميں شاعرى كى اسكيموں اور تال كے شناخت كرنا سكھائيں۔	(حصہ نظم) نظموں کو مناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئ نظموں کے بارےمیں اپنی رائے تحریر کرتے ہیں۔ نظم کا مرکزی خیال اور خلاصہ لکھتے ہیں۔	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 لہجمطلع حسن مطلع مقطع ردیف ۔ قافیہ شعری اصطلاحات کا بیان: تشبیہ،مبالغہ،امیجری و غیر ہاشعار کی تشریح مرکبات۔ نصاب میں موحود نظموں کی مشفیں۔	حمد،نعت، سیناجی کی آه و زاری خاک وطن،ایک الڑکی	پېلا مېينې دوسرا مېينې
تخلیقی اظہار: طلباء کو شاعری کے ذریعے اپنے اظہار کے مواقع فراہم کریں۔ تھیمز کی تلاش: شاعری میں عام موضوعات جیسے فطرت، دوستی، خاندان، اور جذبات متعارف کروائیں۔ بحث کریں کہ شاعر ان موضوعات کو بیان کرنے کے لیے کس طرح زبان کا استعمال کرتے ہیں اور انھیں طلبہ کے اپنے تجربات سے جوڑتے ہیں۔	(حصہ نثر) طلباً نصابی کتاب کے علاوہ مختلف ذرائعہ سے حاصل ہونے والی کتابیں بھی پڑھتے ہیں۔ کہانیوں کومناسب لب و لہجے کے ساتھ پڑھتے ہیں۔ پڑھی گئ کہانیوں کے بارے میں اپنی رائے تحریر کرتے ہیں۔	1.1.1 1.1.2 2.2.2 4.4.1 6.6.1 6.6.2 5.5.1 1.1.4	فعل كى اقسام جمع اور جمع الجمع خطاب، القب، تخلص اضداد، متر ادفات سابقے اللہ بازى لاحقے مكالم بازى	ہماری تاریخ،میرا وطن کاہلی،سگریٹ نوشی کی تباہ کاریاں ، اُستاد کا احترام	نیسرا مہینہ چوتھا مہینہ
کریں۔ اعلی درجے کے نثر کے انتخاب: کلاسک ادب یا عصری کاموں سے اردو نثر کے مزید جدید انتخاب متعارف کروائیں، جس سے طلباء کو موضوعات اور تحریری	سماج میں ہونے والے واقعات اور مسائل کے تنیں کے آزادی کے ساتھ تجزیہ کرتے ہیں۔ کہانی کا مرکزی خیال اور خلاصہ لکھتے ہیں۔		تذکیر و تانیث اسم صفت کی وضاحت حروف کا بیان پراگراف ای میل خطوط نویسی نجی، کاروباری اور دفتری	نوبل انعام کی کہانی، گیہوں کا دانہ،چند خلا باز خواتین لل دید ، گوتم بدھ،أف! یہ ماحولیاتی آلودگی!، راجا جامبو لوچن	پانچواں مہینہ چھٹا مہینہ
اسلوب کی ایک وسیع رینج سے روشناس کروائیں۔ تنقیدی تجزیہ: نثر کے اقتباسات کے گہرائی سے تجزیہ کے ذریعے، کردار کی نشوونما، پلاٹ کی ساخت، اور مصنفانہ آواز پر توجہ مرکوز کرتے ہوئے طلباء کی تنقیدی سوچ کی مہارتوں کو تیار کریں۔ ادبی تنقید: ادبی تنقید اور ادبی تهیوری کے بنیادی تصورات متعارف کروائیں، طلباء کو بنیادی متن کا مختلف زاویوں سے تجزیہ کرنے اور ان کی اپنی تشریحات وضع کرنے کی ترغیب دیں۔	اہم شخصیات کے متعلق خیالات تحریر کرتے ہیں۔		مضمون نویسی - خطوط نویسی نجی،کار وباری اور دفتری	ز عفران، کمپیوٹر کا ارتقائی سفر، پولیتهین جن	ساتوال مهینه

جماعت: ألهوين

نمبرات: 50

مضمون: اردو

تشخيصى طريقه

حصہ الف (پڑھنے کا فہم) نمبرات =15

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

5× 1 = 5

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

5× 1 = 5

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

1- ماضى، حال، مستقبل / اسم، صفت، فعل / فاعل ، مفعول / فعل معروف ، فعل مجهول

$$4 \times 1 = 4$$

2ضد اضداد / واحد جمع / مذکر موت / رموز اوقاف $4 = 1 \times 4$

حصہ ج (لکھنے کی صلاحیت) نمبرات 12

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

2-دی گئی صورت حال کے متعلق ایک پیراگراف /کہانی / مکالمہ / اشتبا / الفاظ اور محاوروں کا جملوں میں استعمال $3 = 1 \times 1$

حصہ د (ادب)

سمیٹیو ایسیسمنٹ کے لیے منتخب اسباق۔

1 ایک لڑکی

2 .ہماری تاریخ

3.ميرا وطن

4. أف! يه ماحولياتي آلودكي!

5. راجا جامبو لوچن

6. زعفران

7. کمپیوٹر کا ارتقائی سفر

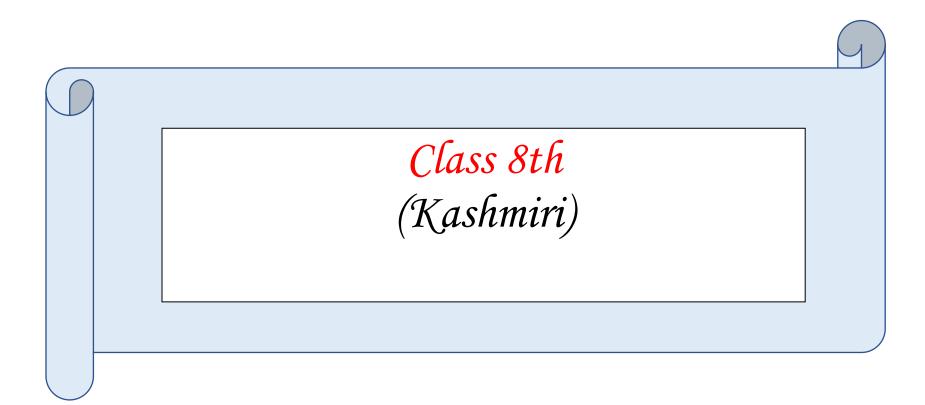
8.پوليتهين جن

نمبرات 15

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

2=6 (چار میں سے تین)

کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے ۔ صنفی اصطلاح / موضوع و غیرہ (تین میں سے دو) 4=2×2



كأشْر سيلبس/ ايكيدْمك كليندْر-25 2024 جماعت أيْهم (كأشِر كِتاب)

زان

شُری چھے پننے گر،خاندانے تے ماحولے پبٹھ زبانی ہندی تجربے تے تصور ہبتھ سکولس منز دأخٍل سپدان۔مگر اچھرن ہنْز پأرۍ زأنۍ،لفظن ہنْدہِن معنیین تہِ تِہنْدِس ورتاوس چھِ باقآعدگی سان سکولس منْزِےأنْزۍ مُنْزۍ گژهان۔اتھ وأنْسِہ منْز چھِ اچھر پرزِناونۍ مُشكِل،توكِنۍ چھ رسم الخطِّكۍ نشانې تې يمن نشانن سٍتۍ جوْرِتھ آواز زانني تې سمِجنِہ مُشکِل۔ لَہذا چھ ضروْری زِ زبان ہیٚچھناونْک دُسلابہِ سپدِ معنی سٍتی تمِ آمِہ باپتھ پیہ ڈلپلن مدد ہیّنہ یعنے زبان ہیّچھنّک مقصد پیم ڈلپلِہ ذریعہ حاّصِل کرنم۔ڈلپلِہ چھ حظ تُلنہ یوان تہِ اتھ منْز چھ دِلچسیی ہُنْد عنصر شأمِل آسان تَوے ہیٰکِہ زبان ہێچھناونے باپتھ ڈلپل ورتاونۍ زياد کارگر تے اثر دار ثأبِت سپدِتھ۔شُرہِن پيہ گوڈٍ کانٛہہ دُلپِل بوزناونے پتے پیے اتھ دُلپلے منْز ورتاونے آمتین لفظن ہُنْد تعارُف دِنے تے پتھ پاُٹھہ پن تِم اچهر پرزِناونس یا رسم الخط ہێچهناونس کُن واتناونہِ ۔ کوْشش گژهِ کُرنہِ ڀِنۍ زِ شُرپن بن تِم دُلپلہ بوزناونہ یمن تِم آسأنی سان سمجِتھ تے لُطف تُلِتھ ہپکن۔یمن دُلپلن منْز تم دُلپلو نبِبر گڑھِ شُرپن باپتھ تِيُتُھ ماحول فراہم کرنم يُن ييْتمِ تِم كُنِہ ٹھر تم ڈكھم ورآے شود بود ورتآوتھ یمن ڈلپلن کاثہہ معنے مطلب کُڈِتھ ہیٚکن تم اتھ ستہ ستہ روزن محفوْظ تِکیْازِ نفسیأتی طور چهِ شُرۍ دنیاہس متعلق پننے فہمچ تے علمچ تعمیر پانے کران۔ تہنز یہ تعمیر چھنم کأنْسِہ ہِنْدِ ہیٚچھناونم یا زورزبردستی کرنم سٍتہ سپدان۔اتھ منْز چھ شُربِن ہنْدۍ پنِنۍ تجرُبہِ تہِ مشأہدِ شأمِل آسان۔

نَانَ بِنَحِمِنَامِنِحِ عَمِلَمُ انْدِي حِمْ احتِياط تِم ضَوْدِي تَاكِم تِنْتُم صِمْرِتِحال،

شُرپن چھ سکوْلچم رسمی زبانی ہُنْد تیوٚتھ خوف آسان زِ تِم چھ پننے فِطری زبانی منْز کتھ کرنس منْز خوف تم منْدچھ محسوْس کران لہذا گڑھ زبان ہیٚچھناونس منْز تِر زبانی تنوظرُک خیال تھاونم یُن۔ اگر ووستاد یَر زبانی تنوظر برونْہہ کنے تھاو تم کلاسس منْز سارنے شُرپن ہیٚچھنکی ہوک موقعم فراہم کر تیّلم ہیکے سہ زبان بہتر پاٹھی ہیٚچھناوتھ۔ امم ستی لگے شُرپن ہنْدس فِطری اِظہارس پوچھر تم تِہُنْد طون پھیر تہذیبی تم لِسانی رنْگا رنْگی کُن تے۔ لہذا گڑھ یر زبانی تنوظرچ اہمیت سمجنم ینی تم تتھ پیشِ نظر ہیٚچھناونُک تینُتھ طربقم ورتاونم یُن یُس زبان ہیں قبل تم پرنس منْز بہتر ، سہل تم اثر دار ثابت سید۔

نصأبي توقع:

1۔ شُربِنَ گُڑھِ مختلف آوازِ بوْزِتھ تِمن درمیان ببِن ژار نِچ صلأحیت پأدٍ۔

2۔ جمآژن (گروپن) منْز کتھ باتھ ہێچھناوِنۍ۔

3. دلپل/شكلن بِنْد مدد انْداز كْرته پرنِچْ صلأحيت پأدٍ كرنۍ ـ

4۔ انفرأدی تے اجتماعی طور نظم لیے سان تے لفظے لفظے پرنچ مہارت پأد کرنی ۔

5۔ دلپل پننپن لفظن منْز بوزناونچ مہارت پآد کرنہ۔

6۔ لفظم راشس منز ہُرپر کرُن۔

7۔ پانس أنْد ۍ پُکهۍ بولنم ينہ واجنبن زبانن بِنْدۍ لفظ زانراونۍ۔

8۔ گرِ تہِ سکوؒلس منٛز ورتاونہ پنہ واجنبن زبانن درمیان فرق باونہ تہ وار وار معیاری زبان ہیٚچھناونہ۔

جموں و کشمپر چُھ لِسأنی اعتبار اکھ باگِہ بوّرُت علاقم ییّتے بولنم ینم واجِنبِن زبانن منٛز چُھ مولُل تم معیاری ادب تخلیق کرنم آمُت۔کأشر زبانی ہُنْد ادبی تواریخ چُھ ستن ہتن وَرین پبٹھ پھیلتھ۔لل دہد تم شیخُ العالمُ سِنْدِ وقتم پبٹھ وُنِس تام چُھ آمہ زبانی ہِنْدِ ادبی کاروائک سفر روان دوان۔یہ چھنے یتھ علاقس منز بولنم ینم واجنی ساروے کھوتم بٹ زبان تم یتھم پاٹھی چھنے ییّتہ چہ آبادی ہند بیشتر جصچ مادری زبان۔یتھ مسودس منز دِنم آمتی ہیچھن تر آے اردو تم انگریزی زبانن ہِنْدِ Learning Outcomeدستاوپز پبٹھ ترجمم کرنم۔اتھ منز دِنم آمرُ عملی سرگرمی چھنے بطورِ مِثالی مواد دِنم آمرُ ۔سانی ووستاد ہبکن مُتبادِل سرگرمی تم ورتاوتھ یُتھ ہیچھن تم پرناوُن بہتر کھوتم بہتر بنے۔

بِيْچِهِنِکۍ وَل تَمِ ماحول

- طألب علمن درسی تے غأر درسی كتابو منْز لوكچے لوكچے نظمے ، دلپلے، چُٹكلے تے پرْپڑھ بوزنُك تے بوزناونُك موقعے دنے يُن، يُتھ تِمن منْدَچھ ژلے۔
- درسی کِتابن سِتہ سِتہ گڑھ تِمن معیارٍ مُطأبق مواد دِنم یُن مِثالے اخبار چھل ،سالم،دُلپلم ،واقعم تم مزاحیہ کِتابم ۔مخصوْص صلاحیژ والبن شُربن باپتھ گڑھ بر یلُک انتظام کرنم یُن۔
- شُرپن گژھ بوزنکۍ تې وُچھنکۍ چپز ہاوتھ ،ریڈیو،ٹی وی،ٹیپ ریکارڑر بیتر بوزناوتھ تِمن مُتعلق کتھ باتھ کرنے باپتھ وَنُن۔
- یۆد ماحول تے أندۍ پئکهس منز سپدن والپن واقعن تے مُشأبدن نِشے با خبر روزنے تے تَتھ پپٹھ كَتھ باتھ
 کرنچ ترغأب دِنۍ۔تِمن تِهندِ ماحولے مُطأبِق كتھ باتھ كرنُك موقعے دِین۔
- سكؤلس منز گژهن واجنبن مختلف سرگرمين بند ذريعم لينكهنچم مهارژ وتهبو دنم باپته زياد كهوتم زياد موقعم دنۍ پانس أندۍ پنکهم ماحولس نشم باخبر روزن تم پيش بنم وألم واقعم سهل لفظن منز ليکهنس ترغأب دين.
- نظمم تم بأته ترنم تم مُنأسِب لب و لهجس منز پرنم باپته مختلف پروگرامن منز شرکت کرنگ موقعم
 دین تهنز کارکردگی باپته ت،من حوصلم افزأیی کرنی -
- پرنج وز متنس پپٹھ تژاونے پنج وألی نشانے ،املا تے خوشخطی پپٹھ غور کرنے باپتھ وز وز ژینے ونی دنی تاکے صحیح تے خوش خط کأشر لېکھنس میلے فروغ۔
- قدرتی نظارن ہِنْدۍ تعریف ،تِہِنْز خوْبصوْرتی تہ رنْگا رَنْگی کُن ظون پِھرُن تہِ تِمن مُتعلق لفظن ہِنْدِ استعمالُک موقہِ دِیْن۔
- ماحولس مُتعلق متن،فِلمہ،شکلہ، اشتہار یا نموْنہ بیتر گڑھن شُرپن آیتن تھاوِنہ یُتھ بوزنچن تم پرنچن مہارژن میلہ سہل پأٹھہ تم دلچسپی سان وَتھبو۔مثالے کیا خوش یوُن نظارِ چُھ۔
- بانہ وأنور كتم باتم،ماحولياتكس موضوَّعس بيٹم لٽكمنہ آمون كتاب تہ مضموَّن بنُد ذريعہ ماحول

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2.4.2 زبان-1

2.4.2.1 ابتدأیی سطح

CG-1

زبأنۍ ېِنْزٍ مہارژٍ ورتأوتھ چُھ پانس اندر تفصیل،تجزیہ تہ موثر کتھ باتھ کرنچ صلأحیت پأدِ کران۔

CG-2

ادبی اضافہ چَن مختلف قُسمن تلاش کُرتھ چُھ زبان ،ادبی تہ ثقافتی وراثتکک تعریف کران۔

ظون دِتھ پرنہ تہ بوزنہ پتہ چُھ(اخبار،رپورٹ تہ اداریہ) ضرؤری نقطن ہنز نِشاندہی کَران۔

C-1.2 چُھ بوزان،منصوْبہ تیار کران،تہ مختلف قُسمن ہنْدۍ انٹرویو (منظم تہ غار ساختہ) ہیوان۔

C-1.3 مُناْسِب زبان ورتاْوتھ چُھ سماجی تجرُباتن ہنْدس ورتاوس مُتعلق تحقیقاتی سوال پرژھان۔

مختلف سامعپنن تے مختلف مقصدو باپتھ چُھ مُناسِب انداز تے طریقے ورتاوتھ اچھر،مضموْن تے رپورٹ تیار کران۔

رایتھ چُھ مختلف سامعینن تہ مختلف مقصدو باپتھ چُھ ${
m C-1.5}$ مختلف مواد تیار کران۔ بوزنکک تہ بولنککہ(یا دۆشونک باپتھ) مواد تیار کران۔

C-2.1 مختلف ثقافتن تہِ مختلف دورن ہنْدین ادبی صنفن(نثر،نظم ،ڈراما) تہ طرز تحریر(بیانیہ،وضاحتی بیانیہ) بیتر پژزناوان تہ تعریف کران۔

مختلف قُسمِکۍ ادب پُرتھ چُھ ادبی صِنفن پرُزناوان مثالے (استعار، محاور تہ پرُیژ) تہ یمن چُھ تحریرس منْز ورتاوان۔

تقریر تے تحریر ذریعے چُھ پننس سماجس تے ماحول C-2.3 کبن مختلف پہلُون پبٹھ تنقیدی باوتھ کَران۔

LO1.1.1 دۆێمین ہندۍ خیالات توجہ سان بوزان تہ یننے انداز تحریر کران۔

L01.1.2-نظمم ،ڈلیل یا کاثہہ عبارت چھ پننین لفظن مثز لیکھان۔

L01.2.1-پېنۍ خيال تې تجربې چه وضاحت سان وَنان تې ل<u>نکهته</u> پيش کران۔

L01.4.1-رسمی تے غار رسمی خط ، موخصر پاغام (ایس ایم ایس) تے موخصر پیراگراف چھ تحریر کران۔
L01.5.1-ناوتین تے اشار ناوتین ہیند استعمال کرتھ

مختلف موقمِ نظرِ تل تهأوته صحيح جُملمِ ورتاوانٍ ـ

LO2.1.1-دُسلابہِ ،انْد تہِ متن مدِ نظر تھاُوتھ چھ کُنہِ موضوعس پپٹھ مربوط کُرتھ لیکھان۔

LO2.1.2- مشكل لفظن ہُنْد معنى،صحيح تلفُظ تم يَمن ہُنْد مناسب ورتاو وُچھنم خاطر چھ كاشر لغت تم كاشرين ويب سايٹن ہُنْد استعمال كران۔

L02.2.1-ڈرامہ افسانہ تے دلیل سونٛچتھ سمجتھ پُرتھ تیمن منْز موجوْد اہم واقعے ، مرکزی خیال تے کردار بد کڈان تے تیمن پنے نین ِ ذأتی تجربن سِتۍ واٹان۔

LO2.2.2- نظم تم بأته چه صحيح تُل تزاوس تم موزوْن اندازس منز ادا كران.

LO2.3.1. زان حأصل كرنم خأظر چه انفارميشن تم كميونيكيشن ٹيكنالوجى ہُنْد استعمال كران ـ مثلن : انٹرنيٹ ، اخبار ، ٹۍيوى ، سمارٹ فون بيتر

<u>LO3.1.1</u> :کاثہہ تے نظم یا ڈلپل چھ ادا کأری سان پیش	C-3.1 بنیأدی لسانی پہلو چُھ سمجان تہ تِمن ہنْز	CG-3
کران۔	تشریح(طریقہ) زانان مثلن جملُک ڈھانچہ، اوقاف، جنس، تہ	
نظمہِ سمجتھ چھ تِمن مُتعلق <u>LO3.1.2</u> : دُلیلہِ تہِ نظمہِ سمجتھ چھ	حصہ بیتر تہ تقریر، ادبچ مُختَلِف شکلہ پرنہ وز تہ چُھ تِمہِ	بنیأدی لِسأنی پہلوؒ(لفظن
پننہ راے ظاہر کران۔	ليْکهنس منْزَ بارسس آنان۔	تہِ جُملن ہِنْز ساخت)
دریر پرتھ چُھ تِهُنْد (LO3.1.3): دریر پرتھ چُھ تِهُنْد	ت کی د . روز کی د	پژزناوان تہ تِمن زبأنی تہ
تجزیہ کران۔	۔ . د. ق ہ ج دی ہوتا ہو جاتا ہوتا ہو جاتا ہوتا ہو جاتا ہوتا ہوتا ہوتا ہوتا ہوتا ہوتا ہوتا ہ	تحرپرس منز ورتاونچ
تبریب عرق <u>LO3.2.1</u> : کُنہ تہ تحریرُک یا تقریرُک خُلاصہ چھ پنِنہ	0 4-4 5-	عطرپرس عظر وردوېچ صلأحيت تهاوان۔
آیے پیش کران۔ آیے پیش کران۔		صدحیت بهاوان۔
ـــــــــــــــــــــــــــــــــــــ		
جُملن منْز ورتاوان۔		
. د د د د د د د د د د د د د د د د د د د		
<u>LO4.1.1</u> : مُختلف متن پُرتھ چُھ سوالن جواب دِوان۔	C- 4.1 مُختَٰلِف کِتابہ تہ صنفہ چُھ پَران، جواب دِوان تہ	CG-4
LO4.1.2: مکالمو پېٹهہ چھ ڈلیل تحریر کران۔	۔ ۔ ۔ ، ، ، ، ، ، ، ، ، ، ، ، ، ،	
ن الموخصر پُاغام(SMS)،دعوتی پاغام تم لوکٹی LO4.1.3		پانٍس انُدر چُھ ِلێکھنڇِ تہِ
پیراگراف چه لیکهان۔	کتابہ تہ باقی میڈیا وسیلہ موثر طریقو استعمال کران۔	جايز ہێڹ۪ڿ صلاحيت پادِ كَران
نہروں۔ LO4.2.1: رسمی تہ غأر رسمی چٹھ چُھ لیکھان۔		بێیہ چُھ مزید زانکاری باپتھ
: <mark>LO4.2.2</mark> دُسلابہ ،متن تَہٖ اندُک خیال تھاُوتھ چُھ		لایبریری ہُثد تہِ استعمال
مربوْط كُرته ليْكُهان.		کران۔
نصأبی کتابو علاو چه مختلف ذریو حاصل <u>LO4.2.3</u>		
سپدن واجنے کتابہ تے پران۔		
LO5.1.1: غأر نصأبي مواد چھ پران تہ سمجان۔	C-5.1 چُھ سمجان ز زبانۍ ہنْدۍ صوتیات تہ رسم الخط	CG-5
<u>LO5.1.2</u> : پریژن، ڈلیلن تہ نظمن پیٹھ چھ پننۍ راے	،مُصوتہ تہِ مُصمتن ہُنْد تعداد ، تہ تم کِتھ پاُٹھہ چھ	ے ئ
پیش کران۔	تعامل کران تہِ استعمال گژھان ۔	کُنہِ خاص زبانہ ہنٛز
<u>LO5.1.3</u> : سماجس منْز پیش پنہ والبن واقعن تہ	C-5.2 تقریر زیادِ دلچسپ تہِ مزدار بناونہِ باپتھ چُھ نظمن	مخصوص خصوصيژ مثلن
مسلن متعلق چھ بیدار تہ حساس۔	،انتشارن ِتم دۆيمېن چيزن سٍتۍ مشغوْل روزان۔	اچھر،متن ،اواز تہ باتھ بیتر ۔۔۔ ﴿ ا
LO5.2 <u>.1</u> : پانس أَنْدۍ پکهۍ پيش ڀنہ والين واقعن چھ	C- 5.3 زبأنۍ منٛز چُھ کێنٛژھن مخصوؒص لھيلن ٻِنٛز زان	تہ بیّیہ لفظو ستہ گَثْدنہ
آزأدی سان تجزیہ کران۔	تهاوان۔مثلن(پیلنڈرومز، سپونریزم،اچھرو ورأے جملہ یا آواز،	ینہ واجنہ کھیلہ یمہ اتھ
<u>LO5.2.2</u> : دُلیلہ یا نظمہ ہنْدۍ مرکزی خیال یا خُلاصہ	پَرْپِرْ، جوق، انتاکشری، اناگرام،کراس واُرڈ) بیتر۔	زبانۍ منز اکھ الگ مقام
چھ لێکھان۔	2 v 3 5 6 5 1/2 5 2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	چھ تھاوان چُھ پانس انُدر
LO5.2.3: ناۇت، اِشار ناۇت، كراۇت، كروومت تې باۇت		يمن ٻِنْز صلأحيت پآدٍ كران۔
گژِامری اصطلاحن ہنْز زان چھ تھاوان تہ یم چھ جُملو		
منْز ژاران تہ ورتاوان۔ ہِ		
LO5.3.1: موخصر پأغام، دعوتى پأغام تم لوكٹى		

پيراگژاف چھ لێکھان۔
. <u>LO5.3.2</u> : رِسمی تہِ غأر رسمی چٹھ چھ لێکھان.
کأنْسہِ تہِ حاٰکمہِ سنْدِ ناو چھ درخواست ِلیْکھان۔
LO5.3.3: دُسلابم، متن تم اندُک خیال تهأوتھ چھ
مضموْن تسلسل سان ليْكهان۔

تجویز کرنہ آمِژ تدریسی عمل	ہێچھن تر	سبق/موضوع	رێتھ
*شُرۍ دِن نظمہِ متعلق راے۔	<u>LO4.2.3</u> : نصأبی کتابو علاوٖ چھ مختلف ذُریو	سبق 1-2	گۆدنيئک
*نظم پِهرن نثرس منْز۔	حأصِل سپدن واجنہ کتابہ تہ پران۔	دُعا َ	رێتھ
*نوپن لفظن ِ ہِنْز نِشاندہی تہ تِہُنْد معنی لیْکھن۔	<u>LO5.1.3</u> : سماجس منْز پيش ڀنہ والپن واقعن	دپدِ رآنۍ	
*شُرۍ کرن کُشپرِ ېِنْدس پتھ کالس پبٹھ اکھ	تہِ مسلن متعلق چھ بیدارِ تہِ حساس۔		
پروجیکٹ تیار۔			
*متن پُرِتھ ژارن واحد تہ جمع ناوتۍ تہ ورتاون	لێکھان۔ کآئسہِ تہِ حاؔکمہٖ سنٛدِ ناوِ چھ		
جُملن منْز۔	2		
*محاورن ہُنْد معنی زانن تہ تِم ورتاون جُملن منْز۔	<u>LO5.3.3</u> : دُسلابې، متن تې اندُک خيال تهاوته		
	چھ مضموْن تسلسل سان لیکھان۔		
*شُرۍ وَنن اولوِّدگی ہُرنِکۍ وجوْہات۔	<u>LO4.1.1</u> : مُختلف متن پُرتھ چُھ سوالن جواب	سبق ₂ -4	دۆيم رێتھ
*ہوا ،اُب تہِ بُتراَّرْ ہِنْزِ اولوْدگی پبٹھ لیٚکھن اکھ	دِوان۔	ٳۅڵۅٞۮڴؠ	
<u>,</u>	<u>LO5.1.3</u> : سماجس منْز پيش ڀنہ والپن واقعن	آن پوشہِ تیٚلہِ	
*اولِوْدگی کاپِے رٹنٖچ راے دِن شری۔	تہِ مسلن متعلق چِھ بیدار تہِ حساس۔	ییٚلہ وَن پوشہ	
*سأری شُری آنن اکھ اکھ کُل تہ لاگن سکوْلکِس	<u>LO5.2.1</u> : پِانِس انْدۍ پکهۍ پیش پنج والپن		
صحنس مثزـ	4		
*گروپنِ منْز بناوِ پرْتھ کانْہہ بچے اکھ چارٹ زِ اُسی	<u>LO5.3.3</u> : دُسلابہ، متن تہ اندُک خیال تھاوتھ		
كۇتاه اكسپجن چِھ شاہ نِنہ وِزِ اندر نِوان تہ يۇتاہ	چھ مضموْن تسلسل سان لیکھان۔		
آکسپجن دُستياب تهاونې باپتھ کٟتياه کُلۍ چِه رُونۍ۔			
ِ شُرِپنِ ییہِ اکھ اقتباس دِنہِ یی <u>ّ</u> مہِ منْزِ تِم مختلف			
اشار ناوتۍ ژارن۔			
*کُلہ کاتیاہ اہم چہ سانے باپتھ اتھ مُتعلق ییے			
شُرپن اکے اکے بولنّک موقعے دِنے۔			

*کُشپر ہِنْدس کُنہ تہ سرس متعلق ہیوٚن شُرپن اکھ مضموْن لیکےھتھ ۔ *زندگی منْز آبہ کپن ذخپرن ہِنْز اہمیت تہ افادیت ویژھناونی تہ تتھ پیٹھ اکھ کُھلہ بحث کرُن۔ *عنوانس مُتعلق شُرپن سوال پرژھنی۔ *سبقہ منْز باوتی ژارنی تہ جُملن منْز ورتاونی. * بچن اتھ کرنایو اکھ فہرست تیار یتھ منْز مختلف جانورن ہنّز خصوْصیتہ باونہ ین۔مشلن یتھ پاٹھی ایوْب صأبرن کوکر سِنْز اہمیت بیان کُرمِژ چھنے۔ *کوکُر نظمہ منْز باون شری پننی پننی خیال۔ *شری کرن تمن چپزن ہِنْز نِشاندہی یم سارپن گرن منز پتھ کالہ اسی مگر از چھنہ موجوْد۔ اتھ متعلق منز پتھ کالہ أسی مگر از چھنہ موجوْد۔ اتھ متعلق کرن شری پنن پنن چارٹ تیار۔	لالكهان كران المال الما	سبق 9-10 مانسر کوکْر	پائژم رێتھ
*اکھ ڈراما سکٹ کُرو تیار یتھ منْز مانْچھ تُلرپن ہُنْد رول درشاونہ ییہ۔ *مانْچھکہ تہ دوٚیمپن یتھپن چپزن ہِنْدپن طبی فأیدن متعلق کُرو اکھ مضموْن تیار۔ *بچہ ژارن ناوتہ ،کژاوتہ تہ کرن تِم جُملن منْز استعمال۔ *سبقس منْز استعمال سیدہ متپن محاورن ہُنْد اکھ فہرست کُرو تیار تہ ورتأیُو جُملن منْز۔ *بچہ کرنأیُوْکھ کانہہ لوکٹ موکٹ کأم یُتھ تِمن اندر کأم کرنچ صلاحیت اوّبر۔ * نستہ پُھپھج لُکہ کتھ متعلق باون شُری پننہ	چُھ مربوْط کُرتھ لیٚکھان۔ LO5.1.1 غأر نصأبی مواد چھ پران تہ سمجان۔ LO5.1.2 پرپژن، دُلپلن تہ نظمن پپٹھ چھ پننۍ راے پیش کران۔	سبق 11-11 مانٛچھ تُلٕر نستہ پُھھپِچ	شێیم رێتھ

	<u> </u>		
راے۔آمہِ علاوِ آنن شُری گرِ کانْہہ لُکہِ کتھ یاد کُرِتھ	LO5.2.2: ڈلپلے یا نظمے ہنْدۍ مرکزی خیال یا		
بییّے بوزناون کلاسس مثز اکے اکے۔	خُلاصہِ چھ لیٚکھان۔		
	LO5.3.3: دُسلابم، متن تم اندُک خیال تهأوتھ		
	چھ مضموْن تسلسل سان لیٚکھان۔		
*بچہ کرنأیؤکھ وہتھ یا بیم کُنِہ نذدیکی ڈریاؤک	LO5.2.2: دُلپلہِ یا نظمہِ ہنْدۍ مرکزی خیال یا	سبق 13،14،15	سٔیم ریٚتھ
سأل يُتھ تِمن عملى تمِچ اہميت فكر ترِ۔	خُلاصہِ چھ لێکھان۔	يتھ رپش وار	
*بچن آتهِ لێکهنأيوْ پنٕنِس محلس/شہرس/گامس يا	LO5.2.3: ناۇت، اشار ناۇت، كزاۇت، كزوومْت	وپتِستا رأچھ	
بێیہ کُنہ جایہ پبٹھ اکھ مضموْن۔	تہِ باوُت گژامری اصطَلاحن ہنْز زان چھ تھاوان	ہوأیی جہازِ	
*شُربن ييني كاثهہ وطنى نظم گر ستى أيتھ تتھ	تہ یم چھ جُملو منْزِ ژاران تہ ورتاوان۔	کٔشپر ہِنٛز کینہہ	
پپٹھ بحث کرنُک موقعہ فراہم کرُنہ۔	<u>LO4.1.1</u> : مُختلف متن پُرتھ چُھ سوالن جواب	پژانہِ عمارژِ	
*کُشپر ہِنْضدہن دلکش نطارن ہُنْد تذکرہ کُرتھ کرن	دِوان۔	•	
شُرک سیأہتی جاین پپٹھ اکھ پروجیکٹ تیار۔	<u>LO4.1.2</u> : مکالمو پېٹھم چھ ڈلپل تحرپر کران۔		
*ہوأیی جہاز،ریڈیو یا بییہ کُنہ ساینسی آلکہ فأیدٍ	LO4.1.3: موخصر پأغام(SMS)،دعوتی پأغام		
تم نوقصانات وپِژهنائیو بچن نِشہ۔ پتم کُرو تِمن نِشہ	تہ لوکٹہ پیراگراف چھ لیکھان۔		
امیْک ردِ عمل ِحاْصِل۔	<u>LO4.2.1</u> : رسمی تہِ غأر رسمی چِٹھ چُھ		
*شُربن ییم ہوأیی جہازِ بناونُک سفر پننم پننم آیم	لێکهان۔		
ونِنْک موقعم فراہم کرنہ ۔	<u>L05.1.1</u> : غأر نصأبی مواد چھ پران تم		
*شُرک ژارن دِنمِ آمتے اقتباسمِ منْزِ باوتی تم ورتاون	سمجان۔		
پنِنبِن پنِنبِنِ جُملن مِنْز ـ	<u>L05.3.1</u> : موخصر پأغام، دعوتی پأغام تې		
*شُرۍ کرنأیوْکھ کُنہِ تواریخی جایہ ہُنْد سأل تم	لوکٹۍ پیراگژاف چھ لیٚکھان۔		
وبژهنأیوْکھ تمے جایے ہِنْز اہمیت۔پتے لیْکھن شُری تتے	LO5.1.3: سماجس منْز پيش ينم والبن واقعن		
وُچهمُت منظر پنِنِين لفظن منْز۔	تہِ مسلن متعلق چھ بیدار تہِ حساس۔		
* بچن آتھِ لیکھنأیوْکھ پننہ بستی منْز موجوْد کُنہ	<u>LO5.2.1</u> : پانِس أَنْدۍ پکهۍ پيش ينې والېن		
پژانہِ عمارٔژ پِپٹھ اکھ مضموْن۔	واقعن چھ آزأدی سان تجزیہ کران۔		
*متعلقم حأُكِمس ليْكهنأيُّو بچس اته درخاس يته	LO5.2.3: ناۇت، اشار ناۇت، كژاۇت، كژوومُت		
منْز يتھ منْز كُنے تواريخی عماؤر بِنْز رأچھ راؤٹ تے	تہِ باوْت گزامری اصطَلاحن ہنْز زان چھ تھاوان		
مرمت باپتھ عرض کرنہ ییہ۔	تہ یم چھ جُملو منْزِ ژاران تہ ورتاوان۔		
*شُرپن ییہ مختلف گرامری اصطلاح مِثالے	_		
کژاوُت،کژاوُل تے کژوومُت ژارنُک تے ورتاونُک موقعے			
فراہم کرنہ۔			

*کُلہُم پرکھے (Summative Assessment) باپتھ طریقے کار

	<u> </u>	J:: (V	
کُلہُم پرکِھ باپتھ نمبرات	سبق/عنوان	کِتاب	نمبر
			شُمار
05	دپدٍ رأنۍ		01
06	اولوْدگى		02
07	آن پوشہ تیّلہ ییّلہ وَن پوشہ		03
05	رفاقت	1	04
07	ریڈ کژاس	كأشِر كِتاب	05
09	کوکْر		06
05	ہوأیی جہازِ		07
06	کُشپرِ ہِنْز کُینْہہ پڑانہِ عمارژِ		08
50	کُل نمبرات:		

سوالنامہ باپتھ ڈیزاین-جماعت أٹِھم

نمبرات	سوالن ہُنْد	علمی سطح	پژتھ سوالس	سوالنامْک فارمیٹ
	تعداد		نمبر	
03	03	CL-1		یٔژ جوابم وألۍ گوڈ ہتھ پپٹھم ز ہتھ لفظن ہُنْد غأر نصابی نثری
02	02	CL-2		/سوالم اقتباس يتھ پتم ۖ كنے سوالم آسن يمن منْز يُژ جوابم
02	02	CL-3	1 نمبر	وألۍ سوالم/ محاورن ہُنْد ورتاو/ بیانس بدلم اکھ
07	07	کُل میزان		لفظ/ لفظم راش/ انداز كرُن شأمِل آسمِ۔ شكل يتھ پتم كنم سوالم آسن يمن منْز يرْ جوابم وألۍ سوالم / تجزيہ كرُن/ اندازٍ كرُن/ پركهاوُن شأمل آسمِ۔
01	01	CL-1		نصأبی شعری اقتباس یتھ پتے کنے سوالے آسن یمن

01	01	CL-2	1 نمبر	منْز يْرْ جوابم وألى سوالم/ عنوان/ لفظم راش/	
01	01	CL-3		سمجُن/ اندازِ کرُن / تجزیہ کرُن شأمل آسہِ۔	
03	03	کُل میزان		ا ناوُت/ اِشارِ ناوُت/ كراوُت/ كروومُت/ كالمِ بدلاو/	
				باوْت تہِ امِکہ قسِم گرامری اصطلاحن پپٹھ مبنی	
				سوالم.	
01	01	CL-1		لفظن ہنْدۍ ضِد/ واحد تم جمع ناوتۍ/ نر تم ماد	
01	01	CL-2	1 نمبر	ناوتۍ گرامری اصطلاحن پپٹھ سوالم۔	
01	01	CL-3			
03	03	کُل میزان			
04	02	CL-1		نصأبی کتابہِ ہنْدہن نثری سبقن متعلق اہلیژ پبٹھ	تشکپل دِنہِ
02	01	CL-2		مبنی ژورو منْزِ ترپن سوالن ہنْدۍ مختصر جواب	آمتين سوالن
06	03	CL-3	2 نمبر	لێکهنۍ۔	ېنْدۍ جواب
12	06	کُل میزان		نصابس منْز شأمل كُنہِ نظمہِ متعلق اہلیژ پبٹھ	-
				مبنی ژورو منْزِ دون سوالن ہنْدۍ مختصر جواب	
				ليْكهِنۍ يمن مَٰثز ادبی اصطلاح/ موضوع/ لفظ	
				معنٰے شأمل آسن۔	
06	02	CL-1		دِنہِ آمُت صورتحال مدِ نظر تھأوتھ پیراگراف/ ڈلپل/	
03	01	CL-2	3نمبر	کتھ باتھ / اِشتہار لی٘کھُن۔	
06	02	CL-3		رسمی/ غأر رسمی چٹھۍ لێکھنۍ۔ (دویو منْزِ اکھ)	
15	05	کُل میزان			
00	00	CL-1		اِشارن یا شکلن ہنْدِ مددِ کُنہِ عنوانس پیٹھ ڈوڈ ہتھ	
05	01	CL-2	5نمبر	پېٹهم زِ ہتھ لفظن ہُنْد مضموْن لیکھُن۔	
05	01	CL-3		نصأبی کتابہ منز شأمل کُنہ تہ سبقُک مرکزی خیال/	
10	02	کُل میزان		خُلاصمٍ/ کردارن پبِٹھ نوٹ لیٚکھُن۔	

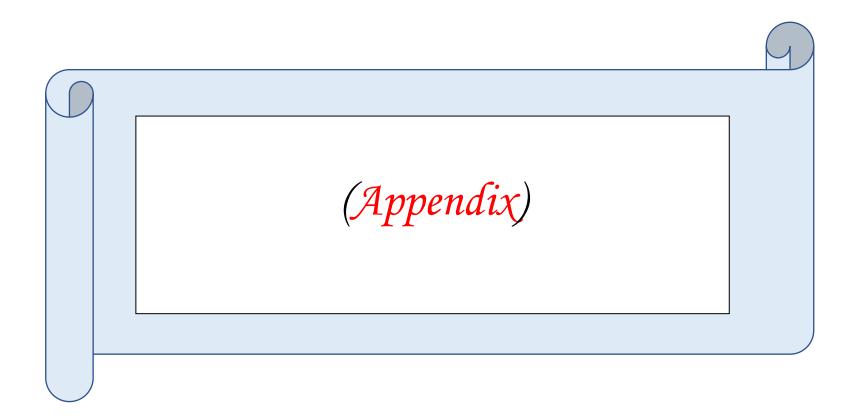
گُل نمبرات گُل نمبرات

نوٹ:

• سبق اصل پأٹھۍ سمجنے باپتھ چھے درسی کتابے ہندۍ سأری سبق پرنۍ تے سمجنۍ ضروْری۔

• امتحانس منْز ين اہليژ پېٹھ مبنى سوِالم پرژهنم۔

• گژامرکہ سوالہ ین درسی کتابہ مطأبق پژژهنہ۔



Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
1	January 24th, 2024	National Girl Child Day	Awareness in Assembly, Guest speakers, Storytelling and Role Models, Organize classroom debates on topics related to gender equality, talent show where girls can showcase their skills and talents in various fields
2	January 25th, 2024	National Voters Day	Rallies, Mock Elections, Debates, Seminar, Awareness and taking National Voters pledge in Morning Assembly
3	February 28th, 2024	National Science Day	Guest Lectures, Organize a science fair where students can present their own projects, experiments, and inventions, Poster and Slogan Competitions, quiz competitions
4	March 3rd, 2024	World Wildlife Day	Invite wildlife conservationists, biologists, or representatives from wildlife department to give talks or presentations about their work and the importance of protecting wildlife in the Morning assembly.
5	March 8th, 2024	International Women's Day	Organising skits, Group discussions highlighting the role of women.
6	March 22nd, 2024	International Water Day	Organising Awareness drives, Debates, Painting competitions on the theme of conservation of Water Resources
7	April 7th, 2024	World Health Day	Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
8	April 18th, 2024	World Heritage Day	Heritage Fair, Cultural Exchange, field trip to a nearby World Heritage site, or promoting environmental conservation, clean-up drives, tree planting initiatives,
9	April 22nd, 2024	Earth Day	Clean-up Campaign, Planting Activities, Take the learning outside by holding classes or activities in outdoor spaces such as school gardens, parks, or nature reserves, Earth Day Pledge
10	May 8 th , 2024	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.
11	May 31st, 2024	World Anti-Tobacco Day	Students to be engaged in Anti- Tobacco Awareness campaign.
12	June 5th, 2024	World Environment Day	Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities.
13	June 21,2024	International Yoga Day	Organize a mass yoga session for all students and staff in Morning assembly.
14	June 26th, 2024	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug deaddiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse.

15	July 26, 2024	Kargil Vijay Diwas	Patriotic Song, Observe a moment of silence to honour the martyrs, Show a documentary or a short film about the Kargil War.
16	August 12th, 2024	International Youth Day	Organize a day of community service activities where students volunteer their time and skills to support local organizations, charities, or social causes like cleaning up parks, tutoring younger students, assisting senior citizens,
17	August 29th, 2024	National Sports Day	Importance of sports in physical / mental fitness. How sports help to inculcate team spirit. Awareness about various types of sports & Games.
18	September 5th, 2024	Teacher's Day	Celebration of Teachers Day at various levels. Essay Writing / debate highlighting the role of Teachers
19	September 8th, 2024	World Literacy Day	Guest Authors and Storytellers, Creative Writing Projects, Book Donation Drives
20	September21st, 2024	International Peace Day	Organize a peace walk or rally where students can march together to promote peace, social justice, and human rights. Encourage students to express their ideas about peace through art projects such as painting, drawing, sculpture, or collage
21	October 2nd-8th, 2024	Wildlife Week	Awareness about importance of conservation of Wildlife with special reference to our local Fauna.
22	November 14th, 2024	Children's Day	Celebrations to reiterate the importance of being a child.
23	November 26th, 2024	Constitution Day	Reading of the Preamble, Debates, Essay competition, Quiz, Seminar, Poster making, Invite local judges, lawyers, or civic leaders to speak about the Constitution's relevance today
24	December 3rd, 2024	International Disability Day	Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness.
25	December 22nd, 2024	National Mathematics Day	Mathematics Poster Competition, Mathematics Quiz competition, Mathematics Olympiad, organize a special assembly to celebrate National Mathematics Day, featuring presentations, skits, or performances related to mathematics.

All the schools must celebrate national festivals with great enthusiasm, zeal and fervor as they remind the significance of freedom, democracy and peace there by bringing a sense of patriotism, pride and brotherhood among the students.

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

Suggestive Ten Bagless Days

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

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

Student Assessment & Evaluation Scheme (SA&ES) Middle Stage (Class 8th)

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

Criteria for Evaluation Formative / Summative Assessment:

	Object	Marks	Procedure
I.	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting at least 6 formative assessment activities throughout the year the year as per School Based Assessment. (@ 5 marks per Formative assessment)
II	Co-curricular Component	20	Detailed description of activities with criteria points is appended*
III	Summative Assessment	50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
	Total (I+II+III)	100	Qualifying criteria will be as per the prescribed examination norms/ guidelines. However, student is required to qualify with 33% marks in each assessment (FA/CC/SA).

Formative Assessment Guidelines (Marks: 30 per Subject)

Guidelines:

- 1. Formative Assessment shall be conducted throughout the academic session as per School Based Assessment using different techniques and tools.
- 2. All the desired learning outcomes should be continuously assessed by the subject teachers.
- 3. Out of all the Formative Assessments six best should be recorded with weightage of 5 marks to each (F1 to F6).
- 4. Report of these best six formative assessments should be recorded in prescribed Formative Assessment Recording format as given below.
- 5. Cumulative score of the student should be reflected in the final result register.

Name of the School	•••••
Formative Assessment Record.	Session

Name of the Student				No	
Recording No. & Date	Learning Outcomes Assessed (Code)	Assessment Techniques and Tools used	Overall Performance Level (Stream, Mountain, Sky)	Marks Scored (As evaluated from SBA tool)	Teacher's Observation
			Awareness:		
F1			Creativity:		
			Sensitivity:		
			Awareness:		
F2			Creativity:		
			Sensitivity:		
			Awareness:		
F3			Creativity:		
			Sensitivity:		
			Awareness:		
F4			Creativity:		
			Sensitivity:		
			Awareness:		
F5			Creativity:	1	
			Sensitivity:		
			Awareness:		
F6			Creativity:		
			Sensitivity:		

<u>Co-Curricular Component Assessment Guidelines</u> (Marks: 20 per subject)

Guidelines:

- 1. Various aspects of the co-curricular component/domains should be assessed by each subject teacher individually.
- 2. Marks weightage to each component should be given as per Student Assessment and Evaluation Scheme (SA&ES).
- 3. Each teacher should keep on tracking the co-curricular aspects and reflect the same in prescribed format "Recording Co-Curricular Activities"
- 4. The final score of each student should be reflected in the Final Result Register

Format for Recording Co-Curricular Activities

Name of the Student Session Class Roll No Subject Session					
Domain	Aspects assessed	Max. Mark s	Marks Obtain ed.	Descriptive Summary/Remarks by the Teacher	
Physical Activities	Sports, games, yoga, drills etc.(participation in inter/School/Zone/District/State events)	4			
Participation in school Activities	Seminars, debates, Morning Assembly, Celebration of important Days/events Cleanness drives drug de-addiction drives etc	4			
Cultural and Creative activities	Performing Art such as singing, dancing, acting, mime, role playing etc. Visual Arts such as Painting/Drawing, crafts, puppetry architecture, sculpture etc	4			
Health and Hygiene	Cleanliness of body and Clothes, consciousness and practice of healthy habits such as taking proper meals, avoiding unhealthy foods etc	2			
Environment /IT Awareness	Using dustbins, conservation of natural resources, avoiding polythene, clean surrounding consciousness, Uses ICT for learning(esp. for class6-8)	2			
Discipline	Overall behavior with the students, school mates And at home	2			
Attendance	Regularity and punctuality [>75 upto 85% (1 Mark) And 85% upto 100% (1 Mark)] (Note: Attendance a minimum of 75% is mandatory)	2			
	Total	20			

Note: This Format will filled for each subject by the concerned Teacher and enclosed with Students Progress file along with Formative Assessment Record

Sig. of In-charge Teacher

Holistic Progress Card (HPC)

To download the Holistic Progress Card (HPC) for the Middle Stage, please visit the NCERT website using the following link: https://ncert.nic.in/parakh/pdf/HPC middle.pdf

Or

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

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Result Register

To download the Result Register, please scan the QR code below:



Student Grade Card

To download the Student Grade Card, please scan the QR code below:



Student Assessment & Evaluation Scheme 2022

To download the Student Assessment & Evaluation Scheme 2022, please visit the website using the following link: https://drive.google.com/file/d/1UN0YrAk0ANxTnOxg99lsVmzgHrXLiHIS/view?usp=sharing

or

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





Academic Calendar-Cum-Syllabus 2024-25





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



MIDDLE STAGE

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