



Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

MIDDLE STAGE

Grade-7th

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.

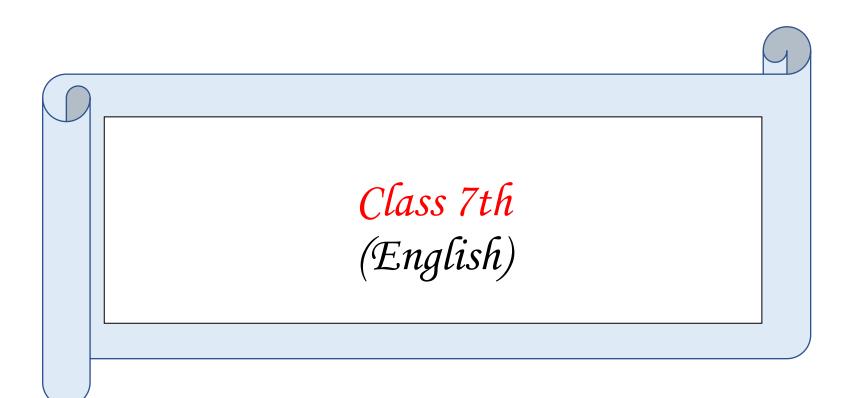
The Syllabus has been designed in order to provide students a broad and balanced understanding of subjects to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming 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.

Index Middle Stage (Class 7th) S. No **Title/ Subjects** English 2 Science Mathematics 3 Social Science Hindi 5 Dogri 6 7 Urdu Kashmiri 8 9 Punjabi **Appendix** Suggestive Calendar of Activities (i) Suggestive 10 Bag-less Days (ii)

(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



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 responds coherently C-1.3. Identifies and appreciates the main idea in the various	LO-1.1.1. infer a character's motivations by analyzing their actions, thoughts, and interactions with other characters. (e.g., Inferring a character acts kind to others because they want to make friends.) LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent. (e.g., Inferring a character is lonely based on a simile comparing them to an isolated island.) LO-1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information. (e.g., Predicting an informative text will provide facts and details on a specific topic.) LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. (e.g., Identify the main idea and supporting details of a news article.) LO-1.2.2. write a concise summary of a longer text, capturing the main idea and key supporting details. (e.g., Summarize the main argument and supporting points in a persuasive essay.) LO-1.2.3: respond coherently to an inferential comprehension question about a longer text. (e.g., Answer a question about a character's motivation based on textual clues.) LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a novel). (e.g., Identify the main idea of a specific chapter focusing on a character's journey.)
	texts	LO-1.3.2: identify the main idea of informative texts with different structures (e.g., chronological, cause-and-effect) and explain how the structure supports the message.
		LO-1.3.3: appreciate the main idea by explaining how it connects to the author's purpose or genre conventions.

	C-1.4. Shows interest in choosing and reading a variety of books	LO-1.4.2: choose books from a wider range of genres based on author recommendations or award nominations. LO-1.4.3: analyze their reading preferences and articulate their evolving tastes.
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: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion. LO-2.1.2: use a variety of transition words and phrases (e.g., however, consequently, in addition to) to create clear and cohesive connections between sentences and paragraphs LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences.
	C-2.2. Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing	experiences and emotions using sensory details. LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature.
CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes	LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences. LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent. LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a logical structure, focusing on a specific topic or genre.
CG-4 Explores different literary devices and forms of literature	C-4.1. Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)	LO-4.1.1: analyze the use of literary devices (e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose. LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama. LO-4.1.3: appreciate the narrative elements (plot, character, setting)

		that contribute to the enjarment of mass and dueme
	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 a wider range of literary devices (e.g., hyperbole, alliteration, imagery) in various forms of literature. LO-4.2.2: explain how different literary devices contribute to specific literary effects (e.g., imagery for sensory details, hyperbole for emphasis, alliteration for rhythm). LO-4.2.3: use a wider range of literary devices (simile, metaphor, personification, hyperbole, alliteration) strategically in their writing to create a specific effect or enhance their style.
CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	C-5.1. Uses appropriate grammar and structure in their writing	LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses. LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing. LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing.
CG-6 Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used	LO-6.1.1. discriminate between long and short vowel sounds and spell words accordingly. LO-6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs. LO-6.1.3. apply their understanding of phonetics and spelling patterns to improve pronunciation and spelling accuracy.

C-6.2 Engages in the use	LO-6.2.1: identify and analyze a wider range of wordplay techniques
of puns, rhymes,	(puns, rhymes, alliteration) in various forms of literature.
alliteration, and other	LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in
wordplays in the	their writing to create specific effects and enhance their creative
language, to make speech	expression.
and writing more	LO-6.2.3: analyze how authors use wordplay (puns, rhymes,
interesting and enjoyable	alliteration) to develop characters, establish voice, and convey themes
	in literature.
C-6.3 Becomes familiar	LO-6.3.1: demonstrate competency in playing and explaining the
with some of the major	
word games in the	LO-6.3.2: develop strategies for solving crossword puzzles and other
language (e.g.,	word-based challenges.
palindromes,	LO-6.3.3: appreciate the cultural significance of word games from
spoonerisms, sentences	different parts of the world (e.g., antakshari - India).
without given letters	
or sounds, riddles, jokes,	
antakshari, anagrams,	
crosswords)	

Month wise	Chapter:	Learning Outcomes	Suggested Pedagogy
Time Line	Melody/Let's Read/		
	Integrated Grammar &	The Learners:	
	Writing Skills Three Questions	LO-1.1.1. infer a character's motivations	Role-playing activities where
1	The Squirrel	by analysing their actions, thoughts, and interactions with other characters.	students act out scenes from the story, considering character
	The Tiny Teacher	LO-1.2.1. identify the main idea and supporting details of a longer text with a	motivations. After reading a passage, have students write a
	Unseen Paragraphs	clear structure. LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g.	short paragraph explaining what motivates a character's
		fictional texts with a clear structure (e.g., chapters in a Text/ story/drama/novel). LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book. LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion. LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details. LO-3.1.1: write formal letters to express	actions, citing textual evidence. (e.g., Inferring a character acts kind to others because they want to make friends.)(e.g., Identify the main idea and supporting details of a news article.) (e.g., Identify the main idea of a specific chapter focusing on a character's journey.) Expand on the structure of
		gratitude, congratulations, or condolences to appropriate audiences. LO-4.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences.	formal letters, emphasizing proper salutations, formal language, and respectful tone. Analyze mentor texts (examples

		(e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose. LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses. LO-6.1.1. discriminate between long and short vowel sounds and spell words accordingly.	of well-written formal letters) to identify key characteristics and appropriate language use. Writing assignments where students practice writing different types of formal letters, ensuring proper format and adapting their style to the specific purpose and audience Use graphic organizers or charts to compare and contrast the basic features of prose, poetry, and drama (e.g., structure, language). Read short excerpts from each genre and have students identify the form based on its characteristics. Play genres charades where students act out scenes from prose, poetry, or drama, and others guess the form.
2	A Gift of Chappals The Rebel	LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's	Create a "figurative language dictionary" where students record examples from the text and their
	Meadow Surprises	intent. LO-1.2.2. write a concise summary of a longer text, capturing the main idea and key	inferred meanings. During reading, pause to have students identify figurative language and
	Bringing up Kari	supporting details. LO-1.3.2: identify the main idea of informative texts with different structures.	explain how it helps them understand the character or situation. (e.g., Inferring a
	Unseen Paragraphs	LO-1.4.2: choose books from a wider range of genres based on author recommendations or	character is lonely based on a simile comparing them to an

award nominations.

LO-2.1.2: use a variety of transition words and phrases.

LO-2.2.2: use a wider range of vocabulary to express complex emotions and analyze how emotions influence characters' actions in literature.

LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent.

LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.

LO-4.2.1: identify a wider range of literary devices (e.g., hyperbole, alliteration, imagery) in various forms of literature.

LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.

L.O:6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs.

isolated island.)

(e.g., Summarize the main argument and supporting points in a persuasive essay.)

(e.g., chronological, cause-andeffect) and explain how the structure supports the message.

(e.g., however, consequently, in addition to) to create clear and cohesive connections between sentences and paragraphs

(e.g., imagery for sensory details, hyperbole for emphasis, alliteration for rhythm).

Analyze how specific literary devices create different effects on the reader (imagery - visualization, hyperbole - emphasis, alliteration rhythm). Activities where students rewrite sentences or excerpts, replacing specific literary devices with plain language and then discussing the impact on the intended effect. Create concept maps or charts that categorize literary devices according to the effects they create (e.g., imagery sight, sound, smell, taste, touch). Introduce the concept of a sentence and its key components (subject, verb, object) through engaging activities and visuals. Sentence

			building exercises where students manipulate words to form grammatically correct sentences. Interactive games or quizzes to reinforce the identification of sentence parts and subject-verb agreement.
3	Gopal and the Hilsa Fish	LO- 1.1.3: predict how different text structures (descriptive, persuasive,	Analyze the structure of different types of texts (descriptive passages,
	The Shed	informative) will be used to convey information.	news articles, persuasive essays). Before reading a new text, have
	Golu Grows a Nose	LO-1.2.3: respond coherently to an inferential comprehension question about a longer text.	students predict the structure based on the genre or title and
	Unseen Paragraphs	comprehension question about a longer text. LO-1.3.3: appreciate the main idea by explaining how it connects to the author's purpose or genre conventions. LO-1.4.3: analyze their reading preferences and articulate their evolving tastes. LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences. LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics. LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a	purpose. (e.g., Predicting an informative text will provide facts and details on a specific topic.) Introduce additional punctuation marks (semicolon, colon, quotation marks) with clear explanations and examples of their usage. Sentence revision activities where students improve clarity and organization by incorporating semicolons and colons effectively. Writing assignments that require students to use a variety of punctuation marks to enhance the structure

logical structure, focusing on a specific topic or genre.
LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.

LO-4.2.2: explain how different literary devices contribute to specific literary effects.

LO-5.1.3:use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing

Use graphic organizers with more complex categories (e.g., main idea, supporting details, cause-and-effect relationships). After reading a longer text, have students identify the main idea of each paragraph and explain how they support the overall theme. Highlight topic sentences and transitional words to help students identify the main points.

(e.g., Answer a question about a character's motivation based on textual clues.)

Trees Bloom. Chivvy Chandni **Unseen Paragraphs** conclusion. LO-3.1.1: devices

The Ashes that Made

LO-1.1.1. infer a character's motivations by analysing their actions, thoughts, and interactions with other characters. LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure.

LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a Text/story/drama/novel).

LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book.

LO-2.1.1: sequence ideas logically to write a multi-paragraph narrative or informational text with a clear introduction, body paragraphs, and conclusion.

LO-2.2.1: write descriptive narratives that vividly express their experiences and emotions using sensory details.

LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences.

LO-4.1.1: analyze the use of literary devices (e.g., similes, metaphors, personification) to enhance their appreciation of poetry and prose.

LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.

Teach summarizing techniques like identifying the thesis statement and omitting unnecessary details. Provide sentence starters or outlines to guide students in writing summaries. Peer review activities where students assess each other's summaries for clarity and accuracy.

Ask inferential questions that require students to think beyond the literal meaning of the text. Encourage students to use textual evidence and their own understanding to support their answers. Class discussions where students share their interpretations and justify their reasoning.

Divide longer texts into sections and have students identify the main idea of each part. After reading a chapter, have students summarize the main events and explain how they contribute to the overall story arc. Use timelines to track the development of the main idea throughout a longer narrative.

Review and expand on the concept of sentence variety, emphasizing the use of transitional words and phrases for coherence. Activities where students identify transitional words/phrases in mentor texts and analyze their role in connecting ideas. Sentence writing exercises where students practice incorporating transitional words and phrases to create a smooth flow of information.

		LO-6.2.1: identify and analyze a wider range of wordplay techniques (puns, rhymes, alliteration) in various forms of literature. LO-6.3.3: appreciate the cultural significance of word games from different parts of the world (e.g., antakshari - India).	
	Quality	LO-1.1.2. identify and explain the	Analyze the structure of different
5	Trees	meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent.	informational texts and discuss how it conveys the main idea. Read texts that use cause-and-effect or
	The Bear story	LO-1.2.2. write a concise summary of a	use cause-and-effect or compare/contrast structures and have
	The Invention of Vita	longer text, capturing the main idea and key supporting details.	students identify the main idea and how
	Wonk	LO-1.3.2: identify the main idea of	the structure reinforces it. Have
		informative texts with different structures.	students rewrite short informational texts in a different structure (e.g.,
		LO-1.4.2: choose books from a wider	chronological to compare/contrast) while
		range of genres based on author recommendations or award nominations.	maintaining the main idea.
		LO-2.1.2: use a variety of transition	Discuss the purpose of different text
		words and phrases.	genres (e.g., entertain, inform, persuade)
		LO-2.2.2: use a wider range of vocabulary to express complex emotions	and how the main idea contributes to that purpose. Read texts from various
		and analyze how emotions influence	genres and have students compare how
		characters' actions in literature.	the main ideas are presented and how
		LO-3.1.2: write informative letters or	they might differ based on genre
		emails with a clear purpose and persuasive intent.	expectations. Research and create presentations on authors known for their
		LO-4.1.2: appreciate the narrative	impactful messages or themes,
		elements (plot, character, setting) that	1

contribute to the enjoyment of prose and highlight	
	ting their main ideas and their
drama. lasting in	nfluence.
LO-4.2.1: identify a wider range of literary devices (e.g., hyperbole,	metaphor, personification,
alliteration, imagery) in various forms of hyperbole	le, alliteration) strategically in
literature. their write	iting to create a specific effect or
LO-4.2.3: use a wider range of literary enhance	e their style.
	on vowel sounds by introducing
	vel sounds and their distinctions
long vow	hort vowels. Minimal pair
with transitional words and phrases to	s where students differentiate
create logical flow and coherence in their	words based on short and long
writing	
LU-b / / USE WOTODIAV IDITIES TOVINES	ounds (e.g., bat/beat, sip/ship). n exercises that include words
aniteration) strategically in their writing	
to create specific effects and efficience	oth long and short vowels to
their creative expression.	e spelling and sound association.
LO-6.2.3: analyze how authors use	
wordplay (puns, rhymes, alliteration) to	
develop characters, establish voice, and	
convey themes in literature.	
-	d excerpts from books by
	erent authors with distinct styles
individual to the remaining informative, with see disease to convey (c.g.,	-
	penseful). Have students
A min and a state of the configuration of the confi	pare and contrast the writing
lon con tout	es and discuss how each one
Condon Spoke	cts the reading experience.
explaining how it connects to the author's	earch and present on favourite
nurpose or genre conventions	nors, exploring their writing
LO-1 4.3: analyze their reading preferences style	es and how they connect with
and articulate their evolving tastes.	lers.

LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between sentences.

LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.

LO-3.1.3: write essays with a clear thesis statement, supporting arguments, and a logical structure, focusing on a specific topic or genre.

LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.

LO-4.2.2: explain how different literary devices contribute to specific literary effects.

LO-5.1.3: use a variety of sentence structures (simple, compound, complex) with transitional words and phrases to create logical flow and coherence in their writing.

O-6.3.1: demonstrate competency in playing and explaining the rules of more complex word games (e.g., anagrams, antakshari).

LO-6.3.2: develop strategies for solving crossword puzzles and other word-based challenges.

Introduce students to literary awards for young readers (e.g., Newbery Award, Printz Award). Invite guest speakers like librarians or authors to recommend books in their preferred genres. Create a "book recommendation shelf" where students suggest books they enjoyed to their classmates.

Introduce crossword puzzles and teach students how to approach different types of clues (definitions, synonyms, antonyms). Collaborative crossword puzzle solving activities where students work in pairs or groups to complete the puzzle. Word challenge activities where students race to solve anagrams, riddles, or other puzzles using critical thinking strategies.

Have students keep track of the books they read and their genres in a reading log. At regular intervals, conduct journaling activities where students reflect on their reading choices and how their preferences might be changing. Class discussions focused on how reading experiences can shape and evolve our taste in books.

			Introduce consonant blends (initial, medial, final) and diagraphs with clear pronunciation demonstrations and examples. Activities where students manipulate letters or tiles to represent and blend consonant sounds (blends and diagraphs) for decoding words. Reading passages that contain words with blends and diagraphs to practice decoding skills.
	Dad and the Cat and the Tree		Use graphic organizers with more
7	the free	authors' styles contribute to their	complex structures (e.g., story mountain for narratives,
-	An Alien Hand	enjoyment of a book. LO-2.1.1: sequence ideas logically to write	compare/contrast charts for
		a multi-paragraph narrative or	informational texts) to help students
	The Pandemic	informational text with a clear	sequence ideas for longer writing
	The Wrath of Heaven	introduction, body paragraphs, and	assignments. Divide longer writing
		conclusion.	assignments into smaller tasks,
		LO-2.1.2: use a variety of transition words	focusing on sequencing ideas for each paragraph before assembling
	Unseen Paragraphs	and phrases.	them into a coherent text. Peer
	onseen raragraphs	LO-2.2.1: write descriptive narratives that	review activities where students
		vividly express their experiences and emotions using sensory details.	assess each other's writing for logical
		LO-2.2.2: use a wider range of vocabulary to	flow and suggest improvements in
		express complex emotions and analyze how	the sequencing of ideas.
		emotions influence characters' actions in	Expand the range of transition words introduced in 6th grade, including
		literature.	words for different logical
		LO-4.2.3: use a wider range of literary	relationships (contrast, sequence,
		devices (simile, metaphor, personification, hyperbole, alliteration) strategically in their	cause and effect). Create sentence
		writing to create a specific effect or enhance	starters or paragraph frames that
		writing to create a specific effect of chilanet	incorporate transition words to guide

their style.

LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation identify areas where transitions are marks) to improve the clarity organization of their writing.

LO-6.1. 2. identify and decode words with consonant blends (initial, medial, and final) and diagraphs.

apply their understanding of LO-6.1.3. phonetics and spelling patterns to improve pronunciation and spelling accuracy.

use wordplay (puns, rhymes, LO-6.2.2: alliteration) strategically in their writing to create specific effects and enhance their creative expression.

LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature.

students in using them effectively. Revision activities where students and needed and choose the most appropriate word or phrase based on the intended connection.

> Engage students in activities that connect phonetics knowledge to pronunciation practice (e.g., pronouncing new words based on vowel and consonant sounds). Dictation exercises with a focus on challenging words that require applying understanding of phonetics and spelling patterns. Peer review activities where students identify different sounds of vowels and consonants.

Selected Learning Outcomes for Summative Assessment Class—VII

The learners-

- LO-1.1.2. identify and explain the meaning of figurative language (similes, metaphors) and use this understanding to infer the author's intent. (e.g., Inferring a character is lonely based on a simile comparing them to an isolated island.)
- LO- 1.1.3: predict how different text structures (descriptive, persuasive, informative) will be used to convey information. (e.g., Predicting an informative text will provide facts and details on a specific topic.)
- LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. (e.g., Identify the main idea and supporting details of a news article.)
- LO-1.3.1: identify the main idea of longer fictional texts with a clear structure (e.g., chapters in a novel). (e.g., Identify the main idea of a specific chapter focusing on a character's journey.)
- LO-1.4.1: identify and explain how authors' styles contribute to their enjoyment of a book.
- LO-2.1.3: write well-developed paragraphs with a strong topic sentence, relevant supporting details, and clear transitions between
- LO-2.2.3: write clear opinion pieces that develop well-supported arguments about their likes/dislikes or agree/disagree stances on familiar topics.
- LO-3.1.1: write formal letters to express gratitude, congratulations, or condolences to appropriate audiences.
- LO-3.1.2: write informative letters or emails with a clear purpose and persuasive intent.
- LO-4.1.2: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.
- LO-4.1.3: appreciate the narrative elements (plot, character, setting) that contribute to the enjoyment of prose and drama.
- LO-5.1.1: demonstrate understanding of verb tenses (present, past, future) and subject-verb agreement across different tenses.

- LO-5.1.2: apply a wider range of punctuation marks (e.g., semicolons, colons, quotation marks) to improve the clarity and organization of their writing.
- LO-6.2.2: use wordplay (puns, rhymes, alliteration) strategically in their writing to create specific effects and enhance their creative expression.
- LO-6.2.3: analyze how authors use wordplay (puns, rhymes, alliteration) to develop characters, establish voice, and convey themes in literature

Design of Summative Assessment for Class-VII

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.

2 Marks

Section - C Writing Skills (12 Marks)

- 7. 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
- 8. One question to be attempted on message/email/social media post writing on the given situation (60 words).

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

 3 Marks
- 10. 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)

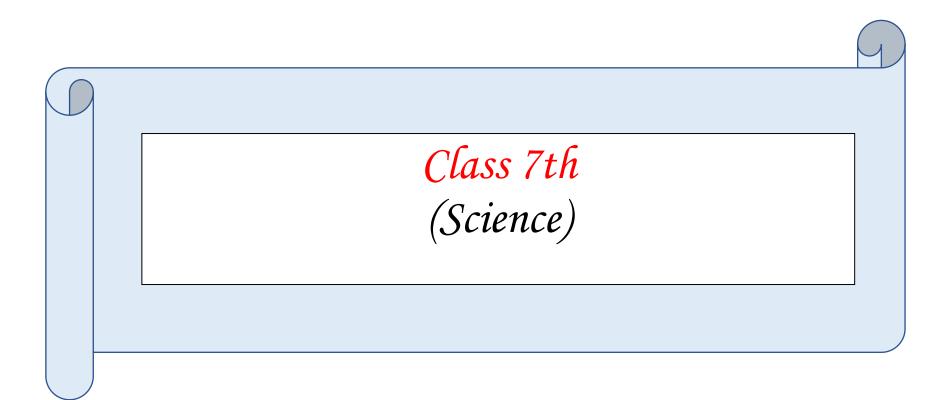
 4 Marks

Section - D Literature (15 Marks)

- 11. Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook. $3 \times 2 = 6$ Marks
- 12. Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension. $2 \times 2 = 4$ Marks
- 13. One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony, 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	9
03	С	Writing Skills	12
04	D	 Chandni Quality Trees The Bear story The Invention of Vita Wonk Expert Detectives Mystery of the Talking Fan A Tiger in the House Garden Snake Dad and the Cat and the Tree An Alien Hand The Pandemic The Wrath of Heaven 	15
Total			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.

Month	Chapter	Learning Outcomes	Suggestive Pedagogies
	Nutrition in Plants	3.2.1: Classifies Organisms based on the mode of Nutrition	Pose questions and find answers through discussion and performing appropriate activities
1		3.4.1: Explains the process of photosynthesis	Explore surroundings, natural processes, phenomena using senses
			Pose questions and record find the answers through reflection, discussion, appropriate activities etc.
		7.3.1: Draws a labelled diagram of the section of a leaf and stomata	
		7.1.1: Writes word equation for photosynthesis	Analyze recorded data and draw inferences, share findings with peers and friends.
		6.2.1: Conducts simple investigation to seek answer to the query, Do leaves other than green also carry out photosynthesis	Analyse, recorded data, interpret results and draw inferences

		3.4.2: Applies learning of scientific concepts in day today life e.g., testing and improving the quality of soil	Explore surroundings to observe the use of fertilizers, manures and mixed cropping
		3.2.2: Classifies Heterotrophs into Saprotrophs, Parasites, Symbionts and Insectivorous plants	Explore surroundings to observe natural interactions among the various organisms
		4.2.1: Tabulate various kinds of animals, food and their mode of feeding	Pose questions and acquire answers through discussion and observation
Nutritio	on in Animals	7.3.2: Draws a labelled diagram of Human Digestive System7.2.1: Builds a simple model of Human Digestive System	Encourage students to exhibit their creativity by building the model of Human Digestive system
		3.1.1: Identifies Types of teeth on the basis of observable features	Make students to perform Activity 2.2 on Page NO. 15
		6.2.2: Conducts simple investigations to seek answers to the query why does chewed cooked rice not give Starch test?	Make students to conduct the activity 2.3 on Page No. 15

		6.1.1: Discusses and appreciates the story of	Let students discuss and record the inferences taken out from
		William Beaumont	the story
		3.2.3: Explains the process of digestion in Humans (Digestion, Absorption, Assimilation and Egestion)	Make use of Models, Charts, 3D diagrams, animations etc.
		7.3.3: Draws a flow chart to summarize the various steps in the process of Digestion	Ask students to draw a flow chart showing all the steps involved in the process of digestion
		3.2.4: Explains the process of digestion in ruminants and Amoeba	
	Heat	1.1.1: Tabulates objects used in your day today life as hot/warm and cold/cool	Make students to interact with their peers
2		1.3.1: Measures temperature of warm liquid/ human body with the help of thermometer	Perform the activity 4.1/4.3 given on page No. 40/43
		1.1.2: Differentiate laboratory thermometer from a clinical thermometer on the basis of properties	Guide students to use both the types of thermometers in different cases
		6.2.3: Conducts simple investigation to seek answer to the query, why is it not convenient to use laboratory thermometer for measuring temperature of a human body?	Perform and Record the observations during the activity 4.5 given on Page no. 44
		6.2.4:Conducts an experiment to understand the process of Conduction	Record the observation during the activity and draw inferences (Activity 4.6)

	1.1.3: Classify different articles (materials) into conductors and insulators of heat	Record the observations during the activity 4.7
	6.2.5: Conducts an experiment to understand the process of convection	Record the observations during the activity 4.8 and draw inferences
	1.4.1: Relates the process of convection with the formation of Sea breeze and Land Breeze	Pose questions and find answers through reflection, discussion etc
	1.2.1: Understands the process of Radiation	Explore surroundings, natural processes, phenomena using senses
	3.4.3: Applies learning of scientific concepts in day today life to seek answer to the query, why do we prefer light coloured clothes in summer and dark coloured clothes in winter?	Record the observations during the activity 4.10
	3.4.4: Applies learning of scientific concepts in day today life to seek answer to the query, Why woolen clothes keep us warm in winters?	Pose questions and find answers through reflection and discussion
	1.1.4: Tabulates different substances that we use on daily basis on the basis of taste (sour/bitter/salty/sweet)	Record the observations based on day today experience
2	1.1.5: Classifies substances that we use in our daily life as acidic and basic on the basis of sour and bitter taste	Pose questions and find answers through reflection and discussion

Acids, Bases	1.1.6: Differentiates acids as natural (Organic) and Mineral acids	Pose questions and find answers through reflection and discussion
And Salts	1.2.2: Identifies indicators on the basis of a special characteristic i.e., changing colour on coming in contact with other substances	Record the observations and take inferences from the activity 5.1 Explore surroundings to find some natural indicators around us
	1.2.3: Classifies substances as acidic, basic or neutral on the basis of effect on indicators	Record the observations while performing an activity or doing an experiment (Make use of Red and Blue Litmus paper from Science Kit)
	1.2.4: Conducts Litmus test and classifies different solutions as Acidic, Basic and Neutral	Record the observations while performing litmus test on different given solutions and share it with peers
	 1.2.5: Conducts simple tests to find effects of acidic and basic solutions on turmeric and Phenolphthalein 1.2.6: Conducts simple investigations to seek answer to the query, can extract of coloured flowers be used as acid-base indicator? 	Record the observations while performing test and take inferences Perform activity 5.3 Record the observations during the activity 5.4 and discuss with peers
	9.1.1: Lists Physical properties of acids and bases	Pose questions and find answers through reflection, discussion etc.
	5.1.1: Applies learning of acids to seek answer to the query, why copper or brass cooking vessels are coated with tin (kalai)?	Engage students in discussion to come up with the suitable answer.
	1.2.7: Conducts an investigation to show the process of Neutralization	Record the observations during the activity 5.5 and discuss with peers

		7.1.2: Writes word equation for acid base reactions	Record the observation from activity 5.5 and write it in the form of word equation
		5.1.2: Applies the learning of the concept of neutralization to deal with the acidity of stomach	Pose questions and find answers through reflection and discussion
		5.1.3: Applies the learning of the concept of neutralization for the treatment of soil, Preserving milk for a short period, reduce the effect of Stings of ants and bees	Pose questions and find answers through reflection and discussion
		1.2.8: Explains Physical changes on the basis of experiential learning	Record the observations during the activities, experiments and surveys
3			Perform activities 6.1, 6.2, 6.3 and 6.4, draw inferences and discuss with your peers
		1.2.9: Explains Chemical changes on the basis of experiential learning	Record the observations during the activities, experiments and surveys
	Physical and Chemical Changes		Demonstrate activities 6.6, 6.7 and 6.8 and help students to draw inferences and share with peers
		1.2.10: Applies learning of the concept of chemical change to understand Rusting of iron	Explore surroundings and record the observations Record the observations during surveys
		6.2.6: Conducts an experiment to understand the process of crystallization.	Record the observations from the activity 6.9 to be performed in the presence of a teacher
	Respiration in	3.2.5: Explains processes and phenomena e.g., respiratory system in humans.7.1.3: Writes word equation for chemical	Calculate the breathing rate of your friends/family members etc. to investigate about different rates of breathing for different age groups/genders.

	Organisms	reactions e.g., respiration.	Watch videos to observe breathing in humans/animals.
		7.3.4: Draws well labelled diagrams/flow charts e.g., respiratory system/tract, alveoli in humans.	
		7.3.5: Draws well labelled diagrams/flow charts e.g. Lungs, Plant Organs/Cells/organelles associated with respiration.	
		7.2.2: Constructs models using materials from surroundings and explains their working e.g., inspiration/expiration of lungs during breathing.	
	Transportation in Animals and Plants	3.3.1: Explains processes and phenomena e.g., circulatory system/excretory system in humans.	Make your own stethoscope by using glass funnel, rubber tube and a piece of paper.
4		3.3.2: Explains processes of conduction of food/water and minerals from source to sink in plants.	Arrange a sphygmomanometer and measure the blood pressure of your class fellows/friends /family members.
		1.3.2: Measures and calculates e.g., pulse rate, blood pressure etc.	
		7.3.6: Draws well labelled diagrams/flowcharts e.g., circulatory system/ pathway of ,Soil plant Atmosphere Continuum in plants etc.	
		7.2.3: Constructs models using materials from surroundings and explains their working e.g., stethoscope, human excretory	

		system, human heart.	
		5.1.4: Applies learning of scientific concepts in day-to-day life e.g., checks blood pressure and pulse rate.	
	Reproduction in Plants	 3.3.3: Explains processes and phenomena e.g., types/ methods of reproduction. 7.3.7: Draws well labelled diagrams e.g., structure of flower etc. 5.1.5: Applies learning of scientific concepts in day-to-day life e.g., cultivation by vegetative reproduction. 	Visits to a nearby plant nursery and observes different practices of plant propagation. Ask students to bring some potatoes and grow them in school herbal garden. Observe and discuss the methods of propagation.
4		2.1.1: Classifies some common examples of motion into different types of motion (along a straight line/circular/periodic) 2.1.2: Calculates speed of moving objects	Pose questions and find answers through reflection, discussion etc. Analyze recorded data and interpret results
	Motion and Time	2.1.3: Measures time period of a simple pendulum6.1.2: Discusses and appreciates the story of	Record the observations during the activity 13.2
		Galileo Galilie about the development of a Pendulum clock	
		7.2.4: Constructs a model of Simple Pendulum using materials from surroundings and explains its working	Exhibit creativity presenting to design things
		7.2.5: Conducts activities to demonstrate/verify scientific	Record the observations during the activity

	facts/concepts/principles e.g., the time period of a given pendulum always remains the same	
	2.1.4: Measures speed of moving objects	Record the observations during an activity and interpret results Make a student to ride a cycle and ask other students to record observations Divide students into groups and make them record observations as per the format given in table 13.3
	2.1.5: Explains the working of Speedometer and Odometer	During school picnic ask students to record the readings from speedometer and odometer and tabulate the readings for future inferences
	7.1.4: Plots and interprets distance-time graphs	Analyse recorded data, interpret results and draw inferences
	2.2.1: Identifies role of switch in a complete simple circuit	Make students to record the observations during activities and draw inferences
	7.2.6: Makes a complete functional simple circuit using bulb, cell, wire and switch	Make students to exhibit their creativity and build circuits at their own with proper guidance
	7.1.5: Corresponds symbols in circuit diagram with components of a simple circuit	
Electric Current and	7.1.6: Draws circuit diagrams with different arrangements using symbols	

	Circuits	2.2.2: Demonstrates and Explains heating effect of electric current (Joule Heating)	Record the observations during the activity and draw inferences Pose questions and find answers through reflection, discussion, appropriate activities etc.
5		2.2.3: Explains the principle of Electric fuse in a complete circuit	Let students to make a comparative analysis between the heating effect of current and the principle of electric fuse
		2.2.4: Demonstrates and explains the magnetic effect of current	Record the observations during the activity and draw inferences Pose questions and find answers through reflection, discussion, appropriate activities etc.
		7.2.6: Constructs an Electromagnet using an iron nail, insulated copper wire and a cell	Let students to construct an electromagnet at their own under (adult supervision required)
		7.2.7: Constructs models (Electric bell) using required materials and explains their working	Use the required materials from the Science kit and work in groups
		7.1.7: Assemble a functional simple circuit based on the circuit diagram	Make students to assemble simple circuits in groups

6	Waste Water Story	 5.1.6: Applies Learning of Scientific concepts in Day to day life.(e,g Suggesting methods of treatment of Polluted water for reuse. 5.1.7: Makes efforts to protect environment and practices good hygiene practices (e,g following good practices for sanitation at public places, senziting others with the consequences of excessive consumption of natural resources) 5.1.8: Exhibits values of honesty, objectivity, cooperation etc towards water conservation and sewage disposal. 	 Conduct a survey in your locality and record the sewage treatment practices/Drinking water filtration plant. Observe the scientific practices in Sewage treatment /Water filtration plants. Suggest some innovative ideas through which sanitation at public places can be improved. Organize a rally in collaboration with PRIs of your locality to spread awareness among common masses about good health practices and onsite sewage disposal systems. Students should be encouraged to engage with the content at an intellectual level through active participation in the classroom (e.g., asking questions, engaging in debates) and also at an experiential level by undertaking hands-on community projects (e.g., participating in environmentally sustainable activities at school, composting, minimising waste and maximising recycling/ upcycling, raising a small plot or bed of medicinal plants, fundraising for important causes, community service in and around the school locality).
	Light	1.1.7: Differentiates materials as transparent, translucent and opaque 2.4.1: Conducts simple investigations to seek answers to queries, eg, Is white light composed many colours? 7.2.8: Constructs models using materials from surroundings and explains their	 Ask students to look around the classroom and find examples of items (media that transmit, reflect, refract and absorb light. Draw well labelled diagram of Rainbow and name different colours used. Make Newtons disc, rotate and observe.

7		working, Newton's colour disc.	
	Forests: Our Lifeline	 3.3.4: Identifies animate and inanimate components of a forest. eg, autotrophs, soil, decomposers etc. 3.3.5: Lists various products we get from forests. eg, Timber, Rubber, resin etc. 	Field visits.Project work.
		 3.3.6: Desribes.eg, Characteristics of trees, interrelationship among plants, soil and decomposers, food chain etc in a forest. 3.4.5: Explains the role of forests in .e,g maintain the balance between carbon dioxide and oxygen, rainfall, replenishment of ground water, preventing soil erosion etc. 	

	SUMMATIVE ASSESSMENT		
S.No	Chapter Name	Marks Allotted	
01	Nutrition in Plants	5	
02	Nutrition in Animals	6	
03	Acids, Bases and Salts	6	
04	Heat	5	
05	Physical and Chemical Changes	5	
06	Transportation in Plants and Animals	6	
07	Electric Currents and Circuits	6	
08	Light	6	
09	Waste water story	5	
	TOTAL 50		

Assessment Scheme

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%

7th 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 2023 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, coefficient,	C-2.1 Understands equality between numerical expressions and learns to check arithmetical equations
expression, and (one- variable) equation, and uses	C-2.2 Extends the representation of a number in the form of a variable or an algebraic expression using a variable
these concepts to solve meaningful daily-life	C-2.3 Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations
problems 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	C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
applies properties and theorems regarding	C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
simple geometric shapes (2D and 3D)	C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
	C-3.4 Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
	C-3.5 Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to- day life problems	C-4.1 Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
	C-4.2 Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3 Constructs various designs (using tiling) on a plane surface using different 2D

	shapes and appreciates their appearances in art in India and around the world C-4.4 Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
CG-5 Collects, organises, represents	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
(graphically and in 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 thinking and the ability to communicate mathematical ideas logically and precisely	C-6.1 Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and
CG-7 Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	Geometry C-7.1 Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
CG-8 Develops basic skills and	C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving C-8.1 Approaches problems using programmatic thinking techniques such as

6	
capacities of computational thinking,	iteration, symbolic representation, and logical operations and reformulates
namely, decomposition, pattern	problems into series of ordered steps (i.e., algorithmic thinking)
recognition, data representation,	C-8.2 Learns systematic counting and listing, systematic reasoning about
generalisation, abstraction, and	counts and iterative patterns, and multiple data representations; learns to
algorithms in order to solve	devise and follow algorithms, with an eye towards understanding
problems where such techniques of	correctness, effectiveness, and efficiency of algorithms
computational thinking are effective	derived the safety and emercinely of digorithms
CG-9 Knows and appreciates the	C-9.1 Recognises how concepts (like counting numbers, whole numbers,
development of mathematical ideas	negative numbers, rational numbers, zero, concepts of algebra, geometry)
over a period of time and the	evolved over a period of time in different civilisations.
contributions of past and modern	C-9.2 Knows and appreciates the contributions of specific Indian
mathematicians from India and	mathematicians (such as Baudhayana, Pingala, Aryabhata, Brahmagupta,
across the world	Virahanka, Bhaskara, and Ramanujan)
CG-10 Knows about and appreciates	C-10.1 Recognises interaction of Mathematics with multiple subjects across
the interaction of Mathematics with	Science, Social Science, Visual Arts, Music, Vocational Education, and Sports
	Science, Social Science, visual Arts, Music, Vocational Education, and Sports
each of their other school subjects	

Class 7th (Mathematics) Academic Calendar cum Syllabus 2024-25

Time Spell	Chapter	Learning Outcomes	Interaction Time - Let's go beyond the textbooks
11	Integers	LO-1.3.2: Compares and sorts integers using symbols <, > and = LO-1.3.3: Solves problems involving addition, subtraction, multiplication and division of integers	 Why there are integers? What is the role of 0 if it has no value of its own.
Month	Fractions and Decimals	LO-1.6.6: Constructs the knowledge of fractions/decimals using examples from surroundings LO-1.6.7: Compares fractions/decimals using symbols <, > and = LO-1.6.10: Solves problems involving addition, subtraction, multiplication and division of fractions/decimals	• Try to write $\frac{1}{3}$ in decimal form.
Month 2	Rational Numbers	LO-1.4.1: Illustrates and defends the understanding of Rational numbers LO-1.4.2: Compares and sorts rational numbers using symbols, <, > and = LO-1.4.3: Adds, subtracts and multiples two or more rational numbers LO-1.4.4: Finds As many as rational numbers between; Two like rational numbers Two unlike rational numbers	 Try to find some properties of rational numbers like decimal representation, properties in numerator/ denominator etc Can you write two rational numbers where there is no number in between them, Discuss.
Month 3	Simple Equations	LO-2.4.1: Represents and solves simple daily life situations using linear equations in one variable	 Try to solve some puzzles using algebra Verify if x % of y =

	Algebraic	LO-2.2.4: Represents daily life situations in the form of		y % of x by using some
	Expressions	algebraic expressions		concrete numbers
		LO-2.2.3: Constructs the understanding of polynomials,	0	What is the measure of
		coefficients, variables, like and unlike terms		greatest angle and why
		LO-2.3.1.: Adds/subtracts algebraic expressions		so?
		LO-2.3.2: Formulates general term for simple patterns using		
		algebra		
	Comparing	LO-1.6.8: Constructs the knowledge of percent in terms of	0	If three lines intersect
	Quantities	fraction and decimals		at a single point, can
		LO-1.5.1: Solves simple problems involving percentage		we say that it is
Month 4		LO 2.2 C. Classifies university of smaller based on their properties		example of two-line
u t		LO-3.2.6: Classifies pairs of angles based on their properties		sand a transversal
\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		as linear, supplementary, complementary, adjacent and vertically opposite		
_	Lines and	LO-3.2.7 : Solves the problems involving properties of angles		
	Angles	LO-3.2.5 : Verifies the properties of various pairs of angles		
	Aligics	formed when a transversal cuts two lines		
	The	LO-3.2,8 : Classifies the triangles on the basis of sides/angles	0	Try to find the sum of
	Triangle	LO-3.2.9: Demonstrates the understanding of Median,		all the exterior angles
	and its	Altitude, Perpendicular in a triangle		of a triangle and
h 5	properties	LO-3.2.10: Finds unknown angle of a triangle when its two		discuss why it is always
Month		angles are known using exterior angle/ angle sum property		360 ⁰ in every type of
Σ	Perimeter	LO-4.1.2 : Constructs the knowledge of Perimeter (Boundary)		triangle.
	and Area	& Area and their unit of measurement	0	Let's calculate the area
		LO-4.1.4: Develops and uses the formulas to calculate the		of some piece of land in
		area of; Rectangle, Square, Triangle and Circle		surroundings
	Exponents and Powers	LO-1.1.9: Expresses numbers in power notation and vice	0	
	and Powers	Versa.		importance of numbers
h 6		LO-1.2.10: Explores and operates laws of exponents in simple situation		written in power notation.
Month 6	Symmetry	LO-M701: Observes and demonstrates the understanding of	0	Discusses the
Ψ	Symmetry	line symmetry and rotational symmetry in square, rectangle,	O	importance of linear
		triangles, circle and in other simple shapes.		symmetry in the
		and in defici direptor		, ,
		and in denter direction and post		objects found in you

				houses
	Visualising	LO-3.3.2: Identifies and designs nets of Cube, Cuboid, Cylinder, Cone,	0	Draws different views
	of solid	Pyramid		of some solid using 2-D
	shapes	LO-3.3.2: Makes simple 3-D Designs using 2-D shapes		shapes
^		LO-3.3.5: Observes and draws different views of simple solid	0	Represents some data
L		shapes.		using Bar-Chart and
Month	Data	LO-5.1.2: Collects and organises simple sets of data		discusses the
Σ	Handling	LO-5.1.4: Finds representative values (Mean, Median and		importance of graphic
		Mode) of simple data		representation
		LO-5.2.2: Represents data using bar graph (Multi, vertical,		
		horizontal)		

Summative Assessment

S.No	Learning outcome aligned	Chapter Name	Marks Allotted
1	LO-1.4.1, LO-1.4.2, LO-1.4.3, LO-1.4.4	Rational Numbers	8
2	LO-2.4.1	Simple Equations	7
3	LO-3.2.8, LO-3.2.9, LO-3.2.10	The triangle and its properties	9
4	LO-4.1.2, LO-4.1.4	Perimeter and Area	8
5	LO-1.1.9, LO-1.2.10	Exponents and Powers	5
6	LO-M701	Symmetry	6
7	LO-5.1.2, LO-5.1.4, LO-5.2.2	Data Handling	7
	Total		50 Marks

Cognitive Level Weightage

Cognitive levels	Total Marks	% Weightage (approx.)
CL-1: Demonstrate Knowledge and Understanding. -Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. -Demonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	18	36%
 CL-2: Application of knowledge/concept. Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. 	10	20%
CL-3: Formulate, Analyse, Evaluate and Create. - Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information, 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(MCQs)	1.74.1	CL-2	1	1
		1 Mark	CL-3	2	2
			Total	7	7
Selected			CL-1	1	1
response	Case Based/Data Based	1 Mark	CL-2	1	1
question	Multiple Choice	1 1/14/11	CL-3	1	1
	Questions(CB-MCQs)		Total	3	3
	A .: D :		CL-1 CL-2	<u>l</u>	1
	Assertive – Reasoning	1 Mark	CL-2 CL-3	1 1	1
	Multiple Choice Questions		Total	3	3
	(AR-MCQs) Very Short Answer Questions (VSAQs) Short Answer Questions(SAQs)		CL-1	2	4
		2 Marks	CL-1	2	4
			CL-2 CL-3	2	4
			Total		12
			CL-1	6	3
Constructed		3 Marks		1	
response			CL-2	1	3
question			CL-3	3	9
•			Total	5	15
	•		CL-1	1	5
	Long Answer		CL-2	Nil	Ni
	Questions(LAQs)	5 Marks	CI 2	1	1
	with internal choice		CL-3	1	5
			Total	2	10
	Total Summative Assessment Marks				

Class 7th (Social Science)

Social Science

Social Science is the systematic and scientific study of human societies that explores the relationship between the individual and society, social institutions, and organisations. Here 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.

As a subject at school, Social Science draws significantly from the disciplines of History, Geography, Civics, Political Science, and Economics, and, also where relevant, from Psychology, Anthropology, Philosophy, Law, and others, thereby aiming to provide an interdisciplinary understanding.

Social Science is first studied as a separate subject in the Middle Stage. In this Stage, the study of Social Science will be largely thematic. Each of the themes would be studied through an integrated view of History, Geography, Political Science, Economics, and other disciplines where relevant, such as Psychology, Philosophy, Anthropology, and Sociology. Also, each such theme with this integrated multidisciplinary perspective will be studied at the local, regional, national, and global levels.

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	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to
sources related to different aspects of	understand the historical, cultural, geographical, and socio-political aspects of human
human life and makes meaningful	life
interpretations	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	C-2.1 Explains and analyses major changes in the past and their impact on society
continuity and change in human	C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships,
civilisations through specific examples	practices, and activities in human society, notwithstanding major changes in society
from their context and a few historical	
episodes	
CG-3 Draws connections between the	C-3.1 Analyses the effect of various changes in early human society from nomadism to
causes and effects of different social	settled life and early civilisation (such as the emergence of agriculture, changes in food
and historical events or episodes and	habits, basic technologies like construction, transport, pottery, metallurgy), and changes
connects them with the overall impact	in human habitation, family structures and relationships, the nature of work, people's
on human life	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	C-4.1 Collects, organises, and interprets information about various social, cultural,
social, cultural, and political	economic, and political institutions in their vicinity and region, and realises its
institutions and their impact on	significance for human society
society, and the way individuals and	C-4.2 Assesses the influence of social, cultural, and political institutions on an
collectives shape these institutions	individual/ group/ community/ society in general
CG-5 Understands various forms of	C-5.1 Identifies, explains, and raises questions about different forms of inequality,
inequality and prejudice in society —	prejudice, and discrimination prevailing in one's own family, locality, region, and
from those prevalent in a family to	national and global levels
those at a community/ regional/ national level — and also the	C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels
initiatives and efforts at various levels	through various (including social, cultural, economic, and political) mechanisms and
	institutions, and what individuals can do, to address these to ensure equity, inclusion,
to address these issues	and justice

CG-6 Understands the spatial	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil
distribution of resources (from local to	formation, the flow of rivers, and how they are spatially distributed
global), their conservation, the	C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials,
interdependence between natural	and services across geographies
phenomena and human life, and their	C-6.3 Analyses Indian perspectives on and efforts towards conservation and
environmental and other implications	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	C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and
meaning of being Indian (Bharatiya)	diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines,
by understanding (a) India's rich past	traditions, festivals, trade, commerce, and health practices including ayurveda and yoga
and present including its glorious	C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-arid
cultural unity in diversity, pluralism,	zone in the west and the areas of heavy rains in the north-east to the long coastal areas in
heritage, traditions, literature, art,	the south and the snow-clad mountains in the north, as well as the rich biodiversity of the
architecture, philosophy, medicine,	country
science, and other contributions to	C-7.3 Appreciates India's tradition of inclusion across communities and social groups,
humanity, and (b) other integrating	and its influence in vast parts of the world through its cultural elements
factors despite the geographical	
diversity of India	
CG-8 Understands and appreciates the	C-8.1 Understands the need for a constitution for any country during the last few
process of development of the	centuries – especially in a country such as India – and its deeper objectives
Constitution of India and upholds its	C-8.2 Explains the process of formation of the Indian Constitution and understands the
importance to promote democratic	ideas and ideals of the Indian national movement enshrined in it as well as those drawn
values in Indian society	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 grass root level
CG-9 Understands the processes of	C-9.1 Explains the key elements of trade and commerce (commodity, production,
economic activities (production and	consumption, and capital) and its impact on individual life and society
consumption, trade, and commerce)	
CG-10 Understands and appreciates	C-10.1 Knows and explains the significant contributions of India to all matters
the contributions of India through	(concepts, explanations, methods) studied within the curriculum, in an integrated manner

history and in the present times, to the	along with the particular matter - illustratively, understands the strengths of India's
overall field of Social Science,	democratic traditions through its history
including the different disciplines that	
constitute it	
CG-11 In the curricular goals CG-1 to	Note: Competencies for this Curricular Goal have already been incorporated under CG-1
CG-10, there is a basic and adequate	to CG-10
understanding of the history,	
geography, and culture of the locality,	
region, and country	

^{*} 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. However, Competency No. "0" means that there is no competency available in the NCF-2023.

Month	Chapter	Learning Outcome (CG.CC.LO)*	Suggestive Activities
	Environment	4.2.1: Describes the immediate	Draw the picture of an ideal environment you
		environment around us.	would love to livein.
		4.2.2: Understands the various	
		components using various AV aids.	
	Inside Our	5.1.1: Identifies major layers of the	Collect pictures of some monuments and
	Earth	earth's interior, rock types, and layers of	find out the type of rocks used to build
		the atmosphere in a diagram.	them.
			From the Rock mine Kit identify
1 st			different rock types by their colours.
Month	Our Changing	5.1.2: Explain the interplay of various factors	Make a drawing of landforms like
Month	Earth	within and on the surface of the earth	Mountain range, pass, plateau, rivers,
		5.1.3: explains the steps to safeguard	water divide, ox-bow lake, water fall,
		oneself in any disaster.	delta, etc.
			Case study of the earthquake of Gaziantep
			Turkey, Feb. 6 – 2023 Indicating various
			events in the right sequence of the
			happenings.
	Tracing	1.1.1 : Gives examples of various types of	Visits the nearest museum/historical/archaeological
	Changes	sources.	site/cultural hub.
	through a	1.1.2: Explores the sources of history	Surveys historical places in their locality- observes
	thousand years	through authentic means.	and documents the history of these places
			Traces the History through maps.
2 nd	New Kings &	2.1.1: Analyse the socio-political,	Understands the tax structure/Land
Month	Kingdoms	Administrative set up of early	/organization/irrigation/Agriculture of present in
		kingdoms.	correlation with past.
	The Delhi	0.0.1 : Understands & appreciate the	Documentary screening from NCERT sources on the
	Sultans	various kingdoms of Delhi eg: Tughluks,	Kingdoms.
		Khiljis.	Discussion on the legacy of Zainul Abideen as role
		0.0.2 : Draws comparisons between	play.
		policies of different rulers	

3 rd	On Equality	7.1.1: Explains the significance of equality in democracy7.1.2: Distinguishes between political equality, economic equality, and social equality	.Arrange an activity in the classroom to prepare posters withdrawings and pictures on the significance of the equality, Constitution etc.
Month	Role of the Government in Health	 0.0.3: recognises various forms of discrimination and understands the nature and sources of discrimination. 0.0.4: raises appropriate questions about these practices. 	Organize awareness drive in the local community regarding publichealth and sanitation.
	How the State Government Works.	8.1.1: Describes the process of election to the legislative assembly.8.1.2: Locates one's own constituency on assembly constituency map of State/UTs and names local MLA of the government	Organize a mock election and youth assembly and set their manifesto on issues related to sanitation and Drainage System of your school
	Air	5.1.3: Explains composition and structure of the atmosphere.5.1.4: Using Models/AV mode explains the structure of the Atmosphere.	Make a weather calendar for one week using pictures or symbols to show different types of weather Demonstrates through activities the concept of Air pressure & Wind
	Water	5.1.5: Analyses the distribution of water in different forms.5.1.6: Understands the mechanisms involved with water in ocean/sea/rivers.	Draws water cycle as group activity. Demonstrates the Tides & currents using glass trough or open bucket of water.
	The Mughal Empire	0.0.5: Traces the rich legacy of Mughal Empire through literature, cultural heritage.0.0.6: Understands the military, welfare, Land polices under Mughals.	Explores the built/cultural heritage of Mughal era in Kashmir by a visit to nearby heritage site. Compares the land polices of Mughals and post independent India.

4 th	Tribes, Nomads	3.2.1: Explore how the different	Case history of various tribes in Kashmir with focus
Month	& Settled	communities evolved socially.	on their rich culture, livelihood, economic pursuits.
William	communities.	3.2.2: Explains the social stratification of	Makes a list of laws protecting the Tribal right
	Communicies	tribes/varnas.	rational right
	Growing up as	0.0.7 : Helps to understand the concept of	Class debates the role of gender at home &
	Boys and Girls.	identity for girls in society.	workplace.
		0.0.8 : Analyses the role of female gender &	Role reversal activity to know how it feels to be an
	TT/ CI	challenges thereof.	opposite gender.
	Women Change	6.1.1: Analyses the causes and	Visit by a local women achiever to school.
	the World	consequences of disadvantages faced by	Virtual interaction with women of substance
5 th		women. 6.1.2: Identifies women achievers in	
Month		different fields.	
WIOIILII	Understanding	0.0.9 : Introduces the various Media like	Project assignment to children on newspaper
	Media	print, broadcast & social media.	reading, moderation & anchoring.
	Wiedia	0.0.10 : Discusses the role & ethics of news	Debate on a news story in class
		media.	Decade on a news story in class
	Markets Around	9.1.1: Introduces the concept of various	Guides the class to visit the nearest hawkers, local
	Us.	markets.	shops and seasonal markets.
		9.1.2: Discusses the best market practices.	Gives a brief introduction about marketing skills.
	A Shirt in the	9.2.1: Demonstrates the local	A local product is traced back from finished product
	Market	article/food/product and its supply chain.	to its origin or source.
	Human	6.1.1: reasons and factors leading to	In an outline map of Indian sub- continent,
	Environment	diversity in flora and fauna, e.g.,	draw the rivers Ganga And Brahmaputra
	Interactions	climate, landforms, etc.	from the source to mouth
th		6.1.2: locates distribution and extent of	On an outline map of the
6 th	The Tropical and	different climatic regions on the world	world mark the countries through which
Month	the Sub-tropical	map or globe	equator passes
	Region		
	Life in the	5.2.1: Understands the life in deserts	Brainstorm the life a Bedouin in deserts.
	Deserts	5.2.2: Locates deserts on the world map	Using Map identify the major deserts eg: Ladakh,
			Thar, Gobi, Sahara.

	Devotional paths to the Divine	4.2.3: understands the emergence of new religious movements.4.2.4: Develops the appreciation for mutual respect & inclusiveness for various devotional paths.	Assigns projects on communal harmony so as to understand the relevance & significance of different religious saints/gurus. Organizes Poetry recitation sessions of Lal Ded/Guru Nanak/Kabir& others. Examines primary sources (poetry) of Bhakti and Sufi poets about the social order of that era
	The Making of Regional Cultures.	4.1.1: Understands the development of language, art & culture as a medium of respect for each other.	Collects the pictures of various art forms like Kathak. Screens a documentary on the Heritage of India with
7 th Month	Eighteen Century Political	0.0.11 : Analyses the changes post Mughal empire & emergence of new states.	reference to J & K. Critically revisits the reasons for emergence of new states
Monun	Formations. Jammu &	0.0.12 : Explores the rich cultural, built &	Analyses rich diversity of J&K through role
	Kashmir- Life & People	living heritage of J & K. 0.0.13 : Debates about the factors to uphold this diversity.	plays/discussions/brainstorming. Makes Picture collage of unique features of J & K.
	Structures of the Governance in J&K and Ladakh	4.1.1: Explains the political & administrative structure using art & maps.	Prepares the flow chart of various units of J&K and Ladakh. Discusses the development schemes.

S.	Text Book	Chapter Title	Marks in Summative
No.		Question Paper Design	Assessment
1,51	Our Environment	Our Changing Earth	03
$me - \frac{1}{2}.5 H$	lours	Water	03 Maximum Marks - 50
3		Human Environment Interactions The	05
		Tropical and the Sub-tropical Region	
4		Life in The Deserts	03
5		Jammu & Kashmir- Life and People	02
6	Our Past – II	The Delhi Sultans	04
7		The Mughal Empire	04
8		Tribes, Nomads and Settled Communities	03
9		Devotional Paths To The Divine	04
10		Eighteenth Century Political Formations	03
11	Social And Political	On Equality	04
12	Life – II	Role Of Government in Health	03
13		How The State Government Works	03
14		Understanding Media	04
15		Structures of The Governance in J&K and	02
		Ladakh	
		Total	50

Serial Number	Cognitive Level	Total Marks	Percentage
1	CL-1: Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions and stating main ideas	18	36
2	CL-2: Applying and Maps: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way (Maps will be fromall the three books)	10	20
3	CL-3: Formulating, Analyzing, 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 ona set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.	22	44
	TOTAL	50	100%

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

Class 7th (Hindi)

कक्षा सातवें।	वार्षिक पंचांग सह सिलेबस शैक्षिक कैलेंडर सह सिलेबस।	
पाठ्यचर्या संबंधी लक्ष्यः- CG-1:- पाठकों)कहानियों ,कविताओं ,नाटकों के अंश ,निबंध लेख ,समाचार रिपोर्ट(के साथ जुड़कर स्वतंत्र पढ़नेकी समझ और सारांश कौशल विकसित करता है और किताबें पढ़ने में रुचि दिखाता है।	योग्यता/ क्षमता: - C-1.1 विभिन्नपाठों को समझने के लिएविभिन्न समझ रणनीतियों)भविष्यवाणी, अनुमान (को लागू करता है। C-1.2 मुख्य बिंदुओं की पहचान करता है, पाठकोध्यानसे पढ़ने के बाद सारांश देता है, और सुसंगत रूप से प्रतिक्रिया देता है। C-1.3 विभिन्न ग्रंथों में मुख्य विचार की पहचान करता है और उसकी सराहना करता है। C-1.4 विभिन्न प्रकार की पुस्तकों को चुनने और पढ़ने में रुचि दिखाता है।	सीखने के परिणाम: - C-1.1.1 • कहानियाँ, किवताओं ,नाटकों और गद्यपाठों को समझने के लिए विभिन्न प्रकार की नीतियों का उपयोग करता है। • विभिन्न कथाओं और किवताओं के माध्यम से भावनाओं और विचारों को समझता और व्यक्त करता है। • व्याकरण के नियमों को समझता है और उन्हें अपने लेखन में उपयोग करता है। C-1.2.2 • छात्र पाठ के मुख्य बिंदुओं को समझकर उन्हें ध्यान से पहचान ता है। • पाठ को ध्यान से पढ़ने के बाद वह उसका सारांश बनाने में सक्षम होता है। • छात्र सुसंगत रूप से प्रतिक्रिया देता है जो उसके समझने और विकास के स्तर को दर्शाता है। C-1.3.3 • छात्र कक्षा सात वीं में हिंदी पुस्तकों के विभिन्न प्रकार को पढ़कर उन में रुचि दिखाता है। • छात्र अलग अलग लेख को और विषयों की पुस्तकों को चुनने और पढ़ने के लिए प्रेरित होता है। • इससे उनकी भाषा ,कौशल ,साहित्य ,ज्ञान और अध्ययन कौशल में सुधार होता है। C-1.4.4 • शिक्षार्थीअपठितगद्यांश को अध्ययन करते हैं तथा प्रति पूर्ण रूप से सक्षम होते हैं। • सामाजिक और सांस्कृतिक शब्दों को समझने

CG-2:-	C-2.1	और प्रस्तुत करने की क्षमता प्राप्त करते हैं। • चयनित किताब में मौजूद विषयवस्तु उद्देश्य का विश्लेषण कर पाते हैं। और उनके प्रभाव की चर्चा भी कर पाते हैं। C-2.1.1
विचारों ,भावनाओं और सामाजिक घटनाओं)उदाहरण के लिए गांव के मेले, त्योहार, अवसर (के बारे में लिखने की क्षमता प्राप्त करता है।	लेखन रणनीति यों का उपयोग करता है, जैसे विचारों को अनुक्रमित करना ,शीर्षकों ,उप शीर्षकोंकी पहचान करना ,और स्पष्ट शुरुआत अंत और पैराग्राफ)गद्यांश(बनाना। C-2.2 अपने परिवेश के विभिन्न पहलुओं पर अनुभवों , भावनाओं और आलोचकों को लेखन में अभिव्यक्त करता है।	 छात्रों को सही लेखन कौशल संवादात्मक विचारों को व्यक्त करने की क्षमता और स्पष्ट और संगठित लेखन की योग्यता में सुधार होता है। छात्र साहित्यिक और व्यक्तिगत रूप से विकसित होते हैं जो उनके भाषा कौशल और। व्यक्तित्व का विकास करते हैं। शुरुआत मध्य और अंत में संवेदनशीलता को प्रकट करने के लिए लेख रणनीति यों में सक्षम हो पाते हैं। ट-2.2.2 विभिन्न परिवेशों के अनुभवों को अपने लेखन में उत्कृष्टता के साथ प्रस्तुत करने में सक्षम होते हैं। छात्र अपने विचारों और धारणाओं को बदलते समय के साथ समायोजित करने की क्षमता को
CG-3	C-3.1 उचित शैली का प्रयोग करके विभिन्न प्रकार के पत्र और निबंध लिखते हैं और विभिन्न श्रोताओंऔर उद्देश्यों के लिए दर्ज करते हैं।	विकसित करते हैं।
प्रश्न पूछने ,विश्लेषण करने और उत्तर देने के लिए		 लेखन की संपूर्ण पांच शैलियों)उदाहरण:- वर्णनात्मक ,िववरणात्मक ,

भाषा कौशल का उपयोग करके प्रभावी संचार की क्षमता विकसित करता है। CG-4:- विभिन्न साहित्यिक उपकरणों और साहित्य के रूपों की खोज करता है।	C-4.1 साहित्य के विभिन्न रूपों),गद्य,कविता और नाटक के नमूने(की पहचान और सराहना करता है। C-4.2 विभिन्न प्रकार के साहित्य कोपढ़करऔर लेखन में उपयोग करके उपमा, रूपक, मानवीकरण,अलंकार, अतिशयोक्ति और अनुप्रासजैसे साहित्यक उपकरणों	कथात्मक लेखन ,स्पष्ट लिखाई और पत्र लेखन (में पूर्ण ध्यान केंद्रित होते हैं। C-4.1.1
CG-5: – बुनियादीभाषाईपहलू)शब्द और वाक्य संरचना(को	की पहचान करता है। C-5.1	में सक्षम होते हैं। • नवाचार के साथ अपने समय से कुछ संदर्भ बनाने में सक्षम होते हैं। • पाठपढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव, अतिशयोक्ति, तुकांत योजना को समझने में सक्षम होते हैं। C-5.1.1 • छात्र अपने लेखन में सही व्याकरण का प्रयोग करते हैं और वाक्यसंरचना को समझते हैं। • विद्यार्थी अपने लेखन को विश्वसनीयता और स्पष्टता के साथ प्रस्तुत करते हैं। • छात्र अपने लेखन के माध्यम से विचारों और अभिव्यक्तियों को साझा करते हैं और अन्यों के
पहचानने की क्षमता विकसित करना और उन्हें मौखिक और लिखित अभिव्यक्ति में उपयोग करना।	अपने लेखन में उचित व्याकरण और संरचना का उपयोग करते हैं।	साथ सहयोग करते हैं। • छात्र अपने लेखन कासमीक्षणकरके गलतियों को सुधारते हैं और स्वाध्याय करते हैं। C-6.1.1 • छात्र स्वरों और व्यंजनों की पहचान करते हैं। और उन्हें से ही ढंग से उच्चारित करते हैं।

CG-6:-

भाषा की विशिष्ट विशेषताओं की सराहना विकसित करें, जिसमें इसकी वर्णमाला और लिपीध्वनियां, छंद, वाक्य और भाषा के लिए अद्वितीय अन्य शब्द, खेल और खेल शामिल हैं।

C-6.1

भाषा की ध्वन्यात्मकता और लिपि, स्वरों और व्यंजनों की संख्या और वे कैसे परस्पर क्रिया करते हैं और उपयोग किए जाते हैं को समझता है।

C-6.2

भाषण और लेखन को अधिक रोचकऔरआनंददायक बनाने के लिए भाषा में यमक छंद ,अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्नहोना।

C-6.3

भाषा के कुछ प्रमुख शब्द खेलों से परिचित हो जाता है) उदाहरण के लिए विलोम पद, अध्यायक्षरका विपर्यय, वर्ग-पहेली, बिना अक्षर या ध्विन वाले वाक्य पहेलियाँ, चुटकुले, अंताक्षरी, विपर्ययइत्यादि।(

- छात्र अपनी भाषा के ध्विन और लिप्पी के नियमों को समझते हैं और उन्हें अपने लेखन और भाषण उपयोग करते हैं।
- अज्ञात शब्दों को संयुक्त अक्षर और उच्चारित करने के लिए स्वरों का ज्ञान प्राप्त करता है।

C-6.2.2

- छात्र भाषा के साधनों का सही उपयोग करके अपने विचारों को समर्थन दे सकते हैं और उन्हें प्रभावी रूप से प्रस्तुत कर सकते हैं।
- छात्र भाषा के सौंदर्य शास्त्रीय और रासायनिक तत्वों को समझते हैं और इन्हें अपनी भाषा उपयोग के माध्यम से अधिक आकर्षक बनाने के लिए प्रयोग करते हैं।
- छात्र भाषा में रंगभेद ,बोलचाल और सांस्कृतिक विविधता को समझते हैं और उन्हें अपनी भाषा के उपयोग में शामिल करते हैं।

C-6.3.3

- छात्र भाषा के मुख्य शब्द खेलोंकोसमझते हैं
 और उनके माध्यम से भाषा के नएपहलुओं को अन्वेषण करते हैं।
- विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते है और भाषा के नियमों को समझने में रुचि दिखाते हैं।
- छात्रउदाहरण के रूप
 में,विलोमपद,अध्यायक्षरका विपर्यय ,बिना
 अक्षर या ध्विन वाले वाक्य पहेलियाँ ,चुटकुले ,
 इत्यादि को समझते हैं और उन्हें उपयोग में
 लाने को सक्षम होते हैं।
- विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथअधिक सक्रिय और रमणीय रूप से जुड़ते हैं।

समय अवधि	विषय /उपविषय	पाठ्यचर्या संबंधी लक्ष्य	योग्यता/क्षम ता	सीखने के परिणाम	प्रस्तावित शिक्षा विधि
1महीना	पाठ १ से पाठ २ हम पंछी उन्मुक्त गगन के)कविता,(हिमालय की बेटियाँ (कहानी,(भाषा की परिभाषा तथा भेद,तत्सम /तद्भव	CG-1	C-1.1	 6. कहानियाँ ,कविताओं,नाटकों,और गद्य पाठों को समझने के लिए विभिन्न प्रकार की नीतियों का उपयोग करता है! 6. विभिन्न कथाओं और कविताओं के माध्यम से भावनाओं और विचारों को समझता और व्यक्त करता है! 6. व्याकरण के नियमों को समझता है और उन्हें अपने लेखन में उपयोग करता है! पाठ को ध्यान से पढ़ने के बाद ,वह उसका सारांश बनाने में सक्षम होता है! छात्र सुसंगत रूप से प्रतिक्रिया देता है,जो उसके समझने और विकास के स्तर को दर्शाता है! 	** .1पाठ का सारांश देना**: - प्रत्येक पाठ के शुरुआत में मुख्य बिंदुओं की पहचान करें। - पाठ को ध्यान से पढ़ें और छात्रों को सारांश में प्रस्तुत करें। - छात्रों को समझाएं कि कैसे मुख्य बिंदुओं को पहचान करने से पाठ की समझ में मदद मिलती है। ** .2मुख्य विचार की पहचान**: - विभिन्न ग्रंथों में मुख्य विचार की पहचान करें। - छात्रों को उन मुख्य विचारों की सारांश में प्रस्तुत करें और उनकी सराहना करें। - इससे छात्रों की विचारशीलता और समझ मजबूत होगी। ** .3पुस्तकों का चयन और पढ़ाई में रुचि**: - छात्रों को विभिन्न प्रकार की पुस्तकों का चयन करने के लिए प्रेरित करें। - उन्हें विभिन्न प्रकार की पुस्तकों का पढ़ने का मौका दें। - छात्रों के लिए पुस्तकों को चुनने और पढ़ने में रुचि उत्पन्न करने से उनका शैक्षिक और मनोवैज्ञानिक विकास होगा।
2महीना	पाठ ३ से पाठ ४,	CG-4	C-4.1	C-4.1.1	** .1साहित्य के रूपों की पहचान और

	मिठाईवाला,)कहानी,(पापा खो गए)नाटक ,(पर्यायवाची शब्द,लिंग और वचन बादलो		C-4.2	 विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! अनुच्छेद, नाटक,और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! दिए गए संदर्भ में से विभिन्न प्रकार के रस, अलंकार इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं! नवाचार के साथ अपने स्वयं के कुछ संदर्भ बनाने में सक्षम होते हैं! पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव,अतिशयोक्ति,तुकांत योजना को समझने में सक्षम होते हैं! 	सराहना**: - छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं। - उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें। - इससे छात्रों की साहित्यिक समझ मजबूत होगी और उनकी रचनात्मकता बढ़ेगी। ** .2साहित्यिक उपकरणों की पहचान**: - छात्रों को विभिन्न प्रकार के साहित्य को पढ़ने और लिखने में प्रेरित करें। - उन्हें उपमा ,रुपक ,मानवीकरण अलंकार , अतिशयोक्ति ,और अनुप्रास जैसे साहित्यक उपकरणों की पहचान कराएं। - छात्रों को इन उपकरणों का उपयोग करके साहित्य को समझने और स्वयं के लेखन में उपयोग करने के लिए प्रेरित करें।
3महीना	पाठ ५ से पाठ ६ शाम-एक किसान)कविता,(रहीम के दोहे,)कविता,(निबंध-विज्ञान के लाभ और हानि, पत्र लेखन-गर्मियों की छुट्टियों में अपने चचेरे भाई या बहन को अपने घर बुलाने के	CG-4	C-4.1	 C-4.1.1 विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! C-3.1.1 शिक्षार्थि लेखन शैली के विभिन्न रूपों से अवगत होते हैं! 	1. **पत्र और निबंध लेखन छात्रों को उचित शैली में पत्र और निबंध लेखन के तरीके सिखाएं।विभिन्न प्रकार के पत्र)अनुच्छेदक ,परीक्षा ,प्रेम ,आवेदन ,आदि (और निबंध)विवरणात्मक ,वितर्कात्मक ,विश्लेषणात्मक ,आदि (लिखने के लिए छात्रों को प्रेरित करें।छात्रों को विभिन्न श्रोताओं)मित्र ,परिवार ,अध्यापक ,प्रधानाचार्य ,आदि (और उद्देश्यों)सूचना ,संवाद ,संवेदना ,प्रेरणा ,आदि (के लिए पत्र और निबंध लिखने की प्रैक्टिस कराएं।

	लिए आमंत्रण पत्र लिखें !			 काल्पनिक या कथात्मक जैसी साहितीयक शैलियों के साथ परिपूर्ण होते हैं! लेखन की सम्पूर्ण पाँच शेलियों)उदहरण-: वर्णनात्मक,विवरणतामक,कथात्म कलेखन,स्पष्ट लिखाई और पत्र लेखन (में पूर्ण ध्यान केंद्रित होते हैं! 	2. **साहित्य के रूपों की पहचान और सराहना: छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं।उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें।छात्रों को विभिन्न रूपों के साहित्य को उचित शैली में समझाने और उसमें सही रूप से व्यक्त करने का मौका दें।
4महीना	पाठ ७ से पाठ ८ एक तिनका)कविता ,(नीलकंठ)रेखाचित्र(काल की परिभाषा व भेद ,विलोम शब्द , संधि ,मुहाबरे निबंध-प्रदूषण की समस्या, पत्र-अपने जन्मदिवस पर आपके मामा को तोहफे भेजने के लिए शुक्रिया पत्र लिखें!	CG-6	C-6.3	 छात्र भाषा के मुख्य शब्द खेलों को समझते हैं और उनके माध्यम से भाषा के नए पहलुओं को अन्वेषण करते हैं! विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते हैं और भाषा के नियमों को समझने में रुचि दिखाते हैं! छात्र उदाहरण के रूप में विलोमपद्ध,अद्यायक्षर का विपर्यय,बिना अक्षर या ध्विन वाले वाक्य,पहेलियाँ,चुटकुले,इत्यादि को समझते हैं और उन्हें उपयोग में लाने को सक्षम होते हैं! विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथ अधिक सक्रिय और रमणीय रूप से जुडते हैं! C-4.1.1 	***भाषा के शब्द खेल: छात्रों को विभिन्न प्रकार के भाषा के खेलों के माध्यम से शब्दों के प्रयोग का महत्व समझाएं।विद्यार्थियों को उदाहरण के रूप में विलोम ,अध्यायक्षर का विपर्यय ,वर्ग-पहेली , पहेलियाँ ,चुटकुले ,अंताक्षरी ,विपर्यय आदि खेलों का आयोजन करें।इससे छात्रों की भाषा ज्ञान बढ़ेगा और उनकी रचनात्मकता में सुधार होगा। ***साहित्य के रूपों की पहचान और सराहना: छात्रों को साहित्य के विभिन्न रूपों की पहचान करवाएं।उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें।साहित्य के रूपों को पहचानने के बाद ,छात्रों को उन्हें उचित शैली में प्रस्तुत करने का मौका दें। *** साहित्यक उपकरणों कीपहचान: छात्रों को विभिन्न प्रकार के साहित्य को पढ़ने और उसमें साहित्यिक उपकरणों की पहचान करवाएं।उन्हें उपमा ,रुपक ,मानवीकरण अलंकार ,अतिशयोक्ति ,और अनुप्रास जैसे साहित्यिक उपकरणों की समझ में मदद करें।

			C-4.2	 विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! अनुच्छेद,नाटक,और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! C-4.2.2 दिए गए संदर्भ में से विभिन्न प्रकार के संधि ,मुहावरे इत्यादि का आसानी से अनुवाद करने में सक्षम होते हैं! नवाचार के साथ अपने स्वयं के कुछ संदर्भ बनाने में सक्षम होते हैं! पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव,अतिशयोक्ति ,तुकांत योजना को समझने में सक्षम होते हैं! 	
5महीना	पाठ ९ से पाठ ११ भोर और बरखा)कविता,(और भी दूँ)कविता(,जम्मू कश्मीर की झीलें)निबंध (CG-4	C-4.1	 C-4.1.1 विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! C-2.1.1 छात्रों को सही लेखन कौशल,संवादात्मक विचारों को व्यक्त करने की क्षमता,और स्पष्ट और संगठित लेखन की योग्यतमें सुधार होता है! 	1. **साहित्य के विभिन्न रूपों की पहचान और सराहना: छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं।उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें।छात्रों को विभिन्न साहित्यक रूपों के उदाहरणों के माध्यम से साहित्य के विविध आयामों को समझाएं। 2. **लेखन रणनीतियों का उपयोग: छात्रोंको लेखन रणनीतियों का उपयोग करके विचारों को

				 छात्र साहितीयक और व्यक्तिगत रूप से विकसित होते हैं,जोउनकेभाषा कौशल और व्यक्तित्व का विकास कर पहचानने में सक्षम होते हैं! 	अनुक्रमित करना सिखाएं।छात्रों को शीर्षकों/उपशीर्षकों की पहचान करवाएं और स्पष्ट शुरुआत ,अंत और पैराग्राफ) गद्यांश (बनाने के लिए उन्हें दिशा दें।विभिन्न साहित्यिक प्रश्नों के उत्तर लिखने के लिए लेखन रणनीतियों का उपयोग करें।
6महीना	पाठ १२ से पाठ १३ दाता रणपत)एकांकी,(दोहा एकादश)दोहे /कविता,(समास शुद्ध -अशुद्ध ,निबंध - गणतंत्र दिवस	CG-4	C-4.1	 C-4.1.1 विद्यार्थी मूल रूप से पाठ के क्रम को पहचानने में सक्षम होते हैं! पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करने में सक्षम होते हैं! अनुच्छेद,नाटक,और कविता के बीच आसानी से अंतर करने में सक्षम होते हैं! 	 1. साहित्यकेविभिन्नरूपोंकीपहचान औरसराहना:- छात्रों को गद्य ,कविता ,और नाटक के विभिन्न नमूनों की पहचान करवाएं। उन्हें विभिन्न साहित्यिक रूपों के विशेषताओं की सराहना करें। साहित्य के रूपों को पहचानने के
7 महीना	पाठ १४ से पाठ १७	CG-5	C-5.1	 C-5.1.1 छात्र अपने लेखन में सही व्याकरण का प्रयोग करते हैं और वाक्य संरचना को समझते हैं! विधीयर्थी अपने लेखन को विश्वसनीयता और स्पष्टता के साथ प्रस्तुत करते हैं! छात्र अपने लेखन के माध्यम से विचारों और अभिव्यक्तियों को साझा करते हैं और अन्यों के साथ सहयोग करते हैं! छात्र अपने लेखन का समीक्षण करके गलतियों को सुधारते हैं और 	बाद ,छात्रों को उन्हें अपने शब्दों में समझाने और साहित्य की सराहना करने का मौका दें। 2. भाषाई पहलू काविकास: • छात्रों को भाषा की मूल बुनियादों को पहचानने और समझने के लिए विभिन्न व्याकरणिक और संरचनात्मक नियमों को समझाएं। • छात्रों को मौखिक और लिखित अभिव्यक्ति में व्याकरण और संरचना का उपयोग करने के लिए प्रेरित करें। • उन्हें विभिन्न भाषाई उपकरणों का

लद्दाखका विवाह -	CG-4	C-4.1	स्वाध्याय करते हैं!	उपयोग करके सही शब्दों और
उत्सव)कहानी ,(पुंछ	33 4	J 4.1	(413414 11/41 8:	वाक्य संरचना का पता लगाने का
और राजौरी के प्रसिद्ध			C-4.1.1	अभ्यास कराएं।
तीर्थस्थान ,			 विद्यार्थी मूल रूप से पाठ के क्रम को 	अस्यास भराए।
स्वामी अमरनाथ की			पहचानने में सक्षम होते हैं!	• व्याकरण और संरचना का उपयोग:-
यात्रा)एकांकी(, हिमा			• पठित पाठ के विभिन्न रूपों का	छात्रों को अपने लेखन में उचित
लय और हम)कविता(स्पष्टीकरण करने में सक्षम होते हैं!	छात्रा का अपन लखन में उाचत व्याकरण और संरचना का उपयोग
निबंध -समय का			 अनुच्छेद,नाटक,और कविता के बीच 	
सदुपयोग ,पत्र –			आसानी से अंतर करने में सक्षम होते	करने के लिए प्रोत्साहित करें।उन्हें
पुस्तक मँगवाने के		C-4.2	`	लिखित कार्यों को संवारने और लेखन
लिए पुस्तक विक्रेता			है!	का तरीका सुधारने के लिए मार्गदर्शन
को पत्र उपसर्ग,प्रत्यय			C-4.2.2	प्रदान करें।छात्रों को लेखन के प्रत्येक
,वाक्य उनके भेद			• दिए गए संदर्भ में से विभिन्न प्रकार के	पहलू को समझने और सुधारने के
उपमा,रुपक			संधि ,मुहावरे इत्यादि का आसानी से	लिए अभ्यास कराएं।
विराम चिन्ह			अनुवाद करने में सक्षम होते हैं!	साहित्य के विभिन्न रूपों की पहचान और
निबंध-हमारा देश -			• नवाचार के साथ अपने स्वयं के कुछ	सराहना
भारतवर्ष,			संदर्भ बनाने में सक्षम होते हैं!	छात्रों को गद्य ,कविता ,और नाटक के
पत्र लेखन-गंदगी की			पाठ पढ़ते समय निर्धारित विषय के	विभिन्न नमूनों की पहचान करवाना।
सूचना देते हुए नगर			विभिन्न प्रकार के भाव, अतिशयोक्ति ,	उन्हें साहित्य के विभिन्न रूपों के महत्व
निगम अधिकारी को				को समझाना।छात्रों को साहित्य के रूपों
पत्र।	CG-3	C-3.1	तुकांत योजना को	के उपयोग के माध्यम से विशेषता की
			समझने में सक्षम होते हैं	सराहना करवाना।
			C-3.1.1	विभिन्न साहित्यक उपकरणों और साहित्य
			• शिक्षार्थी लेखन शैली के विभिन्न रूपों	के रूपों की खोज:छात्रों को साहित्यक
			से अवगत होते हैं!	उपकरणों जैसे उपमा ,रुपक ,
			त जपगत हात है:काल्पनिक या कथात्मक जैसी	मानवीकरण अलंकार ,अतिशयोक्ति ,और
				अनुप्रास की पहचान कराना।
			साहित्यिक शैलियों के साथ परिपूर्ण	उन्हें विभिन्न साहित्यिक उपकरणों के
			होते हैं!	उपयोग के माध्यम से साहित्य की
	CG-6	C-6.3	• लेखन की सम्पूर्ण पाँच	सौंदर्यशास्त्रीय और व्याकरणिक शोध
			शैलियों)उदाहरण-:	करवाना।उचित शैली का प्रयोग:छात्रों

वर्णनात्मक,विवरणतामक,कथात्मक को विभिन्न प्रकार के पत्र और निबंध लिखने के लिए उचित शैली का प्रयोग लेखन,स्पष्ट लिखाई और पत्र लेखन (में करना सिखाना।उन्हें अलग-अलग पूर्ण ध्यान केंद्रित होते हैं! श्रोताओं और उद्देश्यों के लिए उपयुक्त C-6.3.3 लेखन की प्रक्रिया में मार्गदर्शन करना। • छात्र भाषा के मुख्य शब्द खेलों को समझते हैं और उनके माध्यम से भाषा के नए पहलुओं को अन्वेषण करते हैं! • विद्यार्थी शब्द खेलों के माध्यम से अपनी भाषा कौशल को सुधारते हैं और भाषा के नियमों को समझने में रुचि दिखाते हैं! • छात्र उदाहरण के रूप में विलोमपद्ध.अद्यायक्षर का विपर्यय. बिना अक्षर या ध्वनि वाले वाक्य,पहेलियाँ,चुटकुले,इत्यादि को समझते हैं और उन्हें उपयोग में लाने को सक्षम होते हैं! • विद्यार्थी शब्द खेलों के माध्यम से भाषा के साथ अधिक सक्रिय और रमणीय रूप से जुडते हैं! उचित शैली में पत्र और निबंध लिखना:-छात्रों को उचित शैली में पत्र और निबंध लिखने के लिए मार्गदर्शन प्रदान करना ।उन्हें विभिन्न प्रकार के पत्र और निबंधों के उपयोग के माध्यम से विभिन्न उद्देश्यों को पूरा करने की कला सिखाना। भाषा

> के प्रमुख शब्दों के खेल से अवगत करना। छात्रों को विभिन्न भाषा के प्रमुख शब्दों

के खेलों के माध्यम से भाषा के नियमों को समझाना उन्हें खेलों जैसे विलोमपद , अध्यायक्षर का विपर्यय ,वर्ग-पहेली , पहेलियाँ ,चुटकुले ,अंताक्षरी इत्यादि के माध्यम से भाषा के प्रमुख शब्दों को समझाना।

कक्षा सातवीं 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 ,िजसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,िवश्लेषण,मूल्याकन आदि पर आधारित हो 1 1х 4अंक

खंड– बी]व्याकरण 9] [अंक [

- 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

3अंक

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

2अंक

3अंक

खंड सी (लेखन कौशल 12- अंक)

- 1. दी गई परिस्थिति के अनुसार कहानी/बातचीत/भाषण/रिपोर्ट लेखन पर एक प्र्यं का प्रयास कीजिए
- 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 कविताओं को हल करने का प्रयास किया जाना चाहिए I

लघु कथाओं और नाटकों के चरित्र,दृश्य,विषय,कथानक,स्थिति,घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नो का प्रयास किया जाना चाहिए

योगात्मक मूल्यांकन

क्र.सं	कर्तन	अध्याय संख्या और नाम	अंक आवंटित		
01	क	अपठित गद्यांश	15		
02	ख	व्याकरण	8		
03	ग	लेखन कौशल	12		
04	घ	साहित्य > जम्मू कश्मीर की झीलें) निबंध(, > दाता रणपत) एकांकी(, > दोहे एकादश)दोहे(> लद्दाख का विवाह-उत्सव > पुंछ और राजौरी के प्रसिद्ध तीर्थस्थान। > स्वामी अमरनाथ की यात्रा। > हिमालय और हम।	15		
	कुल				



जमात:सतमीं

		`		
समां अवधी)म्हीने च(बिशे/उपबिशे	सिक्खने दे परिणाम	योग्यता	गतिविधिएं लेई सुझाS
	मेरा डुग्गर	कविता पढ़ने दा कौशल ,लैऽ , तुक आह्ले शब्दें दी समझ।	डुग्गर दे बारे च किश जानकारियांडुग्गर दे , ,जन नायकें डीडो जित्तो बारै ,जोराबर जानकारी।	●डुग्गर धरती दियां किश खास गल्लां दस्सदे होई। डोगरे जोधें दे बारै च विस्तार कन्नै सनाया जाई सकदा ऐ। ●संज्ञा, विशेशन, क्रिया, रूप रचना दा ज्ञान करांदे होई इस कविता च बरतोए दे नमें शब्दें दे अर्थ दिस्सियै उंदे वाक्य बनाइयै दस्सेआ जाई सकदा ऐ। ●डुग्गर दे होर प्रसिद्ध थाहें बारै चर्चा कित्ती जाई सकदी ऐ।
1	तवी	तवी नदी दी जानकारी दे कन्नै क –न्नै जित्थूंजित्थूं ए-ह् गुजरदी ऐ, दी सरसरी जानकारी	डुग्गर दी इक विशेश नदी तवी ते ओह्दे प्रवाह दरान औने आह्ले थाहरें दा ज्ञान	 तवी नदी दे फायदे दस्सदे होई विद्यार्थिएं गी इसगी ते एह्दे नेही होर निदयें गी साफ़ सुथरा-रखने लेई प्रेरत कित्ता जाई सकदा ऐ ते कन्नै ए बी समझाया जाई सकदा ऐ जे पानी दे स्रोत किन्ने लाज़मी न। जम्मू तवी दे बारै केई किवतां ते लेख लखोए दे न, इक-दो दा ज़िकर कित्ता जाई सकदा ऐ। तवी दे आसै पासै-बसदे तीर्थ थाह्रें-दी चर्चा करी सकदे ओ। अज्जै दी तरीक च तवी दी दशा बारै गल्ल करी सकदे ओ। विद्यार्थिएं गी ए किवता मूंह जवानी कलासै च बोलने लेई उत्साहित कित्ता जाई सकदा ऐ।
2	मौंगरी मेला	निबंध लिखनेपढ़ने- दा	डुग्गर दे मेलें दी	●मेले दी परिभाशा दिंदे होई मौंगरी आह्ले मेले दा बिंब

		कौशल, मेलें दा ज्ञान	जानकारी, निबंध लिखने दी जाच, डुग्गर दे प्हाड़ी लाके 'मौंगरी' दी जानकारी।	बनाया जाई सकदा ऐ। •मौंगरी मेले दे कन्नैकन्नै होर- मेलें दा म्हत्तव दस्सेआ जाई सकदा ऐ। •प्हाड़ी लाके दी खूबसूरती ते उसदे वातावरण बारै चर्चा कित्ती जाई सकदी ऐ। •मेले च होने आह्ले संस्कृतक कार्यक्रम ते खेढ़ -मकाबले दे फायदे दस्से जाई सकदे न।
	रंगली चिड़ी	कुदरत कन्नै जुड़ाव, कथा साहित्य दी समझ,	रंगली चिड़ी घरै च जन्म लैने आह्ली कुड़ी दा दादी-दादे राहें प्रतीक बरतियै जागतै गी सानाने दी कला योग्यता दा ज्ञान।	 अध्यापकें गी चाहिदा जे ओ विद्यार्थिएं गी समझान जे रंगली चिड़ी इक बाल मनोविज्ञानिक क्हानी ऐ। इस क्हानी च मुहावरें दा बी प्रयोग होए दा ऐ।अध्यापकें गी चाहिदा ऐ जे विद्यार्थिएं गी मुहावरें दा अर्थ समझांदे होई उचित प्रयोग बारै जानकारी बी देन। इस किस्मां दी कोई होर क्हानी जेकर पता होऐ तां विद्यार्थिएं गी सनाई जाई सकदी ऐ। पराने जमाने च मते सारे जागतें दा जन्म घर गै होंदा हा, ते अज्ज कल अस्पताल च होंदा ऐ, अस्पतालै च डाक्टर दी दिक्ख- रिक्ख च होंदा ऐ ते घर दाई दी देख-रेख च। दाई दी भूमका बारै विस्तार च दस्सना लोड़चदा ऐ।
3	लेख/ लद्दाख	लद्दाख दे बारै च जानकारी, लद्दाख दे चपासम दी समझ, शब्द भंडार दा विस्तार।	भौगोलिक योग्यता, अपने चपासम दी खास गल्लें पास्सै बी ध्यान दे कन्नै- कन्नै उंदी मात्तर भाशा	 •िवद्यार्थिएं गी ए जानकारी देना ज़रूरी ऐ जे अगस्त 5 लेंशा पैह् 2019 लद्दाख जम्मूकश्मीर राज्य दा हिस्सा हा - ते हून बखरा प्रदेश ऐ। •लद्दाख दी भूगोलिक स्थिति बारै जानकारी देनी

			बौद्धी ते लद्दाखी दी बरतून ते जानकारी दी योग्यता	चाहिदी। ● विद्यार्थिएं गी लद्दाख दियें बाकी भाशाएं बारै बी दस्सो, जियां पुरकी, बलती, छीनां आदि। ●विद्यार्थिएं गी थोड़ा बोध धर्म बारै बी ज्ञान देना चाहिदा। ●इस पाठ च बौधी, लद्दाखी, बगैरा भाशाएं लेई शब्द बरतोए देन जिंदे च बौध ते लद्दाख संज्ञा शब्द कन्नै ई प्रत्यय दा प्रयोग होएदा ऐ। ●अध्यापकें गी चाहिदा जे ओ इयै जनेह्नां सूचक होर शब्दे कन्नै ई प्रत्यय जोडियै उंदियें भाशा सूचक जां बसनीकें दे नांऽ सूचक बनाने दा भ्यास करान, जियां:बंगाल बंगाली, पंजाब - पंजाबी, कश्मीर - कश्मीरी।
	लेख/ वीर सैनिक	सीमाएं दी जानकारी, किश युद्धवीरें दी जानकारी, देश दी सीमाएं दी जानकारी	भारत दी सीमाएं दा ज्ञान, वीरचक्र पुरस्कार दा ज्ञान, देश दी सीमाएं दा ज्ञान, युद्ध दी समझ	 पाठ दे शुरु च दित्ते दे शब्दें दा अर्थ दस्सने परैंत उनेंगी वाक्य च प्रयोग कित्ता जाई सकदा ऐ। पाठ च शामल वीर जुआनें दे अलावा कोलै कच्छै दे कुसै-श्हीद बारै बी गल्ल बात-कित्ती जाई सकदी ऐ। भारत -पाकिस्तान दी किश होर लड़ाइयें बारै बी गल्ल-बातिकत्ती जाई सकदी ऐ। साढ़े देसै दी सांभ करने आह्ले वीर जुआने गी केहड़ी-केहड़ी मुश्कलें दा सामना करनापौंदा ऐ इसदे बारै च दस्सेआ जाई सकदा ऐ।
4	कविता/ बाललीला	लैऽ कन्नै सतरें गी पढ़ने दी जाच, रामायण दे मुक्ख पात्र राम ते उंदे भ्राएं बारे चे सरसरी जानकारी, कविता गी पढ़ना ते बच्चें गी सनाना	रामकथा दा ज्ञान, तुक आह्ले शब्दें दा ज्ञान, प्रवाह दी समझ ते रामायण दे मुक्ख पात्र राम जी दे परिवार बारै	 पाठ च बरतोए दे नमें शब्दें दे अर्थ दस्सदे होई वाक्य च प्रयोग कित्ता जाई सकदा ऐ। कविता गी बार बार-पढ़ियै एह्दे किश पद्यांश मूंहजबानी कलासै च बोलने लेई प्रेरत कित्ता जाई सकदा ऐ।

			जानकारी दी योग्यता	●अध्यापक इस पाठ राहें रामायण बारै बी थोड़ी जानकारी देई सकदे न। पाठ च बड़े मते विशेशने दा प्रयोग बहुवचन दे होए दा ऐ , अध्यापक विद्यार्थिएं गी विशेशन रूपरचना दी जानकारी देई सकदे न।
	मियां डीडो	डुग्गर दे लोक नायकें दी विस्तृत जानकारी	डुग्गर दे लोक नायक मियाँ डीडो जीवन दा ब्यौरा हासल करने दी योग्यता हासल करना	 विद्यार्थिएं गी मियां डीडो दे देशकाल बारै विस्तार कन्नै समझाई लैना चाहिदा तां जे उनेंगी डीडो बारै समझने च मुशकल नेई आवै। मियां डीडो पर होर बी मते लेखउपन्यास ते नाटक , उंदे बा ,लखोए दे नरै बी सरसरी जानकारी दित्ती जाई सकदी ऐ। डुग्गर दे किश होर वीर सपाहियें बारै बी चर्चा कित्ती जाई सकदी ऐ। किश चंगे ते ब्हादर लोकें दे उदाहरण देइयै उंदे आंगर बनने लेई प्रेरत कित्ता जाई सकदा ऐ। मियां डीडो दे उदाहरण कन्नै आम जनता लेई अपने नफ़े-मत्त दित्ती -नुकसान शा उप्पर उट्टियै सोचने लेई सिक्ख जाई सकदी ऐ।
5	डुग्गर दी चित्तरकला	चित्रकला दा अर्थ ते म्हत्व	डुग्गर दी विश्व प्रसिद बसोहली चित्रकला दे चित्तरकारें दे नांऽ ते उंदे कम्मै दी योग्यता।	 ●बसोहली दी चित्रकला पूरे मुल्क च मश्हूर ऐ इसदे बारै च दस्सदे होई बसोहली दे किश नामवर चित्रकारें बारै बी दस्सेआ जाई सकदा ऐ। ●इस लेख़ च संयुक्त शब्द बरतोए दे न ,िकश इयै जनेह् होर शब्दें बारै बी चर्चा कित्ती जाई सकदी ऐ। ● विद्यार्थिएं च चित्रकला प्रति लगाव दिक्खने लेई उनेंगी बी कोई चित्र बनाने गी आखेआ जाई सकदा ऐ।

	चंद्रभागा	चंद्रभागा दे नांऽ दा उदभव ते विकास	चंद्रभागा दे कंढै बस्सने आह्ले ग्राएं, इस च मिलने आह्ले निक्के- निक्के दरेआएं ते देवस्थानें दा ज्ञान हासल करने दी योग्यता	 चंद्रभागा अपने प्रवाह दरान जिनेंजिनें था-हें शा होइयै बगदी ऐउंदे बा ,रै बाद्धू जानकारी दित्ती जाई सकदी ऐ। चंद्रभागा दे पानी च ते बाकी दरेआएं दे पानी च फर्क बारै गल्ल बात कित्ती जाई सकदी ऐ। दरेआ दे कंडे केईं मश्हूर देवस्थान ते प्राचीन मंदर दिक्खने गी लब्भदे न, उंदे बारै च चर्चा करियै विद्यार्थिएं दे ज्ञान च बाद्धा कित्ता जाई सकदा ऐ। रणवीर ते प्रताप ऩैहरें दी विस्तार च जानकारी दित्ती जाई सकदी ऐ।
6	नमें जुगै दा नर्माण	कविता गी लैऽ कन्नै पढ़ना चेत्ता करना ते जमातै च सनाना	कविता राहें बक्ख- बक्ख धर्म दे नैतक मुल्लें गी जानना	 किविता च नैतक मुल्लें पर जोर दित्ता गेदा ऐ, अध्यापक गी लोड़दा जे किश होर नैतक मुल्लें दे उदाहरण देऐ ते जीवन च नैतिकता दा महत्त्व बी दस्सै। बक्खरेलेइयै बक्खरे धर्में च एक्कै जैसियां किश गल्लां- विद्यार्थिएंच एक्क रौह्ने दी भावना बधाई जाई सकदी ऐ।

	डुग्गर दे पर्यटन- स्थल	डुग्गर दे मुक्ख- मुक्ख पर्यटक थाहरें बारै जागरूक करना	डुग्गर दे पर्यटक थाहरें दे नांऽ, उंदे शलैपे ते इतिहास बारै जानकारी हासल करना	 पाठ च दित्ते दे पर्यटन थाहरें दे लावा बी डुग्गर प्रदेश दे किश होर पर्यटन स्थलें दी जानकारी बच्चें गी दित्ती जा तां बच्चें गी पाठ होर चंगी चाल्ली समझा आई जाहग। विद्यार्थिएं गी उंदे अपने ग्रां जां शैहर दी खूबसूरती उप्पर ते दिक्खनै काबल थाहरें उप्पर लिखने गी प्रेरत कित्ता जाई सकदा ऐ। विद्यार्थिएं गी पुच्छेआ जाई सकदा ऐ जे क्या कुसै ने कुसै पर्यटन थाह्रा दी यात्रा कित्ती दी ऐ जां नेईं। जेकर कुसै ने कित्ती दी होऐ ता उस्सी कलासै च सारी यात्रा पर सरसरी गल्ल बात करने लेई आखेआ जाई सकदा ऐ।-
7	बावा चम्बलियाल	बाबा चम्बलियाल दी मानता दा ब्यौरा	बाबा चम्बलियाल दे थाह्रा दी म्हत्ता,मानता ते आस्था दे कन्नै - कन्नै इस चाल्ली दियें होर थाहें बारै जानने दी योग्यता।	 डुग्गर प्रदेश च ऐसे केई थाहर न जित्थें लोकें गी आस्था ऐविद्यार्थिएं गी ऐसे गै किश होर थाहें दी जानकारी , दित्ती जाई सकदी ऐ। विद्यार्थिएं दे अपने ग्रां जां शैहर जेकर कोई आस्था आह्ला थाहर ऐ ता उसदे बारै उंदे कन्नै गल्ल बात कित्ती जाई सगदी ऐइसदे क ,न्नै उंदी रुचि पाठ च बधी जाहगा कुसै आस्था आह्ले थाहर दी जेकर कुसै विद्यार्थी ने यात्रा कित्ती दी ऐ ता उस्सी कलासै च सनानै लेई आखेआ जाई सकदा ऐ।
	शक्क दी सज़ा	बच्चें अंदर लोक कत्थें ते कहानियें गी पढ़ने दी दिलचस्पी पैदा करना	मित्तरता दियां इतिहासिक कहानियें राहें इमानदारी दे मुल्ल दा ज्ञान हासल करना	 ■बच्चें गी पौराणिक ते ऐतिहासिक कथाएं चा पक्की ते सच्ची दोस्ती दे उदाहरण देइयै दोस्त चुनने च सोह्गा ते दोस्ती रौह्नै पर नभाने च समर्पण दा महत्त्व समझाया जाई सकदा ऐ। ■विद्यार्थिएं गी दोस्ती दी म्हत्ता बारै लेख लिखने लेई प्रेरत कित्ता जाई सकदा ऐ।

	मुहाबरें ते खुआऩें दा अर्थ	मुहाबरें ते खुआनें राहें	●मुहवारें – खुआनें दी बरतून कन्ने भाशा कियां सुंदर होई
मुहावरे ते खुआन		दे गुण दे ज्ञान दी योग्यता	जंदी ऐइसदे बा ,रै विद्यार्थिएं गी समझाया जाई सकदा ऐ। ●विद्यार्थिएं गी अपने घरै दे ते आसपड़ोस दे बुजुर्गें दी -
			मदद कन्ने मुहावरे ते खुआन कठेरने लेई प्रेरत करियै उंदे च संवाद ते शोध दी मुंडली योग्यता विकसित कित्ती जाई
			सकदी ऐ।

सतमी 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।

1×5=5 नंबर

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।

नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखें दी पन्छान
- संज्ञा, सर्वनाम, क्रिया, विशेषण दा प्रयोग
- विभक्तियां दी पन्छान करना

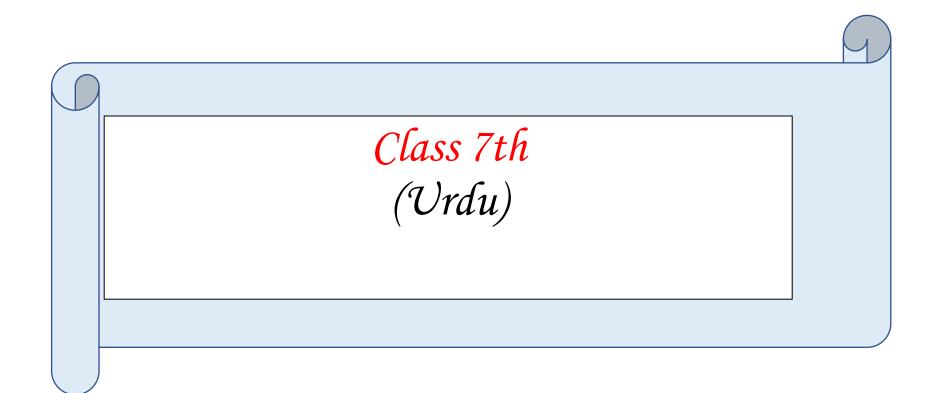
• काल दा प्रयोग (साधारण वर्तमान ते सरल भूत)	
• समें दी पन्छान	
• संज्ञा संख्या ते लिंग दा प्रयोग	
4) लेख, विभक्ति, संधि बगैरा गी रेखांकित जां गोल करियै कुसै प्रासंगिक अंश दी पन्छान करने लेई आखेआ जाग।	2.5 नंबर
5) संज्ञा, सर्वनाम, क्रिया, विशेषण बगैरा दा इस्तेमाल करदे होई खाल्ली थाह्रें कन्नै इक प्रासंगिक पैराग्राफ नंबर	2.5
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)	3 नंबर
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। नंबर	2×2=4
11) कविताएं थमां विशे, केंद्रीय विचार, तुकबंदी योजना उप्पर आधारित पंजें शा त्रै लघु योग्यता आह्ले सुआलें दी कोशश कीती जानी चाहिदी। नंबर	3×2=6

50 नंबर

योगात्मक मूल्यांकन कर्तन ध्याऽ गिनतरी ते नांऽ नंबरे दी बंड क्र.सं. पाठ बोधन 01 15 क 02 व्याकरण 8 ख लेखन कौशल 03 12 ग साहित्य 04 क्हानी चरोआल 05 लेख : प्लास्टक प्रदूषण 06 घ 15 सिरै पर आए पेपर 07 कविता – प्यारी बेटी

क्ल्ल

08



Class 7th

نصابی ابداف

1۔ نصابی ہدف

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

2نصابی 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)

3نصابی 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

4 نصابی بدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5نصابی 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

6نصابی 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۔

مهارتیں

1.1مختلف نصوص کو سمجهنے 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 بنانا2.1

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، ،palindromes، spoonismsزبان کے کچھ بڑے لفظی کھیلوں سے واقف ہو جاتا ہے (مثال کے طور پر، 6.3) anagrams ،crosswords)

ساتویں جماعت کے لیے اردو ایکیڈمک پلانر

سیکھنے کا طریقہ	آموزشی ما حصل	مہارتیں	گرائمر/ کلیدی اجزا	نظم/مضمون/متن وغيره	وقت
{حصہ نظم}	{حصّهٔ نظم}	1.1.2	مناسب لب و لهجه.	ترانۂ وحدت، نعت، قلم	پہلا مہینہ
ساده، متعلقم مثالین استعمال کرین۔	1 مختلف موقعوں پرنظم کو اپنے لفظوں	1.1.3	مرکبات مطلع مقطع۔ ہم آواز	شکرگزاری، ہمارا وطن،آدمی نامہ	دوسرا مہینہ
حواس کو مشغول کریں: طالب علموں	میں سناتے ہیں۔	4.4.1	الفاظ ـ "واو "كى مختلف		
کی حوصلہ افزائی کریں کہ وہ نظمیں	2 نظموں اور گیتوں کوموزونیت	4.4.2	قسمیں جیسے؛		
دریافت کر کے اپنے حواس کو	کےساتھ ادا کرتے ہیں۔	6.6.2	معدولم،عطف وغير متشبيهم		
مشغول کریں جو نظر، آواز، بو، ذائقہ	3 شاعری میں موازنہ اور مجاز کی	5.5.1	استعاره		
اور لمس کو جنم دیتی ہیں۔ اس میں	شناخت کرتے ہیں۔				
بلند آواز سے پڑھنا اور وضاحتی	4شعری اصطلاحات کو برتتا ہے۔				
زبان پر بحث کرنا شامل ہو سکتا ہے۔		1.1.4	معنوں کے لحاظ سے اسم	اخلاق نبوی ﷺ ، شری رام چندر	تیسرا مہینہ
تخلیقی اظہار: طلباء کو شاعری کے		1.1.3	کی قسمیں۔ اضداد،متر ادفات	جی	
ذریعے اپنے اظہار کے مواقع فراہم		1.1.1	حروف کا بیان ، جیسے؛		
کریں۔ ان کی حوصلہ افزائی کریں کہ		1.1.2	استفهام، تعجب،تاسف وغيره		
وہ ان موضوعات کے بارے میں اپنی	{حصّهٔ نثر}	2.2.2	صحيح تلفظنظم اور نثر	شاه بمدان رح ، نیوٹن کا کارنامہ ،	چوتھا مہینہ
نظمیں لکھیں جن کے بارے میں وہ	1 دوسروں کی باتوں کو توجہ سے سن	4.4.1	میں فرق۔ بلند	ماحولیاتی توازن: کیوں اور کیسے	
پر جوش ہیں یا ان کے تجربات	کراور سمجھ کراپنے انداز سے بیان	5.5.1	خواني فعل خطوط	بھلے اور برے کی پہچان،تین	پانچواں مہینہ
{حصہ نثر}	کرتے ہیں۔		نويسي مختصر پيغامات	کہانیاں،سرینگر سے کرگل تک۔	
اردو نثر کے قدرے پیچیدہ اقتباسات	2 کہانی کو اپنے لفظوں میں بیان کرتے		،میسیج، دعوت نامہ و غیرہ	ڈاک کا انوکھا ٹکٹ،برزہ ہامہ کی	چھٹا مہینہ
متعارف کروائیں جو قابل رسائی	ہیں ریڈیو۔ ٹی وی اور اخباربت کو پڑھ			تاریخی اہمیت	

رہتے ہوئے بھی طلباء کی فہم کی	کران کے متعلق تجزیہ کرتے ہیں۔	مضمون نویسی،رپورٹ	سائنس اور جنگ، کشمیر کے	ساتواں مہینہ
مہارت کو چیلنج کرتے ہیں۔	3 کسی تحریر اور تقریر کا خلاصہ اپنی	محاورات کا استغال	دلکش باغات، اولمپک کھیل۔	
تجزیاتی پڑھنا: طلباء کو سکھائیں کہ	زبان میں بیان کرتے ہیں۔ کسی بھی	،صفات؛ جیسے		
ادبی آلات، تھیمز اور تصنیف کے	کہانی کو اداکاری کے ساتھ پیش کرتے	نسبتی،تعدادی و غیره		
ارادے کی شناخت کرکے نثری	ہیں۔			
اقتباسات کا تجزیہ کیسے کریں۔ قریبی	4. لأرامائي مكالمات صحيح تلفظ			
پڑھنے کی تکنیکوں کو ماڈل بنائیں	اور عبارت کے ساتھ ادا کرتے ہیں۔			
اور فعال شرکت کی حوصلہ افزائی				
کریں۔				
گرامر اور نحو: نثری اقتباسات کے				
تناظر میں گرائمر اور نحو کے اسباق				
کو شامل کریں، جملے کی ساخت،				
فعل کنجگیشن، اور رموز اوقاف پر				
توجہ مرکوز کریں۔				
ادبی عناصر: منتخب نثری متن کے				
ذریعے مختلف ادبی عناصر جیسے				
منظر نگاری، علامت نگاری اور				
علامتی زبان کو دریافت کریں، طلباء				
کو ان کی شناخت اور تجزیہ کرنے				
کی تر غیب دیں۔				

تشخیص کا طریقہ کار

جماعت ساتویں

نمبرات: 50

مضمون اردو

حصہ الف

پڑھنے کا فہم

نمبرات: 15

1 غیر درسی اقتباس (150 سے 200 الفاظ کا) جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان ایک لفظی جواب از خیر الفاظ / باز یافت

5×1=5

2درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی موالات سبق کا عنوان / یک لفظی جواب / ذخیر و الفاظ / بازیافت

3 تصویری سوال جس کے آخر میں کثیر الانتخابی سوالات تجربہ کر نا باز یافت / تشخیص کے سوالات پوچھیں جائیں۔ 5=1×5

حقہ ب (گرایمر) نمبرات 8

ا فعل ماضى حال مستقبل / اسم، صفت، فعل

فاعل ، مفعول 4×1=4

2 ضد اضداد/واحد جمع/مزكر مونث/رموزاوقاف 4=1×4

حقہ ج (لکھنے کی صلاحیت) نمبرات12

1 اشماروں یا تصویروں کی مدد سے (150 سے 200) الفاظ ہے مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔ $5=1\times5$

2 دی گئی صورت حال کے متعلق ایک پیرا گراف /کہانی / مکالمہ اشتہار / الفاظ اور محاوروں کا جہلوں میں استعمال 3=1×3

3 ایک رسی خط / غیر رسمی خط تحریر کیجیے۔ 4 = 1 × 4

حصہ د (ادب)

سمیٹیو ایسیسمنٹ کے لیے منتخب اسباق۔

1.قلم,

2 بمارا وطن

3.آدمی نامہ

4. ڈاک کا انوکھا ٹکٹ

5. سائنس اور جنگ

6 کشمیر کے دلکش باغات،

7. اولمپک کھیل۔

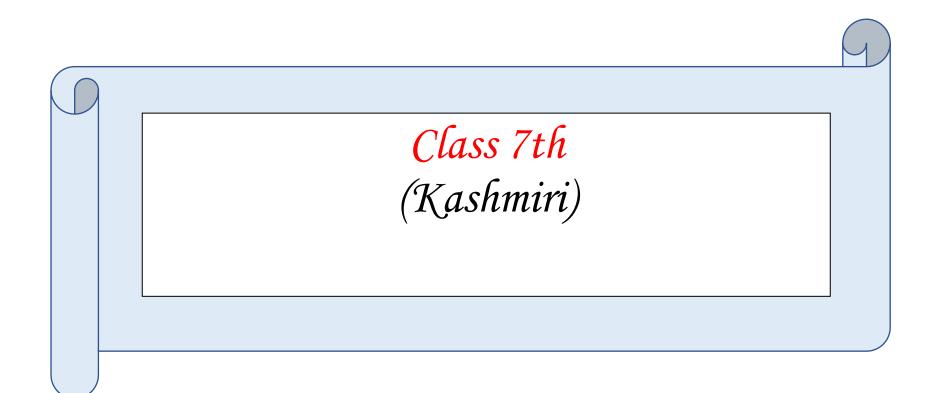
نمبرات: 15

1 کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات

(چار میں سے تین) 6=2×3

2 کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے ۔ صنفی اصطلاح / موضوع و غیر ہ (تین میں سے دو) $2=2\times2$

درسی کتاب میں شامل کسی ایک موضوع کا مرکزی خیال /خلاصہ /نوٹ تحریر کریں۔ 5 =1×5



کأشْر سیلبس/ ایکیڈمک کلینڈر-25 2024 جماعت سٔتِم (کأشِر کِتاب)

زان

شُری چھے پننے گر،خاندانے تے ماحولے پیٹھے زبآنی ہندی تجرُبے تے تصوُر ہیتھ سکوْلس منْز دأخِل سیدان۔مگر اچھرن ہنْز پاْرۍ زانۍ،لفظن ہنْدہن معنین تے تہنْدِس ورتاوس چھ باقآعدگی سان سکولس منْزِےأنْزۍ مُنْزۍ گژهان۔اتھ وأنْسِہ منْز چھِ اچھر پرزناونۍ مُشکِل،توکِنہ چھ رسم الخطِکہ نشانہ تہ یمن نشانن سِتہ جوْرِتھ آوازِ زاننہ تہ سمِجنہ مُشکِل۔ لہذا چھ ضروْری زِ زبان ہیٚچھناونُک دُسلابہِ سپدِ معنی سٍتی تہِ آمِہ باپتھ پیہ دُلپلن مدد ہیّنہ یعنے زبان ہیّچھنّک مقصد پیم ڈلپلہ ذریعہ حاصِل کرنم۔ڈلپلہ چھ حظ تُلنہ ہوان تم اتھ منْز چھ دِلچسپی ہُنْد عنصر شاَمِل آسان تَوے ہیٚکِہ زبان ہیٚچھناونہِ باپتھ ڈلپل ورتاونہ زیاد کارگر تے اثر دار ثأبت سپدِتھ۔شُرہِن پیے گوڈٍ کانْہہ دُلپل بوزناونے پتے پیے اتھ دُلپلے ۖمنْز ورتاونہ آمتین لفظن ہُثد تعارُف دِنہِ تہِ یِتھِ پآٹھہ یِن تِم اچھر پرزِناونس یا رسم الخط ہێچھناونس کُن واتناونم ۔ کوْشش گژھِ کرنم ڀنۍ زِ شُرپن ڀن تِم دُلپلہ بوزناونم ڀمن تِم آسانی سان سمجِتھ تے لطف تُلِتھ ہیکن۔یمن ڈلپلن منْز تے ڈلپلو نیبر گڑھِ شُرین باپتھ تیُتُھ ماحول فراہم کرنے یُن بیّتہ تِم کُنِہ ٹھر تے ڈکھے ورآے شود بود ورتآوتھ یِمن دُلپلن کانُہہ معنے مطلب کُڈِتھ ہیٚکن تم اتھ ستی ستی روزن محفوْظ تکیْازِ نفسیاتی طور چھ شُری دنیاہس متعلق پننہ فہمچ تہ علمچ تعمیر پانے کران۔ تِہِنْز یہِ تعمیر چھنہ کآنْسہ ہِنْدِ ہیٚچھناونہِ یا زورزبردستی کرنے سٍتی سپدان۔اتھ منْز چھ شُرپن ۖ ہنْدی پنِنی تجرُبے تے مشأہدٍ شأمِل آسان۔

زبان ہێچھناونٕچ عملہ اندر چھ احتیاط تہ ضروْری تاکہ تیُثھ صوْرتِحال سپدِ نہ پائد نفسیات سمجنِچ تہ نہ پائد نفسیات سمجنِچ تہ پائد نفسیات سمجنِچ تہ چھے ضروْرت نے عموْمن چھے تم کلاسِ روْمکِس ماحولس منز پننۍ کتھ وننسِ منز خوف

شُرپن چھ سکوْلچم رسمی زبانی ہُنْد تیوّتھ خوف آسان زِ تِم چھِ پننے فِطری زبانی منْز کتھ کرنس منْز خوف تم منْدچھ محسوْس کران لہذا گڑھ زبان ہیٚچھناونس منْز بانی تنوظرُک خیال تھاونم یُن۔ اگر ووستاد یَژ زبانی تنوظر برونَہہ کنے تھاو تم کلاسس منْز سارنے شُرپن ہیٚچھنکی ہوی موقعم فراہم کر تیّلم ہیکے سہ زبان بہتر پاٹھی ہیٚچھناوتھ۔ امم ستی لگے شُرپن ہِنْدِس فِطری اظہارس پوچھر تم تِہُنْد ظون پھیر تہذیبی تم لِسانی رنگا رنگی کُن تم لہذا گڑھ یژ زبانی تنوظرچ اہمیت سمجنم بنی تم تتھ پیش نظر ہینچھناونگ تین ش طربقم ورتاونم یُن یُس زبان ہیں جہنچھناو تم پرنس منْز بہتر ، سہل تم اثر دار ثابت سپد۔

نصابی توقع:

1۔ شُربِن گُڑھِ مختلف آوازِ بوؒزِتھ تِمن درمیان ببِن ژار نِچ صلأحیت پأدٍ۔

2۔ جمآژن (گروپن) منٛز کتھ باتھ ہێچھناوِنۍ۔

3 دليل /شكلن بِنْد مدد انْداز كُرته پرنچ صلاحيت پأد كرنۍ ـ

4۔ انفرآدی تم اجتماعی طور نظم لیہ سانِ تم لفظم لفظم پرنچ مہارت پاد کرنی ۔

5۔ دلیل پننپن لفظن منْز بوزناونچ مہارت پاد کرنہ۔

6۔ لفظم راشس منز ہُرپر کرُن۔

7۔ پانس أنْد ۍ پُکهۍ بولنې يني واجنپن زبانن ېِنْدۍ لفظ زانيراونۍ۔

8۔ گرِ تہِ سکوؒلس منْز ورتاونہ پنہ واجنپن زبانن درمیان فرق باونہ تہ وار وار معیاَری زبان ہیں چھناونہ۔ ہیٚچھناونہ۔ جموں و کشمپر چُھ لِسأنی اعتبارِ اکھ باگہ بۆرُت علاقے ییّتے بولنے پنے واجِنپن زبانن منَز چُھ مولُل تے معیاری ادب تخلیق کرنے آمُت۔کاشرِ زبانی ہُنْد ادبی تواریخ چُھ ستن ہتن ؤرین پیٹھ پھہلِتھ۔لل دید تے شیخُ العالمؒ سِنْدِ وقتے پیٹھ وُنِس تام چُھ آمے زبانی ہِنْدِ ادبی کاروانْک سفر روان دوان۔یے چھے یتھ علاقس منز بولنے پنے واجِنی ساروے کھوتے بڈ زبان تے یتھے پاٹھی چھے ییّتے چے آبادی ہِنْد بیشتر حِصِچ مادری زبان۔یتھ مسودس منز دِنے آمِتی ہیچھن تر آے اردو تے انگریزی زبانن ہِنْدِ Learning مادری زبان۔یتھ مرود ویئالی مواد دِنے آمرٍ عملی سرگرمی چھے بطورِ مِثالی مواد دِنے آمرٍ ۔سانی ووستاد ہیکن مُتبادِل سرگرمی تے ورتاوتھ یُتھ ہیٚچُھن تے پرناوُن بہتر کھوتے بہتر بنے۔

بِيْجِهِنِکۍ وَل تَمِ ماحول

- طألب علمن درسی تم غأر درسی کِتابو منْزٍ لوکچہ لوکچہ نظمم ،دُلپلم،چُٹکِلم تم پرٛپڑھ بوزنُک تم بوزناونُک موقعم دِنم یُن،یُتھ تِمن منْدَچھ ژلہ۔
- درسی کِتابن سِتہ سِتہ گژھ تِمن معیارٍ مُطأبق مواد دِنہ یُن مِثالے اخبار چھل ،سالم،دُلپلم ،واقعم تم مزاحیہ کِتابہ ۔مخصوص صلاحیژ والین شُرین بایتھ گڑھ بریلُک انتظام کرنہ یُن۔
- شُرپن گژِه بوزنِکۍ تم وُچهنِکۍ چپز ہأوته ،ریڈیو،ٹی وی،ٹیپ ریکارڑر بیتر بوزنأوته تِمن مُتعلق کته باته کرنہ بایته وَنُن۔
- یۆد ماحول تے أندۍ پُکِهس منز سپدن والپن واقعن تے مُشأبدن نِشے با خبر روزنے تے تَتھ پپٹھ کَتھ باتھ کرنچ
 ترغأب دِنۍ۔تِمن تِهندِ ماحولے مُطأبِق کتھ باتھ کرنُک موقعے دِیُن۔
- سكؤلس منز گژهن واجنپن مختلف سرگرمين بند ذريعي لينكهنچي مهارژ وتهبو دني باپته زياد كهوتي زياد موقعي دنۍ پانس أندۍ پنکهۍ ماحولس نشي باخبر روزن تې پيش پنې وألۍ واقعي سهل لفظن منز ليكهنس ترغأب دين.
- نظمم تم بأتھ ترنُم تم مُنأسِب لب و لہجس منْز پرنم باپتھ مختلف پروگرامن منْز شرکت کرنُک موقعمِ دِیْن۔تہنْز کارکردگی باپتھ ت،من حوصلم افزأیی کرنی۔
- پرنہ وز متنس پپٹھ تژاونہ پنہ وألہ نشانہ ،املا تہ خوشخطی پپٹھ غور کرنہ باپتھ وز وز ژینہ ونہ دنہ تاکہ صحیح تہ خوش خط کأشر لپکھنس میلہ فروغ۔
- قدرتی نظارن ہِنْدی تعریف ،تِہِنْز خوْبصوْرتی تج رنْگا رنْگی کُن ظون پِهرُن تج تِمن مُتعلق لفظن ہِنْدِ استعمالُک موقح دِیْن۔
- ماحولس مُتعلق متن، فِلمم، شكلم، اشتهار يا نموْنم بيتر گژهن شُرپن آيتن تهاون عُته بوزنچن تم پرنچن مهارژن ميلم سهل پأته تم دلچسپی سان وَتهبو مثال کيا خوش پؤن نظار چهـ
- پانے وأنی کتھ باتھ،ماحولیاتکِس موضوْعس پپٹھ لیکھنے آمژن کِتابن تے مضموْنن ہِنْدِ ذریعے ماحول رُژھراونے بانتھ بنداری باد کنہ ہے محماحول دوس بناونچ کوشش کرنہ ہے۔

سكوْل تعليم خأطر NCF-FS 2023 مُطأبِق كأشر نِصابُك مقصد تم صلأحيرْ

2.4.2 زبان-1

2.4.2.1 ابتدأیی سطح

CG-1

زبانۍ ېنٛز مہارژٍ ورتاُوتھ چُھ پانس اندر تفصیل،تجزیہ تے موثر کتھ باتھ کرنچ صلأحیت پاُدٖ کَران۔

C-1.1 ظون دِتھ پرنہ تہ بوزنہ پتہ چُھ(اخبار،رپورٹ تہ اداریہ) ضروْری نقطن ہنٛز 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 سماْجی تجرُباتن ہنْدس ورتاوس مُتعلق تحقیقاُتی سوال پرژھان۔

C-1.4 مختلف سامعینن تم مختلف مقصدو باپتھ چُھ مُناسِب انداز تم طریقم ورتاوتھ اچھر،مضموْن تم رپورٹ تیار کران۔

مختلف سامعینن تہ مختلف مقصدو باپتھ چُھ روزنکہ تہ بولنکہ(یا دوٚشونہ باپتھ) مواد تیار کران۔

LO1.1.1 دۆێمېن ہنْدۍ خيالات توجہ سان بوزان تے پننے انْداز تحرپر کران۔

L01.1.2-نظمم ،ڈلیل یا کاثہہ عبارت چھ یننبن لفظن منْز لیکھان۔

L01.2.1-پېنۍ خيال تې تجرېې چه وضاحت سان وَنان تې ليکِهته پيش کران.

L01.3.1-نثری عبارت پُرتھ چھ سوالن جواب دوان.

L01.4.1-رسمی تہ غآر رسمی خط ، موخصر پأغام (ایس ایم ایس) تہ موخصر پیراگراف چھ تحریر کران۔

L01.5.1-ناوتین تہ اشار ناوتین ہینُد استعمال کُرتھ مختلف موقہ نظر تل تھاوتھ صحیح جُملہ ورتاوان۔

مختلف ثقافتن تے مختلف دورن ہنْدبن ادبی صنفن(نثر،نظم ،ڈراما) تے طرز تحریر(بیانیہ،وضاحتی بیانیہ) بیتر پرزناوان تے تعریف کران۔

مختلف قُسمِکہ ادب پُرتھ چُھ ادبی صِنفن پرٛزناوان مثالے (استعار، محاور تم پرٛیژ) تم یمن چُھ تحریرس منْز ورتاوان۔

تقریر تے تحریر ذریعے چُھ پننس سماجس تے ماحول کین مختلف پہلُون پیٹھ تنقیدی باوتھ کَران۔

L02.1.1-دُسلابہ ،انُد تہِ متن مدِ نظر تھاُوتھ چھ کُنہِ موضوعس پبٹھ مربوْط کُرتھ لیٚکھان۔ L02.1.2- مشکل لفظن ہُنْد معنی،صحیح تلفُظ تہِ تِمن ہُنْد مناسب ورتاو وُچھنہ خاطر چھ کاشر لغت تہ کاشرین ویب سایٹن ہُنْد استعمال کران۔

LO2.2.1-ڈرامہ افسانہ تے دلیل سونٛچتھ سمجتھ یٔرتھ یمن منْز موجوْد اہم واقعے،

CG-2

ادبی اضافہ چَن مختلف قُسمن تلاش کُرِتھ چُھ زبان ،ادبی تہِ ثقافتی وراثتٖکۍ تعریف کران۔

مرکزی خیال تم کردار بد کڈان تم یمن پنم نین ذأتی تجربن ستی واٹان۔ LO2.2.2- نظمم تم بأتھ چھ صحیح تُل تژاوس تم موزوْن اندازس منز ادا کران۔ LO2.3.1 زان حأصل کرنم خأظر چھ انفارمیشن تم کمیونیکیشن ٹیکنالوجی ہُنْد استعمال کران مثلن : انٹرنیٹ ، اخبار ، ٹی یوی ، سمارٹ فون بیتر		
الله الكارب الك	C-3.1 بنیادی لسانی پہلو چُھ سمجان تہ تِمن ہنٛز تشریح(طریقہ) زانان مثلن جملُک ڈھانچہ، اوقاف، جنس، تہ حصہ بیتر تہ تقریر، ادبچ مُختَلِف شکلہ پرنہ وز تہ چُھ تِمہ لیّکھنس منْز بارسس آنان۔ C-3.2 مُناْسِب زبان تہ طریقہ ورتاُوتھ چُھ نثر، نظم تہ ڈراما لیّکھان۔	CG-3 بنیأدی لِسأنی پہلوؒ(لفظن تہ جُملن ہِنٛز ساخت) پژزناوان تہ تِمن زبأنی تہ تحرپرس منْز ورتاونِچ صلأحیت تھاوان۔
یوان. دوان. LO4.1.2: مکالمو پبٹھہ چھ ڈلپل تحریر کران. LO4.1.3: موخصر پأغام(SMS)،دعوتی پأغام تہ لوکٹی پیراگراف چھ لیکھان۔ لیکھان۔ لیکھان۔ لیکھان۔ LO4.2.1: دسلابہ ،متن تہ اندُک خیال تھاوتھ	C-4.1 مُختَٰلِف کِتابہِ تہِ صنفہِ چُھ پَران، جواب دِوان تہِ تنقیدی جاًیز ہپوان(افسانہ تہِ غار افسانہ) C-4.2 مختلف کامپن ہِنْز زانکاری تہِ تہنْدِ استعمال باپتھ چُھ کِتابہٖ تہِ باقی میڈیا وسیلہِ موثر طریقو استعمال کران۔	CG-4 پانس انْدر چُھ لێکھنچ تہ جأیز ہێنٖچ صلأحیت پاُد کَران بێیہ چُھ مزید زانکأری باپتھ لایبریری ہُنْد تہِ استعمال کران۔

چُه مربوْط کُرتھ لیٚکھان۔		
LO4.2.3: نصأبی کتابو علاو چھ مختلف ذریو		
حأصِل سپدن واجنہ کتابہ تہ پران۔		
LO5.1.1: غأر نصأبی مواد چھ پران تم	چُھ سمجان ز زبانۍ ہنْدۍ صوتیات تې رسم الخط $ ext{C-5.1}$	CG-5
سمجان۔	،مُصوتہ تہ مُصمتن ہُنْد تعداد ، تہ تم کِتھ پاٹھہ چھ	، ُن اِن اِنْ اِنْ اِنْ اِنْ اِنْ اِنْ اِنْ
<u>LO5.1.2</u> : پرېژن، دُلپلن تې نظمن پېڻھ چھ	تعامل کران تہِ استعمال گژھان ۔	کُنے خاص زبانہ ہنْز
پنِنۍ راے پیش کران۔	تقریر زیاد دلچسپ تہ مزدار بناونہ باپتھ چُھ نظمن $ ext{C-5.2}$	مخصوص خصوصيژ مثلن
LO5.1.3: سماجس منْز پیش یِنم والین واقعن	،انتشارن ِتم دۆيمېن چپزن سٍتۍ مشغوْل روزان۔	اچھر،متن ،آواز تہ باتھ بیتر ** * * * * * * * * * * * * * * * * * *
تہ مسلن متعلق چھ بیدار تہ حساس۔	زبآنۍ منٛز چُھ کێنٛژھن مخصوْص لھیلن ېِنْز زان $ ext{C-5.3}$	تہ بیّیہ لفظو ستہ گِنْدنہِ نیان کیا
<u>LO5.2.1</u> : پانِس أَنْدۍ پکهۍ پيش ڀنہ والين	تهاوان۔مثلن(پیلنڈرومز، سپونریزم،اچهرو ورأے جملہ یا آواز،	ینہ واجنہ کھیلہ یمہ اتھ
واقعن چھ آزأدی سان تجزیہ کران۔	پژپژ، جوق، انتاکشری، اناگرام،کراس وارڈ) بیتر۔	زبآنۍ منْز اکھ الگ مقام
LO5.2.2: دُلپلہِ یا نظمہِ ہنْدۍ مرکزی خیال یا	2 < 3 3 6 3 f 3 - 3 6 5 . 3 2 3 v	چھ تھاوان چُھ پانس انْدر
خُلاصہِ چھ لیٚکھان۔		يمن ٻِنْز صلأحيت پادد كران۔
LO5.2.3: ناۇت، اشار ناۇت، كزاۇت، كزوومُت		
تہ باوُت گزامری اصطلاحن ہنْز زان چھ تھاوان		
تہٖ یم چھ جُملو منْز ژارِان تہٖ ورتاوان۔		
LO5.3.1: موخصر پأغام، دعوتی پأغام تم		
لوکٹۍ پیراگزاف چھ لیٚکھاہن۔		
<u>LO5.3.2</u> : رسمی تہ غِاْر رسمی چٹھ چھ		
لێکھان۔ کآنٛسے تے حاَکمہٖ سنٛدِ ناو چھ		
درخواست لێکهان۔		
LO5.3.3: دُسلابې، متن تې اندُک خيال تهآوته		
چھ مضموْن تسلسل سان ليٚكھان۔		

تجویز کرنہ آمِژ تدریسی عمل	ہێچھن تر	سبق/موضوع	رێتھ
*نظمہِ متعلق جمأژ ن منْز کتھ باتھ	کانُہہ تہِ نظم یا ڈلپل چھ ادا کأری: <u>LO3.1.1</u>	سبق 1-2	گۆد <u>ن</u> يُک
كرناونۍ۔	سان پیش کران۔	دُعا	رێتھ
*شُرْک کرناونی شأعری مقابلم۔	<u>LO3.1.2</u> : ڈلیلہ تہ ِ نظمہِ سمجِتھ چھ تِمن	سُیا	
*کِتابہِ مِنْز شَامِل شأعری تہ نثری سبق مدِ	مُتعلق پنِنۍ راے ظأہِر کران۔		
نظر تھاوتھ شاعری تہ نثرس منْز فرق واضع	LO3.2. <u>2</u> : ناۇت،اشار ناۇت تې كزاۇت چُھ ٹھپک		
کړنۍ۔	پائھۍ جُملن منْز ورتاْوان۔		
*مُتن پُرِتھ ناوِتۍ ژارناوِنۍ۔	<u>LO4.1.2</u> : مکالِمو پپٹھہِ چِھ ڈلپل تحرپر کران۔		
*جُملن منْز ناوِتۍ ورتاوِنۍ ـ	<u>LO4.2.3</u> : نصأبی کتابو علاوٖ چھ مختلف ذریو		
<u>*</u> اونتی ورمن سِنْدِس دورس متعلق شُری	حآصِل سپدن واجنہ کتابہ تہ پران۔		
گروپن منْز کتھ باتھ کرناونۍ۔			
*اشارِ ناوتین ہِنْز زان تے متن پُرتھ اشارِ	دریڈیو،ٹی وی،اخبآرۍ تحریر پٔرتھ چُھ <u>lO3.1.3</u>	سبق 3-4	دۆيم رێتھ
ناوتۍ ژارناونۍ۔	تِهُنْد تجزیہ کران۔	-	
*شُرۍ ليکهناونۍ سبقک خُلاصم پننپن لفظن	<u>LO3.2.1</u> : کُنہ تہ تحریر <i>گ</i> ک یا تقریرُک خُلاصہِ	لداخم پپٹھ چٹھۍ	
مثز۔	چِھ پنِنہِ آیہِ پیش کران۔		
*ژهوٹۍ پیغام ، دعوتی پیغام، چِٹھۍ تې	ا ناۇت،اشار ناۇت تې كزاۇت چُھ ٹھپك $\underline{ ext{LO3.2.2}}$		
درخواست بيتٍر لێکهناون۪چ مشق کرناونۍ۔	پاٹھۍ جُملن منٛز ورتاوان۔		
*رسمی تے غار رسمی چٹھپن منز فرق واضع	<u>LO4.1.2</u> : مکالمو پپڑھہِ جِھ ڈلپل تحرپر کِران۔		
کړنۍ۔	<u>LO4.1.3</u> : موخصر پاغام(SMS)،دعوتی پاغام تم		
	لوکِٹۍ پیراگراف چِھ لیٚکھانٍ۔		
	<u>LO4.2.1</u> : رسمی تہِ غاًر رسمی چٹھ چُھ		
	لێکهان۔		
*شعِر نثرس منْز پِهرنِچ مشق کرناوِنۍ۔	<u>LO3.2.1</u> : کُنہ تہ تحرپڑک یا تقرپڑک خُلاصہِ	سبق 5-6	تزييم رێتھ
*روانۍ سان پرېچ مشق کرناونۍ۔	چِھ پنٖنہِ ایہِ پیش کران۔	_ 0	
*نثرس تم نظمم منز فرق واضع کرنی۔	ناۇت،اشار ناۇت تې كزاۇت چُھ ٹھپك $\underline{ ext{LO3.2.2}}$	ترْے لُکہٖ کَتھٖ	
*شُرۍ پېنے آیے خُلاصہِ لیْکھناونہ۔	پائھۍ جُملن منْز ورتاوان۔		

*دیانتدأدی مُتعلق شُرپن سوال و جواب کرنْک موقعم دِیْن۔ *فطرتس سِتۍ گِنْدِ گِنْد کرنِکۍ نوقصانات وپژهناوٍنۍ۔	مکالمو پپٹھم چھ ڈلپل تحرپر کران۔ <u>LO4.1.2</u>		
*ار جانچ اہمیت موضوعس پیٹھ شُرپن آتھ کینُہہ جُملے لیکھناونی ۔ *شری مہلک بیمار تے تدربپرن مُتعلق کتھ باتھ کرناونی۔ *عنوان مدِ نظر تھاًوتھ شُرپن ہِنْدِ ذریعہ اکھ لوکُٹ ڈرامہ اداکاًری سان جماً ثمنْز کرناونُک سنز کرن ۔ *ٹیلی وجنس مُتعلق کلاسس منْز اکھ کُھلے بحث کرناوُن۔ * ٹیلی وجنکی فاید تے نوقصان شُرپن لیکھتی ہینی۔ * شُری لایبریری منْز اخبارن ہُنْد مطالعہ کرناونی سان پرنچ خی تلفُظ تے روانی سان پرنچ مشق کرناونی۔	LO4.1.2: مکالمو پپٹھہ چھ ڈلپل تحرپر کران۔ LO4.1.3: موخصر پأغام(SMS)،دعوتی پأغام تہ لوکٹی پیراگراف چھ لیکھان۔ LO4.2.2: دُسلابہ ،متن تہ اندُک خیال تھاوتھ چُھ مربوْط کُرتھ لیکھان۔ چُھ مربوْط کُرتھ لیکھان۔ LO4.2.3: نصابی کتابو علاو چھ مختلف ذریو حاصِل سپدن واجنہ کتابہ تہ پران۔	ٹیلی وجن	ژوْرِم رێتھ
*بیروْن ملکو پپٹھ آمتین کینْژھن بُزرگن ہُنْد اکھ فہرست تیار کرناونہ *عنوانس مُتعلق شُرہ پنِنہ پنِنہ راے دَہن جُملن منْز تحریر کرناونہ۔ *کُشیر ہنْدین کینْژھن ناماوار شخصیتن		میونُے وطن	پأَنْژِم ريٚتھ

مُتعلق کتھ باتھ کرنُک موقعہ دِیْن۔	لێکهان۔		
*شُرِۍ اکہ اکہ نظم گپوناونۍ۔	<u>LO4.2.2</u> : دُسلابہ ،متن تہ اندُک خیال تھآوِتھ		
*جمأَث منْز اكھ ادبى مُشأَعرِ كرناوِنۍ يَتھ منْز	چُھ مربوْط کُرِتھ لیٚکھان۔		
شُرۍ پېنۍ ليکهمِتۍ شعر پَرن۔	<u>LO4.2.3</u> : نصأبی کتابو علاو چھ مختلف ذُریو		
*شُرۍ نظمے ہُنْد خُلاصے پنِنبن لفظن منْز	حأصِل سپدن واجنہ کتابہ تہ پران۔		
لێڮۿڹٳۏڹۍ۔			
*شُربن اته ظلمس خلاف لرَّن والبن قومي	نظم يا دُلپل چِھ ادا کأری <u>LO3.1.1</u> :کانٛہہ تہِ نظم يا	سبق 11،12،13	شێیم رێتھ
شخصيتن ہُنْد اكھ فہرست تيار كرناوُن۔	سان پیش کران۔	بابا جتو	
*سبقم منْز وأحد،جمع،عام تم خاص ناوتہ	<u>LO3.1.2</u> : دُلپلہِ تہِ نظمہِ سمجِتھ چھ تِمن	ا ڈل	
ژارناونۍ۔ ٔ	مُتعلق پنِنۍ راے ظأہر کران۔	پلاسٹک	
*شُربِن"ماتا ویشنو دیوی " عنوانس پیٹھ	ناۇت، <u>ا</u> شار ناۇت تې كزاۇت چُھ ٹھپک <mark>LO3.2.2</mark> :		
اکھ ژھوٹ پیراگراف لێکِهتھ ہیوٚن.	پأڻهۍ جُملن منْز ورتأوان۔		
*کانٛہہ تہے وُچھنُک آلمِ استعمال کُرتھ شُرپن	<u>LO3.2.3</u> : مُختلف متن پُرِتھ چُھ سوالن جواب		
کُشپرِ ہِنْدۍ سر تمِ تِمو منْز نیرن والبِن	دِوان۔		
پأداوارن مُتعلق اکھ مُکمل زان دِنۍ۔	<u>LO4.1.2</u> : مکالمو پېٹھے چھ ڈلپل تحرپر کران۔		
*زندگی منْز آبہ کین ذخیرن بِنْز اہمیت تہ	<u>LO3.2.1</u> : کُنے تے تحرپڑک یا تقرپڑک خُلاصہِ		
افأديت وپژهناونۍ۔	چِھ پنٕنہِ آیہِ پیش کران۔		
*عنوانس مُتعلَّق شُربن سوال پِرَژهِنۍ۔			
*کُشپرِ ہِنْدسِ کُنہِ تہِ سرس پیٹھ اکھ			
مضموْن لێػُهن۔			
*ووستاد دِیہ کانْہہ تے وُچھنُک یا بوزنُک آلم			
استعمال کُرِتھ شُربِن پلاسٹِک کبِن فأیدن تُم			
نوقصانن ہنْز زان۔			
*"ماحولیأتئی اولوْدگی" موضوعس پېٹھ			
كرنأوو سكوْلس منْز اكه سمينار منعقْد يْته			
باقِے شُرِۍ تہِ زَانیاب سیدن۔			

<1 < ·î € ·î *< .*			
*سكوْلس منْز ،گامس يا محلس منْز كر اكم - نأ شير شير شير كراك			
صفایی مُهمہِ ہُنْد سنْز یتھ منْز سکوْلکہ			
سآری ووستاد تم شرک شرکت کرن یُتھ			
ماحول صاف تھاونچ اہمیت سارنے فکر تر۔			
*ووستاد کر ناو کاثہہ تم سرگرمی مثلن یے	<u>LO4.1.2</u> : مکالِمو پپٹھہِ چِھ ڈلپل تحریر کران۔	سبق 14،15،16	سٔتِم رێتھ
افسانہ کرناوِ شُرپن اتھِ ڈرامآیی اندازس منْز	<u>LO4.2.3</u> : نصآبی کتابو علاوٖ چھ مختلف ذریو	موج	
پیش۔	حأصِل سپدن واجنہ کتابہ تہ پران۔	رُباعيہ	
*ْشُرپن وَنہ گرِ آنُن كُنہ تہ موضوعس پپٹھ	کانٛہہ ت _ہ نظم یا ڈلپل چھ ادا کأری: <u>LO3.1.1</u>	سانے تأرپخِکۍ	
اکھ موخصر افسانے لیّکےھتھ تے کرپکھ	سان پیش کران۔	کیثہہ حوالہ	
حوصلمِ افزأیی۔	<u>LO3.1.2</u> : دُلپلہِ تہِ نظمہِ سمجِتھ چِھ تِمن		
*ووستاد وَنہِ شُرپن رُبأعیہ بِنْز تشریح کرنہ	مُتعلق پنِنۍ راے ظأہِر کران۔		
باپتھ۔	دریڈیو،ٹی وی،اخبأرۍ تحرپر پُرتھ چُھ: <u>L03.1.3</u>		
* عنوانس منْز دِنمِ آمتين ناوتين بُنْد اکھ	تهُنْد تجزیہِ کران۔		
فہرست کرن شُری تیار تم ورتاون تِم جُملن	: گُنہ تہ تحرپڑک یا تقرپڑک خُلاصہ <u>L03.2.1</u> :		
منْز ـ	چھ پنِنہِ آیہے پیش کران۔		
*ووستاد كرناو شُرپن تهل رُونس دوران	<u>LO4.2.1</u> : رسمی تہِ غأر رسمی چٹھ چُھ		
كههُك سأل يتم ونبكه وُچهمُت منظر لفظن	ً ليْكهان۔		
منْز لبكهنم بايتهـ	: <u>LO4.2.2</u> : دُسلابہِ ،متن تہِ اندُک خیال تھاُوتھ		
*شُرۍ آنن کانٛہہ تہ کأشِر لُکہِ دُلپل گرِ	چُھ مربوْط کُرتھ لی٘کھان۔		
لێڮۿتھ۔			
*گروپن منز بہتھ بناون شُری کینہہ خیألی			
كردار نظر تل تهأوتها اكها اكها لوكِث ذليل.			
*كُشْرِر بِنْدُسْ تُوارِّيخْس پْبِڻِھ كُرنْ جِمأَرْ مُنْز			
ُ کُھلہ بحث تہ وَنن ازکالِچ تُہ پتھ کالِچ فرق۔			

*کُلہُم پرکھے (Summative Assessment) بایتھ طریقے کار

سبق/عنوان کُلهُم پرکِھ باپتھ نمبرات	کِتاب	نمبر
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			شُمار
05	کأشِر زبان	- - - - -	01
06	شا <u>ه</u> ہمدان ^{رح}		02
07	ڈل		03
05	میونّے وطن مبارکھ		04
07	پلاسٹِک		05
09	موج		06
05	میدارع		07
06	سانہِ تأرپخِکۍ کینْہہ حوالمِ		08
50	کُل نمبرات:		

سوالنامہ باپتھ ڈیزاین-جماعت سُتِم

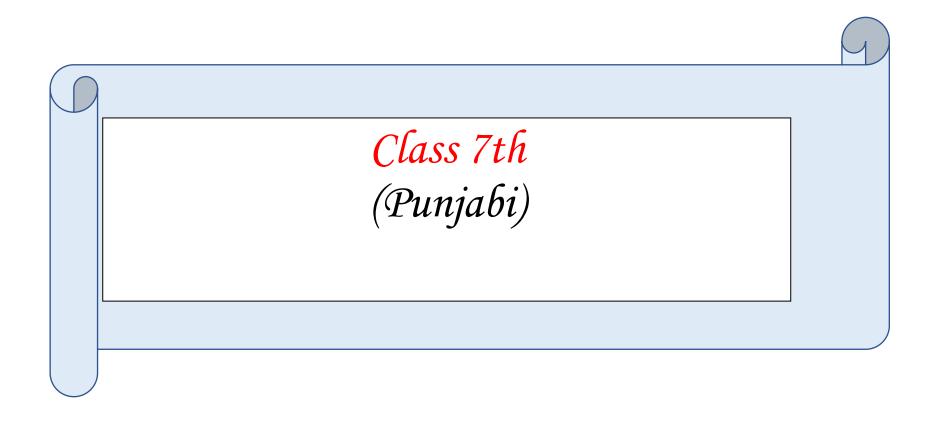
نمبرات	سوالن ہُنْد	علمی	پژتھ	سوالنامْک فارمیٹ
	تعداد	سطح	سوالس	
			نمبر	
03	03	CL-1		^{یژ جواب} م و ^{الہ} ڈوڈ ہتھ پیٹھم ز ہتھ لفظن ہُنْد غار نصابی
02	02	CL-2		
02	02	CL-3	1 نمبر	نثری اقتباس یتھ پتم کنے سوالم آسن یمن
07	07	کُل میزان		منْز يَرْ جوابہِ وألۍ سوالہ/ محاورن ہُنْد
				ورتاو/ بيانس بدلم اكه لفظ/ لفظم راش/
				اندازِ کرُن شأمِل آسہِ۔
				نصأَبی شعری اقتباس یتھ پتم کنہ سوالم

01 01 01 03 01	01 01 01 03 01	CL-1 CL-2 CL-3 گل میزان	1 نمبر	آسن یمن منْز یُژ جوابہ وألہ سوالہ / عنوان / لفظہ راش / سمجُن / انداز کرُن / تجزیہ کرُن شأمل آسہ۔ شکل یتھ پتہ کنہ سوالہ آسن یمن منْز یژ جوابہ وألہ سوالہ / تجزیہ کرُن / انداز کرُن / پرکھاوُن شأمل آسہ۔ ناوُت / اِشار ناوُت / کراوُت گرامری	
01	01	CL-2 CL-3	1 نمبر	اصطلاحن پبٹھ مبنی سوالہ۔	
01 03	01 03	کل میزان گل میزان		لفظن ہنْدۍ ضِد/ واحد تہ جمع ناوتۍ/ نر	
		0 5		تہ ماد ناوتہ گرامری اصطلاحن پُپٹھ	
				سوالم.	
04	02	CL-1		نصأبی کتابہ ہنْدین نثری سبقن متعلق	ِ تشکپل دِنہِ
02	01	CL-2	. : 2	اہلیژ پبٹھ مبنی ژورو منز ترین سوالن ہندی	آمتین سوالن
06	03	CL-3	2 نمبر	ہیر پہلے مبدی رورو سر حربی سو یں ہدی۔ مختصر جواب لیکھنۍ۔	ېنْدۍ جواب
12	06	کُل میزان		1 2 2	
				نصابس منْز شأمل كُنہ نظمہ متعلق اہلیژ	
				پپٹھ مبنی ژورو منْزِ دون سوالن ہنْدۍ	
				مختصر جواب لێکهنۍ ڀمن منٛز ادبی	
				اصطلاح/ موضوع/ لفظ معنے شأمل آسن۔	
06	02	CL-1		رسمی/ غأر رسمی چٹھۍ لێکھنۍ۔ (دويو	
03	01	CL-2	3نمبر	منز اکھ)	
06	02	CL-3		مىر ادھ)	

15	05	کُل میزان		دِنمِ آمُت صورتحال مدِ نظر تهأوِته
				پیراگراف/ ڈلپل/ کتھ باتھ / اِشتہار لیٚکھُن۔
00	00	CL-1		نصأبی کتابہ منز شأمل کُنہ تہ سبقُک
05	01	CL-2	5نمبر	
05	01	CL-3		مرکزی خیال/ خُلاصمٍ/ کردارن پپٹھ نوٹ
10	02	کُل میزان		لێػۿ۫ڹۦ
				اِشارن یا شکلن ہنْدِ مددِ کُنہِ عنوانس پپٹھ
				سواد ہتھ پپٹھے دوؒن زِ ہتھ لفظن ہُنٛد
				مضمۇن لىكھن۔
50				کُل نمبرات

نوٹ:

- سبق اصل پأٹهہ سمجنم باپتھ چھ درسی کتابہ ہندہ سأری سبق پرنہ تم سمجنہ ضروری۔
 - امتحانس منْز ين اہليژ پپٹھ مبنى سوالم پرژهنم۔
 - گژامرکۍ سوالې ين درسې کتابي مطأبق پژژهنې۔



ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ .ਸ੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ SCERT Srinagar (J&K) ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ੍ਰੇਣੀ ਸਤਵੀਂ Academic Calendar Cum Syllabus Subject Punjabi Class 7th

ਕਰਮ	ਸਮਾਂ	ਪਾਠ ਵਿਸ਼ਾ	ਯੋਗਿਤਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਪ੍ਰਕਿਰਿਆਵਾਂ
ਸੰਖਿਆ	ਮਿਆਦ	Content	Competency	Learning Outcomes	Suggested Pedagogy
S.No.	Time				
٩	ਪਹਿਲਾ ਮਹੀਨਾ	੧. ਮੁਹੱਬਤ ਨੂੰ ੨. ਪੱਥਰ ਦਾ ਟੁਕੜਾ ੩. ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ	ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਅਤੇ ਕੰਠ ਕਰਨ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਲੋਕ ਕਹਾਣੀ ਪੜ੍ਹਨਦੀ ਯੋਗਤਾ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਜੀਵਨ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੇ ਕੰਮਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਪ੍ਰਗਟ ਕਰਨ ਦੀ ਯੋਗਤਾ।	*ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਅਤੇ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਲੋਕ ਕਹਾਣੀ ਪੜ੍ਹਨ ਅਤੇ ਲੋਕ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਕੰਠ ਕਰਨ ਅਤੇ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਲੋਕ ਕਹਾਣੀ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪਾਤਰਾਂ ਦੇ ਕਿਰਦਾਰਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਦੀ ਜੀਵਨੀ ਅਤੇ ਉਹਨਾ ਦੇ ਰਾਜ ਵਿੱਚ ਦਿੱਤੀਆਂ ਗਈਆਂ ਸਹੂਲਤਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਕੰਠ ਕਰਾਵਣ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਲੋਕ ਕਹਾਣੀਆਂ ਕਲਾਸ ਵਿੱਚ ਸੁਣਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ ਵੱਲੋਂ ਕੀਤੇ ਗਏ ਕੰਮਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਖਲੋ ਕੇ ਦਰਸਾਉਣ ਯੋਗ ਬਣਾਉਣ।
2	ਦੂਜਾ ਮਹੀਨਾ	8. ਪ੍ਰਦੂਸ਼ਣ ੫. ਸੱਜਣ ਨੂੰ ੬. ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਵਿਆਕਰਣ	ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ ,ਪਲਾਸਟਿਕ ਅਤੇ ਹੋਰ ਚੀਜ਼ਾਂ ਨਾਲ ਹੋਣ ਵਾਲੇ ਪ੍ਰਦੂਸ਼ਣ ਤੋਂ ਲੋਕਾਂ ਨੂੰ ਸੁਚੇਤ ਸੁਚੇਤ ਕਰਾਉਣ ਦੀ ਯੋਗਤਾ। ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਜੀਵਨ ਅਤੇ ਉਨਾਂ ਦਾ ਜ਼ੁਲਮ ਦੇ ਖਿਲਾਫਖਲੋਣਾ, ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਦੀ ਯੋਗਤਾ।	*ਵਾਤਾਵਰਣ ਤੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਅਤੇ ਪਾਣੀ, ਧਰਤੀ, ਹਵਾ ਨੂੰ ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆ ਦੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਵਿਰੋਧੀ ਸ਼ਬਦ ਅਤੇ ਸਮਾਨਾਰਥ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਜੀਵਨ ਅਤੇ ਮੀਰੀ ਪੀਰੀ ਦਾ ਕੀ ਸਿਧਾਂਤ ਸੀ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਵਾਤਾਵਰਣ ਅਤੇ ਆਸ ਪਾਸ ਤੇ ਮੁਹੱਲਿਆਂ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ ਬਾਰੇ ਜਾਣੂ ਜਾਣੂ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਦੱਸੇ ਹੋਏ ਮਾਰਗ ਉੱਪਰ ਚਲਣ ਦੀ ਪ੍ਰੇਰਨਾ ਕਰਨ। ਕਰਨ।
æ	ਤੀਜਾ ਮਹੀਨਾ	੭. ਗੋਪਾਲਾ ਗੁਲੀਆ ੮.ਲੋਹੜੀ ਵਿਆਕਰਣ	ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਕਹਾਣੀ ਦੇ ਪਾਤਰਾਂ ਤੇ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਵਿਆਕਰਣ ਵਿੱਚ ਕਿਰਿਆ ਕਿਸ ਨੂੰ ਕਿਹਾ ਜਾਂਦਾ ਹੈਪ੍ਰਮਾਣ ਦੇ ਕੇ ਸਮਝਾਉਣ ਦੀ ਯੋਗਤਾ।	*ਕਹਾਣੀ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪਾਤਰਾਂ ਤੇ ਛੋਟੇ ਛੋਟੇ ਨਿਬੰਧ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਕਹਾਣੀ ਦੇ ਵਿਸ਼ੇ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੀ ਯੋਗ ਹੋਣਗੇ। *ਲੋਹੜੀ ਦਾ ਤਿਉਹਾਰ ਕਦੋਂ ਅਤੇ ਕਿਉਂ ਮਨਾਇਆ ਜਾਂਦਾ ਹੈ ਬੱਚਿਆਂ ਨੂੰ ਇਹ ਪਾਠ ਪੜ੍ਹਨ ਤੋਂ ਬਾਅਦ ਇਸ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲੋਹੜੀ ਮਨਾਉਣ ਦਾ ਢੰਗ ਦਰਸ਼ਾਉਣ ਦੇ ਕਾਬਲ ਹੋਣਗੇ। *ਬੱਚੇ ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਪ੍ਰਮਾਣ ਦੇ ਕੇ ਸਮਝਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਜਿਹੜੇ ਜਿਹੜੇ ਤਿਉਹਾਰ ਮਨਾਉਂਦੇ ਹਨ ਉਹਨਾਂ ਉੱਪਰ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਦੇ ਪਾਤਰਾਂ ਵਰਗੀ ਭੂਮਿਕਾ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਲੋਹੜੀ ਤੇ ਵੰਡੀਆਂ ਜਾਣ ਵਾਲੀਆਂ ਖਾਣ ਪੀਣ ਦੀਆਂ ਵਸਤੂਆਂ ਸਕੂਲ ਵਿੱਚ ਲਿਆ ਕੇ ਵੰਡਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਿਰਿਆ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਿਰਿਆ ਦੇ ਸ਼ਬਦ ਲਿਖਣ ਲਈ ਕਹਿਣ।

8	ਚੌਥਾ ਮਹੀਨਾ	੯. ਸੀਹਰਫੀ ੧੦.ਭਾਈ ਕਨਈਆ ਜੀ ੧੧.ਮਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ	ਸੀਹਰਫੀ ਦੀ ਪਰਿਭਾਸ਼ਾ। ਸੀਹਰਫੀਅਰਬੀ ਵਰਣਮਾਲਾ ਦੇਆਧਾਰ ਤੇ ਕਿਉਂ ਰਚੀ ਜਾਂਦੀ ਹੈ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਭਾਈ ਕਨਈਆ ਜੀ ਕੌਣ ਸਨ ਅਤੇ ਉਨਾਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਦਰਸ਼ਾਉਣ ਦੀ ਯੋਗਤਾ। ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਦੀ ਯੋਗਤਾ। ਮਾਂਙਾਂਮਾਰਨ ਦੀ ਯੋਗਤਾ।	*ਸੀਹਰਫੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਸੁਣਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਸੀਹਰਫੀ ਪੰਜਾਬੀ ਦਾ ਉਹ ਕਾਵਿ ਰੂਪ ਹੈ ਜੋ ਅਰਬੀ ਵਰਣਮਾਲਾ ਦੇ ਆਧਾਰ ਤੇ ਰਚੀ ਜਾਂਦੀ ਹੈ, ਸੀਹਰਫੀ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਭਾਈ ਕਨਈਆ ਜੀ ਜ਼ਖਮੀਆਂ ਦੀ ਮਦਦ ਵਿਤਕਰੇ ਤੋਂ ਬਿਨਾਂ ਦੁਖੀਆਂ ਦੀ ਸੇਵਾ ਕਿਉਂ ਕਰ ਰਹੇ ਸਨ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਮਾਂਙਾਂ ਸਬੰਧੀ ਲੋਕ ਗੀਤ ਯਾਦ ਕਰਨ ਅਤੇ ਅਭਿਆਸ ਕਰਨ। *ਬੱਚਿਆਂ ਨੂੰ ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਸੀਹਰਫੀ ਕੰਠ ਕਰਕੇ ਸੁਣਾਉਣ ਲਈ ਕਹਿਣ ਤਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇੱਕੋ ਜਿਹੀ ਆਵਾਜ਼ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਲਿਖ ਕੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਲਈ ਕਹਿਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਭਾਈ ਕਨਈਆ ਜੀ ਵਾਂਗੂ ਵਿਤਕਰੇ ਤੋਂ ਬਿਨਾਂ ਇੱਕ ਦੂਜੇ ਦੀ ਮਦਦ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਮਾਂਙਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ,ਲੋਕ ਨਾਚਾਂ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਤ ਪ੍ਰੇਰਿਤ ਕਰਨ।
¥	ਪੰਜਵਾਂ ਮਹੀਨਾ	੧੨. ਇੰਟਰ ਨੈਟ ੧੩. ਸੁੰਦਰ ਟੁਕੜੀ ੧੪. ਬੇਈਮਾਨ ਦੋਸਤ	ਇੰਟਰਨੈਟ ਦੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਰੱਖਣ ਦੀ ਯੋਗਤਾ। ਇੰਟਰਨੈਟਤੋ ਸਹੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਪੜਨਾਂਵ ਸ਼ਬਦ ਇਸਤੇਮਾਲ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਬੇਈਮਾਨ ਦੋਸਤ ਬੰਟੀ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	*ਇੰਟਰਨੈਟ ਦੀ ਸੰਪੂਰਨ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਇੰਟਰਨੈਟ ਦੁਆਰਾ ਦੁਨੀਆਂ ਵਿੱਚ ਆਉਣ ਵਾਲੀਆਂ ਤਬਦੀਲੀਆਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖਣਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਨੂੰ ਕੰਠ ਕਰਨ ਅਤੇ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਪੜਨਾਂਵ ਦੀ ਪਰਿਭਾਸ਼ਾਅਤੇ ਪੜਨਾਂਵ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਬੱਚੇ ਇਹ ਲੇਖ ਪੜ ਕੇ ਬੇਈਮਾਨੀ ਕਰਨ ਤੋਂ ਸੰਕੋਚ ਕਰਨਗੇ। *ਬੱਚੇਆਂ ਨੂੰ ਦੋਸਤੀ ਦਾ ਮਹੱਤਵ ਸਮਝਾਉਣ ਦੀ ਕੋਸ਼ਿਸ਼ ਕੀਤੀ ਜਾਵੇ ਅਤੇ ਬੱਚਿਆਂ ਨੂੰ ਪ੍ਰੇਰਿਤ ਕੀਤਾ ਜਾਵੇ ਕਿ ਬੇਈਮਾਨੀ ਕਿਸੇ ਵੀ ਗੱਲ ਦਾ ਹਲ ਨਹੀਂ ਹੋ ਸਕਦਾ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕੰਪਿਊਟਰ ਲੈਬ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਇੰਟਰਨੈਟ ਇਸਤੇਮਾਲ ਕਰਨ ਵਿੱਚ ਮਦਦ ਕਰਨ। ਦੁਨੀਆ ਨੂੰ ਇੱਕ ਗਲੋਬਲ ਵਿਲੇਜ ਕਿਉਂ ਆਖਿਆ ਜਾਂਦਾ ਹੈ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਨਿਬੰਧ ਲਿਖ ਕੇ ਦੇਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਵਿੱਚ ਇਸਤੇਮਾਲ ਹੋਣ ਵਾਲੇ ਤਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਬੇਈਮਾਨ ਦੋਸਤ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ ਅਤੇ ਇਹੋ ਜਿਹੀ ਹੋਰ ਹੋਰ ਕਹਾਣੀਆਂ ਵੀ ਦੱਸਣ ਜਿਨਾਂ ਵਿੱਚ ਬੇਈਮਾਨੀ ਕਰਨ ਨਾਲ ਨੁਕਸਾਨ ਹੁੰਦਾ ਹੈ।

é	ਛੇਵਾਂ ਮਹੀਨਾ	੧੫. ਭਾਈ ਮਰਦਾਨਾ ਜੀ ੧੬. ਸਾਵਣ ਦਾ ਮਹੀਨਾ	ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਜੀਵਨ ਤੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਇੱਕ ਸੰਖੇਪ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਸਾਵਣ ਦੇ ਮਹੀਨੇ ਦੀ ਮਹੱਤਵ ਪੂਰਨਤਾ ਨੂੰ ਸਮਝਣ,ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨੇ ਅਤੇ ਰੁੱਤਾਂ ਨੂੰ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਵਿਆਕਰਣ ਵਿੱਚ ਪੱਤਰ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	*ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਅਤੇ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿਚ ਦਰਸ਼ਾਉਣ ਯੋਗ ਹੋਣਗੇ। *ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਅਤੇ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਨੇ ਕਿਸ ਤਰ੍ਹਾਂ ਲੁਕਾਈ ਨੂੰ ਸਹੀ ਮਾਰਗ ਦੱਸਿਆ ਸੰਖੇਪ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨਿਆਂ ਅਤੇ ਰੁੱਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੋਵੇਗੀ। *ਵਿਦਿਆਰਥੀ ਸਾਵਣ ਦੇ ਮਹੀਨੇ ਦੀ ਅਹਿਮੀਅਤ ਸਮਝਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਵਿਦਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਕਿਸਮ ਦੇ ਪੱਤਰ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਦੇ ਜੀਵਨ ਬਾਰੇ ਨੋਟ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਸਮਝਾਉਣ ਕੀ ਭਾਈ ਮਰਦਾਨਾ ਜੀ ਤੇ ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਦੋਸਤੀ ਸ਼ਬਦ ਤੇ ਸੁਰਤ ਦੇ ਮਿਲਾਪ ਦਾ ਸੰਕੇਤ ਸੀ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਮਿਲ ਕੇ ਸਾਲ ਦੇ ਬਾਕੀ ਮਹੀਨਿਆਂ ਅਤੇ ਰੁੱਤਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨ।
2	ਸਤਵਾਂ ਮਹੀਨਾ	੧੭. ਬਾਲਾ ਲਈ ੧੮. ਫੁੱਲ ਹੀ ਫੁੱਲ ੧੯. ਇਕ ਹਊਕਾ	ਲਘੂ ਕਵਿਤਾਵਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਕਵਿਤਾ ਦਾ ਇੱਕ ਹੋਰ ਰੂਪ ਖੁੱਲੀ ਕਵਿਤਾ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਸਮਝਣ ਦੀ ਯੋਗਤਾ। ਹੁਨਰੀ ਕਹਾਣੀ ਦੁਆਰਾ ਦਿੱਤੇ ਗਏ ਸੁਨੇਹੇ ਨੂੰ ਸਮਝਣ ਦੀ ਯੋਗਤਾ।	*ਲਘੂ ਕਵਿਤਾਵਾਂ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਖੇਪ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਕਵਿਤਾ ਦੀਆਂ ਤੁਕਾਂ ਨੂੰ ਵਾਰਤਕ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਖੁੱਲੀ ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। *ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। *ਪਿੰਡਾਂ ਦੀ ਵਸੋਂ ਕਿਉਂ ਕੱਟ ਰਹੀ ਹੈ ਚਰਚਾ ਕਰਨ ਯੋਗ ਹੋਣਗੇ। *ਇੱਕ ਹੋਕਾ ਹੁੰਦੜੀ ਕਹਾਣੀ ਨੂੰ ਆਪਣੀ ਮਾਂ ਬੋਲੀ ਵਿੱਚ ਦਰਸ਼ਾਇਆ ਗਿਆ ਹੈ ਇਸ ਲਈ ਇਸ ਨੂੰ ਸਮਝਣ ਲਈ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਬਹੁਤ ਹੀ ਆਸਾਨੀ ਹੋਵੇਗੀ। *ਵਿਦਿਆਰਥੀ ਇਸ ਕਹਾਣੀ ਨੂੰ ਖਲੋ ਕੇ ਪੜ੍ਹਨ ਦੇ ਯੋਗ ਹੋਣਗੇ ਅਤੇ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਆਪਣੀ ਆਪਣੀ ਹੁਨਰੀ ਕਹਾਣੀ ਲਿਖਣ ਦੇਵੀ ਯੋਗ ਹੋਣਗੇ।	ਬੱਚੇ ਅਤੇ ਅਧਿਆਪਕ ਇਹਨਾਂ ਕਵਿਤਾਵਾਂ ਦੇ ਸਾਰ ਅੰਸ਼ ਅਨੁਸਾਰ ਉਸ ਵਾਤਾਵਰਨ ਦੀ ਜੋ ਉਹਨਾਂ ਦੁਆਲੇ ਪੈਦਾ ਹੋਈ ਹੈ ਅਤੇ ਆਪਣੀ ਪੈਦਾ ਹੋਈ ਸਾਂਝ ਬਾਰੇ ਚਰਚਾ ਕਰਨ ਗੇ ਅਤੇ ਵਿਸਤਾਰ ਦੇਣਗੇ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਵਿੱਚੋਂ ਸਮਾਨ ਧੁਨੀ ਸ਼ਬਦ ਚੁਣਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ। ਅਧਿਆਪਕ ਇਸ ਕਵਿਤਾ ਦੇ ਆਧਾਰ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਖੁੱਲੀ ਕਵਿਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਗੇ। ਅਧਿਆਪਕ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਹੁਨਰੀ ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਇਸ ਨੂੰ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।

ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ. ਸ੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ SCERT Srinagar (J&K)

ਸ਼੍ਰੈਣੀ: ਸਤਵੀਂ ਮੁਲਾਂਕਣ ਦਾ ਢੰਗ ਕੁਲ ਅੰਕ: ੫੦ Class: 7th Pattern Of Assessment Max. Marks: 50

ਭਾਗ ਪਹਿਲਾ ਪੜ੍ਹਨ ਕੌਸ਼ਲ (ਅਕ :੧੫) ਦਿੱਤੇ ਗਏ ਅਣਡਿੱਠੇ ਨਿਬੰਧ ਨੂੰ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ ਦਿਓ,

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

ਭਾਗ ਦੂਜਾ ਲਿਖਣ ਕੋਸ਼ਲ)੧੫ :ਅੰਕ) ਸੰਬੰਧਿਤ ਪੂਸਤਕ ਚੋਂ ਕੋਈ ਵੀ ਵਿਸ਼ਾ ਚੂਣ ਕੇ ਅੰਤ ਵਿੱਚ ਦਿੱਤੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤ

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

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

<u>ਭਾਗ ਤੀਜਾ ਕਾਵਿਕ (੧੨ ਅੰਕ(</u> ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨ।

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾਵਾਂ ਸਬੰਦੀ ਪ੍ਰਸ਼ਨ।

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

<u>ਭਾਗ ਚੋਥਾ ਵਿਆਕਰਣ)ਅੰਕ ੮(</u> ਨਾਂਵ ਪੜਨਾਂਵ, ਲਿੰਕ ਪੁਲਿੰਗ, ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ, ਇੱਕ ਵਚਨ, ਬਹੁਵਚਨ, ਕਿਰਿਆ।

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

ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ (Formative Assessment)

ਕਰਮ ਸੰਖਿਆ	ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ	ਅਧਿਆਇ ਸੰਖਿਆ				ਨਿਰਧਾਰਿਤ ਅੰਕ
9	ਰਮ੧	੧ .ਮੁਹੱਬਤ ਨੂੰ	੨ .ਪੱਥਰ ਦਾ ਟੁਕੜਾ	੩ .ਮਹਾਰਾਜਾ ਰਣਜੀਤ ਸਿੰਘ		ч
2	ਰਮ੨	੪ .ਪ੍ਰਦੂਸ਼ਣ	੫ .ਸੱਜਣ ਨੂੰ	੬ .ਗੁਰੂ ਹਰਗੋਬਿੰਦ ਸਾਹਿਬ ਜੀ		น
3	ਰਮ੩	੭. ਗੋਪਾਲਾ ਗੁਲੀਆ	੮.ਲੋਹੜੀ	੯ .ਸੀਹਰਫੀ		ч
8	ਰਮ੪	੧੦.ਭਾਈ ਕਨਈਆ ਜੀ	੧੧.ਮਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ	੧੨ .ਇੰਟਰ ਨੈਟ		ч
ч	ਰਮ੫	੧੩ .ਸੁੰਦਰ ਟੁਕੜੀ	੧੪ .ਬੇਈਮਾਨ ਦੋਸਤ	੧੫ .ਭਾਈ ਮਰਦਾਨਾ ਜੀ		ч
É	ਰਮ੬	੧੬ .ਸਾਵਣ ਦਾ ਮਹੀਨਾ		੧੮ .ਫੁੱਲ ਹੀ ਫੁੱਲ	੧੯ .ਇਕ ਹਉਕਾ	ч
ਸਾਹਿਤ ਤੋ ਈਲਾਵਾ ਅ	ਣਡਿੱਠਾ ਪੈਰਾ, ਵਿਆਕਰਣ , ਲਿਖਣ ਕੌਸ਼	ਲ ਅਤੇ ਤਸਵੀਰਾਂ ਨੂੰ ਵੇਖ ਕੇ	ਨਿਬੰਧ ਲਿਖਣ ਦਾ ਵੀ ਮੁਲਾਂਕ	ਣ ਕੀਤਾ ਜਾਵੇ ।		
		ਕੁੱਲ				
						30
		ਸੰਖੇਪ ਮੁਲਾਂਕਣ (Sun	nmative Assessmen	t)		
ਕਰਮ ਸੰਖਿਆ	ਅਨੁਭਾਗ	ਅਧਿਆਇ ਸੰਖਿਆ ਅਤੇ ਹ	ਨਾਮ			ਨਿਰਧਾਰਿਤ ਅੰਕ
٩	₽	ਅਣਡਿੱਠਾ ਪੈਰਾ				૧૫
2	ਅ	ਵਿਆਕਰਣ				t
3	ੲ	ਲਿਖਣ ਕੌਸ਼ਲ				૧૨
8		ਸਾਹਿਤ (Li	terature)			
ч		ਭਾਈ ਕਨਈਆ ਜੀ				
É	ਸ	ਇੰਟਰ ਨੈਟ				૧૫
2		ਲੋਹੜੀ				
t		ਭਾਈ ਮਰਦਾਨਾ ਜੀ				
ť	1	ਸਾਵਣ ਦਾ ਮਹੀਨਾ				
90		ਮਾਂਗਾਂ ਸਾਡਾ ਲੋਕ ਨਾਚ				
9 9	1	ਬੇਈਮਾਨ ਦੋਸਤ				
9 २	1	ਬਾਲਾਂ ਲਈ				
	'	ਕੁੱਲ				น๐



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	Celebrating this special day for the Specially abled classmates to	
		Day	inculcate feeling of empathy and togetherness.	
25	December 22nd, 2024	National Mathematics	Mathematics Poster Competition, Mathematics Quiz competition,	
		Day	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 Description Day			
Day			
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 nature b. Local and seasonal vegetable stall c. Survey: like area of the school, type and number trees in your school, buildings, classrooms, labs, students' gender-wise and class-wise, teachers, subjects, book category and number, etc 		
10	Meet a Professor/Doctor/Journalist/Engineer/Social Activist/Judge, etc.		
Note: The He	ead of the Institution in consultation with subject teachers shall decide the appropriate day, date and activities		

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 7th)

Stage/Class	Duration	Scheme of Assessment		
Class 7th	1 Year	School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End		
		Assessment (Summative Assessment) shall be held by HoS, under supervision of Complex Head and design of assessment		
		tool/model question paper should be sync with the model papers prescribed by SCERT.		

Criteria for Evaluation Formative / Summative Assessment:

	Object	Marks	Procedure
I.	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting at least 6 formative assessment activities throughout the year the year as per School Based Assessment. (@ 5 marks per Formative assessment)
II	Co-curricular Component	20	Detailed description of activities with criteria points is appended*
III Summative Assessment		50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
	Total (I+II+III)	100	Qualifying criteria will be as per the prescribed examination norms/ guidelines. 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 Stud	lent	Class	Section Su	ıbject	Roll 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:		
			Sensitivity:		
			Awareness:		
F6			Creativity:		
			Sensitivity:		

Teacher's Signature

<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

	Class Roll No Subject Session			
Domain	Aspects assessed	Max. Marks	Mark s Obtai ned.	Descriptive Summary/Remarks by the Teacher
Physical	Sports, games, yoga, drills etc.(participation in	4		
Activities	inter/School/Zone/District/State events)			
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 Principal/Headmaster

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:

 $\underline{https://drive.google.com/file/d/1UN0YrAk0ANxTnOxg99lsVmzgHrXLiHIS/view?usp=sharing}$

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