

Government of Jammu and Kashmir



Academic Calendar (syllabus)

Class 6th – 9th Academic Session 2021- 2022 (winter Zone) 2022- 2023 (Summer Zone)

JK SCERT

PREFACE

In view of implementation of National Education Policy 2020, there is paradigm shift from rote learning to competency/experiential learning in schooling. The early stages of schools from classes 1st to 8th 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; Math, Science, English, Hindi/ Urdu & Social Science. Students have to prepare themselves to achieve competency in each subject. In this direction, we have compiled syllabus in light of contents of text books prescribed for each class. The syllabus will help student to fix time lines for achieving the desired competencies.

Syllabus is in sync with the latest instruction manual and other guidelines issued by NCERT, New Delhi. This will facilitate the teachers to plan their classroom activities in a meaningful and productive manner in accordance with the Learning Outcomes suggested by NCERT-New Delhi & NEP-2020. Besides, teachers are expected to make use of various academic documents available at SCERT-JKUT website: http://scertjk.online and design their pedagogical approach, lesson plans etc.

Teachers must be aware and make use of all diverse material and non-material resources for making inclusive education a reality. For Children with Special Needs (CWSN), resources such as tactile diagrams/ maps, talking books, audio visual materials, Braille, etc. may be used.

In case there is any omission, typing/ errors or any other error which might have crept in inadvertently, the same may be brought to the notice via email at ersa.scertjk@gmail.com

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Introduction

- 1. Right of Children to Free and Compulsory Education (Amendment) Act, 2019 section 16 provisions are as under:
 - (1) There shall be a regular examination in the fifth class and in the eighth class at the end of every academic year.
 - (2) If a child fails in the examination referred to in sub-section (1), he shall be given additional instructions and granted opportunity for re-examination within a period of two month from date of declaration of the result.
 - (3) The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed , if he fails in the re-examination referred to in sub-section(20: Provide that the appropriate Government may decide not to hold back a child in any class till the completion of elementary education.
 - (4) No child shall be expelled from a school till the completion of elementary education."
- 2. The earlier Provisions of RTE Act,2009 section 16 were: "No Child admitted in a school shall be held back in any class or expelled from school till the

completion of elementary education"

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"No detention" of child at elementary level was misunderstood with "No Examination"

With the result students especially from backward and rural areas were not studying seriously as the Act forbids detention and a balance was stuck between the concerns regarding quality and learning levels and children's motivation and stress.

3. In light of provisions in amended RTE Act, 2009 the teachers and students have to prepare themselves according to the policy contained in the Act. Hence assessment tools have to be devised to determine the competency of students to measure/monitor student learning outcomes.

4. Accordingly, Academic Calendar (Syllabus) has been formulated in light of National Education Policy 2020 and revised textbooks, especially in English ,History/social sciences to prepare the students for future challenges.Entire syllabus has been distributed as per number of teaching days/timeline mentioned against the unit/term along with the "Learning Outcomes" and "Pedagogical Processes".

Calendar of Activities

The calendar of activities is spelled out to achieve the desired goals; various activities could be undertaken as per the following suggestive schedule. The schools can add more activities as per their local needs but calendar for the school for a particular academic year must be adhered at the beginning of the academic session and should be displayed prominently class wise in the school for easy access of the students and teachers.

Commencement of Academic Session	Principles of child learning include a fair and free environment that makes learning a joyous rather than onerous experience, aligned to the developmental stages of child and protecting from demotivation and adverse impact. Every effort needs to encourage students to reach class 9 th with particular focus on regular assessment, evaluation and remedial teaching. Diagnostic tools necessitate both assessment as learning, assessment of learning and assessment for learning. Primary objective of the education system is not meant to test what student has been taught or to bring child under stress, but instead to identify potential learners and organizing remedial teaching on a sustained basis as an integral part of learning process.
	Once annual examinations are concluded, students be allowed to sit in the next class provisionally till the assessment reports are declared. In case of low performer students, they should be graded as "Needs Improvement" and such students shall be given special remedial teaching for academic support to attain the minimum qualifying level classes.

Winter/Summer vacation/Holidays	The Winter/Summer vacations and other gazetted holidays shall be observed as per the Government orders. During the summer/Winter break it is imperative upon HOIs/ teachers to track every student maps their unique requirements for instruction delivery, and ensures that the child receives timely instructions and is tracked for progress made. The teachers will mentor/conduct remedial classes through blended mode for bridging the learning gaps.	
First two days after Winter vacation/summer vacation	Celebrating Opening of Schools and preparations for the school activities & sharing of winter Experience. Interaction with Students and Parents. Devising Activity Calendar for the Academic session.	
March 8 th 2022	Celebration of International Women's Day by organising skits, Group discussions highlighting the role of women.	
March 21 st 2022	Arbor Day (Nauroz)- Plantation Day ,plants like Chinars, Deodars to be planted in the premises of the school	
March 22 nd 2022	World Water Day, organizing Awareness drives, Debates,Painting Competitions on the theme of conservation of Water Resources	
2 nd April	World Autism Awareness day at School Level	
April 7 th ,2022	World Health Day, Health & Hygiene Camps to be organized in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.	
May 8 th ,2022	Celebration of Red Cross Day to inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.	

May 31 st 2022	World Anti-Tobacco Day- students to be engaged in Anti- Tobacco Awareness Campaign		
June 5 th 2022	Celebration of 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.		
June 26 th 2022	Anti-Drug Abuse Day-Debates & Seminars, a visit to Drug De- addiction Centre are some suggestive activities.		
July 1 st -6 th July	Science activities/exhibition at School/Cluster level.		
August 21 st 2022	Peace & Non-Violence Day-Debates & Seminars, Group Discussions		
August 29 th 2022	National Sports Day- Awareness about sports & Games		
5 th September 2022	Teacher's Day- Essay Writing on Teachers and other related activities at School Level/Zonal/District level		
2 nd week of September	Theme based cleanliness drive /Swachh Bharat Pakhwada		
2 nd -8 th October 2022	Celebration of Gandhi Jayanti Wildlife Week- Awareness about importance of conservation of Wildlife, our local Fauna.		
November 14 th 2022	Children's Day- celebrations to reiterate the importance of being a child.		

01-11-2022	New Classification for Classes 1^{st} to 10^{th} (Winter zone schools)
01 11 2022	

15-04-2022	New Classification for Classes 1 st to 10 th (Summer zone schools)		
3 rd December 2022	International Disability Day- celebrating this special day for the Specially abled classmate to inculcate feeling of empathy and togetherness.		
Last week of Oct(Winter zone schools 20 Oct25 th Oct.) First week of April (Summer zone)	Summative Assessment		
After Summative assessment	Progress Day, Cultural and other Programmes displaying skills of students in front of community and Parents.		
Annual day celebration	Celebration of Annual Day by all schools particularly High and Higher Secondary Schools shall be mandatory, for which dates shall be shall be fixed by concerned Schools and shall be cerebrated before annual examination.		
Parent Teacher Association (PTA) meet	Parent Teacher Association (PTA) meet must be conducted once in a month (3 rd working day of month) to restore public faith in the system and to have a feedback.to be discussed and the photographs of the same shall be sent to the concerned DIET/Academic Unit.		
Braille day at School Level/ Winter camps	The winter zone schools may celebrate it in December or during winter camps on 4 th January /Summer Zone schools shall celebrate on 4 th January.		

In addition to above listed activities the following suggestive activities shall be observed:

- **1.** Every week, there should be some Co-Curricular activity in the second half of each Saturday like sports, debates, Quiz, Seminars etc., These activities should collate with the curriculum to make the core academics more attractive and joyful.
- 2. After every two months, there should be outing for the students to have subject related tours to the Archaeological sites industrial areas, historical places, Botanical gardens and Museums, Fish Farms, Wildlife Sanctuaries, Nature study, local places of interest etc., the dates & destinations for which should be notified by the school authorities at the beginning of the session for entire academic session. Further, in order to give exposure to the students, some special visits should be planned to Hospitals, Post Offices, Banks, other establishments and local artisans to capture their working. Also Girl students should be especially made to interact with lady doctors, engineers, artisans, bankers and other officers for their inspiration.
- **3.** Eminent Community leaders, Litterateurs, famous persons, experienced local older citizens to be invited to schools for interactions with the children to collect the legacy from them and gain from their experiences of life. The experience shared by them must be recorded in the register to be specifically kept for the purpose under the name of "*Knowledge Register"*.
- 4. Morning Assemblies to be tapped for imparting Moral Education by means of Stories on great personalities ,Moral Education, participation of Students in different activities reflecting Morals. Also Morals should be taught across curriculum i.e., teaching of Moral Education through Academic subjects and above all Teacher being a role model should reflect Morals through personal examples so that students catch the reflection.

Suggestive School Clubs

School Clubs will comprise of Students and Teachers and the aim of establishing these clubs will be to inculcate leadership qualities among students. All the students and the Teachers should opt for at least one club at the beginning of the academic session. After finalizing the members, clubs should notify their calendar of activities for the year in the first fortnight of the academic session. Schools should make their own Plan for different activities and give exact dates in the beginning of the session.

<u>Eco Club</u>: For Environmental concerns like environmental degradation, conservation of natural resources, biodiversity & its conservation, Herbal Gardens. Awareness campaigns, Wildlife.

<u>Sports Club</u>: Promotion of sports especially non-conventional & indigenous sports like Javelin throw, Discuss throw, High Jump, Long Jump, Race, Hopscotch (Vern: Sazlong), Santooli (vern; Kulgarm), Gilli Danda.

<u>Adventure Club</u>: Promoting adventure sports Rafting, River Crossing, Mountaineering, Snow tubing, Tracking, Cycling, Road safety and Visits to Forests.

<u>Science Club</u>: For Science Popularization & allied activities, botanical tours, Tours to Wild Life Sanctuaries, National parks, Museums

Culture, Art & Heritage Club: For Preservation of Culture & Heritage and promotion of Art & Craft. <u>Social Activity Club:</u> For promoting Social Activism among students.

<u>Counselling</u> <u>Clubs</u>: Career Counselling for different career opportunities for students, legal counselling, Psychological Counselling etc., Counselling on Drug de-addiction.

<u>Health & Hygiene Club</u>: School Hygiene conducting Health Check-ups and related activities in collaboration with Department of Health, MDM.

School Safety and Disaster Management Club

Safe Learning, Care & Protection related laws , spelling out Standard Operating Procedures (SOPs), Safe School Environment (Infrastructural & Psychological), Prevention of Child Abuse, Transportation issues , Positive discipline

CLASS 6th

Timeline	CONTENTS	Learning Outcomes	Suggestive Pedagogical processes	
Week 1 To Week 5	 Who did Patrick's homework? A House, A Home. Supplementary Reader A Tale of Two Birds The Friendly Mongoose 	 The learner- participates in activities in English like role play, group discussion, debate, etc. recites and shares poems, songs, jokes, riddles, tongue twisters, etc. responds to oral messages, telephonic communication in English and communicates them in English or home language. responds to announcements and instructions made in class, school assembly, railway station and in other public places reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. responds to a variety of questions on familiar and unfamiliar texts verbally and in writing uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts writes words / phrases / simple sentences and short paragraphs as dictated by the teacher uses meaningful sentences to describe / narrate factual / 	 The learner- participates in activities in English like role play, group discussion, debate, etc. recites and shares poems, songs, jokes, riddles, tongue twisters, etc. responds to oral messages, telephonic communication in English and communicates them in The learner may opportunities in pairs/gr and encouraged to- become familiar with so in English throu environment, interact activities, discussion, etc. responds to oral messages, telephonic communicates them in English and communicates them in 	The learner may be provided opportunities in pairs/groups/ individually and encouraged to- •become familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion, etc. •listen to English news (TV, Radio) as a resource to develop listening comprehension •watch/ listen to English movies, serials,
Week 6 To Week 10	 How the Dog Found Himself a New Master! The Kite Supplementary Reader The Shepherd's Treasure The Old-Clock Shop 		 euucational channels with sub-title audio-video materials, talking bool teacher reading out from materials and understand and respond participate in individual talk v introducing oneself and other person participate in role play / make a speed reproduce speeches of great speakers summarise orally the stories, poel andevents that he/she has read or hear 	
Week 11 To Week 17	 Taro's Reward The Quarrel An Indian-American Woman in Space Supplementary Reader Tansen The Monkey and the Crocodile The Wonder Called Sleep 		 reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. responds to a variety of questions on familiar and unfamiliar texts verbally and in writing uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts writes words / phrases / simple sentences and short paragraphs as dictated by the teacher uses meaningful sentences to describe / narrate factual / 	 locate sequence of ideas, events and identifymain idea of a story/poem through various types of comprehension questions read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions raise questions based on their reading interpret tables, charts, diagrams and maps and write a short paragraph think critically and try to provide suggestion/solutions to the problems raised read/ discuss the ideas of the text for critical thinking use dictionary as a reference book for finding multiple meanings of a wordin a variety of contexts

Week 18 To Week 22	 Beauty A Different Kind of School Supplementary Reader A Pact with the Sun 	 imaginary situations in speech and writing refers to dictionary to check meaning and spelling, and to suggested websites for information writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. drafts, revises and writes short paragraphs based on verbal, print and visual clues writes coherently with focus on appropriate beginning, middle and end in English /Braille 	 take dictation of words, phrases, simple sentences and short paragraphs understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue, etc. draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end use ICT (Net, mobile, website,
Week 23 To Week 30	 Where do all teachers go? Who I Am The Wonderful Words Supplementary Reader What happened to the reptiles A Strange wrestling match Honey and the Sting 	 writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience visits a language laboratory writes a Book Review. Inculcating scientific temper. Watch/listen to English movies, serials, Educational Channels with subtitles, audio- video materials, teacher reading out from materials and to understand and respond. Read out a nature poem. What nature makes man feel. Pastoral experiences. Look at cartoons/pictures/comic strips with or without words, and talk/write about them. Raise questions based on their reading/discuss the ideas of the text for critical thinking. 	 Youtube, TED talks etc) to browse for information, for projects/PPT etc. look at cartoons/ pictures/comic strips with or without words, and talk/write about them visit a language laboratory write a Book Review. The learner learns About women astronauts. Usefulness of waste material. Value of time. Use of future tense. Usefulness of waste materials. Formation of new words through fixation.Conjugation of verbs, clauses- dependent and independent. Develops writing skill, revises and writes short paragraphs based on verbal print and visual clues. Visits a language laboratory. Learns about nature in its various forms. Learns poetic devices. Writes a book review.

Class: 6th

Sub: Mathematics

Timeline	Contents	Learning Outcomes	Suggestive Pedagogical Processes
Timeline Week 1 To Week 5	Contents Knowing our numbers Whole Numbers 	Learning Outcomes The learner — • solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) • recognizes and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc. • applies HCF or LCM in a particular situation • solves problem involving addition and subtraction of integers. • uses fractions and decimals in different situations which involve money, length, temperature etc. For example, 7½ metres of cloth. distance between two places is 112.5km etc. • solves problems on daily life situations involving addition and subtraction of fractions / decimals • uses variable with different operations to generalise a given situation. e.g., Perimeter of a rectangle with sides x units and 3 units is 2(x+3) units • compares quantities using ratios in different situations. e.g., the ratio of girls to boys in a particular class in 3:2 • uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of	Suggestive Pedagogical Processes The learner may be provided opportunities in pairs/groups/ individually and encouraged to — •encounter situations having numbers up to 8 digits, e.g., cost of property, total population of different towns, etc. •compare numbers through situations like cost of two houses, number of spectators, money transactions, etc. •classify numbers on the basis of their properties like even, odd, etc. •observe patterns that lead to divisibility by 2,3,4,5, 6,8,10 and 11. •create number patterns through which HCF and LCM can be discussed •explore daily life situations to involve the use of HCF and LCM •create and discuss daily life situations involving the use of negative numbers •observe situations that require the representation by fractions and decimals •use different contexts in mathematics to appreciate the necessity of representing unknowns by variables (alphabet) •explore and generalise the need of using variables alphabets •describe situations involving the need for
		 word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7notebooks by first finding the cost of 1 notebook describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples 	variables alphabets •describe situations involving the need for comparing quantities by taking ratio •discuss and solves word problems that useratios and unitary method •explore various shapes through concrete models and pictures of different

			and the second sec
		in surroundings	geometrical snapes like triangles and
		• demonstrates an understanding of angles	quadrilaterals, etc.
	1 Dlaving with Numbers	by	 identify various geometrical figures and
Week 6	1. Playing with Numbers	 identifying examples of angles in the 	observe their characteristics in and outside
То		surroundings	the classroom environment either
Week 10	2. Basic Geometrical Ideas	 classifying angles according to their 	individually or in groups
Week 10		measure	•make different shapes with the help of
		 estimating the measure of angles using 45°, 90°, 	available materials like sticks, paper
		and 180° as reference angles	cutting, etc.
		• demonstrates an understanding of line	•observe various models and nets of 3-
		symmetry by	Dimensional (3-D) shapes like cuboid.
		– identifying symmetrical 2-Dimensional (2-D)	cylinder etc and discuss about the
		shapes which are symmetrical along one or more	elements of 3-D figures such as faces
		lines creating symmetrical 2-D shapes	edges and vertices
		classifies triangles into different	edges and vertices
		aroung/types on the basis of their angles and	examples like energing the deer energing
		groups/types on the basis of their angles and	the name have at Ctudents can be asked
	1. Integers	Sides. Far avampla, coolana, icoocolan ar aquilataral an	the pencil box, etc. Students can be asked
	11 11109010	For example- scalene, isosceles or equilateral on	to give more such examples from the
Week 11		the basis of sides, etc.	surrounaings
То	2. Understanding Elementary		• classify angles based on the amount of
Week 17	Shapes	groups/types on the basis of their sides/angles	rotation
		• identifies various (3-D) objects like sphere,	
		cube, cuboid, cylinder, cone from the surroundings	
		 describes and provides examples of edges, 	
	3. Menstruation	vertices and faces of 3-D objects	
		 finds out the perimeter and area of 	
		rectangular objects in the surroundings like floor of	
Week 18	1. Fractions	the class room, surfaces of a chalk box etc.	
		 arranges given/collected information such 	
10 M/s al: 22		as expenditure on different items in a family in the	
Week 22	2 Docimals	last six months, in the form of table,	
		pictograph and bar graph and interprets them.	
	1		

Week 23	 Data handling Algebra 	
To Week 30	 Ratio and proportions Symmetry 	
	5. Practical Geometry	

Class: 6th

Timeline	Chapter Name	Learning Outcome	Suggestive Pedagogical Processes
		The learner—	The learner is to be provided with
		• identifies materials and organisms, such as,	opportunities in pairs/groups/
Week 1	Food Where does it come	plant fibres, flowers, on the basis	individually in an inclusive setup and
То	from?	of observable features, i.e., appearance,	encouraged to—
Week 5		texture, function, aroma, etc.	 explore surroundings,
	Components of Food	• differentiates materials and organisms, such	natural processes, phenomena using
	Components of Food.	as, fibre and yarn; tap and fibrous roots; electrical	senses viz. seeing, touching, tasting,
		conductors and insulators; on the basis of their	smelling, hearing
		properties, structure and functions	• pose questions and find answers
		classifies materials, organisms and	through reflection, discussion, designing
		processes based on observable properties,	and
		e.g., materials as soluble, insoluble,	performing appropriate activities, role
		transparent, translucent and opaque;	plays, debates, use of ICI, etc.
		changes as can be reversed and cannot be	• record the observations during
		reversed; plants as nerbs, snrubs, trees,	the activity, experiments, surveys, field
		creeper, climbers; components of habitat	trips, etc.
		as biolic and abiolic; motion as reculmear,	• analyse recorded data, interpret
		circular, periodic etc.	and draw informed make
	Sorting materials into Groups	answers to queries e.g. What are the food putrients	and draw interence, indee
	Solung materials into Groups	present in animal fodder? Can all physical changes	and share findings with peers and adults
Wook 6		be reversed? Does a freely suspended magnet align	exhibit creativity presenting
Week o		in a particular direction?	novel ideas new designs/natterns
	Separation of Substances	• conducts simple investigations to seek	improvisation, etc.
Week 10	_	answers to queries, e.g., What are the food nutrients	• internalise, acquire and
		present in animal fodder? Can all physical changes	appreciate values such as cooperation,
		be reversed? Does a freely suspended magnet align	collaboration, honest reporting, judicious
		in a particular direction?	use of resources, etc
		• relates processes and phenomenon with	
		causes, e.g., deficiency diseases with diet;	
		adaptations of animals and plants with	
		their habitats; quality of air with pollutants,	

Week 11 To Week 17 Week 18	Motion and the measurement of substances The Living Organisms & Their Surrounding Light Shadow & Reflection Water Fibre to Fabric Changes around us	etc •explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc. • measures physical quantities and expresses in SI units, e.g., length • draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc. • constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc. • applies learning of scientific concepts in day- to-day life,e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc.	
To Week 22	Body Movements Electricity and Circuits Air Around us Getting to Know Plants	 makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc. exhibits creativity in designing, planning, making use of available resources, etc. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	
Week 23 To Week 30	Electricity and Circuits Air Around us Getting to Know Plants Garbage in, Garbage out. Fun with Magnets		

Class: 6th

Subject: - Social Science.

Timeline	Subject	Chapter Name	Learning outcomes:	Suggested Pedagogical Processes
Week 1 To Week 5	Area History Social And Political Life	 What, Where, How and When From Hunting gathering to Growing Food Understanding Diversity 	 The learner — distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere 	The learner be provided opportunities in pairs/groups/ individually and encouraged to — • use diagrams, models and audio- visual materials to understand motions of the earth. • observe stars, planets, satellite (Moon), eclipse under the guidance of
Week 6 To Week 10	Geography History Social And Political Life Geography	 The Earth in our Solar System In the Earliest cities What Books and Burials Tell Us Diversity and Discrimination Globe: Latitudes and Longitudes 	 demonstrates day and night; and seasons locates directions on the flat surface; and continents and oceans on the world map identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map locates physical features of India 	 (Moon), compset under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena. use globe for understanding latitudes and longitudes. use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere. explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring
Week 11 To Week 17	History Social And Political Life	 5. Kingdoms, Kings and an Early Republic 6. New Questions and Ideas 7. Ashoka, The Emperor Who Gave up War 3. What is Government? 	 such as– mountains, plateaus, plains, rivers, desert ,etc. on the map of India draws a neighbourhood map showing scale, direction, 	

		4. Key Elements of	and features with the help of conventional symbols	countries, physical feature of India such as mountains, plateaus, plains,	
		Democratic Government.	• examines critically the	deserts, rivers, etc.	
		3. Motions of the "Earth"	superstitions related to eclipses	•discuss myths linked to	
	Geography	4 Mans	(archaeological, literary etc.) and describes	eclipses.	
	History	8. Vital Villages, Thriving Towns	 their use in reconstruction of history of this period. locates important historical sites, places on an outline map of India 	• use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India.	
Week 18 To	Geography	5. Major	• recognises distinctive features of early human cultures and explains their growth	•undertake map activity: for	
Week 22		Domains of the Earth 6. Major Landforms of the Earth	 lists out significant contributions of important kingdoms, dynasties with examples viz., 	locating important places, sites of hunter- gatherers; food producers, Harappan civilization, janapadas,	
	SOCIAL AND POLITICAL LIFE	5. Panchayati Raj: Panchayati Raj in J&K	Gupta coins, Ratha temples by Pallavas etc. • explains broad developments during the ancient period, e.g.,	Naminscriptions, les by Pallavas etc.mahajanapadas, related to events in the life of the Buddha and Mahavira; centres of a ancient period, e.g.,	
	History	9. Traders, Kings, and Pilgrims	hunting–gathering stage, the beginning of agriculture, the first cities on the Indus etc. and	with which India had contacts.	
Week 23 To Week 30		10. New Empires and Kingdoms			
		11. Buildings, Paintings and Books			
	SOCIAL AND POLITICAL LIFE	 Rural Administration Urban Administration Rural Livelihoods Urban Livelihoods 			

	7	Our Country India	related the developments accurring in and	Burner Burner
	1.	Our Country: mula	place with another	• explore epics, Ramayana, Mahabharata, and
Geography	8.	India: Climate, Vegetation and Wildlife	 describes issues, events, personalities mentioned in literary works of the time 	Silappadikaram, Manimekalai or some important works by Kalidas etc.
Geography	9.	and Wildlife J&K and Ladakh at a Glance	 mentioned in literary works of the time describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc. synthesises information related to various historical developments analyses basic ideas and values of various religions and systems of thought during ancient period describes various forms of human diversity around her/him. develops a healthy attitude towards various kinds of diversity around her/him recognises various forms of discrimination and understands the nature and sources of 	 important works by Kalidas etc. discuss basic ideas and central values of Buddhism, Jainism and other systems of thought– relevance of their teachings today– development of art and architecture in ancient India– India's contribution in thearea of culture and science. role play on various historical themes like change of Ashoka after Kalinga War– one of the events, incidents from literary works of the time etc.undertake projects on the evolution of stateworking of ganasor sanghas– contributions of kingdoms, dynasties in the field of culture– India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on

	 discrimination. differentiates between equality and inequality in various forms to treat them in a healthy way describes the role of government, especially at the local level. identifies various levels of the government— local, state and union describes the functioning of rural and urban local government bodies in sectors like health and education describes for availability of different occupations undertaken in rural and urban areas. 	Projects • visit museums to see the material remains of early human settlements- Harappan and discuss the continuity and change between these cultures • participate in discussions on the concepts of diversity, discrimination, government, and livelihood. • observe examples of fair/unfair treatments to people meted out in the family, school, society, etc. • study from the text and directly observe of functioning of a Gram Panchayat or a municipality/ corporation (according to the place a student lives) • understand the role of governance in society, and the difference between affairs of a family and those of a village/city. • describe case studies of nearby localities/villages in respect of occupations.
		 Understand the fole of governance in society, and the difference between affairs of a family and those of a village/city. describe case studies of nearby localities/villages in respect of occupations.

Class: 6th

Subject: Urdu

	مہ ششم: بہار ستان ِاُردو	درج		
أموزشى ماحصل	تدریسی طریقہ کار و مشق	عنوانات	، و میقات	تقسيم نصاب
کہانیوں اور نظموں کو	اسباق کی تدریس و تفہیم توضیحات کے ساتھ	دُعا		
سمجھ کر اپنی رائے ظاہر	کرنا۔ نعت، حمد، دُعا کی وضاعت کرنا اور	ہمارے سر سبز	1	ہفتہ
کرتے ہیں۔ اپنی آس پاس	ان کے درمیان فرق واضح کرنا۔ اِملا،	جنگلات	ہفتہ	تا
بولی جانے والی زبانوں کا	سكهانا	شاعر کشمیر		5
تقابل أردو كے ساتھ كرتے	طلباء اپنے دوستوں ، ہم جولیوں کے مختلف	مہجوڑ		
ہیں۔	تجربات مثلاً ان کے سفر کے مشاہدے اور			
	اس سے حاصل شدہ تجربات کو سننے اور			
	سنانے کا موقع فراہم کرنا۔			
	کلمہ کی مختلف قسمیں، مضامین اور خوِ است			
	لکھوانا، شعراء و ادباء کے متعلق پیراگراف			
	لكهناء			
ریڈیو، ٹی وی، اخبارات	اسباق کی مکمل تدریس و تفہیم کرنا، صحیح	صبح کا تر انہ		
سے متعلق تجزیہ پیش	املا اور رسم الخط کی طرف توجہ دینا،	نیک عادات	6تا	ہفتہ
کر سکتے ہیں۔	اخبارات ، رسائل اور جریدے پڑھنے کی	ہاتھی کا وزن		ہفتہ 10
	طرف طلباء کو مائل کرنا۔ مضامین اور			

در خواست لکھوانا۔ کلمہ کی قسمیں۔ ادباء کی	
زندگی پر پیرا گراف لکھوانا۔	

		• •		
أموزشي ماحصل	تدریسی طریقہ کار و مشق	عنوانات	صاب و میقات	تقسيم نم
کسی تحریر یا تقریر	اسباق کی مکمل تدریس وتفہیم و توضیح مع	بندو مسلمان		
کا خلاصہ اپنی زبان	توضيحات ، مختلف نشستوں كا انعقاد كرنا جن	سوامي وويكا نند	11	ہفتہ
میں پیش کرتے	میں بچوں کی قرآت اور تلفظ کی در ستی ہو جائے۔	ایثار کا جذبہ	ہفتہ17	تا
ہیں۔در سی کتب کے	تحریری اور تقریری مقابلوں کا انعقاد کیا جائے،	جاگو جگاؤ		
علاوه دوسری	تاکہ طلباء کو لکھنے کا ماحول فراہم ہوجائے۔	چغل کھانے والا		
کتابوں میں بھی	طلباء کو اقدار اور رواداری کا سبق دینا۔			
دلچسپی رکھتے	واحد جمع، تذکیر و تانیث، ضدو اضداد، کلمہ کی			
ہیں۔	قسمیِں، مضامین، درخواست اور ادباء پر			
	پیراگراف لکھوانے کی مشق۔ اشعار کی تشریح			
	کروانا۔			
نظموں اور کہانیوں	اسباق کی مکمل تدریس تفہیم و توضیحات،	شير ميسور ٿيپو		
کا خلاصہ لکھتے	معياري اردو تلفظ سكهانا، تصحيح املا، نظم اور	سلطان		ہفتہ
ہیں۔	کہانی کا خلاصہ لکھوانا۔ معنوں کے لحاظ سے	برف بارى	تا	18
	اسم کی قسمیں، درخواست، مضامین، پیرا گراف	حكايات	22	ہفتہ
	لکھنے کی مشق			

درجہ ششم: بہارستان ِأردو

صحت اور صفائى اسباق كى مكمل تدريس و تفهيم مع توضيحات ، اطالب علم مختلف 23 تا گھوڑے اور ہرن مختلف تحریری اور تقریری نشستوں کا انعقاد سماجی مسائل کو ہفتہ کی کہانی کرکے طلباء میں ادبی ذوق اُجاگر کرنا۔ میہ اسمجھتا ہے۔ اور اُن جگنو شعر فہمی کی رغبت بیدا کرنا تاکہ طلباء کا ہول ہر اپنے رائے ظاہ ىفتە 30 شعر فہمی کی رغبت پیدا کرنا تاکہ طلباء کا بول پر اپنی رائے ظاہر چال معیاری بن جائے کرتا ہے۔ كابلي والا بجلی کے کرشمے | بناوٹ کے لحاظ سے آسم کی قسمیں، واحد جمع، تذکیر و تانیث، ضد اضداد، سابقر لاحقر، مضامین، اقتباسات اور درخواست وغیرہ لکھنے کی مشق۔

(اساتذہ سے گذار ش ہے کہ در س وتدریس کے دور ان آموز شی ماحصل دستاویز (LO,s) کو پوری طرح مدنظر رکھیں۔)

سٹیٹ نوسل آف ایجویشنل ریسرچ اینڈ ٹریپنگ جموں اینڈ کشمیر مضمؤن: کائشر جہاتھ: شیبیم

(ﷺ لائچ الحظين تر) Learning Outcome	Content	Course/Period
لو کڑ مو کڑ سوال پڑ بڑھنی۔لفظہِ راشٹ منز ہُر بر کرُن: اَ، آ، آ، آ، آوازن پڑھ پانژھ پانژھ پانژ چانف کم کھنی۔ لل دبد یتج شخ العالمُ	آوازِيتهِ آوازِ نِشاينِه، دُعا، لل دبد	1 پېڅمې 5 مفتې
سِنْد کارنامہ بوزناً وَتِحدَثُر بن منز اخلاق بیدار کر نی ۔ شیخ العالمؓ سِنْد کارنامہ پُنز راونہ با پتھ تقریری مقابلہ کرُن۔		
دِينِهِ آمتين سبقن ہُند بن سوالن ہُندر جواب کمجنو ۔ رنگن ہندر ناو کمجنو ۔ پانژن جنگلی جانورن ہِندر ناو کمجنو ۔ وأجديتہ جمع نادِ قر	گُلشن وطن چھُسونے، باہوقلعہ	6 پې ت ھہ 10 ہفت _ت
ہ پچھناوِ نی ۔ ٹرنہ اُس موضوعت پیٹھ داہ جُمالیہ صحف نظم پتنہن کفظن منز وہڑ ھناوِ نی ۔		
دِينهِ آمتين سبقن ہُندِ بن سوالن ہُندر جواب کمچنز ۔ خال جابہ پُر وینہ یتہ معنی دار مُملیہ بناوِ نر ۔ پفظ مُملن منز درتاہو نر ۔ نور مُملیہ	چاپٹھ، ^{حس} ن شاہ <i>کھی</i> ہ ہائر، سونتھ،	11 🐲 لم 17 مفتم
ژهاږ نۍ د درخا ^س کېلطن پ ^چ طر کېھنځ - شُرکر پډنږ دوه دِشچېرزندگې مِندکر واقعه ِ دا <i>ير</i> ي پېله کمهنځ کچهناو نۍ او، او، او، لفظن پې ل ھ	پژۇنۋىپەھوچىخى، انٹرىبىك	
پانژه <i>ه</i> پانژه ه لفظهم خر -		
دِينهِ آمتين سبقن ہُند بن سوالن ہُند کر جواب کمچنی ۔افِظ اڈ رلاو نی ۔ لفظن ہُند ورتا وُحملن منز ۔ ٹیدِ موضوع س پڑھ داہ جُملیہ تھنی ۔	ودكر، شُرى، آفزن بُند مُقابلهِ	18 🐔 22
ہِبارسوال،ناوِنی بتہ تمن جواب کبھن۔ شرکہ اکھا کِس یز تھ کر ن پچھناوِنی ۔ اے، اے، اہے، آوازن پڑھ پانژ ھ پانژ ھ		
لفظ بھونی۔		
دِينِهِآمتهن سبقن ہُند بن سوالن ہُندر جواب کمبھنے۔ محاورن ہُند استعال کرن۔ وأحِد بتہ جمع ناوِتر ، ناؤت بتہِ باؤت، فیس	فأصلبِ، رانی بشومتی، لکهِ بأتھ،	23 🐔 تو 30
معاف ڪريبهِ خالطرِ درخاس/مضمؤن لڳھناوِ نر ۔ شُرک ڈر امابناً وَتِحاسبن پنچھناوِ نر ۔ کاشرِ زبانی ہنزِ پانژہ ھ پر ہدچکہ طنا و بنہ تلہ با تھ شُرک	آ ٹک پا ٹک، شال	
گہو ناوِ ذی۔ تاہری، نُسی، مُثِل آوازن پڑھ پانژد ھ پانژد ھ لفظ کبھنا ونی۔		

कक्षा : छः

विषय हिन्दी (पुष्प–1)

कार्यप्रणाली	सामग्री		सीखने की संप्राप्ति		शैक्षणिक प्रक्रिया		
Course	Content		Learning out comes			Pedagogical Process	
इकाई 1 Unit 1 सप्ताह 1 से	•	पाठ 1 और 2 लिंग, वचन, विलोम शब्द, क्रिया—विशेषण की परिभाषा और भेद।	•	बच्चे सुनी, देखी गई बातों, जैसे स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं। सरसरी तौर पर किसी पाठयवस्त को पढ़कर उनकी	•	यति, गति, लय को ध्यान रखते कविता का स्वर गायन करें। बचपन पर चित्रों के माध्यम से उनका ध्यान केंद्रित करें।	
सप्ताह 5 तक	•	निबंध– मेरा मित्र, रक्षाबंधन		विषयवस्तु का अनुमान लगाते हैं।	•	कठिन शब्दों के अर्थ लिखें और उच्चारण भी करें।	
	•	पाठ 3 और 4	•	बच्चे अक्षरों की उत्पत्ति और उनके महत्व, लिपि के	•	कहानी का आदर्शवाचन एवं अनुकरणवाचन	
नकार्न २	•	क्रिया तथा विशेषण के भेदों		ज्ञान से अवगत होते हैं।		करवाएँ ।	
Unit 2		की परिभाषा	•	लिखित, मौखिक एवं सांकेतिक भाषा से भी परिचित	•	गतिविधि के माध्यम से काठिन्यनिवारण करें।	
सप्ताह 6 से	•	पर्यायवाची शब्द, उपसर्ग		होते हैं।			
सप्ताह 10 तक	•	निबंध– दीपावली, प्रदूषण	•	पाठ्यवस्तु को पढ़कर उसकी विषयवस्तु का अनुमान न लगाते हैं।			
	•	पाठ 5 से 9 तक	•	अपने परिवेश में मौजूद लोककथाओं और लोकगीतों	•	कहानी का आदर्शवाचन एवं अनुकरणवाचन	
प्रथम छमाही Semester 1	•	मुहावरे, प्रत्यय		के बारे में जानते और चर्चा करते हैं।		करवाएँ ।	
	•	निबंध– विद्यार्थी जीवन	•	विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को	•	गतिविधि के माध्यम से काठिन्यनिवारण करें।	
सप्ताह 11 से सप्ताह 17 तक	•	पिताजी से रूपये मंगवाने के लिए पत्र।		उपयुक्त उतार–चढ़ाव और सही गति के साथ पढ़ते हैं।			

C	•	पाठ 10 से 12 तक	•	अपने परिवेश में मौजद लोककथाओं और लोकगीतों	•	कविता/कहानी का आदर्शगायन/वाचन और
इकाइ 3	•	संधि, कारक, अनेक शब्दों		के बारे में जानते और चर्चा करते हैं।		अनुकरण गायन⁄वाचन करवाएँ।
सप्ताह 18 से		(स्वर) के लिए एक शब्द	•	अपने से भिन्न भाषा, खानपन, रहन–सहन संबंधी	•	व्याकरण के लिए किसी गतिविधि का प्रयोग करें।
सप्ताह 22 तक	•	निबंध– मेरा अध्यापक		विविधताओं पर बातचीत करते हैं।	•	विषयवस्तु पर बच्चों से चर्चा करें।
	•	पाठ 13 से 16 तक	•	बच्चे स्वाधीनता संग्राम के प्रमुख सेनानियों और	•	शब्दकोश का प्रयोग करवाएँ।
	•	संधि, लिंग, वचन, पर्यायवाची		अपने प्रदेश के तीर्थ स्थानों की जानकारी पाते हैं।	•	चित्रों, चार्ट द्वारा जीवनी का आदर्शवाचन कर ज्ञान
द्वितीय छमाही		शब्द	•	हिन्दी भाषा में विविध प्रकार की रचनाओं को पढ़ते		दें ।
Semester 2 सप्ताइ 22 से	•	निबंध–कंप्यूटर, स्वतंत्रता		है	•	कठिन शब्दों के अर्थ लिखें।
सप्ताह 30 तक		दिवस	•	नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और		
	•	फीस माफी के लिए प्रार्थना		उनके अर्थ समझने के लिए शब्दकोश का प्रयोग		
		पत्र		करते हैं।		(Dr. Lovely Sharma SCERT Jammu)

टिप्पणी :— सप्ताह 1 शैक्षिक सत्र के आरंभ के प्रथम सप्ताह से माना जाएगा।

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਛੇਵੀਂ Syallabus Class 6th

ਕ੍ਰਮ	ਪਰੀਖਿਆ	ਸਮਾਂ	ਵਿਸ਼ਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਸਿੱਖਿਆ
ਸੰਖਿਆ					ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ
٩	U1		ਬਾਣ ਵੀਰਾ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਜਬਾਨੀ ਤੇ	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ
			ਇਨਸਾਨ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਪ੍ਰਾਪਤ ਕੀਤੇ	ਸਵੈ ਮੁਲਾਂਕਣ ਅਤੇ ਸੰਪੂਰਨ
			ਸਾਡਾ ਵਿਰਸਾ	ਜਾਣ।	ਮੁਲਾਂਕਣ ਦੁਆਰਾ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ
			ਸ਼ਹੀਦ ਭਗਤ	ਕਹਾਣੀ ਲੇਖ ਅਤੇ ਕਵਿਤਾ ਨੂੰ	ਪ੍ਰੇਰਿਤ ਅਤੇ ਪ੍ਰੋਤਸਾਹਿਤ ਕੀਤਾ
			ਸਿੰਘ	ਸਹੀ ਢੰਗ ਨਾਲ ਪੜ੍ਹਾਇਆ ਜਾਵੇ	ਜਾਵੇ।
2	U2		ਹੈਡ	ਪੜ੍ਹਨ ਲਈ ਕਿਹਾ ਜਾਵੇ।	ਗੀਤ ਗ਼ਜ਼ਲ ਅਤੇ ਕਹਾਣੀ
			ਢਿੱਡ ਖਾ ਗਿਆ	ਵੱਖ-ਵੱਖ ਸਰਗਰਮੀਆਂ	ਪੜ੍ਹਨ ਅਤੇ ਸੁਣਨ ਲਈ
			ਬਤਾ ਜਿਨ	ਕਰਵਾਈਆਂ ਜਾਣ ਜਿਵੇਂ ਨਾਟਕ	ਬੱਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿਚ ਪ੍ਰੇਯਰ
з,	T1		ਸਾਡੇ ਜੰਗਲ	ਸਟੇਜ ਸ਼ੋ।	ਵਿੱਚ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ।
			ਕਸ਼ਮੀਰ	ਵੱਖ ਵੱਖ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ	ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਖਬਰਾਂ
			ਊਠ ਤੇ ਗਿਦੜ	ਕਰਨ ਦਾ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ	ਪੰਜਾਬੀ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਫੀਚਰ
			ਵਾਤਾਵਰਨ ਤੇ	ਜਿਵੇਂ ਦੋਸਤ ਦੁਕਾਨਦਾਰ	ਫਿਲਮਾਂ ਵੇਖਣ ਲਈ ਪ੍ਰੇਰਿਤ
			ਪ੍ਰਦੂਸ਼ਣ	ਡਾਕਟਰ ਅਧਿਆਪਕ ਆਦਿ।	ਕੀਤਾ ਜਾਵੇ।
			ਸ਼ੇਰ	ਟੀਵੀ ਰੇਡੀਉ ਆਦਿ ਖਬਰਾਂ	ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ
8	U3		ਬੰਦਾ ਸਿੰਘ	ਸੁਣਨ ਲਈ ਜਾਂ ਕਹਿਣ ਲਈ	ਸਬੰਧਤ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ
			ਬਹਾਦਰ	ਕਿਹਾ ਜਾਵੇ।	ਕਰਨ ਲਈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ
			ਇਮਾਨਦਾਰੀ ਦਾ	ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ	ਕਾਰਜਾਂ ਬਾਰੇ ਜਾਣਨ ਲਈ
			ਫਲ	ਉੱਤਰ ਪੱਛੇ ਜਾਣ।	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਮਿਲੇ।
			ਗੀਤ		ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦਾ
ч	T2		ਨੰਦ ਰਿਸ਼ੀ		ਮੌਕਾ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ।
			ਕਾਗਜ਼ ਲੋਕ		ਵਿਆਹ ਕਰਨ ਦੀ ਸਹੀ ਵਰਤੋਂ
			ਕਹਾਈ		ਕਰਨ ਲਈ ਪੇਰਿਆ ਜਾਵੇ।
			ਵਿਦਿਆ ਕਵਿਤਾ		×.
			ਡਾਇਰੀ ਵਾਲੀ		
			ਗੱਲ		
			ਬਚਪਨ ਦੀਆਂ		
			ਯਾਦਾਂ		

Class 7th

Sub: English

Timeline	Chapter	Learning Outcomes	Suggestive Pedagogical Processes		
Week 1 To Week 5	The Markhor Windows	The learner– •answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with	The learner may be provided opportunities in pairs groups/ individually and encouraged to- • consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to		
Week 6 To	Lal Ded	 participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations 	 participate in different events/ activities in English in the classroom, school assembly; and organised by different Institutions listen to English news and debates (TV, Radio) as input 		
Week 10	Trees The Little Girl	• engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate	 for discussion and debating skills watch and listen to English movies, serials, educational channels with sub-titles, audio video materials, teacher reading out from materials and ominant speakers. 		
Week 11 To Week 17	A Mad Tea Party	 responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station speaks about excerpts, dialogues, skits, short 	 share their experiences such as journeys, visits, etc. in pairs /groups introduce self, converse with other persons, participate in role play / make speeches, reproduce speeches of 		
	The Rebel A Shadow	 news and depate on TV and radio, audio– video programmes on suggested websites asks and responds to questions based on texts (from books or other resources) and out of 	 great speakers summarise orally and in writing a given text, stories, or an event learn vocabulary associated with various professions 		
Week 18 To	Macbeth	 curiosity reads textual/non-textual materials in English/Braille with comprehension identifies details, characters, main idea and sequence of ideas and events in textual / non- 	 (e.g. cook, cobbler, farmer, blacksmith, doctor etc) read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea use material from various sources in English and other 		
Week 22	Sympathy	textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life	 languages to facilitate comprehension and co-relation understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivation, adjective, 		
	Face Showing	 reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. takes notes while teacher teaches /from books / from online materials. 	 adverb, etc. interpret tables, charts, diagrams and maps, and incorporate the information in writing think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the 		

1			
		 infers the meaning of unfamiliar words by reading 	problems
	Fetching the doctor The Bahu Fort To Sleep The Gumbie Cat	them in context	raised. (The themes could be social issues, environment
		 refers dictionary, thesaurus and encyclopedia to 	problems, appreciation of culture and crafts)
		find meanings / spelling of words while reading and	 refer sources such as dictionary, thesaurus and
		writing	encyclopedia to facilitate reading
		 reads a variety of texts for pleasure e.g. 	 read text, both familiar and unfamiliar, and write
		adventure stories and science fiction, fairy tales,	answers for comprehension and inferential questions
		biography, autobiography, travelogue etc.	• take dictation of a paragraph with a variety of sentence
		(extensive reading)	structures.
March 22		 uses appropriate grammatical forms in 	 draft, revise and write with appropriate beginning,
Week 23		communication (e.g. noun, pronoun, verb,	middle and end, along with punctuation marks
10 Week 20		determiners, time and tense, passivisation,	 know the features of various types of writing:
week 30	A Shadow	adjective, adverb, etc)	messages, emails, notice, letter, report, short personal/
	Lalajee	 organises sentences coherently in English / in 	biographical experiences etc.
		Braille with the help of verbal and visual clues and	• use ICT (Net, mobile, website, Youtube, TED talks etc)
		with a sense of audience	to browse for information, for projects/PPT discussion,
		• writes formal letters, personal diary, list, email,	debate etc.
		SMS, etc.	• attempt creative writing, like stories, poems, dialogues,
		 writes descriptions / narratives showing 	skits etc.
		sensitivity to gender, environment and appreciation	visit a language laboratory
		of cultural diversity	• write a Book Review
		• writes dialogues from a story and story from	
		dialogues	
		 visits a language laboratory. 	
Week 23 To Week 30	Fetching the doctor The Bahu Fort To Sleep The Gumbie Cat A Shadow Lalajee	 adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading) uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc) organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience writes formal letters, personal diary, list, email, SMS, etc. writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity writes dialogues from a story and story from dialogues visits a language laboratory. 	 answers for comprehension and inferential questions take dictation of a paragraph with a variety of sent structures. draft, revise and write with appropriate beginning, middle and end, along with punctuation marks know the features of various types of writing: messages, emails, notice, letter, report, short perso biographical experiences etc. use ICT (Net, mobile, website, Youtube, TED talks to browse for information, for projects/PPT discussic debate etc. attempt creative writing, like stories, poems, dialo skits etc. visit a language laboratory write a Book Review.

Class: 7th

Timeline	Contents	Learning Outcomes/Goals	Suggestive Pedagogical Processes
Week 1 To Week 5 Week 6 To Week 10	Integers Fractions and decimals Data Handling Simple Equations	The learner— • multiplies/divides two integers • interprets the division and multiplication of fractions. •for example interprets as of . Also is interpreted as how many make ? •uses algorithms to multiply and divide fractions/decimals. •solves problems related to daily life situations involving rational numbers •uses exponential form of numbers to simplify problems involving multiplication and division of large numbers. •represents daily life situations in the form of a simple equation and solves it •adds/subtracts algebraic expressions •distinguishes quantities that are in proportion. For example, tells that 15, 45, 40, 120 are in proportion as is the same as • solves problems related to conversion of percentage to fraction and decimal and vice versa •calculates profit/loss percent and rate percent in simple interest •classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds	 The learner may be provided opportunities in pairs/groups/ individually and encouraged to— provide contexts for exploring the rules of multiplication and division of integers. This can be done through number line or number patterns. For example : 3×2=6 3×1=3
Week 11 To Week 17	Lines and angles The Triangle and its properties Rational Numbers		<pre>3×0=0 3× (-1)= -3 3× (-2)= -6 So 3× (-3)= -9 means a positive integer multiplied by a negative integer given a negative integer •explore the multiplication/ division of fractions/ decimals through pictures/paper folding activities /daily life examples.</pre>
Week 18 To Week 22	Comparing quantities Perimeter and Area		 discuss the situations that require the use of fractional numbers in opposite direction, such as moving 10 ½ m to the right of a tree and 15 2/3 m to its left etc. involve children in exploring how repeated multiplication of numbers can be expressed in short form. For example 2×2×2×2×2= can be expressed as 2⁶ explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts. provide situations from daily life that lead to setting up of equations and choosing the appropriate value of the variable that equate

		value of the one when the other	both sides.
	Practical Geometry	 is given. verifies the properties of various pairs of angles formed when a transversal cuts two lines finds unknown angle of a triangle when its two angles are known explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS) using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles finds out approximate area of closed shapes by using unit square grid/ graph sheet 	•conduct activity of adding /subtracting number of objects of same category from daily life. For example number of notebooks obtained when 3 notebooks are added to a group of 5 notebooks.
			•evolve the understanding of the concepts of
			ratios and percentage (equality of ratio.)
			•provide daily life situations based on profit/loss and simple
Week 23			interest that show the use of percentage
To Week 30			•explore different examples from daily life in which pair of angles are involved with a common vertex, e.g., Scissors, Road Junction, Letter X, T, etc
			•verify the properties of various pairs of angles by drawing
	Algebraic Expressions		diagram (One group can give measure of one angle , the other group needs to give the measure of other angle.)
	Exponents and powers		•visualize the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non- parallel), angles of triangle and relationship among its sides
	Symmetry		
	Visualizing of solid shapes	• calculates areas of the regions enclosed in a rectangle and a	(developed by NCERT)
		squarefinds various representative	•draw different types of triangles, ask them to measure angles of all triangles, and verify
		values for simple data from	• explore exterior angle property of triangles;
		her/his daily life contexts like	and Pythagoras theorem
		 recognizes variability in real life situation such as variations 	•identify symmetrical figures from their environment and which shows rotational
		in the height of students in her	symmetry
		class and uncertainty in	•visualize the symmetry through paper folding activities
		happening of events like throwing a coin	•establish congruence criterion and later on verify the property by superimposing one above the other
		 Interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc 	•demonstrate the construction of a line parallel to the given line from a point outside it through students active participation construct the simple triangle by using ruler and compasses
			•cut out different closed figures drawn on hard boards/ thick papers. trace the figures in the given graph sheets
			•count the exact number of square units
			occupied by the traced figure (Complete, Half, etc). and find out the approximate area of these figures
			•through discussion motivate them to arrive at the formula for area of a rectangle/square

	•find a representative value of data i.e. mean , mode or median of ungrouped data. Encourage them to arrange it in a tabular form and represent it by bar graphs
	 draw inferences for future events from the
	existing data
	 discuss the situations where the term `chance' can be used, for example, what are the chances of winning today as chances of getting 6 while rolling a dice
	•sum of two sides of a triangle is greater than the third side.

Course	Theme/ Sub-		Suggestive Pedagogical processes
	theme	Learning Outcomes	
Week 1 To Week 5	1. Nutrition in Plants	 The learner — identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable 	The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to —
	2. Nutrition in animals	 differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; 	•explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing
Week 6 To Week 10	3. Fibre to Fabric	conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the	•pose questions and find answers through reflection, discussion, designing and
	8. Winds, Storms & cyclones	 basis of their properties, structure and function classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; 	 performing appropriate activities, role plays, debates, use of ICT, etc. record the observations during the activity, experiments, surveys, field trips, etc. analyse recorded data, interpret results and draw inference/ make generalizations and share findings with peers and adults exhibit creativity presenting novel ideas,
	4. Heat	 physical and chemical changes conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours? 	
Week 11	 5. Acids, Bases & Salt 6. 	•relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.	new designs/patterns, improvisation, etc. •internalise, acquire and appreciate values such as cooperation, collaboration, bonest
	10. Respiration in Organisms	•explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric	reporting, judicious use of resources, etc.
Week 17	13. Motion & Time	current, etc. •writes word equation for chemical reactions, e.g., acid-base	
	16. Water	reactions; corrosion; photosynthesis; respiration, etc.measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.	
Week 18 To Week 22	17. Forests: Our Life Line	•draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.	
	7. Weather, Climate and Adaptation	 plots and interprets graphs e.g., distance -time graph. constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets: Newton's colourdisc .etc. 	
	8. Physical &chemical changes	 discusses and appreciates stories of scientific discoveries applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; 	
Week 23 To Week 30	15. Light 11. Transportation in Animals & Plants 12. Reproduction In Plants 14. Electric Current & Circuits 18. Waste water story	 methods for treatment of polluted water for reuse, etc. makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc. exhibits creativity in designing, planning, making use of available resources, etc. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	
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Class: 7th

Course	Subject	Chapter Name	Learning outcomes: To understand /know/	Suggestive Pedagogical Processes
	Area		Appreciate/learn	
Week 1 To Week 5	History	 Tracing changes through a thousand years 	 The learner — identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram. locates distribution and extent of different climatic regions on the world map or globe. explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts. describes formation of landforms due to various factors. explains composition and structure of the 	The learner be provided opportunities in pairs/groups/ individually and encouraged to – • engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc., using meaningful explanations and appropriate resources • discuss and share their observations and experiences regarding various aspects of the environment, e.g., components of natural and human made environments, flora and
	Social And Political Life	1. On Equality		
	Geography	1. Environment		regions, kinds of pollution, sources of fresh water in their surroundings, etc.
		2. Inside our Earth	 atmosphere. describes different components of the environment and the interrelationship 	 explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources
	History	 New kings and Kingdoms 	 between them. analyses factors contributing to pollution in their surroundings and lists measures to prevent it. reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc. reflects on the factors leading to disasters and calamities. use diagrams/ models/ materials for understanding earth, formation of different types of landform 	• use diagrams/ models/visuals/audiovisual materials for understanding interior of the earth, formation of different types of
Week 6		3. The Delhi Sultans		landforms, movements of water in the ocean,
To Week 10	Social and Political Life	2. Role of Govt. in Health		 etc. prepare models to display different types of landforms
	Geography	3. Our Changing Earth		
		4. Air	 shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India 	

Week 11		4.	The Mughal Empire	 analyses factors that impact development of specific regions 	 collect samples and identify different types of rocks from the vicinity
	History	5.	Rulers and Buildings	 provides examples of sources used to 	 participate in mock drill for
			-	study various periods in history	earthquakes or other disasters
Week 17				• relates key historical developments during	 discuss factors, both natural and
		3.	How State Govt works	medieval period occurring in one place with another.	humanmade that cause disasters like tsunamis, floods, earthquakes, etc.
	Social and Political Life	4.	Growing up as a Boy and Girl	• explains the relationship between livelihood patterns and the geographical condition of the area inhabited e.g. tribes nomadic	 discuss similarities and differences in the life of people in different climatic regions of the world, including India
	Line	5.	Women change the	pastoralists and banjaras.	 identify different sources of history
			world	 analyses socio-political and economic 	available in books/local environment e.g.,
		5.	Water	changes during medieval period	extracts from manuscripts/ maps/
	Geography	6.	Natural vegetation & wild Life.	 analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc. 	monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time.
Week 18 To Week 22	History	6. 7.	Town, Trades, and Craftpersons Tribes, Nomads, and settled communities.	 draws comparisons between policies of different rulers describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples. analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi) draws inferences from poetry of bhakti and sufi saints about existing social order 	 familiarise with the emergence of new dynasties and prepare a timeline to trace important developments during this time
_	Social and political life	6.	Understanding Media		 analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi) draws inferences from poetry of bhakti and sufi saints about existing social order
	Geography	7.	Human Environment settlement, transportation and communication	 explains the significance of equality in democracy distinguishes between political equality, economic equality, and social equality interprets social, political and economic issues in one's own region with reference to the right to equality differentiates between local government and State government 	

		8. Devotional paths to the	describes the process of election to the legislative assembly	
	History	Divine 9. The Making of	 locates one's own constituency on assembly constituency map of State/UTs and names local MLA 	
		Regional Cultures	• analyses the causes and consequences of disadvantages faced by women of different sections of the society.	
		Political formation	 identifies women achievers in different fields from various regions of India 	
			• illustrates contribution of women to	
Week 23		7. Markets around	 explains the functioning of media with 	
Week 30		8. A Shirt in Market	appropriate examples from newspapers.	
	Social and Political	9. Struggle for Equality	 creates an advertisement differentiates between different kinds of 	
	Life	10. Structures of the	markets	
		governance in sak	market places	
	Geography	 8. Human Environment interactions The tropic and subtropical regions. 9. Life in Deserts 10. J&K Life and people 	 enact/dramatise key events of a given historical period/personality like, Razia Sultan, Akbar etc. reflect on the changes in society during medieval period and compare it with present day time prepare projects: on dynasties/kingdoms/ administrative reforms and architectural specialties of a period, e.g., Khaljis, Mughals etc. engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/ visits to nearby dargah/ gurudwara (temple associated with bhakti or sufi saints and 	
			discuss the basic tenets of different religions	

Class: 7th Subject: Urdu

	ر ^{ہفت} م: بہار ستان اُردو	درج	
آموز شی ما ^{حص} ل	تدريسي طريقة كارومشق	عنوانات	تقشيم نصاب و
			ميقات
دوسروں کی باتوں اور	تدریس اسباق صحیح تلفظ کے ساتھ ، ہم	ترانه وحدت	
خیالات کو سُن کر اپنے	آ واز الفاظ کی نشاند ہی، الفاظ کو جملوں	ماحولیاتی آلودگی	
انداز سے بیان کرتے	میں استعال، اسباق پڑھاتے وقت	اخلاق	ہفتہ 1 تا ہفتہ 5
-ب <u>ب</u>	عملی قواعد کااستعال۔	نبی صلّیاللہ بسلّ نبی صلّی علیہ فرِم	
	اپنی بات اور خیالات کو آزادی سے		
	پیش کرنے کی اجازت دی جائے۔		
	معنوں کے لحاظ سے اسم کی قشمیں ،		
	بناوٹ کے لحاظ سے اسم کی قشمیں،		
	مضامین اور خطوط نگاری، ایپنے		
	دوست واحباب كومختلف خط لكصنابه		
نثر اور نظم میں فرق	درسی اسباق کی تدریس مع توضیحات،	نعت	
کر سکتے ہیں ۔ تاریخی	طلباء سے اسباق کی بلند خوانی اور	بھلے اور بُرے	
شخصيات سے واقفيت	خاموش خوانی کرائی جائے۔ میڈیا،	کی پیچان	ہفتہ 6 تا ہفتہ 10
ر کھتے ہیں۔	فلم، گھر، بازار وغیرہ سے متعلق زبان	شرىرام چندر	
	کے مختلف پیراؤں کو شہجھانے کے	جی	

درجه ہفتم: بہارستان اُردو

آموز شی ما ^{حص} ل	تدريسي طريقه كارومشق	عنوانات	تقشيم نصاب و
			ميقات
طلباء نظموں اور گیټوں کو	اسباق کی مکمل تدریس مع تفہیم و	قلم	
موزونیت کے ساتھ ادا	توضیح،اشعار کی تشریح، نثر می اسباق	شاہ <i>ہمد</i> ان	
کرنے کے علاوہ اُن کا	اور نظموں کا خلاصہ، قواعد، زمانے	ڈاک کاانو کھا	ہفتہ 11 تا ہفتہ 17
تجزبیہ کرتے ہیں۔چھوٹی	کے لحاظ سے فعل کی قشمیں۔ فعل،	طمکرطی	
چھوٹی کہانیاں لکھنے کی	فاعل، مفعول۔ مختلف عنوانات پر	تين كهانياں	
كوشش كرتے ہيں۔	مضامین ، مختلف قشم کے خطوط	كرگل سے	
	لكهوانابه محاورات مع معنى اور	سرينگر تک	
	استعال		
طلباء نثر اور نظم کی الگ	اسباق کی مکمل تدریس تفہیم و	پرندے کی فریاد	
الگ شاخت کرتے	توضيحات۔ واو معروف، مجہول اور	نيوڻن کاکارنامہ	ہفتہ 18 تا ہفتہ 22
<u>ب</u> یں۔	معدول کا استعال ، مضمون نولیی،	برزہامہ کی تاریخی	
	خطوط نگاری، مکالمہ آرائی کی مسلسل	اپميت	
	مثق۔ قواعد حروف اور اقسام		
	حروف۔ طلباء سے گروپ میں		

سٹیٹ نوسل آف ایجو کیشنل ریسرچ اینڈ ٹریپنگ جموں اینڈ کشمیر مضمؤن: کانٹُر جماتھ: سُتِم

(بَحْصَن تَعَلَّاتَ Learning Outcome	Content	Course/Period
اً، آ، اً، اً، اِ، ای، آوازن بُنْدَلفظن منز ورتاو۔ لو کُڑلو کُڑ جُملہِ بناوِ نر ۔ دِینہِ آمتین سبقن بُنْد بن سوالن بُنْد کر جواب کمچنز ۔ شارنتر س منز	آوازية آواز نِشايه، دُعا،	1 پېځمېر5 مفتېر
م بِحرِ فر - لفِظ ادْ رلاً قِص تو كو لفظ بنا فِرْ - ناؤت ورتا وس منز انن - نادٍ قر رلاً قِص تو كو لفظ بدِ كَدْ فر - شرك كانهه كأشِر دُلْبل بوزنادٍ فر -	شيا	
پانژه همحاور بتر رتهند معنی۔ دِیز آمتین سبقن هند بن سوالن هند کر جواب کمجنو ۔ شرک کنه بتر موضوعس پیره داه مجمله کمجسناو نر ۔ اُ، اوْ، او، او، اوا	بَارْ كَنْوْم، لداخهِ بَبْهُمِ	6 پېځمه 10 ہفتې
آوازن ہُندلفظن منز ورتاو۔ لو کٹر لو کٹر جُملیہ بناؤنر ۔خاکی جابیہ پُر وِتِھ شُری چھول کبھنا دِنر ۔	م ^ر هر	
دِيهِ آمتين سبقن ہُند بن سوالن ہُندکہ جواب کہھنے۔ نوکہ نوکہ سوال دھار نی ۔ شارینٹرس منز پھر نی ہے نثر سکیس کرُن۔ درخاس یا چھکی کھنی ہے	كأشِرزبان، تزٽ لگهِ	11 پ ېھې 17 بىفت <u>ې</u>
ر کمنو بتر أحس موضوعس پیچھ داہ جُملہ پتُر دلکبھناو نی ۔موخصر پای غام(SMS)شر کی کبھن پنچھناو نی ۔اپ ، اب ، اب ، تا کر ک ، مُثل ، نسح	ڪتھيږ، کاثبل، ٹيلی	
آوازن ہُند ورتا دینے لو کڑ لو کڑ جُملیہ بنادِ نی ۔	ويجن	
دِينِهِ آمتنهن سبقن ہُند بن سوالن ہُند کر جواب کہفتز ۔ کانْسبر ستر شاعرس پیٹھ شُر کہ کھو ستر کم داہ یُملیہ کبھناو نر ۔ شارن گِند نگ (بیت بازی) مقابلہ	شاو ہمدانؓ، موبے طن	18 🚓 22
كرناؤن _نريبة مادٍ ناوِ تريبة إشارٍ ناوٍ تر ورتاوي منزاتني _ أكلمته أدِل لفظ دِينُ ؛ مثالے: پلوسُون وول= يهرد وغاَرٍ _إملاك بصنادٍ فر	مبارکھ	
دِينٍ ٱمتنهن سبقن ہُند بن سوالن ہُند کر جواب کمچنی نے شرپارس سلپس کرُن۔افسانس،ڈلپلیہ یے نظمیہ متعلق زان دِنر ۔عام ناوِ تر ،خاص ناوِ ترییچ جماً ژ	بابابتۇ، دْل، بْلاسْكِ،	23 ¥ ٹھرِ 30
نادٍ قر ورتاوس منزا بنر _ مختصح یا درخاس کبھن تیہ کنہ سر موضوعس پیٹھ شرکہ مضمؤ ن کبھنادٍ فر ۔ ماجہ متعلق شرکہ پنداہ جُملہ کبھنادٍ فر ، یتھ منز ماجه پیز	موج، رُبأُعيرٍ، ساينرِ	
اہمیت وہ تلاویہ یہد۔ ہفتہ کمن ستن دہ ہن ہند کہ ناویہ موسمن ہند کہ ناو، کا شرین رتبن ہند کہ ناو۔ رُباعی ہنز زان دِنی ۔ دَہن پلاسطِک چیز ن	تاريخكو كننهه حوالير	
ہند کو نادلیکھنا وِنْ (شُرِ کَ گُرْحَن پانے وَنْخ)		

कक्षा ः सात

विषय हिन्दी (पुष्प–2)

कार्यप्रणाली Course	सामग्री Content	सीखने की संप्राप्ति Learning out comes	शैक्षणिक प्रक्रिया Pedagogical Process
	• पाठ 1 और 2	• बच्चे विविध प्रकार की रचनाओं को पढ़कर समूह में	 अपनी भाषा में बातचीत तथा चर्चा करने दें।
नकार्न 1	• भाषा की परिभाषा तथा भेद।	चर्चा करते हैं।	• प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा
Unit 1	• तत्सम/तदभव शब्द	• किसी चित्र या दृश्य को देखकर अपने अनुभव को	करें ।
सप्ताह 1 से	 निबंध— महात्मा गाँधी 	अपने ढंग से मौखिक⁄सांकेतिक भाषा में व्यक्त	• कविता का गायन एवं कहानी का आदर्श वाचन
सप्ताह 5 तक	• अपने भाई–बहन को खेलों में	करते हैं।	करें ।
	भाग लेने के लिए पत्र।		
	• पाठ 3 से 5 तक	• पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ	• समूह में कार्य करने ओर एक–दूसरे के कार्यों पर
नकार्न २	• पर्यायवाची शब्द, लिंग और	के लिए प्रश्न पूछते हैं। परिचर्चा करते हैं।	चर्चा करने, राय लेने–देने, प्रश्न करने की स्वतंत्रता
s्काइ 2 Unit 2	वचन बदलो।	• अपने परिवेश में मौजूद लोककथाओं और लोकगीतों	दें।
सप्ताह 6 से	• निबंध– दीपावली, प्रदूषण	के बारे में चर्चा करते हैं और सराहना करते हैं।	• हिन्दी के साथ–साथ अपनी भाषा की सामग्री
सप्ताह 10 तक	• भाई के विवाह के अवकाश के		पढ़ने–लिखने की सुविधा दें।
	लिए प्रार्थना पत्र।		
	• पाठ ६ से ९ तक	 विद्यालय पत्रिका के लिए सामग्री जुटा पाते हैं। 	• अपने परिवेश, समय और समाज से संबंधित
प्रथम छमाही Semester 1 सप्ताह 11 से सप्ताह 17 तक	• काल की परिभाषा/भेद	• पाठ्य वस्तु की जाँच करते हुए विशेष बिन्दु को	रचनाओं को पढ़ने और उन पर चर्चा करने के
	• विलोम शब्द पर्यायवाची शब्द,	खोजते हैं।	अवसर दें।
	संधि, मुहावरे, उपसर्ग, प्रत्यय।		• विद्यालय / कक्षा की पत्रिका के लिए सामग्री
			जुटाने ⁄ लिखने में प्रोत्साहन दें।

इकाई 3 Unit 3 सप्ताह 18 से सप्ताह 22 तक	 पाठ 10 से 12 तक संधि, समास, शुद्ध / अशुद्ध निबंध– वैष्णों देवी की यात्रा, विद्यार्थी और अनुशासन। 	 कविता के आरोह और अवरोह से अवगत होते हैं। पाट्यवस्तु की जाँच करते हुए विशेष बिन्दु को खोजते हैं। 	 सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ पढने में प्रोत्साहन दें। अपनी भाषा को गढ़ते हुए लिखते संबंधी गतिविधियों का प्रयोग करें। जैसे–शब्द खेल,
			अनौपचारकि पत्र, तुकबंदियां, संस्मरण आदि।
	• पाठ 13 से 18 तक	• विभिन्न प्रदेशों की हस्तकला, वास्तुकला,	• कल्पनाशीलता और सृजनाशीलता को विकसित
	• वाक्य और उसके भेद	खेती–बाड़ी, नृत्यकला तथा इन में प्रयुक्त भाषा का	करने वाली गतिविधियों, जैसे अभिनय रोल–प्ले,
Semester 2	• विराहचिह्न	ज्ञान प्राप्त करते हैं।	कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों
सप्ताह 22 से	• निबंध—कम्प्यूटर	 विभिन्न पठन सामग्री में प्रयुक्त शब्दों, मुहावरों, 	में संवाद आदि को आयोजन करें।
सप्ताह 30 तक	• विक्रेता से पुस्तकें मंगवाने के	लोकोक्तियों को समझते हुए उनकी सराहना करते	
	लिए पत्र।	हैं।	(Dr. Lovely Sharma SCERT Jammu)

टिप्पणी :— सप्ताह 1 शैक्षिक सन्न के आरंभ के प्रथम सप्ताह से माना जाएगा।

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਸੱਤਵੀ Syallabus Class 7th

ਕ੍ਰਮ	ਪਰੀਖਿਆ	ਸਮਾਂ	ਵਿਸ਼ਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਸਿੱਖਿਆ
ਸੰਖਿਆ					ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ
٩	U1		ਮੁਹੱਬਤ ਨੂੰ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਜਬਾਨੀ ਤੇ	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ
			ਪੱਥਰਦਾ ਟੁਕੜਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਪ੍ਰਾਪਤ ਕੀਤੇ	ਸਵੈ ਮੁਲਾਂਕਣ ਅਤੇ ਸੰਪੂਰਨ
			ਮਹਾਂਰਾਜਾ	ਜਾਣ।	ਮੁਲਾਂਕਣ ਦੁਆਰਾ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ
			ਰਣਜੀਤ ਸਿੰਘ	ਕਹਾਣੀ ਲੇਖ ਅਤੇ ਕਵਿਤਾ ਨੂੰ	ਪ੍ਰੇਰਿਤ ਅਤੇ ਪ੍ਰੋਤਸਾਹਿਤ ਕੀਤਾ
2	U2		ਪ੍ਰਦੂਸ਼ਣ	ਸਹੀ ਢੰਗ ਨਾਲ ਪੜ੍ਹਾਇਆ ਜਾਵੇ	ਜਾਵੇ।
			ਸੱਜਣ ਨੂੰ	ਪੜ੍ਹਨ ਲਈ ਕਿਹਾ ਜਾਵੇ।	ਗੀਤ ਗ਼ਜ਼ਲ ਅਤੇ ਕਹਾਣੀ
			ਗੁਰੂ ਹਰਗੋਬਿੰਦ	ਵੱਖ-ਵੱਖ ਸਰਗਰਮੀਆਂ	ਪੜ੍ਹਨ ਅਤੇ ਸੁਣਨ ਲਈ
			ਸਾਹਿਬ ਜੀ	ਕਰਵਾਈਆਂ ਜਾਣ ਜਿਵੇਂ ਨਾਟਕ	ਬੱਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿਚ ਪ੍ਰੇਯਰ
3	T1		ਗੁਪਾਲਾ ਗੋਲੀਆਂ	ਸਟੇਜ ਸ਼ੋ।	ਵਿੱਚ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ।
			ਲੋਹੜੀ	ਵੱਖ ਵੱਖ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ	ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਖਬਰਾਂ
			ਸਾਹਿਰਫੀ	ਕਰਨ ਦਾ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ	ਪੰਜਾਬੀ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਫੀਚਰ
			ਭਾਈ ਘਨਈਆ	ਜਿਵੇਂ ਦੋਸਤ ਦੁਕਾਨਦਾਰ	ਫਿਲਮਾਂ ਵੇਖਣ ਲਈ ਪ੍ਰੇਰਿਤ
			ਜੀ	ਡਾਕਟਰ ਅਧਿਆਪਕ ਆਦਿ।	ਕੀਤਾ ਜਾਵੇ।
			ਮਾਂਝਾਂਸਾਡਾ ਲੋਕ	ਟੀਵੀ ਰੇਡੀਉ ਆਦਿ ਖਬਰਾਂ	ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ
			ਨਾਚ	ਸੁਣਨ ਲਈ ਜਾਂ ਕਹਿਣ ਲਈ	ਸਬੰਧਤ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ
8	U3		ਇੰਟਰਨੇਟ	ਕਿਹਾ ਜਾਵੇ।	ਕਰਨ ਲਈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ
			ਸੁੰਦਰ ਟੁਕੜੀ	ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਦੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ	ਕਾਰਜਾਂ ਬਾਰੇ ਜਾਣਨ ਲਈ
			ਬੇਈਮਾਨ ਕੋਸਤ	ੇ ਉੱਤਰ ਪੱਛੇ ਜਾਣ।	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਮਿਲੇ।
ч	T2		ਭਾਈ ਮਰਦਾਨਾ		ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦਾ
			ਜੀ		ਮੌਕਾ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ।
			ਸਾਵਣ ਦਾ		ਵਿਆਹ ਕਰਨ ਦੀ ਸਹੀ ਵਰਤੋਂ
			ਮਹੀਨਾ		ਕਰਨ ਲਈ ਪੇਰਿਆ ਜਾਵੇ।
			ਵਾਲਾਂ ਲਈ		٩
			ਫੁੱਲਹੀ ਫੁੱਲ		
			ਇਕ ਹਉਕਾ		

Timeline	CONTENTS	LEARNING OUTCOMES	Suggestive Pedagogical processes
Week 1 To Week 5	 How Teachers Learn (Prose) A Nation's Strength (Poem) The Unthankful Man (ShortStory) 	The learner– • responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly. • introduces guests in English, interviews people by asking questions based on the work they do.	The learner may be provided opportunities in pairs/groups/ individually and encouraged to- • participate in classroom activities/ school programmes such as Morning Assembly/ extempore/debate etc. by
Week 6 To Week 10	 Life (Prose) Porus and His Elephant (Poem) Achilles (Short Story) 	 engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary. uses formulaic/polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc. 	 being exposed to input-rich environment speak about objects / events in the class / school environment and outside surroundings. participate in grammar games and
Week 11 To Week 17	 Global Warming (Prose) The Bangle Sellers(Poem) Prayer for strength(Poem) The Brook (Poem) Rustum and Sohrab (Short story) Writing Skills & Grammar Paragraph Letter (Formal/Informal) Articles Punctuation 	 would like to differ etc. speaks short prepared speech in morning assembly. speaks about objects / events in the class / school environment and outside surroundings. participates in grammar games and kinaesthetic activities for language learning. reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them. asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences) participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations; narrates stories (real or imaginary) and real life experiences in English. interprets quotations, sayings and proverbs. reads textual/non-textual materials in English/Braille with comprehension. 	 participate in grammar games and kinaesthetic activities for language learning. use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc. watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for understanding and comprehension. interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on. use formulaic expressions / instructions such as 'Could I give you' 'Shall we have a cup of tea?' to develop communication skills participate in individual activities such as introducing personalities/ guests during school programmes.

Week 18 To Week 22	 For God's sake, Hold Thy Tongue (Prose) Mercy (Poem) Colours of Rainbow (Short story) 	 identifies details, characters, main idea and sequence of ideas and events while reading. reads, compares, contrasts, thinks critically and relates ideas to life infers the meaning of unfamiliar words by reading them in context. reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading) refers dictionary, thesaurus and encyclopaedia as reference books for meaning and spelling while reading and writing. prepares a write up after seeking information in print / online, notice board, newspaper, etc. communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice 	 learn vocabulary associated with various professions and use them in different situations. read stories / plays (from different books/ newspapers in education (NIE) / children's section in magazines in English / Braille) and narrate them. locate main idea, sequence of events and corelate ideas, themes and issues in a variety of texts in English and other languages. use various sources from English and other languages to facilitate comprehension, corelation and critical understanding of issues. interpret quotations, sayings and proverbs.
Week 23 To Week 30	 Polo- The King of Games. Julius Caesar. (Prose) Polythene: A Disaster Wrinkles Meeting poets. Stars speak to man. Summer and Winter (Poem) A Strange Trial (Play) Writing Skills & Grammar Paragraph Letter (Formal/Informal) Dialogue Dialogue Diary entry E-mail Tenses Narration Modals Preposition Conjunction Clauses, etc. 	 adjectives, time and tense, active passive voice, reported speech etc.) writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc. develops a skit (dialogues from a story) and story from dialogues. visits a language laboratory. writes a Book Review. 	

Sub: Mathematics

Timeline	Chapter No. & Title	Learning Outcomes	Suggestive Pedagogical processes
Week 1 To Week 5	1 Rational Numbers 2 Linear Equation in one variable 5 Data Handling	The learner — • generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns • finds out as many rational numbers as possible between two given rational numbers. • proves divisibility rules of 2, 3,4, 5, 6, 9 and 11 • finds squares, cubes and square roots and cube roots of numbers using different	 The learner may be provided opportunities in pairs/groups/ individually and encouraged to — explore examples of rational numbers with all the operations and explore patterns in these operations use generalised form of numbers upto 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents
Week 6 To Week 10	3 Understanding Quadrilaterals Practical Geometry	 methods. solves problems with integral exponents. solves puzzles and daily life problems using variables. multiplies algebraic expressions. e.g expands (2x-5)(3x2+7). uses various algebric identities in solving problems of daily life applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given. Solves problems based on direct and inverse proportions Solves problems related to angles of a quadrilateral using angle sum property verifies properties of parallelograms and establishes the relationship between them through reasoning. represents 3D shapes on a plane surface such as sheet of paper, black board etc. 	 as integer observe situations that lead to simple equations and solve them using suitable processes multiply two algebraic expressions and different polynomials based on previous knowledge of distributive property of numbers and generalise various algebric identities using concrete examples factorise algebraic expressions using relevant activities based on previous knowledge of factorising two numbers observe contexts that involve the use of percentages like discount, profit & loss, VAT, simple and compound interest, etc. generalise the formula of compound interests through repeated use of simple interest observe situations where one quantity depends on the other. the quantities increase together, or in which while one increases the other decreases. For example, as the speed of a vehicle increases the time taken by it to cover the distance decreases. measure the angles and sides of different quadrilaterals and identify patterns in the relationship among them, make hypothesis on the basis of generalisation of the patterns and later on verify through examples

		 verifies Euler's relation through pattern constructs different quadrilaterals using compasses and straight edge. estimates the area of shapes like trapezium and other polygons by using square grid/ graph sheet and verifies using formulas. finds the area of a polygon. finds surface area and volume of cuboidal and cylindrical object 	 verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles
Week 11 To Week 17	6 Square and Square Roots 7 Cubes and Cube Roots 8 Comparing Quantities	 draws and interprets bar charts and pie charts. makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins 	 express/represent a 3-D shape into its 2-D form from their daily life like, drawing a box on a plane surface, showing bottles on paper, board or wall etc. make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. and from nets make the shapes and establish relationship among vertices, edges and surfaces demonstrate the construction of various quadrilaterals using geometric kit sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square) identify that surfaces of various 3-D objects like cubes, cuboids and cylinder derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles

Week 18 To Week 22	 Exponents and powers Direct and inverse proportion Algebraic expressions and Identities 	 demonstrate to find volume of a given cube and cubiod using unit cubes collect data, organise it into groups and represent it into bar graphs/ pie chart conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get a large number of individual events and make assumptions for future events on the basis of the above data
Week 23 To Week 30	 Mensuration Factorization Introduction to Graphics Playing with Numbers 	

Timolino	Chapter No. & Title		Suggestive Redagogical processos
Timeime	Chapter No .& Title		
Week 1 To Week 5	<i>1 Micro-Organisms: Friend & Foe 15 Stars and the Solar System</i>	 Ine learner — differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions. classifies materials and organisms based on properties/ 	 The learner is to be provided with opportunities in pairs/groups/ individually in an inclusive setup and encouraged to — explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing. pose questions and find answers through
Week 6 To Week 10	2 Coal & Petroleum 3 Conservation of Plants & Animals 5, Sound	 characteristics, e.g., metals and non metals; kharif and rabi crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc. conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and murabbas? Do liquids exert equal pressure at the same depth? relates processes and phenomenon with causes, e.g., 	 reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc. record the observations during the activity, experiments, surveys, field trips, etc. analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults exhibit creativity presenting novel ideas, new designs/patterns, improvisation, etc.
Week 11 To Week 17	 16 The Cell 11 Material: Metals &Non 8 Force & Pressure 10, Reachingthe Age of Adolescences 	 smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc. explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc. writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. measures angles of incidence and reflection, etc. 	• internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc
Week 18 To Week 22	 7. Combustion & Flame 17, Some Natural Phenomenon 6 Food Production & Managements 	 prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc. 	

Week 23 To Week 30	 12. Light 4. Reproduction in Animals 13 Pollution of Air & Water 8 Chemical Effects of Electric Current 14 Fiction 	 constructs models using materials from surroundings and explains their working, e.g., ektara, electroscope, fire extinguisher, etc applies learning of scientific concepts in dayto-day life, e.g., purifying water; segregating biodegradable and non- biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc. discusses and appreciates stories of scientific discoveries makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc. exhibits creativity in designing, planning, making use of available resources, etc. exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices 	
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Timeline	Sub	CONTENTS	LEARNING OUTCOMES	Suggestive Pedagogical processes
Week 1 To Week 5	History Social and Political Life Part III Geography	 How , When and Where The Indian Constitution Resources 	The learner — • classifies different types of industries based on raw materials, size and ownership • describes major crops, types of farming and agricultural practices in her/his own area/ state • interprets the world map for uneven distribution of population • describes causes of forest fire, landslide, industrial disasters and their risk reduction measures • locates_distribution_of_important	 The learner be provided opportunities in pairs/groups/ individually and encouraged to — collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world. explore various farming practices carried out in the neighbourhood / district/ state and interact with farmers. use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various
Week 6 To Week 10	History Social and political life Part III	 From Trade to Territory the Company Establishes Power Ruling the countryside Understanding Secularism Why do we need a Parliament 	 locates distribution or important minerals, e.g., coal and mineral oil on the world map analyses uneven distribution of natural and human made resources on the earth justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas analyses the factors due to which some countries are known for production of major crops, e.g.,, wheat, rice, cotton, jute, etc., and locates these countries on the world map draws interrelationship between types of farming and development in different regions of the world draws bar diagram to show population of different 	 agricultural practices in other states/ countries develop projects on conservation of natural and human made resources discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures. use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population. read stories of lived experiences of individuals and communities of the period. discuss events and processes in groups and as a whole in the classroom situation.

Geography	2. Land, Soil, Water Natural vegetation & wildlife Resource.		
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Week 11 To Week 17	History	 Tribals ,Dikus& the Vision of a Golden Age. When People Rebel 1857 and After Weavers, Iron Smelters and 	countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments	 raise questions on different issues and events like, 'Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers?'. visit places of historical importance particularly those associated with centres of colonial administration and Indian national
	Social and political life Part III Geography	 Factory Owners 4. Understanding Laws 5. Judiciary 6. Understanding Our Criminal Justice System 3. Mineral & Power Resources 4. Agriculture 	 explains how the English East India Company became the most dominant power explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' describes the forms of different tribal societies in the 19th century and their relationship with the environment. explains the policies of the colonial administration towards the tribal communities explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it analyses the decline of pre- existing 	 movement. undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Nonviolence and its Impact on India's National Movement', (b) drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The Chauri Chaura Incident,' and (d) locating on an outline map of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'. familiarise with sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.

History	 Civilising the "Native" Educating the Nation. Women , Caste and Reform 	 urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period explains the institutionalization of the new education system in India analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and 	criterion-referenced questions for self assessment like 'What were the reasons for the Battle of Plassey? '• participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalization
Social and Political Life Part III	 Understanding Marginalisation Confronting Marginalisation 		
Geography	5. Industries		
	History Social and Political Life Part III Geography	Alistory7. Civilising the "Native" Educating the Nation. 8. Women , Caste and ReformSocial and Political Life Part III7. Understanding Marginalisation 8. Confronting MarginalisationGeography5. Industries	History7. Civilising the "Native" Educating the Nation.urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial periodHistory8. Women , Caste and Reform- explains the institutionalization of the new education system in India • analyses the issues related to caste, women, widow remarriage, child marriage, social reforms andSocial and Political Life Part III7. Understanding Marginalisation Marginalisation- explains the institutionalization • analyses the issues related to caste, women, widow remarriage, child marriage, social reforms andGeography5. Industries

	History	 9. The Making of the National Movement 1870- 1947 10. India After Independence 11. Formation of Erstwhile J&K State and the Dogra 	 the laws and policies of colonial administration towards these issues outlines major developments that occurred during the modern period in the field of arts outlines the course of the Indian national movement from the 1870s till Independence analyses the significant developments in the process of nation building 	 prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society do projects (solo, pair or group) about the
Week 23 To Week 30	Social and Political Life	 9. Public Facilities 10 . Laws and Social Justice 11 Social Exclusion and Inclusive Policy In Jammu & Kashmir 12 Barter and Money ,Bank and investment & Insurance and Tax 	 interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights) differentiates between State government and Union government describes the process of election to the Lok Sabha locates one's own constituency on parliamentary constituency map of 	 Fundamental Rights and Fundamental Duties screen and discuss the Rajya Sabha TV series, Samvidhan and movies such as Gandhi, Sardar, Dr.Babasaheb Ambedkar. observe parliamentary constituency map of State/UTs organise a mock election with model code of conduct and Youth parliament (Bal Sansad) prepare a list of registered voters in one's own neighbourhood. carry out an awareness campaign in one's own locality about significance of voting find out some public works undertaken by the MP of one's own constituency
	Geography	 6. Human Resources 7. Industries of Jammu & Kashmir and Ladakh 	 State/ UT and names local MP describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act) describes the functioning of the judicial system in India by citing some landmark cases demonstrates how to file a First Information Report (FIR) analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region identifies the role of Government in 	 Report (FIR) form. express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections screen and discuss the movie, I am

<pre>pr wa eta • de in regulati </pre>	oviding public facilities such as ater, sanitation, road, electricity c., and recognises their availability scribes the role of Government ing economic activities.	 Kalam (Hindi, 2011) perform a role play about child labour, child rights, and the criminal justice system in India visit any office under the Union Government (e.g., post office) in one's own locality to observe its functioning and prepare a brief report share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity organise a debate why Government be responsible for providing public facilities case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation group discussion on role of Government in regulating economic activities, e.g., analysing the reasons of 'Bhopal gas tragedy'.
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Class: 8th Subject: Urdu

درجه آتھویں: بہار ستان اُردو عنوانات تدريسي طريقة كارومشق آموزيثي ماحصل تقشيم نصاب و ميقات اسباق کی مکمل تدریس، تفہیم و طلباء نصابی کُتب کے R توضیحات۔ اُردو سُننے اور پڑھنے کی | علاوہ تمام قشم کی اردو کابلی معیاری صلاحیت اُجاگر کرنا۔ اسباق کتابیں پڑھ اور سمجھ سکتا لل ديد ہفتہ 1 تا ہفتہ 5 کے قواعدی تقاضے یورے کرنا۔ حمد، مے۔ مختلف موضوعات نعت، منقبت، مناجات اور دُعا کی پر اینی رائے کا اظہار کر تعریف۔ مختلف ادبی موضاعات پر کسکتا ہے۔ تاریخی مختصر بحث کرانا۔ مصنف اور سبق کا شخصیات سے واقفیت حوالہ دے کرنثر کا سلیس اور نظم کی | رکھتے ہیں۔ تشرت كرانا_ گرانمر: اضداد، تذکیر و تانیث اور واحد جمع۔اساءاور افعال کی تعریف۔ مختلف موضوعات پر مضمون۔ نجی، سرکاری اور کاروباری خطوط۔ درخواست اسباق کی مکمل تدریس، تفہیم و طالب علم نظموں اور نعت استاد کااحترام التوضیحات۔ اُردو سُنے اور پڑھنے کی کہانیوں کو مناسب لب و

درجه آلھویں: بہار ستان اُردو

	/ · · ·	•	
آموز شی ما ^{حص} ل	تدريسي طريقه كارومشق	عنوانات	تقشيم نصاب و
			ميقات
اشعار کی تشر یک کرتے	اسباق کی مکمل تدریس، تفہیم و	سیتاجی کی آہو	
ہیں کہانیوں کا مختصر	توضیحات۔ اُردو سُننے اور پڑھنے کی	زاری	
خلاصه لكقته بين-غلط	معیاری صلاحیت اُجاگر کرنا۔ اسباق	گہیوں کا دانہ	
اور صحيح عادات پر بات	کے قواعدی تقاضے پورے کرنا۔	جابر بن حيان	ہفتہ 1 1 تا ہفتہ
كرتے ہيں۔	اسباق اور نظموں کا خلاصہ۔ بیت	خاک وطن	17
	بازی مقابلے۔ نظموں کو زبانی یاد	سگریٹ نوشی کی	
	کرنااور ترنم کے ساتھ پڑھنا۔	تباه کاریاں	
	اقتباس کی سلیس۔	آزمائش شرطہے	
	گرائمر : واحد جمع و جمع الجمع۔ معنوں		
	کے لحاظ سے اسم کی قشمیں۔		

	فعل، فاعل اور مفہول۔ ہم وزن		
	الفاظ- رديف اور قافيه كا تعارف-		
	تشبيه كااستعال_ مختلف موضوعات		
	پر مضمون۔ نجی و دفتری اور		
	کاروباری خطوط۔		
کسی بھی تحریریا تقریر کا	اسباق کی عکمل تدریس و تفہیم مع	ايک لڑ کی	
خلاصه ادا کر سکتے	توضيحات۔ اسباق سے چپندہ و ضد ا	چند خلاباز خواتين	ہفتہ 18 تا ہفتہ
ہیں۔اپنی تاریخ کو	ضداد،واحد جمع، تذکیر و تانیٹ۔	گرتم بدھ	22
جاننے کی کوشش کرتے	جملے کی قشمیں، مختلف موضوعات	ہاری تاریخ	
-بي-	ہر مضمون۔ نجی، دفتری اور		
	کاروباری خطوط۔		

درجه آ گھویں: بہار ستان اُردو

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آموز شی ما ^{حص} ل	تدريسي طريقيه كارومشق	عنوانات	ثقشيم نصاب و
			ميقات
ساج میں ہونے والے	اسباق کی مکمل تدریس، سوالات اور	زعفران	
واقعات کے تنیُں	جوابات کے ساتھ۔ اسباق میں	کمپوٹر کاار تقائی	
حساس اور بيدار ہے۔	موجو د گرائمر کی تدریس۔اسباق اور	سفر	ہفتہ 23 تا ہفتہ 30
آس پاس رونما ہونے	نظموں کاخلاصہ۔	مير اوطن	
والے واقعات پر کھل	بناوٹ کے لحاظ سے فعل کی قشمیں۔	أف بيرماحولياتي	
کر بات کر سکتا ہے۔	نظم اور ڈراماکا تعارف۔	آلو دگی	

سٹیٹ کُوسل آف ایجو کیشنل ریسرچ اینڈ ٹرینیٹ جموں اینڈ کشمیر مضمؤن: کائثر جماتھ: اُٹھِم

بن تر) Learning Outcome	Content	Course/Period
صدأ بآوازن ہُند ختلف صؤرژن منز ورتاو: مثال: گو ڈِ /منزس/ اندس۔ دِینہِ آمتین سبقن ہُند بن سوالن ہُند کر جواب کیجنز ۔ لفظن ہُند معنی بتر جملن منز	آوازية آواز نشايي، دُعا،	1 پېڅھړ 5 ہفتے
ورتاو۔ خاُل جابیہ پُروِ بدیہ جنبس ناوتین ہُندورتاو۔ گنہ پیرا گر افس تہل بناؤن۔ ووستاد گرہ ھِکارشر زبانی ہِنز زان دِنی (املانو کیں)	دېډرانې	, ,
دِيهِ آمتنهن سبقن هُند بن سوالن هُند کر جواب کمچنی ۔ محاورن هند معنی ته جُملن منز ورتاو۔ کر اؤ ت ،اشارِ ناؤ ت ورتاوس منز انتز ۔ لفظن چند کر خِد۔ غزله معطق	اولۇ دگى، ان پوشە يېلىر يېلىرون	6 پېڅهه 10 ہفتے
شُر بن زان دِفر - شُر بن پاید شاریکھنس گُن رأ غِب کرُن- ویہ کمپن چیزن ہِند کر ناولیکھنا وِفر ۔	ليوشر	
دِيدٍ آمتىن سبقن ہُند بن سوالن ہُند کر جواب کمچنز ۔ نوک نوک سوال ژھار نز ۔ شارنٹرس منز پھر نزیۃ پنٹرس سلیس کرُن۔ لگہ ِ تھے مۃ ِمزاح کناہ گو۔ درخاس یا چھھر	رفاقت، مخدؤم صأبٌ ربدُ	11 پېھې 17 مفتې
لههم ن منوب نویسی - ناو تریتر کراو تر را اوته محاور بناو نی ، باوتی زان دِنْ - نثر پارس منز منز سوالن جواب ژهاندُن -شُر ^ب ن اخبار ریون ^ش متعلق زان دِنْ -	کراس سوسا دیٹی، رینیہ، مان	
اوليا ہن متعلق کو کڑ کو جگڑ پڑ وجبکٹیہ دِنْ ۔	سر	
دِيهِ آمتىن سبقن هُند بن سوالن هُندر جواب كبصخر ـ باوتين ناوتر بتهِ ناوتين باوتي بناوز ، كراوتر بته امكوتُسم، بيته كال، از كال بته يبه وول كال ـ كراؤ ل،	كو گرچھ ونان، مانچھ تۇر، نستہ	18 پېچھې 22
کراؤت ب _ت ې کر دومِت - کانهه بت _ر سیأسی، سماجی یااقتصادی مضمو ^ل که کمن سیچھناؤن- واکھس متعلق زان دِنر - بتہِ لُکم [ِ] تھن متعلق زان دِنر - لفظہِ راش	چھپچر ب	,
ہُر اوبے با پتھ سبقن منز دیبہ آمتر لفظ ہے معنی یاد کُرتھ تم جُملن منز ورتاوِ نی ۔		
دِيهِ آمتنهن سبقن هُند بن سوالن هُندر جواب كبهجز - نثر پارس سليس كرُن يته سوالن جواب كبهجز - خاًل جايبه پُه وتص عبار زٍ پؤر كرينه ، شارن مِنز وبرُ صف يته نثرى	. بتح <i>ر</i> ېش واروېټستا را چچ،	23 پېچھږ 30
عبار زسلېس كرُن- محاورِ تمكن منز ورټاو نر - كانهه بترسيأسي،سمأجي يااقتصأ دى مضمؤ ن كېڤن، چشخريته درخاس كېھناو نر - شركتهن متعلق زان دِنر - اخبار	ہوا یی جہاز، کشیر ہنز کینہہ	
رِيور ڪُبَصُن بنچهناوِ فر ۔ اِشتہارلبصُن بنچهناوِ فر ،ريورٹ بتړاشتهار بناوِ فر ۔ تشير ہِنزن تأريخي عمارِ ژن ہنز شکلہِ کا پی پیچھ چسپان کر بنہ ۔ ڈاکٹرس بتہ بہمارس	پژانه عمارةٍ، دُا که وول،	
در میان گمرد کانهه کتھ باتھ شُر دلکھناو نر ۔	لتح <i>ي</i> ين	

कक्षा : आठ

विषय हिन्दी (पुष्प–3)

कार्यप्रणाली		सामग्री		सीखने की संप्राप्ति		शैक्षणिक प्रक्रिया
Course		Content		Learning out comes		Pedagogical Process
इकाई १	•	पाठ 1 और 2 संज्ञा की परिभाषा और भेद.	•	बच्चे भाषा में बातचीत, चर्चा और विश्लेषण करते हैं। जीवन को जोडकर विषय को समझने का प्रयास	•	अपनी भाषा में बातचीत तथा चर्चा करने दें। प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा
Unit 1 सप्ताह 1 से		विलोम शब्द		करते हैं।		करें।
सप्ताह 5 तक	•	निबंध एवं प्रार्थना पत्र।			•	कविता का गायन एवं कहानी का आदर्श वाचन करें।
	•	पाठ 3 और 4	•	पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ	•	समूह में कार्य करने ओर एक–दूसरे के कार्यों पर
इकाई 2	•	सर्वनाम की परिभाषा और भेद,		के लिए प्रश्न पूछते हैं। परिचर्चा करते हैं।		चर्चा करने, राय लेने–देने, प्रश्न करने की स्वतंत्रता
Unit 2		पर्यायवाची शब्द	•	अपने परिवेश में मौजूद लोककथाओं और लोकगीतों		दें ।
सपाह 6 स सप्ताह 10 तक	•	निबंध और पत्र		के बारे में चर्चा करते हैं और सराहना करते हैं।	•	हिन्दी के साथ–साथ अपनी भाषा की सामग्री
						पढ़ने–लिखने की सुविधा दें।
	•	पाठ 5 से 10 तक	•	विद्यालय पत्रिका के लिए सामग्री जुटा पाते हैं।	•	अपने परिवेश, समय और समाज से संबंधित
	•	विशेषण और क्रिया–परिभाषा	•	पाठ्य वस्तु की जाँच करते हुए विशेष बिन्दु को		रचनाओं को पढ़ने और उन पर चर्चा करने के
স্থন ওদার। Semester 1		और भेद		खोजते हैं।		अवसर दें।
सप्ताह 11 से	•	भाववाचक संज्ञा			•	विद्यालय/कक्षा की पत्रिका के लिए सामग्री
सप्ताह 17 तक	•	अपठित गद्यांश				जुटाने ⁄ लिखने में प्रोत्साहन दें।
	•	निबंध और पत्र				

	•	पाठ 11 और 12	•	कविता के आरोह और अवरोह से अवगत होते हैं।	•	सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार,
इकाई 3	•	विलोम शब्द, पर्यायचवाची	•	पाठ्यवस्तु की जाँच करते हुए विशेष बिन्दु को		पत्रिकाएँ पढने में प्रोत्साहन दें।
Unit 3		शब्द,		खोजते हैं।	•	अपनी भाषा को गढ़ते हुए लिखते संबंधी
सप्ताह १४ स सप्ताह २२ तक	•	अनके शब्दों के लिए एक शब्द				गतिविधियों का प्रयोग करें। जैसे–शब्द खेल,
	•	निबंध और पत्र				अनौपचारकि पत्र, तुकबंदियां, संस्मरण आदि।
	•	पाठ 13 से 18 तक	•	विभिन्न प्रदेशों की हस्तकला, वास्तुकला,	•	कल्पनाशीलता और सृजनाशीलता को विकसित
	•	वाक्य और उसके भेद		खेती–बाड़ी, नृत्यकला तथा इन में प्रयुक्त भाषा का		करने वाली गतिविधियों, जैसे अभिनय रोल–प्ले,
।द्वताय छमाहा Semester 2	•	विराहचिह्न		ज्ञान प्राप्त करते हैं।		कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों
सप्ताह 22 से	•	निबंध—कम्प्यूटर	•	विभिन्न पठन सामग्री में प्रयुक्त शब्दों, मुहावरों,		में संवाद आदि को आयोजन करें।
सप्ताह 30 तक	•	विक्रेता से पुस्तकें मंगवाने के		लोकोक्तियों को समझते हुए उनकी सराहना करते		
		ु लिए पत्र।		हैं।		
						(Dr. Lovely Sharma SCERT Jammu)

टिप्पणी :— सप्ताह 1 शैक्षिक सत्र के आरंभ के प्रथम सप्ताह से माना जाएगा।

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਅਠਵੀਂ Syallabus Class 8th

ਕ੍ਰਮ	ਪਰੀਖਿਆ	ਸਮਾਂ	ਵਿਸ਼ਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਸਿੱਖਿਆ
ਸੰਖਿਆ					ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ
٩	U1		ਕਾਫੀ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ
			ਵੁਲਰ ਝੀਲ	ਜਬਾਨੀ ਤੇ ਲਿਖਤੀ ਰੂਪ	ਸਵੈ ਮੁਲਾਂਕਣ ਅਤੇ ਸੰਪੂਰਨ
			ਪੌੜੀ	ਵਿੱਚ ਪ੍ਰਾਪਤ ਕੀਤੇ ਜਾਣ।	ਮੁਲਾਂਕਣ ਦੁਆਰਾ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ
ર	U2		ਅਕਾਲੀ ਕੌਰ ਸਿੰਘ	ਕਹਾਣੀ ਲੇਖ ਅਤੇ	ਪ੍ਰੇਰਿਤ ਅਤੇ ਪ੍ਰੋਤਸਾਹਿਤ ਕੀਤਾ
			ਤਵੀ	ਕਵਿਤਾ ਨੂੰ ਸਹੀ ਢੰਗ	ਜਾਵੇ।
			ਲਦਾਖ਼ ਦੀ ਸੈਰ	ਨਾਲ ਪੜ੍ਹਾਇਆ ਜਾਵੇ	ਗੀਤ ਗ਼ਜ਼ਲ ਅਤੇ ਕਹਾਣੀ
Ş	T1		ਮੀਆਂ ਸਿੰਘ	ਪੜ੍ਹਨ ਲਈ ਕਿਹਾ ਜਾਵੇ।	ਪੜ੍ਹਨ ਅਤੇ ਸੁਣਨ ਲਈ
			ਜ਼ਿੰਦਗੀ	ਵੱਖ-ਵੱਖ ਸਰਗਰਮੀਆਂ	ਬੱਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿਚ ਪ੍ਰੇਯਰ
			ਪਛਾਏ ਜਾਂਦੇ ਨੇ	ਕਰਵਾਈਆਂ ਜਾਣ ਜਿਵੇਂ	ਵਿੱਚ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ।
			ਪ੍ਰਦੂਸ਼ਣ	ਨਾਟਕ ਸਟੇਜ ਸ਼ੋ।	ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਖਬਰਾਂ
			ਕਲਪਨਾ ਚਾਵਲਾ	ਵੱਖ ਵੱਖ ਲੋਕਾਂ ਨਾਲ	ਪੰਜਾਬੀ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਫੀਚਰ
			ਕੁੱਲਫੀ	ਗੱਲਬਾਤ ਕਰਨ ਦਾ	ਫਿਲਮਾਂ ਵੇਖਣ ਲਈ ਪ੍ਰੇਰਿਤ
۲	U3		ਕੰਦ	ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ ਜਿਵੇਂ	ਕੀਤਾ ਜਾਵੇ।
			ਗਣਤੰਤਰ ਦਿਵਸ	ਦੋਸਤ ਦੁਕਾਨਦਾਰ	ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ
			ਆਜ਼ਾਦੀ	ਡਾਕਟਰ ਅਧਿਆਪਕ	ਸਬੰਧਤ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ
			ਸਾਈਂ ਮੀਆਂ ਮੀਰ ਜੀ	ਆਦਿ।	ਕਰਨ ਲਈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ
ч	T2		ਅਵੰਤੀਪੁਰ ਦੇ ਖੰਡਰ	ਟੀਵੀ ਰੇਡੀਉ ਆਦਿ	ਕਾਰਜਾਂ ਬਾਰੇ ਜਾਣਨ ਲਈ
			ਹਮ ਸਾਏ ਅੰਮਾ ਜਾਏ	ਖਬਰਾਂ ਸੁਣਨ ਲਈ ਜਾਂ	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਮਿਲੇ।
			ਹਜ਼ਰਤ ਮੁਹੰਮਦ	ਕਹਿਣ ਲਈ ਕਿਹਾ	ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦਾ
			ਅੱਲੜ ਭੋਲੇ ਦੀ ਉਮਰ	ਜਾਵੇ।	ਮੌਕਾ ਦੇਣਾ ਚਾਹੀਦਾ ਹੈ।
			ਮੁਕਤੀ	ਵੱਖ ਵੱਖ ਪੁਸਤਕਾਂ ਦੇ	ਵਿਆਹ ਕਰਨ ਦੀ ਸਹੀ ਵਰਤੋਂ
			ਸੇਂਤ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਪੁੱਛੇ	ਕਰਨ ਲਈ ਪ੍ਰੇਰਿਆ ਜਾਵੇ।
				ਜਾਣ।	

Subject: English

Timeline	Contents	LEARNING OUTCOMES	SUGGESTIVE PEDAGOGICAL PROCESSES
		The learner—	The learners may be provided opportunities
		 listens to announcements, 	individually or in groups and encouraged to-
Week 1		instructions, read aloud texts, audio	 comprehend audio/video scripts, read
To -		and videos for information, gist and	aloud texts and answer comprehension and
Week 5	1 Decking	details; responds by answering	inferential questions by listening.
	1. Packing	questions accordingly.	 use English news, films, songs, dramas,
	2. No Men Are Foreign	IIStens to and discusses literary inputs in varied	role-play, talks on internet, etc., as a
	3. The Adventures of Toto	sentexts to infor interpret and	resource to develop listening
	4 <u>. Grammar.</u> Modale	approciato	use of topo/interation/stross atc in
	1 Culliver in Lillinut-I &	 communicates thoughts ideas 	speech
	Gulliver in Lilliput-II	views and opinions verbally and	 meet people and discuss on variety of
Week 6	2 To Blossom	non-verbally.	issues, or listen to record discussions with
То	3.Beauty	• speaks fluently with proper	people from different professions through
Week 10	4.Moti Gui-Mutineer	pronunciation, intonation and	face to face or electronic media.
	5.Use of Punctuation Marks	pause, using appropriate grammar.	 participate in inter and intra school
	1. Saint of the Gutters	 listens to and speaks on a variety of 	activities like school exhibitions, annual day
	2. Shaikh Noor-ud-Din Wali(RA)	verbal inputs, viz. debate, speech,	celebration, debate competitions,
	3.The Road Not Taken	group discussion, power point	discussions, quiz competitions and sports
Week 11	4.I Cannot Remember My	presentation, radio programme,	events.
То	Mother	interview, mock parliament, etc.	 make announcements during school
Week 17	5.Old Man at the Bridge	• reads aloud and recites	functions, take interviews of people or
	6.If I Were You	poems/prose with proper stress,	personalities by framing questions,
	Writing Skills & Grammar	pause, tone, and intonation.	Introduce a speaker; develop news items
	1. Paragraph	 reads with comprehension the given text/materials employing 	and present in class or school assembly.
	2. Letter (Formal/Informal)	strategies like skimming scanning	 organise and participate in discussions, present viewpoints or arguments, express
	S. Countable & Oncountable	predicting previewing reviewing	contrasts with logic and reasoning in the
	4 Adjectives	inferring, and summarising	process develop problem solving and
	5. Infinitive	 reads silently with comprehension 	reasoning ability; and critical thinking.
	6. Gerund	and interprets layers of meaning.	 recite poems with proper stress and
	7. Adverb	• writes short answers, paragraphs,	intonation.
		reports using appropriate	

Week 18 To Week 22	 The Fun They Had On Killing a Tree Cart Driver The Last Leaf <u>Grammar</u>: Tenses 	 vocabulary and grammar on a given theme. writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails. writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion 	 use audio-video or text materials for writing short skits, role plays, street plays and dramatise to communicate messages. refer to dictionary, magazines and periodicals, thesaurus, encyclopedia, electronic media, visit library and consult various resources for improving English language proficiency. ask questions on the texts read in the class
Week 23 To Week 30	1. The Tempest-I & The Tempest-II 2. How a client was Saved 3. To the Cuckoo 4. The Palanquin Bearers 5. The Child's Prayer 6. The Happy Prince 7. A Basketful Sea Trouts Paragraph Letter (Formal/ Informal) Dialoque Diary Entry E Mail Tenses Narration Articles Relative Clause Preposition Conjuction , etc	 or social causes like Beti Bachao Beti Padhao, Swachh Bharat Abhiyaan, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc. uses appropriate punctuation marks and correct spelling of words while taking down dictation takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises. reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc. organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes. interprets map, graph, table to speak or write a paragraph based on interpretation. edits passages with appropriate punctuation marks, grammar and correct spelling. uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject- verb agreement. etc. 	 and during discussions; be patient and respectful and take turns while listening to others and expressing their views. share experiences of language used outside the classroom as in the market, post office, etc., and share their experiences such as journeys, visits, hobbies, etc. understand different registers/use of appropriate words through a variety of listening and speaking activities on topics such as sports, cookery, music, gardening, riding; use these registers in their day-to-day life and use them wherever necessary. read and narrate stories, describe incidents with fluency and in sequence. take down dictation by listening, attentively, using appropriate punctuation marks. to improve their listening and reading skills by taking down notes from passages read aloud, news on TV, during discussions in the class; understand the processes on how to make/take notes after reading a passage/article, etc., and then summarise. use map to understand directions, space, and distance; look at graphs, charts, and tables to know how data has been given and interpreted. connect the issues in the texts they read to the world outside and think on possible solutions. design advertisements and invitations for celebrations, prepare weather reports,

	 uses words, phrases, idioms and word chunks for meaning-making in contexts. understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities. reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion. explains specific features of different literary genres for interpretation and literary appreciation. identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc. writes short stories and composes poems on the given theme or on their own. exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes. uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up. reads poems, stories, texts given in Braille; graphs and maps given in
	tactile/raised material; interprets, writer's point of view, literary devices, etc.
discusses, and writes with the of a scribe. • appreciates similarities differences across languages multilingual classroom and soci • recognises and appreciates cull experiences and diversity in text and makes oral and wri presentations	 help undertake group or individual project work of interdisciplinary nature on social, cultural, and common themes to work with language—collection, processing, analysing, interpreting of information, and then presenting orally and in writing. know and promote core values such as tolerance, appreciation of diversity and civic responsibility, patriotism through debates, discussions, reading of biographies, stories of struggles, and episodes of ethics and morality. follow the concept of directions on a given map of a locality, town, city, country; tactile or raised material for children with special needs. read alternative material such as Braille texts, poems, cartoons, graphic presentations, audio tapes, video tapes, and audio visuals to speak on issues related to society. get familiarised with Sign Language for using with learners with hearing impairment in an inclusive environment in the school. use bilingual and multilingual ways to exchange ideas or disseminating information by taking the help of ICT, PPT, role play, street play, drama, written scripts, etc
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Class 9th

Mathematics

Timeline	Content	Learning Outcome	Suggestive Pedagogical Processes
Week 1 To Week 5	 Number Systems Construction 	 The learner— applies logical reasoning in classifying real numbers, proving their properties and using them in different situations. identifies/classifies polynomials among algebraic expressions and 	 The learners may be provided with opportunities individually or in groups and encouraged to— > work with real numbers and consolidate the concepts of numbers learnt in earlier classes. Some such opportunities could be: > to observe and discuss real numbers. > to recall and observe the processes involved in
Week 6 To Week 10	 Polynomials Linear Equation 	 factorises them by applying appropriate algebraic identities. relates the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations. identifies similarities and differences among different geometrical shapes. derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, 	 different mathematical concepts studied earlier and find situations in which they come across irrational numbers. For example, finding the length of the diagonal of a square with side, say, 2 units or area of a circle with a given radius, etc. > to observe the properties of different types of numbers, such as, the denseness of the numbers, by devising different methods based on the knowledge of numbers gained in earlier classes. One of them could be by representing them on the number line. > to facilitate in making mental estimations in different situations, such as, arranging numbers

Week 18 To Week 221. Co-ordinate Geometrysituations in which mean, median and mode can be used.= b + 3 + 5, and so on.2. Statistics2. Statistics> analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying> By observing different objects in the surroun one group may find the similarities and the group may find the differences with referen different geometrical shapes— lines, rays, ar parallel lines, perpendicular lines, cong	Week 11 To Week 17	 Lines and Angles Triangles Heron's Formula 	 circles, etc., by applying axiomatic approach and solves problems using them. Finds areas of all types of triangles by using appropriate formulae and apply them in real life situations. constructs different geometrical shapes like bisectors of line segments, angles and triangles under given conditions and provides reasons for the processes of such constructions. develops strategies to locate points in a Cartesian plane. identifies and classifies the daily life like 2, 21/2, 23/2, 25/2, etc., in ascending (or descending) order in a given time frame or telling between which two integers the numbers like, √17, √23, √59, - √2, etc., lie. apply relevant results to factorise the polynomials. y draw and compare the graphs of linear equations in one or two variables. discuss the proofs of mathematical statements using axioms and postulates. play the following games related to geometry. For Euclid's axioms, if one group says, If equals are added to equals, then the results are equal. The other group may be encouraged to provide example such as, If a = b, then a + 3 = b + 3, another group may extend it further as a + 3 + 5
	Week 18 To Week 22	 Co-ordinate Geometry Statistics Quadrilaterals 	 situations in which mean, median and mode can be used. analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying = b + 3 + 5, and so on. By observing different objects in the surroundings one group may find the similarities and the other group may find the differences with reference to different geometrical shapes— lines, rays, angles, parallel lines, perpendicular lines, congruent

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	1. Area of parallelograms	width and length), and frequency	shapes, non-congruent shapes, etc., and justify
		polygon.	their findings logically.
	2. Surface area and Volume	 calculates empirical probability 	work with algebraic identities using models and
Week 23	3. Circles	through experiments and describes	explore the use of algebraic identities in familiar
To Week 30		its use in words.	contexts.
Week So	4. Probability	derives formulae for surface areas	 discuss in groups about the properties of triangles
		and volumes of different solid	and construction of geometrical shapes such as,
		objects like, cubes, cuboids, right	triangles, line segment and its bisector, angle and
		circular cylinders/ cones, spheres	its bisector under different conditions y find and
		and hemispheres and applies them	discuss ways to fix position of a point in a plane
		to objects found in the	and different properties related to it.
		surroundings. y solves problems	engage in a survey and discuss about different
		that are not in the familiar context	ways to represent data pictorially such as, bar
		of the child using above learning.	graphs, histograms (with varying base lengths)
		These problems should include the	and frequency polygons.
		situations to which the child is not	collect data from their surroundings and calculate
		exposed earlier.	central tendencies such as, mean, mode or
			median.
			explore the features of solid objects from daily life
			situations to identify them as cubes, cuboids,
			cylinders, etc.
			> play games involving throwing a dice, tossing a
			coin, etc., and find their chance of happening.
			 A a project of collecting situations corresponding
			to different numbers representing probabilities
			 visualise the concents using Geogebra and other
			ICT tools

Timeline	Subject area	Chapter name	Learning Outcomes	Suggestive Pedagogical Processes	
Week 1 To Week 5	Chemistry	1. Matter in our surrounding.	The learner— • differentiates materials, objects, organisms,	The learners may be provided with opportunities individually or in groups and encouraged to—	
	Biology	1. The Fundamental Unit of Life .	phenomena, and processes, based on properties or characteristics, such as,	 observe, group or classify materials, such as mixtures, based on their properties, viz. 	
Week 6	Physics	 Motion Force and laws of Motion 	plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance	by performing various activities. Based on the observations, a discussion may	
Week 10	Biology	Why do we fall ill	and displacement, speed and velocity, balanced and unbalanced forces, elements,	and displacement, speed and be facilitated to h velocity, balanced and the appropriate unbalanced forces, elements, Students with	be facilitated to help arrive at the appropriate conclusions. Students with visual
Week 11 To	Physics	1. Work Energy & Power	compound and mixture, solution, suspension and	impairment or low vision may be motivated to observe	
Week 17	Chemistry	1. Is matter around us pure	colloid, isobars and isotopes, etc.	solubility of the materials by touching (caution should be	
	Biology	 1. Tissues 2. Natural resources 	 classifies materials, objects, organisms, phenomena, and 	taken while using the materials).	
Week 18	Physics	1. Floatation	processes, based on properties or characteristics, such as classification of	 design and carry out activities. For example, 'Tug of war to understand balanced and 	
Week 22	Chemistry	1. Atoms and molecules	plants and animals under various hierarchical sub-	unbalanced forces. They may be encouraged to experiment	
Biol	Biology	1. Improvement in food resources	 groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/mixture), etc. plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object 	 by applying forces (equal and unequal) on an object in same and opposite directions, followed by peer group discussion to generalise. study the daily life experiences, using interdisciplinary approach such as the cause behind cooling of water in earthen pots. They may be encouraged to measure and compare the temperatures of water both in earthen pot and metal containers, thereby 	

	Physics	 Gravitation Sound 	change? How do objects float/ sink when placed on the surface of a liquid? Is there any change in mass when	helping them to relate process of evaporation with cooling effect. Students with visual impairment or low vision may
Week 23 To Week 30	Chemistry	1. Structure of atom	chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different	 be encouraged to feel the difference in temperature by touching the surface of the containers. conduct survey to understand the presence of engageding of
	Biology	 Diversity in Living organism Preservation of drug abuse and sexuality transmitted diseases . 	 states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants? relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilisers. process of evaporation with cooling effect, various processes of separation with the physical and chemical properties of the substances, production of sound with vibrations of source, etc. explains processes and phenomena, such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting, boiling, freezing, how bats use ultrasonic waves to catch prey, etc. 	 the process of spreading of diseases. They may be encouraged to collect data from doctors and nurses about various diseases. They can prepare a report on spread, causes, prevention, and cure of diseases. They may share their findings with the community through role plays, skits and also campaign for prevention present their observations / ideas/ learning through flow charts/ concept maps / graphs and ICT tools. gather data for calculating different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results. collect and analyse wide variety of graphs from newspapers, magazines or the internet. They may be encouraged to draw, analyse and interpret the graphs (for example, distance-time, speedtime, or acceleration-time graphs of motion of a vehicle on a straight road)

 calculates using the data given, such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc. draws labelled diagrams, flow charts, concept maps, graphs, such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of electrons in different orbits in an atom, process of distillation and sublimation, etc. analyses and interprets graphs and figures such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion, procestion of colectors in distance, speed, acceleration of objects in motion, procestion of comparts of a point of a project serve various technological devices and innovative exhibits such as waste management kits, water filtration system, using low-cost or no-cost eco friendly materials, develop them and showcase it in science exhibitions, clubs and parent-teacher meets.
 analyses and interprets graphs and figures such as, distance-time and velocity- time graphs, computing distance, speed, acceleration of objects in motion, properties of components of a mixture to identify the appropriate method of separation, crop yield after use of fertilisers, etc uses scientific conventions, symbols, and equations to represent various guantities,

SI units, symbols of elements,
formulae of simple
compounds, chemical
equations, etc.
measures physical quantities
using appropriate apparatus.
instruments and devices
such as weight and mass of
an object using onring
all object using spring
Dalalice, Illass usilig a
physical balance, time period
of a simple pendulum, volume
of liquid using measuring
cylinder, temperature using
thermometer, etc.
applies learning to
hypothetical situations, such
as, weight of an object at
moon, weight of an object at
equator and poles, possibility
of life on other planets, etc.
applies scientific concepts in
daily life and solving
problems, such as, separation
of mixtures uses safety helts
in automobiles covers walls
of large rooms with sound
absorbent material follows
intercropping and crop
rotation takes preventive
manufactoria di control di conco
couring agopte ate
derives formulas equations
• derives formulae, equations,
anu idws, such as,
Mautematical expressions for
INEWCON'S SECOND IAW OF
motion, law of conservation of
momentum, expression for
force of gravity, equations of
motion from velocity-time
graphs, etc.
draws conclusion, such as,
classification of life forms is

related to evolution,
deficiency of nutrients affects
physiological processes in
plants matter is made up of
particles clements combine
chamically in a fixed ratio to
form compounds, effect of
action and reaction on two
different bodies, etc.
describes scientific
discoveries and inventions,
such as, discovery of various
atomic models discovery of
coll with invention of
microscope, experiments or
Lavoisier and Priestley, beliefs
regarding motion, discovery
of real cause for peptic ulcers,
Archimedes principle,
classification of living things,
etc
• designs models using eco-
friendly resources such as
3D model of a cell water
SD model of a cell, water
purfication system,
stetnoscope, etc.
 exhibits values of honesty,
objectivity, rational thinking,
freedom from myths,
superstitious beliefs while
taking decisions, respect for
life, etc., such as, records and
reports experimental data
exactly myth that sexually
transmitted diseases are
chroad by casual physical
spicau by casual physical
condct, Dener that
vaccination is not important
for prevention of diseases,
etc.
 communicates the findings
and conclusions effectively,
such as, those derived from

	 experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc. applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as, organic farming, waste management, etc.
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Class 9 th Social Science				
Timeline	Subject area	Chapter name	Learning Outcomes	Suggestive Pedagogical Processes
Week 1 To Week 5	/eek 1 To /eek 5	 The learner— recognises and retrieves facts, figures and narrate processes, for example, locates places, states, union territories, and other physical The learners may be opportunities individ encouraged to— 	The learners may be provided with opportunities individually or in groups and encouraged to—	
Econo Geog Week 6 To Week 10 Politic Scien Geog	Geography	1. Money and Banking 1. India- Size and location	 features on the map of India. recognises and describes different physical features, types of forests, seasons, etc. describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc. estimates annual growth rate. defines simple economic terms such as, poverty, literacy, unemployment, head-count ratio, food 	 observe political map of India or on School Bhuvan portal NCERT, mark with reference to
	History	 Socialism in Europe and The Russian Revolution Nazism ad the rise of Hitler 		 location, extent, snape, size, etc., of States and UTs. discuss and verify the information about the States and UTs from other sources, like the website of other states,
	Political Science	1. What is democracy? Why Democracy?		textbooks, atlas, models, etc. engage in projects to collect
	Geography	3. Physical features of India		

Week 11 To Week 17	History	Section II Livelihoods, Economies and Societies IV Forest, Society and Colonialism	 security, exports and imports, etc. lists various factors of production. recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, 	 c. information about and UTs in terms languages, food, cultural traditions, e at select the work eminent thinkers Jean-Paul Marat, Je Jacques Rousseau, and study the influe 				
	Pol. Science	 Constitutional Design Electoral Politics 	•	Russian Revolution, and the Freedom Struggle of India. locates places of historical importance on maps. describes economies and	•	their works on the outbreak of the French Revolution. take part in discussion of		
	Geography	 Drainage Climate 	•	livelihoods of a few social groups. describes political terms and concepts associated with		the important political terms and concepts, such as, martial		
	Disaster Management	4. Natural Disaster		democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary,		law, coup, veto, and referendum to recognise democracy as well as dictatorship.		
Week 18 To	History	V. Pastoralists in the Modern World- Life of peasants.		accountability, rule of law, etc.	•	discuss the details of: (a) the time when universal		
Week 22	Pol. Science	4. Working of Institutions						
	Geography	5. Natural Vegetation and Wildlife						
	Disaster Management	5. Manmade Disaster						

Week 23	History	Section III Case Study VI The Integration of Princely States, A Case Study of Jammu and Kashmir	 classifies and compares events, facts, data, and figures, for example, classifies physical features in the surroundings and compare them with physical features of other places; compares different data, such as, population and rainfall; 	 adult franchise was first provided to the citizens and (b) how the end of colonialism took place. collect information and discuss the process of the making of the Indian Constitution
To Week 30	Pol. Science Geography	 6. Democratic rights 7. Electoral Politics in the erstwhile state of J&K 5. Population 6. Geography of J&K and Ladakh 	 compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions; distinguishes different types of governments operating across the world; compares levels of poverty and 	 collect the details of different factors of production like land, capital, and human resources from their surroundings. visit a nearby ration shop, collect and compare the prices of items
	Disaster Management Economics	 Road safety Education Understanding the Indian 	unemployment across Indian states; • compares different monarchies of contemporary times	available with the local market and discuss the
		Economy		

	liber the iterative cards and the transformed	f !!
	like United Kingdom, Saudi Arabia,	reasons for the
	and Bhutan.	differences.
		 analyse the role of
	explains cause and effect relationship	analyse the role of
	explains cause and effect relationship	cooperatives in rood
	Detween	security.
	phenomena, events, and their occurrence,	 explore various
	for example,	resources including the
	• avaminas factors sousing pollution	
		e- content on
	and their impact on people's lives;	poverty, food
	 explains factors affecting course of 	security, human
	a river climate population	resource development
	distribution flora and fauna of a	otc
		etc.
	region.	 discuss how
	 explains the causes and effects of 	poverty line is
	various revolutions.	estimated especially from
	a illustrates how different estim	the view point of social
	 Illustrates now different social 	
	groups coped with changes in the	scientists.
	contemporary world and describe	 gather information about
	these changes.	physical
		features in their
	• explains the difference between	curroundings and
	revolution and social change.	
	 outlines the formation of 	discuss about
	democratic governance in	these features with peers;
	democratic governance in	visuals
		related to other
		physiographic divisions
		may be
		shown and their
		1
		1
		1
		1
		1
		1

 different countries of the world. explains the process of change democracies. identifies democratic rights Indian citizens and constitutio values such as, democracy, justi liberty, equality, etc. explains causes and impacts economic issues such as, pover landlessness, and food insecurity. analyses the impact of soc exclusion and vulnerability. analyses and evaluates information, example, analyses different types of climat found in different regions of In and the world. examines factors leading deforestation. outlines or assesses the working Indian Parliament and the judiciary. 	 features may be explained to them. show different physiographic divisions and data to look out for the similarities and differences. use tactile maps and models to classify physical features of India. collate the views from different secondary sources of Desmoulins and Robespierre to know how each one of them understands the use of state force. What does Robespierre mean by 'the war of liberty against tyranny?' How does Desmoulins perceive liberty? gather information about
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		 analyses historical trends in important developmental indicators, such as, literacy and poverty. assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self- employment; and (d) provide healthcare facilities. interprets, for example, maps of river systems in India, physiograph, and population distribution maps of movement of goods and people from India to the rest of the world texts and symbols which stand for liberty, equality, and fraternity. cartoons photographs posters 	Constitutional Monarchy of France from different sources. discuss different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan. develop timeline on significant events related to the outbreak of the French and Russian Revolutions. In connection with France, some events that can be displayed in the timeline are— Constitutional Monarchy, Declaration of Rights of Man, on becoming a Republic and the Reign of Terror.
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 constructs views, arguments, and ideas on the basis of collected or given information, for example, people and their adaptation with different climatic conditions. oral and written accounts of living historical legends. people as a resource. extrapolates and predicts events and predicts events and phenomena, for example, weather pollution and diseases famine and poverty illustrates decision-making and problemsolvingskills, for example, mitigating the impact of water pollution conservation of resources problem of food shortage avoid hunger and famines in India deciding on the appropriateness of 	 the Russian Revolution in 1905; use a variety of teaching aids like a flow chart, power point presentation, newspaper clippings, etc., belonging to that period (1905). locate the places of French and Russian Revolutions on an outline map of the world. participate in a discussion on the fall of Monarchy in February 1917, workers, strike, refusal of peasants to pay rent and activities of different political parties such as, Liberals, Social Democrats, and

	as, observing hygiene and	• collect and
	cleanliness, punctuality, follow rules,	discuss information about
	etc	democratic countries
		of the world
		and their history
		establishment, conditions
		under
		which those
		governments got established.
		 discuss democracy as a government of the people, by the people, and for the people by engaging with some examples.
		 discussion may be held on the newspaper clipping or the teacher
		may provide data from government report on poverty,food
		security, etc.
		• familiarise with
		major climatic

	 controls — latitude, altitude, pressure and wind systems, and distance from the sea and discuss how they affect the climate of various geographical regions. discuss how the climate of hilly regions is significantly different from the plains. look for and use a variety of primary and secondary sources, such as, written records, oral accounts to investigate themes like factors responsible for deforestation in the past in different regions of the world including

1	Ι	<u> </u>
		India during the colonial rule.
		• discuss different Forest
		Acts in India
		— Forest Act of 1865, its
		amendment in
		1878 and 1927
		and its impact on forest
		dwellers and the village
		community.
		 collect visuals, newspaper clippings,
		posters, leaflets,
		Videos, memorabilia,
		which get a second seco
		the rise of Nazism
		and
		discuss how
		Nazism led to the
		genocidal war that
		resulted in the killing of
		innocent civilians like the
		Jews, Gypsies, and
		Polish.

	 organise mod Parliaments and cou proceedings in whit various democratic righ can be the subject. show visuals associate with famines and present OMT (one minut talk). correlate different map for example, physical feature and drainage, physic features and population. opportunities may t provided to explore and overlay various maps c School Bhuvan NCEF portal. y use atlas map for understanding various concepts. demonstrate skills of locating places
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r	1	1			
			-	associated different revol French Russian.	with lutions like and
				changes geographical l in the past at and the that hay You may link the theme in	of poundaries of places nd present reasons ve led to it. this with the syllabus or
			•	textbooks. study symbols depict railways, buil monuments, r on an outline of Ind th may be used a the theme study.	various that roads, dings, rivers, etc., map ia and e world. This is per under

		•	interpret informat an orthophotoma compare reality. use Ind political map to d states and parli constituencies. use India's may states to iden colour the follor high and low po levels of liter production of for and interpret in reasons for th differences amo states. choose photogra of persons enga different occupations rural and un	tion from p and it with dia's emarcate amentary o of the tify and wing: (i) verty (ii) acy (iii) od grains terms of e above ngst the phs ged in in rban

	 areas and categorise into three sectors of the economy. compile data from their surroundings and Government reports on (i) unemployment existing in urban and rural areas (ii) poverty existing in different states. use tables to represent data on literacy rates, production of food grains and food insecurity with respect to population and interpret them in terms of well being of the masses. construct and convert tables into bar and pie diagrams.

		 to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. discuss on deforestation in the colonial period andtheir impact on lives of forest dwellers; link deforestation with geographical aspects, such as, the extent of land covered under forest in the colonial and contemporary times. discuss how the Forest Acts in the past and in the present influence various tribal communities including women.
		tribal communities including women.

		 study a few political developments and government decisions and look at them from the point of view of geographical importance and electoral constituencies. read the history of democratic movements in various countries by underlining the geopolitical importance of countries. study historical events of 1940s and the making of the Constitution of India during 1946–49. focus on the issues of land and agriculture as part of the resources in geography with

	topics such as, factors of
	production and food security as a component of agriculture. • see linkages with
	political dimensions to highlight citizens, rights in a democracy and
	asset for the economy.
	 show movies and documentaries such as, 3 Shades, Mirch Masala, Manthan and link them with low income and poverty which can then be
	followed by discussion in classroom on conflict between economic
	development and

		 environmental conservation read the National Population Policy 2000, and discuss its content related to adolescence. use historical sources to
		comprehend the difference between fact and fiction when they read the literary works of different authors.
		 assess novels, biography, and poems composed at different points of our historical past. use pictures,
		cartoons, and newspaper clippings to find out and discuss assumptions,
		prejudices of

	 various people. Teachers may guide learners to recognise the difference between facts and opinions using illustrative examples from socio, political, and economic aspects. explore and construct the holistic picture of the period under study using other sources such as, archaeological remains, official records, and oral accounts. Discussion may be initiated on the following questions: what is the source about? y who is the author? what message can be extracted?
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		• is .		it
		relev	ant/useful	?
		• doe	s it explain	the event in
		tota	ity?	
		• dev	elop under	rstanding
		that	historical	recorders
		are	not free	from
		subj	ectivity.	
		• dra	matise f	rom the
		exa	mples c	of the
		Fre	1ch revolut	tion
		on (Jlympede	Gouges on
		her	pro	test against
		exc	uding won	nen from
		the	Declaration	n .
		of R	ights of Ma	an and
		Citiz	en, highligi	hting
		the	blas that e	
		doci	ment	oric
			ch and	noto down
		• wat	the	note down
		state	ments	of
		nolit	icians	•
		pone		
		appe	aring	

	regularly on TV or the newspaper articles on
	various issues and
	incidents.
	Teachers may also
	provide examples, and
	may also take students'
	own views on an
	issue to point
	out
	assumptions, biases,
	prejudices, and
	stereotypes
	 list the details of wages
	paid to the males and
	females engaged in their
	area and discuss
	whether differences exist,
	if any, reasons may be
	provided.
	 analyse different
	government schemes to
	ensure food security,
	employment generation,
	promotion of

			health, and
			education in their area.
		•	ask questions to
		•	understand the
			mechanism of
			monsoon for
			example, how do the
			effect of
			differential heating of land
			and water shifting of
			Inter Tropical
			Convergence Zone (TCZ),
			El Nino and Jet
			streams influence
			monsoon? y use enquiry
			skills to
			collect a variety of
			primary and
			secondary sources:
			recognise the difference
			between fact and fiction
			Cathor
			information from
			archaeological remains—
			official
			and oral records,
			alayst the same-
--	--	---	----------------------------
			about the same
			issues.
		•	explain a
			particular economic
			problem showing
			vulnerability faced by
			the
			disadvantaged groups.
		•	analyse materials on
			areen
			revolution
		•	find out the details from
			data and experiences for
			example,
			(a) how does the relief of
			a place affect the
			population distribution?;
			(b) howdo climatic
			conditions of a
			region affect the natural
			vegetation of a place?
		•	get engaged in a
			role play on topics such
			Project
			as, Fiuject

 liger and protection of rivers and discuss the relevance of tiger protection in India. record or gather (from the internet) the interviews of living legends who have experienced trials and tribulations of Nazism. show e-content and analyse case studiess related to the quality of population. gather information related to weather and population, from different sources such as, daily newspapers and analyse recorded data and information. design a role play on the French
 internet) the interviews of living legends who have experienced trials and tribulations of Nazism. show e-content and analyse case studies related to the quality of population. gather information related to weather and population, from different sources such as, daily newspapers and analyse recorded data and information. design a role play on the French
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 such as, daily newspapers and analyse recorded data and information. design a role play on the French
• design a role play on the French

		Revolution and play the role of clergy, nobility, merchants, peasants and artisans; concluding remarks,
		of the feelings of each class can be given by facilitators of each group. • collect information on the
		 famines in India, explore the causes behind the famines in the colonial period. discuss what would have
		 happened if such famines reoccur in postindependent India. Also discuss the preventive measures. identify the
		factors causing a

		problem and decid creatively and critically t arrive at solution(s) relating to rive pollution, populatio growth, protection of flor and fauna, etc.
		 engage in a class debate on the topic whether the use of violence for addressing different form of human rights violation is the appropriate approach or not
		 plan and participate in extra curricular activities, daily chores in the school, sports, cultura programmes which require problem- activities
		solving and

	1	
		decision-making skills.
		 collect newspapers
		and magazines to show
		the impact of the
		concentration of
		resources in the
		hands of few
		• illustrate the sauce and
		 Infustible the cause and imposed of incomplituding
		impact of inequality in
		terms or
		distribution of resources
		between the rich and the
		poor.
		 participate in
		group projects to
		recognise the
		values of flora and fauna,
		disaster preparedness
		and waste management
		projects.
		 narticinate in activities
		that require
		conconvation

		environment (plants,
		water
		bodies, etc.),
		water disputes—
		interstate and
		across the border and
		promote
		nature-human sustainable
		relationship.
		 raiso questions to secure
		laise questions to secure
		ich cocurity for its citizone
		JOD Security for its citizens,
		communities he invited to
		communities be invited to
		improving these issues
		improving these issues.
		• collect and
		compile a variety of
		resources such as, films,
		audio visuals, and
		photocopy of records,
		private papers, and press
		clippings from the

		 archives including original speeches of leaders associated with different historical events. construct projects on themes like Nazism and tribal uprisings. discuss the
		strategy of satyagraha and non- violence adopted by Gandhiji in achieving Independence of India; discuss different movements in the
		satyagraha was adopted by the leaders to recognise the immense strength and courage it requires to
		Internalise

		 poor as well as food insecure people followed by discussion identify the chain of ration shops established in your nearby area to ensure the supply of essential commodities for the targeted population compose a short speech on gender equality and dignity for all (marginalised as well as Group with Special Needs)

Class: 9th Subject:Urdu

تدريسي طريقه كارومشق نقشيم نصاب وميقات آموز شي ماحصل عنوانات اساق کی مکمل تدریس، تفہیم و توضیحات۔ معیاری اُردو پڑھنے لکھنے | طلبہ نصابی کتاب کے علاوہ مختلف ذرائع سے نثر: اور بولنے کی صلاحیت اُجا گر کرنا۔ سیر ت نگاری کی جانکاری فراہم 🛛 حاصل ہونے والی کتابیں بھی پڑ ھتے ہیں۔ انسان کامل نظموں اور کہانیوں کو مناسب لب و لہجے کے انفار منيشن ٹيکنالوجي کرنا۔ ہفتہ 1 تا ہفتہ 5 گرائمر: واحد جع اور تذکیر و تانیث کا فرق جملوں کے ذریعے واضح ساتھ پڑھتے ہیں۔ پڑھی ہوئی کہانیوں، اُردو کہاں پید اہو ئی دیوان مرحوم کی یاد میں 🛛 کرنا۔ نجی خطوط نظموں اور خاکوں کو یڑھ کر ان کے بارے ماحولياتي آلودگي میں اپنی رائے تحریر کر سکتے ہیں۔ مختلف قشم کے نثری اور شعر ی اصناف کے در میان فرق اشعار کی تشریح مع حوالہ شاعر۔ صنف شاعری۔ مختلف شعری غزليات: ہفتہ 6 تا ہفتہ 10 فراق گور کھپوری اصناف کی جانکاری۔

درجه نوين: بهارستان اُردو

کو داضح کر سکتے ہیں۔ حچوٹی حچوٹی نظمیں اور	گرائمر : الفاظ اور محاورات کو اپنے جملوں میں استعال کرنا۔	مير غلام رسول ناز کي	
کہانیاں لکھ سکتے ہیں۔	د فتری خطوط۔ اسم مصدر، اسم صفت، اسم ضمیر، مطلع ، حسن	ننهاانصاري	
	مطلع، مقطع، ردیف قافیہ کی جانکاری	فيض احمد فيض	

درجه نوين: بهارستان اُردو

آموز شی ما ^{حص} ل	تدريسي طريقته كارومشق	عنوانات	تقشيم نصاب وميقات
اپنے ارد گرد رونما ہونے والے واقعات،	تشريح اشعار مع حواله شاعر ـ خلاصه اسباق و نظم ادباء شعر اء ک	نظم: حالي	
حاد ثات اور مسائل کے تنیّن حساس اور ہید ار	حیات اور ادبی کارناموں کی جانکاری۔ شعر ی اصناف کی جانکاری۔	اکبراله آبادتی	
ہیں اور اُن کا آزادانہ تجزیہ بھی کر سکتے ہیں۔	گرائمر: فعل کے مختلف اقسام (مفرد، مرکب، لازم و معتدی،	اقبال	ہفتہ 11 تا ہفتہ 17
زبان کے جمالیاتی ذوق سے واقف ہیں۔	معروف، مجهول وغير ہ)	مثنوی: دیناکی ناپائیراری	
		مرزاشوق	

مختلف نثری اور شعری اصناف سے واقف ہیں	تدريس اسباق مع تفهيم وتوضيح اور سليس به خلاصه اسباق ونظم اور	نثر:	
شاعر وں اور نثر نگاروں کے بارے میں لکھ	شعری اصناف۔	لاٹری کا ٹکٹ	
سکتے ہیں۔خو د بھی ڈرامالکھنے کی کو شش کرتے	گرائمر : حروف کابیان ، نثر ی اصناف کی جانکاری ، نجی ، دفتر ی اور	درد کامارا	
ېير_	کاروباری خطوط یختلف موضوعات پر مضمون لکھوانا۔ خاکہ ، ناول	میں ایک شہر تھا	ہفتہ 18 تا ہفتہ 22
مختلف نثري اصناف جيسے: ناول، افسانه، خاكه،	اور خطوط نگاری سے متعلق جا نکاری دینا	غالب کے خطوط	
اور ڈراماد غیر ہے واقف ہیں۔		نذیر احمد کی کہانی کچھ	
		میر ی کچھ ان کی زبانی	

درجه نوين: بهارستان أردو

آموز شی ماحصل	تدريسي طريقه كارومشق	عنوانات	تقشيم نصاب وميقات
طلبااشعار کی تشریح کرتے ہیں اورخو د بھی	معیاری اُردو پڑھنے، لکھنے اور بولنے کی صلاحیت اُجاگر کرنا۔	غزليات:	
اشعار لکھنے کی کو شش کرتے ہیں۔ قواعد کے	اشعار کی تشریح مع مصنف و شاعر کا حوالہ۔ ادباء شعراء کی	شوريده کاشمير ت	
بارے میں جانتے ہیں۔		شهر یار	

حیات اور ادبی کارنامے۔ شعر ی اصناف کی جانکاری دینا۔ خلاصہ	عابد مناورتی	
نظم	پر تیإل سنگھ بے تاتِ	ہفتہ 23 تا ہفتہ 30
گرائمر: واحد جمع اور تذکیر و تانیٹ کا فرق جملوں کے ذریعے	نظمين:	
واضح كرنا_	چکبست	
مركب اضافى، مركب جارى، مركب توصيفى، مركب اشارى،	شاه زور کاشمیر ت	
جمله اسميه خبريير-	اختر الايمان	
ترکیب نحوی، جمله اسمیه۔		

(اب تذہ سے گذار سش ہے کہ در سس و تدریس کے دوران آموز شی ما حصل دستاویز (LO,s) کو پوری طسرح مد نظسرر کھیں۔)

سٹیٹ نوسل آف ایجو کیشنل ریسرچ اینڈ ٹریڈ گھریں جموں اینڈ کشمیر مضموٰ این کانٹُر

مصمون: كالمنز جمائه: توم		
کچین تر) Learning Outcome	Content	Course/Period
دِينهِ آمتين سبقن ہُند بن سوالن ہُند کر جواب کہھنے۔ مرکب لفظ بناوِنی ۔ ناؤت یہ اِشارِ ناؤت۔ پنہ نِس اُند کی پکھس متعلق شُرک	كأشر زبان، اوزؤن تەفصار كچ	1 پېھېر 17 ہفتې
زاند ياب كر فر - كر اوْت، رُكبه كراوْت، دْكَهم كرْاوْت بتر كرْاوُل - مختلِف كال - تنكيب صحف بِنز زان دِفْر -	آلۇ دىگى، خۇن يېرىخونىچى ئىمى	
مِلۇت(Preposition)، بْنُدْت(Conjunction)، كَرْادُت(verb)، كَرْ دَوٍمُت (object)، كَرْدَو	شاەاسرارالدەن، كىنْھەكأشِرى	
(subject)۔ نثر سلپس کرئن۔ مضمؤن کبھن چھڑیتہ درخاس کبھن۔ ڈراما صِفیہ ہِنز زان دِنی۔ اِشتہارکبھن۔	تلميح، ئىر جوبىچەيتەللەبيول،	
	مديترتۆك نېركىنىمە، روپېير، فأيدٍ،	
	اینژین ازاوٹ، مُجرِم	
دِينٍ آمتين سبقن ہُند بن سوالن ہُند کر جواب کہھنے۔ نعت ،لیلا بتہِ غزِل صنفن ہِنْزِزان دِنْد ۔ پُوْت لَوْگ بتر برُ ونْہدلوْگ۔ لگیہ	نعت، ليلا، غزِل(محمايوب	18 🐔 المبالح
کتھیے، خاکم صِنفن ہِنز زان دِذْ ۔ وأحِد، جمع مُذكر، مونث تَرِ مُتصادالفاظ پنچھناوِذْ بِنظم، مثوَّى تَرِ رُبأى صنفن ہِنز زان	بيتاب)، غزٍل(منشوَّربانهالُّر)	
دِنْجُ ۔ نثرُ سلیس کرُن۔ شعرن تشریح کرِ نْج ۔ مضمؤ ن کبھن ۔ چھویتہ درخاس کبھن ۔	کر أج تُلان ہی مالبہ گرِفساد،	
	انسانس کُن، خاندرنامهِ، یادوستو،	
	گشیر، زباعی	

कक्षा : नौ

विषय हिन्दी (भास्कर—1)

कार्यप्रणाली	सामग्री	सीखने की संप्राप्ति	शैक्षणिक प्रक्रिया
Course	Content	Learning out comes	Pedagogical Process
इकाई 1 Unit 1 सप्ताह 1 से सप्ताह 5 तक	 पाठ 1 और 2 भाषा, भाषा के प्रकार, मुहावरे स्वर और व्यंजन क्रिया विशेषण– परिभाषा और भेद। निबंध और पत्र। 	 अपने आस–पास के लोगों, स्कूली सहायकों या स्कूली साथियों की आवश्यकताओं को कह और लिख पाते हैं। पाठ्यपुस्तक के अतिरिक्त नई रचनाओं के बारे में जानने–समझने को उत्सुक हैं और उन्हें पढ़ते हैं। 	 कहानी, कविता, निबंध आदि विधाओं में व्याकरण के विविध प्रयोगों, उपागमों पर चर्चा करें। संवेदनशील मुद्दों पर आलोचनात्मक विचार विमर्श के अवसर दें। जैसे–जाति, धर्म रीति–रिवाज़, जेंडर आदि।
इकाई 2 Unit 2 सप्ताह 6 से सप्ताह 10 तक	 पाठ 3 और 4 उपसर्ग, प्रत्यय, संधि, समास, वाक्य रचना। निबंध और पत्र। 	 अपनी पसंद की अथवा कही-सुनी हुई रचना को पुस्तकालय या अन्य स्थान से ढूँढकर पढ़ने की कोशिश करते हैं। सामाजिक मुद्दों पर ध्यान देते हुए पत्र। नोट- लेखन इत्यादि कर पाते हैं। 	 रेडियो और टेलीविज़न पर राष्ट्रीय, सामाजिक चर्चाओं को देखने। सुनने और सुनाने/समझने और उन पर टिप्पणी करने के लिए प्रेरित करें। अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर दें।
प्रथम छमाही Semester 1 सप्ताह 11 से सप्ताह 17 तक	 पाठ 5 से 9 तक पर्यायवाची, विलोम, लिंग, वचन, तत्सम, तदभव। अनेक शब्दों के लिए एक शब्द। निबंध और प्रार्थना पत्र। 	 देखी–सुनी, सुनी–समझी, पढ़ी और लिखी घटनाओं / रचनाओं पर स्पष्ट, मौखिक तथा लिखित अभिव्यक्ति करते हैं। दूसरों द्वारा कही जा रही बात को धैर्य से सुनकर उन्हें समझते हुए अपनी स्पष्ट राय व्यक्त करते हैं। 	 हिंदी के साथ–2 अपनी भाषा की सामग्री पढ़ने–लिखने तथा उन पर बातचीत करने के लिए प्रेरति करें। अपने अनुभवों को स्वतंत्र ढंग से लिखने के अवसर दें।

इकाई 3 Unit 3 सप्ताह 18 से सप्ताह 22 तक	•	पाठ 11 और 12 विलोम शब्द, पर्यायचवाची शब्द, अनके शब्दों के लिए एक शब्द निबंध और पत्र	•	समाचार—पत्र, रेडियो, टेलीविज़न पर प्रसारित होने वाले विभिन्न कार्यक्रमों, खेले, फिल्म, साहित्य संबंधी समीक्षाओं, रिपोर्टों को देखते, सुनते और पढ़ते हैं। कहीं, सुनी, बोली गई कहानी, कविता अथवा अन्य रचनाओं को रोचक ढंग से आगे बढ़ाते हुए लिखते हैं।	•	उन्हें इस बात के अवसर दें कि वे रेडियो और टेलीविज़न पर खेल, फिल्म एवं संगीत तथा अन्य गतिविधियों सें संबंधित कार्यक्रम देखें/सुनें और उनकी भाषा, लय, संचार–संप्रेषण पर चर्चा करें।
द्वितीय छमाही Semester 2 सप्ताह 22 से सप्ताह 30 तक	•	पाठ 13 से 18 तक ऊपर किया गया सारा व्याकरण शुद्ध–अशुद्ध, संज्ञा अपठित गद्यांश निबंध – पत्र	•	अपने अनुभवों, भावों और दूसरो की राय व चारों को लिखने की कोशिश करते हैं। पाठ्यपुस्तकों में शामिल रचनाओं के अति रिक्त जैसे कविता, एकांकी, गद्य–पद्य की अन्य विधाओं को पढ़े/लिखते हैं और कविता की ध्वनि और लय पर ध्यान देते हैं।	•	अपनी भाषा गढ़ते हुए लिखने के लिए प्रोत्साहित करें। कल्पनाशक्ति और सृजनशीलता की विकसित करने वाली गतिविधियों का आयोजन करें और उन्हें रिपोर्ट लेखन, स्क्रिप्ट लेखन की ओर अग्रसर करें। (Dr. Lovely Sharma SCERT Jammu)

टिप्पणी :— सप्ताह 1 शैक्षिक सत्र के आरंभ के प्रथम सप्ताह से माना जाएगा।

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਨੋਵੀਂ Syallabus Class 9th

ਕ੍ਰਮ	ਪਰੀਖਿਆ	ਸਮਾਂ	ਵਿਸ਼ਾ	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ	ਸੁਝਾਈ ਗਈ ਸਿੱਖਿਆ
ਸੰਖਿਆ					ਸ਼ਾਸਤਰੀ ਪ੍ਰਕਿਰਿਆ
٩	U1		ਸੇਖ ਫਰੀਦ ਜੀਉ ਕੀ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਜਬਾਨੀ ਤੇ	ਬੱਚਿਆਂ ਨੂੰ ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ
			ਬਾਣੀ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਪ੍ਰਾਪਤ ਕੀਤੇ	ਸਵੈ ਮੁਲਾਂਕਣ ਅਤੇ ਸੰਪੂਰਨ
			ਬੁੱਲ੍ਹਾ ਕੀ ਜਾਣਾ ਮੈਂ	ਜਾਣ।	ਮੁਲਾਂਕਣ ਦੁਆਰਾ ਅਤੇ ਉਨ੍ਹਾਂ ਨੂੰ
			ਕੋਣ	ਕਹਾਣੀ ਲੇਖ ਅਤੇ ਕਵਿਤਾ ਨੂੰ	ਪ੍ਰੇਰਿਤ ਅਤੇ ਪ੍ਰੋਤਸਾਹਿਤ ਕੀਤਾ
			à <u>a</u>	ਸਹੀ ਢੰਗ ਨਾਲ ਪੜ੍ਹਾਇਆ ਜਾਵੇ	ਜਾਵੇ।
2	02		ਵੱਗ ਨਾਗ	ਪੜ੍ਹਨ ਲਈ ਕਿਹਾ ਜਾਵੇ।	ਗੀਤ ਗ਼ਜ਼ਲ ਅਤੇ ਕਹਾਣੀ
			ਲਹੜਾ ਦਾ ਲਅ	ਵੱਖ-ਵੱਖ ਸਰਗਰਮੀਆਂ	ਪੜ੍ਹਨ ਅਤੇ ਸੁਣਨ ਲਈ
			ਨਗ ਹੲ	ਕਰਵਾਈਆਂ ਜਾਣ ਜਿਵੇਂ ਨਾਟਕ	ਬੱਚਿਆਂ ਨੂੰ ਕਲਾਸ ਵਿਚ ਪ੍ਰੇਯਰ
			ਸ਼ਬਦ ਗੁਰੂ ਗਾਬਦ	ਸਟੇਜ ਸ਼ੋ।	ਵਿੱਚ ਮੌਕਾ ਦਿੱਤਾ ਜਾਵੇ।
	T 1		ਾਸਘ ਜਾ	ਵੱਖ ਵੱਖ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ	ਬੱਚਿਆਂ ਨੂੰ ਪੰਜਾਬੀ ਖਬਰਾਂ
З,	TI		ਸੁਹਾਗ	ਕਰਨ ਦਾ ਮੈਕਾ ਦਿੱਤਾ ਜਾਵੇ	ਪੰਜਾਬੀ ਪ੍ਰੋਗਰਾਮ ਅਤੇ ਫੀਚਰ
			ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜਾ	ਜਿਵੇਂ ਦੋਸਤ ਦੁਕਾਨਦਾਰ	ਫਿਲਮਾਂ ਵੇਖਣ ਲਈ ਪ੍ਰੇਰਿਤ
			ਦਾ ਦੇਸ਼ ਪਿਆਰ	ੂ ਤਾਕਟਰ ਅਧਿਆਪਕ ਆਦਿ।	ਕੀਤਾ ਜਾਵੇ।
			ਲਹੂ ਭਰੀਆਂ ਯਾਦਾ	ਟੀਵੀ ਰੇਡੀਓ ਆਦਿ ਖਬਰਾਂ	ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਨਾਲ
			ਨਿਬੰਧ ਰਚਨਾ	ਸ਼ਣਨ ਲਈ ਜਾਂ ਕਹਿਣ ਲਈ	ਸਬੰਧਤ ਲੋਕਾਂ ਨਾਲ ਗੱਲਬਾਤ
v	U3		דבו גבוב	ਿਰਹਾ ਜਾਟੇ।	ਕਰਨ ਲਈ ਅਤੇ ਉਨ੍ਹਾਂ ਦੇ
ð	00		ਗੁਰਪੁਰਕ ਜਿਸਾਂ ਸ਼ਹੀਜ ਹੋ	ਕਿਹਾ ਜਾਂਦ। ਟੱਮ ਟੱਮ ਪਸ਼ਤਰਾਂ ਦੇ ਪਸ਼ਨਾਂ ਦੇ	ਕਾਰਜਾਂ ਬਾਰੇ ਜਾਣਨ ਲਈ
			ਕਿਤਾ ਲੱਕੀਰ ਦ ਨਕਰੇ		ਬੱਚਿਆਂ ਨੰ ਮੌਕਾ ਮਿਲੇ।
			093	ਉਤਰ ਮੁਛ ਜਾਣ।	ਵੱਖ ਵੱਖ ਪਸਤਕਾਂ ਨੂੰ ਪਤਨ ਦਾ
ч	T2		ਅੰਤਹਿਕਰਣ ਤੇ ੳਹ		ਮੌਕਾ ਦੇਣਾ ਜਾਹੀਦਾ ਹੈ।
			 ਸੰਜੋਗ		ਵਿਆਹ ਕਰਨ ਦੀ ਸਹੀ ਵਰਤੋਂ
			ਇਕ ਰਮਾਇਣ ਹੋਰ		ਕਰਨ ਲਧੀ ਮੋਰਿਆ ਗਏ।
			ਮਹਾਵਰੇ		400 00 9 0 m H E