



Government of Jammu & Kashmir

Syllabus for Class 8th



**ISSUED BY:
STATE INSTITUTE OF EDUCATION
BEMINA, KASHMIR**



PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stake holders, the State Institute of Education Kashmir has reviewed the unitization of syllabus in order to implement the CCE with particular focus on regular assessment and evaluation. The same is significant for the improvement of quality of Education in order to ensure meaningful and effective Teaching Learning process and attainment of Learning Outcomes from the students. Among different activities and programmes of SIE, the development of syllabi-cum-unitization is aimed at working out an academic schedule for the schools. The schedule facilitates the schools to plan their activities with an eye on main learning objectives so that the academic calendar is meaningfully utilised in teaching and learning throughout the session.

The objectives highlighted are aimed at facilitating the teachers to plan their class room activities in a meaningful and productive manner. The teachers while planning for the class room transactions must keep in mind the learning outcomes as the new trend of assessment of students under CCE. The assessment (internal or external) is done mainly on the basis of Learning Outcomes. The National Achievement Survey 2017 was based on LOs, the result of which has is available in the form of District Report Cards on the NCERT/SIE website.

A five day post NAS workshop with CEO's / Principal DIET's / ZEO's /HOI's DRGS/ZRP's/CR's was conducted in October 2018 in collaboration with NCERT at GHSS Kothibagh wherein the participants were acquainted with the report cards and also the steps to be taken at gross root level for enhancing learning levels and making teaching learning effective. The text book development as per National Curriculum Framework 2005, being under process at J & K Board of School Education, requires the revision and updating of the existing document. I hope all the stake holders at various levels will play effective role for bridging the learning gaps. The HOI's / DRG's/2RP's/CRP's/Teachers will focus on the LO's where students have shown low performance.

The subject matter of each subject has been divided into units with appropriate weight age for the Learning Outcome as per the CCE scheme. The unitization hopefully will be useful in assessing the learner's competencies in more appropriate and just manner. I wish all the best to the students for their bright future. SIE welcomes any constructive suggestions from all the stake holders to make this exercise more effective in future.

I am thankful to faculty members of SIE especially the members of the examination wing who were practically involved in getting this document set and wish all the best to my teachers and students in all endeavours.

Mehboob Hussain

Joint Director /Principal SIE

Guiding Principles of Curriculum Development

- ★ Connecting knowledge to life outside school.
- ★ Ensure that learning is shifted away from rote methods.
- ★ Enriching the curriculum for overall development of children rather than remain text book centric.
- ★ Making Examination more flexible and integrated with classroom life.
- ★ Nurturing and overriding identity informing by caring concern within the democratic polity of the country NCF

2005

Diagonal Linkage

Class 8th

Content Load/Marks	Evaluation				
	Unit 1	Unit 2	Term 1(T1)	Unit 3	Term 2(T2)
U1=15%	10	...	5	...	...
U2=15%	...	10	5	...	...
Term 1=20%	...	...	20	...	...
U3=15%	...	...	...	10	5
Term 2(T2) =35%	...	...	...	...	35
Total= 100%	10	10	30	10	40

INSTRUCTIONS

The prescribed text book for particular subject & class for an academic session has been utilized and scheme of assessment and evaluation shall be as

- i) The unit courses U1 and U2 shall carry aggregate weightage of 10 marks each. The term T1 shall carry the weightage of 30 marks. The test shall be based on the entire course meant for term 1st including the chapters under U1 and U2.
- ii) The unit course U3 shall carry aggregate weightage of 10 marks and term T2 a weightage of 40 Marks. The term T2 shall be based on entire course meant for 2nd term including the chapters covered under U3.
- iii) The Unit-Test U1, U2 and U3 as per assessment callander are to be carried by the concerned school at school class level and methodology of teaching - Test till achiever is to be adopted. Special arrangements made at class level for non-achiever students.
- iv) The terminal test T1 and T2 as per assessment callander will be conducted through standardise summative test with external evaluation and supervision at Cluster/Zonal/District level.

Academic Calendar 2018-19

Programmes and Activities Schedule for Schools of Kashmir Division upto Secondary Level

Commencement of academic activities	=	1 st Nov.2018 in respect of class 8 th
Unit I Assessment	=	25 th Nov
Unit II Assessment	=	20 th April
Term 1 st examination	=	2nd week of June 2019
UIII Assessment	=	1 st Week of August
Term 2 nd examination	=	2 nd week of Oct. 2019
Deceleration of result	=	25 th oct. 2019
New Classification	=	1 st week of Nov.2019

School Timings =As per the Government Orders

Moreover the academic planner 2018-19 issued by Director School Education Kashmir Vide Order No. 393 DSEK of Dated: 09-03-2019 shall be followed effectively.

**UNITIZATION OF
SYLLABUS
FOR
8th**

SUBJECT ENGLISH

CLASS 8th

Unit / Terms %age of syllabus to be covered	Contents	Learning outcomes	Pedagogical processes involved
U1 15%	1. How teachers learn (prose) 2. A Nation's Strength (Poem) 3. The Unthankful Man (Short Story)	<input type="checkbox"/> The learners will be able to expressions to communicate such as 'May I borrow your books?', 'I would like to differ', etc.	
U2 15%	1. Life (Prose) 2. Porus and his elephant (Poem) 3. Achilles (Short Story)	<input type="checkbox"/> Speak short prepared speeches in morning assembly <input type="checkbox"/> Read excerpts, dialogues, poems commentaries of sports and games, speeches, news debates on TV, radio and expresses opinion about them	
T1 20%	1. Global warming (Prose) 2. The Bangle sellers (Poem) 3. Prayer for strength (Poem) 4. The brook (Poem) 5. Rustom and Sohrab (Short story) <u>Writing Skills and Grammar</u> 1. Paragraph 2. Letter (Formal / Informal) 3. Articles 4. Punctuation	<input type="checkbox"/> Narrate stories (real or imaginary) and real life experiences in English <input type="checkbox"/> Read textual / non-textual materials in English with comprehension <input type="checkbox"/> Read, compare, contrast, think critically and relate ideas to life	
U3 15%	1. For God's sake, Hold Thy Tongue (Prose) 2. Mercy (Poem) 3. Colours of Rainbow (Short story)	<input type="checkbox"/> Infers the meaning of unfamiliar words by reading them in context <input type="checkbox"/> Refer dictionary, Thesaurus and Encyclopaedia and reference books for meaning and spelling while reading and writing	

<p>T2 35%</p>	<ol style="list-style-type: none"> 1. Polo-The King of Games 2. Julius Caesar (Prose) 3. Polythene: A Disaster 4. Wrinkles (Poem) 5. Meeting Poets (Poem) 6. Stars Speak to Man (Poem) 7. Summer and Winter (Poem) 8. A Strange Trial (Play) <p>Writing Skills and Grammar</p> <ol style="list-style-type: none"> 1. Paragraph 2. Letter (Formal / Informal) 3. Dialogue 4. Dairy Entry 5. E-Mail 6. Tense 7. Narration 8. Modals 9. Preposition 10. Conjunction 11. Clauses, etc. 	<ul style="list-style-type: none"> □ Communicate accurately using appropriate grammar. □ Write a coherent and meaning paragraph through the process of CODER. □ Write some creative write ups, like stories, poems, dialogues □ Answer any question textual or non-textual in writing / orally □ Write messages, e-mails, notices, letters, diary entries, etc 	
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Mathematics

Course	Content	Learning Outcomes
Unit I	1.Rational Numbers	<p>To have the concept of Rational numbers.</p> <p>Understanding of different properties of Rational numbers such as Closure, Commutative, Associative, Distributive and their use</p> <p>Solves the problems related to daily life situations involving rational numbers</p>
	<p>.Linear Equations in one variable</p> <p>Data Handling</p>	<p>To have the concept of variable and coefficient.</p> <p>To be able to solve the equation with Linear expression on one side and numbers on other side.</p> <p>To be able to solve equation with Variables on both the sides.</p> <p>To be able to frame the linear equation from the given situation and be able to use the linear equations in day to day problems.</p> <p>To be able to reduce the equations to simpler and linear form.</p> <p>Solves the puzzles and daily life problems using variables.</p> <p>To have the understanding of raw data and grouped data.</p> <p>To develop the skill of Organizing and Grouping the Data to draw meaningful inferences.</p>
Unit II	<p>Data Handling</p> <p>Understanding</p> <p>Quadrilaterals</p> <p>Practical Geometry</p>	<p>To be able to represent the given Data in different graphical forms (Pictograph, Bar graph , Double Bar graph, Circle graph, Histogram)</p> <p>To have conceptual understanding of random experiments and probability.</p> <p>To be able to represent day to day life situations graphically.</p> <p>To develop conceptual understanding of polygons (convex and concave.) and their classification</p> <p>To develop conceptual understanding of Angle-sum property of polygons and solves the problems based on angle sum property.</p> <p>To develop conceptual understanding of different kinds of Quadrilaterals (trapeziums, kite, parallelogram, rhombus rectangle, square)</p>

Unit III.	<p>Exponents and powers</p> <p>2. Direct and inverse proportion</p> <p>Algebraic expressions and Identities</p>	<p>To have the knowledge of exponents and powers.</p> <p>To be able to express very small and very large numbers in standard form.</p> <p>To develop conceptual understanding of direct and inverse proportions.</p> <p>To be able to solve day- to- day problems using direct and inverse proportions.</p> <p>To have the concept of different kinds of expressions e.g. language, mathematical and algebraic etc.</p> <p>To be able to operate algebraic expressions.</p>
Term II	<p>Algebraic expressions and Identities</p> <p>Mensuration</p> <p>Factorization</p> <p>Introduction to Graphs</p> <p>Playing with Numbers</p>	<p>To be able to use the identities in problem solving</p> <p>To be able to construct the algebraic expressions for various expressions.</p> <p>To have the Conceptual understanding of formulas used to find out the area of different figures.</p> <p>To have the skill of finding the area of different type and size of Geometric shapes (rectangle, square, triangle, parallelogram, circle, trapezium, rhombus and other polygons).</p> <p>To have the Conceptual understanding of surface area of cube, cuboid and cylinder and their calculations.</p> <p>To have the Conceptual understanding of volume of cube, cuboid and cylinder and their calculation.</p> <p>To have the concrete concept of Factorization.</p> <p>To be able to factorize algebraic expressions by different Methods. (Using identities, splitting middle term and by regrouping the terms)</p> <p>To be able to divide a polynomial by another polynomial using division algorithm and factorization method.</p> <p>To be able to read and represent the data through Bars, Pie, Histogram, line Graph;</p> <p>To have the understanding of importance of graphs</p> <p>To enable students to have knowledge about numbers ,divisibility test etc</p>

DESIGN OF THE QUESTION PAPER
Science VIII

The weightage or the distribution of marks over different dimensions of the question paper shall be as follows:

1. Weightage to Learning Outcomes

S. No.	Learning Outcomes	Percentage of Marks
1	Knowledge	30%
2	Understanding	40%
3	Application	20%
4	Skill	10%
TOTAL		100%

2. Weightage to Forms of Questions and expected time for different types of questions would be as follows:

Term-I

S. No.	Form of Questions	No. of Questions	Marks for each Question	Total Marks
1	MCQs	10	01	10
2	VSAQs	03	02	06
3	SAQs	02	03	06
4	LAQs	02	04	08
TOTAL		17		30

Term-II

S. No.	Form of Questions	No. of Questions	Marks for each Question	Total Marks
1	MCQs	10	01	10
2	VSAQs	03	02	06
3	SAQs	03	03	09
4	LAQs	03	05	15
TOTAL		19		40

3. Weightage to Content / Subject Units and Diagonal Linkage

S. No.	Chapter Number	Exam.	Chapter Title	Branch	Marks in Unit 1	Marks in Unit 2	Marks in T1	Marks in U3	Marks in T2	Total
1	1	U ₁	Micro-Organisms Friend and Foe	Biology	05	Nil	03	Nil	Nil	08
2	15		Stars and Solar System	Physics	05	Nil	02	Nil	Nil	07
3	2	U ₂	Coal and Petroleum	Chemistry	Nil	03	02	Nil	Nil	05
4	3		Conservation of Plants and Animals	Biology	Nil	03	02	Nil	Nil	05
5	5		Sound	Physics	Nil	04	01	Nil	Nil	05
6	16	T ₁	Cell	Biology	Nil	Nil	05	Nil	Nil	05
7	11		Materials: Metals and Non Metals	Chemistry	Nil	Nil	05	Nil	Nil	05
8	9		Force and Pressure	Physics	Nil	Nil	05	Nil	Nil	05
9	10		Reaching the Age of Adolescence	Biology	Nil	Nil	05	Nil	Nil	05
10	7	U ₃	Combustion and Flame	Chemistry	Nil	Nil	Nil	04	01	05
11	6		Food Production and Management	Biology	Nil	Nil	Nil	03	02	05
12	17		Some Natural Phenomenon	Physics	Nil	Nil	Nil	03	02	05
13	4	T ₂	Reproduction in Animals	Biology	Nil	Nil	Nil	Nil	08	08
14	12		Light	Physics	Nil	Nil	Nil	Nil	08	08
15	8		Chemical Effects of Electric Current	Chemistry	Nil	Nil	Nil	Nil	07	07
16	13		Pollution of Air and Water	Chemistry	Nil	Nil	Nil	Nil	07	07
17	14		Friction	Physics	Nil	Nil	04	Nil	05	05

4. **Weightage to Difficulty level of questions:**

S. No.	Estimate difficulty level of questions	Percentage
1	Easy	33%
2	Average	52%
3	Difficulty	15%

5. **Scheme of Options**

There will be no overall choice. However, there is an internal & parallel choice in **Long Answer Questions (LAQs)**

6. **Number, Name and Weightage of each Test and week of the month to conduct the test.**

S. No.	Name of the Test	Weightage	Date and/or Month
1	Unit Test I	10	
2	Unit Test II	10	
3	Term I	30	
4	Unit Test III	10	
5	Test II	40	
TOTAL		100	

7. SYLLABUS

Unit/ Term	Theme/ Sub-theme	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U-1	1 Micro-Organisms: Friend & Foe	Microorganisms and their classification. (Bacteria, Fungi, Protozoa, algae and viruses). Friendly microorganism (making curd and bread), commercial use of microorganisms- medicinal use – antibiotics, vaccine. Nitrogen fixing bacteria. Harmful microorganisms, (Diseases caused by microorganisms in plants, humans and animals). Food poisoning, Food preservation and its different methods, Nitrogen cycle (graphic)	Microscope, kit materials; information about techniques of food preservation	Assignment: Prepare a list of vaccines available in nearby hospital used to cure some common diseases in human beings like Cholera, tuberculosis, Small pox, hepatitis, polio. Observation of drop of water, curd, other sources, bread mould, orange mould under the microscope; experiment showing fermentation of dough – increase in volume (using yeast)
	15 Stars and the Solar System	Define universe, Astronomy, solar system, heavenly bodies, stars, Planets etc., How stars emit light, Light Year, Constellation, satellites, Moon, Formation of days and nights, Meteors and meteorites, Difference between stars and planets	Observation of motion of objects in the sky during the day and at night; models, charts, role-play and games, planetarium.	Project: Design and preparing models and charts of the solar system,
U-2	2 Coal & Petroleum	Natural resources (exhaustible/inexhaustible) Coal: Formation: types of coal. Constituents of natural gases and its uses. Important mineral resources in J & K.	Background materials, charts etc.	Activity : Prepare the list of various materials and classify them as exhaustible and inexhaustible natural resources / Natural & Man Made Project Work: Collection of five local minerals.
	3 Conservation of Plants & Animals	Deforestation, its causes. Effects of deforestation- (soil erosion, desertification). Conservation of forests, wild life. Biosphere reserves-its flora and fauna. Wild life sanctuaries of J & K. National parks of J & K. Recycling of paper (Encouraging students to use recycled paper). Endangered species and effect on J & K . Reforestation	Data and narratives on deforestation and on movements to protect forests. Films on wild life, TV programmes, case study with information on disappearing tigers; data on endemic and endangered species from MEF, Govt. of India, NGOs	Visit nearby forest area / wildlife sanctuary.
	5 Sound	Vibration :Production of sound by the vibrations. Need of medium for propagation of sound. Sound produced by humans (Vocal cords) Hearing by ear. Loudness and pitch. Characteristics of vibration. (Amplitude, time period, frequency and velocity) Audible range for human ear. Noise and noise pollution and its effects, control	Daily-life experiences; kit items; musical instruments	Demonstrating and distinguishing different types (loud and feeble, pleasant/ musical and unpleasant / noise, audible and inaudible) of sound. Producing different types of sounds. using the same source. Identifying various sources of noise. (unpleasant and unwanted sound) in the locality and thinking of measures to minimise noise and its hazards (noise-pollution).

TI	16 The Cell	Cell structure, parts of a typical Plant/Animal cell as viewed through microscope, and their functions. Distinguish between plant and animal cell. Diversity in cell and common features in cell.	Microscope, onion peels, epidermal peels of any leaves, petals etc, buccal cavity cells, Spirogyra; permanent slides of animal cells.	Activity: Study the parts of microscope Use of a microscope, 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,
	11. Material: Metals & Non Metals	Physical properties of metals and nonmetals, Difference between metals and nonmetals., Acidic and basic oxides, uses of metals and nonmetals in our daily life, Mineral wealth of J and K, (Metallic and Non Metallic Minerals	Daily-life experience, kit items	Simple observations relating to physical properties of metals and non-metals, displacement reactions, experiments involving reactions with acids and bases. Activity : Burning of Magnesium Ribbon
	8 Force & Pressure	Force and its applications in daily life, Effects of force(motion/shape), Contact and noncontact forces, Pressure, Atmospheric pressure, liquids and gases exert pressure	Daily-life experience, kit items Experimentation improvised manometer and improvised pressure detector.	Observing and analysing the relation between force and motion in a variety of daily-life situations. Demonstrating change in speed of a moving object, its direction of motion and shape by applying force. Measuring the weight of an object, as a force (pull) by the earth using a spring balance. Observing the dependence of pressure exerted by a force on surface area of an object. Demonstrating that air exerts pressure in a variety of situations. Demonstrating that liquids exert pressure. Designing an improvised manometer and measuring pressure exerted by liquids
	8 Reaching the Age of Adolescence	Adolescence, Puberty, Changes in puberty, Role of hormones in reproductions, Reproductive phases of life in humans, sex determination, Reproductive health. Say no to drugs.	Counselors, films, lectures.	Discussion with parents on secondary sexual characters.
U-3	7. Combustion & Flame	Combustion. Necessities for combustion and types. Calorific value and ignition temperature. Fuel and its types, CNG as a fuel, Characteristics of a good fuel. Harmful effects of fuel burning. Global warming, Flame-its zones, Flammable and inflammable substances, Extinguishing of fire and extinguishers. Acid rain	"The Chemical History of a Candle", by M. Faraday, 1860. Collecting information from home and other sources.	Testing various materials – for action of water, reaction on heating, effect of flame, electrical conductivity, thermal conductivity, tensile strength Experiments with candles.
	17 Some Natural Phenomenon	Concept of some natural phenomena (Lightning, charging by rubbing, interaction of charges, transfer of charges) Lightning conductors, Lightning safety. Structure of lithosphere. Earthquakes) Richter scale, Seismograph, Do's and don'ts during earthquakes	Articles on clouds and lightning; kit items Observation of motion of objects in the sky during the day and at night; models, charts, role-play and games, planetarium. Earthquake data; visit to seismographic centre	Experiments with comb and paper to show positive and negative charge. Discussion on lightning conductor. Observing and identifying some prominent stars and constellations. constellations, etc. activities to explore stable and unstable structures.
	6 Food Production & Managements	Agriculture and basic products. Main crops of J and K. Various practices in agriculture. Multiple cropping) Pests and weeds, Dairy industry. Domestication of animals. Poultry, Pisciculture and apiculture.	Interaction and discussion with local farmers about farming and farm practices;	visit to cold storage, go- downs; visit to any farm/ nursery/ garden.

	12. Light	Definition of light. Reflection and laws of reflection (Activity based) Regular and diffused reflection, Human eye, (brief) Care of eyes, Braille System. Dispersion-spectrum	Mirror, source of light ray source (mirror covered with black paper with a thin slit). Plane glass, candle, scale. Mirrors and objects to be seen. Plane mirror, water. Model or chart of the human eye. Experiences of children; case histories. Samples of Braille sheets	Exploring laws of reflection using ray source and another mirror. Locating the reflected image using glass sheet and candles. Observing multiple images formed by mirrors placed at angles to each other. Making a kaleidoscope. Observing spectrum obtained on a white sheet of paper/wall using a plane mirror inclined on a water surface at an angle of 45°. Observing reaction of pupil to a shining torch. Demonstration of blind spot. Description of case histories of visually challenged people who have been doing well in their studies and careers. Activities with Braille sheet
	4. Reproduction in Animals	Reproduction and modes of reproduction. Sexual reproduction (Animals), Reproduction types in animals, male and female organs of reproduction, fertilization, internal/external with examples, Zygote formation, and development of Embryo up to fetus formation. Define fetus, Embryo. Viviparous, and oviparous, Asexual reproduction, budding, Binary fission,	Counsellors, lectures.	Discussion with parents on secondary sexual characters, reproductive health
T-2	13 Pollution of Air & Water	Air and its constituents, Air pollution, its causes and effects, Greenhouse effect, Global Warming, prevention of air pollution, potable water, water pollution and its causes, purification of water,	Description of some specific examples of extremely polluted rivers	Activity : Take an earthen pot ,some pebbles & sand. Design a small-scale filtration plant that you could use to clean muddy water. Discussion on other methods of water purification Project: A field visit to nearby water treatment plant.
	9 Chemical Effects of Electric Current	Electrolyte and non- electrolyte, Conduction of current through liquids, Conductors and insulators, Chemical effects of current. LEDS, Electrodes, Anode, Cathode, Ionization, Electroplating, process of electroplating	Rubber cap, pins, water, bulb or LED, cells, various liquids. Carbon rods, beaker, water, bulb, battery. Improvised electrolytical cell, CuSO4	Activity to study whether current flows through various liquid samples (tap water, salt solution, lemon juice, kerosene, distilled water if available). Deposition of Cu from copper sulphate solution. Simple experiment to show electroplating.
	14. Friction	Friction, Definition, And activity to show friction, Types of friction, laws of limiting friction, Causes of friction, examples in our daily life, friction due to liquids and gases, (Water-air), friction is necessary evil, Disadvantages of friction, methods to reduce friction (lubrication, Soap, solution, polishing etc.) Use of ball bearing	Various rough and smooth surfaces, ball bearings.	Demonstrating friction between rough/smooth surfaces of moving objects in contact, and wear and tear of moving objects by rubbing (eraser on paper, card board, sand paper). Activities on static, sliding and rolling friction. Studying ball bearings. Discussion on other methods of reducing friction and ways of increasing friction.

SOCIAL SCIENCE

Subject	Total No. of Chapters	UNIT I 10% Content Load	UNIT II 20% Content Load	TERM FIRST 20% Content Load	Up to Term First Total content Load 50%	Unit III 15% content Load	TERM SECOND 35% content Load	Total content Load for Term I & Unit III 50%	Grand Total
History	13	01	03	03	07	02	04	06	13
Civics	06	01	00	01	02	01	02	03	05
Geography	07	01	02	01	04	01	02	03	07
Total	25	03	05	05	13	04	10	14	28

METHODS OF TEACHING SOCIAL SCIENCES

The teacher is free to use any one of the following methods for teaching Social Science at various levels depending upon the type of content and the situation the teacher faces in the class room. There are no hard and fast rules for employing any method however the teacher will ensure the method used is most advantageous and fruitful for the students to assimilate the required learning outcomes. The best method is that which is more activity based and in which all the senses of the students are involved. Here is a list of methods for teaching Social Science; the teacher may choose any specific methods that suit the content, class level and the situation:

Methods of teaching Social Sciences

1. Story telling Method
2. Question Answer Method
3. Observation Method with techniques like Field Trips, community Surveys, Community Service projects
4. Discussion Method having different forms like debates, Symposiums and Panel Discussions
5. Assignment Method
6. Project Method
7. The Problem Method to solve various problems of the society

8. Socialized Recitation Method with techniques like Seminars, workshop, Symposiums and Panel Discussions
9. Source Method: Historical- Political, Economic and social accounts, biographies and inscriptions, coins, Travel accounts, Religious and Secular Literature etc.
10. Dramatization
11. Role playing

SOCIAL SCIENCE

History, Civics, Geography

Academic spell	Subject Area	Chapter Number	Chapter Name	Learning out comes : To understand/ Know/ Appreciate/ Learn
UNIT I	History	01	Studying the Modern Period	Changes occurring in the sub-continent- major developments during the period-Sources of different periods. Activity; discuss how present day official Resources are viewed by the people.
	Civics	01	Foreign policy of India	Meaning- Panchsheel, Cold war, apartheid, Memorandum, Non –alignment, colonialism, Disarmament, sovereignty- Foreign policy, Understanding India’s relation with other countries-foreign policy of India.-- India’s contribution to world affairs.
	Geography	01	Resources	Definition of resources, their variety, location & Distribution, Conservation of resources- Sustainable Development. Project: Make a survey of Resources available s in your vicinity.

UNIT II

	History	02	From Trade to Territory	Developments leading company to become a political power-the consolidation of British power was linked to the formation of Colonial armies & administrative structure.
		03	Ruling the country side	Broad view of changes within rural society-continuity & changes with earlier societies-growth of new crops often disrupted the life of peasants & led to revolts. Activity- Prepare a project how Govt. policies affect the rural economy/ Agriculture sector.
		04	Colonialism & Tribal societies	Different forms of tribal societies- Use of Govt. records to reconstruct the histories of tribal societies- Impact of British policies on tribal societies- Activity_ Collect details about the life of tribal people of your state.
	Geography	02	Land, Soil, Water Natural vegetation & wild life	Land-- its uses & conversation ; soil- its formation, Degradation & Conversation_ Water--its uses & availability, its Pollution & Conversation; Natural vegetation & wild life-- as resources its distribution & conversation; types of forests ; To know meaning of terms Biosphere & ecosystem, Importance of Resources in our life, judicious use of resources , Resources for sustainable development.
		03	Mineral & Power Resources	Minerals- Definition, importance, Distribution in different continents in India & in J & K; Uses & Conservation Power Resources: Importance, different categories under conventional & Non-conventional; On outline map of India, Identify, different states of India.

TERM I	History	05	Rebellion of 1857, First war of Independence	How revolts originate & Spread- British policies & reaction of people – changes in the colonial rule after 1857- use of vernacular & British accounts to understand the rebellion.
		06	Colonialism & the city	Nature of Urban Development in 19 th & 20 th centuries – History of urban areas through photographs- emergence of new forms of town. Activity: Find out new towns/cities of your state, search of their brief history.
		07	Crafts & Industries	India as an exporter on the arrival of the British- process of deindustrialization- technologies of weaving & the lives of the weavers. Activity; Collect details of different crafts of J & K
	Civics	02	India & her Neighbors	Relation of India with its neighboring countries- regional groupings (SAARC)- its aims; Disputes of India with neighboring countries.
	Geography	04	Agriculture	Conditions necessary for agriculture, Types of Economic Activities, Farm System, Types of farming , Major Crops, Agricultural developments, Comparison of India with USA, Agriculture in J & K.
U3	History	08	Education & British Rule	History of education in India-Politics of education is linked to the question of power & cultural identity.
		09	Women, Caste & Reform	Condition of women & struggle of reformers to improve their condition. New laws of affecting women’s lives – Use of autobiographies, biographies, & other literature to reconstruct history of woman & tirade against cast system. Activity: Identify the evils of present day society & suggest reforms

	Civics	03	The United Nations	Need for founding UNO-, UNO-Its charter/aims, its principles, its organs & their functions, Achievements of united Nation, India & the UN, Role of specialized agencies of UN in India.
	Geography	05	Industries	Industry- Definition, Classification, Factors affecting location, Industrial system, Industrial regions, Industrial Disaster, Distribution of major industries, Factors required for industrial development, Map skill- On Outline map of world identify different continents. Project; List small & large scale industries located in J & K.
TERM II	History	10	Changes in the Visual Arts	Major developments in the sphere of arts- Changes in these arts are linked to the emergence of a new culture- use of paintings & photographs to understand the cultural history of the period. Project: Make a chart depicting some prominent arts of Kashmir.
		11	The National movement 1870-1947	Emergence of national movement- Major developments within the national movement- Genesis & course of khilafat, Non Cooperation & civil disobedience movement, Quit India movement. Project: Major developments of Freedom struggle in Kashmir (1846-1947)
		12	India after Independence	Success & failure of Indian democracy since independence-- Use of Newspapers& recent writings to understand contemporary history. Project: Prepare a project highlighting developmental works undertaken in your area after independence.

		13	Afghans take over Kashmir	Silent features of Afghan & Sikh rule in Kashmir- Architect under Afghan & Sikh rulers- Jammu under Ranjit Dev- Diplomatic relations & pattern of administration- Political instability in Ladakh- Dogra conquest of Ladakh.
	Civics	04	Global Issues	Common problems of the different countries of the world- Human rights Violation- Civil Rights, Political rights, Economic, social & cultural Rights. Child Labour, Arms Race, Global disparity, Environmental Degradation, Poverty, Population Explosion, Terrorism- solution of all these problems.
		05	Disaster Management Insurance & Taxes	Concept of disaster- types of Disaster, Methods of disaster management, Disaster management in India ,Tips to handle disaster (awareness) To have an elementary idea about Insurance and Taxes
	Geography	06	Human Resources	Human Resources- Meaning, Factors affecting growth & Distribution population- Distribution, Density: Population Change, Patterns of population, Population composition.
		07	Know about your state J & K	Figures & Facts about J & K (General information- Geographically, Political, industrial, Plants, animals, religion, Sports Etc). Demographic profile of J & K as per census 2011 & State wise population of India. Map Skill: 1) Identify bordering states of J & K on outline map. 2) Neighboring states of J & K of India on outline map.

Assessment Scheme for Class 8th (T2) 2019

مضمون: کاشتر جماعت: آٹھم ٹرم: زء کل نمبر: 40

سوال نمبر	وٲشہ	نمبر
1	دئے آمتو تریو عنوانو منر آ کس ٲٹھ مضمون لکھن۔	10
2	درخاس یا جھڑ لکھن۔	7
3	(ا) محاورن معنی لکھن ٲہ جملن منر ورتاؤرن۔	2
	(ب) لفظن معنی لکھن۔	2
4	نثر پار ٲڑتھ ترن سوالن ہندک جواب لکھن۔	3
5	ٲانڈو منر ترن سوالن ہندک جواب لکھن۔	6
6	نثری عبارث سلیس کرن۔	3
7	گرنز باؤرنی ثارنری یا کراول، کراؤت ٲہ کراؤمٹ ثارنری۔	2
8	باؤرنی ثارنری یا کالہ بدلاو	2
9	خال جلیہ ٲروین۔	3

Assessment Scheme for Class 8th (T1) 2019

مضمون: کاشتر جماعت: اٹھم ٹرم: اکھ کل نمبر: 30

نمبر	و پڑھنے	سوال نمبر
6	دینے آمتو تریو عموانو منتر آکس پٹھ مضمون لکھن۔	1
4	درخاس یا چھم لکھن۔	2
2	تریو مجاوردا لفظو منتر دون معنی لکھتھ جملہ بناوڑ۔	3
4	(ا) پانڈو منتر تریو ناوتن ہندر واحد جمع لکھن۔ (ب) پانڈو منتر تریو ناوتن ہندر نرا پاد لکھن۔ (ج) ژورو منتر دون ہندر ضد لکھن۔	4
3	پانڈو منتر دون سوال ہندر جواب لکھن۔	5
3	نثر پاد پڑھ تریو سوال ہندر جواب لکھن۔	6
2	مومخر جواب لکھن یا خالی جلیہ پڑھن۔	7
3	نثار نثر منتر پھرن یا نثر سلیس کرن۔	8
3	ناوڑ، کزاوڑی یا باوڑی استعمال کرن / تارن۔	9

درجہ آٹھویں: بہارستان اردو

آموزشی ماہصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
آموزشی ماہصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
سماج میں ہونے والے واقعات کے	اسباق کی مکمل تدریس، سوالات اور جوابات کے ساتھ۔ اسباق	زعفران۔ کمپیوٹر کا ارتقائی	میقات دوم
تئیں حساس اور بیدار ہے۔ آس پاس	میں موجود گرامر کی تدریس۔ اسباق اور نظموں کا خلاصہ۔	سفر، میرا وطن۔ آف یہ	۱۵ تا ۲۵ نومبر
رو نما ہونے والے واقعات پر کھل کر	بناوٹ کے لحاظ سے فعل کی قسمیں۔ نظم اور ڈراما کا تعارف	ماحولیاتی آلودگی۔ راجہ جامہ	
بات کر سکتا ہے۔ نظم یا کہانی کا مرکزی	فعل، فاعل، مفعول، حرف کے اقسام	لوچن۔ پوتھین جن	
خیال اور خلاصہ لکھ سکتا ہے۔	غلط اور صحیح جملوں کا استعمال۔ مختلف موضوعات پر مضمون۔ نئی،		
	دفتری اور کاروباری خطوط۔		

درجہ آٹھویں: بہارستان اُردو

آموزشی ماہِ حصول	تدریسی طریقہ کار و روش	عنوانات	تقسیم نصاب و میقات برائے امتحان
ڈرامائی مکالمات صحیح تلفظ کے ساتھ ادا کر سکتے ہیں۔ کہانیوں اور نظموں پر تبصرہ کر سکتا ہے۔	اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سننے اور پڑھنے کی معیاری صلاحیت اُجا کر کرنا۔ اسباق کے گرائمری تقاضے پورے کرنا۔ اسباق اور نظموں کا خلاصہ۔ بیت بازی مقابلے۔ نظموں کو زبانی یاد کرنا۔ اقتباس کی سلیبس۔ گرائمر: واحد جمع و جمع الجمع۔ معنوں کے لحاظ سے اسم کی قسمیں۔ فعل، فاعل اور مفعول۔ ہم وزن الفاظ۔ ردیف اور قافیہ کا تعارف۔ تشبیہ کا استعمال۔ مختلف موضوعات پر مضمون۔ نئی دفتر کی اور کاروباری خطوط۔	سیتا جی کی آوازاری گیہوں کا دانہ، جاہر بن حیان، خاک و طن، سگریٹ نوشی کی تباہ کاریاں آزمائش شرط ہے۔	میقات اول ۳۱ مئی تا ۷ جون
کسی بھی تحریر یا تقریر کا خلاصہ ادا کر سکتے ہیں	اسباق کی مکمل تدریس و تفہیم جمع توضیحات۔ اسباق سے چندہ ضد اصداد، واحد جمع، تذکیر و تانیث۔ جملے کی قسمیں، مختلف موضوعات پر مضمون۔ نئی، دفتر کی اور کاروباری خطوط۔	ایک لڑکی۔ چند خلاباز خواتین۔ گوتم بدھ ہماری تاریخ	۱۶ تا ۲۳ جولائی جز سوم

درجہ اٹھویں: بہارستان اُردو

آموزشی ماحصل	تدریسی طریقہ کار و مشق	عنوانات	تقسیم نصاب و میقات برائے امتحان
طلباء نصابی کتب کے علاوہ تمام قسم کی اردو کتابیں پڑھ اور سمجھ سکتا ہے۔ مختلف موضوعات پر اپنی رائے کا اظہار کر سکتا ہے۔	اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سننے اور پڑھنے کی معیاری صلاحیت اُجا کر کرنا۔ اسباق کے گرامری تقاضے پورے کرنا۔ حمد، نعت، منقبت، مناجات اور دعا کی تعریف۔ مختلف ادبی موضوعات پر مختصر بحث کرانا۔ مصنف اور سبق کا حوالہ دے کر نثر کا سلیس اور نظم کی تشریح کرانا۔ گرامر: اصداد، تذکیر و تانیث اور واحد جمع۔ اسماء اور افعال کی تعریف۔ مختلف موضوعات پر مضمون۔ نئی، سرکاری اور کاروباری خطوط۔ درخواست	حمد، کاہلی، لس دید	جزا اول ۱۳ تا ۱۵ دسمبر
طالب علم نظموں اور کہانیوں کو مناسب لب و لہجے کے ساتھ ادا کر سکتا ہے اور خود بھی چھوٹی چھوٹی کہانیاں لکھ سکتا ہے۔	اسباق کی مکمل تدریس، تفہیم و توضیحات۔ اُردو سننے اور پڑھنے کی معیاری صلاحیت اُجا کر کرنا۔ اسباق کے گرامری تقاضے پورے کرنا۔ املاء پر زور دینا نثری اسباق کی سلیس کرنا۔ گرامر: بناوٹ کے لحاظ سے اسم کی قسمیں مثالوں کے ساتھ۔ عام فہم موضوعات پر مضامین۔ نئی اور کاروباری خطوط۔	نعت، استاد کا احترام، نوبل انعام کی کہانی	جز دوم ۱۲ تا ۱۶ اپریل