

Syllabi & Courses of Study for Elementary Classes

(6th& 7th) (Session: 2020)

PREFACE

Based on the findings of NAS 2017 and the suggestions received from the field teachers and other stakeholders, District Institute of Education & Trainings, Srinagar has conducted a series of workshops to review and revise the existing unitization of syllabi for classes 6th&7th. The review & revision was a necessity because of the fact that JKBOSE has introduced revised textbooks, especially in Social Science from the current academic session. Besides, the Academic Planner recently circulated by the worthy DSEK has been kept in consideration while finalizing the unitization of the syllabi. The workshops were attended by the eminent subject experts of the district as well as of the valley. Among the different activities and programmes of DIETs, 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 learning objectives so that the academic calendar is meaningfully utilized in teaching and learning throughout the session.

The objectives highlighted are aimed at facilitating the teachers to plan their classroom activities in a meaningful and productive manner. The teachers while planning for the classroom 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 also based on Learning Outcomes, the result of which has come in the form of District Report Cards. This is also to bring in the element of accountability and facilitation for effective monitoring.

The textbook development as per National Curriculum Framework-2005 is a continuous process at J & K Board of School Education. As such this document also requires revision and updating from time to time. Therefore, DIET welcomes any constructive suggestion/s from all the stakeholders to make this exercise more effective in future.

In case there is any omission, typing/printing mistakes, or any other error which might have crept in inadvertently, the same is requested to be brought to the notice of the undersigned.

I am thankful to faculty members of SIE, DIETs and the Field subject experts especially the ones who were practically involved in getting this document set and wish all the best to my teachers and students in all endeavors of teaching-learning.

Principal DIET, Srinagar

Guiding Principles of Curriculum Development:

- Connecting knowledge to life outside school.
- Ensure that learning is shifted away from note & rote methods.
- Curriculum for overall development of children rather remain textbook 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)

The Number of working days w.e.f 15th November 2019 to 31st October 2020 shall be 210 days (Right To Education compliant) excluding Winter break, summer break & other scheduled holidays.

Commencement of Academic Activities w.e.f 15th of November from Class 1st to 9th

Unit I Assessment w.e.f 9th March 2020

Unit II Assessment w.e.f 25th April 2020

Term I Examination w.e.f 2nd week of June 2020

U III Assessment w.e.f 1st week of August 2020

Term I Examination w.e.f 2nd week of October 2020

Declaration of Result/Progress Day on 25th October 2020

New Classification w.e.f 1st week of November 2020

Teaching of Term & Unit Syllabus	No. Of Teaching Days (Opportunity Days)
U-1	38 Days
U-2	37 Days
T-1	43 Days
U-3	38 Days
T-2	54 days
Total No. of Days	210 Days (RTE Compliant)

Suggestive 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 some more activities as per their local needs but calendar for the school for a particular academic year must be chalked out at the beginning of the academic session and should be displayed prominently in the school.

S. No	Date	Activity
01	First two days after Winter	Celebrating Opening of Schools and preparations for the school activities & Sharing of winter Experience. Interaction
01	vacation	with Students and Parents. Devising Activity Calendar for the Academic session.
02	March 21st 2020	Arbor Day (Nauroz)
02		Plantation Day, plants like Chinars, Deodars to be planted in the premises of the school
03	March 22nd 2020	World Water Day, Organising Awareness drives, Debates, Painting Competitions on the theme of conservation of
0.5		Water Resources
04	April 7th, 2020	World Health Day, Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health
		Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
05	May 6th 2020	World mathematics Day
06	May 8th . 2020	Celebration of Red Cross Day to inculcate the habit of Social Service among students, Awareness regarding First-Aid in
		the Morning Assembly.
07	May 31st2020	World Anti-Tobacco Day- students to be engaged in Anti-Tobacco Awareness Campaign
08	June 1st2020	Programmes on Beti Bachao Beti Padao
09	June 5th2020	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.
10	June 26th2020	Anti-Drug Abuse Day-Debates & Seminars, a visit to Drug De-addiction Centre are some suggestive activities.
11	August 21st2020	Peace & Non-Violence Day-Debates & Seminars, Group Discussions
12	August 29th2020	National Sports Day- Awareness about sports & Games
13	5th September 2020	Teacher's Day- Essay Writing on Teachers
14	7th September 2020	Kashmir against Flood Day- Commemorating Floods and the courageous response of people. Group Discussions on
		causes & preventive measures for floods
15	2nd -8th October 2020	Wildlife Week- Awareness about importance of conservation of Wildlife, our local Fauna.
16	November 14th2020	Children's Day- celebrations to reiterate the importance of being a child.
17	After T2 Evam	Progress Day, Cultural and other Programmes displaying skills of students and Declaration of results in front of
1/		community and Parents.
18	3rd December 2020	International Disability Day- celebrating this special day for the Specially-abled classmate to inculcate feeling of
10		empathy and togetherness.

Syllabus forCLASS6th

Diagonal Linkage for Class 6th

	Evaluation					
Content Load	Unit 1	Unit 2	Term 1	Unit 3	Term 2	
Unit1=15%	10%		5%			
Unit2=15%		10%	5%			
Term1=20%			20%			
Unit3=15%				10%	5%	
Term2=35%					35%	
Total=100%	10%	10%	30%	10%	40%	

Class: 6th

Sub.: English

Unit / Term	CONTENTS	Learning Outcomes	Suggested Pedagogical processes
U-1 15%	 A Different Kind of School Beauty A Tale of Two Birds 	 Participate in individual talk viz. introducing oneself and other persons; participate in role play/make a speech, reproduce speeches of great speakers. Become familiar with poems/songs/prose in English through input rich environment, interaction, classroom activities, etc. Concept of beauty/development of aesthetic value. Sympathy and sharing of worries. Environment moulds the character. Read; discuss the ideas of the text for critical thinking. 	 The learner: Participates in activities in English like role play. Reads a variety of texts in English/Braille and identifies main ideas, characters sequences of ideas and events and relates with his/her personal experiences. Talks about beauty in its various forms. Develops reading and listening skills. Develops social relations.
U -2 15%	 Who did Patrick's homework? Where do all teachers go? A House, A Home. The friendly mongoose 	 Teaching stories about elves, fairies, etc. Experimental learning. Development of positive attitude. Concept of animal behavior. Development of life skills. Locate sequence of ideas, events and identify the main idea of a story/poem through various types of comprehension questions. 	 The learner: Develops the art of creativity and imagination. Recites and shares poems, songs, jokes, riddles, tongue, twisters, etc. Writes coherently with focus on appropriate beginning, middle and end in English/Braille. Use of some poetic devices. Writes grammatically correct sentences for a variety of situations using noun, pronoun, verb, adverb, determiners, etc. Human/animal behavior.

T-1 20%	 Prophet Muhammad(PBUH) Moosa Ali's Camel Vocation First Day at School The Shepherd's Treasure 	 Prophet Muhammad (PBUH) Reformer/benefactor Usedictionaryasareferencebookforfindingmul tiplemeaningsofawordinavarietyof contexts. Teaching of participle Camel habitat. Deserts First Day at School experiences. Development of listening. Listen to English News (TV, radio) as a resource to develop listening comprehension. Concept of honesty. Take dictation of words, phrases, simple sentences and short paragraphs. 	 The learner: Learns about moral values. Uses meaningful sentences to describe/narrate factual/imaginary situations in speech and writing. Learns about life in a desert. Refers to a dictionary to check meaning and spelling and to suggested websites for information. Uses synonyms, antonyms appropriately, deduces word meanings from clue/s in context while reading a variety of texts. Responds to announcements and instructions made in class, school assembly, railway station and in other public places. The victory ofhonesty and wisdom. Short paragraphs as dictated by the teacher. Use of present and past simple and continuous.
U-3 15%	 The Kashmiri Shawl What do we plant Granny's Fabulous Kitchen. 	 Art and crafts of Kashmir. Learning of adjectives and prepositions. Summarize orally the stories, poems and events that he/she has read or heard. Importance of plantation. Raise questions based on their reading. Use ICT (Internet, Mobile, Websites, YouTube, Ted Talks, etc.)to browse for information for projects/ ppts, etc. Traditional foods. 	 The learner: About heritage of Kashmiri Shawl. Importance of plantation. Use of adjectives, prepositions. Use of present perfect and past perfect tenses. Responds to oral messages, telephonic communication in English and communicates them in English orhome language. Food varieties.

T-2 35 %	 An Indian American Woman in Space Reusing the waste. Time you old Gypsy Man What is Green? The Story of the Hills. 	 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. 	 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 throughfixation.Conjugationofv erbs, clauses- dependentandindependent. 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 about nature in its various forms. Learns poetic devices. Writes a book review.

Class: 6th

Sub: Mathematics

Unit / Term	Contents	Learning Outcomes/ Goals	Suggested Pedagogical Processes
Unit-I	Knowing our numbers	To be able to recognize numbers, the smallest and the largest. To arrange the numbers into ascending and descending order To be able to understand international system of numeration. To be able to write down smallest and the largest digit numbers(up to six) To be able to write down Roman numerals following the rules as provided.	 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,
	Whole Numbers	To have the understanding of whole numbers and concept of predecessor rand successor. (Addition and subtraction using number line concept) To have the understanding of division as repeated subtraction which also deals with the concept of division by zero(0) not applicable To have the understanding of Commutative, Associative and Distributive property and their uses in whole numbers. To be able to observe patterns to develop thinking and reasoning.	 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
Unit -II	Playing with Numbers	Formation of divisibility tests by examples of various numbers and their use. To have the understanding of Prime and Composite numbers by activities. To be able to carry concrete operations withTLM/SLM Understanding of factors and multiples. To have the concept of divisor and factor Understanding of Prime factorization, L.C.M and H.C.F. Use of HCF and LCM in particular situations	 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 comparing
	Basic Geometrical Ideas	Conceptual understanding of point, line, line segment and plane. Parallel lines and non-parallel lines and their application. Understanding of simple closed figures, sides, vertices and diagonals. To have the understanding of Interior and exterior parts of different figures.	 quantities by taking ratio discuss and solves word problems that use ratios and unitary method explore various shapes through concrete models and pictures of different geometrical shapes like triangles and guadrilaterals, etc.
Term-I	Integers	To have the understanding of integers using concept of temperature, buying and selling etc and their need. Representation of Integers on the number line.	 identify various geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups

		Addition and Subtraction of Integers and solve problems involving addition and subtraction of integers.	 make different shapes with the help of available materials like sticks, paper cutting, etc. observe various models and nets of 3-Dimensional
	Understanding Elementary Shapes	Understanding of concepts; corners, faces, edges and shapes. Angles with their types To be able to measure the angles by protractor. Classification of triangles on the basis of angles and sides. To have the understanding of three dimensional shapes.	 (3-D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices share the concept of angles through some examples like opening the door, opening the pencil how etc. Students can be asked to give more such
	Menstruation	Understanding of regions and boundaries of different shapes. Concept of perimeter and area. (Geoboard and other models may help to understand the concept well). Construction of formulas for the area of square and rectangle with application in the field. (Geoboard and other models may help to understand the concept well)	 examples from the surroundings classify angles based on the amount of rotation
		To calculate the area and perimeter of floor of classroom, Surface area of book, Area of Veranda, playfield, etc	
Unit-III	Fractions	To have the concept of fractions and their types. Representation of fractions on number line and comparison of fractions.	
		Addition and subtraction of tractions and use of tractional numbers in money length temperature etc	
	Decimals	Understanding of decimals and types of decimals e.g. like and unlike decimals. Understanding fraction as decimal	
Term - II	Data handling	To be able to understand the concept of tally, To be able to differentiate between histograms and bar charts. Explore the construction of diagrams and graphs with various tools besides paper and pencil. Should be able to interpret the data of the pictograph.	
	Algebra	Concept of variable through induction method. Use of variable and construction of expressions with variable Concept of equation and its solution	
	Ratio and proportions	Understanding of Ratio, Ratio as a comparison of two numbers. Understanding of proportion and concept of unitary method. Compare quantity using ratio in different situations.	

	Symmetry	Should be able to identify and draw different symmetric signs on road sign boards.
		To be able to draw triangles having exact different line of symmetry.
		To be able to understand line symmetry and mirror reflections.
		To be able to use a kaleidoscope to produce images having several lines of symmetry.
	Practical	Introduction to Geometrical instruments
	Geometry	Use of geometrical instruments to construct circle and line segment
		Drawing of perpendicular bisector by paper folding activity. Concept of radius by paper folding activity.
		Use of ruler and compass to construct some angles known and unknown
		Demonstration and understanding of different angles in the surroundings and classification of angles.



Sub.: Science

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U-1	1) Food Where does it come from?	Make a list of food items and their ingredients. Parts of Plants used asFood. Make a list of food items and their sources(plants and animals) Identification of herbivores, carnivores and omnivores. Identification of edible root, stem and leaves.	Different food items and their ingredients. Plants and animals as source of food. Edible parts of plant, animal products used as food Identification of herbivores, carnivores and omnivores.	Examples of food from different parts of plants and food from animal sources.	Activity: Make a list of food items given in Mid-Day Meal. Make a list of Plants found in your area which are eaten as food. Make a list of edible stems.
	2) Components of Food.	Conduct simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Prepare a list of food items you consume which are rich in Carbohydrates, Proteins, Vitamins, fats and mineral The nails on your fingers, toes and hair on your head are pure proteins. Balanced Diet Diseases caused due to deficiency of vitamins/minerals.	Source of proteins, vitamins, carbohydrates, fats and minerals. Functions of various components of food.	Mid Day Meal, Charts, pictures/films of children suffering from fooddeficienciesand disabilities. Charts showing common edible and nutrients present in them.	Activity: Simple test for starch, protein and fats. Balanced diet and its use. ProjectandAssignment: 1. Students to be asked to prepare their diet chart at home for a week. Prepare a list of food items you consume which are rich in Carbohydrates, Proteins, Vitamins, fats andmineral. Make a list of common nutritional deficiency found in Kashmir.
U- 2	4. Sorting materials into Groups.	separating materials in your classroom made of plastic, paper, iron etc materials as soluble, insoluble, transparent, translucent and opaque. selecting season appropriate fabrics	Materials and their properties. Classification of material ont he basis of solubility and transparency. Importance of grouping of materials.	Sharing of prior knowledge with parents and community. Materials, kit items. Samples of Summer and winter clothes.	Project: Collect materials from your surroundings and group them on the basis of their solubility and transparency. Enlist reason for pheran being a perfect outfit for winter.

	5. Separation of Substances	Separating mixtures through different processes. Keeping water in a pot for whole day and explain why level of the water depleted in the pot. classifies materials, organisms And processes based on Observable properties, e.g., materials as soluble, insoluble.	Methods of Separating mixtures- handpicking, threshing, winnowing, sieving. Sedimentation, Decantation, filtration Evaporation with their explanation by local examples. Water as universal solvent. Saturated and unsaturated solutions with activity. Solute, solvent and solution.	Everyday experience Field visit to paddy fields for observing various separation processes.	Group Work: Separate different mixtures like Muddy water; mixture of rice sandandsalt;mixtureofwatera nd sugar. Make a list of separation process used in kitchen in everyday cooking.
T -1	10. Motion and the measurement of substances.	Need to measure distance (length). Measurement of length. Motion as change in position with time.	Different modes of transport. Elementary idea of motion/rest. Types of motion; Recti linear and circular motion, periodic motion and rotatory motion. Concept of measurement, measurement of length(Standard Unit).	Everyday experience; equipment (scale etc.) to measure length. Stories for developing contexts for measuring distances.	Project: With the help of ruler, measure objects like Table, black board, legs of a chair and your class room. Make a list of different types of motion from our day to day life.
	9 The Living Organisms &Their Surroundings	List the animals and their habitat found in your area. Adaptations of animals and plants with their habitats Plants and animals found in different habitats have different features.	Habitat and Adaptation, Terrestrial Habitats: Deserts, Mountain regions, Grasslands. Aquatic Habitats: Oceans, Ponds and Lakes. Characteristics of living beings.	Pictures of different animals. Recollection of diversity of living organisms and the habitat where they live Potted plants or seeds, pots, etc thermometer, any water plants, any xerophytic plants, Information on desert and aquatic plants and animals.	Assignment: Write different types of plants with their common names found in your area living in different habitats. Give example along with picture of habitats found in J&K.
	11. Light Shadow w &Reflect ion	Transparent, opaque and translucent objects. Formation of shadows; reflection of light from plane mirror.	Concept of transparent, opaque and translucent objects. Concept of light and shadow. Mirrors and reflections,.	Previous experience, candle/torch/lam p, white paper, cardboard box, black paper.	Activity 1: Reflection of light through plane mirror. Activity 2: Construction of pinhole camera.

	14 Water.	Water: one of the most important natural resource. Uses of water. Water cycle, transpiration vis- à-vis Evaporation. Rain water harvesting. makes efforts to protect wastage of water cycle.	Water and its uses in daily life. Misuses of water. Sources of water and conservation of the sources of water. Evaporation and condensation. Water cycle, transpiration vis-à-vis Evaporation. Rain water harvesting.(Brief).	Experience, newspaper reports.	Project: preparation of posters showing the misuses of water and the proper use of water. Project: Students to carry out a rally in the school vicinity to aware people about conservation of water preferably on World Water Day (22nd March) Project: Prepare a simple modal of rain water harvesting.
	3 Fibre to Fabric	differentiates materials and organisms, such as, fibre and yarn	Concept of fibre, yarn and fabrics. Sources of fibre (Plant and Animals) Natural and Synthetic fibres.	Samples of wool and silk; brief account of silkworm rearing and sheep breeding.	Project: Collection of natural and synthetic fibres found in your locality.
U-3	6. Changes around us	physical and chemical changes. Changes as can be reversed or cannot be reversed.	Examples of physical and chemical changes. Fermentation, reversible and irreversible- changes occurring in the environment.	Prior knowledge, kit items.	Assignment: Students to be asked to visit their kitchen and observe changes taking place and classify these changes into reversible & irreversible changes.
	8 Body Movement s	Drawing of labelled diagrams/ flow charts of organisms e.g., joints Why is movement of earthworm and fish different from a man?	Movements of the body parts, joints of human body. Fixed joints and moveable joints. Ball and socket joints, Pivotal joints and hinge joints. Movement of the earthworm and the fish.	Observation of nature; model of skeleton, X-rays of arms or legs, chest, hips, jaws, vertebral column (could be given in the textbook.	Project: collect old x-ray films and observe the structure of different joints. Ask your teacher for help & guidance.

	12 Electricity and Circuits	Conductor, Insulator diagram: electric circuits.	Concept of electric circuit. Parts of an electric cell and torch bulb and the functions of a switch. Electric conductors and insulators.	Torch: cell, bulb or LED, wires, key. Mica, paper, rubber, plastic, wood, glass metal clip, water, pencil (graphite), etc.	Project: Prepare an electric circuit consisting of a cell or battery, connecting wires, switch and bulb.
	15 Air Around us	Air and its uses. Composition of air oxygen Cycle.	Air and its constituents. Importance of air constituents, concept of air pollution. Interdependence of plants and animals in oxygen cycle (brief Idea). Wind energy(brief Idea).	Experience.	Project: Designing a model of wind mill. Discussion. Why do earthworms come out of the soil when it rains?
T-2	7 Getting to Know Plants	Types of plants. draws labelled e.g., parts of flowers.	Concept of herbs, shrubs and trees. Parts of the typical plants with their important functions. Identification of the different parts of the typical flower.	Plants, flowers, blade, handlens.	Activity: Study of any flower, counting number of parts, names of parts, cutting sections of ovary to observe ovules. Project: paste different types of the leaves on a chart. Project: Take a flower and study its different parts and draw the same on a chart.
	12 Electricity and Circuits	Conductor, Insulator diagram: electric circuits.	Concept of electric circuit. Parts of an electric cell and torch bulb and the functions of a switch. Electric conductors and insulators.	Torch: cell, bulb or LED, wires, key. Mica, paper, rubber, plastic, wood, glass metal clip, water, pencil (graphite), etc.	Project: Prepare an electric circuit consisting of a cell or battery, connecting wires, switch and bulb.

15 Air Around us	Air and its uses. composition of air oxygen cycle.	Air and its constituents. Importance of air constituents, concept of air pollution. Interdependence of plants and animals in oxygen cycle (brief Idea).,Wind energy(brief Idea).	Experience.	Project: Designing a model of wind mill. Discussion. Why do earthworms come out of the soil when it rains?
7 Getting to Know Plants	Types of plants. draws labelled e.g., parts of flowers.	Concept of herbs, shrubs and trees. Parts of the typical plants with their important functions. Identification of the different parts of the typical flower.	s Plants, flowers, blade, handlens.	Activity: Study of any flower, counting number of parts, names of parts, cutting sections of ovary to observe ovules. Project: paste different types of the leaves on a chart. Project: Take a flower and study its different parts and draw the same on a chart.
16 Garbage in, Garbage out	Makes efforts to protect environment. Knowing polythene as a dangerous and harmful thing. concept of3R's.	Concept of waste, types of waste, concept of 3R's. Recycling of paper. When waste is problem. Sources of waste, garbage, compositing. (brief Idea) Plastic and polythene and non- decomposable wastes.	Observation and experience.	Assignment: Prepare handmade posters displaying the message of harmful effects of non-degradable wastes and paste them at visible places of the vicinity. Survey of solid waste generation by households; estimation of waste accumulated (by a house/ village/colony etc.) in a day, in a year; discussion on 'what is waste'; Activity to show that materials rot in soil, this is affected by wrapping in plastics.
13 Fun with Magnets	Magnet and poles of magnet. Why does a freely suspended magnet align in a particular direction? using compass needle for finding directions.	Concept of magnetism and uses of magnets. Poles of the magnet with their properties. Distinction between magnetic and nonmagnetic substances.	Magnet, iron pieces, iron filings paper, barmagnet, stand, thread, compass. Two bar magnets, thread, stand.	nActivity : To magnetize a piece of iron , rod.

Class: 6th

Subject: - Social Science.

Unit / Term	Subject Area	Chapter No.	Chapter Name	Learning outcomes: To understand/Know/Appreciate/Learn	Suggested Pedagogical Processes
Term	History	01	What, Where, How and When	To Know our past, finding the sources to construct history. Remains of archaeology in the main sources, and literary sources.	The learner be provided opportunities in pairs/groups/ individually and encouraged to —
U-I		02	From Hunting gathering to Growing Food	The diversity of early domestication: The material cultures generated by people in relatively settlements undertake map activity for locating important places, sites, of hunter gatherers food producers.	 use diagrams, models and audio- visual materials to understand motions of the earth. observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to
	Civics	01	Understanding Diversity	Understand and recognize various forms of discrimination and its nature.	understand astronomical phenomena.
	Geography	01	The Earth in our Solar System	Concepts, know the meaning of Universe, Planet, Galaxy etc. The sun and its family, The earth, the Moon and its unique features. Also observe the Stars, Moon Eclipse under the guidance of parents/teachers/ and your elders.	 use globe for understanding latitudes and longitudes. use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere.
U-II	History	03	In the Earliest cities	The distinctive, life in cities-The Archeological evidence of urban centers its use to reconstruct processes such as craft production.	• explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring
		04	What Books and Burials Tell Us	Flourishing and end of Mohenjo-Daro; different developments were taking place in different places parts of the sub-continents simultaneously-simple strategies of textual analysis-skills of archaeological analysis importance of burials.	 countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc. discuss myths linked to eclipses. use pictures, drawings of different types of sources to read, explain,
	Civics	02	Diversity and Discrimination	Participate in discussions on the concept of diversity, discrimination, government, and livelihood. Describe various forms of human diversity around her/him.	 discuss these to understand how historians have interpreted these to reconstruct history of ancient India. undertake map activity: for locating important places, sites of hunter-
	Geography	02	Globe: Latitudes and Longitudes.	Use globe to understand latitudes and longitudes. Identify latitudes and longitudes, e.g. equator, tropics states/uts of India and other neighboring countries on globe and world map.	gatherers; food producers, Harappan civilisation, janapadas, mahajanapadas, empires, places related to events in the life of the Buddha and Mahavira; centres of art
	History	05	Kingdoms, Kings and an Early Republic	Discuss basic ideas and central values of Buddhism, Jainsim, and other systems of	with which India had contacts.

T-I		06	New Questions and Ideas	thoughts. Relevance of their teachings today. Development of art and architectures. List out significant contributions of important Kingdoms, dynasties with e.g. viz, Ashoka inscriptions, Gupta Coins, Ratha temples, by Pallavas. Teacher should undertake map activity for locating civilizations empires, places related to events, in the life of Buddha and Mahavira. Identify different types of sources and describe their use in the reconstruction of history of their period	 explore epics, Ramayana, Mahabharata, and Silappadikaram, Manimekalai or some 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 the area of culture and science. role play on various historical
		07	Ashoka, The Emperor Who Gave up War.	Teacher should go through map work to know more about the Mauryan Empire in which the Principal cities and some of the places where inscriptions were found. 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.	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 state working of ganasor sanghas- contributions of kingdoms, dynasties in the field of culture- India's contact with areas
	Civics	03	What is Government?	Meaning of Govt. Importance of Govt. Functions, levels of Govt. Difference between Govt. And Private institutes Income of Govt. Democracy a form of Govt. Democracy in our lives –votes for women.	outside India highlighting the impact of these contacts and classroom discussion on projects • visit museums to see the material remains of early human settlements-
		04	Key Elements of Democratic Government.	Know about a leader like Nelson Madela, Paticipation in election, (keenly understood). Observe examples of fair/unfair treatments to people meted out in the family, school or society etc. Equality and Justice by democratic govt.	 Harappan and discuss the continuity and change between these cultures. participate in discussions on the concepts of diversity, discrimination, government, and livelihood.
	Geography	03	Motions of the "Earth"	Use diagrams, models and audio-visual materials to understand motions of the earth. Demonstrate day and night and seasons.	• observe examples of fair/unfair treatments to people meted out in the family, school, society, etc.
		04	Maps	Explore maps for locating continents, oceans, seas, states/ UTs of India. India and its neighboring countries, physical features of India such as plains, plateaus, mountains, rivers, deserts etc.	• study from the text and directally observe of functioning of a Gram Panchayat or a municipality/ corporation (according to the place a student lives).
	History	08	Vital Villages, Thriving Towns	Focus on ancient and modern village an towns, Finding out about cities: stories, travelers, sculptures and archaeology.	• understand the role of governance in society, and the difference between affairs of a family

				Knowledge should be given about the	and those of a village/city.
				increasing production and irrigation.	• describe case studies of nearby
				Know about tools and coins and try and draw	localities/villages in respect of
				with the help of your teacher.	occupations.
		09	Traders, Kings, and	Try to find about trades and trader, new kings,	-
			Pilgrims	and the story of Silk Route.	
U-III				To know about the spread of Buddhism in the	
				period of Kushana Ruler namely Kanisha.	
				Beginning of Bhakti and its features.	
		05	Panchayati Raj:	To know the roles of Gram Panchayat, What are	
			Panchayati Raj in	their levels, sources of funds etc.	
			J&K	Know about the Panchayat Raj and its	
				composition and structure.	
				73 rd Amendment and Panchayati Raj in J&K.	
				Know the terms PRI, Halqa, Block, Panch and	
				Sarpanch.	
	Geography	05	Major Domains of the	Use diagrams for understanding lithosphere,	
			Earth	hydrosphere, atmosphere and biosphere.	
				Four major domains of the earth. Most	
				dominant gases, Four Major oceans of the	
				earth, importance of oceans, major continents,	
				mountain formation, plateau, plains, and	
				interaction of animals plant Kingdom.	
	History	10	New Empires and	Map work in which cities and kingdoms are	
			Kingdoms	shown,.	
				What Samudragupta's Prashasti tells us should	
				be known,	
				Knowledge should be given about the	
				assemblies in the Southern kingdoms.	
		11	Buildings, Paintings	Concepts should be cleared on the construction	
			and Books	of buildings/ pillars of stone, brick and iron.	
				Explore epics, Ramayana, Mahabharata,	
				Silappadikaram, Manimekalai or some of	
				important works by Kalidas etc.	
			Ancient J&K and	Knowledge should be given about culture, like,	
			Ladakh	wearing, food habits etc and transportation,	
				mountains, villages, towns, cities, tools,	
T-II				weapons, rulers agriculture, writings, about	
				religious etc. for all the three divisions.	
	Civics	06	Rural Administration	Analyses the functioning of rural	
				administration in sectors like needs for water,	

			electricity, Road connections, land record, health and education.
	07	Urban Administration	Describes factors responsible for available of
			different occupations undertaken in urban
			areas.
	08	Rural Livelihoods	Analyses the different ways of earnings villages.
			Compare the life with urban people.
	09	Urban Livelihoods	Analyses the livings of urban areas.
			Are they self employed or employed by
			someone.
			In this regard classroom discussions should be
			done with the help of teachers.
Geography	06	Major Land Forms of	Acquire knowledge regarding major land forms
		the Earth	of the earth.
			Know about mountains, plains, plateaus and
			glaciers.
			Draw few land form on note book (important).
	07	Our Country: India	Draw a political and physical maps of India.
			Draw a map showing its neighbouring
			countries.
	08	India: Climate,	Major seasons recognized in India, natural
		Vegetation and	vegetation its five tropical rainforests, tropical
		Wildlife	deciduous forest, thorny bushed, mountain
			vegetation, mangrove forest: wild life.
	09	J&K and Ladakh at a	Know about your state and ladakh region, its
		Glance	climate, season, natural vegetation, forest
			resources, wild life, soil, mineral resources
			Do practice of outline map.

	رجه شهم : بهارستانِ أردو	,	
آموزشی ماحصل	تدريسي طريقه كارومشق	عنوانا <mark>ت</mark>	تقشيم نصاب وميقات برائح امتحان
کہانیوں اورنظموں کو سمجھ کراپنی رائے	اسباق کی تدریس وتفہیم توضیحات کے ساتھ کرنا۔ نعت ،جمر، دُعا	دُعا،	جزاؤل
ظاہر کرتے ہیں۔اپنی آس پاس بولی	کی وضاحت کرنا اوران کے درمیان فرق واضح کرنا۔ اِملاء	ہارے سرسبز جنگات،	ے <u>س</u> ا دسمبر تک
جانے والی زبانوں کا تقابل اُردوکے	سکھانا۔طلباءاپنے دوستوں،ہم جولیوں کے مختلف تجربات مثلاً	شاعر كشمير مجور	
ساتھ کرتے ہیں۔	ان کے سفر کے مشاہد سے اور اس سے حاصل شدہ تجربات کو سننے		
	اورسُنانے کامو قع فراہم کرنا۔		
	كلمه كامختلف فتتمين، مضامين اور درخواست ككهوانا، شعراءد ا دباء		
	کے تعلق پیراگراف لکھنا۔		
ريدُيو، ٹی دی،اخبارات کو پڑھ کران	اسباق كالمل تدريس وتفهيم كرنا بصحيح إملااوررسم الخط كي طرف تؤجه	صبح كاترانه	برددم
ے متعلق تجز ہی پیش <i>کر سکتے ہی</i> ں۔	دینا،اخبارات،رسائل اورجریدے بڑھنے کی طرف طلباءکو مائل	نيك عا دات	سمار یل تا ۲ اار یل تک
	کرنا۔مضامین اور درخواست ککھوا نا کلمہ کی قشمیں۔ادباء کی	ہاتھی کاوزن	
	زندگی پر پیراگراف ککھوانا۔		

		درجه ششم : بهارستانِ اُردو	
تقشيم نصاب وميقات برائح امتحان	عنوانات	تدريسي طريقه كارومشق	آموزشى ماحصل
ميقات اوّل	ہندومسلمان،	اسباق كىكمل بتدريس دفنهيم معنو ضيحات مختلف نشستوں كا	سمتحرر ياتقر بركاخلاصها پنى زبان مير
اسمئى تا 2 جون	سوا می دو یک <mark>ا نند</mark>	انعقا دکرنا ^ج ن میں بچوں کی قر اُت اور تلفظ کی درسق ہو جائے۔	پیش کرتے ہیں۔
	ایثار کاجذبه،	تحريرى اورتقريري مقابلون كاانعقا دكمياجائ ،تا كهطلبا يكولكصخ كا	
	جا گوجگاد	ماحول فراجم ہوجائے _طلباءکواقد اراورروا داری کاسبق دینا۔	
	چغلی کھانےوالا	داحد جع، تذکیروتانیث، ضدواضداد، کلمه کی قشمیں، مضامین،	
		درخواست اورا دباء پر بیرا گراف لکھوانے کی مشق۔اشعار کی	
		تشريح كردانا-	
ۇرسوم بۇرسوم	شيرميسور ثيبو سلطان	اسباق کی کمل تفہیم ویڈ ریس مع توضیحات ،معیاری اُردو تلفظ	نظمون اوركهانيون كاخلاصه لكصح بين
٣١ تا ٣٣ جولائی	<u>بر</u> ف باری	سکھانا ، بیجج املاء، نظم اور کہانی کاخلاصہ کھوانا۔معنوں کے لحاظ سے	
	حكايات	اسم کی قشمیں، درخواست، مضامین، پیرا گراف لکھنے کی مثق	

	جهشهم : بهارستانِ أردو	1)	
آموزشي ماحصل	تد ریسی طریقه کارومشق	عنوانات	تقشيم نصاب وميقات برائح امتحان
طالب علم مختلف ساجی مسائل کو سمجھتا ہے	اسباق کی کمل تدریس دختهیم مع نوضیحات ,مختلف تحریری اور	صحت اورصفائي	ميقات دوم
ادراُن پراپنی رائے ظاہر کرتا ہے۔	تقریر ی نشتوں کاانعقا د کر کے طلباء میں اوبی ذو ق أ جا گر کرما۔	گھوڑےاور ہرن کی کہانی	۵امتی تا ۲۵ اکتوبر
	شعرفهمی کی رغبت پیدا کرما تا که طلباء کابول چال معیاری بن	كابلىوالا	
	-24	بجل کے کر شم	
	بناوٹ کے لحاظ سے اسم کی قشمیں،واحد جمع، تذکیروتا نبیث،ضد		
	اضداد، سابقے لاحقے، مضامین، اقتبا سات اور درخواست دغیرہ		
	لكھنے کی مثق		

(جَعَن جَ) Learning Outcome	Content	Course/Period
دا کو مدا کو سوال پروستو _ اخل رائنس خو تر بر کون : آ، آ، آ، آ، آ، آوازن بیند پانو حد بنو حدیقظ بلمتو _ لل دید بیشتخ العالم خدوکا ما مدیون کو تحکر «بی خواطلاق بیر ادکیرنو _ شخ العالم خدوکا ما مد گنو راد مد با پیتو تقریر ی مقابله کرن _	فعاء للي ويد	فلان الم
دىنى المحن سلى تىغەين سوالى نىندۇ جواب كېلىنى ر تىكن سندۇ مادىكىنى - بانون جىلى جانوران سندۇ مادىكىنى - واجد تېرى دۆل بېكىنلېدۇ - كىدا كى مونىۋى بىزىدداد تىلىكىسى - كىلم چىمىن كىلىن خروبۇ مىيدۇ -	ملکنن وطن بتا سولے، با ہوتکور	j.wik
دینها تعلمی شفرین سوالن شده جواب للبعنو به خان جاید بروید به معنی دارتهمایه هادفر به بطنه مکن خود مدوند و خورتهمایه و حدار که درخان کم می بیش محکمتو به طرح یانبه د معد شریبه زندگی شده و دهمه دامه کانه محکمتی کم محلوق به اور اعد اینو حداینو حدایت محکمتو به	چانه، حن شاه کلمیدبا کر، سونه، پرونوبونیمه ^{ونت} مو، اترزمن	فيهته
دېنېآ حکمنى سقىنى نىغە بى سوالىنى نىدۇجواب كېلىخۇ يابلانۇ مايونۇ - كىلىشى شەدەما ۋىملىنى خو - ئىچە مونۇش يۆھردا يۇملىپىكىخۇ - سپارسوال چاپونۇ بېرىمىن جواب كېكىن - ئىر دۆلكەأ ئېكس يۇتھە كون تېڭىھتاپونۇ - اے، اے، اب، آدازان يۆسوپانۇ ھاپنۇ بىظىلىمى -	ولار، كمر ركم، أقول أن تد تطالب	-7.0%
دېپەتىتىنى ئىلى ئىغەبى سوالىنىندۇ جواب كېلىنۇ - محادران ئىغە استىمال كۈن - دارىد چەقتا بوڭر ، ئادت چە بادت ، فېس ساف كرىپىغاطردرغاس المنسمۇن كېلىمىنبونۇ - كىرۇ ۋراماناۋتتەسىق تېڭىمىنابونۇ - كائېر نىلۇ، بىغو چەنبە ۋىكىمىنبونۇ چەلكىپە كا تىھائىرۇ كىردامۇ - ئالىزى شىمى مىلى تەدازار يىغىرانىو سانى سانىي مانىناكىكىمىدادۇ -	فاصلي، داني شوحى، لكيبا تى. آنك بايك، شل	¥ł.

Syllabus forCLASS7th

Diagonal Linkage for Class 7th

	Evaluation						
Content Load	Unit 1	Unit 2	Term 1	Unit 3	Term 2		
Unit1=15%	10%		5%				
Unit2=15%		10%	5%				
Term1=20%			20%				
Unit3=15%				10%	5%		
Term2=35%					35%		
Total=100%	10%	10%	30%	10%	40%		

Class 7th

English

S. No	Unit/term %age of syllabus to be covered	CONTENTS	Learning Outcomes	Pedagogical processes involved
1.	U1	The Markhor	 Speaks about excerpts, short films, news and debate on TV and radio, audio/video programmes on suggestive websites. Reads textual, non-textual materials in English/Braille with comprehension. 	 Watch and listen to English movies, serials, Educational channels and audio/video materials. Read stories/plays in English and locate details, sequence of ideas and events.
2.	15%	Windows	Recites poems with appropriate pause, intonation and pronunciation.	 Interpret tables , charts, diagrams and maps and incorporate the information in writing.
3		Trees	Takes notes while teacher teaches from books/ from online materials.	 Use audio/visual aids to browse for information etc.
1.		Lal Ded	 Read a variety of text for pleasure e.g. biography, travelogue, etc. 	 Read texts, both familiar/unfamiliar and write answers for comprehension and interferential questions.
2.	U2 15%	Windows	 Participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, etc. 	 Provide opportunities to learners to participate in different events/activities in English in the classroom, school assembly and organized by different Institutes.
3		Three questions	Infers the meaning of unfamiliar words by reading them in context.	 Think critically on inputs based on reading and interaction and try to suggest solutions to the problems raised.

1.		Tobacco- The Silent Killer	Reads to seek information from book/ online.	Use materials from various sources in English and other languages to facilitate comprehension and co- relation.
2.		A Mad Tea Party	 Refers to Dictionary, Thesaurus and Encyclopedia to find meanings/spellings of words while reading and writing. 	 Allow the learners in classroom to refer sources suggest Dictionary, Thesaurus and encyclopedia to facilitate reading.
3	-T1 20%	The Rebel	Uses appropriate grammatical forms in communication (e.g. Verb, time and tense, passivation, Adverb, etc.)	 Draft, revise and write with appropriate beginning, middle and end along with punctuation marks.
4		The Little Girl		
1.		Macbeth	Responds to different kinds of instructions, requests, directions in varied contexts like school, home, playground, railway station, airport, bus terminal, taxi stand, etc.	 Share their experiences such as journeys, visits, etc. In pairs/groups.
2.	U3 15%	Sympathy	 Identifies details, characters, main idea and sequence of ideas and events in textual/nontextual material. 	Read stories/plays (from books and other sources in English/ Braille and locate details, sequence of ideas and events and identify main idea.
3		Face Showing	 Writes descriptions/narratives showing sensitivity to gender, environment and appreciation of cultural diversity. 	 Attempt creative writing, like stories, poems, dialogues, etc.
1		Fetching the doctor	Asks and responds to questions based on texts (from books or other resources) and out of	 Summarize orally and in writing a given text, story or an event.
2	TERM II	The Bahu Fort	curiosity. Thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life. Writes formal letters, personal diary, list, e-mail.	Think critically or inputs based on reading and interaction and try to provide suggestions, solutions to the given social issues.
3		To sleep	Writes dialogues from stories and stories	Attempt creative writing, like stories, poems, dialogues, etc. Learn vocabulary associated
4		The Gumbie Cat	Visits a language laboratory and writes a	with various professions.
5	-	A Shadow	book review.	Visit a language laboratory and write a
6	-	Lalajee		book review.

Class: 7th

Sub: Mathematics

Unit/Term	Contents	Learning Outcomes/Goals	Suggested Pedagogical Processes
UNIT-I	Integers	Conceptual understanding of Integers and their representation on number line. To have the concept of properties like Closure, commutative, associative and distributive properties and their application in operations.	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
	Fractions and decimals	 To be able to concretize the concept of fractions by solid operations. To have the concept of fractions as decimals To be able to operate fraction & fraction, fractions & integers. To be able to perform operations on decimals. To be able to compare decimals and fractions. 	The formulation and division of integers. This can be done through number line or number patterns. For example : $3\times2=6$ $3\times1=3$ $3\times0=0$ $3\times(-1)=-3$ $3\times(-2)=-6$
UNIT-II	Data Handling	To have the Skill of collecting, recording & organizing data and representing it graphically. To be able to calculate mean, mode and median of data and understanding their applications in day today life. To have the conceptual understanding of probability and its use.	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
	Simple Equations	To have the concept and understanding of equations. To have the ability to frame linear equations from statements and their solutions. To be able to apply simple equation/s in day to day life.	 • 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.
	Lines and angles	To have the Conceptual understanding of point, line, line segment and the plane. To have the knowledge of different types of angles and their identification and importance in the surroundings. To have the knowledge of transversal of parallel	 multiplication of numbers can be expressed in short form. For example 2×2×2×2×2×2= can be expressed as 2⁶. explore the possible combinations of variables and constants using different operations to form

		lines and properties of corresponding angles,	algebraic expressions in various contexts.	
		alternate-interior angles and interior angles on the same side of a transversal.	 provide situations from daily life that lead to setting up of equations and choosing the 	
TERM-I	The Triangle and its properties	 To have the conceptual understanding of triangle and its elements. To have the conceptual understanding of exterior angle of a triangle and its property. Angle sum property of a triangle and its application to find some unknown angles. To have the concept of altitude and perpendicular in a triangle. Right angled triangles and Pythagoras property and its application in the day to day life. 	 appropriate value of the variable that equate both sides. conduct activity of adding /subtracting number 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 	
		To have the conceptual understanding of rational numbers and their need.	and simple interest that show the use of percentage.	
	Rational Numbers	To be able to compare of rational numbers and their representation of a number line. To be able to identify rational numbers between two given	• 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.	
		rational numbers. (using given method) Operation on rational numbers. To have the understanding of the role of identities	 verify the properties of various pairs of angles by drawing diagram (One group can give measure of one angle, the other group needs to give the measure of other angle.) 	
	Congruence of	To have the conceptual understanding of congruency in plane figures, line	 visualise 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 through diagrams 	
	mangies	segments, angles and triangles. To have the knowledge of criteria for	and upper primary mathematics kit (developed by NCERT).	
		congruence of triangles (SSS SAS ASA RHS)	 draw different types of triangles, ask them to measure angles of all triangles, and verify. 	
		To have the knowledge of importance of congruency.	 explore exterior angle property of triangles; and Pythagoras theorem identify symmetrical figures from their 	
	Comparing	To have the conceptual understanding of ratio, proportion & percentage and their conversion with	environment and which shows rotational Symmetry.	

	UNIT-III	quantities	each other. To be able to convert fractional numbers to percentage and vice versa	 visualize the symmetry through paper folding activities 	
			To have the concept of buying, selling, profit and loss and their calculation.	 establish congruence criterion and later on verify the property by superimposing one above the other 	
			I o have the concept of simple interest and its application.	demonstrate the construction of a line parallel to	
		Perimeter and Area.	To have the understanding of perimeter and be able to calculate the perimeter of different figures To have the conceptual understanding of the area and of the different shapes and its application in the field (Geoboard may bein)	 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 	
			Project: A record of the perimeters and area of classrooms, Playground, Office room etc.be put on a chart.	 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 	
TERM-2	Practical Geometry	To be able to construct a line parallel to a give line. To be able to construct triangles using different criterion (SSS, SAS, ASA, RHS).	 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 		
		Algebraic Expressions	Formation of algebraic expressions from different situations. Addition and subtraction of algebraic expressions.	mode or median of ungrouped data. Encourage them to arrange it in a tabular form and represent it by bar graphs	
		Exponents and powers	Understanding of exponents and laws of exponents. Expressing large numbers in the standard form.	 draw inferences for future events from the existing data. 	
	Symmetry	To be able to name and recognize different types of symmetry, rotational, reflective and point. To be able to identify a shapes line of symmetry and order of rotation. To be able to Identify lines of symmetry for regular polygonals.	 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. 		
		Visualizing solid shapes	To be able to identify two dimensional and three dimensional shapes. To be able to recognize different views of 3D objects. To be able to discuss pyramids based on sides , should be able to polyhedron.		

Sub.:-Science

Unit⁄ Term	Theme/ Sub- theme	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignment/ Projects
	1 Nutrition in Plants	Nutrition, Autotrophic and Heterotrophic nutrition; parasites, saprophytes; photosynthesis.	Nutrition and nutrients. Modes of nutrition in plants. Autotrophic and heterotrophic mode. Saprotrophic nutrition and Symbiosis . Activity: Collect some leaves of various shapes/ patterns and preserve them.	Coleus or another plant with Variegated leaves, alcohol, iodine Solution, kit materials.	Need for light, green leaf for photosynthesis, looking at any saprophyte/parasite and noting differences from a green plant List of saprophytic and par osmotic plants found in Kashmir.
U-1	2 Nutrition in animals	Types of nutrition, nutrition in amoeba and human beings, Digestive system – human, ruminants; types of teeth; link with transport and respiration.	Essential parts of human digestive system. Functions of.various parts of elementary canal (Human Beings). Step wise digestive process in human beings. Digestion in ruminants(Cow).Digestion in unicellular organisms (Amoeba).	Model of human teeth, charts of alimentary canal, types of nutrition etc., chart and model of amoeba. The story of the stomach with a hole.	Activity: to prepare a chart of human digestive system. Group work: Prepare a dental formula on chart indicating the functions of different teeth. Activity: Students may be asked to prepare ors(Oral Rehydration Solution) which is very important in case of excessive loss of Water diarrhea. Effect of saliva on starch, permanent slide of Amoeba. Role play with children. List of digestive disorder found in Kashmir.
U2	3. Fibre to Fabric	Classifies materials and organismsbased on properties/characteristics, e.g., plant and animal fibres explain processes and phenomena, e.g., processing of animal fibres.	Animal fiber, wool, silk, Rearing/breading of sheep. Processing fiber into wool. Lifehistory of silk moth.	Samples of wool and silk; brief account of silkworm rearing and sheep breeding.	Collection of different samples of woolen and silk cloth. Activities to differentiate natural silk and wool from artificial fibres. Field visit to be in woolen mills.
	8. Winds, Storms& cyclones	Relates processes and phenomena with causes, e.g., wind speed with air pressure;	Concept causes and effects of wind-storm and cyclone. Effective safety measures against cyclone.	Experience; newspaper reports . Narratives/stories.	Making wind speed and wind direction indicators. Activity to show "lift" due to moving air. Discussion on effects of storms and possible safety measures. Make a model of wind mill. Project on Flood in Kashmir.

Class7th

	4 Heat	What kinds of clothes help us to keep warm? What is heat? What is the meaning of 'cool'/'cold' and 'warm' 'hot'? Heat flow; temperature.	Heat and temperature and their difference. Measurement of temperature, Use of clinical and lab thermometer.Transfer of heat through conduction, convection, radiation. Good and bad conductors of heat. Activity: Recording the body. Temperature of class mates.	Potassium Permanganate, metal strip or rod, wax, common pins, spirit lamp, matches, tumblers, Thermometer etc. Charts showing different scales in measuring temperature.	Experiment to show that 'hot' and 'cold' are relative. Experiments to show conduction, convection and radiation.
	5 Acids, Bases &Salts	Acids, bases and salts Classification of substances into acidic, basic and neutral; indicators.	Acids, bases and salts Acid base indicators; General physical properties of acid andbases with example Neutralization (brief idea).	Common substances like sugar, salt, vinegar etc, test tubes, plastic vials, droppers, etc.	Activity: Check the acidic and basic nature of different fruit juices and sodium bicarbonate, soap solution using litmus paper. Find pH of Shampoos and cold drinks.
τ1	10. Respiration in Organisms	Why do we/animals breathe? Do plants also breathe? Do they also respire? How do plants/animals live in water? Respiration in plants and animals.	Respiration, Types and process of respiration/Respiration, breathing (Differences). Respiratory system in human being. Role of Diaphragm, chest, lungs and ribs in breathing. Composition of inhale and exhale air. Exchange of gases in plants through stomata	Lime water, germinating seeds, kit materials.	Activity/ Project: Observe and compare the X-ray chest of a normal person with a person who is chain smoker and enlist the findings. <i>Experiment to show plants and</i> <i>animals respire; rate of breathing;</i> <i>what do we breathe out? What do</i> <i>plants 'breathe' out? Respiration in</i> <i>seeds; heat release due to</i> <i>respiration. Anaerobic respiration, root</i> <i>respiration.</i>
	10 Motion & Time	Appreciation of idea of time and nee To measure it. Measurement of tim Using periodic events. Idea of spee Moving objects – slow and fast motion along a straight line	Understanding of motion and rest. Motion and its types, measurement of speed and time and its SI units. Distance – time graph	Daily-life experience; metre scale, wrist watch/ stop watch, string etc.	Assignment: Identify the types of motion in sewing machine. Wing and ,march past of soldiers. Activity: Make a model of the sand clock. Numerical problems of speed.
	16 Water	Water as a natural resource. Importance of water for sustaining life. Sources of water. Water exists in various forms in nature. Water as universal solvent . Water Cycle in nature. Water pollution, Causes, effects and prevention.	Water as a natural resource. Importance of water for sustaining life. Sources of water. Physical states of water. Water as universal solvent. Water cycle in nature. Water pollution, causes, effects and prevention. Hydroelectric power projects in J and K. Portable water, physical properties of water.	Water exists in various forms in nature. Scarcity of water and its effect on life.	Project: Important canals and lakes in J and K. Case study of people living in conditions of extreme scarcity of water, how they use water in a judicious way. Projects exploring various kinds of water resources that exist in nature in different regions in India; variations of water availability in different regions List of glaciers of J&K.

		Scarcity of water and its effect on	Salinity of sea water.		
		life. Desalination of sea water.	Desalination of sea		
U-3	7 Weather, Climate and Adaptation	Weather and climate. Adaptation of animals to different climates.	Water. Distinguish between weather and climate. Wet and Hot climate. Humidity and rainfall. Activity: Discuss with your students the working of State Meteorological Department.	Data on earth, sun – size, distance, etc, daily changes in temperature, humidity from the newspaper, sunrise, sunset etc.	Project: Collect pictures and make a collage related to September 2014 flood in Kashmir and the cite the possible reasons of that flood graph for daily changes in temperature, day length, humidity etc.; Try to find out reasons of 2014 flood in
	6. Physical &chemical changes	Physical and chemical changes. Activity : prepare the crystals of common salt (nacl) from brine using crystallization method.	Concept of physical and chemical change and their types viz, Galvanization, Rusting of iron and crystallization.	Common substances Like sugar, salt, vinegar Etc, test, tubes, plastic Vials, droppers, etc. Test tubes, droppers, common pins, vinegar, baking powder, cuso4,etc. Urea, copper sulphate, alumetc Beaker, spirit lamp, watch glass, plate, petridish, etc	Testing solutions of common Substances like sugar, salt, vinegar, lime juice etc. with turmeric, litmus, china rose. Activity to show neutralisation. Experiments involving chemical reactions like rusting of iron, neutralisation (vinegar and baking soda),displacementofcufromcuso4etc. Introduce chemical formulae without explaining them. Making crystals of easily available substances like urea, alum, copper sulphate, etc. Using supersaturated solutions and evaporation.
	17 Forests : Our Life Line	Natural Resources, forests, Interdependence of plants and animals in forests. Forests Contribute to purification of air and water.	Forests as a natural resource, Food Chain, forests as ecosystem. Soil erosion. Decomposers, Role of forest in preservation of flood. Maintaining balance of O2 and CO2 in atmosphere . Important Forest products.	Case material on forests, Films on wild life, TV programmes	Case study of forests.

T-2	9. Soil	Soil and its gradients. Soil profile and soil types. Crops grown with types of soil ,Soils in J and K. Soil erosion.	Soil and its gradients. Soil profile and soil types. Properties of soil percolation, absorption, soils in j and k. Soil erosion.	Data on earth.	Assignment: Enlist the natural ways to enrich soil fertility. Activity: Find out the moisture content of soil sample. List of soils found in Kashmir.
	11 Light	Reflection, certain surfaces reflect light. Real and virtual images. White light is composed of many colours. Rainbow	Proving rectilinear propagation of light. Reflectionof light. Spherical mirrors and their uses. Lenses, Kinds of lenses and their uses. Dispersion of light(Brief Explanation) Formation of rainbow, Spectrum.	Rubber/plastic tube/ straw, any source of light Glass/metal sheet/metal foil, white paper. Convex/concave lenses and mirrors. Newton's disc.	Observation of the source of light through a straight tube, a bent tube. Observing reflection of light on wall or white paper screen. Open ended activities allowing children to explore images made by different objects, and recording observations. Focused discussions on real and virtual images. Making the disc and rotating it.
	10 Transportation in Animals & Plants	<i>Herbs, shrubs, trees; Transport of food and water in plants; circulatory and excretion system in animals; sweating. Dialysis</i>	Transportation of material in plants. Transpiration and its importance. Circulatory system in man. Process of blood circulationBlood pressure, heart beat and pulse. Excretion in animals (Unicellular and multicellular) Excretion in man. Different organs of excretion. Excretory system in humans , Dialysis	Twig, stain; improvised stethoscope; plastic bags, plants, egg, sugar, salt, starch, Benedicts solution, agno.3.solution.	Translocation of water in stems, demonstration of transpiration, measurement of pulse rate, heartbeat; after exercise etc. Discussion on dialysis, importance; experiment on dialysis using egg membrane Activity: Show transpiration to the students by covering the leaf of live plant by transparent polythene . Functions of xylem and phloem Project: Teacher is advised to demonstrate the structure of; (1)Heart (2) Kidneys of sheep or ox by Dissection.
	11 Reproduction In Plants	Reproduction and its need. Asexual and sexual reproduction in plants, pollination : cross, self Pollination; pollinators, fertilization, fruit, seed.	Reproduction and its need. Main modes of reproduction in plants. Different methods of asexual reproduction. Vegetative propagation and its advantages. Sexual reproduction in plants (Brief) sexual parts in flower. Pollination and fertilization. Parts of typical seed (Gram Seed),Parts of typical fruit(Pea And mango	Bryophyllum leaves, potato, onion etc.; yeast powder ,sugar.	Study of tuber, corm, bulb etc; budding in yeast; T.S./L.S. ovaries, w.m. pollen grains; comparison of wind pollinated and insect pollinated flowers; observing fruit and seed development in some plants; collection and discussion of fruits/seeds dispersed by different means. Activity: Study all parts of live flower Assignment : Ask students to collect different seeds.

12 Electric Current & Circuits	<i>Electric current. Electric</i> <i>circuit symbols for different</i> <i>elements of circuit. Heating</i> <i>effectof current.</i> <i>Principle of fuse.</i> <i>A current-carrying wire has an</i> <i>effect on a magnet.</i> <i>A current-carrying coil</i> <i>behaves like a magnet.</i> <i>Working of an electric bell</i>	Electric current. Electric circuit, heating and magnetic effects of current. Electric fuse and its principles. Electric bell and its working.	Cells, wire, bulb or LED, aluminumfoil.,compas s, battery. Coil, iron nail. Electric bell.	Drawing circuit diagrams. Activities to show the heating effect of electric current. Activity to show that a current- carrying wire has an effect on a magnet. Making a simple electromagnet. Identifying situations in daily life where electromagnets are used. Demonstration of working of an electric bell Activity: to make an electric fuse. Activity: precautions/ safety measures while handling electric devices project: Prepare an electromagnet.
18 Waste water story	Sewage; need for drainage/sewer systems that are closed.	Sources of water, defining wastewater or sewage, contaminants of waste water. Treatment of polluted water. Sanitation and some water Borne diseases.	Observation and .experience; photographs.	Survey of the neighbourhood, identifying locations with open drains, stagnant water, Tracing the route of sewage in your building, Project: Observe the sanitation pattern in the vicinity and advocate the reform.

Class: 7th

Subject: - Social Science

Unit/ Term	Subject Area	Chapt er No.	Chapter Name	Learning outcomes: To understand /know/ Appreciate/learn	Suggested Pedagogical Processes The learner be provided opportunities in pairs/groups/ individually and encouraged to —
	History	01	Tracing changes through a thousand years.	Concept of Maps and cartography-Broad sources of history for historians. Concept of Time periods in history/past.	 explore globe and maps for identifying historical places/ kingdoms, climatic regions, and other resources. identify different sources of history available in books/local environment e.g., extracts from manuscripts/maps/illustration /painting/historical monuments. /films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time.
Unit-I	Civics	01	On Equality	Concept of democracy, equality, civil rights movement, equality in India and other democracies.	 participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for equality. Perform a role play with songs and focus about the issues of equality in democracy.
	Geography	01	Environment	Meaning and concept of environment: components of environment, ecosystem, need to protect environment.	 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

		02	Inside our Earth	Surface and interior of earth layers of earth. Rocks and minerals. Types of rocks Rock cycle.	 environment, e.g., components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. collect samples and identify different types of rocks from the
	History	02	New kings and Kingdoms	Political activities and military actions during early medieval India- emergence of new kingdoms, political and administrative developments.	 • familiarize with the emergence of new dynasties and prepare a timeline to trace important developments during this time enact/dramatize key events of a given historical period/ personality like, Razia Sultan, Akbar etc.
		03	The Delhi Sultans	Rulers of Delhi between 11 th century and 16 th century. Travelers' accounts and travelers. Mongol invasion.	
	Civic	02	Role of Govt. in Health	Health as an aspect of fundamental rights. Role of Govt. institution and departments in improving health care sector in state/country.	
Unit- II	Geography	03	Our Changing Earth	Forces/Agents responsible for changing surface of earth, earthquake, volcano, landslide, weathering and erosion.	 models/visuals/audiovisual materials for understanding interior of the earth, formation of different types of landforms, movements of water in the ocean, etc. use diagrams/ prepare models to display different types of landforms participate in mock drill for earthquakes or other disasters discuss factors, both natural and human made that cause disasters like tsunamis, floods, earthquakes, etc.
		04	Air	Composition of air, structure of air, air pollution, weather and climate, winds and air pressure.	 discuss similarities and differences in the life of people

	History	04	The Mughal Empire	Establishment of Mughal Empire, Political history of	in different climatic regions of
Term -I		05	Rulers and Buildings	Engineering skills and construction during medieval period of Indian history, Major architectural buildings and monuments constructed during this period.	 the world, including India reflect on the changes in society during medieval period and compare it with present day time. prepare projects: on dynasties/kingdoms/administer -ative 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, kirtansor qawwalis/ visits to nearby dargah/ gurudwara/ temple associated with bhaktior sufisaints and discuss the basic tenets of different religions.
	Civics	03	How State Govt works	Concept of constituency, majority, opposition MLA, press conference.	 observe assembly constituency map of State/UTs. organise a mock election and youth Assembly. Prepare newspaper collages about the work being done by the state Govt. on some issues like health, food, agriculture, roads etc. debate about the role of media.
		04	Growing up as a Boy and Girl	Gender inequality in India and world. In equal socialization among boys and girls.	 perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc. express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas.

		05	Women change the	Raising awareness about women's movement, women's	Make oral and written
			world	rights. Stereotypes, discrimination violation, sexual	presentation about women who
				harassment.	worked for a better society.
	Geography	05	Water	Water cycle, distribution of water, ocean circulation,	• engage with key concepts like
				ground water, tides and waved, ocean currents.	ecosystem, atmosphere,
		06	Natural vegetation &	Concept of natural vegetation, factors responsible for	disasters, weather, climate,
			wild Life.	growth of natural vegetation, classification of forests.	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 numan made
					in different ecosystems (elimetic
					regions kinds of pollution
					sources of fresh water in their
					surroundings etc
					• do projects (solo, pair or
					group) about types of
					advertisements and create
					advertisements about the need
					to save water and energy
					organise awareness drives in
					one's own locality about
					sanitation, public health and
					road safety.
	History	06	Town, Trades, and	Towns, original history, relationship between towns and	
			Craft persons.	traders. New town and traders.	
		07	Tribes, Nomads, and	Life of tries and nomads: changing tribal society new	
			settled communities.	castes and hierarchies.	
	Civics	06	Understanding Media	Links between media and technology, media and big	Express views through
Unit-				business, media and democracy, types of advertisements.	discipline and critical writing
III					about the role of local media
					and social advertisement that
					tend to favour those who have
					greater infancial as well as
	Goography	07	Uumon Environment	Sottlement: meaning and times. Transport major masses	social resources.
	Geography		settlement	communication: meaning and means	
	1	1	occuciation,	ominancaton, incanns and incans.	

			transportation and communication		
Term -II	History	08	Devotional paths to the Divine	Major religious idea and practices in medieval India. Bhakti and Sufi movement- famous saints (Kabir), Nanak, Nizamuddin Auliya.	
		09	The Making of Regional Cultures	Making and development of regional cultures. Rulers and religious traditions. Classical dance forms Kathak. Pirs and temples.	
		10	18th century Political formation	New political formations in India- emergence of New Kingdoms during 18 th and 19 th century. Old Mughal provinces as new states.	
		11.	Medieval History of J&K and Ladakh	Medieval J&K- political developments during 14 th to 17 th century. Medieval Kashmir- Major Rulers, development of crafts and arts. Mughal rule in Kashmir.	
	Civics	07	Markets around us	Different kinds of markets. Weekly markets and chain of markets. Concept of bargaining in the market.	Undertake case studies and projects about local markets
		08	A Shirt in Market	How goods travel through various market places. The role of producers and consumers – Market and equality.	and shopping complexes through field visits.
		09	Struggle for Equality	Interprets social, political and economical issues in one's own region with reference to the right to equality.	Make up a social advertisement on equality in classroom by making small groups.
		10	Structures of the governances in J&K	Administrative structure of the government in the UT of J&K.	 observe assembly constituency map of state/UT visit any office under the state government /UT administration (e.g., electricity bill office) in one's own locality to observe its functioning and prepare a brief report.
	Geography	08	Human Environment interactions The tropic and sub tropical regions.	Amazon basin- climate, people, flora and fauna. Ganga, Brahmaputra, plain, climate,	
		09	Life in Deserts	Types of deserts, Sahara Deserts, climate, flora and fauna. Ladakh- Agriculture, animals, minerals and people. Map:- Locate Sahara Desert and Ladakh.	
		10	J&K Life and people	Geography of J&K: - Life and people in Kashmir, Jammu, and Ladakh. Culture, flora and fauna and agriculture, of Jammu region and Kashmir valley. Map: - Locate two hydropower projects on map. Activity:- prepare a report on culture of J&K.	

	رجه ^{مفت} م : بهارستانِ اُردو	,	
آموزشی ماحصل	تدريبي طريقه كاروشق	عنوانا ت	یم نصاب و میقات برائے امتحان
دوسروں کی باتو با ورخیالات کوشن کر	تدریسِ اسباق صحیح تلفظ کے ساتھ، ہم آوا زالفا ظ کی نشا ند ہی،	تراندوحدت	:ل
اپناندازے بیان کرتے ہیں۔	الفاظ كوجملول مين استعال، اسباق ير هات وقت عملي قو اعد كا	ماحولياتي تو ارُ ن	سلاديمير
	استعال _	اخلاق نبي	
	ا پنی بات اور خیالات کوآزادی ہے پیش کرنے کی اجازت دی		
	جائے۔معنوں کےلحاظ سے اسم کی قشمیں، بناوت کے لحاظ ہے		
	اسم کی قشمیں ، مضامین اور خطوط نگاری، اپنے دوست دا حباب کو		
	مختلف خطلكصنا -		
ڈ رامائی مکالمات صحیح تلفظا ورمہارت	دری اسباق کی تد رئیں مع تو شیحات، طلباءے اسباق کی بلند	نعت،	د م
کے ساتھادا کرتے ہیں۔	خوانی اورخاموش خوانی کرائی جائے ۔میڈیا فلم، گھر، با زاروغیرہ	بصلےاور بُرے کی پہچان	۱۱۷ یل
	ے متعلق زبان کے مختلف بیرا وُں کو سمجھانے کے لئے گفتگواور	شرى دام چند رجى	0.000
	بحث دمباح کے لئے ماحول فراہم کرایا جائے۔		
	فغل کی تعریف اوراس کی قشمیں		

	0	رجه [.] مفتم : بهارستانِ اُردو	
نقسيم نصاب وميقات برائح امتحان	محنوانات	يترريبي طريقة كارومثق	آموزشى ماحصل
يقات اوّل	قلم ،	اسباق کی کمل مدر ایس مع تضبیم وقو طنیح ، اشعار کی تشریح ، نثر ی	طلبا نظموں اور گیتوں کومو زونیت کے
سېمتى تا 2 جون	شاه بهدانٌ	اسباق اورنظموں کاخلاصہ بقواعد ، زمانے کے لحاظ سے فغل کی	ساتهاداكرف كحاد ودأن كالجزيد
	ڈاک کاا نوکھا ٹکٹ،	فتمين فعل، فاعل، مفعول مختلف عنوانات پر مضامين، مختلف	کرتے <u>ہ</u> ں ۔
	تين كهانياں	فشم کے خطوط لکھوا نا محاورات مع معنی اوراستعال۔	
	كركل سرم ينكرتك		
دسوم	پند ے کی فریا د	اسباق کی مکمل تد رایس تفہیم داو شیجات _ وا دمعر وف ، مجهول اور	طلباء نثر اورنظم کیا لگ لگ شناخت
اتا سام جولاتی	نيوثن كاكارمامه	معد ول کااستعال مضمون نویسی ،خطوط نگاری، مکالمه آرائی ک	کرتے ہ ی -
	برزمامه کی تاریخی ایمت	مسلسل مثق قواعدح وف اوراقسام حروف يطلباء يركروب	
		م مخلَّة مضورا بيري كوفيد ادفكا ابليك	
/11 m 17	جارا وطري	یں سلک و و رت پ ر بن ک و بات رہا ہے۔ تاریک اساق مع تقہیم ماہ منسحات یا شوار کی تشر ترکا ورنیٹری	بلاله علمغناذ شخصابة كبطلابيته
1000	10100. 11 - Xi		
19011	سامس اور جنگ،	ا ممباسات ی یک _تواعد _تروف کے اصام ی جانکاری۔ بروف کے اصام کی جانکاری۔	زندن بیان کرتا ہے۔
	مشير کے دلیش باغات،	مضامین، خطوط، مکاکمه اور مباحث کی مشق کے لیے مقابلوں کا	
	آدى مامە،	انعقاد_ادباء کےحالات زندگی _اسم عرفہ کےاقسام _	
	اولميك تحيل		

(جَسَى جَ) Learning Outcome	Content	Course/Period
ا، آ، آ، ا، ا، ای، آوازن خد تعلق خزورتا و لو گولو گونتمله هاد که در به اسمن سبطی بخد من سواین بخد کر جواب کم تو م	وعاء نيما	غ ¹ ن الح
بجرد - بقط إ طاوته موزيقط علود - ٢٠ - وما وى خواص - ١ و طاوته موزيقد - خروكا بسكار و يل يدادد -		
إنو هڪاديه چرجند معنى۔ دينه استعن سنگن شفه بن سوالن شفدة جواب سيلينو بر تحررة ثميه بير موادة عليه ليكھنايونو . أ. ف. او، او، او، او	باذكام لعجدهم	2.00%
آوازن مفر تطفن خو وما و- لو تولو تو تمليه عاد في - خان جايب روت مر تر محمو تلمنا بو في -	م ^ع مر	
ان المعنى العلى الله المان الله والمن الله المعتر و الموقو والد المدخر و شاريتر من خوير مرفي المربي المران و درخا الما يحمو المعتوجة	كالرنان. الم	stri.
موجة بر من موضوص يشهر دادتها يكر وللمعداد في موتعريا عام (SM S) كر وتبكمن تيجعنا وفي الف، اب الب، تافرو، تمثل، تنو	محمد كانبل. تيلى	
آوازان مُفروما وبداو كولو ترجمل عاوتى -	3	
د به احمد المعنى بندى والن بندر جوب للبعنو . كانسوجه عام ال بند مر وكم كعوجه كم داد عله للمعناد في - شاران الند تك (بيت با زى) مقابله	the state	-7.02
كراون يزجه بداوترجه إشابها وترون وتاوت خوأتو - الكدهبة ول إيلا وين المثال : بلوسون دول = مودغة دخابر - المالبكعنو فر	مادکھ	
د م ^{اسع} ین سقنی خد ^ی ن سوالی شند کرجواب کمچن که نتر یا رس سلبس کرن سافسانس ، ولیابه تی تعلیه معلق زان دفر سعام، قدقی ، خاص اقدتی تبه بهما ژ	بايد ول، بايمك،	11
او د دوى خوان - جمع داد د د المحصى بو كند بد مونوص بد مركر ومعمون كمحد و - بد معلق كرد بعداد ما يكمحدو في مدخو بد بد خو	مون، زباعيه، سانيه	
اميت ودعاد بديد. بفتكن ستن دوك مفرك دوك مفرك وبدمومن مفرك و كالترين رقي مفرك و. تها في دفو زان دفر - دبن بالم عديون	تاريحكوكة بديوالد	
يفد كالوجم والوص بالي فترى		