



SYLLABUS FOR POTENTIAL LEARNERS

STATE INSTITUTE OF EDUCATION

S. I. E. Kashmir

ENVIROMENTAL STUDIES

CLASS V

CHAPTER

A SEED TELLS A FARMERS'S STORY

KEY CONCEPTS

Pupils should be taught to:

- Identify major crops of J & K.
- Explore the changing ways in farming
 - Cow dung to Fertilizers
 - Bullocks to Tractor
 - Storing of seeds then and now
 - Introduction of new crops and need of pesticides and more water for these crops.
- Identify the effects of changing farming on the life of the farmer
- Find a middle way between the use of technology and natural resources for cultivating high quality and healthy food.

ACTIVITIES

- Make a chart of different seeds with their labelled pictures.
- With the help of painting show the changes that took place in the field of agricultural.

CHAPTER

WHOSE FORESTS

KEY CONCEPTS

Pupils should be taught :

- About Suryaman mentioned in the textbook and his fight for forests and forest people (Adivasis).
- The importance of forests for the forest people and for the people who do not live in or near the forests.
- About trees, herbs, wild fruits, flowers, birds and animals found in the forests
- Right to Forest Act 2007
- Need of education for forest people (Adivasis)
- To explore Mizoram as a land of forests where three-fourth of people are linked to the forests.
- Culture of people who live in or near forests
- Jhoom Farming

ACTIVITIES

- Organise a painting competition in your class showing importance of forests, Timber smuggling destroying our forests etc.

CHAPTER

ON THE MOVE AGAIN

KEY CONCEPTS

Pupils should be taught:

- About Jageerdari System
 - Farmers who work hard in the fields for Land Lords
 - Loan: a burden on farmers.
- Seasonal migration of farmers and its adverse effects on them, especially on the education of children
- The hardships faced by farmers, then and now
- Need of free education, food and scholarships for the children of farmers who provide food to whole country.

ACTIVITIES

- Bring some farmers to your school and have an interaction with them. Let the pupil ask some questions to them.

CHAPTER WHO WILL DO THIS WORK

KEY CONCEPTS

Pupils should be taught:

- The dignity of labour
- How it is better to do our work ourselves
- To help your parents, teachers and elders in their work
- Doing every work is not shame but your skill
- Great people would prepare their food, clean their houses and polish their shoes themselves.
- Dependence of society on such essential services.

ACTIVITIES

- Clean your school and learn how to use dust bin.
- Before leaving toilet how to clean it.

CHAPTER SUMITA IN SPACE

KEY CONCEPTS

Pupils should be taught:

- About globe as a model of Earth.
- About Sunita Williams and her experiences of living in space.
- That the earth pulls everything towards itself.
- How earth looks from space.
- To describe the Sun, Earth and Moon as approximately spherical bodies
- To explore the change in the shape of moon.

ACTIVITIES

Cut the map of world in such a way that every piece represents a continent or ocean, then cut the continents into countries. Join them to get the map into its original form.

CHAPTER

AIR: ITS USES AND POLLUTION

KEY CONCEPTS

Pupils should be taught:

- Air is a mixture of gases like nitrogen, oxygen, carbon dioxide etc.
- The various constituents of air like nitrogen, oxygen, carbon dioxide etc.
- Air occupies space and weight
- Air exerts pressure
- The pressure of air expands the bodies of balloons and pillows
- Use of air in tyres of vehicles
- Air pressure can move liquids
- Air pollution, sources, effects and treatment.

ACTIVITIES

- Enlist the Sources of Air Pollution in your surroundings on charts.

CHAPTER

CLOTHING AND CULTURE

KEY CONCEPTS

Pupils should be taught:

- That there is diversity in cultures, dresses, languages, food etc
- About the dresses and food of different states of India.
- Main reasons of diversity

ACTIVITIES

- Collect the pictures of different dresses of various states and paste them in your scrapbook.

LEARNING OUTCOMES

- Pupils identify the changes in customs, food, techniques used for cultivation etc.
- Pupils work scientifically by using their observation to compare one plant with other plant, one animal with other animal, plant with animal etc, and ask questions in this regard.
- Pupils describe the interdependence among animals, plants and humans.
- Pupils records observations through different techniques of Maths.
- Pupils design model of earth, creates posters, and prepares maps.

SCIENCE

CLASS VI

CHAPTER ELECTRICITY AND CIRCUITS

KEY CONCEPTS

Pupils should be taught:

- To identify the things like computer, fan etc, that run on electricity.
- To identify and naming basic components of an electric circuit like cells, switches, wires and bulbs.
- How to construct a simple electric circuit.
- About cells and switches (opens and closes a circuit).
- About Conductors and Insulators.
- Metals are usually conductors of electricity. Copper wire conducts electricity.

ACTIVITIES

- Make an electric circuit consisting of a cell or battery, connecting wires, switch and bulb.

CHAPTER AIR AROUND US

KEY CONCEPTS

Pupils should be taught:

- To feel and explore that air is present everywhere.
- What is air made up of?

- Components of air namely Water vapours, Oxygen, Nitrogen, Carbon dioxide, Dust and Smoke.
- Why mountaineers carry oxygen cylinders with them.
- Plants and animals depend on each other for exchange of oxygen and carbon dioxide from air.

ACTIVITIES

- Balloon activities. You can also fill hot air into balloons by using electric hair dryer.

CHAPTER

GETTING TO KNOW PLANTS

KEY CONCEPTS

Pupils should be taught:

- To identify plants as their friends.
- To explore different kinds of plants (Herbs, Shrubs and trees)
- Identify and describe the functions of different parts of plants: Stem, leaves, roots and flowers.
- To explore the connection between the leaves and roots of a plant: types of roots and types of leaf venation.
- To identify the parts of a flower

ACTIVITIES

- Take a flower and study its different parts and draw the same on a chart..

CHAPTER

GARBAGE IN GARBAGE OUT

KEY CONCEPTS

Pupils should be taught:

- To identify the waste lying in the school ground.
- If they can divide this waste into different groups
- To identify diseases inviting waste.
- To explore concept of 3R's as a waste management tool
- About recycling of paper.
- How to deal with garbage
- To get best out of waste by vermicomposting
- To identify polythene a big problem in garbage disposal

ACTIVITIES

- Proper use of dust bin and pits

CHAPTER

FUN WITH MAGNETS

KEY CONCEPTS

Pupils should be taught:

- To identify the things that are attracted by a magnet as magnetic materials and the things that are not attracted by a magnet as non-magnetic materials.
- To identify the poles of magnet
- To explore whether two magnets attract each other or repel each other, depending on their poles.
- To explore that magnets are used to find directions.
- That a freely suspended magnet always aligns in a particular direction.

ACTIVITIES

- Collect Magnetic and Non-Magnetic Materials.
- Activities to show that like poles repel and unlike poles attract.

LEARNING OUTCOMES

- Pupils could differentiate between conductors and insulators, magnetic and non-magnetic materials on the basis of their properties.
- Pupils work scientifically by using their observation to compare one plant with other plant, one animal with other animal, plant with animal etc, and ask questions in this regard. They are able to classify plants as herbs, shrubs, trees, creepers and climbers.
- Pupils describe the interdependence among animals, plants and humans.
- Pupils records observations through different techniques of Maths.
- Pupils take care of plants, make efforts to protect environment, minimise wastage of food and use garbage as manure for plants.

SCIENCE

CLASS VII

CHAPTER LIGHT

KEY CONCEPTS

Pupils should be taught:

- That dark means absence of light and light is needed to see things
- Explore that sun, candle, bulb etc emit light and wall, door, trees etc reflect light
- To recognise that light appears to travel in straight lines
- Light travels in straight lines, light travels from light sources to our eyes and light reflected from surfaces travels to our eyes makes it possible to see objects
- Identify and describe the images obtained by mirrors (smaller/larger, inverted/erect, real/virtual etc.)
- Identify and describe the images formed by lenses.
- That white light is composed of many colours
- About rainbow and prism

ACTIVITIES

- Observation of the source of light through a straight tube, a bent tube.
- Open ended activities allowing children to explore images made by different objects, and recording observations. Focussed discussions on real and virtual images.
- Making the disc and rotating it.

CHAPTER

SOIL

KEY CONCEPTS

Pupils should be taught:

- That all living organisms depend directly or indirectly on, one of the most important natural resource, soil
- To identify that soil is composed of distinct layers (soil profile)
- To explore that soils are not similar.
- To identify and describe the types of soils.
- Absorption of water in different soils. Moisture in soil.
- That the climatic factors and the components of soil determine the various types of vegetation and crops that might grow in that region
- To identify the major crops grown in J & K
- Soil erosion

ACTIVITIES

- Make pots using different soils
- Enlist the natural ways to enrich soil fertility on a chart.

CHAPTER

REPRODUCTION IN PLANTS

KEY CONCEPTS

Pupils should be taught:

- That living organisms produce young ones of their own kind.
- Reproduction and its need.
- To identify modes of reproduction
- To identify and describe methods of Asexual Reproduction.
- Vegetative propagation by stems and leaves and artificial methods of vegetative propagation.
- Sexual reproduction in plants.
- Identify and explore the function of flower in a plant.

- Pollination, Fertilization and seed formation
- To identify that seed dispersal takes place by wind, water and animals.

ACTIVITIES

- Study parts of live flower.

CHAPTER

ELECTRIC CURRENT AND CIRCUITS

KEY CONCEPTS

Pupils should be taught:

- To identify the things like computer, fan etc, that run on electricity.
- To identify and naming basic components of electric circuits: cells, battery, switches, wires and bulbs.
- How to construct a simple electric circuit and construct its circuit diagram.
- To explore that electric appliances like electric irons, electric toasters get heated up when electric current is passed through them.
- To explore that electric fuse, a safety device, uses heating effect of electric current.
- To explore that a current – carrying wire behaves like a magnet and can deflect a compass needle.
- To make an electromagnet..
- Uses of electromagnets
- To describe the working of electric bell

ACTIVITIES

- Make an electromagnet.
- Make an electric fuse.

CHAPTER

WATER

KEY CONCEPTS

Pupils should be taught:

- To recognise that we cannot live without water.
- To identify water as prime natural resource and universal solvent.
- To identify and describe the importance of water for sustaining life.
- To explore and describe the sources of water.
- To identify three states of water and their interchangeability.
- To know water as universal solvent.
- Water cycle
- That water is regarded as polluted when it changes its quality or composition as a result of man's activity.
- To describe causes of water pollution.
- How water pollution can be prevented.
- Potable water
- To explore physical properties of water
- Explain the molecular formula of water H_2O

ACTIVITIES

- Determine the boiling point of water.
- Determine the freezing point of water.

LEARNING OUTCOMES

- Pupils connect electric cells in a proper order in devices.
- Pupils suggest methods for treatment of polluted water for reuse.
- Pupils relate type of soil to the crops cultivated in it.
- Pupils explain heating and magnetic effects of electric current upon seeing electric iron, bell etc.
- Pupils explain reproduction in plants

- Pupils work scientifically by using their observation to compare one plant with other plant, one animal with other animal, plant with animal etc, and ask questions in this regard. They are able to classify plants as herbs, shrubs, trees, creepers and climbers.
- Pupils describe the interdependence among animals, plants and humans.
- Pupils draw diagrams and symbols of circuits and components of circuit.
- Pupils take care of plants, make efforts to protect environment, minimise wastage of food and use garbage as manure for plants.

The curriculum has been designed/framed to improve the scientific temper and attitude among the students.

Syllabus & Scheme of Assessment for Potential Learners for Class 5th (English)

Potential learners (Max. Marks: 40)	Type of Question	Questions from	Questions to be attempted	Marks	Learning Outcomes
	<i>Short Answer Type</i>	<i>Prose / Poems of T II (Pangong Tso & Paper Boats)</i>	<i>Four out of six</i>	$4 \times 2 \frac{1}{2} = 10$	<p>*answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.</p> <ul style="list-style-type: none"> • recites and shares English songs, poems, stories, etc. with peers and family members. • acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc. • reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs • • uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context • reads text with comprehension, locates details and sequence of events • connects ideas that he/she has inferred, through reading and interaction, with his/ her personal experiences • takes dictation for different purposes, such as lists, paragraphs, dialogues etc. • uses the dictionary for reference <p>uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions</p> <ul style="list-style-type: none"> • identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs • writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers • writes formal/informal letters, messages and dialogues.
	<i>Seen Passage followed by Very Short Answer Type Questions to check Reading Comprehension</i>	<i>Pangong Tso</i>	<i>Five out of five</i>	$5 \times 1 = 5$	
	<i>Short Paragraph of 40-50 words</i>		<i>One (Internal choice)</i>	$5 \times 1 = 5$	
	<i>Formal / Informal letter writing</i>		<i>One (Internal choice)</i>	$5 \times 1 = 5$	
	<i>Dialogue writing</i>			$5 \times 1 = 5$	
	<i>Questions based on Grammar Work (Very Short Answer / Matching columns / Fill in the blanks</i>	<i>Simple present / simple past Preposition Conjunctions, Synonyms / Antonyms</i>		<i>10</i>	

Syllabus & Scheme of Assessment for Potential Learners for Class 6th (English)

	Section	Type of Question	Questions from	Questions to be attempted	Marks	Learning Outcomes
Term-II (Max. Marks: 40)	Section-I (Literature)	Short Answer Type	Prose / Poems of T II (Reusing the waste & What is Green?)	Four out of six	4×2 ½ = 10	<ul style="list-style-type: none"> • participates in activities in English like role play, group discussion, debate, etc. • recites and shares poems, songs, tongue twisters, etc. • responds to announcements and instructions made in class, school assembly, railway station and in other public places • reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences • reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • responds to a variety of questions on familiar and unfamiliar texts verbally and in writing • uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts • writes words / phrases / simple sentences and short paragraphs as dictated by the teacher • uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing • refers to dictionary to check meaning and spelling, and to suggested websites for information • writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adjectives, adverb, determiners, etc. • drafts, revises and writes short paragraphs based on verbal, print and visual clues • writes coherently with focus on appropriate beginning, middle and end in English / Braille • writes messages, invitations, short paragraphs and letters (formal and informal) and dialogues.
	Section-II Reading Comprehension	Seen Passage followed by Very Short Answer Type Questions to check Reading Comprehension	Reusing the waste	Five out of five	5×1=5	
	Section-III Writing Skill	Short Paragraph of 40-50 words		One (Internal choice)	5×1=5	
		Formal / Informal letter writing		One (Internal choice)	5×1=5	
		Dialogue writing			5×1=5	
	Section-IV Grammar	Questions based on Grammar Work (Very Short Answer / Matching columns / Fill in the blanks	Adjectives Future tense Formation of new words Conjugation of verb Clauses etc.		10	

Syllabus & Scheme of Assessment for Potential Learners for Class 7th (English)

	Section	Type of Question	Questions from	Questions to be attempted	Marks	Learning Outcomes
Term-II (Max. Marks: 40)	Section-I (Literature)	Short Answer Type	Prose / Poems of T II (The Bahu Fort & To sleep)	Four out of six	4×2 ½ = 10	<ul style="list-style-type: none"> • answers questions orally and in writing on a variety of texts • reads aloud stories and recites poems with appropriate pause, intonation and pronunciation • engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary • responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station • asks and responds to questions based on texts (from books or other resources) and out of curiosity • reads textual/non-textual materials in English/Braille with comprehension • identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material • thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life • reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc. • infers the meaning of unfamiliar words by reading them in context • refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing reads a variety of texts for pleasure. • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc) • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal/informal letters, dialogues, personal diary, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity
	Section-II Reading Comprehension	Seen Passage followed by Very Short Answer Type Questions to check Reading Comprehension	The Bahu Fort	Five out of five	5×1=5	
	Section-III Writing Skill	Short Paragraph of 40-50 words		One (Internal choice)	5×1=5	
		Formal / Informal letter writing		One (Internal choice)	5×1=5	
		Dialogue writing			5×1=5	
	Section-IV Grammar	Questions based on Grammar Work (Very Short Answer / Matching columns / Fill in the blanks	Adjectives (Degrees of Comparison) Interrogative pronouns Tenses Direct-Indirect etc.		10	

Syllabus for Potential Learners 2018-19

Class 7th Mathematics

S.No.	Course	Content	Learning Outcome/Competency	Scheme of Evaluation
01	Supplementary 2018-19	Rational Numbers	<ol style="list-style-type: none"> To be able to add subtract, multiply and divide integers. To be able to add, multiply and Subtract two rational numbers. 	1Q x 3M 1Q x 3M 1Q x 2M (08 Marks)
02		Perimeter and Area	<ol style="list-style-type: none"> To have the understanding of perimeter and be able to calculate the perimeter of different figures, i.e. Rectangle, Square, Triangle, parallelogram, Circle etc. To have the conceptual understanding of area and be able to calculate the area of different geometrical figures, e.g. Rectangle, Square, Triangle, Circle, parallelogram. 	1Q x 5M with option 1Q x 2M 2Q x 1M 1Q x 1M (10 Marks)
03		Practical Geometry	<ol style="list-style-type: none"> To be able to construct angles of 30°, 60°, 90° and 120° measure. To be able to construct triangles of different measurements (SSS, SAS, ASA) 	1Q x 5M with option 1Q x 3M 1Q x 2M 1Q x 1M (11 Marks)
04		Algebraic expressions	<ol style="list-style-type: none"> To have the knowledge of; Terms, Coefficients, variables, like and unlike terms Formation of algebraic expressions from given situations. Addition and subtraction of algebraic expressions. 	1Q x 5M with option 1Q x 3M 1Q x 2M 1Q x 1M (11 Marks)

Syllabus for Potential Learners 2018-19

Class 6th Mathematics

S.No.	Course	Content	Learning Outcome/Competency	Scheme of Evaluation
01	Supplementary 2018-19	Playing with Numbers	<ol style="list-style-type: none"> To be able to factorise a number into primes. To have the idea of divisibility rules of 2, 3 and 5 	1Q x 5M with option 2Q x 2M 1Q x 1M (10 Marks)
02		Fractions and Decimals	<ol style="list-style-type: none"> To be able to convert fraction into decimal. To be able to compare fractions as well as decimals. 	1Q x 5M with option 1Q x 3M 1 Q x 2M (10 Marks)
03		Algebra	<ol style="list-style-type: none"> To have the concept of variable. To be able to construct expressions from given situations using variables. To be able to check if the given value satisfies the given equation. 	2Q x 3M 1Q x 2M 2Q x 1M (09 Marks)
04		Practical Geometry	<ol style="list-style-type: none"> To be able to draw a line segment of given length. To be able to construct some angles, e.g. 60°, 90°, 120° etc. 	1Q x 5M with Option 1Q x 3M 2Q x 1M (10 Marks)

Syllabus for Potential Learners 2018-19

Class 5th Mathematics

S.No.	Course	Content	Learning Outcome/Competency	
01	Supplementary 2018-19	Area and its Boundary	<ol style="list-style-type: none"> To have the idea of different dimensions of a figure. To have the idea of area in terms of unit squares. 	2Q x 3M 1Q x 2M 1Q x 1M (09 Marks)
02		Smart Charts	<ol style="list-style-type: none"> To have the understanding of different charts e.g. Bar Chart, Pictograph etc To be able to interpret data in terms of pictograph 	1Q x 5M with Option 1Q x 3M 1Q x 2M (10 Marks)
03		Way to multiply and divide	<ol style="list-style-type: none"> To be able to multiply a number by another number. To be able to use multiplication I day to day situations. To be able to divide a 2, 3 or 4-digit number by a single digit number. To be able to use division in day to day situations 	1Q x 5M with Option 1Q x 3M 1Q x 2M 2Q x 1M (12 Marks)
04		Parts and Whole	<ol style="list-style-type: none"> To have the understanding of a fractional number. To be able to add and subtract two fractional numbers. To be able to compare two fractional numbers. 	1Q x 5M with Option 1Q x 2M 2Q x 1M (09 Marks)

Syllabus for potential learners Social Science class 6th and 7th

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 (Potential Learners)

History, Civics, Geography

Class: 6th

History	Chapt er No.		
	07	Empires cities & Villages	Concept of empire- Inscriptions as sources-Variety of early urban centres- Use of coins, Sculptures, Textual Sources to reconstruct Social and Economic histories.
Civics	06	Who looks after our villages	Needs of a village- Water, electricity, Roads, Education, Law & Order, Revenue records. Different functionaries of a village- Patwari, Tehsildar, Police Man, SHO, and their work- New law for helping women to own land- Panchayati Raj – Halqa Panchayat
Geography	05	Major domains of the earth	To Know the meaning of: Continent, Ocean, Lithosphere, Atmosphere, Hydrosphere, Biosphere Four major domains of the Earth- Most dominant gases- Four major oceans of the earth, Importance of the oceans, Major continents, mountain formation, Plateau, Plains, The domain of the life (Biosphere), interaction of animal plant kingdom, interdependence of various realms of the earth.
History	08	Traders ,Kings & Pilgrims	Different contents of contacts between distant lands- The motivating forces (including consequents) - implication of journeys within the sub-content- Use of textual & visual material for reconstructing the histories of such contacts.
	09	New Empires & Kingdoms	Strategies of Expansion-. Development of different Administrative system-Use of Prashastis to reconstruct political histories.
	10	Buildings, Paintings and Books	Textual and visual tradition of the period- excerpts from text and visual material for analysis and appreciation.
	07	Who takes care of our cities	Needs of city People- Schools, Hospitals, Markets, Traffic Control, Garbage disposal etc.

Civics			Municipal Corporation- Functions, Income (Money), Structure.
	08	We in J & K different & alike	Similarity & differences in food habits, dress, Language, food, occupations among people of J & K—celebrating together—reasons for diversity. Concept of prejudice.
	09	Struggling for equality	Concept of equality—Gender Equality—Regional Equality—Concept of stereotypes, Discrimination, need for treating all the people Equally, Equality in the constitution, Social equality, Economic equality.
Geography	06	India at a Glance	Major physical divisions of India, Their features in brief, Location & extent of India, administrative Divisions of India—Identifying neighboring countries of India.
	07	India ; Climate, Vegetation & wild Life	Major seasons recognized in India—Natural vegetation, Its five tropical rain forests, tropical deciduous forests, thorny bushes, Mountain vegetation, Mangrove forests ; Wild life.
	08	J & K at a Glance	Know about your State—physiographic divisions—Climate, seasons, Natural vegetation, forest resources—Wild life—Soil—mineral resources Map Skill: Identifying neighboring states of J & K on outline Map.
	09	Pollution	To Know meaning of : pollution—Sources of air pollution—Harmful effects of air pollution—Acidic rain—Harmful effects of water pollution, prevention & control of water pollution—Sources of soil/ Land pollution.

Social Science

History, Civics, Geography

Class: 7th Potential Learners

History	08	The emergence of regional culture.	Development of regional cultural forms including classical forms of dance & music.
	09	18th Century political formation	Developments related to the Sikhs, Marathas, Rajputs, Later Mughals- Nawabs of Awadh, Bengal & Nizam of Hyderabad.
	10	Medieval J & K	Political development during 14 th -17 th centuries- Estt. Of sultanate – Development of arts & Crafts. Religious tolerance under Zainulabdin – Chak rule- Impact of Mughal rule- engineering skills and material under the sultans & the Mughals- Prominent SufiS & Saints of the period- Spread of Islam. Ladakh consolidation under the Namgyals – Some features of Gompas – Jammu emerges under Dev Dynasty- Their administration
Civics	06	Govt. in the State	Composition of state Legislative- Chief minister & his /her council of ministers- Their powers- Governor – his appointment & powers- administration in union Territories.
	07	Administrative structure of the Govt.	Administrative divisions of India_ States-Union Territories-District- Tehsil- Administration at each level- State Administration- District Administration- sub Divisional Level administration And Tehsil Level administration.
	08	Media & democracy	Concept of direct & In- direct Democracy- Need of Indirect democracy in India- Role of Media in Democracy- Objectives of Media- Limitations of Media- Basic Principals of journalism.
	07	Human Environment settlement & communication	Settlement-Meaning, Types of settlement; Transport-Major means of transport. Communication- Meaning Means of communication.

Geography	08	Life in the deserts	Types of Deserts-T he biggest hot Desert- Climate, Flora & Fauna Ladakh- The cold Desert- Agriculture, animals, Minerals & People. Map skill- Locate hot & Cold deserts viz. Sahara in Africa and cold desert in Ladakh
	09	Life in Tropical & Sub Tropical	Amazon Basin- Climate, people, Flora & fauna. Ganga -Brahmaputra plain – Climate, Flora & Fauna. Map Skill: Locate Ganga, Brahmaputra plains, Town/cities
	10	Life in the Temperate Grass Lands	Life/People, Climate, Flora & fauna in Prairies and in the Veld.

NOTE:

8th Class Potential Learners are advised to prepare T-II {Term-Two} Syllabus in each subject.

مضمون: کاشتر جماتھ: پانزوم

Learning Outcome (پنجھن تر)	Content
<p>بچہ گوھن:</p> <ol style="list-style-type: none"> ۱۔ اچھر رلا و تھ لفظ بناوڑی۔ ۲۔ سادہ جملہ بناوڑی۔ ۳۔ دینہ آمتن سبقتن ہند بن سوالن ہندی جواب لکھن۔ ۴۔ کتہ ا کس موضوعس پٹھ ستھ جملہ لکھن، مثالے: کول، سکول وغار وغار۔ ۵۔ چٹھرتہ درخاس لکھن۔ ۶۔ واحدتہ جمع، نرتہ مادناوڑی پرز ناوڑی۔ ۷۔ اکہ پٹھتہ تر ہن تام لفظن منز گزند لکھن۔ ۸۔ ٹوپنہ ٹیکنالوجی ہندی فایدہ زانتو۔ ۹۔ پنڑ خیال تہ تجربہ لکھتھ پیش کرنی۔ 	<p>باتھ</p> <p>خرگومار</p> <p>کمپیوٹر۔</p> <p>گلاب سنگھ۔</p> <p>وفاداریار۔</p> <p>زالن گیس۔</p>

مضمون: کاشتر جماتھ: شینیم

Learning Outcome (ہچھن تر)	Content
<p>ہچھن گروھن:</p> <ol style="list-style-type: none"> ۱۔ لفظن ہندی اچھر پون پون لیکھن۔ ۲۔ جملہ بناؤن۔ ۳۔ دینہ آمتن سبقن ہندن سوالن ہندی جواب لیکھن۔ ۴۔ گنہ ا کس موضوعس پٹھ دا جملہ لیکھن، مثالے: کتاب، شال، وغاں وغاں۔ ۵۔ چٹھرتہ درخاس لیکھن۔ ۶۔ واحدتہ جمع، نرتہ ماد ناؤن لیکھن۔ ۷۔ اکہ پٹھرتہ تچھن (۱-۴۰) تام لفظن منز گزٹھ لیکھن۔ ۸۔ ٹوپنہ ٹیکنالوجی ہندی فاید زائٹ۔ ۹۔ دویہن انسان ہندی خیالات بوڑتھ جرتہ پنہ آیہ باؤتھ ہیکن۔ ۱۰۔ پنڈ خیال تہ تجربہ لیکھتھ پیش کرن۔ 	<p>دعا ہوا رانی جشومتی۔ لگہ باتھ۔ آٹک پانگ۔ شال۔</p>

مضمون: کاشتر جماتھ: ستم

Learning Outcome (پچھن تر)	Content
<p>بچہ گوھن:</p> <ol style="list-style-type: none"> ۱۔ جملہ بناؤ۔ ۲۔ نظم یاد لیل پنہ بن لفظن مثر باؤتھ ہیکڑ۔ ۳۔ دینہ آمتن سبقن ہند بن سوالن ہندی جواب لکھن۔ ۴۔ گنہ ا کس موضوعس پٹھ داہ جملہ لکھن، مثالے: کمپیوٹر، ڈل وغاڑ وغاڑ۔ ۵۔ چٹھری تہ درخاس لکھن۔ ۶۔ جملو مثر ناؤتی ژا ا تھ ہیکڑ۔ ۷۔ اکہ پٹھہ پنہ ہن تام لفظن مثر گزند لکھن۔ ۸۔ ٹوپنہ ٹیکنالوجی ہندی فایدہ زائے۔ ۹۔ پنڑ کتھ وضاحتہ سان باؤتھ ہیکڑ۔ ۱۰۔ پانس اُندی پکھی بولنہ پنہ وادی ز بان سمجھ ہیکڑ۔ 	<p>میونے وطن مبارک</p> <p>بابا جتو</p> <p>ڈل</p> <p>پلاسٹک</p> <p>موج</p> <p>رُباعیہ</p> <p>سانہ تار تھکو کیشہہ حوالہ۔</p>

