

**DISTRICT INSTITUTE OF EDUCATION AND TRAININGS
KULGAM**

Syllabi and Courses of Study

Class 3RD

Session 2019

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 1st - 5th. The review & revision was a necessity because of the fact that JKBOSE has introduced revised textbooks, especially in mathematics and Urdu 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 inadvertently, the same is requested to be brought to the notice of the undersigned.

I am thankful to faculty members of 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, Kulgam

Guiding Principles of Curriculum Development:

- *Connecting knowledge to life outside school.*
- *Ensure that learning is shifted away from rote & rote methods.*
- *Enriching the curriculum for overall development of children rather than 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)

Suggestive Academic Calendar

Commencement of academic activities = 1st Nov. 2018 of classes 1st - 5th

<i>Unit I Assessment</i>	<i>25th Nov.</i>
<i>Unit II Assessment</i>	<i>20th April</i>
<i>Term 1st Assessment</i>	<i>2nd Week of June 2019</i>
<i>U III Assessment</i>	<i>1st week of August</i>
<i>Term 2nd Assessment</i>	<i>2nd Week of October 2019</i>
<i>Deceleration of Result</i>	<i>25th of October 2019</i>
<i>New Classification</i>	<i>1st week of Nov. 2019</i>

Besides the schools must celebrate the following activities in addition to the activities prepared by the schools in the respective school-wise activity calendar:

S.No	Name of the activity	Date
<i>01</i>	<i>Observance of the World Health Day</i>	<i>7th April</i>
<i>02</i>	<i>World Mathematics Day</i>	<i>6th May</i>
<i>03</i>	<i>Red Cross Day</i>	<i>18th May</i>
<i>04</i>	<i>Programme on BetiBachaubetiPadhau</i>	<i>1st June</i>
<i>05</i>	<i>Teachers Day</i>	<i>5th September</i>
<i>06</i>	<i>Children Day</i>	<i>14th November</i>
<i>07</i>	<i>Organization / celebration of sports week</i>	<i>The schools will incorporate in the school activity calendar after due consultation with sports</i>
<i>08</i>	<i>Inter School Cross country Race</i>	<i>Department</i>

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Content Load	Diagonal Linkage for class3 rd				
	Evaluation				
	Unit 1	Unit 2	Term 1	Unit 3	Term 2
Unit 1=10%	6%	...	4%	...	...
Unit 2=20%	...	14%	6%	...	...
Term 1=20%	...	...	20%	...	...
Unit 3=15%	...	...	...	10%	5%
Term 2=35%	...	...	...	...	35%
Total= 100%	6%	14%	30%	10%	40%

English (Tulip Series Book - III)

COURSE	PERCENTAGE OF SYLLABUS TO BE ACHIEVED	CONTENTS	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES AND TIPS FOR TEACHERS	SCHEME OF ASSESSMENT
Unit I	10%	1. Happy trees 2. Nina and the baby Sparrow	1. To know about the importance of trees. 2. To realize the importance of inter dependence. 3. To identify main idea and draw conclusion in English/home language.	1. Ask the learners to play the role of a tree, wood cutter and gardener. 2. Divide the learners into four groups and ask each group to act as different professionals. So that they come to know the importance of interdependence.	The teacher is suggested to test all the four skills of language viz. listening, speaking, reading and writing of the learners. It is recommended to lay more emphasis in Unit Tests on listening and speaking skills of the learners as by and large these skills are often ignored while testing. Reading and writing may be tested in term exams on the basis of Constructivist approach where emphasis is laid on comprehension and application of knowledge rather than memory.
Unit II	20%	1. How creatures move 2. The Ship of the Desert 3. My Home	1. To develop vocabulary related to movement of various creatures. 2. To understand the importance of existence of living beings. 3. To introduce pronoun. 4. To understand the concept of sweet home.	1. Give the idea of two leg/four legged animals and reptiles. 2. Narrate the stories about the importance of different creatures. 3. Ask the learners to draw and colour the picture of their home.	
Term I	20%	1. Where there a will, there is a way 2. Rain of the Night 3. The Story of the Road	1. To understand that hard work brings success. 2. To develop the concept of rhyming words. 3. Enrich the vocabulary of vegetables. 4. To give the knowledge of sound words.	1. The teacher will ask questions that the learners have read in the lessons/poems. 2. Divide the class into pairs and ask them to produce different sounds of birds, like, kawkaw, Chirp chirp etc.	
Unit III	15%	1. Don't tell 2. He is my brother 3. Sea Song	1. To listen and read the poem independently. 2. Express orally her/his opinion/understanding about the story and characters of the story in English/home language. 3. To identify rhyming words, like, sand-hand, air-clear, two-true. .	1. Listen to and communicate oral/written texts. 2. Collect books for independent reading in English and other languages. 3. Recite poems in English with proper intonation.	

Term II	35%	<ol style="list-style-type: none"> 1. A little Fish Story 2. The Balloon Man 3. The Yellow Butterfly 4. What's in the Mail box 5. My Silly Sister 	<ol style="list-style-type: none"> 1. Read small texts, short stories in English with comprehension that is, identifies main idea, details and sequence and draws conclusion in English. 2. Recite poems individually/ in groups with correct pronunciation and intonation. 3. Use jumbled letters to make meaningful words. 4. Listen and speak briefly on burning issues like, conservation of nature. 5. Listen with comprehension, a story in English. 6. To develop the concept of adjectives. 	<ol style="list-style-type: none"> 1. Participate in role play, enactment of skits. 2. Recite poem in English with intonation and gestures. 3. Take the learners in a garden and aware them about the conservation of nature. 4. Use nouns, pronouns and adjectives in speech and writing. 	
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Note: “The teachers shall apply different methods and materials to enable children develop the understanding of concepts embedded in the themes wherein multilingual approach has also a role. Moreover, the activity oriented textual exercises are important for the linguistic development of students and these should be transacted through variety of activities viz games, puzzles, jigsaw, matching, Questioning, debating, discussing, role playing and dramatizing etc

Mathematics

Course	Contents	Learning Goals
Unit I	Fun with Numbers	To develop the concept of Estimation. To be able to write numbers in descending and ascending order. To be able to express the numbers in expanded form such no. of hundreds, no. of tens and no. of ones
Unit II	Give and take	To be able to add two/ three-digit numbers. To be able to use addition in the given situation
	Fun with give and Take	To have the understanding of subtraction. To be able to subtract two/three-digit numbers. To be able to add / subtract small amounts of money with or without regrouping. To be able to use addition and subtraction in different mathematical problems.
Term I	Time goes on	To have the understanding of time To be able to identify the particular day and date from the colander. To be able to read the clock/watch To be able to relate their experience with time.
	Shapes and Designs (Geometrical Shapes)	To be able to recognize basic 2D shapes such as Rectangle, square, circle, triangle etc To have the competence of relating different familiar objects with geometrical shapes. To have concept of curved and straight lines Formation of shapes with the help of objects.
	How many times	To develop the concept of multiplication from repeated addition. To be able to count the objects without actual counting which are put in rectangular form
Unit III	Length-Mass or Weight and capacity	To be able to measure the objects using non standard units such figure, hand span, cubit ,foot. To have the competence of measuring different objects with the help of tape and scale To be able to weigh the objects using standard units. To be able to measure the capacity of different containers using standard capacity container
	Can we Share	To be able to share the objects equally among even number. To be able to divide two-digit number by a single digit number.

Term II		
	Rupees and Paisa	To be able to identify various notes and coins. To have the skill of calculating the amount to be paid for the purchase of different things. To be able to frame cash memo
	Fractional Numbers	To have the idea of parts of the whole. To be able to divide the objects in different desirable parts.
To be able to represent the fractional parts in terms of fractional numbers.		

Environmental Science

Sequence of chapters: Family & Friends (Friends include animals and plants)-> Food->Shelter->Water->Travel->Work

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	4. Our First School	Concept of a family; Family as A support system, Ideas about relationships; role in a family	Family as a support system Values and habits, skills learnt at homes, relationships, roles in a family, family Etiquettes	Child's daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion. Make a family tree of your own family.
	10. Sharing our feelings	Sensitivity to the old and physically challenged; Introduction to the sense of hearing and sight; sensitization to the fact that The body ages, also that some Children may not hear/see at all or may be partially affected. Basic idea about Braille.	Sharing things and feeling with some particular family member, Feelings, Empathy and Compassion for the old and physically challenged - Basic idea about Braille	"Meri bahen sun nahin sakti" a book by Bharat Vigyan Samiti or any other material on differently abled Children	Reading and discussion; Making different kinds of sounds and expressing likes and dis likes about them.; blindfold act, visiting any local institution that deals with the blind or any other institution. List of problems faced CWSN.
U2	1. Poonam's day out	Exploring children's ideas of an 'animal'. Exploring children's ideas of crawling animals, flyers and insects. Exploring children's ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them	Exploring children's ideas of animals -their living places - eating habits-common features, sounds, movements	Child's daily life experience, observation, stories/ poems on Animals	Observation of diversity of animals around you, listing, Discussion about what they eat, where they live, relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals. Observation, of ants, flies, spiders, crickets, cockroaches, earthworms, lizards and other animals

	The Plant Fairy	Exploring children's ideas about a 'plant'. Plant diversity; size, where they grow, shape, colour, aroma, etc.; dependence on plants for everyday life Identifies simple observable features (e.g. shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings	Exploring children's ideas about a 'plant'-Leaf diversity-colour, shape, texture aroma etc. Plants at present & Extinct Plants (Brief idea),importance of trees, compassion for plants.	Child's daily life experience, observation, information from grandparents/ elders, a sample/picture of a plant which is unusual in the local surroundings.	On scrap book paste at least 10 animals;10coloursand10Leaves; also 10 trees with local and beautiful names. Observation of different plants around, compare and classification based on simple characters; Discussion about things made of plants, pencil prints of barks, leaf Prints
	5. Foods we eat	Food , basic ideas about various plant used as food; food from animals. Different tastes. Appreciation of cultural diversity in food;	Food , Types of food and tastes , its significance, balanced food, food habits, regional/cultural differences in food habits ;	Songs/poems on food or lack of food;	Listing and discussing about food we do or do not eat; tabulating food we take from different plants and animals. Observing and drawing different parts of plants eaten.
	7. What is cooking	What do you eat that is not cooked? What is eaten only when cooked? How do you Cook food? What do you cook it on? What are the different kinds of vessels used for cooking? What are they made of? Is water used in all forms of cooking? Which food is cooked without using water?	Types of food. Food may be eaten raw or cooked - steamed, boiled, fried etc Different fuels, types of stoves; Types of vessels used in cooking, different shapes (regional/ traditional), different materials, etc. ,	Songs/poems on Food or lack of food;	Listing raw and cooked food; discussion on cooking methods / materials. Ask mother how to cook your favorite dish . List components of vegetables and fruits Salad.
T1	14. A house like this	Different types of houses Need for shelter, need for living together. Need for shelter to provide protection from heat, cold, rain and problems faced	Houses/shelters are built & decorated in different ways in different cultures & climate, diversity	Pictures of different types of houses; easily available materials for model making.	Draw a picture of your house Project: Prepare model of different types of houses.
	3. Water	Availability of water and use of water at home and surroundings, Local sources of water. Plants too need water. Use of water in different activities	Water, Uses of water. Water sources, Water bodies, clean water for drinking, Water for plants and animals. Use of water in different activities	Child's daily life experience, local knowledge	Listing the sources of water, Exploring by asking questions from elders or people around, Discussion.

	8. From here to There	Need for travel, travel within the locality and beyond Different modes of transport; short distance, long distance, newer ways of traveling.	Different modes of transport- Journey by trains - Scenes; Sounds, noise etc. Different vehicle we travel, emergency vehicles,	Pictures of modes of transport;	Collect pictures of different modes of transport; classify them into different types of transport; Make a list of water transport in J&K.
	9. Work we do	To meet basic needs human beings make things; , important buildings and their role e.g. Shop, Hospital etc , clock and time , activities we do at a particular time.	Different occupations, important buildings and their role idea of working time and leisure time ,	local knowledge	Discussion on different kinds of works and buildings.
	The Story of food	roles in the family, Cooking and gender/ caste	Family members and the work they do, cooking food, different types of food	Everyday experience, local knowledge.	discussion. Listing of food items bought from the market/grown at home.
U3	Families can be different	Who all live with you at home? How are they related to each other? Do you have relatives who do not live with you? Have they always been there?	Concept of a family; diversity in family types; Ideas about relationships; Activities done together in the family, Simple family tree (three generations).	Child's daily life experience; Family members.	Observation, enquiry about family relations from adults, discussion.
	Our friends- Animals	Exploring children's ideas of an 'animal, Human-animal relation, pet animals	Animals as our friends- Compassion for animals, Sensitivity about cruelty to animals ,pet Animals. Different modes of feeding of Animals	Child's daily life experience, observation, stories/ poems on animals	Observation of diversity of animals around you, listing, Discussion about what they eat, where they live relative size of animals they have seen, pictures in books, animals heard about. Drawing pictures of favourite animals.
T2	Drop by Drop	Measurement of volume in terms of non-standard units such as buckets, pots, etc. Estimates of quantities used for different domestic activities; safe handling of water. Containers made of different shapes and materials to store water for different purposes; Conceptual development of conservation of volume.	Water scarcity-wastage and recycling- Water harvesting, judicious use of water	Child's daily life experience, bottles of different shapes/sizes/ materials	Drawings of different containers. Measurement activities; demonstration to help the understanding of conservation of volume. Touching different containers and discussing about their material.
	Flying high	Exploring children's ideas of birds-their living places, eating habits, common features like feathers and sounds produced by them.	Birds and their sounds; Beaks; eggs; food or Feeding habits.	Child's daily life experience, observation, stories/ poems on birds	Drawings of birds; mimicking different neck movements and sounds of birds, collecting feathers.
	Games we Play	Leisure; games in school and outside, past and present; for some play is work	Leisure- games in school and outside-past and present-for some play is work, Traditional games (brief idea)	Traditional and local games; folk toys	Listing, classifying indoor and outdoor games.

	Left- Right	Introduction to the concept of giving directions with respect to any landmark; also a preliminary mapping process, further use of use of symbols, use of a scale	Concept of Directions- mapping- Symbols and Signs.	Local map /chart of the school and its neighborhood.	Roadmap from home to school
	Here comes a letter	Communication, communicating with someone who is away from home. technology	Communication-Letters- people associated with post office- uses of telephone	Letter, mobile etc	Assignment: To ask students to enlist modern means and ways of communication
	A beautiful Cloth	Cloth , designs on cloth, colours of cloth, effect of culture and weather on cloth	Diversity in types of clothing we wear, designs on cloth, cloth having different colours	Local dresses	Ask questions regarding dresses students wear on the days of festivals.
	Web of life	Interdependence of things in the environment.	Man surrounded by environment, Day: sun, light, water, animals, plants Night: moon, stars, rats, house	Daily Experience	List the things we get from animals, plants, water and soil.

Urdu

درجہ سوم بہارستان اُردو			
آموزشی ماہِ حاصل	تدریسی طریقہ کار و مشق	عنوان	تقسیم نصاب و میقات برائے امتحان
<p>طلباء اپنی بات کو خود اعتمادی اور روانی کے ساتھ اپنی زبان میں کہتے اور لکھتے ہیں۔</p>	<p>طلباء میں سننے، بولنے اور پڑھنے کی معیاری صلاحیت پیدا کرنے کے لیے سوالات کا استعمال جن سے تفہیم اسباق بھی ہو جائے۔ نیز تصاویر دکھا کر معلم اپنے طریقہ تدریس کو اور دلچسپ بنا سکتے ہیں۔ صحیح تلفظ اور ترنم کے ساتھ پڑھائی۔ روزانہ مسخے کا اہتمام اور الفاظ کے کھولنے کی مشق کرانا۔</p>	<p>حمد چنار</p>	<p>تراویح: ۲۵ نومبر سے ۳۰ نومبر تک</p>
<p>طلباء اپنے آس پاس میں پائے جانے والے چند پندوں کے نام جانتے ہیں۔ اسم کے کہتے ہیں یہ جانتے ہیں مذکر اور مؤنث میں فرق کر سکتے ہیں</p>	<p>اسباق کی مکمل تدریس مع تفہیم، اس ضمن میں معلم مشقی سوالات کے جوابات طلباء سے تلاش کرائیں گے۔ ہر سبق کے ذریعے انسانی اقدار کو اجاگر کریں گے۔ مشقی سوالات کے علاوہ حضرت محمدؐ سے متعلق طلباء کو زبانی سوال و جواب کے ذریعے معلومات بڑھائیں گے۔ معلم طلباء کو اسم، کلمہ اور مہمل کے بارے میں بھی جانکاری فراہم کریں گے۔ طلباء کو مذکر مؤنث کے حوالے سے متعلق جانکاری فراہم کی جائے گی</p>	<p>حضرت محمدؐ کوئل ہمسایہ</p>	<p>نوروم ۱۶ اپریل سے ۲۱ اپریل تک</p>

<p>طلباء کسی کھیل تماشہ کے بارے میں بیان کرتے ہیں۔ چند کھلاڑیوں کے نام جانتے ہیں۔ طلباء، واقعہ جمع جانتے ہیں۔ لظم وغیرہ کو ترمیم کے ساتھ پڑھتے ہیں۔</p>	<p>تفہیم اسباق، مناسب لہجہ میں لظم کی قرأت کرنا (ترجمہ میں) عملی قواعد سکھانا، فعل کے بارے میں جانکاری دینا۔ مذکر موثف، حروف، واحد، جمع، لفظوں کو آلت کرنے لفظ بنانا سکھانا۔ روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>ہمارے کھیل راکھی کا تہوار برسات عمیرہ الفطر</p>	<p>میقات اول ۳ جون سے ۱۳ جون تک</p>
<p>طلباء خوشخط لکھتے ہیں۔ سنی ہوئی باتوں اور دیکھی ہوئی چیزوں کے متعلق اپنے تاثر کا اظہار کرتے ہیں</p>	<p>اسباق کی مکمل تفہیم و تدریس۔ چھوٹے چھوٹے نامعنی جملے بنانا۔ حروف ملا کر لکھنے کا فن۔ کلہ اور مہمل کے بارے میں جانکاری فراہم کرنا۔ لظم کو ترمیم کے ساتھ پڑھانا۔ مذکر اور موثف سکھانا اور روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>حضرت علیؓ بادل اور تارے حبہ خاتون</p>	<p>نوسوم ۱۱ جولائی سے ۲۱ جولائی تک</p>
<p>طلباء لظم کو ترمیم میں پڑھتے ہیں۔ طلباء کئی جانوروں کے نام بول سکتے ہیں۔ کسی بھی عنوان پر چند جملے لکھ سکتے ہیں یا گفتگو کر سکتے ہیں۔ اپنی پسند اور نا پسند کا اظہار کرتے ہیں۔</p>	<p>اسباق کی مکمل تفہیم و تدریس کے ساتھ روزانہ صفحہ کا اہتمام کرنا۔ متضاد الفاظ کی جانکاری فراہم کرنا۔ حروف کو جوڑنے اور توڑنے کی مشق کروانا۔ روزانہ صفحہ لکھوانے کا اہتمام کرنا۔</p>	<p>ہمارا وطن نصائح گوش ابوالکلام آزاد اٹھ باندھ کر کیوں ڈرتا ہے لیچر</p>	<p>میقات دوم ۱۵ اکتوبر سے ۲۵ اکتوبر تک</p>

Kashmiri

مضمون: کاشمر جماعت: تہیم		
Learning Outcome (پہن تر)	Content	Course/Period
<p>صداء کا چہرہ ہنر زان۔ یہ آہستہ سے ہنر زان سوال ہندی جواب لکھن۔ نو لفظ بناؤ۔ لکھن پڑھو تو لہجہ دہن۔ بچہ ا ا لا آواز پہنناؤ۔</p>	<p>آواز تہ آواز نٹانہ، دُعا (نظم)، گہلڈ شری</p>	<p>یونٹ اکھ</p>
<p>یہ آہستہ سے ہنر زان سوال ہندی جواب لکھن۔ پون ہندی ناؤ لکھن۔ اچھراؤ وھ نو لفظ بناؤ۔ (سوتس) پڑھو سھ تملہ لکھناؤ۔ صداء کا چہرہ ہنر زور ورتاؤ۔ شکلہ وچھ لفظ رلاؤ۔ سہل سہل تملہ لکھناؤ۔ وچ پان رزان شری دہن۔ گنہ ا۔ کس چہری حلق شری پانے پانہ تملہ لکھن پھناؤ۔ او تہ او آواز پہنناؤ۔</p>	<p>سونہ، بولہ، سون وطن</p>	<p>یونٹ پ</p>
<p>یہ آہستہ سے ہنر زان سوال ہندی جواب لکھن۔ لفظ ہندی اچھریون نیون کرن۔ جسمہ کین انگن ہندی ناؤ لکھناؤ۔ صداء کا چہرہ ورتاؤ شری۔ نو تملہ بناؤ۔ اکہ پڑھو شری تام لفظن شری لکھناؤ۔ گنہ تہ موضوع پڑھو شری بحث کرناؤ۔ بدہ کین انگن ہنر شکلہ کاپی پڑھو بناؤ تہ تہن تملہ رنگ کرن۔ او تہ او آواز پہنناؤ۔</p>	<p>سون بدن، بد چھائی، چارواے، ماحول تھاون صاف</p>	<p>فرم اکھ</p>
<p>یہ آہستہ سے ہنر زان سوال ہندی جواب لکھن۔ لفظ رلاؤ وھ لوگوں کو شری باتھ کپو ا لفظ رلاؤ وھ نو لفظ بناؤ۔ دہن باناوارن تہ چارواہ ہندی ناؤ لکھناؤ۔ شری گدن تماشو شری رنناؤ۔ دلہ بوزناؤ۔</p>	<p>شر تہ چھ پوپر، درگور، لاجی</p>	<p>یونٹ ترے</p>
<p>یہ آہستہ سے ہنر زان سوال ہندی جواب لکھن۔ بچن قدر خوش خط لکھن۔ مرزا پاد کرن۔ نو لفظ ہنر زان تہ لکھن پڑھو ژو لہجہ دہن۔ رشتن متعلق زان دہن۔ ماحول پڑھو بچن شری کتھ کرن۔ گوڈ لوگ تہ پتہ لوگ، صحیح چھا کتھ غلط سوال کرناؤ۔ چارواہ شری کیاہ سلو کھ پوکرن تہ اتھ پڑھو شری کتھ باتھ کرناؤ۔ اے، اے، لبہ آواز پہنناؤ۔</p>	<p>پرت عادت، لہن، ہین، آلو</p>	<p>فرم پ</p>