

**DISTRICT INSTITUTE OF EDUCATION AND TRAININGS  
KULGAM**

**Syllabi and Courses of Study**

**Class 5<sup>TH</sup>**

**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 1<sup>st</sup> - 5<sup>th</sup>. 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 = 1<sup>st</sup> Nov. 2018 of classes 1<sup>st</sup> - 5<sup>th</sup>**

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

<b>S.No</b>	<b>Name of the activity</b>	<b>Date</b>
<i>01</i>	<i>Observance of the World Health Day</i>	<i>7<sup>th</sup> April</i>
<i>02</i>	<i>World Mathematics Day</i>	<i>6<sup>th</sup> May</i>
<i>03</i>	<i>Red Cross Day</i>	<i>18<sup>th</sup> May</i>
<i>04</i>	<i>Programme on BetiBachaubetiPadhau</i>	<i>1<sup>st</sup> June</i>
<i>05</i>	<i>Teachers Day</i>	<i>5<sup>th</sup> September</i>
<i>06</i>	<i>Children Day</i>	<i>14<sup>th</sup> 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>

Content Load	Diagonal Linkage for class 5 <sup>th</sup>				
	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 V)

Course	Contents	LEARNING OUTCOMES	Suggested Pedagogical Processes and Tips for teaching	Scheme of Assessment
Unit I	1. The Fowler end the Quails 2. The Idiot Box	<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.</li> <li>• recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.</li> <li>• uses the dictionary for reference</li> </ul> <p>Moral, Unity/harmony ---- day to day conversation, Pairs of words Substitution, imperative sentences.</p> <p>Modern craze for television: humour, fun, wisdom, presence of mind.</p> <p>Animals and their homes, phrasal verbs, simple past , narration ( what questions)</p>	<p><b>The learner may be provided opportunities in pairs/groups/ individually and encouraged to-</b></p> <ul style="list-style-type: none"> <li>• discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs</li> <li>• participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard</li> <li>• look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning</li> <li>• prepare speech for morning assembly, group discussions, debates on selected topics, etc.</li> <li>• infer the meaning of unfamiliar words from the context while reading a variety of texts</li> <li>• refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms</li> <li>• understand the use of synonyms, such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context</li> <li>• relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue /surroundings/ cultural context</li> <li>• read independently and silently in English/ Braille, adventure stories, travelogues, folk/ fairy tales etc.</li> <li>• find out different forms of writing (informal letters, lists, stories leave application, notice etc.)</li> <li>• learn grammar in a context and integrated manner ( such as use of nouns, adverbs; differentiates between simple past and simple present verbs.)</li> </ul>	<p>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.</p>

Unit II	<p>1. Birbal, the wise 2. The Shadow 3. Gulliver among the Lilliput</p>	<ul style="list-style-type: none"> <li>• reads independently in English storybooks, news items/ headlines, advertisements, etc. talks about it, and composes short paragraphs</li> <li>• attempts to write creatively (stories, poems, posters, etc)</li> </ul> <p>Child's inner spirit, rhyming words, recitation of poem with proper tone pronunciation, opposite words. Satire on society with an element of humour / Synonyms, reflexive pronouns Language through fun and laughter.</p>	<ul style="list-style-type: none"> <li>• use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc.</li> <li>• take dictation of sort texts such as lists, paragraphs and dialogues.</li> <li>• enrich vocabulary through crossword puzzles, word chain etc.</li> <li>• look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them.</li> <li>• write a 'mini biography' and 'mini autobiography'</li> </ul>	
Term I	<p>1. From The Pied Piper of Hamelin 2. The Man Who Swallowed a Snake 3. You are Old, Father William</p>	<ul style="list-style-type: none"> <li>• conducts short interviews of people around him e.g. interviewing grandparents, teachers, school librarian, gardener etc.</li> <li>• uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions</li> <li>• writes and speaks on peace, equality etc suggesting personal views</li> <li>• writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers</li> <li>• writes informal letters, messages and e-mails wisdom and intelligence use of had, might have, irregular verbs , narration ( yes / no type questions)</li> </ul> <p>Language through pleasure and fun , making of compound words Sense</p>		

		of inclusiveness ----- use of would.....& used to.....	
Unit III	<ol style="list-style-type: none"> <li>1. The Man Who Empowered the Blind</li> <li>2. The Eagle</li> <li>3. The Prodigal Son</li> </ol>	<ul style="list-style-type: none"> <li>• reads text with comprehension, locates details and sequence of events</li> <li>• connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences</li> <li>Love of birds --- rhyming words</li> <li>Love and forgiveness of parents</li> <li>Prepositions ---for ,to, about, at, on etc</li> <li>Sense of pleasure --, rhyming words</li> </ul>	
Term II	<ol style="list-style-type: none"> <li>1. The Fountain</li> <li>2. The Cat's Paradise</li> <li>3. Paper Boats</li> <li>4. Pangong Tso</li> <li>5. This Land of Ours</li> </ol>	<ul style="list-style-type: none"> <li>• takes dictation for different purposes, such as lists, paragraphs, dialogues etc.</li> <li>• identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs</li> <li>• writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers</li> <li>• writes a 'mini biography' and 'mini autobiography'</li> <li>• reads print in the surroundings</li> </ul>	

		<p>(advertisements, directions, names of places etc), understands and answers queries</p> <ul style="list-style-type: none"> <li>• appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to day life, in storybooks/ heard in narratives/ seen in videos, films etc</li> </ul> <p>Animal story -----concept of clause  Childhood memories (Innocence)  Love for country  Dialogue learning (short form of words) -- won't , shan't, etc</p>		
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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	The Fish Tale	To have knowledge about different sizes, shapes and weights of fishes. Must be able to compare between sizes of fishes with other organisms. To be able to learn to learn comparative assessment of numbers and speed. To be able to measure distance, speed and time when two of the three numbers are given. To be able to understand large numbers like lacs, crores etc. understand the concept of selling and buying
Unit II	Shapes and Angles	To have Concept of shape, size and the angles. To have the concept of line segments and part so angle.
	How Many Squares	To have Understanding of perimeter. To be able to calculate the perimeter of rectangle, square etc..
	How Many Squares Parts and Wholes	To have the concept of area. To be able to calculate the area of rectangle and square using geo-board. To have Understanding of the parts of the whole.
Term I	Be My Multiple will be your factor	To have the understanding of multiples understanding of Common factors.
	Can you see the pattern	To have the understanding of patterns (Number patterns and picture patterns)
	Tenths and Hundredths	To have the understanding of decimals. To be able to compare decimals and fractions, To be able to represent fractional graphically
	Does it Look Same	To have Understanding of Equivalent fractions and their graphical interpretation. To have the concept of mirror images of different English Alphabet. To be able to Add, Subtract and multiply the fractional numbers. To have the understanding of the similar figures.
Unit III	Mapping your way	Should understand the need for a scale Understand the use of coordinal direction on maps and sketches. To be able to measure length, breath and area. To be able to understand the nearer , farther point from a reference.

	Boxes and Sketches	To have concrete concept of area. (Geo board may also help) To be able to construct the cube, cuboid, cone, cylinder using charts/ papers
Term II	Area and its Boundary	To be able to understand the different dimensions of the figure by using different scales. To be able to measure length, breadth and height by different activities.
	Smart Charts	To have the understanding of different charts, To be able to frame different charts from the environment.
	Way to multiply and Divide	To be able to divide a number by another numbers.
	How Big how Heavy	To have the conceptual understanding of weight and volume of the different objects.

## Environmental Science

Unit/ Term	Chapter Title	Learning Outcomes	Key Concepts (Syllabus)	Resources	Activities/ Assignments/ Projects
U1	Super Senses	Sense, Sense organs, Explain the super senses  And un usual features (sight, smell, hear, sleep, sound, etc.) of animals and their  responses to light, sound, food etc.	Sense organs-Comparison with humans-activities such a seating, sleeping, seeing, hearing,  smelling etc.	Child's daily life experience;	observe animals for the unique/unusual sense of sight, smell, hear,sleep,and respond for etc.,and their response to light, heat, sound etc. List reason why dogs are used for guiding.
	From Tasting to Digesting	Tasting food; chappati / rice becomes sweeter on chewing; digestion begins in the mouth; glucose is a sugar. Proper food-every chids right	Tasting food becomes sweeter on chewing- Digestion begins in the mouth. Glucose is a sugar; Proper/Balanced food,	Child's experience; some samples of food items; story of someone on a glucose drip	Discussion; importance of proper chewing of food, improper food habit Make a list of taste of different food items we eat during the day.
U 2	Seeds and Seeds	Seed germination ,root and shoot axis, baby plant, storage of food in the seed; seed dispersal.	Seed germination, root and shoot axis, baby plant, storage of food in the seed, seed dispersal, germinating time for different seeds	Seeds, germinated seeds	Activity” Detect condition suitable for germination. Assignment: Students to collect different seeds. Activity: “Chana germination
	Experiment s with Water	Basic observations and classification related to floatation and solubility in water; oil and water are  Liquids that do not mix;	Basic observation and classification related to floating and Sinking... solubility in water-oil and water are liquids that do	Various materials to experiment with, such as, sugar, stone, oil,  salt, sand etc.	Hands-on activity to observe solubility in water, floatation; discussion, interpretation.

		basic concepts about liquids; litre as unit of measurement of Volume	not mix, basic concepts about liquids.	Story of the donkey and the salt/cotton bag.	
	Our Health Services	Health Mela, Red Cross Society, Blood Bank, mobile van, diseases, vaccination	Community health services-its different types. Activities on Health awareness to be done, Vaccination	Pictures etc.	Request your BMO to send a team of doctors for general checkup of students.
T1	A Treat for Mosquitoes	Stagnant and flowing water; mosquitoes and malaria. Blood test, Anaemia, bad habits invite mosquitoes and mosquitoes invite diseases	Malaria-causes-detection and preventive measures, Anaemia	Health worker or a doctor. Newspaper articles on malaria etc.	Interaction with a community doctor; observation of site of stagnant/flowing water. Make a list of ways by which we can protect ourselves from mosquitoes
	First Aid	First Aid, Cuts and burns, heat stroke, bleeding nose ,insect bite : Do's and Don'ts,	First aid, its components - situations necessitating first aid	First Aid kit	Check the various components of First Aid and memorise them. Make a first aid box for you class.
	Rocks and Minerals	Rock ,main types of rocks: igneous, sedimentary, metamorphic rocks, minerals, minerals contained in rocks, petroleum	Rocks, types-minerals and metals	Local knowledge	Collect different types of rocks Make a list of rocks used in making jewellery

	Up You Go!	Mountains, expeditions and the spirit of adventure; some idea of training for high altitude	Mountains, expeditions and the spirit of adventure- some idea of training for high altitude	Excerpt from the autobiography of Bachendri Pal	Climbing a nearest hill Tracking in a nearby Hill.
	A Shelter so High	Variation in shelter: regional difference, difference due to climate and materials available, economic status, etc. Need for living close to others, the idea of neighborhoods.	Variation in shelter - regional difference- difference due to climate and material available, economic status	Different houses in different climates and regions. Pictures of villages, colonies etc.	Assignment: Collecting cut outs of different houses from newspapers, pasting them on charts and discussing them. Write and draw the area you live in, find out about people who work for everybody.
	The Earth	Earth, formation of Earth, Layers of Earth, how mountains are formed? Volcano, earthquake, Formation of days and nights, seasons-its effects on us-Solar and lunar eclipses	Earth-its structure-earth quakes, its causes- Formation of days and nights, seasons-its effects on us- Solar and lunar eclipses	videos	Activity: Making a model of earth showing crust, mantle and core inside the earth.
	When the Earth Shook!	Difficult times, Disaster and trauma of losing one's home; community help; Hospitals, police stations, ambulance, shelters, fire station, first aid.	Disasters and trauma of losing one's home-community help; Relief and Rehabilitation; Preventive and precautionary measures to adopt during disasters.	Newspaper clippings	Discussion, finding out about the hospital, police station, fire station, etc. Make a project on your own experience of an earthquake.
U3	Across the Wall	Importance of team spirit in games, gender stereotyping. Some idea of other countries and national teams. Gender, class stereotyping in play.	Importance of team spirit, obedience -gender, class stereotyping in play different types of games	some national and international players	Prepare your team and organize a cricket tournament in our school

	Like Father, Like Daughter	family influences (traits/ features /habits / practices), need for living together,	Relationships-Impact of larger socio economic forces are changing family structure, resemblances in the family, traits	Local examples , twins	List some traits and habits that you got from your mother and father.
T2	A Seed Tells a Farmer's Story	germination of seeds, conditions suitable for germination, grains to roti, Improvements and changes in growing crops-over use of natural resources	Improvements and changes in growing crops- over use of natural resources	Child's daily life experience, observation, stories/ poems on birds	Activity : Study germination of seeds, experiment to determine conditions suitable for germination; Observations in any farm Discussion with farmers on crop yields from different seed varieties
	Whose Forests	Forest, Right to forest act, Public/private ownership of trees/forests. Sacred groves; people's movements to protect their forests.	Tribal life-effects of deforestation- communities dependent on forest produce.	Poetry regarding forests	survey and identify any 'green belt' in your neighbourhood. Discussion: Timber smuggling ,a curse for J&K forests
	On the Move Again	On different types of farmers. Hardships faced by subsistence farming, including seasonal migration. Need for irrigation, fertilizers How to overcome difficulties associated with migration etc. Many have to stay away from their families to feed their families.	Shifts in habitation-migration- Associated difficulties	Story of a child missing school because of his/her family's seasonal migration.	Discussion : e.g. job for which father stays away from family for months.

Who will do this Work	Dignity of Labour Dependence of society on such essential services. Choice of work as a societal value.	Dignity of labour- dependence of society on such essential services.	Sayings of great people	Activity: Encouraging children for self help. Do cleaning in your school.
Sunita in Space	The sky in the day and night. Basic exposure to the aerial view of the earth, sunrise, moonset, moonrise, spaceship, living in space	The sky in the day and night- basic exposure to the aerial view of the earth.	Story of Rakesh Sharma/ Kalpana Chawla.	Imagine yourself in a spacecraft giving an interview about what you see from there!
Air: Its Uses and Pollution	Air, Importance of air, pressure, constituents of air, air pollution ,Sources of Air Pollution	Air, composition, uses- Pollution, sources, effects, measures to check it	Newspaper cuttings, daily life experience	. Project: Enlist the Sources of Air Pollution in the surroundings
Clothing and Culture	Developing sensitivity among students towards <b>their</b> culture, Cultural diversity of India	Diversity in culture- environment effects culture	pictures	; Discussion: Respecting cultural diversity

## Urdu

### درجہ پنجم بہارستان اُردو

تقسیم نصاب و میقات برائے امتحان	عنوان	مدرسی طریقہ کار و مشق	آموزشی ماحصل
بقاواول: ۲۵ نومبر سے ۳۰ نومبر تک	بچے کی دُعا انصاف	اسباق کی مکمل تدریس و تفہیم، صحیح تلفظ کے ساتھ مشقی سوالات مکمل کرانا تو ضیحات اور مرکبات کی مشق کرانا۔ گراںمر۔ واحد جمع، کلمہ، مہمل، متضاد الفاظ اور اسم کی جانکاری دینا	پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں نظموں اور گیتوں کو ترنم میں پڑھتے ہیں
بقاودوم ۱۶ اپریل سے ۲۱ اپریل تک	انٹرنیٹ گفتگو کے آداب تصویر کشمیر	اسباق کی تدریس و تفہیم صحیح تلفظ کے ساتھ۔ مشقی سوالات۔ تذکیر و تانیث۔ محاورات۔ مکالمہ بازی۔ متضاد الفاظ، واحد جمع۔ اسم، فعل، حرف، کلمہ اور مہمل کی جانکاری دوبارہ فراہم کرنا۔ درخواست لکھوانا۔	اپنے خیالات کو مربوط اور اعتماد کے ساتھ پیش کرتے ہیں۔ قواعد کے اعتبار سے جملوں کو صحیح طریقے سے ادا کرتے ہیں
میقات اول ۴ جون سے ۱۴ جون تک	دوستی بابا غلام شاہ بادشاہ سُدھ مہادیو ریل گاڑی	اسباق کی تدریس و تفہیم تو ضیحات کے ساتھ۔ دیئے گئے اسباق کے قواعدی تقاضے پورا کرنا۔ مشقی سوالات کو مکمل کرنا۔ مصرع اور شعر سے واقف کرانا۔ مکالمہ بازی۔ بناوٹ کے لحاظ سے اسم کی جانکاری فراہم کرنا	نظم اور نثر کو درست لب و لہجے اور روانی کے ساتھ سمجھ کر پڑھتے ہیں۔ درسی کتابوں کے علاوہ دوسری کتابوں کو بھی پڑھتے ہیں

<p>طلباء اپنے خیالات، تجربے اور تخلیقی صلاحیتوں کا اظہار تحریری شکل میں کرتے ہیں</p>	<p>اسباق کی مکمل تدریس، تفہیم، توضیحات کے ساتھ مشقی سوالات مکمل کرنا بلند خوانی اور خاموش خوانی اسم اور اس کے اقسام واحد جمع، مذکیر و تانیث، متضاد الفاظ، اسم صفت کی جانکاری</p>	<p>گروما نک ہوا بی بی فاطمہ</p>	<p>فوسوم ۱۶ جولائی سے ۲۱ جولائی تک</p>
<p>اپنے خیالات کو اعتماد کے ساتھ پیش کرتے ہیں۔ خط لکھنا جانتے ہیں</p>	<p>دیئے گئے اسباق کی مکمل تفصیل و تشریح، الفاظ کو جملوں میں استعمال کرنا، مشقی سوالات مکمل کرنا، بلند خوانی اور خاموش خوانی اضداد، اسم، فعل، حرف، واحد جمع، مذکیر و تانیث، چند حروف کا استعمال۔ خط لکھنے کی جانکاری۔ وغیرہ</p>	<p>لداخ سے ایک خط ڈاکٹر امید کر میری کیوری شام قلعہ باہو</p>	<p>میقات دوم (۱۵ اسباق) ۱۵ اکتوبر سے ۲۵ اکتوبر تک</p>

## Kashmiri

### کاشتر مضمون پانژمہ جمائا پتھ

پتھن تر	پر ناونگ طرہ بہ کام	عنوان	
	ڈیہ آحتین سہقن ہندہن سوالن ہندی جواب لیکھن۔ ناوت کتھہ چہر ٹری چہر گنہ بہ مونسوس پتھہ سوچان بہ اظہار کران۔	ڈعا (نظم) شیخ العالم	ڈنت اکھ ۲۵ نومبر پتھہ ۳۰ نومبر تام
	ڈیہ آحتین سہقن ہندہن سوالن ہندی جواب لیکھن۔ ماحول کتھہ روز صاف اتھ سلسلس منر ٹری پائی پانے سوچنا وتھہ پان۔ پانوه تملہ لیکھناون۔ جمائا وچ زان ون۔ متضادلفظ پتھہ ناون۔ اچھر رلا وتھہ لفظ بناون۔ نظم ترنس منر پرتی پتھہ ناون۔	ماحول کتھہ اسی ٹری	ڈنت پ ۱۳ اپریل پتھہ ۲۱ اپریل تام
	ڈیہ آحتین سہقن ہندہن سوالن ہندی جواب لیکھن۔ معنی وار تملہ بناون۔ صحیح تر تھوس منر تملہ لیکھن۔ لفظ تملن منر ورتا ون۔ ٹری منر درخاس لیکھنک فن پاد کزن۔ مختلف ناوتہن ہنر زان ون۔ محاورہ پتھہ ناون۔ اکہ پتھہ ہنر ہن تام گزند پر ناون بہ لیکھناون۔	شاہدہ شریف کمپیوٹر مپ زیر تھہ	ڈنت کھ ۱ جون پتھہ ۱۳ جون تام

<p>یوسف حرے</p> <p>۱۶ جولائی ۱۹۵۸ جولائی</p> <p>۳۲</p>	<p>سون وطن (نظم)</p> <p>کلبس</p> <p>وفادار یار</p>	<p>دنیہ آج میں سبقین ہندہیں سوالن ہندی جواب لیکھنی:</p> <p>نظم ترنمس مخر پرنی پیچہر ناوڈی تہ شعرن ہند نثر لیکھن پیچھناوڈی۔</p> <p>واحدنا توہین تہ جمع ناوہین ہنر زان۔ اشار ناوڈی پیچہر ناوڈی۔ لفظن</p> <p>ہملیہ بناوڈی۔ گنید تہ عنوانس پیچہر کیفرہ ہملیہ لیکھر ناوڈی مگر عنوان گوہ</p> <p>نرور آسن۔ پیرا گراف لیکھن پیچہر ناوڈی۔ صفت کھہر چہر ومان تہ</p> <p>زان وڈی۔</p>	<p>شری چہر ترنمس مخر پراں۔</p> <p>بہ چہر و اُحدنا توہین تہ جمع ناوہین مخر فرق کران۔</p> <p>لفظن ہملیہ ہملیہ تہ بناوان۔</p>
<p>ژمیز</p> <p>۷۱۵ اکتوبر ۱۹۵۸ اکتوبر ۲۳</p>	<p>کشتوار</p> <p>کورہیں ہندی کارنامہ</p> <p>ہید (نظم)</p> <p>زان کس ورتا ونگ طریقہ</p> <p>مہاراجہ گلاب سنگھ</p>	<p>دنیہ آج میں سبقین ہندہیں سوالن ہندی جواب لیکھنی۔ چھٹی لیکھنی۔ لفظ</p> <p>نملسن مخر ورتاوڈی۔ خانی چاہیہ پرتو تھ معنی دارا تمباس بناون۔ متضاد</p> <p>لفظ۔ کتابہ مخر درج کھیلن ہندی ناوہ تہ تہن پیچہر ورثہ ورتا ہملیہ لیکھنی۔</p> <p>سوالیہ ہملیہ بناوڈی، و اُحدناوڈی، جمع ناوڈی۔ نر ناوڈی تہ ماد ناوڈی پیچہر</p> <p>ناوڈی۔ رشتن ہندی ناو۔ جانا ورن تہ جانورن ہندی ناو۔ سہ پرتس ہیند</p> <p>ماسٹر ہندی ناو اکہ دوہ کہہ روہ صہ با پتہ درخاس لیکھن پیچھناوڈی۔</p>	<p>شری چہر چہر تہ درخاس مخر فرق کرنی زمان۔ نیمن</p> <p>تہ متضاد لفظن ہنر زان تہ۔</p> <p>نیمن تہ رشتن ہندی ناون ہنر تہ خبر تہ جانورن</p> <p>ہندی ناون ہنر تہ۔</p>