

**SYLLABUS
FOR
CLASSES VII–VIII
(YEAR 2014)**



Curriculum and Professional Support Division
Department of School Education
MINISTRY OF EDUCATION
Royal Government of Bhutan

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FOREWORD

The Royal Government is in constant endeavors to provide the students with an education, which will not only adequately equip them for their later lives but also make them the loyal subjects to the King and the country, and appreciate in being a Bhutanese. A significant development towards this direction has been the establishment of the Curriculum and Professional Support Division (CAPSD), in Education Department since 1985. The CAPSD is in-charge of the task of drawing up more complete syllabuses in line with our national education goals as given in the curriculum handbook “**The Purpose of School Education in Bhutan (1996)**”. The present syllabuses in this book are more complete and detailed than that of the earlier ones and it is expected of the teachers to implement them fully in their classrooms.

The work of curriculum and textbook development however, should not be restricted to a specialist team of curriculum officers. Classroom teachers should be continuously involved in this process. It is therefore, essential that all teachers using these syllabuses review them carefully and send their suggestions to the CAPSD so that their contributions can be discussed in the Subject Committees and be approved by the CAPSD Board, which meets every year. The Education Department is anxious that our syllabuses should be constantly improved and increasingly adapted to the needs of our schools both in their contents and in teaching methods.

Thinley Gyamtsho
MINISTER
Ministry of Education

Introduction

Most of the syllabuses that we follow for classes VII to VIII were initially developed in 1989. Since then, the syllabuses for all subjects have been reviewed and greatly revised.

When the syllabuses were developed and distributed in 1989, a separate booklet for each subject was printed for every class level. There were many syllabus booklets, which were sometimes found to be rather confusing to our schools and were mostly misplaced and never found in a complete form. As such, it had been decided by the Curriculum and Professional Support Division Board that the syllabuses for all subjects in classes IV to VI to be compiled together in one book and that of Classes VII and VIII be compiled in another book.

These syllabus booklets together with the curriculum handbook **“The Purpose of School Education in Bhutan (1996)”** should provide the basic guidelines for the implementation of the curriculum for teachers and students, rather than the textbooks as they have been used so far. It is desired that the textbooks and reference materials should assist the teachers to teach the syllabuses. To this extent, the Curriculum and Professional Support Division with the help of the five Subject Committees would try and update the syllabuses for each subject continuously to keep the school curriculum relevant to the needs of the students and the nation, as well as to keep up to the international standard.

As such, you will find that some of the syllabuses are more detailed and comprehensive while others are more rudimentary and patchy. Thus, the Curriculum and Professional Support Division will continuously endeavor to make the syllabuses for every subject more comprehensive and user friendly as a basic curriculum guide for teachers in schools.

Finally, CAPSD will appreciate receiving feedback on the syllabus from each teacher in the field.

**Chief Curriculum Officer
CAPSD**

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TIME AND PERIOD ALLOCATION

(number of periods and time per week)

Subjects		VII	VIII
Dzongkha	Periods Time	7 (4.40)	7 (4.40)
English	Periods Time	7 (4.40)	7 (4.40)
Mathematics	Periods Time	7 (4.40)	7 (4.40)
Science/Health	Periods Time	10 (6.40)	10 (6.40)
History	Periods Time	4 (2.40)	4 (2.40)
Geography	Periods Time	4 (2.40)	4 (2.40)
Value Education	Periods Time	1 (0.40)	1 (0.40)
Library	Periods Time	1 (0.40)	1 (0.40)
SUPW/Agriculture/Social Forestry	Periods Time	1 (0.40)	1 (0.40)
Physical Education	Periods Time	1 (0.40)	1 (0.40)
Art & Craft	Periods Time	1 (0.40)	1 (0.40)
TOTAL	Periods Time	44 (29.3)	44 (29.3)

**SYLLABUS
FOR
CLASSES VII-VIII**

MATHEMATICS

Mathematics Syllabus for class VII

Course content

UNIT 1 NUMBER

- Meaning of Divisibility
- Divisibility Tests (The Rule and the explanation of how the rules work is important)
- Lowest Common Multiple
- Highest Common Factor
- Powers (Numbers in Power form or Exponential form)
- Writing numbers in Standard, Expanded and Exponential forms
- Meaning of Decimal numbers (including modeling and representation)
- Multiplying Decimals, (including modeling and representation)
- Dividing Decimals (including modeling and representation)
- Order of Operation

UNIT 2 FRACTIONS

- Meanings of Fraction
- Comparing and Ordering Fractions
- Adding fractions (including using models)
- Adding Fractions with mixed numbers (including using models)
- Subtracting Fractions (including using models)
- Subtracting Fractions with mixed numbers (including using models)
- Multiplying a Fraction by a Whole number
- Dividing a Fraction by a Whole number
- Relating Fractions and Decimals
- Naming/converting Fractions and Mixed Numbers as Decimals
- Naming/Converting Decimals as Fractions and Mixed Numbers
- Converting Repeating decimals as Fractions
- Repeating Decimal graphs

UNIT 3 RATIO, RATE, PERCENT

- Meanings of Rate, Ratio and Percent
- Solving Problems related with Rate, Ratio and Percent
- Relating Percents, Fractions and Decimals
- Estimating and Calculating Percents

UNIT 4 GEOMETRY AND MEASUREMENT

Angles and triangles

- Different units of Angle measurement and conversion from one to the others
- Angle measurements in triangles
- Classification of triangles based on the length of the sides and the interior angles
- Constructing and Bisecting Angles

Transformations

- Translation, Reflection and Rotation; and problems related to them

Area, Volume and Perimeter

- Area of a composite shape
- Area of a Trapezoid
- Perimeter of a circle
- Volume of a rectangular Prism

Metric System of Measurement and other related units used commonly

UNIT 5 INTEGER

- Representing and modeling Integers
- Comparing and Ordering Integers
- The Zero Property
- Addition and Subtraction of Integers

UNIT 6 ALGEBRA

- Using variables (or Algebraic expressions and equations) to describe patterns
- Creating and Evaluating algebraic equations to solve problems
- Simplifying algebraic expressions
- Modeling algebraic expressions
- Solving equations using models
- Solving equations using Guess and Test
- Solving equations using Inverse Operations
- Graphing a relationship (mainly Linear relationships)
- Examining a Straight Line graph (Its characteristics)

UNIT 7 DATA AND PROBABILITY

- Determining Theoretical of an event using t-diagram and rectangle models
- Conducting Simple Experimental Probability
- Using Appropriate/Matching words to describe probabilities of events
- Different ways of collecting data and the good ways of doing them
- Sampling and awareness of Bias
- Graphing data: Circle Graphs and Histograms
- Describing and Analyzing data
- Outliers and Measure of Central Tendencies (Mean, Median, Mode)

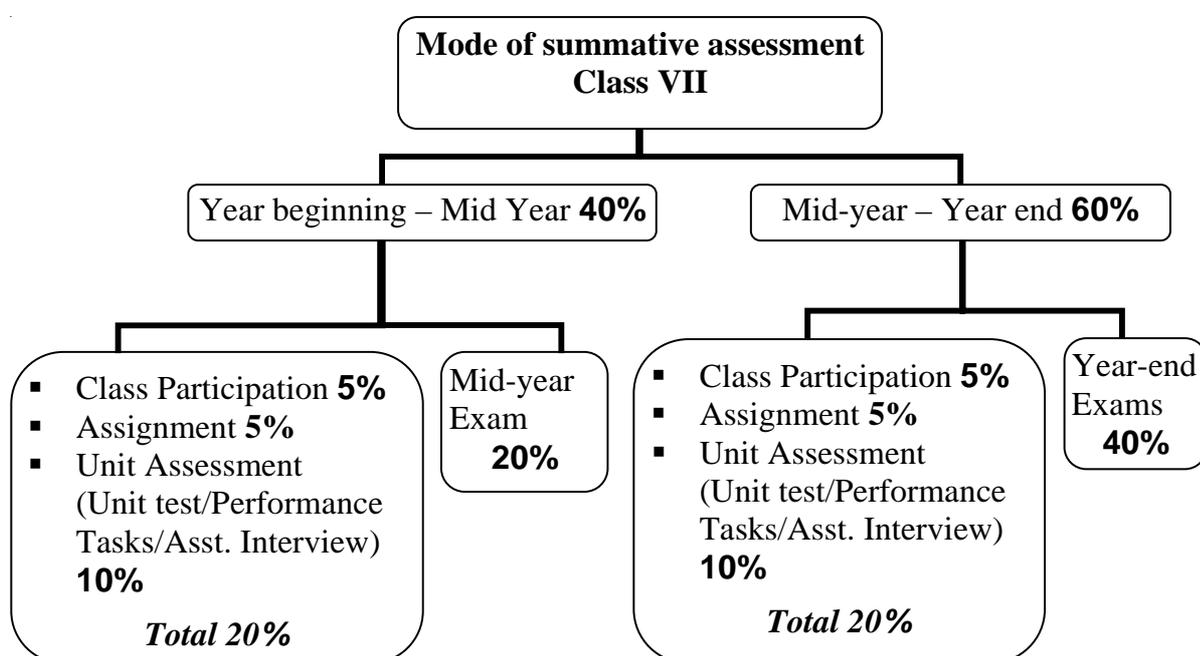
MODE OF ASSESSMENT

There are two types of assessment, depending on what you do with them: Formative Assessment and Summative Assessment.

Formative Assessment is observation to guide further instruction; and the observation is normally not measured, or its measurement is not recorded to grade the students. It is called Assessment for Learning.

Summative Assessment is used to determine a mark or a grade. It is called Assessment of Learning.

There are various ways provided to accomplish both the formative and the summative assessment in the teachers guide book (*Teacher's Guide to Understanding Mathematics, Textbook for class VII*). The mode of assessment given here is for summative assessment of students in class VII. However, observations and analysis made on students' performance in these summative assessments could very well be used for further instruction. The Summative assessment in class VII will be done as per the following break-downs:



A brief rationale on each of the components of the assessment above follows:

Year beginning to mid-year

Class Participation: Student's active involvement in the class is important for his/her learning. Class participation would consist of student's positive attitude and behaviors towards learning: his/her ability to follow instructions, cooperation displayed in doing group works, confidence in asking questions and answering the questions asked, etc to mention a few. Teacher should develop criteria to assess students for the class participation. It is important to make this known to the students in advance, and remind them from time to time. This would force the students to be active, cooperative, critical thinkers and confident communicators in the class. These are desirable and healthy disposition we would want in our children. Whatever reasonable assessment

tools and marking scheme the teacher has chosen to use for class participation up to the mid term should be worked out to be worth 5% of the whole year assessment, for entering into the student progress report form.

Assignment: Reasonable amounts of assignment, which we normally called home works, should be assigned quite regularly. More importantly, they should be checked, and prompt feedback provided to the students on their works. The teacher will check at least two times each student's home works during the first half term of the year; they can devise their own marking scheme. The average mark from the total should be worked out to be worth 5% for entering onto the students' progress report card.

Unit Assessment: At the end of teaching a unit, student's understanding of it should be assessed. This is to be done through unit tests, performance tasks, and assessment interview. The later two could be used in combination. The teacher is encouraged to design his/her own marking scheme in conducting these assessment, and the total marks acquired by a student should be worked out to be worth 10% for entering in to the progress report card. Further discussion on the components of unit assessment follows:

Unit Tests: A unit test could be conducted at the end of teaching a unit. It should be carried out during one of the class periods. The test can be directly used or adapted from the ones provided in the Teacher's Guide. The teacher should keep proper record of the students' achievement in the series of unit tests. A minimum of two unit tests should be conducted before the mid term exams.

Performance Tasks and Assessment Interviews: *Performance Tasks* require students to perform some mathematical tasks usually requiring problem solving and communication. They are often hands on activities. Rubrics are used in the evaluation of students in performance tasks and interview. *Assessment Interviews* involve interacting and interviewing students on the concepts learned: asking questions, asking for reasoning, and explanations, and even demonstrations of their understanding. Both these two methods of assessments are excellent alternatives to paper and pencil test. They can cater to assessing other important aspects of mathematics like problem solving, communication, and reasoning in a better and in-depth manner. Teachers should carry out at least one performance task and one assessment interview, or a combination of these two during the first half term of the year. More explanation and samples are provided in the teacher's guide book.

Mid-term examination: The mid-term examination may be modeled on the end of the year examination provided below. The mark obtained in it should be brought down to 20% for entering into the progress report card.

Mid-year to Year-end:

Class Participation: To be done similarly as during the first term of the year.

Assignments: To be done similarly as during the first term of the year.

Unit Assessment: To be done similarly as during the first half term of the year, but with the units covered after the mid term examination.

Year-End Examination: The annual examination paper will be set for 100 marks, with the writing time of **Two and Half hours**. The paper will consist of three sections: Sections A, B and C.

- **Section A** will be composed of 15 multiple choice questions, and will carry a total of 30 marks. Each question should have one Key/Correct answer and three distracters.

- **Section B** will be made up of about 12 questions requiring short answers, and will carry a total of 40 marks.
- **Section C** will be made up of 5 questions each carrying a mark of 6. Each question will consist of inter-related sub questions, testing in-depth knowledge and understanding on a particular concept. This section is worth 30 marks in total.

NOTE:

1. Care should be taken to reflect the marks accorded for each unit as per the weighting given below:

UNITS	PERCENTAGE MARK
1 Number	13
2 Fraction	12
3 Ratio, Rate, Percent	11
4 Geometry and Measurement	16
5 Integer	12
6 Algebra	18
7 Data and Probability	18
Total	100

2. Care should also be taken in the preparation of questions having a balance of them requiring conceptual understanding, problem solving, communication, reasoning, and applications of procedural knowledge and skills. Some questions should cross strands or units. Along with these, test blue print based on Blooms Taxonomy would also be needed to be used in the preparation of the paper.
3. The marks obtained out of 100 in this examination should be worked out to be worth 40% for entering in to the student' progress report card.

TEXTBOOKS AND REFERENCES

1. Understanding Mathematics *Textbook for class V*
2. Teacher's Guide to Understanding Mathematics *Textbook for class V*

Mathematics Syllabus for class VIII

Course content

UNIT 1 NUMBER

- Writing Numbers in Exponential form, including Negative Exponents
- Writing Numbers in Scientific Notation
- Perfect Squares: Interpretation, Representation, and Estimating and Calculating Square Roots
- Square Roots: Interpretation, Representation, and Estimating and Calculating Square Roots

UNIT 2 PROPORTION AND PERCENT

- Proportion: Meaning and problem solving
- Scale Drawings and Similar Figures
- Percents Greater Than 100%
- Solving Percent Problems
- Fractional Percents
- Solving Percent Problems Using Familiar Percents
- Mark-Up and Discount Consumer Problems
- Simple Interest and Commission
- Currency Conversion

UNIT 3 INTEGERS

- Multiplying Integers (Including Using Counters and Patterns)
- Multiplying Integers
- Renaming Factors to Multiply Mentally
- Dividing Integers (Including Using Models and Patterns)
- Relating Division of Integers to Multiplication
- Order of Operations with Integers

UNIT 4 FRACTIONS AND RATIONAL NUMBERS

- Adding and Subtracting Fractions Mentally
- Adding and Subtracting Fractions Symbolically
- Multiplying Fractions
- Multiplying Mixed Numbers
- Dividing Fractions With a Common Denominator
- Dividing Fractions in Other Ways
- Dividing Mixed Numbers
- Introducing Rational Numbers
- Operations with Rational Numbers
- Order of Operations

UNIT 5 MEASUREMENT

- The Pythagorean Theorem
- Applying the Pythagorean Theorem
- Area and Perimeter Relationships
- Pentominos
- Scale Drawings

- The Formula for the Area of a Circle
- The History of Pi
- Applying Area Formulas
- Volume of a Rectangular Prism
- Surface Area of a Rectangular Prism

UNIT 6 PROBABILITY AND DATA

Probability

- Complementary Events
- Simulations (Including Why and How)

One-Variable Data

- Sample Size
- Selecting a Random Sample
- Circle Graphs
- Box and Whisker Plots
- The Impact of Altering a Data Set

Two-Variable Data

- The Relationship between Two Variables
- Using a Scatter Plot to Represent a Relationship

UNIT 7 ALGEBRA

- Representing Relationships
- Describing Relationships and Patterns
- Linear Relationships
- Adding Values in a Linear Relationship
- Slope

Solving Linear Equations

- Solving an Equation Using Inverse Operations
- Using an Equation to Solve a Problem
- Solving a Problem Involving Two Relationships

Linear Polynomials

- Adding Polynomials
- Subtracting Polynomials
- Multiplying Polynomials by an Integer

UNIT 7 GEOMETRY

Representing Objects

- Isometric Drawings
- Orthographic Drawings

Transformations

- Dilatations
- Combining Transformations
- Isometry

Angle Relationships

- Angles in Polygons
- Angles With Parallel Line and Intersecting Lines

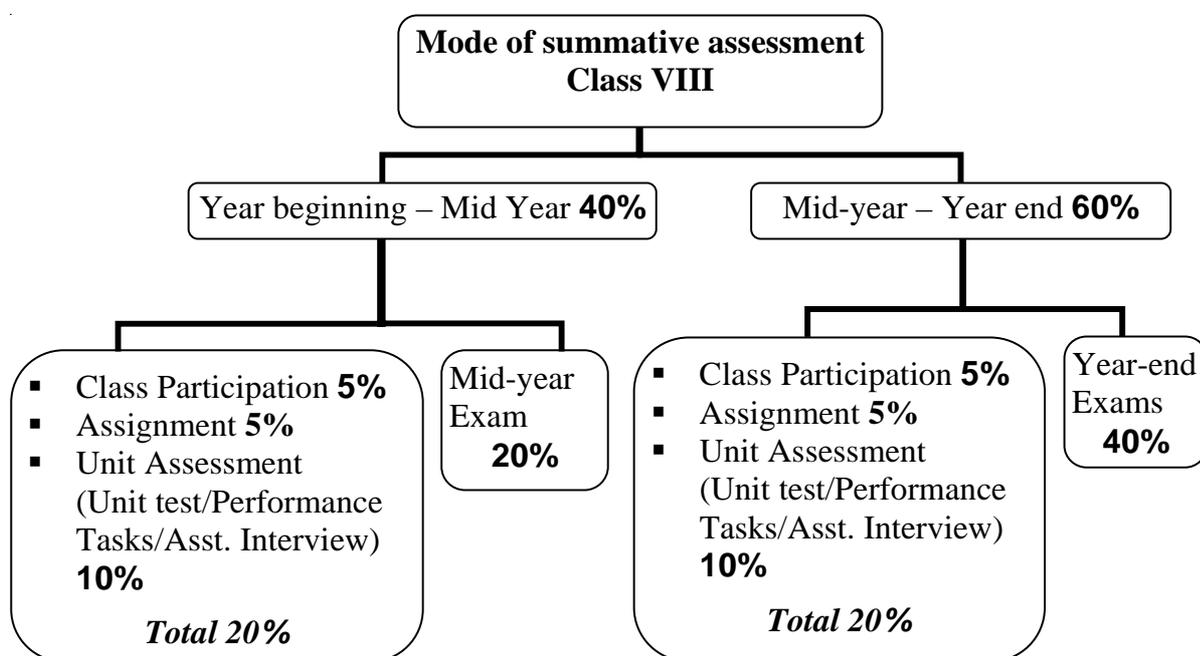
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NOTE:

1. Care should be taken to reflect the marks accorded for each unit as per the weighting given below:

UNITS	PERCENTAGE MARK
1 Number	11
2 Proportion and Percent	11
3 Integer	12
4 Fractions and Rational Numbers	12
5 Measurement	13
6 Probability and Data	13
7 Algebra	13
8 Geometry	15
Total	100

2. Care should also be taken in the preparation of questions having a balance of them requiring conceptual understanding, problem solving, communication, reasoning, and applications of procedural knowledge and skills. Some questions should cross strands or units. Along with these, test blue print based on Blooms Taxonomy would also be needed to be used in the preparation of the paper.
3. The marks obtained out of 100 in this examination should be worked out to be worth 40% for entering in to the student' progress report card.

TEXTBOOKS AND REFERENCES

1. Understanding Mathematics *Textbook for class V*
2. Teacher's Guide to Understanding Mathematics *Textbook for class V*

**SYLLABUS
FOR
CLASSES VII-VIII

SCIENCE**

SCIENCE SYLLABUS

Classes VII & VIII

I. Rationale

Science for Class VII and VIII is intended to build students' knowledge based on the general foundation in science laid across Classes IV to Class VI. As a whole, it aims to provide a basic quantum of science knowledge and develop in students' skills such as observation, recording, measurement, classification, prediction, inference and manipulating the environment for the purpose of investigation. These scientific methods in turn help to develop scientific attitude whereby learners acquire open thinking minds, ask relevant questions and react to ideas and events.

The students' activities given in each chapter are largely designed to help students take direction of their own learning experiences which will enhance better understanding of the scientific concepts and principles. Through these activities it is hoped that students will learn by doing and understand rather than rote memorisation. Such approach also provides meaningful avenues for students to relate the learnt concepts to their immediate environment and realise the very purpose of learning science. Majority of the activities provide students the opportunities to take their responsibilities in carrying out activities and learn science. There are questions at the end of each chapter to help students recall facts as well as questions designed to evaluate understanding of the content and also to test students' scientific skills and values.

II. Aims

This course will provide opportunities for students to:

1. understand their relationships both with the physical and natural environment;
2. develop and train in the "Scientific Methods";
3. develop "scientific attitudes";
4. have a better knowledge and understanding of scientific concepts and principles;
5. develop positive attitudes and values towards the responsible management of resources and care for their environment.
6. develop scientific skills relevant in their day to day life.
7. find the relevance of science for the wellbeing of the humanity and physical world.

III. Specific Objectives

At the end of the course the students should be able to:

1. explain the composition and inter-relationship of the components of the natural environment (matter, air, the Earth, water, sunlight and living things);
2. describe the various natural processes present in the environment (physical and chemical changes, water cycle, nitrogen cycle and environmental chemical reactions);
3. relate the effect and importance of the natural physical processes to the biological systems (food chains, food webs and ecosystems);
4. assess how the action of the human race is upsetting the balance in nature;
5. state the importance of energy in our life;
6. analyse the use of renewable and non-renewable energy sources in nature;
7. determine the use of renewable and non-renewable energy sources in nature;

8. carry out activities related to concept understanding and to the development of scientific skills;
9. write simple chemical formulae and equations;
10. exhibit the understanding of basics of force, electricity and magnetism;
11. relate available facts to draw conclusions;
12. learn to use scientific knowledge and skills in daily life;
13. apply investigative skills to solve problems;
14. handle basic scientific equipment for doing variety of science activities in the classroom and outside.

IV. Learning Experiences

Students should have opportunities to:

1. identify problems;
2. pose questions;
3. conduct experiment to confirm the concepts;
4. observe and measure phenomena;
5. manipulate objects, plants and animals;
6. organise, analyse and learn information gained from the first experiences, and record their overall findings;
7. work independently and in groups;
8. communicate their findings through verbal, graphic representation and in prose;
9. be aware of the consequences of careless and reckless behaviour during experiment;
10. participate in field trips and interview to collect first hand information;
11. develop critical and positive thinking;
12. do investigation to discover scientific knowledge;
13. handle scientific equipment and chemical for learning with great concern for themselves and others;
14. relate and apply the learnt concept to their day to day life.

V. Learning Outcomes

These experiences will help students to:

1. understand the variety, characteristics and needs of living things, changes and adaptations in living things, and the interdependence of living things within communities;
2. understand the variety and characteristics of materials, source and forms of energy, earth and space, and changes in physical environment;
3. understand the uses and management of materials and energy resource; analyse the problems and benefits of science and technology on the environment and living things;
4. be more interested in their environment;
5. enjoy their investigation and show concern for the responsible use and management of resources;
6. use various methods of communication to convey their feelings to other audiences;
7. show concern for others and oneself during experiments;
8. show confidence on basic scientific concepts;
9. exhibit ability to use scientific knowledge to solve problems.
10. carry out investigation with greater concern for others and environment;
11. analyse and synthesise the data scientifically to explain the phenomena around them;
12. check the validity of the methods used for investigations.

VI. Topic List in Units

Class VII - Content, scheme of weighting and period distribution

Chapters	Contents	PERIODS / Hours	Exam. weight.
UNIT I: Our Natural Environment			
1. Nature and its Composition	Matter; The three states of matter- solid, liquid and gas; The Kinetic Theory of matter; Brownian motion; Diffusion in gases and liquids; Melting; Freezing; Boiling; Evaporation; Sublimation and Condensation; Cohesion; Adhesion; Atoms; Molecules; Element; Compound; Symbols and Formula; Classification of matter.	30/20	10%
2. Air	Components of air and their uses; Properties of air; Factors affecting air pressure; Atmospheric pressure and its application; Air pollution — causes and prevention.	20/13	6%
3. The Earth	The basic chemical composition of common rocks and minerals; The three basic types of rocks; Rocks and minerals found in Bhutan; The importance of rocks and soils; Conservation of minerals; Weathering; Soil profile; Different types of soil and their properties; Soil pollution — causes and prevention.	10/7	4%
4. Water	The molecular arrangement of water; The properties of water; The difference between hard and soft water; Types of hard water; Advantages and disadvantages of hard and soft water; Some methods of removing the hardness from water; Water pollution — causes and prevention.	20/13	6%
5. Sunlight	Sunlight as the ultimate source of energy; The importance of sunlight; The properties of light; Eclipses; Reflection of light; Refraction of light;	20/13	8%
6. Living Things	Composition of living things; Cells; Plant cell and animal cell; Variety of life on Earth; The five kingdoms — classification of living things.	20/14	6%
Unit II: Natural Processes			
7. Physical and Chemical Changes	Physical change and chemical change; Re-arrangement of atoms and molecules; Chemical equation; Factors which influence physical and chemical changes.	20/13	5%
8. Water Cycle	The water cycle; The importance of forests.	10/7	4%
9. Carbon Cycle	The carbon cycle; The greenhouse effect.	12/8	4%
10. Nitrogen Cycle	The nitrogen cycle; Lightning.	10/7	5%
11. Environmental Chemist	Chemical reactions in the environment; Chemical weathering; Rusting; Combustion (petrol, wood).	20/13	7%
12. Ecosystems	Habitat; Community; Species; Population; Ecosystem; Different types of relationships occurring between organisms; Collecting specimens; Using quadrants; Grids; Free living; Parasitic; Symbiotic; Saprophytic; Carrying capacity; Fluctuating population; Competition; Adaptation; Imbalances; Bhutan and sustainability. Producers, consumers and decomposers; Food chain; Pyramid of number; Pyramid of biomass; Pyramid of energy; Food we	22/15	10%
Unit III: Technology			
13. Energy in our life	Energy; Sources of energy; Exhaustible and inexhaustible energy, Forms of energy, Energy conversion	11/9	7%
14. Force in Action	Force, Type of forces, Unit of force, Friction, Advantages and disadvantages of friction, Moment of force, Principle of moment.	15/10	8%
15. Electricity and Magnetism	Static electricity, Detecting charges, Electrical charge in nature, Electric circuits, Electric current, Magnetism.	20/11	10%

Units	Weighting	Periods/hours
<i>Unit I</i>	45%	120 /80
<i>Unit II</i>	30%	94 / 63
<i>Unit III</i>	25%	46 /30
	100%	260 periods

NOTE: Science for classes VII and VIII should be allocated 10 periods per week and there should be at least three block periods in a week.

VII Assessment

The course in class VII will be assessed internally by the school. There will be 2 parts in the assessment of the course at this level. Assessment will be done for each term according to the following scheme. A mark for the whole year will then be calculated by averaging the marks for term I and term II. Term I and term II will carry equal weighting.

A. Continuous Assessment - 20%

The performance of the students need to be assessed continuously during the course of the year and not left for the 2-hour examination during the mid-term and the end of the year. Since a teacher is in contact with students most of the time, the teacher's continuous assessment is required. This form of assessment not only helps in measuring the achievement of students' progression in the process of learning but also tests the effectiveness of teaching as a result improve the teaching-learning process.

However it must be noted that since science without activities is not science, assessment therefore must cover the following major domains of learning objectives:

- Scientific knowledge
- Understanding scientific concepts
- Scientific skills
- Positive attitude towards science
- Concern for oneself, others and environment

Under continuous assessment, the following areas to be assessed:

1. *Class Work*
Students can be evaluated by observing how well and sincerely each student participates in the learning activities, group discussions, answers questions, co-operates with fellow students while doing activities and so on.
2. *Homework*
From time to time, students' understanding of the lessons/activities taught in the class can be assessed by giving home assignments.
3. *Project Work*
Students can also be judged by observing how well each student can collect information from reliable sources such as reference materials, interview with people and be able to tabulate the information collected in a correct manner.

For the areas mentioned above, a teacher must maintain a proper record of assessment.

N.B.: A detailed Continuous Assessment Teachers' Guide is being sent to each school for reference.

B. Written examination - 80%

To measure the achievement of students in terms of the knowledge and skills acquired at the end of each term, written examinations (mid-term and the end of year) must be conducted. This would give an over all performance of each student in the class. The questions could be a combination of objective, short answer type and long answer type of questions covering the knowledge, skills and values domains of

educational objectives. This is especially important for the holistic approach of assessment in science education since the curriculum mandates that students acquire adequate scientific knowledge, develop scientific skills useful in their day to day life and inculcate positive attitude towards science.

The two examinations should be set for 100 marks.

VIII Textbook and reference books

Textbooks

1. Science for Class VII: Learning Science through Environment, CAPSD (First Edition, 2007), Ministry of Education.
2. Science for Class VII: Learning Science through Environment, Teachers Manual, CAPSD (First Edition, 2007), Ministry of Education.

Reference

1. New Horizon – Science resource book for Children, Chris Brown, Cambridge University Press (2000)
2. Essential Science, Philippa Wingate & Cline Gifford, Goyal Brothers Prakashan (1992).
3. Learning Elementary Science and Technology for Class 8 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
4. Learning Elementary Science and Technology for Class 7 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
5. Learning Elementary Science and Technology for Class 6 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
6. Basic Concepts of Science and Technology Vol I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
7. Basic Concepts of Science and Technology Vol II. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
8. Basic Concepts of Science and Technology Vol III I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
9. Outdoor Education: A Guidebook for teachers, Classes PP – XII, CAPSD (2000)
10. Science Laboratory Management: A Guide for schools – CI PP – X, CAPSD (2004)

IX Topic list in Units

Class VIII - Content, scheme of weighting and period distribution

CHAPTERS	CONTENTS	PERIODS / HOURS	EXAM. WEITG.
Unit I: Using Our Environment			
1. Agriculture	Photosynthesis; Nutrient elements and their role in plant growth; Soil affects plants; pH of soil; Use of lime in agriculture; Soil improvement – fertilisers, field fallowing; Crop rotation; Improvement of crops – plant breeding, protection from diseases, pests and weeds; Reproduction in plants – sexual reproduction and asexual reproduction.	15 /10	6%
2. Animal Husbandry	Cattle in Bhutan – new breeds of cattle; Cattle and health; Diseases of cattle; Fodder crops; Pasture lands; Factors affecting pasture, introduction of pasture development programme; Breeds of pigs in Bhutan- management; Some common diseases of pigs; Poultry – keeping poultry; Improvement of stock; Choice of eggs for hatching; Diseases and their prevention.	13/9	5%
3. Forest Life	Biodiversity; Bhutan and biodiversity; Why there is biodiversity; Importance of diversity; Forest and people; Forest fires; Conservation of forests.	9/6	3%
4. Chemical Communication	What is a radical?, molecular formula; combining numbers/valency, steps for writing formulae, chemical reactions and equations and steps for writing equations; General trend of chemical equations; Pure substance; Compounds – properties of compound; Mixtures – properties of mixture.	26/17	10%
5. Light	Reflecting surfaces – concave mirror, convex mirror; Terms used in spherical mirrors; image formation in concave mirror and convex mirror; Prism- reflection of monochromatic and white light through a prism; Lenses- Convex lens and concave lens; Formation of images by lenses and their uses; mixing the colours of light.	20/13	8%
Unit II Ourselves			
6. Our Body	Cell unit of life; Important parts of animal cell and their functions; Tissues; Types of animal tissues-epithelial tissue, connective tissue, nervous tissue and muscular tissue; Organs-group of tissues; Organ systems- integumentary system, skeletal system, muscular system, digestive system, respiratory system, circulatory system, nervous system, excretory system, endocrine system and reproductive system.	18/12	7%
55			
7. Food and Nutrition	Sources of food; Type of nutrients- carbohydrates, proteins, fats, vitamins minerals, roughage and water; Balanced diet; Healthy cooking; food hygiene.	9/5	4%
8. Reproductive Health and Child Care	Secondary sexual characteristics; Menstruation, Pregnancy – maternal health and nutrition during pregnancy; Breast feeding; dietary needs of a baby at different stages; Immunization and its schedule for babies; Safety of children; Family planning- contraception and contraceptives.	16/11	7%
9. Common Diseases and their Prevention	Diseases and their causes; air borne diseases; Water borne diseases; ORS and the process of making ORS; Sexually transmitted diseases (STD); Aids and its causes- symptoms and prevention; Other infectious diseases.	18/12	7%

10. Disabilities	The external structure of the eye; Internal structure of the eye; How do we see things?; Power of accommodation; Similarities and differences between the eye and a camera; Some common eye problems; Eye care; The ear; How do we hear?; Sound traveling in different mediums; Keeping your balance; Sound; Frequency; Pitch; Loudness; Echo' Ear problems and its care;	18/12	7%
11. Our Everyday Substances	Acids, bases and alkalis; Strength of acids and bases; Tests for acids and bases; Measuring the strength of acids and alkalis; Metals and acids; carbonates and acids; salts; safety precautions against acids and alkalis; Substance abuse- common substance abuse in Bhutan and their hazards; effects of alcohols on individuals; smoking; passive smoking; Effects of marijuana consumption; Doma chewing; Solvent sniffing; measures taken to reduce drugs; Alcohol and tobacco abuses.	18/12	8%
Unit III Technology			
12. Motion and Machines	Distance; Displacement; Speed; Velocity; Acceleration; Momentum; Machines; Levers; Principle of lever; Types of lever; Pulleys; Single fixed pulley; Movable pulley; Incline plane; Screw; Wheel and axle; Gear.	25/17	8%
13. Fluid Pressure	Factors affecting the fluid pressure; Manometer; Transmission of pressure in a liquid; Application of Pascal's law; Archimedes's principle; Applications of liquid pressure; Air pressure; Boyle's law; Applications of air pressure.	15/10	6%
14. Supply and Use of Electricity	Current electricity; Producing current from magnet; Electromagnet in electric bell; Electric circuit; Electricity measuring current; Voltage; Relationship between current and voltage; Electricity at home; Electrical circuits; Wiring-live, neutral and earthing; Colour code; Three-pin plugs and power sockets; Earthing and safety; Fuses; Saving and paying for electricity, Safety measures for electricity.	25/17	8%
15. Industry	Types of industries- primary, manufacturing and cottage industries; Cement- manufacturing process and impact on environment; Essential oils; Dying- What is a dye?; Different types of dyes; Mordant; The process of dyeing; Conservation of plant dyes; Impact on the environment; Chromatography; What is paper; Sources of fibres for paper making; Process of paper making; <i>Deysho</i> – raw materials and process of deysho making; Impact on environment; Recycling paper.	15/10	6%

<i>Units</i>	<i>Weighting</i>	<i>Periods/hours</i>
<i>Unit I</i>	32%	83/55
<i>Unit II</i>	40%	97/64
<i>Unit III</i>	28%	80/54
	100%	260 periods /173 hours

X Assessment

The course in Class VIII will be assessed internally by the school and externally by the Bhutan Board of Examinations.

A. Internal Assessment – 20%

Internal assessment in the form of continuous assessment in Class VIII will be assessed by the school. The performance of the students needs to be assessed continuously during the course of the year and not left for the 2-hour examination during the mid-term and the end of the year. Since a teacher is in contact with students most of the time, the teacher's continuous assessment is required. This form of assessment will help in measuring student achievement of the students and their progression in the process of learning and also give both the teacher and the student opportunities to try other means for improvement.

However it must be noted that since science without activities is not science, assessment therefore must cover the following major domains of learning objectives:

- Scientific knowledge
- Understanding scientific concepts
- Scientific skills
- Positive attitude towards science
- Concern for oneself, others and environment.

Under continuous assessment, the following areas are to be assessed:

1. Class Work

The students are required to do class work through out the year. However, only one class work should be marked through out the year in 2-3 weeks as part of continuous assessment. (*For details, refer Continuous Assessment Guide*).

Students can be evaluated by observing how well and sincerely each student participates in the learning activities, group discussions, answers questions, co-operates with fellow students while doing activities and so on.

2. Home Work

The students are required to do home work throughout the year. However, like class work, only one class work should be marked throughout the year in 2-3 weeks as part of continuous assessment. (*For details, refer Continuous Assessment Guide*).

Students' understanding of the lesson/activities taught in the class can be assessed by giving home works assignments.

3. Project Work

Students can also be judged by observing how well each student can collect information from reliable sources such as reference materials, interview with people and can be able to tabulate the information collected in a correct manner.

For the areas mentioned above, a teacher must maintain a proper assessment record. The Heads of the schools will send the mark obtained by each student out of 20 to the Bhutan Board of Examinations on

Mark Sheets provided by the Board no later than November 15 of the year of the examination. The mark awarded by the school for internal assessment will be added to the mark awarded by the Bhutan Board of Examinations for the written paper.

B. Written Examination – 80 %

A written examination will be conducted at the end of the year by the Bhutan Board of Examinations. It will have two sections:

Section A of the paper with a weighting of 50% will be of objective type.

Section B with a weighting of 50% will be a combination of short answer type and long answer type of questions.

XI Textbooks and reference books

Textbooks

1. Science for Class VIII: Learning Science through Environment, CAPSD (First Edition, 2007), Ministry of Education.
2. Science for Class VIII: Learning Science through Environment, Teachers Manual, CAPSD ((First Edition, 2007), Ministry of Education.

Reference books

1. New Horizon – Science resource book for Children, Chris Brown, Cambridge University Press (2000)
2. Essential Science, Philippa Wingate & Cline Gifford, Goyal Brothers Prakashan (1992).
3. Learning Elementary Science and Technology for Class 8 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
4. Learning Elementary Science and Technology for Class 7 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
5. Learning Elementary Science and Technology for Class 6 (CD), VK Sally & AK Aggarwal, Goyal Brothers Prakashan (2002)
6. Basic Concepts of Science and Technology Vol I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
7. Basic Concepts of Science and Technology Vol II. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
8. Basic Concepts of Science and Technology Vol III I. A Aggarwal & J Aggarwal, Ambar Prakashan (2003)
9. Outdoor Education: A Guidebook for teachers, Classes PP – XII, CAPSD (2000)
10. Science Laboratory Management: A Guide for schools – CI PP – X, CAPSD (2004)

**SYLLABUS
FOR
CLASSES VII-VIII**

SOCIAL STUDIES

- HISTORY
- GEOGRAPHY

HISTORY SYLLABUS FOR CLASS SEVEN

Introduction

History in Class VII is to be taught as a separate subject. The course for this class is presented in two sections: Section A deals with Bhutan History and civics and Section B deals with World History.

In this Class, the Bhutan History and Civics course is intended to build in students knowledge based on the general foundation of the country's history and political situation. As a whole, it aims at developing in students a positive attitude towards the preservation of Bhutan's rich cultural heritage and traditions that have been passed down from generation to generation. It also aims at making students fully aware of the importance of the past in relation to the present and of the strong need of strengthening and continuing the country's rich culture and traditions into the future.

The student activities given at the end of each chapter in the Bhutan history text are largely designed to help students learn to organise materials and information for themselves. Through these activities it is hoped that students will learn by doing and understanding rather than simply committing facts to memory. There are factual questions, as well, designed to help students recall facts and organise them in sequential notes. The activities also include map-work, through which it is hoped that students will have a clearer understanding of the location and history of places mentioned in the text.

The World History course aims at providing students History related knowledge of the outside world. It is important that students be exposed to some past events of and changes undergone in other countries as well so that they will develop a better understanding of the nature of historical changes.

II. Aims

This course will provide opportunities for students to:

1. have a better knowledge of basic historical concepts;
2. be able to perform history -related skills;
3. develop a positive attitude towards the preservation and promotion of Bhutan's rich cultural heritage and traditions;
4. develop appreciation and love for the country and
5. have a knowledge of History of the outside world.

III. Specific Objectives

At the end of the course the students should be able to:

1. relate basic historical concepts (continuity and change, multiple causation, past, conflict) to the different events and periods in the history of Bhutan and the world; .
2. state the importance Terton Pema Lingpa to spiritual, cultural and political life of Bhutan;
3. assess the greatness of Zhabdrung Ngawang Narngyel by identifying his achievements towards the making of Bhutan an independent country;
4. describe the Desi System with special reference to the first four Desis;
5. describe important features and significant role of some of the important dzongs in our country;
6. state the significance of mask dances in the cultural life of the people;
7. determine the effect on Bhutan of British Expansion in India in the late 18th century and early 19th century;

8. Forms of Government (Refer to Civics Supplementary Textbook for class VII - VIII)
9. determine the emergence of Charlemagne's Empire, its rise to power and its fall after Charlemagne's death;
10. analyse the evolution of towns in Europe and the changes in the life of the people;
11. analyse the rise and growth of nation states in Europe;
12. give a brief description of the "Renaissance Period" in Europe;
13. draw and read historical maps and
14. collect relevant data and information and interpret them in various forms.

IV. Topic List in Sections

Section A: ***Bhutan History***
 (Examination weighting -60%)
 Approximate no. of periods -77)
 (Considering total no. of periods to be 128-4 per week)

Content, scheme of weighting and period distribution:

		Exam Wt.	Approx. no. of periods
<i>Chapter One:</i>	The importance of Pema Lingpa in the History of Bhutan	5%	6
<i>Chapter Two:</i>	Greatness of Zhabdrung Ngawang Namgyal	10%	14
<i>Chapter Three:</i>	The Chhoesi System and the First Four Desis	5%	6
<i>Chapter Four:</i>	Dzongs -Centres of Administration and Religion	13%	17
<i>Chapter Five:</i>	The significance of the Mask Dances in the History of the Country	12%	16
<i>Chapter Six:</i>	British Expansion in India and its Effect on Bhutan	5%	6
<i>Chapter Seven:</i>	British India's Interference - The Case of the Assam Duars	5%	6
<i>Chapter Eight:</i>	Forms of Government	5%	6
		60%	77

Section B: World History
 (Examination weighting -40%
 Approximate no. of periods -51)

Content, scheme of weighting and period distribution:

	Exam Wt.	Approx. No. of pds.
<i>Chapter Two:</i>		
Life in Charlemagne's Empire		
- Invasions from the North		
- Charlemagne: A light in the Darkness'		
- The Break-up of Charlemagne's Empire	5%	6
<i>Chapter Four:</i>		
Town Life in Medieval Times		
- A Medieval Town		
- Merchant Guilds and Craft Guilds		
- The Medieval Fairs.		
- Progress in Education and Establishment of Universities		
- Contribution of the Muslims in the Fields of Science and Arithmetic	5%	6
<i>Chapter Six:</i>		
The Beginning of Nations in Europe Part I		
- What is a Nation?		
- Rise and Growth of Nation		
- States in Europe		
- Decline of Feudalism; Freeing of the Serfs; Strong desire for peace and order		
- The First Nation-States of Europe		
- The Nation-States of England		
- Henry II and the Jury System		
- English Parliament	13%	17
<i>Chapter Seven:</i>		
The Beginning of nations in Europe Part II		
- The Rise of the Power of the King in France		
- The Nation-State of France		
- Unification of Spain after reconquest from Islam	5%	6
<i>Chapter Eight:</i>		
The Renaissance -Part I		
- What does "Renaissance" mean?		
- Origin and Spread of the Renaissance Italy and the Renaissance		
- Italian writers and artists of the Renaissance	Period	
- Architecture and sculpture in the Renaissance	Period	
- Printing and Literature in the Renaissance	Period	
- Printing and Literature in the Renaissance	Period	
- Science and Mathematics in the Renaissance	Period	
- Measurement of Space and Time	12%	16
	40%	51

V. Assessment

The course begins with set goals and as the course moves on the need to check the on-going progress of the students and the teaching ability of the teachers arises at intervals. This reveals the drawbacks in the teaching-learning process and immediate necessary changes can be made for improvement.

What is actually meant by the assessment is “the measurement of the students’ ongoing progress in class and the students’ achievements at the end of the course. “During the course the students’ ability to grasp what is being taught and the teachers’ ability to teach to be checked so that simultaneously the teaching- learning process can be improved. At the end of the course the achievement of the aims and objectives set at the beginning of the course is tested, the result of which would indicate the success or failure of the course.

Assessment is to be done in two ways continuous assessment and terminal assessments.

A. Continuous Assessment

A teacher has the maximum contacts with the students and therefore is able to assess their performances during the course of the year, which cannot be totally tested by the 2-hour examination at the end of the year. The teacher’s continuous assessment is, therefore, most purposeful as it not only measures the achievements of students but also tests the effectiveness of teaching.

The following are the areas to be assessed under continuous assessment.

1 Class Work:

The performances of the students in the classroom could be judged by observing how actively each student involves in group discussions, answering questions posed by the teacher, co- operating with fellow-students while activities are in progress and making contributions in the progress of a lesson.

2. Homework:

As follow up and reinforcement of the lesson taught and activities carried out in the class, short task can be given to students to do at home. This should be regularly checked and assessed.

3. Project work:

Students’ performances could also be judged by observing how well each student can collect information from other reliable sources (such as reading materials and interview with resourceful persons) and write out the information collected and present it in written form as a special form of assignment.

B. Examinations (terminal)

To measure the student’s achievements of the general objectives at the end of each term, assessment could be made in the form of written exams. This would judge the over-all performance of each student. The written examinations could be in the form of mid-term examination and end of year examination. A combination of objective type, short answer type and long essay type questions could be asked.

Note: For further information on assignment, weighting and recording of different modes of assessment, refer to the Guidelines on Assessment for Class VIII given at the appendix.

VI. Prescribed Text Book and References

- 1 .A History of Bhutan, Course book for Class VII, CAPS, Education Division. (Text)
2. Aspects of World History Book II. (Text)
3. History of Bhutan, B.J. Hasrat (Reference)

HISTORY SYLLABUS FOR CLASS EIGHT

Introduction

As in classes VII, history in class VIII is to be taught as a separate subject. The course for this class is presented in two sections: Section 'A' deals with the History of Bhutan and Civics. Section 'B' deals with World History.

The Bhutan History and Civics course for this class is intended to increase the students' knowledge on the country's history and political situation. On the whole, it aims at developing in students a positive attitude towards the preservation and promotion of culture and inculcating in children love, loyalty and dedication to the king and the country. It also aims at making students fully aware of the importance of the country's past in relation to the present and of the strong need of strengthening and continuing the country's rich culture and traditions into the future.

The student activities given at the end of each chapter in the Bhutan History Course book are largely designed to help students learn to organise materials and information for themselves. Through these activities it is hoped that students will learn by doing and understanding rather than simply committing facts to memory. There are factual questions, as well, designed to help students to recall facts and organise them in sequential notes. The activities also include map-work, through which it is hoped that students will have a clearer understanding of the location and history of places mentioned in the text.

The World History course covers only six chapters as compared to the Bhutan portion so that students are not overloaded. This course aims at providing students history-related knowledge of the outside world. It is important that students be exposed to some past events and changes in other countries as well so that they will develop a better understanding of the nature of historical changes.

II. Aims

This course will provide opportunities for students to:

1. achieve a knowledge of historical concepts;
2. be able to perform history-related skills;
3. develop a positive attitude towards the preservation and promotion of Bhutan's rich cultural heritage and traditions;
4. develop appreciation, love and respect for the king and country;
5. achieve a wider knowledge of history of the outside world and
6. be able to organise materials and information for themselves.

Note

For a better understanding of the general aims refer to General Instructional Aims for Class VIII. History in the Curriculum Supplement to the General syllabus.

III. Specific Objectives

By the end of the course, the students will be able to:

1. relate basic historical concepts (continuity and change, multiple causation, past, conflict) to the different events and periods in the history of Bhutan and the world;
2. analyse the situation in Bhutan in the 19th century in relation to the developments in the other parts of the world;
3. briefly describe Jigme Namgyal's early life and his struggle for power;

4. explain why the Ashley Eden Mission was sent to Bhutan and why it failed;
5. identify and analyse the causes and results of Duar War between British India and Bhutan;
6. assess the emergence Jigme Namgyal as the most powerful leader in the country by the late 19th century;
7. analyse the contributions made by the four kings for the development of the country;
8. understand the constitution of Bhutan;
9. analyse the causes and results of the First and the Second World Wars;
10. identify the major outcomes of the Treaty of Versailles;
11. describe the history of the League of Nations;
12. describe the general conditions prevailing in Europe after the 1st World War;
13. express their understanding of the founding of the United Nations for maintaining peace in the world;
14. explain why the term “ Cold War” was used to describe the post war situation;
15. express their understanding of the Non-Aligned Movement;
16. read and draw historical maps and
- I 7. collect information from reliable sources and interpret the findings in various forms.

Note

For more specific objectives refer to Course Objectives for class VIII History in the Curriculum Supplement to the General Syllabus.

IV. Topic List in Sections

Section A : Bhutan History

Content:

Topic	Chapter
1. Historical Developments in the World and Particularly Asia in the 19th Century	One
2. Young Jigme Namgyal (1825-1865)	Two
3. Ashley Eden Mission and its Outcome	Three
4. The Duar War(1864-1865)	Four
5. Jigme Namgyal and His Times (1866- I 88 I)	Five
6. Druk Gyalpo Ugyen Wangchuck (1862-1926)	Six
7. Druk Gyalpo Jigme Wangchuck (1905-1952)	Seven
8. Druk Gyalpo Jigme Dorji Wangchuck (1928-1972)	Eight
9. Druk Gyalpo Jigme Singye Wangchuck and Twenty Years of Development	Nine
10. Constitution and Citizen	Supplementary

Section B:

Content:

Topic	Chapter
1. The First World War	7
2. The Treaty of Versailles and the League of Nations	8
3. Europe between the Two World Wars	9
4. The Second World War	10

5.	The United Nations and the Cold War	11
6.	The Non-Aligned Movement	13

Scheme of Weighting and Period Distribution:

Sections	Weighting (in%)	No. of Periods
A	60	77
B	40	51
	100	128

Note: For lesson weighting and examination weighting of each topic refer to the Curriculum Supplement to the General Syllabus for Class VIII History.

V. Assessment

At this level we are on the second step of the public examinations and as in class VI, here too teachers tend to feel an obligation to preparing their students for the final examination. In this way; the teaching strategy is limited to teaching what the examiner is thought to require, thus deviating from the path to achieving the learning objectives. The public examination, unconsciously, tends to predominant at the expense of assessment throughout the course. The tragedy of the whole process is that the result obtained from assessment is used merely to grade or rank students and not to evaluate teaching and learning.

What is actually meant by the assessment is “the measurement of the students’ on-going progress in class and the students’ achievements at the end of the course.” During the course the students’ ability to grasp what is being taught and the teachers’ ability to teach need to be checked so that simultaneously the teaching-learning process can be improved. At the end of the course the achievement of the aims and objectives set at the beginning of the course is tested, the result of which would indicate the success or failure of the course.

Assessment is to be done in two ways -continuous assessment and terminal assessments.

A. Continuous Assessment:

A teacher has the maximum contacts with the students and, therefore, is able to assess their performances during the course of the year, which cannot be totally tested by the 2-hour examination at the end of the year. The teacher’s assessment of the students is most purposeful as it not only measures the achievements of the students but also tests the effectiveness of teaching.

The following areas are to be assessed under continuous assessment.

1. *Classwork:*

The performance of the students in the classroom could be judged by observing how actively each student involves in group discussions, answering questions posed by the teacher, co- operating with fellow-students while activities are in progress and making contributions in the progress of a lesson.

2. Home Work:

As follow up work and reinforcement to the lesson taught and activities carried out in the class, short task can be given to the students to do at home. This needs to be regularly checked and assessed.

3. Project Work:

Students' performances could also be judged by observing how well each of them can collect information from other reliable sources such as reading materials and interview with resourceful persons and write out the information collected and present it in written form as a special form of assignment.

B. Examinations (terminal)

To measure the student's achievements of the general objectives at the end of each term, assessment could be made in the form of written exams. This would judge the over-all performance of each student. The written examinations can be conducted in three different forms: mid-term exam and trial examination, and end of year examination. In this case, the end of year examination would be the public examination conducted by the BBE. A combination of objective type, short answer type and long essay type questions could be asked. It should be remembered that the written examinations during the course of the year need not be an imitation of the end of year examinations. What the students will undergo is not preparation for the end of year examination but a learning process, whereby their ability and achievements are tested time to time.

Question Paper Pattern

There will be two sections in this paper, Section A and Section B

Section A will comprise 25 MCQs on Bhutan History and Civics and World History worth 25% weighting. There will be 15 MCQs on Bhutan History and Civics and 10 MCQs on World History. The content area will be according to the chapter weighting.

Section B will comprise 16 SAQs on Bhutan History and Civics and World History worth 75% weighting. There will be 10 SAQs on Bhutan History and Civics and 6 SAQs on World History. The content area and weighting for each question will be according to the chapter weighting.

VI. Prescribed Text Book and References

1. History of Bhutan (19th and 20th centuries)
2. Supplementary Reading to Bhutan History Course book for Class VIII
3. Aspects of World III
4. History of Bhutan, B. J. Hasrat

GEOGRAPHY SYLLABUS FOR CLASS SEVEN

I. Introduction

Geography in Class VII is to be taught as a separate subject. The course for this Class is presented in four sections: Section A looks into the Physical Geography of Bhutan, section B introduces the continents of North America and Australia, section C looks into some aspects of World Geography -the Earth, and section D covers some practical work in geography. (Weather study should be carried out as practical exercises throughout the year). However, teachers should note that section D is an integral part of section A and need not be treated as a separate chapter, but as practical exercises in the teaching -learning process of Bhutan geography.

In this class the Bhutan Geography course is intended to provide pupils a closer observation of the natural environment of Bhutan. Here too as in class 6, flexibility regarding the student activities is being maintained so that no students in any part of the country suffer from the distances between them and the sources of information. Involvement of students in the lessons is very important from the point of view that they learn better through active participation than through passive listening to teachers' lectures.

The other parts of this course is intended to open the students' minds to the outside world and to lead them to the answers of the "How" and "Why" of the natural phenomena. It is important that students learn the causes of things that occur or appear in every day life and observe them with better understanding.

The teaching of geography generally demands a good deal of effort from the teachers. This generally means preparing and guiding pupils in

- a) locating the sources of data/information which may be available in the form of library references, persons proficient in a particular area, and the natural phenomena (to be observed),
- b) collecting and recording data/information by means of reading and note taking, listening to lectures, making observations of natural phenomena and physical features,
- c) processing and interpreting the data/information. The materials collected should then be processed (statistical treatment in case of hard data) and organised in a format so that interpretation of the findings is possible and
- d) presentation of the findings in the form of written interpretations illustrated with graphs, sketches, maps and possibly pictures.

It is obvious that the traditional classroom lecturing will not do justice to the teaching of geography as it does not allow pupils to think, observe and investigate things for themselves.

The student activities at the end of each chapter in Bhutan Geography Course book for Class VII will suffice to develop skills related to Project work as well. This could be taken as a stepping stone to the Project work to be done and marked in Class VIII.

With regard to World Geography it is expected that map works, personal and private studies by students from the available resources and discussions will prevail in the classroom over and above listening to lectures. A sand tray serves good purpose in teaching Physical Geography. Learning by memorising notes dictated by teachers should be avoided. Instead, students should make their own notes and get them checked by the teacher concerned.

II. Aims

At the end of the course the students should:

- a) achieve a better understanding of the subject,
- b) achieve knowledge, skills and attitudes required of responsible citizens,
- c) know more about and have higher appreciation for the relationships between the physical environment and human activities,
- d) have stronger realisation of the limited natural resources, their appropriate uses and proper utilisation of the resources,
- e) realise the importance of the ecosystem and its preservation for our own existence,
- f) have a basic knowledge of the geography of the outside world and
- g) know more about the Earth we live on and the natural phenomena around us.

III. Objectives

At the end of the course, the students having understood what has been taught should be able to

- a) explain the effects of relief and altitude on the climate patterns in Bhutan,
- b) describe the climatic conditions in Bhutan during the different seasons in the year,
- c) identify the different types of vegetation in Bhutan in relation to the climatic conditions and the altitude,
- d) state the value of forests in Bhutan and the importance of conserving the forest resources,
- e) describe the river systems of Bhutan and their effects on the land surface,
- f) state the importance of proper use of the environment and the resources such as forests, water, land and minerals,
- g) locate the continents of Europe and North America on the World Map,
- h) give a brief description of the physical features of Europe and North America,
- i) give a brief description of the people (in general) of Europe and North America and their economic activities,
- j) give a description of the atmosphere in relation to its temperature, humidity and precipitation.
- k) sketch local maps,
- l) work in groups and
- m) record weather observations

IV. Topic List in Sections

Section A: *Bhutan Geography* (Examination weighting-55%.

This includes the weighting for section D)

Approximate no. of periods -70 (considering the total no. at periods in the year to be approximately 128 -4 per week).

<i>Content</i>	<i>Exam. Wt.</i>	<i>Approx. no. of Periods</i>
Chapter One : Relief and Climate	9%	12
Chapter Two : The Seasons in Bhutan	5%	5
Chapter Three : The Living Forest	5%	5
Chapter Four : The Fragile Forest	9%	12
Chapter Five : The River September	9%	12
Chapter Six : Rocks and Soils	9%	12
Chapter Seven : Management of the Natural Environment	9%	12

Section B: The Earth and its People Book II. Europe & N. America
(Examination weighting -15%; (No. of Periods 19)

Content

1. Europe - Chapters 9 & 10
 - a) Physical Environment: position and size, political divisions, physical divisions, drainage, climate, vegetation and wildlife.
 - b) People, Natural Resources and their Utilization: People- distribution and ethnic mix; Natural Resources and their Utilization-agricultural resources, mineral resources, power resources, industries, transport and trade.
2. North America -Chapters 5 & 6
 - a) A Geographical Background: location and size, political divisions, physical divisions, drainage, climate and natural vegetation and wildlife.
 - b) The People, Natural Resources and their Utilization: People- distribution and ethnic mix; Natural Resources and their Utilization- agricultural resources, forest resources, mineral resources and power resources; industries and transport.

Section C: The Earth and its People

Atmosphere and Hydrosphere -Chapters 1- 4 (Exam Weighting -15%)
(Approximate no. of periods -19)

Contents

- a) Atmosphere: definition, structure and layers.
- b) Temperature: source of heat, how air gets heated; measurement of air temperature; factors affecting temperature.
- c) Pressure: definition and measurement; factors affecting it.
- d) Wind system: permanent and periodic winds
- e) Humidity: definition and reasons for variation.
- f) Condensation and Precipitation: how clouds, fog & mist are formed; how we get rainfall; measurement of rainfall.
- g) Hydrosphere: definition; oceans- salinity and temperature; ocean movements- waves, tides and ocean currents and how they are caused; inland water bodies- lakes, rivers, icecaps and, glaciers.

Section D: Map work/Weather Study

(Teachers to please note that this is an integral part of Section A as mentioned in the INTRODUCTION. Its weighting of marks and lessons are included in Section A and therefore no separate weighting is given here. This is not to be treated as a separate topic but a range of practical exercises to supplement the student activities given at the end of each chapter of Bhutan Geography).

Topics:

1. Drawing and reading contour maps representing local relief.
2. Sketching local maps of important areas identified by teachers.

Summary Scheme of weighting and Period Distribution

Contents/Sections	Weighting in %	No. of Periods
1 .Section A		
Bhutan Geography	55%	71
2. Section B		
Europe	15%	19
North America	15%	19
3. Section C		
The Atmosphere & Hydrosphere	15%	19
Total	100%	128

V. Assessment

Assessment means measuring the achievements of the pupils as a result of teaching and learning. It serves two purposes: assessing the progress made by pupils in the teaching - learning process, and providing feedback to the teacher as to how effective his/her teaching has been: The effectiveness of teaching and the resulting achievements by the pupils can be scrutinised through the following modes of assessment.

A. Continuous Assessment.

A teacher has the maximum contacts with the pupils and therefore is able to assess their performances during the course of the year, which cannot be totally tested by the 2-hour examination at the end of the year. The teacher's continuous assessment is, therefore, most purposeful as it not only measures the achievements of pupils but also tests the effectiveness of teaching. The following are areas to be assessed under continuous assessment.

1. Classwork:

The performances of pupils in the classroom can be judged by observing how actively each pupil involves in group discussions, answering questions posed by the teacher, co-operating with fellow-pupils while activities are in progress and making contributions in the progress of a lesson.

2. Home Work:

As follow up and reinforcement to the lessons taught and activities carried out in the class, short task can be given to the students to do at home. This needs to be regularly checked and assessed.

3. Project Work:

Students can also be observed in learning activities such as reading, writing, collecting information from other sources, assignments and presentation of assignments.

The amount of work done by each pupil can also be observed in relation to the quantity and quality of work.

B. Examination (Terminal)

To measure the pupils' achievements of the general objectives at the end of each term, assessment can be made in the form of written examinations. This would judge the over-all performance of each pupil. The questions asked may be a combination of objective type, short answer type and long essay type but teachers should make sure each pupils' performance is correctly judged.

Note:

For further information on assessment, weighting and recording of different modes of assessment, refer to the Guidelines on Assessment for Class VIII given at appendix.

VI. Recommended text book and References:

1. A Geography of Bhutan Our Natural Environment Course book for Class VII (text)
2. Exploring Geography II (Text)
3. Exploring Geography Book n (Reference)
4. Learning Geography by stages stage VII (Reference)
5. Modern Geography Book II (Reference)
6. Oxford School Atlas (Reference)

GEOGRAPHY SYLLABUS FOR CLASS EIGHT

I. Introduction

The Geography Course for class VIII is presented in four sections. Section A deals with Geography of Bhutan, Section B introduces the Continent of Asia and the neighbouring country of India, Section C looks into some aspects of World Geography -the Earth, and Section D covers some practical activities in contours and map reading.

The Bhutan Geography course for this class is intended to provide pupils a closer observation of the human-made environment of Bhutan and an increased knowledge about the cultural geography of the country. This follows in logical order from class VII Geography Course in which they had looked at the natural environment.

The other parts of this course are intended to expose the students to the geographical facts of the outside world and to lead them to the answers of How and Why of the geographical phenomena. It is important that students learn the causes and effects of the things that occur on the earth they live in and observe them with better understanding.

For the World Geography, the teachers can teach the given topics from the textbook provided for the class. Various approaches can be used in presenting the lessons in this area rather than simply reading from the text and explaining. Teachers are also advised to design their own activities for the students which will help them learn more by understanding than by rote.

The teaching of Geography generally demands a good deal of effort from the teachers. This generally means preparing and guiding pupils in:

- a) Locating the sources of data/information, which may be available in the form of library references, persons proficient in a particular area, and the natural phenomena (to be observed).
- b) Collecting and recording data/information by means of reading and note taking, listening to lectures, making observation of natural phenomena and physical features.
- c) Processing and interpreting the data/information. The materials collected should then be processed (statistical treatment in the case of hard data), and organised in a format so that interpretation of the finding is possible.
- d) Presenting of the finding in the form of written interpretations illustrated with graphs, sketches, maps and possibly pictures.

It is expected that map works, graph works, personal and private studies by students from the available sources and discussions will prevail in the classroom over and above listening to lectures. Learning by memory from notes dictated by the teachers should be avoided. Instead, students should be encouraged to make their own notes and get them checked by the teacher concerned.

IV. Topics in Sections/Weighting Scheme and Distribution of Periods:

Section A

Chapters	Contents	Weightings	No. of Pds
1	Population Growth and Change	3	5
2	Population Distribution	3	4
3	Agriculture	4	6
4	Factors affecting Agriculture	4	5
5	Animal Husbandry	5	6
6	Using the Forest Resources	5	6
7	Using the Water Resources	4	5
8	Using the Mineral Resources	4	5
9	Industry	4	5
10	Transport System	4	4
Sub total		40	51

Section B

4	Asia -Land, Climate, Vegetation & Wildlife	8	10
5	Asia -Natural Resources	4	5
6	Asia -The People	2	2
10	India -Physical Environment	6	8
14	India -Agriculture	4	5
Sub -total		24	30

Section C

1	Lithosphere -Earth movements, Earthquakes & Volcanoes	6	7
2	Rocks and Soils	3	4
3	Process and Agents of Gradation - Rivers & Glaciers	6	8
Sub-total		15	19

Section D

Contours	12	16
Maps of India, Asia and Bhutan(4pds each)	9	12
Sub-total	21	28
Grand total	100	128

II. Aims

At the end of the Geography Course, the students should:

- a) acquire adequate knowledge of the Geography of Bhutan,
- b) be able to perform geographical related skills,
- c) acquire knowledge, skills and attitudes required of responsible citizens,
- d) acquire knowledge about and develop appreciation of the impact of human activities on the natural environment,
- e) acquire a wider range of geographical concepts and principles that are related to human-environment interaction,
- f) develop a positive attitude towards the proper use of natural resources and
- g) gain wider understanding of Asia and India.

III. Objectives

At the end of the course, the students having understood what has been taught should be able to:

- a. briefly describe the growth and change of the population of Bhutan,
- b. briefly describe the factors affecting population distribution and planning in Bhutan,
- c. explain the effect of agriculture on the economy in Bhutan,
- d. list and explain the factors influencing agriculture in Bhutan,
- e. explain the importance of livestock farming in Bhutan,
- f. explain the proper use of Bhutan's natural resources (forest, water and minerals),
- g. locate and mark major industrial towns on the map of Bhutan,
- h. explain the development of trade, transport and industries in Bhutan,
- i. do map works with regard to the continent of Asia and the sub-continent of India,
- j. give brief description of the physical features, climate and vegetation of Asia and India,
- k. describe briefly the people (in general) of Asia and India and their economic activities
- l. list the different types of minerals found in India and explain their uses,
- m. tell what important industries exist in India and explain their importance in accelerating the India's economic development,
- n. list the different means of transport in India and explain their importance in the development of trade and commerce in that country,
- o. compare the people of Bhutan and their economic activities with those of Asia and India,
- p. draw and read contours maps,
- q. carry out extended learning activities independently, such as project and field works.

V. Assessment

Assessment means measuring the achievements of the pupils as a result of teaching and learning. It serves two purposes: (1) determining the progress made by pupils in the teaching-learning process, and (2) providing feedback to the teacher as to how effective his/her teaching has been. The effectiveness of teaching and the resulting achievements by the pupils can be scrutinised through the following modes of assessment.

A. Continuous Assessment

A teacher has the maximum contacts with the pupils and therefore is able to assess their performances during the course of the year, which cannot be totally tested by the 2-hour examination at the end of the year. The teacher's continuous assessment is, therefore, most purposeful as it not only measures the achievements of pupils but also tests the effectiveness of teaching. The following are areas to be assessed under continuous assessment.

1. Classwork

The performances of pupils in the classroom can be judged by observing how actively each pupil involves in group discussions, answering questions posed by the teacher, co-operating with fellow-pupils while activities are in progress and making contributions in the progress of a lesson.

2. Home Work:

As follow up and reinforcement to the lessons taught and activities carried out in the class, short tasks can be given to the students to do at home. This should be regularly checked and assessed. Homework also helps teachers to assess the achievements of pupils.

3. Project Work:

Students can also be observed in learning activities such as reading, writing, collecting information from other sources, assignments and presentation of assignments.

The amount of work done by each pupil can also be observed in relation to the quantity and quality of work.

B. Examination (Terminal)

To measure the pupils' achievements of the general objectives at the end of each term, assessment can be made in the form of written examinations. This would judge the over-all performance of each pupil. The questions asked may be a combination of objective type, short answer type and long essay type but teachers should make sure each pupils' performance is accurately judged.

VI. Recommended Textbooks and References

- | | | |
|----|--|-------------|
| 1. | Exploring Geography III | (Text) |
| 2. | Geography of Bhutan: Our Man-made Environment | (Text) |
| 3. | An Introduction to Map Reading
Department of Education – 1992 | (Text) |
| 4. | Exercise in Contour Maps (No. 1-14) – R.C. Dutt 1960 | (Reference) |
| 5. | Exploring Geography Book III | (Reference) |
| 6. | Learning Geography by Stages 8 | (Reference) |
| 7. | Modern Geography Book III, PPC. | (Reference) |
| 8. | Oxford School Atlas | |

GUIDE LINES ON CONTINUOUS ASSESSMENT FOR CLASS VIII

1.0 INTRODUCTION

In an effort to decentralise and give more responsibility to the schools in determining the results of classes VII and VIII students, it has been decided that 20 % of classes. VII and VIII to be internally assessed by the schools from 1996 onwards as stated in the 14th QPGI.

The internal assessment weighting in these classes will be used to broaden the curriculum. It will include those areas such as classwork, homework, project work, etc. which are not otherwise assessed by paper and pen based tests. The internal assessment will also be used to introduce a system of monitoring and recording of the learning outcomes of every student on a more continued basis. (Continuous Assessment).

2.0 CONTINUOUS ASSESSMENT

In the process of learning, the students do work in the class individually and with other students; they complete homework assignments and projects on a regular basis. But the process of any of these activities and the outcome (products) of some of these activities are not recorded or assessed presently. Further very little use of the continuous assessment is made to monitor student's progress. Yet all educators agree that assessment, which is a process of gathering evidence and making judgements about student's needs, strength and achievements should be use to promote effective learning.

2.1 HOMEWORK

Homework is an additional time on learning tasks. It encourages initiative, develop independent learning skills and allows time for practice and application of what has been learned in schools. A well planned homework policy is an essential part of any school instruction.

2.1.1 The main purpose of homework are:

- (i) to promote reinforcement of knowledge in already taught lessons in different subjects,
- (ii) to give and receive regular feedback for teachers as well as students,
- (iii) to develop students' independent learning skills.

Student Participate Effectively in this Activity if they think it will be *checked* and if they understand its *Relevance*.

2.1.2 Therefore it is necessary to plan or work out a homework policy for the school considering the following points:

- (i) Homework routine.
- (ii) Suggested homework correction procedures
- (iii) Correction time
- (iv) Record keeping (as shown in Form 2)

2.1.3 Homework should be assessed as per the following criteria:

Sl.No.	Criteria	Marks
i.	Presentation (neatness organisation, accuracy and completion of work.	3
ii.	Completion (meeting deadlines)	1
iii.	Follow up (by the students as per teacher's instruction)	3
iv.	Improvement (effort, consistency in effort)	3
	Total	10

2.2.0 CLASSWORK

Classwork includes all the organised student's activities that take place within the classroom under the direct supervision and guidance of a teacher.

2.2.1 The aims of the Classwork are:

- (i) Encourage independent work habits,
- (ii) improve the effectiveness of teaching and learning processes,
- (iii) encourage student's efforts on the task.

The teacher is advised to plan his/her lesson in such a way that the minimum time is spent on the direct teaching and maximum time spent on students learning through individual or group activities.

2.2.2 This will provide opportunities for teachers to:

- (i) see how anyone student works either individually or in group when working in the class.
- (ii) observe the student's attitudes to work and study and see how they are developing.
- (iii) see any physical/mental difficulties that the student is experiencing.
- (iv) record the observations, actions taken and the progress made by the students.
- (v) give guidance to the students at work.
- (vi) reflect on the effectiveness of his/her lesson planning.

2.2.3 A continuous record of the student's classwork will need to be made as suggested in Form 2.

2.2.4 Classwork should be assessed as per the following criteria:

Sl.No.	Criteria	Marks
i.	Involvement and participation (responsiveness to instruction, responsibility, etc.)	2
ii.	Task fulfilment (accuracy, completion, etc.)	2
iii.	Effort task (consistency in task)	2
iv.	Presentation of work (neatness, organisation)	1
v.	Improvement (on all of the above)	3
	Total	10

2.3.0 ASSIGNMENTS AND PROJECTS

Henceforth there will be some assignments and project works which the students of classes VII and VIII will need to cover in all the subject areas. For each of the assignments completed the teacher will be required to give descriptive feedback, to the students which will be used to further improve their next project or assignment. This may be written or discussed with the student orally or both. In each case a record of what feedback has been given will be maintained, as detailed out in Form 2.

2.3.1 Assignment and projects should be assessed as per the following criteria:

Sl.No.	Criteria	Marks
i.	Presentation (editing, art work, models, neatness organisation, accuracy completeness and relevance to the topic, etc.).	2
ii.	Originality (genuine work of the student & 2 creativity)	2
iii.	Efforts (involvement in the process of doing)	2
iv.	Timely completion	1
v.	Follow up and improvement (on all the above)	3
	Total	10

2.4.0 Oral Assessment in English and Dzongkha.

Rather than doing the oral assessment as an end of the year activity, it will now become a continuous element of the class VIII programme. The teacher will need to keep a record of regular reading and speaking activities of students. The feedback that has been discussed and the progress made on this will need to be recorded.

In addition to this, the students henceforth will be required to do a number of oral presentation; such as reading news, giving a topical speech, carrying out a panel discussion and debate on a regular feature of the language activities. An equivalent of two periods per week is suggested to be devoted to this activity. For each of the oral exercises that is completed remedial measures will need to be suggested and ensured that students do the necessary follow up. and recorded accordingly (see point no. 2.5)

2.4.1 Oral works should be assessed as per the following criteria.

Sl.No.	Criteria	Marks
i.	Reading (pronunciation, confidence, expression)	2
ii.	Speaking (fluency, clarity, logical organisation of thought)	4
iii.	Listening (understanding the content, following instructions, etc)	4
	Total	10

2.5.0 RECORD KEEPING

It is beneficial for teachers as well as students that the teachers maintain a record of classwork, homework and project work in different subjects as well as an oral works in language subjects. Form 1 is suggested to be used to keep a continuous record of all the oral works that students do.

Form 1. ORAL RECORD

Name of the student..... Subject.....

Class Term

Area of assessment	Descriptive Comments	Remedial Action taken	Marks
<u>READING</u> -Reading news to the whole class -Individual reading <u>Oral Presentation</u> -Debate -Speech -Conversation/Discussion			

NOTE: Repeating the same activity for several times as well as other oral activities are encouraged. This will enrich the students, language experience and provide opportunities for corrective measures.

The teacher should maintain individual feedback sheets in each of the subjects as shown in Form 2. It would serve as a valuable feedback for students as well as their parents. Well maintain classwork, homework and project records reflect a clear indication of students performance and progress in the year. These individual student records have to be based to fill in the progress report.

Form No.2. STUDENTS WORK RECORD

Name of the students:-

Class :-Subject:-

Term:-

Date	Details of Classwork, Homework and Project works.	Comments and Feedback	Marks/Grade
22.5.95	Problem Solving: Fraction: $\frac{1}{2} + 3\frac{2}{3}$	Example: Simplifying $3\frac{3}{5}$, called the student and corrected.	
22.5.95	Example: $\frac{1}{2} + 3\frac{2}{3}$	$\frac{1}{2} + \frac{17}{5} = \frac{1 \times 5 + 17 \times 2}{10}$ $= \frac{5 + 34}{10} = \frac{39}{10}$ $= 3\frac{9}{10}$	

End of the term comments:

.....

NB: The above format may be used separately for each form of assessment e.g. Classwork, Homework and Project work.