



GOVERNMENT OF GILGIT-BALTISTAN
BOARD OF ELEMENTARY EXAMINATION
GILGIT-BALTISTAN
No. BEEGB (G)-2(1) Exam (Secrecy)/2025
Gilgit, the 16th March, 2026

To,

The Deputy Director Education, Gilgit, Ghizer, Hunza, Nager, Diamer, Astore, Skardu, Ghanche, Shiger & Kharmang

Subject: REQUEST FOR DISSEMINATION AND IMPLEMENTATION OF SYLLABUS BREAK UP DOCUMENTS FROM GRADE 6 TO 8 FOR THE ACADEMIC SESSION 2026

As per past practice the BEEGB academic team in collaboration with CPLICs and the subject experts of SEDGB Baltistan and Gilgit Division has prepared syllabus break up documents from Grade 6 to 8 for the academic session 2026.

Considering the suggestions of the stakeholders of SEDGB the documents for this academic session will be disseminated class-wise, subject-wise and zone-wise separately to make them easily accessible for all stakeholders instead of sending all documents in a single file which becomes very bulky and cannot be downloaded easily.

In this regard, all the respected DDEs are requested to distribute the said documents among all stakeholders and ensure proper implementation in true letter and spirit please.

(Abdul Hamid)
Controller Board of Elementary
Examination Gilgit- Baltistan
Phone #: 05811-940888

Copy for Information to:

1. The Secretary SEDGB
2. The DG SEDGB
3. The Divisional Director Gilgit, Baltistan and Diamer- Astore
4. The Divisional Assistant Controllers BEEGB for Gilgit, Baltistan and Diamer-Astore

ACKNOWLEDGEMENT

The BEEGB Academic team extends its gratitude to the following subject experts of SEDGB for their cooperation in preparing the syllabus break up documents from Grade 6 to 8 for the academic session 2026.

Facilitators: Ms. Memona Abbas Dy. Controller BEEGB & Ms. Zareen Taj DD Research and Secrecy BEEGB				
Technical Support : Mr. Akbar Ali DD IT BEEGB				
S.No	Subject	Grade 6	Grade 7	Grade 8
1	English	Mr. Javed Iqbal CPLIC, TSDC	Mr. Mubarak Hussain CPLIC, TSDC	Ms. Afshan Nasir Instructor, CoE for Women Gilgit
2	Urdu	Ms. Sabika Khatoon SST, GHS Khomer Gilgit	Mr. Shakeel Hussain EST,BHS Minawer Gilgit	Nasir Abbas CPLIC, TSDC
3	Mathematics	Mr. Aziz Ahmad CPLIC, TSDC	Mr. Sajjad Hussain DD Finance & SE Maths, BEEGB	Mr. Dlair Shah Subject Expert (SE) Maths, BEEGB
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6	Geography	Ms. Shamama Kosar Edu. Fellow, GHS Skardu	Mr. Imtiaz Ahmad CPLIC, TSDC	Hafiz Sardar SE and IT Assistant, BEEGB

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SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP GRADE 8 – EXTREME SUMMER ZONE



Subject: Mathematics

Class: Eight (8)

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
1. Real Numbers 1.1 Rational/Irrational 1.2 Numbers 1.3 Representation of rational numbers on number line 1.4 Representation of irrational numbers on number line 1.4 Real Numbers 1.5 Properties of real numbers 1.6 Ordering properties of real numbers 1.7 Absolute Value	1	Define and differentiate between rational and irrational numbers		✓		3	January 5-7
	2	Represent rational and irrational numbers on a number line.			✓	2	January 8-9
	3	Demonstrate rational and irrational numbers by using decimal fractions.		✓		2	January 10,12
	4	Recognize real numbers.		✓		1	January 13
	5	Demonstrate the Properties/ordering of real numbers w.r.t addition and multiplication.		✓		2	January 14-15
	6	Write properties of equality and inequality of real numbers		✓		2	January 16,19
	7	Solve real life problems involving calculation with decimals and fractions.			✓	1	January 20
	8	Recognize absolute values.			✓	1	January 21
	9	Solve problems involving absolute value.			✓	1	January 22
2. Estimation and Approximation		Students will be able to:					

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
2.1 Estimation or Round Off 2.2 Estimating sum and differences 2.3 Estimating product and quotient 2.4 Rounding off rational numbers 2.5 Significant figures/approximation	1	Comprehend mathematical vocabulary to estimation, product and quotient.	✓			1	January 23
	2	Rounding off whole numbers and rational numbers to a required degree accuracy		✓		2	January 24,26
	3	Recognize significant figures and approximation.		✓		2	January 27-28
	4	Round off up to the specified number of significant figures Solve real life situation involving Estimation and Approximation		✓		2	January 29-30
3. Square and Roots, Cubes and cube Roots		Students will be able to:					
3.1 Perfect Square 3.2 Square roots/division method 3.3 Square root of fraction 3.4 Square root of decimal numbers. 3.5 Square root of irrational number by division method 3.6 Cubes of numbers and roots	1	Identify Perfect Square numbers up to 4 digits.	✓			3	January 31, Feb 2-3
	2	Find square root of a number, irrational numbers, common fraction and a decimal by division method.			✓	3	February 4,6-7
	3	Cubes of numbers, perfect cubes, cube roots.			✓	3	February 9-11
	4	Apply squares, square roots and cube in real life problems.			✓	3	February 12-14
4. Financial Arithmetic		Students will be able to:					
4.1 Direct proportion	1	Define direct and inverse proportion.		✓		3	February 16-18
	2	Solve real life problem involving direct and inverse proportion.			✓	3	February 19-21

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
4.2 Inverse and Compound Proportion 4.3 compound partnership 4.4 Inheritance 4.5 Exchange of currencies 4.6 Profit/ markup/loss 4.7 Discount 4.8 Insurance	3	Define inverse and compound proportion.	✓			2	February 23-24
	4	Solve real life problems involving compound proportion, partnership, inheritance, profit loss, markup, discount and insurance. Conversion of Pakistani currency to international currencies			✓	3	February 25-27
5. Sets	1	Express sets using tabular, descriptive form and set builder notation.			✓	4	February 28, March 2-4
5.1 Different Methods of expressing a set	2	Write power set P (A) of a set A. Where A has up to four elements.		✓		3	March 5-7
5.2 Power Set of sets	3	Describe operations of union, intersection, difference and complement on sets.		✓		3	March 9-11
5.3 Operations on Sets	4	Sets in real life situation/Venn diagram			✓	1	March 12
5.4. Universal set	5	Commutative, associative and distributive laws w.r.t union and intersection.		✓		3	March 13-14,16
5.5 De Morgan's Laws	6	Venn diagram, De Morgan's laws			✓	1	March 17
6. Algebra and Sequence		Students will be able to:					
6.1 Polynomials	1	Recall addition, subtraction and multiplication of polynomials.	✓			2	March 18-19
6.2 Laws of Exponents.	2	Divide a polynomial up to degree 3 by a monomial and binomial.		✓		3	March 24-26
6.3 Pattern and number sequences	3	Simplify expressions containing exponents.		✓		3	March 27-28,30
6.4 Arithmetic sequences							

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
6.5 Geometric Sequences	4	Verify and apply the laws of exponents to simplify expressions with real base and exponents			✓	2	March 31, April 1
	5	Derive the given formulae: (i) $(a+b)^2 = a^2+2ab+b^2$, (ii) $(a-b)^2 = a^2-2ab + b^2$, (iii) $(a+b)(a-b) = a^2- b^2$, iv. $(a + b)^3 = a^3 + 3ab(a + b) + b^3$, v. $(a - b)^3 = a^3 - 3ab(a - b) - b^3$			✓	4	April 2-4,6
	6	Solve problems based on the above formulae			✓	2	April 7-8
	7	Factorize the expression of the following types: (i) a^2-b^2 , (ii) $a^2+2ab+b^2$, (iii) $a^2-2ab+b^2$, (iv) $a^2+2ab+b^2-c^2$ and apply them to solve problems.			✓	4	April 9-11,13
	8	Differentiate between Arithmetic & Geometric Sequence.		✓		2	April 14-15
	9	Find specified term of AP and GP.		✓		2	April 16-17
	10	Solve real life problem involving number sequence and pattern.			✓	1	April 18
7.Linear Equations and Inequalities		Students will be able to:					
7.1 Simultaneous Linear Equations	1	Construct and solve simultaneous linear equations in two variables.			✓	2	April 20-21
7.2 Graph of Linear Equations in Two Variables	2	Solve application of simultaneous linear equations.			✓	2	April 22-23

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
7.3 Solving systems of equations 7.4 Solution of Linear Inequalities	3	Recall the equation of horizontal and vertical line through graph. Gradient and Y-Intercept of the straight line from the graph		✓		3	April 24-25,27
	4	Solve simultaneous linear equations in two variables graphically.			✓	2	April 28-29
	5	Solve simple linear equations/inequalities.			✓	1	April 30
8. Transformations		Students will be able to:					
8.1 Geometric Transformation 8.2 Reflections	1	Define and draw reflections of 2- D figures (triangles, rectangle) on coordinate plane.			✓	3	May 2,4-5
8.3 Rotations 8.4 Dilation	2	Define and draw rotation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	3	May 6-8
	3	Define and draw dilation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	3	May 9,11-12
	4	Differentiate between rigid and non- rigid transformations.		✓		2	May 13-14
9.Geometry		Students will be able to:					
9.1 Similar and congruent figures 9.2 Properties of figures to be similar	1	Identify similar and congruent figures.		✓		2	May 15-16
	2	Apply the properties of two figures to be similar or congruent.			✓	2	May 18-19

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
		Students will be able to:					
9.3 Congruent Triangles	3	Apply the properties for congruency between two triangles.			✓	2	May 20-21
9.4 Properties of circle	4	Describe chord, major arc and minor arc, semicircle, sector, central angle, secant, tangent and segment of the circle.		✓		4	May 22,23,25-26
	5	Find the length of an arc and area of sector of a circle.			✓	3	May 30, June 1-2
	6	Solve problems related to segment of a circle.			✓	2	June 3-4
10. Practical Geometry		Students will be able to:					
10.1 Construction of Triangles	1	Construct a triangle when: three sides are given.			✓	3	June 5-6,8
10.2 Quadrilaterals	2	Construct a triangle when two sides and included angles (SAS) are given.			✓	3	June 9-11
10.3 construction of angle/side bisector of quadrilaterals	3	Construct a triangle when two angles and included sides (ASA) is given			✓	2	June 12-13
	4	Construct a triangle when a right-angled triangle when hypotenuse and one side (HS) are given			✓	3	June 15-17
		SUMMER VACATIONS				75	June 18-August 31
	5	Construct different types of quadrilaterals: - (i) Square (ii)Rectangle (iii)Parallelogram (iv)Rhombus (v)Trapezium (vi)Kite			✓	6	September 1-5,7
	6	Draw angle and line bisectors to divide angles and sides of triangles and quadrilaterals.			✓	5	September 8-12
11. Mensuration		Students will be able to:					

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
11.1 Pythagoras Theorem	1	State the Pythagoras Theorem.	✓			1	September 14
	2	Give informal proof of Pythagoras theorem.		✓		1	September 15
11.2 Pyramids	3	Solve right angled triangles using Pythagoras theorem.			✓	2	September 16-17
	4	Find the surface area and Volume of pyramid.			✓	2	September 18-19
11.3 Sphere and Cone		Sports Gala				6	Sep 21-26
	5	Solve real life problems involving surface area and volume of pyramid.			✓	3	September 28-30
	6	Find surface area and volume of sphere and hemisphere.			✓	5	Oct 1-3, 5-6
	7	Find the surface area of cone.			✓	2	Oct 7-8
	8	Solve real life problems involving surface area and volume of sphere and cone.			✓	3	Oct 9-10,12
12. Data Handling		Students will be able to:					
12.1 Data & Frequency Distribution 12.2 Frequency 12.3 Construction of frequency polygon 12.4 Line graph, Histogram 12.5 Measure of dispersion 12.6 Properties of standard deviation	1	Recognize the difference between discrete, continuous, grouped and ungrouped data.		✓		3	Oct 13-15
	2	Construct frequency distribution.			✓	3	October 16-17,19
	3	Construct a histogram representing frequency distribution table.			✓	3	October 20-22
	4	Construct frequency polygon/line graph.			✓	4	October 23-24, 26
	5	Investigate which type of graph is more appropriate for given data set.			✓	4	October 27-30

Themes	S#	Students Learning Outcomes	Cognitive Levels			Days	Extreme Summer Zone
			K	U	A		Timeline
		Students will be able to:					
		Calculate range, variance and standard deviation for ungrouped data, properties of standard deviation					
13. Probability		Students will be able to:					
13.1 Experiment, trial, outcomes, sample Space 13.2 Probability, Event, Types of Events 13.3 Probabilities as fraction, decimal and percent 13.4 Theoretical and Experimental Probability	1	Perform probability experiment, trial, sample space and outcomes (for example tossing a coin, rolling die, spinning a spinner for certain number of times) to estimate probability of a simple event.			✓	4	October 31, Nov 2-4
	2	Explain and compute the probability to mutually exclusive, independent, simple, compound and equally likely			✓	2	November 5-6
	3	Probability as ratio, fraction and percentage.			✓	1	November 8
	4	Compare experimental and theoretical probability of simple events.			✓	2	November 11-12
	5	Apply probability to real life situation.			✓	2	November 13-14
REVISION						1	November 16
ANNUAL EXAMINATIONS						21	Nov 18- Dec 10
ASSESSMENT OF ANSWER SCRIPTS						7	Dec 11-18
RESULT ANNOUNCEMENT						1	Dec 19
WINTER CAMP						10	Dec 21- 31

Number of Student Learning Outcomes by Cognitive Levels

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1	Real Numbers	7	0	5	4	9
2	Estimation and Approximation	5	1	3	0	4
3	Square Roots and Cube Roots	6	1	0	3	4
4	Financial Arithmetics	8	1	1	2	4
5	Sets	6	0	3	3	6
6	Algebra and Sequence	5	1	4	5	10
7	Linear Equations and In-equalities	4	0	1	4	5
8	Transformations	4	0	1	3	4
9	Geometry	4	0	2	4	6

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
10	Practical Geometry	3	0	0	6	6
11	Mensuration	3	1	1	6	8
12	Data Handling	6	0	1	4	5
13	Probability	4	0	0	5	5
Total		65	5	22	49	76

Determining Marks/Weightage for a Specific Theme/Unit

Sr No	Theme/Unit	No of SLOs in the Unit	Weightage in % = No of SLOs in the Unit / Total No of SLOs of the Subject × 100	Weightage in Marks=Calculated Percentage in Previous Column*Total Marks /100
1	Real Numbers	9	$9/76*100 = 12\%$	12
2	Estimation and Approximation	4	$4/76*100 = 5\%$	5
3	Square Roots and Cube Roots	4	$4/76*100 = 5\%$	5
4	Financial Arithmetics	4	$4/76*100 = 5\%$	5
5	Sets	6	$6/76*100 = 8\%$	8
6	Algebra and Sequence	10	$10/76*100 = 13\%$	13
7	Linear Equations and Inequalities	5	$5/76*100 = 7\%$	7
8	Transformations	4	$4/76*100 = 5\%$	5
9	Geometry	6	$6/76*100 = 8\%$	8
10	Practical Geometry	6	$6/76*100 = 8\%$	8
11	Mensuraton	8	$8/76*100 = 10\%$	10
12	Data Handling	5	$5/76*100 = 7\%$	7
13	Probability	5	$5/76*100 = 7\%$	7

Note: The table mentioned above should be used to determine the weightage/marks of a specific theme/unit. However, subject experts should also consider the relevance and significance of the topic when finalizing the weightage/marks

Sr. No	Theme/Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Real Numbers	2@1 mark=2	3@3 marks=9	1@7 marks=7	18
2	Estimation and Approximation	1@1 mark=1	2@3 marks=6	.....	07
3	Square Roots and Cube Roots	1@1 mark=1	2@3 marks=6	1@7 marks=7	14
4	Financial Arithmetics	1@1 mark=1	2@3 marks=6	1@7 marks=7	14
5	Sets	2@1 mark=2	2@3 mark=6	1@7 marks=7	15
6	Algebra and Sequence	3@1 mark=3	4@3 mark=12	2@7 marks=14	29
7	Linear Equations and In-equalities	1@1 mark=1	2@3 mark=6	.....	07
8	Transformations	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
9	Geometry	2@1 mark=2	2@3 mark=6	.....	08
10	Practical Geometry	2@1 mark=2	2@3 mark=6	1@7 marks=7	15
11	Mensuraton	2@1 mark=2	3@3 mark=9	1@7 marks=7	18
12	Data Handling	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
13	Probability	1@1 mark=1	2@3 mark=6	.....	07
Total		20x1=20	30x3=45	10x7=35	180

Section-wise Marks Distribution (Including Choices)

S. No	Domain	Question Given	Questions to be Attempted	Marks/ Question	Total Marks including options	Total Marks Without options
1	MCQs (Section-A)	20	20	1	20	20
2	CRQs (Section-B)	30	15	3	90	45
3	ERQs (Section-C)	10	05	07	70	35
Total Marks					180	100



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SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP GRADE 8 – EXTREME WINTER ZONE



Subject: Mathematics

Class: Eight (8)

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration Days	Extreme Winter Zone Timeline
			K	U	A		
1.Real Numbers 1.1 Rational/Irrational Numbers 1.2 Representation of rational numbers on number line 1.3 Representation of irrational numbers on number line 1.4 Real Numbers 1.5 Properties of real numbers 1.6 Ordering properties of real numbers 1.7 Absolute Value	1	Define and differentiate between rational and irrational numbers		✓		3	April 1-3
	2	Represent rational and irrational numbers on a number line.			✓	2	April 4,6
	3	Demonstrate rational and irrational numbers by using decimal fractions.		✓		2	April 7-8
	4	Recognize real numbers.		✓		1	April 9
	5	Demonstrate the Properties/ordering of real numbers w.r.t addition and multiplication.		✓		2	April 10-11
	6	Write properties of equality and inequality of real numbers		✓		2	April 13-14
	7	Solve real life problems involving calculation with decimals and fractions.			✓	1	April 15

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
	8	Recognize absolute values.			✓	1	April 16
	9	Solve problems involving absolute value.			✓	1	April 17
2. Estimation and Approximation		Students will be able to:					
2.1 Estimation or Round Off	1	Comprehend mathematical vocabulary to estimation, product and quotient.	✓			1	April 18
2.2 Estimating sum and differences	2	Rounding off whole numbers and rational numbers to a required degree accuracy		✓		2	April 20-21
2.3 Estimating product and quotient	3	Recognize significant figures and approximation.		✓		2	April 22-23
2.4 Rounding off rational numbers	4	Round off up to the specified number of significant figures		✓		2	April 24-25
2.5 Significant figures/approximation		Solve real life situation involving Estimation and Approximation					
3. Square and Roots, Cubes and cube Roots		Students will be able to:					

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
3.1 Perfect Square	1	Identify Perfect Square numbers up to 4 digits.	✓			2	April 27-28
3.2 Square roots/division method	2	Find square root of a number, irrational numbers, common fraction and a decimal by division method.			✓	3	April 29-30, May 2
3.3 Square root of fraction							
3.4 Square root of decimal numbers.	3	Cubes of numbers, perfect cubes, cube roots.			✓	3	May 4-6
3.5 Square root of irrational number by division method	4	Apply squares, square roots and cube in real life problems.			✓	4	May 7-9, 11
3.6 Cubes of numbers and roots							
4. Financial Arithmetic		Students will be able to:					
4.1 Direct proportion	1	Define direct and inverse proportion.		✓		3	May 12-14
4.2 Inverse and Compound Proportion	2	Solve real life problem involving direct and inverse proportion.			✓	3	May 15-16, 18
4.3 compound partnership	3	Define inverse and compound proportion.	✓			2	May 19-21

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
4.4 Inheritance 4.5 Exchange of currencies 4.6 Profit/ markup/loss 4.7 Discount 4.8 Insurance	4	Solve real life problems involving compound proportion, partnership, inheritance, profit loss, markup, discount and insurance. Conversion of Pakistani currency to international currencies			✓	4	May 22-23, 25-26
5. Sets	1	Express sets using tabular, descriptive form and set builder notation.			✓	4	May 30, June 1-3
5.1 Different Methods of expressing a set	2	Write power set $P(A)$ of a set A . Where A has up to four elements.		✓		4	June 4-6, 8
5.2 Power Set of sets	3	Describe operations of union, intersection, difference and complement on sets.		✓		4	June 9-12
5.3 Operations on Sets	4	Sets in real life situation/Venn diagram			✓	3	June 13,15-16
5.4. Universal set	5	Commutative, associative and distributive laws w.r.t union and intersection.		✓		3	June 17-18
5.5 De Morgan's Laws	6	Venn diagram, De Morgan's laws			✓	2	June 19-20
Themes		Students Learning Outcomes	K	U	A		

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
6. Algebra and Sequence		Students will be able to:					
6.1 Polynomials	1	Recall addition, subtraction and multiplication of polynomials.	✓			2	June 22-23
6.2 Laws of Exponents.	2	Divide a polynomial up to degree 3 by a monomial and binomial.		✓		2	June 26-27
6.3 Pattern and number sequences	3	Simplify expressions containing exponents.		✓		2	June 29-30
6.4 Arithmetic sequences	4	Verify and apply the laws of exponents to simplify expressions with real base and exponents			✓	2	July 1-2
6.5 Geometric Sequences	5	Derive the given formulae: (i) $(a+b)^2 = a^2+2ab+b^2$, (ii) $(a-b)^2 = a^2-2ab + b^2$, (iii) $(a+ b) (a-b) = a^2- b^2$, iv. $(a + b)^3 = a^3 + 3ab (a + b) + b^3$, v. $(a - b)^3 = a^3 - 3ab (a - b) - b^3$			✓	4	July 3-4, 6-7
	6	Solve problems based on the above formulae			✓	2	July 8-9
	7	Factorize the expression of the following types: (i) a^2-b^2 , (ii) $a^2+2ab+b^2$, (iii) $a^2-2ab+b^2$, (iv) $a^2+2ab+b^2-c^2$ and apply them to solve problems.			✓	4	July 10-11,13-14

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
	8	Differentiate between Arithmetic & Geometric Sequence.		✓		2	July 15-16
	9	Find specified term of AP and GP.		✓		2	July 17-18
	10	Solve real life problem involving number sequence and pattern.			✓	1	July 20
7.Linear Equations and Inequalities		Students will be able to:					
7.1 Simultaneous Linear Equations	1	Construct and solve simultaneous linear equations in two variables.			✓	2	July 21-22
7.2 Graph of Linear Equations in Two Variables	2	Solve application of simultaneous linear equations.			✓	2	July 23-24
7.3 Solving systems of equations 7.4 Solution of Linear Inequalities	3	Recall the equation of horizontal and vertical line through graph. Gradient and Y-Intercept of the straight line from the graph		✓		4	July 25,27-29

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
		Students will be able to:					
	4	Solve simultaneous linear equations in two variables graphically.			✓	3	July 30-31. August 1
	5	Solve simple linear equations/inequalities.			✓	3	August 3-5
8. Transformations		Students will be able to:					
8.1 Geometric Transformation 8.2 Reflections	1	Define and draw reflections of 2- D figures (triangles, rectangle) on coordinate plane.			✓	3	August 6-8
8.3 Rotations	2	Define and draw rotation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	3	August 10-12
8.4 Dilation	3	Define and draw dilation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	3	August 13-15
	4	Differentiate between rigid and non- rigid transformations.		✓		2	August 17-18
Themes		Students Learning Outcomes	K	U	A		
9.Geometry		Students will be able to:					
	1	Identify similar and congruent figures.		✓		2	August 19-20

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
9.1 Similar and congruent figures	2	Apply the properties of two figures to be similar or congruent.			✓	2	August 21-22
9.2 Properties of figures to be similar	3	Apply the properties for congruency between two triangles.			✓	2	August 24-25
9.3 Congruent Triangles	4	Describe chord, major arc and minor arc, semicircle, sector, central angle, secant, tangent and segment of the circle.		✓		3	August 26-28
		REVISION				2	August 29-31
9.4 Properties of circle	5	Find the length of an arc and area of sector of a circle.			✓	1	Sep 1
	6	Solve problems related to segment of a circle.			✓	1	Sep 2
10. Practical Geometry		Students will be able to:			*		
10.1 Construction of Triangles	1	Construct a triangle when: three sides are given.			✓	2	Sep 3-4
10.2 Quadrilaterals	2	Construct a triangle when two sides and included angles (SAS) are given.			✓	2	Sep 5, 7

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
10.3 construction of angle/side bisector of quadrilaterals	3	Construct a triangle when two angles and included sides (ASA) is given			✓	1	Sep 8
	4	Construct a triangle when a right-angled triangle when hypotenuse and one side (HS) are given			✓	2	Sep 9-10
	5	Construct different types of quadrilaterals: - (i) Square (ii)Rectangle (iii)Parallelogram (iv)Rhombus (v)Trapezium (vi)Kite			✓	6	Sep 11-12,14-17
	6	Draw angle and line bisectors to divide angles and sides of triangles and quadrilaterals.			✓	2	Sep 18-19
		Sports Gala				6	Sep 21-26
11. Mensuration		Students will be able to:					
11.1 Pythagoras Theorem	1	State the Pythagoras Theorem.	✓			2	Sep 28-29
	2	Give informal proof of Pythagoras theorem.		✓		2	Sep 30,Oct 1
11.2 Pyramids	3	Solve right angled triangles using Pythagoras theorem.			✓	3	Oct 2-3, 5

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
11.3 Sphere and Cone	4	Find the surface area and Volume of pyramid.			✓	3	Oct 6-8
	5	Solve real life problems involving surface area and volume of pyramid.			✓	3	Oct 9-10,12
	6	Find surface area and volume of sphere and hemisphere.			✓	2	Oct 13-14
	7	Find the surface area of cone.			✓	1	Oct 15
	8	Solve real life problems involving surface area and volume of sphere and cone.			✓	1	Oct 16
			Students will be able to:				
12.1 Data & Frequency Distribution	1	Recognize the difference between discrete, continuous, grouped and ungrouped data.		✓		3	Oct 17,19-20
12.2 Frequency	2	Construct frequency distribution.			✓	2	Oct 21-22
12.3 Construction of frequency polygon	3	Construct a histogram representing frequency distribution table.			✓	2	Oct 23-24
	4	Construct frequency polygon/line graph.			✓	1	Oct 26

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
12.4 Line graph, Histogram 12.5 Measure of dispersion 12.6 Properties of standard deviation	5	Investigate which type of graph is more appropriate for given data set. Calculate range, variance and standard deviation for ungrouped data, properties of standard deviation			✓	3	Oct 27-29
13. Probability		Students will be able to:					
13.1 Experiment, trial, outcomes, sample Space 13.2 Probability, Event, Types of Events 13.3 Probabilities as fraction, decimal and percent 13.4 Theoretical and Experimental Probability	1	Perform probability experiment, trial, sample space and outcomes (for example tossing a coin, rolling die, spinning a spinner for certain number of times) to estimate probability of a simple event.			✓	2	Oct 30-31
	2	Explain and compute the probability to mutually exclusive, independent, simple, compound and equally likely			✓	3	Nov 2-4
	3	Probability as ratio, fraction and percentage.			✓	1	Nov 5
	4	Compare experimental and theoretical probability of simple events.			✓	2	Nov 6-7

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration	Extreme Winter Zone
			K	U	A	Days	Timeline
	5	Apply probability to real life situation.			✓	1	Nov 10
REVISION						4	Nov 11-14
ANNUAL EXAMINATIONS						21	Nov 15-30, Dec 1-5
ASSESSMENT OF ANSWER SCRIPTS						3	Dec 7-9
RESULT ANNOUNCEMENT						1	Dec 10

Number of Student Learning Outcomes by Cognitive Levels

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1	Real Numbers	7	0	5	4	9
2	Estimation and Approximation	5	1	3	0	4
3	Square Roots and Cube Roots	6	1	0	3	4
4	Financial Arithmetics	8	1	1	2	4
5	Sets	6	0	3	3	6
6	Algebra and Sequence	5	1	4	5	10
7	Linear Equations and In-equalities	4	0	1	4	5
8	Transformations	4	0	1	3	4
9	Geometry	4	0	2	4	6
10	Practical Geometry	3	0	0	6	6
11	Mensuration	3	1	1	6	8
12	Data Handling	6	0	1	4	5

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
13	Probability	4	0	0	5	5
Total		65	5	22	49	76

Determining Marks/Weightage for a Specific Theme/Unit

Sr No	Theme/Unit	No of SLOs in the Unit	Weightage in % = No of SLOs in the Unit / Total No of SLOs of the Subject $\times 100$	Weightage in Marks=Calculated Percentage in Previous Column*Total Marks /100
1	Real Numbers	9	$9/76*100 = 12\%$	12
2	Estimation and Approximation	4	$4/76*100 = 5\%$	5
3	Square Roots and Cube Roots	4	$4/76*100 = 5\%$	5
4	Financial Arithmetics	4	$4/76*100 = 5\%$	5
5	Sets	6	$6/76*100 = 8\%$	8
6	Algebra and Sequence	10	$10/76*100 = 13\%$	13
7	Linear Equations and Inequalities	5	$5/76*100 = 7\%$	7
8	Transformations	4	$4/76*100 = 5\%$	5
9	Geometry	6	$6/76*100 = 8\%$	8
10	Practical Geometry	6	$6/76*100 = 8\%$	8
11	Mensuration	8	$8/76*100 = 10\%$	10
12	Data Handling	5	$5/76*100 = 7\%$	7
13	Probability	5	$5/76*100 = 7\%$	7

Note: The table mentioned above should be used to determine the weightage/marks of a specific theme/unit. However, subject experts should also consider the relevance and significance of the topic when finalizing the weightage/marks.

Sr. No	Theme/Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Real Numbers	2@1 mark=2	3@3 marks=9	1@7 marks=7	18
2	Estimation and Approximation	1@1 mark=1	2@3 marks=6	.....	07
3	Square Roots and Cube Roots	1@1mark=1	2@3 marks=6	1@7 marks=7	14
4	Financial Arithmetics	1@1 mark=1	2@3 marks=6	1@7 marks=7	14
5	Sets	2@1 mark=2	2@3 mark=6	1@7marks=7	15
6	Algebra and Sequence	3@1 mark=3	4@3mark=12	2@7 marks=14	29
7	Linear Equations and In-equalities	1@1 mark=1	2@3 mark=6	.....	07
8	Transformations	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
9	Geometry	2@1 mark=2	2@3 mark=6	.....	08
10	Practical Geometry	2@1 mark=2	2@3 mark=6	1@7 marks=7	15
11	Mensuraton	2@1 mark=2	3@3 mark=9	1@7 marks=7	18
12	Data Handling	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
13	Probability	1@1 mark=1	2@3 mark=6	.....	07
Total		20x1=20	30x3=45	10x7=35	180

Section-wise Marks Distribution (Including Choices)

S. No	Domain	Question Given	Questions to be Attempted	Marks/ Question	Total Marks including options	Total Marks Without options
1	MCQs (Section-A)	20	20	1	20	20
2	CRQs (Section-B)	30	15	3	90	45
3	ERQs (Section-C)	10	05	07	70	35
Total Marks					180	100



GOVERNMENT OF GILGIT-BALTISTAN
BOARD OF ELEMENTARY EXAMINATION
GILGIT-BALTISTAN
No. BEEGB (G)-2(1) Exam (Secrecy)/2025
Gilgit, the 16th March, 2026

To,

The Deputy Director Education, Gilgit, Ghizer, Hunza, Nager, Diamer, Astore, Skardu, Ghanche, Shiger & Kharmang

Subject: REQUEST FOR DISSEMINATION AND IMPLEMENTATION OF SYLLABUS BREAK UP DOCUMENTS FROM GRADE 6 TO 8 FOR THE ACADEMIC SESSION 2026

As per past practice the BEEGB academic team in collaboration with CPLICs and the subject experts of SEDGB Baltistan and Gilgit Division has prepared syllabus break up documents from Grade 6 to 8 for the academic session 2026.

Considering the suggestions of the stakeholders of SEDGB the documents for this academic session will be disseminated class-wise, subject-wise and zone-wise separately to make them easily accessible for all stakeholders instead of sending all documents in a single file which becomes very bulky and cannot be downloaded easily.

In this regard, all the respected DDEs are requested to distribute the said documents among all stakeholders and ensure proper implementation in true letter and spirit please.

(Abdul Hamid)
Controller Board of Elementary
Examination Gilgit- Baltistan
Phone #: 05811-940888

Copy for Information to:

1. The Secretary SEDGB
2. The DG SEDGB
3. The Divisional Director Gilgit, Baltistan and Diamer- Astore
4. The Divisional Assistant Controllers BEEGB for Gilgit, Baltistan and Diamer-Astore

ACKNOWLEDGEMENT

The BEEGB Academic team extends its gratitude to the following subject experts of SEDGB for their cooperation in preparing the syllabus break up documents from Grade 6 to 8 for the academic session 2026.

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Technical Support : Mr. Akbar Ali DD IT BEEGB				
S.No	Subject	Grade 6	Grade 7	Grade 8
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2	Urdu	Ms. Sabika Khatoon SST, GHS Khomer Gilgit	Mr. Shakeel Hussain EST,BHS Minawer Gilgit	Nasir Abbas CPLIC, TSDC
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Technical Support : Mr. Akbar Ali DD IT BEEGB

S.N	Subject	Grade 6	Grade 7	Grade 8
7	History	Ms. Shamama Kosar Edu. Fellow, GHS Skardu	Mr. Imtiaz Ahmad CPLIC, TSDC	Hafiz Sardar SE and IT Assistant, BEEGB
8	Computer Science	Ms. Nida Shaheen IT Expert, BEEGB	Mr. Shoukat Ali AD Conduct and SE, BEEGB	Ms. Nida Shaheen IT Expert, BEEGB
9	Agriculture	Mr. Ghulam Rasool TGT, HS No.1 Skardu	Mr. Maqsood Hussain TG, BHS Keris	Mr. Tariq Hussain CPLIC, TSDC
10	Drawing	Kacho Sadaqat FP, BEEGB Office Skardu	Mr. Ali Muhammad TGT, BHS Keris	Mr. Khadim Hussain AD IT & SE, BEEGB
11	Home Economics	Ms. Siddiqa Batool EST, GHS Skardu	Ms. Amber Rehman EST, GHSS Kashrote Gilgit	Ms. Muneera Akhtar Instructor, CoE for Women Gilgit
12	Arabic	Mr. Abdul Aziz OT BHS No.1 Gilgit	Mr. Abdul Basit OT BHS Hatoon Ghizer	Mr. Qasim Iqbal OT BHS Konodass Gilgit



SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP

GRADE-8 SUMMER ZONE



Subject: Mathematics

Class: 8

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
1. Real Numbers 1.1 Rational/Irrational Numbers 1.2 Representation of rational numbers on number line 1.3 Representation of irrational numbers on number line 1.4 Real Numbers 1.5 Properties of real numbers 1.6 Ordering properties of real numbers 1.7 Absolute Value	1	Define and differentiate between rational and irrational numbers		✓		2	February 6-7
	2	Represent rational and irrational numbers on a number line.			✓	2	February 9-10
	3	Demonstrate rational and irrational numbers by using decimal fractions.		✓		1	February 11
	4	Recognize real numbers.		✓		1	February 12
	5	Demonstrate the Properties/ordering of real numbers w.r.t addition and multiplication.		✓		2	February 13-14
	6	Write properties of equality and inequality of real numbers		✓		2	February 16-17
	7	Solve real life problems involving calculation with decimals and fractions.			✓	1	February 18
	8	Recognize absolute values.			✓	1	February 19
	9	Solve problems involving absolute value.			✓	1	February 20
2. Estimation and Approximation		Students will be able to:					
2.1 Estimation or Round Off	1	Comprehend mathematical vocabulary to estimation, product and quotient.	✓			1	February 21
2.2 Estimating sum and differences	2	Rounding off whole numbers and rational numbers to a required degree accuracy		✓		2	February 23-24

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
2.3 Estimating product and quotient 2.4 Rounding off rational numbers 2.5 Significant figures/approximation	3	Recognize significant figures and approximation.		✓		2	February 25-26
	4	Round off up to the specified number of significant figures Solve real life situation involving Estimation and Approximation		✓		2	February 27-28
3. Square and Roots, Cubes and cube Roots							
3.1 Perfect Square 3.2 Square roots/division method 3.3 Square root of fraction 3.4 Square root of decimal numbers. 3.5 Square root of irrational number by division method 3.6 Cubes of numbers and roots	1	Identify Perfect Square numbers up to 4 digits.	✓			3	March 2-4
	2	Find square root of a number, irrational numbers, common fraction and a decimal by division method.			✓	4	March 5-7,9
	3	Cubes of numbers, perfect cubes, cube roots.			✓	3	March 7,9
	4	Apply squares, square roots and cube in real life problems.			✓	3	March 10-12
4. Financial Arithmetic							
4.1 Direct proportion 4.2 Inverse and Compound Proportion	1	Define direct and inverse proportion.		✓		3	March 13-14,16
	2	Solve real life problem involving direct and inverse proportion.			✓	3	March 17-19
	3	Define inverse and compound proportion.	✓			2	March 20, 24

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
4.3 compound partnership 4.4 Inheritance 4.5 Exchange of currencies 4.6 Profit/ markup/loss 4.7 Discount 4.8 Insurance	4	Solve real life problems involving compound proportion, partnership, inheritance, profit loss, markup, discount and insurance. Conversion of Pakistani currency to international currencies			✓	3	March 25-27
5. Sets	1	Express sets using tabular, descriptive form and set builder notation.			✓	4	March 28,30-31, April 1
5.1 Different Methods of expressing a set	2	Write power set $P(A)$ of a set A. Where A has up to four elements.		✓		3	April 2-4
5.2 Power Set of sets	3	Describe operations of union, intersection, difference and complement on sets.		✓		4	April 6-9
5.3 Operations on Sets	4	Sets in real life situation/Venn diagram			✓	3	April 10-11,13
5.4. Universal set	5	Commutative, associative and distributive laws w.r.t union and intersection.		✓		4	April 14-17
5.5 De Morgan's Laws	6	Venn diagram, De Morgan's laws			✓	3	April 18,20-21
5.6. Venn Diagrams							
6. Algebra and Sequence							
6.1 Polynomials	1	Recall addition, subtraction and multiplication of polynomials.	✓			3	April 22-24
6.2 Laws of Exponents.	2	Divide a polynomial up to degree 3 by a monomial and binomial.		✓		3	April 25, 26-28
6.3 Pattern and number sequences	3	Simplify expressions containing exponents.		✓		2	April 29-30
6.4 Arithmetic sequences	4	Verify and apply the laws of exponents to simplify expressions with real base and exponents			✓	2	May 2,4

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
6.5 Geometric Sequences	5	Derive the given formulae: (i) $(a+b)^2 = a^2+2ab+b^2$, (ii) $(a-b)^2 = a^2-2ab + b^2$, (iii) $(a+ b) (a-b) = a^2- b^2$, iv. $(a + b)^3 = a^3 + 3ab (a + b) + b^3$, v. $(a - b)^3 = a^3 - 3ab (a - b) - b^3$			✓	4	May 5-8
	6	Solve problems based on the above formulae			✓	2	May 9,11
	7	Factorize the expression of the following types: (i) a^2-b^2 , (ii) $a^2+2ab+b^2$, (iii) $a^2-2ab+b^2$, (iv) $a^2+2ab+b^2-c^2$ and apply them to solve problems.			✓	4	May 12-15
	8	Differentiate between Arithmetic & Geometric Sequence.		✓		2	May 16,18
	9	Find specified term of AP and GP.		✓		2	May 19-20
	10	Solve real life problem involving number sequence and pattern.			✓	1	May 21
7.Linear Equations and Inequalities							
7.1 Simultaneous Linear Equations 7.2 Graph of Linear Equations in Two Variables 7.3 Solving systems of equations 7.4 Solution of Linear Inequalities	1	Construct and solve simultaneous linear equations in two variables.			✓	2	May 22-23
	2	Solve application of simultaneous linear equations.			✓	2	May 25-26
	3	Recall the equation of horizontal and vertical line through graph. Gradient and Y-Intercept of the straight line from the graph		✓		3	May 30,June 1-2
	4	Solve simultaneous linear equations in two variables graphically.			✓	2	June 3-4
	5	Solve simple linear equations/inequalities.			✓	1	June 5
8. Transformations							

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
8.1 Geometric Transformation 8.2 Reflections 8.3 Rotations 8.4 Dilation	1	Define and draw reflections of 2- D figures (triangles, rectangle) on coordinate plane.			✓	2	June 6,8
	2	Define and draw rotation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	2	June 9-10
	3	Define and draw dilation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	2	June 11-12
	4	Differentiate between rigid and non- rigid transformations.		✓		1	June 13
9.Geometry							
9.1 Similar and congruent figures 9.2 Properties of figures to be similar 9.3 Congruent Triangles 9.4 Properties of circle	1	Identify similar and congruent figures.		✓		1	June 15
	2	Apply the properties of two figures to be similar or congruent.			✓	1	June 16
	3	Apply the properties for congruency between two triangles.			✓	1	June 17
	4	Describe chord, major arc and minor arc, semicircle, sector, central angle, secant, tangent and segment of the circle.		✓		3	June 18-20
	5	Find the length of an arc and area of sector of a circle.			✓	2	June 22-23
	6	Solve problems related to segment of a circle.			✓	1	June 24
10. Practical Geometry							
10.1 Construction of Triangles 10.2 Quadrilaterals	1	Construct a triangle when: three sides are given.			✓	2	June 27,29
	2	Construct a triangle when two sides and included angles (SAS) are given.			✓	1	June 30
		Summer Vacations				43	July 1 to August 12

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
10.3 construction of angle/side bisector of quadrilaterals	3	Construct a triangle when two angles and included sides (ASA) is given			✓	1	August 13
	4	Construct a triangle when a right-angled triangle when hypotenuse and one side (HS) are given			✓	2	August 15,17
	5	Construct different types of quadrilaterals: - (i) Square (ii)Rectangle (iii)Parallelogram (iv)Rhombus (v)Trapezium (vi)Kite			✓	6	August 18-22
	6	Draw angle and line bisectors to divide angles and sides of triangles and quadrilaterals.			✓	3	August 24-26
11. Mensuration							
11.1 Pythagoras Theorem	1	State the Pythagoras Theorem.	✓			1	August 27
	2	Give informal proof of Pythagoras theorem.		✓		1	August 28
11.2 Pyramids	3	Solve right angled triangles using Pythagoras theorem.			✓	2	August 29, 31
	4	Find the surface area and Volume of pyramid.			✓	2	Sep 1-2
11.3 Sphere and Cone	5	Solve real life problems involving surface area and volume of pyramid.			✓	2	Sep 3-4
	6	Find surface area and volume of sphere and hemisphere.			✓	4	Sep 5, 7-9
	7	Find the surface area of cone.			✓	3	September 10-12
	8	Solve real life problems involving surface area and volume of sphere and cone.			✓	3	September 14-16
12. Data Handling							
12.1 Data & Frequency Distribution	1	Recognize the difference between discrete, continuous, grouped and ungrouped data.		✓		4	September 17-19
12.2 Frequency		Sports Gala				6	Sep 21-26
	2	Construct frequency distribution.			✓	4	September 28-30 , Oct 1

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Summer Zone
			K	U	A		Timeline
12.3 Construction of frequency polygon 12.4 Line graph, Histogram 12.5 Measure of dispersion 12.6 Properties of standard deviation	3	Construct a histogram representing frequency distribution table.			✓	4	Oct 2-3, 5-6
	4	Construct frequency polygon/line graph.			✓	3	Oct 7-9
	5	Investigate which type of graph is more appropriate for given data set. Calculate range, variance and standard deviation for ungrouped data, properties of standard deviation			✓	5	Oct 10,12-15
13. Probability							
13.1 Experiment, trial, outcomes, sample Space 13.2 Probability, Event, Types of Events 13.3 Probabilities as fraction, decimal and percent 13.4 Theoretical and Experimental Probability	1	Perform probability experiment, trial, sample space and outcomes (for example tossing a coin, rolling die, spinning a spinner for certain number of times) to estimate probability of a simple event.			✓	5	Oct 16-17, 19-21
	2	Explain and compute the probability to mutually exclusive, independent, simple, compound and equally likely			✓	5	Oct 22-24, 26-27
	3	Probability as ratio, fraction and percentage.			✓	5	Oct 28-31, Nov 2
	4	Compare experimental and theoretical probability of simple events.			✓	4	Nov 3-6
	5	Apply probability to real life situation.			✓	3	Nov 7, 10-11
REVISION						4	Nov 12-14, 16
ANNUAL EXAMINATIONS						21	Nov 17 – Dec 10
ASSESSMENT OF ANSWER SCRIPTS						7	Dec 11- Dec 18
RESULT ANNOUNCEMENT						1	Dec 19
WINTER CAMP						10	Dec 21-31

Number of Student Learning Outcomes by Cognitive Levels

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1	Real Numbers	7	0	5	4	9
2	Estimation and Approximation	5	1	3	0	4
3	Square Roots and Cube Roots	6	1	0	3	4
4	Financial Arithmetics	8	1	1	2	4
5	Sets	6	0	3	3	6
6	Algebra and Sequence	5	1	4	5	10
7	Linear Equations and In-equalities	4	0	1	4	5
8	Transformations	4	0	1	3	4
9	Geometry	4	0	2	4	6
10	Practical Geometry	3	0	0	6	6
11	Mensuration	3	1	1	6	8
12	Data Handling	6	0	1	4	5
13	Probability	4	0	0	5	5
Total		65	5	22	49	76

Determining Marks/Weightage for a Specific Theme/Unit

Sr No	Theme/Unit	No of SLOs in the Unit	Weightage in % = No of SLOs in the Unit / Total No of SLOs of the Subject $\times 100$	Weightage in Marks=Calculated Percentage in Previous Column*Total Marks /100
1	Real Numbers	9	$9/76*100 = 12\%$	12
2	Estimation and Approximation	4	$4/76*100 = 5\%$	5
3	Square Roots and Cube Roots	4	$4/76*100 = 5\%$	5
4	Financial Arithmetics	4	$4/76*100 = 5\%$	5
5	Sets	6	$6/76*100 = 8\%$	8
6	Algebra and Sequence	10	$10/76*100 = 13\%$	13
7	Linear Equations and Inequalities	5	$5/76*100 = 7\%$	7
8	Transformations	4	$4/76*100 = 5\%$	5
9	Geometry	6	$6/76*100 = 8\%$	8
10	Practical Geometry	6	$6/76*100 = 8\%$	8
11	Mensuraton	8	$8/76*100 = 10\%$	10
12	Data Handling	5	$5/76*100 = 7\%$	7
13	Probability	5	$5/76*100 = 7\%$	7

Note: The table mentioned above should be used to determine the weightage/marks of a specific theme/unit. However, subject experts should also consider the relevance and significance of the topic when finalizing the weightage/marks.

Sr. No	Theme/Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Real Numbers	2@1 mark=2	3@3 marks=9	1@7 marks=7	18
2	Estimation and Approximation	1@1 mark=1	2@3 marks=6	.....	07
3	Square Roots and Cube Roots	1@1mark=1	2@3 marks=6	1@7 marks=7	14
4	Financial Arithmetics	1@1 mark=1	2@3 marks=6	1@7 marks=7	14
5	Sets	2@1 mark=2	2@3 mark=6	1@7marks=7	15
6	Algebra and Sequence	3@1 mark=3	4@3mark=12	2@7 marks=14	29
7	Linear Equations and In-equalities	1@1 mark=1	2@3 mark=6	.....	07
8	Transformations	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
9	Geometry	2@1 mark=2	2@3 mark=6	.....	08
10	Practical Geometry	2@1 mark=2	2@3 mark=6	1@7 marks=7	15
11	Mensuraton	2@1 mark=2	3@3 mark=9	1@7 marks=7	18
12	Data Handling	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
13	Probability	1@1 mark=1	2@3 mark=6	.....	07
Total		20x1=20	30x3=45	10x7=35	180

Section-wise Marks Distribution (Including Choices)

S. No	Domain	Question Given	Questions to be Attempted	Marks/ Question	Total Marks including options	Total Marks Without options
1	MCQs (Section-A)	20	20	1	20	20
2	CRQs (Section-B)	30	15	3	90	45
3	ERQs (Section-C)	10	05	07	70	35
Total Marks					180	100



GOVERNMENT OF GILGIT-BALTISTAN
BOARD OF ELEMENTARY EXAMINATION
GILGIT-BALTISTAN
No. BEEGB (G)-2(1) Exam (Secrecy)/2025
Gilgit, the 16th March, 2026

To,

The Deputy Director Education, Gilgit, Ghizer, Hunza, Nager, Diamer, Astore, Skardu, Ghanche, Shiger & Kharmang

Subject: REQUEST FOR DISSEMINATION AND IMPLEMENTATION OF SYLLABUS BREAK UP DOCUMENTS FROM GRADE 6 TO 8 FOR THE ACADEMIC SESSION 2026

As per past practice the BEEGB academic team in collaboration with CPLICs and the subject experts of SEDGB Baltistan and Gilgit Division has prepared syllabus break up documents from Grade 6 to 8 for the academic session 2026.

Considering the suggestions of the stakeholders of SEDGB the documents for this academic session will be disseminated class-wise, subject-wise and zone-wise separately to make them easily accessible for all stakeholders instead of sending all documents in a single file which becomes very bulky and cannot be downloaded easily.

In this regard, all the respected DDEs are requested to distribute the said documents among all stakeholders and ensure proper implementation in true letter and spirit please.

(Abdul Hamid)
Controller Board of Elementary
Examination Gilgit- Baltistan
Phone #: 05811-940888

Copy for Information to:

1. The Secretary SEDGB
2. The DG SEDGB
3. The Divisional Director Gilgit, Baltistan and Diamer- Astore
4. The Divisional Assistant Controllers BEEGB for Gilgit, Baltistan and Diamer-Astore

ACKNOWLEDGEMENT

The BEEGB Academic team extends its gratitude to the following subject experts of SEDGB for their cooperation in preparing the syllabus break up documents from Grade 6 to 8 for the academic session 2026.

Facilitators: Ms. Memona Abbas Dy. Controller BEEGB & Ms. Zareen Taj DD Research and Secrecy BEEGB				
Technical Support : Mr. Akbar Ali DD IT BEEGB				
S.No	Subject	Grade 6	Grade 7	Grade 8
1	English	Mr. Javed Iqbal CPLIC, TSDC	Mr. Mubarak Hussain CPLIC, TSDC	Ms. Afshan Nasir Instructor, CoE for Women Gilgit
2	Urdu	Ms. Sabika Khatoon SST, GHS Khomer Gilgit	Mr. Shakeel Hussain EST,BHS Minawer Gilgit	Nasir Abbas CPLIC, TSDC
3	Mathematics	Mr. Aziz Ahmad CPLIC, TSDC	Mr. Sajjad Hussain DD Finance & SE Maths, BEEGB	Mr. Dlair Shah Subject Expert (SE) Maths, BEEGB
4	Science	Mr. Asghar Ali CPLIC, TSDC	Mr. Abdul Bari DD Conduct & SE Science, BEEGB	Mr. Abdul Ghaffar AD Secrecy & SE Science,BEEGB
5	Islamiat	Mr. Nasir Hussain OT, BMS Jutal	Dr. Ikram uddin CPLIC, TSDC	Mr. Faqir Muhammad DD Admin and SE Islamiat, BEEGB
6	Geography	Ms. Shamama Kosar Edu. Fellow, GHS Skardu	Mr. Imtiaz Ahmad CPLIC, TSDC	Hafiz Sardar SE and IT Assistant, BEEGB

Facilitators: Ms. Memona Abbas Dy. Controller BEEGB & Ms. Zareen Taj DD Research and Secrecy BEEGB

Technical Support : Mr. Akbar Ali DD IT BEEGB

S.N	Subject	Grade 6	Grade 7	Grade 8
7	History	Ms. Shamama Kosar Edu. Fellow, GHS Skardu	Mr. Imtiaz Ahmad CPLIC, TSDC	Hafiz Sardar SE and IT Assistant, BEEGB
8	Computer Science	Ms. Nida Shaheen IT Expert, BEEGB	Mr. Shoukat Ali AD Conduct and SE, BEEGB	Ms. Nida Shaheen IT Expert, BEEGB
9	Agriculture	Mr. Ghulam Rasool TGT, HS No.1 Skardu	Mr. Maqsood Hussain TG, BHS Keris	Mr. Tariq Hussain CPLIC, TSDC
10	Drawing	Kacho Sadaqat FP, BEEGB Office Skardu	Mr. Ali Muhammad TGT, BHS Keris	Mr. Khadim Hussain AD IT & SE, BEEGB
11	Home Economics	Ms. Siddiqa Batool EST, GHS Skardu	Ms. Amber Rehman EST, GHSS Kashrote Gilgit	Ms. Muneera Akhtar Instructor, CoE for Women Gilgit
12	Arabic	Mr. Abdul Aziz OT BHS No.1 Gilgit	Mr. Abdul Basit OT BHS Hatoon Ghizer	Mr. Qasim Iqbal OT BHS Konodass Gilgit



SCHEME OF STUDIES AND CENTRALIZED SLO BASED SYLLABUS BREAK-UP

GRADE-8 WINTER ZONE



Subject: Mathematics

Class: 8

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
1.Real Numbers 1.1 Rational/Irrational 1.2 1.3 Numbers 1.4 Representation of rational numbers on number line 1.5 Representation of irrational numbers on number line 1.4 Real Numbers 1.5 Properties of real numbers 1.6 Ordering properties of real numbers 1.7 Absolute Value	1	Define and differentiate between rational and irrational numbers		✓		3	March 2-4
	2	Represent rational and irrational numbers on a number line.			✓	2	March 5-6
	3	Demonstrate rational and irrational numbers by using decimal fractions.		✓		2	March 7,9
	4	Recognize real numbers.		✓		1	March 10
	5	Demonstrate the Properties/ordering of real numbers w.r.t addition and multiplication.		✓		2	March 11-12
	6	Write properties of equality and inequality of real numbers		✓		2	March 13-14
	7	Solve real life problems involving calculation with decimals and fractions.			✓	1	March 16
	8	Recognize absolute values.			✓	1	March 17
	9	Solve problems involving absolute value.			✓	1	March 18
2. Estimation and Approximation		Students will be able to:					
2.1 Estimation or Round Off 2.2 Estimating sum and differences	1	Comprehend mathematical vocabulary to estimation, product and quotient.	✓			1	March 19
	2	Rounding off whole numbers and rational numbers to a required degree accuracy		✓		2	March 20-21
	3	Recognize significant figures and approximation.		✓		2	March 24-25

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
2.3 Estimating product and quotient 2.4 Rounding off rational numbers 2.5 Significant figures/approximation	4	Round off up to the specified number of significant figures Solve real life situation involving Estimation and Approximation		✓		2	March 26-27
3. Square and Roots, Cubes and cube Roots							
3.1 Perfect Square	1	Identify Perfect Square numbers up to 4 digits.	✓			2	March 28,30
3.2 Square roots/division method	2	Find square root of a number, irrational numbers, common fraction and a decimal by division method.			✓	3	March 31, April 1-2
3.3 Square root of fraction	3	Cubes of numbers, perfect cubes, cube roots.			✓	3	April 3-4,6
3.4 Square root of decimal numbers. 3.5 Square root of irrational number by division method 3.6 Cubes of numbers and roots	4	Apply squares, square roots and cube in real life problems.			✓	3	April 7-8
4. Financial Arithmetic							
4.1 Direct proportion	1	Define direct and inverse proportion.		✓		3	April 9-11
4.2 Inverse and Compound Proportion	2	Solve real life problem involving direct and inverse proportion.			✓	3	April 13-15
4.3 compound partnership	3	Define inverse and compound proportion.	✓			2	April 16-17
4.4 Inheritance	4	Solve real life problems involving compound proportion, partnership, inheritance, profit loss, markup, discount and insurance.			✓	3	April 18,20-21

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
4.5 Exchange of currencies 4.6 Profit/ markup/loss 4.7 Discount 4.8 Insurance		Students will be able to: Conversion of Pakistani currency to international currencies					
5. Sets	1	Express sets using tabular, descriptive form and set builder notation.			✓	4	April 22-25
5.1 Different Methods of expressing a set	2	Write power set P (A) of a set A. Where A has up to four elements.		✓		3	April 27-29
5.2 Power Set of sets	3	Describe operations of union, intersection, difference and complement on sets.		✓		4	April 30, May 2,4-5
5.3 Operations on Sets	4	Sets in real life situation/Venn diagram			✓	3	May 6-8
5.4. Universal set	5	Commutative, associative and distributive laws w.r.t union and intersection.		✓		4	May 9,11-14
5.5 De Morgan's Laws	6	Venn diagram, De Morgan's laws			✓	3	May 15-16,18
5.6. Venn Diagrams							
6. Algebra and Sequence							
6.1 Polynomials	1	Recall addition, subtraction and multiplication of polynomials.	✓			2	May 19-20
6.2 Laws of Exponents.	2	Divide a polynomial up to degree 3 by a monomial and binomial.		✓		2	May 21-22
6.3 Pattern and number sequences	3	Simplify expressions containing exponents.		✓		2	May 23,25
6.4 Arithmetic sequences	4	Verify and apply the laws of exponents to simplify expressions with real base and exponents			✓	2	May 26,30
6.5 Geometric Sequences	5	Derive the given formulae: (i) $(a+b)^2 = a^2+2ab+b^2$, (ii) $(a-b)^2 = a^2-2ab + b^2$, (iii) $(a+ b) (a-b) = a^2- b^2$, iv. $(a + b)^3 = a^3 + 3ab (a + b) + b^3$, v. $(a - b)^3 = a^3 - 3ab (a - b) - b^3$			✓	4	June 1-4

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
		Students will be able to:					
	6	Solve problems based on the above formulae			✓	3	June 5-6,8
	7	Factorize the expression of the following types: (i) a^2-b^2 , (ii) $a^2+2ab+b^2$, (iii) $a^2-2ab+b^2$, (iv) $a^2+2ab+b^2-c^2$ and apply them to solve problems.			✓	5	June 9-13
	8	Differentiate between Arithmetic & Geometric Sequence.		✓		3	June 15-17
	9	Find specified term of AP and GP.		✓		3	June 18-20
	10	Solve real life problem involving number sequence and pattern.			✓	2	June 22-23
7.Linear Equations and Inequalities							
7.1 Simultaneous Linear Equations 7.2 Graph of Linear Equations in Two Variables 7.3 Solving systems of equations 7.4 Solution of Linear Inequalities	1	Construct and solve simultaneous linear equations in two variables.			✓	4	June 24,27,29-30
	2	Solve application of simultaneous linear equations.			✓	3	July 1-3
	3	Recall the equation of horizontal and vertical line through graph. Gradient and Y-Intercept of the straight line from the graph		✓		4	July 4, 6-8
	4	Solve simultaneous linear equations in two variables graphically.			✓	3	July 9-11
	5	Solve simple linear equations/inequalities.			✓	2	July 13-14
8. Transformations							
8.1 Geometric Transformation 8.2 Reflections 8.3 Rotations 8.4 Dilation	1	Define and draw reflections of 2- D figures (triangles, rectangle) on coordinate plane.			✓	5	July 15-18,20
		Summer Vacations				20	July 21 to August 9
	2	Define and draw rotation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	3	August 10-12

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
		Students will be able to:					
	3	Define and draw dilation of 2-D figures (triangles, rectangle) on coordinate plane.			✓	2	August 13-14
	4	Differentiate between rigid and non- rigid transformations.		✓		1	August 15
9.Geometry							
9.1 Similar and congruent figures 9.2 Properties of figures to be similar 9.3 Congruent Triangles 9.4 Properties of circle	1	Identify similar and congruent figures.		✓		1	August 17
	2	Apply the properties of two figures to be similar or congruent.			✓	1	August 18
	3	Apply the properties for congruency between two triangles.			✓	1	August19
	4	Describe chord, major arc and minor arc, semicircle, sector, central angle, secant, tangent and segment of the circle.		✓		3	August 20-22
	5	Find the length of an arc and area of sector of a circle.			✓	1	August 24
	6	Solve problems related to segment of a circle.			✓	1	August 25
10. Practical Geometry							
10.1 Construction of Triangles 10.2 Quadrilaterals 10.3 construction of angle/side bisector of quadrilaterals	1	Construct a triangle when: three sides are given.			✓	2	August 26-27
	2	Construct a triangle when two sides and included angles (SAS) are given.			✓	2	August 28-29
	3	Construct a triangle when two angles and included sides (ASA) is given			✓	1	August 31
	4	Construct a triangle when a right-angled triangle when hypotenuse and one side (HS) are given			✓	2	Sep 1-2
	5	Construct different types of quadrilaterals: - (i) Square (ii)Rectangle (iii)Parallelogram (iv)Rhombus (v)Trapezium (vi)Kite			✓	6	Sep 3-5, 7-9

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
	6	Draw angle and line bisectors to divide angles and sides of triangles and quadrilaterals.			✓	3	Sep 10-12
11. Mensuration							
11.1 Pythagoras Theorem	1	State the Pythagoras Theorem.	✓			1	Sep 14
	2	Give informal proof of Pythagoras theorem.		✓		1	Sep 15
11.2 Pyramids	3	Solve right angled triangles using Pythagoras theorem.			✓	2	Sep 16-17
	4	Find the surface area and Volume of pyramid.			✓	2	Sep 18-19
		Sports Gala				6	Sep 21-26
11.3 Sphere and Cone	5	Solve real life problems involving surface area and volume of pyramid.			✓	2	Sep 28-29
	6	Find surface area and volume of sphere and hemisphere.			✓	4	Sep 30, Oct 1-3
	7	Find the surface area of cone.			✓	1	Sep Oct 5
	8	Solve real life problems involving surface area and volume of sphere and cone.			✓	2	Oct 6-7
12. Data Handling							
12.1 Data & Frequency Distribution	1	Recognize the difference between discrete, continuous, grouped and ungrouped data.		✓		3	Oct 8-10
12.2 Frequency	2	Construct frequency distribution.			✓	3	Oct 12-14
12.3 Construction of frequency polygon	3	Construct a histogram representing frequency distribution table.			✓	4	Oct 15-17, 18
12.4 Line graph, Histogram	4	Construct frequency polygon/line graph.			✓	3	Oct 19-21
12.5 Measure of dispersion 12.6 Properties of standard deviation	5	Investigate which type of graph is more appropriate for given data set. Calculate range, variance and standard deviation for ungrouped data, properties of standard deviation			✓	5	Oct 22-24, 26-27
13. Probability							

Themes	S#	Students Learning Outcomes	Cognitive Levels			Duration in Days	Winter Zone
			K	U	A		Timeline
13.1 Experiment, trial, outcomes, sample Space 13.2 Probability, Event, Types of Events 13.3 Probabilities as fraction, decimal and percent 13.4 Theoretical and Experimental Probability	1	Perform probability experiment, trial, sample space and outcomes (for example tossing a coin, rolling die, spinning a spinner for certain number of times) to estimate probability of a simple event.			✓	4	Oct 28-31
	2	Explain and compute the probability to mutually exclusive, independent, simple, compound and equally likely			✓	4	Nov 2-5
	3	Probability as ratio, fraction and percentage.			✓	2	Nov 6-7
	4	Compare experimental and theoretical probability of simple events.			✓	3	Nov 10-12
	5	Apply probability to real life situation.			✓	2	Nov 13-14
REVISION						1	Nov 16
ANNUAL EXAMINATIONS						21	Nov 17 to Dec 10
ASSESSMENT OF ANSWER SCRIPTS						7	Dec 11-18
RESULT ANNOUNCEMENT						1	Dec 19
WINTER CAMP						10	Dec 21-31

Number of Student Learning Outcomes by Cognitive Levels

S#	Theme/Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1	Real Numbers	7	0	5	4	9
2	Estimation and Approximation	5	1	3	0	4
3	Square Rooots and Cube Roots	6	1	0	3	4
4	Financial Arithmetics	8	1	1	2	4
5	Sets	6	0	3	3	6
6	Algebra and Sequence	5	1	4	5	10
7	Linear Equations and In-equalities	4	0	1	4	5
8	Transformations	4	0	1	3	4
9	Geometry	4	0	2	4	6
10	Practical Geometry	3	0	0	6	6
11	Mensuration	3	1	1	6	8
12	Data Handling	6	0	1	4	5
13	Probability	4	0	0	5	5
Total		65	5	22	49	76

Determining Marks/Weightage for a Specific Theme/Unit

Sr No	Theme/Unit	No of SLOs in the Unit	Weightage in % = No of SLOs in the Unit / Total No of SLOs of the Subject $\times 100$	Weightage in Marks=Calculated Percentage in Previous Column*Total Marks /100
1	Real Numbers	9	$9/76*100 = 12\%$	12
2	Estimation and Approximation	4	$4/76*100 = 5\%$	5
3	Square Roots and Cube Roots	4	$4/76*100 = 5\%$	5
4	Financial Arithmetics	4	$4/76*100 = 5\%$	5
5	Sets	6	$6/76*100 = 8\%$	8
6	Algebra and Sequence	10	$10/76*100 = 13\%$	13
7	Linear Equations and Inequalities	5	$5/76*100 = 7\%$	7
8	Transformations	4	$4/76*100 = 5\%$	5
9	Geometry	6	$6/76*100 = 8\%$	8
10	Practical Geometry	6	$6/76*100 = 8\%$	8
11	Mensuration	8	$8/76*100 = 10\%$	10
12	Data Handling	5	$5/76*100 = 7\%$	7
13	Probability	5	$5/76*100 = 7\%$	7

Note: The table mentioned above should be used to determine the weightage/marks of a specific theme/unit. However, subject experts should also consider the relevance and significance of the topic when finalizing the weightage/marks.

Sr. No	Theme/Topic	Marks Distribution			Total Marks
		MCQs	CRQs	ERQs	
1	Real Numbers	2@1 mark=2	3@3 marks=9	1@7 marks=7	18
2	Estimation and Approximation	1@1 mark=1	2@3 marks=6	.....	07
3	Square Roots and Cube Roots	1@1mark=1	2@3 marks=6	1@7 marks=7	14
4	Financial Arithmetics	1@1 mark=1	2@3 marks=6	1@7 marks=7	14
5	Sets	2@1 mark=2	2@3 mark=6	1@7marks=7	15
6	Algebra and Sequence	3@1 mark=3	4@3mark=12	2@7 marks=14	29
7	Linear Equations and In-equalities	1@1 mark=1	2@3 mark=6	.....	07
8	Transformations	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
9	Geometry	2@1 mark=2	2@3 mark=6	.....	08
10	Practical Geometry	2@1 mark=2	2@3 mark=6	1@7 marks=7	15
11	Mensuraton	2@1 mark=2	3@3 mark=9	1@7 marks=7	18
12	Data Handling	1@1 mark=1	2@3 mark=6	1@7 marks=7	14
13	Probability	1@1 mark=1	2@3 mark=6	.....	07
Total		20x1=20	30x3=45	10x7=35	180

Section-wise Marks Distribution (Including Choices)

S. No	Domain	Question Given	Questions to be Attempted	Marks/ Question	Total Marks including options	Total Marks Without options
1	MCQs (Section-A)	20	20	1	20	20
2	CRQs (Section-B)	30	15	3	90	45
3	ERQs (Section-C)	10	05	07	70	35
Total Marks					180	100