

## Mandatory Public Disclosure

**A: GENERAL INFORMATION:**

SL NO.	INFORMATION	DETAILS
1	NAME OF THE SCHOOL	JAWAHAR NAVODAYA VIDYALAYA
2	AFFILIATION NO.(IF APPLICABLE)	140016
3	SCHOOL CODE (IF APPLICABLE)	59319
4	COMPLETE ADDRESS WITH PIN CODE	LAKSHMIPURAM VILLAGE, PEDAVEGI MANDAL, WEST GODAVARI DISTRICT-534435, ANDHRA PRADESH
5	PRINCIPAL NAME & QUALIFICATION:	DR.Y.S.S.CHANDRASEKHAR, PRINCIPAL M.Sc, B.Ed, M.Phil, Ph.D, PGDCA, PGDEAS
6	SCHOOL EMAIL ID	Jnvwg2@gmail.com
7	CONTACT DETAILS (LANDLINE/MOBILE)	08812 259461



**B: DOCUMENTS AND INFORMATION:**

SL NO.	DOCUMENTS/INFORMATION	UPLOAD DOCUMENTS
1	COPIES OF AFFILIATION/UPGRADATION LETTER AND RECENT EXTENSION OF AFFILIATION, IF ANY	UPLOADED
2	COPIES OF SOCIETIES/TRUST/COMPANY REGISTRATION/RENEWAL CERTIFICATE, AS APPLICABLE	UPLOADED
3	COPY OF NO OBJECTION CERTIFICATE (NOC) ISSUED, IF APPLICABLE, BY THE STATE GOVT./UT	NA
4	COPIES OF RECOGNITION CERTIFICATE UNDER RTE ACT, 2009, AND IT'S RENEWAL IF APPLICABLE	NA
5	COPY OF VALID BUILDING SAFETY CERTIFICATE AS PER THE NATIONAL BUILDING CODE	UPLOADED
6	COPY OF VALID FIRE SAFETY CERTIFICATE ISSUED BY THE COMPETENT AUTHORITY	UPLOADED
7	COPY OF THE DEO CERTIFICATE SUBMITTED BY THE SCHOOL FOR AFFILIATION/UPGRADATION/EXTENSION OF AFFILIATION OR SELF CERTIFICATION BY SCHOOL	NA
8	COPIES OF VALID WATER, HEALTH AND SANITATION CERTIFICATES	UPLOADED

  
**Dr. Y.S.S. CHANDRA SEKHAR**  
 PRINCIPAL  
 JAWAHAR NAVODAYA VIDYALAYA  
 PEDAVEGI, W.G. Dist., (A.P.)

**NOTE:** THE SCHOOLS NEEDS TO UPLOAD THE SELF ATTESTED COPIES OF ABOVE LISTED DOCUMENTS BY CHAIRMAN/MANAGER/SECRETARY AND PRINCIPAL. IN CASE, IT IS NOTICED AT LATER STAGE THAT UPLOADED DOCUMENTS ARE NOT GENUINE THEN SCHOOL SHALL BE LIABLE FOR ACTION AS PER NORMS.

**C: RESULT AND ACADEMICS:**

S.NO.	DOCUMENTS/INFORMATION	UPLOAD DOCUMENTS
1	FEE STRUCTURE OF THE SCHOOL	FREE EDUCATION BY GOVT OF INDIA
2	ANNUAL ACADEMIC CALANDER.	UPLOADED
3	LIST OF SCHOOL MANAGEMENT COMMITTEE (SMC)	UPLOADED
4	LIST OF PARENTS TEACHERS ASSOCIATION (PTA) MEMBERS	ENCLOSED
5	LAST THREE-YEAR RESULT OF THE BOARD EXAMINATION AS PER APPLICABILITY	DETAILED BELOW

**RESULT CLASS: X**

S.NO.	YEAR	NO. OF REGISTERED STUDENTS	NO. OF STUDENTS PASSED	PASS PERCENTAGE	REMARKS
1	2017	70	70	100%	NIL
2	2018	80	80	100%	NIL
3	2019	79	79	100%	NIL

**RESULT CLASS: XII**

S.NO.	YEAR	NO. OF REGISTERED STUDENTS	NO. OF STUDENTS PASSED	PASS PERCENTAGE	REMARKS
1.	2017	31	31	100%	NIL
2.	2018	33	33	100%	NIL
3.	2019	41	41	100%	NIL



*Dr. Y.S.S. Chandra Sekhar*  
**Dr. Y.S.S. CHANDRA SEKHAR**  
 PRINCIPAL  
 JAWAHAR VIDYALAYA  
 PEDAVEGI, W.G. DIST., (A.P.)

D: STAFF (TEACHING)

S.NO.	INFORMATION	DETAILS
1	PRINCIPAL	01
2	TOTAL NO. OF TEACHERS	24
	o PGT	08
	o TGT	16
	o PRT	NA
3	TEACHERS SECTION RATIO	2:1
4	DETAILS OF SPECIAL EDUCATOR	NA
5	DETAILS OF COUNSELLOR AND WELNESS TEACHER	01

E: SCHOOL INFRASTRUCTURE:

S.NO.	INFORMATION	DETAILS
1	TOTAL CAMPUS AREA OF THE SCHOOL (IN SQUARE MTR)	30.45 ACRES – 123226 SQR.MTR
2	NO. AND SIZE OF THE CLASS ROOMS (IN SQ FT/MTR)	480
3	NO. AND SIZE OF LABORATORIES INCLUDING COMPUTER LABS (IN SQ MTR)	1200
4	INTERNET FACILITY (Y/N)	YES
5	NO. OF GIRLS TOILETS	8
6	NO. OF BOYS TOILETS	8
7	LINK OF YOUTUBE VIDEO OF THE INSPECTION OF SCHOOL COVERING THE INFRASTRUCTURE OF THE SCHOOL	NA



*Dr. Y.S.S. Chandra Sekhar*

**Dr. Y.S.S. CHANDRA SEKHAR**  
**PRINCIPAL**  
**JAWAHAR NAVEENA VIDYALAYA**  
**PEDAVEGI, W.G. Di., (A.P.)**

## CERTIFICATE OF LAND

File No.

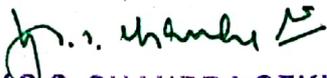
Date: 3/07/2021

Certified that the land measuring 30.45 Ac. Sents. (Area of land in **Square meters**) is owned by the Jawahar Navodaya Vidyalaya (Name of the School/Society/Trust/Company under Sections 8) fully described in the schedule mentioned hereinafter with the following details:

Sr.No.	Particulars	Details	
1	Plot No. (s)/ Survey No. (s)/Khasra No. (s)/Khata No.(s)/Khatauni No.(s)	556-2 ⇒ 1348/2 1358/2 1359/2 1360/2 1361/2	5-66 6-44 4-18 7-65 6-82
2	Name of street/village, sub Division, District and State	Pedavegi; MRC colony, Laxmipuram panchayathi, pedavegi mandal, Westgodavari Dist- A.P state	
3	In terms of (give details of the document/deed i.e. Sale Deed/Conveyance Deed/Gift Deed/Lease Deed (with period in terms of no. of years)/Sub lease (with period in terms of no. of years) Allotment Letter etc.	Lease Deed As per G.O.M.S 696, Dt-26.7.90	
4	Registration details:		
	- Duly registered on		
	- Executed by		
	- Serial No.		
	- Book no.		
	- Volume no. etc		

It is certified that the said entire land comprise of a single plot of land. It is further certified that

Jawahar Navodaya Vidyalaya - Pedavegi.... (Name of the School) is located on the above mentioned plot of land.

  
Dr. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

THE SCHEDULED OF LAND ABOVE REFERRED TO

(Surplus Land)

All that piece and parcel of land measuring 30.45 Acres - cents (Area of land in Square meters) is bounded as follows:

North

: Edpaganti Kondayya s/o/o Seetha Ramayya Gangannagudem

East

: Kotaru Anuradha, Kotari Giridhar Sivavareprasad, Kamireddy Seetha Mahalaxmi, d/o (Lakshmana Rao)

West

: MRC Colony -

South

: MRC Colony Entrance Road & NRC

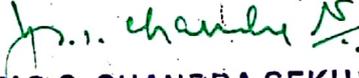
DM/ ADM/ SDM/ TEHSILDAR/ NAIB TEHSILDAR/ REGISTRAR/ SUB-REGISTRAR/ EQUIVALENT LAND AUTHORITY

  
TAHSILDAR (Stamp and Signature)  
PEDAVEGI MANDAL  
W.G. DISTRICT (Name of Officer)

(Name of District)



5/7/24  
SK

  
DR. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

(AFFILIATION BRANCH)

No.CBSE/AFF./Govt. Wing/140016 /2019

Date:-  
20/08/2019JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI (VILLAGE & POST) WEST GODAVARI DISTT. ANDHRA PRADESH, 534450Subject : Acknowledgement of Annual Fee - regarding

Sir/Madam

1. With reference to the subject given above it is to acknowledge the receipt of an amount of Rs. 10000/- as annual fee in respect of your school.
2. The Board's annual fee was Rs. 1500/- till 31/03/2012. The annual fee was revised from Rs. 1500/- to 3000/- per annum w.e.f. 01.04.2012. The annual fee was further revised from Rs.3000/- to Rs.5000/- per annum as per Circular No. Affiliation - 01/2018 w.e.f. 01/04/2019 onwards.

The details of fee and sessions for which the annual fee has been received are given below:

Session	Total Annual Fee
01/04/ to 31/03/2012 (@ 1500/- per annum)	0
01/04/ to 31/03/ (@ 3000/- per annum)	0
<u>01/04/2020 to 31/03/2022 (@ 5000/- per annum)</u>	10000
<b>TOTAL</b>	10000 Balance Amount 0

3. No separate letter for extension of affiliation will be issued to the schools granted regular affiliation.
4. Further, in future the School shall only apply online for Extension of Affiliation through link provided on Board website [www.cbseaff.nic.in](http://www.cbseaff.nic.in) under the Government Schools Corner. No offline application for Extension of Affiliation or Annual Fee will be accepted by the Board in future.

*Dr. Y.S.S. Chandra Sekhar*  
Dr. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL

JAWAHAR NAVODAYA VIDYALAYA

PEDAVEGI, W.G. Dist., (A.P.)



DEPUTY SECRETARY(AFFILIATION)

Copy to the Regional Officer, Chennai for record please.

**CERTIFICATE OF REGISTRATION**

**SOCIETIES ACT XXI OF 1860**

No. S/10428

OF 1989

I hereby certify that Navodaya Vidyalaya Samiti has been registered under the **SOCIETIES REGISTRATION ACT XXI OF 1860**.

GIVEN UNDER BY HAND AT DELHI on this 28th day of Feb., 86.

REGISTRATION FEE OF RS. 50/- PAID.



REGISTRAR OF SOCIETIES  
DELHI

*[Handwritten signature]*  
REGISTRAR OF SOCIETIES  
DELHI ADMN., DELHI

*[Handwritten signature]*  
Dr. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

GOVERNMENT OF ANDHRA PRADESH  
ROADS AND BUILDINGS DEPARTMENT

FROM  
Sri B. Ramu. B. Tech.,  
Executive Engineer (R&B),  
West Godavari Division,  
Eluru.

TO  
The Principal,  
Jawahar Navodaya Vidyalaya,  
Pedavegi, M.  
West Godavari District,  
AP-534435

Sir,

Letter No: 259/ Schools & Colleges / ITO / 2021 Dt. 05.07.2021

Sub- (R&B) Division, Eluru- Buildings - Issue of Building safety certificate  
under NDMA- Regarding.

Ref :- Jawahar Navodaya Vidyalaya, Pedavegi, F.No-4-1/ Buildings, JNV /  
WG/2020-21 Dt. 23.03.2021.

\*\*\*

With reference to the letter 1st cited, it is informed that the  
school building is constructed with G+1 RCC framed structure and found sound  
enough to run the class. Hence the soundness certificate is issued for the purpose of  
taking further action.

Enclose: Soundness Certificate.



Yours faithfully,

(Signature)

Executive Engineer (R&B)  
West Godavari Division, Eluru.

8  
5/7/21.

(Signature)  
Dr. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

**SCHOOL BUILDING SAFETY CERTIFICATE**

This is certified that building of the school named as Jawahar Navodaya Vidyalaya, Ministry of Education, Govt of India is situated at Lakshmpuram(Vill), Pedavegi(M), West Godavari District, Andhra Pradesh and found that the building is constructed with In Situ RCC Structure and constructed by Govt Agency.

The Building has no adverse indications about the structural weakness or Impairment in building.

I therefore hereby certify that Building is structurally safe for occupancy as on date for a period of 2 years.



Yours faithfully,

Executive Engineer (R&B),  
Eluru, Division

8  
5/7/2021.

Dr. Y.S.S. CHANDRA SEKHAR  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

**GOVERNMENT OF ANDHRA PRADESH**  
**STATE DISASTER RESPONSE AND FIRE SERVICES DEPARTMENT**

Rc.No.610/DFO/WG/2021.

Office of the,  
District Fire Officer,  
West Godavari District,  
Eluru,  
Dt: 04-06-2021.

To,  
The Principal,  
Jawahar Navodaya Vidyalaya, Ministry  
of Education, Govt. of India,  
(Dept of School Education & Literacy)  
Pedavegi (M), West Godavari District.

Sir,

Sub: A.P. State Disaster Response and Fire Services Department – Eastern Region West Godavari District – Applied for Fire Safety Certificate to Jawahar Navodaya Vidyalaya, - Ministry of Education, Govt. of India, (Dept of School Education & Literacy), Pedavegi (M), West Godavari District - Further Requirements and Suggestion of Fire and Safety Called for – Regarding.

Ref:- 1. F.No.2-2/Janvp/2021 , Application of the Principal Jawahar Navodaya Vidyalaya, - Ministry of Education, Govt. of India, (Dept of School Education & Literacy), Pedavegi (M), West Godavari District on Dt.03.06.2021.

\*\*\*\*\*

With reference the above cited it is to inform that you have applied for Fire Safety Certificate to Jawahar Navodaya Vidyalaya, - Ministry of Education, Govt. of India, (Dept of School Education & Literacy), Pedavegi (M), West Godavari District for approval for the Fire NOC .

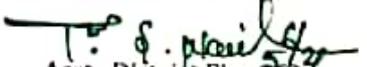
Further on 04.06.2021 I was visited the Jawahar Navodaya Vidyalaya and suggested the fire fighting measures and additional documents required.

The Details are

- 1) Fire Extinguishers
- 2) Hose Reels
- 3) 450 LPM Pump
- 4) Terrace Tank
- 5) Manual call Points
- 6) Approved Plans
- 7) Challana, Affidivit ,Electrical Safety Certificate

In this connection the Principal of Jawahar Navodaya Vidyalaya is requested to install Fire Safety Measures as early as possible and submit the Documents for Issuance of Fire NOC.

Yours Sincerely,

  
Asst. District Fire Officer,  
West Godavari District  
Eluru

**CERTIFICATE FOR SAFE DRINKING, HEALTH & SANITATION**

It is certified that building of the school named as Jawahar Navodaya Vidyalaya, Ministry of Education, Govt of India is situated at Lakshmipuram(Vill), Pedavegi(M), West Godavari District, Andhra Pradesh is affiliated to CBSE Board.

In the Vidyalaya there is provision for separate toilets for Boys, Girls and staff and special provision is made for Physically Handicapped students also.

The Vidyalaya is providing safe drinking water with the RO water plant installed in the school building.



*[Handwritten Signature]*  
పంచాయితీ కార్యదర్శి, 08/07/2024  
గ్రామ పంచాయితీ, లక్ష్మీపూర్  
వైదవేగి మండలం

*[Handwritten Signature]*  
**DR. Y. S. S. CHANDRA SEKHAR**  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

जवाहर नवोदय विद्यालय  
शिक्षा मंत्रालय, भारत सरकार  
स्कूल शिक्षा और साक्षरता विभाग  
पदवेगी (मंडल, पोस्ट), वेस्ट गोदावरी जिल्ला  
आंध्र प्रदेश-534 435  
Ph.: 08812-259461



**JAWAHAR NAVODAYA VIDYALAYA**  
Ministry of Education, Govt. of India  
(Dept. of School Education & Literacy)  
Pedavegi (Mandal. & Post) West Godavari District.  
Andhra Pradesh-534 435  
E-Mail: jnvwg2@gmail.com

## DETAILS OF THE VIDYALAYA MANAGEMENT COMMITTEE MEMBERS

1. District Collector: Sri Kartikeya Misra, I.A.S.
2. District Educational Officer: Smt. C.V.Renuka.
3. Executive Engineer of State R&B: Sri B.Ramu, B.Tech.
4. Principal, Kendriya Vidyalaya, Gopannapalem Sri Nagendra Kumar
5. District Medical & Health Officer: Dr. K.Suresh Babu
6. Principal, Sir C.R.R.Degree College, Eluru: Dr. K.A.Ramaraju.
7. Parent Representative of PTC (Male): Sri B.Rambabu.
8. Parent Representative of PTC (Female): Smt. B.Premalatha.
9. Sr.Teacher, JNV, Pedavegi: Sri S.V.Ramana, PGT-Biology.
10. Principal, JNV, Pedavegi: Dr. Y.S.S.Chandrasekhar.



*Dr. Y.S.S. Chandrasekhar*  
PRINCIPAL  
**Dr. Y.S.S. CHANDRA SEKHAR**  
PRINCIPAL  
JAWAHAR NAVODAYA VIDYALAYA  
PEDAVEGI, W.G. Dist., (A.P.)

ANNEXURE  
**JAWAHAR NAVODAYA VIDYALAYA, PEDAVEGI, WEST GODAVARI DISTRICT**  
**MEMBERS OF PTC 2020-21**  
**LIST OF PARENT REPRESENTATIVES**

S.NO	NAME OF THE PTC MEMBER	PLACE OF RESIDENCE	MOBILE NUMBER
1	A. VIJAY	HANUMAN JUNCTION	9160415879
2	M.GOWRI LAKSHMI	NIDADAVOLE	8364717600
3	L.V.V.RAMA RAO	YADAVOLE	9912678474
4	B.PREMALATHA	YERNAGUDEM	9849522590
5	K.ANAND KUMAR	AKIVIDU	9866180684
6	T.RAJA BABU	TADEPALLIGUDEM	9703154735
7	M.UMAMAHESWARA RAO	ANKANNAGUDEM	9440646360
8	N.ADILAKSHMI	VIJAYARAI	9491374583
9	A.VENKATESWARA RAO	BALLIPADU	9440376925
10	B.SHYAMALA	VEDURUPAKA	9642949641
11	CH.NAGA JYOTHI	TANUKU	9492704595
12	VEMANA SHIVA KKONDALA	CHALLACHINTALAPUDI	8008338229
13	J.G. MADHU	KAMAVARAPUKOTA	9494923979
14	R. SARATH BABU	TADEPALLIGUDEM	9491234008

LIST OF TEACHERS REPRESENTATIVES			
SL.NO	NAME OF THE TEACHER	DESIGNATION	MOBILE NUMBER
1	M SIMHADRI APPANNA	PGT CHEMISTRY	6302923760
2	M.A.MUBALIQUE	PGT MATHEMATICS	6301368467
3	K.BEEMA KUMAR	TGT MATHEMATICS	9492741875
4	S.RATNAKUMARI	TGT ENGLISH	9951699499
5	P.SUDHA	SUPW TEACHER	9866524815



  
 PRINCIPAL  
 JAWAHAR NAVODAYA VIDYALAYA  
 PEDAVEGI, WEST GODAVARI DISTRICT  
**D.Y.S.S. CHANDRA SEK HAR**  
 PRINCIPAL  
 JAWAHAR NAVODAYA VIDYALAYA  
 PEDAVEGI, W.G. Dist., (A.P.)



ALTERNATIVE ACADEMIC  
CALENDAR FOR STUDENTS  
UPPER PRIMARY



ALTERNATIVE ACADEMIC  
CALENDAR FOR STUDENTS  
UPPER PRIMARY



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



रमेश पोखरियाल 'निशंक'  
*Ramesh Pokhriyal 'Nishank'*



सत्यमेव जयते

मंत्री  
मानव संसाधन विकास  
भारत सरकार  
MINISTER  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA



### MESSAGE

At present, many countries of the world including India have been facing the outbreak of Covid-19 with courage. Our teachers and students are currently in homes to prevent the spread of this virus. Many efforts have been made by the Ministry of Human Resource Development to continue the learning of students even at home through on-line resources. Class wise e-resources and e-textbooks are available on various online platforms such as e-pathshala, NROER, SWAYAM and Diksha, so that students in higher classes can self-learn, and students in elementary classes can learn under the guidance of their teachers and parents. In view of this, we have taken a new initiative of developing an Alternative Academic Calendar for our school students. Following this calendar, students of all classes can receive school education systematically at home with the help of their teachers through available technological and social media tools till their schools get open. Parents of primary and upper primary students will be guided by teachers about the activities to be conducted with children using mobile phone, SMS, radio, television or various other social media. These activities are related to their syllabus and learning outcomes. Teachers will also be able to guide students by establishing contact with them through mobile phones or social media. This calendar has been developed by the NCERT in such a manner that it provides adequate space to the State contexts.

I hope that all the States and Union Territories will implement this and provide a new dimension to the learning of school students. I am also very much hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children but also will be successful in motivating children to learn with interest in the conducive and participatory learning environment created at home by their parents.

(Ramesh Pokhriyal 'Nishank')



सबको शिक्षा, अच्छी शिक्षा

Room No. 3, 'C' Wing, 3<sup>rd</sup> Floor, Shastri Bhavan, New Delhi-110 115  
Phone : 91-11-23782387, 23782698, Fax : 91-11-23382365  
E-mail : minister.hrd@gov.in

## Foreword

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents and students have to remain at homes to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress, we not only have to keep our children busy but also maintain continuity of their learning in their new classes. In this context, NCERT has developed an *Alternative Academic Calendar* for all the stages of school education.

Initially, this calendar is prepared for four weeks, which may be extended further. In this calendar the themes/topics have been selected from syllabus and are linked with the learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many teachers and parents only have simple mobile phones as a tool available at their homes and all the teachers and students do not have virtual classroom facility. In view of this the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after talking to the teachers over phone. The teachers can contact parents and students using a range of tools starting from simple mobile phones to internet based diverse technological tools for giving them the appropriate guidelines for conducting these activities given in the calendar.

This calendar includes not only generic guidelines and subject specific activities, but also detailed material on the use of different technological and social media tools as well as strategies for reducing stress and anxiety in the present time. This guideline also contains activities related to art education and health and physical education. It also includes reference of many learning resources along with textbooks.

This calendar is flexible and suggestive. The teachers can implement this taking into consideration the contexts and needs of the State/UT. This calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs using on-line platforms such as WhatsApp, Google Hang-out, Zoom, etc., for discussion and feedback. Their hard work is commendable.

For implementing this calendar, SCERT and the Directorate of Education may form teams including faculty members from DIETs and School Principals, who can continuously follow-up and provide support to teachers using mobile phones and other accessible technological tools and social media.

I hope, this calendar will be useful for teachers and parents in creating a very conducive learning environment at home for the students so that they can learn in a very meaningful and joyful way.

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to [director.ncert@nic.in](mailto:director.ncert@nic.in) and [cgncert2019@gmail.com](mailto:cgncert2019@gmail.com).

New Delhi  
April 2020

HRUSHIKESH SENAPATY  
*Director*  
National Council of Education  
Research and Training

## Acknowledgements

The National Council of Educational Research and Training is grateful to Shri Amit Khare, *Secretary*, SE&L and Higher Education, MHRD, Smt. Anita Karwal, *Chairperson*, CBSE, Shri Rakesh Sanwal, *Additional Secretary*, MHRD, Ms. LS Changsan, *Joint Secretary*, MHRD, Shri RC Meena, *Joint Secretary*, MHRD, Shri Santosh Mall, *Commissioner*, Kendriya Vidyalaya Sangathan, Shri Bishwajit Kumar Singh, *Commissioner*, Navodaya Vidyalaya Samiti and Prof. Chandra Bhushan Sharma, *Chairman*, NIOS for their guidance, support and suggestions for the improvement of this academic calendar.

The Council extends its heartfelt thanks to the heads of its constituent units, Joint Director, CIET, Joint Director, PSSCIVE and Principals of all the five RIEs and Heads of its concerned NIE departments, viz., Department of Elementary Education, Department of Teacher Education, Department of Educational Psychology and Foundations of Education, Department of Education in Arts and Aesthetics and also to Dean (Academic), because this work could not be completed without their coordination and contribution of their faculty members. The Council is grateful to Head, Publication Division and his team for the editing and designing of the entire document and giving it the final shape.

The Council is also thankful to Ms. Shveta Rao for the cover page design.

# Contents

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<b>CLASS VI</b>	
English	10
Mathematics	13
Science	15
हिन्दी	17
Urdu	18
Social Studies	
a. History	19
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# **ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS AT THE UPPER PRIMARY STAGE**

## ***Guidelines for Studying at Home for Teachers, Parents and School Principals***

### **INTRODUCTORY NOTE**

India and the world are facing an enormous crisis due to COVID-19. India as a country is under lockdown, so is the condition in most of the cities and states around the world. Medical care professionals, security personnel and people related to delivering essential services are working round the clock to tide over the crisis and all efforts are being made to control the spread of the virus. Schools, Colleges and Universities are closed. Students are confined to their homes, and so are teachers and parents. In order to engage students meaningfully teacher educators, teachers and parents need to find ways to deal with this unprecedented situation arising out of lockdown and undertake educational activities to support learning at home.

How could this be made possible? The first thought would perhaps be homework or home assignments. However, the concept of homework is that of a task done individually; moreover, it carries with it the pressure of completion rather than that of joyful learning. Hence it is not desirable to recommend homework over a long duration especially, for very young learners. We therefore have to seek alternative methods.

In the present times there are various technological tools and social media tools available for imparting education in fun-filled, interesting ways, which can be used by learners to learn even when they are at home. To facilitate this process of learning, there is a need to provide a broad structure for clarity and focus. Keeping in mind the varying levels of access to such tools and the variety of their content, NCERT has developed General Guidelines for Implementing Weekly Plan (for four weeks) for Learning of Students at the Upper Primary Stage. This entails the use of a commonly used, simple instrument i.e., the mobile phone.

A number of our learners in the present times use a mobile phone for social media, such as, WhatsApp, Telegram, Facebook, Twitter, as well as, Google mail and Google Hangout. These tools have the advantage of providing us with the facility to connect with more than one student and parent at a time.

There is a possibility that many of our learners may not have internet facility on their mobile, or may not be able to use all of the above-mentioned social media tools. In such a situation, students may be guided through SMS or voice calls on mobile phones. Along with this, parents' help can also be sought for upper primary stage students.

A week-wise plan for the upper primary stage (from Classes VI to VIII) has been developed, keeping in view the choice and availability of tools with teachers. The week-wise plan consists of interesting activities and challenges, with reference to themes/chapters taken from the syllabus or textbook. Most importantly, it maps the themes with the learning outcomes. It needs to be highlighted that the activities are suggestive in nature, not prescriptive, neither are they sequential in nature. Teachers and parents have the option to do the activities that the student shows interest in, irrespective of the sequence. In the case of learners in the same family studying in different classes, siblings may collaborate while doing the activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger one.

The purpose of mapping of themes with learning outcomes is to facilitate teachers/parents to assess the students' progress in learning. This can be done in a variety of ways i.e., asking questions, encouraging interaction, suggesting another activity of a similar kind, observing learner's interest and participation in the activity, etc. Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, it is reiterated that the focus should be on learning, rather than testing for scores.

Since learners at the upper primary stage do have language skills and they can study themselves with very little guidance by the teachers, therefore, teachers can make whatsapp groups or send SMS to a group of students and guide them on various interesting activities designed for them. In case of Learner with Special Needs or Learner who needs parents' support, parents may be guided on the activities to be conducted at home.

Links for e-resources have been provided along with the activities. Yet, if it is not possible for students to access these resources, the teacher may guide them through mobile to other reference sources, such as, dictionary, atlas, news headlines, storybooks, etc.

In case tools such as WhatsApp, Google Hangout, etc., are being used, teachers may conduct audio and video calling with a group of students and discuss with them in small groups, or all students together. Teachers may also guide students for peer learning or group learning through these tools.

#### **WhatsApp Group Call**

To start a group call on WhatsApp, first of all you have to create a group of parents then initiate a conversation on your WhatsApp and click the phone icon on the top right of the screen. Once your contact has picked up the phone, you can then click on the + icon on the screen and select multiple contacts to connect to a group call.

In the situation of learning at home during the period of lockdown, in cases where the teacher is using the mobile only for calling/ receiving calls and messaging, connecting with individual students or parents on a daily basis may be difficult. The teacher may opt for calling students or parents in a phase-wise manner for interacting, explaining and assessing using simple mobile. Hence it is suggested that this may be done in small groups. After sending one collective SMS containing activities to a large group of parents/students, the teacher may call 15 students in a day (Day 1) and explain the work expected from them. On Day 2, she can call 5 out of the 15 students to ascertain the progress of their learning. The progress of the remaining 10 would be ascertained on Day 3 (5 students) and Day 4 (5 students). On the same day (Day 2) she may call an additional 10 students to explain the work expected. This cycle would continue, so that a class of 40 students would be covered in 5-7 days. Likewise she can do for another set of students. Voice/video recorded messages may also be sent. Subsequently, parents can also respond to teachers through SMS and recorded voice message. Thus, in case of non-availability of the internet, mobile calls, SMS, voice recorded messages are some of the means through which a teacher can connect with parents and students.

Guidelines for using various types of available social media is annexed at Annexure-I.

### ***General Guidelines for Implementing Weekly Plan (for four weeks) for the Learning of Students at the Upper Primary Stage***

- Teachers are advised to call up the parents of the students to apprise them about the conduct of the suggested activities.
- In case Internet is not available at a student's home, then teachers can explain to the students/ parents about each activity over the phone, through SMS and Voice Recorded messages. Teacher must continuously ensure that the activity has been conducted, through a follow-up later.
- In case of availability of Internet and active WhatsApp, Facebook, Google Hangout, Google Mail, telegram, the teacher can forward the guidelines to parents or even students with a brief explanation.
- Teachers should stress the point that learner should not in any way be forced to do the activities. Rather, parents should create an atmosphere conducive to learning, for instance by telling a story or saying "let us play a game." Parents must also make efforts to participate in all these activities along with the learner.
- The week-wise activities are given in the guidelines with overall learning outcomes, as learning outcomes should not be linearly divided. Resources are also mentioned wherever possible.
- Teachers may ask parents to observe changes in learner's behaviour as given in the learning outcomes. Parents/siblings may, through interaction, questions, or similar kind of activities, ensure that the student is indeed making progress in his/her learning. Examples are given in the table itself.
- The activities mentioned are suggestive and can be modified based on the availability of the resources and the prior knowledge of the student.
- At the upper primary stage, the teacher may encourage learners for self-study, readings, and learning by doing with available resources at home under the supervision of parents.
- The week-wise plan is flexible: the teacher can guide parents/students knowing the strengths, limitations and contexts of the families as well as the interests of their learner.
- The activities require observant and active questioning on the part of teacher/parent as the student is progressing in the activity.

- Also, many activities cater to different concepts and skills which have to be developed in the student. A watchful integration of the concepts and prior understanding is required on the teachers'/parents' part.
- **Clear and sufficient verbal and visual instructions are to be given by teachers/parents so that all learners, including Learners with Special needs, are able to follow the activities suggested.**
- **To overcome difficulties of access with respect to learning mathematics, some pupils may require tactile, and others specialised, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in graphs, tables, or bar charts. There may be some learners who may need help in interpreting oral directions or while making mental calculations.**
- Opportunities are to be given to the student for logical reasoning and language proficiency (in terms of expression of thought). Asking good questions and encouraging the student to think would help to achieve this objective.
- Appropriate worksheets can also be created aligned with the activities along with those given in the textbooks.
- Chapter wise e-content is available on the e-pathshala, NROER and DIKSHA portal of Government of India; these may be made use of.
- Before beginning the week-wise alternative academic interventions, teachers need to talk with parents on 'Reducing Stress and Anxiety'. For this, the teacher needs to go through the Guidelines on 'Reducing Stress and Anxiety' annexed at Annexure-I and accordingly develop points to undertake discussion, keeping in view the stage and level of students. Teachers may also conduct WhatsApp conference call or Google Hangout with parents to discuss these concerns.
- In this Calendar, even though experiential learning i.e., Art and Physical Education are integrated into subjects such as Languages, Science, Mathematics and Social Sciences; yet in the interest and for the benefit of the learner, Art Education and Health and Physical Education have also been given special space as curricular areas.
- Integration of pre-vocational skills from Class VI onwards help students to choose relevant vocational courses at the secondary stage. Therefore, development of pre-vocational skills at the upper primary stage is needed.

Many pre-vocational skills have been given space in various subject areas in an integrated manner. However, this needs to be emphasised by the teachers and parents. In view of giving an understanding of pre-vocational skills through various subject areas, details of pre-vocational components in terms of learning outcomes have been given in Annexure-III. These components need to be emphasised in different activities across subject areas.

- Before the teacher begins explaining these activities, he/she must guide /explain to parents / guardians and learners the reasons for and the merits of using this calendar.

### **TRANSACTIONAL METHODOLOGY**

- (1) **The focus should be on helping students become self-learners.**
- (2) Teachers may form Whatsapp groups/Microsoft TEAMS for different classes. Further, instead of directly providing the resources to students, this can be done as per the need of the content.
- (3) For any concept/topic teachers may ask students in the group to go through a particular portion of the chapter, after which he/she may initiate a discussion related to it, to be deliberated upon later. This may help teachers to know students' thought process or approach to a problem.
- (4) Teachers may highlight only important points during the discussion; rest of the work is to be undertaken by students themselves. Teachers may intervene only when necessary; they may also provide the link of available resources that students may refer to.
- (5) As in the regular classroom, teachers facilitate learners in understanding concepts by involving them in certain activities in groups — similarly, they may form small groups on Whatsapp. Each group may be assigned different tasks and then they may be asked to revert back after a certain period of time.

## **Exemplar: Story**

### **For the teacher (How to conduct Reading Activity guiding students through mobile)**

Learning is based on previous knowledge. If learner can connect their prior knowledge and experiences to the current task, they respond with more interest. The process would involve pre reading, while reading and post reading activities.

#### **Pre reading**

Some pre reading activities that you can use are:

Asking questions related to the theme of the story, showing pictures to generate ideas and related vocabulary.

Teaching new vocabulary or expressions that will appear in the story.

Giving some listening activity to the learners related to the theme.

#### **While reading**

Depending on the length of the text, divide it into parts. While reading the text, pause to check the comprehension of the learners for each part. This can be done by using true/false, matching, multiple choices, short answer, gap filling, completion type, word attack and table completion type questions, etc. Alongside, activities on the four skills: Listening, Speaking, Reading and Writing (LSRW) may also be given.

#### **Post reading**

Post reading activities can focus on aspects beyond the text.

Grammar in context

Writing activities of various kinds

Listing points for debate

Writing dialogues for role play

Arranging sentences in a paragraph

Retelling in a group

Creating his/ her own ending

Story mapping

Story boarding

Reflecting

## ***Suggestions for engagement and assessment of Students***

Assessment need to be an integrated part the teaching-learning process whether through face-to-face-mode or distance mode. Learners may be motivated for self-assessment. Following are some activities through which learners at any stage can do self-assessment under the guidance of teachers and parents. Teachers need to keep in view – that the activities must be interesting and challenging for the children.

- Assignments that can be given to students are:
  - ✓ Multiple Choice Questions
  - ✓ Short Answer Type Questions
  - ✓ Long Answer Questions
  - ✓ Activity Based Questions
  - ✓ Open Book questions
- Learners may be motivated to
  - ✓ Solve crossword puzzles
  - ✓ Participate in Online quizzes by using Kahoot (please also see Annexure-I)
  - ✓ Construct Model/ Device related to concept learnt.
  - ✓ Discuss some questions posed by mentor or any query raised by any student.
  - ✓ Write slogans / create any poem on the concept learnt.
  - ✓ Create games on the concept learnt.

## **SUBJECT-WISE WEEKLY ACADEMIC CALENDAR**

The subject-wise weekly academic calendar starts with the Learning Outcomes. Learning outcomes may be understood by the changes in behavior of students which may be observed during the process of learning leading to development of competencies and skills in students. Students may ask questions, construct sentences, develop stories, think of innovative methods to solve problems, etc., during their learning process. Their responses/ changes in the process of learning lead to the development of competencies and skills. These responses and changes are not fixed, in the sense that they may vary depending on the pedagogy that the teacher uses. However, they are all inter-linked and cumulative in nature. They need not be measured, rather they need to be observed and if required, supported, particularly if a gap in learning is identified. It is emphasised again that learning outcomes are not

textbook dependent. These require focus on a student's day-to-day experiences. The importance for the teachers and parents to know about the learning outcomes is that it would help them to observe the progress in the learning of their children during the process rather than taking learning as an end product.

The next column is titled 'Resources'. This provides the teachers references to textbooks, chapters, themes, e-resources, some web links, etc. which may be referred to while designing contextual activities for children. These would also be helpful for parents to understand the activities they are going to conduct with their children. It may be mentioned here that there is no one-to-one mapping of activities with the learning outcomes. It is important to point out here that parents/teachers can observe changes in students in terms of their questions, discussion, their actions such as classification of objects, etc., as these changes relate to the learning outcomes, and ensure that the student is learning. The activities given here are exemplar; additionally, teachers and parents may design their own activities that focus on these learning outcomes.

This Calendar is in tabular form and contains class-wise and subject-wise activities related to four languages as subject area, i.e., Hindi English, Urdu and Sanskrit. Since Social Science at the upper primary stage deals with four areas, i.e. History, Social-Political Life, and Geography, activities given are in all these four areas. However, it is up to the choice of teachers and students, which activity they will choose to take up keeping in view the needs of the learner and the available tool.

***(Note- At different places in the following tables, there are specific references to figures and activities, etc., from NCERT textbooks. These are given for exemplar purpose and are suggestive only. In case textbooks developed by states are being used by the schools, it is suggested that the teachers may take examples from their state developed textbooks.)***

## CLASS VI

### English

<i>Learning Outcomes</i>	<i>Source/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• becomes familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion, etc.</li> <li>• listens to English news (TV, Radio) as a resource to develop listening comprehension.</li> <li>• watches/ listens to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond</li> </ul>	<p>NCERT/State developed Textbook</p> <p>The themes chosen at the upper primary stage are:</p> <p><b><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></b></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available). Share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Use QR code reader form mobile.</p> <p>Use resources from creative commons</p>	<p><b>WEEK 1</b></p> <p><b>Competency/Skill-</b> <b>Listening (any theme from the list of themes given under Resources may be chosen)</b></p> <ul style="list-style-type: none"> <li>• Teachers provide learners with online links to listen to poems, etc. and ask them to record their comments and ideas.</li> <li>• Teachers may ask the learners to record their own jokes, riddles / views/ messages, etc. in English.</li> <li>• It will help improve pronunciation. (This may be done through group SMS or mobile call or Whatsapp directly contacting the learner or group of learners.)</li> </ul>

<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts</li> <li>refers to dictionary to check meaning and spelling, and to suggested websites for information</li> </ul>	<p>On line dictionaries</p> <p><a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p> <p>The Free <i>Online English Dictionaries</i> are used for Definitions, meanings, <i>synonyms</i>, pronunciations, games, sound effects, high-quality images, etc.</p> <p><a href="http://dictionary.cambridge.org/dictionary">dictionary.cambridge.org/dictionary</a></p> <p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p>	<p><b>WEEK 2</b></p> <p><b>Competency/Skill- Vocabulary</b></p> <ul style="list-style-type: none"> <li>Give examples on how to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale).</li> <li>Guide learners/parents on conducting the following activities for enhancing vocabulary: <ul style="list-style-type: none"> <li>showing picture/object/illustration and asking for appropriate word(s)</li> <li>word web</li> <li>cross word</li> <li>word ladder</li> <li>giving synonyms</li> <li>giving antonyms</li> <li>explaining through context</li> <li>using dictionaries</li> </ul> </li> </ul>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>reads a variety of texts in English / Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences</li> <li>reads to seek information from a notice board, newspaper, Internet, tables, charts, diagrams and maps, etc.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p>	<p><b>WEEK 3</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>After the learners have listened to the story / text / poem, ask them to read the text on their own.</li> <li>Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.</li> <li>End of the text questions can be attempted by the learners.</li> </ul> <p><b>While reading</b></p> <ul style="list-style-type: none"> <li>Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part. <ul style="list-style-type: none"> <li>Comprehension check can be conducted by using <ul style="list-style-type: none"> <li>true/false,</li> <li>matching,</li> <li>multiple choices,</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• responds to a variety of questions on familiar and unfamiliar texts verbally and in writing</li> </ul>		<ul style="list-style-type: none"> <li>❖ short answer,</li> <li>❖ gap filling,</li> <li>❖ completion type,</li> <li>❖ word attack,</li> <li>❖ questions and answer,</li> <li>❖ table completion type questions etc.</li> </ul>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.</li> <li>• uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing</li> <li>• drafts, revises and writes short paragraphs based on verbal, print and visual clues</li> <li>• writes coherently with focus on appropriate beginning, middle and end in English</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 4</b></p> <p><b>Grammar and Writing</b></p> <ul style="list-style-type: none"> <li>➤ Give students examples of the grammar item and then ask them to underline the grammar items in the text.</li> <li>➤ Ask them to look for more examples online and write them down.</li> <li>➤ Share the steps with the learners about the Process Approach to Writing</li> <li>➤ <b>Brainstorming:</b> jotting down many ideas that occur to an individual's mind or through discussions, pair work, group work</li> <li>➤ <b>Outlining:</b> organizing the ideas into a logical sequence</li> <li>➤ <b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</li> <li>➤ <b>Revisions:</b> in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.</li> <li>➤ <b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</li> <li>➤ <b>Final draft:</b> Write the final draft</li> </ul> <p><i>The writing activities should be related to the immediate environment of the learner. For example, you can ask them to write a letter to their friend describing their routine while staying at home.</i></p> <p><b>Project</b></p> <p>Learners can be asked to request their elders at home to share their personal and community stories (Oral Literature) with them. Learners can make an illustrated (drawing, collage, painting, etc.) collection of five stories by the end of a month.</p>

## Mathematics (Class VI)

<b>Learning Outcomes</b>	<b>Source/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division)</li> <li>recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime</li> </ul>	<p>NCERT/State <i>Mathematics</i> Textbook for Class VI</p> <p>Themes-KNOWING OUR NUMBERS</p> <p>Theme: WHOLE NUMBERS</p> <p>Theme: PLAYING WITH NUMBERS</p> <p>E-resources-</p> <p>1) Knowing our numbers <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48692316b51c01ed5615a9">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48692316b51c01ed5615a9</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486a5316b51c01ee9b1005">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486a5316b51c01ee9b1005</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486b0d16b51c01ec8b1833">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486b0d16b51c01ec8b1833</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486bdb16b51c01ec8b1836">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486bdb16b51c01ec8b1836</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486cb816b51c01ed5615af">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486cb816b51c01ed5615af</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d8060">https://nroer.gov.in/55ab34ff81fccb4f1d8060</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Discussion may be initiated about numbers which students have already studied in Primary classes. The learners may be sent some questions about numbers and may be asked to respond online. For example, what happens to the number 4537 if the digits 3 and 4 are interchanged? Will it increase or decrease? By how much? Why?</li> <li>Learners may be encouraged to quote daily life examples in support of their answers.</li> <li>Projects may be assigned to learners in which they would be required to measure /weigh objects in their house like measure edge of a table, edge of a window etc. Find ways to weigh a pile of books/newspapers, etc. and compare the measures, and send their observations to the teacher and to each other.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Learners may be encouraged to create their own problems besides solving problems from the exercises.</li> <li>Learners may be given questions in which they would be drawn towards observing things around them. For example, give five situations around you where the number of things would be in more than 4 digit numbers. (one of them could be the number of learners in a school)</li> <li>Learners may be asked to perform activities from <i>Laboratory Manual for Elementary Stage</i> (Class VI- Activity 1-6) available on NCERT website. The activities can be done using paper and learners may send their observations to the teachers online. Results may be shared with all.</li> <li>For innovative problems <i>Exemplar Problem Book</i> for Class VI may be referred to, which is available on NCERT website.</li> </ul>

<p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b4704f116b51c01f24a38ae">25/file/5b4704f116b51c01f24a38ae</a></p> <p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</a></p> <p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</a></p> <p>Whole numbers <a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5834db4616b51c7b700a7626">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5834db4616b51c7b700a7626</a> (video in Hindi)</p> <p>Playing with numbers <a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</a></p> <p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</a></p> <p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f</a></p> <p><a href="https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/583503f116b51c7b700a77b2">https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/583503f116b51c7b700a77b2</a> (video in Hindi)</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI)</p> <p>Email- <a href="mailto:support@amtionline.com">support@amtionline.com</a></p>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• The next chapter of ‘Whole Numbers’ may now be discussed on the same lines.</li> <li>• Children may be given questions where they would be required to think and discuss things like: <i>Is it true that Whole numbers are not closed under subtraction. Why or Why not? Subtraction is not commutative for Whole numbers. Justify giving examples.</i></li> <li>• E-resources on NROER may be used to get a better understanding of the concepts.</li> <li>• Teachers may also use NISHTHA module for a better understanding of the transactional strategies.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• The activities of Week 3 may be continued.</li> <li>• After observing the comments sent by students, the teacher may assess them and give appropriate feedback.</li> <li>• Some open ended questions that may be thought of are: <ul style="list-style-type: none"> <li>• <i>For which of the operations the Whole numbers are closed /commutative/associative/ distribute?</i></li> <li>• <i>If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths?</i></li> <li>• <i>Fill in the blanks <math>\_ - \_ = 7</math>.</i></li> <li>• <i>Give some one digit numbers like 1,2,3,4 (Different groups of numbers may be given to different groups). Ask them to form two 2-digit numbers from these (without repeating the digits) such that the sum of these two numbers formed is largest/smallest. Ask the learners to compare the different sums obtained and decide which sum is largest/smallest. Under what condition of placement of digits, it was possible?</i></li> <li>• <i>Learners may be asked to form magic squares of different magic sums. (Information about magic squares is available in the books of The Association of Mathematics Teachers of India.)</i></li> </ul> </li> </ul>
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## Science (Class-VI)

Learning Outcomes	Source/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Identifies food items and their ingredients; what animals are eating such as, squirrel eat nuts.</li> <li>• Classifies food materials and sources into different groups such as, fruits, vegetables, cereals etc.; animals into Herbivores, Carnivores and Omnivores; food as animal products or plant products.</li> <li>• conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in honey?</li> <li>• relates processes and phenomenon with causes such as, making of sprouts and seed germination.</li> <li>• make efforts to protect environment such as, minimising wastage of food.</li> <li>• exhibits creativity in designing, planning, making use of available resources.</li> <li>• exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</li> </ul>	<p><b>Source:</b> NCERT/State developed Science Textbook for Class VI E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. NCERT <i>Science Laboratory Manual</i> at Upper Primary Stage <a href="http://ncert.nic.in/ncerts/1/fhelm202.pdf">http://ncert.nic.in/ncerts/1/fhelm202.pdf</a> NCERT Science Exemplar Problems class VI <a href="http://ncert.nic.in/ncerts/1/feep201.pdf">http://ncert.nic.in/ncerts/1/feep201.pdf</a> Link 1 <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872e0d472d4a1fef81190f">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872e0d472d4a1fef81190f</a>  Link 2 <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5886fb11472d4a1fef810195">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5886fb11472d4a1fef810195</a>  Link 3 <a href="http://aven.amritalearning.com/index.php?sub=99&amp;brch=289&amp;sim=1433&amp;cnt=3271">http://aven.amritalearning.com/index.php?sub=99&amp;brch=289&amp;sim=1433&amp;cnt=3271</a> Link 4 <a href="http://aven.amritalearning.com/index.php">http://aven.amritalearning.com/index.php</a></p>	<p><b>Theme: Food</b></p> <p><b>WEEK 1</b></p> <ol style="list-style-type: none"> <li>1. The learner can be asked to observe different contexts and situations from the immediate environment such as things that are inside/outside their room/ kitchen/ house, etc.</li> <li>2. The learner can prepare a list of food items available in the kitchen (with the help of an elder sibling).</li> </ol> <p><b>WEEK 2</b></p> <ol style="list-style-type: none"> <li>1. The learners can make lists or menu charts containing dishes of their region generally prepared at their homes and discuss about it with family members/peers/ teachers.</li> <li>2. The learners may be asked to watch Link 1 and make sprouts at home. They can use different cereals like <i>whole moong</i>, black gram, <i>rajma</i>, etc., for making sprouts.</li> <li>3. The learner can draw on chart paper the items they eat for their meals (breakfast, lunch and dinner).</li> </ol> <p><b>WEEK 3</b></p> <ol style="list-style-type: none"> <li>1. The learner may be asked to watch Link-2 and use available resources at home such as, books, journals, internet, etc. to search for methods to test the following food components: <ul style="list-style-type: none"> <li>• Protein</li> <li>• Starch</li> <li>• Fat</li> </ul> </li> <li>2. The learner may be asked to take some groundnut powder / coconut powder. He/ she should wrap it in a piece of paper and press on it gently,</li> </ol>

- identifies components of food present in your diet.
- Classifies components of food into starch, protein and fat; diseases/disorders caused by deficiency of vitamins and minerals.
- conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in salt?
- draws labelled diagrams / flow charts of food items they eat.
- relates processes and phenomenon with causes such as, deficiency diseases with diet.
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet.
- makes efforts to protect environment such as, minimising wastage of food.
- exhibits creativity in designing, planning, making use of available resources.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

[?sub=99&brch=289&sim=1433&cnt=3272](http://aven.amritalearning.com/index.php?sub=99&brch=289&sim=1433&cnt=3272)

Link 5

<http://aven.amritalearning.com/index.php?sub=99&brch=289&sim=1433&cnt=4185>

Link 6

<http://aven.amritalearning.com/index.php?sub=99&brch=289&sim=1433&cnt=3273>

taking care that the paper does not tear. He/ she should observe the paper carefully.

- An oily patch on paper shows that the food item contains fat.
  - If no oily patch, it means the food item does not contain any fat.
3. The learner may be asked to read the paragraph on balanced diet In NCERT Science textbook and prepare a chart/collage containing items present in a balanced diet.
  4. The learner may be asked to take a tomato or a fruit such as an apple. He/she may cut it into small pieces (take precaution/ under observation of elder). Do your hands get wet while doing so? (many food materials contain water in themselves).
  5. The learner may use different food items but take care not to waste food material.

#### WEEK 4

##### *The learner may be asked*

- In your kitchen, there are variety of food items, classify it into healthy and junk food items?
- Take one packaged food product of your kitchen and observe its packet carefully such as:
  - Manufacturing date
  - Expiry date
  - Vegetarian/non-vegetarian
  - Ingredients present in it
  - Any other information

Note down all the information and discuss with your family/peer/ teacher.

- Read and watch 3, 4, 5 and 6 links /documents and perform the task mentioned in the videos carefully.

## हिन्दी (कक्षा—छः)

सीखने के प्रतिफल	विषय-वस्तु (थीम) कौशल/ दक्षता	प्रस्तावित गतिविधियां (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p>बदली हुई परिस्थिति में निम्न सीखने के प्रतिफल को हर कक्षा में पहले से चले आ रहे सीखने के प्रतिफल के अलावा जोड़ा जाना चाहिए—</p> <ul style="list-style-type: none"> <li>ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं।</li> </ul> <p><b>राष्ट्रीय शैक्षिक अनुसंधान प्रशिक्षण परिषद् (रा.शै.अ.प्र.प.) द्वारा पूर्व-निर्धारित सीखने के प्रतिफल—</b></p> <ul style="list-style-type: none"> <li>विभिन्न प्रकार की ध्वनियों (जैसे— बारिश, हवा, चिड़ियों की चहचहाहट आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/ सांकेतिक भाषा में प्रकट करते हैं।</li> <li>रेडियो, टी.वी., अखबार, इंटरनेट में देखी/ सुनी गई खबरों को अपने शब्दों में कहते हैं।</li> <li>भाषा की बारीकियों/ व्यवस्था पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे— कविता में लय-तुक, वर्ण-आवृत्ति (छंद)।</li> <li>हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं।</li> </ul>	<p>“प्रकृति, पर्यावरण और मनुष्य”(मुख्य विषयवस्तु) कक्षा—छः उदाहरण—‘वह चिड़िया जो’ (कविता) केदारनाथ अग्रवाल (कवि) (राष्ट्रीय शैक्षिक अनुसंधान प्रशिक्षण परिषद् की पाठ्यपुस्तक <i>वसंत भाग-1</i>)</p> <p>पीडीएफ लिंक— <a href="http://ncert.nic.in/textbook/pdf/fhvs101.pdf">http://ncert.nic.in/textbook/pdf/fhvs101.pdf</a></p> <p><b>नोट—आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</b></p> <p><b>भाषा-कौशल—</b> सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p>	<ul style="list-style-type: none"> <li>शिक्षक एवं शिक्षिकाएँ उपरोक्त पाठ को वर्तमान संदर्भ से जोड़ते हुए अध्यापन कार्य करें। यह कार्य विद्यार्थियों के साथ वीडियो कांफ्रेंसिंग के द्वारा (जैसे—जूम कॉल, व्हाटसप समूह कॉल आदि) या फिर वीडियो पढ़ाते हुए रिकार्ड कर विद्यार्थियों को भेजा जा सकता है। विद्यार्थी इसे अपनी-अपनी पाठ्यपुस्तकों में देखें तथा वर्तमान संदर्भ में उपयोगी प्रोजेक्ट/ दत्त कार्य को पूरा करने का प्रयास करें।</li> <li>क्यूआर कोड (QR Code) में रा.शै.अ.प्र.प. द्वारा तैयार किया गया एवं प्रदत्त कविता का ऑडियो पाठ।</li> <li>ऑडियो लिंक— <a href="https://ciet.nic.in/pages.php?id=vasant-i&amp;ln=en">https://ciet.nic.in/pages.php?id=vasant-i&amp;ln=en</a></li> <li>कवि एवं कविता के बारे में NROER पर उपलब्ध सामग्री।</li> <li>प्रकृति, पर्यावरण और मनुष्य के बीच संतुलन के संदर्भ में नई सूचनाओं का गतिविधि के रूप में रचनात्मक उपयोग।</li> <li>शिक्षण-अधिगम को प्रभावी बनाने के लिए आकलन के उद्देश्य से विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण के लिए प्रेरित करना।</li> </ul>

## Urdu Language (Class-VI)

ہفتہ وار سرگرمیاں (Week –wise – Activities)	ماخذ (Sources / ریسورس)	متوقع آموزشی ماحصل (Learning Outcomes)
<p>ہفتہ - 1 نظم (مٹی کا دیا) کہانی ( عقلمند کسان) اردو انشا : مضمون نویسی</p> <ul style="list-style-type: none"> <li>• دیے کی تصویر، بڑھیا راستے میں دیا جلاتے ہوئے؛ تصویریں کتاب میں دیکھ سکتے ہیں۔</li> <li>• اس کی تصویریں دیکھ کر نظم کو پڑھ سکتے ہیں۔</li> <li>• اپنے بھائی یا بہن کے ساتھ مل کر گاسکتے ہیں۔ لفظوں کو لکھ کر ان کے تلفظ کی ادائیگی کر سکتے ہیں۔</li> <li>• نظم کے مرکزی خیال کے لیے Discussion کر سکتے ہیں۔ جیسے مٹی کا دیا، جھاڑ اور فانوس سے بہتر کیوں ہے؟ اس کے بعد اس کو لکھ بھی سکتے ہیں۔</li> <li>• اس کہانی کے آڈیو میں سن سکتے ہیں۔ کہانی کو اپنے گھر کے ممبروں کو سنا سکتے ہیں۔</li> <li>• کہانی کے مرکزی خیال کو Discussion کر کے لکھ سکتے ہیں۔ کہانی پر رولپلے بھی کر سکتے ہیں۔ کہانی کو ڈرامے کی شکل میں بھی لکھ سکتے ہیں۔</li> <li>• اردو انشا (مضمون نویسی) مضمون: صحت اور صفائی</li> <li>• مضمون صحت اور صفائی پر بات چیت اپنے گھر کے ممبروں سے کر سکتے ہیں۔ صحت اور صفائی پر کوئی آڈیو یا ویڈیو دیکھ اور سن سکتے ہیں۔ اس پر Discussion بھی کر سکتے ہیں۔ جیسے: ہاتھ نہ دھونے سے کیا ہوتا ہے۔ کون کون سی بیماریاں ہو جاتی ہیں۔ اس پر ایک پیرا گراف لکھا جا سکتا ہے۔</li> <li>• مضمون کے لکھنے کے ساتھ کچھ تصویروں کو بھی بنا اور چپکا سکتے ہیں۔ مضمون کو گھر میں سب کو سنایا جا سکتا ہے اور اپنے دوستوں کو بھی Whatsapp پر Share کر سکتے ہیں۔</li> </ul> <p style="text-align: center;"><b>حوالہ جات</b></p> <p>ApniZaban (Audio book) NCERT Website SwayamPrabha Live Kishore Manch, Youtube Etc.</p>	<p>این سی ای آر ٹی ریاست کی درسی کتب</p>	<ul style="list-style-type: none"> <li>• پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں!</li> <li>• اور نظم کو درست لب و لہجے روانی کے ساتھ پڑھتے ہیں!</li> <li>• اپنے خیالات اور تجربات کا اظہار تحریری شکل میں کرتے ہیں!</li> <li>• اپنی تخلیقی صلاحیت (Creative Skill) کا اظہار کہانی، نظم اور مضمون کی شکل میں کرتے ہیں!</li> </ul>

## Social Science (Class-VI)

### a. History

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</i>
<p><b>Student</b></p> <ul style="list-style-type: none"> <li>Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period</li> </ul>	<ol style="list-style-type: none"> <li><b>NCERT textbook Our Pasts I</b></li> <li>Live interaction on Using sources in History <a href="https://youtu.be/tbOQyVrW2tU">https://youtu.be/tbOQyVrW2tU</a></li> <li>Dictionary of History for Schools <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/DicHistory.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/DicHistory.pdf</a></li> <li>Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website. <a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a></li> </ol>	<p><b>Theme: What, Where, How And When?</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Students can read the chapter and mark different terms/concepts like manuscript, archaeology, inscription, coins, source, historian, archaeologists etc appearing in the chapter. Suggest them to consult dictionary of history to understand these terms and write in their notebooks.</li> <li>Suggest them to watch video on YouTube NCERT official on use of sources and their importance.</li> <li>Ask students to prepare a chart/table showing different types of sources like archaeological, literary, oral and also provide 1-2 examples either in written form or in the form of visuals with proper caption using help from internet.</li> <li>This will help teacher to assess different skills of students like identification, classification, creativity and communication skill through visuals or writing.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Provide students visual of a coin or a monument alongwith questions focusing on different aspects/key points of the particular source through whatsapp/ email.</li> <li>Some possible questions can be: <ul style="list-style-type: none"> <li>❖ What type of source is this?</li> <li>❖ What does it show or tell?</li> <li>❖ Who wrote, produced or made it?</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>❖ Why was it written or produced?</li> <li>• Prepare questions based on the source that you are sending.</li> <li>• Students can take a screenshot of the finished activity and send it back to the teacher. This could be assessed by the teacher.</li> <li>• You can also send visuals of some manuscripts, artefacts, buildings, monuments, sites etc. to students and give the following activity:</li> <li>• Write at least 5 questions about the picture. These can be anything you want to know about, but the more unusual ones are often better. Draft these and when you are ready, write them out in best and share back.</li> <li>• This task requires the student simply to examine the picture and to pose questions. This activity could be used to assess the students's ability to observe and frame questions.</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Explains broad developments during ancient period e.g. the first cities on the Indus and relates the development occurring at one place with another.</li> <li>• Locates important historical sites and places on an outline map of India.</li> </ul>	<p><b>1. NCERT textbook (Our Past-I) /State developed Textbook</b></p> <p><b>2. Dictionary of History for Schools</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</a></p> <p>3. Google Hangout  4. Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Learners can virtually walk to any such place and learn a lot about</p>	<p><b>WEEK 3</b></p> <p><b>Theme: In the Earliest Cities</b></p> <ul style="list-style-type: none"> <li>• Suggest learners to do a reading of the chapter and look for various terms/concepts appearing in the chapter in the Dictionary of history.</li> <li>• Suggest them to prepare projects on various topics. Some suggestive topics: <ul style="list-style-type: none"> <li>➤ Discovery of Harappan civilisation, important sites of the civilisation and showing these on an outlined map of the Indian subcontinent.</li> <li>➤ Important features of Harappan cities with a focus on continuity and change that they see in their neighbourhood in some such features.</li> <li>➤ Art and architecture in Harappan civilisation.</li> <li>➤ Case study on any Harappan site in India i.e. Dholavira, Rakhigarhi, etc.</li> </ul> </li> </ul>

	<p>history and culture from this website.</p> <p><a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a></p>	<ul style="list-style-type: none"> <li>➤ Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact.</li> <li>• Use Google Hangout to share, discuss among students and teachers.</li> <li>• Projects can be assigned to different groups of students.</li> <li>• Each group of students can discuss among themselves-how to go about it, assign various tasks to an individual student and regularly be in touch with fellow students.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Groups could be given 3-4 days to complete the project. And when groups are ready with their project report, it can be shared with other students and the teacher using the same platform for a Google hangout meet (date, time of this meet could be decided and shared in advance among all students).</li> <li>• This session could be used by students to discuss, raise questions on other projects along with questions and final comments by the teacher.</li> <li>• You can assess students' projects on different points such as content (introducing the topic, highlighting main issues, concluding remarks), presentation (visual and written both), clarity of thoughts while answering questions, cooperative learning (interaction, participation and taking initiatives to help others), etc.</li> </ul>
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**b. Geography (Class VI)**

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>distinguishes between stars, planets and satellites, e.g., Sun, Earth and Moon.</li> <li>recognises that the earth is a unique celestial body due to existence of life zones of the earth with special reference to biosphere.</li> </ul>	<p><b>Textbook-</b> <b><i>The Earth Our Habitat</i></b> <b>Chapter-1- The Earth in the Solar Systems</b></p> <p><b>Web Resources</b> The National Aeronautic and Space Administration (NASA) website- <a href="http://www.nasa.gov">www.nasa.gov</a> ,<b>Fun Activities To Do @Home</b> <a href="https://www.nasa.gov/stem-at-home-for-students-k-4.html">https://www.nasa.gov/stem-at-home-for-students-k-4.html</a> <b>For Teacher-</b> What is Earth - <a href="https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html">https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</a></p> <p><b>QR CODE</b> <b>0656CH01</b> for interactive activity based on the Solar System <b>on H5P</b> <a href="http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=452">http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=452</a></p> <ul style="list-style-type: none"> <li><b>Trilingual Dictionary of</b></li> </ul>	<p><b>WEEK -1</b> <b><i>Celestial bodies – The Sun , the Moon and the stars</i></b></p> <ul style="list-style-type: none"> <li>Teacher may demonstrate or ask student to do the activity with the help of his/ her parents using torch and sheet of plain paper as mentioned in the chapter on page 1 of the textbook to understand why bright objects of night sky are not visible after the sun rises in the morning. This activity will help them to understand and compare the sky during day and night.</li> <li>The student may be asked to prepare a write up on the sun, the moon and stars and share with their parents and parents may share with the teacher and classmates through WhatsApp.</li> <li>The student may draw diagram to show location of Pole star and Seven stars (<i>Saptarishi</i>).</li> <li>The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter.</li> </ul> <p><b>WEEK -2</b> <b><i>Theme- The Solar System</i></b></p> <ul style="list-style-type: none"> <li>The student may draw colourful diagrams on plain sheet or chart paper to show <b>planets</b> in the solar system.</li> <li>The student may prepare a write up on the Earth by highlighting its uniqueness in the solar system.</li> <li>With the help of parents and other family members, the student may do an activity to learn position of planets with reference to the sun.</li> <li>Student may prepare a write up on the following:</li> <li>What do animals and plants require in order to grow and survive?</li> </ul>

	<p><b>Geography for Schools (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<ul style="list-style-type: none"> <li>• Interpret the diagram shown on page 7 regarding Universe, Milky Way Galaxy, Solar System and the Earth.</li> <li>• The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for the technical terms given in the chapter.</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• identifies latitudes and longitudes, e.g., North Pole, South Pole, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, 180° Meridian and International date line</li> <li>• differentiates between Latitude and Longitude</li> <li>• identifies places on the globe with the help of Latitude and Longitude</li> <li>• locate places on the map with the help of Latitude and Longitude</li> <li>• measures time with reference to Prime meridian.</li> </ul>	<p><b>Chapter-2</b>  <b>Globe: Latitude and Longitude</b>  <b>Resource:</b> Globe, Atlas and World map, Tactile diagrams and models for CWSN</p> <p><b>Web Resources For Teacher and Student</b>  <b>Topic:</b>  <b>“Exploring the Globe”</b> : Youtube – ncert official</p> <p><b>QR Code 0656 CH02</b> for interactive activity to locate heat Zones.  <a href="http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=453">http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=453</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK -3</b>  <b>Theme-The Globe – Latitude and Longitude</b></p> <ul style="list-style-type: none"> <li>• Teacher may use Globe and explain Latitudes.</li> <li>• Student may be asked to explore globe and identify major latitudes and longitudes.</li> <li>• Student may draw a simple diagram to show major latitudes and longitudes. These figures are given on pages 11 and 12 of the textbook.</li> <li>• Teacher may explain tilt of the axis of the earth and the Sun rays by using Torch and Cardboard (Refer to page 12). Learners may also be encouraged to do this activity with the help of their parents.</li> <li>• Student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter.</li> </ul> <p><b>WEEK -4</b>  <b>Theme: Grid, Longitude and Time</b></p> <ul style="list-style-type: none"> <li>• Quiz- A set of cards may be developed by student and their parents. Write names of places on cards and locate places on the globe / world map.</li> <li>• Draw vertical and horizontal lines at equal distances on paper. Label the vertical rows with numbers and horizontal rows with letters. Vertical lines represent Longitudes (East or West) and horizontal lines as Latitudes (North or South). Draw small circles on points where these horizontal lines intersect each other. Find out the location of circles.</li> <li>• With the help of Globe/the world map the teacher may explain time measurement from Prime meridian.</li> </ul>

<ul style="list-style-type: none"> <li>appreciates importance of Standard Time for any country.</li> </ul>		<ul style="list-style-type: none"> <li>Student may be asked to locate Prime Meridian and time difference at 15°E and 15° W meridian on the world map given in the Atlas.</li> <li>Teacher may explain importance of Standard time and Indian Standard Time (IST) by giving examples from India.</li> <li>The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter.</li> </ul>
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### c. Social and Political Life

<b>Learning Outcomes</b>	<b>Sources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b> describes factors responsible for the availability of different occupations undertaken in rural and urban areas</p>	<p><b>NCERT/State Textbook</b> <i>Social and Political Life-I</i></p> <p><b>Livelihood</b> Children and parents may use the following resources and explore Social Science e-resource available online, eg.: NISHTHA Portal <a href="https://itpd.ncert.gov.in/">https://itpd.ncert.gov.in/</a> Download Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi <a href="https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13">https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13</a> Use text module from page 388 to 394 for theme Livelihood QR Code: Interactive activities given in QR Code of each chapter of NCERT Textbook.</p>	<p><b>WEEK-1</b></p> <ul style="list-style-type: none"> <li>Discuss with your parents about different occupations in your locality.</li> <li>Read case studies, listen/watch audio-visuals on different occupations taken up by men and women from different socio-economic background.</li> </ul> <p><b>WEEK-2</b></p> <ul style="list-style-type: none"> <li>Use these resources to learn about concept of livelihood; rural and urban occupations; issues and challenges associated with different types of livelihood; the factors responsible for availability of different livelihoods undertaken in rural areas by men and women, and different sources of livelihoods in your locality.</li> </ul> <p><b>WEEK-3</b></p> <ul style="list-style-type: none"> <li>Ask questions/doubts with your parents/teacher.</li> <li>Draw people engaged in various occupations in rural and urban areas.</li> <li>Make a poster on different occupations taken up by men and women from different socio-economic background.</li> </ul> <p><b>WEEK-4</b></p> <ul style="list-style-type: none"> <li>Solve activities given in QR Code of the chapter.</li> <li>Submit written assignments on any/assigned topic.</li> </ul>

## CLASS VII

### English (Class VII)

Learning Outcomes	Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner-</b></p> <ul style="list-style-type: none"> <li>consciously listens to songs/poems/stories /prose texts in English through interaction and being exposed to print-rich environment</li> <li>listens to English news and debates (TV, Radio) as input for discussion and debating skills</li> <li>watches and listens to English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and eminent speakers</li> </ul>	<p>The theme can be Health and Hygiene</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Use QR code reader form mobile.</p> <p>Use <a href="http://gov.in/WHO/UNICEF">gov.in/WHO/UNICEF</a> sources that are copyright free or in creative commons.</p>	<p><b>WEEK 1</b></p> <p><b>Competency/skill—Listening</b></p> <p>Teachers provide online links to listen to poems /songs/ stories, etc., and ask them to record their comments and ideas.</p> <p>Teachers may ask learners to listen to/see the news and summarise the main points.</p> <p>Learners may listen to audio enabled texts (from audio textbooks of NCERT or any text, if available), share poems, songs, jokes, riddles, tongue twisters, etc.</p> <p>Learners listen to recorded messages. The message can be about how to keep one’s self and community safe during the ongoing Corona virus/COVID 19 outbreak—(For example: By washing their hands with soap for 20 seconds at regular intervals, etc.)</p> <p>Teachers share some links with learners to listen to/ view safety measures in English.</p>
<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>infers the meaning of unfamiliar words by reading them in context</li> <li>refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>	<p>Online dictionaries <a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p> <p>The Free Online English Dictionaries are used for Definitions, meanings, <i>synonyms</i>, pronunciations, games, sound effects, high-quality images at <a href="http://dictionary.cambridge.org/dictionary">dictionary.cambridge.org/dictionary</a></p> <p>QR codes of the textbooks have a few additional activities. These could be used by all learners.</p>	<p><b>WEEK 2</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>The teacher may give examples to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> <li>The teacher may give activities so that learners can understand the use of antonyms (clean/dirty) synonyms (indoor/inside) and homonym (tail/tale).</li> </ul>

**The learner -**

- asks and responds to questions based on texts (from books or other resources) and out of curiosity
- reads textual/non-textual materials in English/Braille with comprehension
- identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue, etc. (extensive reading)

**WEEK 3**

**Reading**

- After the learners have listened to the story / text / poem, ask them to read the text on their own.
  - Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.
  - Comprehension check can be conducted by using
    - ❖ true/false
    - ❖ matching
    - ❖ multiple choices
    - ❖ short answer
    - ❖ gap filling
    - ❖ completion type
    - ❖ word attack
    - ❖ questions and answer
    - ❖ table completion type questions etc.
- <http://ncert.nic.in/textbook/textbook.htm>
- End of the text questions can be attempted by the learners.

<p><b>The learner -</b></p> <ul style="list-style-type: none"> <li>• uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)</li> <li>• organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience</li> <li>• writes formal letters, personal diary, list, email, SMS, etc.</li> <li>• writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity</li> <li>• writes dialogues from a story and story from dialogues</li> <li>• writes a book review.</li> </ul>	<p>Writing activities should be related to the immediate environment of the learner.</p> <p>For example you can ask them to prepare a poster on <b>Staying Healthy And Safe</b> by referring only to resources on gov.in. QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 4</b></p> <p><b>Grammar and Writing</b></p> <p><i>The teacher may</i></p> <ul style="list-style-type: none"> <li>• Give learners examples of the grammar item and then ask the learners to underline the grammar items in the text.</li> <li>• Ask them to look for more examples online and write.</li> <li>• Share the steps in the Process Approach to Writing with the learners.</li> </ul> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual's mind or through discussions, pair work, group work.</p> <p><b>Outlining:</b> organising the ideas into a logical sequence.</p> <p><b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</p> <p><b>Revisions:</b> in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised through</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> write the final draft</p> <p><b>Project</b></p> <p>Learners can be asked to collect all the advertisements /advisories released from by official sources only like gov.in, WHO and UNICEF and make a collage.</p>
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## हिन्दी (कक्षा—सात)

संभावित सीखने के प्रतिफल	विषय-वस्तु (थीम) कौशल/ दक्षता	प्रस्तावित गतिविधियां (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p>ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं।</p> <p><b>रा.शै.अ.प्र.प.द्वारा पूर्व-निर्धारित सीखने के प्रतिफल—</b></p> <ul style="list-style-type: none"> <li>• किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार व्यक्त करते हैं।</li> <li>• विभिन्न स्थानीय, सामाजिक एवं प्राकृतिक मुद्दों/ घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं। जैसे— लॉकडाउन, प्रकृति और चिड़ियों का चहचहाना।</li> <li>• कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं।</li> <li>• हिंदी भाषा में विभिन्न प्रकार की सामग्री (विशेषकर इंटरनेट पर उपलब्ध समाचार पत्र/पत्रिकाएँ, जानकारीपरक सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद के पक्ष में लिखित या ब्रेल भाषा में तर्क रखते हैं।</li> </ul>	<p>कक्षा—सात उदाहरण— ‘हम पंछी उन्मुक्त गगन के’ (कविता) शिवमंगल सिंह सुमन (कवि) (रा.शै.अ.प्र.प.की पाठ्यपुस्तक वसंत भाग 2)</p> <p>पीडीएफ लिंक— <a href="http://ncert.nic.in/textbook/pdf/ghvs101.pdf">http://ncert.nic.in/textbook/pdf/ghvs101.pdf</a></p> <p><b>नोट—</b> आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p><b>भाषा-कौशल—</b> सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p>	<ul style="list-style-type: none"> <li>• शिक्षक एवं शिक्षिकाएँ उपरोक्त पाठ को वर्तमान संदर्भ से जोड़ते हुए अध्यापन कार्य करें। यह कार्य विद्यार्थियों के साथ वीडियो कांफ्रेंसिंग के द्वारा (जैसे—जूम कॉल, व्हाट्सप समूह कॉल आदि) या फिर वीडियो पढ़ाते हुए रिकार्ड कर विद्यार्थियों को भेजा जा सकता है। विद्यार्थी इसे अपनी-अपनी पाठ्यपुस्तकों में देखें तथा वर्तमान संदर्भ में उपयोगी प्रोजेक्ट/ दत्त कार्य को पूरा करने का प्रयास करें।</li> <li>• QR कोड में रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो/ वीडियो पाठ।</li> <li>• ऑडियो लिंक— <a href="https://ciet.nic.in/pages.php?id=vasant-ii&amp;ln=en">https://ciet.nic.in/pages.php?id=vasant-ii&amp;ln=en</a></li> <li>• कवि एवं कविता पर आधारित रा.शै.अ.प्र.प. एवं यूट्यूब पर उपलब्ध सामग्री।</li> <li>• नवीनतम सूचनाओं का (कविता को ध्यान में रखते हुए) पर्यावरण संतुलन संबंधी गतिविधि के लिए उपयोग।</li> <li>• शिक्षण-अधिगम को प्रभावी बनाने के लिए आकलन के उद्देश्य से विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण, प्रदत्त कार्य के रूप में प्रदान करना।</li> </ul>

## Urdu Language (Class VII)

ہفتہ وار سرگرمیاں (Week –wise – Activities)	ماخذ (Sources)	متوقع آموزشی ما حاصل (Expected of Learning Outcomes)
<p>ہفتہ - 1 نظم : (میرا وطن) کہانی: اعتبار اردو انشا: درخواست لکھوانا نظم : (میرا وطن) نظم کو پڑھ کر وطن کے پرندوں، پہاڑوں اور دریاؤں کے بارے میں لکھ سکتے ہیں۔ ان کی تصویریں اور Youtube پر Video بھی دیکھ سکتے ہیں۔ نظم کو پڑھ کر اپنے گھر میں سنا سکتے ہیں۔ نظم کے مشکل لفظوں کے الفاظ معنی لغت (Dictionary) میں دیکھ سکتے ہیں۔ نظم کو پڑھ کر اُسکا مرکزی خیال لکھ سکتے ہیں۔ وطن پرستی پر اور دوسری نظموں Internet سے دیکھ کر پڑھ اور لکھ سکتے ہیں۔ کہانی (اعتبار) کہانی کو پڑھ کر گھر میں اس پر بات چیت کر سکتے ہیں۔ کہانی پر ڈرامہ کر سکتے ہیں۔ مشکل لفظوں کو پڑھ کر ان کے معنی لکھ سکتے ہیں۔ کہانی کو پڑھ کر اس کے کرداروں کے بارے میں لکھ سکتے ہیں۔ بابا بھارتی جیسے لوگ اس پاس اپنے اگر دیکھے ہوں تو ان کے بارے میں ایک پیرا گراف لکھ سکتے ہیں۔ اردو انشا(درخواست) پرنسپل کے نام درخواست لکھ سکتے ہیں۔ Youtube پر درخواست کا نمونہ دیکھ سکتے ہیں۔ فیس معاف کرنے کے لیے اور دو دن کی چھٹی کی درخواست لکھ سکتے ہیں۔ اپنے گھر کے ممبروں کے ساتھ درخواست پر بات چیت کر سکتے ہیں اور ان کو پڑھ کر سنا سکتے ہیں۔ Whatsapp پر اس کو دوستوں اور ساتھیوں کو Share بھی کر سکتے ہیں۔ حوالہ جات ApniZaban (Audio book) NCERT Website SwayamPrabha Live Kishore Manch, Youtube Etc.</p>	<p>این سی ای آر ٹی ریاست کی درسی کتب</p>	<p>کہانی اور نظم کو سمجھ کر پڑھتے ہیں! ریڈیو، ٹی وی پر نشر ہونے والے پروگراموں کو سنتے ہیں اور اپنی اپنیرائے کا اظہار کرتے ہیں! نظموں اور کہانیوں کے مرکزی خیال کو لکھتے ہیں! درخواست کو لکھتے ہیں! درخواست لکھنے کی زبان کو صحیح املا اور خوشخط لکھتے ہیں!</p>

## Mathematics (Class VII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b> multiplies /divides two integers. interprets the division and multiplication of fractions uses algorithms to multiply and divide fractions /decimals.</p>	<p>NCERT /State <i>Mathematics</i> textbook for Class VII</p> <p>Chapter 1: INTEGERS</p> <p>Chapter 2: FRACTIONS AND DECIMALS</p> <p>E-resources: Integers <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583b8a16b51c01cccebeb0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583b8a16b51c01cccebeb0</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42cea016b51c0171d33ab0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42cea016b51c0171d33ab0</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583c6616b51c01cdff01fd">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583c6616b51c01cdff01fd</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58dd3a87472d4a03227bf998">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58dd3a87472d4a03227bf998</a></p> <p>Fractions and decimals <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8494">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8494</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>The first chapter is about Integers in which multiplication and division of integers is dealt.</li> <li>Discussion may be initiated about integers which students have already studied in Class VI. The learners may be sent some questions about integers and may be asked to respond online.</li> <li>Different ways of introducing multiplication of integers may be discussed (On the number line, through patterns, etc.) Students may be encouraged to form examples and look for patterns. Teachers and other learners may give their comments. This may continue in Week 2 as well.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Learners may be introduced to properties of multiplication of integers. They may observe the patterns and send their observations to the teacher. Generalisation of the property may then be discussed.</li> <li>Exercises from the textbook of <i>Mathematics</i> for Class VII and <i>Exemplar Problem Book</i> for Class VII may be attempted. Learners should send their solutions to the teacher and teacher and other learners may discuss about them.</li> <li>Teacher may select appropriate activities from <i>Laboratory Manual for Elementary Stage</i> (Activities 29, 38) in mathematics and ask the learners to perform them and send their observations. Conclusions about the concept can then be drawn after discussion.</li> <li>Concept of division of integers can then be discussed on similar lines.</li> </ul>

	<p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8b7472d4a9b25a0875c">72d4a9b25a086cc</a> (video in Hindi)</p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8b7472d4a9b25a0875c">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8b7472d4a9b25a0875c</a> (video in Hindi)</p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57d9044f16b51c0312a1ef63">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57d9044f16b51c0312a1ef63</a> (Video in Hindi)</p>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• On similar lines as done in earlier weeks concept of multiplication of fractions can be taken up.</li> <li>• E resources can be used for better visualisation and understanding of concepts.</li> <li>• While getting comments from learners, teachers may assess understanding of learners about the concepts and plan for an appropriate feedback.</li> <li>• In all the activities learners may be encouraged to draw their inferences and try to justify them through examples.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Concept of division of fractions can then be discussed using activities in the textbook and laboratory manual in mathematics at Elementary stage</li> <li>• The activities and their online sharing can continue in Week 4.</li> <li>• Laboratory Manual for Elementary stage (Activities 35,36,37,39,40)</li> <li>• Learners may be involved in a game which goes as follows: <ul style="list-style-type: none"> <li>➤ <i>Think of a number</i></li> <li>➤ <i>Add 7 to it</i></li> <li>➤ <i>Multiply the result obtained by 2</i></li> <li>➤ <i>Subtract 4</i></li> <li>➤ <i>Find half of the result obtained</i></li> <li>➤ <i>Subtract original number.</i></li> <li>➤ <i>Learners may tell the number obtained</i></li> <li>➤ <i>Discuss the game by changing its rules and try to find how all of them get the same answer under given conditions.</i></li> </ul> </li> <li>• More such games can be played, but at the end of the game an attempt should be made to discuss about the relation between the conditions of the game and the result obtained. It may lead to understanding of some relation between numbers. The games can be modified for integers/fractions.</li> </ul>
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## Science (Class VII)

<b>Learning Outcomes</b>	<b>Source/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner —</b></p> <ul style="list-style-type: none"> <li>identifies different types of motions on the basis of observable features such as motion along a straight line or along a circular path etc.</li> <li>differentiates between different types of motions on the basis of their properties such as the speed, change in direction of motion etc.</li> <li>conducts simple investigations to seek answers to queries, e.g., change in time period on changing length of pendulum or mass of bob</li> <li>measures and calculates time required to complete a task, cover a distance; speed of moving objects; time period of a simple pendulum, etc.</li> <li>draws diagrams/ plots and interprets graphs e.g., distance-time graphs</li> <li>constructs models</li> </ul>	<p><b>NCERT/State Textbook</b>  <b>Theme: Moving Things, People and Ideas</b>  <i>Chapter: Motion and Time</i>            Slow or Fast Speed            Measurement of Time            Measuring Speed            Distance-Time Graph</p> <p><a href="http://ncert.nic.in/textbook/pdf/gesc113.pdf">http://ncert.nic.in/textbook/pdf/gesc113.pdf</a>            Chapter 13 NCERT Science Textbook Class 7            Laboratory Manual in Science for Class VI-VIII  <a href="http://www.ncert.nic.in/exemplar/labmanuals.html">http://www.ncert.nic.in/exemplar/labmanuals.html</a>            E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</p>	<p><b>WEEK 1</b></p> <p><b>The learner may be asked to</b></p> <ul style="list-style-type: none"> <li>Observe his/her surroundings and make a table of different things which are in motion. Further classify these moving things according to their type of motion. The observations can further be divided into fast and slow moving things.</li> <li>Write justifications for each entry you made in the table, i.e. why it has been kept in that column?</li> <li>Draw the pictures/diagrams of your observations and decorate it. (Art integrated Learning)</li> <li>Find the speed of hopping on one leg. (Activity 36 from the below link)  <a href="http://ncert.nic.in/ncerts/1/fhelm205.pdf">http://ncert.nic.in/ncerts/1/fhelm205.pdf</a>            The activity may be modified so that it can be performed within the house or room. Use a regular stopwatch/ or stopwatch in the mobile. The distances can be changed so as to fit in within the available length. Then try to answer the questions given after the activity.</li> <li><b>Search on the internet how people used to measure time before the invention of modern clocks/watches.</b> (links should not be provided everywhere because our learners need to become independent learners).</li> <li><b>By using a time measuring device available in your house (clock, wrist watch or mobile) measure time required for different daily life activities.</b> For example, while cooking rice, pulses, filling one bucket of water, the time taken by a fan to completely come to rest after it is switched off, the time taken by ½ litre and 1 litre milk to boil under same conditions, etc. Record your observations in your copy</li> </ul>

<p>using materials from surroundings and explains their working, e.g. SUN DIAL, Simple Pendulum</p> <ul style="list-style-type: none"> <li>discusses and appreciates stories of scientific discoveries</li> <li>applies learning of scientific concepts in day-to-day life, e.g. in measuring speed of different moving objects</li> <li>exhibits creativity in designing, planning, making use of available resources, etc. eg. Measuring distance in absence of standard scales by using objects of known lengths etc.</li> <li>exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices etc such as reporting the findings honestly, supporting other friends in need etc</li> </ul>		<p>and discuss with your friends, elders or teachers.</p> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li><b>Project:</b> Make your own sundial. (For details, refer to your textbook or the internet.)</li> <li><b>Make a simple pendulum and find its time period.</b> (Activity 13.2 NCERT Textbook)</li> <li><b>Perform the above mentioned activity by changing the length of the pendulum and also by changing the mass of the bob.</b> Write your observations in each case. <ul style="list-style-type: none"> <li>Do you observe any change in time-period on changing the length of the pendulum or mass of the bob?</li> <li>Search on the internet to find the reasons for your observations or you can discuss with your friends, elders or teachers. Caution: Perform all the activities under the guidance of elders.</li> </ul> </li> <li><b>Measure speed of any rolling object.</b> (Activity 13.4 NCERT textbook) <a href="https://www.youtube.com/watch?v=SpyO-ty1j5o">https://www.youtube.com/watch?v=SpyO-ty1j5o</a></li> <li>Watch this programme and try to understand about different types of graphs and their nature.</li> <li>Make a distance time graph for your toy car or any rolling object. Identify its type of motion and speed from this graph.</li> </ul>
<p><b>Learner:</b></p> <ul style="list-style-type: none"> <li>identifies electric components on the basis of observable features, i.e., appearance, functions, etc. eg. Identifying Switch,</li> </ul>	<p><b>Theme: How Things Work — Electric Current and its Effects</b> Symbols of Electric Components Heating Effect of Electric Current Magnetic Effect of</p>	<p><b>WEEK- 3</b></p> <p><b>The learner may be asked to Identify the electric components used in the house. Draw their diagrams; write their names and symbols.</b></p> <ul style="list-style-type: none"> <li>Learners may take help from their textbook and also search on the internet for the symbols not available in the book.</li> <li>Open the link given below</li> </ul>

<p>regulator etc on their function</p> <ul style="list-style-type: none"> <li>differentiates between different effects of electric current, on the basis of certain observations eg. Heating effect, magnetic effect etc.</li> <li>conducts simple investigations to seek answers to queries, e.g., effect of adding more number of cells in an electric circuit</li> <li>relates processes with causes, e.g., heating of conducting wire, deflection in magnetic needle due to a current, etc.</li> <li>explains processes, e.g., heating and magnetic effects of electric current, etc.</li> <li>draws labelled diagrams and circuit diagrams of electric components, electric circuits, organ systems electric circuits; experimental set ups; etc.</li> <li>constructs models using materials from surroundings and explains their working, e.g.,</li> </ul>	<p>Electric Current Electromagnet Electric Bell Chapter 14 NCERT Science Textbook Class VII <a href="http://ncert.nic.in/textbook/pdf/gesc114.pdf">http://ncert.nic.in/textbook/pdf/gesc114.pdf</a> Exemplar Problems, Ch. 14, Class VII Science <a href="http://ncert.nic.in/ncerts/1/geep114.pdf">http://ncert.nic.in/ncerts/1/geep114.pdf</a> Laboratory Manual in Science for Class VI-VIII <a href="http://www.ncert.nic.in/exemplar/labmanuals.html">http://www.ncert.nic.in/exemplar/labmanuals.html</a> E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Chapter 13, Class VI NCERT <a href="http://ncert.nic.in/textbook/pdf/fesc113.pdf">http://ncert.nic.in/textbook/pdf/fesc113.pdf</a></p>	<p><a href="https://www.youtube.com/watch?v=4IIT2s7Q1g8&amp;feature=youtu.be">https://www.youtube.com/watch?v=4IIT2s7Q1g8&amp;feature=youtu.be</a> <b>Watch the video carefully and try to make your own circuit for this and play with your family members.</b></p> <ul style="list-style-type: none"> <li>Open the link given below <a href="https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871106472d4a1fef810c49">https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871106472d4a1fef810c49</a></li> <li><b>Watch the video carefully and try to make your own simple electric switch.</b> <i>Note: Instead of generator shown in the video you can use a combination of two dry cells and in place of crocodile clips you can use copper wires directly.</i></li> <li><b>Make an electric circuit as shown in Fig. 14.7 in Ch. 14 of NCERT Textbook (Class VII Science).</b> <i>Note: Nowadays mostly we find LEDs instead of the bulb shown in the figure. If LED is available instead of the bulb shown in the figure, then make sure that you are connecting positive terminal of the cell to the longer leg of the LED.</i> For making these circuits, take help from your elders and try to find an old torch or other electrical devices from which you can collect the required items for your circuits.</li> <li><b>Make a simple electric circuit using few dry cells, LED or torch bulb and wires.</b> Observe the effect on intensity or glow of bulb on increasing the number of cells in the circuit. Repeat the activity with a fuse torch bulb and note the observations. Discuss the observation with your friends, elders and teacher.</li> <li>Open the link given below <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4d793e16b51c01e4ec660a">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4d793e16b51c01e4ec660a</a> <b>It is an interactive simulation, play with the simulation to learn more about electric circuits.</b></li> </ul> <p><b>Heating effect of electric current</b></p> <ul style="list-style-type: none"> <li><b>Make an electric circuit as shown in Fig. 14.7 or Fig. 14.9 or Fig. 14.10, Ch. 14</b></li> </ul>
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<p>electromagnets; electric fuse, etc.</p> <ul style="list-style-type: none"> <li>discusses and appreciates stories of scientific discoveries eg. How magnetic effect of electric current was discovered etc.</li> <li>applies learning of scientific concepts in day-to-day life, e.g., connecting two or more electric cells in proper order in devices; discussing the importance of electric fuse in the circuits etc.</li> <li>exhibits creativity in designing, planning, making use of available resources, etc. eg. finding magnets from broken or non working speakers or headphones etc.</li> </ul>		<p><b>NCERT Textbook (Class VII Science).</b></p> <p>After keeping the switch ON for few seconds, touch the bulb (Fig. 14.7) or wire (Fig. 14.10) connected in the circuit. What have you observed?</p> <p>Discuss with your friends, elders and teacher about your observations.</p> <ul style="list-style-type: none"> <li><b>Collect information about various electrical equipments whose performances are based on the heating effects of electric current. This information can be collected by discussing with elders, friends, teachers or by surfing on internet. Try to identify the equipments in your house which work on this effect.</b></li> </ul> <p><b>WEEK-4</b></p> <ul style="list-style-type: none"> <li><b>Make a circuit as suggested in Activity 14.4 in NCERT Textbook (Class VII Science), for understanding the purpose of a fuse in an electric circuit.</b> Discuss the importance of fuse in an electric circuit with your friends. <b>You can write a short narrative for emphasizing the need of an electric fuse in our household circuits. You can also make a poster showing the need of electric fuse in circuits.</b></li> <li><b>Perform the activity 14.5 as suggested in NCERT Textbook (Class VII Science), for understanding the magnetic effects of electric current.</b> <i>Note: You may not have a magnetic needle in your house, for this you can use a magnetized pin fitted in cork or thermocol floating on water surface (Refer to Activity 6 Ch. 13 NCERT Text book Class VI<sup>th</sup>). You may have a magnet or try to find a magnet from the old radio, speakers or head phones which are unusable.</i></li> <li>Change the polarity of cell used or number of cells used in the circuit.</li> <li>Note down your observations. Discuss your observations with your friends, elders or teacher.</li> </ul>
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		<ul style="list-style-type: none"> <li>• <b>Open the link given below</b>  <a href="https://www.youtube.com/watch?v=a1EWahLuGY&amp;feature=youtu.be">https://www.youtube.com/watch?v=a1EWahLuGY&amp;feature=youtu.be</a>  <b>Watch the video carefully and try to understand how magnetic effect of current was discovered.</b></li> </ul> <p><i><b>Project:</b> Make an electromagnet using dry cells, iron nail and insulated wire.</i></p> <p><b>During the project, try to find out answer of following questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What do you observe when number of turns is increased or decreased?</b></li> <li>• <b>Do you observe if number of cells is increased or decreased in the circuit?</b></li> <li>• <b>Note your observations and discuss with your friends, elders and teacher.</b></li> <li>• <b>Try to find out the uses of electromagnets in our daily lives.</b></li> <li>• <b>Write down the differences between a permanent magnet and an electromagnet.</b></li> <li>• <b>Search on the internet and try to understand how an electric bell works. Which effect is responsible for its working?</b></li> <li>• <b>Discuss your findings with your friends, elders and teacher.</b></li> </ul> <p><i><b>Note:</b> Since everyone is supposed to stay at home, therefore all the communications with friends and teachers should be done through call or chat. Learners may take pictures or videos of their circuits/devices and can share with their friends and teachers.</i></p>
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## Social Science (Class-VII)

### a. History (Class VII)

<b>Learning Outcomes</b>	<b>Concept</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner is able to</b></p> <ul style="list-style-type: none"> <li>• understand how historians study the past</li> <li>• know the importance of sources</li> <li>• how the developments/changes take place during medieval period</li> <li>• differentiate between the historical period</li> <li>• analyse administrative measures and strategies adopted by new dynasties</li> <li>• understands the wealth created by them, consequently achievements in the area of irrigation and construction of new buildings</li> <li>• tries to explain about establishment of new kingdoms</li> </ul>	<p>Source: <b>NCERT Syllabus for Upper Primary Classes</b></p> <p><b>NCERT History textbook-Class-VII, Our Pasts</b></p> <ul style="list-style-type: none"> <li>• Broad historical trends</li> <li>• Kinds of sources, e.g. chronicles, paintings, coins, inscriptions, documents, literature</li> <li>• Pattern of political development, military conquests</li> <li>• Understanding of the connection between political and economic process</li> </ul>	<p><b>WEEK-1</b> <b>Study of the past:</b></p> <ul style="list-style-type: none"> <li>• To make the student understand the differences taking place over the years the teacher/parent encourages the student to see the atlas/ map of India and observe the change in names of various places and the basic structure of society. The student may</li> <li>• Discuss with parents/peers/elder brother/sister about the reason for change of names.</li> <li>• Ask questions with teachers</li> <li>• Try to analyse these reasons and discuss with teachers</li> </ul> <p><b>WEEK-2</b> <b>Sources: The learner</b></p> <ul style="list-style-type: none"> <li>• Tries to understand the importance of history and the way of knowing the past. Discuss it with teachers/ parents/ peers/ siblings why to study history.</li> <li>• Once explained by teacher, tries to differentiate between various types of sources of studying the past</li> <li>• Differentiates between various sources like coins, old books (chronicles), manuscripts, paintings, architecture (buildings) used to know about the historical period</li> <li>• Observes various coins and currency notes at home and tries to figure out how the political and economic aspects can be known through these.</li> <li>• Writes a note/project on coins/currency with the help of parents and submit online for further clarifications.</li> </ul> <p><b>WEEK-3</b> <b>Technology</b></p> <ul style="list-style-type: none"> <li>• If the learner has seen any irrigation technology in or around her surroundings, then compares it with the technology of the past i.e. Persian Wheel, which was used for irrigation.</li> <li>• The learner is aware about certain modern weapons of war as observed in TV or pictures or in the form of toys, and compares with firearms used in the past during warfare.</li> </ul>

		<ul style="list-style-type: none"> <li>• The learner may discuss with parents about the advantage enjoyed by the countries which are having superior military technology. Ask questions with teachers about this superior military technology during medieval period and the expansion of empire.</li> <li>• While discussing with the peer group or with siblings, the learner develops an understanding that a ruler having superior military technology is a prosperous and wealthy ruler having control over a large area.</li> <li>• Construction of large palaces, forts, monuments, roads etc. by these powerful rulers is thus explained by parents/ teachers.</li> </ul> <p><b>Assignment/Project</b></p> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Collects picture from newspapers, magazines to show latest irrigation technology being used, war being fought with latest technological warfare</li> <li>• Shows photos and videos of the changes taking place in society and economy, prosperity of the people.</li> <li>• Shows pictures of splendid temples of south India built during medieval period and explain about the massive architecture (Source: <a href="http://www.nroer.gov.in">www.nroer.gov.in</a>)</li> </ul> <p><b>WEEK-4</b></p> <p><b>Establishment of kingdoms</b></p> <ul style="list-style-type: none"> <li>• The teacher with the help of parents may administer a theme of establishment of new kingdoms and the reasons behind their success.</li> <li>• This may be debated amongst the peers and prepare a project and tries to submit it online. (Source: NCERT Textbooks, State government textbooks, any other supplementary books)</li> </ul>
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## b. Geography (Class VII)

<b>Learning Outcomes</b>	<b>Sources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• describes different components of the environment and the interrelationship between them.</li> </ul>	<p><b>NCERT Textbook:</b> <b>Our Environment</b> <a href="http://ncert.nic.in/textbook/textbook.htm?gess2=0-9">http://ncert.nic.in/textbook/textbook.htm?gess2=0-9</a></p> <p><b>Theme:</b> <b>Environment</b></p>	<p><b>WEEK 1</b></p> <p><b>Theme- Environment</b></p> <p><b>The learner may be asked to</b></p> <ul style="list-style-type: none"> <li>• Read the Chapter — Environment. In the beginning a story is given in which some learners are discussing about the changes which have taken place in their environment.</li> </ul>

<ul style="list-style-type: none"> <li>Shows sensitivity to the need for conservation of natural resources—air, water, energy, flora and fauna.</li> </ul>	<p><a href="http://epathshala.nic.in/topic-d.php?id=0762CHO1">http://epathshala.nic.in/topic-d.php?id=0762CHO1</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</b></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<ul style="list-style-type: none"> <li>Similarly think, and identify if any changes have taken place in our environment in past few years. Write down about these changes.</li> <li>Discuss with parents/ grandparents about the changes which have taken place over the years/decades.</li> <li>Discuss and identify various components of the environment with the help of figure 1.1. given in the chapter.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Learner may</b></p> <ul style="list-style-type: none"> <li>read about the major domains of the earth.</li> <li>encouraged to do following activities:</li> <li>write his/her observations about the surroundings and make a list of uses that the land in the neighbourhood is being put to.</li> <li>Find out the source of the water used in the home come from; make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?)</li> <li>Observe the sky during day and make a note whether the day is cloudy, rainy, sunny, foggy etc.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Imagine an ideal environment where they would love to live and draw the picture of their ideal environment. Those who may not prefer to draw can prepare a write up or a poem on the theme.</li> </ul>
<ul style="list-style-type: none"> <li>Identifies major layers of the earth's interior</li> </ul>	<p><b>Chapter 2: Inside Our Earth</b></p> <p>Interior of Earth</p> <p><a href="http://epathshala.nic.in/topic-d.php?id=0762ch02">http://epathshala.nic.in/topic-d.php?id=0762ch02</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</b></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>The learner can read the chapter and observe figures 2.1 and 2.2 given in the chapter. Elders at home can help the learner to understand about various layers of the earth. An onion or boiled egg can be used to explain about the layers.</li> <li>The learner can draw the diagram of various layers of the earth.</li> </ul>

### c. Social and Political Life (Class VII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner-</b></p> <ul style="list-style-type: none"> <li>differentiates between different kinds of markets.</li> <li>traces how goods travel through various market places.</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p>Theme- Market Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal  <a href="https://itpd.ncert.gov.in/">https://itpd.ncert.gov.in/</a>            Download text Module 12  <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi  <a href="https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13">https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13</a>            QR Code: Interactive activities given in QR Code of each chapter.</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Discuss with your parents about different kinds of markets such as local and shopping complexes in your locality.</li> <li>Read newspaper articles/magazine articles/stories/case studies, listen/watch audio-visuals about different kinds of markets and how goods travel through various market places.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Use these resources to learn about different kinds of markets in your locality; try to differentiate between local markets and shopping complexes and find out how goods travel through various market places.</li> <li>Discuss with your parents about issues and challenges associated with different kinds of markets in your locality.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Ask questions/doubts with your parents/teacher about different types of markets and related issues and challenges.</li> <li>Draw people engaged in various activities in local market based on your experience.</li> <li>Make poster on different activities taken up by people in different kinds of market.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>Solve activities given in QR Code of the chapter.</li> <li>Submit written assignments on any/assigned topic.</li> </ul>

## CLASS VIII

### English (Class-VIII)

Learning Outcomes	Resources	Activities
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarising etc.</li> <li>watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p>Listen to the audio enabled text (from audio textbooks of NCERT or any text, if available)</p> <p>Share some links with learners to watch English educational programmes on Saving our planet</p> <p>Use the QR code reader using a mobile.</p> <p>Use resources from creative commons</p>	<p><b>WEEK 1</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Teachers provide the learners with online links to listen to poems /songs/ stories etc. and ask them to record their comments and ideas.</li> <li>Teachers may ask learners to listen to the news/a talk show on the environment and summarise the main points.</li> </ul>
<ul style="list-style-type: none"> <li>infer the meaning of unfamiliar words by reading them in context.</li> <li>refer to dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing</li> </ul>	<p>On line dictionaries</p> <p><a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a></p> <p>The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, <a href="http://dictionary.cambridge.org/dictionary">dictionary.cambridge.org/dictionary</a></p>	<p><b>WEEK 2</b></p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>showing a picture/object/ illustration</li> <li>word web</li> <li>cross word</li> <li>word ladder</li> <li>giving synonyms</li> <li>giving antonyms</li> <li>explaining through context</li> <li>using dictionaries</li> <li>Learning vocabulary is the key to language learning. It is important to develop vocabulary as it helps in understanding spoken as well as written texts. It is important for the teacher to understand how</li> </ul>

	<p>QR codes of the textbook have a few additional activities.</p> <p>These could be used by all learners.</p>	<p>vocabulary is learned and the factors that play a role in vocabulary development.</p> <ul style="list-style-type: none"> <li>➤ It is useful for the teacher to be aware of the variety of methods that can be used to enhance vocabulary because it helps develop reading comprehension and expression.</li> <li>➤ Give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> </ul>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• read textual/non-textual materials in English/Braille with comprehension.</li> <li>• identify details, characters, main idea and sequence of ideas and events while reading.</li> <li>• read, compare, contrast, think critically and relate ideas to life</li> <li>• infer the meaning of unfamiliar words by reading them in context.</li> <li>• read a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p>	<p><b>WEEK 3</b></p> <p><b>While reading activity:</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Depending on the length of the text divide it into parts and while reading the text check the learners' comprehension for each part.</li> <li>• Comprehension check can be conducted by using <ul style="list-style-type: none"> <li>• true/false,</li> <li>• matching,</li> <li>• multiple choices,</li> <li>• short answer,</li> <li>• gap filling,</li> <li>• completion type,</li> <li>• word attack</li> <li>• questions and answer</li> <li>• table completion type questions etc.</li> </ul> </li> <li>• Having listened to the story / text / poem, ask the learners to read the text on their own.</li> <li>• Learners read the text in chunks (the text may be divided into four or five sections). NCERT textbooks are divided into sections followed by oral comprehension check.</li> <li>• End of the text questions can be attempted by the learners</li> </ul>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• prepare a write up after seeking information in print /</li> </ul>	<p>QR codes of the textbook have some additional activities.</p>	<p><b>WEEK 4</b></p> <p><b>Grammar and Writing</b></p> <ul style="list-style-type: none"> <li>• Give learners examples of the grammar item and then ask them to</li> </ul>

<p>online, notice board, newspaper, etc.</p> <ul style="list-style-type: none"> <li>• communicate accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.</li> <li>• write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.</li> <li>• write short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.</li> <li>• write answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.</li> <li>• write emails, messages, notices, formal letters, descriptions/ narratives, personal diaries, reports, short personal/ biographical experiences etc.</li> <li>• develop a skit (dialogues from a story) and story from dialogues.</li> <li>• write a book review</li> </ul>	<p>These could be used by all learners.</p> <p>Writing activities should be related to the immediate environment of the learner.</p> <p>For example you can ask them to write an article on the topic –“Recycle, Reduce, Reuse”</p>	<p>underline grammar items in the text.</p> <ul style="list-style-type: none"> <li>• Share the steps with the learners about the Process Approach to Writing <ul style="list-style-type: none"> <li>• <b>Brainstorming:</b> jotting down many ideas that may come to an individual’s mind or through discussions, pair work, group work</li> <li>• <b>Outlining:</b> organising the ideas into a logical sequence</li> <li>• <b>Drafting:</b> writer concentrates on the content of the message (rather than the form).</li> <li>• <b>Revisions:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised through</li> <li>• <b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</li> <li>• <b>Final draft:</b> Write the final draft</li> </ul> </li> <li>• <b>Project:</b> Learners can be asked to collect 5 stories and 5 poems related to the Environment and make a compendium. They can also illustrate them with drawings, collages, paintings, etc. OR They can be asked to create illustrated mini biographies of environment saviours such as Greta Thunberg.</li> </ul>
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## हिन्दी (कक्षा —आठ)

संभावित सीखने के प्रतिफल	विषय-वस्तु (थीम) कौशल/ दक्षता	प्रस्तावित गतिविधियां (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>विद्यार्थी</b></p> <ul style="list-style-type: none"> <li>ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं।</li> <li>हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिकाएँ, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग आदि पर छपने वाली समग्री) को समझकर पढ़ते हैं और उस पर अपनी पसंद-नापसंद, राय आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं।</li> <li>कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं।</li> <li>भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे— कविता के शब्दों को बदलकर अर्थ और लय को समझना।</li> <li>पाठ द्वारा अर्जित विषय-वस्तु की समझ को वर्तमान परिवेश से जोड़कर रचनात्मक एवं तार्किक अभिव्यक्ति एवं</li> </ul>	<p><b>कक्षा-8</b></p> <p>उदाहरण— ‘ध्वनि’ (कविता) सूर्यकांत त्रिपाठी ‘निराला’ (कवि) (रा.शै.अ.प्र.प.की पाठ्यपुस्तक वसंत भाग 3)</p> <p>पीडीएफ लिंक— <a href="http://ncert.nic.in/textbook/pdf/hhvs101.pdf">http://ncert.nic.in/textbook/pdf/hhvs101.pdf</a></p> <p><b>नोट</b>— आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p><b>भाषा-कौशल</b>— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p>	<ul style="list-style-type: none"> <li>शिक्षक एवं शिक्षिकाएँ उपरोक्त पाठ को वर्तमान संदर्भ से जोड़ते हुए अध्यापन कार्य करें। यह कार्य विद्यार्थियों के साथ वीडियो कांफ्रेंसिंग के द्वारा (जैसे- जूम कॉल, व्हाटसप समूह कॉल आदि) या फिर वीडियो पढ़ाते हुए रिकार्ड कर विद्यार्थियों को भेजा जा सकता है। विद्यार्थी इसे अपनी-अपनी पाठ्यपुस्तकों में देखें तथा वर्तमान संदर्भ में उपयोगी प्रोजेक्ट/ दत्त कार्य को पूरा करने का प्रयास करें।</li> <li>QR Code में उपलब्ध रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो-वीडियो पाठ।</li> <li>ऑडियो लिंक— <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d3016b51c23fb29eea8#metadata_info">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d3016b51c23fb29eea8#metadata_info</a></li> <li>वीडियोलिंक— <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d6c16b51c23fb29ef1a">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d6c16b51c23fb29ef1a</a></li> <li>कविता की समझ को विस्तार देने के लिए NROER एवं यूट्यूब पर कवि एवं कविता के संदर्भ में उपलब्ध सामग्री।</li> <li>यूट्यूबलिंक— <a href="https://www.youtube.com/watch?v=mfh5hWDW9c4">https://www.youtube.com/watch?v=mfh5hWDW9c4</a></li> <li>बदले हुए परिवेश एवं नवीन सूचनाओं को ‘ध्वनि’ कविता से जोड़कर रचनात्मक गतिविधियाँ तैयार करना एवं प्रकृति की आवाज को वर्तमान परिवेश की आवाज से जोड़ने का संदेश प्रदान करना।</li> <li>शिक्षण-अधिगम की प्रक्रिया के रूप में आकलन का उपयोग करते हुए विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण (प्रदत्त कार्य के रूप में) के लिए प्रेरित करना।</li> </ul>

<p>लिखित एवं मौखिक रूप से प्रदान करते हैं।</p> <ul style="list-style-type: none"> <li>● अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे— कविता, कहानी, निबंध आदि।</li> </ul>		<ul style="list-style-type: none"> <li>● उपरोक्त प्रक्रियाओं को करते हुए ध्यान रखना है कि हमारा उद्देश्य किसी खास कविता को पढ़ाने के बजाए विद्यार्थियों में कविता की समझ पैदा करना है ताकि भविष्य में अगर ऐसी ही कोई कविता उनके समक्ष (पाठ्यक्रम या पाठ्यक्रम से इतर भी) आए तो वे उनका भाव एवं अर्थ-विस्तार कर सकें। परिवेश से जोड़कर कविता का विवेचन कर सकें। साथ ही कविता को पढ़ते-पढ़ाते भाषा और साहित्य के विविध कौशलों को अर्जित कर सकें। वर्तमान संदर्भ में भाषा और साहित्य के शिक्षण-अधिगम की प्रक्रिया में ICT के उपयोग की समझ का विस्तार भी एक उद्देश्य है। यहाँ विधा के रूप में कविता की समझ के साथ-साथ <b>विषयवस्तु (थीम)</b> के रूप में 'प्रकृति, पर्यावरण और मनुष्य' की समझ को भी विस्तार देना हमारा उद्देश्य है। अंततः सारे क्रियाकलापों का उद्देश्य अर्जित ज्ञान और समझ का वास्तविक परिस्थितियों में उपयोग ही तो है।</li> </ul>
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## Urdu Language (Class- VIII)

ہفتہ وار سرگرمیاں (Week –wise – Activities)	ماخذ (Sources)	متوقع آموزشی ما حاصل (Expected of Learning Outcomes)
<p>ہفتہ – 1 نظم : (ماں کا خواب) کہانی: ایک مزے دار کہانی اردو انشا: خط لکھوانا ماں کا خواب (نظم) نظم کو پڑھ سکتے ہیں یا آڈیو میں بوٹیوب میں سن سکتے ہیں! نظم کو ڈرامے کی شکل میں لکھ سکتے ہیں! دوسرے موضوعات پر نظمیں جیسے چاند، سورج، میری مانو غیرہ پر لکھ سکتے ہیں۔ نظم کے مرکزی خیال کو سمجھ کر لکھا جا سکتا ہے۔ اس نظم پر Model بھی بنا سکتے ہیں۔ تھرماکول پر ایکگڑیا کھڑی کر کے اور بچوں کی قطار کو دکھایا جا سکتا ہے۔ اپنے کسی خواب کو لکھ سکتے ہیں۔ دوستوں کو بھی اپنے خواب لکھ کر Whatsapp پر بھیج سکتے ہیں۔ کہانی (ایک مزیدار کہانی) کہانی کو پڑھ کر اس کو لکھ سکتے ہیں اور اس کو گھر میں سنا سکتے ہیں۔ Role Play بھی گھر کے ممبروں کے ساتھ کر سکتے ہیں۔ گرمی، جاڑا اور برسات کے مکالموں کو لکھ سکتے ہیں۔ ان موسموں پر گھر مینبہن/بہانی کے ساتھ بات چیت کر سکتے ہیں۔ کہانی کو پڑھ کر اس کے بارے میں اور مرکزی خیال پر گھر میں Discuss کر سکتے ہیں۔ مشکل لفظوں اور محاروں کے معنی بھی لکھ کر جملے بنا سکتے ہیں۔ اردو انشا (خط لکھوانا) خط کے نمونوں کو نیٹ پر دیکھ کر ان پر گھروالوں سے بات چیت کر سکتے ہیں۔ اپنے کسی دوست یا سہیلی کو خط لکھ سکتے ہیں۔ جیسے آگرہ کے تاج محل، قطب مینار وغیرہ کے بارے میں ساری معلومات لکھ سکتے ہیں۔ اپنے کسی یادگار سفر کو بھی لکھ سکتے ہیں۔ اپنے خط کو E-mail پر بھیج سکتے ہیں۔ Whatsapp پر بھی Share کر سکتے ہیں۔ حوالہ جات ApniZaban (Audio book) NCERT Website SwayamPrabha Live Kishore Manch, Youtube, NROER, etc.</p>	<p>این سی ای آر ٹی ریاست کی درسی کتب</p>	<p>کہانی اور نظم کو مناسب لبو لہجے کے ساتھ سمجھ کر پڑھتے ہیں! کہانی کو جملوں میں لب و لہجے کی مدد سے لکھتے ہیں! نظم اور کہانی کے مرکزی خیال پر بات چیت کرتے ہیں! اپنے تجربات اور خیالات کو آزادانہ طور پر لکھتے ہیں۔ خطوں کو لکھتے ہیں۔</p>

## Mathematics (Class- VIII)

Learning Outcomes	Sources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns</li> <li>• finds out as many rational numbers as possible between two rational numbers</li> </ul>	<p>NCERT Textbook of <i>Mathematics</i></p> <p>Chapter 1: RATIONAL NUMBERS</p> <p>Chapter 2: LINEAR EQUATIONS IN ONE VARIABLE</p> <p>E-resources: Rational Numbers <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48442816b51c01f8f25cde">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48442816b51c01f8f25cde</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48455716b51c01f6790635">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48455716b51c01f6790635</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48461216b51c01f6790637">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48461216b51c01f6790637</a></p> <p><a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4846fe16b51c01f6790645">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4846fe16b51c01f6790645</a></p> <p>Linear Equations in one variable <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57c6f4fb16b51c1d3087a63a">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57c6f4fb16b51c1d3087a63a</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Teacher may initiate discussion about Rational numbers introduced in Class VII by sending some questions to learners. Based on the responses feedback can be given.</li> <li>• Discussion about the properties of rational numbers can begin by motivating the learners to create and observe the examples. Generalisations can then be discussed.</li> <li>• Learners may be asked to compile statements related to properties exhibited by numbers under different operations like addition, subtraction, multiplication and division. They may be encouraged to observe how these properties change as the number system extends. Discussion can be held to evolve a general form of such properties.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Use of Exemplar problem book can be done which is available on NCERT website.</li> <li>• Since learners have learnt decimals in earlier classes, open ended questions of the following form may be discussed. <i>Write those decimal numbers which when rounded off to say second decimal place can give, say, 25.32.</i> Change numbers for different groups and discuss.</li> <li>• The work of Week 1 may be carried further and textbook of Class VIII may be used which is available on NCERT website.</li> <li>• Teacher may also look for e resources on NROER and ask the learners to refer to them and send their observations. The observations of all learners may be compiled and discussion about a general form can be initiated.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• The other properties of rational numbers may now be discussed</li> <li>• The work of properties of rational numbers initiated in Week 2 may be carried further in this week and the next week.</li> </ul>

		<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Learners may be given different linear equations to solve. They may be asked , which of these have solutions that are natural numbers/integers/rational numbers which are not integers.</li> <li>• they may be asked to form equations which have solutions which are whole numbers/integers/rational numbers which are not integers.</li> <li>• Games of the following type can be played: <ul style="list-style-type: none"> <li>• Write a number</li> <li>• Add 2 to it</li> <li>• Multiply the resulting number by 3</li> <li>• Subtract 3</li> <li>• Multiply by 2</li> <li>• Find <math>\frac{1}{6}</math> of the resulting number</li> <li>• Subtract the original number</li> </ul> </li> <li>• Discuss about the answer obtained. Discussion can be made and inference may be sought about the relation between the conditions of the game and the final result. Discuss whether using the variables for the given conditions can make things more clear and if so, how can the conditions be changed to evolve a new set of conditions and a new result. This will help learners to draw a relation between numbers and also how algebra can simplify things.</li> <li>• Assessment of learners can be done by observing their responses. Appropriate feedback can then be given.</li> </ul>
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## Science (Class-VIII)

<b>Learning Outcomes</b>	<b>Sources/Resource</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>Learner</b></p> <ul style="list-style-type: none"> <li>classifies materials such as, natural and human made fibres;</li> <li>differentiates different types of synthetic fibres based on their properties/ characteristics; biodegradable and non-biodegradable materials etc.</li> <li>conducts simple investigations to measure strength of different fibres</li> <li>draws flow charts to depict types of synthetic fibres , their characteristics and uses.</li> <li>applies learning of scientific concepts in day to-day life such as why synthetic fibres should be avoided near fire, why to become fibre wise etc.</li> <li>discusses and appreciates stories of scientific discoveries such as discovery of Nylon makes efforts to protect environment e.g., using plastic and its products judiciously; becoming fiber wise, develop</li> </ul>	<p><b>NCERT/State developed Textbook Theme-Synthetic Fibres</b></p> <ul style="list-style-type: none"> <li><b>Synthetic fibres</b></li> <li><b>Types of synthetic fibres</b></li> <li><b>Characteristics of synthetic fibres</b></li> <li><b>Plastic</b> Learners, Teachers and Parents may use the following materials:</li> <li>E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</li> <li>Live telecast of various science concepts at Swayam Prabha Channel <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></li> <li>Laboratory Manual in Science for Class VI-VIII <a href="http://www.ncert.nic.in/exemplar/labmanuals.html">http://www.ncert.nic.in/exemplar/labmanuals.html</a></li> <li>Exemplar Problems in Science for Class VIII <a href="http://www.ncert.nic.in/exemplar/index.html#view3">http://www.ncert.nic.in/exemplar/index.html#view3</a></li> <li>Synthetic Fibres and Plastics</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Theme- Material</b></p> <ul style="list-style-type: none"> <li><b>Synthetic fibres</b></li> <li><b>Types of synthetic fibres</b></li> </ul> <p><b>Task</b> <i>The learner may be asked to</i></p> <ul style="list-style-type: none"> <li>Collect some samples of cloth materials made up of natural and synthetic fibres.</li> <li>Compare their texture and strength.</li> <li>Make an album/ scrap book by pasting these pieces and write differences you observed among them.</li> <li>Ask elders about the names of various fabrics of cloth materials.</li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>Write a story on discovery of Nylon</li> <li>Make an audio clip on discovery of Nylon and share it in group created by your teacher.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Theme- Material</b></p> <ul style="list-style-type: none"> <li><b>Characteristics of synthetic fibres</b></li> <li><b>Plastic</b></li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>Identify the articles/cloth materials made up of synthetic fibres and observe their characteristics such as strength, action of water, action of heat under supervision of elders.</li> <li>Observe household articles made of plastic.</li> <li>Write a note on use of plastic in our daily lives.</li> <li>Discuss your opinion on the use of plastic with your family members and friends. Do you think its use can be avoided?</li> <li>Discuss about alternatives of plastics with peers on group made by your teacher.</li> </ul>

<p>environment friendly habits by following 5 Rs</p>	<p><a href="http://ncert.nic.in/ncerts/1/heep103.pdf">http://ncert.nic.in/ncerts/1/heep103.pdf</a></p> <ul style="list-style-type: none"> <li>Material: Metals and Non-Metals <a href="http://ncert.nic.in/ncerts/1/heep104.pdf">http://ncert.nic.in/ncerts/1/heep104.pdf</a></li> <li>Learning Outcomes at Elementary Stage <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Discuss about Biodegradable and non-biodegradable materials with peers on group made by your teacher.</li> <li>Write slogans to create an awareness about 5Rs <b>(Reduce, Reuse, Recycle, Recover and Refuse)</b></li> </ul>
<p><b>Learner</b></p> <ul style="list-style-type: none"> <li>differentiates materials such as, metals and non-metals.</li> <li>classifies materials based on their properties/ characteristics, e.g., metals and non-metals</li> <li>conducts simple investigations to seek answers to queries e.g. effect of air and water on different metallic and non-metallic substances, nature of metallic and non-metallic oxides, etc.</li> <li>relates processes and phenomenon with causes, e.g. why does iron get rusted etc,</li> <li>explains processes and phenomenon such as rusting of iron, loss of gold during cleaning of gold jewelry etc</li> <li>Writes word equation for chemical reactions, e.g., reactions of metals</li> </ul>	<p><b>Theme- Materials: Metal &amp; Non-metals</b></p> <ul style="list-style-type: none"> <li><b>Physical properties of Metals and Non-metals</b></li> <li><b>Chemical properties of Metals and Non-metals</b></li> <li><b>Uses of Metals and Non-metals</b> Students, Teachers and Parents may use the following materials:</li> <li>E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</li> <li>Live telecast of various science concepts at Swayam Prabha Channel (<a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a>)</li> <li>Laboratory Manual in Science for Class VI-VIII</li> </ul>	<p><b>WEEK-3</b></p> <p><b>Theme- Material Physical properties of Metals and Non-metals</b></p> <p><b>Task</b></p> <ul style="list-style-type: none"> <li><b>Identify items in your house which contain metals. Try to identify the metals in them.</b></li> <li>Listen to the audios mentioned and try to understand the properties of metals and <b>explore physical properties of metals in your surroundings such as malleability, ductility, sonorous etc.</b> <b>How metals are</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0242e16b51c59f65dfa89">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0242e16b51c59f65dfa89</a></li> <li><b>Dazzling Flame</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0240716b51c59f65dfa43">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0240716b51c59f65dfa43</a></li> <li><b>Discuss about physical appearance of metals on the basis of your observations with your friends on the group created by your teacher</b></li> <li><b>Attempt quiz on the link given:</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d38488a16b51c0173e679a2">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d38488a16b51c0173e679a2</a></li> <li>Make a comic script on properties of metals and non-metals</li> </ul>

<p>and non-metals with air, water and acids, etc.</p> <ul style="list-style-type: none"> <li>draws labelled diagram of activities , simple investigations related to metals and non-metals ,experimental set ups, etc.</li> <li>applies learning of scientific concepts in day to-day life, e.g., purifying water; using appropriate metals and non-metals for various purposes , loss of gold during cleaning by jewelers etc</li> <li>makes efforts to protect environment, e.g making controlled use of fertilisers and pesticides;</li> <li>exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices</li> </ul>	<p><a href="http://www.ncert.nic.in/exemplar/labmanuals.html">http://www.ncert.nic.in/exemplar/labmanuals.html</a></p> <ul style="list-style-type: none"> <li>Exemplar Problems in Science for Class VIII <a href="http://www.ncert.nic.in/exemplar/index.html#view3">http://www.ncert.nic.in/exemplar/index.html#view3</a></li> <li>Synthetic Fibres and Plastics <a href="http://ncert.nic.in/ncerts/1/heep103.pdf">http://ncert.nic.in/ncerts/1/heep103.pdf</a></li> <li>Material: Metals and Non-Metals <a href="http://ncert.nic.in/ncerts/1/heep104.pdf">http://ncert.nic.in/ncerts/1/heep104.pdf</a></li> <li>Learning Outcomes at Elementary Stage <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf</a></li> </ul>	<p><b>WEEK 4</b></p> <p><b>Themes:</b></p> <ul style="list-style-type: none"> <li><b>Chemical properties of Metals and Non metals</b></li> <li><b>Uses of Metals and Non-metals</b></li> </ul> <p><b>Task</b></p> <ul style="list-style-type: none"> <li>Watch the video on given link <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58a3fd42472d4a68b79527f2">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58a3fd42472d4a68b79527f2</a> <i>Try to answer the following:</i> <ul style="list-style-type: none"> <li>Name some metals used in daily life.</li> <li>Why metal sheets can be prepared?</li> <li>Metals are ductile. Comment on it.</li> </ul> </li> <li>Listen to the audio on the links given below and try to understand the reaction of sodium metal with water: <b>Sodium rap</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f024ca16b51c59f65dfb62">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f024ca16b51c59f65dfb62</a></li> <li>Listen to the audio on the link given below and try to understand the reaction of non-metal with air. Write its word equation. <b>Jal gaya sulphur</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0243616b51c59f65dfaa0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0243616b51c59f65dfaa0</a></li> <li>Listen to the audio and watch the video on the links given below: <b>(Munni kyon udaas hai )</b> Audio link: <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0246316b51c59f65dfafe">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0246316b51c59f65dfafe</a> Video link: <a href="https://www.youtube.com/watch?v=BNExO7BapKc">https://www.youtube.com/watch?v=BNExO7BapKc</a></li> <li>Try to understand the reaction of metal with air and water.</li> <li>Write word equation for the reaction.</li> <li>Explore about the amount of loss occur due to rusting of iron every year in our country. Comment on what measures can be taken to prevent rusting of articles.</li> <li>Collect some rust from rusted articles in your house and investigate its nature by using any available natural indicator</li> <li>Create a rap song on uses of metals and non-metals and share it in your group.</li> </ul>
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## Social Science (Class VIII)

### a. History

<b>Learning Outcomes</b>	<b>Sources*/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains the periodisation</li> <li>distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period</li> <li>describes and uses of various sources to know modern India</li> <li>differentiates between various nomenclatures used for various regions of Indian subcontinent and locate them on map</li> <li>explains how the English East India Company became the most dominant power</li> <li>explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p><b>Theme</b> <i>How, When and Where</i></p> <p>Learners and Parents may also visit NROER, an online educational resource repository of NCERT and explore the Modern Indian History e-resource available online, eg.,  <a href="https://www.youtube.com/watch?v=tbOQyVrW2tU">https://www.youtube.com/watch?v=tbOQyVrW2tU</a>  <a href="https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf">https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf</a></p> <p><b>Theme</b> <i>From Trade to Territory: The Company Establishes Power</i>  <a href="https://www.amdigital.co.uk/primary-sources/east-india-company">https://www.amdigital.co.uk/primary-sources/east-india-company</a>  <a href="https://www.eklavya.in/pdfs/Books/SS_TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf">https://www.eklavya.in/pdfs/Books/SS_TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history.</li> <li>Knowledge of the 'why' of things in the local environment of the learner in which he/ she is particularly interested. Therefore, the learner may be interested in a fair annually held in village or city. He/she may be facilitated to know about the origin and development of the fair.</li> <li>For introducing importance of dates, parents may initiate to inform learner about a few important dates of their family, such as when parents were born, when they were married, when he/ she (learner) took birth. Why these dates are important for their family. The learner should be able to tell the 'why' of certain events in social environment.</li> <li>The above mentioned activity/exercise should develop the same ability in regard to the significant events in the life of few great events and in regard to true stories about certain interesting things having historical significance.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Parents may ask the learner or on their own accord he/she should collect pictures and information regarding historical events in a scrap book; their leisure time reading may include books related to historical events. They may also use mobile or computer to gather information.</li> <li>The learner may be asked to draw a family tree of their maternal and</li> </ul>

	<p><b>Theme-</b>  <i>Ruling the Countryside</i>  <a href="https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf">https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&amp;%20Peasants.pdf</a>  Lagaan Movie</p>	<p>paternal side and collect important dates and incidents of each one who is represented in family tree. He/she may talk to grandparents and parents about how different his/her family tree is from the family tree of their childhood.</p> <ul style="list-style-type: none"> <li>• The same exercise may be used for importance of certain places associated with learner, parents or other family members of the family.</li> <li>• Parents may ask the learner to build up history with the help of available source materials, such as newspaper, magazine, books television, internet and also from their elders. For instance, the learner may collect information about current Corona epidemic, causes, origin, spread in different parts of world and India. He/ she may locate these places on the map.</li> <li>• The learner may collect information about such epidemic during British rule from different sources viz, newspaper, magazine, books, television, internet and also from their elders. How colonial ruler dealt with such epidemic that time and how the present government is dealing, and the reason for this difference.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Parents may explain and discuss foreign trade of contemporary time and begin by analysing the manner in which British East India Company and other European Companies operated in India. How armed force used for trade in India may be investigated through few examples and special features of the armed forces are outlined.</li> <li>• Parents may ask learner to describe the main events and personalities of the period and final outcome of this process by showing them map of British ruled areas and areas control under Indian rulers.</li> </ul>
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		<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Parents may brief the learner about revenues and taxes and then ask him to describe new norms introduced by the British rulers for the collection of land revenue and compare them with previous practices of Mughal rulers.</li> <li>• Parent may ask the learner to collect more information about Indigo rebellion and few similar rebellions during British period and also ask them to analyse cause and consequences of such rebellions.</li> </ul>
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## b. Geography (Class VIII)

<b>Learning Outcomes</b>	<b>Sources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learners</b></p> <ul style="list-style-type: none"> <li>• Analyses uneven distribution of natural and human made resources on the earth</li> <li>• Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.</li> </ul>	<p><b>NCERT Textbook: Resources and Development</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?hess4=0-6">http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</a></p> <p>Theme: Resources  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>The learner may be asked to</b></p> <ul style="list-style-type: none"> <li>• Read the narration given in the beginning of a chapter; identify various resources around him/ her; categorise them in two categories – which have commercial value and which do not have commercial value.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Read the types of resources given in the chapter</li> <li>• Make a list of various resources and classify them into renewable and non-renewable resources.</li> <li>• Reflect: Where will one find these resources? Is the distribution even? If no, what are the reasons?</li> <li>• Discuss about it with elders</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Reflect: Are human beings a resource?</li> <li>• Think about all the family members and write how they all contribute as an</li> </ul>

		<p>important resource. Write down their contribution in a notebook.</p> <p><b>WEEK-4</b></p> <ul style="list-style-type: none"> <li>• Suggest ways how we can conserve our resources.</li> <li>• Make the best out of waste e.g. bags from old newspapers, old clothes etc.</li> </ul>
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### c. Social and Political Life (Class-VIII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• identifies the role of Government in providing public facilities such as water, sanitation, road, electricity, etc., and recognises their availability</li> </ul>	<p><b>NCERT/State Textbook</b> <b>Theme-Economic Presence of the Government-Public Facilities</b></p> <p>Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal <a href="https://itpd.ncert.gov.in/">https://itpd.ncert.gov.in/</a></p> <p>Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi <a href="https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13">https://itpd.ncert.gov.in/course/view.php?id=949&amp;section=13</a></p> <p>QR Code: Interactive activities given in QR Code of each chapter.</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Discuss with your parents about public facility and its characteristics.</li> <li>• Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks, etc., in your locality.</li> <li>• Find out who provides the public facilities in your locality and why.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Read case studies, articles and stories related to public facilities given in newspapers/ and magazines, and listen/watch audio-visuals about different types of public facilities and role of Government in providing these facilities.</li> <li>• Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Ask questions/doubts with your parents/teacher about why government must assume the overall responsibility for public facilities even when it gets private companies to do part of the job. Where does the government get money for public facilities? How does lack of access to proper sanitation facilities affect peoples' lives and how does this</li> </ul>

		<p>would impact women and girls more acutely? Make poster on different public facilities in your locality.</p> <p><b>WEEK 4</b></p> <p>Solve activities given in QR Code of the chapter. Submit written assignments on any/assigned topic.</p>
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### संस्कृत (कक्षा—छ: से आठ)

विषय	अधिगमप्रतिफल	पढ़ने की विधि (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p><b>गद्यपाठ (कथा)</b> साहित्य की विभिन्न रोचक गतिविधियों द्वारा भाषाशिक्षणसहज व रोचक हो जाता है। संस्कृत भाषा के अध्ययन के लिए भी कथा, निबंध, गीत व नाटक आदि विविध रोचक सामग्री पाठ्यपुस्तक एवं अन्य रूपों में उपलब्ध हैं, इन्हीं विषयों के अध्ययन के समय एवं संदर्भ में भाषा की व्याकरण भी समझ आती है। दूसरी भाषाओं का पूर्वज्ञान भी संस्कृत भाषा के ज्ञान के लिए सहायक होता है। अतः संस्कृत पढ़ते समय विद्यार्थी अपनी मातृभाषा एवं अन्यभाषाओं के ज्ञान का आधार ले सकते हैं व क्रमशः संस्कृत भाषा में विभिन्न कौशलों का</p>	<p>संस्कृत भाषा के स्वाध्याय में आत्मविश्वास जागृत होगा।</p> <p>अर्थपूर्वक पदों को अलग-अलग करते हुए वाक्य को सुचारु रूपसे पढ़कर सामान्य अर्थ का बोध कर सकेंगे।</p> <p>नए-नए शब्दों को चित्रों के मदद से एवं संदर्भ में देखकर समझ सकेंगे और प्रयोग भी कर सकेंगे।</p> <p>व्याकरण के सामान्य नियम जैसे सन्धि, कारक, विभक्ति आदि का सामान्य बोध एवं प्रयोग कर सकेंगे।</p> <p>आत्मविश्वास के साथ सरल संस्कृत में कथा सुन सकेंगे एवं कह सकेंगे।</p>	<p><b>पाठकेपूर्व</b>—प्रकृत पाठ पढ़ने के पहले पाठ के विषयपर उपलब्ध ई-सामग्रियों की सहायता ले सकते हैं। विषय पर सामान्य जानकारी मिल जाने से भाषा समझना सहज हो जाता है।</p> <p><b>प्रथमपठन</b>—ध्यान से कथा का एक साथ पूरा वाचन करें। सामान्य आवाज़ से पढ़ते हुए शब्दों को पहचानते हुए कहानी का सामान्य अर्थ समझने के लिए प्रयास करें। सन्धि या समास में अलग-अलग पदों को अर्थ सहित पहचानें। जैसे उक्त कथा में—यथाऽहम् (यथा अहम्), मत्स्यकूर्मादीन् (मत्स्य + कूर्म + आदीन्), मैवम् (मा एवम्) इत्यादि। ऐसा करने से पदों के अर्थ एवं वाक्यों के अर्थ को समझने में बड़ी सहायता मिलेगी। संस्कृत वाक्य में प्रयुक्त शब्द अधिकतर हिंदी अथवा अन्य भारतीय भाषाओं में उपलब्ध होते हैं, अतः उनके अर्थ समझना कठिन नहीं होता। यदि कथा में कोई अपरिचित शब्द आते हैं तो संदर्भ में उनके अर्थ का सामान्य अनुमान लगाकर आगे बढ़ना चाहिए एवं कथा को पूरा पढ़ लेना चाहिए।</p> <p><b>द्वितीयपठन</b>—प्रथम पाठ से कथा का सामान्य अर्थ समझ लेने के बाद द्वितीय पाठ में अधिक स्पष्टता होगी। उसके लिए प्रत्येक पद के विभक्तियों पर ध्यान देना चाहिए। साथ ही साथ अपरिचित पदों के अर्थ के लिए पाठ के अंत में दिए</p>

<p>विकास कर सकते हैं। घर में रहकर स्वयं संस्कृत अध्ययन के लिए यहां कुछ दिग्दर्शन किया जा रहा है। केवल उदाहरण के लिए, सप्तम कक्षा के संस्कृत पाठ्यपुस्तक रुचिरा- भाग २ के दूसरे पाठ *दुर्बुद्धिः विनश्यति* का प्रयोग दिखाया गया है।</p>	<p>संस्कृत में कथासार एवं संदेश लिख सकेंगे। कथा में रुचि लेते हुए अन्य कथाओं को भी पढ़ेंगे।</p>	<p>गए शब्दार्थ संग्रह की सहायता ले सकते हैं। उसमें संस्कृत शब्दों के हिंदी और अंग्रेजी अर्थ दिए गए हैं तथा संस्कृत में व्याख्या दी गई है। इनकी सहायता से कथा को पूरा करें और अधिक स्पष्टता से समझें। द्वितीय पाठ में कथा का आनंद लेते हुए संस्कृत भाषा के विशेष प्रयोगों पर भी ध्यान दें। नए पदों के अर्थ एवं विशेष व्याकरणिक प्रयोगों को अपने नोटबुक में लिख लें और उनका अनुकरण करते हुए नए-नए वाक्यों की रचना करें।</p> <p><b>तृतीयपठन</b>—दो बार पढ़ने के बाद भाषा एवं विषय की समझ विकसित हो चुकी होगी। एक बार और पूरे मनोयोग से कथा का आनन्द लेते हुए आरम्भ से अन्त तक प्रवाह के साथ पढ़ें।</p> <p><b>पाठ के उपरांत</b>— पाठ के उपरांत एक बार कथा को अपने वाक्यों में लिखें तथा घर के किसी सदस्य, मित्र या शिक्षक को सुनाएं। उसे मोबाइल द्वारा रिकॉर्ड भी कर सकते हैं और मित्रों को भेज भी सकते हैं, ऐसा करने से कथा का आनंद लेने के साथ-साथ आप अपना आत्मविश्वास भी बढ़ा पाएंगे।</p> <p><b>स्वयं मूल्यांकन</b></p> <p>पाठ के अंत में जो अभ्यास प्रश्न दिए गए हैं वह मुख्यतया बोधपरक, प्रयोगात्मक व्याकरण, भाषिक कार्य एवं उच्चारण के अभ्यास के लिए हैं उन्हें धैर्यपूर्वक लिखें। आवश्यकता पड़ने पर शिक्षक, मित्र या अंतर्जाल से सहायता लें।</p> <p>यह प्रक्रिया पूरी होने पर एक सप्ताह तक पुनःपुनः दोहराई जाए। अगले सप्ताह में एक दूसरी कथा लेकर ऐसे ही ही अभ्यास करें और संस्कृत भाषा के विभिन्न कौशल पर दक्षता एवं आत्मविश्वास बढ़ाएं।</p>
<p><b>सहायक स्रोत</b></p>	<p>रा.शै.अ.प्र.प.की वेबसाइट पर पाठ्यपुस्तक एवं इतर अध्ययन सामग्री उपलब्ध हैं। इनके अलावा कुछ श्रव्य एवं दृश्य-श्रव्य सामग्री हैं। यूट्यूब में *एन सी ई आर टी ऑफिशियल* चैनल में संस्कृत विषय पर आधारित अनेक चर्चा एवं व्याख्यान उपलब्ध हैं जिनका आप उपयोग कर सकते हैं।</p>	

## ARTS EDUCATION

### CLASSES VI – VIII

In Arts education, various performing and visual arts are learnt with the objectives to;:

- work together on integrated projects,
- practice free expression and creativity,
- get acquainted with basic elements and principles of design,
- understand the basic characteristics of different techniques, mediums and its practical applications,
- develop an insight towards sensibility and aesthetic appreciation,
- understand and appreciate cultural diversity by recognising different traditional art forms prevalent in the country.

It will be engaging for learners studying in Classes VI, VII and VIII to achieve the above objectives by giving daily 30-45 minutes each for Visual and Performing Arts along with other school subjects while staying at home during the lockdown period.

### GUIDELINES FOR VISUAL ARTS

- In visual arts, both **two dimensional (2D)** and **three dimensional (3D)** drawing, painting, crafts, collage, installations, etc., will be included.
- Since students have been spending much of their time in front of electronic screens for all other subjects, Art Education activities are exercises of **experiential learning, done by hands** and at the same time, using observation, imagination, creativity, etc., which will be quite satisfying for learner and will engage them meaningfully.
- Parents should ensure that learners are engaged in activities of **doing and making art**. This will not only enhance their artistic skills but also prepare them to face challenges of critical and analytical thinking, creativity, innovation and better communication skills in future to perform better in all academic areas as well.
- All the activities given here will not require too many materials and most of those required will be found at home.
- Parents will ensure that students do not go out of the house to get any new materials or conduct the activities inside.
- If there is more than one learner of the same age group in another class they all can work together. This will help the in inculcating values of co-

operation, group work, socio-personal skills, etc. Parents can also join as facilitators by guiding and not doing actual work in place of the learner.

- All the activities are suggestive and students may like to modify them according to the facilities and resources available.
- Art activities may be completed in one day or it may take few days, depending upon the type of activity.
- Since there are no textbooks for Arts Education for Classes VI-VIII, all activities are theme based and relates to Experiences, Traditions, Objects, Environment, and People.
- All the activities evolve around these basic themes and for this, students will find all their subjects within their four walls of home.
- Also, students may pick up any activity to start with and may not follow the given sequence. However, they are required to complete all the activities within the given time.
- Art is a process which learners should enjoy and learn. At this stage the emphasis has to be on art processes and not a perfect product, this has to be taken care off.
- Parents should support learners and encourage them and not to discourage or demotivate them.

### **GUIDELINES FOR PERFORMING ARTS – MUSIC**

- Music is an integral part of life in many homes. We hear members of a family chanting mantras, worshipping different faiths, listening to film music, regional music, classical music, folk music, western music. Let the children learn from the above sources.
- Every child is presently at home and television is an important electronic box kept in all our homes. Some of the children will also have access to internet and most of them will have mobile phones. These are the simple resources which can be utilised by the children and their parents at present.
- Let the child be first motivated to know the varied types of music which absorb our minds, our immediate surroundings.
- Let the child have exposure to 2 or 3 types of music to understand the specific attributes. Some examples are —
  - ❖ Mantras/Chants/Any prayer (the language, purpose and meaning)
  - ❖ Film music (Type, words, Musical instruments used, singer, lyricist, music director, film, year of film etc.)

- ❖ Music of advertisements (Words, product, music created to promote the products)
- ❖ Classical Music with their diversity (name of artist, Type, Musical Instrument, Ragas, words, Taal etc.)
- ❖ Folk Music with their diversity (Name of artist, Region , word meaning/theme, if video can be seen the costumes)
- Analysis, comparison of the forms
- Learn to sing and play musical instruments. Music is performing arts and gives a lot of happiness to the inner self. Children and adults both are supposed to stay at home. In such a situation knowing, understanding and singing music will definitely create a harmonious atmosphere. Delving deep in any art form will create a constructive creative introspective mind.

### Suggested Activities (Visual Arts): Class VI

Learning Outcomes	Suggested Activities	Resources/ materials
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• demonstrates critical and analytical thinking reflected in thoughtfulness, and takes care in selecting ideas?</li> <li>• demonstrates safe and proper use, care, and storage of media, materials, and equipment,</li> <li>• reflects on, revise, and refine work using problem solving and critical thinking skills,</li> <li>• enhances/ refines their observational skills to select, and utilises a range of subject matter, symbols, and ideas in their work and through accurate rendering of representational</li> </ul>	<p><b>Object based activities</b>  <b>Time required - 2 hours, split into 3 days</b>            Take any one or two simple objects, keep them opposite an even, preferably darker background, observe and draw the objects. Look at the light and shade falling upon the objects, their shapes and do shading with pencil. They can also paint the objects.</p> <p><b>People based activities;</b>  <b>Time required- 6 hours, split into 10 days</b>            Draw and sketch simple figures of men, women, learner, pet etc. around you in different actions in the first 2-3 days. Observe their body proportions, gestures, facial expressions, etc. As they feel confident, take simple subjects such as ‘my village/my home/room’, ‘my school’, , ‘shops and shopkeeper’, ‘rainy day’, etc. draw them in a composition in an imaginary setting. Use simple images and paint.</p>	<p>Pencil B, 2B, 4B            Sheets (even one side used sheets, old copies/ exercise books etc. will also do)            Bind the loose sheets together into a sketch book. Sketches have to be quick, free hand <b>without using any tools like eraser, ruler or compass.</b>            Drawing book/ copy            Loose sheets of A3 or A 4 size            Water colours, brushes of different sizes            Crayons, sketch pens</p>

<p>objects and subject matters from life, and communicate ideas.</p> <ul style="list-style-type: none"> <li>• understands and apply elements and principles of design effectively in their works.</li> <li>• identifies and discriminate between types of shapes (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work</li> </ul>	<p><b>Tradition based activities;</b>  <b>Time required - 4 hours, split into 5-6 days</b></p> <p>This can be a craft object, a drawing or a painting. They can find out a traditional craft piece in their home, it can be a piece of textile, a pot, a sculpture, a toy, or any object made by traditional crafts person and study its materials, colour, design, utility, place of origin etc. Talk to elders at home and research and make an object which may be used as a dustbin, a folder, a pen stand or any other object, using traditional materials, if possible or materials available using a traditional motif.</p> <p><b>Environment based activities;</b>  <b>Time required - 6 hours, split into 7-8 days</b></p> <p>Draw and sketch plants, flowers, pet, birds, stones, etc., from your garden or balcony. Make drawings of them (one or two of them) in details based on observation and sitting in front of them and paint.</p> <p>Create a collage, using objects like leaves, dried petals, old newspaper, magazines, buttons, shell, etc.</p> <p><b>Experience based activities</b>  <b>Time required - 4 hours, split into 5-6 days</b></p> <p>Based on previous experiences of weather, a walk, a classroom, sports event, festival, etc., make a simple composition with figures, natural surroundings and colour them.</p>	<p>Available/ found objects for 3D works</p> <p>Old newspapers, magazines, calendar, greeting cards, and other found objects.</p>
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## Suggested Activities (Performing Arts-Music): Class VI

Learning Outcomes	Sources	Week-wise Suggestive Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• listens to folk songs/ regional music and sings them</li> <li>• listens to mantras chanted at home during prayer time and chants them</li> <li>• listens/plays the music and songs of advertisement films</li> <li>• Sings the basic notes of Indian classical music</li> <li>• Observes Musical Instruments</li> <li>• plays Musical Instruments-tunes (seven notes of music, any song)</li> <li>• plays percussive Musical Instruments (<i>Dhol, dholak, Tabla</i>) any theka</li> </ul>	<ul style="list-style-type: none"> <li>• Songs sung by members of family on different festivals, marriages, while worshipping</li> <li>• Watching films/ youtube channels/ television documentaries like DD Bharti</li> <li>• Learns playing musical instruments from family members</li> <li>• <b>Some website resources</b>  <a href="https://www.youtube.com/watch?v=HunoK5PCGMQ&amp;list=RDHunoK5PCGMQ&amp;start_radio=1">https://www.youtube.com/watch?v=HunoK5PCGMQ&amp;list=RDHunoK5PCGMQ&amp;start_radio=1</a>  <a href="https://www.youtube.com/watch?v=LPjtbMn9Tns">https://www.youtube.com/watch?v=LPjtbMn9Tns</a>  <a href="https://www.youtube.com/watch?v=LPjtbMn9Tns">https://www.youtube.com/watch?v=LPjtbMn9Tns</a>  <a href="https://www.youtube.com/watch?v=mHe407nhIhI">https://www.youtube.com/watch?v=mHe407nhIhI</a> </li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Learning of any regional song / folk song</li> <li>• Playing simple beats or basic notes on Musical instruments</li> <li>• Learning and understanding music and their role in the creation of advertisements</li> </ul> <p><b>WEEK 2</b></p> <p>Learning any Mantra and chanting (2 lines)</p> <p>Playing and singing the mantra along with Musical instruments like harmonium, khanjari or any other</p> <p>Learning a film song and writing about it in detail</p> <p><b>WEEK 3</b></p> <p>Learning sargam in the seven notes of Indian Music</p> <p><a href="https://www.youtube.com/watch?v=JiFFMN6E9DA">https://www.youtube.com/watch?v=JiFFMN6E9DA</a></p> <p><b>WEEK 4</b></p> <p>Singing sargams, folk music along with playing simple beats or notes on Musical instruments</p>

## Suggested Activities (Visual Arts): Class VII

Learning Outcomes	Suggested Activities	Resources
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>demonstrates critical and analytical thinking reflected in thoughtfulness, and care in selecting ideas</li> <li>demonstrates safe and proper use, care, and storage of media, materials, and equipment,</li> <li>reflects on, revision, and refines work using observation, imagination, problem solving and critical thinking skills,</li> <li>enhances/ refines learners' observational skills to select, and utilize a range of subject matter, symbols, and ideas in their work and through accurate rendering of representational objects and subject matters from life, and communicate ideas.</li> <li>understands and applies elements</li> </ul>	<p><b>Object based activities</b>  <b>Time required - 3 hours, split into 5 days</b>                      Select objects of daily use such as bottles, pots, keys, spoons, waste or discarded objects such as lids, threads, buttons, beads, mirrors, etc. and arrange them (3-4 objects) to understand space, arrangement and design. Once they draw it, they can select any painting medium to paint them, using line, texture, light and shade, shape etc. and giving them a 3D shape visually.                      In case they wish to convert an object in 3 D out of an old bottle, earthen pot, sketch pens, ice cream spoons, etc., they can decorate it.</p> <p><b>People based activities</b>  <b>Time required - 6 hours, split into 8-10 days</b>                      They may draw the basics of a human figure and pay attention to detail structure of facial features like eyes, nose, eyebrows, lips, cheek bones etc., and their basic proportionate divisions. They can learn how to colour different parts of the human figure after observing shades. The human figure/s will be involved/ engaged in different activities at home, specially where parents are working from home.</p> <p><b>Tradition based activities</b>  <b>Time required - 6 hours, split into 8-10 days</b>                      Draw and paint from topics, which involve and explore traditions through</p>	<p>Pencil B, 2B, 4B                      Sheets (even one side used sheets, old copies/ exercise books etc. will also do)                      Bind the loose sheets together into a sketch book.                      Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.                      Drawing book/ copy                      Loose sheets of A3 or A 4 size                      Water colours, poster colours, brushes of different sizes                      Crayons, sketch pens                      (In case these material are not available, shading with simple pencil can be done)                      Objects for 3D works-                      Old newspapers, magazines, calendar, greeting cards, and other found objects.</p>

<p>and principles of design effectively in their works.</p> <ul style="list-style-type: none"> <li>Identifies and discriminate between types of shapes (geometric and organic), colors (primary, secondary, complementary, intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work</li> <li>appreciates creativity</li> </ul>	<p>festivals you celebrate such as Dusshera, Diwali, Id, Gurupurab, Pongal, Onam, Bihu, Christmas, etc.</p> <p>Study and draw from objects being used in households, and handed down through the family traditions and inheritance. Also, can enquire from elders at home about traditional dresses and costumes, designs and motifs, crafts objects, jewellery etc. and draw them and paint.</p> <p><b><i>Environment based activities</i></b>  <b><i>Time required - 6 hours, split into 7-8 days</i></b></p> <p>Observe, experience, and enjoy nature around and do nature study such as learning to render and draw garden, potted plants, trees, birds, animals, stones, grounds in or around home visible from balconies or window. Sketch and draw them, use imagination and previous observation/ experience and add elements to it to make a composition. Paint it in bold colours.</p> <p><b><i>Experience based activities</i></b>  <b><i>Time required - 4 hours, split into 5-6 days</i></b></p> <p>Choose themes or characters they like, make masks with paper or papermache, and paint them (4-5), inspired from existing – tribal, religious or dance masks as well as imaginary – demonic, space age, robots, etc., using the basic elements of art such as line and colour. This is an effective way to observe, experience, and display emotions such as fear, joy, anger, hatred, etc. The masks can be used in school later during various activities.</p>	
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## Suggested Activities (Performing Arts-Music): Class VII

Learning Outcomes	Suggested Activities	Resources
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• sings prayers of any faith</li> <li>• plays the music and songs of advertisement films</li> <li>• sings and plays simple sargams of indian classical music</li> <li>• sings folk songs of different states</li> <li>• aware of the cultural diversity in terms of music</li> <li>• sings devotional music of any faith</li> <li>• observes musical instruments and tries to draw them</li> <li>• plays musical instruments like <i>harmonium</i> , <i>sitar</i>, <i>sarangi</i> , <i>bansuri</i> plays percussive musical instruments (<i>dhol</i>, <i>dholak</i>, <i>Tabla</i>) any <i>theke</i></li> <li>• sings basics of <i>Raag Bhupali</i></li> </ul>	<p><b>Activity – 1</b>  <b>Learning sargams;</b> (sing or play on any musical instrument)**</p> <p><b>Activity – 2</b>            Learning and understanding music and their role in the creation of advertisements</p> <p><b>Activity – 3</b>  <b>Learn a folk song</b>, write the words on a plain sheet , understand the meaning and write it . Maintain a manual / electronic folder of such sheets</p> <p><b>Activity – 4</b>  <b>For those who can get the opportunity of learning a percussive instrument</b> – one <i>theke</i> e.g. <i>keherva</i> / <i>dadra</i></p> <p><b>Activity – 5</b>  <b>Learning Raga Bhupali</b> from house member/teacher (link provided) – <i>Aroha</i> , <i>Avroha</i> , <i>Sargam</i> given beneath , learn any <i>chhotakhyal</i> **</p> <p><b>Activity – 6</b>  <b>See official website of any 1 state</b> and in the folder made earlier, make a project about the Music, Musical Instruments, Dance , Drawing and painting, Theatre</p> <p><b>Activity – 7</b>  <b>Learn a devotional song</b> – <i>sufi</i>, <i>qawwali</i>, <i>bhajan</i>, <i>kirtan</i>, <i>shabad</i>, etc. {youtube, radio, any internet source, records }</p>	<ul style="list-style-type: none"> <li>• Teacher / any known musician can sing and post some sargams on whatsapp</li> <li>• Watch videos on youtube to learn folk song or from a family member</li> <li>• Learn to play instrument available at home under a guide</li> <li>• Any source on the internet</li> <li>• Books on Indian Music like <i>sangeet</i> , <i>bhat khande kramik pustak malika</i> – 1, <i>sangeetshiksha ksandarshika</i></li> <li>• Website link  <a href="https://www.youtube.com/watch?v=SD23tzTVnKM&amp;t=2s">https://www.youtube.com/watch?v=SD23tzTVnKM&amp;t=2s</a>  <a href="https://www.youtube.com/watch?v=i401yIqhmuQ">https://www.youtube.com/watch?v=i401yIqhmuQ</a>  <a href="https://www.youtube.com/watch?v=QUPOK3W1378">https://www.youtube.com/watch?v=QUPOK3W1378</a>  <a href="https://www.youtube.com/watch?v=PSoncEd1qW4&amp;list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6IDCLz-&amp;index=3">https://www.youtube.com/watch?v=PSoncEd1qW4&amp;list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6IDCLz-&amp;index=3</a></li> </ul>

## Suggested Activities (Visual Arts) - Class VIII

Learning Outcomes	Suggested Activities	Resources
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• demonstrates critical and analytical thinking reflected in thoughtfulness, and takes care in selecting ideas</li> <li>• demonstrates safe and proper use, care, and storage of media, materials, and equipment,</li> <li>• reflects on, revises, and refines work using problem solving and critical thinking skills, enhances/ refines learners' observational skills to select, and utilises a range of subject matter, symbols, and ideas in their work and through accurate rendering of representational objects and subject matters from life, and communicate ideas.</li> <li>• learners will understand and apply elements and principles of design effectively in their works</li> <li>• identifies and discriminates between types of shapes (geometric and organic), colors (primary, secondary, complementary,</li> </ul>	<p><b>Object based activities</b>  <b>Time required - 2 hours, split into 3 days</b>            Objects of different materials such as glass, metal, plastic, fabric, daily use simple objects in the house, matchbox covers, book covers, pens, shoes and socks, utensils, etc. to be selected and kept in a group to understand light and shade, texture and arrangement (to be drawn and shaded or painted).</p> <p><b>People based activities</b>  <b>Time required- 6 hours, split into 10 days</b>            Sketch and draw, trying to catch the movement in a human figure or a group of figures. Similarly, a flying bird or about to fly, a pet or animal (dog, cat) in a sleeping or alert positions etc. Once practised, a composition with human and animal, bird figures, can be drawn and painted. To paint the human figure with colour, the colour used to heighten the aspect of time and space, in occupation or relaxation.</p> <p><b>Tradition based activities</b>  <b>Time required - 6 hours, split into 8-10 days</b>            Draw and paint traditional but personal themes from and involving tradition such as marriage in the family, birth etc. To draw and develop designs for traditional crafts such as jewelry, pots, hand fans, textiles etc. Create the scenes and paint.</p>	<p>Pencil B, 2B, 4B            Sheets (even one side used sheets, old copies/ exercise books etc. will also do)            Bind the loose sheets together into a sketch book.            Sketches have to be quick, free hand <b>without using any tools like eraser, ruler or compass.</b>            Drawing book/ copy            Loose sheets of A3 or A 4 size            Water colours, poster colours, brushes of different sizes            Crayons, sketch pens            (In case these material are not available, shading with simple pencil can be done)            Objects for 3D works-            Old newspapers, magazines, calendar, greeting cards, and other found objects.</p>

<p>intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work</p>	<p><b>Environment based activities</b>  <b>Time required - 6 hours, split into 7-8 days</b>          Draw animals and birds, plants and trees, in detail including skeletal study (basics to understand movement). Paint in an environmental setting in an urban/rural setting capturing the flavour and heritage.</p> <p><b>Experience based activities</b>  <b>Time required - 8 hours, split into 10-12 days</b>          Can create a simple story strip, based on a cartoon, Panchtantra story, mythological, historical, people or prominent personalities etc. Study the characters and their plots, it could also be a trip you took starting from and coming back home, different scenes and people you met. Can depict experiences about people and places through the traveler's eye. Draw and paint figures to understand distinctions and differences in the approach to the human figure.</p>	
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## Suggested Activities (Performing Arts-Music)- Class VIII

Learning Outcomes	Suggested Activities	Resources
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• sings and plays sargams of indian classical music</li> <li>• sings folk songs of different states</li> <li>• sings devotional music or plays a well known devotional number</li>   <li>• is aware of the cultural diversity in terms of music</li> <li>• sings devotional music / chanting <i>mantras</i> / singing hymns / <i>shabadkirtan</i>/ <i>sufi</i> music</li> <li>• connects sounds of musical instruments to science / physics</li> <li>• links to science chapters</li> <li>• plays musical instruments like harmonium , <i>sitar</i>, <i>sarangi</i> , <i>bansuri</i> — any tune (seven notes of music, any song)</li> <li>• plays percussive Musical Instruments (<i>Dhol</i>, <i>dholak</i>, <i>Tabla</i>) any <i>theka</i></li> <li>• has knowledge of <i>Raag</i> <i>Brindavani</i> <i>Sarang</i></li> </ul>	<p><b>Activity-1</b>  <b>Learning sargam;</b> (sing or play on any melodic instrument)                      Revise sargams learnt till now and then the following given underneath +++</p> <p><b>Activity-2</b>  <b>Learn a folk song</b>, write the words on a plain sheet , understand the meaning and write it . Maintain a manual / electronic folder of such sheets</p> <p><b>Activity - 3</b>                      For those who can get the opportunity of learning a percussive instrument – one <i>theka</i> e.g. <i>Teentaal</i>/ <i>keherva</i> /<i>dadra</i> .Listen to <i>Pakhawaj</i> a traditional Musical Instrument</p> <p><b>Activity - 4</b>                      learn <i>Raga BrindavaniSarang</i> from house member/teacher(link provided) – <i>Aroha</i> , <i>Avroha</i> , <i>Sargam</i> given beneath , learn any <i>chhotakhyaal</i> **</p> <p><b>Activity - 5</b>                      Percussion – same <i>theka</i> learnt in the 1<sup>st</sup> and 2<sup>nd</sup> week</p> <p><b>Activity - 6</b>                      See official website of any 1 state and in the folder made earlier make a project about the Music, Musical Instruments, Dance, Drawing and painting, Theatre</p> <p><b>Activity - 7</b>                      Learning and understanding music and their role in the creation of <b>advertisements</b></p> <p><b>Activity - 8</b>  <b>Learn a devotional song</b> – <i>sufi</i>, <i>qawwali</i>, <i>bhajan</i>, <i>kirtan</i>, <i>shabad</i>, etc., {youtube, radio, any internet source, records }</p> <p><b>Activity - 9</b>                      Listen to the playback Music of any serial or film and try to think about the role of Music in making a film. Observe all features of Music- Vocal, Orchestration</p>	<ul style="list-style-type: none"> <li>• Teacher / any known musician can sing and post some sargams on whatsapp</li> <li>• Watch videos on youtube to learn folk song or from a family member</li> <li>• Learn to play instrument available at home under a guide</li> <li>• Any source on the internet</li> <li>• Books on Indian Music like <i>sangeet</i>, <i>bhatkhan de kramik pustak malika</i> – 1, <i>sangeetshikshaks andarshika</i></li> <li>• Website link  <a href="https://www.youtube.com/watch?v=XDsk6tZX55g">https://www.youtube.com/watch?v=XDsk6tZX55g</a>   <a href="https://www.youtube.com/results?search_query=mo han+shyam+sharma+pakhawajhttps://www.youtube.com/watch?v=t-9oyWXc4jU">https://www.youtube.com/results?search_query=mo han+shyam+sharma+pakhawajhttps://www.youtube.com/watch?v=t-9oyWXc4jU</a>   <a href="https://www.youtube.com/watch?v=PMhFL9IXChU&amp;list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6lDCLz-&amp;index=4">https://www.youtube.com/watch?v=PMhFL9IXChU&amp;list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6lDCLz-&amp;index=4</a></li> </ul>

**For \*\* and +++ - please see Annexure-IV**

## HEALTH AND PHYSICAL EDUCATION

*(Being physically, emotionally and mentally healthy)*

### INTRODUCTION

Many factors like, physical, psychological, socio-economic and culture influence health, both in our day-to-day life and in the long run. Health of children is very important as they constitute a large percentage of our population. In the present time when children are at home, some in house games and physical activities play an important role. Right to Education Act 2009, has very categorically focused on the holistic development and health of children in the age group of 6-14 years. Therefore, health and physical fitness needs to be looked even when the child is at home. Physical activities including Yoga should be considered as an integral part of the everyday activities towards an overall development of the child. Involving children studying in Classes VI, VII and VIII daily for 30-40 minutes in physical and yogic activities will enable them to achieve the following objectives, even staying at home during lock down. Some other activities related to understanding about growing up, and helping children to be emotionally and mentally strong have also been included.

### CLASSES VI – VIII

#### Activities promoting Physical Health

Learning Outcomes	Resources/ materials	Suggested Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• describes physical</li> <li>• Fitness (Strength,</li> <li>• Endurance and Flexibility) related activities and does every day to achieve</li> <li>• Physical Fitness</li> </ul>	<p><i>HEALTH AND PHYSICAL EDUCATION A Teachers' Guide for Class VI</i></p> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf</a></p> <p><i>Health and Physical Education</i></p>	<p><b>Activities 1</b></p> <p>Ask the child to collect picture of Good posture when one is walking, standing, sitting, running. Ask him /her to demonstrate these postures. Parents help the child to correct these postures.</p> <p><b>Activities 2</b></p> <p>Yogic activities can be done by all children including children with special needs. However, children with special needs should perform these activities in consultation with yoga experts/yoga teacher.</p>

- develops games and sport related awareness
- does yogic activities for achieving holistic health
- appreciates the Diversity of, seasonal and locally available food Indian foods
- identifies differences in physical growth and changes that take place in boys and girls;
- Describes the relationship of the functioning of various organ systems and physical Activities..

*A Teachers' Guide for Class VII*  
[http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/hehped101.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/hehped101.pdf)

*Health and Physical Education A Teachers' Guide for Class VIII*  
[http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/HaP\\_edu\\_tg.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/HaP_edu_tg.pdf)

*Yoga A Healthy Way of Living Upper Primary Stage*

<http://www.ncert.nic.in/gpPDF/pdf/tiyhwlp1.pdf>

These books are available in Hindi, Urdu and English and also in the NCERT website ([www.ncert.nic.in](http://www.ncert.nic.in)). Pictures of athletes and sportspersons Sports bulletins Sports records - making and breaking from various Sport Federations

The following **General Guidelines for Yogic Practices need to be followed before taking any** Yogic practices. Yogic practices be

- done early morning but it can also be practiced in the evening with empty stomach about three hours after lunch
- not practiced in hurry or when exhausted.
- in a clean and non-disturbing place.
- on a darri, a mat or a blanket.
- simple in the beginning and gradually proceed to do advanced practices.
- done regularly with sincerity and faith.
- started again if practices are discontinued with the basic

The duration and time of yogic practices depend on your availability. However 20-30 minutes is also good for yoga related activities. In Yoga do's and don't are very important. Therefore these should be kept in mind while doing yogic practices. The child can be encouraged to do the following yogic activities keeping the comfort level of the child into consideration.

### Yogic Practices for Class VI

<i>Tadasana</i>	<i>Niralamba</i>
<i>Vrikshasana</i>	<i>Bhujangasana</i>
<i>Utkatasana</i>	<i>Ardha-Shalabhasana</i>
<i>Vajrasana</i>	<i>Makarasana</i>
<i>Swastikasana</i>	<i>Uttanapadasana</i>
<i>Ardhapadmasana</i>	<i>Pawanmuktasana</i>
	<i>Shavasana</i>

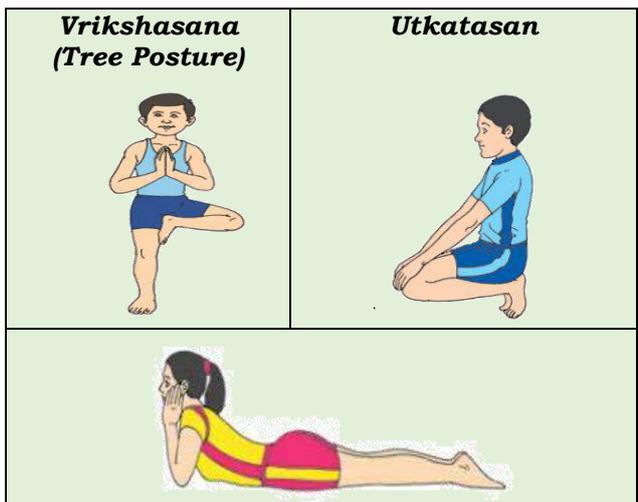
### Yogic Practices for Class VII

<i>Yogic Practices to Enhance Flexibility</i>	<i>Dhanurasana</i>
• <i>Surya Namaskara</i>	<i>Makarasana</i>
<b>Asanas</b>	<i>SuptaVajrasana</i>
<i>Tadasana</i>	<i>Chakrasana</i>
<i>Hastottanasana</i>	<i>Ardhahalasana</i>
<i>Trikonasana</i>	<i>Shavasana</i>
<i>Katichakrasana</i>	<b>riya</b>
<i>Padmasana</i>	<i>Kapalabhati</i>
<i>Yogamudrasana</i>	<b>anayamas</b>
<i>Paschimottanasana</i>	<i>Anuloma-viloma</i>
	<i>Bhastrika</i>
	<b>editation</b>

## Yogic Practices for Class VIII

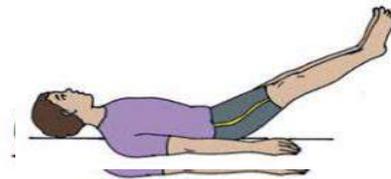
<p>Yogic Practices for Health and Harmony</p> <p><b>Asanas</b></p> <p>Garudasana Baddhapadmasana • Gomukhasana Ardhamatsyendrasana aBhujangasana Shalabhasana Makarasana Matsyasana</p>	<p>Naukasana Setubandhasana Halasana Shavasana</p> <p><b>Kriya</b></p> <p>• Agnisara</p> <p><b>Pranayamas</b></p> <p>Anuloma- viloma Seetkari Bhramari</p> <p><b>Meditation</b></p>
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Picture of some of the Yogic Practices are given below. For detail information you can see the link given under resources



### **Uttanapadasana**

It is beneficial in constipation, indigestion, nervous weakness and diabetes. It strengthens the abdominal muscles. It balances the navel centre



### **Shavasana**



## PRANAYAMA

### **Anuloma-viloma Pranayama (Alternate Nostril Breathing)**

The *Anuloma* means 'towards' and *Viloma* means 'reverse'. In this *pranayama* nostrils are alternately used in reverse order for each inhalation and exhalation. This *pranayama* is also called *Nadi-shodhana pranayama*.

### **Bhramari Pranayama**

The word *bhramari* is derived from a Sanskrit word *bhramara* which means a 'black humming bee'. In *Bhramari Pranayama*, a sound resembling the sound of a black bee is produced, therefore, it is called *Bhramari Pranayama*.

**Let us perform Bhramari**



### **Meditation**

Concentrate on inhalation and exhalation. During this, your mind may wander here and there. Try to concentrate on your breath only. Keep breathing normally. Try not to think about anything. Give attention to the breath only. This makes the body and mind relaxed.

Along with yogic practices, it is important to take nutritious and healthy food. We should take at least eight hours of sound sleep. Some of the asana are shown below

### **Activity 3**

Asks the child to make an album entitled "My Family and I" in which the child pastes photographs of him/her as a baby, an infant, of an elder brother, sister, parents and grandparents to see various stages of life. The photographs can be of extended family, relatives or even neighbour.

- The child can also be asked to draw if photographs are not available. With this activity, the child has to get an idea that everyone grows and develops from the time

		<p>when he/she is newborn to an aged person and passes through phases of infancy, childhood, adolescence, youth, adulthood, old age .</p> <p><b>Activity 4</b></p> <p>Asks the child to write below and records answers given based on their experiences,</p> <ul style="list-style-type: none"> <li>• Do you think your height was the same last year? How do you know?</li> <li>• Have you notice the changes in height and weight of you friends.</li> <li>• Have you notice any differences?</li> <li>• Are these differences normal?</li> <li>• If yes why? Find out from parents or elders and from other resources.</li> </ul> <p>Write down your experience in your notebook.</p> <p><b>Activity 5</b></p> <p>Ask the child to prepare a set of chits with names of organ systems written on them. Only one system is to be written on one chit. The child select only a few organ systems to begin with Now ask the child to write on the back of the chit how to keep the organ systems fit and healthy?</p> <p><b>Activity 6</b></p> <p>Do some physical activities daily at home for keeping yourself healthy?</p> <ul style="list-style-type: none"> <li>• Forward roll,</li> <li>• Backward roll,</li> <li>• Sideward roll,</li> <li>• Balance on one leg,</li> </ul> <p><b>Activity 7</b></p> <p>The Child may be encouraged to read about the life and their achievements about sport persons and other great personalities.</p>
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**.Ardhapadmasana (Half Lotus Posture) Ardhapadmasana also is a meditative posture**



**Ardhapadmasana (Half Lotus Posture) Ardhapadmasana also is a meditative posture**

### **Vajrasana**

This is a meditative posture. It is the only *asana* which can be practised immediately after taking meals.

Let us perform the *Vajrasana* by following the steps given below:

*Starting position:* Sit with legs extended together, hands by the side of the body, resting on the ground.

1. Fold the left leg at the knee and place the foot under the left buttock.



### **Hastottanasana**

**Hastottanasana is made of three words: hasta, uttana and asana. Hasta means 'arms'; uttana means 'stretch up' and asana means 'posture'. In this posture, the arms are stretched upwards, hence, it is called Hastottanasana.**



### **Yogamudrasana**



## ACTIVITIES FOR PROMOTING EMOTIONAL AND MENTAL HEALTH

Parents and children should know that children in the age group of 10- 14 years develop and maintain social and emotional habits which are important for mental well-being. These include eating healthy food, adopting healthy sleep patterns, doing regular exercise, coping with negative emotions, problem-solving, and interpersonal skills.

### Do You Know



- ❖ As we grow, we experience physical, mental, emotional and psychosocial changes.
- ❖ All these changes do not take place at the same time. Some children mature early, others mature later.
- ❖ It is possible that physical changes may take place early, but psychosocial changes take place later in the same individual. It may also happen the other way around.
- ❖ We may find these changes sometimes exciting, good or scary, and painful.
- ❖ Sometimes, we can influence the changes in our lives and at other times we have little control over them.
- ❖ If we are prepared for them, we may be able to manage them better.
- ❖ Know and respond to these changes in positive and responsible ways.

Let us try to remain emotionally and mentally healthy

### A. Tune in to your feelings!

Get in touch with your own feelings and get to know yourself better.

Given below is a chart of five felt feelings. Read through the list and ask yourself, if you had any of these feelings lately. Put a ✓ in the column that shows how often you have had these feelings during the past one week.

*In the past one week I felt:*



Contentment



Fear



Sad



Love



Angry

Emotions	Almost all the time	Often	A few times	Hardly at all	Not at all
<b>Fear</b>					
<b>Contentment</b>					
<b>Anger</b>					
<b>Love</b>					
<b>Sad</b>					

This will show how well you understand yourself and your emotions. You can even discuss with your parents/siblings and friends and see what feedback they have to give you and how they assess your feelings as coming across to them.

## B. Self-Acceptance

*Think about a time/situation that reflects the following:*

1. I am a brave person. I was brave \_\_\_\_\_  
\_\_\_\_\_
2. I am capable of being happy. A time I was happy \_\_\_\_\_  
\_\_\_\_\_
3. I am a good friend. A time I was there for a friend \_\_\_\_\_  
\_\_\_\_\_
4. I am capable of making decisions for myself. A time I made a good decision was \_\_\_\_\_  
\_\_\_\_\_
5. I am loved and cared about. People who care about me are \_\_\_\_\_  
\_\_\_\_\_
6. Two things I am really good at are \_\_\_\_\_  
\_\_\_\_\_

Note down as many as you feel like from the above and feel free to share it with your family and friends.

## C. Managing Stress and Anger

Situation/ Reason for Provocation	Anger Response	Consequences	Response Helpful or Not?

Now see your responses and judge whether your responses were helpful or not.

D. Also think about alternative ways to express the anger and to resolve the issue/ conflict. Some are given below

Meditation and do yogic exercise

Laugh a lot

Read a book of interest

Spend time with family

Try something new

Write a journal or story

Sing and dance to music

The image displays seven alternative ways to express anger and resolve conflict, each accompanied by an icon and a text box. The suggestions are: 1. Meditation and do yogic exercise (icon of a person meditating), 2. Laugh a lot (icon of a laughing face), 3. Read a book of interest (icon of a person reading), 4. Spend time with family (icon of a family), 5. Try something new (icon of a person playing basketball), 6. Write a journal or story (icon of a desk with a laptop and books), and 7. Sing and dance to music (icon of two children dancing).

**E. Identify your strengths, weaknesses, opportunities and threats. List the actions to be taken to improve your strengths and weaknesses.**

**Reflect and Analyse**

**Strengths**

What do I do very well?

What feedback have others given me about what are my strengths?

What achievements am I most proud of?

What are the things I do that help keep me stay happy and deal with this lock down situations?

**Weaknesses**

What learning or skills am I lacking or need to improve?

What do my teachers or classmates/friends or parents generally say about my weaknesses?

What are the things I need not to do during this situation?

**Opportunities**

What are the opportunities available to me to learn new skills?

What are the opportunities available to me to keep myself fit?

Who are the people who can support me to stay happy and deal in this difficult situations from a social distance and how?

**Threats**

What external resources do I lack?

What external factors block me from remaining stress free?

**Remember**

- Identifying and using one's strengths can promote wellbeing.
- Strengths can also be applied to manage personal challenges as well as make good use of available time and opportunities.
- Identifying areas of improvement or weaknesses helps individuals grow and become better.
- It is important that one to identify resources at this time of social distancing which can support them to learn new skills and abilities and can help create opportunities.

**NUTRITION, HEALTH AND SANITATION**

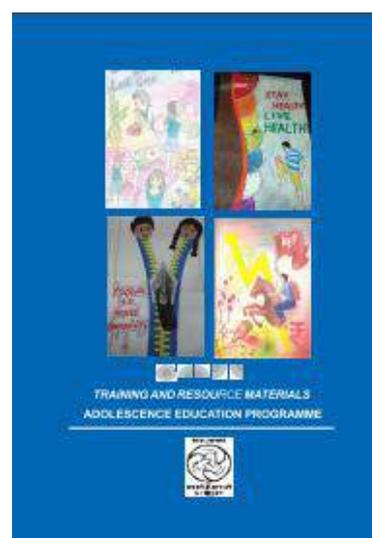
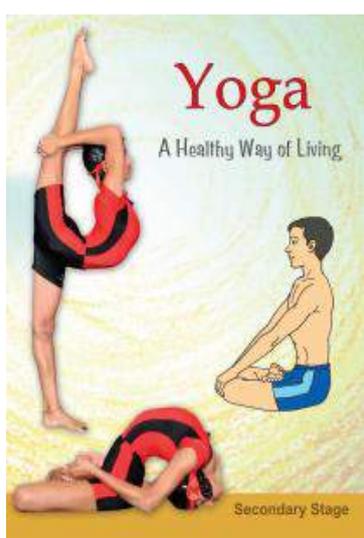
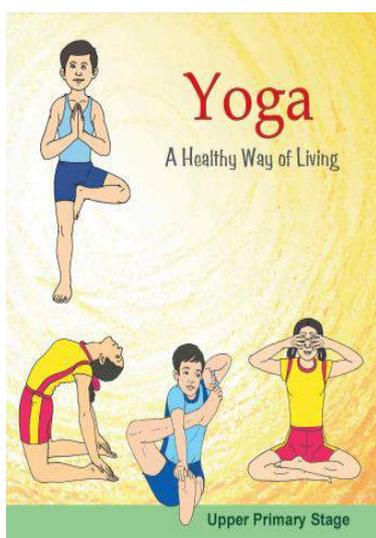
**My Food Tracker**

Track whether you are eating healthy. Discuss with your parents at the end of the day and see how you can eat healthy food within the family budget, in case there are any gaps.



## SAFE USE OF INTERNET AND SOCIAL MEDIA BEHAVIOUR

- Time is precious; therefore, it is very important to see how productively we spend our valuable time.
- It is important to have a check on what are you accessing through media
- If you encounter any kind of uncomfortable message which you are unsure of, please talk to a trusted adult of your family before talking to your peers.
- Show your time plan to your parents at home and take their help in making a plan that will result you to be healthy and happy.
- Focus not only on the time spent but content reviewed too.
- Try to follow the plan for one week.
- Record any difference in your learning and performance your stress level.
- Use internet and social media to learn new skills related to your favorite game and yogic activities. And practice them.
- Observe the change in your physical and mental health.
- NCERT has also brought out the following Books on Health and Physical Education, Yoga and also on growing up Issues.
  - Health and Physical Education-A Teachers Guide for Class VI,
  - Health and Physical Education “Teachers’ Guide for Class VII,
  - Health and Physical Education “Teachers Guide for Class VIII.
- These books are also available on the NCERT website ([www.ncert.nic.in](http://www.ncert.nic.in)).



***Social Media for Synchronous and Asynchronous  
Communication: Guidelines for Teachers and Educators***

Social media platforms facilitate communication in quick and convenient ways. There are various social media platforms such as Facebook, WhatsApp, Twitter, Instagram, LinkedIn, Google+, Telegram, being used worldwide by people of all ages. These platforms have quickly reached even the remotest of places on the earth and help people to access various information, from their homes, at a nominal cost.

We can communicate with individuals as well as with groups through different media – text, image, audio, video and other documents. These communications are either synchronous – which means that all participants are sending and replying to each other’s message in real-time/live; or it can be asynchronous – means that one sends a message and the others reply at their convenience. Synchronous communication includes individual or group audio/video calls, chatting through instant messaging apps. Asynchronous communication includes emails, messages or chats that may not be replied to instantly.

Given the unprecedented social distancing and home quarantines due to COVID-19, social media platforms have immense potential to contribute to teaching-learning processes. When physical access to schools and colleges are closed, we can leverage these platforms to effectively carry out academic activities in innovative ways. In the following section, 12 different social media platforms are identified and their possible usage mentioned. Teachers and educators are at a liberty to choose any of these tools as per their convenience and use for reaching out to learners and pupil teachers, and provide online support to facilitate learning. Also teachers and educators are advised to inform learners below 14 years of age to seek permission to share and use the gadgets (Smart Phone, iPad, Tablet, laptop and Desktop) of their parents, grandparents and elder sibling(s) for accessing learning situations created under the guidance of elders at home.

## 1. WhatsApp

It is an application that requires to be downloaded on mobile phone (also can be accessed on laptop or desktop) and the user has to register using individual mobile number. We can send messages, making audio-video calls. We can also share a wide variety of media like photos, audio, video, and other documents. We can communicate one-to-one or in a group in the above mentioned ways. Up to 256 people can join a group and interact with each other. One can create any number of groups (e.g., one group for each class or subject or course) on WhatsApp.



**Use case:** A teacher or educator can use WhatsApp group call to organise a virtual class and post an assignment on a group. Later learners can post their completed assignment. A teacher can share the link for learning resources in a group or share a downloaded document/ own recorded voice/ a self-created document on a topic. The teacher can also help parents with tips on how to engage learners at home. The School Head can create a WhatsApp group to interact and mentor fellow teachers.

## 2. Facebook

Facebook can be accessed on a laptop/desktop computer as well as through mobile App. One needs to create an account to log into Facebook. Facebook allows us to share or post information consisting of text, image, audio, video and other documents. It gives a sense of community as we can add and connect with other users as 'friends', thus creating a sense of community. Facebook also provides options to have closed as well as open groups. It also provides the user with control like permissions of users to collaborate, share, join etc.



**Use case:** Teachers can create subject or class wise groups and share contents in various forms. In addition, they can interact with learners, deliver live lectures, organise a watch party etc. Personalized feedback can also be given to learner in Facebook chat/messenger. Facebook for education (<https://education.fb.com/>) is a dedicated platform of Facebook for educators to collaborate and innovate.

### 3. Twitter

Twitter is a micro blogging and social networking service on which users can post and interact through messages known as "tweets". It can be accessed on a laptop/desktop computer as well as through mobile App. It allows users to write and share their ideas and opinions in real time (instant messaging) within maximum 280 characters. We can also upload and share image, audio, video and document through twitter. While sharing, one can mention other person or group through a feature called hashtag (#). Twitter can be used for self-expression, social interaction, and information sharing.



**Use Case:** Teachers can use it as an effective pedagogical tool to gain information, engage learners, follow interested communities, share their insights on specific topics, etc. It can enhance engagement and collaboration among peers, learners and teachers. The teacher can tweet assignments, link to other resources or web pages. Learners can work collaboratively on assignments using Twitter. Teachers and learners can subscribe to relevant and important hashtags for further learning.

### 4. Edmodo

Edmodo is a free and secure online educational learning network. It is a social network to interact with others. Teachers can use it to create and manage an online classroom community, and learners can connect and collaborate with their peers. It helps to schedule homework and assignments, network with other teachers, and monitor students' progress.



**Use Case:** Teachers can manage their classes and consolidate all of their activities in one place. Teacher can create a digital classroom space for all teachers and students to work together share ideas and resources. Edmodo's quiz builder or poll feature can be used to assess students' learning during or after a unit of study. Teacher can divide a class into smaller groups and have them post their work to their group for peer review and feedback. Teacher can further use Edmodo Badges to help motivate Students to push their learning and increase their practice time on new topics. Badges let students show off their accomplishments and motivate others. Administrators can use the

platform to coordinate and collaborate with fellow teachers. Panning professional development seminars is easy, especially with SchoolTube, Edmodo's video service.

## 5. Instagram

Instagram is a photo and video-sharing social networking service that has millions of active consumers all over the world. It can be accessed on a laptop/desktop computer as well as through mobile App. It can be used to share short videos, pictures, audios, quotations, write-ups and much more. Teachers can also make groups on Instagram and post photos and other media on groups. They can either keep a group open for all or make it a closed group.



**Use Case:** Through Instagram, teachers can effectively engage in visual storytelling. One can use hashtags that are relevant and often searched to be discoverable. There are other features as well which teachers and students can use such as video recording up to 15 seconds, unlimited story additions, direct messaging within Stories, etc. IGTV gives users the ability to share videos that are up to an hour long – like a TV episode.

## 6. Telegram

Telegram is a mobile app based communication tool. It has a capability to share a wide variety of media, be it photos, audio, video, and even documents. It supports one to one communication as well as group communication. Subject groups can be created, and each group can have even 1,00,000 members. It provided various admin supports such that the groups can be maintained by several admin in a collaborative manner. The groups can be controlled to have only one way or two way communications. It can also be used for making audio calls and video calls. Group conference calls are also an additional support that will help teachers to take online sessions and encourage interaction. Every time when someone opens his/her desktop, just click on the telegram icon, it will start working. Telegram channels can be helpful for providing the desired information to an unlimited number of students and teachers.



**Use Case:** Teachers can create large groups of teachers, students and continuously interact on various themes. During NISHTHA training many states like Assam, Karnataka, Odisha, Punjab, Rajasthan used Telegram for sharing of information and best practices.

## 7. Blogger

A blog can be considered as an online journal or an informational website. Individuals setup a blogging website and regularly post articles called blogs. Users can subscribe to blogs to receive notification of a new article through their email or can directly go to a blogging site and read articles.



Blogger is a blog-publishing service provided by Google. A user having a Google account (Gmail ID) can freely use the blogger facility to create a blogging website of its own and start writing articles on a topic or area such as travel blogs, experience blogs, marketing blogs, product description blogs, educational blogs, etc.

Use Case: Teachers and students can create their accounts on Blogger through their Gmail accounts. Teachers can write and share blogs on difficult topics related to the subject areas they teach, for instance, Science, Mathematics, Language, etc. They can display teaching learning material on blogs by adding pictures, videos, audios, PPTs, etc. A common classroom blog can also be created using WordPress, and a community of teachers and students can together post and discuss about concepts and ideas.

## 8. Skype

Skype is generally used to communicate through video conferencing either one-to-one or in groups. It can be accessed on a laptop/desktop computer as well as through mobile App. Users are required to create an account and then log in. Skype group calling includes conference calling and group chats. It can be used to host a group video chat or conference call for up to 50 people. Adding people who already have Skype is free.



**Use Case:** Skype provides an excellent way for teachers to introduce the world beyond the classroom to their students. Through video calling, students can connect with teachers, educators and other students for live discussions and solving their queries. We can also use Skype to explore virtual field trips, organise guest speaker sessions with two-way communication between presenter and the audience. Special events can be conducted like live discussion with authors, celebrities, technology experts, doctors, artists, etc. Sharing of screens, files, resources and other information with students, teachers and parents can also be part of an e-learning process through Skype.

### 9. Pinterest

Pinterest is a visual social network in multilingual format available on social web as well as mobile application (both android and iOS supported). It is like an online open bulletin board in which communities, teachers, students and parents can interact, share and post/ pin on a single forum. It enables posting, saving, blogging and discovery of information using images, GIFs, interactive videos, documents and blogs etc. The resources which are pinned get segregated into various categories. There are a lot of categories to choose from diversified fields of learning. These categories or boards are displayed on the user's Pinterest profile. Since these pins can be shared and are easily searchable, they have the potential to become a very useful educational tool.



### 10. YouTube

YouTube is an online video sharing platform wherein the users can watch, upload, edit and share videos. They can also like, dislike the content and comment on it. It allows the users to create free of cost YouTube channels in which they can upload the videos created by them. Also, users can sort videos and create their own playlists. Video lectures, animation videos, 360 videos are useful resources to engage the students and help them learn difficult concepts.



**Use Case:** Teachers, for example, can create “Geometry” as a playlist containing all the videos related to the geometry topic of maths. Teacher can search and share with students videos on various topic which are correct both

conceptually and pedagogically. The videos can be auto-translated in local languages making them useful for everyone. The subtitles which can also be in a local language can be added in the videos for inclusion. The teachers can also Live Stream the lectures wherever they are to the selected group or public.

### 11. Google Hangout

It is a unified communications service that allows members to initiate and participate in text, voice or video chats/communication, sharing content either one-to-one or in a group. Hangouts are built into Gmail, and mobile Hangouts apps are available for iOS and Android devices.



Only Gmail account is required to use this application. Up to 150 people can participate in a Google Hangout, though a video call is limited to 25 participants.

**Use Case:** Teacher can use hangout to live stream class from his/her home and students can join the live class from their respective homes. Smaller groups can be formed within a class for group discussion and peer learning among students, through audio or video chats.

***Guidelines to Cope with Stress and Anxiety in the Present Situation***

The novel corona virus (COVID-19) pandemic presently is a situation that calls for vigilance and we all, including our teachers and students have been advised to remain at home so as to maintain social distancing and stop the chain of virus spread. It is affecting individuals not only physically but also psychologically. The corona virus (COVID-19) outbreak may result in stress for a lot of individuals including students, teachers and parents as the pandemic has caused strong emotions such as sadness, fear, anxiety, feeling of helplessness, uncertainty, loss of interest and hopelessness among others. Such changes are understandable in the face of this sudden outbreak as it has resulted in an unexpected change in their daily life activities (e.g. going to school, meeting friends, socialising, going out with family, disruption/uncertainty about examination, future admission, career, travel plans, etc.). The demand of the situation for social distancing and self-isolation also leads to individuals becoming stressed.

Some emotions, feelings and reactions generally felt by people experiencing stress are:

- Negative thoughts
- Anxiety, worry, fear
- Sadness, tearfulness, loss of interest in usual enjoyable activities
- Frustration, irritability, or anger
- Restlessness or agitation
- Feeling helpless
- Feeling disconnected from others
- Difficulty in concentrating
- Trouble relaxing or sleeping
- Physical signs such as stomach upset, fatigue, uncomfortable sensations

It is therefore important to be mindful to the wellbeing of all around us and to take constructive action to help students, teachers and parents to cope, handle, and relieve stress and anxiety.

## STRATEGIES FOR STUDENTS TO COPE WITH STRESS AND ANXIETY

- **Try to have a routine:** Maintaining a routine is the first thing that is compromised in stressful situations. It may be simple enough; not having a fixed time to bathe, have food, sleep, etc. After all, it does not matter. Or does it? It must be remembered that maintaining a routine helps to create discipline and can have a positive effect on your thoughts and feelings. There are ways to stay healthy and develop new routines: create a list of activities which you want to do. These can relate to both studies and fun activities ( e.g. try to give time to those areas of study which require more focus and time, playing/trying new indoor games, starting a new hobby, sharing daily household work, solving puzzles, develop puzzles/quizzes related to different subjects, general knowledge etc., start reading a book, organising /cleaning /arranging clothes of yourself and helping your brothers and sisters to do the same, physical exercises, learn to cook new kinds of dishes and serve them to your parents and siblings, play an instrument, learn a language, learn how to sew, gardening, observing birds, trees, stars etc and relating them to the relevant subjects – geography, science, social science etc).

***Prepare a plan for daily activities and attempt to be consistent in following it as much as possible***

- **Focus on your ‘self’ and recognise your feelings :** We have been trying to fit so many things in the daily time schedule such as ; school, studies, home work, examinations, coaching ,etc. that we are not able to take out time for ourselves. It is important to recognize your feelings and acknowledge that it is okay to feel what you are going through as everyone is feeling the same way. The present time at home needs to be seen as an opportunity to allow yourself time to *reflect* on what you have been doing in your life for yourself and for others, which aspects you would like to change, what kind of effort/thinking/action it would require from your side. Try to *observe* i.e. become aware of your sensations and express what you are feeling. Write down your reflections about what you observed in yourself, did these help you

to understand yourself better? Try to maintain a daily chronicle of your activities and reflections.

***Become aware of your thoughts, feelings and actions***

- **Stay connected:** As social being connecting ourselves with friends and family brings a sense of comfort and stability. Receiving support and concern from others has a powerful impact on our emotional wellbeing and in helping us cope with challenges. To deal with the present situation and resultant stress there is a need to create a sense of “we” feeling. We in present times have the advantage of technology that has made it possible to be connected globally through phones, mobiles, emails, face book; Skype, Zoom, Whatsapp, etc. are some ways to connect with people. Use these mediums to talk with others, know about their concerns, thoughts and feelings and share your feelings and viewpoints with others. There are many ways we can use technology to stay connected such as:
  - Call, text, or video-chat with friends and family
  - Share quick, easy and nutritious recipes
  - Start a virtual book or movie club
  - Schedule a workout together over video chat
  - Share your understanding of a topic, equation, experiment etc. with others in an online group or peer forum.

***Remember social distancing does not mean social disconnection. Its only absence of physical connect, you can still be connected with your friends and family - in your thoughts and emotions.***

- **Inculcating positive thinking:** In a situation like the present one, where there is uncertainty, it is normal for students to feel anxious and have negative thoughts. The key to avoid, manage and reduce stress is positive attitude. Never lose hope, begin from your own self and pass it on to all around you. Be persistent in keeping positive thoughts by asking yourself some questions, such as:
  - What are the things which I am supposed to do to control the situation?
  - Am I over-thinking about the pandemic?

- What strategies have helped me in the past to cope with challenging situations?
- What is the helpful or positive action that I can take now at home?
- How are others (particularly elders – parents, teachers) dealing with the present situation?

***Exercise caution on negative thoughts and indulge in more and regular physical movements within home***

- **Take care of your body:** Eating healthy and well-balanced diet is important for our body and mind. As students you might have received training in school on Meditation and yoga. Now is the best time to start practicing it daily for building better mental and physical health. Fix a time to do it regularly once a day. Do some form of physical activity like aerobics, stretch exercises, yoga *asanas*, deep breathing, dance, etc. Also drink plenty of water and get enough (6-7 hours) sleep every day. This will give energy, boost up the immune system and keep spirits high. This in turn will help to release the stress and anxiety.
- **Be informed and updated:** Do not act in a manner that you become an agent

***Healthy mind is in a healthy body. This is the mantra of well-being***

in spreading rumours. Take appropriate caution to pass on messages as sometimes these are not based on authentic information. It is vital to stay informed and updated and listen to trustworthy media sources. Constant monitoring of news and social media updates may lead to anxiety. To help reduce fear and anxiety, limit your media consumption to a specific time to listen to news.

***Set restriction around news and social media***

1. **Contribute towards well-being of all beings:** The interdependence and existence of all living beings need to be acknowledged and respected. Helping people who are old, vulnerable and in need of care and help can promote a sense of hope and meaning in life. Showing love and care towards your family and friends can boost up your sense of purpose in life. Some ideas could include; ensuring that people who are providing essential services are respected, delivering a food items, etc. to old, needy people in your neighbourhood, feeding birds, stray dogs, sending message of encouragement, positivity, etc.

***Become an active member of the ecosystem to ensure existence of all beings***

### **GUIDELINES FOR TEACHERS TO COPE WITH STRESS AND ANXIETY**

The present situation of outbreak of the corona virus has led to restrictions on our social life and put a stop on our daily routine. To handle the situation the suggested measures; self-isolation and distancing ourselves from others are to be practiced, which is not our natural or normal behaviour. Therefore, this has several consequences. We may experience a lack of control over life; feel helpless, worried, angry, sad, restless or irritated through the days. This can be emotionally exhausting leading to feeling weak emotionally (which may not be our normal emotional self).

As teachers we are responsible not just for ourselves but are role models for our students and for society at large. Therefore, we need to know how to deal with the stressful times and help ourselves and others in the process. Some of the ways to cope with the feelings associated with such forced social isolation during a pandemic are:

- **Take a proactive approach:** Accept and help others (students, parents, colleagues) to accept that the present times are difficult. Also, it is necessary to control the emotional thoughts of despair and reassure that since medical and research measures are being taken, hence times will change for better. Make a plan for yourself; this will help give you a sense of purpose and progress both in your personal and professional life.

Prepare a daily timetable or routine. Ensure variety in the schedule such as work, leisure, exercise, learning, etc. Learn something new that sparks your intrinsic motivation and curiosity.

- **Stay connected:** Advances in mobile technology will help to stay connected through calls, text, Whatsapp, email, etc. Use this time to connect with people, whom you have not been able to connect due to distance, lack of time, etc. Sharing concerns with trusted others have significant positive psychological benefits. Therefore, try to contribute to a sense of togetherness by sharing your feelings and helping others to cope with similar emotions that you too are experiencing. Utilize the additional time available at home to reconnect and strengthen relationships within the family.
- **Focus on your health:** Quarantine and isolation are stressful, and stress weakens our immune system. Hence, being proactive about staying healthy becomes even more important. Stick to regular meals with the correct nutritional variety and avoid snacking. Anxiety can sometimes prompt us to comfort eat, so we need to manage these urges. Daily exercise will help regularise sleep patterns. All these boost our psychological health. Maintain healthy sleep habits. The negative impact of sleep disruption on mood is already well-known. Without the structure of having to get to school, college or the workplace, it can be easy to fall into unhealthy sleep habits like going to bed late and getting up late. However, this may be detrimental in later days. So, it will be useful to scheduling a balanced range of activities in our everyday by including physical exercise and engaging in pleasant and relaxing activities. This will help with getting quality sleep. Preparing balanced and nourishing meals for yourself and family members is an important aspect for maintaining good health.
- **Reflect and connect to yourself:** Take time to engage in observing your surroundings (at home and immediate nature) by identifying the smells, textures and visuals. This will help to sooth our anxious minds. Self-care also means maintaining boundaries such as refusing visitors, reducing unnecessary demands, and saying "no". In our otherwise hectic everyday schedule, we had difficulty in maintaining self-care schedule. Take the opportunity to take up any such activity which will help you to connect with your own self - meditation, yoga, walking, baking, reading etc. Think of the small changes which you can bring in your life.

- **Manage your media time:** The information received through various social media may make you feel overwhelmed and confused. Hence, even though staying digitally active in present times is almost a necessity, yet it is important to carefully choose news and media sources. Choose one or two well-informed sources such as the Government of India's Corona virus (Covid-19) Helpdesk and WHO and set times during the day to check for updates. Restrict consumption of news, particularly on social media. Depend on traditional national media with direct lines to the trustworthy medical decision-makers when accessing news. Use social media platforms meaningfully to connect with people (friends, family, students, colleagues, etc.) rather than passing on messages.

### **GUIDELINES FOR PARENTS TO COPE WITH STRESS AND ANXIETY**

The primary role of parents now is to keep their learner well and that means looking after their emotional well-being as well as their physical health. Rather than worrying that learner are not doing enough school work, parents should view the enforced break as an opportunity for some student-led, individualized learning, which most schools struggle to offer. Parents can ask their learner to write down all the different things that they could do during this time to learn, do and experience. It can be anything-watering plants, developing a reading habit, leaning to cook, painting, playing music, etc.

- **Help your learner to develop life skills:** One-way parents can help even young learner to develop life skills while they are at home is to empower them to help with housework or cooking. It is not necessary that everything around their life should be based on academics only. Now, parents have an opportunity to connect with their learner and developing in them a sensibility to understand the curriculum of life. From learning to make a cup of tea to help in doing daily chores, a student would be able to feel that connection even in the moment of isolation.
- **Understand your anxiety:** As a parent, the uncertainty surrounding corona virus can be the hardest thing to handle. One doesn't know how exactly one would be impacted. Instead of remaining in confusion, parents can note down in points as to what are the exact things that are making them anxious. It can be study loss of your learner, academic worries, etc.

After contemplating about them, parents can have a clearer idea to understand their source of anxiety.

- **Avoid fake news and superstitions:** Parents can adhere to dependable sources such as Government of India's Corona virus (COVID-19) Helpdesk and WHO. They can move away from checking the news if they feel overwhelmed and should also be careful about what they share through social media platforms.
- **Focus on the things they can control:** In this scenario of global pandemic, many things are outside our control like how long the pandemic would last and what is going to happen in our community, etc. Focusing on things which are out of control can make one feeling drained, overwhelmed, and anxious. As a parent, one can help in reducing the personal risk by asking their student to wash their hands and doing it themselves too at least for 20 seconds or using a sanitizer with alcohol content not exceeding 60 per cent. Apart from maintaining hand hygiene, avoid touching your face especially your eyes, nose, and mouth. Stay at home, avoid crowds, and maintain six feet distance between yourself and others when out. Most importantly, get deep sleep.
- **Physical exercise:** Our body is meant for movement. There are innumerable benefits by doing physical exercises such as release of endorphins (feel good hormones), proper blood circulation, and feeling light, etc. Stretching, alternate toe-touching along with jumping jacks for 10 minutes can have a drastic effect in reducing stress and anxiety.
- **Yoga and meditation:** The word Yoga means union. When body and mind is balanced, when one reaches a state of unwavering attention, one has reached a state of yoga. This is the time which can be utilised to performing yoga yourself and also to teach your learner. Grounding yourself in the present moment can help to reach that union. One effective technique is to pay attention to your breath. *Prana* is the key here. Paying attention to inhaling and exhaling can help in attaining the state of *Dhyana*—getting in touch with the inner stillness.
- **Paying attention to diet:** One of the ways to cope with stress and anxiety can be stress eating and taking in excess of calories by indulging in deep fried, carbohydrate rich and sweet foods. This can make one feel anxious as nourishing aspect of food is eliminated through such indulgence. As a result, your immunity can take a toll. This is the right time to understand

and to make your learner understand that immunity is maintained not from the outside-it is not that using sanitizers will keep your immunity in check. To have a stronger immunity means to eat healthy i.e. eating fruits and vegetables and having right proportion of carbohydrates, proteins and fats.

- **Take care of your body and spirit:** Apart from eating healthy meals, getting plenty sleep and meditating, one should not forget to practice self-care in this situation. Be kind to yourself, maintain a routine, wake up early in the morning, and take time out for activities you enjoy, avoid self-medicating, and be a calming influence in the life of your learner and those around you.

In stressful times such as the present one, as a parent or teacher do remember that the social distancing and isolating of self is not only for our own good but also for all those around us and for everyone who is closely or remotely connected with our life and living. Help your learners and students to understand this and encourage them to feel in the same way.

### *Pre-vocational Activities*

ACTIVITY	GROWING VEGETABLES
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	01
<b>CHAPTER TITLE</b>	FOOD : WHERE DOES IT COME FROM

INTENDED LEARNING OUTCOMES
Describe the importance of planting vegetables at Home Identify the materials required for planting vegetable seeds/seedlings. Describe the importance of organically grown food. Describe the role played by the various plant parts in food production.

ACTIVITY	PREPARATION OF SPROUTS
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	2
<b>CHAPTER TITLE</b>	COMPONENTS OF FOOD

INTENDED LEARNING OUTCOMES
Demonstrate the knowledge of preparing sprouts. Describe the importance of sprouts as a healthy and nutritious food. Describe the importance of light, water and temperature in seed germination. Explain the reasons for varied requirements of seeds for germination.

ACTIVITY	MAKING KALEIDOSCOPE
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	11
<b>CHAPTER TITLE</b>	LIGHT SHADOWS AND REFLECTIONS

**INTENDED LEARNING OUTCOMES**

Describe the concept of kaleidoscope as a way of using mirrors to show how symmetrical patterns can be changed as the mirrors are moved.  
Describe the concept of reflection of light.  
Create a variety of kaleidoscope.

<b>ACTIVITY</b>	<b>DECORATING FRIDGE MAGNET</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	13
<b>CHAPTER TITLE</b>	FUN WITH MAGNETS

**INTENDED LEARNING OUTCOMES**

Identify and select the materials which are generally used for making refrigerator magnets;  
Demonstrate the procedure for making different types of refrigerator magnets.  
Describe the use of magnets in everyday life, for example, door bells, TVs, refrigerators, earrings, electricity gadgets, locks, whiteboards, etc.

<b>ACTIVITY</b>	<b>BUBBLE PAINTING</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	14
<b>CHAPTER TITLE</b>	WATER

**INTENDED LEARNING OUTCOMES**

Identify and select materials which are generally used to make bubble painting.  
Describe the basic principles of design and colour  
Demonstrate the procedure to create bubble painting.

<b>ACTIVITY</b>	<b>VERMICOMPOSTING</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VI
<b>CHAPTER NO.</b>	16
<b>CHAPTER TITLE</b>	GARBAGE IN, GARBAGE OUT

### INTENDED LEARNING OUTCOMES

Describe the life cycle of earthworms.  
Explain why the earthworms are known as friends of farmers.  
Identify and select the waste materials which are generally used for making vermicompost.  
Identify and handle the various tools, equipment and materials used for making vermicompost.  
Demonstrate the procedure for making vermicompost on a small scale.  
Describe the use and application of vermicompost.

ACTIVITY	KNOTTING AND JUTE TYING
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VII
<b>CHAPTER NO.</b>	3
<b>CHAPTER TITLE</b>	FIBRE TO FABRIC

### INTENDED LEARNING OUTCOMES

Identify and select materials which are used for knotting.  
Demonstrate the procedure of making knots using yarn or jute.

ACTIVITY	MEASURING BODY TEMPERATURE
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VII
<b>CHAPTER NO.</b>	04
<b>CHAPTER TITLE</b>	HEAT

### INTENDED LEARNING OUTCOMES

Describe the importance of measuring body temperature.  
Identify the site of measuring body temperature  
Convert temperature measured in Fahrenheit to Centigrade  
Describe the normal, average and range of body temperature

ACTIVITY	STAIN REMOVAL
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VII
<b>CHAPTER NO.</b>	5
<b>CHAPTER TITLE</b>	ACID, BASES AND SALTS

**INTENDED LEARNING OUTCOMES**

State the causes of stain on fabrics.  
Identify the type of stain.  
Demonstrate the procedure for removing stains caused due to vegetable, animal, mineral and oil.

<b>ACTIVITY</b>	<b>ORIGAMI</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VII
<b>CHAPTER NO.</b>	6
<b>CHAPTER TITLE</b>	PHYSICAL AND CHEMICAL CHANGES

**INTENDED LEARNING OUTCOMES**

Describe the benefits of Origami in understanding 3D concepts and symmetry.  
Demonstrate the procedure for making different types of origami arts.

<b>ACTIVITY</b>	<b>PREPARATION OF MILK PRODUCT</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VIII
<b>CHAPTER NO.</b>	02
<b>CHAPTER TITLE</b>	MICROORGANISMS: FRIENDS AND FOE

**INTENDED LEARNING OUTCOMES**

Describe the process of making curd.  
Demonstrate how to make curd.  
Describe how microorganisms help in making curd.

<b>ACTIVITY</b>	<b>WOOL WORK</b>
<b>SUBJECT</b>	SCIENCE
<b>CLASS</b>	VIII
<b>CHAPTER NO.</b>	3
<b>CHAPTER TITLE</b>	SYNTHETIC FIBRES AND PLASTICS

**INTENDED LEARNING OUTCOMES**

Prepare a soft doll with wool.  
Create original shapes and sizes of dolls by a slight variation.

ACTIVITY	WIRE WORK
SUBJECT	SCIENCE
CLASS	VIII
CHAPTER NO.	04
CHAPTER TITLE	MATERIALS: METALS AND NON-METALS

INTENDED LEARNING OUTCOMES
<p>Identify and select materials and tools which are generally used in wire work.</p> <p>Identify and handle the various manual tools, equipment and materials to create wire object.</p> <p>Demonstrate the procedure to create figures using wire.</p>

ACTIVITY	MAKING PLANTERS
SUBJECT	SCIENCE
CLASS	VIII
CHAPTER NO.	4
CHAPTER TITLE	MATERIALS: METALS AND NON-METALS

INTENDED LEARNING OUTCOMES
<p>Identify and select the materials which are generally used for making Planters.</p> <p>Demonstrate the procedure for making different types of Planters.</p>

ACTIVITY	DIYA DECORATION
SUBJECT	SCIENCE
CLASS	VIII
CHAPTER NO.	4
CHAPTER TITLE	MATERIALS: METALS AND NON-METALS

INTENDED LEARNING OUTCOMES
<p>Identify and select materials and tools which are generally used in decoration of <i>diyas</i>.</p> <p>Demonstrate the procedure to decorate earthen <i>diyas</i>.</p>

ACTIVITY	MAKING WIND CHIMES
SUBJECT	SCIENCE
CLASS	VIII
CHAPTER NO.	13
CHAPTER TITLE	SOUND

#### INTENDED LEARNING OUTCOMES

Identify and select appropriate materials for making wind chimes.  
 Identify and handle the various tools, equipment and materials used for making wind chimes.  
 Demonstrate the procedure for making different types of wind chimes.  
 Describe the role of various materials and their physical properties in creating musical notes.  
 Explain the relationships between wave velocity, wavelength and frequency.

ACTIVITY	MAKING PAPER LAMP
SUBJECT	SCIENCE
CLASS	VIII
CHAPTER NO.	16
CHAPTER TITLE	LIGHT

#### INTENDED LEARNING OUTCOMES

Identify materials which are opaque/translucent/transparent.  
 Demonstrate the use of different types of translucent/transparent materials for constructing paper lamps or lanterns.  
 Make a simple drawing of the various types of lamps.  
 Describe the various features of a lamp.  
 Describe how the distance between an object and its light source affects the size of a shadow.

## Annexure- IV

1. Saa, rey, gaa, maa, paa, dhaa, nee, saa, Saa, nee, dhaa, paa, maa, gaa, rey, saa
2. Saasaa, reyrey, gaagaa, maamaa, paapaa, dhaadhaa, nee nee, saasaa Saasaa, nee nee, dhaadhaa, paapaa, maamaa, gaagaa, reyrey, saasaa
3. Saareyгаа, reygaamaa, gaa maapaadhaa, paadhaa nee, dhaa nee saa Saa nee dhaa, nee dhaapaa, dhaapaamaa, paa maagaarey, gaareysaa
4. Saareygaamaa, reygaamaapaa... Saa nee dhaapaa, nee dhaapaa, maa

### +++ SARGAM - TEENTAAL

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Dhaa	Dhin	Dhin	Dhaa	Dhaa	Dhin	Dhin	Dhaa	Dhaa	Tin	Tin	Taa	Taa	Dhin	Dhin	Dhaa
x				2				0				3			
Saa	Gaa	Saa	Gaa	Saa	Gaa	Maagaa	Rey saa	Nee	Rey	Nee	Rey	Nee	Rey	Gaarey	Saa nee
Saa	Gaa	Saa	Gaa	Saarey	Gaamaa	Paa	--	Maagaa	Rey saa	Gaar ey	Saan ee	Saa	Saa	Saa	--
Saa	Saa	Rey saa	Nee saa	Rey	Rey	Gaarey	Saarey	Gaa	Gaa	Maa Gaa	Rey saa	Nee rey	Saa	--	---
Gaa	Gaa	Maagaa	Rey gaa	Maa	Maa	Maa	--	Gaa	Gaa	Maagaa	Rey saa	Rey	Rey	Rey	---
Paa	Paa	Dhaa paa	Maagaa	Maa	Maa	Paamaa	Gaarey	Gaa	Gaa	Maagaa	Rey saa	Nee	Rey	Saa	---
Saa	Nee dhaa	paa	Maamaa	Gaa	Maamaa	Paa	Dhaa nee	Saa	Nee dhaa	paa	Maa maa	Gaa maa	Gaa maa	Rey	---
Maagaa	Rey saa	Gaarey	Saa nee	Saa	Saa	Saa	---	Maagaa	Rey saa	Gaar ey	Saa nee	Saa	Saa	Saa	---

### ###Raga Brindavanisarang

**Aroha**- Saa, rey, maa, paa, ni, saa

**Avroha**- Saa, ni, paa, maa, rey, saa

**Pakad**- Nee SaareyMaarey paa maa rey saa

### \*\*Sargam - Jhaptaal

Taal								
DheeNaa		DhiDhiNaa		Tee Naa		DhiDhiNaa		
Sthayi								
Saa	Rey	Maa	Rey	Maa	Rey	Saa	Rey	Saa
MaaMaa		Paanini		PaaSaa		Ni Paa		Rey
May rey		Saareyni		Saani		Pa nisaa		
Antara								
Ma paa		Ni nipaa		Saasaa		Rey maarey		
Saa ---		Ni nisaa		Maamaa		Rey saasaa		
Ni ni		Paapaamaa		Maa Rey rey		Saasaa ---		

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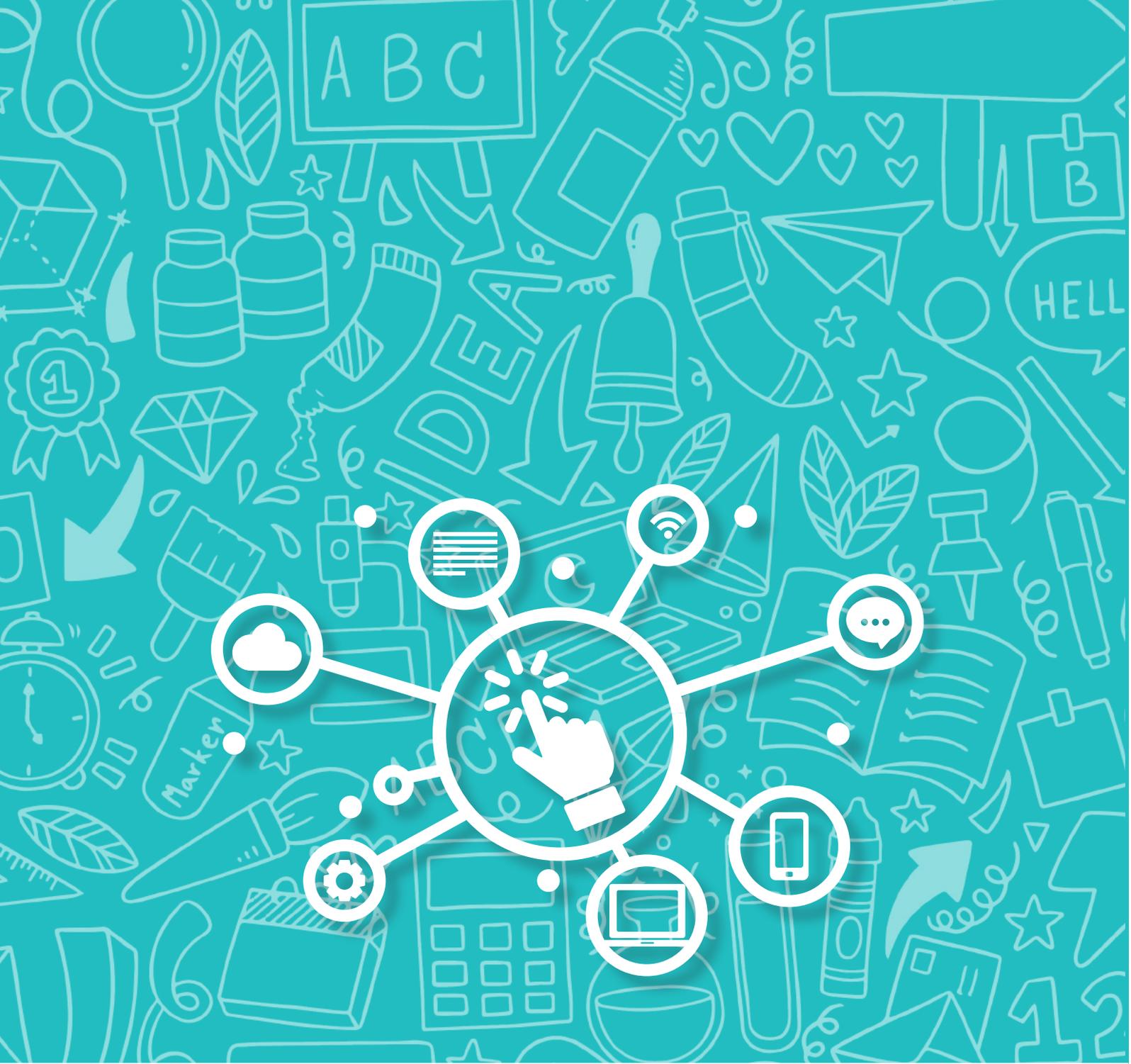
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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING





# ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS SECONDARY



# ALTERNATIVE ACADEMIC CALENDAR FOR

## SECONDARY



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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भारत सरकार  
MINISTER  
HUMAN RESOURCE DEVELOPMENT  
GOVERNMENT OF INDIA



### MESSAGE

At present, many countries of the world including India have been facing the outbreak of Covid-19 with courage. Our teachers and students are currently in homes to prevent the spread of this virus. Many efforts have been made by the Ministry of Human Resource Development to continue the learning of students even at home through on-line resources. Class wise e-resources and e-textbooks are available on various online platforms such as e-pathshala, NROER, SWAYAM and Diksha, so that students in higher classes can self-learn, and students in elementary classes can learn under the guidance of their teachers and parents. In view of this, we have taken a new initiative of developing an Alternative Academic Calendar for our school students. Following this calendar, students of all classes can receive school education systematically at home with the help of their teachers through available technological and social media tools till their schools get open. Parents of primary and upper primary students will be guided by teachers about the activities to be conducted with children using mobile phone, SMS, radio, television or various other social media. These activities are related to their syllabus and learning outcomes. Teachers will also be able to guide students by establishing contact with them through mobile phones or social media. This calendar has been developed by the NCERT in such a manner that it provides adequate space to the State contexts.

I hope that all the States and Union Territories will implement this and provide a new dimension to the learning of school students. I am also very much hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children but also will be successful in motivating children to learn with interest in the conducive and participatory learning environment created at home by their parents.

(Ramesh Pokhriyal 'Nishank')



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## Foreword

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents and students have to remain at homes to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress, we not only have to keep our children busy but also maintain continuity of their learning in their new classes. In this context, NCERT has developed an *Alternative Academic Calendar* for all the stages of school education.

Initially, this calendar is prepared for four weeks, which may be extended further. In this calendar the themes/topics have been selected from syllabus and are linked with the learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many teachers and parents only have simple mobile phones as a tool available at their homes and all the teachers and students do not have virtual classroom facility. In view of this the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after talking to the teachers over phone. The teachers can contact parents and students using a range of tools starting from simple mobile phones to internet based diverse technological tools for giving them the appropriate guidelines for conducting these activities given in the calendar.

This calendar includes not only generic guidelines and subject specific activities, but also detailed material on the use of different technological and social media tools as well as strategies for reducing stress and anxiety in the present time. This guideline also contains activities related to art education and health and physical education. It also includes reference of many learning resources along with textbooks.

This calendar is flexible and suggestive. The teachers can implement this taking into consideration the contexts and needs of the State/UT. This calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs using on-line platforms such as WhatsApp, Google Hang-out, Zoom, etc., for discussion and feedback. Their hard work is commendable.

For implementing this calendar, SCERT and the Directorate of Education may form teams including faculty members from DIETs and School Principals, who can continuously follow-up and provide support to teachers using mobile phones and other accessible technological tools and social media.

I hope, this calendar will be useful for teachers and parents in creating a very conducive learning environment at home for the students so that they can learn in a very meaningful and joyful way.

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to [director.ncert@nic.in](mailto:director.ncert@nic.in) and [cgncert2019@gmail.com](mailto:cgncert2019@gmail.com).

New Delhi  
April 2020

HRUSHIKESH SENAPATY  
*Director*  
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# **ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS AT THE SECONDARY STAGE, STUDYING AT HOME**

## ***Guidelines for Teachers, Parents and School Principals***

### **INTRODUCTORY NOTE**

India and the world are facing an enormous crisis due to COVID-19. India as a country is under lockdown, while most of the cities and states in the world are under lockdown too. Medical care professionals, security personnel and people related to delivering essential services are working round the clock to tide over the crisis. Schools, Colleges and Universities have been closed. Students are confined to their homes, and so are teachers and parents. Teacher educators, teachers and parents need to find ways to deal with this unprecedented situation arising out of the lockdown in order to engage students meaningfully through educational activities at home. While we are putting in all efforts to flatten the epidemic curve, learning can continue at home too, and the learning curve of children must continue to move upwards.

How should this be done? The first thought would perhaps be homework or home assignments. However, the concept of homework is that of a task done individually; moreover, it carries with it the pressure of completion rather than that of joyful learning. Further, as educationists, we prefer not to recommend homework over a long duration for very young children. We have to therefore seek alternative methods.

Currently, there are various technological and social media tools available for imparting education in fun-filled, interesting ways, which can be used by children to learn even while at home. Yet, we understand the need to structure it for you. Keeping in mind the varying levels of access to such tools and the variety of their content, NCERT has developed General Guidelines for Implementing Weekly Plan (for four weeks) for Learning of Students at the Secondary Stage. This entails the use of a commonly used, simple instrument, i.e., the mobile phone.

Fortunately, almost everyone owns a mobile phone; additionally, many people use it for social media such as SMS, Whatsapp, Telegram, Facebook, Twitter as well as Google mail and Google Hangout. These tools have the advantage of providing us with the facility to connect with more than one student and parent at a time.

There is of course the possibility that many of us may not have internet facility on our mobile phones, or may not be able to use all of the above-mentioned social media tools. In that event, the solution is that students may be guided through SMS on mobile phones or voice calls; parents' help can also be sought for secondary stage students.

A week-wise plan for the secondary stage (from Classes IX to X) has been developed, keeping in view the choice of availability of tools with the teachers. The week-wise plan consists of interesting activities and challenges, with reference to themes/chapters taken from the syllabus or the textbooks across the subject areas. Most importantly, it maps the themes with the learning outcomes. It may be mentioned here that the activities are suggestive in nature, not prescriptive, nor is the sequence mandatory. Teachers and parents may opt to do the activities that the student shows interest in, irrespective of the sequence. In the case of children of the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger ones.

The purpose of mapping of themes with learning outcomes is to facilitate teachers/parents to assess the progress in students' learning. This may be done in a variety of ways, i.e., asking questions, encouraging interaction, suggesting another activity of a similar kind, observing learner's interest and participation in the activity, etc. Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, it is reiterated that the focus should be on learning, rather than testing for scores.

Since learners at the secondary stage have language skill and they can study on their own with very little guidance by the teachers, teachers can make Whatsapp group or send SMS to a group of students and guide them on various interesting activities designed for them. In case of Children with Special Needs or children who need parents' support, parents may be guided on the activities to be conducted at home.

Links for e-resources have been provided along with the activities. Yet, if it is not possible for students to access these resources, the teacher may guide them through mobile phones to other reference sources such as dictionary, atlas, news headlines, storybooks, etc.

In case tools, such as, WhatsApp, Google Hangout, etc., are being used, teachers may do audio and video calling with a group of students and discuss with them in small groups, or all of them together. Teachers may also guide students for peer learning or group learning through these tools.

### **Whatsapp Group Call**

To start a group call on WhatsApp, first of all you have to create a group of parents then initiate a conversation on your WhatsApp and click on the phone icon on the top right of the screen. Once your contact has picked up the call, you can then click on the + icon on the screen and select multiple contacts to connect to a group call.

Detailed guidelines for using different technological tools and social media alongwith precautions to be taken while using on-line tools are given in Annexure-I.

In cases where the teacher is using the mobile phone only for voice call receiving calls and messaging, connecting with individual students or parents on a daily basis may be difficult. The teacher may opt for calling students or parents in a phase-wise manner for interacting, explaining and assessing. Hence it is suggested that this may be done in smaller groups. For instance, a teacher may call 15 students in a day (Day 1) and explain the work expected from them. On Day 2, she can call 5 out of the 15 students to ascertain the progress of their learning. The progress of the remaining 10 would be ascertained on Day 3 (5 students) and Day 4 (5 students). On the same day (Day 2) she may call an additional 10 students to explain the work expected. This cycle would continue, so that a class of 40 students would be covered in 8-10 days. Likewise she can do so for another set of students. Teacher can also send one collective SMS containing activities to a large group of parents/students simultaneously. Voice/video recorded messages may also be sent. Subsequently, parents can also respond to teachers through SMS and recorded voice message. Thus, in case of non-availability of the internet, voice call, SMS, voice recorded messages

are some of the means through which a teacher can connect with parents and students.

### ***General Guidelines for Implementing Weekly Plan (for four weeks) for the Learning of Students at the Secondary Stage***

- Secondary Stage learners are adolescent learners. They usually prefer learning by themselves. They may require less support from their parents therefore, teachers are first advised to call up the parents to apprise them about the conduct of the suggested activities. Later the teachers may directly contact the students for further interventions.
- In this time of crisis, we are expected to remain at home (and so is the case with our learners) for the welfare of self and society. We do not want their learning to be adversely affected due to the loss of academic days. For this we need to adapt to the home learning model. Even before the learners are exposed to content learning, we need to equip them with the skill of acquiring knowledge of the content through various activities which they can do on their own. Project and activity-based learning allows students to create projects that facilitate learning of the content as well as honing of the 21st-century skills.
- In case Internet is not available at a student's home, teachers can explain to the students/parents about each activity over the phone, through SMS and voice recorded messages. Teachers must continuously ensure that the activity has been conducted, through a follow-up later.
- In case of availability of Internet and active WhatsApp, Facebook, Google Hangout, Google Mail, telegram, the teacher can forward the guidelines to parents or even students with a brief explanation.
- Teachers should stress the point that learners should not in any way be forced to do the activities. Rather, parents should support learners creating a friendly atmosphere.
- The week-wise activities are given in the guidelines with overall learning outcomes, as learning outcomes should not be linearly divided. Resources are also mentioned wherever possible.
- Teachers may ask parents to observe changes in children's behaviour as given in the learning outcomes. Parents/sibling may, through interaction, questions, or similar kind of activities ensure that the

learner is indeed making progress in his/her learning. Examples are given in the table itself.

- The activities mentioned are suggestive and can be modified based on the availability of the resources and the prior knowledge of the learner.
- At the secondary stage, the teacher may encourage children for self-study, readings, and learning by doing with available resources at home under the supervision of parents.
- The week-wise plan too is flexible: the teacher can guide parents/students knowing their strengths, limitations and contexts of the families as well as the interests of their children.
- The activities involve observant and active questioning on the part of teacher/parent as the student is progressing in the activity.
- Also, many activities cater to different concepts and skills which have to be developed in the student. A watchful integration of the concepts and prior understanding is required on the teachers'/parents' part.
- **Clear and sufficient verbal and visual instructions are to be given by teachers/parents so that all children, including Children with Special needs, are able to follow the activities suggested.**
- **To overcome difficulties of access with respect to learning mathematics or other subjects, some pupils may require tactile, and others specialised, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in graphs, tables, or bar charts. There may be children who may need help in interpreting oral directions or while making mental calculations.**
- Opportunities are to be given to the student for logical reasoning and language proficiency (in terms of expression of thought). Asking good questions and encouraging the student to think would help to achieve this objective.
- Appropriate worksheets can also be created aligned with the activities along with those given in the textbooks.
- Chapter wise e-content is available on the e-pathshala, NROER and DIKSHA portal of Government of India; these may be made use of.
- Before beginning the week-wise alternative academic interventions, teachers need to have a talk with parents on 'Reducing Stress and

Anxiety'. For this, teacher needs to go through the Guidelines on 'Reducing Stress and Anxiety' annexed at Annexure-II and accordingly develop points for a discussion, keeping in view the stage and level of students, and conduct it through WhatsApp conference call or Google Hangout with a good number of parents.

- In this Calendar, though experiential learning, i.e., Art and Physical Education are integrated into subjects such as languages, science, mathematics and social sciences; yet in the interest and for the benefit of children, activities related to other curricular areas such as Arts Education and Health and Physical Education have also been given special space.
- Before the teacher begins explaining these activities, he/she must counsel/explain to parents/guardians and children the reasons for and merits of using this calendar.

### **TRANSACTIONAL STRATEGIES**

- (1) More focus should be on helping students becoming self-learners.
- (2) Teachers may form WhatsApp groups/Microsoft Teams for different classes. Instead of directly providing the resources to students, this can be done as per the need of the content.
- (3) For any concept/topic the teacher in the group may ask students to go through a particular portion of the chapter after which he/she may initiate a discussion related to that portion and ask students to deliberate on that. This may help teachers to know students' thought process or approach towards a problem.
- (4) The teachers may highlight only important points during the discussion and rest of the work may be done by students themselves. The teacher may intervene only when necessary. They may provide the link of the available resources which can help in clarifying the doubts of the students.
- (5) As in the regular classroom, the teachers facilitate learners to understand the concepts by involving them in certain activities in groups, similarly, they may form subgroups on Whatsapp or Telegram involving different students. Each group may be assigned different tasks and they may be asked to revert.

## Exemplar

### **For the teacher (How to conduct Reading Activity guiding students through mobile phone)**

The process would involve pre reading, while reading and post reading activities.

#### **Pre reading**

Children learn from their previous knowledge and they respond with understanding and interest if they can connect their prior knowledge and experiences to the tale being told. Some pre reading activities that you can use are:

- Asking questions related to the theme of the story, showing pictures to generate ideas and related vocabulary
- Teaching new vocabulary or expressions that will appear in the story
- Giving some listening activity for learners related to the theme.

#### **While reading**

- Depending on the length of the text divide it into parts and while reading the text check the comprehension of the learners for each part. For comprehension, assessment can be conducted by giving true/false, matching, multiple choices, short answer, gap filling, completion type, word attack questions and table completion type questions, etc. Along with question and answers, activities on all the four skills can also be given.

#### **Post reading**

Post reading activities can focus on topics beyond the text. For example,

- Grammar in context
- Writing activities
- Points for debate
- Writing dialogues for role play
- Arrange the sentences in a paragraph
- Group retelling
- Creating their own ending
- Story mapping
- Story boarding
- Reflecting

## ***Suggestions for engagement and assessment of Students***

Assessment need to be an integrated part the teaching-learning process whether through face-to-face-mode or distance mode. Learners may be motivated for self-assessment. Following are some activities through which learners at any stage can do self-assessment under the guidance of teachers and parents. Teachers need to keep in view – that the activities must be interesting and challenging for children.

- Assignments that can be given to students are
  - ✓ Multiple Choice Questions
  - ✓ Short Answer Type Questions
  - ✓ Long Answer Questions
  - ✓ Activity Based Questions
  - ✓ Open Book questions
  
- Learners may be motivated to
  - ✓ solve crossword puzzles
  - ✓ participate in Online quizzes by using Kahoot
  - ✓ construct Model/Device related to concept learnt
  - ✓ discuss some questions posed by mentor or any query raised by any student
  - ✓ write slogans/create any poem on the concept learnt
  - ✓ create games on the concept learnt
  - ✓ prepare a spider/hierarchical types of Concept Map of the lesson learnt
  - ✓ prepare a list of 21st century skills/values learnt form the lesson
  - ✓ prepare two understanding, application and higher order questions from the lesson learnt.

## ***SUBJECT-WISE WEEKLY ACADEMIC CALENDAR***

The subject-wise weekly academic calendar starts with Learning Outcomes. Learning Outcomes may be understood as changes in behaviour of students which may be observed during the process of learning leading to development of competencies and skills in students. Students may ask questions, construct sentences, develop stories, think of innovative methods to solve problems, etc., during their learning process. Their responses/ changes in the process of learning lead to the development of competencies

and skills. These responses and changes are not fixed, in the sense that they may vary depending on the pedagogy that the teacher uses. However, they are all inter-linked and cumulative in nature. They need not be measured, rather they need to be observed and if required, supported, particularly if a gap in learning is identified. It is reiterated that these are not textbook dependent. These require focus on a student's day-to-day experiences. Teachers and parents need to know about the Learning Outcomes, so that they can observe the progress in the learning of their children in process rather than taking learning as a product and forcing children to go through a test for scores.

The next column is titled 'Resources'. This column contains references to textbooks, chapters, themes, e-resources, some web links, etc., for teachers, to be referred to if they want to design contextual activities for children. These are also helpful for parents to understand the activities they are going to conduct with their children. It may be mentioned here that there is no one-to-one mapping of activities with the learning outcomes, yet during the conduct of these activities, parents/teachers can observe changes in students in terms of their questions, discussions, their actions, such as, classification of objects, etc. These changes relate to the Learning Outcomes, and ensure that the student is learning. The activities given here are exemplar; additionally, teachers and parents may design their own activities that focus on these learning outcomes.

This Calendar contains class-wise and subject-wise activities in tabular forms. In case of the languages—English, Hindi, Sanskrit and Urdu activities for Classes IX and X are given together as the skill set is same. However, the material that the teacher will refer to may be class specific and different. Since Social Science has four areas at the secondary stage in the form of subjects- History, Political Science, Economics and Geography, activities related to these subject areas are given separately. However, it is up to the teachers and students to choose the activity to be undertaken, as per their convenience and tools available.

# CLASS IX

## Science (Class-IX)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents</li> <li>explains processes and phenomena, such as, spread of diseases and their prevention</li> <li>measures physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc.</li> <li>applies scientific concepts in daily life and solving problems, such as, takes preventive measures to control disease causing agents, etc.</li> <li>exhibits values of honesty, objectivity, rational thinking,</li> </ul>	<p><b>NCERT/State Textbook</b> <b>Theme:</b> Why Do We Fall Ill</p> <ul style="list-style-type: none"> <li>Link 1: <a href="https://www.who.int/diseasecontrol_emergencies/publications/idhe_2009_london_inf_dis_transmission.pdf">https://www.who.int/diseasecontrol_emergencies/publications/idhe_2009_london_inf_dis_transmission.pdf</a></li> <li>Link 2: <a href="https://www.youtube.com/watch?v=bB_Pk0Wr1Zg&amp;t=130s">https://www.youtube.com/watch?v=bB_Pk0Wr1Zg&amp;t=130s</a></li> <li>Link 3: <a href="https://www.youtube.com/watch?v=36WwOX1yFqQ&amp;feature=youtu.be">https://www.youtube.com/watch?v=36WwOX1yFqQ&amp;feature=youtu.be</a></li> <li>Link 4: <a href="https://www.mohfw.gov.in">https://www.mohfw.gov.in</a></li> <li>Link 5: <a href="https://www.mohfw.gov.in/pdf/PreventivemeasuresEng.pdf">https://www.mohfw.gov.in/pdf/PreventivemeasuresEng.pdf</a></li> <li>Link 6: <a href="https://www.mohfw.gov.in/pdf/PreventivemeasuresHin.pdf">https://www.mohfw.gov.in/pdf/PreventivemeasuresHin.pdf</a></li> <li>Link 7:</li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>After reading Link 1, try to answer the following: <ul style="list-style-type: none"> <li>Explain how different modes of transmission cause different diseases.</li> <li>Make a table of the different kinds of diseases, their mode of transmission and their symptoms.</li> <li>What kinds of diseases can be prevented by practicing hand-washing?</li> </ul> </li> <li>After the videos in Link 2 and 3 and reading the information in Link 4, 5, 6, 7 and 8, try to answer the following: <ul style="list-style-type: none"> <li>Explain how the virus can be spread.</li> <li>What is the correct procedure to wash hands?</li> <li>Explain the preventive measure for COVID-19.</li> <li>What can you do as an individual to avoid the spread of COVID-19?</li> </ul> </li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>If there is a clinical thermometer in your house, measure your body temperature by keeping it in your armpit and compare it with the room temperature. Find out from authentic sources in the internet what the normal body temperature is. Take precautionary measure not to break the thermometer since it contains mercury. If there is no thermometer in your home, watch some videos on how body temperature or temperature in liquids is measured.</li> <li>Make your own poster about the precautionary measures to be taken in order to avoid the spread of COVID-19 and share</li> </ul>

<p>freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, myth about transmission of diseases, belief that vaccination is not important for prevention of diseases, etc.</p> <ul style="list-style-type: none"> <li>communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc.</li> </ul>	<p><a href="https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Eng.pdf">https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Eng.pdf</a></p> <ul style="list-style-type: none"> <li>Link 8: <a href="https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Hin.pdf">https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Hin.pdf</a></li> <li>Link 9: <a href="https://www.indiatoday.in/india/story/coronavirus-cases-in-india-covid19-states-cities-affected-1653852-2020-03-09">https://www.indiatoday.in/india/story/coronavirus-cases-in-india-covid19-states-cities-affected-1653852-2020-03-09</a></li> </ul>	<p>the picture of the poster with your friends, relatives, etc.</p> <ul style="list-style-type: none"> <li>What changes in your lifestyle have you made to avoid contracting various diseases? Make a list on a chart paper/sheet of paper and share a picture of it with your classmates.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Read your textbook and other resources from the internet to explain some of the myths associated with the spread of diseases such as HIV, Tuberculosis, vaccination, COVID-19, etc. Make your own poster about the myths associated with COVID-19 and share the picture of the poster with your friends, relatives, etc., via email, Whatsapp, Facebook, etc.</li> <li>Collect data from reliable sources from the internet about the trends in the number of people infected by COVID-19 in different states in India (Link 9) or in different countries and the number of people who have recovered or succumbed due to the infection. Present your data in the form of an appropriate graph.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>Recall the modes of transmission of diseases which you have learned. Now explain the modes of transmission of various diseases in the form of a diagram. Make it as elaborate as possible.</li> </ul>
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Students and Parents/Guardians may also visit NROER, an online educational resource repository of NCERT and NCERT website and explore e-resources available online related to the topic. The following are the links for the activities for easy access.

- Supplementary material on Sanitation and Hygiene:  
[http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/Sanitation\\_hygiene.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Sanitation_hygiene.pdf)

2. Diseases and its causes:  
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5c8f1e7116b51c01ee839478>
3. What is Rotavac?  
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5835786616b51c4587b7aaf5>
4. Vector and Disease:  
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d39993d16b51c0167542412>
5. Disease caused by microorganisms:  
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d3add0616b51c01699f91d4>

### Mathematics (Class-IX)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• applies logical reasoning in classifying real numbers, proving their different properties and using them in different situations.</li> </ul>	<p><b>NCERT/State Mathematics Textbook</b></p> <p>Chapter 1: NUMBER SYSTEMS</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Discussion through emails/ Whatsapp can be held about rational numbers which may include encouraging students to send contexts in which they have used rational numbers.</li> <li>• The students can frame questions, such as, how many rational numbers are there between say, 2 and 3, etc., and can send it to each other. They can refer the exemplar problem book in mathematics for Class VIII, which is available on the NCERT website.</li> <li>• The teachers can also encourage students to pose problems from these online books and also the e resources for Class VIII available on NROER.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• The teachers can give some rational numbers to be converted to decimal forms. The difference between the decimal forms of different rational</li> </ul>

		<p>numbers should be asked to students.</p> <ul style="list-style-type: none"> <li>• The students may also be encouraged to make different decimal expansions for themselves. The different decimal numbers can then be discussed to evolve the concept of irrational numbers. The textbook for Class IX is also available on the NCERT website and can be used during online discussions.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• One suggested activity: Teachers may send one context to the students where irrational numbers are used. Students may be encouraged to provide more such contexts.</li> <li>• A discussion about the properties of rational and irrational numbers may be held.</li> <li>• Exercises from the textbook and Exemplar problem book of Class IX (available on the NCERT website) can be done. Teachers can ask students to do activities on the concepts discussed using the Laboratory manual (available on the NCERT website) (Activities 1, 2) for secondary stage. These need to be sent online and their logic explained.</li> <li>• Assessment of students can be done by observing their responses. Appropriate feedback can then be given.</li> </ul> <p><b>WEEK 4</b></p> <p>The work of Week 3 may be carried further in this week.</p>
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## English Language (Class- IX & X)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p><b>Use QR code reader form mobile.</b></p>	<p><b>WEEK 1</b></p> <p><b>Competency/Skill- Listening</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on your own.</li> </ul>
<ul style="list-style-type: none"> <li>reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p><a href="http://ncert.nic.in/textbook/textbook.htm">http://ncert.nic.in/textbook/textbook.htm</a></p> <p><b>Reading</b></p> <p>Having listened to the story/text/poem, learners read the text on their own. (In case there are other sibling at home, they can do it with their brother/sister or even parents)</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The NCERT textbooks are divided into sections followed by oral comprehension check.</p>	<p><b>WEEK 2</b></p> <p><b>Competency/Skill-Reading</b></p> <p>The teachers may ask learners to do the following activities as per the needs of the learner/curriculum:</p> <ul style="list-style-type: none"> <li>Attempt and answer the reading comprehension questions given at the end of text.</li> <li>Create a sub-text by summarising the text.</li> <li>Write or tell the whole story/text in your language to parents or sibling.</li> <li>Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <p>As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</p> <p><b>Post Reading activity</b></p> <p><b>Reading comprehension</b></p> <p>Revisit/reread the text and answer the comprehension question given at the end of the text.</p>

<ul style="list-style-type: none"> <li>• uses words, phrases, idioms and words chunks for meaning making in contexts.</li> <li>• understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p><b>WEEK 3</b></p> <p><b>Competency/Skill- Vocabulary</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>➤ Find the new words and categorise into groups and make a word web or mind map of the words.</li> <li>➤ Create a dictionary of words you come across in the text.</li> <li>➤ Find the meaning of words and write them down in their note books.</li> <li>➤ Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Post Reading activity</b></p> <p><b>Vocabulary learning</b></p> <p>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</p>
<ul style="list-style-type: none"> <li>• uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.</li> </ul>	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>Grammar Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	
<ul style="list-style-type: none"> <li>• writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme;</li> <li>• writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails.</li> <li>• writes short dialogues</li> </ul>	<p><a href="https://www.youtube.com/user/kanakoduthavanithan">https://www.youtube.com/user/kanakoduthavanithan</a></p>	<p>Teacher may give additional questions wherever possible and needed.</p> <p><b>WEEK 4</b></p> <p><b>Writing</b></p> <p>Based on the reading of the text/story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing and so on.</p>

<p>and participates in role plays, skits, street plays (<i>nukkadnatak</i>) for the promotion of social causes like <i>Beti Bachao – Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.</p>		<p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasises the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p><b>Outlining:</b> organising the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revisions:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> <i>Write the final draft now</i></p>
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## POINTS TO BE KEPT IN VIEW FOR LANGUAGE TEACHING-LEARNING

- The guideline enables learners to learn languages based on the textbook or any other material available to them. Since this is self-initiated and directed, learners, teachers and parents have to be highly flexible in enabling the learners to use them effectively.
- This can be used for any lesson/unit in language learning based on the textbook or on any other material available to learners in print or as soft copy.
- Not all the activities can be undertaken by all learners. So, let’s be flexible and let learners do on their own depending on the facilities available to them. (For example, some may not have audio enabled gadgets with them, in that case they should read carefully or ask another person to listen to the text at home.)
- All the activities mentioned here are for learners to do as they are not with teachers or any formal teaching-learning situation.

## हिन्दी (कक्षा 9)

सीखने के संभावित प्रतिफल	सहायक सामग्री	सुझावात्मक क्रियाकलाप/ गतिविधियाँ
<ul style="list-style-type: none"> <li>कहानी (कहना-सुनना-समझना-पढ़ना-लिखना), जैसे— प्रेमचंद की कहानी ('दो बैलों की कथा')</li> <li>अपने परिवेश में होने वाली घटनाओं के प्रति सजग होकर अपनी बात, विचार को मौखिक-लिखित रूप में अभिव्यक्त करते हैं, जैसे— 'कोरोना वायरस' से प्रभावित देश-दुनिया का जन-जीवना</li> <li>अपने परिवेश/पर्यावरण में आए सकारात्मक/नकारात्मक बदलावों को कविता, कहानी, निबंध के रूप में अथवा अपने ढंग से कहते/लिखते हैं। (भाषा/अनुभवों का सृजनात्मक प्रयोग।)</li> </ul>	<p>ICT का उपयोग करते हुए पाठ्यपुस्तक में दिए गए क्यूआर कोड (QR Code) की सहायता ले सकते हैं</p> <ul style="list-style-type: none"> <li>टी.वी. पर प्रसारित कार्यक्रम, इंटरनेट, रेडियो आदि</li> <li>NCERT, CIET, E-Pathshala आदि की वेबसाइट पर उपलब्ध सामग्री को देख सकते हैं। <a href="http://www.ncert.nic.in">www.ncert.nic.in</a>, <a href="http://www.ciet.nic.in">www.ciet.nic.in</a>, <a href="http://www.swayamprabha.gov.in">www.swayamprabha.gov.in</a></li> <li>प्रेमचंद की कहानी— दो बैलों की कथा भाग 1 <a href="https://www.youtube.com/watch?v=RFw2K7hAPdA">https://www.youtube.com/watch?v=RFw2K7hAPdA</a></li> <li>दो बैलों की कथा भाग 2 <a href="https://www.youtube.com/watch?v=13Kg_QL7A9I&amp;t=11s">https://www.youtube.com/watch?v=13Kg_QL7A9I&amp;t=11s</a></li> <li>नमक का दारोगा <a href="https://www.youtube.com/watch?v=uU6cgAxVUGs&amp;t=5s">https://www.youtube.com/watch?v=uU6cgAxVUGs&amp;t=5s</a></li> <li>बड़े भाईसाहब <a href="https://www.youtube.com/watch?v=3u37W_Q43BQ">https://www.youtube.com/watch?v=3u37W_Q43BQ</a></li> <li>टी.वी., इंटरनेट, रेडियो आदि पर प्रसारित 'कोरोना वायरस' संबंधित कार्यक्रम।</li> </ul>	<p style="text-align: center;"><b>पहला और दूसरा सप्ताह</b></p> <ul style="list-style-type: none"> <li>कहानी कहने-सुनने के बारे में अभिभावकों, परिवार के सदस्यों से उनके अनुभवों के बारे में बातचीत की जा सकती है।</li> <li>कोई भी कहानी कहते-सुनते, समय कहानी की मौखिक परंपरा और आजकल कहानी कहने-लिखने के ढंग में आए बदलावों पर बातचीत की जाए।</li> <li>परिवार के सदस्यों, साथी-समूह या शिक्षक (जो मोबाइल व अन्य ICT माध्यमों द्वारा) आपस में जुड़े हों, से अपनी-अपनी पसंद की कोई भी कहानी एक-दूसरे को सुना सकते हैं या अपने पास उपलब्ध कहानी को एक-दूसरे से ICT के माध्यम से साझा कर सकते हैं।</li> <li>प्रेमचंद की किसी भी कहानी (जो पाठ्यपुस्तक में शामिल हो सकती है) को ध्यानपूर्वक पढ़ें।</li> <li>कहानी में आए भाषागत प्रयोगों (मुहावरे-लोकोक्तियों) को समझने का प्रयास करें।</li> <li>कहानी के केंद्रीय भाव-विषय पर चिंतन-मनन करें।</li> <li>कहानी की विषय-वस्तु पर अपने परिवार के सदस्यों से चर्चा कर सकते हैं।</li> <li>कहानी के बारे में अपने विचारों को लिखने का प्रयास करें।</li> </ul> <p style="text-align: center;"><b>तीसरा एवं चौथा सप्ताह</b></p> <ul style="list-style-type: none"> <li>घर में उपलब्ध टी.वी., इंटरनेट, रेडियो व अन्य ICT सामग्री की सहायता से 'कोरोना वायरस' संबंधी तथ्यात्मक जानकारी का संकलन करें।</li> <li>वैज्ञानिक आधार पर तथ्यों के विश्लेषण को समझे तथा इसे अपनी नोटबुक में लिखें।</li> <li>विस्तृत जानकारी के लिए अपने परिवार के</li> </ul>

		<p>साथ विचार-विमर्श करें। आवश्यकतानुसार स्वयं भी सचेत रहें और परिवार के सदस्यों को भी सचेत करें।</p> <ul style="list-style-type: none"> <li>● इस कार्य को एक प्रोजेक्ट की तरह कर सकते हैं। जिसे बाद में अपने शिक्षक/ साथियों से साझा कर सकते हैं।</li> <li>● अपने निकट के परिवेश जैसे- घर/परिवार/ प्रकृति/ पर्यावरण/ आदतों/ संसाधनों के उपयोग में आ रहे सकारात्मक-नकारात्मक अनुभवों को नोट करते हैं। उन्हें अपनी भाषा-शैली (ढंग) से समझने, कहने/लिखने की कोशिश करें।</li> </ul>
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## संस्कृत (कक्षा 9)

अधिगम-प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> <li>● विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति।</li> <li>● विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति।</li> </ul>	<p>एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः</p> <p>पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते</p>	<p><b>सप्ताहः -1</b></p> <p><b>श्रवणसम्भाषणकौशले</b></p> <p>1. शिक्षणक्रमे शिक्षकः सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः।</p> <p><b>उदाहरणम् -</b></p> <p>बालः – सुप्रभातम्! महोदये! किम् अहम् अन्तः आगन्तुं शक्नोमि?</p> <p>शिक्षिका – आम्! आगच्छ।</p> <p>प्रियंका - क्षम्यतां महोदये!, अहम् इमं श्लोकं सम्यक् रूपेण न अवगच्छामि। कृपया पुनः एकवारं बोधयतु।</p> <p>शिक्षिका – अस्तु, पुनः एकवारं बोधयामि।</p> <p>प्रियंका - महोदये! अधुना श्लोकार्थः स्पष्टः। धन्यवादः।</p> <p>2. शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्।</p> <p>यथा – अद्य गृहे मात्रा सह कीदृशः वार्तालापः कृतः?</p> <p>मातः! अद्य अहं किमपि स्वादुभोजनम् वांछामि। किं सायंकाले विपणिं गमिष्यति? मिष्टान्नम् च आनेष्यति?</p> <p>3. इण्टरनेट्मध्ये उपलब्धानि संस्कृतगीतानाम् श्रवणम् भवेत्</p>
<ul style="list-style-type: none"> <li>● अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानामुत्तरप्रदाने सक्षमः अस्ति।</li> <li>● सरल-संस्कृत-भाषया औपचारिक-अनौपचारिक-पत्रलेखनार्हः भवति।</li> <li>● अनुच्छेद-लेखनं, संवाद-लेखनं</li> </ul>		<p><b>सप्ताहः- 2 (प्रथमसप्ताहगतिविधिभिः सह)</b></p> <p><b>पठनलेखनकौशले</b></p> <p>1. पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।</p> <p><b>यथा -</b></p> <p>स्वच्छता अस्माकं जीवने अत्यावश्यकी। यदि वयं गृहे आपणे मार्गे विद्यालये कार्यालयादिषु स्थानेषु जीवनव्यवहारे सर्वथा स्वच्छतां पालयामः, वयं स्वस्थाः भवामः। स्वस्थशरीरस्य मनसः च कृते स्वच्छता महत्त्वपूर्णं स्थानं भजते। स्वस्थे च शरीरे स्वस्थं मनः निवसति, स्वस्थे च मनसि वयं सत्कर्मणि प्रवृत्ताः भवामः।</p> <p>प्रश्नाः – क. जीवने का आवश्यकी? (एकपदेन)</p>

<p>चित्राधारित- वर्णनञ्च करोति।</p>		<p>ख. वयं कथं स्वस्थाः भवामः? (पूर्णवाक्येन)  ग. स्वस्थं मनः इत्यनयोः पदयोः किं विशेषणपदम्?  घ. अस्य अनुच्छेदस्य कृते समुचितम् शीर्षकं लिखत।  2. औपचारिक-अनौपचारिक-पत्राणां प्रारूपं पदाय विषयगत-चर्चा च विधाय छात्रैः पूर्णं पत्रं लेखयेत्, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्।  यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्)  मित्रस्य कृते पत्रम्। पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि (अनौपचारिकपत्रम्)  3. शिक्षकः कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा - कोरोना-प्रतिकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <ul style="list-style-type: none"> <li>● कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा -- छात्रशिक्षकयोः वार्तालापः, मित्र-संवादः इत्यादयः।</li> <li>● संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्।</li> <li>● कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।</li> </ul>
<ul style="list-style-type: none"> <li>● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां सारांशं वक्तुं लिखितुं च समर्थः अस्ति।</li> <li>● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति</li> </ul>		<p><b>सप्ताहः- 3 (प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्) पठनलेखनश्रवणसम्भाषणकौशलानि</b>  कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।  शिक्षकेण आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।  पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः</p>

<p>लिखति च।</p>		<p>चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायकेन नायिकया वा यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा? यथा - पाठस्य नाम – स्वर्णकाकः प्रश्नः – क. बालिकायाः स्वभावः कीदृशः आसीत्। ख. स्वर्णकाक-पाठस्य प्रेष्यं सन्देशं लिखत।</p>
<ul style="list-style-type: none"> <li>● संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोनुगुणम् उच्चारयति।</li> <li>● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति।</li> <li>● श्लोकान्वयं कर्तुं समर्थः अस्ति।</li> <li>● तेषां भावार्थं प्रकटयति।</li> <li>● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> </ul>		<p><b>सप्ताहः- 4 (पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्) पाठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</b></p> <ul style="list-style-type: none"> <li>● संस्कृतश्लोकानां गीतानां वा पाठनसमये शिक्षकः सस्वरवाचनं कुर्यात्। अथवा ई-सामग्रीणाम् उपयोगम् कुर्यात्। यदा कदा व्यक्तिगतरूपेण समूहे वा अनुवाचनं कारयेत्। छात्राः स्वलनं कुर्वन्ति चेत् प्रेम्णा शनैः शनैः दोषाः अपसारणीयाः।</li> <li>● क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कुर्यात् कारयेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः।</li> <li>● संस्कृतसाहित्ये समुपलब्ध-नैतिक-सामाजिक-मूल्यान्याधृत्य स्वकीयान् विचारान् प्रकटयितुं निर्दिशेत्।</li> <li>● छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्।</li> </ul> <p><b>यथा - पाठस्य नाम – सूक्तिमौक्तिकम्</b> गुणेष्वेव हि कर्तव्यः प्रयत्नः पुरुषैः सदा। गुणयुक्तो दरिद्रोऽपि नेश्वरैरगुणैः समः॥ <b>पदच्छेदः</b> – गुणेषु + एव दरिद्रः + अपि न + ईश्वरैः + अगुणैः <b>अन्वयः</b> – पुरुषैः सदा हि गुणेषु एव प्रयत्नः कर्तव्यः। गुणयुक्तः दरिद्रः अपि अगुणैः ईश्वरैः समः न। <b>भावार्थः</b> – धनापेक्षया मानवीयगुणानाम् अधिकं महत्त्वं भवति। <b>प्रश्नः</b> – क. किमर्थं पुरुषैः गुणप्राप्तेः प्रयत्नः करणीयः।</p>

## Urdu (Class IX)

ہفتہ وار سرگرمیاں (Week Wise Activities)	ماخذ (Sources)	آموزشی ما حاصل (Learning Outcomes)
<p><b>ہفتہ - 1</b>  <b>موضوع: انشائیہ کے بارے میں بات چیت کرنا</b>                      1- آپ نے پچھلی جماعتوں میں الگ الگ موضوعات پر کئی مضامین پڑھیں ہیں۔ آپ جانتے ہیں کہ مضمون اس مسلسل تحریر کو کہتے ہیں جس کی بنیاد کسی ایک خیال یا موضوع پر ہو یعنی اس میں کسی ایک موضوع سے متعلق تمام تر معلومات فراہم کی جاتی ہے۔ لیکن اگر معلومات یا واقعات سے زیادہ تاثرات اور تخلیقی پہلو کو زیادہ جگہ دے دی جائے تو اس تحریر کی دوسری شکل ہمارے سامنے ہوتی ہے۔ ایسی تحریر انشائیہ کہلاتی ہے۔                      2- نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:</p> <p>(i)  <a href="https://www.youtube.com/watch?v=RU8msT5NWes&amp;list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGC2gn&amp;index=10&amp;t=28s">https://www.youtube.com/watch?v=RU8msT5NWes&amp;list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGC2gn&amp;index=10&amp;t=28s</a></p> <p>(ii)  <a href="https://www.youtube.com/watch?v=5XMhmTGkWRc&amp;list=PLUgLcpcnv1Yiede7Z1tbStw5RKMyywszY&amp;index=10&amp;t=0s">https://www.youtube.com/watch?v=5XMhmTGkWRc&amp;list=PLUgLcpcnv1Yiede7Z1tbStw5RKMyywszY&amp;index=10&amp;t=0s</a></p> <p>اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجیے:</p> <ul style="list-style-type: none"> <li>- موضوع</li> <li>- تاثراتی اور تخلیقی کیفیت</li> <li>- طنز و ظرافت</li> <li>- انداز بیان وغیرہ</li> </ul> <p><b>ہفتہ - 2</b>  <b>موضوع: انشائیہ سننا اور گفتگو کرنا</b>                      1- سبق میں شامل سرسید کا انشائیہ " گزرا ہوا زمانہ " اور رشید احمد صدیقی کا انشائیہ " چارپائی " دیے گئے لنک کی مدد سے آڈیو کو سنیے:</p> <p>(i)  <a href="https://www.youtube.com/watch?v=D0crEEeh3gk&amp;list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&amp;index=4&amp;t=78s">https://www.youtube.com/watch?v=D0crEEeh3gk&amp;list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&amp;index=4&amp;t=78s</a></p> <p>(ii)  <a href="https://www.youtube.com/watch?v=WSrZeGCJqzg&amp;list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&amp;index=2">https://www.youtube.com/watch?v=WSrZeGCJqzg&amp;list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&amp;index=2</a></p> <p>ان انشائیوں کو سننے کے بعد یقیناً آپ کو لطف حاصل ہوا ہوگا۔ آئیے اب ان نکات پر غور کیجیے۔ آپ ان نکات پر اپنے استاد یا گھر کے افراد سے بات چیت بھی کر سکتے ہیں:</p>	<p>این سی ای آر ٹی/ریاست کی درسی کتب</p>	<ul style="list-style-type: none"> <li>• ادبی صنف انشائیہ کے بارے میں اظہار خیال کرتے ہیں۔</li> <li>• پڑھے ہوئے اسباق پر اپنی رائے ظاہر کرتے ہیں۔</li> <li>• مشکل لفظوں، متضاد الفاظ، نادر تشبیہات وغیرہ کی وضاحت کرتے ہیں۔</li> <li>• اپنی تخلیقی صلاحیتوں کا اظہار زبانی اور تحریری طور پر کرتے ہیں۔</li> </ul>

- پہلے انشائیے میں وقت کی اہمیت اور دوسرے انشائیے میں سیاسی اور معاشرتی مسائل بیان کرنے کا انداز۔
- اس میں کوئی واقعہ نہیں ہوتا بلکہ بات سے بات پیدا کی جاتی ہے۔
- خیالات کا منضبط ہونا بھی ضروری نہیں۔ اسے ذہنی ترنگ بھی کہا جا سکتا ہے۔
- نادر تشبیہات، متضاد الفاظ اور رمز و اشارہ وغیرہ سے کام لے کر موضوع کے انوکھے پہلو بیان کیے جاتے ہیں۔

### ہفتہ - 3

#### موضوع: انشائیہ پڑھنا اور گفتگو کرنا

- 3- انشائیے کے بارے میں بتائے گئے نکات ذہن میں رکھیے اور نیچے دیے گئے لنک کی مدد سے انہیں انشائیوں کو پڑھنے کا لطف اٹھائیے:

<http://ncert.nic.in/textbook/textbook.htm?iuna1>  
=1-23

<http://ncert.nic.in/textbook/textbook.htm?iuna1>  
=2-23

### ہفتہ - 4

#### موضوع: انشائیہ لکھنا

- 1- پہلے ذہن میں یہ طے کر لیں کہ آپ کو کس موضوع پر اظہار خیال کرنا ہے، اس کے متعلق آپ کا نقطہ نظر کیا ہے اور اس سے متعلق کیا باتیں تحریر کرنی ہیں۔
- 2- جس موضوع پر انشائیہ لکھنا ہے اس سے متعلق ضروری معلومات حاصل کر لیں۔ آپ اس کے بارے میں اپنے گھر کے بڑوں سے بات چیت کر سکتے ہیں، فون پر دوستوں سے گفتگو کر سکتے ہیں اور انٹر نیٹ کی بھی مدد لے سکتے ہیں۔
- 3- اپنے خیالات اور تاثرات کو یوں تحریر ی شکل دیجیے کہ جس عنوان کے تحت بات شروع کی تھی اور بات سے بات نکلتی چلی جاتی ہے۔ اسے ایک دو مرتبہ پڑھیے۔ جملوں کی ترتیب اور قواعد کی روشنی میں عبارت کو درست کیجیے۔
- 4- اپنی اس تحریر کو اپنے گھر کے افراد کو سنائیے اور ان کے مشوروں کی روشنی میں مناسب تبدیلیاں کیجیے۔ آپ ای میل کے ذریعے اپنے انشائیے کو اساتذہ یا دوستوں کو روانہ کر سکتے ہیں اور ان سے رہنمائی حاصل کر سکتے ہیں۔

## Social Sciences (Class-IX)

### a. History (Class IX)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• explains the meaning of the term 'revolution' and draws distinction between a 'movement' and a 'revolution'.</li> <li>• locates France on a map of Europe.</li> <li>• identifies various factors that led to the outbreak of the revolution</li> <li>• categorises the rigid power structure in 18<sup>th</sup> century French society</li> <li>• interprets visuals/ images/visuals pertaining to 18<sup>th</sup> century France.</li> <li>• analyses the role of intellectuals in propagating ideas of liberty and equality.</li> <li>• recognises the significance of the Declaration of Rights of</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p>Dictionary of History for Schools (Trilingual)  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</a></p> <p><a href="http://www.dictionar.com">www.dictionar.com</a>  <a href="http://www.macmillandictionary.com">www.macmillandictionary.com</a>  <a href="http://dictionary.cambridge.org">dictionary.cambridge.org</a></p> <p>'Rise of Popular Movements' in <i>Politics in India Since Independence</i> (Political Science textbook, Class XII), NCERT  <a href="http://ncert.nic.in/textbook/textbook.k.htm?leps2=ps-9">http://ncert.nic.in/textbook/textbook.k.htm?leps2=ps-9</a></p> <p>Chipko Movement  <a href="https://www.britannica.com/topic/Chipko-movement">https://www.britannica.com/topic/Chipko-movement</a></p> <p>From Tsar to U.S.S.R.: Russia's Chaotic Year of Revolution  <a href="https://www.nationalgeographic.com/history/magazine/2017/09-">https://www.nationalgeographic.com/history/magazine/2017/09-</a></p>	<p style="text-align: center;"><b>Theme-The French Revolution</b></p> <p style="text-align: center;"><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Students may refer a reliable dictionary and find out the meaning of the terms 'Revolution' and 'Movement'.</li> <li>• Parent/Teacher may discuss with students about different kinds of revolutions such as the Green Revolution and White Revolution in India, the Industrial Revolution, the Russian revolution, etc.</li> <li>• Students may be asked to identify some of the revolutions that have brought about economic/intellectual/social changes?</li> <li>• Students may be asked to draw <i>differentiating charts</i> to highlight specific attributes which differentiate 'revolutions' from 'movements' by taking several examples from both categories.</li> <li>• Teacher may ask students to try and identify some movements in India that have been spearheaded by women.</li> <li>• Students may, with family members, identify some popular songs that were sung by people in the local language during a movement/revolution. What do the songs try to convey?</li> </ul> <p style="text-align: center;"><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Teacher asks students to locate France on a political map of the World and on a political map of Europe. They may also use a globe. Note down the following: a) Continent in which France is located b) Neighbouring countries of France c) French city in which the Palace of Versailles located?</li> <li>• Students may be encouraged to collect pictures of some important</li> </ul>

<p>Man and Citizen (1789)</p> <ul style="list-style-type: none"> <li>• appreciates the role and participation of women from different sections of society.</li> <li>• constructs a timeline indicating key events of the French Revolution</li> <li>• appreciates the values of liberty, equality and fraternity and their relevance in contemporary times.</li> <li>• assesses the impact and legacy of the revolution.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=10/russian-revolution-history-lenin/">10/russian-revolution-history-lenin/</a></p> <p>Map of Europe <a href="https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/">https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/</a></p> <p>World Map <a href="https://www.maps-of-world.com/">https://www.maps-of-world.com/</a></p> <p>Newspaper items on COVID 19</p> <p>India and the Contemporary World-I (pg 1-24) <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=1-5">http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</a></p> <p>QR Code material on French Revolution in <i>India and the Contemporary World-I</i> (pg 1-24) <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=1-5">http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</a></p> <p>The French Revolution <a href="https://www.historywiz.com/frenchrev.htm">https://www.historywiz.com/frenchrev.htm</a></p> <p>The Storming of the Bastille July 14, 1789 (2 &amp; 3) by Olfux <a href="https://www.youtube.com/watch?v=-zPTFGLHavQ">https://www.youtube.com/watch?v=-zPTFGLHavQ</a></p> <p>India and the Contemporary World-I (pg 1-24)</p>	<p>buildings/monuments which are famous in France and collect some information about them.</p> <ul style="list-style-type: none"> <li>• Is France affected by the outbreak of COVID 19? Read some news items to find out the measures taken by France to combat the pandemic.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Students may be asked to read about French society during the late 18<sup>th</sup> century.</li> <li>• Teachers can then lead the students into an interactive discussion on:       <ol style="list-style-type: none"> <li>a) Was there inequality in French society?</li> <li>b) How did this inequality affect people in different spheres of life (social, economic, political)?</li> <li>c) Was there inequality on the basis of class, gender, vocation, etc.?</li> <li>d) Rigid division of French society into the three Estates.</li> <li>e) The role of the monarchy in French society.</li> </ol> </li> <li>• Students may be asked to reflect on the inequalities that are faced by people today. In which spheres do these inequalities exist? Each student maybe asked to prepare a write-up.</li> <li>• The teacher can guide students to create a Power Pyramid representing French society. The pyramid can be divided into three sections, each section representing one Estate and enumerating the members and their functions.</li> <li>• The teacher may collect some political cartoons that depict the members of the Three Estates. Students may observe the visuals and interpret them accordingly. For instance, observe the costumes worn by each of the figures and identify which of them represent the clergy, the nobility and the third estate.</li> <li>• The teachers can ask students to prepare a table with four columns Social, Political, Economic and Intellectual. Students may then place information on various factors</li> </ul>
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	<p><a href="http://ncert.nic.in/textbook/textbook.htm?iess3=1-5">http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</a></p> <p>La Marseillaise, French National Anthem (Fr/En)- <b>Uploaded on 1 Sep 2007</b> <a href="https://www.youtube.com/watch?v=4K1qNtcr5g">https://www.youtube.com/watch?v=4K1qNtcr5g</a></p> <p>Transacting French Revolution in ITPD Package for Social Sciences <a href="http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html">http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html</a></p>	<p>that led to the outbreak of the revolution in the relevant column This will help the teacher to gauge the students understanding of various factors and how to categorise information.</p> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• The teacher may ask students to read the <b>Declaration of Rights of Man and Citizen (1789)</b> carefully and initiate a discussion on the significance of the Declaration in contemporary times.</li> <li>• The students may be asked to give their observations on the draft Constitution of 1791 whose guiding principles were enshrined in the <b>Declaration of Rights of Man and Citizen:</b> <ol style="list-style-type: none"> <li>a) Which groups of the French society had gained from the Constitution of 1791.</li> <li>b) Which groups of the French society were dissatisfied?</li> <li>c) Did the constitution adhere to the spirit of the Declaration of Rights of Man and Citizen?</li> <li>d) Why were women considered to be passive citizens?</li> </ol> </li> <li>• The teacher may divide students into two groups: One group may prepare a pictorial chart on the significant role of women from different sections of society in the French revolution. The other group may prepare short biographies (any 3) on key figures of the revolution.</li> <li>• Students may be encouraged to listen to the audio of the French national anthem along with the subtitles provided on the screen. They may describe the main essence of the song.</li> <li>• Create a timeline of major political events, categorising the events into one of the four stages: <ol style="list-style-type: none"> <li>➤ First Stage: (1789-1791)</li> <li>➤ Second Stage: (1791-1792): Constitutional Monarchy</li> <li>➤ Third Stage: (1792-1794): Reign of Terror</li> <li>➤ Fourth Stage: (1794-1799): Directory</li> </ol> </li> </ul>
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## b. Political Science (Class IX)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains democracy and its functioning</li> <li>identifies the salient features of Democracy</li> <li>distinguishes between democratic form of government and non-democratic government</li> </ul>	<p><b>NCERT/STATE BOOKS</b></p> <p><b>Textbook:</b> <i>Democratic Politics-I Class-IX, Chapter-1, What is Democracy? Why Democracy?</i></p> <p><b>e-Resources</b></p> <p><b>QR-Code</b></p> <p>Textbooks of states/ neighbouring countries/other countries of the world available on the net.</p> <p><b>YouTube.</b></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Students can locate important democratic Countries of the world on a world map.</li> <li>Imagine you have been appointed as an Election Officer. What steps will you take to ensure free and fair election?</li> <li>Write an essay on the Functioning of Democracy and share it with peers on email and mobile.</li> <li>Collect newspaper articles that appear on the functioning of democracy.</li> <li>Prepare a chart on Fundamental Rights and Duties.</li> </ul>
<ul style="list-style-type: none"> <li>explains how the Indian Constitution was made</li> <li>understands its foundational value.</li> <li>compares our Constitution with other Constitutions of the world.</li> </ul>	<p><b>Chapter-2, Constitutional Design</b></p> <p><b>e-Resource</b></p> <p><b>QR Code e-pathsala You Tube</b></p> <p><b>Newspapers, Magazine, Statebooks /other countries books by downloading the same from the internet.</b></p>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Prepare a chart on important leaders who were the makers of the Constitution of India.</li> <li>Prepare a Quiz on the Constitution of India.</li> <li>Discuss with your parents, grandparents, elders, and siblings about our struggle for independence.</li> <li>Write a short biography of Dr. BR Ambedkar and share it with peers through e-mail.</li> <li>Collect messages of Gandhiji's Vision.</li> </ul>
<ul style="list-style-type: none"> <li>understands the importance of election in Democracy</li> <li>locates places on the map of India indicating</li> </ul>	<p><b>Chapter-3- Electoral Politics</b></p> <p><b>e-Resources</b></p> <p><b>QR code E-pathshala You tube</b></p>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Discuss with parents about elections in India (past/present)</li> <li>Prepare a Chart on different political parties in India</li> </ul>

<p>Lok Sabha constituencies</p> <ul style="list-style-type: none"> <li>• categorises national and Regional Parties.</li> </ul>	<p>Radio and T.V. discussion on the theme</p>	<ul style="list-style-type: none"> <li>• Write a short note on why elections should be held in India.</li> <li>• Imagine you are a voter. Write down what consideration one should have in voting for a candidate in the Lok Sabha election.</li> <li>• Prepare a write-up on women parliamentarians in India.</li> </ul>
<ul style="list-style-type: none"> <li>• explains the working of different institutions in a democracy.</li> <li>• understands the manner in which major policy decisions are taken.</li> <li>• explains how different disputes are resolved.</li> <li>• understand that the Parliament is the final authority for making laws.</li> </ul>	<p><b>Theme: Democratic Politics-1, Chapter-4, Working of Institutions</b></p> <p><b>Sources:</b></p> <p><b>e-content</b></p> <p><b>QR-Code</b></p> <p><b>E-pathshala</b></p> <ul style="list-style-type: none"> <li>➤ Old newspaper and magazines on the theme</li> <li>➤ Watch the proceedings of the Lok-Sabha, Rajya Sabha on YouTube.</li> <li>➤ See Parliament of India <a href="https://loksabha.nic.in">https://loksabha.nic.in</a></li> <li>➤ India -2019, published by the Ministry of Information and Broadcasting, Government of India.</li> </ul>	<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• You may prepare a script for organising a mock parliament and the issues to be discussed. Share it with your friends through e-mail. <ul style="list-style-type: none"> <li>➤ Prepare Quiz items</li> <li>➤ Glossary of terms can be prepared.</li> </ul> </li> <li>• You may prepare a chart listing different Cabinet Ministers along with their portfolios</li> <li>• Write a short note on the role of the Executive, the Legislature and the Judiciary in the working of a democracy.</li> </ul>

### c. Economics (Class-IX)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by teachers/parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>recognises and retrieves facts, figures and narrate processes, for example, lists various factors of production</li> <li>interprets, for example, pie and bar diagrams of data related to agricultural production, literacy, poverty, and population</li> </ul>	<p><b>NCERT book Economics The Story of Village Palampur</b></p> <ul style="list-style-type: none"> <li>The teacher may use “Package in Social Sciences for Professional Development of In-service Teachers” (ITPD) available on NCERT website <a href="http://www.ncert.nic.in">www.ncert.nic.in</a></li> <li>The teacher may Download ITPD <a href="http://www.ncert.nic.in/departments/nie/dess/publication/pr_in_material/ITPD%20Final%20june%2014.pdf">http://www.ncert.nic.in/departments/nie/dess/publication/pr_in_material/ITPD%20Final%20june%2014.pdf</a></li> <li>Interactive activities given in QR Code of each chapter may be used to know what you can do</li> </ul>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Discuss with your parents about production and different production activities done in your locality and nearby rural/urban area.</li> <li>Collect the details of different factors of production like land, labour, physical capital, and human capital from various sources such as books, magazines, newspapers, internet, and elders.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Read case studies, articles and stories related to production activities given in newspapers and magazines and listen/watch audio-visually about various production activities done in rural and urban areas; factors of production, i.e., land, labour, physical and human capital and what is required for the production, etc.</li> <li>Use these resources to learn about factors of production, different crops, cultivation by traditional and modern farming methods, cutting of crops, and issues and challenges associated with distribution of cultivated land and farmers, etc.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Ask questions/doubts from your parents/teachers, e.g., is it important to increase the area under irrigation and why? From where do farmers obtain the inputs that they require? etc.</li> <li>Make a list of factors of production; physical capital — fixed and working, and human capital.</li> </ul>

		<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Draw pie diagrams and bar diagrams of data, e.g., related to distribution of cultivated area and farmers and cultivated area year wise in India etc. and interpret these.</li> <li>• Construct a table, e.g., of farm and non-farm production activities in your locality, etc., and interpret it.</li> <li>• Perform activities given in the QR Code of the chapter.</li> <li>• Submit written assignments on assigned topics.</li> </ul>
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#### d. Geography (Class-IX)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• locates places, states, union territories on the map of India.</li> <li>• describes important terms in Geography such as, standard meridian, tropic of cancer, passes, sea ports, etc.</li> <li>• appreciates political diversity</li> <li>• explains inter-</li> </ul>	<p><b>NCERT Textbook/State Textbook Contemporary India, Part 1</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6">http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</a></p> <p>Chapter 1: India: Size and Location            Use the QR code given for the chapter for additional resources</p> <p><b>Explore school bhuvan:</b>  <a href="http://bhuvan.nrsc.gov.in/governance/mh_rd_ncert/">http://bhuvan.nrsc.gov.in/governance/mh_rd_ncert/</a></p> <p><b>Trilingual Dictionary of Geography for Schools (Hindi-</b></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and find out           <ul style="list-style-type: none"> <li>➤ location of India in the world (hemisphere, continent)</li> <li>➤ countries larger than India</li> <li>➤ latitude and longitude of India</li> <li>➤ tropic of cancer passing through India</li> <li>➤ standard meridian</li> </ul> </li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and           <ul style="list-style-type: none"> <li>➤ identify states and union territories of India and their capitals</li> <li>➤ practice to identify them on the political outline map of India</li> <li>➤ discuss and verify the information about the States and UTs from other sources, like the website of other states, books, etc.</li> </ul> </li> </ul>

<p>relationship between various passes and sea ports in India for trade and communication since historical times.</p>	<p><b>English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>Additional books for reading:</b></p> <ul style="list-style-type: none"> <li>➤ <i>India: Unity in Cultural Diversity</i>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cultural.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cultural.pdf</a></li> <li>➤ <i>North East India: People, History and Culture</i>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf</a></li> </ul> <p><b>Youtube:</b>  <a href="https://www.youtube.com/watch?v=KlhIE79yOyU">https://www.youtube.com/watch?v=KlhIE79yOyU</a></p> <p>Map work: Lets learn it through school <i>bhuvan</i></p>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc.</li> <li>• Prepare a write up on your own state/ union territory</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas textbook <ul style="list-style-type: none"> <li>➤ identify neighbouring countries of India</li> <li>➤ correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Discuss these ideas with elders at home and prepare a write up.</li> </ul> </li> </ul>
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# CLASS X

## Science (Class-X)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>classifies chemical reactions on the basis of their properties.</li> <li>plans and conducts simple activities/ experiments to verify the reactions and seek answer to his/her own queries</li> <li>explains various types of reactions and their conditions</li> <li>draws labelled diagrams for set up of activities/ experiments</li> <li>calculates using the data given, such as, number of atoms in reactants and products to balance a chemical equation</li> <li>uses scientific conventions to represent symbols, formulae, and equations for balanced chemical equations and also physical states of substances</li> <li>identifies the apparatus and handles the materials carefully</li> <li>applies scientific concepts in daily life</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p><b>Chapter 1- Chemical Reactions and Equations</b></p> <p><b>Content discussed in the textbook</b></p> <ul style="list-style-type: none"> <li>Writing a chemical equation</li> <li>Balancing a chemical equation</li> <li>Types of chemical reactions</li> <li>Corrosion</li> <li>Rancidity               <ul style="list-style-type: none"> <li>E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbook of NCERT.</li> <li>Live telecast of various science concepts at Swayam Prabha Channel <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></li> <li>ITPD package developed for teachers teaching Science at Secondary Stage <a href="http://www.ncert">http://www.ncert</a></li> </ul> </li> </ul>	<p><b>Theme – Material</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Open the given link <a href="https://www.youtube.com/watch?v=AiYmM1OTJI&amp;feature=youtu.be">https://www.youtube.com/watch?v=AiYmM1OTJI&amp;feature=youtu.be</a></li> </ul> <p>Watch the video carefully, you can see many reactions taking place in the video. Pause the video after each reaction and translate each reaction into chemical equation and then balance it.</p> <ul style="list-style-type: none"> <li>Open the given link <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b1e12bf16b51c01dc2f95c3">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b1e12bf16b51c01dc2f95c3</a></li> </ul> <p>This is an interactive image based on experimental setup. Write the balanced chemical equation for the same.</p> <ul style="list-style-type: none"> <li>Have fun with your friends. Develop a crossword puzzle based on chemical reactions. Share with your friends on Whatsapp group. Give at least half an hour to complete and then discuss with them the key along with reasons.</li> <li>Identify and note at least ten chemical reactions taking place in your home/ kitchen and give reasons for the same. You can discuss about them with your parents or friends on Google group/ WhatsApp group, etc.</li> <li>After doing couple of activities, do some work out at home. For example, stretching exercises, skipping, dance, yoga, indoor games, etc. Parents must motivate their children. This you should follow even after your school</li> </ul>

<p>such as concept of oxidation reactions which make food rancid, corrosion of objects, etc.</p> <ul style="list-style-type: none"> <li>• draws conclusion for various reactions taking place in home/kitchen</li> <li>• exhibits creativity in designing the game.</li> <li>• exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately.</li> <li>• communicates the findings and conclusions of the activities/ experiments/orally and in written form effectively</li> <li>• makes efforts to conserve environment by making judicious use of materials and keeping the surroundings/ home clean.</li> </ul>	<p><a href="http://ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf">.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf</a></p> <ul style="list-style-type: none"> <li>➤ Laboratory Manual in Science for Class X <a href="http://ncert.nic.in/ncerts/1/jelm102.pdf">http://ncert.nic.in/ncerts/1/jelm102.pdf</a></li> <li>➤ Exemplar Problems in Science for Class X</li> <li>• Chemical Reactions and Equations <a href="http://ncert.nic.in/ncerts/1/jeep101.pdf">http://ncert.nic.in/ncerts/1/jeep101.pdf</a></li> </ul>	<p>reopens.</p> <h2>WEEK 2</h2> <ul style="list-style-type: none"> <li>• Develop a game using cards (cards you can make from thick sheets of paper). Write symbols of elements, formulae, valencies and names of various reactions on different cards. These cards can be used for learning balancing of chemical equations and also in classifying chemical reactions.</li> <li>• You can make video of this game and share with your friends. You can also play the game with your classmates once your school reopens.</li> <li>• Take grape juice, lemon juice, orange juice, soap solution, baking soda solution separately in different containers. You may also take solutions available at your home. Dip one shining iron nail.</li> <li>• in each of these solutions and keep one nail for comparison.</li> <li>• Record your observations for a week or so on the basis of following: <ul style="list-style-type: none"> <li>➤ Change in physical appearance of the nails</li> <li>➤ Change in the appearance of the solutions</li> <li>➤ Identify the changes as physical or chemical with reasons.</li> <li>➤ You can also draw diagram of this experimental setup.</li> </ul> </li> </ul> <p><b>(Remember that we are not moving out of the home due to COVID19. So, try to do the activities with whatever material is available at home).</b></p> <p>Read the chapter carefully from your textbook. Also, open the link and watch the video carefully  <a href="https://www.youtube.com/watch?v=AiYmM1OTJI&amp;feature=youtu.be">https://www.youtube.com/watch?v=AiYmM1OTJI&amp;feature=youtu.be</a>  Draw a Table/Flow chart writing various chemical reactions with their examples.</p>
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		<ul style="list-style-type: none"> <li>• Open the given link and try to solve the questions in your note book.  <a href="http://ncert.nic.in/ncerts/l/jeep101.pdf">http://ncert.nic.in/ncerts/l/jeep101.pdf</a></li> </ul> <p>You can check your answers with the given key. If you have any doubts, discuss with your friends and teacher on the group created by your teacher.</p>
<ul style="list-style-type: none"> <li>• differentiates acidic, basic, and neutral substances using different indicators</li> <li>• plans and conducts simple activities/ experiments to verify acidic, basic and neutral solutions and seek answer to the queries on his/her own</li> <li>• relates processes with causes and effects such as tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water,</li> <li>• explains about various types of acids, bases and salts and their reactions</li> <li>• draws labelled diagrams for set up of activities/ experiments.</li> <li>• analyses and interprets data such as pH of solutions to predict the nature of substances.</li> <li>• uses scientific</li> </ul>	<p><b>Chapter 2 - Acids, Bases and Salts</b>  <b>Content discussed in the textbook</b></p> <ul style="list-style-type: none"> <li>• How do acids and bases react with metals?</li> <li>• How do metal carbonates and metal hydrogencarbonates react with acids?</li> <li>• How do acids and bases react with each other?</li> <li>• Reaction of metal oxides with acids</li> <li>• What do have all acids and bases in common?</li> <li>• How strong are acid and base solutions?</li> <li>• Importance of pH in everyday life</li> <li>• More about salts <ul style="list-style-type: none"> <li>➤ E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</li> <li>➤ Live telecast of various science</li> </ul> </li> </ul>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Are toothpastes acidic or basic in nature? Find out from the internet the pH of different tooth pastes available in the market. Compile it in the form of report. Share your findings with your friends on Whatsapp group or through email.</li> <li>• Take materials of various brands such as shampoo, soap, hand wash, etc., and find out their pH by surfing internet and compile the data in the form of report. Share your findings with your friends on Whatsapp group or through email.</li> <li>• Take various substances, such as, amla juice, lemon juice, tamarind solution, tomato juice, baking soda, soap solution, common salt solution, sugar solution, water from tap, etc., and classify their nature as acidic, basic and neutral using black grapes/red cabbage/beetroot/turmic as indicators. You can also use extracts of flowers such as China rose/ Periwinkle/Rose etc as indicators.</li> <li>• You can also draw labelled diagrams of the set up of the experiment, diagram of flowers, fruits and vegetables which you have used as indicators.</li> </ul> <p><b><i>(Remember as advised, we are not moving out of home due to COVID19. So, whatever material is available at home, try to do the activities accordingly).</i></b></p>

<p>conventions to represent symbols, formulae, and equations for balanced chemical equation and also physical states of substances</p> <ul style="list-style-type: none"> <li>identifies the apparatus and handles materials properly.</li> <li>applies scientific concepts in daily life such as concept of decomposition reaction of baking soda to make spongy cakes, importance of pH in animals and plants, pH is the cause of tooth decay, etc.</li> <li>draws conclusion for various reactions such as acids react with metals to form salt and hydrogen gas, metal oxide reacts with acid to form salt and water, acid and base react to form salt and water, etc.</li> <li>exhibits creativity in designing model of soda acid fire extinguisher using eco-friendly resources</li> <li>exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately</li> </ul>	<p>concepts at <i>Swayam Prabha</i> Channel</p> <p><a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></p> <ul style="list-style-type: none"> <li>ITPD package developed for teachers teaching at Secondary Stage</li> </ul> <p><a href="http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf">http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf</a></p> <ul style="list-style-type: none"> <li>Laboratory Manual in Science for Class X</li> </ul> <p><a href="http://ncert.nic.in/ncerts/l/jelm102.pdf">http://ncert.nic.in/ncerts/l/jelm102.pdf</a></p> <ul style="list-style-type: none"> <li>Chemical Reactions and Equations</li> </ul> <p><a href="http://ncert.nic.in/ncerts/l/jeep101.pdf">http://ncert.nic.in/ncerts/l/jeep101.pdf</a></p> <ul style="list-style-type: none"> <li>Exemplar Problems</li> <li>Acids, Bases and Salts</li> </ul> <p><a href="http://ncert.nic.in/ncerts/l/jeep102.pdf">http://ncert.nic.in/ncerts/l/jeep102.pdf</a></p>	<ul style="list-style-type: none"> <li>Open the given link <a href="http://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58870b46472d4a1fef810919">http://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58870b46472d4a1fef810919</a></li> <li>Watch the video carefully and note down the reactions showing in this video. Close the video and write down the balanced chemical equation for each reaction.</li> <li>Find out from the internet and textbook – How pH of saliva affects tooth decay, effect of pH on growth of plants and effect of pH on aquatic animals. Compile it in the form of a report.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>Make an innovative collage of various substances such as fruits, vegetables, flowers and other substances and identify them as acidic, basic and neutral using natural and man-made indicators.</li> <li>You can make a collage by cutting pictures or you can also draw the pictures. You may colour and decorate them. You may click photographs of this collage and share with your friends on the group created by your teacher. You can showcase this collage in class once you are back to school.</li> <li>Bake a cake in the presence of an elder. Write down the recipe and try to verify the scientific concept about the formation of spongy cake. Write down the reaction involved to make the cake spongy and fluffy.</li> <li>Plaster of Paris is used for making toys and decoration items. Find out from internet — why calcium sulphate hemihydrate is called Plaster of Paris? Discuss with your friends on the group created by your teacher.</li> <li>Try to design and develop eco-friendly Soda Acid Fire Extinguisher</li> </ul>
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<ul style="list-style-type: none"> <li>• communicates the findings and conclusions of the activities/experiments/projects or any task orally and in written form effectively using appropriate figures, tables and digital forms, etc.</li> <li>• makes efforts to conserve environment by doing activities/experiments by making use of materials judiciously and keeping surroundings/home clean.</li> </ul>		<p>with the material available at home. Click a photograph or make a video and share with your friends at Whatsapp group. You can also display this model when you are back to school.</p> <ul style="list-style-type: none"> <li>• Open this link and try to solve the questions in your note book. <a href="http://ncert.nic.in/ncerts/1/jeep102.pdf">http://ncert.nic.in/ncerts/1/jeep102.pdf</a></li> <li>• You can check your answers with the given key.</li> <li>• If you have any doubts, discuss with your friends and teacher on the group created by your teacher.</li> </ul>
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## Mathematics (Class-X)

<b>Learning Outcome</b>	<b>Sources/ Resources</b>	<b>Week wise activities (to be guided by parents)</b>
<p><b>The learner</b></p> <p>generalises properties of numbers and relations among them studied earlier to evolve results, such as, Euclid’s division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts.</p>	<p><b>NCERT/State Textbook Mathematics Chapter 1: Rational Numbers</b></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• The teacher may engage students by sending them different decimal numbers and asking them to distinguish between rational and irrational numbers. Students have to justify their answer. Whatsapp groups or emails can be used for this interaction.</li> <li>• The teacher may send contexts in which HCF and LCM are used. She may ask students to send some more such contexts.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• The statements of the definitions and theorems in the chapter need to be discussed.</li> <li>• The proofs of the theorems should be discussed. Students should try to send their views and analyses.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Using the already learnt methods of representing real numbers on the number line students may be encouraged to locate numbers like <math>\sqrt{x}</math>, where <math>x</math> is a decimal number, on the number line and justify the method mathematically.</li> <li>• Students may be sent different groups of numbers such as <math>2, 2^{1/2}, 2^{3/2}, 2^{5/2}</math>, etc., and asked to arrange them in ascending or descending order. They should be encouraged to justify it.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Exercises from Chapter 1 of the textbook, problems from exemplar problem book for Class X and activities from Laboratory manual (Activity 1) for secondary stage may be discussed. All this material is available on the NCERT website. E-resources related to this topic can be seen on NROER.</li> <li>• Assessment of students can be done by observing their responses. Appropriate feedback can then be given.</li> </ul>

## Social Sciences (Class-X)

### a. History Class-X

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• explains the concept of nationalism and the inherent features of a nation</li> <li>• recognises the role of French revolution in spreading ideas of liberty and equality in Europe.</li> <li>• analyse how the idea of nationalism and its various forms emerged in Europe.</li> <li>• describes the role of revolutionaries in the creation of nation states.</li> <li>• recognises the role of language in developing nationalist sentiments</li> <li>• explains how female allegories came to represent the nation.</li> <li>• observes map of Europe after 1815 and draws comparisons after creation of nation states.</li> </ul>	<p><b>India and the Contemporary World</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</a> )</p> <p><b>Political Map of the World</b></p> <p><b>e-Resource</b>  <i>India and the Contemporary World II</i>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</a></p> <p><i>The French Revolution' in India and the Contemporary World I</i>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</a></p> <p><b>e-Resources</b>  <i>India and the Contemporary World II</i>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</a></p> <p><i>Giuseppe Mazzini</i>  <a href="https://www.britannica.com/biography/Giuseppe-Mazzini/Triumvir-of-republican-Rome">https://www.britannica.com/biography/Giuseppe-Mazzini/Triumvir-of-republican-Rome</a></p>	<p><b>Theme:</b>  <b>The Rise of Nationalism in Europe</b></p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• The students may be advised to interpret a primary source: 'What is a Nation' by Ernst Renan. (p. 4)</li> <li>• The students may identify the inherent features of a nation in the source.</li> <li>• A discussion may be initiated on the features that are common amongst nations in the present day.</li> <li>• The students may be asked to identify and list out names of such nations in contemporary times and locate them on a world map.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• The teacher may ask students to prepare a chart listing those measures taken by French revolutionaries to create a sense of collective identity. The chart may also contain visuals/images.</li> <li>• The teacher may prepare a set of ten quiz items on the role of the French revolution in spreading the idea of the nation in Europe. Students may be encouraged to participate in the quiz.</li> <li>• The teacher may encourage students to draw comparison between a nation – state and monarchy along with examples.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• The teacher may prepare a glossary of</li> </ul>

	<p><b>e-Resources</b></p> <p><i>India and the Contemporary World II</i>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</a></p> <p><i>Material</i>  <i>India and the Contemporary World II</i>  <a href="http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----">http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</a></p>	<p>terms from the textbook such as Plebiscite, Conservatism, Suffrage, Nationalism, Nation-State, Allegory, etc., and share with students.</p> <ul style="list-style-type: none"> <li>• The teacher may then prepare a 'Match the Following' chart asking students to match the term along with its appropriate meaning.</li> <li>• Students may be asked to observe the map of Europe after the Congress of Vienna, 1815 (p. 6) and a map of modern-day Europe. They may write the changes they observe and discuss.</li> <li>• The teacher may initiate a discussion on the role of language and folklore in developing nationalist sentiments in Europe.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• The students may be asked to: <ul style="list-style-type: none"> <li>❖ make a comparative chart on the development of Germany and Italy as nation states. Students may be divided into two groups- one group may work on Germany and the other on Italy. After completion a discussion may be initiated.</li> <li>❖ gather information and analyse the role of the Italian revolutionaries Giuseppe Mazzini and Giuseppe Garibaldi and their vision</li> <li>❖ observe the female figures who represented nations. They may be asked to identify their attributes and symbols- Germania, Marianne, etc.</li> <li>❖ prepare a list of symbols pertaining to nationalism and explain their attributes and significance.</li> </ul> </li> </ul>
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## b. Political Science - Class-X

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>➤ explains sharing of power among the Legislature, the Executive and the Judiciary.</li> <li>➤ demonstrates their skill by preparing illustrations on sharing of power.</li> <li>➤ explains—the concept of democracy.</li> </ul>	<p><b>NCERT/State Textbook-Chapter-1-Power Sharing Web Resources</b></p> <p><b>e-Pathshala</b> Print materials like Newspaper, Magazines, etc. Important quotes of personalities Kindle book e-materials</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Students may be asked to prepare a short note on the Power sharing and share it with their peers. Through e-mail WhatsApp.</li> <li>• Discuss with your parents on the functioning of Democracy</li> <li>• Design a mock parliament and make a note of the issues to be discussed during the different sessions of the Parliament. Share with your friends on mobile phone, email, WhatsApp.</li> <li>• Prepare a Flow Chart on different Organs of the Government.</li> </ul>
<ul style="list-style-type: none"> <li>➤ identifies Federal Political Systems of the World</li> <li>➤ compares and Contrasts between Federal and Unitary Form of Government.</li> </ul>	<p><b>Chapter-2 Federalism</b></p> <p><b>QR Code e-pathshala</b></p>	<p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Locat places on the world map on countries having federal political system.</li> <li>• Prepar write-up on unique features of Federalism and Unitary System of Government.</li> <li>• Discuss with parents on what makes India a federal Country.</li> <li>• You may prepare a Chart giving items mentioned in the Union, State and in the Concurrent Lists.</li> </ul>
<ul style="list-style-type: none"> <li>• explains the manner in which democracy in India responds to social differences, divisions and inequalities</li> <li>• identifies the outcomes of social divisions</li> <li>• demonstrates an understanding of richness of our diversity.</li> </ul>	<p><b>Chapter -3 Democracy and Diversity</b></p> <p><b>e-materials</b></p> <p><b>QR Codes e-book</b></p> <p>National Portal Kindle eBook Print materials, old Newspapers, Magazines, etc.</p>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Prepare a table on different languages in our Country and share with peers</li> <li>• Discuss with parents on Democracy and Diversity in India</li> <li>• Prepare a write-up on Democracy and diversity in India and share with peers through mobile phone, e-mail, etc.</li> </ul>

<ul style="list-style-type: none"> <li>• explain three kinds of social difference based on gender, religion and caste.</li> <li>• understand that gender is a social construct. It is a dynamic concept and varies from society to society.</li> <li>• explain terms like gender bias and gender stereotypes.</li> </ul>	<p><b>NCERT/State developed Textbook</b></p> <p><b>Theme: Democratic Politics –II, Textbook in Political Science for Class-X, Chapter-4 Gender, Religion and Caste</b></p> <p><b>e-content QR- Code E-pathshala TV/Radio/YouTube</b></p> <p>Newspaper and Magazines</p>	<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Prepare Charts on the following: <ul style="list-style-type: none"> <li>❖ Work done by men and women in the family in the whole day, paid/unpaid.</li> <li>❖ Political representation of women in the Panchayats, Municipalities and the Parliament.</li> </ul> </li> <li>• Prepare Glossary of terms</li> <li>• Share a write-up on social differences in contemporary India and share with your friends through e-mail.</li> </ul>
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### c. Economics (Class-X)

#### Understanding Economic Development

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b> learns about various problems faced by the people around the world and understand the necessity of the combined effort for solving it (The learner's engagement in the Project will help them to recognise and examine the economic impacts of disasters).</p>	<p><b>Understanding Economic Development</b></p> <p><b>All chapters</b></p>	<p><b>WEEK 1-2</b></p> <p><b>Project–Socio-Economic Impact of the Pandemic COVID19</b></p> <p>Develop project on the socio-economic issues that can arise due to the pandemic COVID19 locally and globally.</p> <p><b>Hints</b></p> <p>Disasters have adverse consequences on the economic growth and development of the country. It effects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which effects mostly the vulnerable groups. The negative impacts are not inevitable, but these can be reduced by the way of creative solutions. This pandemic which has affected the whole world has its impacts on the</p>

		<p>economy of the country in various sectors, including health, transportation, agriculture, industry, banking tourism, etc. The inter connectedness of the modern economies, mainly due to globalisation, will have an impact on trade, both domestic and international. This can affect the production of various commodities. The rapid urbanisation, globalisation of the whole world has resulted in making an epidemic outbreak in one country turn into a global pandemic. The outbreaks are not simply a local phenomenon and therefore measures to counter the threat and reduce its impact need to be taken at a local as well as global level.</p> <p><b><i>Ponder over the following and prepare the project.</i></b></p> <ul style="list-style-type: none"> <li>• How will the disaster effect the economic growth and development of various countries?</li> <li>• What are the factors that have led to the spread of this pandemic which is said to have originated in Wuhan, China to all over the world?</li> <li>• Who are the most vulnerable sections of the society during disasters?</li> <li>• What are the factors determining vulnerability?</li> <li>• Which are the sectors that will be affected more by the disaster? Classify it into primary, secondary and tertiary sectors.</li> <li>• How will it affect people who have taken loans especially from the non-formal sources of credit?</li> <li>• What steps has the government undertaken in response to the disaster?</li> <li>• What are the creative solutions that can be taken up to reduce the impact?</li> <li>• When disaster strikes, what can we do?</li> </ul> <p><i>(This project will help in preparing the students for the next academic session as it covers all the chapters in the Class X Economics textbook. As the student reads through the hints provided and tries to find answer to the questions or ponder over them, they will learn about the content in the chapters: development, sectors of the economy, money and</i></p>
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		<p><i>credit and globalisation. This learning will help the teacher while transacting these chapters later in the classroom.)</i></p> <p><b>WEEK 3</b></p> <p><b>Poster Making:</b> Prepare posters on the measures that can be taken to avoid the disaster of the pandemic- COVID 19</p> <p><b>WEEK 4</b></p> <p>Prepare posters demonstrating the economic impact of the disaster on the vulnerable groups. Or Prepare posters/painting of the changes that they see in the environment after the lockdown</p>
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#### d. Geography (Class-X)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>identifies different types of resources</li> <li>defines important terms, such as, resource, renewable, non-renewable resources, etc.</li> <li>classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development</li> <li>analyses the impact of conservation of</li> </ul>	<p><b>Textbook- Contemporary India-II Chapter-1- Resources and Development</b></p> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>Online E-learning portal <b>School Bhuvan NCERT.</b></li> </ul> <p><b>For Teacher</b></p> <ul style="list-style-type: none"> <li>Topic “<b>Basic Themes and Skills in Geography</b>” – YouTube – NCERT official</li> <li>Topic “<b>Geography in School</b></li> </ul>	<p><b>WEEK 1</b></p> <p><b>Themes: Resources – Types, development of Resources</b></p> <ul style="list-style-type: none"> <li>The teacher may initiate the topic by asking students to prepare a write up on the materials which are being used in our day to day life. Student may share the write up with the teacher and classmates through email or Whatsapp.</li> <li>The teacher may take cue from their write up and discuss about different types of resources by giving examples from the surroundings.</li> <li>Flowchart may be used to discuss about types of Resources and their examples.</li> <li>Concept of development and sustainable development may be discussed by the teacher.</li> <li>With the help of relevant newspaper clippings or internet sources students may be sensitised towards indiscriminate exploitation of resources.</li> <li>Students may prepare a short note on the need of resource planning in India.</li> </ul>

<p>natural resources on the life of people in any area in view of sustainable development</p> <ul style="list-style-type: none"> <li>• identifies land use categories</li> <li>• interprets pie diagram showing land use changes</li> <li>• identifies causes of land degradation and their consequences.</li> <li>• appreciates methods of land conservation</li> <li>• appreciates methods of soil conservation.</li> </ul>	<p><b>Curriculum</b> – YouTube – NCERT official</p> <p>QR Code given in the chapter may be used to consult the resource.</p> <ul style="list-style-type: none"> <li>➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</li> </ul> <p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a> <b>Web Resource</b></p> <ul style="list-style-type: none"> <li>• Online E-learning portal <b>School Bhuvan NCERT</b>.</li> </ul> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>• Online e-learning web portal <b>School Bhuvan NCERT</b> for interactive thematic maps on satellite imagery.</li> </ul> <p><b>Soil</b> <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9</a></p>	<ul style="list-style-type: none"> <li>• Students may be asked to prepare chart on the issues such as Depletion of Resources, Conservation of Resources, etc.</li> <li>• <b>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</b> available on the NCERT website may be consulted by teacher and students to understand meaning of resources and other technical terms.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Theme: Land Resources, Land Use Pattern in India, Land Degradation and Conservation.</b></p> <ul style="list-style-type: none"> <li>• Students may be encouraged to relate pie diagram (Fig. 1.3) on page 5 and the maps showing physical features of India, water bodies given in the Atlas and <b>School Bhuvan NCERT</b> portal.</li> <li>• Students may also prepare a short note about their State by highlighting the Land under important Relief features (Hint Fig. 1.3 p. 5).</li> <li>• The teacher may explain the <b>pie diagrams</b> showing land use categories in different time periods in India, Fig. 1.4 on page 6, and ask students to write in their own words about reasons for the changes in land use pattern in India during this period.</li> <li>• Students may prepare a chart or Flow chart to show the causes of land degradation and their consequences and share with their teacher and classmates.</li> <li>• <b>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</b> available on the NCERT website may be consulted by teacher and student to understand meaning of technical terms given in the chapter.</li> </ul> <p><b>WEEK 3</b></p> <p><b>Theme: Soil as a Resource, Classification of Soil, Soil Erosion and Conservations</b></p> <ul style="list-style-type: none"> <li>• The teacher may show different soil samples to help students recognise them by colour and texture.</li> <li>• Distribution of soils in different parts of India may be shown on the map and on the <b>web portal</b></li> </ul>
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<ul style="list-style-type: none"> <li>identifies different types of soils.</li> <li>describes characteristics of different types of soils.</li> <li>shows spatial distribution of soils in India</li> <li>identifies causes of Soil erosion</li> <li>explains methods of soil conservation.</li> <li>describes the term biodiversity and importance of conservation of biodiversity</li> <li>identifies reasons of decreasing biodiversit</li> <li>interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests</li> <li>analyses indigenous and modern methods of</li> </ul>	<p><a href="https://h5p.org/node/480809">https://h5p.org/node/480809</a></p> <p>QR Code given in the chapter may be used for better understanding of the concept</p> <ul style="list-style-type: none"> <li>Solve the puzzle given on page 13 of the textbook.</li> </ul> <p><b>Chapter -2 Forest and Wildlife Resources</b></p> <p>For spatial distribution of forests in India, refer to — “<i>State Forest Report of India</i>”, Government of India, <a href="http://www.fsi.nic.in">www.fsi.nic.in</a></p> <p><b>Web Resource</b> Online e-learning portal</p> <p><b>School Bhuvan NCERT</b> for interactive thematic maps <a href="https://h5p.org/node/489615">https://h5p.org/node/489615</a></p> <p>QR Code given in the chapter may be used for better understanding of the concept.</p> <p><a href="http://www.ncert.nic.in">www.ncert.nic.in</a></p> <p><b>India: Unity in</b></p>	<p><b>School Bhuvan NCERT</b></p> <ul style="list-style-type: none"> <li>The teacher may demonstrate <b>School Bhuvan NCERT</b> portal and overlay thematic layers of maps of soils, rainfall and relief features and swipe these layers to establish cause and effect relationship.</li> <li><b>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</b> available on the NCERT website in pdf file may be consulted by teacher and student to understand the meaning of gully and other technical terms.</li> </ul> <p><b>WEEK -4</b></p> <p><b>Theme: Flora Fauna in India, categories of plants and animal species based on International Union for Conservation of Nature and Natural Resources (IUCN), Types and distribution of Forest and Wildlife Resources, Community and Conservations</b></p> <ul style="list-style-type: none"> <li>The teacher may initiate the discussion with the help of Newspaper clippings related to forest fire and wildlife in India and the world.</li> <li>Students may talk with their parents or grandparents about the harmonious relationship between human beings and nature during their childhood days. They may also ask their parents and grand parents about the changes they observe in their surroundings. Students may prepare a write up on this and share with teacher and classmates through email or Whatsapp.</li> <li>Students may prepare a list or Flow chart of flora and fauna which are Endangered/Vulnerable/Extinct, etc.</li> <li>The Teacher may prepare Concept Map by linking the Forest and wildlife with physiography, climate, natural disasters, forest products, etc., and discuss with students.</li> </ul> <p><b>Theme: The student may be encouraged to identify reserved forests areas located in their districts/State and share with teacher and classmates through email.</b></p> <ul style="list-style-type: none"> <li>Locate the states on the map of India which have large areas under <b>reserved forests</b>.</li> <li>Locate the states on the map of India which have large areas under <b>unclassed forests</b>.</li> <li>Students may be encouraged to discuss with their</li> </ul>
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<p>conservation of forests and wildlife</p> <ul style="list-style-type: none"> <li>• predicts natural disasters due to deforestation</li> <li>• appreciates the role of community in conservation of forests and wildlife</li> <li>• constructs view arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region.</li> </ul>	<p><b>Cultural Diversity (2018)</b>  <a href="http://tural.pdf/www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul">http://tural.pdf/www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul</a></p> <p><b>North East India; People, History and Culture, (2017), NCERT</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tineil01.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tineil01.pdf</a></p>	<p>parents or grandparents about the involvement of the communities in conservation of environment and share these stories with teacher and classmates through email.</p> <ul style="list-style-type: none"> <li>• The teacher may narrate stories of communities involved in environmental conservation in different geographical regions of India.</li> <li>• The teacher may discuss life of marginalised sections of the society, for example, forest dwellers by taking examples from Central India and North East region.</li> <li>• With the help of online e-learning portal <b>School Bhuvan NCERT</b>, the teacher may encourage student to explore the regions where natural disasters like landslides and floods occur frequently due to deforestation and soil erosion.</li> <li>• Students may prepare write up or chart on conservation of forests.</li> <li>• Students may be asked to collect information about foods, dress, festivals, etc., of different regions of India from the books <b>India: Unity in Cultural Diversity (2018), NCERT</b>, and <b>North East India; People, History and Culture, (2017), NCERT</b>. (These books are available on website of NCERT <a href="http://www.ncert.nic.in">www.ncert.nic.in</a>) and relate them with diverse natural resources available in these regions.</li> </ul>
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## हिन्दी (कक्षा 10)

सीखने के संभावित प्रतिफल	सहायक सामग्री	सुझावात्मक क्रियाकलाप/ गतिविधियाँ
<ul style="list-style-type: none"> <li>कविता की समझ आनन्द एवं रचना (सुनना-देखना-पढ़ना-लिखना)</li> <li>पाठ्यपुस्तक में शामिल कविताओं के साथ-साथ अन्य कविताओं को भी पढ़ते-लिखते हैं।</li> <li>कविता की लय-तान-ध्वनि पर ध्यान देते हैं।</li> <li>अपने परिवेश में होने वाली घटनाओं के प्रति सजग होकर अपनी बात, विचार अभिव्यक्त करते हैं मौखिक-लिखित रूप में। जैसे- 'कोरोना वायरस' से प्रभावित देश-दुनिया का जन-जीवन।</li> <li>अपने परिवेश/ पर्यावरण में आए सकारात्मक/ नकारात्मक बदलावों को कविता, कहानी, निबंध के रूप में अथवा अपने ढंग से कहते/ लिखते हैं। (भाषा/अनुभवों का सृजनात्मक प्रयोग।)</li> </ul>	<p>ICT का उपयोग करते हुए पाठ्यपुस्तक में दिए गए क्यूआर कोड (QR Code) की सहायता ले सकते हैं।</p> <ul style="list-style-type: none"> <li>टी.वी. पर प्रसारित कार्यक्रम, इंटरनेट, रेडियो आदि।</li> <li>NCERT, E-Pathshala, CIET आदि की वेबसाइट पर उपलब्ध सामग्री को देख सकते हैं।</li> </ul> <p><a href="http://www.ncert.nic.in">www.ncert.nic.in</a>, <a href="http://www.ciet.nic.in">www.ciet.nic.in</a>, <a href="http://www.swayamprabha.gov.in">www.swayamprabha.gov.in</a></p> <p><b>रा.शै.अ.प्र.प. की पाठ्यपुस्तक 'क्षितिज भाग 2' में संकलित कविताएँ</b></p> <ul style="list-style-type: none"> <li>'उत्साह', 'अट नहीं रही है' — सूर्यकांत त्रिपाठी निराला</li> <li>'यह दंतुरित मुसकान' — नागार्जुन अथवा संबंधित विषय की कोई भी अन्य कविता</li> <li>टी.वी., इंटरनेट, रेडियो आदि पर प्रसारित 'कोरोना वायरस' संबंधित कार्यक्रम।</li> </ul>	<p><b>पहला और दूसरा सप्ताह</b></p> <ul style="list-style-type: none"> <li>सहायक सामग्री (ICT) पर उपलब्ध कविताओं का उचित आरोह-अवरोह के साथ पाठ करें।</li> <li>कविता में आए नये शब्दों पर ध्यान दें। आवश्यकता- अनुसार 'शब्दकोश' का सहारा ले सकते हैं।</li> <li>कविता की लय-तान पर ध्यान दें।</li> <li>कविता को विस्तृत सामाजिक-सांस्कृतिक संदर्भों में समझने का प्रयास करें।</li> <li>ICT पर उपलब्ध संबंधित कवि की अन्य कविताओं के बारे में जानने-समझने का प्रयास करें।</li> </ul> <p><b>तीसरा और चौथा सप्ताह</b></p> <ul style="list-style-type: none"> <li>घर में उपलब्ध टी.वी., इंटरनेट, रेडियो व अन्य ICT सामग्री की सहायता से 'कोरोना वायरस' संबंधी तथ्यात्मक जानकारी का संकलन करें।</li> <li>वैज्ञानिक आधार पर तथ्यों के विश्लेषण को समझे तथा इसे अपनी नोटबुक में लिखें।</li> <li>विस्तृत जानकारी के लिए अपने परिवार के साथ विचार-विमर्श करें। आवश्यकतानुसार स्वयं भी सचेत रहें और परिवार के सदस्यों को भी सचेत करें।</li> <li>इस कार्य को एक प्रोजेक्ट की तरह कर सकते हैं। जिसे बाद में अपने शिक्षक/ साथियों से साझा कर सकते हैं।</li> <li>अपने निकट के परिवेश जैसे- घर/परिवार/ प्रकृति/ पर्यावरण/ आदतों/ संसाधनों के उपयोग में आ रहे सकारात्मक-नकारात्मक अनुभवों को नोट करते हैं। उन्हें अपनी भाषा-शैली (ढंग) से समझने, कहने/लिखने की कोशिश करें।</li> </ul>

## संस्कृतम् (कक्षा 10)

अधिगम- प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> <li>विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति।</li> <li>विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति।</li> </ul>	<p>एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः</p> <p>पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, आकाशवाणी-दूरदर्शनादिषु उपलभ्यन्ते</p>	<p><b>सप्ताहः 1</b></p> <p>श्रवणसम्भाषणकौशले</p> <ul style="list-style-type: none"> <li>शिक्षणक्रमे शिक्षकः सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः।</li> <li>यदा शिक्षकः विद्यार्थिनः प्रश्नं पृच्छेत् तदा प्रश्नस्य भाषा संस्कृतमेव भवितव्या। छात्राः अपि संस्कृतभाषयैव उत्तरप्रदानाय प्रोत्साह्याः।</li> <li>कक्षासु सामान्योपयोगिवाक्यानां पौनःपुन्येन अभ्यासं कुर्यात्, यथा - सुप्रभातम्। शुभमध्याह्नम्। शुभसन्ध्या। शुभरात्रिः। भवान् कथम् अस्ति? अद्य वयं पद्यपाठं पठामः। भवन्तः सन्नद्धाः खलु? महोदय! किम् अहम् अन्तः आगन्तुं शक्नोमि?</li> <li>शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्। यथा – अद्य गृहे पित्रा सह कीदृशः वार्तालापः कृतः? पितः! मम गणवेशं पुरातनं जातम्। कृपया मह्यं नूतनं गणवेशं दापयतु।</li> <li>पूर्वकक्षायाम् पठितानाम् पाठानाम् सामान्यम् आलोचनम् स्यात्। छात्राः कथानाम् स्मरणपूर्वकम् चर्चाम् कुर्युः। गीतानि अपि स्मरेयुः।</li> </ul>
<ul style="list-style-type: none"> <li>अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानामुत्तरप्रदाने सक्षमः अस्ति।</li> <li>सरल-संस्कृत-भाषया औपचारिक-</li> </ul>		<p><b>सप्ताहः 2</b></p> <p>(प्रथमसप्ताहगतिविधिभिः सह)</p> <p>पठनलेखनकौशले</p> <ol style="list-style-type: none"> <li>पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे पक्षे वा एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।</li> </ol>

<p>अनौपचारिक-पत्रलेखनार्हः भवति।</p> <ul style="list-style-type: none"> <li>● अनुच्छेद-लेखनं, संवाद-लेखनं चित्राधारित-वर्णनञ्च करोति।</li> </ul>		<p>यथा -</p> <p>स्वच्छता अस्माकं जीवने अत्यावश्यकी। यदि वयं गृहे आपणे मार्गे विद्यालये कार्यालयादिषु स्थानेषु जीवनव्यवहारे सर्वथा स्वच्छतां पालयामः, वयं स्वस्थाः भवामः। स्वस्थशरीरस्य मनसः च कृते स्वच्छता महत्त्वपूर्णं स्थानं भजते। स्वस्थे च शरीरे स्वस्थं मनः निवसति, स्वस्थे च मनसि वयं सत्कर्मणि प्रवृत्ताः भवामः।</p> <p>प्रश्नाः – क. जीवने का आवश्यकी?</p> <p>ख. वयं कथं स्वस्थाः भवामः?</p> <p>ग. स्वस्थं मनः इत्यनयोः पदयोः किं विशेषणपदम्?</p> <p>घ. अस्य अनुच्छेदस्य कृते समुचितम् शीर्षकं लिखत।</p> <p>2. औपचारिक-अनौपचारिक-पत्राणां प्रारूपं पदाय विषयगत-चर्चां च विधाय छात्रैः पूर्णं पत्रं लेखयेत्, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्।</p> <p>यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्)</p> <p>मित्रस्य कृते पत्रम्, पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि (अनौपचारिकपत्रम्)</p> <p>3. शिक्षकः कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा – कोरोना-प्रतीकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <ul style="list-style-type: none"> <li>● कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा - शिक्षक-छात्रयोः वार्तालापः, मित्र-संवादः इत्यादयः।</li> <li>● संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्।</li> <li>● कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।</li> </ul>
<ul style="list-style-type: none"> <li>● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां</li> </ul>		<p><b>सप्ताहः 3</b></p> <p>(प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्)</p> <p>पठनलेखनश्रवणसम्भाषणकौशलानि</p> <p>कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।</p>

<p>सारांशं वक्तुं लिखितुं च समर्थः अस्ति।</p> <ul style="list-style-type: none"> <li>● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> </ul>		<p>शिक्षकेन आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं चा छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।</p> <p>पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायिकया यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा?</p> <p>यथा - पाठस्य नाम – बुद्धिर्वलवती सदा।</p> <p>प्रश्नः – क. बुद्धिमत्याः प्रत्युत्पन्नमतित्वं संस्कृतेन स्वभाषया वा वर्णयत।</p> <p>ख. “बुद्धिर्वलवती सदा” इति अस्य पाठस्य सन्देशं लिखत।</p>
<ul style="list-style-type: none"> <li>● संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोनुगुणम् उच्चारयति।</li> <li>● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति।</li> <li>● श्लोकान्वयं कर्तुं समर्थः अस्ति।</li> <li>● तेषां भावार्थं प्रकटयति।</li> <li>● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> </ul>		<p><b>सप्ताहः 4</b></p> <p>(पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्)</p> <p>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ul style="list-style-type: none"> <li>● संस्कृतश्लोकानां गीतानां वा पाठनसमये शिक्षकः सस्वरवाचनं कुर्यात्। अथवा ई-सामग्रीणाम् उपयोगम् कुर्यात्। यदा कदा व्यक्तिगतरूपेण समूहे वा अनुवाचनं कारयेत्। छात्राः स्वखलनं कुर्वन्ति चेत् प्रेम्णा शनैः शनैः दोषाः अपसारणीयाः।</li> <li>● क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कुर्यात् कारतेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः।</li> <li>● संस्कृतसाहित्ये समुपलब्ध-नैतिक-सामाजिक-मूल्यान्याधृत्य स्वकीयान् विचारान् प्रकटयितुं निर्दिशेत्।</li> <li>● छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्।</li> </ul> <p>यथा - पाठस्य नाम – सूक्तयः त्वक्त्वा धर्मप्रदां वाचं परुषां योऽभ्युदीरयेत्। परित्यज्य फलं पक्वं भुङ्क्तेऽपक्वं विमूढधीः॥ पदच्छेदः – यः + अभि + उदीरयेत् भुङ्क्ते + अपक्वम् अन्वयः – यः धर्मप्रदां वाचं त्यक्त्वा परुषां वाचम् अभ्युदीरयेत् सः विमूढधीः पक्वं फलं परित्यज्य अपक्वं भुङ्क्ते। भावार्थः – मनुष्यः सदा मधुरां वाचं वदेत्। प्रश्नः – क. पुरुषः कीदृशीं वाचं वदेत्?</p>

## (Class-X) دسویں جماعت

بفتہ وار سرگرمیاں (Week -wise - Activities)	ماخذ (Sources)	متوقع آموزشی ما حاصل (Expected Learning Outcomes)
<p><b>بفتہ - 1</b> <b>موضوع: ڈراما کے بارے میں گفتگو کرنا</b></p> <p>1- آپ اپنی درسی کتابوں میں کئی ڈرامے پڑھ چکے ہیں۔ ٹیلی ویژن پر آپ نے سیریل بھی ضرور دیکھے ہیں، فلمیں اور ویب سیریز بھی دیکھی ہیں۔ اپنی پسند کے کسی ایک ڈرامے کا انتخاب کیجیے اور بتائیے کہ وہ ڈراما آپ کو کیوں پسند ہے؟</p> <p>2- آپ جانتے ہیں کہ ڈراما ایسی صنف ہے جو پڑھا بھی جاتا ہے اور اسٹیج پر پیش بھی کیا جاتا ہے یعنی پیش کش کے اعتبار سے ڈرامے کی کئی قسمیں ہیں جن میں اسٹیج ڈراما، ناکڑ ناٹک، ریڈیو ڈراما، ٹی وی ڈراما اور اوپیرا وغیرہ شامل ہیں۔ ان کی تفصیل انٹرنیٹ پر دستیاب ہے۔ آپ اسے تلاش کیجیے اور پڑھیے۔</p> <p>3- نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:</p> <p><a href="https://www.youtube.com/watch?v=domHrsnz9Qg">https://www.youtube.com/watch?v=domHrsnz9Qg</a></p> <p><a href="https://www.youtube.com/watch?v=domHrsnz9Qg&amp;t=77s">https://www.youtube.com/watch?v=domHrsnz9Qg&amp;t=77s</a></p> <p>آپ سمجھ گئے ہوں گے کہ ڈراما دیکھنے کے ساتھ پڑھنے کی بھی صنف ہے اس لیے اس کی پیش کش کا طریقہ کچھ اور ہی ہوتا ہے۔ اس میں اسٹیج کے تقاضوں کا بھی خیال رکھا جاتا ہے۔ اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجیے:</p> <ul style="list-style-type: none"> <li>- قصہ/ پلاٹ</li> <li>- مرکزی خیال</li> <li>- کردار</li> <li>- مکالمے</li> <li>- پیش کش وغیرہ</li> </ul> <p><b>بفتہ - 2</b> <b>موضوع: ڈراما پڑھنا اور گفتگو کرنا</b></p> <p>1- سبق میں شامل ڈرامہ آزمائش کو دیے گئے لنک کی مدد سے سنیے اور پڑھیے:</p> <p><a href="https://www.youtube.com/watch?v=2JWbo_wkf0g&amp;list=PLUgLcpnv1Yic_wZlkeXQF8oGQtvxXFmCF&amp;index=25&amp;t=0s">https://www.youtube.com/watch?v=2JWbo_wkf0g&amp;list=PLUgLcpnv1Yic_wZlkeXQF8oGQtvxXFmCF&amp;index=25&amp;t=0s</a></p>	<p>این سی ای آر ٹی/ریاست کی درسی کتب</p>	<ul style="list-style-type: none"> <li>• نثری اصناف جیسے ڈراما، مضمون، انشائیہ وغیرہ کی خوبیوں کی نشاندہی کرتے ہیں۔</li> <li>• نثری صنف ڈرامے کے مختلف اجزا کی وضاحت کرتے ہیں جیسے پلاٹ، کردار، مکالمہ وغیرہ۔</li> <li>• گفتگو اور تحریر میں اپنی تخلیقی صلاحیت کا استعمال کرتے ہیں۔</li> </ul>

<http://ncert.nic.in/textbook/textbook.htm?>

June1=5-11

اس ڈرامے کے مطالعے کے بعد ان نکات پر غور کیجیے:

- اس میں آغاز ، وسط اور انجام کس نوعیت کے ہیں
- مرکزی خیال کیا ہے
- کردار کیسے ہیں
- مکالمے کیسے ہیں

2- آپ جانتے ہیں کہ ڈرامے میں کسی قصے کو کرداروں ، مکالموں اور مناظر کے ذریعے اسٹیج پر پیش کیا جاتا ہے یعنی قصے کے مختلف واقعات عملاً کر کے دکھائے جاتے ہیں۔ اس میں کرداروں کی ذہنی کش مکش اور ان کے جذبات و احساسات کی عکاسی ، جسمانی حرکات ، چہرے کے تاثرات اور آواز کے اتار چڑھاؤ کی مدد سے کی جاتی ہے۔

بفہ - 3

**موضوع : ڈراما لکھنا**

1- اپنی پسند کی کہانی کو لیجیے اور اس کہانی کو مکالماتی انداز میں لکھیے۔ جہاں ضرورت ہو وہاں قوسین (bracket) میں منظر اور کردار کی وضاحت کر دیجیے خیال رہے ڈراما لکھتے وقت کردار (اداکار) ، اسٹیج اور ناظرین آپ کے ذہن میں ہوں۔ اپنی تحریر کو اپنے گھر کے افراد کو پڑھ کر سنائیے۔

2- آپ اپنے دوست کے ساتھ کسی موقع پر کی گئی گفتگو کو بھی مکالماتی انداز میں لکھ سکتے ہیں۔ اپنی تحریر کو اپنے گھر کے افراد کو پڑھ کر سنائیے۔ آپ ای میل کے ذریعے اپنے دوستوں اور اساتذہ کو بھی بھیج سکتے ہیں اور ان سے رہنمائی حاصل کر سکتے ہیں۔

بفہ - 4

**موضوع : ڈراما اسٹیج کرنا**

1- کسی ایک ڈرامے کا انتخاب کیجیے خواہ وہ آپ کی درسی کتاب میں ہی شامل کیوں نہ ہو۔ اپنے گھر کے افراد کے سامنے ڈرامے کسی کردار کے مکالموں کی ادائیگی کیجیے۔ ان سے کہیے کہ وہ مکالموں کی ادائیگی اور زبان کی صحت پر نگاہ رکھیں اور یہ بھی دیکھیں کہ آپ جذبات کا اظہار صحیح ڈھنگ سے کر رہے ہیں یا نہیں۔ اپنے بڑوں سے بھی ڈرامے میں شریک ہونے اور کسی کر دار کی ادائیگی کی درخواست کریں۔

## ARTS EDUCATION

Arts education is one of the curricular areas at secondary stage of school education and its objective is to provide joyful experience to the learner, to refine his/her aesthetic sensibilities, to expose him/her to the cultural ethos and diversity of the country through different art forms and other cultural components leading to an awareness and appreciation of the national heritage and culture. It also helps in developing a perspective of artistic and creative expression while exploring, experimenting and expressing through varied art forms under visual and performing categories. Art experiences gained at this stage help the learner to understand values for social and cultural harmony, leading to global peace.

Arts Education is one of the important curricular area of school education, without which, overall development of children is incomplete. Arts Education not only takes care of the overall development of the child but also strengthens their learning to achieve the Learning Outcomes in all other subjects, be it Social Sciences, Languages, Sciences or Mathematics.

In other words, education in general and Arts Education in particular is a way for the learner to grow and become sensitive to the beauty in nature, social values and the aesthetic aspects of life as a whole.

The main objectives of Arts Education are:

- artistic thinking and development of abilities to appreciate beauty in nature and man-made objects around him/her.
- knowledge and skill of handling art materials, tools and techniques related to his/her stage.
- ability to communicate freely through selected art form/s.
- respect for cultural diversity and pluralistic perspective.
- skill of working together in teams, while being sensitive and appreciative towards artistic expression of others, especially of students with special needs.
- skill of perspective, proportion, size, depth, light and shade, tactile feeling, season, time, mood, etc., and its appropriate use in visual art compositions.
- knowledge and skill to differentiate between regional, traditional and classical art forms.
- values related to other core components in education like India's common cultural heritage, history of freedom movement, national

identity, constitutional obligations, current social issues, protection of environment, life-skills, etc.

### **Guidelines—Visual Arts**

- Students of Secondary Classes (IX-X) may engage daily in practicing art works for about 40-45 minutes along with other school subjects while staying at home during the lockdown period.
- In Visual arts, **two dimensional (2D) and three dimensional (3D)** drawing, painting, crafts, collage, installations, etc., will be included.
- Arts Education activities are exercises of **experiential learning, by doing with hands** and at the same time, using observation, imagination, creativity, etc., which will be quite satisfying for students and will engage them meaningfully.
- Parents should ensure that children are engaged in activities of **doing and making art**. This will not only enhance their artistic skills but also prepare them to face challenges of critical and analytical thinking, creativity, innovation and better communication skills in future to perform better in all academic areas as well.
- Also, art activities will help them to **cope up emotionally with the unusual situation** they are facing presently at such an early age and all their outdoor activities and socialisation has been cordoned.
- The activities given here will not require many materials, and whatever required will be found at home. Parents will ensure that students do not go out of the house to get any new materials or conduct the activities inside with whatever materials are available within the house.
- If there is more than one child of the same age group in another class they all can work together. This will help the in inculcating values of co-operation, group work, socio-personal skills, etc., by working together. Parents can also join but give the lead to children as facilitators by guiding and not doing actual work in place of children.
- Students will prepare a portfolio of all the work for assessment by the teacher when schools reopen. The three-dimensional works/projects will also be kept safely and taken for assessment.

- All the activities are suggestive and students are free to modify them as per the facilities and resources available.
- Art activities may be completed in one day or it may take few days, depending upon the type of activity.
- Since there are no textbooks for Arts Education for Classes IX-X, all activities are theme based and based on following themes, as given in the syllabus of NCERT ([http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art\\_Education\\_final\\_syllabus.pdf](http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Education_final_syllabus.pdf))
  - Experience based
  - Tradition based
  - Object based
  - Environment based
  - People based
- All the activities evolve around these basic themes and for this, students will find all their subjects within their four walls of home.
- Also, students may pick up activities on priority as per their choice. They can pick up any activity to start with and may not follow the sequence. However, they will be completing all the activities within the given time.
- Art is a process which children should enjoy and learn, they are not born artists. At this stage the emphasis has to be on art processes and not a perfect product, this has to be taken care of.
- The Learning Outcomes mentioned are general and not specific to any one activity. These are the outcomes of the processes.
- Parents should support children and encourage them rather than criticising their efforts and discouraging them.
- Art processes will be tools for their creative satisfaction and motivate them in this condition.

### **Guidelines – Music**

- Music is an integral part of life in many homes. We hear members of a family chanting mantras, worshipping different faiths, listening to film music, regional music, classical music, folk music, western music. Let the children learn from the above sources.

- Every child is presently at home and television is an important electronic box kept in all our homes. Some children may also have access to internet and most of them will have mobile phones. These are the simple resources which can be utilised by the children and their parents at present.
- Singing /playing classical music enables us to appreciate the basics of Indian music. Let the child comprehend it.
- This is an effort to help the child understand tenets of cultural diversity. The cultural ethos of the country is unity inspite of diversity at all junctures. The tune, rhythm, dialect, etc., are all varied, yet binding the vast country to the same human feelings. Let the child explore.

### Visual Arts (Class-IX)

<i>Learning Outcomes</i>	<i>Resources/materials</i>	<i>Suggested Activities</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• improves sketching and drawing skills</li> <li>• <b>identifies</b> 2-D and 3 D art forms</li> <li>• <b>explains</b> the elements of Visual Arts (line, shape, form, texture, color, composition and perspective).</li> <li>• <b>appreciates beauty in</b> nature and in man-made objects.</li> <li>• <b>explores and experiments</b> with different methods, tools and material of art and design will have a better understanding of India's tangible heritage</li> </ul>	<ul style="list-style-type: none"> <li>➤ Pencil B, 2B, 4B</li> <li>➤ Sheets (even one side used sheets, old copies/exercise books, etc., will also do)</li> <li>➤ Bind the loose sheets together into a sketch book.</li> </ul> <p><a href="http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf">http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf</a></p> <p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></p> <p><a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a></p> <p><a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a></p>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Observe man made and natural things such as vegetables, fruits, utensils and pots, trees, flowers, leaves, human figures, pet and animals around, clothes, furniture etc. and sketch; observe and differentiate between light and shade, soft and hard surfaces, dull and bright colours, curves and contours, and shapes. Observe and understand elements of art and design (line, shape, form, texture, rhythm, color, composition and perspective)</li> <li>• Work on details of each element of the above with pencil and start drawing.</li> <li>• Make 10 quick sketches daily of the things and objects mentioned above. Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.</li> </ul> <p><b>Activity 2</b></p>

		<ul style="list-style-type: none"> <li>• Select themes from the above subjects and make different compositions using a group of 3-4 objects arranged for still life with grouping of objects (can be one fruit, a bottle an angular object such as; brick or book, etc.), draw them and paint. <b>One composition</b> to be completed in a week and to be continued during the period of Lockdown.</li> <li>• Also, themes may be selected on a festival, playground, environment, village, fair, etc., using memory and compositions can be made.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Make colour wheel, using primary, secondary and tertiary colours.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• After studying the different objects, make 2 to 3 three dimensional objects, with paper, clay, paper mache, cloth or any other material easily available. These can be a utility object, a mobile or a sculpture or a bookmark or dustbin or any other objects they may design.</li> </ul> <p><b>Activity 5</b></p> <ul style="list-style-type: none"> <li>• Students can go through the websites of NCERT, NROER and CCRT, different Museums and collections to look at the pictures of early architectural monuments of India from the time of Indus Valley to temple architecture (600 BCE – 1000 CE) in all parts of India, note down its salient features and the similarities and differences between different styles.</li> </ul>
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## Music- Class IX

Learning Outcomes	Sources/ Resources	Suggestive Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• sings and plays the basic notes of Indian music</li> <li>• distinguishes – the varied types of sounds, both musical and non- musical</li> <li>• reproduces the sound through vocals or musical instruments by imitating</li> <li>• identifies different types of voices of musicians</li> <li>• identifies sounds of varied types of musical instruments</li> <li>• observes the costumes, dialogues and pays heed to background music</li> <li>• identifies and analyse how music complements every scene in different audio/video</li> </ul>	<ul style="list-style-type: none"> <li>• Arts Education Curriculum based on NCF 2005</li> <li>• NCERT, CIET Resources</li> <li>• Other resources on Youtube/ internet</li> <li>• Television (TV)</li> <li>• Serials being telecast on DD or any other TV channel</li> <li>• Mobile phone to watch varied clippings on music received from teachers/ school</li> <li>• Link- <a href="https://www.youtube.com/watch?v=ytpj756tS5o">https://www.youtube.com/watch?v=ytpj756tS5o</a></li> </ul> <p><b>Aroha-</b> Saa rey gaa gaa rey saa, rey gaa maa maa gaa rey, gaa maa paa paa gaa, maa paa dhaa dhaa paa maa, paa dhaa nee nee dhaa paa, dhaa nee saa saa nee dhaa, nee saa rey rey saa ni, saa rey gaa gaa rey saa</p> <p><b>Avroha-</b> Saa nee dhaa dhaa nee saa, nee dhaa paa paa dhaa nee, dhaa paa maa maa paa dhaa, paa maa gaa gaa maa paa, maa gaa rey rey gaa maa, gaa rey saa Saa rey gaa, rey saa ni nee saa rey, saa nee dhaa dhaa nee saa.</p> <p><b>Murchhana Padhdhati</b></p> <p>Saa, rey, gaa, maa, paa, dhaa, nee, saa/saa, nee, dhaa, paa, maa, gaa, rey, saa Ni sa rey gaa maa paa dhaa ni/ni dhaa paa maa gaa rey saa ni  Dhaa ni saa rey gaa maa paa dhaa/dhaa paa maa gaa rey saa ni dhaa  Paa dha ni sa re ga ma pa/pa ma ga re sa ni dha pa</p>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Learning the <i>sargams</i> (Since there are no books some suggestions are given in link-a)</li> <li>• Sing and also play on different musical instruments</li> </ul> <p><b>Activity 2</b></p> <p>Make a worksheet of sounds, write about its characteristics and compare them, e.g.,</p> <ul style="list-style-type: none"> <li>➤ Birds</li> <li>➤ Animals</li> <li>➤ Breeze</li> <li>➤ Vocal</li> <li>➤ Musical Instruments (type)</li> <li>➤ Machines</li> <li>➤ Any other</li> </ul> <p><b>Record them on the mobile</b></p> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• See an episode of <i>Mahabharata</i>, <i>Ramayana</i> or any serial on television. While watching, note down the type of music you hear (such as sad, lively, happy, angry, chivalrous any mood). Try to identify the words of vocal music in the background, identify the types of musical instruments, learn a piece of the song sung in the episode, make a list of costumes of the characters, etc.</li> <li>• Make a portfolio and analyse how music, characters, use of musical instruments complement each other to create an episode.</li> </ul> <p><b>Activity 4</b></p> <p>Listen to a musician for 10 minutes every day for 7 days. Write how you felt when you listened and if you understand the musical phrases note the features. Then listen to another artist likewise. In this manner you will listen to four different types of artists.</p>

## Visual Arts Class X

<i>Learning Outcomes</i>	<i>Resources/ materials</i>	<i>Suggested Activities</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• <b>differentiates</b>- 2-D and 3D art forms in visual arts.</li> <li>• <b>explains</b> the elements of Visual Arts and Design</li> <li>• <b>appreciates beauty in</b> nature; colours, form, light and shades, different textures and natural forms; work of artists/ artisans and beauty in man-made objects.</li> <li>• <b>Experiments</b> with different methods, tools, equipment and material of visual arts.</li> <li>• understands India's tangible heritage and identify different styles, medium and schools of Indian painting, such as the cave paintings, mural paintings, palm leaf/manuscript painting, miniature painting, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil B, 2B, 4B</li> <li>• Sheets (even one side used sheets, old copies/ exercise books, etc., will also do)</li> <li>• Bind the loose sheets together into a sketch book.</li> </ul> <p><a href="http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf">http://www.ncert.nic.in/rightside/links/pdf/syllabus/Art_Educationfinal_syllabus.pdf</a></p> <p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></p> <p><a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a></p> <p><a href="http://www.nationalmuseumindia.gov.in/collections.as">http://www.nationalmuseumindia.gov.in/collections.as</a></p>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• observe line, shape, form, texture, rhythm, color, composition and perspective, etc., in different parts of the house, and sketch; Sketches have to be quick, free hand without using any tools like eraser, ruler or compass.</li> <li>• work on details of each element of the above with pencil and make drawings.</li> </ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"> <li>• Using the above elements, make compositions on different themes based on people, environment, festivals and fairs.</li> <li>• In your drawing book, try to create different textures by applying different pressures with a pencil. Collect small cuttings of paper, fabric, etc., of different textures and paste in the copy.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Try hands-on-experience with variety of 2-D and 3-D materials of different kinds to understand the basic difference between the two. For example, working with 3-D materials such as; clay, empty cartons/boxes of cardboard, soft wire, throw away bottles, etc., while creating sculptures and 2-D materials such as; paper, colour pencil, crayons, water colours, poster colours, or non-conventional materials for painting or sculpture can provide better and deeper understanding of the 2-D and 3-D methods and material.</li> </ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"> <li>• Students can go through the websites of NCERT, NROER and CCRT, different museums and collections to look at the pictures of different styles of Indian painting from the pre historic times to the modern period. They may take notes of different characteristics and elements of paintings in styles of various periods.</li> </ul>

## Music - Class X

<b>Learning Outcomes</b>	<b>Source/Resources</b>	<b>Suggestive Activities</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• sings and plays the basic notes of Indian music</li>   <li>➤ classifies different styles of singing, varied types of musical instruments, state and region wise.</li>   <li>➤ Describes India's cultural heritage with its diversity.</li>   <li>➤ identifies various types of music prevalent in different states.</li> </ul>	<p><b>Art Education Curriculum based on NCF 2005,</b></p> <p><b>NCERT, CIET Resources</b></p> <p><b>Other resources on Youtube/internet</b></p> <ul style="list-style-type: none"> <li>• Songs sung by members of family on different festivals, marriages and in other community celebrations.</li> </ul> <p><b>Television</b> DD Bharti telecasts programmes on music each day</p> <p><b>Mobile phone</b> to watch varied clippings on music received from teachers/school</p> <p><b>Link-a</b> <a href="https://www.youtube.com/watch?v=ytpj756tS5o">https://www.youtube.com/watch?v=ytpj756tS5o</a></p> <p>Sa sa re sa re ga sa re ga ma sa re ga ma pa sa re ga ma pa dha sa re ga ma pa dha ni sa re ga ma pa dha ni saa (taar saptak)</p> <p>Sa Sa ni Sa ni dha Sa ni dha pa Sa ni dha pa ma Sa ni dha pa ma ga Sa ni dha pa ma ga re Sa ni dha pa ma ga re sa</p> <p><b>The following websites are important;</b> <a href="https://sangeetnatak.gov.in/sna/">https://sangeetnatak.gov.in/sna/</a> <a href="https://www.youtube.com/watch?v=UWCrkEQGMxM">https://www.youtube.com/watch?v=UWCrkEQGMxM</a> <a href="https://www.youtube.com/watch?v=nAT96joR7RA">https://www.youtube.com/watch?v=nAT96joR7RA</a></p>	<p><b>Activity 1</b></p> <ul style="list-style-type: none"> <li>• Learning <i>sargams</i> (since there are no books some suggestions are given in the link-a)</li>   <li>• Singing and also playing on different musical instruments</li> </ul> <p><b>Activity 2</b></p> <p>Different types of musical genres are specific to each state. Let the children find out from parents, teachers, videos available on different websites of state governments about the styles prevalent in their own state. Make a small project of a particular state of musical styles, artists, musical instruments, etc.</p> <p><b>Activity 3</b></p> <p>Learn any music piece/dhun/song of a particular state. Record it in your own voice/play it on an instrument and record it.</p>

## HEALTH AND PHYSICAL EDUCATION

Yoga and other physical exercises during this lockdown period need be considered as an integral part of the everyday activities for everyone, more so for children during who are in the phase of adolescence. WHO has rightly defined adolescence both in terms of age (10-19 years) and in terms of a phase of life marked by special attributes. These attributes include rapid physical, psychological, cognitive and behavioral changes and developments, including, urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence. During the period of social distancing, it becomes more important for children to do some fitness activities at home. One can select Yogic practices as per time and practice. If you were not doing Yogic practices earlier than start with simple and comfortable ones. In yoga both Do's and Don't are very important. To begin with as said earlier simple practices be selected.

Since children at this stage are also passing through the stage of adolescence, it is important for them to know about various aspects of growth and development occurring to them, able to clarifies myths related to growing up issues and empower themselves to develop the ability to apply life skills in challenging situation. For holistic health, knowing is not enough. One needs to be physically active, and mentally alert. Therefore, know about yourself and do yoga and physical activities at home. Alongwith other assignments, spare at least 60 minutes for Yoga and other physical exercises. These activities will enable them to achieve the following objectives even staying at home.

### OBJECTIVES

- To promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, and strain of everyday life by doing yogic practices.
- To help them understand changes during adolescence and being comfortable with them
- To help children know and accept individual and collective responsibility for healthy living at home.

- To help children improve their neuromuscular coordination through participation in yoga and a variety of physical activities at home and have physical and mental fitness.
- To develop life skills for dealing with psycho-social issues
- To help children grow as responsible citizens by inculcating in them certain values

## CLASS IX-XII

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• exhibits healthy eating habits, and personal hygiene.</li> <li>• awareness about importance of sanitation and cleanliness among people.</li> <li>• identifies factors affecting health and wellbeing</li> <li>• explores the relationship between endurance activity choices (jumping skipping or any other exercise, etc.), and health.</li> <li>• performs yogic activities for holistic health</li> <li>• analyses factors affecting growth and development during adolescence period.</li> </ul>	<p><i>Training and Resource Materials on adolescence Education</i>  <a href="http://www.aeparc.org/upload/39.pdf">http://www.aeparc.org/upload/39.pdf</a></p> <p><i>Health and Physical Education</i> Textbook for Class IX  <a href="http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14">http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14</a></p> <p><i>Yoga A Healthy Way of Living</i> Secondary Stage  <a href="http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf">http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf</a></p> <p><i>Yoga for Adolescent</i>  <a href="http://yogamdniy.nic.in//WriteReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf">http://yogamdniy.nic.in//WriteReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf</a>  <a href="http://yogamdniy.nic.in//Contents.aspx?lsi d=1084&amp;lev=1&amp;lid=691&amp;langid=1">http://yogamdniy.nic.in//Contents.aspx?lsi d=1084&amp;lev=1&amp;lid=691&amp;langid=1</a></p>	<p><b>Children at home should be asked to do the following activities</b></p> <ul style="list-style-type: none"> <li>• Prepare a menu for healthy meal-breakfast, lunch and dinner. Involve yourself in the preparation.</li> <li>• Develop at least 6 slogans on promoting healthy eating habits and justify. Share with friends.</li> <li>• Create an advertisement on how you can build awareness about healthy eating habits, and personal hygiene among your family members and peers.</li> <li>• Gather information about communicable and non-communicable diseases through pictures, news items about their causes, risk factors, and preventive measures, etc.</li> <li>• Gather information on the mission of <i>Swachh Vidyalaya- Swachh Bharat</i></li> <li>• Do exercise daily at home like jumping skipping, sit-ups, pull-ups, push ups or any other exercise, etc.</li> <li>• If you have space in your home, you can practice the skills of that game.</li> <li>• You may also see the videos given on the website of the Game/sport Federation.</li> <li>• Observe the changes of physical activities and yoga in your body and write down daily in your diary.</li> </ul>

		<p>Yogic practices are found effective for development of all dimensions of personality. Before starting asanas, Yoga <i>Sukshma Vyayama</i> (micro yogic practices) to be done. One can do the micro yogic practices related to neck shoulder, knee and ankle movement everyday, each for 3 rounds as suggested by Morarji Desai National Institute of Yoga (MDNIY) which is an autonomous organisation under Ministry of AYUSH, Government of India. In Yoga Protocol, the neck movement includes forward and backward; right and left bending, right and left twisting and rotation of the neck both clockwise and anti-clockwise. Ankle movement includes ankle stretch and rotation. All these activities require about 8 minutes. These Micro Yogic Activities are also important for making one ready to undertake the following <i>yogasanas</i>.</p> <p><b>Neck Movement</b></p> <ul style="list-style-type: none"> <li>➤ Forward and backward bending,</li> <li>➤ Right and left bending,</li> <li>➤ Right and left twisting and</li> <li>➤ neck rotation.</li> </ul> <p><b>Shoulder Movement</b></p> <ul style="list-style-type: none"> <li>➤ Shoulder stretch</li> <li>➤ Shoulder rotation</li> </ul> <p><b>Trunk movement</b></p> <ul style="list-style-type: none"> <li>➤ Trunk twisting</li> </ul> <p><b>Knee movement</b></p> <ul style="list-style-type: none"> <li>➤ Ankle movement</li> </ul> <p>All these should be done with ease without any jerk. Some of the yogic practices are given below you can do asanas for 15 minutes.</p> <p><b>Asanas</b></p> <ul style="list-style-type: none"> <li>➤ <i>Surya namaskar</i></li> <li>➤ <i>Tadasana</i></li> </ul>
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## A. BEING COMFORTABLE WITH ONE'S OWN BODY

Knowing oneself is necessary for developing a positive attitude towards life. Particularly for children when they are passing through a period of staying at home due this pandemic.

**Read the following case studies and reflect on the questions after each case study**

**Case Study 1:** Rakesh and Mihir, students of Class IX, are walking home together from school. Rakesh begins to tease Mihir, saying that he speaks in a girl's voice. He also laughs at the fact that Mihir has got no hair on his upper lip. Look at me, Rakesh says, – I am a real man. My voice is strong and my face is manly I have so much facial hair. My father calls me 'sher'. This really embarrasses Mihir. He recalls that his mother still calls him my sweet boy'. He decides to go home and asks his mother why is he so different from Rakesh and whether something is wrong with him?

**Reflections:**

1. Although they are of the same age, why do Rakesh and Mihir look so different?
2. Do you think that there is something wrong with Mihir? Why?
3. How do you think Mihir feels about himself?
4. What should Mihir's mother tell him?

**Case Study 2:** Robin is in Class XI. He is the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skilful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a traveling medicine-man (quack). It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

**Reflections:**

1. Why do you think that Robin is different from the other boys in his class?
2. Do you think that Robin can be a good football player and whether the coach should give him a chance?
3. Do you think that Robin should take the magic drug which cclaims to make one muscular and strong? What are the possible effects of this drug?
4. If you were in Robin's place, what would you do?

**Case Study 4:** Shalini and her friends in Class IX were preparing for the School's Annual Function. All of them were very excited. Anita, one of Shalini's classmates mocked at her, — You are so dark. We will need additional light to be able to see you on the stage. Shalini's good friend, Madhu felt bad for Shalini and advised her to use a cream to make her complexion lighter. You already dance so well. Can you imagine how nice you will look on the stage if you had a lighter complexion? Shalini smiled and said, Thank you, Madhu. I appreciate your concern but I am happy with my complexion. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance.

### **Reflections:**

1. What do you think of Anita's remark about Shalini?
2. Do you think that having a light complexion is important for being beautiful?
3. Do you think that Madhu is trying to perpetuate the stereotype that, having a light complexion is an important component of being beautiful?
4. What do you think of Shalini's response?

### **Do You Know**



- ❖ It is also possible that physical changes may take place early. As a result, one may look very grown up, but may continue to think and behave like a child.
- ❖ There are a lot of products which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. As you grow, you are drawn towards these products because you feel that these will enable you to hasten the growing up process. It is best to seek medical advice on any apprehension that you might have regarding your growth and the need to use any product.
- ❖ Similarly, advertisements for cosmetics over-emphasize physical appearance, often leading to feelings of inadequacy and low self-esteem. It is important to be confident about who you are and how you look.

## B. QUESTIONS FOR SELF-REFLECTION

I am valuable and important because.....

My family, friends and teachers are valuable and important because.....

### *Do you Think that*

- Awareness of positive traits/qualities makes one feel good and enhances self-esteem
- Positive feedback from important people in our lives (for example from parents, family, teachers) also helps us to feel good about ourselves
- When we feel good, we respond to everyday situations more positively
- We should be honest and genuine in our appreciation of ourselves and others
- Positive outlook helps us to recognise and work on our failings and short comings and improve ourselves without being hard on ourselves
- Positive outlook towards ourselves and others helps us to provide helpful criticism to improve rather than hurt them

## C. I AM GROWING UP

If you are in the age group of 14-19 years, put a Tick mark

<b>Items</b>	<b>Yes</b>	<b>No</b>
I have armpit hair.		
I am attracted to members of the opposite/same gender.		
I have been growing taller.		
I sometimes feel withdrawn from my parents.		
My leg muscles are getting bigger and stronger.		
I care about my appearance.		
I sweat a lot.		
My friends are very important for me.		

**Yes, you are growing up:** If you have any doubt, You can read the Training and Resource Materials on adolescence Education.

( <http://www.aeparc.org/upload/39.pdf>)

Teacher can also help the child in dealing with these issues.

## D. DEVELOPING POSITIVE INTERPERSONAL RELATIONSHIPS:

Think a while about your good friends and list out 3 things that you admire about your friendship:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

There are things you would do for certain people but not for others. How do you decide? Some situations are given below. Complete the sentences after thinking about these situations.

1. If my friend forgot his/her lunch, I would \_\_\_\_\_
2. If my friend needed to borrow a book, I would \_\_\_\_\_
3. If my friend talked about running away from home, I would \_\_\_\_\_
4. If I see my mother is working alone in the kitchen, I would \_\_\_\_\_
5. If my brother was planning to drive father's scooter without license, I would \_\_\_\_\_
6. If my team gets defeated in the basketball match, I would \_\_\_\_\_
7. If my friend is telling me to tease a girl from my class, I would \_\_\_\_\_
8. If I see a blind person who wants to cross the road, I would \_\_\_\_\_
9. If my friend has broken the school furniture and I was asked about it, I would \_\_\_\_\_
10. Mother is unwell and my father tells my sister to stay at home from school and do the household work, I would \_\_\_\_\_
11. If my friend touches someone inappropriately, I would \_\_\_\_\_

***After completing the sentences, analyse your responses. You will realise that***

- Certain actions/behaviours help us to strengthen relationships.
- It is important to nurture positive relationships as they keep us inspired and happy.
- Each person's relationship is different and unique; it is also possible that with time and situation, relationships change.
- Development of values helps us build positive connections with people around us, such as friends, siblings, parents and teachers.

## E. STRESS COPING ACTIVITIES

It is important to recognize that stress is something that can be tackled, controlled and definitely decreased. The following suggestions may help harness the additional adrenaline released during stress

- S-T-R-E-T-C-H Stand on your toes whenever you feel under pressure and stretch your body. Pretend you are reaching out to grasp something a few centimeters beyond your immediate reach. Hold this posture for a few seconds and relax.
- Laugh loud, as much as you can: read a comic, see a cartoon film or share jokes and funny stories with your family and friend.
- Discover the 'yogi' in you. Yoga has always been a panacea for stress. Pick up a yoga book. Get started with short sessions (20-45 minutes)
- Listen to your favourite music. It always has a restful effect.
- Talk less, listen more: Listening banishes stress, makes you more popular, more sensitive and overall a nicer person.
- Feel the morning sunshine soak into every pore of your body.
- Eat the right kind fibre containing of food (green peas, vegetables, fresh fruits)
- Count your blessings: this is the best way to decrease or even eliminate stress.
- Make a mental note of good things that have come your way and record them on a sheet of paper. Refer to your 'blessings sheet' each time you feel stressed.
- Compare yourself with yourself rather than with others and assess
- Remember that nothing stays bad forever.
- Always remember that there are many people less fortunate than you.
- Positive forms of expression may include writing, talking to a trusted person, or undertaking physical activity.
- Believe that you are in charge of your life.
- Responding to stress assertively can:
  - Improve our reactions to events
  - Reduce demands on us
  - Increase our capacity to cope

## F. WAYS TO DEAL WITH CONFLICT

We all face conflict in our relationships. Do you know how to handle it?

**Take this quiz to understand conflict in relationship. Encircle one option you consider the most appropriate.**

- 1. If you're feeling angry with your parents, what should you do?**
  - a) Bang the door so that s/he gets the idea that you are angry
  - b) Ignore how you feel
  - c) Ignore your friend
  - d) Work on ways to tell your friend what you are feeling
- 2. If you don't deal with a conflict, what could happen?**
  - a) You could lose a good friend
  - b) You might be treated unfairly at work or school
  - c) You might not get something you want or need
  - d) You could feel like you can never make things better
- 3. If you're angry, it's a good idea to pause and count to 10 before saying something you consider the most appropriate?**
  - a) True
  - b) False
- 4. Which of the following is an open, positive way to express how you feel in a conflicting situation?**
  - a) I only think about myself.
  - b) I feel upset when no one asks me what I want to do.
  - c) I don't really care about me
  - d) I never listen to what I'm saying.
- 5. How can you help yourself stay safe from violence?**
  - a) Choose your friend(s) carefully.
  - b) Report any weapons you see, to a trusted adult.
  - c) Practice safety and always remain alert.
  - d) All of the above
- 6. Staying calm during a disagreement with your parents can help them show, that you are growing up?**
  - a) True
  - b) False

**(Ans: 1 d, 2 d, 3 a, 4 b, 5 d, 6 a)**

If your answers are as per the key, it means you know how to deal with conflict in relationships. Some Anger Reducing Techniques are also given below.

**Anger Reducing Techniques : to get 'rid' of anger**

- R = Recognize your anger signals and accept that you are angry
- I = Identify a positive way to analyse the situation
- D = Do something constructive to calm down



**G. IDENTIFY DIFFERENT STYLES OF COMMUNICATION**

Read the statements and tick mark (✓) at the appropriate column

<b>Statements</b>	<b>Passive</b>	<b>Assertive</b>	<b>Aggressive</b>
Blaming others for negative things in life			
Always placing one's own interests first, at the expense of others			
Valuing personal needs, desires, feelings			
Suffering silently, in consideration of others			
Overvaluing personal needs, feelings, rights			
Blaming oneself for negative things in life			
Expressing negative as well as positive feelings			
Talking as well as listening			
Disrespectful to others			
Listening only to others			

You can adopt passive, aggressive or assertive styles of communication. As a teachers you can share with children. However remember that

- assertive style of communication is the most healthy and positive style of communication.
- say what you think or feel honestly and in a clear tone of voice. Do not apologise for what you think, or put yourself down.
- be calm and speak pleasantly and reasonably, explaining your emotions so as to be understood by the other persons.

## H. MY VALUES

A list of commonly understood values that inform the decision we take is provided below. The list is only suggestive. You may think of more such values

<b>Sincerity</b>	<b>Honesty</b>	<b>Integrity</b>	<b>Stability</b>
<b>Fairness</b>	<b>Justice</b>	<b>Loyalty</b>	<b>Safety</b>
<b>Independence</b>	<b>Friendship</b>	<b>Love</b>	<b>Achievement</b>
<b>Comfort</b>	<b>Courage</b>	<b>Perseverance</b>	<b>Equality</b>
<b>Cooperation</b>	<b>Generosity</b>	<b>Honour</b>	<b>Kindness</b>
<b>Punctuality</b>	<b>Respect</b>	<b>Trust</b>	<b>Tolerance</b>
<b>Compassion</b>	<b>Security</b>	<b>Freedom</b>	<b>Commitment</b>

Some sentences are given below, write the values from the table provided above, in the space provided at the end of each sentence. You may have multiple values for each statement. This will help you to understand the values that you follow in your day-to-day life:

- Protect school property\_\_\_\_\_
- Takes care of younger students during different school events \_\_\_\_\_
- Follow safety rules while crossing the road \_\_\_\_\_
- Keeping your home surrounding clean \_\_\_\_\_
- Switch off fans and lights when not in use \_\_\_\_\_
- Eat meals with the family at least once a day \_\_\_\_\_
- Say no to physical fighting and hitting other students in school and outside \_\_\_\_\_

- Help parents with their work without giving any excuse \_\_\_\_\_
- Keep bags, books, clothes, etc., neatly and tidily every day \_\_\_\_\_
- Spare few minutes talking to old/needy people \_\_\_\_\_
- Respect for all genders irrespective of diversity \_\_\_\_\_

**You should be aware that respecting each other's differences is an important value in our constitution.**

## I. MAKE YOUR WAY TO HEALTHY EATING AND REMAIN HYGIENIC

Below is given a Snake and Ladder game. Take board with dice and coins. You can play with your siblings or, parents. Analyse the result of each one.

100	99 Not eating fruits & green vegetables	98	97	96	95	94	93	92	91 Skipping WFS blue tablets
81	82	83	84	85	86	87	88	89	90
80 Skipping meal	79	78	77	76	75 Open defecation	74	73	72 Poor personal & food hygiene	71
61	62	63	64	65	66	67	68 Washes hands before eating	69	70
60 Ensure equal food distribution at home	59	58	57	56 Drink plenty of water	55	54	53	52	51
41	42	43 Not washing hand before meal	44	45	46	47	48	49	50 Washes hands before eating
40	39	38	37	36	35	34	33	32	31
21 Eat green leafy vegetables & fruits	22	23	24	25	26	27	28 Use sanitary latrines	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3 Avoids Junk foods	4	5	6	7	8	9	10

## J. ANALYSE THE RELATIONSHIP AND WRITE YOUR ANALYSIS

Not eating fruits and green vegetables	Lack of essential nutrients
Skipping WIFS blue tablets	Can lead to anemia
Not washing hands before meal and after going to toilet	Can lead to infections
Open defecation	Can lead to diseases and infections like worm infestation, loose motions.
Poor personal and food hygiene	Increases chances of catching Infections
Skipping meal	Affect growth and development of adolescents
Washes hands before eating	Prevents infection
Drinks plenty of water	Equally important for growth, like nutrients
Ensures equal food distribution at home	Healthy family values equality
Eats green leafy vegetables and fruits	Provides essential nutrients for growth
Avoids Junk foods	Promotes growth and development
Use sanitary latrines	Prevents infection and diseases (worm), prevents water contamination

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions. In the stage of rapid growth and development, as a child you need to eat a balanced diet so that you can remain healthy. Maintaining proper standards of sanitation are necessary for improving and protecting health and wellbeing of everyone.

## K . KNOW YOUR BODY MASS INDEX (BMI)

BMI is a measure of body weight to height; it can be calculated as follows:  
BMI=Weight in Kilograms/Height in Meters<sup>2</sup>

<b>BMI</b>	<b>Category</b>
<b>&lt;18.5</b>	Under Weight
<b>18.5-24.9</b>	Normal Weight
<b>25-29.9</b>	Over Weight
<b>&gt;30</b>	Obese

## L. PROMOTING HEALTHY LIFESTYLE

For achieving good health, leading a healthy and stress free life is important for everyone.

### AM I MAKING HEALTHY CHOICES?

**Reflect on the following behaviours. Mark them as Yes or No as per your own behaviour:**

1. Getting up early every day.
2. Missing exercises and eating breakfast without brushing teeth.
3. Having healthy breakfast
4. Eating junk food regularly during lunch time instead of homemade tiffin.
5. Chewing pan masala and ghutaka.
6. Skipping meals to stay slim.
7. Smoking cigarettes to relieve stress.
8. Doing exercises on regular basis.
9. Drinking alcohol.
10. Viewing television for more than 3-4 hours a day.
11. Playing video games/online games on regular basis.
12. Drinking carbonated drinks with lunch and dinner.
13. Eating fruits and whole grains.
14. Drinking 8-10 glasses of water every day.
15. Staying awake late in the night.

**If you have got: Yes:**

- in <10 or more: You need to make serious lifestyle changes
- in 5-9: You are on the path to making unhealthy choices, rethink and choose healthy
- 4 and below: your lifestyle choices are good, stay that way

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Our lifestyle choices ensure a more productive and healthy adulthood. Non-communicable diseases (NCDs) are one of the biggest public health challenges in the 21st century. Fighting with today's challenge of Covid 19 is possible only with social distancing and having good immunity.

Therefore, we need to identify unhealthy behaviours and work towards modifying them. Healthy lifestyle choices like physical activity, doing yoga, eating healthy, and being able to manage stress effectively will help improve the immunity and thereby the holistic health.

***Social Media for Synchronous and Asynchronous Communication: A guideline for teachers and educators***

**Precautions for using Online Learning Tools and Social Media: Safety of Students is our Priority**

With the outbreak of COVID-19 pandemic, we are using a variety of web tools and mobile apps for synchronous and asynchronous communication with school students and pupil teachers for teaching-learning and assessment. Video and audio (JITSI, Telegram, WhatsApp) calls are used for synchronous communication and emails, SMS, MMS, audio-video clipping, text chatting are used for asynchronous communication. Even many teachers are teaching using Learning Management Systems (LMS) like SWAYAM, MOODLE, GOOGLE class etc. and Content Management Systems (CMS) and Open Educational Repositories like NROER, DIKSHA, NDL, CLIX, OLABs etc. All of us know very well that the age group of learners with which we are dealing are young and energetic and keen to explore new knowledge in a proactive manner. Mostly they use the electronic gadgets (mobile phone, desktop, tablet and laptop) of parents and other family members as well as use internet connections (both satellite and cable connections as well). Knowingly or unknowingly they may share vital security information like passwords also and may use an unsecure website and put themselves and others into trouble. Therefore, it is the responsibility of us teachers and teacher educators to keep students their parents safe and secure while using the online learning facilities. The following few tips can help all of us to protect ourselves from cyber threats: don't invite/accept friend request from unknown persons, don't share personal information (Name, date of birth, address etc.) with strangers, never download unwanted and pirated software, games and apps, don't reply to a call/reply to a stranger and be aggressive on social media, inform your parents and elders immediately in case of any issue. If required and if elders in the family feel they can lodge a complaint of any misbehavior and breach in security in online mode or inform to the local police and resolve the issue. Don't over use technology rather use it judiciously. Also suggest physical activities and relaxing exercises – eye, neck, back and hand etc. while and after using it. So be safe, practice social distancing and learn from home online.

Please read the detailed cyber safety and security tips and guidelines from the following link: <https://ciet.nic.in/pages.php?id=booklet-on-cyber-safetysecurity&ln=en&ln=en>

Social media platforms facilitate communication in quick and convenient ways. There are various social media platforms, such as, Facebook, Whatsapp, Twitter, Instagram, Google+, Telegram, being used worldwide by people of all age. These platforms have quickly reached even the remotest places on earth and help people to access various information sitting at their places at a very cheap price.

We can communicate with individuals as well as with groups through different media – text, image, audio, video and other documents. These communications are either synchronous – which means that all participants are sending and replying to each other's message in real-time/live; or it can

be asynchronous – means that one sends a message and the others reply at their convenience. Synchronous communication includes individual or group audio/video calls, chatting through instant messaging apps.

Asynchronous communication includes emails, messages or chats that may not be replied to instantly.

Given the unprecedented social distancing and home quarantines due to COVID-19, social media platforms have immense potential to contribute to teaching-learning processes. When physical access to schools and colleges are closed, we can leverage these platforms to effectively carry out academic activities in innovative ways. In the following section, 12 different social media platforms are identified and their possible usage mentioned. Teachers and educators are at liberty to choose any of these tools as per their convenience and use for reaching out to students and pupil teachers, and provide online support to facilitate learning. Also teachers and educators are advised to inform students below 14 years of age to seek permission to share and use the gadgets (Smart Phone, iPad, Tablet, laptop and Desktop) of their parents, grandparents and elder sibling(s) for accessing learning situations created under the guidance of elders at home.

## 1. Whatsapp

It is an App that requires to be downloaded on a mobile phone (also can be accessed on laptop or desktop) and registered using an individual mobile number. We can send messages, make audio-video calls. We can also share a wide variety of media like photos, audio, video, and other documents. We can communicate one-to-one or in a group in the above mentioned ways. Up to 256 people can join a group and interact with each other. One can create any number of groups (e.g., one group for each class or subject or course) on Whatsapp.



**Use case:** A teacher or educator can use a Whatsapp group call to organise a virtual class and post an assignment on a group. Later learners can post their completed assignment. A teacher can share the link for learning resources in a group or share a downloaded document/own recorded voice/a self-created document on a topic. The teacher can also help parents with tips on how to engage learners at home. The School Head can form a Whatsapp group to interact and mentor fellow teachers.

## 2. Facebook

Facebook can be accessed on a laptop/desktop computer as well as through mobile App. One needs to create an account to log into Facebook. Facebook allows us to share or post information consisting of text, image, audio, video and other documents. It gives a sense of community as we can add and connect with other users as 'friends', thus creating a sense of community. Facebook also provides options to have closed as well as open groups. It also provides the user with control like permissions of users to collaborate, share, join, etc.



**Use case:** Teachers can create subject or class wise groups and share contents in various forms. In addition, they can interact with students, deliver live lectures, organise a watch party, etc. Personalised feedback can also be given to learner in Facebook chat/messenger. Facebook for education (<https://education.fb.com/>) is a dedicated platform of Facebook for educators to collaborate and innovate.

## 3. Twitter

Twitter is a micro blogging and social networking service on which users can post and interact through messages known as "tweets". It can be accessed on a laptop/desktop computer as well as through mobile App. It allows users to write and share their ideas and opinions in real time (instant messaging) within maximum 280 characters. We can also upload and share image, audio, video and document through twitter. While sharing, one can mention other person or group through a feature called hashtag (#). Twitter can be used for self-expression, social interaction, and information sharing.



**Use Case:** Teachers can use it as an effective pedagogical tool to gain information, engage students, follow interested communities, share their insights on specific topics, etc. It can enhance engagement and collaboration among peers, students and teachers. The teacher can tweet assignments, link to other resources or web pages. Students can work collaboratively on assignments using Twitter. Teachers and students can subscribe to relevant and important hashtags for further learning.

#### 4. Edmodo

Edmodo is a free and secure online educational learning network. It is a social network to interact with others. Teachers can use it to create and manage an online classroom community, and students can connect and collaborate with their peers. It helps to schedule homework and assignments, network with other teachers, and monitor students' progress.



**Use Case:** Teachers can manage their classes and consolidate all of their activities in one place. Teacher can create a digital classroom space for all teachers and students to work together share ideas and resources. Edmodo's quiz builder or poll feature can be used to assess students' learning during or after a unit of study. Teacher can divide a class into smaller groups and have them post their work to their group for peer review and feedback. Teacher can further use Edmodo Badges to help motivate Students to push their learning and increase their practice time on new topics. Badges let students show off their accomplishments and motivate others. Administrators can use the platform to coordinate and collaborate with fellow teachers. Planning professional development seminars is easy, especially with SchoolTube, Edmodo's video service.

#### 5. Instagram

Instagram is a photo and video-sharing social networking service that has millions of active consumers all over the world. It can be accessed on a laptop/desktop computer as well as through mobile App. It can be used to share short videos, pictures, audios, quotations, write-ups and much more. Teachers can also make groups on Instagram and post photos and other media on groups. They can either keep a group open for all or make it a closed group.



**Use Case:** Through Instagram, teachers can effectively engage in visual storytelling. One can use hashtags that are relevant and often searched to be discoverable. There are other features as well which teachers and students can use such as video recording up to 15 seconds, unlimited story additions, direct messaging within Stories, etc. IGTV gives users the ability to share videos that are up to an hour long – like a TV episode.

## 6. Telegram

Telegram is a mobile app based communication tool. It has a capability to share a wide variety of media, be it photos, audio, video, and even documents. It supports one to one communication as well as group communication. Subject groups can be created, and each group can have even 1,00,000 members. It provided various admin supports such that the groups can be maintained by several admin in a collaborative manner. The groups can be controlled to have only one way or two way communications. It can also be used for making audio calls and video calls. Group conference calls are also an additional support that will help teachers to take online sessions and encourage interaction. Every time when someone opens his/her desktop, just click on the telegram icon, it will start working. Telegram channels can be helpful for providing the desired information to an unlimited number of students and teachers.



**Use Case:** Teachers can create large groups of teachers, students and continuously interact on various themes. During NISHTHA training many states like Assam, Karnataka, Odisha, Punjab, Rajasthan used Telegram for sharing of information and best practices.

## 7. Blogger

A blog can be considered as an online journal or an informational website. Individuals setup a blogging website and regularly post articles called blogs. Users can subscribe to blogs to receive notification of a new article through their email or can directly go to a blogging site and read articles.



Blogger is a blog-publishing service provided by Google. A user having a Google account (Gmail ID) can freely use the blogger facility to create a blogging website of its own and start writing articles on a topic or area such as travel blogs, experience blogs, marketing blogs, product description blogs, educational blogs, etc.

**Use Case:** Teachers and students can create their accounts on Blogger through their Gmail accounts. Teachers can write and share blogs on difficult topics related to the subject areas they teach, for instance, Science,

Mathematics, Language, etc. They can display teaching learning material on blogs by adding pictures, videos, audios, PPTs, etc. A common classroom blog can also be created using WordPress, and a community of teachers and students can together post and discuss about concepts and ideas.

## 8. Skype

Skype is generally used to communicate through video conferencing either one-to-one or in groups. It can be accessed on a laptop/desktop computer as well as through mobile App. Users are required to create an account and then log in. Skype group calling includes conference calling and group chats. It can be used to host a group video chat or conference call for up to 50 people. Adding people who already have Skype is free.



**Use Case:** Skype provides an excellent way for teachers to introduce the world beyond the classroom to their students. Through video calling, students can connect with teachers, educators and other students for live discussions and solving their queries. We can also use Skype to explore virtual field trips, organise guest speaker sessions with two-way communication between presenter and the audience. Special events can be conducted like live discussion with authors, celebrities, technology experts, doctors, artists, etc. Sharing of screens, files, resources and other information with students, teachers and parents can also be part of an e-learning process through Skype.

## 9. Pinterest

Pinterest is a visual social network in multilingual format available on social web as well as mobile application (both android and iOS supported). It is like an online open bulletin board in which communities, teachers, students and parents can interact, share and post/pin on a single forum. It enables posting, saving, blogging and discovery of information using images, GIFs, interactive videos, documents and blogs, etc. The resources which are pinned get segregated into various categories. There are a lot of categories to choose from diversified fields of learning. These categories or boards are displayed on the user's Pinterest profile.



Since these pins can be shared and are easily searchable, they have the potential to become a very useful educational tool.

## 10. YouTube

YouTube is an online video sharing platform wherein the users can watch, upload, edit and share videos. They can also like, dislike the content and comment on it. It allows the users to create free of cost YouTube channels in which they can upload the videos created by them. Also, users can sort videos and create their own playlists. Video lectures, animation videos, 360 videos are useful resources to engage the students and help them learn difficult concepts.



**Use Case:** Teachers, for example, can create “Geometry” as a playlist containing all the videos related to the geometry topic of maths. Teacher can search and share with students videos on various topic which are correct both conceptually and pedagogically. The videos can be auto-translated in local languages making them useful for everyone. The subtitles which can also be in a local language can be added in the videos for inclusion. The teachers can also Live Stream the lectures wherever they are to the selected group or public.

## 11. Google Hangout

It is a unified communications service that allows members to initiate and participate in text, voice or video chats/communication, sharing content either one-to-one or in a group. Hangouts are built into Gmail, and mobile Hangouts apps are available for iOS and Android devices. Only Gmail account is required to use this application. Up to 150 people can participate in a Google Hangout, though a video call is limited to 25 participants.



**Use Case:** Teacher can use hangout to live stream class from his/her home and students can join the live class from their respective homes. Smaller groups can be formed within a class for group discussion and peer learning among students, through audio or video chats.

***Guidelines to Cope with Stress and Anxiety in the Present Situation***

The novel corona virus (COVID-19) pandemic presently is a situation that calls for vigilance and all of us, including our teachers and students have been advised to remain at home so as to maintain social distancing and stop the chain of virus spread. It is affecting individuals not only physically but also psychologically. The corona virus (COVID-19) outbreak may result in stress for a lot of individuals including students, teachers and parents as the pandemic has caused strong emotions such as sadness, fear, anxiety, feeling of helplessness, uncertainty, loss of interest and hopelessness among others. Such changes are understandable in the face of this sudden outbreak as it has resulted in an unexpected change in their daily life activities (e.g., going to school, meeting friends, socialising, going out with family, disruption/uncertainty about examination, future admission, career, travel plans, etc.). The demand of the situation for social distancing and self-isolation also results in individuals becoming stressed.

Some emotions, feelings and reactions generally felt by people experiencing stress are:

- (1) Negative thoughts
- (2) Anxiety, worry, fear
- (3) Sadness, tearfulness, loss of interest in usual enjoyable activities
- (4) Frustration, irritability, or anger
- (5) Restlessness or agitation
- (6) Feeling helpless
- (7) Feeling disconnected from others
- (8) Difficulty in concentrating
- (9) Trouble relaxing or sleeping
- (10) Physical signs such as stomach upset, fatigue, uncomfortable sensations

It is therefore important to be mindful to the wellbeing of everybody around us and to take constructive action to help students, teachers and parents to cope, handle, and relieve stress and anxiety.

## **Strategies for Students to Cope with Stress and Anxiety**

- **Try to have a routine:** Maintaining a routine is the first thing that is compromised in stressful situations. It may be simple enough; not having a fixed time to bathe, have food, sleep, etc. After all, it does not matter. Or does it? It must be remembered that maintaining a routine helps to create discipline and can have a positive effect on your thoughts and feelings. There are ways to stay healthy and develop new routines: create a list of activities which you want to do. These can relate to both studies and fun activities ( e.g., try to give time to those areas of study which require more focus and time, playing/trying new indoor games, starting a new hobby, sharing daily household work, solving puzzles, develop puzzles/quizzes related to different subjects, general knowledge, etc., start reading a book, organising/cleaning/arranging clothes of yourself and helping your brothers and sisters to do the same, physical exercises, learn to cook new kinds of dishes and serve them to your parents and siblings, play an instrument, learn a language, learn how to sew, gardening, observing birds, trees, stars etc and relating them to the relevant subjects – geography, science, social science, etc.).

***Prepare a plan for daily activities and attempt to be consistent in following it as much as possible***

- **Focus on your ‘self’ and recognise your feelings:** We have been trying to fit so many things in the daily time schedule, such as, school, studies, homework, examinations, coaching, etc., that we are not able to take out time for ourselves. It is important to recognise your feelings and acknowledge that it is okay to feel what you are going through as everyone is feeling the same way. The present time at home needs to be seen as an opportunity to allow yourself time to *reflect* on what you have been doing in your life for yourself and for others, which aspects you would like to change, what kind of effort/thinking/action it would require from your side. Try to *observe*, i.e., become aware of your sensations and express what you are feeling. Write down your reflections about what you observed in yourself, did these help you to

understand yourself better? Try to maintain a daily chronicle of your activities and reflections.

***Become aware of your thoughts, feelings and actions***

- **Stay connected:** As social beings, connecting ourselves with friends and family brings a sense of comfort and stability. Receiving support and concern from others has a powerful impact on our emotional wellbeing and in helping us to cope with challenges. To deal with the present situation and resultant stress there is a need to create a sense of “we” feeling. We in present times have the advantage of technology that has made it possible to be connected globally through phones, mobiles, emails, face book; Skype, Zoom, Whatsapp, etc., are some ways to connect with people. Use these mediums to talk with others, know about their concerns, thoughts and feelings and share your feelings and viewpoints with others. There are many ways we can use technology to stay connected such as:
  - ❖ Call, text, or video-chat with friends and family
  - ❖ Share quick, easy and nutritious recipes
  - ❖ Start a virtual book or movie club
  - ❖ Schedule a workout together over video chat
  - ❖ Share your understanding of a topic, equation, experiment, etc., with others in an online group or peer forum.

***Remember social distancing does not mean social disconnection. Its only absence of physical connect, you can still be connected with your friends and family—in your thoughts and emotions.***

- **Inculcating positive thinking:** In a situation like the present one, where there is uncertainty, it is normal for students to feel anxious and have negative thoughts. The key to avoid, manage and reduce stress is positive attitude. Never lose hope, begin from your own self and pass it on to all around you. Be persistent in keeping positive thoughts by asking yourself some questions, such as:

- (1) What are the things which I am supposed to do to control the situation?
- (2) Am I over-thinking about the pandemic?
- (3) What strategies have helped me in the past to cope with challenging situations?
- (4) What is the helpful or positive action that I can take now at home?
- (5) How are others (particularly elders – parents, teachers) dealing with the present situation?

***Exercise caution on negative thoughts and indulge in more and regular physical movements within home***

- **Take care of your body:** Eating healthy and well-balanced diet is important for our body and mind. As students you might have received training in school on meditation and yoga. Now is the best time to start practicing it daily for building better mental and physical health. Fix a time to do it regularly once a day. Do some form of physical activity like aerobics, stretch exercises, yoga *asanas*, deep breathing, dance, etc. Also drink plenty of water and get enough (6-7 hours) sleep every day. This will give energy, boost up the immune system and keep spirits high. This in turn will help to release the stress and anxiety.

***Healthy mind is in a healthy body. This is the mantra of well-being.***

- **Be informed and updated:** Do not act in a manner that you become an agent in spreading rumours. Take appropriate caution to pass on messages as sometimes these are not based on authentic information. It is vital to stay informed and updated and listen to trustworthy media sources. Constant monitoring of news and social media updates may lead to anxiety. To help reduce fear and anxiety, limit your media consumption to a specific time to listen to news.

### ***Set restriction around news and social media***

- **Contribute towards wellbeing of all:** The interdependence and existence of all living beings need to be acknowledged and respected. Helping people who are old, vulnerable and in need of care and help can promote a sense of hope and meaning in life. Showing love and care towards your family and friends can boost up your sense of purpose in life. Some ideas could include; ensuring that people who are providing essential services are respected, delivering a food items, etc. to old, needy people in your neighbourhood, feeding birds, stray dogs, sending message of encouragement, positivity, etc.

### ***Become an active member of the ecosystem to ensure existence of all beings***

## ***Guidelines for Teachers to Cope with Stress and Anxiety***

The present situation of outbreak of the corona virus has led to restrictions on our social life and put a stop on our daily routine. To handle the situation the suggested measures; self-isolation and distancing ourselves from others are to be practiced, which is not our natural or normal behaviour. Therefore, this has several consequences. We may experience a lack of control over life; feel helpless, worried, angry, sad, restless or irritated through the days. This can be emotionally exhausting leading to feeling weak emotionally (which may not be our normal emotional self).

As teachers we are responsible not just for ourselves but are role models for our students and for society at large. Therefore, we need to know how to deal with the stressful times and help ourselves and others in the process. Some of the ways to cope with the feelings associated with such forced social isolation during a pandemic are:

- **Take a proactive approach:** Accept and help others (students, parents, colleagues) to accept that the present times are difficult. Also, it is necessary to control the emotional thoughts of despair and reassure that since medical and research measures are being taken,

hence times will change for better. Create a plan for yourself. This will help give you a sense of purpose and progress both in your personal and professional life. Prepare a daily timetable or routine. Ensure variety in the schedule such as work, leisure, exercise, learning, etc. Learn something new that sparks your intrinsic motivation and curiosity.

- **Stay connected:** Advances in mobile technology will help to stay connected through calls, text, Whatsapp, email, etc. Use this time to connect with people, whom you have not been able to connect due to distance, lack of time, etc. Sharing concerns with trusted others have significant positive psychological benefits. Therefore, try to contribute to a sense of togetherness by sharing your feelings and helping others to cope with similar emotions that you too are experiencing. Utilise the additional time available at home to reconnect and strengthen relationships within the family.
- **Focus on your health:** Quarantine and isolation are stressful, and stress weakens our immune system. Hence, being proactive about staying healthy becomes even more important. Stick to regular meals with the correct nutritional variety and avoid snacking. Anxiety can sometimes prompt us to comfort eat, so we need to manage these urges. Daily exercise will help regularise sleep patterns. All these boost our psychological health. Maintain healthy sleep habits. The negative impact of sleep disruption on mood is already well-known. Without the structure of having to get to school, college or the workplace, it can be easy to fall into unhealthy sleep habits like going to bed late and getting up late. However, this may be detrimental in later days. So, it will be useful to scheduling a balanced range of activities in our everyday by including physical exercise and engaging in pleasant and relaxing activities. This will help with getting quality sleep. Preparing balanced and nourishing meals for yourself and family members is an important aspect for maintaining good health.
- **Reflect and connect to yourself:** Take time to engage in observing your surroundings (at home and immediate nature) by identifying the smells, textures and visuals. This will help to sooth our anxious minds. Self-care also means maintaining boundaries such as refusing visitors, reducing unnecessary demands, and saying “no”. In our

otherwise hectic everyday schedule, we had difficulty in maintaining self-care schedule. Take the opportunity to take up any such activity which will help you to connect with your own self - meditation, yoga, walking, baking, reading, etc. Think of the small changes which you can bring in your life.

- **Manage your media time:** The information received through various social media may make you feel overwhelmed and confused. Hence, even though staying digitally active in present times is almost a necessity, yet it is important to carefully choose news and media sources. Choose one or two well-informed sources such as the Government of India's Corona virus (Covid-19) Helpdesk and WHO and set times during the day to check for updates. Restrict consumption of news, particularly on social media. Depend on traditional national media with direct lines to the trustworthy medical decision-makers when accessing news. Use social media platforms meaningfully to connect with people (friends, family, students, colleagues, etc.) rather than passing on messages.

### ***Guidelines for Parents to Cope with Stress and Anxiety***

The primary role of parents now is to keep their children well and that means looking after their emotional well-being as well as their physical health. Rather than worrying that children are not doing enough school work, parents should view the enforced break as an opportunity for some student-led, individualised learning, which most schools struggle to offer. Parents can ask their children to write down all the different things that they could do during this time to learn, do and experience. It can be anything-watering plants, developing a reading habit, leaning to cook, painting, playing music, etc.

- **Help your children to develop life skills:** One way in which parents can help even young children to develop life skills while they are at home is to empower them to help with housework or cooking. It is not necessary that everything around their life should be based on academics only. Now, parents have an opportunity to connect with their children and developing in them a sensibility to understand the

curriculum of life. From learning to make a cup of tea to help in doing daily chores, a student would be able to feel that connection even in the moment of isolation.

- **Understand your anxiety:** As a parent, the uncertainty surrounding corona virus can be the hardest thing to handle. One doesn't know how exactly one would be impacted. Instead of remaining in confusion, parents can note down in points as to what are the exact things that are making them anxious. It can be study loss of your child, academic worries, etc. After contemplating about them, parents can have a clearer idea to understand their source of anxiety.
- **Avoid fake news and superstitions:** Parents can adhere to dependable sources such as Government of India's Corona virus (COVID-19) Helpdesk and World health Organisation (WHO). They can move away from checking the news if they feel overwhelmed and should also be careful about what they share through social media platforms.
- **Focus on the things they can control:** In this scenario of global pandemic, many things are outside our control like how long the pandemic would last and what is going to happen in our community, etc. Focusing on things which are out of control can make one feeling drained, overwhelmed, and anxious. As a parent, one can help in reducing the personal risk by asking their student to wash their hands and doing it themselves too at least for 20 seconds or using a sanitizer with alcohol content not exceeding 60 per cent. Apart from maintaining hand hygiene, avoid touching your face especially your eyes, nose, and mouth. Stay at home, avoid crowds, and maintain six feet distance between yourself and others when out. Most importantly, get deep sleep.
- **Physical exercise:** Our body is meant for movement. There are innumerable benefits by doing physical exercises such as release of endorphins (feel good hormones), proper blood circulation, and feeling light, etc. Stretching, alternate toe-touching along with jumping jacks for 10 minutes can have a drastic effect in reducing stress and anxiety.
- **Yoga and meditation:** The word Yoga means union. When body and mind is balanced, when one reaches a state of unwavering attention,

one has reached a state of yoga. This is the time which can be utilised to performing yoga yourself and also to teach your children. Grounding yourself in the present moment can help to reach that union. One effective technique is to pay attention to your breath. *Prana* is the key here. Paying attention to inhaling and exhaling can help in attaining the state of *Dhyana*—getting in touch with the inner stillness.

- **Paying attention to diet:** One of the ways to cope with stress and anxiety can be stress eating and taking in excess of calories by indulging in deep fried, carbohydrate rich and sweet foods. This can make one feel anxious as nourishing aspect of food is eliminated through such indulgence. As a result, your immunity can take a toll. This is the right time to understand and to make your children understand that immunity is maintained not from the outside-it is not that using sanitizers will keep your immunity in check. To have a stronger immunity means to eat healthy, i.e., eating fruits and vegetables and having right proportion of carbohydrates, proteins and fats.
- **Take care of your body and spirit:** Apart from eating healthy meals, getting plenty sleep and meditating, one should not forget to practice self-care in this situation. Be kind to yourself, maintain a routine, wake up early in the morning, and take time out for activities you enjoy, avoid self-medicating, and be a calming influence in the life of your children and those around you.

In stressful times such as the present one, as a parent or teacher do remember that the social distancing and isolating of self is not only for our own good but also for all those around us and for everyone who is closely or remotely connected with our life and living. Help your children and students to understand this and encourage them to feel in the same way.

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राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING





ALTERNATIVE ACADEMIC  
CALENDAR  
HIGHER SECONDARY STAGE



# ALTERNATIVE ACADEMIC CALENDAR

## HIGHER SECONDARY STAGE



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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING



रमेश पोखरियाल 'निशंक'  
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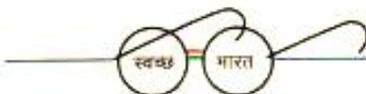


### MESSAGE

At present, many countries of the world including India have been facing the outbreak of Covid-19 with courage. Our teachers and students are currently in homes to prevent the spread of this virus. Many efforts have been made by the Ministry of Human Resource Development to continue the learning of students even at home through on-line resources. Class wise e-resources and e-textbooks are available on various online platforms such as e-pathshala, NROER, SWAYAM and Diksha, so that students in higher classes can self-learn, and students in elementary classes can learn under the guidance of their teachers and parents. In view of this, we have taken a new initiative of developing an Alternative Academic Calendar for our school students. Following this calendar, students of all classes can receive school education systematically at home with the help of their teachers through available technological and social media tools till their schools get open. Parents of primary and upper primary students will be guided by teachers about the activities to be conducted with children using mobile phone, SMS, radio, television or various other social media. These activities are related to their syllabus and learning outcomes. Teachers will also be able to guide students by establishing contact with them through mobile phones or social media. This calendar has been developed by the NCERT in such a manner that it provides adequate space to the State contexts.

I hope that all the States and Union Territories will implement this and provide a new dimension to the learning of school students. I am also very much hopeful that in this difficult time, our teachers will not only be able to reduce the stress and worries of the children but also will be successful in motivating children to learn with interest in the conducive and participatory learning environment created at home by their parents.

(Ramesh Pokhriyal 'Nishank')



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## Foreword

In this period of Covid-19, which is declared as a global pandemic, our teachers, parents and students have to remain at homes to prevent its spread in the community. In this situation, it is our responsibility to provide them with multiple alternative ways of learning at home through interesting activities. It is necessary because in the present environment of stress, we not only have to keep our children busy but also maintain continuity of their learning in their new classes. In this context, NCERT has developed an *Alternative Academic Calendar* for all the stages of school education.

Initially, this calendar is prepared for four weeks, which may be extended further. In this calendar the themes/topics have been selected from syllabus and are linked with the learning outcomes. Guidelines have been developed for conducting interesting activities based on these learning outcomes. But it is a matter of fact that many teachers and parents only have simple mobile phones as a tool available at their homes and all the teachers and students do not have virtual classroom facility. In view of this the activities are designed and presented in such a way that many activities can be conducted by the parents and students on their own after talking to the teachers over phone. The teachers can contact parents and students using a range of tools starting from simple mobile phones to internet based diverse technological tools for giving them the appropriate guidelines for conducting these activities given in the calendar.

This calendar includes not only generic guidelines and subject specific activities, but also detailed material on the use of different technological and social media tools as well as strategies for reducing stress and anxiety in the present time. This guideline also contains activities related to art education and health and physical education. It also includes reference of many learning resources along with textbooks.

This calendar is flexible and suggestive. The teachers can implement this taking into consideration the contexts and needs of the State/UT. This calendar has been developed by the faculty members of all the constituent units of the NCERT including NIE, CIET, PSSCIVE and all the five RIEs using on-line platforms such as WhatsApp, Google Hang-out, Zoom, etc., for discussion and feedback. Their hard work is commendable.

For implementing this calendar, SCERT and the Directorate of Education may form teams including faculty members from DIETs and School Principals, who can continuously follow-up and provide support to teachers using mobile phones and other accessible technological tools and social media.

I hope, this calendar will be useful for teachers and parents in creating a very conducive learning environment at home for the students so that they can learn in a very meaningful and joyful way.

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to [director.ncert@nic.in](mailto:director.ncert@nic.in) and [cgncert2019@gmail.com](mailto:cgncert2019@gmail.com).

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HRUSHIKESH SENAPATY  
*Director*  
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# **ALTERNATIVE ACADEMIC CALENDAR FOR LEARNERS, STUDYING AT HOME, AT THE HIGHER SECONDARY STAGE**

## ***Guidelines for Teachers, Parents and School Principals***

### **INTRODUCTORY NOTE**

India and the world are facing an enormous crisis due to COVID-19. While India as a whole is under lockdown most cities and states in the world too are observing lockdown measures. Medical care professionals, security personnel and people related to delivering essential services are working round the clock to tide over the crisis. Schools, colleges and universities have been closed. Learners are confined to their homes, and so are teachers and parents. Teacher educators, teachers and parents need to find ways to deal with this unprecedented situation arising out of lockdown in order to engage students meaningfully through educational activities at home. While we are making every effort to flatten the epidemic curve, the 'learning curve' of learners must continue upwards. This is only possible by facilitating learning at home.

How should this be done? This question would be uppermost in the minds of teachers and parents. The first thought would perhaps be homework or home assignments. However, the concept of homework is that of a task done individually; moreover, it carries with it the pressure of completion rather than that of joyful learning. Further, as educationists, we prefer not to recommend homework over a long duration for very young learners. We have to therefore seek alternative methods.

Currently, there are various technological and social media tools available for imparting education in fun-filled, interesting ways, which can be used by learners to learn, while at home. Yet, we understand the need to structure it for you. Keeping in mind the varying levels of access to such tools and the variety of their content, NCERT has developed General Guidelines for Implementing the Weekly Plan (for four weeks) for Learners at

Higher Secondary Stage. This entails the use of a commonly used, simple instrument, i.e., the mobile.

Fortunately, almost everyone owns a mobile. Additionally, many people use it for social media such as SMS, WhatsApp, Telegram, Facebook, Twitter as well as Google mail and Google Hangout. These tools have the advantage of providing us with the facility to connect with more than one student and parent at a time.

There is, of course, the possibility that many of us may not have internet facility on the mobile or may not be able to use all the above-mentioned social media tools. In that event, the solution is that students may be guided through SMS on mobile phones or mobile call. Parents' help can also be sought for, if needed by the learners.

A week-wise plan for the highersecondary stage (for Classes XI and XII) has been developed, keeping in view the availability of tools with the teachers. The week-wise plan consists of interesting activities and challenges, with reference to the themes and chapters taken from the syllabus or textbook across the subject areas. Most importantly, it maps the themes with the learning outcomes. It may be mentioned here that the activities are suggestive in nature, not prescriptive, nor is the sequence mandatory. Learners may opt to do the activities that they are interested in, irrespective of the sequence. In the case of learners in the same family studying in different classes, siblings may jointly be involved in the same activity; if the activities cater to different cognitive levels, the elder sibling can guide the younger.

The purpose of mapping of themes with learning outcomes is to facilitate teachers and parents to assess the progress in students' learning. This may be done in a variety of ways i.e., asking questions, encouraging interaction, suggesting another activity of a similar kind, observing the learner's interest and participation in the activity, etc. Further, teachers may design activities on more themes (if required) based on the given learning outcomes. However, it is reiterated that the focus should be on learning, rather than testing for scores.

Learners at the higher secondary stage have well developed language skills and can study on their own with very little guidance from teachers. Therefore, teachers may create a WhatsApp group or SMS to a group of students and guide them on various interesting activities designed for them.

In case of Children with Special Needs or children who need their parents' support, parents may be guided on the activities to be conducted at home.

Links for e-resources have been provided along with the activities. Yet, if it is not possible for the learners to access these resources, the teacher may guide them through a mobile to other reference sources such as a dictionary, an atlas, news headlines, storybooks, etc.

In case tools, such as, WhatsApp, Google Hangout, etc., are being used, teachers may use the audio and video calling facility with a group of students and hold discussions with them in small groups or with all of them together. Teachers may also guide students for peer learning or group learning through these tools. Detailed guidelines for using different technological tools and social media along with precautions to be taken while using online tools are given in Annexure-I.

### **WhatsApp Group Call**

To start a group call on WhatsApp, first, you have to create a group with parents' numbers and then initiate a conversation on the WhatsApp group by clicking on the phone icon on the top right of the screen. Once your contact has picked up the phone you can then click on the + icon on the screen and select multiple contacts to connect to a group call.

In cases where the teacher is using the mobile only for calling/receiving calls and messaging, connecting with individual students or parents on a day-to-day basis may be difficult. The teacher may opt for calling students or parents in a phase-wise manner for interacting, explaining and assessing. Hence, it is suggested that this may be done in smaller groups. For instance, a teacher may call 15 students in a day (Day 1) and explain the work expected from them. On Day 2, she can call 5 out of the 15 students to ascertain the progress of their learning. The progress of the remaining 10 would be ascertained on Day 3 (5 students) and Day 4 (5 students). On the same day (Day 2) she may call an additional 10 students to explain the work expected. This cycle would continue, so that a class of 40 students would be covered in 8-10 days. The teacher can do the same for another set of students. The teacher can also send one collective SMS containing activities to a large group of parents and students simultaneously. Subsequently, parents can also respond to teachers through SMS. Thus, in case of non-availability of the internet, mobile call, SMS are

some of the means through which a teacher can connect with parents and students.

### ***General Guidelines for Implementing Weekly Plan (for four weeks) for Learners at the Higher Secondary Stage***

- Higher secondary stage learners are at a late adolescence age. They usually prefer learning by themselves. They may require less support from their parents. Therefore, first, teachers are advised to call up parents of the students to apprise them about the conduct of the suggested activities. Later, the teachers may directly contact their higher secondary stage learners for further interventions.
- In this time of crisis, we are all expected to remain at home (as is the case with our learners) for the welfare of self and society. We do not want their learning to be adversely affected due the loss of academic days. For this we need to adapt to the Flipped Classroom model. Even before the learners are exposed to content learning, we need to equip them with the skill of acquiring knowledge of the content through various activities which they can do on their own. Project and activity-based learning allows students to create projects that facilitate learning of the content as well as honing of the 21st-century skills.
- In case access to the Internet is not possible at a student's home, then teachers can explain to the students and parents about each activity over the phone, through SMS and Voice Recorded messages. Teachers must continuously ensure that the activity has been conducted through a follow-up later.
- In case of availability of an Internet connection and active WhatsApp, Facebook, Google Hangout, Google Mail, Telegram, etc., the teacher can forward the guidelines to parents or even students with a brief explanation.
- Teachers should stress the point that learners should not, in any way, be forced to do the activities. Rather, parents should support learners by creating a friendly atmosphere.
- Week-wise activities are given in the guidelines with overall learning outcomes, as learning outcomes should not be linearly divided. Resources are also mentioned wherever possible.

- Teachers may ask parents to observe changes in children’s behaviour as given in the learning outcomes. Parents or siblings may, through interaction, questions, or similar kinds of activities ensure that the learners are indeed making progress in their learning. Examples are given in the table itself.
- The activities mentioned are suggestive and can be modified based on the availability of resources and prior knowledge of the learner.
- At the higher secondary stage, teachers may encourage learners to undertake more and more self-study, readings, and learning-by-doing under the supervision of parents with resources available at home.
- The week-wise plan too is flexible. The teacher can guide parents and students knowing the strengths, limitations and contexts of the families as well as the interests of the children.
- Observant and active questioning on the part of teacher and parent, as the student progresses in the activity, will be required.
- Also, many activities cater to different concepts and skills which have to be developed in the learner. A watchful integration of the concepts and prior understanding is required on the teachers’ and parents’ part.
- **Clear and sufficient verbal and visual instructions are to be given by teachers and parents so that all children, including Children with Special needs, are able to follow the activities suggested.**
- **To overcome difficulties of access with respect to learning mathematics or other subjects, some learners may require tactile, and others specialised, equipment for work related to shape, geometry, calculations, etc. Some may require simpler language or more pictures. Others may need help in interpreting data in graphs, tables, or bar charts. There may be children who may need help in interpreting oral directions or while making mental calculations.**
- Opportunities are to be given to the student for logical reasoning and language proficiency (in terms of expression of thought). Asking good questions and encouraging the student to think would help to achieve this objective.
- Appropriate worksheets can also be created aligned with these activities and those given in the textbooks.

- Chapter wise e-content is available on the e-pathshala, NROER, SWAYAM and DIKSHA portal of the Government of India; these may be made use of.
- Before beginning the week-wise alternative academic interventions, teachers need to have a talk with parents on ‘Reducing Stress and Anxiety’. For this, the teacher needs to go through the Guidelines on ‘Reducing Stress and Anxiety’ annexed at Annexure-2 and accordingly develop points for a discussion, keeping in view the stage and level of students, and conduct it through a WhatsApp conference call or Google Hangout session with a large number of parents.
- In this Calendar, experiential learning, i.e., Art and Physical Education are integrated into subjects such as languages, science, mathematics and social sciences. Yet, in the interest and for the benefit of learners, activities related to curricular areas such as Arts Education and Health and Physical Education have also been given special space.
- Before the teachers begin explaining these activities, they must counsel to guardians and learners the reasons for and merits of using this calendar.

## TRANSACTIONAL STRATEGIES

- ✓ More focus should be on helping students becoming self-learners.
- ✓ Teachers may create WhatsApp groups or other social media teams for different classes. Instead of directly providing resources to learners, this can be done as per the demand of the content.
- ✓ For any concept or topic, the teachers may ask learners in the group to go through a particular portion of a chapter after which they may initiate a discussion related to that portion and ask students to deliberate on that. This may help teachers to know their students’ thought process or approach towards a problem.
- ✓ Teachers may highlight only important points during the discussion and the rest of the work may be done by the students themselves. The teacher may intervene only when necessary. They may provide the link of available resources which can help in clarifying the doubts of the students.
- ✓ As in the regular classroom, teachers facilitate learners to understand concepts by involving them in certain activities in groups. Similarly,

they may form subgroups on WhatsApp involving different students. Each group may be assigned different tasks and they may be asked to get back to the teacher.

### **Exemplar**

#### **For the teacher (How to conduct Reading Activity — guiding students through mobile)**

The process would involve pre reading, while reading and post reading activities.

##### **Pre-reading**

Learners learn from their previous knowledge and they respond with understanding and interest if they can connect their prior knowledge and experiences to the tale being told. Some pre reading activities that can be used are:

- asking questions related to the theme of the story, showing pictures to generate ideas and related vocabulary,
- teaching new vocabulary or expressions that will appear in the story, and giving some listening activity for learners related to the theme.

##### **While reading**

- Depending on the length of the text divide it into parts and while reading it, check the comprehension of the learners for each part. Comprehension check can be conducted by using true/false, matching, multiple choices, short answer type questions, filling the gaps, completion type, word attack questions and table completion type questions, etc. Along with questions and answers, activities on all the four skills can also be given.

##### **Post reading**

- Post reading activities can focus on topics beyond the text. For example -
  - ✓ Grammar in context
  - ✓ Writing activities
  - ✓ Points for debate
  - ✓ Writing dialogues for role play
  - ✓ Arrange the sentences in a paragraph
  - ✓ Group retelling
  - ✓ Creating their own ending
  - ✓ Story mapping
  - ✓ Story boarding
  - ✓ Reflecting

### ***Suggestions for Engagement and Assessment of Learners***

Assessment needs to be an integral part of the teaching-learning process; whether through face-to-face or distance mode. Learners may be motivated for self-assessment. Following are some activities through which learners at any stage can do self-assessment under the guidance of teachers and

parents. Teachers need to keep in view that the activities must be interesting and challenging for the learners.

Assignments can be given to students having—

- ✓ Multiple Choice Questions
- ✓ Short Answer Type Questions
- ✓ Long Answer Questions
- ✓ Activity Based Questions
- ✓ Open Book questions

Learners may be motivated to —

- solve crossword puzzles.
- participate in online quizzes by using Kahoot!
- construct models or devices related to the concept learnt.
- discuss some questions posed by the mentor or any query raised by any learner.
- write slogans or create any poem on the concept learnt.
- create games on the concept learnt.
- prepare a spider or a hierarchical type of a Concept Map of the lesson learnt.
- prepare a list of 21st century skills/values learnt from the lesson.
- prepare two questions each for understanding, application, and higher order thinking from the lesson learnt.

## **SUBJECT-WISE WEEKLY ACADEMIC CALENDAR**

The subject-wise weekly academic calendar starts with Learning Outcomes. Learning Outcomes may be understood as changes in the behaviour of students which may be observed during the process of learning, leading to development of competencies and skills in Learners. They may ask questions, construct sentences, develop stories, think of innovative methods to solve problems, etc., during their learning process. Their responses or changes in the process of learning lead to the development of competencies and skills. These responses and changes are not fixed, in the sense that they may vary depending on the pedagogy that the teacher uses. However, they are all inter-linked and cumulative in nature. They need not be measured,

rather they need to be observed and if required, supported, particularly if a gap in learning is identified. It is reiterated that these are not textbook dependent. These require focus on a student's day-to-day experiences. Teachers and parents need to know about Learning Outcomes, so that they can observe the progress in the learning of their children as a process rather than take learning as a product and forcing children to go through a test for scores.

The next column is titled 'Resources'. This column contains references to textbooks, chapters, themes, e-resources, some web links, etc., for teachers, to be referred to if they want to design contextual activities for learners. These are also helpful for parents to understand the activities they are going to conduct with their children. It may be mentioned here that there is no one-to-one mapping of activities with the learning outcomes. Yet, while conducting these activities, parents and teachers can observe changes in students in terms of their questions, discussions, their actions such as classification of objects, etc. These changes relate to the Learning Outcomes, and ensure that the student is learning. The activities given here are exemplar. Additionally, teachers and parents may design their own activities that focus on these learning outcomes.

This Calendar contains class-wise and subject-wise activities in tabular forms. It contains a calendar for science subjects such as Physics, Chemistry and Biology. Likewise, under social sciences, it covers History, Political Science, Economics, Geography, Psychology and also Sociology. In some subject areas such as History and Geography, the textbooks are NCERT's textbooks that are printed in 2 or 3 parts. This calendar contains activities from each of the parts of textbooks in these subject areas. Since, these subjects have taken the form of a discipline at this stage, it is necessary to encourage rigor in students for these subject areas.

# SCIENCE

## BIOLOGY (CLASS XI-XII)

### Biology (Class-XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>– differentiates organisms, phenomena and processes based on certain characteristics and salient features such as living and nonliving, acellular, unicellular and multicellular; different groups of organisms, etc.</li> <li>– identifies and classifies organisms based on certain characteristics / salient features systematically in more scientific and organised manner; such as five kingdom classification, several levels of organisation of classification of Plant and Animal Kingdom, taxonomic categories, etc.</li> <li>– efficiently explains systems, relationships, processes and phenomena, such as, systematic binomial nomenclature of organisms; basis and systems of biological classification and their characteristics; life cycles of various plants and animals; importance of</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p><b>All flip textbooks of NCERT are available on the following website</b>  <a href="https://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en">https://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en</a></p> <p>QR codes on the <i>Textbook of Biology, Class XI</i> for e-resources</p> <p>E-resource available on NROER National Repository of Open Educational Resources (NROER)  <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></p> <p><i>Exemplar Problem – Biology, Class XI</i>  <a href="http://ncert.nic.in/ncerts/1/Keep401.pdf">http://ncert.nic.in/ncerts/1/Keep401.pdf</a></p> <p><a href="http://ncert.nic.in/ncerts/1/Keep402.pdf">http://ncert.nic.in/ncerts/1/Keep402.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>Unit I</b> Diversity in Living World</p> <p><b>Chapter 1: Living World</b></p> <ol style="list-style-type: none"> <li>1. Learners in biology class may be involved using the available resources, such as, textbooks available on e-pathshala, e-resources available on QR codes etc., in making a survey of literature and explore their surroundings and differentiate life forms on the basis of their defining features, such as, growth, reproduction, metabolism, consciousness, etc.</li> <li>2. Learners may explore videos on YouTube to find out various life forms on the earth to understand diversity in life forms; the biodiversity.</li> <li>3. Learners may be involved to enlist organisms in their surroundings and may be allowed to surf internet to find out the generic and specific names of the organisms enlisted by them. Later they may be assessed for the importance of naming the plants and how to write the generic and specific names of an organism.</li> <li>4. Learners may be involved in an activity such as collecting data about any common plants having two species under the same genus, two genera under the same family, and other taxonomic categories and so on to understand the hierarchical arrangement of these taxonomic categories and submit a report.</li> <li>5. Learners may be involved in an investigatory project on the topic “Taxonomical Aids and their importance” using various resources and make a presentation for five minutes on Zoom or any video conferencing platform.</li> </ol>

<p>taxonomical aids, Biodiversity, etc.</p> <ul style="list-style-type: none"> <li>- draws labelled diagrams, flow charts, concept maps, and graphs, such as, structure of various organisms; life cycles of various plants and animals, systematic classification, etc.</li> <li>- plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own, with organisms in nature to verify their lifecycle and seek answer to the queries on their own, such as, bryophytes and pteridophytes follow haplo-diplontic life cycle, etc.</li> <li>- applies scientific concepts in daily life and solving problems, such as, conserving and using medicinal plants or products for maintaining health and wellbeing, etc.</li> <li>- handles laboratory and agricultural tools, and apparatuses, instruments and devices properly for performing activities/ experiments/ investigations, such as, developing a kitchen garden/ vertical garden, etc.</li> <li>- draws conclusion from activities/ experiments and investigatory projects they perform,</li> </ul>	<p><a href="http://ncert.nic.in/ncerts/1/Keep403.pdf">http://ncert.nic.in/ncerts/1/Keep403.pdf</a></p> <p><a href="http://ncert.nic.in/ncerts/1/Keep404.pdf">http://ncert.nic.in/ncerts/1/Keep404.pdf</a></p> <p><i>Laboratory Manual of Biology, Class XI</i>  <a href="http://ncert.nic.in/ncerts/1/kelm301.pdf">http://ncert.nic.in/ncerts/1/kelm301.pdf</a></p> <p><a href="http://ncert.nic.in/ncerts/1/kelm302.pdf">http://ncert.nic.in/ncerts/1/kelm302.pdf</a>  <a href="http://ncert.nic.in/ncerts/1/kelm303.pdf">http://ncert.nic.in/ncerts/1/kelm303.pdf</a></p> <p>NCERT Official – YouTube  <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></p> <p>Live telecast on Swayam Prabha Channel for various concepts of Biology</p> <p>MOOCs at Swayam</p> <p>ITPD package on Biology developed for teachers at Higher Secondary Stage</p>	<h2 style="color: purple;">WEEK 2</h2> <h3 style="color: purple;">Chapter 2</h3> <p>Classification of Living Organisms</p> <ol style="list-style-type: none"> <li>1. Learners may be encouraged to watch YouTube video on five kingdom classification and draw a concept map in the form of a tree showing all five kingdoms with their characteristic features.</li> <li>2. Learners may be encouraged to work on computer and using paint and brush they may be encouraged for making colored drawing and painting of different organisms with proper labelling with important features and organise them under five kingdom classification and make an e-book and pdf version of the e-book may be shared with peers. The e-book may later be compiled by all learners of Class XI and kept for reference for all school learners.</li> <li>3. The learner may be facilitated with the YouTube video links and to surf the internet to collect the information about the acellular and may be encouraged to self-assess with the interactive assessment items.</li> </ol> <h2 style="color: purple;">WEEK 3 AND 4</h2> <h3 style="color: purple;">Chapter 3: Plant Kingdom</h3> <ol style="list-style-type: none"> <li>1. Learners may be encouraged for surfing internet on given topics related to Plant Kingdom, '<i>Plantae</i>' in groups and develop a power-point presentation and share with all on google group. After an incubation period of one day teacher may initiate discussion on the given investigatory projects on WhatsApp group where learners will find the opportunity to argue, discuss, share and assess their own thoughts.</li> <li>2. The learner may be facilitated to make a herbarium of 10 common weed plants in their area. Using herbarium sheets, write their systemic positions and share with peers.</li> <li>3. Learners must be facilitated to collect five cereals, five pulses, five spices and condiments, three oil yielding and two beverages from their kitchen. With the help of internet, write their</li> </ol>
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<p>such as, there are a variety of life forms on the earth; a group of organisms like those under <i>plantae</i> or <i>animalia</i> may have many similar characteristics; etc.</p> <ul style="list-style-type: none"> <li>- communicates the findings and conclusions effectively, such as, takes part in the discussion over ZOOM platforms or WhatsApp media about characteristics of different phyla under animal kingdom; or methanogens are present in guts of ruminants and they play an important role in biogas production, etc.</li> <li>- exhibits creativity in designing models using eco-friendly resources/preparing charts/paintings/sketching, etc., on different topics, such as, role of plants or animals in environmental conservation or structure of an insect, etc.</li> <li>- exhibits values of honesty, objectivity, rational thinking and freedom from myth and superstitious beliefs while taking decisions, such as, reports and records experimental data accurately, reveals respect for life by</li> </ul>		<p>levels of organisation of classification and prepare a poster under the topic “Plants Products in Daily Life”. Discuss and share it with peers.</p> <ol style="list-style-type: none"> <li>4. Each Learner may be assigned to draw/trace life cycle of any one plant from any of the five groups under <i>plantae</i> and be allowed to discuss the type of alternation of generation of each of the plants. Later all learners relate the presence of the type of alternation of generation in algae, bryophytes, pteridophytes, gymnosperms and angiosperms.</li> <li>5. Learners may be allowed to plant five indoor plants and conserve them. Take their pictures and make a poster on power point and write their classification using internet. They may be allowed to share their work with peers.</li> </ol> <p><b>WEEK 4</b></p> <p><b>Chapter 4: Animal Kingdom</b></p> <ol style="list-style-type: none"> <li>1. Learners may be divided in 11 groups and each group is allowed to work on 11 different <i>phyla</i> of <i>animalia</i>. They may be encouraged to record their salient features such as, level of organisation, symmetry, <i>coelom</i>, etc., and member animals belonging to that particular <i>phylum</i> and put colored pictures from internet with their classification. The report of each group may be presented by the group members using Zoom/Google platform and circulated for review among all 11 groups for comparison with other phyla and comments. Later the learners may be encouraged to draw a concept map of different phyla and share with peers for discussion and improvement.</li> <li>2. The learner may be called upon at ZOOM/Google platform to debate upon the topic ‘Role and Importance of Animals in Biodiversity Conservation’, or ‘Role of methanogens in biogas production’, where all learners are encouraged to share their views. Learners were allowed to work as reporters in each others’ sessions and they may be encouraged to make a brief report.</li> </ol>
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<p>conserving plants and animals, etc.</p> <ul style="list-style-type: none"> <li>- makes efforts to conserve environment realising the inter-dependency and inter-relationship in the biotic and abiotic factors of environment, such as, by appreciating conservation of medicinal plants and rearing of pets etc</li> <li>- applies scientific concepts in daily life and solving problems, such as, by maintaining aquarium, conserving medicinal plants, etc.</li> </ul>		<p>The report may be kept in the school library as reading material.</p>
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## Biology (Class XII)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>- appreciates limited life span of organisms and therefore the need of the reproduction process for sustenance of a species over a long period of time</li> <li>- comprehends and able to explain the processes of reproduction i.e., asexual and sexual in different organisms</li> <li>- comprehends and able to explain various strategies adopted by different organisms for asexual reproduction, e.g., binary fission, budding, sporulation, vegetative propagation, fragmentation etc.</li> <li>- appreciates the similar fundamental pattern of sexual reproduction in all such organisms where it occurs, in which germ cells of two different organism produces male and female gametes and after</li> </ul>	<p><b>NCERT/State Textbook</b></p> <p><b>Theme</b> Reproduction in Organisms Content discussed in the textbook</p> <ul style="list-style-type: none"> <li>✓ Concept of life span of an organism and its sustenance by the process of reproduction</li> <li>✓ Methods of Reproduction: Asexual and Sexual</li> <li>✓ Asexual Reproduction: Binary Fission, Encystment, Sporulation, Budding, Gemmule formation, Vegetative propagation (in plants), Fragmentation</li> <li>✓ Similarity in the pattern of sexual reproduction in organisms: Vegetative and Reproductive phase</li> <li>✓ Events in Reproductive phase: Pre-fertilisation, Fertilisation and Post Fertilisation Events</li> <li>✓ Pre-fertilisation Events: Gametogenesis i.e., formation of male and female gametes in male and female reproductive parts or organism</li> <li>✓ Transfer of gamete and Fertilisation</li> </ul>	<p>Remember that for any of the activities or exploration learners must not venture out of their home due to the Covid-19 pandemic. All explorations are to be done at home if materials are available, otherwise online exploration should be done.</p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>✓ Explore the life span of different organisms from different sources including textbook of Biology for Class XII (Chapter 1) and other online resources</li> <li>✓ Compare the lifespan of any organism with its sustenance over a long period of time on earth. You will realise that such sustenance of any organism is possible only by leaving progeny after death.</li> <li>✓ The strategy adopted by an organism to continue by producing its progeny is called reproduction.</li> <li>✓ Click and open following links to understand different strategies adopted by organisms for reproduction.</li> <li>✓ Reproduction methods: <a href="https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/">https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/;</a> <a href="https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html">https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html</a> <u>Asexual Reproduction</u> <a href="https://ciet.nic.in/swayam_biology03_module01.php">https://ciet.nic.in/swayam_biology03_module01.php</a></li> </ul> <p><b>Activity 1:</b> Prepare list of plants and animals which are capable of reproducing—</p> <ul style="list-style-type: none"> <li>✓ Only asexually</li> </ul>

<p>fertilisation offspring is produced.</p> <ul style="list-style-type: none"> <li>- comprehends and appreciates the process of gametogenesis to produce gametes in which number of chromosomes are reduced to half (diploid to haploid)</li> <li>- comprehends and appreciates that fertilisation restores the diploid condition in offspring</li> <li>- appreciates the fact that sexual reproduction brings variability among offspring</li> <li>- comprehends and appreciates that the process of fertilisation may be internal or external with its features and significance</li> <li>- understands different mechanisms of early development i.e., embryogenesis in different organisms mainly plants and animals</li> <li>- understands and explains oviparity and viviparity among animals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Post fertilisation events: Zygote formation, Embryogenesis</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>✓ E-Resources developed by NCERT, which are available on NROER and also embedded in QR Code in textbooks of NCERT.</li> <li>✓ Live telecast of various science concepts at Swayam Prabha Channel <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></li> </ul> <p><b>Links of resources given below</b></p> <ul style="list-style-type: none"> <li>✓ About Reproduction methods: <a href="https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/">https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/</a>; <a href="https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html">https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html</a></li> <li>✓ Asexual Reproduction: <a href="https://ciet.nic.in/swayam_biology03_module01.php">https://ciet.nic.in/swayam_biology03_module01.php</a></li> <li>✓ Binary fission in prokaryotes: <a href="https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobi">https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobi</a></li> </ul>	<ul style="list-style-type: none"> <li>✓ Only sexually</li> <li>✓ Both asexually and sexually</li> <li>✓ (Also compare the life span of asexually and sexually reproducing organisms)</li> </ul> <p><b>Activity 2:</b> Identify various events taking place during asexual reproduction (different methods) and sexual reproduction from the book or other online resources.</p> <ul style="list-style-type: none"> <li>✓ Click and open the following links to understand different types of asexual reproduction strategies in different types of organisms:</li> <li>✓ Binary fission in prokaryotes: <a href="https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobial_Growth/6.6A%3ABinary_Fission">https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobial_Growth/6.6A%3ABinary_Fission</a></li> <li>✓ Sporulation as reproduction process: <a href="https://www.microscopemaster.com/sporulation.html">https://www.microscopemaster.com/sporulation.html</a></li> </ul> <p><b>Activity 3:</b> Students can grow bread mould or may observe developing mould or fungus on bread pieces left for few days at a humid place. They may observe some of these mould or fungus using their magnifying lenses. Think from where these fungi have appeared.</p> <ul style="list-style-type: none"> <li>✓ Vegetative propagation in plants: <a href="https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation">https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation</a></li> </ul> <p><b>Activity 4:</b> Children can observe some of the potatoes available in their home. They may keep two-three old potatoes at a humid place. After a few days they may observe germinating eye buds and if left for few more days they may even observe growth of roots and shoot.</p> <ul style="list-style-type: none"> <li>✓ Fragmentation: <a href="https://www.biologyonline.com/dictionary/fragmentation">https://www.biologyonline.com/dictionary/fragmentation</a></li> <li>✓ Study about all asexual reproduction strategies adopted by different plants and animals.</li> </ul>
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	<p>al_Growth/6.6A%3A_Binary_Fission</p> <ul style="list-style-type: none"> <li>✓ Sporulation as a reproduction process: <a href="https://www.microscopemaster.com/sporulation.html">https://www.microscopemaster.com/sporulation.html</a></li> <li>✓ Vegetative propagation in plants: <a href="https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation">https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation</a></li> <li>✓ Fragmentation: <a href="https://www.biologyonline.com/dictionary/fragmentation">https://www.biologyonline.com/dictionary/fragmentation</a></li> <li>✓ Sexual Reproduction: <a href="https://www.biologyonline.com/dictionary/sexual-reproduction">https://www.biologyonline.com/dictionary/sexual-reproduction</a></li> <li>✓ Gametogenesis: <a href="https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(Boundless)/43%3A_Animal_Reproduction_and_Development/43.3%3A_Human_Reproductive_Anatomy_and_Gametogenesis/43.3C%3A_Gametogenesis_(Spermatogenesis_and_Oogenesis)">https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(Boundless)/43%3A_Animal_Reproduction_and_Development/43.3%3A_Human_Reproductive_Anatomy_and_Gametogenesis/43.3C%3A_Gametogenesis_(Spermatogenesis_and_Oogenesis)</a></li> </ul>	<p>Find out whether all such strategies are adopted by all the organisms mentioned in the book or given links or online resources which you could explore. If no, then try to explore the reasons.</p> <ul style="list-style-type: none"> <li>✓ Draw neat and labeled diagrams of various asexual reproduction strategies in plants and animals</li> <li>✓ Communicate with your peers or teacher in case of any query or to share experience and understanding.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>✓ Study events of sexual reproduction process from your textbook and try to conceptualise the necessity of these events.</li> <li>✓ Click to open the following links to know more about different gamete formation in unicellular organisms, plants and animals: Sexual Reproduction: <a href="https://www.biologyonline.com/dictionary/sexual-reproduction">https://www.biologyonline.com/dictionary/sexual-reproduction</a></li> <li>✓ Now when you have understood the importance of gamete in the process of sexual reproduction, try to explore the part of plants or animals where gametes are produced.</li> </ul> <p><b>Activity 5:</b> List names of plants in which flowers are unisexual and bisexual.</p> <p><b>Activity 6:</b> Prepare a list of animals which do not exhibit sexual dimorphism (separate male and female) and explore the process of fertilisation in them.</p> <ul style="list-style-type: none"> <li>✓ Correlate the process of gametogenesis and fertilisation with meiotic cell division</li> <li>✓ Explore the process of embryogenesis and production of offspring in plants and animals.</li> </ul>
<ul style="list-style-type: none"> <li>• understands flower as the organ of sexual reproduction and role of its different parts.</li> <li>• explains structure of different parts of androecium and</li> </ul>	<p><b>Theme</b> Reproduction in Flowering Plants Content discussed in the textbook</p> <ul style="list-style-type: none"> <li>✓ Flower as reproductive structure of angiosperm plants</li> <li>✓ Structure of stamen,</li> </ul>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>✓ Observe the different parts of any flower available in any plant in</li> </ul>

<p>gynoecium (male and female parts of the flower) and their functions.</p> <ul style="list-style-type: none"> <li>explains different structural variation and arrangement of male and female parts of the flower (androecium and gynoecium) in different flowering plants.</li> <li>comprehends and appreciates the pre-fertilisation events in male and female parts of the flower.</li> <li>understands the process of development of microspores (pollen) and megaspores (ovule).</li> <li>understands and appreciates the process of pollination and appreciate its significance.</li> <li>appreciates the role of different pollinating agents especially insects.</li> <li>understands post pollination events, fertilisation, embryogenesis and seed development.</li> <li>appreciates the role of pre-fertilisation, pollination and</li> </ul>	<p>microsporangium and pollen grains</p> <ul style="list-style-type: none"> <li>✓ Microsporogenesis</li> <li>✓ Structure of pollen grain</li> <li>✓ Structure of pistil, megasporangium and embryo sac</li> <li>✓ Megasporogenesis</li> <li>✓ Pollination strategy in flowering plants</li> <li>✓ Double Fertilization</li> <li>✓ Endosperm and embryogenesis</li> <li>✓ Plant seed and fruit</li> <li>✓ Apomixis and Polyembryony</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>✓ E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</li> <li>✓ Live telecast of various science concepts at <i>Swayam Prabha</i> Channel <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></li> </ul> <p><b>Online links of resources</b></p> <ul style="list-style-type: none"> <li>✓ Flower reproductive parts: Fertilisation: <a href="https://www.ncbi.nlm.nih.gov/books/NBK26843/">https://www.ncbi.nlm.nih.gov/books/NBK26843/</a></li> <li>✓ Reproductive development structure: <a href="https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Funct">https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Funct</a></li> </ul>	<p>your house, if available. (Please do not venture out of your house premise due to lockdown)</p> <ul style="list-style-type: none"> <li>✓ Identify the reproductive parts, i.e., stamen and pistil in the flower</li> <li>✓ Study about the parts of flowers from different sources including <i>Textbook of Biology for Class XII</i> (Chapter 2) and other online resources</li> <li>✓ Click and open following links to understand the reproductive structure of flower:</li> <li>✓ Flower reproductive parts—Fertilization: <a href="https://www.ncbi.nlm.nih.gov/books/NBK26843/">https://www.ncbi.nlm.nih.gov/books/NBK26843/</a></li> <li>✓ Reproductive parts of flower and test items: <a href="https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.E%3A_Plant_Reproduction_(Exercises)">https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.E%3A_Plant_Reproduction_(Exercises)</a></li> <li>✓ Study about the structure of stamen, microsporangium, process of microsporogenesis from <i>Biology Textbook Class XII</i> (Chapter 2) and other resources.</li> </ul> <p><b>Activity 7:</b> Draw neat and labeled diagrams of a section of young and mature anther.</p> <ul style="list-style-type: none"> <li>✓ Study about the structure of pistil, megasporangium, process of megasporogenesis from the <i>Class XII Biology textbook</i> (Chapter 2) and other resources.</li> </ul> <p><b>Activity 8:</b> Draw neat and labelled diagrams of different stages of megaspore and embryo sac.</p> <ul style="list-style-type: none"> <li>✓ Online Link: Reproductive development structure: <a href="https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.1%3A_Reproductive_Development_and_Stru">https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.1%3A_Reproductive_Development_and_Stru</a></li> </ul>
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<p>post-fertilisation event in artificial hybridisation for crop improvement and parthenocarpy.</p> <ul style="list-style-type: none"> <li>• understands the structure of fruit and seed.</li> <li>• comprehends and appreciates a few rare methods of reproduction like Apomixis and polyembryony</li> </ul>	<p>ion/32%3A_Plant_Reproduction/32.1%3A_Reproductive_Development_and_Structure</p> <ul style="list-style-type: none"> <li>✓ Pollination and fertilization: <a href="https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/">https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/</a></li> <li>✓ Pollination: <a href="https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination">https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination</a></li> <li>✓ Fertilization, embryogenesis and seed development in plants: <a href="http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/">http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/</a></li> <li>✓ Fertilisation: <a href="https://www.ncbi.nlm.nih.gov/books/NBK26843/">https://www.ncbi.nlm.nih.gov/books/NBK26843/</a></li> <li>✓ Pollination: <a href="https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination">https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination</a></li> <li>✓ Fertilisation, embryogenesis and seed development in plants: <a href="http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/">http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/</a></li> </ul>	<p>cture</p> <ul style="list-style-type: none"> <li>✓ Study the process of pollination in different plants from the Biology textbook and other resources including the following links:</li> <li>✓ Pollination and fertilisation: <a href="https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/">https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/</a></li> <li>✓ Pollination: <a href="https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination">https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination</a></li> <li>✓ Study about different strategies adopted by plants having bisexual flower for cross pollination</li> </ul> <p><b>Activity 9:</b> Search different examples of pollination mechanisms and list with example.</p> <ul style="list-style-type: none"> <li>✓ List advantages of cross pollination in plants</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>✓ Study about pollen-pistil interaction and post pollination events in flower</li> <li>✓ Write about the importance of artificial hybridisation for crop improvement and strategy adopted for this</li> <li>✓ Study about the process of double fertilisation in angiosperm flower in the Biology textbook and other resources including the following link:</li> <li>✓ Fertilisation, embryogenesis and seed development in plants: <a href="http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/">http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/</a></li> <li>✓ Pollination and fertilisation: <a href="https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/">https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/</a></li> <li>✓ Post fertilisation event: <ul style="list-style-type: none"> <li>▪ Endosperm development</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>▪ Embryogenesis and formation of embryo in dicot and monocot</li> <li>✓ Study about seed formation and its type from the Biology textbook and other resources</li> <li>✓ Write about your understanding on fruits and seeds.</li> </ul> <p><b>Activity 10:</b> Prepare a list of edible parts of 20 different types of fruits</p> <ul style="list-style-type: none"> <li>✓ Parthenocarpic fruit</li> <li>✓ Study about formation of seeds without fertilisation (apomixis)</li> <li>✓ Understand about polyembryony with example</li> <li>✓ Draw labelled diagrams of different types of seed</li> <li>✓ Test your understanding by solving problems given in the book entitled, “Exemplar Problem in Biology for Class XII” and solve problems given to test your understanding</li> </ul>
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## CHEMISTRY (CLASSES XI-XII)

### Chemistry (Class XI)

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>understands and appreciates the contribution of ancient chemistry of India and its role in different spheres of life such as, <i>Rasayan Shastra, Rastantra, Ras Kriya or Rasvidya</i>, etc.</li> <li>Identifies and appreciates the modern principles of chemistry in different spheres of life such as weather patterns, functioning of brain and operation of a computer, production in chemical industries, manufacturing fertilisers, alkalis, acids, salts, dyes, polymers, drugs, soaps, detergents, metals, alloys, etc.</li> <li>explain the characteristics of three states of matter such as solids, liquids and gases</li> <li>classifies different substances as elements, compounds and mixtures</li> <li>uses SI Units, symbols, definitions, nomenclature of physical quantities and formulations as per international standards, such as, length (m), mass (kg), etc.</li> </ul>	<p><b>NCERT/State Textbook</b> Chemistry Part I</p> <p><b>Theme</b> Some Basic Concepts of Chemistry Contents discussed in the textbook</p> <ul style="list-style-type: none"> <li>Importance of chemistry</li> <li>Nature of matter</li> <li>Properties of matter and their measurement</li> <li>Uncertainty in measurement</li> <li>Laws of chemical combinations</li> <li>Dalton atomic theory</li> <li>Atomic and molecular masses</li> <li>Mole and Molar mass</li> <li>percentage composition</li> <li>Stoichiometry and stoichiometric calculations</li> </ul> <p>E-Resources developed by NCERT, which are available on NROER and also attached as QR Codes in textbooks of NCERT  <a href="http://ncert.nic.in/ncerts/1/khepsol.pdf">http://ncert.nic.in/ncerts/1/khepsol.pdf</a>  <a href="https://www.youtube.com/watch?v=DN8SINM9y9U">https://www.youtube.com/watch?v=DN8SINM9y9U</a></p>	<p><b>WEEK 1</b></p> <p>The Learners are told to use textbooks / web resources to explore the following:</p> <ul style="list-style-type: none"> <li>Ancient chemistry vs Modern chemistry</li> <li>Importance of chemistry in everyday life</li> <li>Issues which affect our environment such as effects of pesticides, acid rain, green houses gases, use of heavy metals, etc.</li> <li>Compile the report and share with your classmates on Zoom, a Googlegroup or WhatsApp group</li> <li>Open the given link <a href="https://www.youtube.com/watch?v=DN8SINM9y9U">https://www.youtube.com/watch?v=DN8SINM9y9U</a></li> <li><a href="https://www.youtube.com/watch?v=1JKT3DSZUd0&amp;list=PL00tFIH2_OK3dKPkoyY-jTihD9IUi3NXo">https://www.youtube.com/watch?v=1JKT3DSZUd0&amp;list=PL00tFIH2_OK3dKPkoyY-jTihD9IUi3NXo</a></li> <li>Observe the videos and try to solve problems given in your textbook related to these concepts. If you have any doubts, discuss with your friends or teacher.</li> <li>Solve the various types of questions given in <i>Exemplar Problems for Class XI Chemistry</i>, prepared by NCERT, on a daily basis.</li> <li>Involve yourself in some indoor activities like yoga, meditation, etc.</li> <li>Get enrolled on the NROER CIET platform, use other e-resources available on NROER, e-pathshala</li> </ul> <p><b>WEEK 2</b></p> <p>Open the given links. These videos discuss so-me basic concepts of</p>

<ul style="list-style-type: none"> <li>• differentiates between precision and accuracy;</li> <li>• explains various laws of chemical combination such as Law of conservation of mass, Law of multiple proportion etc.</li> <li>• plans and conducts investigations and experiments to arrive at and verify the facts or principles to seek answers to queries on their own, such as, to verify various Laws of Chemical Combinations, etc.</li> <li>• takes initiative to know about scientific discoveries and inventions, such as, Antoine Lavoisier, Joseph Proust, Joseph Louis for discovering various Laws of Chemical Combinations</li> <li>• calculates and appreciates significance of atomic mass, average atomic mass, molecular mass and formula mass, stoichiometric calculations, etc.</li> <li>• handles laboratory apparatus instruments, and devices properly, such as, analytical balance, graduated cylinders, volumetric flask, burette, pipette, etc.</li> <li>• communicates the findings and conclusions effectively (orally and written form)</li> <li>• realises and appreciates the</li> </ul>	<p><a href="https://www.youtube.com/watch?v=lJKT3DSZUd0&amp;list=PL00tflH2_0K3dKPkoYY-jTihD9IUi3NXo">https://www.youtube.com/watch?v=lJKT3DSZUd0&amp;list=PL00tflH2_0K3dKPkoYY-jTihD9IUi3NXo</a></p> <p><a href="https://www.youtube.com/watch?v=3JhpUt3CMM">https://www.youtube.com/watch?v=3JhpUt3CMM</a></p> <p><a href="https://www.youtube.com/watch?v=40OiAt2t658">https://www.youtube.com/watch?v=40OiAt2t658</a></p> <p><a href="https://www.youtube.com/watch?v=sSlObBndH-A&amp;list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3">https://www.youtube.com/watch?v=sSlObBndH-A&amp;list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3</a></p> <p><a href="https://www.youtube.com/watch?v=OqUSjzJ_wng">https://www.youtube.com/watch?v=OqUSjzJ_wng</a></p> <p><a href="https://www.youtube.com/watch?v=bOzArOtRtSY">https://www.youtube.com/watch?v=bOzArOtRtSY</a></p> <p><a href="https://www.youtube.com/watch?v=L9JHyT9wvbs">https://www.youtube.com/watch?v=L9JHyT9wvbs</a></p> <p><a href="https://www.youtube.com/watch?v=hhMO7GPi3VI">https://www.youtube.com/watch?v=hhMO7GPi3VI</a></p> <p><a href="https://www.youtube.com/watch?v=WpMYlBk_utE">https://www.youtube.com/watch?v=WpMYlBk_utE</a></p>	<p>chemistry.</p> <p><a href="https://www.youtube.com/watch?v=3JhpUt3CMM">https://www.youtube.com/watch?v=3JhpUt3CMM</a></p> <p><a href="https://www.youtube.com/watch?v=40OiAt2t658">https://www.youtube.com/watch?v=40OiAt2t658</a></p> <p><a href="https://www.youtube.com/watch?v=sSlObBndH-A&amp;list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3">https://www.youtube.com/watch?v=sSlObBndH-A&amp;list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3</a></p> <p><a href="https://www.youtube.com/watch?v=OqUSjzJ_wng">https://www.youtube.com/watch?v=OqUSjzJ_wng</a></p> <p><a href="https://wwwtube.com/watch?v=bOzArOtRtSY">https://wwwtube.com/watch?v=bOzArOtRtSY</a></p> <p><a href="https://www.youtube.com/watch?v=L9JHyT9wvbs">https://www.youtube.com/watch?v=L9JHyT9wvbs</a></p> <p><a href="https://www.youtube.com/watch?v=hhMO7GPi3VI">https://www.youtube.com/watch?v=hhMO7GPi3VI</a></p> <p><a href="https://www.youtube.com/watch?v=WpMYlBk_utE">https://www.youtube.com/watch?v=WpMYlBk_utE</a></p> <p>After watching these videos, read the chapter from your textbook. Try to solve the questions given at the end of the chapter in your notebook.</p> <ul style="list-style-type: none"> <li>• Try to develop assignments based on the concepts given in the chapter and exchange them with your friends. Discuss the innovative questions developed in this process with your friends.</li> <li>• Prepare some simple activities of your own on mole concept, states of matter, etc.</li> <li>• Identify some homogeneous and heterogeneous mixtures present in your home/ surroundings.</li> <li>• Read and find out more about scientists and their experiments based on chemistry. Prepare the report and share with your friends. You can carry the report to school once it is open. The report can be placed in the library as an example for other learners.</li> <li>• Balance some chemical reactions given in NCERT Textbook.</li> <li>• Try to read some research papers</li> </ul>
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<p>interface of chemistry with other disciplines, such as Biology, Physics, Mathematics, etc.</p> <ul style="list-style-type: none"> <li>• applies concepts of chemistry in day-to-daylife while making decisions and solving problems</li> <li>• takes initiatives to know and learn about the newer research, and inventions in Chemistry</li> <li>• appreciates the role and impact of Chemistry and technology towards the improvement of quality of human life.</li> <li>• exhibits values of honesty, objectivity, rational thinking, while sharing experimental results.</li> </ul>		<p>which interest you based on these concepts.</p> <ul style="list-style-type: none"> <li>• Involve yourself in various indoor fitness activities</li> </ul>
<ul style="list-style-type: none"> <li>• understands about the discovery of electron, proton and neutron</li> <li>• takes initiative to learn about the Thomson, Rutherford and Bohr atomic models</li> <li>• understands features of the quantum mechanical model of atom</li> <li>• understands properties of electromagnetic radiations and Planck's quantum theory</li> <li>• explains photoelectric effect and atomic spectra</li> <li>• understands de Broglie relation and Heisenberg uncertainty principle</li> <li>• learns about quantum numbers</li> </ul>	<p><b>Theme</b> Structure of Atom Content discussed in the textbook</p> <ul style="list-style-type: none"> <li>• Sub-atomic particles</li> <li>• Atomic models</li> <li>• Developments leading to the Bohrs atomic model of atom</li> <li>• Bohr model for hydrogen atom</li> <li>• Quantum mechanical model of the atom</li> </ul> <p><a href="https://www.youtube.com/watch?v=RhiDeoQYHR0">https://www.youtube.com/watch?v=RhiDeoQYHR0</a>  <a href="https://www.youtube.com/watch?v=4dXlkdThEfM">https://www.youtube.com/watch?v=4dXlkdThEfM</a>  <a href="https://www.youtube.com/watch?v=VAMMvv7UG3k">https://www.youtube.com/watch?v=VAMMvv7UG3k</a></p>	<p><b>WEEK 3</b></p> <p>Learners are told to use the textbook / web resources and try to explore the following:</p> <ul style="list-style-type: none"> <li>• discovery of electron, proton and neutron</li> <li>• Thomson, Rutherford and Bohr atomic models</li> <li>• quantum mechanical model of atom</li> <li>• electromagnetic radiations and Planck's quantum theory</li> <li>• photoelectric effect and atomic spectra</li> <li>• de Broglie relation and Heisenberg uncertainty principle</li> <li>• quantum numbers</li> <li>• Aufbau principal, Pauli exclusion principle and Hund's rule of maximum multiplicity</li> <li>• write electronic configuration of atoms</li> </ul> <p>Open the links which are given</p>

<ul style="list-style-type: none"> <li>• understands Aufbau principal, Pauli exclusion principle and Hund's rule of maximum multiplicity</li> <li>• takes initiative to know and learn about electronic configuration of atoms</li> <li>• exhibits values of honesty, objectivity, rational thinking, while sharing experimental results.</li> </ul>		<p><a href="https://www.youtube.com/watch?v=RhiDeoQYHR0">https://www.youtube.com/watch?v=RhiDeoQYHR0</a> After watching the video discuss it with friends and teachers online and try to find solutions to your queries. Solve Exemplar problems for Class XI in Chemistry prepared by NCERT and also use E-resources available on NROER and e-pathshala.</p> <p>Try to understand the gas discharge tube, determination of <math>e/m</math> of cathode rays, Millikan's oil drop experiment.</p> <p>Read about Madame Curie, James Chadwick, Thomson, Rutherford and their discoveries</p> <p><b>WEEK 4</b></p> <p>Open the links which are given here</p> <p><a href="https://www.youtube.com/watch?v=4dXlkdThEfM">https://www.youtube.com/watch?v=4dXlkdThEfM</a> <a href="https://www.youtube.com/watch?v=VAMMvv7UG3k">https://www.youtube.com/watch?v=VAMMvv7UG3k</a> and try to understand the concepts which you have seen in videos.</p> <p>Understand the nature of light and various developments related to it</p> <p>Learn about Black body radiations, Photoelectric effect, dual nature of light and atomic spectrum and solve Exemplar problems for Class XI in Chemistry prepared by NCERT and use E-resources available on NROER and e-pathshala.</p> <p>Involve yourself in various indoor fitness activities.</p>
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## Chemistry (Class XII)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>— describes importance of solid state in daily life</li> <li>— describes general characteristic s of solid state;</li> <li>— distinguishes between amorphous and crystalline solids;</li> <li>— classifies crystalline solids on the basis of the nature of binding forces;</li> <li>— defines crystal lattice and unit cell;</li> <li>— distinguish between unit cells of different types of crystal lattices;</li> <li>— explains close packing of particles</li> <li>— describes different types of voids and close packed structures</li> <li>— calculates the packing efficiency of different types of cubic unit cells</li> <li>— correlates the density of a substance with its unit</li> </ul>	<p><b>WEEK-1</b></p> <p><b>Link-1</b> Video Lecture (Episode-1): (Amorphous and crystalline solids, Classification of solids) <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfea6516b51c6b39a806b5">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfea6516b51c6b39a806b5</a></p> <p><b>WEEK-2</b></p> <p><b>Link-2</b> Video lecture (Episode 2) (Unit cell and crystal lattice, number of atoms in a unit cell) <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeac316b51c6b39a806d7">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeac316b51c6b39a806d7</a></p> <p><b>Link-3</b> Animation (Crystal lattice and unit cells) <a href="https://www.youtube.com/watch?v=VPCDSmoomGk">https://www.youtube.com/watch?v=VPCDSmoomGk</a></p> <p><b>Link-4</b> Animation (Number of atoms in unit cells) <a href="https://www.youtube.com/watch?v=qAeaHYSX0hs">https://www.youtube.com/watch?v=qAeaHYSX0hs</a></p> <p><b>WEEK-3</b></p> <p><b>Link-5</b> Video lecture (Episode-3): (Packing and closed pack structures,</p>	<p><b>Unit -1:</b> Solid State</p> <p>Twelve learning outcomes are expected to be covered in this unit. Remember we are not moving out of our homes due to COVID-19 therefore, we are required to work at home and make the best use of the time available to us .</p> <p>Solid State is the first unit in the textbook of chemistry. It provides insight into the structure of solids. It also tells us how the properties of solids are affected by the arrangement of atoms, molecules and ions involved in the formation of structure of solid. Understanding the topic requires a lot of abstract thinking and concentration. Yoga and pranayam can help in keeping one's focus on a topic for a longer time. After understanding the topic, learners may become interested in knowing how can one proceed to develop materials of required properties.</p> <p>We can plan the time schedule for learning the topic as follows:</p> <p><b>WEEK 1</b></p> <p>Learners may try to make a list of the solids used at home for various purposes. Now they may think of the property that makes the solids in the list useful for the particular purpose for which these are used. This will make students realise the importance of solids in the daily life. After that they may see the <b>Video lecture (Link-1)</b> and classify the solids in the list prepared by them as crystalline and amorphous. After seeing the video, they may go through the text material in the textbook of chemistry for Class XII published by NCERT and read it up to section 1.3. This will help them to classify solids as amorphous and crystalline. They will be able to classify solids on the basis of nature of binding forces. Also, they may make a WhatsApp group with their classmates and discuss the topic learnt. They may make the list of common difficulties and mail it to the teacher or connect her/him through</p>

<p>cell properties; — describes the imperfections in solids and their effect on — Properties correlates the electrical and magnetic properties of solids and their structure</p>	<p>packing efficiency) <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeb0d16b51c6b39a806f9">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeb0d16b51c6b39a806f9</a></p> <p><b>Link-6</b> Animation (Hexagonal close packed structure) <a href="https://www.youtube.com/watch?v=uKpr-9vmgsc">https://www.youtube.com/watch?v=uKpr-9vmgsc</a></p> <p><b>Link-7</b> Animation (Close packed structures in three dimensions) <a href="https://www.youtube.com/watch?v=liwX_ILb2ds">https://www.youtube.com/watch?v=liwX_ILb2ds</a></p> <p><b>Link-8</b> Animation (Packing efficiency in crystals) <a href="https://www.youtube.com/watch?v=Wlcb1WfJvJc">https://www.youtube.com/watch?v=Wlcb1WfJvJc</a></p> <p><b>WEEK-4</b></p> <p><b>Link-9</b> Video lecture (Episode-4) (Defects and imperfections) <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfeb8516b51c6b39a8071b">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfeb8516b51c6b39a8071b</a></p> <p><b>Link-10</b> <b>Text</b> A brief on Semiconductors <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4c84cc16b51c01e1912483">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4c84cc16b51c01e1912483</a></p>	<p>WhatsApp or any other mode suggested by her/him to get the solution of their problems. For more clarification of the concepts learnt, they may solve problems related to the concepts learnt using exercise given in the end of chapter. Also, they may solve problems given in the book 'Exemplar Problems' for Class XII, published by NCERT for more clarification of the concepts learnt.</p> <p><b>WEEK 2</b></p> <p>They may see the links-2, 3 and 4 these links will cover Section 1.4 and Section 1.5 of the textbook. These links will give insight into the concepts of crystal lattice and unit cell, types of unit cells and number of atoms per unit cell in a crystal lattice. Students may prepare the models for different lattice systems. For example they may prepare the model of sodium chloride crystal using beads of two different colours and sizes and the sticks if available or any other material available. This will help them understand the meaning of face centred cubic lattice. In case material for making models is not available, links of Animations will help them understand the concept.</p> <p>They may discuss the concepts learnt with their classmates in the WhatsApp group and may make the list of common difficulties and mail it to the teacher or connect her/him through WhatsApp or any other mode suggested by her/him to get the solution of their problems. For more clarification of the concepts learnt, they may solve problems related to the concepts learnt using exercise given in the end of chapter. Also, they may solve problems given in the book 'Exemplar Problems' for Class XII, published by NCERT for more clarification of the concepts.</p> <p><b>WEEK 3</b></p> <p><b>Links 5,6,7,8</b> cover Section 1.6, 1.7 and 1.8 of the textbook. Concepts covered are close packing of particles, different types of voids and close packed structures, packing efficiency and calculations involving unit cell dimensions. This will allow learners understand the patterns of packing of</p>
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		<p>particles which form different types of lattices. They will be able to locate different types of vacant spaces in the close packing and make them recognise the shape of different vacant spaces in the packing. They will be able to recognise the pattern in which particles are most closely packed.</p> <p>After seeing links students may read the Section 1.6, 1.7 and 1.8 of the textbook. They will be able to solve the problems related to the concepts given in these Sections. Problems given at the end of the Unit in the Textbook of Chemistry may be solved for deep insight into the concepts. Also, problems given in the Book- <i>Exemplar Problems in Chemistry</i>, Class XII, published by NCERT may be solved. Learners may discuss the topic with their classmates on WhatsApp.</p> <p>One can use fruits like orange or any other material available with them for making packing patterns to get more clarity of the concepts. They may get solution of Their problems as they did in the first weak.</p> <p><b>WEEK 4</b></p> <p><b>Links 9 and 10</b> cover sections 1.9 and section 1.10 of the textbook. These give insight about the imperfections left in the crystals during the process of crystallisation. After going through the links, students will be able to explain the importance of imperfections in making semiconductors.</p> <p>Learners may discuss the topic with their classmates on WhatsApp and contact the teacher through mode suggested by her to get the solution of their difficulties.</p>
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## PHYSICS (CLASSES XI-XII)

### Physics (Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>– explains that the disciplinary approach of Physics is a transition from general sciences.</li> <li>– analyses the observations from the surroundings to appreciate the basic conceptual understanding of physics.</li> <li>– promotes process-skills, problem-solving abilities and applications of concepts/content in Physics, useful in real-life situations for making Physics learning more relevant, meaningful and interesting.</li> <li>– explains the fact that the theory and experiments go hand in hand in physics and help each other's progress.</li> <li>– explains domains of interest in physics: macroscopic (classical physics), mesoscopic and microscopic. Also, understands the scope and excitement of physics.</li> <li>– explains the scientific methods for developing the hypothesis, axioms, models and laws.</li> <li>– analyses through examples, the connection between physics, technology and society; and physics-related technological/industrial aspects to cope up with changing demand of society committed to the use of physics, technology and informatics.</li> </ul>	<p><b>NCERT/State Physics Textbook for Class XI; Part - I</b></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?keph1=0-8">http://ncert.nic.in/textbook/textbook.htm?keph1=0-8</a></p> <p>Physics - PheT Simulations <a href="https://phet.colorado.edu/en/simulations/category/physics">https://phet.colorado.edu/en/simulations/category/physics</a></p> <p><b>NCERT Official – YouTube</b> <a href="https://www.youtube.com/channel/UC70s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UC70s92hGjqLX6p7qY9BBrSA</a></p> <p>National Repository of Open Educational Resources (NROER) <a href="https://nroer.gov.in/home/e-library/Apply%20filter%20for%20Level%20(Higher%20Secondary)%20and%20Subject%20(Physics)%20to%20view%20the%20relevant%20e-resources">https://nroer.gov.in/home/e-library/Apply filter for Level (Higher Secondary) and Subject (Physics) to view the relevant e-resources</a>.</p> <p><i>Laboratory Manual of Physics, Class XI, Published by the NCERT</i> <a href="http://www.ncert.nic.in/exemplar/labmanuals.html">http://www.ncert.nic.in/exemplar/labmanuals.html</a> <a href="http://ncert.nic.in/ncerts/l/kelm101.pdf">http://ncert.nic.in/ncerts/l/kelm101.pdf</a> <a href="http://ncert.nic.in/ncerts/l/kelm102.pdf">http://ncert.nic.in/ncerts/l/kelm102.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>Unit I</b> Physical World and Measurement</p> <p><b>Chapter 1</b> Physical World Using the resources, learners may be asked to explore and learn about</p> <ol style="list-style-type: none"> <li>1. Science, Natural Science, Physics, Experiments and Theory in Physics and overlaps of Physics with other natural sciences</li> <li>2. Scope and excitement of physics; Interrelationship of physics with technology, society and informatics.</li> <li>3. Nature of fundamental forces; Unification of forces</li> <li>4. Nature of physical laws</li> </ol> <p><b>Project</b> Learners may prepare life sketches of prominent physicists. Using the Internet and other reference books. A learner is envisaged as reading about the explanations and demonstrations of some classic experiments in physics.</p> <p><b>WEEK 2</b></p> <p><b>Chapter 2</b> Units and Measurements Using the resources, learners may be asked to explore and learn about</p>

<ul style="list-style-type: none"> <li>- explains the fundamental forces in nature – gravitational, electromagnetic, strong and weak nuclear forces; and unification of forces.</li> <li>- explains the nature of fundamental laws such as conservation laws, etc.</li> <li>- uses international system of units (SI Units), symbols, nomenclature of physical quantities and formulations; SI base and derived quantities and their units.</li> <li>- derives methods of measurement of lengths – large as well as small; measurement of mass; and measurement of time.</li> <li>- explains the range of lengths, masses and time intervals.</li> <li>- explains the need of accuracy, precision, errors and uncertainties in measurement; and classify errors.</li> <li>- explains the rules for arithmetic operations with significant figures; rounding off the digits.</li> <li>- derives dimensional formulae and dimensional equations using the dimensions of physical quantities.</li> <li>- applies understanding of dimensional analysis in checking the dimensional consistency of relations and deducing the relations between different physical quantities.</li> <li>- gets acquainted with the Greek alphabet; Common SI prefixes and symbols for multiples and sub-multiples; Important constants; Conversion factors; Mathematical formulae; SI derived units</li> </ul>	<p>Bibliography of physics books for additional reading on the topics covered (reference: <i>Physics, Textbook for Class XI, Part II</i>, p. 405 – 406, Published by the NCERT  <a href="http://ncert.nic.in/textbook/textbook.htm?keph2=an-7">http://ncert.nic.in/textbook/textbook.htm?keph2=an-7</a></p> <p>A list of 14 websites for downloading textbooks free of charge can be obtained at <a href="https://www.ereader-palace.com/14-sites-download-textbooks-free/">https://www.ereader-palace.com/14-sites-download-textbooks-free/</a></p> <p>Another website for downloading books free of cost is <a href="http://www.pdfdrive.com">www.pdfdrive.com</a></p> <p>Textbook contains QR codes and one can access e-resources linked to those QR codes by following step by step guide given at the beginning of textbook.</p>	<ol style="list-style-type: none"> <li>1. Need of standard units; base and derived units; different unit systems and relationship between corresponding units of different physical quantities; SI system of units; SI base quantities and units (with their definitions as per new IAPAP rules).</li> <li>2. Measurement of length – large distances (parallax methods) and very small distances (indirect methods); Measurement of mass and time intervals; Range and orders of lengths, masses, and time intervals.</li> <li>3. Accuracy, precision, certainty and errors in measurements of physical quantities; Systematic, random and least count errors; Absolute, relative and percentage errors; Combination of errors.</li> <li>4. Significant figures; Rules for arithmetic operations with significant figures; Rounding off digits in measurements (or calculations); Determining the uncertainties in expressing results.</li> <li>5. Dimensions of physical quantities; Dimensional formulae and dimensional equations; Applications of dimensional analysis.</li> <li>6. Appendices: The Greek alphabet; Common SI prefixes and symbols for multiples and sub-multiples; Important constants; Conversion factors; SI derived units (expressed in SI base units); SI derived units with special names;</li> </ol>
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<p>(expressed in SI base units); SI derived units with special names; Guidelines for using symbols for physical quantities, chemical elements and nuclides; Guidelines for using symbols for SI units etc.; Dimensional formulae of physical quantities.</p> <ul style="list-style-type: none"> <li>- explains motion as change in position with time.</li> <li>- differentiates between distance and displacement; speed and velocity; rectilinear and curvilinear motions; kinematics and dynamics; inertial and non-inertial frames of references; average, relative, and instantaneous velocity and speed etc.</li> <li>- derives (graphically) kinematic equations for uniformly accelerated motion</li> <li>- explains elementary calculus (both differential and integral) that is required to describe motion.</li> <li>- plans and conducts investigations and experiments to arrive at and verify the equations of motion of bodies under uniformly accelerated motions.</li> <li>- handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices, such as, scales, balances, watches, etc. (optional)</li> <li>- analyses and interprets data, graphs, and figures, and draws conclusion about the state of motion, speed (and velocity),</li> </ul>		<p>Guidelines for using symbols for physical quantities, chemical elements and nuclides; Guidelines for using symbols for SI units etc.; Dimensional formulae of physical quantities.</p> <p>7. Revision, doubt clearing and practice solving problems</p> <p><b>Project</b></p> <p>Learners may be given the suggestion to measure astronomical distances, such as, the distance between earth and an identified star etc., using the parallax method.</p> <p>Learners may be advised to look at the BIPM/IAPAP website to prepare a chart on the definitions of SI base units.</p> <p>Using vernier callipers/screw gauze/spherometer learners may perform activities and experiments to measure small lengths and radius of curvature, etc. (optional)</p> <p><b>WEEKS 3 AND 4</b></p> <p><b>Unit II</b> Kinematics</p> <p><b>Chapter 2</b> Motion in a Straight Line</p> <p>Learners may be asked to make observations about their surroundings and use the following resources to learn about:</p> <ol style="list-style-type: none"> <li>1. State of motion; Frames of reference; Position,</li> </ol>
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<p>acceleration (uniform and non-uniform), distances (and displacements) covered, etc.</p> <p><b>Learning Outcomes cut across different themes</b></p> <p><b>The learner</b></p> <ul style="list-style-type: none"> <li>- communicates the findings and conclusions effectively.</li> <li>- applies concepts of physics in daily life while making decisions and solving problems.</li> <li>- takes initiatives to learn about the newer research, discoveries and inventions in Physics.</li> <li>- realises and appreciates the interface of Physics with other disciplines, such as with Chemistry as various materials.</li> <li>- develops positive scientific attitude, and appreciates the role and impact of Physics and technology towards the improvement of quality of life and human welfare</li> <li>- exhibits values of honesty, objectivity, rational thinking, and freedom from myth and superstitious beliefs while taking decisions, respect for life, etc.</li> </ul>		<p>path length and displacement</p> <ol style="list-style-type: none"> <li>2. Elements of Calculus (Appendix 3.1)</li> <li>3. Mathematical Formulae (Appendix A5 placed at the end of textbook)</li> <li>4. Average velocity and average speed</li> <li>5. Instantaneous velocity and instantaneous speed</li> <li>6. Acceleration; Solving problems; and discussion on learners' doubts</li> <li>7. Kinematic equations for uniformly accelerated motion – graphical method;</li> <li>8. Free fall; Reaction time; and Relative velocity</li> <li>9. Solving problems</li> </ol> <p><b>Project</b></p> <p>Ask children to calculate their own reaction time.</p>
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## Physics (Class XII)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggestive Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains processes and phenomena with the understanding of the relationship between nature and matter on scientific basis, such as, force between charges, electric field and potential due to charges; force on charges in an electric field.</li> <li>derives formulae, equations, and laws, such as, torque on a dipole in uniform electric field, effective capacitance of combination of capacitors in series and in parallel, energy stored in a capacitor.</li> <li>plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own, such as, to estimate the charge induced on each one of the two identical Styrofoam balls</li> </ul>	<p>The following list of resources is suggestive. In addition to these, the teachers may curate more resources from internet for sharing with their Learners.</p> <ul style="list-style-type: none"> <li><i>Physics, Textbook</i> for Class XII, Part I, Published by NCERT <ul style="list-style-type: none"> <li><a href="http://ncert.nic.in/textbook/textbook.htm?l_1=1-8">http://ncert.nic.in/textbook/textbook.htm?l_1=1-8</a></li> <li><a href="http://ncert.nic.in/textbook/textbook.htm?l_1=2-8">http://ncert.nic.in/textbook/textbook.htm?l_1=2-8</a></li> </ul> </li> <li>Many web links are given in the side margins of the above-mentioned textbook. These may also be accessed.</li> <li>In addition, the textbook contains QR codes and one can access e-resources linked to those QR codes by following step by step guide given at the beginning of textbook. The links of those e-resources are</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Unit I: Electrostatics</b></p> <p><b>Chapter 1: Electric Charges and Fields</b></p> <ul style="list-style-type: none"> <li>Using Gmail group as well as a WhatsApp group of all learners in the class, the teacher may encourage the learners to attempt to explore and understand the following concepts on their own, using the textbook and the web resources— <ul style="list-style-type: none"> <li>electric charges; conservation of charge,</li> <li>Coulomb's law - force between twopoint charges,</li> <li>forces between multiple charges; superposition principle, continuous charge distribution,</li> <li>electric field, electric field due to a point charge,</li> <li>electric field lines, electric flux</li> </ul> </li> <li>The learners may be facilitated to use PhET interactive simulations to explore the concepts of static electricity, electric charges and fields. They can also observe how changing the sign and magnitude of the charges and the distance between them affects the electrostatic force.</li> <li>Learners should also attempt to solve concept-based problems given in the resources on a daily basis (in-text examples, exercises at the end of the chapter in textbook, and in Exemplar problems)</li> <li>The learners may do an Investigatory Project 'To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law' and share their findings with each other.</li> <li>The learners may collect information from internet and explain in their own words for 'How did the scientist Coulomb arrive at the inverse square law?'</li> </ul>

<p>suspended in a vertical plane. analyses and interprets data, graphs, and figures, and draws conclusion, such as, field due to a uniformly charged thin spherical shell is zero at all points inside the shell.</p> <ul style="list-style-type: none"> <li>• communicates the findings and conclusions effectively.</li> <li>• uses SI Units, symbols, nomenclature of physical quantities and formulations as per international standards, such as, coulomb (C), farad (F).</li> <li>• applies concepts of physics in daily life while decision-making and solving problems, such as, if a certain capacitance is required in a circuit across a certain potential difference then suggesting a possible arrangement using minimum number of capacitors of given capacity which can withstand a given potential difference.</li> <li>• exhibits creativity and out-of-the-box thinking in solving problems, such as, will a</li> </ul>	<p>given below also</p> <ul style="list-style-type: none"> <li>– <a href="https://www.youtube.com/watch?v=FpzlZq_wDL4">https://www.youtube.com/watch?v=FpzlZq_wDL4</a></li> <li>– <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b20ab8616b51c01f44555f0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b20ab8616b51c01f44555f0</a></li> <li>– <a href="https://h5p.org/h5p/embed/181155">https://h5p.org/h5p/embed/181155</a></li> <li>– <a href="https://www.youtube.com/watch?v=GDvecCS6UXk">https://www.youtube.com/watch?v=GDvecCS6UXk</a></li> <li>– <a href="https://www.easel.ly/index/embedFrame/easel/6186012">https://www.easel.ly/index/embedFrame/easel/6186012</a></li> <li>• Exemplar Problems – Physics, Class XII, Published by NCERT</li> <li>– <a href="http://ncert.nic.in/ncerts/1/leep101.pdf">http://ncert.nic.in/ncerts/1/leep101.pdf</a></li> <li>– <a href="http://ncert.nic.in/ncerts/1/leep102.pdf">http://ncert.nic.in/ncerts/1/leep102.pdf</a></li> <li>• Laboratory Manual of Physics, Class XII, Published by NCERT</li> <li>– <a href="http://ncert.nic.in/ncerts/1/elm314.pdf">http://ncert.nic.in/ncerts/1/elm314.pdf</a></li> <li>• Physics - PhET Simulations</li> <li>– <a href="https://phet.colorado.edu/en/simulation/balloons-and-static-electricity">https://phet.colorado.edu/en/simulation/balloons-and-static-electricity</a></li> <li>– <a href="https://phet.colorado.edu/en/simulation/charges-and-fields">https://phet.colorado.edu/en/simulation/charges-and-fields</a></li> </ul>	<ul style="list-style-type: none"> <li>• Using the ideas given at the suggested web link, the learners may make toys using ordinary throw away stuff at home to further explore science concepts and deepen their understanding</li> <li>• The learners may be encouraged to enroll in MOOCs on Swayam portal for Physics Class XII developed by NCERT.</li> <li>• Using desktop, laptop, tablet or mobile handset, the teacher may develop videos in regional language as per the context of learners, each video corresponding to roughly one period of the school timetable. These videos may be shared with the learners, one video per day. (In Physics at higher secondary level, lots of figures and mathematical equations are involved, and hence, for developing the videos, the teacher may develop power point presentations superimposed with her/his voice explaining the concepts. Or if the teacher happens to have a white board at home, she/he may record a video of her/him explaining on the white board, the way she/he does in the class).</li> <li>• Then the learners can post their doubts on the group the same day by a certain time fixed by the teacher. Some time may be allocated for the Learners clear any doubts amongst them by interacting with each other via online group discussion. The teacher may also be part of this to ensure that the discussion remains on track.</li> <li>• Finally, the teacher can have a face to face interaction with learners via Skype facilitating the clarification of doubts.</li> <li>• If it is possible to connect to all the learners simultaneously for a longer duration via skype, the teacher may also take a live class online.</li> <li>• All through this the teacher should be continuously assessing learners' learning progress while motivating and keeping their morale up.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Unit I: Electrostatics</b>  <b>Chapter 1: Electric Charges and Fields</b> (contd.)</p> <ul style="list-style-type: none"> <li>• Following the same approach as of the first week, the teacher may facilitate the</li> </ul>
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<p>man get an electric shock if he touches the large aluminium sheet fixed outside his house on the top of a two-metre-high insulating slab?</p> <ul style="list-style-type: none"> <li>• takes initiative to learn about the newer research, discoveries and inventions in Physics, such as, research on the possibility of static electricity charging electronic devices.</li> <li>• recognises different processes used in Physics-related industrial and technological applications, such as, using electrostatic shielding in protecting sensitive instruments from outside electrical influences.</li> <li>• realises and appreciates the interface of Physics with other disciplines, such as with Chemistry as various materials give rise to interesting properties in the presence or absence of electric field.</li> <li>• develops positive scientific attitude, and appreciates the role and impact of Physics and technology</li> </ul>	<ul style="list-style-type: none"> <li>– <a href="https://phet.colorado.edu/en/simulation/coulombs-law">https://phet.colorado.edu/en/simulation/coulombs-law</a></li> <li>– <a href="https://phet.colorado.edu/en/simulation/capacitor-lab-basics">https://phet.colorado.edu/en/simulation/capacitor-lab-basics</a></li> <li>– <a href="https://phet.colorado.edu/en/simulation/legacy/capacitor-lab">https://phet.colorado.edu/en/simulation/legacy/capacitor-lab</a></li> <li>• National Repository of Open Educational Resources (NROER) <a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a> Apply filter for level (higher secondary) and Subject (Physics) to view the relevant e-resources.</li> <li>• MOOCs at Swayam <a href="https://swayam.gov.in/nd2_nce19_sc07/preview">https://swayam.gov.in/nd2_nce19_sc07/preview</a></li> <li>• NCERT Official – YouTube channel <a href="https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA">https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</a></li> <li>• Arvind Gupta Toys <a href="http://www.arvindguptatoys.com/electricity-magnetism.php">http://www.arvindguptatoys.com/electricity-magnetism.php</a></li> </ul>	<p>learners' attempt to explore and understand—</p> <ul style="list-style-type: none"> <li>– Electric dipole, electric field due to a dipole,</li> <li>– Torque on a dipole in uniform electric field,</li> <li>– Continuous Charge distributions, Statement of Gauss' theorem,</li> <li>– Applications of Gauss' Law to find field due to infinitely long straight uniformly charged wire and uniformly charged infinite plane sheet,</li> <li>– Uniformly charged thin spherical shell (field inside and outside)</li> </ul> <ul style="list-style-type: none"> <li>• Using PhET interactive simulations, the learners may arrange positive and negative charges in space and view the resulting electric field. They may also create models of electric dipole.</li> <li>• Learners should also attempt to solve concept-based problems given in the resources on a daily basis.</li> <li>• The learners may be encouraged to read up (using internet) on the ongoing research on the possibility of static electricity charging electronic devices. They may then have an online discussion amongst themselves.</li> </ul> <p><b>WEEK 3</b></p> <p><b>Unit I: Electrostatics</b>  <b>Chapter 2: Electrostatic Potential and Capacitance</b></p> <ul style="list-style-type: none"> <li>• Following the same approach as of the first week, the teacher may facilitate the learners' attempt to explore and understand the following— <ul style="list-style-type: none"> <li>– electric potential, potential difference, electric potential due to a point charge;</li> <li>– electric potential due to an electric dipole</li> <li>– electric potential due to a system of charges,</li> <li>– equipotential surfaces, relation between field and potential,</li> <li>– electrical potential energy of a system of charges,</li> <li>– potential energy of a single charge and of a system of two charges in an external field;</li> </ul> </li> </ul>
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<p>towards the improvement of quality of life and human welfare.</p> <ul style="list-style-type: none"> <li>exhibits values of honesty, objectivity, rational thinking, and freedom from myth and superstitious beliefs while taking decisions, respect for life, etc.</li> </ul>		<ul style="list-style-type: none"> <li>The learners may plot equipotential lines and discover their relationship to the electric field using PhET interactive simulations</li> <li>The learners should also attempt to solve problems given in the resources on a daily basis</li> <li>The learners may collect information about 'Faraday cage' from internet. They may then develop a theoretical idea for an innovative application of Faraday cage in daily life.</li> </ul> <p><b>WEEK 4</b></p> <p><b>Unit I: Electrostatics</b>  <b>Chapter 2: Electrostatic Potential and Capacitance (contd.)</b></p> <ul style="list-style-type: none"> <li>Following the same approach as of the first week, the teacher may facilitate the learners' attempt to understand the following— <ul style="list-style-type: none"> <li>potential energy of electric dipole, in an external field;</li> <li>electrostatics of conductors;</li> <li>dielectrics and electric polarisation, capacitors and capacitance,</li> <li>capacitance of a parallel plate capacitor with and without dielectric medium between the plates;</li> <li>combination of capacitors in series and in parallel, energy stored in a capacitor;</li> </ul> </li> <li>Using PhET interactive simulations, the learners can explore how a capacitor works. They can change the size of the plates and the distance between them; add a dielectric to see how it affects capacitance. They can also change the voltage and see charges build up on the plates.</li> <li>Learners should also attempt to solve problems given in the resources on a daily basis</li> <li>Learners may be encouraged to find out where capacitors are used in daily life and for what purpose, by collecting information from internet.</li> </ul>
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## MATHEMATICS (CLASSES XI-XII)

### Mathematics (Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• develops the idea of Set from the earlier learnt concepts in Number System, geometry, etc.</li> <li>• identifies relations between different sets.</li> </ul>	<p><b>NCERT Textbook (NCERT Textbook for Class XI)</b></p> <p><b>Theme 1</b>-Sets <b>Theme-2</b> Relations and Functions</p> <p><b>E-resources-</b> Link for textbook/ Laboratory Manual/Exemplar problem book— ncert.nic.in – publications--- PDF (I to XII); ncert.nic.in – publications--- Exemplar problems; ncert.nic.in – publications--- science laboratory manuals</p> <p>(Other mentioned at the bottom)</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• The discussion about sets can begin by asking learners to send lists of collections of objects around them, for example, on a table, in a room, etc. The meaning of well-defined collections can then be discussed.</li> <li>• Collections that do not form sets may also be discussed, such as, collection of best mathematicians in the world.</li> <li>• The discussion may now shift to collections of mathematical objects like collection of Natural numbers, collection of shapes with three/four sides, solutions of equations, collection of big numbers etc. Learners should be motivated to generate many such collections. The concept of Set can then evolve after getting online responses from Learners.</li> <li>• Formal symbolism related to sets can then be discussed. For e.g. set of Natural numbers is denoted by N, etc.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>• Different Sets may be formed, and Learners may be encouraged to observe the relationships between these sets. They may search and send those sets whose elements are also present in another set. For example, all elements of N (natural numbers) are present in W (whole numbers), etc. The concept of subsets and related notions can then be discussed. Use of Venn diagrams for visual representations of sets can be explored and discussed.</li> <li>• Learners may be encouraged to refer to the e-resources available on NROER related to sets.</li> <li>• The learners may be motivated to extend the analogy of operating upon numbers by way of different operations to that of operating on sets by way of their union, intersections, etc.</li> <li>• Teachers may encourage Learners to attempt exercises and circulate among other Learners. The group members may discuss the questions through emails/mobiles and get their queries resolved.</li> </ul>

	<ul style="list-style-type: none"> <li>• Activities (Activity 1 to 4) relevant to Sets from the Laboratory Manual of Class XI, available online may be done by the learners and shared with the other learners. After every activity they should write what they learnt from that activity.</li> <li>• Exemplar Problem Book which is available on the NCERT website can be used to solve and discuss more problems for getting a better idea of the concept of Sets and their applications.</li> <li>• Assessment of Learners can be done by observing their responses. Appropriate feedback can then be given.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Learners may be asked to send a list of relations that they observe in their day-to-day life. For e.g. Relation between mother and children, relation between teacher and Learners etc. This list can be compiled and sent to all the Learners online for their comments. This list can now be extended to mathematical objects for which Learners need to apply their previously learnt knowledge of numbers, geometrical objects, etc.</li> <li>• The idea of ordered pairs can then evolve initially from daily life examples and then from mathematical objects.</li> <li>• The relevance of sets can then be discussed and concept of relations can then evolve after understanding the importance of relation between objects.</li> <li>• Teachers may encourage Learners to attempt exercises and circulate among other Learners. The group members may discuss the questions through emails/mobiles and get their queries resolved.</li> <li>• Particular cases for relations can be seen and conditions can be discussed leading to the concept of Functions.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Different notions like Domain, Range, co-domain of functions may then be discussed. Learners may be motivated to form a function and show these mathematical objects. After learners send their examples of functions teacher may change their domain or co-domain and ask whether it still remains a function or not. For example, <math>f: R^+ \rightarrow R</math> such that, <math>f(x) = \sqrt{x}</math> is function, but will it remain a function if co-domain <math>R</math> is replaced by <math>N</math>? Many such examples may be sent by the teacher. Also, learners</li> </ul>
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		<p>may be encouraged to form such examples and send to other learners. In this way a live interaction can take place.</p> <ul style="list-style-type: none"> <li>• Learners may be encouraged to sketch graphs of functions. After constructing the graph of a function, they may be encouraged to comment on its nature. Activities (Activity 5 to 6) relevant to Relations and Functions from the Laboratory Manual of Class XI, available online may be done by the learners and shared with the other learners.</li> <li>• Exemplar Problem Book which is available on the NCERT website can be used to solve and discuss more problems for getting a better idea of the concept of Sets.</li> <li>• Assessment of learners can be done by observing their responses. Appropriate feedback can then be given.</li> <li>• Learners may be encouraged to use e-resources related to relations and functions available on the NROER website.</li> </ul>
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## Mathematics (Class XII)

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>identifies different types of relations and functions.</li> <li>explores the values of different inverse trigonometric functions.</li> </ul>	<p><b>NCERT Textbook (for Class XII)</b></p> <p><b>Theme 1</b> Relations and Functions</p> <p><b>Theme-2</b> Inverse Trigonometric Functions</p> <p><b>E-resources</b> Link for textbook/Laboratory Manual/Exemplar problem book—</p> <p>ncert.nic.in – publications--- PDF (I to XII);</p> <p>ncert.nic.in – publications--- Exemplar problems;</p> <p>ncert.nic.in – publications--- science laboratory manuals</p> <p>(Other mentioned at the bottom)</p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>Learners may be given different examples of relations including reflexive, symmetric and transitive and may be asked to differentiate between them. Note that at this juncture the types of different relations should be evolved by the students and not to be told by teachers on the group. Learners after observing the relations should send their comments to the teacher. The discussion on these comments should lead to different types of relations.</li> <li>The concept of equivalence relations can then be discussed. Learners should create examples of such relations and crosscheck their correctness.</li> <li>Exercises in the textbook and exemplar problem book for Class XII may be discussed. This will help in deepening the understanding of concepts.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>Similar activities as done in Week 1 for relations may be done for the concept of function.</li> </ul> <p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>Trigonometric functions on different domains like <math>(0, \pi)</math> or <math>(-\pi, \pi)</math> may be discussed. Learners may comment on which domain the trigonometric function is one-one and onto, one-one or simply onto. The exchange of ideas can lead to the concept of inverse trigonometric functions. Learners may be motivated to make decisions and give reasons for that. This will ensure their involvement in the process of learning.</li> <li>Learners may trace curves for the inverse trigonometric functions in the e resources available on NROER and comment on their nature. Questions may be put to them like what graph can be seen if the domain of <math>\cos^{-1} x</math> is restricted to <math>(-1, 1)</math>?</li> <li>Students may download the open source software, GeoGebra and try exploring the graphs of different functions including trigonometric functions.</li> </ul>

		<p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Problems from textbook for Class XII and Exemplar Problem Book may then be discussed. The generation and sharing of ideas will clarify the concepts and Learners will become confident in posing and solving problems.</li> <li>• E-resources will help in visualising the concepts better.</li> </ul>
<p><b><i>E-resources that include Geogebra</i></b></p> <p>Class XI</p> <p><a href="https://nroer.gov.in/CIET%2C%20NCERT/video/details/55ddc14781fccb28d8d932a8?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73981fccb7926fe5526">https://nroer.gov.in/CIET%2C%20NCERT/video/details/55ddc14781fccb28d8d932a8?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73981fccb7926fe5526</a></p> <p>Class XII</p> <p><a href="https://nroer.gov.in/CIET%2C%20NCERT/topic_details/55b1f73a81fccb7926fe552b?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73a81fccb7926fe552b">https://nroer.gov.in/CIET%2C%20NCERT/topic_details/55b1f73a81fccb7926fe552b?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73a81fccb7926fe552b</a></p>		

## LANGUAGES

### हिंदी (कक्षा 11)

सीखने के प्रतिफल	स्रोत/संसाधन	सुझावात्मक क्रियाकलाप/गतिविधियाँ (शिक्षकों द्वारा निर्देशित)
<p><b>भाषाकौशल एवं दक्षता(पढ़ना, लिखना, सुनना और बोलना)</b></p> <ul style="list-style-type: none"> <li>● कहानी को फिर से अपनी अपनी तरह से लिख सकते हैं।</li> <li>● कहानी का अंत और शुरुआत नए तरीके से कर सकते हैं।</li> <li>● कहानी में आए विशेष शब्दों और वाक्यों को अपने ढंग से प्रयोग कर सकते हैं।</li> <li>● कहानियों की लेखन शैली में अंतर कर सकते हैं।</li> <li>● विधागत अंतर को समझ सकते हैं।</li> <li>● अभिनय के जरिए कहानी को अभिव्यक्त कर सकते हैं।</li> </ul> <p>(यह सब करते हुए आप कहानी लिखने की कला से वाकिफ़ हो रहे हैं।)</p>	<ul style="list-style-type: none"> <li>● संबंधित अधिगम सामग्री एनसीईआरटी के यूट्यूब चैनल और एनआरओईआर (NROER) पर भी देख सकते हैं। एनसीईआरटी की किताबों में दिए क्यूआर कोड (QR code) में भी आपको भी बहुत कुछ मिलेगा। <a href="https://youtu.be/X4I0jzxnm4">https://youtu.be/X4I0jzxnm4</a> (ये सबकुछ तो हम सब कर सकते हैं)</li> <li>● एनके लाइव .टी.आर.ई.सी. बातचीत कार्यक्रम में “कहानी पढ़ते हुए विषय” पर प्रोफ़सर संध्या सिंह द्वारा की गई चर्चा को देखें। <a href="https://www.youtube.com/watch?v=X4I0jzxnm4&amp;t=5s">https://www.youtube.com/watch?v=X4I0jzxnm4&amp;t=5s</a></li> <li>● अभिव्यक्ति और माध्यम में कैसे लिखे और कहानी पढ़ें <a href="http://ncert.nic.in/textbook/textbook.htm?kham1=0-16">http://ncert.nic.in/textbook/textbook.htm?kham1=0-16</a></li> <li>● आरोह भाग 2 <a href="http://ncert.nic.in/textbook/textbook.htm?lhar1=0-18">http://ncert.nic.in/textbook/textbook.htm?lhar1=0-18</a></li> </ul>	<p><b>आपमें भी एक कहानीकार है!</b></p> <p>साथियों, इस कठिन समय में भी हमारे साथ अभी भी बहुत कुछ ऐसा है जिसे संजो लेना है। अगर ध्यान से देखें तो हमारे चारों ओर बहुत सी कहानियाँ बिखरी पड़ी हैं। ज़रूरत यह है कि इस एकांत में उन्हें सुनने की कोशिश करें। कलम उठाएँ और कुछ लिख भी डालिए। हर दिन एक कहानी। कुछ आप लिखें कुछ हम। चलिए कुछ तैयारी कर लें। सबसे पहले अपनी किताब की किसी भी एक कहानी को ले लीजिए।</p> <p><b>पहला और दूसरा सप्ताह</b> (समझ कर सुनते, बोलते, पढ़ते और लिखते हुए)</p> <ul style="list-style-type: none"> <li>● कहानी को पढ़कर अपने घर वालों और साथियों को सुनाया जा सकता है। कहानी को आप स्काइप (skype) पर रिकॉर्ड करके ईमेल भी कर सकते हैं।</li> <li>● कहानी में आए अलग प्रयोग वाले शब्दों और वाक्यों को रेखांकित करके अपनी दिनभर की बातचीत में प्रयोग कर कहानी का आनंद ले सकते हैं।</li> <li>● उसी लेखक की कुछ अन्य कहानियों को पढ़कर कहानी की लेखन शैली को समझ सकते हैं, जैसे— कुछ कहानियाँ संवादात्मक हैं, तो कुछ कहानियाँ वर्णनात्मक होती हैं।</li> <li>● कहानी को नाटक में बदल सकते हैं। अभिनय करके भी कहानी कही जा सकती है। अगर संभव हो तो यह भी लिखें कि कहानी को नाटक में बदलते समय आप किस तरह के भाषिक प्रयोगों पर बल देते रहे हैं।</li> <li>● इसके अतिरिक्त आपकी पढ़ी किसी भी कहानी की समीक्षा कर सकते हैं। समीक्षा के कुछ बिंदु-</li> </ul>

		<ul style="list-style-type: none"> <li>- कथानक और परिवेश</li> <li>- भाषा कहानीकला</li> </ul> <p><b>तीसरा और चौथा सप्ताह</b></p> <ul style="list-style-type: none"> <li>● वर्तमान समय के अनुसार कहानी को बदल कर देखें। उदाहरण के लिए आज के कोरोना महामारी के समय में फणीश्वरनाथ रेणु की कहानी 'पहलवान की ढोलक'को फिर पढ़कर देखिए। उस कहानी में भी एक महामारी का वर्णन हुआ है, साथ ही उस महामारी से निपटने में पहलवान की ढोलक पर उसकी थाप उस उदासी, निराशा और भयावहता के माहौल में एक संजीवनी का संचार करती है। यह कहानी कक्षा बारह की पुस्तक आरोह भाग 2 में शामिल है। आप इसे यूट्यूब पर भी खोज कर सकते हैं।</li> <li>● अपनी पाठ्यपुस्तक की सभी कहानियों को इसी तरह पढ़ें।</li> </ul>
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## हिंदी (कक्षा 12)

सीखने के प्रतिफल	स्रोत/संसाधन	सुझावात्मक क्रियाकलाप/गतिविधियाँ (शिक्षकों द्वारा निर्देशित)
<ul style="list-style-type: none"> <li>● सामाजिक, सांस्कृतिक और आर्थिक सजगता को सृजनात्मक लेखन में अभिव्यक्त करते हैं।</li> <li>● परिवेशीय सजगता का विकास करते हुए अपने आस-पास के वेंडर, खेती-किसानी, मजदूरों के प्रति संवेदना रखते हुए और भाषा प्रयोग में संवेदनशीलता और</li> </ul>	<ul style="list-style-type: none"> <li>● अभिव्यक्ति और माध्यम <a href="http://ncert.nic.in/textbook/textbook.htm?kham1=0-16">http://ncert.nic.in/textbook/textbook.htm?kham1=0-16</a></li> <li>● कविता शिक्षण <a href="https://www.youtube.com/watch?v=nLz_E1J7Ac">https://www.youtube.com/watch?v=nLz_E1J7Ac</a></li> </ul>	<p><b>पहला और दूसरा सप्ताह</b></p> <p>कोरोना महामारी के समय में शारीरिक/सामाजिक दूरी बनाए रखते के लिए नई कहावतें प्रयोग की जा रही हैं, जैसे— <b>सटे तो मिटे, पसंद नहीं कब्र तो घर पे करो सब।</b></p> <p>ऐसे कुछ अन्य कहावतों को संकलित करें और आप स्वयं भी कुछ कहावतें, स्लोगन लिखने का प्रयास करें।</p> <ul style="list-style-type: none"> <li>● स्लोगन की लयात्मकता को ध्यान में रखते हुए कोई कविता लिखने का प्रयास करें। आप यह भी कर सकते हैं कि सुबह उठकर अपने आस-पास होने वाली गतिविधियों का बारीकी से अवलोकन करें और सभी गतिविधियों को ज्यों का त्यों अभिव्यक्त करें। यानि जैसा आपने देखा वैसा ही लिखने का प्रयत्न आप पाएँगे कि यह एक कविता का रूप ले चुकी है।</li> </ul>

<p>अभिव्यक्तकरते हैं।</p> <ul style="list-style-type: none"> <li>● अपने समय और समाज में प्रयुक्त होने वाली भाषा और घटनाओं का विश्लेषण करते हैं।</li> </ul>	<p>हर बड़ा कवि भाषा से खेलते हुए यह करता रहा है। वह भाषा से खेलते हुए शब्दों को उलटता-पलटता है यानि अलग-अलग स्थानों पर नए-नए प्रयोग करके देखता है। साथ ही नए तरीके से वाक्य की संरचना कर नए अर्थ निर्माण करता है। यानी एक ही बात को कहने और लिखने के अलग-अलग तरीके ढूँढते हुए आप भी यह कर सकते हैं।</p> <ul style="list-style-type: none"> <li>● सब्जीवाले, दूधवाले, अखबार वाले से बातचीत कर सकते हैं। कुछ बिंदु इस प्रकार हो सकते हैं—</li> <li>✓ पहले और आजकल की आमदनी और खर्च में अंतर।</li> <li>✓ लोगों तक सामान पहुँचाने की पूरी यात्रा के विवरण पर बातचीत।</li> <li>✓ उनके जैसे अन्य सहयोगी की दिनचर्या जानने की कोशिश करना।</li> <li>✓ शारीरिक दूरी का अपने जीवन में कैसे (सामाजिक दूरी) निर्वाह करते हैं।</li> </ul> <p>(जो आपको उचित लगे ऐसे कुछ अन्य बिंदु लें)</p> <h3>तीसरा और चौथा सप्ताह</h3> <ul style="list-style-type: none"> <li>● अपने मोहल्ले को ध्यान में रखते हुए 'मोहल्ला लाइव' नाम से एक हफ्ते के सभी दिनों की डायरी लिखने की कोशिश करें। जिसमें इन बिंदुओं पर ज़रूर लिखें—</li> <li>✓ लॉकडाउन के कारण बदलता परिवेश, आपसी रिश्ता, खान-पान, रहन-सहन और सामाजिक संपर्क के साधन। आप चाहें तो अपने घर-परिवार, मोहल्ले के लोगों से सामाजिक दूरी का पालन करते हुए बात कर सकते हैं।</li> <li>● वर्तमान समय में घरेलू सहयोगियों के जीवन पर अपनी कल्पना से कोई लेख/कहानी/कविता लिख सकते हैं।</li> <li>● ध्यान रहे कि जो कुछ आपने लिखा है उसे थोड़ा रुककर एक बार पढ़ें और जहाँ कहीं आवश्यक हो उसे संपादित भी करें।</li> </ul> <p>अपने लेखन का संपादन करते समय भाषा संबंधी गलतियों पर तो ध्यान देने के साथ ही इस बात का ध्यान रखें कि आपकी लिखी हुई रचना लिखने के बाद सिर्फ आपकी नहीं रह जाती उसका एक पाठक भी होता है। यानी पाठक की संवेदनाओं, आवश्यकताओं, समस्याओं और अभिरुचियों पर भी आपका ध्यान जाना चाहिए।</p>
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## English (Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• listens and reflects to communicate through speech and writing.</li> <li>• develops authentic, accurate, useful content for online platforms.</li> <li>• expresses opinions and views independently .</li> <li>• listens patiently to contradictory points of view on online platforms and answers logically in agreement/ disagreement</li> <li>• writes and collects, appreciates narratives and short poems.</li> <li>• speaks fluently and convincingly using authentic evidences.</li> <li>• identifies and uses</li> </ul>	<p>1. <i>We Heard the Bells – The Influenza of 1918</i></p> <p>This documentary focuses on communities and groups disproportionately affected by the 1918 influenza epidemic. The 1918 influenza continues to provide lessons for the present, including about how epidemics can foster stigma and discrimination. Available on YouTube <a href="https://www.youtube.com/watch?v=XbEefT_M6xY">https://www.youtube.com/watch?v=XbEefT_M6xY</a></p> <p>2. <i>How we conquered the deadly smallpox virus - Simona Zompi</i></p> <p><a href="https://www.youtube.com/watch?v=yqUFyt4MIQ&amp;t=2s">https://www.youtube.com/watch?v=yqUFyt4MIQ&amp;t=2s</a></p> <p><a href="https://share.nearpod.com/cRozKYULw6">https://share.nearpod.com/cRozKYULw6</a></p>	<p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration; this will sustain your interest.</li> <li>• View the visuals and try to connect them with the audio version of the script.</li> <li>• You can read/listen to the captions also for understanding.</li> <li>• Try to recall if you have read something related to the video earlier.</li> <li>• Make notes from the video and also note down ideas, thoughts, information experiences, etc. This will help in writing your answers.</li> </ul> <p>Learners may be asked to do self-assessment and peer-assessment. Some rubrics may be developed to facilitate this.</p> <p><b>Please note</b> Assessment should incorporate the use of ICT. For example, familiarity with ICT tools, online portals, platforms, skill to browse and collect authentic material as well as following the guidelines for online interaction.</p> <p>Some communication guidelines for online interactions are:</p> <ol style="list-style-type: none"> <li>a. Give space to all for expressing their views.</li> <li>b. Be logical and overcome biases.</li> <li>c. Be polite but firm in your expression</li> <li>d. Read more before offering rebuttals</li> <li>e. Be active online for learning to share and accept new ideas.</li> </ol>

<p>appropriate online resources.</p> <ul style="list-style-type: none"> <li>• prepares notes while reading.</li> <li>• infers meanings from contexts and describes with clarity.</li> <li>• identifies the similarities and dissimilarities between the two texts.</li> <li>• develops write ups with clarity, using appropriate vocabulary and thoughts.</li> <li>• writes creatively and shows sensitivity towards issues/ people in his/her writing.</li> <li>• <b>may share and add their learning experiences as they learn from each other while sharing their work online.</b></li> </ul>		<p><b>WEEK 2</b></p> <p><b>You can use Skype App or mobile calling (if feasible).</b>  <b>You can create an audio file, video or PDF script to share via email and/or WhatsApp.</b></p> <p>What measures were taken to deal with the situation?</p> <p>How were the events reported and how was information made available to the public?</p> <p>It is important to learn from history. (You can highlight some key researches on the treatment of influenza and smallpox in your writing.)</p> <p>Keeping in view the present pandemic, develop notices, advisories, and infographics based on facts for sharing with peers and teachers, parents, elderly, and other learners online.</p> <p><b>You can add authentic pictures in your presentations.</b></p> <p><b>List the uses of Arogya Setu App.</b></p> <p><b>Listen to the interviews of medical experts and economists on the prevention of Covid 19.</b></p> <p><b>Look at the graphs, diagrams, etc., shown in the news. Write the description.</b></p> <p><b>WEEK 3</b></p> <ol style="list-style-type: none"> <li>1. Read the given texts/article. Have you noticed the title suggests that though it is about an expedition, yet it is so different from the first text? Share how it is so?</li> <li>2. Read the following three excerpts from <i>We're not afraid...</i> and choose one of them to describe why you</li> </ol>
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	<p>1. <i>We're not afraid to die...if we can all be together</i></p> <p>2. <i>Mountaineers can teach us about isolation.</i>  Mint. April 18,2020  Saturday vi.14No.96</p>	<p>like it or dislike it?</p> <ol style="list-style-type: none"> <li>a. My brain switched to survival mode. It taught me how to stay strong when you have failure staring at your face.</li> <li>b. If you need to survive these moments of uncertainty. You need to be in harmony with the team.</li> <li>c. I suppose the important thing in isolation is to cherish your companions, to try and enjoy the moment and to be positive.</li> </ol> <p><b>You can share your experience of being alone in a time of difficulty.</b></p> <p><b>WEEK 4</b></p> <ol style="list-style-type: none"> <li>1. You have read both the texts, the idea common to both is - <ol style="list-style-type: none"> <li>a. man's desire and pride to explore nature,</li> <li>b. to accept challenges of nature</li> <li>c. to know the mystical world of nature.</li> <li>d. nature is tender and caring but furious too at times.</li> </ol> </li> </ol> <p>You can add more ideas/views.</p> <p>Now summarise the above creatively and add more ideas and views. You can refer to poems, films, paintings, etc in your write up.</p> <p>You have read two texts and explored these texts for activities.</p> <p>Now, explain the present situation (pandemic, Covid-19 and lockdown) in the context of <i>isolation</i> and <i>being together</i>.</p>
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		<p><b>You can also do the following activities while reading and after reading the text—</b></p> <ol style="list-style-type: none"> <li>1. While reading make notes as per the dates.</li> <li>2. Find out the way the text has been organised; sequencing of incidents, concrete details, no reliance on memory, focus on surroundings and the intelligence of the family in dealing with it, etc.</li> <li>3. While reading the text you must have seen how well prepared were they for the journey; count the details/ objects, etc.</li> <li>4. Describe the following in your words.       <ol style="list-style-type: none"> <li>a. for the past 16 years we had spent all our leisure time honing our seafaring skills.</li> <li>b. The first indication of impending disaster came at about 6 p.m., with an ominous silence.</li> <li>c. We were getting no replies to our Mayday calls.</li> </ol> </li> </ol> <p><b>You can locate the above excerpts in the text— <i>We're not afraid...</i> Read in order to understand the meaning.</b></p> <p><b>Words and Vocabulary</b></p> <ol style="list-style-type: none"> <li>a. Make as many compound words as you can with -ship which have different meanings.</li> <li>b. List the words which are used to describe the different parts of the ship.</li> <li>c. What is <i>Wavewalker</i> as mentioned in the text?</li> <li>d. Find out words, expressions which convey bravery, courage and positive attitude of the characters.</li> </ol>
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		<p>a. Read the text carefully and write the summary of the text in your words. Make points and then write the summary.</p> <p>While making points you can make use of words /expressions from your language, find English substitutes from dictionary, from your teacher, friends and use in your summary.</p> <p>a. Make points and discuss online with teachers and peers —what will be your back to school moment?</p> <p>b. Watch the link on Flocabulary and try to mak one on the author/lesson/poem of your choice</p>
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## English (Class XII)

Learning Outcomes	Sources/ Resources	Suggestive Activities
<p><b>The learner</b></p> <p>a. explores genuine online resources.</p> <p>b. Listens/views online resources and expresses through writing and speech.</p> <p>c. critically analyses historical events through writing and sharing of</p>	<p><b>Read the story <i>The Last Lesson</i> from NCERT Class XII Textbook <i>Flamingo</i>. You can read it online at <a href="http://www.ncert.nic.in">www.ncert.nic.in</a>.</b></p> <p>You can access the audio of the text using the QR code provided in textbook- <i>Flamingo</i>.</p> <p>Explore the links</p>	<p><b>WEEK-1</b></p> <p>Alphonse Daudet in the story <i>The Last Lesson</i> highlights the important place of language in the lives of people.</p> <p>The story focuses on the major historical event, i.e., the Franco-Prussian War (1870-1871) which affected life in the school where M Hamel, a French teacher took a lot of pains to teach children the French language.</p> <p>What was the routine of the school?</p> <p>Who said the following and why?</p> <p>“My friends, said he, I -I”, but something choked him.</p> <p>“<i>Vive la France</i>”</p>

<p>ideas and opinions with peers, teachers etc.</p> <p>d. develops and shares views/opinions on contemporary issues making use of interdisciplinary knowledge .</p> <p>expresses opinions on issues related to children in difficult circumstances quotes in discussion, etc., rights of children and legal provisions for the children.</p> <p>e. explains graphs, tables and data related to the issues of children.</p> <p>f. participates in activities like poster making, speech, debate</p>	<p><a href="https://commons.wikimedia.org/wiki/File:French_soldiers_in_the_Franco-Prussian_War_1870-71.jpg">https://commons.wikimedia.org/wiki/File:French_soldiers_in_the_Franco-Prussian_War_1870-71.jpg</a></p> <p><a href="https://commons.wikimedia.org/wiki/Category:Franco-Prussian_War">https://commons.wikimedia.org/wiki/Category:Franco-Prussian_War</a></p> <p><i>Text</i></p> <p>Lost Spring Anees Jung</p> <p><b>Class XII-Flamingo</b></p> <p><i>Films</i></p> <p><b>Paperboy</b> – an awardwinning film</p> <p><a href="https://www.youtube.com/watch?v=neWPK3fRg5c">https://www.youtube.com/watch?v=neWPK3fRg5c</a></p> <p>Stories and endeavours by ILO(International Labour Organisation), UNICEF and NGO's</p>	<p><b>WEEK 2</b></p> <p>History is witness to some of the examples wherein the wars had demonised the victorious. One glaring example was when children in the schools of Alsace and Lorraine (districts in France) were prevented from learning French. This was because Germany had taken control of these districts after defeating them in war in 1870.</p> <ul style="list-style-type: none"> <li>• M.Hamel the French teacher was deeply disturbed when the order for not teaching French in school was issued. What according to you would have been his fear?</li> <li>• Languages are communities; they embody the soul of the culture, capturing a people's history and dreams. Write your views and discuss with your group online.</li> <li>• How many languages do you know and in what contexts do you use them?</li> <li>• Watch videos based on the Franco-Prussian War of 1870.</li> </ul> <p>You will find that there is a language of war too. The war lexicon plays a role for the warring armies. There is military terminology, coded signals, names of the machinery used in war, etc. There are war cries to encourage and motivate the soldiers. You will agree that it creates an impact on a prevailing situation.</p> <p>a. Now describe the war scenes as viewed in the video. Listen to the audio to understand the language of war.</p> <p>Discuss with your online group - <i>Wars bring heartrending misery on the planet earth</i>. Add experiences, stories, facts, news, etc in the discussion. c. Select three passages from the text and find out the tense forms used.</p> <p><b>WEEK 3</b></p> <p>a. In the period of pandemic, due to spread of Covid-19, there are heartrending stories of children who have to undergo hardships and have even lost their lives. Collect such stories, read them and draw conclusions based on them.</p> <p>b. Why are children so susceptible to crime and hard labour?</p> <p>Are the measures taken enough?</p>
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<p>etc., for creating awareness about the marginalisation of children in difficult circumstances.</p>		<p>Read efforts taken by ILO, UNICEF and NGOs like <i>Bachpan Bachao Andolan</i>.</p> <ol style="list-style-type: none"> <li>c. Initiate an online discussion on-<i>Streets are no place for a child</i>.</li> <li>d. Write the character sketches of Saheb-e-Alam and Mukesh.</li> <li>e. Write diary entries to describe your experience of staying at home; how have you utilised your time ; what changes would you like to bring in your routine in the future?</li> <li>f. Since you are not going to school you can find time to do interesting and entertaining activities. We are making some suggestions;</li> <li>g. observe and draw sunrise/sunset scenes, compose a poem/song/wrap, try your hand in kitchen and try and share your favourite recipes.</li> </ol> <p><b>WEEK 4</b></p> <ol style="list-style-type: none"> <li>a. What was your experience of watching the two films given (or other English films)? Has the boy in the film <i>Paperboy</i> been able to convey his feelings? Mention a few instances in support of your answer.</li> <li>b. What is your opinion about the ambience and the details which have been focused upon in the film? Do these contribute to your experience and understanding of the film?</li> <li>c. Share your experience of translating a film into text. Were you focused on the meaning, performance of characters, music, staging of scenes, etc?</li> <li>d. Describe your favourite scene from the film <i>Paperboy</i>.</li> <li>e. Write a brief script of street play on corona pandemic, care for street animals, etc.</li> </ol>
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## संस्कृतम् (कक्षाएकादश)

अधिगम- प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> <li>विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति।</li> <li>विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति।</li> </ul>	<ul style="list-style-type: none"> <li>एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखन सामग्र्यः अन्यदृश्य-श्रव्यसामग्र्यः यथा इन्टरनेट, वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते</li> <li>यूट्यूबमध्ये *एनसीईआरटी ऑफिशियल* इति चैनलमध्ये संस्कृत विषयमधिकृत्य चर्चाः व्याख्यानि च उपलभ्यन्ते येषाम् उपयोगः कर्तुम् शक्यते।</li> </ul>	<p><b>सप्ताहः प्रथमः</b></p> <p><b>श्रवणसम्भाषणकौशले</b></p> <ol style="list-style-type: none"> <li>शिक्षणक्रमे शिक्षकः/शिक्षिका सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये-मध्ये हिन्दीभाषायाः क्षेत्रीयभाषायाः अपि प्रयोगः करणीयः।</li> <li>शिक्षकः/शिक्षिका प्रतिदिनम् छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् संस्कृतभाषया पृच्छेत्। छात्रा अपि संस्कृतभाषया उत्तराणि दद्युः वार्तालापम् च संस्कृतभाषया कुर्युः।</li> <li>इन्टरनेटमध्ये उपलब्धानि संस्कृतगीतानाम् श्रवणम् भवेत्।</li> </ol>

<ul style="list-style-type: none"> <li>● अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानाम् उत्तरप्रदाने सक्षमः अस्ति।</li> <li>● सरल-संस्कृत-भाषया औपचारिक-अनौपचारिक-पत्रलेखनार्हः भवति।</li> <li>● अनुच्छेद-लेखनं, संवाद-लेखनं चित्राधारित-वर्णनञ्च करोति।</li> </ul>	<p>www.diksha.gov.in  <a href="https://swayam.gov.in">https://swayam.gov.in</a>  www.sanskrittutorial.in  इति वेबस्थानानि अपि अनुसन्धनीयानि</p>	<p><b>सप्ताहःद्वितीयः</b>  <b>(प्रथमसप्ताहगतिविधिभिः सह)</b>  <b>पठनलेखनकौशले</b></p> <p>1. पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।</p> <p>यथा - द्वितीया स्यामहं कथम्?*</p> <p>क्रिस्ताब्दस्याष्टादशशतके केरलराज्ये मनोरमा नाम विदुषी प्रत्यवसत्। तस्याः <b>पत्युः</b> मरणानन्तरं तया पुनरपि वरान्वेषणमारब्धम्। नैकेषु शास्त्रेषु कृतपरिश्रमा सा वरणीयस्य ज्ञानपरीक्षां करोति स्म। तस्याः प्रश्नस्य उत्तरं दातुमशक्ताः नैराशं प्राप्य गच्छन्ति स्म। एकदा कश्चन रामशब्दपण्डितः तां परिणेतुमिच्छन् समागतः। तं परीक्षमाणा मनोरमा 'विहस्य', 'विहाय', 'अहम्' इत्येषां पदानां व्याकरणदृष्ट्या रूपपरिचयं कारयितुम् अकथयत्।</p> <p>रामशब्दस्य विभक्तिरूपाण्येव जानन् सः 'महा'पण्डितः विहस्य इत्यस्य रामस्य इतिवत् षष्ठीविभक्तिरिति, विहाय पदस्य रामाय इतिवत् चतुर्थीविभक्तिरिति, अहम् इत्यस्य रामम् इव द्वितीयाविभक्तिरिति च न्यगदत्।</p> <p>वरपरीक्षानन्तरं कोऽपि 'कथमस्ति वरः?' इत्यपृच्छत्। तदा विषादेन साब्रवीत् -</p> <p>*यस्य षष्ठी चतुर्थी च*</p> <p>*विहस्य च विहाय च।*</p> <p>*अहं च द्वितीया स्यात्*</p> <p>*द्वितीया स्यामहं कथम्?।।*</p> <p>(द्वितीया =पत्नी)</p> <p>2. औपचारिकचर्चा च -पत्राणां प्रारूपं पदाय विषयगत-अनौपचारिक-विधाय छात्रैः पूर्णपत्रं लेखयेत्, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्।</p> <p>यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, ग्रंथालयस्य निर्माणार्थम् जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्)</p>
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		<p>मित्रस्य कृते पत्रम्। पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि। (अनौपचारिकपत्रम्)</p> <p>3. शिक्षकः/शिक्षिका कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा – कोरोनाप्रतिकारः-, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <p>कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा- छात्रशिक्षकयोः वार्तालापः, मित्र-संवादः इत्यादयः।</p> <p>संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्।</p> <p>कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।</p>
<ul style="list-style-type: none"> <li>● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां सारांशं वक्तुं लेखितुं च समर्थः अस्ति।</li> <li>● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> </ul>		<p><b>सप्ताहः तृतीयः</b> (प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्) <b>पठनलेखनश्रवणसम्भाषणकौशलानि</b></p> <ol style="list-style-type: none"> <li>1. कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।</li> <li>2. शिक्षकेण आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।</li> <li>3. पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायकेन नायिकया वा यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा?</li> </ol> <p>यथा- पाठस्य नामः शुकशावकोदन्तः <b>प्रश्नः</b> (i) विन्ध्याटवी कुत्र स्थिता? उत्तरम्- मध्यदेशे</p>

		(ii) विन्ध्याटव्याःपद्मसरसः नाम किम् आसीत्? उत्तरम्- पम्पा इति।
<ul style="list-style-type: none"> <li>● संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोनुगुणम् उच्चारयति।</li> <li>● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति।</li> <li>● श्लोकान्वयं कर्तुं समर्थः अस्ति।</li> <li>● तेषां भावार्थं प्रकटयति।</li> <li>● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> <li>● पद्येषु विद्यमानरसानां भावानाञ्च अनुभूत्या सहैव पदलालित्यस्य बोधं करोति।</li> <li>● श्लोकेषु विद्यमानपदानां विश्लेषणं कृत्वा व्याकरणस्य सामान्य-विशेष-नियमान् सन्धि-कारक-विभक्ति-प्रत्ययादीः ज्ञास्यति।</li> <li>● सार्थकपदानि पृथक्कृत्य स्पष्टार्थस्य बोधं</li> </ul>		<p><b>सप्ताहःचतुर्थः</b> (पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्) <b>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</b></p> <ol style="list-style-type: none"> <li>1. श्लोकपठनार्थम् अवगमनार्थञ्च यथेष्टमभ्यासस्य आवश्यकता भवति। यद्यपि कश्चिदेकः सरलोपायः सर्वेषां श्लोकानाम् अवगमनाय पर्याप्तं न भवति। तथापि अत्र श्लोकानाम् एका क्रमयुता पद्धतिः प्रदर्श्यते यया श्लोकानामवबोधः सारल्येन सम्भवेत्। यद्यपि एषा पद्धतिः समयसापेक्षा वर्तते तथापि अनया पद्धत्या भाषायाम् नैपुण्यं वर्धते।</li> <li>2. संस्कृतश्लोकाध्ययनाय चत्वारि सोपानानि भवेयुः       <ol style="list-style-type: none"> <li>(i) शुद्धोच्चारणपूर्वकं सस्वरं गायनम्।</li> <li>(ii) पदच्छेदः</li> <li>(iii) अन्वयः /वाक्यसंयोजनम्</li> <li>(iv) अर्थबोधः सौंदर्यबोधश्च</li> </ol> </li> </ol> <p><b>(i) उच्चारणं गायनञ्च</b> संस्कृतभाषायाम् उच्चारणे गायने च तादात्म्यभावो दृश्यते, यतोहि संस्कृतश्लोकाः छन्दोभिः सुबद्धाः भवन्ति। छन्दस्सु वर्णानां मात्राणाञ्च योजना शास्त्रीयतया क्रियते। तेषां यथानुगुणम् उच्चारणेन गीतस्य ताल-लयौ आयासं विनैव लभ्येते। साधूच्चारणं गायनं वा श्लोकस्य सामान्यभावं प्रस्तौति यद्धि पद्यस्य विशेषार्थावगमने साहाय्यं करोति।</p> <p><b>(ii) पदच्छेदः</b> यदा गायनं भवेत् तदा छन्द-यति-अनुस्वार-सन्धि-समासादीन् अपृथक्कृत्यैव गायनं कुर्यात् किन्तु विशेषार्थावगमनार्थं प्रत्येकं पदस्य सन्धि-समास-विग्रहादीन् ज्ञात्वा प्रत्येकं पदस्य विभक्तिं स्पष्टरूपेण अवगन्तव्यम् यद्धि अन्वयं कृत्वा वाक्यार्थावगमनाय आवश्यकं भवति।</p> <p><b>(iii) अन्वयःवाक्यसंयोजनम्/</b> संस्कृतभाषायाः एनां विशेषतां प्रायः सर्वे जानन्ति। अत्र पदानां स्थानपरिवर्तनेनापि इष्टार्थस्य परिवर्तनं नैव भवति। अर्थात् संस्कृतवाक्येषु पदविन्यासःसुतरां सुनम्यः भवति, विशेषेण श्लोकेषु पदानामुपस्थितिः छन्दोऽनुगुणमेव भवति न तु येन केन प्रकारेण।</p>

<p>कर्तुं शक्यति।</p> <ul style="list-style-type: none"> <li>● संस्कृतसूक्तीनां प्रयोगं कृत्वा संक्षेपेण महत्त्वपूर्णभावान् लिखित-मौखिकरूपेण व्यक्तीकरिष्यति।</li> <li>● श्लोकानां सतताभ्यासेन श्लोकरचनायामपि प्रवृत्तः भविष्यति।</li> <li>● पद्येषु विद्यमानकाव्यगत - भाव-रस- अलङ्कार- व्यंग्यार्थादीनाम् अवबोधं करिष्यति।</li> <li>● सभ्यतायाः संस्कृतेः व्यावहारिक- नैतिक -मूल्यानां च बोधम् करिष्यति।</li> <li>● अनुष्टुप्, उपजाति, शिखरिणी त्यादि- विविधछन्दसां नियमान्स्वरान् च अवगमिष्यति।</li> <li>● साहित्यिकशब्दानां ज्ञानं तथा च प्रयोगकौशलमपि प्राप्स्यति।</li> </ul>		<p>श्लोकानाम् अन्वय एव श्लोकार्थं प्रति नयति। अनेनैव अध्येतुः भाषाबोधस्य परीक्षापि जायते। अत्र शब्दज्ञानस्य विभक्तिज्ञानस्य व्याकरणज्ञानस्य च पूर्णप्रयोगः भवति। अन्वयानां स्तरद्वयं भवति प्रथमः अन्वयक्रमः अपरस्तु वाक्यसंयोजनम्। आदौ वाक्यसंयोजनं जानीमः। अत्र श्लोकवाक्यैः गद्यवाक्यानां निर्मितिः क्रियते। संस्कृतभाषायाः वाक्यविन्यासः सामान्यतया इत्थं भवति-</p> <p>(क) सविशेषणं कर्ता +  (ख) सविशेषणं कर्म +  (ग) सविशेषणम् अन्यकारकाणि +  (घ) क्रियाविशेषणसहिताः क्रियाः</p> <p>यदि वाक्येषु क्तवान्तम्, ल्यबन्तम्, तुमुनन्तं वा क्रियाः सन्ति तर्हि तासां विन्यासः तत्कर्मसहितं वाक्यस्य कर्तुः अनन्तरं भवितुं शक्यते।</p> <p>उपर्युक्तक्रमे पदविन्यासार्थम् आदौ अन्वयप्रक्रियायाः बोधः आवश्यकः। अन्वयप्रक्रियायाः बौद्धिकक्रमः इत्थं भवितुं शक्यते-</p> <p>(क) वाक्यस्थमुख्यक्रियापदानाम् अभिज्ञानम्-  (ख) क्रियापदानुसारं कर्तृकर्मणोः- अभिज्ञानम्  (ग) कर्तृ कर्मणोः समानविभक्तिकविशेषणानाम् अभिज्ञानम्-  (घ) अन्यकारकाणां तद्विशेषणसहितम् अभिज्ञानम्  (ङ) क्तवान्ततुमुनन्तक्रियाणां तत्सम्बन्धिकारकैः सह-ल्यबन्त- अभिज्ञानम्</p> <p>सर्वेषु श्लोकेषु उपर्युक्तानि सर्वाणि चरणानि आवश्यकानि न सन्ति, एषा केवलमेका व्यापिका पद्धतिः वर्तते। पदच्छेदानन्तरं उपर्युक्तक्रमे यानि चरणानि प्रासंगिकानि सन्ति तेषाम् अनुसंधानं करणीयम्। एतदतिरिक्तमपि श्लोकेषु कानिचन अव्ययपदान्यपि प्राप्यन्ते, येषाम् अन्यपदैः सह सम्बन्धानुसारमेव विन्यासः स्यात्।</p> <p>उदाहरणार्थम् अत्रद्वादश्याः कक्षायाः संस्कृतपाठ्यपुस्तकं भास्वतीद्वितीयभागस्य षष्ठपाठः 'सूक्तिसौरभम्' इत्यतः कानिचन सुभाषितानि स्वीकृत्य तेषाम् अन्वयप्रक्रिया वाक्यसंयोजनञ्च अधः प्रदर्शयते (एवमेव शिक्षकः/ शिक्षिका एकादशकक्षायाः पाठ्यपुस्तकात् उदाहरणमादाय छात्राणाम् मार्गदर्शनम् कुर्यात्)</p> <p><b>श्लोकः</b>  न दुर्जनः सज्जनतामुपैति,</p>
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		<p>शठः सहस्रैरपि शिक्ष्यमाणः। चिरं निमग्नोऽपि सुधा-समुद्रे, न मन्दरो मार्दवमभ्युपैति॥</p> <p><b>पदच्छेदः</b> न दुर्जनः सज्जनताम् उप एति, शठः सहस्रैः अपि शिक्ष्यमाणः। चिरं निमग्नः अपि सुधा-समुद्रे, न मन्दरः मार्दवम् अभि+उप+एति॥</p> <p><b>अन्वयः</b> क्रियापदम्- न उपैति कर्तृपदम्- दुर्जनः <b>विशेषणम्</b> (क) शठः (ख) सहस्रैः शिक्ष्यमाणः अपि (ग) कर्मपदम् -सज्जनताम् (घ) वाक्यसंयोजनम्- (ङ) सविशेषणं कर्ता सहस्रैः -शिक्ष्यमाणः अपि शठः दुर्जनः (च) कर्मपदम्सज्जनताम् - (छ) क्रियापदम्न उपैति -</p> <p>अर्थात्सहस्रैः शिक्ष्यमाणः अपि शठः दुर्जनः सज्जनताम् न उपैति</p> <p>एतादृशस्य सम्यगवबोधनम् अध्यापकैः छात्राः प्रादेशिकभाषास्वपि शिक्षणीयाः।</p> <p><b>भावार्थः</b> कश्चिद् शठतां सम्प्राप्तः महान् दुर्जनः भवति चेत् बहुधा शिक्ष्यमाणोऽपि सः सज्जनतां न प्राप्नोति।</p> <p>अत्र श्लोके क्रियापदद्वयं वर्तते, अतः द्वे वाक्ये भवतः। अत्र एकस्य वाक्यस्य अन्वयः प्रोक्तः। एवमेव अपरस्यापि वाक्यस्य अन्वयः भवता/भवत्या स्वयमेव कृत्वा सम्पूर्णस्य श्लोकस्यार्थः करणीयः-</p> <p><b>श्लोकः</b> कर्णामृतं सूक्तिरसं विमुच्य, दोषेषु यत्नः सुमहान् खलानाम्। निरीक्षते केलिवनं प्रविश्य,</p>
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		<p>क्रमेलकः कण्टकजालमेव॥</p> <p><b>पदच्छेदः</b>  कर्ण-अमृतं सूक्ति-रसं विमुच्य,  दोषेषु यत्नः सुमहान् खलानाम्  निरीक्षते केलिवनं प्रविश्य,  क्रमेलकः कण्टकजालम् एव॥</p> <p><b>अन्वयः</b>  क्रियापदम् -भवति /अस्ति (अत्र मुख्यक्रियापदम् आक्षिप्यते)</p> <p><b>कर्तृपदम् -यत्नः</b>  विशेषणम् -सुमहान्  अन्यकारकम् -दोषेषु  क्त्वा /ल्यप् -विमुच्य  कर्म -सूक्तिरसम्  विशेषणम् -कर्णामृतम्</p> <p><b>वाक्यसंयोजनम्</b>  (क) सविशेषणं कर्ता- खलानाम् सुमहान् यत्नः  (ख) ल्यबन्तक्रिया कर्मसहिता( कर्णामृतं सूक्तिरसं विमुच्य  (ग) अन्यकारकम्दोषेषु -  (घ) क्रियापदम्भवति -</p> <p>अर्थात् -खलानाम् सुमहान् यत्नः कर्णामृतं सूक्तिरसं विमुच्य दोषेषु भवति।</p> <p>एतादृशस्य पदार्थस्य सम्यगवबोधनार्थम् प्रादेशिकभाषास्वपि छात्राः शिक्षणीयाः।</p> <p><b>भावार्थः</b>  ये स्वभावतः सहजरूपेण दुष्टाः भवन्ति तेषां महान् प्रयत्नः कर्णयोः कृते सुधातुल्यं सुभाषितरसं परित्यज्य दोषावलोकनमेव भवति।</p>
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		<p>एवमेव अस्य सुभाषितस्य अवशिष्टवाक्यानाम् अन्वयः भवन्तः / भवत्यः स्वयमेव कर्तुं शक्नुवन्ति । यथा- निरीक्षते केलिवनं प्रविश्य क्रमेलकाः कण्टकजालम् एव॥</p> <p>मुख्यक्रिया -निरीक्षते  ल्यप्-कर्म -केलिवनम्  ल्यबन्तम् -प्रविश्य  कर्ता-क्रमेलकः  कर्म-कण्टकजालम्  अव्ययम् -एव</p> <p>ध्यातव्यम् -अन्वये वाक्यसंयोजनस्य कश्चित् दृढः नियमः न भवति। पदविन्यासः कदाचित् पूर्वं कदाचिच्च पश्चाद् विधीयते यथा - ल्यबन्तक्रिया स्वकर्मणा सह वाक्यस्यारम्भे भवितुं शक्यते कदाचित् कर्तृपदानन्तरमपि, अत्र महत्वपूर्णं तत्त्वं पदानां प्रकृतिः तेषां मिथः सम्बन्धानाम् अभिज्ञानं वर्तते।</p> <p><b>(iv) अर्थबोधः/सौंदर्यबोधः</b>  एष एव काव्यसाहित्ययोः हैयङ्गवीनं विद्यते, यत्र कवेः संदेशः निहितो भवति। एतदेव काव्यपाठस्य तत्सोपानं यत्र पाठकः अध्येता वा आनन्दस्यानुभूतिं करोति। उपर्युक्तचरणेषु अध्येता आदौ शाब्दिकार्थम् / अभिधार्थम् अवबुध्य ततः ततोऽप्यधिकं कवेः आशयम् अवगच्छति यो हि प्रायः शाब्दिकार्थतोऽप्यग्रे भवति, यथा पूर्वोक्ते श्लोके-</p> <p><b>कर्णामृतं सूक्तिरसं ----- कण्टकजालमेव॥</b></p> <p>अस्मिन् पद्ये कवेः आशयो वर्तते यत् अस्माभिः शोभनेषूद्यानेषु गत्वा उष्ट्रः इव कण्टकानाम् अन्वेषणम् नैव करणीयम् अपितु तस्य मनोहारिपरिवेशस्य प्रशंसा करणीया। तात्पर्यमिदं वर्तते यद् अस्माभिः सर्वत्र साधुता एव अन्वेषणीया न तु दुर्जनवत् दोषान्वेषणं करणीयम्। आशयोऽयं शब्दैः साक्षान्नैव अवाप्यते। अतः एषः व्यंग्यार्थः कथ्यते यो हि अभिधार्थमाश्रित्य ततोऽप्यधिको भवति, किन्तु यावत् अभिधार्थः स्पष्टः न भवति अर्थात् शब्दज्ञान-व्याकरणज्ञानेनावगतः अर्थः स्पष्टो न भवति तावत् व्यंग्यार्थस्यावबोधः न सम्भाव्यते। अभिधार्थात् व्यंग्यार्थं प्रति गमनेन काव्यगतसौंदर्यस्य अनुभूतिः जायते।</p>
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## संस्कृतम् (कक्षाद्वादश)

अधिगम-प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> <li>● विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति।</li> <li>● विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति।</li> </ul>	<ul style="list-style-type: none"> <li>● एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इन्टरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते।</li> <li>● यूट्यूबमध्ये * एनसीईआरटीऑफि इति *शियल चैनलमध्येसंस्कृतविषयमधिकृत्यचर्चाःव्याख्यानानि चउपलभ्यन्ते येषाम् उपयोगःकर्तुम् शक्यते।</li> </ul>	<p><b>सप्ताहः प्रथमः</b></p> <p><b>श्रवणसम्भाषणकौशले</b></p> <ol style="list-style-type: none"> <li>1. शिक्षणक्रमे शिक्षकः/शिक्षिका सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्ये- मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रीयभाषायाः अपि प्रयोगः करणीयः।</li> <li>2. शिक्षकः/शिक्षिका प्रतिदिनम् छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् संस्कृतभाषया पृच्छेत्।</li> </ol> <p>उत्तराणि द्द्युः वार्तालापम् च संस्कृतभाषया कुर्युः।</p> <ol style="list-style-type: none"> <li>3. इण्टरनेटमध्ये उपलब्धानि संस्कृतगीतानाम् श्रवणम् भवेत्।</li> </ol>
<ul style="list-style-type: none"> <li>● अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानाम् उत्तरप्रदाने सक्षमः अस्ति।</li> <li>● सरल-संस्कृत-भाषया -औपचारिक -अनौपचारिक पत्रलेखनार्हः भवति।</li> </ul>	<ul style="list-style-type: none"> <li>● अपठितगद्यस्य उदाहरणार्थम् गोवानगरस्य म्हाबलभट्टस्य सोशलमिडियातः कथाद्वयम् उदाहृतम्। तस्य कृते कृतज्ञताम् निवेदयामः।</li> </ul>	<p><b>सप्ताहः द्वितीयः</b></p> <p><b>(प्रथमसप्ताहगतिविधिभिः सह)</b></p> <p><b>पठनलेखनकौशले</b></p> <ol style="list-style-type: none"> <li>1. पाठ्यपुस्तकेतरसाहित्येभ्यः स्तरानुकूलं कथाः - निबन्धान् च संगृह्य सप्ताहे एकवारं पठितुं छात्रान् प्रश्नान् पृच्छेत्-निर्दिशेत्। तदाधारित, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।</li> </ol> <p>यथा -*चेक् मेट्*</p>

- अनुच्छेदलेखनं-,  
संवादलेखनं -  
-चित्राधारित  
वर्णनञ्च करोति।

भोजराजस्य अक्षरलक्षयोजना तस्य मुख्यमन्त्रिणः  
निद्रामपहरत् । कोशः शीघ्रमेव रिक्तः भविष्यतीति सः  
चिन्तामग्नः सञ्जातः ।

कथमपि धनदानं न्यूनीकरणीयमिति धिया तेन कश्चन  
उपायः कृतः । भोजस्थाने एकपाठिनः, द्विपाठिनः,  
त्रिपाठिनश्च आसन् । यदा कश्चन कविः नूतनकवितां  
प्रस्तौति, तदा एकपाठी तां पुनरुच्चार्य ज्ञातपूर्वेयं  
कवितेति प्रतिपादयति स्म । द्विपाठिनः, त्रिपाठिनश्च  
क्रमशः अनुपठनं विधाय तत् पद्यं प्राचीनमिति  
प्रतिपादयन्ति स्म । अनेन पुरस्कारस्वीकर्तृणां संख्यायां  
हासः दृष्टः ।

कविकुलगुरवे नारोचत मन्त्रिणः चिन्तनम् । अतः सः  
कञ्चन कविम् आहूय पद्यमेकं विरच्य प्रादात् ।

\*स्वस्ति श्रीभोजराज ! त्वमखिलभुवने धार्मिकः  
सत्यवक्ता\*

\*पित्रा ते सङ्गृहीता नवनवतिमिता रत्नकोट्यो  
मदीयः।\*

\*तांस्त्वं देहीति राजन्! सकलबुधजनैर्ज्ञायते सत्यमेतत्\*

\*नो वा जानन्ति यत्तन्मम कृतिमपि नो देहि लक्षं ततो  
मे॥\*

'हे राजन् ! भवतः पित्रा नवनवतिकोटिरत्नानि मत्तः  
ऋणरूपेण स्वीकृतान्यासन्। एषः विषयः भवतः  
आस्थानपण्डितैरपि ज्ञायते । अतः तद्धनं मह्यं ददातु  
अथवा यदि अयं विषयः अज्ञातश्चेत् मम पद्यस्य  
प्रत्यक्षरं लक्षसुवर्णनाकानि यच्छतु' इति पद्यस्य  
आशयः ।

सम्प्रति, यदि कवितेयं ज्ञातपूर्वेति पण्डिताः वदन्ति,  
तर्हि भोजस्य ऋणभारः समर्थितः भवति । यदि कविता  
प्रत्यग्रेति अङ्गीक्रियते राज्ञा ८४ लक्षसुवर्णनाकानि  
दातव्यानि भवन्ति ।

अनन्यगतिकतया पद्यं अर्वाचीनमिति अङ्गीकृत्य ८४

		<p>लक्षसुवर्णनाणकानि प्रदाय कविवरं प्रेषयामास ।</p> <p>2. औपचारिक-अनौपचारिकपत्राणां प्रारूपं पदाय - चर्चा च विधाय छात्रैः पूर्णं पत्रं लेखयेत्-विषयगत, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्।</p> <p>यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, ग्रंथालयस्य निर्माणार्थम् जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्)</p> <p>मित्रस्य कृते पत्रम्। पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि। (अनौपचारिकपत्रम्)</p> <p>3. शिक्षकः/शिक्षिका कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा – कोरोनाप्रतीकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <p>(i) कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा छात्रशिक्षकयोः वार्तालापः -, मित्रसंवादः इत्यादयः।-</p> <p>(ii) संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्।</p> <p>(iii) कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।</p>
<p>● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां सारांशं वक्तुं लेखितुं च समर्थः अस्ति।</p>		<p><b>सप्ताहः तृतीयः</b>  <b>(प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्)</b>  <b>पठनलेखनश्रवणसम्भाषणकौशलानि</b></p> <p>1. कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना</p>

<ul style="list-style-type: none"> <li>● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> </ul>		<p>पाठनीयाः।</p> <ol style="list-style-type: none"> <li>2. शिक्षकेण आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।</li> <li>3. पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा भवान् अस्यां – परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायकेन नायिकया वा यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा?</li> </ol> <p>यथा -पाठस्य नाम –दौवारिकस्य निष्ठा प्रश्नः-(क)संन्यासी कठोरभाषणैः केन तिरस्कृतः उत्तरम् –दौवारिकेण (ख)छद्मसंन्यासीवेषे कः आसीत्? उत्तरम् –गौरसिंहः</p>
<ul style="list-style-type: none"> <li>● संस्कृतश्लोकान् उचित-छन्दोनुगुणम्-बलाघातपूर्वकम् उच्चारयति।</li> <li>● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति।</li> <li>● श्लोकान्वयं कर्तुं समर्थः अस्ति।</li> <li>● तेषां भावार्थं प्रकटयति।</li> <li>● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।</li> <li>● पद्येषु</li> </ul>		<p><b>सप्ताहः चतुर्थः</b> (पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्) <b>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</b></p> <ol style="list-style-type: none"> <li>1. श्लोकपठनार्थम् अवगमनार्थञ्च यथेष्टमभ्यासस्य आवश्यकता भवति। यद्यपि कश्चिदेकः सरलोपायः सर्वेषां श्लोकानाम् अवगमनाय पर्याप्तं न भवति। तथापि अत्र श्लोकानाम् एका क्रमयुता पद्धतिः प्रदर्श्यते यया श्लोकानामवबोधः सारल्येन सम्भवेत्। यद्यपि एषा पद्धतिः समयसापेक्षा वर्तते तथापि अनया पद्धत्या भाषायाम् नैपुण्यं वर्धते।</li> <li>2. संस्कृतश्लोकाध्ययनाय चत्वारि सोपानानि भवेयुः-       <ol style="list-style-type: none"> <li>(i) शुद्धोच्चारणपूर्वकं सस्वरं गायनम्।</li> <li>(ii) पदच्छेदः</li> <li>(iii) अन्वयः/वाक्यसंयोजनम्</li> <li>(iv) अर्थबोधः/सौंदर्यबोधश्च</li> </ol> </li> </ol>

<p>विद्यमानरसानां भावानाञ्च अनुभूत्या सहैव पदलालित्यस्य बोधं करोति।</p> <ul style="list-style-type: none"> <li>● श्लोकेषु विद्यमानपदानां विश्लेषणं कृत्वा व्याकरणस्य सामान्य-विशेष- -नियमान् सन्धि- -विभक्ति-कारक प्रत्ययादीः ज्ञास्यति।</li> <li>● सार्थकपदानि पृथक्कृत्य स्पष्टार्थस्य बोधं कर्तुं शक्यति।</li> <li>● संस्कृतसूक्तीनां प्रयोगं कृत्वा संक्षेपेण महत्त्वपूर्णभावान् लिखित- मौखिकरूपेण व्यक्तीकरिष्यति।</li> <li>● श्लोकानां सतताभ्यासेन श्लोकरचनायामपि प्रवृत्तः भविष्यति।</li> <li>● पद्येषु विद्यमानकाव्यगत - -रस-भाव -अलङ्कार व्यंग्यार्थादीनाम् अवबोधं करिष्यति।</li> </ul>		<p><b>(i) उच्चारणं गायनञ्च</b> संस्कृतभाषायाम् उच्चारणे गायने च तादात्म्यभावो दृश्यते, यतोहि संस्कृतश्लोकाः छन्दोभिः सुबद्धाः भवन्ति। छन्दस्सु वर्णानां मात्राणाञ्च योजना शास्त्रीत्या क्रियते। तेषां यथानुगुणम् उच्चारणेन गीतस्य ताल-लयौ आयासं विनैव लभ्येते। साधूच्चारणं गायनं वा श्लोकस्य सामान्यभावं प्रस्तौति यद्धि पद्यस्य विशेषार्थावगमने साहाय्यं करोति।</p> <p><b>(ii) पदच्छेदः</b> यदा गायनं भवेत् तदा छन्द-यति-अनुस्वार-सन्धि- समासादीन् अपृथक्कृत्वैव गायनं कुर्यात् किन्तु विशेषार्थावगमनार्थं प्रत्येकं पदस्य सन्धि-समास- विग्रहादीन् ज्ञात्वा प्रत्येकं पदस्य विभक्तिं स्पष्टरूपेण अवगन्तव्यम् यद्धि अन्वयं कृत्वा वाक्यार्थावगमनाय आवश्यकं भवति।</p> <p><b>(iii) अन्वयः/वाक्यसंयोजनम्</b> संस्कृतभाषायाः एनां विशेषतां प्रायः सर्वे जानन्ति। अत्र पदानां स्थानपरिवर्तनेनापि इष्टार्थस्य परिवर्तनं नैव भवति। अर्थात् संस्कृतवाक्येषु पदविन्यासः सुतरां सुनम्यः भवति, विशेषेण श्लोकेषु पदानामुपस्थितिः छन्दोऽनुगुणमेव भवति न तु येन केन प्रकारेण।</p> <p>श्लोकानाम् अन्वय एव श्लोकार्थं प्रति नयति। अनेनैव अध्येतुः भाषाबोधस्य परीक्षापि जायते। अत्र शब्दज्ञानस्य विभक्तिज्ञानस्य व्याकरणज्ञानस्य च पूर्णप्रयोगः भवति। अन्वयानां स्तरद्वयं भवति प्रथमः अन्वयक्रमः अपरस्तु वाक्यसंयोजनम् आदौ वाक्यसंयोजनं जानीमः। अत्र श्लोकवाक्यैः गद्यवाक्यानां निर्मितिः क्रियते। संस्कृतभाषायाः वाक्यविन्यासः सामान्यतया इत्थं भवति-</p> <p>(क) सविशेषणं कर्ता + (ख) सविशेषणं कर्म + (ग) सविशेषणमन्यकारकाणि +</p>
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<ul style="list-style-type: none"> <li>● सभ्यतायाःसंस्कृतेः व्यावहारिक-नैतिक-मूल्यानां च बोधम् करिष्यति।</li> <li>● अनुष्टुप्, उपजाति, शिखरिणीत्यादि-विविधछन्दसां - नियमान् स्वरां च अवगमिष्यति ।</li> <li>● साहित्यिकशब्दानां ज्ञानं तथा च प्रयोगकौशलमपि प्राप्स्यति।</li> </ul>		<p>(घ) क्रियाविशेषणसहिताः क्रियाः यदि वाक्येषु क्त्वान्तम्, ल्यबन्तम्, तुमुनन्तं वा क्रियाः सन्ति तर्हि तासां विन्यासः तत्कर्मसहितं वाक्यस्य कर्तुः अनन्तरं भवितुं शक्यते।</p> <p>उपर्युक्तक्रमे पदविन्यासार्थम् आदौ अन्वयप्रक्रियायाः बोधः आवश्यकः। अन्वयप्रक्रियायाः बौद्धिकक्रमः इत्थं भवितुं शक्यते-</p> <p>(क) क्यस्थमुख्यक्-रियापदानाम् अभिज्ञानम् (ख) क्रियापदानुसारं कर्तृ-कर्मणोः अभिज्ञानम् (ग) कर्तृकर्मणोः समानविभक्तिकविशेषणानाम् - अभिज्ञानम् (घ) अन्यकारकाणां तद्विशेषणसहितम् अभिज्ञानम् (ङ) क्त्वान्त-ल्यबन्त-तुमुनन्तक्रियाणां तत्सम्बन्धिकारकैः सह अभिज्ञानम्</p> <p>सर्वेषु श्लोकेषु उपर्युक्तानि सर्वाणि चरणानि आवश्यकानि न सन्ति, एषा केवलमेका व्यापिका पद्धतिः वर्तते। पदच्छेदानन्तरं उपर्युक्तक्रमे यानि चरणानि प्रासंगिकानि सन्ति तेषाम् अनुसंधानं करणीयम्। एतदतिरिक्तमपि श्लोकेषु कानिचन अव्ययपदान्यपि प्राप्यन्ते, येषाम् अन्यपदैः सह सम्बन्धानुसारमेव विन्यासः स्यात्।</p> <p><b>उदाहरणार्थम् अत्र</b> द्वादश्याः कक्षायाः संस्कृतपाठ्यपुस्तकं भास्वतीद्वितीयभागस्य षष्ठपाठः 'सूक्तिसौरभम्' इत्यतः कानिचन सुभाषितानि स्वीकृत्य तेषाम् अन्वयप्रक्रिया वाक्यसंयोजनञ्च अधः प्रदर्श्यते -</p> <p><b>श्लोकः</b> न दुर्जनः सज्जनतामुपैति, शठः सहस्रैरपि शिक्ष्यमाणः। चिरं निमग्नोऽपि सुधासमुद्रे, न मन्दरो मार्दवमभ्युपैति।।</p> <p><b>पदच्छेदः</b> न दुर्जनः सज्जनताम् उप एति, शठः सहस्रैः अपि</p>
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		<p>शिक्ष्यमाणः। चिरं निमग्नः अपि सुधा-समुद्रे, न मन्दरः मार्दवम् अभि+उप+एति॥</p> <p><b>अन्वयः</b> क्रियापदम् -न उपैति कर्तृपदम् -दुर्जनः विशेषणम् (क) शठः (ख) सहस्रैः शिक्ष्यमाणः अपि</p> <p>कर्मपदम् -सज्जनताम् वाक्यसंयोजनम्- (क) सविशेषणं कर्तासहस्रैः शिक्ष्यमाणः अपि शठः - दुर्जनः (ख) कर्मपदम् -सज्जनताम् (ग) क्रियापदम् -न उपैति अर्थात् -सहस्रैः शिक्ष्यमाणः अपि शठः दुर्जनः सज्जनताम् न उपैति</p> <p>एतादृशस्य सम्यगवबोधनम् अध्यापकैः छात्राः प्रादेशिकभाषास्वपि शिक्षणीयाः।</p> <p><b>भावार्थः</b> -कश्चिद् शठतां सम्प्राप्तः महान् दुर्जनः भवति चेत् बहुधा शिक्ष्यमाणोऽपि सः सज्जनतां न प्राप्नोति।</p> <p>अत्र श्लोके क्रियापदद्वयं वर्तते, अतः द्वे वाक्ये भवतः। अत्र एकस्य वाक्यस्य अन्वयः प्रोक्तः। एवमेव अपरस्यापि वाक्यस्य अन्वयः भवता/भवत्या स्वयमेव कृत्वा सम्पूर्णस्य श्लोकस्यार्थः करणीयः-</p> <p><b>श्लोकः</b> कर्णामृतं सूक्तिरसं विमुच्य, दोषेषु यत्नः सुमहान् खलानाम्। निरीक्षते केलिवनं प्रविश्य, क्रमेलकः कण्टकजालमेव॥</p> <p><b>पदच्छेदः</b> कर्ण-अमृतं सूक्ति-रसं विमुच्य,</p>
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		<p>दोषेषु यत्नः सुमहान् खलानाम्। निरीक्षते केलिवनं प्रविश्य, क्रमेलकः कण्टकजालम् एव॥</p> <p><b>अन्वयः</b> क्रियापदम् - भवति / अस्ति (अत्र मुख्यक्रियापदम् आक्षिप्यते) कर्तृपदम् - यत्नः विशेषणम् - सुमहान् अन्यकारकम् - दोषेषु क्त्वा / ल्यप् - विमुच्य कर्म - सूक्तिरसम् विशेषणम् - कर्णामृतम्</p> <p><b>वाक्यसंयोजनम्</b> (क) सविशेषणं कर्ता- खलानाम् सुमहान् यत्नः (ख) ल्यबन्तक्रिया (कर्मसहिता) कर्णामृतं सूक्तिरसं विमुच्य (ग) अन्यकारकम् दोषेषु - (घ) क्रियापदम् भवति - अर्थात् - खलानाम् सुमहान् यत्नः कर्णामृतं सूक्तिरसं विमुच्य दोषेषु भवति। एतादृशस्य पदार्थस्य सम्यगवबोधनार्थम् प्रादेशिकभाषास्वपि छात्राः शिक्षणीयाः।</p> <p><b>भावार्थः</b> ये स्वभावतः सहजरूपेण दुष्टाः भवन्ति तेषां महान् प्रयत्नः कर्णयोः कृते सुधातुल्यं सुभाषितरसं परित्यज्य दोषावलोकनमेव भवति।</p> <p>एवमेव अस्य सुभाषितस्य अवशिष्टवाक्यानाम् अन्वयः भवन्तः / भवत्यः स्वयमेव कर्तुं शक्नुवन्ति । यथा- निरीक्षते केलिवनं प्रविश्य क्रमेलकाः कण्टकजालम् एव॥ मुख्यक्रिया - निरीक्षते ल्यप्-कर्म - केलिवनम् ल्यबन्तम् - प्रविश्य</p>
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		<p>कर्ता -क्रमेलकः  कर्म -कण्टकजालम्  अव्ययम् -एव  ध्यातव्यम् -अन्वये वाक्यसंयोजनस्य कश्चित् दृढः  नियमः न भवति। पदविन्यासः कदाचित् पूर्वं  कदाचिच्च पश्चाद् विधीयते यथा -ल्यबन्तक्रिया  स्वकर्मणा सह वाक्यस्यारम्भे भवितुं शक्यते कदाचित्  कर्तृपदानन्तरमपि, अत्र महत्वपूर्णं तत्त्वं पदानां प्रकृतिः  तेषां मिथः सम्बन्धानाम् अभिज्ञानं वर्तते।</p> <p><b>(iv) अर्थबोधः/सौंदर्यबोधः</b>  एष एव काव्यसाहित्ययोः हैयङ्गवीनं विद्यते, यत्र कवेः  संदेशः निहितो भवति। एतदेव काव्यपाठस्य तत्सोपानं  यत्र पाठकः अध्येता वा आनन्दस्यानुभूतिं करोति।  उपर्युक्तचरणेषु अध्येता आदौ शाब्दिकार्थम् /  अभिधार्थम् अवबुध्य ततः ततोऽप्यधिकं कवेः  आशयम् अवगच्छति यो हि प्रायः शाब्दिकार्थतोऽप्यग्रे  भवति, यथा पूर्वोक्ते श्लोके-</p> <p><b>कर्णामृतं सूक्तिरसं -----  कण्टकजालमेव।।</b></p> <p>अस्मिन् पद्ये कवेः आशयो वर्तते यत् अस्माभिः  शोभनेषूद्यानेषु गत्वा उष्ट्रः इव कण्टकानाम् अन्वेषणम्  नैव करणीयम् अपितु तस्य मनोहारिपरिवेशस्य प्रशंसा  करणीया। तात्पर्यमिदं वर्तते यद् अस्माभिः सर्वत्र  साधुता एव अन्वेषणीया न तु दुर्जनवत् दोषान्वेषणं  करणीयम्। आशयोऽयं शब्दैः साक्षान्नैव अवाप्यते।  अतः एषः व्यंग्यार्थः कथ्यते यो हि अभिधार्थमाश्रित्य  ततोऽप्यधिको भवति, किन्तु यावत् अभिधार्थः स्पष्टः  न भवति अर्थात् शब्दज्ञान-व्याकरणज्ञानेनावगतः अर्थः  स्पष्टो न भवति तावत् व्यंग्यार्थस्यावबोधः न  सम्भाव्यते। अभिधार्थात् व्यंग्यार्थं प्रति गमनेन  काव्यगतसौंदर्यस्य अनुभूतिः जायते।</p>
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## URDU (CLASS XI)

بفتہوار سرگرمیاں (Week-wise Activities)	ماخذ (Source)	متوقع آموز شہیماحصل (Expected Learning Outcomes)
<p><b>بفتہ - 1</b> <b>موضوع - افسانہ پڑھنا اور گفتگو کرنا</b></p> <p>1- آپ پچھلی جماعتوں میں بہت سے افسانے اور کہانی پڑھ چکے ہیں۔ بہت سے افسانے آپ کی پچھلی جماعتوں کی درسی کتابوں میں بھی شامل ہیں۔ کسی ایک افسانے کا انتخاب کیجیے اور بتائیے کہ وہ افسانہ یا کہانی آپ کو کیوں پسند ہے؟</p> <p>2- دیے گئے لنک کی مدد سے ویڈیو کو دیکھئے</p> <p>(i) <a href="https://www.youtube.com/watch?v=QQAZSZJXL8s&amp;list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGc2gn&amp;index=8&amp;t=0s">https://www.youtube.com/watch?v=QQAZSZJXL8s&amp;list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGc2gn&amp;index=8&amp;t=0s</a></p> <p>(ii) <a href="https://www.youtube.com/watch?v=Nw85dmxuWxc&amp;list=PLUGLcpnv1Yiede7Z1tbStw5RKMyv_wszY&amp;index=6">https://www.youtube.com/watch?v=Nw85dmxuWxc&amp;list=PLUGLcpnv1Yiede7Z1tbStw5RKMyv_wszY&amp;index=6</a></p> <p>اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجیے۔</p> <ul style="list-style-type: none"> <li>- کہانی کا موضوع</li> <li>- مختلف کردار</li> <li>- مرکز کردار</li> <li>- وحدت تاثر</li> <li>- نقطہ عروج</li> <li>- زبان و بیان وغیرہ۔</li> </ul> <p><b>بفتہ - 2</b> <b>موضوع - افسانہ پڑھنا اور لکھنا</b></p> <p>سبق میں شامل عصمت چغتائی کا افسانہ 'چوتھی' کا جوڑا کو دیے گئے لنک کی مدد سے پڑھیے:</p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?kuga1=5-33">http://ncert.nic.in/textbook/textbook.htm?kuga1=5-33</a></p> <p>اس افسانے کو پڑھنے کے بعد ان نکات پر غور کیجیے:</p> <ul style="list-style-type: none"> <li>- اس میں آغاز، وسط اور انجام کس نوعیت کے ہیں؟</li> <li>- پلاٹ کیسا ہے؟</li> <li>- کردار کیسے ہیں؟</li> <li>- زبان کیسی ہے؟</li> </ul> <p>2- آپ جانتے ہیں کہ ہر کہانی میں آغاز، وسط اور انجام ہوتا ہے۔ آپ ایک خاکہ تیار کیجیے کہ کہانی میں کون کون سے واقعات بیان کرنے ہیں اور ان کی ترتیب کیا ہوگی۔ خیال رکھیے کہ افسانے میں اختصار سے کام لینا ضروری ہے ورنہ پڑھنے اور سننے والے کی دلچسپی نہیں رہے گی۔ دوسری اہم بات افسانے میں تمام اجزا کا ایک دوسرے کے ساتھ مربوط ہونا ضروری ہے۔</p> <p>3- اپنی کہانی کو اپنے گھر کے افراد کو سنائیے اور ان کے مشورونکی روشنی میں مناسب تبدیلیاں کیجیے۔ آپ ای میل کے ذریعے اپنے افسانے یا کہانی کو</p>	<p>این سی ای آر ٹی/ ریاست کی درسی کتب</p>	<p>1- مختلف شعری و نثری اصناف کا مطالعہ کرتے ہیں اور آزادانہ طور پر خود افسانہ یا غزل/نظم لکھنے کی کوشش کرتے ہیں۔</p> <p>2- افسانوی نثر کی خصوصیات بیان کرتے ہیں۔ اپنے تجربات کو موثر انداز میں لکھتے ہیں۔</p> <p>3- گفتگو اور تحریر میں اپنی تخلیقی صلاحیت کا استعمال کرتے ہیں۔</p> <p>4- شعری اصناف جیسے غزل، نظم، مثنوی، مرثیہ قصیدہ، گیت، قطعہ وغیرہ کے مختلف اجزا کی وضاحت کرتے ہیں۔</p> <p>5- عبارت اور شعر میں حسن پیدا کرنے والے عناصر کی نشاندہی کرتے ہیں جیسے محاورے، ضرب الامثال، تشبیہ، استعارہ، مختلف صنعتیں وغیرہ۔</p>

اساتذہ کو بھی روانہ کرسکتے ہیں اور ان سے رہنمائی حاصل کرسکتے ہیں۔

### ہفتہ - 3

#### موضوع - غزل پڑھنا اور لکھنا

- 1- اپنی پسند کی کسی ایک غزل کے سب سے اچھے شعر کو خوش خط لکھیے اور اپنے گھر کے افراد کو یہ بتائیے کہ آپ کو یہ شعر کیوں پسند ہے۔
- 2- اب جس شعر کو آپ نے پسند کیا ہے اس کی پوری غزل کو پڑھیے۔ مشق کے طور پر آپ اس غزل کو تنہائی میں بہ آواز بلند پڑھیے۔ ممکن ہو تو ترنم کے ساتھ گائیے۔
- 3- غزل کے ہر شعر کا مفہوم اپنے گھر کے افراد کو اپنی زبان میں بتائیے۔ اس گفتگو کو جاری رکھتے ہوئے ان سے بھی اشعار کے الگ الگ مفہوم بتانے کے لیے کہیے۔
- 4- ان کے الگ الگ مفہوم کے بارے میں ان سے گفتگو کیجیے ساتھ ہی اشعار کے معنوی اور فنی پہلوؤں پر بات چیت کیجیے۔
- 5- نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:

<https://www.youtube.com/watch?v=ki8uwoweGJQ>

### ہفتہ - 4

#### موضوع - غزل پڑھنا اور لکھنا

- 1- اپنی پسندیدہ غزل کو پڑھیے۔ یہ آپ کی درسی کتب میں بھی شامل ہو سکتی ہیں یا کسی رسالے یا اخبار میں۔ اپنے گھر کے افراد کو بتائیے کہ یہ غزل آپ کو کیوں پسند ہے۔
- 2- اس غزل کو کئی مرتبہ دہرائیں۔ انٹر نیٹ پر اس غزل کی آڈیو یا ویڈیو ریکارڈنگ دستیاب ہوگی۔ اسے تلاش کیجیے اور سنیے یا دیکھیے۔
- 3- آپ کو اس کی بحر اور وزن کا اندازہ ہو گیا ہوگا۔ غزل کے قافیہ، ردیف، مطلع، مقطع سے بھی واقف ہو گئے ہوں گے۔
- 4- اب آپ اسی نوعیت کے کچھ الگ الگ مصرعے لکھنے کی کوشش کیجیے۔ یہ مت سوچیے کہ یہ مصرعے کتنے بے معنی یا بے وزن ہیں۔ بس یہ خیال رکھیے کہ مصرعے یا معنی ہیں اور ایک دوسرے کے بغیر ادھورے بھی ہیں۔ اس طرح کم سے کم دس مصرعے لکھیے۔
- 5- ان مصرعوں پر دوبارہ غور کیجیے۔ اب دیکھیے کہ یہ پانچ اشعار قافیہ اور ردیف کے لحاظ سے مناسب ہیں اور ان میں ایک تعلق بھی ہے۔ اس طرح آپ کی غزل پوری ہو گئی۔ اپنی اس غزل کو اپنے گھر کے افراد کو سنائیے یا فون پر اپنی استانی / اپنے استاد کو سنائیے اور ان سے مشورہ کیجیے۔ دیے گئے لنک کی مدد سے درسی کتاب میں شامل غزلوں کو پڑھیے:

<http://ncert.nic.in/textbook/textbook.htm?kuga1=12-33>

## URDU (CLASS XII)

ہفتہ وار سرگرمیاں (Week-wise Activities)	ماخذ (Source)	متوقع آموز شہیما حاصل (Expected Learning Outcomes)
<p><b>ہفتہ - 1</b> <b>موضوع خاکہ پڑھنا اور لکھنا</b> 1- دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے <a href="https://www.youtube.com/watch?v=Tl1bS-uocwBY">https://www.youtube.com/watch?v=Tl1bS-uocwBY</a> اپنے گھر کے افراد یا استاد کے ساتھ خاکہ کے بارے میں گفتگو کیجیے اور یہ معلوم کیجیے کہ سوانح اور خاکہ کے درمیان کیا فرق ہے۔ 2- آپ پچھلی جماعتوں میں بہت سے خاکے پڑھ چکے ہیں۔ کسی ایک خاکے کا انتخاب کیجیے اور بتائیے کہ وہ خاکہ آپ کو کیوں پسند ہے؟ 3- آپ نیچے دیے گئے لنک کی مدد سے بھی خاکے کو پڑھ سکتے ہیں: <a href="http://ncert.nic.in/textbook/textbook.htm?luga1=10-11">http://ncert.nic.in/textbook/textbook.htm?luga1=10-11</a> 4- اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجیے۔ - جس شخص کا خاکہ لکھا گیا ہے اس کی زندگی، سیرت و صورت، عادات و اطوار اور کارنامے زبان و بیان وغیرہ۔</p> <p><b>ہفتہ - 2</b> <b>موضوع - خاکہ لکھنا</b> 1- اپنے بہترین دوست کا حلیہ لکھیے یعنی اس کا قد، ناک، نقشہ، رنگ، چال ڈھال وغیرہ۔ 2- اس کی بات چیت کا انداز بیان اور کی کوئی مخصوص یا دلچسپ عادت کا بیان کیجیے اور اس کے بعد اس کی سیرت و شخصیت کے بارے میں بتائیے۔ 3- آپ نے جو خاکہ لکھا ہے اسے فون پر اپنے دوستوں کو سنائیے۔ وہ جو مشورہ دیں اس کے مطابق خاکے میں ردوبدل کیجیے اور پھر اسے اپنے گھر کے افراد یا اپنے استاد کو سنائیے۔ 4- انٹرنیٹ پر دستیاب مولوی عبدالحق کے خاکوں کی کتاب 'چند ہم عصر' اور 'سعادت حسن منٹو کے خاکوں کا مجموعہ' گنجے فرشتے 'تلاش کیجیے اور پڑھیے۔</p> <p><b>ہفتہ - 3</b> <b>موضوع - نظم کو پڑھنا</b> 1- اپنی پسند کی نظم کا انتخاب کیجیے خواہ وہ آپ کی درسی کتب میں ہی کیوں نہ شامل ہو۔ 2- اپنی منتخب کی ہوئی نظم میں ادبی اظہار کے ان نکات پر غور کیجیے: - موضوع - خیال/تجربہ کی تحریک اور پیشکش - فنی محاسن جیسے صنائع و بدائع وغیرہ - منظر نگاری/جزئیات نگاری - صوتی آہنگ - زبان و بیان - آپ کے محسوسات 3- دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے اور ان کے بارے میں گفتگو کیجیے:</p>		<p>1- مختلف شعری و نثری اصناف کا مطالعہ کرتے ہیں اور آزادانہ طور پر خود افسانہ یا غزل/نظم لکھنے کی کوشش کرتے ہیں۔ 2- غیر افسانوی نثر کی خصوصیات بیان کرتے ہیں۔ اپنے تجربات کو موثر انداز میں لکھتے ہیں۔ 3- گفتگو اور تحریر میں اپنی تخلیقی صلاحیت کا استعمال کرتے ہیں۔ 4- شعری اصناف جیسے غزل، نظم، مثنوی، مرثیہ قصیدہ، گیت، قطعہ وغیرہ کے مختلف اجزا کی وضاحت کرتے ہیں۔ 5- عبارت اور شعر میں حسن پیدا کرنے والے عناصر کی نشاندہی کرتے ہیں۔</p>

(i) [https://www.youtube.com/watch?v=cHbqCG2-R2Q&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv\\_wszY&index=14](https://www.youtube.com/watch?v=cHbqCG2-R2Q&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv_wszY&index=14)  
(ii) [https://www.youtube.com/watch?v=Hx4KhFlzBfI&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv\\_wszY&index=13](https://www.youtube.com/watch?v=Hx4KhFlzBfI&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv_wszY&index=13)

#### ہفتہ - 4

##### موضوع - سبق میں شامل نظم کا مطالعہ

1. سبق میں شامل فیض احمد فیض کی نظم تنہائی کو پڑھیے:

<http://ncert.nic.in/textbook/textbook.htm?kuga1=21-33>

2. اپنے گھر کے افراد/اساتذہ سے گفتگو کیجیے کہ اس نظم میں خیال کا ارتقا کس طرح ہو رہا ہے؟

3. نظم کے ان فقروں کو پڑھیے ان سے آپ کو اپنی بات کی وضاحت میں مدد ملے گی -

- پھر کوئی آیا
  - کہیں اور چلا جائے گا
  - ڈھل چکی
  - بکھرنے لگا
  - لڑکھڑانے لگے
  - دھندلا دیے
  - گل کرو
  - بڑھادو
  - مقفل کرلو
  - کوئی نہیں آئے گا.
4. دیے گئے لنک کی مدد سے ویڈیو دیکھیے اور گفتگو کیجیے:

[https://www.youtube.com/watch?v=cHbqCG2-R2Q&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv\\_wszY&index=14](https://www.youtube.com/watch?v=cHbqCG2-R2Q&list=PLUgLcPnv1Yiede7Z1tbStw5RKMyv_wszY&index=14) (i)

<https://www.youtube.com/watch?v=7eOsAE-9X74> (ii)

## SOCIAL SCIENCES

### History (Class XI)

Learning Outcomes	Sources/Resources	Suggested Activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>— identifies different crops during this period in West Asia, East and South Asia.</li> <li>— interprets Sources.</li> </ul>	<p><b>NCERT/STATE TEXTBOOKS</b></p> <p><b>Textbook:</b> Textbook in History for Class XI: <i>Themes in World History</i></p> <p><b>Chapter-1-</b> Early Societies: From the Beginning of Time Writing and City Life.</p> <p><b>Sources that can be consulted</b> Resources available in QR-Code given in the NCERT textbook e-materials</p> <p>Dictionary in History</p> <p>Books of other states, neighbouring countries by downloading the same from the net.</p>	<p><b>WEEK-1</b></p> <p>Preparing timeline taking help of chronology of events as well as pictures. You may also sketch some of the pictures. You may also prepare a comparative timeline. This will help you to relate the story of early humans in Asia, Africa and Asia.</p> <p>Prepare a chart on the following:</p> <ul style="list-style-type: none"> <li>• Tools used by early humans</li> <li>• Settlement patterns</li> <li>• Crops</li> </ul> <p>Animals that were known to early humans</p> <p>Write an essay on the story of writing and share it with your colleagues.</p>
<ul style="list-style-type: none"> <li>— explains the establishment of Empires in Mesopotamia and the various attempts at empire building process across the region.</li> <li>— describes the processes of making of an empire.</li> <li>— interprets and analyses different sources.</li> <li>—discusses the technological changes taking place during this period.</li> </ul>	<p><b>Chapter-2</b> Empires: An Empire Across Three Continents: The Central Islamic Lands, Nomadic Empire</p> <p><b>QR- Code e-content</b></p> <p><b>epathsala</b></p> <p><b>Dictionary in History</b></p> <p>Textbooks of states/neighbouring countries/other countries by downloading the same.</p>	<p><b>WEEK-2</b></p> <p>Students can prepare a timeline focusing on kingdoms and Empires</p> <p>Students can collect pictures of empires like the Roman Empire</p> <p>Students can prepare a chart on items traded with the Roman empire and India.</p> <p>Students can prepare a brief write-up on the cosmopolitan character of the state setup by the Arabs, Iranians and Turks and share it with peers with help of mobile phone or email.</p>

<ul style="list-style-type: none"> <li>— discusses the period (C.1300 to 1700) and several major developments in Europe in the domain of agriculture, way of life, culture and growth of trade.</li> <li>— explains the spread of ideas, cultures through movement of people and trade.</li> <li>— describes the causes of constant warfare between kingdoms.</li> </ul>	<p><b>Chapter-3, Changing Traditions, Confrontation of Cultures</b></p> <p><b>QR-CODE e-content</b></p> <p>Textbooks of states, neighbouring countries/other countries</p> <p><b>E-pathshala You Tube</b></p>	<p><b>WEEK-3</b></p> <p>Students may be asked to prepare a comparative timeline.</p> <p>Discuss with parents about changing traditions and cultures which they have witnessed in their lives. You can then compare it with the theme.</p> <p>Write an essay on Feudalism and prepare a diagram on the Administrative set-up during this time. Share it with the help of e-mail.</p> <p>Students may be asked to prepare glossary of terms.</p> <p>Imagine yourself as a Medieval craftsperson and write down your diary.</p>
<ul style="list-style-type: none"> <li>— explains encounters between Europeans and the people of Americas in the 15 and 17 centuries.</li> <li>— identifies factors that led to the exploration of unknown trade routes.</li> <li>— discusses the urban civilisation of the Aztecs, Mayans and the Incas.</li> <li>— collects variety of sources and analyse the same.</li> </ul>	<p><b>Chapter 4 Confrontation of Cultures</b></p> <p>Collect pictures from magazines, other books reflecting the contributions of the Aztecs, the Mayas and the Incas.</p> <p><b>World map</b></p> <p>Books of other Countries Encyclopedia</p> <p><a href="https://www.ducksters.com/history/aztec-maya-inca.php">https://www.ducksters.com/history/aztec-maya-inca.php</a></p> <p><a href="https://prezi.com/w7/waa-zugukb7/differences-between-the-maya-aztec-and-inca-empires/">https://prezi.com/w7/waa-zugukb7/differences-between-the-maya-aztec-and-inca-empires/</a></p>	<p><b>WEEK 4</b></p> <p>Prepare a comparative timeline on these cultures. You may consult your books or any other resource that is available. Locate places on the world map on these cultures.</p> <p>Write a short note the contributions of the Aztecs, Mayans and the Incas. You may practice answering questions that has appeared on the theme in the last five years. Keep a watch in front and see how much time you take in answering short and long answer questions.</p> <p>Write in your own words the reasons for Spain and Portugal in the 15th century to venture across the Atlantic.</p>

## History (Class-XII)

**Note:** History Class XII textbook has been published in three parts by the NCERT. Here, all the three parts have been covered giving week-wise activities from various chapters of these three parts. However, states are free to use their own textbooks keeping in view the given themes.

<b>Learning outcomes</b>	<b>Sources/Resources</b>	<b>Suggestive activities</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• becomes aware of early urban centres</li> <li>• understands how archaeological sources have been put together, analysed and interpreted by archaeologists to present the story of early urban centres.</li> <li>• understands how new data or new questions can lead to a fresh interpretation and suggestion for revision in existing notions of history.</li> </ul>	<p><b>NCERT textbook</b> <b>Themes in Indian History, Part I</b></p> <p><b>Dictionary of History for Schools</b> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</a></p> <p><a href="http://www.harappa.com">www.harappa.com</a> (this website provides material on different aspects of Harappan civilization)</p> <p><a href="https://artsandculture.google.com/">https://artsandculture.google.com/</a> (Google Arts and Culture website for high resolution pictures, virtual tours to partner museums, their artworks and various historical places and sites. It provides a huge collection of free to use and licensed pictures. Students can virtually walk to any such place and learn a lot about history and culture from this website.)</p>	<p><b>Theme</b> Bricks, Beads and Bones The Harappan Civilisation</p> <p><b>WEEK 1</b></p> <ul style="list-style-type: none"> <li>• Suggest learners to read the chapter and mark different terms/concepts appearing in the chapter.</li> <li>• Suggest them to consult dictionary of history to understand these terms.</li> <li>• Suggest students to visit Google cultural institute site to take a virtual tour of:             <ul style="list-style-type: none"> <li>✓ Harappa and other available sites, National Museum, Delhi to see the collections of Harappan Civilization.</li> </ul> </li> <li>• Give written assignment with 1 or 2 questions. Suggestive questions:             <ul style="list-style-type: none"> <li>✓ Why is Indus valley civilisation also known as Harappan civilisation?</li> <li>✓ What are the specific features of early Harappan cultures?</li> </ul> </li> </ul> <p>(Students might browse the internet for example <a href="http://www.harappa.com">www.harappa.com</a> to understand these and prepare assignment)</p> <p>Give them some time to finish the task. Students can do the task and send the photo of their replies to the teacher, which can be used for assessment later.</p> <p><b>WEEK 2</b></p> <p>Make use of google classroom and initiate the discussion on the following.</p>

	<p>Google classroom</p>	<p><b>Subsistence strategies</b></p> <ul style="list-style-type: none"> <li>• Important crops and animals for food</li> <li>• Agricultural technologies</li> </ul> <p><b>Pose a question</b></p> <p>How present-day analogies help archaeologists understand what ancient artefacts were used for?</p> <p>(Students can get help from source 1 in the textbook but they need to be encouraged to find out about other such things)</p> <p>A case study on Mohenjo-Daro has been given in the chapter. Students can read that and visit the website <a href="http://www.harappa.com">www.harappa.com</a> to prepare a case study on another Harappan urban centre. This will help them to understand the important features of Harappan urban centres.</p> <p><b>WEEK 3</b></p> <p>Students can be suggested to go through sections on social and economic differences, craft production, strategies for procuring materials, seals, scripts and weight, ancient authority or the teacher can discuss these with them in a Google classroom and encourage students to reflect on the following:</p> <ol style="list-style-type: none"> <li>1. Did Harappans practise social and economic differences?</li> <li>2. What kinds of crafts they practised? How do we identify a craft centre?</li> <li>3. Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact.</li> <li>4. What is the importance of seals and sealings (features of Harappan script and materials used to make weights)?</li> <li>5. Did ancient Indus people have a government?</li> </ol> <p><b>WEEK 4</b></p> <p>The teacher can share a presentation of slides with learners covering topics like decline of the civilization, how this civilization was discovered,</p>
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		<p>how archaeologists interpret different material remains and the problems that they face in this, using Google hangout, where each slide can be numbered to work on by individual students or group of students.</p> <p>Students may be given 15 minutes to work on their slides. Once they finish the task they may come back to hangout chat.</p> <p>2-3 students may be selected randomly to explain what they have understood or share their views on the slides.</p> <p>Invite their feedback (you can prepare and share a sheet for this with some ready questions like, how did they find this activity? Was there something that they did not understand? You can also leave some space for them to comment).</p> <p>In the end conduct a quiz of atleast 10 or 15 self graded questions (it can be prepared using H5P) and give them some time to respond.</p> <p>Finally suggest learners to answer the questions given at the end of the chapter and submit their answers to their teacher through email or click a photo of their answers and share it with their teacher. Sufficient time should be given to the learners.</p>
<p><i>The learner</i></p> <ul style="list-style-type: none"> <li>— <i>investigates with a help of a map, to locate places from where travellers came to the Indian sub-continent.</i></li> <li>— <i>identifies biases in their work</i></li> <li>— <i>explains the salient features from</i></li> </ul>	<p><b>Themes in Indian History- Part II</b></p> <p><b>Chapter-1-</b> Through the Eyes of Travellers: Perceptions of Society (c.10 to 17 century)</p> <p><b>Web Resources</b> e-Pathshala QR Code may be used to access video on the above topic.</p>	<p><b>WEEK 1</b></p> <p>The theme can be studied by adopting an integrated perspective, in studying the geographical routes from where the travellers came to the Indian Subcontinent. A discussion can be initiated on why people travel in the past and in the present.</p> <ul style="list-style-type: none"> <li>• Learners may be asked to prepare a short note on different travellers and share with their peers through e-mail.</li> <li>• An Album can be prepared on the life and works of travellers. Peer sharing can be done through email /WhatsApp.</li> </ul>

<p>their works on society, education, economy etc.</p> <p>relates travellers' accounts with other sources to get in-depth idea of the theme under investigation</p>	<ul style="list-style-type: none"> <li>➤ <b>Trilingual Dictionary of History for Schools (Hind-English-Urdu)</b></li> <li>➤ <b>e-material</b></li> <li>➤ <b>material available on the Abhilekh Patal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sketches on some of the travellers can be made.</li> <li>• Learners may prepare a chart on interesting observations made by travellers</li> <li>• A timeline can be prepared.</li> </ul>
<p>— investigates places with a help of a map to locate places associated with the Bhakti and Sufi Saints.</p> <p>— explains the essence of their works e.g padas, vakas, abhangas etc.</p> <p>— identifies monuments and musical instruments associated with the saints</p>	<p><b>Textbook-Chapter-2-Bhakti-Sufi Traditions: Changes in Religious Beliefs and Devotional Texts (C. Eighth to Eighteenth Century)</b></p> <p><b>Web Resources e-Pathshala QR Code</b></p> <p>may be asked to access video on the above topic.</p> <ul style="list-style-type: none"> <li>➤ <b>Trilingual Dictionary of History for Schools (Hind-English-Urdu)</b></li> <li>➤ <b>e-materials</b></li> <li>➤ <b>material available in other state textbooks</b></li> <li>➤ <b>e-books on each saint poets</b></li> </ul>	<p><b>Week 2</b></p> <p><b>The theme can be introduced by initiating a discussion on Saints of India along with their works. A map can be shown of regions from where the saints belonged. Sharing of their works in regional languages may be done to make the learners appreciate the richness and diversity in their compositions.</b></p> <p><b>Learners can be encouraged to prepare a toolkit consisting of pictures, maps and collection of their messages on social harmony. A CD can also be included by encouraging them to recite from their works.</b></p> <p><b>A chart can be prepared on musical instruments associated with the saints of India.</b></p> <p><b>Children may be encouraged to locate places associated with their lives and works</b></p> <p><b>Parents may be encouraged to download last five years' question papers based on the theme from the website and ask their child to practice attempting it in a fixed time.</b></p>
<p><b>The learner</b></p> <p>— explains the contributions of Vijayanagara in the 14th to 16th century</p>	<p><b>Chapter-3</b></p> <p>An Imperial Capital Vijayanagara (C.14th to 16 th Century)</p> <p>Web Resources</p>	<p><b>WEEK 3 AND 4</b></p> <p><b>Theme-</b></p> <p>The lesson can be initiated by showing some of the architectural features that are present till date. The contributions to trade can be discussed along with the rulers of the</p>

<p>— identifies the salient features of the architecture and water – works.</p>	<p>On e-Pathshala QR Code may be used to access video on the above topic.</p> <ul style="list-style-type: none"> <li>➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu)</li> <li>➤ e-materials</li> <li>➤ material available in other state textbooks</li> </ul>	<p>Vijayanagara empire.</p> <p>Pictures of monuments can be collected.</p> <p>A chart can be prepared on important items that were exported and imported and shared with the peers through email.</p> <p>Learners may be encouraged to prepare a tool kit on items needed for preserving monuments.</p> <p>Essays can be written on the rulers of Vijayanagara and shared with peers through e-mail.</p> <p>A glossary of terms can be prepared.</p> <p>A Short note on waterworks of this period can be written.</p>
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<b>Learning Outcomes</b>	<b>Sources</b>	<b>Week-wise Suggestive Activities</b>
<p><b>The learner</b></p> <p>— investigates the contemporary agrarian structure with those that existed during the colonial period.</p> <p>— explains various structures of the agrarian system along with economic and social conditions of the landlord, peasants and colonial officials.</p>	<p><b>Textbook- Themes in Indian History-Part III</b></p> <p><b>Chapter-1</b> Colonialism and the Countryside: Exploring Official Archives</p> <p><b>Web Resources</b> On e-Pathshala <b>QR Code</b> may be used to access video on the above topic.</p> <ul style="list-style-type: none"> <li>➤ Trilingual Dictionary of History for Schools (Hind-English-Urdu)</li> <li>➤ e-materials</li> </ul>	<p><b>WEEK -1</b></p> <p><b>Theme-</b> the theme can be studied by adopting an integrated perspective, in studying the impact of agrarian policies on peasants during colonialism. You may use a map and highlight different agrarian settlements in diverse geographical regions.</p> <ul style="list-style-type: none"> <li>• The teacher may initiate the discussion by introducing the learners to the contemporary agrarian system they know about.</li> <li>• Learners may be asked to prepare a short note on the life of landowners and the peasantry.</li> <li>• Learners may be asked to locate crops grown in different parts of the country and the way they are marketed. They can compare it with the colonial period. Peer sharing can be done through email /WhatsApp.</li> <li>• Concept map can be prepared on different types of revenue settlement that was operating during the colonial period.</li> <li>• Learners may be asked to consult trilingual Dictionary of History for Schools (Hindi-English- Urdu) for technical terms given in the chapter.</li> </ul>

		<ul style="list-style-type: none"> <li>Learners may prepare glossary of terms for concept clarification and share with peers through email, mobile phones, etc.</li> </ul>
<ul style="list-style-type: none"> <li>identifies many popular uprisings during this period.</li> <li>explains the causes that led to its occurrence</li> <li>draws linkages with socio, economic and political causes that culminated in igniting it.</li> <li>demonstrates sensitivity by reflecting the contributions of men and women in the revolt.</li> </ul>	<p><b>Chapter-2</b> The Revolt of 1857 and its Representation</p> <ul style="list-style-type: none"> <li>➤ <i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu)</li> <li>➤ e-content</li> <li>➤ Using Google search engine for exploring the way the revolt is reflected in textbooks of different state.</li> <li>➤ e-pathsala</li> <li>➤ QR Code</li> </ul>	<p><b>WEEK 2</b></p> <p>The theme can be interestingly studied by asking the children to recall any personality they know who played a significant role in the 1857 revolt. Learners can be asked to locate places that are associated with the revolt.</p> <ol style="list-style-type: none"> <li>A flow chart can be prepared to show the causes that led to the revolt.</li> <li>Biographies of important personalities who participated in the revolt can be prepared.</li> <li>Learners may be asked to prepare a script for a small video presentation on 1857 and share with peers through email.</li> <li>Learners may be asked to discuss the theme with their grandparents, parents, or guardians to know more about 1857.</li> <li>They may collect interesting information's through other resources such as textbooks, magazines, newspaper clippings, YouTube, etc.</li> <li>Learners can be asked to prepare an album by collecting interesting information on the same.</li> </ol>
<ul style="list-style-type: none"> <li>recognises facts, figures about processes that led to urbanisation.</li> <li>demonstrates oral and written skills in explaining urbanisation in the past and the present.</li> </ul>	<p><b>Chapter-3</b> Colonial Cities: Urbanisation, Planning and Architecture</p> <p><b>Web Resources</b> Dos' and Don'ts for various hazards/disasters in urban and rural settings</p> <p><i>Trilingual Dictionary of History for Schools</i> (Hind-English-Urdu)</p> <ul style="list-style-type: none"> <li>➤ e-content</li> <li>➤ QR-Code</li> <li>➤ Google-Earth to</li> </ul>	<p><b>WEEK-3</b></p> <p><b>Theme-</b> Teacher may use audio visuals and print materials/documentary, etc. for introducing the theme regarding urban centers and planning in the past and the present.</p> <ol style="list-style-type: none"> <li>Learners may be asked to locate important urban centers on a map of India.</li> <li>They may be asked to write an essay on the contemporary challenges of urbanisation.</li> <li>Learners may be asked to imagine themselves as architects and design a house that is environment friendly.</li> <li>Learners can be encouraged to prepare</li> </ol>

	<p>show distances and connectivity of places in urban areas.</p> <p>➤ State Gazetteers</p>	<p>a concept map on any architectural features. For example, what are the monuments of their liking and then go about preparing linkages using lines to show when was it built; who patronised it, what materials were used; what was the architectural features; how has it survived till date; how would they preserve and conserve it, etc. They may share the same with their peers through e-mail.</p> <p>5. Learners may be encouraged to prepare quiz items.</p>
<p>— recalls from the earlier readings on the Civil Disobedience Movement.</p> <p>— compiles from various sources the contributions of Mahatma Gandhi to the Civil Disobedience Movement</p> <p>— explains the role of women in the Civil Disobedience movement.</p> <p>— examines from secondary sources the role of Gandhiji in Champaran and Kheda <i>satyagraha</i>.</p>	<p><b>Themes in Indian History-Part III</b></p> <p><b>Chapter 4: Mahatma Gandhi and the Nationalist Movement: Civil Disobedience and Beyond</b></p> <p>e-content UTube on Mahatma Gandhi and the freedom struggle.</p> <p>State textbooks/ neighbouring countries textbooks/other countries books.</p> <p><i>Collected Works of Mahatma Gandhi-</i></p> <p><i>Abhilekh patal</i> of the National Archives.</p> <p><i>Imperial Gazetteer of India</i> Newspaper and magazines articles</p>	<p><b>WEEK-4</b></p> <p>The activities may be done in two weeks'time. Explore more materials and write innovatively and creatively like story, poems, short case studies and others you make like to do.</p> <ul style="list-style-type: none"> <li>• Learners may prepare a brief write-up on the early life of Mahatma Gandhiji. The same may be shared with the peers.</li> <li>• Learners may collect messages of Mahatma Gandhi on Women Empowerment, his views on <i>Swadeshi</i> and <i>Swaraj</i>.</li> <li>• Learners may locate places associated with the Civil Disobedience Movement</li> <li>• Prepare a collage on the different movements associated with Gandhiji.</li> <li>• Collect pictures on women associated with the civil disobedience movement and write brief biography.</li> <li>• Learners may practice answering questions that appeared in the last five years.</li> </ul> <p>They may also prepare a timeline of events associated with Gandhiji.</p>

## Political Science (Class –XI)

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>understands what is meant by Politics and Political Theory.</li> <li>identifies important political thinkers in India and in the world.</li> <li>explains Equality, Justice and Democracy.</li> </ul>	<p><b>NCERT/State Textbooks</b></p> <p><b>Theme-I</b> Political Theory: An Introduction,</p> <p><b>Sources</b></p> <p><b>E content</b></p> <p><b>QR Code</b></p> <p><b>e-pathshala</b></p> <p><b>Newspapers and magazines</b></p>	<p><b>WEEK 1</b></p> <ol style="list-style-type: none"> <li>Write short notes on Kautilya, Aristotle and Dr. BR. Ambedkar and share them with your friends through email.</li> <li>Prepare a glossary of terms.</li> <li>Prepare a chart on some of the recent amendments to the Constitution.</li> <li>Collect cartoons from newspapers and magazines and write down the messages they convey politically. Which concepts do they highlight? You may prepare your own cartoons.</li> <li>Collect the messages of important political thinkers and share them with your parents. Those that have inspired you may be shared with all your family members with the help of a mobile.</li> </ol>
<ul style="list-style-type: none"> <li>explains the importance of freedom for self and the society.</li> <li>explains the difference between positive and negative freedom.</li> </ul>	<p><b>Theme-2</b> Freedom: Overview</p> <p><b>Sources</b></p> <p><b>e-materials</b></p> <p><b>OR-Code</b></p> <p><b>e-pathshala</b></p> <p><b>Radio/T.V.and YouTube</b></p>	<p><b>WEEK 2</b></p> <p>✓ Learners may be asked to read biographies of our freedom fighters (both men and women) as well as of some eminent global personalities like Nelson Mandela who struggled against the apartheid regime in South Africa. You may prepare a short note on their trials and tribulations and what inspired you about them. Share these with your friends with the help of a mobile or on email.</p> <p><b>WEEK 3</b></p> <p>✓ Collect important quotes of eminent personalities like Mahatma Gandhi and Subhash Chandra Bose on freedom.</p> <p>✓ Prepare a glossary of terms.</p>

<ul style="list-style-type: none"> <li>explains the concept of Equality</li> <li>understands that the pursuit of Equality involves treating everyone the same way.</li> <li>recognises different dimensions of Equality- Political, Economic and Social.</li> </ul>	<p><b>Theme-3</b> Equality</p> <p><b>Sources e-content</b></p> <p><i>OR-Code e-pathshala Newspaper, magazines Radio/T.V/other Audio Video materials</i></p>	<p><b>WEEK 4</b></p> <ol style="list-style-type: none"> <li>Prepare a chart on Schemes and Programmes that address inequalities related to access, enrolment, retention and achievement of learners at the secondary level of education.</li> <li>Write an essay on 'Equality as a principle and as a practice'.</li> <li>Prepare a comic strip on inequalities existing in your neighbourhood.</li> <li>Prepare a note on 'Gender equality as a stepping stone for development' and share it with your friends.</li> </ol>
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## POLITICAL SCIENCE (CLASS XII)

<b>Learning outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>describes Politics in India since Independence.</li> <li>explains the processes of integration of Princely states into the Indian Union.</li> <li>interprets sources on the Partition of India</li> </ul>	<p><b>NCERT/STATE TEXTBOOKS</b></p> <p>Politics in India Since Independence: Chapter-1, Challenges of Nation building</p> <p><b>Sources e-content QR-Code You-Tube Print materials like Newspaper and Magazines Radio Talk / TV programme on the theme</b></p>	<p><b>WEEK-1</b></p> <p>Learners may prepare a write-up on the processes of National building.</p> <p>Learners may be asked to collect articles on the Partition of India.</p> <p>Collect stamps issued in 1950 to mark the first Republic Day.</p> <p>Prepare a script for a small documentary on Partition and Beyond.</p> <p>Imagine you are a press reporter writing a brief write-up on 'The Challenges of Nation Building'.</p> <p>Write a biography on any leader who has inspired you and share it with your peers through email.</p>

<ul style="list-style-type: none"> <li>describes the functions of the Election Commission of India</li> <li>explains the processes of election in India.</li> <li>interprets how the process of voting has changed to electronic voting.</li> </ul>	<p>Chapter-2 Era of One Party Dominance</p> <p>e-content</p> <p><b>QR-Code</b></p> <p><b>Newspaper and magazines</b></p>	<p><b>WEEK-2</b></p> <p>Discuss with your parents /grandparents about their experiences during the partition.</p> <p>Prepare a short write-up on the party system in India.</p> <p>Prepare a chart on different political party in India with their symbols.</p> <p>Prepare a chart on the different Lok Sabha Speakers — from the 1<sup>st</sup> to the 16<sup>th</sup>, and their respective terms. Share it with your peers through e-mail.</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains the past and present of planning — Planning Commission to Niti Aayog.</li> <li>explains what is de-centralised planning.</li> <li>distinguishes between public and private sectors</li> </ul>	<p><b>Sources/Resources</b></p> <p>Chapter-3 Politics of Planned Development.</p> <p><b>e-content</b> <b>QR-Code</b> <b>Youtube</b> <b>Newspaper and magazines</b></p>	<p><b>WEEK- 3</b></p> <p>Prepare a write-up on the Schemes and Programmes</p> <p>Prepare a Chart on the Green and White revolutions</p> <p>Collect information from the website of different Ministries on the scheme and programmes for the educational welfare of SC/ST and Minorities communities and share it with peers through mobile and e-mail.</p>
<ul style="list-style-type: none"> <li>recalls the international context that shaped India's external relations</li> <li>discusses the content of Article 51 of the Indian Constitution</li> <li>explains the Sino-Indian relationship</li> <li>examines India's Nuclear policy</li> </ul>	<p>Chapter 4 India's External Relations</p> <p><b>e-content</b> <b>T.V./Radio</b> <b>Other state textbooks</b> <b>Newspaper/magazines</b></p>	<p><b>WEEK-4</b></p> <p>Explain the background that shaped India's external relations</p> <p>Prepare a chart on the contents of Article 51.</p> <p>Write an essay on India's Nuclear Policy.</p> <p>Collect material on India's relation with neighbouring countries</p> <p>Role of India in SAARC.</p> <p>Collect question papers of the last five years and practice answering questions that have appeared on the theme.</p>

## Geography (Class-XI)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>explains nature of geography</li> <li>describes geography as an interdisciplinary subject.</li> <li>establishes relationship of geography with other subjects.</li> <li>identifies branches of geography.</li> <li>classifies geography on the basis of systematic and regional approach.</li> <li>appreciates importance of physical geography.</li> </ul>	<p><b>Textbook- Fundamentals of Physical Geography Chapter -1-</b> Geography as a Discipline</p> <p><b>Web Resources</b> On e-Pathshala QR Code may be used to access video on the above topic.</p> <p><i>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</i> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p><b>WEEK 1</b></p> <p><b>Topic-</b> Nature of Geography. Geography is an interdisciplinary subject. Physical Geography and Natural Sciences, Geography and Social Sciences, Branches of Geography, Physical Geography and its importance</p> <ul style="list-style-type: none"> <li>The teacher may initiate a discussion with the story of primitive societies and people's interaction with the natural environment.</li> <li>Learners may be asked to prepare a short note on the life of people living in different regions of India and the world.</li> <li>Learners may share their write-up with their teacher and classmates through emails/WhatsApp. Teachers may take a cue from the write-up and link it with the discussion related to Geography as a Spatial Science, interrelationship with other subjects, branches of geography, etc.</li> <li>The flow chart given on pages 8 and 9 may be used to discuss systematic and regional approaches to geography.</li> <li>Newspaper clippings related to climate change, forest fires, natural disasters, etc., may be used to discuss the importance of physical geography.</li> <li>Learners may be asked to consult the trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<ul style="list-style-type: none"> <li>identifies theories related to origin of the earth and the universe</li> <li>distinguishes between inner planets and outer planets</li> <li>describes evolution</li> </ul>	<p><b>Chapter-2</b> The Origin and Evolution of the Earth</p> <p><b>Web Resources</b> For Teachers Explore the Universe <a href="http://www.nasa.gov">www.nasa.gov</a></p>	<p><b>WEEK 2</b></p> <p><b>Topic-</b>Theories related to the origin of the Earth and universe, the Solar System, evolution of the Earth, lithosphere, atmosphere and hydrosphere, origin of life</p> <ul style="list-style-type: none"> <li>The teacher may use audio-video</li> </ul>

<p>of the earth including lithosphere, atmosphere and hydrosphere</p> <ul style="list-style-type: none"> <li>relates origin of life on the earth with Geological time scale</li> </ul>	<p><a href="https://www.nasa.gov/stem/foreducators/k-12/index.html">https://www.nasa.gov/stem/foreducators/k-12/index.html</a></p> <p><b>For Learners</b> Fun Activities To Do at Home Where in the World Image Quiz <a href="https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html">https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html</a></p> <ul style="list-style-type: none"> <li>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></li> </ul>	<p>materials available on the website of NASA to initiate the topic.</p> <ul style="list-style-type: none"> <li>With the help of the activity related to the big bang theory, using a balloon, as mentioned on page 14 of the textbook, learners may be encouraged to learn the theories of the origin of the universe.</li> <li>Learners may be asked to prepare a chart showing <i>Inner</i> and <i>Outer</i> planets along with their characteristics.</li> <li>Learners may share their chart and write-up with their teacher and classmates through email /WhatsApp.</li> <li>The teacher may prepare questions for a quiz on the Geological Time Scale.</li> <li>A flowchart may be used to explain evolution of the atmosphere.</li> <li>Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<ul style="list-style-type: none"> <li>identifies direct and indirect sources of information of the interior of the earth</li> <li>identifies and describes characteristics of earthquake waves</li> <li>explains causes and effects of earthquake and preparedness during earthquake</li> <li>interprets diagram showing structure of the earth and earthquake waves</li> <li>describes types of volcanoes and volcanic landforms</li> </ul>	<p><b>Chapter-3</b> Interior of the Earth</p> <p><b>Web Resources</b></p> <ul style="list-style-type: none"> <li>Do's and Don'ts For Various Hazards/Disasters <a href="https://nidm.gov.in/PDF/IEC/Dosnewnidm.pdf">https://nidm.gov.in/PDF/IEC/Dosnewnidm.pdf</a> <a href="https://nidm.gov.in/videos.asp">https://nidm.gov.in/videos.asp</a></li> <li>Volcano safety tips - <a href="https://www.nationalgeographic.com/environment/natural-disasters/volcano-safety-tips/">https://www.nationalgeographic.com/environment/natural-disasters/volcano-safety-tips/</a></li> </ul> <p>➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</p>	<p><b>WEEK 3</b></p> <p><b>Topic-</b> Sources of information about the Interior of the Earth, Earthquake.</p> <ul style="list-style-type: none"> <li>Teacher may use audio-visual materials/ documentaries, etc., showing volcanic eruptions and earthquakes to initiate the topic. Besides this, learners may be encouraged to watch the videos and documentaries on channels such as National Geographic, Discovery, etc., and write their observations and share them with their teacher and classmates through email or WhatsApp.</li> <li>A flow chart may be developed by the teacher to explain types of earthquake waves and their characteristics.</li> <li>Newspaper clippings related to an earthquake in any part of the world may be used to discuss the effects of an earthquake.</li> <li>A mock drill may be organized to make learners aware and help them prepare safety measures necessary</li> </ul>

	<p><a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p>	<p>during the occurrence of an earthquake.</p> <p><b>WEEK 4</b></p> <p>Topic-Structure of the Earth, Volcanoes, Volcanic Landforms</p> <ul style="list-style-type: none"> <li>Learners may be asked to draw a diagram of the structure of the earth and earthquake waves and explain them.</li> <li></li> <li>Visuals may be used to describe types of volcanoes and volcanic landforms.</li> <li></li> <li>Learners may collect information from a newspaper or the internet about earthquakes and volcanic eruptions and prepare a chart to show their location on the world map.</li> <li>Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.</li> </ul>
<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise Suggestive Activities (to be guided by Parents)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>locates places, states, union territories on the map of India.</li> <li>describes important terms in Geography such as, standard meridian, prime meridian, tropic of cancer, subcontinent, passes, sea ports etc.</li> <li>appreciates political diversity.</li> </ul>	<p><b>NCERT Textbook India – Physical Environment</b>  <a href="http://ncert.nic.in/textbook/textbook.htm?key1=0-7">http://ncert.nic.in/textbook/textbook.htm?key1=0-7</a></p> <p><b>Chapter 1</b>  India: Location</p> <p>Use the QR code given for the chapter for additional resources</p> <p><b>Explore School Bhuvan-NCERT portal</b>  <a href="http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/">http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</a></p>	<p><b>WEEK 1</b></p> <p>Topic: Location of India, States and Union Territories</p> <ul style="list-style-type: none"> <li>observe political map of India on <i>School Bhuvan-NCERT</i> portal, NCERT/ atlas/ textbook <ul style="list-style-type: none"> <li>✓ identify states and union territories of India and their capitals</li> <li>✓ discuss and verify the information about the States and UTs from other sources, like the website of other states, books etc</li> <li>✓ work out the latitudinal and longitudinal extent of India and actual distance from north to</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• compare and contrast different states/UTs of India.</li> <li>• explains inter-relationship between various passes and sea ports in India for trade and communication since historical times.</li> </ul>	<p><b>Dictionary of Geography for Schools(Trilingual) (Hindi-English-Urdu)</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>Additional books for reading</b></p> <p>1) <b>India: Unity in Cultural Diversity</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unit_y_cultural.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unit_y_cultural.pdf</a></p> <p>2) <b>North East India: People, History and Culture</b>  <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf</a></p> <p><b>Youtube</b>  <a href="https://www.youtube.com/watch?v=Klh1E79yOyU">https://www.youtube.com/watch?v=Klh1E79yOyU</a></p> <p>Map work: Lets learn it through BHUVAN</p>	<p>south and east to west. Find out if there is any difference and why?</p> <p>✓ Find out the zone of India. Find out if the location is responsible for large variations in landforms, climate, soil types and natural vegetation in the country. Prepare a write up on it.</p> <p><b>WEEK-2</b></p> <p>Topic: Compare and Contrast States and Union Territories</p> <ul style="list-style-type: none"> <li>• Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc.</li> <li>• Prepare a project on your own state/union territory and any other state/union territory. Identify the similarities and contrasts</li> </ul> <p><b>WEEK-3</b></p> <p>Topic: India and its Neighbours</p> <ul style="list-style-type: none"> <li>• observe political map of India on <i>School Bhuvan</i> NCERT portal/ atlas/ textbook <ul style="list-style-type: none"> <li>• identify neighbouring countries of India</li> <li>• which countries are included in the Indian subcontinent?</li> </ul> </li> <li>• correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Which are these important passes and seaports?</li> </ul>
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<ul style="list-style-type: none"> <li>• appreciates physical diversity of India</li> <li>• compares and contrast the physical features of India</li> </ul>	<p><b>Chapter 2</b> Structure and Physiography</p> <p>Use the QR code given for the chapter for additional resources</p> <p><b>Dictionary of Geography for Schools (Trilingual)(Hindi-English-Urdu)</b> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>Explore school Bhuvan-NCERT portal</b> <a href="http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/">http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</a></p>	<p>Read the complete chapter and find out answers for all the questions given in the text.</p> <p><b>WEEK-4</b></p> <p>Topic: Structure and Physiography of India</p> <ul style="list-style-type: none"> <li>• Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter.</li> <li>• Read about the geological region given in the book. Write down their characteristics in a notebook.</li> <li>• Your state/UT lies in which geological region? Explain the characteristics and features which are visible in your state. Draw diagrams along with your write up.</li> <li>• Explore the physiographic divisions of India on School Bhuvan-NCERT portal/ atlas/ textbook.</li> </ul>
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## Geography (Class XII)

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Week-wise Suggestive Activities (to be guided by Teachers)</i>
<p><b>The learner –</b></p> <ul style="list-style-type: none"> <li>familiarises themselves with the terms, key concepts and basic principles of geography</li> <li>explains nature of human geography and its relationship with other disciplines</li> <li>understands and analyses the inter-relationship between physical and human environments and their impact</li> </ul>	<p><b>NCERT Textbook</b> <i>Fundamentals of Human Geography</i> <a href="http://ncert.nic.in/textbook/textbook.htm?legy1=0-10">http://ncert.nic.in/textbook/textbook.htm?legy1=0-10</a></p> <p><b>Chapter 1</b> Human Geography- Nature and Scope Use the QR code given for the chapter for additional resources</p> <p><b>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</b> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>MOOC</b> <a href="https://www.classcentral.com/course/swayam-geography-xii-part-i-17627">https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</a></p>	<p><b>WEEK-1</b></p> <p><b>Topic</b> Nature of Human Geography, Naturalisation of Humans and <b>Humanisation of Nature</b></p> <ul style="list-style-type: none"> <li>The earth comprises two major components: nature (physical environment) and life forms including human beings? Make a list of physical and human components of your surroundings.</li> <li>Identify the elements which human beings have created through their activities on the stage provided by the physical environment? Houses, villages, cities, road-rail networks, industries, farms, ports, items of our daily use and all other elements of material culture have been created by human beings using the resources provided by the physical environment. While physical environment has been greatly modified by human beings, it has also in turn, impacted human lives. Prepare a write up on impact of humans on physical environment and how sometimes physical environment impacts humans.</li> </ul> <p><b>WEEK-2</b></p> <p><b>Topic</b> <b>Human Geography through the Corridors of Time, Fields and Sub-fields of Human Geography</b></p> <ul style="list-style-type: none"> <li>Examine the table 1.1 in the chapter related to Broad Stages and Thrust of Human Geography. In your own words describe how human geography has emerged as sub field of geography.</li> <li>How human geography is related to other social sciences. Analyse and explain in your own words. Derive clues</li> </ul>

<ul style="list-style-type: none"> <li>explains population growth and factors affecting it</li> <li>explains uneven distribution of population in the world</li> <li>understands population growth, reasons for migration</li> </ul>	<p><b>Chapter 2</b> The World Population-Distribution, Density and Growth</p> <p>Use the QR code given for the chapter for additional resources</p> <p><b>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</b> <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</a></p> <p><b>MOOC</b> <a href="https://www.classcentral.com/course/swayam-geography-xii-part-i-17627">https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</a></p>	<p>the chapter and table 1.2.</p> <p><b>WEEK-3</b></p> <p><b>Topic:</b> Patterns of Population Distribution in the World, Density of population and Factors Affecting it</p> <ul style="list-style-type: none"> <li>Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter.</li> <li>People prefer to live in certain regions of the world, not everywhere. Give your views for this statement with suitable examples of geographical, economic, social and cultural factors.</li> <li>Find out what could be the impact of population change.</li> <li>On a political map of the world identify the largest country in terms of area in each continent</li> <li>Look at figure 2.1: <i>Most Populous Countries</i>. Identify these countries on the world map</li> <li>Measure the population density of these countries. Take the population and area data from Appendix I in the textbook.</li> </ul> <p><b>WEEK-4</b></p> <p><b>Topic:</b> Population Growth, Migration, Population Control</p> <ul style="list-style-type: none"> <li>Find out the components of population change. What are the push and pull factors which lead to migration in the world? How migration affects the life of people. Prepare a write up.</li> <li>Observe the Fig. 2.3: Demographic Transition Theory and explain it in your own words.</li> <li>Analyse what are the trends of population growth in world from early period to the present day? How relevant is Thomas Malthus theory (1798) in today's time?</li> </ul>
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<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>differentiates between distribution of population and density of population</li> <li>identifies the factors for uneven distribution of population in India</li> <li>explains trends of population growth since 1951.</li> <li>describes rural-urban population composition</li> <li>interprets graphical presentation of data in words.</li> <li>converts tabular data into diagrams like bar, pie and graph</li> <li>analyses map showing population density and population growth.</li> <li>develops Dot map to show distribution of population</li> <li>develops choropleth map to show density of population.</li> </ul>	<p><b>NCERT/State Textbooks</b></p> <p>NCERT Textbook-<i>India People and Economy</i></p> <p><b>Chapter -1</b> Population-Distribution, Density, Growth and Compositions</p> <p><b>Resources</b> Atlas, Outline map of India</p> <p><b>Web resource</b> Online e-learning portal School Bhuvan NCERT</p> <p>QR Code may used to learn to develop a choropleth map showing district-wise density of population on the GIS Viewer available on School Bhuvan NCERT web portal.</p> <p><b>Web Resource</b> Occupational structure, religious composition, etc., may be shown through maps and may be developed by learners using GIS Viewer available on School Bhuvan NCERT Portal.</p>	<p><b>WEEK 1</b></p> <p><b>Topic-</b> Population Distribution and Density</p> <ul style="list-style-type: none"> <li>Learner may be asked to consult Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates through email or WhatsApp.</li> <li>Learners may be asked to use School Bhuvan NCERT Web portal to observe thematic maps e.g. the relief map of India and maps showing population density.</li> <li>Overlay thematic maps and slowly swipe the layer of population density and try to correlate density of population and relief features.</li> <li>Learners can develop a choropleth map showing the density of population or any other map related to population on the GIS Viewer available on School Bhuvan NCERT.</li> </ul> <p><b>WEEK -2</b></p> <p><b>Topic-</b> Population Growth and Composition</p> <ul style="list-style-type: none"> <li>Learners may be asked to develop appropriate diagrams on the data given on page 5 related to Decadal Growth rate in India or any other data related to composition of population included in the appendix of the textbook.</li> <li>MCQs based on the population characteristics of India may be developed by the teacher and shared with learners through email.</li> <li>Learners may be encouraged to consult Census of India website (<a href="https://censusindia.gov.in">https://censusindia.gov.in</a>)</li> </ul>

	<p><b>For Teachers</b></p> <p>Youtube-NCERT Official-</p> <p>“Outreach programme for Geography Teachers on School Bhuvan NCERT” may be seen to learn about School Bhuvan NCERT and develop district-wise choropleth maps using GIS Viewer.</p>	
<ul style="list-style-type: none"> <li>describes migration in his/her own words</li> <li>distinguishes immigration and emigration</li> <li>classifies streams of migration</li> <li>identifies causes of migration</li> <li>explains consequences of migration.</li> <li>interprets graphical presentation of data in words.</li> <li>converts tabular data into diagrams like bar, pie and graph</li> <li>analyses visuals and newspaper clippings highlighting issues related to national</li> </ul>	<p><b>Chapter 2</b> Migration – Types, Causes and Consequences</p> <p><b>Resources</b> Atlas, Outline map of India</p> <p><b>Web resource</b> Online e-learning portal School Bhuvan NCERT</p>	<p><b>WEEK 3</b></p> <p><b>Topic-</b> Migration, Streams of Migration</p> <ul style="list-style-type: none"> <li>Teacher may ask learners to read the newspaper and watch TV news to prepare a write-up on the current issue related to migration of people in India. Learners may share their views and write-up with their teacher and classmates through email and WhatsApp. Teachers may take cues from these write-ups and initiate a discussion on the topic on Migration.</li> <li>Learners may be asked to use a map of India to locate places/states/cities from where people are nowadays migrating in large numbers</li> <li>Learners may locate places/states/cities/villages on the map of India or on the digital map available on School Bhuvan NCERT portal where immigration and emigration are taking place nowadays.</li> </ul> <p><b>WEEK-4</b></p> <p><b>Topic-</b> Spatial Variation in Migration, Causes and consequences of migration</p> <ul style="list-style-type: none"> <li>School Bhuvan NCERT online e-learning Web portal may also be used to locate places and develop a map showing streams of migration.</li> <li>Teachers may demonstrate and correlate thematic maps of population density, relief features and maps of</li> </ul>

<p>and international migration</p>		<p>industrial cities to motivate learners to analyse the factors of migration.</p> <ul style="list-style-type: none"> <li>• Learners may prepare a chart on consequences of migration and share it with classmates through email or WhatsApp.</li> <li>• Learners may be asked to develop appropriate diagrams on the data related to international migration given on page 18 of the textbook.</li> <li>• Learners can locate countries on the world map to show international migration.</li> <li>• MCQs based on the population Migration in India may be developed by the teacher and shared with learners through email.</li> <li>• Learners may be encouraged to consult the Census of India website (<a href="https://censusindia.gov.in">https://censusindia.gov.in</a>)</li> </ul>
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## Economics (Class XI)

Learning Outcomes	Source	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>✓ understand the nature of Economics and Statistics.</li> <li>✓ classifies the basic economic activities like production, consumption and distribution.</li> <li>✓ explains the relationship between Statistics in analyzing economic problems.</li> <li>✓ interprets basic economic data related to agriculture, GDP, population etc. from news reports.</li> </ul>	<p><b>Textbook</b> <b>Statistics for Economics</b>  (Class XI)</p> <p><b>Theme 1</b> <b>Introduction</b></p> <p><b>Web-links</b> <b>Dictionary of Economics for Schools (Trilingual)</b></p> <ul style="list-style-type: none"> <li>✓ <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf</a></li> <li>✓ <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=2-9">http://ncert.nic.in/textbook/textbook.htm?kest1=2-9</a></li> <li>✓ <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=1-9">http://ncert.nic.in/textbook/textbook.htm?kest1=1-9</a></li> </ul>	<p><b>WEEK -1</b></p> <ul style="list-style-type: none"> <li>✓ Teachers may start the discussion with the definition and importance of Statistics.</li> <li>✓ Examples may be taken to explain the importance of statistics in economics.</li> <li>✓ Explain consumer, producer, seller, employer and employee, through their activities.</li> <li>✓ Learners may be asked to list their daily and monthly wants and their resources (pocket money, gifts etc.). They may be asked to find out how many of their wants they are able to fulfill within given resources.</li> <li>✓ After this, teachers may explain to them that scarcity of resources gives rise to economic problems.</li> <li>✓ It must be explained to them how production decisions are taken in view of limited resources.</li> </ul> <p><b>WEEK 2</b></p> <ul style="list-style-type: none"> <li>✓ With this background, the role and importance of statistics in making a choice among scarce resources may be discussed.</li> <li>✓ Collect a newspaper report on crop production in the country and organise it into a table.</li> </ul> <p><b>Exemplar Activity</b></p> <p>Learners may be given the paragraph below: <i>During the planning period, the death rate has considerably declined, and it was 6.4 per thousand in 2016 as against 27.4 per thousand in 1951. The infant mortality rate has also come down from 146 per thousand in 1951 to 34 per thousand in 2016. Moreover, life expectancy at birth has risen from 37.2 years for males and 36.2 years for females in 1951 to 66.9 years for males and 70 years for females during 2011-15. (Puri and Misra, Indian Economy, 2018)</i></p> <p>Learners may be asked to present the data placed above in tabular form.</p> <ul style="list-style-type: none"> <li>• Thus, teachers can use similar statistics from newspapers, etc., and explain the use of data in making policies for the welfare of people.</li> </ul>

<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• understands the meaning and purpose of Data Collection.</li> <li>• distinguishes between Primary and Secondary Data.</li> <li>• Identifies important sources of Secondary Data.</li> <li>• differentiates between Census or Complete Enumeration and Sample Methods of data collection</li> <li>• understands the difference between Random and Non-Random Sampling.</li> </ul>	<p><b>Theme 2 Collection of Data</b></p> <p><b>Web-links</b></p> <p><b>Dictionary of Economics for Schools (Trilingual)</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf">http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf</a></li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=ps9">http://ncert.nic.in/textbook/textbook.htm?kest1=ps9</a></li> <li>• <a href="http://ncert.nic.in/textbook/textbook.htm?kest1=2-9">http://ncert.nic.in/textbook/textbook.htm?kest1=2-9</a></li> </ul>	<p><b>WEEK 3</b></p> <ul style="list-style-type: none"> <li>• Teachers should explain the sources from which data can be obtained.</li> <li>• They should explain the difference between primary and secondary sources.</li> <li>• Some of the important secondary sources may be discussed.</li> <li>• Teachers can discuss the two major types of methods/techniques of primary data collection, i.e., Census method and Survey method.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Teachers can describe the characteristics of a good questionnaire. They may show examples of good questions and poor questions from the textbook.</li> <li>• The difference between population and sample can be explained with the help of the number of learners in the classroom.</li> </ul> <p><b>Exemplar Activity</b></p> <p>Suppose a study of gradual progression of learners into adulthood with respect to their height and weight is to be made. There are approximately 50 learners each in two sections of a class. You pick any five learners from each section, by drawing chits from roll number 1 to 50. After the exercise, you have data for weight and height of 10 learners from both sections.</p> <p>Teachers can discuss the following points:</p> <ul style="list-style-type: none"> <li>• What kind of data do you have now?</li> <li>• Can it be called Census survey or Sample Survey?</li> <li>• Is it Random sampling or Non-random sampling?</li> <li>• Is the source of data primary or secondary?</li> </ul>
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## Economics (Class XII)

### Macroeconomics

<b>Learning outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>Identifies the economic question that concerns all the citizens.</li> <li>understand the importance of output level of goods and services produced within your economy.</li> <li>explains how single good could be representative of all goods</li> </ul>	<p><b>Class XII Economics textbook can be accessed from the web portal of NCERT</b>  <a href="https://www.ncert.nic.in/as/Energised/Textbooks%20with%20QR%20codes">https://www.ncert.nic.in/as/Energised/Textbooks with QR codes</a></p> <p>Textbooks are also available on e-pathshala APP</p> <p>Create a group on WhatsApp for Learners and economics teachers</p> <p>Information can also be shared through e-mail</p>	<p><b>WEEK 1</b></p> <p>Initiate a discussion on the measure of the lockdown that has been announced to contain the spread of Coronavirus. What will be its impact upon the economy? Will prices as a whole rise or come down? Should workers be given their salary? What will be a reasonable indicator to show that the economy is better or worse?</p> <p>Share in a blog or WhatsApp group that the production of goods generates income, output and employment. For example, a firm produces Rs 500 worth of biscuits which means 500 worth of income has been generated i.e. production worth Rs 500= income of 500.</p> <p>Taking a hint from the following statement, write a paragraph on how agriculture and industry are complementary to each other.</p> <p><b>Hint:</b> In our country 50 per cent of the labour is engaged in agriculture. Can they be absorbed by the industry?</p> <p>Find out how the price of representative goods reflects the general price level of the economy. For e.g. consumer price index (CPI) is computed by considering the general price of the household items used for consumption.</p>
<ul style="list-style-type: none"> <li>understands the meaning and importance of basic economic variables, i.e., income, employment, inflation, etc.,</li> <li>Recapitulates the</li> </ul>	<p>Learners can discuss the following economic variables, on Facebook.</p> <p>Learners can use their mobiles to share information</p> <p><b>Explore e-content given on NROER</b>  E-content on QR code can also be referred</p>	<p><b>WEEK 2</b></p> <p>National income is the sum total of goods and services produced within an economy. The average income of developed countries like U.S.A and Japan is more than India and Indonesia. Discuss with your friends.</p> <p>Unemployment denotes the number of adults who are on the lookout for a job. Do you agree that the loss of employment is associated with the loss of income and may even push a person into poverty?</p>

<p>difference between microeconomics and macroeconomics.</p> <ul style="list-style-type: none"> <li>• explains how market came into existence.</li> <li>• explains how the economic aggregates (output, price and employment) portray the large picture of the economy?</li> </ul>	<p>Refer to news on T.V and radios</p>	<p>Inflation is increase in the price level which leads to a fall in the purchasing power of money Think and answer - Suppose in any firm, an owner gives a hike of 5 percent salary to her/his workers. Will the workers be benefitted if there is no inflation?</p> <p>Or</p> <p>Will the workers be benefitted if the inflation rate is 5 percent?</p> <p>Microeconomics deals with individual economic agents. Macroeconomics deals with the economy as a whole.</p> <p>Let's say your mother asked you to purchase a litre of milk. You visit the nearby dairy cooperatives like Mother dairy or Amul. Find out how milk is delivered by the dairy cooperative. As a thoughtful learner, reflect on how milk production on large scale gets organised. Who coordinates the sale of milk?</p> <p>Or</p> <p>Discuss with your parents how coordination between buyers and sellers of fruits is established?</p> <p>When aggregate output increases, it has an impact on the income of many individuals. Do you agree that an individual's salary may increase?</p> <p>When there is an increase in the price of the essential commodities what will happen to the labourer engaged in construction work? Hint: Adjustment in his budget</p> <p>Imagine your friend's mother is working in a firm. One fine morning she was fired from the job. What will she do?</p> <p>Share with your friend that economic aggregates are very important for they portray the health of the economy.</p>
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<ul style="list-style-type: none"> <li>identifies the cause of great depression in the 1930's and suggest measures to overcome it</li> </ul>	<p>Parents along with teachers can develop a worksheet and share it in the group. The use of the worksheet is to provide learners with different ways of expressing themselves and also to enable them to be engaged in different activities that promote the skills of problem solving, critical thinking and so on.</p> <p>E-portfolios can be shared where views or opinions of the learners on different sets of activities can be shared.</p>	<p><b>WEEK 3</b></p> <p>Discuss with your parents the cause of the Great Depression which occurred in the 1930s.</p> <p>Various suggestions have been made by an economist to overcome the problem-</p> <ol style="list-style-type: none"> <li>Governments should increase spending to stimulate economic activity.</li> <li>Taxes can be raised to curtail expenditure.</li> <li>Governments should not do anything for they have very limited understanding of the economy.</li> </ol> <p>Which suggestion will you agree to and why?</p>
<ul style="list-style-type: none"> <li>understands some of the main challenges facing the developing country</li> </ul>		<p><b>WEEK 4</b></p> <p>Let us say country A imports a large amount of goods and services from other countries. Your teacher says one should produce goods and services on its own How do you reconcile these two facts?</p> <p>In your neighbouring state, let us say, only 50 girls are enrolled in the secondary school for every 100 boys. Suggest a measure to increase the enrolment of girls. Do you agree that enrolment of girls will lead to faster economic growth?</p> <p>There was a strike in a private bank as the workers were protesting against automation.</p> <p>You have been asked for suggestions. Do you agree that both situations are correct or is only one correct? Give reasons.</p> <ol style="list-style-type: none"> <li>The workers will be benefitted from automation.</li> <li>There will be a reduction in jobs after automation.</li> </ol> <p>Refer to the website for the UN (<a href="http://www.un.org">www.un.org</a>). On the home-page click 'Economic and social development' and then click on 'statistics'. Look for 'social indicators' and answer the following.</p> <p>Why does an increase in the population make it difficult for its people to improve their living standards?</p>

The NCERT textbooks can be accessed from the NCERT portal  
<http://ncert.nic.in/textbook/textbook.htm?leec1=0-6>

The new energised text includes QR code in the textbook  
The coded box placed on the top corner of every chapter is called Quick Response (QR) code. It will help to access e-resources such as audio, videos, MCQs, etc., related to the topic given in the textbook.

The use of QR code will increase your interest in the subject  
<http://ePathshala.nic.in>

Click on the menu 'access e-resources'- Type the alphanumeric code given under the QR code

E-content on important topics and concepts can be accessed on

<https://nroer.gov.in/home/>

The Department has developed Handbook in Economics which can be used by teachers  
[http://www.ncert.nic.in/departments/nie/dess/index\\_dessh.html](http://www.ncert.nic.in/departments/nie/dess/index_dessh.html)

Technical terms of the subject has been explained in the trilingual dictionary  
[http://www.ncert.nic.in/publication/Miscellaneous/pdf\\_files/Dic\\_Eco.pdf](http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf)

Upload from NCERT official can provide information on important topics/concept of economics <https://www.youtube.com/playlist?list=UUT0s92hGjqLX6p7qY9BBrSA>

## Sociology (Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>understands how the study of Sociology reflects upon the connection between a personal problem and a public issue</li> <li>understands the concept of society and how societies are unequal in nature.</li> </ul>	<p><b>NCERT/State Textbook on Sociology</b></p> <p>Class-XI Theme-1 Sociology and Society</p> <p>Search websites that advertise fancy white-collar jobs.</p> <p>Read newspapers</p> <p>Watch youtube videos on different types of societies.</p>	<p><b>WEEK 1</b></p> <p>Read pages 1 to 3 from the NCERT textbook. Make a list of the most desired jobs in our society. (This list can also be made, without going through textbook pages)</p> <p>Write down the questions and suggestions which you often receive on working hard and deciding your career.</p> <p><b>Activity 1</b></p> <p>Write your analysis of the connection between a personal problem and a public issue.</p> <p>Continue reading the Chapter from pages 4 to 6.</p> <p>Try to identify the type of society that you live in.</p> <p>List the types of societies that you know about and you have seen.</p> <p>In your opinion how are these societies different in nature?</p> <p>Discuss with your parents and friends about the reasons for inequalities in societies.</p> <p>What do you think should be the focus of society?</p> <p>The aforesaid questions may be answered without reading the textbook as well.</p> <p>Do the activities given on pages no. 5 and 6.</p>
<ul style="list-style-type: none"> <li>Understand how Sociology studies human society as an interconnected whole.</li> <li>understands the difference between Sociology and</li> </ul>	<p>Visit different sites of social media.</p> <p>Read about panchayats on the Internet</p> <p>Read e-newspaper</p>	<p><b>WEEK 2</b></p> <p>Write about social life.</p> <p>Give your own definition of group and social behaviour.</p> <p>Discuss with your grandparents, parents, elder sibling about norms and values and their importance in the society.</p> <p>Write a paragraph on common sense. Try to recall how you use the word 'common sense' in your daily life.</p>

<p>common-sense knowledg.</p>	<p>Read blogs related to the topic</p>	<p>Reflect, write and discuss with your parents why they/you have certain views and whether we can question these views?</p> <p>Study the language of newspapers and blogs. Identify the differences.</p> <p>Do the activity given on page no. 8 of the NCERT textbook</p>
<ul style="list-style-type: none"> <li>➤ understands the development of sociology as a discipline.</li> <li>➤ understands the growth of Sociology in India.</li> <li>➤ understands the scope of Sociology.</li> <li>➤ understands the relationship of Sociology with other social sciences.</li> </ul>	<p>Blogs, newspapers and social media</p> <p>Youtube, online movie streaming websites.</p>	<p><b>WEEK 3</b></p> <p>Read the chapter from pages 10 to 15.</p> <p>Read about the origin of Sociology.</p> <p>Read about August Comte, Karl Marx and Herbert Spencer.</p> <p>Write essays on Industrialisation and Urbanisation.</p> <p>Read about Enlightenment.</p> <p>Discuss with your grandparents/ parents about society and life when they were young.</p> <p>If you are a farmer in a village and you have to move to a city you will be leaving your agricultural work behind to probably work in a factory. What changes will happen in your life?</p> <p>Do the activities given on pages no. 12 and 13.</p> <p>Prepare a write-up on the making of Sociology.</p> <p><b>WEEK 4</b></p> <p>Read the chapter from pages 15 to 21 of the NCERT or State textbook.</p> <p>Take any topic of your choice and try to find out its sociological dimensions.</p> <p>Discuss with your friends about family, politics, and the economy and write about the interconnectivity among them.</p> <p>Watch the film <i>Lagaan</i>. Critically reflect upon the social, political and economical aspects of the society as shown in the film.</p>

## Sociology (Class XII)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <p>✓ understands how the study of Sociology enables self-reflexivity</p> <p>✓ understands colonialism and nationalism in India</p> <p>✓ gets a preview of the textbook</p>	<p><b>NCERT TEXTBOOK Indian Society</b></p> <p>Class-XII Chapter-1</p> <p><b>Introducing Indian Society</b></p> <p>Read about colonialism and nationalism.</p> <p>Read Rabindra Nath Tagore's book <i>Nationalism</i></p> <p>Read on internet about census and population.</p> <p>Read BR Ambedkar's book <i>Castes in India</i> or any of his works on the Caste system in India.</p> <p>Read the book <i>Understanding Gender</i> by Kamla Bhasin</p> <p>Chapter 2 <b>The Demographic structure of Indian Society</b></p>	<p><b>WEEK 1</b></p> <p>Read the chapter from pages 1-5.</p> <p>Write an essay on your understanding of the society in which you live.</p> <p>Discuss with your friends, parents and grandparents about generation gap. Write down the difference in perspectives on generation gap.</p> <p>Locate yourself on social map with the help of the example given on page 4.</p> <p>Read page 5 of the chapter.</p> <p>Write an essay on your understanding of colonialism and nationalism.</p> <p>Discuss with your friends about colonialism and its impacts on the world and India.</p> <p>Discuss with your family members about nationalism. Write down the different opinions and try to identify the causes of differences in their opinions.</p> <p>Read the chapter from pages 6-7.</p> <p>Write a paragraph on demography.</p> <p>Discuss with your family members about caste, tribes and family in India.</p> <p>Write your impressions of caste.</p> <p>Why do you consider family as an important institution of society?</p> <p>Imagine a society without markets and write how it will look like?</p> <p>Critically reflect on the changing nature of markets and how markets impact society.</p> <p>Write about gender and the generally seen gender stereotypes.</p> <p>Write your views about social exclusion and the factors responsible for it.</p> <p>Discuss with your friends about the meaning of social diversity and the different perceptions about social diversity.</p> <p><b>WEEK 2</b></p> <p>Read the chapter from pages 10 to 12.</p>

<p>✓ understands social demography and its importance in Sociology</p>	<p>Read the Abstract of Census of India - 2011</p>	<p>Make a list of the most populated countries in the world. Try to understand the composition of their societies.</p>
<p>✓ understands Malthusian theory of Population Growth</p>	<p>Read Thomas Robert Malthus' book <i>An Essay on the Principle of Population</i></p>	<p>Discuss with your friends why population data is important to understand the development of a country and for the formulation and implementation of policies.</p> <p>Read the chapter from page 12 to 13.</p>
<p>✓ understands the theory of Demographic Transition</p>	<p>Read on theory of demographic transition</p>	<p>Write about Malthusian theory of Population growth. Do you agree with this theory? Write your critical reflections on this theory.</p> <p>Write your views on unjust and unequal social systems.</p> <p>Do the activity 2.1 given on page no. 14.</p>
<p>✓ understands common concepts and indicators given in the chapter</p>	<p>Collect information from the Internet on the birth and death rates in India for the last 10 years.</p>	<p><b>WEEK 3</b></p> <p>Read the chapter from pages 13 to 14.</p> <p>Write about the theory of Demographic Transition.</p> <p>Discuss with your friends about the causes and factors of population explosion.</p>
<p>✓ understands common concepts and indicators given in the chapter</p>	<p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>Read the chapter from page 14 to 16.</p> <p>Write why it is important to keep the record of birth and death rates of a country.</p> <p>Make a list of countries with negative population growth rate. Analyse the causes for this phenomenon.</p>
<p>✓ understands the size and growth of population in India.</p>		<p>Write about the fertility rate and infant mortality rate in India. Try to observe the link between these two.</p> <p>Write your views about the sex ratio in India.</p> <p>Discuss with your friends how the young population of India can contribute to the overall development of the country.</p>
<p>✓ understands the size and growth of population in India.</p>		<p><b>WEEK - 4</b></p> <p>Read the chapter from pages 16 to 21.</p> <p>Analyse Table 1 given on page 17.</p>

	Visit the reference resources given in the box 2.2.	<p>Write your analysis on the differences in the population growth in India in the 20<sup>th</sup> Century.</p> <p>Read box 2.2 given on page 18. Try to observe the difference in the situation of Spanish influenza in 1918 and Covid-19 pandemic in 2020.</p> <p>Analyse chart 2 given on page 20. Write about the possible causes for different birth ratios in different states of India.</p>
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## Psychology (Class XI)

### Theme 1: What is Psychology?

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>➤ identifies psychology as an established discipline</li> <li>➤ states the different branches of psychology explains the role of psychology in understanding mind and behaviour.</li> <li>➤ explains that psychology deals with thoughts, feelings, sensations, emotions, and perceptions</li> <li>➤ Enumerate the usefulness of psychology in everyday life.</li> <li>➤</li> </ul>	<p><b>NCERT/State Textbook in Psychology (Class XI)</b></p> <p>Students may also visit NROER, an online educational resource repository of NCERT and explore the e-resources available online for Psychology, i.e.</p> <ul style="list-style-type: none"> <li>▪ Evolution of Psychology <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/582aa11116b51c1a9064b2c5">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/582aa11116b51c1a9064b2c5</a></li> <li>▪ Branches of Psychology <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582aa26416b51c1a9064b2e7">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582aa26416b51c1a9064b2e7</a></li> </ul>	<p><b>WEEK 1</b></p> <p><b>Understanding role of psychology through experience and observation</b></p> <ul style="list-style-type: none"> <li>▪ <a href="#">Write in your own words what you understand of psychology? Write how psychology can help in understanding better your inner self and the world around you. Ask your peers/siblings/parents to do the same. Compare your views/responses.</a></li> <li>▪ Write the main points given in the book related to the explanation about what psychology is. Reflect on the meaning of psychology you formed earlier. What are the differences between both?</li> <li>▪ Think about things/situations around you which can be better understood with the help of psychology and why. Write about how you have been feeling since the past 2-3 days and which possible psychological processes are involved in it.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Appreciating the growth of psychology and developments in India</b></p> <ul style="list-style-type: none"> <li>▪ Read about the ‘Evolution of Psychology’ and write which approach/perspective you find interesting and why?</li> <li>▪ Write some of those aspects keeping in mind the Indian context (for example-yoga, different cultural practices, vratas, etc.) Which among these do you think psychology can attempt to understand / explain? Why do you think so? Discuss it with your peers/teachers/parents.</li> </ul> <p><b>WEEK 3</b></p> <p><b>Recognising fields of specialisation in psychology</b></p> <ul style="list-style-type: none"> <li>▪ Select the branch of psychology which interests you the most and the branch you find least interesting. Write down the following points - what makes it interesting and what is not of interest to you.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ Search information related to the different branches of psychology on the Internet to discover what psychologists do.</li> <li>▪ Relate your new learning with your initial understanding of psychology.</li> </ul> <p><b>WEEK 4</b></p> <p><b>Valuing psychology in daily life to help understand oneself and others</b></p> <ul style="list-style-type: none"> <li>▪ Observe someone talking to you. Try to pay attention to what the person is saying and how (i.e. facial expressions, tone of voice, speed of articulation, body posture, eye movements, and hand-gestures, etc.).</li> <li>▪ Make a list of happenings / examples from everyday life which you might consider as human behaviour and those which you think are mental processes studied in psychology</li> <li>▪ Which discipline do you think has a close relationship with psychology? Why do you think so?</li> <li>▪ <a href="#"><u>Make a list of skills and feelings that you think are necessary to become a psychologist? Explain why you think these are important?</u></a></li> </ul>
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## Psychology (Class- XII)

### Theme 1: Variations in Psychological Attributes

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• enumerates individual variations in terms of characteristics and behaviours</li> <li>• distinguishes different domains of psychological attributes- intelligence, aptitude, personality, interest, and values.</li> <li>• explains different assessment methods: psychological test, interview, case study, observation, and self-report.</li> <li>• describes the construct of intelligence, theories of intelligence and Indian perspective.</li> <li>• explains variations in intelligence as entwined in both heredity and environment.</li> <li>• Lists the difference between different types of intelligence tests</li> </ul>	<p><b>NCERT/ State Textbook in Psychology (Class XII)</b></p> <p>Students may also visit NROER, an online educational resource repository of NCERT and explore the Psychology e-resources available online, i.e.</p> <ul style="list-style-type: none"> <li>▪ Different Assessment methods <a href="http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=460">http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&amp;id=460</a></li> <li>▪ Theories and Measurement of Intelligence <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582add6516b51c60b06a81e2">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582add6516b51c60b06a81e2</a></li> </ul>	<p><b>WEEK-1</b></p> <p><b>Understanding individual differences in human functioning and assessment of psychological attributes</b></p> <ul style="list-style-type: none"> <li>• Observe and identify different characteristics and behaviours of your own self and your family members. Classify these according to aspects in which you and your family members are similar and those in which you differ. Try to name the characteristics/behaviours.</li> <li>• Write which psychological attribute (e. g. intelligence, aptitude, interest, personality, and values) would you like to learn more about and why.</li> </ul> <p><b>WEEK-2</b></p> <p><b>Understanding Intelligence and its theories</b></p> <ul style="list-style-type: none"> <li>• Make a list of all the attributes (quality, characteristics, traits, features) you consider as sign of intelligent behaviours. Keeping these attributes in view try to formulate a description/explanation of intelligence.</li> <li>• Think of any three people who you think are intelligent. Try to visualise their thoughts, behaviours and actions. Classify these and prepare a list.</li> <li>• Compare your understanding of intelligence as formulated in the previous activity with the explanation given in the Psychology Textbook.</li> <li>• Which theory of intelligence do you find most interesting? Write the points which interest you.</li> <li>• Write the careers that interest you? Reflect on which multiple intelligences are important for these careers?</li> <li>• Search information related to skills and abilities required for different careers on the Internet.</li> </ul>

<ul style="list-style-type: none"> <li>Distinguishes between aptitude, intelligence and creativity</li> </ul>	<ul style="list-style-type: none"> <li>Culture and Emotional Intelligence  <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582ae09316b51c60b06a8226">https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582ae09316b51c60b06a8226</a> </li> </ul>	<p><b>WEEK 3</b></p> <p><b>Understanding nature, nurture, assessment, and types of intelligence tests</b></p> <ul style="list-style-type: none"> <li>How are you and your sibling; you and your friend, similar as well as different? Make a list of factors that you think have led to these similarities and differences. Try to group them as those related to the environment of individual and those due to genetics /heredity.</li> <li>What will be the Intelligence quotient of a 16-year-old child having the mental age of an 18-year-old?</li> <li>Find out the mental age of a 14-year-old child having an Intelligence Quotient of 100.</li> <li>Search for information about the different ways in which heredity and environment influence intelligence.</li> </ul> <p><b>WEEK 4</b></p> <p><b>Understanding culture and intelligence, emotional intelligence, aptitude, and creativity</b></p> <ul style="list-style-type: none"> <li>Find out which aspects in Indian culture are considered intelligent behaviours? Are the same aspects considered intelligent in Western countries?</li> <li>Are culture and intelligence related? Write points which indicate the relationship exists.</li> <li>Make a list of behaviours, qualities, actions, thoughts, etc., which make a person emotionally competent. Reflect on these and write down those behaviours/ actions/skills etc. which you possess.</li> <li>Write about one situation that you handled by making use of these behaviours, qualities, actions, thoughts, etc.</li> <li>In which area do you think you are most proficient (music, dance, studies, arts, sports, etc.)? Is this intelligence or aptitude?</li> <li>Find out different ways in which people can be creative. List the characteristics of creative individuals.</li> </ul>
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## COMMERCE

### Business Studies (Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>❖ classifies and compares economic and non-economic activities to arrive at the concept of business.</li> <li>❖ Analyses information to differentiate between economic and non-economic activity.</li> <li>❖ evaluates business as an economic activity</li> <li>❖ understands elements of risk and uncertainty for profit objective of business</li> <li>❖ enlists the factors for starting one's own business</li> <li>❖ appreciates the development of trade in historical past</li> </ul>	<p><b>Source</b> <b>NCERT</b> <b>Textbook</b> <b>Business</b> <b>Studies</b></p> <p><b>Theme 1</b> Business Trade and Commerce</p>	<p><b>WEEK - 1</b></p> <p><b>Theme- Economic and Non-Economic Activity:</b></p> <p><b><u>BEGIN WITH GROUP ACTIVITY</u></b></p> <p>This activity introduces the concept of 'business' to the learners. Teachers are advised to do the following group activity to begin with:</p> <ul style="list-style-type: none"> <li>- Mode: Interactive: <i>Google form</i></li> <li>- Collaboration: using Instagram live/Skype/Facebook live</li> </ul> <p><b>Activity 1</b></p> <p>Identifying different types of occupations /professions/jobs</p> <ul style="list-style-type: none"> <li>- Discuss with learners about the occupations/jobs/professions their family members, relatives and neighbours are engaged in.</li> <li>- Encourage them to recall and list various types of occupations/jobs/professions they observe around them.</li> <li>- Use the following Google form to accumulate responses</li> <li>- <i>Link of Google form for teachers</i> <a href="https://docs.google.com/forms/d/e/1FAIpQLSeESQBWVRNwroM7UhXovndwCRnT16Gd7ISGHgGOaG-9omB1_Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSeESQBWVRNwroM7UhXovndwCRnT16Gd7ISGHgGOaG-9omB1_Q/viewform?usp=sf_link</a></li> <li>- <i>Link for Google form for sharing with learners</i> <a href="https://docs.google.com/forms/d/1qjmVQJRNU0Dxx1pVgOi1a-InFevzH50Z_upRjcSDJc/edit?usp=sharing">https://docs.google.com/forms/d/1qjmVQJRNU0Dxx1pVgOi1a-InFevzH50Z_upRjcSDJc/edit?usp=sharing</a></li> </ul> <p><b>Evaluation/Assessment</b></p> <ul style="list-style-type: none"> <li>- What occupations can they think of? Compile and Read aloud the responses of learners.</li> </ul>

		<ul style="list-style-type: none"> <li>- Are learners able to differentiate between: (1) Self owned work/self-employment (2) Working for others i.e. wage employment (3) working not for money but for love, affection and household work i.e. mother cooking food for family, etc.</li> </ul> <p>Now go to page number 11 of the textbook and discuss the content with the learners. Encourage learners to complete the given activity: <i>Try it yourself at page 11 of the textbook. Instruct learners to read the text by themselves and raise queries.</i></p> <p><b>WEEK 2</b></p> <p><b>Theme</b> Business as an Economic Activity</p> <p><b>Activity</b></p> <p>Use of Concept Map</p> <ul style="list-style-type: none"> <li>- Share the concept map with the learners</li> <li>- Use the following link for a concept map <a href="https://h5p.org/node/768111?feed_me=nps">https://h5p.org/node/768111?feed_me=nps</a></li> <li>- Instruct them to read the concept map for about 10 minutes.</li> </ul> <p><b>Discuss the following topics with them</b></p> <ul style="list-style-type: none"> <li>- <i>Characteristics of business as an economic activity</i></li> <li>- <i>Objectives of business</i></li> <li>- <i>Importance of profit earning in business</i></li> <li>- <i>Classification of Industry</i></li> <li>- <i>Trade and Auxiliaries to Trade</i></li> <li>- <i>Risk and uncertainties and business activities</i></li> <li>- <i>Discuss the concept of Business as an economic activity.</i></li> <li>- Instruct learners to read Chapter 1 from page no. 12 to page no. 23 and raise queries.</li> </ul> <p><b>Evaluation/Assessment</b></p> <ol style="list-style-type: none"> <li>1. <i>Instruct learners to attempt E-resource in the QR code for chapter 1</i></li> </ol>
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(<https://h5p.org/node/490910>) at the beginning of Chapter 1 using the *e-pathshala* scanner app.

### WEEK 3

#### Theme

#### Starting your own business

#### Activity 3

Factors affecting starting a business

- Share the e resource (<https://h5p.org/node/50230?feedme=network>) with learners.
- Encourage them to complete the exercise by identifying the businesswomen covered in the e- resource by surfing the internet. There is no time limit to complete the task. Let the learners do the assignment at their own pace.
- Initiate a discussion with learners using Instagram live/Skype/Facebook live on starting one's own business.
- Go to pages no. 24 -25 of the textbook and discuss the factors for starting a business.

#### Evaluation/Assessment

- Encourage learners to read the content on pages 24-25 and raise queries, if any.
- Ask them to identify any manufacturing or trading business and list the factors they will consider to start their own business.

*[Hint: Define the business idea, name the product, choose a name for the business, list the factors associated to start the identified business]*

**Note to teachers:** this activity will be taken further to Chapter 2

### WEEK 4

#### Theme

History of Trade in India:

- Discuss the following with learners:
  - Why was the Indian subcontinent referred to as '*Swarn Bhoomi*' and '*Swarn Deep*' by the then travelers to our country.
  - What made Columbus and Vasco Da Gama undertake journeys to locate our

		<p>country?</p> <ul style="list-style-type: none"> <li>- To what extent were an indigenous banking system and taxation mechanism developed in ancient times for merchant corporations?</li> <li>- List the major exports, imports and trade centers of ancient India.</li> <li>- Comment on the use of <i>Hundies</i> and <i>Chitties</i> for carrying out monetary transactions by merchant corporations.</li> <li>• Share the given e-resource for understanding the ways of monetary transactions by the trading community <a href="https://h5p.org/node/768161">https://h5p.org/node/768161</a></li> <li>• Discuss the chapter content from pages 4 to page 10 with learners.</li> <li>• Encourage them to raise queries.</li> </ul> <p><b>Activity 4</b></p> <p>Chapter end Exercises</p> <ul style="list-style-type: none"> <li>- Instruct learners to attempt all short and long answer questions given at the end of the chapter and submit them to their Business Studies teacher via email.</li> <li>- Teacher to facilitate completion of the work, before proceeding to the next chapter.</li> <li>- Suitable timeframe may be given to learners with respect to this.</li> </ul>
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## Business Studies (Class XII)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (to be guided by teachers)</b>
<b>Mode of transaction:</b> Mode: Skype/Facebook live/ Instagram live		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>discusses the significance of managing business organisation effectively</li> <li>describes management as an Art, Science and Profession</li> <li>appreciates the techniques of scientific management</li> <li>understands the general principles of management</li> <li>examines the dimensions of business environment managing business effectively</li> </ul>	<p><b>Source</b>  <b>NCERT Textbook Business Studies Part I Principles and Functions of Management</b></p> <p><b>Theme 1</b>            Nature and Significance of Management</p> <p><b>Theme 2</b>            Principles of management</p> <p><b>Theme 3</b>            Business Environment</p>	<p><b>WEEK 1</b></p> <p><b>Theme</b>  <b>How Big business houses are the result of effective business management</b></p> <ul style="list-style-type: none"> <li>Teachers are advised to collect success stories or the timeline of big business houses operating in India for the past several decades and weave it into a story to arrive at a discussion on the concept and nature of management.</li> <li>Exemplar links with respect to this can be <a href="https://www.tata.com/about-us/ta">https://www.tata.com/about-us/ta</a>  <a href="https://www.ril.com/TheRelianceStory.aspx">https://www.ril.com/TheRelianceStory.aspx</a>  <a href="https://www.infosys.com/about/history.html">https://www.infosys.com/about/history.html</a></li> <li>Encourage learners to search for other success stories to understand how important management is for the growth of a business organization</li> <li>Such stories can also be from the unorganized sector in their own state.</li> </ul> <p><b>Theme</b>  <b>Concept of Management</b></p> <p>Discuss with learners the following topics:</p> <ul style="list-style-type: none"> <li>Why is management a goal-oriented process?</li> <li>What makes management all pervasive and continuous in an organisation?</li> <li>How is management to be treated as a group activity?</li> <li>Why is it called an invisible force?</li> <li>What makes management a dynamic function in an organization?</li> <li>Efficiency versus Effectiveness.</li> </ul> <p>Instruct students to read the chapter from page 5 to page 19 and raise queries.</p>

		<p><b>Activity 1</b> Relating with the success stories</p> <ul style="list-style-type: none"> <li>• Encourage learners to identify one success story, either from the organised or unorganised sector [Local, Country wide or Global).</li> <li>• In case internet facility is not available, cases given in boxes throughout the chapter in the textbook can be used.</li> <li>• Develop a write up of 2 pages on its management strategies.</li> </ul> <p>[ <b>Hint:</b> Vision statement, mission, objectives, growth strategies, prepare timeline]</p> <p><b>WEEK 2</b></p> <p><b>Theme</b> <b>Coordination as the essence of the management process</b></p> <ul style="list-style-type: none"> <li>• Explain the management process listing the levels and functions of the management.</li> <li>• Make learners understand that individual functions do not have any value. They need to be coordinated for fruitful results.</li> <li>• Discuss coordination as the essence of effective management.</li> <li>• Instruct learners to read the chapter from page 21 to page 26 and raise queries.</li> </ul> <p><b>Activity 2</b> How to organise ‘Swachhta Diwas’ in school by applying functions of management</p> <ul style="list-style-type: none"> <li>• Make a group of learners for each function of management.</li> <li>• Each group is to prepare a blue print (or concept map) of tasks related to the respective function allotted to them.</li> <li>• Facilitate discussions as to how each group will coordinate with each other at different levels to make ‘Swachhta Diwas’ a success.</li> <li>• What will happen if all groups work individually? Arrive at the concept of coordination as a function of management.</li> </ul> <p><b>Chapter end Exercises</b></p> <p>➤ Share the link:  <a href="https://h5p.org/node/716134">https://h5p.org/node/716134</a>  <a href="https://h5p.org/node/303714">https://h5p.org/node/303714</a> with</p>
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		<p>learners.</p> <ul style="list-style-type: none"> <li>➤ Instruct learners to attempt all short and long answer questions given at the end of the chapter 2 and submit them to their Business Studies teacher via email.</li> <li>➤ Teacher to facilitate completion of the work, before proceeding to the next chapter.</li> <li>➤ Suitable timeframe may be given to learners with respect to this.</li> </ul> <p><b>WEEKS 3 AND 4</b></p> <p><b>Theme</b> <b>Scientific rigor in managing business</b></p> <p>Discuss the following with the learners</p> <ul style="list-style-type: none"> <li>❖ Universal applicability of management principles in all walks of life</li> <li>❖ No 'rule of thumb' approach</li> <li>❖ Cause and effect relationship based on practice and experimentation</li> <li>❖ Workforce behaviour and means for optimum utilisation of resources</li> <li>❖ Instruct students to read the chapter from page 32 to page 45 and raise queries.</li> </ul>
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## Accounting (Class-XI)

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<b>Mode of transaction:</b> Mode: Skype/Facebook live/ Instagram live		
<p><b>The learner</b></p> <ol style="list-style-type: none"> <li>1. understands accounting as a source of information               <ol style="list-style-type: none"> <li>a. appreciates the role of accounting as a language of business</li> </ol> </li> <li>2. classifies and compares accounting data for generating accounting information</li> <li>3. analyses and evaluates accounting concepts for preparation of financial statements.</li> </ol>	<p><b>Source</b> <b>NCERT Textbook Accounting</b></p> <p><b>Theme 1</b> Introduction to Accounting</p> <p><b>Theme 2</b> Theory base of Accounting</p>	<p><b>WEEK 1</b></p> <p><b>Theme</b> <b>What is accounting</b></p> <p>The teacher should discuss;</p> <ul style="list-style-type: none"> <li>❖ role of accounting in keeping financial records of business activities.</li> <li>❖ accounting data versus accounting information</li> <li>❖ users of accounting information</li> <li>❖ qualitative characteristics of accounting information</li> <li>❖ basic accounting terms used</li> </ul> <p><b>Evaluation/Assessment</b></p> <ul style="list-style-type: none"> <li>❖ Instruct learners to read the text of Chapter 1 by themselves and raise queries</li> <li>❖ Encourage learners to complete the in-text exercises given on pages 7 to 19 of the textbook for better clarity about <b>Chapter 1</b></li> </ul> <p><b>Test your Understanding</b></p> <ul style="list-style-type: none"> <li>▪ Instruct learnersto attempt all questions for practice (both short and long answer questions) given at the end of the chapter 1 and to submit them to their accounting teacher via email.</li> <li>▪ Teacher to facilitate completion of the work, before proceeding to the next chapter.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Theme</b> <b>Accounting Concepts</b></p> <p>The teacher should discuss—</p> <ul style="list-style-type: none"> <li>▪ Generally Accepted Accounting</li> </ul>

		<p>Principles (GAAP)</p> <ul style="list-style-type: none"> <li>▪ Various Accounting concepts for recording business transactions in the book of accounts.</li> <li>▪ Cash versus Accrual basis of accounting</li> <li>▪ Role of accounting standards developed by ICAI for preparing financial statements</li> <li>▪ IFRS and Ind_AS for enhancing qualitative nature of financial statements.</li> <li>▪ Encourage learners to access the e-content material embedded in QR codes for Chapter 1 and Chapter 2 of the Accounting textbook Part 1 (developed using QR code). Learners can access these QR codes through the e-pathshala scanner on their smart mobile phones.</li> </ul> <p><a href="https://h5p.org/node/473281">https://h5p.org/node/473281</a>  <a href="https://h5p.org/node/478704">https://h5p.org/node/478704</a>  <a href="https://h5p.org/node/304362">https://h5p.org/node/304362</a></p> <p><b>Theme</b>  <b>Goods and Services Tax</b></p> <ul style="list-style-type: none"> <li>▪ Concept of GST as One Nation one Tax</li> <li>▪ Applicability of GST for inter-state and intra state movement of goods and services i.e., CGST, SGST and IGST.</li> <li>▪ Encourage students to access the link <a href="https://h5p.org/node/304344?feed_me=nps">https://h5p.org/node/304344?feed_me=nps</a>. <i>Learners can access these QR codes through the e-pathshala scanner on their smart mobile phones.</i></li> </ul> <p><b>Evaluation/Assessment</b></p> <ol style="list-style-type: none"> <li>1. Instruct learners to read the text of Chapter 2 by themselves and raise queries. Instruct learners to attempt all short and long answer questions given at the end of the chapter 2 and submit them to their teacher via email.       <ol style="list-style-type: none"> <li>a) Encourage learners to complete the in-text exercises given on pages 27 and 33 of the textbook for better clarity on chapter 2.</li> </ol> </li> </ol>
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		<p>Test your Understanding</p> <p><b>b)</b> Instruct learners to attempt all questions for practice (both short and long answer questions) given at the end of the chapter 1 and submit them to their accounting teacher via email.</p> <p><b>c)</b> Teacher to facilitate completion of the work, before proceeding to the next chapter.</p>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>describes the nature of transaction source documents and preparation of accounting vouchers;</li> <li>applies accounting equation for effect of transactions;</li> <li>records transactions using rules of debit and credit</li> <li>explains the concept of book of original entry and recording of transactions in journal</li> <li>explains the concept of ledger and posting of journal entries to the ledger accounts.</li> </ul>	<p><b>Source</b> <b>NCERT or State Textbook Accounting</b></p> <p><b>Theme 3</b> Recording of Transactions, I</p>	<p><b>WEEK 3</b></p> <p><b>Theme</b> <b>Source Documents and Accounting vouchers</b></p> <ul style="list-style-type: none"> <li>Use of source documents and evidencing the occurrence of business transactions</li> <li>Preparation of accounting vouchers for recording of business transactions</li> <li>Classification of accounting vouchers as cash vouchers, debit vouchers, credit vouchers, journal vouchers, etc.</li> </ul> <p><b>Theme</b> <b>Accounting Equation</b></p> <p>Discuss with learners:</p> <ul style="list-style-type: none"> <li>Resources of the business entity must be equal to the claims of those who have financed these resources i.e., <b>A= C+L</b></li> <li>Identifying capital and revenue items</li> <li>Analysis of business transactions to show effect on accounting equation.</li> <li>Encourage learners to access the following links to practice <a href="https://h5p.org/node/478818">https://h5p.org/node/478818</a>. <i>Learners can access these QR codes through the epathshala scanner on their smart mobile phones.</i></li> </ul> <p><b>WEEK 4</b></p> <p><b>Activity 1: Numerical questions for practice on accounting equation</b></p>

		<ul style="list-style-type: none"> <li>• Encourage learners to practice solved illustrations given on pages 51 to 60 to understand rules of debit and credit and the effect on accounting equations.</li> <li>• Instruct learners to attempt all questions for practice (both short and long answer questions) given at the end of the chapter and to submit them to their accounting teacher via email.</li> <li>• Instruct learners to practice numerical unsolved questions 1 to 10 given on pages 88 to 92.</li> <li>• Teacher to facilitate completion of the work, before proceeding to next topic. Suitable time frame may be given to complete the task.</li> <li>• Teachers are advised to draft similar questions for practice.</li> </ul>
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		<p>illustrations given on pages 11 to 45 of the textbook.</p> <ul style="list-style-type: none"> <li>• Self-study by learners and raising queries for further clarification.</li> </ul> <p><b>WEEK 4</b></p> <ul style="list-style-type: none"> <li>• Instruct learners to complete chapter-end exercises on their own.</li> <li>• Facilitate learners so that they can clarify doubts while completing this assignment</li> <li>• Provide a suitable timeframe to complete this assignment.</li> <li>• Teachers should not proceed to next chapter unless doubts of all learners are satisfactorily clarified.</li> <li>• The QR code given for each chapter of the textbook contains additional questions of varied difficulty levels. Teachers should make use of these numerical exercises during the course of transacting the chapter Not for Profit Organisations.</li> <li>• Learners may be asked to solve the QR code content to practice numerical questions at their own pace.</li> </ul>
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## HUMAN ECOLOGY AND FAMILY SCIENCES (HEFS)

(Class XI)

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers/parents)</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>- describes the term HEFS in the context of relationship between science and sociology</li> <li>- relates the subject in his/ her own context such as adolescence self-awareness and the role of food, resources, clothing and communications etc. in their lives</li> <li>- explains the reasons for adapting the term HEFS and its role in sustaining and augmenting the quality of life</li> </ul>	<p>Unit I Introduction to Home Science</p> <p><b>Chapter 1-</b> Introduction- Home Science/ <i>Human Ecology and Family Sciences</i></p> <p><b>Content discussed in the textbook</b> Evolution of the discipline and its relevance to quality of life</p> <p><b>Note:</b> <i>In case learners do not have the hard copy of the textbook, they can open link given below and download the complete e-textbook/s (Part I and II) available in both Hindi and English language:</i> <a href="http://ncert.nic.in/ebooks.html">http://ncert.nic.in/ebooks.html</a></p> <p><b>Links</b></p> <ul style="list-style-type: none"> <li>- Lady Irwin</li> </ul>	<p><b>WEEK 1</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• At the beginning for better understanding and knowing the content and the context of the textbook learners should read the following sections of the textbook, carefully: <ul style="list-style-type: none"> <li>- Foreword</li> <li>- Preface</li> <li>- Note for Teachers</li> <li>- Contents</li> <li>- Chapter I 'Introduction- <i>Human Ecology and Family Sciences</i>'</li> </ul> </li> <li>• Try to understand the <ul style="list-style-type: none"> <li>- Evolution of the discipline and its relevance to the quality of life in your own context.</li> <li>- Need and importance to study HEFS in relation to global context and its entrepreneurship scope.</li> </ul> </li> <li>• List the future avenues which are open to you after studying HEFS</li> <li>• Prepare a chart showing different aspects of ecosystem theory like microsystem, mesosystem and exosystem.</li> <li>• Referring to the sections 'Note for Teachers' and 'Contents', develop a matrix mentioning all the chapters and their themes and write down your own expectations from the particular chapter and theme and how it is going to help you improve the quality of your life. Share the prepared matrix with teachers, friends, and classmates through class discussion in small groups, email or WhatsApp groups.</li> <li>• Create a copy of your own matrix, remove your responses, and share the matrix with friends and classmates. Now, ask them to fill-up their response and send back to you. Read all the responses,</li> </ul>

	<p>College:  <a href="http://www.ladyirwin.edu.in/index.aspx">http://www.ladyirwin.edu.in/index.aspx</a></p> <p>- Institute of Home Economics:  <a href="http://www.ihe-du.com/">http://www.ihe-du.com/</a></p> <p>- The Maharaja Sayajirao University Baroda:  <a href="https://msubaroda.ac.in/Academics/Faculty">https://msubaroda.ac.in/Academics/Faculty</a></p>	<p>create a master copy of responses in single file, and send it to the teachers.</p> <ul style="list-style-type: none"> <li>• Search on the internet and try to find out the answer to the following questions, prepare a write-up and share with teachers and classmates: <ul style="list-style-type: none"> <li>- What is Home Science?</li> <li>- What are the areas/ domains of Home Science?</li> <li>- Why Home Science is important for both boys and girl?</li> <li>- What are the carrier options for Home Science in India?</li> </ul> </li> </ul> <p>Teachers may conduct a discussion on WhatsApp group or online meeting platforms to build the understanding of the learners about the above mentioned topics.</p> <ul style="list-style-type: none"> <li>• Make a video explaining importance of Home Science and its career options and share with teachers, friends, and classmates.</li> <li>• Go to the website of Lady Irwin College using the following link:  <a href="http://www.ladyirwin.edu.in/index.aspx">http://www.ladyirwin.edu.in/index.aspx</a>  Get acquainted with the college, its departments, courses, admission process, playschool, crèche, etc. Write down the important points and share with the teachers and friends. Do the same exercise with the other home science colleges such as: <ul style="list-style-type: none"> <li>- Institute of Home Economics <a href="http://www.ihe-du.com/">http://www.ihe-du.com/</a></li> <li>- The Maharaja Sayajirao University Baroda, here the Home Science is known as 'Faculty of Family and Community Sciences'  <a href="https://msubaroda.ac.in/Academics/Faculty">https://msubaroda.ac.in/Academics/Faculty</a></li> </ul> </li> <li>• There are many other Home Science colleges under the State and Centrally run Universities including Universities under Indian Council of Agricultural Research (ICAR). Explore on the internet and prepare the list of following information: <ul style="list-style-type: none"> <li>- List of Home Science Colleges with address and website link.</li> <li>- Objectives mentioned on the website of identified Home Science Colleges.</li> <li>- Different nomenclatures used for Home Science in these colleges.</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• Based on your own understanding about the Chapter 1, prepare a glossary of the following key terms and share with the teachers and friends: <ul style="list-style-type: none"> <li>- Ecology</li> <li>- Family</li> <li>- Adolescence</li> <li>- Gender-typing</li> <li>- Contemporary</li> <li>- Multi-disciplinary</li> <li>- Quality of life</li> </ul> </li> </ul> <p><b>Note:</b> Arrange a diary or rough copy to prepare glossary of the key terms given in the Textbook. Glossary can be made on the word file on the computer/ laptop.</p>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Discusses the importance of knowing oneself and the significance of developing a positive sense of self.</li> <li>• Able to list the factors that influence the development of selfhood and identity</li> <li>• Explains why the period of adolescence is critical for the development of self and identity</li> <li>• Describes the characteristics of self during infancy, childhood and adolescence</li> </ul>	<p><b>UNIT II</b> Understanding Oneself: Adolescence</p> <p><b>Chapter 2-</b> Understanding the Self</p> <p><b>Content discussed in the textbook</b></p> <p><b>A.</b> What makes me 'I'</p> <ul style="list-style-type: none"> <li>• What is Self?</li> <li>• What is Identity?</li> </ul> <p><b>B.</b> Development and Characteristics of the Self</p> <ul style="list-style-type: none"> <li>• Self during Infancy</li> <li>• Self during Early Childhood</li> <li>• Self during Middle Childhood</li> <li>• Self during Adolescence</li> </ul>	<p><b>WEEK 2</b></p> <p><b>Activities</b></p> <p><b>Theme:</b> What makes me 'I'</p> <ul style="list-style-type: none"> <li>• Learners should read all three sections under Chapter 2 of the textbook, carefully and try to understand their own self in terms of their personal and social identity.</li> <li>• Draw your own picture on a paper and make two circles around the picture (one inner circle and another one outer circle). Now, think about yourself and mention the characteristics related to your personal dimension in the inner circle and social dimension in your outer circle. Share with friends and ask them to tick mark on the characteristics that are mentioned and obvious to them and add those, which are not mentioned by you, but you have those characteristics.</li> <li>• Create two columns in the notebook and give heading 'Personal Identity' to the first column and 'Social Identity' to the second column. Now, think about yourself and write down those characteristics in 'Personal Identity' column, which you think make you different from others and write those aspects of yours in 'Social Identity' that link you to a group such as professional, social or cultural.</li> <li>• Take psychometric tests. Psychometric tests can help measure a person's skills, numerical or verbal aptitude, or their personality type. Although the</li> </ul>

	<p><b>C. Influences on Identity- How do we Develop a Sense of Self?</b></p> <ul style="list-style-type: none"> <li>• Biological and Physical Changes</li> <li>• Socio-cultural Contexts</li> <li>• Emotional Changes</li> <li>• Cognitive Changes</li> </ul> <p><b>Links</b></p> <ul style="list-style-type: none"> <li>- 'Self: The Treasure within' (Hindi video): <a href="https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/5ea06ff716b51c0c7d238614">https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/5ea06ff716b51c0c7d238614</a></li> <li>- 'Developing and Nurturing the Self' (Hindi video): <a href="https://www.youtube.com/watch?v=t8uqsQs3zvE">https://www.youtube.com/watch?v=t8uqsQs3zvE</a></li> <li>- 'Chupan Chupai' on Sexual abuse (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/5ea06ff71">https://nroer.gov.in/55ab34ff81fcb4f1d806025/file/5ea06ff71</a></li> </ul>	<p>results of these tests should not be taken as gospel, yet they are a good way to start learning more about yourself and increase your self-awareness. You can take the 'Predictive Index Behavioral Assessment' or 'The 16 Personalities Test'.</p> <ul style="list-style-type: none"> <li>• To become more self-aware, you can ask a few people you trust for feedback on your own personality. Ask for both positive and negative feedback, as well as for any advice they may have on how you can improve.</li> </ul> <p><b>Theme</b> Development and Characteristics of the Self</p> <ul style="list-style-type: none"> <li>• You belong to the age group of adolescence so; prepare separate list of your own 'Feelings' about yourself and another list of 'Expectations' from others. Now, do the following: <ul style="list-style-type: none"> <li>- Draw smiley against those feelings and expectations, which you really like.</li> <li>- Identify those feelings and expectations, which make you, confuse about your own identity and role.</li> </ul> </li> <li>• Study Plutchik Wheel of Emotions. This is the way to get better at labeling your emotions. Many people have a very limited vocabulary when it comes to expressing what emotions they are feeling, and this limits their ability to be fully aware of, and to fully comprehend, what they are feeling. If you get better at labeling your emotions, not only you will lead an emotionally richer life, but you will also be able to respond more appropriately to what is happening around you. You can prepare a chart related to this and submit to the teachers.</li> <li>• If there are infants and 3 to13-year-old children at home, then perform activity no. 1 and 2 given in the section 'Development and Characteristics of the Self' under Chapter 2. Based on the instructions given in both the activities, you may prepare a report and submit to the teachers through email or WhatsApp group.</li> <li>• In order to understand the concept of 'self' in its true sense read the theory of Erik H. Erikson, i.e., 'Eight Stages of Psychosocial Development' using internet and prepare a leaflet having highlights of</li> </ul>
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	<p>6b51c0c7d238614</p> <ul style="list-style-type: none"> <li>- 'Saavdhan' on Sexual abuse (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff916b51c0c7d238625">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff916b51c0c7d238625</a></li> <li>- 'Mat Roko'Girls respect- no bullying (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0</a></li> <li>- Understanding Emotions (Hindi video): <a href="https://www.youtube.com/watch?v=yGnT_I6PdIM">https://www.youtube.com/watch?v=yGnT_I6PdIM</a></li> <li>- Mental and Emotional Well-Being of Children (Hindi video): <a href="https://www.youtube.com/watch?v=EYh7K-E0tBc&amp;t=806s">https://www.youtube.com/watch?v=EYh7K-E0tBc&amp;t=806s</a></li> </ul>	<p>his theory. Share it with the classmates and teachers. Teachers may provide some links for related text material and videos.</p> <ul style="list-style-type: none"> <li>• You can discuss your real-life experiences related to eight stages of development on WhatsApp groups or online platforms among themselves. Here, teacher may perform the role of a facilitator.</li> <li>• Watch different audio-video programmes using following links and write down the learning or the important information and share with friends, classmates and family members: <ul style="list-style-type: none"> <li>- 'Self: The Treasure within' (Hindi video):<a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff716b51c0c7d238614">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff716b51c0c7d238614</a></li> <li>- 'Developing and Nurturing the Self' (Hindi video): <a href="https://www.youtube.com/watch?v=t8uqsQs3zvE">https://www.youtube.com/watch?v=t8uqsQs3zvE</a></li> </ul> </li> </ul> <p><b>Theme</b> Influences on Identity- How do we Develop a Sense of Self?</p> <ul style="list-style-type: none"> <li>• List down the kind of information and support needed from peers, parents and teachers to be comfortable with the physical, social, emotional, and cognitive changes during puberty and adolescence stage.</li> <li>• Think and write down various emotional and behavioral changes with regard to your: <ul style="list-style-type: none"> <li>- Friendships and feelings of love</li> <li>- Relationship with their parents</li> <li>- Expectations of the adults</li> </ul> </li> <li>• Highlight the identified changes through poem or drawing or any other medium your find is more appropriate and submit to the teachers.</li> <li>• Teachers may guide learners about POCSO act and show related videos.</li> <li>• Think and write down your dream about life and what you want to achieve.</li> <li>• Teacher may ask learners to draw a picture depicting their dream and achievements.</li> <li>• Share dreams and achievements with teachers, friends, and family members and write down the expectations from each one of them to fulfill dream and achieve what you want to achieve. Again, share</li> </ul>
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		<p>with all of them.</p> <ul style="list-style-type: none"> <li>• Complete the following two Practicals given in section 'Influences on Identity How do we Develop a Sense of Self?' under Chapter 2 and share with teachers: <ul style="list-style-type: none"> <li>- Practical 1: <i>Development and Characteristics of the Self</i></li> <li>- Practical 2: <i>Influences on Identity</i></li> </ul> </li> <li>• Watch different audio-video programmes on using following links and write down the learning or the important information and share with friends, classmates and family members: <ul style="list-style-type: none"> <li>- 'Chupan Chupai' (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff716b51c0c7d238614">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff716b51c0c7d238614</a></li> <li>- 'Saavdhan' (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff916b51c0c7d238625">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ff916b51c0c7d238625</a></li> <li>- 'Mat Roko'(Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0</a></li> <li>- 'Understanding Emotions' (Hindi video): <a href="https://www.youtube.com/watch?v=yGnT_I6PdIM">https://www.youtube.com/watch?v=yGnT_I6PdIM</a></li> <li>- 'Mental and Emotional Well-Being of Children' (Hindi video): <a href="https://www.youtube.com/watch?v=EYh7K-E0tBc&amp;t=806s">https://www.youtube.com/watch?v=EYh7K-E0tBc&amp;t=806s</a></li> </ul> </li> <li>• Find out the functional helpline numbers to file complaint against any abuse or violence.</li> <li>• Based on the understanding about all three sections of Chapter 2, prepare a glossary of the following key terms and share with the teachers and friends: <ul style="list-style-type: none"> <li>- Self-concept</li> <li>- Self-esteem</li> <li>- Infancy</li> <li>- Early childhood</li> <li>- Middle childhood</li> <li>- Adolescence</li> <li>- Identity development</li> <li>- Puberty</li> <li>- Pubescence</li> <li>- Menarche</li> <li>- Individuality</li> </ul> </li> </ul>
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		- Connectedness
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>defines the terms — food, nutrition, nutrients, health, fitness and the role of food and nutrition in maintaining health</li> <li>applies the concept of balanced diet in planning and consuming diets</li> <li>explains the basis for defining the Recommended Dietary Allowances (RDAs) and the difference between Dietary Requirement and RDA</li> <li>classifies foods into appropriate groups</li> <li>Shows awareness about the factors which influence adolescent food habits</li> <li>Identifies the causes, symptoms</li> </ul>	<p><b>UNIT II</b> Understanding Oneself: Adolescence</p> <p><b>Chapter 3-</b> Food, Nutrition, Health and Fitness</p> <p><b>Content discussed in the textbook</b></p> <ul style="list-style-type: none"> <li>Definitions (food, nutrition, nutrients)</li> <li>Balanced diet</li> <li>Health and fitness</li> <li>Using basic food Groups for planning Balanced diets</li> <li>Vegetarian food guide</li> <li>Dietary patterns in adolescence</li> <li>Modifying diet related behavior</li> <li>Factors influencing eating behavior</li> <li>Eating disorders at adolescence</li> </ul>	<p><b>WEEK 3</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>Learners should read all the sections of Chapter 3 of the textbook, carefully and try to understand role of food, nutrition, health, and fitness in helping them creating and maintaining healthy lifestyle.</li> <li>Watch following video programmes using following links and write down the learning or the important information and share with friends, classmates and family members: <ul style="list-style-type: none"> <li>‘Aahar and Svasthya (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=307">http://epathshala.nic.in/watch.php?id=307</a></li> <li>‘Nav Sakshar Mehfil Bhag 02 (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=2473">http://epathshala.nic.in/watch.php?id=2473</a></li> <li>‘Vitamin ‘A’Ki Kahani’: <a href="http://epathshala.nic.in/watch.php?id=131">http://epathshala.nic.in/watch.php?id=131</a></li> <li>‘Food, Nutrition and Healthy eating Habits for Children’ (Hindi video): <a href="https://www.youtube.com/watch?v=E8pddqXRD60&amp;t=329s">https://www.youtube.com/watch?v=E8pddqXRD60&amp;t=329s</a></li> <li>‘Dietary Fibre’ (English Audio): <a href="https://www.youtube.com/watch?v=_RnNbnPm8o4">https://www.youtube.com/watch?v=_RnNbnPm8o4</a></li> <li>‘Khojo Jawab’(Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ef116b51c0c7d2383db">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06ef116b51c0c7d2383db</a></li> <li>‘Components of Food’ (English video): <a href="https://www.youtube.com/watch?v=IpUNzXOqH1M&amp;t=25s">https://www.youtube.com/watch?v=IpUNzXOqH1M&amp;t=25s</a></li> </ul> </li> <li>Create a balanced meal on your own by searching through grocery advertisements on news papers and magazines to find a balanced meal for breakfast, lunch or dinner. Cut out photos and glue them onto a paper plate. Before this activity, teachers must discuss how our bodies need a variety of foods. Now, prepare balanced diet for breakfast lunch and dinner and make videos for each one of them and share with friends, family, and teachers.</li> <li>Keep a food diary of all of the foods that you eat for</li> </ul>

<p>and nutritional interventions related to eating disorders</p>	<p><b>Links</b></p> <ul style="list-style-type: none"> <li>- 'Aahar &amp; Svasthya' (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=307">http://epathshala.nic.in/watch.php?id=307</a></li> <li>- 'Nav Sakshar Mehfil Bhag 02' (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=2473">http://epathshala.nic.in/watch.php?id=2473</a></li> <li>- Vitamin 'A'Ki Kahani (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=131">http://epathshala.nic.in/watch.php?id=131</a></li> <li>- 'Food, Nutrition and Healthy eating Habits for Children' (Hindi video): <a href="https://www.youtube.com/watch?v=E8pddqXRD60&amp;t=329s">https://www.youtube.com/watch?v=E8pddqXRD60&amp;t=329s</a></li> <li>- 'Dietary Fibre' (English Audio): <a href="https://www.youtube.com/watch?v=_RnNbnPm8o4">https://www.youtube.com/watch?v=_RnNbnPm8o4</a></li> <li>- 'Khojo Jawab' (Hindi audio): <a href="https://nrer.gov.in/55a">https://nrer.gov.in/55a</a></li> </ul>	<p>five days (Monday–Friday). Keep a record of everything you consume, even drinks. Then compare your diet to the national guidelines of what is recommended to eat. Then, see if you need to modify your diets in any way. Remember, when we eat a balanced meal we are getting all of the vitamins and minerals that our bodies need in order to be healthy.</p> <ul style="list-style-type: none"> <li>• Prepare a chart of various food groups and their recommended quantity for different age groups for male and female.</li> <li>• Prepare an info graphic showing different nutrients and what are their sources in both vegetarian and non-vegetarian foods.</li> <li>• Teachers can give learners an assignment of preparing sweet and salted items for snacks and make a video of the same. Also, they may ask them to write down the nutritive value of these snacks.</li> <li>• Teachers may organise a quiz on WhatsApp group encouraging learners to be spontaneous and elaborate the following in their own words— <ul style="list-style-type: none"> <li>- Food</li> <li>- Health</li> <li>- Fitness</li> <li>- Nutrition</li> <li>- Nutrients</li> <li>- Balanced diet</li> <li>- Micronutrients</li> <li>- Macro nutrients</li> <li>- Vitamins</li> <li>- Minerals</li> <li>- Protein</li> <li>- Fats</li> <li>- Fiber</li> <li>- Iodine</li> <li>- Calcium</li> <li>- Iron</li> <li>- Recommended Dietary Allowances (RDA)</li> </ul> </li> <li>• Create a poem from these words for example one learner says rhyming line with food, another one with health and so on.</li> <li>• Find out the food item which have the following</li> </ul>
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	<p>b34ff81fcb4f1d806025/fi1e/5ea06ef116b51c0c7d2383db</p> <p>- 'Components of Food ' (English video):<a href="https://www.youtube.com/watch?v=IpUNzXOqH1M&amp;t=25s">https://www.youtube.com/watch?v=IpUNzXOqH1M&amp;t=25s</a></p>	<p>nutrients and effects of their deficiency:</p> <ul style="list-style-type: none"> <li>- Iodine</li> <li>- Calcium</li> <li>- Iron</li> <li>- Vitamin A, B, C, D, E, &amp; K</li> </ul> <ul style="list-style-type: none"> <li>• Play <i>antakshari</i> by singing poems / songs related to various foods. E.g “<i>ek tamatar lal lal</i>”.</li> <li>• Write your name in vertical line and write the name of various foods and nutrients given by that food item, starting from your name alphabet:  A – Almonds- rich in fat and good for brain  R – Rice- rich in carbohydrate  T- Tomato- rich in vitamin C  I- Ice cream- rich in calcium as it is made up from milk and cream</li> <li>• Suggest food item for your balanced diet at lunch or dinner plate following the ‘Guidelines for using basic food groups’ given in the chapter. Share the lunchplate with friends, teachers, and family members.</li> <li>• Suggest a pure vegetarian balanced diet for lunch or dinner. Make a chart or pamphlet showing pure vegetarian foods and their nutrients.</li> <li>• A discussion may be held among learners on WhatsApp groups or online meetings to discuss upon the following points: <ul style="list-style-type: none"> <li>- Suggested balanced lunch or dinner plates</li> <li>- Difference and similarities between normal balanced diet having non-vegetarian food and pure vegetarian food</li> </ul> </li> <li>• In order to know more about Recommended Dietary Allowances (RDA), read more about RDA using internet. Share the same information with classmates, friends, family members, and teachers. Teachers may provide some links for related text material and videos.</li> <li>• Look at the ‘Food Guide Pyramid’ and try to understand the messages behind the illustration/s and text. Now, do the following tasks and share with teachers friends, classmates and family members—</li> </ul>
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		<ul style="list-style-type: none"> <li>- Label the food items given in pyramid with the name of their nutrient/s such as protein, carbohydrates, etc.</li> <li>- Write down the reason for the broad base and narrow top of the food pyramid</li> </ul> <ul style="list-style-type: none"> <li>• Prepare a list of food items available at home. Now, prepare a matrix having three columns: 'Available food items at home', 'Nutrient/s found in the food item' and 'Functions in our body'. Write the appropriate response against each food item.</li> </ul> <ul style="list-style-type: none"> <li>• Create a leaflet having following information— <ul style="list-style-type: none"> <li>- How to keep ourselves fit</li> <li>- Benefits of being fit</li> <li>- Few nutritious recipes using low cost ingredients</li> <li>- How to increase iron, protein and calcium through diet because these are main nutrients in which learners of this are deficient</li> </ul> </li> <li>• Prepare a power-point presentation or chart about eating disorders, their types, and the ways to treat them.</li> </ul> <p><b>WEEK 4</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Conduct a survey by creating a four column table having following points: <ul style="list-style-type: none"> <li>- Breakfast</li> <li>- Lunch</li> <li>- Supper/ snack time</li> <li>- Dinner</li> </ul> </li> </ul> <p>Circulate this among friends, family members, and classmates. Now, ask them to mention against each of category what they usually eat and mention if they skip any meal frequently. Do this activity for yourself also.</p> <ul style="list-style-type: none"> <li>• After getting the response from them, compile all responses and check who is eating healthy and having healthy meal pattern or who is not. Also, compare how fitness and health is affected by nutrition. (Good nutrition/ Junk Foods).</li> <li>• Based on the knowledge gained in this chapter,</li> </ul>
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		<p>write suggestions for those who are not eating healthy and having healthy meal pattern and put smiley against those who are eating healthy and having healthy meal pattern. Share this information with those who have responded.</p> <ul style="list-style-type: none"> <li>• Find out the effects of the following unhealthy eating habits, eating patterns and eating disorders— <ul style="list-style-type: none"> <li>- Irregular meals and skipping meals</li> <li>- Surviving on snacks or junk food</li> <li>- Frequent eating of fast food</li> <li>- Dieting</li> <li>- Anorexia nervosa</li> <li>- Bulimia</li> </ul> </li> </ul> <p>Prepare an information bulletin and share with others through various platforms.</p> <ul style="list-style-type: none"> <li>• Find out the videos, illustrations or text depicting home based exercises for keeping ourselves healthy, active, and fit. Share such resources with the family, friends, classmates, and teachers. You also practice these exercises and encourage others to do so. Make your own videos of different types of home-based exercise for seven days.</li> <li>• Teachers may initiate a discussion on WhatsApp group about ‘adapting healthy choices at their age’. They may ask learners to participate in the discussion and prepare a report of the points discussed and the point of view of other learners. Finally, write their own perspective in the report and submit to the teachers.</li> <li>• Discuss the effect of Iron Folic Acid supplementation programme and deworming programme run in their schools by the Government of India. Why the Iron Folic Acid tablets given to you on every Wednesday is necessary also deworming tablet in every 3 months.</li> <li>• Perform a small action research on the effect of healthy eating habits, on fitness, health, mental well being and academic performance.</li> <li>• Search the Internet or magazines for images that you think promote unhealthy eating habits or a starved or unhealthy appearance. Next, you can</li> </ul>
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		<p>find images that represent the opposite: good nutrition and healthy bodies. Then use these images to prepare a poster or info graphic. You can add your own drawings, and text to explain your message.</p> <ul style="list-style-type: none"> <li>• Teachers can begin by dividing the learners into four groups. Assign each group with one of the following: <ul style="list-style-type: none"> <li>- Anorexia Nervosa</li> <li>- Bulimia Nervosa</li> <li>- Other eating disorders.</li> </ul> </li> </ul> <p>Explain to the groups that they are responsible for creating public awareness posters for the assigned eating disorder. The idea is that anyone viewing this poster would be able to distinguish the type of eating disorder along with its symptoms and warning signs. Each poster must also provide a resource for accessing help for this particular eating disorder.</p> <ul style="list-style-type: none"> <li>• Complete all three exercises under Practical no. 3, given at the end of chapter 3 and share with the teachers.</li> </ul>
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## HUMAN ECOLOGY AND FAMILY SCIENCES (HEFS)

### CLASS XII

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (to be guided by teachers/parents)</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Explains meaningful work, livelihood, careers and entrepreneurs hip</li> <li>• Describes the concepts of standard of living and quality of life</li> <li>• Knows the importance of social responsibility and volunteerism</li> <li>• Explains the attitudes and approaches that contribute to quality of work life and successful careers</li> <li>• Shows sensitivity to the issues of work in relation to traditional occupations and special groups namely women,</li> </ul>	<p><b>UNIT I</b> WORK, LIVELIHOOD AND CAREER</p> <p><b>Chapter 1-</b> Work, Livelihood and Career</p> <p>Content discussed in the textbook</p> <ul style="list-style-type: none"> <li>• Introduction                             <ul style="list-style-type: none"> <li>- Work and Meaningful Work</li> <li>- Work, Careers and Livelihoods</li> </ul> </li> <li>• Traditional Occupations of India</li> <li>• Work, Age and Gender</li> <li>• Attitudes and approaches to work and life skills for livelihood                             <ul style="list-style-type: none"> <li>- Attitudes and approaches to work</li> <li>- Lifeskills for livelihood</li> <li>- Essential soft skills at</li> </ul> </li> </ul>	<p><b>WEEK 1</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• At the beginning for better understanding and knowing the content and the context of the textbook learners should read the following sections of the textbook, carefully:                             <ul style="list-style-type: none"> <li>- Foreword</li> <li>- Preface</li> <li>- Note for Teachers</li> <li>- Contents</li> <li>- Chapter I 'Work, Livelihood and Career'</li> </ul> </li> </ul> <p><b>Prelims</b></p> <ul style="list-style-type: none"> <li>• Referring to the preliminary sections try to understand the following:                             <ul style="list-style-type: none"> <li>- Purpose of the textbook</li> <li>- Basis of its development</li> <li>- Content covered</li> <li>- Nature of content designed to improve the Quality of Life (QoL) of individuals, families, and communities in the global, socio-cultural, and socio-economic contexts.</li> </ul> </li> <li>• Develop a 'flyer/ leaflet/ pamphlet/ brochure' having highlights of the information given in the prelims. Highlight the information using diagram or illustrations, slogans and share the developed 'flyer/ leaflet/ pamphlet/ brochure' with teachers, and classmates through email or WhatsApp groups.</li> <li>• Find out more information about the following from your family and nearby people and prepare a brief report and share with teachers, and classmates through email or WhatsApp groups:                             <ul style="list-style-type: none"> <li>- Quality of Life (QoL) in your own context and in the context of the society.</li> </ul> </li> </ul>

<p>children and elderly</p> <ul style="list-style-type: none"> <li>• Describes the characteristics of a healthy work environment</li> </ul>	<p>workplace</p> <ul style="list-style-type: none"> <li>• Ergonomics</li> <li>• Entrepreneurship</li> </ul> <p><b>Note:</b><i>In case learners do not have the hard copy of the textbook, they can open link given below and download the complete e-textbook/s (Part I and II) available in both Hindi and English language:</i>  <a href="http://ncert.nic.in/ebooks.html">http://ncert.nic.in/ebooks.html</a></p> <p><b>Links</b></p> <ul style="list-style-type: none"> <li>- 'Facilitating Career Choice of Students' (English video): <a href="https://youtu.be/TmWicjBKCLE">https://youtu.be/TmWicjBKCLE</a></li> <li>- 'Role of Teachers in Facilitating Career Choice of Student' (English video): <a href="https://youtu.be/fUNTVDik7mk">https://youtu.be/fUNTVDik7mk</a></li> <li>- 'Helping Career Choices of Students in School' (English video): <a href="https://youtu.be/tfrOq4XqpdQ">https://youtu.be/tfrOq4XqpdQ</a></li> <li>- 'Terra Cotta' (Hindi video):</li> </ul>	<ul style="list-style-type: none"> <li>- Relationship between Quality of Life (QoL) and economic achievement.</li> <li>- Pertinent issues related to work, employment and careers.</li> <li>• Teachers may organize a discussion using online meeting platforms or WhatsApp groups on 'pertinent issues related to work, employment and careers'. Learners should be encouraged to participate in the discussion and share their own experiences with regard to the topic.</li> </ul> <p><b>Chapter I 'Work, Livelihood and Career'</b></p> <ul style="list-style-type: none"> <li>• Write the examples for following views of work in their notebook and post on the WhatsApp requesting friends and classmates to add more examples. Collective response may be shared with the teachers: <ul style="list-style-type: none"> <li>- 'Job' / means of making a 'living'</li> <li>- Task/ duty that entails a sense of obligation</li> <li>- 'Dharma' or duty</li> <li>- Part of spiritual practice</li> <li>- Source of joy and fulfillment</li> <li>- Scope</li> <li>- Hope</li> <li>- Self-esteem and dignity</li> <li>- Symbol of status, power and control</li> <li>- Rewarding experience</li> <li>- Self development and self-actualization</li> </ul> </li> <li>• A debate may be conducted on the views of work. Mention examples, and the contribution of such work to oneself, one's family, one's employers, to society, or to the world.</li> <li>• Teachers can ask learners to create a T-chart. 'Title the chart' with "Factors to Determine Standard of Living." Label the left side of the chart as "Economic Factors" and the other side of the chart "Noneconomic Factors."</li> <li>• Learners can be asked to write difference between standard of living and quality of life on their understanding of the chapter.</li> <li>• Think of any occupation of your choice and prepare an illustration keeping yourself in the center showing responses to the following</li> </ul>
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	<p><a href="https://www.youtube.com/watch?v=Q7OGt8jao94">https://www.youtube.com/watch?v=Q7OGt8jao94</a></p> <ul style="list-style-type: none"> <li>- <i>'Kashth Nakkashi Hasth Shilpkala'</i> (Hindi video): <a href="https://www.youtube.com/watch?v=hKzRNRA6mb8">https://www.youtube.com/watch?v=hKzRNRA6mb8</a></li> <li>- <i>'Lakh Ki Churiya'</i> (Hindi video): <a href="https://www.youtube.com/watch?v=sD_MbJqC6e0">https://www.youtube.com/watch?v=sD_MbJqC6e0</a></li> <li>- <i>'Fakra Ki Baat'</i> (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703216b51c0c7d238801">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703216b51c0c7d238801</a></li> <li>- <i>'Mat Roko'</i> (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0</a></li> <li>- <i>'Rishta Pakka'</i> (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06fb216b51c0c7d23850b">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06fb216b51c0c7d23850b</a></li> <li>- <i>'Hum Padhna Chahte Hai'</i> (Hindi video): <a href="http://e">http://e</a></li> </ul>	<p>questions with regard to the occupation option chosen:</p> <ul style="list-style-type: none"> <li>- What are your special talents, traits and interests vis-a-vis an occupation?</li> <li>- Is the work challenging and stimulating?</li> <li>- Is the occupation likely to give you a sense of being useful?</li> <li>- Does the chosen occupation make you feel that I am contributing to the society?</li> <li>- Are the ethos and environment of the workplace likely to be suitable to you?</li> </ul> <p>Now, based on the activity categorize your response about the occupation as 'Job' or 'Career'. Write the reason for mentioning response to chosen occupation as Job or as a career.</p> <ul style="list-style-type: none"> <li>• Find out the information about SWOT analysis (Strengths, Weakness, Opportunities and Threats) and its role in transforming our life.</li> <li>• Teachers and learners may watch video programmes using following links. Learners must write down the learning or the important information: <ul style="list-style-type: none"> <li>- 'Facilitating Career Choice of Students' (English video): <a href="https://youtu.be/TmWicjBKCLE">https://youtu.be/TmWicjBKCLE</a></li> <li>- 'Role of Teachers in Facilitating Career Choice of Student' (English video): <a href="https://youtu.be/fUNTVDik7mk">https://youtu.be/fUNTVDik7mk</a></li> <li>- 'Helping Career Choices of Students in School' (English video): <a href="https://youtu.be/tfrOq4XqpdQ">https://youtu.be/tfrOq4XqpdQ</a></li> </ul> </li> <li>• Learners may share the important information and learning with friends, classmates and family members. Teachers may get ideas to help the learners for making informed carrier choices.</li> <li>• Make masks and gloves from your discarded clothes and donate them to help the needy. There are places online that accept donations. You can also give it to cleaners, sweepers, sanitisation workers, and vendors roaming around your society. This can help you grow as a socially responsible citizen.</li> <li>• Cleaning up home and watering all plants. The motto of this activity is to create a sense of health and hygiene among you and make you</li> </ul>
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	<p>pathshala.nic.in/watch.php?id=74</p> <ul style="list-style-type: none"> <li>- 'Rajni Se Roshini' (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=116">http://epathshala.nic.in/watch.php?id=116</a></li> <li>- 'Relevance of Gender Dimensions in Teaching and Learning Process' (Hindi video): <a href="https://www.youtube.com/watch?v=TtPsyQvg3w">https://www.youtube.com/watch?v=TtPsyQvg3w</a></li> <li>- 'Gender-based Violence in School' (Hindi video): <a href="https://www.youtube.com/watch?v=ail8IPKJQM8&amp;t=3s">https://www.youtube.com/watch?v=ail8IPKJQM8&amp;t=3s</a></li> <li>- 'Innovation and Entrepreneurship' (English video): <a href="https://www.youtube.com/watch?v=6z1hsQtNrJg">https://www.youtube.com/watch?v=6z1hsQtNrJg</a></li> <li>- 'Fostering the spirit of Innovation and Entrepreneurship (Atal Tinkering Lab)' (English video): <a href="https://www.youtube.com/watch?v=M6OA21ARuNk">https://www.youtube.com/watch?v=M6OA21ARuNk</a></li> <li>- 'Motivation in</li> </ul>	<p>independent at the same time. You can make a video of the same and share it with your teachers.</p> <ul style="list-style-type: none"> <li>• Complete the Activity no 2 given in Chapter 1 and submit the report to the teachers.</li> </ul> <p><b>WEEK 2</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Prepare a list of cash crops in India, preferably state/region-wise using internet. Also find out the relation between cash crops and economy.</li> <li>• Search on the internet and find out at least five individuals/ institutions/ organizations opted for traditional occupations of India for example 'Khadi'. Prepare a report having following details: <ul style="list-style-type: none"> <li>- Contact details</li> <li>- Kind of traditional occupation opted</li> <li>- Aim/ goal/ objective of the occupation</li> <li>- Inspiration behind opting such occupation</li> <li>- Process of running the occupation</li> <li>- Challenges faced</li> <li>- Financial assistance</li> <li>- Income</li> </ul> </li> </ul> <p>Mention other details and images, if available. Submit the report to the teachers and share with the classmates.</p> <ul style="list-style-type: none"> <li>• Prepare a list of small-scale business that can help in "Make in India" programme for improving economic development of the nation.</li> <li>• List 10 Indian traditional occupations that are slowly treading towards extinction. Write about each one of them in detail with their importance and submit</li> <li>• Prepare a 'Resource Dossier' of local traditional arts, crafts, cuisines using internet. This dossier should have brief information, and its importance/ need. Dossier work may be supported by relevant photographs.</li> <li>• Watch video programmes using following links</li> </ul>
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	<p>business' (Hindi video):<a href="https://www.youtube.com/watch?v=rIK0BjJvONQ">https://www.youtube.com/watch?v=rIK0BjJvONQ</a></p>	<p>and write down the learning or the important information and share with teachers, friends, classmates and family members:</p> <ul style="list-style-type: none"> <li>- 'Terra Cotta' (Hindi video): <a href="https://www.youtube.com/watch?v=Q7OGt8jao94">https://www.youtube.com/watch?v=Q7OGt8jao94</a></li> <li>- 'Kashth Nakkashi Hasth Shilpkala' (Hindi video): <a href="https://www.youtube.com/watch?v=hKzRNRA6mb8">https://www.youtube.com/watch?v=hKzRNRA6mb8</a></li> <li>- 'Lakh Ki Churiya' (Hindi video): <a href="https://www.youtube.com/watch?v=sD_MbJqC6e0">https://www.youtube.com/watch?v=sD_MbJqC6e0</a></li> </ul> <ul style="list-style-type: none"> <li>• Find out the information about the 'Beti Bachao, Beti Padhao Yojana' of the Government of India and its provisions. Prepare an information brochure out of it and share with friends, family, and teachers.</li> <li>• Make a list of 10 job roles and categorize it as 'men's work or women's work' If so then why it helps in 'identifying and analysing traditional gender roles in the workplace'. Teacher's responsibility is to make learners aware about domestic work done by women that should needs to be valued as an economic contribution and productive activity.</li> <li>• Prepare a power point presentation (with the help of teachers) of distinguished women in Science, Technology, Mathematics, Sports, Education, Literature, Medicine, Cinema, Politics and other important areas.</li> <li>• Watch audio-video programmes using following links and write down the learning or the important information and share with friends, classmates and family members: <ul style="list-style-type: none"> <li>- 'Fakr Ki Baat' (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703216b51c0c7d238801">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703216b51c0c7d238801</a></li> <li>- 'Mat Roko' (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea0703016b51c0c7d2387f0</a></li> <li>- 'Rishta Pakka' (Hindi audio): <a href="https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06fb216b51c0c7d23850b">https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5ea06fb216b51c0c7d23850b</a></li> <li>- 'Hum Padna Chahte Hai' (Hindi video):</li> </ul> </li> </ul>
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		<p><a href="http://epathshala.nic.in/watch.php?id=74">http://epathshala.nic.in/watch.php?id=74</a></p> <ul style="list-style-type: none"> <li>- 'Rajni Se Roshini' (Hindi video): <a href="http://epathshala.nic.in/watch.php?id=116">http://epathshala.nic.in/watch.php?id=116</a></li> <li>- 'Relevance of Gender Dimensions in Teaching and Learning Process' (Hindi video): <a href="https://www.youtube.com/watch?v=TtPsyQvg3w">https://www.youtube.com/watch?v=TtPsyQvg3w</a></li> <li>- 'Gender-based Violence in School' (Hindi video): <a href="https://www.youtube.com/watch?v=ail81PKJQM8&amp;t=3s">https://www.youtube.com/watch?v=ail81PKJQM8&amp;t=3s</a></li> </ul> <ul style="list-style-type: none"> <li>• Do the following activities under sub-heading 'Work, Age and Gender' under Chapter 1: <ul style="list-style-type: none"> <li>- Briefly, write the answers of the Review Questions</li> <li>- Complete the Activity no. 5, 6, and 7.</li> </ul> </li> </ul> <p><b>WEEK 3</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• Make a creative poster showing 'Essential Soft Skills at Workplace'. Hang it on the wall and also take photograph and share with teachers, family, friends, and classmates through email or WhatsApp.</li> <li>• Write atleast two example from your daily life experiences under each of the following ten categories of 'core set of skills' given under sub-heading 'life skills for livelihood': <ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Communication</li> <li>- Decision making</li> <li>- Creative thinking</li> <li>- Coping with emotions</li> <li>- Empathy</li> <li>- Interpersonal relationships</li> <li>- Problem solving</li> <li>- Critical thinking</li> <li>- Coping with stress</li> </ul> </li> <li>• Think and write those creative and innovative things you did in your life that has helped you performing better in academics or day-to-day chores.</li> <li>• Based on the text given under the sub-heading</li> </ul>
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		<p>‘Attitudes and Approaches to Work’, prepare an interview schedule to understand if the person finds satisfaction or dissatisfaction in their work. Now, conduct an interview with atleast two people over phone or video call. Conclusion may be drawn with reasons and should be shared with teachers.</p> <ul style="list-style-type: none"> <li>• Write about how you felt when you last came to school? Did you come with an attitude “just another day” or you burst with enthusiasm and positive energy? How can these attitudes affect your day at school?</li> <li>• Define work ethic. Work ethic is generally associated with people that work hard and do a good job. Many characteristics of work ethic can be summarised using three terms- interpersonal skills, initiative, and being dependable. If you have a positive attitude toward school and work, you generally have a good work ethic</li> <li>• Find out the information about any two great innovators in the world and prepare a write-up on their life and innovative work. Submit the report to the teachers and share their life story with the friends and classmates through WhatsApp groups.</li> <li>• Think of any entrepreneur around you/ in your locality. Try to get his/ her contact number. Ask about the following: <ul style="list-style-type: none"> <li>- Motivation behind selecting the particular business</li> <li>- What are their strengths?</li> <li>- What are their weaknesses?</li> <li>- How do they manage their work?</li> <li>- What are the challenges they are facing?</li> <li>- What are their achievements?</li> <li>- Are they satisfied or not with their business?</li> </ul>           Prepare the case study and share it with the friends, classmates, and teachers. </li> <li>• Watch Live discussions on different aspects of entrepreneurship using following links and write down the learning or the important information and share with friends, classmates and family</li> </ul>
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		<p>members:</p> <ul style="list-style-type: none"> <li>- 'Innovation and Entrepreneurship' (English video): <a href="https://www.youtube.com/watch?v=6z1hsQtNrJg">https://www.youtube.com/watch?v=6z1hsQtNrJg</a></li> <li>- 'Fostering the spirit of Innovation and Entrepreneurship (Atal Tinkering Lab)' (English video): <a href="https://www.youtube.com/watch?v=M6OA21ARuNk">https://www.youtube.com/watch?v=M6OA21ARuNk</a></li> <li>- 'Motivation in business' (Hindi video): <a href="https://www.youtube.com/watch?v=riKOBjJvONQ">https://www.youtube.com/watch?v=riKOBjJvONQ</a></li> </ul> <ul style="list-style-type: none"> <li>• Complete the Activity no. 13 given in sub-heading 'Entrepreneurship' under Chapter 1.</li> </ul>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• Describes the significance and scope of clinical nutrition and dietetics</li> <li>• Describes the role and function of a clinical nutritionist/ medical</li> <li>• nutrition therapist</li> <li>• Explains the knowledge and skills required for a career in clinical nutrition and dietetics</li> </ul>	<p><b>UNIT II</b> NUTRITION, FOOD SCIENCE AND TECHNOLOGY</p> <p><b>Chapter 2</b> Clinical Nutrition and Dietetics</p> <p><b>Content discussed in the textbook</b></p> <ul style="list-style-type: none"> <li>• Significance</li> <li>• Basic Concepts</li> <li>• Types of diets</li> <li>• Preparing for a career</li> <li>• Preparing for a Career</li> <li>• Scope</li> </ul> <p><b>Links</b></p> <ul style="list-style-type: none"> <li>- Indian Council of Agricultural Research (ICAR): <a href="https://icar.org">https://icar.org</a></li> </ul>	<p><b>WEEK 4</b></p> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>• There are many other Home Science colleges under the State and Center run Universities including Universities under Indian Council of Agricultural Research (ICAR) and various institutions like Central Food Technological Research Institute (CFTRI) etc. which are running professional courses mentioned in the sub-heading 'preparing for a career' under Chapter 2. Explore on the internet about them and prepare a matrix of information needed for choosing 'Clinical Nutrition and Dietetics' as career (such as departments, courses, admission process etc.). For your help links to some of these Colleges/ universities/ institutions are being given below:       <ul style="list-style-type: none"> <li>- Indian Council of Agricultural Research (ICAR): <a href="https://icar.org.in/">https://icar.org.in/</a></li> <li>- Central Food Technological Research Institute (CFTRI): <a href="https://www.cftri.res.in/">https://www.cftri.res.in/</a></li> <li>- Lady Irwin College: <a href="http://www.ladyirwin.edu.in/index.aspx">http://www.ladyirwin.edu.in/index.aspx</a></li> <li>- Institute of Home Economics <a href="http://www.ihe-du.com/">http://www.ihe-du.com/</a></li> <li>- The Maharaja Sayajirao University Baroda, here the Home Science is known as 'Faculty of Family and Community Sciences' <a href="https://msubaroda.ac.in/Academics/Faculty">https://msubaroda.ac.in/Academics/Faculty</a></li> </ul> </li> </ul>

	<p>.in/  - Central Food Technological Research Institute (CFTRI): <a href="https://www.cftri.res.in/">https://www.cftri.res.in/</a>  - Lady Irwin College: <a href="http://www.ladyirwin.edu.in/index.aspx">http://www.ladyirwin.edu.in/index.aspx</a>  - Institute of Home Economics <a href="http://www.ihe-du.com/">http://www.ihe-du.com/</a>  - The Maharaja Sayajirao University Baroda, here the Home Science is known as 'Faculty of Family and Community Sciences' <a href="https://msubaroda.ac.in/Academics/Faculty">https://msubaroda.ac.in/Academics/Faculty</a></p>	<ul style="list-style-type: none"> <li>• Similar exercise can be conducted in finding job opportunities, qualification required for that particular job in the area of 'Clinical Nutrition and Dietetics'. Websites of hospitals, counseling centers and research institutes etc. may be surfed in this regard.</li> <li>• Find out the information about eminent nutritionists. Prepare a report and submit to the teachers.</li> <li>• Teachers may create a matrix of information on WhatsApp group where learners should be encouraged to find out above mentioned information and add in the matrix as soon as they get the information. Teacher may also open a discussion forum on the WhatsApp group for providing guidance on the queries of students regarding 'Clinical Nutrition and Dietetics'.</li> <li>• In order to know more about Recommended Dietary Allowances (RDA) you must read about RDA using internet. Share the same information with the classmates, friends, family members, and teachers. Teachers may provide some links for related text material and videos.</li> <li>• Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to clinical nutrition and dietetics.</li> <li>• As the summer had already hit the country, make info graphic about the hydrating foods and their importance.</li> <li>• Teachers can give learners task of enlisting some diseases with required nutrition for each of them. After that, learners may be asked to plan a diet for these diseases according to the required nutrients.</li> <li>• Write the answers of all the 'Review Questions' given at the end of the Chapter 2 and submit them to the teachers.</li> </ul>
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		<ul style="list-style-type: none"> <li>• Interview family members from three different generations to determine how the significance of food preparation, family meals, and food traditions has changed over time. Using the interview responses, develop an essay describing these changes as well as the implications for nutrition professionals who care for clients across life stages.</li> <li>• Practice writing a therapeutic, calorie-controlled menu.</li> <li>• Write the importance of therapeutic diet and how it is different from normal diet?</li> <li>• Create a diet guide to fill the knowledge void and list the most optimal therapeutic diets to recommend to patients based on their chronic condition or disease (diseases should be decided by teachers).</li> <li>• Write about the role, principals, and types of dietary modification?</li> <li>• Be a dietitian for a day. Now, can plan and write diet recommendation to your family members according to their age and health issues.</li> <li>• Visit many websites related to clinical nutrition and dietetics and then make a list of career opportunities related to this field.</li> <li>• Make a record of your 24 hours dietary intake and based on this you can modify your diet into nutritionally balanced diet.</li> <li>• Complete Practical 1, given at the end of Chapter 2 and share with teachers, friends, classmates, and family members. As suggested in the practical, in case there is no elderly at home, interview may be conducted with any neighborhood elderly over phone or the activity can be done with an adult in the house.</li> </ul>
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## FINE ARTS

### Classes XI-XII

#### Guidelines

- The subject Fine Arts covers different visual art subjects, like, Painting, Sculpture and Graphics (also called creative painting, sculpture and applied art) Different Boards use different nomenclature. This calendar follows the NCERT Curriculum and Syllabus.
- All these subjects covered under Fine Arts have two components, (i) Theory and (ii) Practical. Students may follow the NCERT syllabus or the Syllabus of their respective Boards. For NCERT Syllabus of Fine Arts please refer to the given link; ([http://www.ncert.nic.in/rightside/links/PDF/syllabus/Art\\_Education\\_final\\_syllabus.pdf](http://www.ncert.nic.in/rightside/links/PDF/syllabus/Art_Education_final_syllabus.pdf))
- For 'Painting', theory part, students can refer to the NCERT textbooks.
- It is advisable for the students of Higher Secondary classes to engage themselves in creation of art and learning theory simultaneously while at home. Students can utilise this time to prepare for their internal assessment and board examination.
- Students need not go out to the market for buying art material. Rather they may think of using material easily available at/ home to create art.
- Students are advised to prepare their portfolio for maintaining all the work done during this period for assessment. This work can be part of their internal assessment for the finals or Board exams.
- All activities are suggestive in nature and students are free to modify them as per the facilities and resources available.
- The Learning Outcomes mentioned are general and not specific to any one activity. These are the outcomes of the processes suggested for the activities in column two.
- Parents and teachers should encourage and support children in doing their work of art as their performance in the subject can open attractive avenues for higher studies in the field.

## Suggested Activities: Class XI

<b>Learning Outcomes</b>	<b>Suggested Activities (History of Arts)</b>	<b>Resources/ Material</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>- tells about early developments in Indian art of sculpture, architecture and painting from the earliest times to the Ancient periods and early Medieval period in different part of the sub-continent,</li> <li>- identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them,</li> <li>- appreciate the rich tangible heritage of the Country and be proud of it,</li> </ul>	<p>Students can visit the NCERT website, and access the Class XI textbook, ‘An Introduction of Indian Art – Part I.’  <a href="http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en">http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en</a></p> <p><b>WEEK 1 (THEORY)</b></p> <p>The very first Chapter is about Pre-historic cave paintings, read the text carefully, open it’s QR Codes and read Exercises first. Make notes of your observations on different topics and sub-topics, how familiar you are with the names of the cave sites, do you find any similarities in your earlier works, child art, how did they paint the rough surfaces, what were the reasons/ objective behind the painting in your opinion etc.            Visit different Museum websites, and look at the details of the paintings.</p> <p><b>WEEK 2 (THEORY)</b></p> <p>The second chapter is on Indus Valley Civilisation. Again, go through the same process.            Now, can you make a toy or beads or any similar items used by people of the Indus Valley Civilisation.            Visit different website for virtual visit of Museums, look at the details of the artifact which are given for detailed study in your course/textbooks. Note down your observations of detailed plates.</p> <p><b>WEEK 3 (THEORY)</b></p> <p>The thirdchapter is on the art of the Mauryan period. Like previous chapters, read it carefully, take note of full page pictures and their description, the artifacts you know, like, Lion Capital of Ashok, the stories related to it and how it became the National emblem, etc.            Draw their diagrams and write about them. Can you make some object taking clue or using the motif from the sculptures?</p>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a>  <a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a>  <a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a>  <a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a></p>

	<h3>WEEK 4 (THEORY)</h3> <p><b>Note:</b> Collect photographs from magazines, calendars, greeting cards, or what all you can get at home, arrange them in a chronological order and make an album of Indian Arts of different periods. Write captions under each of them in 4-8 lines of information such as period, date, name of the object, material used in making it, name and place of Museum or Collection where it lies presently.</p>	
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## Painting Practical (Class XI)

Learning Outcomes	Suggested Activities	Resources/ material
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>- demonstrates safe and proper use of drawing and materials.</li> <li>- observes and selects subject matter and ideas for his/her work.</li> <li>- applies elements of art in painting to effectively communicates his/her ideas.</li> <li>- appreciates beauty in nature and in man made objects using skill of art elements.</li> </ul>	<p><b>Activity – 1</b>  <b>Sketching</b> of nature and of geometrical objects/ structures in pencil/charcoal . Sketching of natural forms at home such as; live plants and trees, available vegetables and fruits, leaves and flowers etc., Geometrical forms such as; table, chair, TV, books, bucket, basket, building, monument etc. Any kitchen utensil as they are based on geometrical forms.</p> <p><b>While sketching focus should be on the use of line, form, light and shade, textures of objects etc.</b>  Any sketch book or plain notebook can be used for this purpose  <i>(sketching should be part of everyday routine for students of visual arts)</i></p> <p><b>Activity – 2</b></p> <ul style="list-style-type: none"> <li>- Explores means to make own colors and brushes with available material at home.</li> <li>- Make charcoal at home for sketching.</li> </ul> <p><b>Activity – 3</b>  <b>Object Study</b> – learn to arrange objects for study (still life).</p> <ul style="list-style-type: none"> <li>- Study 2-3 objects using pencil / charcoal or / and oil pastels (students can use poster or water colours also if they are comfortable with the medium).</li> </ul>	<p><b>NCERT Syllabus/ State board syllabus</b></p> <ul style="list-style-type: none"> <li>- Sketchbook can be created with leftover papers of old notebooks</li> <li>- Objects for study as per choice and availability</li> <li>- If available use Mobile phone / computer for viewing art work of masters, view video clips suggested by the school teacher or in this calendar of activities</li> <li>- Colors and brushes for painting. Preference to be given to those created by students themselves.</li> <li>- Self made Portfolio for maintaining records of the art work done.</li> </ul>

	<ul style="list-style-type: none"> <li>- Use any two seasonal vegetables or fruits as object for the study. One object can be a kitchen utensil.</li> <li>- In study of objects the focus should be on use of line, form, light and shade, textures of objects and ratio and proportion of one object with the other, etc.</li> </ul> <p><b>Activity - 4</b></p> <ul style="list-style-type: none"> <li>- Make an artistic composition on subjects such as; 'Scene from my window', 'My neighborhood', 'Festival I like the most', etc. This composition can be from imagination as well as what you can see around.</li> <li>- Artwork created is to be maintained in portfolio for assessment.</li> <li>- Use of available colours will be appreciated.</li> <li>- Students can create composition as a collage making use of available colored papers/ graphics/ photos from old newspapers or /and old magazines. Use any glue (you can make your own also) for pasting.</li> <li>- Use of multimedia such as; cloth pieces, thread, flat colours, mirror pieces, leaves, flowers, bangles, etc., is encouraged for better effects.</li> <li>- If available make use of computer art for understanding design and composition.</li> <li>- Artwork created is to be maintained in portfolio for assessment.</li> </ul>	
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### Suggested Activities: Class XII

<b>Learning Outcomes</b>	<b>Suggested Activities - History of Arts</b>	<b>Resources/material</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>- knows and appreciate Indian art of painting during Medieval and Modern periods,</li> <li>- identifies the styles of Rajasthani,</li> </ul>	<p>In Class XI, you have already studied about early mural paintings in different parts of the Indian sub-continent. In Class XII, you will be taking the journey of around 1500 years where Indian painting saw a varied style.</p> <p><b>WEEK 1</b></p> <p>Find out about the manuscript paintings of eastern and western India, where we find the Jain and Buddhist manuscripts written and painted in leaf and tied together. From the websites, look at the painted manuscript</p>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a>  <a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a>  <a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a>  <a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a>            Visit other Museum sites and collections online.</p>

<p>Mughal, Pahari, Company paintings, Bengal School, Post-Independence trends in modern Indian arts etc.</p> <ul style="list-style-type: none"> <li>- identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them,</li> <li>- appreciates the rich tangible heritage of the Country and be proud of it,</li> </ul>	<p>and find about the period, place and script. Can you make a folio of illustration on a topic which may be as current as COVID-19, as a documentation!</p> <p><b>WEEK 2</b></p> <p>There are several schools of Rajasthani miniature paintings, find out about the miniature traditions of painting, which were the schools/ styles, what were the themes, who painted them, etc. Have you seen a miniature painting? Can you copy it and paint it in the actual size?</p> <p><b>WEEK 3</b></p> <p>In the Mughal period, the miniature traditions saw new heights. There are many styles and influences which were amalgamated into the Mughal miniatures and make it a robust Indian style. Find about these influences and how they are reflected.</p> <p>Take one Mughal miniature and study it thoroughly, write a critique on it with illustrations, showing different features.</p> <p><b>WEEK 4</b></p> <p>Read online articles on Early, Middle and Later phases of Mughal Miniature styles and find out about the differences and similarities among them.</p>	
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## Painting Practical (Class-XII)

<b>Learning Outcomes</b>	<b>Suggested Activities</b>	<b>Resources/ materials</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>- demonstrates safe and proper use of drawing and materials.</li> <li>- observes and selects subject matter and ideas for his/her work.</li> <li>- applies elements of art in painting to effectively communicate his/her ideas.</li> <li>- appreciates the beauty in nature and in man-made objects using the different elements of art.</li> </ul>	<p><i>Following activities are based on your experience of Class XI and will help you perform more skillfully and artistically. Explore, experiment and express freely for better results.</i></p> <p><b>Activity – 1</b></p> <ul style="list-style-type: none"> <li>- <b>Sketching</b> of nature and of geometrical objects/ structures/ part of building in pencil / charcoal.</li> <li>- Sketching of natural forms at home such as; live plants and trees, available vegetables and fruits, leaves and flowers etc.,</li> <li>- Geometrical forms such as; table, chair, TV, books, bucket, basket, building, monument etc. Any kitchen utensil as they are based on geometrical forms.</li> <li>- Sketching of clothes kept in different arrangements is interesting and important.</li> <li>- <b>While sketching focus should be on the use of line, form, light and shade, textures of objects etc.</b></li> </ul> <p>Any sketch book or plain notebook can be used for this purpose <i>(sketching should be a part of everyday routine for students of visual arts)</i></p> <p><b>Activity – 2</b></p> <p><b>Object Study</b> (still life) of a group of 2-3 objects (natural and geometrical) in pencil colors /charcoal, pastel or water colours while focusing on light and shade from a fixed point of view.</p> <ul style="list-style-type: none"> <li>- For natural objects take; any vegetable or fruit.</li> <li>- For Geometrical objects take; thick book, any one kitchen utensil such as tumbler/bowl, jug etc. Any object which is based on geometrical forms like cubes, cones, cylinders and sphere can be used.</li> <li>- The group of objects can be organised at a distance of 5-6 feet.</li> </ul> <p>For Geometrical objects take; textbook, any one kitchen utensil such as tumbler/bowl, jug etc.</p> <ul style="list-style-type: none"> <li>- Use quarter size paper sheet or use your drawing file for the study.</li> </ul> <p><b>Activity – 3</b></p> <p><b>Make A Viewfinder</b> – Use a thick paper of 4x6 inches to make your viewfinder. Cut a clean rectangle window of 2x3 centimeters in the center. This will help you select compositions of your choice.</p>	<p><b>NCERT Syllabus/ State board syllabus</b></p> <ul style="list-style-type: none"> <li>- Sketchbook can be created with leftover papers of old notebooks</li> <li>- Objects for study as per choice and availability</li> <li>- If available use Mobile phone / computer for viewing art work of masters, view video clips suggested by the school teacher or in this calendar of activities</li> <li>- Colors and brushes for painting. Preference to be given to those created by students themselves.</li> <li>- Self made Portfolio for maintaining records of</li> </ul>

	<ul style="list-style-type: none"> <li>- Compose view from within the house or of outside visible from your house.</li> <li>- use pencil charcoal or any other dry colour available to make quick compositions in your sketchbook.</li> </ul> <p><b>Activity – 4</b></p> <p><b>Composition -</b></p> <ul style="list-style-type: none"> <li>- Select any composition of your choice from your sketches made earlier and complete it using available colours.</li> <li>- One can make composition using folk art style (warli, madhubani, gond, etc.) of his/her region as composition.</li> </ul> <p>Try to make conscious use of line, shape, form, texture, color and space in your composition.</p> <ul style="list-style-type: none"> <li>- Artwork created is to be maintained in portfolio for assessment.</li> </ul>	the art work done.
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## APPLIED ARTS FOR CLASSES XI-XII

### Applied Art (Class XI)

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Suggested Activities (History of Arts) (to be guided by teachers)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Understands early developments in Indian art of sculpture, architecture and painting from the earliest times to the Ancient periods and early Medieval period in different part of the sub-continent,</li> <li>• identifies different characteristic features of Indian art during different periods, regions and regimes,</li> </ul>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a></p> <p><a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a></p> <p><a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a></p> <p><a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a></p>	<p><b>Learners can visit the NCERT website, and access the Class XI textbook, ‘An Introduction of Indian Art – Part-I’.</b></p> <p><a href="http://epathshala.nic.in/process.php?id=Learners&amp;type=eTextbooks&amp;ln=en">http://epathshala.nic.in/process.php?id=Learners&amp;type=eTextbooks&amp;ln=en</a></p> <p><b>WEEK 1 (THEORY)</b></p> <p>The very first theme is about Pre-historic cave paintings. Read the text carefully, open its QR Codes and read the exercises first. Make notes of your observations on different topics and sub-topics. How familiar are you with the names of the cave sites? Do you find any similarities with your earlier works, i.e. art as a child, and these? How did they paint the rough surfaces? What were the reasons/objectives behind the paintings in your opinion?</p>

<p>and differentiate among them,</p> <ul style="list-style-type: none"> <li>• understand the rich tangible heritage of the Country and be proud of it,</li> </ul>		<p>Visit different Museum websites, and look at the details of the paintings.</p> <p><b>WEEK 2 (THEORY)</b></p> <ul style="list-style-type: none"> <li>• Second theme is based on Indus Valley Civilisation. Follow the same process as before.</li> </ul> <p>Now, can you make a toy or beads or any similar items used by people of the Indus Valley Civilisation?</p> <p>Visit different websites for virtual tours of museums. Look at the details of the artifacts which are given for detailed study in your course/ textbooks. Note down your observations in detailed plates.</p> <p><b>WEEK 3 (THEORY)</b></p> <p>The third theme on art of the Mauryan period is also very interesting. Like previous themes, read it carefully, take note of full-page pictures and their description. Which are the artifacts that you know, like, lion seal of Ashok, the stories related with it and how it became the National emblem, etc.</p> <p>Make drawings of these as diagrams and write about them. Can you make some object taking a clue or using a motif from the sculptures?</p> <p><b>WEEK 4 (THEORY AND PRACTICAL)</b></p> <p>Collect advertisements in magazines, brochures, cards, etc. lying in the house. Observe; what type of printing has been used, which fonts have used,</p>
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## Applied Arts Practical (Class XI)

<b>Learning Outcomes</b>	<b>Resources/ materials</b>	<b>Suggested/ Activities</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• demonstrates safe and proper use of materials, and equipment.</li> <li>• observes, selects, and utilizes a range of subject matter, symbols, and ideas in his/her work.</li> <li>• applies elements and principles of Art while, preparing the layout with sketches and use of different fonts and languages while drawing, posters, and other publicity materials to effectively communicate the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• NCERT Syllabus/ State board syllabus</li> <li>• Objects for study as per choice and availability</li> <li>• Ink pen, pencils, stencils, sketch pens, colors and brushes.</li> </ul>	<p><b>Activity – 1</b></p> <ul style="list-style-type: none"> <li>• Make sketches from nature or human made or geometrical objects, structures with pencil/charcoal in a sketch book.</li> <li>• Observe lines, form, light and shade, textures etc.</li> <li>• Natural objects at/near home such as plants and trees, vegetables and fruits, leaves and flowers, etc.</li> <li>• Geometrical forms such as table, chair, TV, books, box, bucket, basket, building, monument etc. Any object which is based on geometrical forms like a square, rectangle, triangle or circle.</li> <li>• Structures from room, house, next building etc.</li> <li>• Any sketch book or plain notebook can be used for this purpose.</li> </ul> <p><b>Activity – 2</b></p> <ul style="list-style-type: none"> <li>• Make 2 detailed drawings of any two objects from subjects given above showing all elements such as lines, form, light and shade, textures etc. Write captions for objects, not the name of the objects using calligraphy.</li> </ul> <p><b>Activity – 3</b></p> <p>Imagine, you are organizing a concert in your colony/ society/ campus. Prepare a layout and content for a Brochure with all information.</p> <p><b>Activity – 4</b></p> <p>Given above in the theory section.</p> <p>Prepare a portfolio and keep all your work to be submitted for assessment after reopening of school.</p>

## Applied Arts (Class XII)

Learning Outcomes	Resources/ materials	Suggested Activities - History of Arts
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• understands Indian art of painting during Medieval and Modern periods,</li> <li>• identifies the styles of Rajasthani, Mughal, Pahari, Company paintings, Bengal School, Post-Independence trends in modern Indian arts etc.</li> <li>• identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them,</li> <li>• appreciates the rich tangible heritage of the Country and develops pride in it</li> </ul>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a>  <a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a>  <a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a></p> <p><a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a>            Visit other museum sites and collections online.</p>	<p>You have already studied in Class XI about early mural paintings in different parts of the Indian sub-continent, in Class XII you will be undertaking a journey of around 1500 years wherein Indian painting saw a varied style.</p> <p style="text-align: center;"><b>WEEK 1</b></p> <p>Find out about the manuscript paintings of Eastern and Western India, where we find Jain and Buddhist manuscripts written and painted in leafs and tied together. On websites, look at the painted manuscript and find about the period, place and script. Can you make a folio of illustrations on a topic which may be as current as COVID-19 as documentation?</p> <p style="text-align: center;"><b>WEEK 2</b></p> <p>There are several schools of Rajasthani miniature paintings. Find out about the miniature tradition of painting, which were the schools/ styles, what were the themes, who painted them etc. Have you seen a miniature painting? Can you copy it and paint it in the actual size?</p> <p style="text-align: center;"><b>WEEK 3</b></p> <p>In the Mughal period, the miniature traditions saw new heights. There are many styles and influences which were amalgamated into the Mughal miniatures and made it a robust Indian style. Find out about their influence and how they are reflected in the works.            Take one Mughal miniature and study it thoroughly. Write a critique on it with illustrations showing different features.</p> <p style="text-align: center;"><b>WEEK 4</b></p> <p><b>Note:</b> Prepare a poster to promote domestic tourism in the country using photographs, drawing, line drawings or any technique taken from magazines, calendars, greeting cards or what all you can get at home of monuments of the country. Use a catchy slogan.</p>

## Applied Arts Practical (Class XII)

<i>Learning Outcomes</i>	<i>Resources/ materials</i>	<i>Suggested Activities</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• demonstrates safe and proper use of materials, and equipment.</li> <li>• observes, selects, and utilizes a range of subject matter, symbols, and ideas in his/her work.</li> <li>• applies elements and principles of Art while, preparing the layout with sketches and use of different fonts and languages while drawing, posters, and other publicity materials to effectively communicate the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- NCERT Syllabus/ State board syllabus</li> <li>- Works of art studied in Art History for reference</li> <li>- Objects for study as per choice and availability</li> </ul>	<p><b>ACTIVITY 1</b></p> <ul style="list-style-type: none"> <li>- Study (still life) of a group of three to four objects (natural and geometrical) in pencil colors /charcoal, pastel or water colours while focusing on light and shade from a fixed point of view. The group of objects can be organised at a distance of 5-6 feet. For natural objects take any one vegetable, fruit etc., For Geometrical objects take a thick book, any one kitchen utensil such as a tumbler/bowl, jug etc. Any object which is based on geometrical forms like cubes, cones, cylinders and spheres can be used. Half sheet of imperial size can be used for this purpose. In case of non-availability of such a sheet take a drawing sheet of quarter size or a page of a sketch book.</li> </ul> <p><b>ACTIVITY 2 AND 3</b></p> <p>Make a story with some 4-5 characters, using your imagination as well as earlier readings and illustrate it in your own style. You can use the comic format or the regular text format with illustrations.</p> <p><b>ACTIVITY 4</b></p> <p>Based on the activity 4 above in theory part. Prepare a portfolio and keep all your work to be submitted for assessment after reopening of school.</p>

## SCULPTURE FOR CLASSES XI-XII

### Suggested Activities: Class XI

<b>Learning Outcomes</b>	<b>Suggested Activities (History of Arts)</b>	<b>Resources</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>- tells about early developments in Indian art of sculpture, architecture and painting from the earliest times to the Ancient periods and early Medieval period in different part of the sub-continent,</li> <li>- identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them,</li> <li>- appreciate the rich tangible heritage of the Country and be proud of it,</li> </ul>	<p>Students can visit the NCERT website, and access the Class XI textbook, 'An Introduction of Indian Art – Part I'.  <a href="http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en">http://epathshala.nic.in/process.php?id=students&amp;type=eTextbooks&amp;ln=en</a></p> <p><b>WEEK 1 (THEORY)</b></p> <p>The first chapter is about Pre-historic cave paintings. Read the text carefully, open it's QR Codes and read the Exercises first. Make notes of your observations on different topics and sub-topics, how familiar you are with the names of the cave sites, do you find any similarities in your earlier works, child art, how did they paint the rough surfaces, what were the reasons/ objective behind the painting in your opinion etc.</p> <p>Visit different Museum websites, and look at the details of the paintings.</p> <p><b>WEEK 2 (THEORY)</b></p> <p>-The second chapter on Indus Valley Civilization. Again, go through the same process. Now, can you make a toy or beads or any similar items used by people of the Indus Valley Civilisation.</p> <p>Visit different website for virtual visit of Museums, look at the details of the artifacts which are given for detailed study in your course/ textbooks. Note down your observations of detailed plates.</p> <p><b>WEEK 3 (THEORY)</b></p> <p>The third chapter is on the art of the Mauryan period. Like previous chapters, read it carefully, take note of full page pictures and their description, which are the artifacts you know like Lion Capital of Ashok, the stories related with it and how it became the National emblem etc.</p> <p>Make drawings of these as diagrams and write about them. Can you make some object taking clue or using the motif from the sculptures</p>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a>  <a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a>  <a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a>  <a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a></p>

	<h3>WEEK 4 (THEORY)</h3> <p><b>Note:</b> Collect photographs from magazines, calendars, greeting cards, or what all you can get at home, arrange them in a chronological order and make an album of Indian Arts of different periods. Write captions under each of them in 4-8 lines of information such as period, date, name of the object, material used in making it, name and place of Museum or Collection where it lies presently.</p>	
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## Sculpture Practical- XI

Learning Outcomes	Suggested Activities	Resources/ materials
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>demonstrates safe and proper use of drawing and modeling materials.</li> <li>observes and selects objects for 3-D study.</li> <li>makes quick sketches of objects from nature.</li> <li>handles clay and other modeling material appropriately</li> <li>makes use of art elements while sketching and constructing objects.</li> <li>makes</li> </ul>	<p><b>Activity – 1</b></p> <p><b>Sketching</b> of nature and of geometrical objects/ structures in pencil / charcoal.</p> <p>Sketching of natural forms at home such as; live plants and trees, available vegetables and fruits, leaves and flowers etc.,</p> <p>Geometrical forms such as; table, chair, TV, books, bucket, basket, building, monument etc.</p> <p>Any kitchen utensil as they are based on geometrical forms.</p> <p>Sketching of birds, animals and people.</p> <p><b>While sketching focus should be on the use of line, form, light and shade, textures of objects etc.</b></p> <p>Any sketch book or plain notebook can be used for this purpose</p> <p><b>(sketching should be part of everyday routine for students of visual arts)</b></p> <p><b>Activity – 2</b></p> <ul style="list-style-type: none"> <li>Make clay at home for clay modeling <ul style="list-style-type: none"> <li>(take dry clay available at home or from field. Hammer it to make powder, sieve it to remove pebbles or other waste such as; dry roots, leaves or pieces of wood etc, mix water to make dough of clay).</li> <li>Make fruit and vegetable of your choice using clay modeling techniques with the clay. (this technique is called modeling in round)</li> </ul> </li> </ul>	<p><b>NCERT Syllabus/ State board syllabus</b></p> <ul style="list-style-type: none"> <li>Sketchbook can be created with leftover papers of old notebooks</li> <li>Objects for study as per choice and availability</li> <li>Clay for modeling can be prepared at home. Or availed from a potter if convenient.</li> <li>If available, use Mobile phone for taking pictures of art work created.</li> <li>Use of modeler for modeling. Preference to be given to those created by students themselves.</li> </ul>

<p>simple design using relief technique to create images of tree foliage, birds, animals and geometrical patterns</p> <ul style="list-style-type: none"> <li>creates models using round technique in clay and papier-mache</li> <li>appreciates beauty in nature and in man made objects using skill of art elements.</li> </ul>	<p><b>Note:</b> Ready clay can be stored for months by wrapping it in thick poly sheet or by keeping it in a air-tight box for use and re-use.</p> <p><b>Activity – 3</b></p> <p><b>Relief work on clay</b> – create relief work using subject/object of your choice. The common subject/objects are; trees, animals, birds, human figures etc. use geometrical shapes/figures for borders and patterns. Preferable size of the clay tile can be one feet.</p> <p><i>(Modeling in relief can be done two ways; (I) make slab of clay using pressing technique, make the surface even. Develop images using coil or roll made of clay by supper imposing it on the slab. (ii) Make a slab and use pinching and pressing technique to develop images in relief).</i></p> <p><b>Activity – 4</b></p> <p><b>Modeling in Round with clay</b> – create 3-D clay model in round technique. Use subject / object of your choice from common subject/objects such as; trees, animals, birds, human figures etc. -Make use of geometrical shapes/figures -Make a solid pillar of clay of 10” height and 2” diameter. A cube of 4” x4”. Write number on each face in relief style.</p> <p><i>(Modeling in round means complete 3-D object which can be identified from any side. For example A mango will look like mango and a pineapple will look like a pine apple from any side; front back or sides. Where as in relief de: fight sign is created on a slab like surface which can be seen from front only).</i></p> <p>Art work created can be maintained in portfolio for assessment. Students can take pictures of there models and reuse the clay if they want.</p>	
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## Suggested Activities (Class XII)

<b>Learning Outcomes</b>	<b>Suggested Activities - History of Arts</b>	<b>Resources/ material</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• knows and appreciate Indian art of painting during Medieval and Modern periods,</li> <li>- identifies the styles of Rajasthani, Mughal, Pahari, Company paintings, Bengal School, Post-Independence trends in modern Indian arts etc.</li> <li>- identifies different characteristic features of Indian art during different periods, regions and regimes, and differentiate among them,</li> <li>- appreciates the rich tangible heritage of the Country and be proud of it,</li> </ul>	<p>You have already studied in Class XI about early mural paintings in different parts of the Indian sub-continent. In Class XII, you will be taking the journey of around 1500 years where Indian painting saw a varied style.</p> <p><b>WEEK 1</b></p> <p>Find about the manuscript paintings of eastern and western India, where we find the Jain and Buddhist manuscripts written and painted in leafs and tied together. From the websites, look at the painted manuscript and find about the period, place and script. Can you make a folio of illustration on a topic which may be as current as COVID-19, as a documentation!</p> <p><b>WEEK 2</b></p> <p>There are several schools of Rajasthani miniature paintings, find out about the miniature tradition of painting, which were the schools/ styles, what were the themes, who painted them etc. Have you seen a miniature painting? Can you copy it and paint it in the actual size?</p> <p><b>WEEK 3</b></p> <p>In the Mughal period, the miniature traditions saw new heights. There are many styles and influences which were amalgamated into the Mughal miniatures and make it a robust Indian style. Find about these influence and how they are reflected. Take one Mughal miniature and study it thoroughly, write a critique on it with illustrations, showing different features.</p> <p><b>WEEK 4</b></p> <p>Read online articles on Early, Middle and Later phases of Mughal Miniature styles and find out about the differences and similarities among them.</p>	<p><a href="https://nroer.gov.in/home/e-library/">https://nroer.gov.in/home/e-library/</a>  <a href="http://ccrtindia.gov.in/visualarts.php">http://ccrtindia.gov.in/visualarts.php</a>  <a href="http://www.nationalmuseumindia.gov.in/collections.asp">http://www.nationalmuseumindia.gov.in/collections.asp</a>  <a href="https://nroer.gov.in/home/e-book/">https://nroer.gov.in/home/e-book/</a>            Visit other Museum sites and collections online.</p>

## Sculpture Practical (Class-XII)

Learning Outcomes	Suggested Activities	Resources/ materials
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• demonstrates safe and proper use of drawing and modeling materials.</li> <li>• observes and selects objects for 3-D study.</li> <li>- makes quick sketches of objects from nature.</li> <li>- handles clay and paeir-mache as modeling material appropriately.</li> <li>- makes use of art elements while constructing objects.</li> <li>- differentiates between 2-D and 3-D relief in modeling.</li> <li>• -makes given design using relief technique to create images of tree foliage, birds, animals and geometrical patterns</li> </ul>	<p><i>Following activities are based on your experiences in Class XI and will help you perform more skillfully and artistically. Explore, experiment and express freely for better results.</i></p> <p><b>Activity – 1</b>  <b>Sketching</b> of nature and of geometrical objects/ structures in pencil/charcoal .            Sketching of natural forms at home such as; live plants and trees,available vegetables and fruits, leaves and flowers etc.,            Geometrical forms such as; table, chair, TV, books, bucket, basket, building, monument etc.            Any kitchen utensil as they are based on geometrical forms.</p> <ul style="list-style-type: none"> <li>• Sketching of birds, animals and people.</li> <li>• <b>While sketching focus should be on the use of line, form, light and shade, textures of objects etc.</b></li> </ul> <p>Any sketch book or plain notebook can be used for this purpose  <b>(sketching should be part of everyday routine for students of visual arts)</b></p> <p><b>Activity – 2</b></p> <ul style="list-style-type: none"> <li>- Make clay at home for clay modeling.               <ul style="list-style-type: none"> <li>• (take dry clay available at home or from field. Hammer it to make powder, sieve it to remove pebbles or other waste such as; dry roots, leaves or pieces of wood etc, mix water to make a dough of clay).</li> <li>• Make 5 seasonal fruit and 5 vegetable along with a fruit tray.</li> <li>• Fruit tray of 10"x6" can be made using coil on slab method method of clay modeling.</li> <li>• using clay modeling techniques (press, pinch, coil, roll etc). To create round models.</li> <li>• Dry it in shade if you want to color them.</li> </ul> </li> </ul> <p><b>Note: Ready clay can be stored for months by wrapping it in thick poly sheet or by keeping it in a air-tight box for use and re-use.</b></p> <p><b>Activity – 3</b>  <b>Relief work on clay</b> – Create relief work using subject/objects such as; trees, animals, birds, human figures etc.</p>	<ul style="list-style-type: none"> <li>• NCERT Syllabus/</li> <li>• State board syllabus</li> <li>- Sketchbook can be created with leftover papers of old notebooks</li> <li>• Objects for study as per choice and availability Clay for modeling can be prepared at home. Or availed from a potter if convenient.</li> <li>• If available, use mobile phone for taking pictures of art work created.</li> <li>• Use of modeler for modeling. Preference to be given to those created by students themselves.</li> </ul>

<ul style="list-style-type: none"> <li>- creates models using round technique in clay and papier-mache</li> <li>- appreciates beauty in nature and in man made objects using skill of art elements.</li> </ul>	<p>Make a tile of 10x10", of 1" thickness and create 3-D relief on it.</p> <p>Use of geometrical shapes/figures in side borders can be added as per liking.  <i>(modeling in relief can be done two ways; (I) make slab of clay using pressing technique, make the surface even. Develop images using coil or roll made of clay by super imposing it on the slab. (ii) Make a slab and use pinching and pressing technique to develop images in relief).</i></p> <p><b>Activity – 4</b>  <b>Modeling in Round with Papier-mache</b> – Practice making pulp for papier-mache at home.</p> <ul style="list-style-type: none"> <li>- <i>Making pulp (small pieces of old news papers, old notebooks, chart papers can be soaked overnight and made paste by grinding and mixing with Multani Mitti (or any other material of similar kind)</i></li> <li>- Create 3-D model in round technique using common subject/objects such as; trees, animals, birds, people etc.</li> <li>- Make use of 3-D geometrical shapes such as; cone, cube, cylinder and sphere.</li> <li>- Create art work using geometrical panels of square, triangle, circle etc, superimposing one on another to create 3-D sculpture.</li> <li>- <i>(modeling in round means complete 3-D object. Which can be identified from any side (front back or sides) it . Where as in relief design is created on a slab like surface which can be seen from front and if it is round relief then from side also).</i></li> <li>- Art work created can be maintained in portfolio for assessment. Students can take pictures of there models and reuse the clay if they want.</li> </ul>
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## VOCAL MUSIC (HINDUSTANI)

### Guidelines

- Features of Indian Classical Music should gradually be comprehended by learners
- The *shruti/swar sthana* of notes should be comprehended according to the guidance of a teacher or from recorded Music.
- They should know the different types of notes practiced in different ragas
- They should know simple *Taals* like *Tritaal, Keherva, Jhaptaal, Dadra*
- Placement of fingers and hand on any percussive instrument/melodic instrument should be very clear to learners as this is the basis of sound production according to syllables
- Folk Music or regional music needs to be practiced to understand the Music of common people.
- They should meaningfully comprehend the vastness and variety of Indian Film Music (old and new).

### Music (Class XI)

Learning Outcomes	Suggested activities	Sources /Resources
<p><b>Learner</b></p> <ul style="list-style-type: none"> <li>• sings / plays <i>aroha, avroha</i> and <i>pakad</i> of the ragas</li> <li>• identifies the notes (<i>shuddha, komal, tivra</i>) in the ragas</li> <li>• identifies swar patterns of the ragas</li> <li>• sings/plays one composition/<i>chhota khyal/gat</i> in the ragas</li> <li>• identifies the swar patterns of the given ragas</li> </ul>	<p>Teachers record the <i>swar</i> pattern and one composition and send them on WhatsApp to learners. Form a group on WhatsApp and teach learners to play taal on any percussive instrument</p> <p>Form a group on WhatsApp and help the learners understand the art of writing notation in the Bhatkhande Taal Paddhati</p> <p><b>Some weblinks</b></p> <p><a href="https://www.youtube.com/watch?v=1xb7z6Ni8LI">https://www.youtube.com/watch?v=1xb7z6Ni8LI</a>  <a href="https://www.youtube.com/">https://www.youtube.com/</a></p>	<p><b>Singing /Playing Raag Bhairavi and Raga Bhimpalasi</b></p> <p><b>Activity 1</b> Practise of <i>aroha, avroha</i> and <i>pakad</i> of the ragas. Practise of swar patterns in the raga.</p> <p><b>Activity 2</b> Creation of innovative swar patterns according to the nature of the raga. Document the swar combinations in your notebook.</p> <p><b>Activity 3</b> Find out similar swar patterns in Film Music/ Regional Film Music/ Folk Music and document the same in your notebook.</p>

<p>in Film Music/ Regional /Folk Music</p> <ul style="list-style-type: none"> <li>recites/ plays bols of Tritaal on any percussive instrument</li> <li>sings/ plays compositions in Jhaptaal</li> <li>writes Tritaal according to the norms of Bhatkhandeswarlipi theory</li> <li>comprehends the relevance /importance of Folk Music</li> </ul>	<p><a href="https://www.youtube.com/watch?v=r97bzs3fyTY">watch?v=r97bzs3fyTY</a></p> <p><a href="https://www.youtube.com/watch?v=Br9xxlll1-0">https://www.youtube.com/watch?v=Br9xxlll1-0</a></p> <p><a href="https://www.youtube.com/watch?v=OUT1OfIXWvI">https://www.youtube.com/watch?v=OUT1OfIXWvI</a> <a href="https://www.youtube.com/watch?v=SxRMsYre02k">https://www.youtube.com/watch?v=SxRMsYre02k</a></p> <p><a href="https://www.youtube.com/watch?v=41vThsMiV7c">https://www.youtube.com/watch?v=41vThsMiV7c</a></p> <p><a href="https://www.youtube.com/watch?v=LPjtbMn9Tns">https://www.youtube.com/watch?v=LPjtbMn9Tns</a></p>	<p><b>Knowledge of Taal and the process of documentation</b></p> <p><b>Activity 4</b> To let the learners write the taalTeentaal in Thah, dugun, tigung, chaugun</p> <p><b>Drawing pictures of Musical Instruments</b></p> <p><b>Activity 5</b> Draw a picture of any Indian Musical Instrument of your own interest and label the diagram by using online resources.</p> <p><b>Knowledge of Folk Music and analysis</b></p> <p><b>Activity 6</b> Learn a folk song from any region /state on the theme of celebrating a birth,marriage orlocal festival. Try to find the meaning of the words if you don't know the dialect.Analyse the theme anddocument everything in your notebook.</p>
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## Music (Class XII)

Learning Outcomes	Suggestive Activities	Source/ Resources
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>sings /plays aroha, avroha and pakad of the ragas</li> <li>identifies the notes (<i>shuddha, komal, tivra</i>) in the ragas</li> <li>identifies swar patterns of the ragas</li> </ul>	<ul style="list-style-type: none"> <li>Teachers record the swar pattern and one composition and share them with the learners via WhatsApp.</li> <li>Form a group on WhatsApp and teach the learners how to play taal on any percussive instrument</li> </ul>	<p><b>Singing /Playing Raag Malkauns and Raga Bageshwari</b></p> <p><b>Activity 1</b> Practise of aroha, avroha and pakad of the ragas Practise of swar patterns in the raga</p> <p><b>Activity 2</b> Creation of innovative swar patterns according to the nature of the raga. Document the swar combinations in your notebook.</p>

<ul style="list-style-type: none"> <li>- sings/ plays one composition/<i>chhota khyal / gat</i> in the ragas</li> <li>- identifies the swar patterns of the given ragas in Film Music/ Regional /Folk Music</li> <li>- recites /plays bols of Jhaptaal on any percussive instrument</li> <li>- sings/ plays compositions in Jhaptaal</li> <li>- writes Jhaptaal according to the norms of Bhatkhande swarlipi theory</li> <li>- comprehends the relevance /importance of Folk Music</li> <li>- comprehends the style/ shaili of Dhamar</li> </ul>	<ul style="list-style-type: none"> <li>- Form a group on WhatsApp and help the learners understand the art of writing notations in the Bhatkhande Taal Paddhati</li> </ul> <p><b>Some weblinks</b></p> <p><a href="https://www.youtube.com/watch?v=wWMZGZnSoEc">https://www.youtube.com/watch?v=wWMZGZnSoEc</a></p> <p><a href="https://www.youtube.com/watch?v=fiRfulUvldU">https://www.youtube.com/watch?v=fiRfulUvldU</a></p> <p><a href="https://www.youtube.com/watch?v=BkinFn_6_HI">https://www.youtube.com/watch?v=BkinFn_6_HI</a></p> <p><a href="https://www.youtube.com/results?search_query=ncert+official+dhamar">https://www.youtube.com/results?search_query=ncert+official+dhamar</a></p>	<p><b>Activity 3</b> Find out similar swar patterns in Film Music/ Regional Film Music/ Folk Music and document the same in your copy</p> <p><b>Activity 4</b> Introduction of the Dhamar shaili</p> <p><b>Knowledge of Taal and the process of documentation</b></p> <p><b>Activity 5</b> Let learners write the taal Jhaptaal in <i>Thah, dugun, tigung, chaugun</i></p> <p><b>Drawing pictures of Musical Instruments</b></p> <p><b>Activity 6</b> Draw a picture of any Indian Musical Instrument of your own interest and label the diagram by using online resources.</p> <p><b>Knowledge of Folk Music and analysis</b></p> <p><b>Activity 7</b> Learn a folk song of any region /state on the themes of celebration of birth, marriage, festivals etc. Try to find the meaning of the words if you don't know the dialect. Analyse the theme and document everything in your copybook.</p>
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## HEALTH AND PHYSICAL EDUCATION: HIGHER SECONDARY STAGE

Yoga and other physical exercises need be considered as an integral part of everyday activities for everyone during this lockdown period. This is most true for learners who are in the phase of adolescence. WHO has defined adolescence both in terms of age (10-19 years) and as a phase of life marked by special attributes. These attributes include rapid physical, psychological, cognitive and behavioural changes and developments, including, the urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence.

During this period of social distancing, it is most important for learners (of this age group especially) to do some fitness activities at home. Since learners at this stage are also passing through the stage of adolescence, it is important for them to know about the various aspects of growth and development occurring in them. They should be able to clarify myths about issues relating to growing up and empower themselves to develop the ability to apply life skills in challenging situations.

For holistic health, knowing is not enough. One needs to be physically active, and mentally alert. Therefore, know about yourself and how doing yoga and physical activities at home is beneficial. Along with other assignments, spare at least 60 minutes for Yoga and other physical exercises. One can select from a range of Yogic practices and practice them daily at a specific time. If you were not doing Yogic practices earlier then start with simple and comfortable ones. In Yoga, both Do's and Don'ts are very important. To begin with, as said earlier, simple practices need to be selected.

These activities will enable you to achieve the following objectives even while staying at home.

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Understands healthy eating habits, and personal hygiene.</li> <li>• Becomes aware of the importance of sanitation and cleanliness among people.</li> <li>• Identifies factors affecting health and wellbeing</li> <li>• Explores the relationship between endurance activity choices (jumping, skipping or any other exercise, etc.) and health.</li> <li>• Performs yogic activities for holistic health,</li> <li>• Analyses factors affecting growth and development during adolescence period.</li> </ul>	<p><b>Training and Resource Materials on adolescence Education</b> (<a href="http://www.eparc.org/upload/39.pdf">http://www.eparc.org/upload/39.pdf</a>)</p> <p><b>Health and Physical Education Textbook for Class IX</b></p> <p><a href="http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14">http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14</a></p> <p>Yoga A Healthy Way of Living Secondary Stage <a href="http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf">http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf</a></p> <p>Yoga for Adolescent MDNIY) <a href="http://yogamdnny.nic.in/WRITEReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf">http://yogamdnny.nic.in/WRITEReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf</a></p> <p><a href="http://yogamdnny.nic.in/Contents.aspx?lsid=1084&amp;lev=1&amp;lid=691&amp;langid=1">http://yogamdnny.nic.in/Contents.aspx?lsid=1084&amp;lev=1&amp;lid=691&amp;langid=1</a></p>	<p><b>Learners at home to be asked to do the following activities</b></p> <ul style="list-style-type: none"> <li>• Prepare a menu for a healthy meal- breakfast, lunch and dinner. Involve yourself in the preparation.</li> <li>• Develop at least 6 slogans on promoting healthy eating habits and explain their importance. Share them with friends.</li> <li>• Create a public service advertisement to build awareness about healthy eating habits, and personal hygiene among your family members and peers.</li> <li>• Gather information about communicable and non-communicable diseases through pictures and news items. Note their causes, risk factors, and preventive measures, etc.</li> <li>• Gather information on the mission 'Swachh Vidyalaya- Swachh Bharat'</li> <li>• Do exercises daily at home like jumping, skipping, sit-ups, pull-ups, push ups, etc.</li> <li>• If you have space in your home, you can practice honing skills of a game you like.</li> <li>• You may also see videos given on the website of the official federation of the game/sport.</li> <li>• Observe changes in your body because of physical activities and yoga and write them down daily in your diary.</li> </ul> <p>Yogic practices are found effective for the development of all dimensions of one's personality. Before starting asanas, Yoga Sukshma Vyayama (micro yogic practices) is to be done. These micro yogic activities practices are as follows. Movement of neck shoulder, knee, and ankle movement each for 3 rounds as suggested by the Morarji Desai National Institute of Yoga (MDNIY) which is an autonomous organisation under Ministry of AYUSH, Government of India. In Yoga protocol, the neck movement includes forward and backward, right and left bending; twisting the neck right and left followed by rotation of the neck both clockwise and anti-clockwise. The ankle movement includes ankle stretches and rotation. All these activities require about 8 minutes. These Micro Yogic Activities are also important for making one ready to undertake the following <i>yogasanas</i></p>

### **Neck Movement**

- Forward and backward bending,
- Right and left bending,
- Right and left twisting and
- neck rotation.

### **Shoulder Movement**

- Shoulder stretch
- Shoulder rotation
- Trunk Movement
- Trunk twisting
- Knee Movement
- Ankle Movement

All these should be done without any jerks.

Some of the yogic practices are given below. You can do the asanas for 15 minutes overall.

### **Asanas**

- *Surya Namaskar*
- *Tadasana*
- *Katichakrasana*
- *Bhujangasana*
- *Shalabhasana*
- *Dhanurasana*
- *Makarasana*
- *Halasana*
- *Hastottanasana*
- ✓ *Padhastasana*
- ✓ *Trikonasana*
- ✓ *Shashankasana*
- ✓ *Ushtrasana*
- ✓ *Ardhamatsyendrasana*
- ✓ *Bhujanagasana*
- ✓ *Shalabhasana*
- ✓ *Matsyasana*
- ✓ *Shavasana*

### **Kriya**

- *Kapalabhati*

### **Pranayama**

- *Anuloma-viloma Pranayama*
- *Bhramari Pranayama*
- *Bhastrika Pranayama*

### **Meditation**

### **Yoga Nidra**

**All these asanas are explained in the textbooks mentioned as resources**

Remember to take at least eight hours of sound sleep.

## STRESS COPING ACTIVITIES

It is important to recognise that stress is something that can be tackled, controlled and decreased. The following suggestions may help harness the additional adrenaline released during stress:

- (a) S-T-R-E-T-C-H! Stand on your toes whenever you feel under pressure and stretch your body. Pretend you are reaching out to grasp something a few centimeters beyond your immediate reach. Hold this posture for a few seconds and relax.
- (b) Laugh loud, as much as you can. Read a comic, see a cartoon film or share jokes and funny stories with your family and friends.
- (c) Discover the 'yogi' in you. Yoga has always been a panacea for stress. Pick up a yoga book. Get started with short sessions (for 20-45 minutes).
- (d) Listen to your favourite music. It always has a restful effect.
- (e) Talk less, listen more. Listening banishes stress, makes you more popular, more sensitive, and overall a nicer person.
- (f) Feel the morning sunshine soak into every pore of your body.
- (g) Eat the right kind of fibre contained in food (green peas, vegetables, fresh fruits)
- (h) Count your blessings. This is the best way to decrease or even eliminate stress.
- (i) Make a mental note of good things that have come your way and record them on a sheet of paper. Refer to your 'blessings sheet' each time you feel stressed.
- (j) Compare yourself only with yourself rather than with others.
- (k) Remember that nothing stays bad forever.
- (l) Always remember that there are many people less fortunate than you.
- (m) Positive forms of expression may include writing, talking to a trusted person, or undertaking physical activity.
- (n) Take charge. Believe that you are in charge of your life.
- (o) Responding to stress assertively can:
  - (i) improve our reactions to events
  - (ii) reduce demands on us
  - (iii) increase our capacity to cope

## MY VALUES

A list of commonly understood values that inform the decisions we take is provided below. The list is only suggestive. You may think of more such values

Sincerity	Honesty	Integrity	Stability
Fairness	Justice	Loyalty	Safety
Independence	Friendship	Love	Achievement
Comfort	Courage	Perseverance	Equality
Cooperation	Generosity	Honour	Kindness
Punctuality	Respect	Trust	Tolerance
Compassion	Security	Freedom	Commitment

Write the values from the table provided above, in the space provided at the end of each sentence. You may have multiple values for each statement. This will help you to understand the values that you follow in your day-to-day life:

1. Protecting school property\_\_\_\_\_.
2. Taking care of younger students during different school events\_\_\_\_\_.
3. Following safety rules while crossing the road\_\_\_\_\_.
4. Keeping your surroundings clean\_\_\_\_\_.
5. Switching off fans and lights when not in use\_\_\_\_\_.
6. Eating meals with the family at least once a day\_\_\_\_\_.
7. Saying no to physical fighting and hitting other students in school and outside\_\_\_\_\_.
8. Helping parents with their work without giving an excuse\_\_\_\_\_. Keeping bags, books, clothes, etc., neatly and tidily every day\_\_\_\_\_.
9. Sparing a few minutes to talk to old/ needy people\_\_\_\_\_.
10. Respecting all genders irrespective of difference\_\_\_\_\_.

You should be aware that respecting each other's differences is an important value in mentioned in the Constitution of India.

Make your way to healthy eating and follow hygienic practices with the Snakes and Ladders board game.

100	99 Not eating fruits & green vegetables	98	97	96	95	94	93	92	91 Skipping WFS blue tablets
81	82	83	84	85	86	87	88	89	90
80 Skipping meal	79	78	77	76	75 Open defecation	74	73	72 Poor personal & food hygiene	71
61	62	63	64	65	66	67	68 Washes hands before eating	69	70
60 Ensure equal food distribution at home	59	58	57	56 Drink plenty of water	55	54	53	52	51
41	42	43	44 Not washing hand before meal	45	46	47	48	49	50 Washes hands before eating
40	39	38	37	36	35	34	33	32	31
21 Eat green leafy vegetables & fruits	22	23	24	25	26	27	28 Use sanitary latrines	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3 Avoids Junk foods	4	5	6	7	8	9	10

### Analyse the relationship and note your thoughts

Not eating fruits and green vegetables	Lack of essential nutrients
Skipping weekly iron folic acid supplementation (WIFS) blue tablets	Can lead to anemia
Not washing hands before meal and after going to toilet.	Can lead to infections
Open defecation	Can lead to diseases and infections like worm infestation, loose motions.
Poor personal and food hygiene	Increases chances of catching Infections
Skipping meal	Affect growth and development of adolescents
Washes hands before eating	Prevents infection
Drinks plenty of water	Equally important for growth, like nutrients
Ensures equal food distribution at home	Healthy family values equality
Eats green leafy vegetables and fruits	Provides essential nutrients for growth
Avoids Junk foods	Promotes growth and development
Use sanitary latrines	Prevents infection and diseases (worm), prevents water contamination

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions. As a child in the stage of rapid growth and development, you need to eat a balanced diet so that you can remain healthy. Maintaining proper standards of sanitation are necessary for improving and protecting the health and wellbeing of everyone.

**Social Media for Synchronous and Asynchronous Communication: A Guideline for Teachers and Educators**

Social media platforms facilitate communication in quick and convenient ways. There are various social media platforms such as Facebook, WhatsApp, Twitter, Instagram, LinkedIn, Google+, Telegram, etc. that are being used worldwide by people of all ages. These platforms have quickly reached even the remotest places on earth and help people access various kinds of information without having to travel and at a very cheap price.

We can communicate with individuals as well as with groups through different media – text, image, audio, and video. This communication is either synchronous – which means that all participants send and reply to each others’ messages in real-time or live; or it can be asynchronous – which means that one sends a message and the others reply at their own convenience. Synchronous communication includes individual or group audio and video calls, chatting through instant messaging apps. Asynchronous communication includes emails, messages or chats that may not be replied to instantly.

**Precautions for using Online Learning Tools and Social Media: Safety of Students is our Priority**

With the outbreak of COVID-19 pandemic, we are using a variety of web tools and mobile apps for synchronous and asynchronous communication with school students and pupil teachers for teaching-learning and assessment. Video and audio (JITSI, Telegram, WhatApp) calls are used for synchronous communication and emails. SMS, MMS, audio-video clipping, text chatting are used for asynchronous communication. Many teachers are also teaching with Learning Management Systems (LMS) like SWAYAM, MOODLE, GOOGLE class etc. and Content Management Systems (CMS) and Open Educational Repositories like NROER, DIKSHA, NDL, CLIX, OLABs, etc. All of us know very well that the learners with whom we are dealing are young, energetic and keen to explore new knowledge in a proactive manner. Mostly, they use electronic gadgets (mobile phone, desktop, tablet and laptop) of their parents and other family members as well as use Internet connections (both satellite and cable connections as well). Knowingly or unknowingly, they may share vital security information like passwords or may use an unsecure website and put themselves and others in trouble. Therefore, it is the responsibility of us teachers and teacher educators to keep learners and their parents safe and secure while using the online learning facilities.

Given the unprecedented social distancing measures and home quarantine due to COVID-19, social media platforms have immense potential to contribute to teaching-learning processes. When physical access to schools and colleges is not possible, we can leverage these platforms to effectively carry out academic activities in innovative ways. In the following section, 12 different social media platforms are identified and their possible usage mentioned. Teachers and educators are at liberty to choose any of these tools as per their convenience for reaching out to learners and pupil teachers to provide online support for facilitating learning. Also, teachers and educators are advised to inform learners below 14 years of age to seek permission to share and use gadgets (Smartphone, iPad, tablet, laptop and desktop) owned by their parents, grandparents and elder sibling(s). Guidance of elders at home is necessary for accessing learning materials from home.

**The following tips can help all of us protect ourselves from cyber threats**

- Don't invite or accept friend requests from unknown persons.
- Don't share personal information (name, date of birth, address etc) with strangers.
- Never download unwanted and pirated software, games and apps.
- Don't reply to a call or reply to a stranger and be aggressive on social media.
- Inform your parents and elders immediately in case of any issue.
- If required and if elders in the family feel they can lodge a complaint of any misbehavior and breach in security in online mode or inform the local police and resolve the issue.
- Don't over use technology; rather use it judiciously.

Also, pursue physical activities and relaxing exercises for your eye, neck, back and hand etc. while and after using devices. So be safe, practice social distancing and learn from home online.

**Please read detailed cyber safety and security tips and guidelines from the following**

**link:** <https://ciet.nic.in/pages.php?id=booklet-on-cyber-safetysecurity&ln=en&ln=en>

## 1. WHATSAPP

It is a mobile application which has to be downloaded on a user's mobile phone. It can also be accessed on a computer (laptop or desktop) if a user registers on the official site with their individual mobile number. We can send messages and make audio and video calls using WhatsApp if we have access to the Internet. We can also share a wide variety of media like photos, audio, video, and other documents on it. We can communicate one-to-one or in a group in the above-mentioned ways. Up to 256 people can join a group and interact with each other on WhatsApp. One can create any number of groups (e.g., one group for each class or subject or course) on WhatsApp.



**Use case:** A teacher or educator can use WhatsApp group call to organise a virtual class and post an assignment on a group. Later learners can post their completed assignment. A teacher can share the link for learning resources in a group or share a downloaded document/ own recorded voice/ a self-created document on a topic. The teacher can also help parents with tips on how to engage learners at home. The School Head can form a WhatsApp group to interact with and mentor fellow teachers.

## 2. FACEBOOK

Facebook can be accessed on a laptop/desktop computer as well as through a mobile application. One needs to create an account to log into Facebook. Facebook allows us to share or post information consisting of text, image, audio, video and other documents. It gives a sense of community as we can add and connect with other users as 'friends'. Facebook also provides options to have closed as well as open groups. Creators and users can control who can contribute, comment, join, etc.



**Use case:** Teachers can create subject or class wise groups and share content in various forms. In addition, they can interact with learners, deliver live lectures, organise a watch party etc. Personalised feedback can also be

given to learners via Facebook chat/messenger. Facebook for education (<https://education.fb.com/>) is a dedicated platform of Facebook for educators to collaborate and innovate.

### 3. TWITTER

Twitter is a micro blogging and social networking service on which users can post and interact through messages known as 'tweets'. It can be accessed on a laptop/desktop computer as well as through a mobile application. It allows users to write and share their ideas and opinions in real time (instant messaging) within 280 characters. We can also upload and share images, audio, video and other documents through Twitter. While sharing, one can mention another person or group through a feature called hashtag (#) or @followed by the user's account name on Twitter. Twitter can be used for self-expression, social interaction, and information sharing.



**Use Case:** Teachers can use it as an effective pedagogical tool to gain information, engage students, follow interested communities, share their insights on specific topics, conduct quick polls on specific themes, etc. It can enhance engagement and collaboration among peers, learners and teachers. The teacher can tweet assignments, link to other resources or web pages. Learners can work collaboratively on assignments using Twitter. Teachers and learners can subscribe to relevant and important hashtags for further learning.

### 4. EDMODO

Edmodo is a free and secure online educational learning network. It is a social network to interact with others. Teachers can use it to create and manage an online classroom community, and learners can connect and collaborate with their peers. It helps to schedule homework and assignments, network with other teachers, and monitor learners' progress.



**Use Case:** Teachers can manage their classes and consolidate all of their activities in one place. Teachers can create a digital classroom space for learners to work together and share ideas and resources. Edmodo's quiz builder or poll feature can be used to assess learners' learning during or after a unit of study. Teachers can divide a class into smaller groups and have them post their work to their group for peer review and feedback. Teachers can further use Edmodo Badges to help motivate learners to advance their learning and increase their practice time on new topics. Badges let learners show off their accomplishments and motivate others. Administrators can use the platform to coordinate and collaborate with fellow teachers. Planning professional development seminars is easy, especially with SchoolTube, Edmodo's video service.

## 5. INSTAGRAM

Instagram is a photo and video-sharing social networking service that has millions of active users all over the world. It can be accessed on a laptop/desktop computer as well as through a mobile application. It can be used to share short videos, pictures, audio, quotations, write-ups and much more. Teachers can also make groups on Instagram and post photos and other media to these groups. They can either keep a group open for all or make a closed group.



**Use Case:** Through Instagram, teachers can effectively engage in visual storytelling. One can use hashtags (#) that are relevant and often searched to be discoverable. There are other features as well, which teachers and learners can use, such as video recording from 3 up to 60 seconds for a post and 15 seconds for time bound stories. Other features such as unlimited story additions, direct messaging within stories and IGTV gives users the ability to share videos that are up to an hour long – like a TV episode.

## 6. TELEGRAM

Telegram is a mobile application-based communication tool. It has the capability to enable users to share a wide variety of media, be it photos, audio, video, and even documents. It supports one-to-one communication as well as group communication. Subject groups can be created, and each group can have even 1,00,000 members. It provides various kinds of administrative support that facilitate collaboration. Groups can also be controlled to have only one-way or two-way communication. Telegram can also be used for making audio and video calls. Group conference calls are also an additional support that will help teachers take online sessions and encourage interaction by learners. Every time when someone accesses their mobile phone, they just need click on the telegram icon, it will start working. Telegram channels can be helpful for providing the desired information to an unlimited number of learners and teachers.



**Use Case:** Teachers can create large groups of teachers and learners and continuously interact on various themes. During NISHTHA training many states like Assam, Karnataka, Odisha, Punjab, Rajasthan used Telegram for sharing of information and best practices.

## 7. BLOGGER

A blog can be considered an online journal or an informational website. Individuals setup a blogging website and regularly post articles called blogs. Users can subscribe to blogs to receive notifications about new articles through their email or they can directly go to a blogging site and read the articles.



Blogger is a blog publishing service provided by Google. A user with a Google account (Gmail ID) can freely use the blogger facility to create a blogging website of their own and start writing articles on a topic or area such as travel, experiences, marketing, product description, education, etc.

**Use Case:** Teachers and learners can create accounts on Blogger through their Gmail accounts. Teachers can write and share blogs on difficult topics related to the subject areas they teach, for instance, Science, Mathematics, Language, etc. They can display teaching-learning material on blogs by adding pictures, videos, audio, PPTs, etc. A common classroom blog can also be created using WordPress, and a community of teachers and learners can together post and discuss about concepts and ideas.

## 8. SKYPE

Skype is generally used to communicate through video conferencing either one-to-one or in groups. It can be accessed on a laptop or desktop computer as well as through a mobile application. Users are required to create an account and then log in. Skype group calling includes conference calling and group chats. It can be used to host a group video chat or conference call for up to 50 people. Adding people who already have Skype is free.



**Use Case:** Skype provides an excellent way for teachers to introduce the world beyond the classroom to their learners. Through video calling, learners can connect with teachers, educators and other learners for live discussions and solving their queries. We can also use Skype to explore virtual field trips, organize guest speaker sessions with two-way communication between the presenter and the audience. Special events can be conducted like live discussion with authors, celebrities, technology experts, doctors, artists, etc. Sharing of screens, files, resources and other information with learners, teachers and parents can also be part of an e-learning process through Skype.

## 9. PINTEREST

Pinterest is a visual social network in a multilingual format available on the web as well as a mobile application (both android and iOS). It is like an open bulletin board in which communities, teachers, learners and parents can interact, share and post or pin on a



single forum. It enables posting, saving, blogging and discovery of information using images, GIFs, interactive videos, documents and blogs etc. The resources which are pinned get segregated into various categories. There are a lot of categories to choose from, including diversified fields of learning. These categories or boards are displayed on the user's Pinterest profile. Since these pins can be shared and are easily searchable, they have the potential to become a very useful educational tool.

## 10. YOUTUBE

YouTube is an online video sharing platform wherein the users can watch, upload, edit and share videos. They can also like or dislike the content and comment on it. The platform allows users to create free of cost YouTube channels in which they can upload videos created by them. Also, users can sort videos and create their own playlists. Video lectures, animation videos, 360 videos are useful resources to engage learners and help them learn difficult concepts.



**Use Case:** Teachers, for example, can create 'Geometry' as a playlist containing all the videos related to it for a Mathematics class. Teachers can search and share with learners' videos on various topic which are correct both conceptually and pedagogically. The videos can be auto-translated in local languages, making them useful for everyone. Subtitles, which can also be in a local language, can be added to the videos to promote inclusion. Teachers can also Live Stream the lectures wherever they are to the selected group or public.

## 11. LINKEDIN

LinkedIn is mostly used by professionals for social networking. Companies use this platform for posting jobs and job seekers posting their curriculum vitae. It's a social media exchange platform for employers and employees. LinkedIn allows members (both workers and employers) to create profiles and can establish



connections to each other in an online social network mode which may represent real time professional relationships. Members can invite anyone (whether an existing member or not) to become a connection on this platform.

## 12. GOOGLE HANGOUT

It is a unified communications service that allows members to initiate and participate in text, voice or video chats and communication, sharing content either one-to-one or in a group. Hangouts are built into Gmail, and mobile Hangouts apps are available for iOS and Android devices. A Gmail account is all you need to use this application. Up to 150 people can participate in a Google Hangout, though a video call is limited to 25 participants.



**Use Case:** Teachers can use hangout to live stream classes from their homes. Learners can join the live class from their respective homes. Smaller groups can be formed within a class for group discussion and peer learning among learners through audio or video chats.

***Guidelines to Cope with Stress and Anxiety in the Present Situation***

The novel Coronavirus (COVID-19) pandemic presently is a situation that calls for vigilance and all of us, including our teachers and learners, have been advised to remain at home so as to maintain social distancing and stop the chain of virus spread. This is affecting individuals not only physically but also psychologically. Learners, teachers and parents may feel stress since the pandemic has caused strong emotions such as, sadness, fear, anxiety, feeling of helplessness, uncertainty, loss of interest and hopelessness among others. Such emotions are understandable given that this sudden outbreak has resulted in unexpected and abrupt changes to daily life activities (e.g. going to school, meeting friends, socialising, going out with family, disruption/uncertainty about examination, future admission, career, travel plans, etc.). That the situation demands social distancing and self-isolation, is an additional challenge.

Some emotions, feelings and reactions generally felt by people experiencing stress are:

- negative thoughts
- anxiety, worry, fear
- sadness, tearfulness, loss of interest in usual enjoyable activities
- frustration, irritability, or anger
- restlessness or agitation
- feeling helpless
- feeling disconnected from others
- difficulty in concentrating
- trouble relaxing or sleeping
- physical signs such as stomach upset, fatigue, uncomfortable sensations

It is, therefore, important to be mindful of the wellbeing of all around us and to take constructive action to help learners, teachers and parents to cope with, handle, and relieve stress and anxiety.

## Strategies for Learners to Cope with Stress and Anxiety

- **Try to have a routine:** Maintaining a routine is the first thing that is compromised in stressful situations. It may be simple enough; not having a fixed time to bathe, have food, sleep, etc. After all, it does not matter. Or does it? It must be remembered that maintaining a routine helps to create discipline and that can have a positive effect on your thoughts and feelings. There are ways to stay healthy and develop new routines. Create a list of activities which you want to do. These can relate to both studies and fun activities (e.g. try to give time to those areas of study which require more focus and time, playing or trying new indoor games, starting a new hobby, sharing daily household work, solving puzzles, develop puzzles and quizzes related to different subjects, general knowledge etc., start reading a book, organizing, cleaning and arranging clothes yourself and helping your brothers and sisters to do the same, physical exercises, learn to cook new kinds of dishes and serve them to your parents and siblings, play an instrument, learn a language, learn how to sew, take up gardening, observe birds, trees, stars etc and relate them to the relevant subjects – geography, science, social science etc).

**Prepare a plan for daily activities and attempt to be consistent in following it as much as possible**

- **Focus on your 'self' and recognise your feelings:** We have been trying to fit so many things in the daily schedule such as school, studies, homework, examinations, coaching, etc. that we are not able to take out time for ourselves. It is important to recognise your feelings and acknowledge that it is okay to feel what you are going through as everyone is feeling the same way. The present time at home needs to be seen as an opportunity to allow yourself space to *reflect* on what you have been doing in your life for yourself and for others, which aspects you would like to change. What kind of effort, thinking or action would it require from your side? Try to *observe*, i.e., become aware of your sensations and express what you are feeling. Write down your reflections about what you observed in yourself. Did these help you to

understand yourself better? Try to maintain a daily chronicle of your activities and reflections.

***Become aware of your thoughts, feelings and actions***

- **Stay connected:** As social beings, connecting with friends and family brings a sense of comfort and stability to us. Receiving support and concern from others has a powerful impact on our emotional wellbeing and helps us cope with challenges. To deal with the present situation and resultant stress there is a need to create a sense of “we” i.e. community. In present times we have the advantage of technology that has made it possible to be connected globally with people through phones, emails, Facebook; Skype, Zoom, WhatsApp, etc. So, use these mediums to talk with others, know about their concerns, thoughts and feelings and share your feelings and viewpoints with them. There are many ways in which we can use technology to stay connected, such as:
  - call, text, or video-chat with friends and family
  - share quick, easy and nutritious recipes
  - start a virtual book or movie club
  - schedule a workout together over video chat
  - share your understanding of a topic, equation, experiment etc. with others in an online group or peer forum.

***Remember social distancing does not mean social disconnection. It is only the absence of physical connections. You can still be connected with your friends and family - in your thoughts and emotions.***

- **Inculcating positive thinking:** In a situation like the present one, where there is uncertainty, it is normal for learners to feel anxious and have negative thoughts. The key to avoiding, managing and reducing stress is a positive attitude. Never lose hope; begin with your own self and help others around you be hopeful too. Be persistent in keeping positive thoughts by asking yourself some questions, such as:
  - What are the things which I am supposed to do to control the situation?

- Am I overthinking about the pandemic?
- What strategies have helped me in the past to cope with challenging situations?
- What helpful or positive action I can take now at home?
- How are others (particularly elders – parents, teachers) dealing with the present situation?

***Exercise caution with negative thoughts and indulge in more and regular physical movements within home.***

- **Take care of your body:** Eating a healthy and well-balanced diet is important for our body and mind. As learners you might have received training in school on meditation and yoga. Now is the best time to start practicing it daily for building better mental and physical health. Fix a time to do it regularly once a day. Do some form of physical activity like aerobics, stretch exercises, yoga *asanas*, deep breathing, dance, etc. Also, drink plenty of water and get enough (7-8hours) sleep every day. This will give you energy, boost your immune system and keep your spirits high. This, in turn, will help release the stress and anxiety.

***Healthy mind is in a healthy body. This is the mantra of well-being.***

- **Be informed and updated:** Do not act in a manner where you become an agent in spreading rumours. Take appropriate caution to pass on messages as sometimes these are not based on authentic information. It is vital to stay informed and updated and listen to trustworthy media sources. Constant monitoring of news and social media updates may lead to anxiety. To help reduce fear and anxiety, limit your media consumption to a specific time to listen to the news.

**Set restrictions around news and social media**

- **Contribute towards wellbeing of all beings:** The interdependence and existence of all living beings needs to be acknowledged and respected. Helping people who are old, vulnerable and in need of care can promote a sense of hope and meaning in life. Showing love and

care towards your family and friends can boost up your sense of purpose in life. Some ideas you could consider are ensuring that people who are providing essential services are respected; delivering food items, groceries etc. to old, needy people in your neighbourhood; feeding birds and stray dogs and sending messages of encouragement, positivity, etc.

***Become an active member of the ecosystem to ensure existence of all beings***

## *Guidelines for Teachers to Cope with Stress and Anxiety*

The present attempt of arising from the outbreak of Coronavirus (COVID-19) has led to restrictions on our social life and disrupted our daily routines. To handle the situation the suggested measures of self-isolation and distancing ourselves from others are to be practiced, which is not our natural or normal behaviour. Therefore, this has several consequences. We may experience a lack of control over life, feel helpless, worried, angry, sad, restless or irritated these days. This can be emotionally exhausting and lead one to feel weak emotionally (which may not be our normal emotional self).

As teachers, we are responsible not just for ourselves but are also role models for our learners and for society at large. Therefore, we need to know how to deal with stressful times and help ourselves and others in the process. Some of the ways to cope with the feelings associated with such forced social isolation during a pandemic are:

- **Take a proactive approach:** Accept and help others (learners, parents, colleagues) to accept that the present times are difficult. Also, it is necessary to address emotions such as despair and reassure everyone that since medical research is being undertaken through global cooperation, times will change for the better. Plan for yourself. This will help give you a sense of purpose and progress both in your personal and professional life. Prepare a daily timetable or routine. Ensure variety in the schedule such as work, leisure, exercise, learning, etc. Learn something new that sparks your intrinsic motivation and curiosity.
- **Stay connected:** Advances in mobile technology will help to stay connected through calls, text, WhatsApp, email, etc. Use this time to connect with people, whom you have not been able to connect to due to distance, lack of time, etc. Sharing concerns with trusted others have significant positive psychological benefits. Therefore, try to contribute to a sense of togetherness by sharing your feelings and helping others to cope with similar emotions that you too are experiencing. Utilise the additional time available at home to reconnect and strengthen relationships within the family.
- **Focus on your health:** Quarantine and isolation are stressful, and stress weakens our immune system. Hence, being proactive about

staying healthy becomes even more important. Stick to regular meals with the correct nutritional variety and avoid snacking. Anxiety can sometimes prompt us to comfort eat, so we need to manage these urges. Daily exercise will help regularise sleep patterns. All these boost our psychological health. Maintain healthy sleep habits. The negative impact of sleep disruption on one's mood is already well-known. Without the structure of having to get to school, college or the workplace, it can be easy to fall into unhealthy sleep habits like going to bed late and getting up late. However, this may be detrimental in later days. So, it will be useful to schedule a balanced range of activities in our day by including physical exercise and engaging in pleasant and relaxing activities. This will help with getting quality sleep. Preparing balanced and nourishing meals for yourself and your family members is an important aspect for maintaining good health.

- **Reflect and connect to yourself:** Take time to engage in observing your surroundings (at home and immediate nature) by identifying the smells, textures and visuals. This will help soothe anxious minds. Self-care also means maintaining boundaries such as refusing visitors, reducing unnecessary demands, and saying "no". In our otherwise hectic everyday schedule, we had difficulty in maintaining a 'self-care' schedule. Take the opportunity to take up any such activity which will help you to connect with your own self - meditation, yoga, walking, baking, reading etc. Think of the small changes which you can bring in your life.
- **Manage your media time:** Information received through various social media channels may make you feel overwhelmed and confused. Hence, even though staying digitally active in present times is almost a necessity, it is important to carefully choose news and media sources. Choose one or two well-informed sources such as the Government of India's Coronavirus (Covid-19) Helpdesk and WHO's website and set fixed times during the day to check for updates. Restrict consumption of news, particularly on social media. Depend on traditional national media with direct lines to trustworthy medical professionals, decision-makers and administrators when accessing news. Use social media platforms meaningfully to connect with people (friends, family, learners, colleagues, etc.) rather than passing on unverified messages.

## ***Guidelines for Parents to Cope with Stress and Anxiety***

The primary role of parents now is to keep their children well and that means looking after their emotional well-being as well as their physical health. Rather than worrying that children are not doing enough school work, parents should view the enforced break as an opportunity for some learner-led, individualised learning, which most schools struggle to offer. Parents can ask their children to write down all the different things that they could do during this time to learn, do and experience. It can be anything-watering plants, developing a reading habit, leaning to cook, painting, playing music, etc.

- **Help your children develop life skills:** A way parents can help even young children develop life skills is that while they are at home empower them to help with housework or cooking. It is not necessary that everything around their life should be based on academics only. Now, parents have an opportunity to connect with their children and develop in them the sensibility to understand the curriculum of life. From learning how to make a cup of tea to helping with daily chores, a learner would be able to feel that connection even in the moment of isolation.
- **Understand your anxiety:** As a parent, the uncertainty surrounding Coronavirus can be the hardest thing to handle. One doesn't know how exactly one would be impacted. Instead of remaining in confusion, parents can note what exactly is making them anxious. It can be loss of studies for your child, academic worries, etc. After contemplating about them, parents can have a clearer idea as to their source of anxiety.
- **Avoid fake news and superstitions:** Parents can adhere to dependable sources such as Government of India's Coronavirus (COVID-19) Helpdesk and WHO. They can move away from checking the news if they feel overwhelmed and should also be careful about what they share through social media platforms.
- **Focus on the things they can control:** In this scenario of global pandemic, many things are outside our control like how long the pandemic would last and what is going to happen in our community, etc. Focusing on things which are out of control can make one feel drained, overwhelmed, and anxious. As a parent, one can help in reducing personal risk by asking their child/children to wash their hands regularly with soap for at least 20 seconds and

do the same themselves. Using a hand sanitiser with alcohol content not exceeding 60 percent is also advisable. Apart from maintaining hand hygiene, avoid touching your face especially your eyes, nose, and mouth. Stay at home, avoid crowds, and maintain six feet distance between yourself and others when out. Most importantly, get deep sleep.

- **Physical exercise:** Our body is meant for movement. There are innumerable benefits by doing physical exercises such as release of endorphins (feel good hormones), proper blood circulation, and feeling light, etc. Stretching, alternate toe-touching along with jumping jacks for 10 minutes can have a significantly reduce stress and anxiety.
- **Yoga and meditation:** The word Yoga means union. When your body and mind are balanced, when one reaches a state of unwavering attention, one has reached a state of yoga. Grounding yourself in the present moment can help you reach that union. One effective technique is to pay attention to your breath. *Prana* is the key here. Paying attention to inhaling and exhaling can help in attaining the state of *Dhyana*—getting in touch with the inner stillness. This time can be utilised to perform yoga yourself and also to teach it to your children.
- **Paying attention to one's diet:** One of the ways of coping with stress and anxiety can be stress-eating and taking in excess of calories by indulging in deep fried, carbohydrate rich and sweet foods. This can make one feel anxious as the nourishing aspect of food is eliminated through such indulgences. This can also take a toll on your immunity. This is the right time to understand and to also make your children understand that immunity is maintained not only from the outside by social distancing, soaping one's hands or using sanitisers but also from the inside by eating healthy i.e. eating fruits and vegetables and having the right proportion of carbohydrates, proteins and fats.
- **Take care of your body and spirit:** Apart from eating healthy meals, getting plenty sleep and meditating, one should not forget to practice self-care in this situation. Be kind to yourself, maintain a routine, wake up early in the morning, and take time out for activities you enjoy. Avoid self-medicating, and be a calming influence in the life of your children and those around you.

In stressful times such as the present one, as a parent or teacher do remember that the social distancing and isolating of self is not only for our own good but also for all those around us and for everyone who is closely or remotely connected with our life and living. Help your children and learners understand this and encourage them to feel the same way.

***For Learners***

Where in the World Image Quiz

<https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html>

YouTube

<https://www.youtube.com/watch?v=Klh1E79yOyU>

**Map work: Lets learn it through School Bhuvan**

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