



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, 3rd 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 and 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

| | |
|---|----------|
| Introductory Note | 1 |
| General Guidelines for Implementing Weekly Plan (for four weeks) | 4 |
| Subject-wise Weekly Academic Calendar | 8 |
| CLASS VI | |
| English | 10 |
| Mathematics | 13 |
| Science | 15 |
| हिन्दी | 17 |
| Urdu | 18 |
| Social Studies | |
| a. History | 19 |
| b. Geography | 22 |
| c. Social and Political Life | 24 |
| CLASS VII | |
| English | 25 |
| हिन्दी | 28 |
| Urdu | 29 |
| Mathematics | 30 |
| Science | 32 |
| Social Science | |
| a. History | 37 |
| b. Geography | 38 |
| c. Social and Political Life | 40 |
| CLASS VIII | |
| English | 41 |
| हिन्दी | 44 |
| Urdu | 46 |
| Mathematics | 47 |

| | |
|---|------------|
| Science | 49 |
| Social Science | |
| a. History | 52 |
| b. Geography | 54 |
| c. Social and Political Life | 55 |
| संस्कृत (कक्षा-छठी से आठवी) | 56 |
| Arts Education | 58 |
| Health and Physical Education | 69 |
| Annexure-I | 81 |
| <i>Social Media for Synchronous and Asynchronous Communication: Guidelines for Teachers and Educators</i> | |
| Annexure-II | 88 |
| <i>Guidelines to Cope with Stress and Anxiety in the Present Situation</i> | |
| Annexure-III | 97 |
| <i>Pre-vocational Activities</i> | |
| Annexure-IV | 103 |
| <i>Sargam Teentaal</i> | |
| <i>Sargam Jhaptaal</i> | |

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 se Annexure-I)
 - ✓ Construct Model/ Device related to concept learnt.
 - ✓ Discus 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>The learner -</p> <ul style="list-style-type: none"> becomes familiar with songs/poems/prose in English through input-rich environment, interaction, classroom activities, discussion, etc. listens to English news (TV, Radio) as a resource to develop listening comprehension. 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 | <p>NCERT/State developed Textbook</p> <p>The themes chosen at the upper primary stage are:</p> <p><i>Self, family, home, friends, neighbourhood, environment, animals, plants, arts, sports, games, travel, media, science and technology, health and hygiene, peace, etc.</i></p> <p>http://ncert.nic.in/textbook/textbook.htm</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>WEEK 1</p> <p>Competency/Skill- Listening (any theme from the list of themes given under Resources may be chosen)</p> <ul style="list-style-type: none"> Teachers provide learners with online links to listen to poems, etc. and ask them to record their comments and ideas. Teachers may ask the learners to record their own jokes, riddles / views/ messages, etc. in English. 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.) |

| | | |
|---|--|---|
| <p>The learner -</p> <ul style="list-style-type: none"> uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts refers to dictionary to check meaning and spelling, and to suggested websites for information | <p>On line dictionaries</p> <p>www.macmillandictionary.com</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>dictionary.cambridge.org/dictionary</p> <p>QR codes of the textbook have some additional activities.</p> <p>These could be used by all learners.</p> | <p>WEEK 2</p> <p>Competency/Skill- Vocabulary</p> <ul style="list-style-type: none"> Give examples on how to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale). Guide learners/parents on conducting the following activities for enhancing vocabulary: <ul style="list-style-type: none"> ➤ showing picture/object/illustration and asking for appropriate word(s) ➤ word web ➤ cross word ➤ word ladder ➤ giving synonyms ➤ giving antonyms ➤ explaining through context ➤ using dictionaries |
| <p>The learner -</p> <ul style="list-style-type: none"> reads a variety of texts in English / Braille and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences reads to seek information from a notice board, newspaper, Internet, tables, charts, diagrams and maps, etc. | <p>http://ncert.nic.in/textbook/textbook.htm</p> | <p>WEEK 3</p> <p>Reading</p> <ul style="list-style-type: none"> 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. End of the text questions can be attempted by the learners. <p>While reading</p> <ul style="list-style-type: none"> 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"> ❖ Comprehension check can be conducted by using ❖ true/false, ❖ matching, ❖ multiple choices, |

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

| Learning Outcomes | Source/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|--|---|--|
| <p>The learner</p> <ul style="list-style-type: none"> solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime | <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 https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48692316b51c01ed5615a9</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486a5316b51c01ee9b1005</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486b0d16b51c01ec8b1833</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486bdb16b51c01ec8b1836</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b486cb816b51c01ed5615af</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d8060</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> 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? Learners may be encouraged to quote daily life examples in support of their answers. 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. <p>WEEK 2</p> <ul style="list-style-type: none"> Learners may be encouraged to create their own problems besides solving problems from the exercises. 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) 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. For innovative problems <i>Exemplar Problem Book</i> for Class VI may be referred to, which is available on NCERT website. |

| | | |
|--|---|--|
| | <p>25/file/5b4704f116b51c01f24a38ae</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</p> <p>Whole numbers https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5834db4616b51c7b700a7626 (video in Hindi)</p> <p>Playing with numbers https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f</p> <p>https://nroer.gov.in/525ab34ff81fccb4f1d806025/file/583503f116b51c7b700a77b2 (video in Hindi)</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI)</p> <p>Email- support@amtionline.com</p> | <p>WEEK 3</p> <ul style="list-style-type: none"> • The next chapter of ‘Whole Numbers’ may now be discussed on the same lines. • 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> • E-resources on NROER may be used to get a better understanding of the concepts. • Teachers may also use NISHTHA module for a better understanding of the transactional strategies. <p>WEEK 4</p> <ul style="list-style-type: none"> • The activities of Week 3 may be continued. • After observing the comments sent by students, the teacher may assess them and give appropriate feedback. • Some open ended questions that may be thought of are: <ul style="list-style-type: none"> • <i>For which of the operations the Whole numbers are closed /commutative/associative/ distribute?</i> • <i>If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths?</i> • <i>Fill in the blanks $_ - _ = 7$.</i> • <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> • <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> |
|--|---|--|

Science (Class-VI)

| Learning Outcomes | Source/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|---|---|---|
| <p>The learner</p> <ul style="list-style-type: none"> • Identifies food items and their ingredients; what animals are eating such as, squirrel eat nuts. • 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. • conducts simple investigations to seek answers to queries, e.g., what are the nutrients present in honey? • relates processes and phenomenon with causes such as, making of sprouts and seed germination. • make 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. | <p>Source: 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 http://ncert.nic.in/ncerts/1/fhelm202.pdf NCERT Science Exemplar Problems class VI http://ncert.nic.in/ncerts/1/feep201.pdf Link 1 https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872e0d472d4a1fef81190f Link 2 https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5886fb11472d4a1fef810195 Link 3 http://aven.amritalearning.com/index.php?sub=99&brch=289&sim=1433&cnt=3271 Link 4 http://aven.amritalearning.com/index.php</p> | <p>Theme: Food</p> <p>WEEK 1</p> <ol style="list-style-type: none"> 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. 2. The learner can prepare a list of food items available in the kitchen (with the help of an elder sibling). <p>WEEK 2</p> <ol style="list-style-type: none"> 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. 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. 3. The learner can draw on chart paper the items they eat for their meals (breakfast, lunch and dinner). <p>WEEK 3</p> <ol style="list-style-type: none"> 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"> • Protein • Starch • Fat 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, |

- 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"> ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं। <p>राष्ट्रीय शैक्षिक अनुसंधान प्रशिक्षण परिषद् (रा.शै.अ.प्र.प.) द्वारा पूर्व-निर्धारित सीखने के प्रतिफल—</p> <ul style="list-style-type: none"> 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। रेडियो, टी.वी., अखबार, इंटरनेट में देखी/ सुनी गई खबरों को अपने शब्दों में कहते हैं। भाषा की बारीकियों/ व्यवस्था पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे— कविता में लय-तुक, वर्ण-आवृत्ति (छंद)। हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं। | <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— http://ncert.nic.in/textbook/pdf/fhvs101.pdf</p> <p>नोट—आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p>भाषा-कौशल— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p> | <ul style="list-style-type: none"> 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। क्यूआर कोड (QR Code) में रा.शै.अ.प्र.प. द्वारा तैयार किया गया एवं प्रदत्त कविता का ऑडियो पाठ। ऑडियो लिंक— https://ciet.nic.in/pages.php?id=vasant-i&ln=en कवि एवं कविता के बारे में NROER पर उपलब्ध सामग्री। प्रकृति, पर्यावरण और मनुष्य के बीच संतुलन के संदर्भ में नई सूचनाओं का गतिविधि के रूप में रचनात्मक उपयोग। शिक्षण-अधिगम को प्रभावी बनाने के लिए आकलन के उद्देश्य से विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण के लिए प्रेरित करना। |

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 (عقل مند کسان) اردو انشا : مضمون نویسی</p> <ul style="list-style-type: none"> • دیے کی تصویر، بڑھیا راستے میں دیا جلاتے ہوئے؛ تصویریں کتاب میں دیکھ سکتے ہیں۔ • اس کی تصویریں دیکھ کر نظم کو پڑھ سکتے ہیں۔ • اپنے بھائی یا بہن کے ساتھ مل کر گاسکتے ہیں۔ لفظوں کو لکھ کر ان کے تلفظ کی ادائیگی کر سکتے ہیں۔ • 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۔ • اس کہانی کے آڈیو میں سن سکتے ہیں۔ کہانی کو اپنے گھر کے ممبروں کو سنا سکتے ہیں۔ • 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۔ • اردو انشا (مضمون نویسی) مضمون: صحت اور صفائی • 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 سی بیماریاں ہو جاتی ہیں۔ اس پر ایک پیرا گراف لکھا جا سکتا ہے۔ • 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۔ <p style="text-align: center;">حوالہ جات</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"> • پڑھے ہوئے سبق کے بارے میں اپنے خیالات کا اظہار کرتے ہیں! • اور نظم کو درست لب و لہجے روانی کے ساتھ پڑھتے ہیں! • اپنے خیالات اور تجربات کا اظہار تحریری شکل میں کرتے ہیں! • اپنی تخلیقی صلاحیت (Creative Skill) کا اظہار کہانی، نظم اور مضمون کی شکل میں کرتے ہیں! |

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>Student</p> <ul style="list-style-type: none"> Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period | <ol style="list-style-type: none"> NCERT textbook Our Pasts I Live interaction on Using sources in History https://youtu.be/tbOQyVrW2tU Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/DicHistory.pdf 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. https://artsandculture.google.com/ | <p>Theme: What, Where, How And When?</p> <p>WEEK 1</p> <ul style="list-style-type: none"> 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. Suggest them to watch video on YouTube NCERT official on use of sources and their importance. 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. This will help teacher to assess different skills of students like identification, classification, creativity and communication skill through visuals or writing. <p>WEEK 2</p> <ul style="list-style-type: none"> Provide students visual of a coin or a monument alongwith questions focusing on different aspects/key points of the particular source through whatsapp/ email. Some possible questions can be: <ul style="list-style-type: none"> ❖ What type of source is this? ❖ What does it show or tell? ❖ Who wrote, produced or made it? |

| | | |
|--|---|--|
| | | <ul style="list-style-type: none"> ❖ Why was it written or produced? • Prepare questions based on the source that you are sending. • Students can take a screenshot of the finished activity and send it back to the teacher. This could be assessed by the teacher. • You can also send visuals of some manuscripts, artefacts, buildings, monuments, sites etc. to students and give the following activity: • 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. • 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. |
| <p>The learner</p> <ul style="list-style-type: none"> • Explains broad developments during ancient period e.g. the first cities on the Indus and relates the development occurring at one place with another. • Locates important historical sites and places on an outline map of India. | <p>1. NCERT textbook (Our Past-I) /State developed Textbook</p> <p>2. Dictionary of History for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</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>WEEK 3</p> <p>Theme: In the Earliest Cities</p> <ul style="list-style-type: none"> • Suggest learners to do a reading of the chapter and look for various terms/concepts appearing in the chapter in the Dictionary of history. • Suggest them to prepare projects on various topics. Some suggestive topics: <ul style="list-style-type: none"> ➤ Discovery of Harappan civilisation, important sites of the civilisation and showing these on an outlined map of the Indian subcontinent. ➤ Important features of Harappan cities with a focus on continuity and change that they see in their neighbourhood in some such features. ➤ Art and architecture in Harappan civilisation. ➤ Case study on any Harappan site in India i.e. Dholavira, Rakhigarhi, etc. |

| | | |
|--|--|---|
| | <p>history and culture from this website.</p> <p>https://artsandculture.google.com/</p> | <ul style="list-style-type: none"> ➤ 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. • Use Google Hangout to share, discuss among students and teachers. • Projects can be assigned to different groups of students. • 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. <p>WEEK 4</p> <ul style="list-style-type: none"> • 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). • This session could be used by students to discuss, raise questions on other projects along with questions and final comments by the teacher. • 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. |
|--|--|---|

b. Geography (Class VI)

| Learning Outcomes | Sources/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|--|--|---|
| <p>The learner</p> <ul style="list-style-type: none"> distinguishes between stars, planets and satellites, e.g., Sun, Earth and Moon. recognises that the earth is a unique celestial body due to existence of life zones of the earth with special reference to biosphere. | <p>Textbook- <i>The Earth Our Habitat</i> Chapter-1- The Earth in the Solar Systems</p> <p>Web Resources The National Aeronautic and Space Administration (NASA) website- www.nasa.gov ,Fun Activities To Do @Home https://www.nasa.gov/stem-at-home-for-students-k-4.html For Teacher- What is Earth - https://www.nasa.gov/audience/forstudents/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>QR CODE 0656CH01 for interactive activity based on the Solar System on H5P http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=452</p> <ul style="list-style-type: none"> Trilingual Dictionary of | <p>WEEK -1 Celestial bodies – The Sun , the Moon and the stars</p> <ul style="list-style-type: none"> 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. 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. The student may draw diagram to show location of Pole star and Seven stars (<i>Saptarishi</i>). The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -2 Theme- The Solar System</p> <ul style="list-style-type: none"> The student may draw colourful diagrams on plain sheet or chart paper to show planets in the solar system. The student may prepare a write up on the Earth by highlighting its uniqueness in the solar system. 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. Student may prepare a write up on the following: What do animals and plants require in order to grow and survive? |

| | | |
|---|---|--|
| | <p>Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> | <ul style="list-style-type: none"> • Interpret the diagram shown on page 7 regarding Universe, Milky Way Galaxy, Solar System and the Earth. • The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for the technical terms given in the chapter. |
| <p>The learner</p> <ul style="list-style-type: none"> • 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 • differentiates between Latitude and Longitude • identifies places on the globe with the help of Latitude and Longitude • locate places on the map with the help of Latitude and Longitude • measures time with reference to Prime meridian. | <p>Chapter-2 Globe: Latitude and Longitude Resource: Globe, Atlas and World map, Tactile diagrams and models for CWSN</p> <p>Web Resources For Teacher and Student Topic: “Exploring the Globe” : Youtube – ncert official</p> <p>QR Code 0656 CH02 for interactive activity to locate heat Zones. http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=453</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> | <p>WEEK -3 Theme-The Globe – Latitude and Longitude</p> <ul style="list-style-type: none"> • Teacher may use Globe and explain Latitudes. • Student may be asked to explore globe and identify major latitudes and longitudes. • Student may draw a simple diagram to show major latitudes and longitudes. These figures are given on pages 11 and 12 of the textbook. • 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. • Student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. <p>WEEK -4 Theme: Grid, Longitude and Time</p> <ul style="list-style-type: none"> • 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. • 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. • With the help of Globe/the world map the teacher may explain time measurement from Prime meridian. |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> appreciates importance of Standard Time for any country. | | <ul style="list-style-type: none"> 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. Teacher may explain importance of Standard time and Indian Standard Time (IST) by giving examples from India. The student may be encouraged to consult trilingual Dictionary of Geography for Schools (Hindi-English- Urdu) for technical terms given in the chapter. |
|--|--|---|

c. Social and Political Life

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

CLASS VII

English (Class VII)

| Learning Outcomes | Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|---|--|--|
| <p>The learner-</p> <ul style="list-style-type: none"> consciously listens to songs/poems/stories /prose texts in English through interaction and being exposed to print-rich environment listens to English news and debates (TV, Radio) as input for discussion and debating skills watches and listens to English movies, serials, educational channels with subtitles, audio-video materials, teacher reading out from materials and eminent speakers | <p>The theme can be Health and Hygiene</p> <p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Use QR code reader form mobile.</p> <p>Use gov.in/WHO/UNICEF sources that are copyright free or in creative commons.</p> | <p>WEEK 1</p> <p>Competency/skill—Listening</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>The learner -</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context refers to the dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing | <p>Online dictionaries www.macmillandictionary.com</p> <p>The Free Online English Dictionaries are used for Definitions, meanings, <i>synonyms</i>, pronunciations, games, sound effects, high-quality images at dictionary.cambridge.org/dictionary</p> <p>QR codes of the textbooks have a few additional activities. These could be used by all learners.</p> | <p>WEEK 2</p> <p>Vocabulary</p> <ul style="list-style-type: none"> 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. The teacher may give activities so that learners can understand the use of antonyms (clean/dirty) synonyms (indoor/inside) and homonym (tail/tale). |

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>The learner -</p> <ul style="list-style-type: none"> • uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc) • organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience • writes formal letters, personal diary, list, email, SMS, etc. • writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity • writes dialogues from a story and story from dialogues • writes a book review. | <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 Staying Healthy And Safe 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>WEEK 4</p> <p>Grammar and Writing</p> <p><i>The teacher may</i></p> <ul style="list-style-type: none"> • Give learners examples of the grammar item and then ask the learners to underline the grammar items in the text. • Ask them to look for more examples online and write. • Share the steps in the Process Approach to Writing with the learners. <p>Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work.</p> <p>Outlining: organising the ideas into a logical sequence.</p> <p>Drafting: writer concentrates on the content of the message (rather than the form).</p> <p>Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised through</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: write the final draft</p> <p>Project</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> |
|--|--|--|

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>रा.शै.अ.प्र.प.द्वारा पूर्व-निर्धारित सीखने के प्रतिफल—</p> <ul style="list-style-type: none"> • 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। • विभिन्न स्थानीय, सामाजिक एवं प्राकृतिक मुद्दों/ घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं। जैसे— लॉकडाउन, प्रकृति और चिड़ियों का चहचहाना। • कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। • 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। | <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— http://ncert.nic.in/textbook/pdf/ghvs101.pdf</p> <p>नोट— आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p>भाषा-कौशल— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p> | <ul style="list-style-type: none"> • 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। • QR कोड में रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो/ वीडियो पाठ। • ऑडियो लिंक— https://ciet.nic.in/pages.php?id=vasant-ii&ln=en • कवि एवं कविता पर आधारित रा.शै.अ.प्र.प. एवं यूट्यूब पर उपलब्ध सामग्री। • नवीनतम सूचनाओं का (कविता को ध्यान में रखते हुए) पर्यावरण संतुलन संबंधी गतिविधि के लिए उपयोग। • शिक्षण-अधिगम को प्रभावी बनाने के लिए आकलन के उद्देश्य से विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण, प्रदत्त कार्य के रूप में प्रदान करना। |

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>The learner 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 https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583b8a16b51c01cccebeb0</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42cea016b51c0171d33ab0</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583c6616b51c01cdff01fd</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58dd3a87472d4a03227bf998</p> <p>Fractions and decimals https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8494</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> The first chapter is about Integers in which multiplication and division of integers is dealt. 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. 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. <p>WEEK 2</p> <ul style="list-style-type: none"> 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. 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. 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. Concept of division of integers can then be discussed on similar lines. |

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

Science (Class VII)

| Learning Outcomes | Source/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|--|--|--|
| <p>The learner —</p> <ul style="list-style-type: none"> identifies different types of motions on the basis of observable features such as motion along a straight line or along a circular path etc. differentiates between different types of motions on the basis of their properties such as the speed, change in direction of motion etc. conducts simple investigations to seek answers to queries, e.g., change in time period on changing length of pendulum or mass of bob measures and calculates time required to complete a task, cover a distance; speed of moving objects; time period of a simple pendulum, etc. draws diagrams/ plots and interprets graphs e.g., distance-time graphs constructs models | <p>NCERT/State Textbook Theme: Moving Things, People and Ideas <i>Chapter: Motion and Time</i> Slow or Fast Speed Measurement of Time Measuring Speed Distance-Time Graph</p> <p>http://ncert.nic.in/textbook/pdf/gesc113.pdf Chapter 13 NCERT Science Textbook Class 7 Laboratory Manual in Science for Class VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT.</p> | <p>WEEK 1</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> 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. Write justifications for each entry you made in the table, i.e. why it has been kept in that column? Draw the pictures/diagrams of your observations and decorate it. (Art integrated Learning) Find the speed of hopping on one leg. (Activity 36 from the below link) http://ncert.nic.in/ncerts/1/fhelm205.pdf 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. Search on the internet how people used to measure time before the invention of modern clocks/watches. (links should not be provided everywhere because our learners need to become independent learners). By using a time measuring device available in your house (clock, wrist watch or mobile) measure time required for different daily life activities. 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 |

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

| | | |
|--|---|--|
| <p>regulator etc on their function</p> <ul style="list-style-type: none"> differentiates between different effects of electric current, on the basis of certain observations eg. Heating effect, magnetic effect etc. conducts simple investigations to seek answers to queries, e.g., effect of adding more number of cells in an electric circuit relates processes with causes, e.g., heating of conducting wire, deflection in magnetic needle due to a current, etc. explains processes, e.g., heating and magnetic effects of electric current, etc. draws labelled diagrams and circuit diagrams of electric components, electric circuits, organ systems electric circuits; experimental set ups; etc. constructs models using materials from surroundings and explains their working, e.g., | <p>Electric Current Electromagnet Electric Bell Chapter 14 NCERT Science Textbook Class VII http://ncert.nic.in/textbook/pdf/gesc114.pdf Exemplar Problems, Ch. 14, Class VII Science http://ncert.nic.in/ncerts/1/geep114.pdf Laboratory Manual in Science for Class VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html 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 http://ncert.nic.in/textbook/pdf/fesc113.pdf</p> | <p>https://www.youtube.com/watch?v=4IIT2s7Q1g8&feature=youtu.be Watch the video carefully and try to make your own circuit for this and play with your family members.</p> <ul style="list-style-type: none"> Open the link given below https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871106472d4a1fef810c49 Watch the video carefully and try to make your own simple electric switch. <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> Make an electric circuit as shown in Fig. 14.7 in Ch. 14 of NCERT Textbook (Class VII Science). <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. Make a simple electric circuit using few dry cells, LED or torch bulb and wires. 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. Open the link given below https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4d793e16b51c01e4ec660a It is an interactive simulation, play with the simulation to learn more about electric circuits. <p>Heating effect of electric current</p> <ul style="list-style-type: none"> Make an electric circuit as shown in Fig. 14.7 or Fig. 14.9 or Fig. 14.10, Ch. 14 |
|--|---|--|

| | | |
|---|--|--|
| <p>electromagnets; electric fuse, etc.</p> <ul style="list-style-type: none"> discusses and appreciates stories of scientific discoveries eg. How magnetic effect of electric current was discovered etc. 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. exhibits creativity in designing, planning, making use of available resources, etc. eg. finding magnets from broken or non working speakers or headphones etc. | | <p>NCERT Textbook (Class VII Science).</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"> 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. <p>WEEK-4</p> <ul style="list-style-type: none"> 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. Discuss the importance of fuse in an electric circuit with your friends. 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. Perform the activity 14.5 as suggested in NCERT Textbook (Class VII Science), for understanding the magnetic effects of electric current. <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 VIth). You may have a magnet or try to find a magnet from the old radio, speakers or head phones which are unusable.</i> Change the polarity of cell used or number of cells used in the circuit. Note down your observations. Discuss your observations with your friends, elders or teacher. |
|---|--|--|

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • Open the link given below https://www.youtube.com/watch?v=a1EWahLuGY&feature=youtu.be Watch the video carefully and try to understand how magnetic effect of current was discovered. <p><i>Project: Make an electromagnet using dry cells, iron nail and insulated wire.</i></p> <p>During the project, try to find out answer of following questions:</p> <ul style="list-style-type: none"> • What do you observe when number of turns is increased or decreased? • Do you observe if number of cells is increased or decreased in the circuit? • Note your observations and discuss with your friends, elders and teacher. • Try to find out the uses of electromagnets in our daily lives. • Write down the differences between a permanent magnet and an electromagnet. • Search on the internet and try to understand how an electric bell works. Which effect is responsible for its working? • Discuss your findings with your friends, elders and teacher. <p><i>Note: 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> |
|--|--|--|

Social Science (Class-VII)

a. History (Class VII)

| Learning Outcomes | Concept | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|--|---|--|
| <p>The learner is able to</p> <ul style="list-style-type: none"> • understand how historians study the past • know the importance of sources • how the developments/changes take place during medieval period • differentiate between the historical period • analyse administrative measures and strategies adopted by new dynasties • understands the wealth created by them, consequently achievements in the area of irrigation and construction of new buildings • tries to explain about establishment of new kingdoms | <p>Source: NCERT Syllabus for Upper Primary Classes</p> <p>NCERT History textbook- Class-VII, Our Pasts</p> <ul style="list-style-type: none"> • Broad historical trends • Kinds of sources, e.g. chronicles, paintings, coins, inscriptions, documents, literature • Pattern of political development, military conquests • Understanding of the connection between political and economic process | <p>WEEK-1 Study of the past:</p> <ul style="list-style-type: none"> • 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 • Discuss with parents/peers/elder brother/sister about the reason for change of names. • Ask questions with teachers • Try to analyse these reasons and discuss with teachers <p>WEEK-2 Sources: The learner</p> <ul style="list-style-type: none"> • 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. • Once explained by teacher, tries to differentiate between various types of sources of studying the past • Differentiates between various sources like coins, old books (chronicles), manuscripts, paintings, architecture (buildings) used to know about the historical period • Observes various coins and currency notes at home and tries to figure out how the political and economic aspects can be known through these. • Writes a note/project on coins/currency with the help of parents and submit online for further clarifications. <p>WEEK-3 Technology</p> <ul style="list-style-type: none"> • 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. • 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. |

| | | |
|--|--|--|
| | | <ul style="list-style-type: none"> • 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. • 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. • Construction of large palaces, forts, monuments, roads etc. by these powerful rulers is thus explained by parents/ teachers. <p>Assignment/Project</p> <p>The learner</p> <ul style="list-style-type: none"> • Collects picture from newspapers, magazines to show latest irrigation technology being used, war being fought with latest technological warfare • Shows photos and videos of the changes taking place in society and economy, prosperity of the people. • Shows pictures of splendid temples of south India built during medieval period and explain about the massive architecture (Source: www.nroer.gov.in) <p>WEEK-4</p> <p>Establishment of kingdoms</p> <ul style="list-style-type: none"> • The teacher with the help of parents may administer a theme of establishment of new kingdoms and the reasons behind their success. • 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) |
|--|--|--|

b. Geography (Class VII)

| Learning Outcomes | Sources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|---|--|--|
| <p>The learner</p> <ul style="list-style-type: none"> • describes different components of the environment and the interrelationship between them. | <p>NCERT Textbook: Our Environment http://ncert.nic.in/textbook/textbook.htm?gess2=0-9</p> <p>Theme: Environment</p> | <p>WEEK 1</p> <p>Theme- Environment</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> • 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. |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> Shows sensitivity to the need for conservation of natural resources—air, water, energy, flora and fauna. | <p>http://epathshala.nic.in/topic-d.php?id=0762CHO1</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> | <ul style="list-style-type: none"> Similarly think, and identify if any changes have taken place in our environment in past few years. Write down about these changes. Discuss with parents/ grandparents about the changes which have taken place over the years/decades. Discuss and identify various components of the environment with the help of figure 1.1. given in the chapter. <p>WEEK 2</p> <p>Learner may</p> <ul style="list-style-type: none"> read about the major domains of the earth. encouraged to do following activities: write his/her observations about the surroundings and make a list of uses that the land in the neighbourhood is being put to. 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?) Observe the sky during day and make a note whether the day is cloudy, rainy, sunny, foggy etc. <p>WEEK 3</p> <ul style="list-style-type: none"> 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. <p>WEEK 4</p> <ul style="list-style-type: none"> 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. The learner can draw the diagram of various layers of the earth. |
| <ul style="list-style-type: none"> Identifies major layers of the earth's interior | <p>Chapter 2: Inside Our Earth</p> <p>Interior of Earth</p> <p>http://epathshala.nic.in/topic-d.php?id=0762ch02</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> | |

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>The learner-</p> <ul style="list-style-type: none"> differentiates between different kinds of markets. traces how goods travel through various market places. | <p>NCERT/State Textbook</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 https://itpd.ncert.gov.in/ Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13 QR Code: Interactive activities given in QR Code of each chapter.</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> Discuss with your parents about different kinds of markets such as local and shopping complexes in your locality. 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. <p>WEEK 2</p> <ul style="list-style-type: none"> 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. Discuss with your parents about issues and challenges associated with different kinds of markets in your locality. <p>WEEK 3</p> <ul style="list-style-type: none"> Ask questions/doubts with your parents/teacher about different types of markets and related issues and challenges. Draw people engaged in various activities in local market based on your experience. Make poster on different activities taken up by people in different kinds of market. <p>WEEK 4</p> <ul style="list-style-type: none"> Solve activities given in QR Code of the chapter. Submit written assignments on any/assigned topic. |

CLASS VIII

English (Class-VIII)

| Learning Outcomes | Resources | Activities |
|---|--|---|
| <p>The learners -</p> <ul style="list-style-type: none"> use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarising etc. watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension. | <p>http://ncert.nic.in/textbook/textbook.htm</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>WEEK 1</p> <p>Listening</p> <ul style="list-style-type: none"> Teachers provide the learners with online links to listen to poems /songs/ stories etc. and ask them to record their comments and ideas. Teachers may ask learners to listen to the news/a talk show on the environment and summarise the main points. |
| <ul style="list-style-type: none"> infer the meaning of unfamiliar words by reading them in context. refer to dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing | <p>On line dictionaries</p> <p>www.macmillandictionary.com</p> <p>The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images, dictionary.cambridge.org/dictionary</p> | <p>WEEK 2</p> <p>Vocabulary</p> <ul style="list-style-type: none"> showing a picture/object/ illustration word web cross word word ladder giving synonyms giving antonyms explaining through context using dictionaries 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 |

| | | |
|---|---|--|
| | <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"> ➤ 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. ➤ Give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. |
| <p>The learners -</p> <ul style="list-style-type: none"> • read textual/non-textual materials in English/Braille with comprehension. • identify details, characters, main idea and sequence of ideas and events while reading. • read, compare, contrast, think critically and relate ideas to life • infer the meaning of unfamiliar words by reading them in context. • 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) | <p>http://ncert.nic.in/textbook/textbook.htm</p> | <p>WEEK 3</p> <p>While reading activity:</p> <p>Reading</p> <ul style="list-style-type: none"> • Depending on the length of the text divide it into parts and while reading the text check the learners' comprehension for each part. • Comprehension check can be conducted by using <ul style="list-style-type: none"> • true/false, • matching, • multiple choices, • short answer, • gap filling, • completion type, • word attack • questions and answer • table completion type questions etc. • Having listened to the story / text / poem, ask the learners 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. • End of the text questions can be attempted by the learners |
| <p>The learners -</p> <ul style="list-style-type: none"> • prepare a write up after seeking information in print / | <p>QR codes of the textbook have some additional activities.</p> | <p>WEEK 4</p> <p>Grammar and Writing</p> <ul style="list-style-type: none"> • Give learners examples of the grammar item and then ask them to |

| | | |
|--|---|--|
| <p>online, notice board, newspaper, etc.</p> <ul style="list-style-type: none"> • communicate accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc. • write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. • write short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks. • write answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing. • write emails, messages, notices, formal letters, descriptions/ narratives, personal diaries, reports, short personal/ biographical experiences etc. • develop a skit (dialogues from a story) and story from dialogues. • write a book review | <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"> • Share the steps with the learners about the Process Approach to Writing <ul style="list-style-type: none"> • Brainstorming: jotting down many ideas that may come to an individual’s mind or through discussions, pair work, group work • Outlining: organising the ideas into a logical sequence • Drafting: writer concentrates on the content of the message (rather than the form). • Revisions: in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised through • Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use. • Final draft: Write the final draft • Project: 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. |
|--|---|--|

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>विद्यार्थी</p> <ul style="list-style-type: none"> ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं। 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। कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे— कविता के शब्दों को बदलकर अर्थ और लय को समझना। पाठ द्वारा अर्जित विषय-वस्तु की समझ को वर्तमान परिवेश से जोड़कर रचनात्मक एवं तार्किक अभिव्यक्ति एवं | <p>कक्षा-8</p> <p>उदाहरण— ‘ध्वनि’ (कविता) सूर्यकांत त्रिपाठी ‘निराला’ (कवि) (रा.शै.अ.प्र.प.की पाठ्यपुस्तक वसंत भाग 3)</p> <p>पीडीएफ लिंक— http://ncert.nic.in/textbook/pdf/hhvs101.pdf</p> <p>नोट— आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p>भाषा-कौशल— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p> | <ul style="list-style-type: none"> 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। QR Code में उपलब्ध रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो-वीडियो पाठ। ऑडियो लिंक— https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d3016b51c23fb29eea8#metadata_info वीडियोलिंक— https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d6c16b51c23fb29ef1a कविता की समझ को विस्तार देने के लिए NROER एवं यूट्यूब पर कवि एवं कविता के संदर्भ में उपलब्ध सामग्री। यूट्यूबलिंक— https://www.youtube.com/watch?v=mfh5hWDW9c4 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। 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। |

| | | |
|--|--|--|
| <p>लिखित एवं मौखिक रूप से प्रदान करते हैं।</p> <ul style="list-style-type: none"> ● अभिव्यक्ति की विविध शैलियों/रूपों को पहचानते हैं, स्वयं लिखते हैं, जैसे— कविता, कहानी, निबंध आदि। | | <ul style="list-style-type: none"> ● 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 विषयवस्तु (थीम) 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। |
|--|--|--|

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 ایک گڑیا 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/بھائی 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>The learner</p> <ul style="list-style-type: none"> generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns finds out as many rational numbers as possible between two rational numbers | <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 https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48442816b51c01f8f25cde</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48455716b51c01f6790635</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48461216b51c01f6790637</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4846fe16b51c01f6790645</p> <p>Linear Equations in one variable https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57c6f4fb16b51c1d3087a63a</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> 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. Discussion about the properties of rational numbers can begin by motivating the learners to create and observe the examples. Generalisations can then be discussed. 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. <p>WEEK 2</p> <ul style="list-style-type: none"> Use of Exemplar problem book can be done which is available on NCERT website. 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. The work of Week 1 may be carried further and textbook of Class VIII may be used which is available on NCERT website. 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. <p>WEEK 3</p> <ul style="list-style-type: none"> The other properties of rational numbers may now be discussed The work of properties of rational numbers initiated in Week 2 may be carried further in this week and the next week. |

| | | |
|--|--|--|
| | | <p>WEEK 4</p> <ul style="list-style-type: none"> • 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. • they may be asked to form equations which have solutions which are whole numbers/integers/rational numbers which are not integers. • Games of the following type can be played: <ul style="list-style-type: none"> • Write a number • Add 2 to it • Multiply the resulting number by 3 • Subtract 3 • Multiply by 2 • Find $\frac{1}{6}$ of the resulting number • Subtract the original number • 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. • Assessment of learners can be done by observing their responses. Appropriate feedback can then be given. |
|--|--|--|

Science (Class-VIII)

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

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

| | | |
|---|---|---|
| <p>and non-metals with air, water and acids, etc.</p> <ul style="list-style-type: none"> draws labelled diagram of activities , simple investigations related to metals and non-metals ,experimental set ups, etc. 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 makes efforts to protect environment, e.g making controlled use of fertilisers and pesticides; exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices | <p>http://www.ncert.nic.in/exemplar/labmanuals.html</p> <ul style="list-style-type: none"> Exemplar Problems in Science for Class VIII http://www.ncert.nic.in/exemplar/index.html#view3 Synthetic Fibres and Plastics http://ncert.nic.in/ncerts/1/heep103.pdf Material: Metals and Non-Metals http://ncert.nic.in/ncerts/1/heep104.pdf Learning Outcomes at Elementary Stage http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tilops101.pdf | <p>WEEK 4</p> <p>Themes:</p> <ul style="list-style-type: none"> Chemical properties of Metals and Non metals Uses of Metals and Non-metals <p>Task</p> <ul style="list-style-type: none"> Watch the video on given link https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58a3fd42472d4a68b79527f2 <i>Try to answer the following:</i> <ul style="list-style-type: none"> Name some metals used in daily life. Why metal sheets can be prepared? Metals are ductile. Comment on it. Listen to the audio on the links given below and try to understand the reaction of sodium metal with water: Sodium rap https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f024ca16b51c59f65dfb62 Listen to the audio on the link given below and try to understand the reaction of non-metal with air. Write its word equation. Jal gaya sulphur https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0243616b51c59f65d faa0 Listen to the audio and watch the video on the links given below: (Munni kyon udaas hai) Audio link: https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/59f0246316b51c59f65d fafe Video link: https://www.youtube.com/watch?v=BNExO7BapKc Try to understand the reaction of metal with air and water. Write word equation for the reaction. 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. Collect some rust from rusted articles in your house and investigate its nature by using any available natural indicator Create a rap song on uses of metals and non-metals and share it in your group. |
|---|---|---|

Social Science (Class VIII)

a. History

| Learning Outcomes | Sources*/Resources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|--|--|---|
| <p>The learner</p> <ul style="list-style-type: none"> explains the periodisation distinguishes the 'modern' period from the 'medieval' and the 'ancient' on the bases of broad developments and changes in each period describes and uses of various sources to know modern India differentiates between various nomenclatures used for various regions of Indian subcontinent and locate them on map explains how the English East India Company became the most dominant power explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion' | <p>NCERT/State Textbook</p> <p>Theme <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., https://www.youtube.com/watch?v=tbOQyVrW2tU https://www.eklavya.in/pdfs/Books/Itihas_kya_hai.pdf</p> <p>Theme <i>From Trade to Territory: The Company Establishes Power</i> https://www.amdigital.co.uk/primary-sources/east-india-company https://www.eklavya.in/pdfs/Books/SS_TP/social_studies_8/history/6%20Establishment%20of%20English%20Rule.pdf</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> The beginnings of the learner's historical engagement will emerge through recalling personal experiences and elements of family history. 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. 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. 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. <p>WEEK 2</p> <ul style="list-style-type: none"> 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. The learner may be asked to draw a family tree of their maternal and |

| | | |
|--|--|---|
| | <p>Theme- <i>Ruling the Countryside</i> https://www.eklavya.in/pdfs/Books/SS/TP/social_studies_8/history/8%20British%20Rule%20&%20Peasants.pdf 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"> • The same exercise may be used for importance of certain places associated with learner, parents or other family members of the family. • 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. • 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. <p>WEEK 3</p> <ul style="list-style-type: none"> • 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. • 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. |
|--|--|---|

| | | |
|--|--|---|
| | | <p>WEEK 4</p> <ul style="list-style-type: none"> 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. 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. |
|--|--|---|

b. Geography (Class VIII)

| Learning Outcomes | Sources | Week-wise Suggestive Activities (to be guided by Parents with the help of teachers) |
|---|--|---|
| <p>The learners</p> <ul style="list-style-type: none"> Analyses uneven distribution of natural and human made resources on the earth Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas. | <p>NCERT Textbook: Resources and Development http://ncert.nic.in/textbook/textbook.htm?hess4=0-6</p> <p>Theme: Resources https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c875f7716b51c01ef3bda7e</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> | <p>WEEK 1</p> <p><i>The learner may be asked to</i></p> <ul style="list-style-type: none"> 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. <p>WEEK 2</p> <ul style="list-style-type: none"> Read the types of resources given in the chapter Make a list of various resources and classify them into renewable and non-renewable resources. Reflect: Where will one find these resources? Is the distribution even? If no, what are the reasons? Discuss about it with elders <p>WEEK 3</p> <ul style="list-style-type: none"> Reflect: Are human beings a resource? Think about all the family members and write how they all contribute as an |

| | | |
|--|--|--|
| | | <p>important resource. Write down their contribution in a notebook.</p> <p>WEEK-4</p> <ul style="list-style-type: none"> • Suggest ways how we can conserve our resources. • Make the best out of waste e.g. bags from old newspapers, old clothes etc. |
|--|--|--|

c. Social and Political Life (Class-VIII)

| Learning Outcomes | Sources/Resources | Week-wise Suggestive Activities |
|--|--|--|
| <p>The learner</p> <ul style="list-style-type: none"> • identifies the role of Government in providing public facilities such as water, sanitation, road, electricity, etc., and recognises their availability | <p>NCERT/State Textbook Theme-Economic Presence of the Government-Public Facilities</p> <p>Children and parents may use the following resources and explore Social Science e-resource available online eg.:</p> <p>NISHTHA Portal https://itpd.ncert.gov.in/</p> <p>Download text Module 12 <i>Pedagogy of Social Sciences (Upper Primary Stage)</i> in English or Hindi https://itpd.ncert.gov.in/course/view.php?id=949&section=13</p> <p>QR Code: Interactive activities given in QR Code of each chapter.</p> | <p>WEEK 1</p> <ul style="list-style-type: none"> • Discuss with your parents about public facility and its characteristics. • Make a list of available public facilities such as water, road, electricity, hospitals, schools, public transport, street lights, public parks, etc., in your locality. • Find out who provides the public facilities in your locality and why. <p>WEEK 2</p> <ul style="list-style-type: none"> • 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. • Use these resources to learn about different types of public facilities and why should the government be responsible for providing public facilities. <p>WEEK 3</p> <ul style="list-style-type: none"> • 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 |

| | | |
|--|--|--|
| | | <p>would impact women and girls more acutely? Make poster on different public facilities in your locality.</p> <p>WEEK 4</p> <p>Solve activities given in QR Code of the chapter. Submit written assignments on any/assigned topic.</p> |
|--|--|--|

संस्कृत (कक्षा—छः से आठ)

| विषय | अधिगमप्रतिफल | पढ़ने की विधि (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।) |
|--|---|--|
| <p>गद्यपाठ (कथा) 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>पाठकेपूर्व—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>प्रथमपठन—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>द्वितीयपठन—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>तृतीयपठन—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>पाठ के उपरांत— 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>स्वयं मूल्यांकन</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>सहायक स्रोत</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>The learner</p> <ul style="list-style-type: none"> • demonstrates critical and analytical thinking reflected in thoughtfulness, and takes care in selecting ideas? • demonstrates safe and proper use, care, and storage of media, materials, and equipment, • reflects on, revise, and refine work using problem solving and critical thinking skills, • 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 | <p>Object based activities Time required - 2 hours, split into 3 days 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>People based activities; Time required- 6 hours, split into 10 days 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 without using any tools like eraser, ruler or compass. 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"> • understands and apply elements and principles of design effectively in their works. • 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 | <p>Tradition based activities; Time required - 4 hours, split into 5-6 days</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>Environment based activities; Time required - 6 hours, split into 7-8 days</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>Experience based activities Time required - 4 hours, split into 5-6 days</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> |
|---|---|---|

Suggested Activities (Performing Arts-Music): Class VI

| Learning Outcomes | Sources | Week-wise Suggestive Activities |
|---|---|--|
| <p>The learner</p> <ul style="list-style-type: none"> • listens to folk songs/ regional music and sings them • listens to mantras chanted at home during prayer time and chants them • listens/plays the music and songs of advertisement films • Sings the basic notes of Indian classical music • Observes Musical Instruments • plays Musical Instruments-tunes (seven notes of music, any song) • plays percussive Musical Instruments (<i>Dhol, dholak, Tabla</i>) any theka | <ul style="list-style-type: none"> • Songs sung by members of family on different festivals, marriages, while worshipping • Watching films/ youtube channels/ television documentaries like DD Bharti • Learns playing musical instruments from family members • Some website resources https://www.youtube.com/watch?v=HunoK5PCGMQ&list=RDHunoK5PCGMQ&start_radio=1 https://www.youtube.com/watch?v=LPjtbMn9Tns https://www.youtube.com/watch?v=LPjtbMn9Tns https://www.youtube.com/watch?v=mHe407nhIhI | <p>WEEK 1</p> <ul style="list-style-type: none"> • Learning of any regional song / folk song • Playing simple beats or basic notes on Musical instruments • Learning and understanding music and their role in the creation of advertisements <p>WEEK 2</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>WEEK 3</p> <p>Learning sargam in the seven notes of Indian Music</p> <p>https://www.youtube.com/watch?v=JifFMN6E9DA</p> <p>WEEK 4</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>The learner</p> <ul style="list-style-type: none"> demonstrates critical and analytical thinking reflected in thoughtfulness, and care in selecting ideas demonstrates safe and proper use, care, and storage of media, materials, and equipment, reflects on, revision, and refines work using observation, imagination, problem solving and critical thinking skills, 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. understands and applies elements | <p>Object based activities Time required - 3 hours, split into 5 days 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>People based activities Time required - 6 hours, split into 8-10 days 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>Tradition based activities Time required - 6 hours, split into 8-10 days 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"> 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 appreciates creativity | <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><i>Environment based activities</i> <i>Time required - 6 hours, split into 7-8 days</i></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><i>Experience based activities</i> <i>Time required - 4 hours, split into 5-6 days</i></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> | |
|---|--|--|

Suggested Activities (Performing Arts-Music): Class VII

| Learning Outcomes | Suggested Activities | Resources |
|--|---|--|
| <p>The learner</p> <ul style="list-style-type: none"> • sings prayers of any faith • plays the music and songs of advertisement films • sings and plays simple sargams of indian classical music • sings folk songs of different states • aware of the cultural diversity in terms of music • sings devotional music of any faith • observes musical instruments and tries to draw them • 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>theka</i> • sings basics of <i>Raag Bhupali</i> | <p>Activity – 1 Learning sargams; (sing or play on any musical instrument)**</p> <p>Activity – 2 Learning and understanding music and their role in the creation of advertisements</p> <p>Activity – 3 Learn a folk song, write the words on a plain sheet , understand the meaning and write it . Maintain a manual / electronic folder of such sheets</p> <p>Activity – 4 For those who can get the opportunity of learning a percussive instrument – one theka e.g. <i>keherva</i> / <i>dadra</i></p> <p>Activity – 5 Learning Raga Bhupali from house member/teacher (link provided) – <i>Aroha</i> , <i>Avroha</i> , <i>Sargam</i> given beneath , learn any <i>chhotakhyal</i> **</p> <p>Activity – 6 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>Activity – 7 Learn a devotional song – <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"> • Teacher / any known musician can sing and post some sargams on whatsapp • Watch videos on youtube to learn folk song or from a family member • Learn to play instrument available at home under a guide • Any source on the internet • Books on Indian Music like <i>sangeet</i> , <i>bhat khande kramik pustak malika</i> – 1, <i>sangeetshiksha ksandarshika</i> • Website link https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s https://www.youtube.com/watch?v=j401yIqhmuQ https://www.youtube.com/watch?v=QUPOK3W1378 https://www.youtube.com/watch?v=PSoncEd1qW4&list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6IDCLz-&index=3 |

Suggested Activities (Visual Arts) - Class VIII

| Learning Outcomes | Suggested Activities | Resources |
|--|---|--|
| <p>The learner</p> <ul style="list-style-type: none"> demonstrates critical and analytical thinking reflected in thoughtfulness, and takes care in selecting ideas demonstrates safe and proper use, care, and storage of media, materials, and equipment, 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. learners will understand and apply elements and principles of design effectively in their works identifies and discriminates between types of shapes (geometric and organic), colors (primary, secondary, complementary, | <p>Object based activities Time required - 2 hours, split into 3 days 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>People based activities Time required- 6 hours, split into 10 days 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>Tradition based activities Time required - 6 hours, split into 8-10 days 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 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>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>Environment based activities Time required - 6 hours, split into 7-8 days 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>Experience based activities Time required - 8 hours, split into 10-12 days 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> | |
|--|---|--|

Suggested Activities (Performing Arts-Music)- Class VIII

| Learning Outcomes | Suggested Activities | Resources |
|---|---|---|
| <p>The learner</p> <ul style="list-style-type: none"> • sings and plays sargams of indian classical music • sings folk songs of different states • sings devotional music or plays a well known devotional number • is aware of the cultural diversity in terms of music • sings devotional music / chanting <i>mantras</i> / singing hymns / <i>shabadkirtan</i>/ sufi music • connects sounds of musical instruments to science / physics • links to science chapters • plays musical instruments like harmonium , <i>sitar</i>, <i>sarangi</i> , <i>bansuri</i> — any tune (seven notes of music, any song) • plays percussive Musical Instruments (<i>Dhol</i>, <i>dholak</i>, <i>Tabla</i>) any <i>theka</i> • has knowledge of <i>RaagBrindavaniSarang</i> | <p>Activity-1 Learning sargam; (sing or play on any melodic instrument) Revise sargams learnt till now and then the following given underneath +++</p> <p>Activity-2 Learn a folk song, write the words on a plain sheet , understand the meaning and write it . Maintain a manual / electronic folder of such sheets</p> <p>Activity - 3 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>Activity - 4 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>Activity - 5 Percussion – same <i>theka</i> learnt in the 1st and 2nd week</p> <p>Activity - 6 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>Activity - 7 Learning and understanding music and their role in the creation of advertisements</p> <p>Activity - 8 Learn a devotional song – <i>sufi</i>, <i>qawwali</i>, <i>bhajan</i>, <i>kirtan</i>, <i>shabad</i>, etc., {youtube, radio, any internet source, records }</p> <p>Activity - 9 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"> • Teacher / any known musician can sing and post some sargams on whatsapp • Watch videos on youtube to learn folk song or from a family member • Learn to play instrument available at home under a guide • Any source on the internet • Books on Indian Music like <i>sangeet</i>, <i>bhatkhan de kramik pustak malika</i> – 1, <i>sangeetshikshaks andarshika</i> • Website link https://www.youtube.com/watch?v=XDsk6tZX55g https://www.youtube.com/results?search_query=mo+han+shyam+sharma+pakhawaj https://www.youtube.com/watch?v=t-9oyWXc4jU https://www.youtube.com/watch?v=PMhFL9IXChU&list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6lDCLz-&index=4 |

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>The learner</p> <ul style="list-style-type: none"> • describes physical • Fitness (Strength, • Endurance and Flexibility) related activities and does every day to achieve • Physical Fitness | <p><i>HEALTH AND PHYSICAL EDUCATION A Teachers' Guide for Class VI</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/fehped101.pdf</p> <p><i>Health and Physical Education</i></p> | <p>Activities 1</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>Activities 2</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

Health and Physical Education A Teachers' Guide for Class VIII
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). 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> |
| Asanas | <i>SuptaVajrasana</i> |
| <i>Tadasana</i> | <i>Chakrasana</i> |
| <i>Hastottanasana</i> | <i>Ardhahalasana</i> |
| <i>Trikonasana</i> | <i>Shavasana</i> |
| <i>Katichakrasana</i> | riya |
| <i>Padmasana</i> | <i>Kapalabhati</i> |
| <i>Yogamudrasana</i> | anayamas |
| <i>Paschimottanasana</i> | <i>Anuloma-viloma</i> |
| | <i>Bhastrika</i> |
| | editation |

Yogic Practices for Class VIII

| | |
|---|---|
| <p>Yogic Practices for Health and Harmony</p> <p>Asanas</p> <p>Garudasana Baddhapadmasana • Gomukhasana Ardhamatsyendrasana aBhujangasana Shalabhasana Makarasana Matsyasana</p> | <p>Naukasana Setubandhasana Halasana Shavasana</p> <p>Kriya</p> <p>• Agnisara</p> <p>Pranayamas</p> <p>Anuloma- viloma Seetkari Bhramari</p> <p>Meditation</p> |
|---|---|

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>Activity 4</p> <p>Asks the child to write below and records answers given based on their experiences,</p> <ul style="list-style-type: none"> • Do you think your height was the same last year? How do you know? • Have you notice the changes in height and weight of you friends. • Have you notice any differences? • Are these differences normal? • If yes why? Find out from parents or elders and from other resources. <p>Write down your experience in your notebook.</p> <p>Activity 5</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>Activity 6</p> <p>Do some physical activities daily at home for keeping yourself healthy?</p> <ul style="list-style-type: none"> • Forward roll, • Backward roll, • Sideward roll, • Balance on one leg, <p>Activity 7</p> <p>The Child may be encouraged to read about the life and their achievements about sport persons and other great personalities.</p> |
|--|--|--|

.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 psycho-social 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 psycho-social 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 |
|--------------------|---------------------|-------|-------------|---------------|------------|
| Fear | | | | | |
| Contentment | | | | | |
| Anger | | | | | |
| Love | | | | | |
| Sad | | | | | |

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 _____

sk
at

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

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

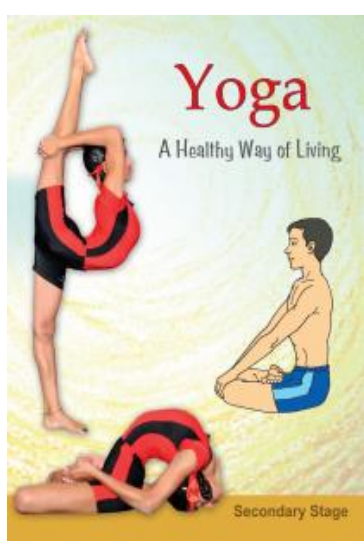
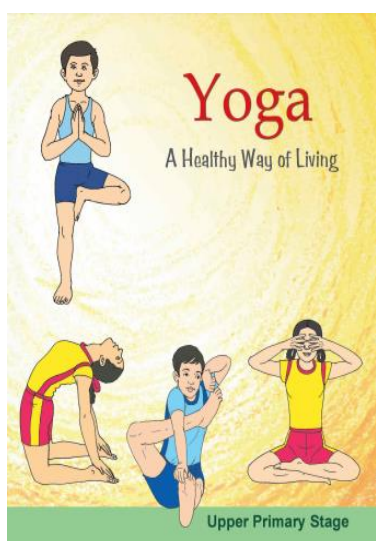
My Food Tracker

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).



***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 |
|----------------------|--------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 01 |
| CHAPTER TITLE | 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 |
|----------------------|------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 2 |
| CHAPTER TITLE | 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 |
|----------------------|-------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 11 |
| CHAPTER TITLE | 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.

| ACTIVITY | DECORATING FRIDGE MAGNET |
|----------------------|---------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 13 |
| CHAPTER TITLE | 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.

| ACTIVITY | BUBBLE PAINTING |
|----------------------|------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 14 |
| CHAPTER TITLE | 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.

| ACTIVITY | VERMICOMPOSTING |
|----------------------|-------------------------|
| SUBJECT | SCIENCE |
| CLASS | VI |
| CHAPTER NO. | 16 |
| CHAPTER TITLE | 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 |
|----------------------|-------------------------|
| SUBJECT | SCIENCE |
| CLASS | VII |
| CHAPTER NO. | 3 |
| CHAPTER TITLE | 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 |
|----------------------|----------------------------|
| SUBJECT | SCIENCE |
| CLASS | VII |
| CHAPTER NO. | 04 |
| CHAPTER TITLE | 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 |
|----------------------|-----------------------|
| SUBJECT | SCIENCE |
| CLASS | VII |
| CHAPTER NO. | 5 |
| CHAPTER TITLE | 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.

| ACTIVITY | ORIGAMI |
|----------------------|-------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VII |
| CHAPTER NO. | 6 |
| CHAPTER TITLE | 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.

| ACTIVITY | PREPARATION OF MILK PRODUCT |
|----------------------|------------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VIII |
| CHAPTER NO. | 02 |
| CHAPTER TITLE | 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.

| ACTIVITY | WOOL WORK |
|----------------------|-------------------------------|
| SUBJECT | SCIENCE |
| CLASS | VIII |
| CHAPTER NO. | 3 |
| CHAPTER TITLE | 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 | 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 --- |

Development Team

Chairperson

Prof. Hrushikesh Senapaty, Director, NCERT

Members

Alka Mehrotra, *Professor*, DESM, NCERT

Amrendra Behera, *Joint Director*, CIET, NCERT

Angel Rathnabai, CIET, NCERT

Anjni Koul, *Professor*, DESM, NCERT

Anjum Sibia, *Professor and Head*, DER, NCERT

Anup Kumar Rajput, *Prof. and Head*, Publication Division, NCERT

Anupam Ahuja, *Professor and Head*, IRD, NCERT

Aparna Pandey, *Professor*, Department of Education in Social Sciences, NCERT

Ashish Srivastava, *Assistant Professor*, DESM, NCERT

Ashutosh Wazalwar, *Professor*, DESM, NCERT

C.V. Shimray, *Associate Professor*, DESM, NCERT

Chaman Ara Khan, *Associate Professor*, DEL, NCERT

Dinesh Kumar, *Professor*, DESM, NCERT

Gagan Gupta, *Associate Professor*, DESM, NCERT

Gouri Srivastava, *Professor*, DESS, NCERT

Indu Kumar, *Professor*, CIET, NCERT

Jatindra Mohan Mishra, *Professor*, DEL, NCERT

Jyotsna Tiwari, *Professor*, DEAA, NCERT

Kirti Kapur, *Professor*, DEL, NCERT

M. Siraj Anwar, *Professor*, DESS, NCERT

Mili Anand, *Professor*, Department of Gender Studies, NCERT

Pawan Sudhir, *Professor*, DEAA, NCERT

Pramila Tanwar, *Associate Professor*, DESM, NCERT

Pratima Kumari, *Associate Professor*, DESS, NCERT

Pushplata Verma, *Associate Professor*, DESM, NCERT

Rachna Garga, *Professor*, DESM, NCERT

Ruchi Shukla, *Assistant Professor*, DEPFE, NCERT

Ruchi Verma, *Professor*, DESM, NCERT

Sandhya Singh, *Professor*, DEL, NCERT

Saroj Yadva, *Dean (Academic)*, NCERT

Seema S. Ojha, *Professor*, DESS, NCERT

Sharad Pandey, *Associate Professor*, DESS, NCERT

Sharbari Banerjee, *Associate Professor*, DEAA, NCERT
Shashi Prabha, *Professor*, DESM, NCERT
Sunita Farkya, *Professor*, DESM, NCERT
Sushmita Chakraborty, *Associate Professor*, DEPFE, NCERT
T.P. Sarma, *Professor*, DESM, NCERT
Tannu Malik, *Associate Professor*, DESS, NCERT

Coordinator

Ranjana Arora, *Professor and Head*, DTE, NCERT

Feedback and Suggestions

Chairperson, CBSE and her team
Commissioner, KVS and his team
Joint Director, PSSCIVE, Bhopal
Principals and Faculty members of RIEs at Ajmer, Bhopal, Bhubaneswar, Mysore
and Umiam (Shillong)
Faculty members of NIE, NCERT Departments

Technical Support:

Editing:

Shveta Uppal, *Chief Editor*, Publication Division NCERT
Soumma Chandra, *Assistant Editor*, Publication Division NCERT

Formatting and Proof Reading:

Pawan Kumar Barriar, *DTP Operator*, Publication Division, NCERT
Sanjeev Kumar, *Copy Holder*, Publication Division, NCERT



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

