



ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS SECONDARY



ALTERNATIVE ACADEMIC CALENDAR FOR

SECONDARY



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*, Higher Education, MHRD, Smt. Anita Karwal, *Secretary*, School Education & Literacy, MHRD, 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) for the Learning of Students at the Secondary Stage	4
Subject-wise Weekly Academic Calendar	8
CLASS IX	
Science	10
Mathematics	12
English Language (Class IX & X)	14
हिन्दी	17
संस्कृत	19
Urdu	22
Social Science	
a. History	25
b. Political Science	28
c. Economics	30
d. Geography	31
CLASS X	
Science	33
Mathematics	38
Social Science	
a. History	39
b. Political Science	41
c. Economics	42
d. Geography	44
हिन्दी	48
संस्कृत	49
Urdu	52

Arts Education	55
Health and Physical Education	63
Annexure-I	79
<i>Social Media for Synchronous and Asynchronous Communication: A guideline for teachers and educators</i>	
Annexure-II	86
<i>Guidelines to Cope with Stress and Anxiety in the Present Situation</i>	

ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS AT THE SECONDARY STAGE, STUDYING AT HOME

Guidelines for Teachers, Parents and School Principals

INTRODUCTORY NOTE

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

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

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

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

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

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

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

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

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

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

Whatsapp Group Call

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

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

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

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

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

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

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

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

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

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

TRANSACTIONAL STRATEGIES

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

Exemplar

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

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

Pre reading

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

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

While reading

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

Post reading

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

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

Suggestions for engagement and assessment of Students

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

- Assignments that can be given to students are
 - ✓ Multiple Choice Questions
 - ✓ Short Answer Type Questions
 - ✓ Long Answer Questions
 - ✓ Activity Based Questions
 - ✓ Open Book questions

- Learners may be motivated to
 - ✓ solve crossword puzzles
 - ✓ participate in Online quizzes by using Kahoot
 - ✓ construct Model/Device related to concept learnt
 - ✓ discuss some questions posed by mentor or any query raised by any student
 - ✓ write slogans/create any poem on the concept learnt
 - ✓ create games on the concept learnt
 - ✓ prepare a spider/hierarchical types of Concept Map of the lesson learnt
 - ✓ prepare a list of 21st century skills/values learnt form the lesson
 - ✓ prepare two understanding, application and higher order questions from the lesson learnt.

SUBJECT-WISE WEEKLY ACADEMIC CALENDAR

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

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

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

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

CLASS IX

Science (Class-IX)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents explains processes and phenomena, such as, spread of diseases and their prevention measures physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc. applies scientific concepts in daily life and solving problems, such as, takes preventive measures to control disease causing agents, etc. exhibits values of honesty, objectivity, rational thinking, 	<p>NCERT/State Textbook Theme: Why Do We Fall Ill</p> <ul style="list-style-type: none"> Link 1: https://www.who.int/diseasecontrol/emergencies/publications/idhe2009_london_inf_dis_transmission.pdf Link 2: https://www.youtube.com/watch?v=bB_Pk0Wr1Zg&t=130s Link 3: https://www.youtube.com/watch?v=36WwOX1yFqQ&feature=youtu.be Link 4: https://www.mohfw.gov.in Link 5: https://www.mohfw.gov.in/pdf/PreventivemeasuresEng.pdf Link 6: https://www.mohfw.gov.in/pdf/PreventivemeasuresHin.pdf Link 7: 	<p>WEEK 1</p> <ul style="list-style-type: none"> After reading Link 1, try to answer the following: <ul style="list-style-type: none"> Explain how different modes of transmission cause different diseases. Make a table of the different kinds of diseases, their mode of transmission and their symptoms. What kinds of diseases can be prevented by practicing hand-washing? After the videos in Link 2 and 3 and reading the information in Link 4, 5, 6, 7 and 8, try to answer the following: <ul style="list-style-type: none"> Explain how the virus can be spread. What is the correct procedure to wash hands? Explain the preventive measure for COVID-19. What can you do as an individual to avoid the spread of COVID-19? <p>WEEK 2</p> <ul style="list-style-type: none"> If there is a clinical thermometer in your house, measure your body temperature by keeping it in your armpit and compare it with the room temperature. Find out from authentic sources in the internet what the normal body temperature is. Take precautionary measure not to break the thermometer since it contains mercury. If there is no thermometer in your home, watch some videos on how body temperature or temperature in liquids is measured. Make your own poster about the precautionary measures to be taken in order to avoid the spread of COVID-19 and share

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

Students and Parents/Guardians may also visit NROER, an online educational resource repository of NCERT and NCERT website and explore e-resources available online related to the topic. The following are the links for the activities for easy access.

- Supplementary material on Sanitation and Hygiene:
http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Sanitation_hygiene.pdf

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

Mathematics (Class-IX)

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

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

English Language (Class- IX & X)

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

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

<p>and participates in role plays, skits, street plays (<i>nukkadnatak</i>) for the promotion of social causes like <i>Beti Bachao – Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.</p>		<p>Process Approach to Writing</p> <p>Process approach to writing emphasises the steps a writer goes through when creating a well-written text. The stages include:</p> <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: The 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.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: <i>Write the final draft now</i></p>
--	--	---

POINTS TO BE KEPT IN VIEW FOR LANGUAGE TEACHING-LEARNING

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

हिन्दी (कक्षा 9)

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

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

संस्कृत (कक्षा 9)

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

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

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

Urdu (Class IX)

ہفتہ وار سرگرمیاں (Week Wise Activities)	ماخذ (Sources)	آموزشی ما حاصل (Learning Outcomes)
<p style="text-align: center;">ہفتہ - 1</p> <p>موضوع: انشائیہ کے بارے میں بات چیت کرنا</p> <p>1- آپ نے پچھلی جماعتوں میں الگ الگ موضوعات پر کئی مضامین پڑھیں ہیں۔ آپ جانتے ہیں کہ مضمون اس مسلسل تحریر کو کہتے ہیں جس کی بنیاد کسی ایک خیال یا موضوع پر ہو یعنی اس میں کسی ایک موضوع سے متعلق تمام تر معلومات فراہم کی جاتی ہے۔ لیکن اگر معلومات یا واقعات سے زیادہ تاثرات اور تخلیقی پہلو کو زیادہ جگہ دے دی جائے تو اس تحریر کی دوسری شکل ہمارے سامنے ہوتی ہے۔ ایسی تحریر انشائیہ کہلاتی ہے۔</p> <p>2- نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:</p> <p>(i) https://www.youtube.com/watch?v=RU8msT5NWes&list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGC2gn&index=10&t=28s</p> <p>(ii) https://www.youtube.com/watch?v=5XMhmTGkWRc&list=PLUgLcpcnv1Yiede7Z1tbStw5RKMyvwszY&index=10&t=0s</p> <p>اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجیے:</p> <ul style="list-style-type: none"> - موضوع - تاثراتی اور تخلیقی کیفیت - طنز و ظرافت - انداز بیان وغیرہ <p style="text-align: center;">ہفتہ - 2</p> <p>موضوع: انشائیہ سننا اور گفتگو کرنا</p> <p>1- سبق میں شامل سرسید کا انشائیہ " گزرا ہوا زمانہ " اور رشید احمد صدیقی کا انشائیہ " چارپائی " دیے گئے لنک کی مدد سے آڈیو کو سنیے:</p> <p>(i) https://www.youtube.com/watch?v=D0crEEeh3gk&list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&index=4&t=78s</p> <p>(ii) https://www.youtube.com/watch?v=WSrZeGCJqzg&list=PLUgLcpcnv1YieKa8FJuK41LogU3j_WxUy3&index=2</p> <p>ان انشائیوں کو سننے کے بعد یقیناً آپ کو لطف حاصل ہوا ہوگا۔ آئیے اب ان نکات پر غور کیجیے۔ آپ ان نکات پر اپنے استاد یا گھر کے افراد سے بات چیت بھی کر سکتے ہیں:</p>	<p>این سی ای آر ٹی/ریاست کی درسی کتب</p>	<ul style="list-style-type: none"> • ادبی صنف انشائیہ کے بارے میں اظہار خیال کرتے ہیں۔ • پڑھے ہوئے اسباق پر اپنی رائے ظاہر کرتے ہیں۔ • مشکل لفظوں، متضاد الفاظ، نادر تشبیہات وغیرہ کی وضاحت کرتے ہیں۔ • اپنی تخلیقی صلاحیتوں کا اظہار زبانی اور تحریری طور پر کرتے ہیں۔

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

ہفتہ - 3

موضوع: انشائیہ پڑھنا اور گفتگو کرنا

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

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

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

ہفتہ - 4

موضوع: انشائیہ لکھنا

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

Social Sciences (Class-IX)

a. History (Class IX)

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

<p>Man and Citizen (1789)</p> <ul style="list-style-type: none"> • appreciates the role and participation of women from different sections of society. • constructs a timeline indicating key events of the French Revolution • appreciates the values of liberty, equality and fraternity and their relevance in contemporary times. • assesses the impact and legacy of the revolution. 	<p>10/russian-revolution-history-lenin/</p> <p>Map of Europe https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/</p> <p>World Map https://www.maps-of-world.com/</p> <p>Newspaper items on COVID 19</p> <p>India and the Contemporary World-I (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>QR Code material on French Revolution in <i>India and the Contemporary World-I</i> (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>The French Revolution https://www.historywiz.com/frenchrevolution.htm</p> <p>The Storming of the Bastille July 14, 1789 (2 & 3) by Olfux https://www.youtube.com/watch?v=-zPTFGLHavQ</p> <p>India and the Contemporary World-I (pg 1-24)</p>	<p>buildings/monuments which are famous in France and collect some information about them.</p> <ul style="list-style-type: none"> • Is France affected by the outbreak of COVID 19? Read some news items to find out the measures taken by France to combat the pandemic. <p>WEEK 3</p> <ul style="list-style-type: none"> • Students may be asked to read about French society during the late 18th century. • Teachers can then lead the students into an interactive discussion on: <ol style="list-style-type: none"> a) Was there inequality in French society? b) How did this inequality affect people in different spheres of life (social, economic, political)? c) Was there inequality on the basis of class, gender, vocation, etc.? d) Rigid division of French society into the three Estates. e) The role of the monarchy in French society. • Students may be asked to reflect on the inequalities that are faced by people today. In which spheres do these inequalities exist? Each student maybe asked to prepare a write-up. • The teacher can guide students to create a Power Pyramid representing French society. The pyramid can be divided into three sections, each section representing one Estate and enumerating the members and their functions. • The teacher may collect some political cartoons that depict the members of the Three Estates. Students may observe the visuals and interpret them accordingly. For instance, observe the costumes worn by each of the figures and identify which of them represent the clergy, the nobility and the third estate. • The teachers can ask students to prepare a table with four columns Social, Political, Economic and Intellectual. Students may then place information on various factors
---	---	---

	<p>http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>La Marseillaise, French National Anthem (Fr/En)- Uploaded on 1 Sep 2007 https://www.youtube.com/watch?v=4K1qNtcr5g</p> <p>Transacting French Revolution in ITPD Package for Social Sciences http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html</p>	<p>that led to the outbreak of the revolution in the relevant column This will help the teacher to gauge the students understanding of various factors and how to categorise information.</p> <p>WEEK 4</p> <ul style="list-style-type: none"> • The teacher may ask students to read the Declaration of Rights of Man and Citizen (1789) carefully and initiate a discussion on the significance of the Declaration in contemporary times. • The students may be asked to give their observations on the draft Constitution of 1791 whose guiding principles were enshrined in the Declaration of Rights of Man and Citizen: <ol style="list-style-type: none"> a) Which groups of the French society had gained from the Constitution of 1791. b) Which groups of the French society were dissatisfied? c) Did the constitution adhere to the spirit of the Declaration of Rights of Man and Citizen? d) Why were women considered to be passive citizens? • The teacher may divide students into two groups: One group may prepare a pictorial chart on the significant role of women from different sections of society in the French revolution. The other group may prepare short biographies (any 3) on key figures of the revolution. • Students may be encouraged to listen to the audio of the French national anthem along with the subtitles provided on the screen. They may describe the main essence of the song. • Create a timeline of major political events, categorising the events into one of the four stages: <ul style="list-style-type: none"> ➤ First Stage: (1789-1791) ➤ Second Stage: (1791-1792): Constitutional Monarchy ➤ Third Stage: (1792-1794): Reign of Terror ➤ Fourth Stage: (1794-1799): Directory
--	---	--

b. Political Science (Class IX)

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

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

c. Economics (Class-IX)

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

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

d. Geography (Class-IX)

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

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

CLASS X

Science (Class-X)

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

<p>such as concept of oxidation reactions which make food rancid, corrosion of objects, etc.</p> <ul style="list-style-type: none"> • draws conclusion for various reactions taking place in home/kitchen • exhibits creativity in designing the game. • exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately. • communicates the findings and conclusions of the activities/ experiments/orally and in written form effectively • makes efforts to conserve environment by making judicious use of materials and keeping the surroundings/ home clean. 	<p>.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf</p> <ul style="list-style-type: none"> ➤ Laboratory Manual in Science for Class X http://ncert.nic.in/ncerts/1/jelm102.pdf ➤ Exemplar Problems in Science for Class X • Chemical Reactions and Equations http://ncert.nic.in/ncerts/1/jeep101.pdf 	<p>reopens.</p> <h2>WEEK 2</h2> <ul style="list-style-type: none"> • Develop a game using cards (cards you can make from thick sheets of paper). Write symbols of elements, formulae, valencies and names of various reactions on different cards. These cards can be used for learning balancing of chemical equations and also in classifying chemical reactions. • You can make video of this game and share with your friends. You can also play the game with your classmates once your school reopens. • Take grape juice, lemon juice, orange juice, soap solution, baking soda solution separately in different containers. You may also take solutions available at your home. Dip one shining iron nail. • in each of these solutions and keep one nail for comparison. • Record your observations for a week or so on the basis of following: <ul style="list-style-type: none"> ➤ Change in physical appearance of the nails ➤ Change in the appearance of the solutions ➤ Identify the changes as physical or chemical with reasons. ➤ You can also draw diagram of this experimental setup. <p>(Remember that we are not moving out of the home due to COVID19. So, try to do the activities with whatever material is available at home).</p> <p>Read the chapter carefully from your textbook. Also, open the link and watch the video carefully https://www.youtube.com/watch?v=AiYmM1OTJI&feature=youtu.be Draw a Table/Flow chart writing various chemical reactions with their examples.</p>
--	---	---

		<ul style="list-style-type: none"> • Open the given link and try to solve the questions in your note book. http://ncert.nic.in/ncerts/l/jeep101.pdf <p>You can check your answers with the given key. If you have any doubts, discuss with your friends and teacher on the group created by your teacher.</p>
<ul style="list-style-type: none"> • differentiates acidic, basic, and neutral substances using different indicators • plans and conducts simple activities/ experiments to verify acidic, basic and neutral solutions and seek answer to the queries on his/her own • relates processes with causes and effects such as tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water, • explains about various types of acids, bases and salts and their reactions • draws labelled diagrams for set up of activities/ experiments. • analyses and interprets data such as pH of solutions to predict the nature of substances. • uses scientific 	<p>Chapter 2 - Acids, Bases and Salts Content discussed in the textbook</p> <ul style="list-style-type: none"> • How do acids and bases react with metals? • How do metal carbonates and metal hydrogencarbonates react with acids? • How do acids and bases react with each other? • Reaction of metal oxides with acids • What do have all acids and bases in common? • How strong are acid and base solutions? • Importance of pH in everyday life • More about salts <ul style="list-style-type: none"> ➤ 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 	<p>WEEK 3</p> <ul style="list-style-type: none"> • Are toothpastes acidic or basic in nature? Find out from the internet the pH of different tooth pastes available in the market. Compile it in the form of report. Share your findings with your friends on Whatsapp group or through email. • Take materials of various brands such as shampoo, soap, hand wash, etc., and find out their pH by surfing internet and compile the data in the form of report. Share your findings with your friends on Whatsapp group or through email. • Take various substances, such as, amla juice, lemon juice, tamarind solution, tomato juice, baking soda, soap solution, common salt solution, sugar solution, water from tap, etc., and classify their nature as acidic, basic and neutral using black grapes/red cabbage/beetroot/turmic as indicators. You can also use extracts of flowers such as China rose/ Periwinkle/Rose etc as indicators. • You can also draw labelled diagrams of the set up of the experiment, diagram of flowers, fruits and vegetables which you have used as indicators. <p><i>(Remember as advised, we are not moving out of home due to COVID19. So, whatever material is available at home, try to do the activities accordingly).</i></p>

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

<ul style="list-style-type: none"> • communicates the findings and conclusions of the activities/experiments/projects or any task orally and in written form effectively using appropriate figures, tables and digital forms, etc. • makes efforts to conserve environment by doing activities/experiments by making use of materials judiciously and keeping surroundings/home clean. 		<p>with the material available at home. Click a photograph or make a video and share with your friends at Whatsapp group. You can also display this model when you are back to school.</p> <ul style="list-style-type: none"> • Open this link and try to solve the questions in your note book. http://ncert.nic.in/ncerts/1/jeep102.pdf • You can check your answers with the given key. • If you have any doubts, discuss with your friends and teacher on the group created by your teacher.
--	--	--

Mathematics (Class-X)

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

Social Sciences (Class-X)

a. History Class-X

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

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

b. Political Science - Class-X

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

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

c. Economics (Class-X)

Understanding Economic Development

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

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

		<p><i>credit and globalisation. This learning will help the teacher while transacting these chapters later in the classroom.)</i></p> <p>WEEK 3</p> <p>Poster Making: Prepare posters on the measures that can be taken to avoid the disaster of the pandemic- COVID 19</p> <p>WEEK 4</p> <p>Prepare posters demonstrating the economic impact of the disaster on the vulnerable groups. Or Prepare posters/painting of the changes that they see in the environment after the lockdown</p>
--	--	--

d. Geography (Class-X)

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

<p>natural resources on the life of people in any area in view of sustainable development</p> <ul style="list-style-type: none"> identifies land use categories interprets pie diagram showing land use changes identifies causes of land degradation and their consequences. appreciates methods of land conservation appreciates methods of soil conservation. 	<p>Curriculum – YouTube – NCERT official</p> <p>QR Code given in the chapter may be used to consult the resource.</p> <ul style="list-style-type: none"> ➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf Web Resource</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>Web Resources</p> <ul style="list-style-type: none"> Online e-learning web portal School Bhuvan NCERT for interactive thematic maps on satellite imagery. <p>Soil https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9</p>	<ul style="list-style-type: none"> Students may be asked to prepare chart on the issues such as Depletion of Resources, Conservation of Resources, etc. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and students to understand meaning of resources and other technical terms. <p>WEEK 2</p> <p>Theme: Land Resources, Land Use Pattern in India, Land Degradation and Conservation.</p> <ul style="list-style-type: none"> Students may be encouraged to relate pie diagram (Fig. 1.3) on page 5 and the maps showing physical features of India, water bodies given in the Atlas and School Bhuvan NCERT portal. Students may also prepare a short note about their State by highlighting the Land under important Relief features (Hint Fig. 1.3 p. 5). The teacher may explain the pie diagrams showing land use categories in different time periods in India, Fig. 1.4 on page 6, and ask students to write in their own words about reasons for the changes in land use pattern in India during this period. Students may prepare a chart or Flow chart to show the causes of land degradation and their consequences and share with their teacher and classmates. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and student to understand meaning of technical terms given in the chapter. <p>WEEK 3</p> <p>Theme: Soil as a Resource, Classification of Soil, Soil Erosion and Conservations</p> <ul style="list-style-type: none"> The teacher may show different soil samples to help students recognise them by colour and texture. Distribution of soils in different parts of India may be shown on the map and on the web portal
---	---	---

<ul style="list-style-type: none"> identifies different types of soils. describes characteristics of different types of soils. shows spatial distribution of soils in India identifies causes of Soil erosion explains methods of soil conservation. describes the term biodiversity and importance of conservation of biodiversity identifies reasons of decreasing biodiversit interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests analyses indigenous and modern methods of 	<p>https://h5p.org/node/480809</p> <p>QR Code given in the chapter may be used for better understanding of the concept</p> <ul style="list-style-type: none"> Solve the puzzle given on page 13 of the textbook. <p>Chapter -2 Forest and Wildlife Resources</p> <p>For spatial distribution of forests in India, refer to — “<i>State Forest Report of India</i>”, Government of India, www.fsi.nic.in</p> <p>Web Resource Online e-learning portal</p> <p>School Bhuvan NCERT for interactive thematic maps https://h5p.org/node/489615</p> <p>QR Code given in the chapter may be used for better understanding of the concept.</p> <p>www.ncert.nic.in</p> <p>India: Unity in</p>	<p>School Bhuvan NCERT</p> <ul style="list-style-type: none"> The teacher may demonstrate School Bhuvan NCERT portal and overlay thematic layers of maps of soils, rainfall and relief features and swipe these layers to establish cause and effect relationship. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website in pdf file may be consulted by teacher and student to understand the meaning of gully and other technical terms. <p>WEEK -4</p> <p>Theme: Flora Fauna in India, categories of plants and animal species based on International Union for Conservation of Nature and Natural Resources (IUCN), Types and distribution of Forest and Wildlife Resources, Community and Conservations</p> <ul style="list-style-type: none"> The teacher may initiate the discussion with the help of Newspaper clippings related to forest fire and wildlife in India and the world. Students may talk with their parents or grandparents about the harmonious relationship between human beings and nature during their childhood days. They may also ask their parents and grand parents about the changes they observe in their surroundings. Students may prepare a write up on this and share with teacher and classmates through email or Whatsapp. Students may prepare a list or Flow chart of flora and fauna which are Endangered/Vulnerable/Extinct, etc. The Teacher may prepare Concept Map by linking the Forest and wildlife with physiography, climate, natural disasters, forest products, etc., and discuss with students. <p>Theme: The student may be encouraged to identify reserved forests areas located in their districts/State and share with teacher and classmates through email.</p> <ul style="list-style-type: none"> Locate the states on the map of India which have large areas under reserved forests. Locate the states on the map of India which have large areas under unclassed forests. Students may be encouraged to discuss with their
---	--	--

<p>conservation of forests and wildlife</p> <ul style="list-style-type: none"> • predicts natural disasters due to deforestation • appreciates the role of community in conservation of forests and wildlife • constructs view arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region. 	<p>Cultural Diversity (2018) http://tural.pdf/www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul</p> <p>North East India; People, History and Culture, (2017), NCERT http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tineil01.pdf</p>	<p>parents or grandparents about the involvement of the communities in conservation of environment and share these stories with teacher and classmates through email.</p> <ul style="list-style-type: none"> • The teacher may narrate stories of communities involved in environmental conservation in different geographical regions of India. • The teacher may discuss life of marginalised sections of the society, for example, forest dwellers by taking examples from Central India and North East region. • With the help of online e-learning portal School Bhuvan NCERT, the teacher may encourage student to explore the regions where natural disasters like landslides and floods occur frequently due to deforestation and soil erosion. • Students may prepare write up or chart on conservation of forests. • Students may be asked to collect information about foods, dress, festivals, etc., of different regions of India from the books India: Unity in Cultural Diversity (2018), NCERT, and North East India; People, History and Culture, (2017), NCERT. (These books are available on website of NCERT www.ncert.nic.in) and relate them with diverse natural resources available in these regions.
---	--	---

हिन्दी (कक्षा 10)

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

संस्कृतम् (कक्षा 10)

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

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

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

دسویں جماعت (Class-X)

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

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

June1=5-11

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

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

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

بفہ - 3

موضوع : ڈراما لکھنا

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

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

بفہ - 4

موضوع : ڈراما اسٹیج کرنا

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

ARTS EDUCATION

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

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

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

The main objectives of Arts Education are:

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

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

Guidelines—Visual Arts

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

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

Guidelines – Music

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

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

Visual Arts (Class-IX)

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

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

Music- Class IX

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

Visual Arts Class X

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

Music - Class X

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

HEALTH AND PHYSICAL EDUCATION

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

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

OBJECTIVES

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

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

CLASS IX-XII

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

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

		<ul style="list-style-type: none"> ➤ <i>Katichakrasana</i> ➤ <i>Bhujangasana</i> ➤ <i>Shalabhasana</i> ➤ <i>Dhanurasana</i> ➤ <i>Makarasana</i> ➤ <i>Halasana</i> ➤ <i>Hastottanasana</i> ➤ <i>Padhastasana</i> ➤ <i>Trikonasana</i> ➤ <i>Shashankasana</i> ➤ <i>Ushtrasana</i> ➤ <i>Ardhamatsyendrasana</i> ➤ <i>Bhujanagasana</i> ➤ <i>Shalabhasana</i> ➤ <i>Matsyasana</i> ➤ <i>Shavasana</i> <p>Kriya</p> <ul style="list-style-type: none"> ➤ <i>Kapalabhati</i> <p>Pranayama</p> <ul style="list-style-type: none"> ➤ <i>Anuloma-viloma Pranayama</i> ➤ <i>Bhramari Pranayama</i> ➤ <i>Bhastrika Pranayama</i> <p>Meditation <i>Yoga Nidra</i></p> <p>All these asanas are explained in the textbooks mentioned as resources. We should spare 45 minutes every day for yogic activity.</p> <ul style="list-style-type: none"> ➤ Should take at least eight hours of sound sleep.
--	--	---

A. BEING COMFORTABLE WITH ONE'S OWN BODY

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

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

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

Reflections:

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

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

Reflections:

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

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

Reflections:

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

Do You Know



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

B. QUESTIONS FOR SELF-REFLECTION

I am valuable and important because.....

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

Do you Think that

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

C. I AM GROWING UP

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

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

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

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

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

D. DEVELOPING POSITIVE INTERPERSONAL RELATIONSHIPS:

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

1. _____
2. _____
3. _____

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

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

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

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

E. STRESS COPING ACTIVITIES

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

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

F. WAYS TO DEAL WITH CONFLICT

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

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

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

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

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

Anger Reducing Techniques : to get 'rid' of anger

R = Recognize your anger signals and accept that you are angry

I = Identify a positive way to analyse the situation

D = Do something constructive to calm down



G. IDENTIFY DIFFERENT STYLES OF COMMUNICATION

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

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

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

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

H. MY VALUES

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

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

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

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

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

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

I. MAKE YOUR WAY TO HEALTHY EATING AND REMAIN HYGIENIC

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

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

J. ANALYSE THE RELATIONSHIP AND WRITE YOUR ANALYSIS

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

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

K . KNOW YOUR BODY MASS INDEX (BMI)

BMI is a measure of body weight to height; it can be calculated as follows:
BMI=Weight in Kilograms/Height in Meters²

BMI	Category
<18.5	Under Weight
18.5-24.9	Normal Weight
25-29.9	Over Weight
>30	Obese

L. PROMOTING HEALTHY LIFESTYLE

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

AM I MAKING HEALTHY CHOICES?

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

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

If you have got: Yes:

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

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

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

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

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

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

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

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

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

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

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

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

1. Whatsapp

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



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

2. Facebook

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



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

3. Twitter

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



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

4. Edmodo

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



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

5. Instagram

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



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

6. Telegram

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



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

7. Blogger

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



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

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

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

8. Skype

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



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

9. Pinterest

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



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

10. YouTube

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



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

11. Google Hangout

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



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

Guidelines to Cope with Stress and Anxiety in the Present Situation

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

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

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

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

Strategies for Students to Cope with Stress and Anxiety

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

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

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

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

Become aware of your thoughts, feelings and actions

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

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

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

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

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

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

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

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

Set restriction around news and social media

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

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

Guidelines for Teachers to Cope with Stress and Anxiety

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

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

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

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

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

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

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

Guidelines for Parents to Cope with Stress and Anxiety

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

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

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

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

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

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

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

Development Team

Chairperson

Prof. Hrushikesh Senapaty, *Director*, NCERT

Members

Alka Mehrotra, *Professor*, DESM, NCERT

Amrendra Behera, *Joint Director*, CIET, NCERT

Angel Rathnabai, *Assistant Professor*, CIET, NCERT

Anjni Koul, *Professor*, DESM, NCERT

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

Anup Kumar Rajput, *Professor and Head*, PD, NCERT

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

Aparna Pandey, *Professor*, DESS, NCERT

Ashish Srivastava, *Assistant Professor*, DESM, NCERT

Ashitha Ravindran, *Associate Professor*, PMD, NCERT

Ashutosh Wazalwar, *Professor*, DESM, NCERT

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

Dinesh Kumar, *Professor*, DESM, NCERT

Faruq Ansari, *Professor*, DEL, NCERT

Gagan Gupta, *Associate Professor*, DESM, NCERT

Gouri Srivastava, *Professor*, DESS, NCERT

Indu Kumar, *Professor*, CIET, NCERT

Jatinder Mohan Mishra, *Professor*, DEL, NCERT

Jaya Singh, *Professor*, DESS, NCERT

Jyotsna Tiwari, *Professor*, DEAA, NCERT

M.V. Srinivasan, *Professor*, DESS, NCERT

Mili Roy Anand, *Professor*, DGS, NCERT

Moazamuddin, *Professor*, DEL, NCERT

Naresh Kohli, *Professor*, DEL, NCERT

Neelkanth kumar, *Assistant Professor*, DEL, NCERT

Neerja Rashmi, *Professor*, DESS, NCERT

Pawan Sudhir, *Professor*, DEAA, NCERT

Prabhat Kumar Mishra, *Professor*, DEPF, NCERT

Pramila Tanwar, *Associate Professor*, DESM, NCERT

Pushplata Verma, *Associate Professor*, DESM, NCERT

Rachna Garg, *Professor*, DESM, NCERT

Rama Meghnathan, *Professor*, DEL, NCERT

Ruchi Shukla, *Assistant Professor*, DEPF, NCERT
Ruchi Verma, *Professor*, DESM, NCERT
Sandhya Sahu, *Professor*, DEL, NCERT
Sandhya Singh, *Professor*, DEL, NCERT
Saroj Yadav, *Professor and Dean (Academic)*, NCERT
Sharbari Banerjee, *Assistant Professor*, DEAA, NCERT
Shashi Prabha, *Professor*, DESM, NCERT
Sunita Farkya, *Professor*, DESM, NCERT
Sushmita Chakraborty, *Associate Professor*, DEPF, NCERT
T. P. Sharma, *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
Commissioner, NVS 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

