



ALTERNATIVE ACADEMIC CALENDAR FOR STUDENTS SECONDARY



ALTERNATIVE ACADEMIC CALENDAR FOR

SECONDARY



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



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MESSAGE

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

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

(Ramesh Pokhriyal 'Nishank')



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Foreword

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

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

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

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

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

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

Suggestions of the concerned stakeholders are welcomed for further improving this calendar. Suggestions and feedback may be sent to director.ncert@nic.in 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.

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

Guidelines for Teachers, Parents and School Principals

INTRODUCTORY NOTE

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

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

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

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

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

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

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

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

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

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

Whatsapp Group Call

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

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

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

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

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

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

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

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

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

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

TRANSACTIONAL STRATEGIES

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

Exemplar

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

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

Pre reading

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

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

While reading

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

Post reading

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

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

Suggestions for engagement and assessment of Students

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

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

SUBJECT-WISE WEEKLY ACADEMIC CALENDAR

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

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

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

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

CLASS IX

Science (Class-IX)

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

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

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)
The learner <ul style="list-style-type: none"> applies logical reasoning in classifying real numbers, proving their different properties and using them in different situations. 	NCERT/State Mathematics Textbook Chapter 1: NUMBER SYSTEMS	WEEK 1 <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. WEEK 2 <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>
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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 Post Reading activity Vocabulary learning 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 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>
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POINTS TO BE KEPT IN VIEW FOR LANGUAGE TEACHING-LEARNING

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

हिन्दी (कक्षा 9)

सीखने के संभावित प्रतिफल	सहायक सामग्री	सुझावात्मक क्रियाकलाप/ गतिविधियाँ
<ul style="list-style-type: none"> 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-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, 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 परम्परा 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।
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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 पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते</p>	<p>सप्ताहः -1 श्रवणसम्भाषणकौशले 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। उदाहरणम् - बालः – सुप्रभातम्! महोदये! किम् अहम् अन्तः आगन्तुं शक्नोमि? शिक्षिका – आम्! आगच्छ। प्रियंका - क्षम्यतां महोदये!, अहम् इमं श्लोकं सम्यक् रूपेण न अवगच्छामि। कृपया पुनः एकवारं बोधयतु। शिक्षिका – अस्तु, पुनः एकवारं बोधयामि। प्रियंका - महोदये! अधुना श्लोकार्थः स्पष्टः। धन्यवादः। 2. शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्। यथा – अद्य गृहे मात्रा सह कीदृशः वार्तालापः कृतः? मातः! अद्य अहं किमपि स्वादुभोजनम् वांछामि। किं सायंकाले विपणिं गमिष्यति? मिष्टान्नम् च आनेष्यति? 3. इण्टरनेटमध्ये 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) पठनलेखनकौशले 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। यथा - 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। 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-चर्चां 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>

लिखति च।		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।
<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 कारयेत् 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)

ماخذ (Sources)	آموزشی ما حاصل (Learning Outcomes)	ہفتہ وار سرگرمیاں (Week Wise Activities)
این سی ای آر ٹی/ریاست کی درسی کتاب	<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۔ 	<p>ہفتہ - 1 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 ہیں۔ 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>ہفتہ - 2 موضوع: انشائیہ سننا اور گفتگو کرنا</p> <p>1۔ سبق میں شامل سرسید کا انشائیہ "گزر 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>- پہلے انشائیے میں وقت کی اہمیت اور دوسرے انشائیے میں سیاسی اور معاشرتی مسائل بیان کرنے کا انداز۔</p> <p>- اس میں کوئی واقعہ نہیں ہوتا بلکہ بات سے بات پیدا کی جاتی ہے۔</p> <p>- خیالات کا منضبط ہونا بھی ضروری نہیں۔ اسے ذہنی ترنگ بھی کہا جا سکتا ہے۔</p> <p>- نادر تشبیہات، متضاد الفاظ اور رمز و اشارہ وغیرہ سے کام لے کر موضوع کے انوکھے پہلو بیان کیے جاتے ہیں۔</p> <p>ہفتہ - 3</p> <p>موضوع: انشائیہ پڑھنا اور گفتگو کرنا</p> <p>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:</p> <p>http://ncert.nic.in/textbook/textbook.htm?iuna1=1-23</p> <p>http://ncert.nic.in/textbook/textbook.htm?iuna1=2-23</p> <p>ہفتہ - 4</p> <p>موضوع: انشائیہ لکھنا</p> <p>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۔</p> <p>2۔ جس موضوع پر انشائیہ لکھنا ہے اس سے متعلق ضروری معلومات حاصل کر لیں۔ آپ اس کے بارے میں اپنے گھر کے بڑوں سے بات چیت کر سکتے ہیں، فون پر دوستوں سے گفتگو کر سکتے ہیں اور انٹر نیٹ کی بھی مدد لے سکتے ہیں۔</p> <p>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۔</p> <p>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۔</p>		
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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.dictionnaire.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.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>Theme-The French Revolution</p> <p>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>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. <h3>WEEK 3</h3> <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
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	<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
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b. Political Science (Class IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
The learner <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 	NCERT/STATE BOOKS Textbook: <i>Democratic Politics-I Class-IX, Chapter-1, What is Democracy? Why Democracy?</i> e-Resources QR-Code Textbooks of states/ neighbouring countries/other countries of the world available on the net. YouTube.	WEEK 1 <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. 	Chapter-2, Constitutional Design e-Resource QR Code e-pathsala You Tube Newspapers, Magazine, Statebooks /other countries books by downloading the same from the internet.	WEEK 2 <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 	Chapter-3- Electoral Politics e-Resources QR code E-pathshala You tube	WEEK 3 <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-visuals 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.
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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/tine101.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.
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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/l/jelm102.pdf ➤ Exemplar Problems in Science for Class X • Chemical Reactions and Equations http://ncert.nic.in/ncerts/l/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>
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		<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>(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).</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/1/jelm102.pdf</p> <ul style="list-style-type: none"> Chemical Reactions and Equations <p>http://ncert.nic.in/ncerts/1/jeep101.pdf</p> <ul style="list-style-type: none"> Exemplar Problems Acids, Bases and Salts <p>http://ncert.nic.in/ncerts/1/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. <h3>WEEK 4</h3> <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
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<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.
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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>Guiseppe Mazzini</i> https://www.britannica.com/biography/Guiseppe-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.
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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</p> <p>Web Resources</p> <p>e-Pathshala</p> <p>Print materials like Newspaper, Magazines, etc.</p> <p>Important quotes of personalities</p> <p>Kindle book</p> <p>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</p> <p>e-pathshala</p>	<p>WEEK 2</p> <ul style="list-style-type: none"> • Locate places on the world map on countries having federal political system. • Prepare 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</p> <p>e-book</p> <p>National Portal</p> <p>Kindle eBook</p> <p>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.
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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</p> <p>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 affects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which affects 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>
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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
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<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 biodiversity 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
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<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.
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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। www.ncert.nic.in, www.ciet.nic.in, www.swayamprabha.gov.in <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 उपलब्धन्ते</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 महां 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 संवादावेखनं 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)</p> <p>पठनलेखनश्रवणसम्भाषणकौशलानि</p> <p>कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।</p>

<p>सारांशं वक्तुं लिखितुं च समर्थः अस्ति।</p> <ul style="list-style-type: none"> ● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च। 		<p>शिक्षकेन 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।</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>पाठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</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 स्खलनं 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</p> <p>त्वक्त्वा धर्मप्रदां वाचं परुषां योऽभ्युदीरयेत्।</p> <p>परित्यज्य फलं पक्वं भुङ्क्तेऽपक्वं विमूढधीः॥</p> <p>पदच्छेदः – यः + अभि + उदीरयेत्</p> <p>भुङ्क्ते + अपक्वम्</p> <p>अन्वयः – यः धर्मप्रदां वाचं त्यक्त्वा परुषां वाचम् अभ्युदीरयेत् सः विमूढधीः पक्वं फलं परित्यज्य अपक्वं भुङ्क्ते।</p> <p>भावार्थः – मनुष्यः सदा मधुरां वाचं वदेत्।</p> <p>प्रश्नः – क. पुरुषः कीदृशीं वाचं वदेत्?</p>

دسویں جماعت (Class-X)

<p style="text-align: center;">ہفتہ وار سرگرمیاں (Week-wise - Activities)</p>	<p style="text-align: center;">ماخذ (Sources)</p>	<p style="text-align: center;">متوقع آموزشی حاصل (Expected Learning Outcomes)</p>
<p>ہفتہ - 1 موضوع: ڈراما کے بارے میں گفتگو کرنا</p> <p>1- آپ اپنی درسی کتابوں میں کئی ڈرامے پڑھ چکے ہیں - ٹیلی ویژن پر آپ نے سیریل بھی ضرور دیکھے ہیں، فلمیں اور ویب سیریز بھی دیکھی ہیں۔ اپنی پسند کے کسی ایک ڈرامے کا انتخاب کیجیے اور بتائیے کہ وہ ڈراما آپ کو کیوں پسند ہے؟</p> <p>2- آپ جانتے ہیں کہ ڈراما ایسی صنف ہے جو پڑھا بھی جاتا ہے اور اسٹیج پر پیش بھی کیا جاتا ہے یعنی پیش کش کے اعتبار سے ڈرامے کی کئی قسمیں ہیں جن میں اسٹیج ڈراما، ناکڑ ناٹک، ریڈیو ڈراما، ٹی وی ڈراما اور اوپیرا وغیرہ شامل ہیں۔ ان کی تفصیل انٹر نیٹ پر دستیاب ہے۔ آپ اسے تلاش کیجیے اور پڑھیے۔</p> <p>3- نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:</p> <p>https://www.youtube.com/watch?v=domHrsnz9Qg</p> <p>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>ہفتہ - 2 موضوع: ڈراما پڑھنا اور گفتگو کرنا</p> <p>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?>

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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)

Learning Outcomes	Resources/materials	Suggested Activities
<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.
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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 maa 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</p> <p>Dhaa ni saa rey gaa maa paa dhaa/dhaa paa maa gaa rey saa ni dhaa</p> <p>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

Learning Outcomes	Resources/ materials	Suggested Activities
<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 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 sargams (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 Textbook for Class IX</i> http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14</p> <p><i>Yoga A Healthy Way of Living Secondary Stage</i> 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>
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		<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.
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A. BEING COMFORTABLE WITH ONE'S OWN BODY

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

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

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

Reflections:

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

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

Reflections:

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

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

Reflections:

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

Do You Know

?

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

B. QUESTIONS FOR SELF-REFLECTION

I am valuable and important because.....

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

Do you Think that

- Awareness of positive traits/qualities makes one feel good and enhances self-esteem
- Positive feedback from important people in our lives (for example from parents, family, teachers) also helps us to feel good about ourselves
- When we feel good, we respond to everyday situations more positively
- We should be honest and genuine in our appreciation of ourselves and others
- Positive outlook helps us to recognise and work on our failings and shortcomings 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

<i>Items</i>	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 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:

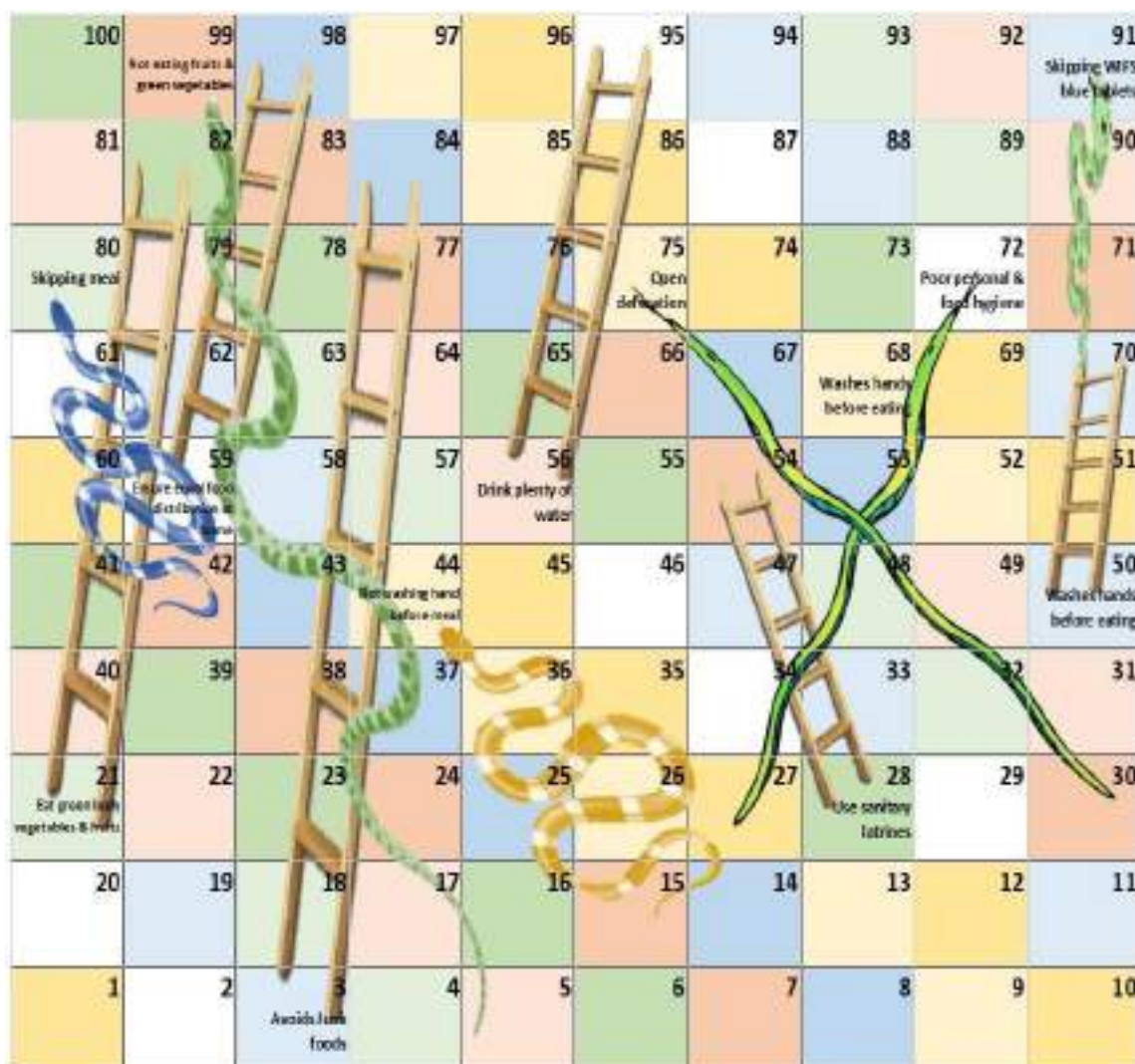
- Protect school property_____
- Takes care of younger students during different school events _____
- Follow safety rules while crossing the road _____
- Keeping your home surrounding clean _____
- Switch off fans and lights when not in use _____
- Eat meals with the family at least once a day _____
- 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.



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:
$$\text{BMI} = \frac{\text{Weight in Kilograms}}{\text{Height in Meters}^2}$$

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



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

2. Facebook

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



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

3. Twitter

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



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

4. Edmodo

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



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

5. Instagram

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



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

6. Telegram

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



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

7. Blogger

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



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

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

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

8. Skype

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



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

9. Pinterest

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



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

10. YouTube

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



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

11. Google Hangout

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



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

Guidelines to Cope with Stress and Anxiety in the Present Situation

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

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

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

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

Strategies for Students to Cope with Stress and Anxiety

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

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

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

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

Become aware of your thoughts, feelings and actions

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

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

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

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

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

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

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

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

Set restriction around news and social media

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

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

Guidelines for Teachers to Cope with Stress and Anxiety

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

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

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

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

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

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

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

Guidelines for Parents to Cope with Stress and Anxiety

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

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

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

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

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

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

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

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EIGHT WEEK

ALTERNATIVE ACADEMIC CALENDAR FOR THE SECONDARY STAGE

PART II



EIGHT WEEK

**ALTERNATIVE ACADEMIC CALENDAR
FOR THE SECONDARY STAGE**

PART II

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

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

First Edition

September 2020 Bhadrapada 1942

PD ?T SU

© National Council of
Educational Research and
Training, 2020

Published online at the Publication
Division by the Secretary, National
Council of Educational Research and
Training, Sri Aurobindo Marg, New
Delhi 110 016.

ISBN 978-93-5292-???-?

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MESSAGE

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

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

(Ramesh Pokhriyal 'Nishank')



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Foreword

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

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

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

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

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

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

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

New Delhi
August 2020

HRUSHIKESH SENAPATY
Director
National Council of Education
Research and Training

Message

A four-week Alternative Academic Calendar (AAC) for the secondary stage has already been released by the Honourable Minister of Education and uploaded on the NCERT website (<https://ciet.nic.in/upload/AACprimary-eng.pdf>). It is being implemented in the states and union territories. This is the second part of the Alternative Academic Calendar for the Secondary Stage for the next eight weeks. The interactive sessions on DTH channel SWAYAM PRABHA are also continued. Guidelines on the use of this calendar are given in the first part (four-week alternative academic calendar). Kindly implement this calendar in continuation with the four-week academic calendar.

Team AAC
NCERT

Acknowledgements

The National Council of Educational Research and Training is grateful to Amit Khare, *Secretary*, Higher Education, Ministry of Education (MoE), Anita Karwal, *Secretary*, School Education and Literacy, MoE, Rakesh Sanwal, *Additional Secretary*, MoE, LS Changsan, *Joint Secretary*, MoE, RC Meena, *Joint Secretary*, MoE, Santosh Mall, *Commissioner*, Kendriya Vidyalaya Sangathan, Bishwajit Kumar Singh, *Commissioner*, Navodaya Vidyalaya Samiti and Sridhar Srivastava, *In-charge 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 Soumma Chandra, *Assistant Editor (Contractual)* for editing, and Pawan Kumar Barriar, *DTP Operator*, Hari Darshan Lodhi, and Nitin Gupta, *DTP Operators (Contractual)*, Publication Division, NCERT, for giving the document a final shape.

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CLASS IX

Science

Learning Outcomes	Sources and 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"> classifies materials based on their states, such as, solids, liquids and gases. plans and conducts investigations or experiments to arrive at and verify the facts or phenomena or to seek answers to queries on their own, such as— Is matter continuous or particulate in nature? What is the effect of compression on different states of matter? etc. relates processes and phenomena with causes/ effects, such as, process of evaporation with cooling effect, etc. explains processes and phenomena, such as, some substances change state directly from solid to gaseous state and vice versa without changing into the liquid state; gases are highly compressible as compared to solids and liquids etc. 	<p>Chapter 1</p> <p>Matter in our Surroundings</p> <p>Content</p> <p>Discussed in the textbook</p> <p>Physical nature of matter</p> <ul style="list-style-type: none"> Matter is made up of particles <p>Characteristics of particles of matter</p> <ul style="list-style-type: none"> Particles of matter have space between them Particles of matter attract each other <p>States of matter</p> <ul style="list-style-type: none"> The solid state The liquid state The gaseous state <p>Can matter change its state?</p> <ul style="list-style-type: none"> Effect of change of temperature Effect of change of pressure <p>Evaporation</p> <ul style="list-style-type: none"> Factors affecting evaporation How does evaporation cause cooling? E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Live telecast of various science concepts at Swayam Prabha Channel 	<p>Theme— Material</p> <p>WEEK 5</p> <ul style="list-style-type: none"> Read the chapter, Matter in Our Surroundings from your textbook carefully. If you do not have hard copy of the textbook, open the link and read from e-book http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en/ Perform an activity and have fun. <p>Make your own cloud in a bottle and recap the concept you have studied in your earlier classes.</p> <ul style="list-style-type: none"> Take a 500 ml plastic bottle and pour 5ml water in it. Request any elderly person to light a matchstick and then blow it out so that it gives out smoke and immediately drop it into the bottle. <p>Caution: Do this step in the presence of an elderly person</p> <ul style="list-style-type: none"> Put the cap back on the mouth of the bottle but do not screw it. Place the bottle between your hands and squeeze it as much as possible. Now close the mouth of the bottle by screwing the cap. Shake the bottle, squeeze it and then release it. Repeat the above step several times and observe. <p>This activity will help you to understand the concept of condensation of water vapour and the formation of clouds.</p> <ul style="list-style-type: none"> Open the given link. This is an interactive quiz and try to self-assess your learning https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b3e062816b51c01d90bcc38



<ul style="list-style-type: none"> draws labelled diagrams/ tables/ flow charts about the setup of the activities / experiments. calculates using the data given, such as, conversion of Celsius scale to Kelvin scale and vice versa by solving problems uses scientific conventions or symbols to represent various quantities and units, such as, SI units. measures physical quantities using appropriate apparatus such as, measuring the volume of liquids using various measuring devices. applies scientific concepts in daily life by solving problems, such as, particles of matter are very small; particles of matter are continuously moving; cooling is caused by evaporation etc. draws conclusion, such as, matter is made up of particles; particles of matter are continuously moving. 	<p>https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</p> <p>Laboratory Manual in Science for Class IX Links for various experiments are given below</p> <ul style="list-style-type: none"> http://epathshala.nic.in/QR/books/desm/NCERT_Science_Lab_Manual_IX%20_Expt_05.pdf http://epathshala.nic.in/QR/books/desm/NCERT_Science_Lab_Manual_IX%20_Expt_06.pdf http://epathshala.nic.in/QR/books/desm/NCERT_Science_Lab_Manual_IX%20_Expt_07.pdf http://epathshala.nic.in/QR/books/desm/NCERT_Science_Lab_Manual_IX%20_Expt_08.pdf 	<ul style="list-style-type: none"> Perform this activity and find out - Is matter continuous or particulate in nature? Take a clean glass tumbler and fill half the tumbler with water. Taste this water <p>Caution : you will take water which you use only for drinking purpose at home.</p> <ul style="list-style-type: none"> Now add one tea spoon full of salt/sugar in it and stir it with spoon What do you think has happened to the salt/ sugar? Taste this water from anywhere in the glass Why it is evenly distributed throughout the solution? Think and reflect on it. Perform this activity and share your findings with your classmates on WhatsApp Group, through email, etc. Learn by doing this activity Take an incense stick and place it in a corner of your room. How close do you have to go near it to get its smell? Now light the incense stick and place it at the same place <p>Caution: Do this step in the presence of some elderly person</p> <ul style="list-style-type: none"> Do you get the smell sitting at a distance? <p>Record your observations and share your findings with your friends on WhatsApp Group. etc.</p> <p>(Remember we are not moving out of home due to COVID19. So, you are requested whatever material is available at home, try to do these activities / experiments accordingly).</p> <ul style="list-style-type: none"> Open the given link. This is an interactive quiz based on the concept of sublimation. Solve this quiz and have fun. <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b3ef32c16b51c01da83d1cc</p>
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- takes initiative to know about scientific discoveries such as, discovery of five states of matter.
- exhibits values of honesty, objectivity, and rational thinking while taking decisions, such as, records and reports experimental data honestly etc.
- communicates the findings and conclusions effectively, such as, those of experiment/ activity/ project orally and in written form using appropriate figures/ tables/ graphs/ digital form, etc.
- makes efforts to conserve environment by keeping surroundings clean, making judicious use of materials.

Exemplar Problems in Science for Class IX

- Matter in our surroundings
<http://ncert.nic.in/ncerts/l/ieep101.pdf>
 Link to find out the answers to the questions
<http://ncert.nic.in/ncerts/l/ieep1an.pdf>

- Time to relax!

After doing a couple of activities, do some work out at home. For example, breathing exercises, stretching exercises, skipping, dance, yoga, indoor games, etc. Parents must motivate their children. Have a balanced diet. This you should follow even when your schools reopen.

Remember health is wealth.

WEEK 6

- Let us try this activity. Note your observations at the end of each activity in your notebooks.
- Collect some solid materials within your home, such as, pen, book, steel spoon, plate, sponge, rubber band, etc., and observe their shape.
- Try compressing them by applying force. Are you able to compress them?
- Are these objects capable of diffusing into each other?



- Now collect water, cooking oil, milk, juice, butter milk, containers of different shapes, such as, cup, bowl, tumbler, plate, etc.
- Transfer these liquids one by one into different containers. Does the shape of the liquid remain the same? Does it flow easily from one container to another?
- What will happen if these liquid are spilt on the floor?
- You can also take a syringe (if it is available at your home). Try to press its piston by closing its nozzle with your thumb.
- Remove its piston and fill it with water and insert the piston back. Try to press its piston.
- Take out water from this syringe and dry it. Now fill it with some common salt and insert the piston back. Try to press its piston again.
- In which case was the piston easily pushed in?
- What do you conclude from this activity?

Compile the results in the form of table/ flow chart and share your findings with your classmates and teacher on the group created by her/him. Clear your doubts, if you have any.

- Open the given link. This is an interactive quiz based on the concept of states of matter. Solve this quiz and have fun.

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c98b63316b51c01e5c5772b>

- Perform this activity and explore the young scientist in you. With this activity you can recall the concepts which you have studied in your earlier classes too.
- Take containers of same size such as, patila, plate, bowl, thali, etc., and pour equal amount of water in each one of them.
- Place these containers at different places such as in balcony under sun, in balcony under shade, inside a wardrobe, under the fan inside room, etc.
- Record the time or days taken for the evaporation process in all the above situations. What was your inference?



<ul style="list-style-type: none"> differentiates between uniform and non-uniform motion; distance and displacement/speed and velocity 	<p>Chapter 8- Motion</p>	<p>You can repeat this activity by taking containers of different sizes with equal amount of water and place them at different places under different conditions.</p> <ul style="list-style-type: none"> Observe them carefully and share your findings in the form of a project report. You can click or draw photographs or shoot videos. Project report you can also share with your classmates when your school will reopen. Collect information and pictures about scientists who are talking about the five states of matter by surfing net. Compile it in the form of report. Share it with your teacher and classmates on Google Group / WhatsApp Group / e-mail. With the help of your teacher you can also disseminate this report by publishing it in your school magazine. Open the given link. This is an interactive quiz based on the concept of evaporation. Learn more and have fun. https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c9af65416b51c01e5c592bf Open the given link and solve problems in your note book. If you have any doubts, discuss with your teacher or classmates http://ncert.nic.in/ncerts/l/ieep101.pdf You can self-evaluate answers by clicking on the given link http://ncert.nic.in/ncerts/l/ieep1an.pdf Time to relax! After doing a couple of activities, do some work out at home. For example, breathing exercises, stretching exercises, skipping, dance, yoga, indoor games, etc. Parents must motivate their children. Have a balanced diet. This you should follow even when your schools reopen. <p>Remember health is wealth.</p> <p>WEEK 7</p> <p>Theme: Moving Things, People and Ideas</p> <p>Some of the activities given in the textbook can be done at home. Observation and conclusion can be discussed with peers and Teacher.</p>
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- classifies different types of motion as uniform-non uniform; linear-circular that s/he sees in everyday life
- plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/ phenomena to seek answers to queries on their own, such as—
How does speed of an object change?; How can we find difference between distance and displacement?
- explains processes and phenomena such as effect of force on the state of motion of objects
- calculates using the given data, such as distance, velocity, speed.
- draws graphs, such as distance-time and velocity-time graph
- analyses and interprets graphs/ figures etc., such as distance-time; velocity-time graphs, to compute distance/ speed/ acceleration of objects in motion
- uses scientific conventions/ symbols/ equations to represent various quantities/units

<https://youtu.be/z8Q2YYY0QtU>

<http://ncert.nic.in/textbook/textbook.htm?iescl=8-15>

<http://ncert.nic.in/ncerts/l/ieep108.pdf>

Chapter 9: Force and Laws of Motion

Activity 8.1

- Discuss whether the walls of your room are at rest or in motion.

Activity 8.2

- Have you ever experienced that the train in which you are sitting appears to move while it is at rest?
- Discuss and share your experience.

Activity 8.3

- Take a metre scale and a long rope.
- Walk from one corner of your room to the opposite corner along its sides.
- Measure the distance covered by you and magnitude of the displacement.
- What difference would you notice between the two in this case?
- Plot graphs using the data given in Tables 8.2, 8.3, 8.4, and 8.5 of Chapter 8.

WEEKS 8 AND WEEK 9

Some of the activities given in the textbook can be done at home. Observation and conclusion can be discussed with peers and Teacher. Do the Activity shown in Fig 9.4. Try to push a heavy object with small force. Does it move? What force is acting in a direction opposite to your push? Discuss.

Activity 9.1

- Make a pile of similar to Fig. 9.6 with carom coins on a table.
- Attempt a sharp horizontal hit at the bottom of the pile using another carom coin or the striker. If the hit is strong enough, the bottom coin moves out quickly. Once the lowest coin is removed, the inertia of the other coins makes them 'fall' vertically on the table.



<ul style="list-style-type: none"> derives formula such as equation of motion applies scientific concepts in daily life and records & reports experimental data objectively and honestly exhibits values of honesty/objectivity/rational thinking communicates the findings and conclusions effectively, such as, those of experiment/activity/project orally and in written form using appropriate figures/ tables/ graphs/ digital form, etc. differentiates between balanced and unbalanced force plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/ phenomena to seek answers to queries on their own, such as force can be used to change the magnitude of velocity of an object, or to change its direction of motion. 	<p>https://youtu.be/IQUkUFBK61w</p> <p>https://youtu.be/YZx_x72s08s</p> <p>https://youtu.be/hUVmCA_eiyA</p> <p>https://youtu.be/JA-mw8zlWmY</p> <p>http://ncert.nic.in/textbook/textbook.htm?iescl=9-15</p> <p>http://ncert.nic.in/ncerts/l/ieep109.pdf</p> <p>https://youtu.be/VCsetKxKEfo</p>	<p>Activity 9.2</p> <ul style="list-style-type: none"> Set a five-rupee coin on a stiff card covering an empty glass tumbler standing on a table (see Fig. 9.7). Give the card a sharp horizontal flick with a finger. If we do it fast then the card shoots away, allowing the coin to fall vertically into the glass tumbler due to its inertia. The inertia of the coin tries to maintain its state of rest even when the card flies off. Some of the activities, given in the textbook can be done at home. Observation and conclusion can be discussed with peers and Teacher. <p>Activity 10.1</p> <ul style="list-style-type: none"> Take a piece of thread. • Tie a small stone at one end. Hold the other end of the thread and whirl it round, (see Fig.10.10). Note the motion of the stone. Release the thread. Again, note the direction of motion of the stone. <p>Caution: Be careful of the surroundings while performing this activity.</p> <p>Activity 10.6</p> <ul style="list-style-type: none"> Take a transparent vessel filled with water. Take a piece of cork (or some lighter material) and an iron nail of approximately equal mass. Place them on the surface of water. Observe what happens. The cork floats while the nail sinks. This happens because of the difference in their densities. The upthrust of water on the cork is greater than the weight of the cork, so it floats (See Fig. 10.5). Solve the numerical problems given in Chapter10.
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<ul style="list-style-type: none"> explains processes / laws such as Newton's laws of motion calculates using the data given, such as force, momentum, acceleration draws figures/ diagram to illustrate Newton's laws of motion; conservation of linear momentum analyses and interprets graphs/ figures etc., such as, velocity-time graphs to compute acceleration uses/ measures physical quantities using appropriate apparatus/ instruments/ such as spring balance uses scientific conventions/ symbols/ equations to represent various quantities/units derives formula/ equation, such as, law of conservation of linear momentum applies scientific concepts such as laws of motion in daily life records & reports experimental data objectively and honestly exhibits values of honesty/ objectivity/ rational thinking 	http://ncert.nic.in/textbook/textbook.htm?iescl=10-15 http://ncert.nic.in/ncerts/l/ieep110.pdf https://youtu.be/sMYCMPSKCeg https://youtu.be/qIcaj83GtI	
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- communicates the findings and conclusions effectively, such as those of experiment/ activity/ project orally and in written form using appropriate figures/ tables/ graphs/ digital form, etc.

Theme: Moving Things, People and Ideas

**Chapter 10
Gravitation**

- differentiates between mass and weight; thrust and pressure
- plans and conducts investigations/ experiments to arrive at and verify the facts/ principles/ phenomena to seek answers to queries on their own, such as to understand the meaning of bouncy; How objects float/ sink when placed on surface of liquid?
- describes scientific discoveries/ inventions
- explains processes / laws such as universal law of gravitation; Archimedes' principle; variation of force of gravity with altitude



- calculates using the data given, such as, gravitational force, pressure exerted by an object; density of a material
- draws figures or diagrams to illustrate universal law of gravitation
- uses measures physical quantities using appropriate apparatus/ instruments, such as, spring balance
- uses scientific conventions/ symbols/ equations to represent various quantities/units
- applies scientific concepts of gravitation in daily life in solving problems
- records and reports experimental data objectively and honestly.
- exhibits values of honesty/ objectivity/ rational thinking
- communicates the findings and conclusions effectively, such as those of experiment/ activity/ project orally and in written form using appropriate figures/ tables/ graphs/ digital form, etc.



<ul style="list-style-type: none"> relates processes and phenomena with causes and effects, such as, impact of carbon dioxide and other greenhouse gases on climate change. explains processes and phenomena, such as, global warming, climate change, ozone layer depletion, etc. draws labelled diagrams, flow charts, concept maps, graphs, such as, biogeochemical cycles—carbon cycle, nitrogen cycle, water cycle, etc. applies learning to hypothetical situations, such as, life on earth without atmosphere. analyses and interprets graphs and figures the increase in greenhouse gases over decades, concentration of air pollutants, etc. applies scientific concepts in daily life and solving problems, such as, purification of water. 	<p>NCERT/State Textbook</p> <p>Chapter: Natural Resources</p> <p>Link 1</p> <p>http://ncert.nic.in/textbook/textbook.htm?iescl=14-15</p> <p>Link 2</p> <p>Live interaction on Air pollution https://www.youtube.com/watch?v=lhYClwdF5gU</p> <p>Link 3</p> <p>Live interaction on Air pollution https://www.youtube.com/watch?v=4XknE275G88</p> <p>Link 4</p> <p>https://mausam.imd.gov.in</p>	<p>WEEK 10</p> <p>Activity 1</p> <ul style="list-style-type: none"> Students may read the whole of Activity 14.1 (Link 1) and watch videos on air pollution (Links 2 and 3) in order to have an idea about atmosphere and air pollution. They may describe the hypothetical situation if there is no atmosphere. <p>Activity 2</p> <ul style="list-style-type: none"> In order to understand the nature of convection currents, students may perform Activity 14.2 provided in Chapter 14 (Link 1). Repeat the activity at least a few times and write down what they observe. <p>Activity 3</p> <ul style="list-style-type: none"> In order to demonstrate some of the factors influencing climatic changes, students may perform Activity 14.3 provided in Chapter 14 (Link 1). Repeat the activity at least a few times and answer the questions as provided in the textbook following the activity. <p>Activity 4</p> <ul style="list-style-type: none"> Students may be engaged in Activity 14.4 provided in Chapter 14 (Link 1). They may compile the information they have gathered in their notebook or scrapbook. They may present the data in the form of graph or other presentable form. <p>Activity 5</p> <ul style="list-style-type: none"> Using internet, students may find out more about monsoons and cyclones from authentic websites (For example, Link 4). They may try to find out the rainfall pattern of any other country also. They may also find out if the monsoon is responsible for rains the world over.
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| <ul style="list-style-type: none"> • draws conclusion, such as, soil has different components and it is not homogenous, deforestation can lead to soil erosion, etc. • designs models using eco-friendly resources, such as, water purification system. • exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, records and reports experimental data exactly. • 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. • applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as, water conservation. | | |
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	<p>NCERT/State Textbook</p> <p>Chapter: Natural Resources</p> <p>Link 5</p> <p>https://cpcb.nic.in/upload/Downloads/AQI_Bulletin_20200427.pdf</p> <p>Link 6</p> <p>https://nroer.gov.in/55ab34ff81fc cb4f1d806025/page/5b714d69 16b 51c01ef583a61</p> <p>Link 7</p> <p>https://cpcb.nic.in/index.php</p>	<p>WEEK 11</p> <p>Activity 6</p> <ul style="list-style-type: none"> Based on the Air Quality Index provided for different cities in Link 5, students may find out the air quality of different states in general. They may present their findings in the form of an appropriate table, graph, etc. They may make a list of the different prominent air pollutants and find out using internet the possible sources of such pollutants. <p>Activity 7</p> <ul style="list-style-type: none"> Students can find out how much they know about water cycle by watching the interactive video provided in Link 6. <p>Activity 8</p> <ul style="list-style-type: none"> Using reliable source (e.g., Link 7) students may find out the laws application in India related to air and water pollution. They may write a summary of each of the laws <p>Activity 9</p> <p>Students may compile information about water on the following—</p> <ol style="list-style-type: none"> Trace the route of the source of water that you use at home. What is the quality? Is it safe to drink without purification? What are the sources of water pollution in your area? What should be done to reduce such pollutions? Do you use water judiciously and conserve it? What are the steps that you take for that? Prepare a model for water purification. Should water be made available free of cost to everyone? Justify your answer with examples. Suggest ways the government in your district/ state/ country should do to address scarcity of water for domestic, agriculture and industry.
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NCERT/State Textbook
Chapter: Natural Resources
Link 8

NOAA resource on what is carbon cycle <https://oceanservice.noaa.gov/facts/carbon-cycle.html>

Link 9

It's a series of slides about carbon in the atmosphere <https://nroer.gov.in/55ab34ff81fcb4f1d806025/page/5a9e56e116b51cebb41cc4e1>

Link 10

Leonardo DiCaprio's documentary movie on climate change <https://www.filmsforaction.org/watch/before-the-flood-2016/>

Link 11

Tracking CO2 emission <https://vimeo.com/23539318>

Link 12

Shrinking arctic sea <https://vimeo.com/23540634>

Link 13

Global climate model <https://www.youtube.com/watch?v=SuZHnqxltKo>

Link 14

Quiz on climate <https://cleanet.org/clean/literacy/climate/quiz.html>

Activity 10

- Students may perform Activity 14.10 provided in Chapter 14 (Link 1). Note: Instead of beaker they can use any transparent glass, etc.

WEEK 12
Activity 11

- Check Link 8 and Link 9 and prepare a well-labeled chart of carbon cycle

Activity 12

- Watch Link 10 and write down in your own words what are the challenges of climate change in India and what are the possible solutions.

Activity 13

- Watch Links 11, 12 and 13 and explain in your own words how do you know that climate change is real?
- How is climate change related to carbon dioxide?

Activity 14

- Take the quiz in Link 14 to find out your knowledge about climate change



	<p>NCERT/State Textbook</p> <p>Chapter: Natural Resources</p> <p>Link 15</p> <p>NOAA Nitrogen cycle https://www.esrl.noaa.gov/gmd/education/info_activities/pdfs/CTA_nitrogen_cycle.pdf</p> <p>Link 16</p> <p>A slide about ozone hole https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5a9e56ec16b51cebb41cc50f</p> <p>Link 17</p> <p>An article about ozone hole and CFC https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58da80b4472d4a2c0ef2d176</p> <p>Link 18</p> <p>https://www.unenvironment.org/ozonaction/who-we-are/about-montreal-protocol</p> <p>Link 19</p> <p>It's a quiz on the chapter https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b3c556116b51c01d82c36c5</p> <p>Link 20</p> <p>Reasons for the quiz answer https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5c79607e16b51cc05c05007e</p>	<p>Activity 15</p> <ul style="list-style-type: none"> Read the information about nitrogen cycle in Link 15 and complete the task given at the end. <p>Activity 16</p> <ul style="list-style-type: none"> Read the slide in Link 16 and read the article about ozone hole and CFC in Link 17. Do you agree with the statement “ozone hole is linked to climate change.” Justify your answer based on the resources you have read. <p>Activity 17</p> <ul style="list-style-type: none"> Read information provided in Link 18 about Montreal Protocol. What is the outcome of the Protocol? Explain. <p>Activity 18</p> <ul style="list-style-type: none"> Take the quiz given in Links 19 and 20 to check your knowledge relevant to the chapter.
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Mathematics

Learning Outcomes	Sources and Resources	Week-wise suggested activities (to be guided by parents under the guidance of teacher)
<ul style="list-style-type: none"> identifies/classifies polynomials among algebraic expressions and factorises them by applying appropriate algebraic identities. develops strategies to locate points in a Cartesian plane. relates the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations. 	<p>NCERT Mathematics Textbook for Class IX</p> <p>Chapter 2 : Polynomials</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/age/580460d716b51c45e3cab428</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b5837d816b51c01ca8ac058</p> <p>Chapter 3 : Coordinate Geometry</p> <p>http://ncert.nic.in/textbook/textbook.htm?iemh1=3-15</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> A brief recall of algebraic expressions can be done by motivating students to form as many expressions as possible using different variables and operations. For e.g. $2x-7/3$, $3/x^2+4$, $2/3(t+5)$ etc. Students may now be asked to form algebraic expressions with increasing or decreasing powers of a variable. For e.g. y^3-2y+6, $1/(m^2+1)$ etc. They may be involved in observing the difference in such types of expressions. The expressions with a particular arrangement of variables can be discussed. Concept of a polynomial can be introduced now. The terms related to polynomials, such as, term, coefficient can now be discussed. <p>WEEK 6</p> <ul style="list-style-type: none"> Students may be encouraged to find situations from the concepts learnt earlier in which polynomials can be generated. For e.g. if the side of a square is $x+1$ units, then its area is $(x+1)(x+1) = x^2+2x+1$ sq. units or The volume of a cube with dimensions $x+2$, $x+1$, x units is $(x+3)(x+2)(x+1) = x^3+6x^2+11x+6$ cubic units. The discussion about degree of a polynomial and their types may then follow. For example, $3x^2-5x+4$ is a polynomial of degree 2 and is a quadratic polynomial. Shifting from the process of division of two numbers, such as, $236 \div 5$, the process of division of two polynomials, such as, $(3x^2+9x-3) \div (x-1)$, may be initiated. Students may be encouraged to create and send such examples. Students may tell the quotient and remainder obtained in each case.



	<p>Chapter 4</p> <p>Linear Equations in Two Variables</p> <p>http://ncert.nic.in/textbook/textbook.htm?piemh1=4-15</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI)</p>	<p>WEEK 7</p> <ul style="list-style-type: none"> • The analogy between process of division of two numbers and that between two polynomials may be drawn. The remainder theorem and later factor theorem can be discussed. The statements of these theorems may be discussed. The ease of obtaining remainder and quotient can be made to realise through the discussion of different examples. The discussion about importance of theorems and their application may be encouraged among the students. • Different identities, such as, $(a+b)^2 = a^2 + 2ab + b^2$ may be discussed. Students may be motivated to think how bigger expressions can be simplified using these identities. • Many of the concepts introduced can be verified through activities given in the NCERT Mathematics textbook for Class IX and Mathematics Laboratory Manual for Secondary Stage. • Examples can be further supplemented for deeper understanding of concepts by the use of exercises given in NCERT Mathematics Textbook and Exemplar Problem Book, both available on NCERT website. <p>WEEK 8</p> <ul style="list-style-type: none"> • Situations from daily life may be discussed where we are required to locate a certain building in a city or a house in a big colony. The given references need to be focused on. For example, To locate an office in another city, we may give directions as two kilometres from the railway station near X school. Many such situations may be created and discussed by the students. • This may be followed by sketching the locations on a paper thereby giving an idea about locating a point in a plane and the required parameters. • Activity: The students may be asked to mark a point on a blank sheet and make an attempt to describe its location so that the other person can locate the point nearly at the same position on a similar sheet. More such activities can be thought of.
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- Beginning from locating a point on a number line it may be discussed how the use of a combination of such number lines can be extended to locate a point in a plane. Students may now be introduced to the formal concepts of coordinate axes, and their use in locating a point in a plane using coordinates.

WEEK 9

- Further concepts of quadrants and plotting points in a plane may then be talked about. As an activity students may be given the coordinates of points, such as, (5,0), (0,-3), (2,-3) etc. They may draw the coordinate axes and show the representation. Students may be encouraged to use a graph paper initially and later shift to a plain sheet of paper.
- Activities mentioned in Mathematics textbook of Class IX and Mathematics Laboratory Manual for Secondary Stage (available on NCERT website) may be referred.
- Exercises attempted by students from the chapter Coordinate Geometry of Class IX Mathematics Textbook and Exemplar Problem Book for Class IX will help in better understanding of the concepts.

WEEK 10

- A brief recall of linear equations in one variable can be done by motivating students to think of situations which can generate linear equations in one variable. For example, Sum of two numbers is 125. If one exceeds the other by 15, find the numbers. The equation would be $x + (x + 15) = 125$.
- Situations may now be thought of where use of merely one variable does not suffice to give a solution. The situations involving two variables may be thought of. In the same example mentioned above: Sum of two numbers is 125. What are the numbers? Here the equation could be $x + y = 125$.
- Students may be encouraged to think of as many situations as possible and give them to others to make equations.



WEEK 11

- Solutions of such equations may now be thought of. It may be discussed as to how many solutions can there be? How are these equations similar or different from linear equations in one variable in terms of the number of solutions of these equations? Students may be motivated to find solutions having varying natures, such as whole numbers, integers, rational numbers or irrational numbers
- The graphs of these equations may be plotted either on a graph paper or on a plain sheet to get a visual understanding of the nature of linear equations. It may be discussed how the graphs of $ax + by + c = 0$ and $ax + by = 0$ differ.
- The relation between a point say, (x, y) lying on a line $ax + by + c = 0$ and it being a solution of that equation may be observed through examples created by students. This gives a better understanding about the graphs of equations and their solutions.

WEEK 12

- Students may discuss the application of equations in other subject areas, such as, science. That is, how can certain principles of science be written mathematically in terms of equations and how can they be useful in predicting certain parameters associated with them? For e.g.: You know that the force applied on a body is directly proportional to the acceleration produced in the body. Write an equation to express this situation and plot the graph of the equation.
- Nature of the graphs of linear equations reduced to one variable may be discussed in one and two dimensions. For example, $x = 3$ represents a line parallel to Y axis and passing through the point $(3, 0)$ whereas it is a point on a number line marked at 3.
- To deepen their understanding about all these concepts students may be encouraged to discuss exercises given in NCERT textbook and Exemplar Problem Book for Class IX. E-resources available on NROER will be useful to develop visual understanding.



हिंदी

सीखने के प्रतिफल	स्रोत और संसाधन	सप्ताहवार सुझावात्मक/गतिविधियाँ (अध्यापकों के सहयोग से अभिभावकों द्वारा संचालित)
<ul style="list-style-type: none"> भाषा-साहित्य के विविध रूपों/विधाओं को समझते हुए स्वयं भी कुछ पढ़ते-लिखते हैं। अपने जीवन के परिवेश के अनुभवों (अनुभूतियों) को लिखकर, बोलकर दूसरों तक संप्रेषित कर (पहुँचा) सकते हैं। अपने परिवेश को समझते हुए उसे अपने दैनिक जीवन में जाँच-परख कर लिखते हैं। 	<ul style="list-style-type: none"> NCERT, CIET, E-Pathshala, QR-Code आदि पर उपलब्ध सामग्री देख सकते हैं। www.ncert.nic.in, www.ciet.nic.in, www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBBrSA एनसीईआरटी द्वारा कक्षा 9 के लिए प्रकाशित हिंदी की पाठ्यपुस्तक 'क्षितिज भाग 1' से महादेवी वर्मा की रचना 'मेरे बचपन के दिन' ले सकते हैं। बचपन की यादों को लेकर लिखी गई किसी भी रचनाकार या सुप्रसिद्ध हस्ती (व्यक्तित्व) की कोई भी रचना हम पढ़-सुन सकते हैं। ऐसी रचनाएँ हमें सभी पाठ्यपुस्तकों अथवा पत्र-पत्रिकाओं में मिल जाती हैं। ICT की सहायता से भी हम ऐसी रचनाओं को ढूँढ़/पढ़ सकते हैं। कक्षा 9 की पाठ्यपुस्तक 'क्षितिज भाग 1' में संकलित पाठ 'उपभोक्तावाद की संस्कृति' लेखक श्यामाचरण दुबे को एक उदाहरण के रूप में पढ़ते-सुनते हैं। रेडियो, टी.वी. पर आने वाले विज्ञापनों और प्रचार सामग्री का उपयोग अध्ययन सामग्री की तरह किया जा सकता है। एक उदाहरण QR Code की सहायता से एनसीईआरटी की कक्षा 9 की हिंदी की पाठ्यपुस्तक 'क्षितिज भाग 1' में शामिल कबीर के दोहों एवं पदों (सबदों) को पढ़ते-सुनते हैं। 	<ul style="list-style-type: none"> 9वीं और 10वीं कक्षा के विद्यार्थी बेशक अपनी किशोरावस्था में होते हैं, लेकिन 'बचपन' हम सब में हमेशा रहता है और रहना भी चाहिए। महादेवी वर्मा ने संस्मरण 'मेरे बचपन के दिन' में ऐसी ही यादों (स्मृतियों) को सबसे साझा किया है। उनके बचपन में बालिकाओं की सामाजिक दशा और शिक्षा की स्थिति बहुत अच्छी नहीं थी। इसके बावजूद वे पारिवारिक प्रोत्साहन से भारतीय साहित्य की विख्यात रचनाकार (विदुषी) बनीं। जिस प्रकार सुप्रसिद्ध व्यक्तित्व अपने संस्मरणों से हमें प्रेरित करते हैं, उसी प्रकार हम भी अपने बचपन की यादों (अनुभवों) को लिख सकते हैं। बचपन की यादें न केवल बच्चों की हों, अपितु बच्चे अपने माता-पिता से उनके 'संस्मरणों/यादों' को सुनकर, उन्हें सभी लिख सकते हैं। महादेवी वर्मा के 'मेरे बचपन के दिन' में ही कई विचारणीय बिंदु हैं, जैसे— घर-परिवार का माहौल, छात्रावास का जीवन एवं सहपाठी, (सुभद्रा कुमारी से मित्रता, महात्मा गांधी से मुलाकात) कविता-लेखन की शुरुआत और कविता पाठ जैसी अनेक घटनाएँ हैं, जिन्हें हम अपने परिवेश से जोड़ते हुए, अपने अनुभवों को लिख सकते हैं। आज से लगभग सौ साल पहले स्त्रियों की दशा और आज के 'बेटी बचाओ, बेटी पढ़ाओ' जैसे नारों के संदर्भ में भी विचार विमर्श करना चाहिए। महादेवी वर्मा ने कविता पाठ करने से पहले की अपनी बेचैनी का जिक्र किया है। हम भी अपने विद्यालयों में होने वाले कार्यक्रमों में भाग लेते समय होने वाली अपनी बेचैनी के बारे में लिख सकते हैं। अपनी यादों/संस्मरणों को लिखते समय अपनी भाषा शैली का भी ध्यान रखें, ताकि हम अपनी यादों/संस्मरणों को सहज-सुंदर रूप में लिख सकें। महादेवी वर्मा द्वारा लिखित रेखाचित्रों एवं संस्मरणों की सुप्रसिद्ध पुस्तकों 'अतीत के चलचित्र', 'स्मृति की रेखाएँ', 'पथ के साथी' आदि से भी ऐसे ही और संस्मरण पढ़ सकते हैं। पाठ, 'उपभोक्तावाद की संस्कृति', बाज़ार की गिरफ्त में आ रहे समाज की वास्तविकता को रेखांकित करता है।



<ul style="list-style-type: none"> • सूचना संचार प्रौद्योगिकी (ICT) माध्यमों को अपनी अध्ययन आवश्यकताओं के लिए प्रयोग करते हैं। • भाषा-साहित्य की मौखिक-लिखित परंपरा को समझते हैं। • भाषा-साहित्य की बारीकियों पर चर्चा करते हैं। • दोहा-सबद (पद) की लय/गायन-शैली और संगीत पर ध्यान देते हैं। (स्वयं भी गाने का प्रयास करते हैं।) 	<ul style="list-style-type: none"> • एनसीईआरटी द्वारा कबीर पर निर्मित फ़िल्म को CIET की साइट पर देख सकते हैं। • इसके अलावा Youtube पर उपलब्ध कबीर/रहीम/बिहारी के सैकड़ों दोहों को भी सुना-देखा-समझा जा सकता है। 	<ul style="list-style-type: none"> • पाठ का पहला वाक्य है कि “धीरे-धीरे सब कुछ बदल रहा है” ‘लॉकडाउन’ की परिस्थितियों को ध्यान में रखते हुए उन कार्यों, व्यवहारों की सूची बनाई जा सकती है, उनका विश्लेषण किया जा सकता है, जिनमें हम बदलावों को देख रहे हैं। यह हमारे घर, स्कूल, खेल-कूद, बाहर आने-जाने या प्रकृति संबंधी बदलाव आदि कुछ भी हो सकते हैं। • विज्ञापनों का हमारे व्यवहार पर कैसा (अच्छा-बुरा) प्रभाव पड़ता है? इस बारे में पढ़ा-लिखा जाना चाहिए। • विज्ञापनों में दिखाई जाने वाली वस्तुओं की गुणवत्ता और प्रदर्शन-प्रकृति पर भी सोच-विचार करें। • लेखक ने उपभोक्तावाद के विस्तार, सामाजिक असमानता और अशांति की भी बात कही है। इस पर भी विचार करें। • भाषा-अध्ययन की दृष्टि से इस पाठ के साथ क्रिया एवं क्रिया-विशेषण के उदाहरण दिए गए हैं, जैसे- “धीरे-धीरे सब कुछ बदल रहा है।” इस लेख में ऐसे कई उदाहरण आपको मिलेंगे, उन्हें ढूँढ़कर अपनी तरफ़ से नए वाक्य बनाएँ/प्रयोग करें। • कबीर की ‘साखियों’ (दोहों) को Youtube या इंटरनेट की सहायता से सुने और पढ़ें। साखियों/दोहों को बार-बार सुनने से हमें उनकी लय-तान के साथ-साथ उनका अर्थ समझने में आसानी होगी। • कबीर, रहीम, बिहारी जैसे सुप्रसिद्ध संतो कवियों के दोहों/पदों को अनेक सुप्रसिद्ध गायक-गायिकाओं ने गाया है। • कबीर की ‘साखियाँ’ उनके अनुभव/ज्ञान की ‘साक्षी’ ‘साखी’ हैं। • पाठ में संकलित साखियों में- प्रेम का महत्व, संतों के लक्षण, ज्ञान की महिमा, बाह्याडंबरों के विरोध आदि का भाव है। • संकलित सबदों (पदों) में बाह्याडंबरों का विरोध किया गया है और अपने भीतर ही ईश्वर की व्याप्ति का संकेत है, तो दूसरे में ज्ञान की आँधी के रूपक के सहारे ज्ञान के महत्व का वर्णन है। • इन उदाहरणों के अतिरिक्त हम अपनी-अपनी पसंद और समझ से कबीर के अन्य दोहों का भी संकलन कर, भविष्य में अंत्याक्षरी खेलने में इस्तेमाल कर सकते हैं। • अपने-अपने संकलन को हम ‘चार्ट’ के रूप में तैयार करके कक्षा की दीवारों पर भी लगा सकते हैं। • विद्यार्थी स्वयं या अपने अध्यापकों से ICT के माध्यम से ‘दोहा’ छंद को समझने का प्रयास भी कर सकते हैं। ‘मात्राओं’ को गिनने के तरीके को समझते हुए ‘दोहा छंद’ पहले-तीसरे चरण में 13-11, — दूसरे-चौथे चरण में 11-13 मात्राओं की गणना करें। अपने अध्ययन-विस्तार की दृष्टि से ‘मात्रिक छंद’ को भी जानने-समझने का प्रयास करें।
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English

This eight week calendar covers Lessons 3, 4 and 5 and three poems from Class IX.

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</i>
<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. 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>Lesson 3: A Little Girl (Short Story) by Katherine Mansfield</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iebe1=3-11</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en (Energised flipped Books)</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>NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>While reading activity: As they read the text/stories on their own, learners will have to attempt to answer</p>	<p>WEEK 5</p> <p>Competency/Skill- Listening and reading</p> <ul style="list-style-type: none"> Teachers inform the learners about the website and the particular lesson to be learnt. Teachers may be given special instruction - what is expected of them. Say, for example, 'listen to the audio text and then read the same text on your own <p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner / the 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>Post Reading activity—Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions 1.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=3-11</p>



<p>The learner</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>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</p> <p>Use above sources for doing the post reading tasks from the textbook and also decode the QR coded (additional) tasks</p>  <p>https://epathshala.nic.in/process.php?id=students & type= eText books &ln=en</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en</p> <p>http://ncert.nic.in/textbook/ textbook.htm?iwe1=3-11 (Workbook)</p> <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>	<p>WEEK 6</p> <p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used/read in the lesson)</p> <p>Glad, happy, pleased, delighted, thrilled and overjoyed and verbs of reporting.</p> <p>Teachers may ask learners to</p> <ol style="list-style-type: none"> Find the new words and categorize 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 book. Try to make sentences using the words. do the activities and task in the work book for class X, Words and Expression 1
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The learner

- 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 and participates in role plays, skits, street plays (*nukkad natak*) for the promotion of social causes like *Beti Bachao – Beti Padhao*, *Swachh Bharat Abhiyaan*, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.

The learner

- speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar.
- listens to and speaks on a variety of verbal inputs, viz. debate, speech,

<https://www.youtube.com/user/kankoduthavanithan>

Lot of resources available on this

Process Approach to Writing

It emphasises the steps a writer goes through when creating a well-written text. The stages include—

Brainstorming: writing down many ideas that may come to an individual's mind or through discussions, pair work, group work

Outlining: organising the ideas into a logical sequence

Drafting: writer concentrates on the content of the message (rather than the form).

Revisions: in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised.

Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.

Final draft: Write the final draft now

Teachers use audio and audio and video resources from radio, visual medium

Workbook has additional activities.

Writing

Teacher may give additional questions wherever possible and needed.


Based on the reading of the text / story learner may now do the short answer comprehension questions

Long answer questions article writing, essay writing, letter writing and so on.

Speaking

Learners do the activities in the textbook and also from the workbook.



<ul style="list-style-type: none"> group discussion, power point presentation, radio programme, interview, mock parliament, etc. uses language for purposes – collecting information from various sources and developing a report / write up and work with other on theme / work interprets theme, ideas and events of the poem appreciates literary language / poetry 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. reads with comprehension the given text / materials employing strategies like skimming, 	<p>https://www.youtube.com/watch?v=W_gA RDa4zgA</p> <p>Poem</p> <p><i>Rain in the Roof</i> by Coates Kinney</p> <p>Use the audio book to enable learners to listen to the poem many times.</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Lesson 4</p> <p><i>Truly Beautiful Mind</i> (A biographical narrative about Albert Einstein)</p> <p>Listen to the text from the NCERT audio book</p> <p>https://ciet.nic.in/pages.php?id=beehive&ln=en</p> <p>Use QR code reader from mobile.</p>  <p>http://ncert.nic.in/textbook/textbook.htm?iebe1=4-11</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en</p>	<p>WEEK 6 (LAST/ONE DAY)</p> <p>Doing a Project work</p> <p>Learners do the project work given in the textbook and in the Workbook . Or else teacher along with learners may design project work for learners (doing from home)</p> <p>WEEK 7</p> <p>Learners learn to appreciate and interpret ideas and language of the poem. (We need not teach other language aspect through a poem. Poetry is for enjoyment.)</p> <p>Do the tasks from the Workbook</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</p> <p>WEEK 8</p> <p>Competency/Skill—Listening and reading</p> <ul style="list-style-type: none"> Teachers inform the learners about the website and the lesson to be learnt. Teacher may give special instruction — what is expected of them. For example, 'listen to the audio text and then read the same text on your own. <p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner / the curriculum:</p> <ul style="list-style-type: none"> Attempt and answer the reading comprehension questions given at the end of text.
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<p>scanning, predicting, previewing, reviewing, inferring.</p> <ul style="list-style-type: none"> reads silently with comprehension, interprets layers of meaning. connects with the ideas and concept of other subjects -Science and Mathematics – the Einstein’s theory and it use to promote Language Across the Curriculum (LAC) 	<p>(Energised flipped Books)</p> <p>Reading</p> <p>Having listened to the biographical narrative / 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>NCERT textbooks are divided into sections followed by oral comprehension check.</p> <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</p> <p>Use above sources for doing the post reading tasks from the textbook and also decode the QR coded (additional) tasks.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</p>  <p>Competency/Skill-Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner/ the curriculum.</p>	<ul style="list-style-type: none"> Create a sub-text by summarizing the text Write or tell the whole story / text in your language to parents or sibling. Make a visual description of the story. <p>Post Reading activity reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions I.</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11</p>
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<p>The learner</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. 	<ul style="list-style-type: none"> Attempt and answer the reading comprehension questions given at the end of text. Create a sub-text by summarizing the text Write or tell the whole story / text in your language to parents or sibling. Make a visual description of the story. <p>Post Reading Activity</p> <p>Reading comprehension</p> <p>Revisit/re-read the text and answer the comprehension question given at the end of the text.</p> <p>Do the QR coded tasks from NCERT textbook and the workbook, Words and Expressions I.</p> <p>Moving Beyond Text</p> <p>Connect with subjects like, Science and Mathematics with the support of the subject teachers and design activities for Language Across the Curriculum.</p> <p>Lesson 4: Truly Beautiful Mind (A biographical narrative about Albert Einstein)</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>https://epathshala.nic.in//process.php?id=students&type=eTextbooks&ln=en</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11 (Workbook)</p>	<p>WEEK 9</p> <p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used/read in the lesson)</p> <p>Words and phrases from the text read.</p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> Learning to use the words and categorise into groups and make a word web or mind map of the words. One word which can substitute a clause. Create a dictionary of words you come across in the text. Find the meaning of words and write them down in their notebook.
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<p>The learner</p> <ul style="list-style-type: none"> uses grammar items (Participle phrases) in context such as reporting verbs, passive and tense, time and tense etc. writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme 	 <p>Vocabulary</p> <p>Post Reading activity</p> <p>Vocabulary learning</p> <p>Let learners consult the dictionary online or offline to find the meaning of words / phrases that they find it new in the passage they read.</p> <p>Lesson 4: Truly Beautiful Mind (A biographical narrative about Albert Einstein)</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>Grammar</p> <p>Notifies the grammar item in the text from the given exercises under grammar part of the textbook.</p> <p>https://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en (Text book)</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewe1=4-11 (Workbook)</p> <p>https://www.youtube.com/user/kankoduthavanithan</p> <p>https://www.youtube.com/watch?v=MhMKKdWftwk&t=4s</p> <p>Lot of resources available on this, like,</p> <p>Any Newspaper report</p> <p>Use Newspaper as a resource</p>	<ul style="list-style-type: none"> Try to make sentences using the words. Do the activities and task in the work book for Class X, Words and Expressions I. <p>WEEK 10</p> <p>Grammar Item in Context</p> <p>Use of Participle Phrases in context from the textbook as well as the workbook, Words and Expressions 1.</p> <p>Teacher gives additional activities/tasks to help learner understand and use the reported speech aspect on their own.</p> <p>WEEK 11</p> <p>Writing</p> <p>Writing a Newspaper Report</p> <p>Teacher may give additional report writing tasks to make them learn to write.</p> <p>Let learner understand the process of writing by writing. (Adopting the strategy of 'learning to do by doing things.')</p> <p>The whole week can be spent in enabling learners to write.</p>
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<p>The learner</p> <ul style="list-style-type: none"> • uses appropriate punctuation marks and correct spelling of words while taking down dictation. • takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises. 	<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: 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: Write the final draft now.</p> <p>For the teacher</p> <p>Dictation is not just memory exercises where learners are given some words the day before and asked to write the day after. There are many ways Dictation that can be used to engage learners. Here are some ways.</p> <ul style="list-style-type: none"> • Can be used as an interactive activity • Can be considered a good learning technique to improve students' proficiency 	<p>Integrated Language Practice</p> <p>Dictation</p> <p>Design tasks for dictation in many ways as suggested in the previous column.</p> <p>Teachers may use texts from Science, social Science textbooks for various types of dictation.</p>
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- edits passages with appropriate punctuation marks, grammar and correct spelling.

Jig-saw dictation

Children listen to a short text read by teacher and write down chunks of the text in the form of phrases or short sentences (understanding and listening to the gist of the text)

Partial dictation

Children work in pairs. A text is divided in half. Two of them work out the whole text. (reading, speaking, listening & writing task)

Running Dictation

Children work in groups (four/five). One child is responsible for writing the text while the other member takes turns to read out the text sentence by sentence.

This enables children to work together. All the skills (LSRW) involved.

Grammar Dictation

Children work in groups

They listen to a short text read by the teacher at a normal speed and jot down some important words.

They pool their resources, discuss and work to compose a text nearest to the original text possible. (listening, speaking, writing skills and children do it together)

Composition Dictation

Group work (four / five). Children listen to a text read by the teacher at normal speed and jot down familiar words as they listen. They use their limited number of isolated words or fragments



	<p>of sentences to reconstruct their version. Text need not be the same as original text. Let children discuss, compare, seek help from peer and edit their texts before the final submission.</p> <p>(Source: Davis & Rinvolucr 1988, Wajnryb 1992 and many others)</p> <p>Use dictation as a learning technique to engage learners with language, not as a testing device.</p>	
<p>The learner</p> <ul style="list-style-type: none"> interprets theme, ideas and events of the poem appreciates literary language / poetry reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring, and summarising. reads silently with comprehension and interprets layers of meaning. 	<p>Poem: <i>The Lake Isle of Innisfree</i> by W.B. Yeats</p> <p>Use the audio book to enable learners to listen to the poem many times.</p> <p>https://ciet.nic.in/pages.php?id=bee_hive&ln=en</p> <p>Supplementary Reader (Extensive Reading)</p> <p>Audio book</p> <p>https://ciet.nic.in/pages.php?id=moments&ln=en</p> <p>PDF version with QR code</p> <p>http://ncert.nic.in/textbook/textbook.htm?iemol=1-10</p>	<p>WEEK 11 (CONTINUED)</p> <p>Learners learn to appreciate and interpret ideas and language of the poem. (We need not teach other language aspects through a poem. Poetry is for enjoyment.)</p> <p>Do the tasks from the Workbook</p> <p>http://ncert.nic.in/textbook/textbook.htm?iewel=4-11</p> <p>WEEK 12</p> <p>Lesson 1: The Lost Child by Mulk Raj Anand</p> <p>(A child goes to a fair with his parents. He is happy and excited and wants the sweets and toys displayed there. But his parents don't buy them for him. Why does he refuse when someone else offers them to him?)</p> <p>This is extensive reading and reading for pleasure.</p> <p>Teacher need not set tasks for detailed language activities. Learners be able to read, interpret and appreciate the story.</p> <p>Teacher enables learners to do tasks at the end of the text and few extrapolative tasks for appreciation and moving beyond the text.</p> <p>Teacher may supply or use the suggested text given at the end of the lesson to read by learners.</p>



Points to be kept in view for language teaching-learning

- These guidelines enable 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 or unit in language learning based on textbook or based 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 us 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 do reading well 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 in any formal teaching-learning situation.

संस्कृतम्

अधिगम-प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> • विद्यार्थी सरल संस्कृत भाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति। • विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति। • प्रश्न-आश्चर्य-उत्साह-दुःख-विनम्रताऽऽदीन् भावान् संस्कृतभाषया वदति लिखति च। 	<p>एनसीईआरटी द्वारा अथवा राज्य द्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखनसामग्र्यः</p> <p>अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते।</p>	<p>सप्ताहः – पंचमः</p> <p>श्रवणसम्भाषणकौशले</p> <p>1. शिक्षणक्रमे शिक्षकः/शिक्षिका 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. इण्टरनेटमध्ये उपलब्धानि संस्कृततगीतानाम् 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 चित्राधारित-वर्णनञ्च करोति। 		<p>सप्ताहः – षष्ठः</p> <p>(पूर्वसप्ताहनाम्नातिविधिभिः सह)</p> <p>पठनलेखनकौशले</p> <p>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। य दिव्यगृहे आपणे मार्गे विद्यालये कार्यालये दिव्यस्थानेषु जीवन व्यवहारे सर्वथा स्वच्छतां पालयामः,</p> <p>वयंस्वस्थाःभवामः। स्वस्थ शरीरस्यमनसः च कृते स्वच्छता महत्त्वपूर्णस्थानं भजते। स्वस्थे च शरीरे स्वस्थमनःनिवसति, स्वस्थे चमनं सिवयंसत्कर्मणिप्रवृत्ताःभवामः।</p> <p>प्रश्नाः</p> <ol style="list-style-type: none"> जीवनेकाआवश्यकी? (एकपदेन) वयं कथं स्वस्थाः भवामः? (पूर्णवाक्येन) स्वस्थं मनः इत्यनयोः पदयोः किं विशेषणपदम्? अस्य अनुच्छेदस्य कृते समुचितम् शीर्षकं लिखत। <p>सप्ताहः –सप्तमः</p> <p>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।</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>सप्ताहः – अष्टमः</p> <p>शिक्षकः कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्।</p> <p>यथा – कोरोना-प्रतीकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p>
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- पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां सारांशं वक्तुं लिखितुं च समर्थः अस्ति।
- तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च।

- संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोगुणम् उच्चारयति।
- श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति।
- श्लोकान्वयं कर्तुं समर्थः अस्ति।
- तेषां भावार्थं प्रकटयति।

1. कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्।
यथा – छात्रशिक्षकयोः वार्तालापः, मित्र-संवादः इत्यादयः।
2. संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्।
3. कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।

सप्ताहः – नवमः

पठनलेखनश्रवणसम्भाषणकौशलानि कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।

शिक्षकेण आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं च। छात्राणाम् अवबोधं परीक्षितुं मध्येमध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।

पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः।

यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायकेन नायिकया वा यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा?

यथा -पाठस्यनाम – ‘स्वर्णकाकः’

प्रश्नः –

- (i) बालिकायाः स्वभावः कीदृशः आसीत्।
- (ii) स्वर्णकाक-पाठस्य प्रेष्यं सन्देशं लिखत।

सप्ताहः – दशमः

पठन लेखन श्रवण सम्भाषण व्याकरण कौशलानि

1. संस्कृत श्लोकानां गीतानां वा पाठनसमये शिक्षकः सस्वशरवाचनं कुर्यात्। अथवा ई-सामग्रीणाम् उपयोगम् कुर्यात्। यदा कदा व्यक्तिगतरूपेण समूहे वा अनुवाचनं कारयेत्। छात्राः स्खलनं कुर्वन्ति चेत् प्रेम्णा शनैः शनैः दोषाः अपसारणीयाः।
2. क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कुर्यात् कारतेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्येमध्ये प्रश्नाः अपि प्रष्टव्याः।



<ul style="list-style-type: none"> श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च। 		<p>3. संस्कृत साहित्ये समुपलब्ध - नैतिक - सामाजिक-मूल्यातन्वाधृत्य स्वकीयान् विचारान् प्रकटयितुं निर्दिशेत्।</p> <p>4. छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्।</p> <p>यथा - पाठस्य नाम – ‘सूक्तिमौक्तिकम्’</p> <p>गुणेष्वेव हि कर्तव्यः प्रयत्नः पुरुषैः सदा।</p> <p>गुणयुक्तो दरिद्रोऽपि नेश्वरैरगुणैः समः॥</p> <p>पदच्छेदः—गुणेषु + एव</p> <p>दरिद्रः + अपि</p> <p>न + ईश्वरैः + अगुणैः</p> <p>अन्वयः—पुरुषैः सदा हि गुणेषु एव प्रयत्नः कर्तव्यः। गुणयुक्तः दरिद्रः अपि अगुणैः ईश्वरैः समः न।</p> <p>भावार्थः—धनापेक्षया मानवीयगुणानाम् अधिकं महत्त्वं भवति।</p> <p>प्रश्नः—किमर्थं पुरुषैः गुणप्राप्तेः प्रयत्नः करणीयः।</p> <p>सप्ताहः—एकादशः</p> <p>पाठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ol style="list-style-type: none"> 1. नाटक-संवादादीन् पाठान् साभिनयं पाठयेत्। छात्राः अपि पात्रानुसारम् अभिनयं कुर्युः। सर्वेषां छात्राणां नाटकप्रस्तुतीकरणे सहभागिता भवेत्, तदर्थं तेषां पात्रसंख्यानुसारं समूहेषु विभजनं क्रियेत्। 2. पुस्तकादतिरिच्य सहायकसामग्रिरूपेण दृश्यसंश्रव्यसामग्र्यः प्रयोक्तव्याः। 3. छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्। 4. क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कारयेत्, सप्रसंगम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। <p>पाठस्य नाम –‘शिशुलालनम्’</p> <p>प्रश्नः—</p> <ol style="list-style-type: none"> (i) नाट्यांशोऽयं कस्मात् ग्रन्थात् स्वीकृतः? (ii) नाट्यांशोऽस्मिन् “निरनुक्रोश” इति पदं कस्मै प्रयुक्तम्?
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- कारक-विभक्ति-
उपपदविभक्तीः प्रयुज्य
शुद्धवाक्यानि रचयति।
- सन्धियुक्तपदानां
सार्थकविच्छेदं
विच्छेदयुक्तपदानां सन्धिं च
करोति।
- कृदन्तु-तद्धित-स्त्री-प्रत्ययान्
प्रयुज्य वाक्यानि रचयति।
- उपसर्गयुक्तपदानि वाक्येषु
व्यवहरति।
- पाठे प्रयुक्तानां
सामसिकपदानां विग्रहं
विगृहीतपदानां समस्तपदानि
च लिखन्ति।
- पाठ्यपुस्तकगत-पाठानां
स्रोतः रचनाकाराणां नामानि
च अभिव्यनक्ति।
- अर्थानुसारं वाच्यपरिवर्तनं
(कर्तृवाच्यम्, कर्मवाच्यम्
एवं भाववाच्यम्) करोति।
- समयवाचकप्रश्ने पृष्ठे सति
समुचितमुत्तरं यच्छति।
- उचितवाक्यान् प्रयोजयन्तः
वाक्यनिर्माणं करोति।

5. शिक्षकः सहायकसामग्रिरूपेण नाटकादि-
दृश्यसमग्रव्यासामग्रीं, भित्तिपत्रं, कक्षायां स्फोरकपत्रेषु
लिखितानि आर्षवाक्यानि, पाठाधारितानि
स्फोरकपत्राणि इत्यादीनि शिक्षणसमये प्रयोजयेत्
अभ्यासं च कारयेत्, तद्यथा -
- (i) भवान् कुत्र गच्छति?
 - (ii) पश्य भो! कियान् विशालवृक्षः!
 - (iii) अहो! कियत् मनोहरं दृश्यम्!
 - (iv) वयं निश्चयेन पर्वतारोहणं करिष्यामः।
 - (v) अहा महत् कष्टम्, किमिदं घोरम् आपतितम्?
 - (vi) मित्र! कृपया मम साहाय्यं करोतु।
 - (vii) मह्यं दिनत्रयस्य अवकाशं प्रदाय अनुगृह्णातु।
 - (viii) धन्यवादः।
 - (ix) अनुगृहीतोऽस्मि।

सप्ताहः -द्वादशः

पठनलेखनश्रवणसम्भाषण व्याकरणकौशलैः सह व्याकरणाभ्यासः

1. व्याकरणनियमानां स्वतन्त्रतया पाठनं न करणीयम्। गद्य-
पद्य-नाटकादिषु आगतानां व्याकरणबिन्दूनां बोधः
कार्यः। तत्रैव समानैः उदाहरणैः अभ्यासं कारयित्वा छात्रैः
विविधप्रयोगान् कर्तुं निर्दिशेत्। कण्ठस्थीकरणापेक्षया
अवबोधनोपरि बलं दातव्यम्। समधिकैः उदाहरणैः छात्राः
स्वयं वाक्यसंरचनाकौशलं प्राप्नुवन्तु इत्येवं लक्ष्यं स्यात्।
2. समानप्रकृतिकैः अनेकैरुदाहरणैः कारकविभक्तीनाम्
उपपदविभक्तीनां च विशिष्टप्रयोगान् सूचयेत्। शिक्षणसमये
नैकान्युदाहरणानि प्रदातव्यानि येन छात्राः स्वयमेव शुद्धप्रयोगं
जानीयुः, तद्यथा -
सः गृहं प्रति गच्छति।
ग्रामं परितः वृक्षाः सन्ति।
विद्यालयम् उभयतः मार्गौ स्तः।
ग्रामं निकषा नदी वहति।
अहं मित्रेण सह गच्छामि।
पुत्री मात्रा सह क्रीडति।
सः मित्रेण सह आलपति।
बालकः जनकेन सह आपणं गच्छति।
कोलाहलेन अलम्।
बालकेभ्यः मोदकं रोचते।
शिक्षकः छात्राय पुस्तकं ददाति।
आचार्याय नमः।



<ul style="list-style-type: none"> विभक्ति-वचन-काल-लिंगानां बोधपूर्वकं प्रयोगं कुर्वन्ति। 		<p>3. पाठेप्रयुक्त-सन्धियुक्तपदानि अर्थपूर्णरीत्या पृथक् कर्तुं निर्दिशेत्। तत्र प्रथमं विभक्त्यन्त-पदानामेव विच्छेदः कार्यः। यथा – आगतोऽस्मि = आगतः + अस्मि एहोहि = एहि + एहि अशस्त्रः + अयम् = अशस्त्रोऽयम्।</p> <p>4. समासगत-सन्धिस्थलानां विच्छेदः अर्थस्पष्टीकरणार्थं कारयेत्, यथा – विद्यालयः = विद्या + आलयः सूर्योदयः = सूर्य + उदयः देवेन्द्रः = देव + इन्द्रः</p> <p>5. सन्धिनियमान् अवबुध्य छात्रः स्ववाक्यरचनासमये यत्र यत्र सन्धिनियमस्य अवसरः स्यात् तत्र तत्र स्वयं सन्धिं कुर्यात्। बालकोऽयं चतुरः। यद्यपि सः मेधावी तथापि परिश्रमं न करोति।</p> <p>6. पाठेषुप्रयुक्तानांप्रत्यययुक्तपदानां विभागं कर्तुं छात्रान् निर्दिशेत्। तादृशान् अन्यप्रयोगान् च अन्वेष्टुं प्रयोक्तुं च मार्गदर्शनं कुर्यात्। यथा - कृदन्ताः - अहंग्रामंगन्तुमुद्यतः। माताफलानि आदाय मातुलं गृहं याति। गच्छन् पिपीलीको यातियोजनां शतान्यपि। हियमाणां सीतां जटायुः अपश्यत्। कालस्य कुटिलागतिः। बालकः पठित्वा गृहं गच्छति। तद्धितान्ताः - संस्कृतमयं वातावरणं निर्मामः। बुद्धिमान्सर्वत्र पूज्यते। विद्वत्त्वं च नृपत्वं च नैव तुल्ये कदाचन। गुणिनः जनाः सर्वत्र आद्रियन्ते। लघुतमामञ्जूषाम् आदाय बालिका निरगच्छत्। भीम-दुर्योधनयोः भीमः बलवत्तरः। स्त्री-प्रत्ययान्ताः - निर्धनावृद्धान्यवसत्। आरम्भगुर्वीक्षयिणी क्रमेण लघ्वीपुनावृद्धिमती च पश्चात्।</p> <p>7. पाठेषुप्रयुक्तानां उपसर्गयुक्त पदानां धातूपसर्गयोः मेलनेन कथं धात्वर्थपरिवर्तनं भवतीति छात्रान् निर्दिशेत्। तादृशान् अन्य प्रयोगान् च अन्वेष्टुं प्रयोक्तुं च मार्गदर्शनं कुर्यात्। यथा - बालिका विद्यालयं गच्छति।</p>
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		<p>बालकःविद्यालयतःगृहम्आगच्छति। सर्पःबिलातुर्निर्गच्छति। सःविदेशात्प्रत्यागच्छति। सःउद्यानेविहरति। आरक्षकःअपराधिनंप्रहरति।</p> <p>8. पाठेषु आगतानां समस्तपदानामर्थम् अवबोध्य समानप्रकृतिकैः अनेकैश्च उदाहरणैः समासः शिक्षणीयः। समासगतानां समस्तपदानां विग्रहं प्रदर्श्य समासं विग्रहं च शिक्षयेत्। यथा –विद्याधरपतिः वसतिः स्म। (विद्याधराणां पतिः) तस्य गृहोद्याने कल्पतरुः आसीत्। (गृहस्य उद्याने) पितरौ/माता-पितरौ नगरं गच्छतः। (माता च पिता च) पञ्चवट्यां सीता दीर्घकालम् न्यवसत्। (पञ्चानां वटानां समाहरः)</p> <p>9. शिक्षकः पाठस्य अभिमुखीकरणसमये स्रोतोग्रन्थस्य विषये तस्य लेखकस्य च विषये तथ्यानि संकलय्य वर्णनं कुर्यात्। यथा –जननी तुल्यवत्सला (महाभारतम्) प्राणेश्वरः प्रियः सुहृत् (स्रोतः –मुद्रारक्षसम्, लेखकः – विशाखदत्तः) शुचिपर्यावरणम् (ग्रन्थः –लसल्लतिका, रचनाकारः – हरिदत्तः शर्मा)</p> <p>10. शिक्षकः एकमेव वाक्यं द्वित्रैः प्रकारैः वदेत्। तदनुगुणं च अभ्यासं कारयेत्। तद्यथा – बालकः पुस्तकं पठति। बालकेन पुस्तकं पठ्यते। मोनिका लेखं लिखति। राधया लेखः लिख्यते। बालिका गीतां पठति। बालिकया गीता पठ्यते।</p> <p>11. शिक्षकः कालवाचकपदानां शिक्षणसमये एक तः द्वादशसंख्या पर्यन्तं पुनः स्मारयित्वा उदाहरणमाध्यमेन सपाद-सार्द्ध- पादोनादीनां शिक्षणं कारयेत्। तद्यथा– अधुना कः समयः? दशवादनम्। भवान् कति वादने विद्यालयं आगच्छति? अहं सार्द्ध-सप्तवादने विद्यालयं आगच्छामि। पादोन-अष्टवादने वयं विद्यालय-प्रांगणे एकत्रिताः भवामः। सपाद-अष्टवादने कक्षा आरभ्यते।</p> <p>12. पाठेषु प्रयुक्तानां प्रमुख-अव्ययानामर्थविवोधं कुर्यात्। छात्राः यथा वाक्येषु तेषां प्रयोगं कुर्युः तदनुगुणं अभ्यासं कारयेत्। तद्यथा –</p>
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		<p>अहं नूनं संस्कृतसम्भाषणं करिष्यामि। भवान् कुतः भयात् पलायितः? तव पुनः तत्र गतस्य सा सम्मुखम् अपि ईक्षते यदि, तर्हि त्वया अहं हन्तव्यः इति।</p> <p>13. शिक्षकः बहूनि उदाहरणानि दत्त्वा विभक्ति-वचन-काल- लिंगानि अवबोधयेत्। यथा – बालकः पुस्तकालयात् पुस्तकं स्वीकरोति। वयं लेखन्या लिखामः। सः वृक्षात् फलानि चिनोते। सा नद्याः तीरे भ्रमति। माता शिशुं लालयति। अहं ह्यः ग्रामम् अगच्छम्। पिता श्वः विदेशं गमिष्यति।</p>
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Urdu

ہفتہ وار مجوزہ سرگرمیاں (Week-wise Activities / Pedagogy)	ماخذ (Sources)	آموزشی ماحصل (Learning Outcomes)
<p>ہفتہ 1 - موضوع - افسانہ پڑھنا اور گفتگو کرنا 1- آپ پچھلی جماعتوں میں بہت سی کہانیاں پڑھ چکے ہیں۔ بہت سی کہانیاں آپ کی پچھلی جماعتوں کی درسی کتابوں میں بھی شامل ہیں۔ کسی ایک کہانی کا انتخاب کیجئے اور بتائیے کہ وہ کہانی آپ کو کیوں پسند ہے؟ 2- آپ جانتے ہیں کہ کہانی یا افسانہ ایسی صنف ہے جسے دنیا کی ہر زبان میں کم و بیش یکساں مقبولیت حاصل ہے۔ افسانے میں زندگی کے کسی خاص واقعے، تجربے یا پہلو کی عکاسی کی جاتی ہے یا کسی مخصوص نفسیاتی یا جذباتی صورت حال کو موضوع بنایا جاتا ہے۔ کسی بھی افسانے میں کہانی اور کردار بنیادی حیثیت رکھتے ہیں۔ اپنے گھر کے بڑوں سے گفتگو کیجئے کہ کہانی اور کردار کے علاوہ افسانے میں کون کون سے اہم اجزاء ہو سکتے ہیں۔ 3- دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے i. https://www.youtube.com/watch?v=QQAQSZJXL8s&list=PLnq_2d5Egqu5LRaBmkg8TAytiUxQGC2gn&index=8&t=0s ii. https://www.youtube.com/watch?v=Nw85dmxuWxc&list=PLUgLcpnv1Yiede7Z1tbStw5RKMyv_wszY&index=6 4- اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجئے۔ - کہانی کا موضوع - مختلف کردار - مرکزی کردار - وحدت تاثر - نقطہ عروج - زبان و بیان وغیرہ۔</p> <p>ہفتہ 2 - موضوع - افسانہ سننا اور پڑھنا 1- منشی پریم چند کا افسانہ ”جج اکبر“ اور صالحہ عابد حسین کا افسانہ ”مگر وہ ٹوٹ گئی“ دیے گئے لنک کی مدد سے آڈیو کو سنئے: http://ncert.nic.in/textbook/textbook.htm?iuna1=3-23</p>	<p>این سی ای آر ٹی / ریاست کی درسی کتب</p>	<ul style="list-style-type: none"> ادبی اصناف افسانہ، غزل اور مثنوی 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۔



[http://ncert.nic.in/textbook/textbook.](http://ncert.nic.in/textbook/textbook.htm?iuna1=4-23)

[htm?iuna1=4-23](http://ncert.nic.in/textbook/textbook.htm?iuna1=4-23)

- 2- ان افسانوں کو سننے کے بعد ان نکات پر غور کیجیے:
 - اس میں آغاز، وسط اور انجام کس نوعیت کے ہیں؟
 - پلاٹ کیسا ہے؟
 - کردار کیسے ہیں
 - زبان کیسی ہے؟
- 3- انھیں افسانوں یعنی ”جج اکبر“ اور ”مگر وہ ٹوٹ گئی“ کو دیے گئے لنک کی مدد سے پڑھیے:

i. [http://ncert.nic.in/textbook/textbook.](http://ncert.nic.in/textbook/textbook.htm?iuna1=3-23)

[htm?iuna1=3-23](http://ncert.nic.in/textbook/textbook.htm?iuna1=3-23)

ii. [http://ncert.nic.in/textbook/textbook.](http://ncert.nic.in/textbook/textbook.htm?iuna1=4-23)

[htm?iuna1=4-23](http://ncert.nic.in/textbook/textbook.htm?iuna1=4-23)

ہفتہ - 3

موضوع - افسانہ لکھنا

- 1- آپ ایک خاکہ تیار کیجیے کہ کہانی میں کون کون سے واقعات بیان کرنے ہیں اور ان کی ترتیب کیا ہوگی۔ خیال رکھیے کہ افسانے میں اختصار سے کام لینا ضروری ہے ورنہ پڑھنے اور سننے والے کی دلچسپی نہیں رہے گی۔
- 2- یہ بھی خیال رکھنا ہے کہ افسانے میں تمام اجزا کا ایک دوسرے کے ساتھ مربوط ہونا ضروری ہے۔
- 3- اب آپ اپنے افسانے یا کہانی کو کاغذ پر تحریر کیجیے۔ اسے ایک دو مرتبہ پڑھیے اور خامیوں کو درست کیجیے۔ اپنی کہانی کو اپنے گھر کے افراد کو سنائیے اور ان کے مشوروں کی روشنی میں مناسب تبدیلیاں کیجیے۔
- 4- آپ ای میل کے ذریعے اپنے افسانے یا کہانی کو اساتذہ کو بھی روانہ کر سکتے ہیں اور ان سے رہنمائی حاصل کر سکتے ہیں۔

ہفتہ - 4

موضوع - غزل پڑھنا اور لکھنا

- 1- اپنی پسند کے کسی شعر کو خوش خط لکھیے اور اپنے گھر کے افراد کو یہ بتائیے کہ آپ کو یہ شعر کیوں پسند ہے۔
- 2- آپ جانتے ہیں کہ غزل اردو شاعری کی خاص صنف ہے۔ اپنے گھر کے افراد سے یا فون پر اپنے استاد سے غزل کے بارے میں گفتگو کیجیے کہ غزل کے ہر شعر میں مکمل بات کہی جاتی ہے۔ تجربے کے بجائے تجربے سے پیدا ہونے والی داخلی کیفیت کا بیان ہوتا ہے اور یہ بیان مخصوص علامتوں کے ذریعے ہوتا ہے۔ اس میں وزن اور بحر کے علاوہ ردیف اور قافیے کو بھی برتا جاتا ہے۔ نیچے دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:

[https://www.youtube.com/](https://www.youtube.com/watch?v=ki8uwoweGJQ)

[watch?v=ki8uwoweGJQ](https://www.youtube.com/watch?v=ki8uwoweGJQ)



- 3- اب جس شعر کو آپ نے پسند کیا ہے اس کی پوری غزل کو پڑھیے۔ مشق کے طور پر آپ اس غزل کو تنہائی میں بہ آواز بلند پڑھیے۔ ممکن ہو تو ترنم کے ساتھ گائیے۔
- 4- غزل کے ہر شعر کا مفہوم اپنے گھر کے افراد کو اپنی زبان میں بتائیے۔ اس گفتگو کو جاری رکھتے ہوئے ان سے بھی اشعار کے الگ الگ مفہوم بتانے کے لیے کیے۔
- 5- ان کے الگ الگ مفہوم کے بارے میں ان سے گفتگو کیجیے ساتھ ہی اشعار کے معنوی اور فنی پہلوؤں پر بات چیت کیجیے۔

ہفتہ - 5

موضوع - غزل پڑھنا اور لکھنا
1- دیے گئے لنک کی مدد سے آڈیو کو سنیے:

- i. https://www.youtube.com/watch?v=MQ68X6wbpf&list=PLUGLcpnv1YieKa8FJuK41LogU3j_WxUy3&index=18&t=0s
- ii. https://www.youtube.com/watch?v=bHkU2HM2ivo&list=PLUGLcpnv1YieKa8FJuK41LogU3j_WxUy3&index=16

- 2- ان غزلوں کو سننے کے بعد ان نکات پر غور کیجیے:
- ان غزلوں کی ردیف کیا ہیں؟
 - قافیے کے الفاظ کون کون سے ہیں؟
 - مطلع اور مقطع کے اشعار کون سے ہیں؟
 - غزل کا سب سے اچھا شعر کون سا ہے؟
- 3- انہیں غزلوں کو دیے گئے لنک کی مدد سے پڑھیے:

- i. <http://ncert.nic.in/textbook/textbook.htm?iuna1=10-23>
- ii. <http://ncert.nic.in/textbook/textbook.htm?iuna1=11-23>

ہفتہ - 6

موضوع - غزل کہنے کی کوشش

- 1- اپنی پسندیدہ غزل کو پڑھیے۔ یہ آپ کی درسی کتب میں بھی شامل ہو سکتی ہیں یا کسی رسالے یا اخبار میں۔
- 2- اس غزل کو کئی مرتبہ دہرائیں۔ انٹرنیٹ پر اس غزل کی آڈیو یا ویڈیو ریکارڈنگ تلاش کیجیے اور سنیے یا دیکھیے۔
- 3- آپ کو اس کی بحر اور وزن کا اندازہ ہو گیا ہوگا۔ غزل کے قافیہ، ردیف، مطلع، مقطع سے بھی واقف ہو گئے ہوں گے۔
- 4- اب آپ اسی نوعیت کے کچھ الگ الگ مصرعے لکھنے کی کوشش کیجیے۔ یہ مت سوچئے کہ یہ مصرعے کتنے بے معنی یا بے وزن ہیں۔ بس یہ خیال رکھیے یہ مصرعے بے معنی ہیں اور ایک دوسرے کے بغیر ادھورے بھی ہیں۔ اس طرح کم سے کم دس مصرعے لکھیے۔



- 5- ان مصرعوں پر دوبارہ غور کیجئے۔ اب دیکھیے کہ یہ پانچ اشعار قافیہ اور ردیف کے لحاظ سے مناسب ہیں اور ان میں ایک تعلق بھی ہے۔ اس طرح آپ کی غزل پوری ہوگئی۔
- 6- اپنی اس غزل کو اپنے گھر کے افراد کو سنائیے یا فون پر اپنی استانی/اپنے استاد کو سنائیے اور ان سے مشورہ کیجئے۔

ہفتہ 7 -

موضوع: مثنوی کے بارے میں بات چیت کرنا

- 1- دل پر گزری ہوئی کیفیت سب سے زیادہ شاعری میں بیان ہوتی ہے اور شاعری میں بھی غزل میں یہ بیان سب سے زیادہ اثر دار ہوتا ہے۔ اس کے بعد نظم کی باری آتی ہے۔ غزل تو اپنی بات فقط دو مصرعوں یعنی ایک شعر ہی میں کہہ دیتی ہے نظم اور مثنوی میں اس کا بیان زیادہ تفصیلی ہوتا ہے۔

- 2- مثنوی تمام اصناف میں سب سے زیادہ وسیع صنف ہے جس میں ہر قسم کے خیالات، واقعے، قصے، داستانیں بیان کی جاسکتی ہیں۔ ادبی اصطلاح میں مثنوی مسلسل اشعار کے اس مجموعے کو کہتے ہیں جس میں ہر شعر کے دونوں مصرعے ہم قافیہ ہوتے ہیں۔ یہ عام طور پر چھوٹی بحر میں لکھی جاتی ہے اور اس میں اشعار کی تعداد مقرر نہیں ہے۔

- 2- نیچے دیے گئے لنک کی مدد سے مثنوی کے اس حصے کو پڑھیے:

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

- 3- غور کیجئے کہ یہ مثنوی جس کا نام سحر البیان ہے، تقریباً دو سو سال پہلے لکھی گئی تھی۔ یہ مثنوی بہت طویل ہے۔ یہاں یہ اس مثنوی کا ایک اقتباس پیش کیا گیا ہے جس میں شہزادے کے غائب ہونے کے بعد محل کے اندر جو آہ و فغاں کا طوفان اٹھا اس کی عکاسی بہت پُر اثر انداز میں کی گئی ہے۔ انٹرنیٹ پر دستیاب مثنوی سحر البیان تلاش کیجئے اور پوری مثنوی کو پڑھیے۔

- 4- اپنے استاد یا گھر کے افراد کے ساتھ مثنوی کے درج ذیل اجزائے ترکیبی کے بارے میں گفتگو کیجئے:

- حمد و مناجات

- نعت

- منقبت

- حاکم وقت کی مدح

- اپنی شاعری کی تعریف

- مثنوی لکھنے کا سبب

- قصہ یا واقعہ

- خاتمہ

آپ انٹرنیٹ سے بھی مثنوی کے اجزائے ترکیبی کے بارے میں معلومات حاصل کر سکتے ہیں۔



ہفتہ - 8

موضوع: مثنوی سننا اور گفتگو کرنا
1- سبق میں شامل مثنوی کے ایک حصے کو دیے گئے آڈیو لنک کی مدد سے سنیے:

https://www.youtube.com/watch?v=C9wAkdBiY5o&list=PLUGLcpnv1YieKa8FJuK41LogU3j_WxUy3&index=5&t=0s

- مثنوی کو سننے کے بعد یقیناً آپ کو لطف آیا ہوگا۔
- 2- اپنے استاد یا گھر کے افراد کے ساتھ ان نکات پر گفتگو کیجیے:
 - ایک خیال کو کس طرح براہ راست بیان کرنے کے بجائے چھوٹے سے قصہ کی شکل میں بیان کیا گیا ہے۔
 - بیان اور گفتگو دونوں کے لیے بول چال کے چھوٹے چھوٹے جملے مصرعوں کی شکل میں کس طرح نظم کیے گئے ہیں۔
 - کیوں بول چال سے قریب ہونے کی وجہ سے مثنوی میں کسی قدر مٹھاس اور دلچسپی پیدا ہوگئی ہے۔
 - سادگی اور بول چال کی مٹھاس کو قائم رکھتے ہوئے شاعر نے کس طرح اس کی شعریت برقرار رکھی ہے۔
 - 3- غور کیجیے کہ مثنوی کے اس حصے کی کہانی اگرچہ بالکل خیالی ہے لیکن اس کے واقعات اور کردار جیتے جاگتے اور ہماری دنیا کے باسی معلوم ہوتے ہیں۔



Social Science

Social Science as a subject at the Secondary Stage comprises the components of History, Geography, Political Science and Economics. Therefore, while preparing the eight-week calendar in Social Science, these components have been divided into 4 + 4 (total 8 weeks for Social Science and 2 weeks for each component). Accordingly, a two weeks calendar for History has been planned for each of Class IX and Class X

(a) History

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</i>						
<p>The learner</p> <ul style="list-style-type: none"> identifies reasons for participation of different sections of society in the February Revolution of 1917 classifies and compares relevant information data/events pertaining to the February and October Revolution explains the impact of significant events such as the February Revolution and October revolution constructs views or arguments on reading primary sources constructs a timeline in order to grasp the pattern of events and not just a mechanical listing of events. 	<p>Textbook: India and the Contemporary World I</p> <p>Textbook in History for Class IX</p> <p>Theme</p> <p>Socialism in Europe and the Russian Revolution</p> <p>QR Code mapped E Content in “Rise of Socialism in Europe and the Russian Revolution” (Class IX textbook)</p> <p><i>Dictionary of History for Schools (Trilingual)</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p>	<p>Chapter Revision</p> <p>In the previous calendar we have learned about the Significance of powerful ideas generated during the French Revolution and their spread to Europe; Differing views of Political Traditions ; Socio-Economic and Political factors that led to the outbreak of the Revolution ; Impact of World War I .</p> <p>WEEK 5</p> <p>The focus will be on events leading to the February Revolution of 1917 and the end of monarchy; the October Revolution of 1917 and the changes brought about by the Bolsheviks immediately after October 1917.</p> <p>Activity 1: Preparing a table of classification of factors</p> <p>Teacher may recapitulate with students on the factors which led to the outbreak of the Revolution (which was done in the previous weeks). Students may be given some time to read Section 3 on the February Revolution (p. 35-36) followed by discussion. They may analyse the reasons why different sections of society participated in the protests leading to the February Revolution.</p> <p>After reading students may place relevant information / analysis in the columns placed below.</p> <table border="1"> <tr> <td>Factory Worker</td><td>Women</td><td>Soldier</td></tr> <tr> <td></td><td></td><td></td></tr> </table>	Factory Worker	Women	Soldier			
Factory Worker	Women	Soldier						



Activity 2: Reading and analysing Sources

Students may be asked to read Source A on p. 32 and Box 1 on p. 36. After reading both the sources students may be asked to write down their understanding of the following:

- What was the mood of the workers and what changes can you identify in their moods?
- How did women cope with both situations and what changes did they witness?

Activity 3: Question and Answer Session

This is a largely factual section of the lesson. A teacher can make students grapple with these facts through a question and answer session. Thus, the teacher can ask students the following straightforward questions to involve everyone in the class and write down the right answers.

Students may read Section 3.1 on p. 36-37. and then answer the following questions.

- What was the most significant impact of the February Revolution?
- What was the April Theses and what were the key demands?
- What changes did Russian society see in the aftermath of the February Revolution?
- What measures did the Provisional Government take to check the influence of the Bolsheviks?

Activity 4: Preparation of Comparative Chart on the February Revolution and October Revolution

The teacher may explain to students the factors that led to the October Revolution of 1917.

Students may then be asked to prepare 'comparative charts' in order to compare significant events/various factors that led to the February Revolution and October Revolution; and changes brought about after both the revolutions.



The chart may have two columns and each column may contain visuals/images, etc., contribution of leaders, women, etc.

Comparative Chart

	Factors/ Events/ Leaders/ People/ Women	Impact on Polity, Economy and Society
February Revolution of 1917		
October Revolution of 1917		

Activity 5: Write a letter to Lenin

Teacher may ask students to imagine themselves to be writers/artists. They may write a letter to Lenin explaining why they are disillusioned with the Bolsheviks and what were their expectations from Lenin.

Activity 6: Discussion on the Civil war

Teacher may ask students to read Sections 4 and 4.1 on pages 39-41 and then initiate a discussion on the following—

- What measures did the Bolsheviks take to do away with private property?
- Why were some sections of society disillusioned with the Bolsheviks?
- Who constituted the non-Bolsheviks and why did their leaders move to south Russia?
- What were the reasons that led to the Civil War?

WEEK 6

Activity 1: Project work

Students may be asked to prepare a project—



'Towards a Socialist Society in Russia'. Students may consult books, journals and relevant websites in consultation with parents/teachers.

The following aspects may be included in the project—

- Idea of Socialism and its spread to different parts of the world including Russia
- Political, social and economic conditions on the eve of the revolution
- Spread of Socialism and the role of Vladimir Lenin
- Factors that led to the 1905 Revolution, February Revolution and the October Revolution
- Participation of different sections of the society including women
- The Bolsheviks and their attempts to bring about a socialist society
- Timeline- Significant events/developments /dates

Activity 2: Making a Poster

Students may be asked to make a poster on any one of the following—

- Karl Marx
- Vladimir Lenin
- Stalin

The poster may highlight contributions, important written works, quotes, visuals/ cartoons, etc.

Activity 3: Analysing a Source

Dreams and Realities of a Soviet Childhood in 1933

Students may be asked to read Source C on p. 43. After reading the source, students may write down their views /understanding on the following—

- Why did the 13-year-old boy choose to write to the Soviet president?
- What hardships did the boy have to undergo?



- Do you think other children were facing similar hardships?
- Does the letter provide us a glimpse of living conditions of workers?

Activity 4: Creating a Timeline

Students may be asked to construct a timeline (1905-1918) highlighting key events leading to the Russian revolution and its aftermath. The timeline will act as an effective tool to help students to grasp the pattern of events and not just a mechanical list of events.



(b) Geography

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<p>The learner recognises and retrieves facts, figures and narrates processes, for example,</p> <ul style="list-style-type: none"> locates physical features on the map of India. recognises and describes different physical features <p>classifies and compares, for example,</p> <ul style="list-style-type: none"> classifies physical features in the surroundings and compare them with physical features of other places; <p>interprets, for example,</p> <ul style="list-style-type: none"> maps of physiography photographs 	<p>NCERT Textbook Contemporary India, Part 1</p> <p>http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</p> <p>Chapter 2: Physical Features of India</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Explore School Bhuvan:</p> <p>http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</p> <p><i>Trilingual Dictionary of Geography for Schools (Hindi-English-Urdu)</i></p> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 7</p> <p>Major Physiographic Divisions</p> <ul style="list-style-type: none"> Learner may read the introduction of the chapter and understand that our vast country has varied landform. They can observe the Fig.2.2 'Relief' to understand where they will find these different landforms. Learners may be encouraged to use School Bhuvan to understand the relief features of India. Compare the political map of India with relief map and identify the main states where these major physiographic divisions are found. <p>The Himalayan Mountains</p> <ul style="list-style-type: none"> Read about the Himalayan Mountains. Take help of Geography dictionary to understand various terms. <ul style="list-style-type: none"> Identify the highest peaks of the Himalayas on the map of India. Identify the Karakoram range and the K2 peak. Mark Purvanchal on the map of India Learners may be asked to write in their own words about— <ul style="list-style-type: none"> ✓ three parallel ranges of Himalayas in its longitudinal extent ✓ Duns and their examples ✓ Division of Himalayas on the basis of regions from west ✓ Purvanchal <p>The Northern Plains</p> <ul style="list-style-type: none"> Read about the northern plains. Take help of Geography dictionary to understand various terms.



- Identify the three major rivers, namely, the Indus, Ganga and Brahmaputra and with the help of atlas/school bhuvan/maps in the textbooks. Find out which are the states where these rivers flow in the plains.
- In your own words write about the four divisions of this region.

WEEK 8

The Peninsular Plateau

- Learner can read about the peninsular plateau in the textbook and take help of Geography dictionary to understand various terms.
- Identify the river Narmada and the broad divisions of the plateau and Chota Nagpur plateau on the map.
- Identify the extension of the plateau in the northeast and three prominent hill ranges from the west to the east.
- Compare western and eastern ghats.
- Write the main characteristics of the peninsular plateau in your own words.

The Indian Desert

- Read about the Indian desert. Take help of Geography dictionary to understand various terms.
- Identify the following on the map of India—
 - ✓ Aravali hill
 - ✓ Luni river
 - ✓ Jaisalmer

The Coastal Plains

- Learner can read about the coastal plains in the textbook and take help of Geography dictionary to understand various terms.
- Identify the major rivers in this region and their deltas on the map.
- Identify lake Chilka. Collect more information from various sources and write a note about it.
- Compare both coastal plains.



		<p>The Islands</p> <ul style="list-style-type: none"> • Learner may read about the islands in the textbook and take help of Geography dictionary to understand various terms. • Identify these islands on the map of India. • Compare these two island groups of India and write their major characteristics in your own words. <p>Own Region</p> <ul style="list-style-type: none"> • Your home falls under which physiographic division? Write the characteristics of your region in your own words. • Compare your physiographic region with any other region of the country. You can prepare a drawing/write a poem or prepare a write up. <p><i>Note: You may collect information/pictures about these physiographic divisions from various other sources like books, magazines, internet, and from elders at home and broaden your understanding. Prepare a scrap book and share with your friends when your school reopens.</i></p> <p><i>Do the activities and exercises given in the textbook.</i></p>
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(c) Political Science

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)
<p>The learner</p> <ul style="list-style-type: none"> explains the importance of Rights in a democratic form of government demonstrates different ways of highlighting Democratic Rights explains Amnesty International describes Bill of Right explains the role of National Human Right Commission 	<p>NCERT/STATE TEXTBOOKS</p> <p>Theme : Democratic Rights</p> <p>Sources</p> <p>Other state books</p> <p>News paper and Magazines</p> <p>Youtube</p> <p>Discussion on T.V/Radio</p> <p>Talk on the Swayam -Prabha Channel</p>	<p>WEEKS 9 AND 10</p> <ul style="list-style-type: none"> Write a short note on the importance of security, dignity and fair play in Democracy. Prepare a write-up for your Annual Magazine on: Rights comes with obligations to respect others. You may prepare a script on “The History of Women getting Voting Rights in India.” Prepare a chart on Fundamental Rights and explain each one of them. Prepare a write-up on “How can we secure Rights in Democracy”. Share the same with friends. Write a short note on Amnesty International. Prepare an essay on the National Human Right Commission Prepare a collage collecting different write-ups on National Human Right Commission.



(d) Economics

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise Suggested Activities (to be guided by Parents under the guidance of teacher)</i>
The learner <ul style="list-style-type: none"> may be exposed to the rural realities through the discussion on factors of production i.e to land, labour, physical capital and human capital visualises the village economy as a self organizing entity recognises the difference between farm as well as non-farm activities familiarises about different economic agents and their role in the village economy. gets exposure to the different seeds grown in the field demonstrates inquisitiveness, enquiry and raises questions which can help to construct views, ideas and arguments 	<p>NCERT Economics Textbook</p> <p>Trilingual dictionary in economics is available on www.ncert.nic.in</p> <p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 11</p> <ul style="list-style-type: none"> Write or tell the story of a village economy in your language and share it with your parents or siblings. Learners can visualise and write paragraphs on several activities undertaken in the rural economy. Discuss through emails/WhatsApp the difference and similarity between farm and non-farm activities Questions can be raised on who are the cultivators, moneylenders, shopkeepers, rich farmers and so on. Parents can show the picture of wheat, rice, maize and some other seeds of basic commodities. A child with special needs can be asked to identify seeds of wheat, rice, rajma etc and discuss how are these cultivated in the field <p>Teachers can also encourage students to pose problems from the online textbooks and the e resources available on NROER.</p> <p>WEEK 12</p> <ul style="list-style-type: none"> Land is fixed in nature, but the population is increasing. How do we meet the ever-growing demand for food of the increasing population? Discuss the need for green revolution in your country. Role plays can be modelled to show the difference between the two situations i.e before and after the green revolution. Show on the map of India which states have benefitted (colour with green) or not benefitted from the green revolution (colour with blue). Debates can be organised on advantages and disadvantages of the green revolution.



CLASS X

Science

Learning Outcomes	Sources and Resources	Suggested Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> classifies metals and non-metals based on their physical and chemical properties plans and conducts experiments simple activities/ experiments to verify the conditions necessary for rusting/ corrosion of objects and also metals are good conductor of heat, etc. explains about metals as good conductors of heat whereas non-metals are not with some exceptions, extraction of metals from ores etc. draws labelled diagrams for set up of activities / experiments such as metals are good conductors of heat, and also flow charts for extraction of metals from ores. uses scientific conventions to represent symbols, formulae, and equations for balanced chemical equation and also physical states of substances identifies laboratory apparatus and materials appropriately. applies scientific concepts in daily life for preventing corrosion of copper, silver and iron articles. 	<p>Theme - Materials</p> <p>Chapter 3- Metals and Non-metals</p> <p>Content discussed in the textbook</p> <ul style="list-style-type: none"> Physical properties of metals and non-metals Chemical Properties metals and non-metals <ul style="list-style-type: none"> ✓ What happens when metals are burnt in air? ✓ What happens when metals react with water? ✓ What happens when metals react with acids? ✓ How do metals react with solutions of other metal salts? The reactivity series How do metals and non-metals react? Occurrence of metals Corrosion <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. 	<p>WEEK 5</p> <ul style="list-style-type: none"> ✓ Read the chapter <i>Metals and Non-metals</i> from your Textbook carefully. If you do not have hard copy of textbook, open the link and read from e-book http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en ✓ Open the given link https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58871312472d4a1fef810dbc ✓ Watch the video carefully; you can see many reactions taking place in the video. Pause the video after each reaction and do the following: <ul style="list-style-type: none"> Write the symbol and formulae for the metals, acids and salt solutions used in the video. Write the physical states for the substances used in the reactions. Translate each reaction into chemical equations and then balance them. ✓ Find out the locations of the deposits of metals such as, zinc, iron, aluminum, etc., in India and their uses by surfing net. Prepare it in the form of project report. You may also paste or draw pictures of metals and their uses. Share and discuss it with your friends through email or WhatsApp group. You can also share this project report with your classmates once your school will reopen. ✓ Open the given link https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b3dc76816b51c01da81ec29



<ul style="list-style-type: none"> • draws conclusion for various investigations, such as, metals are good conductors of heat. Necessary conditions for rusting etc. • exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately and honestly • communicates the findings and conclusions of the activities/ experiments/projects or any task orally and in written form effectively using appropriate figures, tables, graphs, and digital forms, etc. • makes efforts to conserve environment by doing activities/ experiments making judicious use of resources. 	<ul style="list-style-type: none"> ✓ Live telecast of various science concepts at Swayam Prabha Channel ✓ https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA ✓ ITPD package developed for teachers teaching at Secondary Stage ✓ http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf ✓ Laboratory Manual in Science for Class X ✓ http://ncert.nic.in/ncerts/1/jelm102.pdf ✓ Exemplar Problems in Science for Class X • Chapter on Metals and Non- Metals • http://ncert.nic.in/ncerts/1/jeep103.pdf <p>Link to find out the Answers to the Questions http://ncert.nic.in/ncerts/1/jeep1an.pdf</p>	<ul style="list-style-type: none"> ✓ This is an Interactive Quiz based on the properties of metals and non-metals. Learn more and have fun. ✓ Develop a crossword puzzle based on Metals and Non-metals. Share it with your friends on WhatsApp Group or email. Each one of you may note down the time to complete this crossword puzzle. Discuss the key and clear your doubts. ✓ Time to relax! <p>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. Have a balanced diet. This you should follow even when your schools will reopen.</p> <h3>WEEK 6</h3> <ul style="list-style-type: none"> ✓ Try to perform this activity at home • Take three dry bottles and label them as A, D and C • Place clean iron nails/ or any iron objects and place these in each one of them. • Pour some water in bottle A and tightly screw its lid. • Pour boiled water in bottle B and tightly screw its lid • Pour boiled water in bottle C. Add one tablespoon of oil on it and tightly screw the bottle with its lid. Make sure that a layer of oil should float on water. <p>Caution: Be careful!</p> <p>Do not spill hot water on your hand. Perform these steps in the presence of some elderly person.</p> <ul style="list-style-type: none"> • Leave these bottles for a few days and record your observations on the following parameters: <ul style="list-style-type: none"> ✓ In which bottle(s) you found rusted iron nails/ iron objects and why?
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		<ul style="list-style-type: none"> ✓ What does this tell us about the conditions under which iron articles rust? ✓ State the ways by which you can prevent the rusting of iron nails/ iron objects. • Explore the young scientist in you. You can further investigate by dipping iron articles in various solutions, such as, juices, milk, salt solution etc. Plan and design your experiment/activity accordingly. Prepare the report like a scientist. • You can also draw diagram of this experimental setup • You can also click photographs or make video of the activity/ experiment and share it with your teacher and friends on WhatsApp Group. <p>(Remember we are not moving out of home due to COVID19.</p> <p>So, you are requested whatever material you have at home, try to do the activity / experiment accordingly).</p> <ul style="list-style-type: none"> ✓ Collect information and pictures about the field of metallurgy in ancient India by surfing the Internet. Compile it in the form of a report. Share it with your teacher and classmates on Google Group / WhatsApp Group / e-mail. With the help of your teacher you can also disseminate this report by publishing in your school magazine. ✓ Open this link. Learn and have fun. ✓ https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b3dc7f916b51c01d90b5ff4#; <p>This is an Interactive Quiz consisting of Multiple Choice Questions with answers on Reactivity and Extraction of Metals. You can do self- evaluation. If you still have any doubts, ask your teacher or friends.</p>
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WEEK 7

- ✓ Collect pictures and information related to the historical background of two rust resistant monuments built in India.
- ✓ Compile it in the form of report. Share information with your friends on the Group created by your teacher.
- ✓ Try to perform this activity at home.
- Take metallic spoon, plastic spoon and wooden spoon. If you do not have plastic or wooden spoon, you can take wooden broom stick, plastic stick/rod. Remember all the three objects should be of same length, width and thickness.
- Take a tumbler/container and pour hot water in it.

Caution: Ask some elderly person at home to pour hot water in the tumbler/container. Be careful! Do not touch the hot tumbler/ container with your hands.

- Now touch each one of the spoons / objects one-by- one and note down your observations after every two minutes.
- Which spoon/ object is the best conductor of heat and which one is not so good?

(Remember we are not moving out of home due to COVID19.

So, you are requested whatever material you have at home, try to do the activity / experiment accordingly).

- ✓ Find out the answer to these questions by surfing the Internet. Some answers to these questions you can also find inside your home only.
- Which metals and non-metals are used in your home and for which purpose? Write in detail.
- Which metal is present in chlorophyll?
- Which metal is found in human blood?



- Which non-metals are usually used in day-to-day life?

Share and discuss it with your friends through email or WhatsApp group. Compile it in the form of a report. You can also share this project report with your classmates once your school will reopen.

WEEK 8

- ✓ Develop a game using cards (you can make them from thick sheets of paper). Write information about some important metals and non-metals such as name of the metals/non-metals, their symbol, their atomic number, physical properties, chemical properties and uses on different cards. Pick up one card having name of the metal. Now look for the card showing its symbol. Similarly pick up the card showing its atomic number, its physical or chemical properties and uses. You can play this game with your parents or siblings.

You can make video of this game and share with your friends. You can also play the developed game with your classmates when your schools reopen.

- ✓ Solve all the questions given at the back of your textbook in your notebook. If you have any doubts, ask your teacher or friends. You can also get them evaluated by your teacher through email or show her/him when your school will reopen.
- ✓ Develop a flow chart of steps involved in the extraction of metals from ore on a chart paper. Share photographs with your friends on WhatsApp group. You can also paste this flow chart in your class when your school will reopen.
- ✓ Open this link and try to solve the questions in your notebook
- ✓ <http://ncert.nic.in/ncerts/l/jeep103.pdf>



The learner

- relates processes and phenomena with causes and effects, such as, impact of human activities on the environment.
- explains processes and phenomena, such as, food chains, food webs, ozone layer depletion, etc.
- draws labelled diagrams, flow charts, concept maps, graphs, such as, ecosystem, waste management, etc.
- applies learning to hypothetical situations, such as, ecosystem without mosquitoes, ecosystem without human beings.
- analyses and interprets graphs and figures the increase in CFC and ozone layer depletion, etc.
- applies scientific concepts in daily life and solving problems, such as, reducing use of non-biodegradable products.

NCERT/State Textbook

Chapter: Our Environment

Link 1

Chapter 15: Our Environment

- <http://ncert.nic.in/textbook/textbook.htm?jesc1=15-16>

Link 2

Interactive resource with questions on components of ecosystem

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5c90ce7d16b51c01e4209ccb>

You can self-evaluate the answers by clicking on the given link

<http://ncert.nic.in/ncerts/l/jeep1an.pdf>

If you have any doubts, discuss with your friends and teacher on the group created by her/him.

Time to relax!

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. Have balanced diet. This you should follow even when your schools will reopen.

WEEK 9

Activity 1

- Students may read Section 15.1 (Link 1).

Activity 2

- Students may check Link 2 and learn more about ecosystem and check their understanding as well based on multiple choice questions provided at the end of the link.

Activity 3

- Students may write down the chain of events which could take place in the ecosystem if mosquitoes were wiped out from the face of the earth.

Note: Students may take the help of internet to find out the role of mosquitoes in the ecosystem.

Activity 4

- Students may write down the chain of events which could take place in the ecosystem in the absence of human beings.

Activity 5

- Students may prepare a chart of an ecosystem based on the theme “Me in the Ecosystem”.



	<p>NCERT/State Textbook</p> <p>Chapter: Our Environment</p> <p>Link 3</p> <p>A slide about ozone hole</p> <ul style="list-style-type: none"> • https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5a9e56ec16b51cebb41cc50f <p>Link 4</p> <p>An article about ozone hole and CFC</p> <ul style="list-style-type: none"> • https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58da80b4472d4a2c0ef2d176 	<p>WEEK 10</p> <p>Activity 6</p> <ul style="list-style-type: none"> • Students may read Section 15.2 (Link 1). • They may also look up Links 3, 4 and 5 related to ozone layer. • Students may do Activity 15.4 provided in Link 1. <p>Activity 7</p> <ul style="list-style-type: none"> • Students may perform Activity 15.5 provided in Link 1. <p>Activity 8</p> <ul style="list-style-type: none"> • Students may find out the different kinds of waste generated in their homes. • They may calculate the amount of waste they produce in their homes. • They may trace the journey of the waste they generate and find out what finally happens with the waste. • They may come up with some ideas as to how they can reduce waste generation in their homes. • They may present their findings in appropriate format such as table, charts, diagrams, etc. <p>Activity 9</p> <ul style="list-style-type: none"> • Students may complete Activity 15.6 provided in Link 1. • They may record their findings in their scrapbook. <p>Activity 10</p> <ul style="list-style-type: none"> • Using internet and other sources, students may find out how long it may take for different kinds of plastics to degrade.
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The learner

- differentiates between convex and concave surfaces; between erect and inverted image based on, properties/ characteristics
- plans and conducts investigations/ experiments to arrive at and verify the facts/ phenomena related to reflection and refraction to seek answers to queries on their own
- draws labeled ray diagrams/ tables/ flow charts about the setup of the activities / experiments based on spherical mirrors, spherical lenses and glass slab
- measures physical quantities using appropriate apparatus such as focal length of spherical mirrors and spherical lenses, etc.
- uses scientific conventions/ symbols to represent various quantities /units, related to reflection, refraction, power of lenses, etc.
- relates processes and phenomena with causes/ effects, such as, bending of light when light passes from one medium to another medium, everyday life experiences related with reflection and refraction, etc.
- calculates using the data given, such as, object distance, image distance, focal length, refractive index of a material, magnification of spherical lenses, etc.

Chapter 10- Light

- Content of chapter 10 of Science Textbook (English version)

Link 1

(English version)

- <http://ncert.nic.in/textbook/textbook.htm?jesc1=10-16>
- Content of chapter 10 of Science Textbook

(Hindi version)

- <http://ncert.nic.in/textbook/textbook.htm?jhsc1=10-16>

Link 2

Experiments on reflection light using laser

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f92981fccb15fb2145f7>

Link 3

Sign convention for spherical mirrors shown with graphics

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5a9e57b916b51cebb41cc9c4>

Link 4

Numerical problems based on spherical mirrors

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5c795fab16b51cbe62be7b77>

Link 5

A quiz based on refraction of light

WEEKS 11 AND 12**Activity 1**

- Take a large shining spoon. Try to view your face in its curved surface.
- Do you get the image? Is it smaller or larger?
- Move the spoon slowly away from your face. Observe the image.
- How does it change?
- Reverse the spoon and repeat the Activity. How does the image look like now?
- Compare the characteristics of the image on the two surfaces.

Activity 2

- Draw the ray diagram for image formation by a concave mirror and convex mirror for different positions of the object. Compare your diagram with those given in Fig. 10.7 and Fig. 10.8.
- Describe the nature, position and relative size of the image formed in each case.
- Tabulate the results in a convenient format. and check your answers with Table 10.1 and Table 10.2

(Observe Links 2 and 3)

Activity 3

- Observe the image of a distant object, say a distant tree, in a plane mirror.
- Could you see a full-length image?
- Try with plane mirrors of different sizes. Did you see the entire object in the image?
- Can a concave mirror show full length image of the object? Discuss with a ray diagram.



<ul style="list-style-type: none"> explains processes and phenomena, such as, reflection and refraction, etc. Analyses and interprets data/graph/figure to draw conclusion regarding reflection and refraction from spherical mirrors and lenses, glass slabs, etc. Communicates the findings and conclusions effectively, such as those of experiment/ activity/ project orally and in written form using appropriate figures/ ray diagrams tables/ graphs/ digital form, etc. applies scientific concepts in daily life in solving problems, such as, numerical problems; why coin in a bowl disappears from sight at a certain position of observer and appears again on pouring water in the bowl, etc. exhibits values of honesty/ objectivity/ rational thinking while taking decisions, such as, records and reports experimental data honestly, etc. 	<ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b3dc8be16b51c01d82d9b1c <p>Link 6</p> <p>Experiments to demonstrate reflection and refraction of light</p> <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f8b581fccb15fb214089 <p>Link 7</p> <p>Simulation to show refraction of light</p> <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b4d7da316b51c01e2fe50f2 <p>Link 8</p> <p>Observe refraction</p> <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f90281fccb15fb214426 <p>Link 9</p> <p>Refractive disappearance</p> <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f8eb81fccb15fb214308 <p>Link 10</p> <p>Observe refraction-magical coin</p> <ul style="list-style-type: none"> https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f8bd81fccb15fb2140e2 	<p>Activity 4</p> <ul style="list-style-type: none"> Solve numerical problems and quiz questions given in Links 4 and 5. See Link 13. Perform experiments/ activity if feasible. Caution: Do not go out of the house. You can search and observe video of experiments. Experiments can be performed after opening of school. Solve problems given in Link 14. <p>Activity 5</p> <p>Observe Links 6 to 12.</p> <p>Activity 6</p> <ul style="list-style-type: none"> Place a coin at the bottom of a bucket filled with water. With your eye to a side above water, try to pick up the coin at once. Did you succeed in picking up the coin? Repeat the Activity. Why did you not succeed in doing it in one go? Ask your friends to do this. Compare your experience with theirs. <p>Activity 7</p> <ul style="list-style-type: none"> Place a large shallow bowl on a Table and put a coin in it. Move away slowly from the bowl. Stop when the coin just disappears from your sight. Ask a friend to pour water gently into the bowl without disturbing the coin. Keep looking for the coin from your position. Does the coin become visible again from your position? How could this happen? (Links 10 and 11)
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Link 11

Observe the coins

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f83e81fccb15fb213b50>

Link 12

Observe refraction-hiding fish

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f89281fccb15fb213eac>

Link 13

(English version)

Experiments based on the concepts of reflection and refraction given in Laboratory Manual

- <http://ncert.nic.in/ncerts/l/jelm104.pdf>

(Hindi version)

Experiments based on the concepts of reflection and refraction given in Laboratory Manual

- <http://ncert.nic.in/ncerts/l/jhlm105.pdf>

Link 14

Assessment-Exemplar Problems (English version)

- <http://ncert.nic.in/ncerts/l/jeep110.pdf>

Link 15

Assessment-Exemplar Problems (Hindi version)

- <http://ncert.nic.in/ncerts/l/jhep110.pdf>

Link 16

Enjoy the optical patterns

Activity 8

- Draw a thick straight line in ink, over a sheet of white paper placed on a Table.
- Place a glass slab over the line in such a way that one of its edges makes an angle with the line.
- Look at the portion of the line under the slab from the sides. What do you observe? Does the line under the glass slab appear to be bent at the edges?
- Next, place the glass slab such that it is normal to the line. What do you observe now? Does the part of the line under the glass slab appear bent?
- Look at the line from the top of the glass slab. Does the part of the line, beneath the slab, appear to be raised? Why does this happen?

Note- A glass tumbler with flat bottom can be used if glass slab is not available at home.



- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5699f8ce81fccb15fb214184>

Activity 9

Draw ray diagram to show nature, position and relative size of the image formed by a convex lens for various positions of the object and check with Table 10.4 and fig.10.16.

Activity 10

Draw ray diagram to show nature, position and relative size of the image formed by a concave lens for various positions of the object and check with Table 10.5 and Fig.10.17.

Activity 11

- See Link 13. Perform experiments/ activity if feasible.
- Solve problems given in Link 14.
- Observe Activity given in Link 15. Try to design some pattern of optical illusion



Mathematics

Learning Outcomes	Sources and Resources	Week-wise Suggested Activities (to be guided by teachers/parents)
The learner <ul style="list-style-type: none"> develops a relationship between algebraic and graphical methods of finding the zeroes of a polynomial. finds solutions of pairs of linear equations in two variables using graphical and different algebraic methods. demonstrates strategies of finding roots and determining the nature of roots of a quadratic equation. 	NCERT Mathematics Textbook for Class X Chapter 2 Polynomials Chapter 3 Pair of Linear Equations in two Variables Chapter 4 Quadratic Equations E-resources Chapter 2 Polynomials http://ncert.nic.in/textbook/textbook.htm?jemh1=2-15 https://nroer.gov.in/5645d28d81fccb60f166681d/file/58dd37ba472d4a03227bf8e0 Chapter 3 Pair of Linear Equations in two Variables http://ncert.nic.in/textbook/textbook.htm?jemh1=3-15 Chapter 4 Quadratic Equations http://ncert.nic.in/textbook/textbook.htm?jemh1=4-15 Books published by The Association of Mathematics Teachers of India (AMTI)	WEEK 5 <ul style="list-style-type: none"> A brief review of polynomials can be done by asking students to pick polynomials from a collection of algebraic expressions. This may be followed by asking students to classify given polynomials as linear, quadratic or cubic. They may be encouraged to form more such polynomials. A discussion about notation for representing a polynomial using different letters as variables, say $p(x)$, $q(y)$, $r(m)$ may follow. Students may be given different polynomials and asked to find values of those polynomials for different values of the variable. For e.g. if $p(t) = (2/3)t + 1$ then $p(t)$ may be found for $t=1, -2, 0$ etc. Students may choose their values, calculate and send to the teacher. Tasks of the following nature may be encouraged to be done by the students: Given a number say, $\sqrt{2}$, they should construct polynomials of different degrees and terms that will have $\sqrt{2}$ as a zero. For example $x^2 - 2$ or $x^2 - (\sqrt{2} + \sqrt{2})x + 4$ etc. Different such numbers may be taken. WEEK 6 <ul style="list-style-type: none"> Discussion about zero of polynomials may then follow. Students may be encouraged to form as many examples as possible using rational and irrational numbers as coefficients of terms in polynomials. Students may be sent different polynomials for sketching their graphs. They may be asked to observe which graphs cross the x-axis and which do not. For e.g., <i>graph of $x^2 - 1$ will cross at $x=1$ and $x=-1$, whereas that of $x^2 + 1$ will never cross the x-axis.</i> Students may be motivated to explore a relation between the zeros of a polynomial and crossing of x-axis of its graph followed by relation between the number of zeros, degree of the polynomial and the number of times crossing of the x-axis by its graph may be discussed. Many examples of polynomials of different degrees may be created by the students for this purpose.



WEEK 7

- The discussion may be supported by attempting exercises from the Class X NCERT textbook and Exemplar problem book, both available on the NCERT website.
- Students may be asked to observe the coefficients of polynomials whose zeros they have found earlier. They may be motivated to explore some relation between the zeros of the polynomial and the coefficients of the terms. The discussion may finally culminate in establishing relation between sum of zeros, product of zeros and the coefficients.
- The relation so established may be verified by creating new polynomials and solving them.
- The analogy of dividing two positive integers may be extended to division of two polynomials. The terms quotient, divisor, dividend, remainder may be discussed in the context of polynomials. For e.g. *when $2x^2 + 3x + 5$ is divided by $x + 1$, the quotient is $x + 1$, remainder is 4 divisor is $x + 1$ and dividend is $2x^2 + 3x + 5$.*

WEEK 8

- This discussion can lead to the concept of division algorithm for polynomials and its verification through lots of examples generated by students.
- Polynomials of different degrees and terms may be encouraged to be formed for verifying different related concepts. For e.g. $x^2 - 2x + 1$, $x^3 - 5$ etc.
- A recall of linear equations can be done. There are infinite solutions of these equations, many of them can be found.
- Students may be motivated to improvise the situations that generated a single linear equation in two variables to those that will generate two linear equations in two variables. For e.g., *in a situation, two friends donated an amount of Rs 9500 to PM's relief fund generates an equation $x + y = 9500$. A condition can be added further that- one of them donated Rs 1500 more than the other. To find the amounts donated by each, equations $x + y = 9500$ and $x - y = 1500$ must be formed.*
- More such situations be discussed and equations be formed. It may further be thought out whether a pair of such equations will give one or more solutions.



WEEK 9

- Students may be asked to plot graphs for the given pair of linear equations in two variables. Initially teachers may send these equations to the students, later students may be encouraged to do that. Students may send their observations about the nature of graph i.e., whether the lines representing the given equations intersect at a point or overlap each other or are parallel. This may lead to the discussion on the nature of solutions of these equations.
- The three algebraic methods of finding solutions may then be discussed one by one. After finding the solution students may be asked to verify it by substituting the values of the variables in the equations.
- Students may be encouraged to refer literature of other subject areas which she is learning and try to frame questions that may lead to formation of linear equations in two variables.

WEEK 10

- Given a pair of such equations, students may try to solve it using all the three methods, verify it graphically as well as by substituting the solutions obtained in the given equations. They may try to think how these three methods are linked to each other and which is more workable etc.
- To deepen their understanding students may continue with the learning activities using exercises given in Class X NCERT textbook, *Exemplar Problem Book*, *Laboratory Manual for Secondary Stage* and e-resources on NROER

WEEK 11

- Situations may be thought of that generate a quadratic equation. For e.g., *suppose a charity trust decides to build a prayer hall having a carpet area of 300 square metres with its length one metre more than twice its breadth. What should be the length and breadth of the hall?* Quadratic polynomials may be generated and may be put equal to zero to get a quadratic equation.
- Students may form equations that appear to be quadratic and exchange with their friends to verify whether they are quadratic or not. For e.g., equation $x(x + 1) + 8 = (x + 2)(x - 2)$ reduces to the form $x + 12 = 0$ which is not in the form $ax^2 + bx + c = 0$. Also students may create situations and exchange with their friends who in turn will form a quadratic equation for them.



- Teacher may encourage students to see through examples the analogy between the number of zeros of a quadratic polynomial and the number of solutions i.e. roots of a quadratic equation.
- Finding of roots of a quadratic equation by factoring it into linear factors may now be initiated.

WEEK 12

- The method of completing the squares to find the solution of a quadratic equation may now be discussed. Students may be encouraged to apply this method to a general form of a quadratic equation $ax^2+bx+c=0$ and a general formula for finding solution of a quadratic equation may be explored.
- The nature of roots of a quadratic equation may be discussed based on the quadratic formula.
- Teachers may guide students to convert equations convertible to quadratic equations and solve them.
- Use of Class X NCERT mathematics textbook and exemplar problem book be made to attempt innovative and thought provoking exercises. Students may generate more questions based on these and solve them to get a better insight in the concepts.



हिंदी

सीखने के प्रतिफल	स्रोत और संसाधन	सप्ताहवार सुझावात्मक गतिविधियाँ (अभिभावकों द्वारा अध्यापकों के सहयोग से संचालित)
<ul style="list-style-type: none"> लिखने की प्रक्रिया को समझकर अपने अनुभवों को स्वयं लिखते हैं। अपने परिवेशगत अनुभवों को समझते हुए भाषा का सृजनात्मक प्रयोग करते हैं। पाठ्यपुस्तकों में शामिल रचनाओं के अतिरिक्त कविता, कहानी, निबंध आदि पढ़ते-लिखते हैं। विभिन्न सामाजिक, प्राकृतिक मुद्दों/घटनाओं के प्रति अपनी प्रतिक्रिया को बोलकर/लिखकर व्यक्त करते हैं। 	<p>ICT का उपयोग करते हुए पाठ्यपुस्तक में दिए गए 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, QR-Code आदि पर उपलब्ध सामग्री देख सकते हैं। <p>www.ncert.nic.in, www.ciet.nic.in,, www.swayamprabha.gov.in https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBR5A</p> <p>एक उदाहरण—</p> <ul style="list-style-type: none"> ‘मैं क्यों लिखता हूँ?’— अज्ञेय एनसीईआरटी की कक्षा 10 की पूरक पाठ्यपुस्तक ‘कृतिका भाग 2’ में संकलित पाठ। <p>नोट—</p> <p>संदर्भ-विस्तार के कुछ बिंदु—</p> <ul style="list-style-type: none"> मैं क्यों लिखता हूँ? का उत्तर लिखकर ही जाना जा सकता है। लिखने का आंतरिक एवं बाहरी दबाव। आंतरिक दबाव-सच्ची बेचैनी है। बाहरी दबाव, जैसे— प्रकाशक-आर्थिक आवश्यकताएँ। अनुभव से अनुभूति तक जाना “अनुभव तो घटित होता है, पर अनुभूति संवेदना और कल्पना के सहारे उस सत्य को आत्मसात कर लेती है, जो वास्तव में कृतिकार के साथ घटित नहीं हुआ है।” 	<ul style="list-style-type: none"> यदि आप अपने शिक्षक/शिक्षिका से ICT के माध्यम से संपर्क में हैं तो इस संदर्भ में उनसे बातचीत करनी चाहिए। लिखने की प्रक्रिया, संदर्भ, अनुभवों, भाषा/शैली पर ICT माध्यमों से जुड़े अपने साथियों, अध्यापकों से बातचीत करें। परिवार में अपने अभिभावकों/बड़ों से भी पढ़ने-लिखने की प्रक्रिया पर बातचीत कर सकते हैं। लिखने की प्रक्रिया के महत्वपूर्ण बिंदुओं पर चिंतन-मनन करें। अपने अनुभवों को आपके द्वारा देखी और अनुभूत की गई दुनिया को अपनी भाषा में शब्दबद्ध करने (लिखने) का प्रयास करें। लिखने की प्रक्रिया एक लंबी और लगातार चलने वाली प्रक्रिया है, अतः धैर्य से अपनी अनुभूतियों को लिखने का प्रयास करें। पढ़ने-लिखने का ढंग/सामग्री कुछ भी हो सकते हैं, जैसे— कविता, कहानी, निबंध/लेख आदि। हम अपनी पसंद/मन के अनुकूल कुछ भी कविता, कहानी, लेख आदि लिख सकते हैं। सुझाई गई सहायक सामग्री के माध्यम से पहले हम स्वयं कहानी पढ़ने-सुनने, समझने का प्रयास करें। अपने साथियों, अध्यापकों से ICT के माध्यम से बातचीत करने का प्रयास करें कि वे इस कहानी और उसकी विषय-वस्तु के बारे में क्या कहते-सोचते हैं। इस कहानी के माध्यम से हम साहित्य की एक प्रमुख विधा- (कहानी) से परिचित होते हुए, ‘देशभक्ति’ को भी विविध संदर्भों में देख-समझ सकते हैं, जैसे— “चारों ओर से घिरे भू-भाग का नाम ही देश नहीं होता। देश बनता है उसमें रहने वाले सभी नागरिकों, नदियों, पहाड़ों, पेड़-पौधों, वनस्पतियों, पशु-पक्षियों से और इन सबसे प्रेम करने तथा इनकी समृद्धि के लिए प्रयास करने का नाम देशभक्ति है।” देश की भौगोलिक सीमाओं की रक्षा के साथ-साथ उपर्युक्त संदर्भों में भी अपनी ‘देशभक्ति’ की अवधारणा को समझने का प्रयास करें। इसमें दिए गए विभिन्न आयामों/पहलुओं पर धैर्यपूर्वक चिंतन-मनन करें। अपने अनुभवों और विचारों को लिखने का प्रयास करें।



	<ul style="list-style-type: none"> अज्ञेय, स्वयं विज्ञान के विद्यार्थी होने और हिरोशिमा-नागासाकी (जापान) पर परमाणु बम गिराए जाने के अनुभवों और अनुभूति को एक कविता 'हिरोशिमा' में व्यक्त करते हैं। बच्चे भी अपने अनुभवों-अनुभूतियों को लिखने की कोशिश करें। उदाहरण के लिए हम एनसीईआरटी की पाठ्यपुस्तक 'क्षितिज भाग 2' में संकलित कहानी 'नेताजी का चश्मा' लेखक स्वयं प्रकाश, को ले सकते हैं।
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- 'नेताजी का चश्मा' कहानी में यदि नेताजी की मूर्ति पर नया-नया चश्मा होना, यहाँ तक किसी बच्चे द्वारा सरकंडे का चश्मा चढ़ाया जाना भी सच्ची देशभक्ति का ही परिणाम है।
- कहानी की देशभक्ति की अवधारणा को समझते हुए हम आज-कल 'कोविड-19' (COVID-19) से जूझते देश-समाज के विभिन्न नागरिकों, जैसे- डॉक्टरों, नर्सों, सफाई कर्मचारियों, पुलिसकर्मियों, दैनिक जीवन की अनिवार्य-आवश्यक सेवाओं-वस्तुओं को हम तक पहुँचाते 'देशभक्त नागरिकों' के हौसलों, संघर्षों, चिंताओं, समर्पण आदि के बारे में लिख सकते हैं।
- संघर्षमयी परिस्थितियों में अपने कर्तव्यों का पालन करते हुए हम अपनी 'देशभक्ति' की समझ का विस्तार कर सकते हैं।
- इस कहानी में 'फेरीवालों' की चर्चा है, आज-कल की परिस्थितियों को देखते उनकी आवश्यकताओं पर भी विचार करें।
- इस कहानी के माध्यम से शारीरिक रूप से कमजोर व्यक्तियों के बारे में भी चर्चा की जा सकती है। (कहानी में ऐसी टिप्पणी/संदर्भ हैं।)
- कहानी में 'नगरपालिका' अर्थात् स्थानीय प्रशासन द्वारा काराए जाने वाले कार्यों की भी चर्चा है, आज-कल की परिस्थितियों में देखें कि स्थानीय प्रशासन अपने नागरिकों को कैसी-कैसी सुविधाएँ प्रदान करता है।
- साहित्य के दो अलग-अलग रूपों जैसे- कहानी 'नेताजी की चश्मा' (स्वयं प्रकाश) और निबंध 'देश प्रेम' (आचार्य रामचंद्र शुक्ल) द्वारा देशभक्ति को समझा-कहा गया है। आप भी अपने तरीके से कविता-कहानी आदि के द्वारा इसे लिख सकते हैं।
- कविता (छाया मत छूना) को दो-तीन बार स्वयं पढ़ने-सुनने का प्रयास करें। इससे किसी भी कविता का मुख्य भाव-विचार धीरे-धीरे खुलने लगता है।
- आवश्यकता एवं सुविधानुसार अपने शिक्षकों/शिक्षिकाओं (विशेषतः, जो कक्षा 9-10 में आपको हिंदी पढ़ाते हों) से बातचीत की जा सकती है।
- अपने साथियों (मित्रों) से भी कविता के बारे में मोबाइल फ़ोन पर विचार-विमर्श किया जा सकता है। इससे किसी कविता विशेष के बारे में उनके विचारों को जाना जा सकता है।
- "छाया मत छूना" विगत (जो बीत गया) को भूलकर, उससे सीख लेकर आगे बढ़ने को कहती है। 'भूतकाल' की अपेक्षा अपने वर्तमान और भविष्य पर ध्यान केंद्रित करना चाहिए।
- इस कविता को 'कोरोना काल' की विकट परिस्थितियों के संदर्भ में भी समझने की कोशिश करें।
- कविता में आए ध्वनि-साम्य वाले शब्दों की सूची बनाकर, स्वयं भी ऐसे नए शब्दों को देखें-परखें, जैसे- छूना-दूना, सुहावनी-मनभावनी, यामिनी-चाँदनी, सरमाया-भरमाया, मृगतृष्णा-कृष्णा आदि।

<ul style="list-style-type: none"> वर्तमान परिस्थितियों में पाठ्यपुस्तकों में शामिल रचनाओं, जैसे- कविता, कहानी, एकांकी आदि को पढ़ते-लिखते हैं। भाषा साहित्य की बारीकियों पर चर्चा (चिंतन) करते हैं। 	<ul style="list-style-type: none"> एक उदाहरण के रूप में हम यहाँ एनसीईआरटी की कक्षा 10 की हिंदी पाठ्यपुस्तक में शामिल गिरिजाकुमार माथुर की कविता 'छाया मत छूना' को ले रहे हैं। QR-Code के माध्यम से हम इस कविता को पढ़-सुन सकते हैं। 	<ul style="list-style-type: none"> कविता में शब्द अक्सर बहुअर्थी/बहुआयामी होते हैं, अतः हमें उनकी बहुअर्थी छवियों को समझने का प्रयास करना चाहिए, जैसे- छाया, मृगतृष्णा, कठिन यथार्थ, रात कृष्णा आदि।
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संस्कृतम्

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। प्रश्नि-आश्चर्य-उत्साह-दुःख-विनम्रताऽऽदीन् भावान् संस्कृतभाषया वदति लिखति च। अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानां मुत्तरप्रदाने सक्षमः अस्ति। 	<ul style="list-style-type: none"> एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते। 	<p>सप्ताहः –पंचमः</p> <p>श्रवणसम्भाषणकौशले</p> <ol style="list-style-type: none"> शिक्षणक्रमे शिक्षकः सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्येमध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्येमध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः। <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</p> <p>2. अवगच्छामि। कृपया पुनः एकवारं बोधयतु।</p> <p>शिक्षिका –अस्तु, पुनः एकवारं बोधयामि।</p> <p>प्रियंका - महोदये! अधुना श्लोकार्थः स्पष्टः। धन्यवादः।</p> <p>3. शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्।</p> <p>यथा –अद्य गृहे पित्रा सह कीदृशः वार्तालापः कृतः?</p> <p>पितः! मम गणवेशं पुरातनं जातम्। कृपया मह्यं नूतनं गणवेशं दापयतु।</p> <p>4. इण्टरनेटमध्ये उपलब्धानि संस्कृतगीतानाम् श्रवणम् भवेत्।</p> <p>सप्ताहः –षष्ठः</p> <p>(पूर्वसप्ताहनाम्गतिविधिभिः सह)</p> <p>पठनलेखनकौशले</p> <p>पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चां 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 महत्त्वपूर्णस्थानं भजते। स्वस्थे च शरीरे स्वस्थमनः निवसति, स्वस्थे च मनसि वयं सत्कर्मणि प्रवृत्ताः भवामः।</p>



- सरल-संस्कृत-भाषया
औपचारिक-अनौपचारिक-
पत्रलेखनार्हः भवति।

- अनुच्छेद-लेखनं, संवाद-
लेखनं चित्राधारित-
वर्णनञ्च करोति।

- पाठ्यपुस्तकगतान्
गद्यपाठान् अवबुध्य तेषां
सारांशं वक्तुं लिखितुं च
समर्थः अस्ति।
- तदाधारितानां प्रश्नानाम्
उत्तराणि संस्कृतेन वदति
लिखति च।

सप्ताहः –सप्तमः

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)

सप्ताहः –अष्टमः

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।

- कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय
च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादलेखनं 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।

सप्ताहः –नवमः

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 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 -पाठस्यनाम – ‘बुद्धिर्वलवतीसदा’।



<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>प्रश्नः –</p> <ol style="list-style-type: none"> बुद्धिमत्याः प्रत्युत्पन्नमतित्वं संस्कृतेन स्वभाषया वा वर्णयत। ‘बुद्धिर्वलवती सदा’ इति अस्य पाठस्य सन्देशं लिखत। <p>सप्ताहः – दशमः</p> <p>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ol 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 कारयेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्येमध्ये 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’</p> <p>त्वक्त्वा धर्मप्रदां वाचं परुषां योऽभ्युदीरयेत्।</p> <p>परित्यज्य फलं पक्वं भुङ्क्तेऽपक्वं विमूढधीः॥</p> <p>पदच्छेदः—यः+अभि + उदीरयेत्</p> <p>भुङ्क्ते + अपक्वम्</p> <p>अन्वयः—यः धर्मप्रदां वाचं त्यक्त्वा परुषां वाचम् अभ्युदीरयेत् सः विमूढधीः पक्वं फलं परित्यज्य अपक्वं भुङ्क्ते।</p> <p>भावार्थः—मनुष्यः सदा मधुरां वाचं वदेत्।</p> <p>प्रश्नः—पुरुषः कीदृशीं वाचं वदेत्?</p> <p>सप्ताहः – एकादशः</p> <p>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ol style="list-style-type: none"> नाटक-संवादादीन् पाठान् साभिनयं पाठयेत्। छात्राः अपि पात्रानुसारम् अभिनयं कुर्युः। सर्वेषां छात्राणां नाटकप्रस्तुतीकरणे सहभागिता भवेत्, तदर्थं तेषां पात्रसंख्यानुसारं समूहेषु विभजनं क्रियेत्। पुस्तकादतिरिच्य सहायकसामग्रिरूपेण दृश्यश्रव्यसामग्रयः प्रयोक्तव्याः।
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- प्रश्नि-आश्चर्य-उत्साह-दुःख-विनम्रताऽऽदीन् भावान् संस्कृतभाषया वदति लिखति च।

- कारक-विभक्ति-उपपदविभक्तिः प्रयुज्य शुद्धवाक्यानि रचयति।
- सन्धियुक्तपदानां सार्थकविच्छेदं विच्छेदयुक्तपदानां सन्धिं च करोति।
- कृदन्तु-तद्धित-स्त्री-प्रत्ययान् प्रयुज्य वाक्यानि रचयति।
- उपसर्गयुक्तपदानि वाक्येषु व्यवहरति।

3. छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्।
4. क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कारयेत्, सप्रसंगम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्येमध्ये प्रश्नाः अपि प्रष्टव्याः।

पाठस्य नाम – ‘शिशुलालनम्’।

प्रश्नः –

- (i) नाट्यांशोऽयं कस्मात् ग्रन्थात् स्वीकृतः?
 - (ii) नाट्यांशोऽस्मिन् “निरनुक्रोश” इति पदं कस्मै प्रयुक्तम्?
5. शिक्षकः सहायकसामग्रिरूपेण नाटकादि-दृश्यश्रव्यसामग्रीं, भित्तिपत्रं, कक्षायां स्फोरकपत्रेषु लिखितानि आर्षवाक्यानि, पाठाधारितानि स्फोरकपत्राणि इत्यादीनि शिक्षणसमये प्रयोजयेत् अभ्यासं च कारयेत्, तद्यथा-
 - (i) भवान् कुत्र गच्छति?
 - (ii) पश्य भो! कियान् विशालवृक्षः!
 - (iii) अहो! कियत् मनोहरं दृश्यम्!
 - (iv) वयं निश्चयेन पर्वतारोहणं करिष्यामः।
 - (v) अहा महत् कष्टम्, किमिदं घोरम् आपतितम्?
 - (vi) मित्र! कृपया मम साहाय्यं करोतु।
 - (vii) मह्यं दिनत्रयस्य अवकाशं प्रदाय अनुगृह्णातु।
 - (viii) धन्यवादः।
 - (ix) अनुगृहीतोऽस्मि।

सप्ताहः – द्वादशः

पठनलेखनश्रवणसम्भाषणव्याकरणकौशलैः सह व्याकरणाभ्यासः

1. व्याकरणनियमानां स्वतन्त्रतया पाठनं न करणीयम्। गद्य-पद्य-नाटकादिषु आगतानां व्याकरणबिन्दूनां बोधः कार्यः। तत्रैव समानैः उदाहरणैः अभ्यासं कारयित्वा छात्रैः विविधप्रयोगान् कर्तुं निर्दिशेत्। कण्ठस्थीकरणापेक्षया अवबोधनोपरि बलं दातव्यम्। समधिकैः उदाहरणैः छात्राः स्वयं वाक्यसंरचनाकौशलं प्राप्नुवन्तु इत्येवं लक्ष्यं स्यात्।
2. समानप्रकृतिकैः अनेकैरुदाहरणैः कारकविभक्तीनाम् उपपदविभक्तीनां च विशिष्टप्रयोगान् सूचयेत्। शिक्षणसमये नैकान्युदाहरणानि प्रदातव्यानि येन छात्राः स्वयमेव शुद्धप्रयोगं जानीयुः, तद्यथा –



<ul style="list-style-type: none"> पाठे प्रयुक्तानां सामसिकपदानां विग्रहं विगृहीतपदानां समस्तपदानि च लिखन्ति। पाठ्यपुस्तकगत-पाठानां स्रोतः रचनाकाराणां नामानि च अभिव्यनक्ति। अर्थानुसारं वाच्यपरिवर्तनं (कर्तृवाच्यम्, कर्मवाच्यम् एवं भाववाच्यम्) करोति। समयवाचकप्रश्ने पृष्ठे सति समुचितमुत्तरं यच्छति। उचिताव्ययान् प्रयोजयन्तः वाक्यनिर्माणं करोति। विभक्ति-वचन-काल-लिंगानां बोधपूर्वकं प्रयोगं कुर्वन्ति। 		<p>सः गृहं प्रति गच्छति। ग्रामं परितः वृक्षाः सन्ति। विद्यालयम् उभयतः मार्गौ स्तः। ग्रामं निकषा नदी वहति। अहं मित्रेण सह गच्छामि। पुत्री मात्रा सह क्रीडति। सः मित्रेण सह आलपति। बालकः जनकेन सह आपणं गच्छति। कोलाहलेन अलम्। बालकेभ्यः मोदकं रोचते। शिक्षकः छात्राय पुस्तकं ददाति। आचार्याय नमः।</p> <p>3. पाठे प्रयुक्त-सन्धियुक्तपदानि अर्थपूर्णरीत्या पृथक् कर्तुं निर्दिशेत्। तत्र प्रथमं विभक्त्यन्त-पदानामेव विच्छेदः कार्यः। यथा – आगतोऽस्मि = आगतः + अस्मि एह्येहि = एहि + एहि अशस्त्रः + अयम् = अशस्त्रोऽयम्।</p> <p>4. समासगत-सन्धिस्थलानां विच्छेदः अर्थस्पष्टीकरणार्थं कारयेत्, यथा – विद्यालयः = विद्या + आलयः सूर्योदयः – सूर्य + उदयः देवेन्द्रः = देव + इन्द्रः</p> <p>5. सन्धिनियमान् अवबुध्य छात्रः स्ववाक्यरचनासमये यत्र यत्र सन्धिनियमस्य अवसरः स्यात् तत्र तत्र स्वयं सन्धिं कुर्यात्। बालकोऽयं चतुरः। यद्यपि सः मेधावी तथापि परिश्रमं न करोति। कृदन्ताः - अहंग्रामंगन्तुमुद्यतः। माताफलानिआदायमातुलगृहंयाति।</p> <p>6. पाठेषु प्रयुक्तानां प्रत्यययुक्तपदानां विभागं कर्तुं छात्रान् निर्दिशेत्। तादृशान् अन्यप्रयोगान् च अन्वेष्टुं प्रयोक्तुं च मार्गदर्शनं कुर्यात्। यथा -</p>
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		<p>कृदन्ताः - अहंग्रामंगन्तुमृदयतः। माताफलानिआदायमातुलगृहंयाति। गच्छन्पिपीलिकोयातियोजनानांशतान्यपि। ह्रियमाणांसीतांजटायुःअपश्यत्। कालस्यकुटिलागतिः। बालकोऽयं चतुरः। यद्यपि सः मेधावी तथापि परिश्रमं न करोति। बालकःपठित्वागृहंगच्छति। तद्धितान्ताः-संस्कृतमयंवातावरणनिर्माः। बुद्धिमान्सर्वत्रपूज्यते। विद्वत्त्वंचनृपत्वंचनैवतुल्येकदाचन। गुणिनःजनाःसर्वत्रआद्रियन्ते। लघुतमामञ्जूषाम्आदायबालिकानिरगच्छत्। भीम-दुर्योधनयोःभीमःबलवत्तरः। स्त्री-प्रत्ययान्ताः-निर्धनावृद्धान्यवसत्। आरम्भगुर्वीक्षयिणीक्रमेणलघ्वीपुरावृद्धिमतीचपश्चात्।</p> <p>7. पाठेषुप्रयुक्तानांउपसर्गयुक्तपदानांधातूपसर्गयोः मेलनेनकथंधात्वर्थेपरिवर्तनंभवतीतिछात्रान्निर्दिशेत्। तादृशान्अन्यप्रयोगान्चअन्वेष्टुंप्रयोक्तुंचमार्गदर्शनंकुर्यात्।यथा - बालिकाविद्यालयंगच्छति। बालकःविद्यालयतःगृहमागच्छति। सर्पःबिलात्निर्गच्छति। सःविदेशात्प्रत्यागच्छति। सःउद्यानेविहरति। आरक्षकःअपराधिनंप्रहरति।</p> <p>8. पाठेषु आगतानां समस्तपदानामर्थम् अवबोध्य समानप्रकृतिकैः अनेकैश्च उदाहरणैः समासः शिक्षणीयः। समासगतानां समस्तपदानां विग्रहं प्रदर्श्य समासं विग्रहं च शिक्षयेत्।यथा-विद्याधरपतिः वसतिः स्म। (विद्याधराणां पतिः) तस्य गृहोद्याने कल्पतरुः आसीत्। (गृहस्य उद्याने) पितरौ/माता-पितरौ नगरं गच्छतः। (माता च पिता च) पञ्चवट्यां सीता दीर्घकालम् न्यवसत्। (पञ्चानां वटानां समाहरः)</p> <p>9. शिक्षकः पाठस्य अभिमुखीकरणसमये स्रोतोग्रन्थस्य विषये तस्य लेखकस्य च विषये तथ्यानि संकलय्य वर्णनं कुर्यात्। यथा -जननी तुल्यवत्सला (महाभारतम्)</p>
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		<p>प्राणभ्योऽपि प्रियः सुहृत् (स्रोतः -मुद्रारक्षसम्, लेखकः - विशाखदत्तः) शुचिपर्यावरणम् (ग्रन्थः -लसल्लतिका, रचनाकारः -हरिदत्तः शर्मा)</p> <p>10. शिक्षकः एकमेव वाक्यं द्वित्रैः प्रकारैः वदेत्। तदनुगुणं च अभ्यासं कारयेत्। तद्यथा - बालकः पुस्तकं पठति। बालकेन पुस्तकं पठ्यते। मोनिका लेखं लिखति। राधया लेखः लिख्यते। बालिका गीतां पठति। बालिकया गीता पठ्यते।</p> <p>11. शिक्षकः कालवाचकपदानां शिक्षणसमये एक तः द्वादशसंख्या पर्यन्तं पुनः स्मारयित्वा उदाहरणमाध्यमेन सपाद-सार्द्ध- पादोनादीनां शिक्षणं कारयेत्। तद्यथा- अधुना कः समयः? दशवादनम्। भवान् कति वादने विद्यालयं आगच्छति? अहं सार्द्ध-सप्तवादने विद्यालयं आगच्छामि? पादोन-अष्टवादने वयं विद्यालय-प्रांगणे एकत्रिताः भवामः। सपाद-अष्टवादने कक्षा आरभ्यते।</p> <p>12. पाठेषु प्रयुक्तानां प्रमुख-अव्ययानामर्थावबोधं कुर्यात्। छात्राः यथा वाक्येषु तेषां प्रयोगं कुर्युः तदनुगुणं अभ्यासं कारयेत्। तद्यथा - अहं नूनं संस्कृतसम्भाषणं करिष्यामि। भवान् कुतः भयात् पलायितः? तव पुनः तत्र गतस्य सा सम्मुखम् अपि ईक्षते यदि, तर्हि त्वया अहं हन्तव्यः इति।</p> <p>13. शिक्षकः बहूनि उदाहरणानि दत्त्वा विभक्ति-वचन-काल-लिंगानि अवबोधयेत्। यथा - बालकः पुस्तकालयात् पुस्तकं स्वीकरोति। वयं लेखन्या लिखामः। सः वृक्षात् फलानि चिनोते। सा नद्याः तीरे भ्रमति। माता शिशुं लालयति। अहं ह्यः ग्रामम् अगच्छम्। पिता श्वः विदेशं गमिष्यति।</p>
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Urdu

ہفتہ وار سرگرمیاں (Week Wise Activities)	ماخذ (Sources)	آموزشی ماحصل (Learning Outcomes)
<p>ہفتہ - 1</p> <p>موضوع - نظم کے بارے میں گفتگو کرنا</p> <p>1- اپنی پسند کی نظم کا انتخاب کیجیے خواہ وہ آپ کی درسی کتب میں ہی کیوں نہ شامل ہو۔ یہ بتائیے کہ وہ نظم آپ کو کیوں پسند ہے؟</p> <p>2- آپ نظم کو پہلی جماعت سے نویں جماعت تک پڑھتے رہے ہیں۔ کیا آپ کچھ نظموں کے عنوان بتا سکتے ہیں اور کیا آپ نظموں کے چند اشعار سن سکتے ہیں۔</p> <p>3- آپ جانتے ہیں کہ نظم شاعری کی ایک ایسی قسم ہے جس میں شاعر کسی ایک موضوع پر تسلسل کلام کے ساتھ اظہار خیال کرتا ہے۔ کوئی بات شاعر کے جذبات و احساسات اور خیالات کو اس قدر متاثر کرتی ہے کہ وہ اس تاثر میں دوسروں کو بھی شریک کرنا چاہتا ہے۔ اپنی بات کو زیادہ پُر اثر انداز میں بیان کرنے کے لیے وہ نظم کا پیرایہ استعمال کرتا ہے۔</p> <p>3- نظم کا ایک مرکزی خیال ہوتا ہے جس کے گرد پوری نظم کا تانا بانا بنا جاتا ہے۔ نظم کے لیے نہ تو ہیئت کی قد ہے اور نہ موضوع کی۔ کہنے کا مقصد یہ ہے کہ نظم زندگی کے کسی بھی واقعے، مسئلے، خیال اور جذبے کو بنیاد بنا کر کہی جاسکتی ہے۔ یہ کسی بھی بحر اور کسی بھی وزن میں لکھی جاسکتی ہے۔</p> <p>4- دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے اور ان کے بارے میں گفتگو کیجیے:</p> <p>(i) https://www.youtube.com/watch?v=cHbqCG2-R2Q&list=PLUgLcpnv1Yiede7Z1tbStw5RKMMyv_wszy&index=14</p> <p>(ii) https://www.youtube.com/watch?v=Hx4KhFlzBfI&list=PLUgLcpnv1Yiede7Z1tbStw5RKMMyv_wszy&index=13</p> <p>5- اپنی پسندیدہ نظم میں ادبی اظہار کے ان نکات پر غور کیجیے:</p> <p>- موضوع</p> <p>- خیال/تجربہ کی تحریک اور پیش کش</p> <p>- فنی محاسن جیسے صنائع بدائع وغیرہ</p> <p>- منظر نگاری/جزئیات نگاری</p>	<p>این سی ای آر ٹی/ریاست کی درسی کتب</p>	<p>- شعری اصناف جیسے نظم، غزل، سوانح، خودنوشت، مضمون وغیرہ کی خوبیوں کی نشاندہی کرتے ہیں۔</p> <p>- گفتگو اور تحریر میں اپنی تخلیقی صلاحیت کا استعمال کرتے ہیں۔</p>



- صوتی آہنگ
- زبان و بیان
- آپ کے محسوسات

ہفتہ - 2

موضوع - سبق میں شامل نظم کا مطالعہ

- 1- سبق میں شامل اکبر الہ آبادی کی نظم ”جلوہ دربار دہلی“ اور اقبال کی نظم ”حقیقتہ حسن“ کو دیے گئے آڈیو لنک کی مدد سے سنیے:

(i) https://www.youtube.com/watch?v=43eoMxzvHVVo&list=PLUGLcpnv1Yic_wZlkeXQF8oGQtxvXFmCF&index=12&t=0s

(ii) https://www.youtube.com/watch?v=iQLrqdlF7c8&list=PLUGLcpnv1Yic_wZlkeXQF8oGQtxvXFmCF&index=10

- 2- غور کیجیے کہ نظم کا ایک مصرعہ دوسرے مصرعے کے ساتھ مل کر مفہوم ادا کر رہا ہے اور ہر مصرعہ ایک دوسرے سے اس طرح جڑا ہوا ہے کہ ایک لڑی سی بن گئی ہے۔ خیال کا سلسلہ کہیں نہیں ٹوٹتا۔
- 3- دیے گئے لنک کی مدد سے نظموں کو پڑھیے اور گفتگو کیجیے:

<http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en>

ہفتہ - 3

موضوع - نظم کی تقسیم

- 1- دی گئی نظموں میں سے کسی ایک نظم کا انتخاب کیجیے اور غور کیجیے کہ اس نظم میں خیال کا ارتقا کس طرح ہوا ہے۔ اپنے گھر کے افراد/استاذہ کے ساتھ اس نظم میں خیال کے ارتقا کے بارے میں گفتگو کیجیے۔
- 2- سب سے پہلے نظم کے عنوان پر غور کیجیے۔ مان لیجیے کہ نظم کا عنوان ہے ”جلوہ دربار دہلی“۔ نظم کو شروع سے آخر تک ایک سے زیادہ بار پڑھیے۔ اب آپ کو سمجھ میں آگیا ہوگا کہ شاعر نے نظم کا یہ عنوان کیوں رکھا ہے۔

3۔ نظم کے اور بھی بہت سے عنوان ہو سکتے تھے لیکن شاعر کے نزدیک یہی عنوان ان کے طرزِ احساس سے مطابقت رکھتا ہے۔

4۔ آپ سمجھ گئے ہوں گے کہ نظم کا عنوان نظم کے موضوع سے براہ راست مطابقت رکھتا ہے۔ اس نظم میں بھی نظم کے عنوان اور نظم کے موضوع و مفہوم میں براہ راست تال میل ہے۔ (نظم جلوۂ دربارِ دہلی میں لارڈ کرزن کی دہلی آمد پر جو دربار سجا تھا اُسی کو موضوع بنایا گیا ہے)

5۔ اب آپ اسی طرح دوسری نظم/نظموں کے عنوان پر غور کیجئے۔

ہفتہ - 4

موضوع - سوانح کے بارے میں گفتگو کرنا

1۔ آپ نویں جماعت میں اردو نثر کی کئی اصناف جیسے داستان، افسانہ، ڈراما، مضمون وغیرہ کے بارے میں پڑھ چکے ہیں۔ آپ یہ جانتے ہیں کہ ہر نثری صنف کے اپنے تقاضے ہیں۔

2۔ جب ہم کسی شخص کی زندگی کے واقعات کو تاریخ اور ترتیب کے ساتھ لکھتے ہیں تو یہ سوانح نگاری کہلاتی ہے۔ سوانح نگاری بھی دیگر اصناف کی طرح ایک ادبی صنف ہے۔

3۔ سوانح عمری میں جس شخص کی زندگی کے حالات لکھنا مقصود ہے اس کے مزاج اور اس کی نفسیات اور اصل فطرت کو بھی سوانح لکھنے والا سمجھنے کی کوشش کرتا ہے۔

4۔ دیے گئے لنک کی مدد سے ویڈیو کو دیکھیے:

https://www.youtube.com/watch?v=RU8msT5NWes&list=PLnq_2d5Egqu5LRaBmkg8TAYtiUxQGC2gn&index=10&t=193s

اپنے استاد یا گھر کے افراد کے ساتھ ان نکات کو ذہن میں رکھتے ہوئے گفتگو کیجئے:

- جس شخص کی سوانح لکھی گئی ہے اس کی شخصیت کی ذاتی خوبیاں، نیکیاں، اور قربانیاں
- سوانح کی زبان
- واقعات کے بیان میں سچائی اور دیانت داری



موضوع — سوانح، سننا اور گفتگو کرنا

1- سبق میں شامل مولانا الطاف حسین حالی کی سوانح سرسید کا بچپن دیے گئے لنک کی مدد سے آڈیو کو سنئے:

https://www.youtube.com/watch?v=uGQ8YUCwNXM&list=PLUGLcpnv1Yic_wZlkeXQF8oGQtXvXFmCF&index=26&t=0s

2- اب آپ ان نکات پر غور کیجئے۔ آپ ان نکات پر اپنے استاد یا گھر کے افراد سے بھی گفتگو کر سکتے ہیں:

- یہ سوانح مولانا حالی کی سوانح ”حیات جاوید“ سے ماخوذ ہے۔ اس کتاب کے بارے میں مزید معلومات حاصل کیجئے۔

- سرسید کے بچپن کے حالات، اُن کا خاندان، رہن سہن کے علاوہ اس زمانے کی تہذیب و معاشرت کے بارے میں کیا معلومات حاصل ہوتی ہیں۔

- لفظ جلوس پر غور کیجئے۔ کوئی بادشاہ جس سال تخت نشین ہوا کرتا تھا اس سال کو سال جلوس کہتے تھے۔

آج ہم اس لفظ سے کیا معنی مراد لیتے ہیں۔

- کیا ہر کسی شخص کی سوانح لکھی جاسکتی ہے؟ اس کے لیے کن باتوں کو ذہن میں رکھنا ضروری ہے؟

ہفتہ — 5

موضوع — سوانح پڑھنا اور گفتگو کرنا

1- سوانح کے بارے میں بتائے گئے نکات کو ذہن میں رکھیے اور نیچے دیے گئے لنک کی مدد سے اسے پڑھیے:

<http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en>

2- اپنے آس پاس کی کسی اہم شخصیت جیسے والد، والدہ یا استاد وغیرہ کی مختصر سوانح لکھیے اور اپنے گھر کے لوگوں یا استاد کو دکھائیے۔

ہفتہ — 6

موضوع — آپ بیتی/خود نوشت کے بارے میں گفتگو کرنا

1- آپ جانتے ہیں کہ جب ہم کسی شخص کی زندگی کے واقعات کو تاریخ اور ترتیب کے ساتھ لکھتے ہیں تو یہ



سوانح نگاری کہلاتی ہے۔ لیکن کسی شخص نے اپنی زندگی کے اہم اور قابل ذکر واقعات خود تحریر کیے ہیں تو ایسی سوانح نگاری کو آپ بیتی یا خود نوشت کہتے ہیں۔

2- اپنی زندگی کے اہم واقعات اس طرح بیان کیے جاتے ہیں کہ اس کی عادات و اطوار اور شخصیت پورے طور پر عیاں ہو جاتے ہیں۔

3- آپ بیتی کی خوبی یہ ہے کہ اس میں کسی طرح کا تصنع نہ ہو اور اسے پڑھنے والے یا سننے والے کو لطف کے ساتھ ساتھ عبرت اور اصلاح کے مواقع بھی حاصل ہوں۔

4- اپنے گھر کے افراد یا دوستوں کو اپنی پیدائش، خاندان اور زندگی کے چند اہم حقائق اور واقعات بتائیے۔

ہفتہ - 7

موضوع - آپ بیتی/خود نوشت کو سننا اور گفتگو کرنا
1- دیے گئے لنک کی مدد سے آڈیو کو سنئے:

https://www.youtube.com/watch?v=-cH_1oRs5C4&list=PLUgLcpnv1YicwZlkeXQF8oGQtxvXFmCF&index=24&t=0s

2- یہ آپ بیتی مہاتما گاندھی کی کتاب

My Experiments with Truth

کے اردو ترجمے ”تلاش حق“ سے ماخوذ ہے۔

3- اس میں اپنی سوانح لکھنے والے نے اپنی شخصی کمزوریوں کو چھپایا نہیں اور نہ ہی ان پر کسی طرح کا پردہ ڈالا ہے۔ بلکہ کھلے دل سے اپنی غلطیوں اور کوتاہیوں کا اعتراف کیا اور خود ہی اپنی اصلاح کی ہے۔

4- اپنے گھر کے افراد کے ساتھ ان جملوں پر گفتگو کیجئے:

- جب تک روحانی اتحاد اور طبیعت میں یکسانیت نہ ہو اچھی دوستی نہیں ہو سکتی۔

- انسان پر بہ نسبت نیکی کے بدی کا اثر جلد پڑتا ہے۔

- جو شخص کسی کی اصلاح کرنا چاہتا ہے وہ اُس کے ساتھ شکر و شکر ہو کر نہیں رہ سکتا۔



ہفتہ - 8

موضوع - آپ بیٹی/خود نوشت کو پڑھنا

1- دیے گئے لنک کی مدد سے سبق میں شامل آپ بیٹی/خود نوشت کو پڑھیے:

https://www.youtube.com/watch?v=-cH_1oRs5C4&list=PLUgLcpnv1Yic_wZIk_eXQF8oGQtXvXFmCF&index=24&t=0s

2- آپ نے غور کیا ہوگا کہ اس خود نوشت میں مصنف جن حالات و واقعات سے دوچار ہوا اُن سب کو من و عن تفصیل کے ساتھ بیان کر دیا ہے۔


3- اپنے گھر کے افراد کو بتائیے کہ اس خود نوشت کی خوبیاں کیا ہیں۔

4- سوانح اور خود نوشت کے درمیان کیا فرق ہے؟ اور یہ خاکے سے کس طرح الگ ہے؟ معلوم کیجیے۔


5- انٹرنیٹ پر دستیاب اپنی پسند کی شخصیت کی خود نوشت کو ڈاؤن لوڈ کیجیے اور اسے پڑھیے۔



English

Learning Outcomes	Sources and Resources	Week-wise Suggestive Activities (to be guided by parents/teachers)
<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. ✓ reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, reviewing, inferring. ✓ reads silently with comprehension, interprets layers of meaning. 	<p>Lesson 3: Two Stories about Flying</p> <p><i>His First Flight</i> by Liam O' Flaherty</p> <p><i>Black Aeroplane</i> by Frederick Forsyth</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>(Audio version of the Lesson)</p>  <p>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jeff1=3-11</p> <p>(PDF version of energised book available at www.ncert.nic.in)</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). NCERT textbooks are divided into sections followed by oral comprehension check.</p> <p>While reading activity: 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>WEEK 5</p> <p>Competency/Skill—Listening and Reading</p> <ul style="list-style-type: none"> Teachers inform learners about the website and the particular lesson to be learnt. Teacher may be given special instruction - what is expected of them. Say for example, 'listen to the audio text and then read the same text on your own.' <p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner/the 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>Post Reading Aactivity Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>Rearranging the sentences to create sub-text</p> <p>https://nroer.gov.in/55ab34ff8</p> <p>This interactive activity can be accessed using QR code mentioned above.</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. • speaks fluently with proper pronunciation, intonation and pause, using appropriate grammar. <p>The learner</p> <ul style="list-style-type: none"> ✓ writes short answers / paragraphs, reports using appropriate vocabulary and grammar on a given theme; ✓ writes a description of one's experiences <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>Process Approach to Writing</p> <p>It 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: 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: Write the final draft now</p> <p>Watch the video on process approach to writing.</p> <p>Other resources can be found on— https://www.youtube.com/user/kankoduthavanithan</p> <p>Black Aeroplane by Frederick Forsyth</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>(Audio version of the Lesson. Listen to the Part II of the lesson)</p> 	<p>Competency/Skill—Vocabulary</p> <p>Thematic vocabulary (used / read in the lesson)</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 notebook. • Try to make sentences using the words. <p>Skills/Competency Speaking</p> <p>Learners describe the movement of aeroplanes, motorcars, Bird flying and about how bird move from one place to another.</p> <p>(Describing movement with suitable words, sentence constructions)</p> <p>Learners write a description of their experience, like noticing the young bird flying.</p> <p>WEEK 6</p> <p>Competency/Skill—Listening and Reading</p> <ul style="list-style-type: none"> • Teachers inform the learners about the website and the lesson to be learnt. • Teacher may be given special instruction - what is expected of them. Say for example 'listen to the audio text and then read the same text on your own.'
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<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>Use QR code reader from mobile.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jeff1=3-11</p> <p>(PDF version of energised book available at www.ncert.nic.in Read Part II of the lesson)</p>	<p>Competency/Skill—Reading</p> <p>Teachers may ask learners to do the following activities as per the needs of learner / the 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>Post Reading Activity</p> <p>i. Reading comprehension</p> <p>Revisit / reread the text and answer the comprehension question given at the end of the text.</p> <p>ii. Rearranging the sentences to create sub-text</p> <p>https://nroer.gov.in/55ab34ff8</p> <p>This interactive activity can be accessed using QR code mentioned above.</p>
<p>The learner</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. ✓ uses grammar items in context, such as, reporting verbs, passive and tense, time and tense etc. 	<p>QR codes of the Workbook, Words and Expressions II have some additional activities. These could be used by all learners.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jew2=3-11</p> <p>Grammar</p> <p>Notifies the grammar items in the text from the given exercises under grammar part of the textbook.</p> <p>http://ncert.nic.in/textbook/textbook.htm?jew2=3-11</p>	<p>Vocabulary and use of words figuratively</p> <p>Finding many words / synonyms for one word. Word from the text is ‘fly’</p> <p>Teacher may give some more words, like, drive, move</p>



<p>The learner</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 and participates in role plays, skits, street plays (<i>nukkadnatak</i>) for the promotion of social causes like <i>BetiBachao – BetiPadhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy etc. <p>Project Work</p> <ul style="list-style-type: none"> • uses language for purposes – collecting information from various sources and developing a report / write up and work with other on theme / work • appreciate literary language / poetry 	<p>https://www.youtube.com/user/kankoduthavanithan</p> <p>Lot of resources available on this NROER, QR codes of the lesson</p> <p>Process Approach to Writing (Please refer to the writing activity given above)</p> <p>https://www.youtube.com/watch?v=W_gARDa4zgA</p> <p>Access using QR code.</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>Listen to the poem from the audio book (NCERT)</p>	<p>WEEK 7</p> <p>Writing</p> <p>Based on the reading of the text / story, the learner may now do the short answer comprehension questions. Learners undertake at least three or four writing tasks undergoing the process (approach).</p> <p>Week 7 (last two days)</p> <p>Doing a Project work</p> <p>Learners to the project work given in the textbook and in the Workbook.</p> <p>WEEK 8</p> <p>How to Tell Wild Animals by Carolyn Wells</p> <p>Read the poem, listen to it from the audio and do 'Thinking about the Poem'</p> <p>The Ball Poem by John Berryman</p> <p>Learners write (some lines) poem on their own.</p>
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The learner

- ✓ 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.
- ✓ reads with comprehension the given text / materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.
- ✓ reads silently with comprehension, interprets layers of meaning.

Thinking about Language (Vocabulary and Grammar—Phrasal verbs, Idioms, Contracted forms)

- ✓ uses words, phrases, idioms and words chunks for meaning making in contexts.

Lesson 4
From the Diary of Anne Frank by Anne Frank

<https://ciet.nic.in/pages.php?id=firstflight&ln=en>

Listen to the audio of the text.

QR Code



<http://ncert.nic.in/textbook/textbook.htm?jeff1=4-11>

Read from the energised text.

<http://epathshala.nic.in/QR/?=1059CHO4>

Post reading activity task. Creating a sub text by rearranging the sentences which summarises the story / text.

<https://nroer.gov.in/55ab34ff8/>

<https://nroer.gov.in/55ab34ff8/>

Interactive tasks based on the text and vocabulary- phrasal verbs

WEEK 9
Competency/Skill—Listening and Reading

- Teachers inform the learners about the website and the particular lesson to be learnt.
- Teachers may be given special instruction - what is expected of them. Say for example 'listen to the audio text and then read the same text on your own.'

Competency/Skill—Reading

Teachers may ask learners to do the following activities as per the needs of learner / the curriculum:

- Attempt and answer the reading comprehension questions given at the end of text.
- Create a sub-text by summarizing the text
- Write or tell the whole story /text in your language to parents or sibling.
- Make a visual description of the story.

Post Reading activity
i. Reading comprehension

Revisit / reread the text and answer the comprehension question given at the end of the text.

ii. Rearranging the sentences to create sub-text

Teacher guides learners through activities / tasks from the textbook and also additional activities to notice phrasal verbs and how they are formed and uses.

Learners understand and use Idioms in contexts,



<ul style="list-style-type: none"> ✓ understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. ✓ uses grammatical items appropriate to the context in speech and writing. ✓ uses grammatical items as cues for reading comprehension such as tense, reported speech, conjunctions, and punctuation <p>Speaking</p> <p>The learner</p> <ul style="list-style-type: none"> • speaks with coherence and cohesion while participating in interactive tasks. • uses language appropriate to purposes and perspectives. • talks on key contemporary issues like social justice, environment, gender, etc., in speech and writing. <p>Writing</p> <ul style="list-style-type: none"> • writes diary expressing one's experiences and emotions. <p>Listening</p> <p>The learner</p> <ul style="list-style-type: none"> • listens to announcements, instructions, read-aloud texts, audio, videos for information, gist and 	<p>Teacher may use any resource from internet or any other source to showcase dialogues</p> <p>Here is one from NROER Come on Let us Dialogue</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5dc39f3516b51c73271bc03c</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5dc39f1016b51c73271bc039</p> <p>Two videos on writing.</p> <p>https://www.youtube.com/watch?v=MhMKKdWftwk</p> <p>https://www.youtube.com/watch?v=sPVYTjwXvcs</p> <p>https://www.youtube.com/watch?v=9MPIUAHV84o&t=61s</p> <p>https://www.youtube.com/watch?v=uW_zybiWlik&t=102s</p> <p>Use resources QR code of NCERT textbook and from NROER</p>	<p>WEEKS 10 AND 11</p> <p>Teacher asks learners to read out the dialogue from the textbook or learners may read the dialogue with their sibling or parents.</p> <p>Teacher may create some more dialogues. Some with gaps so that learners can fill them up.</p> <p>Teacher gives an illustration of a diary citing from <i>Anne Frank's Diary</i>.</p> <p>Provides an engaging experience of writing through the process approach to writing – jotting down the point, making an outline, writing the first draft, editing and proof reading and writing the final draft. (Refer to Process Approach to writing given above)</p> <p>Teacher should engage learners to write at least three or four diary writing tasks.</p> <p>Teacher directs the learners to do the listening activity from the textbooks (p. 59)</p>
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<p>details; responds by answering questions accordingly.</p> <ul style="list-style-type: none"> listens to and discusses literary / non-literary inputs in varied contexts to infer, interpret, and appreciate. <p>The learner</p> <ul style="list-style-type: none"> interprets ideas and theme of the poem and uses the literary devices. Appreciate literary language / poetry <p>Revision of lessons / Competencies learnt</p>	<p>Poem</p> <p>Amanda!</p> <p>Learners listen from the audio book (NCERT).</p> <p>https://ciet.nic.in/pages.php?id=firstflight&ln=en</p> <p>Use the resources mentioned above and teacher's own.</p>	<p>One of the learners / siblings read out the text and the other learner completes the task.</p> <p>Week 12 (First Four days)</p> <p>Teacher makes the learners read the poem at least three times and the do the tasks.</p> <p>Week 12 (Last two days)</p> <p>Teacher revises the lesson / competencies learnt so far. May use this time also for formative / period assessment.</p>
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Points to be kept in view for language teaching-learning

- This guidelines enables learners to learn languages based on the textbook or any other materials available to them. Since this is self-initiated and directed, learners, teachers and parent 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 textbook or based on any other materials 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 do reading well 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 in any formal teaching-learning situation.



SOCIAL SCIENCE

Social Science as a subject at the Secondary Stage comprises the components of History, Geography, Political Science and Economics. Therefore, while preparing the eight-week calendar in Social Science, these components have been divided into 4 + 4 (total 8 weeks for Social Science - 2 weeks for each component). Accordingly, a two-week calendar for History has been planned for Class IX and two-week calendar for Class X.

(a) History

Learning Outcomes	Sources and Resources	Subject-wise Weekly Academic Calendar (to be guided by parents/teachers)
<p>The learner</p> <ul style="list-style-type: none"> describes the Salt March and explains its significance in Indian history demonstrates understanding of principles of non-violence and its impact on the national movement analyses the effectiveness of Gandhiji's non-violent means to achieve freedom from British colonialism. locates places identified with the Salt March on a map. assesses the spread of the Civil Disobedience Movement with help of a map. analyses the contribution of different sections of society in Gandhiji's call for Civil Disobedience. 	<p>Textbook in History for Class X</p> <p><i>India and the Contemporary World- II</i></p> <p>Theme: Rise of Nationalism in India</p> <p>QR Code</p> <p>In the chapter 'Rise of Nationalism in India' p.29</p> <p>Mahatma Gandhi in South Africa</p> <p>NCERT Official, Youtube</p> <p><i>Mahatma Gandhi - Visuals/ Audio/ Videos in NROER Repository</i></p> <p>https://nroer.gov.in/582ead6916b51c01da6b8887/file/</p> <p>Mahatma Gandhi in South Africa</p> <p>http://gandhi.southafrica.net/</p> <p><i>The Jallianwalla Bagh as Struggle</i></p> <p>Video 483, NCERT official, YouTube</p>	<p>WEEK 5</p> <p>Focus will be on</p> <p>The Salt March and the Civil Disobedience Movement; Why Different Social Groups Participated in the Civil Disobedience Movement; the Idea of Swaraj ; The Limits of the Movement.</p> <p>Activity 1</p> <p>Warming Up Session Through Discussion</p> <p>Students have already been familiarised with the Salt march in the previous week. Teacher may ask students to reflect on the following questions and write down their views:</p> <ul style="list-style-type: none"> ✓ Identify some issues/reasons in current times when people have gathered to protest. ✓ Would you protest if a commodity that is dear to people is taken away or made unavailable? Why? ✓ Identify some other famous marches/protests that have taken place and the reasons thereof? ✓ Can you list some of the other socio-political issues for which peaceful protests may work? <p>After students have written down their views, teacher may initiate a discussion on the answers.</p>

- identifies different icons and symbols that created sense of collective belonging.

Champaran Mein Gandhiji ka Aagman

NCERT Oficial, youtube

Live Discussion on Civil Disobedience Movement

NCERT, You Tube

Gandhi Ashram at Sabarmati

<https://gandhiashramsabarmati.org/en/>

How Mahatma Gandhi Changed Political Protest

<https://www.nationalgeographic.com/culture/people/reference/mahatma-gandhi-changed-political-protest/>

The Great Salt March Part I and Part II

From the Archives of Doordarshan

https://www.youtube.com/watch?v=He_eIhlAw_8

Salt March Mar 12, 1930 - Apr 6, 1930

<https://artsandculture.google.com/entity/salt-march/m0324lm?categoryId=event&hl=en>

Dandi March: Salt Satyagraha Mapping of Dandi March on School Bhuvan NCERT Geo portal

Activity 2

Retracing Gandhiji's Dandi March through a Map

Teacher may ask students to refer to the following resources:

Dandi March: Salt Satyagraha Mapping of Dandi March on School Bhuvan NCERT Geo portal

https://bhuvan-app1.nrsc.gov.in/mhrd/ncert/help/Dandi_march.pdf

The Salt March to Dandi

earth.google.com/web/@22.00435195

Students may thereafter be asked to locate the route of the Dandi March and identify significant places associated with the march on a map.

Activity 3

Poster on Participation of Women in Civil Disobedience Movement in Different Parts of India

An important feature of the Civil Disobedience Movement was the large-scale participation of thousands of women who came out of their homes in large numbers. They participated in protest marches, manufactured salt, and picketed foreign cloth and liquor shops and many went to jail.

Students may prepare a poster highlighting the participation of women in different parts of India. The poster may highlight protest marches, manufacture of salt, picketing of foreign cloth and liquor shops by women, and many of whom also went to jail. Visuals/ illustrations/ oral sources/ maps / etc. may be used.

Students may seek help from parents and grandparents in this activity.

Activity 4

Locating the spread of the Civil Disobedience Movement on a map

Different social groups that participated in the Civil Disobedience Movement, such as rich peasant communities, poor peasants, business houses, industrial working class, women, etc.



https://bhuvan-appl.nrs.c.gov.in/mh_rd_ncert/help/Dandi_march.pdf

The Salt March to Dandi

earth.google.com/web/@22.00435195

Students may identify on a map significant places associated with the Civil Disobedience Movement. This activity will enable students to assess the spread of the movement.

WEEK 6

Activity 1

Questions and Answers

Students may be given some time to read 3.2 and 3.3 on p. 41-45. Teacher may then ask students to write down answers to the following questions:

- ✓ Why did some of the rich peasant communities become enthusiastic supporters of the Civil Disobedience Movement?
- ✓ How did Swaraj appeal to different social groups?
- ✓ How did the business class relate to the Movement?
- ✓ Why did the concept of *swaraj* not appeal to the oppressed classes?
- ✓ Did the Civil Disobedience Movement succeed at a pan- India level? Explain with reasons.

Activity 2

Preparing a Comparative Chart on the Non-cooperation Movement and the Civil Disobedience Movement

This activity will help students to highlight significant events and help them to draw parallels between the two Movements.

Students may be asked to create two columns (vertical) on a chart paper. One column for the *Non-cooperation Movement* and the other for the *Civil Disobedience Movement*. Each column may highlight significant developments and pattern of protest, participation of different sections of society including women, methods adopted,



names of leaders, effects of protest, spread of the movement, did the movement have desired effect?

At the bottom of the chart students may include a short comparative analysis of the spread of both the Movements in different parts of the country and how people responded to the call for *Swaraj*—which meant different things to different people.

Activity 3

Visual Representation of identifying Symbols of Nationalism

As the national movement spread, there emerged a number of icons and symbols in unifying people and inspiring in them a feeling of nationalism. Even today there are many symbols in the form of images, sculptures, songs, flags, etc., that unite people and instil a sense of collective belonging.

Students may identify such symbols and make a visual representation in the form of a Poster. The poster may also contain symbols that are used today that unify people and instil sense of nationalism.



(b) Geography

Learning Outcomes	Sources and Resources	Week-wise Suggestive Activities (guided by parents/teachers)
<p>The learner</p> <ul style="list-style-type: none"> explains cause and effect relationship between phenomena, events, and their occurrence, for example, analyses the impact of overuse of natural resources, such as, ground water. demonstrates inquisitiveness, enquiry, for example, pose questions related to the scarcity of potable water. extrapolates and predicts events and phenomena, for example predicts the impact of pollution of water on human health. analyses and evaluates information, for example, indigenous or modern methods of conservation of water. constructs views, arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region. 	<p>Textbook- Contemporary India –II</p> <p>Chapter 3: Water Resources</p> <p>Web Resources</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>QR Code</p> <ul style="list-style-type: none"> <i>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</i> <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Web Resource</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. 	<p>WEEK 7</p> <p>Themes- Water scarcity and need for water conservation and management</p> <ul style="list-style-type: none"> Teacher may initiate the topic by asking students to prepare a write up on usage of water and issues related to potable water in their own locality during summers. Student may share the write up with the teacher and classmates through email or WhatsApp. Teacher may take cue from their write up and discuss about different types of water sources in India and scarcity of water due to overuse and misuse of fresh water. Students may consult atlas and School Bhuvan NCERT portal for locating fresh water sources e.g. rivers and lakes in India. Students may collect visuals and stories related to water scarcity from different parts of the country, make collage and share with students and teachers. Students may be given task to interpret the collage related to Water Scarcity explained in Fig. 3.1 on page 24 showing snow covered areas of Kashmir, dry regions of Gujarat and flood prone areas of West Bengal; learners may be asked to investigate reasons of water scarcity of each region located in different climatic areas and prepare a report or chart. <p>Topic- Multipurpose River Projects and Integrated Water Resource Management</p> <ul style="list-style-type: none"> Students may be encouraged to read about Hydraulic structures in Ancient India given in the textbook and locate these places on the map of India. Student may open layers of thematic maps on School Bhuvan NCERT portal to locate rivers, lakes and dams of India.



- Students can open administrative map of India showing state and district boundary layer on the portal to observe location of water resources and dams in different states and districts.

WEEK 8

Multipurpose river projects and integrated water resource management

- Student may be given task to prepare write up on importance of multipurpose dams by giving some examples from States and share with teacher.
- Student may discuss with their grandparents about the traditional method of building dams and irrigation work during their childhood days and share with classmates and teacher through email.
- Student may also collect information about inter-state water disputes in India and share with the teacher.
- Teacher may use School Bhuvan portal to show flood situation in different parts of the country in recent past and discuss its causes and consequences.
- Student may read carefully the collage related to *Basic Safety Precautions To Be Taken during Floods* given on page 29 and discuss with their parents.
- Students may prepare a chart on water pollution and its impact on human health and share with classmates and teacher

Topic- Rainwater harvesting

- Students may be sensitised towards misuse and overuse of water resources.
- Student may collect information about traditional methods of water harvesting in ancient India from the textbook and prepare a write up and share with teacher and classmates.
- Student may be encouraged to draw a sketch of roof-top water harvesting system to explain modern method of rainwater harvesting.
- Students may prepare chart on depletion of water resources and its causes and consequences.



(c) Political Science

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise suggestive activities (to be guided by the parent/ teacher)</i>
<p>The learner</p> <ul style="list-style-type: none"> describes different political parties in India and their role explains the role of election commission develops materials showing different parties in India materials and prepare write-ups on founders of political parties in India 	<p>Theme: Political Parties</p> <p>NCERT/STATE TEXTBOOKS</p> <p>Sources</p> <p>YouTube</p> <p>E-content</p> <p>Other state textbooks</p> <p>Newspapers and Magazines</p> <p>Swayam Prabha channel</p> <p>Radio and T.V. discussion on the theme.</p> <p>Question papers of the last five years.</p>	<p>WEEKS 9 AND 10</p> <p>Define political parties and their role in shaping democracy. Share the write-up with your friends.</p> <p>Write a short note on the Election Commission of India</p> <p>Prepare a chart on different Political Parties along with their symbols.</p> <p>Write in five hundred words on:</p> <ul style="list-style-type: none"> -Two Party System -Multi party system <p>Discuss with your parents on what the challenges to the political parties in India and how they can be reformed.</p> <p>You may prepare a chart on the founders of National Political Parties in India with a brief biography.</p>



(d) Economics

In Economics, there are five topics, viz., (i) Development (ii) Sectors of the Indian economy (iii) Money and credit (iv) Globalisation and the Indian economy and (v) Consumer Rights.

One them was already completed in the first academic calendar for four weeks. Here will be cover the following two themes—

1. Sectors of the Indian economy;
2. Money and credit

<i>Learning Outcomes</i>	<i>Sources and Resources</i>	<i>Week-wise suggestive activities (to be guided by parents/teachers)</i>
The learner <ul style="list-style-type: none"> explains the income as an indicator of economic development uses some simple statistical tools (bar and pie) to analyse developmental indicators recognises the need to evolve criteria to classify economic activities, enterprise and people appreciates that people are highly interdependent and so are the economic activities defines primary, secondary and tertiary sectors, final goods, intermediate goods, Gross Domestic Product, organised and unorganised sector, private and public sector 	Chapter 2: Sectors of the Indian economy NCERT Textbook <i>Understanding Economic Development</i> , Social Science Textbook for Class X https://ncert.nic.in/textbook.php?jess2=0-5 <ol style="list-style-type: none"> 1. <i>Trilingual Dictionary of Economics for Schools</i> (https://ncert.nic.in/pdf/publication/otherpublications/Dic_Eco.pdf) 2. Economic Survey reports for various years (https://www.indiabudget.gov.in/economicsurvey/allpes.php) 4. Live Phone-in-programme interactive session programme videos telecasted from Swayam Praba Channel. Links https://www.youtube.com/watch?v=9qoI1DD_5wQ – GDP and sectors of the Indian economy - 1	WEEK 11 <ol style="list-style-type: none"> 1. This topic can be taught over a period of five working days of 30-35 minutes. 2. During the first session, students can be encouraged to read the chapter. Underline important technical terms used in the chapter and find out their explanation given in the trilingual dictionary whose link is given. 3. Students can share the questions and doubts about various parts of the chapter. 4. Students can be encouraged to watch the videos whose links are given and participate in the activities suggested in the videos including the assessment questions.



<ul style="list-style-type: none"> examines changes in Gross Domestic Product over the last 4-5 decades in India and across three sectors differentiates: (a) organised and unorganised sectors; (b) private and public sector <p>The learner</p> <ul style="list-style-type: none"> understands barter system and how money came into being defines money, double coincidence of wants, credit, interest rate, collateral and formal and informal sources of credit explains the role of banks in an economy analyses different sources of credit based on statistical data uses bar and pie diagrams to explain the sources of credit 	<p>https://www.youtube.com/watch?v=yrm8lIrNH4 - GDP and sectors of the Indian economy – 2</p> <p>Chapter 3 Money and Credit</p> <ol style="list-style-type: none"> <i>NCERT Textbook – Understanding Economic Development, Social Science Textbook for Class X</i> (https://ncert.nic.in/textbook.php?jess2=0-5) <i>Trilingual Dictionary of Economics for Schools</i> (https://ncert.nic.in/pdf/publication/otherpublications/Dic_Eco.pdf) <p><i>Details of Indebtedness</i> – latest source of credit at the national level can be accessed from http://www.mospi.gov.in/sites/default/files/publication_reports/KI_70_18.2_19dec14.pdf</p> <p>Live Phone-in Programme sessions</p> <p>Links https://www.youtube.com/watch?v=zm-svH4oZc – money and credit 1 https://www.youtube.com/watch?v=PSzi4mLsHO4 – money and credit 2 https://www.youtube.com/watch?v=mJ2uT4V2-uY – money and credit 3</p>	<p>WEEK 12</p> <ol style="list-style-type: none"> This topic can be taught over a period of five working days of 30-35 minutes. During the first session, students can be encouraged to read the chapter. Underline important technical terms used in the chapter and find out their explanation given in the trilingual dictionary whose link is given. Students can share the questions and doubts about various parts of the chapter. Students can be encouraged to watch the videos whose links are given and participate in the activities suggested in the videos including the assessment questions. Students may be encouraged to watch websites of museums in which currency and coins are kept. The statistical data related to sources of credit can be used to assess the students' data analysis skills
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ART EDUCATION (VISUAL ARTS)

Students at this level are requested to engage themselves with Art activities for 40-45 minutes daily. This will help them improve their artistic skills and gain better mental and physical health.

Suggested Activities

Class IX

Learning Outcomes	Suggested Activities/ Week wise	Resources and materials
The learner <ul style="list-style-type: none"> improves his/her 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. 	<p>WEEK 5</p> <ul style="list-style-type: none"> You have done the sketching of many things, both man-made and natural, such as, vegetables, fruits, utensils and pots, trees, flowers, leaves, human figures, pet and animals around, clothes, shoes, furniture, etc. and understood to differentiate between light and shade, soft and hard surfaces, dull and bright colors, curves and contours, and shapes. Observe and understand elements of art and design (line, shape, form, texture, rhythm, color, composition and perspective) Now, take a subject, it could be curtain on a window or bed with sheet and pillow or shoes kept in a row etc., work on details with each element of the above with pencil, creating effects of light and shade and make a detailed drawing composition. <p>WEEK 6</p> <p>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.</p>	<p>Pencil - B, 2B, 4B</p> <p>Sheets (even one side used sheets, old copies/ exercise books etc. will also do)</p> <p>Bind the loose sheets together into a sketch book.</p> <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>



WEEK 7

You have made a color wheel, using primary, secondary and tertiary colors. Now, in a notebook or drawing book, select primary colors, and collect examples of as many shades as possibly available around you of that color, in different materials, paper, cloth, sheet, magazine, etc. Organise them in a graded series, from lightest to darkest or darkest to lighter most.

WEEK 8

Make a utility object from old carton, cardboard, hardboard, shoe box, cloth or any material, design it according to its usage and decorate it. It could be photo frame, a dustbin, a pen stand, table mats or coasters.

WEEKS 9 AND 10

Create a storyboard; first select a story or make a story of your own, narrate it in story strips, minimum 12 strips, paint it and narrate the story in simple sentences. Both, the illustration and narration in words should complement each other.

Or

Prepare a timeline with illustrations/ photographs/ images of all important events related with your life (13-14 years) to showcase your achievements such as first day at school, participation in any competition, getting appreciation for writing or making something unique, etc.

WEEK 11

You may select a monument from your city/ neighborhood which you have visited earlier, find out more about it, ask your parents, elders



at home, write an illustrated essay, with drawing showing different parts of the monument, write about when it was built, who built it, what was the purpose of the building, what materials have been used to build it, etc.

WEEK 12

In the last week, and before the school reopens, prepare your portfolio to keep all your works, organise all the work sheets, date wise, check all the works, in case any work is unfinished, it can be completed. Make a neat folder, using an old portfolio or file, cover it and make it artistic while decorating the same, using your creativity and craft skills, acquired during the holidays. Put a label on the cover with name, class, section, etc., written neatly.

For 3D works, they may keep it carefully to carry to the school. Mark them with your name, class, etc.



Class X

Learning Outcomes	Suggested Activities	Resources/ materials
<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 identifies different styles, medium and schools of Indian painting, such as the cave paintings, mural paintings, palm leaf/ manuscript painting, miniature painting, etc. 	<p>WEEKS 5 AND 6</p> <p>In the last weeks, you have practiced sketching and drawing of different parts of your home. Using the skills and your observations, make a composition of a corner of your house, it could be a room, living room, veranda, balcony or bathroom, using line, shape, form, texture, rhythm, colour, proportion, perspective etc.</p> <p>In week 1, make the detailed drawing, do shading with pencils (B 2, 4, 6).</p> <p>In the second week, you may use the same corner or a different to make a composition and colour it.</p> <p>WEEK 7</p> <p>Collect small pieces of materials, papers, cloth, leaves etc. from around your home and create textures either with colour or pencil, on a sheet/ drawing book in 3 inches squares.</p> <p>WEEKS 8 AND 9</p> <p>You have gone through different websites of NCERT/ NROER and CCRT, Museums and collections to look at the pictures of different styles of Indian painting from the pre-historic times to the Modern period and noted down characteristics and elements of paintings of various styles. Now, create a timeline, with texts, dates, if possible, visuals or drawings either on a sheet or using an open online platform in digital format. Timeline should showcase the evolution of painting in India either from Bhimbetka to the Mughals or from Rajasthani to Modern period, upto, 1990. This will carry information and your observations regarding the period/dates, materials, surfaces used for painting, techniques and stylistic features.</p>	<p>Pencil B, 2B, 4B</p> <p>Sheets (even one side used sheets, old copies/ exercise books etc. will also do)</p> <p>Bind the loose sheets together into a sketch book.</p> <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>



WEEKS 10 AND 11

In 20 frames of 2-3 inches squares illustrate/ create a story script of your own, may be taken from your textbook, fiction or mythological, comic/cartoon or of your imagination, colour them. The style and the script should be your own and not copied from anywhere. For narration, you may or may not use text bubbles. Text may also be written below in the form of caption.

WEEK 12

In the last week, and before the school reopens, prepare your portfolio to keep all your works, organise all the work sheets, date wise, check all the works, in case any work is unfinished, it can be completed. Make a neat folder, using an old portfolio or file, cover it and make it artistic while decorating the same, using your creativity and crafts skills, acquired during the holidays. Put a label on the cover with name, class, section, etc. written neatly.

For 3 D works, they may keep it carefully to carry to the school. Mark them with your name, class etc.



Performing Arts — Music

Guidelines

The focus at this level should be—

- At this stage a little more emphasis on ragas, is required so let the students learn compositions in a few ragas. Simultaneously make them conscious of the application of ragas or specific *swar* patterns in folk music, film music, devotional music, patriotic songs, etc.
- In Folk Music the content is also important to understand the uniqueness of different regions and the cultural weave of Indian society.
- Identification of rhythmic patterns, of *laya*, *taal* and their patterns is to be focused. Learn to sing and play musical instruments.

Learning Outcomes	Suggestive Activities	Sources
The learner <ul style="list-style-type: none"> • sings and plays the basic notes of Indian music • sings the notes of Raga Kaafi • sings compositions in Raga Kaafi • understands the importance and relevance of singing Lakshangeet • plays the bols of Taal • identifies sounds of varied types of musical instruments • analyses how music complements are scene in different audio /video • identifies the influence of classical music on film music 	<p>Activity 1 (everyday)</p> <p>Revision of <i>sargams</i> everyday taught at different levels</p> <p>Activity 2 (10 days)</p> <p>Learning Raga Kaafi (Vocal and melodic instruments)</p> <ul style="list-style-type: none"> • <i>Aaroha avroha</i> and <i>pakad</i> • 1 composition in the raga • 4 <i>sargams</i> in the raga preferably in <i>ektaal / teentala</i> • 1 <i>lakshangeet</i> • Make a small project and maintain a portfolio • Record all the parts and maintain a folder (electronically) • Share with teachers for assessment purpose <p>In case of percussive instruments</p> <ul style="list-style-type: none"> • learn <i>keherva</i> and <i>teentala</i> • Recite the <i>talas</i> • Write the <i>talas</i> in <i>Thah , dugun , tigan</i> <p>All vocal music students should also learn to recite and write the talas</p>	<ul style="list-style-type: none"> • The teacher records the raga (1 part at a time) on mobile phone and shares it on WhatsApp. • The teacher connects with children online by downloading apps and conducts classes. • The children can learn from family members if they have knowledge . • All NCERT Textbooks have to be consulted for project work. <p>YouTube /Internet</p> <p>https://www.youtube.com/watch?v=m3TElvqy8Bk</p> <p>https://www.youtube.com/watch?v=J4FtfJVNAZc</p> <p>https://www.youtube.com/watch?v=TuKPw7P8B60</p>



- identifies the concept of varied patterns in the same taal
- listens to different artists of vocal and instrumental music
- identifies concepts of Mathematics, Language, Social Science, in Music

Activity 3

- Find out 1 or 2 film songs sung in Raga *Kaafi*
- Learn the songs
- Try to understand the concept of application of ragas in film music
- Try to understand the tala in the songs -Maintain a portfolio for all the above activities

Activity 4

See an episode of Mahabharata, Ramayana or any interesting serial on television. While watching note down the type of Music you hear (like 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

Activity 5

Listen to a musician for 10 minutes every day for seven 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.

Activity 6

Project Suggestive Topics

Interrelationship of the following—

- Music and Mathematics
(Mathematical Calculation of *laya*)
- Music and Geography
(Development of Music in varied cultural zones e.g. songs, instruments in mountainous or hilly areas)
- Music and languages – Dialects in folk Music

Students may choose any one of the above topics or any other topic for project in consultation with the teacher.

<https://www.youtube.com/watch?v=3k6S2BZMPxk&t=618s>

<https://www.youtube.com/watch?v=HuVYWI9VNLk&t=645s>

<https://www.youtube.com/watch?v=KuA0vWHQMFw&t=91s>

- Television (TV) Serials being telecast on DD or any other TV channel
- Mobile phone to watch varied clippings on music received from teachers/school



Class X

Learning Outcomes	Suggestive Activities	Sources
<p>The learner</p> <ul style="list-style-type: none"> sings and plays the basic notes of Indian Music sings the notes of Raga Bhairav sings compositions in Raga Kaafi understands the importance and relevance of singing Lakshangeeta plays the bols of Taal identifies sounds of varied types of musical instruments analyses how music complements are scene in different audio /video identifies the influence of classical music on film music identifies the concept of varied patterns in the same taal listens to different artists of vocal and instrumental music Identifies concepts of Mathematics, Physics, Language, Social Science, in Music 	<p>Activity 1 (everyday)</p> <p>Revision of <i>sargams</i> everyday taught at different levels</p> <p>Activity 2 (10 days)</p> <p>Learning Raga Bhairav (vocal and melodic instruments)</p> <ul style="list-style-type: none"> <i>Aarooha avroha</i> and <i>pakad</i> 1 composition in the raga 4 <i>sargams</i> in the raga preferably in <i>ektaal / teentala</i> 1 <i>lakshangeet</i> Make a small project and maintain a portfolio Record all the parts and maintain a folder (electronically) Share with teachers for assessment purpose <p>In case of percussive instruments</p> <ul style="list-style-type: none"> learn <i>Jhaptala</i> and <i>Dadra</i> Recite the <i>talas</i> Write the <i>talas</i> in <i>Thah , dugun , tigon</i> <p>All vocal music students should also learn to recite and write the talas</p> <p>Activity 3</p> <ul style="list-style-type: none"> Find out 1 or 2 film songs sung in Raga Bhairav Learn the songs Try to understand the concept of application of <i>ragas</i> in Film music Try to understand the <i>tala</i> in the songs Maintain a portfolio for all the above activities <p>Activity 4</p> <p>See an episode of Mahabharata, Ramayana or any interesting serial on television. While watching note down the type of Music you hear (like sad, lively, happy, angry, chivalrous any mood) .Try to identify the words of vocal music</p>	<ul style="list-style-type: none"> The teacher records the raga (1 part at a time) on mobile phone and shares it on WhatsApp The teacher connects with children online by downloading apps and conducts classes The children can learn from family members if they have knowledge <p>YouTube /Internet</p> <ul style="list-style-type: none"> https://www.youtube.com/watch?v=m3TElvqy8Bk https://www.youtube.com/watch?v=J4FtfJVNAZc https://www.youtube.com/watch?v=TuKPw7P8B60 https://www.youtube.com/watch?v=3k6S2BZMPxk&t=618s https://www.youtube.com/watch?v=HuVYWI9VN Lk&t=645s https://www.youtube.com/watch?v=KuA0vWHQMFw&t=91s



	<p>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.</p> <p>Make a portfolio and analyse how music, characters, use of musical instruments complement each other to create an episode</p> <p>Activity 5</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 4 different types of artists.</p> <p>Activity 6</p> <p>Project Suggestive Topics</p> <p>Interrelationship of the following—</p> <ul style="list-style-type: none"> (i) Music and Physics –(concept of sound) (ii) Music and Geography (iii) Music and languages – Dialects in folk Music <p>Students may choose any one of the above topics or any other topic for project in consultation with the teacher.</p>	<ul style="list-style-type: none"> • All NCERT Textbooks have to be consulted for the project • Television (TV) • Serials being telecast on DD or any other TV channel • Mobile phone to watch varied clippings on music received from teachers/ school.
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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, who are in the phase of adolescence. The World Health Organisation (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 behavioural 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 then start with simple and comfortable ones. In yoga, both Dos and Don'ts are very important. To begin with, as said earlier simple practices should 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 clarify 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. Along with 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.



Classes IX — X

Learning Outcomes	Sources and Resources	Suggested Activities
The learner <ul style="list-style-type: none"> exhibits healthy eating habits, and personal hygiene. gets 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. 	Training and Resource Materials on adolescence Education. http://www.aeparc.org/upload/39.pdf <i>Health and Physical Education Textbook for Class IX</i> http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14 <i>Yoga A Healthy Way of Living Secondary Stage</i> http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf <i>Yoga for Adolescent</i> MDNIY http://yogamdniy.nic.in//W riteReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf http://yogamdniy.nic.in//Contents.aspx?lsid=1084&lev=1&lid=691&langid=1	<p>Children at home be asked to do the following</p> <ul style="list-style-type: none"> Prepare a menu for a healthy meal for 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 the mission of 'SwachhVidyalaya- Swachh Bharat' 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) can be done. These micro yogic activities are as follows. One can do the micro yogic practices related to neck shoulder, knee and ankle movement each for 3 rounds every day, 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.</p>



		<p>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 • neck rotation <p>Shoulder Movement</p> <ul style="list-style-type: none"> • Shoulder stretch • Shoulder rotation • Trunk movement • Trunk twisting • Knee movement • Ankle movement • All these should be done with ease without any jerk. Some of the yogic practices are given below. You can do these asanas for 15 minutes. <p>Asanas</p> <ul style="list-style-type: none"> • <i>Surya Namaskar</i> • <i>Tadasana</i> • <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>
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		<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</p> <p>Yoga Nidra</p> <p>All these asanas are explained in the textbooks mentioned as resources.</p> <ul style="list-style-type: none"> • Should take at least eight hours of sound sleep.
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Stress Coping Activities

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

- 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, watch a cartoon film or share jokes and funny stories with your family and friend.
- Discover the 'yogi' in you. Yoga has always been a relief 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.
- Take charge. 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

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

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

1. Protect school property _____
2. Take care of younger students during different school events_____.
3. Follow safety rules while crossing the road.
4. Keep your home surroundings clean.
5. Switch off fans and lights when not in use.
6. Eat meals with the family at least once a day.
7. Say no to physical fighting and hitting other students in school and outside.
8. Help parents with their work without any excuse_____.
9. Keep bags, books, clothes etc. neatly and tidily every day _____.

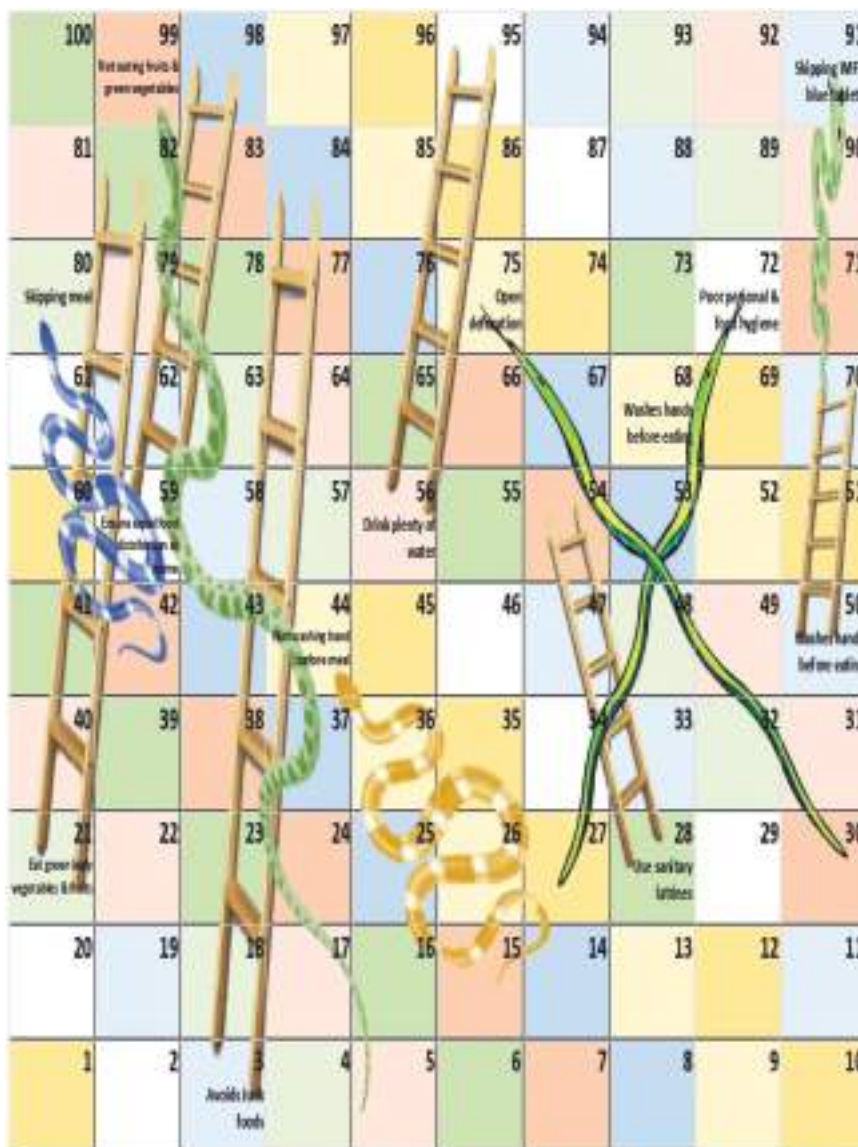


10. Spare a few minutes talking to old/needly people
_____.
11. Respect for all genders irrespective of diversity
_____.

We are aware that respecting each other's differences is an important value in the Constitution of India.

Make your way to Healthy Eating and follow hygienic practices through the Snake and Ladder board game below

Analyse the Relationship and Write your Observations



Not eating fruits and green vegetables	Lack of essential nutrients
Skipping (weekly Iron Folic Acid supplementation) WIFS blue tablets	Can lead to anemia
Not washing hands before meals 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



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

ISBN 978-93-5292-???-?

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JOINTLY DEVELOPED BY

United Nations
Educational, Scientific and
Cultural Organization

New Delhi Office

Cluster Office for Bangladesh,
Bhutan, India, Maldives,
Nepal and Sri Lanka

Why is it important to know about cyberbullying?

Cyberbullying involves the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature and is a punishable offence under the Information Technology Act, 2000 and the Indian Penal Code. It also involves posting pictures or videos aimed at harassing another person. A whole gamut of social platforms, including chat rooms, blogs and instant messaging are used in cyberbullying.

With COVID-19 closing schools across all states, Education Departments have made efforts to ensure continuity of learning through various digital platforms. Millions of learners are turning to online education and with this comes a huge increase in use of electronic devices and Information and communication Technologies (ICTs). This places children and young people at risk of online abuse, increasing their vulnerability to cyberbullying. Cyberbullying is widespread and affects a significant number of children and adolescents and infringes their rights to education and to health and well-being.

There are considerable negative effects of cyberbullying, including on academic achievement, mental health, and quality of life in general. Online bullying often prevents teachers from imparting quality education through digital platforms and acts against the provision of safe, non-violent and inclusive learning environments for all.



Cyberbullying includes



Posting hurtful, nasty rumours or comments on updates, pictures and videos shared by an individual on websites.



Uploading embarrassing photographs online without the person's permission.



Excluding individuals of different cultural, socio-economic backgrounds from online groups and forums.



Stealing someone's account password and sending unwanted/inappropriate messages from that account to harass other individuals.

How to stay safe online?

Do's

- Create a strong password according to password guidelines, and frequently change passwords to prevent misuse.
- Read the privacy settings very carefully on social networking sites.
- Communicate only with known people.
- Be careful while posting photographs, videos and any sensitive information on websites as they leave digital footprints which stay online forever.
- Ensure that only authorized personnel access computer systems and labs.
- Report immediately to the support team of networking site if you suspect that your account have been hacked or stolen.
- Invest in a strong network security system.
- Use only verified open source or licensed software and operating systems.
- Set up your computer for automatic antivirus software and operating system updates.

Don'ts

- Don't reveal your password to anyone other than your parent or guardian.
- Don't reveal personal information like age, address, phone number, school name etc. as this can lead to identity theft.
- Don't post anything which hurts others feelings.
- Don't post your friends' information on networking sites, which can put them at risk.
- Don't forward anything that you read on social media without verifying it from a trusted source.
- Don't leave your account unattended after login, log out when you are not using it.
- Don't create fake profiles for yourself on any social networking site.
- Don't use personal devices such as personal USBs or hard drives on public networks or computers.
- Don't open links and attachment on social networking sites and block file extensions such as .bat, .cmd, .exe, .pif by filtering software.

The law supports you!

Cyberbullying is a punishable offence under the Information Technology Act, 2000 and the Indian Penal Code.

All children and adults MUST report cases of cyberbullying to the police (Dial: 112).



How to prevent and counter cyberbullying?



Do not respond

If someone is bullying you online, DO NOT respond or retaliate by doing the same thing. Responding or retaliating may make matters worse or even get you into trouble.



Collect as much information as possible

Take a screenshot of anything that you think could be cyber bullying and keep a record of it.



Block and report

If someone bothers you, make sure you block the offender and report on the social media platform immediately. This feature is available on most online platforms.



Talk about it

Inform trusted adults like your parents and teachers about the bullying incident. Seek help. Do not feel that you are alone and never keep it to yourself.



Be private

Keep your social media privacy settings high and do not connect with anybody who you do not know offline.



Be aware

Remain updated with all the preventive and security measures in the cyber world.

SUPPORT AND HELPLINE NUMBERS

Police: **Dial 112** (Police has Cyber Crime Cell that handles cases of cybersecurity)

Complaint: **cp.ncpcr@nic.in**
(National Commission for Protection of Child Rights)

Childline Number: **1098**
Complaint: **www.childlineindia.org**

Complaint: **cybercrime.gov.in**
(National Cyber Crime Reporting Portal)
Helpline number: **155260**
Twitter handle: **@CYBERDOST**

Complaint: **complaint-mwcd@gov.in**
(The Ministry of Women and Child Development)