

CLASS VI

English

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

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

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

Mathematics (Class VI)

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

	<p>25/file/5b4704f116b51c01f24a38ae</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</p> <p>Whole numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5834db4616b51c7b700a7626 (video in Hindi)</p> <p>Playing with numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47224716b51c01f24a546f</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/583503f116b51c7b700a77b2 (video in Hindi)</p> <p>Books published by The Association of Mathematics Teachers of India (AMTI)</p> <p>Email- support@amtionline.com</p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • The next chapter of ‘Whole Numbers’ may now be discussed on the same lines. • Children may be given questions where they would be required to think and discuss things like: <i>Is it true that Whole numbers are not closed under subtraction. Why or Why not? Subtraction is not commutative for Whole numbers. Justify giving examples.</i> • E-resources on NROER may be used to get a better understanding of the concepts. • Teachers may also use NISHTHA module for a better understanding of the transactional strategies. <p>WEEK 4</p> <ul style="list-style-type: none"> • The activities of Week 3 may be continued. • After observing the comments sent by students, the teacher may assess them and give appropriate feedback. • Some open ended questions that may be thought of are: <ul style="list-style-type: none"> • <i>For which of the operations the Whole numbers are closed / commutative/ associative/ distribute?</i> • <i>If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths?</i> • <i>Fill in the blanks - = 7.</i> • <i>Give some one digit numbers like 1,2,3,4 (Different groups of numbers may be given to different groups). Ask them to form two 2-digit numbers from these (without repeating the digits) such that the sum of these two numbers formed is largest/smallest. Ask the learners to compare the different sums obtained and decide which sum is largest/smallest. Under what condition of placement of digits, it was possible?</i> • <i>Learners may be asked to form magic squares of different magic sums. (Information about magic squares is available in the books of The Association of Mathematics Teachers of India.)</i>
--	--	---

Science (Class-VI)

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

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

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

Link 5

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

Link 6

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

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

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

WEEK 4

The learner may be asked

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

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

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

हिन्दी (कक्षा—छः)

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

Social Science (Class-VI)

a. History

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

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

history and culture from this website.

<https://artsandculture.google.com/>

➤ Relation of Harappan towns with contemporary places/sites in India or outside with focus on sources/things which tell us about this contact and the nature of this contact.

- Use Google Hangout to share, discuss among students and teachers.
- Projects can be assigned to different groups of students.
- Each group of students can discuss among themselves-how to go about it, assign various tasks to an individual student and regularly be in touch with fellow students.

WEEK 4

- Groups could be given 3-4 days to complete the project. And when groups are ready with their project report, it can be shared with other students and the teacher using the same platform for a Google hangout meet (date, time of this meet could be decided and shared in advance among all students).
- This session could be used by students to discuss, raise questions on other projects along with questions and final comments by the teacher.
- You can assess students' projects on different points such as content (introducing the topic, highlighting main issues, concluding remarks), presentation (visual and written both), clarity of thoughts while answering questions, cooperative learning (interaction, participation and taking initiatives to help others), etc.

b. Geography (Class VI)

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

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

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

c. Social and Political Life

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

CLASS VII

English (Class VII)

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

The learner -

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

WEEK 3

Reading

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

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

हिन्दी (कक्षा—सात)

संभावित सीखने के प्रतिफल	विषय-वस्तु (थीम) कौशल/ दक्षता	प्रस्तावित गतिविधियां (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p>ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं।</p> <p>रा.शै.अ.प्र.प.द्वारा पूर्व-निर्धारित सीखने के प्रतिफल—</p> <ul style="list-style-type: none"> • किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार व्यक्त करते हैं। • विभिन्न स्थानीय, सामाजिक एवं प्राकृतिक मुद्दों/ घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं। जैसे— लॉकडाउन, प्रकृति और चिड़ियों का चहचहाना। • कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। • हिंदी भाषा में विभिन्न प्रकार की सामग्री (विशेषकर इंटरनेट पर उपलब्ध समाचार पत्र/पत्रिकाएँ, जानकारीपरक सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद के पक्ष में लिखित या ब्रेल भाषा में तर्क रखते हैं। 	<p>कक्षा—सात</p> <p>उदाहरण— ‘हम पंछी उन्मुक्त गगन के’ (कविता)</p> <p>शिवमंगल सिंह सुमन (कवि)</p> <p>(रा.शै.अ.प्र.प.की पाठ्यपुस्तक वसंत भाग2)</p> <p>पीडीएफ़ लिंक— http://ncert.nic.in/textbook/pdf/ghvs101.pdf</p> <p>नोट— आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p>भाषा-कौशल— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p>	<ul style="list-style-type: none"> • शिक्षक एवं शिक्षिकाएँ उपरोक्त पाठ को वर्तमान संदर्भ से जोड़ते हुए अध्यापन कार्य करें। यह कार्य विद्यार्थियों के साथ वीडियो कांफ्रेंसिंग के द्वारा (जैसे—जूम कॉल, व्हाटसप समूह कॉल आदि) या फिर वीडियो पढ़ाते हुए रिकार्ड कर विद्यार्थियों को भेजा जा सकता है। विद्यार्थी इसे अपनी-अपनी पाठ्यपुस्तकों में देखें तथा वर्तमान संदर्भ में उपयोगी प्रोजेक्ट/ दत्त कार्य को पूरा करने का प्रयास करें। • QR कोड में रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो/ वीडियो पाठ। • ऑडियो लिंक— https://ciet.nic.in/pages.php?id=vasant-ii&ln=en • कवि एवं कविता पर आधारित रा.शै.अ.प्र.प.एवं यूट्यूब पर उपलब्ध सामग्री। • नवीनतम सूचनाओं का (कविता को ध्यान में रखते हुए) पर्यावरण संतुलन संबंधी गतिविधि के लिए उपयोग। • शिक्षण-अधिगम को प्रभावी बनाने के लिए आकलन के उद्देश्य से विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण, प्रदत्त कार्य के रूप में प्रदान करना।

Mathematics (Class VII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p><i>The learner</i> multiplies /divides two integers. interprets the division and multiplication of fractions uses algorithms to multiply and divide fractions /decimals.</p>	<p>NCERT /State <i>Mathematics</i> textbook for Class VII</p> <p>Chapter 1: INTEGERS</p> <p>Chapter 2: FRACTIONS AND DECIMALS</p> <p>E-resources: Integers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583b8a16b51c01cccebeb0</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42cea016b51c0171d33ab0</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583c6616b51c01cdf01fd</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58dd3a87472d4a03227bf998</p> <p>Fractions and decimals https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5850f8494</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> The first chapter is about Integers in which multiplication and division of integers is dealt. Discussion may be initiated about integers which students have already studied in Class VI. The learners may be sent some questions about integers and may be asked to respond online. Different ways of introducing multiplication of integers may be discussed (On the number line, through patterns, etc.) Students may be encouraged to form examples and look for patterns. Teachers and other learners may give their comments. This may continue in Week 2 as well. <p>WEEK 2</p> <ul style="list-style-type: none"> Learners may be introduced to properties of multiplication of integers. They may observe the patterns and send their observations to the teacher. Generalisation of the property may then be discussed. Exercises from the textbook of <i>Mathematics</i> for Class VII and <i>Exemplar Problem Book</i> for Class VII may be attempted. Learners should send their solutions to the teacher and teacher and other learners may discuss about them. Teacher may select appropriate activities from <i>Laboratory Manual for Elementary Stage</i> (Activities 29, 38) in mathematics and ask the learners to perform them and send their observations. Conclusions about the concept can then be drawn after discussion. Concept of division of integers can then be discussed on similar lines.

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

Science (Class VII)

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

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

<p>regulator etc on their function</p> <ul style="list-style-type: none"> differentiates between different effects of electric current, on the basis of certain observations eg. Heating effect, magnetic effect etc. conducts simple investigations to seek answers to queries, e.g., effect of adding more number of cells in an electric circuit relates processes with causes, e.g., heating of conducting wire, deflection in magnetic needle due to a current, etc. explains processes, e.g., heating and magnetic effects of electric current, etc. draws labelled diagrams and circuit diagrams of electric components, electric circuits, organ systems electric circuits; experimental set ups; etc. constructs models using materials from surroundings and explains their working, e.g., 	<p>Electric Current Electromagnet Electric Bell Chapter 14 NCERT Science Textbook Class VII http://ncert.nic.in/textbook/pdf/gesc114.pdf Exemplar Problems, Ch. 14, Class VII Science http://ncert.nic.in/ncerts/l/geep114.pdf Laboratory Manual in Science for Class VI-VIII http://www.ncert.nic.in/exemplar/labmanuals.html E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. Chapter 13, Class VI NCERT http://ncert.nic.in/textbook/pdf/fesc113.pdf</p>	<p>https://www.youtube.com/watch?v=4IIT2s7Q1g8&feature=youtu.be Watch the video carefully and try to make your own circuit for this and play with your family members.</p> <ul style="list-style-type: none"> Open the link given below https://nroer.gov.in/5645d28d81fccb60f166681d/file/58871106472d4a1fef810c49 Watch the video carefully and try to make your own simple electric switch. <i>Note: Instead of generator shown in the video you can use a combination of two dry cells and in place of crocodile clips you can use copper wires directly.</i> Make an electric circuit as shown in Fig. 14.7 in Ch. 14 of NCERT Textbook (Class VII Science). <i>Note: Nowadays mostly we find LEDs instead of the bulb shown in the figure. If LED is available instead of the bulb shown in the figure, then make sure that you are connecting positive terminal of the cell to the longer leg of the LED.</i> For making these circuits, take help from your elders and try to find an old torch or other electrical devices from which you can collect the required items for your circuits. Make a simple electric circuit using few dry cells, LED or torch bulb and wires. Observe the effect on intensity or glow of bulb on increasing the number of cells in the circuit. Repeat the activity with a fuse torch bulb and note the observations. Discuss the observation with your friends, elders and teacher. Open the link given below https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4d793e16b51c01e4ec660a It is an interactive simulation, play with the simulation to learn more about electric circuits. <p><i>Heating effect of electric current</i></p> <ul style="list-style-type: none"> Make an electric circuit as shown in Fig. 14.7 or Fig. 14.9 or Fig. 14.10, Ch. 14
--	---	--

<p>electromagnets; electric fuse, etc.</p> <ul style="list-style-type: none"> discusses and appreciates stories of scientific discoveries eg. How magnetic effect of electric current was discovered etc. applies learning of scientific concepts in day-to-day life, e.g., connecting two or more electric cells in proper order in devices; discussing the importance of electric fuse in the circuits etc. exhibits creativity in designing, planning, making use of available resources, etc. eg. finding magnets from broken or non working speakers or headphones etc. 		<p>NCERT Textbook (Class VII Science). After keeping the switch ON for few seconds, touch the bulb (Fig. 14.7) or wire (Fig. 14.10) connected in the circuit. What have you observed?</p> <p>Discuss with your friends, elders and teacher about your observations.</p> <ul style="list-style-type: none"> Collect information about various electrical equipments whose performances are based on the heating effects of electric current. This information can be collected by discussing with elders, friends, teachers or by surfing on internet. Try to identify the equipments in your house which work on this effect. <p>WEEK-4</p> <ul style="list-style-type: none"> Make a circuit as suggested in Activity 14.4 in NCERT Textbook (Class VII Science), for understanding the purpose of a fuse in an electric circuit. Discuss the importance of fuse in an electric circuit with your friends. You can write a short narrative for emphasizing the need of an electric fuse in our household circuits. You can also make a poster showing the need of electric fuse in circuits. Perform the activity 14.5 as suggested in NCERT Textbook (Class VII Science), for understanding the magnetic effects of electric current. <i>Note: You may not have a magnetic needle in your house, for this you can use a magnetized pin fitted in cork or thermocol floating on water surface (Refer to Activity 6 Ch. 13 NCERT Text book Class VIth). You may have a magnet or try to find a magnet from the old radio, speakers or head phones which are unusable.</i> Change the polarity of cell used or number of cells used in the circuit. Note down your observations. Discuss your observations with your friends, elders or teacher.
---	--	--

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

Social Science (Class-VII)

a. History (Class VII)

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

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

b. Geography (Class VII)

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

<ul style="list-style-type: none"> Shows sensitivity to the need for conservation of natural resources—air, water, energy, flora and fauna. 	<p>http://epathshala.nic.in/topic-d.php?id=0762CH01</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>	<ul style="list-style-type: none"> Similarly think, and identify if any changes have taken place in our environment in past few years. Write down about these changes. Discuss with parents/ grandparents about the changes which have taken place over the years/decades. Discuss and identify various components of the environment with the help of figure 1.1. given in the chapter. <p>WEEK 2</p> <p><i>Learner may</i></p> <ul style="list-style-type: none"> read about the major domains of the earth. encouraged to do following activities: write his/her observations about the surroundings and make a list of uses that the land in the neighbourhood is being put to. Find out the source of the water used in the home come from; make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?) Observe the sky during day and make a note whether the day is cloudy, rainy, sunny, foggy etc.
<ul style="list-style-type: none"> Identifies major layers of the earth's interior 	<p>Chapter 2: Inside Our Earth Interior of Earth</p> <p>http://epathshala.nic.in/topic-d.php?id=0762ch02</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 3</p> <ul style="list-style-type: none"> Imagine an ideal environment where they would love to live and draw the picture of their ideal environment. Those who may not prefer to draw can prepare a write up or a poem on the theme. <p>WEEK 4</p> <ul style="list-style-type: none"> The learner can read the chapter and observe figures 2.1 and 2.2 given in the chapter. Elders at home can help the learner to understand about various layers of the earth. An onion or boiled egg can be used to explain about the layers. The learner can draw the diagram of various layers of the earth.

c. Social and Political Life (Class VII)

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

CLASS VIII

English (Class-VIII)

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

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

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

हिन्दी (कक्षा —आठ)

संभावित सीखने के प्रतिफल	विषय-वस्तु (थीम) कौशल/ दक्षता	प्रस्तावित गतिविधियां (बच्चे इन गतिविधियों को अभिभावक/शिक्षक की मदद से करेंगे।)
<p>विद्यार्थी</p> <ul style="list-style-type: none"> ICT का उपयोग करते हुए भाषा और साहित्य (हिंदी) के कौशलों को अर्जित करते हैं। हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिकाएँ, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग आदि पर छपने वाली समग्री) को समझकर पढ़ते हैं और उस पर अपनी पसंद-नापसंद, राय आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं। कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं। भाषा की बारीकियों/व्यवस्था का लिखित प्रयोग करते हैं, जैसे— कविता के शब्दों को बदलकर अर्थ और लय को समझना। पाठ द्वारा अर्जित विषय-वस्तु की समझ को वर्तमान परिवेश से जोड़कर रचनात्मक एवं तार्किक अभिव्यक्ति एवं 	<p>कक्षा-8 उदाहरण— ‘ध्वनि’ (कविता) सूर्यकांत त्रिपाठी ‘निराला’ (कवि) (रा.शै.अ.प्र.प.की पाठ्यपुस्तक वसंत भाग3)</p> <p>पीडीएफ़ लिंक— http://ncert.nic.in/textbook/pdf/hhvs101.pdf</p> <p>नोट— आप विषय-वस्तु (थीम) से संबंधित कोई अन्य कविता भी उदाहरण के रूप में ले सकते हैं।</p> <p>भाषा-कौशल— सुनना/देखना, बोलना, पढ़ना-लिखना, ICT आधारित भाषाई दक्षता</p>	<ul style="list-style-type: none"> शिक्षक एवं शिक्षिकाएँ उपरोक्त पाठ को वर्तमान संदर्भ से जोड़ते हुए अध्यापन कार्य करें। यह कार्य विद्यार्थियों के साथ वीडियो कांफ्रेंसिंग के द्वारा (जैसे- जूम कॉल, व्हाटसप समूह कॉल आदि) या फिर वीडियो पढ़ते हुए रिकार्ड कर विद्यार्थियों को भेजा जा सकता है। विद्यार्थी इसे अपनी-अपनी पाठ्यपुस्तकों में देखें तथा वर्तमान संदर्भ में उपयोगी प्रोजेक्ट/ दत्त कार्य को पूरा करने का प्रयास करें। QR Code में उपलब्ध रा.शै.अ.प्र.प. द्वारा तैयार किया गया ऑडियो-वीडियो पाठ। ऑडियो लिंक— https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d3016b51c23fb29eea8#metadata_info वीडियोलिंक— https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58104d6c16b51c23fb29ef1a कविता की समझ को विस्तार देने के लिए NROER एवं यूट्यूब पर कवि एवं कविता के संदर्भ में उपलब्ध सामग्री। यूट्यूबलिंक— https://www.youtube.com/watch?v=mfh5hWDW9c4 बदले हुए परिवेश एवं नवीन सूचनाओं को ‘ध्वनि’ कविता से जोड़कर रचनात्मक गतिविधियाँ तैयार करना एवं प्रकृति की आवाज को वर्तमान परिवेश की आवाज से जोड़ने का संदेश प्रदान करना। शिक्षण-अधिगम की प्रक्रिया के रूप में आकलन का उपयोग करते हुए विद्यार्थियों को ऑनलाइन प्रस्तुतिकरण (प्रदत्त कार्य के रूप में) के लिए प्रेरित करना।

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

Mathematics (Class- VIII)

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

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

Science (Class-VIII)

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

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

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

Social Science (Class VIII)

a. History

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

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

		<p>WEEK 4</p> <ul style="list-style-type: none"> Parents may brief the learner about revenues and taxes and then ask him to describe new norms introduced by the British rulers for the collection of land revenue and compare them with previous practices of Mughal rulers. Parent may ask the learner to collect more information about Indigo rebellion and few similar rebellions during British period and also ask them to analyse cause and consequences of such rebellions.
--	--	---

b. Geography (Class VIII)

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

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

c. Social and Political Life (Class-VIII)

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

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

संस्कृत (कक्षा—छ: से आठ)

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

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

ARTS EDUCATION

CLASSES VI – VIII

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

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

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

GUIDELINES FOR VISUAL ARTS

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

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

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

GUIDELINES FOR PERFORMING ARTS – MUSIC

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

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

Suggested Activities (Visual Arts): Class VI

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

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

Suggested Activities (Performing Arts-Music): Class VI

Learning Outcomes	Sources	Week-wise Suggestive Activities
<p>The learner</p> <ul style="list-style-type: none"> • listens to folk songs/ regional music and sings them • listens to mantras chanted at home during prayer time and chants them • listens/plays the music and songs of advertisement films • Sings the basic notes of Indian classical music • Observes Musical Instruments • plays Musical Instruments-tunes (seven notes of music, any song) • plays percussive Musical Instruments (<i>Dhol, dholak, Tabla</i>) any theka 	<ul style="list-style-type: none"> • Songs sung by members of family on different festivals, marriages, while worshipping • Watching films/ youtube channels/ television documentaries like DD Bharti • Learns playing musical instruments from family members • Some website resources https://www.youtube.com/watch?v=HunoK5PCGMQ&list=RDHunoK5PCGMQ&start_radio=1 https://www.youtube.com/watch?v=LPjtbMn9Tns https://www.youtube.com/watch?v=LPjtbMn9Tns https://www.youtube.com/watch?v=mHe407nhIhI 	<p>WEEK 1</p> <ul style="list-style-type: none"> • Learning of any regional song /folk song • Playing simple beats or basic notes on Musical instruments • Learning and understanding music and their role in the creation of advertisements <p>WEEK 2</p> <p>Learning any Mantra and chanting (2 lines)</p> <p>Playing and singing the mantra along with Musical instruments like harmonium, khanjari or any other</p> <p>Learning a film song and writing about it in detail</p> <p>WEEK 3</p> <p>Learning sargam in the seven notes of Indian Music</p> <p>https://www.youtube.com/watch?v=JifFMN6E9DA</p> <p>WEEK 4</p> <p>Singing sargams, folk music along with playing simple beats or notes on Musical instruments</p>

Suggested Activities (Visual Arts): Class VII

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

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

Suggested Activities (Performing Arts-Music): Class VII

Learning Outcomes	Suggested Activities	Resources
<p>The learner</p> <ul style="list-style-type: none"> • sings prayers of any faith • plays the music and songs of advertisement films • sings and plays simple sargams of indian classical music • sings folk songs of different states • aware of the cultural diversity in terms of music • sings devotional music of any faith • observes musical instruments and tries to draw them • plays musical instruments like <i>harmonium</i> , <i>sitar</i>, <i>sarangi</i> , <i>bansuri</i> plays percussive musical instruments (<i>dhol</i>, <i>dholak</i>, <i>Tabla</i>) any <i>theka</i> • sings basics of <i>Raag Bhupali</i> 	<p>Activity – 1 Learning sargams; (sing or play on any musical instrument)**</p> <p>Activity – 2 Learning and understanding music and their role in the creation of advertisements</p> <p>Activity – 3 Learn a folk song, write the words on a plain sheet , understand the meaning and write it . Maintain a manual / electronic folder of such sheets</p> <p>Activity – 4 For those who can get the opportunity of learning a percussive instrument – one <i>theka</i> e.g. <i>keherva</i> / <i>dadra</i></p> <p>Activity – 5 Learning <i>Raga Bhupali</i> from house member/teacher (link provided) – <i>Aroha</i> , <i>Avroha</i> , <i>Sargam</i> given beneath , learn any <i>chhotakhya</i> **</p> <p>Activity – 6 See official website of any 1 state and in the folder made earlier, make a project about the Music, Musical Instruments, Dance , Drawing and painting, Theatre</p> <p>Activity – 7 Learn a devotional song – <i>sufi</i>, <i>qawwali</i>, <i>bhajan</i>, <i>kirtan</i>, <i>shabad</i>, etc. {youtube, radio, any internet source, records }</p>	<ul style="list-style-type: none"> • Teacher / any known musician can sing and post some sargams on whatsapp • Watch videos on youtube to learn folk song or from a family member • Learn to play instrument available at home under a guide • Any source on the internet • Books on Indian Music like <i>sangeet</i> , <i>bhat khande kramik pustak malika</i> – 1, <i>sangeetshiksha ksandarshika</i> • Website link https://www.youtube.com/watch?v=SD23tzTVnKM&t=2s https://www.youtube.com/watch?v=j40lylqhmuQ https://www.youtube.com/watch?v=QUPOK3W1378 https://www.youtube.com/watch?v=PSoncEd1qW4&list=PLCzEe8p_JW4uLt5OI6PjSkLKQB6IDCLz-&index=3

Suggested Activities (Visual Arts) - Class VIII

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

intermediates, neutrals, tints, tones, shades, and values), lines (characteristics, quality), textures (tactile and visual), and space (background, middle ground, foreground, placement, perspective, overlap, negative, converging lines positive, size, color), balance (symmetrical, asymmetrical, radial) and the use of proportion, rhythm, variety, repetition, and movement in their work

Environment based activities

Time required - 6 hours, split into 7-8 days

Draw animals and birds, plants and trees, in detail including skeletal study (basics to understand movement). Paint in an environmental setting in an urban/rural setting capturing the flavour and heritage.

Experience based activities

Time required - 8 hours, split into 10-12 days

Can create a simple story strip, based on a cartoon, Panchtantra story, mythological, historical, people or prominent personalities etc. Study the characters and their plots, it could also be a trip you took starting from and coming back home, different scenes and people you met. Can depict experiences about people and places through the traveler's eye. Draw and paint figures to understand distinctions and differences in the approach to the human figure.