

3-MONTH ALTERNATIVE ACADEMIC CALENDAR FOR MIDDLE SCHOOLS IN MIZORAM



STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
MIZORAM : AIZAWL

**3-MONTH
ALTERNATIVE ACADEMIC CALENDAR
FOR MIDDLE SCHOOLS
IN MIZORAM**



**State Council of Educational Research & Training
Mizoram : Aizawl**

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MESSAGE

Khawvelah hripui Covid19 a len avangin nunphung a khaihlak nasa em em a. Hri lakah inven a ngaih avangin, mi tinte in lama tawmim a tul a, chung avang chuan school-te pawh khar a lo ni ta a. He hun khirh takah hian zirlaiten an zirlai bahlah lutuk lova an zir chhunzawm zel theih nan sorkar chuan a tul dan leh theih ang angin hma a la a. Television leh media hrang hrang hmangin Pawl tinte zir tur a chhawp chhuak reng a ni.

Middle school zirlaiten an zirna in lamah pawh an chhunzawm zel theih nana SCERT -in **3-Month Alternative Academic Calendar for Middle Schools** a siam hi lawmawm ka ti a, an thawhrimna a fakawm ka ti.

He **Alternative Academic Calendar** hi Mizorama Middle school zirlai zawng zawngten tangkai taka an hman theihna turin duhsakna ka hlan a, zirtirtute pawhin an zirlaiten thiamna tak tak an puak chhuah theih ngeina tura hmang tangkai turin ka chah bawka ni.

*Dated Aizawl
the 21st Jan, 2021*

(LALCHHANDAMA RALTE)

Esther Lal Ruatkimi, IRS

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MESSAGE

Covid19 hri leng avangin khawvelin hun harsa tak a tawng a. Mizoramah pawh hri a darh zel loh nan school te pawh khar an ni. Hetiang a nih avang hian school kal theih hun chhung pawh a tlem hle dawn avangin SCERT chu **Alternative Academic Calendar** duang tura tih an ni a. Hun harsa tak hnuaiah zirlai bu leh syllabus-te siam rem a, zirlaiten a pawimawh zual tal an zir theihna tura **Alternative Academic Calendar** an siam hi an fakawm ka ti a, lawmthu ka sawi a ni.

Mizorama **Middle School** zirtirtu zawng zawngten thahnemngai taka he **Alternative Academic Calendar** hi zirlai zawng zawngte thiamtir ngei turin ka ngen a ni.

Aizawl

The 21st January, 2021

(ESTHER LAL RUATKIMI)



MESSAGE

Kum 2020-21 academic session chu hripui len avangin a hun takah school tan theih a ni ta lo a. Hetiang hun harsa karah hian zirtirtu thahnemngai tam tak chuan a theih ang anga zirlaite bahlah loh nana theihtawp an chhuah avangin a lawmawm hle a. Amaherawhchu kum dang anga school-ah zirtirna pek theih a nih loh avangin zirlaite harsatna sukiang tur leh zirtirtute pui tura SCERT-in **Alternative Academic Calendar** a siam hi a lawmawm ka tiin Director leh thawktu te hnenah lawmthu ka sawi a ni.

He lehkhabu hi Mizorama Elementary School zirlaiten tangkai taka an hman theih nan ka duhsakna ka hlan a, zirtirtute pawhin he lehkhahua thiam tur bitukte naupangte thiamtir ngei turin duhsakna ka hlan e.

Dated Aizawl
21st January, 2021


(JAMES LALRINCHHANA)

THUHMA

Kum 2020-21 academic session chu COVID-19 pandemic avangin nasa takin naupangten an zirlaiah an bahlah phah a. Zirlai naupangten school kal thei lo mahse a theih ang anga an zirlai an chhunzawm a, zirchhuah tur bituk (Learning Outcomes) an lo zir chhunzawm theih nan SCERT chuan **4- Week Alternative Academic Calendar** tum hnih (13th July - 7th Aug, 2020 leh 10th Aug - 4th Sept, 2020) a buatsaih tawh a. Chungte chu e-Book a siam niin zirtirtute leh a duh apiangte tana download theih turin Teacher Association hrang hrangah pek darh a nih bakah SCERT website ah download theih tura dah a ni bawk.

School Syllabus te pawh tun 2020-2021 Academic Session milin tih tlem a tul ta hial a. Kar 8 chhunga zir tur **Alternative Academic Calendar buatsaih** sa bakah kar 4 dang atan a chhunzawmna pawh buatsaih leh nghal a ni. Naupangten Learning Outcomes pawimawh zual an thiamchhuah hman ngei theih nan, school a an zir bakah in lama an lo tih tur duan a ni. Tunah hian Alternative Academic Calendar thla thum aw h tur chu a bua sem theih tura buatsaih a ni. Heng **Alternative Academic Calendar** a tihturte hi CCE guidelines in a tarlan anga internal mark pek nan hman tur a ni.

Alternative Academic Calendar a tihturte hi naupangten an sawtpui ngei theih nan zirtirtute bakah in lama lo enpuitu, nu leh pa leh an chungte an pawimawh em em a. Naupangten zirna hun an neih tawiteah hian thahnem ngaih tlan a pawimawh zia hria a, in leh school lama naupang kaihruaituten theihtawp chhuaha kan tangrual ngei ka beisei.

Aizawl

21st January, 2021


LALDAWNGLIANI CHAWNGTHU

Director, SCERT

Mizoram:Aizawl

GENERAL GUIDELINES

1. **Alternative Academic Calendar** hman hmain zirtirtuin naupang chhungte a hrilhfiah vek tur a ni.
2. **Alternative Academic Calendar**-a activity-te hi naupang nu leh pa/chhungten an tihpui ngei ngei tura beisei an ni a, an fate lekhazirna leh hmasawna kawnga mawhphurtu pawimawh tak an nihna an lantirna tur a ni baw.
3. Kartin zir tur duante hian **zir thiam tur (Learning Outcomes)** an nei vek a, sikul luh hma pawhin hei hian zirna kawngah naupangte nasa takin a tanpui tura beisei a ni.
4. Activity-te hi her rem theiha duan an ni a. Hmanraw mamawh tlem thei ang ber hmanga naupangte lehkha zirna tur a ni. Zirtitute chuan an naupangte dinhmun azirin zirtir dan her rem turin nu leh pate/ chhungte a kaihrui ang.
5. Activity-te hian thil chik tur leh zawhnate zawt turin naupangte a kaihrui ang a, naupang nu leh pa/chhungte'n an hmasawn dan an vil reng ang.
6. Activity-te hi a awlsam leh khairual thei tur ang bera duan an ni a. Naupangte chu pawngpaw nawr luih leh tithlabar zawnga zirtir loh tur a ni.
7. Activity an tih hmain zirtirtu tinten naupang chhungte hnenah felfai takin in lama an tih dan tur hrilhfiah tur a ni a, heng an activity-te hian mark a pu dawn a ni tih hriattir baw tur a ni.

Subject-Wise Weekly Calendar

He Alternative Academic Calendar hi thla thum (3) chhung atana ruahman a ni a. Subject tinah hian activity tan hmain zir thiam tur (Learning Outcomes) a awm zel a ni. Learning Outcomes chu naupangten an thiltih mila an zir chhuah tur tarlanna a ni a, heng an thil zir chhuahte hian an nunah eng danglamna nge a thlen tih nu leh pa/chhungte leh zirtirtuten an chhinchhiah thei dawn ang.

Naupangte nuna danglamna lo awm chuan thiamna thar a pe ngei a ni tih hrilhfhahna tha tak atan a hman theih a ni.

Naupangte chuan an thiltih atangin zawhna zawh te an thiam ang a, thu phuahkhawm te an thiam bakah harsatna sutkian dan te pawh an zir tel vek tura beisei a ni. Heng activity-te hi textbook leh internet awm lohna hmunah pawh an chhungte nena an tih theih tura ngaih a ni bawh.

Learning Outcomes column dawtah hian hmanraw hman tur (Resource) dah a ni leh a. Hetah hian Learning Outcomes hlen chhuak tura hmanraw mamawhte tarlan a ni. Heng kan tarlante bakah hian nu leh pa leh chhungte leh zirtirtuten hmanraw dang an belh thei bawh ang.

Column tawp berah activity dah a ni leh a, hei hi nu leh pa leh chhungte leh zirtirtute tan kaihhraina a ni. Activity zawng zawngte hi CCE Guidelines-in a tarlan angin Internal Assessment atan dah that tur a ni.

Alternative Academic Calendar-a activity-te hi homework anga ngaih tur a ni lova, naupangten in lamah an nu leh pa leh chhungte nen zirtirtute kaihhrainain lehkhah an zir tih hriat reng tur a ni.

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CLASS V
Subject: Mizo (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Zirlai chuan heng te hi a thiam ang: Hawrawppui hmanna dik tak an hria ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 1-na Zirlaibua hawrawppui hmanna tarlan te bakah hawrawppui hman theihna hrang hrang te zirtir, an thiam leh thiam loh en nan tih tur (exercise) pe se.
Punctuation chi hrang hrang (comma, full stop, zawhna chhinchhiahna, makna, colon, khungna, hyphen) te hriain a hmanna tur dik takah an hmang thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 2-na Zirlaibua exercise-te hi tihpuin, zirtirtuin zawhna te siam chawpin, naupang chhan tir se.
Hla phuah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 3-na Zirlaite chu anmahni a an phuah zawm tur thu awmsa tawite pein, phuah zawm tir ni se. Hla chang khat leh thunawn phuah tir ni baw se.
Ram ngaw humhalh a pawimawh zia an hria ang.	<ul style="list-style-type: none"> • Textbook 	Chawlhkar 4-na Ram ngaw a lo tlem tak tial tial avanga thil thleng rapthlak pui pui lo awm thin te sawiho puin, harsatna su kiang tur a hmalak dan turte ziah tir ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Thawnthu dik tak leh ngaihnawm takin an chhiar thiam ang.	<ul style="list-style-type: none"> • Textbook 	Chawlhkar 5-na Zirlaibua thawnthute dik tak leh ngaihnawm taka chhiarpuiin, zirlaite chu a mal te tein chhiar tir ni se.
Double adverb an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 6-na Zirlaibua double adverb exercise te tihpuiin , an thiam leh thiam loh en nan zirtirtuin exercise dang siam se.
Modified form an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 7-na Zirlaibua modified form exercise te tihpuiin , an thiam leh thiam loh en nan zirtirtuin exercise dang siam se.
Thu har an hrilhfiar thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 8-na Zirlaibua ‘Thufing’ bakah Mizo ṭawng harsa deuh te zirtirin, tih tur a tam thei ang ber pek ni se.
Hla thute ṭawng tluang tlatin an dah thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 9-na Zirlaibua a hlate uluk taka chhiarpui leh hrilhfiarin, zirlai te chhan tur zawhna siam ni se.
Mizo ṭawng upa an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 10-na ṭawng upa hmanga sentence siam leh inbiakte zirtirin, zawhnate chhan tir ni se.
Adjective leh Verb thliarhran an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 11-na Zirlaibua tih tur (exercise) te tih tirin, an thliar hran thiam leh thiam loh en nan tih tur dang siam belh sak ni se.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>Conjunction hmanna an thiam ang.</p>	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	<p>Chawlhkar 12-na Zirlaibua tih tur (exercise) te tih tirin, conjunction an hmang thiam ngei em tih ennan tih tur siam sak ni se.</p>



CLASS V
Subject: English (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zir laite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Zirlai chuan Poem an recite thei ang.	Class 5 English textbook engpawh	Chawlhkar 1 - na An textbook poem an duh ber pahnih (2) chhiarin, by-heart se. # Naupangten poem an by-heart-te chu school an luh hunah zirtirtuin lo sawi tirin, a lam dan tur dik leh thluk dan tur dika sawi thei turin zirtirtuin lo kaihruai se.
Inrenchem nachang an hria ang a, midangte pawh inrenchem nachang hre turin an hrih ang.	Thil renchem ngai chi hrang hrangte	Chawlhkar 2 - na Naupangte chu an chhungten inlahmah thil renchem an zirtir tur a ni. Entirnan: Chaw ei ban mai mai loh tur, tui ren taka hman dan zirtir tur, electric hman loh laia off nachang hriattir tur, lehkhapuan pawh chhiat mai mai loh tur, ei tur engpawh paih mai mai loh tur, pawisa ren a pawimawh tih hriattir leh thil ren tur ni a kan hriat dangte. Tin, thil hlui hman tangkai zui dan inzirtir bawk tur a ni. Entirnan: Thawmhnaaw chhe tawh thil hrukfa nana hman zui, thlai silna tui huan tui atana hman zui, etc. Heng an thil zirte hi hemi kar chhung atan chauh nilovin nitina nunpui thei turin hrih tam ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
		# Zirtirtuin school an luh hunah inlama thil an renchem dante, thil hlui an hman țangkai dante English-in lo zawtin lo sawipui se.
Milem emaw an suangtuahna emaw hmangin thawnthu tawite an phuah thei ang.	Paper leh pen	Chawlhkar 3 - na Naupangte chuan milem an hmuh theih emaw an suangtuahna ațangin emaw an duh angin thawnthu word 250 bawr velin, an thiam ang angin English-in ziah tir ni se. # Naupangte thawnthu ziah chu school an luh hunah zirtirtuin lo check sak se.
Midangte ngaihsak leh țanpui nachang a hria ang.		Chawlhkar 4 - na Naupangte chu anmahni inchhungah leh khawtlangah, an chenpui leh midangte ngaihsak leh puih nachang hre turin chhungten kaihhruai ni se. Nitin tuemaw tal tan an țangkai theih nan zirtir ni se. # Heng inlama an zir hi school-ah practice zui zel ni se. Chumi tur chuan zirtirtuten hma lain țan la se. Tin school an luh hunah naupangin mi a țanpui dan English-in ziaak se, zirtirtuin lo check sak se.
Vocabulary an thiam belh ang.	Textbook, dictionary	Chawlhkar 5-na Zirtirtuin textbook ami active vocabulary word engemaw zat thlang chhuak se, chungte chu a spelling, pronunciation dik leh meaning thiam turin zirtirtuin zirtir



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
		se. Heng word thlan chhuahte hmanh hian zirlaiten sentence siam se. Zirlaite chu dictionary hmanh tangkai turin hrilh ni se.
An textbook ami thawnthute hrethiamin, zawhnate an chhang thei ang	Textbook	Chawlhkar 6-na Zirtirtuin an English textbook ami thawnthu pahnih thlang chhuak se. Chung thawnthute chu naupangin hrethiam turin uluk takin lo chhiar se. Zawhna awmhote zirlaiten anmahniin an thiam ang angin chhang se. An chhannte chu zirtirtuin endik sakin tih that ngaite chu hrilhfiahin tih that tir leh mai se. An thawnthu chhiar chu zirlaiten an hrethiam ngei a ni tih kha zirtirtuin a ngaipawimawh tur a ni.
Articles, determiners, verbs, tense hrang hrang, nouns, adverbs, adjectives,	Textbook, English-a ziak lehkhabu chi hrang hrang	Chawlhkar 7-na Heng grammatical structure-te hi zirlaiten a hmandan an thiam theih nan zirtirtuin zirtir se. Zirlaiten practice-na tur an neih tam theih nan zirtirtuin exercise tihtur pe tam se. An thiam ngei theih nan zirtirtuin vil taima se.
Proverb, simile, degrees of comparison – te hrethiamin a	Textbook	Chawlhkar 8-na Zirtirtuin textbook-a proverb, simile leh degrees of comparison te hi zirlaite zirtirin, a awmzia leh a hmandante an thiam ngei theih nan zirtir ni se. A theih anga tam



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
hmandan a thiam ang.		exercise pek ni se. An thiam leh thiam loh hre turin zirtirtuin check thin se.
Simple present tense, simple past tense, simple present continuous tense leh simple past continuous tense-te leh prepositions leh connectors (and, but, so etc.) a thiam ang.	Textbook	Chawlhkar 9-na Zirtirtuin heng tense-te leh parts of speech thenkhatte hi zirlaiten an thiam nan exercise pe tam se, an textbook chung ami chauh hi chu a tawklo mai thei a, lehkhabu dangte hmanng tangkaiin heng tense-te leh parts of speech-te hi thiam turin zirtir ni se. An thiam leh thiam loh hre turin zirtirtuin a remchan dan angin enpui se.
An textbook ami thawnthute hrethiamin, zawhnate an chhang thei ang	Textbook	Chawlhkar 10-na Zirtirtuin an English textbook ami thawnthu pahnih thlang chhuak se. Chung thawnthute chu naupangin hrethiam turin uluk takin lo chhiar se. Zawhna awmhote zirlaiten anmahniin an thiam ang angin chhang se. An chhannate chu zirtirtuin endik sakini tih that ngaite chu hrilhfiakin tih that tir leh mai se. An thawnthu chhiar chu zirlaiten an hrethiam ngei a ni tih kha zirtirtuin a ngaipawimawh tur a ni.
• Letter writing an thiam ang	Textbook, guidebook	Chawlhkar 11-na Letter writing leh paragraph tawi tete naupangten dik taka ziah an thiam theihna turin a textbook-a



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<ul style="list-style-type: none"> • Short paragraph writing an thiam ang 	remchang apiang	exercise-te leh guidelines/ instructions awmsa te hman țangkaiin zirtirtuin a remchan dan angin zirtir se. A theih ang angin an mahnia an ziah vete pawh endik sak ni bawk se. Zirlaite a tam thei ang ber practice tir ni se.
<ul style="list-style-type: none"> • Punctuation an hman thiam ang • Jumbled sentences an remkhawm thiam ang 	Textbook leh material dang hman țangkai theih apiangte	Chawlhkar 12-na Zirtirtuin textbook-a punctuation exer cise-te leh jumbled sentence awmze neia remkhawm tur chite hman țangkaiin naupangte a tam thei ang ber practice tir ni se. A theih anga tam exercise pek ni se. An thiam leh thiam loh hre turin zirtirtuin check țhin se.



CLASS V
Subject: Mathematics (Class V)

<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>Naupang chuan – Nambar tam zawk, 1000 aia tam, a taka an hman thinte ziaik leh chhiar a thiam ang.</p>	<ul style="list-style-type: none"> • Textbook • Chanchinbu /Magazine hlui. • Pawisa lem (lehkha a zat ziaik) 	<p>Chawlhkar 1-na Nambar tam/lian zawk chhiar</p> <ul style="list-style-type: none"> • Zirilaibu/magazine a nambar lian/tam lo lang thenkhatte hmangin a tam lamte hriattir a, a nambar hming zawh ni se. • Nambar tam zawk sawina hming bik – Nuai, Maktaduai, Vaibelchhia, etc.. chungchang an hmuhte sawi pui ni se. Nambar chhiar dan International System leh Indian System te danglamna sawipui ni bawk se, entir nan- <ul style="list-style-type: none"> ➤ Khawvel ram hrang hrang a Corona virus kai zat leh khawvel pumpui a kai zat hmangin. ➤ National/State Budget 2020-21 hnuaia sawrkarin pawisa a dah hmangin. ➤ Zirilaibu chhunga nambar tam/lian awmte atangin. <p>Nambar tam/lian zawk ziaik</p> <ul style="list-style-type: none"> • Naupangte chu International leh Indian System hmangin ziah tir la, a nambar leh a hming ziah tir ni se.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
		<p>Nambar pawhchar</p> <ul style="list-style-type: none"> Nambar tam/lian zawkte pawhchar dan hmanga tih pui ni se. Entir nan – <ul style="list-style-type: none"> Nuai 12 hi hetiang hian $= 10,00,000 + 2,00,000$ $= 5,00,000 + 5,00,000 + 2,00,000$ Nambar tam/lian deuh sawi la, a zat pawisa note lem (2000/500) hmanga entir. <p>Evaluation:</p> <ol style="list-style-type: none"> Nambar tam/lian zawk hming zawh leh sawi tir. Nambar tam/lian zawk hming ziah tir.
<ul style="list-style-type: none"> Belh, paih, puntir leh sem chungchang nambar tam zawk, 1000 aia tamah a thiam ang. Nambar in awmhmun hlutna (Place Value) a neih chungchang a hrethiam ang. Belh, paih, puntir leh sem chungchangah a 	<ul style="list-style-type: none"> Textbook Bill/Rate chart (hmuh theih ang ang) The Fish tale 	<p>Chawlhkar 2-na</p> <p>Nitin nuna belh hmanna awm thei aṭangin tihtur chhawp chhuah ni se. Entir nan –</p> <p>Mi pakhat chuan kangmei tuar ṭanpui nan ₹ 1,34,000 a pe a, midang pakhat chuan ₹ 4,25,000 a pe a. Kangmei tuar ṭanpuina hi a vaiin eng zat nge ni ang?</p> <p>Mi pakhat chuan motor ₹32,78,500 man chu lei a duh a. Mahse, a pawisa neih chu ₹29,00,000 a ni a, a in daih lohna</p>



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i></p>
<p>chhuak tur awm zat vel rin thiam.</p>		<p>hi loan hmanga chinfel a tum a. Loan eng zat nge a puk ngai ang?</p> <ul style="list-style-type: none"> • Bill leh rate chart hi nambar khaikhin nan leh zir nan a tangkai hle a, hman tangkai ni se. • Nambar tam/lian belh, paih, puntir leh sem chungchang zirnaah hian, chawh chhuah/tih dan chi hrang hrang a awm thei ani tih hi hriattir a pawimawh a, chumi atan chuan zawhna hetiang lam hawi hi siam ni se. <p>Entirnan, $9450 \div 25 = ?$ 9000 hi 25 in kan sem phawt ang 400 hi 25 hian kan sem leh ang 50 hi 25 in kan sem leh ang A dikna hmu chhuak turin a sem chhuah zawng zawngte hi kan belh mai ang.</p> <p>e-content https://diksha.gov.in/play/collection/do_312981338824802304120?contentType=TextBook&contentId=do_312936528888012800192</p>
<ul style="list-style-type: none"> • Pianhmang chi hrang hrangte nihphung hriat thiam. • Kan bul hnai a 2-D pianhmang neite aṭanga rotational 	<ul style="list-style-type: none"> • Textbook • Hmawlhte • Sakawrbak cheh • Leikhapuan • Hrui 	<p>Chawlhkar 3-na</p> <ul style="list-style-type: none"> • Zirlaibu chhunga thillem chi hrang hrang hrang kan hmuh leh kan bul vela kan hmuh mai theih dangte aṭangin open nge closed figure an nih tih zawh ni se. • Hmawlhte hmangin – triangle leh square lem te siamtir ni se.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>leh reflection symmetry nei te hriat.</p> <ul style="list-style-type: none"> Angle chi hrang hrang- right, acute leh obtuse angle te hriat hran leh ziah thiam. 	<ul style="list-style-type: none"> Wall Clock 	<p>Entir nan, (i) Hmawlhthe 6 hmangin triangle 8 siam rawh? (ii) Hmawlhthe 12 hmangin square 5 siam rawh?</p> <ul style="list-style-type: none"> Figure chi hrang hrang kan hmuh ten sir tlang eng zat nge a neih? Kil zum eng zat nge a neih? tih zawh ni se. Hmawlhthe/hrui hmangin figure chi hrang hrang siam tir la, open nge close figure? Sir tlang leh kil zum a neih zatte zawh ni se. Lekhapanah hawrawp chi hrang hrang leh thillem te ziah tir la, rotational leh reflection symmetry nei te zawh ni se. Wall Clock a sana ban in angle a siam chi hrang hrang hmangin – Acute, right leh obtuse angle te entir ni se. <p>Evaluation: Angle peksa aţangin - acute, right leh obtuse angle te thliar thiam. Thlillem aţangin an nih phung (rotational leh reflection symmetry) te hriat hran</p>
<ul style="list-style-type: none"> Geometrical figure chi hrang hrang hriat. 	<ul style="list-style-type: none"> Textbook Hmawlhthe Lehkhapuan 	<p>Chawlhkar 4-na</p> <ul style="list-style-type: none"> Square leh rectangle lem chi hrang hrang te entir ni se. Square leh rectangle lem ziah tir ni se.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i></p>
<ul style="list-style-type: none"> • Pianhmang chi hrang hrangte perimeter zawn chhuah a thiam ang. • Perimeter awmzia a hria ang. 	<ul style="list-style-type: none"> • Hrui • Lehkhapuan hmanga Square leh rectangle siam. 	<ul style="list-style-type: none"> • An thil ziah a tang chuan khawi nge lian ber, etc... zawh ni se. • Hrui or scale hmangin sir tlang sei ber zawn chhuah tir ni se. • Heng figure te sir lang sei zawn belhkhawm hi perimeter a ni tih hrilh ni se. • Lehkhabu, dawhkan, box, etc... te perimeter zawn chhuatir ni se. • Square pasarih (7) pe la, perimeter lian thei ber leh te thei ber turin rem tir ang che. Hetiang hian rectangle hmangin tih tir leh ni bawh se.
<ul style="list-style-type: none"> • Nambar tam zawk, 1000 aia tam, a taka an hman thinte zia leh chhiar a thiam ang. • Belh, paih, puntir leh sem chungchang nambar tam zawk, 1000 aia tamah a thiam ang. • Nambar in awmhmun hlutna (Place Value) a neih chungchang a hrethiam ang. • Belh, paih, puntir leh sem 	<p>Textbook</p>	<p>Chawlhkar 5-na Theme: Nambar chungchang</p> <ul style="list-style-type: none"> • Nambar chungchang ennawnna atan hman ni se, chawlhkar 1-na leh chawlhkar 2-na ami te kha ennawn ni se. • Zirlaibu chhunga basic operation hmanna awm chi hrang hrang te lakchhuah a, lo tih pui ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
chungchangah a chhuak tur awm zat vel rin thiam.		
<ul style="list-style-type: none"> • Pianhmang chi hrang hrangte nihphung hriat thiam. • 2-D atanga angle awmte hmuh thiam leh teh thiam. 	Textbook In chhung bungrua	Chawlhkar 6-na Theme: Pianhmang leh angle-te. <ul style="list-style-type: none"> • Chawlhkar 3-na leh 4-na a zirte kha ennawn ni se. • Nawhalhfung/toothpick hmangin figure chi hrang hrang siam ni se, an angle te teh tir ni se. • Phek 31-na a degree sana ang khi siampui ni se, hemi hmang hian figure chi hrang hrang teh tir ni se. • Protractor hman dan zirtir ni se.
<ul style="list-style-type: none"> • Pianhmang chi hrang hrang nih phung hriatthiam. • Area awmzia a hria ang. • Hmun awl luah zat zawn/chhut chuah thiam 	Textbook In chhung bungrua lekhapuan scale square line- bu	Chawlhkar 7-na Theme: Area chungchang. <ul style="list-style-type: none"> • Naupangte chu square intiat 20 vel siam tir ni se, heng square hmang hian rectangle chi hrang hrang rem chhuah tir a, a tlang sir chu pen/pencil hmanga zul chhuah tir zel ni se. Square eng zat nge awm tih chhinchhiah tir zel ni se. • Square line-buah, in chhung bungrua chi hrang hrang tlang sir te chu zul/chhui se, square eng zat nge awm chhinchhiah tir zel ni se. • Square line chi hrang hrang lekhapuanah siam tir ni se.



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
		<ul style="list-style-type: none"> • An square siam hman chuan – hnahtel, milem chehthlak, etc te tlang sir chu zul chhuak la, square eng zat nge a nih tih chhinchhiah tir ni se. • Zirlai 3-na (square eng zat nge) tih aṭang hian tih tur pek ni se.
<ul style="list-style-type: none"> • Fraction awmzia a hria ang. • Fraction-te khaikhin a thiam ang. • Nitin nuna fraction hman ṭangkaina leh pawimawhna a hria. 	<p>Textbook In chhung bungrua Lehkhapuan scale</p>	<p>Chawlhkar 8-na Theme: Fraction (Nambar pum ni lo)</p> <ul style="list-style-type: none"> • Rectangle, Square leh Circle te ziah tir la, in tiat ṭheuhin phel tir rawh. • Square grid siam tir la, chumi hman chuan fraction mil zel turin rawnga chei tir ni se. • Square grid hmangin fraction te khaikhin tir ni se. Entir nan, square grid pakhat chuan $\frac{3}{4}$ rawng in chei tir se. Square grid dangah chuan $\frac{2}{3}$ rawng a chei tir se. Khawi nge tam zawk tih zawh ni se. • Zirlai 4-na (a ṭhen leh a pum) tih aṭang hian tih tur pek ni se.
<ul style="list-style-type: none"> • Nambar lian leh tam zawk puntir leh sem dan thiam. 	<ul style="list-style-type: none"> • Textbook (Math Magic Bu ngana) 	<p>Chawlhkar 9-na Theme: Puntir leh sem</p> <ul style="list-style-type: none"> • Hmun 1-20 thleng thiam tir ni se. • Nitin a kan hman ṭangkai theih tur zawhna siam hmangin zirtir



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<ul style="list-style-type: none"> • Nitin khawsakna a puntir leh sem kan hmanna leh a tangkaina a hria a, thil zawn chhuah nan a hman thei. • Puntir leh sem chungchang a chhanna dik tur awm vel a ring thiam. 	<ul style="list-style-type: none"> • Inchhung bungrua • Kan chhehvela thil awm te 	<p>ni se. Entir nan, Mipakhat zunthlum natna vei hi nitin vawi-2 inchiu a ngai a, thlathum chungin vawi eng zat nge inchiu a ngaih? Etc</p> <ul style="list-style-type: none"> • Math Magic bu ngana a zirlai 12-na a tuhtur awmte hi tihpui ni se.
<ul style="list-style-type: none"> • Factor leh multiple awmzia hriat. • Common factor leh multiple awmzia hriat leh a hman tangkai dan thiam. Data lak khawm thiam. 	<ul style="list-style-type: none"> • Textbook (Math Magic Bu ngana) • Inchhung bungrua Kan chhehvela thil awm te 	<p>Chawlhkar 10-na Theme: Factor leh multiple</p> <ul style="list-style-type: none"> • Nambar ziarang (pattern) hmangin factor leh multiple chungchang hi zirpui ni se. Zirlaibu chhunga entirna te hi hman tangkai ni se. • Zirlai 6-na a tihtur chi hrang hrang hi tihpui ni se. • Math Magic bu ngana phek 94-na a, ngun activity hi tihpui ni se. • Factor tree siam tir ni se. <p>Nitin nuna factor leh multiple kan hman tangkaina ang chi zawhna siam sak ni se.</p>
<ul style="list-style-type: none"> • Dawnhlawk zawng chungchang a zawhna chi hrang hrang chhan thiam. 	<ul style="list-style-type: none"> • Textbook (Math Magic Bu ngana) 	<p>Chawlhkar 11-na Theme: Tehna chungchang</p> <ul style="list-style-type: none"> • Tuiril leh thil sakhat atana teha kan hman thin hman te in, activity tihpui ni se. Entir nan,



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<ul style="list-style-type: none"> Pianze hrang hrang nei te dawn hlawk zawng zawn chhuah thiam. Tehna atana hman unit chi hrang hrang te inlaichin dan hriat. Thil chi hrang hrang te dawnhlawk zawng ngaihruat thiam leh hmanraw hmanga teh thiam. 	<ul style="list-style-type: none"> Inchhung bungrua Kan chhehvela thil awm te 	<p>litre khat dawng tehkhawng siam tir ni se.</p> <ul style="list-style-type: none"> Math Magic bu ngana chapter 13-na hi tihpui ni se. Instrument box, lehkhahu, etc te hmangin dawnhlawk zawng (volume) hi zirtir la, an mahni ngei teh tir a, zawn chhuahtir ni se. Unit lian leh te te inchantir tawn dan leh inlaichinna hi ngaih pawimawh ni se. Entir nan, 250ml hi litre ah chantir rawh? <p>Litre khat tam zawng te, kg khat rih zawng te a taka entir ni se, chumi aṭang chuan thil chi hrang hrang dawn hlawk zawng an ngaihruat thiamna turin activity tihpui ni se.</p>
<ul style="list-style-type: none"> Pianze hrang hrang te peng pawimawh lai hriat. Mathematics a thumal pawimawh hman ṭhin te hriat thiam. Milem/thillem lan dan tur mitthla/ngaihruat thiam. Pianhmang chi hrang hrang zau 	<ul style="list-style-type: none"> Textbook (Math Magic Bu ngana) Inchhung bungrua Kan chhehvela thil awm te 	<p>Chawlhkar 12-na Theme: Pianhmang chi hrang hrang</p> <ul style="list-style-type: none"> Pianze hrang hrang nei thil lak khawm tir ni se, 2-D a an lan dan tur ziaak tir ni se. Square, rectangle, circle, etc te siam tir la, an tlang sir sei zawng te zawn chhuah tir la, an perimeter zawn tir ni se. Perimeter an zawn thiam hman hian nitin a kan hman ṭangkai theihna tur awm thei zawhna te siam sak ni se. Entir nan, mi



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>zawng chhut chhuah thiam. Tehna atana unit hman thin te pawimawhna a hria ang.</p>		<p>pakhatin huan hung a duh a, a huan chu 15×18 sq. m a zau a ni a. Engtia thui nge hung tur a neih?</p> <ul style="list-style-type: none"> Choka chhuatah square tile 30×30 sq.cm phah tur a ni a, choka chhuat chu 4×5 sq.m a zau a ni a. Tile engzat nge ngai? <p>Heng unit leh thil zau zawng kan sawite hi a taka an mitthla thiam theihna turin – 1 sq.ft, 1 sq.cm, 1 sq. m, etc te zau zawng hi a takin entir ni se.</p>



CLASS V
Subject: EVS (Class V)

<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Hmanruate</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>
<p>1. Eitur lo hin/ chhiat thin dan an hrethiam ang. 2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</p>	<p>Mahni inchhunga kan thil ei thin thlai leh a dangte.</p>	<p>Chawlhkar 1-na 1. Mahni inchhung theuha eitur/chawhmeh an dahthat thinte ziak chhuak se, rei tak daih tura an dahthat/ sawngbawl dan chhinchhiah sela, report ziak se. # School an kal hunah zirtirtuin a endik ang.</p>
<p>1. Tuia lâng thei thil te leh pil thinte, tuia chawh ral theih leh theihloh te ngaihtuahin rilru an seng thiam anga, thil in chawhpawlh hian enge a siamchhuah an hrethiam ang. 2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</p>	<p>Tui, bucket, no, chi, vaivut, aieng, bawngnhute leh hriak, thing bung, hmawlh, lungte, hnahtel, bottle, pen, pencil, no, nawhreh etc</p>	<p>Chawlhkar 2-na 1. Tui no ah chi, vaivut, aieng, bawngnhute fian khat leh hriak la in tui no hrang hrangah thlakin a danglamna notebook-ah ziak chhuak se. 2. Thil hrang hrangte (entirnan, thing bung, hmawlh, lungte, hnahtel, bottle, pen, pencil, no, nawhreh etc) la khawmin tuia thlak a lâng thei chi leh pil thei chi ni a an rinte ziak chhuak sela, chung chu a takin tuiah thlak se, khawi kha nge lâng a khawi kha nge pil tih notebook-ah ziak chhuak se. # School an kal hunah zirtirtuin a endik ang.</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<ol style="list-style-type: none"> 1. Tho leh thosi ten natna an theh darh theih dan an sawifiah thei ang. 2. Thosi pian theihna tui tlingte tih fai a, an chhehvel vawnfai nachang an hria ang. 	Notebook, rawng	<p>Chawlhkar 3-na</p> <ol style="list-style-type: none"> 1. Tho leh thosi lem ziaak sela, a milem hnuaiah chuan natna an thlen theih dan an chungte, aia upate zawtin notebook-ah ziaak se. 2. An in chhehvela thosi tui theihna tui tling hrang hrang awmte thlithlai sela, thosi pian theih lohna tur a tifaian, an tih fai dan ziaak chhuak se. <p># School an kal hunah zirtirtuin a endik ang.</p>
<ol style="list-style-type: none"> 1. Thlai chi hrang hrang aṭanga chhangphut leh ei tur chi hrang hrang lo chhuah dan an hria ang. 	Buhfai/ buhban, chhangban emaw inlama an thlai ei ṭhin chi hrang hrang	<p>Chawlhkar 4-na</p> <p>Buh emaw vaimim emaw aṭanga chhangphut/ chhangban leh ei tur chi hrang hrang lo chhuah dante an chungte zawt sela, an notebook-ah ziaak se.</p> <p>Entirnan: Buhban kan den chuan chhangban kan siam a, a chhum theih a, a kan theih a. Vaimim densawm aṭang te pawhin vaimim tengkhang te a siam theih a. Hetiang hian thlai chi hrang hrang aṭangin eitur chi dang kan siam thin ani tih an hria anga, chu chu an ziaak ang</p> <p># School an kal hunah zirtirtuin a endik ang.</p>



<p>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</p>	<p>Hmanruate</p>	<p>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</p>
<p><i>(Thlai Chite Chu tih zirlai aṭangin)</i></p> <p>Thlai chi te pianzia, tui leh tui loh, rawng, thap leh mam dan, an ziarange enmilin a an thliar hrang thiam ang.</p>	<p>Thlai chi hrang hrang an hmuh theih apiangte.</p>	<p>Chawlhkar 5-na</p> <p>An chhungte puihna in thlai chi panga tal a pianzia, an rawng leh ziarange a lem nen ziahtir ni se.</p> <p>#Sikul an kal hunah zirtirtuin a endik ang.</p>
<p><i>(Tui far khat chauh pawh a hlu)</i></p> <ol style="list-style-type: none"> 1. Tui khawl pawimawhna leh a khawl dan an thiam ang. 2. Tui renchem ṭalna tui lakna hrang hrangte an hria ang. 	<p>Save our Khawhpawp Waterfall Aizawl Mizoram https://www youtube.co m/watch?v= mTNAb0Z8i mU</p> <p>(Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p>Chawlhkar 6-na</p> <p>An ṭhenawm in 10 vel kal kual sela, tui dahkhawlana atan eng nge an hman zawng chhuak se. Anmahni chhungkuain tui renchemna atan an tih ṭhin te ziaak chhuak se.</p> <p># Sikul an kal hunah zirtirtuin a endik ang.</p>
<p><i>(Tlanglawn thu tih zirlai aṭangin)</i></p> <ol style="list-style-type: none"> 1. Tlanglawn tura a kaihnawih thil 		<p>Chawlhkar 7-na</p> <p>An ṭhianzahoin tlang lo lawn dawn ta se, eng hmanruate nge an mamawh, hun rei zawng, ei leh in an</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p>ṭulte an suangtuah thiam ang.</p> <p>2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</p>		<p>mamawhte, harsatna awm theite etc chungte puihna in ziaak chhuak se.</p> <p>#Sikul an kal hunah zirtirtuin a endik ang.</p>
<p><i>(Zo ta se..? tih zirlai aṭangin)</i></p> <p>Rawngbawlina atana hman thuk chi hrang hrang hman ṭhinte an hria anga, chungte chu renchem leh hman dan thiam a ṭulna an hrethiam ang.</p>		<p>Chawlhkar 8-na</p> <p>Ei rawngbawlina atan hman chi thuk chi hrang hrangte leh thuk tih nun nana hman chi- gas, khawnvartui etc te list siam se, thuk lemte chu mawi takin ziaak se.</p>
<p><i>(Kâ aṭangin Pumpuiah tih zirlai aṭangin)</i></p> <p>Mihringin eitur kan pai ṭawih theih dan leh kan taksa in ei tur a mamawh tihte an hrethiam ang..</p>	<p>The digestive system and digestion https://www.youtube.com/watch?v=v3E1txcKPe8</p> <p>(Phone/ internet hmang theiin en ngei ni se,</p>	<p>Chawlhkar 9- na</p> <p>1. An chungte puihna in hengte hi zawngchhuakin an lehkhahu ah ziaak chhuak sela.</p> <p>a. Ha ṭangkaina b. Chil ṭangkaina c. Lei ṭangkaina d. Pumpui ṭangkaina e. Ril ṭangkaina</p> <p>2. Chawei lo in kar khat awm ta se engtin nge a awm ang tih ngaihtuah se note book ah ziaak thla sela .</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
	neilo tan en kher a ngai lo)	#Sikul an kal hunah zirtirtuin a endik ang.
<i>(Ram ngaw hi tu te ta nge tih zirlai aṭangin)</i> Mihring leh nungcha leh thing leh mau te nen hian kan in mamawh tawn ani tih an hrethiam ang.	Rawng, lehkhapuan	Chawlhkar 10- na 1. Ramngaw chereu ta vek se khawvel tana chhiatna lo thleng thei chi hrang hrang chhungte rawn in point 5 tal zia se la. 2. Nungcha leh ramsate awm lohna ram chereu lem zia se chei baw sela #Sikul an kal hunah zirtirtuin a endik ang.
<i>(Ramngaw hi tu ta nge tih zirlai aṭangin)</i> 1. Tlangram lo neih dan kalhmang an sawifiah thei ang.	Rawng, lehkhapuan	Chawlhkar 11- na 1. Mizoram a lo kan neih ṭhin dan leh kan thlai thar chhuah ṭhinte chhungte puihna in zia se chhuak se. 2. A duhthusam thlam lem mawi takin zia se chei baw se la. #Sikul an kal hunah zirtirtuin a endik ang.
<i>(Thlai chi in loneitu chanchin a sawi tih zirlai aṭangin)</i> Lei chi chemical hmanga siamte avanga leilunga chhiatna thlengtheite an hria ang.	All about Soil https://www.youtube.com/watch?v=I3A7OnTLSM8 (Phone/ internet	Chawlhkar 12- na Lei chi chemical fertilizer te leilungin a chhiatpui theih dan leh mihring tan a hlauhawm dante chhungte puihna in zia se sela. #Sikul an kal hunah zirtirtuin a endik ang.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
	hmang theiin en ngei ni se, neilo tan en kher a ngai lo)	



CLASS VI
Subject: Mizo (Class VI)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Zirlai chuan heng te hi a thiam ang: Noun chi hrang hrang te an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 1-na <ul style="list-style-type: none"> • Zirlaibua noun chi hrang hrang te<ul style="list-style-type: none"> • uluk taka zirtirin, an thiam leh thiam loh ennan tih tur (exercise) pe se.
Gender an thliar hrang thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 2-na <ul style="list-style-type: none"> • Gender chi hrang hrang – masculine, feminine, common leh neuter gender-te hrilhfiain zirtirtuin zawhna te siam chawpin naupangte chhan tir se.
Thumal danglam thin dan leh lam rik dan inang lo an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 3-na <ul style="list-style-type: none"> • Zirlaibua exercise awmte a tam thei ang ber tihpuin, zawhna te chhan tir ni se.
Postposition an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 4-na <ul style="list-style-type: none"> • Postposition thumal chi hrang hrang te zirtirin chumi hman chuan sentence siam leh zawhna awm theite chhan tir ni se.
Hla thu tlangpui (substance) ziah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 5-na <ul style="list-style-type: none"> • Zirlaibua hla awmte a hla thu tlangpui (substance) zirtirin, ziahchhuah tir ni se.
Group discussion	<ul style="list-style-type: none"> • Textbook 	Chawlhkar 6-na <ul style="list-style-type: none"> • Zirlaite chu an chhungte leh thiante nena an sawi ho tur te, an



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
neiin, an ngaihdan thawh an thiam ang.		ngaihdan thawh theihna tur thupui chi hrang hrang te pek ni se.
Thu hrilhfiah leh dik taka chhiar an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 7-na <ul style="list-style-type: none"> • Zirlaibu dik taka chhiarpuiin, thu har hrilhfiah tur te uluk tak a zirtir ni se, an thiam leh thiam loh ennan zawhna pek ni se.
Conjunction an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 8-na <ul style="list-style-type: none"> • Conjunction hman dante, thuziak aṭanga conjunction zawnchhuahte a tam thei ang ber tih tir ni se.
Interjection an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 9-na <ul style="list-style-type: none"> • Interjection ṭawngkam hrang hrang te zirtirin, a hmanna hun an hriat leh hriatloh ennan zawhna chhan tir ni se.
ṭawng upa ṭawngkam tuang pangngai a dah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 10-na <ul style="list-style-type: none"> • Zirlaibua ṭawng upa chi hrang hrangte zirtirin, ṭawng upa hmanga sentence siam leh inbiakte zirtirin, zawhnate chhan tir ni se.
Lehkhathawn ziah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 11-na <ul style="list-style-type: none"> • Zirlaibua lehkhathawn leh sawmna thu mai bakah, a ziah dan format te zirtirin, ziah tir ve ni se.
Project work tih dan an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook 	Chawlhkar 12-na <ul style="list-style-type: none"> • Zirlaibua project work zulzui anmahni a an tih theih tur zirtirtuin ngaihtuah se, naupangte tih tir ni se.



CLASS VI
Subject: English (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>The learner -</p> <ul style="list-style-type: none"> • Listens to English news (TV, Radio) and songs as a resource to develop listening comprehension. • Watches/ listens to English movies, serials, educational channels with subtitles, audio-video materials etc. to understand and respond in English • Writes comments/ ideas on what they have listened 	<p>TV, Radio, internet (where available), notebooks</p>	<p>WEEK 1 Competency/Skill- Listening</p> <ul style="list-style-type: none"> • Teachers provide learners with specific TV news channels and timings or radio and internet links (where available) for development of listening skills and ask them to record their comments and ideas in writing. • Learners will listen to English news and songs and repeat what they have heard to improve their pronunciation. <p># Teachers may ask the learners to bring their writings when they come back to school</p>
<p>The learner -</p> <ul style="list-style-type: none"> • Uses synonyms, antonyms appropriately • Deduces word meanings from clues in context while reading a variety of texts • Refers to dictionary to check meaning and spelling, and 	<p>Storybooks in English, dictionary (if not available at home, free online dictionaries may be downloaded where internet is available)</p>	<p>WEEK 2 Competency/Skill- Vocabulary</p> <ul style="list-style-type: none"> • Give examples on how to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. • Give activities so that learners understand the use of antonym (clean/dirty) synonym (indoor/inside) and homonym (tail/tale). • Guide learners/parents on conducting the following



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
to suggested websites for information (where internet is available)		<p>activities for enhancing vocabulary:</p> <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># Students may be asked to bring any of the activities they have done when school reopens for evaluation of their activities</p>
<p><i>The learner -</i></p> <ul style="list-style-type: none"> • Reads a variety of texts in English and identify main ideas, characters, sequence of ideas and events and relate with their personal experiences • Reads to seek information from a newspaper, tables, charts, diagrams etc. 	Storybooks, newspapers etc.	<p>WEEK 3</p> <p><i>Reading</i></p> <p>Teachers will give suggested reading list of age appropriate stories and learners will choose one story each from the list. They may be asked to identify main idea of the story and sequence of ideas and events and write them in Mizo.</p> <ul style="list-style-type: none"> • Learners will read newspapers/ bulletins and concentrate on figures related to Covid-19 cases in Mizoram during the week and write a chart on the chart depicting the increase/decrease in cases <p># Learners will bring their written works to school and teacher will use them for evaluation. Teachers</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		will help students to rewrite the story in English.
<i>The learner -</i> <ul style="list-style-type: none"> Identifies different grammar items like noun, pronoun, verb, adverb, determiners, etc. in a written text Uses meaningful sentences to describe / narrate factual /imaginary situations in speech and writing 	Stories/ newspaper articles/ written passages containing different grammar items	WEEK 4 <i>Grammar and Writing</i> <ul style="list-style-type: none"> ➤ Give students examples of different grammar items to be learnt and then ask them to underline the grammar items in the text. ➤ Students may be asked to write a letter to their friend or a paragraph in English describing their routine while staying at home. <p><i>The writing activities should be related to the immediate environment of the learner.</i></p> <p># While evaluating writing exercise (letter/paragraph), focus should be on continuity and sequencing of ideas</p>
<i>The learner -</i> Knows collocation, antonyms, synonyms and homophones and uses them appropriately.	Textbooks and available materials.	WEEK 5 <ul style="list-style-type: none"> Teachers will give as many activities as possible so that learners understand collocations and the use of, antonyms(clean/dirty) synonyms (indoor/inside) and homophones (tail/tale).
<i>The learner -</i> Reads passages from a text in English and responds to a variety	Textbook	WEEK 6 Teachers will give suggested reading from their textbooks and learners will read the text. The teacher will frame several questions



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
of questions based on the text.		from the text for students to answer on their own.
The learner - Understands dignity of labour	Materials for making cards	WEEK7 To understand dignity of labour, learners will find out the different kinds of work done by the people in their neighbourhood. Learners will make different cards for different kinds of work. Make the card colourful with pictures of the persons doing the work.
The learner - Identifies different grammar items like noun, pronoun, verb, adverb, determiners, adjectives, etc. in a written text.	Textbooks/ newspaper articles/ written passages containing different grammar items	WEEK 8 Give students examples of different grammar items to be learnt and then ask them to underline the grammar items in the text.
The learner - <ul style="list-style-type: none"> • Reads poems with appropriate pause, intonation and pronunciation. • Understands the message of the poem 	Textbooks	Week 9 <ul style="list-style-type: none"> • Teachers will read the poem with appropriate pause, intonation and pronunciation and ask students to read after her/him as well as by themselves. Teachers will ask questions based on the poem to check their comprehension.
Reads passages from a text in English and responds to a variety	Textbook	Week 10 Teachers will give suggested reading from their textbooks and learners will read the text. The teacher will frame several questions



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
of questions based on the text.		from the text for students to answer on their own.
Writes short meaningful paragraphs.	Textbook and other available materials	Week 11 The teacher will guide them as required and check their work
Uses different grammar items like noun, pronoun, verb, adverb, determiners, adjectives, comparative degrees, time and tense appropriately	Textbook and any other available material	Week 12 Give students examples of different grammar items to be learnt and give them as many exercises for them to practice.



CLASS VI
Subject: Mathematics (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>The learner</p> <ul style="list-style-type: none"> Solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division) Recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime 	<p>SCERT <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- 1) Knowing our numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/f1e/5b48692316b51c01ed5615a9 https://nroer.gov.in/55ab34ff81fccb4f1d806025/f1e/5b48692316b51c01ed5615a9</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? Projects may be assigned to learners in which they would be required to measure /weigh objects in their house like measure height of a table, distance between edges 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



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
	<p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47038916b51c01f4bd714b</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47006416b51c01f38e85fb</p> <p>Playing with numbers</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484e6016b51c01f8f25d18</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b484f4f16b51c01f8f25d1a</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b47224716b5</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: <i>For which of the operations the Whole numbers are closed</i>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
	1c01f24a546f	<p>/commutative/associative/distribute?</p> <ul style="list-style-type: none"> If the perimeter of a rectangle is 24 units, what can be the possible lengths and breadths? Fiil in the blanks _____ _____ - _____ = 7. Give 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? Learners may be asked to form magic squares of different magic sums. Eg: Magic Square.
<p>The learner</p> <ul style="list-style-type: none"> Differentiates between different geometrical figures based on their observable properties. 	<p>NCERT/ State Mathematics Textbook for Class VI Themes: BASIC GEOMETRICAL IDEAS</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> Discussions may be initiated about various shapes and sizes that we see in our surroundings. A point, line segments, parallel lines and curves are the foundation of all flat shapes (2 dimensional



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> Classifies figures as open and closed Identifies interior and exterior of closed figures. Describes line, line segment, ray, curvilinear and linear boundaries. Classifies angle into different types on the basis of their measurement and describes elements of angle like vertices, arms, interior and exterior. Understands circle and its components like centre, radius, diameter, segment, semi-circle, circumference, interior and exterior, arc, sector, chord, segment, semi-circle, circumference, interior and exterior. 	<p>Theme:</p> <p>UNDERSTANDING ELEMENTARY SHAPES</p>	<p>shapes) must be clearly introduced to the students.</p> <ul style="list-style-type: none"> The students may be asked to describe objects that we see in their surroundings. Eg: a door, wheel of a motorbike, shape of a television, etc. Projects may be assigned to learners in which they would be required to find out at least 3 famous monuments across the globe and identify the shapes that they could identify from such monuments. Eg: Parallel lines found at the Taj Mahal, Triangular shapes of the Pyramid, etc. <p>WEEK 6</p> <ul style="list-style-type: none"> Discussions may be initiated regarding closed and open curves/ shapes. <div data-bbox="919 1352 1230 1812"> </div>

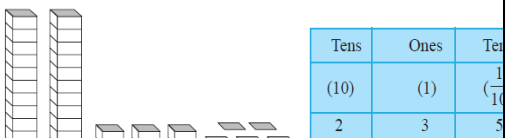


<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Understands the difference between different types of triangles and the basis on which they are classified. • Describes vertices, sides, angles, interior and exterior, altitude and median of a triangle. • Identifies 3-D shapes and their elements. • Understand quadrilaterals 		<ul style="list-style-type: none"> • The students may thus be introduced to the concept, that closed shapes form a polygon. Three-sided polygon is thus a Triangle and a four-sided polygon is a Quadrilateral and so on. • The concept of angles when corners are formed will thus be introduced. The various representation of angles and sides may thus be mentioned clearly. • The unique character of a circle may also be introduced at this point. <p>WEEK 7</p> <ul style="list-style-type: none"> • Children may be asked to observe and compare between objects and comment on their size and length of the geometrical shapes they can identify. The concept of measurement/ mensuration in lower classes could be reintroduced. • Degrees of angles can be appropriately introduced. Eg: 90° made by a wall clock at 3 O'clock is a Right angle. Similarly, the time on a wall clock would signify acute and obtuse angles.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none"> The types of triangles based on angles and sides of the triangle may be introduced at this point. Activities based on angles, measurement and triangles may be given to students. Eg: what angle does the hour and minute hand make at 4:40 PM, etc. Relevant activities from the text book maybe selected for children's activities. <p>WEEK 8</p> <ul style="list-style-type: none"> At this point, concept of 2D must be reaffirmed. After which, 3 Dimensional (3D) shapes may be introduced. Ball versus a sphere, rectangle versus an wooden box, a triangle versus a pyramid, etc. may be introduced as examples for 3D objects. Faces, edge and a vertex of 3D objects must be transacted. The activities from the textbook may be utilized for assignments or project work and discussed.
<ul style="list-style-type: none"> Represents decimals 	NCERT/ State Mathematics Textbook for	<p>Week 9</p> <ul style="list-style-type: none"> Discussions may be initiated about whole numbers and integers (numbers with signs)



<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>pictorially and on number line.</p> <ul style="list-style-type: none"> Finds sum and difference of decimals. Understands the use of organising data. Uses tally marks to organise data. Represents data through pictograph, bar graph. 	<p>Class VI</p> <p>Themes: DECIMALS</p> <p>Theme: DATA HANDLING</p>	<p>and their representation on a number line.</p> <ul style="list-style-type: none"> Students should be asked what could be placed between two numbers in a number line, eg: the numbers that could be placed between two numbers such as between 2 and 3 or -1 and 1. Discussions should be held regarding an unit as a whole and for example one block divided into 10 equal parts and each part means $\frac{1}{10}$ of the unit and could be written as 0.1. Relations between fractions and decimal numbers should be emphasized.  <table border="1" data-bbox="1222 1243 1421 1354"> <thead> <tr> <th>Tens</th><th>Ones</th><th>Ten</th></tr> </thead> <tbody> <tr> <td>(10)</td><td>(1)</td><td>($\frac{1}{10}$)</td></tr> <tr> <td>2</td><td>3</td><td>5</td></tr> </tbody> </table> The concept of the representation of the above figure i.e., $20+3+(\frac{5}{10}) = 23.5$ (to be read as twenty three point five) must be understood by each student. Students must be given an assignment to represent a set of decimal numbers on a number line. A clay block may also be made (if other materials are not 	Tens	Ones	Ten	(10)	(1)	($\frac{1}{10}$)	2	3	5
Tens	Ones	Ten									
(10)	(1)	($\frac{1}{10}$)									
2	3	5									



<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>available) and divided into equal parts to show the representation of each block in decimals and fractions.</p> <p>Week 10</p> <ul style="list-style-type: none"> • Discussions may be started with representation of fractions and decimals. • Conversion of a fraction into decimal and fraction into decimal must transacted clearly. Examples given in the textbook maybe used for the same. <p>The relation between mm, cm and meter should be clearly emphasized not only with the formula but by using practical means in the classroom. (measuring a table, desk etc.)</p> <ul style="list-style-type: none"> • Discussions must be continued regarding blocks and their corresponding value in decimals. The representation of a value table into decimals as given in the textbook must be clearly transacted. • In continuation to the 1st week, application of decimals in length (1cm =1/100m), in weights (1g =1/1000 kg) and in counting of money must be expressed



<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>clearly.</p> <ul style="list-style-type: none"> The length of their classroom must be measured and be represented in the value table format and then in decimal and fractions as shown in the textbook. <p>Week 11</p> <ul style="list-style-type: none"> Discussions must be started with data in general. It could be goals scored by team members in a season or points scored in a basketball game. It must be clear for students that a collection of data is needed to give some information. Teachers could ask each student about the type of food they would prefer if they were to be provided at school, etc. Representation using pictures (pictographs) in the class may also be interesting for students. Tally marks and various uses should be understood. However, care must be taken in teaching them that organization of data must be done carefully before using tally marks. Representation and interpretation of information from graphs must be clearly



<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>understood by the students.</p> <ul style="list-style-type: none"> Students must be given an assignment to make a table for their attendance in a week, which may be accessed from their class register. <p>Week 12</p> <ul style="list-style-type: none"> In continuation to the previous week, the previous weeks topic must be revised. The students may then be introduced to bar graphs. Various practical examples must be given to make the students understand bar graphs. Representation and interpretation is both important. Students may be asked to represent their preferred activity in a bar graph for their project. Exercise 9.4, activity 1.



CLASS VI
Subject: Social Science (Class VI)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.	1. SCERT Textbook - Our Pasts – I (Students who do not have textbook may borrow from their elders or from their friends) 2. Dictionary	Week - 1 Theme: What, Where, How and When? <ul style="list-style-type: none"> Students should mark different concepts such as manuscript, archaeology, inscription, coins, source, historian, archeologists etc and consult dictionary to understand the term and write it down on notebook/paper. # Students should submit their activities for evaluation when the school opens
<ul style="list-style-type: none"> Distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon. Recognizes that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere. 	1. SCERT Textbook - The Earth : Our Habitat (Students who do not have textbook may borrow from their elders or	Week - 2 Theme: Celestial bodies – the sun, the moon and the stars <ul style="list-style-type: none"> Observe stars, planets, satellite (Moon), eclipse under the guidance of parents / teacher / elders, etc. to understand astronomical phenomena. <i>Differentiate the Groups of – Star (sun), Satellite (moon) and planet and write it down on Chart/paper / paper.</i>



<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>from their friends)</p> <p>2. For teachers – What is Earth? http://www.nasa.gov/audience/for_students/k-4/stories/nasa-knows/what-is-earth-k4.html</p> <p>3. Chart paper/ Notebooks</p> <p>4. Crayon/ sketchpen</p>	<p># Students should submit their activities for evaluation when the school opens</p>
Describes factors responsible for availability of different occupations undertaken in rural and urban areas.	<p>1. SCERT textbook - Social and Political Life-I</p> <p>(Students who do not have textbook may borrow</p>	<p>Week - 3 Theme: Rural and Urban Livelihoods</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 backgrounds.



<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>from their elders or from their friends)</p> <p>2. Online resources are available on internet for teachers and students who are able to access such as:</p> <p>NISHTHA portal http://itpd.ncert.gov.in//</p> <p>3. Chart paper/ Notebooks</p> <p>4. Crayon/ sketchpen</p>	<ul style="list-style-type: none"> • Make a poster on different occupations taken up by men and women from different socio-economic background. <p># Students should submit their activities for evaluation when the school opens</p>



<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>Locates physical features of India such as mountains, plateaus, plains, rivers, desert ,etc. on the map of India.</p> <p>Explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc</p>	<p>1. SCERT textbook - The Earth : Our Habitat</p> <p>(Students who do not have textbook may borrow from their elders or from their friends)</p> <p>2. Globe, Atlas or World map, Tactile diagrams or models (for CWSN students)</p> <p>For teachers and students "Exploring the globe": Youtube – ncert official Trilingual Dictionary of</p>	<p>Week - 4</p> <ul style="list-style-type: none"> Students should be made to locate 2 mountain ranges, one plateau, one desert from the map of India and name the States in which they are located Student should consult their parents or elders in which <i>tropical zone Mizoram is situated.</i> Students should write their views on why the climate of India is mostly hot <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	Geography for Schools http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf (It is not compulsory to browse for those who are not able to access internet)	
Describes various forms of human diversity around her/him.	1. SCERT textbook - Social and Political Life-I (Students who do not have textbook may borrow from their elders or from their friend) 2. Understanding Diversity -	WEEK 5 Student should discuss with their elders/parents about the concepts of diversity Student should list different festivals celebrated in their locality which are shared by different regional/religious community Students should list various diversity existed among their family based on gender, height, skills, favourite food, favourite sports etc. # Students should submit their activities for evaluation when the school opens



<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>Political Science Class 6 - CBSE NCERT is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Resources that are available nearby</p>	
Recognises distinctive features of early human cultures and explain their growth	1. SCERT Textbook - Our Pasts – I (Students	<p>WEEK 6</p> <p>Supposed you do not have modern tools –</p> <ol style="list-style-type: none"> How would you cut vegetables?



<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>who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 6 History Chapter 2: On the Trail of the Earliest People (Dr. Manishika) English is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not</p>	<p>2. With what material would you hit hard objects to break?</p> <p>3. Why do you think the early man moved from one place to another?</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	necessary for those who are not able to browse internet Resources that are available nearby	
Demonstrates day and night; and seasons	<p>1. SCERT Textbook –The earth: Our habitat (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 6 Geography Chapter 3: Motions of the Earth (Exam race- Dr. Manishika)</p>	<p>WEEK 7</p> <p>Student should prepare sundial to understand the position of the sun that reflects the time: Cut a paper into circle and keep it in a place that gets full sun exposure all day long. At the centre of the paper, push one end of the stick (you can use pencil/pen/straw) into the grass or earth. At 6:00 a.m, start marking the place where the shadow falls on the ground. Set an alarm or keep an eye on your watch so that you can update the dial at the top of every hour. Return at 7:00 a.m. and mark where the stick's shadow falls on the ground. Do the same thing at 8:00 a.m., 9:00 a.m. and so on.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<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> English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Paper 4. Stick Watch or Alarm clock</p>	
Explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture etc. and relates the	1. SCERT Textbook - Our Pasts – I (Students who do not have textbook	<p>WEEK 8</p> <p>Grow some vegetables or fruits in your home garden or flower pot, and take a note of how the seed changes into a plant.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
developments occurring in one place with another	may borrow from their elders or from their friend) 2. Seeds of vegetables or fruit 3. Soil Home garden or flower pot	
Understands elected representatives in rural areas	1. SCERT textbook - Social and Political Life-I. Chapter 5 (Students who do not have textbook may borrow from their elders or from their friend) 2. Resources that are available nearby	Week 9 Students should list out the names of their Local Council/Village council members. List out the development works in your village done by the Local Council/Village Council. # Students should submit their activities for evaluation when the school opens



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Describes issues, events, personalities mentioned in literary works of the time.	<p>1. NCERT textbook Our Pasts I (On line) or</p> <p>2. SCERT Textbook- Our Pasts – I Chapter – 11 New Empires and Kingdoms</p> <p>(Students who do not have textbook may borrow old textbook from their elders or from their friends)</p> <p>1. Dictionary of History for Schools http://w www.ncert.</p>	<p>Week -10</p> <ul style="list-style-type: none"> Encourages students to collect coins, and let them write comparisons with coins of Gupta period. Discuss the importance of inscriptions in coins. Let students make comparisons between Poems, song lyrics and hymn and discuss with them. Let each students make their own Genealogies. Students should ask their parents the names of their forefathers, great grandmothers and submit to teachers the other day. Student with the help of parents/ siblings identifies Kingdoms/ important places of MAP-7 and locate in the map of modern India. Let the student find out different sources of history from this lesson e.g biography of ... <p>Student should submit their activities for evaluation to teacher</p>



<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>nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>Theme Information about Samudra gupta from his poem 'Prasathi'</p> <p>Theme Information about administration of rulers and ordinary people gathered from Biographies, poems, and coins.</p>	
<ul style="list-style-type: none"> identifies latitudes and longitudes, e.g., North Pole, South Pole, Equator, 	<p>Chapter-2 Globe: Latitude and Longitude</p>	<p>Week 11 Theme-The Globe – Latitude and Longitude</p> <ul style="list-style-type: none"> Student may draw a simple diagram to show major latitudes



<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>Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime Meridian, 180° Meridian and International date line</p> <ul style="list-style-type: none"> locate places on the map with the help of Latitude and Longitude. 	<p>Resource: Globe, Atlas and World map.</p> <p>Web Resources For Teacher and Student</p> <p>Topic: “Exploring the Globe” : Youtube – ncert official QR Code 0656 CH02 for interactive activity to locate heat Zones.</p>	<p>and longitudes. These figures are given on pages 11 and 12 of the textbook.</p> <p>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. With the help of Globe/the world map the teacher/ parents may explain time measurement from Prime meridian.
<p>Describes the functioning of rural and urban local government bodies in sectors like health and education</p>	<p>1. SCERT Textbook - Social and Political Life-I. Chapter 7</p> <p>(Students who do not have textbook may borrow</p>	<p>Week 12</p> <p>4. Write the names of any ward councillor that you have heard before.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<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>from their elders or from their friend)</p> <p>2. NCERT Class 6 Political Science / Polity / Civics Chapter 7: Urban Administration English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to</p>	



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	browse internet 3. Resources that are available nearby	



CLASS VI
Subject: Science (Class VI)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> Identifies food items and their ingredients; what animals are eating such as, squirrels 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. 	<p>Source: SCERT Science Textbook for Class VI</p>	<p>WEEK 1</p> <ol style="list-style-type: none"> 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/kitchen garden etc. The learner can prepare a list of food items available in the kitchen/Kitchen garden (with the help of an elder sibling). <p>WEEK 2</p> <ol style="list-style-type: none"> 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. The discussion may be noted down in a paper and submit to the school when the school starts. The learners may make sprouts at home. They can use different cereals like <i>whole moong</i>, black gram, <i>rajma</i>, etc., for making sprouts. The learner can draw on chart paper the items they eat for their meals (breakfast, lunch and dinner) and submit to the school when the school starts.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Make efforts to protect environment such as, minimizing wastage of food. • Exhibits creativity in designing, planning, making use of available resources. • Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices. • 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? 		<p>WEEK 3</p> <p>1. The learner may test the following food components:</p> <ul style="list-style-type: none"> • Protein • Starch • Fat <p>2. The learner may be asked to take some groundnut powder / coconut powder. S/he should wrap it in a piece of paper and press on it gently, taking care that the paper does not tear. S/he should observe the paper carefully.</p> <ul style="list-style-type: none"> • An oily patch on paper shows that the food item contains fat. • If there is no oily patch, it means the food item does not contain any fat. <p>3. The learner may be asked to read the paragraph on balanced diet in SCERT Science textbook and prepare a chart/collage containing items present in a balanced diet and submit to the school when the school starts.</p> <p>4. The learner may be asked to take a tomato or a fruit such as an apple. S/he 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).</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • 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. 		<p>5. The learner may use different food items but take care not to waste food material.</p> <p>WEEK 4 <i>The learner may be asked</i></p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ➤ Manufacturing date ➤ Expiry date ➤ Vegetarian/non-vegetarian ➤ Ingredients present in it ➤ Any other information <p># Note down all the information and discuss with your family and submit to the school for evaluation when school reopens</p>
<ul style="list-style-type: none"> • Identifies different types of plants in 	Source: SCERT Science	<p>WEEK 5</p> <p>1. Learners can observe different kinds of plants in their surroundings and ask their</p>



<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>their surroundings.</p> <ul style="list-style-type: none"> • Classifies plants into herbs, shrubs, trees based on their structure. • Conducts simple investigations to seek answers to queries, e.g., What are the different kinds of plants? • Draws labelled diagrams of plants/trees • Makes efforts to protect environment such as, caring for trees. • Relates processes and phenomenon with causes such as, formation of shadows • Conducts simple investigations to seek answers to queries, e.g., What are conductors and insulators? • Applies learning of scientific concepts in day-to-day life, e.g., connection of 	Textbook for Class VI	<p>parents/elders in identifying their names and kinds. They will also draw pictures of those plants and write their names.</p> <p>2. Learners will complete Table 7.1, Chapter 7 and write down the different kinds of plants within their surroundings and fill up Column No 1-4.</p> <p>WEEK 6</p> <p>1. Learners can measure hand spans of their family members as given in Activity 3, Chapter 10 and fill up Table 10.3 including names of family members.</p> <p>2. Learners may do Activity 4, Chapter 10 by measuring the heights of their parents / elders. A thread may be used for this purpose. After this, measure the length of the thread with a ruler or measuring tape.</p> <p>WEEK 7</p> <p>1. Learners may perform Activity 3, Chapter 11 during night time with the help of their parents/elders. They can also perform Fig. 11.4, Chapter 11 and learn to make different kinds of animal shadows. They can also draw pictures of the different shapes of shadows.</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
bulb with electricity. • Exhibits creativity in designing, planning & making use of available resources. • Exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.		2. Learners can make a pinhole camera as given in Activity 5, Chapter 11. The process of making the pinhole camera is shown clearly in the textbook. Parents/elders may assist the learners if needed. WEEK 8 1. Learners may perform Activity 2, Chapter 12 i.e. connecting an electric bulb with a battery. The process of doing this activity is given clearly given in the textbook. 2. Learners can perform Activity 5, Chapter 12 and fill up Table 12.1. <i>Note: Teachers should regularly monitor the home activities of their students and facilitate them as needed. These home activities should be submitted to their respective teachers through mobile phones or when school reopens, and will be assessed and evaluated by teachers as internal marks.</i>
• Identifies materials and organisms, • Differentiates materials and organisms,	<i>Source: SCERT Science Textbook for Class VI</i>	Week 9 Learners may do activity 1, Chapter 5 and perform Table 5.1 (Need for separation) Learners may do activity 2, Chapter 5 (Method of Separation)



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Classifies materials, organisms and processes based on observable properties, • Conducts simple investigations to seek answers to queries. • Relates processes and phenomenon with causes • Constructs models using materials from surroundings and explains their working, • Applies learning of scientific concepts in day-to-day life, 		<p>Week 10 Learners may do activity 3, Chapter 7(Taking an impression of a leaf)</p> <p>Learners may do activity 4, Chapter 7 , Fog.7.11 (Transpiration)</p> <p>Week 11 Learners may do activity 4, Chapter 9(Pants respond to sunlight)</p> <p>Learners may do activity 5, Chapter 9(Reproduction)</p> <p>Week 12 Learners may do activity 1, Chapter 12 (Study of torch)</p> <p>Learners may do activity 3, Chapter 12 (Home made torch)</p>



CLASS VII
Subject: Mizo (Class VII)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Zirlai chuan heng te hi a thiam ang: Ziah zawm leh zawm loh tur (prefix leh suffix) an hria/thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 1-na Zirlaibua prefix leh suffix awm te uluk takin zirtir se, an thiam leh thiam loh ennan tih tur siam sak ni se.
Mawl tea Book review an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 2-na Zirlaibua Book review exercise awm hi tihpui ni se, an thiam leh thiam loh ennan tih tur dang pek ni se.
Dialogue ziah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 3-na Inbiakna (dialogue) kalphung hrilh hriain, zirlaibu a mi ang hian an ziah chhunzawm tur exercise pek ni se.
Mizo thawnthu (folktale) ngaihsan nachang an hria ang.	Textbook	Chawlhkar 4-na Zirlaibua mizo thawnthu (folktale) awm te hi ngaihnawm taka chhiar puiin, hmanlai mizo nundan phung phawk chhuak tu an nih zia te hrilh hriat a ngaihhlut tir.
Ṭawng upa ṭawngkam tluang pangngai a dah an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 5-na Zirlaibua ṭawng upa chi hrang hrangte zirtirin, ṭawng upa hmanga sentence siam leh inbiakte zirtirin, zawhnate chhan tir ni se.
Pronoun chi hrang hrang an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 6-na Pronoun chi hrang hrang te, dik tak a hman dan te leh entirna pek dan te zirtir in, zawhnate chhan tir ni se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Project work tih dan an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 7-na Zirlaibua project work zulzui anmahni a an tih theih tur zirtirtuin ngaihtuah se, naupangte tih tir ni se.
Zuk leh hmuam that lohna leh hlauhawm dan an hria ang.	<ul style="list-style-type: none"> • Textbook 	Chawlhkar 8-na Zirlaibua zuk leh hmuam tih thupui hi uluk taka sawizau puina neiin, a thatlohzia te sawipuiin an ngaihdan te sawitir ve ni se.
Modified form an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 9-na Zirlaibua modified form awmte zirtirin, an thiam leh thiam loh ennan zawhna pek ni se.
Direct/indirect speech an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 10-na Zirlaibua tih tur (exercise) te bakah zirtirtuin naupangte chhan tur zawhna siam chawp se.
Adjective an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 11-na Adjective chi hrang hrang te a hman dan dik te uluk taka zirtir ni se, an thiam leh thiam loh ennan zawhna chhan tir ni se.
Mizo rimawi hmanruate an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 12-na Mizo rimawi hmanruate- khuang, dar, talkuang, bengbung, phenglawng, etc. an zirlaia tarlante a lem nena uluk tak a zirtir ni se.



CLASS VII
Subject: English (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner-</p> <ul style="list-style-type: none"> consciously listens to songs/poems/stories /prose texts in English through interaction 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>Stories, poems, TV, radio etc.</p>	<p>WEEK 1</p> <p>Competency/skill—Listening</p> <ul style="list-style-type: none"> Teachers suggest songs/ poems/ stories ask them to record their comments and ideas. Teachers may ask learners to listen to news in English and summarize the main points in Mizo. Learners may listen to audio clips in English and share their favourite 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.) and write their short messages/ slogans on how to stay safe from Coronavirus Learners watch age specific English movies/ serials with subtitles and write a report on any one of their favourite movies/ serials <p># Teachers may use these written activities for evaluation when students come back to schools.</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner -</p> <ul style="list-style-type: none"> infers the meaning of unfamiliar words by reading them in context. refers to the dictionary to find meanings / spelling of words while reading and writing 	<p>Dictionary (If not available at home, free online dictionaries may be downloaded where internet is available)</p>	<p>WEEK 2</p> <p>Vocabulary</p> <ul style="list-style-type: none"> The teacher may give examples to use a dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. The teacher may give activities so that learners can understand the use of antonyms (clean/dirty) synonyms (indoor/inside) and homonyms (tail/tale). <p>(The teacher may make short video clips on these activities and may be disseminated through WhatsApp)</p> <p># The teacher may give appropriate activities to assess the learning outcomes when they come back to school.</p>
<p>The learner -</p> <ul style="list-style-type: none"> reads textual/non textual materials in English with comprehension identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material infers the meaning of unfamiliar words by reading them in context. 	<p>1. List of suggested readings given by the teacher.</p> <p>2. Dictionary</p>	<p>WEEK 3</p> <p>Reading</p> <ul style="list-style-type: none"> Teachers will give suggested reading list of age appropriate stories and learners will choose one story each from the list. They may be asked to identify main idea of the story and sequence of ideas and events and write them in Mizo. <p># Learners will bring their written works to school and teacher will use them for evaluation. Teachers will help students to rewrite the story in English.</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		# Teachers' note:- Focus of this exercise is not on grammar and spellings but on the organization of ideas and sequential presentation of events.
<i>The learner -</i> <ul style="list-style-type: none"> organises sentences coherently in English with the help of visual clues and with a sense of audience. 	Newspaper clippings	WEEK 4 <i>Writing</i> Learners can be asked to collect all the advertisements released by official sources from newspaper clippings and make a collage. The learners may prepare a write-up on their collage. In this activity the writer may concentrate on the content of the message (rather than the form). # When they come back to school the teacher will read their writings and make necessary corrections with an emphasis on form. Correct the language and appropriateness of its use.
<i>The learner-</i> listens to English News everyday and makes a written record on the headlines.	TV, radio etc.	WEEK 5 <i>Competency/skill—Listening</i> <ul style="list-style-type: none"> Teachers may ask learners to listen to news in English everyday and write the headlines in English. # Teachers may use these written activities for evaluation when students come back to schools.
<i>The learner -</i> Builds vocabulary	Honeycomb English Class-7	WEEK 6 <i>Vocabulary</i> <ul style="list-style-type: none"> The learner will try to learn at least 30 new words from their



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	Textbook, dictionary	textbooks and make sentences on their own using the new words. • The learner will do the vocabulary exercise on page 47 and 149. # The teacher will check the work and give appropriate activities to assess the learning outcomes when they come back to school.
<i>The learner -</i> • Writes story from dialogues. • Reads pictures and writes story from pictures.	Honeycomb English Class-7 Textbook	WEEK 7 The learners will read the comic strip on pages 36-41 and will write out the story. The learners will read the pictures on pages 44-45 and write a story on it. # Learners will bring their written works to school and teacher will use them for evaluation.
<i>The learner -</i> Composes simple poems	Honeycomb English Class-7 Textbook	WEEK 8 The learner will read the poem Trees on page 83 and will try compose a similar poem about water or air either in English or in Mizo. # When they come back to school the teacher will read and evaluate their writings.
<i>The learner-</i> Reads passages from a text in English with comprehension and responds to a variety of questions based on the text.	Textbook, storybook	Week 9 Teachers will give suggested reading from their textbooks and learners will read the text. The teacher will frame several questions from the text for students to answer on their own.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Uses if-clause/ conditional clause appropriately in sentences.	Textbook	Week 10 Give students examples of different exercises to be learnt and give them as many exercises for them to practice correct usage of if-clause/conditional clause.
<ul style="list-style-type: none"> Writes story from dialogues. Reads pictures and writes story from pictures. 	Honeycomb English Class-7 Textbook, short story books, picture cards	Week 11 The learners will read the comic strip on pages 36-41 and will write out the story. The learners will read the pictures on pages 44-45 and write a story on it. # Learners will bring their written works to school and teacher will use them for evaluation.
Writes descriptions and narratives.		WEEK 12 Teachers will let students attempt creative writing like stories and poems.



CLASS VII
Subject: Mathematics (Class VII)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> • multiplies /divides two integers. • interprets the division and multiplication of fractions • uses algorithms to multiply and divide fractions /decimals. 	<p>SCERT <i>Mathematics</i> textbook for Class VII Chapter 1: INTEGERS Chapter 2: FRACTIONS AND DECIMALS E-resources: Integers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583b8a16b51c01cccebeb0 https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5 https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d42d0d116b51c0171d33ad5</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



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
	<p>er.gov.in/55ab34ff81fccb4f1d806025/file/5d42cea016b51c0171d33ab0</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b583c6616b51c01cdff01fd</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58dd3a87472d4a03227bf998</p>	<p>should send their solutions to the teacher and, teacher and other learners may discuss about them.</p> <ul style="list-style-type: none"> 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>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.



<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>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 Eg: Division of Pizza into $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$ etc. • 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



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		some relation between numbers. The games can be modified for integers/fractions.
<ul style="list-style-type: none"> Collects and organises data – choosing the data to collect for a hypothesis testing. Finds mean, median and mode of ungrouped data understanding what they represent. Constructs bar graphs. Gets a feel of probability using data Forms and solves simple linear equations in one variable (in contextual problems) with two operations 	<p>NCERT /State <i>Mathematics</i> textbook</p> <p>Theme: DATA HANDLING</p> <p>Theme: SIMPLE EQUATIONS</p>	<p>WEEK 5</p> <p>The next chapter is about data handling i.e., data collection, recording and presentation.</p> <ul style="list-style-type: none"> The teacher must use an appropriate set induction and its relation to everyday activities. Discussion may be initiated about collection of data and its organization to achieve desired information from data collected. The concept of central tendencies of Arithmetic Mean, Range and Mode must be introduced systematically and clearly as this is the basis for data handling. The examples from the textbook and appropriate real-world examples must be used for exercises and projects. <p>WEEK 6</p> <ul style="list-style-type: none"> Discussion of the previous weeks understanding and clearing of doubts of the past week's lesson may continue. It may be mentioned that Arithmetic Mean and Mode may not suffice for finding the



<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>central tendency, thus Median may also be used. The application of the appropriate concept for the required situation must be emphasized.</p> <ul style="list-style-type: none"> • Choosing appropriate scales for representation on a Bar Graph must be discussed next. Bar graph from newspapers and magazines may first be discussed to understand what they represent in real life before teaching them how to plot a bar graph. • Double bar graphs may also be introduced. • The concept of Chance and Probability may be introduced by tossing a coin or a dice and show that each side has equal chance of happening in its outcome. 1 being 100% chance of occurrence and 0 being no chance of occurrence. Real life application and relation should be indicated. <p>WEEK 7</p> <ul style="list-style-type: none"> • The teacher must start their discussion with the mind reading game from the first part of the chapter, Simple Equations. • The concept of variable and expression must be



<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>communicated using appropriate examples clearly.</p> <ul style="list-style-type: none"> • Practical application of variables and forming valid expressions must be emphasized. • Problems from the textbook with slight modifications may be used for activities or projects. <p>WEEK 8</p> <ul style="list-style-type: none"> • The concept of equation are to be introduced only after the students are clear of the concept of variables and expression. • The meaning of RHS and LHS of the equation to be made equal in an equation should be clearly transacted. • The formation of an equation eventually from an expression must be taught wisely with relevant examples. • Exercises from the textbook may be discussed with the students.

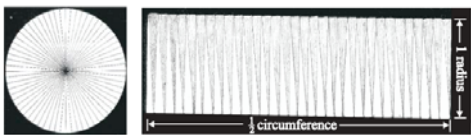


<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> Describes pairs of angles (linear, supplementary, complementary, adjacent, vertically opposite). Evolves properties of parallel lines with transversal (alternate, corresponding, interior, exterior angles). Revises perimeter and idea of circumference of circle. Idea of pie. <p>Develops concept of measurement using a basic unit area of a square, rectangle, triangle, parallelogram and circle.</p>	<p>NCERT /State <i>Mathematics</i> textbook</p> <p>Theme: LINES AND ANGLES</p> <p>Theme: PERIMETER AND AREA</p>	<p>Week 9</p> <ul style="list-style-type: none"> Discussion may be initiated about various lines, line segments and angles formed in our surrounding. Their mathematical representation must be clear for the students. The concept of complementary angles, supplementary angles, adjacent angles and linear pair must be clear. Activities may be held using previous knowledge of obtuse, acute and right angles, questions may be asked so that students may think and answer if obtuse, acute and right angle pairs could form supplementary angles. <p>Week 10</p> <ul style="list-style-type: none"> Discussion of the previous weeks understanding and clearing of doubts of the past week's lesson may continue. This week, pairs of intersecting lines may be introduced. Concept of intersecting lines and parallel may be introduced first. Real world examples must be used to make them visualize in real life rather than using paper or boards only. Various angles made by a transversal must be dealt with clearly.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none"> • The various angles related to parallel lines must be clearly discussed. • Activity must be given such that students may construct transversal angles and measure the angles using a protractor and prove what is being written about the various angles related to a transversal and parallel lines. <p>Week 11</p> <ul style="list-style-type: none"> • Discussions may be held regarding the previous knowledge of perimeter and area studied at lower classes. • The cost involved in painting a rectangular or a square shaped floor should be clear. Finding out the areas and perimeter from given dimensions of such shapes must be clear with the students. • Finding out areas and perimeter of shapes involving triangles, rectangles and square must be clear. • Activity to find areas and perimeter of various shapes from given dimensions must be clear.



<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>Week 12</p> <ul style="list-style-type: none"> Discussions to be started regarding common shapes in our surrounding and then curves and a circle should be introduced. The formulas for area and perimeter of a circle should be clearly explained with the students. Concept of conversion of various units should be clearly explained. <p>viz., $1 \text{ m} = 100 \text{ cm}$ $1 \text{ cm}^2 = 100 \times 1 \text{ mm}^2$ $1 \text{ hectare} = 100 \times 100 \text{ m}^2$ $= 10,000 \text{ m}^2$</p> <ul style="list-style-type: none"> An activity to find the area of a circle by using the area of the parallelogram must be performed in the class. <div data-bbox="873 1444 1341 1577">  </div>



CLASS VII
Subject: Social Science (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Provides examples of sources used to study various periods in history	<p>1. NCERT Syllabus for Upper Primary Classes https://drive.google.com/file/d/1ZM0wK9LfqP0WqaO5bMMPCewtxL6bzCes/view</p> <p>(This is not compulsory for those who are unable to browse the internet)</p> <p>2. SCERT textbook Our past – II (Students who do not have textbook may borrow</p>	<p>Week - 1</p> <ul style="list-style-type: none"> Identify different sources of history available in books/local environment e.g. extracts from manuscripts/ maps/ illustrations/ painting/historical monuments/films, biographical dramas, tele-serials, folk dramas and interpret these to understand the time. Write it down on paper. With the help of the teachers/parents, students should study the atlas or map of India and observe the change in names of various places and the basic structure of the society. They will write down their views on papers. <p># Students should submit their activities for evaluation when the school opens</p>



<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>from their elders or from their friend)</p> <p>3. Maps</p> <p>4. Audio visual/ paper/ Notebook</p>	
Explains the significance of equality in democracy.	<p>1. SCERT textbook - Social and Political Life II</p> <p>(Students who do not have textbook may borrow from their elders or from their friend)</p> <p>NCERT Class VII Civics Chapter-1: Equality in Indian Democracy is available on youtube.</p>	<p>Week - 2</p> <p>Collect news items related to issues of democracy and equality. Prepare newspaper collage on the significance of democracy and equality. If newspapers are not available, make a poster on the significance of equality in democracy.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	Teachers and students who are able to access internet may watch this video Newspaper/ magazines	
Shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna	<p>1. SCERT textbook - Our Environment</p> <p>(Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 7 Geography Chapter 5: Water (Examrace - Dr. Manishika)</p>	<p>Week - 3</p> <ul style="list-style-type: none"> • Discuss and share your observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different eco-systems / climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc. • Find out the source of water used at home. Make a list of different uses of water in our daily life. (Have you seen anyone wasting water? How?) • List down things you can do to help in reducing air pollution • Observe your Electric metre every morning and record the unit metres consumed in your house.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
) English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet	# Students should submit their activities for evaluation when the school opens
Distinguishes between political equality, economic equality, and social equality	1. SCERT textbook - Social and Political Life II (Students who do not have textbook may borrow from their elders or	Week - 4 Prepare newspaper collages about the work being done by the State government on select issues (e.g. health, food, agriculture, roads) and some public works undertaken by the MLA of your constituency. # Students should submit their activities for evaluation when the school opens



<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>from their friend)</p> <p>2. NCERT Class 7 Political Science / Polity / Civics Chapter 1: On Equality English CBSE is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Newspaper</p>	



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.	<ol style="list-style-type: none"> 1. SCERT Textbook - Our Environment (Students who do not have textbook may borrow from their elders or from their friend) 2. Different Layers of the Earth It's Interior, Structure and Composition is available on youtube. Teachers and students who are able to access internet 	<p>WEEK 5</p> <p>Discuss with your elders or parents about recent earthquake happening in some part of Mizoram and also discuss the effects of earthquakes on human life. Write your ideas on how earthquake occurs.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<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>may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>4. Resources that are available nearby</p>	
<p>Relates key historical developments during medieval period occurring in one place with another.</p>	<p>1. SCERT Textbook - Our Pasts- II (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>Resources that are available nearby</p>	<p>WEEK 6</p> <p>Imagine yourself as a King. How would you extend your kingdom?</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Describes the functioning of State government bodies in health sectors	1. SCERT Textbook - Social and Political Life- II (Students who do not have textbook may borrow from their elders or from their friend) 2. Resources that are available nearby	WEEK 7 What according to you are the roles of government to strengthen medical teams who are fighting against covid 19 and suggest measures to ensure their safety. # Students should submit their activities for evaluation when the school opens
Explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.	1. Flame 2. Container 3. Container lid 4. Water 5. Spoon or beads (turmeric seed/ chana)etc Resources that are	WEEK 8 1. In order to understand how earthquake occurs - Take a container, fill it with water and close it with a lid. Put the water to boil. Now put a spoon or beads on top of the lid. What do you notice? Note down what you have observed. (This activity should be done under the supervision of adults)



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	available nearby	2. Imagine if a quake suddenly shook in the middle of the day, where would you go for safety? # Students should submit their activities for evaluation when the school opens
1) analyses socio-political and economic changes during medieval period 2) draws comparisons between policies of different rulers	1. NCERT History textbook Our Pasts II (On line) or 2. SCERT Textbook- Our Pasts – II Chapter – 4 The Mughal Empire (Students who do not have textbook may borrow old textbook from their elders or from their friends) Theme	Week 9 <ul style="list-style-type: none"> • Teacher should explain the emergence of the Mughal dynasty. • The major campaign and events, history/tradition of succession. • Policies and Administration of the Mughal should also be explained. • Teacher encourages students to locate in the map the central India and Deccan where the Mughals expanded their territories. • Students may be motivated to study how these rulers adopted grading system to fix the rank, salary and military responsibilities and obtained resources/venues from peasants through their Zabt and Zamindars. For this, the teacher may guide them. • Students may also be motivated to compare with the modern administration and source of revenue of the present governments.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<ul style="list-style-type: none"> The emergence of the Mughals dynasties Major campaign and events Theme <ul style="list-style-type: none"> Mughal emperors and their administrations Akbar's Policies 	Student should submit their activities for evaluation to teacher
3) describes different components of the environment and the interrelationship between them	Chapter 1 NCERT Textbook: Our Environment http://ncert.nic.in/textbook/textbook.htm?gess2=0-9 Theme : Environment	Week 10 Theme- Environment The learner may be asked to think and identify if any changes have taken place in our environment in past few years. Write down about these changes. <ul style="list-style-type: none"> Discuss with parents/grandparents about the changes which have taken place over the years/decades.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	http://epathshalla.nic.in/topic-	
Explains the functioning of media with appropriate examples from newspapers.	<p>1. SCERT Textbook - Social and Political Life-II: Chapter - 6. Understanding Media. (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 7 Political Science / Polity / Civics Chapter 6: Understanding Media English CBSE is available</p>	<p>Week 11</p> <p>Ask older members of your family about what they used to listen to on the radio when there was no TV around. Find out from them when the first TV came to your area. When was cable TV introduced?</p> <p># Students should submit their activities for evaluation when the school opens</p>



<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>on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Resources that are available nearby</p>	
<p>Will be able to identify to identify the different layers of the atmosphere. Explain why temperature rises or fall with altitude in different layers of the atmosphere.</p>	<p>Chapter 2: Inside our Earth http://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en</p>	<p>Week 12</p> <p>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?) Students/Learners may be asked to cut out the sections containing facts about each of the layers of the atmosphere and then glue them into the appropriate columns.</p>



CLASS VII
Subject: Science (Class VII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p>The learner —</p> <ul style="list-style-type: none"> 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 using materials from surroundings and 	<p>SCERT Textbook Theme: Moving Things, People and Ideas <i>Chapter: Motion and Time</i></p> <ul style="list-style-type: none"> Slow or Fast Speed Measurement of Time Measuring Speed Distance-Time Graph <p>Chapter 13 SCERT Science Textbook Class 7</p>	<p>WEEK 1 The learner may be asked to</p> <ul style="list-style-type: none"> Observe his/her surroundings and make a table of different things which are in motion. Further classify these moving things according to their type of motion. The observations can further be divided into fast and slow moving things. Write justifications for each entry you made in the table, i.e. why it is 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. The activity may be modified so that it can be performed within the house or room. Use a regular stopwatch or stopwatch in mobile phones. The distances can



<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>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>be changed so as to fit in within the available length.</p> <ul style="list-style-type: none"> • 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 $\frac{1}{2}$ litre and 1 litre milk to boil under same conditions, etc. # Record your observations in your copy and discuss with your friends, elders or teachers and submit it to teachers when school reopens. <p>WEEK 2</p> <ul style="list-style-type: none"> • Project: Make your own sundial. (For details, refer to your textbook. • Make a simple pendulum and find its time period.



<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>• Perform the above mentioned activity by changing the length of the pendulum and also by changing the mass of the bob.</p> <p>Write your observations in each case.</p> <p>➤ Do you observe any change in time period on changing the length of the pendulum or mass of the bob?</p> <p>➤ Search on the internet to find the reasons for your observations or you can discuss with your friends, elders or teachers.</p> <p>Caution: Perform all the activities under the guidance of elders.</p> <p>• Measure speed of any rolling object. (Activity 13.4 SCERT textbook)</p> <p>• Make a distance time graph for your toy car or any rolling object. Identify its type of motion and speed from this graph.</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
<p>Learner:</p> <ul style="list-style-type: none"> Identifies electric components on the basis of observable features, i.e., appearance, functions, etc. eg. Identifying Switch, regulator etc on their function 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 	<p>Theme: How Things Work —</p> <p>Electric Current and its Effects</p> <ul style="list-style-type: none"> Symbols of Electric Components Heating Effect of Electric Current Magnetic Effect of Electric Current Electromagnet Electric Bell Chapter 14 SCERT Science Textbook Class VII Exemplar Problems, Ch. 14, Class VII Science 	<p>WEEK- 3</p> <p>The learner may be asked to</p> <ul style="list-style-type: none"> Identify electric components used in the house. Draw their diagrams; write their names and symbols. Learners may take help from their textbook Make your own circuit for this and play with your family members. Make an electric circuit as shown in Fig. 14.7 in Ch. 14 of SCERT Textbook (Class VII Science). <p><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></p> <p>For making these circuits, take help from your elders and try to find an old torch or other</p>



<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>systems electric circuits; experimental set ups; etc.</p> <ul style="list-style-type: none"> • Constructs models using materials from surroundings and explains their working, e.g., electromagnets; electric fuse, etc. • 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>electrical devices from which you can collect the required items for your circuits.</p> <ul style="list-style-type: none"> • 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. • Make an electric circuit as shown in Fig. 14.7 or Fig. 14.9 or Fig. 14.10, Ch. 14 SCERT 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? Discuss with your friends, elders and



<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>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 try to identify the equipments in your house which work on this effect. Write the observation in a notebook and submit to the school when the school starts. <p>WEEK-4</p> <ul style="list-style-type: none"> • Make a circuit as suggested in Activity 14.4 in SCERT Textbook (Class VII Science), for understanding the purpose of a fuse in an electric circuit. <p>Discuss the importance of fuse in an</p>



<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>electric circuit with your friends.</p> <p>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 and submit to the school when the school starts.</p> <p>• Perform the activity 14.5 as suggested in SCERT Textbook (Class VII Science), for understanding the magnetic effects of electric current.</p> <p><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 SCERT Text book Class VII). You may have a magnet or try to find a magnet from the old radio, speakers or head phones</i></p>



<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>which are unusable.</i></p> <ul style="list-style-type: none"> • 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. <p><i>Project:</i> <i>Make an electromagnet using dry cells, iron nail and insulated wire.</i></p> <ul style="list-style-type: none"> • During the project, try to find out answer of following questions: • 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



<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>permanent magnet and an electromagnet.</p> <ul style="list-style-type: none"> • 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>
<ul style="list-style-type: none"> • Identifies different types of materials on the basis of observable features such as conduction of heat. • Conducts simple investigations to seek answers to queries, e.g., acid and base, 	<p>Source:</p> <ul style="list-style-type: none"> ● SCERT Science Textbook for Class VII 	<p>WEEK 5</p> <ul style="list-style-type: none"> • Learners can perform Activity 4.7, Chapter 4 regarding conduction of heat. They can also fill up Table 4.3 and perform the activity with different kinds of



<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>temperature record of a week, etc.</p> <ul style="list-style-type: none"> • Draws diagrams. • Constructs models using materials from surroundings and explains their working, e.g. expansion of air. • Applies learning of scientific concepts in day-to-day life, e.g. making Kah-pup. • Exhibits creativity in designing, planning & making use of available resources, etc. eg. measuring distance in the 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>materials by dipping them in hot water.</p> <ul style="list-style-type: none"> • Learners can perform Activity 4.10, Chapter 4. They will need one white and one black container, either plastic or steel to do the activity. Instruction for doing the activity is clearly given in the textbook. <p>WEEK 6</p> <ul style="list-style-type: none"> • Learners can perform Table 5.1, Chapter 5. Learners will collect different kinds of eatables as given in Table 5.1. They can also collect other items not given in the table. They will write down the taste of all eatables they collected and write them down in the table. • Learners can perform Table 7.1, Chapter 7. They will listen to the weather forecast from TV/radio daily for one week and fill up the table.



<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>WEEK- 7</p> <ul style="list-style-type: none"> Learners can perform Activity 8.6, Chapter 8 and find out the properties of air regarding its expansion on heating. They should also draw the diagram of Fig 8.7. Learners can make 'Kah-pup' as given in Extended learning – Activities and Projects, Project No 6, Chapter 8. <p>WEEK-8</p> <ul style="list-style-type: none"> Learners can perform the activity given in Table 10.1, Chapter 10, i.e. changes in breathing rate under different conditions and fill up the table. <p><i>Note: Parents will take the place of classmates for doing this activity. The breathing rate will be calculated for one minute with the help of a watch or clock.</i></p> <ul style="list-style-type: none"> Learners can perform Extended learning – Activities and Projects, Project No. 4, Chapter 10



<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>and make a record of the activity.</p> <p>Note: Teachers should regularly monitor the home activities of their students and facilitate them as needed. These home activities should be submitted to their respective teachers through mobile phones or when school reopens, and will be assessed and evaluated by teachers as internal marks.</p>
<ul style="list-style-type: none"> • Identifies materials and organisms • Differentiates materials and organisms • Classifies materials and organisms based on properties/characteristics, • Conducts simple investigations to seek answers to queries, • Writes word equation for chemical reactions, • Explains processes and phenomena, • Draws labelled diagrams/ flow charts 	<p><i>Source:</i> <i>SCERT Science Textbook for Class VII</i></p>	<p>Week 9 Learners may do activity 1.2, Chapter 1 and perform Table 1.8 (Fungi growing on bread)</p> <p>Learners may draw Fig.2.2 Human digestive system and label the parts. Chapter 2.</p> <p>Week 10 Learners may do activity 2.2, Chapter 2 (Type of teeth) and fill up table 2.2</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Makes efforts to protect environment • Plots and interprets graphs • Constructs models using materials from surroundings and explains their working 		<p>Learners may draw Fig.2.9 (Digestive system of ruminant) Chapter 2.</p> <p>Week 11 Learners may do activity 12.2, Chapter 12(Potato plants sprouting from an 'eye')</p> <p>Learners may do activity 12.4, Chapter 12(Parts of flower)</p> <p>Week 12 Learners may do activity 15.2, Chapter 15(Image of candle in a plane mirror)</p> <p>Learners may do activity 15.5, Chapter 15(Image from the outer and inner side of a spoon)</p>



CLASS VIII
Subject: Mizo (Class VIII)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Zirlai chuan heng te hi a thiam ang: Ziah zawm leh zawm loh tur (prefix leh suffix) an hria/thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 1-na Zirlaibua prefix leh suffix awm te uluk takin zirtir se, an thiam leh thiam loh ennan tih tur siam sak ni se.
Mizo ṭawng hman dan dik leh dik lo an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 2-na Zirlaibua mizo ṭawng hman dan dik leh dik lo tarlan bakah zirtirtuin zawhna siam belhin chhan tir ni se.
Zuk leh hmuam that lohna leh hlauhawm dan an hria ang.	<ul style="list-style-type: none"> • Textbook 	Chawlhkar 3-na Zirlaibua zuk leh hmuam tih thupui hi ulak taka sawizau puina neiin, a thatlohzia te sawipuiin an ngaihdan te sawitir ve ni se.
Poster an ziaik thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook • Rawng 	Chawlhkar 4-na Zirlaibua poster siam dan uluk takin zirtir ni se, thupui pein zirlaite chu poster siam tir ni se.
Zirlai chhunga thumal awmte hmun dangah pawh an hmang thiam ang.	Textbook	Chawlhkar 5-na Zirlaibua thumal hrang hrangte uluk tak a zirtirin, hmun danga hman dan tur te sawizau pui ni se.
Verb chi hrang hrang an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 6-na Verb chi hrang hrang – transitive, intransitive, auxiliary te dik taka hman dan zirtir ni se, zawhna pek ni bawk se.



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
Tense chi hrang hrang an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 7-na Tense chi hrang hrang – past, present, future-te dik taka hman dan zirtir ni se, zawhna pek ni bawk se.
Adverb chi hrang hrang an hria ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 8-na Adverb chi hrang hrang – adverb of manner, adverb of time, adverb of place, double adverb, adjectival adverb-te dik taka hman dan zirtir ni se, zawhna pein chhan tir ni se.
Zirlaia Mizo thufing eng emaw zat an thiam ang.	<ul style="list-style-type: none"> • Textbook • Pen • Notebook 	Chawlhkar 9-na Zirlaibua Mizo thufing tarlante uluk takin zirtir ni se, an thiam leh thiam loh ennan ziaka chhan tir ni se.
Mizo tobul (origin) leh hmanlai Mizo nunphung an hria ang.	Textbook	Chawlhkar 10-na Zirlaibua ‘Mizo Chanchin’ hi sawizau puina neiin, zawhna chi hrang hrang awm thei te chhan tir ni se.
Mizo thawnthu (folktale) ngaihsan nachang an hria ang.	Textbook	Chawlhkar 11-na Zirlaibua mizo thawnthu (folktale) awmte hi ngaihnawm taka chhiar puin, hmanlai mizo nundan phung phawk chhuak tu an nih zia te hrih hriat a ngaihhlut tir.
Project work an ti thiam ang.	<ul style="list-style-type: none"> • Textbook • Pencil • Notebook • Project work atan pawimawh hmanraw dang 	Chawlhkar 12-na Zirlaibua project work zulzui anmahnia an tih theih tur zirtirtuin ngaihtuah se, naupangte tih tir ni se.



CLASS VIII
Subject: English (Class VIII)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
The learners - <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, summarizing etc. • Watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for understanding and comprehension. 	TV/ radio/ newspaper etc	WEEK 1 Listening <ul style="list-style-type: none"> • Teachers provide the learners with suitable materials for listening to poems/songs/ stories etc. and ask them to record their comments and ideas in writing. • Teachers may ask learners to listen to the news/ talk shows/ documentaries on the environment and summarize the main points. <p># Teachers may use these written activities for evaluation when students come back to schools. While written work is being evaluated, focus should be on organization of ideas, sequence of events, coherence etc and not on grammar or spelling.</p>
The learners- <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 	Dictionaries / encyclopedia s/ thesaurus etc. On line dictionaries (where available)	WEEK 2 Vocabulary Teachers will guide parents on how to help learners develop their vocabulary by using these- <ul style="list-style-type: none"> ➤ showing a picture/object/ illustration ➤ word web ➤ cross word ➤ word ladder



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
while reading and writing	The Free Online English Dictionaries are used for Definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images	<p>➤ giving synonyms</p> <p>➤ giving antonyms</p> <p>➤ explaining through context</p> <p>➤ using dictionaries</p> <ul style="list-style-type: none"> Students will make a list of 100 new words they have learnt along with their meaning <p><i>Note for teachers:</i></p> <ol style="list-style-type: none"> 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 vocabulary is learned and the factors that play a role in vocabulary development. 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. <p>➤ Teachers will give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. Students will write a few paragraphs on how words are arranged in a dictionary.</p> <p># List of new words can be used to ask students on how these words are used and in which situations. Role play can be used in the classroom to</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		indicate how well students have learnt these new words.
<i>The learners -</i> <ul style="list-style-type: none"> • Read textual/non-textual materials in English with comprehension. • Identify details, characters, main idea and sequence of ideas and events while reading. • Infer the meaning of unfamiliar words by reading them in context. 	Textbook	WEEK 3 Reading <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.
<i>The learners -</i> <ul style="list-style-type: none"> • Prepare a write up after seeking information in print / online, notice board, newspaper, etc. • Communicate accurately using appropriate grammatical forms. 		WEEK 4 Writing Learners can be asked to collect 2 stories and 2 poems related to the environment. They can also illustrate them with drawings, collages, paintings, etc. OR They can be asked to create illustrated mini biographies of well known figures such as APJ Abdul Kalam, Mark Zuckerberg, Greta Thunberg, etc.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Write a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising. • Write short paragraphs coherently in English with a proper beginning, middle and end with appropriate punctuation marks. 		
<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, summarizing etc. • Watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for 	TV/ radio/ newspaper etc	<p>WEEK 5</p> <p><i>Listening</i></p> <ul style="list-style-type: none"> ➤ Teachers provide the learners with suitable materials for listening to poems/songs/ stories etc. and ask them to record their comments and ideas in writing. ➤ Teachers may ask learners to listen to the news/ talk shows/ documentaries on the environment and summarize the main points. <p># Teachers may use these written activities for evaluation when students come back to school. While written work is being evaluated, focus should be on organization of ideas, sequence of events,</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
understanding and comprehension.		coherence etc and not on grammar or spelling.
The learners- <ul style="list-style-type: none"> Infer the meaning of unfamiliar words by reading them in context. Refer to dictionary, to find meanings / spelling of words while reading and writing 	<p>English textbook, dictionaries, etc. Online dictionaries (where available)</p> <p>The Free Online English Dictionaries are used for definitions, meanings, synonyms, pronunciations, games, sound effects, high-quality images</p>	WEEK 6 Vocabulary Teachers will guide learners develop their vocabulary by using these- <ul style="list-style-type: none"> ➤ showing a picture/object ➤ giving synonyms ➤ giving antonyms ➤ using dictionaries <ul style="list-style-type: none"> Students will make a list of 100 new words they have learnt along with their meaning <p><i>Note for teachers:</i></p> <ul style="list-style-type: none"> ➤ Teachers will give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. <p># Role play can be used in the classroom to indicate how well students have learnt these new words.</p>
The learners - <ul style="list-style-type: none"> Read textual materials in English with comprehension. Identify details, characters, main idea and sequence of ideas and events while reading. 	<p>Honeydew Class-8 English Textbook, Unit – I: The Best Christmas Present in the World</p>	WEEK 7 Reading <ul style="list-style-type: none"> Learners will read the story intensively, try to infer meaning from the context and may refer to dictionary or other reference materials for better understanding of the story. Comprehension check can be conducted by using true/false,



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> Infer the meaning of unfamiliar words by reading them in context. 		<ul style="list-style-type: none"> short answer from comprehension check questions from the text filling in the blanks completion of sentences
<p><i>The learners -</i></p> <ul style="list-style-type: none"> Prepare a write up after seeking information in print / online, notice board, newspaper, etc. Write short paragraphs coherently in English with a proper beginning, middle and end with appropriate punctuation marks. 	Honeydew Class-8 English Textbook, Unit – 2: The Tsunami	<p>WEEK 8</p> <p><i>Writing</i></p> <p>After reading the story on The Tsunami, learners will prepare a write-up in not less than 500 words on the recent earthquake that is happening in different parts of Mizoram.</p> <p>#Teachers may use these written activities for evaluation when students come back to school. While written work is being evaluated, focus should be on organization of ideas, sequence of events, coherence, etc.</p>
<p><i>The learners-</i></p> <ul style="list-style-type: none"> Identifies details, characters, main idea and sequence of ideas and events while reading. Reads, compares, contrasts, thinks critically and relates ideas to life. 	Textbook and any other available materials.	<p>Week 9</p> <ul style="list-style-type: none"> Learners will read the story intensively, try to infer meaning from the context and may refer to dictionary or other reference materials for better understanding of the story. Comprehension check can be conducted by using true/false, short answer from comprehension check questions from the text filling in the blanks completion of sentences



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Infer the meaning of unfamiliar words by reading them in context. • Refer to dictionary, to find meanings / spelling of words while reading and writing 	English textbook, dictionaries, etc. Online dictionaries (where available)	<p>Week 10 Vocabulary Teachers will guide learners develop their vocabulary by using these-</p> <ul style="list-style-type: none"> ➤ showing a picture/object ➤ giving synonyms ➤ giving antonyms ➤ using dictionaries <ul style="list-style-type: none"> • Students will make a list of 100 new words they have learnt along with their meaning <p><i>Note for teachers:</i></p> <ul style="list-style-type: none"> ➤ Teachers will give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts. <p># Role play can be used in the classroom to indicate how well students have learnt these new words.</p>
Uses appropriately grammatical structures like active and passive voice, transformation of sentences (Direct and indirect speech)	Textbook, Grammar books	<p>Week 11 Give students examples of different exercises to be learnt and give them as many exercises for them to practice correct usage</p>
Write short paragraphs coherently in English with a proper	Textbook and any other	<p>Week 12 Writing The teacher may make use of exercises for practice on paragraph</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
beginning, middle and end with appropriate punctuation marks.	available materials.	writing available in the textbook as well as from other sources. #Teachers may use these written activities for evaluation when students come back to school. While written work is being evaluated, focus should be on organization of ideas, sequence of events, coherence, etc.



CLASS VIII
Subject: Mathematics (Class VIII)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
The learner <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 	SCERT Textbook of <i>Mathematics</i> Chapter 1: RATIONAL NUMBERS Chapter 2: LINEAR EQUATIONS IN ONE VARIABLE E-resources: Rational Numbers https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48442816b51c01f8f25cde https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48455716b51c01f6790635	WEEK 1 <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. WEEK 2 <ul style="list-style-type: none"> Since learners have learnt decimals in earlier classes, open ended questions of the



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
	<p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b48461216b51c01f6790637</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4846fe16b51c01f6790645</p> <p>Linear Equations in one variable</p> <p>https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57c6f4fb16b51c1d3087a63a</p>	<p>following form may be discussed. Write those decimal numbers which when rounded off to, say second decimal place can give, say, 25.32. Change numbers for different groups and discuss.</p> <ul style="list-style-type: none"> 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



<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>equations which have solutions which are whole numbers /integers/ rational numbers which are not integers.</p> <ul style="list-style-type: none"> 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 $1/6$ 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.



<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>Develops Understanding of Shapes including:</p> <ul style="list-style-type: none"> • Properties of quadrilaterals – Angle sum property • Properties of parallelogram (By verification) <p>(i) Opposite sides of a parallelogram are equal,</p> <p>(ii) Opposite angles of a parallelogram are equal,</p> <p>(iii) Diagonals of a parallelogram bisect each other.</p> <p>(iv) Diagonals of a rectangle are equal and bisect each other.</p> <p>(v) Diagonals of a rhombus bisect each other at right angles.</p> <p>(vi) Diagonals of a square are equal and bisect each other at right angles.</p>	<p>NCERT Textbook of <i>Mathematics</i></p> <p>Theme: UNDERSTANDING QUADRILATERALS</p> <p>Theme: PRACTICAL GEOMETRY</p> <p>Theme: DATA HANDLING</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> • Teacher may initiate discussion about plane surfaces and plane curves along with closed shapes and open shapes learned in the lower classes. • Closed curves form polygons and classification of polygons according to the number of sides (or vertices) must be clearly mentioned. The concept of diagonals, convex and concave polygons, regular and irregular polygons should be covered eventually. • Calculation of angles in a polygon viz., angle sum property, exterior angles must be covered by reviewing lessons in lower classes. <p>WEEK 6</p> <ul style="list-style-type: none"> • In the 2nd week, emphasize the topic on the kinds of quadrilaterals and their uniqueness. Eg: Trapezium, Kite, Parallelograms. The teachers may ask the students to define in their own understanding, what is the difference between a parallelogram and a trapezium.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none"> • The elements of a parallelogram such as sides and angles should be dealt next. After which the special parallelograms may be identified depending on their unique elements. • Teacher may also look for e resources from various sources 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 7</p> <ul style="list-style-type: none"> • Discussion should be started regarding the construction of quadrilaterals, which is an extension of the construction of triangles in lower classes. • The construction of quadrilaterals when any of the sides, angles or special properties are given are to be transacted in a systematic manner. • Relevant online tutorials and e resources may be referred for especially for construction. • Since, construction requires



<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>practical sessions, more number of exercises may be practiced from the text book. Discussions may be held several times during the week with the students to clarify doubts and explain procedures for specific construction problems.</p> <p>WEEK 8</p> <ul style="list-style-type: none"> • Data handling is a chapter which had been briefly discussed in the lower classes. Therefore, discussion must be coherent with the lower classes. • The basic concept of information and data must be discussed. Data representation and its intended meaning must be emphasized. • Organization of a data, Grouping of data must be introduced with clear examples from real life and from the text book. • The concept related to a circular graph or a Pie Chart must be initiated with a clear example. Eg: 360° in a pie chart represent 100% of the data in consideration. • The concept of Chance and



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		Probability must be introduced eventually after the introduction of the concept of data and its handling.
<p>The learner</p> <ul style="list-style-type: none"> Finds cubes and cube roots (only factor method for numbers containing at most 3 digits). Estimates cube root Factorises expressions (simple cases only) as example the following types – $a(x + y)$, $(x \pm y)^2$, $a^2 - b^2$, $(x + a)(x + b)$ 	<p>NCERT Textbook of <i>Mathematics</i></p> <p>Theme: CUBE AND CUBE ROOTS</p> <p>Theme: FACTORISATION</p>	<p>Week 9</p> <ul style="list-style-type: none"> Teacher may initiate discussion about a 3D object of a cube starting from a unit cube to other values. The concept of perfect cubes may be introduced. Students may be told that there are only 10 perfect cubes between 1 to 1000. An activity should be given to the entire class to find the number of perfect cubes from 1 to 100. Students should find out if cubes of even and odd numbers remain so and may be discussed in the next week. <p>Week 10</p> <ul style="list-style-type: none"> The previous weeks lesson may be discussed and doubts may be cleared. Factorization to find the prime factors of a given number must be taught well. The concept of perfect cubes must be touched upon again and the conversion of a non perfect cube number into a perfect cube by multiplying by one of the factors must be



<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>introduced.</p> <ul style="list-style-type: none"> The concept of cube roots must be very clearly transacted. The estimation technique must also be introduced. Remembering cubes of number from 1 to 20 at least must be encouraged for their own future. <p>Week 11</p> <ul style="list-style-type: none"> Discussion should be started with prime factors and representation of natural numbers with its prime factors, such as $70 = 2 \times 5 \times 7$ or $30 = 2 \times 3 \times 5$. Similarly, the expression of algebraic expressions can be expressed by its prime factors and the word 'irreducible' must be used instead of prime factors for such expressions. The method of factorisation should be taught clearly, first by using the Method of common factors and then by regrouping method. Adequate example problems must be given. Then factorization using identities should be covered. The students must be through



<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>with the identities. $(x+a)(x+b)$ type may be covered after they are thorough with the identities.</p> <ul style="list-style-type: none"> • A considerable amount of problems may be covered since practical activity may not be possible in these type of lessons. • For better understanding, students may be asked to solve problems in groups so that they could learn from each other. • This is suggested because some students are hesitant to ask questions from the teachers. <p>Week 12</p> <ul style="list-style-type: none"> • Discussion may be initiated by showing various operations on an algebraic expression. Then division concept should be initiated. • It may be started with the division of a monomial with another monomial. • Then continued with division of a polynomial with a monomial. • Only after the above concepts are clear, division of polynomial with another polynomial may be started.



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<ul style="list-style-type: none">• Here the concept of factorisation of the polynomials may be revised.• Substantial amount of problems may be solved in the class.• Similar group activities may be given so that everyone in the class would understand the concept clearly.



CLASS VIII
Subject: Social Science (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Analyses uneven distribution of natural and human-made resources on the earth.	<p>1. SCERT textbook - Resources and Development (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. Chapter 1 - Resources and Development Geography ncert class 8 is available on youtube. Teachers and students who are able to access</p>	<p>Week - 1</p> <ul style="list-style-type: none"> • Collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environment and relate it with India and the world. • Identify various resources around you; categorise them into two categories – which have commercial value and which do not have commercial value <p># Students should submit their activities for evaluation when the school opens</p>



<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>internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Resources that are available nearby</p>	
Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.	<p>1. SCERT textbook - Resources and Developme nt (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. Newspaper 3. Old clothes</p>	<p>Week - 2</p> <p>Think about all the family members and write how they all contribute as an important resource. Write down their contribution in a paper.</p> <p>Suggest ways how we can conserve our resources</p> <p>Make the best out of waste eg. Bags, pen stand etc. from old newspapers, old clothes etc.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Interprets social and political issues in one's own region with reference to the Constitution of India.	<p>1. SCERT textbook - Social and Political Life III. (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 8 Political Science / Polity / Civics Chapter 1: The Indian Constitution English is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not</p>	<p>Week - 3</p> <ul style="list-style-type: none"> • Participate in a discussion with family members on the concepts of the Constitution. • Watch TV news every day and record issues relating to the constitution of India • Prepare posters with drawings or pictures on the significance of the Constitution of India <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	necessary for those who are not able to browse internet	
Distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the broad developments	1. SCERT textbook - Our Pasts III (Students who do not have textbook may borrow from their elders or from their friend) 2. NCERT Class 8 History Chapter 1: How, When And Where English CBSE is available on youtube. Teachers and students	Week - 4 <ul style="list-style-type: none"> Students should collect pictures and information regarding historical events in a scrap book; their leisure time reading may include books related to historical events. Students should draw a family tree of their maternal and paternal side and collect important dates and incidents of each one who is represented in family tree. He/she should talk to grandparents / parents / elders about how different his/her family tree is from the family tree of their childhood Students may collect information about current corona pandemic, causes, origin, spread in different parts of world and India. He/she may locate these places on the map. # Students should submit their activities for evaluation when the school opens



<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>who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Books related to historical events</p>	
Explains the institutionalization of the new education system in India.	<p>1. SCERT Textbook - Our Pasts III (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 8</p>	<p>WEEK 5</p> <p>1. About 50 per cent of the children going to primary school drops out of school by the time they are 13 or 14? Can you think of the various possible reasons for this fact? Write down your views.</p> <p>2. Find out about the history of your school or any other school in the area you live.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<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>History Chapter 8: Civilizing the Native, Educating the Nation -Examrace English is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>4. Resources that are available nearby</p>	



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Understand various resources and understand their importance and values	1. SCERT Textbook - Resources and Development Resources that are available nearby	WEEK 6 Collect various resources available in your house. Categorize them into Natural Resources, Human Resources and Man-made Resources. # Students should submit their activities for evaluation when the school opens
Understands the concept of secularism	1. SCERT Textbook - Social and Political Life III. (Students who do not have textbook may borrow from their elders or from their friend) Resources that are available nearby	WEEK 7 List out different religion that you know in India and different churches among Christian religion. # Students should submit their activities for evaluation when the school opens
Analyses the issues related to caste, women, widow	1. SCERT Textbook - Our Pasts	WEEK 8 1. What according to you is special about women?



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.	<p>III (Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 8 History Chapter 8: Civilizing the Native, Educating the Nation -Examrace English is available on youtube. Teachers and students who are able to access internet may watch this video. But this is not</p>	<p>2. List the drawbacks of marriage at early age.</p> <p># Students should submit their activities for evaluation when the school opens</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	necessary for those who are not able to browse internet Resources that are available nearby	
<i>The learners -</i> <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>Week 9</p> <p>The learner may be asked to identify various resources around him/ her; categorise them in two categories – which have commercial value and which do not have commercial value.</p> <p>Make a list of various resources and classify them into renewable and nonrenewable resources</p> <p>Think about all the family members and write how they all contribute as an important resource. Write down their contribution in a notebook</p> <p>Suggest ways how we can conserve our resources.</p> <p>Make the best out of waste e.g. bags from old newspapers, old clothes etc.</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it	<p>1. NCERT History textbook Our Pasts II (On line) or SCERT Textbook- Our Pasts – III</p> <p>Chapter – 5 When People Rebel 1857 and After (Students who do not have textbook may borrow old textbook from their elders or from their friends)</p> <p>Theme The policies the English East India</p>	<p>Week 10</p> <ul style="list-style-type: none"> • Teacher should explain according to all the theme given. • After studying the sources 1 & 2 Students may be asked and write in a few sentences whether the rebellion is instigated by Indian rulers? • Teacher may ask the learner or on their own accord he/she should collect pictures and information regarding historical events- dates and place of the Rebellion of 1857 in a scrap book; their leisure time reading may include books related to historical events at this time. They may also use mobile or computer to gather information. <p>Teacher may ask the learner to collect more information about Rebellion of 1857 and few similar rebellions during British period and also ask them to analyse cause and consequences of such rebellions..</p> <p>Student should submit their activities for evaluation to teacher</p>



<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>Company hurt the sentiments of the people.</p> <p>Theme Spread of the revolt to other parts of the country. Smaller rulers organized to fight against the British as they feel threatened by the expansion of the British rule.</p> <p>Theme The company fights back and won. Changes in policies after the rebellion</p>	



<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>Describes the process of election to the Lok Sabha.</p> <p>Locates one's own constituency on Parliamentary constituency map of State/UT and names local MP.</p>	<p>1. SCERT Textbook - Social and Political Life III. Chapter - 3. Why do we need a parliament?</p> <p>(Students who do not have textbook may borrow from their elders or from their friend)</p> <p>2. NCERT Class 8 Political Science / Polity / Civics Chapter 3: Why do we need a Parliament? English is</p>	<p>Week 11</p> <p>1. Answer the following:</p> <table border="1"> <thead> <tr> <th>Sl. No</th><th>Questions</th><th>Answer</th></tr> </thead> <tbody> <tr> <td>1</td><td>My State is</td><td></td></tr> <tr> <td>2</td><td>My constituency is</td><td></td></tr> <tr> <td>3</td><td>MP from my state is</td><td></td></tr> </tbody> </table> <p># Students should submit their activities for evaluation when the school opens</p>	Sl. No	Questions	Answer	1	My State is		2	My constituency is		3	MP from my state is	
Sl. No	Questions	Answer												
1	My State is													
2	My constituency is													
3	MP from my state is													



<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>available on youtube. Teachers and students who are able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <p>3. Resources that are available nearby</p>	
<p>Outlines the course of the Indian national movement from the 1870s till Independence</p>	<p>NCERT History textbook Our Pasts II (On line) or SCERT Textbook- Our Pasts – III</p>	<p>Week 12</p> <p>Teacher should explain all the theme given that led to the National Movement of 1870-1947</p> <p>Let the student lists out revolution(cause and effects) taking place in other parts of the world during this time. Parents may help</p>



<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>Chapter – 11 The Making of The National Movement: 1870-1947 (Students who do not have textbook may borrow old textbook from their elders or from their friends)</p> <p>Theme People of different groups and classes were dissatisfied with the British rule and emergence of nationalism.</p> <p>Theme The growth of nationalism-</p>	<p>in getting information by using mobile or computer.</p> <p>During this period The first World War and Second World War broke out. Teacher may assign the learner to find out which countries fought the First and Second World War.</p> <p>Teacher may suggest to learners to Imagine themselves as the Prime Minister of India, what measures would they take towards religious intolerance?</p> <p>Student should submit their activities for evaluation to teacher</p>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	<ul style="list-style-type: none"> -The Rowlatt Satyagraha -Non-Cooperation Movement -The Salt March - Quit India Movement etc. 	



CLASS VIII
Subject: Science (Class VIII)

Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
Learner <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. 	SCERT developed Textbook Theme- Synthetic Fibres <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:	WEEK 1 Theme- Material <ul style="list-style-type: none"> • Synthetic fibres • Types of synthetic fibres Task <i>The learner may be asked to</i> <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. Task <ul style="list-style-type: none"> • Write a story on discovery of Nylon • Make an audio clip on discovery of Nylon and * submit to the school when the school starts. WEEK 2 Theme- Material <ul style="list-style-type: none"> • Characteristics of synthetic fibres • Plastic Task



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Discusses and appreciates stories of scientific discoveries such as discovery of Nylon makes efforts to protect environment e.g., using plastic and its products judiciously; becoming fiber wise, develop environment friendly habits by following 5 Rs 		<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? And make a note of the observation. • Discuss about alternatives of plastics with peers on group made by your teacher. And make a note of the observation. • Discuss about Biodegradable and non-biodegradable materials with parents and make a record/note of the discussion. • Write slogans to create an awareness about 5Rs (Reduce, Reuse, Recycle, Recover and Refuse)



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		* Note and observation record may be submitted to the school when the school starts.
<i>Learner</i> <ul style="list-style-type: none"> • Differentiates materials such as, metals and nonmetals. • 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 	<i>Theme- Materials: Metal & Non-metals</i> <ul style="list-style-type: none"> • Physical properties of Metals and Nonmetals • Chemical properties of Metals and Nonmetals • Uses of Metals and Non-metals 	WEEK-3 <i>Theme- Material Physical properties of Metals and Nonmetals</i> Task <ul style="list-style-type: none"> • Identify items in your house which contain metals. Try to identify the metals in them. • Discuss about physical appearance of metals on the basis of your observations with your parents, prepare a record and submitted to the school when the school starts. • Make a collection card on properties of metals and non-metals and submitted to the school when the school starts.(sample of metals paste in a chart paper with its properties written) WEEK 4 <i>Themes:</i> <ul style="list-style-type: none"> • <i>Chemical properties of Metals and Non metals</i> • <i>Uses of Metals and Non-metals</i> Task



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<ul style="list-style-type: none"> • Writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. • 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 fertilizers and pesticides; • Exhibits values of honesty, objectivity, cooperation, 		<ul style="list-style-type: none"> ➤ Name some metals used in daily life, make a list of material made from such metals. ➤ Why metal sheets can be prepared? ➤ Metals are ductile. Comment on it. • Strike/hit different object at home and listen to the sound produced. Differentiate the object based on the sound produced into metal and non metal. • Try to understand the reaction of metal with air and water, dipping metals in cup containing water. Keep it for 1 week and write observation which have to be submitted to the school when the school starts. • Write word equation for the reaction, from your textbook and submitted to the school when the school starts. • Collect some rust from rusted articles in your house and investigate its nature by using any available natural indicator write report about it and submitted to the school when the school starts. • Create a rap song on uses of metals and non-metals and share it to your class when the school starts.

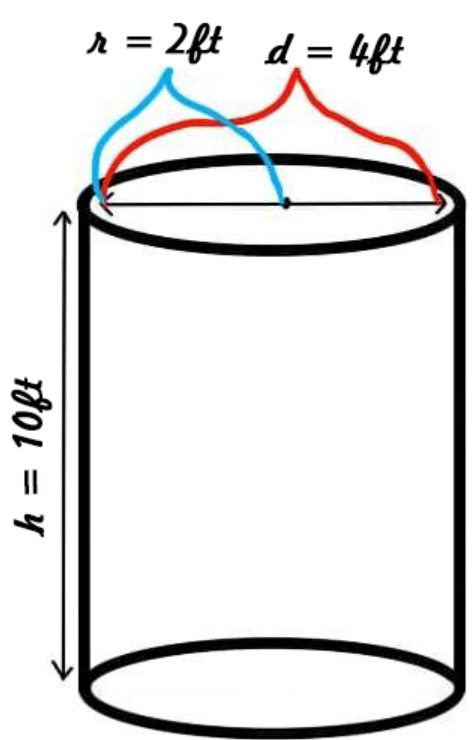


<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
freedom from fear and prejudices		
<i>Learner</i> <ul style="list-style-type: none"> Classifies plants based on the physical appearance of seeds. Conducts simple investigations regarding diseases caused by microorganisms such as virus. Relates processes and phenomenon with causes, e.g. occurrence of earthquake. Draws maps and label earthquake affected areas of Mizoram Applies learning of scientific concepts in day to-day life such as conservation of water & calculation of water consumption by a family 	<i>Source:</i> <ul style="list-style-type: none"> ● SCERT Science Textbook for Class VIII 	<p>WEEK 5</p> <ul style="list-style-type: none"> Learners can collect different types of seeds – corn, pumpkin, mustard, etc. and put them in a small transparent plastic bag/polythene. They will paste these on a thick paper/chart paper and label their names. Refer to Chapter 1 Extended Learning – Activities and Projects. <p>WEEK 6</p> <ul style="list-style-type: none"> Learners will collect information regarding the causes and impact of Covid-19 in Mizoram. They will also collect information on how to take preventive measures and write down their findings on the three points in about a 100 words. <p>Learners may read Chapter 2 Microorganisms: Friends and Foe as an extended reading.</p> <p>WEEK 7</p> <ul style="list-style-type: none"> Learners will collect information on earthquakes happening in Mizoram during 2020 and write a short note on the following. <ol style="list-style-type: none"> Causes of earthquakes Its impact on the lives and homes of the affected people

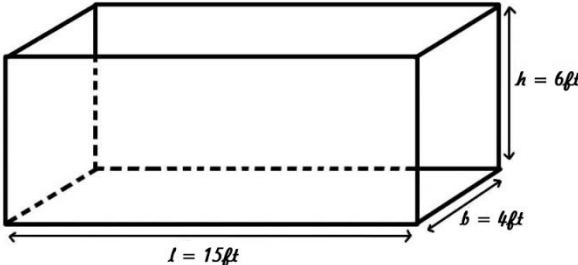


<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<p>3. Draw a map of Mizoram identifying and labelling the frequently affected areas. Learners may refer to Chapter 15: Some Natural Phenomena</p> <p>WEEK 8</p> <ul style="list-style-type: none"> Learners will ask their parents/elders the following questions. <ol style="list-style-type: none"> The frequency of water supply from PHE in a month. Whether they harvest rain water Whether they depend on ground water or public natural water source (tuikhur) Learners may calculate the following with the help of their parents/elders. <ol style="list-style-type: none"> The capacity of the family water tank The quantity of water consumed by the family within a week. <p>Reference for calculation of capacity of water tank – cylinder & cuboid.</p> <p>1. VOLUME OF A CYLINDER: $\pi \times r^2 \times h$</p> <p>r represents radius, i.e. half of the diameter of the cylinder.</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
		<p>h represents height of the cylinder.</p> <p>For calculation of volume in Litre, multiply the product with 28.317.</p> <p>The answer will be the capacity of water (in litre) in a cylinder.</p> <p>Example:</p>  <p>The diagram shows a cylinder with a radius $r = 2\text{ft}$ (indicated by a blue arc from the center to the edge), a diameter $d = 4\text{ft}$ (indicated by a red arc across the top), and a height $h = 10\text{ft}$ (indicated by a vertical double-headed arrow on the left side).</p> $\pi \times r^2 \times h$ $22/7 \times 2^2 \times 10$ $3.14 \times 4 \times 10 = 125.6 \text{ cubic feet}$ <p>Cubic feet to litre</p> $28.317 \times 125.6 = 3556.6 \text{ litre}$



<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>Therefore the volume of the cylinder is 3556.6 litres.</p> <p>VOLUME OF A CUBOID: $l \times b \times h$</p> <p>l represents length. b represents breadth. h represents height.</p> <p>For calculation of volume in Litre, multiply the product with 28.317.</p> <p>The answer will be the capacity of water (in litre) in a cuboid.</p> <p>Example:</p>  <p>$l \times b \times h$ $15 \times 4 \times 6 = 360$ cubic feet</p> <p>Cubic feet to litre $28.317 \times 360 = 10194$ litre Therefore the volume of the cuboid is 10194 litres.</p>



Learning Outcomes	Source /Resources	Week-wise suggestive Activities (To be guided by Parents with the help of teachers)
		Note: Teachers should regularly monitor the home activities of their students and facilitate them as needed. These home activities should be submitted to their respective teachers through mobile phones or when school reopens, and will be assessed and evaluated by teachers as internal marks.
The Learners <ul style="list-style-type: none"> • Prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features • Classifies organisms based on properties/ characteristics, e.g., useful and harmful microorganisms; • Writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc. • Draws labeled diagram/ flow charts, e.g., 	Source: <i>SCERT Science Textbook for Class VIII</i>	<p>Week 9 Learners may make a chart of Table 2.1, Chapter 2.(Common Human Disease)</p> <p>Learners may make a chart of Table 2.10, Chapter 2. (Nitrogen Cycle)</p> <p>Week 10 Learners may prepare a chart of 4.3(Use of Metals and Non Metals) Chapter 4.</p> <p>Learners may draw Fig.8.2(Amoeba & Paramecium) Chapter 8.</p> <p>Week 11 Learners may do activity 12.2, Chapter 12(Potato plants sprouting from an 'eye')</p> <p>Learners may prepare a chart of Table 8.1, Chapter 8.</p> <p>Week 12</p>



<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>structure of cell, eye, human reproductive organs; experimental set ups, etc</p> <ul style="list-style-type: none"> • Applies learning of scientific concepts in day to-day life, e.g. increasing/ reducing friction • Conducts simple investigations to seek answers to queries, e.g., Do liquids exert equal pressure at the same depth? • Explains processes and phenomenon, e.g., production and propagation of sound. • constructs models using materials from surroundings and explains their working. 		<p>Learners may do activity 11.7, Chapter 11 (Electrostatic force)</p> <p>Learners may make a toy telephone as of figure 13.14 Chapter 13</p>



ART EDUCATION

Art Education hian Visual Arts leh Performing Arts a huam a. Visual Arts kan tih chuan han en maia hriatthiam theih leh hlimpui mai chi lemziak, thlalak, lemchan, hlum hmanga thilsiam, thil kermawi leh kutthem thiam thil te sawina a ni mai a. Performing arts kan tih chuan lam te, zai leh rimawi tum te, lemchan te, thawnthu sawi te, martial arts te, magic show te a huam a ni. Elementary stage ah chuan Art Education zir nan subject hrang hranga an thil zir te hmang t̄angkaiin naupangte kaihhruai tur a ni a. Zirtirtute chuan naupangte themthiam dan an evaluate dawn in an thil siam chhuah aiin an siam dan leh a tih dan phung an hriatthiamna ngaihpawimawh zawk tur a ni. Hei hian an thiltih lai chu an hrethiam ngei a ni tih a lantir ang a, an suangtuahna milin milemte pawh nalh takin la ziaak thiam lo mahse, a tih dan an thiam chuan thil thar an zir chhuak tih a lang dawn a ni. He calendar ah hian Art Education hi Part A: Visual Arts leh Part B: Performing Arts ah then a ni.

Part A Visual Arts Class V

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zir laite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
Zirlai chuan - <ul style="list-style-type: none"> Bungrua, in, lim (monuments), thlai leh thingkung a tang te in geometrical shape chi hrang hrang an thliarhrang thei ang. 	Chawlhkar 1 - na Activity 1 <p>Primary leh secondary colour te then hrangin chart an siam ang.</p> <p>Thla lain zirtirtute entir ni se.</p>	Chart paper, rawng.
	Chawlhkar 2 - na	



<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>	<p><i>Hmanruate</i></p>
<ul style="list-style-type: none"> • An duhzawng milem engpawh ziakin a tak zulzuiin an chei thiam ang. • Thupui hmanga thil phuah leh lemziah an thiam ang, entirnan: Chhungkua, sikul, thian, etc chungchang. • Secondary colour te hria in, chart paper-ah an ziaak/chei thiam ang. • Bungrua te, motor lem te, thei lem te, thlai lem te, geometrical shape hrang hrang milin, hlum hmangin an siam thiam ang. • An kum mila themthiamna entirnan: kuttin 	<p>Activity 2</p> <p>Thupui hmanga lemziah tir ni se, entirnan: classroom chhung, sikul, khelmual etc.,(naupangte te hian thupui an duh zawng an thlang thei baw k ang).</p> <p>An lem ziah te anmahni portfolio theuhah dahthat ni se.</p> <p>Chawlhkar 3 - na Activity 3</p> <p>Heng thupui – Tui renchem, Ramngaw humhalh, Kutsilfaipawimawhna, Aia upate zahna, etc. hmanga ‘Poster’siam.</p> <p>Chawlhkar 4 - na Activity 4</p>	<p>Notebook, rawng.</p> <p>Chart paper, rawng, milem, chanchinbu hlui, glue, sakawrbakcheh.</p> <p>Puan them, thawmhnaw hlui,</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
chei, thil chei, thil tar, thil lem siam, etc te an thiam ang.	Thawmhnaw hlui hmang a thil chi hrang hrang siam – Sava lem, ransa lem, thei lem, thlai lem, duster, naute lem, lukham, etc.	hriau, khawlla, sakawrbakcheh.

Note: Naupangten an thil tih (activity) te hi sikul luh velel submit tur a ni.



Class VI - VIII

<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>	<p><i>Hmanruate</i></p>
<p>Zirlai chuan -</p> <ul style="list-style-type: none"> • Thupui hmanga lemziah leh chei an thiam ang, entirnan: Krismas, Kut, etc chungchang. • An duhzawng milem engpawh ziakin a tak zulzuiin an chei thiam ang. • An kum mila themthiamna entirnan: pen stand, hmunphiah, hun mawi, etc te an thiam ang. • Thil enthlithlai, zirchian, hriatfiah an thiam ang. 	<p>Chawlhkar 1 -na Activity 1</p> <p>Hunpui chi hrang hrangte thupui hmanga lemziah leh cheitir, entirnan Krismas, Chapchar Kut, etc. Chhungte kaihhruaina in an lemziah tur thupui mil zelin chei ni se.</p> <p>Chawlhkar 2 -na Activity 2</p> <p>A taka an hman tangkai theih tur thil chi hrang hrang entirnan, pen stand, bawlhhlawh bawm, hmunphiah, thlalak tarna frame, hun mawi, banga tarmawi, etc. siamtir a cheimawi tir.</p> <p><i>Note:</i> Mizo thuam ziarang hmang te a cheitir ni se, entirnan - Ngotekherh, Thangchhuah puan etc .</p> <p>Chawlhkar 3 -na Activity 3</p>	<p>Chart paper, lehkhapuan, rawng, milem, chanchinbu/ magazine.</p> <p>Lehkhakhawng bawm, mau, thingzai, phelsep, rawng, puan them.</p> <p>Chart paper, rawng, glue,</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> An zirchhuah te a lem ziah an thiam ang. An thil lem ziah te dahkhawmin heng – hnah ro, pangpar ro, etc te hmang in an chei thiam ang. Thawnthu anmahni irawm chhuak a lem nen an phuah thiam ang. 	<p>An chhehvela mi pangpar te, thlai te, ranvulh te, sava te, lung etc te a hmuna thutchilh a, chik taka en chung a lem ziah tir tur a ni a. Heng an thil ziah chi hrang hrangte hi chart paper ah belkhawm (collage) tir ni sela. An thilsiam chei nan hian hnah ro, pangpar ro, kawrkilh rawng hrang hrangte etc hman ni se.</p> <p>Chawlhkar 4 -na Activity 4</p> <p>Mizo thawnthu awmsa hmangin milem chuanna bu(comic strip) siamtir ni se, entirnan - Mauruangi, Liandova te unau, Rairahtea etc.</p>	<p>sakawrbakcheh, kawrkilh, pangpar ro, hnah ro.</p> <p>Lehkhapuan, thawnthu bu, zirilaibu, rawng.</p>

Note: Naupangten an thil tih (activity) te hi sikul luh velel submit tur a ni.



Part B – Performing Arts

Class V

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> Rimawi tumchi chi hrang hrang te hre hrangin, an vawng ang. Rimawi tumchi te an tum thiam ang. 	<p>Chawlhkar 1 -na Activity 1</p> <p>Mizo in rimawi tumchi kan neih zing atangin pathum thlang chhuak la, a lem ziakin rimawi tumchi chu sawizau rawh se.</p> <p>Naupangte chu T.V emaw internet-ah emaw rimawi tumchi chi hrang hrang an tum lai en ni se. Entirnan – phenglawng, tingtang, khuang, phaiphuleng, etc.</p> <p>Chawlhkar 2 -na Activity</p> <p>Hnamlam i duh ber thlangchhuak la, a lem nen an chanchin sawi zau rawh – entirnan: incheina, lam an entir hun, etc.</p> <p>Naupangte chu T.V emaw internet emaw atangin heng</p>	<p>Lehkha, pen, pencil, rawng, T.V, Video, Mobile phone (a remchan chuan).</p> <p>Lehkha, pen, pencil, rawng, T.V, Video, Mobile phone (a remchan chuan).</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> National Anthem a lamdan dik takin, en lovin an sa thiam ang. Thawnthu sawichhawn an thiam ang. Anmahni irawm chhuakin thawnthu an phuah thiam ang. 	<p>lam te hi chik zawkin zirchian tir ni se.</p> <p>Naupangte chuan hnamlam an duh ber zir se, an lam lai record se la, zirtirtute leh an thiante hnenah thawn tur a ni.</p> <p>Chawlhkar 3 -na Activity 3</p> <p>National Anthem ngaihthlak tir in, a lam dan diktak nen en lo a sa thei turin zir se.</p> <p>Naupangte chuan an sa lai record se, zirtirtute hnenah thawn ni se.</p> <p>Chawlhkar 4 -na Activity 4</p> <p>Mizo thawnthu awmsa aṭangin emaw mahni thawnthu phuahchhawp emaw an chhungte hmaah sawi tir ni se (story telling). An sawi lai record in, zirtirtute thawn ni se.</p>	<p>T.V, Video, Mobile phone (a remchan chuan).</p> <p>https://www.youtube.be/HtMF973tXIY</p> <p>Mizo thawnthubu, mobile phone (a remchan chuan).</p>

Note: Naupangten an thil tih (activity) te hi sikul luh vele submit tur a ni.



Class VI – VIII

<p><i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i></p>	<p><i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i></p>	<p><i>Hmanruate</i></p>
<ul style="list-style-type: none"> • Mizo hnam hla/mizo hla te ngaithlain an sa thiam ang. • Hla leh solfa inkungkaihna an hria ang. • Tonic solfa an thiam ang. • Rimawi tumchi tum dan an hre hrang ang. • Hla thluk awlsam te te an tum thiam ang. 	<p>Chawlhkar 1 -na Activity 1 Hnam hla/mizo hla zir ni se.</p> <p>An hla zir te khuang emaw ñingtang emaw nen remin record se. Zirtirtu hnenah thawn tur a ni.</p> <p>Chawlhkar 2 -na Activity 2 Hnam hla/mizo hla an zir te hi tonic solfa a dah dan zir tel ni se.</p> <p>An solfa zir te record in zirtirtu hnenah thawn ni se.</p> <p>Chawlhkar 3 -na Activity 3 Rimawi tumchi an hmuh theih remchang apiang- entirnan- ñingtang, phenglawng, phaiphuleng, khuang, keyboard, etc. tum (play) zir se.</p> <p>Heng an thil zir te hi record in zirtirtu hnenah thawn tur a ni.</p>	<p>Hla bu, khuang, ñingtang, mobile phone (a remchan chuan).</p> <p>Hla bu tonic solfa awm, T.V, video, mobile phone (a remchan chuan).</p> <p>Khuang, ñingtang, phaiphuleng, phenglawng, keyboard, etc.</p> <p>Mobile phone (a remchan chuan).</p>



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<ul style="list-style-type: none"> Mizo thawnthu ngaihhlutna chang an hria ang. Ngaihnawm takin an sawichhawng thiam bawh ang. 	<p>Chawlhkar 4 -na Activity 4</p> <p>Mizo thawnthu pathum tal chhiarin, an chhungte hnenah sawichhawng leh se.</p> <p>An thawnthu sawilai record in zirtirtute thawn ni se.</p>	<p>Mizo thawnthu bu.</p> <p>Mobile phone (a remchan chuan).</p>

Note: Naupangten an thil tih (activity) te hi sikul luh veleh submit tur a ni.





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