

# ACADEMIC WORK PLAN

## for Home Learning 2021 – 2022

### MIDDLE SCHOOLS

### EVS & SS



**DIRECTORATE OF  
STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING  
MIZORAM: AIZAWL**



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Mizoram: Aizawl

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## THUHMA

Kum 2021 – 2022 academic session chu COVID-19 pandemic avangin zirna inte hawn theih lohin a la awm mek zel a. School kai theih ni lo mahse, zirlai naupang te tan lehkhah zir chawlh ngawt theih a ni lo a, a tha ber bawh hek lo ang. Chuvangin, an zirlaite an bahlah lutuk loh nan theih ang anga an zir chhonzawm dan tur kawng zirtirtute leh nu leh pate pawhin kan ngaihtuah a tul ta a ni.

Zirlaibua chapter tinah hian **zir chhuah tur bituk (Learning Outcomes)** a awm vek a. Chu zir chhuah tur bituk chu zirlaiten an zir chhuah ngei a pawimawh ber a, chu chu school an kal emaw an kal thei lo a nih pawhin an thiam chhuah ngei theihna tura hmalak chu zirnain a tum a ni.

Hemi atana zirtirtu, nu leh pa leh naupangte kawng kawhmuhtu tur **Academic Work Plan for Home Learning-2021 – 2022** chu buatsaih a ni a. He Work Plan hian subject tin leh chapter tinte hawl kim vekin, naupangten anmahni ngei che chhuaka an tih tur activities te, project work te pawh tarlan vek a ni. Heng tih tur ruahmante hi a then chu mahni inchnunga tih theih mai, a then chu pawn chhuak a tih ngai, a then chu thiante nena a huhova tih ngai chite an ni hlawm a. Kan hun tawn ang zel leh kan awmna hmun azira mahni remhriatna hmanga heng tih turte hi zirtirtuten siamrem te pawh a ngai thei ang. A pawimawh ber chu zirlaiten zir chhuah tur bituk hi an zir chhuah kha a nih avangin he Work Plan ang chiah chiah tih kher kha tum ber tur a ni lo tih hre tlang ila, a kawng inkawhmuhna a nih ang takin hmang thiam ila kan sawtpui ngei pawh a rinawm.

He **Academic Work Plan for Home Learning-2021 – 2022** hi tangkai taka hman a nih theih nan a hmangtu zawng zawngte duhsakna ka hlan a, a lo that leh zualna atana rawtnate pawh a awm a nih chuan lawm takin kan pawm ang.

Aizawl  
16<sup>th</sup> June, 2021

  
(**LALDAWNGLIANI CHAWNGTHU**)  
Director, SCERT  
Mizoram, Aizawl

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## KAIHHRUAINA

1. Academic Work Plan for Home Learning 2021 – 2022 hi zirtirtuten an zirtirnaa puitu tura siam a ni.
2. Textbook aṭanga duan a ni a. Zirlaibua chapter tinte aṭanga zir chhuah tur bituk (Learning Outcomes), zirtir dan tur, naupangten an tih turte leh chapter tinte zir hun tur bithliah a ni.
3. Zirtirtute puitu tura duan a nih angin, zirtirtu chuan naupangte zirtirna atan an hmang ṭangkaiin an zawm tur a ni.
4. Tih turte (exercise) te hi naupangten chapter an zir zawh apiangin an ti zel ang a, Project Work leh Activities-te hi tihtir ngei tur a ni a, chu chuan mark a keng tel ngei bawk tur a ni.
5. CCE Guidelines mila buatsaih a nih angin naupangte thlen chin hre turin zirtirtuten an vil reng tur a ni a, Unit/Chapter pahnih (2) zel an zir zawhah naupangte chu test pek tur a ni. Test-na tur hi zirtirtuin a buatsaih lawk ang. Heng Test aṭang hian naupangte zirlai hrut nawnpui a ngaih leh ngaih loh zirtirtuin a hre thei dawn a ni.
6. Naupang nu leh pate (an chenpuite) chu an fate lehkha zirna leh hmasawnna kawnga mawhphurtu pawimawh tak an nih thu leh hemi Work Plan-te hmang hian an fate lo enpui ṭhin tura beisei an ni tih hriattir tur a ni.
7. Academic Work Plan for Home Learning 2021 – 2022 bu chhunga thu awm te:
  - Unit, Chapter leh Chapter thupui
  - Learning Outcomes (Zir chhuah tur bitukte)
  - Zirtirna kalpui dan tur (Pedagogical process)
  - Test kalpui dan tur (Oral Test & Written Test)
  - Assignment/Project tih dan turte
  - Activities tih dan turte

- Written Test – ziaka chhan tur zawhnate
- Ni pek zat – chapter zir hun chhung tur bituk.

8. Zirtirtu chuan Academic Work Plan for Home Learning 2021 – 2022 nih phung leh a hman dan tur hi naupang chhungte hnenah an hrilhfhah tur a ni.

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## ENVIRONMENTAL STUDIES

### CLASS V (LOOKING AROUND)

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
1. Super Senses	1. They will be able to explain the super sense and unusual features (sight, smell, hear, sleep, sound etc) of animals and their responses to light sound, food etc. 2. They will be able to explain how they react to light, sound, food etc.	Let them find out national parks/ zoos in India and let them write down the exact location		Let them share about the pet and domestic animals they have at home, the food they like, the kinds of food they use to feed them, how they sleep and how they can differentiate their owners	Let them gather around and put sugar or sweets on the ground. Let them observe the kind of insects that are drawn together whether they eat it at the spot or carry it away and write a report on it.	1. A video clip on the super senses of animals may be shown. If there are no equipments, the teacher's mobile phone may be used. 2. Activities given in the chapter.	Exercise that can be tested from Chapter 1	8
2. A Snake Charmer's Story	1. They will be able to explain that all snakes are not poisonous.			Discuss with them about the snakes they have seen or encountered and	Let them write in their own words about how all living things are	1. Show them a video clip on how different animals are	Exercise that can be tested from Chapter 2	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>2. They will be able to explain how all living things need each other to survive. Eg: Snakes eat the rats that can be a nuisance to farmers as they eat crops.</p> <p>3. They will understand that it is immoral to run business by selling wild animals and instead should be protected in their own natural habitats.</p> <p>4. They will know that taming animals for entertainment is</p>			let them share their experience	connected and how we need each other.	<p>used for livelihood and start a discussion based on what they have seen.</p> <p>2. Activities given in the chapter</p>		

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	profligate and morally wrong.							
3. From tasting to Digesting	1. They will be able to explain that there are different kinds of food and differentiate them. 2. They will be able to describe how food is digested and how our body needs food 3. They will know that there are many who suffer from malnutrition and that it is not right to eat only the food they like instead of eating foods that are nutritious.	1. Let them observe and make a report about the kinds of food that are preserved at home and how they are preserved and how they appear after one week.	1. They may be shown a video clip on people who are suffering from poverty and malnutrition and should be explained to them that food should not be wasted.		1. Pg 33 Experiment on bread. 2. Let them record the food they consume from morning till night and let them discuss which food are good for health and food which are not nutritious. 3. Activities given in pg 20, 23, 24, 27 & 30 may be done.	1. Close your eyes and tell from Pg 21 may be done. 2. Activities given in the chapter	Exercise that can be tested from Chapter 3	9



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	4. They will know that food can be stale. 5. They will be able to record observations, experiences, information on objects/activities/places visited and predict patterns.							
4. Mangoes Round the Year	1. They will be able to describe the process of spoilage of food. 2. They will be able to explain how foods can be preserved in different ways in different seasons of the year.			Let them share their experience about the spoilt food they have eaten and let them have a discussion on how they think the foods get spoilt.	Let them make a list of preserved foods they have at home, how they are preserved and how long they have been preserved. They may	Activities given in the chapter	Exercise that can be tested from Chapter 4	6

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
					consult their parents.			
5. Seeds and Seeds	<p>1. They will be able to compare and differentiate the different kinds of seeds in terms of features, looks, taste, surface, sounds they can make etc.</p> <p>2. They will be able to explain the process of germination of seeds.</p> <p>3. They will know that there are seeds that do not originate here but which can be</p>	After proper instructions let them do “Do This and Find Out” from pg 38 and let them prepare a report.	<p>Divide them into groups, let them bring seeds and pots/polypots /disposable cups to sow the seeds.</p> <p>Each group will take care of their respective pots and observe how they grow and the changes that take place.</p> <p>They will</p>		<p>Let them draw 5 different types of seeds clearly depicting the features, shapes, colours and looks.</p> <p>They may consult their parents.</p>	Activities given in the chapter.	Exercise that can be tested from Chapter 5	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	sown.		make a report on their observation.					
6. Every Drop Counts	1. They will be able to explain the importance of storing water and explain the importance of using water sparingly and the different sources of water. 2. They will be able to record observations, experiences, information on objects/activities/places visited and predict patterns.	Drawing pictures of different sources of water.	1. Let them visit Tuikhur (water point)/ pump/ other source of water and let them ask questions about it and prepare a report. 2. Let them have a survey in the neighbourhood about the water storage, source of water, what	Discuss with them how important water is for the farmers and cultivators	Let them study a water bill and make a note on the things that are written in the bill	Activities given in the chapter.	Exercise that can be tested from Chapter 6	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
			method they use to spare water.					
7. Experiment s with water	1. They will be able to differentiate things that can float and sink in water, and things that can and cannot dissolve in water. 2. They will be able to explain how salt is formed.		Divide them into groups and take them to the school kitchen. Put water in different cups and put salt, chalk powder, milk and oil in the cups. Let them observe the phenomena and ask them to write down their observation		Let them fill a mug/ bucket with water and put different objects which they think can float or sink in water. Let them make a note of their experiment by writing about the object which they feel can sink/float and whether they can actually float/ sink. (Pg no. 55)	1.Activities given in the chapter.	Exercise that can be tested from Chapter 7	9



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
8. A Treat for Mosquitoes	They will be able to explain that mosquitoes can spread diseases 2. They will be able to suggests ways for hygiene and know how to take care of spots that are suitable for breeding of mosquitoes 3. They will be able to interpret blood tests results. 4. They will be able to record observations, experiences, information on objects/activities/ places visited and	Divide them into groups and organise a group wise poster making competition		1. Disuss about spots that are suitable for mosquitoes to breed, and people they know who suffer from malaria and the symptoms. 2. Bring a blood test result and let them observe what is written and explain the details. 3. Think from Pg 65may be discussed with them	Find out from pg 61 may be done	1. Divide them into groups and let them search for puddles or stagnant water that can be suitable for mosquitoes to breed and let them clean the spots and also to write a report on how they clean it. 2. Activities given in the chapter.	Exercise that can be tested from Chapter 8	8



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	predict patterns.							
9. Up You Go!	1. They will be able to guess the kind of equipment and skills necessary for climbing a mountain. 2. They will understand different life skills needed in everyday lives and will be able to estimate certain things 3. Will be able to create posters/ design	Find out and write from Pg 73		1. Videoclips or pictures about mountaineering may be shown as well as Mt. Everest and let them have a discussion after that. 2. Discussion topics given in the chapter may be dealt with.	They may find out and write a report about Mizos who were successful in climbing Mt. Everest	Divide them into groups and let them make a banner using different designs with colourful papers and let them write down the reason why they make such designs	Exercise that can be tested from Chapter 9	7
10. Walls Tell Stories	1. They will be able to compare and contrast the practices and way	They may find out certain coins and objects	A museum may be visited and may make a	1. Discuss with them how changes are taking place in		Divide them in groups and let them study	Exercise that can be tested from	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>of living, culture, and the changes that take place in the past and present.</p> <p>2. They will understand that through coins, paintings, tombs, and things in the museum, things from the past can be traced, linked and studied.</p> <p>3. They will be able to identify signs/symbols in a map</p> <p>4. They will be able to record observations, experiences,</p>	the Mizos used in the past which are not used in the present and make a report of it	report of the things they observed. If that is not possible, a video clip on museums may be shown.	our way of living, whether they have seen or know about things which are of historical importance, and ask them to inquire valuable things and events of the past from the elderly persons in their family or neighbourhood and to discuss them in the next class.		<p>Golgonda Fort map and Tell and write from (Pg. No. 83) may be done, a competition may be hosted using this activity.</p>	Chapter 10	

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	information on objects/activities/places visited and predict patterns.							
11. Sunita in Space	1. They will be able to describe the physical features of earth. 2. They will be able to explain how the universe is like. 3. They will understand gravity. 4. They will understand that women can achieve great things 5. They will be able to create design/models	Drawing a picture of the moon Pg 98		1. While looking at the globe, discuss with them the salient features of earth. 2. Look at the map and tell from pg 97 3. Discuss that women can make big achievements	Magic 1 from (Pg. No. 95) may done	1. Show them pictures of space and let them make a models of different planets, satellites, rockets, stars etc and hang them in the classroom ceiling. 2. Activities given in the chapter	Exercise that can be tested from Chapter 11	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	6. They will be able to record observations, experiences, information on objects/activities/places visited and predict patterns.							
12. What if it Finishes...?	1. They will be able to describe how we have diesel and petrol and the necessity to use them sparingly. 2. They will know the kinds of stoves used for cooking and develop awareness about how to use them cautiously		Find out and write from Pg 105 and find out the rate of oil required for scooter, car, truck etc		Let them pretend to be an owner of a car company and let them think write down the following points: - What kind of vehicle will be made? - What kind of fuel will it use?	Divide them in groups and referring to (Pg. No 108) let them collect information on oil and bring them in class, each group will paste it on a chart paper and make a	Exercise that can be tested from Chapter 12	10



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
					-Who will make use of the car? - How many people can travel in it? After that, let them draw and colour their dream car	poster. Different kinds of vehicles using oil and solar energy may also be collected for making posters.		
13. A Shelter so High	1. They will be able to make linkages between geographical regions, climate, life-style, houses, ways of living, food and culture. 2. They will be able to identify places from maps. 3. They will be			1. Video clips about different people living in different geographical areas and how these influence their lifestyle and culture may be shown and may be discussed	1. Let them find out the height of their locality/ village from sea level and let them also write about the mountainous regions they know of.	1. Activities given in the chapter	Exercise that can be tested from Chapter 13	8



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	able to estimate and guess the distance and between places and height of places from sea level.			further. 2. Show them a map and let them find the places that are highlighted in the text and let them guess the kind of things they might see while travelling to those places.				
14. When the Earth Shook!	1. They will be able to face emergency calmly 2. They will understand that human beings need each other and they will know how to co-exist with neighbours and			Let them discuss about fire, landslide or other disasters they have seen or know about, and how and these families are aided by the community and	Using the given words, let them write a report with the help of the teacher- landslide, rain, casualties, packaged food, rescue	1. Practice Mock drills with them. 2. Activities given in the chapter	Exercise that can be tested from Chapter 14	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	help those in need			let them write a report on it	missions, tents, corpse of humans and animals, collapsed building, panick ridden citizens, homeless, people stuck under collapsed buildings and the kind of help they need.			
15. Blow Hot, Blow Cold	1. They will be able to describe natural processes like breathing and its effects and importance, concepts of hot and			Let them discuss about hot things that need to cool down, whether their tongues have been burnt due to hot tea	Let them write a list things that make sounds when blown along with their pictures with	Activities that are given in the chapter.	Exercise that can be tested from Chapter 15	6

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	cold and how it is occurs.			etc and also explain to them why their breath has vapour in the winter.	names given to such objects			
16. Who will do this work?	1. They will be able to voice opinions about discrimination in the society and the evils of discrimination 2. They will have compassion and sensitivity towards the under-privileged. 3. They will be able to record observations, experiences, information on	Let them interview sweepers/ carpenters / construction workers/ any other occupation and let them write a report.		Discuss with them the kind of experience they had or know about discrimination, superstition and other forms of injustice with examples.	Let them write about the evils of discrimination in the society and how they will help in stopping such practices.	Activities that are given in the chapter.	Exercise that can be tested from Chapter 16	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	objects/activities/places visited and predict patterns.							
17. Across the Wall	1. They will understand the existence of inequity between genders. 2. They will be able to vouch opinions about the injustice of inequity among the genders. 3. They will be able to explain the kinds of prejudice faced by women. 4. They will be able to express their opinions			1. Discuss with them that discrimination, superstition and unnecessary practices of the past causes immense problems for women in sports. 2. Discussion points from Pg No.146 may be taken up by dividing them into groups and the group representative	Let them write their opinions about the harms of discrimination between male and female and their role and responsibility to make an end to this.	Discuss with them different kinds of sports and that they are successful due to their perseverance and hard work.	Exercise that can be tested from Chapter 17	8



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
				may give a presentation.				
18. No Place for Us?	1. They will be able to describe things that can come about in the society like migration, taking someone else's place, right to education and its related issues. 2. They will be able to voice their opinions on these issues. 3. They will be able to explain the gaps between the rich and poor, village and city life.	Find out and write Pg 156		1. Let them discuss about their relative or people they know who have migrated and the reason for their migration and the difference between their previous home and the present. 2. Discuss with them why people have to migrate due to the work they do. 3. Discuss with them about	Let hem reflect and write down the kind of noises they hear, source of the noise and the kind of city noises that are not heard in the villages.	Activities that are given in the chapter	Exercise that can be tested from Chapter 18	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	3. They will be able to describe how types of work can effect ways of living and its effect on the family.			different tribes who move from place to place and how plans can be formulated to educate the children belonging to these tribes.				
19. A Sees tells a Farmer's Story	1. They will be able to explain the germination of seeds and process of growth. 2.They will be able to tell how we get flour and other kinds of food from crops. 3. They will be acquainted with the real concept of			1. Explain to them how we get flour and other kinds of food from different crops. 2. Let them discuss the things they know about cultivation 3. Explain to them about how	Let them find out about the kinds of natural fertilizers that can be made from leaves, leftover food, garbage, and earthworm from their parents and write them	With the help of their parents let them write about 5 seeds about their appearance, colour and features	Exercise that can be tested from Chapter 19	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	development. They will be able to establish linkage on technology and its impact on our way of living and will be able to compare the difference between past and present. 4. They will be able to explain how chemical fertilizers cause corrosion of the soil. 5. They be able to make fertilizers without chemicals.			technology impacts our way of living and how different the present is from the past. 4. Explain to them how chemical fertilizers cause devastation and corrosion to our environment	down.			

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
20. Whose Forests?	1. They will be able to describe how man, animals and plants are connected in a circle of life. 2. They will be able to explain how all living things are interdependent on each other, food chain eg; snakes will eat rats that can be a nuisance to our crops and that animal trade is illegal and immoral and that they need to be protected instead.		Take them to a construction site (private, government, church) in your locality/village and let them record the kinds of materials need for construction and how many trees or plantation needs to be cut or torn down because of it.	Explain to them the importance of forests and how crucial it is for our survival.		1. Let them write about the interdependence of man, plants and animals from their own understanding 2. Let them share their opinions on their responsibility on protecting the environment.	Exercise that can be tested from Chapter 20	10



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>3. They will be aware of the need to protect our environment and how the technology and factories cause deterioration to the environment and the need to use natural resources sparingly.</p> <p>4. They will be able to read a map and locate forests from a map.</p> <p>5. They will be able to describe jhuming and farming in hilly areas.</p>							

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
21. Like father, Like Daughter	<p>1. They will be able to explain relationship between family members and relatives.</p> <p>2. They will know that we inherit some traits from parents and grandparents and how our lifestyle is influenced by our family.</p> <p>3. They will understand that there are certain diseases that are inherited and that not all diseases are inherited.</p>	Find out and write pg 176		<p>1. Let them discuss certain traits that they inherit from their family members, and who they look like.</p> <p>2. Invite a doctor/ nurse/ health person to give a talk on disease that can and cannot be inherited and about health and hygiene</p>	<p>1. Let them prepare a family chart using a table or chart showing the relationship of families of grand parents from both sides, their children and also write down how they address them.</p>	Activities given in the chapter.	Exercise that can be tested from Chapter 21	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
22. On the Move Again	1. They will be able to establish linkage of climate, way of living with culture. 2. They will be able to establish linkage of occupation with lifestyle and how it effect and shape the family's way of living. 3. They will be able to explain the importance of rainwater for the farmers and the problems they faced during drought. 4. They will know	Let them compare and contrast Dhanu's lifestyle with their own lifestyle and write down the differences that they have identified.	Make a visit to a homeless person/ people in work camps and ask them questions about their situation, where the family members are and how life was like in the past. After that, discuss with them and let them write a report.	1. Discuss with them about money lenders, loans and debts. 2. Discuss with them about Dusserah festival. 3. Discuss with them about why some people have to migrate to some places due to the kind of jobs they do. 4. Discuss with them about what can be done to educate children belonging to a certain tribe/clan who	Let them draw different sources of water at home and hang them in classroom.	1. Explain to them with pictures about the importance of rainwater for the farmers and the kind of problems they faced due to drought. 2. Divide them into groups and refering to Pg 183, facilitate their discussion about the sources of water.	Exercise that can be tested from Chapter 22	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	the different sources of water. 5. They will be able to compare and contrast the difference in things and events.			migrate from place to place.				

**\* Note: At least Four/Five activities given in the work plan should be done in one term.**



## CLASS V (HAWI VEL ILA)

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
1. Hriatna Ropuite	1. Ransate thil hriatna leh danglamna (an thil hmuh, rim hriatna, ri hriatna, mut dan) etc. te an sawi fiah thei ang. 2. Thil eng, ri leh chaw an hmachhawn dante an hre fiahin an sawi fiah thei ang.	Naupang tinte chu India rama national park/zoo awmte zawn chhuahtir in, an awmna hmun leh eng thil/ ramahte nge an awm tihte ziaak chhuak se.		Classroom-ah naupangte chu an ran vulh hrang hrangte sawi hona hun neihtir ni se, an rante ei duh zawngte leh an chaw pek thinte, an mut dan phungte, a neitute an hriat hnan dante sawi ho sela.	Naupangte chu sikul field emaw kawtzawl zau laiah awm khawm sela, chhangthlum emaw chini chhuatah dahin eng rannungten nge rawn bawm a, a rawn bawmtu rannungte chuan an ei nge an pu sawn zawk tihte, rannungte chetla lai chu thlithlai tirin, report ziahtir ni se	1. Ramsaten hriatna bik an neih dan ti lang chiang tur video clip-te a theih chuan classroom-ah entir ni se. A enna hmanrua dang a awm loh chuan zirtirtuin mobile phone hmangtein entir sela. 2. A chapter chhunga activities hrang hrang tihpui.	Zirlai 1-na atanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
2. Rûl Lamtir theitu	<p>1. Ransa te, a bikin rûl te hi mihring tana hlauhawm an ni vek lo tih an sawi fiah thei ang.</p> <p>2. Mihring leh ransate hi kan in mamawh tawn a, entir nan: rûl chu thlai ei chhetu sazu te lo eitu a ni tihte an hrihl fiah ang.</p> <p>3. Sumdawnna atana hmangten an that thin chu a that lohzia leh humhalh tur an nih dan te an hrefiah thei ang</p> <p>4. Ramsa tih duhdah leh</p>			<p>Zirtirtu hovin rûl an hmuh tawhte leh an hmuhna hmun te sawi ho sela, rûl chungchanga an tawnhriat hrang hrangte leh mi sawi an hriatte sawi hotir ni se</p>	<p>Mihringte, thlaite leh ramsate in mamawh tawn dan an hriat phak chinte ziah chhuahtir ni se</p>	<p>1. Ramsa hmanga eizawnna hrang hrang video clip dahkhawmte entir ni se, an en zawhah sawi hotir ni se</p> <p>2. A chapter chhunga activities hrang hrang tihpui</p>	<p>Zirlai 2-na aţanga test theih apiangte</p>	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	ennawm atana kan hman thin te hi a tha lo in a nunrawn thlak tih an hria ang.							
3. Kâ aţangin Pumpuiah	<p>1. Ei tur chi hrang hrang an ei aţangin an danglamnate an hrilh fiah thiam ang.</p> <p>2. Mihringin ei tur kan pai tawih theih dan leh kan taksa in ei tur a mamawh tihte an hrethiam ang.</p> <p>3. Khawvelah taksa mamawh tawk eitur nei zo lo tam tak an awm tih an hria ang a, ei tur tha</p>	Naupangte chu an inchhung theuha ei tur/chawhmeh an dahthat thinte zia chhuak se, an dahthat dan leh kar khat hnua a awm dan chhinchhiah sela, report se.	Khawvel hmun hrang hranga mi harsa zawk ei tur nei lo te lantirna video clip entir ni sela, ei tur paih mai mai loh tur tihte lantir theih ni se.		<p>1. Pg 33 Chhang danglam dan experiment tihtir ni se.</p> <p>2. Naupangte chu nitina an ei thin, zing thawh aţanga mut dawn thlenga an thil eite ziah chhuahtir ni se, class-ah chungte chu a thatna leh that lohna sawi ho ni se.</p>	<p>1. Maimitching chung a tih tur Pg 21 ami tihpui ni se</p> <p>2. A chapter chhunga activities hrang hrang tihpui</p>	Zirlai 3-na aţanga test theih apiangte	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>leh hrisel aia tui tihzawng chauh ei a that lohzia an hria ang.</p> <p>4. Ei tur lo hin/chhiat thin dan an hrethiam ang.</p> <p>5. Anmahni thil hriat leh hmuhte, an thil tawn chungchang te ziakin mumal takin an record thiam ang</p>				3. Pg 20, 23, 24, 27 & 30 ami sawi ho tur kha tihpui ni se.			
4. Kumtluana Ei Theih Tur	<p>1. Ei tur lo hin/chhiat thin dan an hrethiam ang.</p> <p>2. Hun bik nei ei tur awm thinte dah that dan leh sawngbawl dan hrang hrang an</p>			Class-ah naupangte chu chawhmeh hing an ei tawhte leh a awm dan sawi hotir ni sela, a hin chhan nia an hriatte sawi	Naupangte chu an in chhung theuhva ei tur/chawhmeh an dahthat thin te ziaak chhuak se, an dahthat dan leh a that hun chhung te an	A bu chhunga tih tur awmte tihpui ni se. t	Zirlai 3-na atanga test theih apiangte	6



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	hria ang			bawk se	nu leh pa emaw aia upate zawtin ziahtir ni se.			
5. Thlai Chite Chu	<p>1. Thlai chi hrang hrang te an pianzia, tui leh tui loh, rawng, thap leh mam dan, a ri siam theih leh an ziarangte en milin a thliar hrang thiam ang.</p> <p>2. Thlai chi tuh dan leh a lo to chhoh dan an sawi fiah thei ang.</p> <p>3. kan rama awm ve lo thlai chi dangte pawh tuh theih a awm tih an hrethiam ang</p>	<p>Zirlaibua tih tur (Pg. No. 38) “Ti la, zawng chhuak rawh” tih hi zirtirtuin instruction Chiang taka pe in naupangte tihtir tur a ni. Ziakin a report thehluhtir ni se</p>	<p>Pg 39 zulzuiin Thlai lo than chhoh zel dan an hriat thiam theihna turin naupang tinin pot/ polypot/ disposable cup-ah lei dah in thlai chi dah sela, a lo to dan leh than chhoh dan thli thlai zel sela, report ziah tur a ni. Thlaiin a mawmawh</p>	<p>Naupangte chu group-a thenin, pot leh thlai chi hrang hrang keng khawmin an kui tiak ang. Group-tinin an pot a thlai chi tiak chu an enkawl anga, a lo than chhoh dan leh danglam zel dan an thlithlai anga, report an siam ang.</p>	<p>In lamah an chhungte puihnain thlai chi chi hrang hrang panga theuh pianzia, an rawng leh ziarangte a lem nen ziahtir ni se</p>	<p>Zirlai 5-na a tanga test theih apiangte</p>		8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
			tui leh ni eng chungchang hrilh fiah tel tur a ni.					
6. Tui far khat chauh pawh a hlu	1. Tui khawh pawimawhna leh a khawh dan an thiam ang. 2. Tui renchem tula leh tui lakna hrang hrangte an hria ang. 3. Anmahni thil hriat leh hmuhte, an thil tawn chungchang te ziaakin mumal takin an record thiam ang	Tui lakna source chi hrang hrangte a lem mawi taka ziahtir tur.	1. Tuikhur/pump/tui lakna awmna tlawh ni se, a chanchin zawt chhuakin report ziahtir ni se. 2. An in leh thenawm hnaite in tlawhkual se, tui khawhna an neih dan leh tui an hmuhna te, tui an renchem thin	Lo neitu te tana tui a pawimawhna zirtirtu nen a sawi ho ni se la.	An in/thenawmin a tui bill zir chiantir ni se, bill-a in ziaak hrang hrangte ziaak chhuahtir ni se.	1. A bu chunganga tih tur awmte tihpui ni se.	Zirlai 6-na atanga test theih apiangte	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
			dante zir sela, report ziaak se.					
7. Tui hmanga experiment te	1. Tuia l�ang thei thil te leh pil th�inte, ral thei leh ral thei lo te ngaihtuahin rilru an seng thiam ang. 2. Chi an siam chhuah dan an sawi fiah/hria ang.				1. An ina tui no/bucket-ah tui dah khat sela, in lama an hmuh theih thil hrang hrangte tuiah thlakin, an thlak hmaa an rin dan leh an thlak hnuah a l�an leh l�an loh ziaak thla sela, zirtirtu hnenah report thehluhtir ni se. (Pg.No. 55)	1. Group-ah in�thenin sikul chok��ah hruai ni se, tui no ah chi, vaivut, chalk dip, bawnghnute f�an khat leh hriak la in tui no hrang hrangah thlakin a danglamna ziaak chhuak se. 2. A bu chhunga tih tur awmte tihpui ni se.	Zirlai 7-na a�anga test theih apiangte	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
8. Thosi tana chaw tui	<p>1. Tho leh thosi ten natna an thehdarh theih dan an sawi fiah ang.</p> <p>Thosi pian theihna tui tlingte tihfai a, an chhehvel vawnfai nachang an hria ang.</p> <p>3. Thisen test leh natna dang test result an en thiam ang.</p> <p>4. Anmahni thil hriat leh hmuhte, an thil tawn chungchangte ziakin mumal takin an record thiam ang</p>	Group-ah inthenin poster siam intihsiakna neihtir ni se.		<p>1. An chhehvela thosi pian theihna leh malaria vei an hriatte anmahni leh an nat dan te sawi ho ni se.</p> <p>2. Thisen test result zirtirtuin keng se naupangte nen enge in ziaak tihte en in sawi ho se.</p> <p>3. Pg 65 a ngaihtuah teh tih hi sawi hopui ni se.</p>	Pg 61 a zawng chhuak rawh tih kha tihtir ni se.	<p>1. Group-a inthenin an sikul chhehvela luikawr leh tui tlin theihna hrang hrang awmte thlithlai sela, an hmuh chhuah theuh chu ziaak thla sela, thosi pian theih lohna tur a tifaiin, an tihfai dan ziaak chhuak bawk se.</p> <p>2. A bu chhunga tih tur awmte tihpui ni se.</p>	Zirlai 8-na aanga test theih apiangte	8



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
9. Tlang lawn thu	1. Tlang lawn tura a kaihhnawih thil tulte an suangtuah thiam ang. 2. Mt. Everest lawn thawnthu a tang hian thil chi hrang hrang nitin nunphung a hriat tur pawimawhte leh thil tihdan zeizia thiam turin ruahmanna an nei thei ang. 3. Anmahni thil tawn leh hmuhte, thil chungchange zia kin mumal takin an record thiam ang	Zawng chhuak la, zia k rawh Pg 73		1. Video emaw milem/ thlalak hmangin tlanglawnte entir ni se, an hriatthiam theih nan Mt. Everest thlalak/ video entir ni se. An en zawhah sawi hona neihtir ni se. 2. Textbook-a sawi ho tur tarlante sawi hopui	1. Mizote zinga Mt Everest lawn chhuak te chanchin zawng chhuakin report zia h tir ni se.	1. Naupangte chu group-a thenin, group puanzar tur duantir ni se. Lehkhapuan-ah rawng hrang hrang an duan anga cheiin chutianga an duan chhan chu zia k tel baw k se.	Zirlai 9-na a tang test theih apiangte	7
10. Bang thawnthu nei	1. Tun hmaa thil tih thin dan te, hnam nunphungte	Mizoten pawisa/ bungbel etc.	Museum emaw thil hlui awmna	Zirtirtu hovin tun hmaa thil tihdan leh hnam		Group-a in thenin Golconda	Zirlai 10-na a tang test theih	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	a lo inthlak/thlen dan te an suangtuah thiam ang. 2. Pawisa thir te, lem ziah te, hriatrengna lungphun te, museum-te aṭanga hmanlai chanchin zirchian tura awm dan te an hrethiam ang.	kan hman ṭhin kan hman uar tawh loh kan nei em zawng chhuakin report zia se.	hmun tlawhpui ni sela, an thil hmuh chanchinte ziahtir ni se. A kal chhuak thei lo te tan hetiang museum lam entir thei tur video clip entir ni se.	nunphung inthlak thleng dan te sawi ho sela, thil hlui leh hlu chhinchhiah tlak an hmuh tawh leh tlawh tawhte sawi hovin, in lamah kum upa lamte zawt a, sawipui tura tih ni baw se.		Fort map en chung a (Pg. No. 83-na) zawhna chhan tur dah chhuahte hi naupangte chhantir a, inelna siam ni se.	apiangte	
11. Van thengrengah sunita-i a zin	1. Khawvel pianhmang leh awm dan an hrefiah/ hrethiam thei ang. 2. Van thengreng awm dan an ngaihtuah thiam ang. Lei hipna an	Thla awm dan lem ziah Pg 98		1. Sikulah globe hmangin khawvel pianhmang leh ram hrang hrang awmnate zawng chhuakin sawi ho se. 2. Map en la chhang teh pg	An zirlaibu (Pg. No. 95) ami exercise Magic 1 Lehkha them leh thir pawisain tlansiak tih hi class-ah zirtirtu kaihhruaina	1. Van thengreng lan dan entir thei tur milem hrang hrang, entir nan: khawvel lem te, planet dang lem te, thla leh	Zirlai 11-na aṭanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>hrethiam ang.</p> <p>4. Hmeichhia te pawhin dinhmun sang tak an thleng thei tih an hria ang.</p> <p>5. Design/ model siam an thiam ang.</p> <p>6. Anmahni thil tawn leh hmuhte, thil chungchangte ziakin mumal takin an record thiam ang</p>			<p>97</p> <p>3. Hmeichhia te pawhin dinhmun sang tak an thleng thei tho a ni tih sawipui ni se.</p>	<p>hnuaiah tih tur a ni. Hmanraw ngaite zirtirtuin keng lawk se.</p>	<p>satellite lem te, rocket leh arsi lem te model siamtir ni se, chung chu classroom ceiling-ah uaitir a, classroom chu van thengreng (space) anga chei ni se. A bu-a tih tur hrang hrang dangte tihpui ni se.</p>		
12. Zo ta se...?	<p>1. Petrol leh diesel-kan lo neih theih dan leh renchem a tulnate an hria ang.</p>		<p>Zawng chhuak la ziaak rawh Pg 105 scooter, car, truck etc.</p>		<p>Motor siam chhuaktu company-ah tang dawn sela eng ang motor</p>	<p>Group-ah inthen sela, a bu-a inziak angin (Pg. No 108) lei hriak</p>	<p>Zirlai 12-na atanga test theih apiangte</p>	10

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	2. Rawngbawl-na atana hman chi thuk chi hrang hrang hman thinte ngaihtuahna an nei anga, chungte chu renchem leh hman dan thiam a tulna an hrethiam ang.		te mamawh petrol man zat		nge an siam anga, eng fuel hman chi nge an siam chhuah tih leh tute tana tangkai tur nge ni a, mi eng zat chuan theihna nge an siam chhuah ang tihte ngaihtuahna ngun tak sengin ziahtir ni se. An motor siam chhuah tur chu a lemziakin mawi takin chei se.	chungchang inzhahna leh a lemte zawngin sikul-ah keng khawm sela, group-tinin an thil ken khawmte chart paper-ah belin, poster siam se la. Motor chi hrang hrang petrol, diesel leh solar energy hmangete a lem magazine ami chep thlain bel tel bawk se la.		



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
13. Chenna sang tak chu	<p>1. Ram leilung, sik leh sa, chak lakna (chaw, tui, in leh lo, khawsak dan etc.) leh hnam nunphung (entir nan: hmun hla leh harsa, khaw lum leh vawtte) inzawmnate a hrethiam ang.</p> <p>2. Map atanga state hrang hrang zawn chhuah leh hmuh an thiam ang.</p> <p>3. Hmun hlat zawng leh hmun/ram san zawng an ngaihruatin an hisap thiam ang.</p>			<p>1. Leilung pianhmang hrang hrangte leh sik leh sa hrang hrangte leh chutiang hmun mi chengte khaw sak dan leh an nunphung lantir thei tur video entira sawi hopui ni se.</p> <p>2. Map entir ni sela, chuta tang chuan zirilaibua hmun a sawi hrang hrangte leh an zin kawnga hmun an tlawh ngeia an hriatte inrinsiakin sawi</p>	An awmna khua/ veng eng anga sang nge tih zawng chhuak sela, tlang sang an lawn/hmuh leh hriatte chanchin ziahtir ni se.	A bu chhunga tih tur awm te		8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
				ho se la.				
14. Khawvel a nghing ni chuan!	1. Chhiatrupna leh emergency thil lo thlengte an hmachhawn thei ang. 2. Mihring in mamawh tawwna an hria ang a, thenawm khawvengte nena khawsak ho leh nun ho an thiam ang a, tanpui ngai an awma tanpuina chang an hria ang.			An veng/ khuaah tanpui ngai, in kang, lei min tuar emaw chhiatna thleng an hre tawh em tih sawi hotir ni se, chungte chu tanpui an ngaih dante sawi ho baw se.	Heng thu mal hmang hian zirtirtu kaihhraina hnuaiah report ziahtir ni se – lei min, ruah, hliam, ei tur fun, chhanchhuahn a, puan in, mithi ruang, ran thi, in chim, leiin a chilh in te, mipui ngui leh tap, in nei lo, in chim hnuaia tang.	1. Mock drills neihpui ni sela, zirlaite a kim thei ang bera tihpui/ tihtir ni se. 2. Khing bakah khian a bu chhunga tih turte tihpui vek ni se.	Zirlai 14-na aṭanga test theih apiangte	8
15. Chhem lum leh chhem vawt	1. Thil nihphung leh kalphung an hrethiam ang, lum			Thil sa chhem daih ngai chungchang te,	Thil ham rik chi, rimawi emaw ri	A bu chhunga tih tur dang awmte tihpui	Zirlai 15-na aṭanga test theih	6

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	leh vawt, sa leh dai leh mihring thawk chhuah hman dan kawng hrang hrangte an hrethiam ang.			thil sa in an lei a kan theih dante leh thingpui sa in an lei a tikang tawh em tihte zirtirtu puihnain sawi ho sela, thlasika an thaw chhuah a khuk chhuah thinna chhante sawi hotir ni se.	tichhuak thei hrang hrang an hriatte ziah chhuahtir ni se. An hming leh a lemte ziakin cheimawi se.	ni se.	apiangte	
16. He hna hi tu nge thawk ang?	1. Khawtlanga inthliarna thleng thei leh a that lohnte an hria ang. 2. Mi hnuaihnnung leh chanhaite lainatna leh ngaihsakna chang an hria ang. 3. Anmahni thil	Hmun-phiata eizawngte/ mistiri/ hna dang thawk tu pawh kawmtir a, report fel fai taka ziahtir tur a ni.		Inthliarnate, ngaih dan âthlakte leh ngaih dan hlui an hman thinte entirna nen sawi hopui tur a ni.	Khawtlanga inthliarna awm a that loh zia leh thleng lo tura thil an tihtheih/ hmalak theih dan ziahtir.	A bu chhunga tihtur awm te.	Zirlai 16-na aṭanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	tawn leh hmuhte, thil chungchang te ziakin mumal takin an record thiam ang							
17. Daidanna bang phenah	1. Mipa leh hmeichhiate kara inthliarna thleng theite an hria ang. 2. Mipa leh hmeichhiate inkara en hranna leh inthliarna that lohzia an hria ang. 3. Hmeichhiate hnuachhiahna avanga harsatna thleng thinte an hria ang. 4. An ngaih dan			1. Inthliar-nate, ngaih dan atthlakte leh ngaih dan hluite avanga infiamna chung-changah hmeichhiaten harsatna an tawh thin thu sawi hopui tur a ni. 2. An zirlaibu (Pg no.146) a sawi ho turte group-ah inthenin sawi hona nei se,	Mipa leh hmeichhiate inkara inthliarna awm a that lohzia leh heng harsatna tireh tura an mawhphurhna nia an hriatte an rawn zia ang.	1. Infiamna chi hrang hrang an hmelhriat theih nan sawipui ni se. 2. Infiam mite chu an taihmakna leh tumruhna vanga hriat hlawh an ni tih hriatthiamtir tur a ni.	Zirlai 17- na atanga test theih apiangte	8



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	leh thlir dan te an sawi chhuak thiam ang.			group-tin representative in an sawi hona chu presentation pe se.				
18. Kan tan hmun a awm ve lo em ni?	1.Khawtlanga thilthleng thei, entir nan: pem, inluahlan, right to education leh a kaihnauih hrang hrangte an hrethiam anga, an ngaih dante an sawi chhuak thei ang. 2. Mi hausa leh mi rethei inkar chungchange, thingtlang leh khawpui nun inan lohnate an khaikhin thiam	Zawng chhuak la ziaak rawh Pg 156		1. Naupangte chu an tawn hriat atangin anmahni emaw an chhungte khaw dang/ veng danga pemte chanchin sawi ho sela, an pem chhan leh an pemna hmun danglamna nia an hriatte zirtirtu kaihhruainain sawi ho bawk se. 2. Eizawna avanga hmun	Nitina ri an hriat than ho ziaak chhuak se, khawi atanga rawn ri chhuak nge a nih tih leh khawpui/ thingtlanga an hriat ve ngai loh ri a awm chuan chung chu thlang chhuak bawk se.	A bu chhunga tih tur awmte tihpui	Zirlai 18-na atanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	ang. 3. Hnathawh leh eizawnnain mihring nunphung a tihdanglam theih dan leh chhungkua a nghawng dante an sawi fiah thiam ang.			hran hran a pem a ngaihna chhan sawi hopui tur a ni. 3. Hnam thenkhat awmna sawn fo chite zinga naupangte zirna tura ruahmanna siam theihthe sawi hopui tur a ni.				
19. Thlai chi in loneitu chanchin a sawi	1. Thlai lo thanchhoh zel dan leh a mamawhte an hrilh fiah thei ang. 2. Thlai chi hrang hrang aṭanga chhangphut leh ei tur chi hrang hrang lo chhuah dan an hria ang.			1. Buh leh thlai dangte aṭanga chhangphut leh ei tur chi hrang hrang lo chhuah dan te hrilh fiah tur a ni. 2. Thlai chungchanga an tawn hriatte hmangin sawi	Chemical tel lova hnah leh kan ei bang, hnawmhnawkt e leh changpat hmanga lei tha siam dan te chhungte zawtin ziaak rawh se.	In lamah an chhungte puihnain thil/thlai chi chi hrang hrang panga theuh pianzia, an rawng leh ziarangte a lem nen	Zirlai 19-na aṭanga test theih apiangte	9

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>3.Hmasawwna awmze dik tak an hria ang.</p> <p>Technology lo t̄hang chho zelin nun a tihdanglam tak dan leh hmanlai leh tunlai inan lohnate an khaikhin thiam ang.</p> <p>4. Lei chi chemical hmanga siamte avanga leilunga chhiatna thleng theite an hria ang.</p> <p>5. Chemical hmang lova lei t̄ha siam dan an hria ang.</p>			<p>hona neihpui tur a ni.</p> <p>3.Technology lo t̄hang chho zelin nun a lo tihdanglam tak dan leh hmanlai leh tunlai inan lohna hrilh fiah tur a ni.</p> <p>4. Lei t̄ha chemical hmanga siam chawp ten kan environment leh mihring tana paw a khawih theih dante hrilh fiah tur a ni.</p>		ziahtir ni se.		

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
20. Ramngawte hi tu ta nge?	<p>1. Ransate, thlaite leh mihringte inmamawh tawna leh inkungkaihate an sawi fiah thiam ang.</p> <p>2. Mihring leh ransate hi kan inmamawh tawn a, entir nan: rûl chu thlai ei chhetu sazute lo eitu a ni tihte an hria ang a, sumdawnna atan hmangten an that thin chu a that loh zia leh humhalh tur an nih zawk dan te an sawi fiah thei ang.</p> <p>3. Ramngaw</p>		<p>An sikul chhehvel/ veng/ khaw chhung leh veng thenawm thleng pawhin, mimal/sorkar/ pawl/kohhran in sakna hmunah kalpui ni sela, in sa tura bungraw hman ngaite zia chhuakin, chu in sa tura thing kih/ huan thlai tihchhiat a nih dante zia</p>	<p>Ramngaw mihringte tana a pawimawhna hrang hrang leh mihringte nena kan inkungkaih dan sawipui ni se.</p>		<p>1. Mihringte, thlaite leh ramsate in mamawh tawn dan an hriat phak chinte ziah chhuahtir ni se.</p> <p>2. Ramngaw humhalh turin an tih ve theih engte nge sawipui ni se.</p>	<p>Zirlai 20-na ațanga test theih apiangte</p>	10



Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	<p>humhalh ṭulna leh khawvel changkannain a ken tel technology hrang hrangte leh factory-te avanga kan leilung leh chhehvel (environment) in a tawrh dante an hrethiam ang a, natural resources ren-chem a ṭulna an hrefiah ang.</p> <p>4. Map atāngin ramngaw awmna hmunte an en thiam ang.</p> <p>5. Tlangram lo neih dan kalhmang an sawi fiah ang.</p>		se.					

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
21. Pafa inchhun	<p>1. Mihring inlaichinna leh chhungkhat laina hnaite inzawmna leh inkungkaih dan an hre hrang thiam ang.</p> <p>2. Mihringin nu leh pa, pi leh pu leh thisen zawmpuite aṭangin ziarang kan duhthlanna ni kher lo a neih/lakchhawn bik ṭhin kan nei tih an hrethiam ang a, chenpuite ziarang kan lak theih ziate an hria ang.</p> <p>3. Natna tam tak inthlah-chhawwna</p>	Zawng chhuak la ziak rawh pg 176		<p>An chhungte leh chenpuite aṭanga ziarang leh chin dan an lakte sawi ho sela, nu leh pa, pi leh pute chhun bik riau an nei em tihte sawi ho se.</p> <p>2.Doctor/ nurse/ health worker sawm ni sela, natna hrang hrangte chhungkua inthlah-chhawn aṭanga neih theih bikte leh lak chhawn theih lohte mai bakah thianghlimna</p>	<p>Table hmangin an chhungkaw inkungkaih dan an nu leh pa lama an pi leh pute aṭanga ṭanin, an nu leh pa, unaute leh an thlahte ziah chhuahtir ni sela, an hming leh an koh dan te ziak bawk se.</p>	A bu chhunga tih tur awmte tihpui ni se.	Zirlai 21-na aṭanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	aṭanga vei theih a awm chungin inthlahchhawn natna ni lo tam tak a awm tih an hrethiam ang.			leh hriselna lampang sawi tura sawm ni se.				
22. Kalsawn a ngai leh ta	1. Sik leh sa leh khawsak dan leh hnam nunphung inzawmnate an hrethiam ang. 2. Hnathawh leh eizawnnain mihring nunphung a tihdanglam theih dan leh chhungkua a nghawng dante an hria ang. 3. Thlai chingtute tana ruahtui pawimawhzia leh	Dhanua-te khawsak dan phung leh anmahni theuh khawsak dan phung inanna leh inan lohna te hriain khaikhintir tur a ni	1. Fu an chin hun leh chini siam chhuah dan te, in lamah an pi leh pi emaw, puitling zawt sela, ziaak chhuak sela. 2. Zana khawlaia riak te, hnathawk camp-a awmte kawmin eng vanga hetiang dinhmuna	1. Pawisa puk, leibat leh agents chungchang sawi hopui tur a ni. 2. Dussehra festival chungchang sawipui ni se. 3. Eizawna avanga hmun hran hran a pem a ngaihna chhan sawi hopui tur a ni. 4. Hnam thenkhat awmna	Tui hnar/lak chhuahna chi hrang hrangte a lem mawi tak in lamah ziaak se la, classroom-ah tar tur a ni.	1. Ruahtui thlaiin an mamawh dan leh ruah a tlak mumal loh avanga loneitu ten harsatna an tawh thinte a lem nen hrilh fiah tur a ni. 2. Tui lak dan chi hrang hrang Pg 183 ami rawn se, group Tah thenin an	Zirlai 22-na aṭanga test theih apiangte	8

Chapter	Learning Outcomes	Pedagogical Processes					Written Test	No of days allotted
		Project Work	Field Visit/ Survey/ Observation	Discussion	Assignment/ Experiment	Activity		
	a tel lova harsatna thlen theih dan te an hria ang. 4. Tui lak dan chi hrang hrangte an hria ang. 5. Thil inanna leh inan lohnate an khaikhin thiam ang a		ding nge an nih tihte zawh a, a hmaa an chhungkaw awm dante, an pem/awm hran dante chik taka zawh a, hemi hmang hian sawi hona neih zawhah report siam se la.	sawn fo chite zinga naupangte zirna tura ruahmanna siam theihthe sawi hopui tur a ni		sawi honaah puih tur a ni.		

**Note:** Term khat chhungin activities/ tihpui tur chi hrang hrangte khi pali/panga tal tihpui tur a ni ang.



**SOCIAL SCIENCE****CLASS-VI**

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Social and Political Life-I</b> 1. Understanding Diversity	Describes various forms of human diversity around her/him. Develops a healthy attitude towards various kinds of diversity around her/him.	Project work Page 6&7		Group Assignment Page 8 & 9	1. Fill out yourself Page 4 2. Name three ways Page5 3. India's National Anthem Page 12	Exercise No. 1-5 Page12	7
<b>Our Pasts – I</b> 1. What, Where, How and When?	Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.			Activity No 7 Page 1	Imagine and write Page 9	Let's Do 1-6 Page 9&10	7
<b>The Earth: Our Habitat</b> 1. The Earth in the Solar System	Distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon	Prepare a chart of the solar system Page 8		Let's do Page 1	Activity - Organise a quiz contest Page 8 & 9	Exercise No. 1-3 Page 7&8	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Social and Political Life-I</b> 2. Diversity and Discrimination	Recognises various forms of discrimination and understands the nature and sources of discrimination. Differentiates between equality and inequality in various forms to treat them in a healthy way	Project work No.5 Page 24		Assignment Page -21	Arrange the statements- Page.15 Discussion Page 16 –17	Question 1-3 Page 23 & 24	7
<b>Our Pasts – I</b> 2. From Hunting – Gathering to Growing Food	Explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another	Project work No 8 Page 23		Activity No 7 Page 23		Let's Do No 1-6 Page 23	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>The Earth: Our Habitat</b> 2. Globe: Latitudes and Longitudes	Recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere	Things to do Page 17		Let's Do Page 13	Activity Page 7	Exercises No 1-3 Page 16-17	6
<b>Social and Political Life I</b> 3. What is Government?	Describes the role of government, especially at the local level.	Discuss with parents and write Page 31 & 32		1. Look at the map...Page 34 2. Question no 5 page 34	Activity – Page 27 & 28	Question 1-5 Page 34	6
<b>Our Pasts-I</b> 3. In the earliest cities	Locates important historical sites, places on an		Field Visit No. 7 Page 34	Imagine & write 33 Page	'Elsewhere' Discuss Page 33	Let's Do: Question 1-6 Page 34	7
<b>The Earth: Our Habitat</b> 3. Motions of the Earth	Demonstrates day and night; and seasons	Assignment 1&2 Page 22,		Let's Do Page 18&20	Activity Page 22	Exercises 1-3 Page 21	6
<b>Social and Political Life-I</b> 4. Key Element of a Democratic Government	Identifies various levels of the government – local, state and union	Question No. 5 Page 40		List five ways in which... Page 36	Activity/ Discussion Page 37, 38 & 40	Questions 1-4 Page 40	6

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-I</b> 4. What Books and Burials Tell us	Identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.	Project No.8 Page45	Field visitNo.6 Page44		Activity No. 7 Page 45	Let's Do 1-5 Page 44	7
<b>The Earth: Our Habitat</b> 4. Maps	Locates directions on the flat surface; and continents and oceans on the world map, outline map of India. Explains broad developments during the ancient period, e.g., the first cities on the Indus etc. And relates the developments occurring in one place with another.	Activity Page 28 (1 & 2)		Let's Do Page 23 & 24	For Fun Page29	Exercises 1-2 Page 28	6
<b>Social and Political Life-I</b> 5. The Village Council	Understands elected representatives in rural areas	Project work Page 48	Survey Page 48		Group Work Page 47	P-48 Question 1-5	6



Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-I</b> 5. Kingdoms, Kings and Early Republics	Synthesizes information to various historical developments			1.List two ways... Page 51 2.In what ways the Vajji...Page 54	Activity No 7-8 Page 56	Exercises No 1-5 Page 55 & 56	7
<b>The Earth: Our Habitat</b> 5. Major Domains of the world	Identifies latitudes and longitudes, eg. Poles, Equator, Tropics, States/UTs of India and other neighbouring countries on globe and the world map.			Assignment Page 38	Activity Page 38	Exercises 1-3 Page 38	6
<b>Social and Political Life-I</b> 6. Rural Administration	Describes the functioning of rural and urban local government bodies in sectors like health and education	Project work Page-51	Survey Pages 54 & 55 Field visit Q no. 6 & 7 Page 56	Q 1-4 Page-50 Q No 9 Page 56	Role Play Page-50 Group Work Page 52	Questions 1-5 & 8 Page-56	7
<b>Our Pasts – I</b> 6. New Questions and Ideas	Analyses basic ideas and values of various religions and systems of	Projects No 8 Page 66			Activity No 7 Page 66	Let's Do 1-6 Page 65- 66	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
	thought during ancient period.						
<b>The Earth: Our Habitat</b> 6. Major Landforms of the Earth	Locates physical features of India such as– mountains, plateaus, plains, rivers, desert, etc. on the map of India			Things to do Page 46	1. Lets Do Page 40 & 44 2. Map Skills Page 46	Exercises 1-3 Page 46	6
<b>Social and Political Life-I</b> 7. Urban Administration	Describes the functioning of rural and urban local government bodies in sectors like health and education	Project work Page 62		1. Assignment Page 58 2. Fill in the blanks Page 59 3. Assignment Page.61	Discuss and write No 6,7 &8 Page 63 &64	Question1-5 Page 63	6
<b>Our Pasts-I</b> 7. Ashoka, The Emperor who gave up war	Lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins. Differentiates between Kingdom and empire			Activity no 7 Page 75	No 8, Discussion Page 75	Let's Do 1-6 Page 74 & 75	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>The Earth: Our Habitat</b> 7. Our Country India	Locates physical features of India such as— mountains, plateaus, plains, rivers, desert, etc. on the map of India			Map Skills Page 55		Questions 1-3 Page 54	6
<b>Social and Political Life-I</b> 8. Rural Livelihood	Describes factors responsible for availability of different occupations undertaken in rural and urban areas.	Project Work 1-3 Page 67	Project Page-75	1. Assignment Page 69 & 71 2. Q no 6 Page 75	1. Discuss in class Page 72 & 74 2. Q no 4 Page 75	Questions 1-3 & 5 Page 75 s	6
<b>Our Pasts-I</b> 8. Vital Villages, Thriving Towns	Recognises distinctive features of early human cultures and explains their growth	Let's discuss and write No 6 Page 90	Field Visit No 7 Page 90		Let's discuss and write No 5 Page 90	Let's Do: No 1-4 Page 90	7
<b>The Earth: Our Habitat</b> 8. India: Climate, Vegetation and Wildlife	Understands various significance of forest. Realizes his role in the prevention of deforestation.	Activity no1 Page 62	Activity4 Page 62	Activity no 2& 3 Page 62	Let's Do Page 58	Exercises 1-3 Page 62	6
<b>Social and Political Life-I</b> 9. Urban	Describes the functioning of rural and urban local government	Project work Page 81	1. Field Visit No 3 Page 79	Assignment 1-3 Page 83:	1. Discuss Questions 1-3. Page 76	Questions 3-4 Page 85	6

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
Livelihoods	bodies in sectors like health and education		2. Survey No.5 Page 85		2. Q No.1 & 2 Page 84 & 85		
<b>Our Pasts-I</b> 9. Traders, Kings and Pilgrims	Describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.	Project Sl. no 8 Page 102	Survey No.7 Page 102		Elsewhere Imagine and Act Page 101	Let's Do 1-6 Page 101	6
<b>Our Pasts-I</b> 10.New Empires and Kingdoms	List out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.	Project No.8 Page 113		1. Find Prayaga on map... Page 105 2. Look at the Political map of India.... Page 107:	Trace the routes. (Elsewhere) Page 112	Let's Do Questions 1-7 Page 112 & 113	6
<b>Our Pasts-I</b> 11. Buildings, Paintings and Books	Describe issues, events, personalities mentioned in literary work of the time. Outlines India's	No 3 Page 125		1. Make diagram. Page 118: 2. Do you think...	Activity 6-8 Page 125	Let's Do 1-2 Page 124:	6



Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
	significant contributions in culture and science viz. astronomy, medicine, mathematics and knowledge for metals, etc.			Page.120 3. What were manuscripts. (Elsewhere) Page 131			

**CLASS-VII**

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts- II</b> 1.Tracing Changes Through A Thousand Years	Provides examples of sources used to study various periods in history		Page 15 Field Visit No. 12	Page 8: Assignment	Page 15: Group Activity No 11	Let's do. 1-10	7
<b>Our Environment</b> 1. Environment	Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.		Activity – Page 5	Acitivity – No 5 Page -6	Acitivity – Page 3	Exercises 1-4	6
<b>Social and Political Life- II</b> 1. On Equality	Explains the significance of equality in democracy. Distinguishes between political equality, economic equality, and social equality. Interprets social, political and economic issues in one's own region with reference to the right to equality.	1. Project work –page 11 and page 15		Page 11 Assignment	Page 15: Exercise no. 5	Page 15: Exercises: 1-4	7

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Environment</b> 2. Inside our Earth.	Locates distribution and extent of different climatic regions on the world map or globe.			Activity – Page 10	No. 5 Page 11	Exercises 1-4 Page 10 & 11	6
<b>Our Pasts-II</b> 2. New Kings and Kingdoms	Relates key historical developments during medieval period occurring in one place with another	Project work – No 11-page 29		1. Identify – page 11. 2. Assignment – page 21	Imagine and write Page 28	Let's do. 1-10. Page 28:	7
<b>Social and Political Life- II</b> 2. Role of the Govt. in Health.	Describes the functioning of State government bodies in health sectors		1. Field visit page 25	Assignment-page 24.	Activity-page 19 & 21	Page 29: Exercise 1-4	6
<b>Our Environment</b> 3. Our Changing Earth	Explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.	Page 16 Let's Do		Activity-page 12 & page 13	Activity-Earthquake- A case study page 14, Page 18 Activity no 5 & 6	Exercises 1-4	6

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Social and Political Life- II</b> 3. How the State Govt. Works.	Describes the process of election to the legislative assembly. Locates one's own constituency on assembly constituency map of State/UTs and names of local MLA	Page 33: project work		1. Assignment page 37 2. Page 39 Activity	1. Group discussion page 31 2. A wall paper project. Page- 39 + 40	Page 41: Exercises 1-5	6
<b>Our Pasts- II</b> 3. The Delhi Sultans	1. Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc. 2. Draws comparisons between policies of different rulers.	Project- No 12 Page 44		List out the rulers of Delhi Table – I and page 31 and write the administrative measure of each ruler	Compare Figures 2, 3, 4 & 5 page 37	Let's do 1-11, Page 43-44	7
<b>Our Environment</b> 4. Air	Explains composition and structure of the Atmosphere.	1. Activity page 23 2. Page 29- Make		Draw structure of the atmosphere on page 22. Write a	Activity Page 28 No 5	Exercises 1-4	6



Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
		weather calendar		few lines about each of them			
<b>Social and Political Life -II</b> 4. Growing up as Boys and Girls.	Analyses the causes and consequences of disadvantages faced by women of different Sections of the society.		Page 53 Exercise no 4	Discussion Page – 49 Page 53 Exercise no 1-3	Group work page 50		6
<b>Our Pasts- II</b> 4. The Mughal Empire	Analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the khaljis, and Tughluqs, mughals, etc. Analyse socio-political and economic changes during mediaval period.				1. Activity- 12 page 59 Discuss and write: Let's do 10-11	Let's do 1-9	7
<b>Our Environment:</b> 5. Water	Shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna.			Activity page 30, 32 & 36	Page 38: For Fun	Exercises 1-4 and questions on page 33	6

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-II</b> 5. Rulers and Buildings	Describes distinctive developments in style and technology used for construction of temples, tombs and mosques with Examples.		Field Visit, 11 12, Page - 74		Let's do –No 10 Page - 74	Let's do No 1– 9 Page - 74	6
<b>Social and Political Life -II</b> 5. Women change the world	Identifies women of India who are successful in various discipline	Choose any women from your area and make a presentation about her work for a better society		Page 63 Assignment Page 67 Exercise no 4	Page 55, 62 Activity Page 67 Exercise no 3	Page 67 Exercise no 1 & 2	6
<b>Our Environment</b> 6. Natural Vegetation and Wildlife.	Describes different components of the environment and the inter-relationship between them.	Activity 5 page 45		Let's do page 41	Page 43 Let's Do	Exercises 1-4	6
<b>Our Pasts-II</b> 6. Towns, Traders and	Explains the relationship between livelihood patterns and geographical	Project No. 12 Page 90		Project No.11 Page 90	Discuss and write No 9 & 10	Let's Do No. 1-8 Page 90	6

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
Craftsperson	condition of the area inhabited e.g., tribes, nomadic pastoralists and banjaras				Page 90		
<b>Social and Political Life-II</b> 6. Understanding Media.	Explains the functioning of media with appropriate examples from newspapers.	Project work page 71, Class project Exercise no. 4-page 79		Activity Page 72 Exercise no. 4	Activity Page 71 & 75 Page 79 Exercises no 2	Exercises 1-2	6
<b>Our Pasts - II:</b> 7. Tribes, Nomad and Settled Communities	Explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and banjaras.			Activity No 11&12 Page 103	Activity No. 10 page 103	Let's do 1-9 Page 103	7
<b>Our Environment</b> 7. Human Environment – Settlement, Transport &	Recognises mass media for communicating healthy messages		For fun. Page 54	Activity page - 52	Activity page - 49	Page 54: Exercises 1-4 and question on page 49	6

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
Communication							
<b>Social and Political Life-II</b> 7. Understanding Advertisement	Understand the benefit of awareness	Project work Page 88		Page 91 Exercise No 2	1. Activity Page 81 2. Assignment Page 91	Page 91 Exercises 1&3	6
<b>Our Pasts - II</b> 8. Devotional Path to Divine	Analyses factors which led to the emergence of new religious ideas and movements (bhakti and sufi) Draws inferences from poetry of bhakti and sufi saints about existing social order.	Activity No 11 Page 121				Let's do 1-9 Page 120-121	6
<b>Social and Political Life-II</b> 8. Markets Around Us	Differentiates between different kinds of markets. Traces how goods travel through various market places.	Exercise no 2 page 103	Project work Page – 97 to be used as survey.	Page 96 Assignment		Exercises 1&3-5	6



Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Environment</b> 8. Human Environment Interactions. The tropical and the sub-tropical region	Reasons for depletion of rainforests and what will happen aftermath. Reasons factors leading to diversity in flora and fauna due to various factors e.g., climate, landforms, etc.	Activity: page 64		Let's do page 57 Group Assignment Page 63 – Activity no 6	Activity page 60 & 63 map skills	Exercises 1-4	6
<b>Social and Political Life II</b> 9. A shirt in the market	Draws inter-relationship between climatic regions and life of people living in different climatic regions of the world, including India		Page 108 Field visit	Page 113 Exercise No 4	Activity Pages 110 & 111	Page 113 Exercise 1-3	6
<b>Our Pasts-II</b> 9. Making of regional Cultures	Analysis socio-political and economic changes during medieval period.	Project work 9,11 &12 Page 137		Assignment page 122 & 123	Discuss and write Project No 10 Page 137	Let's do 1-8 Page 136 & 137	6
<b>Our Environment</b> 9. Life in the Desert.	Analyses factors that impact development of specific regions			Page 71: No 5. Map skills	Page 71: No 6.	Page 71: Exercises 1-4	6

Chapter	Learning Outcomes	Pedagogical process				Written Test	No. of days allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-II</b> 10. Eighteenth-Century Political Formations	Analyses socio-political and economic changes during medieval period.	Project No 11 Page 154.		Do (?) Page-139	Discuss and write No 9 & 10 Page- 154	Let's do 1-8 Page- 154	6
<b>Social and Political Life-II</b> 10. Struggles for Equality	Understand the efforts made by others in maintaining equality			2.Group work page 121	1. Discssion page 116 2. The right to know Page 120	Questions on page-115, 119, 121 and assignment-118	6

## CLASS-VIII

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Allotted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-III</b> 1. How, When and Where	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.		Field Visit Page 3		Activity: Page 1 & 7	Let's do 1-4 Page 8	7
<b>Social and Political Life-III</b> 1. The Indian Constitution	Interprets social and political issues in one's own region with reference to the Constitution of India.	Write out the Fundamental Rights (Page-14) and try to memorise them		1.Assignment: Page 7& 8 2. Activity: Page 14	1. Activity: Page 17. 2. Discussion Page 13	Exercises 1-5 Page 16	7
<b>Resources and Development</b> 1. Resources	Understand various resources and understand their importance and values. Describes causes of			Assignment Page 1	1. Activity Page 2 2. Let's Do Page 3 3. For fun Page	Exercises 1-2 Page 5	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
	forest fire, landslide, industrial disasters and their risk reduction measures.				6		
<b>Our Pasts-III</b> 2. From Trade to Territory	Explains how the English East India Company became the most dominant power.	Project: Page 25		Activity: Page 19	Activity: Page 18	Let's do, 10 Page 24 & 25	7
<b>Social and Political Life-III</b> 2. Understanding Secularism	Differentiates between State government and Union government.	Project: Page 27		1.Exercises no 1, 2 & 3 Page 26	1. Activity: Discuss in class. Page 25 2. Activity: 4, 5, 6 Page 26	Teacher may develop Questions	7
<b>Resources and Development</b> 2. Land, Soil, Water, Natural Vegetation and Wildlife Resources	Justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.	Project: Page 7 & 10	Find out from parents Page 21	1.Assignment: Page 8 2. Activity page 13&14	1. Activity Page 18, discuss in class 2. Exercise no 5 Page 20	Exercises 1-4 Page 20	7
<b>Our Pasts-III</b> 3. Ruling the Countryside	Explains the differences in the impact of colonial agrarian policies in different regions of the			Assignment Activity- No 8 & 9, Page 38	Activity: Page 30& 36	Let's do, Page 37 & 38	7



Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
	country like the 'indigo rebellion'						
<b>Social and Political Life-III</b> 3. Why do we need a parliament?	Describes the process of election to the Lok Sabha. Locates one's own constituency on Parliamentary constituency map of State/UT and names local MP.	Ex. No. 3 Page 41		Activity: Page 35 & 39	1. Discussion Page 32. 2. Group Work Page 33 3. Assignment page 38	Exercises Page 33 & 41	7
<b>Resources and Development</b> 3. Mineral and Power Resources	Locates distribution of important minerals, e.g., coal and mineral oil on the world map.	Project: Page 29& 36		1. Activity: Page 32 2. Exercise No 5 Activity page 35	Activity: Page 25,28	1. Let's Do page 26 2. Exercises 1- 4 Page 37	7
<b>Our Pasts-III</b> 4. Tribals, Dikus and the Vision of the Golden Age	Describes the forms of different tribal societies in the 19 <sup>th</sup> century and their relationship with the environment. Explains the policies of the colonial administration towards the tribal communities.	Project: No 8, Page 50		Let's do, No 7, Page 50	Discuss the different varieties of activity of tribal people in different part of India	Let's do, 1-6 Page 49 & 50	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Social and Political Life-III</b> 4. Understanding Laws	Describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act).	Project: Page 50	Field visit: Page 51	Page 48	Discuss & Answer Page 43	Exercises Page 51	7
<b>Resources and Development</b> 4. Agriculture	Describes major crops, types of farming and agricultural practices in her/his own area/state	Ex No.5 (ii) Page 46		Ex. No 5 (i) Page 46	Activity: Page 47	Exercises 1-4 Page 46	6
<b>Our Pasts-III</b> 5. When People Rebel: 1857 and After	Explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.	Project: Let's do, No 9, Page 64		Assignment: Page no 55,58&59		Exercise 1 – 8 Page 64 and the assignments	7
<b>Social and Political Life-III</b> 5. Judiciary	Describes the functioning of the judicial system in India by citing some landmark cases.	Exercises No. 6 & 7 Pg-64		1. Assignment: Page 57, 2. Exercises No. 3 & 8 Pg-64	Activity: Page 56,57,60	Exercises No. 1, 2, 4 Page 64	7
<b>Resources and Development</b> 5. Industries	Classifies different types of industries based on raw materials, size and ownership.	Project: Page 50 & Page 60		Ex no 5. Activity: Page 60 & 61	Activity: Page 48, 49&58	Exercises Page 59	7

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-III</b> 6. Weavers, Iron Smelters and Factory Owners	Analysis the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period.	Let's do No 12; page 80		Assignment: Page 72	Assignment: Page 69 & 75	Let's do page 79-80	7
<b>Social and Political Life-III</b> 6. Understanding our Criminal Justice System	Analysis the decline of pre-existing urban centres and the development of new urban centres during colonial rule.	Project: No.9, Page 77		Assignment: Page 75	Discuss and do in groups Page 72 & 75	Questions on page 71 & 73	7
<b>Resources and Development</b> 6. Human Resources	Analyses uneven distribution of natural and human made resources on the earth. Interprets the world map for uneven distribution of population.				Activity: Page 63 & 64	Exercises Page 70	57

Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
<b>Our Pasts-III</b> 7. Civilising the “Native” Educating the Nation	Explains the institutionalization of the new education system in India.	Let’s do No 7, Page -93	Let’s do No-8 Page 93		Discussion Page 88	Let’s do 1 – 6 Page 92-93	7
<b>Social and Political Life-III.</b> 7. Understanding Marginalisation	Understand why lower classes are discriminated and recognizes the consequences.	In your own City/Village, who would you think are the marginal groups? Discuss		Assignment: no 7 Exercise Page 92	Assignment: Page 83, 85 & 87	Exercise Page 92 no 1-6 & 8	7
<b>Our Pasts-III</b> 8. Women Caste and Reform	Analyzes the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.			Assignment: Page 95 & 105	Activity Page 102 & 103 117	Let’s do No 1-10 Page 108	7
<b>Social and Political Life-III</b> 8. Confronting	Analyses the causes and consequences of marginalisation faced by			Assignment: Page 101	Exercises Page 103, No.4	Exercises Page 103, No 1-3	7



Chapter	Learning Outcomes	Pedagogical Process				Written Test	No. of days Alloted
		Project Work	Field Visit/ Survey	Assignment/ Experiment	Activity		
Marginalization	disadvantaged sections of one's own region.					Questions on Page 97	
<b>Our Pasts-III</b> 9. The Making of the National Movement 1870s-1947	Outlines the course of the Indian national movement from the 1870s till independence.	Project No 11 page 127		1. ProjectPage 116 2. Assignment Page 114	Activity: Page 111 & 119. Read and discuss in class	Let's do 1-9 Page 127	7
<b>Our Pasts-III</b> 9. The Making of the National Movement 1870s-1947	Outlines the course of the Indian national movement from the 1870s till independence.	Project No 11 page 127		1. ProjectPage 116 2. Assignment Page 114	Activity: Page 111 & 119. Read and discuss in class	Let's do 1-9 Page 127	7
<b>Our Pasts-III</b> 10. India After Independence	Analyses the significant developments in the process of nation building	Project: No 10 Page 141			Discussion: Page 132 & 137	Let's Do 1-9 page 141	7
<b>Social and Political Life-III</b> 10. Law and Social Justice	Explains the functioning of the judicial system in India by citing some landmark cases.	Project: No. 8 Page-131	Find out Page 121 Exercise No 1		1. Activity Pages 122 & 128 2. Project no 10 Page 123	Exercises No. 2-7 & 9 page 131	7





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