

**4-WEEK  
ALTERNATIVE ACADEMIC CALENDAR  
FOR ELEMENTARY SCHOOLS  
IN MIZORAM  
(WEEK 5-8)**



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



**4- WEEK ALTERNATIVE ACADEMIC  
CALENDAR  
FOR ELEMENTARY SCHOOLS  
IN MIZORAM  
(Week 5-8)**



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

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## FOREWORD

Khawvel-in Covid-19 hripui a hmachhawn mek lai hian he natna lakah inven a ngaih avangin zirtirtute, nu leh pate leh naupangte inlama tawmim a ngai a. School kal theih a nih loh avangin school-a naupangte kan zirtir thin dan ni lo, inlama nuam ti taka lehkha an zir theih dan tur ruahman a lo ngai ta a. He hun harsa leh thawpikthlak takah hian naupangten tih tur an neih a tul a, chawl ringawt lova an zirlai an chhun zawm zel theih a pawimawh em em a ni. Hemi avang hian SCERT **4-week Alternative Academic Calendar, 13<sup>th</sup> July – 7<sup>th</sup> August, 2020** a kan lo hman tawh chhunzawm na atan **4-week Alternative Academic Calendar** dang, **10<sup>th</sup> August, 2020** atanga hman tan theih turin a duang chhuak leh a ni.

He calendar-ah hian kar 4 chhunga naupangte lehkha zir tur activity hrang hrangte pek niin, heng activity-te hi curriculum mila siam a ni. Activity-tinte hian thiam tur (Learning Outcomes) an nei vek a, CCE Guidelines-in a tarlan angin internal marks a Activities 20% ah hman nghal tur a ni.

Mi zawng zawng ban phakah internet leh smartphone a awm vek lo tih hre reng chungin heng activity-te hi duan a ni. Zirtirtuten phone-a an biak pawh theih lohte pawh an inah kalin naupang nu leh pa leh chhungte hnenah heng activity tihdan turah hian kaihhruaina mumal tak pe tura beisei an ni. Heng bakah hian naupangte dinhmun azirin zirtirtuin activity dang a siamsak thei bawh ang.

He Calendar hi hlawhtling taka hmang turin zirtirtu zawng zawng leh zirlaite leh an chhungte duhsakna ka hlan e. Hemi chungchanga rawtna leh sawi duh neite chuan scertmizoram@gmail.com-ah e-mail theih a ni e.

Aizawl  
6<sup>th</sup> August, 2020

  
**LALDAWNGLIANI CHAWNGTHU**

Director, SCERT  
Mizoram:Aizawl



## GENERAL GUIDELINES:

1. **Alternative Academic Calendar** hi naupangten sikul an la tan theih loh avanga in lama an zirlai an lo zir theihna tura buatsaih a ni. Heng in lama an thil lo tihte hi sikul an luh huna an internal marks (mark 20) atana hman tur a nih avangin nu leh pa leh chhungte pawhin ngaih pawimawh pui ngei tur a ni.
2. **Alternative Academic Calendar** hman tan a nih hma in zirtirtuten naupang chhungte hnenah an lo tihpui dan tura beiseite an hrilhfiah vek tur a ni.
3. Kan fate lehkha zirna leh hmasawna kawnga mawhphurtu pawimawh tak kan nih vek avangin alternative calendar a activity-te hi nu leh pa/chhungten lo enpui/tihpui ngei tura beisei an ni.
4. Kartin naupangte zir tur duan hi an zirlai atanga **Learning Outcomes** (Thiamchhuah ngei ngei tur) hlen chhuahna tur a ni a, sikul luh hma pawhin hei hian naupangte zirna kawngah hmasawna nasa tak a lo thlen thei tura ruahmanna a ni.
5. **Alternative Academic Calendar** a tihtur tarlante hi sawi ang diak diaka tih rem lohna a awm thei a, mahni remchan dan anga her rem theih a ni a. Hmanraw mamawh tlem thei ang ber tura duan a ni. Amaherawh chu naupangte tan, a taka hmuh tur, khawih tur leh tih tur a awm hian an rilru an pein zirthiam leh hriatthiam kawnga a puih thin avangin hmanrua te pawh tarlan chiah loh remchang dang nu leh pa leh chhungten kan lo ngaihtuahpui theih chuan a tha leh zual ang.
6. Activity te hian thil chik leh thlithlai kawnga hmasawn tur te, an ngaihtuahna hmang thiam tur leh an rilrua zawhna piantir tur tein a pui ang a, zawhna zawh leh thil chhinchhiah te, report ziah thiam kawngah te a kaihruai ang. He lam kawnga an than theih nan nu leh pa/chhungte'n lo kaihruai tura beisei an nih rualin, an hmasawn dan pawh vil reng tura beisei an ni bawk.
7. Naupangte activity tih tur te hi a awlsam thei leh a khairual thei ang ber tura duan a ni a, naupangte chuan heng tihtur te hi phur taka an tih theih nan chhungten an lo tanpui ang. Tih turte hi ti turin naupangte ti thlabar zawng emaw pawngpaw nawr lui zawng emawa tihtir lo turin zirtirtu leh nu leh pa te kan in fuih a ni.
8. Naupangte tihtur pekte hi an internal mark pekna atana hman tur a nih dawn avangin a vain uluk taka lo vawnthat vek tur a ni.
9. Sikul luh tan tirhah an thiltih te chu zirtirtu hnenah pek luh vek tur a ni a, zirtirtuten an lo endik leh vek anga mark an lo pe vek dawn a ni.





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## CLASS I

### Subject: English (Class I)

<i>An tih tur an tih zawha an thiamchhuah ngei tur ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<p><b>Zirlai chuan heng te hi a thiam ang:</b></p> <ul style="list-style-type: none"> <li>An textbook ami poem an sawi thiam ang</li> </ul>	<p>Marigold Class-1 textbook emaw English textbook hmanlai theuh a mi.</p>	<p><b>Chawlhkar 5-na</b> An textbook ami poem engemaw ber pakhat action nena sawi chi enlova sawi thei turin bel taka zirtir nise.</p> <p>#Heng an poem thiamte hi school luh hunah zirtirtuten action nen lo sawi tir se</p>
<ul style="list-style-type: none"> <li>Chhui (Trace) an thiam ang</li> </ul>	<p>Textbook emaw thil chhui (trace) tur awmna lehkhabu remchang. Chhui (Trace) tur awmna lehkhabu neilo tan pawhin chhui tur siamchawp mai ni se.</p>	<p><b>Chawlhkar 6-na</b> An lehkhabu thil (number, alphabet, milem, etc.) chhui (trace) tur awmte a tam thei ang ber chhui zirtir ni se.</p> <p># Heng an tihurte hi a remchan dan angin zirtirtuten enpui ni se.</p>
<ul style="list-style-type: none"> <li>Alphabet A- Z capital letter in a ziak thiam ang.</li> </ul>	<p>Textbook leh notebook</p>	<p><b>Chawlhkar 7-na</b> Capital letter-in alphabet “A-Z” ziah an zir ang a, puih an ngaih chuan zirtirtuten puih ni se.</p> <p># Zirtirtuten school an luh hma ngeiin naupangte hi thiam tir tum se.</p>
<ul style="list-style-type: none"> <li>Alphabet a-z small letter in a ziak thiam ang.</li> </ul>	<p>Textbook leh notebook</p>	<p><b>Chawlhkar 8-na</b> Small letter-in alphabet “a-z” ziah an zir ang a, puih an ngaih chuan zirtirtuten puih ni se.</p> <p># Zirtirtuten school an luh hma ngeiin naupangte hi thiam tir tum se.</p>



## CLASS I

### Subject: Mathematics (Class I)

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<ul style="list-style-type: none"> <li>Nambar 1- 9 thleng hrethiamin a ziak thei ang.</li> <li>Zero nihphung a hmelhriat ang a, a ziak thiam ang.</li> </ul>	<ul style="list-style-type: none"> <li>Textbook (Math Magic Bu Khatna)</li> <li>Inchhung bungrua</li> </ul>	<p><b>Chawlhkar 5 - na</b>  <b>Theme: Nambar ziak leh chhiar 1-9</b></p> <ul style="list-style-type: none"> <li>Chawlhkar hmasa lamah nambar 1-5 thleng ziah an lo zir tawh a, zirilaibu (Math-Magic-I) bung 2-na phok 18 – 27 na hi tihpui ni se.</li> <li>Nambar chhiar reng rengin chhiar rik zel ni se, naupang te pawh sawirik tir ve zel ni se.</li> <li>A hma ang bawh khan nambar ziah sa entir a, nambar ziah sa bulah nambar zat chhun han (dot) dah leh ni sela, naupang chuan chhun han zat chu a chhiar ang a, chuta tang chuan a tlukpui nambar figure/symbol chu a hrethiam dawn a ni.</li> <li>Hemi hnu hian nambar nambar zul/chhui tur pek ni sela. An thiam bel hnuah anmahnia ziah zirtir chauh tur a ni.</li> <li>Kuta nambar ziah hian nambar 8 hi 0 (bial) pahnih inzawm anga ziahtir loh hram ni se.</li> <li>Zero chungchang hi paih kalphung hmanga entir ni se. (entir nan: <math>3-1=2</math>, <math>3-2=1</math>, <math>3-3=0</math>)</li> <li>Naupangte chu bean mu/kawrkilh/ pencil te pe la, zero chungchang an hriatthiam nan pakhat zel lakbo tirin, a chuang chu chhiartir zel rawh.</li> </ul>
<ul style="list-style-type: none"> <li>Nambar 10-20 thleng a chhiar thiamin a ziak thiam ang</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p><b>Chawlhkar 6 - na</b>  <b>Theme – Nambar ziak leh chhiar 10-20</b></p> <ul style="list-style-type: none"> <li>Kawrkilh/buhfang etc. 9 thleng chhiartir la, pakhat belhtir rawh. Hlawm khata sawm dah zirtir nan.</li> </ul>



<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>
		<ul style="list-style-type: none"> <li>• Sawm lakkhawm bulah chuan pakhat dah belhtir la. A vaiin chhiartir rawh.</li> <li>• 20 a tlin hma chu pakhat dah belh zelin chhiartir zel ang che.</li> <li>• Thil lem/thil te chu hlawm khata 10 zel awm turin lak khawm tir la, a chuang chu a malin dah tir ni se.</li> <li>• Nambar 10-20 a indawtin ziak tlar la, thil chhiar tur pein, chhiar nan hman tir ni se.</li> <li>• Nambar 10-20 a indawtin ziah tir ve ni se.</li> <li>• Zirlaibu phek 60 – 74 ami hi tihpui ni se</li> </ul>
<ul style="list-style-type: none"> <li>• Thil lem leh a tak hmanga belh a thiam anga. Belh chhinchhiahna (+) a hrethiamin a hmang thiam ang.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Chawlhkar 7 - na</b>  <b>Theme – Belh (Belh chhuak, pakua chin)</b></p> <ul style="list-style-type: none"> <li>• Kawrkilh/buhfang etc. chhiartir la, pakhat dah belh hnuah chhiartir leh rawh. Hmanraw dang hmangin hetiang hi tih leh ni se. (Belh awmzia an hriatthiam nan)</li> <li>• He tih tur kalphung ang hian pahnih emaw a aia tam emaw belhtir a, a zat chhiar tir leh ni se.</li> <li>• Kawrkilh awmsa chhiar tirin, kawrkilh dang kan belh ta lova. Kan chhiar leh pawhin a ngai tho a ni. (Bial belh chungchang an hriatthiam nan)</li> </ul> <p><b>Chawlhkar 8 - na</b>  <b>Theme – Belh (Belh chhuak, pakua chin)</b></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>
		<ul style="list-style-type: none"> <li>• Zirlaibu phek no. 43 &amp; 44 te hi naupang tihtir ni se.</li> <li>• Lehkhapuan-ah belh tur dang pek a, tihtir ni se.</li> <li>• Zirlaibu phek no. 42 – 51 a mi ang hian tihpui ni bawk se.</li> </ul>



## CLASS II

### Subject: English (Class II)

<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>
<p><b>Zirlai chuan</b></p> <ul style="list-style-type: none"> <li>Cursive writing an thiam ang.</li> </ul>	Textbook	<p><b>Chawlhkar 5-na</b></p> <ul style="list-style-type: none"> <li>An textbook-a awm ang hian cursive writing zirtir ni se, zirlaiten an zir theihna turin zirtirtuten ruahmanna siamin, a tul dan azirin an ziahna tur zirtirtuten sem ni se.</li> </ul>
<ul style="list-style-type: none"> <li>Preposition leh adjective an thiam ang.</li> </ul>	Textbook	<p><b>Chawlhkar 6-na</b></p> <p>Preposition leh adjective an thiam theih nan zirtirtuten simple exercise pe tam se, zirtirtuten an zir chin an thiam Chiang ngei em tih hre turin a remchan dan angin vil se.</p>
<ul style="list-style-type: none"> <li>Pronouns an thiam ang a, chawlhkar 6 naa preposition leh adjective an zir kha an ennawnin, an thiam bel ang.</li> </ul>	Textbook	<p><b>Chawlhkar 7-na</b></p> <p>Pronoun, preposition leh adjective an thiam theih nan zirtirtuten simple exercise pe tam se, an zir chin an thiam Chiang ngei em tih hre turin a remchan dan angin enpui se.</p>
<ul style="list-style-type: none"> <li>Antonyms leh homophones an thiam ang.</li> </ul>	Textbook	<p><b>Chawlhkar 8-na</b></p> <p>An textbook a tangin antonyms leh homophones awm thei hrang hrang la chhuakin zirtir ni se, bel taka an thiam theih nan zirtirtuin hma la se.</p>



## CLASS II

### Subject: Mathematics (Class II)

<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>
<ul style="list-style-type: none"> <li>Rih zawng hmanga thil khaikhin a thiam ang</li> </ul>	<ul style="list-style-type: none"> <li>(Math Magic Bu Khatna)</li> <li>Kan bul hnaia thil awmte</li> </ul>	<p><b>Chawlhkar 5 - na</b> <b>Theme – Eng zat nge i ken theih?</b></p> <ul style="list-style-type: none"> <li>Zirlaibu phek No 18-na a “Sabengtung fing leh a phur rit tak chu” tih thawnthu hi naupang ten rit leh zâng chungchang an hriatthiam theihna turin chhiar ni se.</li> <li>Kho/Bawm/Bucket/Basket etc. ah thil chi hrang hrang – lehkhabu, leh thil dang dah la, naupangte chu a rih dan hre turin chawitir ang che. Naupangte chuan an thahrui mil zelin rit an tiin rit ti lo te pawh an awm ang.</li> <li>I thil dah te chu a changin la chhuak then la, a changin thildang dah belh leh la, naupangte chu chawi chhin tir zel ang che, an chawi hma in a hma aiin a rit zawk ang nge zâng zawk ang tih rin chhin tir ang che.</li> </ul>
		<p><b>Chawlhkar 6 - na</b> <b>Theme – Eng zat nge i ken theih?</b> Zirlaibu phek No 20 – 23 te hi tihpui ni se.</p>
Sawm bi leh pa bi zel a thil chhiar leh lakkhawm a thiam ang		<p><b>Chawlhkar 7 - na</b> <b>Theme – Sawm bi-a chhiar</b></p> <ul style="list-style-type: none"> <li>Zirlaibu phek No 24- a “Arnote leh sihal fing” thawnthu ațang hian sawm bi a thil chhiar țangkaina an hriatthiam nan zirtir ni se.</li> <li>Chana/Sunhlu/Badam etc. hmangin hetiang hian tihpui ni se, sawm bi zel in sarang ipah emaw lehkhaha ah emaw fun la, sawm bi leh pa bi chhiar nan hmang ang che.</li> </ul>





<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><b>Chawlhkar 8 - na</b>  <b>Theme – Sawm bi-a chhiar</b></p> <ul style="list-style-type: none"> <li>• Zirlaibu phek No 26 – 29 hi tihpui ni se.</li> <li>• Kawrkilh lian tha deuh hmangin emaw thil dang remchang thei rah/ thifang etc., thi pakhat a kawrkilh/ thifang sawm zel awm tur siam tir ang che.</li> </ul>



## CLASS III

### Subject: English (Class III)

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>
<b>Zirlai chuan</b> Riddle leh tongue twister an thiam ang a, puzzle an solve thiam ang.	Textbook	<b>Chawlhkar 5-na</b> An textbook ami riddle leh tongue twister-te thiam bel turin zirtir ni se, puzzle awmte solve thei turin zirtirtuin a remchan dan angin zirtir se. An textbook ami bak pawh siam belh mai ni se.
Simple past tense, simple present tense leh continuous form a thiam ang.	Textbook	<b>Chawlhkar 6-na</b> Heng tense-te hi an thiam theih nan zirtirtuin exercise pe tam se, an textbook piah lam ami pawh a tul chuan hman mai ni se.
Vocabulary an thiam belh ang	Textbook, dictionary	<b>Chawlhkar 7-na</b> Zirtirtuin textbook ami active vocabulary tur word engemaw zat thlang chhuak se, chungte chu a spelling, pronunciation dik leh meaning thiam turin zirtirtuin zirtir se. Heng word thlan chhuahte hmang hian zirlaiten sentence siam se. Zirlaite chu dictionary hmang tangkai turin hrilh ni se.
Informal letter ziah an thiam ang.	Textbook	<b>Chawlhkar 8-na</b> An textbook-a letter ziah dan kalhmang enin letter ziah zirtir ni se, zirtirtuin zirlaite letter ziah tur exercise chi 2-3 pe se, a remchan dan angin enpui bawk ni se.



## CLASS III

### Subject: Mathematics (Class III)

<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><b>Naupang chuan –</b> Place value chung chang hrethiamin digit-3 nei nambar 999 chin-ziak, chhiar leh khaikhinna atan a hmang thiam.</p>	<p>Textbook Rawng pencil Lehkha sakawrbakcheh</p>	<p><b>Chawlhkar 5-na</b></p> <p><b>Theme:</b> Nambar zirna</p> <ul style="list-style-type: none"> <li>• Zirlai bu pheh 26-a arsi chhiar nana card ang hi siam ni se. Hemi hmang hian nambar siam chhuah ni se, pa hmun, sawm hmun leh za hmun (place value) chung chang te sawi pui ni se.</li> <li>• Nambar lian/tam leh te/tlem zawk khaikhin tir.</li> <li>• Nambar pawhchar dan hmangin ziah tir ni se, a hming ziah tel tir ni baw se. Entir nan, <math>427 = 400+20+7</math> (Zali leh sawmhni leh pasarih) <math>427 = 100+100+100+100+10+10+7</math> etc</li> <li>• Nambar bi zel a chhiar tir ni se -10-bi te, 20-bi te, 50-bi te etc.</li> <li>• Nambar pattern chi hrang hrang entirin siampui ni se.</li> </ul>
<ul style="list-style-type: none"> <li>• Belh a thiam a, a hmanna tur a hria.</li> <li>• Nitin nuna belh hman tangkaina a hre thiam ang.</li> </ul>	<p>Textbook</p>	<p><b>Chawlhkar 6-na</b></p> <p><b>Theme:</b> Belh chungchang</p> <ul style="list-style-type: none"> <li>• Math Magic chapter 3 (belh leh paih) chhunga thawnthu awmte hi chhiarpui ni se.</li> <li>• Math Magic chapter 3 (belh leh paih) chhunga tih tur awmte hi tihpui ni se.</li> <li>• Pawisa hman na tur entirna awm thei hmangin tih tur duan sak ni se. Entir nan, i khawl bawmah ₹ 365 a awm a, i pa in ₹ 150 a pek belh che a, a vain eng zat nge i neih tak?</li> </ul>



<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>
		Nambar lian/tam leh te/tem zawk khaikhin tir. In tluk turin eng zat nge belh ngai.
<ul style="list-style-type: none"> <li>• Paih a thiam a, a hmanna tur a hria.</li> <li>• Nitin nuna paih hman tangkaina a hre thiam ang.</li> </ul>	Textbook	<p><b>Chawlhkar 7-na</b></p> <p><b>Theme:</b> Paih chungchang</p> <ul style="list-style-type: none"> <li>• Math Magic chapter 3 (belh leh paih) chhunga thawnthu awmte hi chhiarpui ni se.</li> <li>• Math Magic chapter 3 (belh leh paih) chhunga tihpur awmte hi tihpui ni se.</li> <li>• Pawisa hman na tur entirna awm tnei hmangin tih tur duan sak ni se. Entir nan, I nu in artui ₹ 280 man lei turin ₹ 500 a pe che a. Eng zat nge lo kir ang?</li> <li>• Nambar lian/tam leh te/tem zawk khaikhin tir. In tluk turin eng zat nge paih then ngai.</li> </ul>
<ul style="list-style-type: none"> <li>• Standard unit hlutna a hria.</li> <li>• Thil sawi zawng meter emaw centimeter emaw hmangin dik takin a teh thiam.</li> <li>• Thil sei zawng a ngaihruat thiam a, tehna hmanraw hmangin a finfiah thiam.</li> <li>• Ruler/scale a hmang thiam.</li> </ul>	Textbook Hrui Scale/Ruler	<p><b>Chawlhkar 8-na</b></p> <p><b>Theme:</b> Tehna chungchang</p> <ul style="list-style-type: none"> <li>• In chhung bungrua awm ang ang te sei zawng – khap, hlam, tawng, etc hmangin teh tir ni se.</li> <li>• Standard scale hmangin, in chhung a bungrua awm ang ang te sei zawng chu rin chhin tir (estimate) tir a, tehpuileh ni se, standard unit pawimawhna te hrilh hriat a sawipui ni se.</li> <li>• Hrui hmangin meter 1 scale siam pui ni se. Chumi hmang chuan in chhung bungrua awm ang ang te sei zawng teh ni se.</li> <li>• Zirlai bu chapter-4 (sei leh tawi) chhunga tih tur awmte tihpui ni se.</li> </ul>



## CLASS III

### Subject: EVS (Class III)

<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>
<p><i>(Thing Lasi zirlai aʔangin)</i></p> <p>1. An chhehvela thingkung, a hnah leh a hawngte, a hmelhmang/ zia leh len zawng. Entiran: ruangam, rawng, rim, a thap leh thap lote, an hmu/thlir thiam ang.</p>	<p>Thingkung, hnah, hnim</p>	<p><b>Chawlhkar 5-na</b></p> <p>1. An chhehvela thing leh hnahte enkual tir a, hnah zia rang chi hrang hrangte la khawmin lehkhapuanah an bel ang.</p> <p>2. Hnah chi hrang hrang nuai sawm a, an rim danglamnate chhinchhiahin ziaak chhuak se.</p> <p>3. An chhungte leh a hre awm mi te rawn se ramhmul damdawi atana hman theih chi thing, hnim leh thlai an hriat theih apiang ziaak chhuak se.</p> <p><b># Sikul an kal hunah zirtirtuin a endik ang.</b></p>
<p><i>(Tui Nunna Tui zirlai aʔangin)</i></p> <p>1. Tui kan hmuhna hrang hrangte an hria ang.</p> <p>2. Tui dah khawl theihnate an hria ang.</p> <p>3. Anmahni thil tawn leh hmuh chungchang te ziaakin mumal takin an record thiam ang</p>	<p>Save our Khawhpawp Waterfall Aizawl Mizoram <a href="https://www.youtube.com/watch?v=TmTNAb0Z8imU">https://www.youtube.com/watch?v=TmTNAb0Z8imU</a></p> <p>(Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p><b>Chawlhkar 6-na</b></p> <p>1. An veng/ khua a tui hmuhna (source) Entiran: tuikhuah, tuikhur, lui, dil, sih, PHE pipe etc tlawhtir a, an thil hmuh hrang hrangte report ziah tur a ni.</p> <p>2. An in leh hmun danga tui an dahkhawlna chi hrang hrang lem ziaak se, mawi takin chei se.</p> <p><b># Sikul an kal hunah zirtirtuin a endik ang.</b></p>
<p><i>(Zirna in hmasa ber zirlai aʔangin)</i></p>	<p>PUC Pawnto: I Nu hi ʔanpui rawh</p>	<p><b>Chawlhkar 7-na</b></p> <p>1. Chhungkuuaa an chenpuiten eizawna atana an hnathawh leh inchhung khur hna an thawh ʔhinte ziaak se,</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>
1. Chhungkaw mimaltinte chanvo leh pawimawhna an hrethiam ang. 2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang	<a href="https://www.youtube.com/watch?vT8T3tc8jAHUM">https://www.youtube.com/watch?vT8T3tc8jAHUM</a>  (Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)	inchungah enge an tih ve thin tih pawh ziaik tel se.  <b># Sikul an kal hunah zirtirtuin a endik ang</b>
<i>(Tawng lova thusawi tih zirlai atangin)</i> 1. Vohbikte laka khawngaihna leh ngilneihna lantir  2. Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang		<b>Chawlhkar 8-na</b> 1. Naupangte chu an inchungah emaw thenawmah emaw vengchhungah emaw/pitar/ putar beng ngawng/mit fiah lo te/mit del/vohbikte engtin emaw tal a tanpui (chanchinbu/lehkhabu chhiarsak, kawng cross pui/thil khai, ken sak etc.) tura tih ni sela, an tanpui dan ziahtir ni se.  OR  An in bul hnai velah vohbik tanpui tur an awm hnai lo a nih chuan vohbikte an tanpui theih dan tur kawng ziaik se.  <b># Sikul an kal hunah zirtirtuin a endik ang</b>



## CLASS IV

### Subject: English (Class IV)

<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>
<b>Zirlai chuan</b> Nouns, verbs, adjectives leh prepositions hman dan an thiam ang.	Textbook, English-a ziak lehkhabu chi hrang hrang	<b>Chawlhkar 5-na</b> Zirtirtuin heng 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 hmang t̄angkaiin heng parts of speech-te hi thiam turin zirtir ni se. An thiam leh thiam loh hre turin zirtirtuin a remchan dan angin enpui se.
Heng conjunction – “and” leh “but” hman dan an thiam ang.	Textbook	<b>Chawlhkar 6-na</b> An textbook-a conjunction exercise bakah zirtirtuin exercise dang siam belhin ‘and’ leh ‘but’ hman dan an thiam ngei theih nan zirtir ni se.
Punctuation hman dan an thiam ang.	Textbook	<b>Chawlhkar 7-na</b> An textbook ami bak punctuation zirna exercise zirtirtuin siam belhin zirlaite tih tir se. An thiam bel ngei theih nan exercise a tam thei ang ber siamin zirlaite tih tir se. Zirtirtuin an thiam ngei a ni tih hre a remchan dan angin enpui ni se.
Paragraph writing an thiam ang		<b>Chawlhkar 8-na</b> Zirlai chuan July leh August thla chhunga a thil tawn te paragraph-a ziah tir a remchan dan angin zirtirtuin hint siam sak se. A paragraph ziah chu zirtirtuin endikin, ziah t̄hat a t̄ul pawhin zirtirtu kaihhraina hnuaiah ziah t̄hat tir leh se.



## CLASS IV

### Subject: Mathematics (Class IV)

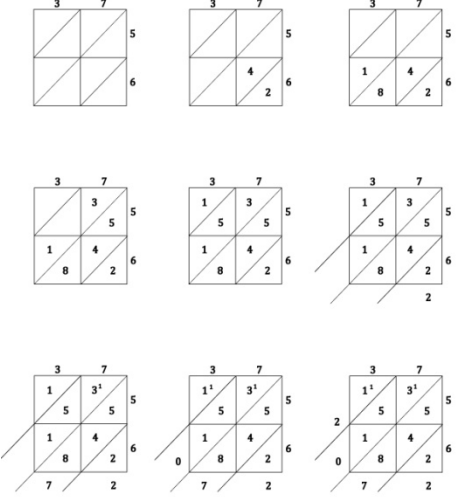
<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p><b>Naupang chuan –</b></p> <ul style="list-style-type: none"> <li>• Seizawng, rihzawng, dawn hlawk zawng, pawisa chungchang leh hun chungchang nitin nuna kan hmuhte zawnchhuah leh chhutchhuah nan-belh, paih, puntir leh sem te a hmang tangkai thiam.</li> <li>• Metre leh centimetre inlaichinna a hrethiam ang.</li> </ul>	<p>Textbook scale Measuring tape Hrui Lehkhapuan Pen/pencil Inchhung bungrua</p>	<p><b>Chawlhkar 5-na</b></p> <p><b>Theme:</b> Tehna chungchang</p> <ul style="list-style-type: none"> <li>• Inchhung bang (wall) / ban/ hmun remchang laiah san zawng teh theihna turin scale siampui ni se. Chhungkaw member san zawng theuh tehin lehkhabuah chhinchhiah tir la. San zawng inthlauhna te zawn chhuah tir bawk ni se.</li> <li>• Naupangte chu centimetre khat vela sei thil eng emaw lak tir la, metre khat awm vel a sei thil lak tir lehin measuring tape emaw scale hmangin emaw teh tir ni se. Metre leh centimetre inlaichinna te hriattir ni bawk se.</li> <li>• Inchhung a bungrua awm chi hrang hrang te (toys, bungbel, etc) centimetre scale hmanga teh tir.</li> <li>• Metre khat tehma hmanrua siam tir ni se. Chumi hmang chuan inchhung a bungrua awm chi hrang hrang te teh tir ni se.</li> <li>• Long Jump, high Jump etc a world record te zawn chhuah tirin, eng anga thui leh sang nge a nih tih chhuatah leh bangah teh chhuah tir ni se.</li> <li>• Centimetre 10-in metre 1-a tluk tih a hriat tawh atangan kilometre 1-in metre 1000 a tluk tih te hrihhriat ni se, thil hlat/thui zawng awm ang an rin thiam theihna turin kawhhmuh ni bawk se.</li> <li>• Zirilaibu chapter 2 (sei leh tawi) chhunga zawhna awm te an tih thiam</li> </ul>





<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>theih nan, zawhna awlsam deuh chi hrang hrang siam sak ni se, entir nan, kawnghren sen chu 110 cm a ni a, kawnghren dum chu 1 m 20 cm a sei a ni a, khawi nge sei zawk? Eng zatin nge a sei?</p>
<ul style="list-style-type: none"> <li>• Basic four operation thiam.</li> <li>• Digit 2 leh digit 3 nei nambar te inpuntir a thiam.</li> </ul>	<p>Textbook</p>	<p><b>Chawlhkar 6-na</b></p> <p><b>Theme:</b> Kan nitin nuna mathematics kan hman thenkhatte.</p> <ul style="list-style-type: none"> <li>• Nitin nuna - belh, paih, puntir leh sem chungchang hmanna te chhawp chhuah sak ni se. Entir nan,             <ol style="list-style-type: none"> <li>(i) Chhang (paratha) pakhat siam nan maida 40g an hmang a. Chhang 12 siam nan maida eng zat nge ngai?</li> <li>(ii) Unau paruk in ₹ 80 hi inzat theuhin insem ta se, mi pakhat chan eng zat nge ni ang?</li> <li>(iii) Chhungkaw pakhat chuan buhfai ni khatah no 5 an chhum thin a, chawlhkar khatah no eng zat nge an chhum?</li> <li>(iv) Bus pakhatah mi 32 thutna a awm a, Bus 8-ah mi eng zat nge thu thei ang? etc</li> </ol> </li> <li>• Thi leina (Bill/cash memo/receipt) awm ang ang lak khawm a, a zat chhut chhuah tir. Bill/cash memo/receipt-te hi a awm lo anih chuan a lem siam sak ni se.</li> <li>• Dawr lem siam ni se, item/price list siamin naupangte an thil lei tur hrilhin, an pawisa hman ngai zat chhut chhuat tir ni se.</li> <li>• ₹ 2000 kengin dawrah i kal a, ₹ 1320 man thil i lei a. Cheng eng zat nge an kir ang che?</li> </ul>



<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"> <li>• Puntir kalphung hriat thiam.</li> <li>• 1 aṅanga 10 hmun thiam</li> <li>• Digit 2 leh digit 3 nei nambar te inpuntir a thiam.</li> </ul>	<p>Textbook</p>	<p><b>Chawlhkar 7-na</b></p> <p><b>Theme:</b> Puntir leh hmun.</p> <ul style="list-style-type: none"> <li>• Puntirna awmzia hriat thiam nan, belh nawn te, nambar pattern te leh nambar chhiar kan dan (skip counting) hmang tein zirpui ni se.</li> <li>• 1 – 10 hmun thiam. Naupangin hmun an thiam leh thiam loh hriat nan, 6 hmun 5 eng zat nge? 7 hmun 3 eng zat nge? Etc. Zawh ṭhin ni se.</li> <li>• Naupang te tih phur nan, puntir dan chi hrang hrang awm thei te tihpui ni se. Entir nan, <math>23 \times 6 = ?</math>  <math>= (20 + 3) \times 6</math>  <math>= 20 \times 6 + 3 \times 6</math>  <math>= 120 + 18</math>  <math>= 138</math></li> </ul> <p><b>Lattice Multiplication</b></p>  <p><math>37 \times 56 = 2072</math></p> <p>Zirilaibu chung a tih tur aṅang te leh zawhna siam chawp hmangin naupangte tih tur buatsaih sak ni se.</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>
<ul style="list-style-type: none"> <li>Sem nihphung a hrethiam (paih nawn hmang te, dot hmang te, etc).</li> </ul>	Textbook	<p><b>Chawlhkar 8-na</b></p> <p><b>Theme: Sem</b></p> <ul style="list-style-type: none"> <li>Naupangin sem awmzia a hriat thiam nan, paih nawn te leh a tak ngei hmang a tihpui ni thei se. Entir nan, <math>21 \div 3 = ?</math> ti mai lovin, 21 atangin 3 kan paih zel a, vawi eng zat kan paihin nge kan paih zawh vek? Or Lungte 21 hi mi eng zat hnenah nge 3 theuhva chang turin i sem theih? Or Lungte hi avaiin 21 a ni a, hmun khatah 3 zelin chhep la, hmun eng zatah nge i chheh theih?</li> <li>Naupangte chu sem hman tangkaina an hriat theihna tur kawng hrang hrang kawh hmuh ni se. Entir nan, Theihai 50 hi chungkaw 5 hnenah inzat theuhin sem la, eng zat theuhin nge an chan ang?</li> <li>Naupang chu sem chungchangah zawhna siam tir ve ni se.</li> </ul>



## CLASS IV

### Subject: EVS (Class IV)

<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><i>(Beng leh Beng zirlai aʔangin)</i></p> <ol style="list-style-type: none"> <li>Ran vulhte pawimawhna an hria ang.</li> <li>Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</li> </ol>	<p>Note bu leh Pencil</p>	<p><b>Chawlhkar 5-na</b> Anmahni emaw an thenawm/ hmelhriatte emaw zinga ran vulh thin an hriatte kawm se, an ran vulh an hman ʔangkai dan leh enkawl dante zawtin chhinchhiah sela. Report ziakin sikul luh hunah zirtirtute hmuh tir tur a ni.</p> <p style="text-align: center;">OR</p> <p>Anmahni in ran vulh an neih chuan kar khat chungga chaw an pek leh enkawl dan ziak se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang</b></p>
<p><i>(Amrita-i Chanchin zirlai aʔangin)</i></p> <ol style="list-style-type: none"> <li>Thing leh nungchate humhalh a pawimawhna an hria ang.</li> <li>Anmahni thil tawn leh hmuh chungchang te ziakin mumal takin an record thiam ang.</li> </ol>		<p><b>Chawlhkar 6-na</b> Chungte nen thingkung leh ramsate tel lova awm theih leh theih loh chungchang sawiho a, thingkung, ramsa leh mihringte inkungkaih dan ziak se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang</b></p>
<p><i>(Ka pite in kan thleng tih zirlai aʔangin)</i> Mihringten veivahna atan leh bungraw phurhna (transportation) atana hman thin chi hrang hrang an hria ang.</p>		<p><b>Chawlhkar 7-na</b> Mihringte inkalpawhna leh bungraw phurhna chi hrang hrang an hriatte lem ziakin mawi takin chei se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang</b></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><i>(Hun inthlak tih zirlai aṭangin)</i></p> <ol style="list-style-type: none"> <li>1. Insakna atana hmanraw chi hrang hrang, thil ṭul dangte leh a kaihnawihte an hria ang.</li> <li>2. Anmahni thil tawn leh hmuh chungchang te ziaikin mumal takin an record thiam ang.</li> </ol>		<p><b>Chawlhkar 8-na</b></p> <p>Chhungte puihna in naupangte chu an chenna in ṭeuh te chu zirchiangin a sak dan leh a behbawm entirnan: hmanraw hman chi hrang hrangte, a sak dan, a hun rei zawn, a senso, an hna kalpui dan, a satute chanchin tlem azawng etc te zawn chhuaha report siam ni se. Insakna hmanraw chi hrang hrangte a lem ziaik bawk se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang</b></p>



## CLASS V

### Subject: English (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<i>Zirlai chuan heng te hi a thiam ang:</i> Vocabulary an thiam belh ang.	Textbook, dictionary	<b>Chawlhkar 5-na</b> Zirtirtuin textbook ami active vocabulary word engemaw zat thlang chhuak se, chungte chu a spelling, pronunciation dik leh meaning thiam turin zirtirtuin zirtir se. Heng word thlan chhuahte hmang hian zirlaiten sentence siam se. Zirlaite chu dictionary hmang tangkai turin hrilh ni se.
An textbook ami thawnthute hrethiamin, zawhnate an chhang thei ang	Textbook	<b>Chawlhkar 6-na</b> 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	<b>Chawlhkar 7-na</b> 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 tih tur pe tam se. An thiam ngei theih nan zirtirtuin vil taima se.
Proverb, simile, degrees of comparison – te hrethiamin a hmandan a thiam ang.	Textbook	<b>Chawlhkar 8-na</b> 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 exercise pek ni se. An thiam leh thiam loh hre turin zirtirtuin check thin se.



## CLASS V

### Subject: Mathematics (Class V)

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Hmanruate</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>
<p><b>Naupang chuan –</b></p> <ul style="list-style-type: none"> <li>Nambar tam zawk, 1000 aia tam, a taka an hman thinte ziak leh chhiar a thiam ang.</li> <li>Belh, paih, puntir leh sem chungchang nambar tam zawk, 1000 aia tamah a thiam ang.</li> <li>Nambar in awmhmun hlutna (Place Value) a neih chungchang a hrethiam ang.</li> <li>Belh, paih, puntir leh sem chungchangah a chhuak tur awm zat vel rin thiam.</li> </ul>	Textbook	<p><b>Chawlhkar 5-na</b></p> <p><b>Theme:</b> Nambar chungchang</p> <ul style="list-style-type: none"> <li>Nambar chungchang ennawna atan hman ni se, chawlhkar 1-na leh chawlhkar 2-na ami te kha ennawn ni se.</li> <li>Zirlaibu chhunga basic operation hmanna awm chi hrang hrang te lakchhuah a, lo tih pui ni se.</li> </ul>
<ul style="list-style-type: none"> <li>Pianhmang chi hrang hrangte nihphung hriat thiam.</li> <li>2-D atanga angle awmte hmuh thiam leh teh thiam.</li> </ul>	Textbook In chhung bungrua	<p><b>Chawlhkar 6-na</b></p> <p><b>Theme:</b> Pianhmang leh angle-te.</p> <ul style="list-style-type: none"> <li>Chawlhkar 3-na leh 4-na a zirte kha ennawn ni se.</li> <li>Nawhalhfung/toothpick hmangin figure chi hrang hrang siam ni se, an angle te teh tir ni se.</li> <li>Phek 31-na a degree sana ang khi siampui ni se, hemi hmang hian figure chi hrang hrang teh tir ni se.</li> <li>Protractor hman dan zirtir ni se.</li> </ul>
<ul style="list-style-type: none"> <li>Pianhmang chi hrang hrang nih phung hriatthiam.</li> <li>Area awmzia a hria ang.</li> </ul>	Textbook In chhung bungrua lekhapuan scale	<p><b>Chawlhkar 7-na</b></p> <p><b>Theme:</b> Area chungchang.</p> <ul style="list-style-type: none"> <li>Naupangte chu square intiat 20 vel siam tir ni se, heng square hmang hian</li> </ul>



<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>
Hmun awl luah zat zawn/chhut chuah thiam	square line-bu	<p>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.</p> <ul style="list-style-type: none"> <li>• Square line-bu, in chung bungrua chi hrang hrang tlang sir te chu zul/chhui se, square eng zat nge awm chhinchhiah tir zel ni se.</li> <li>• Square line chi hrang hrang lehkhapuanah siam tir ni se.</li> <li>• An square siam hmang chuan – hnathel, milem chehthlak, etc te tlang sir chu zul chhuak la, square eng zat nge a nih tih chhinchhiah tir ni se.</li> <li>• Zirlai 3-na (square eng zat nge) tih atang hian tih tur pek ni se.</li> </ul>
<ul style="list-style-type: none"> <li>• Fraction awmzia a hria ang.</li> <li>• Fraction-te khaikhin a thiam ang.</li> <li>• Nitin nuna fraction hman tangkaina leh pawimawhna a hria.</li> </ul>	Textbook In chung bungrua Lehkhapuan scale	<p><b>Chawlhkar 8-na</b>  <b>Theme:</b> Fraction (Nambar pum ni lo)</p> <ul style="list-style-type: none"> <li>• Rectangle, Square leh Circle te ziah tir la, in tiat theuhin phel tir rawh.</li> <li>• Square grid siam tir la, chumi hmang chuan fraction mil zel turin rawnga chei tir ni se.</li> <li>• Square grid hmangin fraction te khaikhin tir ni se. Entir nan, square grid pakhat chuan <math>\frac{3}{4}</math> rawng in chei tir se. Square grid dangah chuan <math>\frac{2}{3}</math> rawng a chei tir se. Khawi nge tam zawk tih zawh ni se.</li> <li>• Zirlai 4-na (a then leh a pum) tih atang hian tih tur pek ni se.</li> </ul>





## CLASS V

### Subject: EVS (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>
<p><i>(Thlai Chite Chu tih zirlai aʔangin)</i> Thlai chi te pianzia, tui leh tui loh, rawng, thap leh mam dan, an ziarangte enmilin a an thliar hrang thiam ang.</p>	<p>Thlai chi hrang hrang an hmuh theih apiangte.</p>	<p><b>Chawlhkar 5-na</b> An chhungte puihna in thlai chi panga tal a pianzia, an rawng leh ziarangte a lem nen ziahtir ni se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang.</b></p>
<p><i>(Tui far khat chauh pawh a hlu)</i> 1. Tui khawl pawimawhna leh a khawl dan an thiam ang. 2. Tui renchem ʔalna tui lakna hrang hrangte an hria ang.</p>	<p>Save our Khawhpawp Waterfall Aizawl Mizoram <a href="https://www.youtube.com/watch?v=TmTNAb0Z8imU">https://www.youtube.com/watch?v=TmTNAb0Z8imU</a></p> <p>(Phone/ internet hmang theiin en ngei ni se, neilo tan en kher a ngai lo)</p>	<p><b>Chawlhkar 6-na</b> An ʔhenawm in 10 vel kal kual sela, tui dahkhawlna atan eng nge an hman zawng chhuak se. Anmahni chhungkuain tui renchemna atan an tih ʔhin te ziak chhuak se.</p> <p><b># Sikul an kal hunah zirtirtuin a endik ang.</b></p>
<p><i>(Tlanglawn thu tih zirlai aʔangin)</i> 1. Tlanglawn tura a kaihhnawih thil ʔulte an suangtuah thiam ang. 2. Anmahni thil tawn leh hmuh chungchang te ziaakin mumal takin an record thiam ang.</p>		<p><b>Chawlhkar 7-na</b> An ʔhianzahoin tlang lo lawn dawn ta se, eng hmanruate nge an mamawh, hun rei zawng, ei leh in an mamawhte, harsatna awm theite etc chhungte puihna in ziak chhuak se.</p> <p><b>#Sikul an kal hunah zirtirtuin a endik ang.</b></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 chhungten an kaihruai ang)</i></p>
<p>(Zo ta se..? tih zirlai aʔangin)</p> <p>Rawngbawlna atana hman thuk chi hrang hrang hman ʔhinte an hria anga, chungte chu renchem leh hman dan thiam a ʔulna an hrethiam ang.</p>		<p><b>Chawlhkar 8-na</b></p> <p>Ei rawngbawlna 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 ziak se.</p>



## 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>
<i>The learner -</i> Knows collocation, antonyms, synonyms and homophones and uses them appropriately.	Textbooks and available materials.	<b>WEEK 5</b> • 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 of questions based on the text.	Textbook	<b>WEEK 6</b> 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>The learner –</i> Understands dignity of labour	Materials for making cards	<b>WEEK7</b> 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.
<i>The learner -</i> 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	<b>WEEK 8</b> Give students examples of different grammar items to be learnt and then ask them to underline the grammar items in the text.


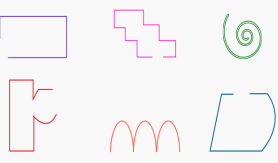


## CLASS VI

### 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><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Differentiates between different geometrical figures based on their observable properties.</li> <li>• Classifies figures as open and closed</li> <li>• Identifies interior and exterior of closed figures.</li> <li>• Describes line, line segment, ray, curvilinear and linear boundaries.</li> <li>• Classifies angle into different types on the basis of their measurement and describes elements of angle like vertices, arms, interior and exterior.</li> <li>• 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.</li> </ul>	<p>NCERT/ State <i>Mathematics</i> Textbook for Class VI</p> <p>Themes: <b>BASIC GEOMETRICAL IDEAS</b></p> <p>Theme: <b>UNDERSTANDING ELEMENTARY SHAPES</b></p>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• 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 shapes) must be clearly introduced to the students.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• Discussions may be initiated regarding closed and open curves/ shapes.</li> </ul>



<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"> <li>• Understands the difference between different types of triangles and the basis on which they are classified.</li> <li>• Describes vertices, sides, angles, interior and exterior, altitude and median of a triangle.</li> <li>• Identifies 3-D shapes and their elements.</li> <li>• Understand quadrilaterals</li> </ul>		<div data-bbox="922 331 1227 562" style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; font-size: small;">Closed Shape</p>  </div> <div data-bbox="922 562 1227 793" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; font-size: small;">Open Shape</p>  </div> <ul style="list-style-type: none"> <li>• The students may thus be introduced to the concept, that closed shapes form a <b>polygon</b>. Three-sided polygon is thus a <b>Triangle</b> and a four-sided polygon is a <b>Quadrilateral</b> and so on.</li> <li>• The concept of angles when corners are formed will thus be introduced. The various representation of angles and sides may thus be mentioned clearly.</li> <li>• The unique character of a circle may also be introduced at this point.</li> </ul> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>



<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"> <li>• Degrees of angles can be appropriately introduced. Eg: <math>90^\circ</math> 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.</li> <li>• The types of triangles based on angles and sides of the triangle may be introduced at this point.</li> <li>• 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.</li> <li>• Relevant activities from the text book maybe selected for children's activities.</li> </ul> <p><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>• At this point, concept of 2D must be reaffirmed. After which, 3 Dimensional (3D) shapes may be introduced.</li> <li>• Ball versus a sphere, rectangle versus an wooden box, a triangle versus a pyramid, etc. may be introduced as examples for 3D objects.</li> <li>• 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.</li> </ul>



## CLASS VI

### Subject: Social Science (Class VI)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
Describes various forms of human diversity around her/him.	<ol style="list-style-type: none"> <li>1. SCERT textbook - Social and Political Life-I (Students who do not have textbook may borrow from their elders or from their friend)</li> <li>2. Understanding Diversity - 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</li> <li>3. Resources that are available nearby</li> </ol>	<p><b>WEEK 5</b></p> <p>Student should discuss with their elders/parents about the concepts of diversity</p> <p>Student should list different festivals celebrated in their locality which are shared by different regional/religious community</p> <p>Students should list various diversity existed among their family based on gender, height, skills, favourite food, favourite sports etc.</p> <p><b># Students should submit their activities for evaluation when the school opens</b></p>
Recognises distinctive features of early human cultures and explain their growth	<ol style="list-style-type: none"> <li>1. SCERT Textbook - Our Pasts – I (Students who do not have textbook may borrow from their elders or from their friend)</li> </ol>	<p><b>WEEK 6</b></p> <p>Supposed you do not have modern tools –</p> <ol style="list-style-type: none"> <li>1. How would you cut vegetables?</li> <li>2. With what material would you hit hard objects to break?</li> <li>3. Why do you think the early man moved from one place to another?</li> </ol>



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
	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 necessary for those who are not able to browse internet 3. Resources that are available nearby	<b># Students should submit their activities for evaluation when the school opens</b>
Demonstrates day and night; and seasons	1. SCERT Textbook –The earth: Our habitat (Students who do not have textbook may borrow from their elders or from their friend) 2. NCERT Class 6 Geography Chapter 3: Motions of the Earth (Examrace-Dr. Manishika)   English   CBSE is available on youtube. Teachers and students who are	<b>WEEK 7</b> <b>Student should prepare sundial to understand the position of the sun that reflects the time:</b> 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.





<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>able to access internet may watch this video. But this is not necessary for those who are not able to browse internet</p> <ol style="list-style-type: none"> <li>3. Paper</li> <li>4. Stick</li> <li>5. Watch or Alarm clock</li> </ol>	<p><b># Students should submit their activities for evaluation when the school opens</b></p>
<p>Explains broad developments during the ancient period, e.g., hunting–gathering stage, the beginning of agriculture etc. and relates the developments occurring in one place with another</p>	<ol style="list-style-type: none"> <li>1. SCERT Textbook - Our Pasts – I (Students who do not have textbook may borrow from their elders or from their friend)</li> <li>2. Seeds of vegetables or fruit</li> <li>3. Soil</li> <li>4. Home garden or flower pot</li> </ol>	<p><b>WEEK 8</b></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><b># Students should submit their activities for evaluation when the school opens</b></p>



## CLASS VI

### Subject: Science (Class VI)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>● identifies different types of plants in their surroundings.</li> <li>● classifies plants into herbs, shrubs, trees based on their structure.</li> <li>● conducts simple investigations to seek answers to queries, e.g., What are the different kinds of plants?</li> <li>● draws labelled diagrams of plants/trees</li> <li>● makes efforts to protect environment such as, caring for trees.</li> <li>● relates processes and phenomenon with causes such as, formation of shadows</li> <li>● conducts simple investigations to seek answers to queries, e.g., What are conductors and insulators?</li> <li>● applies learning of scientific concepts in day-to-day life, e.g., connection of bulb with electricity.</li> </ul>	<p><b>Source:</b></p> <ul style="list-style-type: none"> <li>● SCERT Science Textbook for Class VI</li> </ul>	<p><b>WEEK 5</b></p> <ol style="list-style-type: none"> <li>1. Learners can observe different kinds of plants in their surroundings and ask their parents/elders in identifying their names and kinds. They will also draw pictures of those plants and write their names.</li> <li>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.</li> </ol> <p><b>WEEK 6</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol> <p><b>WEEK 7</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners can make a pinhole camera as given in Activity 5, Chapter 11. The process of making the pinhole camera</li> </ol>



<b><i>Learning Outcomes</i></b>	<b><i>Source /Resources</i></b>	<b><i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i></b>
<ul style="list-style-type: none"> <li>● exhibits creativity in designing, planning &amp; making use of available resources.</li> <li>● exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.</li> </ul>		<p>is shown clearly in the textbook. Parents/elders may assist the learners if needed.</p> <p><b>WEEK 8</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Learners can perform Activity 5, Chapter 12 and fill up Table 12.1.</li> </ol> <p><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></p>



## 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>
<i>The learner-</i> listens to English News everyday and makes a written record on the headlines.	TV, radio etc.	<b>WEEK 5</b> <b>Competency/skill—Listening</b> • 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 Textbook, dictionary	<b>WEEK 6</b> <b>Vocabulary</b> • The learner will try to learn at least 30 new words from their 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	<b>WEEK 7</b> 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	<b>WEEK 8</b> The learner will read the poem <b>Trees</b> 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.



## CLASS VII

### Subject: Mathematics (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><b>The learner</b></p> <ul style="list-style-type: none"> <li>Collects and organises data – choosing the data to collect for a hypothesis testing.</li> <li>Finds mean, median and mode of ungrouped data understanding what they represent.</li> <li>Constructs bar graphs.</li> <li>Gets a feel of probability using data</li> <li>Forms and solves simple linear equations in one variable (in contextual problems) with two operations</li> </ul>	<p>NCERT /State <i>Mathematics</i> textbook</p> <p>Theme: <b>DATA HANDLING</b></p> <p>Theme: <b>SIMPLE EQUATIONS</b></p>	<p><b>WEEK 5</b></p> <p>The next chapter is about data handling i.e., data collection, recording and presentation.</p> <ul style="list-style-type: none"> <li>The teacher must use an appropriate set induction and its relation to everyday activities.</li> <li>Discussion may be initiated about collection of data and its organization to achieve desired information from data collected.</li> <li>The concept of central tendencies of <b>Arithmetic Mean, Range and Mode</b> 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.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>Discussion of the previous weeks understanding and clearing of doubts of the past week's lesson may continue.</li> <li>It may be mentioned that Arithmetic Mean and Mode may not suffice for finding the central tendency, thus <b>Median</b> may also be used. The application of the appropriate concept for the required situation</li> </ul>



<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>must be emphasized.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Double bar graphs may also be introduced.</li> <li>• The concept of <b>Chance</b> and <b>Probability</b> may be introduced by tossing a coin or a dice and show that each side has equal chance of happening in its outcome. <b>1</b> being 100% chance of occurrence and <b>0</b> being no chance of occurrence. Real life application and relation should be indicated.</li> </ul> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>• The teacher must start their discussion with the mind reading game from the first part of the chapter, Simple Equations.</li> <li>• The concept of variable and expression must be communicated using appropriate examples clearly.</li> <li>• Practical application of variables and forming valid expressions must be emphasized.</li> <li>• Problems from the textbook with slight modifications may be used for activities or projects.</li> </ul>



<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><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>• The concept of equation are to be introduced only after the students are clear of the concept of <b>variables</b> and <b>expression</b>.</li> <li>• The meaning of <b>RHS</b> and <b>LHS</b> of the equation to be made equal in an equation should be clearly transacted.</li> <li>• The formation of an equation eventually from an expression must be taught wisely with relevant examples.</li> <li>• Exercises from the textbook may be discussed with the students.</li> </ul>



## 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>
Identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.	<ol style="list-style-type: none"> <li>1. SCERT Textbook - Our Environment (Students who do not have textbook may borrow from their elders or from their friend)</li> <li>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 may watch this video. But this is not necessary for those who are not able to browse internet</li> <li>3. Resources that are available nearby</li> </ol>	<p><b>WEEK 5</b></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><b># Students should submit their activities for evaluation when the school opens</b></p>
Relates key historical developments during medieval period occurring in one place with another.	<ol style="list-style-type: none"> <li>1. SCERT Textbook - Our Pasts-II (Students who do not have textbook may borrow from</li> </ol>	<p><b>WEEK 6</b></p> <p>Imagine yourself as a King. How would you extend your kingdom?</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>
	their elders or from their friend) 2. Resources that are available nearby	<b># Students should submit their activities for evaluation when the school opens</b>
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	<b>WEEK 7</b> 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.  <b># Students should submit their activities for evaluation when the school opens</b>
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 6. Resources that are available nearby	<b>WEEK 8</b> 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. <b>(This activity should be done under the supervision of adults)</b> 2. Imagine if a quake suddenly shook in the middle of the day, where would you go for safety? <b># Students should submit their activities for evaluation when the school opens</b>



## 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><b>The learner</b></p> <ul style="list-style-type: none"> <li>• identifies different types of materials on the basis of observable features such as conduction of heat.</li> <li>• conducts simple investigations to seek answers to queries, e.g., acid and base, temperature record of a week, etc.</li> <li>• draws diagrams.</li> <li>• constructs models using materials from surroundings and explains their working, e.g. expansion of air.</li> <li>• applies learning of scientific concepts in day-to-day life, e.g. making Kah-pup.</li> <li>• exhibits creativity in designing, planning &amp; making use of available resources, etc.</li> </ul>	<p><b>Source:</b></p> <ul style="list-style-type: none"> <li>• SCERT Science Textbook for Class VII</li> </ul>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• 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 materials by dipping them in hot water.</li> <li>• 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.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul> <p><b>WEEK- 7</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Learners can make ‘Kah-pup’ as given in <b>Extended learning – Activities and Projects</b>, Project No 6, Chapter 8.</li> </ul>



<b>Learning Outcomes</b>	<b>Source /Resources</b>	<b>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</b>
<p>eg. measuring distance in the absence of standard scales by using objects of known lengths, etc.</p> <ul style="list-style-type: none"> <li>exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices, etc such as reporting the findings honestly, supporting other friends in need, etc.</li> </ul>		<p><b>WEEK-8</b></p> <ul style="list-style-type: none"> <li>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. <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></li> <li>Learners can perform <b>Extended learning – Activities and Projects</b>, Project No. 4, Chapter 10 and make a record of the activity.</li> </ul> <p><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></p>



## CLASS VIII

### Subject: English (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>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note taking, summarizing etc.</li> <li>• watch / listen to English movies, serials, educational channels with subtitles, audio-video/ multi-media materials, for understanding and comprehension.</li> </ul>	<p>TV/ radio/ newspaper etc</p>	<p><b>WEEK 5</b></p> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Teachers may ask learners to listen to the news/ talk shows/ documentaries on the environment and summarize the main points.</li> </ul> <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 and not on grammar or spelling.</p>
<p><b>The learners-</b></p> <ul style="list-style-type: none"> <li>• infer the meaning of unfamiliar words by reading them in context.</li> <li>• refer to dictionary, to find meanings / spelling of words while reading and writing</li> </ul>	<p>English textbook, dictionaries, etc. Online dictionaries (where available)</p> <p>The Free Online English Dictionaries are used for definitions, meanings, synonyms,</p>	<p><b>WEEK 6</b></p> <p><b>Vocabulary</b></p> <p>Teachers will guide learners develop their vocabulary by using these-</p> <ul style="list-style-type: none"> <li>➤ showing a picture/object</li> <li>➤ giving synonyms</li> <li>➤ giving antonyms</li> <li>➤ using dictionaries           <ul style="list-style-type: none"> <li>• Students will make a list of 100 new words they have learnt along with their meaning</li> </ul> </li> </ul> <p><i>Note for teachers:</i></p> <ul style="list-style-type: none"> <li>➤ Teachers will give examples on using the dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.</li> </ul>



<b>Learning Outcomes</b>	<b>Source /Resources</b>	<b>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</b>
	pronunciations , games, sound effects, high-quality images	# Role play can be used in the classroom to indicate how well students have learnt these new words.
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• read textual materials in English with comprehension.</li> <li>• identify details, characters, main idea and sequence of ideas and events while reading.</li> <li>• infer the meaning of unfamiliar words by reading them in context.</li> </ul>	Honeydew Class-8 English Textbook, Unit – I: The Best Christmas Present in the World	<p><b>WEEK 7</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Comprehension check can be conducted by using true/false,</li> <li>• short answer from comprehension check</li> <li>• questions from the text</li> <li>• filling in the blanks</li> <li>• completion of sentences</li> </ul>
<p><b>The learners -</b></p> <ul style="list-style-type: none"> <li>• prepare a write up after seeking information in print / online, notice board, newspaper, etc.</li> <li>• write short paragraphs coherently in English with a proper beginning, middle and end with appropriate punctuation marks.</li> </ul>	Honeydew Class-8 English Textbook, Unit – 2: The Tsunami	<p><b>WEEK 8</b></p> <p><b>Writing</b></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>



## CLASS VIII

### Subject: Mathematics (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>
<p><b>The learner</b> Develops Understanding of Shapes including:</p> <ul style="list-style-type: none"> <li>• Properties of quadrilaterals – Angle sum property</li> <li>• Properties of parallelogram (By verification)</li> </ul> <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: <b>UNDERSTANDING QUADRILATERALS</b></p> <p>Theme: <b>PRACTICAL GEOMETRY</b></p> <p>Theme: <b>DATA HANDLING</b></p>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• Teacher may initiate discussion about <b>plane surfaces</b> and <b>plane curves</b> along with <b>closed shapes</b> and <b>open shapes</b> learned in the lower classes.</li> <li>• 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.</li> <li>• Calculation of angles in a polygon viz., angle sum property, exterior angles must be covered by reviewing lessons in lower classes.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• In the 2<sup>nd</sup> 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.</li> <li>• 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.</li> </ul>



<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"> <li>• 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.</li> </ul> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>• Discussion should be started regarding the construction of quadrilaterals, which is an extension of the construction of triangles in lower classes.</li> <li>• The construction of quadrilaterals when any of the sides, angles or special properties are given are to be transacted in a systematic manner.</li> <li>• Relevant online tutorials and e resources may be referred for especially for construction.</li> <li>• Since, construction requires 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.</li> </ul> <p><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>• Data handling is a chapter which had been briefly discussed in the lower classes. Therefore, discussion must be coherent with the lower classes.</li> <li>• The basic concept of information and</li> </ul>



<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>data must be discussed. Data representation and its intended meaning must be emphasized.</p> <ul style="list-style-type: none"> <li>• Organization of a data, Grouping of data must be introduced with clear examples from real life and from the text book.</li> <li>• The concept related to a circular graph or a Pie Chart must be initiated with a clear example. Eg: <math>360^\circ</math> in a pie chart represent 100% of the data in consideration.</li> <li>• The concept of <b>Chance</b> and <b>Probability</b> must be introduced eventually after the introduction of the concept of data and its handling.</li> </ul>





## 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>
Explains the institutionalization of the new education system in India.	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 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 3. Resources that are available nearby	<b>WEEK 5</b> 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. 2. Find out about the history of your school or any other school in the area you live. 3. <b># Students should submit their activities for evaluation when the school opens</b>
Understand various resources and understand their	1. SCERT Textbook - Resources and Development	<b>WEEK 6</b> Collect various resources available in your house. Categorize them into Natural



<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
importance and values	2. Resources that are available nearby	Resources, Human Resources and Man-made Resources. <b># Students should submit their activities for evaluation when the school opens</b>
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) 2. Resources that are available nearby	<b>WEEK 7</b> List out different religion that you know in India and different churches among Christian religion. <b># Students should submit their activities for evaluation when the school opens</b>
Analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.	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 8: Civilizing the Native, Educating the Nation - Examrace   English is available on youtube. Teachers and students who are	<b>WEEK 8</b> 1. What according to you is special about women? 2. List the drawbacks of marriage at early age. <b># Students should submit their activities for evaluation when the school opens</b>



<b><i>Learning Outcomes</i></b>	<b><i>Source /Resources</i></b>	<b><i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i></b>
	able to access internet may watch this video. But this is not necessary for those who are not able to browse internet 3. Resources that are available nearby	



## CLASS VIII

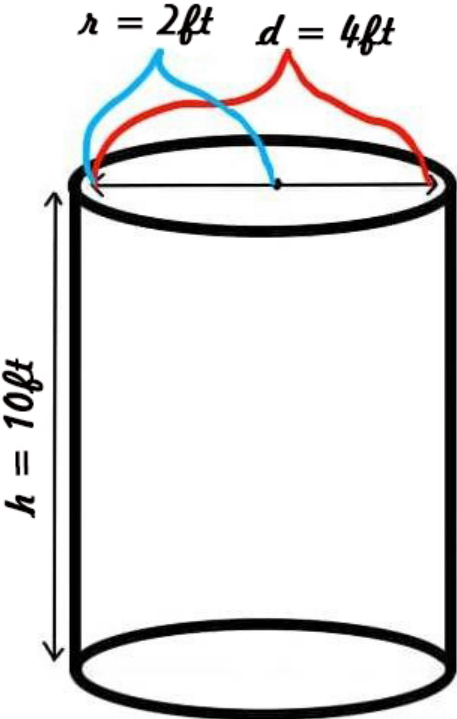
### Subject: Science (Class VIII)

<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
<p><b>Learner</b></p> <ul style="list-style-type: none"> <li>• classifies plants based on the physical appearance of seeds.</li> <li>• conducts simple investigations regarding diseases caused by microorganisms such as virus.</li> <li>• relates processes and phenomenon with causes, e.g. occurrence of earthquake.</li> <li>• draws maps and label earthquake affected areas of Mizoram</li> <li>• applies learning of scientific concepts in day to-day life such as conservation of water &amp; calculation of water consumption by a family</li> </ul>	<p><b>Source:</b></p> <ul style="list-style-type: none"> <li>• SCERT Science Textbook for Class VIII</li> </ul>	<p><b>WEEK 5</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>WEEK 6</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Learners may read Chapter 2 Microorganisms: Friends and Foe as an extended reading.</p> <p><b>WEEK 7</b></p> <ul style="list-style-type: none"> <li>• 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"> <li>1. Causes of earthquakes</li> <li>2. Its impact on the lives and homes of the affected people</li> <li>3. Draw a map of Mizoram identifying and labelling the frequently affected areas.</li> </ol> </li> </ul> <p>Learners may refer to Chapter 15: Some Natural Phenomena</p>

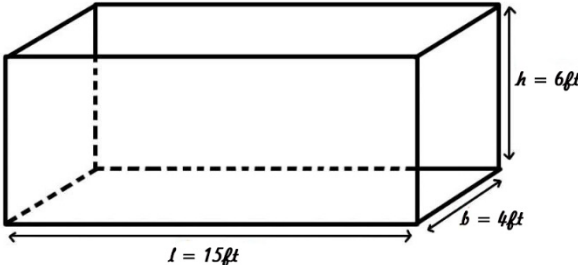


<i>Learning Outcomes</i>	<i>Source /Resources</i>	<i>Week-wise suggestive Activities (To be guided by Parents with the help of teachers)</i>
		<p><b>WEEK 8</b></p> <ul style="list-style-type: none"> <li>Learners will ask their parents/elders the following questions.               <ol style="list-style-type: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



<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>Example:</p>  <p>The diagram shows a cylinder with a radius <math>r = 2\text{ft}</math> (indicated by a blue bracket), a diameter <math>d = 4\text{ft}</math> (indicated by a red bracket), and a height <math>h = 10\text{ft}</math> (indicated by a vertical double-headed arrow).</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><b>Cubic feet to litre</b>  <math>28.317 \times 125.6 = 3556.6 \text{ litre}</math>  Therefore the volume of the cylinder is <b>3556.6 litres.</b></p> <p><b>VOLUME OF A CUBOID:</b> <math>l \times b \times h</math></p> <p>l represents length.  b represents breadth.  h represents height.</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>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><math>l \times b \times h</math>  <math>15 \times 4 \times 6 = 360</math> cubic feet</p> <p><b>Cubic feet to litre</b>  <math>28.317 \times 360 = 10194</math> litre  Therefore the volume of the cuboid is <b>10194 litres.</b></p> <p><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></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 ʔangkaiin 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 ngaih pawimawh 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 ziak 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 ʔhen a ni.





**Part A Visual Arts**  
**Class I - III**

<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>
<p><b>Zirlaite chuan-</b></p> <p>An kum mila kut themthiamnaah hma an sawn ang.</p>	<p><b>Activity 1</b> <b>Chawlkar 5-na:</b></p> <p>Pangpar, hnahro, ar/sava hmul, thingtang ro hmanga thilsiam, lemziah, tarmawite siamtir ni se. Entiman: Hawi Vel Ila Pawl III phek 12 – 13</p>	<p>Pangpar, hnahro, ar/sava hmul, thingtang ro, glue, hrui, etc.</p>
<p>Kut an hmang tangkai thiam ang a, awlsam te a milem ziah an thiam ang.</p>	<p><b>Activity 2</b> <b>Chawlhkar 6-na:</b></p> <p>Kutzungtang hmanga lem ziahtir ni se.</p> <p>Water colour emaw sketch pen emaw an kutah nem kai se, chumi rawng chu lehkhapuanah nem kaiin, awmze neiin milem (sava, pangpar, phengphehle, uite) siam tur a ni.</p>	<p>Rawng (water colour, sketch pen), lehkhapuan.</p>
<p>Hmanraw hmuh awlsam tak tak hman tangkai an thiam ang. Hmanraw hrang hrangten eng ang pianzia nge an neih tih hrefiahin, chung hmang chuan eng nge siam chhuah theih an hria ang.</p>	<p><b>Acitivity 3</b> <b>Chawlhkar 7-na:</b></p> <p>Block printing – hmanraw chi hrang hrang – lungte ruagam hrang hrang, straw (thil tui inna /lollipop kuang), etc. hmangin block printing tih tir ni se. Block printing chu thil ruagam nei sa hmanga milem siam/lehkhapuan chei mawi tihna a ni. Lungte chu rawnga hnim tur a ni a, chumi chu lehkhapuanah nem kai tur a ni.</p>	<p>Lungte, straw, lollipop kuang, thingzai bung, thingtan, lehkhapuan.</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 chungten an kaihruai ang)</i>	<i>Hmanruate</i>
An kum milin kut them thiamnaah hma a sawntir ang, rem a hriattir ang a, thuthlukna siam a thiamtir bawk ang.	<b>Activity 4</b> <b>Chawlhkar 8-na:</b> Bawm (lekhka khawng) ruak hmangin in lem, pencil/pen bawm, damdawi dah thatna siam tir ni se. Bawm ruak chu sakawrbakcheh hmangin chep se, char a ngaih chuan charna hmanruain char se, a theih chuan lekhka mawi emaw rawngin emaw chei mawi ni se.	Bawm ruak (parcel ruak), sakawrbakcheh, glue, stapler, lekhka mawi, rawng.

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



## Class IV &amp; V

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Sava leh ransa pianhmang (hmui/ha/tin/keṭhiah/beng) an hria ang. Suangtuahna ataka chantir an thiam ang a, kut themthiamnaah hma a ti sawn ang.</p>	<p><b>Activity 1</b> <b>Chawlhkar 5-na:</b></p> <p>Lehkha hmangin sava lem siamtir ni se.</p> <p>Lehkha chu an remhriat dan angin thler emaw sakawrbakcheha chepin emaw sava chi hrang hrang pianhmang tilang thei turin siamtir tur a ni, a remchan chuan lapua, hmul, thingṭang, rawngte hmangin chei se. Sava lem an siam hma hian tiphur turin lehkha thlepin thlawhtheihna siam hmasa se.</p>	<p>Lehkha, bakcheh, glue, hrui, thingṭang, lapua, hmul, rawng.</p>
<p>Thil chikna a neih tir ang a, inkalpawhna atana kan hman hrang hrangte a ngaihtuah chhuah tir ang.</p>	<p><b>Activity 2</b> <b>Chawlhkar 6-na:</b></p> <p>Motor, lawng, thlawhtheihna, sakawr, etc. (means of transportation) lem ziahtir ni se.</p> <p>An thiam dan ang leh hriat dan angin means of transportation hrang hrang ziahtirin, rawngin chei se, an hming te ziah tir tur a ni.</p>	<p>Lehkha, pencil, pen, rawng.</p>
<p>An kut themthiamna lamah hma an sawn ang a, sava leh ransate pianphung an hrefiah zual thei ang.</p>	<p><b>Activity 3</b> <b>Chawlhkar 7-na:</b></p> <p>Hlum hmanga sava, ransa lem siamtir ni se. Hlum lakna tur nei remchang lo tan pawh play dough te hman theih a ni. Ransa/sava ke atan hmawlh te, thingṭang te hmantrin, an hmul atan lapua te, la leh hrui te pawh a hman theih ang.</p>	<p>Hlum/play dough, hmawlh te, thingṭang, lapua, la, hrui, glue, rawng</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 chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>An kum milin kut themthiamnaah hma a sawntir ang, rem a hriattirin, thuthlukna siam a thiamtir ang, thil paih mai tur hmang tangkai thiamin thil renchem an thiam ang.</p>	<p><b>Activity 4</b> <b>Chawlhkar 8-na:</b></p> <p>Plastic bottle ruak hmangin thil tangkai siamtir ni se. Entirnan, hmai kawr (face shield), thlai rah lawhna, pen stand, fian bawm etc.</p>	<p>Plastic bottle ruak, chemte, glue, hrui, elastic rubber band</p>

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



## Class VI - VIII

<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
Chik zawka ngaihtuahna hman dan an thiam ang a, an ngaihtuahnate awmze nei taka milem hmanga lan chhuahtir an thiam ang (visual thinking).	<b>Activity 1</b> <b>Chawlhkar 5-na:</b> Poster siamtir ni se. A thupui atan – Tui renchem/Thing humhalh/Aia upa zah tih atangte hian thlan tur a ni. Zirtirtu in poster nihphung kaihruaina pek hmasak tur a ni a (i) Poster chuan caption/thupui a nei tur a ni, (ii) Caption chu awlsam taka chhiar theih tura ziahlan tur a ni. (iii) Poster a milemte chuan a thupui an pho chhuak tur a ni.	Lehkhapuan/chart paper, rawng, pencil
Art ngaihhlutna an nei ang a, nuam ti tak chungin thil awmze nei siam chhuah an thiam ang, themthiamna a pe bawk ang.	<b>Activity 2</b> <b>Chawlhkar 6-na:</b> Lehkha pawh nawi hi naupang nuam tih zawng tak a ni a, chumi hmang chuan awmze nei taka thil lem siamtir tur a ni. Entirnan, ‘Kan school’, ‘Kan in’, ‘Kan huan’, ‘Ka thinkung ngainat ber’. Milem ruangam ziah a, lehkha nawi/ chanchinbu hlui pawh nawi chu bel mai tur a ni. Lehkha hi pawh nawi hmaa duh anga rawnga chei mawi pawh a theih tho a ni.	Lehkhapuan, lehkha pawh nawi tur/ chanchinbu hlui, rawng, pencil, glue
Thil cheimawi an thiamin, an chhehvela an hmuh thin an chhungte leh thiante/ zirtirtute ngaihhlutna leh ngaihvenna chang a	<b>Activity 3</b> <b>Chawlhkar 7-na:</b> An thiante/ chhungte/ zirtirtute thawn tur card mawi takin cheitir ni se. Card chu an duh dan angin mawi takin lemziak hmang te, border siam te, rawng a chei mawi hmang tein siam se la, thuziak a tel	Lehkhapuan, rawng, pen/pencil, color paper, glue leh a duh tan lace puan, puan them, sticker, etc



<i>An tih tur an tih zawha an thiamchhuah ngei ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chungten an kaihruai ang)</i>	<i>Hmanruate</i>
hriattir ang. Inlaichinna tha zawk pein duhsakna an lantir thei dawn a ni.	bawk tur a ni. Card hi a thupui an duh angin an thlang thei ang. Entirnan, birthday card, Christmas card, anniversary, lawmthu sawina card etc.	
An themthiamna a ti pung ang a, hmanraw hmuh awlsam tak tak hman tangkai an thiam ang	<b>Activity 4</b> <b>Chawlhkar 8-na:</b> Lehkha chhah/thuah hmangin mask siam ni se, mask chu mahni duh ang rawng, la, puanthem etc hmanga chei ni se. Entirnan, ransa lem, super hero lem- superman, spiderman, frozen theme, princess etc. Mask hi rubber band emaw elastic hmangin benga vuahna tur siam ni se.	Lekhapuan, rawng, puanthem, la, bakcheh, glue, rubber band, elastic

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



## Part B – Performing Arts

### Class I – III

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Thusawi azira hmai hmelhmang lantir dan an thiam ang. Thu uar tur leh dim turte an hre hrang ang.</p>	<p><b>Activity I</b> <b>Chawlkar 5-na:</b></p> <p>Thu/chang vawntir ni se. Naupangte chuan thu vawngin, action nena an sawi lai video-in record se, zirtirtute hnenah thawn ni se.</p> <p>Thu vawn tur hi zirtirtu in a thlang chhuak ang. *Record na remchang nei loten sikul luh veleh zirtirtute hmaah an sawi chhuak ang.</p>	<p>Thuvawn tur awmna lehkhabu, mobile phone, an action atan chhungte puihna.</p>
<p>Hla thu vawna sak chhuah hian naupangte rilruah a cham nget a, mahni leh midang nena zaiho an thiam ang.</p>	<p><b>Activity 2</b> <b>Chawlhkar 6-na:</b></p> <p>Hla vawn leh saktir ni se.</p> <p>‘Pawnto Hla’ pawl hnih Mizo zirlaia mi hi thlan theih a ni ang. Hla dang naupangten anmahnia an sak theih tur zirtirtuten an ngaihtuhsak thei bawk ang.</p> <p>A remchan chuan video-in an zai lai record a zirtirtute thawn ni se.</p>	<p>Kumtluang Bu Thumna, mobile phone</p>
<p>Ri an hriatte an zir chhawng thiam ang. Ri hrang hrang an thliar hrang thiam ang.</p>	<p><b>Activity 3</b> <b>Chawlhkar 7-na:</b></p> <p>Ruah, motor, sava hram, etc. ri hrang hrangte ngaithlain, chutiang ri chu zirin, nu leh pa, pi leh pu, u</p>	<p>Mobile phone.</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 chungten an kaihruai ang)</i>	<i>Hmanruate</i>
	leh nau te nen zir ho se. A remchan chuan video a record ni se.	
Thiltawn sawichhawn an thiam ang. Thu uar tur, ri siam dan tur leh ngaihnawm taka thil thleng sawichhawn an thiam ang.	<p><b>Activity 4</b> <b>Chawlhkar 8-na:</b></p> <p>Thawnthu sawichhawntir ni se. Naupangte chuan ‘lockdown’ chhunga an thil tawn emaw thawnthu emaw sawi chhawng se. Uar tur lai leh ri hrang hrang awm theite sawi tel se (entirnan: ransa hram ri, tlangau ri, etc.).</p> <p>Heng thawnthu/thil tawn an sawite hi a remchan chuan video-a record ni se.</p>	Thawnthu bu, mobile phone.

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





## Class IV – V

<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirlaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
Mahni hnam lam bakah lam dang an thiam ang. Hnam dang culture ngaihhlutna chang an hria ang.	<p><b>Activity 1</b> <b>Chawlkar 5-na:</b></p> <p>India ram chhunga hnam lam hrang hrang zinga eng emaw ber zir se.</p> <p>Zirtirtuten lam pali/panga thlang chhuak se, chung zinga mi an duh ber chu zirin, video in record se, zirtirtute hnenah thawn tur a ni. Record a remchan loh chuan sikul luh hunah zirtirtu hmaah lam tur a ni.</p>	Thuvawn tur awmna lehkhabu, mobile phone, an action atan chhungte puihna.
Aw pek/zai an thiam ang. Hla sak azirin aw thlak danglam dan an thiam ang.	<p><b>Activity 2</b> <b>Chawlhkar 6-na:</b></p> <p>Naupangte chu zai ngaihthlak tir ni se.</p> <p>T.V, mobile, radio a mi te ngaihthlaktirin, an zai ngaihthlak ang chuan zai zir ve tura hrih tur a ni.</p> <p>An zai lai video-a record-in zirtirtute thawn ni se, a remchan loh chuan sikul luh huna zaitir tur a ni.</p>	T.V, mobile phone, radio.
Rimawi tum an thiam ang, rimawi tum hi chin than tha tak a ni tih an hriain, ngaihtuahna	<p><b>Activity 3</b> <b>Chawlhkar 7-na:</b></p> <p>Ri mawi tumchi (musical instruments) tum tirin, an tum lai video record-tir ni se. Heng an video-te hi a remchan chuan zirtirtute thawn tur a ni.</p>	Khuang, tingtang, keyboard, bur chhia, hnah, mobile phone, etc.



<i>An tih tur an tih zawha an thiamchhuah ngei tur (Learning Outcomes)</i>	<i>Kar tina zirilaite tih tur (Zirtirtute puihnain an chhungten an kaihruai ang)</i>	<i>Hmanruate</i>
senna tha tak a ni tih an hre baw k ang.	Rimawi tum chi ngaihtuah chhuak tura fuih ni se, entirnan – hnah tum, faifuk, bur chhe vuak, etc. Heng an ngaihtuah chhuah hmang hian hla remtir ni se.	
Pawnto dan leh pawnto hlate an hria ang. Midang nena thil tih ho an thiam ang.	<p><b>Activity 4</b> <b>Chawlhkar 8-na:</b></p> <p>An thiante, chhungte nena pawnto-tir ni se.</p> <p>Pawnto hla an hriat tur hmangin hun hmang se, a theih chuan video-a record-in zirtirtute thawn ni se.</p>	Pawnto hla, mobile phone.

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



## Class VI – VIII

<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 chungten an kaihruai ang)</i>	<i>Hmanruate</i>
<p>Lam an thiam ang-hei hian naupangte taksa sawizawinah a pui a, mipui hmaa an thiam thil phochhuahna kawngah phurna a pein, mahni inrintawkna a siam thei bawk.</p>	<p><b>Activity I</b> <b>Chawlkar khatna:</b></p> <p>Lam zirtir ni se.</p> <p>Lam dan hi T.V, video, mobile phone a an hmuh theih atangin an duh ber hla khat daih lam zir se. Video-a record-in zirtirtute thawn ni se.</p> <p>Mizo music video atang pawn zir tur thlan chhuah sak theih a ni ang.</p>	<p>T.V, video, mobile phone.</p>
<p>Thawnthu awmze nei leh ngaihnamw taka sawi an thiam ang. Mi thusawi sawichhawn an thiam ang.</p>	<p><b>Activity 2</b> <b>Chawlhkar hnihna:</b></p> <p>Thawnthu emaw phone-a mi thusawi emaw sawichhawntir ni se.</p> <p>Thawnthu an hriatsate awmze nei taka sawichhawntirin, video-a record ni se, tin phone-a mi thuchah an dawnte fiah leh dik taka sawichhawntir ni se.</p>	<p>Thawnthu bu, mobile phone.</p>
<p>Rimawi tum an thiam ang, rimawi tum hi chin than tha tak a ni tih an hriain, ngaihtuahna senna tha tak a ni tih an hre bawk ang.</p>	<p><b>Activity 3</b> <b>Chawlhkar thumna:</b></p> <p>Rimawi tumchi (musical instruments) tum-tirin, an tum lai video record-tir ni se. Heng an video-te hi a remchan chuan zirtirtute thawn tur a ni.</p> <p>Rimawi tumchi ngaihtuah chhuak tura fuih ni se, entirnan – hnah tum, faifuk, bur chhe vuak, etc. Heng an ngaihtuah chhuah hmang hian hla rem tir ni se.</p>	<p>Khuang, tingtang, keyboard, bur chhia, hnah, mobile phone, etc.</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 chungten an kaihruai ang)</i>	<i>Hmanruate</i>
	Rimawi tumchi an tum thiam nena zai thei chuan video a record ni bawkw se.	
Mize hrang hrang leh nihna in a ken tel hrang hrang an hria ang. Lemchan an thiam ang. Nihna azira ṭawngkam leh chetzia an hria ang.	<b>Activity 4</b> <b>Chawlhkar lina:</b> Naupangte chu eizawwna atan an duh ber (doctor, zirtirtu, Pastor, etc) thlantirin, chung an thlan ṭheuhte lem chu changin, video-a record se. Chhungte leh ṭhiante nen a tih ho ngai a nih chuan an chungte leh ṭhiante sawm se. Entirnan: Doctor chuan damlo a en dan, a ṭawngkam, a chezia, etc.	Mobile phone.

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







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