

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL — 796 012

Dated Aizawl, the 31st May, 2021

NOTIFICATION

No. K.11013/1/2018-MBSE(Acad)/41 : It is hereby notified for the information of all concerned that **week-wise plans** for students at the secondary stage have been prepared by the MBSE so that students can receive school education systematically at home during the lockdown period due to COVID – 19 pandemic. The week-wise plans are prepared for 16 weeks and are to be carried out **under the guidance of the teachers** through available technological and social media tools till schools re-open for normal classes. The teachers should give tests/assignments and may make use of audiovisual aids. However, the week wise plans must be implemented in such a way so as not to overburden the students. The assessments will be done by the schools internally and will be taken into consideration for the students' internal marks.

Sd/- LALTHANGBIKA

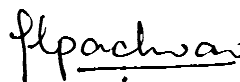
Secretary

Mizoram Board of School Education

Memo No. K.11013/1/2018-MBSE(Acad)/41(A) : Dated Aizawl, the 31st May, 2021

Copy to : —

1. P.S. to Minister for information of Hon'ble Minister, School Education Department, Mizoram.
2. Mr. L.Thangmawia, MLA, Vice Chairman, HRD Board, Mizoram.
3. The Special Secretary to the Govt. of Mizoram, School Education Department and Controlling Authority of the MBSE, Aizawl.
4. The Director of School Education, Govt. of Mizoram, Aizawl, for information.
5. All District Education Officers, Mizoram. They are requested to disseminate this Notification within their respective jurisdiction and ensure that schools strictly follow and implement them.
6. All Headmasters of Secondary Schools in Mizoram. They are hereby informed to follow and implement the week-wise plans prepared by the Board, as annexed, in this Notification.
7. The President, MISSTA, with a request to disseminate to their member schools.
8. Guard File No. 14.

 31/5/21

(SARAH LALENGZAMI PACHUAU)
Director (Academic)

Mizoram Board of School Education



FOREWORD

The week-wise plans consist of interesting and challenging activities taken from the textbooks prescribed by MBSE. Most of the activities given in the week-wise plans focus on learning outcomes and can thus be achieved through any resource including the textbooks the children are using. The purpose of mapping of themes with learning outcomes in the week-wise plans is to facilitate teachers to assess the students' progress in learning and also to go beyond textbooks.

This will empower our students, teachers, school headmasters and parents to find out positive ways to deal with the COVID – 19 pandemic using *on-line teaching – learning* resources and in the attainment of learning outcomes.

The Board has observed that many students may not have internet facilities in their mobile phones, or may not be able to use different social media tools such as whatsapp, facebook, twitter, google, etc., or may have poor internet connectivity. The teachers are therefore expected to guide students and parents through SMS on mobile phones or through voice calls.

The week-wise plans will enable students to engage themselves meaningfully in their studies during their stay at home during the lockdown. Moreover, these week-wise plans will be useful for the parents also in creating a conducive learning environment at home for their children so that they can learn in a meaningful and joyful way.

The Board has developed strategies for implementing the week-wise plans for learning of students at the secondary stage which is appended overleaf.

Strategies for implementing week-wise plans (for sixteen weeks) for students at the Secondary Stage.

1. The teachers are advised to encourage the students/guardians and to inform them about the conduct of the suggested activities and also the reason for preparing the week-wise plans.
2. Clear and sufficient verbal and visual instructions are to be given by teachers so that the students are able to follow the activities suggested.
3. The teachers may encourage students to carry out self –study, reading and learning with available resources at home under the supervision of parents.
4. The teachers may highlight only important points in each topic and the rest of the activities may be done by the students themselves. More focus should be on helping students becoming self-learners.
5. The teachers may create WhatsApp groups for different classes or subjects to ingest learning of the topic with brief explanations. This can be done as per the need of the situation.
6. Teachers can explain to the students / parents about each activity over the phone, through SMS and voice recorded messages. The teacher must continuously ensure that the activities have been conducted by each and every student.
7. For any concept/topic, the teacher in the group may ask students to go through a particular portion of the chapter/activity. This may help teachers to know their students thought process and may also observe that the students are progressing in activity.
8. Teachers should try their level best to ensure that the learner is willingly and enthusiastically doing the activities. The parents/guardians should support learners by creating a conducive atmosphere at home. The parents should also see to it that the learner is indeed making progress in his / her learning.

**Week – Wise assignments
for High School
(WEEK – 1 to 16)**

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Subject : MIZO CLASS – IX

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • hla thu lam dan dik a hria ang. • hla a thiam ang. • hla rua awmzia a hria ang. • hla thu tum leh awmzia a hria ang. 	<p>Textbook (Mizo Pâwl Kaw Zirlai) published by MBSE.</p> <p>Then khatna : Hla (Poetry)</p>	<p><u>WEEK — 1</u></p> <ol style="list-style-type: none"> 1. A saw râltiang tlângah (Zirlai 1na), Lettu : Lalmâma 2. Sem sem dam dam (Zirlai 8na) by B. Bâwlkhuma <p>Heng hla pahnihte khi chhiar thiam, enlova sawi leh hla rua awm ang ang lâk chhuah nise.</p>
<ul style="list-style-type: none"> • Mizo nun dan tha a hria ang. • hnam dang tih dan mawi hriattir leh a rilrua tuh ngheh. • thu ziak a chhiar thiam ang. • zawhna chhan dan a thiam ang. 	<p>Textbook (Mizo Pâwl Kaw Zirlai) published by MBSE.</p> <p>Then hnihna : Thu (Prose)</p>	<p><u>WEEK — 2</u></p> <ol style="list-style-type: none"> 1. Tlawmngaihna leh aia upa zah (Zirlai 13na), by R. Lalrawna 2. Nungcha leh zofate (Zirlai 20na) by B. Lalthangliana <p>Zawhna awm zawng zawng chhang la, zawhna awm thei dang panga ve ve siamin chhang nghal bawk ang che.</p>
<ul style="list-style-type: none"> • thu ziak dan dik a hria ang a, dik takin a ziak thei zel ang. 	<p>Textbook (Mizo Pâwl Kaw Zirlai) published by MBSE.</p> <p>Then thumna : Mizo Grammar</p>	<p><u>WEEK — 3</u></p> <ol style="list-style-type: none"> 1. Chhinchhiahna (Punctuation) (Zirlai 26na, 94 – 104 pages) chhiar thiam vek tur a ni. 2. Tih turte awm zawng zawng tih vek tur a ni.
<ul style="list-style-type: none"> • Mizo tawng ziah dan dik, ziah zawm tur leh zawm loh turte a hria ang. • Mizo tawng ziak dan dik taka thu ziah a thiam ang. 	<p>Textbook (Mizo Pâwl Kaw Zirlai) published by MBSE.</p> <p>Then thumna : Mizo Grammar</p>	<p><u>WEEK — 4</u></p> <ol style="list-style-type: none"> 1. Mizo tawng ziah dan (Ziah zawm tur chite), Zirlai 27na, 107 – 110 p. Ziah zawm tur chi leh ziah zawm loh tur chi zawng zawng thiam nise. 2. Tih tur awm zawng zawngte en lova tih vek nise.
<ul style="list-style-type: none"> • thu chhiar satliah ni lo, ngaihnaawm taka chhiar a thiam ang. • thawnthu tawi phuah dan kalhmang a hria ang. • a phâk ang tâwkin thawnthu tawi a phuah thiam ang. 	<p>Textbook (Mizo Pâwl Kaw Zirlai) published by MBSE.</p> <p>Then ngana : Thawnthu tawi</p>	<p><u>WEEK — 5</u></p> <ol style="list-style-type: none"> 1. Pathian sam suih by Rev. Zokima (Zirlai 30na, 135 – 159 pages). Zirlai bua tih turte hi tih vek nise. 2. Tih turtea zawhna awmsa bâkah hian — mark 1 pu chi zawhna dang 5, Mark 2 pu chi zawhna dang 3 leh Mark 4 pu chi zawhna dang 2 siam tur a ni ang.

<p><u>Zirlai naupang chuan</u></p> <p>I.</p> <ol style="list-style-type: none"> 1) Hla thu lam dan dik a hria ang. 2) En lovin a sawi thei ang 3) Hla thu tum leh awmzia a hria ang. <p>II.</p> <ol style="list-style-type: none"> 1) Noun awmzia a hrethiam ang 2) Noun then hrang pangate a thliar hrang thiam ang. 	<p>Textbook (Mizo Pawlkaw Zirlai) Published by MBSE Thenkhatna (Hla)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 6</u></p> <p>I. Hrinhniang an liamna, thlafam khua chu e. By Saihnuna (Zirlai 2na)</p> <ol style="list-style-type: none"> 1) He hla hi ngun taka chhiarin vawng la, sak thiam tum baw ang che. 2) Tih turte No. 1,2 leh 5-te hi thiam takin chhang ang che. <p>II. Noun (Zirlai 22na)</p> <ol style="list-style-type: none"> 1) Noun leh a then hrang hrangte hrilhfiahna vawng vek ang che. 2) Tih turte No. 1,2, 3, 4 leh 7-te hi chhang ang che.
<p><u>Zirlai naupang chuan</u></p> <p>I.</p> <ol style="list-style-type: none"> 1) Hla thu lam dan dik a hria ang 2) En lovin a sawi thei ang 3) Hla thu awmzia a hria ang 4) Hla thu tum leh awmzia a hria ang <p>II.</p> <ol style="list-style-type: none"> 1) Pronoun awmzia a hre thiam ang. 2) Pronoun then hrang hrang ‘Panga a thliar hrangin a sawi thiam ang. 	<p>Textbook (Mizo Pawlkaw Zirlai) Published by MBSE Then khatna (Hla)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 7</u></p> <p>I. Lam ang ka lo let leh ta e by F. Rokima (Zirlai 5na)</p> <ol style="list-style-type: none"> 1) He hla thu hi ngun taka chhiarin vawng la, sak thiam tum baw ang che 2) Thu har hrilhfiahna a mite Chiang taka hre turin vawng ang che 3) Tih turte-a zawhna 6, 7 leh 8-na te hi chhang ang che <p>II. Pronoun (Zirlai 23na)</p> <ol style="list-style-type: none"> 1) Pronoun leh a then hrang hrangte thliar hrang thiam turin vawng ang che. 2) Tih turte No. 1-6-te hi chhang vek ang che.
<p><u>Zirlai naupang chuan</u></p> <p>I.</p> <ol style="list-style-type: none"> 1) Thiam takin Mizo tawng a chhiar thei ang 2) Incheina mawi leh mawi lo a thliar thiam ang 3) Faina leh thianghlim a pawimawhzia a hre Chiang ang 4) A hun leh hmun a zirin inchei dan tur a hria ang. <p>II.</p> <ol style="list-style-type: none"> 1) Gender awmzia leh a then hrang hrangte a hre Chiang ang 	<p>Textbook (Mizo Pawlkaw Zirlai) Published by MBSE Then hnihna (Thu)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 8</u></p> <p>I. Incheina By PL Liandinga (Zirlai 16na)</p> <ol style="list-style-type: none"> 1) ‘Incheina’ thu hi Chiang taka hre turin chhiar chhuak rawh. 2) Tih turte No. 1,3,4 na leh 7-nate hi uluk leh thiam takin chhang ang che. <p>II. Gender (Zirlai 24-na)</p> <ol style="list-style-type: none"> 1) Gender hi a then hrangte nen Chiang taka thliar thiam turin vawng rawh. 2) Tih turte No. 1, 5, 7, 9 leh 10-na te hi chhang vek ang che.

<p><u>Zirlai naupang chuan.</u></p> <p>I.</p> <ol style="list-style-type: none"> 1) Mizo tawng nal takin a chhiar thiam ang. 2) Mi dangte dikna leh chanvo a hre chiang ang 3) Khua leh tui tha nih hlutzia a hre thiam ang. <p>II.</p> <ol style="list-style-type: none"> 1) Singular leh Plural Number a hrechiangin Plural Number siam dan hrang hrang a thiam ang. 	<p>Textbook (Mizo Pawlkaw Zirlai) Published by MBSE Then hnihna (Thu)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 9</u></p> <p>I. Mihring dikna leh chanvo By Lalmunmawia</p> <ol style="list-style-type: none"> 1) A bu chhung thu hre chiang turin uluk takin chhiar ang che. 2) Tih turte No. 2,3,4,5 leh leh 6-te hi uluk takin chhang ang che. <p>II. Number (Zirlai 25na)</p> <ol style="list-style-type: none"> 1) Number awmzia ziak thei turin vawng rawh. 2) Tih turte No. 1-5 thlengin chhang rawh 3) Plural siam dan chi hrang 5-in zirlaiin a sawite kha hre chiang turin vawng rawh.
<p><u>Zirlai chuan:</u></p> <p>I.</p> <ol style="list-style-type: none"> 1. Huaisenna awmze dik tak a hria ang 2. Hun harsa tak karah chhel a tulzia a hre thiam ang. 3. Rilru puitling pu turin tan a la ang. <p>II.</p> <ol style="list-style-type: none"> 1. Tawng Upa hlutna leh pawimawhna a hria ang. 2. Zirlai bu pawn lama tawng upa dang hriat belh chakna a nei ang. 	<p>Text book MIZO Pawl Kaw Zirlai Bu Published by MBSE Then Hnihna (Thu)</p> <p>Then Thumna (Grammar)</p>	<p><u>WEEK – 10</u></p> <p>I. <i>Huaina</i> by R.H. Rokunga (Zirlai 14-na)</p> <ol style="list-style-type: none"> 1. Zirlai 14-na hi ngun takin chhiar chhuak ang che. 2. Khawvel pumpui hriat thama mi huaisen pathum in zirlaiin a sawi kha tute nge? 3. Zirlaia inziak lo, mi huaisen nia i hriat mi pahnih sawi la, huaisen i tihna chhan sawi bawh rawh. 4. ‘Taksa huaina’ leh ‘Rilru huaina’ te hi hriahfiah ve teh. 5. Tih turte No. 2, 3 & 4 hi felfai takin chhang rawh. <p>II. Tawng Upa (Zirlai 28-na)</p> <ol style="list-style-type: none"> 1. Tawng Upa te hi hre chiang turin ngun takin chhiar ang che. 2. Tawng Upa sawm (10) thlang chhuak la, a bu chhunga sentence siam sa ring lovin, sentence dang siam nan hmang diat diat teh. <p>(Note: Tawng Upa 21-38 te hi kumin 2020-21 Academic Session atan chuan DELETED PORTION a ni.)</p>

<p>Zirlai chuan:</p> <ol style="list-style-type: none"> 1. Mahni pianna ram ngaihhlut nachang a hria ang. 2. Mizoram ti hming mawitu nih a tum ang. 3. Hla phuah thiamte ngaihsan nachang a hria ang. 4. Hla rua a hriat belh ang. 5. Hla phuah ve thei turin ngaihtuahna a siam ang. 	<p>Text book</p> <p>MIZO Pawl Kaw Zirlai Bu Published by MBSE</p> <p>Then Khatna (Hla)</p>	<p><u>WEEK – 11</u></p> <p>I. <i>Ka pian ka seilenna</i> by Rokunga (Zirlai 3-na)</p> <ol style="list-style-type: none"> 1. He hla hi thiam taka sawi thei turin vawng ang che. 2. He hla phuahu hian finna thlifimin eng thil nge chhem kiang tura a duh le? 3. Mizoram mawi leh nawmzia thiam takin han ziaak teh. 4. Tih turte 7 & 8 hi tha takin chhang rawh. <p>II. <i>Hmangaih lenrual dar ang</i> by Damhauhva (Zirlai 10-na)</p> <ol style="list-style-type: none"> 1. He hla hi hre thiam turin uluk takin chhiar chhuak la, en lova sawi thei ngei turin thiam tum ang che.. 2. Damhauhvan, “Dawn chang reng hian thinlai a dam thei lo” a tih chhan han sawi teh. 3. Thihnain mihring rilru a fan nat theihzia i thiam ang tawkin han ziaak teh.
<p>Zirlai chuan:</p> <ol style="list-style-type: none"> 1. Mahni hnaa rinawm a pawimawhzia a hre chiang ang. 2. Hlemhletna leh duhamna rilru put that lohzia a hria ang. 3. Khawtlang hruaitu tha neih pawimawhna a hre chiang ang. 	<p>Text book</p> <p>MIZO Pawl Kaw Zirlai Bu Published by MBSE</p> <p>Then Lina (Lemchan)</p>	<p><u>WEEK – 12</u></p> <p><i>Lungrem a chim</i> by Liansailova (Zirlai 29-na)</p> <ol style="list-style-type: none"> 1. He lemchan hi uluk takin chhiar chhuak ang che. 2. Hlemhletna avanga Biakhmingi te chhungkaw tawrhna kha tawi fel deuhvin ziaak rawh. 3. Right to Information (RTI) tangkaina in zirlai atangin han ziaak chhuak teh. 4. In khua/veng Village/Local Council member-te hming han ziaak chhuak teh. 5. Khawtlang hruaitu atan eng ang mi nge tha ang?

<p>Zirlai chuan:</p> <p>I.</p> <ol style="list-style-type: none"> 1. Mizo nun hlui hriat belh chakna a nei ang. 2. Kristian nih hlutzia a hre chiang ang. 3. Thu mal thar a hriat belh ang. 4. Hla thu/rua a thiam belh ang. <p>II.</p> <ol style="list-style-type: none"> 1. Hla hi thiam leh nal takin a chhiar thiam ang. 2. Hla rua awm ang angte a hre fiah ang. 3. Ram ngaw humhalh tulzia a hre chiang ang. 	<p>Text book</p> <p>MIZO Pawl Kaw Zirlai Bu Published by MBSE</p> <p>Then Hnihna (Thu)</p> <p>Then Khatna (Hla)</p>	<p><u>WEEK – 13</u></p> <p>I. <i>Chhiatni Thatni</i> by Thanpuii Pa (Zirai 19-na)</p> <ol style="list-style-type: none"> 1. Mizo nun hlui hre thiam turin zirlai hi uluk takin chhiar chhuak ang che. 2. Pi puten mo atana an iai leh an duhzawng miziate kha kimchang takin han ziak teh. 3. An duh takte an thih tuma Mizopa beidawng inhrosak dan kha han sawi teh. 4. Mizo inneihnaa mo thuum chhawm thin i hriat apiang ziak rawh. <p>II. <i>Buannel</i> by R.L. Thanmawia (Zirlai 6-na)</p> <ol style="list-style-type: none"> 1. He hla hi hre thiam turin vawi tam tak chhiar nawn ang che. 2. Buannel ram chanchin tawi tein ziak rawh. 3. Hengte hi Mizo tawng tluang pangngain han dah teh : <ol style="list-style-type: none"> a) Sam an chai e, hlim lai chenin. b) Suihlung mu ang a leng kir a. 4. Chawngtinleri hi tunge a nih? Engvangin nge hla phuahtu hian ‘a nuar em ni’ a tih le?
<p>Zirlai chuan:</p> <p>I.</p> <ol style="list-style-type: none"> 1. Hla nal takin a chhiar thiam ang. 2. Hla rua awm ang angte a hre fiah ang. 3. Hla thu mawi taka chheh thiam a zir ang. 	<p>Text book</p> <p>MIZO Pawl Kaw Zirlai Bu Published by MBSE</p> <p>Then Khatna (Hla)</p>	<p><u>WEEK – 14</u></p> <p>I. <i>Luah loh run</i> by Zirsangzela (Zirlai 9-na)</p> <ol style="list-style-type: none"> 1. He hla hi vawng la, sa thiam baw ang che. 2. Thu har hrilhfiarna te hi hre chiang turin uluk takin chhiar baw rawh. 3. ‘Luah loh run’ hi luah awm lo ina a lo channa chhan nia langte hla atangin han ziak teh.

<p>II.</p> <ol style="list-style-type: none"> 1. Thuziak thiam tak leh nal takin a chhiar thei ang. 2. Dinmun harsa tak kara lungawi dan a thiam ang 3. Thupui thlan chhuah hmangin thu a phuah thiam ve ang. 	<p>Then Hnihna (Thu)</p>	<p>II. <i>Lungawina</i> by James Dokhuma (Zirlai 21-na)</p> <ol style="list-style-type: none"> 1. He zirlai hi tha takin chhiar chhuak la, a ziaktu hian eng vanga lungawi lo nge nia a inhriat han sawi teh. 2. Mimal tana lungawina pawimawhzia in zirlaiin a sawi dan kha han tarlang teh. 3. Lungawina kan zawinna kawnga invenna tur leh fimkhurna tur te zirlai atang khan han ziak teh.
<p>Zirlai chuan:</p> <ol style="list-style-type: none"> 1. Lehkhabu buatsaih ve duhna rilru a pu ang. 2. Indo rapthlakzia leh pawu thuzia a hre Chiang ang. 3. Mizo tawng chheh nalh leh mawi dan a zir chhuak ang. 	<p>Text book (Rapid Reader)</p> <p><i>Irrawady Lui Kamah</i> by James Dokhuma Published by Gilzom Offset</p>	<p><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. He lehkhabu hi tha takin lo chhiar chhuak ang che. 2. Lehkhabu chhunga thumal harsa leh tawngkam hriat thiam loh i neih chuan ziak chhuak la, in zirtirtute rawn ang che. 3. Zawhna chi hrang hrang chhang thiam turin a bu chung thu bel taka hriat tum bawk ang che.
<p>Zirlai chuan :</p> <ol style="list-style-type: none"> 1. Essay ziah dan kal hmang a thiam ang. 2. FIR ziah dan hriain a ziak thiam ang. 3. Dilna hrang hrang ziah dan a thliar thiam ang a, a ziak thiam ang. 4. Advertisement ziah dan a thiam ang. 	<p>Then sarihna (Ziak)</p>	<p><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Covid-19 hri lêngin zirna a nghawng dan tih thupui hmangin Essay thu mal 250 - 300 velin han ziak teh. 2. Ni 09.05.2021 (Pathianni) zan in inkhawm hlanin in in mi sualin an rawk a. Thil hlu tak tak an ru b ova. Mi sual hi man a nih ngei theih nan Aizawl Police Station a theh luh tur FIR han ziak teh. 3. In vengah YMA Secretary i ni a. Kum 2021 hi in Branch Golden Jubilee a ni a. A lawmna hun in hman hunah Central YMA President khuallian tura in sawmna lehkha han ziak teh. 4. Ngopa khuaa awm i ni a. Dawr Kawnah in sakna bungrua zawrhna i hawng thar a. Mi tam takin an dawr theih nan che Advertisement han ziak teh.

Subject : MIZO CLASS – X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • hla thu lam dan dik a hria ang. • hla a thiam (by heart) ang. • hla rua leh a awmzia a hria ang. • hla thu tum leh awmzia a hria ang. 	<p>Textbook (Class X Mizo) published by MBSE.</p> <p>Then khatna : Hla (Poetry)</p>	<p><u>WEEK — 1</u></p> <ol style="list-style-type: none"> 1. Aw Lalpa, Davida leh a thlah arsi by Patea, Zirlai 1na 2. Zofate inpumkhatna (Zirlai 4na) by C.Chhuanvawra. <p>Hla pahnihte khi vawn (by heart) ve ve tur an ni. Tin, tih turte awm zawng zawng an ti ang a, hla rua awm zawng zawng leh a hrilhfiahna an ziak chhuak baw ang.</p>
<ul style="list-style-type: none"> • nun awmzia a hria ang. • essay ziah dan a zir thiam ang. • hman lai pi pute inkaihhruai dan tha zâwlbûk hmangin a hria ang. • zâwlbûk tangkai dan leh inrelbawl dan tha a zir chhuak ang. 	<p>Textbook (Class X Mizo) published by MBSE.</p> <p>Then hnihna : Thu (Prose)</p>	<p><u>WEEK — 2</u></p> <ol style="list-style-type: none"> 1. Nun kawng by R.L.Thanmawia Zirlai 11na 2. Zâwlbûk by C.Lianhmingthanga Zirlai 16na <p>Tih tur (exercise) awm zawng zawng an ti ang. Tin, zawhna awm thei panga ve ve la chhuakin a chhanna an ziak nghal ang.</p>
<ul style="list-style-type: none"> • Mizo tawng hman dan dik leh dik lo a hria ang. • Mizo tawng ziah zawm tur leh ziah zawm loh turte a hria ang a, a ziak dik thei ang. 	<p>Textbook (Class X Mizo) published by MBSE.</p> <p>Then thumna : Mizo Grammar</p>	<p><u>WEEK — 3</u></p> <ol style="list-style-type: none"> 1. Mizo tawng hman dik loh thinte Zirlai 24na, 124 - 126 pages. Mizo tawng hman dik loh thin zirlaibua awm lo panga ziah chhuah tur a ni. 2. Mizo tawng thenkhat ziah zawm hun leh zawm loh hun awm chite, Zirlai 25na, 127 – 136 pages. Zirlaibu pâwn atangin Mizo tawng ziah zawm hun leh ziah zawm loh hun panga ve ve thlang chhuak rawh.
<ul style="list-style-type: none"> • ngaihnaawm taka thu chhiar a thiam ang. • hmanlai Mizote nun dan mawi leh tha a zir chhuak ang. • pi pute nun dan tha ngaihsanna a nei ang. • thawnthu phuah dan a zir thiam ang. 	<p>Textbook (Class X Mizo) published by MBSE.</p> <p>Then ngana : Thawnthu Tawi</p>	<p><u>WEEK — 4</u></p> <p>Thawnthu tawi Tualte Vanglai by Pastor Nikhama Zirlai 28na, 174 - 203 pages.</p> <ol style="list-style-type: none"> 1. Thu har hrilhfiahnate vawn tur. 2. Zawhna (Tih turte) hi tih nise. 3. Tih turtea zawhna awmsa bâkah hian — mark 1 pu chi zawhna dang 10, Mark 3 pu chi zawhna dang 5 leh Mark 5 pu chi zawhna dang 2 siam tur a ni ang a, mahniin chhan nghal vek tur a ni.

<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • ngaihnam takin lehkha a chhiar thiam ang. • a bu chhûnga nun dan tha leh entawntlâkte a ngaihtuah / suangtuah (visualize) thiam ang. • thawnthu phuah ve turin a ngaihtuahna a buatsaih ang. 	<p>Khawnglung Run by R.Lalrawna Textbook prescribed for use as a textbook for Class X by MBSE.</p>	<p><u>WEEK — 5</u></p> <p>Khawnglung run by R.Lalrawna</p> <ol style="list-style-type: none"> 1. A bu pum chhiar chhuah vek tur. 2. Tih tur — <ol style="list-style-type: none"> 1) mark 1 pu chi zawhna 15 siamla, chhang nghal ang che. 2) mark 2 pu zawhna 10 siamin chhang nghal bawk ang che. 3) mark 4 pu zawhna 2 thlang chhuakin chhang nghal bawk ang che.
<p><u>Zirlai naupang chuan</u></p> <p>I.</p> <ol style="list-style-type: none"> 1) Hla thu lam dan dik a hria ang. 2) Hla thu pumpui a vawng ang 3) Hla thu leh awmzia a thiam ang. 4) Hla thu tum leh awmzia a thiam ang. <p>II. TawngUpa</p> <ol style="list-style-type: none"> 1) Tawng upa te an mahni inchungkhurah a hman thiam ang 2) Thu ziak timawituah a hman thiam ang 	<p>Textbook (Class X Mizo)</p> <p>Published by MBSE Then khatna (Hla)</p> <p>Then thumna (TawngUpa)</p>	<p><u>WEEK – 6</u></p> <p>I. Zirtu Kawng By Selet Thanga</p> <ol style="list-style-type: none"> 1) ‘Zirtu Kawng’ tih hla hi nal taka sawi thei turin vawng rawh. 2) Thu har hrilhfiahnate hi vawng rawh 3) Tih turte No.2, 3, 6, 7 leh 8-nate hi chhang rawh. <p>II. Tawng Upa No. 1-20 .thlengin vawng vek la, sentence siam nan hman thiam vek bawk ang che.</p>
<p>I.</p> <ol style="list-style-type: none"> 1) Hla thu dik takin a lam thiam ang 2) Mizo hnam peng hrang hrang inpumkhat tur a an thinlunga tuh ngheh 3) Hla thu tum leh awmzia a hria ang <p>II. Grammar</p> <ol style="list-style-type: none"> 1) Verb leh a then hrangte hriatchian 2) Verb siam chawp dan thiam 	<p>Textbook (Class – X Mizo) Then khatna (Hla)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 7</u></p> <p>I. <i>Chhul khat kual</i> By C. Durthanga</p> <ol style="list-style-type: none"> 1) ‘Chhul khat kual’ tih hla hi vawng vek ang che. 2) Tih turte No. 1,2, 5 leh 6 – te hi uluk takin chhang ang che. <p>II. Parts of speech thenkhatte (verb)</p> <ol style="list-style-type: none"> 1) Verb awmzia hre chiang turin a hrilhfiahna vawng rawh. 2) Transitive verb leh intransitive verb hre hrang turin vawng rawh. 3) Tih turte No. 3,5,8 te hi chhang ang che. 4) Double verb hman dan chi hrang pathumte kha chiang taka hre turin vawng rawh.

<p><u>Zirlai naupang chuan</u> II.</p> <ol style="list-style-type: none"> 1) Mizo tawng nal takin a chhiar thiam ang. 2) A thu chhiar rualin a hrethiam nghal ang 3) Zawhna chhan dan a hrethiam ang 4) Essay/Article ziak thiam turin rilru a siam ang 	<p>Textbook (Class-X Mizo) Published by MBSE Then 2-na (Thu)</p>	<p><u>WEEK – 8</u> <i>Thalaite Khawvel</i> By Siamkima Khawlhing</p> <ol style="list-style-type: none"> 1) He zirlai hi ngun takin chhiar chhuak la, i hriat thiam loh chuan chhiar nawn leh ang che. 2) Zirlai 12-naa Tihurte hi avaiin chhang vek ang che.
<p><u>Zirlai naupang chuan.</u></p> <ol style="list-style-type: none"> 1) Mizo tawng ngaihnawm takin a chhiar thiam ang 2) Ram hmangaihna rilru a pu ang 3) Thupui thlan chhuah ziak ve thei turin ngaihtuahna a hmang ang. 	<p>Textbook (Class – X Mizo) Published by MBSE Then hnihna (Thu)</p>	<p><u>WEEK – 9</u> <i>Kei ka pianna Mizoram</i> By Zothansanga Khawlhing</p> <ol style="list-style-type: none"> 1) He zirlai hi hre thiam nghal turin uluk takin chhiar chhuak ang che. 2) Thu har hrilh fiahna hi hre reng thei turin chhiar la, vawn ngheh tum ang che. 3) Tih turte No. 1-7 te hi chhang ang che.
<p>Zirlai chuan :</p> <ol style="list-style-type: none"> 1. Article ziak ve thei turin ngaihtuahna a hmang ang. 2. Paragraph then dan a thiam ang. 3. Thil ziak hmasak tur leh hnunng tura (logical sequence) a ngaihtuah thiam ang. 4. Mizo tawng dik tak nal takin a chhiar thei ang. 	<p>Text book Class X MIZO Published by MBSE Then hnihna (Thu) Then sarihna (Ziak)</p>	<p><u>WEEK – 10</u></p> <ol style="list-style-type: none"> I. <i>Peihna</i> by Sangzuala (Zirlai 17-na) <ol style="list-style-type: none"> 1. Tihurte No 2-7 te hi uluk takin chhang ang che. 2. <i>Essay</i> – “COVID-19 leh a nghawng” tih thupui hmangin thumal 250-300 hmangin Essay ngaihnawm tak han ziak teh.
<p>Zirlai chuan :</p> <ol style="list-style-type: none"> 1. Hla thu pumpui en lovin, thiam takin a sawi te hi ang. 2. Hla tlar tinin sawi chhuah a tum a hre thei ang. 3. Nula leh tlangval inkara inhiptawna awmzia ngaihtuahna an nei ve riai ruai ang. 4. He hla hi a sa thiam ang. 	<p>Text book Class X MIZO Published by MBSE Then khatna (Hla)</p>	<p><u>WEEK– 11</u></p> <ol style="list-style-type: none"> I. <i>Chhingkhual len mawi</i> by PS Chawngthu (Zirlai 9-na) <ol style="list-style-type: none"> 1. He hla atanga hla thu/hla rua awm zawng zawng la chhuak la, a awmzia hrilh fiah ang che. 2. Hmanlai Mizoten zawl-ai-di atana an hman thin pakhat tal han sawi teh. 3. Tihurte No 1-5 thleng tiin i note-bu ah chhang ang che.

<p>1. <i>Adjective</i> thu mal thliar hrangin a hman dân a thiam ang.</p> <p>2. Thu ziaak hriat fiah ti awl tûrin <i>adjective</i> thu mal hman nachang a hria ang.</p>	<p>Then thumna (Grammar)</p>	<p>II. Grammar : <i>Adjective</i></p> <p>1. Adjective awmzia leh a chi hrang hrang hrilh fiahnate kha vawng ang che.</p> <p>2. Tih turte 2, 6, 8 & 9 te hi lo chhang vek ang che.</p>
<p>Zirlai chuan:</p> <p>I.</p> <p>1. Mahni inhrechiang turin a ngaihtuahna a hmang ang.</p> <p>2. Mahni inrintawkna a nei ang.</p> <p>3. Tumruhna leh huaisenna neiin lehkha a zir ang.</p> <p>II.</p> <p>1. Thumal adverb a nih leh nih loh a hre nghal mai ang.</p> <p>2. Thu ziaak ti ngaihnaawm turin adverb thumal a hmang thiam ang.</p>	<p>Textbook</p> <p>Class X MIZO Published by MBSE</p> <p>Then hnihna (Thu)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 12</u></p> <p>I. <i>Nihna</i> by Darchhawna (Zirlai 18-na),</p> <p>1. Tih turte No. 1, 3, 5, 6 leh 7 te hi i note bu-ah fiah fai takin chhang ang che.</p> <p>2. Nihna ziaktuin, “a lem a ni a, a thamral mai thin” a tih te, “rin tlak tak an ni deuh zel” a tih te leh “nel sual an awl,” a tih te hi eng ang mize pu nge an nih han sawi teh.</p> <p>II. <i>Adverb</i></p> <p>1. Adverb awmzia leh a Then hrang hrangte hrilh fiahna vawng ang che.</p> <p>2. Tih turte No. 3, 5, 6, 7, 9 te hi chhang ang che.</p>
<p>Zirlai chuan:</p> <p>I.</p> <p>1. Hla thu a vawng ang a, en lovin a sawi tehi ang.</p> <p>2. Hla thu a hre tam sawt ang.</p> <p>3. Hmangaihna nihphung a hria ang.</p> <p>II.</p> <p>1. Post position kan hman dan hre Chiang turin a vawng ang.</p> <p>2. Makna(!) chhinchhiahna dahna hmun tur hriain a hmang thiam ang.</p>	<p>Textbook</p> <p>CLASS X MIZO Published by MBSE</p> <p>Then khatna (Hla)</p> <p>Then thumna (Grammar)</p>	<p><u>WEEK – 13</u></p> <p>I. <i>Hmangaihna</i> by Vankhama (Zirlai 10-na)</p> <p>1. He hla atanga hla thu awm zawng zawng thlang chhuak la, a hrilh fiahna ziaak bawng ang che.</p> <p>2. Tih turte No. 2, 5, 6, 7, 8 leh 9 te hi i note buah tawi kim takim chhang ang che.</p> <p>3. Hmangaihna ropuizia in zirlai bu behchhanin sawi rawh.</p> <p>II. Grammar (<i>Post position</i> leh <i>Interjection</i>)</p> <p>1. Post position-a tih turte No. 1-4 te hi dik takin chhang ang che.</p> <p>2. Interjection-a tih turte No. 1-4 te hi dik takin chhang ang che.</p> <p>3. In zirlai buin a sawi lan loh Interjection hman thin I hriat dang pahnih han sawi teh.</p>

<p>Zirlai chuan :</p> <p>I.</p> <ol style="list-style-type: none"> 1. Ruihhlo tih pawizia a hria ang. 2. Tih chhin duh lohna a nei ang. 3. Ruihhloin a kaih hnawih thil chi hrang hrang a zir chhuak ang. 4. Ruihhlo hi mi tinin kan do tur râl a nihzia a hria ang. <p>II. FIR ziah dan a thiam ang.</p>	<p>Textbook</p> <p>CLASS X MIZO Published by MBSE</p> <p>Then hnihna (Thu)</p> <p>Then sarihna (Ziak)</p>	<p><u>WEEK – 14</u></p> <p>I. <i>Râl a lian e</i> by H.Ngurthansanga</p> <ol style="list-style-type: none"> 1. A bu chhông thu hi ngun takin chhiar ang che. 2. A tâwpa zawhna awm zawng zawng 1 to 12 te hi chhông vek ang che. 3. In inah tanpuina dilin HIV positive a lo lût a, tanpui tûra hma i lâk dân tûrte han sawi teh. <p>II. Ziak Ni 30.05.2021 (Pathianni) zanah in in kawta i scooty dah chu mi tu tih hriat loh in an ru bova, zawn ngaihna in hriat mai loh avangin First Information Report (FIR) Aizawl Police Station-a thehluh tur han ziah teh.</p>
<p>Zirlai chuan:</p> <p>I.</p> <ol style="list-style-type: none"> 1. Lemchan thawnthu tawi a ziah thiam ve ang. 2. Inbiak tawna tawngkam hawihhawm a hria ang. 3. Thian sual kawm pawizia a hria ang. <p>II.</p> <ol style="list-style-type: none"> 1. Hna dilna ziah dan a thiam ang. 2. Official letter dang ziah dan a thiam phah ang. 	<p>Text book</p> <p>CLASS X MIZO Published by MBSE</p> <p>Then lina (Lemchan)</p> <p>Then sarihna (Ziak)</p>	<p><u>WEEK – 15</u></p> <p>I. <i>Sual man thihna</i> by Lalthangfala Sailo</p> <ol style="list-style-type: none"> 1. Lemchan thu hi ngun takin zawhna engpawh chhang thei tura hre turin chhiar chhuah tur a ni. <p>II. Ziak School Education Department office-ah LDC hna a ruak a, he hna hi i tuina leh thawh chak zawng tak a nih avangin dil ve i duh a. School Education Department Director hnena thehluh tur dilna (application ziah dan dik takin) han ziah teh. (I hming chu Ronghâka, Durtlanga awm i ni).</p>

Zirlai chuan :	Textbook	<u>WEEK – 16</u>
<p>I</p> <ol style="list-style-type: none"> 1. Thil sual tih chuan mahni leh midang tan harsatna a thlen thin tih a hria ang. 2. Midang chung a awmdan mawi a hria ang. 3. Inngaihtlâwmna hlutzia a hria ang. <p>II. Sumdâwnna kawnga rahbi khat hriain thil zawrh tur pho chhuah dan kawng hriain a ngaihtuah ang.</p>	<p>CLASS-X MIZO Published by MBSE</p> <p>Then lina (Lemchan)</p> <p>Then sarihna (Ziak)</p>	<p>I. <i>Sual man thihna</i> by Lalthangfala Sailo</p> <ol style="list-style-type: none"> 1. Tih turte 1-4 kha han chhang teh. 2. Hrilmawii ru botuten an sual man an hmuh tak dan kha tawi tein han sawi teh. 3. Hrilmawii ru botu pâwl hming kha sawi la, Hrilmawii tlan nan chêng engzatnge an phût sawi bawk rawh. 4. Thingtlangpa pahnihin office a thawk Rothuami an dawr chungchanga zir chhuah tur i hriat kawng hnih chauh han sawi teh. <p>II. Ar tui tam (croiler) thahnem tak i vulh chu a lo puitling a, artui tam tak hralh tur i nei ta a, a duh apiangin an lei theihna tura zawrhna (advertisement) chanchinbua chhuah tur han ziak teh.</p>

Subject: ENGLISH CLASS – IX

Expected Level of Competency/ Learning Outcomes	Sources / Resources	Week-wise suggested activities (to be guided by teachers)
<p>The Learner will : Read the text and gather information, gist and detail and respond accordingly. Gather all dictionary meanings to be able to interpret and appreciate the story. (Knowledge)</p>	<p>Course Book Lesson – I- Tsunami The Killer waves</p>	<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Read the text thoroughly. Identify facts & glossaries (dictionary meaning)</p>
<p>bring out information, understand and describe the concept within the context. (Comprehension)</p>	<p>Course Book Lesson –I - Tsunami The Killer waves.</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>1) Make any 3(three) questions and answer them in one or two sentences each. (1x3=3) 2) Make any 3 questions and answer them in four or five sentences each. (3x3=9)</p>
<p>depict innovative thinking using language creativity , explain, describe, discuss, report, summarise etc. (Expression)</p>	<p>Course Book Lesson –I -Tsunami The Killer waves & Writing.</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>1) Describe the devastating Tsunami that swept over cities and farmland in Japan 2011. (4) 2) Write an essay on “Don’t be scared , be prepared”. Keeping in mind an earthquake that may occur anytime in your area. (10)</p>
<p>gather information and recall, define, identify facts, dictionary meaning etc.</p>	<p>Literature Class – IX Lesson-2 . Lets Go Home - KewlianSio.</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Read the text thoroughly. Try to bring out information and understand the context.</p>
<p>analyse compare & contrast within the context.</p>	<p>Literature Class –IX Lesson-2 Lets Go Home – KewlianSio</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Make any 2 questions and answer them in two or three sentences each. (2x2=4)</p>
<p>-Read the text and gather information, gist and details and respond accordingly. -Gather all dictionary meanings to be able to interpret and appreciate the story. (knowledge)</p>	<p>Course Book Lesson 2- Lesson for Tyler. Poem: Life</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Read lesson 2, Lesson for Tyler and Poem, Life , two or three times. Pick out all dictionary meanings, write in the text book itself and learn by- heart. (you can listen to the explanation from the link in YouTube ZIRNA HUANG class IX English.)</p>

<p>-Bring out information from the text.</p> <p>-Understand and describe the concept within the context. (comprehension)</p>	<p>Course Book Lesson 2, Lesson for Tyler.</p> <p>Poem:Life</p>	<p><u>WEEK – 7</u></p> <p>Answer the questions that follow from the lesson pages 16,17 &18 (to write learn to infer in the notebook) Answer the following questions from the poem page 12.</p>
<p>-depict innovative thinking using language creativity.</p> <p>-Understand and critique verb form.</p> <p>-Critique and revise the use of verb tense and agreement.</p>	<p>GRAMMAR - TENSE</p>	<p><u>WEEK – 8</u></p> <p>Get the grammar explanation from Course Book and from YouTube, ZIRNA HUANG, English Grammar. Attempt the exercise from Course book, page 19 &20 (simple present & simple past in the text book itself.) From Work Book-Worksheet -2, page no. 7,8,9,10.</p>
<p>-Analyse compare & contrast.</p> <p>-Plan, organise and present ideas coherently by introducing, developing and concluding a topic.</p>	<p>LITERATURE Lesson – 3 Pip’s Adventure.</p> <p>WRITING – Postcard.</p>	<p><u>WEEK – 9</u></p> <p>Read the lesson two or three times and get all dictionary meanings from the lesson, Pip’s adventure. You may listen from YouTube, ZIRNA HUANG, English (write the meaning in the text book itself) Attempt all the exercises from Let’s Infer and Let’s discuss page no.17. WRITING: Get the postcard format from English Workbook page 5&6 and do the exercise that follows from page 6.</p>
<p>Be able to gather information, gist and details and respond accordingly.</p> <p>By getting all dictionary meanings, they will be able to interpret and appreciate the story and the Poem</p>	<p>Course Book L: 3, Sound Sensations from Evelyn Glennie</p> <p>Poem: Eldorado by Edgar Allan Poe</p>	<p><u>WEEK – 10</u></p> <p>Read the lesson and the poem thoroughly. Identify facts and glossaries (dictionary meaning). Write the meaning in the textbook itself) (you may get the explanation from YouTube, Zirna Huang. Write the substance of the poem, Eldorado.</p>
<p>Be able to bring out information from the text.</p> <p>Be able to understand and describe the concept within the context (comprehension)</p>	<p>Course Book L 3 Sound Sensations from Evelyn Glennie</p> <p>Poem: Eldorado by Edgar Allan Poe</p>	<p><u>WEEK – 11</u></p> <p>Attempt all the exercises from</p> <ul style="list-style-type: none"> - Learn to read (1&2) -Learn to Infer (Q 1-5) -Vocabulary (1-5) <p>Attempt all the questions from ‘Learn to appreciate poem’ (Q 1-4).</p>

<p>Be able to depict innovative thinking using language creativity.</p> <p>Be able to understand how language functions in different contexts.</p> <p>They will be able to compile the pieces of information beyond the textbook, extrapolation ,etc.</p>	<p>Grammar- Voice</p> <p>Writing – Diary Entry</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Read the explanation and attempt the exercise from Course Book lesson 8 (107 and 108)</p> <p>Worksheet 8 (Q 1,2&3) (You may listen to the explanation from YouTube, Zirna Huang)</p> <p style="text-align: center;">WRITING</p> <p>Read the explanation from course Book Lesson 4 (pg 51&52) Write a Diary Entry on, ‘The Effects of War on Human Societies’ (about 150-200 words)</p>
<p>Be able to analyse, compare & contrast, understand, contemplate, summarise and describe the concept and meaning within the context.</p> <p>Be able to plan organise and present ideas coherently by introducing, developing and concluding a topic.</p>	<p>Literature : lesson 4. A Bond with the Wild.</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Read the lesson thoroughly. Identify facts and glossaries (write the meaning in the text book itself)</p> <p>Complete ‘Let’s infer’ (Q 1- 5) Let’s discuss (Q 1& 2)</p>
<p>Be able to gather information, gist and details and respond accordingly.</p> <p>By getting all dictionary meaning, they will be able to interpret and appreciate the story and the Poem</p>	<p>Course Book, Lesson- 5- Blind Date. Poem :A Tiger in the Zoo</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Read the lesson and the poem thoroughly. Identify facts and glossaries(dictionary meaning). Write the meaning in the textbook itself (you may get the explanation from YouTube, Zirna Huang.) Write the substance of the poem, A Tiger in the Zoo.</p>
<p>Be able to bring out information from the text</p> <p>Be able to understand and describe the concept within the context (comprehension)</p>	<p>Course Book, Lesson- 5- Blind Date. Poem :A Tiger in the Zoo</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Attempt ‘Learn to Read’ (Q 1-10) Vocabulary (no. 1 -5) Pronunciation (No. 2) Poem : Learn to appreciate the poem Q. 1 & 2 (in text book itself) Question no 3 a & b (in the notebook)</p>
<p>Be able to analyse, compare & contrast, understand, contemplate, summarise and describe the concept and meaning within the context.They will be able to plan organise and present ideas coherently by introducing, developing and concluding a topic.</p>	<p>Literature: lesson 6 Rimenhawih</p>	<p style="text-align: center;"><u>WEEK 16</u></p> <p>Read the lesson thoroughly. Identify facts and glossaries (write the meaning in the text book itself . Complete the questions from Let’s infer (Q1-6) and Let’s discuss.</p>

Subject: ENGLISH CLASS – X

Expected Level of Competency/ Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The Learner will : Read the text and gather information, recall , define and identify facts. (Knowledge)	Course Book Lesson – I David’s Story	<u>WEEK – 1</u> Read the text thoroughly. Try to bring out information and understand within the context.
bring out information, understand interpret and describe the concept within the context. (Comprehensioin)	Course Book Lesson –I David’s Story.	<u>WEEK – 2</u> 1) Make any 3(three) questions and answer them in one or two sentences each . (1x3=3) 2) Make any 3 questions and answer them in four or five sentences each . (3x3=9)
form opinions, make judgements, assessments based on the text.	Course Book Lesson – I David’s Story & Writing	<u>WEEK – 3</u> 1) How does HIV lead to AIDS? Is there an HIV vaccine ? How can you avoid HIV infection ? (4) 2) Write an essay in about 150-200 words on covid -19 and the effect of lockdown in India. (10)
gather information and recall, define, identify facts and dictionary meaning etc.	Literature Class – X Chapter – I The Merchant of Venice -William Shakespeare	<u>WEEK – 4</u> Read the text thoroughly . Try to bring out information and understand the context within.
Form opinions, justifying the value or worth of a decision by making questions & answers.	Literature Class – X Chapter – I The Merchant of Venice - William Shakespeare.	<u>WEEK – 5</u> Make any 2 questions and answer them in two or three sentences. (2x2=4)
-Read the text and gather information, gist and details and respond accordingly. -Gather all dictionary meanings to be able to interpret and appreciate the story. (knowledge)	COURSE BOOK L- 2- Don’t Die, Graham! Don’t Die! Poem: The Brook	<u>WEEK – 6</u> Read the lesson and Poem two or three times. Pick out all the dictionary meanings . (write in the text itself and learn by-heart) You can listen to the explanation from the link, YouTube – ZIRNA HUANG, class X English
-Bring out information from the text. -Understand and describe the concept within the context. (comprehension)	COURSE BOOK L-2, Don’t Die, Graham! Don’t Die!. Poem: The Brook	<u>WEEK – 7</u> Do the exercises from Course Book page -25&26(Learn to Read and Learn to Infer - in the note book.) Answer the following questions from the Poem, The Brook page 17& 18.

<p>-depict innovative thinking using language creativity.</p> <p>-Understand and critique verb form.</p> <p>-Critique and revise the use of verbs and tenses</p>	<p>GRAMMAR-TENSE</p>	<p><u>WEEK – 8</u></p> <p>Attempt the exercise from Course Book page 7-11, 28-33 in the book itself.</p> <p>Workbook: worksheet -1, page 1-5 Worksheet – 2, page 11-16.</p> <p>You can read the explanation from the Course Book and also listen to YouTube – ZIRNA HUANG – English Grammar.</p>
<p>Analyse, compare & contrast.</p> <p>-Plan, organise and present ideas coherently by introducing, developing and concluding a topic.</p>	<p>LITERATURE- The Story of My Life</p> <p>WRITING: Poster</p>	<p><u>WEEK – 9</u></p> <p>Read the lesson two or three times, get all the dictionary meanings. (write in the text book itself) Learn by-heart.</p> <p>Attempt all the exercise from the lesson page 16. (Let’s Infer & Lets Discuss)</p> <p>You can listen to the explanation of the story from YouTube - ZIRNA HUANG, English.</p> <p><u>WRITING</u></p> <p>Read the poster format from Course Book page 12 and from other sources.</p> <p>Design a poster on the Pandemic, covid-19 Using the guidelines given below:-</p> <ul style="list-style-type: none"> -Create awareness to inform and educate the public about the issue. -Provide clear do’s and don’ts. -Have slogans which are catchy and which easily draw attention. -Indicate the name of the organization/individual that is issuing the notice. -Have attractively laid-out texts. You may use colours and drawings to make it attractive.
<p>B e able to gather information, gist and details and respond accordingly.</p> <p>By getting all dictionary meanings, they will be able to interpret and appreciate the story.</p>	<p>COURSE BOOK L- 3: Wangari Maathai</p> <p>POEM: The Poplar Field</p>	<p><u>WEEK – 10</u></p> <p>Read the lesson and poem thoroughly. Identify facts and glossaries (dictionary meaning),write in the textbook itself.</p> <p>Attempt the word meanings from the Lesson, Wangari Maathai “Learn to read’ Q no. 7(in the note book)</p> <p>Write the summary of the poem, The Poplar Field, in not less than 100 words. (in the note book)</p>

<p>Be able to bring out information from the text</p> <p>Be able to understand and describe the concept within the context (comprehension)</p>	<p>COURSE BOOK L-2: Wangari Maathai POEM: The Poplar Field</p>	<p><u>WEEK – 11</u></p> <p>(1) Answer the following questions from LEARN TO READ Q.1. – Q.6. (2) Answer the questions from Learn to Infer page no. 42 question 1,2 & 3.</p>
<p>Be able to depict innovative thinking using language creativity.</p> <p>Be able to understand how language functions in different contexts, to make effective choices for meaning and to comprehend fully when reading or listening.</p>	<p>GRAMMAR - VOICE</p>	<p><u>WEEK – 12</u></p> <p>Attempt the exercise from Course Book page no.44,45(no.1&2). Workbook: Worksheet – 3 page no.21, 22(no.3) (you may get grammar explanation from Youtube, Zirna Huang or from any other sources)</p>
<p>Be able to analyse, compare & contrast, understand, contemplate, summarise and describe the concept and meaning within the context.</p> <p>Be able to plan organise and present ideas coherently by introducing, developing and concluding a topic.</p> <p>Be able to compile the pieces of information beyond the textbook, extrapolation ,etc.</p>	<p>LITERATURE L-3: The Paper Plague</p> <p>WRITING Job Application</p>	<p><u>WEEK – 13</u></p> <p>Read the lesson thoroughly, identify facts and meanings, write in the textbook itself. Attempt the questions and answers from, Let’s infer (Q 1-6) and Let’s Discuss Q 1. In what ways does the story make us aware of the need to conserve our environment? Q2. In what ways does the story make us aware of human behaviour in times of crisis? Q 3. In what ways does the story make us aware of the problem-solving ability in human beings?</p> <p><i>WRITING</i></p> <p>Read the Job Application format from Workbook page no. 44&45 and from other sources. Q. Imagine that you have come across an advertisement from the newspaper, Lengzem, on 10th Sept,2020.Write a suitable Application for the post of Manager, Sales Emporium, Zarkawt, Aizawl.</p>

<p>Be able to gather information, gist and details and respond accordingly.</p> <p>By getting all dictionary meanings, they will be able to interpret and appreciate the story.</p>	<p>Course Book Lesson – 4 The Lap of Honour</p> <p>Poem : Be the Best</p>	<p><u>WEEK – 14</u></p> <p>Read the lesson and poem thoroughly. Identify facts and glossaries (dictionary meaning), write in the textbook itself. Attempt the exercise, ‘ Learn to read’ No. 1(a-i) Write the summary of the poem, Be the Best, in not less than 100 words. (in the note book)</p>
<p>Be able to bring out information from the text</p> <p>Be able to understand and describe the concept within the context (comprehension)</p>	<p>Course Book, Lesson – 4, The Lap of Honour</p> <p>Poem : Be the Best</p>	<p><u>WEEK – 15</u></p> <p>Answer the following questions from Learn to read (Q 2- 7) Answer the following questions from Learn to Infer (Q 1- 3)</p> <p>Poem : Answer the following questions from questions 1 – 6.</p>
<p>Be able to analyse, compare & contrast, understand, contemplate, summarise and describe the concept and meaning within the context</p>	<p>Literature: Lesson 4 The Corner Shop</p>	<p><u>WEEK – 16</u></p> <p>Attempt the questions from Let’s infer (Q1-5) And Let’s discuss (Q 1&2)</p>

Subject : MATHEMATICS CLASS – IX

Expected Level of Competancy / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
-the learner remembers time-table from 2 to 15		<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Students can prepare and learn time-table from 2 to 15</p>
-the learner develops the idea of real numbers	<p>Learning Maths Textbook for Class IX Chapter – 1 https://youtu.be/SfA3KJEa2jA https://youtu.be/-6YKRMgvRao</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Teachers can encourage the students to watch youtube video using the given link. Teachers can give questions from Ex.1.4 No.1-10, 13-16</p>
<p>-the learner will be able to understand polynomials in one variable</p> <p>-the learner develops the idea of zeroes of a polynomial or roots of an equation.</p>	<p>Learning Maths Textbook for Class IX Chapter – 7 https://youtu.be/F67J1-lgAIE</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Teachers can give questions from Ex.7.1No.1-6 and Ex.7.2 No.1-4</p>
-the learner develops the idea of Remainder theorem and Factor theorems of a polynomial.	<p>Learning Maths Textbook for Class IX Chapter – 7 Polynomials https://youtu.be/06vCmqLLaGg</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book.</p> <p>Teachers can give questions from Ex 7.3 No.1-3, 6 and Ex.7.4 No.1 – 3</p>
-the learner revises factorization by splitting the middle term of quadratic polynomials	<p>Learning Maths Textbook for Class IX Chapter – 7 https://youtu.be/wtkJP2UnkgU</p>	<p style="text-align: center;"><u>WEEK – 5</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book.</p> <p>Teachers can give questions like</p> <p>i) $x^2 + 5x + 6$ ii) $x^2 - 9x - 22$ iii) $2x^2 - 7x + 6$ iv) $3x^2 + 11x + 6$ and Ex.7.4 No.4.(i) – (v)</p>

<p>-the learner revises factorization by using formulae</p>	<p>Learning Maths Textbook for Class IX Chapter – 7 https://youtu.be/AIXelrEx2Bs https://youtu.be/ZS7HyyRjVlo</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Teachers can give formulae like $a^2 - b^2 = (a - b)(a + b)$ $(a + b)^2 = a^2 + 2ab + b^2$ $(a - b)^2 = a^2 - 2ab + b^2$ $(x + a)(x + b) = x^2 + (a + b)x + ab$ $(a + b + c)^2 = a^2 + b^2 + c^2 + 2ab + 2bc + 2ca$ Teachers can give questions from Ex 7.5 No.1 – 4</p>
<p>-the learner revises factorization by using formulae</p>	<p>Learning Maths Textbook for Class IX Chapter – 7 https://youtu.be/Qz_icAZVw9A https://youtu.be/Bkygr1tqNVw</p>	<p style="text-align: center;"><u>WEEK – 7</u></p> <p>Teachers can give formulae like $(a + b)^3 = a^3 + b^3 + 3ab(a + b)$ $(a - b)^3 = a^3 - b^3 - 3ab(a - b)$ $a^3 + b^3 = (a + b)(a^2 - ab + b^2)$ $a^3 - b^3 = (a - b)(a^2 + ab + b^2)$ Teachers can give questions from Ex 7.5 No.6, 8, 9</p>
<p>-the learner develops the idea of GCD & LCM</p>	<p>Learning Maths Textbook for Class IX Chapter – 8 https://youtu.be/sw-Niokrlzo OR https://youtu.be/ALXNB7vCe8g</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex.8.1 No.1-12 and Ex 8.2 No.1–10</p>
<p>-the learner will be able to understand and solve linear equations in two variables graphically</p>	<p>Learning Maths Textbook for Class IX Chapter – 9 https://youtu.be/DpsoSJz9Oml</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 9.2 No. 5 - 12</p>
<p>-the learner will be able to understand and solve linear equations by using substitution method</p>	<p>Learning Maths Textbook for Class IX Chapter – 9 https://youtu.be/vqmg4sdRfJO</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 9.3 No. 1 - 10</p>

<p>-the learner will be able to understand Coordinate Geometry</p>	<p>Learning Maths Textbook for Class IX Chapter – 17 https://youtu.be/VQlIEsh5VHQ https://youtu.be/11k2auovmqM OR https://youtu.be/XB3BGxUJyZo</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 17.1 No. 1-6</p>
<p>-the learner understands the introduction of trigonometry - the learner understands formulae involved in trigonometry - the learner solves trigonometric simple questions</p>	<p>Learning Maths Textbook for Class IX Chapter – 18 https://youtu.be/blCvWne72tM https://youtu.be/7crCJmERauY OR https://youtu.be/-PuOQ3WyB_Q</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Students learn different formulae which are involved in trigonometry Teachers can give questions from Ex 18.1 No 1 – 3 and Ex 18.2 No 1 - 10</p>
<p>- the learner can solve problems based on trigonometric ratios</p>	<p>Learning Maths Textbook for Class IX Chapter – 18 https://youtu.be/t8nUNp-x8Eg OR https://youtu.be/PQmlqTJC3S4</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 18.3 No 1 – 12.</p>
<p>-the learner understands formulae involved in trigonometry - the learner applies formulae for identity proof.</p>	<p>Learning Maths Textbook for Class IX Chapter – 19 https://youtu.be/oIOW0jGkqnA</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Students learn different formulae which are involved in trigonometry. Teachers can give questions from Ex 19 No 1-19</p>
<p>- the learner will be able to understand the concept of sets</p>	<p>Learning Maths Textbook for Class IX Chapter – 2 https://youtu.be/CP_XMsY7CFM https://youtu.be/zKRO6dA3EqA https://youtu.be/YJqeaC6NTzc https://youtu.be/4gJAtGJ76is</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 2.1 No 1-12.</p>
<p>-the learner will be able to understand different types of sets</p>	<p>Learning Maths Textbook for Class IX Chapter – 2 https://youtu.be/5EQlgBHETEI</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book. Teachers can give questions from Ex 2.2 No. 1-5</p>

Subject : MATHEMATICS CLASS – X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
-the learner remembers time table from 2 to 15		<p style="text-align: center;"><u>WEEK – 1</u></p> <p>Students can prepare and learn time-table from 2 to 15</p>
-the learner develops the idea of instalment scheme	<p>Learning Maths Textbook for Class X Frank educational Aids Chapter – 1 https://youtu.be/8J657mUHXwM</p>	<p style="text-align: center;"><u>WEEK – 2</u></p> <p>Teachers can encourage the students to watch youtube video using the given link.</p> <p>Teachers can give questions from Ex.1 No.1,3,7,11,13</p>
<p>-the learner revises splitting the middle term of quadratic polynomials</p> <p>-the learner revises factorization by using formulae</p>	<p>Learning Maths Textbook for Class X Frank educational Aids Chapter – 3 https://youtu.be/wtkJP2UnkgU https://youtu.be/Bkygr1tqNVw</p>	<p style="text-align: center;"><u>WEEK – 3</u></p> <p>Teachers can encourage the students to watch youtube video using the given links and examples given in the textbook.</p> <p>Teachers can give questions like</p> <p>i) $x^2 + 5x + 6$ ii) $x^2 - 9x - 22$ iii) $2x^2 - 7x + 6$</p> <p>Teachers can give formulae like $a^2 - b^2 = (a - b)(a + b)$ $a^3 + b^3 = (a + b)(a^2 - ab + b^2)$ $a^3 - b^3 = (a - b)(a^2 + ab + b^2)$</p> <p>Teachers can also given some questions which will see factorised like</p> <p>i) $4a^2 - 1$ ii) $8a^3 - 27$ iii) $x^3 + 125$ iv) $27y^3 - 1$</p>
-the learner develops the idea of zeroes of polynomials.	<p>Learning Maths Textbook for Class X Frank educational Aids Chapter – 3 Polynomials https://youtu.be/i21keEy-p7Y</p>	<p style="text-align: center;"><u>WEEK – 4</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book.</p> <p>Teachers can give questions from Ex 3.1 No.1-7</p>
-the learner develops the idea of HCF & LCM	<p>Learning Maths Textbook for Class X Frank educational Aids Chapter – 3 https://youtu.be/sw-Niokrlzo OR https://youtu.be/aCUq6nmLx0s</p>	<p style="text-align: center;"><u>WEEK - 5</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Teachers can give questions from Ex 3.2 No.1 – 11</p>

<p>-the learner develops the idea of Rational expressions</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 3 https://youtu.be/vE1BPrAaXnw https://youtu.be/Yj9t7lcBDEI</p>	<p style="text-align: center;"><u>WEEK – 6</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Teachers can give questions from Ex 3.3 No. 1 – 5, 18 – 21</p>
<p>-the learner will be able to understand and solve linear equations in two variables graphically</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 4 https://youtu.be/w9qb-baalzk OR https://youtu.be/GZvzAdiFD0U</p>	<p style="text-align: center;"><u>WEEK - 7</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Teachers can give questions from Ex 4.1 No. 1 – 18</p>
<p>-the learner will be able to understand and solve linear equations using algebraic methods</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 4 https://youtu.be/c3QoaRwjdcM</p>	<p style="text-align: center;"><u>WEEK – 8</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook. Teachers can give questions from Ex 4.1 No. 1 – 18</p>
<p>-the learner will be able to understand and solve quadratic equations using factorization method.</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 5 https://youtu.be/Di84kuiBxqw https://youtu.be/V5zyMOIIAHE</p>	<p style="text-align: center;"><u>WEEK – 9</u></p> <p>Teachers can encourage the students to watch youtube video using the given links and examples given in the text book. Teachers can give questions from Ex 5.1 No. 5-6 and questions like</p> <p>i) $x^2 + 6x + 9 = 0$ ii) $x^2 - 11x + 18 = 0$ iii) $y^2 - 7y + 12 = 0$ iv) $3y^2 - 10y - 8 = 0$ v) $9x^2 - 6x + 1 = 0$</p>
<p>-the learner will be able to understand and solve quadratic equations using formula method.</p> <p>-the learner develops the idea of nature of roots</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 5 https://youtu.be/d0VrSsaqYq8 https://youtu.be/IAkJ7VWr3rc https://youtu.be/6a2xcQu6rgo https://youtu.be/RgqPxRUBftc</p>	<p style="text-align: center;"><u>WEEK – 10</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook. Teachers can give questions from Ex 5. No. 1, 2 and 4 and questions like</p> <p>i) $2x^2 + 3x + 1 = 0$ ii) $4x^2 - 4x + 1 = 0$ iii) $2y^2 - 5y - 3 = 0$ iv) $3y^2 + 13y - 10 = 0$</p> <p>Teachers can also give questions from Ex 5.3 No. 1 & 13</p>
<p>-the learner understands formulae involved in trigonometry - the learner applies formulae for identity proof.</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 12 https://youtu.be/dURwgBE_Bdk https://youtu.be/TgsqzXP4hUA</p>	<p style="text-align: center;"><u>WEEK – 11</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the text book.</p> <p>Students learn different formulae which are involved in trigonometry Teachers can give questions from Ex 12 No 3, 4, 5, 6, 7, 10</p>

<p>- the learner applies formulae for identity proof.</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 12 https://youtu.be/6fnI9cdC5_4</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Students learn different formulae which are involved in trigonometry Teachers can give questions from Ex 12 No 12, 14, 17, 19, 21, 22, 23, 24</p>
<p>- the learner applies trigonometrical ratios</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 13 https://youtu.be/jGX_WQpwamc https://youtu.be/DhxTCI6qpZ0</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <p>Teachers can encourage the students to watch youtube video using the given links and examples given in the textbook.</p> <p>Students learn different formulae which are involved in trigonometry Teachers can give questions from Ex 13 No 12, 14, 17, 19, 21, 22, 23, 24</p>
<p>- the learner can solve problems based on based on height & distances</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 14 https://youtu.be/UfhHRd355dg https://youtu.be/UiNRXEnX8ew https://youtu.be/3LN9VF5fr_k</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <p>Teachers can encourage the students to watch youtube video using the given link and examples given in the textbook.</p> <p>Teachers can give questions from Ex 14 No 25.</p>
<p>-the learner will be able to understand and solve arithmetic progression.</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 6 https://youtu.be/Hc-RCumzMak https://youtu.be/jqSTnpc27z0 https://youtu.be/W6MYWJfvXrk OR https://youtu.be/gi9jdnXyZPA https://youtu.be/vgmKDpTjml4</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>Teachers can encourage the students to watch youtube video using the given links and examples given in the textbook.</p> <p>Teachers can give questions from Ex 6.2 No. 1,2, 3, 4, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21</p>
<p>-the learner will be able to understand and solve sum of arithmetic progression.</p>	<p>Learning Maths Frank educational Aids Textbook for Class X Chapter – 6 https://youtu.be/FiQ25TEEqC8 https://youtu.be/DLR5yKIqOZ8</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>Teachers can encourage the students to watch youtube video using the given links and examples given in the textbook.</p> <p>Teachers can give questions from Ex 6.3 No. 1, 2, 4, 5, 6, 7, 10, 14, 15, 21 – 24</p>

Subject : SCIENCE CLASS – IX

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The learner will be able to understand the structure of molecules	Class IX Science MBSE Textbook by Arya Publishing Company. Chapter – 8 https://www.youtube.com/watch?v=IxbWXrTfTNQ	<u>WEEK – 1</u> Write the atomicity of the following compounds. (i) CO ₂ (ii) CH ₄
The learner will be able to understand motion, its phenomena and types of motion	Class IX Science MBSE Textbook by Arya Publishing Company. Chapter – 1 https://youtu.be/vQWGV70-Xdg	<u>WEEK – 2</u> Write two example of uniform motion in your daily life.
To study and Understand how we fall ill	Textbook Chapter – 13 https://www.youtube.com/watch?v=jy4rqLzEIQE	<u>WEEK – 3</u> 1. What are the two broad types of diseases ? 2. How are diseases manifested ? 3. Why is prevention better than cure
The learner will be able to understand energy, their conversion and conservation	Class IX Science MBSE Textbook by Arya Publishing Company. Chapter – 4 https://www.youtube.com/watch?v=tYscHp5YYio	<u>WEEK – 4</u> Write two cases of energy conversion you see in your everyday life .
After going through the lessons and video clips, the student will understand work and energy in everyday life.	https://youtu.be/gZxxrSPRhyY & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 4	<u>WEEK – 5</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Write any three forms of energy. 2. Differentiate between Kinetic Energy and Potential Energy. 3. Define one Joule.
After going through the lessons and video clips, the student will understand gravitation, laws of gravitation, mass and weight.	https://youtu.be/SN174fPgHDw & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 3.	<u>WEEK – 6</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Differentiate between mass and weight, at least 3 points.
After going through the lessons and video clips, the student will understand sub-atomic particles, valency and Atomic number of elements.	https://youtu.be/FOjL6jsWCQg & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 9.	<u>WEEK – 7</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Write the electronic configuration of elements having atomic number 1 to 10

After going through the lessons and video clips, the student will understand elements and compounds and also the phenomena associated with them.	https://youtu.be/QrcIj6qIqLA Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 7	<u>WEEK – 8</u> Read the whole chapter carefully and watch the video clip given, then answer the given question. 1. Distinguish between mixture and compounds. 2. What is meant by concentration of a solution ? 3. Define elements and compounds.
After going through the lessons and video clips, the student will understand Cell, their divisions and structures.	https://youtu.be/9LinW1q4Xtc & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 10.	<u>WEEK – 9</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Write the structure of plant and an animal cell.
After going through the lessons and video clips, the student will understand health of a human being, significance, diseases and its cause	https://youtu.be/jy4rqLzEIQE & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 13	<u>WEEK – 10</u> Read the complete chapter carefully and watch the video clip given, then answer the given question. 1. What are the two broad types of diseases ? 2. Who discovered vaccines ? 3. What is an antibiotics ? Give two examples. 4. Define immunity and immunization.
After going through the lessons and video clips, the student will understand speed, velocity and acceleration. They will also become familiar with numerical problems involving speed, velocity and acceleration.	https://youtu.be/KYG0nYGGqyU & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 1	<u>WEEK – 11</u> Read the whole chapter carefully and watch the video clip given, then answer the given question. 1. What is instantaneous speed ? 2. Write three differences between speed and velocity.
After going through the lessons and video clips, the student will understand electrons, valence shell, valence electrons and valency.	https://youtu.be/NcBtWMr8NEs & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 9	<u>WEEK – 12</u> Read the whole chapter carefully and watch the video clip given, then answer the given question. 1. Write electronic configuration of elements having atomic number 12 - 15 and 17. 2. Write the importance of valence electrons. 3. What is atomic number ?

To study and Understand Atoms and Molecules	Textbook Chapter – 8 https://www.youtube.com/watch?v=avTDIKpTuo8	<u>WEEK – 13</u> 1. What is the value of Avogadro's constant ? 2. What is the mass of 1 mole of Water ? 3. State the significance of one mole. 4. Calculate the molecular mass of O ₂ , CH ₃ OH, NaCl, MgCl ₂
Understanding power, rates and their calculations	Class IX Science MBSE Textbook by Arya Publishing Company. Chapter – 4	<u>WEEK – 14</u> Calculate the power of an engine which can supply 60 kJ of energy per minute.
After going through the lessons and video clips, the student will understand energy conversions, power and work. They will also become familiar with the numerical problems associated with power, work and energy.	https://youtu.be/tYscHp5YYio Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 4	<u>WEEK – 15</u> Read the whole chapter carefully and watch the video clip given, then answer the given question. 1. A boy weighing 40Kg climbs up a tree of 5 metre, calculate the amount of work done. 2. A force of 500 N moves a body through a distance of 100 cm calculate the work done by the force. 3. What is law of conservation of energy ?
After going through the lessons and video clips, the student will understand elements and compounds.	https://youtu.be/Orclj6qiqLA & Class IX Science MBSE Textbook by Arya Publishing Company. Chapter 7.	<u>WEEK – 16</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Is water an element or a compound? Give reason to support your answer.

Subject : SCIENCE CLASS –X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
Fluency in image formation of concave mirrors and to measure distance and heights of images.	Class X Science MBSE Textbook by Arya Publishing Company. Chapter – 1. https://youtu.be/UyZaJ1EScP0	<u>WEEK – 1</u> Draw the formation of images in a concave mirror when the object is (i) beyond C (ii) between C and F
To classify and study properties and phenomena of elements	Class X Science MBSE Textbook by Arya Publishing Company. Chapter – 6 https://youtu.be/d3c3G1uCHF8	<u>WEEK – 2</u> (1) Write three advantages of modern periodic table. (2) How can elements be arranged according to the modern periodic table?
To study the properties of carbon and its compounds	Class X Science MBSE Textbook by Arya Publishing Company. Chapter – 10 https://youtu.be/MSHrcs3n3g8	<u>WEEK – 3</u> (1) Write three necessary conditions for the formation of covalent bond. (2) What are the three common forms of carbon?
Understand the life processes of living organisms	Class X Science MBSE Textbook by Arya Publishing Company. Chapter – 11 https://youtu.be/yCXq_-YEnl8	<u>WEEK – 4</u> (1) Draw the structure of a human heart and label it.
Understanding formation of images in a convex lens. To measure distance and height of images and objects	Class X Science MBSE Textbook by Arya Publishing Company. Chapter – 1 https://youtu.be/lb7JDDzvhts	<u>WEEK – 5</u> Draw the formation of images in a convex lens when the object is (i) between F and 2F (ii) between F and the lens
After going through the lessons and video clips, the student will understand modern periodic table and their trend	https://youtu.be/d3c3G1uCHF8 & Class X Science MBSE Textbook by Arya Publishing Company. Chapter 6.	<u>WEEK – 6</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. What is the valency of elements having atomic number 5 to 15?
After going through the lessons and video clips, the student will understand bonding in carbons, hydrocarbons and study of ethanol and ethanoic acid.	https://youtu.be/DYTaqqyvvJo & Class X Science MBSE Textbook by Arya Publishing Company. Chapter 10.	<u>WEEK – 7</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. What is the difference between alkane, alkene and alkyne?
After going through the lessons and video clips, the student will understand different kinds of asexual reproduction	https://youtu.be/3Z5Q_FyjEZo & Class X Science MBSE Textbook by Arya Publishing Company. Chapter 13.	<u>WEEK – 8</u> Read the lesson carefully and watch the video clip given, then answer the given question. 1. Draw binary fission in Amoeba 2. Draw budding in yeast.

<p>After going through the lessons and video clips, the student will understand series connection in electricity and the relation involved.</p>	<p>https://youtu.be/IBTpgdub9nM & Class X Science MBSE Textbook by Arya Publishing Company. Chapter 3.</p>	<p><u>WEEK – 9</u></p> <p>Read the lesson carefully and watch the video clip given, then answer the given question.</p> <ol style="list-style-type: none"> 1. Draw a diagram of three resistors connected in series. 2. Calculate the combined resistances of three resistances 4 Ω, 6 Ω and 8 Ω connected in series.
<p>After going through the lessons and video clips, the student will understand biological wastage in the body and the mechanism of excretion.</p>	<p>https://youtu.be/Mj8SLtCugpM Class X Science MBSE Textbook by Arya Publishing Company. Chapter 11</p>	<p><u>WEEK – 10</u></p> <p>Read the whole chapter carefully and watch the video clip given, then answer the given question.</p> <ol style="list-style-type: none"> 1. Write the human excretory system. 2. What are the various function of kidney ? 3. Write the excretory organ in animals.
<p>After going through the lessons and video clips, the student will be able to recall the elements of the periodic table which can be utilised for various chemistry problems.</p>	<p>https://youtu.be/d3c3G1uCHF8 Class X Science MBSE Textbook by Arya Publishing Company. Chapter 6</p>	<p><u>WEEK – 11</u></p> <p>Read the whole chapter carefully and watch the video clip given, then do the suggested activities.</p> <ol style="list-style-type: none"> 1. Prepare mnemonic for all the elements of the periodic table in your own style. You can use the following as suggestions. <ul style="list-style-type: none"> (i) S-block 1st group elements- H, Li, Na, K, Rb, Cs, Fr can be memorised using the mnemonic, Hi Little Nasty Kids Rub Cats Fur. (ii) d-block-1st row/period elements Sc, Ti, V, Cr, Mn, Fe, Co, Ni, Cu, Zn can be memorised using the mnemonic Sangsanghi Thakthing Veng Chu Mo Fel anih Chuan Nang Chu Zawng.
<p>After going through the lessons and video clips, the student will understand parallel connection in electrical circuit and also familiar themselves with numerical involving parallel connections.</p>	<p>https://youtu.be/XvHCgalRISc Class X Science MBSE Textbook by Arya Publishing Company. Chapter 3</p>	<p><u>WEEK – 12</u></p> <p>Read the whole chapter carefully and watch the video clip given, then answer the given question.</p> <ol style="list-style-type: none"> 1. Write the equation for combination of three resistors connected in parallel.

		<ol style="list-style-type: none"> 2. Define parallel combination of resistances. 3. Three resistors of 2Ω, 3Ω and 6Ω are connected in parallel. Calculate the total resistance.
After going through the lessons and video clips, the student will understand the phenomena of refraction in a glass slab and also the angles of deviation involved.	https://youtu.be/PHzBVSFIK2E Class X Science MBSE Textbook by Arya Publishing Company. Chapter 1	<p style="text-align: center;"><u>WEEK – 13</u></p> Read the whole chapter carefully and watch the video clip given, then answer the given question. <ol style="list-style-type: none"> 1. Define refraction. 2. Write the laws of refraction. 3. Why do light rays bend when they pass through a glass slab ?
After going through the lessons and video clips, the student will understand the classification of elements and their physical and chemical properties.	https://youtu.be/d3c3G1uCHF8 Class X Science MBSE Textbook by Arya Publishing Company. Chapter 6	<p style="text-align: center;"><u>WEEK – 14</u></p> Read the whole chapter carefully and watch the video clip given, then answer the given question. <ol style="list-style-type: none"> 1. What is periodic table ? 2. On what basis does elements classify ? 3. Why are noble gases placed in a separate group ?
After going through the lessons and video clips, the student will understand sexual reproductions, the parts and mechanisms involved.	https://youtu.be/Oel_wIbz7co Class X Science MBSE Textbook by Arya Publishing Company. Chapter 13	<p style="text-align: center;"><u>WEEK – 15</u></p> Read the whole chapter carefully and watch the video clip given, then answer the given question. <ol style="list-style-type: none"> 1. What are the important features of sexual reproduction ? 2. What is pollination ? 3. Draw a labeled diagram of female reproductive system in human being.
After going through the lessons and video clips, the student will understand importance of acids, bases and salts in our daily life. They will also understand their chemical and physical properties and familiar themselves with their reactions.	https://www.youtube.com/watch?v=JfjkZM_8RvU Class X Science MBSE Textbook by Arya Publishing Company. Chapter 9	<p style="text-align: center;"><u>WEEK – 16</u></p> Read the whole chapter carefully and watch the video clip given, then answer the given question. <ol style="list-style-type: none"> 1. Why does an aqueous solution of an acid conduct electricity ? 2. Write the importance of pH in Agriculture. 3. Write the uses of bleaching powder.

Subject : SOCIAL SCIENCE CLASS – IX

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The learner: Explain the meaning of the term revolution and role of women in the French Revolution	Text Book History Chapter – 1 Page 2 and 15	<u>WEEK – 1</u> What is meant by revolution ? What role did women play in the French Revolution ?
Analyse the significance graphical location of India	Text Book Geography Chapter – 1 Page 117	<u>WEEK – 2</u> Describe the significance of geographical location of India ?
Understand the meaning and significance of constitution	Text Book Political Science Chapter – 2 Page 212 – 213	<u>WEEK – 3</u> What is constitution? Discuss the significance of the constitution.
Explain the meaning of production, factors of production (understanding level)	Text Book Economics Chapter – 1 Page 256 – 257	<u>WEEK – 4</u> What is meant by production ? Describe the four factors of production.
Understand the meaning of economic activities	Text Book Economics Chapter – 1 Page 253 – 256	<u>WEEK – 5</u> What is an economy ? Explain economic activities with example.
Analyse the features of Weimar constitution and understand the meaning of the Great Depression	<u>TEXTBOOK HISTORY</u> Chapter 3 Page - 39 and Page 47 (glossary)	<u>WEEK – 6</u> Q.1. What were the features of the Weimar constitution? Q 2. What is meant by the Great Depression?
Locates important places in India	<u>TEXTBOOK GEOGRAPHY</u> page 128	<u>WEEK – 7</u> Q. Draw an outline map of India and insert the following : a) Great Indian Desert (Thar Desert) b) Vindhya Range c)Tropic of cancer d) River Godavari e) River Ganga f) Chilka Lake g) Nilgiri Hills h) Standard Meridian of India (82° 30'E)

Understand electoral politics in India.	<u>TEXTBOOK Political Science/Demographic Politics chapter 2 pages - 220, 216</u>	<u>WEEK – 8</u> Q.1. What does the electoral roll contain? Q.2. What are the qualifications required for contesting elections?
Understanding people as resource	<u>TEXTBOOK ECONOMICS CHAPTER 2 PAGES - 262,267, 263-264</u>	<u>WEEK – 9</u> Q 1. What is meant by human resource development ? Q 2. How is unemployment define ? Q 3. Differentiate between economic activities and non-economic activities.
Students will be able to understand how Socialism envisaged a fair and humane structure of society which results in the awakening of Revolution among different countries in Europe	HISTORY Chapter 2 Russian Revolution	<u>WEEK – 10</u> 1. Can a revolution occur in Mizoram. Write few sentences to support your answer based on the chapter that you have read. 2. Why was Lenin’s ideology and leadership possible for the Russian Revolution? 3. Based on the chapter that you have just read distinguish between Bolsheviks and Mensheviks. Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.
The learners will be able to know the diverse topography of India	GEOGRAPHY Chapter 2 India – Physical features	<u>WEEK – 11</u> 1. In your opinion is the topography of Mizoram same as that of the other states in India. Give reasons to support your answer. 2. Why is the Northern plain the most densely populated part of the country? 3. Define the following terms: a) Himadri b) Himachal c) Shiwalik Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.

<p>The learners will be able to understand the formation of a democratic government</p>	<p>POLITICAL SCIENCE Chapter 4 Institutions of Parliamentary Democracy</p>	<p style="text-align: center;"><u>WEEK – 12</u></p> <ol style="list-style-type: none"> 1. Which court is known as the apex court of India? 2. Explain the meaning of vote of no confidence <p>Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.</p>
<p>Students will be able to comprehend the economic condition of India and how government is important for the economic development of the country</p>	<p>ECONOMICS Chapter 3 Poverty as a Challenge facing India</p>	<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. Is the Poverty Alleviation Programmes reducing poverty in Mizoram? Give three points supporting your answer. 2. Write the difference between the nature of poverty in rural and urban sector <p>Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.</p>
<p>Students will be able to know how disasters occur and how to manage and mitigate themselves from different disasters</p>	<p>DISASTER MANAGEMENT Chapter 1 Disaster Management</p>	<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. What preparations do you think is necessary in order to reduce man-made disasters 2. Name some man-made and natural disasters. 3. What materials are used in the production of nuclear energy? <p>Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.</p>
<p>Students will be able to understand the importance of Pastoralism in the modern world</p>	<p>HISTORY Chapter 4 Pastoralism in the Modern World</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Differentiate between the traditional agricultural system and the modern agricultural system. 2. Who is a rancher? 3. Define nomadism and transhumance. <p>Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.</p>

<p>Students will be able to know the vastness of India, its diverse climatic contrasts and great regional variations in its climate</p>	<p>GEOGRAPHY Chapter 4 Climate of India</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. Suppose you are travelling to New Delhi, write few points to differentiate between the climatic condition of Mizoram and New Delhi. 2. Differentiate between weather and climate 3. Which is the wettest place on Earth? 4. Define Loo <p>Carefully analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.</p>
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Subject : SOCIAL SCIENCE CLASS -X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The learner Identifies various factors that led to the outbreak of the rise of nationalism in Europe (understanding level)	Text Book History Chapter – 1 Page 3 – 4	<u>WEEK – 1</u> Explain causes of the rise of Nationalism in Europe.
Locates important places, river, ranges lakes etc.	Text Book / atlast	<u>WEEK – 2</u> Draw an outline map of India and insert the following : (a) Tropic of cancer (b) Any three ranges (c) Any five rivers (d) Any three lakes (e) Chennai (f) Thar desert
Differentiate between hung parliament and a coalition government	Text Book Political Science Chapter – 2 Page 220	<u>WEEK – 3</u> Explain what is implied by a hung parliament and a coalition government.
Understand the balance between the interest of the present generation and the future generation	Text Book Economics Chapter – 1 Page 278 – 279	<u>WEEK 4</u> Define sustainable development. Why is it important for development ?
Analyse the importance of financial institutions for the growth of an economy	Text Book Economics Chapter – 3 Page 304 – 305	<u>WEEK 5</u> Discuss the role of financial institutions in an economy.
Understand the growth and development of national consciousness in India	<u>TEXTBOOK HISTORY</u> Chapter 2 Page -20-22	<u>WEEK – 6</u> Q.1. State any five factors responsible for the rise of nationalism in India in the 19 th century.
Understand the mportance of forests	<u>TEXTBOOK GEOGRAPHY</u> Chapter 2 Page -105. - Pages 107-108	<u>WEEK – 7</u> Q. 1. Define biodiversity. Q.2 Write a note on the utility of forests.

Analyse the role of people in the making of a democracy	<u>Textbook Political Science</u> chapter 3, pages -234, page -243	<u>WEEK – 8</u> Q.1. What is a political party? Q.2. Suggest two ways to reform politics in India.
To know the consumer awareness	<u>TEXTBOOK ECONOMICS</u> Chapter 5 Page -336.	<u>WEEK – 9</u> Q 1. How should consumers act in the market to protect their interest?
Students will be able to have the knowledge of how Industrial Revolution of the 18 th and 19 th Centuries changed the course of history in many ways.	<u>HISTORY</u> Chapter 3 Age of Industrialisation	<u>WEEK – 10</u> 1. Write few points to improve the industry in Mizoram 2. What changes take place in the industries during the Industrial Revolution in the 18 th and 19 th century? 3. Who is known as the “Father of Railway” 4. Who invented the following: a) Flying shuttle b) Cotton spinning jenny c) Water frame d) Steam Engine e) Spinning mule f) Cotton gin Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have.
Students will be able to know the importance of Agriculture for the economic development of India and how to improve the Agricultural System of the country	<u>GEOGRAPHY</u> Chapter 4 Agriculture	<u>WEEK – 11</u> 1. Based on the chapter that you have read, mention ways to improve the Agricultural system in Mizoram. 2. How is the shifting cultivation practised in Mizoram harmful for the environment? 3. What are the geographical conditions required to grow the following crops. Mention the major producing states. a) Sugar cane b) Rubber c) Tea d) Coffee e) Cotton f) Jute g) Wheat Study and analyse all the back questions in this chapter and

		consult the concern subject teacher regarding any difficulties that you have
Students will be able to understand the importance of democratic form of government and challenges that India faced despite remaining a democracy	POLITICAL SCIENCE Chapter 5 Challenges to Democracy	<p style="text-align: center;"><u>WEEK – 12</u></p> <ol style="list-style-type: none"> 1. In your opinion is political reform needed in India. Give reasons to support your answer. 2. Write in details how to bring about political reforms in India. <p>Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have</p>
Students will be able to know the consumer rights and responsibilities	ECONOMICS Chapter 5	<p style="text-align: center;"><u>WEEK – 13</u></p> <ol style="list-style-type: none"> 1. Why do you think consumer rights are not being fulfilled by consumers in Mizoram? 2. When is the National Consumer Day observed? 3. Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have
Students will be able to know the basic purpose of globalisation to facilitate international trade and boost the prospects of commerce at the global level.	HISTORY Chapter 4 Making of a Global World	<p style="text-align: center;"><u>WEEK – 14</u></p> <ol style="list-style-type: none"> 1. Mention how globalisation has positive impacts on Indian economy. 2. How is the global economic depression affecting the Indian trade? <p>Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have</p>

<p>The learner will be able to know the importance of minerals and how to conserve them.</p>	<p>GEOGRAPHY Chapter 5 Minerals and Power Resources</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <p>1. How can sufficient power supply be produced in Mizoram?</p> <p>Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have</p>
<p>Students will be able to understand how disasters occur and knows the importance of schools and community for disaster management.</p>	<p>DISASTER MANAGEMENT Chapter –I Disaster Management</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <p>1. Mizoram is said to be earthquake prone area. Elaborate on how to prepare for such a severe earthquake occurrence.</p> <p>Study and analyse all the back questions in this chapter and consult the concern subject teacher regarding any difficulties that you have</p>

Subject: Alternative English CLASS – IX

Expected Level of Competency/ Learning Outcomes	Source / Resource	Week-wise suggestive activities (to be guided by teachers /parents)
The Learner will Read the text and gather information, understanding the text.	A Choice of Prose: Wonders Are Many	<u>WEEK – 1</u> 3) Read the text thoroughly. 4) Try to understand the concept within the context.
Bring out informatijon and describe the concept within the context.	A Choice of Prose: Wonders Are Many	<u>WEEK – 2</u> 1) Make 3 (three) questions and answer them in three or four sentences. (2 x 3 = 6)
Read the text and gather information, identify facts and dictionary meaning.	A Choice of Prose: The Exploits of Hanuman & Writing	<u>WEEK – 3</u> 3) Read the text thoroughly. 4) Pick at least 10 difficult words and write their meanings from the dictionary. 5) Write an essay on Covid – 19 and the effect of Lockdown on students. (10)
Understand,j interpret and describe the concept of the context.	A Choice of Prose: The Exploits of Hanuman	<u>WEEK – 4</u> 1) Make any 3 (three) questions and answer them in one or two sentences. (1 x 3 = 3) 2) Make any 3 (three) questions and answer them in four or five sentences (2 x 3 = 6)
Analyse, form opinions and justifyj actions and describe the concepts of the text.	A Choice of Prose: The Exploits of Hanuman	<u>WEEK – 5</u> 1) To answer one essay type question. (5)
Be able to understand the context of the text.	POETRY FOR PLEASURE The Pigtail	<u>WEEK – 6</u> 1. Read the poem thoroughly and try to understand the meaning of the poem. 2. Write the substance of the poem.
Be able to bring out information and describe the concept within the context	POETRY FOR PLEASURE The Pigtail	<u>WEEK – 7</u> 1. What made the sage upset? 2. What curious case did the sage muse upon? 3. What effort did the sage make to change the place of the pigtail?
Be able to gather information while understanding the context.	POETRY FOR PLEASURE Lean out of the window	<u>WEEK – 8</u> 1. Read the poem thoroughly and try to understand the context. 2. Write the summary of the poem.

Be able to describe the concept within the context.	POETRY FOR PLEASURE Lean out of the window	<u>WEEK – 9</u> 1. How does the singing of the Goldenhair affect the speaker?
Be able to gather information from reading the text.	A CHOICE OF PROSE The Conjuror's Revenge	<u>WEEK – 10</u> 1. Read the text thoroughly and try to understand the context. 2. Pick ten difficult words and write their meanings from the dictionary.
Be able to understand and describe the context	A CHOICE OF PROSE The Conjuror's Revenge	<u>WEEK – 11</u> 1. Why was the Conjuror's reputation at stake? 2. List the things that the Quick Man felt that the Conjuror 'had-it-up-his sleeve'
Be able to interpret and describe the events in the context.	A CHOICE OF PROSE The Conjuror's Revenge	<u>WEEK – 12</u> 1. Describe how the Conjuror took revenge.
Read the text and be able to understand the context	POETRY FOR PLEASURE : How Beautiful is the Rain	<u>WEEK – 13</u> 1. Write the substance of the poem. 2. Why did the poet find the rain beautiful ?
The learner will read the text and will be able to understand the context. The learner will also be able to interpret and describe the context.	A CHOICE OF PROSE : Exploring Space	<u>WEEK – 14</u> 1. Why do astronomers prefer balloon – carried telescopes ? 2. Why is a balloon filled with gas the most practical? 3. What are the three things which affect an aircraft flying in the sky?
Read and be able to understand the text. The learner will also be able to describe the context.	RAPID READER : Chapters 1 – 3	<u>WEEK – 15</u> 1. What kind of man is Passepartout? 2. How did Phileas Fogg spend his day? 3. How and why did Mr. Fogg decide to go on the tour of the world? 4. What happened after Passepartout had told Fix about his master?
Read and be able to understand the text. The learner will also be able to describe the context.	RAPID READER : Chapters 4 – 6	<u>WEEK – 16</u> 1. Describe the funeral of the rajah. 2. Describe Passepartout's tour of Bombay. 3. Why were Passepartout and his master arrested in Calcutta? 4. What kind of mistake did Passepartout make about Fix?

Subject: Alternative English CLASS – X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by teachers)
The Learner will Read the text and gather information, understanding the concept	A choice of Prose : On Fame	<u>WEEK – 1</u> 1) Read the text thoroughly 2) Try to understand the concept within the context.
Bring out information and describe the concept within the context.	A Choice of Prose : On Fame	<u>WEEK – 2</u> 3) Explain literary fame. (2) 4) Discuss military fame. (3) 5) Mention the different kinds of fame. (2)
Read the text and gather information, identify facts and dictionary meaning.	A Choice of Prose : The Happy Prince & Writing	<u>WEEK – 3</u> 3) Read the text. 4) Pick difficult words and write their meanings from the dictionary. 5) Write an essay on the effect of lockdown on students. (10)
Understand, interpret and describe the concept of the context.	A Choice of Prose : The Happy Prince	<u>WEEK – 4</u> 1) Who was the Happy Prince? Why was he crying? (1+2=3) 2) How did the Happy Prince and the Swallow help the needy? (5)
Form opinions, justifying the value or worth of a decision and actions.	A Choice of Prose : The Happy Prince	<u>WEEK – 5</u> 1. “Bring me the two most precious things in the city”, said God to one of his Angels. What did the angel choose and why? (5)
Be able to gather information while understanding the context.	POETRY FOR PLEASURE The Old Woman	<u>WEEK – 6</u> 1. Read the poem thoroughly and try to understand the meaning of the poem. 2. Write the substance of the poem in your own words.
Be able to bring out information and describe the concept within the context	POETRY FOR PLEASURE The Old Woman	<u>WEEK – 7</u> 1. What is the beauty of an old woman compared to? 2. What is the thought of an old woman compared to? 3. What is meant by the line “her brood gone from her?”
Be able to gather information while understanding the context.	POETRY FOR PLEASURE A Fine Day	<u>WEEK – 8</u> 1. Read the poem thoroughly and try to understand the context. 2. Write the summary of the poem.

Be able to describe the concept within the context.	POETRY FOR PLEASURE A Fine Day	<u>WEEK – 9</u> 1. Describe how the sky looked on a fine day. 2. What is meant by “Heaven’s most glorious eye”? 3. How did the wind blow on a fine day?
Be able to gather information while understanding the context.	A CHOICE OF PROSE The Muscular Son-in-law	<u>WEEK – 10</u> 1. Read the text thoroughly and try to understand the context. 2. Pick ten difficult words and write their meanings from the dictionary.
Be able to understand and describe the context	A CHOICE OF PROSE The Muscular Son-in-law	<u>WEEK – 11</u> 1. Who was Nalini? Why was he so restless? 2. Why was Nalini not recognised by anyone? 3. Who was Mejdi?
Be able to interpret, describe and form opinions about the situation of the context.	A CHOICE OF PROSE The Muscular Son-in-law	<u>WEEK – 12</u> “Rascal! Imposter! Get out from here! Get out at once!” Who is the speaker? Who is he calling an imposter? Explain the circumstance that led to this outburst.
Read the text and be able to gather information. The learner will also be able to understand and describe the context.	A CHOICE OF PROSE: Illnesses that make us Healthier	<u>WEEK – 13</u> 1. Illustrate with examples how the suffering of a person could save another from a similar fate. 2. Illnesses make us healthier. Elaborate. 3. What are the misfortunes the writer discusses?
Read the text and be able to gather information. The learner will also be able to understand and describe the context.	A CHOICE OF PROSE: Leo Tolstoy	<u>WEEK – 14</u> 1. Name two famous works of Leo Tolstoy. 2. Why was Tolstoy’s appearance a disappointment to himself and his admirers? 3. Explain the strange and conflicting qualities of Tolstoy’s nature. 4. “In his eyes, Tolstoy has a hundred eyes.” Explain.

<p>Be able to read the text and bring out the concept within the text and also understand and describe the events and concepts.</p>	<p>1. POETRY FOR PLEASURE : She Walks in Beauty.</p> <p>2. RAPID READER : Chapters 1 – 3</p>	<p style="text-align: center;"><u>WEEK – 15</u></p> <ol style="list-style-type: none"> 1. Describe the beauty of the lady. 2. Explain the lines : “The Smiles that win, the tints that glow, But tell of days in goodness spent.” 3. Why was David locked in his room for five days? 4. Who did David make friends with at school? 5. Where did David live after his mother’s death?
<p>Be able to read the text and understand the concept and describe the context.</p>	<p>1. POETRY FOR PLEASURE : I Vow to Thee, My Country</p> <p>2. RAPID READER : Chapters 4 – 6</p>	<p style="text-align: center;"><u>WEEK – 16</u></p> <ol style="list-style-type: none"> 1. How does the poet describe his love for his country? 2. Explain the lines : “Most dear to them that love her, most great to them that know.” 3. Where did David go from the Micawber house? 4. Whom did David meet in London? Where did they go? 5. With whom did David fall in love?

Subject : Hindi Class – IX (MIL)

Expected level of competency/learning outcomes	Source/Resource	Week-wise suggestive activities (To be guided by teachers)
पाठ का सस्वर वाचन उचित लय और भाव के साथ तथा उसमें निहित भावों को ग्रहण करने की क्षमता विकसित करना।	पाठ्य पुस्तक संचयन भाग-1 महादेवी वर्मा 'गिल्लू'	प्रथम सप्ताह पुस्तक में निहित सभी बोध-प्रश्नों का उत्तर लिखिए ।
पत्र लेखन (औपचारिक) की क्षमता छात्रों में विकसित करना ।	व्याकरण की पुस्तक रचना-औपचारिक पत्र लेखन ।	द्वितीय सप्ताह 1. अपने प्रधानाचार्य को दो दिन के अवकाश हेतु प्रार्थना पत्र लिखिए। 2. पुस्तक मँगवाने हेतु राज पब्लिकेशन को पत्र लिखिए ।
पत्र लेखन (अनौपचारिक) की क्षमता छात्रों में विकसित करना ।	व्याकरण की पुस्तक रचना-औपचारिक पत्र लेखन ।	तृतीय सप्ताह अपने मामा जी को आपकी दिल्ली भ्रमण का विवरण पत्र में लिखकर बताइए ।
पाठ का सस्वर वाचन करने की क्षमता विकसित करना ।	पाठ्य पुस्तक स्पर्श भाग-1(गद्य) पाठ-2 यशपाल 'दुख का अधिकार'	चतुर्थ सप्ताह शब्दों एवं वाक्यों का शुद्ध उच्चारण कीजिये तथा उनके अर्थों को शब्द कोश की सहायता से समझने का प्रयास कीजिए।
पाठ में निहित अर्थ को ग्रहण करने तथा भावानुभूति का अभ्यास करना।	पाठ्य पुस्तक स्पर्श भाग-1(गद्य) पाठ-2 यशपाल 'दुख का अधिकार'	पंचम सप्ताह पाठ में दिये गए बोध प्रश्नों का उत्तर दीजिए।
समुचित लय, भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) पाठ-10 रहीम 'दोहे'	छठा सप्ताह काव्य की भाषा और भाव को समझना ।
कविता पढ़कर उसके अर्थ ग्रहण करने का योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) पाठ-10 रहीम 'दोहे'	सातवाँ सप्ताह काव्य में निहित भाव को अपने शब्दों में व्याख्या कीजिए।

पाठ का सस्वर वाचन करने की क्षमता विकसित करना ।	पाठ्य पुस्तक स्पर्श भाग-1(गद्य) पाठ-4 शरद जोशी 'तुम कब जाओगे,अतिथि'	आठवाँ सप्ताह शब्दों एवं वाक्यों का शुद्ध उच्चारण कीजिये तथा उनके अर्थों को शब्द कोश की सहायता से समझने का प्रयाश कीजिए।
पाठ में निहित अर्थ को ग्रहण करने तथा भावानुभूति का अभ्यास करना ।	पाठ्य पुस्तक स्पर्श भाग-1(गद्य) पाठ-4 शरद जोशी 'तुम कब जाओगे,अतिथि'	नवा सप्ताह पाठ में दिये गए बोध प्रश्नों का उत्तर दीजिए।
समुचित लय, भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) पाठ-12 सियारामशरण गुप्त 'एक फूल की चाह'	दसवा सप्ताह काव्य की भाषा और भाव को समझना ।
कविता पढ़कर उसके अर्थ ग्रहण करने का योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) पाठ-12 सियारामशरण गुप्त 'एक फूल की चाह'	ग्यारहवाँ सप्ताह काव्य में निहित भाव को अपने शब्दों में व्याख्या कीजिए।
पर्यायवाची और विलोम शब्द का अर्थ स्पष्ट करते हुए उनके प्रयोग में कुशलता उत्पन्न करना ।	व्याकरण की पुस्तक (व्याकरण) पर्यायवाची और विलोम शब्द ।	बारहवाँ सप्ताह छात्र अध्यापक द्वारा दिये गए शब्दों का पर्यायवाची एवं विलोम शब्द लिखिए।
भाषा में काल की उपयोगिता और उनके प्रकार को स्पष्ट करना	व्याकरण की पुस्तक (व्याकरण) काल	तेरहवाँ सप्ताह काल को स्पष्ट करने के लिए वाक्य बनाइए।
शुद्ध वाक्य लिखने का अभ्यास कराना ।	व्याकरण की पुस्तक (व्याकरण) अशुद्ध-शुद्ध वाक्य	चौदहवाँ सप्ताह आशुद्ध वाक्यों को शुद्ध करने का लिखित अभ्यास कीजिए।
गद्यांश को पढ़कर उसमें निहित भावों को समझने तथा प्रश्नों का उत्तर देने में सक्षम बनाना।	व्याकरण की पुस्तक (रचना) अपठित बोध	पंद्रहवा सप्ताह गद्यांश को पढ़कर उसपर आधारित प्रश्नों का उत्तर दीजिए।
सम सामयिक विषयों पर अनुच्छेद लिखना।	व्याकरण की पुस्तक (रचना) अनुच्छेद लेखन	सोलहवाँ सप्ताह किसी दो विषय पर अनुच्छेद लिखिए।

Subject : Hindi Class – X (MIL)

Expected level of competency/learning outcomes	Source/Resource	Week-wise suggestive activities (To be guided by teachers)
समुचित लय,भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करना।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) कबीर 'साखी'	प्रथम सप्ताह काव्य के भाषा एवं भाव को समझना।
कविता को पढ़कर उसके अर्थ को ग्रहण करने योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) कबीर 'साखी'	द्वितीय सप्ताह काव्य को समझकर उसका व्याख्या अपने शब्दों में कीजिए।
पाठ का सस्वर वाचनकरने की क्षमता बढ़ाना ।	पाठ्य पुस्तक संचयन भाग-2 मिथिलेश्वर- हरिहर काका	तृतीय सप्ताह पाठ में प्रयुक्त कठिन शब्दों का अर्थ शब्द-कोश की सहायता से समझने का प्रयाश करें।
पाठ में निहित अर्थ को ग्रहण करने एवं भावानुभूति करने का अभ्यास ।	पाठ्य पुस्तक संचयन भाग-2 मिथिलेश्वर- हरिहर काका	चतुर्थ सप्ताह बोध प्रश्न 1 से 10 तक का उत्तर लिखिए।
पत्र लेखन(औपचारिक) का अभ्यास कराना तथा लेखन कौशल में निपुण बनाना।	व्याकरण की पुस्तक (रचना) पत्र लेखन	पंचम सप्ताह अपने प्रधानाचार्य को दो दिन की अवकाश हेतु प्रार्थना पत्र लिखिए।
पत्र लेखन(अनौपचारिक) का अभ्यास कराना तथा लेखन कौशल में निपुण बनाना।	व्याकरण की पुस्तक (रचना) पत्र लेखन	छठा सप्ताह अपने चाचाजी को दिल्ली भ्रमण के बारे में पत्र लिखिए।
पाठ में प्रयुक्त शब्दों एवं वाक्य का शुद्ध सस्वर वाचन कराकर उनके वाचन कौशल को विकसित करना।	पाठ्य पुस्तक स्पर्श भाग-2 प्रेमचंद- 'बड़े भाईसहब'	सातवाँ सप्ताह पाठ में प्रयोग कठिन शब्दों एवं वाक्यों का शुद्ध उच्चारण कीजिये और कठिन शब्दों का आर्ट समझने का प्रयाश कीजिए ।

पाठ में निहित भाव एवं अर्थ को ग्रहण करने का अभ्यास कराना।	पाठ्य पुस्तक स्पर्श भाग-2 प्रेमचंद- 'बड़े भाईसहब'	आठवाँ सप्ताह मौखिक प्रश्न का उत्तर मौखिकी और लिखित प्रश्न का उत्तर लिखकर दीजिए। पाठ में निहित पर्यायवाची, मुहावरे, क्रियाएँ आदि को समझने का प्रयाश कीजिए।
पाठ में प्रयुक्त शब्दों एवं वाक्य का शुद्ध सस्वर वाचन कराकर उनके वाचन कौशल को विकसित करना।	पाठ्य पुस्तक स्पर्श भाग-2 सीतारामसेकसरिया- 'डायरी का पन्ना'	नवाँ सप्ताह पाठ में प्रयोग कठिन शब्दों एवं वाक्यों का शुद्ध उच्चारण कीजिये और कठिन शब्दों का आर्ट समझने का प्रयाश कीजिए ।
पाठ में निहित भाव एवं अर्थ को ग्रहण करने का अभ्यास कराना।	पाठ्य पुस्तक स्पर्श भाग-2 सीतारामसेकसरिया- 'डायरी का पन्ना'	दसवाँ सप्ताह मौखिक प्रश्न का उत्तर मौखिकी और लिखित प्रश्न का उत्तर लिखकर दीजिए। पाठ में निहित पर्यायवाची, मुहावरे, क्रियाएँ आदि को समझने का प्रयाश कीजिए।
समुचित लय, भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करने की क्षमता विकसित करना।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) मीरा- 'पद'	ग्यारहवाँ सप्ताह काव्य को उचित लय तथा शुद्ध उच्चारण के साथ वाचन कीजिए और इनमें निहित भाषा एवं भाव को समझने का प्रयाश कीजिए।
काव्य को पढ़कर उसके अर्थ एवं भाव को समझ कर पाठ में निहित प्रश्न के उत्तर देने में सक्षम बनाना ।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) मीरा- 'पद'	बारहवाँ सप्ताह काव्य को समझकर उसका व्याख्या अपने शब्दों में कीजिए और प्रश्न के उत्तर दीजिए।
वाक्य का परिभाषा बताते हुए सरल, संयुक्त और मिश्र वाक्य के विभेद को बताना।	व्याकरण की पुस्तक (व्याकरण) वाक्य	तेरहवाँ सप्ताह वाक्य का परिभाषा बताते हुए सरल, संयुक्त और मिश्र वाक्य का परिभाषा लिखिए उनके तीन-तीन उदाहरण दीजिए।

शब्द और पद को स्पष्ट करना तथा पद और पदबंध में अंतर बताना ।	व्याकरण की पुस्तक (व्याकरण) शब्द, पद और पदबंध	चौदहवाँ सप्ताह शब्द, पद और पदबंध को उदाहरण सहित स्पष्ट कीजिए।
संधि और समास का अर्थ और प्रयोग को स्पष्ट करना ।	व्याकरण की पुस्तक (व्याकरण) संधि और समास	पंद्रहवाँ सप्ताह संधि और समास का अर्थ लिखते हुए उनके पाँच-पाँच उदाहरण दीजिए ।
सम सामयिक विषयों पर अनुच्छेद लिखना।	व्याकरण की पुस्तक (रचना) अनुच्छेद लेखन	सोलहवाँ सप्ताह किसी दो विषय पर अनुच्छेद लिखिए।