

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL — 796 012

Dated Aizawl, the 18th August, 2021

NOTICE

No. K.11013/1/2018-MBSE(Acad)/44 : It is hereby notified for the information of all concerned that **week-wise plans** for students at the secondary stage have been prepared by MBSE for the 2021 – 2022 academic session in view of the restriction on opening of schools due to the COVID – 19 pandemic so that students can receive school education systematically at home till schools re-open for normal classes. The week-wise plans are prepared from week 17 onwards and are to be carried out **under the guidance of the teachers** through available technological and social media tools. 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

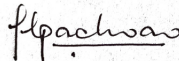
Secretary

Mizoram Board of School Education

Memo No. K.11013/1/2018-MBSE(Acad)/44(A) : Dated Aizawl, the 18th August, 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 Secretary to the Govt. of Mizoram, School Education Department, Aizawl.
4. P.S. to Chairman, MBSE for information of the Chairman.
5. P.A. to Secretary, MBSE for information of the Secretary.
6. The Director of School Education, Govt. of Mizoram, Aizawl, for information.
7. All District Education Officers, Mizoram. They are requested to disseminate this Notice and ensure compliance by all schools within their respective jurisdictions.
8. 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 Notice.
9. The President, MISSTA, with a request to disseminate to their member schools.
10. Guard File No. 14.


(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 students 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 until schools re-open for normal classes. Moreover, these week-wise plans will be useful for 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 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 plans (Week 17 onwards)
for High Schools
(As per Academic Work Plan)**

CONTENTS

Sl No	Subject	Page No.
1.	Mizo	1 – 4
2.	English	5 – 10
3.	Mathematics	11 – 16
4.	Science	17 – 20
5.	Social Science	21 – 24
6.	Alternative English	25 – 28
7.	Hindi	29 – 30

Subject : MIZO Class – IX

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teacher)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • Mizo tawng dik taka chhiar a thiam ang. • Mahni inhneh pawimawhzia a hria ang. • Mahni inhneh theih dan a thiam ang 	<p>Textbook (Mizo Pâwl Kaw Zirlai) Published by MBSE.</p> <p>Then hnihna : Thu (Prose)</p>	<p><u>WEEK — 17</u></p> <p>Zirlai – 17na Mahni Inhneh By Lalzuia Colney</p> <p>1. Zirlaibu tâwpa zawhna 1, 3, 4 leh 5 te hi chhang ang che.</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 — 18</u></p> <p>1. Tlawmngaihna leh aia upa zah (Zirlai 13na), by R. Lalrawna 2. Nungcha leh zofate (Zirlai 20na) by B. Lalthangliana</p> <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 chhiar satliah ni lo, ngaihnaawm taka chhiar a thiam ang. • thawnthu tawi phuah dan kal hmang 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 — 19</u></p> <p>1. Pathian sam suih by Rev. Zokima (Zirlai 30na, 135 – 159 pages). Zirlai bua tihturte hi tih vek nise. 2. Tihturtea 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>
<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 thianghlimna 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 Pawl kaw Zirlai) Published by MBSE</p> <p>Then hnihna : Thu (Prose)</p> <p>Then thumna : Grammar</p>	<p><u>WEEK – 20</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) Tihturte 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) Tihturte No. 1, 5, 7, 9 leh 10-na te hi chhang vek ang che.

Zirlai chuan :	Text book	<u>WEEK – 21</u>
<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>(Mizo Pawl Kaw Zirlai) Published by MBSE</p> <p>Then Khatna : Hla(Poetry)</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. Tihurte 7 & 8 hi tha takin chhang rawh. <p>II. <i>Hmangaih lenruual 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.

Subject : MIZO Class – X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teacher)
<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • Pathian thil siam mawina hre turin a ngaihtuahna a siam ang. • Hla thiam takin a chhiar ang a, hla pum pui en lovin thiam takin a vawng thei ang. • Hla tlar tinin a sawi tum a hre thei ang. • Hmanlai pi leh pute thawnthu, a bikin, Chhûra thawnthu a hria ang. 	<p>Textbook (Class X Mizo) Published by MBSE.</p> <p>Then khatna Hla (Poetry)</p>	<p><u>WEEK — 17</u></p> <p>Zo bawmtu chhawkhleï pâr by H.Lalringa</p> <ol style="list-style-type: none"> 1. ‘Zo bawmtu chhawkhleï pâr’ tih hla hi vawng ang che. 2. Tihturte 1 – 8 te hi chhang ang che. 3. Chhawkhleï pâr lem mawi takin ziak rawh. 4. Chhûra thawnthu Mizo thawnthua ziah chhiar ang che.
<ul style="list-style-type: none"> • Lalzova chanchin tlangpui hre turin a chhiar ang. • Hla thiam takin a chhiar thei ang. • Hla pum pui en lovin a sawi thei ang. • Nula leh Tlangval inkâra inhmangaihna awm dan a suangtuah ve thei ang. 	<p>Textbook (Class X Mizo) Published by MBSE.</p> <p>Then khatna Hla (Poetry)</p>	<p><u>WEEK — 18</u></p> <p>Mahriak ten âr ang ka vai e Pârte by Lalzova</p> <ol style="list-style-type: none"> 1. ‘Mahriak ten âr ang ka vai e Pârte’ tih hla pum pui a vawng ang. 2. Tihturte 1 – 6 te hi a ti vek ang. 3. Hla thu zawng la chhuakin a hrihfiahna a ziak tel vek ang.
<ul style="list-style-type: none"> • Mizo thufing chi hrang hrang awmzia, a kawh tum leh mihring nuna a pawimawhnate a hria ang. • Mizo thufingte thiam takin a chhiar thei ang a, a thiam vek bawk ang. • Mizo pi pute thufing tawi mihring nuna a pawimawh dan a hria ang. 	<p>Textbook (Class X Mizo) Published by MBSE.</p> <p>Then hnihna Thu (Prose)</p>	<p><u>WEEK — 19</u></p> <p>Mizot hufing</p> <ol style="list-style-type: none"> 1. Mizo thufing No. 1 – 20 te hi thiam taka chhiarin by heart vek tur a ni. 2. Thufing, 1 – 20 a awmzia hre kim turin a zir ang. 3. Thufing, 1 – 20 hmangte hian sentence siam vek ang che.
<ul style="list-style-type: none"> • Hmanlai Mizo nun a hria ang. • Ngaihnawm taka thu chhiar a thiam ang. • Pi pute nun dan mawi leh tha - tlawmngaihna, huaisenna leh tih dan thate a zir chhuak ang. 	<p>Textbook (Class X Mizo) Published by MBSE.</p> <p>Then ngana Thawnthu tawi</p>	<p><u>WEEK — 20</u></p> <p>Thawnthu tawi : Tualte Vanglai by Pastor Nikhama</p> <ol style="list-style-type: none"> 1. Week lina a zirlai a ennawn ang. 2. Zawhna awm thei zawng zawng la chhuakin chûng zawhnate chu a chhang nghal ang.

<p>Zirlai naupang chuan</p> <ul style="list-style-type: none"> • Lemchan kal phung (character) a hria ang. • Tawng leh chetze pawimawhzia hriain thu sawi thiam a zir tel ang. • Sual hlâwk lohzia, a tâwpa thihna a nihzia leh thatna / dikna hi a tâwpa hnehtu a nih thin dan a zir chhuak ang. 	<p>Textbook (Class X Mizo) Published by MBSE.</p> <p>Then lina Lemchan</p>	<p><u>WEEK — 21</u></p> <p>Lemchan : Sual man thihna by Lalthangfala Sailo</p> <ol style="list-style-type: none"> 1. Lemchan chhûnga zawhna awm thei zawng zawng a la chhuak ang a, a chhâng ang. 2. A thiam ang tâwkin Lemchan tawi a ziak ve ang. 3. Week – 15na a zirte a ennawn ang.
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Subject : ENGLISH CLASS – IX

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teachers)
<p>The students will be able to recall, define, identify facts and do dictionary work (knowledge)</p> <p>The students will be able to</p> <ul style="list-style-type: none"> - Understand and critique verb form - Critique and revise the use of verb tense agreement - Depict innovative thinking using language creativity <p>The students will be able to form opinions, make judgements, assessments, justifying the values or outcome based on the given passages.</p>	<p>Course Book Lesson – 10 Mother Teresa</p> <p>Grammar : Worksheet – 3</p> <ul style="list-style-type: none"> • Present & Past Continuous Tense • Modals • Vocabulary <p>WORKSHEET : 5</p> <ul style="list-style-type: none"> • Present & Past Perfect Tense • Vocabulary <p>Reading (10 marks passage) 3 short answer questions $3 \times 2 = 6$ 2 multiple choice questions $2 \times 1 = 2$ 2 very short answer questions $2 \times 1 = 2$</p>	<p style="text-align: center;"><u>WEEK — 17</u></p> <p>Read the lesson thoroughly and identify difficult words, write the meanings in the text book itself.</p> <p>Read the explanation and attempt all the exercises from Course Book page nos 31 – 34. Work Book page nos 14 – 18.</p> <p>Read the explanation and attempt all the exercises from Course Book page nos 59 – 63. Work Book page nos 27 – 31.</p> <p>The teacher will give one unseen passage 350 – 450 words in length with a variety of comprehension questions. It can be a factual passage. (e.g. description etc) or a Literary passage (e.g. Extract from fiction, drama, Poetry, essay, etc.)</p>
<p>The students will be able to bring out information, understand, interpret the concept within the context (comprehension)</p> <p>The students will be able to</p> <ul style="list-style-type: none"> - Use proper formats for formal and informal letters - Plan, write, complete correct, clear and courteous letters and memoranda - Compile the pieces of information beyond textbook, extrapolation etc. 	<p>Course Book Lesson – 10 Mother Teresa</p> <p>Writing :</p> <ul style="list-style-type: none"> • Formal & Informal Letter 	<p style="text-align: center;"><u>WEEK — 18</u></p> <p>Answer the questions from ‘ Learn to Read’ Q1 – Q10 and Learn to infer Q1 – Q2.</p> <p>Read the letter writing format from Course Book page nos 64 & 135 and the sample letter from Work Book page nos 42 – 44. Attempt Q.No. 1 & 2 from page no. 44.</p>

<p>The students will be able to gather information and recall, define, identify facts, dictionary meanings etc.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> - Recognize preposition of time and place. They will also be able to correctly identify and use them in sentences - Recognize sentence structures of gerunds, infinitives and participles 	<p>Literature Lesson – 7 Michael</p> <p>Grammar : Worksheet – 4</p> <ul style="list-style-type: none"> • Finite & Non-finite forms • Prepositions • Vocabulary 	<p style="text-align: center;"><u>WEEK — 19</u></p> <p>Read the lesson and identify facts and meanings.</p> <p>Read the explanation from Course Book page nos 46 – 50. Attempt all the exercises from page nos 49 – 51 and Work Book page no. 20 – 25.</p>
<p>The students will be able to analyse, compare & contrast within the context.</p> <p>The students will be able to</p> <ul style="list-style-type: none"> - Analyse, evaluate and synthesise several valid sources of information to produce well-reasoned reports in accepted format - Apply correct format of writing - Synthesise multiple peces of information and present ideas to specific content 	<p>Literature Lesson – 7 Michael</p> <p>Writing :</p> <ul style="list-style-type: none"> • Report writing • Message writing 	<p style="text-align: center;"><u>WEEK — 20</u></p> <p>Attempt the questions from Let’s infer Q1–Q3. Let’s discuss Q1–Q3.</p> <p>Read the explanation from Course Book (and other sources) Attempt the exercise from Course Book page nos 34 & Work Book page no. 32</p> <p>Study the message writing sample from Course Book (and other sources). Attempt the exercise from Course Book page no. 92.</p>

<p>The students will be able to</p> <ul style="list-style-type: none"> - Understand and critique verb forms - Critique and revise the use of verb-tense agreement - Recognize and use direct and indirect speech - Understand more complex grammatical structures in conversation and discussion - Understand and critique sentence structure and a variety of sentences 	<p>Grammar – Worksheet : 6</p> <ul style="list-style-type: none"> • Future tenses • Vocabulary <p>Worksheet : 7</p> <ul style="list-style-type: none"> • Connectors • Reported speech • Vocabulary <p>Worksheet : 8</p> <ul style="list-style-type: none"> • Types of Sentences • Vocabulary 	<p style="text-align: center;"><u>WEEK — 21</u></p> <p>Read the explanation from Course Book and attempt all the exercises from page nos 75 – 79. Work Book page nos 33 – 36.</p> <p>Read the explanation from Course Book (and other sources). Attempt all the exercises from page nos 88 – 91.</p> <p>Read the explanation from Course Book and attempt all the exercises from page nos 105 – 107. Work Book page nos 47 & 48.</p>
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Subject : ENGLISH CLASS – X

Expected Level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teachers)
<p>To gather information, gist and details and respond accordingly</p> <p>The students will be able to understand and critique sentence structure and a variety of sentences.</p> <p>They will also be able to recognize and use direct and indirect speech.</p> <p>The students will be able to form opinions, make judgements, assessments, justifying the values or outcome based on the given passages.</p>	<p>Course Book Lesson – 6 Two Gentleman of Verona</p> <p>Grammar : Worksheet – 6</p> <ul style="list-style-type: none"> • Reported Speech • Comparisons • Prepositions • Vocabulary <p><u>Reading</u> (10 marks passage) 3 short answer questions $3 \times 2 = 6$ 2 multiple choice questions $2 \times 1 = 2$ 2 very short answer questions $2 \times 1 = 2$</p>	<p style="text-align: center;"><u>WEEK — 17</u></p> <p>Read the lesson thoroughly and identify all the difficult words. Write the meanings in the textbook itself.</p> <p>Read the explanation from the COURSE BOOK and attempt all the exercises from page nos. 92 – 98 & WORK BOOK page nos. 47 – 52.</p> <p>The teacher will give one unseen passage 350 – 450 words in length with a variety of comprehension questions. It can be a factual passage. (e.g. description etc) or a Literary passage (e.g. Extract from fiction, drama, Poetry, essay, etc.)</p>
<p>They will be able to bring out information from the text and understand and describe the context (comprehension)</p> <p>The students will be able to plan, organize and present ideas coherently by introducing a topic, developing it and making a suitable conclusion.</p> <p>Students will also be able to compile the pieces of information beyond the textbook.</p>	<p>Course Book Lesson – 6 Two Gentleman of Verona</p> <p>Writing : Diary Entry</p>	<p style="text-align: center;"><u>WEEK — 18</u></p> <p>Attempt all the exercises from Course Book page nos. 89 – 91.</p> <p>Read and attempt the given questions from Course Book page nos 98 & 99 (You may get the explanation from YouTube Zirna Huang or from other sources).</p>

<p>To enable learners to access knowledge and information through reference skills. (Consulting a dictionary or internet etc)</p> <p>The students will be able to understand and critique sentence structure and a variety of sentences.</p> <p>Students will also be able to understand more complex grammatical structures in conversation and discussion.</p>	<p>Literature Reader Lesson – 7 The Adventure of the Three Students</p> <p>Grammar : Worksheet – 4</p> <ul style="list-style-type: none"> • Types of Sentences • Connectors • Vocabulary 	<p style="text-align: center;"><u>WEEK — 19</u></p> <p>Read the lesson and identify all the difficult words.</p> <p>Read the explanation from the Course Book and complete the exercises from page nos 60 – 62 and Work Book page nos 32 – 35.</p>
<p>Students will be able to appreciate, reason, analyse, compare and contrast.</p> <p>The students will be able to understand and critique verb forms.</p> <p>They will also be able to critique and revise the use of subject-verb agreement.</p> <p>Students will be able to recognize the functions of gerund, infinitives and participles, and use them correctly.</p>	<p>Literature Reader Lesson – 7 The Adventure of the Three Students</p> <p>Grammar : Worksheet – 3</p> <ul style="list-style-type: none"> • Subject – Verb Concord • Non-finite Verb Forms • Vocabulary 	<p style="text-align: center;"><u>WEEK — 20</u></p> <p>Complete all the questions from Let’s infer Q1 – Q5 and Let’s discuss Q1 – Q4.</p> <p>Read the explanation from the Course Book (and other sources). Attempt the exercises from page nos 45 – 47 and Work Book page nos 22 – 26.</p>

<p>Students will be able to</p> <ul style="list-style-type: none"> - Identify characteristics of invitation, both formal and informal. - Plan and draft invitations, free of grammatical errors - Understand the format of notice writing - Plan, organize and present ideas coherently by introducing, developing and concluding a topic. 	<p>Writing :</p> <ul style="list-style-type: none"> • Formal and Informal invitation • Notice Writing 	<p style="text-align: center;"><u>WEEK — 21</u></p> <p>Study the sample note of Invitation from the Work Book (and from other sources). Attempt the questions from page nos 35 & 36.</p> <p>Read the notice writing format from the Course Book page no. 120 and attempt the given question from page no. 119.</p>
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Subject : MATHEMATICS CLASS – IX

Expected level of Competency / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teachers)
<ul style="list-style-type: none"> • The learner learns the idea of banking system. • develops the idea of calculating simple interest, compound interest, Amount, growth, depreciation etc. • is able to apply the concept in day-to-day situations. 	<p style="text-align: center;">Learning Maths Textbook for Class IX Chapter 3</p> <p>(a) https://youtu.be/ppTxaPPaIf4 (b) https://youtu.be/F_Ewtt9nUuY OR https://youtu.be/zJ6Aairho9g</p>	<p style="text-align: center;"><u>WEEK – 17</u></p> <p>Teachers explain the main concept aimed by the chapter and encourage to watch youtube video from the given link and the notes or video prepared by other sources. Teacher may give questions from – Ex. 3.1, Q.1, 3, 4, 5, 7, 8, 9,10, 11, 15 Ex.3.2, Q.1, 3, 4, 5, 7, 9, 10</p>
<ul style="list-style-type: none"> • The learner learns ratio and proportion. • Is able to apply ratio and proportion in day-to-day etc life situations. • The learner knows the concept of area and is able to calculate area of a triangle by using Hero’s formula 	<p style="text-align: center;">Learning Maths Textbook for Class IX</p> <p style="text-align: center;">Chapter 4</p> <p>(a) https://youtu.be/KTUNOC5P_JA (b) https://youtu.be/yJnQCwqbnPQ (c) https://youtu.be/JOZSFwuyqok</p> <p style="text-align: center;">Chapter 20 https://youtu.be/01TFoYPHjRY</p>	<p style="text-align: center;"><u>WEEK – 18</u></p> <p>Teacher can explain and demonstrate how one quantity bears to the other quantity in terms of magnitude and thus arrive at ratio and proportion, their concepts etc. Teacher can also explain the concept of area of triangle by Hero’s formula. Teacher can encourage Roles / Video prepared by some sources and may encourage to watch youtube video from the given link. Exercise questions may be given from Ex. 4.1, Q.1, 5, 8, 9, 13, 14, 15,16, 17, 18, 19, 20 and Ex.20.1, Q.1– 8</p>

<ul style="list-style-type: none"> • The learner learns and develops the ideas and concepts of lines and angles and related theorems. • The learner develops the concept of certainty and uncertainty. • The learner learns congruency of two figures, triangles. • Develops the concept of congruent postulates for two triangles. • Is able to do exercise problems without much difficulties. 	<p style="text-align: center;">Learning Maths Textbook for Class IX</p> <p style="text-align: center;">Chapter 10</p> <p>(a) https://youtu.be/Or-OLGkc7iQ</p> <p style="text-align: center;">Chapter 23</p> <p>(b) https://youtu.be/IZSL7Tm5ViA</p> <p style="text-align: center;">Learning Maths Textbook for Class IX</p> <p style="text-align: center;">Chapter 11</p> <p>https://youtu.be/odGk-9ejgoU</p>	<p style="text-align: center;"><u>WEEK – 19</u></p> <p>Teacher can explain the concept of lines and angles, related problems etc. and encourage to watch youtube video from the given link or notes and video prepared by other sources. Questions can be given from Ex. 10 Q.1, 2, 3, 7, 8, 9, 13,14 Teacher can explain certainty and uncertainty concept and can encourage to watch youtube from the given link and questions can be given to learners from Ex. 23, Q.1-9</p> <p style="text-align: center;"><u>WEEK – 20</u></p> <p>Teacher can explain and demonstrate congruency concepts and arrive at two congruent triangles and their congruent postulates. Teachers can encourage to watch youtube video from the given link and notes/videos prepared by other sources. Questions may be given from Ex. 11.1, Q.1, 2, 4, 7, 8, 9 Ex. 11.2, Q.1, 2, 3, 5, 7 Ex. 11.3, Q.1, 2, 3, 4, 5, 6</p>
<ul style="list-style-type: none"> • The learner learns and understands about quadrilaterals and parallelograms and their properties. 	<p style="text-align: center;">Learning Maths Textbook for Class IX</p> <p style="text-align: center;">Chapter 13</p> <p style="text-align: center;">Ex 13.1</p> <p>(a) https://youtu.be/OIcMPMtO-78</p> <p>(b) https://youtu.be/XB-tmxFj8ts</p> <p>(c) https://youtu.be/cPObQfx_-b4</p> <p style="text-align: center;">Ex 13.2</p> <p>(a) https://youtu.be/x3yLFUPr7ps</p> <p>(b) https://youtu.be/sGZBaTNXU40</p> <p>(c) https://youtu.be/_hABubIEubY</p>	<p style="text-align: center;"><u>WEEK – 21</u></p> <p>Teacher can explain related theorems and how to apply these theorems in proving exercise problems. Teachers can encourage to watch youtube video from the given link and notes/videos prepared by other sources. Questions may be given from Ex. 13.1, Q.1, 2, 3, 4, 5, 6, 8, 11 Ex. 13.2, Q.1, 4, 5, 9</p>

<ul style="list-style-type: none"> • The learner knows how to construct triangles and quadrilaterals from the given information. • The learner knows the importance of data collection and can apply these data to depict day-to-day situational information in the form of pictures, charts and tables. 	<p align="center">Learning Maths Textbook for Class IX Chapter 15</p> <p>(a) https://youtu.be/wzv5wx8_gwY (b) https://youtu.be/dmY7dQ4tTMM (c) https://youtu.be/fjACjXeh1AQ (d) https://youtu.be/RrGn2Jv3IEo (e) https://youtu.be/g12OHKJDzks (f) https://youtu.be/nBjE3iyITKY (g) https://youtu.be/6d_HDm9eIxg (h) https://youtu.be/43yv3L0t2zc (i) https://youtu.be/WEAEanrP95g</p> <p align="center">Chapter 22</p> <p>https://youtu.be/_1tBals4XKs</p>	<p align="center"><u>WEEK – 22</u></p> <p>Teacher can encourage to watch youtube video from the given link and the notes or videos prepared by other sources. Questions may be given from Ex.15, Q.1, 2, 4, 5, 6, 9, 11, 12, 13 Ex.22.2, Q.1, 2, 3, 4, 7 Ex.22.3, Q.2, 3, 5</p>
<ul style="list-style-type: none"> • The learner learns surface areas and volumes of regular solids, how formulae have been worked out and proved (for cubes and cuboids) • The learner will be able to apply on situational activities etc. 	<p align="center">Learning Maths Textbook for Class IX Chapter 21 Ex 21.1</p> <p>https://youtu.be/FipN3BdTn_0</p> <p align="center">Ex.21.2</p> <p>https://youtu.be/id-m1aPRJ1E</p>	<p align="center"><u>WEEK – 23</u></p> <p>Teacher can explain the concept of surface areas and volumes of regular solids and how formulae are being framed and worked out, and can encourage to watch youtube videos from the given link or notes and videos prepared from other sources. Questions may be given from Ex.21.1, Q.1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 14 Ex.21.2, Q.1, 2, 3, 4, 5, 6,10, 11, 12</p>
<ul style="list-style-type: none"> • The learner learns surface areas and volumes of regular solids (spheres, hemispheres and shells, cylinders and cones) How formulae have been derived and worked out. • The learner will be able to apply on situational activities etc. 	<p align="center">Learning Maths Textbook for Class IX Chapter 21</p> <p align="center">Ex.21.3</p> <p>https://youtu.be/9vrBMhohlA</p> <p align="center">Ex.21.4</p> <p>https://youtu.be/G31wkdSDUR0</p>	<p align="center"><u>WEEK – 24</u></p> <p>Teacher can explain the concept of surface areas and volumes of regular solids and how formulae are being framed and worked out, and can encourage to watch youtube videos from the given link or notes and videos prepared from other sources. Questions may be given from Ex.21.3, Q.1, 2, 4, 7, 8, 10, 11 Ex.21.4, Q.1 to 13</p>

Subject : MATHEMATICS CLASS – X

Expected Level of Competancy / Learning Outcomes	Sources / Resources	Week-wise suggestive activities (to be guided by Teachers)
<p>- the learner will be able to understand the conversion of units and also understand how to solve problems based on time and work.</p> <p>-the learner develops the idea of sets.</p>	<p>Learning Maths Textbook for Class X Chapter – 2 https://youtu.be/fCfCEZUXNso https://youtu.be/K9-Y1-x-UF4</p> <p>Chapter – 7 https://youtu.be/XdWr45WZcrM https://youtu.be/EhNapnXlhU0 https://youtu.be/lt9pgs3_3xE</p>	<p style="text-align: center;"><u>WEEK – 17</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 the relation between the units of speed –</p> $1 \text{ m/s} = \frac{18}{5} \text{ km/h}$ <p>Teachers can give questions like</p> <p>i) 20 m/s = ____ km/h</p> <p>ii) 72 km/h = ____ m/s</p> <p>Teachers can also give questions from Ex 2.2 No. 1 – 10</p> <p>Teachers can give different types of sets.</p> <p>Teachers can also give questions from Ex 7.1, 7.2 and 7.3</p>
<p>-the learner learns Thales theorem and Pythagoras theorem and develops the idea of solving problems based on Thales theorem, Pythagoras theorem.</p> <p>-the learner understands the proof of theorems on circles and simple applications of the theorem.</p>	<p>Learning Maths Textbook for Class X Chapter – 8 https://youtu.be/t5pYSirHsdK</p> <p>Chapter 9 https://youtu.be/hWFzBRZN_hg</p>	<p style="text-align: center;"><u>WEEK – 18</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.8.1 No.1 & 11, Ex.8.4 No 1, 8, 10</p>
<p>-the learner understands and solve numerical problems based on theorems</p> <p>-the learner understands proof & application of theorems on circles & problems involved.</p>	<p>Learning Maths Textbook for Class X Chapter – 9 https://youtu.be/5iDfmfnJM8U https://youtu.be/C95xBwIKqDk https://youtu.be/f_hX-BfT83c</p> <p>https://youtu.be/DiXKHLp653c https://youtu.be/vVzHmniN60w</p>	<p style="text-align: center;"><u>WEEK – 19</u></p> <p>Teachers can encourage the students to watch youtube video using the given and examples given in the text book.</p> <p>Teachers can give problems from Ex.9.1, 9.2, 9.3 & 9.4</p>

<p>-the learner will be able to construct different types of geometrical figures</p>	<p>Learning Maths Textbook for Class X Chapter – 10 https://youtu.be/v6_fn_Bhtkc https://youtu.be/5NZ1rY7tSIA OR https://youtu.be/hMSg-N6rJIE https://youtu.be/bUkZgWWDfpE https://youtu.be/x_bSNoEWngg https://youtu.be/oHZcS2s0roY https://youtu.be/H2HV0hZhgrg OR https://youtu.be/9zLX5CBB7UM https://youtu.be/K6GsdN61Uqo https://youtu.be/fXi3odxDq_I</p>	<p style="text-align: center;"><u>WEEK – 20</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 10.1, Ex 10.2 No.8 – 11</p>
<p>-the learner understands the concept of Co-ordinate geometry and will be able to solve problems involved in the portion</p>	<p>Learning Maths Textbook for Class X Chapter – 11 Ex 11.1 https://youtu.be/zUjgtb5cxUY https://youtu.be/yUNA6gYDfwA https://youtu.be/v2IcYRR9m6Y Ex11.2 https://youtu.be/7DGbvJzll84 https://youtu.be/-L_49MITBrA https://youtu.be/IXw3MQH618w</p>	<p style="text-align: center;"><u>WEEK – 21</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 11.1 and Ex.11.2</p>
<p>-the learner understands and develops the concept of areas related to Circles.</p> <p>-the learner understands surface areas and volumes of different types of regular solid objects.</p>	<p>Learning Maths Textbook for Class X Chapter – 15 Ex.15.1 https://youtu.be/UcBLqU5OEhg Chapter - 16 Ex.16.1 https://youtu.be/HYBUW_zXBF E https://youtu.be/H229cP6rw50 https://youtu.be/Fq5d9EBSnJI Ex.16.2 https://youtu.be/TVcu5ZW8h4c https://youtu.be/OaS0JWkbVSE</p>	<p style="text-align: center;"><u>WEEK – 22</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 15.1, Ex.16.1 and Ex.16.2</p>

<p>-the learner understands the meaning and concept of mean and median and will be able to solve problems based on mean and median</p>	<p>Learning Maths Textbook for Class X Chapter – 17 https://youtu.be/ibKf2j_CDKw https://youtu.be/2H9XZzInlg4 OR https://youtu.be/TKzOM8gwXV4</p>	<p style="text-align: center;"><u>WEEK – 23</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 17.1 No. 1 – 11 and Ex.17.2</p>
<p>-the learner learns the concept of probability and pictorial representation of data</p>	<p>Learning Maths Textbook for Class X Chapter – 18 https://youtu.be/Cb1srF2KgyM Chapter – 19 https://youtu.be/Bzgn_MalE28</p>	<p style="text-align: center;"><u>WEEK – 24</u></p> <p>Teachers can encourage the students to watch youtube video using the given and examples given in the text book. Teachers can give questions from Ex 18 and Ex 19 No.2 – 5, 8 - 9</p>

Subject: SCIENCE CLASS – IX

Expected Level of Competency/Learning Outcomes	Source/Resource	Week-wise suggested activities (to be guided by Teachers)
<p>The learner will be able to understand and explain Force and Newton’s First law of motion.</p>	<p>Textbook Chapter 2 Class IX Science MBSE Textbook by Arya Publishing Company</p>	<p style="text-align: center;"><u>WEEK – 17</u></p> <p>Read the lessons (page number 33 - 35) carefully and answer the following questions-</p> <ol style="list-style-type: none"> 1. Give two examples for Newton’s First law of motion. 2. Write two effects produced by a force when it acts on a body. Also give an example of each effect.
<p>The learner will be able to recognize and differentiate mixture, homogeneous and heterogeneous mixture, colloidal solution.</p>	<p>Textbook Chapter 7 Class IX Science MBSE Textbook by Arya Publishing Company</p>	<p style="text-align: center;"><u>WEEK – 18</u></p> <p>Read the lesson (page number 141 – 150) carefully and then answer the given questions-</p> <ol style="list-style-type: none"> 1. Distinguish between Mixture and Compound. 2. What is solution? What are the different types of solutions? 3. What are the two component of a solution? 4. What is suspension? Write the properties. 5. What is colloidal solution? What are the components of Colloid?
<p>The learner will be able to understand the structural organization of a cell.</p> <p>The learner will be able to remember, classify and characterize Animal Kingdom.</p>	<p>Textbook Chapter 10 & 12 Class IX Science MBSE Textbook by Arya Publishing Company</p>	<p style="text-align: center;"><u>WEEK – 19</u></p> <p>Read the lesson (Chapter 12 page 271 – 281 and Chapter 10 page 224 – 235) carefully and answer the following questions-</p> <ol style="list-style-type: none"> 1. Name the pores present in porifers. 2. Why do you keep both snake and turtle in the same class? 3. Give two examples each of Pisces, Reptilia and Amphibia. 4. Write the main characteristics of Phylum Arthropoda. 5. Which cell organelle controls most of the activities of the cell? 6. Give four functions of a cell wall. 7. Describe the structure of nucleus with labelled diagram.

<p>The learner will be able to understand and explain Newton's Second and Third law of motion.</p>	<p>Textbook Chapter 2 Class IX Science MBSE Textbook by Arya Publishing Company</p>	<p style="text-align: center;"><u>WEEK – 20</u></p> <p>Read the lessons (page number 36 – 43) carefully and answer the following questions-</p> <ol style="list-style-type: none"> 1. What is the physical quantity that measures the quantity of motion? 2. Write two practical applications of Newton third law of motion?
<p>The learner will be able to understand structure of atom, distribution of electrons in shells.</p>	<p>Textbook Chapter 9 Class IX Science MBSE Textbook by Arya Publishing Company https://www.youtube.com/watch?v=j6lkaPfN16g</p>	<p style="text-align: center;"><u>WEEK – 21</u></p> <p>Read the lesson from page 197 – 202 carefully and watch the audio-visual aid link given, then answer the following questions-</p> <ol style="list-style-type: none"> 1. What are the three fundamental particles of atom? 2. Write the main features of Bohr's theory? 3. Define valency, valence shell and valence electrons. 4. What is the importance of valence electrons? 5. Write the electronic configuration of elements having atomic number 1 to 15.
<p>The learner will be able to remember and understand diseases – mode of transmission, treatment and prevention.</p>	<p>Textbook Chapter 13 Class IX Science MBSE Textbook by Arya Publishing Company</p>	<p style="text-align: center;"><u>WEEK – 22</u></p> <p>Read the lesson (page number 294 – 303) carefully then answer the following questions.</p> <ol style="list-style-type: none"> 1. Expand DPT. 2. How can we prevent ourselves from diseases? 3. What are the different modes of spreading infectious diseases?

Subject: SCIENCE CLASS – X

Expected Level of Competency/Learning Outcomes	Source/Resource	Week-wise suggested activities (to be guided by Teachers)
The learner will be able to understand the introduction of light, Spherical Mirrors, Dispersion of light, Prism and Atmospheric Refraction.	Textbook Chapter – 1 &2 Class X Science MBSE Textbook by Arya Publishing Company. https://www.youtube.com/watch?v=WwhcEbcATUM https://www.youtube.com/watch?v=FtN5EWu2_XU https://www.youtube.com/watch?v=rDYUPqPcW3Q	<u>WEEK – 17</u> Read the lesson carefully and watch the audio-visual aid link given, then answer the following questions- 1. Name a mirror that can give an erect and enlarged image of an object. 2. Distinguish between a concave and a convex lens. 3. What is dispersion of light? 4. Why do different colours deviate differently in the prism? 5. Explain the term, atmospheric refraction.
After going through the textbook and the given link, the students will understand chemical reaction and different kinds of reaction.	Textbook Chapter – 8 Class X Science MBSE Textbook by Arya Publishing Company. https://youtu.be/bC7EvhbGQTA	<u>WEEK – 18</u> Read the lesson from page number 172 to 187 carefully and watch the audio-visual learning aid by using the given link, then answer the following questions- 1. What is a balanced Chemical Equation? 2. What are Exothermic and Endothermic reactions? 3. What is the difference between Displacement and Double displacement reaction? 4. Mention different kinds of Chemical reaction.
After going through the lessons from textbook the students will understand and appreciate Ecosystem, Environmental problems and their Solutions.	Textbook Chapter – 15 Class X Science MBSE Textbook by Arya Publishing Company. https://www.youtube.com/watch?v=oKS7kbfta8c	<u>WEEK – 19</u> Read the whole chapter carefully and watch the audio-visual aid link given, then answer the following questions- 1. Name the two major components of an ecosystem. 2. What are the uses of Ozone layer? 3. Differentiate between Biodegradable and Non-biodegradable materials.

<p>The learner will be able to understand</p> <ul style="list-style-type: none"> - electricity, its heating effects and power - the Magnetic effects of Electric current 	<p>Textbook Chapter – 3 & 4</p> <p>Class X Science MBSE Textbook by Arya Publishing Company.</p>	<p style="text-align: center;"><u>WEEK – 20</u></p> <p>Read the lessons carefully and answer the given questions-</p> <ol style="list-style-type: none"> 1. What is potential difference? Define one volt. 2. What factors are responsible for the amount of heat produced in a conductor when current passes through it? 3. Define power of a device. 4. State two factors on which the strength of magnetic field due to current carrying conductor depends. 5. Write the important properties of the magnetic field lines.
<p>After going through the lessons from textbook and audio-visual learning aid, the students will understand and classify Metals and Non-Metals, Reactivity Series, different properties of Metals and Non Metals.</p>	<p>Textbook Chapter – 7</p> <p>Class X Science MBSE Textbook by Arya Publishing Company.</p> <p>https://youtu.be/RXaMTMHWiH4</p>	<p style="text-align: center;"><u>WEEK – 21</u></p> <p>Read the lesson from page number 195 to 209 carefully and watch the audio-visual learning aid by using the given link, then answer the following questions-</p> <ol style="list-style-type: none"> 1. What are Metals and Non-metals? 2. Compare the different physical properties of metals and non-metals. 3. Define the following terms: <ul style="list-style-type: none"> a) Lustre b) Malleability c) Ductility d) Thermal conductivity e) Sonority f) Electrical conductivity.
<p>After going through the lessons from textbooks and audio-visual learning aid the student will understand and appreciate</p> <ul style="list-style-type: none"> - how the sex of human being is determined. - life processes of living organisms: nutrition, respiration, transportation, excretion and how food is digested in human beings. 	<p>Textbook Chapter – 14</p> <p>Class X Science MBSE Textbook by Arya Publishing Company.</p> <p>https://youtu.be/tNTfgzbaGgk</p> <p>Textbook Chapter – 11</p> <p>Class X Science MBSE Textbook by Arya Publishing Company.</p> <p>https://youtu.be/jqg7uCwcjf8n0</p> <p>https://youtu.be/KU3qRtQtAn0</p> <p>https://youtu.be/4S5kiX7R590</p> <p>https://youtu.be/Mj8SLtCugpM</p>	<p style="text-align: center;"><u>WEEK – 22</u></p> <p>Read the whole chapter 14 & 11 carefully and watch the audio-visual learning aid by using the given link, then answer the following questions-</p> <ol style="list-style-type: none"> 1. Name the chromosomes that determine the sex in human being. 2. What are autosomes? 3. How is the chromosome number restored in a zygote? 4. Where does digestion of carbohydrates start in human alimentary canal? 5. Give one example each of saprophytic and parasitic animal. 6. Describe the process of digestion in small intestine. 7. Draw a labelled diagram of human respiratory system.

Subject: SOCIAL SCIENCE CLASS – IX

Expected Level of Competency / Learning Outcomes	Source / Resource	Week-wise suggestive activities (to be guided by Teachers)
<p>Learners</p> <p>- will be able to understand the confrontation between agricultural producers (Peasants and farmers) with technological and colonial forces.</p>	<p>A Textbook for Class IX (Footprints)</p> <p>HISTORY-INDIA AND THE CONTEMPORARY WORLD-I</p> <p>Chapter 6</p> <p>Peasants and Farmers</p> <p>Pages 73-84</p>	<p><u>WEEK — 17</u></p> <p>Read the chapter thoroughly and attempt all the questions of exercises I and II.</p>
<p>-will be able to understand about the population of India and the factors affecting it.</p>	<p>A Textbook for Class IX (Footprints)</p> <p>GEOGRAPHY: INDIA-LAND AND THE PEOPLE</p> <p>Chapter 6</p> <p>Population</p> <p>Pages 178-188</p>	<p><u>WEEK — 18</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define the following terms: <ol style="list-style-type: none"> a) Death rate b) Birth Rate c) Migration d) Primary occupation e) National Population Policy. 2. What do you understand by growth in population? 3. Why the Northern Plains is densely populated?
<p>-will be able to know different rights of people in a democratic country.</p>	<p>A Textbook for Class IX (Footprints)</p> <p>POLITICAL SCIENCE: DEMOCRATIC POLITICS-I</p> <p>Chapter 5</p> <p>Rights in a Democracy</p> <p>Pages 241-251</p>	<p><u>WEEK — 19</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What are Rights? 2. Mention some rights given to people that enable them to exercise their role as citizens. 3. What is meant by suspension of rights? When are rights suspended?

<p>-will be able to understand the Fundamental Rights in the Constitution of India.</p>	<p>A Textbook for Class IX (Footprints) POLITICAL SCIENCE: DEMOCRATIC POLITICS-I Chapter 5 Rights in a Democracy Pages 241-251</p>	<p><u>WEEK — 20</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What are Fundamental Rights? Write the important features of Fundamental Rights. 2. Mention the different classification of Fundamental Rights. 3. Discuss the role of judiciary in the enforcement of Fundamental Rights.
<p>- will be able to understand the importance of road safety.</p> <p>- will be able to know the causes of road accidents, preventive measures for road accidents.</p>	<p>A Textbook for Class IX (Footprints) DISASTER MANAGEMENT Chapter 2 Road Safety Pages 314-251</p>	<p><u>WEEK — 21</u></p> <p>Carefully read the whole chapter and answer all the questions of exercise III and IV.</p>

Subject: SOCIAL SCIENCE CLASS – X

Expected Level of Competency / Learning Outcomes	Source / Resource	Week-wise suggestive activities (to be guided by Teachers)
<p>Learners</p> <p>-will be able to understand the meaning of resources, differentiate types of resources and know how to conserve it.</p>	<p>A Textbook for Class X (Footprints) GEOGRAPHY: INDIA- RESOURCES AND THEIR DEVELOPMENT Chapter 1 Resources and Their Development Pages 90-94</p>	<p><u>WEEK — 17</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is meant by resource? 2. How do we conserve resources? 3. What is the importance of resources in our life?
<p>-will be able to understand land resources, land utilization, formation of soils, soil erosion, land degradation and resource planning.</p> <p>-will be able to know land use pattern in India.</p> <p>-will be able to list types of soils in India.</p> <p>-will be able to suggest measures to control soil erosion and land degradation.</p>	<p>A Textbook for Class X (Footprints) GEOGRAPHY: INDIA- RESOURCES AND THEIR DEVELOPMENT Chapter 1 Resources and Their Development Pages 94-101</p>	<p><u>WEEK — 18</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What are the chief causes of soil erosion? 2. Suggest measures for controlling land degradation. 3. Explain the three stages involved in resource planning. 4. Why is it necessary to understand the land use pattern of our country?
<p>- will be able to know the importance of transport for economic development of our country.</p>	<p>A Textbook for Class X (Footprints) GEOGRAPHY: INDIA- RESOURCES AND THEIR DEVELOPMENT Chapter 7 Transport, Communication and Trade Pages 178 - 186</p>	<p><u>WEEK — 19</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is transportation? What according to you is the significance of transportation? 2. Discuss the advantages of roadways as a medium of transportation? 3. Draw a sketch map of India and insert the following: <ol style="list-style-type: none"> a) The National Highway which connects the northernmost part of India to the southernmost part. b) The major international airports and major sea ports. c) The Inland waterways.

<p>-will be able to understand the importance of communication and trade for economic development of a country.</p>	<p>A Textbook for Class X (Footprints) GEOGRAPHY: INDIA- RESOURCES AND THEIR DEVELOPMENT Chapter 7 Transport, Communication and Trade Pages 186 - 189</p>	<p><u>WEEK — 20</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. What is meant by communication? Discuss various means of mass communication? 2. How does international trade determine a country's development quotient?
<p>-will be able to know the importance of preparedness from the occurrence of different disasters.</p> <p>-will be able to know ways to act/conduct during a disaster.</p> <p>-will be able to understand the golden rule of first aid and apply them whenever the need arises.</p>	<p>A Textbook for Class X (Footprints) DISASTER MANAGEMENT Chapter 2 Survival Skills</p>	<p><u>WEEK — 21</u></p> <p>Read the chapter thoroughly and answer the following questions:</p> <ol style="list-style-type: none"> 1. Define search and rescue. 2. State the golden rule of first aid. 3. State three principles that a rescuer should follow. 4. Briefly discuss the main objectives of search and rescue team.

Subject : ALTERNATIVE ENGLISH Class – IX

Expected Level of Competency/ Learning Outcomes	Sources/ Resources	Week-wise suggestive activities (to be guided by Teachers)
<p>The Learner Will be able to gather information while understanding the concept.</p>	<ol style="list-style-type: none"> 1. Poetry for Pleasure To Daffodils 2. Parts of Speech 	<p style="text-align: center;"><u>WEEK – 17</u></p> <ol style="list-style-type: none"> 1. Read the poem carefully and write the summary in your own words. 2. What is the main theme of the poem ‘To Daffodils’? 3. What, according to the poet is the similarity between daffodils and human beings? 4. Choose the correct answer from the options given: <ol style="list-style-type: none"> a) It is ____who has broken this chair. (he/him) b) Hold _____ your _____ head _____.(high/highly) c) Neither he ___I am to blame. (nor/or) d) Peter is my _____ brother. (elder/older) e) He did ___ to steal my bag. (try/tried)
<p>Will be able to bring out information and describe the concepts within the context.</p>	<ol style="list-style-type: none"> 1. Poetry for Pleasure Heights And Depths 2. Articles 	<p style="text-align: center;"><u>WEEK – 18</u></p> <ol style="list-style-type: none"> 1. Read the poem carefully and write the summary in your own words. 2. What is the poet’s gentle message here? 3. Fill in the blanks with appropriate articles: <ol style="list-style-type: none"> a) My brother is in ___classroom. b) Would you like ___ hamburger? c) Selena has got ___ cat. d) What is ___ cat’s name? e) He has ___ unique style.

<p>Will be able to understand the context and bring out information. The learner will also be able to describe the events and concepts within the context.</p>	<ol style="list-style-type: none"> 1. A Choice of Prose Albert Schweitzer 2. Tenses 	<p style="text-align: center;"><u>WEEK – 19</u></p> <ol style="list-style-type: none"> 1. Name the book written by Albert Schweitzer. Why was the book considered to be dangerous? 2. What was Albert Schweitzer famous for? 3. Explain the missionary work of Albert Schweitzer. 4. Change the tense as directed: <ol style="list-style-type: none"> a) I will wait for an hour. (simple past) b) It was raining. (future continuous) c) I saw him in the afternoon. (simple future) d) He has just returned. (future perfect) e) She did not know anything. (simple present)
<p>Will be able to read and understand the text and also describe the events and concepts.</p>	<ol style="list-style-type: none"> 1. A Choice of Prose Man Of Everest 2. Essay Writing 	<p style="text-align: center;"><u>WEEK – 20</u></p> <ol style="list-style-type: none"> 1. What happened to Hillary’s boots? What inconvenience did it cause? 2. Explain with reference to the context: ‘God is good to us,’ I thought, ‘Chomolungma is good to us!’ 3. ‘We were there! The dream had come true...’.Explain with reference to the context. 4. Write an essay on ‘Internet Facility – A boon or a curse?’ (120 – 150 words)
<p>Will be able to read the text and understand and describe the context.</p>	<ol style="list-style-type: none"> 1. RAPID READER (Chapters 7-10) 2. Letter Writing 	<p style="text-align: center;"><u>WEEK – 21</u></p> <ol style="list-style-type: none"> 1. How did Mr Fogg and his companions get on board the General Grant? 2. Describe the train journey across America. 3. What sort of man was Captain Andrew Speedy? 4. How did Mr Fogg get to London? 5. Write a letter to your friend telling him/her how you spent your time during the pandemic.

Subject : ALTERNATIVE ENGLISH Class – X

Expected Level of Competency/ Learning Outcomes	Sources/ Resources	Week-wise suggestive activities (to be guided by Teachers)
<p>The Learner Will be able to gather information while understanding the concept.</p>	<p>1. Poetry for Pleasure : Going Down-Hill On a Bicycle 2. Parts of Speech</p>	<p style="text-align: center;"><u>WEEK – 17</u></p> <ol style="list-style-type: none"> 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. 3. <i>Choose the correct answer from the options given:</i> <ol style="list-style-type: none"> i. Our teachers give us ____ for our own good. (advise/advice) ii. I am very ____ to start the class. (eager/eagerly) iii. Cats ____ everywhere. (sleep/sleeps) iv. A fine ship ____ out to sea. (went/go) v. He did ____ in the test. (well/good)
<p>Will be able to bring out information and describe the concept within the context.</p>	<p>1. Poetry for Pleasure : Going Down-Hill On a Bicycle 2. Punctuation</p>	<p style="text-align: center;"><u>WEEK – 18</u></p> <ol style="list-style-type: none"> 1. To what did the narrator compare his ride in the poem ‘Going Down-Hill On A Bicycle’? 2. What is the beautiful moment experienced by the poet? 3. Explain the lines : “Alas, the longest hill Must end in a vale ;but still Who climbs with toil, wheresoe’er, Shall find wings waiting there. 4. Punctuate the following: <ol style="list-style-type: none"> a. hearing this mohendra babu flared up and said imposter you know your father-in-law do you. b. I did not know what tears were for I lived in the palace of sans – souci where sorrow is not allowed to enter.

<p>Will be able to understand the meaning of the Idioms and Phrases and use them meaningfully in making sentences of his/her own.</p>	<p>Grammar Textbook : Idioms And Phrases</p>	<p style="text-align: center;"><u>WEEK – 19</u></p> <ol style="list-style-type: none"> 1. Make sentences using the following idioms and phrases so that their meanings are drawn out: <ol style="list-style-type: none"> a) an open secret b) to catch red-handed c) a black sheep d) black and blue e) an uphill task f) at daggers drawn g) to keep away h) to hold on i) in black and white j) to be down with
<p>Will be able to read the text and bring out the concept within the text and also understand and describe the events and concepts.</p>	<ol style="list-style-type: none"> 1. Rapid Reader : Chapters 7 – 8 2. Essay Writing 	<p style="text-align: center;"><u>WEEK – 20</u></p> <ol style="list-style-type: none"> 1. What misfortune had befallen David’s aunt? 2. Who helped David and Dora to get engaged? 3. Give a brief description of Dora. 4. Write an essay on ‘The Impact of Media on Society’. (120 – 150 words)
<p>Will be able to read the text and understand the concept and describe the context.</p>	<ol style="list-style-type: none"> 1. Rapid Reader : Chapters 9 – 10 2. Précis Writing 	<p style="text-align: center;"><u>WEEK – 21</u></p> <ol style="list-style-type: none"> 1. Was David able to share his problems and worries with Dora? 2. What were the three accusations made against Uriah Heep by Mr Micawber? 3. How did Ham die? 4. The teacher will supply a suitable passage for precis writing.

Subject : HINDI Class – IX

Expected level of competency/ Learning outcomes.	Source / Resource	Week-wise suggestive activities (To be guided by Teacher)
समुचित लय,भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) अरुण कमाल 1)नए इलाके में। 2)खुसबू रचते हैं हाथ।	प्रथम सप्ताह काव्य के भाषा एवं भाव को समझना। कविता का व्याख्या कीजिए।
कविता को पढ़कर उसके अर्थ को ग्रहण करने योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना।	पाठ्य पुस्तक स्पर्श भाग-1(पद्य) रामधारी सिंह 'दिनकर'- गीत-अगीत	द्वितीय सप्ताह काव्य को समझकर उसका व्याख्या अपने शब्दों में कीजिए।
पाठ में निहित अर्थ को ग्रहण करने एवं भावानुभूति करने का अभ्यास ।	पाठ्य पुस्तक स्पर्श भाग-1 धीरंजन मालवे- वैज्ञानिक चेतना के वाहक चन्द्रशेखर वैकटरमन संचयन भाग-1 मधुकर उपाध्याय- दिये जल उठे।	तृतीय सप्ताह 1) प्रश्नों के उत्तर अपने कॉपी में लिखिए। 2)पाठ में प्रयुक्त कठिन शब्दों का अर्थ शब्द-कोश की सहायता से समझने का प्रयास करें।
पाठ में निहित अर्थ को ग्रहण करने एवं भावानुभूति करने का अभ्यास ।	पाठ्य पुस्तक संचयन भाग-1 1)धर्मवीर भारती-मेरा छोटा-सा निजी पुस्तकालय। 2)हामिद खाँ- एस.के।पोट्टेकाट।	चतुर्थ सप्ताह बोध प्रश्न का उत्तर लिखिए। पाठ में प्रयुक्त कठिन शब्दों का अर्थ शब्द-कोश की सहायता से समझने का प्रयास करें।
पाठ में निहित अर्थ को ग्रहण करने एवं भावानुभूति करने का अभ्यास ।	पाठ्य पुस्तक स्पर्श भाग-1 1)गणेश शंकर विद्यार्थी-धर्म की आड़। 2)स्वामी आनन्द- शुक्रतारे के समान।	पंचम सप्ताह बोध प्रश्न का उत्तर लिखिए। पाठ में प्रयुक्त कठिन शब्दों का अर्थ शब्द-कोश की सहायता से समझने का प्रयास करें।

Subject : HINDI Class – X

Expected level of competency/ Learning Outcomes.	Source / Resource	Week-wise suggestive activities (To be guided by Teacher)
समुचित लय,भाव तथा स्वर के आरोह-अवरोह के साथ सस्वर वाचन करना।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) 1)सुमित्रानंदन पंत- पर्वत प्रदेश के पावस। 2)महादेवी वर्मा- मधुर-मधुर मेरे दीपक जल।	प्रथम सप्ताह काव्य के भाषा एवं भाव को समझना। कविता का व्याख्या कीजिए।
कविता को पढ़कर उसके अर्थ को ग्रहण करने योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) 1)कैफ़ी आजमी-कर चले हम फिदा। 2)विरेन डंगल- तोप	द्वितीय सप्ताह काव्य को समझकर उसका व्याख्या अपने शब्दों में कीजिए।
1) कविता को पढ़कर उसके अर्थ को ग्रहण करने योग्य बनाना तथा काव्य के प्रति रुचि उत्पन्न करना। 2) पाठ का सस्वर वाचन करने की क्षमता बढ़ाना ।	पाठ्य पुस्तक स्पर्श भाग-2(पद्य) रवीन्द्रनाथ ठाकुर- आत्म त्राण। संचयन भाग-2 राही मासूम रजा- टोपी शुक्ला।	तृतीय सप्ताह 1)काव्य को समझकर उसका व्याख्या अपने शब्दों में कीजिए। 2)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 स्पर्श भाग-2 1)लीलाधर मंडलोई- ततारा वामीरों की कथा। 2)निदा फ़ाजली- अब कहाँ दूसरों के दुख से दुखी होने वाले ।	चतुर्थ सप्ताह बोध प्रश्न का उत्तर लिखिए। 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 स्पर्श भाग-2 हबीब तनवीर- कारतूस(एकांकी)	पंचम सप्ताह बोध प्रश्न का उत्तर लिखिए। पाठ में प्रयुक्त कठिन शब्दों का अर्थ शब्द-कोश की सहायता से समझने का प्रयाश करें।