

Contents

Introductory Note	1
General Guidelines for Implementing Weekly Plan (for four weeks) for the Learning of Students at the Secondary Stage	4
Subject-wise Weekly Academic Calendar	8
CLASS IX	
Science	10
Mathematics	12
English Language (Class IX & X)	14
हिन्दी	17
संस्कृत	19
Urdu	22
Social Science	
a. History	25
b. Political Science	28
c. Economics	30
d. Geography	31
CLASS X	
Science	33
Mathematics	38
Social Science	
a. History	39
b. Political Science	41
c. Economics	42
d. Geography	44
हिन्दी	48
संस्कृत	49
Urdu	52

Arts Education	55
Health and Physical Education	63
<i>Annexure-I</i>	79
<i>Social Media for Synchronous and Asynchronous Communication: A guideline for teachers and educators</i>	
<i>Annexure-II</i>	86
<i>Guidelines to Cope with Stress and Anxiety in the Present Situation</i>	

CLASS IX

Science (Class-IX)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents explains processes and phenomena, such as, spread of diseases and their prevention measures physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc. applies scientific concepts in daily life and solving problems, such as, takes preventive measures to control disease causing agents, etc. exhibits values of honesty, objectivity, rational thinking, 	<p>NCERT/State Textbook Theme: Why Do We Fall Ill</p> <ul style="list-style-type: none"> Link 1: https://www.who.int/diseasecontrol_emergencies/publications/idhe_2009_london_inf_dis_transmission.pdf Link 2: https://www.youtube.com/watch?v=bB_Pk0Wr1Zg&t=130s Link 3: https://www.youtube.com/watch?v=36WwOX1yFqQ&feature=youtu.be Link 4: https://www.mohfw.gov.in Link 5: https://www.mohfw.gov.in/pdf/PreventivemeasuresEng.pdf Link 6: https://www.mohfw.gov.in/pdf/PreventivemeasuresHin.pdf Link 7: 	<p>WEEK 1</p> <ul style="list-style-type: none"> After reading Link 1, try to answer the following: <ul style="list-style-type: none"> Explain how different modes of transmission cause different diseases. Make a table of the different kinds of diseases, their mode of transmission and their symptoms. What kinds of diseases can be prevented by practicing hand-washing? After the videos in Link 2 and 3 and reading the information in Link 4, 5, 6, 7 and 8, try to answer the following: <ul style="list-style-type: none"> Explain how the virus can be spread. What is the correct procedure to wash hands? Explain the preventive measure for COVID-19. What can you do as an individual to avoid the spread of COVID-19? <p>WEEK 2</p> <ul style="list-style-type: none"> If there is a clinical thermometer in your house, measure your body temperature by keeping it in your armpit and compare it with the room temperature. Find out from authentic sources in the internet what the normal body temperature is. Take precautionary measure not to break the thermometer since it contains mercury. If there is no thermometer in your home, watch some videos on how body temperature or temperature in liquids is measured. Make your own poster about the precautionary measures to be taken in order to avoid the spread of COVID-19 and share

<p>freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, myth about transmission of diseases, belief that vaccination is not important for prevention of diseases, etc.</p> <ul style="list-style-type: none"> communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc. 	<p>https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Eng.pdf</p> <ul style="list-style-type: none"> Link 8: https://www.mohfw.gov.in/pdf/Poster_Corona_ad_Hin.pdf Link 9: https://www.indiatoday.in/india/story/coronavirus-cases-in-india-covid19-states-cities-affected-1653852-2020-03-09 	<p>the picture of the poster with your friends, relatives, etc.</p> <ul style="list-style-type: none"> What changes in your lifestyle have you made to avoid contracting various diseases? Make a list on a chart paper/sheet of paper and share a picture of it with your classmates. <p>WEEK 3</p> <ul style="list-style-type: none"> Read your textbook and other resources from the internet to explain some of the myths associated with the spread of diseases such as HIV, Tuberculosis, vaccination, COVID-19, etc. Make your own poster about the myths associated with COVID-19 and share the picture of the poster with your friends, relatives, etc., via email, Whatsapp, Facebook, etc. Collect data from reliable sources from the internet about the trends in the number of people infected by COVID-19 in different states in India (Link 9) or in different countries and the number of people who have recovered or succumbed due to the infection. Present your data in the form of an appropriate graph. <p>WEEK 4</p> <ul style="list-style-type: none"> Recall the modes of transmission of diseases which you have learned. Now explain the modes of transmission of various diseases in the form of a diagram. Make it as elaborate as possible.
--	---	--

Students and Parents/Guardians may also visit NROER, an online educational resource repository of NCERT and NCERT website and explore e-resources available online related to the topic. The following are the links for the activities for easy access.

- Supplementary material on Sanitation and Hygiene:
http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Sanitation_hygiene.pdf

2. Diseases and its causes:
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5c8f1e7116b51c01ee839478>
3. What is Rotavac?
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5835786616b51c4587b7aaf5>
4. Vector and Disease:
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d39993d16b51c0167542412>
5. Disease caused by microorganisms:
<https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d3add0616b51c01699f91d4>

Mathematics (Class-IX)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> • applies logical reasoning in classifying real numbers, proving their different properties and using them in different situations. 	<p>NCERT/State Mathematics Textbook</p> <p>Chapter 1: NUMBER SYSTEMS</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Discussion through emails/ Whatsapp can be held about rational numbers which may include encouraging students to send contexts in which they have used rational numbers. • The students can frame questions, such as, how many rational numbers are there between say, 2 and 3, etc., and can send it to each other. They can refer the exemplar problem book in mathematics for Class VIII, which is available on the NCERT website. • The teachers can also encourage students to pose problems from these online books and also the e resources for Class VIII available on NROER. <p>WEEK 2</p> <ul style="list-style-type: none"> • The teachers can give some rational numbers to be converted to decimal forms. The difference between the decimal forms of different rational

		<p>numbers should be asked to students.</p> <ul style="list-style-type: none"> • The students may also be encouraged to make different decimal expansions for themselves. The different decimal numbers can then be discussed to evolve the concept of irrational numbers. The textbook for Class IX is also available on the NCERT website and can be used during online discussions. <p>WEEK 3</p> <ul style="list-style-type: none"> • One suggested activity: Teachers may send one context to the students where irrational numbers are used. Students may be encouraged to provide more such contexts. • A discussion about the properties of rational and irrational numbers may be held. • Exercises from the textbook and Exemplar problem book of Class IX (available on the NCERT website) can be done. Teachers can ask students to do activities on the concepts discussed using the Laboratory manual (available on the NCERT website) (Activities 1, 2) for secondary stage. These need to be sent online and their logic explained. • Assessment of students can be done by observing their responses. Appropriate feedback can then be given. <p>WEEK 4</p> <p>The work of Week 3 may be carried further in this week.</p>
--	--	--

English Language (Class- IX & X)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> listens for information, gist and details and responds accordingly. listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret and appreciate. 	<p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Use QR code reader form mobile.</p>	<p>WEEK 1</p> <p>Competency/Skill- Listening</p> <ul style="list-style-type: none"> The teachers inform the learners about the website and the particular lesson to be learnt. Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on your own.
<ul style="list-style-type: none"> reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring. reads silently with comprehension, interprets layers of meaning. 	<p>http://ncert.nic.in/textbook/textbook.htm</p> <p>Reading</p> <p>Having listened to the story/text/poem, learners read the text on their own. (In case there are other sibling at home, they can do it with their brother/sister or even parents)</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The NCERT textbooks are divided into sections followed by oral comprehension check.</p>	<p>WEEK 2</p> <p>Competency/Skill-Reading</p> <p>The teachers may ask learners to do the following activities as per the needs of the learner/curriculum:</p> <ul style="list-style-type: none"> Attempt and answer the reading comprehension questions given at the end of text. Create a sub-text by summarising the text. Write or tell the whole story/text in your language to parents or sibling. Make a visual description of the story. <p>While reading activity</p> <p>As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</p> <p>Post Reading activity</p> <p>Reading comprehension</p> <p>Revisit/reread the text and answer the comprehension question given at the end of the text.</p>

<ul style="list-style-type: none"> • uses words, phrases, idioms and words chunks for meaning making in contexts. • understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities. 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p>	<p>WEEK 3</p> <p>Competency/Skill- Vocabulary</p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> ➤ Find the new words and categorise into groups and make a word web or mind map of the words. ➤ Create a dictionary of words you come across in the text. ➤ Find the meaning of words and write them down in their note books. ➤ Try to make sentences using the words. <p>Vocabulary</p> <p>Post Reading activity</p> <p>Vocabulary learning</p> <p>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</p>
<ul style="list-style-type: none"> • uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc. 	<p>QR codes of the textbook have some additional activities. These could be used by all learners.</p> <p>Grammar Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	
<ul style="list-style-type: none"> • writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme; • writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails. • writes short dialogues 	<p>https://www.youtube.com/user/kanakoduthavanithan</p>	<p>Teacher may give additional questions wherever possible and needed.</p> <p>WEEK 4</p> <p>Writing</p> <p>Based on the reading of the text/story learner may now do the short answer comprehension questions</p> <p>Long answer questions article writing, essay writing, letter writing and so on.</p>

<p>and participates in role plays, skits, street plays (<i>nukkadnatak</i>) for the promotion of social causes like <i>Beti Bachao – Beti Padhao</i>, <i>Swachh Bharat Abhiyaan</i>, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.</p>		<p>Process Approach to Writing</p> <p>Process approach to writing emphasises the steps a writer goes through when creating a well-written text. The stages include:</p> <p>Brainstorming: writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p>Outlining: organising the ideas into a logical sequence</p> <p>Drafting: The writer concentrates on the content of the message (rather than the form).</p> <p>Revisions: in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised.</p> <p>Proof-reading: with an emphasis on form. Correct the language and appropriateness of its use.</p> <p>Final draft: <i>Write the final draft now</i></p>
--	--	---

POINTS TO BE KEPT IN VIEW FOR LANGUAGE TEACHING-LEARNING

- The guideline enables learners to learn languages based on the textbook or any other material available to them. Since this is self-initiated and directed, learners, teachers and parents have to be highly flexible in enabling the learners to use them effectively.
- This can be used for any lesson/unit in language learning based on the textbook or on any other material available to learners in print or as soft copy.
- Not all the activities can be undertaken by all learners. So, let’s be flexible and let learners do on their own depending on the facilities available to them. (For example, some may not have audio enabled gadgets with them, in that case they should read carefully or ask another person to listen to the text at home.)
- All the activities mentioned here are for learners to do as they are not with teachers or any formal teaching-learning situation.

हिन्दी (कक्षा 9)

सीखने के संभावित प्रतिफल	सहायक सामग्री	सुझावात्मक क्रियाकलाप/ गतिविधियाँ
<ul style="list-style-type: none"> कहानी (कहना-सुनना-समझना-पढ़ना-लिखना), जैसे— प्रेमचंद की कहानी ('दो बैलों की कथा') अपने परिवेश में होने वाली घटनाओं के प्रति सजग होकर अपनी बात, विचार को मौखिक-लिखित रूप में अभिव्यक्त करते हैं, जैसे— 'कोरोना वायरस' से प्रभावित देश-दुनिया का जन-जीवना अपने परिवेश/पर्यावरण में आए सकारात्मक/नकारात्मक बदलावों को कविता, कहानी, निबंध के रूप में अथवा अपने ढंग से कहते/लिखते हैं। (भाषा/अनुभवों का सृजनात्मक प्रयोग।) 	<p>ICT का उपयोग करते हुए पाठ्यपुस्तक में दिए गए क्यूआर कोड (QR Code) की सहायता ले सकते हैं</p> <ul style="list-style-type: none"> टी.वी. पर प्रसारित कार्यक्रम, इंटरनेट, रेडियो आदि NCERT, CIET, E-Pathshala आदि की वेबसाइट पर उपलब्ध सामग्री को देख सकते हैं। www.ncert.nic.in, www.ciet.nic.in, www.swayamprabha.gov.in प्रेमचंद की कहानी— दो बैलों की कथा भाग 1 https://www.youtube.com/watch?v=RFw2K7hAPdA दो बैलों की कथा भाग 2 https://www.youtube.com/watch?v=13Kg_QL7A9I&t=11s नमक का दारोगा https://www.youtube.com/watch?v=uU6cgAxVUGs&t=5s बड़े भाईसाहब https://www.youtube.com/watch?v=3u37W_Q43BQ टी.वी., इंटरनेट, रेडियो आदि पर प्रसारित 'कोरोना वायरस' संबंधित कार्यक्रम। 	<p>पहला और दूसरा सप्ताह</p> <ul style="list-style-type: none"> कहानी कहने-सुनने के बारे में अभिभावकों, परिवार के सदस्यों से उनके अनुभवों के बारे में बातचीत की जा सकती है। कोई भी कहानी कहते-सुनते, समय कहानी की मौखिक परंपरा और आजकल कहानी कहने-लिखने के ढंग में आए बदलावों पर बातचीत की जाए। परिवार के सदस्यों, साथी-समूह या शिक्षक (जो मोबाइल व अन्य ICT माध्यमों द्वारा) आपस में जुड़े हों, से अपनी-अपनी पसंद की कोई भी कहानी एक-दूसरे को सुना सकते हैं या अपने पास उपलब्ध कहानी को एक-दूसरे से ICT के माध्यम से साझा कर सकते हैं। प्रेमचंद की किसी भी कहानी (जो पाठ्यपुस्तक में शामिल हो सकती है) को ध्यानपूर्वक पढ़ें। कहानी में आए भाषागत प्रयोगों (मुहावरे-लोकोक्तियों) को समझने का प्रयास करें। कहानी के केंद्रीय भाव-विषय पर चिंतन-मनन करें। कहानी की विषय-वस्तु पर अपने परिवार के सदस्यों से चर्चा कर सकते हैं। कहानी के बारे में अपने विचारों को लिखने का प्रयास करें। <p>तीसरा एवं चौथा सप्ताह</p> <ul style="list-style-type: none"> घर में उपलब्ध टी.वी., इंटरनेट, रेडियो व अन्य ICT सामग्री की सहायता से 'कोरोना वायरस' संबंधी तथ्यात्मक जानकारी का संकलन करें। वैज्ञानिक आधार पर तथ्यों के विश्लेषण को समझें तथा इसे अपनी नोटबुक में लिखें। विस्तृत जानकारी के लिए अपने परिवार के

		<p>साथ विचार-विमर्श करें। आवश्यकतानुसार स्वयं भी सचेत रहें और परिवार के सदस्यों को भी सचेत करें।</p> <ul style="list-style-type: none"> ● इस कार्य को एक प्रोजेक्ट की तरह कर सकते हैं। जिसे बाद में अपने शिक्षक/ साथियों से साझा कर सकते हैं। ● अपने निकट के परिवेश जैसे- घर/परिवार/ प्रकृति/ पर्यावरण/ आदतों/ संसाधनों के उपयोग में आ रहे सकारात्मक-नकारात्मक अनुभवों को नोट करते हैं। उन्हें अपनी भाषा-शैली (ढंग) से समझने, कहने/लिखने की कोशिश करें।
--	--	---

संस्कृत (कक्षा 9)

अधिगम-प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> ● विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति। ● विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति। 	<p>एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, रेडिओदूरदर्शनादिषु उपलभ्यन्ते</p>	<p>सप्ताहः -1 श्रवणसम्भाषणकौशले</p> <p>1. शिक्षणक्रमे शिक्षकः सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं श्रवणकौशलम् च परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः।</p> <p>उदाहरणम् - बालः – सुप्रभातम्! महोदये! किम् अहम् अन्तः आगन्तुं शक्नोमि? शिक्षिका – आम्! आगच्छ। प्रियंका - क्षम्यतां महोदये!, अहम् इमं श्लोकं सम्यक् रूपेण न अवगच्छामि। कृपया पुनः एकवारं बोधयतु। शिक्षिका – अस्तु, पुनः एकवारं बोधयामि। प्रियंका - महोदये! अधुना श्लोकार्थः स्पष्टः। धन्यवादः।</p> <p>2. शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्। यथा – अद्य गृहे मात्रा सह कीदृशः वार्तालापः कृतः? मातः! अद्य अहं किमपि स्वादुभोजनम् वांछामि। किं सायंकाले विपणिं गमिष्यति? मिष्टान्नम् च आनेष्यति?</p> <p>3. इण्टरनेटमध्ये उपलब्धानि संस्कृतगीतानाम् श्रवणम् भवेत्</p>
<ul style="list-style-type: none"> ● अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानामुत्तरप्रदाने सक्षमः अस्ति। ● सरल-संस्कृत-भाषया औपचारिक-अनौपचारिक-पत्रलेखनार्हः भवति। ● अनुच्छेद-लेखनं, संवाद-लेखनं 		<p>सप्ताहः- 2 (प्रथमसप्ताहगतिविधिभिः सह) पठनलेखनकौशले</p> <p>1. पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।</p> <p>यथा - स्वच्छता अस्माकं जीवने अत्यावश्यकी। यदि वयं गृहे आपणे मार्गे विद्यालये कार्यालयादिषु स्थानेषु जीवनव्यवहारे सर्वथा स्वच्छतां पालयामः, वयं स्वस्थाः भवामः। स्वस्थशरीरस्य मनसः च कृते स्वच्छता महत्त्वपूर्णं स्थानं भजते। स्वस्थे च शरीरे स्वस्थं मनः निवसति, स्वस्थे च मनसि वयं सत्कर्मणि प्रवृत्ताः भवामः। प्रश्नाः – क. जीवने का आवश्यकी? (एकपदेन)</p>

<p>चित्राधारित- वर्णनञ्च करोति।</p>		<p>ख. वयं कथं स्वस्थाः भवामः? (पूर्णवाक्येन) ग. स्वस्थं मनः इत्यनयोः पदयोः किं विशेषणपदम्? घ. अस्य अनुच्छेदस्य कृते समुचितम् शीर्षकं लिखत। 2. औपचारिक-अनौपचारिक-पत्राणां प्रारूपं पदाय विषयगत-चर्चा च विधाय छात्रैः पूर्णं पत्रं लेखयेत्, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्। यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्) मित्रस्य कृते पत्रम्। पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि (अनौपचारिकपत्रम्) 3. शिक्षकः कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा - कोरोना-प्रतिकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <ul style="list-style-type: none"> ● कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा -- छात्रशिक्षकयोः वार्तालापः, मित्र-संवादः इत्यादयः। ● संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्। ● कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।
<ul style="list-style-type: none"> ● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां सारांशं वक्तुं लिखितुं च समर्थः अस्ति। ● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति 		<p>सप्ताहः- 3 (प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्) पठनलेखनश्रवणसम्भाषणकौशलानि कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः। शिक्षकेण आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः</p>

<p>लिखति च।</p>		<p>चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायकेन नायिकया वा यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा? यथा - पाठस्य नाम – स्वर्णकाकः प्रश्नः – क. बालिकायाः स्वभावः कीदृशः आसीत्। ख. स्वर्णकाक-पाठस्य प्रेष्यं सन्देशं लिखत।</p>
<ul style="list-style-type: none"> ● संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोनुगुणम् उच्चारयति। ● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति। ● श्लोकान्वयं कर्तुं समर्थः अस्ति। ● तेषां भावार्थं प्रकटयति। ● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च। 		<p>सप्ताहः- 4 (पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्) पाठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ul style="list-style-type: none"> ● संस्कृतश्लोकानां गीतानां वा पाठनसमये शिक्षकः सस्वरवाचनं कुर्यात्। अथवा ई-सामग्रीणाम् उपयोगम् कुर्यात्। यदा कदा व्यक्तिगतरूपेण समूहे वा अनुवाचनं कारयेत्। छात्राः स्वलनं कुर्वन्ति चेत् प्रेम्णा शनैः शनैः दोषाः अपसारणीयाः। ● क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कुर्यात् कारतेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। ● संस्कृतसाहित्ये समुपलब्ध-नैतिक-सामाजिक-मूल्यान्याधृत्य स्वकीयान् विचारान् प्रकटयितुं निर्दिशेत्। ● छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्। <p>यथा - पाठस्य नाम – सूक्तिमौक्तिकम् गुणेष्वेव हि कर्तव्यः प्रयत्नः पुरुषैः सदा। गुणयुक्तो दरिद्रोऽपि नेश्वरैरगुणैः समः॥ पदच्छेदः – गुणेषु + एव दरिद्रः + अपि न + ईश्वरैः + अगुणैः अन्वयः – पुरुषैः सदा हि गुणेषु एव प्रयत्नः कर्तव्यः। गुणयुक्तः दरिद्रः अपि अगुणैः ईश्वरैः समः न। भावार्थः – धनापेक्षया मानवीयगुणानाम् अधिकं महत्त्वं भवति। प्रश्नः – क. किमर्थं पुरुषैः गुणप्राप्तेः प्रयत्नः करणीयः।</p>

Social Sciences (Class-IX)

a. History (Class IX)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> • explains the meaning of the term 'revolution' and draws distinction between a 'movement' and a 'revolution'. • locates France on a map of Europe. • identifies various factors that led to the outbreak of the revolution • categorises the rigid power structure in 18th century French society • interprets visuals/ images/visuals pertaining to 18th century France. • analyses the role of intellectuals in propagating ideas of liberty and equality. • recognises the significance of the Declaration of Rights of 	<p>NCERT/State Textbook</p> <p>Dictionary of History for Schools (Trilingual) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_History.pdf</p> <p>www.dictionar.com www.macmillandictionary.com dictionary.cambridge.org</p> <p>'Rise of Popular Movements' in <i>Politics in India Since Independence</i> (Political Science textbook, Class XII), NCERT http://ncert.nic.in/textbook/textbook.k.htm?leps2=ps-9</p> <p>Chipko Movement https://www.britannica.com/topic/Chipko-movement</p> <p>From Tsar to U.S.S.R.: Russia's Chaotic Year of Revolution https://www.nationalgeographic.com/history/magazine/2017/09-</p>	<p style="text-align: center;">Theme-The French Revolution</p> <p style="text-align: center;">WEEK 1</p> <ul style="list-style-type: none"> • Students may refer a reliable dictionary and find out the meaning of the terms 'Revolution' and 'Movement'. • Parent/Teacher may discuss with students about different kinds of revolutions such as the Green Revolution and White Revolution in India, the Industrial Revolution, the Russian revolution, etc. • Students may be asked to identify some of the revolutions that have brought about economic/intellectual/social changes? • Students may be asked to draw <i>differentiating charts</i> to highlight specific attributes which differentiate 'revolutions' from 'movements' by taking several examples from both categories. • Teacher may ask students to try and identify some movements in India that have been spearheaded by women. • Students may, with family members, identify some popular songs that were sung by people in the local language during a movement/revolution. What do the songs try to convey? <p style="text-align: center;">WEEK 2</p> <ul style="list-style-type: none"> • Teacher asks students to locate France on a political map of the World and on a political map of Europe. They may also use a globe. Note down the following: a) Continent in which France is located b) Neighbouring countries of France c) French city in which the Palace of Versailles located? • Students may be encouraged to collect pictures of some important

<p>Man and Citizen (1789)</p> <ul style="list-style-type: none"> • appreciates the role and participation of women from different sections of society. • constructs a timeline indicating key events of the French Revolution • appreciates the values of liberty, equality and fraternity and their relevance in contemporary times. • assesses the impact and legacy of the revolution. 	<p>10/russian-revolution-history-lenin/</p> <p>Map of Europe https://global.oup.com/uk/orc/politics/eu/bache4e/student/map/</p> <p>World Map https://www.maps-of-world.com/</p> <p>Newspaper items on COVID 19</p> <p>India and the Contemporary World-I (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>QR Code material on French Revolution in <i>India and the Contemporary World-I</i> (pg 1-24) http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>The French Revolution https://www.historywiz.com/frenchrevolution.htm</p> <p>The Storming of the Bastille July 14, 1789 (2 & 3) by Olfux https://www.youtube.com/watch?v=-zPTFGLHavQ</p> <p>India and the Contemporary World-I (pg 1-24)</p>	<p>buildings/monuments which are famous in France and collect some information about them.</p> <ul style="list-style-type: none"> • Is France affected by the outbreak of COVID 19? Read some news items to find out the measures taken by France to combat the pandemic. <p>WEEK 3</p> <ul style="list-style-type: none"> • Students may be asked to read about French society during the late 18th century. • Teachers can then lead the students into an interactive discussion on: <ol style="list-style-type: none"> a) Was there inequality in French society? b) How did this inequality affect people in different spheres of life (social, economic, political)? c) Was there inequality on the basis of class, gender, vocation, etc.? d) Rigid division of French society into the three Estates. e) The role of the monarchy in French society. • Students may be asked to reflect on the inequalities that are faced by people today. In which spheres do these inequalities exist? Each student maybe asked to prepare a write-up. • The teacher can guide students to create a Power Pyramid representing French society. The pyramid can be divided into three sections, each section representing one Estate and enumerating the members and their functions. • The teacher may collect some political cartoons that depict the members of the Three Estates. Students may observe the visuals and interpret them accordingly. For instance, observe the costumes worn by each of the figures and identify which of them represent the clergy, the nobility and the third estate. • The teachers can ask students to prepare a table with four columns Social, Political, Economic and Intellectual. Students may then place information on various factors
---	---	---

	<p>http://ncert.nic.in/textbook/textbook.htm?iess3=1-5</p> <p>La Marseillaise, French National Anthem (Fr/En)- Uploaded on 1 Sep 2007 https://www.youtube.com/watch?v=4K1qNtcr5g</p> <p>Transacting French Revolution in ITPD Package for Social Sciences http://www.ncert.nic.in/departments/nie/dess/publication/print_material/print_material.html</p>	<p>that led to the outbreak of the revolution in the relevant column This will help the teacher to gauge the students understanding of various factors and how to categorise information.</p> <p>WEEK 4</p> <ul style="list-style-type: none"> • The teacher may ask students to read the Declaration of Rights of Man and Citizen (1789) carefully and initiate a discussion on the significance of the Declaration in contemporary times. • The students may be asked to give their observations on the draft Constitution of 1791 whose guiding principles were enshrined in the Declaration of Rights of Man and Citizen: <ol style="list-style-type: none"> a) Which groups of the French society had gained from the Constitution of 1791. b) Which groups of the French society were dissatisfied? c) Did the constitution adhere to the spirit of the Declaration of Rights of Man and Citizen? d) Why were women considered to be passive citizens? • The teacher may divide students into two groups: One group may prepare a pictorial chart on the significant role of women from different sections of society in the French revolution. The other group may prepare short biographies (any 3) on key figures of the revolution. • Students may be encouraged to listen to the audio of the French national anthem along with the subtitles provided on the screen. They may describe the main essence of the song. • Create a timeline of major political events, categorising the events into one of the four stages: <ul style="list-style-type: none"> ➤ First Stage: (1789-1791) ➤ Second Stage: (1791-1792): Constitutional Monarchy ➤ Third Stage: (1792-1794): Reign of Terror ➤ Fourth Stage: (1794-1799): Directory
--	---	--

b. Political Science (Class IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> explains democracy and its functioning identifies the salient features of Democracy distinguishes between democratic form of government and non-democratic government 	<p>NCERT/STATE BOOKS</p> <p>Textbook: <i>Democratic Politics-I Class-IX, Chapter-1, What is Democracy? Why Democracy?</i></p> <p>e-Resources</p> <p>QR-Code</p> <p>Textbooks of states/ neighbouring countries/other countries of the world available on the net.</p> <p>YouTube.</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> Students can locate important democratic Countries of the world on a world map. Imagine you have been appointed as an Election Officer. What steps will you take to ensure free and fair election? Write an essay on the Functioning of Democracy and share it with peers on email and mobile. Collect newspaper articles that appear on the functioning of democracy. Prepare a chart on Fundamental Rights and Duties.
<ul style="list-style-type: none"> explains how the Indian Constitution was made understands its foundational value. compares our Constitution with other Constitutions of the world. 	<p>Chapter-2, Constitutional Design</p> <p>e-Resource</p> <p>QR Code e-pathsala You Tube</p> <p>Newspapers, Magazine, Statebooks /other countries books by downloading the same from the internet.</p>	<p>WEEK 2</p> <ul style="list-style-type: none"> Prepare a chart on important leaders who were the makers of the Constitution of India. Prepare a Quiz on the Constitution of India. Discuss with your parents, grandparents, elders, and siblings about our struggle for independence. Write a short biography of Dr. BR Ambedkar and share it with peers through e-mail. Collect messages of Gandhiji's Vision.
<ul style="list-style-type: none"> understands the importance of election in Democracy locates places on the map of India indicating 	<p>Chapter-3- Electoral Politics</p> <p>e-Resources</p> <p>QR code E-pathshala You tube</p>	<p>WEEK 3</p> <ul style="list-style-type: none"> Discuss with parents about elections in India (past/present) Prepare a Chart on different political parties in India

<p>Lok Sabha constituencies</p> <ul style="list-style-type: none"> • categorises national and Regional Parties. 	<p>Radio and T.V. discussion on the theme</p>	<ul style="list-style-type: none"> • Write a short note on why elections should be held in India. • Imagine you are a voter. Write down what consideration one should have in voting for a candidate in the Lok Sabha election. • Prepare a write-up on women parliamentarians in India.
<ul style="list-style-type: none"> • explains the working of different institutions in a democracy. • understands the manner in which major policy decisions are taken. • explains how different disputes are resolved. • understand that the Parliament is the final authority for making laws. 	<p>Theme: Democratic Politics-1, Chapter-4, Working of Institutions</p> <p>Sources:</p> <p>e-content</p> <p>QR-Code</p> <p>E-pathshala</p> <ul style="list-style-type: none"> ➤ Old newspaper and magazines on the theme ➤ Watch the proceedings of the Lok-Sabha, Rajya Sabha on YouTube. ➤ See Parliament of India https://loksabha.nic.in ➤ India -2019, published by the Ministry of Information and Broadcasting, Government of India. 	<p>WEEK 4</p> <ul style="list-style-type: none"> • You may prepare a script for organising a mock parliament and the issues to be discussed. Share it with your friends through e-mail. <ul style="list-style-type: none"> ➤ Prepare Quiz items ➤ Glossary of terms can be prepared. • You may prepare a chart listing different Cabinet Ministers along with their portfolios • Write a short note on the role of the Executive, the Legislature and the Judiciary in the working of a democracy.

c. Economics (Class-IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> recognises and retrieves facts, figures and narrate processes, for example, lists various factors of production interprets, for example, pie and bar diagrams of data related to agricultural production, literacy, poverty, and population 	<p>NCERT book Economics The Story of Village Palampur</p> <ul style="list-style-type: none"> The teacher may use “Package in Social Sciences for Professional Development of In-service Teachers” (ITPD) available on NCERT website www.ncert.nic.in The teacher may Download ITPD http://www.ncert.nic.in/departments/nie/dess/publication/pr_in_material/ITPD%20Final%20june%2014.pdf Interactive activities given in QR Code of each chapter may be used to know what you can do 	<p>WEEK 1</p> <ul style="list-style-type: none"> Discuss with your parents about production and different production activities done in your locality and nearby rural/urban area. Collect the details of different factors of production like land, labour, physical capital, and human capital from various sources such as books, magazines, newspapers, internet, and elders. <p>WEEK 2</p> <ul style="list-style-type: none"> Read case studies, articles and stories related to production activities given in newspapers and magazines and listen/watch audio-visually about various production activities done in rural and urban areas; factors of production, i.e., land, labour, physical and human capital and what is required for the production, etc. Use these resources to learn about factors of production, different crops, cultivation by traditional and modern farming methods, cutting of crops, and issues and challenges associated with distribution of cultivated land and farmers, etc. <p>WEEK 3</p> <ul style="list-style-type: none"> Ask questions/doubts from your parents/teachers, e.g., is it important to increase the area under irrigation and why? From where do farmers obtain the inputs that they require? etc. Make a list of factors of production; physical capital — fixed and working, and human capital.

		<p>WEEK 4</p> <ul style="list-style-type: none"> • Draw pie diagrams and bar diagrams of data, e.g., related to distribution of cultivated area and farmers and cultivated area year wise in India etc. and interpret these. • Construct a table, e.g., of farm and non-farm production activities in your locality, etc., and interpret it. • Perform activities given in the QR Code of the chapter. • Submit written assignments on assigned topics.
--	--	--

d. Geography (Class-IX)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Teachers)
<p>The learner</p> <ul style="list-style-type: none"> • locates places, states, union territories on the map of India. • describes important terms in Geography such as, standard meridian, tropic of cancer, passes, sea ports, etc. • appreciates political diversity • explains inter- 	<p>NCERT Textbook/State Textbook Contemporary India, Part 1 http://ncert.nic.in/textbook/textbook.htm?iess1=ps-6</p> <p>Chapter 1: India: Size and Location Use the QR code given for the chapter for additional resources</p> <p>Explore school bhuvan: http://bhuvan.nrsc.gov.in/governance/mh_rd_ncert/</p> <p>Trilingual Dictionary of Geography for Schools (Hindi-</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and find out <ul style="list-style-type: none"> ➤ location of India in the world (hemisphere, continent) ➤ countries larger than India ➤ latitude and longitude of India ➤ tropic of cancer passing through India ➤ standard meridian <p>WEEK 2</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas/textbook and <ul style="list-style-type: none"> ➤ identify states and union territories of India and their capitals ➤ practice to identify them on the political outline map of India ➤ discuss and verify the information about the States and UTs from other sources, like the website of other states, books, etc.

<p>relationship between various passes and sea ports in India for trade and communication since historical times.</p>	<p>English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Additional books for reading:</p> <ul style="list-style-type: none"> ➤ <i>India: Unity in Cultural Diversity</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cultural.pdf ➤ <i>North East India: People, History and Culture</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf <p>Youtube: https://www.youtube.com/watch?v=KlhIE79yOyU</p> <p>Map work: Lets learn it through school <i>bhuvan</i></p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • Prepare a write up on your own state/ union territory <p>WEEK 4</p> <ul style="list-style-type: none"> • Observe political map of India on <i>School Bhuvan portal</i> NCERT/atlas textbook <ul style="list-style-type: none"> ➤ identify neighbouring countries of India ➤ correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Discuss these ideas with elders at home and prepare a write up.
---	--	---

CLASS X

Science (Class-X)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers/parents)
<p>The learner</p> <ul style="list-style-type: none"> classifies chemical reactions on the basis of their properties. plans and conducts simple activities/ experiments to verify the reactions and seek answer to his/her own queries explains various types of reactions and their conditions draws labelled diagrams for set up of activities/ experiments calculates using the data given, such as, number of atoms in reactants and products to balance a chemical equation uses scientific conventions to represent symbols, formulae, and equations for balanced chemical equations and also physical states of substances identifies the apparatus and handles the materials carefully applies scientific concepts in daily life 	<p>NCERT/State Textbook</p> <p>Chapter 1- Chemical Reactions and Equations</p> <p>Content discussed in the textbook</p> <ul style="list-style-type: none"> Writing a chemical equation Balancing a chemical equation Types of chemical reactions Corrosion Rancidity <ul style="list-style-type: none"> E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbook of NCERT. Live telecast of various science concepts at Swayam Prabha Channel https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA ITPD package developed for teachers teaching Science at Secondary Stage http://www.ncert 	<p>Theme – Material</p> <p>WEEK 1</p> <ul style="list-style-type: none"> Open the given link https://www.youtube.com/watch?v=AiYmM1OTJI&feature=youtu.be <p>Watch the video carefully, you can see many reactions taking place in the video. Pause the video after each reaction and translate each reaction into chemical equation and then balance it.</p> <ul style="list-style-type: none"> Open the given link https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b1e12bf16b51c01dc2f95c3 <p>This is an interactive image based on experimental setup. Write the balanced chemical equation for the same.</p> <ul style="list-style-type: none"> Have fun with your friends. Develop a crossword puzzle based on chemical reactions. Share with your friends on Whatsapp group. Give at least half an hour to complete and then discuss with them the key along with reasons. Identify and note at least ten chemical reactions taking place in your home/ kitchen and give reasons for the same. You can discuss about them with your parents or friends on Google group/ WhatsApp group, etc. After doing couple of activities, do some work out at home. For example, stretching exercises, skipping, dance, yoga, indoor games, etc. Parents must motivate their children. This you should follow even after your school

<p>such as concept of oxidation reactions which make food rancid, corrosion of objects, etc.</p> <ul style="list-style-type: none"> • draws conclusion for various reactions taking place in home/kitchen • exhibits creativity in designing the game. • exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately. • communicates the findings and conclusions of the activities/ experiments/orally and in written form effectively • makes efforts to conserve environment by making judicious use of materials and keeping the surroundings/ home clean. 	<p>.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf</p> <ul style="list-style-type: none"> ➤ Laboratory Manual in Science for Class X http://ncert.nic.in/ncerts/1/jelm102.pdf ➤ Exemplar Problems in Science for Class X • Chemical Reactions and Equations http://ncert.nic.in/ncerts/1/jeep101.pdf 	<p>reopens.</p> <h2>WEEK 2</h2> <ul style="list-style-type: none"> • Develop a game using cards (cards you can make from thick sheets of paper). Write symbols of elements, formulae, valencies and names of various reactions on different cards. These cards can be used for learning balancing of chemical equations and also in classifying chemical reactions. • You can make video of this game and share with your friends. You can also play the game with your classmates once your school reopens. • Take grape juice, lemon juice, orange juice, soap solution, baking soda solution separately in different containers. You may also take solutions available at your home. Dip one shining iron nail. • in each of these solutions and keep one nail for comparison. • Record your observations for a week or so on the basis of following: <ul style="list-style-type: none"> ➤ Change in physical appearance of the nails ➤ Change in the appearance of the solutions ➤ Identify the changes as physical or chemical with reasons. ➤ You can also draw diagram of this experimental setup. <p>(Remember that we are not moving out of the home due to COVID19. So, try to do the activities with whatever material is available at home).</p> <p>Read the chapter carefully from your textbook. Also, open the link and watch the video carefully https://www.youtube.com/watch?v=AiYmM1OTJI&feature=youtu.be Draw a Table/Flow chart writing various chemical reactions with their examples.</p>
--	---	---

		<ul style="list-style-type: none"> • Open the given link and try to solve the questions in your note book. http://ncert.nic.in/ncerts/l/jeep101.pdf <p>You can check your answers with the given key. If you have any doubts, discuss with your friends and teacher on the group created by your teacher.</p>
<ul style="list-style-type: none"> • differentiates acidic, basic, and neutral substances using different indicators • plans and conducts simple activities/ experiments to verify acidic, basic and neutral solutions and seek answer to the queries on his/her own • relates processes with causes and effects such as tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water, • explains about various types of acids, bases and salts and their reactions • draws labelled diagrams for set up of activities/ experiments. • analyses and interprets data such as pH of solutions to predict the nature of substances. • uses scientific 	<p>Chapter 2 - Acids, Bases and Salts Content discussed in the textbook</p> <ul style="list-style-type: none"> • How do acids and bases react with metals? • How do metal carbonates and metal hydrogencarbonates react with acids? • How do acids and bases react with each other? • Reaction of metal oxides with acids • What do have all acids and bases in common? • How strong are acid and base solutions? • Importance of pH in everyday life • More about salts <ul style="list-style-type: none"> ➤ E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. ➤ Live telecast of various science 	<p>WEEK 3</p> <ul style="list-style-type: none"> • Are toothpastes acidic or basic in nature? Find out from the internet the pH of different tooth pastes available in the market. Compile it in the form of report. Share your findings with your friends on Whatsapp group or through email. • Take materials of various brands such as shampoo, soap, hand wash, etc., and find out their pH by surfing internet and compile the data in the form of report. Share your findings with your friends on Whatsapp group or through email. • Take various substances, such as, amla juice, lemon juice, tamarind solution, tomato juice, baking soda, soap solution, common salt solution, sugar solution, water from tap, etc., and classify their nature as acidic, basic and neutral using black grapes/red cabbage/beetroot/turmic as indicators. You can also use extracts of flowers such as China rose/ Periwinkle/Rose etc as indicators. • You can also draw labelled diagrams of the set up of the experiment, diagram of flowers, fruits and vegetables which you have used as indicators. <p><i>(Remember as advised, we are not moving out of home due to COVID19. So, whatever material is available at home, try to do the activities accordingly).</i></p>

<p>conventions to represent symbols, formulae, and equations for balanced chemical equation and also physical states of substances</p> <ul style="list-style-type: none"> identifies the apparatus and handles materials properly. applies scientific concepts in daily life such as concept of decomposition reaction of baking soda to make spongy cakes, importance of pH in animals and plants, pH is the cause of tooth decay, etc. draws conclusion for various reactions such as acids react with metals to form salt and hydrogen gas, metal oxide reacts with acid to form salt and water, acid and base react to form salt and water, etc. exhibits creativity in designing model of soda acid fire extinguisher using eco-friendly resources exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately 	<p>concepts at <i>Swayam Prabha</i> Channel</p> <p>https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</p> <ul style="list-style-type: none"> ITPD package developed for teachers teaching at Secondary Stage <p>http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/PDF/teaching_sc.pdf</p> <ul style="list-style-type: none"> Laboratory Manual in Science for Class X <p>http://ncert.nic.in/ncerts/l/jelm102.pdf</p> <ul style="list-style-type: none"> Chemical Reactions and Equations <p>http://ncert.nic.in/ncerts/l/jeep101.pdf</p> <ul style="list-style-type: none"> Exemplar Problems Acids, Bases and Salts <p>http://ncert.nic.in/ncerts/l/jeep102.pdf</p>	<ul style="list-style-type: none"> Open the given link http://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58870b46472d4a1fef810919 Watch the video carefully and note down the reactions showing in this video. Close the video and write down the balanced chemical equation for each reaction. Find out from the internet and textbook – How pH of saliva affects tooth decay, effect of pH on growth of plants and effect of pH on aquatic animals. Compile it in the form of a report. <p>WEEK 4</p> <ul style="list-style-type: none"> Make an innovative collage of various substances such as fruits, vegetables, flowers and other substances and identify them as acidic, basic and neutral using natural and man-made indicators. You can make a collage by cutting pictures or you can also draw the pictures. You may colour and decorate them. You may click photographs of this collage and share with your friends on the group created by your teacher. You can showcase this collage in class once you are back to school. Bake a cake in the presence of an elder. Write down the recipe and try to verify the scientific concept about the formation of spongy cake. Write down the reaction involved to make the cake spongy and fluffy. Plaster of Paris is used for making toys and decoration items. Find out from internet — why calcium sulphate hemihydrate is called Plaster of Paris? Discuss with your friends on the group created by your teacher. Try to design and develop eco-friendly Soda Acid Fire Extinguisher
---	--	---

<ul style="list-style-type: none"> • communicates the findings and conclusions of the activities/experiments/projects or any task orally and in written form effectively using appropriate figures, tables and digital forms, etc. • makes efforts to conserve environment by doing activities/experiments by making use of materials judiciously and keeping surroundings/home clean. 		<p>with the material available at home. Click a photograph or make a video and share with your friends at Whatsapp group. You can also display this model when you are back to school.</p> <ul style="list-style-type: none"> • Open this link and try to solve the questions in your note book. http://ncert.nic.in/ncerts/1/jeep102.pdf • You can check your answers with the given key. • If you have any doubts, discuss with your friends and teacher on the group created by your teacher.
--	--	--

Mathematics (Class-X)

Learning Outcome	Sources/ Resources	Week wise activities (to be guided by parents)
<p>The learner</p> <p>generalises properties of numbers and relations among them studied earlier to evolve results, such as, Euclid's division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts.</p>	<p>NCERT/State Textbook Mathematics Chapter 1: Rational Numbers</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • The teacher may engage students by sending them different decimal numbers and asking them to distinguish between rational and irrational numbers. Students have to justify their answer. Whatsapp groups or emails can be used for this interaction. • The teacher may send contexts in which HCF and LCM are used. She may ask students to send some more such contexts. <p>WEEK 2</p> <ul style="list-style-type: none"> • The statements of the definitions and theorems in the chapter need to be discussed. • The proofs of the theorems should be discussed. Students should try to send their views and analyses. <p>WEEK 3</p> <ul style="list-style-type: none"> • Using the already learnt methods of representing real numbers on the number line students may be encouraged to locate numbers like \sqrt{x}, where x is a decimal number, on the number line and justify the method mathematically. • Students may be sent different groups of numbers such as $2, 2^{1/2}, 2^{3/2}, 2^{5/2}$, etc., and asked to arrange them in ascending or descending order. They should be encouraged to justify it. <p>WEEK 4</p> <ul style="list-style-type: none"> • Exercises from Chapter 1 of the textbook, problems from exemplar problem book for Class X and activities from Laboratory manual (Activity 1) for secondary stage may be discussed. All this material is available on the NCERT website. E-resources related to this topic can be seen on NROER. • Assessment of students can be done by observing their responses. Appropriate feedback can then be given.

Social Sciences (Class-X)

a. History Class-X

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> explains the concept of nationalism and the inherent features of a nation recognises the role of French revolution in spreading ideas of liberty and equality in Europe. analyse how the idea of nationalism and its various forms emerged in Europe. describes the role of revolutionaries in the creation of nation states. recognises the role of language in developing nationalist sentiments explains how female allegories came to represent the nation. observes map of Europe after 1815 and draws comparisons after creation of nation states. 	<p>India and the Contemporary World http://ncert.nic.in/textbook/textbook.htm?iess3=2-5)</p> <p>Political Map of the World</p> <p>e-Resource <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>The French Revolution' in India and the Contemporary World I</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p>e-Resources <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5</p> <p><i>Giuseppe Mazzini</i> https://www.britannica.com/biography/Giuseppe-Mazzini/Triumvir-of-republican-Rome</p>	<p>Theme: The Rise of Nationalism in Europe</p> <p>WEEK 1</p> <ul style="list-style-type: none"> The students may be advised to interpret a primary source: 'What is a Nation' by Ernst Renan. (p. 4) The students may identify the inherent features of a nation in the source. A discussion may be initiated on the features that are common amongst nations in the present day. The students may be asked to identify and list out names of such nations in contemporary times and locate them on a world map. <p>WEEK 2</p> <ul style="list-style-type: none"> The teacher may ask students to prepare a chart listing those measures taken by French revolutionaries to create a sense of collective identity. The chart may also contain visuals/images. The teacher may prepare a set of ten quiz items on the role of the French revolution in spreading the idea of the nation in Europe. Students may be encouraged to participate in the quiz. The teacher may encourage students to draw comparison between a nation – state and monarchy along with examples. <p>WEEK 3</p> <ul style="list-style-type: none"> The teacher may prepare a glossary of

	<p>e-Resources</p> <p><i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p> <p><i>Material</i> <i>India and the Contemporary World II</i> http://ncert.nic.in/textbook/textbook.htm?iess3=2-5-----</p>	<p>terms from the textbook such as Plebiscite, Conservatism, Suffrage, Nationalism, Nation-State, Allegory, etc., and share with students.</p> <ul style="list-style-type: none"> • The teacher may then prepare a 'Match the Following' chart asking students to match the term along with its appropriate meaning. • Students may be asked to observe the map of Europe after the Congress of Vienna, 1815 (p. 6) and a map of modern-day Europe. They may write the changes they observe and discuss. • The teacher may initiate a discussion on the role of language and folklore in developing nationalist sentiments in Europe. <p>WEEK 4</p> <ul style="list-style-type: none"> • The students may be asked to: <ul style="list-style-type: none"> ❖ make a comparative chart on the development of Germany and Italy as nation states. Students may be divided into two groups- one group may work on Germany and the other on Italy. After completion a discussion may be initiated. ❖ gather information and analyse the role of the Italian revolutionaries Giuseppe Mazzini and Giuseppe Garibaldi and their vision ❖ observe the female figures who represented nations. They may be asked to identify their attributes and symbols- Germania, Marianne, etc. ❖ prepare a list of symbols pertaining to nationalism and explain their attributes and significance.
--	--	---

b. Political Science - Class-X

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> ➤ explains sharing of power among the Legislature, the Executive and the Judiciary. ➤ demonstrates their skill by preparing illustrations on sharing of power. ➤ explains—the concept of democracy. 	<p>NCERT/State Textbook-Chapter-1-Power Sharing</p> <p>Web Resources</p> <p>e-Pathshala</p> <p>Print materials like Newspaper, Magazines, etc.</p> <p>Important quotes of personalities</p> <p>Kindle book</p> <p>e-materials</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Students may be asked to prepare a short note on the Power sharing and share it with their peers. Through e-mail WhatsApp. • Discuss with your parents on the functioning of Democracy • Design a mock parliament and make a note of the issues to be discussed during the different sessions of the Parliament. Share with your friends on mobile phone, email, WhatsApp. • Prepare a Flow Chart on different Organs of the Government.
<ul style="list-style-type: none"> ➤ identifies Federal Political Systems of the World ➤ compares and Contrasts between Federal and Unitary Form of Government. 	<p>Chapter-2 Federalism</p> <p>QR Code</p> <p>e-pathshala</p>	<p>WEEK 2</p> <ul style="list-style-type: none"> • Locat places on the world map on countries having federal political system. • Prepar write-up on unique features of Federalism and Unitary System of Government. • Discuss with parents on what makes India a federal Country. • You may prepare a Chart giving items mentioned in the Union, State and in the Concurrent Lists.
<ul style="list-style-type: none"> • explains the manner in which democracy in India responds to social differences, divisions and inequalities • identifies the outcomes of social divisions • demonstrates an understanding of richness of our diversity. 	<p>Chapter -3 Democracy and Diversity</p> <p>e-materials</p> <p>QR Codes</p> <p>e-book</p> <p>National Portal</p> <p>Kindle eBook</p> <p>Print materials, old Newspapers, Magazines, etc.</p>	<p>WEEK 3</p> <ul style="list-style-type: none"> • Prepare a table on different languages in our Country and share with peers • Discuss with parents on Democracy and Diversity in India • Prepare a write-up on Democracy and diversity in India and share with peers through mobile phone, e-mail, etc.

<ul style="list-style-type: none"> • explain three kinds of social difference based on gender, religion and caste. • understand that gender is a social construct. It is a dynamic concept and varies from society to society. • explain terms like gender bias and gender stereotypes. 	<p>NCERT/State developed Textbook</p> <p>Theme: Democratic Politics –II, Textbook in Political Science for Class-X, Chapter-4 Gender, Religion and Caste</p> <p>e-content QR- Code E-pathshala TV/Radio/YouTube</p> <p>Newspaper and Magazines</p>	<p>WEEK 4</p> <ul style="list-style-type: none"> • Prepare Charts on the following: <ul style="list-style-type: none"> ❖ Work done by men and women in the family in the whole day, paid/unpaid. ❖ Political representation of women in the Panchayats, Municipalities and the Parliament. • Prepare Glossary of terms • Share a write-up on social differences in contemporary India and share with your friends through e-mail.
--	---	--

c. Economics (Class-X)

Understanding Economic Development

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner learns about various problems faced by the people around the world and understand the necessity of the combined effort for solving it (The learner's engagement in the Project will help them to recognise and examine the economic impacts of disasters).</p>	<p>Understanding Economic Development</p> <p>All chapters</p>	<p>WEEK 1-2</p> <p>Project–Socio-Economic Impact of the Pandemic COVID19</p> <p>Develop project on the socio-economic issues that can arise due to the pandemic COVID19 locally and globally.</p> <p>Hints</p> <p>Disasters have adverse consequences on the economic growth and development of the country. It effects different individuals, societies and countries in different manners. Hunger and poverty will also be on the rise, which effects mostly the vulnerable groups. The negative impacts are not inevitable, but these can be reduced by the way of creative solutions. This pandemic which has affected the whole world has its impacts on the</p>

		<p>economy of the country in various sectors, including health, transportation, agriculture, industry, banking tourism, etc. The inter connectedness of the modern economies, mainly due to globalisation, will have an impact on trade, both domestic and international. This can affect the production of various commodities. The rapid urbanisation, globalisation of the whole world has resulted in making an epidemic outbreak in one country turn into a global pandemic. The outbreaks are not simply a local phenomenon and therefore measures to counter the threat and reduce its impact need to be taken at a local as well as global level.</p> <p><i>Ponder over the following and prepare the project.</i></p> <ul style="list-style-type: none"> • How will the disaster effect the economic growth and development of various countries? • What are the factors that have led to the spread of this pandemic which is said to have originated in Wuhan, China to all over the world? • Who are the most vulnerable sections of the society during disasters? • What are the factors determining vulnerability? • Which are the sectors that will be affected more by the disaster? Classify it into primary, secondary and tertiary sectors. • How will it affect people who have taken loans especially from the non-formal sources of credit? • What steps has the government undertaken in response to the disaster? • What are the creative solutions that can be taken up to reduce the impact? • When disaster strikes, what can we do? <p><i>(This project will help in preparing the students for the next academic session as it covers all the chapters in the Class X Economics textbook. As the student reads through the hints provided and tries to find answer to the questions or ponder over them, they will learn about the content in the chapters: development, sectors of the economy, money and</i></p>
--	--	---

		<p><i>credit and globalisation. This learning will help the teacher while transacting these chapters later in the classroom.)</i></p> <p>WEEK 3</p> <p>Poster Making: Prepare posters on the measures that can be taken to avoid the disaster of the pandemic- COVID 19</p> <p>WEEK 4</p> <p>Prepare posters demonstrating the economic impact of the disaster on the vulnerable groups. Or Prepare posters/painting of the changes that they see in the environment after the lockdown</p>
--	--	--

d. Geography (Class-X)

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>The learner</p> <ul style="list-style-type: none"> identifies different types of resources defines important terms, such as, resource, renewable, non-renewable resources, etc. classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development analyses the impact of conservation of 	<p>Textbook- Contemporary India-II Chapter-1- Resources and Development</p> <p>Web Resources</p> <ul style="list-style-type: none"> Online E-learning portal School Bhuvan NCERT. <p>For Teacher</p> <ul style="list-style-type: none"> Topic “Basic Themes and Skills in Geography” – YouTube – NCERT official Topic “Geography in School 	<p>WEEK 1</p> <p>Themes: Resources – Types, development of Resources</p> <ul style="list-style-type: none"> The teacher may initiate the topic by asking students to prepare a write up on the materials which are being used in our day to day life. Student may share the write up with the teacher and classmates through email or Whatsapp. The teacher may take cue from their write up and discuss about different types of resources by giving examples from the surroundings. Flowchart may be used to discuss about types of Resources and their examples. Concept of development and sustainable development may be discussed by the teacher. With the help of relevant newspaper clippings or internet sources students may be sensitised towards indiscriminate exploitation of resources. Students may prepare a short note on the need of resource planning in India.

<p>natural resources on the life of people in any area in view of sustainable development</p> <ul style="list-style-type: none"> • identifies land use categories • interprets pie diagram showing land use changes • identifies causes of land degradation and their consequences. • appreciates methods of land conservation • appreciates methods of soil conservation. 	<p>Curriculum – YouTube – NCERT official</p> <p>QR Code given in the chapter may be used to consult the resource.</p> <ul style="list-style-type: none"> ➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) <p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf Web Resource</p> <ul style="list-style-type: none"> • Online E-learning portal School Bhuvan NCERT. <p>Web Resources</p> <ul style="list-style-type: none"> • Online e-learning web portal School Bhuvan NCERT for interactive thematic maps on satellite imagery. <p>Soil https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/58872d51472d4a1fef8118a9</p>	<ul style="list-style-type: none"> • Students may be asked to prepare chart on the issues such as Depletion of Resources, Conservation of Resources, etc. • Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and students to understand meaning of resources and other technical terms. <p>WEEK 2</p> <p>Theme: Land Resources, Land Use Pattern in India, Land Degradation and Conservation.</p> <ul style="list-style-type: none"> • Students may be encouraged to relate pie diagram (Fig. 1.3) on page 5 and the maps showing physical features of India, water bodies given in the Atlas and School Bhuvan NCERT portal. • Students may also prepare a short note about their State by highlighting the Land under important Relief features (Hint Fig. 1.3 p. 5). • The teacher may explain the pie diagrams showing land use categories in different time periods in India, Fig. 1.4 on page 6, and ask students to write in their own words about reasons for the changes in land use pattern in India during this period. • Students may prepare a chart or Flow chart to show the causes of land degradation and their consequences and share with their teacher and classmates. • Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website may be consulted by teacher and student to understand meaning of technical terms given in the chapter. <p>WEEK 3</p> <p>Theme: Soil as a Resource, Classification of Soil, Soil Erosion and Conservations</p> <ul style="list-style-type: none"> • The teacher may show different soil samples to help students recognise them by colour and texture. • Distribution of soils in different parts of India may be shown on the map and on the web portal
---	---	---

<ul style="list-style-type: none"> identifies different types of soils. describes characteristics of different types of soils. shows spatial distribution of soils in India identifies causes of Soil erosion explains methods of soil conservation. describes the term biodiversity and importance of conservation of biodiversity identifies reasons of decreasing biodiversit interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests analyses indigenous and modern methods of 	<p>https://h5p.org/node/480809</p> <p>QR Code given in the chapter may be used for better understanding of the concept</p> <ul style="list-style-type: none"> Solve the puzzle given on page 13 of the textbook. <p>Chapter -2 Forest and Wildlife Resources</p> <p>For spatial distribution of forests in India, refer to — “<i>State Forest Report of India</i>”, Government of India, www.fsi.nic.in</p> <p>Web Resource Online e-learning portal</p> <p>School Bhuvan NCERT for interactive thematic maps https://h5p.org/node/489615</p> <p>QR Code given in the chapter may be used for better understanding of the concept.</p> <p>www.ncert.nic.in)</p> <p>India: Unity in</p>	<p>School Bhuvan NCERT</p> <ul style="list-style-type: none"> The teacher may demonstrate School Bhuvan NCERT portal and overlay thematic layers of maps of soils, rainfall and relief features and swipe these layers to establish cause and effect relationship. Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) available on the NCERT website in pdf file may be consulted by teacher and student to understand the meaning of gully and other technical terms. <p>WEEK -4</p> <p>Theme: Flora Fauna in India, categories of plants and animal species based on International Union for Conservation of Nature and Natural Resources (IUCN), Types and distribution of Forest and Wildlife Resources, Community and Conservations</p> <ul style="list-style-type: none"> The teacher may initiate the discussion with the help of Newspaper clippings related to forest fire and wildlife in India and the world. Students may talk with their parents or grandparents about the harmonious relationship between human beings and nature during their childhood days. They may also ask their parents and grand parents about the changes they observe in their surroundings. Students may prepare a write up on this and share with teacher and classmates through email or Whatsapp. Students may prepare a list or Flow chart of flora and fauna which are Endangered/Vulnerable/Extinct, etc. The Teacher may prepare Concept Map by linking the Forest and wildlife with physiography, climate, natural disasters, forest products, etc., and discuss with students. <p>Theme: The student may be encouraged to identify reserved forests areas located in their districts/State and share with teacher and classmates through email.</p> <ul style="list-style-type: none"> Locate the states on the map of India which have large areas under reserved forests. Locate the states on the map of India which have large areas under unclassed forests. Students may be encouraged to discuss with their
---	---	--

<p>conservation of forests and wildlife</p> <ul style="list-style-type: none"> • predicts natural disasters due to deforestation • appreciates the role of community in conservation of forests and wildlife • constructs view arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region. 	<p>Cultural Diversity (2018) http://tural.pdf/www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unity_cul</p> <p>North East India; People, History and Culture, (2017), NCERT http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tineil01.pdf</p>	<p>parents or grandparents about the involvement of the communities in conservation of environment and share these stories with teacher and classmates through email.</p> <ul style="list-style-type: none"> • The teacher may narrate stories of communities involved in environmental conservation in different geographical regions of India. • The teacher may discuss life of marginalised sections of the society, for example, forest dwellers by taking examples from Central India and North East region. • With the help of online e-learning portal School Bhuvan NCERT, the teacher may encourage student to explore the regions where natural disasters like landslides and floods occur frequently due to deforestation and soil erosion. • Students may prepare write up or chart on conservation of forests. • Students may be asked to collect information about foods, dress, festivals, etc., of different regions of India from the books India: Unity in Cultural Diversity (2018), NCERT, and North East India; People, History and Culture, (2017), NCERT. (These books are available on website of NCERT www.ncert.nic.in) and relate them with diverse natural resources available in these regions.
---	--	---

हिन्दी (कक्षा 10)

सीखने के संभावित प्रतिफल	सहायक सामग्री	सुझावात्मक क्रियाकलाप/ गतिविधियाँ
<ul style="list-style-type: none"> कविता की समझ आनन्द एवं रचना (सुनना-देखना-पढ़ना-लिखना) पाठ्यपुस्तक में शामिल कविताओं के साथ-साथ अन्य कविताओं को भी पढ़ते-लिखते हैं। कविता की लय-तान-ध्वनि पर ध्यान देते हैं। अपने परिवेश में होने वाली घटनाओं के प्रति सजग होकर अपनी बात, विचार अभिव्यक्त करते हैं मौखिक-लिखित रूप में। जैसे- 'कोरोना वायरस' से प्रभावित देश-दुनिया का जन-जीवन। अपने परिवेश/ पर्यावरण में आए सकारात्मक/ नकारात्मक बदलावों को कविता, कहानी, निबंध के रूप में अथवा अपने ढंग से कहते/ लिखते हैं। (भाषा/अनुभवों का सृजनात्मक प्रयोग।) 	<p>ICT का उपयोग करते हुए पाठ्यपुस्तक में दिए गए क्यूआर कोड (QR Code) की सहायता ले सकते हैं।</p> <ul style="list-style-type: none"> टी.वी. पर प्रसारित कार्यक्रम, इंटरनेट, रेडियो आदि। NCERT, E-Pathshala, CIET आदि की वेबसाइट पर उपलब्ध सामग्री को देख सकते हैं। <p>www.ncert.nic.in, www.ciet.nic.in, www.swayamprabha.gov.in</p> <p>रा.शै.अ.प्र.प. की पाठ्यपुस्तक 'क्षितिज भाग 2' में संकलित कविताएँ</p> <ul style="list-style-type: none"> 'उत्साह', 'अट नहीं रही है' — सूर्यकांत त्रिपाठी निराला 'यह दंतुरित मुसकान' — नागार्जुन अथवा संबंधित विषय की कोई भी अन्य कविता टी.वी., इंटरनेट, रेडियो आदि पर प्रसारित 'कोरोना वायरस' संबंधित कार्यक्रम। 	<p>पहला और दूसरा सप्ताह</p> <ul style="list-style-type: none"> सहायक सामग्री (ICT) पर उपलब्ध कविताओं का उचित आरोह-अवरोह के साथ पाठ करें। कविता में आए नये शब्दों पर ध्यान दें। आवश्यकता- अनुसार 'शब्दकोश' का सहारा ले सकते हैं। कविता की लय-तान पर ध्यान दें। कविता को विस्तृत सामाजिक-सांस्कृतिक संदर्भों में समझने का प्रयास करें। ICT पर उपलब्ध संबंधित कवि की अन्य कविताओं के बारे में जानने-समझने का प्रयास करें। <p>तीसरा और चौथा सप्ताह</p> <ul style="list-style-type: none"> घर में उपलब्ध टी.वी., इंटरनेट, रेडियो व अन्य ICT सामग्री की सहायता से 'कोरोना वायरस' संबंधी तथ्यात्मक जानकारी का संकलन करें। वैज्ञानिक आधार पर तथ्यों के विश्लेषण को समझे तथा इसे अपनी नोटबुक में लिखें। विस्तृत जानकारी के लिए अपने परिवार के साथ विचार-विमर्श करें। आवश्यकतानुसार स्वयं भी सचेत रहें और परिवार के सदस्यों को भी सचेत करें। इस कार्य को एक प्रोजेक्ट की तरह कर सकते हैं। जिसे बाद में अपने शिक्षक/ साथियों से साझा कर सकते हैं। अपने निकट के परिवेश जैसे- घर/परिवार/ प्रकृति/ पर्यावरण/ आदतों/ संसाधनों के उपयोग में आ रहे सकारात्मक-नकारात्मक अनुभवों को नोट करते हैं। उन्हें अपनी भाषा-शैली (ढंग) से समझने, कहने/लिखने की कोशिश करें।

संस्कृतम् (कक्षा 10)

अधिगम- प्रतिफलानि	उपयुक्तानि संसाधनानि	प्रस्ताविता: गतिविधयः (शिक्षकाणामभिभावकानाम् वा साहायेन विधेयाः)
<ul style="list-style-type: none"> विद्यार्थी सरलसंस्कृतभाषया कक्षोपयोगीनि वाक्यानि वक्तुं समर्थः अस्ति। विद्यार्थी कक्षातः बहिः दैनन्दिन-जीवनोपयोगीनि वाक्यानि वदति। 	<p>एनसीईआरटीद्वारा अथवा राज्यद्वारा निर्मितानि पाठ्यपुस्तकानि, गृहे उपलब्धाः</p> <p>पठनलेखनसामग्र्यः अन्यदृश्यश्रव्यसामग्र्यः यथा इंटरनेट-वेबसाइट, आकाशवाणी-दूरदर्शनादिषु उपलभ्यन्ते</p>	<p>सप्ताहः 1</p> <p>श्रवणसम्भाषणकौशले</p> <ul style="list-style-type: none"> शिक्षणक्रमे शिक्षकः सरल-संस्कृत-वाक्यानां प्रयोगं कुर्यात्। छात्राणामवबोधनं परीक्षितुं मध्ये मध्ये प्रश्नान् पृच्छेत्। संस्कृतभाषावबोधनसमये छात्रैः काठिन्यमनुभूयते चेत् मध्ये मध्ये हिन्दीभाषायाः क्षेत्रियभाषायाः अपि प्रयोगः करणीयः। यदा शिक्षकः विद्यार्थिनः प्रश्नं पृच्छेत् तदा प्रश्नस्य भाषा संस्कृतमेव भवितव्या। छात्राः अपि संस्कृतभाषयैव उत्तरप्रदानाय प्रोत्साह्याः। कक्षासु सामान्योपयोगिवाक्यानां पौनःपुन्येन अभ्यासं कुर्यात्, यथा - सुप्रभातम्। शुभमध्याह्नम्। शुभसन्ध्या। शुभरात्रिः। भवान् कथम् अस्ति? अद्य वयं पद्यपाठं पठामः। भवन्तः सन्नद्धाः खलु? महोदय! किम् अहम् अन्तः आगन्तुं शक्नोमि? शिक्षिका प्रारम्भे छात्रान् दैनन्दिन-जीवनोपयोगिनः प्रश्नान् पृच्छेत्। यथा – अद्य गृहे पित्रा सह कीदृशः वार्तालापः कृतः? पितः! मम गणवेशं पुरातनं जातम्। कृपया मह्यं नूतनं गणवेशं दापयतु। पूर्वकक्षायाम् पठितानाम् पाठानाम् सामान्यम् आलोचनम् स्यात्। छात्राः कथानाम् स्मरणपूर्वकम् चर्चाम् कुर्युः। गीतानि अपि स्मरेयुः।
<ul style="list-style-type: none"> अपठितगद्यांशं पठित्वा तदाधारितप्रश्नानामुत्तरप्रदाने सक्षमः अस्ति। सरल-संस्कृत-भाषया औपचारिक- 		<p>सप्ताहः 2</p> <p>(प्रथमसप्ताहगतिविधिभिः सह)</p> <p>पठनलेखनकौशले</p> <ol style="list-style-type: none"> पाठ्यपुस्तकेतर-साहित्येभ्यः स्तरानुकूलं कथाः निबन्धान् च संगृह्य सप्ताहे पक्षे वा एकवारं पठितुं छात्रान् निर्दिशेत्। तदाधारित-प्रश्नान् पृच्छेत्, चर्चा कुर्यात्। एवं संस्कृतमयवातावरणनिर्माणं कुर्यात्। छात्राणामधिकाधिकी सहभागिता भवेदिति सुनिश्चितं कुर्यात्।

<p>अनौपचारिक-पत्रलेखनार्हः भवति।</p> <ul style="list-style-type: none"> ● अनुच्छेद-लेखनं, संवाद-लेखनं चित्राधारित-वर्णनञ्च करोति। 		<p>यथा -</p> <p>स्वच्छता अस्माकं जीवने अत्यावश्यकी। यदि वयं गृहे आपणे मार्गे विद्यालये कार्यालयादिषु स्थानेषु जीवनव्यवहारे सर्वथा स्वच्छतां पालयामः, वयं स्वस्थाः भवामः। स्वस्थशरीरस्य मनसः च कृते स्वच्छता महत्त्वपूर्णं स्थानं भजते। स्वस्थे च शरीरे स्वस्थं मनः निवसति, स्वस्थे च मनसि वयं सत्कर्मणि प्रवृत्ताः भवामः।</p> <p>प्रश्नाः – क. जीवने का आवश्यकी?</p> <p>ख. वयं कथं स्वस्थाः भवामः?</p> <p>ग. स्वस्थं मनः इत्यनयोः पदयोः किं विशेषणपदम्?</p> <p>घ. अस्य अनुच्छेदस्य कृते समुचितम् शीर्षकं लिखत।</p> <p>2. औपचारिक-अनौपचारिक-पत्राणां प्रारूपं पदाय विषयगत-चर्चां च विधाय छात्रैः पूर्णं पत्रं लेखयेत्, अशुद्धीनां च संशोधनं कृत्वा पुनः बोधयेत्। छात्रैः तेषां पत्राणां कक्षायां प्रस्तुतिं कारयेत्। अनन्तरं तेषां प्रतिपुष्टिं प्रदद्यात्।</p> <p>यथा - अवकाशार्थं प्रधानाचार्यं प्रति पत्रम्, जिलाधिकारिणं प्रति पत्रम् इत्यादीनि (औपचारिकपत्रम्)</p> <p>मित्रस्य कृते पत्रम्, पुत्रस्य पितरं प्रति पत्रम् इत्यादीनि (अनौपचारिकपत्रम्)</p> <p>3. शिक्षकः कम् अपि विषयम् अवलम्ब्य प्रतिछात्रम् एकैकं वाक्यं रचयितुं कथयेत्। तानि वाक्यानि संकलय्य सार्थकम् अनुच्छेदं सज्जीकुर्यात्। एवं संस्कृतमयवातावरणे कक्षायां संवादवाचनस्य अनुच्छेदलेखनस्य च अभ्यासं कारयेत्। यथा – कोरोना-प्रतीकारः, पर्यावरणं संरक्षणम्, स्वच्छभारतम्, विद्यायाः महत्त्वम् इत्यादयः।</p> <ul style="list-style-type: none"> ● कामपि परिस्थितिं मनसि निधाय कांश्चन प्रश्नान् पृष्ट्वा संवादाय उत्तरप्रदानाय च निर्दिशेत्। छात्राणाम् उत्तराणि च संशोध्य संवादालेखनं कारयेत्। यथा - शिक्षक-छात्रयोः वार्तालापः, मित्र-संवादः इत्यादयः। ● संवादशैलीम् अनुकर्तुं दूरदर्शने आकाशवाण्याञ्च संस्कृत-समाचारं श्रोतुं द्रष्टुं च निर्दिशेत्। ● कानिचन चित्राणि दर्शयित्वा तद्विषये वक्तुं लेखितुं च छात्रान् आदिशेत्। अशुद्धीनां च संशोधनं कृत्वा पुनः लेखितुं निर्दिशेत्।
<ul style="list-style-type: none"> ● पाठ्यपुस्तकगतान् गद्यपाठान् अवबुध्य तेषां 		<p>सप्ताहः 3</p> <p>(प्रथमसप्ताहद्वयस्य गतिविधिभिः सह गद्यपाठस्य अध्ययनम्) पठनलेखनश्रवणसम्भाषणकौशलानि कथादयः गद्यपाठाः यथासंभवं प्रत्यक्षविधिना पाठनीयाः।</p>

<p>सारांशं वक्तुं लिखितुं च समर्थः अस्ति।</p> <ul style="list-style-type: none"> ● तदाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च। 	<p>शिक्षकेन आदर्शवाचनं, छात्रैः व्यक्तिगतरूपेण समूहे वा अनुवाचनम्, अपरिचितपदानाम् अर्थावबोधनम्, पाठस्य भावावबोधनं चा छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्।</p> <p>पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्, विचार्य ते निष्कर्षमवाप्नुयुः, यथा – भवान् अस्यां परिस्थितौ भवेत् चेत् किं कुर्यात्? पाठस्य नायिकया यः निर्णयः गृहीतः किं स एव निर्णयः समीचीनो वा?</p> <p>यथा - पाठस्य नाम – बुद्धिर्वलवती सदा।</p> <p>प्रश्नः – क. बुद्धिमत्याः प्रत्युत्पन्नमतित्वं संस्कृतेन स्वभाषया वा वर्णयत।</p> <p>ख. “बुद्धिर्वलवती सदा” इति अस्य पाठस्य सन्देशं लिखत।</p>
<ul style="list-style-type: none"> ● संस्कृतश्लोकान् उचित-बलाघात-पूर्वकं छन्दोनुगुणम् उच्चारयति। ● श्लोके प्रयुक्तानां सन्धियुक्तपदानां विच्छेदं करोति। ● श्लोकान्वयं कर्तुं समर्थः अस्ति। ● तेषां भावार्थं प्रकटयति। ● श्लोकाधारितानां प्रश्नानाम् उत्तराणि संस्कृतेन वदति लिखति च। 	<p>सप्ताहः 4</p> <p>(पूर्वसप्ताहानाम् गतिविधिभिः सह पद्यपाठस्य अध्ययनम्)</p> <p>पठनलेखनश्रवणसम्भाषणव्याकरणकौशलानि</p> <ul style="list-style-type: none"> ● संस्कृतश्लोकानां गीतानां वा पाठनसमये शिक्षकः सस्वरवाचनं कुर्यात्। अथवा ई-सामग्रीणाम् उपयोगम् कुर्यात्। यदा कदा व्यक्तिगतरूपेण समूहे वा अनुवाचनं कारयेत्। छात्राः स्वखलनं कुर्वन्ति चेत् प्रेम्णा शनैः शनैः दोषाः अपसारणीयाः। ● क्लिष्टानां पदानाम् अर्थं बोधयेत्, सन्धियुक्तपदानां विच्छेदं कुर्यात् कारतेत् च, श्लोकानाम् अन्वयपूर्वकम् अर्थं बोधयेत् च। छात्राणाम् अवबोधं परीक्षितुं मध्ये मध्ये प्रश्नाः अपि प्रष्टव्याः। ● संस्कृतसाहित्ये समुपलब्ध-नैतिक-सामाजिक-मूल्यान्याधृत्य स्वकीयान् विचारान् प्रकटयितुं निर्दिशेत्। ● छात्रैः पाठस्य सारांशः संस्कृतेन स्वभाषया वा प्रस्तोतव्यः। शिक्षकः यथास्थानं संशोधनं कारयेत्। पाठनप्रसंगे केचन एतादृशाः अपि प्रश्नाः प्रष्टुं शक्यन्ते येन छात्राः चिन्तनार्थं अवसरं लभेरन्। <p>यथा - पाठस्य नाम – सूक्तयः त्वक्त्वा धर्मप्रदां वाचं परुषां योऽभ्युदीरयेत्। परित्यज्य फलं पक्वं भुङ्क्तेऽपक्वं विमूढधीः॥ पदच्छेदः – यः + अभि + उदीरयेत् भुङ्क्ते + अपक्वम् अन्वयः – यः धर्मप्रदां वाचं त्यक्त्वा परुषां वाचम् अभ्युदीरयेत् सः विमूढधीः पक्वं फलं परित्यज्य अपक्वं भुङ्क्ते। भावार्थः – मनुष्यः सदा मधुरां वाचं वदेत्। प्रश्नः – क. पुरुषः कीदृशीं वाचं वदेत्?</p>

- To help children improve their neuromuscular coordination through participation in yoga and a variety of physical activities at home and have physical and mental fitness.
- To develop life skills for dealing with psycho-social issues
- To help children grow as responsible citizens by inculcating in them certain values

CLASS IX-XII

Learning Outcomes	Sources/Resources	Suggested Activities
<p>The learner</p> <ul style="list-style-type: none"> • exhibits healthy eating habits, and personal hygiene. • awareness about importance of sanitation and cleanliness among people. • identifies factors affecting health and wellbeing • explores the relationship between endurance activity choices (jumping skipping or any other exercise, etc.), and health. • performs yogic activities for holistic health • analyses factors affecting growth and development during adolescence period. 	<p><i>Training and Resource Materials on adolescence Education</i> http://www.aeparc.org/upload/39.pdf</p> <p><i>Health and Physical Education</i> Textbook for Class IX http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14</p> <p><i>Yoga A Healthy Way of Living</i> Secondary Stage http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf</p> <p><i>Yoga for Adolescent</i> http://yogamdniy.nic.in//WriteReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf http://yogamdniy.nic.in//Contents.aspx?lsi d=1084&lev=1&lid=691&langid=1</p>	<p>Children at home should be asked to do the following activities</p> <ul style="list-style-type: none"> • Prepare a menu for healthy meal-breakfast, lunch and dinner. Involve yourself in the preparation. • Develop at least 6 slogans on promoting healthy eating habits and justify. Share with friends. • Create an advertisement on how you can build awareness about healthy eating habits, and personal hygiene among your family members and peers. • Gather information about communicable and non-communicable diseases through pictures, news items about their causes, risk factors, and preventive measures, etc. • Gather information on the mission of <i>Swachh Vidyalaya- Swachh Bharat</i> • Do exercise daily at home like jumping skipping, sit-ups, pull-ups, push ups or any other exercise, etc. • If you have space in your home, you can practice the skills of that game. • You may also see the videos given on the website of the Game/sport Federation. • Observe the changes of physical activities and yoga in your body and write down daily in your diary.

		<p>Yogic practices are found effective for development of all dimensions of personality. Before starting asanas, Yoga <i>Sukshma Vyayama</i> (micro yogic practices) to be done. One can do the micro yogic practices related to neck shoulder, knee and ankle movement everyday, each for 3 rounds as suggested by Morarji Desai National Institute of Yoga (MDNIY) which is an autonomous organisation under Ministry of AYUSH, Government of India. In Yoga Protocol, the neck movement includes forward and backward; right and left bending, right and left twisting and rotation of the neck both clockwise and anti-clockwise. Ankle movement includes ankle stretch and rotation. All these activities require about 8 minutes. These Micro Yogic Activities are also important for making one ready to undertake the following <i>yogasanas</i>.</p> <p>Neck Movement</p> <ul style="list-style-type: none"> ➤ Forward and backward bending, ➤ Right and left bending, ➤ Right and left twisting and ➤ neck rotation. <p>Shoulder Movement</p> <ul style="list-style-type: none"> ➤ Shoulder stretch ➤ Shoulder rotation <p>Trunk movement</p> <ul style="list-style-type: none"> ➤ Trunk twisting <p>Knee movement</p> <ul style="list-style-type: none"> ➤ Ankle movement <p>All these should be done with ease without any jerk. Some of the yogic practices are given below you can do asanas for 15 minutes.</p> <p>Asanas</p> <ul style="list-style-type: none"> ➤ <i>Surya namaskar</i> ➤ <i>Tadasana</i>
--	--	--

		<ul style="list-style-type: none"> ➤ <i>Katichakrasana</i> ➤ <i>Bhujangasana</i> ➤ <i>Shalabhasana</i> ➤ <i>Dhanurasana</i> ➤ <i>Makarasana</i> ➤ <i>Halasana</i> ➤ <i>Hastottanasana</i> ➤ <i>Padhastasana</i> ➤ <i>Trikonasana</i> ➤ <i>Shashankasana</i> ➤ <i>Ushtrasana</i> ➤ <i>Ardhamatsyendrasana</i> ➤ <i>Bhujanagasana</i> ➤ <i>Shalabhasana</i> ➤ <i>Matsyasana</i> ➤ <i>Shavasana</i> <p>Kriya</p> <ul style="list-style-type: none"> ➤ <i>Kapalabhati</i> <p>Pranayama</p> <ul style="list-style-type: none"> ➤ <i>Anuloma-viloma Pranayama</i> ➤ <i>Bhramari Pranayama</i> ➤ <i>Bhastrika Pranayama</i> <p>Meditation <i>Yoga Nidra</i></p> <p>All these asanas are explained in the textbooks mentioned as resources. We should spare 45 minutes every day for yogic activity.</p> <ul style="list-style-type: none"> ➤ Should take at least eight hours of sound sleep.
--	--	---

A. BEING COMFORTABLE WITH ONE'S OWN BODY

Knowing oneself is necessary for developing a positive attitude towards life. Particularly for children when they are passing through a period of staying at home due this pandemic.

Read the following case studies and reflect on the questions after each case study

Case Study 1: Rakesh and Mihir, students of Class IX, are walking home together from school. Rakesh begins to tease Mihir, saying that he speaks in a girl's voice. He also laughs at the fact that Mihir has got no hair on his upper lip. Look at me, Rakesh says, – I am a real man. My voice is strong and my face is manly I have so much facial hair. My father calls me 'sher'. This really embarrasses Mihir. He recalls that his mother still calls him my sweet boy'. He decides to go home and asks his mother why is he so different from Rakesh and whether something is wrong with him?

Reflections:

1. Although they are of the same age, why do Rakesh and Mihir look so different?
2. Do you think that there is something wrong with Mihir? Why?
3. How do you think Mihir feels about himself?
4. What should Mihir's mother tell him?

Case Study 2: Robin is in Class XI. He is the smallest boy in his class. Although he likes to play football, he is never selected for his school team. He is quite swift and skilful, but the coach always rejects him saying that he will get pushed around by the other players, who are much bigger than him. One day, on the roadside, Robin sees an advertisement outside the tent of a traveling medicine-man (quack). It shows a thin, weak looking boy in one picture and a muscular glowing man in another. The advertisement claims that a magic drug can bring about this transformation. Robin wants to try this drug, but is scared.

Reflections:

1. Why do you think that Robin is different from the other boys in his class?
2. Do you think that Robin can be a good football player and whether the coach should give him a chance?
3. Do you think that Robin should take the magic drug which cclaims to make one muscular and strong? What are the possible effects of this drug?
4. If you were in Robin's place, what would you do?

Case Study 4: Shalini and her friends in Class IX were preparing for the School's Annual Function. All of them were very excited. Anita, one of Shalini's classmates mocked at her, – You are so dark. We will need additional light to be able to see you on the stage. Shalini's good friend, Madhu felt bad for Shalini and advised her to use a cream to make her complexion lighter. You already dance so well. Can you imagine how nice you will look on the stage if you had a lighter complexion? Shalini smiled and said, Thank you, Madhu. I appreciate your concern but I am happy with my complexion. My teacher and I are working hard on my dance practice and I am confident that our efforts and your good wishes will lead to a good performance.

Reflections:

1. What do you think of Anita's remark about Shalini?
2. Do you think that having a light complexion is important for being beautiful?
3. Do you think that Madhu is trying to perpetuate the stereotype that, having a light complexion is an important component of being beautiful?
4. What do you think of Shalini's response?

Do You Know



- ❖ It is also possible that physical changes may take place early. As a result, one may look very grown up, but may continue to think and behave like a child.
- ❖ There are a lot of products which claim to increase height and muscle mass very quickly, without any additional input of diet and exercise. As you grow, you are drawn towards these products because you feel that these will enable you to hasten the growing up process. It is best to seek medical advice on any apprehension that you might have regarding your growth and the need to use any product.
- ❖ Similarly, advertisements for cosmetics over-emphasize physical appearance, often leading to feelings of inadequacy and low self-esteem. It is important to be confident about who you are and how you look.

B. QUESTIONS FOR SELF-REFLECTION

I am valuable and important because.....

My family, friends and teachers are valuable and important because.....

Do you Think that

- Awareness of positive traits/qualities makes one feel good and enhances self-esteem
- Positive feedback from important people in our lives (for example from parents, family, teachers) also helps us to feel good about ourselves
- When we feel good, we respond to everyday situations more positively
- We should be honest and genuine in our appreciation of ourselves and others
- Positive outlook helps us to recognise and work on our failings and short comings and improve ourselves without being hard on ourselves
- Positive outlook towards ourselves and others helps us to provide helpful criticism to improve rather than hurt them

C. I AM GROWING UP

If you are in the age group of 14-19 years, put a Tick mark

Items	Yes	No
I have armpit hair.		
I am attracted to members of the opposite/same gender.		
I have been growing taller.		
I sometimes feel withdrawn from my parents.		
My leg muscles are getting bigger and stronger.		
I care about my appearance.		
I sweat a lot.		
My friends are very important for me.		

Yes, you are growing up: If you have any doubt, You can read the Training and Resource Materials on adolescence Education.

(<http://www.aeparc.org/upload/39.pdf>)

Teacher can also help the child in dealing with these issues.

D. DEVELOPING POSITIVE INTERPERSONAL RELATIONSHIPS:

Think a while about your good friends and list out 3 things that you admire about your friendship:

1. _____
2. _____
3. _____

There are things you would do for certain people but not for others. How do you decide? Some situations are given below. Complete the sentences after thinking about these situations.

1. If my friend forgot his/her lunch, I would _____
2. If my friend needed to borrow a book, I would _____
3. If my friend talked about running away from home, I would _____
4. If I see my mother is working alone in the kitchen, I would _____
5. If my brother was planning to drive father's scooter without license, I would _____
6. If my team gets defeated in the basketball match, I would _____
7. If my friend is telling me to tease a girl from my class, I would _____
8. If I see a blind person who wants to cross the road, I would _____
9. If my friend has broken the school furniture and I was asked about it, I would _____
10. Mother is unwell and my father tells my sister to stay at home from school and do the household work, I would _____
11. If my friend touches someone inappropriately, I would _____

After completing the sentences, analyse your responses. You will realise that

- Certain actions/behaviours help us to strengthen relationships.
- It is important to nurture positive relationships as they keep us inspired and happy.
- Each person's relationship is different and unique; it is also possible that with time and situation, relationships change.
- Development of values helps us build positive connections with people around us, such as friends, siblings, parents and teachers.

E. STRESS COPING ACTIVITIES

It is important to recognize that stress is something that can be tackled, controlled and definitely decreased. The following suggestions may help harness the additional adrenaline released during stress

- S-T-R-E-T-C-H Stand on your toes whenever you feel under pressure and stretch your body. Pretend you are reaching out to grasp something a few centimeters beyond your immediate reach. Hold this posture for a few seconds and relax.
- Laugh loud, as much as you can: read a comic, see a cartoon film or share jokes and funny stories with your family and friend.
- Discover the 'yogi' in you. Yoga has always been a panacea for stress. Pick up a yoga book. Get started with short sessions (20-45 minutes)
- Listen to your favourite music. It always has a restful effect.
- Talk less, listen more: Listening banishes stress, makes you more popular, more sensitive and overall a nicer person.
- Feel the morning sunshine soak into every pore of your body.
- Eat the right kind fibre containing of food (green peas, vegetables, fresh fruits)
- Count your blessings: this is the best way to decrease or even eliminate stress.
- Make a mental note of good things that have come your way and record them on a sheet of paper. Refer to your 'blessings sheet' each time you feel stressed.
- Compare yourself with yourself rather than with others and assess
- Remember that nothing stays bad forever.
- Always remember that there are many people less fortunate than you.
- Positive forms of expression may include writing, talking to a trusted person, or undertaking physical activity.
- Believe that you are in charge of your life.
- Responding to stress assertively can:
 - Improve our reactions to events
 - Reduce demands on us
 - Increase our capacity to cope

F. WAYS TO DEAL WITH CONFLICT

We all face conflict in our relationships. Do you know how to handle it?

Take this quiz to understand conflict in relationship. Encircle one option you consider the most appropriate.

- 1. If you're feeling angry with your parents, what should you do?**
 - a) Bang the door so that s/he gets the idea that you are angry
 - b) Ignore how you feel
 - c) Ignore your friend
 - d) Work on ways to tell your friend what you are feeling
- 2. If you don't deal with a conflict, what could happen?**
 - a) You could lose a good friend
 - b) You might be treated unfairly at work or school
 - c) You might not get something you want or need
 - d) You could feel like you can never make things better
- 3. If you're angry, it's a good idea to pause and count to 10 before saying something you consider the most appropriate?**
 - a) True
 - b) False
- 4. Which of the following is an open, positive way to express how you feel in a conflicting situation?**
 - a) I only think about myself.
 - b) I feel upset when no one asks me what I want to do.
 - c) I don't really care about me
 - d) I never listen to what I'm saying.
- 5. How can you help yourself stay safe from violence?**
 - a) Choose your friend(s) carefully.
 - b) Report any weapons you see, to a trusted adult.
 - c) Practice safety and always remain alert.
 - d) All of the above
- 6. Staying calm during a disagreement with your parents can help them show, that you are growing up?**
 - a) True
 - b) False

(Ans: 1 d, 2 d, 3 a, 4 b, 5 d, 6 a)

If your answers are as per the key, it means you know how to deal with conflict in relationships. Some Anger Reducing Techniques are also given below.

Anger Reducing Techniques : to get 'rid' of anger

R = Recognize your anger signals and accept that you are angry

I = Identify a positive way to analyse the situation

D = Do something constructive to calm down



G. IDENTIFY DIFFERENT STYLES OF COMMUNICATION

Read the statements and tick mark (✓) at the appropriate column

Statements	Passive	Assertive	Aggressive
Blaming others for negative things in life			
Always placing one's own interests first, at the expense of others			
Valuing personal needs, desires, feelings			
Suffering silently, in consideration of others			
Overvaluing personal needs, feelings, rights			
Blaming oneself for negative things in life			
Expressing negative as well as positive feelings			
Talking as well as listening			
Disrespectful to others			
Listening only to others			

You can adopt passive, aggressive or assertive styles of communication. As a teachers you can share with children. However remember that

- assertive style of communication is the most healthy and positive style of communication.
- say what you think or feel honestly and in a clear tone of voice. Do not apologise for what you think, or put yourself down.
- be calm and speak pleasantly and reasonably, explaining your emotions so as to be understood by the other persons.

H. MY VALUES

A list of commonly understood values that inform the decision we take is provided below. The list is only suggestive. You may think of more such values

Sincerity	Honesty	Integrity	Stability
Fairness	Justice	Loyalty	Safety
Independence	Friendship	Love	Achievement
Comfort	Courage	Perseverance	Equality
Cooperation	Generosity	Honour	Kindness
Punctuality	Respect	Trust	Tolerance
Compassion	Security	Freedom	Commitment

Some sentences are given below, write the values from the table provided above, in the space provided at the end of each sentence. You may have multiple values for each statement. This will help you to understand the values that you follow in your day-to-day life:

- Protect school property_____
- Takes care of younger students during different school events _____
- Follow safety rules while crossing the road _____
- Keeping your home surrounding clean _____
- Switch off fans and lights when not in use _____
- Eat meals with the family at least once a day _____
- Say no to physical fighting and hitting other students in school and outside _____

- Help parents with their work without giving any excuse _____
- Keep bags, books, clothes, etc., neatly and tidily every day _____
- Spare few minutes talking to old/needy people _____
- Respect for all genders irrespective of diversity _____

You should be aware that respecting each other's differences is an important value in our constitution.

I. MAKE YOUR WAY TO HEALTHY EATING AND REMAIN HYGIENIC

Below is given a Snake and Ladder game. Take board with dice and coins. You can play with your siblings or, parents. Analyse the result of each one.

100	99 Not eating fruits & green vegetables	98	97	96	95	94	93	92	91 Skipping WFS blue tablets
81	82	83	84	85	86	87	88	89	90
80 Skipping meal	79	78	77	76	75 Open defecation	74	73	72 Poor personal & food hygiene	71
61	62	63	64	65	66	67	68 Washes hands before eating	69	70
60 Ensure equal food distribution at home	59	58	57	56 Drink plenty of water	55	54	53	52	51
41	42	43 Not washing hand before meal	44	45	46	47	48	49	50 Washes hands before eating
40	39	38	37	36	35	34	33	32	31
21 Eat green leafy vegetables & fruits	22	23	24	25	26	27	28 Use sanitary latrines	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3 Avoids Junk foods	4	5	6	7	8	9	10

J. ANALYSE THE RELATIONSHIP AND WRITE YOUR ANALYSIS

Not eating fruits and green vegetables	Lack of essential nutrients
Skipping WIFS blue tablets	Can lead to anemia
Not washing hands before meal and after going to toilet	Can lead to infections
Open defecation	Can lead to diseases and infections like worm infestation, loose motions.
Poor personal and food hygiene	Increases chances of catching Infections
Skipping meal	Affect growth and development of adolescents
Washes hands before eating	Prevents infection
Drinks plenty of water	Equally important for growth, like nutrients
Ensures equal food distribution at home	Healthy family values equality
Eats green leafy vegetables and fruits	Provides essential nutrients for growth
Avoids Junk foods	Promotes growth and development
Use sanitary latrines	Prevents infection and diseases (worm), prevents water contamination

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions. In the stage of rapid growth and development, as a child you need to eat a balanced diet so that you can remain healthy. Maintaining proper standards of sanitation are necessary for improving and protecting health and wellbeing of everyone.

K . KNOW YOUR BODY MASS INDEX (BMI)

BMI is a measure of body weight to height; it can be calculated as follows:
BMI=Weight in Kilograms/Height in Meters²

BMI	Category
<18.5	Under Weight
18.5-24.9	Normal Weight
25-29.9	Over Weight
>30	Obese

L. PROMOTING HEALTHY LIFESTYLE

For achieving good health, leading a healthy and stress free life is important for everyone.

AM I MAKING HEALTHY CHOICES?

Reflect on the following behaviours. Mark them as Yes or No as per your own behaviour:

1. Getting up early every day.
2. Missing exercises and eating breakfast without brushing teeth.
3. Having healthy breakfast
4. Eating junk food regularly during lunch time instead of homemade tiffin.
5. Chewing pan masala and ghutaka.
6. Skipping meals to stay slim.
7. Smoking cigarettes to relieve stress.
8. Doing exercises on regular basis.
9. Drinking alcohol.
10. Viewing television for more than 3-4 hours a day.
11. Playing video games/online games on regular basis.
12. Drinking carbonated drinks with lunch and dinner.
13. Eating fruits and whole grains.
14. Drinking 8-10 glasses of water every day.
15. Staying awake late in the night.

If you have got: Yes:

- in <10 or more: You need to make serious lifestyle changes
- in 5-9: You are on the path to making unhealthy choices, rethink and choose healthy
- 4 and below: your lifestyle choices are good, stay that way

Our lifestyle choices ensure a more productive and healthy adulthood. Non-communicable diseases (NCDs) are one of the biggest public health challenges in the 21st century. Fighting with today's challenge of Covid 19 is possible only with social distancing and having good immunity.

Therefore, we need to identify unhealthy behaviours and work towards modifying them. Healthy lifestyle choices like physical activity, doing yoga, eating healthy, and being able to manage stress effectively will help improve the immunity and thereby the holistic health.

Contents

Introductory Note	1
General Guidelines for Implementing Weekly Plan (for four weeks) for Learners at the Higher Secondary Stage	4
Transactional Strategies	6
Suggestions for Engagement and Assessment of Learners	7
<i>Subject-wise Weekly Academic Calendar</i>	8
Science	10
Biology (Class-XI)	10
Biology (Class XII)	14
Chemistry (Class XI)	20
Chemistry (Class XII)	24
Physics (Class-XI)	27
Physics (Class XII)	31
Mathematics (Class XI)	35
Mathematics (Class XII)	38
Languages	40
हिंदी (कक्षा-XI)	40
हिंदी (कक्षा-XII)	41
English (Class XI)	43
English (Class XII)	47
संस्कृतम् (कक्षा-एकादश)	51
संस्कृतम् (कक्षा-द्वादश)	59
Urdu(Class XI)	68
Urdu (Class XII)	70

Social Sciences	72
History (Class XI)	72
History (Class-XII)	74
Political Science (Class XI)	81
Political Science (Class XII)	82
Geography (Class XI)	84
Geography (Class XII)	89
Economics (Class XI)	94
Economics (Class XII)	96
Sociology (Class XI)	100
Sociology (Class XII)	102
Psychology (Class XI)	105
Psychology (Class- XII)	107
Commerce	109
Business Studies (Class XI)	109
Business Studies (Class XII)	113
Accounting (Class XI)	116
Accounting (Class XII)	120
Human Ecology and Family Sciences (HEFS) (Class XI)	122
Human Ecology and Family Sciences (HEFS) (Class XII)	134
Fine Arts (Classes XI-XII)	144
Suggested Activities (Class XI)	145
Painting Practical (Class XI)	146
Suggested Activities (Class XII)	147
Painting Practical (Class XII)	149
Applied Arts for Classes XI-XII	150
Applied Arts (Class XI)	150
Applied Arts Practical (Class XI)	152
Applied Arts (Class XII)	153
Applied Arts Practical (Class XII)	154
Sculpture for Classes XI-XII	155
Suggested Activities (Class XI)	155
Sculpture Practical (Class XI)	156

Suggested Activities (Class XII)	158
Sculpture Practical (Class XII)	159
Vocal Music (Hindustani)	161
Music Class XI	161
Music Class XII	162
Health and Physical Education: Higher Secondary Stage	164
Stress Coping Activities	167
My Values	168
Annexure-I	171
Social Media for Synchronous and Asynchronous Communication: A guideline for teachers and educators	
Annexure-II	180
Guidelines to Cope with Stress and Anxiety in the Present Situation	

SCIENCE

BIOLOGY (CLASS XI-XII)

Biology (Class-XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> – differentiates organisms, phenomena and processes based on certain characteristics and salient features such as living and nonliving, acellular, unicellular and multicellular; different groups of organisms, etc. – identifies and classifies organisms based on certain characteristics / salient features systematically in more scientific and organised manner; such as five kingdom classification, several levels of organisation of classification of Plant and Animal Kingdom, taxonomic categories, etc. – efficiently explains systems, relationships, processes and phenomena, such as, systematic binomial nomenclature of organisms; basis and systems of biological classification and their characteristics; life cycles of various plants and animals; importance of 	<p>NCERT/State Textbook</p> <p>All flip textbooks of NCERT are available on the following website https://epathshala.nic.in/process.php?id=students&type=eTextbooks&ln=en</p> <p>QR codes on the <i>Textbook of Biology, Class XI</i> for e-resources</p> <p>E-resource available on NROER National Repository of Open Educational Resources (NROER) https://nroer.gov.in/home/e-library/</p> <p><i>Exemplar Problem – Biology, Class XI</i> http://ncert.nic.in/ncerts/1/Keep401.pdf</p> <p>http://ncert.nic.in/ncerts/1/Keep402.pdf</p>	<p>WEEK 1</p> <p>Unit I Diversity in Living World</p> <p>Chapter 1: Living World</p> <ol style="list-style-type: none"> 1. Learners in biology class may be involved using the available resources, such as, textbooks available on e-pathshala, e-resources available on QR codes etc., in making a survey of literature and explore their surroundings and differentiate life forms on the basis of their defining features, such as, growth, reproduction, metabolism, consciousness, etc. 2. Learners may explore videos on YouTube to find out various life forms on the earth to understand diversity in life forms; the biodiversity. 3. Learners may be involved to enlist organisms in their surroundings and may be allowed to surf internet to find out the generic and specific names of the organisms enlisted by them. Later they may be assessed for the importance of naming the plants and how to write the generic and specific names of an organism. 4. Learners may be involved in an activity such as collecting data about any common plants having two species under the same genus, two genera under the same family, and other taxonomic categories and so on to understand the hierarchical arrangement of these taxonomic categories and submit a report. 5. Learners may be involved in an investigatory project on the topic “Taxonomical Aids and their importance” using various resources and make a presentation for five minutes on Zoom or any video conferencing platform.

<p>taxonomical aids, Biodiversity, etc.</p> <ul style="list-style-type: none"> - draws labelled diagrams, flow charts, concept maps, and graphs, such as, structure of various organisms; life cycles of various plants and animals, systematic classification, etc. - plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own, with organisms in nature to verify their lifecycle and seek answer to the queries on their own, such as, bryophytes and pteridophytes follow haplo-diplontic life cycle, etc. - applies scientific concepts in daily life and solving problems, such as, conserving and using medicinal plants or products for maintaining health and wellbeing, etc. - handles laboratory and agricultural tools, and apparatuses, instruments and devices properly for performing activities/ experiments/ investigations, such as, developing a kitchen garden/ vertical garden, etc. - draws conclusion from activities/ experiments and investigatory projects they perform, 	<p>http://ncert.nic.in/ncerts/1/Keep403.pdf</p> <p>http://ncert.nic.in/ncerts/1/Keep404.pdf</p> <p><i>Laboratory Manual of Biology, Class XI</i> http://ncert.nic.in/ncerts/1/kelm301.pdf</p> <p>http://ncert.nic.in/ncerts/1/kelm302.pdf http://ncert.nic.in/ncerts/1/kelm303.pdf</p> <p>NCERT Official – YouTube https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA</p> <p>Live telecast on Swayam Prabha Channel for various concepts of Biology</p> <p>MOOCs at Swayam</p> <p>ITPD package on Biology developed for teachers at Higher Secondary Stage</p>	<h2 style="color: purple;">WEEK 2</h2> <h3 style="color: purple;">Chapter 2</h3> <p>Classification of Living Organisms</p> <ol style="list-style-type: none"> 1. Learners may be encouraged to watch YouTube video on five kingdom classification and draw a concept map in the form of a tree showing all five kingdoms with their characteristic features. 2. Learners may be encouraged to work on computer and using paint and brush they may be encouraged for making colored drawing and painting of different organisms with proper labelling with important features and organise them under five kingdom classification and make an e-book and pdf version of the e-book may be shared with peers. The e-book may later be compiled by all learners of Class XI and kept for reference for all school learners. 3. The learner may be facilitated with the YouTube video links and to surf the internet to collect the information about the acellular and may be encouraged to self-assess with the interactive assessment items. <h2 style="color: purple;">WEEK 3 AND 4</h2> <h3 style="color: purple;">Chapter 3: Plant Kingdom</h3> <ol style="list-style-type: none"> 1. Learners may be encouraged for surfing internet on given topics related to Plant Kingdom, '<i>Plantae</i>' in groups and develop a power-point presentation and share with all on google group. After an incubation period of one day teacher may initiate discussion on the given investigatory projects on WhatsApp group where learners will find the opportunity to argue, discuss, share and assess their own thoughts. 2. The learner may be facilitated to make a herbarium of 10 common weed plants in their area. Using herbarium sheets, write their systemic positions and share with peers. 3. Learners must be facilitated to collect five cereals, five pulses, five spices and condiments, three oil yielding and two beverages from their kitchen. With the help of internet, write their
---	---	---

<p>such as, there are a variety of life forms on the earth; a group of organisms like those under plantae or animalia may have many similar characteristics; etc.</p> <ul style="list-style-type: none"> - communicates the findings and conclusions effectively, such as, takes part in the discussion over ZOOM platforms or WhatsApp media about characteristics of different phyla under animal kingdom; or methanogens are present in guts of ruminants and they play an important role in biogas production, etc. - exhibits creativity in designing models using eco-friendly resources/preparing charts/paintings/sketching, etc., on different topics, such as, role of plants or animals in environmental conservation or structure of an insect, etc. - exhibits values of honesty, objectivity, rational thinking and freedom from myth and superstitious beliefs while taking decisions, such as, reports and records experimental data accurately, reveals respect for life by 		<p>levels of organisation of classification and prepare a poster under the topic “Plants Products in Daily Life”. Discuss and share it with peers.</p> <ol style="list-style-type: none"> 4. Each Learner may be assigned to draw/trace life cycle of any one plant from any of the five groups under <i>plantae</i> and be allowed to discuss the type of alternation of generation of each of the plants. Later all learners relate the presence of the type of alternation of generation in algae, bryophytes, pteridophytes, gymnosperms and angiosperms. 5. Learners may be allowed to plant five indoor plants and conserve them. Take their pictures and make a poster on power point and write their classification using internet. They may be allowed to share their work with peers. <p>WEEK 4</p> <p>Chapter 4: Animal Kingdom</p> <ol style="list-style-type: none"> 1. Learners may be divided in 11 groups and each group is allowed to work on 11 different <i>phyla</i> of <i>animalia</i>. They may be encouraged to record their salient features such as, level of organisation, symmetry, <i>coelom</i>, etc., and member animals belonging to that particular <i>phylum</i> and put colored pictures from internet with their classification. The report of each group may be presented by the group members using Zoom/Google platform and circulated for review among all 11 groups for comparison with other phyla and comments. Later the learners may be encouraged to draw a concept map of different phyla and share with peers for discussion and improvement. 2. The learner may be called upon at ZOOM/Google platform to debate upon the topic ‘Role and Importance of Animals in Biodiversity Conservation’, or ‘Role of methanogens in biogas production’, where all learners are encouraged to share their views. Learners were allowed to work as reporters in each others’ sessions and they may be encouraged to make a brief report.
---	--	--

<p>conserving plants and animals, etc.</p> <ul style="list-style-type: none"> - makes efforts to conserve environment realising the inter-dependency and inter-relationship in the biotic and abiotic factors of environment, such as, by appreciating conservation of medicinal plants and rearing of pets etc - applies scientific concepts in daily life and solving problems, such as, by maintaining aquarium, conserving medicinal plants, etc. 		<p>The report may be kept in the school library as reading material.</p>
---	--	--

Biology (Class XII)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> - appreciates limited life span of organisms and therefore the need of the reproduction process for sustenance of a species over a long period of time - comprehends and able to explain the processes of reproduction i.e., asexual and sexual in different organisms - comprehends and able to explain various strategies adopted by different organisms for asexual reproduction, e.g., binary fission, budding, sporulation, vegetative propagation, fragmentation etc. - appreciates the similar fundamental pattern of sexual reproduction in all such organisms where it occurs, in which germ cells of two different organism produces male and female gametes and after 	<p>NCERT/State Textbook</p> <p>Theme Reproduction in Organisms Content discussed in the textbook</p> <ul style="list-style-type: none"> ✓ Concept of life span of an organism and its sustenance by the process of reproduction ✓ Methods of Reproduction: Asexual and Sexual ✓ Asexual Reproduction: Binary Fission, Encystment, Sporulation, Budding, Gemmule formation, Vegetative propagation (in plants), Fragmentation ✓ Similarity in the pattern of sexual reproduction in organisms: Vegetative and Reproductive phase ✓ Events in Reproductive phase: Pre-fertilisation, Fertilisation and Post Fertilisation Events ✓ Pre-fertilisation Events: Gametogenesis i.e., formation of male and female gametes in male and female reproductive parts or organism ✓ Transfer of gamete and Fertilisation 	<p>Remember that for any of the activities or exploration learners must not venture out of their home due to the Covid-19 pandemic. All explorations are to be done at home if materials are available, otherwise online exploration should be done.</p> <p>WEEK 1</p> <ul style="list-style-type: none"> ✓ Explore the life span of different organisms from different sources including textbook of Biology for Class XII (Chapter 1) and other online resources ✓ Compare the lifespan of any organism with its sustenance over a long period of time on earth. You will realise that such sustenance of any organism is possible only by leaving progeny after death. ✓ The strategy adopted by an organism to continue by producing its progeny is called reproduction. ✓ Click and open following links to understand different strategies adopted by organisms for reproduction. ✓ Reproduction methods: https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/; https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html <u>Asexual Reproduction</u> https://ciet.nic.in/swayam_biology03_module01.php <p>Activity 1: Prepare list of plants and animals which are capable of reproducing—</p> <ul style="list-style-type: none"> ✓ Only asexually

<p>fertilisation offspring is produced.</p> <ul style="list-style-type: none"> - comprehends and appreciates the process of gametogenesis to produce gametes in which number of chromosomes are reduced to half (diploid to haploid) - comprehends and appreciates that fertilisation restores the diploid condition in offspring - appreciates the fact that sexual reproduction brings variability among offspring - comprehends and appreciates that the process of fertilisation may be internal or external with its features and significance - understands different mechanisms of early development i.e., embryogenesis in different organisms mainly plants and animals - understands and explains oviparity and viviparity among animals 	<ul style="list-style-type: none"> ✓ Post fertilisation events: Zygote formation, Embryogenesis <p>Resources</p> <ul style="list-style-type: none"> ✓ E-Resources developed by NCERT, which are available on NROER and also embedded in QR Code in textbooks of NCERT. ✓ Live telecast of various science concepts at Swayam Prabha Channel https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA <p>Links of resources given below</p> <ul style="list-style-type: none"> ✓ About Reproduction methods: https://opentextbc.ca/biology/chapter/24-1-reproduction-methods/; https://samagra.kite.kerala.gov.in/uploads/12/botony/916/1716/12_Ch916_12151/main.html ✓ Asexual Reproduction: https://ciet.nic.in/swayam_biology03_module01.php ✓ Binary fission in prokaryotes: https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobi 	<ul style="list-style-type: none"> ✓ Only sexually ✓ Both asexually and sexually ✓ (Also compare the life span of asexually and sexually reproducing organisms) <p>Activity 2: Identify various events taking place during asexual reproduction (different methods) and sexual reproduction from the book or other online resources.</p> <ul style="list-style-type: none"> ✓ Click and open the following links to understand different types of asexual reproduction strategies in different types of organisms: ✓ Binary fission in prokaryotes: https://bio.libretexts.org/Bookshelves/Microbiology/Book%3AMicrobiology_(Boundless)/6%3ACulturing_Microorganisms/6.6%3AMicrobial_Growth/6.6A%3ABinary_Fission ✓ Sporulation as reproduction process: https://www.microscopemaster.com/sporulation.html <p>Activity 3: Students can grow bread mould or may observe developing mould or fungus on bread pieces left for few days at a humid place. They may observe some of these mould or fungus using their magnifying lenses. Think from where these fungi have appeared.</p> <ul style="list-style-type: none"> ✓ Vegetative propagation in plants: https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation <p>Activity 4: Children can observe some of the potatoes available in their home. They may keep two-three old potatoes at a humid place. After a few days they may observe germinating eye buds and if left for few more days they may even observe growth of roots and shoot.</p> <ul style="list-style-type: none"> ✓ Fragmentation: https://www.biologyonline.com/dictionary/fragmentation ✓ Study about all asexual reproduction strategies adopted by different plants and animals.
--	--	--

	<p>al_Growth/6.6A%3A_Binary_Fission</p> <ul style="list-style-type: none"> ✓ Sporulation as a reproduction process: https://www.microscopemaster.com/sporulation.html ✓ Vegetative propagation in plants: https://www.sciencelearn.org.nz/resources/1662-vegetative-plant-propagation ✓ Fragmentation: https://www.biologyonline.com/dictionary/fragmentation ✓ Sexual Reproduction: https://www.biologyonline.com/dictionary/sexual-reproduction ✓ Gametogenesis: https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(Boundless)/43%3A_Animal_Reproduction_and_Development/43.3%3A_Human_Reproductive_Anatomy_and_Gametogenesis/43.3C%3A_Gametogenesis_(Spermatogenesis_and_Oogenesis) 	<p>Find out whether all such strategies are adopted by all the organisms mentioned in the book or given links or online resources which you could explore. If no, then try to explore the reasons.</p> <ul style="list-style-type: none"> ✓ Draw neat and labeled diagrams of various asexual reproduction strategies in plants and animals ✓ Communicate with your peers or teacher in case of any query or to share experience and understanding.
<ul style="list-style-type: none"> • understands flower as the organ of sexual reproduction and role of its different parts. • explains structure of different parts of androecium and 	<p>Theme Reproduction in Flowering Plants Content discussed in the textbook</p> <ul style="list-style-type: none"> ✓ Flower as reproductive structure of angiosperm plants ✓ Structure of stamen, 	<p>WEEK 2</p> <ul style="list-style-type: none"> ✓ Study events of sexual reproduction process from your textbook and try to conceptualise the necessity of these events. ✓ Click to open the following links to know more about different gamete formation in unicellular organisms, plants and animals: Sexual Reproduction: https://www.biologyonline.com/dictionary/sexual-reproduction ✓ Now when you have understood the importance of gamete in the process of sexual reproduction, try to explore the part of plants or animals where gametes are produced. <p>Activity 5: List names of plants in which flowers are unisexual and bisexual.</p> <p>Activity 6: Prepare a list of animals which do not exhibit sexual dimorphism (separate male and female) and explore the process of fertilisation in them.</p> <ul style="list-style-type: none"> ✓ Correlate the process of gametogenesis and fertilisation with meiotic cell division ✓ Explore the process of embryogenesis and production of offspring in plants and animals. <p>WEEK 3</p> <ul style="list-style-type: none"> ✓ Observe the different parts of any flower available in any plant in

<p>gynoecium (male and female parts of the flower) and their functions.</p> <ul style="list-style-type: none"> explains different structural variation and arrangement of male and female parts of the flower (androecium and gynoecium) in different flowering plants. comprehends and appreciates the pre-fertilisation events in male and female parts of the flower. understands the process of development of microspores (pollen) and megaspores (ovule). understands and appreciates the process of pollination and appreciate its significance. appreciates the role of different pollinating agents especially insects. understands post pollination events, fertilisation, embryogenesis and seed development. appreciates the role of pre-fertilisation, pollination and 	<p>microsporangium and pollen grains</p> <ul style="list-style-type: none"> ✓ Microsporogenesis ✓ Structure of pollen grain ✓ Structure of pistil, megasporangium and embryo sac ✓ Megasporogenesis ✓ Pollination strategy in flowering plants ✓ Double Fertilization ✓ Endosperm and embryogenesis ✓ Plant seed and fruit ✓ Apomixis and Polyembryony <p>Resources</p> <ul style="list-style-type: none"> ✓ E-Resources developed by NCERT, which are available on NROER and also attached as QR Code in textbooks of NCERT. ✓ Live telecast of various science concepts at <i>Swayam Prabha</i> Channel https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA <p>Online links of resources</p> <ul style="list-style-type: none"> ✓ Flower reproductive parts: Fertilisation: https://www.ncbi.nlm.nih.gov/books/NBK26843/ ✓ Reproductive development structure: https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Funct 	<p>your house, if available. (Please do not venture out of your house premise due to lockdown)</p> <ul style="list-style-type: none"> ✓ Identify the reproductive parts, i.e., stamen and pistil in the flower ✓ Study about the parts of flowers from different sources including <i>Textbook of Biology for Class XII</i> (Chapter 2) and other online resources ✓ Click and open following links to understand the reproductive structure of flower: ✓ Flower reproductive parts—Fertilization: https://www.ncbi.nlm.nih.gov/books/NBK26843/ ✓ Reproductive parts of flower and test items: https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.E%3A_Plant_Reproduction_(Exercises) ✓ Study about the structure of stamen, microsporangium, process of microsporogenesis from <i>Biology Textbook Class XII</i> (Chapter 2) and other resources. <p>Activity 7: Draw neat and labeled diagrams of a section of young and mature anther.</p> <ul style="list-style-type: none"> ✓ Study about the structure of pistil, megasporangium, process of megasporogenesis from the <i>Class XII Biology textbook</i> (Chapter 2) and other resources. <p>Activity 8: Draw neat and labelled diagrams of different stages of megaspore and embryo sac.</p> <ul style="list-style-type: none"> ✓ Online Link: Reproductive development structure: https://bio.libretexts.org/Bookshelves/Introductory_and_General_Biology/Book%3A_General_Biology_(OpenStax)/6%3A_Plant_Structure_and_Function/32%3A_Plant_Reproduction/32.1%3A_Reproductive_Development_and_Stru
--	--	---

<p>post-fertilisation event in artificial hybridisation for crop improvement and parthenocarpy.</p> <ul style="list-style-type: none"> • understands the structure of fruit and seed. • comprehends and appreciates a few rare methods of reproduction like Apomixis and polyembryony 	<p>ion/32%3A_Plant_Reproduction/32.1%3A_Reproductive_Development_and_Structure</p> <ul style="list-style-type: none"> ✓ Pollination and fertilization: https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/ ✓ Pollination: https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination ✓ Fertilization, embryogenesis and seed development in plants: http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/ ✓ Fertilisation: https://www.ncbi.nlm.nih.gov/books/NBK26843/ ✓ Pollination: https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination ✓ Fertilisation, embryogenesis and seed development in plants: http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/ 	<p>cture</p> <ul style="list-style-type: none"> ✓ Study the process of pollination in different plants from the Biology textbook and other resources including the following links: ✓ Pollination and fertilisation: https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/ ✓ Pollination: https://www.intechopen.com/books/pollination-in-plants/introductory-chapter-pollination ✓ Study about different strategies adopted by plants having bisexual flower for cross pollination <p>Activity 9: Search different examples of pollination mechanisms and list with example.</p> <ul style="list-style-type: none"> ✓ List advantages of cross pollination in plants <p>WEEK 4</p> <ul style="list-style-type: none"> ✓ Study about pollen-pistil interaction and post pollination events in flower ✓ Write about the importance of artificial hybridisation for crop improvement and strategy adopted for this ✓ Study about the process of double fertilisation in angiosperm flower in the Biology textbook and other resources including the following link: ✓ Fertilisation, embryogenesis and seed development in plants: http://bio1520.biology.gatech.edu/growth-and-reproduction/plant-reproduction/ ✓ Pollination and fertilisation: https://courses.lumenlearning.com/biology2xmaster/chapter/pollination-and-fertilization/ ✓ Post fertilisation event: <ul style="list-style-type: none"> ▪ Endosperm development
---	---	---

		<ul style="list-style-type: none"> ▪ Embryogenesis and formation of embryo in dicot and monocot ✓ Study about seed formation and its type from the Biology textbook and other resources ✓ Write about your understanding on fruits and seeds. <p>Activity 10: Prepare a list of edible parts of 20 different types of fruits</p> <ul style="list-style-type: none"> ✓ Parthenocarpic fruit ✓ Study about formation of seeds without fertilisation (apomixis) ✓ Understand about polyembryony with example ✓ Draw labelled diagrams of different types of seed ✓ Test your understanding by solving problems given in the book entitled, “Exemplar Problem in Biology for Class XII” and solve problems given to test your understanding
--	--	--

CHEMISTRY (CLASSES XI-XII)

Chemistry (Class XI)

<i>Learning Outcomes</i>	<i>Sources/Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> understands and appreciates the contribution of ancient chemistry of India and its role in different spheres of life such as, <i>Rasayan Shastra, Rastantra, Ras Kriya or Rasvidya</i>, etc. Identifies and appreciates the modern principles of chemistry in different spheres of life such as weather patterns, functioning of brain and operation of a computer, production in chemical industries, manufacturing fertilisers, alkalis, acids, salts, dyes, polymers, drugs, soaps, detergents, metals, alloys, etc. explain the characteristics of three states of matter such as solids, liquids and gases classifies different substances as elements, compounds and mixtures uses SI Units, symbols, definitions, nomenclature of physical quantities and formulations as per international standards, such as, length (m), mass (kg), etc. 	<p>NCERT/State Textbook Chemistry Part I</p> <p>Theme Some Basic Concepts of Chemistry Contents discussed in the textbook</p> <ul style="list-style-type: none"> Importance of chemistry Nature of matter Properties of matter and their measurement Uncertainty in measurement Laws of chemical combinations Dalton atomic theory Atomic and molecular masses Mole and Molar mass percentage composition Stoichiometry and stoichiometric calculations <p>E-Resources developed by NCERT, which are available on NROER and also attached as QR Codes in textbooks of NCERT http://ncert.nic.in/ncerts/1/khepsol.pdf https://www.youtube.com/watch?v=DN8SINM9y9U</p>	<p>WEEK 1</p> <p>The Learners are told to use textbooks / web resources to explore the following:</p> <ul style="list-style-type: none"> Ancient chemistry vs Modern chemistry Importance of chemistry in everyday life Issues which affect our environment such as effects of pesticides, acid rain, green houses gases, use of heavy metals, etc. Compile the report and share with your classmates on Zoom, a Googlegroup or WhatsApp group Open the given link https://www.youtube.com/watch?v=DN8SINM9y9U https://www.youtube.com/watch?v=1JKT3DSZUd0&list=PL0OtfIH2_OK3dKPkoyY-jTihD9IUi3NXo Observe the videos and try to solve problems given in your textbook related to these concepts. If you have any doubts, discuss with your friends or teacher. Solve the various types of questions given in <i>Exemplar Problems for Class XI Chemistry</i>, prepared by NCERT, on a daily basis. Involve yourself in some indoor activities like yoga, meditation, etc. Get enrolled on the NROER CIET platform, use other e-resources available on NROER, e-pathshala <p>WEEK 2</p> <p>Open the given links. These videos discuss so-me basic concepts of</p>

<ul style="list-style-type: none"> • differentiates between precision and accuracy; • explains various laws of chemical combination such as Law of conservation of mass, Law of multiple proportion etc. • plans and conducts investigations and experiments to arrive at and verify the facts or principles to seek answers to queries on their own, such as, to verify various Laws of Chemical Combinations, etc. • takes initiative to know about scientific discoveries and inventions, such as, Antoine Lavoisier, Joseph Proust, Joseph Louis for discovering various Laws of Chemical Combinations • calculates and appreciates significance of atomic mass, average atomic mass, molecular mass and formula mass, stoichiometric calculations, etc. • handles laboratory apparatus instruments, and devices properly, such as, analytical balance, graduated cylinders, volumetric flask, burette, pipette, etc. • communicates the findings and conclusions effectively (orally and written form) • realises and appreciates the 	<p>https://www.youtube.com/watch?v=lJKT3DSZUd0&list=PL00tfIH2_0K3dKPkoYY-jTihD9IUi3NXo</p> <p>https://www.youtube.com/watch?v=3JhpUt3CMM</p> <p>https://www.youtube.com/watch?v=40OiAt2t658</p> <p>https://www.youtube.com/watch?v=sSlObBndH-A&list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3</p> <p>https://www.youtube.com/watch?v=OqUSjzJ_wng</p> <p>https://www.youtube.com/watch?v=bOzArOtRtSY</p> <p>https://www.youtube.com/watch?v=L9JHyT9wvbs</p> <p>https://www.youtube.com/watch?v=hhMO7GPi3VI</p> <p>https://www.youtube.com/watch?v=WpMYlBk_utE</p>	<p>chemistry.</p> <p>https://www.youtube.com/watch?v=3JhpUt3CMM</p> <p>https://www.youtube.com/watch?v=40OiAt2t658</p> <p>https://www.youtube.com/watch?v=sSlObBndH-A&list=PLDAj64x1PE-nVzv4Kn-7uOIRCR7RITsF3</p> <p>https://www.youtube.com/watch?v=OqUSjzJ_wng</p> <p>https://wwwtube.com/watch?v=bOzArOtRtSY</p> <p>https://www.youtube.com/watch?v=L9JHyT9wvbs</p> <p>https://www.youtube.com/watch?v=hhMO7GPi3VI</p> <p>https://www.youtube.com/watch?v=WpMYlBk_utE</p> <p>After watching these videos, read the chapter from your textbook. Try to solve the questions given at the end of the chapter in your notebook.</p> <ul style="list-style-type: none"> • Try to develop assignments based on the concepts given in the chapter and exchange them with your friends. Discuss the innovative questions developed in this process with your friends. • Prepare some simple activities of your own on mole concept, states of matter, etc. • Identify some homogeneous and heterogeneous mixtures present in your home/ surroundings. • Read and find out more about scientists and their experiments based on chemistry. Prepare the report and share with your friends. You can carry the report to school once it is open. The report can be placed in the library as an example for other learners. • Balance some chemical reactions given in NCERT Textbook. • Try to read some research papers
--	--	---

<p>interface of chemistry with other disciplines, such as Biology, Physics, Mathematics, etc.</p> <ul style="list-style-type: none"> • applies concepts of chemistry in day-to-daylife while making decisions and solving problems • takes initiatives to know and learn about the newer research, and inventions in Chemistry • appreciates the role and impact of Chemistry and technology towards the improvement of quality of human life. • exhibits values of honesty, objectivity, rational thinking, while sharing experimental results. 		<p>which interest you based on these concepts.</p> <ul style="list-style-type: none"> • Involve yourself in various indoor fitness activities
<ul style="list-style-type: none"> • understands about the discovery of electron, proton and neutron • takes initiative to learn about the Thomson, Rutherford and Bohr atomic models • understands features of the quantum mechanical model of atom • understands properties of electromagnetic radiations and Planck's quantum theory • explains photoelectric effect and atomic spectra • understands de Broglie relation and Heisenberg uncertainty principle • learns about quantum numbers 	<p>Theme Structure of Atom Content discussed in the textbook</p> <ul style="list-style-type: none"> • Sub-atomic particles • Atomic models • Developments leading to the Bohrs atomic model of atom • Bohr model for hydrogen atom • Quantum mechanical model of the atom <p>https://www.youtube.com/watch?v=RhiDeoQYHR0 https://www.youtube.com/watch?v=4dXlkdThEfM https://www.youtube.com/watch?v=VAMMvv7UG3k</p>	<p>WEEK 3</p> <p>Learners are told to use the textbook / web resources and try to explore the following:</p> <ul style="list-style-type: none"> • discovery of electron, proton and neutron • Thomson, Rutherford and Bohr atomic models • quantum mechanical model of atom • electromagnetic radiations and Planck's quantum theory • photoelectric effect and atomic spectra • de Broglie relation and Heisenberg uncertainty principle • quantum numbers • Aufbau principal, Pauli exclusion principle and Hund's rule of maximum multiplicity • write electronic configuration of atoms <p>Open the links which are given</p>

<ul style="list-style-type: none"> • understands Aufbau principal, Pauli exclusion principle and Hund's rule of maximum multiplicity • takes initiative to know and learn about electronic configuration of atoms • exhibits values of honesty, objectivity, rational thinking, while sharing experimental results. 		<p>https://www.youtube.com/watch?v=RhiDeoQYHR0 After watching the video discuss it with friends and teachers online and try to find solutions to your queries. Solve Exemplar problems for Class XI in Chemistry prepared by NCERT and also use E-resources available on NROER and e-pathshala.</p> <p>Try to understand the gas discharge tube, determination of e/m of cathode rays, Millikan's oil drop experiment.</p> <p>Read about Madame Curie, James Chadwick, Thomson, Rutherford and their discoveries</p> <p>WEEK 4</p> <p>Open the links which are given here</p> <p>https://www.youtube.com/watch?v=4dXlkdThEfM https://www.youtube.com/watch?v=VAMMvv7UG3k and try to understand the concepts which you have seen in videos.</p> <p>Understand the nature of light and various developments related to it</p> <p>Learn about Black body radiations, Photoelectric effect, dual nature of light and atomic spectrum and solve Exemplar problems for Class XI in Chemistry prepared by NCERT and use E-resources available on NROER and e-pathshala.</p> <p>Involve yourself in various indoor fitness activities.</p>
--	--	--

Chemistry (Class XII)

Learning Outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> — describes importance of solid state in daily life — describes general characteristic s of solid state; — distinguishes between amorphous and crystalline solids; — classifies crystalline solids on the basis of the nature of binding forces; — defines crystal lattice and unit cell; — distinguish between unit cells of different types of crystal lattices; — explains close packing of particles — describes different types of voids and close packed structures — calculates the packing efficiency of different types of cubic unit cells — correlates the density of a substance with its unit 	<p>WEEK-1</p> <p>Link-1 Video Lecture (Episode-1): (Amorphous and crystalline solids, Classification of solids) https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfea6516b51c6b39a806b5</p> <p>WEEK-2</p> <p>Link-2 Video lecture (Episode 2) (Unit cell and crystal lattice, number of atoms in a unit cell) https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeac316b51c6b39a806d7</p> <p>Link-3 Animation (Crystal lattice and unit cells) https://www.youtube.com/watch?v=VPCDSmoomGk</p> <p>Link-4 Animation (Number of atoms in unit cells) https://www.youtube.com/watch?v=qAeaHYSX0hs</p> <p>WEEK-3</p> <p>Link-5 Video lecture (Episode-3): (Packing and closed pack structures,</p>	<p>Unit -1: Solid State</p> <p>Twelve learning outcomes are expected to be covered in this unit. Remember we are not moving out of our homes due to COVID-19 therefore, we are required to work at home and make the best use of the time available to us .</p> <p>Solid State is the first unit in the textbook of chemistry. It provides insight into the structure of solids. It also tells us how the properties of solids are affected by the arrangement of atoms, molecules and ions involved in the formation of structure of solid. Understanding the topic requires a lot of abstract thinking and concentration. Yoga and pranayam can help in keeping one's focus on a topic for a longer time. After understanding the topic, learners may become interested in knowing how can one proceed to develop materials of required properties.</p> <p>We can plan the time schedule for learning the topic as follows:</p> <p>WEEK 1</p> <p>Learners may try to make a list of the solids used at home for various purposes. Now they may think of the property that makes the solids in the list useful for the particular purpose for which these are used. This will make students realise the importance of solids in the daily life. After that they may see the Video lecture (Link-1) and classify the solids in the list prepared by them as crystalline and amorphous. After seeing the video, they may go through the text material in the textbook of chemistry for Class XII published by NCERT and read it up to section 1.3. This will help them to classify solids as amorphous and crystalline. They will be able to classify solids on the basis of nature of binding forces. Also, they may make a WhatsApp group with their classmates and discuss the topic learnt. They may make the list of common difficulties and mail it to the teacher or connect her/him through</p>

<p>cell properties; — describes the imperfections in solids and their effect on — Properties correlates the electrical and magnetic properties of solids and their structure</p>	<p>packing efficiency) https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/57cfeb0d16b51c6b39a806f9</p> <p>Link-6 Animation (Hexagonal close packed structure) https://www.youtube.com/watch?v=uKpr-9vmgsc</p> <p>Link-7 Animation (Close packed structures in three dimensions) https://www.youtube.com/watch?v=liwX_ILb2ds</p> <p>Link-8 Animation (Packing efficiency in crystals) https://www.youtube.com/watch?v=Wlcb1WfJvJc</p> <p>WEEK-4</p> <p>Link-9 Video lecture (Episode-4) (Defects and imperfections) https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/57cfeb8516b51c6b39a8071b</p> <p>Link-10 Text A brief on Semiconductors https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b4c84cc16b51c01e1912483</p>	<p>WhatsApp or any other mode suggested by her/him to get the solution of their problems. For more clarification of the concepts learnt, they may solve problems related to the concepts learnt using exercise given in the end of chapter. Also, they may solve problems given in the book 'Exemplar Problems' for Class XII, published by NCERT for more clarification of the concepts learnt.</p> <p>WEEK 2</p> <p>They may see the links-2, 3 and 4 these links will cover Section 1.4 and Section 1.5 of the textbook. These links will give insight into the concepts of crystal lattice and unit cell, types of unit cells and number of atoms per unit cell in a crystal lattice. Students may prepare the models for different lattice systems. For example they may prepare the model of sodium chloride crystal using beads of two different colours and sizes and the sticks if available or any other material available. This will help them understand the meaning of face centred cubic lattice. In case material for making models is not available, links of Animations will help them understand the concept.</p> <p>They may discuss the concepts learnt with their classmates in the WhatsApp group and may make the list of common difficulties and mail it to the teacher or connect her/him through WhatsApp or any other mode suggested by her/him to get the solution of their problems. For more clarification of the concepts learnt, they may solve problems related to the concepts learnt using exercise given in the end of chapter. Also, they may solve problems given in the book 'Exemplar Problems' for Class XII, published by NCERT for more clarification of the concepts.</p> <p>WEEK 3</p> <p>Links 5,6,7,8 cover Section 1.6, 1.7 and 1.8 of the textbook. Concepts covered are close packing of particles, different types of voids and close packed structures, packing efficiency and calculations involving unit cell dimensions. This will allow learners understand the patterns of packing of</p>
--	---	--

		<p>particles which form different types of lattices. They will be able to locate different types of vacant spaces in the close packing and make them recognise the shape of different vacant spaces in the packing. They will be able to recognise the pattern in which particles are most closely packed.</p> <p>After seeing links students may read the Section 1.6, 1.7 and 1.8 of the textbook. They will be able to solve the problems related to the concepts given in these Sections. Problems given at the end of the Unit in the Textbook of Chemistry may be solved for deep insight into the concepts. Also, problems given in the Book- <i>Exemplar Problems in Chemistry</i>, Class XII, published by NCERT may be solved. Learners may discuss the topic with their classmates on WhatsApp.</p> <p>One can use fruits like orange or any other material available with them for making packing patterns to get more clarity of the concepts. They may get solution of Their problems as they did in the first weak.</p> <p>WEEK 4</p> <p>Links 9 and 10 cover sections 1.9 and section 1.10 of the textbook. These give insight about the imperfections left in the crystals during the process of crystallisation. After going through the links, students will be able to explain the importance of imperfections in making semiconductors.</p> <p>Learners may discuss the topic with their classmates on WhatsApp and contact the teacher through mode suggested by her to get the solution of their difficulties.</p>
--	--	---

PHYSICS (CLASSES XI-XII)

Physics (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> – explains that the disciplinary approach of Physics is a transition from general sciences. – analyses the observations from the surroundings to appreciate the basic conceptual understanding of physics. – promotes process-skills, problem-solving abilities and applications of concepts/content in Physics, useful in real-life situations for making Physics learning more relevant, meaningful and interesting. – explains the fact that the theory and experiments go hand in hand in physics and help each other's progress. – explains domains of interest in physics: macroscopic (classical physics), mesoscopic and microscopic. Also, understands the scope and excitement of physics. – explains the scientific methods for developing the hypothesis, axioms, models and laws. – analyses through examples, the connection between physics, technology and society; and physics-related technological/industrial aspects to cope up with changing demand of society committed to the use of physics, technology and informatics. 	<p>NCERT/State Physics Textbook for Class XI; Part - I</p> <p>http://ncert.nic.in/textbook/textbook.htm?keph1=0-8</p> <p>Physics - PheT Simulations https://phet.colorado.edu/en/simulations/category/physics</p> <p>NCERT Official – YouTube https://www.youtube.com/channel/UC70s92hGjqLX6p7qY9BBrSA</p> <p>National Repository of Open Educational Resources (NROER) https://nroer.gov.in/home/e-library/Apply filter for Level (Higher Secondary) and Subject (Physics) to view the relevant e-resources.</p> <p><i>Laboratory Manual of Physics, Class XI, Published by the NCERT</i> http://www.ncert.nic.in/exemplar/labmanuals.html http://ncert.nic.in/ncerts/l/kelm101.pdf http://ncert.nic.in/ncerts/l/kelm102.pdf</p>	<p>WEEK 1</p> <p>Unit I Physical World and Measurement</p> <p>Chapter 1 Physical World Using the resources, learners may be asked to explore and learn about</p> <ol style="list-style-type: none"> 1. Science, Natural Science, Physics, Experiments and Theory in Physics and overlaps of Physics with other natural sciences 2. Scope and excitement of physics; Interrelationship of physics with technology, society and informatics. 3. Nature of fundamental forces; Unification of forces 4. Nature of physical laws <p>Project Learners may prepare life sketches of prominent physicists. Using the Internet and other reference books. A learner is envisaged as reading about the explanations and demonstrations of some classic experiments in physics.</p> <p>WEEK 2</p> <p>Chapter 2 Units and Measurements Using the resources, learners may be asked to explore and learn about</p>

<ul style="list-style-type: none"> - explains the fundamental forces in nature – gravitational, electromagnetic, strong and weak nuclear forces; and unification of forces. - explains the nature of fundamental laws such as conservation laws, etc. - uses international system of units (SI Units), symbols, nomenclature of physical quantities and formulations; SI base and derived quantities and their units. - derives methods of measurement of lengths – large as well as small; measurement of mass; and measurement of time. - explains the range of lengths, masses and time intervals. - explains the need of accuracy, precision, errors and uncertainties in measurement; and classify errors. - explains the rules for arithmetic operations with significant figures; rounding off the digits. - derives dimensional formulae and dimensional equations using the dimensions of physical quantities. - applies understanding of dimensional analysis in checking the dimensional consistency of relations and deducing the relations between different physical quantities. - gets acquainted with the Greek alphabet; Common SI prefixes and symbols for multiples and sub-multiples; Important constants; Conversion factors; Mathematical formulae; SI derived units 	<p>Bibliography of physics books for additional reading on the topics covered (reference: <i>Physics, Textbook for Class XI, Part II</i>, p. 405 – 406, Published by the NCERT http://ncert.nic.in/textbook/textbook.htm?keph2=an-7</p> <p>A list of 14 websites for downloading textbooks free of charge can be obtained at https://www.ereader-palace.com/14-sites-download-textbooks-free/</p> <p>Another website for downloading books free of cost is www.pdfdrive.com</p> <p>Textbook contains QR codes and one can access e-resources linked to those QR codes by following step by step guide given at the beginning of textbook.</p>	<ol style="list-style-type: none"> 1. Need of standard units; base and derived units; different unit systems and relationship between corresponding units of different physical quantities; SI system of units; SI base quantities and units (with their definitions as per new IAPAP rules). 2. Measurement of length – large distances (parallax methods) and very small distances (indirect methods); Measurement of mass and time intervals; Range and orders of lengths, masses, and time intervals. 3. Accuracy, precision, certainty and errors in measurements of physical quantities; Systematic, random and least count errors; Absolute, relative and percentage errors; Combination of errors. 4. Significant figures; Rules for arithmetic operations with significant figures; Rounding off digits in measurements (or calculations); Determining the uncertainties in expressing results. 5. Dimensions of physical quantities; Dimensional formulae and dimensional equations; Applications of dimensional analysis. 6. Appendices: The Greek alphabet; Common SI prefixes and symbols for multiples and sub-multiples; Important constants; Conversion factors; SI derived units (expressed in SI base units); SI derived units with special names;
--	--	--

<p>(expressed in SI base units); SI derived units with special names; Guidelines for using symbols for physical quantities, chemical elements and nuclides; Guidelines for using symbols for SI units etc.; Dimensional formulae of physical quantities.</p> <ul style="list-style-type: none"> - explains motion as change in position with time. - differentiates between distance and displacement; speed and velocity; rectilinear and curvilinear motions; kinematics and dynamics; inertial and non-inertial frames of references; average, relative, and instantaneous velocity and speed etc. - derives (graphically) kinematic equations for uniformly accelerated motion - explains elementary calculus (both differential and integral) that is required to describe motion. - plans and conducts investigations and experiments to arrive at and verify the equations of motion of bodies under uniformly accelerated motions. - handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices, such as, scales, balances, watches, etc. (optional) - analyses and interprets data, graphs, and figures, and draws conclusion about the state of motion, speed (and velocity), 		<p>Guidelines for using symbols for physical quantities, chemical elements and nuclides; Guidelines for using symbols for SI units etc.; Dimensional formulae of physical quantities.</p> <p>7. Revision, doubt clearing and practice solving problems</p> <p>Project</p> <p>Learners may be given the suggestion to measure astronomical distances, such as, the distance between earth and an identified star etc., using the parallax method.</p> <p>Learners may be advised to look at the BIPM/IAPAP website to prepare a chart on the definitions of SI base units.</p> <p>Using vernier callipers/screw gauze/spherometer learners may perform activities and experiments to measure small lengths and radius of curvature, etc. (optional)</p> <p>WEEKS 3 AND 4</p> <p>Unit II Kinematics</p> <p>Chapter 2 Motion in a Straight Line</p> <p>Learners may be asked to make observations about their surroundings and use the following resources to learn about:</p> <ol style="list-style-type: none"> 1. State of motion; Frames of reference; Position,
---	--	--

<p>acceleration (uniform and non-uniform), distances (and displacements) covered, etc.</p> <p>Learning Outcomes cut across different themes</p> <p>The learner</p> <ul style="list-style-type: none"> - communicates the findings and conclusions effectively. - applies concepts of physics in daily life while making decisions and solving problems. - takes initiatives to learn about the newer research, discoveries and inventions in Physics. - realises and appreciates the interface of Physics with other disciplines, such as with Chemistry as various materials. - develops positive scientific attitude, and appreciates the role and impact of Physics and technology towards the improvement of quality of life and human welfare - exhibits values of honesty, objectivity, rational thinking, and freedom from myth and superstitious beliefs while taking decisions, respect for life, etc. 		<p>path length and displacement</p> <ol style="list-style-type: none"> 2. Elements of Calculus (Appendix 3.1) 3. Mathematical Formulae (Appendix A5 placed at the end of textbook) 4. Average velocity and average speed 5. Instantaneous velocity and instantaneous speed 6. Acceleration; Solving problems; and discussion on learners' doubts 7. Kinematic equations for uniformly accelerated motion – graphical method; 8. Free fall; Reaction time; and Relative velocity 9. Solving problems <p>Project</p> <p>Ask children to calculate their own reaction time.</p>
---	--	---

Physics (Class XII)

Learning Outcomes	Sources/ Resources	Suggestive Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> • explains processes and phenomena with the understanding of the relationship between nature and matter on scientific basis, such as, force between charges, electric field and potential due to charges; force on charges in an electric field. • derives formulae, equations, and laws, such as, torque on a dipole in uniform electric field, effective capacitance of combination of capacitors in series and in parallel, energy stored in a capacitor. • plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own, such as, to estimate the charge induced on each one of the two identical Styrofoam balls 	<p>The following list of resources is suggestive. In addition to these, the teachers may curate more resources from internet for sharing with their Learners.</p> <ul style="list-style-type: none"> • <i>Physics, Textbook</i> for Class XII, Part I, Published by NCERT <ul style="list-style-type: none"> – http://ncert.nic.in/textbook/textbook.htm?l_1=1-8 – http://ncert.nic.in/textbook/textbook.htm?l_1=2-8 • Many web links are given in the side margins of the above-mentioned textbook. These may also be accessed. • In addition, the textbook contains QR codes and one can access e-resources linked to those QR codes by following step by step guide given at the beginning of textbook. The links of those e-resources are 	<p>WEEK 1</p> <p>Unit I: Electrostatics</p> <p>Chapter 1: Electric Charges and Fields</p> <ul style="list-style-type: none"> • Using Gmail group as well as a WhatsApp group of all learners in the class, the teacher may encourage the learners to attempt to explore and understand the following concepts on their own, using the textbook and the web resources— <ul style="list-style-type: none"> – electric charges; conservation of charge, – Coulomb's law - force between twopoint charges, – forces between multiple charges; superposition principle, continuous charge distribution, – electric field, electric field due to a point charge, – electric field lines, electric flux • The learners may be facilitated to use PhET interactive simulations to explore the concepts of static electricity, electric charges and fields. They can also observe how changing the sign and magnitude of the charges and the distance between them affects the electrostatic force. • Learners should also attempt to solve concept-based problems given in the resources on a daily basis (in-text examples, exercises at the end of the chapter in textbook, and in Exemplar problems) • The learners may do an Investigatory Project 'To estimate the charge induced on each one of the two identical Styrofoam (or pith) balls suspended in a vertical plane by making use of Coulomb's law' and share their findings with each other. • The learners may collect information from internet and explain in their own words for 'How did the scientist Coulomb arrive at the inverse square law?'

<p>suspended in a vertical plane. analyses and interprets data, graphs, and figures, and draws conclusion, such as, field due to a uniformly charged thin spherical shell is zero at all points inside the shell.</p> <ul style="list-style-type: none"> • communicates the findings and conclusions effectively. • uses SI Units, symbols, nomenclature of physical quantities and formulations as per international standards, such as, coulomb (C), farad (F). • applies concepts of physics in daily life while decision-making and solving problems, such as, if a certain capacitance is required in a circuit across a certain potential difference then suggesting a possible arrangement using minimum number of capacitors of given capacity which can withstand a given potential difference. • exhibits creativity and out-of-the-box thinking in solving problems, such as, will a 	<p>given below also</p> <ul style="list-style-type: none"> – https://www.youtube.com/watch?v=FpzlZq_wDL4 – https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5b20ab8616b51c01f44555f0 – https://h5p.org/h5p/embed/181155 – https://www.youtube.com/watch?v=GDvecCS6UXk – https://www.easel.ly/index/embedFrame/easel/6186012 • Exemplar Problems – Physics, Class XII, Published by NCERT – http://ncert.nic.in/ncerts/1/leep101.pdf – http://ncert.nic.in/ncerts/1/leep102.pdf • Laboratory Manual of Physics, Class XII, Published by NCERT – http://ncert.nic.in/ncerts/1/elm314.pdf • Physics - PhET Simulations – https://phet.colorado.edu/en/simulation/balloons-and-static-electricity – https://phet.colorado.edu/en/simulation/charges-and-fields 	<ul style="list-style-type: none"> • Using the ideas given at the suggested web link, the learners may make toys using ordinary throw away stuff at home to further explore science concepts and deepen their understanding • The learners may be encouraged to enroll in MOOCs on Swayam portal for Physics Class XII developed by NCERT. • Using desktop, laptop, tablet or mobile handset, the teacher may develop videos in regional language as per the context of learners, each video corresponding to roughly one period of the school timetable. These videos may be shared with the learners, one video per day. (In Physics at higher secondary level, lots of figures and mathematical equations are involved, and hence, for developing the videos, the teacher may develop power point presentations superimposed with her/his voice explaining the concepts. Or if the teacher happens to have a white board at home, she/he may record a video of her/him explaining on the white board, the way she/he does in the class). • Then the learners can post their doubts on the group the same day by a certain time fixed by the teacher. Some time may be allocated for the Learners clear any doubts amongst them by interacting with each other via online group discussion. The teacher may also be part of this to ensure that the discussion remains on track. • Finally, the teacher can have a face to face interaction with learners via Skype facilitating the clarification of doubts. • If it is possible to connect to all the learners simultaneously for a longer duration via skype, the teacher may also take a live class online. • All through this the teacher should be continuously assessing learners' learning progress while motivating and keeping their morale up. <p>WEEK 2</p> <p>Unit I: Electrostatics Chapter 1: Electric Charges and Fields (contd.)</p> <ul style="list-style-type: none"> • Following the same approach as of the first week, the teacher may facilitate the
---	---	--

<p>man get an electric shock if he touches the large aluminium sheet fixed outside his house on the top of a two-metre-high insulating slab?</p> <ul style="list-style-type: none"> • takes initiative to learn about the newer research, discoveries and inventions in Physics, such as, research on the possibility of static electricity charging electronic devices. • recognises different processes used in Physics-related industrial and technological applications, such as, using electrostatic shielding in protecting sensitive instruments from outside electrical influences. • realises and appreciates the interface of Physics with other disciplines, such as with Chemistry as various materials give rise to interesting properties in the presence or absence of electric field. • develops positive scientific attitude, and appreciates the role and impact of Physics and technology 	<ul style="list-style-type: none"> – https://phet.colorado.edu/en/simulation/coulombs-law – https://phet.colorado.edu/en/simulation/capacitor-lab-basics – https://phet.colorado.edu/en/simulation/legacy/capacitor-lab • National Repository of Open Educational Resources (NROER) https://nroer.gov.in/home/e-library/ Apply filter for level (higher secondary) and Subject (Physics) to view the relevant e-resources. • MOOCs at Swayam https://swayam.gov.in/nd2_nce19_sc07/preview • NCERT Official – YouTube channel https://www.youtube.com/channel/UCT0s92hGjqLX6p7qY9BBrSA • Arvind Gupta Toys http://www.arvindguptatoys.com/electricity-magnetism.php 	<p>learners' attempt to explore and understand—</p> <ul style="list-style-type: none"> – Electric dipole, electric field due to a dipole, – Torque on a dipole in uniform electric field, – Continuous Charge distributions, Statement of Gauss' theorem, – Applications of Gauss' Law to find field due to infinitely long straight uniformly charged wire and uniformly charged infinite plane sheet, – Uniformly charged thin spherical shell (field inside and outside) <ul style="list-style-type: none"> • Using PhET interactive simulations, the learners may arrange positive and negative charges in space and view the resulting electric field. They may also create models of electric dipole. • Learners should also attempt to solve concept-based problems given in the resources on a daily basis. • The learners may be encouraged to read up (using internet) on the ongoing research on the possibility of static electricity charging electronic devices. They may then have an online discussion amongst themselves. <p>WEEK 3</p> <p>Unit I: Electrostatics Chapter 2: Electrostatic Potential and Capacitance</p> <ul style="list-style-type: none"> • Following the same approach as of the first week, the teacher may facilitate the learners' attempt to explore and understand the following— <ul style="list-style-type: none"> – electric potential, potential difference, electric potential due to a point charge; – electric potential due to an electric dipole – electric potential due to a system of charges, – equipotential surfaces, relation between field and potential, – electrical potential energy of a system of charges, – potential energy of a single charge and of a system of two charges in an external field;
--	--	--

<p>towards the improvement of quality of life and human welfare.</p> <ul style="list-style-type: none"> exhibits values of honesty, objectivity, rational thinking, and freedom from myth and superstitious beliefs while taking decisions, respect for life, etc. 		<ul style="list-style-type: none"> The learners may plot equipotential lines and discover their relationship to the electric field using PhET interactive simulations The learners should also attempt to solve problems given in the resources on a daily basis The learners may collect information about 'Faraday cage' from internet. They may then develop a theoretical idea for an innovative application of Faraday cage in daily life. <p>WEEK 4</p> <p>Unit I: Electrostatics Chapter 2: Electrostatic Potential and Capacitance (contd.)</p> <ul style="list-style-type: none"> Following the same approach as of the first week, the teacher may facilitate the learners' attempt to understand the following— <ul style="list-style-type: none"> potential energy of electric dipole, in an external field; electrostatics of conductors; dielectrics and electric polarisation, capacitors and capacitance, capacitance of a parallel plate capacitor with and without dielectric medium between the plates; combination of capacitors in series and in parallel, energy stored in a capacitor; Using PhET interactive simulations, the learners can explore how a capacitor works. They can change the size of the plates and the distance between them; add a dielectric to see how it affects capacitance. They can also change the voltage and see charges build up on the plates. Learners should also attempt to solve problems given in the resources on a daily basis Learners may be encouraged to find out where capacitors are used in daily life and for what purpose, by collecting information from internet.
---	--	--

MATHEMATICS (CLASSES XI-XII)

Mathematics (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> develops the idea of Set from the earlier learnt concepts in Number System, geometry, etc. identifies relations between different sets. 	<p>NCERT Textbook (NCERT Textbook for Class XI)</p> <p>Theme 1-Sets Theme-2 Relations and Functions</p> <p>E-resources- Link for textbook/ Laboratory Manual/Exemplar problem book— ncert.nic.in – publications--- PDF (I to XII); ncert.nic.in – publications--- Exemplar problems; ncert.nic.in – publications--- science laboratory manuals</p> <p>(Other mentioned at the bottom)</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> The discussion about sets can begin by asking learners to send lists of collections of objects around them, for example, on a table, in a room, etc. The meaning of well-defined collections can then be discussed. Collections that do not form sets may also be discussed, such as, collection of best mathematicians in the world. The discussion may now shift to collections of mathematical objects like collection of Natural numbers, collection of shapes with three/four sides, solutions of equations, collection of big numbers etc. Learners should be motivated to generate many such collections. The concept of Set can then evolve after getting online responses from Learners. Formal symbolism related to sets can then be discussed. For e.g. set of Natural numbers is denoted by N, etc. <p>WEEK 2</p> <ul style="list-style-type: none"> Different Sets may be formed, and Learners may be encouraged to observe the relationships between these sets. They may search and send those sets whose elements are also present in another set. For example, all elements of N (natural numbers) are present in W (whole numbers), etc. The concept of subsets and related notions can then be discussed. Use of Venn diagrams for visual representations of sets can be explored and discussed. Learners may be encouraged to refer to the e-resources available on NROER related to sets. The learners may be motivated to extend the analogy of operating upon numbers by way of different operations to that of operating on sets by way of their union, intersections, etc. Teachers may encourage Learners to attempt exercises and circulate among other Learners. The group members may discuss the questions through emails/mobiles and get their queries resolved.

- Activities (Activity 1 to 4) relevant to Sets from the Laboratory Manual of Class XI, available online may be done by the learners and shared with the other learners. After every activity they should write what they learnt from that activity.
- Exemplar Problem Book which is available on the NCERT website can be used to solve and discuss more problems for getting a better idea of the concept of Sets and their applications.
- Assessment of Learners can be done by observing their responses. Appropriate feedback can then be given.

WEEK 3

- Learners may be asked to send a list of relations that they observe in their day-to-day life. For e.g. Relation between mother and children, relation between teacher and Learners etc. This list can be compiled and sent to all the Learners online for their comments. This list can now be extended to mathematical objects for which Learners need to apply their previously learnt knowledge of numbers, geometrical objects, etc.
- The idea of ordered pairs can then evolve initially from daily life examples and then from mathematical objects.
- The relevance of sets can then be discussed and concept of relations can then evolve after understanding the importance of relation between objects.
- Teachers may encourage Learners to attempt exercises and circulate among other Learners. The group members may discuss the questions through emails/mobiles and get their queries resolved.
- Particular cases for relations can be seen and conditions can be discussed leading to the concept of Functions.

WEEK 4

- Different notions like Domain, Range, co-domain of functions may then be discussed. Learners may be motivated to form a function and show these mathematical objects. After learners send their examples of functions teacher may change their domain or co-domain and ask whether it still remains a function or not. For example, $f: R^+ \rightarrow R$ such that, $f(x) = \sqrt{x}$ is function, but will it remain a function if co-domain R is replaced by N ? Many such examples may be sent by the teacher. Also, learners

		<p>may be encouraged to form such examples and send to other learners. In this way a live interaction can take place.</p> <ul style="list-style-type: none"> • Learners may be encouraged to sketch graphs of functions. After constructing the graph of a function, they may be encouraged to comment on its nature. Activities (Activity 5 to 6) relevant to Relations and Functions from the Laboratory Manual of Class XI, available online may be done by the learners and shared with the other learners. • Exemplar Problem Book which is available on the NCERT website can be used to solve and discuss more problems for getting a better idea of the concept of Sets. • Assessment of learners can be done by observing their responses. Appropriate feedback can then be given. • Learners may be encouraged to use e-resources related to relations and functions available on the NROER website.
--	--	--

Mathematics (Class XII)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> identifies different types of relations and functions. explores the values of different inverse trigonometric functions. 	<p>NCERT Textbook (for Class XII)</p> <p>Theme 1 Relations and Functions</p> <p>Theme-2 Inverse Trigonometric Functions</p> <p>E-resources Link for textbook/Laboratory Manual/Exemplar problem book—</p> <p>ncert.nic.in – publications--- PDF (I to XII);</p> <p>ncert.nic.in – publications--- Exemplar problems;</p> <p>ncert.nic.in – publications--- science laboratory manuals</p> <p>(Other mentioned at the bottom)</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> Learners may be given different examples of relations including reflexive, symmetric and transitive and may be asked to differentiate between them. Note that at this juncture the types of different relations should be evolved by the students and not to be told by teachers on the group. Learners after observing the relations should send their comments to the teacher. The discussion on these comments should lead to different types of relations. The concept of equivalence relations can then be discussed. Learners should create examples of such relations and crosscheck their correctness. Exercises in the textbook and exemplar problem book for Class XII may be discussed. This will help in deepening the understanding of concepts. <p>WEEK 2</p> <ul style="list-style-type: none"> Similar activities as done in Week 1 for relations may be done for the concept of function. <p>WEEK 3</p> <ul style="list-style-type: none"> Trigonometric functions on different domains like $(0, \pi)$ or $(-\pi, \pi)$ may be discussed. Learners may comment on which domain the trigonometric function is one-one and onto, one-one or simply onto. The exchange of ideas can lead to the concept of inverse trigonometric functions. Learners may be motivated to make decisions and give reasons for that. This will ensure their involvement in the process of learning. Learners may trace curves for the inverse trigonometric functions in the e resources available on NROER and comment on their nature. Questions may be put to them like what graph can be seen if the domain of $\cos^{-1} x$ is restricted to $(-1, 1)$? Students may download the open source software, GeoGebra and try exploring the graphs of different functions including trigonometric functions.

		<p>WEEK 4</p> <ul style="list-style-type: none"> • Problems from textbook for Class XII and Exemplar Problem Book may then be discussed. The generation and sharing of ideas will clarify the concepts and Learners will become confident in posing and solving problems. • E-resources will help in visualising the concepts better.
<p><i>E-resources that include Geogebra</i></p> <p>Class XI</p> <p>https://nroer.gov.in/CIET%2C%20NCERT/video/details/55ddc14781fccb28d8d932a8?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73981fccb7926fe5526</p> <p>Class XII</p> <p>https://nroer.gov.in/CIET%2C%20NCERT/topic_details/55b1f73a81fccb7926fe552b?nav_li=55b1f72181fccb7926fe5451,55b1f73981fccb7926fe5523,55b1f73a81fccb7926fe552b</p>		

LANGUAGES

हिंदी (कक्षा 11)

सीखने के प्रतिफल	स्रोत/संसाधन	सुझावात्मक क्रियाकलाप/गतिविधियाँ (शिक्षकों द्वारा निर्देशित)
<p>भाषाकौशल एवं दक्षता(पढ़ना, लिखना, सुनना और बोलना)</p> <ul style="list-style-type: none"> कहानी को फिर से अपनी अपनी तरह से लिख सकते हैं। कहानी का अंत और शुरुआत नए तरीके से कर सकते हैं। कहानी में आए विशेष शब्दों और वाक्यों को अपने ढंग से प्रयोग कर सकते हैं। कहानियों की लेखन शैली में अंतर कर सकते हैं। विधागत अंतर को समझ सकते हैं। अभिनय के जरिए कहानी को अभिव्यक्त कर सकते हैं। <p>(यह सब करते हुए आप कहानी लिखने की कला से वाकिफ़ हो रहे हैं।)</p>	<ul style="list-style-type: none"> संबंधित अधिगम सामग्री एनसीईआरटी के यूट्यूब चैनल और एनआरओईआर (NROER) पर भी देख सकते हैं। एनसीईआरटी की किताबों में दिए क्यूआर कोड (QR code) में भी आपको भी बहुत कुछ मिलेगा। https://youtu.be/X4I0jzxnm4 (ये सबकुछ तो हम सब कर सकते हैं) एनके लाइव .टी.आर.ई.सी. बातचीत कार्यक्रम में “कहानी पढ़ते हुए विषय” पर प्रोफ़सर संध्या सिंह द्वारा की गई चर्चा को देखें। https://www.youtube.com/watch?v=X4I0jzxnm4&t=5s अभिव्यक्ति और माध्यम में कैसे लिखे और कहानी पढ़ें। http://ncert.nic.in/textbook/textbook.htm?kham1=0-16 आरोह भाग 2 http://ncert.nic.in/textbook/textbook.htm?lhar1=0-18 	<p>आपमें भी एक कहानीकार है!</p> <p>साथियों, इस कठिन समय में भी हमारे साथ अभी भी बहुत कुछ ऐसा है जिसे संजो लेना है। अगर ध्यान से देखें तो हमारे चारों ओर बहुत सी कहानियाँ बिखरी पड़ी हैं। ज़रूरत यह है कि इस एकांत में उन्हें सुनने की कोशिश करें। कलम उठाएँ और कुछ लिख भी डालिए। हर दिन एक कहानी। कुछ आप लिखें कुछ हम। चलिए कुछ तैयारी कर लें। सबसे पहले अपनी किताब की किसी भी एक कहानी को ले लीजिए।</p> <p>पहला और दूसरा सप्ताह</p> <p>(समझ कर सुनते, बोलते, पढ़ते और लिखते हुए)</p> <ul style="list-style-type: none"> कहानी को पढ़कर अपने घर वालों और साथियों को सुनाया जा सकता है। कहानी को आप स्काइप (skype) पर रिकॉर्ड करके ईमेल भी कर सकते हैं। कहानी में आए अलग प्रयोग वाले शब्दों और वाक्यों को रेखांकित करके अपनी दिनभर की बातचीत में प्रयोग कर कहानी का आनंद ले सकते हैं। उसी लेखक की कुछ अन्य कहानियों को पढ़कर कहानी की लेखन शैली को समझ सकते हैं, जैसे— कुछ कहानियाँ संवादात्मक हैं, तो कुछ कहानियाँ वर्णनात्मक होती हैं। कहानी को नाटक में बदल सकते हैं। अभिनय करके भी कहानी कही जा सकती है। अगर संभव हो तो यह भी लिखें कि कहानी को नाटक में बदलते समय आप किस तरह के भाषिक प्रयोगों पर बल देते रहे हैं। इसके अतिरिक्त आपकी पढ़ी किसी भी कहानी की समीक्षा कर सकते हैं। समीक्षा के कुछ बिंदु-

		<ul style="list-style-type: none"> - कथानक और परिवेश - भाषा कहानीकला <p>तीसरा और चौथा सप्ताह</p> <ul style="list-style-type: none"> ● वर्तमान समय के अनुसार कहानी को बदल कर देखें। उदाहरण के लिए आज के कोरोना महामारी के समय में फणीश्वरनाथ रेणु की कहानी 'पहलवान की ढोलक'को फिर पढ़कर देखिए। उस कहानी में भी एक महामारी का वर्णन हुआ है, साथ ही उस महामारी से निपटने में पहलवान की ढोलक पर उसकी थाप उस उदासी, निराशा और भयावहता के माहौल में एक संजीवनी का संचार करती है। यह कहानी कक्षा बारह की पुस्तक आरोह भाग 2 में शामिल है। आप इसे यूट्यूब पर भी खोज कर सकते हैं। ● अपनी पाठ्यपुस्तक की सभी कहानियों को इसी तरह पढ़ें।
--	--	---

हिंदी (कक्षा 12)

सीखने के प्रतिफल	स्रोत/संसाधन	सुझावात्मक क्रियाकलाप/गतिविधियाँ (शिक्षकों द्वारा निर्देशित)
<ul style="list-style-type: none"> ● सामाजिक, सांस्कृतिक और आर्थिक सजगता को सृजनात्मक लेखन में अभिव्यक्त करते हैं। ● परिवेशीय सजगता का विकास करते हुए अपने आस-पास के वेंडर, खेती-किसानी, मजदूरों के प्रति संवेदना रखते हुए और भाषा प्रयोग में संवेदनशीलता और 	<ul style="list-style-type: none"> ● अभिव्यक्ति और माध्यम http://ncert.nic.in/textbook/textbook.htm?kham1=0-16 ● कविता शिक्षण https://www.youtube.com/watch?v=nLz_E1J7Ac 	<p>पहला और दूसरा सप्ताह</p> <p>कोरोना महामारी के समय में शारीरिक/सामाजिक दूरी बनाए रखते के लिए नई कहावतों का प्रयोग की जा रही हैं, जैसे— सटे तो मिटे, पसंद नहीं कब्र तो घर पे करो सब।</p> <p>ऐसे कुछ अन्य कहावतों को संकलित करें और आप स्वयं भी कुछ कहावतें, स्लोगन लिखने का प्रयास करें।</p> <ul style="list-style-type: none"> ● स्लोगन की लयात्मकता को ध्यान में रखते हुए कोई कविता लिखने का प्रयास करें। आप यह भी कर सकते हैं कि सुबह उठकर अपने आस-पास होने वाली गतिविधियों का बारीकी से अवलोकन करें और सभी गतिविधियों को ज्यों का त्यों अभिव्यक्त करें। यानि जैसा आपने देखा वैसा ही लिखने का प्रयत्न आप पाएँगे कि यह एक कविता का रूप ले चुकी है।

<p>अभिव्यक्तकरते हैं।</p> <ul style="list-style-type: none"> ● अपने समय और समाज में प्रयुक्त होने वाली भाषा और घटनाओं का विश्लेषण करते हैं। 	<p>हर बड़ा कवि भाषा से खेलते हुए यह करता रहा है। वह भाषा से खेलते हुए शब्दों को उलटता-पलटता है यानि अलग-अलग स्थानों पर नए-नए प्रयोग करके देखता है। साथ ही नए तरीके से वाक्य की संरचना कर नए अर्थ निर्माण करता है। यानी एक ही बात को कहने और लिखने के अलग-अलग तरीके ढूँढते हुए आप भी यह कर सकते हैं।</p> <ul style="list-style-type: none"> ● सब्जीवाले, दूधवाले, अखबार वाले से बातचीत कर सकते हैं। कुछ बिंदु इस प्रकार हो सकते हैं— ✓ पहले और आजकल की आमदनी और खर्च में अंतर। ✓ लोगों तक सामान पहुँचाने की पूरी यात्रा के विवरण पर बातचीत। ✓ उनके जैसे अन्य सहयोगी की दिनचर्या जानने की कोशिश करना। ✓ शारीरिक दूरी का अपने जीवन में कैसे (सामाजिक दूरी) निर्वाह करते हैं। <p>(जो आपको उचित लगे ऐसे कुछ अन्य बिंदु लें)</p> <h3>तीसरा और चौथा सप्ताह</h3> <ul style="list-style-type: none"> ● अपने मोहल्ले को ध्यान में रखते हुए 'मोहल्ला लाइव' नाम से एक हफ्ते के सभी दिनों की डायरी लिखने की कोशिश करें। जिसमें इन बिंदुओं पर ज़रूर लिखें— ✓ लॉकडाउन के कारण बदलता परिवेश, आपसी रिश्ता, खान-पान, रहन-सहन और सामाजिक संपर्क के साधन। आप चाहें तो अपने घर-परिवार, मोहल्ले के लोगों से सामाजिक दूरी का पालन करते हुए बात कर सकते हैं। ● वर्तमान समय में घरेलू सहयोगियों के जीवन पर अपनी कल्पना से कोई लेख/कहानी/कविता लिख सकते हैं। ● ध्यान रहे कि जो कुछ आपने लिखा है उसे थोड़ा रुककर एक बार पढ़ें और जहाँ कहीं आवश्यक हो उसे संपादित भी करें। <p>अपने लेखन का संपादन करते समय भाषा संबंधी गलतियों पर तो ध्यान देने के साथ ही इस बात का ध्यान रखें कि आपकी लिखी हुई रचना लिखने के बाद सिर्फ आपकी नहीं रह जाती उसका एक पाठक भी होता है। यानी पाठक की संवेदनाओं, आवश्यकताओं, समस्याओं और अभिरुचियों पर भी आपका ध्यान जाना चाहिए।</p>
--	---

English (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> • listens and reflects to communicate through speech and writing. • develops authentic, accurate, useful content for online platforms. • expresses opinions and views independently . • listens patiently to contradictory points of view on online platforms and answers logically in agreement/ disagreement • writes and collects, appreciates narratives and short poems. • speaks fluently and convincingly using authentic evidences. • identifies and uses 	<p>1. <i>We Heard the Bells – The Influenza of 1918</i></p> <p>This documentary focuses on communities and groups disproportionately affected by the 1918 influenza epidemic. The 1918 influenza continues to provide lessons for the present, including about how epidemics can foster stigma and discrimination. Available on YouTube https://www.youtube.com/watch?v=XbEefT_M6xY</p> <p>2. <i>How we conquered the deadly smallpox virus - Simona Zompi</i></p> <p>https://www.youtube.com/watch?v=yqUFyt4MIQ&t=2s</p> <p>https://share.nearpod.com/cRozKYULw6</p>	<p>WEEK 1</p> <ul style="list-style-type: none"> • Listen with concentration; this will sustain your interest. • View the visuals and try to connect them with the audio version of the script. • You can read/listen to the captions also for understanding. • Try to recall if you have read something related to the video earlier. • Make notes from the video and also note down ideas, thoughts, information experiences, etc. This will help in writing your answers. <p>Learners may be asked to do self-assessment and peer-assessment. Some rubrics may be developed to facilitate this.</p> <p>Please note</p> <p>Assessment should incorporate the use of ICT. For example, familiarity with ICT tools, online portals, platforms, skill to browse and collect authentic material as well as following the guidelines for online interaction.</p> <p>Some communication guidelines for online interactions are:</p> <ol style="list-style-type: none"> a. Give space to all for expressing their views. b. Be logical and overcome biases. c. Be polite but firm in your expression d. Read more before offering rebuttals e. Be active online for learning to share and accept new ideas.

<p>appropriate online resources.</p> <ul style="list-style-type: none"> • prepares notes while reading. • infers meanings from contexts and describes with clarity. • identifies the similarities and dissimilarities between the two texts. • develops write ups with clarity, using appropriate vocabulary and thoughts. • writes creatively and shows sensitivity towards issues/ people in his/her writing. • may share and add their learning experiences as they learn from each other while sharing their work online. 		<p>WEEK 2</p> <p>You can use Skype App or mobile calling (if feasible). You can create an audio file, video or PDF script to share via email and/or WhatsApp.</p> <p>What measures were taken to deal with the situation?</p> <p>How were the events reported and how was information made available to the public?</p> <p>It is important to learn from history. (You can highlight some key researches on the treatment of influenza and smallpox in your writing.)</p> <p>Keeping in view the present pandemic, develop notices, advisories, and infographics based on facts for sharing with peers and teachers, parents, elderly, and other learners online.</p> <p>You can add authentic pictures in your presentations.</p> <p>List the uses of Arogya Setu App.</p> <p>Listen to the interviews of medical experts and economists on the prevention of Covid 19.</p> <p>Look at the graphs, diagrams, etc., shown in the news. Write the description.</p> <p>WEEK 3</p> <ol style="list-style-type: none"> 1. Read the given texts/article. Have you noticed the title suggests that though it is about an expedition, yet it is so different from the first text? Share how it is so? 2. Read the following three excerpts from <i>We're not afraid...</i> and choose one of them to describe why you
--	--	---

	<p>1. <i>We're not afraid to die...if we can all be together</i></p> <p>2. <i>Mountaineers can teach us about isolation.</i> Mint. April 18,2020 Saturday vi.14No.96</p>	<p>like it or dislike it?</p> <ol style="list-style-type: none"> a. My brain switched to survival mode. It taught me how to stay strong when you have failure staring at your face. b. If you need to survive these moments of uncertainty. You need to be in harmony with the team. c. I suppose the important thing in isolation is to cherish your companions, to try and enjoy the moment and to be positive. <p>You can share your experience of being alone in a time of difficulty.</p> <p>WEEK 4</p> <ol style="list-style-type: none"> 1. You have read both the texts, the idea common to both is - <ol style="list-style-type: none"> a. man's desire and pride to explore nature, b. to accept challenges of nature c. to know the mystical world of nature. d. nature is tender and caring but furious too at times. <p>You can add more ideas/views.</p> <p>Now summarise the above creatively and add more ideas and views. You can refer to poems, films, paintings, etc in your write up.</p> <p>You have read two texts and explored these texts for activities.</p> <p>Now, explain the present situation (pandemic, Covid-19 and lockdown) in the context of <i>isolation</i> and <i>being together</i>.</p>
--	--	---

		<p>You can also do the following activities while reading and after reading the text—</p> <ol style="list-style-type: none"> 1. While reading make notes as per the dates. 2. Find out the way the text has been organised; sequencing of incidents, concrete details, no reliance on memory, focus on surroundings and the intelligence of the family in dealing with it, etc. 3. While reading the text you must have seen how well prepared were they for the journey; count the details/ objects, etc. 4. Describe the following in your words. <ol style="list-style-type: none"> a. for the past 16 years we had spent all our leisure time honing our seafaring skills. b. The first indication of impending disaster came at about 6 p.m., with an ominous silence. c. We were getting no replies to our Mayday calls. <p>You can locate the above excerpts in the text— <i>We're not afraid...</i> Read in order to understand the meaning.</p> <p>Words and Vocabulary</p> <ol style="list-style-type: none"> a. Make as many compound words as you can with -ship which have different meanings. b. List the words which are used to describe the different parts of the ship. c. What is <i>Wavewalker</i> as mentioned in the text? d. Find out words, expressions which convey bravery, courage and positive attitude of the characters.
--	--	---

		<p>a. Read the text carefully and write the summary of the text in your words. Make points and then write the summary.</p> <p>While making points you can make use of words /expressions from your language, find English substitutes from dictionary, from your teacher, friends and use in your summary.</p> <p>a. Make points and discuss online with teachers and peers —what will be your back to school moment?</p> <p>b. Watch the link on Flocabulary and try to mak one on the author/lesson/poem of your choice</p>
--	--	---

English (Class XII)

Learning Outcomes	Sources/ Resources	Suggestive Activities
<p>The learner</p> <p>a. explores genuine online resources.</p> <p>b. Listens/views online resources and expresses through writing and speech.</p> <p>c. critically analyses historical events through writing and sharing of</p>	<p>Read the story <i>The Last Lesson</i> from NCERT Class XII Textbook <i>Flamingo</i>. You can read it online at www.ncert.nic.in.</p> <p>You can access the audio of the text using the QR code provided in textbook- <i>Flamingo</i>.</p> <p>Explore the links</p>	<p>WEEK-1</p> <p>Alphonse Daudet in the story <i>The Last Lesson</i> highlights the important place of language in the lives of people.</p> <p>The story focuses on the major historical event, i.e., the Franco-Prussian War (1870-1871) which affected life in the school where M Hamel, a French teacher took a lot of pains to teach children the French language.</p> <p>What was the routine of the school?</p> <p>Who said the following and why?</p> <p>“My friends, said he, I -I”, but something choked him.</p> <p>“<i>Vive la France</i>”</p>

<p>ideas and opinions with peers, teachers etc.</p> <p>d. develops and shares views/opinions on contemporary issues making use of interdisciplinary knowledge .</p> <p>expresses opinions on issues related to children in difficult circumstances quotes in discussion, etc., rights of children and legal provisions for the children.</p> <p>e. explains graphs, tables and data related to the issues of children.</p> <p>f. participates in activities like poster making, speech, debate</p>	<p>https://commons.wikimedia.org/wiki/File:French_soldiers_in_the_Franco-Prussian_War_1870-71.jpg</p> <p>https://commons.wikimedia.org/wiki/Category:Franco-Prussian_War</p> <p><i>Text</i></p> <p>Lost Spring Anees Jung</p> <p>Class XII- Flamingo</p> <p><i>Films</i></p> <p>Paperboy – an awardwinning film</p> <p>https://www.youtube.com/watch?v=neWPK3fRg5c</p> <p>Stories and endeavours by ILO(International Labour Organisation), UNICEF and NGO's</p>	<p>WEEK 2</p> <p>History is witness to some of the examples wherein the wars had demonised the victorious. One glaring example was when children in the schools of Alsace and Lorraine (districts in France) were prevented from learning French. This was because Germany had taken control of these districts after defeating them in war in 1870.</p> <ul style="list-style-type: none"> • M.Hamel the French teacher was deeply disturbed when the order for not teaching French in school was issued. What according to you would have been his fear? • Languages are communities; they embody the soul of the culture, capturing a people's history and dreams. Write your views and discuss with your group online. • How many languages do you know and in what contexts do you use them? • Watch videos based on the Franco-Prussian War of 1870. <p>You will find that there is a language of war too. The war lexicon plays a role for the warring armies. There is military terminology, coded signals, names of the machinery used in war, etc. There are war cries to encourage and motivate the soldiers. You will agree that it creates an impact on a prevailing situation.</p> <p>a. Now describe the war scenes as viewed in the video. Listen to the audio to understand the language of war.</p> <p>Discuss with your online group - <i>Wars bring heartrending misery on the planet earth</i>. Add experiences, stories, facts, news, etc in the discussion. c. Select three passages from the text and find out the tense forms used.</p> <p>WEEK 3</p> <p>a. In the period of pandemic, due to spread of Covid-19, there are heartrending stories of children who have to undergo hardships and have even lost their lives. Collect such stories, read them and draw conclusions based on them.</p> <p>b. Why are children so susceptible to crime and hard labour?</p> <p>Are the measures taken enough?</p>
--	---	---

<p>etc., for creating awareness about the marginalisation of children in difficult circumstances.</p>		<p>Read efforts taken by ILO, UNICEF and NGOs like <i>Bachpan Bachao Andolan</i>.</p> <ol style="list-style-type: none"> c. Initiate an online discussion on-<i>Streets are no place for a child</i>. d. Write the character sketches of Saheb-e-Alam and Mukesh. e. Write diary entries to describe your experience of staying at home; how have you utilised your time ; what changes would you like to bring in your routine in the future? f. Since you are not going to school you can find time to do interesting and entertaining activities. We are making some suggestions; g. observe and draw sunrise/sunset scenes, compose a poem/song/wrap, try your hand in kitchen and try and share your favourite recipes. <p>WEEK 4</p> <ol style="list-style-type: none"> a. What was your experience of watching the two films given (or other English films)? Has the boy in the film <i>Paperboy</i> been able to convey his feelings? Mention a few instances in support of your answer. b. What is your opinion about the ambience and the details which have been focused upon in the film? Do these contribute to your experience and understanding of the film? c. Share your experience of translating a film into text. Were you focused on the meaning, performance of characters, music, staging of scenes, etc? d. Describe your favourite scene from the film <i>Paperboy</i>. e. Write a brief script of street play on corona pandemic, care for street animals, etc.
---	--	--

		<p>f. Read the story using the following link; https://www.facebook.com/1733495223546925/posts/3115112452051855/watch and take pictures of the birds, wildlife (if possible) around you which you think are not common sight. You can keep water and food for them.</p> <p>a. Watch the link on Flocabulary and try make one on the author/lesson/poem of your choice</p>
--	--	--

Political Science (Class –XI)

<i>Learning outcomes</i>	<i>Sources/Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
<p>The learner</p> <ul style="list-style-type: none"> understands what is meant by Politics and Political Theory. identifies important political thinkers in India and in the world. explains Equality, Justice and Democracy. 	<p>NCERT/State Textbooks</p> <p>Theme-I Political Theory: An Introduction,</p> <p>Sources</p> <p>E content</p> <p>QR Code</p> <p>e-pathshala</p> <p>Newspapers and magazines</p>	<p>WEEK 1</p> <ol style="list-style-type: none"> Write short notes on Kautilya, Aristotle and Dr. BR. Ambedkar and share them with your friends through email. Prepare a glossary of terms. Prepare a chart on some of the recent amendments to the Constitution. Collect cartoons from newspapers and magazines and write down the messages they convey politically. Which concepts do they highlight? You may prepare your own cartoons. Collect the messages of important political thinkers and share them with your parents. Those that have inspired you may be shared with all your family members with the help of a mobile.
<ul style="list-style-type: none"> explains the importance of freedom for self and the society. explains the difference between positive and negative freedom. 	<p>Theme-2 Freedom: Overview</p> <p>Sources</p> <p>e-materials</p> <p>OR-Code</p> <p>e-pathshala</p> <p>Radio/T.V.and YouTube</p>	<p>WEEK 2</p> <p>✓ Learners may be asked to read biographies of our freedom fighters (both men and women) as well as of some eminent global personalities like Nelson Mandela who struggled against the apartheid regime in South Africa. You may prepare a short note on their trials and tribulations and what inspired you about them. Share these with your friends with the help of a mobile or on email.</p> <p>WEEK 3</p> <p>✓ Collect important quotes of eminent personalities like Mahatma Gandhi and Subhash Chandra Bose on freedom.</p> <p>✓ Prepare a glossary of terms.</p>

<ul style="list-style-type: none"> explains the concept of Equality understands that the pursuit of Equality involves treating everyone the same way. recognises different dimensions of Equality- Political, Economic and Social. 	<p>Theme-3 Equality</p> <p>Sources e-content</p> <p><i>OR-Code e-pathshala Newspaper, magazines Radio/T.V/other Audio Video materials</i></p>	<p>WEEK 4</p> <ol style="list-style-type: none"> Prepare a chart on Schemes and Programmes that address inequalities related to access, enrolment, retention and achievement of learners at the secondary level of education. Write an essay on 'Equality as a principle and as a practice'. Prepare a comic strip on inequalities existing in your neighbourhood. Prepare a note on 'Gender equality as a stepping stone for development' and share it with your friends.
---	---	---

POLITICAL SCIENCE (CLASS XII)

Learning outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> describes Politics in India since Independence. explains the processes of integration of Princely states into the Indian Union. interprets sources on the Partition of India 	<p>NCERT/STATE TEXTBOOKS</p> <p>Politics in India Since Independence: Chapter-1, Challenges of Nation building</p> <p>Sources e-content QR-Code You-Tube Print materials like Newspaper and Magazines Radio Talk / TV programme on the theme</p>	<p>WEEK-1</p> <p>Learners may prepare a write-up on the processes of National building.</p> <p>Learners may be asked to collect articles on the Partition of India.</p> <p>Collect stamps issued in 1950 to mark the first Republic Day.</p> <p>Prepare a script for a small documentary on Partition and Beyond.</p> <p>Imagine you are a press reporter writing a brief write-up on 'The Challenges of Nation Building'.</p> <p>Write a biography on any leader who has inspired you and share it with your peers through email.</p>

<ul style="list-style-type: none"> describes the functions of the Election Commission of India explains the processes of election in India. interprets how the process of voting has changed to electronic voting. 	<p>Chapter-2 Era of One Party Dominance</p> <p>e-content</p> <p>QR-Code</p> <p>Newspaper and magazines</p>	<p>WEEK-2</p> <p>Discuss with your parents /grandparents about their experiences during the partition.</p> <p>Prepare a short write-up on the party system in India.</p> <p>Prepare a chart on different political party in India with their symbols.</p> <p>Prepare a chart on the different Lok Sabha Speakers — from the 1st to the 16th, and their respective terms. Share it with your peers through e-mail.</p>
<p>The learner</p> <ul style="list-style-type: none"> explains the past and present of planning — Planning Commission to Niti Aayog. explains what is de-centralised planning. distinguishes between public and private sectors 	<p>Sources/Resources</p> <p>Chapter-3 Politics of Planned Development.</p> <p>e-content QR-Code Youtube Newspaper and magazines</p>	<p>WEEK- 3</p> <p>Prepare a write-up on the Schemes and Programmes</p> <p>Prepare a Chart on the Green and White revolutions</p> <p>Collect information from the website of different Ministries on the scheme and programmes for the educational welfare of SC/ST and Minorities communities and share it with peers through mobile and e-mail.</p>
<ul style="list-style-type: none"> recalls the international context that shaped India's external relations discusses the content of Article 51 of the Indian Constitution explains the Sino-Indian relationship examines India's Nuclear policy 	<p>Chapter 4 India's External Relations</p> <p>e-content T.V./Radio Other state textbooks Newspaper/magazines</p>	<p>WEEK-4</p> <p>Explain the background that shaped India's external relations</p> <p>Prepare a chart on the contents of Article 51.</p> <p>Write an essay on India's Nuclear Policy.</p> <p>Collect material on India's relation with neighbouring countries</p> <p>Role of India in SAARC.</p> <p>Collect question papers of the last five years and practice answering questions that have appeared on the theme.</p>

Geography (Class-XI)

Learning Outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> explains nature of geography describes geography as an interdisciplinary subject. establishes relationship of geography with other subjects. identifies branches of geography. classifies geography on the basis of systematic and regional approach. appreciates importance of physical geography. 	<p>Textbook- Fundamentals of Physical Geography Chapter -1- Geography as a Discipline</p> <p>Web Resources On e-Pathshala QR Code may be used to access video on the above topic.</p> <p><i>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</i> http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>WEEK 1</p> <p>Topic- Nature of Geography. Geography is an interdisciplinary subject. Physical Geography and Natural Sciences, Geography and Social Sciences, Branches of Geography, Physical Geography and its importance</p> <ul style="list-style-type: none"> The teacher may initiate a discussion with the story of primitive societies and people's interaction with the natural environment. Learners may be asked to prepare a short note on the life of people living in different regions of India and the world. Learners may share their write-up with their teacher and classmates through emails/WhatsApp. Teachers may take a cue from the write-up and link it with the discussion related to Geography as a Spatial Science, interrelationship with other subjects, branches of geography, etc. The flow chart given on pages 8 and 9 may be used to discuss systematic and regional approaches to geography. Newspaper clippings related to climate change, forest fires, natural disasters, etc., may be used to discuss the importance of physical geography. Learners may be asked to consult the trilingual Dictionary of Geography for Schools (Hindi-English-Urdu) for technical terms given in the chapter.
<ul style="list-style-type: none"> identifies theories related to origin of the earth and the universe distinguishes between inner planets and outer planets describes evolution 	<p>Chapter-2 The Origin and Evolution of the Earth</p> <p>Web Resources For Teachers Explore the Universe www.nasa.gov</p>	<p>WEEK 2</p> <p>Topic-Theories related to the origin of the Earth and universe, the Solar System, evolution of the Earth, lithosphere, atmosphere and hydrosphere, origin of life</p> <ul style="list-style-type: none"> The teacher may use audio-video

<p>of the earth including lithosphere, atmosphere and hydrosphere</p> <ul style="list-style-type: none"> relates origin of life on the earth with Geological time scale 	<p>https://www.nasa.gov/stem/foreducators/k-12/index.html</p> <p>For Learners Fun Activities To Do at Home Where in the World Image Quiz https://www.nasa.gov/stem-ed-resources/where-in-the-world-image-quiz.html</p> <ul style="list-style-type: none"> Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf 	<p>materials available on the website of NASA to initiate the topic.</p> <ul style="list-style-type: none"> With the help of the activity related to the big bang theory, using a balloon, as mentioned on page 14 of the textbook, learners may be encouraged to learn the theories of the origin of the universe. Learners may be asked to prepare a chart showing <i>Inner</i> and <i>Outer</i> planets along with their characteristics. Learners may share their chart and write-up with their teacher and classmates through email /WhatsApp. The teacher may prepare questions for a quiz on the Geological Time Scale. A flowchart may be used to explain evolution of the atmosphere. Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.
<ul style="list-style-type: none"> identifies direct and indirect sources of information of the interior of the earth identifies and describes characteristics of earthquake waves explains causes and effects of earthquake and preparedness during earthquake interprets diagram showing structure of the earth and earthquake waves describes types of volcanoes and volcanic landforms 	<p>Chapter-3 Interior of the Earth</p> <p>Web Resources</p> <ul style="list-style-type: none"> Do's and Don'ts For Various Hazards/Disasters https://nidm.gov.in/PDF/IEC/Dosnewnidm.pdf https://nidm.gov.in/videos.asp Volcano safety tips - https://www.nationalgeographic.com/environment/natural-disasters/volcano-safety-tips/ <p>➤ Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu)</p>	<p>WEEK 3</p> <p>Topic- Sources of information about the Interior of the Earth, Earthquake.</p> <ul style="list-style-type: none"> Teacher may use audio-visual materials/ documentaries, etc., showing volcanic eruptions and earthquakes to initiate the topic. Besides this, learners may be encouraged to watch the videos and documentaries on channels such as National Geographic, Discovery, etc., and write their observations and share them with their teacher and classmates through email or WhatsApp. A flow chart may be developed by the teacher to explain types of earthquake waves and their characteristics. Newspaper clippings related to an earthquake in any part of the world may be used to discuss the effects of an earthquake. A mock drill may be organized to make learners aware and help them prepare safety measures necessary

	<p>http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p>	<p>during the occurrence of an earthquake.</p> <p>WEEK 4</p> <p>Topic-Structure of the Earth, Volcanoes, Volcanic Landforms</p> <ul style="list-style-type: none"> Learners may be asked to draw a diagram of the structure of the earth and earthquake waves and explain them. Visuals may be used to describe types of volcanoes and volcanic landforms. Learners may collect information from a newspaper or the internet about earthquakes and volcanic eruptions and prepare a chart to show their location on the world map. Learners may be advised to consult the Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) for technical terms given in the chapter.
Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Parents)
<p>The learner</p> <ul style="list-style-type: none"> locates places, states, union territories on the map of India. describes important terms in Geography such as, standard meridian, prime meridian, tropic of cancer, subcontinent, passes, sea ports etc. appreciates political diversity. 	<p>NCERT Textbook India – Physical Environment http://ncert.nic.in/textbook/textbook.htm?key1=0-7</p> <p>Chapter 1 India: Location</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Explore School Bhuvan-NCERT portal http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</p>	<p>WEEK 1</p> <p>Topic: Location of India, States and Union Territories</p> <ul style="list-style-type: none"> observe political map of India on <i>School Bhuvan-NCERT</i> portal, NCERT/ atlas/ textbook <ul style="list-style-type: none"> ✓ identify states and union territories of India and their capitals ✓ discuss and verify the information about the States and UTs from other sources, like the website of other states, books etc ✓ work out the latitudinal and longitudinal extent of India and actual distance from north to

<ul style="list-style-type: none"> • compare and contrast different states/UTs of India. • explains inter-relationship between various passes and sea ports in India for trade and communication since historical times. 	<p>Dictionary of Geography for Schools(Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Additional books for reading</p> <p>1) India: Unity in Cultural Diversity http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Unit_y_cultural.pdf</p> <p>2) North East India: People, History and Culture http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tinei101.pdf</p> <p>Youtube https://www.youtube.com/watch?v=Klh1E79yOyU</p> <p>Map work: Lets learn it through BHUVAN</p>	<p>south and east to west. Find out if there is any difference and why?</p> <p>✓ Find out the zone of India. Find out if the location is responsible for large variations in landforms, climate, soil types and natural vegetation in the country. Prepare a write up on it.</p> <p>WEEK-2</p> <p>Topic: Compare and Contrast States and Union Territories</p> <ul style="list-style-type: none"> • Collect information about States and UTs in terms of languages, food, dress, cultural traditions, etc. • Prepare a project on your own state/union territory and any other state/union territory. Identify the similarities and contrasts <p>WEEK-3</p> <p>Topic: India and its Neighbours</p> <ul style="list-style-type: none"> • observe political map of India on <i>School Bhuvan</i> NCERT portal/ atlas/ textbook <ul style="list-style-type: none"> • identify neighbouring countries of India • which countries are included in the Indian subcontinent? • correlate with other disciplines, for example, how various passes in the north and seaports in the south have provided passages to the travellers and how these passages have contributed in the exchange of ideas and commodities since ancient times. Which are these important passes and seaports?
--	--	---

<ul style="list-style-type: none"> • appreciates physical diversity of India • compares and contrast the physical features of India 	<p>Chapter 2 Structure and Physiography</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Dictionary of Geography for Schools (Trilingual)(Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>Explore school Bhuvan-NCERT portal http://bhuvan.nrsc.gov.in/governance/mhrd_ncert/</p>	<p>Read the complete chapter and find out answers for all the questions given in the text.</p> <p>WEEK-4</p> <p>Topic: Structure and Physiography of India</p> <ul style="list-style-type: none"> • Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter. • Read about the geological region given in the book. Write down their characteristics in a notebook. • Your state/UT lies in which geological region? Explain the characteristics and features which are visible in your state. Draw diagrams along with your write up. • Explore the physiographic divisions of India on School Bhuvan-NCERT portal/ atlas/ textbook.
---	--	--

Geography (Class XII)

Learning Outcomes	Sources/Resources	Week-wise Suggestive Activities (to be guided by Teachers)
<p>The learner –</p> <ul style="list-style-type: none"> familiarises themselves with the terms, key concepts and basic principles of geography explains nature of human geography and its relationship with other disciplines understands and analyses the inter-relationship between physical and human environments and their impact 	<p>NCERT Textbook <i>Fundamentals of Human Geography</i> http://ncert.nic.in/textbook/textbook.htm?legyl=0-10</p> <p>Chapter 1 Human Geography- Nature and Scope Use the QR code given for the chapter for additional resources</p> <p>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>MOOC https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</p>	<p>WEEK-1</p> <p>Topic Nature of Human Geography, Naturalisation of Humans and Humanisation of Nature</p> <ul style="list-style-type: none"> The earth comprises two major components: nature (physical environment) and life forms including human beings? Make a list of physical and human components of your surroundings. Identify the elements which human beings have created through their activities on the stage provided by the physical environment? Houses, villages, cities, road-rail networks, industries, farms, ports, items of our daily use and all other elements of material culture have been created by human beings using the resources provided by the physical environment. While physical environment has been greatly modified by human beings, it has also in turn, impacted human lives. Prepare a write up on impact of humans on physical environment and how sometimes physical environment impacts humans. <p>WEEK-2</p> <p>Topic Human Geography through the Corridors of Time, Fields and Sub-fields of Human Geography</p> <ul style="list-style-type: none"> Examine the table 1.1 in the chapter related to Broad Stages and Thrust of Human Geography. In your own words describe how human geography has emerged as sub field of geography. How human geography is related to other social sciences. Analyse and explain in your own words. Derive clues

<ul style="list-style-type: none"> explains population growth and factors affecting it explains uneven distribution of population in the world understands population growth, reasons for migration 	<p>Chapter 2 The World Population-Distribution, Density and Growth</p> <p>Use the QR code given for the chapter for additional resources</p> <p>Dictionary of Geography for Schools (Trilingual) (Hindi-English-Urdu) http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/tidog101.pdf</p> <p>MOOC https://www.classcentral.com/course/swayam-geography-xii-part-i-17627</p>	<p>the chapter and table 1.2.</p> <p>WEEK-3</p> <p>Topic: Patterns of Population Distribution in the World, Density of population and Factors Affecting it</p> <ul style="list-style-type: none"> Read the chapter and seek help from geography dictionary to understand various geographical terms in the chapter. People prefer to live in certain regions of the world, not everywhere. Give your views for this statement with suitable examples of geographical, economic, social and cultural factors. Find out what could be the impact of population change. On a political map of the world identify the largest country in terms of area in each continent Look at figure 2.1: <i>Most Populous Countries</i>. Identify these countries on the world map Measure the population density of these countries. Take the population and area data from Appendix I in the textbook. <p>WEEK-4</p> <p>Topic: Population Growth, Migration, Population Control</p> <ul style="list-style-type: none"> Find out the components of population change. What are the push and pull factors which lead to migration in the world? How migration affects the life of people. Prepare a write up. Observe the Fig. 2.3: Demographic Transition Theory and explain it in your own words. Analyse what are the trends of population growth in world from early period to the present day? How relevant is Thomas Malthus theory (1798) in today's time?
--	--	--

Learning Outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> differentiates between distribution of population and density of population identifies the factors for uneven distribution of population in India explains trends of population growth since 1951. describes rural-urban population composition interprets graphical presentation of data in words. converts tabular data into diagrams like bar, pie and graph analyses map showing population density and population growth. develops Dot map to show distribution of population develops choropleth map to show density of population. 	<p>NCERT/State Textbooks</p> <p>NCERT Textbook-<i>India People and Economy</i></p> <p>Chapter -1 Population-Distribution, Density, Growth and Compositions</p> <p>Resources Atlas, Outline map of India</p> <p>Web resource Online e-learning portal School Bhuvan NCERT</p> <p>QR Code may used to learn to develop a choropleth map showing district-wise density of population on the GIS Viewer available on School Bhuvan NCERT web portal.</p> <p>Web Resource Occupational structure, religious composition, etc., may be shown through maps and may be developed by learners using GIS Viewer available on School Bhuvan NCERT Portal.</p>	<p>WEEK 1</p> <p>Topic- Population Distribution and Density</p> <ul style="list-style-type: none"> Learner may be asked to consult Atlas to correlate relief map of India and map of population distribution and density and write their observation and share with their classmates through email or WhatsApp. Learners may be asked to use School Bhuvan NCERT Web portal to observe thematic maps e.g. the relief map of India and maps showing population density. Overlay thematic maps and slowly swipe the layer of population density and try to correlate density of population and relief features. Learners can develop a choropleth map showing the density of population or any other map related to population on the GIS Viewer available on School Bhuvan NCERT. <p>WEEK -2</p> <p>Topic- Population Growth and Composition</p> <ul style="list-style-type: none"> Learners may be asked to develop appropriate diagrams on the data given on page 5 related to Decadal Growth rate in India or any other data related to composition of population included in the appendix of the textbook. MCQs based on the population characteristics of India may be developed by the teacher and shared with learners through email. Learners may be encouraged to consult Census of India website (https://censusindia.gov.in)

	<p>For Teachers</p> <p>Youtube-NCERT Official-</p> <p>“Outreach programme for Geography Teachers on School Bhuvan NCERT” may be seen to learn about School Bhuvan NCERT and develop district-wise choropleth maps using GIS Viewer.</p>	
<ul style="list-style-type: none"> describes migration in his/her own words distinguishes immigration and emigration classifies streams of migration identifies causes of migration explains consequences of migration. interprets graphical presentation of data in words. converts tabular data into diagrams like bar, pie and graph analyses visuals and newspaper clippings highlighting issues related to national 	<p>Chapter 2 Migration – Types, Causes and Consequences</p> <p>Resources Atlas, Outline map of India</p> <p>Web resource Online e-learning portal School Bhuvan NCERT</p>	<p>WEEK 3</p> <p>Topic- Migration, Streams of Migration</p> <ul style="list-style-type: none"> Teacher may ask learners to read the newspaper and watch TV news to prepare a write-up on the current issue related to migration of people in India. Learners may share their views and write-up with their teacher and classmates through email and WhatsApp. Teachers may take cues from these write-ups and initiate a discussion on the topic on Migration. Learners may be asked to use a map of India to locate places/states/cities from where people are nowadays migrating in large numbers Learners may locate places/states/cities/villages on the map of India or on the digital map available on School Bhuvan NCERT portal where immigration and emigration are taking place nowadays. <p>WEEK-4</p> <p>Topic- Spatial Variation in Migration, Causes and consequences of migration</p> <ul style="list-style-type: none"> School Bhuvan NCERT online e-learning Web portal may also be used to locate places and develop a map showing streams of migration. Teachers may demonstrate and correlate thematic maps of population density, relief features and maps of

<p>and international migration</p>		<p>industrial cities to motivate learners to analyse the factors of migration.</p> <ul style="list-style-type: none"> • Learners may prepare a chart on consequences of migration and share it with classmates through email or WhatsApp. • Learners may be asked to develop appropriate diagrams on the data related to international migration given on page 18 of the textbook. • Learners can locate countries on the world map to show international migration. • MCQs based on the population Migration in India may be developed by the teacher and shared with learners through email. • Learners may be encouraged to consult the Census of India website (https://censusindia.gov.in)
--	--	---

Economics (Class XI)

Learning Outcomes	Source	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> ✓ understandsthe nature of Economics and Statistics. ✓ classifies the basic economic activities like production, consumption and distribution. ✓ explains the relationship between Statistics in analyzing economic problems. ✓ interprets basic economic data related to agriculture, GDP, population etc. from news reports. 	<p>Textbook Statistics for Economics (Class XI)</p> <p>Theme1 Introduction</p> <p>Web-links Dictionary of Economics for Schools (Trilingual)</p> <ul style="list-style-type: none"> ✓ http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf ✓ http://ncert.nic.in/textbook/textbook.htm?kest1=2-9 ✓ http://ncert.nic.in/textbook/textbook.htm?kest1=1-9 	<p>WEEK -1</p> <ul style="list-style-type: none"> ✓ Teachers may start the discussion with the definition and importance of Statistics. ✓ Examples may be taken to explain the importance of statistics in economics. ✓ Explain consumer, producer, seller, employer and employee, through their activities. ✓ Learners may be asked to list their daily and monthly wants and their resources (pocket money, gifts etc.). They may be asked to find out how many of their wants they are able to fulfill within given resources. ✓ After this, teachers may explain to them that scarcity of resources gives rise to economic problems. ✓ It must be explained to them how production decisions are taken in view of limited resources. <p>WEEK 2</p> <ul style="list-style-type: none"> ✓ With this background, the role and importance of statistics in making a choice among scarce resources may be discussed. ✓ Collect a newspaper report on crop production in the country and organise it into a table. <p>Exemplar Activity</p> <p>Learners may be given the paragraph below: <i>During the planning period, the death rate has considerably declined, and it was 6.4 per thousand in 2016 as against 27.4 per thousand in 1951. The infant mortality rate has also come down from 146 per thousand in 1951 to 34 per thousand in 2016. Moreover, life expectancy at birth has risen from 37.2 years for males and 36.2 years for females in 1951 to 66.9 years for males and 70 years for females during 2011-15. (Puri and Misra, Indian Economy, 2018)</i></p> <p>Learners may be asked to present the data placed above in tabular form.</p> <ul style="list-style-type: none"> • Thus, teachers can use similar statistics from newspapers, etc., and explain the use of data in making policies for the welfare of people.

The NCERT textbooks can be accessed from the NCERT portal
<http://ncert.nic.in/textbook/textbook.htm?leec1=0-6>

The new energised text includes QR code in the textbook
The coded box placed on the top corner of every chapter is called Quick Response (QR) code. It will help to access e-resources such as audio, videos, MCQs, etc., related to the topic given in the textbook.

The use of QR code will increase your interest in the subject
<http://ePathshala.nic.in>

Click on the menu 'access e-resources'- Type the alphanumeric code given under the QR code

E-content on important topics and concepts can be accessed on

<https://nroer.gov.in/home/>

The Department has developed Handbook in Economics which can be used by teachers
http://www.ncert.nic.in/departments/nie/dess/index_dessh.html

Technical terms of the subject has been explained in the trilingual dictionary
http://www.ncert.nic.in/publication/Miscellaneous/pdf_files/Dic_Eco.pdf

Upload from NCERT official can provide information on important topics/concept of economics <https://www.youtube.com/playlist?list=UUT0s92hGjqLX6p7qY9BBrSA>

Sociology (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> understands how the study of Sociology reflects upon the connection between a personal problem and a public issue understands the concept of society and how societies are unequal in nature. 	<p>NCERT/State Textbook on Sociology</p> <p>Class-XI Theme-1 Sociology and Society</p> <p>Search websites that advertise fancy white-collar jobs.</p> <p>Read newspapers</p> <p>Watch youtube videos on different types of societies.</p>	<p>WEEK 1</p> <p>Read pages 1 to 3 from the NCERT textbook. Make a list of the most desired jobs in our society. (This list can also be made, without going through textbook pages)</p> <p>Write down the questions and suggestions which you often receive on working hard and deciding your career.</p> <p>Activity 1</p> <p>Write your analysis of the connection between a personal problem and a public issue.</p> <p>Continue reading the Chapter from pages 4 to 6.</p> <p>Try to identify the type of society that you live in.</p> <p>List the types of societies that you know about and you have seen.</p> <p>In your opinion how are these societies different in nature?</p> <p>Discuss with your parents and friends about the reasons for inequalities in societies.</p> <p>What do you think should be the focus of society?</p> <p>The aforesaid questions may be answered without reading the textbook as well.</p> <p>Do the activities given on pages no. 5 and 6.</p>
<ul style="list-style-type: none"> Understand how Sociology studies human society as an interconnected whole. understands the difference between Sociology and 	<p>Visit different sites of social media.</p> <p>Read about panchayats on the Internet</p> <p>Read e-newspaper</p>	<p>WEEK 2</p> <p>Write about social life.</p> <p>Give your own definition of group and social behaviour.</p> <p>Discuss with your grandparents, parents, elder sibling about norms and values and their importance in the society.</p> <p>Write a paragraph on common sense. Try to recall how you use the word 'common sense' in your daily life.</p>

<p>common-sense knowledg.</p>	<p>Read blogs related to the topic</p>	<p>Reflect, write and discuss with your parents why they/you have certain views and whether we can question these views?</p> <p>Study the language of newspapers and blogs. Identify the differences.</p> <p>Do the activity given on page no. 8 of the NCERT textbook</p>
<ul style="list-style-type: none"> ➤ understands the development of sociology as a discipline. ➤ understands the growth of Sociology in India. ➤ understands the scope of Sociology. ➤ understands the relationship of Sociology with other social sciences. 	<p>Blogs, newspapers and social media</p> <p>Youtube, online movie streaming websites.</p>	<p>WEEK 3</p> <p>Read the chapter from pages 10 to 15.</p> <p>Read about the origin of Sociology.</p> <p>Read about August Comte, Karl Marx and Herbert Spencer.</p> <p>Write essays on Industrialisation and Urbanisation.</p> <p>Read about Enlightenment.</p> <p>Discuss with your grandparents/ parents about society and life when they were young.</p> <p>If you are a farmer in a village and you have to move to a city you will be leaving your agricultural work behind to probably work in a factory. What changes will happen in your life?</p> <p>Do the activities given on pages no. 12 and 13.</p> <p>Prepare a write-up on the making of Sociology.</p> <p>WEEK 4</p> <p>Read the chapter from pages 15 to 21 of the NCERT or State textbook.</p> <p>Take any topic of your choice and try to find out its sociological dimensions.</p> <p>Discuss with your friends about family, politics, and the economy and write about the interconnectivity among them.</p> <p>Watch the film <i>Lagaan</i>. Critically reflect upon the social, political and economical aspects of the society as shown in the film.</p>

Sociology (Class XII)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> ✓ understands how the study of Sociology enables self-reflexivity ✓ understands colonialism and nationalism in India ✓ gets a preview of the textbook 	<p>NCERT TEXTBOOK Indian Society</p> <p>Class-XII Chapter-1</p> <p>Introducing Indian Society</p> <p>Read about colonialism and nationalism.</p> <p>Read Rabindra Nath Tagore's book <i>Nationalism</i></p> <p>Read on internet about census and population.</p> <p>Read BR Ambedkar's book <i>Castes in India</i> or any of his works on the Caste system in India.</p> <p>Read the book <i>Understanding Gender</i> by Kamla Bhasin</p> <p>Chapter 2 The Demographic structure of Indian Society</p>	<p>WEEK 1</p> <p>Read the chapter from pages 1-5.</p> <p>Write an essay on your understanding of the society in which you live.</p> <p>Discuss with your friends, parents and grandparents about generation gap. Write down the difference in perspectives on generation gap.</p> <p>Locate yourself on social map with the help of the example given on page 4.</p> <p>Read page 5 of the chapter.</p> <p>Write an essay on your understanding of colonialism and nationalism.</p> <p>Discuss with your friends about colonialism and its impacts on the world and India.</p> <p>Discuss with your family members about nationalism. Write down the different opinions and try to identify the causes of differences in their opinions.</p> <p>Read the chapter from pages 6-7.</p> <p>Write a paragraph on demography.</p> <p>Discuss with your family members about caste, tribes and family in India.</p> <p>Write your impressions of caste.</p> <p>Why do you consider family as an important institution of society?</p> <p>Imagine a society without markets and write how it will look like?</p> <p>Critically reflect on the changing nature of markets and how markets impact society.</p> <p>Write about gender and the generally seen gender stereotypes.</p> <p>Write your views about social exclusion and the factors responsible for it.</p> <p>Discuss with your friends about the meaning of social diversity and the different perceptions about social diversity.</p> <p>WEEK 2</p> <p>Read the chapter from pages 10 to 12.</p>

<p>✓ understands social demography and its importance in Sociology</p>	<p>Read the Abstract of Census of India - 2011</p>	<p>Make a list of the most populated countries in the world. Try to understand the composition of their societies.</p>
<p>✓ understands Malthusian theory of Population Growth</p>	<p>Read Thomas Robert Malthus' book <i>An Essay on the Principle of Population</i></p>	<p>Discuss with your friends why population data is important to understand the development of a country and for the formulation and implementation of policies.</p> <p>Read the chapter from page 12 to 13.</p>
<p>✓ understands the theory of Demographic Transition</p>	<p>Read on theory of demographic transition</p>	<p>Write about Malthusian theory of Population growth. Do you agree with this theory? Write your critical reflections on this theory.</p> <p>Write your views on unjust and unequal social systems.</p> <p>Do the activity 2.1 given on page no. 14.</p>
<p>✓ understands common concepts and indicators given in the chapter</p>	<p>Collect information from the Internet on the birth and death rates in India for the last 10 years.</p>	<p>WEEK 3</p> <p>Read the chapter from pages 13 to 14.</p> <p>Write about the theory of Demographic Transition.</p> <p>Discuss with your friends about the causes and factors of population explosion.</p>
<p>✓ understands common concepts and indicators given in the chapter</p>	<p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>Read the chapter from page 14 to 16.</p> <p>Write why it is important to keep the record of birth and death rates of a country.</p> <p>Make a list of countries with negative population growth rate. Analyse the causes for this phenomenon.</p>
<p>✓ understands the size and growth of population in India.</p>	<p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>Write about the fertility rate and infant mortality rate in India. Try to observe the link between these two.</p> <p>Write your views about the sex ratio in India.</p>
<p>✓ understands the size and growth of population in India.</p>	<p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>Discuss with your friends how the young population of India can contribute to the overall development of the country.</p>
<p>✓ understands the size and growth of population in India.</p>	<p>Read <i>Imagining India: Ideas for the New Century</i> by Nandan Nilekani.</p>	<p>WEEK - 4</p> <p>Read the chapter from pages 16 to 21.</p> <p>Analyse Table 1 given on page 17.</p>

	<p>Visit the reference resources given in the box 2.2.</p>	<p>Write your analysis on the differences in the population growth in India in the 20th Century.</p> <p>Read box 2.2 given on page 18. Try to observe the difference in the situation of Spanish influenza in 1918 and Covid-19 pandemic in 2020.</p> <p>Analyse chart 2 given on page 20. Write about the possible causes for different birth ratios in different states of India.</p>
--	--	--

Psychology (Class XI)

Theme 1: What is Psychology?

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> ➤ identifies psychology as an established discipline ➤ states the different branches of psychology explains the role of psychology in understanding mind and behaviour. ➤ explains that psychology deals with thoughts, feelings, sensations, emotions, and perceptions ➤ Enumerate the usefulness of psychology in everyday life. ➤ 	<p>NCERT/State Textbook in Psychology (Class XI)</p> <p>Students may also visit NROER, an online educational resource repository of NCERT and explore the e-resources available online for Psychology, i.e.</p> <ul style="list-style-type: none"> ▪ Evolution of Psychology https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/582aa11116b51c1a9064b2c5 ▪ Branches of Psychology https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582aa26416b51c1a9064b2e7 	<p>WEEK 1</p> <p>Understanding role of psychology through experience and observation</p> <ul style="list-style-type: none"> ▪ Write in your own words what you understand of psychology? Write how psychology can help in understanding better your inner self and the world around you. Ask your peers/siblings/parents to do the same. Compare your views/responses. ▪ Write the main points given in the book related to the explanation about what psychology is. Reflect on the meaning of psychology you formed earlier. What are the differences between both? ▪ Think about things/situations around you which can be better understood with the help of psychology and why. Write about how you have been feeling since the past 2-3 days and which possible psychological processes are involved in it. <p>WEEK 2</p> <p>Appreciating the growth of psychology and developments in India</p> <ul style="list-style-type: none"> ▪ Read about the ‘Evolution of Psychology’ and write which approach/perspective you find interesting and why? ▪ Write some of those aspects keeping in mind the Indian context (for example-yoga, different cultural practices, vratas, etc.) Which among these do you think psychology can attempt to understand / explain? Why do you think so? Discuss it with your peers/teachers/parents. <p>WEEK 3</p> <p>Recognising fields of specialisation in psychology</p> <ul style="list-style-type: none"> ▪ Select the branch of psychology which interests you the most and the branch you find least interesting. Write down the following points - what makes it interesting and what is not of interest to you.

		<ul style="list-style-type: none"> ▪ Search information related to the different branches of psychology on the Internet to discover what psychologists do. ▪ Relate your new learning with your initial understanding of psychology. <p>WEEK 4</p> <p>Valuing psychology in daily life to help understand oneself and others</p> <ul style="list-style-type: none"> ▪ Observe someone talking to you. Try to pay attention to what the person is saying and how (i.e. facial expressions, tone of voice, speed of articulation, body posture, eye movements, and hand-gestures, etc.). ▪ Make a list of happenings / examples from everyday life which you might consider as human behaviour and those which you think are mental processes studied in psychology ▪ Which discipline do you think has a close relationship with psychology? Why do you think so? ▪ <u>Make a list of skills and feelings that you think are necessary to become a psychologist? Explain why you think these are important?</u>
--	--	--

Psychology (Class- XII)

Theme 1: Variations in Psychological Attributes

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> • enumerates individual variations in terms of characteristics and behaviours • distinguishes different domains of psychological attributes- intelligence, aptitude, personality, interest, and values. • explains different assessment methods: psychological test, interview, case study, observation, and self-report. • describes the construct of intelligence, theories of intelligence and Indian perspective. • explains variations in intelligence as entwined in both heredity and environment. • Lists the difference between different types of intelligence tests 	<p>NCERT/ State Textbook in Psychology (Class XII)</p> <p>Students may also visit NROER, an online educational resource repository of NCERT and explore the Psychology e-resources available online, i.e.</p> <ul style="list-style-type: none"> ▪ Different Assessment methods http://econtent.ncert.org.in/wp-admin/admin-ajax.php?action=h5p_embed&id=460 ▪ Theories and Measurement of Intelligence https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582add6516b51c60b06a81e2 	<p>WEEK-1</p> <p>Understanding individual differences in human functioning and assessment of psychological attributes</p> <ul style="list-style-type: none"> • Observe and identify different characteristics and behaviours of your own self and your family members. Classify these according to aspects in which you and your family members are similar and those in which you differ. Try to name the characteristics/behaviours. • Write which psychological attribute (e. g. intelligence, aptitude, interest, personality, and values) would you like to learn more about and why. <p>WEEK-2</p> <p>Understanding Intelligence and its theories</p> <ul style="list-style-type: none"> • Make a list of all the attributes (quality, characteristics, traits, features) you consider as sign of intelligent behaviours. Keeping these attributes in view try to formulate a description/explanation of intelligence. • Think of any three people who you think are intelligent. Try to visualise their thoughts, behaviours and actions. Classify these and prepare a list. • Compare your understanding of intelligence as formulated in the previous activity with the explanation given in the Psychology Textbook. • Which theory of intelligence do you find most interesting? Write the points which interest you. • Write the careers that interest you? Reflect on which multiple intelligences are important for these careers? • Search information related to skills and abilities required for different careers on the Internet.

<ul style="list-style-type: none"> Distinguishes between aptitude, intelligence and creativity 	<ul style="list-style-type: none"> Culture and Emotional Intelligence https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/582ae09316b51c60b06a8226 	<p>WEEK 3</p> <p>Understanding nature, nurture, assessment, and types of intelligence tests</p> <ul style="list-style-type: none"> How are you and your sibling; you and your friend, similar as well as different? Make a list of factors that you think have led to these similarities and differences. Try to group them as those related to the environment of individual and those due to genetics /heredity. What will be the Intelligence quotient of a 16-year-old child having the mental age of an 18-year-old? Find out the mental age of a 14-year-old child having an Intelligence Quotient of 100. Search for information about the different ways in which heredity and environment influence intelligence. <p>WEEK 4</p> <p>Understanding culture and intelligence, emotional intelligence, aptitude, and creativity</p> <ul style="list-style-type: none"> Find out which aspects in Indian culture are considered intelligent behaviours? Are the same aspects considered intelligent in Western countries? Are culture and intelligence related? Write points which indicate the relationship exists. Make a list of behaviours, qualities, actions, thoughts, etc., which make a person emotionally competent. Reflect on these and write down those behaviours/ actions/skills etc. which you possess. Write about one situation that you handled by making use of these behaviours, qualities, actions, thoughts, etc. In which area do you think you are most proficient (music, dance, studies, arts, sports, etc.)? Is this intelligence or aptitude? Find out different ways in which people can be creative. List the characteristics of creative individuals.
---	---	---

COMMERCE

Business Studies (Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers)
<p>The learner</p> <ul style="list-style-type: none"> ❖ classifies and compares economic and non-economic activities to arrive at the concept of business. ❖ Analyses information to differentiate between economic and non-economic activity. ❖ evaluates business as an economic activity ❖ understands elements of risk and uncertainty for profit objective of business ❖ enlists the factors for starting one's own business ❖ appreciates the development of trade in historical past 	<p>Source NCERT Textbook Business Studies</p> <p>Theme 1 Business Trade and Commerce</p>	<p>WEEK - 1</p> <p>Theme- Economic and Non-Economic Activity:</p> <p><u>BEGIN WITH GROUP ACTIVITY</u></p> <p>This activity introduces the concept of 'business' to the learners. Teachers are advised to do the following group activity to begin with:</p> <ul style="list-style-type: none"> - Mode: Interactive: <i>Google form</i> - Collaboration: using Instagram live/Skype/Facebook live <p>Activity 1</p> <p>Identifying different types of occupations /professions/jobs</p> <ul style="list-style-type: none"> - Discuss with learners about the occupations/jobs/professions their family members, relatives and neighbours are engaged in. - Encourage them to recall and list various types of occupations/jobs/professions they observe around them. - Use the following Google form to accumulate responses - <i>Link of Google form for teachers</i> https://docs.google.com/forms/d/e/1FAIpQLSeESQBWVRNwroM7UhXovndwCRnT16Gd7ISGHgGOaG-9omB1_Q/viewform?usp=sf_link - <i>Link for Google form for sharing with learners</i> https://docs.google.com/forms/d/1qjmVQJRNU0Dxx1pVgOi1a-InFevzH50Z_upRjcSDJc/edit?usp=sharing <p>Evaluation/Assessment</p> <ul style="list-style-type: none"> - What occupations can they think of? Compile and Read aloud the responses of learners.

		<ul style="list-style-type: none"> - Are learners able to differentiate between: (1) Self owned work/self-employment (2) Working for others i.e. wage employment (3) working not for money but for love, affection and household work i.e. mother cooking food for family, etc. <p>Now go to page number 11 of the textbook and discuss the content with the learners. Encourage learners to complete the given activity: <i>Try it yourself at page 11 of the textbook. Instruct learners to read the text by themselves and raise queries.</i></p> <p>WEEK 2</p> <p>Theme Business as an Economic Activity</p> <p>Activity Use of Concept Map</p> <ul style="list-style-type: none"> - Share the concept map with the learners - Use the following link for a concept map https://h5p.org/node/768111?feed_me=nps - Instruct them to read the concept map for about 10 minutes. <p>Discuss the following topics with them</p> <ul style="list-style-type: none"> - <i>Characteristics of business as an economic activity</i> - <i>Objectives of business</i> - <i>Importance of profit earning in business</i> - <i>Classification of Industry</i> - <i>Trade and Auxiliaries to Trade</i> - <i>Risk and uncertainties and business activities</i> - <i>Discuss the concept of Business as an economic activity.</i> - Instruct learners to read Chapter 1 from page no. 12 to page no. 23 and raise queries. <p>Evaluation/Assessment</p> <ol style="list-style-type: none"> 1. <i>Instruct learners to attempt E-resource in the QR code for chapter 1</i>
--	--	---

(<https://h5p.org/node/490910>) at the beginning of Chapter 1 using the *e-pathshala* scanner app.

WEEK 3

Theme

Starting your own business

Activity 3

Factors affecting starting a business

- Share the e resource (<https://h5p.org/node/50230?feedme=mps>) with learners.
- Encourage them to complete the exercise by identifying the businesswomen covered in the e- resource by surfing the internet. There is no time limit to complete the task. Let the learners do the assignment at their own pace.
- Initiate a discussion with learners using Instagram live/Skype/Facebook live on starting one's own business.
- Go to pages no. 24 -25 of the textbook and discuss the factors for starting a business.

Evaluation/Assessment

- Encourage learners to read the content on pages 24-25 and raise queries, if any.
- Ask them to identify any manufacturing or trading business and list the factors they will consider to start their own business.

[Hint: Define the business idea, name the product, choose a name for the business, list the factors associated to start the identified business]

Note to teachers: this activity will be taken further to Chapter 2

WEEK 4

Theme

History of Trade in India:

- Discuss the following with learners:
 - Why was the Indian subcontinent referred to as '*Swarn Bhoomi*' and '*Swarn Deep*' by the then travelers to our country.
 - What made Columbus and Vasco Da Gama undertake journeys to locate our

		<p>country?</p> <ul style="list-style-type: none"> - To what extent were an indigenous banking system and taxation mechanism developed in ancient times for merchant corporations? - List the major exports, imports and trade centers of ancient India. - Comment on the use of <i>Hundies</i> and <i>Chitties</i> for carrying out monetary transactions by merchant corporations. • Share the given e-resource for understanding the ways of monetary transactions by the trading community https://h5p.org/node/768161 • Discuss the chapter content from pages 4 to page 10 with learners. • Encourage them to raise queries. <p>Activity 4</p> <p>Chapter end Exercises</p> <ul style="list-style-type: none"> - Instruct learners to attempt all short and long answer questions given at the end of the chapter and submit them to their Business Studies teacher via email. - Teacher to facilitate completion of the work, before proceeding to the next chapter. - Suitable timeframe may be given to learners with respect to this.
--	--	---

Business Studies (Class XII)

Learning Outcomes	Sources/Resources	Suggested Activities (to be guided by teachers)
Mode of transaction: Mode: Skype/Facebook live/ Instagram live		
<p>The learner</p> <ul style="list-style-type: none"> discusses the significance of managing business organisation effectively describes management as an Art, Science and Profession appreciates the techniques of scientific management understands the general principles of management examines the dimensions of business environment managing business effectively 	<p>Source NCERT Textbook Business Studies Part I Principles and Functions of Management</p> <p>Theme 1 Nature and Significance of Management</p> <p>Theme 2 Principles of management</p> <p>Theme 3 Business Environment</p>	<p>WEEK 1</p> <p>Theme How Big business houses are the result of effective business management</p> <ul style="list-style-type: none"> Teachers are advised to collect success stories or the timeline of big business houses operating in India for the past several decades and weave it into a story to arrive at a discussion on the concept and nature of management. Exemplar links with respect to this can be https://www.tata.com/about-us/ta https://www.ril.com/TheRelianceStory.aspx https://www.infosys.com/about/history.html Encourage learners to search for other success stories to understand how important management is for the growth of a business organization Such stories can also be from the unorganized sector in their own state. <p>Theme Concept of Management</p> <p>Discuss with learners the following topics:</p> <ul style="list-style-type: none"> Why is management a goal-oriented process? What makes management all pervasive and continuous in an organisation? How is management to be treated as a group activity? Why is it called an invisible force? What makes management a dynamic function in an organization? Efficiency versus Effectiveness. <p>Instruct students to read the chapter from page 5 to page 19 and raise queries.</p>

		<p>Activity 1 Relating with the success stories</p> <ul style="list-style-type: none"> • Encourage learners to identify one success story, either from the organised or unorganised sector [Local, Country wide or Global). • In case internet facility is not available, cases given in boxes throughout the chapter in the textbook can be used. • Develop a write up of 2 pages on its management strategies. <p>[Hint: Vision statement, mission, objectives, growth strategies, prepare timeline]</p> <p>WEEK 2</p> <p>Theme Coordination as the essence of the management process</p> <ul style="list-style-type: none"> • Explain the management process listing the levels and functions of the management. • Make learners understand that individual functions do not have any value. They need to be coordinated for fruitful results. • Discuss coordination as the essence of effective management. • Instruct learners to read the chapter from page 21 to page 26 and raise queries. <p>Activity 2 How to organise ‘Swachhta Diwas’ in school by applying functions of management</p> <ul style="list-style-type: none"> • Make a group of learners for each function of management. • Each group is to prepare a blue print (or concept map) of tasks related to the respective function allotted to them. • Facilitate discussions as to how each group will coordinate with each other at different levels to make ‘Swachhta Diwas’ a success. • What will happen if all groups work individually? Arrive at the concept of coordination as a function of management. <p>Chapter end Exercises</p> <p>➤ Share the link: https://h5p.org/node/716134 https://h5p.org/node/303714 with</p>
--	--	---

		<p>learners.</p> <ul style="list-style-type: none"> ➤ Instruct learners to attempt all short and long answer questions given at the end of the chapter 2 and submit them to their Business Studies teacher via email. ➤ Teacher to facilitate completion of the work, before proceeding to the next chapter. ➤ Suitable timeframe may be given to learners with respect to this. <p>WEEKS 3 AND 4</p> <p>Theme Scientific rigor in managing business</p> <p>Discuss the following with the learners</p> <ul style="list-style-type: none"> ❖ Universal applicability of management principles in all walks of life ❖ No 'rule of thumb' approach ❖ Cause and effect relationship based on practice and experimentation ❖ Workforce behaviour and means for optimum utilisation of resources ❖ Instruct students to read the chapter from page 32 to page 45 and raise queries.
--	--	---

Accounting (Class-XI)

<i>Learning Outcomes</i>	<i>Sources/ Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
Mode of transaction: Mode: Skype/Facebook live/ Instagram live		
<p>The learner</p> <ol style="list-style-type: none"> 1. understands accounting as a source of information <ol style="list-style-type: none"> a. appreciates the role of accounting as a language of business 2. classifies and compares accounting data for generating accounting information 3. analyses and evaluates accounting concepts for preparation of financial statements. 	<p>Source NCERT Textbook Accounting</p> <p>Theme 1 Introduction to Accounting</p> <p>Theme 2 Theory base of Accounting</p>	<p>WEEK 1</p> <p>Theme What is accounting</p> <p>The teacher should discuss:</p> <ul style="list-style-type: none"> ❖ role of accounting in keeping financial records of business activities. ❖ accounting data versus accounting information ❖ users of accounting information ❖ qualitative characteristics of accounting information ❖ basic accounting terms used <p>Evaluation/Assessment</p> <ul style="list-style-type: none"> ❖ Instruct learners to read the text of Chapter 1 by themselves and raise queries ❖ Encourage learners to complete the in-text exercises given on pages 7 to 19 of the textbook for better clarity about Chapter 1 <p>Test your Understanding</p> <ul style="list-style-type: none"> ▪ Instruct learnersto attempt all questions for practice (both short and long answer questions) given at the end of the chapter 1 and to submit them to their accounting teacher via email. ▪ Teacher to facilitate completion of the work, before proceeding to the next chapter. <p>WEEK 2</p> <p>Theme Accounting Concepts</p> <p>The teacher should discuss—</p> <ul style="list-style-type: none"> ▪ Generally Accepted Accounting

		<p>Principles (GAAP)</p> <ul style="list-style-type: none"> ▪ Various Accounting concepts for recording business transactions in the book of accounts. ▪ Cash versus Accrual basis of accounting ▪ Role of accounting standards developed by ICAI for preparing financial statements ▪ IFRS and Ind_AS for enhancing qualitative nature of financial statements. ▪ Encourage learners to access the e-content material embedded in QR codes for Chapter 1 and Chapter 2 of the Accounting textbook Part 1 (developed using QR code). Learners can access these QR codes through the e-pathshala scanner on their smart mobile phones. <p>https://h5p.org/node/473281 https://h5p.org/node/478704 https://h5p.org/node/304362</p> <p>Theme Goods and Services Tax</p> <ul style="list-style-type: none"> ▪ Concept of GST as One Nation one Tax ▪ Applicability of GST for inter-state and intra state movement of goods and services i.e., CGST, SGST and IGST. ▪ Encourage students to access the link https://h5p.org/node/304344?feed_me=nps. <i>Learners can access these QR codes through the e-pathshala scanner on their smart mobile phones.</i> <p>Evaluation/Assessment</p> <ol style="list-style-type: none"> 1. Instruct learners to read the text of Chapter 2 by themselves and raise queries. Instruct learners to attempt all short and long answer questions given at the end of the chapter 2 and submit them to their teacher via email. <ol style="list-style-type: none"> a) Encourage learners to complete the in-text exercises given on pages 27 and 33 of the textbook for better clarity on chapter 2.
--	--	---

		<p>Test your Understanding</p> <p>b) Instruct learners to attempt all questions for practice (both short and long answer questions) given at the end of the chapter 1 and submit them to their accounting teacher via email.</p> <p>c) Teacher to facilitate completion of the work, before proceeding to the next chapter.</p>
<p>The learner</p> <ul style="list-style-type: none"> describes the nature of transaction source documents and preparation of accounting vouchers; applies accounting equation for effect of transactions; records transactions using rules of debit and credit explains the concept of book of original entry and recording of transactions in journal explains the concept of ledger and posting of journal entries to the ledger accounts. 	<p>Source NCERT or State Textbook Accounting</p> <p>Theme 3 Recording of Transactions, I</p>	<p>WEEK 3</p> <p>Theme Source Documents and Accounting vouchers</p> <ul style="list-style-type: none"> Use of source documents and evidencing the occurrence of business transactions Preparation of accounting vouchers for recording of business transactions Classification of accounting vouchers as cash vouchers, debit vouchers, credit vouchers, journal vouchers, etc. <p>Theme Accounting Equation</p> <p>Discuss with learners:</p> <ul style="list-style-type: none"> Resources of the business entity must be equal to the claims of those who have financed these resources i.e., A= C+L Identifying capital and revenue items Analysis of business transactions to show effect on accounting equation. Encourage learners to access the following links to practice https://h5p.org/node/478818. <i>Learners can access these QR codes through the epathshala scanner on their smart mobile phones.</i> <p>WEEK 4</p> <p>Activity 1: Numerical questions for practice on accounting equation</p>

		<ul style="list-style-type: none"> • Encourage learners to practice solved illustrations given on pages 51 to 60 to understand rules of debit and credit and the effect on accounting equations. • Instruct learners to attempt all questions for practice (both short and long answer questions) given at the end of the chapter and to submit them to their accounting teacher via email. • Instruct learners to practice numerical unsolved questions 1 to 10 given on pages 88 to 92. • Teacher to facilitate completion of the work, before proceeding to next topic. Suitable time frame may be given to complete the task. • Teachers are advised to draft similar questions for practice.
--	--	--

-

Accounting (Class XII)

<i>Learning Outcomes</i>	<i>Source/ Resources</i>	<i>Suggested Activities (to be guided by teachers)</i>
Mode of transaction: Mode: Skype/Facebook live/ Instagram live		
<p>The learner</p> <ul style="list-style-type: none"> ✓ differentiates between Profit and Not for profit Organisations ✓ explains the accounting treatment of items for Not for profit organisations ✓ prepares Receipts and Payments Account and Income and Expenditure Account for Not for profit organisations ✓ prepares partnership accounts ✓ understands the provisions of Indian Partnership Act 1932 ✓ applies accounting treatment for the reconstituted firm on admission, retirement and death of a partner 	<p>Source NCERT Textbook Accounting Part I Not for Profit Organisations and Partnership Accounts</p> <p>Theme 1 Not for Profit Organisations</p> <p>Source NCERT Textbook Accounting Part I Not for Profit Organisations and Partnership Accounts</p> <p>Theme 1: Accounting for Partnership- basic Concepts</p>	<p>WEEK 1</p> <p>Theme Understanding Not-for-Profit Organisations</p> <p>Discuss</p> <ul style="list-style-type: none"> • the concept and features of Not for Profit Organisations • Distinguish between profit and Not for Profit Organisations • Accounting records for Not for Profit Organisations. <p>WEEK 2</p> <p>Theme Procedure for preparing accounting records of Not for Profit Organisations</p> <ul style="list-style-type: none"> • Discuss the steps involved in the preparation of Receipts and Payments account • Discuss the steps in preparation of Income and Expenditure Account • Explain the treatment of peculiar items relating to Not for Profit Organisations • Classification of Capital versus revenue items for accounting records of Not for Profit Organisations • Guide learners by providing simple transactions to prepare accounting records of Not for Profit Organisations <p>WEEK 3</p> <p>Theme Preparation of Receipts and Payments account and Income and Expenditure Account and the Balance Sheet of Not for Profit Organisations</p> <ul style="list-style-type: none"> • Encourage learners to practice solved

		<p>illustrations given on pages 11 to 45 of the textbook.</p> <ul style="list-style-type: none"> • Self-study by learners and raising queries for further clarification. <p>WEEK 4</p> <ul style="list-style-type: none"> • Instruct learners to complete chapter-end exercises on their own. • Facilitate learners so that they can clarify doubts while completing this assignment • Provide a suitable timeframe to complete this assignment. • Teachers should not proceed to next chapter unless doubts of all learners are satisfactorily clarified. • The QR code given for each chapter of the textbook contains additional questions of varied difficulty levels. Teachers should make use of these numerical exercises during the course of transacting the chapter • Learners may be asked to solve the QR code content to practice numerical questions at their own pace.
--	--	---

HUMAN ECOLOGY AND FAMILY SCIENCES (HEFS)

(Class XI)

Learning Outcomes	Sources/ Resources	Suggested Activities (to be guided by teachers/parents)
<p>The Learner</p> <ul style="list-style-type: none"> - describes the term HEFS in the context of relationship between science and sociology - relates the subject in his/ her own context such as adolescence self-awareness and the role of food, resources, clothing and communications etc. in their lives - explains the reasons for adapting the term HEFS and its role in sustaining and augmenting the quality of life 	<p>Unit I Introduction to Home Science</p> <p>Chapter 1- Introduction- Home Science/ <i>Human Ecology and Family Sciences</i></p> <p>Content discussed in the textbook Evolution of the discipline and its relevance to quality of life</p> <p>Note: <i>In case learners do not have the hard copy of the textbook, they can open link given below and download the complete e-textbook/s (Part I and II) available in both Hindi and English language:</i> http://ncert.nic.in/ebooks.html</p> <p>Links</p> <ul style="list-style-type: none"> - Lady Irwin 	<p>WEEK 1</p> <p>Activities</p> <ul style="list-style-type: none"> • At the beginning for better understanding and knowing the content and the context of the textbook learners should read the following sections of the textbook, carefully: <ul style="list-style-type: none"> - Foreword - Preface - Note for Teachers - Contents - Chapter I 'Introduction- <i>Human Ecology and Family Sciences</i>' • Try to understand the <ul style="list-style-type: none"> - Evolution of the discipline and its relevance to the quality of life in your own context. - Need and importance to study HEFS in relation to global context and its entrepreneurship scope. • List the future avenues which are open to you after studying HEFS • Prepare a chart showing different aspects of ecosystem theory like microsystem, mesosystem and exosystem. • Referring to the sections 'Note for Teachers' and 'Contents', develop a matrix mentioning all the chapters and their themes and write down your own expectations from the particular chapter and theme and how it is going to help you improve the quality of your life. Share the prepared matrix with teachers, friends, and classmates through class discussion in small groups, email or WhatsApp groups. • Create a copy of your own matrix, remove your responses, and share the matrix with friends and classmates. Now, ask them to fill-up their response and send back to you. Read all the responses,

HEALTH AND PHYSICAL EDUCATION: HIGHER SECONDARY STAGE

Yoga and other physical exercises need be considered as an integral part of everyday activities for everyone during this lockdown period. This is most true for learners who are in the phase of adolescence. WHO has defined adolescence both in terms of age (10-19 years) and as a phase of life marked by special attributes. These attributes include rapid physical, psychological, cognitive and behavioural changes and developments, including, the urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence.

During this period of social distancing, it is most important for learners (of this age group especially) to do some fitness activities at home. Since learners at this stage are also passing through the stage of adolescence, it is important for them to know about the various aspects of growth and development occurring in them. They should be able to clarify myths about issues relating to growing up and empower themselves to develop the ability to apply life skills in challenging situations.

For holistic health, knowing is not enough. One needs to be physically active, and mentally alert. Therefore, know about yourself and how doing yoga and physical activities at home is beneficial. Along with other assignments, spare at least 60 minutes for Yoga and other physical exercises. One can select from a range of Yogic practices and practice them daily at a specific time. If you were not doing Yogic practices earlier then start with simple and comfortable ones. In Yoga, both Do's and Don'ts are very important. To begin with, as said earlier, simple practices need to be selected.

These activities will enable you to achieve the following objectives even while staying at home.

Learning Outcomes	Sources/ Resources	Suggested Activities
<p>The learner</p> <ul style="list-style-type: none"> • Understands healthy eating habits, and personal hygiene. • Becomes aware of the importance of sanitation and cleanliness among people. • Identifies factors affecting health and wellbeing • Explores the relationship between endurance activity choices (jumping, skipping or any other exercise, etc.) and health. • Performs yogic activities for holistic health, • Analyses factors affecting growth and development during adolescence period. 	<p>Training and Resource Materials on adolescence Education (http://www.eparc.org/upload/39.pdf)</p> <p>Health and Physical Education Textbook for Class IX</p> <p>http://ncert.nic.in/textbook/textbook.htm?iehp1=9-14</p> <p>Yoga A Healthy Way of Living Secondary Stage http://www.ncert.nic.in/gpPDF/pdf/Yoga-Secondary-Stage-13128.pdf</p> <p>Yoga for Adolescent MDNIY) http://yogamdniny.nic.in/WRITEReadData/LINKS/2662c9a05-ddd4-41b9-be5d-15284952607c.pdf</p> <p>http://yogamdniny.nic.in/Contents.aspx?lsid=1084&lev=1&lid=691&langid=1</p>	<p>Learners at home to be asked to do the following activities</p> <ul style="list-style-type: none"> • Prepare a menu for a healthy meal- breakfast, lunch and dinner. Involve yourself in the preparation. • Develop at least 6 slogans on promoting healthy eating habits and explain their importance. Share them with friends. • Create a public service advertisement to build awareness about healthy eating habits, and personal hygiene among your family members and peers. • Gather information about communicable and non-communicable diseases through pictures and news items. Note their causes, risk factors, and preventive measures, etc. • Gather information on the mission 'Swachh Vidyalaya- Swachh Bharat' • Do exercises daily at home like jumping, skipping, sit-ups, pull-ups, push ups, etc. • If you have space in your home, you can practice honing skills of a game you like. • You may also see videos given on the website of the official federation of the game/sport. • Observe changes in your body because of physical activities and yoga and write them down daily in your diary. <p>Yogic practices are found effective for the development of all dimensions of one's personality. Before starting asanas, Yoga Sukshma Vyayama (micro yogic practices) is to be done. These micro yogic activities practices are as follows. Movement of neck shoulder, knee, and ankle movement each for 3 rounds as suggested by the Morarji Desai National Institute of Yoga (MDNIY) which is an autonomous organisation under Ministry of AYUSH, Government of India. In Yoga protocol, the neck movement includes forward and backward, right and left bending; twisting the neck right and left followed by rotation of the neck both clockwise and anti-clockwise. The ankle movement includes ankle stretches and rotation. All these activities require about 8 minutes. These Micro Yogic Activities are also important for making one ready to undertake the following <i>yogasanas</i></p>

Neck Movement

- Forward and backward bending,
- Right and left bending,
- Right and left twisting and
- neck rotation.

Shoulder Movement

- Shoulder stretch
- Shoulder rotation
- Trunk Movement
- Trunk twisting
- Knee Movement
- Ankle Movement

All these should be done without any jerks.

Some of the yogic practices are given below. You can do the asanas for 15 minutes overall.

Asanas

- *Surya Namaskar*
- *Tadasana*
- *Katichakrasana*
- *Bhujangasana*
- *Shalabhasana*
- *Dhanurasana*
- *Makarasana*
- *Halasana*
- *Hastottanasana*
- ✓ *Padhastasana*
- ✓ *Trikonasana*
- ✓ *Shashankasana*
- ✓ *Ushtrasana*
- ✓ *Ardhamatsyendrasana*
- ✓ *Bhujanagasana*
- ✓ *Shalabhasana*
- ✓ *Matsyasana*
- ✓ *Shavasana*

Kriya

- *Kapalabhati*

Pranayama

- *Anuloma-viloma Pranayama*
- *Bhramari Pranayama*
- *Bhastrika Pranayama*

Meditation

Yoga Nidra

All these asanas are explained in the textbooks mentioned as resources

Remember to take at least eight hours of sound sleep.

STRESS COPING ACTIVITIES

It is important to recognise that stress is something that can be tackled, controlled and decreased. The following suggestions may help harness the additional adrenaline released during stress:

- (a) S-T-R-E-T-C-H! Stand on your toes whenever you feel under pressure and stretch your body. Pretend you are reaching out to grasp something a few centimeters beyond your immediate reach. Hold this posture for a few seconds and relax.
- (b) Laugh loud, as much as you can. Read a comic, see a cartoon film or share jokes and funny stories with your family and friends.
- (c) Discover the 'yogi' in you. Yoga has always been a panacea for stress. Pick up a yoga book. Get started with short sessions (for 20-45 minutes).
- (d) Listen to your favourite music. It always has a restful effect.
- (e) Talk less, listen more. Listening banishes stress, makes you more popular, more sensitive, and overall a nicer person.
- (f) Feel the morning sunshine soak into every pore of your body.
- (g) Eat the right kind of fibre contained in food (green peas, vegetables, fresh fruits)
- (h) Count your blessings. This is the best way to decrease or even eliminate stress.
- (i) Make a mental note of good things that have come your way and record them on a sheet of paper. Refer to your 'blessings sheet' each time you feel stressed.
- (j) Compare yourself only with yourself rather than with others.
- (k) Remember that nothing stays bad forever.
- (l) Always remember that there are many people less fortunate than you.
- (m) Positive forms of expression may include writing, talking to a trusted person, or undertaking physical activity.
- (n) Take charge. Believe that you are in charge of your life.
- (o) Responding to stress assertively can:
 - (i) improve our reactions to events
 - (ii) reduce demands on us
 - (iii) increase our capacity to cope

MY VALUES

A list of commonly understood values that inform the decisions we take is provided below. The list is only suggestive. You may think of more such values

Sincerity	Honesty	Integrity	Stability
Fairness	Justice	Loyalty	Safety
Independence	Friendship	Love	Achievement
Comfort	Courage	Perseverance	Equality
Cooperation	Generosity	Honour	Kindness
Punctuality	Respect	Trust	Tolerance
Compassion	Security	Freedom	Commitment

Write the values from the table provided above, in the space provided at the end of each sentence. You may have multiple values for each statement. This will help you to understand the values that you follow in your day-to-day life:

1. Protecting school property_____.
2. Taking care of younger students during different school events_____.
3. Following safety rules while crossing the road_____.
4. Keeping your surroundings clean_____.
5. Switching off fans and lights when not in use_____.
6. Eating meals with the family at least once a day_____.
7. Saying no to physical fighting and hitting other students in school and outside_____.
8. Helping parents with their work without giving an excuse_____. Keeping bags, books, clothes, etc., neatly and tidily every day_____.
9. Sparing a few minutes to talk to old/ needy people_____.
10. Respecting all genders irrespective of difference_____.

You should be aware that respecting each other's differences is an important value in mentioned in the Constitution of India.

Make your way to healthy eating and follow hygienic practices with the Snakes and Ladders board game.

100	99 Not eating fruits & green vegetables	98	97	96	95	94	93	92	91 Skipping WFS blue tablets
81	82	83	84	85	86	87	88	89	90
80 Skipping meal	79	78	77	76	75 Open defecation	74	73	72 Poor personal & food hygiene	71
61	62	63	64	65	66	67	68 Washes hands before eating	69	70
60 Ensure equal food distribution at home	59	58	57	56 Drink plenty of water	55	54	53	52	51
41	42	43 Not washing hand before meal	44	45	46	47	48	49	50 Washes hands before eating
40	39	38	37	36	35	34	33	32	31
21 Eat green leafy vegetables & fruits	22	23	24	25	26	27	28 Use sanitary latrines	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3 Avoids Junk foods	4	5	6	7	8	9	10

Analyse the relationship and note your thoughts

Not eating fruits and green vegetables	Lack of essential nutrients
Skipping weekly iron folic acid supplementation (WIFS) blue tablets	Can lead to anemia
Not washing hands before meal and after going to toilet.	Can lead to infections
Open defecation	Can lead to diseases and infections like worm infestation, loose motions.
Poor personal and food hygiene	Increases chances of catching Infections
Skipping meal	Affect growth and development of adolescents
Washes hands before eating	Prevents infection
Drinks plenty of water	Equally important for growth, like nutrients
Ensures equal food distribution at home	Healthy family values equality
Eats green leafy vegetables and fruits	Provides essential nutrients for growth
Avoids Junk foods	Promotes growth and development
Use sanitary latrines	Prevents infection and diseases (worm), prevents water contamination

Balanced diet means inclusion of proteins, carbohydrates, fats, vitamins in requisite proportions. As a child in the stage of rapid growth and development, you need to eat a balanced diet so that you can remain healthy. Maintaining proper standards of sanitation are necessary for improving and protecting the health and wellbeing of everyone.