



CLASSES VI-VIII

Alternatives to Homework



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 301 India





ALTERNATIVES TO HOMEWORK

CLASSES VI-VIII



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भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण ¹प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय, विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता, प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य” के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से “राष्ट्र की एकता” के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- ¹(ट) यदि माता-पिता या संरक्षक हैं, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a **'SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the²unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

-
1. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
 2. Subs. by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)
-

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

Foreword

Homework may be considered as an empowering instructional strategy that provides opportunities to students to consolidate and review their classroom learning, hone skills, develop thinking through independent learning, summarizing and presenting information in relevant and meaningful contexts.

Students of the upper primary level are already well informed and are keen to find and learn more. They belong to a critical age group as at the time of entering this level they are children and by the time they leave this level, they are at the verge of being transformed into adolescents. While assigning and preparing homework for the students of upper primary level, it is important to note they are able to develop the skills like relating, thinking, concluding, inferring. Homework should be such that the students neither feel it burdensome nor they lose interest in the subject matter. Moreover it is helpful in providing them a happy experience. Homework therefore needs to be thought about and worked upon differently. Emphasis should be given on designing quality homework rather than its quantity.

Encompassing the aforesaid ideas, the Central Board of Secondary Education has brought forth a Manual, 'Alternatives to Homework' for Classes VI to VIII. It is collection of ideas transformed into suggestive activities that are creative, interesting, meaningful, interactive, enhancing various skills. Directly or indirectly related to the subject matter, all efforts are made to design these activities in such a way that they provide an opportunity to the students to enhance their learning and gaining knowledge. For some topics, interdisciplinary activities are also framed which help the students to realize the importance and relevance of one subject for the other and their close association with each other.

The commendable efforts put by the material production team in bringing out this Manual are appreciable. We are also grateful to the Principals for making it possible for their teachers to contribute in the development of this Manual. Special appreciation to Smt. Sugandh Sharma, Additional Director (Research & Innovation) for her valuable guidance and inspiration which helped in making this Manual possible. The efforts of Smt. Archana Thakur, Assistant Professor and Deputy Director in coordinating the activities related to giving the final shape to the Manual are also acknowledged.

Any suggestions for further improvement of the Manual are most welcome.

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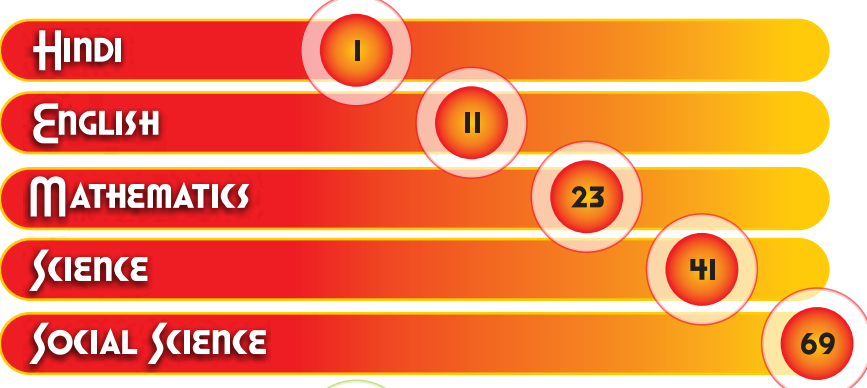
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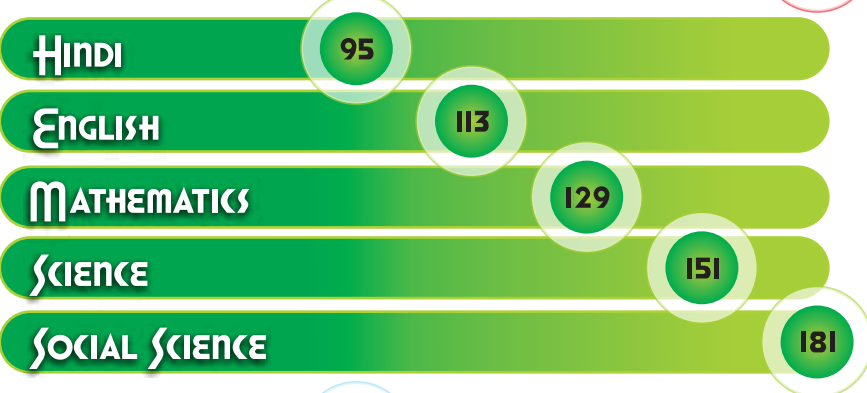
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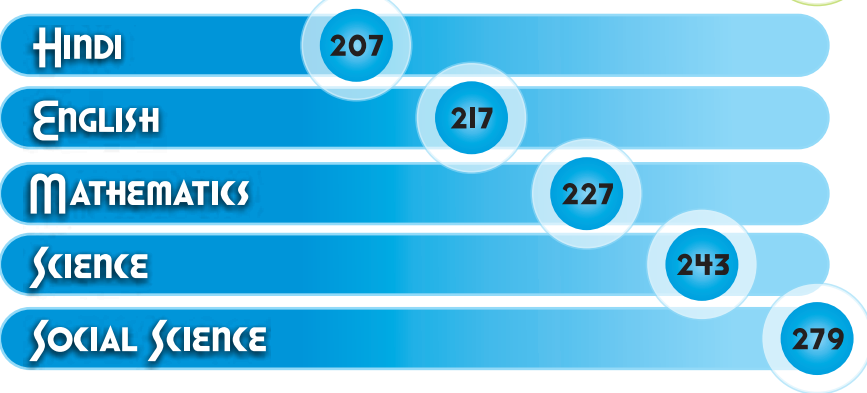
Steps to Success



class VI



class VII



class VIII



Alternatives to Homework for Classes VI to VIII

A well rounded development of individual knowledge happens not only from textbooks and formal education but more from the learner's personal experiences, individual inquisitive nature and social surroundings. Homework is an area of importance and to make it more relevant for the middle classes, appropriate strategies and meaningful activities may be designed and suggested to the schools that give more time to child to explore his/her environment to develop the creative thinking. These activities would be framed in a way that they keep the child interested and therefore would also help in enhancing the learning process.

Homework is one of the areas that need urgent attention. As the students in the middle years are well informed about collecting a lot of information, the importance of making their homework interesting and meaningful becomes more relevant. They develop a certain learning style and want to know and find more and more. Efforts should be made to make homework more creative and interesting so that the students do not feel burdensome while doing it and the ultimate purpose of providing homework is served.

A survey was conducted through questionnaire prepared by CBSE to collect feedback from its various stakeholders i.e. parents, teachers, students and other educationists on "Alternatives to Homework at Upper Primary Level" for Classes VI-VIII so that appropriate strategies and meaningful activities can be designed and suggested to schools. The questions were directed to know the ideal length and purpose of the homework, whether homework should be assigned in all the subjects, internet usage should be a part of the homework or not, how homework helps in teaching and whether same homework should be given to all the students.

All respondents unanimously agreed that Homework cannot be skipped as it is the most essential part of learning. However, there is a need for a change in the type of homework set. All the respondents agreed that homework must be:

- ✿ creative
- ✿ interesting
- ✿ purposeful
- ✿ meaningful
- ✿ properly planned
- ✿ in tandem with the class room work
- ✿ interactive

- ✿ helpful in enhancing the skills of students.
- ✿ according to the ability and interest of the learner.

They also stated that homework:

- ✿ must not be a burden/pressure for students.
- ✿ must be for students and not for their parents.
- ✿ must not be a means to complete the syllabus.

Also,

- ✿ Instead of using the term Homework, Self Work or Practice Work must be used.
- ✿ Stress must be on value based education and application oriented skills.

Keeping in view these emerging issues, there is a need to think about giving quality homework emphasising on acquiring applied learning skills. Few points can be kept in mind while designing a quality homework:

- ✿ Provide students capacity building activities which are followed up and acknowledged like drawing, creative writing, making puzzles, stories, plays, and craft.
- ✿ Provide them assignments which reinforce their reading, writing and researching skills. Homework must enable the student to practice a skill independently.
- ✿ A possible discussion can be held with different children on what they would like to do at home to improve in which ever area they deem necessary. Homework must be designed in a way that maximizes the chances of its completion by the students.
- ✿ Parents should be able to understand the child's needs and schools' suggestions on how to learn mathematics, logical reasoning, etc. by doing puzzles, writing letters, reading to elders from the newspapers, making household lists, recipe making and cooking.
- ✿ Learners who have dyslexia or number difficulty should have practice assignments overcoming their problems.

As per National Curriculum Framework (NCF), 2005 "If learning is continuous, and takes place in arenas other than the school, such as home, workplace, community, etc., then school assignments or homework should be planned differently. It need not depend on

parents reinforcing what the school has already done. It could set different kinds of activities for children to do, on their own or with their parents. This could also provide opportunities for parents to understand a little more about what their child is learning in the school and give children the initial impetus to explore and recognize the world outside the school as an arena for learning".

The curriculum should be designed in a way that allows children to be able to ask questions, doing things on their own and reproducing the textual knowledge by integrating their own experiences with school knowledge.

The child in middle school is well informed about a lot of information and has developed a learning style. There are subjects or aspects that the children like more and quickly learn. There is a keenness to discover more and prepare for the examination. Learning is about developing new faculties, which become useful as an adult. The years 12 to 15 are years when rules become important, and doing well, excelling, are given importance both at home and in the school. As the child grows physically his/her emotional maturity also grows and there are interests which are beyond just what lessons can give.

The homework assigned should:

1. enhance study habits and practice skills (which learners are able to perform independently)
2. reinforce necessary skills both scholastic and co-scholastic among the learners.
3. enable learners to become independent learners and thinkers and develop among them 21st century skills.
4. lead to the improvement in the academic achievement of the learner.
5. expand on the existing knowledge of the learners and be a part of the already acquired competencies in the classroom.
6. not put unneeded pressure or stress by including new learning material or difficult material to be worked upon by learners themselves.
7. be interesting, innovative and somewhat challenging so that the learners can make use of their thinking skills.
8. keep alive the spirit of enquiry and research among the learners.
9. be curriculum based and as per developmental needs of the learners.
10. not require specific resources or technology which is not accessible to all learners.
11. have clearly defined, purposeful, creative and engaging activities.
12. enable the learner to do the assigned homework independently wherein the role of parents is to provide conducive environment to do the assigned work rather than monitoring the child all the time till he/she finishes his/her homework.

At the upper primary level, the major objectives of assigning homework is -

- ✿ Building child's memory
- ✿ Preparing them for examination
- ✿ Enhancing learning skills

In context of the above, the following weightings may be considered while designing the activities -

		Class VI	Class VII	Class VIII
Drill/Practice	40%	20-25 Minutes	25 Minutes	25 Minutes
Extension of Learning	30%	20 Minutes	20 Minutes	25 Minutes
Creation	30%	20 Minutes	35 Minutes	30 Minutes
		1 hour per day	1 hour 20 minutes per day	1 hour 20 minutes per day

Some examples of drill questions for different subjects are:

English and Hindi: Comprehension, Spellings, Passages based questions.

Examples (English):

1. Read chapter 'XYZ'. Select difficult words from the chapter and write their meanings in your notebook.
2. Find out the meaning of the following words and make sentences.
3. Read the following passage and answer the questions given.
4. Choose the adjectives from the following passage and write down in your notebook.
5. Write down the summary of the story 'XYZ'.

हिन्दी :

1. कविता को पढ़ें, कठिन शब्दों को रेखांकित करें व पांच बार कॉपी में लिखें।

4. Carbon dioxide is one of the causes of Global Warming, still it is important for us. Why?
5. What is the nature of the image formed in a convex mirror?

Social Science: Questions based on maps, historical events.

1. Mark any five important rivers in the map of India.
2. Write down the role of Legislative Assembly.
3. What is the name of molten rock that erupts from volcanoes?
4. Locate the continents in the given map.
5. Use the term 'constituency' and explain how an MLA is elected?

Such questions are usually given at the end of chapter in the text book. Students should be encouraged to come prepared in the class before a new chapter is being taken up by the teacher. Their chances of committing mistakes get minimised if they are motivated to do the corrections of their formative assessments at home.

Assessment requiring learning extensions or creative learnings need to be carefully prepared such assignments should be educative, interesting and fun to work with. It is always better to involve children in the discussion on what and how to do homework before assigning them.

Some suggestive homework:

1. Language specific:

Learners may be asked to

- ✿ Read some books or stories or reread chapters in a textbook or novel for a specified time period.
- ✿ Practice at home speaking skills by talking to parents and siblings and listening skills by watching a particular TV programmes (to be specified by teacher) for a fixed time period.
- ✿ Write a diary entry or journal entry.
- ✿ Learn at least ten new words every week so as to enhance their vocabulary and communication skills.
- ✿ Do some vocabulary games

2. Science

Teachers can refer to Science Activity Book "Learning by doing". The book is an effort made by the Board to make Science learning more meaningful, interesting and joyful while assigning homework. "Learning by doing" has been brought out for classes VI, VII and VIII. Activities based on different content areas and concepts given in NCERT textbooks in Science for classes VI, VII and VIII have been included in it. The suggested activities have been so designed that they can be done easily without using expensive materials or equipment. Moreover it contains wide variety of activities including observation, exploration, analysis, games, riddle, and crossword puzzles etc. which intend to meet diverse needs of learners and help them appreciate and enjoy the learning experience. Teachers can think on similar lines for assigning homework to learners of grades IX and X.

3. Social Science

The Social Science teachers can encourage the learners to:

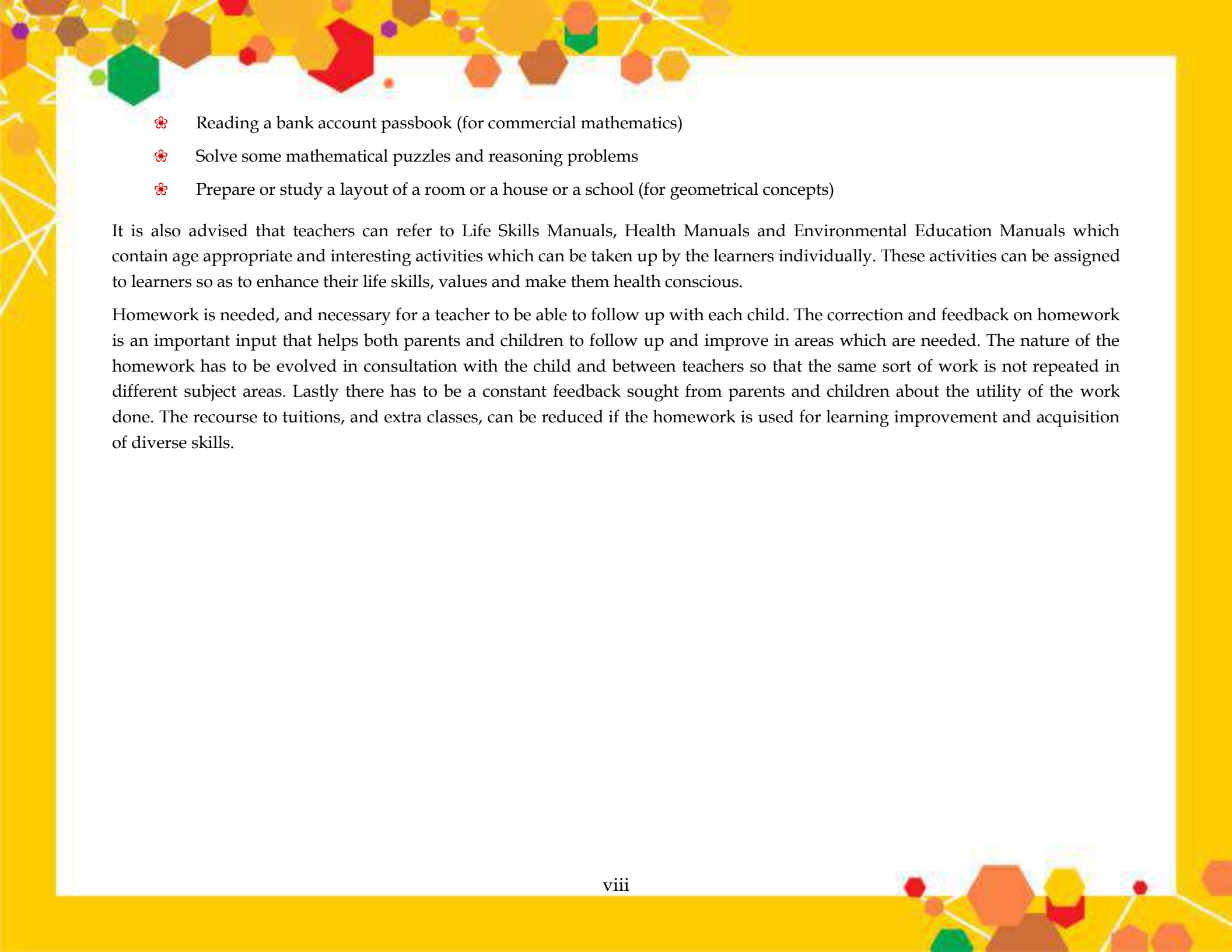
Watch news channel or read a newspaper for a specified period of time like 10-15 mins in a day.

- ✿ Watch (for a specified period of time and some particular days) national geographic channel, history channel or any other channel or TV programme which can lead to enhancement of learning of students in concepts related with social sciences.
- ✿ Carry out mock drills with regard to disaster management in their locality or society.
- ✿ Take up a small survey (on a concept/topic from the curriculum itself) in the society or their own locality or the market in their society/locality to be completed in 15 days or a month.
- ✿ Watch the proceedings of Lok Sabha and Rajya Sabha which are telecast on TV.
- ✿ Take up social awareness drives in their society/locality.
- ✿ Study the weather conditions on a weekly basis.

4. Mathematics

The Mathematics teacher can encourage learners to

- ✿ Help parents in planning the home budget for a month.

- 
- * Reading a bank account passbook (for commercial mathematics)
 - * Solve some mathematical puzzles and reasoning problems
 - * Prepare or study a layout of a room or a house or a school (for geometrical concepts)

It is also advised that teachers can refer to Life Skills Manuals, Health Manuals and Environmental Education Manuals which contain age appropriate and interesting activities which can be taken up by the learners individually. These activities can be assigned to learners so as to enhance their life skills, values and make them health conscious.

Homework is needed, and necessary for a teacher to be able to follow up with each child. The correction and feedback on homework is an important input that helps both parents and children to follow up and improve in areas which are needed. The nature of the homework has to be evolved in consultation with the child and between teachers so that the same sort of work is not repeated in different subject areas. Lastly there has to be a constant feedback sought from parents and children about the utility of the work done. The recourse to tuitions, and extra classes, can be reduced if the homework is used for learning improvement and acquisition of diverse skills.


Alternatives to Homework

HINDI

Class-VI

वसंत भाग-1

कक्षा-छठी

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
1.	वह चिड़िया जो	<p>1. चिड़िया का चित्र बनाकर उसके लिए उचित विश्लेषण शब्दों का प्रयोग कीजिए।</p> 	10 मिनट	<ul style="list-style-type: none"> व्याकरणिक क्षमता विचारात्मकता
		2. "यदि मैं पक्षी होता" विषय पर दस वाक्य लिखिए।	13 मिनट	<ul style="list-style-type: none"> विचारात्मकता, भावाभिव्यक्ति लेखन कौशल
2.	बचपन	<p>1. 'बचपन' पाठ में आए अँग्रेजी शब्दों को ढूँढकर लिखिए।</p> <p>2. इस कहानी में 'चना जोर गरम बाबू मैं लाया मजेदार' गाने की पंक्ति लिखी है। आप भी कुछ ऐसे गानों की पंक्तियाँ लिखिए जिनमें किसी खाद्य पदार्थ का जिक्र हो।</p>	10 मिनट	<ul style="list-style-type: none"> खोज प्रवृत्ति का विकास, शब्द भण्डार में वृद्धि
			20 मिनट	<ul style="list-style-type: none"> संगीतात्मकता खोज प्रवृत्ति का विकास, सृजनात्मकता

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
		3. निम्नलिखित शब्दों की सहायता से एक कविता लिखिए- <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> बचपन, खिलौने, माँ, चाँद-तारे, परियाँ, प्यार, घर, खेल, दोस्त, कपड़े </div>		<ul style="list-style-type: none"> संगीतात्मकता तर्क-प्रवीणता, रचनात्मकता का विकास
3.	नादान दोस्त	1. व्यर्थ वस्तुओं का इस्तेमाल करते हुए चिड़िया का घोंसला तैयार कीजिए। घोंसला बनाने की विधि भी लिखिए।	20-30 मिनट	<ul style="list-style-type: none"> खोज प्रवृत्ति सृजनात्मकता भाषा का ज्ञान
		2. 'नादान दोस्त' कहानी के अलावा प्रेमचंद की किस कहानी ने आपको प्रभावित किया और क्यों? कारण के साथ स्पष्ट कीजिए।	20 मिनट	<ul style="list-style-type: none"> स्वाध्याय पठन कौशल सजगता
4.	चाँद से थोड़ी-सी गप्पें	1. चाँद के छटते-बढ़ते आकार का चित्र बनाइए।	10-15 मिनट	<ul style="list-style-type: none"> रचनात्मक कौशल चिंतन शक्ति का विकास
		2. 'तारों से गप्पें' पंक्ति को आधार बनाकर स्वरचित कविता लिखिए।	20 मिनट	<ul style="list-style-type: none"> बौद्धिक क्षमता तथा लेखन कौशल का विकास सृजनात्मकता
		3. इस कविता में एक दस-ग्यारह वर्षीय लड़की है जिसका मानना है कि चाँद को कोई बीमारी है इसलिए वह घटता-बढ़ता है। इस विषय में	10 मिनट	<ul style="list-style-type: none"> चिंतन शक्ति का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
		आपका क्या मानना है? अपने शब्दों में स्पष्ट कीजिए।		<ul style="list-style-type: none"> लेखन कौशल का विकास विचारात्मकता
	विज्ञान के साथ अन्तर्विषयी	4. पता लगाइए कि चाँद प्रतिदिन एक जैसा क्यों नहीं दिखता, सहायता के लिए विज्ञान के अध्यापक से पूछ सकते हैं।		<ul style="list-style-type: none"> चिंतन शक्ति का विकास तार्किक क्षमता का विकास
5.	अक्षरों का महत्त्व	1. क्या होता यदि- (क) आग न होती (ख) पहिए न होते	10 मिनट	<ul style="list-style-type: none"> चिंतन शक्ति का विकास तार्किक क्षमता का विकास
	गणित के साथ अन्तर्विषयी	2. निम्नलिखित अंको को शब्दों में लिखिए- 67 27 57 91 84 89 79 43 81 77	10-15 मिनट	<ul style="list-style-type: none"> अन्तर्विषयी क्षमता बौद्धिक क्षमता वर्तनी तथा भाषा कौशल का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
6.	पार नज़र के	1. यदि आपको पृथ्वी के अलावा किसी अन्य ग्रह पर जाने का मौका मिलता है, तो आप कौन से ग्रह पर जाना चाहेंगे और क्यों? कल्पना के आधार पर लिखिए।	10-15 मिनट	<ul style="list-style-type: none"> चिंतन-मनन का विकास लेखन कौशल का विकास कल्पनाशक्ति का विकास
		2. अंतरिक्ष में जाने वाले विभिन्न यानों के चित्र एकत्रित करके अपनी कॉपी में चिपकाए।	10-15 मिनट	<ul style="list-style-type: none"> खोज प्रवृत्ति रचनात्मकता
7.	साथी हाथ बढ़ाना	1. निम्नलिखित वाक्यांशों के लिए एक शब्द लिखिए- (क) लकड़ी का काम करने वाला - (ख) मिट्टी के बर्तन बनाने वाला - (ग) लोहे का काम करने वाला - (घ) खेती करने वाला - (ङ) चमड़े के जूते बनाने वाला -	5-7 मिनट	<ul style="list-style-type: none"> व्याकरणिक क्षमता, अर्थ ग्रहण
		2. किन्हीं ऐसे दस कार्यों की सूची बनाइए जिन्हें पूरा करने के लिए आपको किसी की सहायता लेनी पड़ती है।	15-20 मिनट	<ul style="list-style-type: none"> सजगता बौद्धिक प्रवीणता सूचीबद्धता
8.	ऐसे-ऐसे	1. 'ऐसे-ऐसे' नाटक को कहानी के रूप में लिखिए।	10-15 मिनट	<ul style="list-style-type: none"> सृजनात्मक प्रवृत्ति भाव-अभिव्यक्ति तथा लेखन कौशल का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
		<p>2. नीचे दिए गए विराम चिह्नों का प्रयोग करते हुए एक-एक वाक्य बनाइए।</p> <p>☐ , -</p> <p>☐ " " -</p> <p>☐ -</p> <p>☐ ? -</p> <p>☐ ! -</p>	10-15 मिनट	<ul style="list-style-type: none"> व्याकरणिक ज्ञान भाषा कौशल तथा वर्तनी
9.	टिकट अलबम	<p>1. सुझाव-आप एक सुंदर एलबम तैयार कीजिए। (संकेत-यह तरह-तरह के सिक्कों/स्वतंत्रता सेनानियों/ऐतिहासिक इमारतों के चित्र/फूलों के चित्र या सूखे फूल/पत्ते आदि कुछ भी हो सकता है)</p> <p>अब इसमें एक लेख लिखकर भी चिपकाइए। (अपने लेख में आपने वस्तु विशेष को क्यों चुना, प्रस्तुति कैसे की, कहाँ ढूँढा आदि का वर्णन हो और जिन लोगों से मदद ली उनके प्रति आभार व्यक्त कीजिए।)</p>	20 मिनट	<ul style="list-style-type: none"> सृजनात्मकता रचनात्मकता संग्रहण प्रवृत्ति खोज प्रवृत्ति
		<p>2. अशुद्ध वाक्यों को शुद्ध करके पुनः लिखिए-</p> <p>(क) पूरा शरीर जलने लगी थी।</p> <p>(ख) रानप्पा का चेहरा बचाकर उसने आँखों पोंछ ली।</p> <p>(ग) रात में खाना नहीं खाई।</p> <p>(घ) चाय में कोई गिर गया।</p> <p>(ङ) पिताजी। तुम मुझे बुला रहे थे।</p>	10 मिनट	<ul style="list-style-type: none"> व्याकरणिक ज्ञान भाषा कौशल

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति																																			
10.	झाँसी की रानी	<p>1. निम्नलिखित वर्ग पहेली से शहर के नाम ढूँढकर लिखिए-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>सी</td> <td></td> <td>ग्वा</td> <td></td> <td>आ</td> <td>झाँ</td> <td>सी</td> </tr> <tr> <td>ता</td> <td></td> <td>लि</td> <td></td> <td>न</td> <td>ग</td> <td>प</td> </tr> <tr> <td>पु</td> <td></td> <td>य</td> <td></td> <td>म</td> <td>थु</td> <td>रा</td> </tr> <tr> <td>र</td> <td></td> <td>र</td> <td></td> <td>इ</td> <td>टा</td> <td>वा</td> </tr> <tr> <td>मे</td> <td></td> <td>र</td> <td></td> <td>ठ</td> <td>र</td> <td>स</td> </tr> </table>	सी		ग्वा		आ	झाँ	सी	ता		लि		न	ग	प	पु		य		म	थु	रा	र		र		इ	टा	वा	मे		र		ठ	र	स	10 मिनट	<ul style="list-style-type: none"> खोज प्रवृत्ति का विकास बौद्धिक प्रवीणता
सी		ग्वा		आ	झाँ	सी																																	
ता		लि		न	ग	प																																	
पु		य		म	थु	रा																																	
र		र		इ	टा	वा																																	
मे		र		ठ	र	स																																	
		<p>2. स्वतंत्रता सेनानियों के चित्र एकत्रित करके एक सुंदर कोलाज अखबार पर बनाइए और कक्षा के बुलेटिन बोर्ड पर लगाइए।</p>	15-20 मिनट	<ul style="list-style-type: none"> रचनात्मक अभिव्यक्ति का विकास ज्ञानार्जन की भावना का विकास 																																			
11.	जो देखकर भी नहीं देखते	<p>1. हेलेन प्रकृति की चीजों को छूकर पहचान लेती थी। आप भी अपनी आँखे बंद करके अपने घर की प्रत्येक वस्तु को छू कर समझने का प्रयास करें और किन्हीं पाँच वस्तुओं के नाम लिखिए जिन्हें आप पहचान पाए।</p>	20-30 मिनट	<ul style="list-style-type: none"> ग्रहण शक्ति भाव प्रवणता जागरूकता 																																			
		<p>2. कुछ ऐसे लोगों के नामों की सूची बनाइए, जो शारीरिक रूप से पूर्णतः स्वस्थ न होते हुए भी अपने-अपने क्षेत्र में प्रसिद्ध हुए।</p>	15-20 मिनट	<ul style="list-style-type: none"> सूचीबद्धता खोज प्रवृत्ति भाषा ज्ञान 																																			

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
		3. आप मम्मी की तरह-तरह की साड़ियाँ, रसोईघर में काम आने वाले कपड़े, अपनी पोशाकें आदि छूकर देखिए कि सब कैसा लगता है-उनके लिए विशेषण लिखिए।		<ul style="list-style-type: none"> व्याकरणिक अभ्यास
12.	संसार पुस्तक है	1. अपनी मनपसंद पुस्तक के बारे में बताते हुए अपने पिताजी को पत्र लिखिए।	20 मिनट	<ul style="list-style-type: none"> भाषा ज्ञान शब्द भण्डार लेखन कौशल
		2. जवाहरलाल नेहरू द्वारा लिखित पुस्तकों की सूची बनाइए।	10 मिनट	<ul style="list-style-type: none"> सूचीबद्धता खोज प्रवृत्ति
		3. नीचे दिए गए शब्दों से वाक्य बनाइए। (क) समुद्र - (ख) जानवर - (ग) कंकड़ - (घ) विज्ञान - (ङ) चमकीला - (च) अक्षर - (छ) प्रकृति -	10-15 मिनट	<ul style="list-style-type: none"> प्रयोग कौशल रचना कौशल लेखन कौशल
13.	मैं सबसे छोटी होऊँ	1. किन्ही दो घटनाओं का उल्लेख कीजिए जब आपको लगा कि काश! मैं छोटा/छोटी होता/होती।	10-15 मिनट	<ul style="list-style-type: none"> कल्पनाशीलता तथा भावाभिव्यक्ति का विकास
		2. आपकी माँ, आपका हर कार्य बेहद मन से करती हैं। आप भी उनको धन्यवाद देते हुए एक धन्यवाद कार्ड बनाइए।	20-25 मिनट	<ul style="list-style-type: none"> नैतिक मूल्यों का विकास प्रेम भावना

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
				<ul style="list-style-type: none"> • रचनात्मकता का विकास
14.	लोकगीत	1. क्या होता यदि- (क) संगीत न होता। (ख) नृत्य न होते।	10 मिनट	<ul style="list-style-type: none"> • तार्किक क्षमता का विकास • कल्पनाशीलता तथा लेखन कौशल का विकास
		2. नीचे दिए गए वाद्य यंत्रों के चित्र बनाइए। (क) ढोलक (ख) करताल (ग) बाँसुरी (घ) सारंगी (ङ) मंजीरा	20 मिनट	<ul style="list-style-type: none"> • रचनात्मकता • ज्ञानात्मक भाव तथा संगीतात्मक प्रवृत्ति का विकास
15.	नौकर	1. 'स्वच्छता अभियान' पर आधारित स्लोगन लिखिए।	20 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता का विकास • रचनात्मक कौशल का विकास • जागरूकता की भावना का विकास
		2. अपने आस-पास देखिए और समझिए कि आपको कौन-सा व्यवहार अच्छा लगता है और कौन सा नहीं। इसे अपनी डायरी में लिखिए।	10-15 मिनट	<ul style="list-style-type: none"> • भावाभिव्यक्ति का विकास • बौद्धिक क्षमता का विकास • संवेदनशीलता का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिव्यक्ति
16.	वन के मार्ग में	1. दूसरे सवैया में श्री राम और सीता के बीच क्या बातचीत हुई होगी? कल्पना करके संवाद रूप में लिखिए।	15 मिनट	<ul style="list-style-type: none"> कल्पनात्मकता सृजनात्मकता
		2. तुलसीदास द्वारा रचित <u>रामचरित</u> मानस से राम-जन्म संबंधी चौपाई को ढूँढकर लिखिए। उदाहरण - भए प्रगट कृपाला -----	20 मिनट	<ul style="list-style-type: none"> भाषा कौशल लेखन कौशल का विकास
17.	साँस-साँस में बाँस	1. बाँस की टोकरी बनाने की विधि लिखिए।	15-20 मिनट	<ul style="list-style-type: none"> सृजनात्मकता चिन्तन शक्ति
		2. निम्नलिखित शब्दों के विलोम शब्द लिखिए। (क) कुशल - (ख) जीवन - (ग) आसान - (घ) अमीर - (ङ) मानव - (च) मोटा -	5-7 मिनट	<ul style="list-style-type: none"> भाषा का ज्ञान शब्द भण्डार में वृद्धि लेखन कौशल
		3. 'मैं बाँस हूँ' आत्मकथा लिखिए।	20 मिनट	<ul style="list-style-type: none"> सृजनात्मकता वैचारिकता कल्पनाशीलता



Alternatives to Homework

ENGLISH

Class-VI

HONEYSUCKLE

Class-VI

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Who Did Patrick's Homework?	<p>1. Dialogue Writing</p> <p>Suppose one day, like Patrick, you find an elf (tiny man) in your room. How would you feel on seeing the elf? What would you want to ask him? Imagine the situation and write a dialogue. You may use words like: happy, great, help, wonderful, easy, relax, best friends, comfortable, spare time etc.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Value: Self help is the best help
		<p>2. Watch, think and write</p> <p>Watch videos of famous Indian magicians like Ugesh Sarcar, P.C. Sorcar etc. and describe in your own words, whose tricks you liked the best and why?</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Presentation • Life Skill: Creative thinking • Decision making
2.	How the Dog Found Himself a New Master!	<p>1. Creating Dialogues</p> <p>Taking clues from the chapter 'How the Dog found himself a New Master', create dialogues between the man and the dog, when the dog meets him.</p>	25 minutes	<ul style="list-style-type: none"> • Creative writing, Thinking skills, Imagination, • Originality • Vocabulary enhancement • Life Skill: Empathy

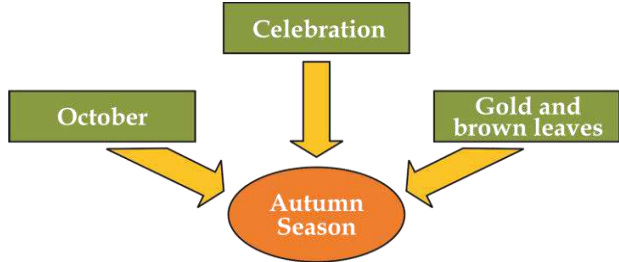
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Writing a script</p> <p>Given below are the clues of a story. Supposing that this story is to be enacted by the students of your class in an inter-class competition, write the script of this story. Your script should have the dialogues, narration stage directions etc.,</p> <p>Cues - A Mouse Maiden</p> <ul style="list-style-type: none"> • mouse changed into a girl by a magician... • wants to marry the strongest person... • asks whether sun or cloud stronger (why?)... • but mountain stronger than clouds (how?)... • but mouse stronger than mountain (how?)... <p>girl asks to marry mouse, becomes a mouse again.</p>	20 minutes	<ul style="list-style-type: none"> • Life Skill: Empathy • Writing skill
3.	Taro's Reward	<p>1. Indian Legends</p> <p>'Taro's Reward' is a story in Japanese context about the obedience of a son to his parents. Similarly, there are many Indian legends that describe the values of obedience and respect like the story of <i>Shravan Kumar</i>, <i>Lord Ram</i>. Read more such stories which will be narrated by you in one minute in class.</p>	15-20 minutes x 2 days	<ul style="list-style-type: none"> • Research • Description • Expression • Vocabulary enhancement • Life skill: Attitude towards elders • Value: Respect and love for elders, obedience
		<p>2. Expressions</p> <p>Read the situations given below and write two messages:</p>	20 minutes	<ul style="list-style-type: none"> • Research • Writing skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		1. Expressing gratitude: Your friend helped you to complete your project work as you were not well. 2. Expressing apology: You have broken your mother's favourite vase. Your messages should include appropriate vocabulary that can be used in these situations.		<ul style="list-style-type: none"> Vocabulary building and usage Value: Pleasing manners
4.	An Indian-American Woman in Space : Kalpana Chawla Interdisciplinary with science	1. How does it feel? (Diary entry) Kalpana Chawla's crew performed experiments in space on pollinating plants. Plant a sapling in your garden or a pot. Observe it growing for 15 days. Write down a page in your diary about how you felt witnessing the plant growing.	Observation : 5 minutes in a day for 15 days. Diary entry: 20 minutes	<ul style="list-style-type: none"> Expression of thoughts Creativity Thinking Writing in appropriate format Life skill: Self awareness Value: Sensitivity towards nature
		2. Watch and write Watch the following youtube videos: <ul style="list-style-type: none"> Kalpana Chawla story, India's daughter Earth view from outer space Kalpana Chawla star of India How did you feel after watching these videos? Are you fascinated by the lives of astronaut? Do you wish to be	25 minutes	<ul style="list-style-type: none"> Research Recall Application Creativity Presentation Life Skill: Self-awareness,

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		one of them? Why or why not?		Creative thinking <ul style="list-style-type: none"> Value: Work to achieve one's goals
5.	A Different Kind of School	<p>1. Designing an advertisement pamphlet</p> <p>Specimens of some advertisement pamphlets will be shown to the students. A brainstorming session would be taken up with them focusing on essential aspects of the pamphlet.</p> <p>Design an advertising pamphlet for an event to be organized on International day for disabled persons in your society.</p> <p>(You may choose the event, give it a catchy slogan, give the relevant details, add a thought provoking message)</p>	20 minutes x 2 days	<ul style="list-style-type: none"> Articulation Creativity Presentation Framing Life skill: Empathy Value: Sensitivity towards disabled
		<p>2. Blind folded</p> <p>Blind fold yourself and walk around in your room for 5 minutes. How did you feel? Were you afraid? Were you comfortable? (Students may be asked to speak about their experience for one minute in class)</p> <p>Take two sheets of blank paper. Write down 10 lines of a poem you remember on it. Now blind fold yourself and write down the same poem on another paper. How did you feel? Were you comfortable? Compare your handwriting on both the sheets. Express your experience in a paragraph.</p>	20 minutes	<ul style="list-style-type: none"> Expression of thoughts Creativity Thinking Speaking skills Life skill: Empathy Value: Sensitivity towards disabled
6.	Who I Am	<p>1. Who am I? (Compose a poem)</p> <p>Write an autobiographical poem so that anyone who reads it will get to know you better. You could write about yourself from any point of view:</p>	20 minutes	<ul style="list-style-type: none"> Creativity Thinking Co-relating Originality

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ol style="list-style-type: none"> 1. Likes and dislikes 2. Aim in life 3. Happy and sad moments 		<ul style="list-style-type: none"> • Life skill: Self-awareness, interpersonal relationships
		<p>2. Memorabilia</p> <p>Create a memorabilia reflecting 5 important and treasured moments of your life. Use pictures and give interesting and relevant captions to them.</p>	20 minutes x 2 days	<ul style="list-style-type: none"> • Creativity • Presentation • Organizational Skills • Life skill: Decision making, self awareness
7.	Fair Play	<p>1. Reading a story</p> <p>Read any other story on the theme Friendship. It has to be narrated in class by you. Every student will get 2 minutes for the same.</p>	20 minutes	<ul style="list-style-type: none"> • Reading skill • Speaking skill • Vocabulary enhancement • Life skill: Interpersonal relationship • Value: A friend in need is a friend indeed
		<p>2. Letter to your friend</p> <p>Write a letter to your friend expressing your feelings about the special place he/she has in your life. You may include the following points:</p>	20 minutes	<ul style="list-style-type: none"> • Expression of thoughts • Creativity

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • How do you enjoy with her? • What is the best thing about her? • Why is he/she important in your life? • What are those personality traits that you admire in him or her? 		<ul style="list-style-type: none"> • Thinking • Writing in appropriate format • Life skill: Interpersonal relationship • Value: A friend in need is a friend indeed
8.	A Game of Chance	<p>Nouns and Verbs</p> <p>Pick out 10 words from the lesson which can be used both as nouns and verbs.</p> <p>You may follow the examples given below:</p> <ol style="list-style-type: none"> 1. I <u>trust</u> (verb) my friend completely. <u>Trust</u> (noun) is very important in a relationship. 2. I <u>respect</u> (verb) my parents very much. As children, we are taught the importance of showing <u>respect</u> (noun) to elders. 	20 minutes	<ul style="list-style-type: none"> • Grammatical skills • Thinking skills • Reading skills
9.	Desert Animals	<p>1. Hidden Animals</p> <p>Make 5 sentences which have a quality, characteristic or a name of an animal hidden in it. These sentences can later be used for playing the game based on this chapter.</p> <p>Select an animal and frame a sentence in which that name is hidden. Examples are given below.</p> <p>E.g.: He arrived in America today.</p> <p>Answer - Cat</p>	25 minutes	<ul style="list-style-type: none"> • Sentence construction • Analytical thinking • Life skill: Critical thinking, Creative thinking, Decision making

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		We made errors in each exercise. Answer - Deer		
		<p>2. Making Mind Map</p> <p>Prepare mind map on any two desert animals.</p> <p>Write the title on the front cover. Write the name of the animal in the centre along with all the characteristics associated with it as shown in the example:</p> 	25 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Life skill: Creative thinking
	Interdisciplinary with Science	3. Collect information about any four desert animals. Find out the special features or certain habits associated with them, that help them to live off in the deserts. Note down in your notebook and paste the pictures some of these animals also.	20 minutes	<ul style="list-style-type: none"> • Exploration • Identification • Observation • Expression
10.	The Banyan Tree	<p>1. Web-chart</p> <p>Draw a Web-chart and write down the values that you imbibe from a Banyan Tree.</p>	15 minutes	<ul style="list-style-type: none"> • Vocabulary • Expression • Research • Life skill: Attitude towards environment

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Value: Love for nature
		<p>2. Paragraph Writing</p> <p>A Banyan Tree is a house to various creatures. What if there is no Banyan Tree left on the earth? Imagine the situation and write a paragraph on it.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Vocabulary • Expression • Life skill: Attitude towards environment • Value: Love for nature
	Interdisciplinary with Science	<p>3. Collect leaves of four different trees, out of which one is Banyan tree. Compare the features of these leaves with respect to size, shape, venation etc. and note down in tabular form in your note book</p>	25 minutes	<ul style="list-style-type: none"> • Exploration • Observation • Identification • Classification • Analysis

HONEYSUCKLE POETRY

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Poem-1: A House, A Home Interdisciplinary with Science	1. Home, Sweet home Earth is also our habitat and our dear home. But do we treat it as our home or our house? Reflect on it and suggest ways to make earth a beautiful home for all.	20 minutes	<ul style="list-style-type: none"> • Analytical skills • Comparison • Life skill: Self awareness • Value: Love for family
		2. Web Chart (My Dream Home) Create a Web-chart mentioning the qualities that you would like to see in your home.		<ul style="list-style-type: none"> • Vocabulary • Expression • Listing • Life skill: Self awareness
2.	Poem-2: The Kite	Writing an essay from an object's perspective. Write a three paragraph essay on 'Kite'. Give the introduction in first paragraph, its routine in second paragraph and feelings in third paragraph.	20 minutes	<ul style="list-style-type: none"> • Thinking skills and writing skills
3.	Poem-3: The Quarrel	Forgiveness Card You recently had a quarrel with your brother/sister. After a few days you realized that it was your mistake. Prepare a 'forgiveness card' seeking forgiveness of your brother/sister.	20-25 minutes	<ul style="list-style-type: none"> • Creativity • Thinking skills • Presentation • Expression of thought • Life skill: Self

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				awareness, Decision making <ul style="list-style-type: none"> Value: Love for family members
4.	Poem-4: Beauty	1. Recitation Find out more poems on the theme of Beauty. For example. 1. I wandered lonely as a Cloud... (by William Wordsworth) 2. Laughing song (by William Blake) Prepare any one poem on the same theme for recitation in class.	20 minutes	<ul style="list-style-type: none"> Expression Speaking skills Creative thinking
		2. Words ending with 'ty' The word 'Beauty' ends with 'ty'. Identify ten more words ending with 'ty' and use them to make sentences of your own.	20 minutes	<ul style="list-style-type: none"> Critical Thinking Vocabulary Writing
5.	Poem-5: Where Do All the Teachers Go?	Compose a poem Write a self-composed poem dedicating it to your favourite teacher.	20 minutes	<ul style="list-style-type: none"> Thinking skills Creativity Presentation Life skill: Self awareness Value: Respect
6.	Poem-6: The Wonderful Words	1. Word Train Make as many words (3 or more letter words) from any one of the given words: 1. MANAGEMENT	20 minutes	<ul style="list-style-type: none"> Analyze Vocabulary enhancement Thinking skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		2. ENCYCLOPAEDIA 3. RENDEZVOUS E.g.: BEAUTIFUL EAT, TABLE, BEAT and so on		<ul style="list-style-type: none"> Life skill: Decision making
7.	Poem-7: Vocation	Know the poet Gather information about <i>Rabindra Nath Tagore</i> and his famous works and prepare a bio-graphical sketch using the following hints: <ul style="list-style-type: none"> Name Date of Birth Educational Qualification Family Famous works Achievements 	20 minutes x 2 days	<ul style="list-style-type: none"> Research Expression
8.	Poem-8: What if	Spin-a-yarn Complete the story from the given beginning in about 100-120 words. Yesterday, while I was getting ready for school, I thought to myself what if	20-25 minutes	<ul style="list-style-type: none"> Creativity Expression of thoughts Imagination Coping with stress Managing emotions Decision making



Alternatives to Homework

MATHEMATICS

Class-VI


MATHEMATICS

Class-VI

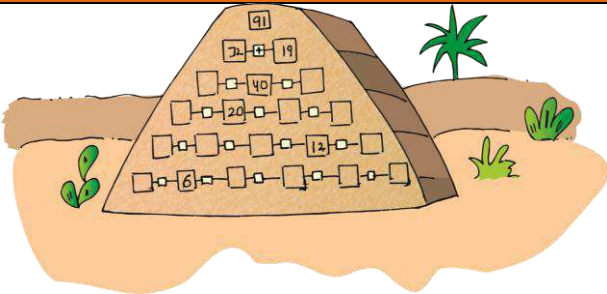
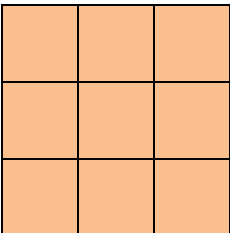
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Knowing Our Numbers	<p>1. Crossword Complete the following puzzle:</p> <p style="text-align: center;">Across:</p> <ol style="list-style-type: none"> 2. Value of Indian System equivalent to 1 million. 6. General 5 digit number using 9, 8, 7. 4. Expressing a number that is one less than 100, in words. 8. 2, 4, 6,..... <p style="text-align: center;">Down:</p> <ol style="list-style-type: none"> 1. Successor of 10378695 3. Place of International System of numeration after Ones and Tens. 5. Greatest one digit number. 	15 minutes	<ul style="list-style-type: none"> • Logical Thinking • Problem Solving

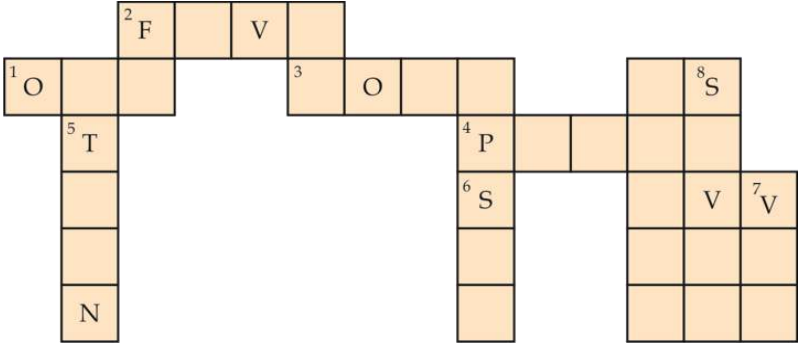
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																				
		7. Number of zeroes in one thousand. Suggestion: Crossword can be related to any concept in this chapter.																																						
		2. Collect population of states of India or of 10 large cities or of 10 countries and write them in words/Indian/International both.	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Identification 																																				
		3. Prepare a chart on Roman numbers with match sticks.	15 minutes	<ul style="list-style-type: none"> • Creativity • Understanding 																																				
		4. Make a story about Roman numbers and Indo-Arabic numbers.	20 minutes	<ul style="list-style-type: none"> • Creative Thinking • Writing 																																				
		<p>5. Place Value Systems</p> <p>The students will write down mobile numbers of all their family members and fill the following table:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Mobile Numbers</th> <th>Indian Place Value System</th> <th>Number Name</th> <th>International Place Value System</th> <th>Number Name</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Mobile Numbers	Indian Place Value System	Number Name	International Place Value System	Number Name	1						2						3						4						5						15 minutes	<ul style="list-style-type: none"> • Logical Thinking • Decision Making
S. No.	Mobile Numbers	Indian Place Value System	Number Name	International Place Value System	Number Name																																			
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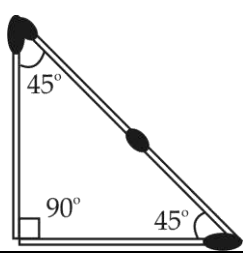
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																			
		<p>6. Estimations</p> <p>The students will choose any 5 packed food items, paste their empty packs and complete the following table:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Names of packed food items</th> <th>Empty Packs</th> <th>M.R.P. (in rupees)</th> <th>Estimated Value (by general rule)</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="3">Total</td> <td></td> <td></td> </tr> </tbody> </table> <p>The students will find out the difference between the Maximum Retail Price (M.R.P.) and the Estimated value of each of the food item and will identify the food item/s for which this difference comes to be maximum and minimum.</p>	S. No.	Names of packed food items	Empty Packs	M.R.P. (in rupees)	Estimated Value (by general rule)	1.					2.					3.					4.					5.					Total						<ul style="list-style-type: none"> • Critical Thinking • Problem Solving
S. No.	Names of packed food items	Empty Packs	M.R.P. (in rupees)	Estimated Value (by general rule)																																			
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Total																																							
		<p>7. Roman Numerals</p> <p>Students will cut 1 cm x 1 cm square papers (4 in number) and mark them with letters I, X, V, L and colour them as follows:</p> <p>Yellow colour for all 'I' papers, Red colour for all 'X' papers, Blue colour for all 'V' papers, Green colour for all 'L' papers</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Logical Reasoning • Interpersonal • Communication 																																			

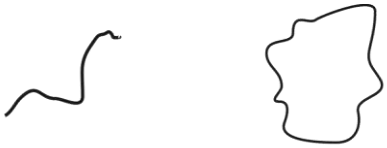
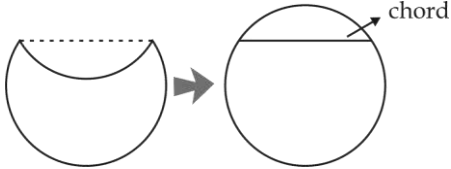
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																								
		<p>They will note down age of each family members and paste the coloured papers representing age in roman numerals as follows:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Relation</th> <th>Age in Hindu-Arabic Form</th> <th>Roman Numeral</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Mother</td> <td>32 years</td> <td>X X X I I</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Preparing chart by match sticks • Creating a game (two set) by removing match sticks and making different numbers. 	S. No.	Relation	Age in Hindu-Arabic Form	Roman Numeral	1	Mother	32 years	X X X I I																		
S. No.	Relation	Age in Hindu-Arabic Form	Roman Numeral																									
1	Mother	32 years	X X X I I																									
2.	Whole Numbers	<p>1. Cartoon Making (Interdisciplinary Activity with Fine Arts)</p> <p>Take A-4 Size coloured sheet. Make cartoons of first 10 whole numbers.</p> <p>For example:</p> 	20 minutes	<ul style="list-style-type: none"> • Creativity • Logical Reasoning • Problem Solving 																								

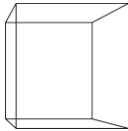
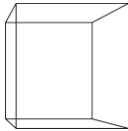
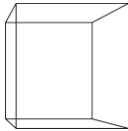
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • Colour Yellow - Smallest Number • Colour Red - Greatest Numbers • Colour Blue - Number Divisible by 2 and 3 • Colour Green - First odd number • Colour Pink - Number multiple of 4 		
		<p>2. On graph paper, draw three rectangles of dimensions 5 cm x 7 cm, 5 cm x 3 cm and 5 cm x 4 cm. (as below)</p> <p>Find area of each rectangle by "Counting the Squares". From above, which property of whole numbers can you conclude?</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Reasoning • Logical Thinking • Decision Making
3.	Playing with Numbers	<p>1. Number Pyramid Look at the picture below:</p>	25 minutes	<ul style="list-style-type: none"> • Logical Reasoning • Problem Solving

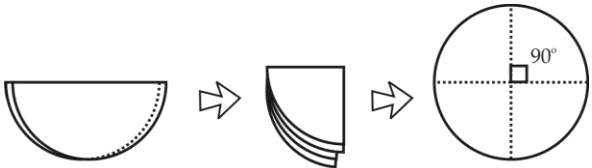
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		 <ul style="list-style-type: none"> • There are 21 big squares for the numbers and 15 small squares for the operation signs. • Each big square must have a number that is the sum or difference of the numbers on the squares just below it. The small squares must carry the necessary operation signs. • Some of the big squares and a small squares are filled with numbers and a sign. Use these as hints to fill the rest of the big squares and the small squares to complete the pyramid. 		
		<p>2. Magic Square</p> <p>Draw a magic square such that sum of each row, each column and each diagonal is 15. Dimension of square should be 3 x 3 units.</p> 	25 minutes	<ul style="list-style-type: none"> • Logical Thinking • Decision Making

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>3. Crossword</p>  <p>Make the crossword here.</p> <p>Across:</p> <ol style="list-style-type: none"> Two natural numbers are coprime if their HCF is _____. A number is divisible by _____ if its ones place digit is either 5 or 0. LCM of 2 and 4 is _____ 1 is neither a _____ nor composite number. <p>Down:</p> <ol style="list-style-type: none"> 2 consecutive odd prime numbers are known as _____. A number is divisible by _____ if the number is divisible by 2 and 3 both. _____ is the only even prime numbers. HCF of 7 and 28 is _____. 		
4.	Basic Geometrical	1. Map Activity	15 minutes	• Logical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	<p>Ideas</p> <p>Interdisciplinary Activity with Geography</p>	<p>Take a political Map of India, draw the following line segments and answer the questions that follows:</p> <p>(a) Join Srinagar to Thiruvanthpuram and name it AB</p> <p>(b) Imphal to Gandhinagar and name it CD.</p> <p>(c) Itanagar to Simla and name it EF.</p> <p>(d) Patna to Chennai and name it GH.</p> <p>Questions:</p> <p>(i) Which is the shortest line segment?</p> <p>(ii) Which line segment passes through Arabian Sea?</p> <p>(iii) Which line segment passes through a country other than India?</p> <p>(iv) Which line segment passes through the maximum states?</p>		<ul style="list-style-type: none"> • Creativity • Decision Making
		<p>2. Polygons</p> <p>Using matchsticks make a triangle, a quadrilateral and a pentagon. Name all the vertices and measure all the angles so formed in each figure.</p> <p>For example:</p> 	15 minutes	<ul style="list-style-type: none"> • Creativity
		<p>3. Open and Closed Curves</p> <p>Take an A4 size sheet. Paste threads on it such that it</p>	15 minutes	<ul style="list-style-type: none"> • Creativity

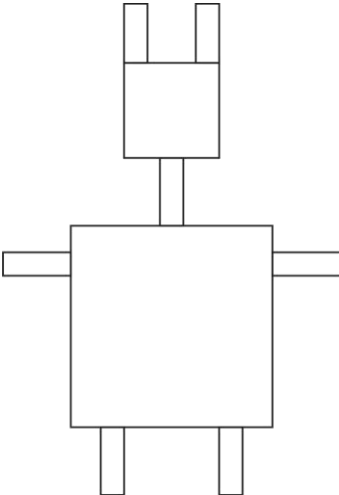
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>forms 5 closed curves and 5 open curves. For example:</p>  <p style="text-align: center;">an open curve an closed curve</p>		
		<p>4. Circle (1) Cut 3 different circles. Fold them and make crease to show diameter, segment and sector of circles. For example:</p> 	10 minutes	<ul style="list-style-type: none"> • Creativity • Imagination
		<p>(2) Prepare a circular garden or stadium or tennis court or kabaddi ground. Mark the places of players, targets, audience etc. with respect to the diameter, radius, centre of the circle chord, sector. Specify their positions with respect to the diameter, radius, centre, chord, sector of the circle.</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Observation • Identification • Analysis
5.	Understanding Elementary Shapes	<p>1. Types of Triangles Paste Ice-cream sticks to make 3 types of triangles based on angles. Mention the names of triangles and their type in front of them. Collect these things in the form of pasting papers (do real examples) and then measure their angle / sides.</p>	15 minutes	<ul style="list-style-type: none"> • Imagination • Creativity

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																		
		<p>2. 3-D Shapes</p> <p>Given below are some of the 3-dimensional shapes. Observe any 2 real life objects at your home resembling these shapes and draw them.</p> <table border="1"> <thead> <tr> <th>3-D Shapes</th> <th>Objects</th> <th>Pictures</th> </tr> </thead> <tbody> <tr> <td>1. Cube</td> <td>(i) (ii)</td> <td>(i) Rubik's cube (ii)</td> </tr> <tr> <td>2. Cuboid</td> <td>(i) (ii)</td> <td>(i) Alarm clock  / Microwave (ii)</td> </tr> <tr> <td>3. Cylinder</td> <td>(i) (ii)</td> <td>(i) Box of juice (ii)</td> </tr> <tr> <td>4. Sphere</td> <td>(i) (ii)</td> <td>(i) Ball (ii)</td> </tr> <tr> <td>5. Cone</td> <td>(i) (ii)</td> <td>(i) Tent (ii) Softy</td> </tr> </tbody> </table>	3-D Shapes	Objects	Pictures	1. Cube	(i) (ii)	(i) Rubik's cube (ii)	2. Cuboid	(i) (ii)	(i) Alarm clock  / Microwave (ii)	3. Cylinder	(i) (ii)	(i) Box of juice (ii)	4. Sphere	(i) (ii)	(i) Ball (ii)	5. Cone	(i) (ii)	(i) Tent (ii) Softy	20 minutes	<ul style="list-style-type: none"> • Imagination • Creativity • Critical Thinking
3-D Shapes	Objects	Pictures																				
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5. Cone	(i) (ii)	(i) Tent (ii) Softy																				
		<p>3. Angle Formation</p> <p>Take circular cut-outs, fold them and make creases to make following angles: (a) 90° (b) 45° (c) 60° (d) 180°</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Logical Thinking 																		

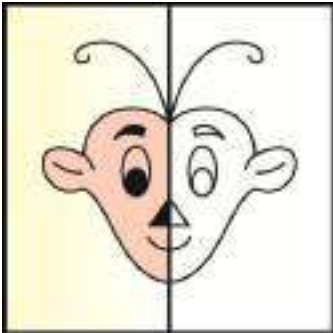
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>For example:</p>  <p>First Fold Second Fold</p>		
6.	Integers	<p>1. Cancel me out</p> <p>The students will use ● to represent positive integers and use ○ to represent negative integers and solve the following. [Cancel one black dot against one white dot while adding negative and positive integers]. One has been done as an example:</p> <p>$3+(-2)$: ●●● + ○○ = ●</p> <p>Solve:</p> <p>(a) $3+4$ (b) $(-2)+1$ (c) $(-5)+(-2)$ (d) $4+(-4)$ (e) $9+(-3)$</p> <p>Suggestion: Students may also use two different colour bindis for this activity one for +ve and one for -ve</p>	15 minutes	<ul style="list-style-type: none"> • Logical Thinking • Problem Solving • Creativity
		<p>2. Puzzle Time (Inter-disciplinary with English)</p> <p>Given below is a simple sentence of 3 words. Each word is arranged in Jumble. Find out the numerical value of each alphabet according to their increasing numerical value. Your puzzle is solved!</p>	20 minutes	<ul style="list-style-type: none"> • Problem Solving • Logical Thinking • Vocabulary Enhancement

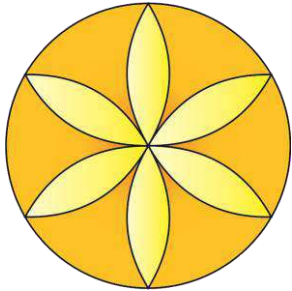
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes						
7.	Fractions	<p>Balancing</p> <p>Students will fill in the missing fractions so that the sum of fractions on each side is equal. Also, fractions must be written in their lowest forms:</p> <p>(1) </p> <p>(2) </p> <p>(3) </p>	20 minutes	<ul style="list-style-type: none"> • Problem Solving • Logical Thinking 						
8.	Decimals	<p>1. Collect any 5 decimal numbers like temperature data from newspaper. Paste those numbers and then convert decimal into fraction:</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>Newspaper Cuttings</th> <th>Decimals</th> <th>Fractions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Newspaper Cuttings	Decimals	Fractions				25 minutes	<ul style="list-style-type: none"> • Creativity • Presentation • Problem Solving • Creativity • Originality • Problem Solving
Newspaper Cuttings	Decimals	Fractions								

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes												
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		<p>2. Crack The Code !! Solve each of the addition problems carefully. Match your answer with the correct answer in the code box. When you find that match, write the word from the question box above the answer.</p> <table border="1"> <tr> <td>I'am 56.4+3.37+8.335</td> <td>Mathematics 79+3.94+68.36</td> </tr> <tr> <td>At 38.6+3.86+0.386</td> <td>Good 59.846+2.3+3.71</td> </tr> </table> <p>Fill with correct words:</p> <table border="1"> <tr> <td>_____</td> <td>_____</td> <td>_____</td> <td>_____</td> </tr> <tr> <td>68.105</td> <td>65.856</td> <td>42.846</td> <td>151.30</td> </tr> </table>	I'am 56.4+3.37+8.335	Mathematics 79+3.94+68.36	At 38.6+3.86+0.386	Good 59.846+2.3+3.71	_____	_____	_____	_____	68.105	65.856	42.846	151.30		<ul style="list-style-type: none"> • Problem Solving • Decision Making • Vocabulary Enhancement
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_____	_____	_____	_____													
68.105	65.856	42.846	151.30													
9.	Data Handling	<p>1. Graph Note down the number of holidays of each month from April 2016 to September 2016 and represent the data using bar graph.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Accuracy • Presentation 												
		<p>2. Pictograph Count the number of any 4 types of dresses in your wardrobe. Represent the data using pictograph.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Accuracy • Presentation 												

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
10.	Mensuration	<p>1. Draw a robot on a grid paper using art of geometry and then calculate its area and perimeter. For e.g.</p> 	20 minutes	<ul style="list-style-type: none"> • Creativity • Accuracy • Presentation • Problem Solving
		<p>2. The students may calculate area of the doors/windows/table tops in their homes by using measuring tapes.</p>	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Logical Thinking
		<p>3. Leaf Tracing Collect any leaf and trace it on a graph paper. Find the area of figure so obtained by method of counting the squares.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Problem Solving • Accuracy
11.	Algebra	<p>1. List down few examples from our daily life situations where algebra is applied.</p>	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Exploration

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																														
		2. What are the general variables used in algebra. Depict to show its application.	15 minutes	<ul style="list-style-type: none"> • Thinking • Analysis • Exploration 																														
12.	Ratio and Proportions	<p>1. Recipe Convert the given Recipe to serving of 100 and 200.</p> <table border="1"> <thead> <tr> <th>Serving of 25</th> <th>Serving of 100</th> <th>Serving of 200</th> </tr> </thead> <tbody> <tr> <td>2 cups of flour</td> <td></td> <td></td> </tr> <tr> <td>2 tsp. baking powder</td> <td></td> <td></td> </tr> <tr> <td>1/2 tsp. salt</td> <td></td> <td></td> </tr> <tr> <td>2/5 tsp. cinnamon</td> <td></td> <td></td> </tr> <tr> <td>1/2 cup of margarine</td> <td></td> <td></td> </tr> <tr> <td>1/4 cup chopped nuts</td> <td></td> <td></td> </tr> <tr> <td>4/8 cup orange juice 1 tsp. grated orange peel</td> <td></td> <td></td> </tr> <tr> <td>2/4 cup shredded coconut</td> <td></td> <td></td> </tr> <tr> <td>1 egg beaten</td> <td></td> <td></td> </tr> </tbody> </table>	Serving of 25	Serving of 100	Serving of 200	2 cups of flour			2 tsp. baking powder			1/2 tsp. salt			2/5 tsp. cinnamon			1/2 cup of margarine			1/4 cup chopped nuts			4/8 cup orange juice 1 tsp. grated orange peel			2/4 cup shredded coconut			1 egg beaten			15 minutes	<ul style="list-style-type: none"> • Problem Solving • Critical Thinking • Accuracy
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1 egg beaten																																		
		<p>2. Measure and find!! Note down height of each of your family member or friends and find ratio of your height with that of each of them.</p>	20 minutes	<ul style="list-style-type: none"> • Inter-personal Relationship • Communication • Problem Solving 																														

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																								
13.	Symmetry	<p>1. Flags Collect pictures of flags of any 5 countries and draw their lines of Symmetry.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Picture of Flags</th> <th>Country</th> <th>Number of lines of Symmetry</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Picture of Flags	Country	Number of lines of Symmetry	1.				2.				3.				4.				5.				25 minutes	<ul style="list-style-type: none"> • Accuracy • Neatness • Critical Thinking
S. No.	Picture of Flags	Country	Number of lines of Symmetry																									
1.																												
2.																												
3.																												
4.																												
5.																												
		<p>2. Cartoon (Character.....): Collect picture of 'face' of your favourite cartoon character and cut it vertically using scissors. Paste that half part of face on A4 size sheet. Draw the second half using Symmetry. For example:</p> 	20 minutes	<ul style="list-style-type: none"> • Creativity • Neatness • Accuracy 																								

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
14.	Practical Geometry	<p>1. Designing.... Take A4 size sheet. Draw one geometrical design "only" using compass and colour it.</p> 	15 minutes	<ul style="list-style-type: none"> • Creativity • Neatness • Accuracy
		<p>2. Protractor Construct your own protractor on a coloured paper using paper folding technique for drawing angles. How many angles you can identify? Mark them using coloured pencil.</p>	25 minutes	<ul style="list-style-type: none"> • Creativity • Accuracy • Logical Thinking



Alternatives to Homework


SCIENCE


Class-VI

SCIENCE Class-VI

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Food Where Does it come From	<p>Activity-1 : Food Habits</p> <p>To identify the food habits of different animals and construct a food chain/web to show their inter-relationship</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Visit a garden in your school/ neighbour 2. List down as many animals as you observe like insects, frogs, lizards on the grass, plants, trees, pond etc. 3. Study their inter-relationships. 4. Make a food chain/food web to show their food habitats 5. Sketch the diagrams to represent the food chain <p>Task-2</p> <p>Make some bird feed with some nuts and grains and leave it in your garden to feed the birds. Keep a bowl of fresh water every day near the bird feed (value based/life skills)</p> <p style="text-align: center;">Food chain</p> <pre> graph LR A[maize producer] --> B[locust primary consumer] B --> C[lizard secondary consumer] C --> D[snake tertiary consumer] </pre>	40 minutes spread to two days	<ul style="list-style-type: none"> • Empathy • Identification • Drawing • Construction • Illustration • Finding relation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2 : Nutrients</p> <p>To find out the nutrients present in different packed food (health drinks)</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Collect 5 packed items that are available in market. 2. Make a list of nutrients found in them. 3. Find out the amount of each of the nutrients present in them. 4. Note down your observations. 5. From your observations, which food items are good or not good for your health. 	30 minutes	<ul style="list-style-type: none"> • Exploration • Analysis • Conclusion • Interpretation
		<p>Activity-3 : Cheaper Alternative of Nutrients</p> <p>To find out the cheaper alternative of health drinks.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Now for the same nutrients find out the alternative natural source such as vegetable and fruits. 2. Calculate the cost of natural source of nutrients and compare it with that of the health drink. 3. Find out which one is the costlier. 4. On an A4 size sheet compare the readymade health drink and the vegetables/fruits in terms of cost and nutrients content. 	30 minutes	<ul style="list-style-type: none"> • Exploration • Calculation • Interpretation • Analysis




S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes						
										
2.	Components of Food	<p>Activity-1 : Role of different nutrients</p> <p>To identify the nutrients present in different foods and as per the function they perform.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Write names of nutrients present in different fruits and vegetables (sources of food). 2. Paste the pictures of different sources of nutrients in your notebook. 3. Also mention the importance of each nutrient. <table border="1" data-bbox="558 966 1423 1127"> <thead> <tr> <th>Nutrient</th> <th>Source</th> <th>Importance</th> </tr> </thead> <tbody> <tr> <td>Proteins</td> <td>Pulses, Milk</td> <td>Helps in building muscles</td> </tr> </tbody> </table>	Nutrient	Source	Importance	Proteins	Pulses, Milk	Helps in building muscles	40 minutes spread to two days	<ul style="list-style-type: none"> • Planning • Classification • Comparison • Listing • Identification
Nutrient	Source	Importance								
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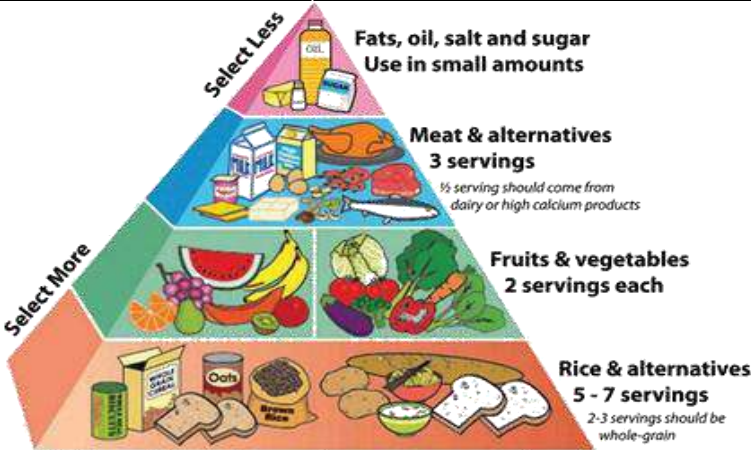
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>4. Categorize different sources into these groups as per the function they perform</p> <p>a) Body building b) Energy giving c) Protective food</p> <p>5. Now plan the diet chart for</p> <p>a) Growing children b) Old grandparent</p>		
				
		<p>Activity-2 : Water in different food items To test the presence of water in different food items.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Take 50g of each of Rajma seeds, coriander leaves and potato slices, in separate plates. 2. Expose them to sunlight for 4 days and observe. 3. Also mention the food samples having less water. <p>Is there any advantage of having less water content in food items? (think and write)</p> <p>Identify the various food items rich in water. Which of them is/are a part of your daily diet. Collect their pictures and paste in your copy.</p>	<p>20 minutes Day - 1</p> <p>Day - 4 20 minutes</p>	<ul style="list-style-type: none"> • Creativity • Critical Thinking • Analysis
		<p>Activity-3 : Deficiency Diseases To study about Anaemia</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Explore

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Procedure</p> <p>A blood test report shows that your friend is suffering from anaemia.</p> <ul style="list-style-type: none"> Suggest ways/change in eating habits to your friend for her early recovery. Talk to her parents for any other alternatives like iron supplements for her quick recovery. <p>Task</p> <p>Record/write up your suggestions on A4 size sheet and display on class display board.</p>		<ul style="list-style-type: none"> Identification Understanding Critical thinking Problem solving General awareness Expression Inquisitiveness Presentation Observation
		<p>Activity-4 : Endemic Disease</p> <p>To find out why a certain disease occur in an area only.</p> <p>Procedure</p> <ol style="list-style-type: none"> Find out about goitre and sickle cell anaemia. How does it occur and where does it occur the most? What is the reason of its occurrence in a particular area? 	30 minutes	<ul style="list-style-type: none"> Observation Explore Identification Understanding Critical thinking

TABLE 1. Prevalence of iron deficiency - United States, National Health and Nutrition Examination surveys, 1988-1994 and 1999-2000*

Sex/Age group (yrs)	1988-1994			1999-2000		
	No.	%	(95% CI)	No.	%	(95% CI)
Both sexes						
1-2	1,390	3	(6-11)	319	7	(3-11)
3-5	2,394	3	(2-4)	363	5	(2-7)
6-11	2,613	2	(1-3)	682	4	(1-7)
Males						
12-15	691	1*	(0.1-2)	547	5*	(2-8)
16-49	6,635	1*	(0.4-1)	2,084	2*	(1-3)
>70	1,437	4	(2-3)	381	3	(2-7)
Females**						
12-49	5,962	11	(10-12)	1,950	12	(10-14)
12-15	786	9	(6-12)	535	9	(5-12)
16-19	700	11	(7-14)	488	16	(10-22)
20-49	4,495	11	(10-13)	949	12	(10-16)
White, non-Hispanic	1,827	8	(7-9)	573	10	(7-13)
Black, non-Hispanic	2,021	15	(13-17)	498	19	(14-24)
Mexican American	1,845	19	(17-21)	709	22	(17-27)
50-69	2,034	5*	(4-7)	611	5*	(3-12)
>70	1,630	7	(5-8)	394	6	(4-8)

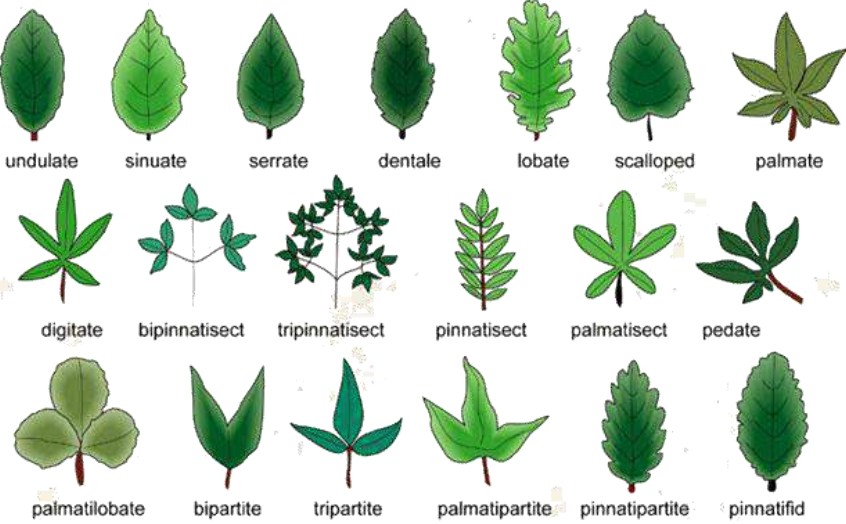
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes															
		<p>4. Tabulate and conclude your findings:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Name of Disease</th> <th>Cause</th> <th>Place of Occurrence</th> <th></th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Name of Disease	Cause	Place of Occurrence		1.					2.						
S. No.	Name of Disease	Cause	Place of Occurrence																
1.																			
2.																			
		<p>Activity-5 : Staying Healthy the Cheaper way Search internet/any other sources and find out easily available local, cheaper alternative food items that can be included in diet to make it whole some and easily affordable. E.g.:</p> <ol style="list-style-type: none"> Expensive dry fruits/nuts can be replaced by groundnuts, chestnut etc. Easily available chutney can replace expensive apple <p>Task 2 Make display cards on coloured sheets and put them on class display board.</p> <p>Task 3 Value based - inform your maid, sweepers or other helping hands about these food that help to stay healthy.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Understanding • Discover • Identify • Inquisitiveness • Expression • Awareness • Recognize • Problem solving • Creativity 															

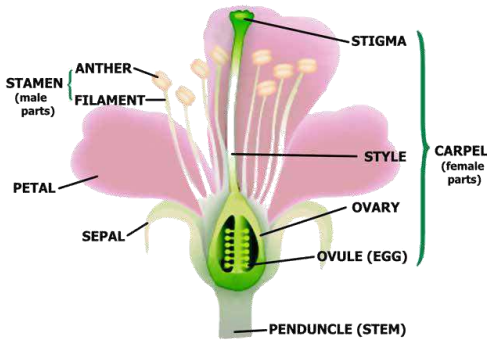
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		 <p>Fats, oil, salt and sugar Use in small amounts</p> <p>Meat & alternatives 3 servings <i>1/2 serving should come from dairy or high calcium products</i></p> <p>Fruits & vegetables 2 servings each</p> <p>Rice & alternatives 5 - 7 servings <i>2-3 servings should be whole-grain</i></p>		
3.	Fibre to Fabric	<p>Activity-1 : Absorption</p> <p>Materials Required: Cotton and nylon cloth.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Take out both the clothes and soak them in water, bring them out and dry them in the sun. 2. Note the time when you started. <p>Observation: How long did each take to dry?</p>	30-35 minutes	<ul style="list-style-type: none"> • Observation • Analysis • Appreciate • Identification • Reasoning • Practical approach
		<p>Activity-2 : Decomposition of Fabric</p> <p>Materials Required: Cotton cloth, nylon cloth, plot of soil, glass jar with lid and water.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Bury each material of cotton and nylon in soil. 2. Also put each material in a jar of water and put lid on it; and place in a sunny place. 	5 days	<ul style="list-style-type: none"> • Observation • Analysis • Practical approach • Identification


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>3. Place the third set of material in a dark place. After 5 days remove the sample from ground and jar. Examine the material and record your observation.</p> <p>Note down your observation. Conclude from it which kind of clothes are environment friendly.</p>		
	Interdisciplinary with Social Science	<p>Activity-3 : Map Activity</p> <p>Identify the places known for textile industries in our country. Locate them on the map of India.</p>	15 minutes	<ul style="list-style-type: none"> • Identification • Exploration • Observation • Critical Thinking
4.	Sorting Materials into Groups	<p>Activity-1 : Hardness</p> <p>Take the following materials: Cotton, wool, wooden bat, rubber ball, a small stone, piece of iron and piece of sponge. Take one by one each of the substance and press it.</p> <p>Record your observation in your note book.</p>	6-7 minutes	<ul style="list-style-type: none"> • Identification • Awareness • Analysis • Observation • Thinking
		<p>Activity-2 : Transparency</p> <p>Make a list of five objects from your surroundings. Find out whether they are transparent or not. Explain the reason for the same.</p>	15 minutes	<ul style="list-style-type: none"> • Exploration • Observation • Thinking • Analysis
		<p>Activity-3</p> <p>Visit a grocery shop in your neighbourhood. Find out how the various items are arranged in its almirah or racks. in different groups. How the concept of sorting of materials applied there that helps the shopkeepers in doing their work smoothly?</p>	25 minutes	<ul style="list-style-type: none"> • Observation • Exploration • Analysis • Critical thinking

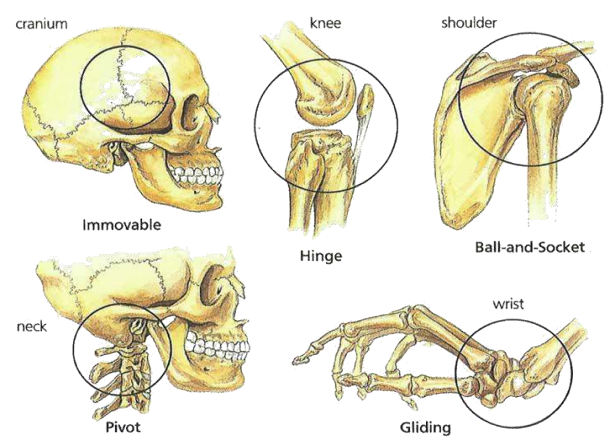
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		Express your observation in the form of a paragraph.		<ul style="list-style-type: none"> • Communication
5.	Separation of Substances	<p>Activity-1 : Methods of Separation</p> <p>In a kitchen, during preparation of food or tea, salt and sugar are mixed. What methods for separation of this mixture would you suggest to your mother?</p>	8-10 minutes	<ul style="list-style-type: none"> • Explore • Awareness • Identify • Thinking • Observation • Reasoning
		<p>Activity-2 : Sedimentation</p> <p>There was a problem in the water pipeline of a colony where Santosh was living. Muddy water was coming through the taps. Suggest what steps Santosh should take to make that water suitable to be used.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Thinking • Exploration • Application • Awareness • Practical approach
		<p>Activity-3</p> <p>Water is not used to extinguish fire caused by oil. Explain.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Exploration • Analysis
6.	Changes Around Us	<p>Activity-1 : Environment</p> <p>A number of human activities are causing harm to the environment and adversely affecting it. Is it a reversible or an irreversible change? Explain giving examples.</p>	8-10 minutes	<ul style="list-style-type: none"> • Exploration • Identification • Problem solving • Inferring




S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2</p> <p>List few examples of reversible changes e.g. recycling of paper which may be utilised for the benefit of our environment.</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analysis
		<p>Activity-3</p> <p>Note down few examples of reversible and irreversible changes from your surroundings. Compare them and tabulate their differences.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analysis
7.	Getting to Know Plants	<p>Activity-1 : Types of Leaves</p> <p>To observe different types of leaves and find out the most common features.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Collect 20 different types of leaves. 2. Compare their sizes. Feel their texture (Rough/Smooth) 3. Observe their margins, apex, and venation. 4. Tabulate your observations. 5. Find out which feature has appeared the maximum number of times. 6. Finally summarize/conclude your observations in form of a statement e.g. Most of the leaves are around _____cm, _____Texture with _____venation and _____margin. 	30 minutes	<ul style="list-style-type: none"> • Observation • Comparison • Tabulation • Exploration • Conclusion

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																		
		 <table border="1" data-bbox="562 824 1417 1015"> <thead> <tr> <th>Leaf No.</th> <th>Texture</th> <th>Size</th> <th>Venation</th> <th>Margin</th> <th>Apex</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Leaf No.	Texture	Size	Venation	Margin	Apex														
Leaf No.	Texture	Size	Venation	Margin	Apex																	
		<p>Activity-2 : Stem / Roots</p> <p>Take few seeds of gram, moong, groundnut. Soak then in water and allow them to germinate. Observe.</p>	45 minutes	<ul style="list-style-type: none"> • Testing • Detection • Inference • Interpolation • Recording 																		
		<p>Activity-3 : Parts of a Flower</p> <p>To find out whether all flowers have four essential parts i.e. sepals, petals, stamen and pistil.</p>	30 minutes	<ul style="list-style-type: none"> • Identification • Recording 																		

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																								
		<p>Procedure</p> <ol style="list-style-type: none"> 1. Collect 5 different types of flowers. 2. Dissect the flowers to take out its parts. 3. Record your observations. 4. Paste the parts of a flower on A4 size sheet. 5. Now compare. <table border="1"> <thead> <tr> <th>S. No.</th> <th>Flower</th> <th>Petals</th> <th>Sepals</th> <th>Stamen</th> <th>Pistil</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>China Rose</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 6. Conclude your observation. 7. Find out modification if any present in flower e.g. Petaloid, Sepaloid. 	S. No.	Flower	Petals	Sepals	Stamen	Pistil	1.	China Rose					2.													<ul style="list-style-type: none"> • Naming • Experimentation
S. No.	Flower	Petals	Sepals	Stamen	Pistil																							
1.	China Rose																											
2.																												
		 <p>The diagram illustrates the structure of a flower. The male parts (stamen) consist of the anther and filament. The female parts (carpel) consist of the stigma, style, and ovary. Other parts shown include the petal, sepal, ovule (egg), and the penduncle (stem).</p>																										



S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																		
		<p>Activity-4 : Petals and Stamen</p> <p>To study the pattern of petals and stamens in a flower and then relate it to the function they perform.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Collect five different types of flowers. 2. Dissect the flower to take out its petals and stamen. 3. Observe its colour, number and tabulate the observations. <table border="1"> <thead> <tr> <th>S. No.</th> <th>Flower</th> <th>Colour of petal</th> <th>No. of petals</th> <th>No. of stamen</th> <th>Observation</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> 4. Find out why the petals are coloured and the anther appear yellow. Record in your notebooks. 	S. No.	Flower	Colour of petal	No. of petals	No. of stamen	Observation	1.						2.						30 minutes	<ul style="list-style-type: none"> • Experimentation • Identification • Differentiation • Explanation • Justification
S. No.	Flower	Colour of petal	No. of petals	No. of stamen	Observation																	
1.																						
2.																						
8.	Body Movements	<p>Activity-1 : Movements in Animal / Type of Joints</p> <p>Study different types of joints and the extent of movement each allows</p>	20 minutes	<ul style="list-style-type: none"> • Identification • Naming 																		

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																
		<p>Procedure</p> <ol style="list-style-type: none"> Find out 10 different places where joints are present in your body. Observe the movement at each joint. Identify the type of joints and record your observations <table border="1"> <thead> <tr> <th>S. No.</th> <th>Body Part</th> <th>Type of Movement</th> <th>Type of Joint</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Neck</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Elbow</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Hip</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> Record your observations. Find out which type of joint allows the maximum movement and which allows the minimum movement. <p style="text-align: center;">61. Five Types of Human Skeletal Joints</p>  <p>The diagram illustrates five types of human skeletal joints with labels: cranium (Immovable), knee (Hinge), shoulder (Ball-and-Socket), neck (Pivot), and wrist (Gliding). Each joint is shown in a separate illustration with a circle highlighting the joint area.</p>	S. No.	Body Part	Type of Movement	Type of Joint	1.	Neck			2.	Elbow			3.	Hip				<ul style="list-style-type: none"> Observation Exploration
S. No.	Body Part	Type of Movement	Type of Joint																	
1.	Neck																			
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																													
		<p>Activity-2 : Types of Joints</p> <p>Now after you have understood which type of joint allows how much movement, try to find out joints in your house, example- door, screw, bulb etc.</p> <p>Identify the kind of joints it can relate to in the human body.</p> <p>Tabulate your results</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Joint at home</th> <th>Joint in human body</th> <th>Similarity</th> <th>Type of joint</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <div style="display: flex; justify-content: space-around; margin-top: 10px;">    </div>	S. No.	Joint at home	Joint in human body	Similarity	Type of joint																																									20 minutes	<ul style="list-style-type: none"> • Understanding • Exploration • Interpretation
S. No.	Joint at home	Joint in human body	Similarity	Type of joint																																													
9.	Living	Activity-1 : Habitat	30 minutes	<ul style="list-style-type: none"> • Identification 																																													


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Organisms and their Surroundings	<p>Identify organisms present in a particular habitat and observe their adaptations.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Visit a pond, grassland, garden or lake. 2. Observe and list 5 organisms living in that habitat. 3. Identify the habitat. 4. Examine/study each organism carefully and identify the adaptations present to help them survive in their habitat, example- webbed feet in duck, spines in cactus 5. Paste pictures of these organisms in your notebook and list their adaptations. 		<ul style="list-style-type: none"> • Observation • Naming • Exploration
		<p>Activity-2 : Model of Grassland Habitat</p> <p>Make a model of grassland habitat. The teacher may keep these models in the Science lab.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Take a shoebox. 2. Lid of the shoebox - Ground, Box parted vertically - Background 3. Sprinkle husk on the lid to make ground .Use green twigs to make small trees 4. Paste pictures of animals on the background. 	30 minutes	<ul style="list-style-type: none"> • Construction • Observation • Analysis

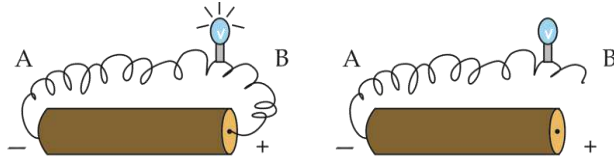
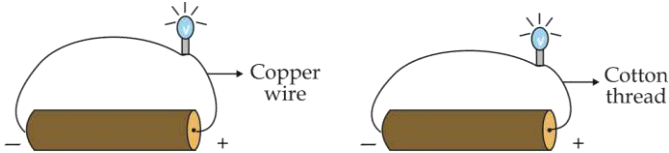


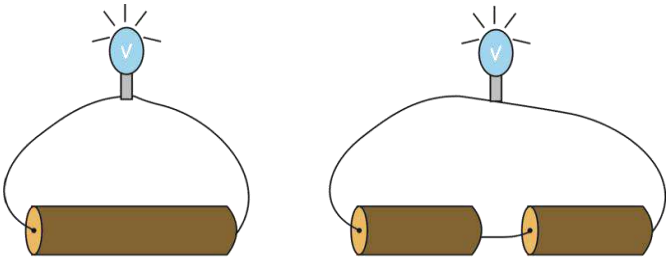
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		5. Put plastic animals on the ground to make the habitat. 		
		Activity-3 : Endangered Animals <ol style="list-style-type: none"> 1. Ask your grandparents about the animals/ insects that were commonly found in their times. 2. List them and paste their pictures 3. Can they be seen today also? 4. If not, find out the reasons from them as well as from other source. 5. Critically evaluate, such type of development. 	20 minutes	<ul style="list-style-type: none"> • Observation • Analysis
10.	Motion and Measurement of Distances	<ol style="list-style-type: none"> 1. Find out the information about the modes of transport used in olden times and compare them with the present day modes of transport. 	20 minutes	<ul style="list-style-type: none"> • Exploration • Observation • Critical Thinking
	Interdisciplinary with Social Science	<ol style="list-style-type: none"> 2. Find out information about the various constructions made during the period of Indus Valley Civilisation/Harappan Civilisation. Comment on the importance and application of 	25 minutes	<ul style="list-style-type: none"> • Exploration • Critical Thinking

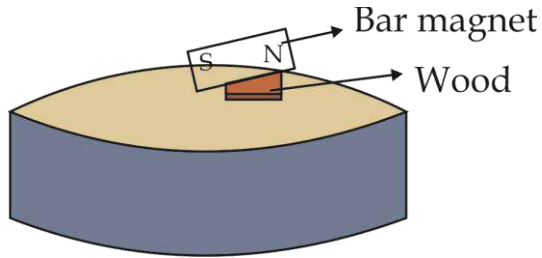

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																
		measurement during that period.		<ul style="list-style-type: none"> • Observation • Analysis 																
		3. Do you / any of your family member play any musical instrument? Comment upon the motion observed in it.	15 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Identification 																
		4. Observe periodic motion in a metal ruler and comment.	10 minutes	<ul style="list-style-type: none"> • Observation • Thinking • Analysis 																
11.	Light, Shadow and Reflection Interdisciplinary with Hindi	1. Does moon light originate from the moon only? Paste the pictures of increasing and decreasing sizes of moon into your note-book. Find out the reason for this increase or decrease in size and write down it in the form of a paragraph.	25 minutes	<ul style="list-style-type: none"> • Exploration • Observation • Identification • Critical Thinking • Analysis 																
		2. Collect at least 10 materials from your surroundings. Tabulate and write your observations as -	10 minutes	<ul style="list-style-type: none"> • Identification • Observation • Critical Thinking • Decision Making 																
		<table border="1"> <thead> <tr> <th>S. No.</th> <th>Materials</th> <th>Transparent/Opaque/ Translucent</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Materials	Transparent/Opaque/ Translucent	Reason														
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																									
		<p>3. Take three different types of objects - one transparent, one translucent and one opaque. Take them out in the sunlight and observe their shadow. Note down your observations as -</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Material/ Object</th> <th>Transparent/ Opaque/ Translucent</th> <th>Shadow formed Yes/No</th> <th>If shadow formed, is it dark/light?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>From the above observations conclude which type of object/material forms which kind of shadow or not forms the shadow and why?</p>	S. No.	Material/ Object	Transparent/ Opaque/ Translucent	Shadow formed Yes/No	If shadow formed, is it dark/light?																					20 minutes	<ul style="list-style-type: none"> • Identification • Observation • Experimentation • Analysis • Critical Thinking
S. No.	Material/ Object	Transparent/ Opaque/ Translucent	Shadow formed Yes/No	If shadow formed, is it dark/light?																									
		<p>4. Image formation by plane mirror</p> <p>Things required: A plane mirror</p> <p>Procedure: Stand in front of a plane mirror. You can see your image in the mirror. Examine the following characteristics of image</p> <ul style="list-style-type: none"> • Size and shape • Colour • Details of your face • What happens when you move two step forward. <p>Note down your observations.</p>	4-5 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analyzing • Inference 																									

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>5. To understand that lateral inversion occurs in unsymmetrical objects</p> <p>Objects required: A plane mirror</p> <p>Procedure: Using a plane mirror, find out the mirror images of following words.</p> <ol style="list-style-type: none"> 1. REFLECTION 2. MIRROR 3. AMBULANCE 4. POLICE <p>Record the words, whose mirror image does not change, cut these alphabets from the centre by drawing a line. What do you observe?</p> <p>Observation: The alphabets, whose mirror image does not change are symmetrical.</p> 	13-15 minutes	<ul style="list-style-type: none"> • Observation • Identification • Recording
	Interdisciplinary with Mathematics	Conclusion: Lateral inversion only occurs in the objects, which are unsymmetrical.		
12.	Electricity and Circuits	<p>Activity-1 : Current flows in a closed electric circuit</p> <p>Find out how current flows in a closed circuit.</p>	12-15 minutes	<ul style="list-style-type: none"> • Inquisitiveness • Research


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Things required: Copper wires, torch bulb, dry cell.</p> <p>Method: Take an insulated copper wire. Cut it into two halves A and B. Take a torch bulb fitted with holder. Fix one end of each wire to each terminal of holder of bulb. Fix other end of wire A to base of cell and other end of wire B to central terminal of cell. Observe what happens now. Remove wire B from central terminal of cell.</p> <p>Note down your observations.</p>  <p>a) Closed circuit b) Open circuit</p>		<ul style="list-style-type: none"> • Analyze • Critical thinking • Understanding
		<p>Activity-2 : Conductors allow electric current to pass through them</p> <p>Things required: Bulb, dry cell, copper wires, cotton thread.</p> <p>Method: Make an electric circuit by joining two terminals of bulb, with two terminals of cell, using copper wires. When the circuit is complete, bulb will glow. Now replace the copper wire by a cotton thread.</p> <p>Note down your observations.</p>  <p>a) Bulb will glow b) Bulb will not glow</p>	12-15 minutes	<ul style="list-style-type: none"> • Observation • Exploration • Understanding • Analyzing • Infer • Appreciation


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-3 : Increase in the brightness by increasing the number of cells</p> <p>Things needed: Dry cell, torch bulb, copper wires.</p> <p>Method: Take a dry cell and a torch bulb. Connect the bulb to the cell. Notice the brightness of bulb. Now connect two cells in the circuit and again notice the brightness of bulb. Repeat with three cells.</p> <p>Does the brightness of bulb increase or decrease. Note down your observations.</p> <div style="text-align: center;">  <p>a) One cell a) Two cells</p> </div>	15–20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Analyzing • Application • Understanding
	Interdisciplinary with Language	4. We should not touch electrical appliances with wet hand. Saloni wants to explain this to her younger brother. Depict this situation in the form of dialogues between the two.	20 minutes	<ul style="list-style-type: none"> • Creative Writing and Thinking • Analysis • Observation
13.	Fun with Magnet	<p>Activity-1 : To show the alignment of magnet</p> <p>Observe alignment of a magnet.</p> <p>Things needed: Bar magnet, block of wood, tub filled with water.</p> <p>Method: Take a bar magnet, place it on a wood and put it in tub filled with water. The block of wood will float in water and</p>	12–15 minutes	<ul style="list-style-type: none"> • Observation • Inquisitiveness • Analysis • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>magnet over it comes to rest in north-south direction. Disturb it a little from its position of rest, see what happens. Find out along which direction the magnet comes to rest.</p> <p>Note your observation in your notebook.</p> 		
		<p>Activity-2 : Make your own magnet</p> <p>Things required: Iron nail, Bar magnet.</p> <p>Method: Take a long iron nail and place it on a table. Hold one pole of magnet over one end of nail. Rub the nail with magnet from one end A to other end B. Then lift the magnet and bring it down once again. Repeat fifty times. Test the nail by bringing iron pins near it.</p> <p>Note down your observations.</p> 	10-12 minutes	<ul style="list-style-type: none"> • Observation • Identification • Research • Analysis • Infer • Understanding
		<p>Activity-3 : To identify poles in magnets</p> <p>Things required: Bar magnet, round magnet, horse shoe magnet, iron fillings.</p> <p>Method: Arrange different types of magnets, having different</p>	15-20 minutes	<ul style="list-style-type: none"> • Observation • Exploration • Inquisitiveness • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		shapes from friends, school labs etc. Spread iron fillings or pins over the different magnets and try to find the position where the quantity of iron filings are more. These are the poles of the magnet. Note down your observations.		<ul style="list-style-type: none"> • Appreciation • Analyzing • Infer
14.	Water	Activity-1 Compose a story using coloured pictures with a message to reduce wastage of water.	20 minutes	<ul style="list-style-type: none"> • Creative Writing and Thinking • Innovation
		Activity-2 Find out if there any provision of rain water harvesting in your house building. Make a brief note about its utility and working.	25 minutes	<ul style="list-style-type: none"> • Analysis • Expression • Critical Thinking
	Interdisciplinary with Social Science.	Activity-3 What were the different methods of conserving water in ancient times? Also give a reference of 'The Great Bath' of Harrappan civilization.	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Exploration
		Activity-4 : Purification of Water Collect some water and then try to purify it for drinking purpose. 1. Take water in a pan and boil it; and then filter it. 2. Take some water and add chlorine tablet in it and then filter it. 3. Take some water in another pan and then put alum in it, and after some time filter it. Observation: Then observe each case and try to find out which pan is having unclean water and suggest which is a good method in all the three.	10-15 minutes	<ul style="list-style-type: none"> • Exploration • Awareness • Problem solving • Inquisitiveness • Critical thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
15.	Air Around us	<p>Activity-1 : To show that air occupies space</p> <p>Mohan invited his friends to his sisters birthday party. As it was summer, he served them with cold drink, cold lassi and cold coffee in glasses. On the surface of the glasses, small water droplets appeared. Why? Cite down similar examples from your home and note down in your note book.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Analysis • Critical Thinking • Decision Making
		<p>Activity-2 : Plants give out oxygen during Photosynthesis</p> <p>Look at the leaves of trees in your surroundings. Take out two of them. Keep one as such and wash another with water and wipe it with a soft piece of cloth. Compare the two. Note down your observations and find the reason for the same. Put the leaves separately inside the cellophane packets and paste it into your notebook.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Analysis • Decision Making
		<p>Activity-3</p> <p>Collect information about the various diseases caused due to dust and smoke. What preventive measures we may follow?</p>	20 minutes	<ul style="list-style-type: none"> • Awareness • Exploration • Critical Thinking
16.	Garbage in Garbage Out	<p>Activity-1 : Decomposition</p> <p>To find out the rate at which different packaging materials decompose.</p> <p>Procedure</p> <ol style="list-style-type: none"> 1. Take 2 paper bags, 2 juice tetra packs, 2 potato chips pack, 2 icecream cups, 2 jute bags. 2. Dig a pit in your home garden. 3. Place the material in the pot and cover. 4. After 2 months dig up the soil and observe the items. 	1 st day 15 minutes	<ul style="list-style-type: none"> • Differentiation • Classification • Application • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		5. Find out a) Which material decomposed the most? b) Which remained unchanged? Conclude your observations critically.	 2 nd day 15 minutes	
		Activity-2 : Types of waste Find out the difference between the kinds of waste and study their proper disposal methods. Procedure 1. Take 5 pots. 2. Put leaves, paper, vegetable peels, plastic and metal wastes separately in them. 3. Cover with soil. 4. After a month observe what has happened. 5. Categorise them into 2 types of waste based on their decomposition. 6. Find out what can you do with plant and metal waste. 7. Explain 3 R's in your notebook.	1 st day 15 minutes 2 nd day 15 minutes	<ul style="list-style-type: none"> • Comparison • Experimentation • Categorization • Explanation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				
		<p>Activity-3</p> <p>Various waste items used in home can be recycled and reused to make beautiful decorative pieces. Think about them and write down any two ideas of yours in this regard.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Innovation
		<p>Activity-4</p> <p>Undisposed garbage may cause harm to the environment as well as human health. Collect information about it from various newspapers and paste it into your note book.</p>	25 minutes	<ul style="list-style-type: none"> • Identification • Observation • Critical Thinking



Alternatives to Homework

SOCIAL SCIENCE

Class-VI

History

OUR PASTS-I

Class : VI

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	What, Where, How and When?	<p>Activity-1 : Map Work</p> <p>On a river map of India, mark the following rivers (refer to atlas and chapter 1 of history)</p> <ul style="list-style-type: none"> • River Kaveri • River Godavari • River Mahanadi • River Krishna • River Brahmaputra • River Ganga • River Yamuna • River Tapi 	10 minutes	<ul style="list-style-type: none"> • Identification • Observation • Knowledge • Map Reading
		<p>Activity-2 : Prepare a web chart to show different sources to study the past. You can also paste pictures of different sources to make it look colourful.</p>	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Exploration • Observation
2.	On the Trail of the Earliest people	<p>Activity-1 : Family Timeline Album Making</p> <p>Materials required: Scrap book, picture of family outing, photographs of family members, personal achievements, copy of certificates or outstanding academic report card.</p> <p>Procedure: The students will be asked to make a family time line</p>	20 minutes each day for 3 days	<ul style="list-style-type: none"> • Recognition • Extrapolate • Appraise • Discover

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		album where the following information can be presented- 1. Family tree 2. Information about maternal and parental grandparents - photographs, their likes and dislikes, family outings. 3. Compilation of album.		<ul style="list-style-type: none"> • Cultural Values • Emotional Life Skills
		Activity-2 : Collect pebbles of different shapes and sizes. Paint pre-historic figures and animals on them. Use these pebbles as paper weights.	15-20 minutes	<ul style="list-style-type: none"> • Analysis • Creativity
		Activity-3 : What will you draw on the walls of a cave to tell the people about your life and society?	15-20 minutes	<ul style="list-style-type: none"> • Analysis • Creativity
3.	From Gathering Food to Growing Food	Activity-1 : Tool Making Procedure 1. To make tools using clay highlighting the Neolithic age (Four Tools) 2. The tools should be handmade having pointed/flat/surface /edge. 3. Colour the tools with grey / white / brown colour making the rough surface.	20 minutes for 2 days	<ul style="list-style-type: none"> • Identification • Appreciation • Creative • Artistic • Imaginative • Aesthetic Sense
4.	In the Earliest Cities	Activity-1 : Give 200 gms ball of clay to children to make a model of the cart, house, dancing girls. Write a small description of each and make a display for class.	20 minutes	<ul style="list-style-type: none"> • Artistic • Creative • Awareness

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Appreciation • Demonstration
		<p>Activity-2 :</p> <p>Very often old buildings have a story to tell. Find out from your parents/grandparents or identify any one old building in your surroundings. Try to find information about its architecture, material used, when and by whom was it built etc. Also write about who looks after those buildings now. Students can do this activity in their notebook.</p>	40 minutes spread to two days	<ul style="list-style-type: none"> • Presentation • Communication • Accuracy
		<p>Activity-3 :</p> <ul style="list-style-type: none"> • How are the crafts of the Harappan Civilisation similar to the crafts we use today? You can use pictures/images of the crafts to highlight the similarities between the two. • Prepare a list of specialists and write about the kind of work they do in their area of specialisation. 	25 minutes	<ul style="list-style-type: none"> • Presentation • Originality • Creativity
5.	What Books and Burials Tell Us	<p>Activity-1 : Diary Entry</p> <p>Imagine that once you lived in Imangaon 3000 years ago. Write a diary entry describing the various rituals followed there by the society.</p> <p>Also write your opinion about the rituals.</p>	20 minutes	<ul style="list-style-type: none"> • Imagination • Critical Thinking • Identification • Evaluate • Correlate • Comprehend
6.	Kingdoms, Kings and Early	<p>Activity-1 : Map Pointing</p> <p>Mark and indicate the important Janpadas, Mahajanpadas on an</p>	20 Minutes	<ul style="list-style-type: none"> • Identification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes				
	Republics	outline map of Indian using the following key- <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 20px;"></td> <td>Janpadas</td> </tr> <tr> <td></td> <td>Mahajanpadas</td> </tr> </table>		Janpadas		Mahajanpadas		<ul style="list-style-type: none"> • Recognition • Discover • Map Pointing • Self Awareness
		Janpadas						
	Mahajanpadas							
	Activity-2 : Case Study - Magadha Once - Magadha has been referred as a historic city during ancient India. Collect information on the following aspects highlighting the great Magadha city. <ul style="list-style-type: none"> • Historic background • Important rivers - locations on map • Occupation • Powerful rulers • Capital city • Conquest Presentation to be done on coloured A4 sized sheets along with relevant pictures. (References pg 60-61 of the history book)	20 minutes for 2 days	<ul style="list-style-type: none"> • Inquisitives • Infer • Concatenating • List • Discover • Comparison • Observation • Self Awareness • Knowledge • Social Thinking 					
7.	New Questions and Ideas	Activity-1 : Collage Making - Religions Students will be required to make a collage on the topic given according to the roll no allocated in the following series - Write Quotations (Roll No. 1 - 5) Teaching of Hinduism (Roll No. 6 - 10) Teaching of Buddhism	20 minutes for 2 days	<ul style="list-style-type: none"> • Artistic • Identification • Exploration • Observation • Compare and Analyse 				

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		(Roll No. 11 - 15) Teaching of Jainism (Roll No. 16 - 20) Teaching of Zaraster (Roll No. 21 - 25) Teaching of Hinduism along (Roll No. 26 - 30) Famous pilgrimage centres (Roll No. 31 - 35) Famous saints of Jainism (Roll No. 36 - 40) Famous saints of Buddhism Note: Collage will be displayed on class bulletin boards.		<ul style="list-style-type: none"> • Aesthetic Sense • Critical Thinking • Cultural Values • Awareness • Devotion
		Activity-2 : List any five teachings of Buddha and Mahavir which you think can be significant in today's time.	15-20 minutes	<ul style="list-style-type: none"> • Understanding of the teachings of Great Person • Values
		Activity-3 : What are some of the morals which you have learnt at home or in school? List at least five such values. Do you think that the values listed are an extension of the teachings of Lord Buddha and Lord Mahavir?	15-20 minutes	<ul style="list-style-type: none"> • Understanding of the teachings of Great Person • Values
		Activity-4 : Imagine that you were the charioteer of Buddha who showed him the Four Great Sights. Write a dialogue of the scene starting from the time he left the palace to when he reached home.	15-20 minutes	<ul style="list-style-type: none"> • Understanding of the teachings of Great Person • Values
		Activity-5 : Many places in the world are associated with the life of Lord Buddha and Lord Mahavir and you feel that you should see them. List out all the places that you wish to visit and why.	15-20 minutes	<ul style="list-style-type: none"> • Understanding of the teachings of Great Person • Values

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
8.	Ashoka, The Emperor Who Gave Up War	<p>Activity-1 : Picture Pasting - National Emblem of India</p> <p>The national emblem of India is the identity of India's rich ancient heritage. Identify and collect the copy of pictures which have national emblem on them. E.g. Passport, Coins, Rupee, Adhaar Card etc. Paste the pictures in your notebooks</p>	20 minutes	<ul style="list-style-type: none"> • Identification • Awareness • List • Cultural Values • Recognition • Appreciation • Social Life Skills • Utility
		<p>Activity-2 : Designing a National Symbol for India</p> <p>Material required - A4 size sheet</p> <p>Students to design a national symbol for their country India. They will also write a slogan under it.</p> <p>Look at the lion symbol and explain what the original symbol had and why?</p>	30 minutes	<ul style="list-style-type: none"> • Discover • Critical Thinking • Cultural Value • Social Thinking • Appraise • Artistic Value
		<p>Activity-3 :</p> <p>Each student should prepare his/her own dhamma and display his/her novel ideas under the heading of 'Our own dhamma' on a bulletin board in the classroom highlighting one aspect of ideal living.</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Originality • Relevance
9.	Vital Villages, Thriving Towns	<p>Activity-1 : Interview - Crafts People that Work in the Society</p> <p>Procedure: The students to identify some products which are</p>	20 minutes for 3 days	<ul style="list-style-type: none"> • Extrapolate • Inquisitiveness

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>crafts. Students to prepare a questionnaire covering the following viewpoints / aspects -</p> <ul style="list-style-type: none"> • Name • Type of Product • Material - Raw Material • Design • Equipments used to make these product • Raw materials used • Utility of their product • Market value of these product 		<ul style="list-style-type: none"> • Identification • Appraise • Awareness • Recognition • Social Thinking • Critical Thinking • Analyse
10.	Traders, Kings and Pilgrims	<p>Activity-1 : Identification and Making of the Silk Route on the Physical Map of the World-</p> <p>Material Required: A3 size sheet, World Map and Sketch Pens</p> <p>Procedure: Mark the silk route on the world map and present it on A3 size sheet. Show the items or commodities exchanged along the routes from various countries.</p>	30 minutes	<ul style="list-style-type: none"> • Exploring • Awareness • Discover • Compare • Critical Thinking • Inquisitives • Locate • Intersection
	Interdisciplinary with Language	<p>Activity-2 : Paragraph Writing</p> <p>There are several pilgrimages that are performed by people of India. Find out about any one of them and write a short paragraph about it.</p>	30 minutes	<ul style="list-style-type: none"> • Awareness • Infer • Justify • Organize

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Hints: Who are eligible for pilgrimage men, women or children?</p> <ul style="list-style-type: none"> • How long does it take and how do people travel? • What are the things they carry with them? • What do they do once they reach the holy place? • Do they bring anything from the holy place? 		<ul style="list-style-type: none"> • Appreciate • Creativity • Construct • Compressed • Discover • Express • Explore
11.	New Empires and Kingdoms	<p>Activity-1 : Prashasti Making</p> <p>Take an A4 size sheet. Create a prashasti of your favourite Indian King highlighting his policies, programmes and achievements (Political and Social)</p>	30 minutes	<ul style="list-style-type: none"> • Identification • Analysis • Critical Thinking • Logical Approach • Appreciation • Awareness • Conceptualise • Exploration
		<p>Activity-2 : Project Work</p> <p>Make a genealogical tree of yourself mentioning atleast two generations. You can take the help from your grandparents.</p> <p>Note: Presentation to be done on coloured A4 size sheet.</p>	30 minutes	<ul style="list-style-type: none"> • Recognize • Vocalize • Identify • Appraise • Investigate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Compare • Contrast
		<p>Activity-3 : Map Work</p> <p>On an outline map of the Indian sub-continent, mark the important centres of the Gupta Rulers-</p> <ul style="list-style-type: none"> • Prayaga • Ujjain • Pataliputra • Nalanda • Mathura • Karain 	20 minutes	<ul style="list-style-type: none"> • Identification • List • Recognise
		<p>Activity-4 :</p> <p>Collect information and pictures from various sources and make a collage on the 'Golden Age of Ancient Indian History'. It should cover the following topics:</p> <p>(i) Literature</p> <p>(ii) Art and Architecture</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Innovation
12.	Building, Paintings and Books	<p>Activity-1 : Designing of Book Cover Page</p> <p>I. Design a cover page of your favourite historical book.</p> <p>II. Bring it to class and speak a few words about it highlighting its importance.</p>	30 minutes for 2 days	<ul style="list-style-type: none"> • Exploration • Creativity • Speaking • Application • Correlate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2 : Enact a Play</p> <p>Prepare a play based on a story from the <i>Panchatantra</i>, and enact it in class.</p>	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Creativity • Construct
		<p>Activity-3 :</p> <p>List any five ways to show how these books and paintings help us in the modern world.</p>		
		<p>Activity-4 :</p> <p>After reading the chapter, make a presentation in the form of web chart on the contribution of the ancient Indians in the field of science, mathematics and medical science.</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Critical Thinking • Analysis • Decision-Making

Civics

SOCIAL AND POLITICAL LIFE

Class : VI

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Understanding Diversity	<p>Activity-1 : My India</p> <p>Description: Create a 'This is My India' collage using pictures, poems, phrases, words and quotations in groups of five each to bring out the essence of diversity in India.</p> <p>Extended Learning: Just as India Nepal is also known for its unity in diversity. Find out more about the diversity in Nepal.</p>	20 minutes	<ul style="list-style-type: none"> • Critical and Creative Thinking • Observation
		<p>Activity-2 : Unity in Diversity</p> <p>Just as India is known for its unity in diversity, find about any other country and note down in your copy.</p>	20 minutes	<ul style="list-style-type: none"> • Exploration • Critical Thinking • Analysis
		<p>Activity-3 :</p> <p>Select a sentence of your choice in English. Write down the same sentence in five different languages of any five states of our country.</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Exploration
		<p>Activity-4 :</p> <p>Collect the pictures of dances of various states of our country and paste in into your note book.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Innovation • Identification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
2.	Diversity and Discrimination	<p>Activity-1 : Stand up Against Description</p> <p>What are some ways you could safely stand up against discrimination? (Note: Emphasize peaceful strategies like telling an adult, contacting a civil liberties group or organizing a boycott or protest).</p> <p>In small groups, take one of the examples of discrimination on your own, and write a skit illustrating 1) an act of discrimination and 2) how people stand up against it.</p>	20 minutes	<ul style="list-style-type: none"> • Values • Empathy
		<p>Activity-2 :</p> <p>Explore the lives and accomplishments of Martin Luther King, Jr. and Nelson Mandela for Social Rights and Freedom. Find out information about any two Indian leaders showing similarities with them in their fight for social rights and freedom.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Analysis
	Interdisciplinary with language	<p>Activity-3 : Paragraph Writing</p> <p>We should also follow the laws of our society. What do you think will happen if we break the laws of our country.</p> <p>Write a paragraph depicting the above.</p>	20 minutes	<ul style="list-style-type: none"> • Social thinking • Critical thinking • Observation • Discussion • Problem solving • Human values and ethics
		<p>Activity-4 : Cartoon Making</p> <p>Draw a cartoon on the topic: "We may have come on different ships, but we are in the same boat now". (Stirring for equality)</p>	30 minutes	<ul style="list-style-type: none"> • Artistic • Creative • Explore • Critical thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Human values • Analysis
3.	What is Government?	<p>Activity-1 : Central and State Government</p> <p>Cut out newspaper headlines of the different actions taken by the Government for the welfare of the people and categorize them under the work of Central Government and State Government.</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Exploration
		<p>Activity-2 : Composing of Democracies</p> <p>United States of America also has a democratic form of Government, but it is different from the democracy in India. Show the similarities and differences between the two democracies.</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analysis • Decision-making
		<p>Activity-3 : Newspaper Activity</p> <p>Cut out newspaper headlines (for the last 1 week) of the different actions taken by the Government for the welfare of the people and categorize them under the work of central and state government.</p>	20 minutes	<ul style="list-style-type: none"> • Critical thinking • Analyse • Deduce • Observation • Exploration • Social thinking • Inquisitiveness
		<p>Activity-4 : Importance of Universal Adult Franchise</p> <p>Mahatma Gandhi strongly believed that all adults in Indian should be given the right to vote. Many people thought that illiterate and poor people should not be given the right to vote.</p>	20 minutes	<ul style="list-style-type: none"> • Critical thinking • Analysis • Evaluate • Decision making

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		What do you think on this issue? Write down your view in your notebooks.		<ul style="list-style-type: none"> • Political skills • Human values of ethics
4.	Key Elements of a Democratic Government	Activity-1 : Representing Social Issues Design editorial cartoons or comic strips that focus on social issues like gender equality, freedom of speech, create awareness and bring about a change in worker's rights.	15 minutes	<ul style="list-style-type: none"> • Creativity
		Activity-2 : RTI Act Right to information Act 2005 mandates timely response to citizens' requests for government information. Find out more about the act and complete the concept web.	20 minutes	<ul style="list-style-type: none"> • Exploration • Critical Thinking
		Activity-3 : Find out any one example of different types of Governments. Write some important facts regarding its origin, features of that government. Also paste picture of the founder and the current head of that type of Government. Note: Presentation to be done on A4 size coloured sheets.	20 minutes for 3 days	<ul style="list-style-type: none"> • Analysis • Evaluate • Infer • Compare • Decision making • Critical thinking • Conceptualize • Classify
5.	Panchayati Raj	Activity-1 : Panchayati Raj Create the front page of a rural newspaper and add headlines regarding the meetings, achievements and working of the three	10 minutes	<ul style="list-style-type: none"> • Creativity • Critical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		tiers of the Panchyati Raj. You can also add articles about the village and advertisements by farmers.		<ul style="list-style-type: none"> • Observation
		<p>Activity-2 : Ways for Effective Rural Administration</p> <p>Some states have launched a helpline for better grievance redressal. Find out more about how this helpline is effective in better rural administration.</p>	20 minutes	<ul style="list-style-type: none"> • Exploration • Observation
		<p>Activity-3 :</p> <p>Material Required: A4 size sheets</p> <p>Have you ever heard of rain harvesting? It is an old method of converging rain water to utilise it for different purposes. Imagine yourself as one of the panch of Panchayat. Your village is facing acute problem of water shortage. What measure will you take to get rid of the problem and what suggestion will you give to the village regarding water conservation?</p>	20 minutes for 2 days	<ul style="list-style-type: none"> • Recognize • Conaptualize • Analyse • Compare • Deduce • Investigate • Appreciate
		<p>Activity-4 :</p> <p>Write a play on the way a Panchayat would settle any issue like street lighting, mid day meals.</p>		<ul style="list-style-type: none"> •
6.	Rural Administration	<p>Activity-1 : Land Record</p> <p>Write a letter to your friend informing her/him about the process of land record maintenance and its importance in the proper functioning of the village administration.</p>	10 minutes	<ul style="list-style-type: none"> • Writing • Critical Thinking
		<p>Activity-2 : Technology and Agriculture</p> <p>Technology is playing an important role in the field of agriculture. Enlist the different ways in which the latest technology is helping in the field of agriculture.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Logical Thinking • Application

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes										
		<p>Activity-3 : Complete the Table</p> <p>Note: Make the following table in your notebooks and complete it-</p> <table border="1"> <thead> <tr> <th>Officers</th> <th>Duties</th> </tr> </thead> <tbody> <tr> <td>SHO (Station House Officer)</td> <td></td> </tr> <tr> <td>Patwari</td> <td></td> </tr> <tr> <td>Tehsildar</td> <td></td> </tr> <tr> <td>Constable</td> <td></td> </tr> </tbody> </table>	Officers	Duties	SHO (Station House Officer)		Patwari		Tehsildar		Constable		20 minutes	<ul style="list-style-type: none"> Identify Classify Conceptualize Compare Contrast Analysis Synthesis
Officers	Duties													
SHO (Station House Officer)														
Patwari														
Tehsildar														
Constable														
7.	Urban Administration	<p>Activity-1 : Common Problems of Community</p> <p>Talk to people in your colony and make a list of some common problems for which they have approached the municipalities in their area and what was their experience.</p>	20 minutes	<ul style="list-style-type: none"> Communication Observation 										
		<p>Activity-2 : Letter Writing</p> <p>Write a letter to the local ward councillor / Municipal commissioner informing him / her about the road dug up in front of you house and the work is left incomplete. Write how it is causing problem for everyone in the neighbourhood.</p>	20 minutes	<ul style="list-style-type: none"> Formatting Organising Comprehend Critical thinking Expression Application 										
		<p>Activity-3 : Raising Awareness</p> <p>Talk to people in your colony and make emphasis on the following aspects-</p>	20 minutes for 4 days	<ul style="list-style-type: none"> Analysis Critical thinking 										

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • Common Problems • How they approached the municipalities in their area. • Their experience • Solution provided <p>Note: Bring your sheets with information for class discussion in the next week.</p>		<ul style="list-style-type: none"> • Application • Synthesis • Investigate • Inquisitiveness • Problem solving
8.	Rural Livelihoods	<p>Activity-1 :</p> <p>Untimely rains cause many farmers to lose their entire yield. Find out the impact of this on the farmers and the steps taken by the Government to help these farmers.</p>	20 minutes	<ul style="list-style-type: none"> • Self-Awareness • Empathy
		<p>Activity-2 : Explore and relate some success stories of the organization</p> <p>Aajeevika - National Rural Livelihoods Mission (NRLM) was launched by the Ministry of Rural Development (MoRD), Government of India in June 2011. Aided in part through investment support by the World Bank, the Mission aims at creating efficient and effective institutional platforms of the rural poor enabling them to increase household income through sustainable livelihood enhancements and improved access to financial services. Find out the success stories of some more organisations.</p>	25 minutes	<ul style="list-style-type: none"> • Identification • Observation • Critical thinking
		<p>Activity-3 : Debate</p> <p>Topic: Migration from rural to urban areas in India is justified or not.</p> <p>Give your views in favour or against citing few examples from</p>	20 minutes for 3 days	<ul style="list-style-type: none"> • Expression • Demonstration • Organization • Comparison

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes								
		our own country.		<ul style="list-style-type: none"> • Evaluation • Critical thinking • Application 								
		<p>Activity-4 : Homework</p> <p>List the different occupations that the people of the villages or self employed in towns take up and point out the difficulties faced by them.</p> <p>Note: To be done on A4 size coloured sheets</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Occupation</th> <th>Difficulties</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Occupation	Difficulties							20 minutes for 2 days	<ul style="list-style-type: none"> • Comparison • Application • Critical thinking • Analysis • Demonstrate • Problem solving
Occupation	Difficulties											
9.	Urban Livelihoods	<p>Activity-1 :</p> <p>Write an autobiography of a person who has just started a small bookstore in a new city keeping in mind the problems faced by him and the prerequisites needed by him/her to start a new business.</p>	20 minutes	<ul style="list-style-type: none"> • Self-Awareness • Empathy • Writing 								
		<p>Activity-2 : Interview</p> <p>Conduct an interview with a domestic worker, driver (van/bus/personal), labour, vegetable seller, vendor, junk dealer etc. (Any two)</p> <p>Find out about-</p>	20 minutes for 2days	<ul style="list-style-type: none"> • Identification • Extraction • Conceptualize • Human Values and ethics 								

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • their life style • problems faced in cities 		<ul style="list-style-type: none"> • Introspection • Recognition • Social thinking • Observation
		<p>Activity-3 : NGO's - A Blessing to the City (Write up)</p> <p>Ramesh works in an NGO for skill development and livelihood promotion. It aspires to prepare all young men and women to get formal employment or self employment through oriented vocational business and life skills training. Find out about more such NGO's working for youth employment and make a brochure on them.</p>	20 minutes for 2 days	<ul style="list-style-type: none"> • Identification • Inquisitiveness • Social thinking • Problem solving • Human values and ethics • Appreciate • Recognize • Explore

Geography

THE EARTH OUR HABIT

Class : VI

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	The Earth in the Solar System	<p>Activity-1 : Show and Tell - Planets in the Solar System</p> <p>The child will choose a planet of his/her choice and collect information related to it and present the same to the students in the class.</p>	30 minutes	<ul style="list-style-type: none"> • Observation • Visualize • Discover • Inquisitiveness • Exploration • Identify
		<p>Activity-2 :</p> <p>Find out the names and pictures of the artificial satellites of India. Paste and label them in your notebook.</p>		<ul style="list-style-type: none"> • Infer • Observation • Exploration • Inquisitiveness • Self Awareness • Identification • Appreciate
2.	Globe: Latitudes and Longitudes	<p>Activity-1 : Map Work - Time Calculation</p> <p>Students to draw the meridians at the interval of 15 degrees on a world map. They will then calculate the time for each</p>	20 minutes	<ul style="list-style-type: none"> • Recognize • Identify

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		meridian. Note: Map to be pasted in notebooks.		<ul style="list-style-type: none"> • Self Awareness • Exploration • Observation • Map locating and identification
		<p>Activity-2 : Globe Reading / Atlas Reading</p> <p>Identify the following with the help of a globe / atlas.</p> <ol style="list-style-type: none"> 1. Identify the equator, tropic of cancer, tropic of capricorn, Artic circle, Antartic circle, north pole and south pole. 2. Identify the temperale palar and tropical zones. 3. The longitudinal extent of your state. 4. The countries constituting the Indian sub-content. 5. The northern most latitude in degrees. 6. The southern most latitudes of the Indian mainland in degrees. 7. The states through which (India) tropic of cancer passes. 8. The scale located on the three seas and oceans. 		
3.	Motions of the Earth	<p>Activity-1 : Project Work - Astronomers of the World</p> <p>Collect information and/or picture of the famous astronomers of India. Write a project report on the topic, "Great Astronomers of the India" Especially mention their contribution in the field of astronomy.</p>	20 minutes for 2 days	<ul style="list-style-type: none"> • Identification • Inquisitiveness • Exploration • Differentiate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Appreciate • Self Awareness • Knowledge • List
		<p>Activity-2 :</p> <p>Suppose you and your family want to visit Australia around 21st June for a week. Make a list of things that you need to pack for your vacations. List to be noted in the notebook.</p>	20 minutes	<ul style="list-style-type: none"> • Inquisitiveness • Access • Observation • Reorganization • List • Appreciate • Knowledge • Decision Making
4.	Maps	<p>Activity-1 :</p> <p>Draw a plan of your school and show the following-</p> <p>(a) Your classroom</p> <p>(b) Playground</p> <p>(c) Staff room</p> <p>(d) Principal room</p> <p>(e) Assembly hall</p> <p>(f) Library</p>	20 minutes	<ul style="list-style-type: none"> • Locate • Identify • Observation • Recognise • Explanation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		(g) Auditorium Note: Drawing to be done on A4 sized sheets.		
		Activity-2 : Make a sketch of you locality using different conventional symbols. Drawing to be done in the notebooks.	20 minutes	<ul style="list-style-type: none"> • List • Locate • Observation • Identify • Classification
5.	Major Domains of the Earth	<p>Activity : Poster Making - Disaster and Preparedness</p> <p>Materials required: Chart, relevant picture, sketch colours.</p> <p>Procedure: Collect information and design a poster on the topic given below according to your roll number.</p> <p>Roll No. 1-5 and 16-20: Earthquake - Do's and don't</p> <p>Roll No. 6-10 and 21-25: Volcanic eruption - Do's and don'ts - Before, during and after.</p> <p>Roll No. 11-15 and 26-30 - Floods - Do's and don'ts - Before, during and after.</p> <p>Roll No. 25-30 - Wild Fire/Forest Fire - Do's and don'ts - Before, during and after.</p> <p>Roll No. 31-35 - Heat Waves - Do's and don'ts - Before, during and after.</p> <p>Roll No. 36-40 - Land Slides - Do's and Don'ts - Before, during and after.</p>	20 minutes for 2 days	<ul style="list-style-type: none"> • Infer • Identify • Sensitize for the Physical Environment • Observation • Knowledge • Discover • Social and Human Values • Problem solving • Appreciate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
6.	Major Landforms of the Earth	<p>Activity-1 : Slogan Writing</p> <p>Prepare a poster highlighting the slogan on an attempt to reduce land/water/air pollution.</p> <p>Note: To be done on A4 size coloured sheet.</p>	20 minutes	<ul style="list-style-type: none"> • Awareness • Evaluate • Appreciate • Application
		<p>Activity-2 : Model Making - Land Forms</p> <p>Material required: Cardboard (12" x 12") Clay/POP/Paper machine</p> <p>Our earth surface consist of a variety of land forms. Prepare the models of any 3 land forms (a mountain, a plain, a hill, a plateau, a valley) and display them on the cardboard using the above mentioned materials.</p> <p>Note: You can colour the landforms and give a brief description in your own words in the class.</p>	20 minutes for days	<ul style="list-style-type: none"> • Recognition • Categories • Compare • Identify • Appreciate • Observation
7.	Our Country - India	<p>Activity-1 : Map Skill - Tourism in India</p> <p>India is famous for its tourism. Find out atleast 10 tourist places of India and name the states in which they are found. Locate and label the states on the political map of India.</p> <p>Note: Information and map work to be done in the notebooks.</p>	20 minutes	<ul style="list-style-type: none"> • Map pointing • Location • Identification • Observation • Critical thinking • Appreciate • Selection • Decision making

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Interdisciplinary with Languages	<p>Activity-2 : Creative Writing - Poem</p> <p>Compose a poem in your own words on your favorite season highlighting the following aspects-</p> <ul style="list-style-type: none"> • Month and duration • Features of the season • Food - fruits and vegetables available • Why do you like this season? 	20 minutes	<ul style="list-style-type: none"> • Creativity • Organization • Brainstorming • Comprehend • Application • Validate
8.	India: Climate, Vegetation and Wild Life	<p>Activity-1 : Paper Presentation</p> <p>Materials required: A4 size sheet</p> <p>Procedure: Collect information of any one of the government or non-government organization that has been working towards wildlife protection and conservation.</p> <p>Document the information on an A4 size sheet. Mention some steps as to how as an individual you can contribute in protection and conservation of wild life.</p>	20 minutes for 2 days	<ul style="list-style-type: none"> • Critical thinking • Identify • Explore • List • Human values • Problem solving • Observation • Knowledge • Appreciate
		<p>Activity-2: Map Activity</p> <p>Identify important wild life sanctuaries and locate them on the map of India.</p>	15 minute	<ul style="list-style-type: none"> • Identification • Observation • Critical thinking

Alternatives to Homework

HINDI

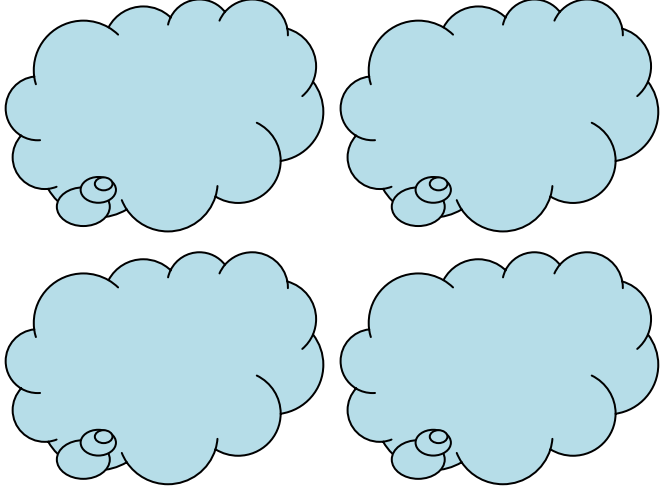
Class–VII

बसंत भाग-2

कक्षा : VII

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित															
1.	हम पंछी उन्मुक्त गगन के	<p>1. निम्न पक्षियों से संबंधित जानकारी एकत्र कर उसे सूचीबद्ध करें :</p> <table border="1"> <thead> <tr> <th>पक्षी</th> <th>शरीर का रंग</th> <th>बोली</th> </tr> </thead> <tbody> <tr> <td>कौआ</td> <td>•</td> <td>•</td> </tr> <tr> <td>मोर</td> <td>•</td> <td>•</td> </tr> <tr> <td>कबूतर</td> <td>•</td> <td>•</td> </tr> <tr> <td>तोता</td> <td>•</td> <td>•</td> </tr> </tbody> </table>	पक्षी	शरीर का रंग	बोली	कौआ	•	•	मोर	•	•	कबूतर	•	•	तोता	•	•	12 मिनट	<ul style="list-style-type: none"> • आत्मविश्वास • अन्वेषण • आत्मनिर्भरता • भाषा ज्ञान
पक्षी	शरीर का रंग	बोली																	
कौआ	•	•																	
मोर	•	•																	
कबूतर	•	•																	
तोता	•	•																	
		<p>2. निम्न शब्दों के भिन्नार्थक अर्थों के चित्रों को अखबार पर (कोलॉज) बनाकर स्पष्ट करें तथा कक्षा के बुलेटिन बोर्ड पर लगाएँ।</p> <table border="1"> <thead> <tr> <th>शब्द</th> </tr> </thead> <tbody> <tr> <td>कनक</td> </tr> <tr> <td>जल</td> </tr> <tr> <td>गति</td> </tr> <tr> <td>बस</td> </tr> </tbody> </table>	शब्द	कनक	जल	गति	बस	08 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता • निर्णयात्मक क्षमता • तार्किकता 										
शब्द																			
कनक																			
जल																			
गति																			
बस																			

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित																								
2.	दादी माँ	<p>1. संवत् के बारह महीनों के नाम हिन्दी में दिए गए हैं, उनके सामने अंग्रेजी महीनों के नाम लिखें-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>चैत्र</td> <td></td> <td>आश्विन</td> <td></td> </tr> <tr> <td>बैशाख</td> <td></td> <td>कार्तिक</td> <td></td> </tr> <tr> <td>ज्येष्ठ</td> <td></td> <td>मार्गशीर्ष</td> <td></td> </tr> <tr> <td>आषाढ़</td> <td></td> <td>पौष</td> <td></td> </tr> <tr> <td>श्रावण</td> <td></td> <td>माघ</td> <td></td> </tr> <tr> <td>भाद्रपद</td> <td></td> <td>फाल्गुन</td> <td></td> </tr> </table>	चैत्र		आश्विन		बैशाख		कार्तिक		ज्येष्ठ		मार्गशीर्ष		आषाढ़		पौष		श्रावण		माघ		भाद्रपद		फाल्गुन		12 मिनट	<ul style="list-style-type: none"> सांस्कृतिक जागरूकता अन्वेषण क्षमता अवबोधन
चैत्र		आश्विन																										
बैशाख		कार्तिक																										
ज्येष्ठ		मार्गशीर्ष																										
आषाढ़		पौष																										
श्रावण		माघ																										
भाद्रपद		फाल्गुन																										
		<p>2. विदेश में रहने वाले मित्र को अपनी दादी के साथ बिताए समय का वर्णन करते हुए एक पत्र लिखें।</p>	10 मिनट	<ul style="list-style-type: none"> सृजनात्मकता मौलिकता भावात्मकता 																								
3.	हिमालय की बेटियाँ	<p>1. नदियों के परोपकारी स्वभाव व हिमालय की विशिष्टताओं पर स्वरचित चार स्लोगन लिख कर आकर्षक प्रस्तुति करें।</p>	10 मिनट	<ul style="list-style-type: none"> सृजनात्मकता आत्मविश्वास प्रकृति प्रेम 																								

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित						
				<ul style="list-style-type: none"> जागरूकता 						
		<p>2. जीवनदायिनी नदियों की स्वच्छता बनाएं रखने हेतु सुझाव लिखें।</p> <table border="1" data-bbox="688 911 1383 1052"> <tbody> <tr> <td>•</td> <td>•</td> </tr> <tr> <td>•</td> <td>•</td> </tr> </tbody> </table>	•	•	•	•	08 मिनट	<ul style="list-style-type: none"> निर्णयात्मकता सांस्कृतिक जागरूकता सजगता 		
•	•									
•	•									
		<p>3. ऐसे मुहावरे या लोकोक्तियों को तलाशें जिनमें निम्नलिखित शब्दों को प्रयुक्त किया गया है :</p> <table border="1" data-bbox="688 1192 1383 1409"> <tbody> <tr> <td>गंगा</td> <td></td> </tr> <tr> <td>पहाड़</td> <td></td> </tr> <tr> <td>सागर</td> <td></td> </tr> </tbody> </table>	गंगा		पहाड़		सागर		08 मिनट	<ul style="list-style-type: none"> भाषा ज्ञान बौद्धिक प्रवीणता खोज प्रवृत्ति
गंगा										
पहाड़										
सागर										

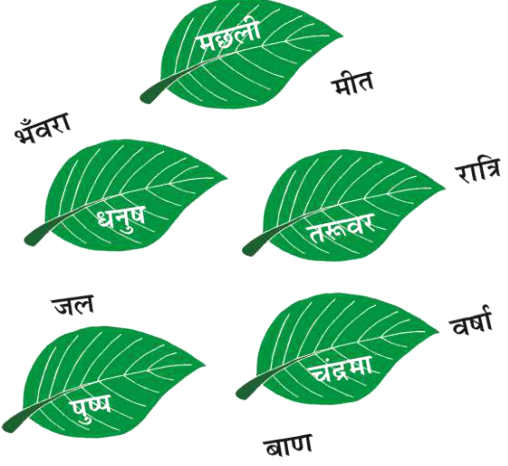
क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित
4.	कठपुतली	1. स्वतंत्रता की तड़प एवं परतंत्रता से मुक्ति भाव को समाहित करते हुए कठपुतली से साक्षात्कार को संवाद रूप में प्रस्तुत कीजिए।	15 मिनट	<ul style="list-style-type: none"> • आत्मबोध • भावनात्मकता • तार्किकता
		2. निम्न शब्दों में उचित विशेषण जोड़ें- <ul style="list-style-type: none"> • कठपुतली • पाँव • मन 	05 मिनट	<ul style="list-style-type: none"> • व्याकरणिक ज्ञान • अर्थ ग्रहण • चिंतन प्रवृत्ति
5.	मिठाई वाला	1. फेरीवालों द्वारा बेचे जाने वाले सामानों में से किसी एक सामान का चुनाव कर उस हेतु चित्र सहित आकर्षक विज्ञापन बनाएं।	15 मिनट	<ul style="list-style-type: none"> • चयन कौशल • लयात्मकता • अनूठापन • काव्य शिल्प
		2. 'वाला' प्रत्यय का प्रयोग करते हुए शब्द-निर्माण कीजिए। उदाहरण- मिठाईवाला	05 मिनट	<ul style="list-style-type: none"> • व्याकरणिक बोध • शब्द भण्डार • स्मरण शक्ति

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित				
							
6.	रक्त और हमारा शरीर	<p>1. 'रक्तदान महादान' विषय पर पाँच सुविचार लिखें-</p> <p>क) ख) ग) घ) ङ)</p> <p>अपने घर पर रक्तदान के बारे में सबके विचार जानिए और पता लगाइए कि घर में किसने, कब और किसके लिए रक्तदान किया है?</p>	10 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता • मानवीयता • जागरूकता • बुद्धिचातुर्य 				
		<p>2. अपने अवकाश के दिन के खानपान को परखकर पौष्टिक और हानिकारक (फास्टफूड) में बांटे व संतुलित आहार के आधार पर अपने आपको मूल्यांकित कर 10 अंकों में से अंक दें-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>पौष्टिक</th> <th>फास्टफूड</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	पौष्टिक	फास्टफूड			10 मिनट	<ul style="list-style-type: none"> • नैतिक मूल्य • विचार विनिमय सतर्कता • आत्मनिरीक्षण
पौष्टिक	फास्टफूड							

क्र. सं.	विषय	गतिविधि		समय	कौशल विकसित										
	विज्ञान के साथ अन्तर्विषयी	3.	<p>1) रक्त समूहों के प्रकार लिखिए। अपने परिवार के सदस्यों के रक्त-समूह को अपनी नोट-बुक में लिखें।</p> <p>2) 'सर्वव्यापी दाता' के बारे में जानकारी एकत्रित करें। क्या आपके परिवार का कोई सदस्य 'सर्वव्यापी दाता' है?</p>	15 मिनट	<ul style="list-style-type: none"> जागरूकता तार्किकता चिंतन प्रवृत्ति 										
7.	पापा खो गए	1.	'पापा खो गए' पाठ को कहानी में रूपांतरित करिए [शब्द सीमा 150 शब्द] और चित्र बना कर आकर्षक प्रस्तुति कीजिए।	15 मिनट	<ul style="list-style-type: none"> लेखन-कौशल भाव संयम लेखन विधाओं का बोध शब्द भण्डार 										
		2.	<p>निम्न विरामचिह्नों को पाठ में से ढूँढ़ कर, उन वाक्यों को लिखिए-</p> <table border="1" data-bbox="703 1091 1375 1421"> <tbody> <tr> <td>अल्पविराम</td> <td></td> </tr> <tr> <td>प्रश्नवाचक</td> <td></td> </tr> <tr> <td>विस्मय सूचक</td> <td></td> </tr> <tr> <td>कोष्ठक</td> <td></td> </tr> <tr> <td>निर्देशक</td> <td></td> </tr> </tbody> </table>	अल्पविराम		प्रश्नवाचक		विस्मय सूचक		कोष्ठक		निर्देशक		05 मिनट	<ul style="list-style-type: none"> व्याकरणिक-ज्ञान चयन-शक्ति आत्मसंयम निर्णय-क्षमता
अल्पविराम															
प्रश्नवाचक															
विस्मय सूचक															
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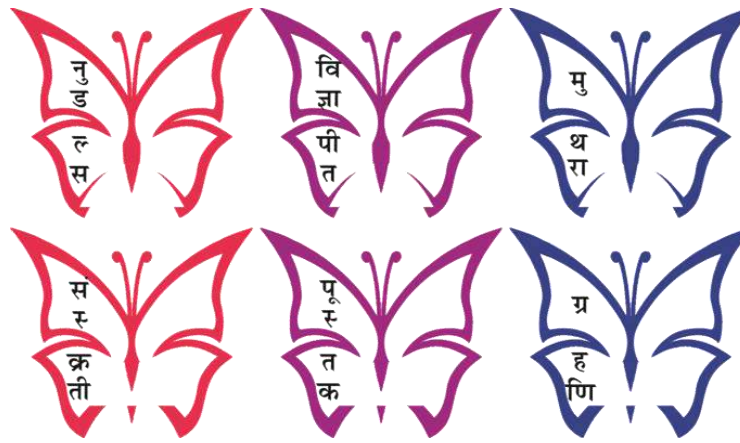
क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित				
8.	शाम - एक किसान	<p>ग्रामीण परिवेश को व्यक्त करते हुए एक चित्र बनाएं व उससे संबंधित एक स्वरचित कविता लिखिए। चाहें तो नीचे दिए गए शब्दों की सहायता ले सकते हैं।</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>हरियाली</p> <p>प्रकृति</p> <p>किसान</p> <p>कुँआ</p> <p>मिट्टी</p> </div> <div style="text-align: center;"> <p>आकाश</p> <p>खेत-खलिहान</p> <p>पनघट</p> <p>पशु-पक्षी</p> </div> <div style="text-align: center;"> <p>सूर्योदय</p> <p>स्वच्छ हवा</p> <p>पोखर</p> <p>धरा</p> </div> </div>	20 मिनट	<ul style="list-style-type: none"> भावप्रवणता लयात्मकता विचार विनिमय कर्तव्य बोध प्राकृतिक आकर्षण जीवनमूल्य 				
9.	चिड़िया की बच्ची	<p>1. निम्न विषयों पर कबीर या रहीम द्वारा रचित दोहों को संकलित कर प्रस्तुत करें। विषय- प्रेम, लालच, दिखावा, अहंकार।</p>	14 मिनट	<ul style="list-style-type: none"> अन्वेषण चयन मानवता गौरवगान 				
		<p>2. दिए गए शब्दों के विलोम पाठ में से ढूँढ़ कर लिखिए-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>शब्द</th> <th>विलोम</th> </tr> </thead> <tbody> <tr> <td>घृणा</td> <td></td> </tr> </tbody> </table>	शब्द	विलोम	घृणा		06 मिनट	<ul style="list-style-type: none"> व्याकरणिक-ज्ञान शब्द भण्डार चयन-क्षमता
शब्द	विलोम							
घृणा								

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित								
		<table border="1"> <tr> <td>सर्दी</td> <td></td> </tr> <tr> <td>शत्रु</td> <td></td> </tr> <tr> <td>पिता</td> <td></td> </tr> <tr> <td>हार</td> <td></td> </tr> </table>	सर्दी		शत्रु		पिता		हार			<ul style="list-style-type: none"> • बौद्धिक-स्तर
सर्दी												
शत्रु												
पिता												
हार												
10.	अपूर्व अनुभव	1. वृक्ष-संरक्षण या वृक्षारोपण विषय पर समाज को जागृत करने के लिए एक आकर्षक पोस्टर बनाएँ (ए-4 साइज)	20 मिनट	<ul style="list-style-type: none"> • कलात्मकता • जनचेतना • तर्क-वितर्क 								
		2. संसार में ऐसे बहुत से उदाहरण हैं, जब शारीरिक रूप से सक्षम न होते हुए भी किसी व्यक्ति ने अपने क्षेत्र में बहुत बड़ी सफलता प्राप्त की। ऐसे किसी व्यक्तित्व के बारे में जानकारी एकत्र कर उसे अपनी नोट-बुक में लिखें।	15 मिनट	<ul style="list-style-type: none"> • जीवन मूल्य • चारित्रिकता • भावप्रवणता 								
11.	रहीम के दोहे	1. रहीम द्वारा वर्णित विषय- सुख-दुख, परोपकार, दिखावा (प्रपंच), घनिष्टता, धीरज पर किसी अन्य संत कवि के दोहे संकलित कर प्रस्तुत करें।	16 मिनट	<ul style="list-style-type: none"> • गुण-ग्राह्यता • कल्पना-शक्ति • सहयोग-भावना • स्वाध्याय 								
		2. मेरा साथी कौन?	04 मिनट	<ul style="list-style-type: none"> • व्याकरणिक-बोध • समन्वयात्मकता • शब्दकोश 								

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित																
		 <table border="1" data-bbox="703 763 1375 1274"> <thead> <tr> <th>शब्द</th> <th>साथी</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	शब्द	साथी																
शब्द	साथी																			
12.	कंचा	1. शब्द के अंतिम वर्ण से नया शब्द बना कर गुंखला पूरी करें-	14 मिनट	<ul style="list-style-type: none"> • ज्ञान-वृद्धि • संयोजन 																



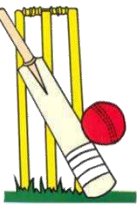


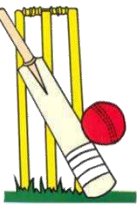


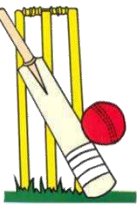
क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित									
				<ul style="list-style-type: none"> शब्द वैभव स्तरीय 54 अभिव्यक्ति 									
		<p>2. बचपन के खेलों के नाम लिखें-</p> <table border="1" style="width: 100%; height: 100px;"> <tr> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> </tr> <tr> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> </tr> <tr> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> <td style="width: 33%; height: 30px;"></td> </tr> </table>										06 मिनट	<ul style="list-style-type: none"> कल्पनात्मकता संस्मरण वैचारिकता भाव-संयम
	गणित के साथ अर्न्तविषयी	<p>3. विभिन्न खेलों में प्रयोग होने वाली चीजों के ज्यामितीय आकार को पहचानें व लिखें जैसे - लूडो में प्रयोग होने वाला पासा, कैरम की गोटियाँ इत्यादि।</p>	10 मिनट	<ul style="list-style-type: none"> विचार-विनिमय तार्किकता सजगता 									


क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित
13.	एक तिनका	<p>1. 'अहंकारी व्यक्ति' और 'समझदार व्यक्ति' के बीच वार्तालाप लिखें-</p> <p>अहंकारी व्यक्ति.....</p> <p>.....</p> <p>समझदार व्यक्ति.....</p> <p>.....</p> <p>अहंकारी व्यक्ति.....</p> <p>.....</p> <p>समझदार व्यक्ति.....</p> <p>.....</p> <p>अहंकारी व्यक्ति.....</p> <p>.....</p> <p>समझदार व्यक्ति.....</p> <p>.....</p>	15 मिनट	<ul style="list-style-type: none"> • चरित्र-निर्माण • वाक्पटुता • विचार-विनिमय
		<p>2. शब्दों में उपसर्ग या प्रत्यय जोड़कर नया शब्द बनाएँ-</p> <p>झिझक दिन</p> <p>समझ लाल</p> <p>पकड़</p>	05 मिनट	<ul style="list-style-type: none"> • व्याकरणिक बोध • शब्द-निर्माण • सजगता

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित
14.	खान-पान की बदलती तस्वीर	<p>1. खाली स्थान भरें -</p> <p>इ [] [] → [] सा → ब [] → साँ [] []</p> <p>ढो [] [] → गा ठि [] → र [] भ []</p> <p>पा [] + [] जी → छो [] + [] [] चे</p>	10 मिनट	<ul style="list-style-type: none"> • संस्कृति-बोध • स्वास्थ्य-चेतना • पाक-कला ज्ञान
		<p>2. शब्दों की तस्वीर संवारिये (शुद्ध-अशुद्ध)-</p> 	10 मिनट	<ul style="list-style-type: none"> • भाषा-ज्ञान • सजगता • तार्किकता
15.	नीलकण्ठ	<p>1. अपने किसी पालतू पशु या पक्षी के बारे में जानकारी एकत्रित करें, व निम्न बिन्दुओं के आधार पर प्रस्तुत करें-</p>	16 मिनट	<ul style="list-style-type: none"> • सजगता • खोज प्रवृत्ति • अवबोधन

क्र. सं.	विषय	गतिविधि				समय	कौशल विकसित						
		चित्र	रंगरूप	खानपान	बोली								
							<ul style="list-style-type: none"> • चारित्रिकता • मौलिकता 						
		2. संधि विग्रह करें- अनुभवहीन नीलकण्ठ जालीहार अधमरा				04 मिनट	<ul style="list-style-type: none"> • व्याकरणिक ज्ञान • अर्थग्राह्यता • भाषा-शुद्धता 						
	गणित के साथ अन्तर्विषयी	3. बया के घोंसलें के बारे में जानकारी एकत्र करें। इसके चित्र को अपनी नोट-बुक में चिपकाएँ व इसमें पाए जाने वाली अद्वितीय समरूपता का वर्णन करें।				20 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता • विचार-विनिमय • तार्किकता 						
16.	भोर और बरखा	1. बूझो - पहेली सोचो और बताओ- क) दूध से बनता है- <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;">कख</td><td style="width: 20px; height: 20px;"></td></tr></table> ख) दूध बेचने वाला- <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;">ला</td></tr></table>		कख				ला				08 मिनट	<ul style="list-style-type: none"> • शब्द-भण्डार • सतर्कता • संस्कृति बोध
	कख												
		ला											

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित										
		ग) मन को सुहाने वाला- सु <input type="text"/> <input type="text"/> <input type="text"/> ना <input type="text"/> घ) गिरि (पर्वत) को धारण करने वाला- <input type="text"/> गि <input type="text"/> <input type="text"/> ध <input type="text"/> <input type="text"/>												
		2. कृष्ण के नामों के कारण स्पष्ट करें- मुरलीधर माखनचोर नंदलाल घनश्याम	12 मिनट	<ul style="list-style-type: none"> स्वाध्याय की प्रवृत्ति जागरूकता साहित्यिक विकास 										
17.	वीर कुँवर सिंह	1. स्वतंत्रता-सेनानियों के चित्रों से एक कोलाज अखबार पर बनाएँ और बुलेटिन बोर्ड पर लगाएँ।	08 मिनट	<ul style="list-style-type: none"> शब्द-भण्डार सतर्कता संस्कृति बोध जागरूकता 										
	इतिहास के साथ अर्न्तविषयी	2. स्वतंत्रता-सेनानियों की प्रसिद्ध उक्तियों को लिखें- <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>नाम</th> <th>उक्तियाँ</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>	नाम	उक्तियाँ									12 मिनट	<ul style="list-style-type: none"> स्वाध्याय की प्रवृत्ति साहित्यिक विकास धरोहरों के प्रति सजगता
नाम	उक्तियाँ													

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित									
18.	संघर्ष के कारण मैं तुनक मिजाज हो गया : धनराज	<p>1. विभिन्न खेलों के प्रसिद्ध खिलाड़ियों के नाम व पुरस्कार लिखें, उन सभी के किसी एक गुण का वर्णन करें, जिसे आप अपनाना चाहते हैं।</p> <table border="1"> <tbody> <tr> <td></td> <td>फुटबाल</td> <td></td> </tr> <tr> <td></td> <td>हॉकी</td> <td></td> </tr> <tr> <td></td> <td>क्रिकेट</td> <td></td> </tr> </tbody> </table>		फुटबाल			हॉकी			क्रिकेट		20 मिनट	<ul style="list-style-type: none"> • सतर्कता • खेल-प्रेम • सहयोग • सकारात्मकता चरित्र निर्माण
	फुटबाल												
	हॉकी												
	क्रिकेट												

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित
		 <p>बॉस्केट बॉल</p> <p>गुण</p> <ul style="list-style-type: none"> • • • • • 		
19.	आश्रम का अनुमानित व्यय	<p>1. पाठ में आए कोई पाँच निश्चित संख्यावाची विशेषण शब्दों को छाँटकर लिखिए।</p> <p>.....</p> <p>.....</p> <p>.....</p>	12 मिनट	<ul style="list-style-type: none"> • आत्मविश्वास • अवबोधन • व्यवहारिक-ज्ञान • सजगता
		<p>2. वाक्यांश के लिए एक शब्द लिखें-</p> <p>परिवार के सहित-</p> <p>रसोई के लिए घर-</p>	08 मिनट	<ul style="list-style-type: none"> • स्मरण-शक्ति • विषय-बोध • जागरूकता

क्र. सं.	विषय	गतिविधि	समय	कौशल विकसित
		पुस्तक के लिए आलय- नीचे लिखा हुआ-		
20.	विप्लव-गायन	1. दिए गए विषय पर स्वरचित कविता लिखें- 'प्रगति' निम्न पंक्तियों को आगे बढ़ाते हुए पूरा करें- चहुँ ओर चमकता तारा हो शिक्षा का उजियारा हो ऐसा देश हमारा हो	20 मिनट	<ul style="list-style-type: none"> • मौलिकता • सृजन-शक्ति • शब्द-भण्डार • कल्पनाशक्ति
		2. कविता में दिए गए 'राम-राम' व 'कण-कण' जैसे प्रयुक्त होने वाले पाँच और शब्दों के समूह को लिखें व इनका वाक्यों में प्रयोग करें।	10 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता • व्याकरण-बोध • कल्पना-शक्ति • जागरूकता
		3. वीर रस से ओत-प्रोत किसी कविता की पाँच लाइनें अपनी नोट-बुक में लिखें।	10 मिनट	<ul style="list-style-type: none"> • चरित्र-निर्माण • जीवन-मूल्य • मौलिकता



Alternatives to Homework

ENGLISH

Class–VII

HONEYCOMB

Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Three Questions	<p>1. Being Human</p> <p>For classroom discussion:</p> <p>Students will be given a picture and asked to find out the answers of the questions given below:</p> <ol style="list-style-type: none"> 1. What, do you think, the child is doing? 2. Why, do you think, he/she is doing it? 3. What, do you think, they must have felt: <ol style="list-style-type: none"> a) the child b) the old lady <p>Home Task:</p> <p>The students will be asked to use their observations to prepare for a classroom discussion on the theme 'Being Human'.</p>	<p>10 minutes</p> <p>15 minutes</p>	<ul style="list-style-type: none"> • Oratory skills • Self awareness • The value of helping others • Awareness of road safety rules • Compassion




S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. 3 C's in decision making</p> <p>Classroom discussion</p> <p>Following situation is explained to the students: Junior and senior students of the school travel in the same school bus. While travelling, the seniors bully the juniors and occupy their seats.</p> <p>(The teacher will tell the students to apply 3C's: Challenge, Choices and Consequences to solve the problem.)</p> <p>Home Task:</p> <p>The students will be asked to write down the various choices that they have, as juniors, in the given situation, and their consequences.</p> <p>Then, they will be asked to select the option they think is the best, and write a few sentences giving reasons for their choice.</p>	<p>10 minutes</p> <p>25 minutes</p>	<ul style="list-style-type: none"> • Decision making skills • Analytical skills • Imagination • Expression of thoughts • Problem solving • They will be able to understand P.O.W.E.R. (Problem, Options, Weigh, Elect and Reflect) model for decision making.
		<p>3. Curiosity - The wick in the candle</p> <p>Students will frame 5 questions, the answers of which they are curious to know from their elders.</p> <p>Then they will put the questions to their elders and check whether their answers satisfy their curiosity or not. If not, then why not?</p> <p>(They will share their questions and answers in the class.)</p>	20 minutes	<ul style="list-style-type: none"> • Curiosity will be aroused • Creative thinking skills will be developed • Interpersonal relationship
2.	A Gift of Chappals	<p>1. Obedience with exactness</p> <p>Home Task I:</p>	25 minutes	<ul style="list-style-type: none"> • An attitude of care and compassion

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Students will be asked to write a diary about an incident when they were disrespectful and disobedient to someone.</p> <p>2. Classroom Discussion</p> <p>Classroom discussion will be held wherein the teacher will ask the students to reflect on the following points:</p> <ul style="list-style-type: none"> • Why did it happen? Was it the right thing to do? What were the consequences? How did it make the other person feel? Will they repeat their behaviour? Why or why not? What did they learn from the experience? <p>Home Task II:</p> <p>3. Based on the above discussion, students will be asked to draw inference from the discussion in the form of a paragraph.</p>	20 (10+10) minutes	<ul style="list-style-type: none"> • Sensitization towards the needy • Narration using direct speech • Imagination • Expression
		<p>2. Cheer up someone's world</p> <ul style="list-style-type: none"> • The teacher will ask the students to look for poems on a similar theme. For Example: <ul style="list-style-type: none"> - Somebody's Mother (Mary Dow Brine) - Sympathy (Charles Mackey) • They will also compose their own jingles on the theme 'The pleasure of helping others'. 	20 minutes	<ul style="list-style-type: none"> • Self awareness • Comprehension of the poem • Creative thinking skills • Empathy • Creativity • Originality
3.	Gopal and the Hilsa fish	<p>1. Laughter is the best medicine</p> <ul style="list-style-type: none"> • The teacher will give slips of crazy situations to the students in the class. 	2 days	<ul style="list-style-type: none"> • Creative thinking • Aesthetic skills • Expression of thoughts

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> They will be asked to prepare a comic strip at home based on the situation mentioned in their slip. 		<ul style="list-style-type: none"> Out-of-box thinking
		<p>2. I'm not crazy; I'm special</p> <p>The students will be asked to write an informal letter to their friend and narrate an incident when they did something crazy and were laughed at by others, the consequences that they faced and if they would like to repeat the act.</p>	20 minutes	<ul style="list-style-type: none"> Creative thinking Communication Expression of thought Knowledge of format
		<p>3. I'm stronger than my challenges</p> <p>Students will be asked to complete the story from the given outline:</p> <p>One day I went to a bank with my father. I saw two armed men entering</p> <p>.....</p> <p>.....</p>	20 minutes	<ul style="list-style-type: none"> Expression Imagination Creativity Decision making
4.	The Ashes that Made Trees Bloom	<p>1. Rendezvous</p> <p>The students will be asked to interview a person who, according to them, is very kind. They have to frame a questionnaire and get the answers.</p>	30 minutes	<ul style="list-style-type: none"> Communication skills Empathy Interpersonal Skills Kindness Politeness
		<p>2. Don't be jealous</p> <p>God has made all of us differently. We are different in our physical appearance, talents, abilities, attitude etc. Some people have lack of self confidence and</p>	10 minutes	<ul style="list-style-type: none"> Expression of thought Creativity Originality Awareness and managing of

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>become jealous of others. Do you think it is right to be jealous? Why or why not?</p> <p>Analyse one or more such factors that lead to jealousy. Discuss among the family, obtain response from your class fellows and make a collage of the same</p>		emotions
5.	Quality	<p>1. Ad Mania</p> <p>Students will prepare a print advertisement for any one product of their choice, stressing on its quality. [Hint: The teacher can ask the students to choose from various stationery items, chocolates or things of everyday use]</p> <p>Clues:</p> <ol style="list-style-type: none"> Title Features of the product (Models) Highlights Price range Availability 	20 minutes	<ul style="list-style-type: none"> • Creative thinking • Aesthetic skills • Imagination • Presentation
		<p>2. Follow me</p> <p>Big companies have been successful to rope in celebrities to endorse their brands. Choose a product, research on its advertising campaign. Prepare a write up of about 50-60 words, with a caption and a picture for your class display board.</p>	25 minutes	<ul style="list-style-type: none"> • Awareness • Decision making • Presentation
		<p>3. Harbinger of Change</p> <p>The students will be asked to consider the following situation.</p>	20 minutes	<ul style="list-style-type: none"> • Empathy • Problem solving • Creative thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>You are worried seeing a sharp rise in the number of accidents owing to road rage, negligence of the traffic rules or rash driving. Prepare a two minute script of a radio show to create awareness among the masses on this issue.</p> <p>Essentials of a radio script:</p> <ol style="list-style-type: none"> 1. Selection of theme 2. Selection of characters 3. Dialogues 4. Jingles (if required) 		<ul style="list-style-type: none"> • Critical thinking • Imagination • Expression
6.	Expert Detectives	<p>1. Let's create something</p> <p>The students will be asked to collect pictures and information about famous personalities, known for their service to mankind or their nations. They will be asked to write a biographical paragraph which should include:</p> <ol style="list-style-type: none"> 1. Introduction 2. Childhood 3. Achievements 4. His/her contribution to society. 	20 minutes spread to 2 days	<ul style="list-style-type: none"> • Information of the great personalities who worked for their nation. • Creativity • Presentation • Aesthetic skills
		<p>2. Being Rational</p> <p>Classroom discussion:</p> <p>The teacher will show the given picture and ask the following question:</p> <p>Look at the picture. Which profession does it remind you?</p>	15 minutes	<ul style="list-style-type: none"> • Rational thinking skills • Presentation • Vocabulary

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Home task:</p> <p>The students will be asked to write the name of their favourite detective and make a web chart of the qualities that they think a detective should possess.</p> 		
		<p>3. Sharing an Incident</p> <p>The students will be asked to imagine a situation wherein they are prejudiced against somebody or become a victim of prejudice. They will be asked to write a diary entry expressing their feelings and emotions experienced during the situation.</p>	20 minutes	<ul style="list-style-type: none"> • Expression • Vocabulary • Creativity • Coherence and organization of ideas • Empathy
		<p>4. Referring a Dictionary</p> <p>The students will be given the following words. They would be asked to look up the meaning and provide a synonym for each word:</p> <p>i) Shout <u> Yell </u></p> <p>ii) Agile <u> </u></p> <p>iii) Destroy <u> </u></p>	20 minutes	<ul style="list-style-type: none"> • Vocabulary • Research and Reference

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		iv) Sympathize _____ v) Calm _____ vi) Impulsive _____ vii) Furious _____ viii) Commence _____ ix) Gloomy _____		
7.	The Invention of Vita-Wonk	1. Understanding changes Classroom discussion: The students will be asked the following questions: 1. Have you ever wanted to grow old, quickly? Why/Why not? Home Task: 1. The students will be asked to make a sketch of themselves imagining how they would look when they turn 50. 2. They will be asked to make a list of the activities that they would like to do at that age.	20 minutes	<ul style="list-style-type: none"> • Awareness of the changes in appearance taking place in a human body with passage of time • Imagination • Creative thinking • Presentation • Aesthetic skills
		2. Know your elders 1. The students will be asked to make a family tree in their note book, pasting pictures of each member, with the picture of the oldest member being on the top. 2. They will be asked to write a ' Thank you message ' for an elderly member of their family. They should use appropriate vocabulary for expressing gratitude.	20 minutes	<ul style="list-style-type: none"> • Family bonding will be strengthened • Awareness about their responsibilities towards the elderly people of their family • Presentation • Expression


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>3. Being Human</p> <p>The students will be asked to prepare a one minute speech to be delivered in the morning assembly about the consequences of using animals for experiments.</p>	20 minutes	<ul style="list-style-type: none"> • Awareness about the importance of existence of biodiversity • Compassion towards animals • Analytical thinking • Expression • Observation • Creativity • Logical and critical thinking
8.	Fire: Friend and Foe	<p>1. Fire Act</p> <p>Description:</p> <p>The students will be asked to design a poster on 'Fire Safety and Alertness'.</p>	20 minutes	<ul style="list-style-type: none"> • Knowledge about basic facts related to fire safety • Presentation • Creativity
		<p>2. Designing a safety pamphlet</p> <p>The students will be asked to watch the following videos (ON YOUTUBE):</p> <ol style="list-style-type: none"> 1. Fire Safety Measures 2. The Alarming Truth <p>Home Task for Students :</p> <p>What did you learn from the video? Find out some do's and don'ts and safety measures that should be adopted in such a situation and design a safety pamphlet for the same.</p>	20 minutes	<ul style="list-style-type: none"> • Imagination • Expression • Importance of being cautious and proactive • Help and compassion
		<p>4. Understanding fire</p> <p>The students will be asked to prepare a flowchart</p>	Spread over two	<ul style="list-style-type: none"> • Enrichment of knowledge regarding the origin and

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		describing the expansion in the uses of fire since its discovery till the present day.	days	<ul style="list-style-type: none"> • contribution of fire • Presentation
9.	A Bicycle in Good Repair	<p>1. Facing challenges</p> <p>The students will be asked to imagine a situation where their bicycle broke down and a stranger came to help them. They have to design a 'Thank You' card with an appropriate message for him/her.</p>	25 minutes	<ul style="list-style-type: none"> • Creativity • Presentation • The value of being helpful • Gratefulness
		<p>2. Go green... Let's be environment friendly</p> <p>Use of bicycles is one of the environment friendly modes of transport. Collect information about environment friendly processes. Which of these can be used by the people in your locality? What are the other modes of transport or ways that may be adopted to reduce air pollution? Design a poster on any one environmental friendly process.</p>	20 minutes	<ul style="list-style-type: none"> • Sensitivity towards environment • Presentation • Creativity • Aesthetic Skills
		<p>3. Let's write</p> <p>The students will be asked to attempt the following questions:</p> <p>Imagine you are the writer of the lesson 'A Bicycle in Good Repair'. Write a letter to your mother telling her about the incident. You may include the following:</p> <ul style="list-style-type: none"> • What had happened? • How were you helped? • Your feelings about your friend. 	20 minutes	<ul style="list-style-type: none"> • Knowledge about the advantages of riding bicycles. • Critical thinking • Communication skills • Reasoning skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
10.	The Story of Cricket	<p>1. Describing a person</p> <p>The students will be asked to make a collage on the well-known cricket players of the world and write a paragraph on their favorite cricketer.</p>	20 minutes	<ul style="list-style-type: none"> • Presentation • Expression • Aesthetic Skills
		<p>2. Let's be sporty</p> <p>You recently saw a cricket match on T.V. which you thoroughly enjoyed. Write a report on the same in about 150-200 words. Your report should include:</p> <ol style="list-style-type: none"> 1. Participants 2. Venue 3. Details of the match-toss, batting, fielding, result etc. 	20 minutes	<ul style="list-style-type: none"> • Creativity • Expression • Organization of Ideas
		<p>3. Quote a sport</p> <p>Read articles on importance of sports and sportsmanship and draft a quote promoting sports</p>	20 minutes	<ul style="list-style-type: none"> • Thinking skills • Expression
		<p>4. Slogan writing</p> <p>The students have to create a slogan on the importance of sports in their life.</p>	10 minutes	<ul style="list-style-type: none"> • Creativity • Originality • Precision in language • Value of sports
		<p>5. Creating a comic book</p> <p>The students will be asked to create a short comic book with a story that they find funny. Then, they will be encouraged to pass their comic book to others in the class to read.</p> <p>[Hint: The teacher can give the following tips on</p>	40 minutes spread to two days	<ul style="list-style-type: none"> • Critical thinking • Reasoning skills • Logical skills • Presentation • Expression

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>how to make a comic book.]</p> <p>a) Choose a funny story and write it in the form of short, two line dialogues.</p> <p>b) Sketch the main characters. Colour the sketches.</p> <p>c) Illustrate the two line dialogues as frames. Make four frames on a page.</p> <p>d) Write a line to link two frames where needed.</p> <p>e) Draw bubbles to write the dialogues and write the dialogues in the bubbles.</p> <p>f) Create an attractive cover.</p>		<ul style="list-style-type: none"> • Narration • Creativity • Artistic skills
	Interdisciplinary with Maths	<p>6. Measurement</p> <p>What is generally the shape of a cricket field? Identify the shape of the pitch and write down its dimensions?</p> <p>Draw the picture of the entire cricket field.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Reasoning • Logical skills • Creativity
	Poem-1: The Squirrel	<p>Activity-1 : Story of a Squirrel</p> <p>Compose a story on squirrel and present it along with colourful pictures of squirrel.</p>	15 minutes	<ul style="list-style-type: none"> • Expression • Creative writing • Presentation • Critical thinking
		<p>Activity-2 : Role of animals in producing new plants</p> <p>Squirrels play a crucial role in producing new plants. Find out how. Collect information about other animal/s (if any) that play a role in a similar way, in producing new plants.</p>	20 minutes	<ul style="list-style-type: none"> • Critical thinking • Exploration

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Poem-2: The Rebel	<p>Activity: Tongue twister</p> <p>The students will be asked to create a tongue twister with the word 'Rebel'. You may follow the example given below:</p> <p>Choose a name: The best letters for a name begin with B, D, L, M, P, S or T - or your child may like to choose his own name, e.g. Barry</p> <ul style="list-style-type: none"> • What did the person do? It must begin with the letter of her name, e.g. Baked bread. • Where is the person? It must begin with the letter of her name, e.g. Belinda's bakery. • When did this activity occur? It must begin with the letter of her name e.g. Before bedtime. • Why did this activity happen? It must begin with the letter of her name, e.g. Brother made him. <p>String all the words together and you will end up with your very own tongue twister!</p> <p>Barry baked bread at Belinda's Bakery before bedtime because brother made him.</p>	20-25 minutes	<ul style="list-style-type: none"> • Originality • Creativity • Application of poetic devices (Alliteration) • Aesthetic skills • Understanding of preposition • Presentation
	Poem-3: The Shed	<p>Useful Sheds</p> <p>In villages, there are houses having sheds used for various purposes. Identify such sheds and describe them. Use pictures, if required.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Creativity • Expression
	Poem-4: Chivvy	<p>Activity: Let's Transform</p> <p>The students will be asked to pick out any five commands from the poem and transform them into</p>	30 minutes	<ul style="list-style-type: none"> • Comprehension of the poem

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		other kinds of sentences, namely, assertive, interrogative and exclamatory.		
	Poem-5: Trees	<p>Activity: Making Mind Map</p> <p>The students will be asked to read the given samples and create a mind map, taking the key words from them.</p> 	30 minutes	<ul style="list-style-type: none"> • Vocabulary • Observation
	Poem-6: Mystery of the Talking Fan	<p>Activity: Sound Bites</p> <p>The students will be asked to find words associated with the sound made by the following: Utensils, leaves, birds, train, water, bells.</p> <p>[Hint: The teacher can give a few examples such as babies - babble, bangles - tinkle].</p>	20–25 minutes	<ul style="list-style-type: none"> • Vocabulary • Knowledge of rhyming words
	Poem-7: Dad and the Cat and the Tree	<p>Activity: Rhyming Words</p> <p>The students will be asked to pick out any six pairs of rhyming words from the poem and add at least one more word to each pair.</p>	15 minutes	<ul style="list-style-type: none"> • Vocabulary • Observation • Awareness of nature • Grammatical skills • Application skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Poem-8: Meadow Surprises	<p>Activity: Objects Perspective</p> <p>Choose any one object from nature and write a 3 paragraph essay from the perspective of that object. Your essay should include:</p> <ol style="list-style-type: none"> 1. Interesting introduction. 2. Daily routine of the object. 3. How does it feel about its life? <p>You may write on trees, mountains, grass etc.</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Critical thinking • Imaginations • Expression
	Poem-9: Garden Snake	<p>Activity: Helping Hands</p> <p>The students will be asked to identify any five animals / insects that they come across regularly and mention the ways in which they are useful to human beings.</p>	20 minutes	<ul style="list-style-type: none"> • Vocabulary • Presentation



Alternatives to Homework

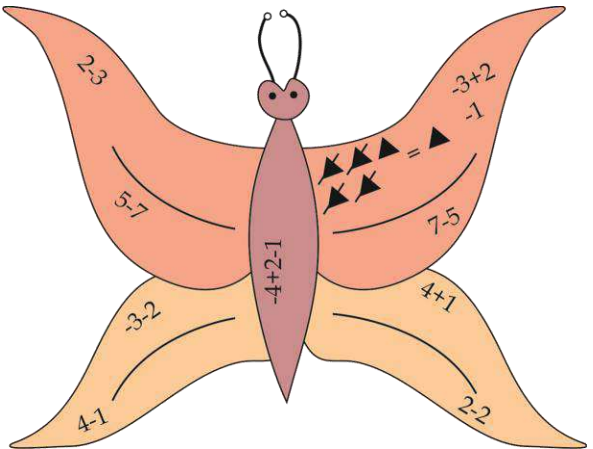
MATHEMATICS

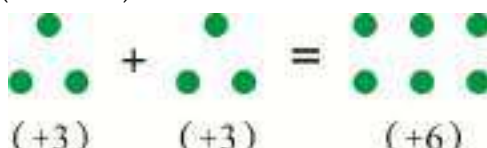
Class–VII

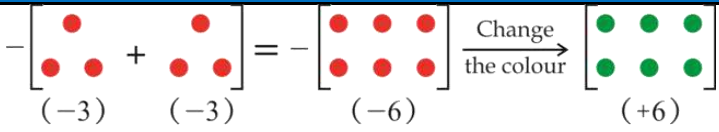


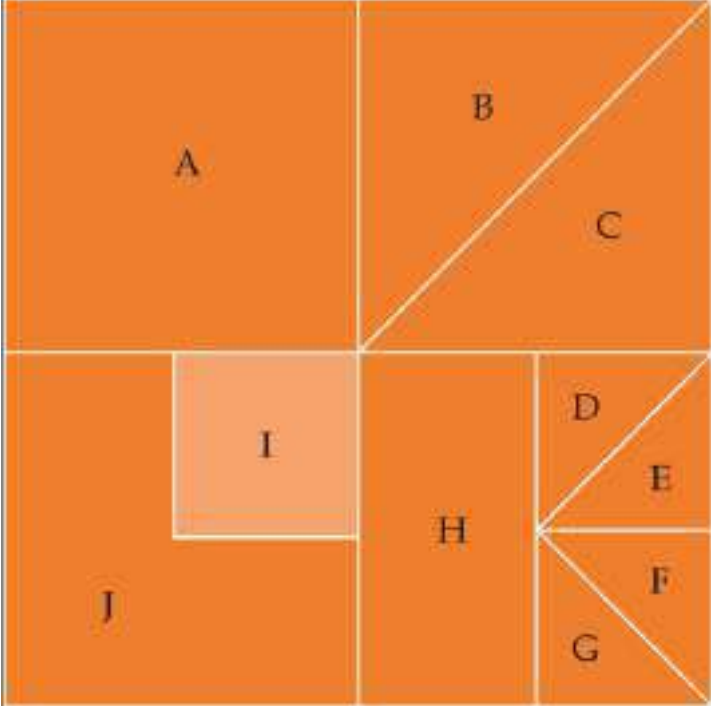
MATHEMATICS

Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Integers	<p>1. Make the butterfly beautiful</p> <p>Description: Draw butterfly as shown in sample.</p> <ol style="list-style-type: none"> Use red colour for negative integer and green colour for positive integer. For every integer, use one geometrical figure. Complete the design of butterfly wings as shown in example. 	25 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Expression • Aesthetic skills • Logic
		<p>2. The jumping frog</p> <p>Description:</p> <ol style="list-style-type: none"> Represent the given situation diagrammatically and mathematically. 	20 minutes	<ul style="list-style-type: none"> • Thinking skills • Imagination • Value: Try-try till you succeed

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Use different colours for positive and negative integers.</p> <p>3. In how many jumps will he come out of the well?</p> <p>4. Which value do you learn from the frog?</p> <p>Situation:</p> <p>A frog is there in a 12m deep well. The frog wants to jump out of the well. Every time he jumps 3m and falls back by 1m.</p>		
		<p>3. Play with balls</p> <p>Description:</p> <p>Students are supposed to take two different coloured sketch pens, same number of identical balls are to be drawn for one integer as indicated. Perform activity according to given example. (We know -ve symbol means opposite/change of colour)</p> <p>Example:</p> <p>Let, • Green for +ve integer</p> <p>• Red for -ve integer</p> <p>1) 2×3 (2 times 3)</p>  <p>2) $-2 \times (-3) \Rightarrow \{-2 \text{ times } (-3)\} \Rightarrow \{6\}$</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Critical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		 <p> $\begin{array}{c} \cdot \\ \cdot \\ \cdot \end{array} + \begin{array}{c} \cdot \\ \cdot \\ \cdot \end{array} = \begin{array}{c} \cdot \cdot \cdot \\ \cdot \cdot \cdot \end{array} \xrightarrow{\text{Change the colour}} \begin{array}{c} \cdot \cdot \cdot \\ \cdot \cdot \cdot \end{array}$ $(-3) \quad (-3) \quad (-6) \quad (+6)$ </p> <p>Show the following in the form of pictures of balls.</p> <p>i) -3×4 ii) 2×-4 iii) -3×-4 iv) 4×5</p>		
2.	Fractions and Decimal	<p>1. Supermarket sale</p> <p>Description:</p> <p>In the super market there are five shopkeepers A, B, C, D, E. If shopkeeper A sells his $\frac{2}{3}$ of products in a day, B sells $\frac{3}{7}$ of products, C sells $\frac{4}{5}$ of products in a day, D sells $\frac{5}{6}$ of products in a day and E sells $\frac{7}{8}$ of products in a day, who sells more products in a day? Cut 5 equal circles and represent each fraction on the circles and find the largest fraction and the smallest fraction.</p>	20 minutes	<ul style="list-style-type: none"> • Understanding • Critical Thinking • Reasoning
		<p>2. Tangram activity 2</p> <p>Description:</p> <p>1. Draw a big square. Convert into four small squares by paper folding activity. Now we can see each part is $\frac{1}{4}$ of the whole.</p> <p>Again you can divide figure into other parts as directed in the figure and decide the value of each part.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Logic • Reasoning

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				
	Interdisciplinary with Science	<p>3. Plan your junk food</p> <p>Description:</p> <p>Take a small packet of wafers. List out the ingredients with their weights and calories.</p> <ol style="list-style-type: none"> 1. Find out total calories consumption. 2. Convert the weight of each ingredient in fraction and then decimal. 3. Why should we avoid junk food? Name any two healthy foods. 		<ul style="list-style-type: none"> • Observation • Conversion • Correlation • Sensitisation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																								
3.	Data Handling	<p>1. Bar Graph Description: List out birth years of your family members at least 7 (if required the birth years of relatives may also be taken). Draw bar graph on A4 size pastel sheet.</p>	20 minutes	<ul style="list-style-type: none"> • Analysis • Critical Thinking 																								
		<p>2. Fruit Basket Description: Complete the following data.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Name of Fruit</th> <th>Price in current week</th> <th>Price in previous week</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Apples</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Bananas</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Papaya</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Oranges/<i>Mausami</i></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Coconut</td> <td></td> <td></td> </tr> </tbody> </table> <p>Which of the fruit shows -</p> <ol style="list-style-type: none"> 1. Maximum difference in price of current week and price of previous week. 2. Minimum difference in price of current week and previous week. 	S. No.	Name of Fruit	Price in current week	Price in previous week	1.	Apples			2.	Bananas			3.	Papaya			4.	Oranges/ <i>Mausami</i>			5.	Coconut			20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Application
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5.	Coconut																											
		<p>3. Family Survey Description: Collect data of number of family members of 10 neighbourhood families and find mean, mode and median.</p>	20 minutes	<ul style="list-style-type: none"> • Communication • Interpretation • Analytical 																								

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																																
4.	Simple Equations	<p>1. Hide and seek</p> <p>Description:</p> <p>From the table, choose any one item from each column to form an equation and solve it. Form at least 3 equations. One example is done for you. The items chosen in this case are encircled in the table.</p> $-18a + (-3/5) = 21$ $-18a = 21 + (3/5) = 108/5$ $a = (108/5) \times (1/-18) = -180/90 = -6/5$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td>3</td> <td>b</td> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">+</td> <td>6</td> <td>=</td> <td>18</td> </tr> <tr> <td>-4</td> <td>q</td> <td>÷</td> <td>8</td> <td>=</td> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">21</td> </tr> <tr> <td>8</td> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">a</td> <td>+</td> <td>-4</td> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">=</td> <td>-18</td> </tr> <tr> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">-18</td> <td>y</td> <td>-</td> <td>2/3</td> <td>=</td> <td>154</td> </tr> <tr> <td>-21</td> <td>x</td> <td>x</td> <td>6</td> <td>=</td> <td>3/2</td> </tr> <tr> <td>17</td> <td>p</td> <td>-</td> <td style="border: 1px solid black; border-radius: 50%; text-align: center;">-3/5</td> <td>=</td> <td>62</td> </tr> <tr> <td>22</td> <td>r</td> <td>+</td> <td>1</td> <td>=</td> <td>-2/3</td> </tr> <tr> <td>65</td> <td>s</td> <td>-</td> <td>12</td> <td>=</td> <td>1</td> </tr> </tbody> </table>	3	b	+	6	=	18	-4	q	÷	8	=	21	8	a	+	-4	=	-18	-18	y	-	2/3	=	154	-21	x	x	6	=	3/2	17	p	-	-3/5	=	62	22	r	+	1	=	-2/3	65	s	-	12	=	1	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Application • Analysis
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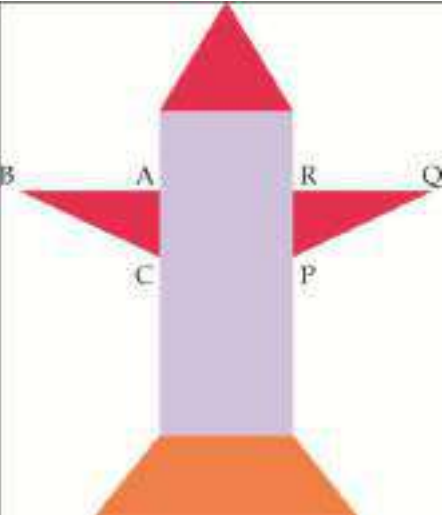
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Your home</p> <p>Description:</p> <p>Note down postal pin code of your place where you reside. Take x times of last 2 digits of that pin code and add number of family members to it. Put it equal to your age solve for x on A4 coloured sheet.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Application
5.	Lines and Angles	<p>1. Coloured wheel</p> <p>Description:</p> <p>Draw a circle. Mark 8 points on its boundary. Join 2 points at a time to get 4 diameters.</p> <ol style="list-style-type: none"> 1. Name all line segments and all angles obtained. 2. Colour all parts (known as sectors) with different colours. 3. Measure all 8 angles and find their sum of identify the supplementary and complementary angles. 	20 minutes	<ul style="list-style-type: none"> • Creativity • Logical Thinking • Application
		<p>2. The angle grid</p> <p>Description:</p> <ol style="list-style-type: none"> 1. The students will be given a grid with 9 pairs of angles with their properties, written randomly. 2. The students will cut out the given grid into 18 triangular pieces and arrange them pair wise to form 9 squares i.e. each paper of angles with its identification criteria. 3. Now the students will arrange the 9 squares to form a (3×3) grid. 	20 minutes	

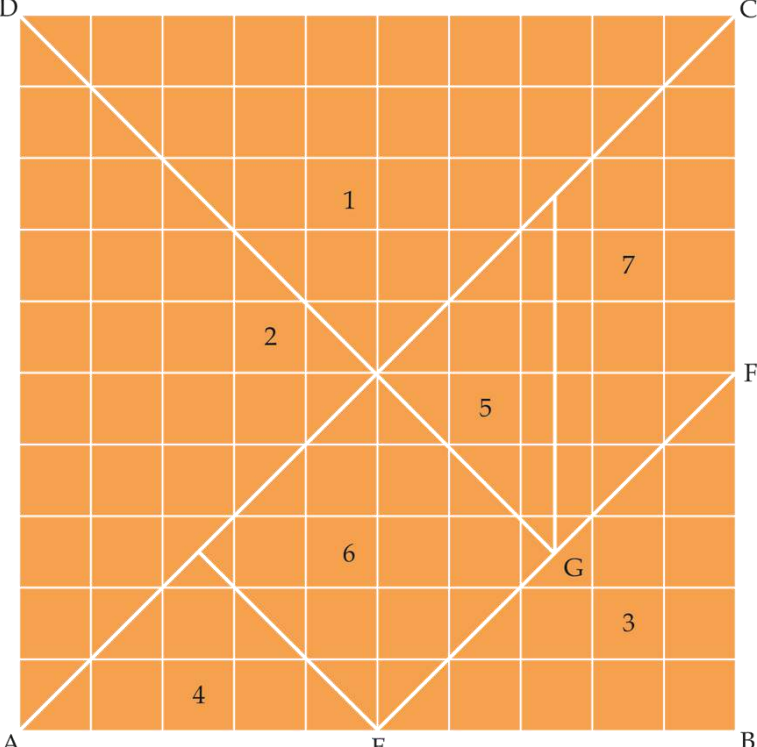
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		<p>Illustration:</p> <table border="1"> <tr> <td>1. Corresponding angles <i>Sum is 180°, may be adjacent, may not be adjacent</i></td> <td>2. Vertically opposite angles <i>Sum is 90°, may be adjacent, may not be adjacent</i></td> <td>3. Alternate interior angles <i>Lie on the same side of the transversal, Distinct vertices, one interior and one interior angle</i></td> </tr> <tr> <td>4. Alternate-exterior angles <i>Lie on the either side of the transversal, Distinct vertices, both exterior angles</i></td> <td>5. Co-interior angles <i>Common vertex, equal angles, two intersecting lines</i></td> <td>6. Adjacent angles <i>Lie on the same side of the transversal, distinct vertices, Supplementary angles</i></td> </tr> <tr> <td>7. Linear Pair <i>Common vertex, common arm, non-common arm on either side of the common arm</i></td> <td>8. Complementary angles <i>Lie on the either side of the transversal, distinct vertices, both exterior angles</i></td> <td>3. Supplementary angles <i>Adjacent angles, Common vertex, supplementary angles</i></td> </tr> </table>	1. Corresponding angles <i>Sum is 180°, may be adjacent, may not be adjacent</i>	2. Vertically opposite angles <i>Sum is 90°, may be adjacent, may not be adjacent</i>	3. Alternate interior angles <i>Lie on the same side of the transversal, Distinct vertices, one interior and one interior angle</i>	4. Alternate-exterior angles <i>Lie on the either side of the transversal, Distinct vertices, both exterior angles</i>	5. Co-interior angles <i>Common vertex, equal angles, two intersecting lines</i>	6. Adjacent angles <i>Lie on the same side of the transversal, distinct vertices, Supplementary angles</i>	7. Linear Pair <i>Common vertex, common arm, non-common arm on either side of the common arm</i>	8. Complementary angles <i>Lie on the either side of the transversal, distinct vertices, both exterior angles</i>	3. Supplementary angles <i>Adjacent angles, Common vertex, supplementary angles</i>		
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6.	The Triangles and their Properties	<p>1. Direction of triangle</p> <p>Description: Draw two different scalene triangles.</p> <ol style="list-style-type: none"> 1. Draw median with red colour. 2. Draw altitude with green colour. 	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Presentation • Critical Thinking 									

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		3. Draw angle bisector of any one angle with blue colour. 4. Draw perpendicular bisector of any one side with orange colour. Label the figures completely.		
		2. Triangle crossword puzzle. Description: A crossword with clues will be given to the students. Across: <ol style="list-style-type: none"> A triangle with all sides equal. A triangle with unequal sides. The sides of the right triangle other than hypotenuse. The property which says $h^2 = p^2 + b^2$ Distance of a vertex of a triangle to its opposite base. Down: <ol style="list-style-type: none"> Side opposite to the right angle of a right triangle. A triangle in which two sides are equal. A line segment drawn perpendicular to one side of a triangle from its opposite vertex. The line segment joining the midpoint of one side of a triangle to its opposite vertex. 	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Logical Thinking

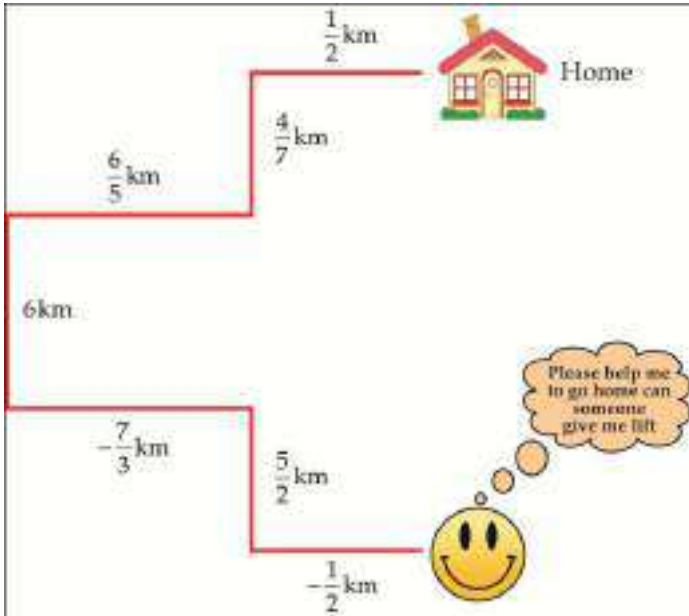
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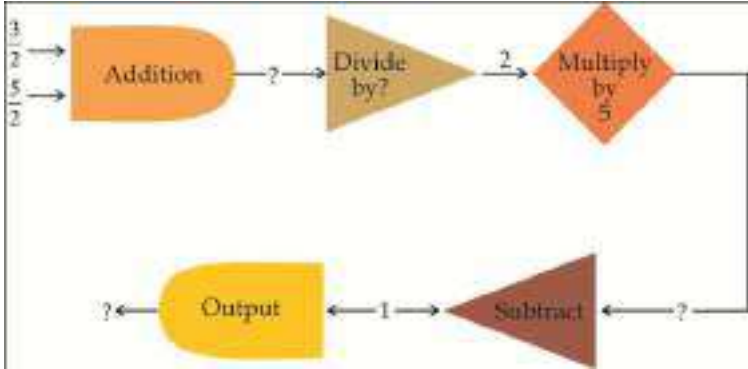
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>QUILET PYTHAGORAS OPLENES TITICAE UNDES HEIGHT</p>		
		<p>3. Fun with match sticks Description: Take 3 sets of match sticks as mentioned below. Set A - [1 stick, 2 sticks, 3 sticks] Set B - [2 sticks, 2 sticks, 5 sticks] Set C - [3 sticks, 4 sticks, 5 sticks]</p>	25 minutes	<ul style="list-style-type: none"> • Planning and organising • Observation • Creativity • Critical Thinking

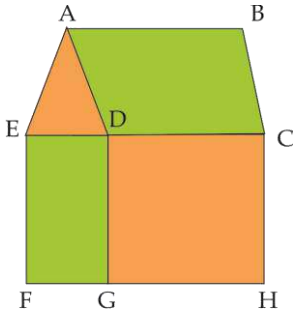
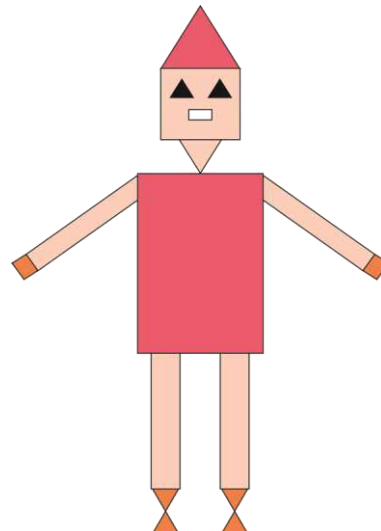
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		Taking sticks (as mentioned above) as length of sides of triangle, try to form triangle for each set. Note down your observations.		
7.	Congruence of Triangles	<p>1. Fly in Air Description: Let $\triangle ABC \approx \triangle RQP$ Draw these 2 triangles using same colour. Cut out these triangles and paste on appropriate position for aeroplane wings as given in the figure below. How many more congruent triangles can be drawn in the given figure. Draw them</p> 	20 minutes	<ul style="list-style-type: none"> • Creativity • Presentation • Critical Thinking
		<p>2. Tangram Activity Description: Students will be made to cut the 7 pieces of a tangram from the following figure.</p>	25 minutes	<ul style="list-style-type: none"> • Creativity • Analysis • Observation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		 <p data-bbox="625 1047 1377 1364"> 1. Find two pairs of congruent triangles from the 7 given pieces. 2. Make a triangle using the congruent triangles 4 and 5. Place this triangle on the triangle 3. 3. Is the new triangle congruent to the triangle 3? 4. Make a square using two congruent triangles 1 and 2. Is this square congruent to the original square piece from which the tangram set was made? Give reasons. </p>		<ul style="list-style-type: none"> <li data-bbox="1575 292 1848 324">• Logical Thinking

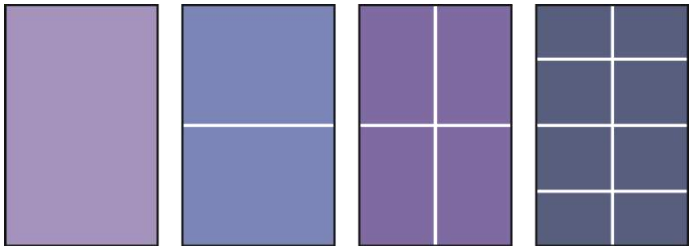
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8.	Comparing Quantities	<p>1. Let's come to an imaginary world! Description: Chalk down your routine in tabular form as mentioned below.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Activity</th> <th>No. of Hours</th> <th>Fraction of hours per day</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>School</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Playing</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Watching T.V</td> <td></td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Computers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Sleeping</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>(Percent means out of 100)</i> Assume there are 100 hours in a day. Now again write down your routine in the table.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Activity</th> <th>Fraction of hours per day in imaginary world</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>School</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Playing</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>Watching T.V</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>Computers</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>Sleeping</td> <td></td> <td></td> </tr> </tbody> </table>	S. No.	Activity	No. of Hours	Fraction of hours per day	%	1.	School				2.	Playing				3.	Watching T.V				4.	Computers				5.	Sleeping				S. No.	Activity	Fraction of hours per day in imaginary world	%	1.	School			2.	Playing			3.	Watching T.V			4.	Computers			5.	Sleeping			25 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
9.	Rational Numbers	<p>1. Way to home Description: Activity to be done on A-4 Size coloured sheet.</p>  <p>Negative distance means distance in opposite direction.</p> <ol style="list-style-type: none"> Rohan wants to give lift to an old lady and drop her to home. Find how much distance should he have to cover. What value do you learn from Rohan? 		<ul style="list-style-type: none"> • Critical Thinking • Logical Thinking • Value- Helping the others
		<p>2. Puzzle Description: Cut and rearrange with correct answers.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				
		<p>3. Rational Circuit diagram Description: Perform the activity on A4 size pastel sheet.</p> 	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Application • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
10.	Practical Geometry	<p>Parallel Lines and Triangles</p> <p>1. Identify the parallel lines and triangles in the following picture and write down in your note-book. Make similar pictures and identify the parallel lines and triangle in them also.</p> 	20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Creative and Critical Thinking
11.	Perimeter and Area	<p>1. Robotic Maths</p> <p>Description: Do as directed</p> <ol style="list-style-type: none"> 1. Make robot with different coloured sheets. 2. Calculate perimeter and area of all figures (17 figures) <p>Hint : Use figure with dimensions as per your requirement.</p> 	2 Days → 20 minutes Per Day	

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes									
12.	Algebraic Expressions	<p>1. Construct New Algebraic Expressions Description: Fill in the gaps. Algebraic Expression:</p> $7ab+2a^2+5b^2$ <p>Terms: $7ab$, $2a^2$, $5b^2$</p> <p>Factors: $7, a, b$; $2, a, a$; $5, b, b$</p> <p>Apply Operator: $\times b$, $\times 2$, $\times ab$; $\times b$, $\times a$, $\times b$</p> <p>New Terms: $7 \times 2 \times 5$, $a^+ \times b^+$, $a^+ \times b^+$</p> <p>Multiply all the new terms $7 \times 2 \times 5 \times a^+ \times b^+$</p> <p>Answer: _____</p>	20 minutes	<ul style="list-style-type: none"> Thinking Skills Analysis Application 									
13.	Exponents and Powers	<p>1. Magic Square Description: Complete the following magic square filling in the empty boxes with numbers in exponential notations with a prime number as the base. The numbers when simplified and added should give you the same sum row wise, column wise or diagonally.</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>$2^2 \times 3^2$</td> <td>①</td> <td>2×3^2</td> </tr> <tr> <td>②</td> <td>5×3^2</td> <td>③</td> </tr> <tr> <td>$2^2 \times 3^2$</td> <td>④</td> <td>2×3^2</td> </tr> </table>	$2^2 \times 3^2$	①	2×3^2	②	5×3^2	③	$2^2 \times 3^2$	④	2×3^2	20 minutes	<ul style="list-style-type: none"> Thinking and Logical Skills
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Paper Folding Activity</p> <p>Demonstration:</p> <p>Draw four rectangles in a row, exactly identical to represent the exponential function with two parts of the rectangles as shown below:</p>  <p style="text-align: center;">(a) (b) (c) (d)</p> <p>Cut each rectangle and fold them along the lines marked and number of small rectangles that are formed.</p> <p>In rectangle (a) 0 fold of 2 parts. or $2^0 = 1$</p> <p>In rectangle (b) one fold of 2 parts or $2^1 = 2$</p> <p>In rectangle (c) two folds of 2 parts or $2^2 = 4$</p> <p>In rectangle (d) three folds of 2 parts or $2^3 = 8$</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Application • Logical Thinking
14.	Symmetry	<p>1. Garden of Flower</p> <p>Description:</p> <p>Out of a swarm of bees, one fifth settled on a blossom of Rose, and one third on a flower of Sun flower, and three times the difference of those numbers flew to the bloom of a marigold. One bee, which remained hovered and flew about in the air, allured at the same moment by the</p>	20 minutes	<ul style="list-style-type: none"> • Symmetry in nature • Application • Exploring the uses of flowers

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>pleasing fragrance of a jasmine and pandanus. What are the number of bees?</p> <p>a) Paste a petal of each of the above said flowers and draw the line of symmetry (if any)</p> <p>b) Give one useful product made from each of the three flowers for our daily needs.</p>		
		<p>2. Album of symmetrical shapes</p> <p>Description:</p> <p>Line of symmetry is found in abundance everywhere around us. Collect samples of symmetrical figures found in nature, in your house, school etc. and prepare an album.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Creativity • Critical Thinking
		<p>3. Symmetry on roads</p> <p>Description:</p> <p>The students will be given some road signs. They will draw the line of symmetry if any. If there is no line of symmetry then they will mention that the figure is non-symmetric. They will name the road sign and explain in a sentence, its meaning.</p> <div style="text-align: center;">  </div>	20 minutes	<ul style="list-style-type: none"> • Observation • Understanding • Analysis • Critical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
15.	Visualising Solid shapes	<p>1. Play with Dice</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Make two solid cubes using cards. 2. From the two cubes, make two dice with conditions : <ol style="list-style-type: none"> (i) Top face number 6 and number 2 is adjacent to 4. (ii) Bottom face has number 3 and number 4 is adjacent to 5. 	20 minutes	<ul style="list-style-type: none"> • Creativity • Critical Thinking • Application
		<p>2. Solids from nets</p> <p>Prepare net of cube, cuboid, cylinder, cone using cardboard and then make solids using them, of different dimensions.</p> <p>Pastel sheets and cardboard may also be used for making solids.</p>	25 minutes	<ul style="list-style-type: none"> • Creativity • Analysis • Logical Thinking




Alternatives to Homework


SCIENCE


Class–VII


SCIENCE

Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
1.	Nutrition in Plants	<p>1. Saprotrophs</p> <p>Activity 1</p> <p>Description:</p> <ol style="list-style-type: none"> The teacher will give the following directions to students: Take 2 slices of bread in your home. Keep one slice of bread in refrigerator and other outside at room temperature with water sprinkled on it. Ask the students to observe the two slices after 3-4 days. The students will note the observations in their notebook. <p>Activity 2</p> <p>Find out the food items in your home that show similar growth as was found on the moist bread when kept under similar condition for some days. Identify one common factor in each of them that favours that growth.</p>  <p><small>Source: http://www.wisegeek.com/what-is-rhizopus.htm#fungus-infested-bread</small></p>	3 to 4 days	<ul style="list-style-type: none"> Define Explain Observe Experiment Record

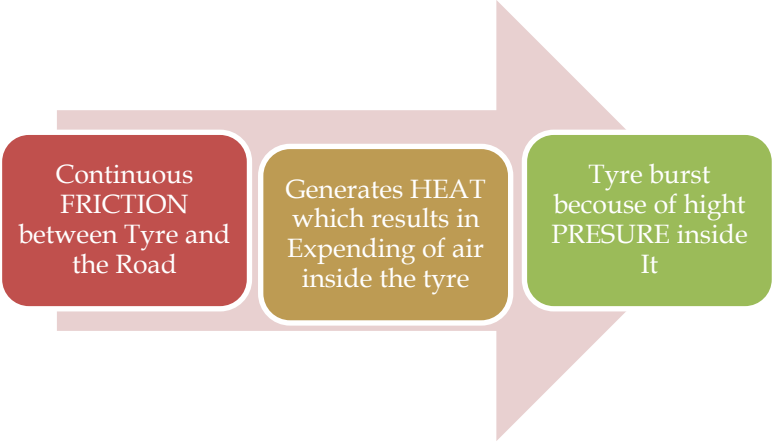
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		<p>2. Transpiration</p> <p>Make structure of stomata by using kidney beans. How does the stomata contribute in photosynthesis and transpiration?</p> 	20 minutes	<ul style="list-style-type: none"> • Planning and Organisation • Creativity and Innovation
		<p>3. Growth of Plants</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Grow 2 tomato plants in normal conditions and 2 in a glass house. 2. During night keep the bulb on in the glass house. 3. Measure the growth of plants after every 3 days. 4. Plot the growth of the four plants on a graph. 5. Compare the growth of plants grown in normal condition with those grown in glass house. 6. Record your observation and conclude. 	20 minutes spread to 3 days	<ul style="list-style-type: none"> • Observation • Time Management • Analysis • Numeracy

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		 <p>Source: http://www.garden-products.co.uk/catalogue/item/tomato-houses/tomato-house</p>		
2.	Nutrition in Animals	<p>1. Healthy Life Style Description: Discuss with your elders, the way to lead a healthy life. Based on the same design a leaflet for the people of your age with hints and tips to lead a healthy life.</p>	30 minutes	<ul style="list-style-type: none"> • Discuss • Critical Thinking • Remember • Analysis
		<p>2. Human Digestive System Activity 1 Description: Divide the human digestive system into various stages. Draw a flowchart depicting various stages of human digestive system alongwith the organs involved. Activity 2 Description: Take different coloured papers. Cut them into various shapes resembling with that of the human digestive organs such that one colour represents one organ. Paste them into your copy making the complete human digestive system. Label various organs.</p>	<p>15 minutes</p> <p>15 minutes</p>	<ul style="list-style-type: none"> • Identification and Organisation • Critical Thinking • Understanding • Identification • Analysis • Critical Thinking • Creativity

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome																				
		<p>3. Quality Food</p> <p>Description:</p> <p>Students will collect the following food items from the market: Milk, <i>khoa</i>, black pepper, sugar, cumin and <i>supari</i>. They will check the purity of these items by performing the following tests.</p>  <p>Source: http://dir.indiamart.com/impcat/milk-testing-services.html</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Food article</th> <th>Adulterant</th> <th>Test</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Milk</td> <td>Starch</td> <td>Add iodine solution, formation of blue black colour indicates the presence of starch.</td> </tr> <tr> <td>2.</td> <td>Khoa</td> <td>Starch</td> <td>Boil Khoa with water. Cool it. Add iodine solution, formation of blue black colour indicates the presence of starch.</td> </tr> <tr> <td>3.</td> <td>Sugar</td> <td>Chalk powder</td> <td>Dissolve its 10gm in water. Allow the sample to settle down. Chalk will settle down at the bottom.</td> </tr> <tr> <td>4.</td> <td>Black Pepper</td> <td>Papaya seeds</td> <td>Papaya seeds can be separated out as they are</td> </tr> </tbody> </table>	S. No.	Food article	Adulterant	Test	1.	Milk	Starch	Add iodine solution, formation of blue black colour indicates the presence of starch.	2.	Khoa	Starch	Boil Khoa with water. Cool it. Add iodine solution, formation of blue black colour indicates the presence of starch.	3.	Sugar	Chalk powder	Dissolve its 10gm in water. Allow the sample to settle down. Chalk will settle down at the bottom.	4.	Black Pepper	Papaya seeds	Papaya seeds can be separated out as they are	30 minutes	<ul style="list-style-type: none"> • Observation • Independent study • Analysis • Interpretation • Identification
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S. No.	Topic	Activity				Time	Skills Enhanced / Learning Outcome
					shrunk, oval in shape and greenish brown or brownish black in colour.		
		5.	Cumin seeds	Grass seeds coloured with charcoal test	Rub the cumin seeds on the palm. If palm turns black. adulteration is present.		
		6.	Supari	Colour	Dissolve it in water. If colour comes out, adulteration present.		
		Identify the iodine solution commonly used as antiseptic in house. Find out to what extent the adulterants may be harmful to human beings.					
		4. Map Activity Find out the names of food items of various states of our country and mark them on the map of India. Is there any relation between the food habits and the climatic and geographical location of that place? Comment.				20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Interpretation • Observation • Identification and classification
		5. Food for Health Fast food is not good for health. Compose a story with the above message wherein a girl explains to her younger brother, the bad effects of eating bad food.				15 minutes	<ul style="list-style-type: none"> • Communication • Writing skills • Value enhancement
3.	Fibre to Fabric	3. Different types of fibre Procedure:				20 minutes for three days	<ul style="list-style-type: none"> • Identification • Classification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<ol style="list-style-type: none"> 1. Collect different types of fibres at your home for example silk, wool and paste than in your notebook. 2. Collect the information of animals from which these fibres are obtained. 3. Collect the information about the area to which these animals belongs. 4. Find out the properties of fibres by observing and compare them. 5. Write them in tabular form. 6. Write their use in daily life. <p>Learning outcome: Students will be able to know about properties of fibres.</p>		<ul style="list-style-type: none"> • Analysis • Observation
4.	Heat	<ol style="list-style-type: none"> 1. Air Pressure (Heat) Material Required: <ol style="list-style-type: none"> a) Data and their sources b) Materials and their sources c) Overview of methodology <p>Teacher will explain that the data shows that most of the accidents on the Yamuna Expressway have been due to bursting of tyre. The nylon threads inside radial tyres heat up due to continued and faster driving for a longer period on expressway, tyres gets overheated because of the heat generated due to the friction between the tyre and the road, excessive cornering and frequent braking. This heat is absorbed by tyre and the air inside the tyre starts expanding due to heat.</p> <p>The average pressure limit of a tyre is 26-36 psi. When this</p> 	20 minutes	<ul style="list-style-type: none"> • Concept • Knowledge • Application

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>pressure reaches beyond a limit which a tyre can hold, then it bursts. Old and worn-out tyres burst easily as compared to new tyres. Therefore the condition of tyres needs to be minutely checked to reduce the risk of overheating and bursting. Biggest car accident took place in India on Yamuna Expressway on 6th November 2013, in which 25 cars crashed.</p>  <p>Tubeless tyres, are much better as compared to tube tyre because air escapes more slowly from the tubeless tyre, which giving the motorist enough time to bring the vehicle to a halt. Experts also recommend filling nitrogen in tyres for greater durability. Tyres filled with nitrogen need to be topped up only once in six months. The wheel alignment and balancing should also be checked regularly for even distribution of friction on all tyres. It is also a good idea to break the journey as travelling at consistently high speed takes a toll on the tyres.</p> <p>Answer the following questions:</p>		

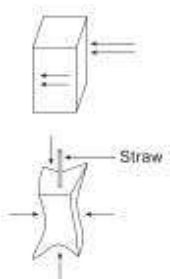
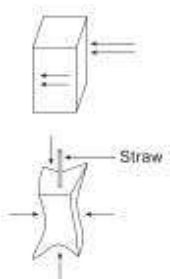
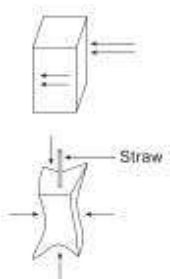
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>Question:</p> <ol style="list-style-type: none"> 1. What leads to bursting of tyre on expressway? 2. What are the precautionary measures that can be taken to safeguard yourself during long journey? 3. What is friction? How friction leads to generation of heat in the tyre? 4. Why air expands inside the tyre as we drive our vehicle? <p>As an individual, how will you be able to assure the correct tyre pressure in your vehicle?</p>		
5.	Acids, Bases and Salts	<p>1. To check acidic or basic character of substance and neutralization</p> <p>Material Required: <i>Amla</i>, Tamarind, orange, ENO, soap, window cleaner, china rose as indicator.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Take out <i>Amla</i>, tamarind and orange and check their colour in china rose solution. 2. What are the colour changes of these things. 3. Record your observation. Take out rest of the things and check their colour change also in china rose solution (indicator). 4. Now mix the solution of any two i.e. one acid and one base in equal amount and check the colour of this solution in china rose solution. Record your observations. 	20-25 minutes	<ul style="list-style-type: none"> • Awareness • Inquisitiveness • Exploration • Understanding
		<p>2. Turmeric Paper</p> <p>Take turmeric powder and some water. Mix it. Take same</p>	20-25	<ul style="list-style-type: none"> • Observation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		filler paper and soak it in the paste. Let it dry. Take its two pieces. Put one piece in citric acid solution and one in baking soda solution. Note the change in colours. Conclude from your observation, what colour acid shows with the turmeric powder.	minutes	<ul style="list-style-type: none"> • Planning and Organising • Analysis • Critical Thinking
6.	Physical and Chemical changes	<p>1. Physical change Materials Required: Ice, Camphor, Two vessels Procedure:</p> <ol style="list-style-type: none"> 1. Take ice out of refrigerator in a vessel and observe. 2. Take camphor in another vessel and keep it in open. Observe the change for both of them. Identify the type of changes stating the reason for the same 	20 minutes spread to 2 days	<ul style="list-style-type: none"> • Observation • Identification • Exploration
		<p>2. Chemical change Material Required: Apple, knife, plate, orange, banana. Procedure:</p> <ol style="list-style-type: none"> 1. Cut all the fruits one by one and put them in a plate. 2. Half of them put in another plate and cover them. 3. Now observe what happens in both the plates (covered and uncovered) and record your observation. 4. Find out the reason behind it if change occurs in both the plates or in one plate. 	15-18 minutes	<ul style="list-style-type: none"> • Awareness • Understanding • Analysis • Appreciate • Exploration
		<p>3. Physical and Chemical Changes Cite few examples from your surroundings where you find both physical and chemical changes taking place together.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Analysis • Decision Making


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome									
		<p>4. Rusting of Iron</p> <p>Material Required: 2 long iron nails, water, plate, box, Greece/oil.</p> <p>Procedure:</p> <ol style="list-style-type: none"> Put one iron nail in a plate in open. Put another iron nail also in open but is coated with oil. Now wash both the nails with water. Keep them for 1 week. Record your observation for both the iron nails and identify the change. 	1 week	<ul style="list-style-type: none"> Awareness Appreciate Analysis Understanding Problem solving 									
		<p>5. Crystallization</p> <p>Take some of the crystals like sugar, rock salt, alum etc. available at your home. Put them separately in small packets of cellophane paper and paste them on A-4 size sheet.</p>	15-20 minutes	<ul style="list-style-type: none"> Analysis Understanding Observation 									
7.	Weather, Climate and Adaptations of Animals to Climate	<p>1. Climate and Adaptation</p> <p>The first column of the table has some facts given based on the adaptation of animals. Complete the table by writing the explanation for these.</p> <table border="1"> <thead> <tr> <th>Fact</th> <th></th> <th>Explanation</th> </tr> </thead> <tbody> <tr> <td>Polar bears have a strong sense of smell.</td> <td>Because</td> <td></td> </tr> <tr> <td>Polar bears have thick fur on their body.</td> <td>Because</td> <td></td> </tr> </tbody> </table>	Fact		Explanation	Polar bears have a strong sense of smell.	Because		Polar bears have thick fur on their body.	Because		20 minutes	<ul style="list-style-type: none"> Understanding and making connections Appreciation of the environment. Seeking more information
Fact		Explanation											
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Polar bears have thick fur on their body.	Because												

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome															
		<table border="1"> <tr> <td>Polar bears have small ears.</td> <td>Because</td> <td></td> </tr> <tr> <td>The fur on polar bears body is white in colour.</td> <td>Because</td> <td></td> </tr> <tr> <td>Polar bears have long curved and sharp claws.</td> <td>Because</td> <td></td> </tr> <tr> <td>Polar bears have large feet.</td> <td>Because</td> <td></td> </tr> <tr> <td>Polar bears have rough soles.</td> <td>Because</td> <td></td> </tr> </table>	Polar bears have small ears.	Because		The fur on polar bears body is white in colour.	Because		Polar bears have long curved and sharp claws.	Because		Polar bears have large feet.	Because		Polar bears have rough soles.	Because			
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Polar bears have rough soles.	Because																		
		<p>2. Weather</p> <p>Note down the maximum and minimum temperature of any four cities from newspapers for one week. Find out the difference between the highest and lowest temperature of each of the city. For which city, this difference was maximum?</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Analysis • Decision Making 															
		<p>3. Weather and Climate</p> <p>Description:</p> <p>Weather vs Climate - For each of the statements below, classify them as weather or climate.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Statement</th> <th>Weather / Climate</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>It snowed 5 inches last night.</td> <td></td> </tr> <tr> <td>2.</td> <td>Long term weather pattern.</td> <td></td> </tr> <tr> <td>3.</td> <td>The low temperature last night</td> <td></td> </tr> </tbody> </table>	S. No.	Statement	Weather / Climate	1.	It snowed 5 inches last night.		2.	Long term weather pattern.		3.	The low temperature last night		20 minutes	<ul style="list-style-type: none"> • Understanding and making connections • Appreciation of the environment. • Seeking more information • Problem Solving • Identification and Classification 			
S. No.	Statement	Weather / Climate																	
1.	It snowed 5 inches last night.																		
2.	Long term weather pattern.																		
3.	The low temperature last night																		


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		was 10 degrees above normal.		
		4. The humidity is falling.		
		5. Nargis was the strongest cyclone to hit the coast of Orissa		
		6. This can vary from hour to hour, day to day and year to year.		
		7. There is severe thunderstorm watch for the local area.		
		8. This describes the condition over the next few days.		
		9. This consists of the short term changes in the atmosphere.		
		10. Alaska is a cold country.		
		11. It takes many years to determine this aspect of a place.		
		12. It was raining in Kerala last week.		
		13. It has not rained this month yet.		
		14. The average weather in a location over a long period of time.		
		15. It was a humid day with some rains.		

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome									
8.	Winds, Storms and Cyclones	<p>Activity 1</p> <p>Description:</p> <p>Carry out the work yourself as instructed. Fill in the blank space of the work sheet in your own words. Submit your work to the teacher.</p> <p>Requirement:</p> <p>Paper container of cold drink or similar paper container, Straw - 1</p> <table border="1"> <thead> <tr> <th>Description of Work</th> <th>What happened</th> <th>Give reason</th> </tr> </thead> <tbody> <tr> <td> <p>1. Paper container of cold drink or similar paper container is taken. Now, the container is gripped by the hand tightly.</p>  </td> <td></td> <td></td> </tr> <tr> <td> <p>2. Now, the container is inflated to its normal size. A straw is inserted in the container and air inside the container is sucked by mouth with the help of the straw.</p> </td> <td></td> <td></td> </tr> </tbody> </table>	Description of Work	What happened	Give reason	<p>1. Paper container of cold drink or similar paper container is taken. Now, the container is gripped by the hand tightly.</p> 			<p>2. Now, the container is inflated to its normal size. A straw is inserted in the container and air inside the container is sucked by mouth with the help of the straw.</p>			30 minutes	<ul style="list-style-type: none"> • Understanding and making connections • Appreciation of the environment. • Seeking more information • Analysis • Observation
Description of Work	What happened	Give reason											
<p>1. Paper container of cold drink or similar paper container is taken. Now, the container is gripped by the hand tightly.</p> 													
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		Note down your observations. Find the reason behind these observations.		
		<p>Activity 2 Description: When air moves there is a drop in air pressure. Greater the speed of air, larger is the drop in air pressure. Take a strip of paper and hold its one tip below your lower lip on the chin. Blow air from your mouth. When you blow air the paper flutters and moves up. When you stop blowing the paper drops. Find out how this applies in making the plane fly.</p>	15 minutes	<ul style="list-style-type: none"> • Understanding and making connections • Seeking more information • Critical Thinking Analysis
	Interdisciplinary with Social Science	<p>Activity 3 Map Activity Locate the areas in the map of India that are generally hit by cyclones. Identify the reason for that.</p>		<ul style="list-style-type: none"> •
9.	Soil	<p>1. Soil and its pH Analysis Description: 1. Collect the soil sample from garden, road side, near the pond, near factory and petrol site. 2. Make the soil filtrate of these samples. 3. Put the universal indicator in all the samples and shake it well. 4. Match the colour with pH chart. 5. Note down the reading in a tabulated manner. 6. Correlate the pH with the type of vegetation found in that area.</p>	20 minutes for 3 to 4 days	<ul style="list-style-type: none"> • Define • Explain • Classify • Collect • Correlate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		 <p>Source: https://www.google.co.in/search?q=Design+a+leaflet+for+the+people+of+your+age+with+hints+and+tips+to+lead+a+healthy+lifestyle.&source=lnms&tbm=isch&sa=X&ved=0ahUKewit4e_d0urMAhUJNY8KHb8QBbkQ_AUIBygB&biw=1242&bih=585#tbn=isch&q=soil+testing+ph&imgsrc=7yFrQuYDh9bktM%3A</p>		
	Interdisciplinary with Social Science	<p>2. Soil and Vegetation</p> <p>Description:</p> <ol style="list-style-type: none"> 1. On a political map of India mark the type of soil found in different regions. 2. On another map mark the type of vegetation. 3. Tabulate the regions, type of soil and vegetation found. 4. Now present the result correlating the type of soil with the vegetation. 	45 minutes	<ul style="list-style-type: none"> • Identify • Correlate • Tabulate • Analyse
		<p>3. Soil and plant growth</p> <p>Take 3 small earthen pots. Label them as A, B, C. Put clay in A, loamy soil in B and sand in C. Put equal number of gram seeds in each of the soil. Water them each day for 1 week. Note down your observation. Conclude which soil is best for plant growth.</p>	20 minutes and then one week for observation	<ul style="list-style-type: none"> • State • Define • List Explain • Test • Plot • Observe • Record • Tabulate

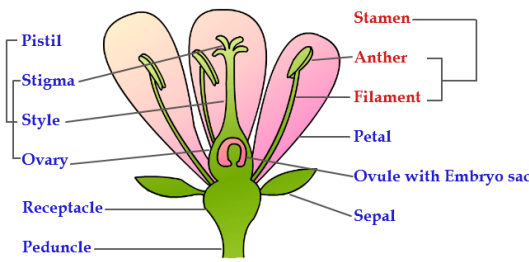
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
				<ul style="list-style-type: none"> • Organising • Planning • Observation • Analysis • Conclusion
10.	Respiration in Organisms	<p>1. Respiratory diseases Visit a doctor. Learn about the various diseases related to respiratory system. What are the measures that may be taken to prevent them? Prepare a chart incorporating these measures and present in the class.</p>	30 minutes	<ul style="list-style-type: none"> • Communication • Critical Thinking • Observation
	Interdisciplinary with Maths	<p>2. Exercise and breathing Description Note: The teacher will ask the students: Investigate the effect of exercise on the breathing rate of a Human being. Do not attempt this activity if you have a health problem or if you are recovering from an illness.</p> <ol style="list-style-type: none"> 1. Sit down comfortably on a chair. Take 2 minutes to settle. 2. Count the number of breaths per minute and record. 3. Stand up. Immediately measure the breathing rate and record. 4. Walk for 2 minutes. Immediately measure the breathing rate and record. 5. Run for 2 minutes. Immediately measure the breathing rate and record. 6. Compare the breathing rates after the different levels of exercise. 		

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome	
		7. Write the conclusion.			
	Interdisciplinary with Social Science	<p>3. Air Pollution caused by incomplete combustion Collect information about any two historical monuments that are affected / or have threat from air pollution. Note it in your notebook.</p>	30 minutes	<ul style="list-style-type: none"> • Observation • Analysis • Conclusion 	
		<p>4. Exercises and Health Collect information about various breathing exercises that are good for our health. Write about any two that you follow / are going to follow in your daily routine.</p>	30 minutes	<ul style="list-style-type: none"> • Collection • Critical Thinking 	
11.	Transportation in Animals and Plants	<p>1. Transportation Cover a potted plant with a cellophane bag. Tie its mouth with a small thread. Observe the bag after some time. Note down your observation with reasons. Find out why the leaves are modified into spines in cactus.</p>	20 minutes	<ul style="list-style-type: none"> • List • Differentiate • Explore • Observe • Record • Conclude 	
		<p>2. Blood group Description:</p> <ol style="list-style-type: none"> 1. Conduct a random survey of 30 people in the neighbourhood. 2. Find out the blood group of these persons and note down in a tabular form. 3. From the table find out the blood group which shows maximum occurrence. 		1 week	<ul style="list-style-type: none"> • Explore • Explain • Identify • Survey • Analyse

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>3. Pulse rate</p> <p>Description: Student will be asked to:</p> <ol style="list-style-type: none"> 1. Find out the radial / pulse artery. 2. Count the pulse rate in one minute. 3. Count the pulse rate during different activities. <ul style="list-style-type: none"> • Exercise • Rest • Sleeping • Brisk walk 4. Tabulate the observation: 5. Collect this data for different persons. 6. Interpret and conclude the data. 	45 minutes	<ul style="list-style-type: none"> • Explore • Explain • Record • Observe • Analyse
		<p>4. Water intake</p> <p>Description: Water is important for our body cells to do their work. A person should drink at least eight glasses of water a day.</p> <ol style="list-style-type: none"> 1. Use the following chart as a method for recording the amount of water you and other interested members of the family, drink in one day. 2. For each person taking part in the activity place eight to ten coins in a row. 	1 day	<ul style="list-style-type: none"> • Correlate • List • Explain • Record • Analyse • Communication • Interpersonal skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome																																			
		3. Every time someone drinks a glass of water, remove coins from that person's row. 4. Keep a record for one day on the chart below and to help explain the results. 5. Is there anyone who should perhaps be drinking more water each day? 6. Do you think some foods may have also contributed water? 7. Should you be drinking more water because of special climate or exercise? <table border="1" data-bbox="600 711 1388 1263"> <thead> <tr> <th>Person (Name)</th> <th>Number of coins at beginning of the day</th> <th>Number of coins at end of the day</th> <th>Food eaten during the day</th> <th>Physical work done Yes/No</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> 8. Write the conclusion based on your results.	Person (Name)	Number of coins at beginning of the day	Number of coins at end of the day	Food eaten during the day	Physical work done Yes/No																																<ul style="list-style-type: none"> • Identification
Person (Name)	Number of coins at beginning of the day	Number of coins at end of the day	Food eaten during the day	Physical work done Yes/No																																			
12.	Reproduction in Plants	1. Structure of flower Students will take a hibiscus flower and pluck out its	20 minutes	<ul style="list-style-type: none"> • Creativity 																																			

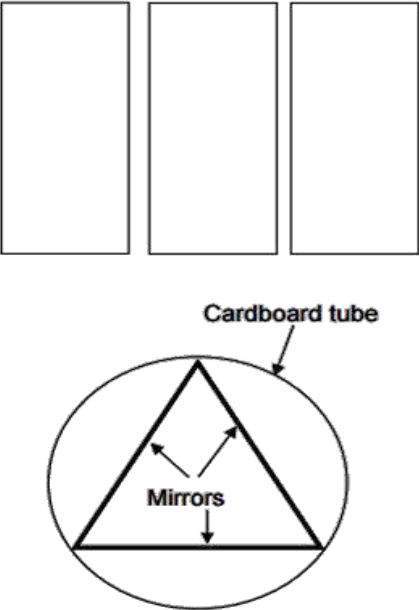
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		different parts. Put each part in a small cellophane bag and paste into their notebook. Label the different parts.		<ul style="list-style-type: none"> • Observation • Critical Thinking
		<p>2. Structure and role of seed</p> <p>Description:</p> <ol style="list-style-type: none"> 1. Collect seeds of groundnut, gram and wheat. 2. Soak them for a day. 3. Next day split the seed of gram and that of wheat seed. 4. Observe the structure and record. 5. Find the difference in the structure of the seed of gram and wheat. 6. Note down the same for groundnut seed. 6. Record the observation. 	30 minutes	<ul style="list-style-type: none"> • Draw • Dissect • Explain • Differentiate
		<p>3. Types of flowers</p> <p>Description:</p> <p>The teacher will ask the students to visit the garden and collect the various types of flowers. The teacher will demonstrate the procedure for dissecting the flower and explain the method classifying the flower as unisexual and bisexual flower. The teacher will ask the students to dissect their own flower and classify them.</p> <p>Enrichment:</p> <p>Students will be asked to explain the difference between self and cross pollination.</p>	20 minutes	<ul style="list-style-type: none"> • Draw • Identify • Classify • Explain • Differentiate

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome										
		 <p>Source: http://roses4az-mevors.org/blog/</p>												
		<p>4. Vegetative Propagation</p> <p>Activity 1</p> <p>Description:</p> <ol style="list-style-type: none"> The students will visit the garden. They will identify the various types of plants in the gardens. They will enquire from the gardener about the method of growing new plants. They will make the list of plants which can be grown by vegetative propagation and the picture of plant involved in it. Complete the observation table. <table border="1" data-bbox="583 1128 1386 1396"> <thead> <tr> <th>Name of plant grown by vegetative propagation</th> <th>Vegetative part involved</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> </tr> <tr> <td>2.</td> <td></td> </tr> <tr> <td>3.</td> <td></td> </tr> <tr> <td>4.</td> <td></td> </tr> </tbody> </table>	Name of plant grown by vegetative propagation	Vegetative part involved	1.		2.		3.		4.		1 week	<ul style="list-style-type: none"> Identify Define Explain Differentiate
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3.														
4.														


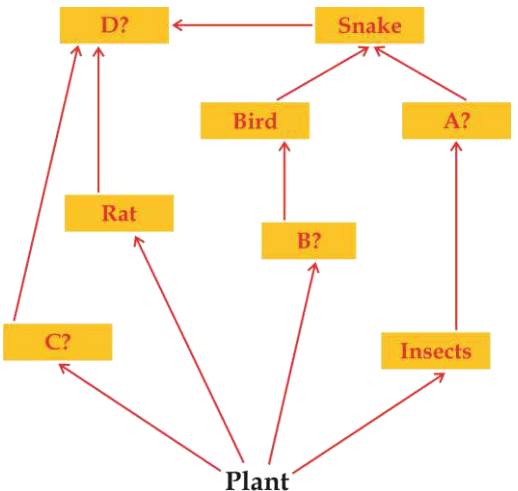
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
13.	Motion and Time Interdisciplinary with Maths	<p>1. Sundial (TIME AND MOTION) Material required: A big sheet of cardboard, scissors, wooden rod of 20 cm length, Adhesive, a pencil. Procedure: Take a big cardboard sheet and cut out a circular piece of 50 cm diameter. Take a wooden rod of about 20 cm length. Fix it upright at the centre of the cardboard disc with the help of a good adhesive. Keep this arrangement in the sun on a sunny day in an open space at 6 am in the morning. Observe the shadow of central rod on the disc, mark its position at the circumference of the disc with the help of a pencil and write the time at this point. (You can write the time of the starting of the activity. Note the position of the shadow and mark its presence near the circumference of the disc after every hour till the sunset. You have made a sundial of yours.</p>	35 minutes	<ul style="list-style-type: none"> • Understand • Analyse • Create
		<p>2. Shadows (TIME AND MOTION) Rise early in the morning .Look at the shadow formed in the open. Repeat observing your shadow until late afternoon. Compare the length and direction of shadow formed from the one you observed in the morning. You would notice a change in the length and direction of the shadow. The Length of the shadows formed in the morning to mid afternoon decreases and is formed in the west whereas from mid afternoon until late evening it increases and is formed in the east.</p>	15 minutes	<ul style="list-style-type: none"> • Concept • Knowledge • Observation
	Interdisciplinary with Social Science	<p>3. Sundial (TIME AND MOTION) 1. How many Jantar Mantar are there in India: Locate</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Explore

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>their cities in the map of India.</p> <p>2. Name the ruler who constructed the famous Jantar Mantar of Jaipur. Collect information about it and comment on the application of scientific knowledge in that period.</p>		<ul style="list-style-type: none"> • Observation
14.	Electric Current and its Effect	<p>1. Electric current Students will make a list of various materials found at home and classify them into magnetic and non-magnetic with the help of a magnet and present their findings.</p>	20 minutes	<ul style="list-style-type: none"> • Observe • Concept • Classify • Analytical • Interpret
		<p>2. Good conductor, bad conductor Make a conduction tester circuit and test various materials at home such as coin, paper, water, wood, iron, nail, plastic etc. Students will check with various conductors or insulators, which work i.e. bulb glows only when the conductor comes into the circuit. When insulator comes in the circuit bulb does not glow. Note down your observation.</p>		<ul style="list-style-type: none"> • Observe • Concept • Classify • Analytical • Interpret
		<p>3. Fun with magnets Description: What you need: String, magnets, card, a selection of materials such as paper clips, pins, aluminium, old plastic fridge magnets, plastic ice cream container lids, buttons, coins, wood (match sticks or pop sticks), aluminium foil, lolly wrappers, rubber bands, string, twist ties, fish templates, sticky tape, a large bowl or box</p>	30 minutes	<ul style="list-style-type: none"> • Observe • Creative • Classify • Analytical • Interpret

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>What to do:</p> <ol style="list-style-type: none"> 1. Attach a magnet to the end of a length of string to make a fishing line. 2. Cut a number of fishes out of card using the templates provided. Colour the fishes. 3. Use the sticky tape to attach a different material to each fish. The ice cream container lids, foil, string and fridge magnets can be cut up into small pieces. 4. Put all the fish into the bowl. 		
15.	<p>Light</p> <p>Interdisciplinary with Maths</p>	<p>1. Making a Kaleidoscope</p> <p>Description:</p> <p>What you need: Sample kaleidoscope, three rectangular unbreakable mirror pieces, cardboard tube, sticky tape, clear plastic, coloured cellophane, beads and sequins.</p> <p>What to do:</p> <ol style="list-style-type: none"> 1. Use the kaleidoscope to discuss its construction and how it works. 2. Brainstorm ideas for the construction of kaleidoscope. 3. Write or draw a design brief for a kaleidoscope. 4. Use the material listed above to construct a kaleidoscope. (Hint: use the cardboard tube to hold the three mirrors into a triangle shape) 5. Test and modify the designs of the kaleidoscopes. 	<p>Spread to five days</p> <p>25 minutes each day</p>	<ul style="list-style-type: none"> • Creativity • Critical Thinking • Application

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p style="text-align: center;">Three rectangular mirrors (same size)</p>  <p>The diagram consists of two parts. The top part shows three identical vertical rectangles arranged side-by-side, labeled 'Three rectangular mirrors (same size)'. The bottom part shows a circular cardboard tube labeled 'Cardboard tube' containing three mirrors arranged in a triangular pattern, labeled 'Mirrors'.</p>		
		<p>2. Description: After the explanation of the concept of light- reflection, refraction, scattering of light and dispersion etc., the following instructions will be given to the students.</p> <ol style="list-style-type: none"> 1. Dip your lights for oncoming traffic. 2. Dip your lights while following other vehicles. <p>Students will answer the following questions.</p> <p>Exercise</p> <ol style="list-style-type: none"> 1. Why high beams should not be used on foggy nights? 2. Why high beams should dip down for seeing far 	30 minutes	<ul style="list-style-type: none"> • Concept • Knowledge • Application

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		distance objects? 3. Design an activity to explain the use of beams in real life situations.		
		3. Description: Students will be given various types of mirrors. Students will identify the types of mirror on the basis of formation of images. They will tabulate their findings and write a conclusion.	30 minutes	<ul style="list-style-type: none"> • Application • Understanding
16.	Water : A Precious Resource	1. Effect of water scarcity on plants Procedure: 1. Take two small plants in two different pots filled with soil. 2. Keep these containers near your windows at your home. 3. Add 1 cup of water in one container daily while no water is added to another container for 5 days 4. Observe the change in conditions of the two plants and compare them. 5. Write your observation in tabular form with your conclusion.	20 minutes	<ul style="list-style-type: none"> • Awareness • Observation • Analysis • Understanding • Creativity • Writing skills
17	Forest-our Lifeline	1. Importance of forest Task-1: Forest plays an important role in maintaining ecological balance. Complete the chart given below highlighting the importance / uses of forest. You can take the help of net also.	10-15 minutes	<ul style="list-style-type: none"> • Analysis • Understanding • Identification • Appreciation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
				
		<p>2. Food web Complete the food web existing in the forest.</p>  <p>Identify A, B, C, and D. What happens if any one of the link is missing?</p>	8-10 minutes	<ul style="list-style-type: none"> • Analysis • Understanding • Synthesis • Identify • Compare

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
	Interdisciplinary with Math	<p>3. Climatic situations</p> <p>Task:</p> <ol style="list-style-type: none"> 1. Collect the information regarding temperature, rain fall in a forest area, for a decade back and also collect the same for present. 2. Draw comparison for temperature and rain fall for the present and past. 3. Find the co-relation between temperature and rainfall. 4. Draw a comparative table between the two and explain the change in the pattern based on climate change and factors affecting it. 	26-30 minutes	<ul style="list-style-type: none"> • Understanding • Analysis • Problem Solving
		<p>4. Different types of leaves</p> <ol style="list-style-type: none"> 1. Collect leaves of various shapes, sizes and colour from different areas. 2. Compare and trace their margins. 3. Write down difference or similarities in the pattern of leaves. 4. Find out the trees to which they belong. 5. Find out trees with similar kind of leaves. 	20 minutes spread to 2 days	<ul style="list-style-type: none"> • Awareness • Understanding • Appreciation • Comparison
18.	Waste Water Story	<p>1. Filtration of water for drinking purpose</p> <p>Activity: Treatment of ground water through filtration process to make it fit for drinking purpose.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. A plastic container is taken and a hole is made at the bottom of this container. 2. Make a chamber of filtration layer for the process of filtration in the container. At the bottom, pebbles and 	1 hours to 2 hours	<ul style="list-style-type: none"> • Experimenting • Conclusion • Critical thinking • Analysing • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcome
		<p>stones (medium gravel) are kept, then soil (fine gravel), then above it layer of sand is kept.</p> <p>3. Then water is added from the top of the container and filtered water is taken out in another container.</p> <p>Note down your observation.</p>		
		<p>2. Water Pollution (Optional Activity) Procedure:</p> <ol style="list-style-type: none"> Contact the Resident Welfare Association of your area. Find out the source of water (ground water and drinking water in your area). Observe sewage system (network) of big and small pipes through which waste water is disposed. Find out whether there is any leakage in the sewage system not. Find out the condition of public toilet in your locality. Is there any kind of water pollution due to sewage leakage or industry in your area? Identify the source. What steps may be taken to control it? 	2-3 days for 2 hours	<ul style="list-style-type: none"> Analysing Understanding Identification Appreciation
	Interdisciplinary with Languages	<p>3. Water is life Compose your own poem on 'Water is Life' and write down in your note-book.</p>	20 minutes	<ul style="list-style-type: none"> Writing Skills Understanding Creative Thinking
	Interdisciplinary with Languages	<p>4. Dialogue Writing Give the following situation to the students: Ratna tells her younger brother the importance of water and the ways to prevent its wastage. Depict it in the form of dialogues between the two.</p>	20 minutes	<ul style="list-style-type: none"> Creative Thinking Writing Analytical Thinking Application



Alternatives to Homework

SOCIAL SCIENCE

Class–VII



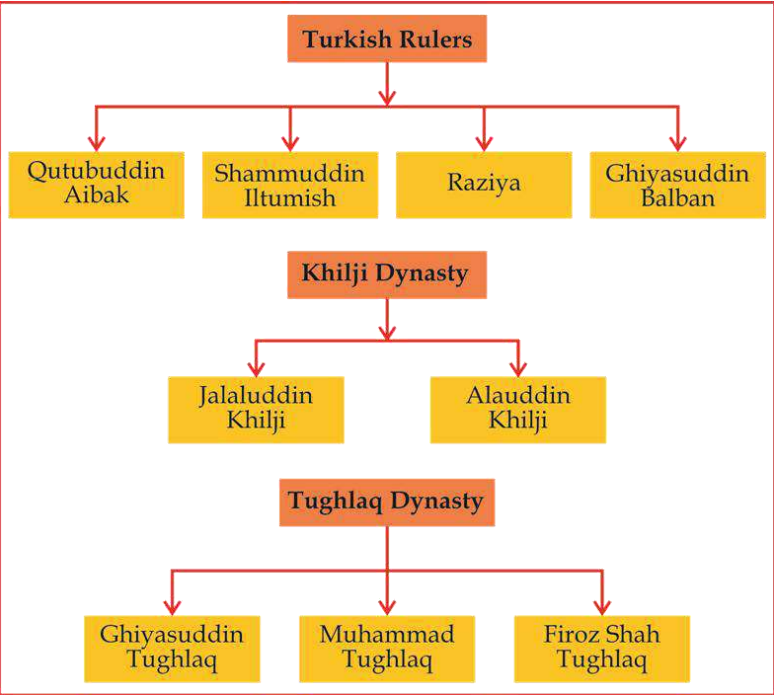
History

OUR PASTS-II

Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	Tracing Changes Through a Thousand Years	<p>1. Create Manuscript Make your own manuscript. Take leaves and quill pen for writing the manuscript. Also make a cover page of your manuscript and use a ribbon for tying it up.</p> <p>Answer the following:</p> <ul style="list-style-type: none"> • How the earlier people wrote? • Difficulties in writing. • Difficulties storing the manuscripts. 	15-20 minutes	<ul style="list-style-type: none"> • Analytical • Critical Thinking • Creativity • Originality
		<p>2. Find out various sources of medieval history and then classify them into literary and archaeological sources.</p>	10-15 minutes	<ul style="list-style-type: none"> • Classification • Introspection • Listing • Knowledge
2.	New Kings and Kingdoms	<p>1. Map Pointing Locate and label the following kingdoms of early medieval period:</p> <ul style="list-style-type: none"> • Rashtrakutas 	10 minutes	<ul style="list-style-type: none"> • Critical Thinking • Identification • Exploration

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • Cholas • Palas • Chachamanas • Chalukyas • Pallavas 		
		<p>2. Collage Making</p> <p>Collect information about various Kings from (700 to 1200 AD) and make a collage from them.</p> <p>Collect information on:</p> <ul style="list-style-type: none"> • Prithvi Raj III • Rajaraja I • Rajendra I 	20 minutes spread over two days one day for collecting information one day for making collage	<ul style="list-style-type: none"> • Creativity • Originality • Analysis • Exploration
3.	The Delhi Sultans	1. Collect pictures of architectural monuments of the Sultanate period and make a collage. Write five lines about each monument.	20 minutes split in two days	<ul style="list-style-type: none"> • Creativity • Exploration • Analysis • Appreciation for Culture Heritage
			20 minutes	<ul style="list-style-type: none"> • Writing • Critical Thinking • Exploration

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2.</p>  <pre> graph TD TR[Turkish Rulers] --> QA[Qutubuddin Aibak] TR --> SI[Shammuddin Iltumish] TR --> R[Raziya] TR --> GB[Ghiyasuddin Balban] KD[Khilji Dynasty] --> JK[Jalaluddin Khilji] KD --> AK[Alauddin Khilji] TD[Tughlaq Dynasty] --> GT[Ghiyasuddin Tughlaq] TD --> MT[Muhammad Tughlaq] TD --> FST[Firoz Shah Tughlaq] </pre> <p>Draw similar chart for the following two dynastics and write five lines about any one rules of each of the dynastics.</p> <ul style="list-style-type: none"> • Sayyid Dynasty • Lodi Dynasty 		
		<p>3. Map Pointing Make a colourful Atlas including:</p> <ol style="list-style-type: none"> 1. Map of extension of Alauddin Khalji's empire. 	20 minutes	<ul style="list-style-type: none"> • Creativity • Exploration • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		2. Map of Sultanate of Delhi under Iltutmish. 3. Map of empire of Mohammad-bin-Tuglaq.		<ul style="list-style-type: none"> • Analysis
4.	The Creation of an Empire : Mughal Dynasty	1. Study the Mughal coins carefully. Design coins of Akbar, Jahangir, Shah Jahan and Aurangzeb keeping in mind their personality. Paste coins in your notebook.	20 minutes spread for two days	<ul style="list-style-type: none"> • Identification • Inquisitiveness • Appreciation • Designing
		2. Identification of Empire Students will identify the pictures of the following and write about their contributions:- <ul style="list-style-type: none"> • Akbar • Jahangir • Shahjahan • Aurangzeb 	10-15 Minutes	<ul style="list-style-type: none"> • Analysis • Identification • Critical Thinking
		3. Suppose you are an Emperor and want gold coins to be used in your kingdom. Design both sides of the coin you want to get circulated in your kingdom.	15-20 Minutes	<ul style="list-style-type: none"> • Analysis • Identification • Observation • Creativity
5.	Rulers and Buildings	1. The Mughal Empire Identify the pictures of the following Temple/Mosque and mention salient features of their architecture.	15-20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Contrast

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		1. Kandariya Mahadev Temple 2. Rajarajeshvaree 3. Jama Masjid		<ul style="list-style-type: none"> • Appreciation for our culture
		2. Construction of monuments Suppose you are an architect and you have been given a project "Constructing a Monument". Mention the important points of architecture that you will be explaining to your labours while planning the construction of the monuments.	15-20 minutes	<ul style="list-style-type: none"> • Creativity • Identification • Observation • Critical Thinking • Appreciating Cultural Heritage
	Interdisciplinary with Maths	3. Geometry in historical buildings Collect the pictures of any five historical buildings and compare the geometry followed in them.		<ul style="list-style-type: none"> • Critical Thinking • Analysis • Observation
	Interdisciplinary with Science	4. Iron Pillar Where is Iron pillar located and what is it famous for? Collect the names of other monuments showing similar properties		<ul style="list-style-type: none"> • Critical Thinking • Analysis • Observation
		5. Stamp Collection Collect the stamps of famous historical monuments of India and paste it to your copy.		<ul style="list-style-type: none"> • Observation • Creative Thinking • Application • Categorisation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
6.	Towns, Traders and Crafts persons	<p>1. Prepare a case study of any one of the following important town of Medieval India in scrap file:-</p> <ol style="list-style-type: none"> 1. Hampi 2. Surat 3. Masulipatnam <ul style="list-style-type: none"> • It should include the location, habitat, important pilgrimage centres, culture of the town. • Make your scrap file more interesting by pasting the pictures. 	20 minutes spread to 2 days	<ul style="list-style-type: none"> • Observation • Identification • Aesthetic • Appraisal
		<p>2. Compare and contrast between any one current place of pilgrimage and that of medieval time.</p>	15-20 minutes	<ul style="list-style-type: none"> • Identification • Observation • Analysis
		<p>3. Map Pointing</p> <p>Identify some important centres of trade and artisanal production in central and South India and locate them by pasting pictures of various towns and pilgrimage centres of these towns.</p> <ul style="list-style-type: none"> • Hampi • Surat • Masaulipatnam 	10-15 minutes	<ul style="list-style-type: none"> • Identification • Location • Observation
7.	Tribes, Nomads and Cultural Communities	<p>1. Case Study</p> <p>Case study of Ahoms tribe describing their:</p> <ul style="list-style-type: none"> • Customs 	20 minutes spread for 2 days	<ul style="list-style-type: none"> • Analyzing • Conceptualization • Classification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • Culture • Food Habits • Location 		<ul style="list-style-type: none"> • Observation • Understanding • Knowledge
		<p>2. Power-Point Presentation</p> <p>Collect information on either Ahoms or Gonds tribal groups. Make a power point presentation on any one of the tribal groups. It should include the following:</p> <ul style="list-style-type: none"> • Occupation of the tribal groups. • Areas in which they live. • Animals they rear. • Culture they observe. 	15-20 minutes	<ul style="list-style-type: none"> • Synthesis • Analysis • Knowledge • Design
		<p>3. Map Pointing</p> <p>Plot the location of various tribes like Bhils, Gonde, Santhals, Banjaras.</p> <p>Make it more interesting by pasting pictures of these tribes.</p>	15 minutes	<ul style="list-style-type: none"> • Identifying • Location • Recognize • Understanding
8.	Devotional Paths to the Divine	<p>1. Collage Making</p> <p>Collect pictures of Chaitanya, Mirabai, Kabir, Surdas, Tulsidas, Guru Nanak. Prepare a collage on A3 size sheets, and also write their contribution in the society. Make it more interesting by pasting colourful pictures.</p>	15 minutes split in 2 days	<ul style="list-style-type: none"> • Synthesis • Design • Identification • Conceptual • Data Collection • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		2. Collect the famous writings/sayings/or any literary work of the following and write it into your notebook. <ul style="list-style-type: none"> • Kabir • Surdas • Tulsidas • Gurunanak 	20 minutes	<ul style="list-style-type: none"> • Appraisal • Critical Thinking
		3. Visit Visit a Gurudwara or a Sufi Shrine or a temple or any other such place (present in your neighbourhood). Write a report on what you saw there and how you felt.	15 minutes split in 2 days	<ul style="list-style-type: none"> • Appraise • Critical thinking • Observation • Literary Skill
9.	The Making of Regional Cultures	1. Case Study Case study of any classical dance form. It should include the following: <ul style="list-style-type: none"> • Its re-emergence. • Its basic features • Its difference from other classical dance forms 	15-20 minutes split in 2 days	<ul style="list-style-type: none"> • Identification • Inquisitiveness • Knowledge • Exploration
		2. Map Pointing Plot the regions on the Map of Indian, which include the following: <ol style="list-style-type: none"> 1. Place where Kathak is emerged 2. Place where Basholi painting emerged. Mark all the regions discussed in the chapter.	10-15 minutes	<ul style="list-style-type: none"> • Pointing • Labeling • Identification • Location
		3. Make a list of famous food items of any five different states	15-20	<ul style="list-style-type: none"> • Critical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		of our country. How is the food habit of an area affected by its regional climate and geographical location?	minutes	<ul style="list-style-type: none"> • Analysis • Appraisal
10.	Eighteenth Century Political Formations	<p>1. Peacock throne Draw a Peacock throne describing its salient features.</p>	15-20 minutes	<ul style="list-style-type: none"> • Appreciation • Critical Thinking • Knowledge • Creativity
		<p>2. Case Study: The Sikhs The organization of the Sikhs into a political community during 17th century. Several Battles were fought by the Guru Gobind Singh against the Rajput and Mughal rulers. Collect information on following aspects highlighting:</p> <ul style="list-style-type: none"> • Historical background • Leadership • Area <p>Presentation to be done on coloured A4 size sheets along with relevant pictures. (Reference pg. 148 of History Book)</p>	20 minutes Spread for 2 days	<ul style="list-style-type: none"> • Inquisitiveness • Infer • Conceptualizing • List • Discover • Observation • Self-awareness • Social Thinking
		<p>3. Map pointing Plot the location of various old Mughal Provinces. Compare the administrative systems.</p>	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Comparison • Decision Making

Civics

SOCIAL and POLITICAL LIFE

Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes												
1.	On Equality	<p>1. Survey Name: _____ Locality: _____ Age: _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Family Members</th> <th style="width: 10%;">Age</th> <th style="width: 15%;">Edu. Qualifi.</th> <th style="width: 15%;">Employed</th> <th style="width: 15%;">Working Env.</th> <th style="width: 15%;">Expectation</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>On the basis of above format students will collect information from different people of the society. (At least 10 people) On the basis of information collected, students will prepare a report and analyse it to show the factors which lead to inequalities.</p>	Family Members	Age	Edu. Qualifi.	Employed	Working Env.	Expectation							20 minutes for 4 days	<ul style="list-style-type: none"> • Identification • Evaluation • Comparison • Investigation • Predict Gender Equality • Analysis
Family Members	Age	Edu. Qualifi.	Employed	Working Env.	Expectation											
		<p>2. Students will collect information regarding programs by the Government to ensure the equality in India. For e.g.: Gender equality, economic equality</p>	10-15 minutes	<ul style="list-style-type: none"> • Application • Investigation • Comparison 												
		<p>3. Research Work: Paragraph Writing Students will find out information on Civil Right Movement and compare it with any one case of Civil Right</p>	15-20 minutes	<ul style="list-style-type: none"> • Investigation • Comparison 												

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Movement from present time.</p> <p>Summarise it in your notebook under following headings</p> <ul style="list-style-type: none"> • Emergence • Struggle • Achievements 		<ul style="list-style-type: none"> • Differentiate • Analysis
2.	Role of Government in Health	1. Present a comparison and contrast between the health facilities available in public and private sector with the help of diagrams, pictures.	15 minutes	<ul style="list-style-type: none"> • Identification • Comparison • Investigation
		2. Social Public Services like "Swachh Bharat Abhiyan" <ul style="list-style-type: none"> • Students will make posters, paintings or design logo on A4 size sheet. 	15-20 minutes	<ul style="list-style-type: none"> • Human Values and Ethics • Appreciate • Synthesis
		3. Student will collect information about the diseases spread due to the accumulation of garbage. How cleaning the surroundings may help in prevention of these diseases?	20 minutes	<ul style="list-style-type: none"> • Observation • Identification • Analysis
		4. Students will collect information on "Costa Rica" and paste it into their notebook Write a paragraph on importance of health and how it should be encouraged.	15 minutes	<ul style="list-style-type: none"> • Analysis • Identification • Comparison
3.	How the State Government Works	1. Paste the picture of Governor/Lt. Governor of your state, find out how he/she is elected or appointed. <ul style="list-style-type: none"> • Write about their role / functions. 	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Appreciation • Investigation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Paste the picture of Chief Minister of your native state, find out how he/she got elected.</p> <ul style="list-style-type: none"> • Write about their role / functions. 	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Appreciation • Investigation
	Interdisciplinary with Languages	<p>3. Preparation of Manifesto / Logo for the party</p> <p>Each student will be asked to imagine that he/she is going to contest elections and form an imaginary party.</p> <p>Each student will be asked to</p> <ul style="list-style-type: none"> • Write down his/her manifesto for the same. • Design a logo for his/her party. 	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Writing • Imagination
4.	Growing up as Boys and Girls	<p>1. Collage making</p> <p>Collect information about women freedom fighters from at least two states one of them preferably be a North-Eastern state and make a collage</p>	20 minutes Spread to 2 days	<ul style="list-style-type: none"> • Identify • Exploration • Appreciation • Creative Thinking
		<p>2. Students will collect information about careers opted by girls and boys now a days and how these are different from those opted in the earlier times?</p>	15-20 minutes	<ul style="list-style-type: none"> • Recognize • Appreciate • Identify • Designing
		<p>3. Diary Entry</p> <p>Students will write about the daily conversation with their parents, grandparents, neighbours showing some stereotypes faced by them.</p>	15-20 minutes	<ul style="list-style-type: none"> • Exploration • Identification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
5.	Women Change the World	1. Paste picture of your mother or sister or any elder woman of your family and write about her contribution in your life.	10-15 minutes	<ul style="list-style-type: none"> • Identification • Appreciation • Recall
		2. Collage Making <ul style="list-style-type: none"> • Students will make collage on an A4 size sheet. • They will collect information about some of important women who provided their contribution in socio-economic development. • Present their picture alongwith contribution. 	15-20 minutes	<ul style="list-style-type: none"> • Identification and Appreciation • Empowerment of Women
6.	Understanding Media	1. Debate Ask students to collect information regarding media. Students will analyse their positive or negative influence. In class students will express their views. "Is media a boon for the society."	10-15 minutes	<ul style="list-style-type: none"> • Analysis • Identification • Conceptualization
		2. Take a newspaper and count number of advertisements in it (Newspaper). Now a days newspaper are full of advertisements. Students will be asked to express their views regarding it.	10-15 minutes	<ul style="list-style-type: none"> • Explore • Compare
		3. Prepare a PowerPoint presentation on how media helped in connecting people within country and to the world.	10-15 minutes	<ul style="list-style-type: none"> • Represent • Visualize
7.	Understanding Advertising	1. Find me Out! <ul style="list-style-type: none"> • Students will find out the Jingles used to advertise a 	15-20 minutes	<ul style="list-style-type: none"> • Identification • Recognize

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes										
		<p>particular product of their choice</p> <ul style="list-style-type: none"> Students will identify the value the company is trying to depict and write it down in their notebook. 		<ul style="list-style-type: none"> Analyse 										
		<p>2. Making Advertisements</p> <p>An NGO want to gather fund for small weavers whose work they would like to exhibit. Prepare an advertisement for the NGO as required.</p>	20 minutes	<ul style="list-style-type: none"> Designing Value Enhancement 										
8.	<p>Markets Around us</p> <p>Interdisciplinary with Maths</p>	<p>1. Data Collection</p> <table border="1"> <thead> <tr> <th>Market</th> <th>Kind of goods sold</th> <th>Prices of goods</th> <th>Sellers</th> <th>Buyers</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Compare and contrast a weekly market with a shopping complex and a local grocery shop.</p>	Market	Kind of goods sold	Prices of goods	Sellers	Buyers						10-15 minutes	<ul style="list-style-type: none"> Identify Social Thinking Compare
Market	Kind of goods sold	Prices of goods	Sellers	Buyers										
		<p>2. Newspaper cutting</p> <p>What are the various rights of consumers? How can we move to consumer court? Where are these consumer courts located?</p>	10-15 minutes	<ul style="list-style-type: none"> Identify Observation Social Thinking 										
9.	A Shirt in the Market	<p>1. Imagine yourself a famous designer.</p> <p>An international export house has asked you to design sample of a shirt.</p> <p>Materials required: Velvet piece, coloured sheets, glaze papers, glitters, buttons etc.</p>	20 minutes	<ul style="list-style-type: none"> Demonstration Designing 										

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		Prepare the sample and paste the same on an A-4 size sheet.		
		<p>2. Journey of a Shirt</p> <ul style="list-style-type: none"> Students will show the journey of a shirt. They will include all the steps of formation of shirt from <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-right: 10px;">Raw material</div> → <div style="border: 1px solid black; padding: 2px; display: inline-block;">Finished product</div> They will present it in a flow chart and by pasting pictures. 	10-15 minutes	<ul style="list-style-type: none"> Recall Recognize Observation Identify
10.	Struggles for Equality	<p>1. Poster on Gender Inequality</p> <ul style="list-style-type: none"> Student will make poster on an A3 sheet. Students will use pictures, graphs, information etc. 	10-15 minutes	<ul style="list-style-type: none"> Exploration Appreciate Identify
		<p>2. Scrap Book</p> <ul style="list-style-type: none"> Students will prepare scrap book They will collect information a on Tawa Matsya Sangh / Tehri Dam. They will explore information on how people fought for their rights. 	10-15 minutes	<ul style="list-style-type: none"> Establishing link between political and social environment.

Geography


OUR ENVIRONMENT

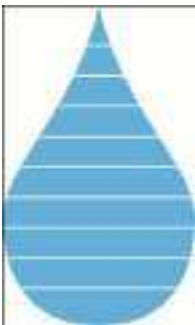
Class : VII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																																																																																																																																
1.	Environment	<p>a) Word Search</p> <p>1. Ecosystem, 2. Biosphere, 3. Lithosphere, 4. Atmosphere, 5. Biotic, 6. Abiotic, 7. Environment, 8. Habitat, 9. Barter.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td>H</td><td>L</td><td>Q</td><td>C</td><td>S</td><td>B</td><td>Q</td><td>V</td><td>B</td><td>B</td><td>K</td><td>G</td></tr> <tr><td>H</td><td>A</td><td>B</td><td>O</td><td>I</td><td>K</td><td>G</td><td>L</td><td>J</td><td>I</td><td>Q</td><td>R</td></tr> <tr><td>W</td><td>X</td><td>P</td><td>O</td><td>P</td><td>O</td><td>S</td><td>X</td><td>P</td><td>O</td><td>Q</td><td>U</td></tr> <tr><td>C</td><td>Q</td><td>T</td><td>B</td><td>A</td><td>R</td><td>T</td><td>E</td><td>R</td><td>S</td><td>U</td><td>L</td></tr> <tr><td>J</td><td>I</td><td>A</td><td>B</td><td>I</td><td>O</td><td>T</td><td>I</td><td>C</td><td>P</td><td>E</td><td>H</td></tr> <tr><td>C</td><td>R</td><td>N</td><td>F</td><td>V</td><td>A</td><td>Z</td><td>E</td><td>Y</td><td>H</td><td>J</td><td>A</td></tr> <tr><td>E</td><td>C</td><td>O</td><td>S</td><td>Y</td><td>S</td><td>T</td><td>E</td><td>M</td><td>E</td><td>J</td><td>B</td></tr> <tr><td>B</td><td>Q</td><td>A</td><td>W</td><td>Y</td><td>R</td><td>V</td><td>S</td><td>P</td><td>R</td><td>M</td><td>I</td></tr> <tr><td>H</td><td>L</td><td>I</td><td>I</td><td>Z</td><td>Q</td><td>N</td><td>O</td><td>L</td><td>E</td><td>I</td><td>T</td></tr> <tr><td>L</td><td>I</td><td>T</td><td>H</td><td>O</td><td>S</td><td>P</td><td>H</td><td>E</td><td>R</td><td>E</td><td>A</td></tr> <tr><td>A</td><td>T</td><td>M</td><td>O</td><td>S</td><td>P</td><td>H</td><td>E</td><td>R</td><td>E</td><td>V</td><td>T</td></tr> <tr><td>E</td><td>N</td><td>V</td><td>I</td><td>R</td><td>O</td><td>N</td><td>M</td><td>E</td><td>N</td><td>T</td><td>U</td></tr> </table>	H	L	Q	C	S	B	Q	V	B	B	K	G	H	A	B	O	I	K	G	L	J	I	Q	R	W	X	P	O	P	O	S	X	P	O	Q	U	C	Q	T	B	A	R	T	E	R	S	U	L	J	I	A	B	I	O	T	I	C	P	E	H	C	R	N	F	V	A	Z	E	Y	H	J	A	E	C	O	S	Y	S	T	E	M	E	J	B	B	Q	A	W	Y	R	V	S	P	R	M	I	H	L	I	I	Z	Q	N	O	L	E	I	T	L	I	T	H	O	S	P	H	E	R	E	A	A	T	M	O	S	P	H	E	R	E	V	T	E	N	V	I	R	O	N	M	E	N	T	U	10-15 minutes	<ul style="list-style-type: none"> • Application • Recognizing • Critical Thinking
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Interdisciplinary with Language	<p>2. 'Bottle it'</p> <ul style="list-style-type: none"> • Differentiate between reuse and recycle. • Make any 2 useful products from the waste materials like bangles, invitation cards, newspapers etc. 	10–20 minutes	<ul style="list-style-type: none"> • Identification / analysis • Utility • Application
		<p>3. Integrated Act - English and Hindi Effects of global warming</p> <ul style="list-style-type: none"> • Compose a poem in Hindi or English where the earth tells its' aging due to Global Warming. 	20 minutes	<ul style="list-style-type: none"> • Writing Skill • Imbibe values regarding environment
2.	Inside our Earth	<p>1. Learning with Fun</p> <ul style="list-style-type: none"> • Colour and Label the diagram of the "Interior of the Earth" 	10–15 minutes	<ul style="list-style-type: none"> • Identification • Aesthetic sense
		<p>2. Let's do Things required:</p> <ul style="list-style-type: none"> • Crayon (any colour) • Knife • A vessel • Foil paper <p>Procedure: Under the guidance of an elder person at your home. Take any crayon and scrap it in a vessel (Igneous rock → Sedimentary rock) and then press it, (it will convert into sedimentary rock). Cover the vessel with foil paper and put on heat for few seconds as it starts melting. Remove it and after cooling of matter we are able to see the difference from primary and secondary form (Metamorphic rocks).</p>	20 minutes	<ul style="list-style-type: none"> • Put into practice • Demonstrate • Critical thinking • Inquisitiveness • Exploration

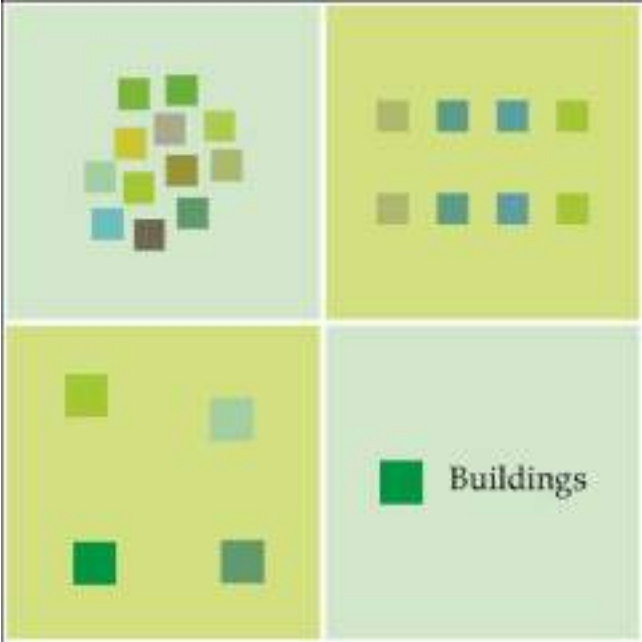
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
3.	Our Changing Earth	<p>1. Locate the type of Volcanoes on the Outline map of World</p> <ul style="list-style-type: none"> • Dormant <ul style="list-style-type: none"> - Vesuvius Volcano - Mt Kilimanjara (Tanzania) • Extinct <ul style="list-style-type: none"> - Edinburgh castle - Mount Kenya • Active <ul style="list-style-type: none"> - Stromboli (Sicily Island) - Etna Volcano <p>(Students will be given names of different volcanoes to research and locate them on world map. They could see that the volcano appeared close to the plate boundaries).</p>	10 minutes	<ul style="list-style-type: none"> • Application • Research • Analysis • Identification
		<p>2. Collect information about Nepal Earthquake of 25th April 2015</p> <p>Students will collect information from various sources about the magnitude, focus point, areas of destruction and ways to mitigate from the disaster.</p>	10-15 minutes	<ul style="list-style-type: none"> • Research • Explanation • Creative Thinking • Exploration • Inquisitiveness
		<p>3. Our changing Earth</p> <p>Draw a diagram of 'Life Cycle of River' and relate it with human life.</p>	15 minutes	<ul style="list-style-type: none"> • Explore • Compare and Contrast • Examination

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Critical Thinking
		<p>4. In the outline map of India show the following:</p> <ol style="list-style-type: none"> 1. One state where wind action is very active. 2. One state where Landslides are common. 	10 minutes	<ul style="list-style-type: none"> • Application
4.	Air	<p>1. In the following figure label and mark with arrows of the global pressure and wind belt.</p> 	10-15 minutes	<ul style="list-style-type: none"> • Identification • Differentiation • Locate
		<p>2. Word Jumble</p> <p>Rearrange the following words according to the hint provided.</p> <ol style="list-style-type: none"> REENOSIPHO - Layer of air in the thermosphere MUSDRODL - Other name of the equatorial low pressure belt LEWISTEERS - Type of planetary wind NOSOMSON - Type of periodic wind BAKTICAAT - Type of local wind. 	10 minutes	<ul style="list-style-type: none"> • Recognition • Problem Solving

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		3. Collage Making Students will be asked to collect pictures and information on Global Warming and make a collage out of them.	20 minutes	
				•
5.	Water Interdisciplinary with Language	1. Write a poem highlighting the importance of water or how it can be conserved / reasons for its scarcity. Write a poem in the space provided in the form of a droplet of water. Colour the droplet also. 	10-15 minutes	<ul style="list-style-type: none"> • Explore • Application • Creativity
		2. Water World On a physical map of the world mark the i) four oceans and the countries surrounding them. ii) 3 important warm and cold currents. iii) countries affected by Tsunami on 26 December 2004.	20 minutes	<ul style="list-style-type: none"> • Application • Discover
6.	Natural Vegetation and Wild Life	1. Map Work Identify and locate following on the political map of India.	15 minutes	<ul style="list-style-type: none"> • Identification and Location • Precision

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> • National Park <ul style="list-style-type: none"> - Rajaji - Corbett - Bandhavgarh - Sunderbans - Gir - Kaziranga - Manas - Silent Valley • Biosphere Reserves <ul style="list-style-type: none"> - Valley of flowers - Nilgiri • Sanctuary <ul style="list-style-type: none"> - Bharatpur - Sultanpur 		
		2. Collect pictures of tropical rain forests species of flora and fauna and write about their importance for the economy. Locate rain forests on the outline map of world.	10-15 minutes spread to 2 days	<ul style="list-style-type: none"> • Observation • Identification • Knowledge
	Interdisciplinary with Science	3. Herbarium <ul style="list-style-type: none"> • Collect leaves of different medicinal plants paste on white sheets of paper. • Write about the use of these medicinal plants along with their botanical names. 		<ul style="list-style-type: none"> • Knowledge • Recognition • Listing • Identification

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7.	Human Environment - Settlement, Transport and Communication	<p>1. Scrap Book</p> <ul style="list-style-type: none"> Collect the pictures of different types of houses and paste them in your scrap book. Students will find out the relationship between the type of houses with their physical environment. 	15–20 minutes	<ul style="list-style-type: none"> Knowledge Identification Appreciation Human Values and Ethics 																																												
		<p>2. Features of different settlements</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Village</th> <th>Town</th> <th>City</th> </tr> </thead> <tbody> <tr> <td>University</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Village Hall</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Airport</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Hospital</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Factory</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Wind Mill</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Cottage Industry</td> <td></td> <td></td> <td></td> </tr> <tr> <td>School</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Little Shop</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pub</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Have a look at these features found in a settlement.</p>		Village	Town	City	University				Village Hall				Airport				Hospital				Factory				Wind Mill				Cottage Industry				School				Little Shop				Pub				15–20 minutes	<ul style="list-style-type: none"> Identification
	Village	Town	City																																													
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		Conclude from the above - <ol style="list-style-type: none"> 1. the features found in a village. 2. the features found in a town. 3. the features found in a city. 4. the features found in all the three. 		
		<p>3. Identify settlement patterns</p>  <p>Give reasons behind the settlement patterns and relate it with places where this type of settlement is found from India / World.</p>	15–20 minutes	<ul style="list-style-type: none"> • Analyse • Application • Critical Thinking • Identification

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		4. Get - Set - Go! <ul style="list-style-type: none"> Express your views on how information and technology has influenced transport and communication. Paste pictures related to it. 	10-15 minutes	<ul style="list-style-type: none"> Analyse Identify Appreciate
8.	Human Environment Interactions: The Tropical and the Subtropical Region	1. Case Study: The River Ganga <ul style="list-style-type: none"> In what ways has industrialization in India affected the Ganges River? How does water pollution affect the health and daily lives of people, aquatic lives etc. GAP (Ganga Action Plan) by 2010. Mark/Locate river Ganga on India Political map. 	10-15 minutes	<ul style="list-style-type: none"> Critical Thinking Recognize Social Thinking
		2. Life in Amazon Basin <ul style="list-style-type: none"> Map pointing: In the outline map of South America mark Amazon Basin, important crops. Make a power points presentation showing 'Life of the people of the rainforest is slowly changing' (Students can watch video related to South America: Economic Resources and Economic Act.) 	15-20 minutes	<ul style="list-style-type: none"> Application Comprehension Analyse Recognise
9.	Life in the Temperate Grasslands	<ul style="list-style-type: none"> On the outline map of North America and South Africa, mark - Rocky mountains; The Great Lakes, River. Mississippi, two important and most developed countries in the world, Veld, Rivers - Orange and Limpopo. 	15 minutes	<ul style="list-style-type: none"> Mapping Identification Location

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> Identify and explore the importance of Rocky Mountain for the economy. Present it along with the pictures of Rocky Mountains or make a Power Point Presentation on the same. 	20 minutes	<ul style="list-style-type: none"> Identification Recognition Critical Thinking Creativity
10.	Life in the Deserts	<p>1. Map Skills</p> <p>Locate major deserts of the world</p> <ol style="list-style-type: none"> Turkestan Desert Australian Desert Kalahari Desert Gobi Desert Atacama Desert Sahara Desert Patagonian Desert <p>Students will try to find out the reason behind the location of desert towards western direction.</p>	10-15 minutes	<ul style="list-style-type: none"> Application Skill Location Identification
		<p>2. Student will take a political map of Africa and colour the areas where Sahara desert is located.</p>	10 minutes	<ul style="list-style-type: none"> Location Identification
		<ul style="list-style-type: none"> Collage Making: Land and its People <p>Students will paste the pictures showing important nomadic tribes and their way of living, the animals domesticated by them and how these animals provide help to these tribal communities.</p>	10-15 minutes	<ul style="list-style-type: none"> Analysis Inquisitiveness Interpretation

Alternatives to Homework

HINDI

Class–VIII

पुस्तक : बसंत भाग-3

कक्षा : आठवीं

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
1.	ध्वनि (विषय) अन्तः अनुशासित प्रश्न - विषय : विज्ञान	गतिविधि-1 वसंत ऋतु में कौन-कौन से त्योहार आते हैं, उनकी सूची बनाइए। आप उन पर्वों को किस प्रकार मनाते हैं?	15-20 मिनट	<ul style="list-style-type: none"> • भारतीय संस्कृति से परिचय • अनुभव-लेखन • ऋतुओं की जानकारी
	अन्तः अनुशासित प्रश्न - विषय : जीव विज्ञान	गतिविधि-2 वसंत ऋतु में खिलने वाले फूलों की जानकारी प्राप्त कीजिए व उनका संकलन (सुखाकर) कीजिए।	20 मिनट	<ul style="list-style-type: none"> • प्रकृति के प्रति प्रेम • प्रकृति के प्रति जागरूकता • कोमल भाव उत्पत्ति
2.	लाख की चूड़ियाँ अन्तः अनुशासित प्रश्न विषय : सामाजिक विज्ञान	गतिविधि-1 ग्रामीण व शहरी वातावरण में क्या अंतर है? दोनों में से कौन सा वातावरण आपके मन को भाता है व क्यों? अपने विचार अनुच्छेद रूप में लिखिए।	15 मिनट	<ul style="list-style-type: none"> • तुलनात्मक दृष्टिकोण उत्पन्न करना • ग्रामीण परिवेश की जानकारी • शब्द भंडार में वृद्धि
		गतिविधि-2 गाँव के शहरीकरण से प्रायः विलुप्त हो चुकी हस्तकलाओं की जानकारी प्राप्त कीजिए और कक्षा में इस विषय पर चर्चा कीजिए।	20-25 मिनट	<ul style="list-style-type: none"> • हस्तकलाओं का ज्ञान • आत्मविश्वास में वृद्धि • मनन-चिंतन का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
3.	बस की यात्रा अन्तः अनुशासित विषय : सामाजिक विज्ञान	गतिविधि-1 मध्य प्रदेश राज्य के प्रमुख दर्शनीय स्थलों की सूची बनाकर लिखो। किसी यात्रा पर जाने से पूर्व आप क्या-क्या तैयारियाँ करेंगे? (एक फोल्डर बनाइए)	20 मिनट	<ul style="list-style-type: none"> उत्तरदायित्व और जागरूकता की भावना उत्पन्न करना। अपने देश की सांस्कृतिक विरासत का ज्ञान। उत्सुकता और आत्माभिव्यक्ति।
		गतिविधि-2 अपनी किसी अविस्मरणीय यात्रा से जुड़े अनुभव को चित्रों की सहायता से व्यक्त करते हुए लिखें।	15 मिनट	<ul style="list-style-type: none"> भावाभिव्यक्ति रचनात्मकता का विकास लेखन क्षमता का विकास
4.	दीवानों की हस्ती	गतिविधि-1 जीवन अनमोल है। सुख-दुख इसके साथी हैं। इसका एक-एक पल खुशी से भर दें। इस भाव को व्यक्त करते हुए स्वरचित कविता लिखिए।	20 मिनट	<ul style="list-style-type: none"> सृजनात्मकता का विकास उत्साह, उमंग आशावादी दृष्टिकोण
		गतिविधि-2 'दीवानापन एक सीमा तक ही उचित होता है' - विषय के पक्ष-विपक्ष में उदाहरण देते हुए अपने विचार व्यक्त कीजिए।	20-25 मिनट	<ul style="list-style-type: none"> तार्किकता का विकास आत्मभिव्यक्ति आत्मविश्वास
5.	चिट्ठियों की अनूठी दुनिया अन्तः अनुशासित	गतिविधि-1 अपने क्षेत्र के निकटवर्ती डाकखाने का भ्रमण कीजिए और वहाँ उपलब्ध विभिन्न संचार-माध्यमों की जानकारी प्राप्त	30-40 मिनट	<ul style="list-style-type: none"> जागरूकता सामाजिक चेतना का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
	प्रश्न - विषय : सामाजिक विज्ञान	कीजिए। अपने मित्रों के साथ अपने अनुभव बाँटिए।		
		गतिविधि-2 देश-विदेश की विभिन्न डाक टिकटों का संग्रह कीजिए व उसका एक आकर्षक एलबम बनाइए।	30-40 मिनट	<ul style="list-style-type: none"> संग्रहण शक्ति का विकास कलात्मक अभिरूचि उत्पन्न करना ज्ञान अभिवृद्धि
6.	भगवान के डाकिए	गतिविधि-1 यदि आपकी भेंट ईश्वर से हो जाए तो आप अपने लिए उनसे क्या माँगेंगे? - इसे अपने व भगवान के मध्य संवाद रूप में लिखिए।	15 मिनट	<ul style="list-style-type: none"> कल्पना शक्ति का विकास सृजनात्मकता लेखन-क्षमता
		गतिविधि-2 प्रकृति के हम पर अनेक उपकार हैं। 'प्रकृति के गुणों को अपनाकर हम अपना व्यक्तित्व निखार सकते हैं' - इस विषय पर भाषण तैयार करके प्रार्थना-सभा में प्रस्तुत कीजिए। इस भाव की अभिव्यक्ति एक स्वरचित कविता के रूप में कीजिए।	15-20 मिनट	<ul style="list-style-type: none"> कृतज्ञता का भाव ग्राह्य क्षमता आत्मविश्वास लेखन-कला रचनात्मकता
7.	क्या निराश हुआ जाए	गतिविधि-1 छात्रों से समाचार-पत्र की कतरन लाने को कहा जाएगा। छात्र घटना के मुख्य मुद्दे जैसे- चोरी, लूटपाट, खेल, पुरस्कार आदि	30-40 मिनट	<ul style="list-style-type: none"> सामाजिक परिवेश के प्रति जागरूकता कल्पना-शक्ति का विकास

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
		बोलेंगे। श्यामपट्ट पर सकारात्मक और नकारात्मक शीर्षकों के अंतर्गत उन्हें लिखा जाएगा। फिर कक्षा को दो समूहों में बाँटकर (पक्ष-विपक्ष) एक विषय - 'वर्तमान समय में क्या आशावान बना जा सकता है?' पर वाद-विवाद प्रस्तुत करने को कहा जाएगा।		<ul style="list-style-type: none"> • ज्ञान अभिवृद्धि • चिन्तन-मनन
		गतिविधि-2 आप जीवन में किसे अपना आदर्श मानते हैं? अपने आदर्श का चित्र चिपकाएं उनके कौन से गुणों को आप अपनाना चाहते हैं और क्यों?	20 मिनट	<ul style="list-style-type: none"> • मानवीय मूल्यों का विकास • आशावादिता • प्रेरणा-शक्ति
8.	यह सबसे कठिन समय नहीं (कविता) अन्तः अनुशासित प्रश्न : सामाजिक विज्ञान	गतिविधि-1 बादल फटने से आई प्राकृतिक आपदा से ग्रस्त लोगों को राहत-सामग्री की आवश्यकता है। इसकी सूचना अपने क्षेत्र के निवासियों तक पहुँचाइए। (सूचना लेखन)	10 मिनट	<ul style="list-style-type: none"> • सहयोग भावना में वृद्धि • मानवीय मूल्य • उदारता • सहानुभूति
		गतिविधि-2 पूरी कक्षा को 5-5 के समूह में बाँटकर विषय दिया जाएगा कि आपके किसी मित्र को कोई असाध्य रोग हो गया है, इस निराशाजनक स्थिति से निकालने और उसे यह समझाने के लिए कि अब भी यह समय सबसे कठिन नहीं है, इस पर भूमिका-निर्वहन प्रस्तुत कीजिए।	30 मिनट	<ul style="list-style-type: none"> • सृजनात्मकता और कल्पना शक्ति का विकास • समूह-संगठन, आत्मविश्वास और आत्माभिव्यक्ति • सद्व्यवहार, सकारात्मक दृष्टिकोण

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
9.	कबीर (साखियाँ)	<p>गतिविधि-1</p> <p>आजकल आप कई प्रकार के संचार माध्यम से समाज में कई प्रकार के धार्मिक आडंबर देख रहे हैं। क्या आप इस अंधी दौड़ को समाज के लिए घातक मानते हैं? अपने विचार लेख लिखकर व्यक्त कीजिए।</p>	10-15 मिनट	<ul style="list-style-type: none"> • मनन-चिन्तन • समाज के प्रति उत्तरदायित्व की भावना • कतव्यनिष्ठा
		<p>गतिविधि-2</p> <p>कबीर के दोहों पर चार समूहों/टीमों में अंत्याक्षरी प्रतियोगिता का आयोजन।</p>	20 मिनट	<ul style="list-style-type: none"> • आनंद और उत्साह की भावना • रसानुभूति • मानवीय मूल्यों का विकास • सीख लेने की प्रेरणा
10.	कामचोर	<p>गतिविधि-1</p> <p>आप घर के सदस्यों की किन-किन कामों में सहायता करते हैं? उन कार्यों की एक सूची तैयार कीजिए।</p>	10-15 मिनट	<ul style="list-style-type: none"> • सहयोग की भावना • कतव्यबोध • जिम्मेदारी की भावना
		<p>गतिविधि-2</p> <p>'कर्म ही पूजा है' जैसे भाव व्यक्त करते हुए आदर्श वाक्य 'स्लोगन' रूप में लिखिए।</p>	20 मिनट	<ul style="list-style-type: none"> • स्वबोध • कर्मशीलता • सीख लेने की प्रेरणा
11.	जब सिनेमा ने बोलना सीखा	<p>गतिविधि-1</p> <p>अगर आपको फिल्म बनाने का मौका मिले तो आप किस</p>	15 मिनट	<ul style="list-style-type: none"> • स्वबोध • कल्पना शक्ति

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
		विषय पर फिल्म बनाना चाहेंगे? क्यों? एक अनुच्छेद के रूप में लिख कर व्यक्त कीजिए।		<ul style="list-style-type: none"> • मौलिकता
		गतिविधि-2 आप सिनेमाघर में फिल्म देखने गए हैं। यदि उस फिल्म की आवाज़ को बंद कर दिया जाए तो आप उस मूक सिनेमा का कितना आनंद ले पाएँगे? मूक सिनेमा व सवाक् सिनेमा की स्थितियों में अंतर स्पष्ट कीजिए।	20 मिनट	<ul style="list-style-type: none"> • सिनेमा की समझ • तार्किक • अभिव्यक्ति
12.	सुदामा चरित	गतिविधि-1 अपने सबसे अच्छे मित्र की फोटो चिपकाकर अपनी भावनाओं को व्यक्त करते हुए सुन्दर और आकर्षक ग्रीटिंग कार्ड बनाइए।	15-20 मिनट	<ul style="list-style-type: none"> • रचनात्मकता और सृजनात्मकता • सौहार्द, भ्रातृत्व, मैत्री-गुणों का विकास • मौलिकता • मानवीय संबंधों में मधुरता
		गतिविधि-2 सच्चे मित्र के गुणों को दर्शाने वाली सूक्तियों/दोहों/कविताओं का संकलन करके फोल्डर तैयार कीजिए।	30-40 मिनट	<ul style="list-style-type: none"> • सौहार्द, भ्रातृत्व, मैत्री-गुणों का विकास
13.	जहाँ पहिया है अन्तः अनुशासित प्रश्न - विषय : सामाजिक विज्ञान	गतिविधि-1 ‘साइकिल प्रशिक्षण केन्द्र’ के प्रचार-प्रसार हेतु आकर्षक विज्ञापन तैयार कीजिए।	15-20 मिनट	<ul style="list-style-type: none"> • विज्ञापन-लेखन • व्यावसायिक विधा से परिचय

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
	अन्तः अनुशासित प्रश्न - विषय : सामाजिक विज्ञान	गतिविधि-2 स्वयं वाहन चालक महिलाएँ, नारी सशक्तीकरण की दिशा में एक और महत्वपूर्ण कदम है - पक्ष/विपक्ष में विचार प्रस्तुत कीजिए। (वाद-विवाद)	20 मिनट	<ul style="list-style-type: none"> • आत्मविश्वास • वाद-विवाद की कला • तार्किक क्षमता का विकास
14.	अकबरी लोटा	गतिविधि-1 आपके घर में एक बहुत पुराना बर्तन पड़ा है। इससे संबंधित कोई मजेदार कहानी लिखिए।	20 मिनट	<ul style="list-style-type: none"> • कल्पनाशक्ति • सृजनात्मकता • सहज बोध
		गतिविधि-2 आप या आपका मित्र किसी वस्तु का संग्रह करता है। उसके बारे में अपने विचार लिखिए।	20 मिनट	<ul style="list-style-type: none"> • तार्किकता • मनन-चिंतन • स्व-बोध
15.	सूरदास के पद	गतिविधि-1 अपनी माँ के साथ आप कौन-कौन से खेल खेलते हैं? एक सूची तैयार कीजिए।	15-20 मिनट	<ul style="list-style-type: none"> • मातृप्रेम • संबंधों की गरिमा • कोमल भाव उत्पत्ति
		गतिविधि-2 'सूरदास के पद' सुन्दर व आकर्षक रूप से चार्ट पर लिखिए और अपनी कक्षा में सजाइए।	25-30 मिनट	<ul style="list-style-type: none"> • रूचि का विकास • मानवीय मूल्य • रचनात्मकता

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
16.	पानी की कहानी अन्तः अनुशासित प्रश्न - विषय : विज्ञान	गतिविधि-1 पानी का बचाव हम किस प्रकार कर सकते हैं? यह दर्शाते हुए 'जल संरक्षण' पर एक पोस्टर तैयार कीजिए।	25-30 मिनट	<ul style="list-style-type: none"> वैज्ञानिक समझ जागरूकता पर्यावरण के प्रति सजगता
		गतिविधि-2 यदि जल न होता तो जीवन कैसे चलता - इस विषय पर विचार-विमर्श करके कक्षा में चर्चा कीजिए।	20-25 मिनट	<ul style="list-style-type: none"> मनन-चिंतन परस्पर सहयोग पानी का महत्व
17.	बाज और साँप	गतिविधि-1 पिंजरबद्ध और आकाश में उन्मुक्त उड़ान भरने वाले दो पक्षियों के मध्य होने वाले वार्तालाप को संवाद-शैली में लिखते हुए स्पष्ट करें कि स्वतंत्रता का जीवन में क्या महत्व है?	25 मिनट	<ul style="list-style-type: none"> कल्पनाशीलता स्वतंत्रता का महत्व संवाद-शैली का विकास
	अन्तः अनुशासित प्रश्न - विषय : सामाजिक विज्ञान	गतिविधि-2 आप देश के स्वाधीनता संग्राम के इतिहास से परिचित होंगे। जिन देशभक्तों ने मातृभूमि की रक्षा हेतु सर्वस्व न्यौछावर कर दिया उनके नाम, कार्यों व उनके जीवन से मिलने वाली प्रेरणा पर - रिपोर्ट तैयार कीजिए।	30-35 मिनट	<ul style="list-style-type: none"> देशभक्ति की भावना इतिहास से परिचय त्याग की भावना रिपोर्ट शैली का परिचय
18.	टोपी	गतिविधि-1	20-25 मिनट	<ul style="list-style-type: none"> सामाजिक सरोकार

क्रमांक	विषय	रचनात्मक कार्य	समय	कौशल अभिवृद्धि
	अन्तः अनुशासित प्रश्न - विषय : सामाजिक विज्ञान	अपने आस-पास किसी भ्रष्ट व्यक्ति के आचरण पर अपने विचार लिखिए।		<ul style="list-style-type: none"> • समस्या का समाधान खोजने का प्रयास • साक्षात्कार विधा का ज्ञान
		<p>गतिविधि-2</p> <p>किसी ऐसी घटना का वर्णन कीजिए जब जीवन में परिश्रम के कारण आपको सफलता प्राप्त हुई।</p> <p>अथवा</p> <p>किसी ऐसी घटना का वर्णन कीजिए जब जीवन में परिश्रम न करने के कारण आपको असफलता का सामना करना पड़ा।</p>	15-20 मिनट	<ul style="list-style-type: none"> • आत्म-मंथन • आत्म-निरीक्षण • स्व-बोध



Alternatives to Homework

ENGLISH

Class–VIII

HONEYDEW

Class : VIII

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
1.	The best Christmas Present in the World	Activity-1 : Debate Prepare a debate on the topic 'War can end conflicts'	20 minutes	<ul style="list-style-type: none"> • Speaking Skills • Reasoning • Problem Solving
		Activity-2 : Collage Making Make a collage based on any two events during the World War 1		<ul style="list-style-type: none"> • Critical Thinking • Creativity • Imagination
2.	The Tsunami Interdisciplinary with Geography	Activity-1 : Poster Making Collect information on 'Disaster preparedness' and prepare a poster on the same.	30 minutes	<ul style="list-style-type: none"> • Creativity • Understanding the importance of mother earth
		Activity-2 : Diary Entry Suppose you were one of the victims of Tsunami. Write a diary entry for the same.	10 minutes	<ul style="list-style-type: none"> • Writing Skills • Creativity • Imagination • Empathy
		Activity-3 : Message Writing Assuming that you have to initiate a donation camp for a Tsunami hit area and communicate about the sense in your locality / area, write a 'message' for the same.	10 minutes	<ul style="list-style-type: none"> • Creative Thinking, Problem Solving • Caring for human life • Writing Skills • Communication

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-4 : Power Point Presentation</p> <p>Surf the Internet and make a PowerPoint Presentation based on the Earthquake prone areas of the world.</p> <p>Also write the reasons for the same.</p>	20 minutes	<ul style="list-style-type: none"> • Digital Literacy • Creativity • Understanding
3.	Glimpses of the Past Interdisciplinary with History	<p>Activity-1 : Interview</p> <p>The making of Indian National Movement 1870-1947. You get an opportunity to meet a freedom fighter.</p> <p>Design a set of questions that you would like to ask him.</p>	20 minutes	<ul style="list-style-type: none"> • Life Skills - Effective Communication • Values - Appreciating freedom fighter
		<p>Activity-2 : Students will be asked to watch any one of the following movies and write about one of the characters that impresses them the most.</p> <ul style="list-style-type: none"> • Mangal Pandey : The Rising • Shaheed • The legend of Bhagat Singh • Sardar • Netaji Subhash Chandra Bose : The forgotten Hero 	15 minutes	<ul style="list-style-type: none"> • Life Skills - Creative Thinking, Critical Thinking • Values - Appreciating freedom fighters, empathy
		<p>Activity-3 : Designing News Paper</p> <p>Design your own newspaper with important news/events based on Indian National movement.</p>	20 minutes	<ul style="list-style-type: none"> • Imagination Creativity • Vocabulary • Appreciating freedom fighters
		<p>Activity-4 : Role Play</p> <p>Students will present a role play of their favourite leader of the Indian National Movement.</p>	5-10 minutes	<ul style="list-style-type: none"> • Creativity • Imagination

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Expression • Vocabulary
4.	Bepin Choudhary's Lapse of Memory	Activity-1 : Paragraph Writing Surf the net to find any one NGO (Charitable Trust) and write down about their way of working.	20 minutes	<ul style="list-style-type: none"> • Digital Literacy • Research work • Empathy
		Activity-2 : Identify and highlight the most important part of the story according to you. Also write why you consider it important.	30 minutes	<ul style="list-style-type: none"> • Managing emotions, Empathy, Self awareness • Respecting elderly
		Activity-3 : Letter Writing One of the students of your class was not able to meet the expenses of the school (financial) and you helped him. Write a letter to your father describing the same.	10 minutes	<ul style="list-style-type: none"> • Empathy • Thinking Skills • Creativity
5.	The Summit Within	Activity-1 : Biography Writing Write biography of a person who has motivated you in your life.	15 minutes	<ul style="list-style-type: none"> • Creative Thinking • Appreciating the lives of great men and women
		Activity-2 : PowerPoint Presentation Make a power point presentation on Arjun Bajpai, the youngest Indian mountaineer and find out the secret of his success.	10 minutes	<ul style="list-style-type: none"> • Thinking Skills • Creativity • Imagination
		Activity-3 : Diary Entry Write a diary entry based on a task which you accomplished though you had thought it impossible earlier.	10 minutes	<ul style="list-style-type: none"> • Self Realisation • Expression

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
6.	This is Jody's Fawn	Activity-1 : Adjectives Pick out phrases and adjectives from the lesson describing the fawn. Which qualities of Jody do you associate with yourself and why? Describe.	20 minutes	<ul style="list-style-type: none"> Vocabulary building, Self awareness, Oratory Skills
		Activity-2 : Making a Scrap File Read any five Newspaper articles related to conservation and preservation of nature. Based on your reading suggest ways for the same in an interesting manner. Display on class display board.	20 minutes	<ul style="list-style-type: none"> Collecting information, Thinking Skills, Appreciation of Nature, Sensitizing towards need to preserve nature
		Activity-3 : Writing Poetry Write a short poem in the praise of the Himalayas.	30 minutes	<ul style="list-style-type: none"> Creativity/ Imagination Respecting nature
		Activity-4 : Story Writing Read the beginning and complete the story. "One day while going to school, I saw a puppy badly hurt.....".	10 minutes	<ul style="list-style-type: none"> Imagination Creativity Expression Empathy
7.	A Visit to Cambridge	Activity-1 : Bio Sketch After reading the lesson, write a bio-sketch of Stephen Hawking. Watch the movie, 'Theory of Everything 2014'. Which scene inspired you? Write a descriptive paragraph	20 minutes	<ul style="list-style-type: none"> Comprehension, Writing Skills
		Activity-2 : Article Writing UPSC 2014 Topper Ms. Ira Singhal despite being differently abled, achieved great success. Watch her	20-25 minutes	<ul style="list-style-type: none"> Research work, Empathy, Coping with stress, Caring for

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		interview on Youtube and write an article on how the person inspires you.		differently abled
8.	A Short Monsoon Diary	Activity-1 : Find out the difference between a TRAVELOGUE AND A DIARY ENTRY. Write one.	10 minutes	<ul style="list-style-type: none"> • Comparing and contrasting, Critical Analysis
		Activity-2 : Story Writing Note down different words which flash into your mind when you see rain like <ul style="list-style-type: none"> • Dark skies • Thunder storm • Umbrellas • Students dancing in the rain • People rushing to nearest shelter Then weave out a story around it.	20-25 minutes	<ul style="list-style-type: none"> • Imagination, Creativity, Observation
9 and 10.	The Great Stone Face (Part I and II)	Activity-1 : Why does the story end with face 'He will come'? Do you think the end of the story is justified? Why or why not?	10 minutes	<ul style="list-style-type: none"> • Analysing, Critical Thinking
		Activity-2 : Ask elders around about any folklore that they still believe in (like the man in the moon). Relate it in the next class.	20 minutes	<ul style="list-style-type: none"> • Creative Thinking, Knowing about the past
		Activity-3 : Speech Deliver a speech on the topic 'Positive attitude leads to positive outcomes'.	5-10 minutes	<ul style="list-style-type: none"> • Optimism • Thinking Skills • Imagination

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		Activity-4 : Comic Script Create a comic script based on any folklore which includes any prophecy.	20 minutes	<ul style="list-style-type: none"> • Creativity • Imagination • Logical Thinking
	Poem-1: The Ant and the Cricket	Activity-1 : Identification Prepare for a one minute speaking activity to be taken up in class.	15 minutes	<ul style="list-style-type: none"> • Life Skills - Critical Thinking, Creative Thinking • Values - Respecting, Hardwork, care for others
		Activity-2 : Poetic Devices Compose another poem using the same poetic devices.	10 minutes	<ul style="list-style-type: none"> • Life Skills - Critical Thinking, Identification • Values - Appreciating poetry
	Poem-2: Geography lesson Interdisciplinary with Geography	Activity-1 : Paragraph Writing Write a paragraph describing your first experience in an airplane.	15 minutes	<ul style="list-style-type: none"> • Imagination, Creativity • Honesty
		Activity-2 : Vocabulary Enhancement Find 5 words from the poem which are new to you and make sentences of your own from them.		<ul style="list-style-type: none"> • Imagination, Creative Thinking • To enjoy learning new things
		Activity-3 : Poster Making Make a poster highlighting the main Geographical factors of your country.	20 minutes	<ul style="list-style-type: none"> • Imagination • Creativity

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		Activity-4 : Elocution Prepare an Elocution on the topic 'We need more bridges than walls' and present in the class.	10 minutes	<ul style="list-style-type: none"> • Problem Solving
	Poem-3: Macavity : The Mystery Cat	Activity-1 : Graphic Organiser Write the qualities and physical attributes of the cat in the form of a graphic organiser.	20 minutes	<ul style="list-style-type: none"> • Self awareness, Creativity • Appreciating poetry
		Activity-2 : Vocabulary enhancement Find out new vocabulary from the poem and make sentences on your own.	20 minutes	<ul style="list-style-type: none"> • Creative Thinking • Imagination
		Activity-3 : Make a list of poetic devices used in the poem and compose a poem using the poetic devices that you have identified in the poem.	20 minutes	<ul style="list-style-type: none"> • Creative Thinking and Imagination
		Activity-4 : Paragraph Writing Write a paragraph bringing out all the similarities and differences of all the animals of the cat family.	10 months	<ul style="list-style-type: none"> • Critical Thinking
		Activity-5 : Poster Making Make a poster on the topic 'Loyalty is a Lifestyle'.	20 minutes	<ul style="list-style-type: none"> • Imagination • Creativity
	Poem-4: The Last Bargain	Activity-1 : Dialogue Writing Bargain with your parents and get a thing which gives you joy. Prepare a set of dialogues on how you convinced them.	20 minutes	<ul style="list-style-type: none"> • Creativity, Imagination • Pleasing manners, to be polite
		Activity-2 : Essay Writing Write a Biographical essay on the Poet. Your essay	30 minutes	<ul style="list-style-type: none"> • Character Analysis,

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		should include the following :- 1. Introduction 2. Childhood 3. Achievements 4. Contribution to the society		Expression <ul style="list-style-type: none"> Understanding the work of great men and appreciation
	Poem-5: The School Boy	Activity-1 : Paragraph Writing Why does the boy compare himself to a bird in a cage. Write a paragraph supporting his views.	20 minutes	<ul style="list-style-type: none"> Creative Thinking, Appreciating poetry Empathy
		Activity-2 : Poem Composition Compose a poem based on 'Freedom'. Include 2 poetic devices.	20 minutes	<ul style="list-style-type: none"> Expression Thinking Skills Creativity
	Poem-6: The Duck and the Kangaroo	Activity-1 : Identification of Rhyming words Identify 5 pairs of rhyming words from the poem. Now compose a short five to six line poem using the same set of rhyming words.	20-25 minutes	<ul style="list-style-type: none"> Understanding the significance of rhyming words in enhancing the appeal of a poem. Creativity, Imagination
		Activity-2 : Dialogue Writing Recreate the poem in the form of dialogues between the Duck and the Kangaroo.	20 minutes	<ul style="list-style-type: none"> Usage of correct vocabulary, Understanding Value - Helping, Caring and Sharing
	Poem-7: When I set out for Lyonesse	Activity-1 : Diary Entry During last summer vacation you visited your grandparents living in a village. It was a memorable	20 minutes	<ul style="list-style-type: none"> Imagination, Creative Writing, Sharing your experience, Curiosity to

S. No.	Topic	Homework Activity	Time	Skills Enhanced / Learning Outcomes
		experience. Share your experience with your classmates in the form of a diary entry.		learn new things
		Activity-2 : Brochure Imagine yourself to be the Secretary of RAO TRAVELS. Prepare a brochure of your company to be published in the newspaper.	20 minutes	<ul style="list-style-type: none"> • Imagination, Creative Writing, Highlighting positive points, Critical Analysis
	Poem-8: On the Grass Hopper and Cricket	Activity-1 : Make a list of the things in nature that indicate a change of season. (change from Autumn to Spring)	10 minutes	<ul style="list-style-type: none"> • Developing Vocabulary, Creative Thinking
		Activity-2 : Poster Making India is a geographically diverse country. This diversity affects the food habits, occupation, dressing style etc., of people. Prepare a script for a play which reflects geographical diversity. Using the above information, design a poster for bulletin board making it as colourful as you can.	25 minutes	<ul style="list-style-type: none"> • Gathering information, Creativity, Imagination, Sensitizing children towards nature
		Activity-3 : Poem Composition Compose a poem based on nature. Include blossoms, calm, beauty, birds etc.	20 minutes	<ul style="list-style-type: none"> • Imagination • Creativity

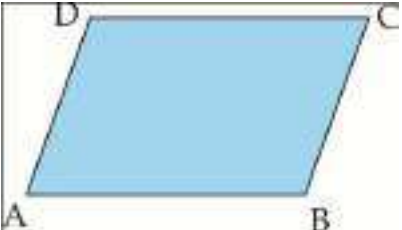
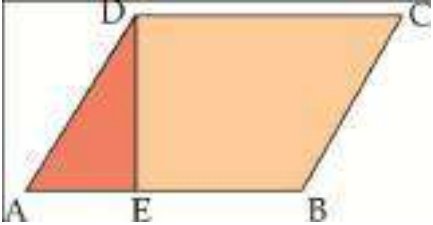
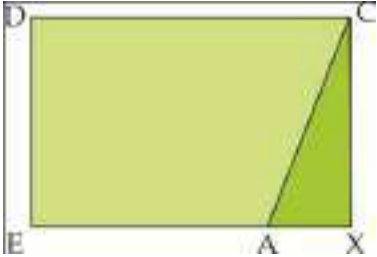


Alternatives to Homework

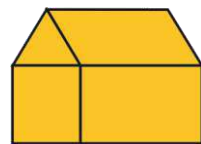
MATHEMATICS

Class–VIII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																																																																													
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3.	Understanding Quadrilaterals	<p>Activity-1 :</p> <p>Subtopic: To locate various convex and concave polygons by paper folding.</p> <p>Description: Take a rectangular sheet of paper. Fold it in any way and then unfold it. Draw a line on the crease using a ruler and pencil. Repeat this process 7 more times. Mark the points of intersection as A, B, C, D and so on. Identify polygons and identify whether they are convex or concave.</p>	25 minutes	<ul style="list-style-type: none"> • Observation • Classification 																																																																													
	Indisciplinary with Science Light	<p>Activity-2 :</p> <p>Subtopic: Angle sum property of a concave quadrilateral.</p> <p>Description: On a coloured sheet of paper draw a convex quadrilateral ABCD. Cut out the four angles and paste these cutouts so that there is no gap between them and write the observation.</p>	20 minutes	<ul style="list-style-type: none"> • Verification • Psychomotor Skills 																																																																													

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
	Understanding Quadrilaterals	<p>Activity-3 :</p> <p>Subtopic: Area of parellelogram = B x H</p> <ul style="list-style-type: none"> • Draw a parellelogram ABCD and cut it  <ul style="list-style-type: none"> • Fold ABCD such that DE ⊥ AB  <ul style="list-style-type: none"> • Cut ΔAED and paste along DEBC to get DEXC to get DEXC 	25 minutes	<ul style="list-style-type: none"> • Psychomotor Skills • Thinking Skills • Creativity

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		$\text{Ar (ABCD)} = \text{Ar (DEXC)}$ $= \text{EX} * \text{CX}$ $= \text{AB} \times \text{DE}$ $= \text{Base} \times \text{Height}$		
4.	Practical Geometry	<p>Activity-1 : Subtopic: Figures on the same base. Description: (i) Construct a square and a rhombus on the same base of 6 cm. How many such rhombuses can be constructed? (ii) Construct a parallelogram and rectangle on the same base of 9 cm and between the same parallels. How many parallelograms can be drawn on the same base and between the same parallels?</p>	15 minutes	<ul style="list-style-type: none"> • Accuracy • Motor Skills • Decision Making
		<p>Activity-2 : Subtopic: Construct the given sketch using ruler and compass. Description: Construct the following sketch as per the given dimensions</p> <ol style="list-style-type: none"> 1. A square of side 4 cm. 2. An equilateral triangle of side 4 cm. 3. A parallelogram of base 6 cm. 4. A rectangle of 6 cm x 4 cm. 	25 minutes	<ul style="list-style-type: none"> • Accuracy, • Motor Skills • Critical Thinking

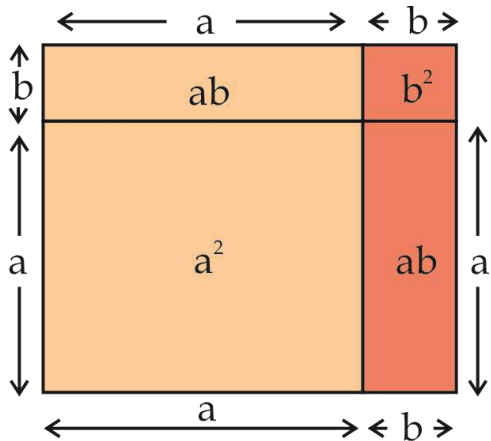


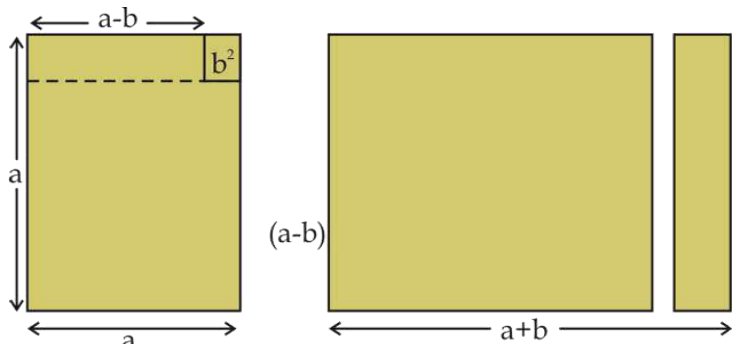
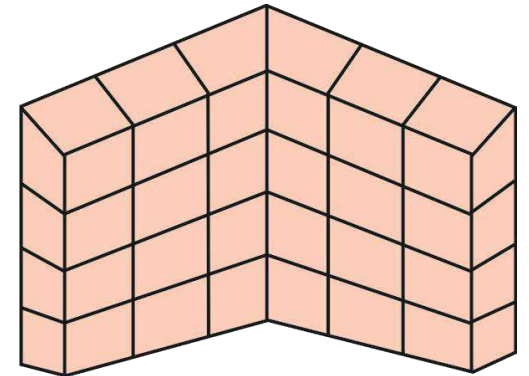
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
5.	Data Handling	<p>Activity-1 : Probability</p> <p>Take a deck of 52 cards. Observe the cards and their colour. Then answer following questions</p> <p>a) Probability of getting an even number card.</p> <p>b) Probability of getting a black ace.</p>	25 minutes	<ul style="list-style-type: none"> • Mental ability and Logical reasoning
		<p>Activity-2 :</p> <p>Collect information about monthly expenditure of your home from your parents. Then draw a pie chart with different heads like grocery, rent, electricity bills etc.</p>	25 minutes	<ul style="list-style-type: none"> • Data Collection and Arrangement
		<p>Activity-3 :</p> <p>Subtopic: Pie chart of Daily Activities</p> <ul style="list-style-type: none"> • Write the time spent (in hours) during the day under the following headings by you: <ul style="list-style-type: none"> (a) School (b) Homework (c) Play (d) Sleep (e) Watching TV (f) Miscellaneous • Prepare a Pie chart for the above schedule, where each activity is represented by a different colour. • Name the activity with the smallest and largest sector. 	25 minutes	<ul style="list-style-type: none"> • Observation • Calculation • Correlation of different activities • Real life application of data handling • Psychomotor Skills

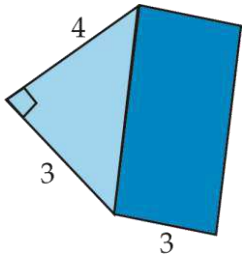
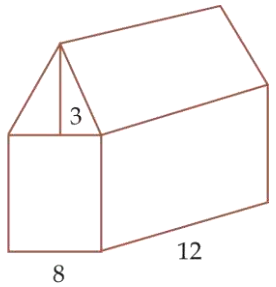
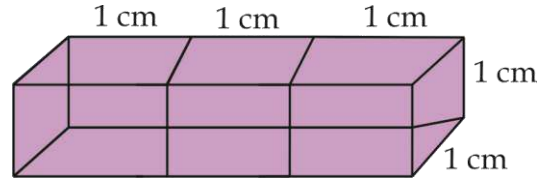
S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
6.	Squares and Square Roots	<p>Activity-1 :</p> <p>Subtopic: To show square of numbers on a graph paper.</p> <p>Description: Take a graph paper. Draw squares on it with sides 1 cm, 2 cm, 3 cm, 4 cm, 5 cm, 6 cm and 7 cm. Now count the number of squares in each square and write the observation.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Identification • Accuracy
		<p>Activity-2 :</p> <p>Subtopic: To observe the given number pattern and complete the next three steps.</p> <p>1st $13^2 = 169$</p> <p>2nd $103^2 = 10609$</p> <p>3rd $1003^2 = 1006009$</p> <p>4th _____</p> <p>5th _____</p> <p>6th _____</p> <p>Further write similar patterns (any two) involving squares of a number.</p>	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation
		<p>Activity-3 :</p> <p>To verify that the sum of first n odd natural numbers is n^2.</p> <ul style="list-style-type: none"> • Draw squares of sides 1 cm, 2 cm, 3 cm, 4 cm and 5 cm and cut them. • Divide the squares into smaller squares of side 1x1 and shade each square with a different colour. 	25 minutes	<ul style="list-style-type: none"> • Motor Skills • Calculation • Logical reasoning • Generalisation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<ul style="list-style-type: none"> Count the number of squares in different colour bands and write the numbers at the corners as shown. <p>and so on...</p> $1^2 = 1$ $2^2 = 1+3=4$ $3^2 = 1+3+5=9$ $4^2 = 1+3+5+7=16$ $5^2 = 1+3+5+7+9=25$		
7.	Cubes and Cube Roots	<p>Activity-1 :</p> <p>Subtopic: Cube number patterns</p> <p>Description: To observe the given number pattern and write the next three steps:</p> $3^3 = 27 = 7+9+11$ $5^3 = 125 = 21 + 23 + 25 + 27 + 29$	15 minutes	<ul style="list-style-type: none"> Observation Formulation Generalisation Analyse Observation
		<p>Activity-2 :</p> <p>Subtopic: Cubes</p> <p>Description: 1729 can be expressed as sum of cubes of two numbers</p>	20 minutes	<ul style="list-style-type: none"> Observation Critical Thinking Approximation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																														
		$1729 = 1^3 + 12^3 = 9^3 + 10^3$ (i) Find two more such numbers which can be expressed as sum of cubes of two natural numbers. (ii) What special name is given to the number 1729?																																
8.	Comparing Quantities	<p>Activity-1 :</p> <p>Subtopic: Difference between simple interest and compound interest.</p> <p>Description: Calculate simple interest and compound interest on Rs. 100000 at 10% per annum for 5 consecutive years and tabulate the data in the following manner.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Principal for S.I</th> <th>Principal for C.I</th> <th>SI</th> <th>CI</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td>2</td><td></td><td></td><td></td><td></td></tr> <tr><td>3</td><td></td><td></td><td></td><td></td></tr> <tr><td>4</td><td></td><td></td><td></td><td></td></tr> <tr><td>5</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>Make a double bar graph representing SI and CI and observe the gain in each year and long term benefits of compound interest.</p>	Year	Principal for S.I	Principal for C.I	SI	CI	1					2					3					4					5					25 minutes	<ul style="list-style-type: none"> • Calculation • Problem Solving • Decision Making • Money Smart • Real life application
Year	Principal for S.I	Principal for C.I	SI	CI																														
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S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2 :</p> <p>Subtopic: Billing activity (VAT)</p> <p>Description: Take a grocery bill and calculate the cost of individual items including VAT add and verify with total amount VAT levied on all items</p> <p>e.g.: Sugar Price VAT Price including VAT</p> <p> ₹ 100 8% ₹ 100+8% of 100 = ₹ 108</p>	20 minutes	<ul style="list-style-type: none"> • Calculation Accuracy
9.	Algebraic Expressions and Identities	<p>Activity-1 :</p> <p>Subtopic: Algebraic Identities</p> <p>Verification of $(a+b)^2 = a^2 + b^2 + 2ab$</p> <p>Take a piece of card board. Draw a square axa a square bxb and, 2 rectangles axb on it. Cut off figures as shown *(Instructions needs to be given in class)</p> 	20 minutes	<ul style="list-style-type: none"> • Numerical ability • Patterns • Factorization

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2 : Verification of $(a^2 - b^2) = (a+b)(a-b)$</p>  <p>Take a piece of cardboard. Draw the rectangles as shown. (Instructions to be given in class)</p>	20 minutes	<ul style="list-style-type: none"> • Patterns • Numerical Skills • Factorization
10.	Visualising Solid Shapes	<p>Activity-1 : Identification of Shapes Identify and tell how many solid cubes are used to make the stack</p> 		<ul style="list-style-type: none"> • Identification of 3D-shapes • Visualisation of 3D-shapes

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-2 : Form the net of following 3-D figures</p> <p>1) </p> <p>2) </p>		
11.	Mensuration	<p>Activity-1 : Volume and Surface area of cube and cuboid Take 3 dice of side 1 cm. Keep these together as shown.</p>  <p>Find the surface area and volume of all cubes separately and also find volume of the cuboid formed.</p>	20 minutes	<ul style="list-style-type: none"> • Appreciation of geometric shapes in nature. • Relation between volume and cube and cuboid.
		<p>Activity-2 : Area of a circle Take a rope, tie it at one corner of a door knob and then find out how much area can be covered if you can move around. Also mention the name of 2D figure obtained. Tie a stone on one end of the rope and then rotate it.</p>		<ul style="list-style-type: none"> • Visualisation and numerical ability

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
12.	Exponents and Powers	<p>Activity-1 : Exponents and Powers</p> <p>Find out the distance of all planets from sun. Then find out their scientific notation and exponential forms. Students can find out distance from various resources like internet or from Social Science books.</p>	25 minutes	<ul style="list-style-type: none"> • Calculations • Numerical ability
		<p>Activity-2 :</p> <p>Research and find out the thickness of a hair and radius of an atom. Then convert this into exponential form.</p>		<ul style="list-style-type: none"> • Correlation between maths with other subjects
13.	Direct and Inverse Proportions	<p>Activity-1 : Direct Variation and Inverse Variation</p> <p>Draw rectangle with length and breadth 9 cm and 5 cm respectively. Now draw second rectangle with same area but the length of rectangle should be 15 cm. Now observe and write your observation. Now next time take new length 45 cm and find what should be breadth if area of rectangle remain same.</p>	25 minutes	<ul style="list-style-type: none"> • Numerical ability and relation between two quantities
	Interdisciplinary with Science	<p>Activity-2 :</p> <p>For three days note down the distance covered by your father/mother's vehicle and note down the fuel consumed and distance covered.</p> <p>(i) Find out which kind of variation it shows. (Direct or Inverse)</p> <p>(ii) Name the fuel used in the vehicle</p> <p>(iii) Name a clean fuel.</p> <p>(iv) Two health hazzards of pollution</p>	20 minutes	<ul style="list-style-type: none"> • Real life application of direct and inverse variation

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
14.	Factorisation	<p>Activity-1 :</p> <p>You know an identity is true for all values of the variable for e.g.</p> $(a+b)^2 = a^2 + 2ab + b^2$ $(a-b)^2 = a^2 - 2ab + b^2$ $(a+b)(a-b) = a^2 - b^2$ <p>Now write 5 algebraic expression in the form of the identity and factorise them using the identity.</p>	15 minutes	<ul style="list-style-type: none"> • Logical ability • Analysis • Problem solving
		<p>Activity-2 :</p> <p>Write</p> <p>(a) A monomial which when divided by $3x^2$ gives $9xy$.</p> <p>(b) A binomial which when divided by $3x^2$ gives $9xy$.</p> <p>(c) A binomial which when divided by $3x^2$ gives $9xy$.</p> <p>(d) A binomial which when divided by $3x+2$ gives 1.</p>	15 minutes	<ul style="list-style-type: none"> • Application • Logical ability • Analysis
15.	Introduction to Graphs	<p>Activity-1 : Double Bar Graphs</p> <p>Write down all the marks of a particular test of each subject in unit test 1 and unit test 2. Represent it in form of a double bar graph. Then analyse your performance in all subjects in unit test 1 and unit test 2. Find out the subjects in which subjects you performed better in unit test 1 and in which subjects you performed better in unit test 2.</p>	25 minutes	<ul style="list-style-type: none"> • Data Collection and Representation of data
		<p>Activity-2 : Linear Graphs</p> <p>Note down temperature for one week and then draw a linear graph. Then find out the hottest and the coolest day of the week.</p>		<ul style="list-style-type: none"> • Climate and Numerical Skills • Data Representation


S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes																				
16.	Playing with numbers	<p>Activity-1 :</p> <p>In the given square replace question marks with a digit so that the sum of the numbers of that row or column is a multiple of number mentioned. Remember no digit should repeat in the same row or column.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5</td> <td style="text-align: center;">?</td> <td style="text-align: center;">8</td> <td style="padding-left: 10px;">→ Multiple of 9</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">?</td> <td style="text-align: center;">7</td> <td style="text-align: center;">1</td> <td style="padding-left: 10px;">→ of 10</td> </tr> <tr> <td style="text-align: center;">9</td> <td style="text-align: center;">?</td> <td style="text-align: center;">4</td> <td style="text-align: center;">?</td> <td style="padding-left: 10px;">→ of 3</td> </tr> <tr> <td style="text-align: center;">?</td> <td style="text-align: center;">4</td> <td style="text-align: center;">1</td> <td style="text-align: center;">6</td> <td style="padding-left: 10px;">→ of 2</td> </tr> </table> <p style="margin-left: 100px;">↓</p> <p style="margin-left: 100px;">of 9 of 3 of 2</p> <p style="margin-left: 100px;">Multiple of 5</p>	2	5	?	8	→ Multiple of 9	4	?	7	1	→ of 10	9	?	4	?	→ of 3	?	4	1	6	→ of 2	20 minutes	<ul style="list-style-type: none"> • Calculation • Numerical ability • Problem solving
2	5	?	8	→ Multiple of 9																				
4	?	7	1	→ of 10																				
9	?	4	?	→ of 3																				
?	4	1	6	→ of 2																				
		<p>Activity-2 :</p> <p>Sneha did a maths magic with her friend Kriti. She asked her to think a two digit number. Then she asked her to add the digits of the number and multiply the sum by 5. She asked her to add 5 to the product and multiply the result by 2. Then she asked her to divide the result by 10 and to subtract sum of the digits from this number. Sneha told Kriti that the number left is 1. Kriti is amazed. Can you help Kriti to understand how Sneha knew the answer? Can you too think of any such other trick. Try it with your friends.</p>	20 minutes	<ul style="list-style-type: none"> • Problem solving • Analysis 																				




Alternatives to Homework

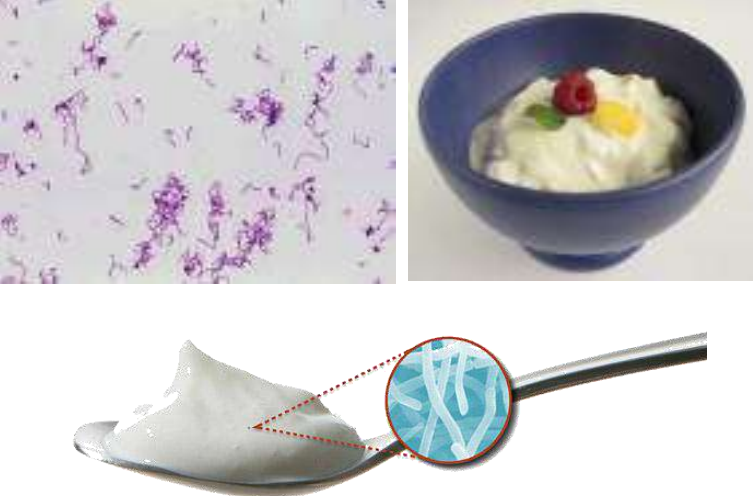
SCIENCE

Class–VIII

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes								
		<p>a) The students will take the gram seeds. Divide the seeds into three sets A, B and C.</p> <p>b) Put the seeds of set A on the moist cotton.</p> <p>c) Soak the seeds of Set B in the water overnight and then put on the moist cotton for seed germination.</p> <p>d) Put the seeds of Set C in the boiling water for sometime then allow it to germinate on the moist cotton.</p> <p>e) Note the observations</p> <table border="1" data-bbox="636 630 1409 743"> <thead> <tr> <th></th> <th>SET A</th> <th>SET B</th> <th>SET C</th> </tr> </thead> <tbody> <tr> <td>Seeds</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		SET A	SET B	SET C	Seeds					
	SET A	SET B	SET C									
Seeds												
		<p>Activity-3 : Manure and Fertilizer</p> <p>To show the application of manure and fertilizers on the soil chemistry.</p> 	30 minutes	<ul style="list-style-type: none"> • Design • Hypothesis • Correlate • Analyse 								

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes						
		<p>a) The students will visit the gardener and find out the various properties of the manure and fertilizers and the mode of their application.</p> <p>b) They will take the soil samples and divide then into two.</p> <p>c) In one they will add manure and in another add chemical fertilizer (under the supervision of an elder).</p> <p>d) They will find the pH of both the sample of soils.</p> <table border="1" data-bbox="640 592 1411 722"> <thead> <tr> <th>Soil Sample</th> <th>With Manure</th> <th>With Fertilizer</th> </tr> </thead> <tbody> <tr> <td>pH</td> <td></td> <td></td> </tr> </tbody> </table> <p>e) The pH of the soil good for growth of plants is between 7.0-7.5. Note down the observations and conclude it.</p>	Soil Sample	With Manure	With Fertilizer	pH				
Soil Sample	With Manure	With Fertilizer								
pH										
		<p>Activity-4 : Irrigation</p> <p>a) Collect the sample of sandy and clayey soil in tray.</p> <p>b) Put the trays in the slanting positions.</p> <p>c) Put the container on the other side of the tray (lower side) to collect the water.</p> <p>d) Pour equal amount of water in both the trays.</p> <p>e) Find out the water collected in the container.</p> <p>f) Tabulate your observations.</p> <table border="1" data-bbox="646 1218 1411 1388"> <thead> <tr> <th>Soil sample</th> <th>Water collected in the beaker</th> </tr> </thead> <tbody> <tr> <td>Sandy soil</td> <td></td> </tr> <tr> <td>Clayey soil</td> <td></td> </tr> </tbody> </table>	Soil sample	Water collected in the beaker	Sandy soil		Clayey soil		25 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Observation
Soil sample	Water collected in the beaker									
Sandy soil										
Clayey soil										

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		g) Interpret your observations and correlate with the type of plants can be grown and the times of irrigation required.		
		Activity-5 : Collect information about the various methods of irrigation followed. Categorise them into conventional and modern methods. Which method you like the most and why?	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Observation
2.	Microorganisms: Friend and Foe	Activity-1 : Fungus To observe the fungus in the infected leaves. <div style="text-align: center;">  </div>	20 minutes	<ul style="list-style-type: none"> • Study • Observe • Deduce
	Interdisciplinary with language	Activity-2 : Curd Formation To study the conditions necessary for the growth of curd bacteria	15 minutes +5 hours for observation	<ul style="list-style-type: none"> • Design • Planning • Organising • Writing Skills


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		 <p>Under the guidance of your mother or an elder at home make arrangement for the formation of curd. Write your experience in the form of a paragraph. Also write the name of bacteria involved in formation of curd.</p>		<ul style="list-style-type: none"> • Communication • Interpersonal Skills
		<p>Activity-3 : Preservatives</p> <ol style="list-style-type: none"> 1. To know about the different methods of preservation. <ol style="list-style-type: none"> a) Collect the wrappers of frozen and canned food items and milk. b) Find about the preservatives present in these food items. c) List the various preservatives and methods of their preservation. 	15 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analysis
		<ol style="list-style-type: none"> 1. List down the food items that are generally spoiled by the presence of bacteria. Taking any one example explain how it can be prevented. 		<ul style="list-style-type: none"> • Critical Thinking • Analysis


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
3.	Synthetic Fibres of Plastics	<p>Activity-1 : Character of different synthetic fibres from daily life</p> <p>Find out the characteristics of different synthetic fibres used in daily life and categorise them according to their properties.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Collect atleast 10 different types of synthetic fibres used in household work in day to day life. 2. Find out their physical characteristics, and enlist them in tabular form. 3. On the basis of their properties categorise them and try to find out the type of synthetic fibre. 4. Write their use in daily life. 	1 hour	<ul style="list-style-type: none"> • Observing the change • Analysing the situation • Identifying the synthetic fibre • Organising in tabular form • Classifying different types of synthetic fibres • Evaluating the type of fibre from result • Recalling the properties of different fibre • Inferring the result.
		<p>Activity-2 : Biodegradable and Non-biodegradable Materials</p> <p>Find out biodegradable and non-biodegradable material used in day to day life.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Find out different types of waste materials. 2. Find out their physical and chemical properties (Reaction towards water and combustion reaction) 	Extended to two days for 20 Minutes each day	<ul style="list-style-type: none"> • Identification • Classification • Observation • Interpreting about the result • Interpretation


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		3. Are there any harmful gases coming out after burning of materials (to be done under the guidance of an elder)? Observe. 4. Categorise them into biodegradable and non-biodegradable on the basis of their properties. 5. Think about how you can reduce, reuse, recycle and recover (4R's principle) on biodegradable materials and write about it.		
		Activity-3 : Harmful effect of Plastic Slogan and poster writing on "Say no to Plastics". Imagine you have been asked by the government to develop a campaign "Say no to Plastics and give up plastic bags". Think about how you will convince people who have no science background about harmful effect of plastic. You can include following points: 1. Use of plastics has increased in developing countries. 2. Non-biodegradable nature of plastics. 3. Harmful gases entracted after burning of plastics. 4. Environmental effect of plastics. 5. Pollution Write a slogan and design a poster for your campaign.	25 minutes each day extended to two days	<ul style="list-style-type: none"> • Interdisciplinary • Constructing a design of poster • Creativity • Justifying the effect • Evaluating the effect • Designing poster
		Activity-4 : Use of Synthetic Fibres during Diwali Now a days there are various alternatives found to plastics. Collect information about them and note down in your notebook elaborating their uses also.	20 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Evaluation


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes															
4.	Metals and Non-metals	<p>Activity-1 : Physical Properties and Metals</p> <p>Students are asked to find out from their mother or an elder at their home about the names of the materials.</p> <ul style="list-style-type: none"> - Used for making ornament or jewellery. - Used for making utensils for cooking purpose. <p>Tabulate your observations:</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Purpose</th> <th>Name and Materials</th> <th>Colour</th> <th>Characteristic Property</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Making ornament</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>Making utensils used for cooking</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Conclude from the table. The materials depicted above are metals or non-metals. In case they are metals, name the property of metals they show.</p>	S. No.	Purpose	Name and Materials	Colour	Characteristic Property	1.	Making ornament				2.	Making utensils used for cooking				20 minutes	<ul style="list-style-type: none"> • Communication • Observation • Critical Thinking • Analysis
S. No.	Purpose	Name and Materials	Colour	Characteristic Property															
1.	Making ornament																		
2.	Making utensils used for cooking																		
		<p>Activity-2 : Chemical Properties of Metals</p> <p>Students are asked to find out the kind of jars used to keep pickles in their home. Why the metals jars are not used to store pickles? Specify the chemical property of metals involved here.</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Analysis • Application 															
		<p>Activity-3 : Human Body and Metals</p> <p>Collect information about various metals needed by human body and their functions.</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Critical Thinking • Analysis 															

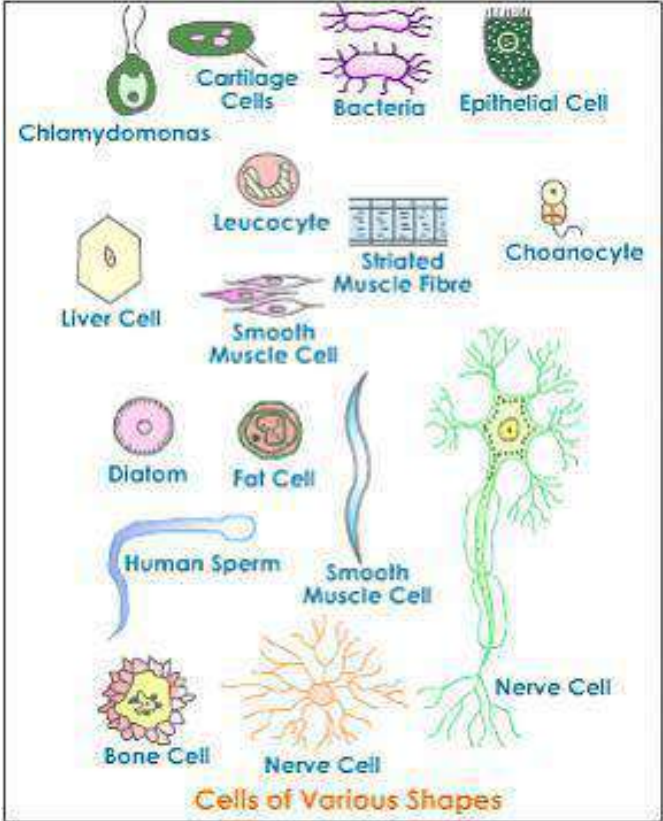
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
5.	Coal and Petroleum	Activity-1 : Coal and Petroleum In older time coal was the main fuel used for cooking. Now a days which fuel is mainly used for cooking and what is its advantage over coal?	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Application • Exploring
	Interdisciplinary with Social Science	Activity-2 : Map Activity Take a map of India and locate the places where the reservoirs of coal, petroleum and natural gas are found. Identify the states where they are found in abundance.	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Identification • Application • Exploring
	Interdisciplinary with Language	Activity-3 : Same Fuel What practice you will follow in your daily life for saving fuel? Write a paragraph on it.	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Writing
6.	Combustion and Flame	Activity-1 : Control of fire Generally fire extinguishers are installed in public buildings. What is its function? How does it work?	15 minutes	<ul style="list-style-type: none"> • Exploring • Observation • Analysis • Critical Thinking
		Activity-2 : Fuel efficiency Why the use of LPG as a fuel is favoured over other fuels. Collect information.	30 minutes	<ul style="list-style-type: none"> • Exploring • Critical Thinking
		Activity-3 : LPG : Use and Protection Procedure: 1. Find out the cooking gas used at your home. It is a pipeline	30 minutes	<ul style="list-style-type: none"> • Understanding the situation • Analysing the



S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>gas or a LPG cylinder?</p> <p>2. What precautions your family members take during the use of the cooking gas?</p> <p>3. What precautions your family members take after using the cooking gas?</p> <p>4. If any leakage occurs, what steps one should take?</p> <p>5. Also design the blue print of your kitchen with all ventilation system.</p>		<p>situation</p> <ul style="list-style-type: none"> • Inferring
		<p>Activity-4 : Fuel Consumption</p> <p>Find out from your mother or any elder at home that for how many days your family use one LPG cylinder? What practices may be adopted in cooking to reduce the consumption of LPG?</p>	20 minutes	<ul style="list-style-type: none"> • Observation situation • Critical thinking • Analysis • Decision making
7.	<p>Conservation of Plants and Animals</p> <p>Interdisciplinary with Social Science</p>	<p>Activity-1 : Reasons for biodiversity loss</p> <p>To study the effect of polluted water and oil spills on bird population.</p>  <p>a) Take three feathers of a bird.</p> <p>b) Dip one feather in the water, another in oil and the third</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Interpretation • Analysis • Identification and Planning

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes								
		<p>one in soap water.</p> <p>c) Note down the observations in the following table and interpret.</p> <table border="1"> <thead> <tr> <th></th> <th>Dipped in water</th> <th>Dipped in Oil</th> <th>Dipped in Soap water</th> </tr> </thead> <tbody> <tr> <td>Feather</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>d) The feather dipped in water retains their structure and their water repelling properties whereas the feathers dipped in oil and soap water loses them.</p>		Dipped in water	Dipped in Oil	Dipped in Soap water	Feather					
	Dipped in water	Dipped in Oil	Dipped in Soap water									
Feather												
		<p>Activity-2 : National parks and Bird Sanctuaries</p> <p>Map Activity</p> 	15 minutes	<ul style="list-style-type: none"> • Identification • Understanding • Correlation • Interpretation • Analysis 								


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		a) Take the political map of India. Mark the National parks and bird sanctuaries on it. b) Identify the states which have maximum protected areas.		
		<p>Activity-3 : Migratory Birds</p> <p>To understand the reasons of migration of birds from one part of the world to another.</p> 	20 minutes + half day visit	<ul style="list-style-type: none"> • Observation • Reasoning • Visualisation • Interpretation

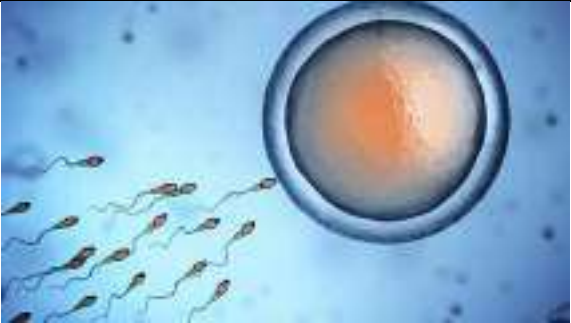
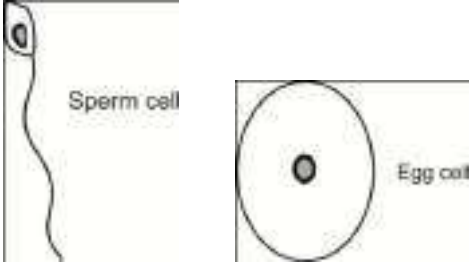
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		a) Visit the zoo in winter season. b) Note down the types of migratory birds present there. c) Find out the names of the countries from where they have come. d) What is the temperature in these countries at that time? e) Mark these countries on the world map. f) Interpret the reason of their migration.		
		Activity-4 : Recycling of paper To prepare the recycled paper from waste paper  a) Collect the waste paper and make pulp of it by soaking in water b) Grind it. c) Through the sieve remove the extra water and dry it. d) Correlate how much waste paper is generated by you in a day and how much can be saved by this activity.	1 hour	<ul style="list-style-type: none"> • Design • Correlate • Explain • Concern • Analyse
8.	Cell Structure and Function	Activity-1 : Cell Shape To correlate the shape of the cells with the function they perform.	20 minutes	<ul style="list-style-type: none"> • Observation • Correlation



S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		 <p data-bbox="680 407 877 431">Chlamydomonas</p> <p data-bbox="856 354 961 402">Cartilage Cells</p> <p data-bbox="993 354 1098 402">Bacteria</p> <p data-bbox="1119 378 1276 402">Epithelial Cell</p> <p data-bbox="722 589 827 613">Liver Cell</p> <p data-bbox="877 492 993 516">Leucocyte</p> <p data-bbox="1003 540 1140 581">Striated Muscle Fibre</p> <p data-bbox="1161 524 1308 548">Choanocyte</p> <p data-bbox="877 605 1003 646">Smooth Muscle Cell</p> <p data-bbox="772 743 856 768">Diatom</p> <p data-bbox="898 743 982 768">Fat Cell</p> <p data-bbox="783 833 951 857">Human Sperm</p> <p data-bbox="972 849 1098 889">Smooth Muscle Cell</p> <p data-bbox="762 1027 867 1052">Bone Cell</p> <p data-bbox="930 1027 1035 1052">Nerve Cell</p> <p data-bbox="1150 963 1276 987">Nerve Cell</p> <p data-bbox="856 1068 1171 1092">Cells of Various Shapes</p> <p data-bbox="583 1125 1413 1401"> a) Collect the photographs of the following cells b) Amoeba, nerve cell, muscle cell, White blood cell, onion peel, sperm. c) Correlate the shape of the cell with the function they perform. d) Egg cell is spherical as to store large amount of nutrients (less surface area and more volume). </p>		<ul style="list-style-type: none"> <li data-bbox="1644 297 1801 321">• Analysis

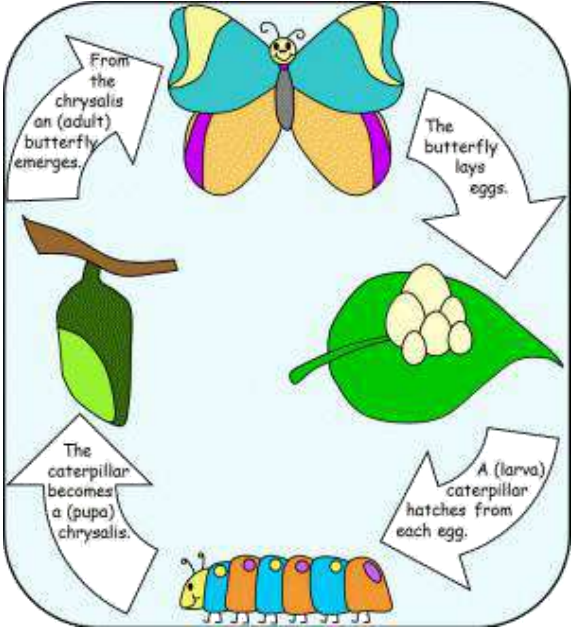
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes																												
		<p>e) Complete the table.</p> <table border="1"> <thead> <tr> <th>S. No.</th> <th>Type of cell</th> <th>Shape</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Amoeba</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td>nerve cell</td> <td></td> <td></td> </tr> <tr> <td>3.</td> <td>muscle cell</td> <td></td> <td></td> </tr> <tr> <td>4.</td> <td>White blood cell</td> <td></td> <td></td> </tr> <tr> <td>5.</td> <td>onion peel cell</td> <td></td> <td></td> </tr> <tr> <td>6.</td> <td>Sperm</td> <td></td> <td></td> </tr> </tbody> </table> <p>Critically analyze your observations to find the relationship between cell shape and function.</p>	S. No.	Type of cell	Shape	Function	1.	Amoeba			2.	nerve cell			3.	muscle cell			4.	White blood cell			5.	onion peel cell			6.	Sperm				
S. No.	Type of cell	Shape	Function																													
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		<p>Activity-2 : Division of labour To study the advantages of multicellularity i.e. division of labour.</p> <div data-bbox="730 971 1276 1377" data-label="Complex-Block"> <p style="text-align: center;">Number of Cells</p> <ul style="list-style-type: none"> • Unicellular Organisms - Organism is only one single cell • Multicellular Organisms - Complex organisms with cells organized into tissues, organs, systems <div style="display: flex; justify-content: space-around;">   </div> </div> <p>The students are asked to:</p>	20 minutes	<ul style="list-style-type: none"> • Observation • Comparison • Analysis • Tabulation 																												

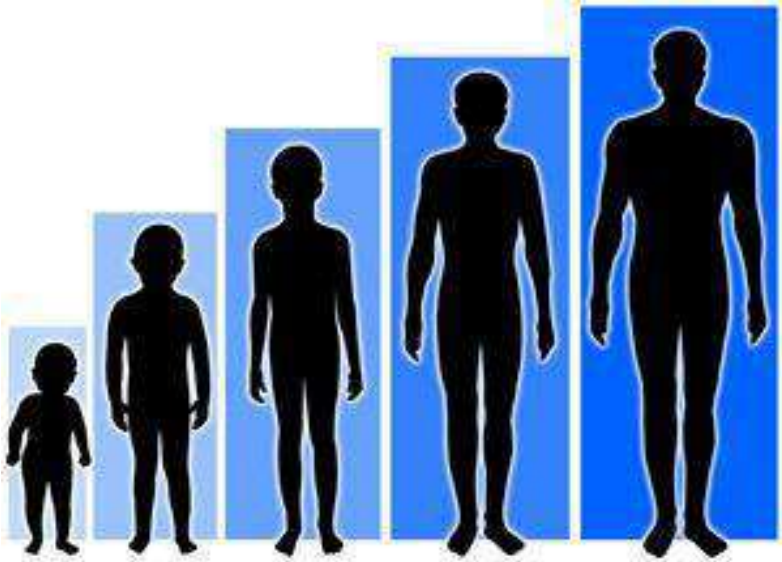
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes															
		<p>a) study the structure of their family and find out the work done by each member.</p> <p>b) to note down the observations if all these work are done by one person or more than one.</p> <p>c) compare the performances, efficiencies and time taken in both the instances.</p> <table border="1"> <thead> <tr> <th></th> <th>Performance</th> <th>Efficiency</th> <th>Quality</th> <th>Time Taken</th> </tr> </thead> <tbody> <tr> <td>Group work</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>d) interpret the result to understand the importance of multicellularity and division of labour.</p>		Performance	Efficiency	Quality	Time Taken	Group work					Individual						
	Performance	Efficiency	Quality	Time Taken															
Group work																			
Individual																			
		<p>Activity-3 : Cell permeability</p> <p>To study the movement of water from high concentration to low concentration.</p>	15 minutes	<ul style="list-style-type: none"> • Hypothesise • Observe • Evaluate • Generalize 															

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes								
		 <p>a) Take the cucumber slices. b) Sprinkle some salt on it. c) Observe. d) After few minutes the water will come out from the slices and they lose their shape. e) Put these slices in water and they regain their shape.</p> <table border="1" data-bbox="585 906 1404 1118"> <thead> <tr> <th></th> <th>Before</th> <th>After sprinkling salt</th> <th>Putting in water</th> </tr> </thead> <tbody> <tr> <td>Cucumber Slices</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>f) Analyse the reasons for the observations.</p>		Before	After sprinkling salt	Putting in water	Cucumber Slices					
	Before	After sprinkling salt	Putting in water									
Cucumber Slices												
9.	Reproduction in Animals	Activity-1 : Shape of sperm and egg and their number To compare the shapes of sperms and eggs and correlate with their functions.	15 minutes	<ul style="list-style-type: none"> • Collect • List • Analysis • Application 								

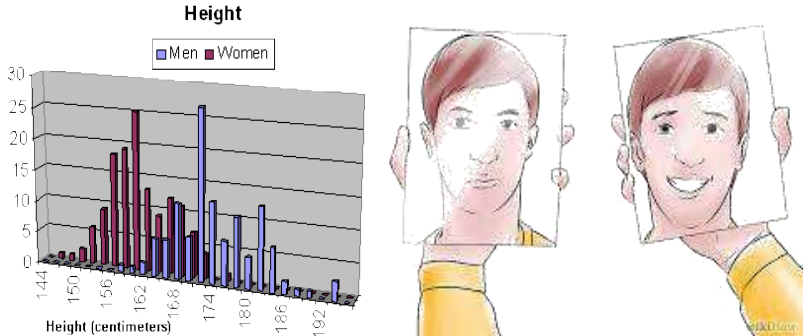
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		  <p>a) Collect the pictures of sperms and eggs of human, dog, cow, monkey and lion.</p> <p>b) Compare the shapes of egg and sperms.</p> <p>c) Note down the observations.</p> <p>d) Interpret and critically analyse your observations.</p> <p>Sperm has pointed head to pierce through egg membrane to reduce friction. They have tail which help in movement. Eggs are spherical (less surface area and more volume) to store yolk.</p>		
		<p>Activity-2 : Types of eggs</p> <p>To compare the shell of birds egg and frogs egg.</p>	15 minutes	<ul style="list-style-type: none"> • Collect • List • Record

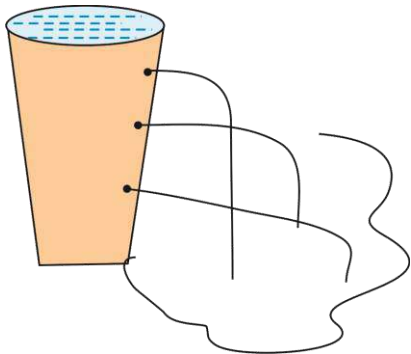
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes						
		  <p>a) Collect the eggs of hen and frog b) Touch the shells of these eggs. c) Note down the observations</p> <table border="1"> <thead> <tr> <th>Name of Animal</th> <th>Bird</th> <th>Frog</th> </tr> </thead> <tbody> <tr> <td>Type of Shell</td> <td></td> <td></td> </tr> </tbody> </table> <p>d) Compare the shells e) Try to analyse the reasons for these differences.</p> <p>Eggs of frog are laid in water and eggs of hen are covered with hard shell to prevent desiccation and to protect them from predators and unfavourable conditions.</p>	Name of Animal	Bird	Frog	Type of Shell				<ul style="list-style-type: none"> • Compare • Analysis
Name of Animal	Bird	Frog								
Type of Shell										

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>Activity-3 : Life cycle of insect To study the life cycle of insect</p>  <ol style="list-style-type: none"> Collect the eggs laid by butterfly Allow the eggs to hatch out. Give the leaves to the larvae. Note down the observations when the larvae change into pupa and then into adult. Find out the changes at different stages and critically analyse the reasons for these differences. Draw the life cycle of butterfly. 	1 month	<ul style="list-style-type: none"> • Collect • Observe • Analysis • Draw

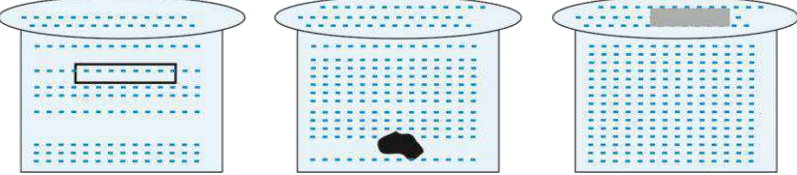
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
10.	Reaching the Age of Adolescence	<p>Activity-1 : Development and Growth</p>  <p>Source: http://www.thinglink.com/scene/630031045592350722</p> <ol style="list-style-type: none"> Ask the students to compare their photographs at 8 years of age with the photograph of their present age. Note down the differences. Make the list of differences in the two photographs Try to find out the reasons for these differences. 	15 minutes	<ul style="list-style-type: none"> • Study • Compare • Analyse • Deduce
		<p>Activity-2 : Junk food</p> <p>To study the effects of consuming junk food on the health.</p>	15 minutes	<ul style="list-style-type: none"> • Study • Correlate • Study


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<div data-bbox="766 349 1276 613" data-label="Image"> <p>Healthy and Unhealthy Food</p> <p>The image shows a bowl of fresh fruits (apple, banana, grapes, kiwi) on the left and a hamburger on the right.</p> </div> <div data-bbox="716 708 1289 1159" data-label="Image"> <p>The more you fill up on healthy food the less space you'll have for unhealthy food.</p> <p>WATER</p> <p>Fresh Vegetables and fruit</p> <p>The image shows a stomach diagram filled with fresh vegetables and fruit, with a blue circle labeled 'WATER' at the top.</p> </div> <div data-bbox="583 1166 1409 1409" data-label="List-Group"> <ol style="list-style-type: none"> Collect the samples of junk food like burger, French fries. Chips, Aerated drinks. Find out the dietary ingredients and their quantities present in them. Compare them with the daily requirement of a normal person. </div>		<ul style="list-style-type: none"> • Critical • Explain

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>d) Find out their effects on the human body.</p> <p>e) They contain more dietary components than the daily requirement. Why?</p>		
	Interdisciplinary with Maths	<p>Activity-3 : Increase of Height with Age</p>  <p>a) Collect the data of height of students from classes 3-10.</p> <p>b) Group the data.</p> <p>c) Find out the average height of each class of boys and girls separately.</p> <p>d) Plot the data.</p> <p>e) Conclude and interpret.</p>	30 minutes	<ul style="list-style-type: none"> • Analysis • Categorisation • Identification
		<p>Activity-4 : Gender Ratio</p> <p>To find out the gender ratio in India</p> <p>a) Find out the number of males and females in the following states of India: Punjab, Haryana, Rajasthan, Himachal Pradesh, Maharashtra, and Andhra Pradesh, Sikkim, Manipur, Kerala</p>	1 hours	<ul style="list-style-type: none"> • Designing • Understanding • Reasoning • Innovating

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		b) Calculate the gender ratio. c) Plot it on the graph. d) Find out the states which has lowest number of females and highest number females. e) Critically analyse the reasons for the difference.		<ul style="list-style-type: none"> • Presentation
		Activity-5 : Poster making of the bulletin board your class. Prepare the poster on 'Save girl child'.	15 minutes	<ul style="list-style-type: none"> • Creative Thinking • Awareness • Understanding
11.	Force and Pressure	Activity-1 : Pressure Take a used soft drink glass. Fill it completely with water and keep it on the floor. Make three holes using a pin along the height of the glass, one near bottom, other near top and the third in the middle of the glass. Observe the water coming out of three different holes.  Note down your observations.	15 minutes	<ul style="list-style-type: none"> • Analytical skill comparison • Problem solving skill • Creative thinking • Experimentation

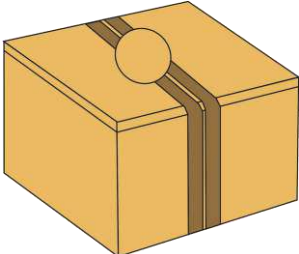
S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>Conclusion:</p> <p>Distance of the stream from the base of the glass is indicative of the pressure due to water in the glass.</p>		
	Interdisciplinary with Language	<p>Activity-2 : Action Story</p> <p>Student will create an action story where examples of different types of forces must be mentioned. They have to underline the phrases in the story where examples of forces are mentioned. At the end, they will present the story in the class.</p> <p>Example: In a football match, first player kicks a ball and passes on to second player. Second player passes the ball to the goal, where the goal keeper catches it and throws to the other team. In this story, they have to find the examples of the forces mentioned and underline it/them.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity of ideas • Expression • Speaking skills
		<p>Activity-3 : Float or Sink</p> <p>Take few objects such as nails, cork, wood, sponge, thermocol piece and test all the objects by keeping in the water, for floating/sinking.</p> <ol style="list-style-type: none"> 1. An object floats under the surface of a liquid if the downward gravitational and upward force by the liquid, acting on the body are equal and opposite. 2. If the gravitational force is greater than the upward force of the liquid, the object sinks. 3. If the upward force of liquid is greater than the downward gravitational force, the object floats above the surface of water. 	15 minutes	<ul style="list-style-type: none"> • Observation • Experimentation • Analytical skills • Categorisation • Problem Solving

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes																											
		<div style="text-align: center;">  </div> <p>For the above said objects taken tabulate your observation as:</p> <table border="1" data-bbox="583 535 1407 1079"> <thead> <tr> <th data-bbox="583 535 779 665">Objects</th> <th data-bbox="779 535 1186 665">Floats under the surface of water / sinks / floats above the surface of water</th> <th data-bbox="1186 535 1407 665">Remarks (Reasons)</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>	Objects	Floats under the surface of water / sinks / floats above the surface of water	Remarks (Reasons)																										
Objects	Floats under the surface of water / sinks / floats above the surface of water	Remarks (Reasons)																													
		<p>Activity-4 : Pressure</p> <p>Take two iron nails, one with pointed end and the other with blunt end. Try to nail them into wall. What did you observe? Answer the following questions:</p> <ol style="list-style-type: none"> 1. When did you have to apply more force: while using pointed nail or blunt nail? 2. What could be the reason for the above observation? 	10 minutes	<ul style="list-style-type: none"> • Experimentation • Critical Thinking • Problem solving • Life skill 																											

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes								
		 <p>Nail A Nail B</p>										
12.	Friction	<p>Activity-1 : Factors Affecting Frictions</p> <p>Take an inclined plane, take two halves of the chart paper. Spread some pebbles on one of them and sand on the other (a thin layer). Gently release the ball on the inclined plane. Observe the ball rolling down over the spread of pebbles and note the distance moved by the ball. Repeat the experiment with the sand spread on chart paper and then on a plain paper. Enter your observation in the table.</p> <table border="1" data-bbox="583 883 1407 1110"> <thead> <tr> <th>Surface</th> <th>Distance moved by ball</th> </tr> </thead> <tbody> <tr> <td>Pebbles</td> <td></td> </tr> <tr> <td>Sand</td> <td></td> </tr> <tr> <td>Plain paper</td> <td></td> </tr> </tbody> </table> <p>Conclusion:</p> <p>The ball moves smallest distance when the surface offers maximum friction.</p>	Surface	Distance moved by ball	Pebbles		Sand		Plain paper		20 minutes	<ul style="list-style-type: none"> Analytical skill Observations infer drawn Analysis Understand
Surface	Distance moved by ball											
Pebbles												
Sand												
Plain paper												
		<p>Activity-2 : Rolling and Sliding friction</p> <p>Take 2 science books, a brown paper, weights, 5 marker pens, string, 1 hook, 1 bucket and a tape.</p>	25 minutes	<ul style="list-style-type: none"> Observe Analysis 								

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes												
		<p>Tape the brown paper to the desk. Attach the string around book. Place it on the brown paper. Use the hook to attach the bucket to the string. Add weights to the bucket until the book moves and slides. Record the observations.</p> <table border="1"> <thead> <tr> <th>Number of Books</th> <th colspan="2">Weights Needed</th> </tr> <tr> <td></td> <th>Brown Paper</th> <th>Rollers</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td></td> <td></td> </tr> <tr> <td>2.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Repeat the experiment with the book on the top of pens, pens will act as rollers and will make a difference in the number of weights needed.</p> <p>Conclusion: Friction is reduced if we replace sliding with rolling.</p>	Number of Books	Weights Needed			Brown Paper	Rollers	1.			2.				<ul style="list-style-type: none"> • Explore • Understand
Number of Books	Weights Needed															
	Brown Paper	Rollers														
1.																
2.																
		<p>Activity-3 : Friction (Lubrication decreases friction)</p> <p>Make sure your hands are dry. Rub them together briskly so that you create a lot of friction. Observe the heat in your hands.</p> <p>Now add some hand lotion and rub them again. What happened this time? Note your finding on A4 size sheet and write down why friction is considered necessary evil.</p> <p>Conclusion:</p> <ol style="list-style-type: none"> 1. Lubricants are materials that help overcome friction. 2. Friction causes heat and this is one of the disadvantages of 	10 minutes	<ul style="list-style-type: none"> • Observation • Exploration • Explanation and life skills 												


S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes						
		friction. It causes the heating up of machines along with wear and tear.								
		<p>Activity-4 : Rough Surface and Friction</p> <p>Place a tennis ball on the hard smooth surface of a table. Blow the ball. The ball rolls rapidly. Now cover the table with a sheet (table cloth). Place the table tennis ball over the sheet and blow at it. The ball rolls slowly and soon comes to stop.</p> <p>Conclusion:</p> <p>The motion is fast on a smooth surface in comparison to motion on a rough surface. Thus, a rough surface offers a greater force of friction than the smooth surface.</p>	20 minutes	<ul style="list-style-type: none"> • Observe • Analyse • Identify • Awareness 						
13.	Sound	<p>Activity-1 : Sound originates in a vibrating body</p> <p>Take one plastic ruler, hold it firmly on the edge of a desk or table so that about 25 cms extends over the edge.</p> <p>Flick the free end of the ruler with your fingers and listen for any sound it makes.</p> <p>Look closely at the way the ruler is moving. Move the ruler back so that only 15 cms extends over the edge and repeat the procedure. Compare your observations in a table.</p> <table border="1" data-bbox="583 1162 1407 1372"> <thead> <tr> <th>Extension</th> <th>Observations</th> </tr> </thead> <tbody> <tr> <td>15 cm</td> <td></td> </tr> <tr> <td>25 cm</td> <td></td> </tr> </tbody> </table>	Extension	Observations	15 cm		25 cm		15 minutes	<ul style="list-style-type: none"> • Exploration • Critical Thinking • Problem solving
Extension	Observations									
15 cm										
25 cm										

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>Activity-2 : To prepare a Guitar Box</p> <p>Take an empty shoe box, rubber bands of different thickness, ruler/stick. Make a circular hole of 4 cm radius in the cover of the box. Stretch the rubber bands around the box as shown.</p> <p>Attach the ruler/stick to back of the box on one end to act as the arm of the guitar. To play, pluck the rubber bands one by one. Find out which one produces the sound of lowest pitch? The thickest or thinnest.</p> 	25 minutes	<ul style="list-style-type: none"> • Creativity • Exploration • Analytical skills
14.	Chemical Effects of Electric Current	<p>Activity-1 : Conducting Solution</p> <p>Find out the nature of solution which conducts electricity using LED light.</p> <p>Prepare a circuit using a 9V battery, two metre copper wire, ammeter on LED light, plastic container and following liquids are taken as solution for conduct electricity.</p> <ol style="list-style-type: none"> 1. Common salt solution 2. Distilled water 3. Baking soda solution 4. Soft drink like coca-cola solution 5. Tap water 6. Vinegar solution 	1 hour	<ul style="list-style-type: none"> • Experimenting • Observing • Analysing situation • Inferring from observation • Organising in tabular form • Constructing a circuit • Understanding

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		Find out any change in brightness of LED light in dark condition for all the liquid solutions. Find out the reason behind it.		<p>the situation</p> <ul style="list-style-type: none"> • Skill enhancing by preparing circuit
		<p>Activity-2 : Electroplating</p> <p>You have observed that, electroplating materials are necessary in our day to day life. Find out electroplated materials used at your home and in your locality. Note down them and their uses. Also elaborate which material is electroplated over the other material.</p>	1 hour	<ul style="list-style-type: none"> • Exploration • Observation • Identification • Application
		<p>Activity-3 : Effect of Corrosion</p> <ol style="list-style-type: none"> 1. When copper utensils, iron nails or silver ornaments are kept in open, what happens? 2. Find out the reason for them. Note down your observation. 	20 minutes	<ul style="list-style-type: none"> • Analysis • Critical Thinking • Observation • Interpretation
		<p>Activity-4 : Conduction and insulation</p> <p>Find out the nature of material which conducts electricity using LED light.</p> <p>Procedure:</p> <ol style="list-style-type: none"> 1. Prepare a circuit using a TV battery, LED light or bulb of torch for conduct electricity. 2. Different type of materials like copper, aluminium, iron, plastic, rubber etc. are taken to make circuit to conduct electricity. 3. Note down your observation and inference. 	1 hour	<ul style="list-style-type: none"> • Experimenting • Observing the change • Analysing situation • Organising in tabular form • Constructing a circuit

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes															
		<table border="1"> <thead> <tr> <th>Materials</th> <th>Bulb Glow / Not Glow</th> <th>Insulator / Conductor</th> </tr> </thead> <tbody> <tr> <td>Copper</td> <td></td> <td></td> </tr> <tr> <td>Plastic</td> <td></td> <td></td> </tr> <tr> <td>Aluminium</td> <td></td> <td></td> </tr> <tr> <td>Rubber</td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: center;">Conduction Insulation</p>	Materials	Bulb Glow / Not Glow	Insulator / Conductor	Copper			Plastic			Aluminium			Rubber				<ul style="list-style-type: none"> • Skill enhancing • Inferring the result
Materials	Bulb Glow / Not Glow	Insulator / Conductor																	
Copper																			
Plastic																			
Aluminium																			
Rubber																			
15.	Some Natural Phenomenon	<p>Activity-1 : Earthquake</p> <p>To survey the structure of buildings and the building materials used in different earthquake zones.</p> <p>Procedure:</p> <p>Make a table of one city in India, in each of the earthquake zone and explain the building structure recommended for the zone, building materials used and level of safety for each zone.</p>	30-40 minutes	<ul style="list-style-type: none"> • Exploration • Research • Analytical and Life skills 															
		<p>Activity-2 : Snake Charmer:</p> <p>Material required:</p> <p>Some cellophane paper, scissor, plastic ruler, woolen cloth.</p>	15-20 minutes	<ul style="list-style-type: none"> • Creativity • Application 															

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		<p>Method:</p> <p>Cut out 10 cm by 10 cm square out of cellophane paper. Fold along the diagonal to get the centre of square. Draw a spiral on the square paper starting outwards from centre of square. Cut along the line from outside to centre. You will have a spiral resembling snake. Take a plastic ruler and rub with a woolen cloth. Held-the ruler close to the mouth of cellophane snake.</p> <p>It will lift up its head and rise with plastic ruler.</p> <p>Note down your observation and present your conclusion for the same.</p>		<ul style="list-style-type: none"> • Interpretation • Inference
		<p>Activity-3 : Static Lightning Frictional Electricity:</p> <p>Things needed:</p> <p>Rubber balloon, fluorescent light bulb.</p> <p>Procedure (Under the supervision of an elder)</p> <p>Turn all the lights off in the room. Rub the balloon on your hair for several seconds. Then hold the statically charged balloon near the end of light bulb. This will illuminate the bulb. Repeat it as many times as desired.</p> <p>Conclude your observations.</p>	5-7 minutes	<ul style="list-style-type: none"> • Observation • Relate • Knowledge • Identify • Recall
		<p>Activity-4: Map activity</p> <p>Take the map of India locate the areas that are prone to earthquake.</p>	15 minutes	<ul style="list-style-type: none"> • Creativity • Observation • Identification
16.	Light	<p>Activity-1</p> <p>How does reflection work for solar cooker? Which materials are used as reflecting surfaces in solar cooker?</p>	15 minutes	<ul style="list-style-type: none"> • Exploration • Critical Thinking

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
				<ul style="list-style-type: none"> • Observation • Application
		<p>Activity-2 Collect information about optical fibres. Where are they used? How optical fibres and reflection are associated?</p>	20 minutes	<ul style="list-style-type: none"> • Exploration • Identification • Observation • Analysis • Critical Thinking
		<p>Activity-3 Write about any five steps one should follow to take care of his/her eyes. Which food items should be included in our diet for the same?</p>	15 minutes	<ul style="list-style-type: none"> • Critical Thinking • Observation • Awareness
	<p>Light Interdisciplinary with Maths</p>	<p>Activity-4 : Take two mirrors in such a way so that their vertical edges touch each other. Place them at different angles like 0°, 30°, 60°, 90° etc. and observe number of images formed in each case.</p>  <p>The students will deduce the formula correlating number of images and angles between mirror. $N = (360 / \text{angle}) - 1$</p>	15 minutes	<ul style="list-style-type: none"> • Observation • Analysis Critical • Thinking • Deduction • Application

S. No.	Topic	Activity	Time	Skill Enhanced / Learning Outcomes
		Students will also find the application of above observation. For eg. in a jewellery shop.		
17.	Stars and Solar System Interdisciplinary with Languages	Activity-1 Collect the pictures of some constellations and paste them into your note-book. Find out their names in Hindi or local language and write them also.	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Communication • Correlation
	Interdisciplinary with Maths	Activity-2 Select a constellation of your choice. Identify the geometrical shapes visible in them and comment.	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Correlation
	Interdisciplinary with Maths	Activity-3 Collect the pictures of various planets and paste into your note-book. Comment on their geometrical shapes.	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Analysis
18.	Pollution of Air and Water	Activity-1 Collect information about various heritage buildings that are being affected by air pollution.	15 minutes	<ul style="list-style-type: none"> • Observation • Identification.
		Activity-2 Global warming has become a major threat. Write a paragraph on it.	10 minutes	<ul style="list-style-type: none"> • Critical Thinking • Writing • Expression
	Interdisciplinary with Social Science	Activity-2: Map Activity Locate the major rivers in the Map of India. Identify and also locate the industrial cities situated near them. Which of these cities are a major source of water pollution?	15 minutes	<ul style="list-style-type: none"> • Identification • Observation • Critical thinking



Alternatives to Homework

SOCIAL SCIENCE

Class–VIII

OUR PARTS - III

Class : VIII

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
1.	How, When and Where	Activity-1 : Essay writing on 'Problems of Periodization in History'	20 minutes	<ul style="list-style-type: none"> • Evaluation • Analysis • Understanding
		Activity-2 : Prepare a travelogue on any museum you have visited and discuss how the sources of history displayed there help us in reconstruction of past.	20 minutes (2 days)	<ul style="list-style-type: none"> • Critical Thinking • Application • Knowledge • Understanding • Analysis
2.	From Trade to Territory	Activity-1 : Prepare a Time-line of various events in history of India from the coming of British to the Revolt of 1857. Also paste pictures of Governor Generals of British India.	20 minutes	<ul style="list-style-type: none"> • Classification • Organisation • Critical Thinking • Inquisitiveness • Observation
	Interdisciplinary with Language	Activity-2 : 'Dialogue Writing' between Siraj-ud Daulah and Robert Clive, discussing the pre-war negotiations, before the Battle of Plassey.	20 minutes	<ul style="list-style-type: none"> • Empathising • Analysis • Synthesis • Evaluation • Critical Thinking

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>Activity-3 : Prepare a character sketch for any one of the following:</p> <ul style="list-style-type: none"> • Maharaja Ranjit Singh - Tipu Sultan • Hyder Ali • Siraj-ud Daulah <p>Give one incident in their life.</p>	20 minutes	<ul style="list-style-type: none"> • Analysis
3.	Ruling the Country Side	<p>Activity-1 : Design a new Revenue Policy for British government. Keep all the policies introduced by the British in mind and provide a specific name to your policy.</p>	20 minutes	<ul style="list-style-type: none"> • Exploration • Comparison • Analysis • Evaluation
		<p>Activity-2 : Report writing on condition of Indigo Cultivators in British India. You can take help from the stories discussed as sources in your textbook, to get a clue of their lives and struggles</p>	20 Minutes	<ul style="list-style-type: none"> • Empathising • Synthesis
		<p>Activity-3 : Prepare a comparative analysis of structure of Indigo Cultivation during 'Pre-Colonial' and 'Post Colonial' times. Discuss the importance of Indigo Cultivation for British Economy during 19th century and Indian Economy during 21st century. Also discuss advantage of indigo over wood.</p>	20 minutes	<ul style="list-style-type: none"> • Comparison • Evaluation • Analysis
4.	Tribals, Dikus and the Vision of a Golden Age	<p>Activity-1 : Write a story on 'Life of Birsa Munda'</p>	20 minutes	<ul style="list-style-type: none"> • Analysis • Knowledge • Application

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		Activity-2 : Map Work Locate the areas under different tribal groups on a Map of India.	20 minutes	<ul style="list-style-type: none"> • Application • Knowledge • Identification
5.	When People Rebel	Activity-1 : 'Script Writing' on outbreak of Revolt of 1857. The students are expected to prepare a dramatic recreation of all the causes behind the outbreak of Revolt. The best script can be enacted in the class, later on.	20 minutes (2 days)	<ul style="list-style-type: none"> • Knowledge • Understanding • Synthesis • Creativity • Appreciation • Identification
		Activity-2 : Map Work Locate the centres of Revolt of 1857 on the Map of India.	20 minutes	<ul style="list-style-type: none"> • Knowledge • Application • Observation • Identification
		Activity-3 : Power Point Presentation Prepare a power point presentation on various aspects of the rebellion of 1857.	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Application • Evaluation • Presentation • Synthesis • Analysis
		Activity-4 : Prepare a presentation on different causes behind Revolt of 1857, means of communications used, causes of failure	20 minutes	<ul style="list-style-type: none"> • Evaluation • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		etc.		<ul style="list-style-type: none"> • Critical Thinking
6.	Colonialism and the city	<p>Activity-1 : Brochure Designing</p> <p>Design a brochure on any monument of your city. Discuss the following:-</p> <ul style="list-style-type: none"> • Period of Construction • Architectural Pattern • Purpose of construction 	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Analysis • Application • Knowledge • Organisation
		<p>Activity-2 : Comparative Study</p> <p>Compare the town planning of 'Colonial Kolkata' with 'Modern Chandigarh'. Discuss the similarities and differences you observe in the structure of town planning of both the cities.</p>	20 minutes	<ul style="list-style-type: none"> • Comparison • Analysis • Evaluation
		<p>Activity-3 : Organising a skit on forgotten monuments of India</p> <p>The students will be divided into five groups. Each group will research on a lesser known monument of their area/city/state/country. They will enact out a scene of the monument telling the audience about its importance in the heyday/why it was famous/what all took place there etc. The students can make props/write some slogans on conservation of monuments.</p>	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Identification • Appreciation • Exploration • Researching abilities
7.	Weavers, Iron Smelters and Factory Owners	<p>Activity-1 : Map Work</p> <p>Locate important trading centres during 18th century on a map of India.</p>	20 minutes	<ul style="list-style-type: none"> • Application • Knowledge • Identification
		Activity-2 : Collection of Data	20 minutes	<ul style="list-style-type: none"> • Collection

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		Collect samples of popular forms of textiles traded during 18th century from India and arrange them in a scrap book.		<ul style="list-style-type: none"> • Organisation • Appreciation
		Activity-3 : Prepare a case study of Industrial Pattern of Japan with Jamshedpur in India, to compare and contrast the two.	20 minutes	<ul style="list-style-type: none"> • Comparison • Evaluation • Exploration
8.	Civilising the Native Educating the Nation	Activity-1 : Interview Interview your grandparents on the education pattern during their times and prepare a comparative analysis of both the education systems.	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Communication • Decision Making • Empathy • Appreciation • Problem Solving • Analysis • Evaluation
		Activity-2 : Prepare a power point presentation on different educational policies introduced during British India. Organise questions for a panel discussion in class on "Education today".	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Application • Evaluation • Presentation • Synthesis • Analysis
		Activity-3 : Making a wall magazine on the life in Pathshalas under the following headings a. Number of such Pathshalas in India (found in which regions)	20 minutes	<ul style="list-style-type: none"> • Critical Evaluation • Appreciation • Exploration • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>b. System of education found there.</p> <p>c. Comparison of modern educational system found in India with the system of Pathshalas found before the British came to India.</p>		
9.	Women, Caste and Reforms	<p>Activity-1 : Creative Writing</p> <p>If there were restrictions to enter a temple or building. What would be your reaction? Will you accept this silently or Revolt? Explain.</p>	40 minutes	<ul style="list-style-type: none"> • Imagination • Empathies • Appreciation • Creation • Analysis
		<p>Activity-2 : Survey on Women's Liberation</p> <p>Interview women of different generations e.g. your grandmother, mother, sister, friend and discuss the hardships women have been facing from decades. List some revolts lead by the women in history.</p>	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Identification • Evaluation • Analysis
		<p>Activity-3 :</p> <p>'Slogan Writing' on Gender and Caste equality.</p>		
10.	The Changing World of Visual Arts	<p>Activity-1 :</p> <p>Prepare a travelogue of any monument you have visited and prepare a bulletin board including the following:-</p> <ul style="list-style-type: none"> • Architecture format • Wall art and carvings on the wall 	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Appreciation • Analysis
		<p>Activity-2 :</p> <p>Write biography of any artist during the colonial period</p>	20 minutes	<ul style="list-style-type: none"> • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		and discuss the specific style adopted and role of these painters in history of visual arts of India.		<ul style="list-style-type: none"> • Empathy • Appreciation • Analysis
11.	The Making of the National Movement 1870-1947	<p>Activity-1 : Biography</p> <p>Collect and organise all the information about your favourite freedom fighter in form of biography. Also discuss the traits of that person that you would like to adapt in your life.</p>	20 minutes	<ul style="list-style-type: none"> • Appreciation • Understanding • Exploration • Critical Thinking
		<p>Activity-2 :</p> <p>Map Work on important centres of Nationalist Movement and places of important sessions of Congress.</p> <p>Which was the most important session?</p>	20 minutes	<ul style="list-style-type: none"> • Application • Knowledge
		<p>Activity-3 :</p> <p>Imagine yourself as a freedom fighter. Which method of protest would you use? Violence or Non-violence? Justify.</p>	20 minutes	<ul style="list-style-type: none"> • Imagination • Understanding • Appreciation • Exploration
	Interdisciplinary Project	<p>Activity-4 :</p> <p>Suppose you were one of the 78 followers chosen by Gandhiji for the 241 mile walk from Sabarmati Ashram to Dandi.</p> <p>Submit an interdisciplinary Project under following headings</p> <p>1. English: Write a report on your walk, your experiences, places you saw on the way.</p>	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Critical Evaluation • Application • Exploration • Enhancing Map Skills

S. No.	Topic	Activity	Time	Skills Enhanced / Learning Outcomes
		<p>2. Hindi: Write an article for a newspaper highlighting the reason why Gandhiji took up the Salt March.</p> <p>3. Geography: Chalk out a detailed route of the path taken by Gandhiji from Sabarmati to Dandi on a physical map of India on A3 sheet.</p> <p>4. Maths: Calculate the distance that the group travelled per day, calculating the distance between different stations, speed, velocity etc.</p> <p>5. Science: Describe the various flora, soil types, fauna, vegetation types that you came across on the way.</p>		
12.	India After Independence	<p>Activity-1 : Data Collection</p> <p>Collect news paper articles on challenges that are still there right from Independence of India. How do you think that these can be resolved?</p>	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Analysis
		<p>Activity-2 :</p> <p>Debate on 'Formation of Linguistic States has integrated India'? Prepare a write-up on this issue.</p>	20 minutes	<ul style="list-style-type: none"> • Communication • Evaluation • Critical Thinking • Analysis

SOCIAL and POLITICAL LIFE

Class : VIII

S. No.	Topic	Activity	Time	Skills Enhanced
1.	The Indian Constitution	<p>Activity-1 : Designing Preamble'</p> <p>Design a preamble for your school abiding to all the rights and duties of all the students in school. You can also take hint from preamble of 'Constitution of India'.</p>	20 minutes	<ul style="list-style-type: none"> • Understanding • Creativity • Thinking • Application • Analysis
		<p>Activity-2 : Bulletin Board</p> <p>Collect pictures of all the members of constituent assembly and prepare a chart, while highlighting their states.</p>	20 minutes	<ul style="list-style-type: none"> • Exploration • Observation • Identification
2.	Understanding Secularism	<p>Activity-1 : Case Study</p> <p>Prepare a case study of any one country other than India, discussing the idea of 'Secularism' according to them. You can discuss the religious policy, religious harmony or conflicts among different groups in that country while comparing it with secularism in India.</p>	40 minutes (2 days)	<ul style="list-style-type: none"> • Understanding • Application • Analysis • Evaluation • Synthesis • Critical Thinking
	Interdisciplinary Project	<p>Activity-2 : Undertaking Field Trip</p> <p>With the help of your teacher visit a place where you would find a temple, a mosque, a church, a gurudwara nearby. (In Delhi such a place is at Hanuman Mandir Lane.)</p>	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Critical Evaluation • Application • Exploration • Enhancing Team Work

S. No.	Topic	Activity	Time	Skills Enhanced
		<p>Enable students to see various ways in which worship is taking place at these four places. If possible talk to the priests, incharges there, to gather more knowledge.</p> <p>Projects Work</p> <p>After the field trip, divide the class into five groups and ask them to submit a project under the following headings.</p> <p>English: Write a report on your field trip explaining about your experience.</p> <p>Hindi: Research on similarities and differences between</p> <ol style="list-style-type: none"> Hindi and Gurumukhi script Between dohas, chaupay and shabad kirtan <p>Maths: Calculate the distance between the Mosque that you visited and Mecca - Holy place of Muslims.</p> <p>Science: Explain the reasons for tail windows in Churches, stained glasses and concept of Refraction and Reflection.</p> <p>Social Science: Make a collage on teachings of various religions.</p>		
3.	Why do we need a Parliament?	<p>Activity-1 : Data Collection</p> <p>Collect Data regarding result of Lok Sabha elections held in 2014. While discussing the seats bagged by different National and State level parties, answer the following questions.</p> <ol style="list-style-type: none"> 1) What is the total number of seats in Lok Sabha? 2) How many seats have been obtained by the winning party? 3) What do you mean by Coalition Government? Is this a 	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Identification • Classification • Analysis

S. No.	Topic	Activity	Time	Skills Enhanced
		Coalition Government? 4) Compare result of this Lok Sabha election with the Lok Sabha elections held in 2009. What are the differences that you observe? 5) Represent the seat allotment through pie diagram.		
		Activity-2 : Watching Question Hour Watch Question Hour on T.V for 20 minutes and discuss 'How effective is question hour according to you'? - Suggest some ways to make these debates more productive.	40 minutes (2 days)	<ul style="list-style-type: none"> • Understanding • Appreciation • Critical Thinking • Decision Making
4.	Understanding Laws	Activity-1 : Research and Analysis Make a list of all the major amendments that have taken place after making of Constitution of India. 1) Do you think these amendments were justified? 2) Suggest some sections of Indian Constitution that need amendment.	20 minutes	<ul style="list-style-type: none"> • Understanding • Collection • Organisation • Critical Thinking • Analysis
		Activity-2 : Prepare a list of all the controversial laws that are on surface presently. Design a case study on any one law that you think is most controversial and discuss ways to overcome them.	20 minutes	<ul style="list-style-type: none"> • Understanding • Knowledge • Organisation • Application • Analysis • Evaluation

S. No.	Topic	Activity	Time	Skills Enhanced
5.	Judiciary	Activity-1 : Design a web chart on the structure of Judiciary in India.	20 Minutes	<ul style="list-style-type: none"> • Understanding • Classification • Organisation • Application
		Activity-2 : Find out the number of high countries India write down the names / places where they are existing.	20 minutes	<ul style="list-style-type: none"> • Observation • Critical thinking • Awareness
6.	Understanding our Criminal Justice System	Activity-1 : Declamation Writing Write a declamation for declamation competition on 'Justice delayed is Justice Denied'.	20 minutes	<ul style="list-style-type: none"> • Analysis • Evaluation • Critical Thinking
		Activity-2 : Design FIR Design a sample FIR related to any crime that has happened in your locality.	20 minutes	<ul style="list-style-type: none"> • Identification • Evaluation • Analysis
7.	Confronting Marginalisation in a Nation	Activity-1 : Poster Making on 'Social Justice' for these groups e.g. - Gender Equality, Caste Equality, Elders, Socio-religious harmony, Marginal groups.	20 minutes	<ul style="list-style-type: none"> • Creativity • Identification • Application
		Activity-2 : Critical Evaluation of schemes drafted by government of India in favour of tribal groups. - Do you think the schemes are capable enough to achieve the started objective	20 minutes	<ul style="list-style-type: none"> • Critical Thinking • Analysis • Evaluation • Understanding

S. No.	Topic	Activity	Time	Skills Enhanced
8.	Public Facilities	Activity-1 : Make a list of all the public facilities in your locality suggest some public facilities required in your area.	20 minutes	<ul style="list-style-type: none"> • Classification • Evaluation • Analysis
		Activity-2 : Compare the condition of public facilities of Chennai with your city. What developmental pattern do you think should be followed by municipal corporation of your city.	20 minutes	<ul style="list-style-type: none"> • Comparison • Classification • Observation • Identification • Analysis
9.	Law and Social Justice	Activity-1 : Prepare a detailed analysis of any one of the disaster occurred. in past. Discuss the steps taken by Government for rehabilitation of victims.	40 minutes (2 days)	<ul style="list-style-type: none"> • Identification • Observation • Analysis
		Activity-2 : Slogan Writing on Protection of Environment.	20 minutes	<ul style="list-style-type: none"> • Creativity • Observation • Application • Thinking

RESOURCES and DEVELOPMENT

Class : VIII

S. No.	Topic	Activity	Time	Skills Enhanced														
1.	Resources	<p>Activity-1 : Web Chart</p> <p>Prepare a web chart showing different types of resources with categories and sub-categories of resources like</p> <ul style="list-style-type: none"> • Natural • Human-made 	20 minutes	<ul style="list-style-type: none"> • Artistic Skills • Creativity Skill • Organisation • Classification • Analysis 														
		<p>Activity-2 : Data Collection</p> <p>Prepare a list of resources found in your state. Also highlight the resources that the state is deficient in.</p>	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Observation 														
		<p>Activity-3 : Poster Making</p> <p>Make a poster on 'Conservation of Resources'. Poster can depict problems of resource depletion, use of alternate resources and any innovative methods.</p>	20 minutes	<ul style="list-style-type: none"> • Creativity • Artistic Skill • Understanding • Analysis 														
2.	Land, Soil, Water, Natural Vegetation and Wildlife Resources	<p>Activity-1 : Data Analysis</p> <p>Land use in selected countries</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Countries</th> <th colspan="4">Percentage of Area in</th> </tr> <tr> <th>Cropland</th> <th>Pasture</th> <th>Forest</th> <th>Other use</th> </tr> </thead> <tbody> <tr> <td>Australia</td> <td>6</td> <td>56</td> <td>14</td> <td>24</td> </tr> </tbody> </table>	Countries	Percentage of Area in				Cropland	Pasture	Forest	Other use	Australia	6	56	14	24	20 minutes	<ul style="list-style-type: none"> • Analysis • Collection • Organisation • Management • Comparison
Countries	Percentage of Area in																	
	Cropland	Pasture	Forest	Other use														
Australia	6	56	14	24														

S. No.	Topic	Activity					Time	Skills Enhanced
		Brazil	9	20	66	5		<ul style="list-style-type: none"> • Observation • Decision Making
		Canada	5	4	39	52		
		China	10	34	14	42		
		France	35	21	27	17		
		India	57	4	22	17		
		Japan	12	2	67	19		
		Russia	8	5	44	44		
		UK	29	46	10	16		
		USA	21	26	32	21		
		World	11	26	31	32		
		Study the above table and answer the following: <ol style="list-style-type: none"> Name the countries having the highest percentage of land under cropland and forest. Name the countries having lowest percentage of land under pasture and other uses. Compare land use pattern of India with Australia. How would you relate the land use pattern of countries with the probable economic activities? Represent the above data in pie or a bar graph.						

S. No.	Topic	Activity	Time	Skills Enhanced
		<p>Activity-2 : Slogan Writing</p> <p>Write slogans on the theme 'Water Conservation'/Proper Management of Resources</p>	20 minutes	<ul style="list-style-type: none"> • Writing • Communication • Evaluation • Synthesis
		<p>Activity-3 : Pasting Newspaper Articles</p> <p>Paste newspaper article on vegetation and wildlife.</p> <p>Newspaper cuttings can be related to problems like deforestation, loss of habitat due to mining, hunting, trade of animal parts, steps taken by Government for protecting forest and wildlife.</p>	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Observation • Analysis • Application • Social Skills • Decision Making
3.	Mineral and Power Resources	<p>Activity-1 : Map Activity</p> <p>On an outline map of world locate and label the distribution of Iron, Copper and Bauxite by using appropriate symbols.</p>	20 minutes	<ul style="list-style-type: none"> • Identification • Location • Observation • Application • Understanding
		<p>Activity-2 : Model-Making</p> <p>Make a model on any of the following sources of energy-</p> <ul style="list-style-type: none"> • Solar Cooker • Windmill • Hydel Power 	40 minutes (2 days)	<ul style="list-style-type: none"> • Creativity • Application • Synthesis • Social Skills

S. No.	Topic	Activity	Time	Skills Enhanced
		Explain its functioning and benefits in class. Also write the material required and process of making model.		<ul style="list-style-type: none"> • Thinking Skills
		Activity-3 : Project Work Make a project on any non-conventional sources of energy like - Solar, Wind energy, Nuclear power, Geo thermal energy, Tidal energy and Biogas Project should contain following points - Index, Acknowledgement, Introduction, Recent developments, Innovative techniques to harness energy, Distribution in the world, Conclusion, Sources of information etc.	60 minutes (3 days)	<ul style="list-style-type: none"> • Collection • Synthesis • Social Skills • Organising • Analysis • Application • Understanding
4.	Agriculture	Activity-1 : Data Collection / Find out Find out different names of shifting cultivation in different parts of the world. Also give your views on whether shifting cultivation should be banned or not.	20 minutes	<ul style="list-style-type: none"> • Collection • Organisation • Understanding • Analysis • Thinking Skill • Social Skills
		Activity-2 : Flash Cards Make Flash cards on any major crop highlighting their geographical conditions.	20 minutes	<ul style="list-style-type: none"> • Creativity • Application • Understanding • Communication • Social Skills

S. No.	Topic	Activity	Time	Skills Enhanced
		<p>Activity-3 : Comparative Analysis</p> <p>Compare the agriculture of USA with agriculture in India. Collecting information on their size of land holdings, investments, production and Govt. policies etc.</p> <p>Suggest some ways to improve condition of agriculture in India.</p>	20 minutes	<ul style="list-style-type: none"> • Comparison • Application • Understanding • Social Skills • Thinking Skills
5.	Industries	<p>Activity-1 : Map</p> <p>On an outline map of India and world, locate major industrial regions. Use appropriate symbols for them.</p>	20 minutes	<ul style="list-style-type: none"> • Identification • Location • Application
		<p>Activity-2 : Case Study</p> <p>Prepare a case study on any cotton textile industry highlighting - source of raw material, condition of workers, use of technology, market etc.</p> <p>Also suggest measures to improve its condition.</p>	40 minutes (2 days)	<ul style="list-style-type: none"> • Application • Social Skills • Collection • Analysis
		<p>Activity-3 : Debate</p> <p>Organise a debate on industries. Class will be divided into groups. Some groups will favour industrialisation while other group will oppose industrialisation. Every student has to prepare points to debate in the class.</p>	20 minutes	<ul style="list-style-type: none"> • Communication • Social Skills • Thinking • Listening
6.	Human Resources	<p>Activity-1 : Census Comparison</p> <p>Collecting data on last two census of India. Analyse data and compare the growth of population in India with the world.</p>	20 minutes	<ul style="list-style-type: none"> • Social Skills • Comparison • Thinking

S. No.	Topic	Activity	Time	Skills Enhanced
				<ul style="list-style-type: none"> • Application • Analysis
		<p>Activity-2 : Map</p> <p>On a political map of world, show differing rates of population growth by using appropriate symbol.</p> <p>Also analyse the reasons for differing rates of population growth in different parts of the world.</p>	20 minutes	<ul style="list-style-type: none"> • Identification • Location • Application • Understanding • Analysis
		<p>Activity-3 : Case Study</p> <p>Prepare a case study on any one densely or sparsely populated area with reasons referring to climate, human development, Government policies etc.</p>	40 minutes (2 days)	<ul style="list-style-type: none"> • Comparison • Analysis • Application • Social Skill
		<p>Activity-4 : Case Study</p> <p>Undertaking the case study of Japan, researching on various types of resources available/not available there/ assessing the natural and manmade calamities found there, how Japan has been able to become a developed country despite of lacking in natural resources.</p> <p>Comparing the ways of conducting a strike in India and Japan.</p>	20 minutes (2 days) = 40 minutes	<ul style="list-style-type: none"> • Critical Thinking • Application • Exploration • Skill development





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