



SECTION – 1

Cross-cutting Concerns (Generic)

Module 1 – Curriculum, Learner-centred Pedagogy,
Learning Outcomes and Inclusive
Education

Module 2 - Developing Personal-social Qualities for
Creating a Safe and Healthy School
Environment

Module 3 – Art Integrated Learning

Module 5 – Health and Well-being in Schools

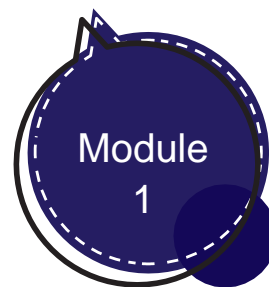
Module 6 – Integration of ICT in Teaching Learning
and Assessment

Module 7 – Initiatives in School Education

A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lesson to his students, can only load their minds, he cannot quicken them.

Rabindranath Tagore (1994), "The English writing of Rabindranath Tagore: A miscellany". p. 64, Sahitya Academy

CURRICULUM, LEARNER-CENTRED PEDAGOGY, LEARNING OUTCOMES AND INCLUSIVE EDUCATION



Overview

Tun kum eng emaw chhung hian Right to Education (RTE) 2009 leh education policy chuan kan classroom-ah danglamna tam tak a thlen a. Zirtirtu leh zirtirtute enkawltu i nihna angin zirlai naupangte dinhmun inan lohzia pawh i hmu ngei ang a, chu chuan *naupang zawng zawngte chu ang khata zirtir loh tawp tur an nihzia* pawh a ngaihtuah chhuah tir ngei ang che. Tunah chuan tun hma lam zawng aiin, naupang zawng zawngte cho phurna lam hawi zawng leh hlawhtlinna an hmuh theuh theih dan tur zawng zirna leh inzirtirna kalpui chu a lo pawimawh zual ta a ni.

“Naupangten kan zirtir dana an thiam theih loh chuan an thiam theih dan zangin kan zirtir mai tur a ni dawn lawm ni.”

- Ignacio Estrada

He module-in a tum chu zirtirtute leh zirtirtu enkawltuten kan classroom-a inan lohna te hi chik ngun a, chumi mila zirtirna kalpui a, huapkim thei ang bera siam tura puih che a ni. Heta rawtnate hi research leh mi tawnhriat atanga lakkhawm niin, heng kan classroom chhunga mi chi hrang hrangte huap kim leh an mamawh phuhruk tura zirna boruak tha siam tura puitu tur che a ni. A chhunga thu awmte hian National Education Policy te, Curriculum, Syllabus, Textbook, NCF 2005 te bakah tun hnaia zirna bung thar pawimawh tak duan thar Learning Outcomes te bih chhianna remchang a pe bawh a ni.

Important Note: Teacher educator leh key resources person-te te chu participants-te a kawp leh group-a then a, sawi hona neihpui thin tura beisei an ni. ‘Discussion Points’ atan chuan a bu chhunga kaihhruaina te hi a hman theih ang.

India is a multicultural society made up of numerous regional and local cultures.

People’s religious beliefs, ways of life and their understanding of social relationships are quite distinct from one another.

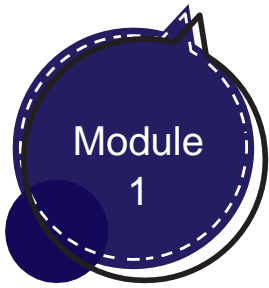
All the groups have equal rights to co-exist and flourish, and the education system needs to respond to the cultural pluralism inherent in our society.

— National Curriculum Framework (NCF) 2005

Learning Objectives

He module hian hetiang kawng hian zirtirna a pui thei ang.

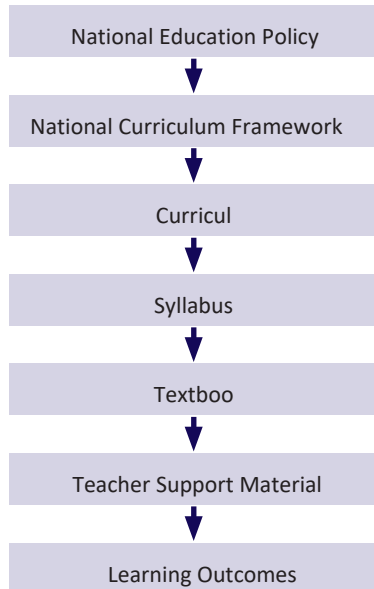
- Educational policies te, National curriculum framework duan te, curriculumin a thawh tur a thawh ngei theih nana pek chhuah dan leh enfiah dan sawifiah kawngah.
- NCF 2005 nih phung sawifiah a, syllabus leh textbook-a a lo inirh chhuah dan sawi fiah.
- Inclusive taka zirna kalpui a nih theih nana danglamna awmte hriatthiam.
- Zirtirna dan hman tur tha thei ang ber hmanga naupangte tihmasawn tura thiamna (skill) neihstate tihthan len.



ABOUT THE THEME

Unpacking Terminologies, Policies and Frameworks

A chung a thil tumte tihlawhtling tur hian heng *National Education Policies leh the National Curriculum Framework te hi bel chiangin* and curriculum, syllabus, textbooks, and learning outcomes te hi hriat thiam in tum dawn teh ang.



National Education Policy

India ram chuan draft National Education Policy (NEP) 2019, kan education scenario huap kim tak chu mipuite hmuh theihin a tlangzawrh ta a. Sawi hona leh rawtna te pawh (www.mygov.in)-ah a thleng chur chur mai. A kaihhnawih mite rau rau zingah pawh zirtirtute ngaih dan chu hlutsak a ni zual a. Hemi hma hina National Policy on Education 1968 leh 1986 pawh a lo awm tawh. National Policy on Education 1986 chuan ram pum huapin education system inang, chu chuan eng chinah emaw zirlai naupang zawng zawngte eng caste, creed, awmna hmun, sex, pawh ni se zirna quality tha tawh inang tlangin an dawng tur a ni a ti a. Policy chuan NCERT chu a kaihhnawih Institutionte nena National Curriculum Framework duang turin a ti bawk a ni. Hemi link <http://www.ncert.nic.in/newpolicy.html>-ah hian policy document chu I chhiar thei ang.

National System of Education hi ram puma zirtur ruangam buatsaih (national curricular framework) ah a innghat ang. Chutah chuan ram puma zir vek tur (common core) a awm ang a; tin, chu bakah chuan, zirtur dang ram bung hrang hrang mamawh ang zela tihdanglam thih a awm bawk ang. Zirtur thuhmun chuan hengte hi a huam ang – India ramin zalenna a sual dan chanchin te, hnam pumpui anga kan ziarang chhawmning thei tur thil pawimawhte leh danpuiin a phut ang chite a ni ang. Heng zir turte hi subject hrang hrangah semrualin thil ngaihhlutawm entirnan, India hnam saimtu culture bull eh balte, intluklannate, mipui siam sawrkarna leh sakhuana nena inchawhpawlh lo zirnate, mipa leh hmeichhe intluklannate, minhualveltu (environment) humhalhnate, khawtlanga indaidannate, fa tlem zawk neia chhungkaw dinte, science thlirna rilru (scientific temper) intuh angte a ni. Zirna chu sakhaw zirna nena in pawlh sawp lo thei ang berin kalpui a ni ang. (National Policy on Education, 1986).

Sawih o turte

Hun leh kum te an inher liam zel angin, NPE 1986 pawhin NEP 2019-ah kan zuangkai ta a ni.

Entinnan, NPE 1986-in zirna structure atan 10+2+3 a rawt laiin NEP 2019 chuan 5+3+3+4 pattern a rawt thung a ni. I kawppui nen zirna ruangam thar hi eng angina nge in hriat thiam sawi ho ula; policy pahnihte danglamna pawh sawi dun tuh u.

National Curriculum Frameworks: Historical Perspective:

NCF 2005 hi kawng kawhmuhtu document pawimawh tak a ni. Class rooma a taka hman dan tur lam kan luh thuk hmain Education Policy hrang hrangte leh a kalphung lo thlir lawk hi a tul phawt awm e. NCERT hi Curriculum leh zirtir tur duang turin kum 1961-ah khan din a ni a, Curriculum Framework hmasa ber chu kum 1975-ah khan a buatsaih a. NPE 1986 bawhzui nan kum 1988-ah khan NCERT chuan *'National Curriculum for Elementary and Secondary Education- A Framework'* tih chu a rawn duang chhuak leh a ni.

Hetah hian NPE 1986 in common core principles alo rawt tawh te chu telh a ni a, Kum 2000 khan The National Curriculum Framework for School Education-2000 buatsaih a ni ve leh a. He curriculum ah hian education in a tum berah chuan inequality tihreh dan tur te, zirlaiten social, cultural, emotional leh economic chungchanga an mamawh te chhanna a keng deuh ber a ni.

NCF 2005: A Brief

Kum 2005 ah khan NCERT chuan National Curriculum Framework 2005 leh school education kaihnhawih thila Position Paper chi hrang hrang 21 a tichhuak a. RTE 2009 pawhin NCF 2005 hman dan tur hi chiang takin a tarlang a, hetah hian learner-centred environment siamdan tur leh naupangin rilru hah lova zirna an neih thieh dan tur tarlan a ni bawh. Hriatbelh duh tan <https://mhrd.gov.in/rte> ah a en theih.

Khawvel inthlak danglam zel leh ei leh bar lama thil thleng thar zel ngaihtuah in NCF 2005 chuan hengte hi school education in a tum ber ni in a thurchhuak a-

- naupangte chu an ngaihtuahna leh an thiltih ah mahni in din an tum tur ani a, midangte rilru tina lo tur leh mi tana tangkai tura chherchhuah
- Naupangte chu an thil tawn thar te rilru zau tak pu a dawngsawng thiam tur leh khawtlang inrelbawlina a an theihtawka tel ve tura buatsah
- khawtlang hmasawna leh eizawna kawnga thawh hlawk thei tura an thiamna te thuum

Heng education in a tum te hlenchhuak tur hian euality, quality leh flexibility te hi school atangin an zirchhuak tur a ni. India ram ang mi chi hrang hrang awmna ah hian naupangte dinhmun hrang hrang hriathiam a, classroom chhungah pawh kan zahsak a ngai a ni. NCF 2005 in a thuken pawimawh tak pakhat chu naupangte hi an textbook piah lama kaihruai tura zirtirtu te mawhphurhna a tarlan hi a ni a, hei hian naupangte chu an tawnhriat atangin thiamna tamtak a pe dawn a ni. Role play, drawing, painting, drama, field visit leh experiment an tih atang te in naupangte chuan thil tamtak an thiam anga, anmahni ngei in an tih dawn avangin an thiamna pawh a nghet sauh ang.

NCF 2005 chuan assessment (Exam) hi zirna chikhat ani a, classroom nuna bet tlat anih zia kan hriat a tul thu a sawi uar hle a. Zirtirtu te hian naupangte chu engtiklai pawhin an assess reng tur a ni a, kawng engkimah assessment hi nei tur an nih a tulzia a sawi bawh. Naupangte chu thil tih diklo an neih in emaw thiamloh an neih in an test/ exam result chhuah nghak kher lovin zirtirtu chuan a pui tur a ni. Mathematics, language, Science leh

Module

1

Guiding Principles of NCF, 2005

Sikul pawnlam nun nena thiamna leh hriatna thlunzawm



Zir dan chi khat - hriatthiamna tak tak nei lova tawngpawng vawn ringawt ang chi laka naupang thiar fihlim.



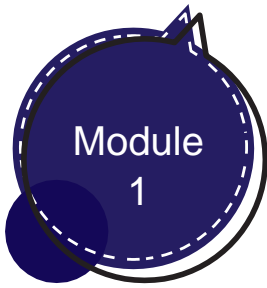
Zirlaibu ringawt kal huaitir lovin, naupang nun pumpui fihmasawn thei tura curriculum fihhausak deuh deuh.



Classroom chungh nun nena inthlunzawm tur zawnga Exam kalphung siksawi danglam theiha siam.

Kan ram democracy kalphung zulzua hlamchhiah leh huaichhiah awm mek thil te ngaihvena duat taka vawn nun zel.





Social Science ah te chuah zirna hi a awmluh thu te, life skills, social, personal, emotional leh psycho-social skills te zir tel pawimawhna a dah sang em em bawk. NCF 2005 hian learner-centred pedagogy a ngaipawhmawh hle a, syllabus leh textbook duan dawn ah leh classroom activity neih dawnin naupangte dah chungnun ber tur ani tih a sawi tel. Entirnan, Primary a zirtur ah 'plants' alo awm anih chuan naupangten 'plant' an hmuh mai theih, an khawih theih leh a chanchin an sawi theih chungchang kha syllabus ah a awm tur a ni. chu chu textbook ah pawh a lut tur a ni bawk a. Naupangten an in leh a chhehvela an 'plant' hmuh mai theih chungchangte an inhrilh tawn anga, poster te pawh awlsam takin an siam thei dawn a ni. Heti hian an textbook a an thil zir te an kaikawp thiam dawn a ni. Hetiang an tih lai hian zirtirtu chuan naupangte hmasawna thlirin learning outcome awm te an hre thei dawn a ni.

School subject and the NCF 2005

Discussion Points

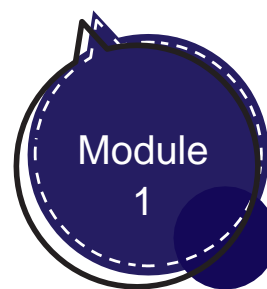
(pairwork) Zirtirtu in nikhata a hun hman dan tlangpui hre thei turin han mitthla ula. a chungka kan sawi tak education in a tum te hlenchhuak tur hian nitina zirna a kalpui em? Engtiangin nge i nitin hun i hman ve?

Subject hrang hrang zirtirna leh NCF 2005 hi i han bihchiang dawn ila. NCF 2005 chuan language zirtir laiin multilingual proficiency naupangin an neih theih nan an language chu ham tangkai tur tih a sawi a. Eng subject pawh zir ila, language kan zir tel zel ani tih hriat a, language thiamtir hi subject zawng zawng atan a pawimawh tih kan hriat tel a ngai bawk a ni. Curriculum duan dawn reng rengin naupang chuan ziak leh chhiar, ngaihtlak leh tawng hmangin engkim a zir tih hriat reng a, subject hrang hrang thiam tur chuan heng language skill te hi a pawimawh ani tih hriat tur. Mathematics zirtirna hian naupangte thluak sawizawi bakah an ngaihtuahna te tizau in, thil thlir thiam dan te, ngaihtuahna fim hman thiam te, mita hmuh theih mai loh te hriatthiam dan an zir anga, problem solving leh formulation ah te a pui ang. Science inzirtirna pawh tih danglam ni in naupangtenan nitin nun leh tawnhriat te chik zawk turin a buatsaih ang. Environment chungchang pawh subject tinah ngaihpawimawh ni se, pawnlama project work an neihna ah leh an activity ah te environment lam hawi inzirtir ni se.

Social Science zirna hian hnam leh chi hnuaihnhung zawk te midang ruala an pen ve theihna tur a ngaihtuah bakah thildang tamtak zirtir a tum a. Minority leh dinhmun hniam zawk te chungka kan rilru thlak bakah mipa leh hmeichhe dinhmun chungchangte, thudik leh rorelna felfai chungachangah te zirtirna a pe tur a ni. NCF 2005 chuan curricular area pali- works, art leh heritage craft bakah health, physical education leh peace chungchang a sawi tel bawk a. Heng te hi curriculum chhunga kenluh a rawt bawk a. Zirna leh hnathawh (work) hi inzawmin thiamna hian mi tupawh mahni ke a ding thei tur leh an thiamthil te haichhuak a midang nena thawhhona tha nei thei turin a pui tur a ni a ti bawk. Art hi subject hrang anga zir a rawt a, hei hian rimawi, lam, lemziah leh lemchan (music, dance, visual arts & theatre) te huamin zirntirna pawh interactive thei ang bera kalpui turin a duang a ni.

NCF 2005 zulzuia syllabus leh textbook duan hian learner-centred pedagogy kengin heath hian inclusive classroom a zirna kalpui dan tur a huam a. Kan hriat reng tur chu naupang tupawh hian zir thiam theihna an nei a, an seilenna leh dinhmun in zirlo mahse an zirtur chhawpchuahsak kha an tuizawng anih chuan engpawh an thiaam thei a ni. Textbook chhunga thil awm te kan zirtir laia hriat reng tur chu kan zirtir tum chuan naupangte rualbanlohna emaw an chhungkaw dinhmun hniam deuh pawh ni se, kan tum

kan thelh tur ani lo tih hi a ni. Textbook in zirtur hlenchhuah a tum chu nauapngte dinhmun azirin zirtirtu chuan zirtir dank an thiam tur a ni.



Discussion Points

- *Learner-centred pedagogy hi nauapang tamna classroom lianah a hman theih em?*
- *Subject zawng zawng hi learner-centred pedagogy milin a duan theih em?*

Curriculum chu tihtur duan bik, thiam tura bituk chin hlenchhuahna tura duan a ni a, heath hian enge zirtur ni a, thiamna leh thiamthil enge zirchhuah tur ni a tih leh zirlai ten an rilru sukthlek dan an siam theihna tura ziah ani a. Curriculum chuan syllabus leh textbook bakah zirtur thil tamtak dang a huam a, classroom chhunga zirtirna kalpui dan tur te, eng anga thiamna chu teh tur nge tih te leh a zirtur bituk chhungah chuan enge awm tur tih chenin a huam a. Zirtir dan tur leh zirna tehfung (evaluation) pawh a keng tel a ni, Chhiazau nan leh hriatchian nan 'Curriculum, Syllabus and Textbooks' tih NCERT Position Paper siam hi a hman theih ang.

Curriculum

MI tupaawh hian school nun kan tem vek tawhin lehkha zir thin vek kan ni a, nauapangten hmasawna tluantling an neih theihna tura kan thiltih zawng zawng hi curriculum ah a innghat tih kan hre bawk a. Curriculum hriatthiam leh curriculum chhunga awm te kan hraitthian hian textbook chhunga thi awm ten en a inzawm dank an man thiam a. Hei hian an thluak thanna ah leh thiamna a an hmasawna kawngah te, hringnun an zawhna ah leh midang chunga an rilru puthmang ah te, mipa leh hmeichhe dinhmun an hriatthiamna ah te leh mitin huap zirna an neihna kawngah te curriculum in a puihdan min hriatthiam tir zel a ni.

Zirtirtu leh teacher educator kan nihna angin school ah hian thildang tamtak kan in zirtir a, hei hi hidden curriculum tih a ni thin a ni.

Hidden curriculum ah chuan awmdan mawi leh nungchang tha te, nunphung mawi leh khawsakzia te leh rilru sukthlek dan tamtak kan in zirtir a, hei hi zirtirtu nungchang leh thusawi tamtak atangin school ah kan zir thin a ni. Hei hi zirtur bituk chin in a huam pawnah a ni in nauapangten an school kalchhungin mi nungchang enin an zir thin a ni.

Syllabus

Syllabus chuan class leh subject hrang hrang atan theme leh topic a nei a, topic khat zir hun chhung tur bituk leh zirna tehfung a keng tel bawk a ni. Syllabus ah chuan zirtur chungchanga hriat tur te a awm a, zirtur bituk in a beisei leh zirlai te leh zirtirtu te mawhpurhna pawh a tel a. Zirtirna atana lehkhabu neih ngei ngai a nih nachhan chu topic zir chin tur te, zirdan tur hun bituk te leh assignment pek tur te bakah mark pek dan tur te thlengin a awm a ni, Learning Outcome leh assess ment inzawmna mai bakah a chhunga thu awmte a zira classroom zirna kalpui dan tur te a huam a. Nauapangte zirna a pui thei tur thil chikim a infun a ni, Academic syllabus ah hian thil pawimawh tak pali a awm a- theme leh question, objective, suggested activities, resources leh notes for teachers te a awm a ni.

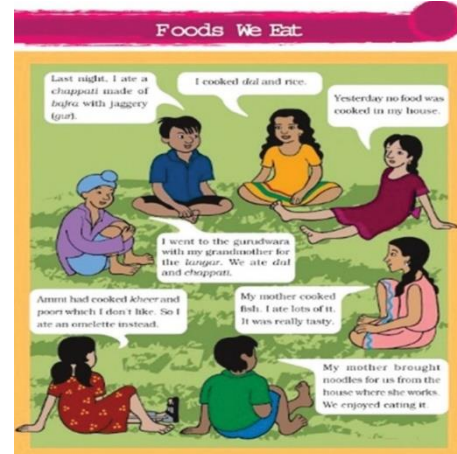
Text Book

Textbook chu syllabus a theme leh content awmte mila duan ni in syllabus chhunga zirtur awmte dahkhawmna a ni. Textbook chu nauapang tin te tana zirna bu/ digital resource a ni a, nauapangte tan a tangkaiin chhian nuam anih bakah NCF mil ani tur a ni.

Module 1

Learner-centred textbook ah chuan

- Midang nena inbiakpawhna titam turin information aiin activitiy a tam ang
- Zirlaiten anmahni a thiamna an haichhuah thiamna tura ngaihtuahna n sen theihna hun tam zawk a siamsak ang
- India ramchhunga mi chi hrang hrang zia leh awmdan a pholang ang
- Constitution hlutna kan chian zel theihna a tilang ang
- Khawtlang huap thil- gender, inclusion etc a rilru zau zawk kan put theih natur a tarlang ang
- Eizawna lamhawi a hailing ang
- ICT lamhawi a tarlang ang
- Tawngkam tuangtlan leh awlsam tak hmangin ziah ani ang
- Arts, health leh physical education te a huam ang



Role of Library in schools

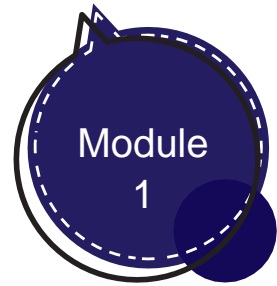
NCF 2005 chuan school library a hmatheh hle a, chutan chian zirtirtu te, naupangte leh khawtlang mi ten thiamna an puak chhuah theihna turin thiamna hmun a awm tur ani a ti hial a. Curricular area hrang hrang a thiamna insuihfinna hmunpui ni thei turin school library chu a dah a. Educator ten hun rei tak an lo hriat tawh, naupangin lehkhabu an hmachhawn tam a, an belh tam chuan chhiar lamah hma an sawn chak bik tih hi research pawhin alo finfiah tawh a ni. Nau[angten chhiar lama hma an sawn theih nan zirtirtu chuan nitin engemaw chhiarsak thin se, library hman uar tir bawk se. Tunlai ah chuan naupang pual chhiar tur bik ah pawh lehkhabu chi hrang hrang a tam tawh hle a, thawnthu mai nilovin, fiction, non-fiction leh poetry te pawh a awm nuk tawh a ni. Naupang te an nih atanga tleirawl an nih thleng pawhin library hian an zirna ah puin zirtirtu tan pawh thiamna dahkhawmna hlu tak ani thei bawk. Library training module hi siam ni se, State tina SCERT/ SIE ten anmahni mil ang zelin library din dan guideline siam se.

Discussion Points

- *Texbook piah lama zirtirna i kalpui tawh dan sawichhuak la. Chutianga zirtirna i kalpui tawh ah chuan zirlaiten eng angin nge hmasawna an neih a, enge an thiam tih te han sawi teh.*
- *Library te hi school huangchhunga dinhmun pawimawh tak an ni a, nimahsela lehkhabu dahkhawmna maia ngai te hi an awm thin a. Library te kan hman tangkai zawk theihna turin i ngaidan han thawh teh le.*

Learning outcomes

Zirna in hma a sawn theih nan leh bye-heart kalsana thiamna tak tak a awm theihna tunhnai mai khan NCERT chuan Learning Outcomes a siamchhuak a. Learning outcome mila zirtirna pek hian naupangin an class theuh ah eng ang thiamna nge an puakchhuah dawn tih hriat a, chumi mil chuan zirtirna leh tehna (assessment) neih tur a ni a. Hetah hian knowledge leh skill mai bakah social-personal quality ah leh rilru puthmang (attitude) ah



eng ang chiahin nge hmasawna an neih tih te tehfungah hman tur a ni. Learning outcome chu class tina naupangte thiam tur bituk leh classroom zirtir dan tur ziahna ani a, henge hi process based (kalphung nei) ni in an thiam leh thiam loh pawh hi quantitative leh qualitative zawngin a teh theih a ni. He tehna hian a huapzau a, naupangten eng ang chiahin nge an lehkhahu chhunga an zxirlai mai bakah thildangah hma an sawn tih a huam a ni. Environmental Studies a Learning Outcome pahnih lo en ila-

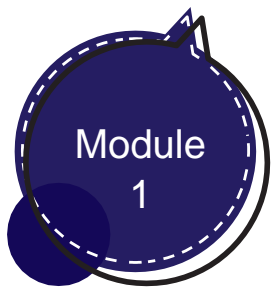
- Zirlai tan chaw tangkai dan tur te, kum bithliah hrang hrang tan, Ramsa leh sava te, chaw leh tui awmna leh tui in tur leh a vel a khawsakna a hman tangkai dan turte a sawifiah a ni
- Zirlai chuan chhungkua a member hrang hrang tih tur te, chhungkua nungchang/ hmelhmang/ chin than) nun ho pawimawhna te tawngkam, ziak leh thildangin a sawifiah. A in dawt chho ang zelin Learning outcomes ah chuan zirlai naupangin a huho a thiltih dan te, a mal a tihdan te, thil reng reng fim tak leh ngun taka enfiahin an bul vela thil thleng te chin chhiah na chang hriat. Naupang chuan aia upa te nen hmun hrang hrang leh thil hrang hrang chanchin te zirin topic thlangin a group ang te a sawihona neih thin tur a ni.

Khing learning outcome ti hlen tur khian naupangte chu mahni in emaw, pair/group work neihtir a ngai a, an bul vela thil awmte chik in, ziaikin emaw, tawngka in emaw sawifiah tir thin tur a ni. Naupangte chu an bul vela thil awmte hrechiang turin an aia u tee maw nu leh pa leh midangte rawn turin fuih ni se, an topic duhthlan tir aan thil hmuhchhuah te midang hnena sawichhawng leh tur te in activity tihpui thin tur a ni.

Elementary stage ah Learning Outcome ah chuan naupang zawng zawng, CSWN leh khawtlanga mi hnuaihngung te huamin zirna tha leh thuantling pek dan tur a inziak a. Subject hrang hrang tan LO hran siam vek a ni. LO ah hian curriculam in a beisei leh a tum hlenchhuak turin classroom a zirtirna kalpui dan tur a inziak vek bawk a, hei hi naupang tin huap a ni. Naupang hnuaihngung leh rualbanlo te pawh he LO hian a huam vek avangin hetiang hian a inziak a-

Henge hi naupang Vantlang hnuai lam tan a duang:-

- Naupang tin te hi classroom a an len vek na tur anih avangin activity reng reng ah an tel ve vek tur ani a. Naupangte hi tumah khaikhin loh tur a ni
- Naupang mamawh bik nei te hi an mamawh a inan loh vangin thiamna an dawn ve theih nan zirtirtu in zirlai a her rem thiam tur a ni
- Subject hrang hranga activity chi hrang hrang te naupang ti tur tut mila her rem thiam
- Naupang kum leh an thiamtheihdan mila zirtur leh zirlaia pui thei tur ngaihtuah sak thiam
- Classroom remdan leh naupangte thutna remdan thiam (e.g. thawm ri leh eng luhdan mila naupangte rem)
- ICT, Video leh digitised format te zirtirna puui tura hmanthiam
- Naupang harsatna nei te an veikual theih nan wheelchair, crutch, tianghawl tur ngaihtuah a, beng thalo tan hearing aid, mitt halo tan tarmit leh educational aid dang te hman
- Naupang dangte hnena CWSN naupangte chakna leh chakloh n alai te hriattir
- Assessment hlawhthling tak a awm theih nan hun a tul chuan pek belh emaw anmahni thiamna tehna tur tehfung siam thiam
- Hnamtin te an tihdan bil zahsak a, naupangte home language ngaihhlut sak



PEDAGOGIES FOR ACHIEVING THE LEARNING OUTCOMES FOR ALL CHILDREN

(Zirlai tin ten hlawhtlinna an neih theih nana zirna kalphung)

Inclusive Classrooms Role of Teachers

Zirna kalphung pangngai kan kalpui danah hian engati nge naupang zawnzawng- hnam hnufual naupangte leh rualbanlo naupangte tiamin zirna tha ve tawk kan pek theih loh chhan hi chhui chian a ngai hle a ni. Hmanraw hman laite hriat a, mahni khawtual mila zirtir dan thar te hmuh chhuah a, lehkhazirna daltu awm te enfiah a tul bawng ang. ‘Animal School’ tih thawnthu chu chhiar vek tur a ni. Thawnthua zawnna awmte class hmaah mahni ngaih dan theuh sawi tlan tur a ni.

Huapzo classroom-a inzirtirna chu naupang zawnzawng tan a hlawk thlak vek a ni tih chu zirtirtuin a hre tur a ni. Naupangte chakna lai leh tlak chhamna lai a bitum a, chu chuan an mamawhna lai a phuhru thin. Naupang zawnzawngin thiam chhuah tur bituk an zir chhuah vek theih nan inthen hranga zirna chu huapkim zirnaa thlak dawrh a ngai a ni. Naupangten school-a hlawhtlinna tak tak hmu tur chuan hnam leh tih dan danglamna mai bakah ei leh in, khawtlang inrelbawl dana danglamna te, naupang taksa, mizia leh rilru ngaihtuahna inang lo tak tak te hre reng chungin enkawlina an ngai a ni.

Animal school: Chhui chip chhiar tura thawnthu (A story for analysis)

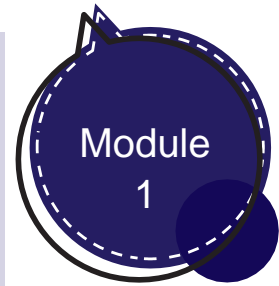
Hman lai hian ran chi hrang hrangte hian khawvel thara harsatna awm te hmachhawn nan thil pui tham tak tih ngaiin an hria a, school an din ta a.

- Tlan, lawn, tui hleuh leh thlawh telna Activity curriculum chu an pawm tlang a.
- Inenkawl a awlsam theih nan subject awm zawnzawngte chu an zir vek a.
- Varak chuan tui hleuh a thiam em em a, a zirtirtuin ai mah chuan a thiam a. Amaherawhchu thlawh a ti thei tawk tawk a, tlanah phei chuan a hnufual hle. Tlana a hnufual avang chuan school-a a awm tlai chu a ngai reng mai a, tui hleuh chu thlawh thlain tlan chu a zir ngat ngat a ngai a.
- A ke inphan tiak te a pilh phung thleng chuan tlan chu an zir tlawh tlawh a, tui chenah chuan a vantlang a ni ta chauh mai a. A vantlang nih chu school-ah chuan a pawi vak si lo va, tuman an ngihtuah em em lo, amah tih loh chuan.
- Sazupui chu tlanah chuan an class-ah a sang lawr lak a, tui hleuh lama hrutnawn tur a ngah em avang chuan a zamin a kulcho chhe der a ni.
- Thehlei chu lawnah na na na chuan a thiam ber a, mahse zirtirtuin thingkung ler atanga tantir lova hnuai lam atanga a tantir ziah avang chuan lawn lam chu a tui ta mang lo va. Hah taka tihtir thin a nih avang chuan lawnah C hmuin tlanah D a hmu a ni.
- Mupui chu buaipui awm tak a nih avangin nasa taka hrem a tawk reng mai a, thingkung ler thleng tura lawnah chuan an class-a a thiante chu a lehpel zel a, mahse a ma duh dan khera a lawn thin avang chuan ngei a hlauh hle.
- Kum tawpah chuan tui hleuh thei tak, tlan thei, lawn thei leh thlawk ve thei tho Eel chuan a belhkhawm a lakin mark a hmu tha ber a, pakhatna a ni ta a ni.
- Curriculum-ah laih leh phum an dah ve loh avangin ui chu school a kal ve duh lo a ni.

Worksheet

Ngaih dan sawi hona:

- Ran chi hrang hrangte chuan engati nge subject te chu an lak/zir vek? An hlawk phah em?
- Subject tina vantlang nih chu school chuan a pawm hle a, Hei hian ran zawnng zawnngte chu a mil em?
- Thehlel chu engati nge thing kung ler atanga thlawh thlak chu an phal mai loh?
- Engati nge mupui chu mi buaithlak riauva hmuh a nih?
- Eng vangin nge ui chuan laih leh phum chu curriculum-a telh a duh chhan ni ang?



School te hi inenhranna te, na taka hremna te, tih nawmna leh chhah hlauhna hmun a ni tur a ni lo. Zirna chu zirlai zawnng zawnng tel vek theihna hmun a nih theih nan zirtirtu chuan a zirtir dan chu a duang tur a ni. Class-room chu naupang tin ten an nin emaw, an hlauh emaw leh mal riauva an inhriatna hmun ni lovin, nuam leh zangkhai taka an awm theihna hmun a ni tur a ni. Education chu naupang zawnng zawnngte fundamental right a nihna ang takin, zirna in chu zirlaite tana hmun him leh huapzo va siam chu tihmakmawh a ni.

Zirtirtu leh zirlai dangte pawhin naupang zawnng zawnng chu lo welcome-a, engkima lo teltir ve turin mawh an phur a, Naupang zawnng zawnngte hi anmahni khawtuala school kal tura puih chu an chanvo a ni a, zirtirtu leh zirlai dangte pawhin naupang zawnng zawnng chu lo welcome-a, engkima lo teltir ve tura hmalak chu an mawhphurhna a ni. Zirbingna atanga lang Chiang em em chu- huapzo school siam hi a man hla a, inthliar hranna school ai chuan lehkhah zir nan leh inpawh nan pawh a sawt ber a ni an ti. Naupang zawnng zawnng zirna mamawh leh eng ang chhungkua atanga lo kal pawh ni se zirtir ho an nih hian an zavaiin an hlawk tlang a ni- chu chu huapzo (inclusive) education kan tih bul thut ber chu a ni. Naupangte zirtirna tha pek leh zir thei tura kawng hawsak chung changah school leh zirtirtuten he mawhphurhna hi nasa lehzuala an bawhzui a ngai a ni. Naupangah zirna a tlakhniam hian a chhan kan zawnnaah naupang lam puh ai chuan inzirtirna a tha tawk lo a ni tih hi zirtirtuten a mawh lak kan inhuam tur a ni. Education kan kalpui hian huapzo school din a tum mai a ni lo va, tute tan pawha khawtlang huapzo din hi a tum tho a ni.

Sawihon turte

- *School pangngai naupang zawnng zawnng an kalna chhan tur dang hriat i nei em?*
- *Group-ah inthen ula sawi ho rawh u- naupang zawnng zawnng a huho va zirtir hian engtin nge Khawtlang huapzo a siam ang?*

Zirtirtute ngei pawh inthleina khawtlanga seilian kan nih ve tho avang hian, hetiang ngaih dan hi kan nei fo thin. Chuvangin zirtirtute pawhin classroom kan thlen hi chuan kan ngaih dan te/ thleibikna kan nei te dah bo ila. Hmeichhe naupang, a bikin hnam hnufual zingah- SC/ST te chu lehkhah an zirna hmunah thliar hran nia inhriatna an nei thin a, a chhan te chu- textbook chhunga thu awmte nen an inkungkaih lo riauva inhriatna an nei a, textbook chhungah ngei thleibikna thu (thil an tih theih tur awm bithliahna) te a lo awm thin a, hmeichhia chu engmah sawi ve thei lo, mipa chu engkima hmahruai tur anga mawhphurhna duansak sa te, zirtirtute atanga thlei bikna dawn te- hmeichhia leh mipa mawhphurhna thliarsak sa te, deusawhna tawngkam zirtirtute hnen ngei atanga dawn te chuan mahni inhmuh hniamna thlenin, mal riau va inhriatna te a neihtir bakah classroom

Module 1

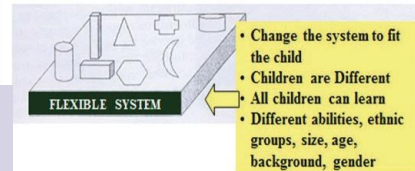
activity-ah te a tel tlem pah thei. Hetah tak hian zirtirtu chuan hma a la thei a ni. Inzirtirnaah hmeichhe naupangte phur taka an tel ve theih ngeina turin zirtirtu chuan inzirtirna chu a buatsaih tur a ni. School-a activity tihtirna tur reng rengah mipa leh hmeichhe in thlahna chhinchhiah phawt ni se chumi zawwah classroom chhung leh pawnah activityy te chu buatsaih ni chauh se la. Chung hmalakna te chuan classroom-ah boruak zalen tak siamin zirlai zawng zawng hmeichhia te tiamin an tawnhriat te an in hrilh tawn thei ang a, inenhranna leh inthlei bikna awm te pawh sawi chhuakin sawihona leh inhnialfiamna atang tein a sutkian dan te a rel fel thei ang.

Sawihoturte

Naupang zingah mipa leh hmeichhia intluktlanna boruak tha eng tin nge i tuh ang? group-ah sawi ho tur a ni.

School Settings

Inclusive Education



Source: Swales, S (2010) *Delivering Education: Planning and Organising The Inclusive Classroom*, in cooperation with N/A

Teacher's Skill

Danglamna pawm leh hmachhawn

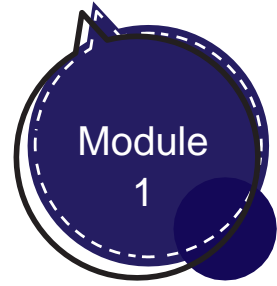
- Zirlaite danglamna hriat- an chakna lai leh tlakchhamna lai hriat, an tui zawng leh thiam theih zawng hriat, rualbanlote tiamin.
- Zirlaite hnam zia, eizawna din hmun leh taksa dinhmun inpawm tlan thiam- to chhuahna, hnam zia, seilenna hmun, in lam leh thenawm khaw venga inenkawl dan hriat thiam sak.
- Danglamna inhlutsak a, min tiphuisuitua ngaih- an dinhmun leh nihna inang lo tak te leh an hriatna te chu tangkai taka inzirtirnaah hmansak
- Zirnaa an mamawh te hriat thiampui a, hma laksak vat- an zir dan hriat thiampui a, chumi mila hmalak.
- Hmanruate hman theiha siama duh thlan tur chhawp chhuah sak- hmanrua mamawh turte hriat a digital leh print-in buatsaih tur a ni, chhehvela mi man tlawm zawka siam tur dap, hnam thil, zir nana tangkai tur chhehvela hmun awm te, thenawm khawveng atanga puitu tur dap.
- Zirna tanpuitu atan technology hman- apps chi hrang hrang hman entirnan-google art and culture, google sky, google earth, subject hrang hrang apps,geogebra, tux of math and google speak.
- Midangte nen inkungkaihna siam thiam/soft skills- ngaihthlak thiamna, chhan let thiamna, hmalak thiamna, mi titi pui, tha lam thlir mi nih, lan dan leh chet dan

Inclusive education and the RPWD Act 2016

RPWD Act *Divyangjan Adhikaar Kanoon* 2016 (in Hindi) chuan inclusive Education awmzia chu zirlai Rualban leh Rualbanlote zirna hmun khat a zirtira, Naupang tinte mamawh a tul ang zeal tidanglamin zirtirna pek ani.(Section 1m of RPWD Act, 2016)

Sawihotur

- I zirtirnaah a chung a skill sawi te khi naupang hrang hrang i hmachhawnaah i hmang tawh ngai em?
- I class-ah naupang zawng zawng an tel tlan theih nan eng ang teaching skill te nge i hman ang?



Gender sensitive Education

Zirna tha awm tur chuan mipa leh hmeichhia hleih nei lo va a zirna kalpui hi a vei awm em em a. Mipa/hmeichhia hleih nei lova/intluk tlanga inzirtirna hi a pawimawh em em a, zirtirtuin a zirtirnaah a bilh luh tlat a ngai a ni. Inthenawm khawvenna atanga an zir inthleina hi tibo tur chuan zirtirtuin zirtirna a kalpui dan azirin naupangah he ngaih dan hi a thlak danglam thei vek a ni. Curriculum leh zirlaiah hetiang inthliarna lampang hi a awm leh awm loh zirtirtu chuan a hre tur a ni a; textbook chhung thuah te mipa leh hmeichhe mawhpurhna pek danah te inthleina a awm leh awm loh chhin chhiah se la; tawng lama inthleina te a awm em tih en bawk se, eizawnaah te, khawtlangah te, rorelnaah te hmeichhia an tel ve em tih te enfiah ni bawk se.

Promoting Inclusion in Transaction of Disciplines

“Myself as a learner” tih a statement 6 te chu chhiar la ti chuan mahniin i ziak chhunzawm dawn nia.

Myself as a learner 3

Mahniin heng sentence-te hi han ziak zawm the.

ka zir muan chhan chu _____

ka zir chak chhan chu _____

Textbook atanga zir hi _____

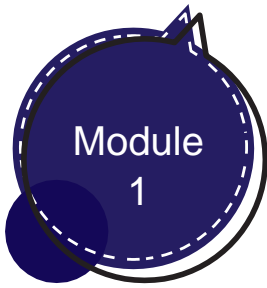
Group-a zir ho hi _____

Tu emawin min _____

_____ hian lehkha ka zir tha.

Lehkha zir nuam ka tih chhante chu _____

Group atang chuan chhanna te chu la khawm la, sawi ho tlang rawh u. Tha taka zir duh dan theuh kan nei tih chu a Chiang hle a ni. A chunga exercise ang khi i naupangte zir dan i hriat chian theih nan leh chu mi mila i zirtir dan tur i ruahman theih nan class-room-ah i naupangte i tih pui ve dawn nia. Naupangte chu ziaikin emaw, kain emaw i chhantir dawn nia.



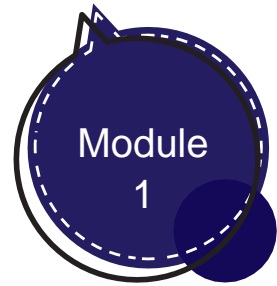
Zirna huang khata tawng inzirtirna (Inclusion in Teaching Language)

Naupang thenkhat ten tawng zir chungchangah harsatna bik an nei thei a, Zirtirtu chuan chung an harsatna tak chu a sutkian dan kawng a zawng tur a ni. Chungte chu:

- Naupang zawng zawngin an chhawr vek theih turin zirlai chhunga thu awmte chu nitin nun nena inmil thun tel tur a ni.
- Tawng chi khat aia tam hmanna hmunah tawng tualleng ber hman tur.
- Naupangte zingah zaizira tawng (Sign language) leh mitdel hawrawp (Braille Script) chungchang hrilh hriat tur.
- Tawng chhuah chungchanga harsatna nei naupangte tan inbiak pawh theihna dang chhawp chhuahsak.
- Naupang ziah lama harsatna neite tan ICT hman
- Naupang thenkhatte chuan thu ziak lehsaktu an mamawh thei.
- Mit hmanna chi leh thu sei deuh zir nan hun tam zawk leh mimala ngaihsak bik an mamawh a, chu chu pek tur a ni. Mit lama harsatna nei naupangte chuan mitdel hawrawp (Braille) hmangin an zir a, thluaka thumal zawm khawma hriat thiam chhung leh vawn chhung te a rei avangin hun tam zawk an mamawh a, chuvangin hun tam zawk pek tur a ni.
- Ri hriatna lama harsatna nei naupang zirtirtu chuan naupangin heng puihna a mamawhnaah hian a pui tur a ni- thumal thar hriat thiamna kawngah te, thumal hriat hrian kawngah te, thumal awmzia pakhat aia tam nei hriat thiamna kawngah te a pui tur a ni.
- Tawngkam dik hman leh sentence duan te hi naupang thenkhat tan a harsa a, grammer dik hman (past tense, preposition, active and passive construction) te hi an tan a har em em a ni. Chuvangin zirtirtu chuan sentence construction te, thil nihphung (concept) leh ngaihtuahna inkungkaih dante, tawngkauchheh hriat thiamna hman dan te ngai pawimawhin a zirtir tur a ni.
- Hriatna lama harsatna nei naupang zirtirtute chuan hengah hian naupang chu a pui/chhawmdawl tur a ni- thu sawi chhuah lamah (ngaihtlak, ngaihtuahna pho chhuah, tawng chhuah), felfai taka tawng dan (awmze nei leh nal tha taka tawng), chhiar dan (hawrawp rem fel, lam dan leh thumal hriat thiam). Naupang chuan thumal a hmanin a awmna hmun a thlakthleng thei a, thumal awmzia a hre soal thei a, tawngkauchheh leh tehkhinna hmanga tawng te hriat thiam harsa a ti thei baw, heng ah hian tanpui an ngai thin.
- Tawng hriat thiamna (thumal thar te, sentence kalhmang te, thumal awmze hrian nei te) hi rang taka sawi hian harsatna naupangah a thlen a, a bikin class a note in pek angah te. Naupang thenkhatte chuan hengah te hian harsatna an nei tih hi zirtirtuin a hre reng tur a ni- ngaihtuahna hmanah te, zirlai ennawnah te, thumal thenkhat lam te, activity thenkhat mit leh kut tan kawp ngaihna angah te, kut ziak (ziak chhe lutuk spelling tih dik loh fo) angah te hian harsatna an nei thin.

Zirna Huang Khata Chhiarkawp Zirna (Inclusion in Teaching Mathematics)

Zirna chu tute tan pawh ban phaka a awm theihna turin tawng awl te te hman te, khawih theih hmanrua te, geometry inzirtirna atana hmanrua (teaching aid) te, chhiarkawp inzirtirnaa calculator hman te a tul thin. Graph-a data, table or chart hrilhfiah sak te a tul thin. Rilru hmanga chhiarkawp chawh te, inkawh hmuhna (direction) tawngkaa hrilhfiah ngai te an awm thei a. Zirlai tam tham leh a taka hmuh mai theih loh thil nihphung hrilhfiah nan ICT hmanin a tanpui thei baw.

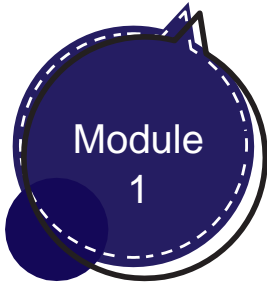


- Mit lama rualban lohna neite chu zirtirtu ten hengah hian puihna (support) an mamawh thin- hmun awl awmzia te, khawiha a len zawng hriat theih thil, lehkha pheka inziak thla hrilhfiah te, mathematics-a chhinchhiahna an hman teah puih an ngai. Mathematics text (entirnan-equation) te audio a record te hriat thiam harsa an ti thei bawk a, hrilhfiah an ngai thin. Mathematics text, braille a ziah pawh ni se hriat thiam harsa an ti thin. Hengte hi rawng pek te a ni thin a, awl awma rem te a nih thin vang a ni. Nemeth leh mathematical braille code te pawh hriat thiam har an tiin, puih an ngai em em a ni.
- Ri hriatna lama harsatna nei naupang enkawltu leh zirtirtu ten naupangte an tanpuina tur chu- ri an hriat loh avangin tawng lamah an hnufual thin a, chuvangin thumalah tihhausak an ngai a, chhiarkawp inzirtirna atana thumal an hman bikte an hre tawk lo bawk (reciprocal, linear ang te hi) mathematical problem hrilhfiah nana an thumal hman te, thumal awmze hrang nei (entirnan-interest, table, credit, angle, rate, volume, power, point, etc) ang te hi. Hmui phun ringawt atanga zir an nih avangin hriat kim loh te an nei palh thin a, thumal thenkhatte pawh a dik lo (a nihna ni lo) angin an lo hre thin. *Eg:* Ten leh Tenths te Sixty leh Sixteen tih ang te hi. Information pawimawh an lak khawm te chu harsatna sutkian nan an ngaihtuahna an hmang thiam tawk lo ve bawk thin.
- Hriatna lama harsatna nei naupangte erawh chuan heng harsatna te hi an nei ve thung a- thil indawt dan te, a indawta problem chawh chhuah te, place value te. Mathemaics hisap chhuah lam (computation), number awmna thlakthleng, chhiarkawp lak chhawn harsat, chhiarkawpa chhin chhiahna hman te (symbol) an hriat pawlh thin *Eg.* + aiah x, a indawta chhut dan ngaihtuah chhuah zung zung te an harsat thin. A taka hmuh mai thei loh ngaihtuahna hman ngai algebra leh integers ang te hi hriatthiam har an ti a, geometry-a pianhmang chi hrang hrang an hmu thiam lo thin a, hawi lam zirna leh thu hmanga chhiarkawp chhawp chhuah te an hrethiam lo fo.

Zirna Huang Khata EVS leh Science Zirna (Inclusion in learning of EVS & Science)

Thil tih chhinnaah leh activity tihpuinaah rualbanlo thenkhatte hi classroom chhung leh pawn lamah pawh chet velah leh thil han khawih kual velnaah puih an ngai fo. Zirlaite tih ve theih tur zawngin activity leh hmanruate chu zirtirtu chuan a her danglamsak thei a, chu chuan an zirlaiah a pui thei hle thin. ICT hman tangkai te, puitling leh thiante puihna te, hun pek belh te, an zirlai an hriat thiam mai theih lohva puih atang te hian an zirlaiah hlawkna tam tak an nei ngei ang.

- Khaw hmuh lama harsatna nei naupangte hi anmahni zirtirtu leh enkawltuten an harsatna hrang hrang sut kianpui tura an mamawh chu- an zirlai an hriat thiam theih nana black board-a a lem nena sawifiahna te chu tawngkaa sawifiah sak tura a taka entirna te, presentation te, graphic and diagram (a lema entirna), thil tih chhin te, a taksa himna te, a tak hmuh mai theih loh thil nihphung te, hriat thiam harsa inhrilhfiah kawngah puihbawm an ngai thin. Hun tam zawk pek pawh an mamawh thin a ni.
- Ri hriatna lama harsatna nei naupangte hian hmuh mai theih loh thil nihphung te hi an hrethiam mai thei thin lo va, puih an ngai thin. Science zirlaia photosynthesis (Thlai in ama chaw a siam dan) nihphung te, khawsakna, leh thil nung te reuh te te (micro-organism) te hi ataka hmuh theih (a lem nen emaw) tura chhawpchhuah a nih loh chuan an tan hian hriat thiam a har em em. Object dimation pakhat aia tam - a len zawng, a san zawng, a pian hmang, a rawng, a tam zawng tea khaikhin ngai ang chi te



harsa an ti a, kawng khata khaikhin entirnan-a len zawng chauhva khaikhin chu an thiam ve mai.

- Hriatna lama harsatna nei naupangte pawhin heng science zirnaa tawngkam hman bik te, thil inkara inkungkaihna awm angte entirnanawrna leh tha chakna ang chi zirtira hriat thiamtir tur chuan inpuah chah fe a ngai thin. A taka hmuh mai theih loh thil nihphung te, ruahmanna siam te, thil in dawt dan te, a tlangpui lak khawm dan te hriat thiamtir turin puih an ngai em em a, an thiante puihna hi an hlawkpui zual bik hle a, a bik takin thil enchhinna (experiment) angah te hian.

Zirna Huang Khata Social Science Zirtir (Inclusion in Teaching Social Science)

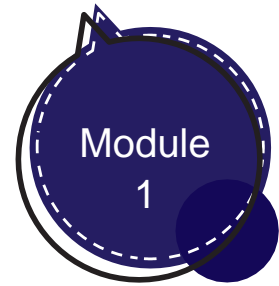
EVS leh Social Science-a zirna hlawhtling nei thei tur chuan naupang thenkhatte chuan puihna an mamawh a, tape a lo record lawk te, lehkhabu tawng thei te talking books/DAISY books ruahmansak te; an ngaihtuahna te an pho chhuah ve thei nan inbiakpawhna tur dang ruahmansak te- ICT emaw, tawngka emaw hman te, activity leh thu ziak her remsak te, a lema entirna hman an hriat thiam ve theih nana educational aid hman te, geographical concept, environment te hrethiam tura puih te, project leh assignment te group-a thiante nen inpui tawna tihtir te hian classroom-a zirlai zawng zawng te chu zirnaah an tel tlantir vek thei ang. Hmanrua- khawih theih chi, talking books, audio-visual leh braille material te hman theih a ni.

- Zirtirtuin naupang khaw hmuh lama harsatna nei te a zirtir dawnin uluk takin a inbuatsaih tur a ni. Heng ram leilung awm dan te leh a nihphung entirnan- latitude, longitudes, directions leh a lema entir chi - Map te, graph te, diagram, paintings, inscriptions and symbols bakah hmanlai hmun hlui leh in hlui te an hriat thiam theih nan uluk taka inbuatsaih a ngai a ni.
- Tin heng bakah hian kan chenna chanchin te, min hual veltu te, hmun te, sik leh sa te, ramhnuai te, ram leilung chungchang zirnaah te a bik taka puihna an mamawh bawk a ni. Lehkhabu rawn tur spelling zirna list te, zawhna siamsa zir te, zir zauna tur lehkhabu dang rawn tur- a liana print, khawih theih emaw, a pawnga ziah emaw ngaituhsak an ngai a ni.
- Ri hriatna lama harsatna nei naupangte hian an zirlaia tawngkam hman bik ang chi te, a taka hmuh theih si loh thil nihphung te, thil khaikhinna te, thu dik awmsa te, thil lo nih chhan leh a nghawng awm thei chungchang te leh thil thleng indawt dan te hriat thiam harsa an ti thin a, chuvangin a bik taka chhawmdawl an mamawh a ni.
- Hriatna lama harsatna nei naupangte hian a lem nena zir chi-Map te, graph te, chart te hi hriat thiam harsa an ti thin. Chhiar lama harsatna nei te chuan text thui tak tak atanga thu pawimawh lai lak chhuah te an harsat thin bawk. Hei bakah hian thil thlen dan in dawt te, a tlangpui khaikhawm te, textbook-a zirlai chu an chhehvel nen a inkungkaihna an hre lo thin tih zirtirtute hian hriat reng tur a ni. Naupang thenkhat chuan a taka hmuh mai theih loh thil nihphung hriat thiam an harsat bawk.

Assessment for inclusive Environment Huapzo zirna chungchanga zirchianna

A hmasa lamah khan Inclusive classroom-a naupang ten zirna atana an mamawh leh an zir theih dan hrang hrangte kan sawi nual tawh a, tun tumah hi chuan naupang zawng zawng huapzo zirna classroom-a endikna (assessment) kalpui dan tur kan sawi dawn a, endik dan thar te hre chhuak thei turin chhona pek in ni dawn bawk a ni. Lesson plan laia hriat reng tur chu endikna hi zirtir chhungin a kal reng a ni tih hi. Hei hian topic i zirtir leh dan tur i

hriat phahin lesson i buatsaihnaah a pui ang che. Topic i zirtir zawh a endikna i siam chuan i teaching objective chu eng chen nge i hlen a hriattir thei dawn che a ni.



NCF-2005 chuan endikna (evaluatin) kalpui chhan chu hengte hi a ni lo a ti-

- *Vauna hnuaia naupangte lehkha zir luihtir.*
- *Naupangte 'zir muang', emaw 'thiam thei' emaw 'naupang buaipuiaawm' emaw a hming hmehbel hi a tum a ni lo. Heng thliarna hian indaidanna naupang karah a piantir a, zir thiamna chu an mawhphurhnaah a dah a, inzirtirnain a tum chu a thelh der a ni.*

- Naupang hrang hrang awmna Group angah hi chuan fiah takin zawt la, chhanna hrang hrang beisei la, chhanna hun thawl tawk pe bawk ang che. Hriat reng tur chu, thu hrilhfiah nana activity tihpui thin kha endik nan a hman theih reng a ni tih hi.
- Zawhna an chhan danah duh thlantir kan phalsak tur a ni, an hriat sa ngaihtuah chhuahtir leh ai chuan an hriat thiam dan leh an hmuh thiam dan te kha ngaih pawimawh zawk tur a ni, a chhanna dik rawnga thaitir te, chehthlaka beltir te, miltir te, a dik lo lai kawhtir te phalsak tur a ni. Heng entirna te hi a pawimawh-
 - Kaa chhan ngai chiah chuan thumala an chhan pawh phal tur.
 - Hawrawp mal chhuitir aain hawrawp chu chep thla se, hawrawp ruangam/pianhmang chu kawhtir ni se.
 - Tawng lam harsatte tan chuan zirlai chu milem leh stamp te hmanga zirtir a tangkai- zirlaite chu milem chu kawh tir tur. A zir tih chian nan.
- Flash card te, word card te (thumal emaw, grammer emaw dika sentence ziah entir) milem te, a tak hmuhtir te, a sawi leh ziah chhanna ringawt hmuh loh nan, entirnan-ran hming i sawi chu flash card mil laktir. Thil tak tak hmangin thil miltir emaw chhanna endik nan emaw hman a tha.

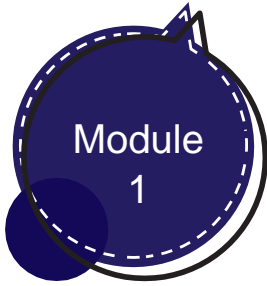
Sawi ho tur Points:

I kawppui nen sawi dun rawh u

- *School te hi engtin nge huapzo (inclusive) takin i siam ang?*
- *Inclusive education hian engtin nge naupangte an chhungte leh thenawm khawveng atanga la sawn lova a awmtir?*
- *Inclusive approach hian eng chenin nge inzirtir dan a tihchangtlun a, naupang zawng zawng tan engtin nge zirna a tihthat?*

A tawp kharna (Conclusion)

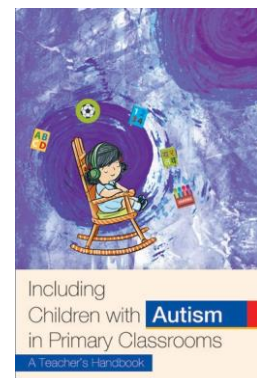
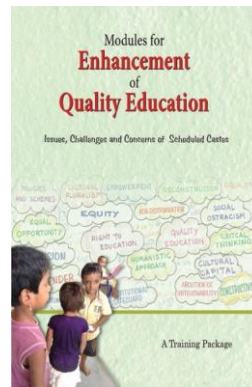
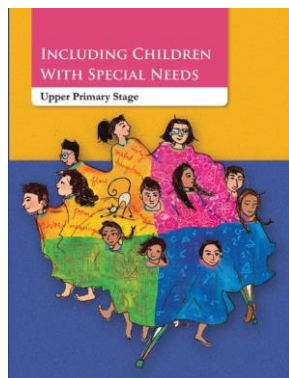
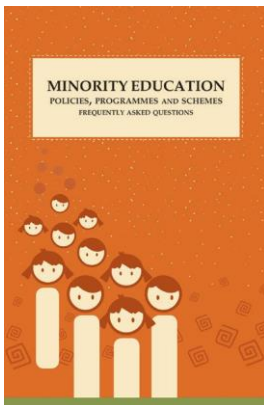
He Module hian zirtirtute leh huapzo zirna a mawhphurhna latute chu naupang mamawh hrang hrang nei ten tha taka lehkha an zir ve theih nana mamawhte a hriat tir dawn a ni. A chhunga a thu ken te hian sawrkhar laipui policy duan te a bih chiantir ang a, curriculum framework te a bikin NCF-2005 te a thiamtirin, learning outcome leh a tihhlawhtlin nana inzirtir dan kalhmang te chu hemi chhiartute a hriattir ang. Zirtirtu pawh huapzo classroom kalpui dan hriattirin, naupang eng din hmuna ding pawh group chhungah a lo pawm thiamtir ang a, classroom chhung chu her remin, naupang tinte mamawh milin ruahmanna a siam thiam ang. Activity tih tur te chu naupang zawng zawng tel vek theihna turin a siam



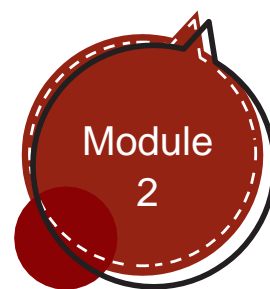
rem thiam ang ng a, naupang mamawh hrang hrang puhru tur zawngin school chhung inkaihhruaina chu a siam rem ang.

Self Assessment

- Naupang chi hrang hrang mamawhte puhru turin i zirtirnaa thlak i tumte tawifel deuhin sawi rawh.
- Danglamna thleng tura i duhte i ngaih pawimawh dan indawtin dah rawh-
 - 1.
 - 2.
 - 3.
- Danglamna thlen thei tura nangmah puitu leh kaihhruaina i mamawh te nia i hriatte sawi rawh
- Engtin nge heng danglamna te hi naupang zawng zawng tena hlawkna an neih theih ang? I thawhpuite nena in ngaih dan chu i ngaih dan nen han khaikhin la, i list-ah telh belh rawh.
- Engtin nge endikna (assessment) i kalpui chu hlawk zawk leh awmze nei zawkin huapzo zirnaa naupang zawng zawng tan i kalpui ang? I kawppui te tih nen khaikhin rawh.



DEVELOPING PERSONAL-SOCIAL QUALITIES FOR CREATING A SAFE AND HEALTHY SCHOOL ENVIRONMENT



Overview

Kawng engkima naupang thanlennaah hian zirtirtute hian chanvo pawimawh tak an nei a. Zirlaiten an mimal nunah te, khawtlanga midangte nena an chen hona kawngah te leh an zirnaah te tha taka an tih theih nan zirtirtute hian zirlaite hriatna tihzau leh thil hrethiam tura puih mai bakah, an mizia leh midangte nena an inlaichinna leh inbiak tawn danah te an kaihhruai a ngai hle a ni. Zirtirtute, zirlaite leh sikula thawk dang ten midangte ngaihsakna, ngaihnathiamna, hriatthiamna, thawhhopui thiamna leh an dinhmuna indah thiamna an neih chuan sikul boruak tha leh nuam a siam a, hei hi zirna hlawhtling thlen nana hmahruaitu pawimawh tak a ni.

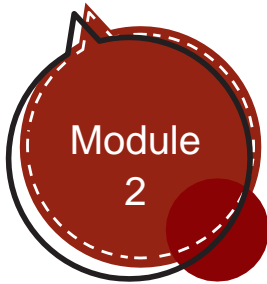
Kum sangbi 21-naah hi chuan internet khawvel hmangin inbiakpawhna chi hrang tam tak a awm tawh a. Hei hian a tak rama inbiakpawhna a titlem sawt hle. Hemi avang hian nitin nuna midangte nena inlaichinna tha an neih theih nan kan zirlaiteah effective communication skills kan tuh hi a pawimawh hle a ni. Heng skill-te hmang hian inchungah te, an chhungte leh thiante nena inlaichinna tha an neih theih nan mai bakah, zirtirtute leh zirlaiten zirtirna pek leh zirna dawnsawna kawngah boruak tha leh duhawm an neih theih nan a pawimawh a, hei hian zirna kalphungah nasa takin kawngro a su thei a ni.

He module hi zirlaite mimal nun leh midangte nena an inlaichinna kawnga inkaihhruaina a nih mai bakah, state resource group leh zirtirtute pawhin heng skill-te hmang hian anmahni an inennawn ang a, zirlaite nena an inbiaktawna leh inlaichinnaah pawh a lang chhuak tur a ni.

Learning Objectives

He module hmang hian zirtirtute chuan –

- Mimal leh midangte nena chen ho dan chungchang an hrethiam ang.
- Mahnia nun leh midangte nena chen ho dan tha zirlaite hnena an tuh theih nan, mahni inthlirlet thiam an zir ang.
- Classroom-ah kaihruaitu tha an nih theih nana pawimawh quality leh skill-te a zir tjiam ang.
- Sikul leh classroom-ah an zavaia inzahtawna, mahni inrintawkna, inngaihsakna leh chen ho thiamna boruak tha a siam ang.



DEVELOP UNDERSTANDING

He bungah/section-ah hian personal-social quality hriat fiah te, sikula personal-social quality-te vawn/chawm nun leh naupangte dinhmun hriatthiam theihna te zir chhuah tum a ni.

Personal-social qualities

Zirlaite hian sikula kum eng emaw zat hun an hman avangin an nunah sikul hian hmun pawimawh tak a chang a. An thil tawn hriat hrang hrang, heng – lehkha zir, classroom-a inzirtirna, zirtirna dawnawh, hlawhtlinna leh hlawhchhamna, zirtirtute, Principal leh zirlai dangte nena inbiakpawhna – te hian an nunah nghawng nasa tak a nei a. Sikul leh a chhehvel boruak hian zirlaite personal-social quality-ah hmasawna thlenin, hei hian an zirna leh nungchangah nghawng a nei leh chhawng a ni.

Zirlaiten zirna an hmachhawn dan leh an thil zir chhuahte hi an rilru put hmangin a hriat hle a. Rilru put hmang tha/dik chuan hlimna te, lawmna te, phurna te a keng tel a. Rilru put hmang tha lo/dik lo chuan thinrimna te, nguina te, mahni inthiam lohna te, mahni inrintawh lohna te, hrem hlauhna te, deusawh hlauhna keng telin zirna a tithuanawp thei a ni. Hemi avang hian zirlaite hi ze hrang hrang leh mood inang lo tak takin sikul an lo kal tih hriain, thlamuang taka sikul an kal theih nan classroom boruak tha siam a pawimawh a ni. Zirtirtuten zirlaite an ngaihsak a, an inpekna an lantir chuan, naupangte chu an thlamuang ang a, heng hi an nitin nunah pawh an seng lut dawn a ni.

Chuvangin zirtirtute hian heng quality leh skill-te hi naupangte zirna leh an nun pumpui hmasawn nan a pawimawh hle tih hi an hriat chian a ngai a ni.

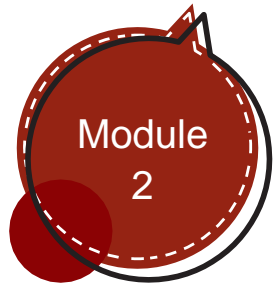
Dinhmun, tawn hriat, mizia, tui zawng leh theihna inang lo tak tak zirlaite hi sikulah lo fuankhawmin, hei hian an personal-social quality-ah te hmasawna a pe a. He hmasawna leh anmahnia theihna lo piang hian zirlaiteah mahni inrintawhna a siam a, an nitin nunah pawh tih tur leh tih loh tur thliar thiamna a pe a ni.

Hemi kawngah hian zirtirtute chuan zirlaite ngaih danah te, an rilru put hmangah te, an miziaah te hmasawna awm thei turin a pui thei a. Hei hian zirlaite chu an zirlaiah te, an mimal nun leh midangte nena an chen honaah te an theih anga thain an kova tla an hlenchhuak thei dawn a ni.

Midangte nena inbiakpawh, classroom management leh discipline vawng thiam zirtirtute chuan zirna boruak tha a siam a. Mahni subject lak thiam mai piah lamah, a zirtir chhuah tumte chu zirlaite hriatthiam turin a sawi chhuak thei a ni. Effective communication skill leh personal-social quality tha zirtirtuin a neih chuan, zirlaiteah phurna cho chhuakin, heng skill hi a tuh leh chhawng a, chu chuan zirlaite nunphung leh discipline a vawng thei a ni.

Tihtur: Zirtirtuten anmahni leh midangten personal-social quality an nei em tih an hriat theih dan tur

- Zirtirtute chu group-ah inthen se.
- Group tinte chu an mi ngaihsante hming ziah chhuahtir la. An chhungkaw member, thenawmte, thawhpuite, classroom, etc. a mite pawh an ni thei ang.
- An mi ngaihsante quality tha neih nia an hriat ziah chhuak sela.
- Khawtlang tana tangkai tur quality tha ziah chhuak leh se.
- Group work an tih laia quality tha an ziah chhuah atangin anmahni ina an neih ve quality-te ziah chhuak ve leh se.



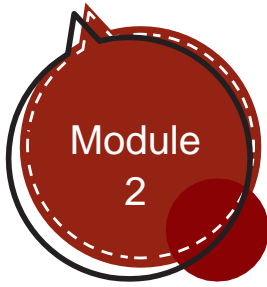
Personal-social quality-te sikula vawn/chawm nun theih dante

- Curriculum: Zirlaite personal-social quality leh an hriatna tihhmasawn kawngah te curriculum hian hmun a chang lian hle a. Zirtirna an pek chhuah pahin heng quality-te hi an tuh pah thei a ni. Entir nan, science leh social science-a exercise thenkhatte hi group work hmanga an tih chuan, hemi atang hian thutlukna leh midangte thawhpui thiam an zir ang. Hetiang bawk hian curriculum area dang – health, sports, physical education, arts education-ah te hian an zirlaite hmasawn theihna tur personal-sial quality a inphum a ni.
- Heng sikul activity – morning assembly, Annual day, ni bik lawm (festival), mid-day meal, kitchen garden, Eco Club, Youth Club, etc.-te hmang hian ram leilung humhalh duhna, thawh ho thiamna, harsatna sutkian, chik taka ngaihtuah, thil ngaihtuah chhuah, etc.-te an zir pah thei a ni.
- Pre-vocational Education (upper primary stage): Pawl 6 chinah hi chuan pre-vocational education hi tan a ni tawh a. Zirlaia tih tur thenkhatte chu thlang chhuakin an subject zir mek e.g. science, mathematics, etc. te nen thlun zawm tur a ni. Entirnan, history subject-ah museum te, hmun hrang hranga monument te an zir laiin, zirtirtu chuan zinvahna leh tourism hmanga eizawwna awm thei te a sawi kai thei a. Hetianga an zirlai kaihhnawih pre-vocational education-a inkaihhruaina an dawn chuan, pawl 9 an nih huna vocational educational course an thlan laiin a pui thei ang. Hemi rual hian thu tlukna siam thiam te, harsatna suk kian thiam te, midangte nena inlaichinna tha leh inbiak tawwna tha neih thiamna te an lo neih phah dawn a ni.

Zirlaite hriatthiam

Zirlaite thil hriatthiamna leh an social-personal quality-a hmasawwna te zirtirtuin a thlithlai laiin, an zirna lam, an mimal nun leh an rilru sukthlek danah te zirtirtuin a pui thei ang.

- In leh play school atanga formal school-a tluang taka insawn
- Sikul leh sikula midangte nena chen ho thiam
- Mahni thil tiha mawhpurhna lak ngam, a bikin zirna chungchangah
- Mahni pianhmang, rilru put hmang, dinhmun leh mahni nihphung danglamna bik hriat chianna
- Ei leh in hrisel, faina leh mahni thil neih vawn fel kawnga hmasawwna neih
- Mahni inhmuh dan leh indah hlutna lama hmasawn
- Thiante nena inlaichinna tha neih
- Midangte nena inlaichinna tha nei tura awn dan mawi leh tha zir
- Zirlaipuite danglamna theuh hriatthiam
- Midangte sakhuana, hman leh gender hlut leh zah sak thiam
- Midangte thawhpui thiam leh thawh honaa harsatna sutkian leh thu tlukna siam thiam
- Midangte leh thil eng emaw thlenga buaina bul hriat fiah dan
- Mahnia thil tih zir leh a huhova thil tih laia midangte thawhpui thiam
- Awmze neia hun vawn dan (zirnaa an hmasawn nan)
- Midang zinga neitu chan chan thiam, mahni inhlut leh tlang nel thiam
- Zirna kawnga duhthlan thiamna, mahni theihna leh thiamna pholan, leh zir thlen tur intuk thiam



Zirlaiten upper primary stage an lo thlen chuan, zirtirtuten hengah te hian an chhawmdawl thei ang.

- Zirnaa hlawhtlinna an neih theih nan zir dan (study skills) thiam
- Zirna hmanraw hrang hrangte hman thiam (aids, tools, techniques)
- Ngaihruatna hman ngai zawhna zawh leh a chhanna tur zawn thiam
- Felfai taka mahni ngaihtuahna leh rilru put dan te midang bula sawi chhuah thiam
- Pianphunga danglamna lo thleng te pawm thiam
- An thiante nena an than duan dan inang lo pawm leh hriat thiam
- Rualpuite thiana siam thiam
- Mipa tih tur leh hmeichhe tih tur chungchanga ngaih dan awm sa hriat thiam
- Hmun hrang hrang – sikul te, inah te, tuition lakn ah te thian siam thiam
- Rualpui leh thiante zinga neitu chan chan thiam, mahni inhlut leh ngam pat thiam
- Mahnia thil nihphung hriat thiam leh rilru puthmang mumal nei thei tura nahni leh thiante rilru put hmang hriat chian

SIKUL LEH CLASSROOM BORUAK THA NEIH NANA ZE THA LEH THEIHNA/THIAMNA NEIH TULTE

A hnuai mite hi sikul leh a chhevela boruak tha awm nan zirtirtuten an neih a ngai a ni.

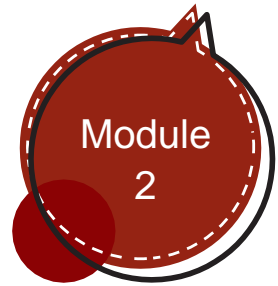
Midangte dinhmun hriatthiam leh ngaihsak

Midangte nen chenhona boruak tha awm tur chuan anmahni hriatthiam leh ngaihsak a tul a. Zirtirtu leh zirlai inkar, zirlaite inkar leh zirtirtute inkara inkungkaihna nghet siam tur pawhin a pawimawh a ni.

Zirtirtu leh zirlaiten tawngkam leh chetzia hmanga inngaihsakna an lantir tawn chuan, an chakna leh chak lohna laite inteh sak lovin an inhrethiam tawn a. An chak lohna zawna an inchhawmdawl zel hian an inkarah boruak tha leh muanawm a siam a, tichuan an theihna te tipungin hmasawn turin an inpui thei zawk a ni.

Midangte dinhmun hriatthiam kan tih hian gender, culture, rualban lohna, khawtlang nun phak lohna (social disadvantage), mihring chanvo humhalh (human rights), etc. kawnga kan ngaih dante leh kan chetzia a huam tel a. Midangte hriatthiamna nei zirtirtu chuan a zirlaite chakna te, chak lohna te, an nihphung bikte chu thliar bikna nei lova pawm thiamin a teh (evaluate) thiam dawn a ni.

Midangte dinhmun hrethiam leh ngaihsak tur chuan mahni leh midangte hmelmang/chetzia/tawngkam atanga an rilru puthmang tur dawn thiam te, mahni leh midangte nihna ang ang pawm thiam te, mahni thil neih/thiamna/theihna te ui lova midangte tana phal a, midangte thiamna leh theihna te pawh zahsak thiam leh, dawhtheihna neih te a huam a ni.



Group-a tih tur: Zirlaite danglamna theuh zirtirtuin a hriatthiam dan tur

I class-ah in lama an nu leh pate an puih ngaih vanga homework ti lo leh lehkha zir hman lo zirlai 4-5 vel an awm a. Zirlai thenkhat class-a zirtirna hrethiam lo leh ngawi reng thin an awm bawk a. Zirlai 2-3, kum 3 vel sikul kai tawh lo, admission la thar leh an awm bawk a. Heng zirlai, sikul hun eng emaw chen chawl tawhte hian zirna lam an ngaihsak loh mai bakah, an zirlai puite zirna thlengin an ti buai a.

Zirna puitu i nih angin engtin nge zirlaite hrethiamin i ngaihsak ang

- Engtin nge i puih ang
- Engtin nge i chawhpurin i tih tlangnel ang

Tihtur: Zirlaite hnena hriatthiamna leh ngaihsakna lantir dan

“Enge kan in an tlanna”

- Zirlaite chu a kualin dintir la, a indawtin 1-5 sawi tir rawh.
- 1 zawng group khat an ni ang a, chutiang zelin 2 zawng, 3 zawng, 4 zawng leh 5 zawng group khat zel an ni ang.
- Group tinte chuan an thiante nen an inan tlanna point pali-nga sawi ho se.
- Heng point-te hi classroom leh sikul kaihnhawih thil a ni lo tur a ni.
- Group tinte chuan an group member-te nena an inanna an sawi theuh a.
- Group khata awm te chu nilengin thutho tir la, tihtur (activity) awm apiangah inpuitawn se.

Inrintawn ngamna/Rintlakna

Zirtirtu leh zirlaiten inkungkaihna tha an neih chuan zirlaiten sikulah leh an mimal nunah nuam an ti a. Zirtirtuin an zirlai mai bakah an nitin nun ngaihsakin a duhsak tak tak a ni tih an hriat hian zirlaite chu phurna leh chona nasa tak a pe a. Zirtirtuin a zirlaite a rin ngam hian anni pawhin chu chu an entawn a, an inkarah inhriatthiamna leh inkungkaihna tha a lo langchhuak thin a ni.

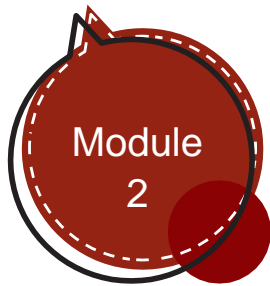
Mi rintlak ni tur chuan mahni leh midangte lakah dikna leh rinawmna neih a ngai a. Midangte nena inlaichinnaah rilru inhawng leh tlang taka dawr a, mahni ngaih dante pawh midangte ngaichang leh zah tak chung a pek thiam a tul a ni. Zirtirtu leh zirlaite chu mi rinawm, mi dik, mi inhawng an nih chuan an inkarah inzahtawwna te, inngaihsakna te, induhsakna te a lo piang a. Hei hian an inkara inlaichinna tinghetin, hmasawn tura thawh ho theihna tha a thlen a ni.

Zirna puitu an nih angin zirtirtute chuan zirlaite theihna kawngah an tuipui a, an ngaihsak a, an ring tawh a ni tih an tih lan a tul a. Hemi ti thei tur chuan zirlaite laka an ngaihtuahna te, rilru sukthlek te, chetzia te an inhriat chian a, zirlaite zah let leh an nihna anga pawm thiamna an neih a ngai a ni.

Zirlaite i ngaihsak a ni tih chu i tawngkamah te, chetziaah te, i rilru sukthlek danah te a lang a ni. Entirnan, zirlaiten i hnena an thu sawi i ngaithlak laiin, i hmel leh taksa awm dan chuan i ngaithla ngei a ni tih a tilang tur a ni. Zirtirtute hian zirlaite ngaihsaka an bula an awm mai bakah hian an chetzia hmangin an tilang tur a ni.

Hetiang hian zirlaite i ngaihsak a ni tih i lantir thei ang.

- Sikul/classroom an lo luhin hmel hlim takin lo chhawn la.
- Classroom leh sikul chhehvelah an hmangin ko thei ang che.
- ‘I dam em’, ‘Vawiin eng nge i an’ tia i biak hian an chhanna che ngaithla la. Zirlai zakzum leh tawng tlemte phei chu a tingampa zual thei a ni.



Module 2

- Zirlaite hlutna leh an theihnate hriat sak la
- Zirlaite hrechiang tura ngaihtuahna i sen khan i ngaihsak tih i tilang a ni.
 - Hun awl i neihin eng nge i tih ang?
 - Inhmelhriattirna nei dawn la, i chanchin eng nge i sawi ang?
 - Engin nge tihlim ber che?
 - Engin nge tilungngawi che?
 - I puitlin hunah eng nge i tih chak?
- Classroom-ah ‘Show-off board’ dah ni se. Hetah hian kar tin zirlaiten an rilrua lang ang an zirlaipui leh zirtirtute chhiar atan pho chhuak thin se. Zirlaite poem ziah te, sikul/inlama hun hlimawm hman dan te pawh tarlan theih vek a ni. Zirlaipui ten ama chungchang an hriat belhna tur eng pawh a leng vek a ni.
- Zirtirtu dangte nena zirlaite hmasawna leh thatna te sawi ho
- Parent teacher meeting (PTM)-ah zirlaite chanchin tha lam an nu leh pate hriattir a, chumi piah lamah an hmasawn theihna tur te, an rualpuite leh sikula midangte nena an inlaichin dan te pawh hrilh tur a ni.

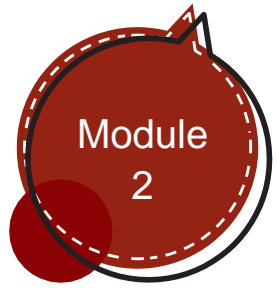
Sawihona hun

Zirtirtute chu group-ah then la. Zirlai, nu leh pa, zirtirtu leh Principal angin chang se la. Parent-Teacher meeting neih hmaa group anga an ngaih dante chu minute nga chhung sawi ho se la.

An ngaih dante sawi hona hun minute hnih pe la.

Tihtur: Inngaihsakna, inhriatthiamna leh inzhah tawna te zirlaitea tuh dan

- Zirlaite chu group li-ah then la (mipa, hmeichhia, thiam thei, thiam chak lo, etc.-te group khata dah pawh ni se).
- Group A leh B-te chu an zirlaibua mi a huhova tih theih tur exercise tihtir la.
- Group C-te chuan a tul angin Group A-te chu an tih tur an hlen chhuah theih nan pui se la. Group D-te erawh chuan Group B-te thil tih an thlithlai ang a, engmah an tih pui lo thung ang.
- An tih tur an zawh hnuah Group A leh B-te chuan an ngaih dante an sawi ho ang.
 - Group dangten an puih dan
 - An tangkaipui leh tangkaipui loh thil thenkhatte
- Group C leh D-te pawhin an chanvo an tih laia an ngaihdan leh hmuh dan te an sawi ang.
- In rinchan tawna thil tih hlutna te sawi ho ni se.
- In lamah te, sikul leh hmun dangah te he quality an lantir theihna tur zirlaiten ziah chhuak se.



Mahni leh midangte laka rilru put hmang dik neih

Zirtirtute chu a eng zawnga thil thlir thiam mi nih mai bakah anmahni leh an zirlaite laka rilru puthmang dik nei mi an nih a ngai a. Zirlaite entawn an nih angin entawn tlaka an awm chuan zirlaite pawhin an ze tha te chu an lo ching chho ve zel dawn a ni. Zirlaite mai bakah an nu leh pa te, thawhpuite leh sikul huang chhunga thawktu dang te lakah ngaihsakna, duhsakna, in zahna an lantir tur a ni. An paukhauhna te chu zirlaiten an zirna leh thanlenna kawnga harsatna an tawh changa entawn atan lantir thin se la. Mahni leh midangte laka rilru put hmang dik lan chhuah theihna te chu mahni leh midanga ze tha hmuhsak te, hmalatu leh midang kaihruaitu nih te, thawh ho thiamna te, mi zuanzang leh hlim thei nih te a ni.

Tihtur: Mahni leh midanga ze tha zirtirtute leh zirlaiten an hriat theih dan tur

Nang leh XYX ze neihte ziaak chhuak rawh:

Vawiin chu...ka...

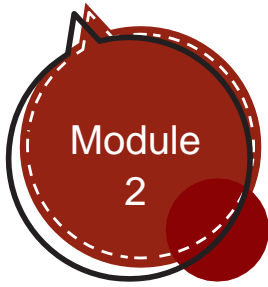
Vawiin chu...XYZ...

Entirna:

- Vawiin chu midangte tanpui duhna thinlung ka nei.
- Vawiin chu dawhtheihna ka ngah.
- Vawiin chu thil ka chik hle.
- Vawiin chu XYZ a rintlak hle.
- Vawiin chu XYZ kawm a nuam hle.
- Vawiin chu football khelh zawhah XYZ a phur hle.

Note:

- ‘Ka nihna’ list hi mitinin a siam theih a. Mahnia ze tha an hriat thar apiangin an ziah belh zel thei ang.
- Chutiang bawkin XYZ list pawh an ze tha hriat thar apiangin ziah belh zel theih a ni.
- Zirlaite chu rilru put hmang dik lo an put apiangin ‘Ka nihna’ list en thin turin fuih la. Chutiang bawkin XYZ laka an rilru put hmang a dik loh hunah XYZ list en thin se.



Tihtur: Zirtirtute leh zirlaiten hruaitu tha zia (leadership quality) thenkhat an hriat leh hlut thiam theih dan tur

A hnuai mi ang hian sawihona hun neih ni se.

- In class/group-ah tu nge hruaitu anga i ngaih?
- Hruaitu anga i ngaih chuan eng ang zia nge a neih tawi tein ziak la. I ngaih dana hruaitu a nih chhan ziak bawk ang che.
- I chhehvela (in, khawtlang) hruaitu anga i ngaih mi pathum thlang chhuak la, an ze tha i hriat tawi tein ziak rawh.
- Group/class-ina hruaitu tha ina a neih tura an ngaih zia (leadership quality) te chu ziak chhuak se la.
- I zirlai puite nen chung chu sawi ho tur a ni.

Tihtur: Zirtirtute leh zirlaiten thawh hona tha an hlut theih dan tur

- In class atangin zirlai 10 thlang chhuak la.
- Zirtirtute chuan an class theuhah zirlaite chawh phur nan poster buatsaih se la.
- Zirlaite chuan ‘Tui renchem’ tih thupui hmangin poster siam se.
- Zirlaite kutah poster tur ruahman leh siam zawng zawng chu dah tur a ni.
- An zirlaipuite chuan group anga an thiante thawh hona chu lo thlithlaiin lo chik se
- Poster siam zawhah chuan group tin ten an tawn hriat te, thawh ho leh thianghlim taka inel hlawkna te an sawi ho ang.

Note:

Zirlaite tan: Subject bik behchhanin chumi subject zirtirtu chuan hetiang activity hi a tihpui thei a. Group-te chuan zirlaibu atangin an tih tur thlang chhuak se. Entir nan, zirlaiten thil hrang hrang pianhmang an zir laiin, zirtirtu chuan zirlaite chu group-ah then se la. Classroom chhung leh pawna pianhmang hrang hrang te chu a tam thei ang ber zawntir se.

Tihtur: Zirtirtute leh zirlaiten thawh hona boruak tha an hlut theih dan tur

- Zirtirtute chu lehkha sem la. An rilrua lang ang ang lem ziak theuh se.
- An bula thu hnenah lehkha chu pe chhawng sela, anni pawhin lem ziak chu an lo chhonzawm se.
- Hetiang hian minute 5-7 chhung lehkhate chu in pe chhawng zelin, lem ziak chu an chhonzawm zel ang a.
- Lehkha zawng zawng chu a laia dah khawm ni se.
- Lehkha dahkhawm chu chawhpawlh la. Zirtirtute chu an lem ziah tanna ber lehkha zawntir rawh.
- An zawn chhuah hnuah heng zawhnate hi zawt ang che:
 - Engtin nge i lehkha ber i hriat theih?
 - I lehkhaa lemziak i en khan eng nge i rilru ah lo lang?
 - I ngaih danin eng chanvo nge kha lem ziakah khan i neih?

Zirtirtute chuan lemziaka an kut thawh theuhin thawh honna boruak tha a entir dan an hria ang a. Lemziakte chu mi pakhat kut chhuak bik ni lovin, thawh hona rah a ni tih an hria ang.

Note:

Zirtirtute chu heng zawhnate hi zawh chhonzawm ni se.

1. He activity atang hian eng nge i zir chhuah?
2. I thil zir chhuah chu engtin nge i hman chhonzawm ang?

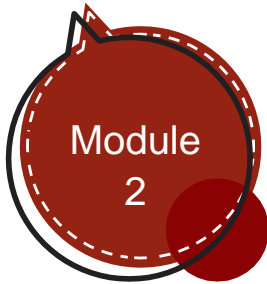
Zirlaite chu heng zawhnate hi zawh chhonzawm ni se.

1. He activity atang hian eng nge i zir chhuah?
2. I thil zir chhuahte chu in leh sikulah eng hunah nge i hman theih ang?

Tihtur: Middle school zirlaiten midangte hlah thlem thiam hlutna an hriatna tur

In thenawm khawvengah naupang pakhat eng game pawh khelha chak lo zawk ni thiam lo, midangte mawhpuha thinrim zel thin zawng chhuak la.

- Naupang chu kawm la. Chutiang nungchang a neihna chhan awm zawn chhuah tum la.
- Chutiang ang nungchang chu nangmahah emaw, i chhungteah emaw, i zirlai pui teah emaw nei an awm em?
- I thil hmuchhuahte chu class-ah sawi ho ni se. Role play, essay, lemziak, etc. hmang te pawh a hman theih ang.



Inbiak Tawna Tha

Zirtirtuten inbiak tawna tha neih – sawi, ziak, ngaihruat leh ngaih dan mumal taka rem khawm te an thiam a, an chetzia leh hmel puthmang thlenga an tihlan thiam hian an ngaih dante chu chiang zawk, fiah zawk leh ngaihnawm zawkin an sawi thei a ni.

Inbiak tawna tha ina a ken tel lian tak chu kan thu sawite midangin an hrethiam em tih hi a ni a. Chuvangin zirtirtute chuan an thusawi chu midangin an hriatthiam leh thiam loh an thliar hrang thei tur a ni. An zirlaite lakah pawh hei hi an hriat a ngai a, zirlaite pawh inbiak tawn thiamna an nei em tih chik turin an fuih bawk tur a ni. Zirtirtu chuan dinhmun inang lo tak tak zirlaite chuan thusawi an hrethiam ngei a ni tih an hre tur a ni a. Inbiak tawna tha hian tih tur pekte leh tih tur hlenchhuah tur te chiang taka sawi fiah a huam tel a. Zirlaiten an tih tur chiang taka an hriahfiah chuan, an tan pawh lo hlenchhuah a awl a ni.

Inbiak tawna tha neih hian tawngka leh chetzia te, ngaihthlak leh lo chhan let thiamna te a huam a. Zirtirtu tha ni tur chuan ngun taka midangte thusawi ngaihthla thin mi a ni tur a ni. Chuvangin zirna boruak thaah chuan zirtirtuin zawhna a zawt ang a, zirlaite chhanna chu uluk leh fimkhur taka ngaihthlain, a tul angin a chhang thei a ni.

Ngaihthlak leh Chhan let

Midangte thusawi ngaihthlak hi inbiak tawnaa thil pawimawh tak niin, inkungkaihna tha a siam a. Midangte tanpuitu ni tur chuan uluk taka mi thusawi ngaihthlak thiam a ngai a. Chutiangan, zirtirtu chuan zirlaite thusawi leh chetzia chik takin a dawngsawng thin tur a ni.

Ngaihthlatu chuan a ngaihthlak zawhah a chhan let a ngai a. A tlangpuiin mihring hian midangte nena inbiak tawnaah chi nga in a chhang let thin. Chungte chu – Evaluative, Interpretative, Supportive, Probing leh Understanding (EISPU) an ti a ni. Heng chhan let dan chi tin te hian a chhang lettu tum/ngaih dan a tilang thin a. Rilru inhawng leh mi rin ngam ni tura kan chhan let a pawimawh hle. Zirlaite chuan an rilru put dan dik tak an sawi chhuah ngam hian, rilru fim taka ngaih dan siam thiampui leh a hmasawn zawnga an nungchang siam thatsakna hun atan hman tur a ni.

Tihtur: SRG, zirtirtute leh middle school zirlaite inenletna tur

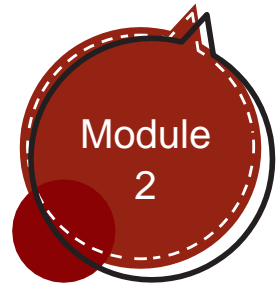
- Mi thusawi hrethiam turin i sawi nawntir thin em?
- Midangte thusawi i ngaihthlak laiin i chetzia chik ang che. Entirnan, thusawitu lam hawi, an mita en, etc.

Midangte dinhmuna indah thiam

Midangte dinhmuna kan indah thiam chuan zirlaiten an harsatna tawh te kan hrethiam a ni tih an hria a. An dinhmuna i indah thiam chuan an thinrimna te, thinurna te, hlauhna te, pawh tih lohna te leh tih theih nei lova inhriatna te chu an tilang ngam thin a ni.

Tihtur: SRG, zirtirtute leh zirlaiten midangte dinhmuna indah thiamna an neih dan tur

- Zirtirtute chu a kualin dintir rawh.
- An pheikhawkte chu phelhin an bulah dah se la.
- Kut i ben chhung zawng zirtirtute chu kal kual se la.
- Kut i ben tawp veleh anmahni hnaih bera pheikhawk chu bun turin hrihl la.



- Kut i ben leh chhung zawng an pheikhawk bun lai chu an bun tur a ni.
- An dinna ngaia an let leh hnuah zirtirtute chu an pheikhawk bun lai phelh lovin thuttir la.

Hemi zawh hian zirtirtute chu midangte pheikhawk an bun laia an awm dan sawi hotir tur a ni.

Note

He activity hian midangte dinhmuna indah thiamna chu chiang takin a hriatfiatir ang a. Midangte ngaih dan leh thil thlir dan hriatthiamna a pe bawk ang.

Tihtur: SRG, zirtirtute leh zirlaiten anmahni leh midangte rilru puthmang an hriatthiam dan tur

- Rilru put hmang chi hrang hrang – phurna, thil lungkhamna, inngaihsakna, hmangaihna, thinrimna, hlimna, etc.-te ngaituah la.
- I zirlaite chu heng rilru put hmang hrang hrang hi an hmeh put hmang leh chetziaa tilang turin hrihl la.
- Hetiang hmeh put hmang leh chetzia anmahni leh midangtea an lo hmeh leh tawn tawhte chu ngaituah se la.

Midangte dinhmuna indah thiamin a ken tel te chu:

Tawngkam leh chetziaa midangte ngaihsak

Midangte dinhmun hriatthiamin a ken tel lian tak chu rilru leh taksaa an bula chen tam a ni a. Zirlaite i ngaihsakna chu tawngkam leh chetzia hmangin i lantir a tul a ni.

Tawngkaa i ngaihsakna i lantir theih dante chu – ‘Ni e’, ‘A lo ni maw’, lu lo buk, etc.-te a ni thei. Tawngkam hmanga i ngaihsakna i lantir chuan zirlai puitu, a harsatna ngaihlathu leh a dinhmun hrethiamtu i nihna kha i sawhnghet dawn a ni.

Chetzia hmanga inbiak tawn pawimawhna hi sawi fo a lo ni tawh a. Kan hmeh put hmang te, kut kan chettir dan te leh kan awki te hmang hian midangte bula kan thil sawi duh nasa takin kan lantir a ni.

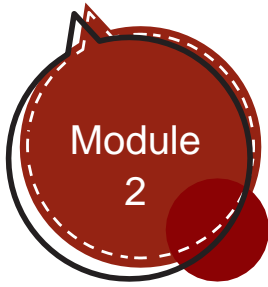
Tihtur: Zirtirtute leh zirlaiten chetzia hmanga inngaihsak hlutna an inenlet dan tur

- Taksaa chetzia te, hmeh put dan te, awki te hmanga midangte i chhawn dan chu kar khat chhung lo chik la.
- Hemi atang hian a tlangpuia i chetzia ziaak chhuak la.
- I chhungte leh rualpuiten an hmeh dan che leh i tih that te mai bakah hmasawanna tur awm an tihte chu ziaak chhuak la.
- Midangte dinhmun i hriatthiamna leh chetzia hmanga hma i sawn theih dan tur ziaak chhuak rawh.

Zirlaite tawnhriat anga awm thiam

Midangte dinhmuna indah thiamna lantir dan chi dang chu zirlaiten an tawnhriat an sawi chhuah dan lo hriatthiampuia a ni a. An tawngkam, awki, mit men dan, etc. mila i chet thiam chuan in inkarah inkungkaihna tha leh an dinhmun hriatthiamna i lantir thei ang.

Zirlaite tawngkam hman uar bik hmangin eng ang **sensory modality** nge a hman tih a hriat theih a. Entirnan, mi in ‘I sawi chu ka hrethiam mai’, ‘A lang reng alawm’, ‘A



chiang reng alawm' tih ang tawngkam an hman fo chuan chu mi chuan a tawngkamah visual modality a hmang tam tihna a ni.

Tihtur: Midangte dinhmuna indah thiam zirtirtuten an hriat dan tur

I thian hnai emaw, TV serial-a chang thin tu emaw khan a nunah harsatna lian tak mai a tawk a. (lusun, thian hnai tak nena inkar chhia, etc.) Chu mi dinhmunah chuan han indah chhinin a rilru put dan tur te, a ngaihtuahna te, a thil thlir dan tur te han suangtuahpui la a a rilru put hmang tur chu i hriatthiampui thei ang.

Note

He exercise hi class-ah tihpui ni se, tichuan zirtirtuin zirlaite harsatna hrang hrang an tawhah a tanpui thei ang.

Tihtur

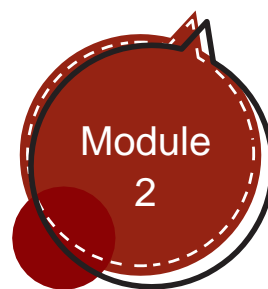
Key Resource Persons (KRP), zirtirtute leh middle school zirlaite in enletna tur

Heng a hnuai skill tarlante zingah hian khawi hi nge neia i inhriat? Khawi hi nge i zir ngai? I nih duh ni lovin, i nihna angin chhang ang che.

Skill	I neih mek	I zir ngai
Midangte hrethiam		
Midangte nihna pawm thiam		
A hun leh hmun azira insiam rem thiam		
Midangte dinhmuna indah thiam		
Mahnia ngaihtuahna hmang thiam		
Hmalatu ni thin		
Midangte thu pe taka biak ching lo		
Midangte sawisel hrat		
Pawl anga midangte thawhpui thiam		
Harsatna tawh laia a eng zawnga thil thlir thiam		
Hmahruaitu ni thin		

He activity hmang hian midangte nena inkungkaihna tha zawk i neih theih nana pawimawh skill i neihte leh i zir turte i hre thei ang.

INFORMATION TO STUDENTS ABOUT SAFE AND HEALTHY SCHOOL ENVIRONMENT



Hengte hi han ngaihtuah teh.

- Eng nge sikul him?
- Mi zawng zawng tan boruak, rilru leh taksa him siam turin in sikulin engtin nge hma in lak?
- Zirtirtu leh zirlai angin eng nge i tih ve tur?

CHILD HELPLINE (1098-24x7 Helpline for Children) Services

Naupang harsatna tawk tanpui ngaite tan tanpui tura nitin engtik lai pawha biak theih chu CHILD HELPLINE 1098 a ni a. He helpline atang hian naupang dinhmun hrehawma dingte chhanchhuah leh counselling pek a ni. India ram pumah 412 Helpline a awm mek a, April 2016 atanga March 2017 thleng khan 1.45 crore phone call an dawng a, April-November 2017 chhungin 78 lakhs phone call an dawng bawk a ni.

POCSO (Protection of Children from Sexual Offences)

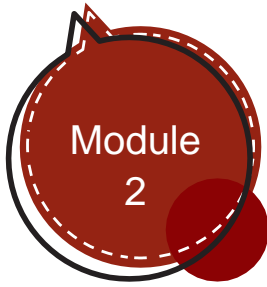
Naupang laka hleihlenna (sexual offence) reng reng online a complaint thehluh theih a ni a, chu chu POCSO e-Box an ti, a hun taka dan lek kawh a nih theih nan POCSO Act 2012 chu siam a ni bawk. Online POCSO e-Box link chu – http://www.ncpcr.gov.in/user_complaints.php. a ni. Zirlaite tan ‘being safe online’ link chu: <http://www.ncpcr.gov.in/showfile.php?langT1&levelT1&&sublinkidT1660&lidT1661> a ni a. POSCO Act chungchang naupangten hria se an tih emaw, an mahni pawhin an hriat belh duh emaw chuan zirtirtu tan pawh he link-ah hian luh tur a ni: <http://www.ncpcr.gov.in/showfile.php?langT1&levelT1&sublinkidT1289&lidT1514>

Tihtur: An laka dik lo taka midangte an awm/chet chungchanga zirlaite hriat tur pawimawhte

Naupangten thil duhawm lo/an awm ti nuamlo/an duh loh zawng thil a thlenin, an ngawih bopui mai loh a pawimawhzia an hriat nan he activity hian a pui ang.

Zirlaite chu thuruk vawng tura beisei an nih thinna thil thleng thei chi hnih ngaihtuhtir la. (An dinhmun azirin zirtirtuin thil thleng thei a ngaihtuah chawp thei ang)

- Thil thleng pakhatna: Ka u (hmeichhia) in rei tak a lo awh tawh chu ka pa/ka u tlangvalin pek thut a tum thu min hrih a. Mahse tumah hrih rih lo turin min ti.
- Thil thleng pahnihna: Pawl 10 zirlai mipa pakhat hian zing tin ka tiffin hi amah pe turin min ti ziah a. Ka nu leh pa emaw, kan zirtirtute emaw ka hrih chuan i tan a pawl viau ang tiin min vau a.
- Thil thleng pahnihah khian khawi zawk khi nge ngawihpui reng chi lova an ngaih naupangten ziak se, a chhan sawitir bawk tur a ni.
- Khawi zawk khi nge ngawihpui tura khawi khi nge midang hrih vat pawimawh tih zirlaite sawipui tur a ni.



- Midangte hrilh ngam si lova nuam lo/hrehawm/zak taka an awm thin chang ziahtir emaw, sawiho pui emaw ni se.
- Midangte tawngkam leh chetzia vanga harsatna an tawh chuan chhungte, thiante leh zirtirtute hrilh thin turin fuih ang che.

Tihtur: An rilru put dan sawi chhuak thei tura zirlaite fuih

- Engtiang चाहिन nge miin midangte an tihnat thin nia an hriat zirlaite chu ziahtir la.
- An chhanna chu group hnihah then la: rilru tihnat leh taksa tihnat.
 - Taksa tina theite: vuak, nem vak, piai vak, sex hman luh pui...
 - Rilru tina theite: hmusit taka en, an khum, sawichhiatna, zak taka siam, sikula midang kawm ve thei lova riang taka awm, mahni ina lut/chhuak thei lova awm, thiante biak duh loh nih, nuam lo/duh loh zawng intih luihtir.

Kan taksa tinatu chuan kan thinlung leh rilru pawh a tina a, chu chuan duh loh nia inhriatna te, mahni inrin tawh lohna te, thinrimna te min neihtir a ni.

Zirlaite chu hengte hi zawt rawh:

- Mi in i rilru/taksa an hliam tawh em?
- Mahni kan intina thei em? Engtin nge kan intihnat theih?
- Chhungkhat laina, zirtirtu leh thian ten min tina thei em? Chutiang chu thleng ta sela tu nge kan hrilh/pan ang?

Zirlaite chuan lehkhah an kut ti pharhin an kut zung tang chu chhui/zul se la. An ngaihtuahna leh rilru put dan an hrilh ngam mi panga hming chu kut tang tinah ziahtir la, an zinga pali tal puitling an ni tur a ni.

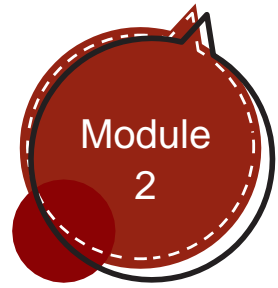
- Heng mi pangate hi engati nge an hrilh duh bikna chhan ziahtir la.
- An class-ah an rin bikna chhan sawi se.
- Harsatna an tawh pawha mi rintlak leh tanpuitu tur dik an pan theihna turin an mi rin chuan eng ang mizia nge a neih sawi ho ni se.

Zirlaite hian boruak muanawm leh tha (rilru leh taksa) hnuaiah an theihna tha ber an chhuah theih avangin chutiang boruak tha siam tur chuan zirtirtu an pawimawh hle a. Hima an inhriat a, fuihna tha leh zir tura tha thona an neih chuan nuam an tiin an thil hriatte an hrethiam chak a, thil tih ho nuam an ti thin. Chutiang tur chuan hetiang hian zirtirtuin hma la sela:

- Naupangten mahni inrintawkna leh mahni inhlutna an neih theih nan naupangte thatna lai te chu Parent teacher meeting neih changa sawi thin ni se.
- Hreh lova an harsatnate an sawi chhuah theih nan naupang leh an nu leh pate nen inkungkaihna tha neih rawh.
- Classroom boruak tha leh hriseh siam turin classroom invawna tha siam rawh.
- Rilru hnual leh nungchang pangngai lo deuh awma i hriat chuan a chinfel dan tur duang lawk ang che.
- Zirlaite chu naupang humhimna dan hrang hrang awm te khawn khawmin hriattir la, Child Helpline leh POCSO E-Box te pawh.

Khawtlang leh mimal nunah te, zirnaah te an theihna tha ber an chhuah theih nan zirlai tin hian theihna leh thatna hrang theuh an nei a ni tih rin a, chu rinna leh beiseina nen chuan tha tho taka an hmaa tih tur awm apiang ti thei turin zirtirtuin theihtawp chhuah ni se.

Zirlaite che tla zawng zawng hi zirtirtute chuan an thlithlai reng a. An chhun chawlh lai te, library-a an awm lai leh an sport lai pawha an mitmei reng thin avangin harsatna emaw, nungchang danglam an put emaw pawhin an hre vat thei a ni. An nu leh pate nen pawh sawi hovin mimal harsatna nei te pawh an hre bawk. Zirlaite hrechiang bertu an nih avangin zirlaite pawhin an ringin an zah a, zirlaiten tanpui an ngaih pawhin an inkau reng a ni.



Tihtur: Zirtirtute leh zirlaiten personal social qualities an hriathiamna tur

- Zirlaite chu group 4-5 ah then la. Board-ah chuan personal-social quality hrang hrang ziak la. Quality an thlan chu an group hmingah hmantir ni se: Care & sensitivity (Inngaihsak leh induhsakna), Respect for self and others (Mahni leh midangte zah thiam), Cooperation (Thawh hona), Teamwork (Pawl anga thawh hona), Patience (Dawhtheihna), Effective Communication (Inbiak tawna tha), Leadership (Hruaitu tha nihna), etc.
- An quality/skill thlan chu group member ten sawihoin hengah te hian point siamin presentation pe se:
 - Quality/skill an thlan an hriatthiam dan sawi fiah
 - An tan eng nge a tangkaina?
 - Zirtirtu leh zirlaite tan an quality/skill thlan an hman tangkai dan ber tur
 - Sikul leh in lamah an quality thlanin nghawng a neih tur.

He activity hmang hian zirtirtu leh zirlaite chuan

- Heng quality/skill pawimawhna te an nunah an tuh ang.
- Heng quality/skill te hi nungchang leh chetzia hmanga lantir dan an thiam ang.

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Module 3

ART INTEGRATED LEARNING



OVERVIEW

Thiam thil (art) hi subject hrang hrang chhunga tah luh tih awmzia chu thiam thil chi hrang hrang- kut themthiam thilte, chetzia, lam leh lemchan lama thiam thil te leh thu leh hla thiamna lam te chu zirtirna leh zirtir dan kawngah hmun lairil tak a chang tihna a ni mai a. Chumi piah lamah chuan curriculum chhungah thiam thil chi hrang hrang (art) chu inbilh lutin, classroom-a zirna kalpuina leh naupangte thiam tura puihna kawngah hmanrua berah hman a ni tihna a ni. Hetianga art hi curriculum laimu atana hman a nih hian thil hriatthiamna (concept) hriatchianna leh manna kawngah naupangte a pui nasa em em a ni. Curriculum chhunga art tah luh a niha, hman tangkai a nih chuan awmze nei taka ngaihtuahna hman theihna, naupangte mil zawnga zirtirna kalpui dan kawngah te leh zirna awmze nei taka kalpuiin subject chi hrang hrangah te inkungaihna a siam thei a ni. Art hi zirna hmanrua atana a laimu berah a awm chuan subject chi hrang hrang mathematics, science, social science leh language te hi inkungkaih leh inlaichin tirin zirna chu awmze nei tak leh thiamna tak tak paw chhuak turin a kalpui theih a ni. Heti anga zirna kalpui a nih hian zirna chu huapzo tak, hlimawm tak si leh tawn hriatna ngeiin kalpui a ni thei a. He module hian art chu subject hrang hrangah bilh luh a nih theih dan tur entirna hmangan a kawnghmang min kawhhmuh dawn a ni. Chumi bakah chuan zirna tihhmasawn zel nan zirtirtuin zirtirna hmanraw hrang hrang leh CCE a hman tangkai thiamna chu a tihausa lehzual thei ang. Chutih rualin he training ruangam hi khauh taka hman tur tihna a ni lova, zirtirtu chuan a remchan dan angin naupangte tana a chhenfakawm zual theih nan an zirlaiin thiam chhuahpui a tum leh thiam chhuah tura beisei te hlenchhuah a nih theih nan a her danglam thei ang.

He module hian zirtirtute tan session a tih dan tur a duan lawk hi chi li atanga chi nga vel a chhawpchuak a. Zirtirtute chuan hemi tih dan tur duan chhin bakah anmahni in session kalpui dan tur an duan theih chuan a thain a tangkai hle ang.

He module hian a tum chu:

- Arts hi zirtirna hmanraw tha tak a nih theih dan leh naupangte kawng tinrenga hma an sawn theih nan leh zirna huapzo taka kalpui a nih theihna tura nghawng a neihte hriatthiam.
- Rilru puak chhuak thiamna lanchhuahtir theih nana thiam thil chi hrang hrangte -kut themthiam thilte, chetzia, lam leh lemchan lama thiam thilte leh thu leh hla thiamna lam te hmelhriat.
- Subject hrang hrangte chu zir chakawm leh zir nuam a nih theih nana naupangte kum mil ang zela art chi hrang hrangte temtir a hman tangkai dan thiam.

Art Integrated Learning chungchanga Zawhna leh Chhanna

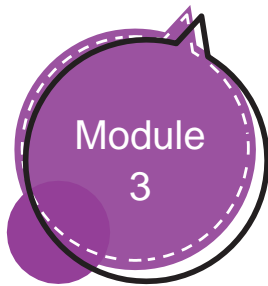
Eng nge Art-integrated Learning chu?

‘Integration’ tih awmzia chu thil chi hrang hrang hlawm khata tih pum tih a ni mai a. Art integration han tih chuan zirtirna kawngah curriculum chungah subject hrang hrangte chu art te nena chhunfin tihna a ni mai a.

Art chu subject dang- language, social studies, science leh mathematics te nen inkungkaihtir theih a ni a. A chang chuan science zirtirnaah art hmangin thil awmzia (concept) chu naupangteah hriatthiamna awlsam takin a pe thei a ni. Art chi hrang hrang hmangin thil awmzia (concept) hmuh theih leh khawih theih lohte chu art hmangin a awmzia hmuh theih leh man thiam theih mai turin chhawpchhuah theih a ni a. Hetiang zawnga zirtirna kan kalpui hian hriat zauna a tihpun bakah thiamna a tinghetin a chawm tha a, thiam thil chi hrang hrangte ngainatna leh ngaihsanna a tuh bawk a ni. Hei hi zirna huapzo leh famkim kan tih chu a lo ni a. Art chuan thinlung leh rilru chhungril pho chhuahna hun remchang a siam a, chu chu hmuh theih leh khawih theih (visual art) in emaw, taksa hmanga chet chhuah (performing art) hmangin emaw a lanchhuahtir theih a ni.

Visual art leh Performing art awmzia chu eng nge ni?

Visual arts kan tih chuan han en maia hriatthiam leh hlimpui theih mai chi lem ziak, thla lak, print-making, stage art, hlum hmanga thil siam, thil ker mawi (sculpture) leh kut themthiam thilte sawina a ni mai a. Performing arts kan tih chuan aw ri, taksa chet vel te leh hmai hmelhmang tihdanglam thiamna (facial expression) te a kawk a. Lam te, zai leh rimawi tumte, lem chante, puppetry te, mime te, thawnthu sawi te, martial arts te, magic performance leh cinema te a huam a ni.



Module
3

Art education leh Art integrated education inan lohna chu eng nge ni?

Taksaa thil hriat theihna chi hrang hrang (senses) te tipung leh thang tura kaihhruaina chu art education a ni a. Thu leh hla hmanga sawi emaw, ziah chhuah emaw kher ni lo, kan ngaihtuahna lairil te chu kan thiamna leh kan chhehvela hmanraw hmangtea lanchhuahtirna



hmuna siam a ni. Tawng hmanga kan sawi chhuah kher lohte chu hla hmang te, lem ziah hmangte leh taksa chet chhuahna hmangtea lanchhuahtir thei turin kawng a hawng a ni. Integration tih a nih chuan arts chu curriculum chhungah chuan zirna hmanrua atan kan hmang tangkai hle tihna a ni a, hmun pawimawh tak a chang tihna a ni. Subject chi hrang hrang rilna leh thukna chu art chi hrang hrang hmang tein a dap chhuah theih a. Art integrated classroom ah chuan thiamna kawngah naupangte rilru, taksa leh thinlung chu a hawl kim vek a. Art chuan

naupangte chu an theihna leh thiamna chi hrang hrang hmang thei turin hmun leh hun a siamsak tlat a ni.

Huapzo tak leh tawn hriatte hmanga zir thiamna theihna tura art tangkaina chu eng nge ni?

Arts chu zirna kawnga hman a nih chuan zirlaite chuan thil chi hrang hrang en thlithlai te, ngaihtuahna hman te, suangtuah neuh neuh te, thil tih chhin te, thil zawn chhuah te, chhut cheuh cheuh te, thil siam leh ngaihtuah chhuahte leh ngaihtuahna pho lan te an pal tlanga ni. Heng thil chi hrang hrangte pal tlang tur hian domain pathum- cognitive (ngaihtuahna lam), psychomotor (taksa chetchhuahna lam) leh affective (thinlung lam) domain te chu an inrawlh ngei ngei a ngai a ni. Chutiang a nih avang chuan zirna chuan a huapzovin tawn hriat ngei hmangin thiamna a thleng pha thin a ni. Hetianga tawn hriat ngei hmanga naupangte'n thil an zir chuan subject hrang hrang zirna leh thiamna kawngah pawh nasa takin a pui a ni.

Thiamchhuah pui tura beiseite chu engtin nge art integrated learning chuan a tih hlawhtlin theih ang?

Art integrated learning chuan domain pathum - cognitive, psychomotor leh affective te chu a rualin a hawl kim vek avangin thiamna tak tak pho lang tur leh paw chhuak tura zirtir dan tur kawngah leh thiam chhuahpui ngei tura beiseite tihlawhtling turin nasa takin a pui a ni.

Engtin nge Integrated Learning hi zir dan hlimawm tak a nih dan?

Art chu tu tan mai pawh kan suangtuahna leh ngaihtuahna luan chhuah tirna hmarua a ni a, chumi a nih vang chuan zirlaite pawhin anmahni rilru puakchhuaka thil ti turin zalenna an nei a ni. Art Integrated learning hmanga zirtirna pek an nih chuan naupangte chuan thil va zawn chhuah te, a taka anmahni tawnhriatna te leh an rilru ngaihtuahna te chu ngaihngam tak leh zalen takin an lan chhuahtir thei dawn a, thil tihdik loh leh tihsual palh hlauh reng rengnain a tihbuai dawn loh avangin subject hlauhna leh huphurhna a tibo ang. Chuvangin an thil zirah tuina leh zir nuam tihna an neih phah dawn a ni. Naupangte chuan thil zir dan leh thiam theih dan chi hrang hrang an neihte chu hman theihna hun tha an neih dawn avangin thuk leh ril lehzualin an zirlaite chu an luhchilh thei ang a, nuam ti takin an zir thei dawn a ni.

Art integrated learning chu engtin nge huam kim (inclusive) taka zirna kalpuina kawngah hman a nih theih ang?

Art chungchanga thil pawimawh tak kan hriat tur chu tihdik leh dik loh a awm lo a ni tih hi. Hriatna chu thil tih hmanga zuk hai chhuah tur a ni. Art chu mi lehkhathiam leh thiam lo kut chhuak a nih leh nih loh te, rualban leh ban lo kuthnu a ni emaw, hmeichhia emaw mipa emaw kutchhuak a nih leh nih loh pawh thliar a ngai chuang lo va. Art chu thinlung chhung lairil ber lanchhuahtirna a nih avangin rilru leh taksa lama harsatna neite tan inpaih thawlna leh rilrua thil awmte lanchhuahtirna hmanraw tangkai tak a ni. Art hmanga thi ltihte chu tumahin a awmzia leh chhanna dik ber an hriat tlat loh avangin khawtlangin a endawng hnam hnuaihnumga ngaihte pawhin classroomah midangte rualin an tih ve mawp mawp theih phah anga. Art activity naupangten an tih chuan chi leh hnam hrang hrangte pawh inthliar lovin an ti hovin, an thawk ho thei vek a ni.



Hriat belh duh nei tan FAQs, Training Package on Art Education for Primary Teachers Module a Module No 4 leh 5

www.ncert.nic.in/departments/www.ncert.nic.in/departments/ ah en tur a ni.

Learning Outcomes (SRG/Teachers)

He module hmanga training zawh hunah chuan, SRG/Teacher chuan hengte hi a hria ang: Arts hi subject a nih dan leh zirtirna hmanrua (pedagogical process) a nih theih dan a hre hrang thei ang

Art Integrated Learning (AIL) hian zirna huap zo a thlen theih dan a hria ang

Subject hrang hrangah Art Integrated Learning (AIL) plan a siam thiam ang

Art Integrated Learning (AIL) module hmangin zirtirna a pein session a kaihruai thei ang

Zirtirtute chuan Art Integrated Learning (AIL) hmang thiam thei turin an pui thei ang

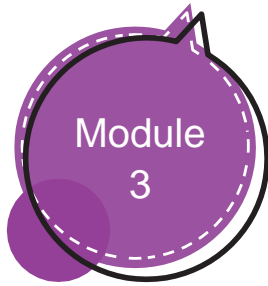
Art chu themthiam thil leh ngiahruatna hman thiamna kawngah hmanraw pawimawh tak a ni tih a hrethiam ang

GUIDELINES FOR FACILITATORS

Session hlawhtling taka kalpui a nih theihna turin heng a hnuai mite hi hman tangkai theih a ni:

a) Resources for the session

- Session-a hman tur hardware leh software thil (video clips, slide show etc) a tul leh a huna hman mai theih turin ruahman lawk tur a ni.
- Art chu subject hrang hrang zirtirna atana hman tangkai a nih theih dan tur zirtir nan textbooks leh lehkhabu dang a tul angte chu lo ruahman lawk tur a ni.
- Hmaraw chi hrang hrang hman mai theih tura lo dah lawk tur a ni a, entirnan: chart paper rawng chi hrang hrang te, pencil te, sketch pen te, marker te, flip charts te, thumb pins te, brown sheet emaw drafting paper emaw te, an lemziah te leh kuthnu chi hrang hrang - rawng te, drawing sheet te, hlum leh hmanraw hmanga thil siamte awmze nei taka rem theih nan a tur hru sin te, sakawrbakcheh te, glue te, ri chi



hrang hrang siam thei hmanrua te, costume leh stage cheina tur siamna atan hmanraw chi hrang hrangte leh a tul dan azira hman mai theih tur hmanraw dang te. Amaherawhchu hmanraw hautak lo leh tlawm te te awlsam taka hmuh mai theih tur chi te hman hram ni se la.

- AIL session te hi activity hmanga neih thin a nih avang hian training room zau tha, awlsam taka chet kual zung zung theihna tur hman ni se la.

b) Academic planning for the session:

- AIL module chu han zir chiang la, activities i tihpui theih tura i ngaih kha thlang ang che. I duh chuan nangmah pawhin AIL concept hmangin i duang thei a ni.
- Zirtir dan tur chi hrang hrang ruahmanna atangin endik dan tur hint a pek te chu hman tangkai tur a ni. SRG/zirtirtute chuan ‘Assessment as learning’ tih hi an man hle tur a ni.
- SRG member/zirtirtu te’n AIL chu tawn hriat ngei hmanga zirtirna pekna hmanrua a ni tih an hriatthiam theihna turin school subject hrang hrang hmang tea session te hi duan a ni a (class/ subject te chu tarlan tel zel a ni). Hei bakah anmahnia session te an plan thiamna tur a ni bawka a ni.
- Thiam chhuahpui tura beisei chi hnih hi sessionah hian ruahman a ni a. Pakhat AIL session zawha nih hnu a SRG/zirtirtu endik dan tur a ni a, pakhat leh AIL chu zirtir dan hmanrua hman a nihin tihthlawhtlin theih a ni a, chumi chuan subject hrang hrang bakah ‘life skills’ lam a huam thung.
- Kan ramah chuan elementary sikul tam tak, a bik takin rural area chhungah zirtirtu indaih lohna avangin multi grade teaching kalpui a ni a, AIL hi zirtirna kawnga hman tangkai a nih chuan hetiang harsatna sutkian kawngah nasa takin a pui thei a ni.
- A tawp berah chuan zaa zain zirtirtute chuan an ngaihtuahna an pek a ngai a ni, chumi a nih avang chuan nuam ti taka an dawnawn theih nan thiam takin a khat mawi tawkin ice breaker hman tangkai tur a ni a, sawihona hun hawn te, ngaihtuahna hmang tura zawhna han zawhte, mimal tih tur assignment in pek te leh a huhova project pek te tih makmawh a ni.

c) Role of Art teacher/s (Visual and Performing arts) in AIL

AIL chu naupangten nuam ti tak leh tawn hriatte hmanga zirna an neih theih nana hmanraw tha tak a ni a, zirtirtute zawng zawng a bik takin art teacher te chuan art chu hemi kawngah an hman tangkai thiam a tul em em a ni. AIL-ah chuan art teacher-te mawhphurhna chu a thuah hnih dawn a ni-

1. Art chu subject hranpa anga zirtirna kawngah AIL chu zirna leh zirtirna hmarua atana hman thiam
2. Subject hrang hrang zirtirtute chu art hmang tangkai thiam thei tur leh zirtir tur plan thiam tura puitu ni thei turin leh a huhova (team-teaching mode) a classroom a thiamna thlentir

AIL chuan a hma aia nasain art teacher mawhphurhna a pe a ni.

Subject: English, Class VIII, Chapter 8: 'A Short Monsoon Diary'

He session hmang hian naupangte tan a hnuai zir chhuahpui tura beiseite hi a thleng thei ang:

UPPER PRIMARY- IN ENGLISH

Zirlai chuan-

- Puipunna hmun railway station, bazar, airport, cinema hall-ah te thil tih dan tur inziak leh thu puante chu hrethiamin a zawm thei.
 - A hun leh hmun azirin zawhna a zawt thiam (entir nan- an zirlai bu chhunga mi, zirlai bu piah lam, chikna avang te leh inbiangbiak laia thumal hman awm tak leh sentence tuan tling hman)
 - Sikul ininena leh thil chi hrang hrang a buatsaih thin lem chan- role play, skit, drama, chang sawi, debate, thu sawi, elocution, declamation , quiz etc-ah te a tel ve
 - Thawnthu (a tak tak emaw phuahchawp emaw) leh ama thil tawnte a sawi chhuak/chhawng thei
 - Lehkha te chhiarin, thil khaikhin te, thil inan lohna khaikhin te, thil chhut cheuh cheuh te leh thil phung leh ngaih dan te nunphungah a lalut thei.
 - Thil hriat tur pawimawh lehkha chhut, online a mi, notice board, chanchinbu etc a mi te hmangin thu a ziak thei.
- *Module hian thiamna tak tak thleng phak zirna (competency based learning) hi inngah nan a hman tlat avangin thiam chhuahpui tura beiseite (learning outcomes) te chu a tin zawn ber a ni tih hriat ni se.*
 - *He lekhhabu chhunga activity tih tur hrang hrangte pawh hi thiam chhuahpui tura beiseite (learning outcomes) behchhana duan a ni a, a thu chung hi NCERT textbook- a mi hman a ni. State tin te 'n an duh dan angin anmahni textbook pawh an hmang thei ang.*

Art material and Equipment Required

Paper leh pencil, sakawrbakcheh, glue, chart paper, crayons, chanchinbu hlui/magazine, sketch pens, ban tawn, cello tape. *Duffli* emaw *manjiras* rimawi ho te siam theih na tur. (AIL activity tih nan hian awlsam taka hmanraw hmuh theih maite hman ni se)

Training atan a hun ngai zat:

darkar 2 leh minute 40

Activity 1 (minute 10)

A Rainy Day (ruah sur ri ang siama rua in a nan huh vek ang awm ni se)

Module 3



Khai le kan zavaiin i ding ang u hmiang, i kut zungtang pakhat kha kut beng angin han ti che ngauh ngauh teh u le, aw le, kut zungtang pahnih ti che ang, pathum, pali, a pangain han ti che vek teh u le, a tha lutuk kut i beng dur dur ang u le. Facilitator chuan kut ben dan tur chi hrang hrang a han tichhin vel ang a participants te chuan tih ve zel tur a ni.

Maimitchhing chungin tuna kan thil tih kha tih leh tur a ni. Kut zungtang pakhat atangin panga chho a, panga atanga pakhat a tlak hniam leh tur. Hei hian ruah sur seng seng ri awm ang atanga ruahsur hum hum ri ang a siam dawn a ni.

A dawt leh ah chuan participant te zinga a chanve in an kutin ruah sur ri an siam ang a, a chanve in maimitchhing chungin ruah chu nuam ti taka do angin an lo awm thung ang.

Follow up activity atan zawhna thenkhat awm theite

- Ruah sur ri chu in hre thei em?
- In naupan lai emaw, in hun kal tawh atangin emaw ruah sur kaihnauih thil hriat chhuah in nei em?
- Ruah su a awm anga in han tih chhin vel khan engtin nge in awm?

Activity 2 (minute 10)

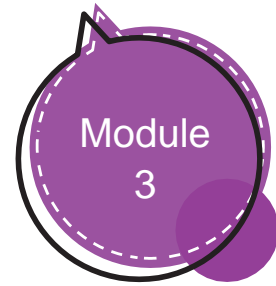
Ruahsur hmanga group-a infiamna (group a inthen tur)

A tih dan turte chu activity tih hmian sawifiah phawt ni se la, an zavaiin an hrethiam vek em tih chian ang che.

Instructions: Kan zavaiin, “Heavy rain is falling, run run run...” tih hla kan sa ang a, music milin kan tlan kual in kan su vel dawn a ni. Number kan rawn pek/sawi zulzui ang khan ruah atanga awm hul ang in han awm teh u le. Entir nan: Awm hulna number panga na ka tih veleh group khata mihring panga awm zel turin lo in siam ula. Panga aia tam emaw tlem in awm chuan in hlah tihna a ni a, in chhuak zel ang. Hemi infiamna hi participant-te group kan duh zat anga then dan awlsam leh hlimawm tak a ni.

Participants te chuan “Heavy rain is falling, run run run...” tia an zavaia zai chungin music milin an tlan kual sung sung ang. A chungu tih dan tur tarlan ang hian tih tur a ni. Hemi infiamna hmang hian an zavaiin ‘ruahsur’ nen in kungkaihtir a, chuta tangin ‘tui’ ah. Infiam chhung zawng hiaa ruah sur tak tak anga ngaihruattir ni se, tawm hulna tur an zawng tak tak angin ngiahruat baw se la.

Group tinte chu thut kualtir emaw, in hmachhawn zawnga thuttir emaw ni se. Hun ren nan hetiang an thut theih nan a hmian thutna tur lo rem lawk ni se.



Follow up activity atan zawhna leh chhana hman theih a ni a. facilitator te chuan heng chhawpchhuah bak hi a dang an siam belh thei a ni.

Zawhna zawh tur thenkhatte:

1. Tawm hulna tur lam pana i tlan chawn chawn lai khan eng nge i rilruah lo awm le?
2. Midang he dinhmuna an thil tawnte sawi duh kan awm em?
Mi 5-6 in heng zawhna te hi chhang se la, an chhanna chu a inang dawn lo a ni.

Assessment as Learning

- Ruahsur chungchanga an thil tawn tawhte chu zawn chhuaha an thu zir tur nen inkungkaihtir
- Kan kal dan phung tur chu participant-te rilru hmantir a, thil eng emaw zawng chhuak tur te, ngaihruatna hmantir te, midangte nena sawi hona leh midangte thusawi ngaihthlak hun te siamsiak a ni.
- Facilitator chuan lo en thlithlai reingin anmahniah chuan rem hriatna leh taehnem ngaihna te, tih tak takna leh ngaihtuahna hman tak takna a awm em tih te, an rilru chak leh chak lohte leh tih tur sawiin a tih dan tur sawifiahna te an hrethiam ngei em tihte a en reng tur a ni.
- Chu bakah chuan tawngkam bungrua an hman thiam dan leh an thil taw te ngaihnawm takin an sawi thiam em tih te en tel tur a ni.



Activity 3 (minute 30)

Poster Siam (group a inthenin)

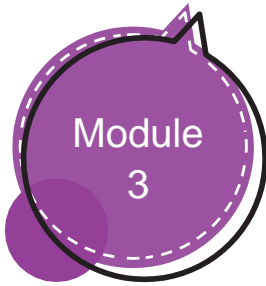
Ngaihtuahna hman ngei ngei ngai zawhnain han tan ila

- Tunlai khawvelah hian ruah hi engti taka pawimawh nge a nih min hrih thei em?
- Tunlai khawvelah tui hi issue pawimawh tak niin in hria em?
- Engtin nge tui hian kan nun leh khawvela nunna nei zawng zawngteah nghawng a neih dan nia in rin?
- Tui hi mihringte tan thil pawimawh tak a ni tih hi in ring em?

Groupah inthenin poster/collage heng zawhna te zulzui hian i siam ang u. Poster/collage chuan thu bakah milem hmangan a chung a zawhna te pholan tur a ni. Tang rual taka ngaihtuahna te thawh khawmin a huhova sawi hona te nen inpawh taka siam tur a ni. Mi zawng zawng (CSWN te tiamin) hemi siam kawngah tel vek tur a ni. Group tin atangin group leader thlan theih ni sela, group membe- te atanga idea tha tak tak a chhuah theih nan zawhna mi cho phura ngaihtuahna hmantir thei (brainstorming) te hmanga cho chhuaka thawh hona tha siam tur a ni.

Brainstorming kan tih chhan thupui (topic) azira participant-te chu an ngaihtuahna nasa taka hmanga ngaih dan leh thil ni thei nia an hriatte a tam thei ang ber thawha ngaihtuah chhuak tura cho chhuah tum ber a ni a. Inendikna engmah a awm dawn loh avangin chhanna dik leh dik lo a awm lo a ni.

Assessment: Hemiah hi chuan endikna atan observation schedule hman theihna turin ruahmanna siam ni se. Assessment as learning atana point pawimawh leh awm tak a ni a. Poster siam te erawh chu portfolio ah dah tur a ni.



Activity 4 (minute 30)

Presentation and Appreciation

Poster/collage siam zawhah chuan group tinte chu presentation ti a, thupui chungchangah an ngaih dan leh pawimawh an tih te sawina hun pek tur a ni.

Poster/collage an siam te chuan thupu in a tu te chu engti ang takin nge an pholan a, a tarlan thiam tih ngun thluk taka ngaihtuahna hmangin leh kut themthiam dan te uluk taka thlithlai in self evaluation leh peer evaluation chu a neih theih a. Hemi activity hmang hian art chu zirtirna kawngah hmanrua a hman anih theih dan inhrilh hriat nan a tangkai hle bawk ang.

Self leh peer evaluation atana tehfung hman tur thenkhatte:

Mahni leh mahni inendik (Self Evaluation)

- Brainstorming hman a ni em?
- Group te chu an tan rualna a tha em?
- He poster siam activity hi group-a tih aiin a mimala tih tur ni ta se a tha zawk ang em?

Thawhpuite endik (Peer Evaluation)

- *An poster siamin a entir tum chu thupui nen a inmil em?*
- *Poster hmang chuan a siamtute group chuan hmuh theihin an duh ang tak an pho lang thei em?*
- *Poster chu hriatthiam turin a chhiar theeh em?*
- *Group presentation a an hrilhfiagna thusawi te leh Poster-a thu leh milem tarlan te chu a inmil em tih en?*
- *Engti takin nge poster siam chuan midang rilru-ah ngawng a neih dan?*

Follow up Activity (Minute 10)

Heng zawhna leh chhanna hi group-in presentation an neih zawhah hman ni se (channa 8-10 awm thei se la)

Note: Participant-te chhanna chu session a hman tangkai theih turin chart emaw board ah chhinchhiah ni se.

Heng activity kan tih takte hi primary leh upper primary zirtirtute tan eng ang takin nge hman tangkai a nih theih ang?

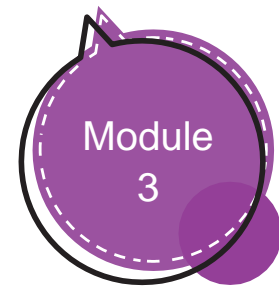
- Tuna ruahsur lem kan han chan tak leh ‘ruah pawimawhna’ chu engtin nge kan inkungkaihtir ang?
- Engtin nge he activity hian naupangte zirna kawngah a tanpui theih dan tur ni ang?

Activity 5 (minute 10)

AIL awmzia leh hman dan tur te facilitator-in zawhna leh chhanna neih zawh tak behchhan a sawifiagnana hun

1. Eng nge Art integrated Learning (AIL) chu?
2. Visual arts leh performing arts te chu eng nge an nih?
3. Art education leh Art integrated Learning (AIL) te chu eng nge an danglamna?
4. Zirna huap zo leh tawn hriat ngei hmanga thiamna a thlen theihna tura art tangkaina te chu eng nge ni?

5. Engtin nge AIL hmangin thiam chhuahpui ngei tura beiseite chu naupangah tuh ngei a nih theih dan?
6. Engvangin nge AIL hi nuam ti taka zirna (joyful learning) a nih theih dan?
7. Huam kim (inclusive) taka zirna kalpui a nih theihna turin eng nge AIL a tangkaina?



A chung a zawhna te hi module phok hmasa lamah khan tarlan a ni vek tawh a. Hriat belh duh nei tan Training Package on Art Educaion for Primary Teachers FAQs, module No 4 leh 5 [www.ncert.nic.in/departments/](http://www.ncert.nic.in/departments/www.ncert.nic.in/departments/) ah hmuh theih ani.

Activity 6 (minute 25)

Planning and Developing of Art Integrated Learning Activities (group-ah inthen in)

Group te chu class ang zawnga thenin subject hrang hrangah then ni se; Primary level atan Language, EVS, Maths etc leh Upper Primary level atan Science, Social Science leh Maths group te. Participant te chu an rilru zawng zawng pe tura fuih ni se. AIL hmanga zirtirna kalpui an thiam theih nana hun tha leh a taka tawn hriatna an neihna hun a nih avangin he hun hi an hman tangkai a pawimawh hle a ni.

Activity 7 (minute 25)

Presentation and Appreciation

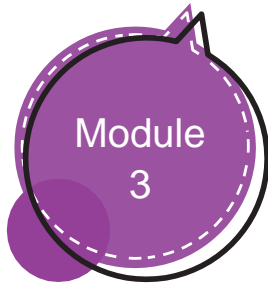
AIL session atana ruahmanna (plan) an siam zawh hunah group tinte chuan presentation an pe ang.

Hei hi zir chhuahpui tura beisei tihhlawhtinna atan assessment for learning anga hman tangkai theih a ni.

Activity 8 (minute 10)

Zir tawhte enlet leh ennawn na (recapitulation) atana thil pawimawh thenkhatte (zawhna leh chhanna hmangin)

- Visual arts hnuaia activity chi thum han sawi teh u.
- Performing Art-in eng engte nge a huam?
- Eng nge Art Integrated Learning awmzia?
- Art education subject leh Art Integrated Education eng nge a danglamna?
- Engtin nge AIL hian tawn hriat leh a tiha tih hmanga thiamna (experiential learning) hi a thlentir theih dan han sawifiah teh u?
- Thiam chhuahpui tura beisei (learning outcomes) te hi AIL hmangin engtin nge tih hlawhtlin a nih theih?
- ‘Zirna huang chhung pawl engzatah pawh AIL hi hman vek theih a ni’ tih thu hi i pawm zawng a ni em?



Subject hrang hrangah he session hman tangkai theihna turte (Interdisciplinary Possibilities with this session):

Upper Primary Stage	Primary Stage
<ul style="list-style-type: none"> English, VIII, Chapter NO 2: 'Tsunami' Hindi, VII (<i>Vasant</i>, Part II) Chapter (No.16) '<i>Bhor aur Barkha</i>' Hindi, VII, (<i>Vasant</i>, Part III), Chapter (No.16) '<i>Pani Ki Kahani</i>' Hindi, VII, (<i>Durva</i>, Part-II) Chapter (No.14) '<i>Pani aur Dhoop</i>' Science, VI Chapter No. 14, 'Water' Science VII, Chapter No. 16, 'Water: A Precious Resource' Chapter No 18 'Waste Water Story' Science, VIII, Chapter No. 18, 'Pollution of Air and Waste' 	<ul style="list-style-type: none"> EVS, V Chapter No. 06, 'Every Drop Counts' Chapter No. 07, 'Experiments with Water' Hindi, V, (<i>Rimjhim</i>), Chapter No. 16 'Pani Re Pani', Chapter No. 17, '<i>Choti Si Hamari Nadi</i>'

** Heng entirna te hi NCERT textbook atanga lak an ni a. State textbook-a mite pawh hman theih vek a ni.*

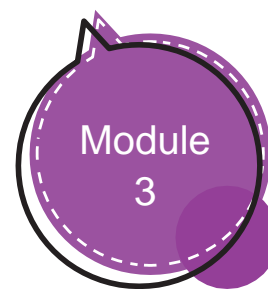
Primary leh Upper Primary a Subject chi hrang hrang zir chhuapui tura beisei ni thei te

UPPER PRIMARY- SCIENCE SUBJECT-AH

Zirlai chuan:

- Thil thlen chhan chu thil lo thlen dan leh thleng thei tura thil inmundan a ngaihtuah a entir nan;- smog lo insiam dan leh boruaka thil bal leh bawlhhlawh awm te inkungkaihtir te, mihring nunphung leh khawsak dan kalphung leh khawvela tui a lo tlem tial tial dan inkungkaih te, scientific taka thil an lo zir te an nitin nunah an hmang chhuak thei, entir nan, tui tih thianghlim dan/ tui bawlhhlawh hman leh theih tura sawngbawl dan te, thing leh mau humhalh duhna te entirnan, leilung hausakna leh mihring siam chhuah resource te ren chem taka hmante, pesticide leh fertilizer te tlem thei ang ber hman dan te, environment atana pawh thei tur ang pumpelh theihna tur ngaihtuah leh ngaihven te etc, remhriatna leh rilru puakchhuak thiamna chu thil duan chhuah leh hisap thiamna kawngah te, thil plan kawngah te leh bul hnai leh chhehvela resource awm te hman thiam leh hman tangkai kawngah a lang chhuak ang etc, nungchang tha te, thu dik ngainatna te, midangte nena tanrualna te, hlauhthawna leh enhniamna lak atanga zalenna te a nunah a lang chhuak ang.

UPPER PRIMARY ART EDUCATION-AH



Zirlai chuan:

- Classroom chhungah leh pawn lamah art activity chi hranghrangte chu nuam ti takin a ti ang, midangte kutchhuakte chu a lawmpuiin mawi a tihpui ang, thupui thlan chhuah hran hran milin leh pho lang turin art material hran hran emaw, ICT hmangin poster emaw te a siam thiam ang, khawtlang nun leh kan environment thupuia hmangin lem chan (role play) te a ruahman thiam ang.
- Art lama thiamna leh theihna a tilang chhuak ang (an classroom leh sikul chhehvel vawn fai leh chei mawi te, classroom chhunga thil rem leh tar turah te remhriatna nen a pui thei ang, visual art leh performing art-ah te tui tak leh nuam ti takin a tel ve thei ang.etc)

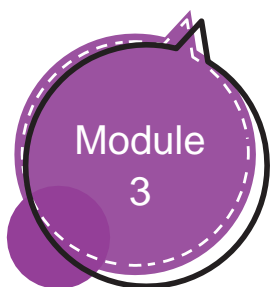
PRIMARY EVS-AH

Zirlai chuan-

- Mihring in a tel lova kan awm theih loh thil chi hrang hrang kan lak luh dan te a hria (chaw, tui etc.), kan nitin mamawh lak luh dan (entir nan: tui hna atanga tui lakluh a khawl dan), resource chi hrang hrang inkungkaihna a hrethiam (chaw, tui) leh hnam nunzia leh nunphung chi hrang hrangte (entir nan: hmun hla tak/ khawsak harstana hmun- thlaler hmun lum/vawt lutuk)
- Thil thliltaina/ tawn hriat/ va zir chhuah thar te fel fai leh kimchang taka chhinchhiah (engtir nan; table/ sketch/ bar graph/ pie chart hmangte pawhin) activity an tihna thil thlen chhan leh a nghawng te an kungkaihtir thei ang a, thil lo thlen theih dan leh awm dan tur an lo hre lawk thei ang (tuia lang thei, tui a pil thie chi, thil chawpawlh a alo awm dan tur, evaporation, thla chi lo than chhoh dan, thil vawn that dan).
- Awlsam taka hmuh mai theih hmanrua leh bunghray hman tawh lohte hmanga poster siam te, thil han duan chhuahte a ti thei ang, hla thu, slogan leh travelogue te pawh a phuah thei ang.
- Khawtlanga thil dik lo eng emaw thleng (inthliar hranna/ thil neih inthlau) chungchangah a thil hmuh leh hriatte atangin ngaih dan a neiin chungte chu hmun lian leh zau zawka thil thlengte nen a inkungkaihtir thiam ang, tichuan dik lo leh tha lo a tihte a sawi chhuak thei ang.
- Leilung hausakna (ram ngaw, tui etc) te humhalh leh remchen dan tur kawng thurawn a siam thei ang, khawtlanga endawng leh dinhmun chhiate ngaihsakna leh khawngaihna a nei ang.

Target Life Skills

Life skills chi hrang hrang neih turte- thilthlai, hmalak thiam leh ngamna, thawh hona, hawihhawm taka inbiak, harsatna sutkian te, ram ngaw humhalh leh a bik takin tui renchem leh tuihna humhalh duhna thinlungte, intuaihriam etc.



Art activity tih tur-

Science, Social Science leh Language te mil zawng folktales te

Activity hman tur

Thawnthu saw/ Lem chan/ Puppetry/ craft/ lem ziak/ rimaw/ hla
thu

Science

- Class VI, Chapter (No. 9): *The Living Organisms and their Surroundings*
- Class VII, Chapter (No.7): *Weather, Climate and Adaptations of animals to climate*

Science Science

- Class VI (*Our Past-II*), Chapter (No.2): *On the Trail of the Earliest people*
- Class VII (*Our Past-II*), Chapter (No.7): *Tribes, Nomads and Settled Communities*

English

- Class VI (*Honey Suckle; Textbook in English*), Chapter (No.9): *Desert Animals*
- Class VI (*Honey Suckle; Textbook in English*), Chapter (No. 10): *The Banyan Tree*
- Class VI (*A pact with the Sun*), Chapter (No.4): *The Friendly Mongoose*
- Class VI (*A pact with the Sun*), Chapter (No. 9): *What Happened to the Reptiles*
- Class VIII (*It so happened, Supplementary Reader in English*), Chapter (No.1): *How the Camel got his hump*
- Class VIII (*Honey Dew, Textbook in English*), Chapter (No. 6): *This is Jody's Fawn*

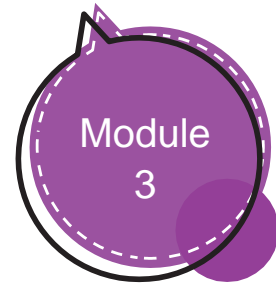
ENGLISH (*HONEY DEW*, CLASS VIII), CHAPTER (No. 1): THE ANT AND THE CRICKET

Assessment atan a hmanraw hman turte

Observation schedule, self-assessment, peer group assessment, rubrics, portfolio

Training in a tumte

He module hman hian subject hrang hrang Science, Social Science leh Language te chu folktales ah te bilh luh a hman tangkai thiam



Thiamchhuahpui tura beiseite

Rawtna leh tih dan tur phungte zawm a nih hnuah chuan SRG/zirtirtu chuan a hnuai tarlan te hi a ti hlawhtling thei ang:

English Language-ah

Naupang chuan-

- Punctuation te, thu chhiar/sawi (narration), thu kam chhuak dik (dialogue delivery), thawnthu atanga dialogue ziah chhuah, midangte thil tawn an sawi te dawnsawn thiam leh lo tuipui theihnate a nei ang
- Thil tih dan tur (instruction) te a zawm thei a, thu ngaihthlak leh dawnsawn dan a thiam a, onomatopoeic (thu mal rik dan leh a taka a rik dan inang entirnan: ‘motor in beep beep a ti, ‘beep’ tih leh motor atanga ri chhuak ri kha a inang tihna)’ thu lam rik chi hrang hrangte inkungkaihtir thei a, chung te chu mahnia thu ziah emaw sawinaah a hmang tangkai thiam a, mahniin chhehvel chungchang fiah takin a sawi thei a, thiante, zirtirtute, chhungte leh midangte nen inkawma, titi puin leh a midangte thusawi a dawngsawng thiam ang.
- Lem chan (role play, skit, drama) /hla thu chham etc ah te a telin a inhnamhnawih ve ang
- A chhehvela thil awmte chu dilchhut takin zawhna te a zawt ang a, thawnthu sawi chhawte, hriatthiamna nei chung thil a chhiar te leh lehkhabu leh thu inziak awmna dangte (text) ngainat leh thlithlai te, hmun hrang hrang atangin lehkhabu te la khawmin a chhiar fo thin ang.

Science Subject-ah

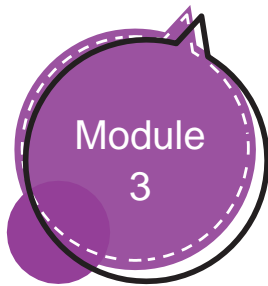
Naupang chuan-

- Thil thleng leh awm danah a chhan leh vang sawifiah theih leh ril taka hriatthiamna a nei ang a, thu thluknaleh thu tawp pawh a siam thei ang.
- Thil thlen chhan leh thlen dante hmangin thil awmzia a sawifiah thei ang
- Science chu nitin nun nen a a inkungkaih dan leh kan nunphunga bet a nih dan a hria ang
- Tuina leh dilchhut tak leh chik taka thil tih duhna leh ngaihtuahna a nei ang
- Thil reng reng ngaihtla liam mai lova chhut chian leh buk te, ruahmanna kawngah pawha thil tha tak tak ngaihtuah chhuahna leh remhriatna te a nei ang a, harsatna sutkian dan kawngah te, thil tha zirlaia inbilh a nunah a senglut tih a lang ang.
- Tih tur a awmin mawhphurhna lain hma a la thin ang
- Midangte nena thawh ho a thiam ang a, midangte ngaih dante chu a dawngsawng thiam ang
- Ram ngaw humhalh chungchangah te thurawn a siam thei ang, ram ngaw humhalh duhna leh tul tihna te a nei ang
- A chhehvela (environment) thil chi hrang hrangte chu hlut nachang hriain inmamawh tawn vek kan ni tih a hrethiam ang.

Social Science-ah

Naupang chuan-

- Pianphunga rualbanlo leh harsatna neite chu an dinhmunte hrethiamin a ngaihsak ang
- Inthliar hranna dik lo tak leh inhmusitnate a thlenin a enliam mai lovang
- Hnam hrang hrang leh mi chi hrang hrang cheng khawm kan nihna ah rilru zau tak a pu ang
- Chenna bul leh a chhehvel te chu chik taka zirchian duhna a nei ang
- Thawhhona a ngai hlu ang



Art Education-ah

Naupang chuan-

- Classroom chhung leh pawn lama art activity te chu nuam a ti ang a, midangte kuthnu leh thil siam te chu a ngaih lutsak thiam ang
- Classroom leh a chhehvel tihfaia cheimawi chungchangah leh classroom chhunga thil tar leh rem turte chu mawi tak leh mit la zawngin a ti thiam ang
- Visual arts leh performing arts-ah te inhnahmawih chakna leh tuina a nei ang

Kam Keuna

Science phena activity

Folktales te hian a lo chhuahna hmun, a khawtlang nun, hmanlai nun leh hnam thil te nen inkungkaihna a nei thin tih chu tu pawhin kan hre awm e. Folktales te hian suangtuahna khawvel a lantir a. Naupangte chuan a tak leh suangtuahna hi thliar hrang lovin an khawvel chu a inchawhpawlh a ni- ramsa te pawh tawng theiin mihringte pawh hmunphiaha chuanga an thlawh kual theihna khawvelah an rilru hi a cheng a. Chutih rualin heng folktales te hian scientific taka inngahna an lo nei thei tho mai a. Activity hmangin naupangte chu folktales leh fairy tales te hlutna tibo chuang si lovin suangtuahna khawvel leh a tak ram chu thliar hrang turin kan pui thei a ni. Folktale te an ngaihthlak pahin leh heng thawnthua milem te hmang hian scientific thumal, awmzia leh phungte chu hrethiam thei turin kan pui ang a, chutiang an hriatthiam theihna turin folktales te chu kan hmang tangkai dawn tihna a nih chu. He folktale kan hman tur hi Tales from Panchatantra atanga lakchhuah a ni a. Scientific thil te telh a nih theih nan tlema tih danglam hlek a ni.

He module-ah hian thil nung chi hrang hrang (living organism) leh an chhehvelte, an nunphung danglam dan te, sik leh sa chungchang leh ramsate sik leh sa inthlaka damkhaw chhuak thei tura an khawsak phung an tih danglam ve zel dan chungchangte chu naupangte'n Chiang zawka an hriatthiam theih nana art integrated learning hman tangkai dan a entir dawn a ni.

He session atana hun mamawh zat

darkar 2

Hmanraw mamawhte

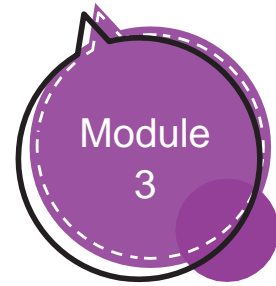
Chart papers/ sketch pens/ crayons/ rawng/ brush/ net cloth cutter/ sakawrbakcheh leh hmanraw dang mamawh turte (Awwsam taka hmuh theih leh thil man tlawmte AIL activity atan hian hman zel ni se)

Zirtir dan tur kalhmang

Facilitator tana hriat tur

Group-ah thenin participant-te chu activity ti in an buai hle ang. Group kan thenin kan hriat tur chu hnam leh sakhua/rinna hrang hrangte, mipa leh hmeichhiate leh thiamna leh theihna htang hrang neite chu inawmpawlh tur a ni a, chu bakah pianphunga rualbanlo leh harsatn neite pawh group-ah chuan kan dah tel ve zel tur a ni.

- Scene pakhat zawh zelah emaw, a vaia zawh vek a hnuah emaw chuan sawihona hun hawn ngei tur a ni
- Sawihona neih atangin subject hrang hrangte chu an inkungkaih dan lak chhuah a chhinchhiah zel tur a ni



- Engtik lai pawhin endikna (assessment) chu neih reng tur a ni
- Zirtirtu chuan class chu group 8 ema ah thenin member 5 zel awm thei sela. Class khata naupang tam leh tam loh azirin group hi siksawi ni se. Group tinte chuan scene engpawh chang se, milem ziak hmang te, poster te, naute lem (puppets) te leh stage a hmanrua hun sawn theih (props) hman turte siam se la, dialogue te pawh phuah/ziah ni se la.

Group siam nana ice breaker hman tur (minute 20)

Session tan nan inhmelhriat tawna atan introduction neih ni sela, chumi pah chuan ramsa hram dan, an nungchang emaw, lem ziak emaw an duh ber kha han ti tel bawk se la. Tichuan chu ramsa an thlan duh chhan an sawifiah tel bawk ang. A sawia an sawi duh pawhin tawng an duh duh an hman theih bakah an thusawi tifiyah leh zual turin zaizir emaw hmelmhai han tih danglam te, tlar tawite han chhiar chhuah zawk te, lem chan te, lem ziak te, lam leh a dangte pawh an hmang thei a ni. Hemi hmang hian participant-te chuan midangte thusawi te chik leh dilchhut taka ngaihthlak bakah suangtuahna leh rilru tih takzeta hmangin zirtirna kawnga thil thar leh tangkai takte pawh ngaihtuahchhuak thei turin a pui ang.

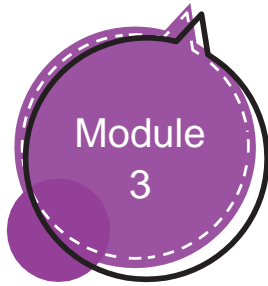
Group tinte chu scene hrang hranga atana inpuahchah turin a hnuai mite hi tihir ni se

- *An scene chan tur a zirin lu a khum chi (headgear) te, thil lem hun sawn theih (props) te, glove puppets te, lemziakte, hmakawrte, puppets te siamtir tur a ni. (art leh craft zirtirtute an awm chuan hemi atan hian kaihruaitu atan hman ni se)*
- *Bungrua hmuh mai theih leh lak khawm awlsam te hmangin sam han tih danglam te, hmel han chei danglam te, thawmhaw lem channa atan hman tur chite ngaihtuah ni se la.*
- *An lem chan turte chu ruahmanna fel tak siampuiin, sawihonate inbuatsaihna an neihte chu enpui ni sela, chu bakah chuan anmahni folk tales te hmang tangkaia tha taka chang chhuak thei turte, ngaihthlak nuam taka sawi te, mime (tawng chhuak lova taksa che vel hmanga lem chan) te, leh puppet te hmang tangkai tura puih.*
- *Facilitator chuan sawi hona chu kaihruaiin an lem chan turte chu heng subject hrang hranga topic- The living organisms and their surroundings, weather climate and adaptations of animals to climate, on the trail of the earliest people, tribes, nomads and settled communities etc te nen a inkungkaih dan chu zawhna hmangte in a zawtin a hrilhfiah emaw a sawi zau emaw ang a. Zirtirtute cognitive level zirin a a luhthuk dan tur chu hriatthiam ni sela.*

Group Activity

Scene 1 Group-1

Hmanlai hian dil lian tak mai hi a awm a, chu dilah chuan tuichhunga khawsa chi nungcha leh hnimte a tam em em mai a. Dila tui chu a thianghlim hle a, a rawng pawh a paw fim ral mai a. Hnim chi hrang hrang zingah chuan hnim stem sei tak tak lotus leh water lily te pawh an tel a. Hydrilla leh Vallisnerai (tape grass) te chu tui a chet pah chuan mawi takin an lo thle ve dial dial thin a. Duckweed leh water hyacinths te chu tui chungah chuan an lo leng ve delh delh bawk a. Microscopic algae te chuan hmun thenkhat tui hringno nghelh angin a lo lantir ve bawk a. Dil chhungah chuan sangha te tak tete chu a leng velin an darh suau loh leh an inhawr khawm tep tep a, a chang leh changpat te an inchuh rap rap a. Tlema



sangha lian deuhthe chuan rannung pung chak lutuk turte chu an control a. Sumsi te chu chaw zawngin tui an hleuh kual a, herons te chu tui khup chen chena daiin rei tak tak che lovin an chaw tur changin an lo ding ngar ngar bawka a. Kaikuangralte chuan thingzar atang chuan dive inring takin sangha man tur thlirin an bih ngar ngar bawka. Utawk te chu tuiah chuan a chang leh an zuang lut a a chang leh an zuang chhuak leh a, uchangte chu an la zuangchhuak thei lo deuha, patek te chu chaw ah an ring thung a. Chu dil beltu nungcha leh rannungte chu an tlai hle a, tawm himna turte pawh an vai lo va, inthlah pung turin chi thlahtu an kawppui tur pawh an vai lo hle a ni.

Scene 2 Group-2

Chung nungchate zingah chuan utawk leh sangha pahnihte chu an inkawm ngeih em em mai a. Tunlai thil thlengte an sawi ho loh leh na tak takte'n an infiam fo thin a. Sanghate chu an thian utawk ang lo takin an fingin thil an hre em em mai a. Sangha pakhat chuan an hmelma te inhmuhtir loh dan leh an man dawn pawha buma tal chhuah dan chu inti hre tak leh intithei takin a sawi a, pakhat leh chuan chutiang trick chu sang chuang a hriat thu chu a lo sawi ve bawka a. Utawk ve thung chu che lo chang lovin a lo thua khap fuk fuk pahin chutiang trick chu phun deuh suap suap chungin tlemte chauh a hriat thu a sawi a. Engpawh chu ni se an pathum chuan nitin an inhmu a, lotus hnah hlai tak leh a par mawi tak karah te chuan an inbihruksiak thin a. An pi leh pute chanchin chhuanawm tak takte pawh an inhrilh tawn thin bawka a ni.

Scene 3 Group-3

Tlai khat chu ni a tlak dawnah hian sangha mantute chu dilah chuan an lo kal ta hlah mai a. Sangha mantu zinga a upa zawk chuan “Kaikuang leh sanghain he dil hi a khat a nih hi maw le, hawh u, zing vartianah kal ila i man teh ang u khai”, a ti a. “Ngaih dan tha tak a nih chu,” tiin mit tle ralh chung chuan sangha mantu pakhat chuan an lo chhawn a, tichuan an pahnih chuan an kalsawn ta a.

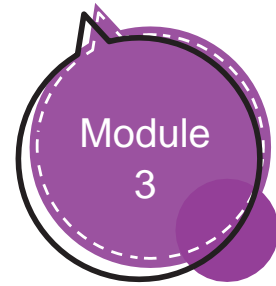
Scene 4 Group-4

Chumite thianho chu an thusawi chuan a thawng hle mai, rei lo te chhung chu che lo chang lovin an han awm a. Chutah utawk chuan a finna zawng zawng sawr khawmin, “Chu an thusawi chu in hria maw? Engtin nge kan awm dawn? Kan awm zel dawn nge kan tlan chhe dawn?” A hlah em avang chuan a awm hle hle thei lo va, a zuang a zuang mai a, “Engtin nge kan tih tak ang? Engtin nge ni dawn? Naktuk zingah chuan an lente chu an rawn deng dawn a ni si a” tiin mangang takin a te chul mai a. Sangha trick sang chuang hretu chu za takin a lo nui uar uar a, utawk hnenah chuan “Khatiang an thu sawi ho tak mai kha engvangin nge i hlah tak mai. Engvangin nge kan tlan chhiat teh lul ang? Trick tam tak bum dan tur chu ka hria alawm, min man teuh lo mai, tlan chhuah dan chi hrang hrang pawh ka hria alawm. Ka venghim ang che” a ti sam et a.

Sangha pakhat zawk chuan, “Hlau mah ta che. Mit fing tak leh thiam thil ngah tak chu thli leh ni zungin a thlen theih lohna ah pawh a thleng thei alawm. I chenna hi i chhuahsan a ngai reng reng lo. Ka hriatna zau tak hmang hian ka humhim ang che. Kan chenna hmun, kan in chu kan in a ni a, khawi vanram mah hian a tluk zo lo,” ati a, chuti chung pawhin utawk chu a hlauhthawna a la reh thei mai lova.

Scene 5 Group 5

Chuti anga a thian tha ber ten an tih hnu pawh chuan utawk chu a rilru a nuam thei ngang lova. Insawi rem pah chuan khunkhan takin, “Thiante u, ngaithla teh u, tunah rih chuan trick pakhat chiah sanghamantute len an den huna bum dan tur ka hre chhuak thei a. Chuvangin ka nupui hruaiin ka pem dawn a ni”, a ti a. Utawk te nupa chu an dil nuam tak



chhuahsan chuan hun khawhral lovin an kala, a bul lawka tuikhuahah chuan an zuang lut a. Sangha pahnih chuan an kal lai chu an thlir a, lu thing nar nar pah chuan, “Aw, an va han mawl tak em! An pem a ngai lo a sin maw le,” an ti a.

Scene 6 Group 6

A tuk zing vartianah chuan sanghamantute chu lo kalin an len chu an han deng ta a. Sanghate, sumsite, chakaite, utawkte chu tam tham tak an man ta lawih mai a. Van boruak chu ni tla turin a kap sen ri ai ri ai tihah chuan sanghamantute chu an khu aa haw turin an insiam a, an luisa mante chu an fun lawiha an kal ta a.

Scene 7 Group 7

An haw tur an han kal chuan, utawkte nupa tlan chhiatna tuikkhuah kha an pal tlanga, utawk nupa chu lily hnah chungah chuan an lo thu dun a. Utawk chuan an luisa man an fun puar luah chu a thlir vang vanga, a thian tha ber pahnihte chu an chan hlen taah a ngai a, a lungngai hle a. Utawk chuan a kawkin, a nupui hnenah chuan, “En teh, duh tak, sawta saw ka thiante chu an kal tak saw. An hma hun ka ngaihtuah hian ka thinlung hi a khur a ni- an kangro dawn nge, tui neiin an siam dawn nge an rawh dawn ni ang?” A nupui chu rang takin a lam a hawi a, “Kan in hmasa ah khan kan haw leh tawh zawk mai dawn em niang? Khang sanghamantute khan hun rei tak chhung chu an len an rawn deng tawh rih lovang!” a ti a. Utawk chuan a ngaihtuah vang vang a, a dik dawn riauin a hria a, a nupui thurawn chu a zawm ta a.

Scene 8 Group 8

An in hlui ah chuan kir turin an han zuang chhuak ta a. An va thlen chuan an hma a thil awm chu an awih thei lo a ni! Mak an ti hle a, chutih rualin an lawm hle mai a, mihringte chawthlenga awm tawh tura an rin laiin an thian pahnihte chu nungdamin an hmu hlawl mai a. Phur takin, “Engtin nge in tlan chhuah theih zawk?” tiin an zawt a, chutah sangha pahnih chuan a rualin hla heti hian an chham a-

“Kan chak lohna lai kan hria a,
Kan chakna lai kan hmang tangkai thung a,
Kan damkhawchhuahna theihna turin,
Nasa takin kan bei ve a ni”

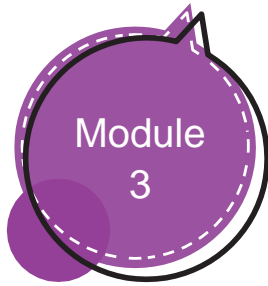
Assessment as Learning

Lem chan an tih laiin, facilitator chuan participant te hmalakna te, an inbiak thiamna te, an thawhona leh an rilru chakna te, hmuhnawm thei ang ber tura an thil tihte, a tul ang zela hma an lak dan leh an lem chanin a tarlan tum pho lan thiam danahte leh hmanrua an hman thiam dan te uluk takin a lo thlithlai reng tur a ni.

SAWIHONA ATANA ZAWHNA THENKHATTE

Subject hrang hrang atan a hnuai a zawhna awmte hi a sawi hona thupui atan a hman tangkai theih ang

- i. Dil a foodchain awm dan tur han duang chhin teh u.
- ii. Tui chungah duckweed leh hyacinths te hi an lang thin a. Zung an kaih ve em? Engtin nge chaw an lakluh ve dan?
- iii. Engtin nge mihringte hian an chenna hmun tur an thlan thin?
- iv. Kan chhehvel (environment) inthlak hian engtin nge mihring nunphung a nghawng dan?
- v. Sangha pahnihte’n an hmelmate lakah invenhim nan leh tlan chhuah theih nana trick an hman tur awm ang tlem azawng tal han ngaihtuah chhuak teh u.



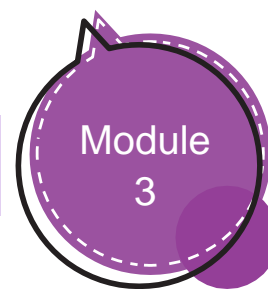
- vi. Heng an trick-te hi a tak takin lo hmanng thin ta se, an chenna hmunah an himin an khawsak phungte a nawm pahin in ring em?
 - vii. Sangha hi in man tawh em? A nih loh pawhin midangin an man lai te in hmu tawh em? Sangha manna atan hmanlai atanga an lo hman thin hmanrua leh tih dan phung te in sawi thei em?
 - viii. Engtin nge sumdawanna atan sangha tam tham tak an man?
 - ix. “Kan chenna in chu kan in a ni a, khawi vanram mahin a tluk pha lo” I pawm zawng a ni em? Kan in chhunga kan bungrua leh kan thil neihte piaah lamah engtin nge in hi kan tan a hlut em em dan?
 - x. Utawk nupa te khan an chenna dil chhuahsan pawh ni se hmun dangah an dam khawchhuak tho dawn a ni tih an hriat avangin an huphurh lo a ni, rang taka thu thlukna siamtir theitu thil chi hnih han sawi teh.
 - xi. Hmanlai kan pi leh pute hunah khan engtin nge thu an inhlan chhawn thin? (Entirnan: lung a lem ziah)
 - xii. He thawnthu hian eng nge min zirtir a tum?
 - xiii. Utawk nupui khan an chenna hmun ngaiah let leh tura thurawn a siam kha a finthlak em? Eng nge a chhan?
 - xiv. Thuthlukna siam hm in eng engte nge i tih thin? (Hint: 1. Eng tak nge i duh i hre chiang phawt ang. 2. Harsatna chu chik takin i zir chiang phawt ang. 3. Duh thlanna eng eng nge awm thei tih i chian ang. 4. A tha ber tur uluk takin i thlang ang.)
 - xv. Eng nungcha ber emaw hi wawi leh khatah rawn pung ta thut emaw, thi ta puk mai emaw sela, eng nge lo thleng ang? (Hint: Food chain a tibuai nasa hle ang; eutrophication a lo thleng ang)
 - xvi. Sustained biodiversity awmzia han sawi teh. Hint: Ramngaw leh nungchate humhalha humhim tur hian eng nge kan tih theih. Entirnan, kan thil ei leh hman ral chungchangah renchemna kan neih bakah kan mamawhte kan titem thei a ni.
 - xvii. Sanghate tui chhunga che vel thei turin an taksa hnathawh dan han sawi teh.
 - xviii. Sanghate tui chhunga thaw thei tura an taksa hnathawh dan han sawi teh.
 - xix. Utawk khan a hmelma laka a him theih nan leh a tlan chhuah theih nan eng trick nge a thiam ni awma i rin.
 - xx. Utawkte hi eng vangin nge amphibians tia koh an nih.
 - xxi. Thlahtu inang chungchang kha eng vangin nge an sawi? Sangha leh utawkte thlahtu hi thil thuhmun a ni tih tichiang turin entirna han pe teh. Hint: Utawk te an tui atanga an lo keuin sangha ang tak uchang angin an awm phawt a.
 - xxii. Kan ram chhungah hian chhiatrupna lo thlena lo inralrin dan inzirtirna a awm nual tih in hria em? Eng engtin nge nunna leh in leh lo chan leh hloh tih tlem zawk nan hma an lak?
 - xxiii. Chhiatrupna lo thlen theih maina hmunah in awm em? In inah chutiang a lo thlen palha lo inrin lawkna engte nge in neih? Engtin nge khawtlang hruaituten chutiang lo thlen hun atan ruahmanna an neih?
- Sawi hona tur atana zawhna kan chhawpchhuah takte khan science concept leh thiamna tak tak zirchhuahpui tura beiseite (learning outcomes) chhunga awmte chu tih hlawhtlin kawngah a pui dawn a ni,

Activity

- Zirtirtu chuan naupangte zir tur a zirin folklore dang pawh a thlang thei a. Scientific thil te a len theih nan tlema han tih danglam pawh a pawl lo a ni. Mahni tawng ngei thawnthu te pawh a hman theih vek a ni.

- An textbook a thawnthu awmte pawh a hman theih a ni.

Note- Capacity building program- ah chuan session 3,4 leh 5 te chu session 1 leh 2 ang thovin a tih theih a ni.



ART INTEGRATED LEARNING

SessiOn 3

HINDI, CLASS viii, LESSON: NCERT (*Vasant Bhag-III*)

CHAPTER-16 ‘Pani Ki Kahani’

Art Activity tih tur

Role Play or Nukkar Natak

Time Required

Darkar 2

Kan hriat tur pawimawh chu he activity hi naupangten an zirlai an hriatthiam theihna tura puitu atana hman tur a ni a, an thiamchhuak ngei a ni tih endikna tur atana hman tur erawh a ni lo.

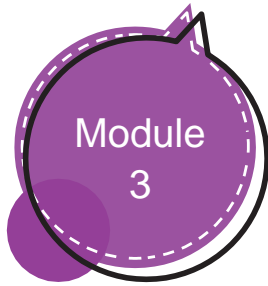
Training-a zirchhuah tur

- Kan chhehvel, kan environment-a thil awm chi hrang hrang leh an inkungkaih dan sawifiah.
- Leilung hausakna chi hrang hrang- boruak, tui, energy, thing leh mau.
- Kan ram leilung hausakna- tui, lei tha leh ram ngawte humhalh tlat a tulzia sawifiah theih.

Note- Kan hriat tur atana pawimawh chu zirchhuahpui tur tarlante hi a hran hranin lem chan hmang hian a tih theih vek a. Chutih rualin, lem chan vawi khat tihah khan zirchhuahpui tur pahnihte pawh a tih theih tho a. Lem chan hun chung rei leh rei loh azirin a remchan danin zirchhuahpui tura tinzawn te hi a bilh luh theih a ni.

Bungraw Mamawhte

- Lemchan thawmhnaw kurta, pyjama, dhoti, Gandhi topi, dupatta, turban etc lemchan thawnthu azirin lakkhawm ni se. Tin, awlsam taka hmuh mai theih bungrua entir nan dholak, manjiri, damru te pawh awm thei sela (AIL activities kan tih reng rengin kan hriat reng tur chu bungrua leh mamawh dangte chu kan awmna lai hmuna awlsam taka lakkhawm mai theih tur chi kan hmang thin tur a ni)
- Session I-a visual art atana bungraw mamawh nen a in ang.
- Rimawi leh ri dangte siam nan a tul dan azirin ICT hman tangkai ni sela.



Activities

Step 1

A bul tan nan facilitator chuan brainstorming hun han hmang sela, chutah chuan zirlaite chu an lemchan tur thupui innghahna khawtlanga thil tha lo leh chhuanawm lohte thleng thin chungchang ven leh pumpelh theih dan tur kawngte sawi hopui sela. An zirlaibua an lemchan tur thu chu facilitator chuan tlem azawng te chu chhiar chhuak sela. Naupangte chu group lian vak lovah thenin group 6-8 ah siksawi ni sela, an lemchan tur thu chu anmahni theuhin a thu ken chu hriat thiam tum takin chhiar chhuak sela. Group hrang hrangte chuan kha an zirlaiin a tumte leh a thu kente chu pho chhuah tum theuh sela.

Step 2

Facilitator chuan naupangte leh thawhpuite puihnain naupang ho chu an role tur theuh sem ni sela. Lemchan hi subject hrang hrang science, social science leh language-ah te neih thin tur a ni a, naupangte chu group ngai ngawr ngawra awm lovin inthlak kual sela, naupangte chuan a inchhawka stage lo rema ruahmanna lo siam te, an thusawi tur dialogue lo siam se, lemchana chanvo chang tam bik leh chang tlem bik an awm lohna turin.

Step 3

Naupangte chuan an thu chhiar atanga an lemchan tur character an hmelhriat dan leh TV atangtea an lo hmuh tawh atanga an hriat thiam dan zulzuiin facilitator leh a thawhpuite chuan lemchan turte chu an hriat thiama felfai taka an tih theihna turin han chang chhin sela. Chutiang lo pawhin an lem chan tur nena inzul lemchan dang tawite te pawh ICT hmangin entir ni sela. Naupangte chu facilitator chuan an taksa che vel hmuhnawm zual tur leh an tawngka chhuakte ngaihthlak nuam leh zei taka an tih theih nan tiphurin fuih reng sela.

Step 4

An thawnthu chan tur bakah an taksa chet vel dan tur te leh hmel lan dan tih danglam dan turte chu fiah taka hrilh ni sela. Props hman tur tulte leh stage rem dan turte chu facilitator chuan naupangte ngaihtuah chhuahtir sela. An lemchan tur thu ken azirin milem leh lemziakte pawh naupangte chuan an siamin an hmang thei ang a, an thupui milin stage pawh tihdanglam tur a ni.

Step 5

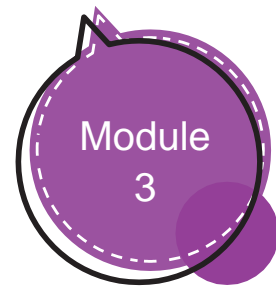
Lemchan an tih tak takna hun a thlen hmain naupangte chu rehearsal neihpui ni sela. Props hman tangkai dan leh pawimawhna te an hmelhriat theih nan rehearsal an neih hunah pawh an tih tak takna tur ang chiahin hman tho tur a ni a, chu chu an lemchannaah pawh naupangte chuan thawh ho dan an thiam zual theihna turin a pawimawh a ni.

Step 6

Lemchan tak tak hun chu a lo thleng ta a. Naupangte chuan stage-ah lem an chan lai chuan a hnunglam atangin lo support tur a ni a. Video recording pawh a theih chuan lak ni sela, zirtirtu leh naupangten a hu hovin an en leh thei ang a, an lemchan dante chu thlirletin an sawi ho thei ang. Chuta tang chuan hmasawna tur kawng hrang hrangte pawh a hmu theih ang. Tih hauh loh tur chu naupangte khaikhin/compare hi a ni a, an lem chan thu ziak, tawngkau chheh leh tawngkam chhuak te, thawh hona te leh a dangte kha sawipui zawk tur a ni.

Subject dangte nen a inkungkaihtir

Facilitator chuan an lemchan a tarlan ni lo khawtlang nuna thil tha lo leh chhuanawm lem lote ngaihtuah chhuak turin fuih sela, an lemchana mi ang deuh thil thleng tak tak an hriatte pawh ngaihtuah chhuak sela. Language zirna kawngah chu'ng an thil ngaihtuah chhuahte chu hmang tangkai se. Art atan thu leh hla hi a pawimawh em em a, a bik takin lem chan/role play atana chhan chu narration, dialogue leh script writing a tel ngei ngei vangin.



ART INTEGRATED LEARNING

(MUSIC, RHYTHM, DRAWING)

Session 5

**Class:vii, SUBJECT: HINDI, (*Vasant Bhag-iii*),
CHAPTER (No. 16) : '*Bhor Aur Barkha*'
CHAPTER (No. 5) : '*Thodi Dharti Paoon*'**

Art Activity Tih tur

Visual leh Performing arts

Class VII Hindi textbook kan en chuan heng a hnuaia zirlaite hi kan hmu a

- Hindi - Bhor Aur Barkha - Basant Part 2
- Hindi- Thodi Dharti Paoon - Durva- part 2

Hengte hi Our Environment - Social Sciences Chapter 4 (Air), 5 (Water), leh 8 (Human, environment interactions) zirnaah a sengluh theih dawn a.

Art activity kan tih tur hi subject hrang hrang zirna atan a tangkaiin, kan nitin nun nen pawh a inkungkaih a ni.

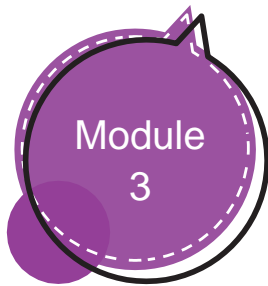
Facilitator tana hriat tur- Activity 1,2,3 leh 4 te hi a hrang theuh a ni a, amaherawhchu poem pahnih '*Bhor Aur Barkha*' leh '*Thodi dharti Paoon*' te beh chhana siam an ni.

Naupangte tana zirchhuahpui tura beisei

An zirlai bu leh anmahni dilchhutna atangtein zawhna an zawt ang a, thil nih dan phung chik taka ngaihtuah te, thil inan lohna leh inan dan chhut cheuh cheuh te, ngaih dan siam te leh an zirlai thu ken te chu nitin nun nen an kungkaihtir thiam ang a, an ngaih dan te chu thiam takin an pho lang thei ang.

Bungraw mamawhte

Paper leh pencil, sakawrbakchek, glue, chart papers, crayons, chanchinbu hlui, sketch pens, double sided tape, cello tape. Rimawi siam nan *Duffli* emaw *Manjiras* emaw hman ni se. (A theih hram chuan hmuh awlsam leh lakkhawm theih mai chite hman ni se)



Zirtir dan tur kalhmang (Pedagogical Strategies)

Activity-I (SRG te tan, Time: darkar 1)

Sava hram ri mawi (Ice-breaker)

Participantrs te chu dintirin chawngzawng hram ri angin tihtir theuh tur a ni.

An tih dan tur chu demonstration hmangin entir la entir nan; *I kutpah fawh pahin ri ring tak siam la, i mit chhing chungin han tinawn han tinawn la. Minute 3 lai han ti phawt la. A hnua zawhna awm theite chu brain storming hmanga tih nih se.*

- Engtin nge tunah khan i awm?
- He ri hian eng ri emaw hriatchhuahtir che a nei em?
- Engtik hunah nge hetiang sava hram ri hi kan hriat theih ang?

Facilitator chuan a chung a mi hmang hian inbiakna bul a tan thei anga, zawhna zau zawk a hnuaia tarlante ang khuan a zawt thei ang;

- In zingah tu tute nge zing hma taka thawh nuam ti awm che u?
- Zing hma taka in thawh hian engtin nge in awm?
- Khawchhiat ni a lo nih hian engte nge i ngaihtuah a, engtin nge i awm?
- I thawh veleh khan eng engte nge i hmuh thin tlangpui?
- Tuna i han sawi takte hi i naupan laia mi nen eng nge a danglamna?

Group a activity tih tur

Step 1

Participant-te chu sawi hona tha zawk an neih theih nan group-ah then ni sela, zingkar chungchanga an tawn hriat te, an naupan laia zingkar an hmelhriat dan te, an duh dan leh nuam an tih danin sawiho sela. Mime/role play/ skit/ thawnthu sawi/ rimawi leh lam emaw milem ziah hmangete pawhin an rilrua thil awmte an pholang thei ang a, an zavaiin an tel vek tur a ni.

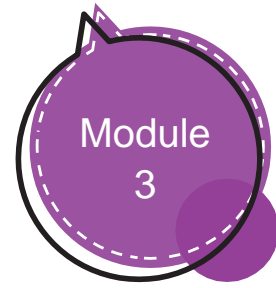
Step 2

An inrin hunah chuan, group tinte chuan a indawtin presentation lo nei se la. Group tinte chuan thiamna tak tak thlen phakna turin chik leh uluk takin presentation zawng zawng chu an lo zir ang a. Presentation chuan participants/ zirlai naupangte chu zing kar chungchang nen a inkungkaihtir ang a, chu chu Bhor Aur Barkha inngahna chu a ni.

Step 3

Activity tih zawh huna sawi hona hunah khan facilitator-in an group presentation te hmang tangkaiin poem thu ken nen kungkaih sela. Entirnan, Krishna chu Maa Yoshoda in a kaihtawhin, *Jago bansivaarey lalana jago mere pyaare...* ' tih hla a sa thin a. Participant-te chu Meera Bai ji-in hmangaihna leh ngaihsakna thinlung a nei chung a zai angin zai ve turin ti sela.

Hemi hmang hian facilitator chuan language zirna tana activity a tihpui thei ang. Assessment- Group presentation hmanga mahni leh zirlai puite nena inendik tawn (self and peer assessment). Facilitator chuan check list hmangin endik tur a ni.



Activity 2 (30 minutes) (Zirlaite tan)

Poem dawt leh atan chuan “*Barse badariya sawan ki*”

Step 1

Naupangte chu an kut zungtang ti riin ruahsur ri siamtir tur a ni a. Blackboard-ah ‘barse badariya’ tih hi hawrawppuiin ziah tur a ni. Naupangte chu ruah sur ri an hriat thin dante ngaihtuah lettir ni se. Ruah sur ri siam thei tura musician te rimawi tum video hmangin entir theih ni se, ruahsur tak tak lai video te pawh entir theih a ni bawh ang.

Step 2

Naupangte chu group pahniha then darhin an taksa peng engpawh hmangin ruah sur ri siam dan tur ngaihtuah tlang sela. An ke per ri leh kut beng rite hmang tangkaiin ruah hmi ri atanga a sur tam ri te siamtir tur a ni.

Zawhna te zawhzui ni se

- Ruah hi sur ta miah lo se eng nge thleng ang tih ngaihtuah ho se, Social science textbook a ‘water’ tih chapter te nen sawi zawm chhoh ni se.
- A dawt leh atan chuan Hindi poem-a mi tlar eng emaw zat thlang chhuakin zir ni se. Thumal te leh hla thu tlar te chu rhythmic pattern a rem ni se, sur leh taal te anga sak theih tur a siam ni se.

Assessment: Group pahnihte chu presentation neihtirin, a nei lo zawkte chuan uluk taka an en leh ngaihtlak zawhah remarks lo pe zel se. Chung chu zirtirtuin ngun taka enin Learning outcomes behchhanin record lo siam tur a ni.

Activity 3 (30 minutes)

Poem ‘*thodi dharti paoon*’ - Chapter 5, Book Durva- Part 2

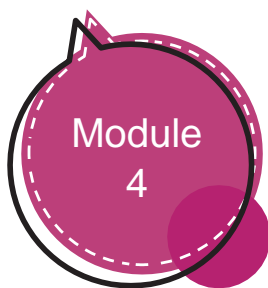
Naupangte chu an lehkhabu keu tirin zirtirtuin ngaihnawm takin poem chu a chhiar chhuak tur a ni a. Tlar li a chhiar zawhah naupangte chu a thil chhiar an hriat thiam dan angin an lemziakna buah minute 5 chhungin milem ziah chhuahtir tur a ni. An lemziahte chu en kualin zirtirtuin a fak sak tur a ni.

A dawt lehah chuan naupangte chu a chhiar bak tlar li bawh chhiartirin, a milem ziahtir leh tur a ni. Naupangte chu hetiangna thumal tlar li milem hmanga an ziah chhuah hian tawng zirna activity tha tak an ti reng a ni. Hei hian thil tih leh tawnhriat hmanga zirna leh thiamna (experiential learning) a pe a ni.

Endikna tehfung atana hman tur thenkhatte (Assessment indicators suggested)

- Tawngka leh chetzia hmanga rilru pholan (verbal and non-verbal expression)
- Concept thlan bikte hriatthiam
- Mi mal thahnemngaihna leh hma lakna
- Midangte nena thawh hona

Kan hriat tur pawimawh tak chu heng activity-te hi thiamna thleng tura hmanrua an ni a, thiamna teh nan erawh hman loh tur a ni.



SCHOOL BASED ASSESSMENT

1. OVERVIEW

He module hian school based assessment (SBA) nihphung hrang hrang, a hmangtu tur a bikin zirtirtutena an tangkaipui tur a keng a. Objective-a inñanin, assessment ÷obul, India ramah examination aṭanga evaluation a lo nih chhoh tak dan leh chumi aṭanga continuous and comprehensive evaluation (CCE) leh school based assessment (SBA) a lo nih tak zel dan te a tarlang dawn a ni. Curriculum leh examination siamṭhatna atan engtin nge naupangtena pawn lam aṭanga test leh exam dan khauh tak an hlauh êm êmna chu school based assessment (SBA) ina a tihtlem theih dan tur a thlir a. Chubakah chuan CCE leh SBA thlunzawmin, SBA chu CCE belhchhahna a ni tih a tarlang bawk. Module hian a tehna (criteria) leh assessment thil tum a tar chhuakin, BSA atana hman turin hmalak dan tur a duang chhuak bawk a ni. He module hian a hmangtu tur hrang hrangte a bikin zirtirtute chu SBA hmangtu hian naupangte ngai pawimawha inzirtirna leh endikna atan child-centred approach hmangtu turin a beisei a ni.

2. OBJECTIVES OF THE MODULE

He module hian –

- School Based Assessment lo irhchhuah dan leh a pawimawhna hriatthiamna kawngah a pui che ang a,
- Naupangte thiamna endikna kawngah learner-centred Approach hman dan a hriattir ang che.
- Naupangte zirna leh zirtirna chuan an thiamna endikna a keng tel nghal a ni tih hriat thiamtir chein leh,
- A subject azirin leh a context mila assessment hmanrua duan dan a thiamtir bawk ang che.

3. BACKGROUND

India independence hun lai khan, India rama education system chu exama innghat, ziaka in examna result aṭanga mite pawh thliar ṭhin kha a ni a. India rama education nihphung duan ṭhatna atan, a ram mipuite mamawh leh duh dan zulzuiin National Policy on Education (1968) chuan CCE a rawn rawt chhuak a, chu chuan examah pawh scholastic leh non-scholastic a huamtir bawk a ni.

National Policy on Education (1986) chuan evaluation chu zirna leh inzirtirnaa bet tel nghal a, naupangte ṭhanna leh hmasawn dan evidence lantir turin a ngaihtuah a. Objective a duan chhuah dan chuan chatlak awm lova scholastic leh non-scholastic-ah te pawh huam kim taka zirtir hun chhung zawnga kalpui chu a tum a ni.

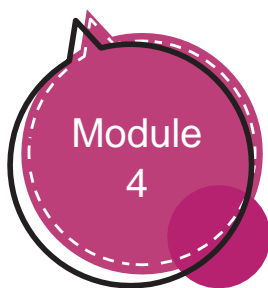
India rama school education chanchin ziak danah chuan Continuous and Comprehensive Evaluation (CCE) hi kum 30 chuang lai hman a ni tawh a. School-a zirna leh inzirtirna avanga naupangte thanna leh hmasawn dan lantir nana hman a ni a. Hetianga CCE zau tak leh zalen taka school leh mimalin mahni duh dan dana CCE hman hian mipui mimirteah nghawng tha lo leh buaina tam tak a hring chhhuak a; chu chuan a scheme tha lo tihna leh a system ngei pawh chuan dodalna a thlen hial a ni. Chutiang thenkhatte te chu:

- Test-in zirna leh inzirtirna a lan (dominate)
- Thluak hriatna (cognitive) chauh chawi vawngin affective and psycho-motor lam a hlamchhiah.
- Thil chhinchhiah leh vawn tur tam lutuk vangin zirtirtute hna a tirip.
- Vawn (rote memorization) a uar.
- Test dan chi hrang hrang hmanin malpractice a siam.
- Naupangte an fimkhur loh phahin education quality a tichhia.
- Teaching profession leh school zirnain rinhlelh a hlawh phah.
- Nu leh paten CCE an duh khawp lo.

CCE in rinduap a kai chhan berte chu:

- He thu ‘continuous’ tih hi hun bi nei ‘periodic’ tihna anga ngaihual vang a ni. Evaluation chu ‘zirtirna’ (teaching) leh “zirna” (learning) kalpui dan khawhmuhna anga ngaih mai tur a nih lain class test te, unit test te, formative test leh summative test in a khat tlat si a ni. Test tam lutukin zirna chu a kaihruai ta hial a.
- He term ‘comprehensive’ tih chuan evaluation chuan domain pathumte a huap kimin naupangte thanna/hmasawna kawng hrang hrang a fun kim tur a nih laiin, zirtirtute tana hmanrua a awm that tawh loh vangin chutiang a ni ta mang lo va; chuvangin, CCE hman chuan a nih tur ang a ni thei ta lo bawh a ni.
- Hemi term ‘evaluation’ tih chu tehna ‘measurement’ nen inang renga hman a ni. Hmuh theih khawvela tehna in thil a teh chhuak thin ang mai hian CCE pawh chuan teh dik chat chat tura ngaihna a lo awm ta bawh a. Hmuh theih khawvela thil kan teh thinte chu a ki a dang a, (ratio scale) a nih lain, nungchang tehna lam chu (interval leh ordinal scale) a teh a ni thung.
- Pawimawh tak dang pakhat chu assessment-a hmaraw chi hrang hrang hman a ni. CCE hialah pawh paper-pencil test hman a ni ber.

Heng harsatna lian tham tak takte a awm reng chung hian tumahin CCE scheme thatna chu an pha thei chuang lo. Chuvangin, CCE kan hman dan hi enchain a, tihdik a ngai a ni.



CCE kan hmanna tih fuh loh tam tak awmte leh nghawng tha lo a neihte siam thatna atan SBA hi thangtharte tan rawt chhuah a ni. Board exam tum khat chauh neih te, Board leh Internal neih kawp te, CCE te atangin tunah chuan a palina atan SBA a lo ni dawn ta. School based assessment (SBA) a lo ni dawn ta.

4. SCHOOL BASED ASSESSMENT (SBA)

He school based assessment tih term hi hetiang hian lo sawifiah dawn ila:

- Zirna leh inzirtirna kal mek lain learning outcome zulzuia thiam tura beisei hlenchhuah theih ngeina tura tehchhuahna (assessment) hman a ni.
- Educational philosophy-a ‘assessment for learning’ anga zirna leh zirtirna kalpui paha assessment tih nghal zel.
- Zirtirtuten an mahni sikul naupangte an aseess-na a ni.

4.1 Salient features of SBA

- Zirtirna – zirna leh assessment thlunzawm (integrate)
- Zirtirtuten record vawn leh report hautak lutuk awm lo.
- Child-centered leh activity based-a inzirtirna (pedagogy)
- Learning outcome-a inngatin, a chhungthu vawn mai ni lova, thiamna (competency) nei tura kaihhrui.
- Assessment scope zau zawka hman a, zirtirtu mai bakah self-assessment, peer-assessment hman tel.
- Hlauhna leh hlauhthawna awm lova, telvena leh inbiak tawna neihtir.
- Achievement endikna mai ni lo va, assessment of/and/as learning anga kalpui.
- Zirtirtu leh a kalphunga rinna nghah ngam.
- Naupangteah mahni inrintawka neihtir.

Let us reflect

- Examination hian eng nge a rah chhuah?
- School based Assessment nen eng nge a inan lohna?
- A pahnihah hian khawi hi nge pawimawh (relevant) zawk a, eng nge a chhan?

Hemi engah hian naupang tinte chuan zira hmasawna remchang leh an mamawh anga puihna an dawn a ngai a. CCE chu RTE thil tum, naupang zawng zawngtena an zir thiamna tura hlawhtlinna atana hmanraw tangkai tak a ni thei, a chhan chu school based assessment chuan zirtirtuten naupangte zirlaia an hmasawna thlithlai a, a hun taka puih a, harsatna an neih pawha sutkian nghal zelna remchang a siam

vang a ni. School based assessment chuan education quality a vil laiin, stakeholder dang, block, district, state leh national level-a mite pawhin zirtirtute hna tibuai si lovin a system thatna leh that lohna an enfiah thin a tul bawk. Evaluation lian tham (macro evaluation) kan tihah hi chuan written test (MCQ) hi tih thin dan tlangpui a ni si a; hei hi chuan naupangte nihna dik tak a lantir pha lo thin a, chutih rual erawh chuan school, block leh district-a education quality chu a lantir tha viau bawk si a ni. A pawimawh zawk tak chu central evaluation leh SBA te enfiah ve ve a, awmze nei zawk tura kalpui a ni

Let us reflect

- Examination leh school based assessment thatna leh that lohna nia i hriat engte nge?

5. ASSESSMENT: WHAT, WHY, AND HOW

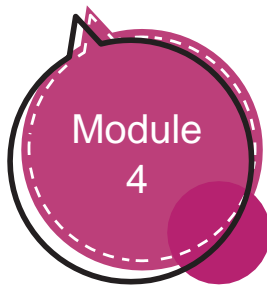
Assessment tum bulpui ber chu naupangten zir thiam tura an mamawh tak hriattir a, an theihna tithanga; chak lohna lai and neih a nih chuan dawmkan a ni. “Eng vangin nge” “Eng nge” leh “Engtin nge” assessment tih tur

- Assessment atana tehna (criteria) chu engte nge?
- Eng atana tlangkai nge a nih?

Hemi sub-section hi chuan a criteria chung chang a thlur dawn a, chungte chu, learning outcomes, assessment nih phung leh a thil tum te chipchiar zawkin classroom-ah SBA hmanga naupangte zir thiam dan leh hmasawn dante thlithlai a ni.

6. LEARNING OUTCOMES: THE CRITERIA OF ASSESSMENT

Zirna assess tur chuan eng ang zirna nge tul tih hriat mai a tawk lo va; chumi assess-na hmanraw hriat fuh a ngai a ni. A tlangpui thuin, Macro emaw, SBA emaw hmangtute ngei pawh hian chian tawk lohna an nei thin a; zirtirtu tam zawkte lahin textbook chauh hi curriculum emaw tiin Textbook-a zawhna pekte chu naupangte assess nan an hmang bawk nen; chutih lain exam leh achievement survey titu lam lahin zirtir tum tak leh competency zir chhuah tura beiseite Chiang lem lovin MCQ hmangin an lo assess ve thung bawk si! Subject hrang hranga class tinte learning outcome-te chuan stakeholder tinte a kheuh harh chauh ni lovin, district/state/national level leh school level (zirtirtu, zirlai, nu leh pate) leh SMC thlengin zirna tha neihna atana an mawhphurhna a hriatir a ni. Tichuan, learning outcome Chiang taka tarlan chuan stakeholder hrang hrangte chu curriculum-in a phut tihlawhtling tura an mawhphurhna leh tih turte a hriattir bawk a ni.



Module 4

Assessment as Learning

Hei hi chuan zirna leh inzirtirna kal mek laiah naupangten an hna ngunthluk taka enfiah a, chhui kira chhut chiang turin remchanna a siamsakin, an chakna lai leh mutan lai an inhriat chhuah phah thei dawn a ni. Anmahni in-assess leh an thiante leh group work bih chiantir tura fuih a tha bawk. Assessment as learning chuan naupangte inrintawkna a pein, dam chhunga zirna kawng a hawnsak a. Zirna leh zirtirna kal mek laia tih tur chi a ni bawk.

Assessment of Learning

Curriculum-in a hlen chhuah a tum (aims and objective) duan chhuah mila naupangte zir thiam tur lo bithliah nana hman a ni. Information kim chang tak, curriculum huam chhunga hlenchhuah tum heang hrang heng, subject hrang hranga an zir thiamna te, an tuina zawng te, an rilru sukthlek te, an phurna q te chu scholastic leh non-scholastic-a then hrang lova a pum puhuma tar chhuahna a ni.

Zirtirtuten naupangte hmasawna mimal/huho/mahni emaw, thiante emaw ina an assess-na an khawn khawm atangin an chhinchhiah a. Naupang tinte nihphung chu ama tun dinhmun leh a hmaa a dinhmun khaikhin theih a, a hmasawn dan hriat thiam nan vawn theuh ni se. Zirtirtu chuan chungte chu a record diary/log book/work sheet/project etc.-ah te vawng tha in, a tul huna naupang tinte zirnaa an hmasawn dan vil zui/enfiahna tan a tha a ni. Naupangte hmasawna tur atan awmze neia hman ngei tur a ni thung.

Tun hnaiah hemi kawng NCERT-in curriculum-in a tumte, learning outcome te, inzirtir dan turte subject zawng zawng a duan chhuah hian stakeholder zawng zawng, a bikin zirtirtute tan an in laichin dan hrethiam tur leh zirna leh inzirtirna kalfuhtirna atana an hmalakna hi khawngaih takin document hi NCERT website-ah hi en rawh.

Let us reflect

- Elementary stage-a in state syllabus-a subject/class eng ber emaw leh NCERT Learning Outcomes-a mi entawn la. Eng nge an inmil dan nia i hriat?
- Class eng emaw bera subject pakhata theme/unit la chhuakin learning outcome han ziak chhuak teh.

7. ASSESSMENT STRATEGIES FOR SCHOOL BASED ASSESSMENT

A decorative graphic consisting of a pink circle with a dashed white border and a smaller solid pink circle overlapping its bottom-left side. The text 'Module 4' is centered inside the larger circle.

Module 4

Assessment tih dan tlanglawn deuh deuhthe chu: observations, interview, self-assessment, peer assessment, group work assessment, portfolio assessment, feedback, authentic assessment, assignment, roll play, storytelling, simulation, project work, experimentation, anecdotal records, checklist, rating scales, focus group discussion (FGD), etc. a ni. **Assessment strategy** thenkhat SBA mil deuh deuhthe a hnuaiiah hian tarlan a ni:

7.1 Assessment of individual learning

Activity tam tak, tests (written/oral), creative writing (essay, story, poem writing), picture reading, experimentation, individual projects, drawing leh craftwork, etc., te chu mimala endik ngai a ni a. NCERT textbook-te hian chutiang tih remchang takin kaihruai mahse hmanlaia tih dan phung, zawnha leh chhana hmanga exam hi zirtirtute leh nu leh pate duh dan zawk a la ni fan. Hetianga in exam thin hian sawisel kai hle mahse a hmangtute leh a dawngtute pawhin remchang leh awlsam tiin an la thlang zawk fo reng a ni. Written test-te hi assessment atana tangkai tak chu ni reng bawk mahse, a hmangtute hian thiamna teh nan an hman dawn chuan fimkhur taka tih tur a ni.

Let us reflect

- Tunhma atang kan hman than written test emaw, examination emaw hi learning outcome tinte tan huapkim taka hman theih a ni reng em?
- Engtin nge manipulative, social, leh emotional aspect te hi naupangte mize assess nan kan hman theih ang?
- Assessment huap kim tak, zirna peng hrang hrang atana hman tur han thlang chhuak teh (cognitive, socio-emotional, leh psychomotor huamin) entirna pe bawk la.

EVS textbook kan en chuan hriat thiam a awl sawt ang.

- Hnahthel hmangin in note buah nungcha lem siam teh u.
- Thing hnah leh a tangin nawt chin teh u. An inang nge an danglam? A eng zawkin nge hnuhma nei? A eng zawk nge nawh harsa? Eng vangin nge?
- In chhehvela thil awmte thlithlai teh u. Engin nge hnah leh pangpar ang?
- Plant i hmuh tawhte ziak la, i hriat tawh la hmuh ngai si lohte ziak bawk teh.
- In in/sikul bula thing kung pakhat thlangin thianah siam teh. I thian chu hming special tak phuahsak i duh em? I thing thian chanchin chu chhui Chiang la; midangte hrilh ve teh.

Module 4

- Upa zawkte zawt la, an naupan laia an hmuh ṭhin thlai, tuna hmuh tur awm ta lo a awm em?
- Tui hmanga thil tih chi sawm ziak chhuak la. Tui mamawh tlem aṭanga ṭannin a mamawh tam danin rem rawh.
- Lui i hmuh tawh leh i hriat hming ziak a; in khuaa luang a awm em? A hming ziak teh.
- In inah tui in tur engtin nge in hmuh? Tu in nge chawi/dah khawl? Engtin nge an khawl? Eng vanga khawl nge?

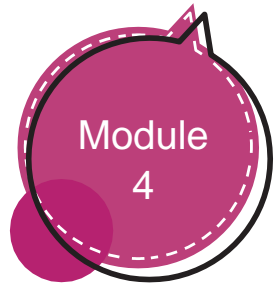


- A chungka milemte hi en la; chhungkaw hnihte hian eng nge an thawh?
- In chhungkua chu hemi te ang hi in ni em? Nih chuan a eng ang zawk hi nge? Eng nge in inanna?
- Hetiang hna hi in chhungkuaah leh i ṭhiante inah tuin nge thawk?

Hna	He hna hi tu in nge in inah thawk?	I ṭhiante inah ve thung?
Chaw chum		
Thleng sil		
Hmun phiah		
Bazara thil lei		
Tui dawh		

Let us reflect

- Heng zinga engte hi nge ziaka chhan chi?
- A engte hi nge kâa chhan chi?
- A eng hi nge SBA emaw, Board exam emaw, a pahnih emawa hman chi?
- Ziak emaw, kaa chhanga assess chi exercise a awm em? Awm chuan eng ang hmanraw hmanga assess chi nge? Eng vang nge?



- Heng learning outcome-te ‘Khawtualala hmuh mai theih thilin designs, motifs, models siam la” tih leh ‘thlai, nungcha, kum upa leh rualbanlote ngaihsakna lantir teh’ tihte hi eng nge i ngaih dan? .
- Heng learning outcome-te atan hian quarterly emaw, term tawpa written exam emaw, test paper emaw atana zawhna han siam teh.

Naupangte hian class-a an thil zir hi an nitin nun nen a inmil a nih a, an textbook-a thilte chu hrang hlak lo a nih hian an hrethiam hma thin. An tawnhriat nena an thil zir inhmeh bel theih a nih a; a awmzia, thupui, subject leh an pawl mil a nih hian an hriatna a tithuk. NCERT textbook chuan textbook atanga chhan chi aiin naupangten an tawnhriat atanga an chhan theih chu exercise lamah an dah uar zawk a. Chutiang zawhna chuan chhana dik pakhat aia tam a nei chawk bawk thin. Tichuan, hengte hi SBA hnuaiah chuan hman theih a nih lain, Board exam lam, answer key nei ang chiah te chuan a remchang leh thung lo vang. Entir nan: a hnuaia zawhnateah hian, option pakhatna chu an tawnhriat atanga chhan tur a ni tlangpui a, a dawtah erawh chuan an zirlaibu atanga chhan chi a awm leh tho bawk ang.

A-1: I chuan tawhna lirthei hming han sawi teh.

A-2: Ke pahnih, pathum, pali nei lirthei hming pathum theuh tal han sawi teh.

B-1: Thing buk hnuaiah eng emaw chen thu la; Nungcha i hmuhte hming sawi teh

-

A zarah	_____	_____	_____
A hnanhah	_____	_____	_____
A kungah	_____	_____	_____
A bul leiah	_____	_____	_____
A kung velah	_____	_____	_____

B.2. Thingkunga cheng nungcha hming sawi teh.

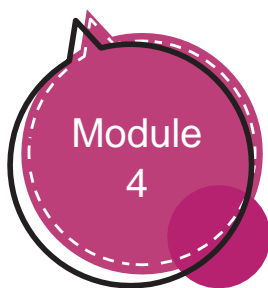
C. 1: Tui tel lo va i tih theih thil (activity) leh tih theih loh thil han sawi teh.

_____	_____	_____	_____
_____	_____	_____	_____

C:2: Tui hmanna chi activity thenkhat ziak chhuak teh.

Let us reflect

- A hnuaia zawhnate hi eng nge i ngaih dan?
 - a. I ril a tamin engtin nge i awm? Engtin nge i sawifiah ang? Ni hnih lai chaw ei ta miah lo la eng thil nge thleng ang?
 - b. Kawng i bo tawh em? Engtin nge i tih? Nangma tawngkamin i tawnhriat chanchin chu han ziak teh.



- c. Tlang sanga awmah han indah chhin teh. Eng rilru nge i put: Eng nge i hmuh? Tah chuan eng thil nge i chak?
- Hetiang chi zawhnate hi EVS, Maths leh SS atana theme leh concept hrang hrang atan han siam teh.

Textbook hi zirtirtu tana resource tangkai tak a ni a; mahse, a hun leh hmun azirin a mi chengte culture leh leilung inan lohna avangin a zirtu naupangte mila her rem thin a ngai. Chuvang chuan zirtirtu chuan textbook-a zawhna ring mai lova an sikul leh zirlaite mila zawhna a siam thin a pawimawh.

Entir nan: Textbook-ah chuan a hnuaiia zawhnate hi a awm a (1a leh 1b) zirtir hrangte siam danin 2a leh 2b).

Q-1a: Eng thil nge heihia hmin leh helin in inah in siam?

Q-1b: Balhla hmin leh hela siam in inah eng thil nge awm?

Q- 2a: In inah heng thilte hi engtin nge in siam?

- Papad
- Badiyaan
- Chikky

Q-2b: In inah heng thilte hi engtin nge in siam?

- Khakra
- Thepla
- Dhokla

Zawhna (question bank) leh central, state, district leh block level-a zawhna siam ngawt chuan naupangte mamawh a chawm zo lo maithei, a chhan chu anmahni tawnhriat atanga an chhan a rem loh thin avangin.

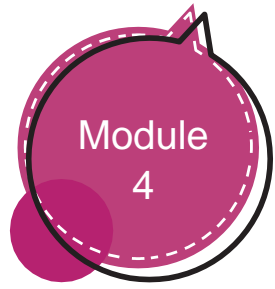
7.2 Assessment of Group Learning

Group-a assessment ti tur chuan zirtirtu chuan chutiang tihina a tum tak chu a chian hle a ngai. Heng activity, field visits, surveys, art work (model making, Rangoli making), experiments, projects etc. te hi group-a tih chi a ni a; process skill leh social skill assess nan a remchang hle a ni. Chutiang group activity pakhat chu entirnan lo hmang ila.

Survey: Ni eng, ventilation, faina leh rualbanlote tana provision awm enfiah (audit)

Hemi activity Class V naupangte nena hemi activity ti tur hian zirtirtu chuan naupangte chu group liah a then a.

- **Group I** – In sikula in classroom-a ni eng lut zawn chhuah
- **Group II** – Classroom hrang hranga eng luhna (ventilation facility) enfiah.
- **Group III** – Fai dan endik.
- **Group IV** – Rualbanlote tana provision awmte enchian.



Zirtirtu chuan group tinte chu an member-te hnena hna sem theuh turin a ti a, a thenin zawhna an siam ang a, enthlithlaitu leh chhinchhiahtu an awm bawk ang. Amah pawh chuan a pui ve ang a. Group tena zawhna an siam thenkhatte chu:

Observe and record

Natural Light Audit

- Tukverh tam tawk a awm em?
- Tukverh atanga eng lo lut chuan in class-a naupangte hna thawhna hmun a chhun em?
- Tukverh te chu a fai em?
- Tukverhte chu naupangte hnung/hm ani la; an sirah (duhthusam chuan veilamah) a awm em?
- Eng hliah turin pawnah thing kung a awm em?
- Room chhung rawng hnawih chu rawng tak lam a ni em?
- Ni eng lo lut chu electric-a en belhtir a ngai em?
- Light point eng zat nge awm?
- An eng thei vek em?

Ventilation Audit

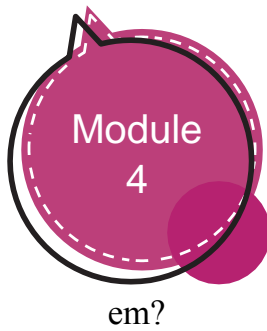
- In class-ah boruak luhna kua eng ang nge awm?
- Classroom-ah kawngkhar/tukverh/ventilation eng zat nge awm?
- An inkhar reng nge a inhawng?
- Cross ventilation a awm tha em?
- Khawi laiah nge kawngkhar/tukverh/ventilation an awm?
- Kawngkharte chu bang pakhatah vek em ni an awm?
- Tukverh/ventilation te chu kawngkhar opposite-ah em ni an awm?
- Ventilation awmna chu a sang/ceiling hnaihah a awm em?

Cleanliness Audit

- Tu in nge classroom tifi?
- Eng anga zingin nge classroom tihfai a nih?
- Room then lai a hnawng emaw, a val emaw em?
- Classroom-ah bawlhhlawh bawm a awm em?
- Roomah bawlhhlawh a tla deuh nuaih em?

Audit of Provisions for the Differently Aabled

- In sikula thawktu emaw, naupang emaw rualbanlo an awm em?
- Awm a nih chuan an tana awlsam tura siam rem ngai engte nge?
- A tulna hmunah vawnban (handrail) a awm em?



- In sikulah ramp a awm em?
- Ramp chu nal lo chi a siam a ni em? Wheel chair kal theihna turin a slope tha em
- Rualbanlote tan inthiarna remchang siamsak a ni em?
- Sikul chhuat leh furniture-te chu an mamawh ang a ni em?

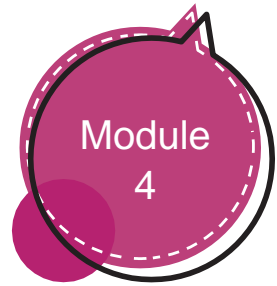
Ngaihtuaha inchhut chianna remchang a siamsak baw a. Hemi atana zawhna thlan chhuahte chu;

Think, Reflect and Act

- Engati nge classroom a fai loh? Tifai turin zirtirtu leh thawktuten eng harsatna nge an tawh? Heng harsatnate sukiang tur hian eng rawtna nge i neih?
- In class-a ventilation chungchangah harsatna awmte eng nge?
- Engtin nge kan sikul hi rualbanlote tana remchang a nih theih ang?
- Survey chian hnuah harsatna awmte chu eng angin nge an hmachhawn theih ang?
- I puihna nena naupangten hma an lak nghal theih dan tur atana idea tha thlang chhuak rawh.
- Thuneituten hma an lak theih tur chi a awm em? Zawng chhuak teh.
- Engtin nge lungawi lohna chu thuneitute hnen i thlensak theih ang?

Khingah te khian zirtirtu chuan naupangte a pui thei ang. Group tinte chuan class pumpui hmaah report an pe ang a, chu chu group dangte nen an sawi ho leh ang. Chutiang activity chu zirtirtuin rubic a siam hmangin three point scale hmanga assess ni se.

Criteria	Level I	Level II	Level III
Zawhna siam	Thiante puihnain zawhna a siam	Amahin zawhna thar a siam a, zirtirtu leh thiante nen an final	Mahniin zawhna siam
Data khawn	Dawpna tlem nen zawhna a zawt	Dawpna tam zawk nen zawhna a zawt	Thuk taka dawpin chawplehchilhin zawhna thar a zawt



Data record	A data record chu a la mumal	Indawt fel takin information a khawnte chu a record	Indawt fel taka information-te chu record-in report a pe
Thutlukna siam	Information chuan awmze thenkhat a nei	A awmze dik tak a tarlang	Awmze neiin a sawifiah
Report pek	Report a buatsaih a, mahse a present lain a chang lo	Report a buatsaih a, inring tawk takin a present	Report kim chang tak a buatsaihin tha takin a present
Midangte nena thawh ho	A chang chuan midangte nena thawh ho a harsat	Group-ah dawhthei takin a thawk	Group-ah dawhthei takin a thawk a, midangte a tanpui baw

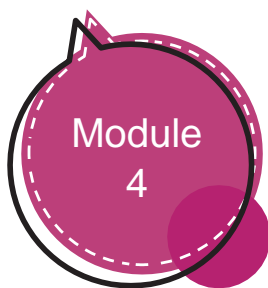
- Level I- Activity/outcome ti turin zirtirtu/puitlingte puihna nasa tak a mamawh
- Level II- Activity/outcome ti turin zirtirtu/puitlingte puihnain tha takin a ti thei
- Level III- Activity/outcome-te chu puihna tlem nen a ti thei

Tichuan huhova thil tih chu zir thiamna atan leh endikna atan a pawimawh hle a ni. Hei hian hun rei zawk a duh ngei ang; ni/kar tam tak pawh a ni thei a, classroom chhung mai ni lovin pawn lama tih pawh a ngai ang. Entirna thenkhat chu:

- In sikul/in/thenawma tui khawhral zat awm han chhut teh
- Tun thla thum chhungin in thenawma chhungkaw 15 tal-te zawtin eng natna nge tlanglawn zawt chhuak la; a chhan tlanglawn deuhthe zawng chhuak rawh.

Let us reflect

- Hemi activity hi eng nge i ngaih dan? Zirna leh inzirtirna danah nge i ngaih endikna hmanrua?
- Eng ang zir thiamna nge thleng? Hetiang thil tih hian eng thiamna (skill) leh hmasawna nge awm thei?
- Learning outcome i target turte ziaak chhuak rawh.
- Group-a tih tur chi dang subject hrang hrangah a endikna atana a rubic nen duang la. Learning outcome neihtir i tumte tar chhuak baw



Assessment strategy chuan class tina zir chhuah tur zulzuiin naupangte zir thiamna leh hmasawn dan information rintlak a pe tur a ni.

Assessment chuan naupangten an thil zir an vawn leh vawn loh a teh chhuak ringawt tur a ni lo va; chung an thil zirte chuan thiamna tak tak a neihtir chunzawm zel em tih finfiah bawk tur a ni. Chuvangin tum khat thil mai ni lovin a reng a ngai a. Zirna leh zirtirna ruala assessment tih pah zel chuan naupangten eng nge an zir thiam a, an rilru pek dan leh a tiha tihna remchang a siamsak bawk a ni. Hei hian zirtu chu endikna hlau lo turin a puih vangin an thiam chhuah tur an thiam phah thei zawk a ni.

7.3 What is a Rubric?

Rubric chu tih tur bik (specific task)-a naupangte assess-na tura tehfung (criteria set) hman thin hi a ni. Rubric chuan hna thawh dan enfiahna tur criteria a duang a. Zirtirtu leh naupang tena an duan a ni. Rubric chuan assessment tool dangte ang lo takin a tul dana tihdanglam a theih a. A nih dan tur taka hman chuan rubic chuan a hun takah feedback a pein naupangte chu feedback hmang turin a buatsaih a, critical thinking a neihtir a, zirtir dan method a siam thin midangte nena inbiak pawhna a tanpui.

7.4 Peer Assessment

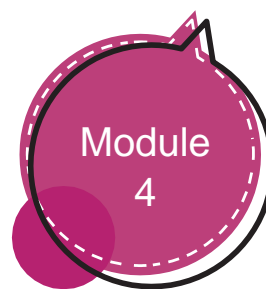
Zirlaite chu anmahni hna emaw, an thiantie hna emaw assess-na remchang tam tawh siamsak tur a ni. Self-assessment sawifiahna chu a zirtu naupangte anmahni thawh rah leh an zir chhuaha judgement siamtir ve a ni. Self-assessment chuan naupangte zir thiamna atan leh tun hnu zela hna an thawhna turah kawngro thui tak a su a; hei hi naupangte tana skill zir thiam ngei tur pawimawh tak mai, an hmasawanna, inzir zelna atan leh an hna thawhna atan a tul em em a ni.

Objective

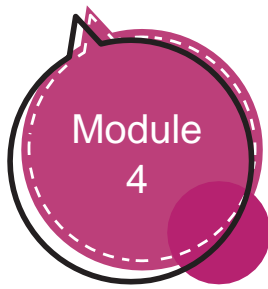
- Naupangte chuan anmahni hmasawanna leh thiamna kawnga an than dan an jinchhut thiam ang
- Naupangte chuan an hriatthiamna leh an theihna an hmu thiam ang.
- Naupangte chuan an performance improve dan an hria ang.

1. Peer Assessment Collaboration Rubric

	4	3	2	1
Tel ve dan	Group member-te chuan an thawk vek a, class-ah eng emaw an ti reng thin	Group member-te chu hun tam zawkah an thawkin eng emaw an ti reng	Group member-te chu an tel ve na a, hun tam tak an khawhralin an thawk mang lo	Group member-te chu an participate lova; hun an khawhralin, thil tangkai lem lo an thawk



Hruaitu nihna	Group member-ten te chuan a ṭul hunah hruaitu nih dan tur awmin hma an hruai a, midangte puiin, kawng pensan lo turin an vil a, tel ṭheuh turin an pui a, harsatna sukiang zawngin hma an la	A chang chuan group member-ten a nih dan tur ang takin hruaitu nihna an luah	Group member-ten midangte hruaina hna an chelhtir fo emaw, an inthi thu bik riau emaw ṭhin	Group member-ten hruai hna an thawk lo emaw, awmze nei mang lovin an hruai emaw ṭhin
Ngaihthlak	Group member-ten uluk takin midang ngaih dan an ngaihthla	Group member-ten midangte ngaih dan an ngaihthla fo	Group member-ten a chang chuan midangte ngaih dan an ngaihthla lo thin	Group member-ten midangte ngaih dan an ngaihthla lova; an lo pawtchat fo
Feedback	Group member-ten a hun takah feedback ṭangkai an pe thin	Group member-ten a remchan angin feedback ṭangkai an pe thin	Group member-ten a changin feedback an pe a, mahse a ṭangkai lo fo	Group member-ten feedback ṭangkai an pe lo
Thawhhona	Group member-ten midangte zah thiam takin an en bakah hna pawh an semzai ṭha	Group member-ten a changin midangte zah thiam takin an en bakah hna pawh an semzai ṭha	Group member-ten a changin midangte zahpah lo takin an en a, hna pawh an semzai lo	Group member-ten zingah inzah tawwna awm lovin hna semzai a ni lo ṭhin bawk



Hun Vawn	Group member-ten a hun chhungin an hna an thawk zo	Group member-ten a hun chhungin an hna an thawk zo lo fo va, news chhuah erawh an ti khawtlai lem lo	Group member-ten a hun chhungin an hna an thawk zo ðhin lo va, newspaper chhuah an tikhawtlai ðhin	Group member-ten a hun chhungin an hna tam zawk an thawk zo thei lo va, group-te hun her rem a ngaih phah fo ðhin
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I ti teh ang

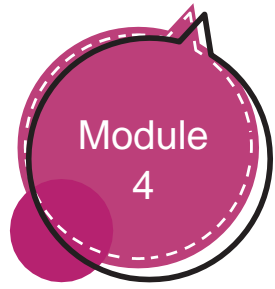
Collaboration skill hnuai box-ah hian group member-te tel ve dan mil bera i hriatin dahkhat rawh. List-ah chuan i hming pawh telh la.

- Naupang palite chu an tel ðha a, improve an ngai lo;
- Naupang pathumte chu group-ah an thawk ðha a, mahse area ðhenkhatah improve an ngai
- Naupang pahnihte erawh chuan tih ðhat an tum viau na a; mahse area ðhenkhatah improve an ngai tho
- Naupang pakhat chu group-ah tih ðhat tum ve awmin a lang lo va; improve a ngai nasa.

Group Member	Participation	Leadership	Listening	Listening	Cooperation Time Management

8.4 Self-assessment

Assessment as learning chu naupangten an zirna an hriatthiamna a niin assessment thil tum zinga pawimawh tak pakhat a ni. Pawl hniam aþangin a pawimawhna hi tarlan a ðul khawp mai. Meta-cognition (Zirna chung chang zir = Learning about Learning) hian mahniina mahni hna bih chian a, hmasawna leh mutanna neihte hriat thiamna hian zirnaah hmasawna a pein, kawng tam takah a sawt a ni.



Naupangte hi anmahni hna assess-na remchang tam tawk siamsak tur a ni a, an thiante assess-tir pawh a tha. A hnuaiia zawhna hian a pui maithei che a ni.

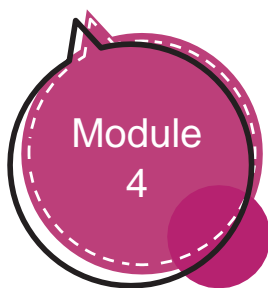
- Eng anga thain nge hmunhma tlawhna tur emaw, tih tur dang emaw ka/kan duan?
- Eng anga thain nge ka/kan ruahmanna (plan) ka kalpui?
- Lehpekah eng tih dan dang nge ka/kan hman theih ang:
- Eng nge harsa ka/kan tih?
- Engtin nge hma ka/kan sawn theih ang?
- Eng grade nge ka inpek ang?

An Exemplar Rubric: Rubric for Students (self-assessment)

Subject: Mathematics Grade 8			
Learning Outcome – Whole number-a square leh square root hriatthiam			
Level – I Tanpui ka mamawh	Level – 2 A awmzia ka hrethiam	Level– 3 Beisei angina ka ti thei ziah	Level – 4 Hriatthiamna thuk tak ka nei
<ul style="list-style-type: none"> • Puihnain square dik tak chu ka hre thei • Puihnain square number ka hre thei • Puihnain square root ka hre thei 	<ul style="list-style-type: none"> • Square dik tak chu ka hre thei • Square number ka hre thei • Square root ka hre thei 	<ul style="list-style-type: none"> • Mahniin square dik tak chu ka hre thei • Mahniin square number ka hre thei • Mahniin square root ka hre thei 	<ul style="list-style-type: none"> • Eng vangin nge square dik tak chu square dik a nih ka sawifiah thei • Number square a nihna ka hriat chhuah dan ka sawifiah thei • Square root ka hriat theih dan ka sawifiah thei

7.6 Portfolio

Portfolio chu naupangte sulhnu tha ber chauh ni lo, hun eng emaw chhunga a thil tih zawng zawng khawn khawm hi a ni. Hei hian hengte hi huam se, worksheet, project, creative writing, drawing, assignments, test, craft work, zirtirtu thlithlaina, anmahni leh an thiante, material khawn khawm heng thlai chi, hnah, stamps, news item, tui zawng, theihna leh harsatna etc. Zirtirtu chuan naupang tinte portfolio chu a enfiah ang a, a khat tawkin (quarterly, term end) tha takin nu leh pa/enkawltu leh



naupangte hnenah feedback a pe thin ang. Nu leh paten an lo ngaihthah fo thin an fate theihna leh an tui zawngte an hriat chuan an pui ve thei dawn a ni.

Portfolio chu naupangte sulhnu felfai taka vawna a ni. Portfolio vawn chhan chu naupang leh zirtirtute tan zirnaa an hmasawn dan hriatna atan a ni a. Session tawpah zirtirtu chuan naupangte chu an assignment tha ber chu portfolio-a dah turin a ti thei ang. Portfolio hlutna ber chu naupangte zirna leh assessment-ah an telvena chu a ni.

Examples of portfolios for different subjects

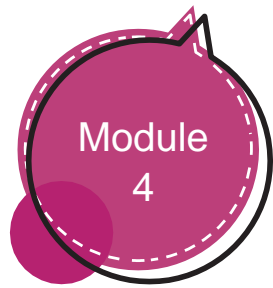
Science	Math	English/ Language	Social Sciences
<ul style="list-style-type: none"> • Charts, graphs siam • Projects, examples, posters • Lab reports • Research reports • Tests • Student reflections (weekly, monthly, or bi-monthly) 	<ul style="list-style-type: none"> • Problem solving sample leh sawifiahna • Charts, graphs • Computer analyses conducted • Student reflections (weekly, monthly, or bi-monthly) 	<ul style="list-style-type: none"> • Reading log • Thu ziak hrang hrang – Poems, Essays, Letters, Vocabulary thiam belh • Tests • Book summaries/ reports • Drama, thawnthu tawpna siam Student reflections (weekly/ monthly/bi-monthly) 	<ul style="list-style-type: none"> • Work sheets • Essays • Projects • Models • Maps work • Self-assessment • Pictures • Observations • Experiences • Anecdotal records

Portfolio buatsaih nana thil pawimawh thenkhatte

- Chhuikirna (Reflection) chu portfolio a thil pawimawh tak pakhat a ni
- Portfolio endik dan tur chu naupangte hriat lawktir tur a ni

7.7 Written Tests

Written test, paper pencil test tih thin bawk hi scholastic area-a assessment hman tlanglawn ber leh reliable deuh mai a ni a. Amaherawhchu he paper pencil test atana zawhna siam hian rote learning a support deuh ber thin avangin a tha tawk lo thin. School based assessment-ah chuan, zawhnate chu learning outcome azira siam ni thungin competency an neih dan enna a ni thin. Hei vang hian zirtirtute chu content/subject based ni lovin, competency based –a zawhna siam tura buatsaih an



ngai a ni. Annexure II-ah hian chutiang zawhna entirna chu Maths, EVS leh Language-ah te pek a ni. Chutiang zawhna chi chuan harsatna sutkian (problem solving), harsatna sawi chhuah (problem posing), ngaihtuahna zau (critical thinking), meta cognitive skills tihte hi naupangteah a tuh ang a, chu chuan SBA a tichak dawn a ni.

8. RECORDING AND REPORTING

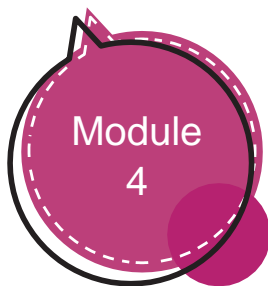
Assessment chuan zirtirtute chu eng anga thain nge naupangin a tih thiam a, a hmasawna eng ang nge ni a, engtin nge hma a sawn zel theih ang tih a hriattir tur a ni a. Engti kawng mahin naupangte chu rank pek emaw, khaikhin emaw tur a ni lo. Naupangte report card chuan naupang tinte chu inrintawkna neiin a hma aiin an titha thei a ni tiin a cho phur tur a ni. Assessment report kim chang chuan naupangte theihna leh zir thiam dan a pho chhuak ang a. Naupangte progress report chuan naupangin a tih theih te, a chakna lai leh a hmasawna turte a tarlang bawk ang. Negative remark leh sawi dan chiangkhang lote chuan naupangte chu zira hmasawn turin a puih ngai loh avangin chin loh tur a ni.

A hnuai example pek, Class III NCERT textbook-a theme pakhat, 'Family and Friends' hian zirna leh zirtirnaa assessment tel nghal dan a lantirin; assessment tih chhan pathum a hriat thiamtir che ang a, EVS class-ah i hmang tangkai thei ang. Entirna pek hian Manipur-a thingtlang khaw pakhata EVS classroom a lantir a. EVS tha taka assessment principle laimu chu a context a zira danglam lo a ni tih leh ruahmanna tha a kawhhmuh dawn che a ni.

Let us reflect

- EVS curriculum-in beiseina leh learning outcome a neih chu engte nge ni ang?
- Hengte hi assessment-ah eng nge a tangkaina?
 - Hetiang beiseina leh learning outcome zir chhuak tur hian eng ang zirtir dan nge hman theih ang?

Heng curriculum-in a beiseite hi a zau hle mai. Naupangte thanlen dan hre thiam heimi beiseina anga EVS-a an hmasawn dan hriat nan learning outcome tar chhuah a ni. Hei hian an kum mila zirtir dan leh an zir thiam dan hmang tangkaia an thiam zelna tura an hriatna, thiamna, ngaihhlut zawng, tui zawngte leh an mamawhte chhui chhuak a, chumi mila zirtirna kalpui chu zirtirtu tan a pawimawh hle. A hnuai table-a class tinte tana zirtir dan tur pek hian a hmangtu a bikin zirtirtute chu zirtirna kalpui dan kawng a kawhhmuh thei ang. Hei hian zirtirna atana hna/tih turte leh chumi assess dan tur atan inbuatsaihna a neih thiamtir dawn a ni.



Liklai chuan Thoubal primary sikulah a zirtir a. Vawiin chu a naupangte hnenah thlai chanchin a sawi dawn a. Liklai chuan hemi chapter chu hetiang hian zir turte a thlang chhuak a:

- Thlai danglamna (Plant diversity)
- Thing zar len zawng, a rawng leh a texture
- Thing hnah pianhmang leh a rawng
- Thlai seng nena inkungkaihna nei kut

Naupang ten phur taka an zirna atana remchang a ruahman a –

- Chhehvela hnimhnah inan lohna thlithlai;
- Thlai piangphung belhchian/thlithlai (len zawng, thing zar rawng, pianhmang, texture leh hnah rim etc.)
- Thlithlaina chu record ang che;
- Thlithlaina chu khaikhin la, thliar hrang rawh;
- Chhehvela thlai tangkaina zawng chhuakin sawi ho rawh u
- A huhovin thawk ula;
- Game leh thil tih hlimawmah phur takin tel ve rawh.

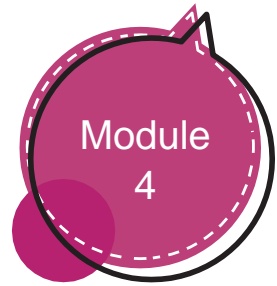
Let us reflect

- Hetianga zirna atan hian zirtir dan kawng hman tur (pedagogical strategies) han sawi teh.
- Hei hian eng ang zir dan nge a uar (emphasise)?
- NCF 2005 duh danin NCERT textbook-a assessment tih dan tur duan chu a tawpah ni lovin a chapter chhungah dah a ni a. Eng vang nge nia i rin?
- Heng hian engtin nge zirtirtu leh naupangte a puih?
- NCERT textbook leh in state textbook-a assessment tih dan phung khaikhin la, an danglamna hriat tum teh.

9. ASSIGNMENTS FOR THE KRPs

1. I ngaih danin hlauhthawwna awm lo hmun chu eng ang nge? Zirtirtuten naupangtena hlauhthawwna an neih lohna tura endikna an kalpui theihna tur boruak siam nana pawimawh han ziak chhuak teh.
2. Eng ang thiamna leh theihna nge zirtir paha endik zel thei turin ngai ang? Group-ah sawi ho ula, in present dawn nia.
3. CWSN te hi engtin nge inclusive environment-ah hian kan assess ve ang? Heta tan hian zirtirtuten eng nge an tih ngai? Engtin nge zirtirtu leh CWSN-te kan puih theih ang? Group-ah sawi ho ula, in present dawn nia.

4. Engtin nge stakeholder hrang hrangten (level tin- cluster, block, district leh state) zirtirtute chu naupangte zir thiamtira, thang puitling turin an puih theih ang?
5. Class eng emaw ber mathematics leh tawng-ah lesson/theme/unit thlang chhuakin textbook-ah concept leh chapter identify. Zirtirna tur leh assess-na turin plan han duang teh.



Suggested Readings

Continuous and Comprehensive Evaluation Guidelines. 2019. NCERT. New Delhi

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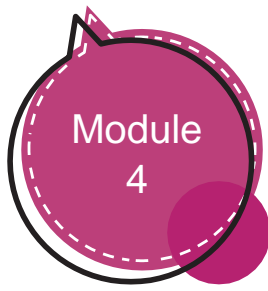
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National Policy on Education. 1986. MHRD, New Delhi

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Source Book on Assessment for Class I-V: Environmental Studies. 2008 NCERT Publication, New Delhi

Syllabus for Classes at the Elementary Level. 2006. NCERT Publication, New Delhi



ANNEXURE-I

ENVIRONMENTAL SCIENCE

Teaching learning strategies thlan chhuah

Visualising and creating learning situation

He lesson zirtir tur chuan, Liklaii chuan a thawhpuinu memcha-in thali te, hnahte leh pangparte classrooma ken luh a, naupangte hmuhtir a tha a tih thu a sawi a. Amaherawhchu, Liklaii chuan naupangte chu thlaihnahte leh pangparte zir tur chuan an chhehvela hnah hring mawi tak takte an belh chian hmasak phawt tha a ti zawk a. Naupangte chu an ngaih dan hre turin an chhehvela thlai leh pangpar chanchin a zawt hmasa a.

Liklai (zirtirtu): khawiah nge thlai hringte in hmuh thin?

Mila: Ma'am, park-ah te, huanah te, ramhnuaiahte.

Thaja: Ma'am, kan inah pawh kan ngah mai.

Guna: Thla hmasaa ka pute kan tlawh tum pawhin kawng sir velah ka hmu teuh.

Liklai: Thlai hming hriat in nei em?

Tomba: Mau, balhla, theihai kung, marigold, thingfanghma, bawkbawn, china rose, citrus, etc.

Liklai: Thlai te hi an inang vek em?

Manja: Ang vek lo, Ma'am. A then an sang a, a then an hniam.

Liklai: Tha lutuk, thingkungah hian engte nge in hmuh theih?

Pinky: Ma'am, a hnah te, a rahte.

Guna: Ma'am, savate leh phengphelepte pawh kan hmu.

Kaiku: Thing thenkhat chuan par pawh an chhuah thin.

Liklai: Thingte hi awm lo se eng nge lo thleng ang?

Chaobi: Ma'am, balhla te, apple-te leh thei dangte kan nei lo ang.

Bala: Thlai hring ei tur pawh kan nei lo ang.

Sam: Ma'am, khuai pawh a awm lo ang.

Liklai: Engvangin nge an awm loh ang?

Sam: Ka pa hian khuai a khawi thin a, a sawi dan chuan khuaite hian pangpar zu an dawt thin a, thingkungah te khuai bu an siam thin a ti.

Pinky: Ka ngaih dan chuan kan nu leh pa ten lovah thlaite an ching thei tawh lo ang.

Kaiku: Mahse Ma'am, T.V ah thlaler ka hmu a. Thlai pakhat mah to lovin lei hlir a awm a, ni a sa lutuk an ti.

Sawi hona neih atanga lo lang chu naupang thenkhatin thlai eng emaw zat an lo sawi theiin, an zia rang thenkhat te leh an tangkaina te an lo sawi chhuak thei a. An chhehvela an hmuh thinte nen pawh an khaikhin thiam a. Thenkhat phei chuan an nitin nuna a tangkaina leh an inzawmna te an sawi fiah thiam a. Heng thlai chungchang naupangten an lo hriatlawkna leh tawnhriatna te hian Liklaiin a zirtirna tura a hmalakna kawngah nasa takin a pui a ni. An hriatthiam leh zual theih nan Liklaii chuan naupangte chu a taka hmuh leh khawih theihna hmun, an chhehvela hnim leh thlai hring awm tamna bulah hruai chhuah a tum ta a ni.

En letna

- Eng vangin nge naupangte hriat chin / hriat sa hriat hi a pawimawh ?
- Zirtirtuin a zirtirna tura a inbuatsaihnaah a pui thei em? Engtin nge a puih theih ang?

Inpuahchah lawkna

Naupangte chu huan leh park te an tlawhnaa an tawn hriat te leh an thil hmuh chungchangte sawi hona nei ho tura hriattir an ni a. An sawi ho turte chu:

- Huan leh park an tlawhna hmuna an thlai hmuhte
- Hnah pianzia chi hrang hrangte
- Pangpar rawng chi hrang hrangte
- Thlai tangkainate
- Thlai chi hrang hrang chin hun leh to hunte

Naupangte chu an thil hmuh leh tawnhriatte zalen tak a sawi hona neihpui phalsak an ni a. Chutichuan an chhehvela kal chhuak tur chuan inbuatsaihna neih a ni a. Naupangte chu group nga (5)-ah thenin, group khatah mi paruk (6) zel dah an ni a. An kalchhuah hun tur te Chiang taka hriattir an ni baw a.

Note: kan thil zir tur context leh concept azirin teaching learning strategy thlan chhuah thiam hi a pawimawh em em a. EVS in a tum ber chu kan thil zirte a taka hman tangkai leh nitin nuna lak luh leh her rem a ni a. Tuna mi hi chu hmarchhak state naupangte tana tih a ni a. Amaherawhchu, khawpui naupangte chu a remchan dan ang zelin an awmna atnga hmun hnai vai park emaw huan emaw school campus emawah kaltir ni se.

Zirtirtu chuan naupangte chu notebook, pencil, crayon, khawl la, tui bottle leh eitur te keng turin a hrilh a.

A hmun tlawhna

Zirtirtu chuan naupangte chu ke a kalpuuin, an kalkawnga thlai hnah leh nungcha an hmuh te chu ngun takin a zir chian pui a.

Liklai: Thlai te hi an len zawng a in ang vek em?

Naupangte: In chen vek lo Ma'am, a then an sang a, a then an tawi.

Liklai: Thlai hnahte hi eng rawng te nge an nih?

Memcha: A hnah a hring a, akuang erawh a buang (a zar a kaw a)

Liklai: Hei hi tiang a ni lova. A kung pui an ti. A chhah nge a sin in tih?

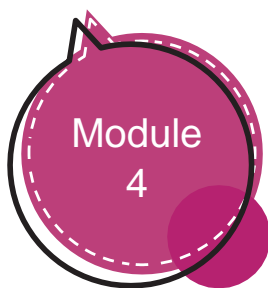
Sam: Ma'am, a chhah.

Liklai: Engtin nge a chhah tih i hriat?

Sam: Ma'am, ka ban pahnih pawhin ka pawm zo lo.

Liklai: Sama chhanna hi in pawmpui vek em?

Naupangte: Aw, Ma'am



Chaobi: Ma'am, hnah te hi a sen te, a engte leh nawinawk rawngte an ni.

Liklai: Ni e. hnahte hi an pianzia a inang vek em?

Sanjoba: Ma'am, a then chu a inang a, a then erawh an inang lo.

Naupangte chuan thlai chi hrang hrang pianzia te, an hmingte leh an nihna hrang hrangte sawi hona an nei a. An hmun tlawh tur an thlenin, a huhova an tih turte hrilh vek an ni a.

- Group-a naupang tinte hnenah chuan an thil hmuh leh zir chiante felfai taka record turin table awmna worksheet pek vek an ni a.
- Group-a naupang tinte chu a tlem berah thlai pahnih emaw, a aia tam emaw zir Chiang tura tih an ni.
- Naupangte chu fimkhur tur leh pangpar leh hnahte thliak lo tura chah an ni a. A tla sa erawh hmang tangkai turin hrilh an ni thung.
- An thil zir chian te chu fel fai taka an record theih nan table-ah hetiang hian tick zel ni se.

Activity 1

Name of the plant	Thick		Trunk colour of the trunk
	Thin	thick	
1. Waa (Bamboo)			Light Green
2.			

**Naupangte chu thlai hnah hming te anmahni tawnga ziah phalsak ni se.*

Zirlaite an thiam leh thiam loh endikna – zirtirtu in uluk takin an thiam leh thiam loh a thlithlai ang.

Liklaii chu naupangte thlithlai tur leh endik turin a kal kual vel a.

- Naupang thenkhatte chuan an thlai lakkhawm te chu eng nge a nih an hre lova. An group member-te chu inpui tawn tura tih an ni.
- Naupangte chu an hming hriat loh te hrilh an ni a. Memcha leh Manvi leh midangte chuan thlaihnahte chu a lan dan en mai atangin a chhah leh a sin te chu an sawi thei mai a. Bala leh Chaobi te chuan an kut leh ban tein an teh a. Manvi erawh chuan khawl la in a teh thung.
- Zirtirtu chuan Bala, Thaja leh Manvi te tih dan chu midangte hrilh ve turin a ti a. Group member-te chu khawi method hi nge tha ber a, eng nge a chhan tih te zawh an ni bawk.

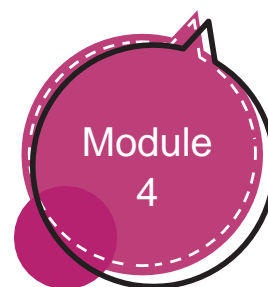
**zirtirtuin a endikna hi naupangte hmasawwna atana tih a ni a, report-a ziah tur a ni lo.*

Enletna

- Zirtirtute endikna hi naupangte hmasawwna atan eng angin nge a tangkai?
- Class-a naupang tinte dinhmun enletna tur i zia em?
- Naupangte hnena feedback pek nan engtin nge i hman?
- Naupangte mamawh puhruk turin i zirtirnaah hmasawwna a awm em? Engtin nge i tih?

Activity 2

Name of the plant	Surface of the trunk	
	Rough	Smooth
Heikru (Amla)		
Koubila		



Naupangten an zirlai an thiam leh thiam loh enfiahna (scaffolding and peer learning) Liklaii chuan group pathuma naupang thenkhatte chuan thil pianphung leh nihna an hre thiam lova, an thianten an pui tih a hmu a. Group dang pahnihah chuan thil nihphung leh pianphung (a mam leh thap etc.) hre thei tur chuan kan kuta uluk taka kan khawih chhin a ngai tih a hrilhfiyah a. An school bag leh pencil te pawh a khawih chhintir a ni. A hnuah chuan, naupangte chuan an nitin nuna an hman thin thil mam leh thap deuhte an lo sawi chhuak tliar tliar tih hmuh a ni.

**Naupangten an zirlaiah hmasawwna an neih theih nana tanpuina pek.*

Naupangte chhanna pek chu a dik emaw, dik lo emaw tia sawi mai lovin, eng vanga chhang dik lo nge an nih tih hriat kha a pawimawh zawk a. Naupangte chu eng vangin nge tih emaw, an chhanna dik lo pek chhan emaw chu zawh fiah ni se, chumi chuan anmahniah hmasawwna tura inenletna leh insiamthat duhna a pe thei a ni.

Activity 3

Zirtirtu chuan naupangte chu thing tang pein a nem deuh leh a sak deuhte hre thei turin a khawihtir a. A nem leh sak hre thei tur chuan na lo tea nem a ngai a ni tih a sawifiah a. Na lo tea kan nem chet theih te chu an nem tlangpui a eg. kutphah. Kan nem chet theih lohte chu an sak tihna a ni, eg. ha, tin.

Name of the plant	Surface of the trunk	
	Soft	Hard
Heikru (Amla)		
Koubila		

Zirtirtute observation leh feedback pek hun

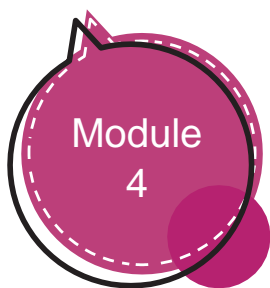
Sanjaoba chuan thil nem leh mam a thliar hrang thiam lova. Liklaii chuan a hriat thiam theih nan timber thing tang mam tha tak, mahse nem si lo leh bawkbawn tang nem tha tak, thap si khawihtirin a hrilhfiyah a ni.

Activity 4

Zirtirtu chuan naupangte chu paper-ah thing tang ziarangte nem kai dan a zawt a. Binita chuan, “Pawisa thir ziarang chu pencila chhui hnanin paperah ka tikai thei.” Mukta chuan, “Thingkung ziarang te pawh chutiang chuan a tih ve theih.” Liklai chuan, Awle, ti chhin ang u.” Naupangte chu paper a pe a.

Zirlaite an thiam leh thiam loh assessment leh feedback pek.

- Liklai chuan naupangte chawkpheur leh tanpui pah zelin thil tihte chu a enpui a.
- Naupang thenkhatte chuan an paper-te chu an thing tang nen chuan an dah mil thiam lovin, a then chuan crayon pawh an hmang thiam tha lo tih a hmu a.



- Chaobi leh Kaiku te chuan crayon chu hman thiam mahse mau tang leh hnim ziarang te chu an chhui lang thei lova. Zirtirtu chuan neem tang pe in, hei erawh a ziarang an chhui lang thei ta a ni. Engati nge mau leh hnim ziarangte a lan that theih loh laiin, neem ziarang erawh a lan theih bik? Naupangte chuan “A chhan chu mau leh hnim ziarangte hi an mam hle laiin neem ziarang erawh a thap em em a ni.” tiin an chhang a.

Enletna

- He assessment hi boruak nuam tak hnuai neih a niin i hria em?
- In naupangte zingah zawhna leh chhanna pe ve ngam lo an awm em?
- Chung naupangte chu hmasawna tur chuan engtin nge hma i lak ang? Zirna boruak tha tih hi eng nge i ngaih dan?

Activity 5

Hemi hnuah hian, Liklai chuan naupangte chu hnah chi hrang hrangte zir chiang turin a ti a. Hnahte chu an colour te, an pianphung te, an rim te, an nihphung te, chhah zawngte leh pianzia te etc. vangin an danglam theuh a ni tih hrilhin, a hnuai worksheet-ah hian ziak thla turin thu a pe a.

Thlai hnahte

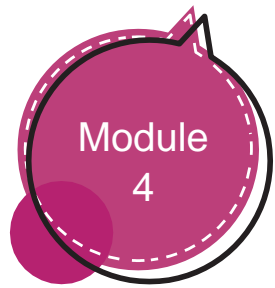
Name of the plant	Colour of the leaves	Shape of the leaves (round/oval/long, Any other)		Do they have any smell? Yes/No	Surface of the leaves	
			Drawing of the shape of leaf		Rough	smooth
1.Yendem	Green	Oval	Drawing of the shape of leaf	No	Rough	smooth

Zirlaite an thiam leh thiam loh en nana assessment leh feedback pek. Tomba chuan Yendem hnah chu a bial a ni tih a sawi a. Liklai chuan thil bial a hriat thiam ve dan a ni tih hriain a thil sawi chu a pawmpui a. A hnuah chuan naupangte chu hnah bial leh sawl entirin a inan lohna hre thei turin a zir chiantir a. Star shape leh triangle shape te pawh entirin a ziahtir zel a. Naupangte chuan hnah te chu a then a len laiin a then a te a ni tih an hre thei ta a. Balhla hnah leh rose hnah an han khaikhin vel chu nuam an ti hle a ni.

Zirtirtu chuan naupang thenkhatte chuan thali hnah chi dang, thei, pangpar etc. te an sawi ho tih a hmu a. An thil sawi hote chu chawkpur turin an hriat awm thil dangte pawh a hrilh pah a ni.

A hnuah chuan, Liklai chuan group tinte record ziahna worksheet te a la khawm a.

Zirtirtu chuan naupangte chu local game (Ama Ani Katika) a khelh pui a. Group khata naupangte chuan circle lian pui ziaikin Thaja chuan Ama Ani Katika Thambal Mana Kakita Chahum Nahum Pet, tih hmangin naupangte chu a chhiar a. A thu tawp ber ‘Pet’ tih changtu naupang chu game khel thei tura thlan chhuah a ni. Naupang thlan chhuahte chu circle chhungah dintir zel an ni a; Mila chauh chu bangin, circle pawnah a ding a. Mila chuan ringtakin ‘thing hring’ a ti vak a, chu veleh naupangte chu tlan chhuakin thing hring chu an va khawih a, a khawih zo apiang circle chhungah an lo let leh zel a. Sam chu circle chhung a luh leh hmain Mila chuan a lo man hman a. Mila ai chu awhin, midangte chu pangpar khawih tiring game chu khelh chhonzawm zel a ni. Group dangte pawh tihtir zelin hun eng emaw chen khelhpui an ni a. Chhun chaw ei zawhah naupangte chu school lamah



letpui leh an ni. Hla te sa hovin chvang hla te, meiteilon leh kukilon hla te an sa a. Nuam an ti tlang em em a ni.

Liklai chuan mimal tinte chu an participate tha hle a ni tih a hmu a. Hemi ni vek hian a thil hmuhte chu record-in a diary-ah a ziak lut nghal a ni. (naupang kal zat, an harsatna lai te etc.)

Follow-up classroom activity

A tukah chuan, Liklaii chuan naupangte chu a hma nia an hmun tlawh chungchang te group-a sawi hona a neihpui a. Naupang zawng zawngte chu sawi honaa tel vek turin a hirih a, heng a hnuai mite hi sawi hopui an ni:

Group tinte thil sawiho:

- Eng thing nge an zir chian?
- Eng thing tangte nge chhah?
- Eng thing tangte nge te?
- Eng thing tang nge thap a, eng tang nge mam?
- An hnahte ziarang leh pianzia eng nge?
- Engtin nge thing tang ziarang i chhui lan ang?
- Thingah te hian a tang leh a hnahte bakah eng nge i hmuh?

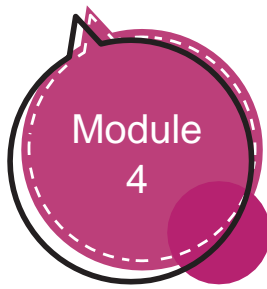
Liklaii chuan mi mal tinte chu tel vek turin a ti a.

Enletna

- Naupangte chu anmahni leh an thiante assess thei turin engtin nge hma i lak ang?
- Engtin nge anmahni a puiah ang?
- Thawhhona tha tak nei turin engtin nge hma i lak ang?
- Chu chuan nangmah leh naupangte engtin nge a puiah ang?

Group report sawi hona (tawngka In): Group 1 report

- Manvi chuan pomegranate leh theihai kung an zirchian thu a sawi a. Pomegranate par chu a sen a. A par thenkhatte chu leiah a tla a. A kung chu a lian vak lova, a hnah te chu pomegranate rim an nam veng veng a ni. Theihai kung pawh a par ve a. Theihai hi tui ka ti em em a, a rah hmin lo tla te chu kan chhar a, kan group-in kan ei ho a ni.
- Chaobi group awmna te chuan tengtere kung leh timber kung an zir chiang a. A sawi dan chuan tengtere kung chuan hnah hring dap neiin, a kung chu a zen a. Timber kung aiin a hniam zawk bawk. Timber thing ziarang chu chhui langin a mam hle a ni.
- Group dangte pawhin an thil hmuh chhuahte an sawi zel a. Liklai chuan naupangte ziah thlai ziarang chi hrang hrangte chu a tuipui hle a ni.
- Liklaii chuan group 1 atanga an thil zir chhuahte a chin chhiah a. Entirnan, thil dang an hmuh telte:
 - ✓ Manvi group ten an hmuh tel zingah chuan phengphehlelep te, chawngzawng te, fanghmir te, ngun keh te, lungte leh chhang nawite a tel a ni.
 - ✓ Sam chuan polythene paih darh leh lungte a hmu tel bawk.
 - ✓ Liklai chuan naupangten chik taka thil an zir chu a lawm hle a. Amaherawhchu, naupang thenkhat column a engmah ziah tur hre lote an awm a. Chungcho chu ti ve tura chawhpur an ni.



Note: He activity hian classroom chhung anga an observation neih that leh that loh fir tak a assess a tum a ni lova. Chutiang chuan naupangte mahni an inngaihhlutna te tihniamin, an hmalam huna zir leh zelna turah pawh nghawng a nei thei a ni.

Group dang 3 te pawhin report an pe vek a. Sawi hona an neih lai hian naupangte chu ngun taka ngaihthlaktirin thali hnah chungchangah thil tam tak an hriat belh a. Hei hian thlai chungchanga an zir leh zelna turah nasa takin a pui dawn a ni.

Zirtirtu diary-a record ziah luh (zirlai te kalpui lain)

- Field visit an neihnaah group 1 leh 3 te chuan thing kung lian chi an zir chian laiin group 2 te chuan thing te lampang an thlang a. Manvi in plant zinga phul a telh ve chu a tui awm hle a. A sawi dan chuan a hnahte chu hring dupin, zar erawh an nei ve lo tiin a report a ni
- Naupang zawng zawng deuh thawin thing tang nei lian leh nei te te an hre hrang a. Eng emaw zat chuan en maiin an hre nghal a. Group 2 a naupang thenkhat te chuan thingkung te chu an kutin an teh a. Group 4 a chaobi leh manvi te chu thing tang an teh danah an fing hle a. Khawlla hman nachang an hria a ni. An hman chhan an sawi dan chuan, khawlla hman hian a chhah zawng an hriat mai bakah thing pahnihte chu an khaikhin thei a ni. (Liklai chuan an khawlla hman te chu an worksheet-ah chuan a zep tel a ni)
- Mila leh Guna chauhvin thing sak leh nem te, a thap leh mam te an hre hrang thei a ni.
- Manja chu a khup a nat avangin a tlan ve thei lova. Hei hi Manvi chuan hriain an game kalphung thlakin, naupangte chu tlan tawh lovin an thil zawn leh hmuh te chu kaw ringawt turin a ti a ni.

Note: Hun reilote chhunga naupang thenkhat thiamna leh finna te, an ngaihhlut zawngte leh an nungchang mawi tak lo lang chhuakte hi a lawmawm hle a. Thenkhat erawh chuan hun an duh rei deuh thung a. Engpawh ni se, tha thlah lova thawh hona tha neih a ngai a ni.

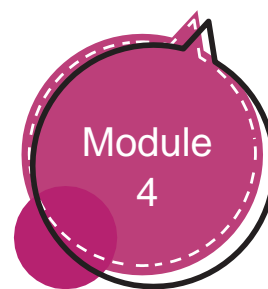
- Midang zirchianna te an chhan dan atangin, naupang thenkhatte chuan column-ah engmah an ziak lo tih a lang a. Thenkhat erawh chuan pahnih emaw, pathum emaw ziaikin an record a. Manvi, Chaobi le Memmi te chu observer tha tak niin, sam leh naupang dangte chuan inzir turin hun tha dang an la mamwh hle.
- Zirtirtu chuan a diary-ah naupangte chungchanga hriat tur pawimawh an hming leh class hnuaiah a record zel a ni.

**He activity hi formal report siamna a tana tih a ni lo*

Zirtirtu chuan naupang tam zawkte chuan thil mam/thap leh sak/nem te an thliar hrang thiam lo tih a hre thei a. Heng hre hrang thei tur chuan an mitthla thei pawt tur a ni tih a ngaihtuah a. Naupangte chu thil eng pawh pencil box nen a inang an hmuh chuan a mam a ni tih leh, lakhuihthei leh khawkherh kawr ang an hmuh chuan a thap a ni tiin a hrilhfiyah ta a ni. Thil chi hrang hrang entirin a mam leh mam loh te, a thap leh thap loh te hre thei turin an kutin a khawhtir hlawm a. Chutiang zelin an kut te chu thil nem niin, an ha te chu thil sak a ni tih an sawifiah zel a ni.

Addressing gaps in learning of children*

Material	Touch and tell where should given materials be placed			
	Soft	Hard	Smooth	Rough
Chalk				
Desk				
Sponge				
Tiffin				



Liklaii chuan a chung a activity hi a kawp te tea ti turin a hrilh a. A hnuah chuan, a chhanna te board-ah ziaak chhuakin an tih dik leh dik loh naupangte chu endik turin a ti a. Hei hi an thiam leh thiam loh anmahnia inendikna hmanraw tha tak a ni.

Chutiang bawkin, peer assessment nei thei tur hian hun tha leh an mamawh dangte naupangte hnena pek tur a ni.

Naupang thenkhatte chuan thil thliar hran an la thiam lo cheu va. Zirtirtu chuan thil chi hrang hrang blackboard-ah ziaak langin naupangte chu thap/mam leh sak/nem te thliar hrang turin homework-ah a pe a. Naupangte chu hun an neih apiangin an chhehvela thing tang te, hnahte leh thlaite khawih chhin a, an nihna zir chiang thin turin a ti bawk. An hriat loh te chu an thiante emaw, an aia upate emaw zawt thin turin a ti bawk a ni. Hnimhnah, thlai leh pangpar zia rang hrang hrangte zir chiang leh sawi ho turin a ti bawk.

Self learning leh peer learning neihna hun tha siam sak (assessment as learning)

Naupangte chuan self-assessment neih nuam an tiin an tui hle a. Class-a sawi hona neih laiin, naupang thenkhat Thaja, Manvi leh Chaobi te chuan thil sak/nem leh mam/thap te class-a an sawi ni lo, nitina an tawn leh hriat atang tein entirna dang an pe thei a (self learning)

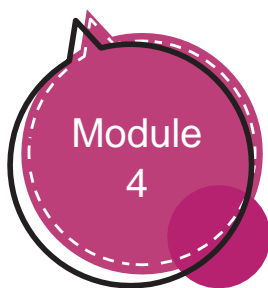
Naupang thenkhatte chuan an chhehvela thlai hnahte lakhawmin an thiante an hmuh ve a. An sawi honaah chuan thlai tangkaina chi hrang hrang, entirnan damdawi atana tha te, inchhung bungrua a tana hman te, basket leh paper siamna atana hman ch te an sawi ho bawk a ni (sel-learning).

Note: *Assessment-in a tum ber chu naupangte anmahnia zir thiamna (self-learning) an neih hi a niin, zirtirtuin dawhthei taka a zirtir a ngai a ni. Self assessment leh self learning te hi muang changa zir thiam chi a ni a. Zirtirtuin hun, tha leh an mamawh ang zela tanpuina a pek a ngai a ni.*

A chung a activity-te hi kar khat chhunga zawh hman a ni a. Chapter chhunga activity dang, pangparte leh hnah hmun hrang hranga an hmuhte hre hrang turin zirtirna kalpui leh a ni. Zirtirtuin group tinte chu thlai tiak phun theuh tur leh an thlai phun hmingte hria a, enkawl chhunzawm turin a ti a. Naupangte chu an duh ber thlai emaw, pangpar emaw, thei emaw hmanga thu emaw, hla emaw phuah turin a ti a, an thil phuachte chu a tukah class-a an thiante hmaah a sawichhuahtir leh vek a ni. Heng activity te hian ni 10-12 chhung a awh. (Amaherawhchu, a hun chhung hi naupang dinhmun azir leh school inrelbawl dan zirin a danglam thei a ni.)

Chapter zawh hnua assessment

Chapter leh a chhunga exercise te zawh fel a nih hnuin, Liklaii chuan naupangte an zirlaite an thiam leh thiam loh en nan, activity te, exercise te, observation te, oral expression te leh thil siam thiam or themthiam (make and do) hmangetein assessment a nei dawn ta a. (paper-pencil test, project, survey leh visit etc. hmangetein assessment hi a tih theih a ni) Liklai



chu7an naupangte chu a malin emaw a huhovin emaw thawk turin a ti a. Nikhata period 2 nei zelin nihnih chhungin naupangte hi a assess thei a ni. Entirnan:

- a. Liklaii chuan naupangte chu bahkhawr te, pudina te, carrot-te leh rim nei chi thlai dangte chu a mal te tein maimitchhing chung a hnim tirin, eng thlai nge an nih a zawt theuh va. Chumi hnu chuan, thap leh thap lo tea thliar hrang turin a ti leh a ni.
- b. Mimal tin te chu an in bul vela thlai hnah te zir chiang tur leh an thil zir thlai hnahte, a par te, a rahte leh a kung chanchinte sentence nga bawr vela sawi turin a ti bawk a ni.
- c. Hnah ro eng emaw zat naupangte pein, a ziarang tilang turin a lemte ziahtirin a chhui lantir bawk.

An zawh fel hnuah chuan, naupangte chhanna worksheet chu a lakhawm vek a ni.

An chapter zirlaia naupangte hmasawn dan zirtirtuin record a siam.

Zirtirtu chuan a log book-ah naupang tinte a observe-na, page hran theuhvah a ziaklut a. Entirnan, naupang pahnih a observe dan chu hetiang hian:

- Manvi: A rim atangin hnahte chu eng hnah nge an nih a sawi thei a. A thlai zir chian te chu kimchang takin a sawi fiah thei bawk a. Hnahte chu a thap/mam te pawh a hre hrang vek a ni. Hnah ziarang chhui chian erawh practice a la mamawh hle.
- Chaobi: Hnah chi hrang hrangte chu hint pekin eng hnah nge an nih a hre thei a. Thlai hmelmang leh nihna a zirchian te chu a hre chiang hle a ni. Lemziah pawh a thiam hle a, kaa chhan chiah erawh mahni inrintawkna a tlachham deuh a ni.

Assessment neih hun hi mahni remchan dan emaw, school in rem a tih hun emawa neih mai tur a ni a. A tul dan ang zelin chapter emaw, unit emaw, theme emaw zawh hunah tih theih a ni.

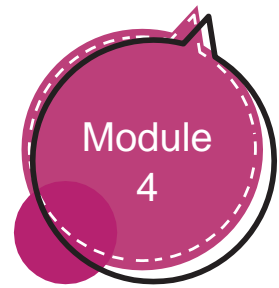
Note: Zirtirtu chuan naupangte thiam leh thiam loh en nan hian sawi hona te, titi hona te, zawhnate leh tawnhriat inhrilh tawnnate a hmang tih kan hre thei a.

Heng data te hi report siamna atan a tih a ni lova. Amaherawhchu, thil pawimawh, naupang kal zat te erawh record tur a ni.

Thla thum dana assessment neih

Thla thum hnuah, chapter/theme ‘Family and Friends’ hnuai a sub-theme ‘Plants’, ‘Animals’, ‘Relationships’, zawh fel hnuah chuan an zirlai naupangte thiam leh thiam loh en nan zirtirtu chuan a hnuai a table-a mi ang hian a evaluate a:

Theme Family and Friends Subthemes Plants/ Animals, relationship, Work and Play		
Concepts and issues	Assessment strategies	Learning Outcomes
<ul style="list-style-type: none"> • Thing leh thlai hnahte piangphunga an danglamna • Thlai ei chi leh hnah ziarangte 	<ul style="list-style-type: none"> • Paper pencil test • Them thiamna lam; design, motifs leh model siam. 	<ul style="list-style-type: none"> • Thlai hnah te, thing tang leh zar te, chhungkaw inlaichinna leh nihphungte a hre chiang.

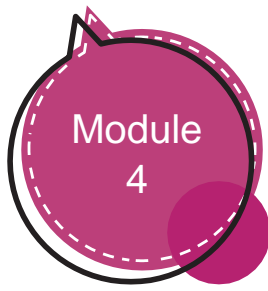


<ul style="list-style-type: none"> • Ramsa chenna te, an chaw ei te. • Chhungkaw inlaichinna leh khawsak inan lohna te. • Thenawm khawvengte hnathawh leh mipa leh hmeichhe nihna leh chanvo 	<ul style="list-style-type: none"> • Classroom-a tawnhriatte sawi ho • Survey 	<ul style="list-style-type: none"> • Thil (object) te, sava te, ransa te, thil nihphung/zia in ang leh inang lote a then hrang thiam. • A thil zir chian te, a tawnhriat te, a thil zir tharte leh a hmun tlawh chungchangte tha takin a record thei. • Lemziah te, design siam te, motifs siamte leh object kil tin atanga a lan dan te a ziak thiam a. Slogan leh poem te pawh a ziak thiam. • Game khelhnaah te, a huhova thawh honaah te, dan leh hraite a kengkawh thei. • Infiamnaah te, eitur leh hna chungchanga ngaih dan dik lo awmah te a ngaih dan a sawichhuak ngam. • Thlai hnah te, ran te, upa te, rualbanlote leh chhungkaw chitin te hrethiamin a ngaihsak.
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Naupangte portfolio-ah chuan an lemziah te, an thilsiam (make and do) te, paper-pencil test te leh project report te a telh vek a. Rubrics hmangin naupangte chu a assess bawk a. An project work te chu a hnuai mi ang hian a assess a ni.

Zawhna siam, data lakkawm, observation kimchang, record leh report siam leh sawi chhuah, activity-a tel that, group thawh hona.

Heng zawng zawngte bakah hian, naupang portfolio te, a diary leh log book te hmang tangkaiin, pawl thum naupang tinte chu an zir chhuah tur an thiam leh thiam loh assess nan a hmang a. Quarter khat (thla thum dan)-a assessment data te a zawh fel hnu chuan naupang te dinhmun a report thin a ni. Progress report siamna atan, zirtirtun naupang tinte hmasawn dan chu three point scale-a tehin profile a siam sak a. A hnuai hian entirna pek a ni.



Name : Manvi

Class : III

Physical health : Height -----cm

Weight : -----Kg

Eyes and Dental health:

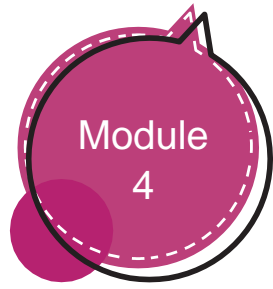
Attendance : Number of days attended the school / Number of working days

Subject-wise Details

Subject Environmental Studies	Levels of Performance								
	Quarter I			Quarter II			Quarter III		
	I	II	III	I	II	III	I	II	III
Learning Outcomes									
Thlaihnaah te, ransa te, thildangte leh a chhehvela hmunhmate a hre hrang thei									
Chhehvel hmunhmate									
Thil (object) te, sava te, ransa te leh an nihphung/zia te, an thil tih thin te leh an danglamna leh inanna te chu an hriatna (sense) hmangin an thliar thiam.									
Lemziah te, design, motifs, models, slogan leh poem te an ziaak thiam.									
A huhova thil tihnaah dan leh hraite kengkawhin, thali hnah te, ransa te, upate leh rualbanlote chungah hriatthiamna sang tak an nei	Group-a thil tih honaah chuan Manvi chu tha taka thawkin, midangte pawh a pui zel a. A birthday-ah chuan thlai tiak chu phunin, a enkawl chhunzawm a. A tawngkamah leh a lemziah duh danah te, aia upa leh ran chungangilnei tak a ni tih a hriat theih.								

**Levels of Performance*

Level I: Puih a ngai hle
Level II: Enpui na hnuaiah a ti thei
Level III: Kum milin a thiam



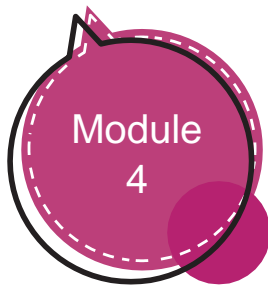
(Note: Hetiang hian level pawh hi a pek theih; level 1 ah 1, level 2-ah 2, level 3-ah 3 pe in, zirlaite dinhmun report siamnan hman theih bawk a ni)

A chungah information atang khian zirtirtu chuan naupang tinte profile a siam a. Manvi leh Chaobi tan a hnuaia mi report hi a siam a ni

Profile of Manvi -- Thil han thliar hnan leh tih vel a thiam hle a, a enga mah hmaih pawh a nei ngai mang lo. Felfai takin thil a record a, textbook pawn lam thil nen pawh a thil zir a kai rem thiam hle. Heng a thil zir leh tawnhriatte pawh hi class-ah thiam takin a sawi chhuak thei hial a ni. Amaherawhchu, group-a an thawh honaah dawhtheihna a tlachham deuh va, a thian dang ten puih an ngaih chang pawhin a pui thin tur a ni.

Profile of Chaobi -- Quarter 1

Chaobi chuan a tih turte a thiante leh zirtirtu te puihnain a thawk ve thei mai a. a them thiamin lemziah pawh a thiam hle. Thil han en thli thlai leh zir vel chu a thei ve mai a, a tawp tlipna erawh enpui a ngai thin. Classroom leh textbook chauh ni lo, a piah lam zir tur pawhin tan a lak hle a ngai a ni. Chaobi hian a themthiamna leh theihna te chu tha takin a hlenchhuak vek thin a. Rannung leh sava te chaw a pek peih dan atang hian ran chungah hmangaihna a ngah tih a lang a. Class-a activity an tih dawn te hian dawhthei takin a tih hun a nghak mai a, MDM leh activity dang an tih dawn te hian a theih phawt chuan a thiante a pui thin bawk a ni.



ANNEXURE-III

ENGLISH LANGUAGE (UPPER PRIMARY STAGE)

Heng entirnate hi Tawng zir dan module-a rawnate kan hriat thiam leh zual nana chhunzawmna a ni.

Let us recapitulate

Tawng thiamna – ngaihtlak thiamna te, tawng thiamna te, chhiar thiamnate leh ziak thiamnate hi a hrang hranga zir lovin, a ruala zirin tawng kan thiam thin a ni. Elementary stage-ah pawh hetianga a ruala zirtir hian tawng an thiam thin.

Elementary stage-ah chuan mahni pianpui tawng (mother tongue/home language) a zirtirna kalpui hi tha bera ngaih a ni a. Chuvangin a tir lamah chuan tawng dang nen tawng emaw, zia kin emaw pawh lo hman pawlh mahse a hriatthiamawm a, assessment-ah te pawh hman pawlh a pawl lem lo.

Lehkha chhiar hian thil ngaihtuah thiamna min siam a. A chhiartu chuan a thil chhiar atangin khawvela culture hrang hrang, ngaihtuahna hrang hrang, tawng hrang hrang leh thil dang tam tak a hriat theih phah thin a ni. Heng thu zia ke hian tawng thiam belhtir zelin heng – ngaihtlak thiamna te, tawng thiamna te, chhiar thiamna te leh ziak thiamna te hi a tinghet telh telh thin. Chuvang chuan naupangte hian an textbook bakah an zirtirtuten an thlan chhuahsak lehkhah chhiar tur an nei tur a ni.

Tawng zir tantirah chuan thawnthu, hla, an chhehvel thil, an thil hriat than leh hriat than lohte azira an tawng hman thiam dan ngaih pawimawh a ni a. Chuvang chuan assessment-ah pawh hetianga hi English emaw, tawng dang emaw nena inpawlhha an sawi theih leh theih lohte hriat a tul.

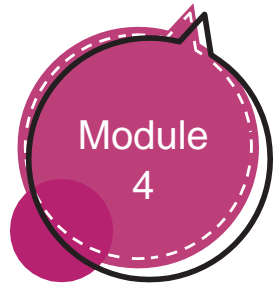
Assessment (CCE) hi a pawimawh em em a, a tel lo hian zirna a kalpui theih loh ti ila a soal lo vang. CCE hi a hranpaa naupangte thiam leh thiam loh enna ni lovin, an zirlaiah zawk khan a tel nghal vek a ni. Assessment-in a tum chu naupangte mumal leh awmze neia hma sawntir a ni. School based assessment hi naupangin a pianpui tawng (mother tongue) atanga English a thiam dan en nan a pawimawh em em a, chu mai piah lamah English chauh ni lo tawng chi hrang hrang hman thiamna atana pianpui tawng hman thiamna en nan a pawimawh a ni. Mimal chhanna a pawimawh ang thovin pair leh group anga chhannate school based assessment-ah chuan a pawimawh.

Let us ponder

Examination leh Unit test-ten an test chhuah tlangpui chu naupangin a by-heart sa a sawi/ziah chhuah theih leh theih loh a ni ber a, chuvangin hetianga assessment, a tul dan anga an zir paha zirtirtuin naupangte a en (assess) theihna hi a pawimawh em em a ni.

A hnuaia example hi ‘A Short Monsoon Diary’, Class VIII English textbook - Honeydew atanga lak chhuah a ni a. Zirlaiten a awmzia, genre, grammar mai bakah a text hrim hrim hi nuamti taka an zir thiam theih nana zir dan leh assessment kalkawpa duan a ni a. Tih tur thenkhatte leh assessment-te hi zirlai naupangte phak tawk leh mil tura duan an ni. Classroom leh zirlai naupangte milin zirtirtuin a tidanglam thei baw k ang.

Zirtirtu chuan heng hi thiamtir a tum tur a ni.



Zirlain –

- English leh Braille-a text leh text ni kher lo a chhiarte hriat thiam
- Thil chhiar chipchiar zawka hriat, a nihna, a awmze tlangpui leh indawt dan te hriat.
- Chhiar thiam, khaikhin thiam, chik taka ngaihtuah thiam a, thil hriatte chu a tak nena chhui zawn thiam
- Nuamti taka lehkha ziaak chi hrang hrang chhiar theih
- Mumal taka paragraph ziah thiam

Level 1

Zirlaite chhiartir hmain zirtirtu chuan an zir tur text chu naupangten engtin nge an dawnsawn dan tur en nan thil chi hrang hrang –ngaih dan, thumal, etc a sawipui phawt a. Hei hi assessment bul tanna a ni thei.

Zirtirtu leh naupangte chuan an zirlai pui turin audio/video an hmang tangkai thei a, he lesson ziaaktu Ruskin Bond a chanchin an chhui zau thei baw. Zirtirtu chuan–

- Zirlai thupui atangin a chhung thu awm ang tur naupangte a rintir thei a
- A chhung thu niawma an rin a ziah chhuahtir thei a
- Diary an ziah thin leh thin loh a zawt a, an ziah thin chuan eng vanga ziaak nge an nih a zawt a
- Eng tawngin nge an ziah thin? English in nge pianpui tawngin?
- An nu leh paten diary/poem an ziaak ngai em? An pawisa hman dan te an ziaak chhuak thin em?
- Zirlaite chuan an diary-te midang chhiartir ve an rem ti em?

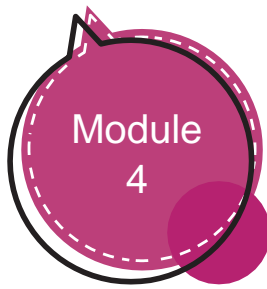
Naupangten an hriat thiam ngei theihna tur zirtir dan leh zir dan chu an zirlai chhiartir hmaa duan lawk tur a ni a. School based assessment (CCE) hi naupangten zirna tha leh zual an neih theihna tura duan a nih rualin zirtirtu tan pawh zirtirna kawnga hmasawntirtu a ni baw. Zirtirtu chuan a naupangte mamawh ang zelin a zirtir dan a siksawi thei a. Entirnan: zirlaiten diary an lo la hre ngai lo a nih chuan diary awmzia leh awm dan te a hrih hmasa thei.

Now let us look at the opportunities of assessment

Zirtirtu chuan hengte hi a assess thei –

- Zirlaiten text an thiam em? Diary awmzia/awm dan an hria em?
- Text-a thu awmte an sawi chhawng thiam em?
- Diary an ziaak thiam ve tawh ang em?
- An zirlai thupui awmzia an hria em?
- Mumal takin punctuation leh grammar dik takin an ziaak thei em?
- Zawhnate an hre thiam em? An thiante chhanna an hre thiam em?
- Dawhthei takin, midangte ngaihla chungin an thiante nen an thawk ho thei em?
- An nungchang a mawi em? Khawngaih takin, ka tihpalh, etc an ti thin em?

A chungamite hi entirna mai an ni a, zirtirtuin tul a tih angin a tidanglamin a siamtha thei a, a belh thei baw.



Thinking about the strategies

Engtin nge naupangte chhanna azirin ka zirtirna ka thlak danglam ang?

- Sawi honaah naupang zawng zawngin an sawi lo
- Zawhna awlsam zawk zawh tur em ni ang?
- English leh Mizo hman kawp tur em ni ang?
- Ngaihtuah nan hun an duh rei deuh tihna em ni?
- A mal mala titipui tur em ni ang?
- Engtin nge an thiam zawng leh thiam loh zawngte ka hriattir theih ang? Entirnan – spelling leh grammar, etc

Heng bak pawh hi tam tak a awm thei awm e. Naupangten text an thiam leh thiam loh en nan chuan zawhna a pawimawh.

NCERT textbook, Honeydew-ah hian an hriat thiam leh thiam loh enna tur zawhnate leh thu har hrilhfiahnate a awm a. Naupangte chu an mahniin zawhna chhanna zawn chhuahtir ni se. Chhannate chu an mahni irawm chhuaka ziahtir ni se. Zirtirtu chuan zawhna leh hrilfiahnate tul a tih ang zelin a siam belh thei a ni.

Peer assessment and Self Learning

Peer assessment hi a huhova (zirtirtu leh zirlai) tih chi a ni a. Naupangte chu an tih dan an thiante nen inensakna hun siam sak tur a ni, an tih dante an han en let leh hian hmasawna a siam thin.

Tih dan tur –

- Zirlaite chu an thiante nen an tih in ensak se
- Zirlaite chu group-ah siamin, group angin chhanna siamtir ni se
- Eng chhanna hi nge average/average aia hniam ni ang?
- Hetiang zawhna an chhan zawhah hian chhanna dang an siam ni lo an assess tur pek tur a ni
- Tichuan anmahni chhanna assess-tir leh tur a ni.

Hetianga exercise tih hian zirlaiten an objective an hre thiam thin a. Peer assessment hi presentation, dramatization, role play-ah te pawh a hman theih vek a ni.

Post Reading

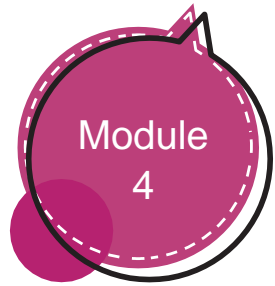
Let us reflect and write

The Monsoon Diary kan chhiar chuan thu ziak mawi tak a ni tih kan hre thei a. Ruskin Bond-a hian thiam takin fur laia rannung, ramsa leh ramhnuaiia thilnungte awm dan min hrilh a. An thawm leh an lem a ziahte hian a tifur lai ngawih ngawih a, fur a ni ta emaw tih mai tur a ni...Hetianga mawi taka an ngaihtuahna leh experience te ziak ve turin zirtirtu chuan naupangte a ti ve thei a ni.

Writing Task 1

Creative Writing

Zirtirtu chuan zirlaite chu poem, English leh tawng danga an hriat tawhte sawipui se. Hun bi (seasons) leh Fur lai chungchang poem leh thawnthut e pawh sawipui se. Chipchiar taka tihpui erawh a la ngai lo. Nuam ti takin chhiar se, a awmzia pawh anmahniin ngaihtuah se.



Tichuan mi ngaih dan awmsa an sawi nawn lo vang a, thumal tangkai lo hman mai mai leh tul lo thil ziah tel vak vak a veng ang.
Entirna – Text chhiar zawhah zirlai chu paragraph ziak tura tih tur a ni;

All night the rain has been drumming on the corrugated tin roof and.....

(Hei hi a text tlema tihdanglam a ni. A text atanga lak belh theih a ni)

- Naupangte chu kumkhata hun bi (season) an duh ber diary-a ziak ve turin ti rawh.

Creative Writing – Assessment

Creative writing hi kan ngaih dan leh thil kan hmuh dan tarlanna leh midangte hriat atana sawichhuahna hmanraw pawimawh tak a ni a. Ngaihtuahate chawk thovin naupangte tan pawh tawnhriat tha tak siam thei a ni. A pawimawh ber chu, naupang irawm chhuak a nihna kha a ni. Creative Writing Assessment atana rawtnate –

- Naupang irawm chhuak (authenticity) a ni em?
- Thumal a hmang dik em? (suitable vocabulary)
- Tawng a thiam hle, thiam thaw khat, thiam pangngai em?
- Telh awm tak thil pawimawh leh pawimawh vak lote a ziak tel thiam em?
- A thil ziah chungchangah a ngaihtuahna a hmang em?
- A ziak ngaihnaawm em?
- A ziah dan a uluk em? Draft siam phawtin a revise leh em?
- Collocation, rhyme scheme, metaphor, etc a hmang em?
- A ngaihtuahna leh mitthlate a ziak chhuak thiam em?

A chungah mi bak pawh belh zel theih a ni. Hetiang a tih hnuah chuan naupangte nen sawi hovin an ziah dan tur leh thiam chin tur te pawh duan ho theih a ni.

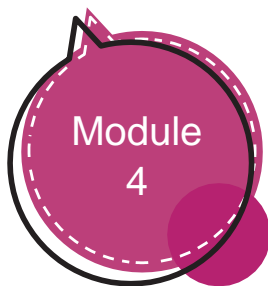
Portfolio Method

Zirlaite chu an thil ziahte dahkhawm tura tih ni se. Zirtirtu kaihhruaina hnuaiyah an thil ziahte a that dan indawtin dah khawm se, tichuan zirlaite hmasawn dan awlsam takin a en theih dawn a ni. Zirlaite thu ziak hi Peer Assessment hmanga assess a tangkai hle. Zirlaite chu a chungah rawtna tarlante ngai pawimawh tura hriattir tur a ni. Hetianga thuziak dahkhawm hian an hma sawn dan leh rawtna anga an ziah leh ziah lohte a tarlang dawn a ni.

Writing Task 2

Rei tak Nipui khawlum tawrh hnua Fur ruah a han sur mai hi chu a lawmawm duh em em a. Ruah dova, han intihvawh velte pawh a nuam hle thin. Amaherawh chu, Chennai leh Kashmir-ah te chuan ruah a sur rei lutuk chuan chhياتna an tawk thin.

- Zirlaite chu Chennai leh Kashmir-a ruah sur nasat avanga chhياتna thleng chanchin lakhawm turin ti la
- Chutiang an lakkhawmte chu a indawt danin remtir la, a thlen chhan leh sawrkar hmalaknate tilang bawk se.
- Chutiang chhياتna thleng kara mihring leh ransate chhanchhuah nana thawktu mi huaisente chanchin ziahtir rawh.



Note to the Teacher

A chung a tih tur pahnihte khian zirlaite an mamawh an lakkhawm a ngaih avangin hun a duh a. Zirtirtu chuan tanpui an ngaih leh ngaih loh te, an thlen chinte zawt thin se.

Assessment chu zirlaite inpeih hunah tih mai tur a ni. Hetiangah hian assess tur a ni—

- Hmun hrang hrang atanga thil pawimawh an lakkhawm dan
- A lakkhawmte chu thu dik tak (authentic) an ni em?
- A lakkhawm dan a dik em? An thiante an entir ve phal em?
- An thil lakkhawmte enthuakin an hre thei zel em?
- An chanchin lakkhawmte a indawta remin, awmze nei leh hriat theihin an ziak thei em?

Hei aia tam pawh belh theih a ni. Zirtirtu chuan zirlaiten tawng an thiam theih nan anmahni chhehvel thil leh hriat thante hman tangkai tur a ni.

HISTORY (UPPER PRIMARY)

Zirlaite hian hun kal tawha thil thlengte (history) hi an hriat thiam a ngai a. History an zirnaah hian ngun tak leh chik taka ngaihtuah thiamna (critical thinking skill hmang tura beisei an ni. History-in a ken tlat pahnih – hun kal tawha thil thleng hriatna (knowledge) leh chung thil thlengte hriat thiamna (skill) te hi lak hran an ni fo mai. Chuvang chuan history subject hi hman laia thil thleng ziaka dahkhawm angin zirtir a ni thin. Hetianga lecture hmang te, textbook chhiar te, in by-heart-tir te leh test hmang tea history zirtir hi zirlaite tan a ninawm a ni satliah lova, history zirtir dan tur dik tak a ni lo a ni. Kan sawi tawh angin hun kal tawha thil thlengte chu zirlaiin critical thinking skill nena a zir loh chuan history pawimawhna tak tak a zir chhuak lo vang, chuvangin zirlaite hi critical thinking skill nei turin kan zirtir ngei tur a ni. History subject-a zir tur awmte critical thinking skill nena zir tur chuan zirtir dan a pawimawh a, an ngaihtuahna hmang thiam tur zawnga zirtir tur a ni. Zirtirtu chuan zirtir tur a nih vanga zirtir satliah ngawt lovin zirlaiten an ngaihtuah leh mitthla theih tur zawnga zirtirna kalpui tur a ni. Thil hriat tanna (primary source) hmanga inzirtir hi inzirtirna tangkai tak pakhat a ni.

A hnuaiyah hian entawn tur, zirlaiten primary source an hriat thiam theihna tur leh activities hrang hrang hmanga zir chhuah tur te (Learning outcomes) leh assessment dah a ni a. He entirna hian zirlaiten learning outcome an zir chhuah theihna tur mai bakah history hrim hrim an zir thiam theihna tur critical thinking skill an neih phah ngei ang.

Learning Outcome

- Thil hriat tanna (source) hrang hrang (archeological, literary, etc) thliar hran leh a hunlai history ziah nana an tangkainate sawi/ziah chhuah.

Initial Discussion or Question-Answer

Zirlaite critical thinking chawk tho tur chuan zawhna an tuipui tur tak zawh thiam a pawimawh a. A tira sawihona hian zirlaite hriat chin a tarlang thin.

Zirtirtu chuan blackboard-ah ‘primary source’ tih ziak se la, zirlaite chu an ngaihtuahna tur hun pe ve se la, tichuan a awmzia tawngkamin emaw, milem hmangan emaw hrihfihtir se.

A dawtah zirtirtu chuan zirlaite chu ‘eng nge primary source chu ni ang?’ tih ngaihtuah turin hrih se.

(Zirlaite chhanna hmang hian zirtirtu chuan zirlaite hriat/thiam chin a assess thei a ni).

Tichuan zirlaite chu darkar 24 kaltaa an thil tih zawng zawng ngaihtuah turin ti se. Khami hun chhung khan an awm ngei a ni tih fiahna dil ni se. Zirlaite chuan chhanna chi hrang hrang an pe ngei ang, entir nan –

Zirlai pakhat chuan, “Nimina ka home-work tilai ka pain min hmu reng a lawm” a ti a. A awmzia chu he zirlai hian a awm chiang a ni tih fiahtu atan a pa a awm a tihna a ni.

A dang leh chuan, “Niminah ka thiante inah ka kal” a ti a. A awmzia chu a thian chuan a awm a ni tih fiah nan niminah an ina a kal thu a sawi ang.

(Hei hian zirlaiten primary source an hriat thiam dan chu an nitin nun atangin a ni tih leh an la chiang lutuk lo tih zirtirtu a hriat thiamtir ang. Chuvang chuan zirtirtu chuan an hriat thiam lehzuat nan thil dang dang hmangin a sawipui leh ang. Sawi hona tha tak neih pahin self-assessment tih dan te a hriih ang)

Chumi zawhah chuan zirtirtu chuan zirlaite hnenah, “Mihring ni lo, in awm ngei a ni tih finfiah thei a awm em?” a ti a. Zirlaite chuan an ngaihtuah a. Pakhat chuan, “Niminah doctor ka inentir a, damdawi min chawh” a ti a.

Zirlai dangte pawh chuan an awm ngei a ni tih fiahna tur thil chi hrang hrang sawi an tum a, nuam an ti hle.

(Hetiang hian hlim takin an sawi ho va. Zirtirtu chuan zirlaite chu zawt zelin, chhanna tam tak a awm theih thu a hriih zel baw k a)

An zirlai chhonzawm nan zirlaite chu an haw hunah an pi leh pute chanchin an chhungte zawt turin tih an ni a, an pi leh pute chanchin an hriatna chu tawite tea ziak turin tih an ni.

(Zirtirtu chuan an pi leh pute chanchin an hriatna chu thlalak te, lehkathawn te, leh thil engpawh a ni thei tih a hriih baw k a)

A tukah chuan zirlaite chu an tawng nasat avangin zirtirtu chuan an zavaiin sawi tur an nei tih a hre mai a. Tichuan an sawi ho ta a, zirlai tinte chuan an home-work chu an sawi theuh a. Zirlai pakhat chuan, “Ka pain ka pu chuan sana hi a ngaisang thin lutuk a, a Swiss watch pheh chu kan la kaw l reng, a tha tawh lo naa a ti” a ti a. Pakhat leh chuan, “Engtin nge dawt i sawi lo tih kan hriat theih ang” a ti a, tihian a chhang a, “Ka puin chumi sana bun chunga a thlalak chu ka nei a lawm, in duh chuan in en thei ang” a ti a. Hetiang hian zirlaite chuan an pi leh pute chanchin sawi an tum theuh a.

(An sawi hona chuan zirlaiten source an thliar hran dan te, an lak khawm dan te leh an pholan (present) dan te assess-naah zirtirtu nasa takin a pui a. Hetiang hian zirtirtuin zirlai tun hun leh hun kal tawh a thlunzawm avangin history chu thil kal tawh leh mitthi tawh zirna ringawt a ni lo tih an hre thiam thei a ni. An thil ziahte leh an chhannate chuan hman lai thil thleng, hmun leh mihring chanchin a hriattir a, chuvangin primary source an ni tih hriih tur a ni.

Self – assessment

Zirlaite chu zirlai thupuite sawi ho thin tur leh zawhnate zawt thin tura beisei an ni thin a. Amaherawh chu sawi hona tha tak neih dan an hre kher lo mai thei. A chang chuan zirtirtute pawh hian sawi hona tha neih hi zir chhuah tur (objective) zirna hmanrua a hmang lova tum bera neih mai a awl hle. Sawi hona hian zirna a tinuam thei a, sawi hona hian tawngkam te a thiamtira hmun dangah te pawh an hman theih pah thin.

Zirlaite hian anmahni leh anmahni an in-assess nan Checklist a tangkai em em a. A hnuaiyah hian sawi hona an dinhmun anmahni leh mahni an inenna tur checklist entirna dah a ni.

Strengths

Midang bulah ka hawihawm

Module
4

Ka tawng chhuah hmain ka ngaihtuah hmasa thin
 Midangte thil sawi ka ngaih thlaksak thin
 Thu sawitu ka en thin
 Thil ka hriat thiam loh chu ka zawt mai thin
 Mi thil sawite ngun takin ka lo ngaithla thin
 Nitina ka thil tawn hriatte ka thusawi/zawhnaah ka hmang thin
 Sawihonaa sawi ve nuam ka ti

Ka ngaih dan te chiang takin ka sawi thin
 Ka pi leh pute chungchang thil 2/3 vel ka ziaak thei
 Ka thil ziah chungchanga ka classmate-te zawhna tha takin ka hrilhfiah thei
 Entirna hrang hrang – thil, thlalak, lekhathawn, certificates te ka tarlang thei
 Sawi hona neih chhan chiang takin ka hria
 Sawi hona nei turin ka inbuatsaih

Weakness

Midang ka tibuai
 Thusawitu ka en lo
 Ka sawive lo
 Ka tawng nasa
 Thupui ni lo thil dang ka lo sawi
 Midang ka ngaithla lo
 Midangte chungah ka hawihhawm lo
 Ka pi leh pute chungchang ziah chhuah theih ka nei vak lo
 Ka pi leh pute lekhathawn ka zawng hmu lo
 Ka classmate-ten ka thil ziah chungchangah zawhna min zawhin ka chhang tha thei lo
 Sawi hona kan neih chhan ka hre lo
 Sawi hona nei turin ka inbuatsaih lo

A chungah zawhna chhanna azirin zirlai chuan a hma sawn theih dan tur a hre thei ang. Hma hi a sawn theih reng tih hriat tur a ni.

Primary source chungchang sawi ho zel a ni a. Zirlaite chu primary source chi hrang hrang – replica/ pathiannu lem, seal, bel, hman lai thil hlui, hman lai thu ziaak, hmun pawimawh, in leh hriatrengha, etc hmuhtir an ni. Chungte chu eng vanga pawimawh nge an nih? Engtia pawimawh nge? Tihte sawi ho a ni bawk.

(Primary source-te hre thiam tur chuan zirlaite hian kaihhruai leh tanpui an ngai tih hriat a pawimawh. Zirlaite chu zawhna tam thei ang ber zawt tura fuih thin tur a ni. Zirtirtuin taima tak leh dawhthei taka zirlai kaihruai chungah primary source a hrilhfiah zel

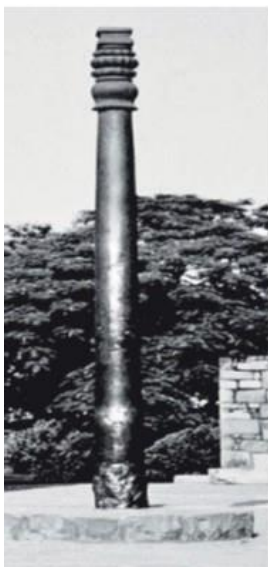


Fig. 1 The iron pillar at Mehrauli, Delhi



Fig. 2 A stone statue found from Mohenjodaro



Fig. 3 A punchmarked coin;

a, zawhnate zawt tura a fuih zel bawk chuan zirlaite hian thil chik nachang hriain history pawimawhna tak tak an zir chhuak dawn a ni. Hetianga zirtir an nih hnuah chuan zirlai har zawk leh chipchiar zawkah a kalpui thei tawh ang).



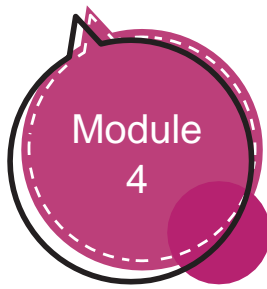
Fig.4 A Jain monastery, Orissa

(Hetianga primary source chhawp chhuah hian sawi hona tha tak a siam a ni mai lo va, historical thinking puitling zawk neihna tur bulthut tha tak a siam a ni. Hetia zirtirtuin hrihfhiah chung zela a sawi hopui hian zirlaite chuan heng primary source-te hi historian ten history an ziahna hmanraw pawimawh tak a ni tih an hria ang).

He thu, Ashoka ziah, hi Pawl 6 History – Our Pasts I atanga lak chhuah a ni a. Zirtirtu chuan an tih dan tur leh ti tura a beiseite (self-assessment atana checklist-te) a hrihfhiah hmasa a. Zawhna eng emaw zat leh an score enna tur (assessment rubric) zirlaite rawn chung a siam a pe a. Zirlaite hnenah chuan he thil hriat belh duh historian chuan zawhna tam tak a zawh dan turte sawi pahin zawhna awm theite a sawipui zel a. Tichuan entirnan coin pakhat a hmuhtir a,

This is what Ashoka declared in one of his inscriptions:
 “Eight years after becoming king I conquered Kalinga.
 About a lakh and a half people were captured. And more than a lakh of people were killed.
 This filled me with sorrow. Why?
 Whenever an independent land is conquered, lakhs of people die, and many are taken prisoner. Brahmins and monks also die.
 People who are kind to their relatives and friends, to their slaves and servants die, or lose their loved ones.
 That is why I am sad, and have decided to observe *dhamma*, and to teach others about it as well.
 I believe that winning people over through *dhamma* is much better than conquering them through force.
 I am inscribing this message for the future, so that my son and grandson after me should not think about war.
 Instead, they should try to think about how to spread *dhamma*.”

“Coin hi history hriat theihna hmanraw pawimawh tak a ni tih kan hre theuh awm e. Coin chu eng atanga siam nge? Khawiah nge an hmuh? Eng anga hlu nge? Engtika siam



nge? Tu tih chhuah nge? Eng chhinchhiahna nge a ken? Heng zawhna zawng zawng hian kha coin awmzia leh chanchin pawimawh tak tak kha zawtin history hriatna hmanraw pawimawh tak a lo ni ta a. Tichuan an han zir chiang zel a, zawhna thar tam tak an zawh belh zel avang chuan an hriat belh zel a, a tawpah chuan chu coin an hman hunlai chungchangah thutlukna thar an siam thei dawn ta a.”

Chutiang chuan zirtirtu chuan historian-te hian an source-te ngun tak leh chik taka an zir ang hian zirtirtu leh zirlaite pawh hian schoolah history an zir ve thei a ni tih chiang takin a lantir a. Zirlaite chuan zawhna eng pawh zawtin chik takin an zir thei a ni.

A dawtah chuan zirtirtu chuan zirlai hrang hrangte chu dah khawmin group siam se, group pakhatah zirlai 4/5 zel awm se. Ashoka thu ziaik khi chhiar theuh se thu ziaikah chuan pawimawh an tih laite sawi ho turin tih ni se. Tichuan zawhna zirtirtuin a lo pek lawkte kha chhantir ni se. Group tina zirlai pakhat zel khan ziaik chhuak se tichuan midang pakhat leh khan a riin chhiar chhuak se. Zirlaite chuan an thil chhiar atanga thumal leh ngaih dan an lak khawmte chu ziaik chhuak vek se.

Heng zawhnate hi zawh an ni

1. Eng source nge a nih sawi rawh?
Lehkha nge, thu ziaik nge, newspaper article nge, thlalak?
2. Tu ziah nge? Mita hmutu a ni em? Thil thlen laia tel ve ziah chhawn a ni em? Tu emaw-in mi sawi a hriat a sawi chhawn?
3. Engtik hun laia ziah nge?
Indo laia ziah nge, a hnua ziah?
4. Tu tana ziah nge? Eng vanga ziah nge?
5. Eng nge a sawi? Hmanlai chanchin engtin nge a sawi?
6. Thu pawimawh laite eng nge? Eng nge a awmzia? Eng chungchang nge?
7. A thusawite hi a rinawm em? Amah chu a awm ve reng em ni? A rintlak em? A thil sawi hi a dik tawk em? Thlei bik a nei em? Tu ngaih dan nge?
8. Eng hunlai emaw history hi ziaik ve ta ila a pawimawh ang em? He thu ziaik hi Ashoka hunlai history ziaiktu tan eng anga pawimawh nge ni ang?

Zirtirtu chuan zirlai tam zawk chuan Ashoka thu ziaik atanga lak chhuah, primary source a ni tih an hria tih a hmu thei a. Zirlaite chuan thu ziaik chu Ashoka ziah ngei a nih an ring a.

(Zirtirtu chuan zirlaiten an thil zir an hmang tih a hre thei a)

Zirlai tam berin zawhna 4-na an chhanna atanga a lan danin Kalinga indona-a mi tam tak thah an nihna chuan Ashoka thinlung na takin a nghawng a, inchoirain a khat a ni. Chumi avang chuan he thu hi a thlahte leh thangthar lo awm zel tur ten indo an ngaihtuah loh nan a ziaik a ni.

Zawhna 5-na an chhanna chu a dang deuh a, mahse a hmaa mi ang deuh tho a ni. Zirlai pakhat chuan, “Lalte chu an indo thin a, an thenawm ramte an la a, indona chuan mi zawng zawng a nghawng vek a ni tih min hrilh,” a ti a. Pakhat leh chuan, “Thisen tam tak chhuaha a indo hnua lal Ashoka chu a inchoir a, indo leh tawh lo turin thutlukna a siam a ni tih min hrilh baw,” a ti a.

(Zirtirtu chuan zirlaiten ngun taka ngaihtuahin an chhang tih a hriatin a lawm hle a)

Zawhna harsa deuh nia lang chu zawhna 3-na leh 7-nate hi an ni a. A tirah chuan zawhna 3-na hi an chhang thiam mai lo va, zirtirtu chuan, “Thu ziaikah khan Ashokan Kalinga a hneh hun lai kha a inchoir em?” a han ti a. Chu veleh zirlai pakhat chuan, “Aw, ziaik e, heta hi. Ashoka kum riat a lal hnua Kalinga a hneh tih a inchoir e,” a ti a. Zirtirtu chuan Ashoka lal tan ni hrilh ta se Kalinga indona intanni chu an chhut chhuak thiam ang em tih a zawt a. Zirlai thenkhat chuan ‘aw’ ti mahse thenkhat chu an chiang lo tih zirtirtu chuan an hmel atangin a hre thei a. Tihian a han sawi leh ta a - Ashoka lal anih tan kum

chu 269 BCE a ni a. Zirlaite hnenah chuan, “Kan sawi tawh atang khan engtik hun laia ziah nge in hre thei tawh em?” a ti a. Mahse zirlaite chuan an hre lo va. Zirtirtu chuan, “BCE hun lai a ni a, Ashoka chu 269 BCE-ah a lal tan a, kum 8 a lal hnuah Kalinga a hneh chuan 269 BCE atangin 8 kan paih ang a, tichuan 261 BCE a lo chhuak ta a. Hemi awmzia chu 261 BCE hunlai vela a ziah a ni tihna a ni.

Zawhna 6-na chungchangah zirlai pakhat chu a buai deuh a, “Thu ziaakah hian ‘dharma’ hi an ziaak sual a nih hi, ‘dhamma’ an ti a,” a ti a. Zirtirtu chuan ‘dhamma’ chu Sanskrit-a ‘dharma’ nen a inang a, hetah hian Prakrit-a an ziah vang mai mai a ni tih a hrilh a. Ashoka thu ziaakte hi Prakrit-a ziah an ni tih a hrilh bawk a.

(Zirlaiin a ngaihtuahna a hmang tih a hriatin zirtirtu chu a lawm a. Hetia hriat fiah loh lai zawhna chang hriat hi zirna kawnga hmasawntirtu a nih mai bakah chhanna dik hriat theihna a ni tih zirlai dangte pawh a hriattir a ni).

Zawhna 7-na chungchangah zirlai pakhat chuan, “He thu ziaak hi Ashokan Kalinga a hneh thu leh a inchhir chungchang a ni” a ti a. Pakhat leh chuan, “Ashoka chuan mipui hmaa thu sawi angin he thu hi a ziaak a, tharum thawhna nasa tak Kalinga-a a thlentir avangin a inchhir thu a ziaak a ni” a ti a. Mahse chu chu thu rintlak a ni tak tak em, tu emaw ngaih dan leh hmuh dan mai a ni thei em? An hre chiang lo.

Zirtirtu chuan tihian a hrilh ta a. He thu hi amah Ashokan a tak taka tawn ngei a ziah a ni a, a rintlak a ni. A hnua ziaakah chuan Maurya lal ram leh lalte – Puranas, Buddhist, Jaina, etc te chanchin hmuh a ni a. Mahse Ashoka thu ziaak anga a hun lai, lal ram leh hun rin tlaka sawi chianna a awm lo. Zirtirtu chuan ‘conquered’ tih thumal chu zirlaite a kawhmmuh a, Ashoka hian dik takin thutlukna a siam a ni tih a lanna chu indo kha a chak loh lain tha lo a ti lo va, a chak hnuah indo that lohzia a hmu a ni. Indo chu a rilru tak takin tha lo a ti a chuvangin midangte pawh indo lo turin a ti a ni. Tin, dhamma a sawi bawk a, chu chu eng dang ni lovin dikna, sakhua zawng zawngin tha an tih a ni a, chuvangin Ashoka thu ziaak hian sukthlek bik a nei lo va, a dik a ni tih a hrilh a.

Zirlai tam ber chuan he thu ziaak hi khatih hunlai history ziah nana hmanraw (source) pawimawh ber a ni an ti a. Zirlaite chuan chanchin ziahna ringawt ai chuan heng thil tak tak leh hmanlai thil an hmuh chhuahte history chhui nan chuan a chiang zawk a, historian-te pawhin an hmang nasa zawk tih an hre thiam a.

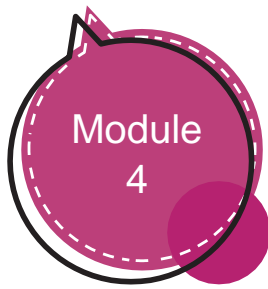
(Zirtirtu chuan, eng pawh ni se, hmanlai history zir chian nan hmanraw (source) pakhat chauh chu a tawk lo tih a sawi a).

A tawpah chuan zirtirtu chuan an thil tihte chu a hrilhfiah a – an chhiar a, an hrilhfiah a – hei hi historian-ten primary source hmanga thil an zir dan a ni.

(Hetia tih hian zirtirtu chu zirlaite assess-na kawngah a pui nasa a. Zirlaite tuina te, chik peihnate leh ngaihtuah tak tak tih chu zawhna an zawh danah a hriat a. Zirlai thenkhat zawhna chuan class pumpui a thiam lehzuattir tihte zirtirtu chuan a chhinchiah a. Zawhna dik leh chhanna dik a awm loh chuan amahin a sawi mai thin).

Peer assessment rubric

Criteria (tehna)	Excellent	Good	Average	Below Average
Source a hriat hranna (identification of sources)	Source chi hrang hrang a thliar hrang thiam a, textbook leh a chhehvel atangin entirna a pe	Source chi hrang hrang a thliar hrang thiam a, mahse	Source chi hrang hrang a hre thiam ve tawk tawk	A hre thiam tih a lang lo



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	thei. Entirnan: manuscripts, inscriptions, religious text, archeological finds, etc	entirna a pe thei lo.		
Key Issues/Main points/General context- te a hre hrang	Source-a a key issues leh main points te a hria	Source-a key issues thenkhat leh main points thenkhat a hria	Issue pakhat emaw a hre ve/sawi ve nual thei	Key issues leh main points te chiang lo
History chungchang hriatna (knowledge of historical context)	Ziah/siam hun lai chanchin a hria tih a hriat. Source chu engtik hun lai taka ziah/siam nge a sawi thei	A hun lai chanchin te chu a hria, mahse chiang fakin a sawi thei lo	A hun lai chanchin a hre tlem	A hun lai chanchin a hre mang lo
Source hrilhfiahna leh bihchianna (Interpretation and analysis of source)	Source a hrilhfiahin a bihchianna a sawi thei. Ngaih dan leh a tak a thliar hrang thei. A ziaktu rintlak leh tlak loh a chhui thei. Amahin term hrang hrangte, a ziaktu thliar dan te, a ziah chhante a hrilhfiah thei.	A tlangpuiin a hrilhfiah thei	Tlem azawng chauh a hre thiam tih a lang	Source atengin thil ½ a sawi chhawng thei mahse a analyse thei lo va, a hrilhfiah thei lo

Zirlai topic an zir zawh dawnah chuan zirtirtu chuan, “Tunah chuan thil tam tak kan hre ta a, Primary source awmzia chi dangin in sawi thei tawh ang em? a ti a. Zirlaite chuan, “Hmanah a awm ngei a ni tih finfiahna tura thil hman” an ti a. “Source-te hmanlai thil an hun laia thil thleng leh mihringte sulhnu. Hman lai thil thlengte chu tunah a thleng tawh lo va, mahse engtik lai emaw kha chuan a thleng a ni. An sulhnute chuan a thleng tih a takin a lantir a. historian-te chuan chu zir chiangin an chhui thin”.

A tawp berah chuan zirlaite chu an zirlaia primary source an zir ang kha television show atanga sawi theih an neih em tih zawh an ni a. Zirlaite chuan phur takin historian hovin thil an zir chiana an chhui chian ang hian CID leh Dastak showah an ti ve tih an sawi a.

HEALTH AND WELL-BEING IN SCHOOLS



Overview

He sessionah hian sikula hriselna leh hlimna leh a pawimawhna ngaih dan tlangpui kalhmang chi hrang hrangte zulzuiin kan sawi ho dawn a ni a. He sawi hona hian physical development (taksa lam thanlenna) te, suangtuahna nena a inkungkaih dan te, taksa hriselna (Physical fitness) te leh a peng hrangte a pho chhuak dawn a. Taksa hriselnain hma a sawnna tura tanpui thei thil tih dante pawh he sawi hona hian a huam ang. Yoga hi, taksa hriselna atana pawimawh a nih mai bakah rilru sukthlek leh taksa bung hrang hnathawh dan kalhmang tihmasawn nan leh hriselna tur thil tam tak huap zo a ni a, he kan sawi ho tur huangah hian telh a ni nghe nghe a ni. Naupangte hriselna atan kawngro su thei tak a nih avangin ei dan hrisel/thianghlina ei than leh hriselna lam hi huam tel a ni bawk. Thil tihte chu ngaihtuahna hrisel nena inzawmtir te, mahni inhriat chianna te, vantlang hriat chianna te, tharum thawh leh rawng taka thil tih, leh (mi) tihnat chungchang te pawh module-ah hian telh an ni a. Gender (mipa/hmeichhia) chungchang erawh chu module chhungah hian telh a ni lo. Module-a telh tur hi fimkhur taka ngaihtuah a ni.

LEARNING OBJECTIVE

He session tawpah chuan hengte hi i hre thei tawh ang:

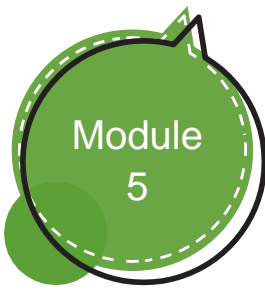
- Hreselna leh damna chungchangah ngaih dan tlangpui i nei thiam tawh ang.
- Naupangte tan sikulah **environment** hrisel a awm a pawimawhna i hrethian tawh ang.
- Naupangte zingah hriselna thu pawm dan te leh khawsak dan te tihmasawn tur zawnga zirtir dan kalhmang tihmasawn leh hriat chian te hi seng luh tel a tulzia te.
- Learning Outcome tipung tura *life skills* (nun dan thiamna) tih hmasawn te hi hriselna leh dam thatna te nen hian an inkungkaih vek a ni tih i hrethiam ang.

RESOURCES AND PEDAGOGY

- Mi mal hmasawn dan zir chianna (Case Study), tawnhriatte leh thiltihnaa tel tawh dan leh zawhna chhan dan te telin, charts, thlalak, video, games adt.
- Group hnathawh, sawi hona, a tak taka entirna (demonstration), interaction, games, mahni dawnsawn dan lantir (self-reflection), mahni zir dan thil tih question box ang te, Tel ve dan (Role Play), Case Sudy, leh a dik tak leh hrilhhriatna tam tawk zirtute hnena pe tura quiz contest (zawh lawrna inchhan dik siak) te buatsaih leh anmahnia an thiamna hmang chhuak tur zawnga ngaih dan dik leh theihna tihmasawhna tur an rilrua tuh.

HEALTH AND WELLNESS

- Hriselna chu eng nge? A pumpuia hriselna/huapzo hriselna hian eng nge a huam chin? Mipui nawlpui hnenah hriselna chungchang hi zawh a nih hian, an chhan dan tlangpui eng nge ni? Seesiona tel ve thenkhat chu an thlir dan zawh ni se. An



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chhannate ngun taka ngaihthlak hnuah, hriselna tha chuan taksa lam, vantlang, rilrua phurna lam, leh rilru lam hrisel leh natna laka fihlim ringawt hi hriselnain a kawh chu a ni lo tih hrilh tur a ni. Mi zawng zawng hi rilu thumun pu an ni vek lo va, **inthuhneh** tawn thei vek an ni zawk a. Insawipui tawn thin ang u. Sa hriselna hi kan hriselna pumpui lan dan pakhat chauh a ni a. Natna emaw hliam emaw laka fihlim awmphung mai a ni. Taksa hrisel hriatna chuan taksa thanlenna te, taksa chak tha, ei tur hrisel leh thianghlim ei thin dan chungchangah hriatna neih a ngai a.

- Vantlang/huho hriselna chuan midangte nena inpawh tawn leh environment nena inkhawih tawn te, a ruala hnathawhho leh mihring inlaichina lungawi thlak tak neih te a huam a ni.
- Emotional health chu miin a rilru chu hahdam taka awm tura a thununa a a rilrua a vei te thununa hah dam taka a pai daih theih chuan rilru nghet tia sawi a ni. Miin an vei zawng te hlawhtling taka an sawi chhuah theih chuan rilru lama mi hrisel an ni.
- Mental health and Well-being, “rilru hrisel leh hlim awm dan chu mimalin ama theihnate a hriat chhuaha, a nun dan phung pangngai huam chhunga a hman a, rah chhuah hlawk tak leh lukhawng tha tak nei khawpa a thawh theih a, a awmna khawtlang tan thil tih nei ve thei khawpa awm hi a ni.” (WHO). Rilru hriselna chuan ni tin nun leh inlaichinate lam a khawih danglam thei a. Chutianga a ni chungin miin a ngaihtuah, a vei, leh a khawsak phung hian rilru hriselna hi a thunun/tichhe thei a. Rilru hrisel chuan rilru chau lo leh nguai lo va neih theihna turin miin a thil tih leh thawhrimna te inbuk tawka a siama nun hlim tak a neih theih te pawh a huam tel vek a ni.
- Manganna hian hlauhna, sualna, zamna, zahna, manganna, mahni inrin zawh lohna, chiaina, khawharna, lungngaihna leh thinurna te hi a huam vek a Hetiang hun hi mi malin chona a hmachhawn emaw, delhbettu manganna tihrehna tur zawng hmuin a siam tha zawngin a ti ta emaw, rinchhan tur emaw, tanpuina emaw a mamawh lai vel a ni. Miin rilru manganna hi kawng hrang hrangin a thlir thei a, a zirna bansan phah nan, hleihluak taka chet chiam nan, thinur nan emaw nungchang mawi lo tak neih pahna, adt. atan a hmang thei a ni.
- Dam lohna emaw, chiangkuan lohna emaw te hi chu thil inzawm a ni a, manganna erawh hi chuan hun rei zawk a aw hthei. Miin amahah hetiang harsatna nei a ni tih hengtiang hian a lang chhuak thei a, muthilh theih loh, chaw ei tui loh, mahni intihlum mai duhna, vantlang laka inthiar fihlim, ruih hlo hman chin, buaina chawhchhuah hrat, adt. Rilru dam lohna emaw rilru buaina neite emaw chuan hetiang lam enkawl thiamte enkawl na an mamawh a ni.
- Hetianga awm dan inzawm indawt dan hi a inthlak kual vel thei a. Mimalin a nuna hun hrang hrang a tawna thil awm dan azirin he thil insuih zawma a awmna chu a danglam thei. (A changin a zual deuh, a tha/ziaawm leh deuh thei). An mangan leh rilrua an harsatna an thununa a hneh theih dan tur chu an taksa, rilru, khawsak ho, leh finna lam thila an hrisel dan azirin a ni a. Hengte hi a mal têtên i sawiho ang u:

Physical Development

Naupangte Physical (taksa lam) than len thatna hi hrisel theihna atana thil pawimawh chi hrang hrang zinga pakhat a ni a. Sawi honaa telte chu an naupan lai hun atanga anmahnia thil inthlakthleng an hriate ngaihtuaha ziak chhuak turin hrilh rawh, (kum 6 - 8 an nih lai leh a hnu zel emaw an pianpui unaute pawh thlir telin). Telvete zinga mi 6-8 vel chu an hmuh dan sawitir baw k la. Fig 1-na hi entir rawh.



Fig.1:- Nun dan hmsawn chhoh dan (entirna)

Blackboard-ah chhuk zawnga thlur nga-in rin la, thlur tinah chuan thupui a hnuai entirna ang hian- Nausen lai, Naupan lai, Tleirawl lai, Puitlin hun leh Upat hun. Note bu pawh a hman theih a. Nun danin hma sawn danglam chhoh dan pali-panga theuh anmahni ziahtir rawh.

Activity 1 - Changes in different Stages of Human Being

(Mihring nun danglam chhoh dan rahbi hrang hrang te)

Dam chhung hun hrang hranga nun inthlak danglam dan

Nausen lai	Naupan lai	Tleirawl lai	Puitlin hun	Upat hun

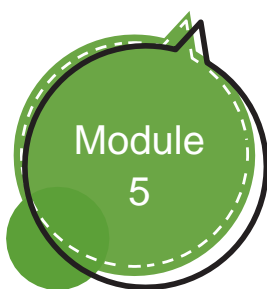
Sawi ho hun zawh hnuah, i khaikhawm zui ang- heng

- kan taksaa danglamna lo awm te hi a nihphung ve reng, pangngai, leh hrisel a ni. Hengte hi mihring thanlenna leh hmasawna atana pawimawh an ni. Hetianga danglamnate han tawn chhoh ve hi a phurawm tak a ni thei.
- thil inthlakhleng danglam zawng zawng hi hun thuhmuna lo awm a ni lo va. A nih dan phung chu, taksa lam inthlak danglamna hi a awm hmâ zawk thei a, nimahsela mi thuhmunah psycho-social inthlak danglam hun hi hun hnuhnug lamah a awm thei. Kawng dang pawhin a lo awm thei tho bawk. Naupang pahnih kum inang reng pawh hi puitling an nih hun a inrual lem lo, an tawn-hriat neih dan te hian puitling an nih hun a thlak danglam thei a ni.
- a chang chuan kan nuna thil inthlak danglam dan hi kan thunun thei a, kan thunun theih hun erawh chu a awm tlem hle.
- kan nuna thil inthlak tur thenkhat hi chu sawi lawk theih a awm a. Hemi atan kan lo inbuatsaih lawk chuan, thenkhat lo thlen dan kawngghmang hi kan thunun thei a, tha zawkin kan lo siam thei a ni. Entirna atan, hun awh rei chi thanlen dan leh puitlin chhoh hun chhungte hi; a chang chuan naupangte hian an thiante aia danglamna neia an inhriat hian hrehawm an ti thei a. Mi dang aian an puitling hma (an thanng lian chak) emaw, an than thuin an te bik emaw a, hetiang danglamna hi thianho ten chhawnchhah nan leh nuihzatburah an hmang thei.
- thanlen chhoh hun lai hian chhût Chiang lova ngaih dan siam mai leh ngaih dan sawh sawn duh lohna te hi a bet tlat a, he thil hi sawi ho tul tak a ni.

Note: Class VIII zirlai bu Science-bu-ah heng thil inthlak danglam dan hi kim taka sawi a ni.

Naupangte (taksa lam leh finvarna) than chhoh dan hi a thuhmun vek lo va, than len dan chungchangah hian suangtuah dan leh ngaih dan dik lo eng eng emaw a awm thei.

Myths and Misconceptions Related to Growing Up



Activity 2

Suangtuah thu leh Ngaih dan dik lote hi Than len chhoh, Kum rualkhatten mi an hnehna leh Gender te hi inkungkaih an ni a. Case Sudy hian ngaih dan sawhsawn theih lohna leh suangtuah thu leh ngaih dan dik lote leh than len dan, kum rual khathovin mi an thuhneh theih dan leh gender chungchanga ngaih dan siam ngheh tlat te inpawhtawn vel dan sawi fiah hi a tum a ni.

Case Study 1: Than lena leh hmasawna chungchanga danglamna

Rakesh leh Mahir chu sikul atangin in lamah an haw dun mek a. Makesh chuan Mihir chu a chhawncchaih vel a, a aw chu hmeichhe aw ang mai a ni te a tia. Mihir-an hmuihmul a neih loh avang te chuan a nuihsawh a. Makesh chuan, Min en teh, kei chu mipa dik tak ka nih hi. Ka awrawl te a thum a, ka hmel pawh a pa a. Ka hmai te hi a hmul tha a. Ka pa chuan *sher*, tiin min ko thin” a ti vel a. Hei hian Mihir chu a tizakin a tihrilhai hle a. A nuin “ka duh tak mipate” tia a la koh reng te a hre chhuak a. In a thlen hunah a nu hnenah engati nge Rakesh nena an danglam a, amahah chuan eng emaw dik lo a awm em ni tih zawh a rilruk ta a.

Sawi ho tur zawhnate

- Kum inrual reng an ni nain, eng vangin nge Rakesh leh Mahir chu an lan dan a danglam?
- Mihir hian eng emaw dik lohna a nei niin i ring em? Eng vangin nge?
- Mihir chuan amah chu engti angin nge a inhmuha i rin?
- A nu chuan Mihir hnenah chuan eng nge a sawi ang?

Case Study 2: Positive and Negative Peer Influence

(Kum rual khat huhovin a tha zawng leh a chhe zawnga rilru hnehna an neih dan.)

Raju chuan sikul leh in lamah pawh, englai pawhin lehkha a zir reng mai a. Mark sang tak tak a hmu reng thin a. Thil dang tuipei leh tihchâk a nei hek lo. Sikul tharah Claa XI a zawm a, Maheer leh Moti chu thianah a siam a. An pahnih hian cricket khel hrat tak an ni. An bulah chuan Raju chuan cricket a khel tan a, spin bowler (ball vawmvir thiam) tha tak mai a nih a inhre ta nghe nghe a. Khelmualah a hun tam zawk a hman reng chuan a zirna lamah a chak loh phah mai ang tih, a nu leh a pa te chuan an hlauthawng ta hial a.

Sawi ho tur zawhnate

1. Zaheer leh Moti chu Raju tan rilru hnehtu tha an niin i ngai em?
2. Raju nu leh paten a (Raju) thil tuipei thar an ngaih dan chu dik i tihpei em?
3. Raju nu leh pate rilru nawm lohna chu tinep turin a zirtirtute chuan eng nge an tih ang?
4. Raju hian cricket hi a khel zui zel tur em ni ang? Eng vangin nge?

Case Study 3: Stereo typed body image

(Ngaih dan nghet neite hlimthla)

Pawl sarh zir lai Shalini leh a thiante chu sikul *annual function* atan an inbuatsaih a An phur tlang hle mai a. Shalini chu classical dance-a lam tur a ni a, a pawlpui Anita leh Farah te chu lem chana chhuak tur an ni thung a. Ni khat chu Anita chuan nuihsawh takin Shalina hnenah chuan, “I mâwk (hang) em mai. Dawhsana i lam lai kan hmuh theih nan che êng kan chhit belh a ngai dawn a ni,” a ti a. Shalini chuan engtin mah a chhang lo va. Farah

chuan a ngaisang lo tih hriat tak hian Shalini hnenah chuan, “I lam thiam si a. Eng vangin nge i hmel lan thatna atan hmai hnawih pawtna te i hman loh? Hmel eng zawk i neih chuan dawhsana i lan nalh turzia te i ngaihtuah thei lo em ni?” a ti a.

Shalini chuan nui chungin, “Farah, ka lawm e. Min duhsakna chu ka lawm e, nimahsela ka hmel hi a nihna ang angah ka lawm tawk e. Kei leh min zirtirtu hian nasa takin kan tichhin a, kan beih nasatna leh i duhsakna tha tak avangin tha takin ka lam dawn tih hi ka ring nghet tlat a ni.” tiin a chhang a.

Sawi ho tur zawhnate

1. Shalini chungchang Anita sawi dan hi eng angin nge i ngaih?
2. Farah tawng dan hi ngaih dan nghet dik lo behchhana sawi niin i ngai nge (hmel tha ni tur chuan hmel (complexion) eng tha tak nih chu a ngai si a), a nihna tak behchhana sawiah i ngai em? I chhanna te sawi fiah baww rawh.
3. Shalini chhan let dan hi ama nihna ang tak nge a nih dan ni lovah i ngai? I chhanna i tan chhan sawi baww rawh.
4. Shalini hi mi puitling, midang nena inpawh that dan thiam tak niin i ngai em?

Case Study 4: Friendship and Bullying. (Inthianna leh ngam zawngte tihluh)

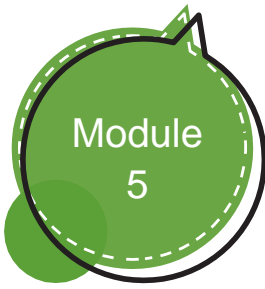
Sujit leh Manoj chuan sikul gate pawn maia dawr pakhata *music* CD lei an tum mek a. Sharad-a, in lama haw mek chu an hmu fuh hlauh a. An lo chelh dinga CD leina tur pawisa an dil lui a. Kum khat vel kal taa he sikula a luh tih atang khan he mite pahnih hian pawisa puktir turin an lo tihluh fo tawh avangin Sharad-a chuan a lo hnial a. Naupang pahnihte hian an pawisa puk chu a rul leh duh ngai lova. Sharad-an a lo hnial takah chuan, mi nawrluik ching pahnihte chuan amah chu a tluk thlengin an nawr kual vel a, tichuan a pawisa chu an phihchhuahsak a, an tlanche nghal a. Sharad-a te class zirtirtu, in lam pana haw mek chuan, leia a tlu reng chu a rawn hmuhin a tanpui a, a kai tho ta a. A hliam tawh dan zawh a ni nain, Sharad-a chuan engmah a sawi chhuak duh lo. A tuk lehah chuan, Abid-a, Sharad-a tawhsual tawh dan hmutu chuan, zirtirtute hnenah a lungawi loh thu thlen turin Sharad-a chu hrilh a. Sharad-a chuan a hreh hle nain, Abid-a chuan zirtirtute hnena kalpui a remtih avangin, lungawi loh thu thlen chu a remti ta a.

Sawi ho tur zawhnate

1. Eng vangin nge Sharad-a chuan amah tibuitute laka a lungawi loh thu thlen har ti nia i rin?
2. A lungawi loh thu thlen a remtih leh tak chhan kha eng vang nge nia i rin?
3. He thil-ah hian Abid-a kha eng vanga lo inrawlh ve nge ni ang?

Zirtirtuin a sawi zauh tur

- Kum rual khatho inkungkaih dan hian a tha lam emaw, a chhe lam emaw a hawi thei.
- Mahni inrintawkna leh ngaih dan sawi ngamna hi inlaichinna vawn thatna atan a pawimawh a.
- Tleirawlte leh an nu leh pate leh zirtirtute chu tih leh sawiah an inpawhtawn tam ang a, chutichuan an ingaihsak tawnin an inhriatthiamna leh an induhsaktawwna te a lo tha zawk dawn a ni.
- Dinmun engah pawh, thil engmah thleng lo anga a dera awm aiin vei zawng leh duh zawng inhriatsak thin zawk tur a ni.
- Tleirawlte hian puitlingte lak atangin thil an zir nasa a. Puitlingte hi hrisel, rinawm, leh fingvar (puitlin) kawngah an nihna pho chhuakin tleirawlte entawn tlakin an nun a pawimawh a ni.



- Rin thu maia ngaih dan siam leh mawlna avangin, eng emaw chang chuan naupangte hi kawng hlauhawm lamah hnuh hnaih an ni thin. Entirnan, sumdawng vak velin than len chakna damdawi, dungsanna damdawi leh tihrawl sekna damdawi, thil dang ei leh insawizawi pawh ngai lo an tih, tangkai lo leh sawtne nei lo an zawrh ang te hi.
- Hetiang deuh hian, cosmetic leh beauty parlour-te fakna (advertisements), taksa lan nalh dan hleihluak takte hi, mi tiphawklektu lek, mahni tha tawh lova inhmuhirtu lek an ni. Heng belhchian dawl lova min nawrna te hi do let a ngai a, tu nge i nih a, eng hmeh pu nge i nih danah inringtawh mai rawh.
- Naupangte chuan mahni emaw, mi dang emaw dah hniam lovin thianghlim, rinawm leh nun zahawm tak puin an ngaih dan leh an thil hriatte chu sawi chhuah thiam an zir tur a ni.

Chhui fiah emaw, ngaihtuah zui emawna tur zawhnate

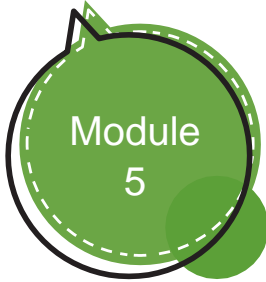
1. Mipa naupang leh hmeichhe naupangte hian an than len chhoh lai hian an taksaah eng ang inthlak danglamna nge an neih?
2. Naupangho zinga mi tin hi a hun inang-ah an taksa a inthlak danglam thin em?
3. Kan taksa inthlak danglam a lo awm hian kan ngaih titha lo tlat mai se, engtin nge kan tih ang?

Mipa naupangte leh hmeichhe naupangte zinga thil inthlak

A hnuai a column (thlur) ang hi siamin emaw, naupangte an note bu-ah emaw, lehkhah phekah emaw siamtir la

Activity 2 - Changes in Children (Naupangte chung a thil inthlak)

Thil Inthlakte	Mipa Naupang	Hmeichhe naupang	Mipa leh hmeichhe naupang
<ul style="list-style-type: none"> • Thian kawm nuam ti zual • Mahnia kawngpui kan • Sang zawk sawt • Rit zawk sawt • Dar pharh hlai sawt • Tlan chak zawk • Thlan ngah zawk • Vun mawm • A har zawk pawh chawh dik thei • Hun rei zawk rilru pawh pe thei • Lan mawi lam ngaihtuah zual • Hmai-ah hmul a lang than • Hnute a um than • Huaisen ta deuh, zakzum zual • Thil inthlak dang te 			



Sawihonaa tel ve te chu achunga table siamsaa thil inthlak danglam sawi te khi an kum mil zel leh hmuh dan nena inmil tur dik thlang chhuakin column pekka dik tak zawna tick turin hrilh la. Participant-te chuan mipa naupang leh hmeichhe naupang chung a inthlak danglam emaw, an vaia chung a inthlak danglam emaw an hmuh belhte pawh chhinchhiah belh mai tur a ni. Kaihruaitu chuan mipa naupang leh hmeichhe naupanga inthlak danglam thuhmun leh a hrang a awm theih dante sawifiah bawk se. Mipa naupang leh hmeichhe naupang kum inruak khatah pawh inthlak danglam hi a hrang thei a. Chutiang inthlak hrang awmte hi inthlahchhawn thil emaw, ei leh in danglam te leh insawizawi tam dan azirin a awm thei a. Chutiang taksa than chhoh dana danglam bik nih chu thil naran mai a ni a, mahni tha bik emaw, tha lo bik emaw anga an ingaih phah nan an hman phal hauh loh tur a ni. Huaisen, zakzum, chak, chak lo nih te hi mipa emaw, hmeichhia emaw nihna tur bik a ni lem lo. Nihna hian mipa leh hmeichhia a nei ve lo.

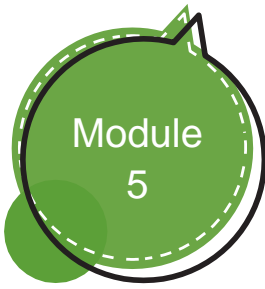
Activity 3 - Zirlaite san zâwng leh rih zâwng chhui zawm rawh.
(Related to height and weight for students)

Zirtirtu chuan zirlaite chu a hnuai a table siamsa ang hian naupang hrang hrang san zawng khaikhintir se:

S.No.	Name	Age (Years)	Height (cm.)	Weight (kg.)
1				
2				
3				
4				
5				
N				
Average				

Zirlaite chuan thla ruk hnuah hetiang table-ah bawk hian naupangte rih zawng leh san zawng chu teh leh sela, table pahnih atang chuan an than dan te chu en fel sela, an lo danglam tak chhan chu chhui chhuah tum rawh se. Zirtirtu chuan chutianga thil lo danglam ta chu nih dan phung pangngai a nihzia sawi chiang rawh se. Zirtirtu chuan data lakkhawmna tur graph siam tur leh an graph siama data an lakkhawmte chu sawifiah turin a cho phur thei bawk se. Chung thil chhut chhuahte hmang chuan, zirtirtu chuan thanlenna leh hmasawna atan hian taksa hrisel a pawimawhzia te a sawi hopui thei ang.

Engtin nge taksa a hrisel reng theih ang? (How to remain physically healthy?)
 Thanlenna leh hmasawna tha chuan naupang hriselna a thlen a. Hrisel thatna atan rih zawng leh san zawng hriat ringawt hi a tawk lo. Hriselna tha neih reng dan chu taksa hrisel tha, rilru paukhauh leh ngaihtuahna harh vang tha hi a ni. Taksa lam hrisel tha che vel chuan pianhmang leh len zawng te, lung hnathawh thatna, thisen insem kual leh kawchhunga taksa bung hrang hrangte leh taksa pumpui awmphung a siam tha a. Zir thiam theihna tihhmasawn turin a pui a, hmakhaw thatna lamah hma a sawntirin games leh sports lamah hma a sawntir bawk. Zirlaite an hrisel that theihna turin zirtirtuten an zirlaite kum nena inchawih tawk tur *physical activities* (taksa chet velna tur) eng emaw an buatsaihsak thin tur a ni. Taksa lam hriselnain a huam tel te chu chakna, than ranna, tuar theihna, *flexibility* (a thul ang zela chettheihna), inthazawhna te a ni.



Taksa hriselna (Physical fitness) chu thapui thawh a ÷ul pawha hmachhawn thei tura siarem theih chakna tam tawk awmna tiin sawi a ni a. Ni tin hna hlen chhuak zel thei tura tha thawh tura inpeih theihna anga sawi a ni bawk. Chau chhe mai lova hna thawh leh hun awl pawh hlim taka hmang thei tura harhvang bawk leh hriat lâwk loh rikrum thil lo thleng pawh hmachhawn theihna te hi taksa hriselna ÷ha (physical fitness)-in a ken tel a ni bawk. Mi hrisel ni tur chuan, miin taksa chet velna turin, inkhel leh sport te, ei leh in hrisel leh hriselna lam thil tihñhan te hi a ngai a. Heng thih tihte (activities) hi kum nena inmil tawk leh naupangin a tih theih tawk tura siam rem a ÷ul ang.

Components of Physical Fitness (Physical Fitness Pêng-te).

- Physical fitness peng hrang hrang chu engte nge ni?
- An hming i sawi thei em?
- Engtin nge ÷ha zawka siam theih dan tur?
- Eng thil tihtein nge physical fitness tihhmasawn turin pui thei ang?

Ngaih dan siam tura inrawn khawm hun minute 5-6 chhung vel hman hnuah, physical fitness peng hrangte in sawi ho ang a. Chungte chu a hnuai sawi te hi a ni.

Chakna - Tha chakna hmanga dodalna hnehna emaw, do letna emaw angin sawi fiah theih a ni ang. Push-ups (Bawkkhupa kuta innem kân) leh ding chung a zuan te hian tihrawl a tichak thei.

Chak zâwng/Tuan - Chet dana teh a ni a. Naupangin hun rei lo thei ang ber chhunga eng emaw chen inkar hlat zawng a tlan/kal chhuah theih dan chu a speed chu a ni. Entir nan, hmun zawl rem chungah meters 20 -50 vela thui tlan chhuah nan naupangin engtia rei nge hun a hman?

Chhelna/Tuarchhelna - Chau der theihna tur hmuna chet/hna thawh rei theih dana sawi fiah a ni a.

Flexibility (a ÷ul ang zela chettheihna) - Daihzai dan zau zawka chet chhuah dan tia sawi fiah emaw, a daihzai zawnga fu-ke pakhat hman thiam dan angin a sawi fiah theih a, taksa pumpui chet dan ang pawhin sawi theih a ni. Thu chung a chet lak tam theih dan enchhin te he flexibility tihhmasawn nan a hman theih a ni.

Agility / Inthazawhna (Tuanranna) - Rang taka chet zung zung theih chungchang a ni. Zirlaite chu metre 10-a thui inkara vawili tlan tawn rana intihsiak (a 4x10 shuttle-run) hmangin an tuan ran dan chu enchhin theih a ni.

Activity 4

Nitina kan chet vel dan te ngaihtuah la. Chûng chêtvelna aţanga kan taksa hriselna leh chakna (fitness) tura min pui theite chu ziak chhuak rawh. Entirna atan chetvel dan thenkhat te a hnuaihia hian tarlan a ni a. A dang pawh i ziah belh dawn nia,

Indoor activities. (In chhunga chêtinate)

- Dawhkan hnuaiia bawkvaka luh.
- Use a object to practice balance (Eng hmanrua emaw hmanga balance tih)
- Jumping jacks (Zuan paha luchhip chung zawna kut ben)
- Lâm
- Yogo activities
- -----
- -----
- -----

Outdoor activities

- Leilâwna lâwn
- Zuan, bawk vaka kal, hmun pakhat atanga hmun danga kal
- Thil inkara tlan ki-kâwi.
- Thil eng eng emaw zuan khum.
- Kal
- -----
- -----
- -----

Calisthenics (Taksa lan nalhna tura insawizawi) mass fitness leh music rik dan rema taksa tihchet vel te pawh a huam thei a. Duh dan dana insawizawi, êng hmanga insawizawi, marching drill, action songs leh lâmta pawh a huam a. Chung activities hmanrua atan chuan ball-te, dumbbell-te, belvâl kualte, nihliap te, tiang (wands) adt. hman theih a ni.



Fig 2A—Attention



Fig. 2B—Steps for Turn



Fig 2C — March pass Steps

Development of a Good Posture (Taksa Dah dan tha lama Hmasawna)

Naupang thenkhat chuan kawnga kal lai, din lai, tlan-lai adt. ah taksa dah dan dik lovin an awm thin tih i hre tawh a. Taksa dah dan thenkhat hi i lo en teh ang u.

Thut laia taksa dah dan – hahdam thlak tur china hlaah ke chu chhuatah rem takin a innghat tur a ni. A hnuaia ngenchhan awm chair-a thut ang hian.

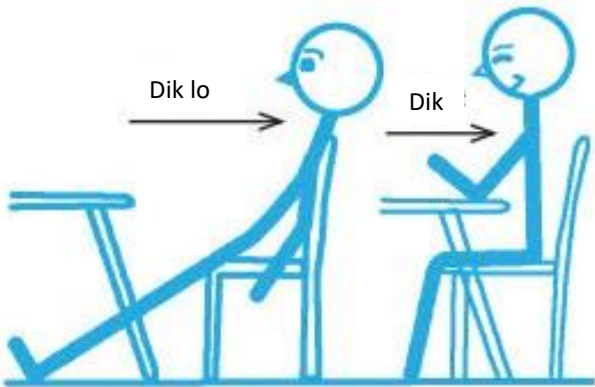


Fig. 3A - Sitting Posture

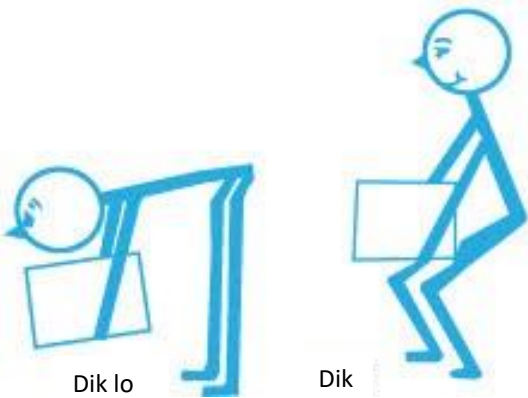


Fig. 3B - Lifting posture



A nih dan tur ang taka kan thut, din, mut ngai loh chuan, eng hunah emaw chuan, nghawng leh hnungzang kham leh na kan nei thin thei a. Damdawi lam thiam mite tanpuina kan mamawh mai ang.

- A chung a Posture (taksa dah dan) ang siam thatna atan a hnuai a insawinate hi tih atan a tha a.
- Bhujang Asana
- Kalkawnga i kal laiin hmalam en thei turin i lu dah rem rawh.
- Lehkhabu chhipchhuan chungin kal vel thin rawh.

Importance of Games and Sports (Games and Sports pawimawhna)

Han ngaihtuah lawk teh, naupangten games an khel theihna turin eng thil nge i tih thin le? Ram pum huap inkhel an en tawh ngai em?

Anmahi anga inkhel ve theih chakna an nei em?

I awmna vela physical education class (zirna) dinhmun leh nihna eng nge ni?

Class tinah chuan *physical education* zir hun (regular period) a awm em?

Physical education zirtirtu mawhphurhna chu *elementary level-a physical fitness activities* huaihawt chauh hi niin i ngai em?

Participant-te nen an games khel thin te sawi ho ni se. An awmna vela tualchhung games lar deuh te an mahni chu zawt bawh rawh.

An hnenah chuan mi mal inelna leh team games te a awm thu hrilh la. Mi mal game-te chu intlansiak leh field chhunga khel chi te, gymnastics te, tuihleuh adt. an ni a. Track leh Field events (Field chhunga tih chi) infiamna chuan intlan siak, inzuansiak leh throwing (den, thlawh, khawh) te a huam a. Intlansiak-ah hian *sprints* (tawi te tlan puat), middle leh long distance tlan (thui vak lo leh thui tak tlan) te, field events (field chhunga tih chi) chuan inzuansiak (jumps) leh *throws* (lungden, fei khawh, discuss thlawh) te a huam a. Intihsiakna chi tinah hian tha taka ti thei tur chuan tih thiam riauna neih a ngai vek a ni.

Team games (Huho games)-ah chuan khelna tur hmun bik (specific position) hrang hranga awm turin player tam deuh a ngai a. Hengtiang games hian inkhelmi tha, thawh ho thiamna leh group-a mi chi hrang hrang laka ngaih dan tha neih dan te a siam a. Team games hian football, kabaddi, kho-kho, volleyball, basketball, cricket adt, te a huam a. Remchang a awm dan azirin naupangte chu infiamna chi hrangah tel thin tura fuih phur tur a ni, tual chhuak games leh yoga practice te pawh huamin.

Integration of Physical Education in Different Subjects

(Subject hrang hrang leh Physical Education Tihpumkhatna)

- Participant-te chu mi 5-6 zel group khata awm turin Group eng emaw zat siam la.
- Group hming atan chuan subject hrang hrang - Language, EVS, Mathematics, Science, Social Sciences te hi phuah rawh.
- Primary leh Upper Primary levels-a Physical Education an zirtir huna an tihpui tur physical activities entir thei chart siam turin anmahni chu hrilh rawh.
- An chart siam entir (present) turin minutes 10 hun pe la. Group pakhatin an chart an present lai chuan, group dangte chuan belhchhahna tur rawtna an neihte sawi turin hrilh rawh. Chart entirna hun a tawp meuh chuan group hrang hrang chuan anmahni subject chan an zirtir hunah physical activities hi hmer kawp tel zel tura mawhphurhna an nei theuh tih a lo lang ta a ni.

Yama leh *Niyama* te hi principles (nihphungte) mimal leh vantlang nun standard-te zui tura min puitu an ni a. *Yama* bulpui panga te chu : *Ahimsa* (non-violence), *Satya* (thudik - sawina), *Asteya* (rûk loh/rûkrûk-lohna), *Brahmacharya* (insûmna), *Aparigraha* (inserh hranna/non-collectiveness) an ni a. *Niyama* principles panga te chu : *Shaucha* (faina), *Santosha* (lunawina); *Tapas* (inrenchemna); *Swadhyaya* (thu ða zirna leh mahni inhriatna) *Ishwar pranidhana* (Supreme power hnena inpumpekna), an ni.

Yoga for holistic health (Hriselna pumhlum atan Yoga)

Participants hovin yoga chungchanga an chian dan, hriat nan, a hnuaiia zawhnate zawh ni thei se.

- Eng angin nge yoga hi an hriat chian?
- Primary levelah hian yoga hi zir tura lakluh tawh mai tur a ni em?
- Yoga hian engtin nge naupangho zinga hriselna a ðanpui theih ang?
- Naupangte tana yoga tangkaina thenkhat engte nge ni?
- Yoga tih laia fimkhur a ngaihna chungchang eng nge awm?

Anmahni nen ngaihtuah ho hun siam la. Sawi ho a nih hnuah, hengte hi sawi chhuah ni se.

Dan naranin mite hian yoga hi *asana*, *pranayama* atan chauh niin an ngai a. Yoga-ah hian tih dan kawng hrang hrang *yama*, *niyama*, *asana*, *pranayama*, *pratyaraha*, *kriya* (tihfai lam), *mudra*, *bandha*, *dharana*, *dhyana* (ngaihtuahna) te a awm a.

Yoga hi primary leh a chunglam chinah hian kalphung nghet ni chiah lovin lakluh ni thei se, nimahsela Class VI leh a chung lamah *yogic exercise* hi kalphung pangngai anga seng luh ni se.

Yoga hi naupangte taksa lam, rilru leh ngaihtuahna hriselna atan nun dan hrilseh leh ða a nihzia hi sawimawi ila. Yoga hian chakna, chauh harna, tuarchhelna leh taksa thathona tihmasawn turin a pui a ni. Mahni rilru phak chinah rilru sawr bing theihna a tipung a, phâwklêk lo, thlamuang leh lungawi turin mintichak a ni. Naupangte tan *yogic exercise* huaihawt a ðalna a lo awm ta a ni. A hnuaiia hming ðhenkhat *Asana*, *Pranayama* leh *Kriya* te hi lam chhuak rawh.

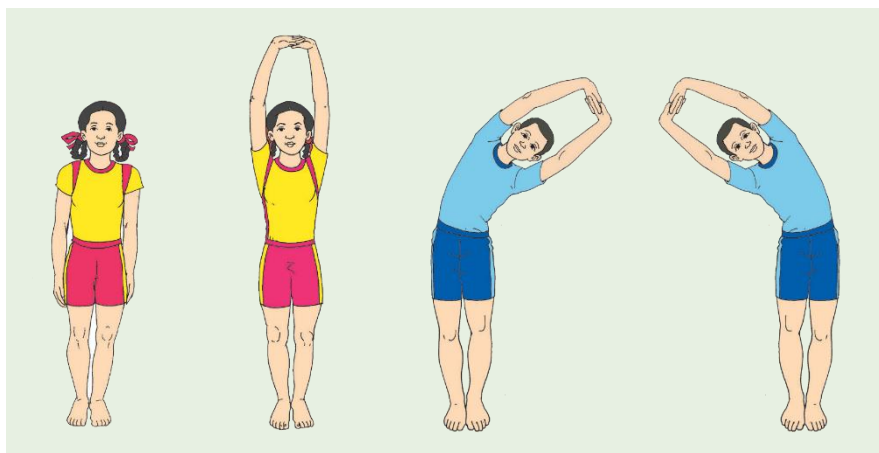


Fig. 4 : Practicing Yoga

Module
5

Asanas

Standing Posture - *Tadasana, Vrikshasana, Trikanasana*

Sitting Posture - *Yagamudrasana, Badha, Padmasana,*

Pachimattanasana, Supta Vajrasana, Gamukhasana, Ardhamatsyendrasana

Prone Posture - *Bhujangasana, Salabhasana, Dhanurasana, Makarasana*

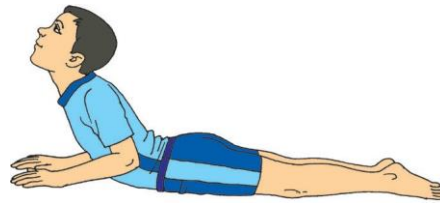
Supine Posture - *Setubandhasana, Ardhalasana, Matsyasana, Chakrasana, Pawanmuktasana,*

Pranayama - *Mnulomaviloma, Sitkari, Bhramari*

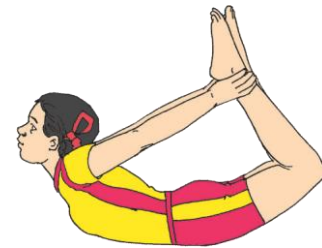
Krya - *Kapalabhati and Agnisara*



Yagamudrasana



Bhujangasana



Dhanurasana



Ardhalasana

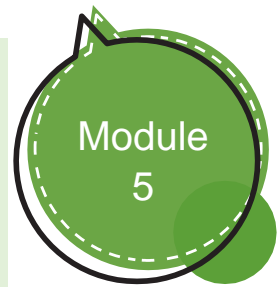


Bhastrika Pranayama

General Guidelines for Yogic Practices

- Asanas, pranayamas leh kriyas lam chi a tam ber te hi pum ruah lai emaw, pum a thawl laia tih tur.
- Zing kar huna a hma lam hi yoga tih hun duhthusam a ni a, nimahsela tlai lam pum ruah lai lunch ei hnu darkar thum velah pawh a tih theih bawk.
- Hman hmawh tak emaw, chauh laiin emaw chuan tih loh tur.
- I practice hmun atan chuan hmun thawveng, thianghlim leh reh thlang rawh.
- Yogic practice chu durry emaw zampher chungah tih tur a ni.
- Practice hmaa inbual fai chu duhthusam a ni. Tui lum emaw, a vawt emaw mahni duh dan leh khaw awm dan (season) azirin a hman theih.
- Yogic practice laiin thawmhnaw thawl leh hak nuam inbel tur a ni.
- Thawk lak dan chu a pangngai thei ang ber a ni tur a ni.
- Yogic practices-ah hian tih theih chin a awm a. Natna benvawn eng emaw nei i nih chuan nangmah zirtirtu hnenah hrilh hmasa rawh.

- I practices ṭanna atan chuan, a awlai chi thlang la. A hnu lamah a harsa chi deuh te practice rawh.
- Sikul-ah zir dan tur ang taka an zir tawh chuan in lamah pawh mahnia tih zui zel theih a ni.
- Yoga hian awmze zau zawk a nei a. Chutichuan, *asana* leh *pranayama* peng atangin, nuna *moral* leh *ethical values* neih dan te zir belh theih a ni.



Vohbik naupang (children with special needs) te pawhin yoga hi an ti thei a, an practice duh a nih chuan yoga thiam emaw zirtirtute emaw berawnin an tih theih awm tawk te an zir puitling thei ang.

Facilitator pawhin physical fitness leh games and sports lama tangkai tur hmanruate dapchhuah puiin, hriat tur tul dangte pawh a hrih thei ang.

Note: NCERT lehkhabu tangkai tak tur - *Assessment on Health and Physical Education for Primary Stage and Teacher' Guide in Health Health and Physical Education for Class VI, VII and VIII*; a siam a ni.

Healthy Eating Habits and Hygiene

Physical activities rual hian hian *Healthy Eating Habits and Hygiene* te pawh hi an pawimawh a. Organ systems hrang hrangten ṭha taka an thawh chauhvin taksa hi a hrisel ṭha a. A nih dan tur ang thlapa chaw ṭha ei a nih hian organ systems te an him dam ṭha a, tih ṭhan dan hrisel leh a nih dan tur anga taksa sawizawi a nih chuahin nun dan hrisel hi hmuh a ni. Taksa hrisel leh him chuan mahni leh mi dangte a ṭha zawnga hmasawn turin a ṭanpui a ni.

- Zirtute chu group-ah ṭhen la, group khatah mi panga-paruk awm se. Group tin chu tihtur pe ṭheuh rawh. Goup khat aia tam hnenah tihtur inang pek ni se.
- Group-te chuan an tihtur chu minute 15 chhungin an zo tur a ni.

Task for Group 1

- Heng a eng emaw ber (tukṭhuan, chawchhun or zanriah) atan hian menu hrisel siam se, group chuan ei tur hrisel nia an ngaih chhan sawifiah bawh rawh se.

Task for Group 2

- Eitur hrisel ei hi chin-ṭhana neih tihlarna tur au-hla paruk aia tlem lo siam sela an group chuan an-au hlate chu pawimawh an tih chhan sawi fiah rawh se.

Task for Group 3

- Hriselna atana ṭha eitur zawrh thu advertisement siam leh an peers te zinga eitur hrisel ei *habit* a neih ṭhatzia hrih-hriat dan tur rawtna siam.

Task for Group 4

- Thalaiten ei leh in chin dawklak an neih hi Media influence a nih dan chungchang hi engtin nge i ngaih? Entirna pathum tal han pe teh.

Task for Group 5

- In chhungkua/chhungkaw dang/thiante chhungkua aṭanga chaw hrisel (ei tur hrisel) i hriatte a list siam rawh. Chung ei turte chu hriselna atana an ṭhatna ziak tel nghal bawh rawh. (Heng hian hriselna atana thil hrang hrang chawhpawlha siam emaw chhum emaw pawh a huam thei ang.)

Module 5

Group hrang hrangten an thil buatsaih an sawi fiah zawh hnuah, hetiang hian zirtirtuin a ngaihpaawimawh lai sawi zui sela-

- naupangte hian hriseh taka an awm zel theih nan an ei turte fimkhur taka ruahman a ngai a.
- balanced diet tih awmzia chu proteins, carbohydrates, fats, vitamins te a tam hleih dan inbuk tawh hi a ni, a hnuai a entirna ang hian-

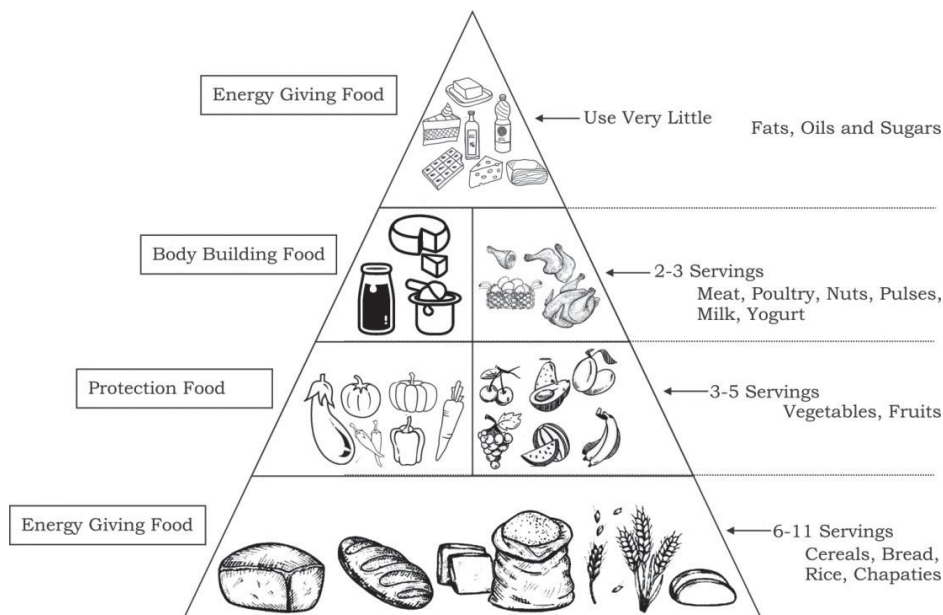


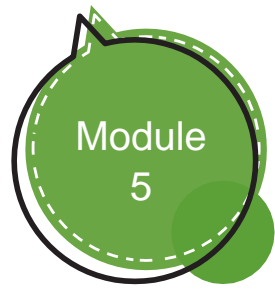
Fig. 5 - The Food Pyramid

- hmun hian an bul velah chaw tha eng emaw an nei hlawm a.
- Hengte hi hriat chhuaha nitina ei tel thin ni se. Entir nan, Ragi buhtun te ang hian calcium a pai tam a, India ram tluanah hian awlsam taka hmuh mai theih a ni.
- junk food leh a bawma awm chi te hi a tui hle a, nimahsela chaw atana kan rin pangngai thlak nana hman chi a ni lo, chaw tha nihna an nei lem lo.
- hnimhnah atanga siam sak tak tak leh cherna damdawi te hi a hlauhawm thei, hetiang lama thiamna nei (nutritionist/doctor) ten hrisehna chungchanga an chawh a nih loh chuan. Hmeichhe tan intihcherna leh mipa tan dung tihsanna leh tihrawl sek thatna anga fakmawina (advertisemnts) te hian chaw hriseh lo ei turin a hruaikawi thei a ni.
- Chaw hriseh ei chin than chuan hengte hi a huam
 - Muang changa ei leh chip taka thial
 - Chaw inpawlh rual tha chaw atana hman theih chi hrang hrang inpawlh dan tha tawh ei.
 - inkar khat mawi tawka chaw inpawlh tawh pangngai ei.
 - chaw nghei ngawt emaw, eipuar lutuk emaw ching suh.
 - tui tam tawh in (no 8 - 10 ni tina in)

Helathy Hygienic Habits

Zirtute chu chaw ei dan (food habits) ni lo mihring hrisehna nena inkaihnnawih thil dang ngaihtuah turin hrilh la. Zirtute chuan taksa sawizawi/insawizawi, environment thianghlim, invawn thianghlim adt., chungchang an sawi mai thei.

Heng *personal hygiene* te han tihchhin inhuamna te an nei em?



Miin personal hygiene hi vawng tha duh lo ta se eng nge lo thleng thei? Chhanna chi tam tak a awm thei ang. Game pakhat 'passing the ball' an khel dawn tih puang rawh.

- Zirlai zawng zawng chu ding kual turin hrilh la. An ding kual zau lutuk a nih chuan, mi 10-12 vel thlang chhuakin dinkualtir la. Mi dang chuan an lo inrin siak ang.
- Din kual laiah chuan healthy hygiene practices tur ziakna lehkha them 15 dah la.
- Mi inpe pakhat chuan kut a beng ang.
- Kut a ben tan chiah atang chuan, zirtu dangte chuan an bula mite hnenah ball chu an inhlan chhawng ang.
- Kut ben a tawp chiah a, ball neitu chuan a laia thleng chhunga lehkha pakhat chu a la ang a, tawng miah lovin zaizirin/pranctice a *lehkha* lâka inziak chu a entir ang.
- Zirlai dang group-a mi leh class-a awm te chuan eng *practice* ber nge entir a tum an lo inrinsiak thung ang.
- Lehkha thema practice tur inziak ang chiah a entir loh chuan, volunteer dang tihtir thung la. Zirlaite chuan an ring dik thei ngei em tih tichiang la, chutiang a nih loh chuan nangman puangzar mai rawh.
- Mi tinin practice chu an hrechiang tih i chian chuan, a tul angin sawifiah zui la. Zirlaite chuan he *practice* hi an tizui ve ang em? Eng anga zingin nge? He *practice* hi a hlawkna eng nge? Hei hian an game khelh hi anmahni pawhin an hlawkpui ngei a ni tih a tichiang thei ang.
- Practice dang tih leh hmain, zirlai zawng zawng chuan vawikhat tinawn rawh se.
- Lehkha/Chits 15 te tihzawh a nih thlengin tih chhunzawm rawh se.

1. Toilet-a kal zawh hnua sahbon leh tuia kut sil fai.
2. Ni tin vawihnih ha nawh fai.
3. Ni tina inbual.
4. Kut leh ke tinte hleh.
5. Hmai phih paha mit silfai.
6. Beng vawn fai
7. Khuh laia ka hup
8. Hahchhiau laia lehlam hawi emaw ka hup.
9. Thawmhaw fai hak/inbel
10. Chaw ei khama kam thuah
11. Toilet hman zawha tleuh fai (flush)
12. Ku tin seh loh.
13. Hnar kheuh loh.
14. Ni tina lu khuih
15. Hmunhma vawn fai.

A lema mi ang behchhan hian, zirlaite chuan a anpui *activities* an siam theih ang. Zirtirtuin chart pakhat zirlaite hming ziak telin siam sela class room bangah tar se.

- Zirlaite chuan tih thana an neih zui tak te zawnah chuan *star* bel thin se. A lema entir ang hian chawlhkar khat chhung tihzui theih a ni.
- An list siamte chu an bula thu te nen inensak tawn se.
- Chawlhkar tawpah list siamin enfel a ni anga an thil tihte chu habit a nih leh nih loh a Chiang ang a. Tih than (habit) a la tlin phak loh chuan tih chhunzawm leh ni se.

Module 5

Zirtirtu chuan hetiang hian sawi fiah se

- Chaw chi hrang pathum a tam lam inpawlh tawka *balance diet* ei a nih laiin: Chakna thahrui pe thei, taksa siamtu leh venghimtu *micronutrients* nei tel hrisel reng theihna tur chaw ei chu a pawimawh lai a ni a, natna kaichhawn theih pumpelth tura tih dan hrisel zui pawh chutiang bawh chu a ni.

Did I follow healthy habits today?

S. No.	Name	Did you brush your teeth?	Are your nails cut?	Are your clothes clean?	Is your hair combed?	Have you taken a bath today?
1.	Afsa	*****	*****	*****	*****	*****
2.	Simmi	*	*		**	**
3.	Bhanu	*****	***	****	*****	***
4.	Amit	****	*****	**	***	*****
5.	Charu	***	*****	*	****	*****

- Mimal hrisel dan vawn that hian *bacteria* emaw, *virus* emaw laka dam lohna leh natna kaina a veng a.
- Tih dan mawl tē heng, kutsil (ei leh ei tur siam hma, infiam leh toilet-a kal hnu-ah te) ni tin vawi hnih tal ha nawh fai, chaw ei kham apianga kam thuah, kut tin a sei huna hleh bulh, ni tina inbual, kut tin seh leh hnar kaw kheuh chin loh, kawr hnuai hak ni tina thak, chhuahvah dawna pheikhawk bun, khuh emaw, hahchhiau emaw laia hawisawnte hi mimal hriselna vawn thatna atan tih theih awlsam tē te an ni.

Question for assessment

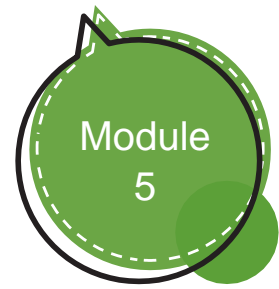
1. Ei dan tihthan hrisel tih hi sawifiah rawh.
2. Eng vangin nge hriselna tha atan mimal hrisel dan zir a pawimawh?
3. Eng vangin nge miin mimal hrisel dan hi ni tin vawi khat tala *practice* tur a nih?

Emotional Well-being and Mental Health

Paticipants nen emotion chi hrang hrang chungchang sawi hona hun siam la. A tam thei ang bera emotion rawn din chhuahpui/sawi chhuak turin fuih la. Emotion an sawi chhuahte chu Blackboard-ah lo ziak zel la. Hetiang hian emotion ziah chhuahna table hi anmahni entir rawh.

Emotions			
Happy	Shy	Surprised	Scared
Angry	Joyful	Sad	Puzzled
Content	Hurt	Confused	Hopeful
Loved	Jealous	Frustrated	Guilty
Excited	Worried	Irritated	Silly
Disappointed	Proud	Tensed	Embarrassed

- Hengtiang hian zawt teh- Kan taksaah eng nge lo lang:
 - Kan thinrimin?
 - Kan hlimin?
 - Kan lungngaihin?
 - Kan zauthauvin?
 - Tihlauha kan awmin?
- Zirlaite chhanna pui turin hetiang hian lo sawi hmawrhmu la
 - thinrim - sa pupin kan inhria, thlan fim tla/lu nâ
 - hlim - kan phur, taksa a zangkhai
 - lungngai - ngui, tha zawi



- zauthau - lungphu a rawn rang
- hlau - thlan a tla, hmul thi a ding
- Kan emotions kan hriat fiah leh a nihnaah kan hmehbel thiam hi a rahbi hmasa leh tha zawka thununa leh thutlukna tha kan siamna a ni. Emotion hi mi tin nun peng pakhat a ni a- a chhia emaw, a tha emaw an ni kher lo, nimahsela engtin nge an lanchhuah tih hi a pawimawh zawk a ni.
- Emotion hriatna tihmasawn dan thiam hi hun duh rei, tih thana thiam chi a ni. Mahni chakna lai chu mimal ang leh a pawl anga hriat a pawimawh bawk a ni.

My Core Strengths- ‘I have, I am, I can, we have, we are, we can’

- Tu pawhin chakna bulpui hrang an nei a, a hlutna te, ziarang te, kalhmang te, ze bik te, ngaihdan te, rin dante leh hausaknate an ni. Chakna bulpui thenkhat chu ngaihdamna, ngilneihna, thawh ho, intihsiak lam theihna, music talent, inngaihtlawmna, thil ngaihtuah chhuah thiamna, dilchhûtna/hriat châkna, huaisenna, nuih zatna leh chutiang zelin. Chung chaknate chu i hmu chhuak teh ang.

Blackboard-ah table column pathum thupui ‘I am’, ‘I have’, ‘I can’, siam rawh. A hnuaiah hian entirna thenkhat siam a ni.

I am	I have	I can
(mimal chhung lam chaknate- feelings, attitudes and beliefs tanpuina hmanga tihchak theih) E.g : Ka rinawm, kan duhthusam thlen ngei kan duh chuan ka thawkrim tur a ni tih hi ka pawm a ni.	(pawnlam tanpuina hnâr-ngaihthiamna leh thatna lama fuihtu leh tanpuina) E.g.: Min tanpuia min kaihruaitu ni duhawm ka nei. Engkim ka hrih ngam thian tha pahnih ka nei.	(huho, mihring leh mihring- midang nena inpawhna atanga zir leh neih theih) E.g.: Ka bul vela mite hnenah ka vei zawng leh ka mamawhte ka sawi chhuak tam bernate hian min ring ngam a ni.

Mi 5-7 theuh telna tur group te siam la, an group atanga chaknate an lak/neih theih tur ziak chhuakin, an note bu-ah column inang ‘We are’, ‘We have’, ‘We can’ tih siamtir la dahkhahtir rawh. Zawhna thenkhat box chhunga pête hi group anga mimalin lo inenfiarna tanpui thei tur a ni- chakna te, chaklohna te, remchanna leh vaunate. Group-te chu sawihona leh group lian zawka tarlanna hun atan minute 10 hun pe la. Sawi hona chu tanchhanah hmangin a nih dan dik takte i tarlang thei ang.

- Tu emaw a chakna te, chaklohna te, vanneihna te leh hlauhthawnnate hriat fiahna chuan a hmakhua a su eng thei ang.

- Chaknate - Ka/In chaknate chu eng nge?
- Ka/kan hlawhtlinate ka chhuan ber chu eng nge?
- Eng thilte nge ka/kan tiha hlimna awmtir lemaw, sawi buai theih tak dinhmun emaw ni reng si?
- Weakness - Eng zirna/thiamna nge thlakchham/mamawh siam that ka ngaih?
- Zirtirtuten /pawlpuiten/ thianten/nu leh paten ka chak lohna eng nge an sawi?
- Oportunities -Skills thar zir turin ka tan eng remchanna nge awm?
- Tute ang hi nge min tanpui theitu?



- Threats - Eng pawn lam tanpuina (kaihruaina/peer puihna/nu leh pa puihna adt) hi nge hmasawna daltu laka min tanpuitu turin Ka/kan tlakchham?
- Eng pawn lam kawngro sutu (thil phut neitu thiante/zirtirtute/nu leh pate/nawr luihna/innghirnghona) ber hi nge hnaa hlawhtlinna leh inlaichinna laka min daltu chu?

- Hmasawna emaw, chak lohna lai emaw hriat chian hian mimal a tiṅhingin ṭha zawkah a siam a, chona hmachhawn tura inbuatsaih ṭha neih theih a ni.
- Thiamnate leh theihnate zir thar tura anmahni ṭanpui thei, thiamna leh mimal thanlenna thar nei tura hun remchang siama tanpui thei tu emaw an hmuhchhuah a pawimawh a ni.

Activity 5 - Role Play on how one behaves in different situation

- Participant-te chu group khatah mi 5-6 zel awmin ṭhen rawh.
- Situation pakhat chu group khat aia tamah pek theih a ni.
- Role play tura an inbuatsaih nan minute 10 pe rawh
- I pawlpui pakhat chuan zirtirtu strict tak hnenah dik lo takin a sawichhia che a.
- In chhungkuah harsatna a awm laiin i ṭhian ṭha berin a rawn tlawh che a.
- Sikulah subject pakhatah i ti ṭha lo va.
- A chhan engmah awm lovin i pain a hau che a.
- In team-in inter-school competition-ah hnehna in chang a.

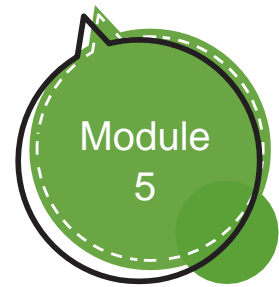
Tih tur pual tih zawha sawiho a nih hnuah zirtirtuin a khaikhawm a.

- Emotions awm dan hrang hrang chu dinhmun hrang hrang pssitive leh negative aṭangin kan lo hre ta, entir nan hlimna, lungawina, lungngaihna, thinurna, hlawhchhamna beidawna leh adt.
- Heng hi kan vela miten nasa zawkin an belhchhah a.
- Heng emotion-te hi sawi ngai a ni a, nimahsela a ṭha lam leh a chhe lama sawi dan a awm ve ve a ni.
- Hriat ṭul tak chu *stress* leh thinurna hi emotion bitum, thunun, leh tihnep theih a ni.
- Mahni leh midang inkhaikhin ai chuan, mahni leh mahni intlansiak leh kan tih dan hmang leh khawsak dan hi siam ṭha ila a hrisel zawkin a hlawk zawk daih a ni.
- Sawi honaah chuan *healthy reaction* nei thei thil dangah pakai zel ila, beih chakawm tak emotion an tawnhriat an neih hunah board-a list belhna tur pawh a awm zel ang. A hnuai kawhhmuhna list aṭang hian thenkhat hi belhchhah rawh.

- ✚ Rimawi ngaihthlak
- ✚ Zâm laiin nasa taka thawk lak (deep breathing)
- ✚ Thinurna neih laia inkhelh leh chho zawng leh chhuk zawnga step-a tlan.
- ✚ Inngaihtuah chian emaw, ṭawngtai emaw.
- ✚ Thil thlenna hmun ata kalsawn.
- ✚ I mi rin zawng tu emaw nena i rilrua i thil vei sawi dun, duhthusamah chuan thil thlenga inhnawih ve lo ni se.
- ✚ I rimawi (music) ngainat zawng ngaihthla rawh.
- ✚ Taksa chetna tur chi thil tih emaw, exercise lak emaw.
- ✚ I thin tiurtu hena thawn tur lehkhia zia la, tichhe leh rawh.
- ✚ Movie hlimawm lam en rawh.
- ✚ I duhzawng tak tih nan hun hmang rawh.
- ✚ Thil eng emaw siam rawh.

✚ Mi dang tanpui rawh.

Kawng ro su thei nutrition, taksa chet chhuahna, manganna-do dan, inkungkaihna tha, rilru hrisel hian kan thatna huang hi a thunun. Chona nena inhmachhawn laiin, mi thenkhat chu anmahniin ngaih thatna tur an zawng a, chutih lai chuan a dang chu tanpui ngaiin an awm.



Questions for Self-reflection:

Participant-te chu zawhna pahnih theuhah a chhan nan hmelhmang lan dan pathum tal lo chhinchhiah tura chawhpur tur a ni.

- Hlu leh pawimawh tak ka nih chhan chu _____
- Ka chhungkua, thiante leh zirtirtute an hlut leh pawimawh chhan chu _____

Facilitator-in a hnuai mi hi a rawn sawi pawimawh anga:

- Lan dan tha /nihna tha hriatna chuan mi a tingaihthain mahni inngaihsanna a tipung (enhences)
- A tha zawng sawina kan nuna mi pawimawte (entir nan, thiante, chhungkua, zirtirtute) lak atanga dawn let hian mahni chungchanga rilru nawmna lamah min pui.
- Midangte hriatthiamna hian min tingaihtha.
- Rilru nawm lai chuan, thil awm dan apiang hi tha zual angin kan dawngsawng.

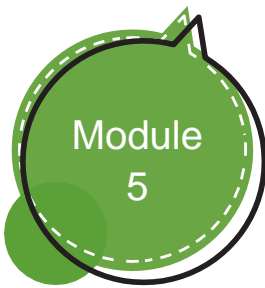
Safety and Security in Schools

'School himna' hi in lam atanga school thlenga, haw lam leh kal lama naupangte tan thil awm dan him tawk siam tiin sawi fiah a ni. Hei hian khua rel chhiatna lian tham te, lei chhung lam leh boruak awm dan avanga hlauthawnawm te, mihringin a siam thil hlauawm te, buaina te, tharum thawhna leh kangmei te, leh rikrum thil thleng naupangte nun khawih pawitheite a huam a.

Sikul Himna tur ngaihtuahnaah hian heng harsatna thleng, tuilian leh linghing te, building rawih tawh leh thiah te, thil rit tham almirah te ang chi hun ngheh loh te, sikul vela rul leh rannung dang lo puang te, sikul hungna chhia emaw hung loh te, chhuat zawl tha lo te, tlan chhuahna tur awm lo te, furniture chhia leh tha tawk lo te, inthiarna indaih lote leh kalkawng himna lamte hi a huam vek tur a ni. Nauapng Himna tur, an zirtirtute leh an nu leh pa te hian huam zau taka ngaituahin hmuh theih leh hmuh theih loh hlauhawm thleng thei te pawh an ngaih ven tel a ngai a ni.

- Kalkawnga an himna atan, Naupangin a tih tur chu-
- Signal hriat thiam
- Din phawt, En vel hnuakawng Kân.
- Ngaihven leh ngaihthlak
- Kawngpuia tlan loh
- Kawng sira kal thin.
- Pedestrian kanna laiah chauh kawngpui kan.
- Motor chhung atanga ban phar chhuah
- Kawng kual laia kawng kan loh

School administration



Module 5

- Chawlhkar tin hriatna leh life-skill building lam thil tihna hun ruat.
- School himna lam leh school tihmasawna tur ruahmanna inkawptir,
- Chhiatna lam thil thleng thei titem tur zawnga zirtirtute leh thawktu dangte training neihtir ngei ngei.
- PRIs/Urban Local Bodies leh kine departments te himna ruahman dan training-tir.
- Anmahni School building leh thil tihnaah school himna tur norms and standars rintlak an nei ngei tur a ni.
- Thil ruahman leh SDPs tihpuitlinnaah school community, naupangte leh an aiawha an thlante huam telin tha tho tak leh tha takin an thawk ve thin ngei tih i chiang tur a ni.
- Chhungkua leh khawtlang hnena chhiatna lo thlen hlauthawnawm tihitem dan theh darhnaah naupangte pawh tel ve tura fuih phur nan ainhmeh tur ruahmannate entir rawh.

Activity

Disaster management chungchanga hnathawk leh mawhphurtu Stakeholders (hmanraw kawltu) hrang hrang ziahna chart siam rawh.

- State Disaster Management Authorities
- District Disaster Management Authorities (DDMs)
- National level Education Authorities
- Stae level Education Authorities
- District and Block level Education Authorities
- SCERT and DIETs
- School Administration
- Accreditation and Registertration Authorities for Schools
- PRIs / Urban Local Bodies and Line Departments
- School Children

The National Policy on Disaster Management chuan disaster management hi tupawhin an tihura a ruat a ni.

Activity 6 - Violence and Harassment

Module 5

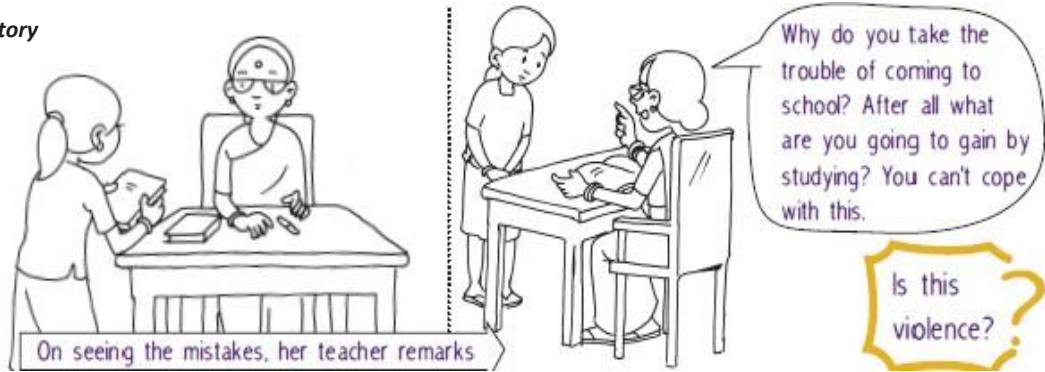
A hnuaiia thawnthute hi zirlaite hnena cartoon strip hi i entir laiin muang changin chhiar rawh.

Theih a nih chuan, catoon strip-te hi a thlalak copy siam la participants te nen en ho ve rawh u.

Thawnthu hi chhiar chhuah theuh a nih hnuah, a hnuaiia thawnthu tina discussion questions hi in discussion tihawlsam nan hmang rawh.

School based story

One day Usha takes her Maths notebook to the teacher.



Neighbourhood based story

A girl is walking in the local market. A group of boys see her and start passing remarks and humming a film song.



Questions for dicussion

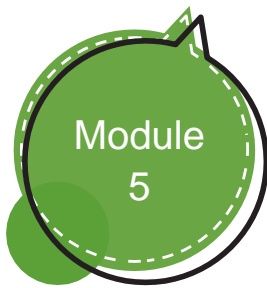
Thawnthu-ah hian tharum thawhna a awm ve ve em?

- Usha hian he dinhmun hi eng angin nge a ngaiha i rin?
- School behchhan thawnthuah hian zirtirtu chuan danglam taka chet la tur em ni ang? Aw i tih chuan, engtin nge?
- Thawnthu pahnihnaa situation hi hmeichhe naupangin engtin nge a ngaih ang?
- Hmeichhia leh hmeichhe naupangah chuan hetiang thil hi a thleng fo em?
- Engin nge chutiang thil thleng chu titawp thei ang?
- Hmeichhe naupang chuan he tihbuaina titawp tur hian eng tanpuina nge a zawn theih ang?

Zirtirtu chuan a hnuaiia thusawi hmang hian *quiz* a buatsaih thei ang.

Activity 7 - Conduct a quiz

- Pa chuan lehkha zir turin a fanu a tanpui.
- Radha-i chuan a homework-ah tihdik loh a neih laiin, zirtirtu chuan amah chu 'stupid' tiin a ko.
- Inkhel laiin mipa naupang lianin mipa naupang te zawk a nam.



- Hmeichhe naupangten class chhungah Komal chu, a sam a tawi avangin nuihza siam nan an hmang.
- Nu pakhat chuan a fanu chu inpeih turin a pui.
- Hmeichhe naupangte an hmuhin mipa naupangte chu an faifük.
- Lehkhabu a tihthler avangin Sanu-a nuin amah chu a vua.
- Naupang chuan a thenawmin amah a khawih dan chu a duh lo.
- Hmeichhe naupangte a *comment* dan a hrilh chhawn duh loh avangin Anu chu a thianpain nuihza siam nan a hmang.
- Puitlingin *vulgar photographs* naupang a entir.
- Inchhung hnaah a tanpui avangin Rupesh chua thenawmten an chhawnchhah.
- Tutor chuan James chu mawi lo takin a khawih.
- Robert-a leh Meena-i chuan *kho kho* an khel dun.

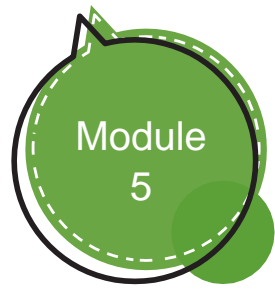
Activities 8 - (for students)

Zirlaite chu school, in, vantlang chhevel an thlirvel dan *reflect* turin ti rawh.

- An velah chuan tharum thawhna lam eng emaw an hmu em? Eng ang tharum thawhna nge an hmuh? Chutiang thil thleng chu veng turin eng nge tih theih awm ang tih thiante emaw, nu leh pa te nen emaw sawiho turin hrilh rawh.
- Chawlhkar hnih kal ta chhunga newspaper te chhiar la tharum thawh lam sawina thu ziate chu chep thla la. I thiante emaw, nu leh pa te nen emaw hengte hi a tihtawp theih dan eng-nge ni tih sawiho rawh u.
- I awmna vela tharum thawhna eng pawh tihtawp tumin, mahni chauhin emaw, mi dangte tanpuina nen emaw eng emaw tal in ti thawh em? Chutiang lama tawnhriat i neih eng pawh ziate chhuak la, thiante nen emaw, zirtirtute nen emaw sawi ho rawh u.
- Dinhmun him lo eng vang pawha tanpuina in dil ngam tur puitling rin ngama in ngaihte hmung ziate chhuak turin naupangte chu fuih phur rawh.
- Buaina leh tharum thawhna a lo awmin tanpuina rawn zawng thin tura hriattirna thu ziate chuanna *poster* in school tan siam rawh u.

Zirtirtuin hengte hi a reinforce ang:

- Midangte tina zawnga chetna (taksa, rilru, ngaihtuahna leh mipat hmeichhiatna lam hawi) hi tharum thawhna a ni.
- Tharum thawhna hi mi thiltithe ten an mahni aia chan chhia leh rethei zawkte thunun nan an hmang.
- Tharum thawhna hi tu pawhin eng hunah pawh an tawng thei. Nimahse, society-a mi thil ti thei lo chin zingah heng- kum, hnam, class leh gender avanga tharum thawhna tawng awlsam bik an awm.
- Tharum thawhna leh abuse hi heng kawng hrang hrangte hian a awm thei – emotional violence, taksa lama tharum thawhna, mipat hmeichhiatna lam thil a tihbuai, inhrem, aia chak lo zawkte tihduhdah (bullying)
- Tharum thawhna hrang hrang a awm thei, a eng ang zawng pawhin ni se tharum thawhna hi engtik lai mahin a tha ngai lo a ni. Kan chhehvel, midang tan leh keimahni tan a lo him zawk nan tharum thawhna eng ang pawh hi kan do tur a ni.
- Tharum thawhna kan chung a lo thlenin tanpuitu kan zawng tur a ni. Ngawih chuh tur a ni lo, thuneitute hnena thlen loh chuan buaina a tipunlun thin.
- Hetiang hunah hian min tanpui theitu mihring leh pawl tam tak an awm ani. Tin, tharum thawhna a lo thlenin a huhova tanrual a pawimawh hle .



- Nasa takin **Aih** tih tur. ‘Aih’ tih sawi harsa i tih chuan i rilruin ‘Aih, AIH’ tih thu hi ngaihtuah tum tlat rawh.
- Nangmah tih nat tumtu chu remchang i hmuh veleh kalsan tum rawh. Hmun him deuh, mipui tamna lam pan tum rawh. Tin, internet hmanna ang chiah miin an chhaih (bully) che chuan offline hmak rawh.
- Naupangte dik lo taka tihnata laka venghim tur hian dan a awm.
 - ✚ United Nation Convention on the Rights of Child chuan naupangte tumah tihnata phal lo.
 - ✚ India sorkar pawhin dan pakhat Protection of Children from Sexual Offences Act (POCSO) tih chu naupangten sexual abuse an lo tawh palha naupangte tanpuitu turin a din a ni.

Tu pawh (puitling emaw naupang pawh) mipat hmeichhiatna lam hawia naupang lo khawih emaw Article 34 bawhchhia chu he dan hmanng hian a chungthu rel a ni ang.

Promotion of Safe Use of internet, Gadgets and Media

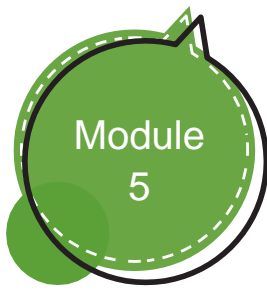
Tunlaiin, mi tam takin media entirnan internet te thu thar rang taka hriat nan an hmanng nasa hle. Chuvang chuan media tan hun tam tak kan seng a ni. Media hi thu lak nan a hmanraw tangkai tak a nih lain a dik famkim lova, rinrawl bera hman chi a ni lo. Fakna (advertisement) kan hmuh zawng zawng te pawh hi thil tak tak emaw ti vek tur a ni lo. Kan thu hriat te hi chian hmasak thin tur a ni. Thu dik lo kan hriat hian kan ngaihtuahna leh chetziaah te nasa takin nghawng a nei thei. Chutianga thil a lo thleng a nih chuan puitling kan rin zawng takte hnenah zawtin finfiah hmasak thin tur a ni.

Activity 9 – Time Diary for Proper Use of Media

Guidance to the facilitator

- He activity hmanng hian thu ken/chah tha leh tha lo thliar hnan dan participants te hirih tur. Thil ‘tak tak’ leh ‘tv a thil hmuhah te’ danglamna zau tak an awm tih hriat a ni a, chuvang chuan fakna (advertisement) mitla tak tak te leh media-a thil kan hmuh hrang hrangte hi awih vek tur an ni lo tih naupang ten an zir chhuak ang.
- Zirlaite chu hnathawhnan te, nu leh pate nena hun thawl neihnante ni khatah darkar tlem te chauh hun kan nei tih hriattir.
- Chutianga hun atan chuan diary tha taka vawn tur.
- Blackboardah naupante entawn tur table ziah chhuah tur.

Hun	Tih Tur	Media/Hmanrua hemi chhunga hman theih	Media/Hmanraw dang engtia rei nge i hman. Eng atan nge i hman
Eg., 6:00-7:00 a.m	Zing thawh	Chanchinbu	Minit 15 chhungin chanchinbu pheh hmasa ber leh sports section chhiar
7:00-7:30 a.m	Zing chaw ei leh sikul kal tura chhuah	Radio	Minit 5 rimawi ngaihthlak



- Zirlaite chu an lehkhabuah table hi ziahtir ve tur. Heng activity-te hi naupangte tihpui ve tur.
- An ni hman dan te ngaihtuah lettirin chung an thil tih theuhte chu column hrang hrangah khian ziah luhtir tur.
- Media lama an hun hman dan chungchangah sawi hona neihpui tur. Sawi hona chu an zavaia an sawi theihna tur ang zawnga kalpui tur.
- Chumi hnuah chuan nitina an hun hmante tangkai zawka an hman theihna turin remruatna fel tak siampui tur a ni.

Think it over

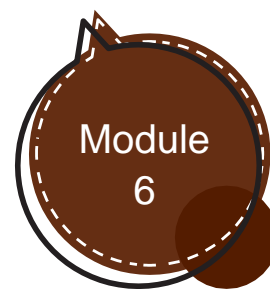
- Hun awm zawng zawng atanga chhutin media-ah engtia rei nge i hman?
- Physical activity hrang hrang te, hobby-te leh thiam thil zir nan hun i hmang tha tawk i inti em?
- Media lama hun hman tam hian eng angin nge kan hriselna leh kan mihring puite nena inkungkaihnaah nghawng neia i hriat?

Hun hi a tlem a, chuvang chuan a tha leh hlawk thei ang bera hman tur a ni. Inhhunga tawm chawrh chawrh te, Tv en char char leh internet khawih reng ai chuan infiam hun te, insawizawi hunte leh mahni nuam tih zawng tihna nan hun mumal taka kan insiam a pawimawh.

A chung a plan siam ang khi kar khat chhung zawm han tum chin teh. I taksa leh rilru lama danglamna awm te tha takin chhinchhiah la. Chung danglamna nangmaha thlengte chu midangte nena inhrilh tawn tur.

He module tih/chhiar zawh hian participant/zirlaite nunah holistic development thlenin an nitin nuna thil thlengte nen an thlunzawm thiam ang. Midangte nena thil tih ho leh midangte laka ngai dan siam thiam te he module hian zirtir a tum a, taksa leh rilru hriselna nena inzawm thei thilte chu chik taka ngaihtuahin, critical thinking nei chungin an ti thei tawh dawn a ni.

INTEGRATION OF ICT IN TEACHING, LEARNING AND ASSESSMENT



Learning Objectives

- ICT awmzia a sawi fiah thei ang.
- Zirlai pui thei tur hmanraw lamkhawm dan leh zir dan kalphung a hre tawh ang.
- E-Content hrang hrang hriain, zirna, zirtirna leh endik nana hmanraw mamawh leh software leh hardware hman turte thlengin a hria ang.
- ICT hmanga zirtirna tur siam chhuakin a hmang thei ang.

MODULE SAWIFIAHNA

He module hian ICT hrilh fiahin zirna atana hman theih a nih dan te a sawi a. He module hian zirtirtute chu ICT hmanga awmze nei taka zirtirna kalpui thei tur leh a hmanna tur dik taka hman a thiamtir ang.

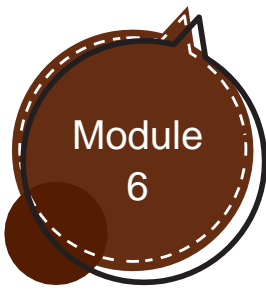
MENTOR-TE TANA HRIAT TUR

- Mentor chuan training-na hmun turah hengte hi a awm em tih a enfiah tur a ni - desktop/laptop, projector, speaker, mobile phone leh internet connection.
- Training chhunga zirtir tur a hre bel hle tur a ni a, he module-in a sawi bak pawh entirna a pe thei tur a ni.
- Training atana mamawh tur computer desktop/laptop-ah te a awm kim em tih enfiah tur a ni.
- Training rawn nei tur ten mobile phone/smart phone internet connection nei an neih chuan, keng tura hriattir ni se.
- He module-a tih turte hi instruction pek a nih ang taka tihpui tur a ni.

INTRODUCTION

Kan hriat theuh angin mihring inang chiah chiah hi a awm theih loh a. Naupang tin hian danglamna an nei vek a, thiam theih dan bik pawh an nei theuh a ni. Zirlaite hi sense organ pakhat aia tam hmanga zirtirna pek an nih hian an thiam a nghet zawk tih pawh hriat sa vek a ni. Chung hriatna thazam (multisensory organs) kan hman theih dante chu mita hmuh (visual), beng a ri hriatna hmang (auditory) te, kut ngeia khawiha thil tih hmang tea hriatna leh thiamna (kinesthetic leh tactile) hmang tein a ni.

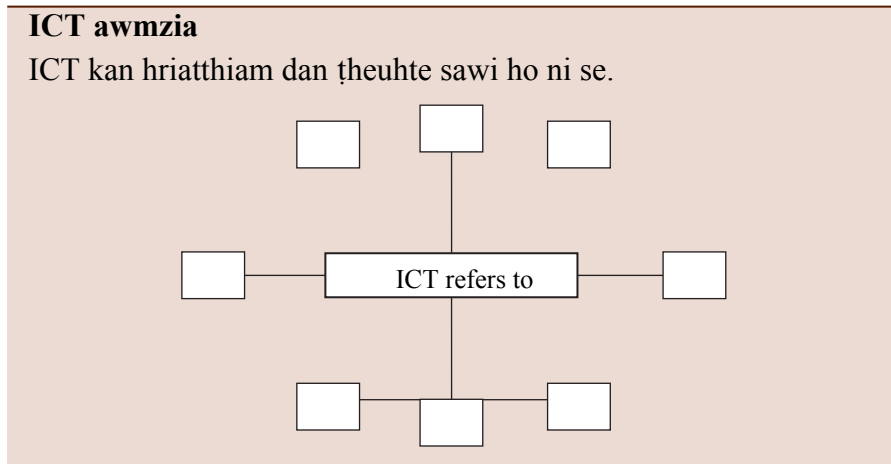
Teaching-learning atana hmanraw tangkaite chu textbook leh lehkhabu hrang hrangte, an chhehvela hmuh theih hrang hrangte bakah an classroom chhung leh pawna an tawnhriat te thleng hian zirna puitu tha tak an ni a. Kan naupangte hi mahnia inzir kaw thei, mi dang ring mai lova ngaih dan siam thiam, thil ngaihtuah chhuak thiam leh harsatna sukiang thei tura kan chher chhuah a ngai a ni. Chutiang tur chuan zirlai naupangte chu data lak khawmtir fo te, chung chu zir chianga chhui chiantir te, mi dangte hnena hrilh fiah chhawng thei tura presentation siam thiam turte kan zirtir a ngai a ni. Hengte hian naupangte chu an zirlaite (lessons) a bulthut atangin a man thiamtir dawn a ni. Chuvang chuan textbook mai piah lamah an chhehvela an hmuh theih leh tawnhriatte leh technology hmang tein an



zir tur a ni. Kan han sawi takte aţang hian ICT hi zirna atana a pawimawhzia a lang chiang viau a ni. Hun rei lo te chhungin ICT hian kan ramah leh khawtlangah hmun pawimawh tak a chang tawh a, tunah chuan ziaak leh chhiar leh chhiarkawpte mai bakah ICT hman thiam hi education laimuah a bet tel ve tlat tawh a ni.

Concept of ICT

Activity 1

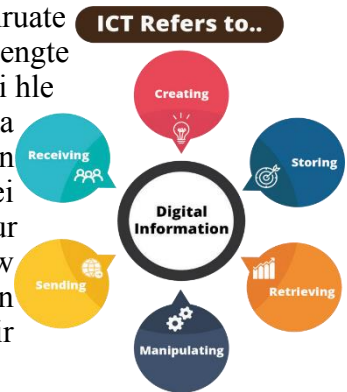


UNESCO in a hrilfiah dan chuan ICT chu khawl thil leh hmanrua, thu pawimawh siam chhuah nan bakah dah that nan leh vawn that nan te, inpek chhawn nante leh sem darh nan tea hman theihthe hi a ni a. Chung khawl leh hmanrua te chu computer te, internet (websites, blogs, emails) te, live broadcasting technologies (radio, television leh webcasting), recorded broadcasting technologies (podcasting, audio & video players, storage devices) leh inbiakpawhna dang (fixed/mobile phones, satellite, video conferencing etc) te hi an ni.

Eng technology te hi nge ICT atana pawm theihthe chu?

Smart phone hi entir nan hmang ta ila. ICT device atana pawm theih a ni a, a chhan chu thlalak leh document vawn that nan a hman theih a, duh huna lak chhuah mai theih a nih bakah, thawn chhuah theih leh theh darh theihna hmanrua a ni. Eng hmanrua pawh data dah that nan te, siam chhuah nan leh lak chhawn nan te, sem chhuah leh nan tea hman theih a nih chuan ICT-a pawm theih vek a ni.

ICT hian kawng tinrengin zirna kan kalpui dan kawng thleng hian kan khawvel hi a tidanglam tawh a. Tunlai zirtirtute hian naupang an zirtir tur an inbuatsaih dan te, an zirtir dan te leh an endik dan te thlengin ICT hian a tidanglam a, heng hmanruate hi engkimah zirna tichanglungtu leh tiawlsamtu a ni vek tawh a ni. Hengte hi hre rengin zirtirtu chuan ICT hman thiam kawngah tan a lak a ngai hle a, mi dangte um pha turin a intah hriam ve reng a ngai a ni. Zirna atana ICT hman kan tih hian a hmanrua hman ngawr ngawr hi a ni lo va, an zirtir tur lesson ten zirlaiteah hriatna leh thiamna tak tak a thlen ngei tur a ni. Technology, zirtir dan kalphung (pedagogy) leh a zir tur (content) te hi awmze nei taka kal kawptir a, thiamna tak tak paw chhuak thei tur khawpa heng pathumte hi kal kawptir thiam turin zirtirtu chu a inbuatsaih tur a ni. Heng pathum kal kawptir pawimawhzia chu a hnuafia figure hian a tichiang hle a ni.



ICT hman chungchanga hriat tur pawimawhte

ICT hman chungchangah hian thil pawimawh tak tak hriat reng turte a awm a, chungte chu context, nature of content, method of teaching/learning te leh eng technology ber nge hman tur tih te hi a ni.

Parameter 1: Nature of content

Zirtirna pek hian ICT hi hman ziah tur a ni em?

Kan thil zirtir tur topic a zirin ICT hmanruate hi hman ziah kher a tul lem lo. Entir nan, zir tur thupui chu chaw chungchang ni ta sela, chaw kan ei thin hrang hrangte thlalak computer leh projector hmanga tih lan chiam ai chuan naupangte tiffin rawn pai atangte, an mid-day meal dawn thin atang tein kan chaw leh chawhmeh ei thin te pawh awlsam takin a zirpui theih a ni. An chhehvel thil hmuh mai theih atanga zirtirna pek hi naupang tan hriat a awlsamin a nghet zawk a ni.

Chutiang bawkin hnim hring chungchang an zir dawn chuan naupangte chu classroom pawna kalpui a, hnim hrang hrang an hmuh theihthe awmnaa kalpui a, an kut ngeia hnim hnah khawihthir a, a ziarang hrang hrang entir leh an tawnhriat hmangin a hnah, a kuang, a par, a rah, a zar te leh a zungte thlengin an awm dan leh an danglam dante hriatthiamtir ni se, an thiam a chiangin a nghet hle dawn a ni. Kuta khawih ngeia tawnhriat an neih theih nan naupangte chu thlai/pangpar chite chu pot/bottle/glass no-ah te a remchan dan angin tuhtir ni sela, tui te pein, ni zung an mamawh dan te zirtir ni sela, an than chhoh dan chiang taka zir chian tirin, an lo puitlin dan leh rah an chhuah dan te, chi a insiam leh dan thlengin a takin hmuhtir ni se. Heng tawnhriat hmanga thiamna hi engmahin a tluk thei lo va, video, powerpoint leh multimedia tha ber pawhin a tluk thei lo a ni.

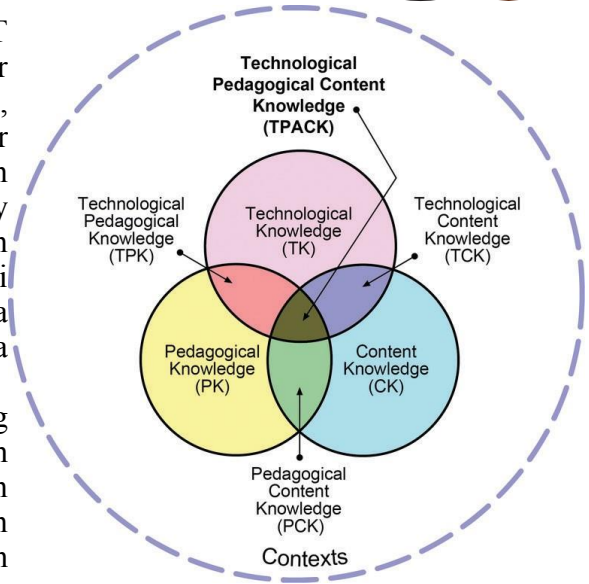
Biology subject-ah chuan ran leh thlai zai darha zir chian thin a ni a, amaherawhchu, inzir nana lo hman fo tawh thin utawk zai darh chu khap a lo ni ta a, a tak taka tih chi a lo nih tak loh avangin ran kawchhung zir chian nana utawk zai darh lai multimedia chu a zir nana tangkai tak leh zirtirtu tana hman tangkai theih tak a ni dawn ta a ni. Kan thil zirtir tur content leh topic azirin kan technology leh media hman turte kan thlan thiam a pawimawh em em a ni. Ngaihtuah tur pawimawh tak te chu:

- He lesson zirtir nan hian ICT hman a ngai em?
- A ngaih chuan, eng hmanrua ber nge kan hman ang?

Entirna hetiang hian pe ila:

A hnuaia table thuken hi ngun takin en la, topic thlan chhuah hi an nihphung enin eng media nge a hrilhfiah nan tha ang tih leh a chhante chiang takin a inziak a ni.

S. No	Content	Content Nihphung	Media Hman Theihthe	Media thlan chhan
1	Fundamental Rights in Indian Constitution (Class VIII)	Factual	Visual- Fundamental Rights lantir thei tur mita hmuh theih hrang hrang- slide presentation, digital poster, digital flashcard etc.	A thu ken hi thu dik awm sa a nih avangin a thu tar chhuah mai kha a tawh a, flashcard te leh poster te hmangin a lantir theih mai a ni.



Module 6

2	Surface Area of Solid Cylinder	Conceptual	A tak lantir chung a hrilhfhahna video	Hetah hian zirlaiten cylinder surface area zawn chhuah dan an hriatthiam a ngai a. Audio-benga ri hriatna hmang chauh chuan a fiah tawk dawn lo va, cylinder chu eng ang nge tihte an mitthla theih a ngai dawn a, video hmangin chung chu awlsam takin a hrilh fiahin a lantir theih dawn a ni.
3	Functioning of Digestive System (Class VII)	Procedural	Animation video/ A tak ang thei tura siam mobile apps (augmented reality) – Anatomy 4D, Biodigital Human etc.	Heng topic hi chu audio ringawta inhrilhfhah a harsa a, pum chung lam video pawh lak a rem dawn loh avangin animated video hmangin pumin kan chaw ei a lo pai tawih thin dan te a entir theih ang.
4	The Best Christmas Present in the World (Class VIII) Activity-Reflection on “Whether wars are a good way to end conflicts between countries”	Metacognition	Discussion forum-Sawi hona neihpui tur	Hetah hian naupangte chu anmahniin tha an tih zawn leh thutlukna an siam duh dante zawn chhuah a, sawitir tur a ni. An ngaih dan leh an thlir dan sawi hopui nan hun hman tur a ni.

Hei hian zirlai thu ken leh ICT hmanraw hrang hrangte zirtirtuin a bel a ngai hle tih a tichiang awm e. A content mila technology/media thlang tur chuan a thu ken eng nge tih leh eng hmanrua nge hmang ila he zirlai hi naupangin an hriatthiam theih ber ang a, thiamna tak tak an neih theih ang tih hi ngaihtuah ngun a ngai hle a ni. eContent kan tih hi zau taka thliar hran a nih dan he figure hmang hian ilo en teh ang:

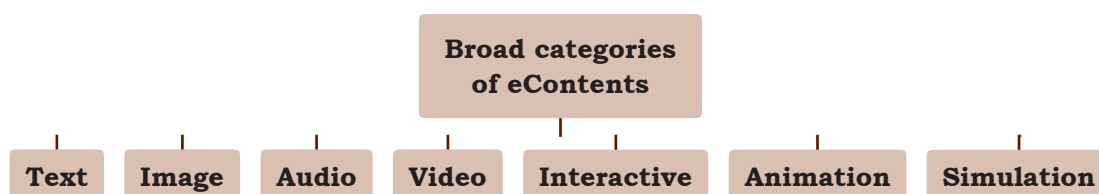


Fig 1: Broad categories of eContent

Zirtirtu chuan a content a hriat chian hnuah a mil tur media thlangin, a nih dan tur dik tak leh zirlaiten awlsam zawka an zirlai an hriatthiam theihna turin media chu a hmang thiam tur a ni.

Activity 2

A hnuai card atang hian subject duh ber thlang la, a thupui duh ber thlangin, chu thupui atang chuan zirlaiten eng nge an zir chhuah tarlang ang che. I zirtir dan tur ki 3 tarlang bawk la, a chhung thute a chian leh zual nan then hrang ang che.

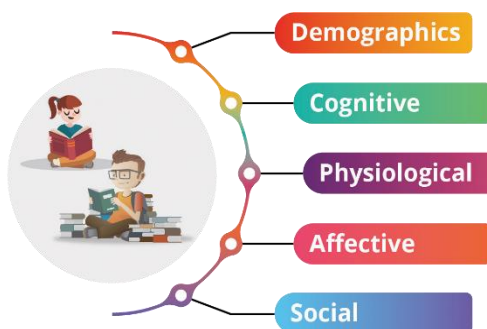
Parameter 2: Context

Context analysis is a method to analyse the environment in which an ICT enabled teaching-learning process operates. Context analysis considers the entire environment of a teaching-learning situation.

A hnuai mite hi tarlan ni se:

1. School-a ICT thil awm thei te.
2. School-in ICT engtin nge a chawisan ang?
3. ICT hmang tangkai turin eng nge zirtirtuin theihna a neih?
4. Zirlai zawng zawngin ICT an hmang thei em?
5. Zirlaiten ICT hmanruate te an hmang thei em?

Parameters to be considered about a learner



Class room boruak tihthat nan hmanraw tha leh mi thiam an pawimawh hle a. Hmanraw tha han tih hian kawlpetha mumal taka hmuh te, projector chi hrang hrang te, internet te, printer leh computer/laptop te an pawimawh zual a. Mi thiam han tih hian zirtirtu thiam te, technical lam thiam te, zirtirtu ICT lam thiam bikte sawina a ni.

Zirtirtu hian zirlaiten ICT lama hma an sawn theih dan tura ruahmanna leh kaihhruai dan a thiam a a pawimawh hle a. Zirlaiten ICT an hman thiam

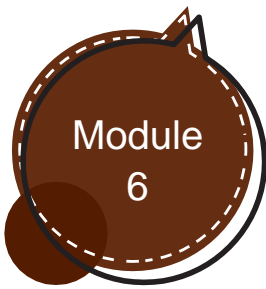
nana thil pawimawh tak tak 4-te chu:-

Demographic – Zirtirtu chuan class room len zawng a hre tur a ni a, zirlaite kum inthlah dan te hriain, hnam hrang hrang ziarang awm dan te, an khawtlang dinhmunte leh ei leh bar kawnga zirlaite dinhmun te, hmeichhia leh mipa inthlah dan te, an thiam dan te, zirlaiten technology an thiam dante a hre chiang tur a ni.

Cognitive and prior knowledge – Zirlaite pawl san zawng – primary leh a chung lam thlenga an zir chin te, an thiamna leh tawnhriat te, an zir dan phung te, technology an hman thiam dan te, zirlaite pianpui finnote hriatsak a pawimawh hle.

Affective/Social – Zirtirtu chuan amah a inenchiangin a inzir chiang fo tur a ni a, education chungchang leh zirna a kalpui dan te, internet hmanga zirnate bakah mahni a inhriat dan, zirtirna kawnga phurna a neih dan, a tui zawng te leh mi dangte nena inlaichinna tha a siam em tih te a inenfiah thin tur a ni a, chutiang bawk chuan a zirlai naupangte pawh a zir chiang reng tur a ni.

Physiological - Zirtirtu chuan a zirlaite taksa leh rilru hriselna leh an mamawh bikte a ngaihvenin a hre chiang tur a ni a. Chu chuan a naupangte damdawi leh inenkawlina tur te, zirna kawnga an mamawh ang tak tanpuina te a pektir thei dawn a ni. Entir nan, naupang



mit tha lo hnenah chuan ICT hmanrua, a ngaihthlak theih chi tur pek ni se a zirnaah a pui thei dawn a ni. Chuvang chuan zirlai naupang hriat chian hi technology hman tur thlan chungchangah a tul bakah naupang mamawh hrang hrang neite huapzo tur classroom siamna atan a pawimawh hle a ni.

Activity 3

Extended Activity (Sawiho tur)

A hnuai link-ah hian lut ula, video a zirtirtu pahnihin ICT an hman dan hi uluk taka en tur a ni

https://www.youtube.com/watch?vTyhhmcaq-8_w
<https://www.youtube.com/watch?vTfyXRYb3awfA>

Video in en atangin hengte hi ngaihtuah hova sawi ho tur:

- Activity sheet ina ICT hmanrua zirlai kalpui nana hman tur a tih te eng nge ni? Chung hmanruate chu in school-ah in nei em?
- ICT hmanrua hmante leh hman tura tihte chu in class-a hman ve turin in naupangte tan a tangkai dawnin i hria em? Zirlai naupang hrang hrang zirtir nan hian ICT hmanrua chi hran hman a ngaiin i hria em?

Parameter 3 : Methods of teaching-learning

Ngaihtuah tur:

1. Engtin nge ICT hian zirtirna kalphung hrang hrang (teaching methods) te a tanpui theih dan?
2. Zirtirtuin subject bikah engtin nge a zirlai chu ICT nena tang kawpin kalphung thara a zirtir theih ang?

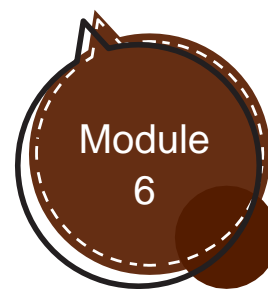
ICT hmanruate hi tangkai taka hman tur chuan a zirlai thu ken nena inmil taka zirtir nan zirtirtuin a hman a ngai a. Entir nan, metal leh non-metal chungchang zirtirtuin zirtir dawn se, heng method-te hi hmangin a classroom leh naupangte tana mil tur ber leh tangkai



ber tur a thlang thei ang. Tih dan pakhat awm thei chu a bul thuta concept an man theih nan a huhova activity tihtir ni se, thil chi hrang hrang metal leh non-metal an thliar hran nan leh khaikhin theih nan hun pek ni se, heng activity-te hi tihtir ni se:

- Metal-a siam lakkhawm a, classroom-ah dah chhuah tur. (Eg: stapler pin, rangkachak zungbun) Non-metal thilte pawh lak khawm bawk tur (Eg: plastic fian, wooden block)
- Heng lakkhawm sate hi khaikhin a, an nihphung hre fiah tur leh essential (thil sakhat, electric a kal tlang thei em etc) leh non-essential (a rawng, a ruangam) an nihnate hriat fiah tur.
- An thil zir chian hmangin metal leh non-metal te hrilh fiah tur.

- Entirna dang pek leh tur a ni (Eg: Iron, copper) Metal ni lote entirna pek ni bawk se (plactic, thing) counter examples (Eg. Mercury) te pawh hrilh fiah ni se.



Activity 4

Activity 2 a topic thlan atang khan a zirtir dan tur tha ber ni a i hriat pedagogy card atangin thlang ang che. I thlan chhan sawi fiah bawk tur a ni.

Parameter 4: Technology/Tools/ eContent

Zirlai thu ken (content) leh zirtirna kalpui dan tur (teaching method) mil thei ang ber tur ICT hmanruate thlan chhuah tur a ni.

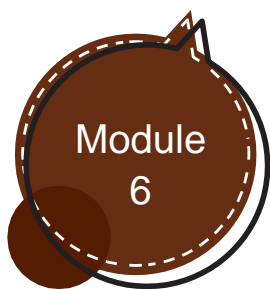
Simulating experiment- ICT hmanruate chu classroom-a thil sawi fiah nana lak luh mai theih loh thil hrilh fiahna atana hman tur a ni. Entir nan, metal leh non-metal chu an nihphung hre fiah tura khaikhinna hrang hrang classroom a tih vek rem lote chu computer emaw, mobile phone application hmangtein emaw simulation experiment a tih theih a ni.

Slide Presentation- Metal leh non-metal te hrilh fiah nan leh entirna pek nan mi lem nen slide presentation hi a hman theih ang.

Interactive Activity (like H5P)- Metal leh non-metal te khaikhina zir chiang tura a huhova tih theih tur group activity tihtir a, an inannate mila thliar hran a, hrilh fiah theih tur a ni. H5P interactive content he link-ah hian en ni se – <http://nroer.gov.in>)

Heng ICT hmanrua thlan kawngah hian zirtirtu an pawimawh hle a, a zirtirna a kalpui dan mil turin zirlai sawi hawn nan te, hrilfiah nante leh khaikhawm nante pawh a hmang thei a ni. ICT hi awmze nei taka hman a nih chuan naupangin an zirlai an man pahin, an hriat fiah phah thei a, chuvang chuan ICT in a tih theihthe hi zirtirtuin awmze neia a hman theih nan a hriat bel hle a ngai a ni. Zirtir dan kalphung thar flipped class te, blended learning te, collaborative learning kan tih ang chite hi ICT hmangin a kalpui theih a, zirlaiten an hlawkpui theih ang ber tur ngaihtuahin, zirtirtuin awmze nei takin a thlang thin tur a ni. Chumi ruala zirtirtuin a ngaihtuah tur pawimawhte table hmangin lo thlir ila:

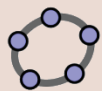

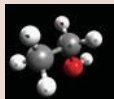







S. No.	Parameter	Attributes
1.	Target audience	Age group, previous knowledge, social cultural background, learning styles, language, demographic information, emotional development, ability level, social development
2.	Content	Accuracy, relevance, content coverage, up-to-date, aligned with curriculum, etc.
3.	Pedagogical Consideration	Objectives, method of delivering content, media selection, presentation format, clear communication, free from bias, contextualisation to local needs, multiple modes of assessment, learner engagement, etc.
4.	Presentation	Aesthetics, motivation, innovative/ creative, font, effects, coherence in media elements, chunking and organisation, suitability to learner with special needs, addressing





Module 6

		gender equality, multiculturalism, etc.
5.	Technical	Free from technical glitches, audio visual quality, smooth interactivity and navigation, license, etc.
6.	Administrative considerations	Cost, delivery mechanism, support, services, training, maintenance, infrastructural and technological requirement, source of procurement/access

Internet-ah hian zirna leh zirtirna pui thei tur software tam tak a thlawna lak mai theih a awm a. A thente chu subject mil bik nei te niin, zirtir nan a hman t̄angkai theih tam tak a awm a ni. Chung zinga t̄henkhat chu:

Software		Category
Geogebra		Subject Specific — Mathematics
KHangman		Subject Specific — English
Kalzium		Subject specific — Chemistry
Avogadro		Subject specific — Chemistry
Marble		Subject specific — Geography
GComprise Educational Suit		Subject specific — Primary level all subjects
Audacity		Generic
Openshot Video Editor		Generic
Freeplane		Generic
GIMP		Generic

Turtleblock		Generic
Scratch		Generic
Tux Paint		Generic



Heng bakah hian mobile phone a hman theih chi application tam tak a awm bawk a, thenkhatte chu:

1. Anatomy 4D
2. Online Labs
3. Quiver
4. Skyview Free
5. Arts and Culture
6. Star Tracker
7. PhET
8. Stop motion animation
9. Street View
10. Kahoot, etc.

Uluk taka heng hmanruate hi kan zirtir tur topic leh method te mila thlan chhuah hi zirtirtu mawhphurhna a ni.

Activity 5

Activity 4 a content leh method kan lo thlan tawha zirin, ICT hmanrua thlan ni se. Thlan chhuah a nih chhan leh a hman dan turte sawi fiah theih tur a ni.

ICT-Pedagogy-Content Integration

Zirlai thu ken leh zirtir dan mila ICT hman tur thlan hi zirtirtu thiamnaah a inngat lian hle a. Class tam zawk chu ICT hmanrua chauh hmanga inzirtirna ni lovin traditional teaching nena chawhpawlha kalpui theih a ni a. Zirtirtuin a hmang tam deuh deuh ang a, a hmanna tur leh a hman dan turte a thiam chho zel dawn a ni. ICT hi teaching aid hman thinte thlakna mai ni lovin, awmze nei taka zirlaiten an zirlai a thiamna thuk tak an neih theihna hmanrua atana hman tur a ni.

ICT integrated activity-Example

Subject: Science

Class : VIII

Chapter: Crop Production and Management

Topic : Crops and Types of Crops

Learning outcome

- Hengte hi hrilh fiah theih tur - lo neih (agriculture), crops, kharif, rabi, cash leh food crops tih te.
- Crops chi hrang hrang entirna pek theih tur.
- Hengte hi an thliar hrang thiam tur a ni- kharif crop leh rabi crop, cash crop leh food crop, traditional crop leh hybrid crop.



- Heng hi then hran thiam tur- kharif, rabi, cash leh food crops.
- Mihring nuna lo neih pawimawhna an hrethiamin an ngaisang tur a ni.

Key Idea

- Crop- hmun khata thlai thar chhuah tam tham tak
- Agriculture- Science peng pakhat, lo neih hmanga chaw siam chhuahna
- Kharif crop- fur laia thlai chin chi
- Rabi crop- Thlasik thlai
- Hybrid crops – Thlai chi hnih cross pollination hmanga totir.
- Cash/commercial crops- Thlai thar hralh chhuah nghal chi entir nan, vaihlo.

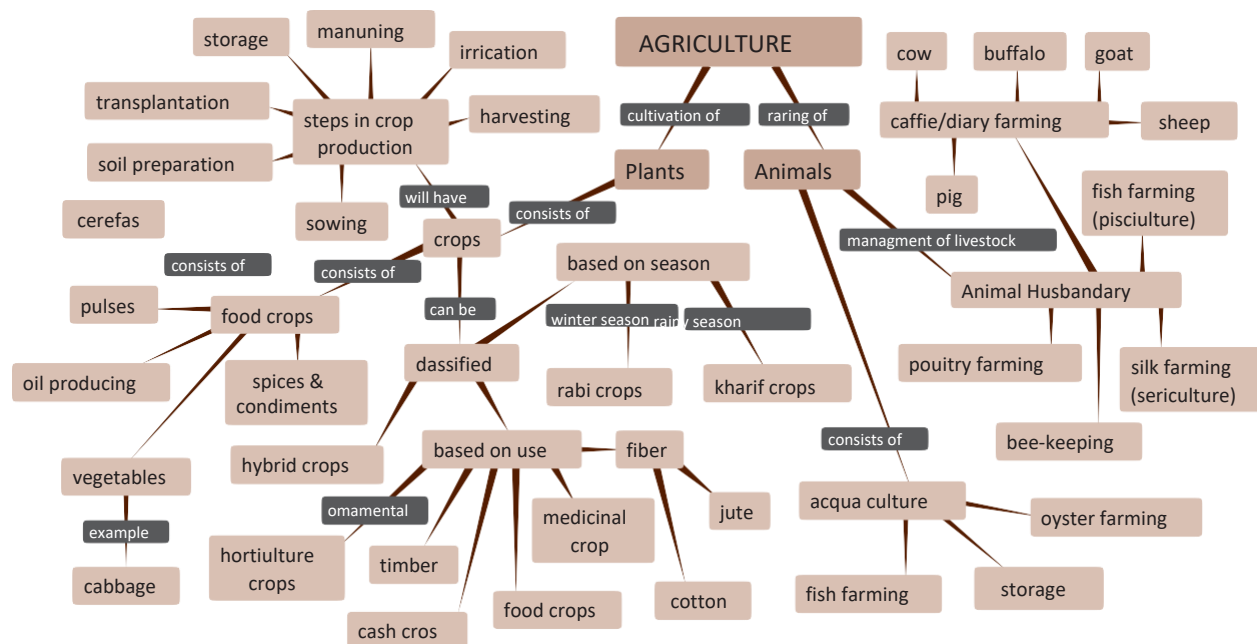
Prior Knowledge

- Thlai leh lo neih chungchanga an hriatna.
- Thlai leh rante tangkaina thliar thiamna.
- Thlai leh rante tangkaina.
- Thlaite ran sa ei chite taksa tana an thatna.

ICT Integrated learning experience

- Interactive quiz hmangin (Eg: Kahoot) lo neih chungchanga an hriat tawh sate thliar thiam nan.
- Interactive drag ad drop activity (Eg: H5P), thlai leh ran tangkaite ennawn nan.
- Naupangte chu thlai chungchangah hengte hi chhiartir ni se <http://testbook.com/blog/crops-in-india-gk-notes-pdf/> an chhiar te sawi hona neihtir ni bawk se. A thu chhiar milin a huhovin zirlaite chu digital infographics te siamtir ni se (internet atangin Easel.ly te hman tir ni se).
- Zirtirtuin thlai chin thinte thlalak hrang hrang (image leh video te hmangin) entirin hrih fiah se.
- Zirlai naupangten website atangin thlai chi hrang hrangte leh a thar chhuak tam State te zawng chhuak sela (zirtirtuin link hi zawng chawpin a hrih tur a ni).
- India map hmangin kan ramn thlai a thar chhuahte leh a thar chhuaktu State te entir ni se. http://commons.wikimedia.org/wiki/File:Major_crop_areas_India.png zirtirtu in sawizauna nei bawk sela.
- Khaikhawmna neihpui nise. (zirtirtuin interactive mind map te hmang se).

Module 6



Watch for revision

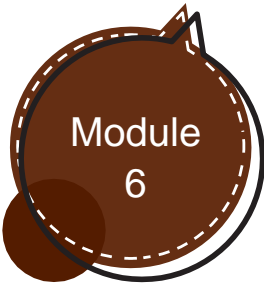
- <http://youtu.be/mFmCrN9nVXE>
- <http://youtu.be/IrwRM2441PQ>
- <http://youtu.be/WZeNnoGETnI>

Activities for extended learning

- Khawvela thlai thar chhuah tam ho zawng chhuak la, world map-ah chhinchhiah rawh u.
- “Lo neih, thlai chin dawna inbuatsaih dan” tih thupua hmangin in ngaih dan leh thlir dan sawi ho ni se. “Kan chhehvel vawn himna kawnga ka tih ve theih” tih thupua hmangin digital poster siam bawk rawh u.
- Lo neihna kawnga hmalak ngaite zawng chhuak ula, ziak chhuak rawh u.
- Genetically Modified Crops (GM Crops) chungchang lak khawm tur.

Assessment

- Thlai chi hrang hrang, a entirna nena zawhna Multiple choice test-a siam.
- Thlai thliar hranna worksheet hmanga siamtir.
- “Oats, peas, beans and barley grow” tih hla youtube-ah an en ni se (<http://youtube/-wmYJueP9kA>). Thlai chi hrang hrang lantir theihna tur video presentation siam ni bawk se.

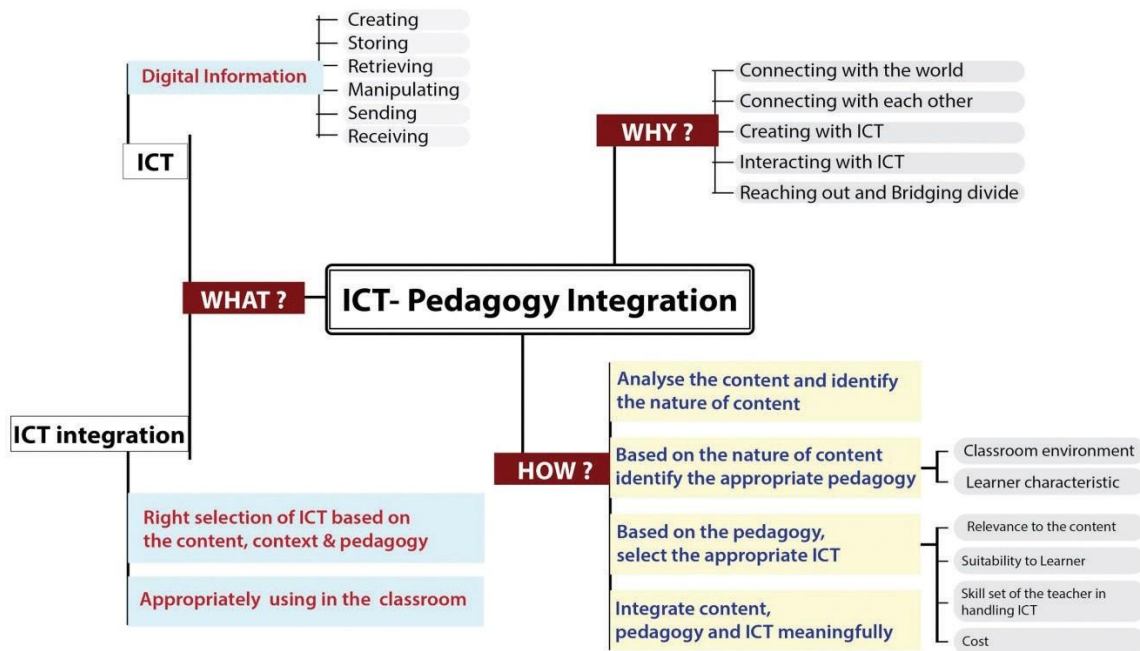


Activity 6 (Extended Reading)

A hnuai link-ah hian ICT hmanrua zirtirtuin a hman theih te chhiar belh ni se. http://cemca.org.in/ckfinder/userfiles/files/Technology%20Tools%20for%20Teachers_Low.pdf

Group tinin software pakhat leh mobile app pakhat theuh zir chiangin word 150 velin chumi lam hawi chuan thu phuah tur a ni a. Portal-ah portfolio atan theh luh theuh tur a ni.

Summary



PORTFOLIO ACTIVITY

1. A hnuai activity hi ti la, i hmuh chhuah chu submit ang che.

Situation 1

Language zirtirtu angah inngai la, hei hi ngaihtuah ang che.

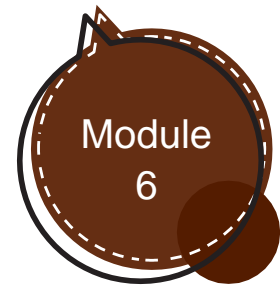
Poem i zirtir apiangin naupang hmaah i sa chhuak thin a, poem zirtir dan tha ber niin i hria a ni. I thiante sikul danga thawkte pawhin chutiang chuan an zirtir ve thin a. I poem sak chu ngaihthlak an duh a, an lo dil che a ni. I aw chu thawnin tanpui an mamawh a ni. I poem duh thlang chhuak la-

Entirna 1

“हरी डाल पर लगी हुई थी
 नहीं स्पर्श
 कीति ली उसे
 अखिली
 सिख डीहे बड़ी भी..”

Entirna 2

“My house is red- a little house;
A happy child am I.
I laugh and play the whole day long,
I hardly ever cry...”



Situation 2

Maths zirtirtu pawl III zirtir angin insuangtuah la, hetiang hi tawng turin inngaihtuah ang che.

Paper thleh hmanga thlawhna lem siam dan naupangte i entir a, naupangte chu in lama thlawhna lem chu siam a, a tuka rawn keng theuh turin i hrilh a. I zirlai naupangte chuan in lamah a siam dan an lo hriat theih nan eng nge anmahni puitu tur i pek ang?

Situation 3

Primary level-ah EVS zirtirtu i ni a.

Nang chuan internet a zirlai pui thei tur hmanrua zawn i thiam tawh hle a. I thian EVS zirtirtu ve tho chuan Class IV zirlai a mi “From the window” tih lesson chu zirtir a tum a. A naupangte chu relin lei a zawh lai video entir a, a tak ang maia zirlaiten an hmuh ve a duh hle mai a, amaherawhchu video internet atanga han lak mai dan chu a thiam si lo. I thian chu video neih dan zirtirna han pe teh le.

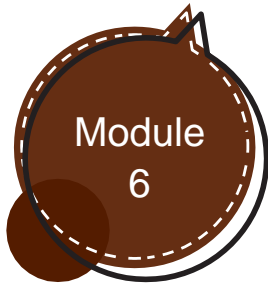
2. I subject zirtir atangin topic thlang chhuak la. I topic thlan chu ICT hmang tangkai a zirtir dan tur leh endik dan thlengin duang chhuak la, a hnuai point te hmang hian ziak rawh le:
 - Subject:
 - Grade :
 - Chapter :
 - Topic :
 - Learning Outcome :
 - Key Ideas/ content coverage:
 - Prior knowledge :
 - Plan for ICT integrated learning experience :
 - Plan for Assessment :

MENTOR TANA ACTIVITY TIHPUI DAN TUR INKAIHHRUAINA

Activity 1: ICT awmzia hriat fiahna.

Mentor chuan kawng hnihin hei hi a kalpui thei ang:

1. Internet in hman theih loh chuan zirlaite chu ICT chungchanga an ngaih dan zawtin sawitir la, an ngaih dan an sawite chu Freemind hmangin la khawm la. An thusawi milin mentor chuan sawi zauna a neihpui tur a ni.
2. Internet hman theih a nih chuan mentor chuan mentimeter te hmangin zirlaite an ngaih dan an sawite lakhawm se. An thusawi milin mentor chuan sawi zauna a neihpui tur a ni.



Activity 2 : Thu zir tur nihphung (nature of content) leh ICT hman theih dan.

Zirlaite chu an subject lak theuh milin group-ah then darh la, an tam dan azirin group eng emaw zatah then darh ang che. Zirlaite chu a tawp thlengin chu group chu an awmna tur a ni tih hrilh fiah la, content card pe in, chuta tang chuan an topic duh ber thlang chhuak turin hrilh ang che. A hnuai mi hi group tin te chu tihtir ang che-

- An subject atangin topic thlan chhuah tur.
- Chumi topic-in zir chhuahpui a tum chu ziah chhuah tur a ni.
- A topic-in zir chhuahtir a tum tihhlawhtlin nan a key idea pathum tal lakchhuah leh tur a ni.
- A thu ken nihphung (nature of content) zir chian leh tur a ni. Zirlaite chu hengte hi ziah chhuahtir la:

Subject:

Grade:

Topic:

Learning outcome:

Content coverage

1. Content 1:

2. Content 2:

3. Content 3:

Entirnan-

Subject: Science

Class: VIII'

Chapter: Crop Production and management

Topic: Crops and Types of Crops

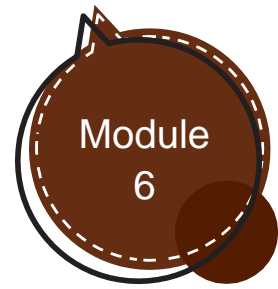
Learning Outcome:

- Hengte hi sawi fiah rawh- agriculture, crops, kharif, rabi, cash leh food crops.
- Heng hi then hran thiam tur- kharif, rabi, cash leh food crops.
- Crops chi hrang hrang entirna pek theih tur.
- Hengte hi an thliar hrang thiam tur a ni- kharif crop leh rabi crop, cash crop leh food crop, traditional crop leh hybrid crop.

Content coverage:

- Agriculture leh crop nihphung.
- Crops chi hrang hrang- kharif, rabi, hybrid, cash leh commercial crops
- An nihphung mila thliar hran dan.

Group hrang hrangte chu heng hmanhian presentation neihtir tur a ni. An presentation atang chuan an thusawi tumte zir chiangin sawi hona neih leh tur a ni a, ICT hman a tulna an ziahte chu sawi ho tur a ni.



Activity 3: Context hriat chian

He activity-ah hian video te en ho ni se, chumi hnuah chuan a hnuai zawnate sawi ho nana hman tur a ni:

1. A video-a an hmuh aʔangin an activity tih nana ICT hmanrua ngaite engte nge ni tih sawi ho tur a ni a. Chung hmanruate chu an sikul in an nei ve em?
2. An classroom ʔeuhah chung ICT hmanruate chu an zirlaite tan a ʔangkai ve in an ring em? Zirlai naupang hrang hrangin danglamna an nei a, chumi mil chuan ICT hmanruate hi thlak danglam ve ʔhin an ni ngai em?

Activity 4: Content leh context mila zirtir dan dik ber tur thlan chhuah

Activity 2-a an lo tih tawh chu chhunzawm ni se. Pedagogy card set khat ʔeuh sem ni se, chuta ʔang chuan Activity 2 a topic an lo thlan chhuah tawh chu an zirtir dan tura an duh ber method/strategy thlan tir ni se.

Content	Method/Strategy
Content 1:	Method/ Strategy 1:
Content 2:	Method/ Strategy 2:
Content 3:	Method/ Strategy 3:

Group ʔhenkhatte chu thlang chhuakin presentation neihtir a, an method thlan chhuahte leh an thlan chhan te sawitir tur a ni. An thusawi aʔangin sawi hona neihpui leh tur a ni.

Activity 5: A mil tur tak ICT hlan

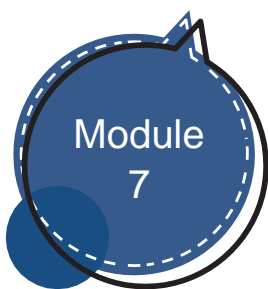
Group ngai thova inʔhenin activity tih chhunzawm tur a ni. ICT card set khat ʔeuh sem leh tur a ni a, chuta ʔang chuan activity hmasaa topic leh zirtir dan tur method an lo thlan chhuah tawhte atana ICT hmanrua an hman tur thlan chhuahtir tur a ni.

Content	Method/Strategy	ICT
Content 1:	Method/ Strategy 1:	ICT 1:
Content 2:	Method/ Strategy 2:	ICT 2:
Content 3:	Method/ Strategy 3:	ICT 3:

Group ʔhenkhatte chu ko chhuakin presentation neihtir tur a ni a, an ICT hmanrua thlan chhuah leh an thlan chhante an sawifah tur a ni. An thusawite milin sawi zauna neihpui leh tur a ni a, an content, context leh method hman azirin ICT hmanrua an thlang fuh em tihte sawiho tur a ni.

Internet a hman theih a nih chuan mentor ten a hnuai table ang hi siamin group te hnenah pek chhuah a, chumi mil chuan sawi honate neihpui theih a ni bawk ang.

Group	Content	Method/Strategy	ICT
Group 1	Content 1:	Method/ Strategy 1:	ICT 1:
	Content 2:	Method/ Strategy 2:	ICT 2:
	Content 3:	Method/ Strategy 3:	ICT 3:
Group 2	Content 1:	Method/ Strategy 1:	ICT 1:
	Content 2:	Method/ Strategy 2:	ICT 2:
	Content 3:	Method/ Strategy 3:	ICT 3:
Group 3	Content 1:	Method/ Strategy 1:	ICT 1:
	Content 2:	Method/ Strategy 2:	ICT 2:
	Content 3:	Method/ Strategy 3:	ICT 3:



INITIATIVES IN SCHOOL EDUCATION

OVERVIEW

Ramin hma a sawn dawn chuan Education hi a bul leh a laimu a ni a, Education tha hi changkanna leh hmasawna kawnga min hruiatu pawimawh tak a ni. Ram leh hnam hmasawn tur leh naupangte khua leh tui tha an nih theihna bulpui ber chu education tha neih hi a ni a. Chumi tihlawhtling tur chuan, Ministry of Human Resource Development (MHRD) hnuaiiah hian Department pahnih a awm a, chungte chu:

- Department of school Education and Literacy (DoSE&L)
- Department of Higher Education

Department of School Education and Literacy hian school education hmasawna bik a enkawl lain Department of Higher Education chuan khawvela higher education lian ber India ram higher education, United States leh China dawta mi a enkawl thung a ni. MHRD, Government of India hi organisations dang NCERT, NIEPA, NIOS, NCTE etc te nena thawk hovin, zirna lama hmasawn tumin nasa takin tan an la reng a, he module-in a tum ber chu tun hnaia Department of SE & L hmalakna langsar deuhte pho chuah a, naupang zawng zawngin zirna tha an dawn vek theih nan he module hi buatsaih a lo ni ta a ni.

ZIR CHHUAH TURA BEISEITE / LEARNING OBJECTIVES

He module atanga zirlaite zir chhuah tur chu:

- DoSE&L hnuaiia school education-in hma lakna hrang hrang a neih PGI, UDISE etc chunchang te hriattir.
- Samagra Shiksha-in school education hmasawn nana a thil tum leh hmachhawp hrang hrangte hriattir
- Sikul naupangten lehkhabu chhiar an lo uar theih nana library hman tangkai dan zirtir te leh zirlaiten nuam ti taka lehkhah an zir theih nana activity dang infiamna hrang hrang te, kitchen garden, Youth and eco clubs etc te hman tangkai.

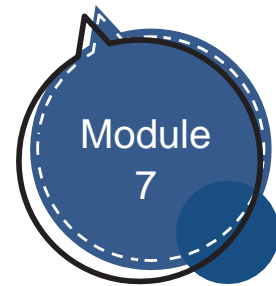
INTRODUCTION

Kum 1976 hmalam kha cuan education hi state thu hnuaiiah a awm thin a, kum 1976 a India dan pui siamthat a lo nih khan concurrent list hnuaiiah dah niin sum leh pai chung chang, sorkar inrelbawlina thu neihna te chu state leh central te kutah a awm dun ta a, Central sorkar chuan zirlai naupangte kawng engkima hmasawntir an nih theihna tur leh zirtirtuten an zirtirna kawngah hma an sawn theih nan hmachhawp hrang hrang neiin hma an la thin a, naupang tin ten sikul an kal theihna tur elementary education (UEE) leh Secondary Education chhawp chhuahsak hi a tum a ni a, chumi atan chuan, sorkar laipui hian programme leh project hrang hrang, Centrally Sponsored Scheme (CSS) tiin State sorkar nena tih tur intum semin hmalakna a rawn neih thin a ni.

Sorkar hian hetiang ang hmalakna thar a neih dawn reng reng hian hnam hrang hrang teah inpumkhatna a thlen theihna tur ang berin hma ala thin a, National Policies on

Education zul zuiin education tha thei ang ber mi tin mil leh huapzo, rethei leh Hausa thliar lova an mamawh zawn theuhva zirna tha chhawp chhuahsak hi sorkar tum a ni.

MHRD hian school education tihmasawn zel tur hian tun hnaiah hma lakna thar hrang hrang a nei a, chungte chu Performance Grade Index (PGI), UDISE+, School Audit (Shagunotsav) and National Achievement Survey (NAS) te hi an ni a, hengte hi Samagra Shiksha hnuaiawmin, a hlawhtlinna tur chuan thawh hona tha tak National level atanga School level thlengin nasa taka tan lak angai a ni.



SAMAGRA SHIKSHA – INTEGRATED SCHEME FOR SCHOOL EDUCATION

Kum 2018-19 Khan Samagra Shiksha hi Ministry of Human Resource Development hnuaiawmin, School Education hnuaiawmin programme lian leh huapzau tak, pre school atanga class 12 thleng naupangten an zirlai tha taka an zir chhuah theihna tura din a ni. Samagra Shiksha hian a hmaa scheme lian tak tak pathum (3) Sarva Shiksha Abhiyan (SSA), Rastriya Madhyamik Shiksha Abhiyan (RMSA) leh Teacher Education (TE) te in chhungkhawmin, a tum ber chu zirna tha leh changtlung, naupangte'n zirna tha leh tluan tling an neih vek theihna tura zirna duhthusam siam turin hma a la ta a ni.

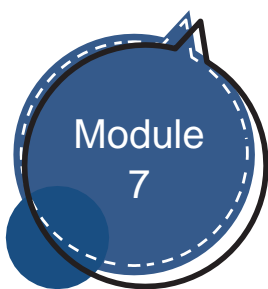
A banner for Samagra Shiksha featuring a group of smiling school children in blue uniforms. The text on the banner reads: "A flagship programme aimed at all-round development of school children" and "Samagra Shiksha Department of School Education & Literacy Ministry of Human Resource Development Government of India".

A flagship programme aimed at all-round development of school children

Samagra Shiksha
Department of School Education & Literacy
Ministry of Human Resource Development
Government of India

He scheme-in a tum chu pre school, primary, upper primary/ middle, secondary leh higher secondary te hian Sustainable Development Goal (SDG) a thlen theihna tura zirna duhthusam leh tluan tling a thlen theihna tura inzawm khawma inthlunzawm hi a ni. Sustainable Development Goal (SDG) 4.1 in a tum chu – “ Kum 2030-ah chuan, zirlai mipa leh hmeichhia zawng zawngte chuan zirna tluan tling leh rintlak, an mamawh zawn theuhah a thlawmin an nei tur a ni “ tiin hmahlir an nei a. Chu lo pawh SDG 4.5 chuan heti hian a sawi leh a “Kum 2030-ah chuan zirnaa mipa leh hmeichhia inthliar hranna te tibo va, zirlai zawng zawngin sikul an thlen phakna siam te, naupangte an mahni kea an din ve theihna tur kut them thiamna lam buatsaihsak te leh chenna hmunin a zir loh avanga naupang changhai leh piangsual leh tlakchham nei zawng zawngte puhruk sak tum a ni.

Zirna mipa leh hmeichhia thliar hranna hi awm ta lo se, hmasawna tluan tling a thlen thei ang em?
In sikulah vohbik naupangte tana in hmalakna hlawhtling tak tak in neih tawh te han sawi ho te u?



OBJECTIVES OF THE SCHEME /SCHEME THIL TUM TE

- Zirlaiten tha taka an zirlai an zir chhuah theihna tura zirna tha pek.
- School education tha kan neihna tura khawtlang harsatna leh mipa leh hmeichhia intliarna a awm loh nana hma lak.
- School education tha kan mamawh dan leh phak tawk anga neih
- Zirna hmanraw standard tha thei ang ber neih
- Kut them thiamna lama zirna tha pek
- State tin ten tha taka Right of Children to Free and Compulsory Education (RTE) Act, 2009 an kalpui theihna tura tanpuina pek.
- SCERT leh SIE (State Institute of Education) te hi teacher training na hmunpui an nih avangin tih chagtlun leh tih chak.

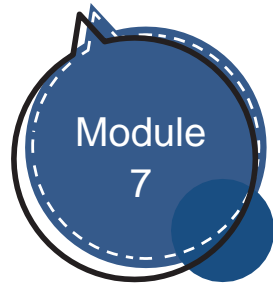
FEATURES OF THE SCHEME

- Naupang zawng zawng luh theihna tur school tha tak, senior secondary thlenga din leh a awmsa tih changtlun
- Zirtirna tha neihna tura mamawh ngai awm zawng zawngte neihtir.
- Library tha neih nankum tina sikul tinte Rs 5000 atanga Rs 20000 in kar tanpuina pek.
- School grant Rs 25000 – Rs 1 lakh in kar naupang tam dan azira ruahmanna siam chuta tanga 10% chu Swachhta Action plan atan a hman tura dah hran.
- Kum tin infiamna hmanrua leina tur primary sikul tan Rs 5000 middle sikul tan Rs 10000 leh secondary leh higher secondary tan Rs 25000 thlenga dah.
- Vohbik naupangte tanpuina atan naupang pakhat zelah Rs 3500 kum tin dah leh hmeichhe naupang class 1 atanga class 12 an nih thlengin thla tina stipend Rs 200 an lak theihna tur ruahman.
- Sikul uniform leina tur atana tanpuina naupang pakhat zelah Rs 600 kum tin pek.
- Naupang pakhat tan textbook leina tur Rs 250/ 400 zel kum tina pek
- Kasturba Balika Vidyalayas (KGBVs) te chu class 8 zirlai naupangte atanga tan ni tawh lovin class 6-12 a tih changtlun
- Teacher Education Institution te, SCERT leh DIET te thum chaka tihchangtlun.
- Digital technology hman tangkai a, smart classroom, digital board leh DTH channel te hman.
- Union Territory leh State hrang hrang ten RTE Act an hman tangkai theih nana puih, reimbursement section 12 (1) (C) telin.
- Zirlai, sikul panna harsa te tana residential sikul leh hostel din.
- Zirna huapzo a awm theih nan Educationally Backward Block (EBBs). LWEs, Special Focus Districts (SFDs), Border areas leh 117 distirts NITI Ayog in a thlanchhuah tawh te tihhmasawn.

I ngaihtuah ho ang u

Engtin nge Samagra Shiksha kan lo hriat chian theih ang.

He scheme-in a tum ber chu School Education lamah zirna tha ber (quality education) thlentir tih a ni a, chumi tur chuan T pahnih- Teacher leh Technology hi an pawimawh em em a ni. Hemi tihlawhtlinna hmanraw pawimawh em em mai chu naupang ten an zirlaiten an zir chhuah ngei tur bithliah a, chu chu thiamtir zel hi a lo ni ta a n. Chumi hmalakna tur chuan State tin leh UT te he scheme hian zalenna thui tak an mamawh



azira hma an lak theihna turin scheme hnuaiah ruahmanna leh pawimawh zual an tih hmasak theihna turin a ni.

School Education hi hemi scheme vang hian naupangte level tinah hma an lo sawn zel ang a, naupang zawng zawngte a bo a bang awm lovin sikulah an lut vek tawh dawn a ni. Samgra hnuaiah hian Teacher Education rin luh a lo nih chuan a hrana kal tawh lovin, thawh hona tha tak hnuaiah tatu nihna nen naupang zirna leh zirtirtute mamawh an hre chiang tawh ang; chungte chu- unified training calendar, innovations in pedagogy, mentoring and monitoring etc. He scheme pakhat hian SCERT te chu zirtirtute training programme zawng zawngah nodal agency an ni tawh dawn a, chu chuan an mamawh, tum leh thlen chin turah nasa takin focus a pe ang. Technology thiamna hmgang tangkaiin sikul naupang zawng zawng tan zirna tha tak a lo awm tawh dawn a ni.

A scheme kalpui dan tur

Samagra Scheme hi Centrally Sponsored Scheme niin State / UT tina State Implementation Society (SIS) te hi a buaipuitu turte an ni ang. National level-ah chuan, Governing Council, Minister of Human Resource Development enkawlna hnuaiah a awm ang a, Project Approval Board (PAB) chu Secretary, Department of School Education and Literacy enkawlna hnuaiah a awm bawk ang a. Governing Council chu overall framework an kalpuinaah tihchak leh thuam a ni ang a, he Department hi Technical Support Group (TSG) Educational Consultant of India Limited (Ed. CIL) ten a technical lama tanpuia an ngaihna lai apiangah an pui ang.

A hmasaa scheme lo kalpui thinte SSA, RMSA leh Teacher Education, North Eastern States 8 a he scheme kalpuina tur sum leh pai sharing pattern chu 90:10 (central tum tur 90% leh Sstate tum tur 10 %) a ni a, chung state-te chu Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim leh Tripura leh three Himalayan States- Jammu and Kashmir, Himachal Pradesh leh Uttarakhand te an ni. A dang zawng state leh UT te sharing pattern chu 60:40. UT la legislature ve lo te chu 100% support pek an ni ang. He ruahmanna hi he sub-group of Chief Ministers on Rationalisation of Centrally Sponsored Schemes in October, 2015 a siam a ni.

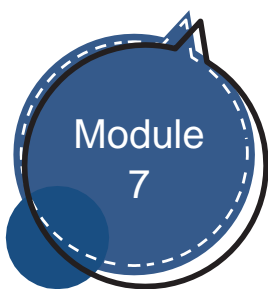
Components of the Scheme

Pre-school Education

Samagra Shiksha framework hian Pre School Eduaction pawimawhna hi a hre chiang hle a, School education tana foundation pawimawh tak a niin naupangte zirna leh than len chhoh nan ko ri a tu em em a ni. Tichuan pre school education quality tak, naupangte pek hi Samagra Shiksha Scheme hian a ngai pawimawh em em a, pre school programme awm sa Padhe Bharat Badhe Bharat pawl hniam class 1 to 3 te tan early language, literacy leh early numeracy tih changtlun nana buatsaih tum a ni.

Engvangin nge pre school education hi zirna siamthatna atan a pawimawh em em? Hemi tih hlawhtling nana harsatna awm thei te i lo sawi ho dawn teh ang u?

Samagra Shiksha chuan State sawrkarte Pre School Education lama hma an lo laknaah nasa takin a pui ang a, Ministry / Department of Women and Child Develoment-te nen an thawk ho ang. He pre school programme hi kum 2 tana siam a ni ang a, naupang age group 4-6 te tan a ni ang. UDISE 2016-17 record-a a lan danin, ram puma primary sikul 12.36 lakhs-ah hian pre primary sikul hi 2.94 lakhs a awm a, 24% in pre primary section an nei tihna a ni a. 1.36 crore naupangte chu pre primry sikulah an hming an ziaak lut a, 0.36 crore te chu sawrkar sikula inziaak lut



Module 7

te an ni a, eng primary sikulah pawh naupangten an hming an ziah luh chuan, sawrkarin sheme-a awm angin tanpuina a pe dawn a ni.

He scheme kaihhraina angin hmanrua tha leh him, zun ram thiarna tha leh tui in tur thianghlim, curriculum tha, assessment leh zirna hmanrua tha, zirtirtute tana professional development tha leh khawtlang tel vena sikul tha din a tum dawn a. Samagra Shiksha scheme hnuiah hian Ministry of Women and Child Development te nena tha taka thawh ho tum niin, sikul tihmasawn nan Rs 3 lakh state tin leh UT tin a pre primary sikul zawng zawng hnenah pek an ni ang.

Inculcating Reading Habits among Students

Library Grant under Samagra Shiksha (Padhe Bharat Badhe Bharat)

Sikul naupangten lehkha chhiar an lo uar deuh deuh nan, he scheme hnuaih hian sikul library te tih chantlun tum niin lehkha bu leina tur book grant te pek tum a ni, naupangten lehkha bu an chhiar tam hian an zirnaah hma an sawn tih National Achievement Survey 2017 atang hmuh chhuah a lo ni tawh a ni. Hetiang a nih avang hian a vawi khat nan kum tin a hnuai mi ang hian library grant Rs 5000 atanga Rs 20,000 primary sikul atanga senior secondary sikul zawng zawngah pek tum a ni.

- 1 Rs 5000/- thleng primary sikul leh Rs 10,000/- thleng upper primary (middle sikul) tan pek.
- 2 Rs 13,000/- thleng composite elementary school tan (Classes 1 – VIII)
- 3 Rs 10,000/- thleng secondary school tan (Class 9 leh 10)
- 4 Rs 15,000/- thleng classes 6-12 tan
- 5 Rs 15,000/- thleng composite secondary school tan (Classes 1- 10)
- 6 Rs 15,000/- Composite senior secondary tan (Classes 9-12)
- 7 Rs 10,000/- Senior secondary school tan chauh (Class 11 leh 12)
- 8 Rs 20,000/- Composite senior secondary school (Classes 1 – 12)
- 9 He tanpuina te hi kumtin atan ruahhman a ni

I lo ti ve teh ang

Naupangte chu heng zawhna te hi zawt rawh

- Kum 5 chhunga a lehkhabu chhiar han ziak chhuak teh?
 - Eng lehkha bute nge chhiar nuam an tih te han ziah chhuah tir teh?
- Chung an thil ziah chhuah te chu bangah han tartir la, naupangte chu han en kualtir la, an lehkhabu duh zawng te chu an school library-ah dah turin han thlang chhuak se.

School library changtlung tak neih a pawimawh a, journal, magazine leh lehkhabu thar hrang hrang neih tur, naupangten an tet lai atanga lehkhabu chhiar tam tih dan thana an neih chuan an zirnaah nasa takin a pui ngei ang.

Sports Grant under Samagra Shiksha (Khele India Khile India)

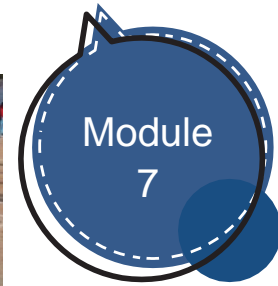
Infiamna hi zir lai naupangte tan thil pawimawh em em a ni a, an zir lai an thiam theihna turin nasa takin a pui a, an thanna hrang hrang- physical, affective, social leh cognitive lam thannaah nasa takin a pui a ni.

Sports hian naupangteah tangkaina tam tak a nei a, an mizia siam that nan te, khawtlanga nun dan mawi neih nan te, anmahniah inrin tawkna te a pe a, rilru leh taksa a tha zawng a than chhohnaah nasa takin a pui a ni.

Infiamna hun an hman hian naupang dangte nen inhmuhna hun tha leh inkawmna hun te a siam sak a, hetah

hian communication skill an zir a, mi dang ngaih pawimawhna leh zahna te an lo zir thin a, midangte nena thawh hona tha te an neih pah thei bawh.

Hetiang lam hi naupangte tana a tangkaizia hre reingin he scheme hian a vawikhatna atan infiamna hmanraw lei nan sawrkar school tin tan Rs 5000/- hei hi primary school tan, Rs 10,000/- middle school tan leh Rs 25,000/- thleng secondary leh higher secondary ten an dawn theihna tur a siam a ni.



Composite School Grant

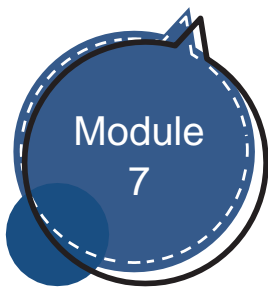
The Scheme has annual recurring school grant sawrkar school zawng zawng ten an school bungrua chhe tawh leh hman tlak tawh lote thlak nan a siam mai bakah bungrua hman zawh tawh lei leh nan te, entirnan infiamna hmanrua, laboratory hmanrua, electric bill, internet bill, tui bill, teaching aids leina turte a siam a. He annual composite grant zat hi a in ang lova, Rs 25,000 – Rs 1,00,000 naupang tam dan azira kum tin pek tura ruahhmanna siam a ni.

Number of students in school	School Grant
□ 100	Rs. 25,000/- (including at least Rs. 2,500 for <i>Swachhta</i> action plan)
ē 100 to □ 250	Rs. 50,000/- (including at least Rs. 5,000 for <i>Swachhta</i> action plan)
ē 250 to □ 1000	Rs. 75,000/- (including at least Rs. 7,500 for <i>Swachhta</i> action plan)
ē 1000	Rs. 1,00,000/- (including at least Rs. 10,000 for <i>Swachhta</i> action plan)

Promoting Inclusive Education

Inclusive Education for Children With Special Needs (CWSN) hi SSA- RTE leh RMSA hnuai intervention pawimawh em em a ni a, kum 2018-19 tang hian, Samagra Shiksha scheme hnuai zirtirna siam that nan zirlaite zawng zawng, vohbik naupangte tel vekin huapzo zirtirna pek vek tum niin, chung vohbik naupangte zawn chhuahna te, an harsatna chi hrang hrang zawn chhuahsak, an zirlai mamawh tur zawng zawng leh tanpuina awm thei zawng zawng ngaihtuhsak hi a tum a ni a, anmahni enkawltu tur zirtirtu bik rawih leh an intahhriam nana training programme siamsak, vohbik hmeiche naupang tana stipend pek te a ni a. Tin, Right to Free and Compulsory Education (RTE) Act, 2009-ah pawh kum 6-14 inkar vohbik naupangte hian hmun pawimawh tak an lo luah a ni.





Tunah chuan, Samagra Shiksha scheme hnuaiah heng vohbik hmeichhe naupangte pawl 1 to 12 te chu tanpuina Rs. 200 thla tin pek theihna turin ruahman a ni a, a hma chuan pawl 9 atanga pawl 12 tan chauh ruahmanna siam a ni a. Heng naupangte kum khata tan hian naupang pakhat ah Rs 3000 ni thin kha Rs 3500-ah tihpun a ni a, Resource Person te hlawh tur pawh a hrana siamsak a ni.

Kasturba Gandhi Balika Vidyalaya (KGBV)

Naupangte dinhmun hniam chawisan leh mipa leh hmeichhia thliarna tihbo hi he scheme thil tum pawimawh tak a ni a. Hmeichhia te pawn inthliar hranna awm lova zirna tha an dawn vek theihna turin ruahmanna hi siam niin, tun hma chuan upper primary levelah chauh a awm thin a, tunah chuan hemi scheme hnuaiah hian zirlai hmeichhe naupang harsa ten pawl 12 thleng residential/hostel facility neiin a thlawn vekin an zir ve thei tawh dawn a ni.

Zirlai hmeichhe naupang harsa, kum 10-18 inkar zawng zawng ten zirna tha leh tluan tling pawl 6 atanga pawl 12 thleng an nei thei ang a, heng hian ST, SC, OBC leh Minority-ho leh BPL naupangte pawh a huam tel ang.

Samagra Shiksha Scheme hian KGBV a hmaa mi a tichangtlung ang a, Upper primary level thleng chauh huam thin kha class 12 thlengin a huamtir tawh dawn a, hmeichhe naupang pawl 6 atanga pawl 12 inkar, block rethei leh hnuaihning residential sikul awm lohnaah he scheme hi awmtir vek a tum dawn a ni.

Samagra Shiksha scheme hian recurring grant KGBV din leh thuam that nan kum tin ahnuia mi ang hian a pe thin dawn a –

- 1 Kum tin Pawl 6 - pawl 8 inkar tan Rs 60 lakh thleng
- 2 Kum tin Pawl 6 – pawl 10 inkar tan Rs 80 lakh thleng
- 3 Kum tin pawl 6 – pawl 12 inkar tan Rs 1 crore thleng
- 4 Hmeichhe hostel pakhat chiah awmna khua, pawl 9 atanga pawl 12 tan Rs 25 lakh thleng.

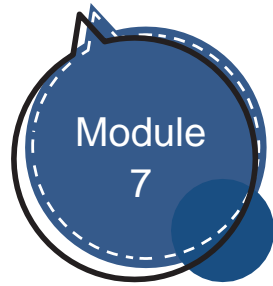
Tun dinhmunah chuan KGBV 5970 sanctioned tawh niin chung zingah chuan 4841 an function mek a, hetah hian hmeichhe naupang 5.91 lakh-ten lehkha an zir mek a, kum 2018-19 chhung khan KGBV thar 35 din leh niin KGBV 1232 te chu pawl 8 – pawl 10/12 zirlaite tan thuam thar leh tih changtlun an ni leh tawh bawka a ni.

Self Defense Training (RAKSHA)

Hmeichhe awm nem zawkte chunga hleilenna hi hmeichhe tleirawl te than chhohna leh an zirlai tibahlahtu a ni fo va, ‘Crime in India Report’ tih National Crime Records Bureau (NCRB) chuan hetiang ang crime hi nasa taka tun hnaiah a pun thu sawi a ni. Hetiang a lo nih tak avangin hmeichhe naupangte an lo him zawk nan anmahni an inven theih nan hetiang lama training buatsaih thin tur a ni, hetiang training pek an nih chuan hmeichhe naupang awm nem zawkte chu an taksa, rilru leh finna a lo chak sawt ang a, an tul hunah mahni an lo inveng him thei thin dawn tawh ang a, sikul a laklawh laia chawhlsan/ bansan a tlem sawt tawh ngei ang.

Hetiang mahni invenhim dan an zir hian martial arts lam te pawh zir telin, an hmanraw kawl ang ang, entirnan key chain, dupatta, shawl, muffler, bag, pen pencil te leh lehkhahu thlengin mahni invenhim nana hmanrua hman thiam dan te an zir dawn a ni.

Samagra Shiksha hnuaiah hetiang lam zirna/training hi thla 3 chhung pek an ni ang a, chumi senso tur chu thla tin Rs. 3000 thla thum chhung atan pek an ni ang a, he training hi sawi tawh angin hmeichhe zirlai pawl 6 – pawl 12 tan a tih a ni a, KGBV kal te tan pawh buatsaih a ni ang. Hetiang lama hma la thintu sawrkat department dang Ministry of Women and Child Development, Police Department, Home Guards, NCC leh state sawrkar hnuaiah scheme awm thei ang angte nen pawh thawh hona siam thin tur a ni.



School Safety

Sikul naupangte hian dikna leh zalenna nena nun hi an chanvo dik tak a ni a, school safety leh security hi an zirna in chhung chauh huap lovin an zirna pawn lama an himna zawng zawng a huap tel vek a, heng corporal punishment, bullying, kut inthlakna, zahmawh rawng kaia in tihnawmna, rilru natna insiamsak leh thihna hial thlen theihna atanga naupangte an him theih nan nasa taka hma lak a ni ang. Tun hnai hian sikul chhungah ngei thihna, pawngsualna leh intihnatna a thleng fo tih report a awm tam ta hle a, hei hi a chhan chu naupangte hian internet leh video, tharum thawhna lam, hmeichhiat mipatna lam hawi leh ruih theih thil lam hawi an en nasa a, tin, ruihtheih thil lam damdawi, zu leh meizial hmuh tur a tam em em bawk a, hei mai bakah zirlai naupangteah an zirlaiah inelna a nasa a, an exam-in nasa takin lehkhha an zir a, chumi chuan rilru hahna a siam a, rilru natna /hrisel lo an lo neih phah fo thin, hetiang hmachhawn tur leh titawp tur hian sikul hotute leh zirtirtute khawtlang leh nu leh pa ten kaihhraina an siam ang a, sikul him leh nuam an siam dawn a ni.

Jaago Badlo Bolo

Telengana a, State Education Department chuan kum tluanin ‘Jaago Badlo Bolo’ campaign, naupangte zahmawh rawngkaia tih bawrbanna dona lamah State Police Department-te nen thawk hovin, POCSO Act hnuaiah hma an la a, hemi hnuaiah hiam school heads te leh zirtirtu ten training an nei thin a.

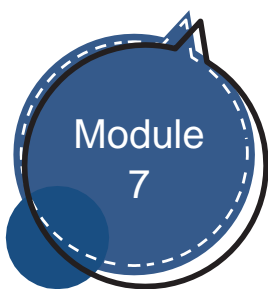
Duhthusamah chuan sikul pakhat hian counsellor pakhat zel awm thei se tih a ni a, nimahsela trained counsellor an tam loh avangin pek vek theih a ni lo va, amaherawhchu zirtirtute hetiang lam hawiah hian zirtirna pek thin an ni ang a, school counsellor anga hnathawk tura ngaih an ni. Naupang harsatna tawkte hmuchhuah hma dan leh a enkawl dan tur counselling skills te, POCSO Act chungchang leh School Safety guidelines chungchang zirtir an ni ang. Hetiang lamah thahnem ngai taka hma an lak theihnan sikul tina pawl 1–12 naupang zirtirtu tinte hnenah Rs 1000/- pek an ni ang a, sikul tinah board an tar chhuak ang a, chu tah chuan school safety chungchang ziahna leh helpline no. leh rikrum thila biak tur no. leh biak tur hmingte ziah lan an ni ang a, chumi atana sikulin a hman tur Rs. 500/- ruahhman a ni bawk ang.

Rangotsav

Rangotsav I hi Ministry of Human Resource Development (MHRD) hnuaia hmalakna niin, zirlai naupangte hnena hnam hrang hrang inpumkhatna an tuh theih nana hma lakna a ni a. India ram puma hnam hrang hrang ten an hnam ziarang leh nun dan an inhriat tawn theih nana programme buatsaih thin tur a ni a. Rangotsav cultural chawlhkar hi ni 7th atanga ni 21st December 2018 khan hman niin, hemi chawlhkar hman a nihna chhan chu zirtirtute leh naupangte leh stakeholders zawng zawng ten inthliar hranna awm lova inpumkhatna nen thawh hona a awm theihna tura buatsaih a ni.

Rangotsav thil tumte chu –

- Art and culture programme hrang hrang hmanga school environment leh classroom boruak nung tha leh telve chakawma siam, zirlai naupangte mai bakah zirtirtute leh thawktu dangte an thiam thil leh tuina haichhuahsak.
- Ram hrang hrangte hnam zia leh chin dan inzahsakna nia hman leh tar chhuahsakna neih, tawng hrang hrang, ei in, culture, geography leh customs inzahsak.
- Ek Bharat Shreshtha Bharat/ Hnam inpumkhatna tihlawhtlin nana programme siam.



- Ni tin zirlai ten an sikulah hun nuam tak an hman theihna turin integrating arts kalpui.
- He hun hman thin hian ram pumah naupangte leh zirtirtu tan artistic talent search hlawhtling takin neih thin a ni ang a, rah tha a chhuah ngei ang.
- Kan sawi tak programme hrang hrang bakah hian National Children Assembly and Integration Camp, National level folk dance, national level role play, Kala Utsav, Sangeet Kala Sangam leh Inter Band Competition te hi regional, state, zonal leh national leve- ah te neih thin tur a ni.

School based Assessment (Annual Achievement Survey)

Zirlaite thiam chhuah tur (Learning Outcomes) tha taka teh chhuah a nih theihna turin department-in National Achievement Survey (NAS) hun bi neiin a buatsaih a, he NAS 2017-18 result chu public domain-ah tar chuah a ni tawh nghe nghe.

Kum 2017 khan zirlai naupang 2.2 million-te hnenah NAS survey result atangin, NCERT hmalakna angin elementary sikul naupangte thiamna tha taka teh chhuah a nih theihna turin School Based Assessment (SBA) 2019 neih tum a ni a.

Qualitative leh Quantitative evaluation hmang hian zirlai naupangte hmasawna tha taka teh chhuah a ni ang.

Constitution of Youth Club and Eco Club

Youth club sikula din hi sikul naupangte life skills, self esteem leh confidence neihtir nan leh chin dan tha lo hrang hrangte neih loh nan hmanraw tangkai tak a ni.

He Eco club hi zirlai naupangten an zirlai syllabus leh curriculum mai baka mi puitling leh khawtlanga mi hman tlak, khua leh tui tha an nih theih nan a tangkai em em a.

Hetiang a nih avang hian, sikul zawng zawngah Youth and Eco club hi din vek tur a ni ang a, debate te, music te, arts te, sports te, reading leh physical activities te hi sikul ban leh sikul chawlh hun lai tea neih thin tur a ni a.

Youth leh Eco club kalpui nan hian kum tin Rs 15,000/- elementary sikul tin tan leh Rs 25,000/- secondary sikulah pek theih tura ruahmanna siam a ni.

Transport and Escort Facility

Children with Special Needs (CWSN) hnuaiia Vohbik naupangte tan transport leh escort facility hi siam a ni a, hetiang zirlai naupangte sikul awmna hmun atanga hmun hla leh kar kik tak taka awm, khawsak harsa te tana buatsaih a ni.

Free Uniforms and Textbooks

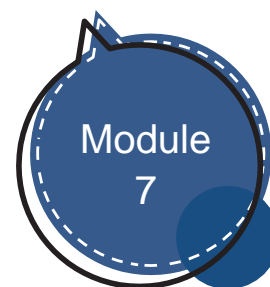
Samagra Shiksha scheme hnuaiia hmeichhe sikul naupangte leh SC/ST/BPL sikul naupangten school uniform set 2 lei nan pawl 8 an nih thlengin tanpuina Rs. 400 – Rs. 600 zel kum tin an dawng thei ang. Hemi ruahmanna avang hian naupangte chuan an sikul chu neitu nihna leh tatu nihna an neih phah ngei ang.

Naupang ten text book an neih chuan zirna tha an nei ang. Textbook an neih theihna turin Rs. 150 - Rs. 250 primary zirlai naupangte tan leh Rs. 250 – Rs. 400 middle sikul naupangte tan kum tin dawn theihna ruahmanna siam a ni a.

Strengthening of CRCs – Mobility support to CRSs

Cluster Resource Centers (CRCs) hi sikul leh zirtirtute tan hmun pawimawh tak a ni. Zirtute training, weekly meeting nan leh mamawh puhrukna hmun a ni, academic issues leh zirtir dan thar sawi hona leh zirna hmun a ni. Sikul infrastructure leh facility tha neih a pawimawh ang bawkin zirtitute professional development hi a pawimawh em em a ni.

Cluster resource Coordinator chuan sikul chu a tlawh fo tur a ni a, zirtirtute mamawh leh tlakchamte a hre tur a ni a, thla hnih danah vawi khat tal a tlawh thin ang a; report a theh lut thin tur a ni.



Reporting by the BRCs

Zirna tithuanthu thei hrang hrang lak atanga kan lo fihlim theih nan Block Resource Centers-te hi an pawimawh em em a.

Block Resource persons te chu tha taka training nei tur an ni a, chu an training chu hman tangkai ngei tur a ni ang. Integrated Teacher Training Programme buatsaih turah hian target group hrang hrangte – zirtirtu te, principal te, block leh cluster resource person-te an tel vek tur a ni ang. Block resource person-te hian regular takin sikul mamawh leh harsatna zawn hre turin an tlawh thin tur a ni a, heta an thil hmuh chuahte chu mobile app hmangin an report thin tur a ni a, chuta report zawng zawngte chu central server-a kal khawmin software chang lung tak hmang a enzui reng a ni ang.

School Management Committee (SMC) Training

Cluster Resource Coordinator-te hian School Management Committee member-te hi training an pe tur a ni. Quarter tinin vawi 4 meeting nei ho tura ngaih an ni, an rorel leh thu chhuakte chu mobile app hmanga report pek tur a ni ang.

He ruahmanna kalpui nana hman tur Rs. 3000/- sawrkar sikul tin elementary leh secondary level tan kum tina pek tura ruahman a ni.

Display of logo of Samagra Shiksha

Logo, Samagra shiksha scheme-in a thil tum leh din chhan hriat theihna siam tur siama tar chhuah tur a ni ang. Hei hian sikul, zirlai leh khawtlang ten thawh hona tha an nei tih a tilang ang. Tun hma lam pawn SSA logo te chu sikul bangah te ziah chhuah a, tarlan a lo ni tawh thin a, hei hian rah tha taka lo chhuah tawh thin a ni.

Sikul tin ten Samagra shiksha logo leh a thil tumte an tar chhuak tur a ni a, hemi logo hi MHRD in ala rawn share ang.

Credible Data, Accountability and Awards

UDISE+

The Udise District Informaton on School Educationn (UDISE) hian ram chhunga school zawng zawng data hi a la khawm thin a. Kum 2018-19 atang hian UDISE chu tih changtlun leh thuam that niin UDISE+ tih a lo ni ta a. Online-a data lakkhawm tur a ni ang a, hetiang hian features thar a nei ang –

- 1 Dashboard chu data analytics leh data visualisation turin siam a ni ang, kum tluanin a trend hriat theih a ni ang a, monitor leh track reng theih a ni ang.
- 2 A system chu GIS mapping nen thlunzawm a ni ang a, school report hrang hrang a hriat theih nghal ang.
- 3 A quality maintain nan, module hran, third party verification-na atan siam a ni ang a, mobile app pawh siam a ni bawh ang.

He data lakkhawm hian hi January 2019-ah bul tan a ni ang.

Module 7



Performance Grading Index (PGI)

PGI hi State leh UT tinte school education lama an hnathawh leh dinhmun tehna fung tur chi 70 siam a ni.

- 1 He index hi hian State leh U- te tehfung siamin a teh thin dawn a, grade thuhmunah pawh an awm thei vek dawn avangin state 36 leh UT-te pawh dinhmun inang leh dinhmun sang berah an awm thei dawn a, He PGI hi hmanraw tha leh changkang tak, zirtirtute online-a lak theihna te, transfer te leh zirtirtute leh zirlaite electronic attendance an tih theihna tur te a awm dawn a ni.
- 2 Kan sawi tawh ang khan he PGI hian tehfung 70 a nei a, chu chu category pahnih – outcomes leh governance processes-ah then leh niin, category hmasa zawk hi domain 4-ah then leh a ni a, chungte chu– learning outcomes, access outcomes, infrastructure and facilities leh equity income te an ni a. A category pahnihna zawk Governance process hian attendance, teacher adequacy, administrative adequacy, training, accountability leh transparency-te a huam ang.
- 3 He PGI hian a pum puiin 10000 points a pu ang a, indicator mal te te hian point 20 emaw, 10 emaw a pu ang.

Shagun Portal

18th January 2017 khan, Minister zahawmtak, Human Resource Development Department changtu in he Shagun portal – www.seshagun.nic.in hi a lo hawng tawh a, he portal hian module 2 neiin, chungte chu – (1) Repository of innovation leh (2) online monitoring te an ni.

Digital Repository

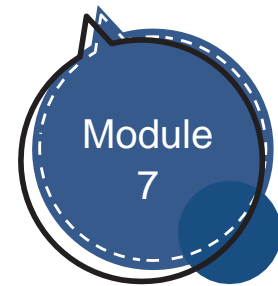
He digital repository hman hian school education dinhmun hi a tha zawnga sawi danglam tum a ni a, hemi hman hian innovation leh model hrang hrang hlawhtling taka lo siam tawhte chu pochhuah a ni ang.

He chin dan thar hian zirtirna tha tak a neih ngei rin a ni a, chu chuan education-ah nghawng tha tak a nei ang a, he innovative practice-te hi a bo mai loh nan, case study hmangin emaw, video testimonial leh image (thlalak) emaw hmanga record leh document thlap a ni ang.

He digital platform hi mipuite ta leh an hman tangkai tur a ni a, chu mai bakah media tan te, a stakeholder leh zirna lama tuimi zawng zawng ten an hman tangkai tur, innovative ides leh success story-te he portal-ah hian dah vek a ni ang a, chu chu state sorkar zawng zawng hnuuia elementary school zawng zawng te, an zirtirtute leh zirlai naupang ten an hman tangkai ang a, an school tih changkan nana an chin dan thar hrang hrangte chu he

mi repository-ah hian dahkhawm zel niin an hmang tangkai nghal zel bawk dawn a ni. Tunah chuan he Shagun Repository-ah hian best practices video 296 a awm tawh a, case study 269, testimonials 151 leh thlalak 4586 lai dah a ni tawh.

Kum 2018-19 chhung khan he repository hi tihlen niin, NCERT, NIEPA, CBSE, NCTE, NIOS, KVS, NVS leh National Bal Bhawan (NBB) hnuai a schemes leh hmalakna activity hrang hrangte telh a lo ni ta bawk a ni.



Monitoring

He Shagun hnuai a online monitoring module hian state tinte hnathawh leh hmasawna key educational indicators hmang hian a teh chhuak reng thei ang a, he tehna hmang hian fund an dawn te tha taka hman a ni em tih te an enzui thei reng ang a, an performance te, online planning leh goal setting, physical target leh outcome monitoring te a huam vek a ni.

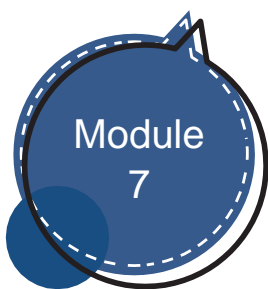
He portal hian data analytics leh graphics hmangin state leh UT-te school education lama an dinhmun awlsam takin a hriat theih dawn a, zirlai naupang sikul kal chhunzawm ta lote eng zat nge awm tih te, sorkar leh private sikula naupangte enrolment zat leh a tlakhniam leh pun dan te, learning outcomes a that chhoh zel nan pawisa an hman zat te leh zirtirtu hlawh zat a hriat theih vek dawn a ni.



Shagunotsav

A bul tan nan, August–September 2019 chhung hian ram chhunga sorkar sikul zawng zawngte tlawhchhuah leh endik vek an ni ang a. Hei hi Census based audit tih niin September 2019 chhunga state leh UT zawng zawnga nuai 11.85 sorkar sikul leh aided sikulte tlawh chuah vek tur a ni ang a, tin, primary sikul hlang nuai 7 te pawh a huam ang. An sikul theuh dinhmun (quality leh infrastructure) hre chiang turin an data te chu UDISE, SHAGUN, Project monitoring System (PMS) leh Performance Grading Index (PGI) hmanga lakkhawm a ni ang. Nimahsela field visit hi chu hetah hian tarlan ve theih a ni dawn lo a ni. Central Prabhari Officer hnen atanga hriat a nih angin district thang duang tak atanga sikul tam tak chu tlawh chhuah ni lovin thenkhatte chu an tlawh khat em em thung a, hetiang a nih thin vang hian he school based census, sikul tinte dinhmun hriat chian– an infrastructure facility neih dan, zirtirtu, zirlai, school management leh community te nen an thawhhona that leh that loh chungchang te hriat hi ngaih pawimawh a lo ni ta em em a ni.

School based census neihna tura tehfung siam te hi UDISE+, PGI, leh Shagun hmanga enzui reng an ni ang. Amaherawhchu Learning outcome assessment chu a hranin, NAS/ School Based Assessment neih a nih leh hunah tih a ni ang. Hemi feedback hi sikul dinhmun dik tak, an tlakchham leh an mamawh hriat nan a tangkai dawn em em a ni. He programme kaihraina tur hi April ni 25, 2019 khan tihchhuah a lo ni tawh nghe nghe a ni.



Recognizing Good Performances

National Awards to Teachers

Hetiang Award hi kum 1958 atang khan buatsaih a lo ni tawh thin a, kum 1960 atang khan September ni 5, Dr Sarvapalli Radhakrishnan, India ram President thin birthday denchhenin he award hi sem chhuahna hun bik hman a lo ni tan ta a, tunah chuan zirtirtu 378 hnenah he award hi sem chhuah a lo ni tawhin, tun dinhmunah chuan he award hian a hlutna hi a hloh then tawh deuh anga ngaih leh hriat a lo ni ta deuh a.

He award guideline hi kum 2018 khan ennawn niin, a dawn theih dan tur pattern pawh thlak leh tihdanglam a lo ni ta a, a scheme thar hi transparent leh fair taka siam danglam a lo ni ta a ni.

A scheme thar nihphungte chu –

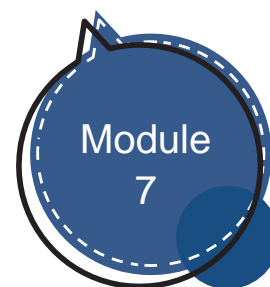
- 1 Zirtirtute chu online-a anmahni an in-nominate theihna turin www.mhrd.gov.in-ah portal hawn a ni a, he web portal hi Administrative Staff College Of India (ASCI) te siam niin, a software zawng zawng hi changtlung taka bahlahna awm miah lova function tura duan a ni.
- 2 Zirtirtu 6000 zet maite hnen atangin application hmuh niin, hei hian he hmalakna hi a hlawhtling tih a tilang chiang hle awm e.
- 3 Hemi atan hian zirtirtu thawk nghet zawng zawngte chuan an hming an theh lut thei vek a, kum rei lo te thawk zirtirtu tha leh taima tak tak te pawn an dil ve thei a ni.
- 4 A hlutna tihhnam loh nan award dawng thei zat pawh 45-ah tihlem a ni.
- 5 He award hlutna tizualtu chu, khawi state, UT leh pawl dang reng reng in quota an neih lo hi a ni.
- 6 National level-a independent jury-in he award dawng turte chu a thlang chhuak dawn a, he jury te hian state leh UT hrang hranga zirtirtu thlanchhuah mi 152 te atangin uluk takin mi 45 award dawng turte chu a lo thlangchhuak leh thin dawn a ni.

India ram Prime Minister zahawm takin ni 4th September 2018 khan heng zirtirtu award dawng tura thlan chhuahte nen ama inah ngei anmahni lawmpuina leh titi hona a neihpuina, internet-ah heng an thil sawi ho te hi Prime Minister hian a tweet a ni.

Award dawngtute zinga mi, Mr Arvind Jajware, Jharkhand leh Mr Vikram Adsul Maharashtra mi te chuan hlim taka an naupangte lehkhah zirtir thin avangin an zirlai an chawlhsan tawh ngai lova, naupang sikul kal tura inziak lut an pun phah zawk a, he an thil tih avang hian he award hi an dawng ta a ni. Zirtirtu dang Mr Rakesh Patel Gujarat leh Mr Imran Khan, Rajasthan te chuan ICT hmang tangkaiin naupangte tan an zirlai nuam leh phur taka an zir theihna turin zirtir dan thar (activity based learning) an duan chhuah avangin he award hi an dawng a, Ms Shaila RN Karnataka chuan khawtlang leh nu leh pate nena thawh hona tha tak a siam avangin an sikula an mamawh leh hmanruate an neih phah theih avangin a dawng thung a, Ms Karma Chomu Bhutia, Sikkim chuan enrolment tha tak an neih theihna turin theihtawp chhuaha hma a lak thin avangin he award hi a dawng thung a ni.



India ram Vice President zahawm takin he award hlanna hi Vigyan Bhawan-ah September ni 5, 2018 khan a nei a, He award an hmuh dan film te en hona te a awm bawk a ni.



Awarding Cleanest Schools under Swachh Vidyalaya Puraskar

Swachh Vidyalaya Puraskar (SVP) hi kum 21016-17 khan Department of School Education and Literacy chuan district, state leh national level-ah hmalakna turin a din a, he scheme hi faina lama hmasawanna tha tak zirlai naupangte rilruah tuhna a awm theih nana hmalakna tha tak a ni. Naupangten faina leh thianghlimna an nunpui theih nana tih a ni. Anmahni duh thu ngeiin sikul te chuan hemi award/lawman hi an dawn theihna turin online in website-ah emaw, mobile App emaw hmangin an in-nominate thei a. Tin he scheme Swachh Vidyalaya Purakar hian sorkar sikul leh aided sikul mai bakah private sikul te pawh a huam vek a ni.

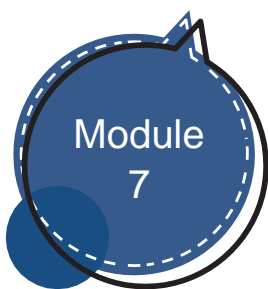
Swachh Vidyalaya Puraskar 2017-18

SVP 2017-18 hian ngaihhlut a hlawh em em a, ram pum atangin sikul 6,15,152 atangin application a dawng hial a, a kum hmasa aiin a letin diltu an lo tam ta hial a. State leh UT hrang hrang atanga dilna lo lut atang chuan 727 thlan chhuah niin chumi chu National level-ah screening lo nei lehin, a titha sikul 52 te chu thlan chhuah leh niin chung sikulte chu National Awards for SVP 2107-18 atan an thlang chhuak ta a ni. He state Puducherry, Tamil Nadu, Gujarat leh Andra Pradesh te hi a ti tha 4 zingah an tel a, districts ti tha 9 te chu hengte hi an ni a - Pondicherry, Srikakulam, Chandigarh, Hisar, Karaikal, Latur, Nellore, South Goa and Vadora niin certificate of recognition he function-ah hian an dawng bawk a ni.

Methodology for the awards

He award dawngtu tura thlan dan chu fel taka ruahmanna neiin, category hrang hrang 5-ah thenin chu mia mark hmu tam tam te chuan an dawng thin a, chungte chu – (1) Tui, (2) Toilet, (3) Sahbawna kut silna, (4) Operations and Maintenance, (5) Behaviour change and Capacity buiding).

National level-a an thlan chhuah sikulte chu lawmanah pawisa fai Rs. 50,000/- pek an ni a, chu an thilpek dawn chu an sikul enkawl faina leh hriselna leh a lo thianghlim zual zel nana an hman tur a ni ang. State fai ber leh Disrtet fai berte pawh chawimawi an ni thin ang,



BEST PRACTICES IN STATES AND UTS

‘Nali Kali’, Karnataka

Nali kali hi multi grade classroom-a zirlai naupangten ziaak leh chhiar leh an zirlaite nuam ti leh phur taka a tha thei ang bera an zir chhuah theih na a ruahmanna a ni a, Kum 2009-10 khan Karnataka state primary sikul kannada medium-ah pawl 1 leh pawl 2 tan an tih niin, zirlai naupangte chuan an zirlai chu zalen taka zirin anmahnni thiam theih zawng leh nuam tih zawnga zirin an thianteho nen zir hovin, interaction tha tak neiin lehkha an zir a, exam te an neih loh avangin hlauhthawna leh helhkam nei lovin, anmahni phak tawkin tuma nawrna awm lovin nuam ti takin an zir chhoh zel a, hetiang a zir chhoh zel chuan an zir chhuah chin tur kha nuam ti takin hneh deuhin an zirlai an lo thiam chiang zel a, an thiam chian tawh hunah next level-ah kaiin an zir tur indawt danin a group-a inthenin an zir zawm leh mai thin a. An zir dan tlangpui te chu hla sak ho, games, thawnthu sawi hmangin, educational toys leh teaching learning materials zirtirtute siam hmangin nuam ti takin an zir thin a. Nali Kali-in a tum ber chu zir tur tih tlem a, a tul leh pawimawh chauh thiam taka zir thiamtir a ni.

‘Ganitha Kalika Andolana’ (GKA), Karnataka

Karnataka hian he Ganitha Kalika Andolana (GKA) hi mathematics zirtirna hmanruaah hmangin, primary zirlai naupangten numeracy skills tha an neih theih nan leh classroom-ah mathematics zirtirna tha an lo neih theihna atana an state hmalakna a ni. Hetiang mathematics thiamnaah bultanna tha an siam chuan an nakin hun thlengin an tan mathematics zir a awlsam ang a, activity based creative approach an lo hman phah thei dawn a ni. He programme hi kalpui a nih dan chu Math teaching-learning materials (TLMs) te an sikulin a nei tam a, sorkar primary sikul zirtirtute chu TLM hman dan te leh mathematics awlsam leh nuam ti taka an naupangte zirlai an zirtir theih dan training te pein an thuam chak thin a. Zirlai naupangte learning outcomes chu Android- based application hmangin an tablet atangin an teh chhuak thin a. He chin dan thar an chin atang hian maths zirtirnaah nasa takin he state hian hma a sawn ta a ni.

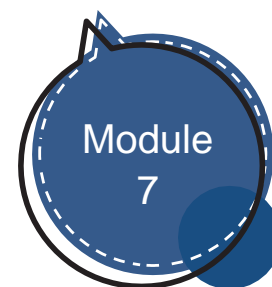
Activity Based Learning (ABL) Tamil Nadu

ABL hi classroom chhungah zirtirna siam that nana hma lakna/ruahmanna siam a ni a. He hmalaknain a tum chu zirlai naupangte an lehkha zir chhohnaah mahni kea an din theihna tur leh mal tlat ngamna nun an lo neih theih nana ruahmanna a ni a, a tum ber chu joyful learning leh zirtirtute tan intensive training programme buatsaih a ni, he ruahmanna hi NGO Rishi Valley Rural Education Centre model entawna duan chhuah a ni. He ABL class-ah hian zirtirtute chu facilitator anga awmin, a bultumtu ber anga awm lovin class, naupangte thiam theih dan leh anmahni zai ngaiin a kaihrui tur a ni. Naupangte chu an kum leh grade azir ni lovin an thiam rual dan level-in an thu mai thin,

He ABL classroom chhungah hian zirna hmanrua, cards etc tam tak a awm teuh a, chu chu naupangten an thiam theih dan tha ber atan an hmang tangkai thin a, Sikul naupangte chuan chung hmarua an duh zawng zawng te chu lain zir nan an hmang a, he an zalenna hi anmahnia thu tlukna tha an siam ngam theihna turin a pui hle thin bawk a, an class attendance te pawh zirtirtuin lam ngai lovin an mahniin an mark mai a, hei hian mahni inrintawkn nasa takin naupangte a neihtir ngei ang.

Sapno Ki Udaan Programme: an initiative to educate out of school children through mobile school (Uttarakhand)

Right to Education 2009 Act-in a sawi anga naupang zawng zawngte zirna tha an neih vek theihna tur hmanrua pakhat niin, he mobile school motor hi hman tangkai niin, khawlaia naupang awmte zawng chhuakin zirtirna motor chhungah hian an pe thin a, he motor chhungah hian zirna hmanrua tha tak tak te awmin, zirtirtu thiam takin a vil a, hemi scheme-in a tum chu naupangte sikula an lo luh theih nan leh an nu leh pa leh khawtlangten an fate sikul kaltir nachang an hriat theihna tur a ruahmanna a ni.



Multi Lingual Education (MLE) ODISHA

Multilingual education hi programme awmze nei tak niin, zirlai naupangten thiamna tha tak, appropriate cognitive leh reasoning skills an thiam theih nana anmahni tawng ngei, leh an state leh national-a an zir theihna tur a ni a. An mother tongue atanga zir tanin, second language-ah odia leh third language-ah english tawng. Odisha-ah hian primary sikul naupangte chu odia tawngin zirtir tan an ni vek a, tribal naupangte an nu leh pa te chu odia tawng thiam lote an nih avangin an mother tongue a ni silova, hetiang a nih avangin leh an textbooks te pawh chu odia tawnga ziah niin an classroom zirtirna pawh odia tawng hman a nih leh zel vang hian harsatna namen lo an lo tawk thin a, hei vang hian an zirlaiin a lo tuar ta thin a ni.

Mother tongue based Multilingual Education (MLE) programme-ah chuan classroom chu zirlai naupang te mother tongue-a zirtir tan phawt tur a ni a, a hnuah muang changin tawng dang zirtir chhunzawm tawh tur a ni ang, Hemi programme anga zirna kalpui a nih chuan zirlai naupangten anmahni pianpui tawng ngei, an tawng thiam hmasak ber hmanga zirlai an zir tan chuan an thiam hmian an hre thiam ngei ang a, chu chuan mahni inrintawkna leh lehkhah zir nuam tihna a neihtir ngei bawh ang, hei hian lehkhah zir nuam tihna anmahniah a tuh ang a, mi puitling leh khua leh tui tha an lo nih theih phah ngei ang.

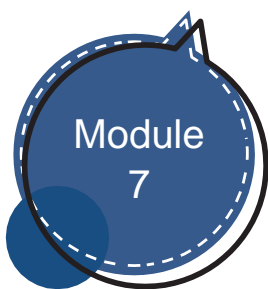
He MLE programme hi tribal tawng hmanna bik sikul 21-ah leh tribal district bik 17-ah hlawhtling taka kalpui mek a ni.

Pragna: An activity based learning model of Gujarat

Activity based joyful learning concept hi Gujarat state-ah hian an hmanna a lo rei tawh hle mai a, Pu Gijubhai Badheka (fam) khan a sikul Daxinamoorti School of Bhavnagar-ah a lo kalpui thin tawh vang a ni a, Primary sikul textbook te pawh hetiang lam pedagogy hawi hian buatsaih a lo ni tawh thin a. Nimahsela hetiang a lo nih mek lai hian Gunotsav 1 kum 2009-ah khan an zirlai naupang tam zawkte chu ziah leh chhiar leh chhiarkawp lamah te an hnufual tih hmuhchhuah a ni a, pawl 5 an nih hnu thleng pawn an zia awm lo va, he harsatna hi zir chiannna neih a lo ni ta, chuta an zir chhiannaa a lan dan chuan zirtirna dan thar (pedagogy) an mamwh tih an hre chhuak ta a ni. Tichuan State level pedagogy workshop buatsaih niin he workshop-ah hian pedagogy model hrang hrang zir ho niin, ABL methodology tih changtlunna hman leh an rawt ta a, Rishi valley model (MGML) chu hman a, siam that leh thawm that niin, ABL – Pragna (Pravrutti dwarna Gnan) methodology chu a lo piang ta a ni. State level core team din niin anni hian UNICEF nena thawk hovin a lo puitling ta a ni.

Details of the initiative

- A content chu activity tlem te tea then niin, chung activity theuh mil tur card dah vek a ni.
- A content chu a indawt danin kailawn anga siam niin, naupangte chuan an hmasawn dan azirin an lawn chho zel dawn a ni.



- Naupangte chu group hrang 4- ah then niin, naupang chuan a group awmna chu a thiam chhoh dan azirin a sawn thin dawn a ni.
- In biakna/Interaction 3 zel a awm ang, chungte chu – Zirtirtu leh naupang inkarah, naupang leh naupangah leh naupang leh hmanrua/material-ah.
- Learning cycle completion te chu a step zat leh naupangte thlen chin chu maintain-sak reng an ni.
- Naupang ten kailawna an thlen kai chin/an thiam chin hriat sak reng an ngaih avangin continous evaluation neihsak reng a ni.

Impact

Zirlai naupangte thiamna chu lo tha chho zelin hma an lo sawn zel a, zir chianna hrang hrang pathum neih atangin Pragna zirlai naupangte chu naupang dangte ai chuan lehkha an thiam ta zawk tih hmuhchhuah niin, zir chianna hmasa zawk chu Pratham in an conduct a, zirchiana pakhat leh titu chu UNICEF an ni thung a, research titu dang leh te chu Evaluation Department of Government of Gujarat an ni. Thil pakhat hlawk thlak ta em em mai chu Pragna classroom chu inclusive classroom niin, naupang chi hrang hrangte chu an zir ho theih nan hun remchang an pe a ni.

Naupangte chuan an zirna lamah thanna/ thiamna an neih mai bakah a hnuai mi ang hian hlawkna an neih phah a ni –

- He zirna dan thar hi private sikul te pawn tha an ti a, an entwain ve phah ta a ni,
- Innovative teaching leh interaction an tih thin avang hian tawng an lo thiam phah a, tawng ngaihtlak te, tawng chhuah dan te, creative thinking te an neih phah a, mahni inrintawkna an neih phah baw.
- Naupangte chu an tawn hriat atangin an inzir thei a, hei hian nuam ti takin huphurhna nei miah lovin an inzir phah thei a.
- Zirlai naupangte chuan project work an tih nan hmun hrang hrang tlawh kual theihna hun tha leh remchang an nei thin.
- Zirlai naupangte chuan anmahni in an zirlai pui thei tur thil siam chhuahna hun tha leh tar chhuahna hmun tha an nei baw.

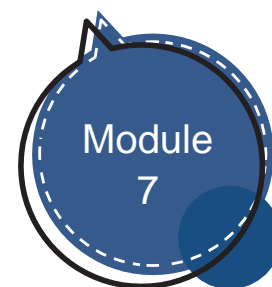
He programme hi kum 2010 khan sikul 265-ah bul tan niin, muang changin lo thang chho zelin kum 2017-18-ah chuan sikul 22000 zet-ah neih a lo ni ta a ni. Tlem tlema her danglam zelin, he Pragna programme hi India ram hmun hrang hrangah kalpui a lo ni ta zel a ni.

MID- DAY MEAL: NEW APPROACHES

Sikula enrolment, attendance leh retention a lo that chhoh zel nan leh chumi rual chuan zirlai naupangte chaw tha an ei a, an lo hrisel zel nan, he Centrally Sponsored Scheme hnuai 'National Programme of Nutritional Support to Primary Education (NP- NSPE) chu kum 1995 August ni 15 khan din a lo ni tawh a ni. He scheme hi kum 2008-09 khan upper primary sikulah chhunzawm leh niin hming thar an vuah in 'National Programme of Mid day Meal in Schools' tih alo ni ta, miim an hriat dan tlangpui chu Mid day meal scheme (MDMS) tih a lo ni ta baw a ni. He MDMS hian zirlai sikul naupang pawl 1 atanga pawl 8, sorkar sikul, aised sikul leh Special Training Centers (STCs) leh Madrasas leh Maqtab, Samagra Shiksha tanpuina hnuai mite a huap vek a ni.

Mid day Meal in a thil tum pakhat chu zirlai naupangte hrisel taka awm tir leh riltamna tihbo a ni a, MDM kaihuinain a sawi chu primary zirlai naupangte chu calorie 450 leh Upper primary naupangte chu 700 calorie tal nitin an taksaah an lalut tur a ni tiin a sawi.

Kum 2018-19 khan pawl 1 atanga pawl 8 zirlai, 9.17 crore te chuan he scheme hi an hmang tangkai a ni.



Setting up of School Nutrition Garden

School Nutrition Garden (SNG) hnuaiiah hian sikul compound-ah thlai leh thei leh herbs te an ching thin a, chu an thlai leh chawhmeh thar chhuahte chu mid day meal atan an hmang tangkai thei nghal a ni. He scheme-in a tum chu naupangten thlai thar tha an ei chuan chaw tha leh nutrients leh vitamin an lo ei ang a, an lo hrisel ang a, malnutrition an tibo dawn tihna a lo ni ang. Tin, sikul naupangte chuan thlai thar chhua dan leh huan siam dan pawh an lo thiam nghal thei dawn a ni, hetiang chuktuah huan siam tur hian hmun zau a ngai lova, mahni intodelh nan pawh a tha hrim hrim tih an lo hria ang, in chung-ah te leh an bul velah pot, bur, jars etc hmang te pawhin thlai an ching mai thei tih an lo hria ang.

School Nutrition Garden atanga an thar chhua thlai leh thei chi hrang hrang entirnan balhla, mai, etc te hi an sikul mid day meal-ah an hmang nghal thei ang a, State department dang Agriculture leh Horticulture te State Agriculture Universities nen pawh thawk hovin huan puitling pawh an siam ho thei dawn a lo ni.

Flexi Fund component hnuaiiah, Mid-Day Meal scheme atan hian Rs 5000/- sikul pakhat zel tan he nutrition garden-a mi tur thlai chi leh lei tha lei nan hian provision a awm a, District level committee, district magistrate chairman-na hnuaiiah sikul tinte mamawh dan zelin tanpuina pek theihna an nei ang. Ministry of Rural Development hnuaiia Mahatma Gandhi National Rural Employment Guarantee Scheme (MNREGS) te nen tang dunin sikul compound bang sak theihna ruahmanna pawh a awm bawk a ni. He School Nutrition Garden scheme hnuaiia an hma lakna hrang hrang thlakak te leh an hnathawh ziahna te chu MIS portal-ah quarter tinin upload thin tur a ni ang.

Tithi Bhojan

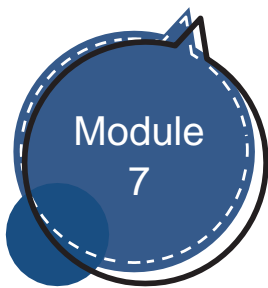
Tithi Bhojan State leh UT te hmalakna niin, a tum ber chu zirlai naupangte hrisel taka lehkha an zir theihna tur atana din a ni

He programme-ah hian khawtlangin sikulin eng emaw ni bik an hman hun entirnan festivals, anniveseries, inneih, birthday etc-ah chaw ei tur an rawn tum thin ang. Kan hriat tur chu Tithi Bhojan hi Mid Day Meal thlakna tur ni lovin, a puitu or ti changlungtu tur zawk a ni. Tithi Bhojan kaihhruiiana hi Ministry of Human Development (MHRD) in a ti chhuak a, Tithi Bhojan concept hi a hmang mektu State leh UT-te chu – Assam (Sampriti Bhojan), Andra Pradesh (Vindu Bhojanam), Dadra and Nagar Haveli (Tithi Bhojan), Daman and Diu (Tithi Bojhan), Gujarat (Tithi Bhojan), Haryana (Beti ka Janamdin), Karnataka (Shalegagi Naavu Neevu), Madya Pradesh, Maharastra (Sneh Bhojan) Chandigarh (Tithi Bhojan), Puducherry (Anna Dhanam), Punjab (Priti bhojan)Rajasthan Utsav Bhoj), Tamil Nadu (Nal Virundhu) and Uttarakhand (Vishesh Bhoj)

Convergence with Ministry of Health and Family Welfare

Mid day meal scheme hnuaiia health and nutrition component hnuaiiah hian Ministry of health and family welfare te nen hian a hnuaiia mi ang thawh hona a awm a.

- 1 Sikul naupang pawl 1-8, kum 6-14 inkarte chu health check up an neihpui thin tur a ni, he sheme hi Rashtriya Bal Swasthaya Karyakaram (RBSK) hnuaiia awm niin, State leh UT tinte chu he health check up hi nei thin tura hriattir an ni.
- 2 Ministry of Health and Family Welfare te nena thawh hona hnuaiiah heng micronutrients leh Iron and Folic acid tablet te hi Weekly Iron and Folic acid Supplementation Programmme hnuaiiah sikul naupangte chu pektir tur a ni.
- 3 Rulhlut damdawi i sikul naupangte a thlawnin National Deworming Day-ah pektir tur a ni.



Module

7

Cooking Competition

Mid day meal programme hnuaiah cooking competition siam hi tih tur thlan bik 2019–20 atan ruahmana siam thar a ni. He cooking competition buatsaih a nihna chhan chu chaw chumtu te, amah puitute tihphur nan te leh, thlai hrang hrang hmanga chawhmeh tui leh hrisel tak an lo siam thiam theih nana buatsaih a ni a, hemi hunah hian khawtlang leh nu leh pate pawh telhtir ve tur an ni ang a, a endiktu turte chu zirlai pahnih, primary leh upper primary ni tina MDM chaw ei thinte atanga ruat tur a ni ang a, anni bakah hian nutrition lama mithiam te pawh judge turin an sawm thei ang. Chaw chum tui leh hrisel ber an thlang chhuak ang a, lawman te semin an chawimawi thin tur a ni ang.

I lo ti ve teh ang

Group-ah inthen ula, group pakhatah member paruk zel awmin, sorkar hmalakna programame hrang hrangte that tawk lohna in hriatte leh a siamthat dan tur sawi hona han nei teh u.

IMPLEMENTATION OF SAMAGRA SHIKSHA, MDM AND SOME BEST PRACTICES

School head-te leh zirtirtute chuan an sikul theuh atan, school level plan an siam a ngai a, chu an plan-ah chuan engtin nge Samagra Shisha Scheme te, MDM scheme te leh Best practices scheme hmanga zirlai naupang ten zirna tha ber an neih theih dan tur an duan thin a ngai dawn a. School activities an neih te tha deuhva kalpui a nih leh nih loh hriat nan sikul chu an tlawh fo a ngai dawn a, thil dang chin tur tha entirnan eco club, youth club, librry etc te an sikulah senglut zelin naupangte thatna turin nasa takin an ngaituahna an seng thin tur a ni a.



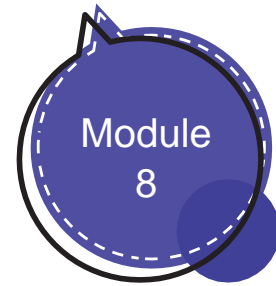
Section — II

Pedagogy Concerns

- Module 8 — Pedagogy of Environmental Studies (Primary Stage)
- Module 9 — Pedagogy of Mathematics Module 10 — Pedagogy of Languages
- Module 11 — Pedagogy of Science
(Upper Primary Stage)
- Module 12 — Pedagogy of Social Sciences
(Upper Primary Stage)

True education must correspond to the surrounding circumstances or it is not a healthy growth. What is really needed to make democracy function is not knowledge of facts, but right education.

– Mahatma Gandhi



PEDAGOGY OF ENVIRONMENTAL STUDIES

(PRIMARY STAGE)

1. OVERVIEW

He module-ah hian Primary stage-a Environmental studies (EVS) zirtir dan tura hriat tur kawng hrang hrangte tarlan a ni a. Heng thupui hrang hrangahte hian hlawm khawm a ni

- He module-in zir chhuahpui a tum
- Primary stage-a thiam chhuah ngei tura a beiseite nih dan leh a dinhmun
- Thiam chhuah ngei tur leh a zirtir dan tur kalhmang
- Zirtir dan tur kalhmang sawichhuah nan leh entirna siam nan ‘Tui’ chungchang thlan a ni.
- Kan danglamna te, hmeichhia leh mipa chungchang thu te, art leh thilsiam mawi leh ngaihhlut tur chungchang te a remchang leh theihna ang anga ngaihtuah tura bilh luh a ni.
- Training-naah EVS bu chhunga thupui hrang hrang zir tur leh a zirtir dan tur an hriat thiam leh zualna atana a taka training huna thil tihpui tur
- Assessment (tehna) chu thil hrang daih ni lovin, zirtir dan phungah bilh luh vek theih a ni tih he module-ah hian tarlan a ni

Learning Objectives

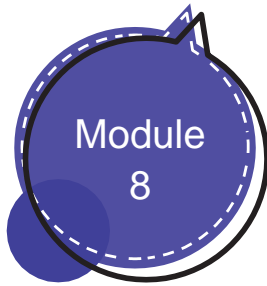
He module i chhiar zawh hi chuan hengte hi i ti thei tawh ang

- Primary stage-ah chuan EVS curriculum-ah hian subject hrang hrang a inchhung khawm a ni tih hriain i hlut thiam ang
- Zir chhuahpui tum (Objectives) te hi syllabus-a zirlai tur duante nena hmehrem
- Textbook chhungah a bulthut zir tura tarlante leh classroom-a zirtir dan tur kal hmang hrang hrang te i hrethiam ang
- Zirlai zirtir dan tur duan leh naupangten an tawnhriat hmang ngeia an zir chhuah ngei tura ruahmanna tha siam
- Zirlai zawng zawngten zir thiam theihna boruak tha an neih theih nana awmze nei taka zirna remchang siamsak
- EVS a zir chhuahpui ngei tura beiseite an thiam dan enna tura tehna tha siam

3. ENVIRONMENTAL STUDIES AS A CURRICULAR AREA

National Curriculum Framework (2005) chuan class III atanga class V, EVS chu subject hrang hrang Science (natural leh physical), social studies (natural, physical, socio-cultural) leh environment education a bulthut zirturte in chhunfinna subject angin a ngai a ni. Zir tur a duan curriculum tih zangkhai nan class I leh II-ah pheih chuan a hranin EVS subject hi siam a ni lov a, Language leh Mathematics-ah te bilh luh tura duan zawk a ni.

Primary stage a EVS-ah chuan naupangte an chhehvela thil awm tak takte hmel hriattira hmuh thiamtir a, sik leh sa chungchanga harsatna awm theite an hriatthiam theihna tura zirtirna pek tum a ni. Naupangte chhehvel atanga tanin (natural, physical, khawtlang leh hnamzia huam telin) anmahni, an inchhung, chhungkua, school leh a aia zau zawk an



thenawm leh khawtlang huam chhoh zel tur a ni. Naupangte hriatthiam theih tura zirna boruak siam thiam kha EVS zirna atan chuan thil pawimawh tak a ni a. An zirlaia hriat tur leh zir turte direct taka hrilh hre nghal tawp lo va, anmahni ngeiin an chhehvel te dapkuala an tawnhriatna atanga hriatna leh thiamna nei tur zawnga zirtirna kalpui hram tum tur a ni. Hetianga an tih chhung hian textbook-a inziak piah lamah thil tam tak zir chhuah tur an zir pah nghal thei a, classroom pawn lam hmun dang te thlithlaina atangin thil zirna remchang an nei dawn a ni.

Khawvel nih dan phung an tawnhriatna atangin naupangte chuan khawtlanga harsatna awm thei thil tam tak hriatna remchang an nei phah thei a ni. Heng mipa leh hmeichhe inkar intih hranna te, inthliar hranna, kumtling lo hnathawka chhawr te, ziak leh chhiar thiam lohna te, hnam leh dinhmun, khawpui leh thingtlanga intluktlan lohna te, rualbanlote leh tar chak tawh lo leh damlote harsatna tawhte an hmu in an hre thiam ang. Zirna hmanrua mai piah lamah classroom chhung boruak leh zirtir dan kalphung chu huapzo, rualbanlo leh harsatna neite hriatthiamna (an thiam chak zawng, zir thiam dan kawng) nen a kalpui ngei tum tur a ni. Chhehvela harsatna tak tak chungchang hmuh leh hriat (leilung hausakna ven leh humhalh, thing leh mau humhalh leh tih chereu) te pawh hi thil pawimawh tak a ni. Naupangte leh an chhehvel (environment) inthlunzawmna nghet tak siam tura hmalak a tul a ni. EVS subject zir hian naupangte hnenah an thutlukna siam leh thil tihin an chhehvel thilah nghawng a nei dan zirtir chhuah beisei a ni. Harsatna an tawh te hmachhawn thei tura hriatna leh themthiamna pawh a pek beisei a ni. Hei hian naupangte chu thing leh mau humhalh kawng tanpuitu leh thawktu atan a buatsaih dawn a ni. Tichuan hma lam hun tha leh tlo siam kawngah hei hian tha a thawh dawn bawka a ni.

Let us reflect

- EVS kan hriat thiam dan atang hian primary school naupangten an zir chhuah tura beisei chu eng nge ni ang?
- Heng beiseinate hi engtin nge hlenchhuah a nih ang?
- Eng hmanrua/tih dan te nge hman theih ni ang?

Sections 4 leh 5-ah hian thiam tura beisei, zirtir dan leh curriculum-a an thiam chhuah inkungkaih dan tur chu a lanchhuahtir ruak ang. A hnuaiah hian an curriculum-a zir chhuah tura beisei leh EVS atanga an zirchhuahte tarlan a ni a. An inkungkaih dan i ngaihtuah thei em?

4. CURRICULAR EXPECTATIONS AND LEARNING OUTCOMES IN EVS

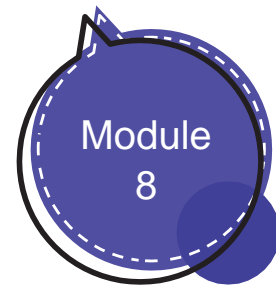
Curriculum a zir chhuah tura beisei hi chu a zau va, a tum ber pawh zirna inkailawn chhoh dan (stages of learning) a nih laiin Learning outcomes erawh chuan heng zirchhuah tura beiseite zirchhuahpui dan tur kawng a hril thung a ni. EVS curriculum atanga primary stage-a zir chhuah tura beiseite chu a hnuaiah hian ziak a ni.

4.1 Curricular Expectations

Primary school stage, EVS Curriculum-a naupangte thiam chhuah tura beiseite chu:

- An bul hnai leh chhehvel chanchin heng chhungkua, thlai leh hnim, ran, chaw, tui, zin kawng leh hulhliap chungchange a tak ngeia an tawn leh khawih vel atanga hmelhriat.
- Pianpui dilchhutna leh themthiamna te hmang thiam nghal zel thei tura tih hausak zel
- Heng zir thiam dan kawngte hi a tul anga hmang tangkai nghal tura chher e.g Thil thlithlai, sawi ho, hrilhfiah, tihchhin leh fing taka ngaihtuahna hman
- Khuana duan sik leh sa, thing leh mau leh mihring te ngaihhlut-a duat

- Mihring intluktlan, dikna leh mihringpuite zah a, an dikna chanvo humhalh



4.2 Learning Outcomes in EVS

Naupang zirna leh thanlenna kawnga puia, a chung a thiamchhuah tura duan te an zirchhuah ngei theihna atana tehna felfai tak zirtirtute an hriatchian a pawimawh. Hei hian naupangte hmasawn dan kawng hriat a nih zel theih nan leh chumi lama kawngdik an zawhpui theih nan zirtirtu leh zirlaite tan pawh a pawimawh a ni. Chuvang tak chuan thiam chhuah ngei tura beisei chu chiang taka tarlan a, chu mi ti hlawhtling tura mi pawimawh zirtirtu, nu leh pa leh zirlaite pawhin an tum ram chu an hriat chian ve a pawimawh a ni. EVS-a thiam chhuah tura beisei Learning Outcomes hi naupangte thiam tam leh tha taka an thiam dan leh an hmasawna tehna atan a hman theih

Learning Outcomes behchhana kum 2017-a National Achievement Survey neihah khan Class III & IV EVS-a an chhan dik dan percentage chu a average-a lakin hetiang hi a ni.

Class III - 65%

Class V - 57%

State leh District-te thiam dan average i hria em? A kim changin <http://www.ncert.nic.in/programmes/NAS/SRC.html>-ah en theih a ni. Engtin nge EVS Learning Outcomes-ah kan naupangten hma an sawn theih ang tih hi kan ngaihtuah a ngai a ni.

Entirnan Hengah te hian eng nge i ngaih dan?

Naupangte chuan:

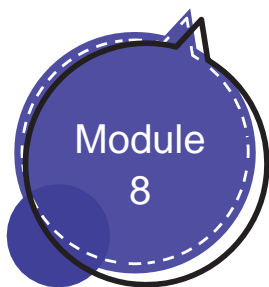
- Thil (object) leh thil tih, hman leh tun a thliar hrang thiam.
- Zau zawng leh hun simple standard unit hmanga rin zawn a thiam a, hmanraw mawl te te hmanga fiah leh an thiam
- A thil hmuh, a tawnhriat, thil chanchin/ a thil tih/hmun an tlawh chanchinte a chhinchhiahin awmze nei taka chi hrang hrang ziaka chhinchhiah a thiam
- Lemziak, design, a lem (model) siam, map, hla phuah (poem) leh thu tar (slogan) tur phuah te an thiam
- Thlai, ran leh an chhehvela thilnungte lakah ngilneihna a lantir

Hengte hi class III-a Learning Outcomes thenkhat te a ni. Curriculum-a zir tur bituk te nen khan i thui zawm thei em? Heng Learning Outcome-te hlenchhuak tur hian an EVS zirlaibu behchhanin eng ang zirtir dan phung nge hman chi ni ang?

Note — 'Learning Outcomes at Elementary stage (2017) document kha chhiar ang che

Let us reflect

- Curriculum-a zir tur bituk te zirchhuak turin eng hmanrua, textbook, chhiar tur leh eng thil dangte nge tul ang?
- Eng ang zirtirna kalphung nge hman ngai ang?
- Hetiang taka EVS hrethiama zir tur hian eng ang textbook leh hmanruate nge hman tura i mitthla?
- Hetiang taka zir chhuah tura duan thiam tur hian eng ang zirna leh zirtirna nge mamawh a nih?



5. RESOURCES AND STRATEGIES FOR TEACHING-LEARNING OF EVS

Dilchhutna hi naupang ze pangngai a ni a, chuvang chuan thil thlithlai kual an chakna te, engvanga thil chu lo thleng nge tih zawhna an ngah viau atangte hian a lang a ni. Eng ang takin nge thiamna hi a lo awm tih hmu chhuak tura research an neiha a lan danah chuan naupangte hi ngawirenga hriatna dawhthleng lo dawh tawp an ni lova, naupang zawng zawngte hian anmahniin thil zir thiam theihna a nei vek tih hmuhchhuah a ni. Naupangte leh an thil zir dan te kalpel hretin zirtirtute mawhphurhna lam ve thung en a ngai a, hriat tur information pechhawngtu mai ni lovin, an zir thiamna tur kawng kawhhuuhtu, remchang siamsaktu an nih a ngai.

Tun thlenga zirtirtu tam berin kan zirtir dan chu hman lai atang kan lo tih tawh dan thin pangngai kha a la ni reng a, chu chu kan zir tur sawihawanna neih hnuah sawifiahna leh entirna eng eng emaw pek zui a ni. Chu ai chuan zirtirtute chuan naupangte tana cho-awm, thil thlithlai leh harsatna sutkian theih dan kawng awmte zawngchhuah ngai tur ang chi ten an zirtir dan tur han duang thin ta zawk se. Thil harsa zawn chhuah turte ta neihtir a, a chhanna zawng chhuak tura phurna an neih theih nana chawhphur thinte an mamawh a ni. Hengte hi kan zirtir tum teaching points leh thil bulbal (concept) kan hrilhin zawhna leh ngaihtuahna an sen ngei ngai chi zawngin a kalpui a theih a ni. Hei hi anmahni ngeiin an hriatna kailawn an rah tanna bul a ni dawn a ni.

Zirna hi thil inzawm mar pat a ni tih chu kan hre vek a, zirtirtute chuan hei hi awmze nei taka kalpui turin zir thiam dan kawng hrang hrang hman tangkai turin a chhawpchhuah thin a ngai- chungte chu thil thlithlai te, sawi hona hun neih te, ngaih dan sawi te, sawifiah te, thliarhran te, inhrilh tawn te, tih chhin leh thlirlawknate hi a ni a. Chhana reng reng a dik leh dik lo awm lovin naupangte chu zirtirtute puihna nen chhanna awm thei chi hrang hrangte zawng chhuak tura fuih an mamawh a ni. Hei hian naupangte chu hriatna thar a siamsak mai bakah an thiam tawhsa te nena thui zawm kawngah a pui dawn a ni.

Naupangte awmze nei taka kaihruai tur leh khawtlang kaihhnawh leh harsatna hrang hrang ngaihven thiamna an neih theih nan zirtirtu chuan an zirna kawnga an tawnhriat hrang hrangte hmang tangkai turin ruahhanna siam thin se, heti lam hi EVS-in a thil tum pawimawh takte zinga mi a ni bawk a. Zirnaa tawnhriat hrang hrangte chhehvel thil zirna atana hman tangkai hian thluak leh hriatna tihchak kawngah te, ngaih dan leh ngaihhlut zawng insiam chhoh kawngah te a pui a ni. Zirlai, thawnthu ang maia sawi te, case study leh media report te hi mihring inthliar hranna kawng te, environment lam leh thil harsa leh buai thinte chungchangah naupangte tihbengvarna atan a hman theih a. A entirna nen tlem tarlan a ni.

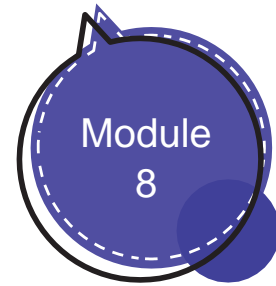
5.1 Strategies for Teaching-learning in EVS

i. Projects

Project hi zir dan phung pawimawh tak a ni a, mimal emaw, a huho emaw anga pek theih a ni. Zirtirtu chuan project theme emaw, chapter-in emaw a thlang ang a, ruahhanna leh project design siam kawngah zirlaite puihna pawh a la thin ang. Project work ti tur hian naupangte chuan sikul hun chhungah emaw, inah emaw an thawh a ngai thin ang

A entirna tlem lo tarlang ila:

- I pi leh pu te leh i nu leh pate huna tui an neih dan zawng chhuak la, tun laia tui dinhmun nen khaikhin teh?
- In in bulah emaw, sikul bulah emaw, dil emaw, tuichhunchhuah/ tuikhur emaw a awm chuan va tlawh ula, a chanchin zau zawka hriat tum rawh u.



Tui bawhhlawh chungchang emaw, tui awm leh awm loh leh tui hman nawn chungchang emaw project chu a ni thei a. Naupangte chu group-ah thenin group tinte chuan a thupui milin ruahhmanna an siamin tih tur chi hrang hrangte an ruahhman ang. Naupangte chu survey leh experiment te, Library-a kal leh field visit a neih tur kawngah te tanpui tur an ni a. Project report te chu a huhova siamin class hmaah an chhiarchhuak ang. A endikna (assessment) pawh naupangte puihna nena ruahhmanna siam hmangin lo tih theih a ni.

ii. Discussion

Midangte nena inpawh tlang taka sawi hona neih hi zir dan kawnga puitu tha tak a ni. Ngaih dan tha tak tak leh tawnhriat sawitawmna atang hian hriatna awmze nei tak a lo insiam thin a ni. EVS zirlaiah hian hetiang taka class-a thiante leh zirtirtute nena sawi hona hun siam theihna hun hi a tam em em a ni. Zawhna- I ril a tamin engtin nge i awm? Ni hnih chung tui hmu ta lo la engtin nge i awm ang? Eng vangin nge mi thenkhatin tui an neih loh laia a thenin hnianghnara an neih bik? tihte hi tim miah lo leh nuihzattu awm lova naupangten an ngaih dan a an sawi hona hun atan hman theih a ni. Chanchinbu / TV report emaw, case study emaw sawi hona tiphuisuia tanpui turin a hman theih bawk.

Ennawn ila

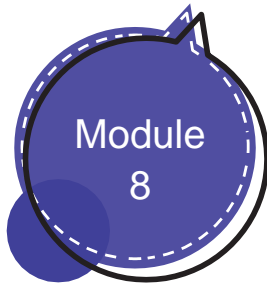
- He miah hian zirtirtute mawhphurhna engte nge?
- Engtin nge classroom-ah sawi hona hun a huaihawt theih ang? Zirtirtute tanpui theitu rawtna te telh ni se.
- NCERT, EVS Textbook-a zirtirtuten naupangte nena thu pawimawh leh harsatna sawi hona an neih turte thlang chhuak la, hei hian thil awmze hriatna kawngah a pui dawn a ni.

iii. Experiments and Explorations

A taka tihchhinna leh ngun taka thil zawn kual velna te hian naupangte chu thil chhui leh en thlithlai te, thil siam chhuah leh sawi ho te, ngun leh fim taka thil ngaihtuah te, thliarhan leh thensawma endik te, a nih dan hriat chhuah leh thuttlukna siam kawngahte phurna a siam a ni. EVS textbook hian naupangten anmahnia thil a taka an tih ve a, an thlithlaina atanga an zir chhuah theih tur tih tur tam tak a awm a. Class V textbook a ‘Experiment with Water’ tih bungah chuan tih tur tam tak kan hmu a i) Engte nge pil a, engte nge lang? ii) Engte nge tuiral a, engte nge tuiral lo? iii) Khawiah nge tui a kal tih te a awm a ni. Hengte hi ti turin naupangte chu a hmanrua pein emaw, a remkual vel dan tur emaw kawhhmuhin i pui thei a. Chu bakah chuan an thil tih chhan te pawh an chian a ngai tel bawk. A chang chuan naupangte chu an tui lutuk a, tih tur bak bak te tiin thil ngaihnawm deuh deuh, zir leh zel tur atana tha deuh deuh rawn haichhuah changte pawh a awm ve thei bawk thin. An tih turah khan an rilru i hruai leh thlithlai zau zel tura i fuih kha i tih ngai chu a ni mai.

iv. Surveys and Interviews

Survey hian naupangte chu information zawnga lakhawm a, chu information chu thil awmze nei taka hriatna nei turin a pui a ni. Heng thil thlithlai leh survey-ah hian mi dang va interview hi an hmanraw hman a ni ber. Naupangte chu an chhehvela mite bia a, an thil hriat chhuah duh zawn khawmna leh tih tura an pekte tihna hmanruaa hmang tura fuih tur a ni. Heti hian anmahni ngeiin midang kaltlang lovin an hriat duha chu an hriain thil dang hriat belh pawh an neih theih phah bawk thin. Naupangte chu mi an va interview dawna zawhna awmte siam a, chu an hriat tur dapchhuah te chu report ziah nan hmang tangkai tura fuih tur a ni. Hetianga midangte va biangbiak leh interview an va neih khan midangte



nen a inbiakpawhna kawngah te, zawhna siam leh zawh dan kawngah te, an chhana chhinchhiah leh report ziahah te nasa takin thiamna a pe dawn a ni.

Survey tih dan entirna a hnuaiah hian tlem tarlan a ni.

- School leh a chhehvel a tui luanra tir leh tui khawl chungchang a survey neih
- Naupangte chuan tui herhchhuahna leak, tui pipe, tui liam, school leh khawtlanga a a tul bak baka tui hman chungchang a khawnkhawm thei ang a, chu chu class-ah report a pe ang.

v. Sharing of Experiences

EVS classroom-a pawimawh tak pakhat chu naupangte zalen taka an ngaih dan sawi thei tura tanpui hi a ni a. Naupangten an rilrua awm tim hauh lova an sawi chhuah ngamna tur boruak siamsak chu zirtirtuten an tum tur a ni, Tawngka emaw, ziak emaw lemziak leh thil dang dang hmang pawhin an ngaihtuahna te chu an tarlang thei ang. Entirnan, tui awm chungchang sawi hona neihin, naupangte chu engtin nge an inah tui an hmuh tih te zawh a theih a ni. Chubakah pawh an ina thil tihpui a awmin engtin nge tui an hman thin tih sawi chhuak tura fuih te pawh a theih a ni. Hengte hi tawitea ziak emaw, sawi chhuah emawa lema ziahchhuah te pawh a theih vek a ni. Hei hian chhungkaw inang lo tak tak awm khawm khawtlang boruak hriatthiamna a pe ang.

vi. Role play

Primary school naupang reng reng chuan an kutke che chhuak ngeia a taka thil tih hi nuam an ti em em a ni. Lemchan hian nuna thil thleng tak tak chanchin leh an ngaihruatna thlengin a chanchhuahtir thei a, chu chuan anmahniah inrintawkna a tuh piah lamah chumi phena an lemchana nun atangin ngaihhlut tur dik leh rilru sulthlek zawng leh an mawhphurnate a hmuh thiamtir thei a ni. Eng lem berah emaw naupangte chantir hian, an zir thiam hmain an thinlung chhungah a intuh nghet tha a, chu chuan an zirlai chu kawng hrang hrang atanga hriat tur dap kawngah te a puih bakah ngaih dan fel tak a siamsak thei bawk a ni. Role play atana buatsaih theih tam tak a awm.

Zirtirtu chuan naupangte chu hengte hi a lem chang chhuak turin a ti

- Hmeichhe naupang ina awma inchhungkhur hna thawh ngai.
- Chhungkaw pakhat nitin tuisem motor atanga tui bucket hnih dawng thin

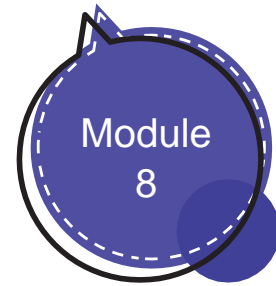
Han thlir let ila

- Heng lemchan atangte khian eng zirna hmanrua nge hman a nih a, eng ngaihhlut tur nge tarlan a nih?
- Heng a taka thil tih te leh an zirlai atanga zirchhuah (curricular expectation) tur leh thiam chhuah tur (learning outcomes) te engtin nge a inthlun zawm?
- Mit lama harsatna neite engtin nge heng tih turah te hian i teltir ang?

vii. Field Visits

Hmunhma tlawh hi thil nuam leh hlimawm tak a ni a, amaherawhchu uluk taka hmun tlawh programme hi siama, kan tlawh chhante leh kan khawtlang leh chhehvel chungchanga an hriat tur awmte hrilhriat an nih loh chuan kan Field Visit neih khan EVS curriculum-in zir chhuahtir min tum chu kan zir chhuak lo mai ang tih a hlauhawm.

Tuikhur, tuikhuah, leh lui kangchat tawh te pawh tlawh a, a chanchin a bul hnaia mite zawh te entirna pakhat a ni.



Hengte hi tih dan tur thenkhatte a ni mai a, zirtirtu chuan naupangte mamawh leh zir tur milin thil dang pawh tam tak mimal emaw, a huhova tih chi pawh a la tihpui theih a ni. A huhova tih chiah chuan heng jigsaw te, sawi hona hun te, project, role-play, thil hmuh chhuah leh a dangte a huam tel vek a ni. Zirtirtu chuan tih tur azirin naupangte chu group-ah a then ang a, group siam dawn hian a theih hram chuan naupang background leh theihna leh thiamna inang lo dah khawm tum hram tur a ni.

5.2 Learning Resources

Naupangte zir thiam dan hi a in ang lo. Chuvang chuan zirna hmanraw hrang hrang hmanga an zir theih na tur chhawpchuah sak hi thil pawimawh tak a ni. EVS zirtirna atan hian hmanrua chi hrang hrang hman theih a ni a. Entir nan zirlai bu leh lehkhabu chhiar tur dang, e-resource heng a ri hriat theih (audio, a lem hmuh theih (video), thuziak, milem, table, cartoon etc kan chhehvela thil awmsa leh siamchawp te, mi hnen atang thil hriat te pawh a tel vek a ni.

Hmanraw tha erawh thlan thiam a pawimawh. Entirnan primary stage-a EVS textbook chu naupangte chhehvel hnaivai tak kaihhnawih a ni tur a ni a, chungte chu thil awmsa, a tak hmuh theih, khawtlang leh hmanzia tea inngat te hi. Textbook chauh hi thil zir tur bawmah hman tur a ni lo a, zirtirtu leh naupangte chuan hriatna leh thiamna te nei turin textbook pawn, an chhehvel a thil awm te hman tangkai tur a ni. Nitina an nuna an tawn te, an hmuh leh hriatte an zirlai nen thlun zawm thiam a ngai. Textbook thu sawifiahna leh hriat tur tar khawm ringawt ang chi hian zirlai vawn (rote learning) chauh a kawh duh thin avangin textbook tha a ni lo. Chu mai bakah tawngkam hman pawh naupangte kum mila mawl leh awlsam hman a ngai ngei bawk.

NCERT EVS textbook te hi thupui paruk ah then a ni a. (1) Family and friends, chu chu thupui pali ah then tet leh a ni a, chung sub themes te chu (1.1) relationships (1.2) work and play, (1.3) animals and (1.4) plants. A dang leh chu – (2) Food (3) Water (4) Shelter (5) Travel and (6) Things we make and do. Thupui tinte hi naupang te tana tawngkam hriat awlsam tur zawhna in bul tan vek a ni a. A syllabus pumpui hi NCERT website <http://www.ncert.nic.in/rightside/links/syllabus.html>) ah hmuh theih a ni. A bu chhung thuah hian thil thleng tak tak chanchin te, nitina thil tawn te, thupui tunlai tak tak chaw leh tui, ramhnuai, ramsa humhalh leh boruak tihbawlhhlawh chungchangte a awm vek a ni. A zir tur leh ngaituah turte chu naupangte dilchhutna leh an ngaihtuahna chawk tho tur zawngin tih tur pek leh sawi ho tur pekte hmanga bilhluh a ni. Naupangten an ngaih dan te sawia an inhnial laih laih theihna tur te, a thua tuia hriatthiamna an neih theihna tur remchang chu a tam khawp mai

Curriculum-in thiam tura a beisei te, a zirtir dan tur kalhmang te leh EVS a an thiamchhuah (learning outcomes) te inthlunzawmna siam a nih theih nan section 6-ah ‘Tui’ thupui thlanchhuah a ni. A zirtir dan kawng kan sawi hma in primary level-ah chuan he theme ‘Tui’ hi thil chi hrang hrang science leh social studies-ah te zir a nih theih dante leh subject dang mathematics, language, art education leh health and Physical education-ah te lam he thupui ‘Tui’ hman theih a nih dan kan en ho phawt ang

6. SCOPE AND PEDAGOGICAL DIMENSIONS OF THE THEME ‘WATER’

6.1 Tui thupuia hman a nih theih dan

Tui hi khawvela thil nung chi tinrengte dam khawchhuahna atana thil pawimawh tak a ni. EVS hi subject hrang hrang inthui khawmna a nih angin naupangte chhevela thil awmsa (natural) leh khawtlang nunphung thui zawm a tum a. Tui nih phung leh a chungchang hi

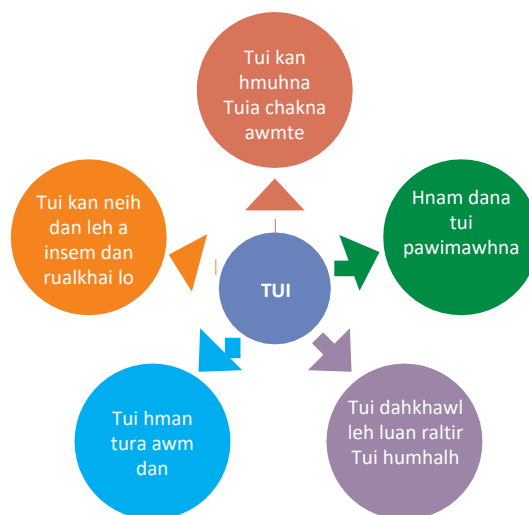
Module 8

mitin huap, milian leh mi te, hmun leh ram hranga chengte tan pawh dang chuang lo a nih avangin min hualveltu chanchin leh a dinhmun te chu huapkim taka hrethiam turin a pui thei ang. Chuvangin primary stage-a EVS-ah chuan “Tui “hi theme atan a hman theih ang. Kil hrang hranga zir tur thupuih chuan zir dan tur kawng nei zau ber a ni ang. Theme angah pawh class III atanga class V thlengin zir tur hlawm hrang hrang zir chho tura hum teuh va, chutianga a zir chhoh chuan naupang chuan amah hualveltu chungchang amah leh a chhungte atanga tanin, (Tui, keimah leh ka chhungte tan, tui pawimawhna leh a hmanna leh ina tui khawlkhawm) an thenawm leh an veng chhung (in bula vela tuikhur awmna, hmeichhia leh mipa leh inthliarhranna hrim hrim awm thin te, tui avanga thenawm khawveng intihbui) atanga a zau zawk zel huamin (tu nge leilung hausaknaa thuneitu? Tui tihbawlhhlawhin thil dang a khawih tel te, ham lai atanga tui hmuhna te, hman lai leh tun laia tui khawlkhawm dan). Chu mai piah lamah an zirlai zir thiamna hmanrua thil thlithlai, tih chhin, tehna, chhutlawkna leh subject mapping, tihbingna awm lo lama hmasawna kawng a hawng a ni. He section hian thil thleng thlirlet dan leh zirlaite nun a hmuh thiamtir ang a, Tui theme hmang hian harsatna leh buaina lo awm theite hriatthiamna a pe ang. Chubakah he theme hmang hian subject dangte nen inkungkaih a nih dante a hriattir a, EVS zir dan hrang hrang a thiamtir bawh ang.

Let us reflect

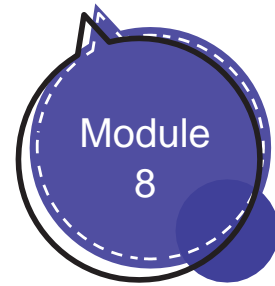
- Tui chanchinah hian eng thilte nge kawng hrang hranga EVS zirlaiah zir theih a nih?
- Tui chanchin leh a kaihnawihthe han ziak tlar chhin teh. Chungte chu rilruah a map angin han rem chin teh.

Chutiang map pakhat chu a hnuaihan hian tarlan a ni a.



Point dang han thawhbelh rawh le

- Eng Subject dang nge a kaihnawih?
- EVS chhungah theme dang nen i inthlun zawmtir thei ang em?
- EVS a subject hrang hrang inthlun khawm dan hi i hmu thiam em?



Engtin nge naupangten an zirlaia hriat tur leh thiam tur te, a hlutnate an hriat theih nan zirtirtuten eng ang takin nge zirna boruak tha leh remchang an siam theih tih kan hriatthiam theih nan tunah hian zir tur hlawm eng emaw ber kan thlangchhuak dawn a ni.

6.2 Planning and Creating Learning Experiences

Naupangte hian tui an hmuhna te chu hriatthiam chin an nei vek a, a taka tui an hmuh leh hman thinna nen an chhuidawn thiam avangin. Naupang thenkhat chuan tui hmuhna tur dangte pawh an lo hre ru khiau thei baw. Naupangten harsatna sut kianpui turin, tui an lo hmuh tawh thinnate hriatpui a, hriatthiamna an neih theih nana tanpui a ni

6.2.1 Tui: Tui lak tur awm, awlsam taka lak mai thei leh tui semrual

Activity 1

Naupangte chu khawi atangin nge tui an hmuh zawt la, A mal te tein chhantir la, an chhanna chu board-ah ziak zel rawh. Naupangte chuan chhana hrang hrang an pe ang entirnan lui, tui luang, tuichhunchhuah, ruah tui, tui herhhawn, handpump etc. Naupang thenkhat chuan tuibel, bucket te pawh an ti mai thei. An chhanna zawng zawngte chu pawmin board-ah ziak vek rawh.

Note: An chhan te chu pakhat mah a dik emaw, dik lo emaw tia sawi loh tur a ni.

An chhanna te chu in han en anga, naupang thenkhat tui hmuhna ngaih dan danglam deuh nei i hmu mai thei. Zirtirtu chuan an ngaihtuahna titho turin zawhna te a zawt ang a, an ngaih dan mek te pawh a pui ang. Zirtirtu chuan chhanna danglam deuh te chu thlangchhuakin sawi hona hun siamin heng zawhna zawh hun te a siam ang.

.Hetiang hian

- Khawi atangin in nge tuibelah tui i dah ?
- Tui herhhawn hi khawi atangin nge a lo kal?

Chhanna dangdai deuh han leipse vel leh naupangten an thiam ngei tura beisei, mi zawhna an zawh kual atanga hriatna thar an han neihte hian naupangte rilrua zawhna dang lo piang te chhanna a pe nghal thin a ni. Zawhna hi zawt chhonzawm zel la; ngaih dan danglam lo awmte chhanna remchang siam rawh. Chhannate chu board-ah ziak zel la, khawi atangin nge tui kan hmuh chiah tih an hriatchhuah thlengin sawi hona neihpui rawh.

Tunah chuan an chhanna hmasate thliar hran lam pui rawh hetiangin:

I. Tui kan khawlkhawmnate	II. Tui amaha a lo hawn dan
1.Bur	1.Lui te
2.Bucket	2. Tuikhuah

Naupang thenkhatin column hmasa berah hian ‘handpump leh tui chhunchhuah ziak ta se engtin nge i tih ang?

Thurawn: Sawi hona hun zirtirtu chuan siamin zawhna te pawh zawt leh se

Entirnan—

- Tuichhunchhuah hmu tawh in awm em? Khawiah?

Module 8

Note: Naupangte chuan tuichhunchhuah/ tube well tiin an chhang mai thei

Zirtirtu chuan ti hian a zawt leh a

- Handpump/ tuichhunchhuah leh tube well -ahte hian khawi atangin nge tui hi a lo awm?
 - Leihnuai tui te hi khawi atanga lo chhuak mai nge nia in rin?
 - Ruahsur zawhah tuite hi khawiah nge a kal ral zawh?
- Heng zawhna te hian tui lo chhuahna leh tuikhawlna danglamna a hriattir thei ang.

Let us reflect

Naupang thenkhat tui kan hmuhna te chungchanga ngaih dan dang deuh la nei awm ta se engtin nge i tanpui theih ang?

Hint — A remchan chuan zirtirtu chuan naupangte chu hruai chhuakin in/school-a tui a lo awm dan hmuhtir se.

Activity 2

Naupangte chu school-a an tui inna hmun, tui herh hawna hmunah hruai la, zawhnate te zawt chhunzawm la.

- He tui herhhawnaah hian khawi atangin nge tui hi a lo chhuah?
- He mi chhang tur hian naupangte chu tuizem lian tui dah khawlna chu entir la, khata tanga tui herhhawnaah tui a lo chhuah dan chu hmuhtir rawh.
- Naupangte chuan engtin nge tuizem lianah chuan tui a lo awm tih an zawt mai thei.

Naupangte chuan chuti maiin zawhna te chu an chhang nghal thei lo mai thei. Zirtirtu chuan anmahni hriatthiam zawng leh an khaw dinhmun azirin a hrihfhah thei ang. A remchan chuan tuikhuah hmun, tuizem lian awmna, lui, tuikhur, leihnuai tui awmnaah te hruaiin zirtirtu emaw, puitling tu emaw chuan a en thlithlai pui thei ang.

Activity 3

Naupangte chu an ina tui an hmuh dan lem ziahtir la. Class III naupangte phei chu han fak ila, lemziahte chu an phur em em thin. A entawn tur a hnuaih hian tarlan a ni.

Naupangten art & craft hmanga thil siam tur an neih reng rengin, thil nuam leh hlimawm tak ringawta chhuah tur a ni lo va, he hun hi anmahni en thlithlaina hun leh thiamna an neih tura kan duhsak lama kawng kan sial sakna a ni.

Naupangte lemziak chu an thlirna tlang lam hriatthiamna atan a hmang thei a, chu lo pawh a titipuina atangin an ngaih dan thuk zawkin a hriatpui thei ang. Sawi honaa zawhna thenkhatte chu:

- Engati nge Manvi chuan tuizem chu a daha i rin?



- Eng vangin nge Salil chuan motor lem a ziah tel?

Zawhna dang han telh belh tum teh.

Heng zawhnate hi naupan tan chuan a har mai thei, mahse, zirtirtu chuan an hriatthiam theihna tura tanpui a ngai a, sawihona, video, upate kawm, an khuua tuizem lian awm tlawh, tui enkawltute office tlawh te chu a hamnraw hman theih thenkhat a ni.

Zirtirtu chuan an khawtual mil zawngin zawhna a zawt thei a, naupangte chu an tawnhriat thil sawi turin a ti thei a, tui neih leh sem inrualkhai lo chngchang te a sawipui a, heng lam kawnga thil awm thei te naupangte chu a hriattir thei a ni.

Activity 4

A hnuai poster hi han en la. Zirtirtu chuan tui kan chan inrualkhai lo lutuk leh hemi avanga mipuiin harsatna kan neihte a sawi hopui ang. Engtin nge an tih lo en ila

Sawi hona tur point thenkhatte chu –

- Tui hi thil nung tinrengten dam khawchhuah nan kan mamawh em em a ni a, khawvel ah hian mitin hman atan a awm a ni.
- Mahni inah engtin nge miin tui an lakluh?
- Eng ang harsatnate nge mipuite hian kan tawn?
- Mi zawng zawngin tui in tur leh thil dang atana kan mamawh tawh tui kan nei em?
- Eng vangin nge mi thenkhatin hnianghnarin an neih laiin mi dangin an neih ve loh?
- Mi thenkhat hian khawl thil hmangin tui hi an la niin i hria em?
- Midangte tan harsatna a siam em?
- Hetiang dinhmuh ah hian i ding tawh ngai em?
- Tu nge inchnungkaw tan tui chawi thin? Eng ang hla atangin nge a chawi thin?
- Mite hian tuikhur pakhat atangin tui kan la em?
- Mi thenkhat inthliarna awm avanga he tuikhur bula kal phal loh an awm em?
- Chungte chuan tui hmuhna dang an nei em?
- Chungte chu tute nge? Eng hna nge an thawh?



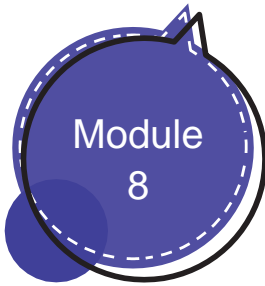
Note: Inthliarna lam class, caste tih vel hi chu fimkhur taka naupangte hriat tawh a sawiho thin a tha.

Let us reflect

- Tihpui tur dang i siam thiam em?
- Activity 1- 4-ah te khan eng hmanruate nge zirtirtu chuan a hman?
- Eng ang zirtir dan kalphung nge heng activities-ah te hian hman uar a nih?
- EVS ah hian Art education bilh luhna remchang a hawng zauin i hria em? Engtin?
- Khawtlang harsatna lam sawilan tel niin i hria em? Engte nge? Engtin nge?

6.2.2 Water: Scientific Principles and Processes

Tui hi chu khawvel huapin thil thuhmun a ni a, a awm dan, a rawng, a tui leh tui loh leh a chemical composition tha tak avangte hian scientific taka a makna leh a nihpung vel zirna atan hian a tha bik a ni. Naupang te an nih lai atang tawhin eng nge tua lang leh pil thin



tih te, tui nena chawhpawlh chi leh chi lohte pawh an lo tawng fo tawh thin. Heng an lo tawn tawhte thlirlet thiam tura pui chungin remchang siam sak rawh.

Activity 5

Naupangte chu tui dah khawlina leh tui khaivelna atana hman thin hrang hrang a lenzawng leh a shape te sawi tur emaw, a lem ziak turin emaw ti la, an thiante lem ziate pawh inensak tawn se, sawi hona

neihtir ni bawk se.

- Tui dahna chu eng hmanruaa siam nge?
- Kha tui an dah kha eng atana hman nge a nih?
- An hna thawh lai mek atan chuan an tui dah chuan eng chena rei nge a daih ang?
- Tui belah chuan eng zata tam nge a dah theih?
- Tui bel tung zimah leh tuibel zau deuhvah tui a san zawng inchenin awm ta se, tui chu a inzat tihna a ni em?

Activity 6

Naupangte chuan heng lei, chini, chalk, aieng, la khawm sela, tuia chawhral tum se. Chu thil hrang hrangte chu tuiah eng nge maw chen chawhtir la, engtin nge a awm tih en se a awm dan chu chhinchhiahin ziak se. Thil tuiril- pen tui, bawnghnute, khawizu leh hriak te pawh lakhawm se tuiah chuan chawk bawk se, tui nen a inchawhpawlh tha thei em tih te pawh en bawk se.

Activity 7

Naupangte chuan thil chi hrang hrang thingbung, pencil, metal-a siam pen, balloon hampuar leh hampuar loh, leirawhchan bung, thirfian, plastic-a siam fian, ice cream bawm, hriau, mawmbati, butter, hriak, cardboard, nawalh fung, nawhrehna, thira siam thleng, hnah, lung, tui bottle ruak, tui awm bottle te. Tunah chuan khangho atang khan engte nge tui ah chuan pil a, engte nge lang tih rintir ang che.. Tichuan nauangte chuan an rin dan a dik leh dik loh fiah nan pakhat te tein an thil lakkhawmte chu tuiah chiah se, an thil hmuh chu a hnuai mi ang hian table-ah chhinchhiah thlap se.

Thil	Tuia lang chi	Tuia pil chi

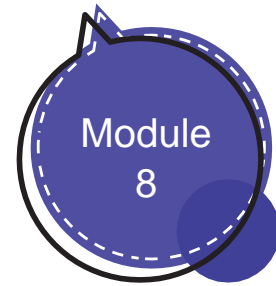
Sawi ho ula,

- Engte nge tuiah lang?
- Engte nge tuiah pil?

Nauapngte chu eng vanga thil thenkhat tuia a pil laiin a then tuiah a lan tlat tih an mahni tawngka ngeia sawi hona nei turin fuih rawh, Thil a siamna hmanrua inang tho mahse shape hrang ni site tuia an pil leh pil loh chungchang te pawh enchiang turin fuih bawk ang che..

Activity 8

Bucket khat tuiah rubber ball lantir la. Naupangte chu tuia ball tihpil dan tur kawng ngaihtuaha ti chhin turin hrilh rawh. An ti thei em? Naupangte chu thil lang tihpil dan emaw, thil pil tih lan dan emaw, zawng chhuak turin fuih la, an thil hriat chu an class hmaah sawitir ni se. Naupangte chuan an thil hmuhte chu a lemin ziak bawk se, hei hian thil chik leh zuala en dan turah a tanpui ang a, tuia pilho danglamna pawh an hre thei ang.



Activity 9

Naupangte chuan chokaa no lian deuh engah pawh tui suak se, dim takin artui hel pum dah se. Artui chu a pil nge a lang tih en tur a ni. Chumi zawhah chuan noa tuiah chuan chini telh se, uluk takin en leh rawh se. Tuiah chuan chini chu telh belh zel tur a ni a (thirfian 10 - 12 thleng) Engtin nge a awm le? He thil hi a ngai chiahin tinawn leh se, hemi tum hi chuan chini ni lovin chi telh zawk se, eng thil nge thleng tih uluk takin chhinchhiah leh rawh se.

Hriattur: Naupangte chu a mal malin he thil hi tihtir tur a ni a, uluk taka lo chik leh ziaka thil awm dan lo chhinchhiahtir zelin an thiam dan ang angin an lo ziaak tur a ni. Anmahni phak tawka an chhinchhiah thiam dan chu pawm sak zel a tha. Entirnan Tui chu a rit an ti emaw, a chhah an ti emaw a nih pawhin pawmsak tur. Primary School naupangte hian science hrilhfiahna tawngkam - density, viscosity etc te hi an la hre ve lo a ni. Science hi thil awmsa rilrua lo vawn thut thut lam a ni ber lo va, naupangten an suangtuahna hmanga an rin dan an sawi kha pawm thiam phawt a tha a ni.

Inenlet nan

- Activity 5 – 9-ah hian eng lampang nge kan zir?
- Heng Activity (tihturte) atang hian eng thiamna lamah nge hma kan sawn?
- Zirtirtuin engtin nge a zirlaite thiam leh hmasawn dan a teh ang?
- Heng activity-te hi an thiam leh thiam loh tehna atan engtin nge uar zawkin i hman ang?

Hint: Tehna hmanga zir thiam chuan mahni inenlet te, mahnia zir thiam te, a huhova zir thiam nan te kawng a hawng a ni.

- Heng activity atang hian engte nge zir chhuah i beisei? Han ziaak chhuak teh le.
- Primary level-ah hian eng dangte nge in la zir theih ang? Chutiang a awm chuan activity hmanga zir dan tur han duang teh.

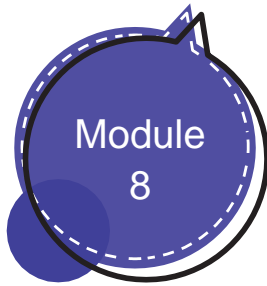
6.2.3 Tui: Hnam tin tana hlu

Tui awmna hmun hrang hrang hlut leh zah thiam te, sakhaw hrang hrang leh hmun hrang hranga mi ten lui leh tui kan lo hman tangkai dan hi hman lai atang tawhin a pawimawh reng a. Hei tak hi zirlaiten an chenna ram mil zela ram ro hlu hlut leh humhalh an zir nan a tangkai dawn a ni.

Activity 10

Naupangte chu chang emaw, hla emaw tui lampang sawi lanna an hriat apiang sawi/sa tura tih ni se, chumi zawhah chuan hengte hi zawh tur a ni:

- An hla sak chu khawi atanga an zir nge?
- Mite chu hla chu engtik hunah nge an sak thin?
- Tui nena inkaihhnawih Kut in hriat apiang han sawi teh u?
- In ram/hnam thilah eng Kut-ah te nge tui a pawimawh?
- Chung Kut-ah chuan miten tui sawina lam hla eng pawh an sak in hre ngai em? Han sawi teh
- Tui nena inkaihhnawih lam (dance) in hria em? Han sawi teh u
- Miten tui hnena ei tur emaw, milem emaw an pek in hre tawh ngai em ?



- Lui emaw, dilah emaw miten thilpek anga an paih luh in hria em? Sakhaw thila tuia inchiah emaw, inhnim emaw in hre tawh ngai em?

Inenlet nan

- A taka thil hrang hrang kan tawnte atanga thil zir chhuah hi EVS-in a tum ber chu a ni. A chung a kan activity hian hemi kawngah hian a pui che u em?

Hint: Khawtlanga kan thil tawn atanga thil zir chhuah.


6.2.4 Tui khawl – Ram pum huap thil pawimawh

Kan nunah hian tui hian hmun pawimawh tak a luah a. Nunna chitin reng inngahna a ni a, nitinin kan mamawh theuh a ni. Thil hlu tak leh vang mai thei a nih avang hian naupangte chu tui hlutna leh khawl pawimawhna hrilh hriat a, chumi ti thei tura thiamna zirtir a pawimawh a ni.

Chutiang thu hrilh satliah ringawt emaw, tui ren turte, khawl thiam tur tea inhrilh ringawt emaw chu a tawk lo hle a. An nitin nuna chung thil pawimawh chu a taka an tih nghal theih tura zirtir a pawimawh a ni.

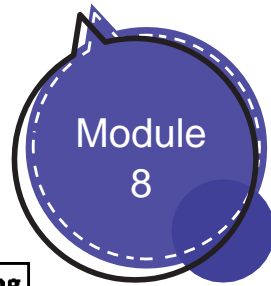
Activity 11

Tui a harsat thu emaw, tui a tlem thu emaw chanchinbua thuchhuah remchang apiang chep thlain i hmuh thei a. Hetiang lampang milem emaw video tawite emaw naupangte chu a entir theih bawk ang.

Water supply to be disrupted across Delhi due to maintenance work	
<p>NEW DELHI: Water supply will be hit in major parts of the city, including NDMC areas, this evening due to ongoing interconnection of pipes, Delhi Jal Board has said.</p> <p>Areas where water shall not be available or available at low pressure include Civil Lines, Hindu Rao Hospital and adjoining areas, Kamla Nagar, Shakti Nagar and Karol Bagh. The situation arose due to the complete shutdown of Chandrawal WW (water works) for interconnection of main pipe in a water supply system with pipe lines at DCM chowk, Rani Jhansi Road, DJB said.</p> <p>Source — https://www.ndtv.com/delhi-news/water-supply-to-be-disrupted-across-delhi-due-to-maintenance-work-1475615; retrieved on 27 April 2019.</p>	

Tui hi awm ta lo thut se eng harstana nge kan tawh theih sawipui ni se. Heng zawhnate hi zawt ila,

- Tui haw loh emaw, tui van em em emaw an tawng ve tawh em?
- Engtikah nge? Chutiang hunah chuan engtin nge an tih?
- An chhungkuain ni khatah tui bucket 2 chauh dawng dawn ta se, tui hmanna tura an ngaih pawimawh hmasak dan indawtin han ziaak chhuak se.
- Tui vang leh harsatnain nun a tih khaihlak theih dan kawng hrang hrang an sawi hopui theih ang a. Tui ren tur te, tibawlhhlawh lo tur te, a hlutzia hriat chhuahtir theihna turin an bul hnaia thil thleng hrang hrang hmangin hrilh tur a ni.



Activity 12

Naupangte chuan a huhovin an school-ah te, in lam leh an veng chhungah te tui ren thiam lo an awm leh awm loh survey nei se. Chung an thil hmuh chhuahte chu a hnuai table-ah hian an hmuh dan ang zela tick-in ziaak lut se, hetiangin:

Sl. No	Tui khawhral dan	School	In lam	Veng chhung
1	Tui hrehna put(leak)			
2	Tui pipe put			
3	Tui dahna atang liam			

Naupangte chuan an kalna apiangah tui put leh liam an hmuhte chu a chhan zawt chhuak zel se. Mi chhanna chu ziaak thla zel se, anmahniin ngaih dan siam bawk se. Heng an thil hmuhchhuahte hi classroom-ah a huhovin sawi ho leh se. Zirtirtuin kaihhruainain a hnuai mi ang hi siam leh ni se:

Tehkhawng	Level 1	Level 2	Level 3
Zawhna zawh	Zirtirtuin group tan zawhna zawng zawng a zawt	Zirlaiten zirtirtu leh thiante puihnain zawhna an zawt	Thiante nena tangrualin zawhna an zawt
Chhanna lakkhawm	Zawhna an zawt tawp	Zawhna an zawhin chhanna tur awmang an lo sawi hmuh	Chhanna tur sawi hmuhin zawhna dangte pawh an zawh belh
Chhanna lo chhinchhiah dan	An lo chhinchhiah mumal vak lo	Mumal taka ziaaka chhinchhiahin an ziaak chhawng	Ziakin an chhinchhiah a, class hmaah an sawi chhawng
Thutawp siam	Rawtna an neih belh lem lo	Khaikhawm an thiam a, rawtna pawh an nei	Tha takin rawtna nen an khaikhawm thiam
Thawhhona	Thenkhat chauh an tel	Tel ve chiah lo te pawhin an ngaihven	An zavaiin an thawkho tha

A chung a tarlan atang hian zirtirtu chuan hmasawna tur lai kawhhmuh se, naupangten anmahnia an ngaihtuah chhuah leh hma an sawna tur remchang siamsak se.

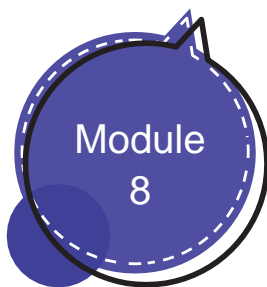
Activity 13

Naupangte chu ngun taka ngaihtuah a tui harsatna sutkian dan tur rawtna siam turin fuih ang che. Zirtirtu chuan an rilru ngaihtuah dan hre reng chungin an thu rawn thlente chu a lo endik sak tur a ni. Naupangte chu tui pawimawh dan leh mi chi hrang hrang in tui harsatna an hmachhawn dan hre turin remchanna siam sak tur a ni

Activity 14

He zawhna hi zawh nise ‘Nitin an khawsaknaah eng angin nge tui an hman nawn thin? Naupangte chuan tui hman nawn theihna hna chi hrang hrangte lo ziaak chhuak se. Entirnan, thlai leh thei silna tuite chu chhuatnawhna atan leh pangpar tui pek atan a hman theih. An chhanna hrang hrangte chu boardaa lo ziaak chhuah zel emaw, lehkha thema lo ziah a, chart a tarchhuah emaw ni se. Heng an chhanna te hi chhiar chhuakin sawi hona te neih thin ni se. Heng an chhanna thenkhatte lak tlak deuhte hi hmangin naupang dangte tan an hraitna tizautu atan hman thin tur a ni. Entirnan

- Insukna atana hman hnu tui hi rante kan pe leh thei a ngem?
- A theih loh chuan eng vang nge?
- A theih chuan engtin nge?



- Insukna hnu hian tui kan in thei em?

Chubakah chuan hengte hi i zawt zui thei ang,

- Thlaite tan a pawl ang em? Engtin?
- Heng tuite hi kan hmang nawn thei ang em?
- Engtin nge? A tih theih dan rawtna i nei em?

Hetiang chhanna hrang hrang atang hian tui hman nawn theih dan tha kan hre thei dawn a ni.

Hei hi i hria em?

Jal Shakti Abhiyan (JSA) hi hunbik nei, thil tha tih tum ran chung a tui renchem chung chang campaign-na a ni. Fur lain rammite nena hmalakna a ni a, July ni 1, 2019 atanga September 15, 2019 chhung hun hman tur a ni. Phase 2 chu October ni 1 atanga November ni 30, 2019 thlang a neih tur a ni. Hei hi State thenkhat North East retreating monsoon dawng te tan a ni. He campaign-in a thupui tur chu tui harsat zualna district leh block a ni. Rammite chu inlungual a tui khawl a Swatch Bharat Mission dungzuia Jan –andolan siam a, tui renchem a, hma lam hun atana inbuatsaih a ni. Tui khawlkhawm leh ruahtui khawl te, hman lai atanga tui hna kan humhalh thin dan tih thar, tui hman nawn, borewell siamthat, tuikhur siamthar leh tuihna awm theihna atana ramhnuai siam uar te a ni. Jal Shakti Abhiyan chu EVS kaltlangin classroom-ah zirtirtu leh zirlaite tangrualin an hruai lut thei. Zirlaite chuan tui khawl leh ruahtui khawl te, hman lai tuikhur, tuihna leh tui dahna leh borewell siam thar te, Zirlai textbook-ah chauh ni lovin a tak taka ramhnuai siam. Field trip neih, ram lo neihna hmun tlawh a, a tak taka thil tih hian hi kan school curriculum chhunga hlawhtlinna min petu a ni.

Activity 15

Anmahni hriat thiam zawngin leh an chhehvela an lo tih dan thin angin tui khawl chungchang sawi a ngai ang a, entirnan Meghalaya-a ruahtui an khawlkhawm dan. Engatan nge tui chu an hman? Ruahtui an khawlkhawm dante chu a lem te ziahtir a tha ang. Tichuan naupangte chuan an thil hmuh chhuahte chu presentation pein an thil hmuh leh hriat dangdai tak takte chu sawichhuak se.

Activity 16

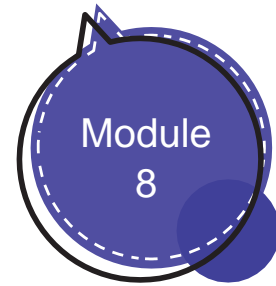
Naupangte chu group 3-ah inthenin group tinte chuan a hnuai thupui atang hian an project tur thlang turin sawi hona hun nei se

- Tui hman nawn chungchang- In leh school-ah te tui hman nawn theih dan rawtna siam se
- Tui khawl – engtin nge thenawm khawvengah ruahtui khawlkhawm a nih theih dan tur ni ang?
- Tui tihriral- tui herhhawna atanga tui far leh tui put atanga tui kan tih riral zat awm vel han chhun chin teh.
- Tui tihbawlhhlawh – thla khat chhunga tui ti bawlhhlawh chungchanga thu thar leh a tihbawlhhlawh chhan te zawng chhuakin ziak se.

Hmun dang library leh kum upa lamte zawtin hriat tur pawimawhte chu a khawn baw turin fuih la. Group tinte chuan hla/thawnthu phuah emaw, puppet leh lemchan hmangin emaw an entir thei ang, Heng thil tih atang hian anmahni in theuhah leh schoolah naupangte chuan tui hman ral mai mai chungchanga sawi tur an nei ang a, slogan leh thu

hla ril hmangin tui hman tihlem, hman nawn leh hman leh theih tura buatsaih dan tur rawtna chi hrang hrang an siam thei ang.

Note — Naupangte chu thuziak leh hmanrua te buatsaih turin phalna pe la, an tih tur theuhte insem sela. An class-ah emaw, an school assembly-ah emaw, an school thiltihnaah emaw an chang thei ang.



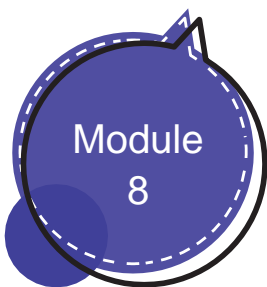
Heng an thil tih vel atang hian naupangte chuan data lakkhawm dan hrang hrang leh a record dan te, a hmawr bawh dan leh an thil hmuhchhuah midangte hriattir te an thiam phah dawn a ni. Naupangte tui harsatna leh luan raltir chungchang enthlithlai tura kan tih hian, a harsatna lai an zuk hrethiam chang ni lovin, hmalak dan tur te an rawn hriat phah dawn a ni.

Let us reflect

- He module-a tih tur hrang hrang tarlante atang hian eng thu leh eng harsatnate nge a zuk ngaihtuah a i hriat? NCERT a EVS syllabus leh textbook atangin zawn chhuah han tum teh.
- Heng thu leh harsatnate hi tih tur tarlanah in state syllabi leh textbook-ah tarlan a ni em? Engtin nge?
- Naupangte hi engtin nge i teh ang? Project leh tih tur a chung a tarlan (a-d) ah te a tehna tur tehkhawng duang chhuak rawh
- A chung a tih tur tarlanah te khian eng nge thiam chhuah ngei ngei tura ruahman? Hengte hi eng nge i ngaih dan?

Learning Outcomes

- Tui kan hmuhna leh tui dah khawlna turte zawngchhuak teh
- In leh a chhehvela tui kan mamawhna, tui awm leh awm lo, leh tui hmanna te han sawi teh.
- Tui chawi leh dah khawl chungchangah chhungkuua i mawhphurhna han sawi teh.
- Thil thlithlai vel atanga i lo chhinchhiah/ I tawnhriat/ leh hriat tur /tih tur hrang hrangte record la, activities tih dan tur kalhmang sawi rawh
- Tuia thil lang leh pil te, tuia ral leh ral ve lote an danglamna leh inanna laite angin groupah then rawh.
- Hriat tura duan leh tih tur thliar hrang rawh.
- Han ring chhin teh (a siamna hmanrua (properties), thil lo thlen dan (conditions of phenomena chuan hmanraw mawl te te hmangin fiah leh rawh eg lang leh pil/ inchawhpawlh)
- Thil hmuh dan, thil tawn, thil hmuh chanchin, hmun tlawh chanchin hrang hrang te record la, thil lo awm dan tur thlirlawh rawh
- Lemziak, design, model, map, poem leh thuziak te buatsaih rawh
- Tui hman dan inthlau lutuk chungchangah i ngaih dan au chhuahpui rawh.



7. SUGGESTED ACTIVITIES FOR SRGS IN EVS

The section-ah hian zirlai thupui, a chhung thu leh a zirtir dan tur kalhmang i lo hriatthiam leh zualna atan activities tihpui tur eng emaw zat tarlan a ni a. Naupangte kum mil, zir tur chin leh an mamawh tak tihpui tur awm tak i classroom-ah i chhawp chhuak thei ang. Heng activities-te hi group-ah thenin, thupui neia sawi honaah te chuan i tanpui thei ang. Group tinte chuan sawi hona an neih zawhin report an pe leh vek ang.

1. Theme dangte pawh i rilru in a tih dan tur duang la, subject hrang hrang hlawm khawmna EVS a nihna lantir rawh.
2. Thupui i thlan chhuah atan chuan unit plan siam rawh.
3. Group project heng EVS bu chhunga thupuite hmang hian siam rawh: Chaw, zin veivah, chhenna. Tehfung hman tur duang bawk ang che.
4. NCERT siam emaw, in state in in siam emaw EVS bu chu enchik ula, eng angin nge hmeichhia leh mipa dinhmun a sawi dan ngun takin bih chiang ang che u.
5. Engtin nge EVS zirtirna hi huapkim takin kalpui theih a nih ang? Primary class a EVS textbook-a chapter/topic te thlangchhuak ula, siamthat leh zual dan tur rawtna siam rawh u.
6. EVS textbooka chapte/theme te thlang chhuak ula, in state naupangte tana thu pawimawh bilhluh dan tur leh a tih dan tur rawtna siam rawh u.
7. Scientific taka hriatthiamna an neih theih dan tur kawng dapin, an kum mil tawk zir tur buatsaih rawh u.
8. Naupangte hian art and Craft hi nuam an ti a. Engtin nge art education hi EVS zirna leh inzirtirna hmanrua atan seng luh a nih theih ang? Hei hi engtin nge NCERT textbook-ah hian an tih?
9. Primary class EVS textbook-a zir tur thupui hrang hrangah hian zirna puitu tur audia/video leh e-content dang awm te zawngchhuak la, textbook chung a awmna lai nen hre rawh. A urls/web link te pawh tarlan ngei tur a ni.
10. EVS textbook zingah chapter pakhat thlang chhuak la, engtin nge mit leh beng lama harsatna neite kha thu zir turah khan thiam turin i puiah theih ang?

8. FEEDBACK ABOUT TEACHING LARNING OF EVS BY PARTICIPANTS

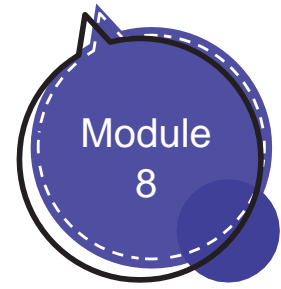
Zirtirtute chu group awm tawka tamah then la, group khata mite chu mi chi hrang hrang inpawlh theih ang bera siam tur a ni. Group tin te chuan EVS classroom-a an experience theuh te sawi hovin a hnuai format angah hian ziakin chhinchhiah vek se

Sl No	A zirtirte Pawl zat	An topic zirtir	Eng ang zirtir dan nge a hman	A zirtir dana harsatna a tawh	EVS zirtirna hrim hrima harsa a tih	Engtin nge naupangte chu a teh thin	Classroom huapzo taka siam turin engtin nge hma a lak? Experience?	Thil dang sawi tur a hmaa la sawi loh a awm chuan

Group tina zirtirtute chuan sawi hovin an experience te chu ziak thlap se. Midangte hmaah sawi chhuak leh se. He feedback-in a a tum ber chu EVS zirtir leh zirna kawnga zirtirtute hmuh dan hriat leh EVS traing neih dan tur hriat nan a ni.

9. SUGGESTED READINGS

- NCERT. Environmental Studies. Textbooks (Class III-V).
———. 2015. Exemplar package on CCE for the primary stage.
———. 2017. 'Learning Outcomes at Elementary stage.'
———. 2006. Syllabus of Environment Studies for Elementary Classes.
Source books on Assessment in EVS. NCERT
Supplementary material in EVS. Pustkon Se pare Hamara





PEDAGOGY OF MATHEMATICS

Overview

Mathematics hian sikul zirlaiah hmun pawimawh tak a chang a. Elementary school-ah chuan mathematics hi subject zir ngei ngei tur zinga mi a ni. Amaherawhchu, mi tam tak ngaih danah chuan mathematics hi zirlai naupangte tana phurrit thlentunin subject hlauhawma ngaih a ni thin. Zirtir dan kalphung thlir hian, tuna harsatna kan sawite awm chhan nia lang chu kan zirtir dan fuh taw lo niin a lang. Heng harsatnate sutkian a lo nih theih nan he module hian primary leh middle school naupang, theihna inang lo tak tak nei ten zirna boruak nuam tak hnuaiiah mathematics zirtir dan a chhawp chhuak a. An phak taw leh an hman theihthe hman tangkai a, nuam an tih zawng leh an thiam theih zawngte hmanga zirtirin, chung an zirna chu a endikna nena thlunzawma kalpui a tum a ni.

LEARNING OBJECTIVES

He module atang hian zirtirtu chuan naupangten zirna chungchanga an zir thiam tur tih tir dan leh a endikna nena a inkungkaihna a hria ang. Zirtirtu chuan –

- syllabus chhunga mi thiam tur bituk (Learning Outcomes) awmte chu a hre chiang ang.
- naupangte an pawl mila thiam tur bituk awm sa hlen chhuah nan zirtirna kalpui dan tha leh inrem zawk hmangin a zirtir ang.
- endikna leh zirtirna chu la kawpin, chhum lo chat lovin naupang zawng zawng hmasawna leh dinhmun chu a vil reng ang.

UNDERSTANDING THE NATURE OF MATHEMATICS

Mathematics chuan thil zau zawk ngaituah thiamna te, thil dik leh a chiah chiah duhna te leh nitina kan khawsakna atana pawimawh ngaituah thiamna kan neih theihna turin min pui a. Khawvel ram zawng zawng hian kawng hrang hrangin science, engineering, medical leh social science zirna atan te hian hmanraw pawimawh takah an hmang a ni. Nitin nuna kan hman tangkai mai bakah mathematics hian thil chhut chhuah thiamna te, ngaituah thiamna leh ngaihruat thiamna kawngahte min pui a ni. Chuvang chuan, School curriculum-ah hian a pawimawh hle a, Class X thlengin zir ngei ngei tur zinga dah a ni.

Mathematics zirna kawnga harsatna thenkhat.

- Naupang – Natural number pahnih ka inpuntir chhuak hi ka inpuntir number-te aiin a lian zawk a, mahse fraction pahnih ka inpuntir chuan a inpuntir chhuak hi a te zawk. A chhan hi ka hre thei tlat lo.
- Naupang tam zawk chuan mathematics hi hlauvin fail tura inngaihna an nei. Chuvang chuan an thlah thla thuai a, mathematics zirna an bansan a, tihtakzeta zirna an nei zui tawh thin lo.
- Naupang tam zawk tan mai ni lo, a thiam thei fal bikte tan pawh cho phurtu curriculum-ah hian a tlem a, chu chuan naupang a tihnual.
- Tih tur, zawhna leh evaluation kalpui dan hi a kalkhat a, thil ngai tihnawn a tam a, heng bakah hian chhut neuh neuh ngai a tam em em baw. Mathematics huang chhunga awm, hmunhna chungchang leh suangtuah thiamna kawng kawhmuhtir theitu tur hi curriculum-ah a tel tlem.
- Zirtirtu an inringtaw lo va, a inbuatsaihna a tha taw lovin naupangte an enkawlinaah an rintlak taw lo.

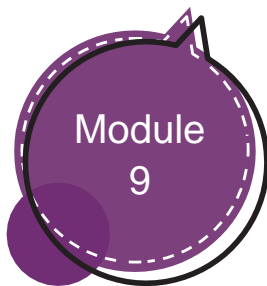
(NCF 2005)

Developing numeracy skills among children at the pre-primary (pre-school) stage

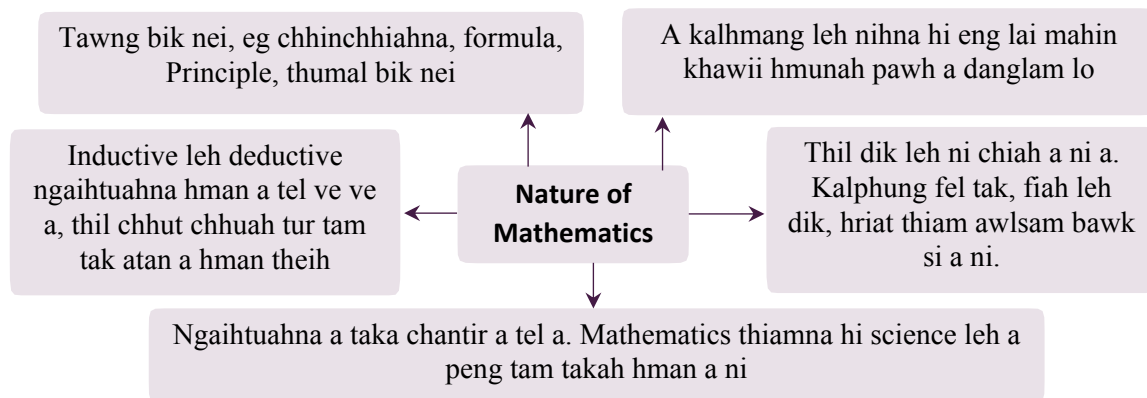
- Pre-number skills – Thil thliar hran, rem fel, indawt dan leh inmil zela dah te hi number chungchang hmehhriatna leh zir chhohna atana a bulthut pawimawh tak a ni.
- Thil chhiar zirtir hmian naupangte chu pre-number chungchang hi thiam hmasa tura beisei an ni a. Hemi atan hian naupangte chu hun tam zawk leh remchang siamsak tur a ni. Practical-a thil thliar hrantir te (an ziarang chi khat emaw, a aia tam emaw hmangin), thil indawt dan dika rem te (kawng hrang hrangin) leh thil inmil zel tura dah thiamte hi nambar chhiar zirna atana a bulthut pawimawh a ni.
- Pre-school-ah naupangten mathematics thiamna leh theihna an neihte chawikanna turin hetiang ngaihtuahna hi tuh ila – Nambar hriatna (a zat dik taka chhiar thiam, a hniam atang leh a sang lam atang tein leh nambar inlaichin dan kalphung hmuh thiamtir); Nambar aiawh (a thu hmanga nambar dah, thil lem, chhinchhiahna leh thil sakhat – thing bung, lung, etc); Hmunhma suangtuahna lam (pianhmang, len zawng, awm hmun, hawi zawng, leh chet dan chungchang suangtuah/mitthla thiam); Tehna (sei zawng, san zawng, rih zawng, hun rei zawngte ama hriat dan leh tih thin dan atanga tehfung pangngai zir chhoh) Rin chhin (thil zat tam lam emaw, len zawng tur emaw awm vel rin chhin thiam); Ziarang (nambar, pianze hrang hrang, thil lem te awmze neia remkhawm) leh Problem solving (a dikna zawng chhuak turin tih dan chi khat aia tam a awm thei tih ngaihtuah chhuah)
- A chunga kan sawi takte hlawhtlinna tur chuan naupangte tawnhriat hmangin, an la hriat ngaih loh thil siam chawp lovin an in lama thil an lo hriat sate hmang tangkaiin, entirnan thil thliar hran (classification) chungchangah te.
- An bul hnaia hmuh mai theih awmte- thil sakhat, mihring, bungrua etc kan thliar hrantirin, hmun hnih aia tamah then darh loh ni se, an khaikhin tur pawh en maia hriat theih, entirnan, an rawng leh pianzia, a hnu lamah chuan hmun hnih aia tama then darhin an khaikhina tur pawh sang zawk hman ni se, entir nan, len zawng, awmhmun leh hawi zawngte hmangin.

Heng kan sawi takte hian zawhna pawimawh tak a neihtir a, chu chu sikula mathematics zirna hian eng nge a tum tih hi a ni. Mathematics kan zirtir hian puitling an nih huna an hnathawhna tura an chhawr atan nambar chungchang ringawt chawh thiamtir tum emaw, anmahni irawm chhuaka ngaihtuahna siamthei a, nakin lawka khawtlang leh ram tana mi tangkai ni tura chher emaw hi tuh kan tum. Chuvang chuan, kan khawtlang hmasawn nan mathematics-in mimal nuna ngaihtuahna seng thiam tura a zirtir hi kan ngaih pawimawh a tul a ni.

He module-ah hian naupangten mathematics hi hria se kan tih dan leh mathematics kalhmangah an ngaihtuahna hetiang hian seng se kan tih dan kan sawi dawn a ni. Mathematics chu eng nge ni, tiin bul han tan ila. Greek tawng ‘Mathema’ tih atanga lak a ni a, chu chu finna/thiamna (science) tihna mai a ni. Oxford dictionary chuan, ‘thil tam zawng, a zat leh hmun awl chungchang zirna’ tiin a hrilhfiah. Mathematics hi a bul thumah chuan, thil tehna (measurement), ziarang (pattern) leh pianze felfai/inmil (symmetry) zir



chianna anga ngaih a ni. Heng zir thiam tur hian a bulthut kan zir tur atangin sawifiahna uluk taka kan ruahman a ngai a, sawi ho tur leh mathematics chungchanga thudik awmsa hmanga ngaihtuahna hman te a tel a ni. Hetianga mathematics nihna kan hrilfiah a, kan ngaihtuah thinna atang hian thutlukna kan siam thin a ni.



MATHEMATICS AT THE PRIMARY LEVEL

Khawtlang hian primary zirtirtute hnathawh pawimawhzia hi kan hre thiam pha tawk lo ni hian a hriat a. Primary zirtirtute hian mawhpurhna lian tak an nei a, engtin nge tih leh eng angin nge an sikul naupangte chu kum lo awm tura hma an sawn ang tia danglamna thlen theitu an ni. Primary naupang zirtir tur hian thiamna bik nei, hriatna zau leh thil tih thiam chi nih a ngai a. Hetianga zirtirtu thiam ni tur hian hun a duh a, hmasawn tura chatlak awm lova inzir leh thawh rim ngai tak mai a ni. Primary-ah naupangte ngaihtuahna hi a tak ram

Vision of school mathematics

- Naupangin mathematics zir chu hreh lovin, nuam an ti ang.
- Naupangin mathematics pawimawhna an zir ang – Formula leh khawl ang ringawta kal dan bik nei a ni lo.
- Naupangin mathematics chu inkawm ho nan pawha hman theih, ngaih dan sawi lan nan te, anmahni hova sawi ho chi leh a huhova an tih chi ang tein an ngai ang.
- Naupangin problem awmze nei tak tak phuah chhuakin an chingfel ang.
- Naupangin thil inkungkaih dan tur te, an ruangam leh pianphung hmuh thiam te, thil nihna ngaihtuah chhuah thiam te, thusawi dik leh dik lo buk turin ngaituhna leh suangtuahna an hmang thiam ang.
- Naupangin mathematics ruangam bulthut an hre thiam ang – arithmetic, algebra, geometry leh trigonometry te, school mathematics-in a huam zawng zawng atanga thil nihna chhungril hai chhuah thiamna te, a ruangam duan thiamna te leh an kalphung tlangpui te dapchhuah dan a pe ang.
- Zirtirtu chuan a class-a naupang zawng zawngin mathematics hi an thiam thei a ni tih ring chungin an zirtir ang.

leh an hmuh thinah a innghat. Chuvang chuan, zirtirna chungchangah khawih/hmuh theih thil tam thei ang ber hmanga naupangte hnuh hnaih tum tur a ni. Primary pawl kan zirtirna turah a hnuai kalhmang indawt chhote hi zawmin, a nihna laimu te, an phak tawk leh an thiam zawng te hre reng chungah kalpui dan hriat hi a ngai a ni.

Experiences

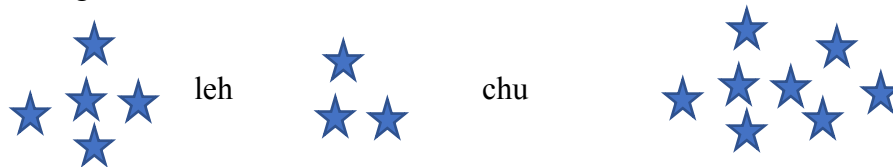
Thil thar zirtirna tura tangkai tak mai chu an tawnhriat hmangte leh an khawih/hmuh thei thil zirtirna atana hman hi a ni. Classroom chung leh pawna an thil tihte hian inzawmna thui tak a nei a. Naupang assignment kan pekte chu, zawn/hmuh chhuah ngai (exploratory) chi ni thei se, chu chuan a zirlai chu nitin nun atan a pawimawh a ni tih a a ngaihzwantir thei ang. Entirnan, number belh chungchangah naupangte chuan thil hlawm pahniha then an nei a, an thil neih chu an chhunfin hnuah a zat chhiar. A bul tan nan chuan thil inang entirnan, apple chu hlawm khata lakkhawmte chu a zat chhiartir tur a ni. Hetiang an thiam hnu hian mahni inrintawkna te an lo nei chho va, zawhna duang ve turin remchang siam sak tur a ni. He nambar belh chhuak, $235 + 367 \neq 602$ hi a dik tih i hria a, $234 + 369$ hi eng zat nge ni ang? Engtin nge a dikna i zawn chhuah ang? Nambar 5384 zinga digit eng emaw pakhat awmna hi sawn la, a tlem sawt ang nge, a tam sawt ang? Naupangte chu thil hlawm inang lo, zia/nih phung thuhmun nei – entirnan sikula mipa leh hmeichhe zat belhkhawm chu zirlai zat a ni. A tirah chuan heng lakkhawmte hi a bul atangin a zavaiin chhiar thin a ni. An thiam bel hnuah naupangte chuan a bul atanga chhiar leh vek kher lova tih dan an hriat chhuah beisei tur a ni.

Language

Naupangte chu an tawnhriat te, an thil hmuh dan te leh nia an hriat finfiah ngai chi te hmangin sawi vena tur hun remchang siamsak ni se. Heng sawihona atangte hian naupangten tawng lamah tangkaipuiin, thil sawi dan tur te, zawhna han duan chhuah dan te, thumal hriat belh nan te leh mathematics a thumal hman thinte hriat belhna hun remchang atan an hmang a ni. Entir nan, arsi panga hlawm khata awm chu arsi pathum hlawm khata awm nen hmun khatah an chhunfin a, tichuan hmun khatah arsi awm zawng zawng chu pariat a ni.

Pictorial representation

Naupangte chu thil lem atangin a awmzia sawi fiahtirin chumi atanga thil pawimawh dang awmte zawn chhuah tir rawh. Chung thil lem awmna problem i tihtirah chuan a dikna te pawh lantir nghal la. Entir nan,



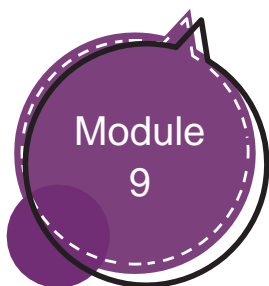
Hetianga zir hian pawl sang zawkah naupangte chu mitthla thiamna/a lem atanga a dikna lakchhuah/thil lem hmanga entir kawngah awlsamna a siamsak ang.

Symbols

Thil lem leh a tak hmanga belh an thiam hnu hian naupangte chu chhinchhiahna hmanga belh dan entirna hun pek tur a ni.

Entir nan,

$$5 + 3 = 8$$



Naupangte chu thil lem hmanga belh an lo hmuh thin kha chhinchhiahna hmanga entir thiam tur leh a awmzia hrefiah turin pui la. Chhinchhiahna atana hman chi hrang hrangte hriat thiamtir a, mathematical equation leh expression te an hre thiam tura puih ni se.

Hetianga zirtir hian naupangte an thil thiamte sawi chhawn/lantir dan thiamna kawngah a pui ang. An zir chhuah tur dang- ziaak leh chhiar, ngaihdan sawi chhuah leh problem chinfelte hi tum/hmun khatah kan zir chhuak nghal vek a ni.

Integration of language and environmental studies with mathematics

Sikula pawl hniam lam i.e., Class I leh II-ah chuan naupangin language pakhat emaw pahnih emaw leh mathematics chauh an zir a. Mahni chhehvela thil thlengte hre thiam tur leh mathematics a thumal te, suangtuahna te leh problem chinfel nan tawng hi hmanraw pawimawh tak a ni a, chu chu he zirlaibuah hian bilh luh tel a ni. Mathematics zir tantirh lai hian, zirtirtu chuan naupangte zirchhuahpui tur hre chungin, mathematics, EVS leh languagete hi an zirlaiah a infin a ni tih hre bawk se, hmasawna huap zau zawk an hmuh theihna turin an nuna bet leh inhne hnai thei ang ber entirnate siam se. Entir nan, number chungchang zirtirin, khawiah nge heng nambarte hi kan hmuh tihte sawipui se, nitin nunah eng angin nge kan hman tangkai tih te, number leh symbol hmang lovin engtin nge kan va tihlan ang, etc., tih zawng zawngte hi classroom-ah tihpui ni se. Hetianga sawi hona atang hian mathematics-a thumal pawimawh leh chhinchhiahna hmante hi language zirna pawimawh tak a ni tih kan hre thei. Entir nan, tehna chungchang kan zir laiin, a tehkhawng

Syllabus atanga zirlaibu siam hrang hrangah hian thiam tur chi hrang hrang phum a ni a. Naupangin sikul a kal hian a rilrua zawhna tam tak awm kha a chhehvel leh midang hnen atangin a chhanna a hmu thin. Naupang chuan sikul chhung leh pawn bakah zirlaibu chhung kal pelin hlim leh nuam ti takin zir rawh se.

kan hman hi nitin nunah tawng tualleng berah kan hmang nasa em em a ni.

MATHEMATICS AT THE UPPER PRIMARY STAGE

Mathematics zirna chungchangah Upper Primary-ah hian chona lian tak hmachhawn tur a awm, chu chu naupangte tawnhriat leh an chhehvela hmuh theih awmte hmanga zirtir bakah hmuh theihloh/ngaihtuahna chauhva awm hmanga zirtir ngai nen a lo kal kawp tak vang a ni. Naupangte hian ngaihruatna chauh hmangin thil an la zir thiam lova. Thil awmzia leh nihna hre fiah turin an phurna leh hriat zawng/hriatsa hmanraw hmanga thlun zawmsak an ngai a ni. Hemi huna hriat tur pawimawh tak chu naupangte tawnhriat leh zirlai tha taka thlunzawm chung a, an hriatsa ringawta innghat lova kalsan hret hretpui tum tur a ni. Naupangten an thil zirlaiah eng dan leh kalphung nge hman tur tih an thur chhuah theih nan, zimtea in nghah loh tur a ni. Middle sikul china hmalam pan zel tur chuan heng thilte hi thiam a pawimawh a ni. Entir nan, Class V chinah chuan, naupangten nambar hi a zat an hriatna leh hmuh thiamna chu an va chhiar atangin a ni a, Class VI chinah chuan negative number/integers chungchangte sawi lan a ni. Nambara ziarang chi hrang hrang awmte hmuh thiamna atanga her rem dan te pawh an thiam. Upper primary-ah hian Algebra chungchang hi arithmetic hmanga zir tan a ni a, hei hian kawng hrang hrangin pattern chungchangah te, symbol hmanga ziaak te, dik zawka her rem dan kawngah a tanpui. Primary stage-a Geometry hian zirtir a tum chu 2-D leh 3-D pianhmang nei atangin an sirtlang te, kil zum te, angle te leh pangmar te hmanga an nih phung zir chian leh hmuh thiam a ni. Naupangin hetiang an zir atang hian tih dan tur leh a kalphung an zir chhuak ang, hetiangin, triangle leh ama congruent triangle-in parallelogram a siam, chuvangin triangle area hi parallelogram area chanve chiah a ni. Heng an zir thiamna hian, naupangte

chu thil finfiah (proof) dan kal hmang class X leh XII thlenga an zir tur atan a pui a, rahbi siamtu pawimawh tak a ni.

A purple circular graphic with a white dashed border and a white number '9' in the center. The word 'Module' is written in white above the number.

Module 9

PEDAGOGICAL PROCESS

Mathematics zirna kawngah hian thil pawimawh tam tak a awm a, chung zingah chuan zirtirtute hi an pawimawh ber awm e. Heti taka pawimawh an ni tih kan hriat rualin, tha tak leh sawt zawka mathematics zirtir dan tur kan hriatte hi zirtirtuin engtin nge a tih puitlin ang. Vantlang ngaiah chuan mathematics zirtirtu chu mathematics zirtirtu tur atana tha/tling leh mathematics thiam taka ngaih a ni mai thei. Mahse, “mathematics zirtir dan a hria em”? tih hi ngaituah tel a ngai. Mathematics thiam kan tih hian a zirtir dan an hre kher lova. Chuvang chuan eng anga zirtir tur nge tih hriat tel a ngai a ni. Mathematics subject leh a zirtir dan thiam kawp hi Pedagogical Content Knowledge (PCK) an ti. A hnuai kan hmuhte hi mathematics tha taka zirtir nana hriat tur te an ni –

- Participation
- Engagement
- Observations
- Making hypothesis and verifying them
- Problem solving
- Visualisation and representation
- Making connections
- Systematic reasoning
- Mathematical Communication

Learning outcome behchhana buatsaih, National Achievement Survey 2017-ah khan, National Level-a Class III, V leh VIII naupangten mathematics-a an chhan dik (chawhrual a lak) percentage chu hetiang hi a ni.

Class III – 64%

Class V – 53%

Class VIII – 42%

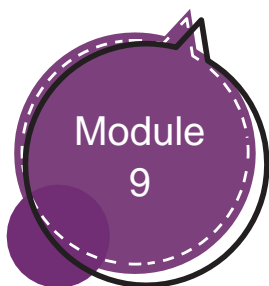
State/UT leh District-ten eng percent nge an hmuh ve in hria em? Kim chang zawkin hengah te hian hmuh theih a ni – <http://www.ncert.nic.in/programmes/NAS/SRC.html>. Mathematics zirlai-a learning outcomes tihlawhtling tur hian kawng kan zawn a tul a ni.

CLASS-WISE LEARNING OUTCOMES

Class I

Naupang chuan

- thil pianhmang lan dan atangin thliar hran a thiam a, entir nan, an hmelhmang te, len an zawng leh pianken azirin thil lir thei chi nge lum thei tur chi tih zawnga thliar hran a thiam. Nambar hming te sawi thiamin, thil lem leh milem zat chhiar pawh 20 chin chu a thiam.
- Number 1 atanga 20 a thiam
 - Nambar 1 – 9 hmangin thil zat chhiar a thiam.
 - Khaikhinna atan number 20 chin a hmang thiam. Entirnan, an class-ah hmeichhia nge tam zawk mipa tih zawhte.
- Belh leh paih chungchangah nambar 1 atanga 20 chin chu a nitin nunah a hmang tangkai thiam.



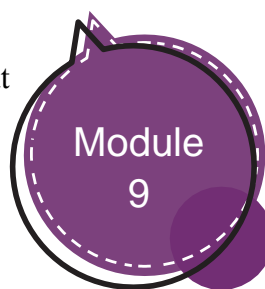
- Thil sakhat/lem hmangin belh dan kalphung kawhhmuhna, a belh chhuak 9 aia tam lovin. Entirnan, $3 + 3$ a belh dawnin 3 awmsa chu 3 dang hmang khan chhiar zawm tirin $3 + 3 = 6$ tih a hre thei ang.
 - Nambar 1 – 9 hmanga paih. Entirnan, naupangin a thil neih 9 atangin 3 chu a la chhuak a, a la bang zawng chu a chhiar lehin $9 - 3 = 6$ a ni tih a hria.
 - Nambar 9 chin chu nitin khawsaknaa kan hman thin belh leh paih chungchangah a hmang tangkai thiam.
- Nambar 99 chinte chu a hre hrang a, ziak pawhin a thiam.
 - Thil sakhat chi hrang hrangte pianghmang/lan dan atangin an nihphung ama irawmchhuakin a sawi thiam. Entirnan, ball chu a lir thin a, box-te erawh chu a tawlh thei.
 - Thil sei zawng teh nan, tehna pangngai ni lo (non-uniform units) –zungtang hmang te, khap hmang te, ban hmang (tawng) te leh ke hniak te hmanga teh dan a thiam a, a zat tur awm vel pawh a ring chhin thiam.
 - Thil pianphung leh nambar, a ziarang awmte hmu thiamin, a siam thiam. Entirnan, an pianphung mil te, nambar zat azir tein
 - 1, 2, 3, 4, 5, ...
 - 1, 3, 4, ...
 - 2, 4, 6, ...
 - 1, 2, 3, 1, 2, ..., 1, ..., 3, ...
 - An thil hmuh leh hriat atanga information tangkai chhinchhiah te, lakchhuah te leh a awmzia sawi fiah an thiam ang. Entirnan, Huan thlalak an en atangin pangpar chi hrang hrang an hmu a, eng pangpar emaw ber chu a tam bik a ni tih te an hre thei ang.
 - Zero nihphung hriat thiamtir.

Class II

Naupang chuan

- Number digit hnih nei chin a hmang tangkai thiam
 - Number 99 chin ziak leh chhiar a thiam.
 - Digit hnih nei number-te ziak leh khaikhin nan place value a hmang tangkai.
 - Digit hnih nei number te ber leh lian ber a siam thiam (digit pahnih pek sa hmang nawn leh hmang nawn lovin)
 - Digit hnih nei number belh chungchang nitin khawsaknaa kan hmante thiamtir.
 - Digit hnih nei number paih chungchang nitin khawsaknaa kan hmante thiamtir.
 - Pawisa note chi hrang hrang 3-4 vel leh pawisa thir hmanga Rs 100 chin tlukpuite entir (pawisa note inang leh a chi hrang dang hmangtein)
- 2-D leh 3-D te pianhmang leh nihphung pawimawh hrang hrangte a hmu thiamin a sawifiah thiam.
 - 3-D pianhmang nei – cuboid, cylinder, cone leh sphere-te an hming nen a thliar hrang thiam.
 - Straight line leh curve line-te danglamna a hria.
 - Straight line ziak leh lantir dan chi hrang a thiam (a tung, a phei leh a awn).
- Thil sei zawng, hlat zawng leh dawnhlawk zawng teh nan – thir tlawn, pencil, no, fian, bucket, etc. a hmang tangkai thiam a, a zat tur awm vel pawh a ring thiam.
- Bukna hmanrua hmangin thil rit zawk leh zang zawk khaikhin a thiam.
- Chawlhkar khata ni awm zat leh kum khata thla awm zat a hria.

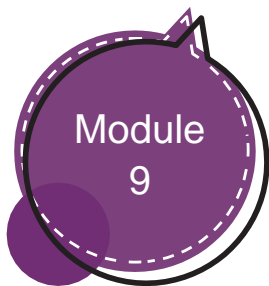
- Hun rei zawng – darkar zawngin emaw, a ni zawngin emaw chhut dan a thiam. Entirnan, naupangin sikulah nge hun a hman tam zawk in lamah?
- Data lakkhawm hmangin thutlukna awmze nei a siam thiam. Entirnan, Samir-a te chhungkua chuan Angelina-i te chhungkua aain lirthei an hmang tam zawk.



Class III

Naupang chuan

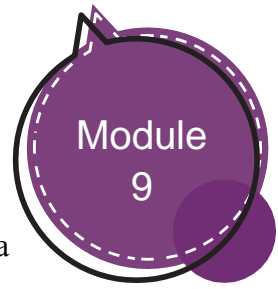
- Number digit thum nei chin a hmang tangkai thiam.
 - Place value behchhana number 999 chin zia leh chhiar dan an thiam.
 - Place value behchhanin number 999 chin tam zawng khaihkhin dan an thiam.
 - Belh leh paih chungchang nitin nuna kan hman thinte chawh a thiam, number digit thum nei hmangin, a belh chhuak hi 999 aia tam lo, a chawh danah hian number pawh char hmang leh a bi zela lakkhawm dan hman tur a ni.
 - 2, 3, 4, 5 leh 10 puntirna hmun kalphung, bulthut leh a siam thiamtir a, nitin nuna a pawimawhna leh tangkainate thlunzawm.
 - Number operation chi hrang hrangte nitin mamawh atan a hmang tangkai thiam.
 - Sem nihphung leh awmzia hrihfiah nan, inzath theuhva hlawm hrana dah, inzath theuva insem leh paih nawn dan hman ni se. Entir nan, $12 \div 3$ sawifiah nan, hlawm khatah 3 zel a kan dah chuan hmun 4-ah a dah thei ang, chu chu a vaiin 12 a ni, 12 atangin 3 hi wawi 4 kan paih nawn thei.
- Pawisa chungchanga belh leh paih hman thiam, number pawh char dan hmang leh hmang lovin.
- Rate leh bill chart (thil man zat leh hralhna zat chuanna lehkha) siam.
- 2-D pianhmang chungchang hriatfiah thiam.
 - 2-D pianhmang neite hriat hran leh siam thiam – lehkha thleh hmang te, grid dot leh lehkha cheh thlak hmangte, etc.
 - 2-D pianhmang neite chu-sir tlang, kil zum leh a lai tantlangtu an neih zat azir zelin an danglam tih hriat. Entirnan, lekhhabu kawm chuan – sir tlang 4, kil zum 4 leh a laia tan tlangtu 2 a nei.
 - Hmun awla rem tura tile awmsa hmangin kar awl awm lova rem phui vek a thiam.
- Thil sei zawng leh hlat zawng teh nana tehkhawng hman– centimetre leh metre hmanga teh thiam, heng tehkhawngte in laichinna hriat thiam.
- Thil bukna hmanrua hmanga rih zawng tehkhawng - gram leh kilogram hmangin teh dan a thiam.
- Bawm chi hrang hrangte dawn hlawk zawng tehkhawng mumal ni chiah lo hmanga teh dan leh a tlem zawk tur emaw, tam zawk tur emaw khaihkhin a thiam.
- Gram leh kilogram hmanga kan teh thin, nitin nuna kan hmuhah belh leh paih hman a thiam.
- Calendar atangin hun leh ni pawimawh bikte a hre thei.
- Sana hmangin dar zat dik tak a hre thei.
- Thil lem leh nambar ziarang awmsa kalphung chhunzawmin a siam belh thiam.
- Data, tally mark hmanga lak khawm atangte leh pictograph atangtein a khaihkhawmna fel tak a siam thei.



Class IV

Naupang chuan

- Nitin khawsaknaah number chhut dan a thiamte a hmang tangkai.
 - Digit 2 leh digit 3 nei number-te puntir dan a thiam.
 - Sem dan kalphung hriat nan tih dan chi hrang hrang hriat – chhun han (dot) hmang te, hlawm inanga siam hmang te, paih nawn hmang te, puntir leh sem inlaichinna hmangtein.
 - Belh, paih, puntir leh sem a lo zir tawhte kha nitin nuna thil thleng atan a hmang tangkai- pawisa, thil len zawng, hlat zawng, dawn hlawk zawngte chhut nan.
- Number pum ni lo (fraction) a chawk thiam.
 - A chanve, hmunlia thena hmun khat leh hmunlia thena hmun thumte chu lehkha thleh atang leh thil lem atangin a hmu thiam.
 - A chanve, hmunlia thena hmun khat leh hmunlia thena hmun thumte chu nambar hmangin a entir thiam.
 - Fraction tlukupui number dang awm theite ziah dan a thiam.
- Kan chhehvela thil chi hrang hrang awmte pianzia leh lan dan hriat thiam.
 - Circle-a bung hrang hrang awmte - centre, radius leh diameter te hriat.
 - Kar awl awm lova rem phui thap theih tur pianhmang nei thlan chhuah thiam.
 - Net hmanga cube/cuboid siam a thiam.
 - Lehkha thleh/cheh thlak, ink blot, etc hmangin reflection symmetry nihphung leh bulthut te hmuh thiam.
 - A lem ziah harsa lo chi hmangin hmun hrang hrang atanga a lan dan- a chung lam, a hma lam leh a sir atang tea a lan dan a ziak thiam.
- Geometry-a pianphung kan hmuh hrang hrang (rectangle, triangle, square) area leh perimeter te zir chian a, hriat thiam. Entirnan, dawhkan chung a lehkhahu leng zat zawn thiam.
- Meter leh centimetre inchantir tawn dan a thiam.
- Thil sei zawng te, hmun inkar hlat zawng te, thil rih zawng te, tui tam zawng te, etc. a zat tur awm vel rin chhin leh a tehna hmanrua hmanga teh leh finfiaha thiam.
- Nitin nuna kan hmuh leh hman thin-sei zawng, hlat zawng, rih zawng, dawn hlawk zawng leh hun chungchang zawn chhuah nan belh, paih, puntir leh sem te hman tangkai a thiam.
- Sana en a thiam a, a.m. leh p.m. pawh a hre thiam.
- Darkar 12 sana leh darkar 24 sana te inanna a hria.
- Nitin nuna hun hman dan, hun neih dan leh hun kal tawhte chhut chhuah nan belh leh paih a hmang tangkai thiam.
- Puntir leh sem chungchanga ziarang/kalphung inphum a hmu thiam (9 hmun leh a hnuai lam).
- Symmetry kalphung atangin geometrical figure-a ziarang awm chi hrang hrang te hmu thiamin a siam belh zel thei.
- Thil pawimawh lak khawm te, table leh bar graph hmanga entir a thiam a, a awmzia pawh a sawi fiah thei.



Class V

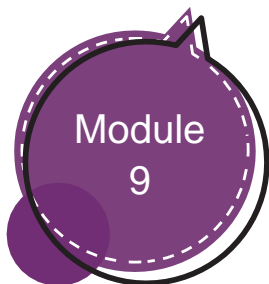
Naupang chuan

- Number lian zawk pawh a hmang tangkai thei.
 - Number 1000 aia tam pawh a ziakin a chhiar thiam.
 - Place value chungchang a hriat thiamna atangin number 1000 aia lian zawkah pawh arithmetic operation palite a hmang thei.
 - Standard algorithm hmanga number sem.
 - Belh, paih, puntir leh sem chungchangah a dikna awm vel tur rin chhin chu, a chawh chhuah dan pangngai ni kher lo nambar phel darh dan hmanga finfiah. Entir nan, 9450 hi 25 a sem tur ni ta se, 9000 hi 25, 400 hi 25 leh 50 hi 25 te in kan sem ang a. A chhanna hmu turin a sem chhuah numberte kan belh khawm leh ang.
- Number pum ni lo (fraction) a chawh thiam.
 - Number pum (whole) atanga number phel lak chhuah tlukpui hriat.
 - Fraction awm sa tlukpui siam thiam leh hriat thiam.
 - Fraction number- $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ te decimal notation-a dah leh fraction-a dah let leh thiam. Entirnan, sei zawng tehna leh pawisa chungchangah – Rs 10 chanve chu Rs 5 a ni.
 - Fraction leh decimal inchan tawntir.
- Pianhmang leh angle kaihnewihte thiam.
 - Angle awmsa hmanga angle dang zul chhuah te, ziah thiam te leh angle chi hrang hrangte hriat hran thiam– right angle, acute angle, obtuse angle.
 - Kan bul hnaia 2-D kan hmuh atanga rotation leh reflection symmetry neite hmuh thiam, entir nan, alphabet atangte hian.
 - Net hmanga cube, cylinder leh cone siam.
- Sei zawng, inkar hlat zawng, rih zawng leh dawn hlawk zawng atana tehkhawng (unit) lian leh te kan hmante inthlah dan hmu thiamin, a inchan tawntir dan thiam.
- Thil dawn hlawk zawk rin chhin thiam, entirnan, bucket khatah hian hetiang no 20 hi a leng.
- Arithmetic operation hmanga – pawisa, sei zawng, rih zawng, dawn hlawk zawng, hun rei zawng chungchang chhut chhuah thiam.
- Triangular number leh square number-a ziarang awmte a hmu thiamin a hre hrang.
- Nitin nuna thil thleng chi hrang hrang atangin data pawimawh lak khawm a thiam a, chungte chu table/bar graph-ah a lantir theiin a hrilhfiyah thiam.

Class VI

Naupang chuan

- Problem chinfel nan nambar lian/tam zawk pawh a chhut dik thei (belh, paih, puntir leh sem)
- Number chi hrang hrang – even, odd, prime, co-prime, etc. ah te thliar hran a nih dan hi number-in ziarang (pattern) kalhmang an neih theuh atang hian a hmu theiin a hre thei a ni.
- HCF leh LCM hman tangkaina hun a hria.
- Problem chinfelna turah integer-te belh leh paih ngai a awmin harsatna a nei lo.
- Fraction leh decimal number hman ngaihna hmun hrang hrang – pawisa, sei zawng, temperature, etc. chungchangah a hmang thiamin a hre thiam. Entirnan, puanthan metre $7\frac{1}{2}$ a sei, hmun pahnih inkar hlat zawng chu 112.5 km, etc.
- Nitin khawsaknaah fraction leh decimal number belh leh paih ngai a awmin a chingfel thei.

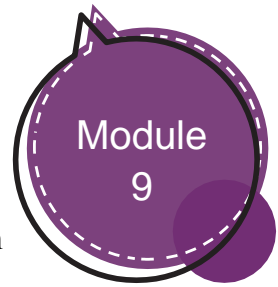


- Mathematics operation hrang hrangah variable hmangin thil nih dan ruangam a duang thiam. Entirnan, rectangle sir tlang pakhat sei zawng chu x unit a ni a, a sir tlang dang pakhat sei zawng chu 3 unit ni baw se, rectangle perimeter chu $2(x + 3)$ unit a ni ang.
- Ratio hmangin thil khaikhin dan a thiam. Entirnan, class pakhata hmeichhe naupang leh mipa naupang awm dan chu 3:2 a ni.
- Unitary method hmangin word problem chi hrang hrang a chingfel thiam. Entirnan, note book dawrzawn khat man hrilhin, notebook pasarih man zawng chhuak turin notebook pakhat man zawn chhuah phawt tur a ni tih.
- Kan chhehvela thil awmte hmangin geometry zirna atana pawimawh – line, line segment, open leh close figure, angle, triangle, quadrilateral, circle, etc., te a sawifiah thiam.
- Hetiang hian angle sawifiahna a entir.
 - Angle sawifiah nan kan chhehvela thil awmte entirna atan a hmang.
 - An angle len zawng azirin a thliar hrang.
 - Angle len zawng awm vel rin chhin dawnin, 45° , 90° leh 180° te chu inngahna/tekhawngah a hmang.
- Hetiang hian line symmetry sawifiahna a entir.
 - 2-D pianhmang neite chu symmetrical line a neih zat atangin thliar hran an ni, symmetrical line hi pakhat emaw, a aia tam emaw an nei thei.
 - 2-D atangin symmetrical pianhmang nei a siam chhuak thiam.
- Triangle thliar hran nan– angle zau zawng leh sir tlang sei zawng pawimawhna a hria. Entirnan, a sir tlang sei zawng atangin, scalene, isosceles, equilateral, etc tiin an thliar hrang.
- Quadrilateral thliar hran nan – angle zau zawng leh sir tlang sei zawng pawimawhna a hria.
- Kan chhehvela thil (3-D) awmte atangin – sphere, cube, cuboid, cylinder, cone te nihna a hria.
- 3-D pianhmang nei atangin – sir tlang, kil zum leh pang marte a hmu thiam.
- Kan chhehvela rectangle pianhmang nei thil remchang-classroom chhuat hmangte, chalk bawm hmangtea area leh perimeter zawn.
- Thil lakkhawm leh chhinchhiah chungchang- chungkaw pakhatin thla ruk chhunga sum an hmanna chi hrang hrang an chhinchhiah chu, table, pictograph leh bar graph hmanga lantirin, hrilfiah/sawifiah a thiam.

Class VII

Naupang chuan

- Integers pahnih puntir leh sem a thiam.
- Fraction puntir leh sem chungchang a sawi fiah thei.
Entir nan, $\frac{2}{3} \times \frac{4}{5}$ hi $\frac{2}{3}$ of $\frac{4}{5}$ tihna a ni a. Tin, $\frac{1}{2} \div \frac{1}{4}$ hi hetiang hian a sawi theih, $\frac{1}{4}$ eng zatin nge $\frac{1}{2}$ hi siam? tiin.
- Fraction/decimal te puntir leh sem dan kalhmang a thiam.
- Rational number chungchang hman ngaihna a awmin, a takin a chingfel thiam.
- Number lian/tam zawkte sem leh puntir a awlsam zawk nan exponential form-a dah dan a thiam.
- A nitin nuna a thil tawnte chu equation-ah siamin, a chingfel thin.

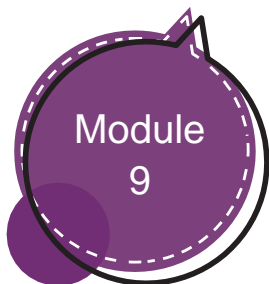


- Algebraic expression-te belh leh paih a thiam.
- Thil tam zawng inzat/intluk tlanga (proportion) awm an ni nge ni lo tih a hria. Entir nan, 15, 45, 40, 120 te hi proportion an ni, $\frac{15}{45}$ leh $\frac{40}{120}$ ti a kan ziaik nen thuhmun a nih avangin.
- Fraction leh decimal chu percentage-a dahin, percentage pawh fraction leh decimal-ah a chantir thiam.
- Profit/loss percent chawh chhuah dan a thiam a, simple interest-ah pawh rate percent a zawng chhuak thiam.
- Angle inkawpte an nihphung atangin a thliar thiam, hetiang hian – linear, supplementary, complementary, adjacent leh vertically opposite. Angle inkawp zinga pakhat a hriat atangin a kawppui angle zat a zawng chhuak thiam.
- Rin ngil pahnih, rin ngil dang pakhatin a tan tlang ve ve atangin angle pahnih inkawp kan hmuh te nihphung finfiah.
- Triangle-a angle pahnih hlut zawng pek sa a nihin, a angle pathumna a zawng chhuak thiam.
- Information pek sa – SSS, SAS, ASA, RHS –te hmang hian triangle congruency a sawifiah/hrilfiah thei.
- Ruler, compass leh rin ngil pakhat awm sa hmangin parallel line a siam thiam.
- Square grid/graph sheet hmangin closed figure chi hrang hrangte hmun luah zau zawng zawn chhuah a thiam.
- Square leh rectangle-te hmun luah zat a zawng chhuak thiam.
- Nitin nuna a thil hmuh leh hriat atanga data hrang hrang a lakkhawm hmangin-mean, median leh mode a zawng chhuak.
- Nitina kan thil hmuh leh tawnah te inthlak danglam a awm thin tih a hmu thiam – an pawla naupangte san zawng danglam thin te, pawisa thir kan vawrin, a khawi lamin nge chunglam hawi dawn kan hre Chiang thei lova a inthlak fo thin.
- Bar graph hmangin data a lakkhawmte chu a hrilhfiah/lantir thiam – Nipui aiin Thlasikah electric hman ral a tam zawk. Cricket khelhnaah team pakhat in over 10 chhunga run an siam zat chu ..., etc...

Class VIII

Naupang chuan

- Rational number- belh, paih, puntir leh semtea ziarang (pattern) chi hrang hrang awm atanga nihphung an neih theuhte hmuh a thiam.
- Rational number pahnih inkara rational number dang awmte zawn chhuah thiam.
- Heng number 2, 3, 4, 5, 6, 9 leh 11-te tan hian divisibility rules dik leh dik lo a finfiah thiam.
- Method hrang hrang hmangin – square, cube, square root leh cube root-te a zawng chhuak thiam.
- Integral exponent hmanga problem chinfel a thiam.
- Nitin nuna thil thleng chi hrang hrang leh puzzle-te variable hmangin a ching fel thei.
- Algebraic expression-te a puntir thiam. Entiran, $(2x - 5)$ leh $(3x^2 + 7)$ te puntir/siam pum rawh.
- Nitin nuna thil thleng chinfel nan algebraic identities a hmang tangkai thiam.



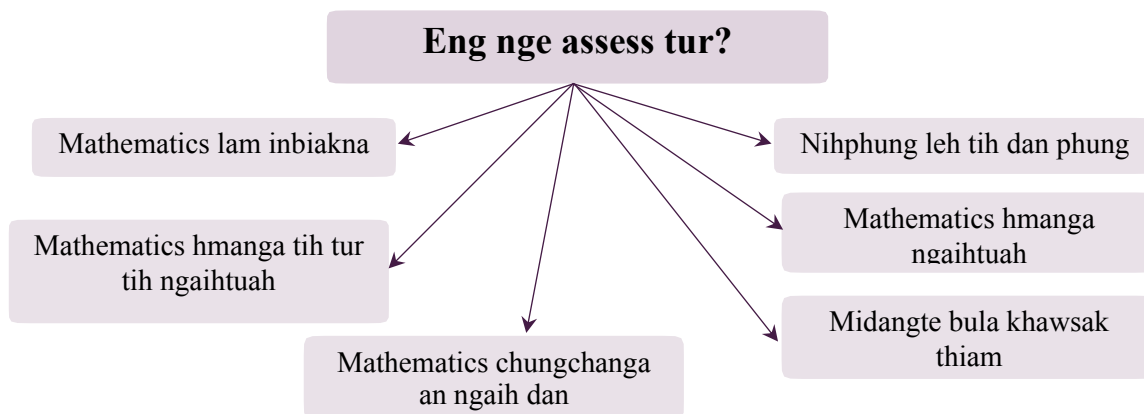
- Discount, VAT leh compound interest chungchangah a hlep nge a hloh tih zawn nana percent zawn thiam pawimawhna a hria. Entirnan, discount percent zawng rawh, thil man an chhiarna zat leh discount hnua a man chu hei hi a ni a or Profit percent zawng rawh, cost price leh profit chu cheng chuti zat a ni a.
- Direct leh inverse proportion dan hmangin problem a chingfel thiam.
- Angle sum property hmangin quadrilateral-a angle kaihnawih zawn chhuah ngai te a zawng chhuak thei.
- Parallelogram nihphung a finfiah thei a, thil dang nen a inkungkaihna pawh a chhut/hmu thiam.
- Lehkha puan, blackboard, etc., ah 3-D pianhmang a ziak/lantir thiam.
- Ziarang (pattern) hmangin Euler's relation a finfiah thiam.
- Compass leh ruler hmangin quadrilateral chi hrang hrang a siam (construct) thiam.
- Square grid/graph sheet hmangin trapezium leh polygon chi dangte hmun luah (area) zauh zawng zawn chhuah a, formula hmanga finfiah leh.
- Polygon chi hrang hrangte hmun luah zau zawng zawn chhuah thiam.
- Cuboid leh cylinder-te surface area leh dawn hlawk zawng zawn chhuah thiam.
- Bar chart leh pie-chart-te siam dan a thiam a, chumi atang chuan thil pawimawh awmte chu a hrilfiah thiam.
- Thil lo thleng tur chungchanga rin dan siam leh finfiah. Thil thleng fo tawh kan hriat leh hmuh thinte atangin- entirnan, dice emaw pawisa thir vawr emaw atang tein.

ASSESSMENT IN MATHEMATICS AT THE ELEMENTARY STAGE

Primary china Mathematics zirna enfiahna (assessment) chuan naupangte zir dan lam a kaw k deuh ber tur a ni a. Hengah te hian assess tur a ni -

- naupangten mathematics an zir dan hriat thiamna
- mathematics nihphung rawn chhuah dan leh nitin nuna hman dan
- naupangten midangte bula khawsak an thiam dan

Tunah chuan mathematics-a assess tur tlangpui lo thlir ho ila. A hnuaia milemah hian entir a ni



Elementary school-a mathematics zirtirnaa zawhna tlanglawn tak pakhat chu – “Mathematics zirnaah hian eng hi nge assess tur?” tih hi a ni a.

A eng ber hi nge ni i zawn chu tiin han inzawt ta la. Mathematics zirna chungchang bikah hi chuan sikula mateamatics zirna thlir dan zau zawk aṭanga enin mathematics chu naupangten “eng emaw an sawihona atân te, an inbiakna atân te leh thil an tih honaah te” an hman ṭhin a ni tih hi a pawm theih awm e.

Zirlaite chu heng an theihnaah te hian assess tur a ni ang, hengte hi an ti thei em –

- Mathematics nihna tak te, milemte leh a dangte pawh an chhuichhuakin an rem khawm thiam em?
- Ngaihtuahna hmangin thil inlaichinnate an hmu thiamin, pianziate an thlir thiam em, chubakah chuan thua awmte a dik leh dik lohna awmze nei takin a hnial thei em?
- Mathematics peng hrang hrang entirnan, arithmetic te, algebra te, geometry te, data handling te, mensuration leh a dangte pawh a bulthumah a hre thiam em?
- Thil khaikhawmna atân te leh ngaihtuah dan hrang hrang hman thiamna kawngah te a rilru a seng thiamin a zeim em?
- Nitin nuna tih tur chi hrang hrangte ti thei turin an zir china mathematics nihphung te a hmang thiam em?
- A huhova thil tihnahte midangte a thawhpui thiamin an inpuitawn thiam em?

Nitina zirna leh zirtirnahte School Based Assessment (SBA) module a assessment hmanraw hrang hrang hrilhfiakte hi mumal taka hman ṭhin tur a ni. Learning outcomes – a thiam chhuah tura beiseite thleng pha tura mathematics zirna leh zirtirnaa tih dan tur entirna a hnuai hian pêk a ni e.

Exemplar I

He tih tur hi pre-school kum tawp lamah emaw pawl 1 bulṭanna lamah emaw tihpui ni se.

Learning Outcome

Thil 1 aṭanga 9 awmkhawm nambar hmanga sawi

Objective of the activity

Naupang chuan –

- Thil awm khawm zat nambar hmangin a sawi thiam ang
- 1 aṭanga 10 inkar nambar indawt danin a rem/siam thiam ang

Material Required

Poem/Story, Audio/Visual aids-te aiah hmanraw remchang dang pawh a hman theih ang

Procedure

- Classroom an luh hma hauh pawhin naupangte hian nambar hi an lo hmelhriat tlangpui tawh a. Entirnan, an aia upa zawkten nitina nambar an lo sawi, “Biskut pakhat min lo pe teh” tih te, “Cheng nga min lo pe” tih te, “Ni hnih hnuah i pite inah kan lêng ang” tih te leh a dangte pawh.
- Naupang ṭhenkhat pheih chuan nambar an lo sawi thei tawh a (a indawt emaw a indawt lo emaw pawhin). He thil tih turin a tum chu naupangin ama mil tawk



hmanga a hriat theih turin nambar chhiar dan emaw, sawi dan emaw hriattir a, a theih hram chuan a indawta an sawi/chhiar theihna tura kaihhruai a ni.

- Zirlaite chuan nambar indawt dan an hriat theihna turin Pawl 1 zirlai mil tawh hla hril (poem) te, hla te, infiamna te, thawnthu te nambar hming sawi telna (a indawt leh indawt lo pawh) ang chi te classroom-ah sawi emaw, sakpui emawa tihpui theih a ni.
- A hnuaiah hian hlalril pakhat târlan a ni. Zirtirtuin hetiang hla dang hi anmahni tawnga zir theih tur a ngaihtuah thei bawh ang.

Khat, khat, pakhat

Nausen te pakhat chuan

Chhang thlum a keih chat chat.

(Thil 1-a awm entir la, entirnan – hnar te, vâna ni te, naupangte chu an taksa peng leh bung hrang hrang 1-a awm chite khawihthir emaw entir emaw la)

Hnih, hnih, pahnih

Naupang te pahnihin

Sahuana ramsa an lo bih.

(Thil 2-a awm entir la, entirnan – mit te, thirsakawr ke pahnih te, naupangte chu an taksa peng leh bung hrang hrang 2-a awm chite khawihthir emaw, entir emaw la)

Thum, thum, pathum

Hring nghial vaki pathum

Zalenin an thlawk ri hum hum.

Li, li, pali

Ui note ril tam pali

"Ka ei duh leh, duh leh," an ti.

Nga, nga, panga

Khawivah rual panga

Khawithlarah an lawi dawn a.

Hetiang hian nambar 9 thleng i tihtir dawn nia

Naupangte chu an zavaiin tih kimtir vek la, tlêma zakzum deuhte pawh tihtir vek i tum dawn nia. Pianphunga harsatna nei, theihna danglam bikte chu anmahni hmuh dan leh theih dân anga an sawichhuahna remchang i siamsak dawn nia.

Exemplar II

Primary school naupangte hian geometry-a angle chungchang hriat thiamnaah hian harsatna an nei duh viau mai a. Eng vangin nge hriat thiam an harsat? Zirtirtuin a awmzia a hrilhfiah danah a lo ni duh khawp mai a. Zirlaibu thenkhata angle hrilh fiahna mathematics tawngkam hmanga dahte hmang lovin nitin nuna an hmuh theih thil chi hrang hrang hmangin kan hrilh fiah thung dawn a ni. Entirnan-

- Kawng pengthum te, sakawrbakcheh te, sana bân te
- Dawhkan chung tlâng kil te, nawhalh bawm kil te leh a dangte
- Ke emaw, bân emaw han thlehte.
- Awih pang te, kailawn te, inchung te, tlâng pang te, tawlpahrit te.

- Kawngkhar, a inkhar leh inhawna a vir dân te, inchunga fan inkhai te, cycle ke kham (spoke) te leh a dangte
Khingho khian angle chungchang awmze nei taka hriat thiamna kawngah nasa takin a pui thei a. Angle awmze hriat thiam leh a chungchang zir hi elementary class-a geometry-a pianzia hrang hrangte bakah a kaihhnawih thil dang tam takte hriatna leh zirna atân a bulthum a nihna chen a awm avang hian zir a pawimawh zual em em a ni. A hnuaia entirna pêk pawh hian angle nihphung leh awmze hriat thiamna kawnga tih turte pein, acute angle te, right angle leh obtuse angle-tea angle thliar dân te leh zirlaite hmasawmna assess dân tur a târlang bawk a ni.

Key Concepts

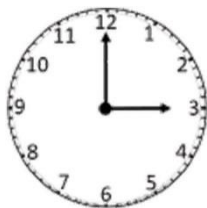
Angle, angle teh chhuahna, angle thliar hranna, angle khaihinna

Learning Outcomes

- Angle ang zawnga ngaihtuah thiamna
- Angle-te chu right angle te, acute angle te leh obtuse angle tea thliar thiam
He zir chhuah tum (learning outcomes) hlen chhuak tur hian naupangte chu mipa leh hmeichhia inzat thei ang ber turin then hran tur a ni a. Hengte hi tihtir tur a ni.

Activity 1

- Naupangte chu hun hrang daiha sana bân awmna chhinchhiahtira, a inkar zau zawng hrilh fiahtir tur



- Sanate chu a bânthe leh nambar inziakte kuta khawiha hriat theih turin siam rawh
- A lem hi naupangte chu entirin angle insiamte an hmuh dân sawtir rawh. Naupangte chuan thil dang angle teh chhuah theih dang leh a inlaichin theih dan an hria em?
- Hetiang deuh hian naupangte chu a biala dintirin nambar 1 atanga 12 chuanna lehkha phek kentir la, anmahni nambar zat chhinchhiah a, an angle siam zat tur an rin chhin theih nan.
- A lai (centre) tur i dah bawk dawn nia.
- Sana bân siam nân naupangte chu a ngilin tlar hniha dintirin a inhawi tawn lo zawnga pen sawntirin angle i siamtir dawn nia.
- A laia naupang leh a kuala naupangte chuan an awmhmun sawiin an lehkha phek kena nambar awm zat an sawi zel ang.
- Angle-te hi naupang a ngila dingho awmhmun sawntirin a tihdanglam zel theih a ni.
- Pianphunga theihna danglam bik nei naupangte pawh a tlâng kuala ding zingah emaw tal pawh telh ve tur a ni.

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Activity 2

Zirlaite chu sakawrbakcheh te, compass leh divider leh thil dangte entirin a inkar zau zawng azira angle an siamte anmahni hmuh thiam dânin hrilhfiah tir ve rawh.



Activity 3

Zirlaite chu kawngkhar inhawng leh inkhar lai entir la, a inthen vel laia angle insiamte an hmuh dan angin hrilh fiahtir rawh. Naupangte chu anmahni ngeiin khawihin angle insiamna lai takte chu khawihin tihtir chhin ve zêl tur a ni.



Activity 4

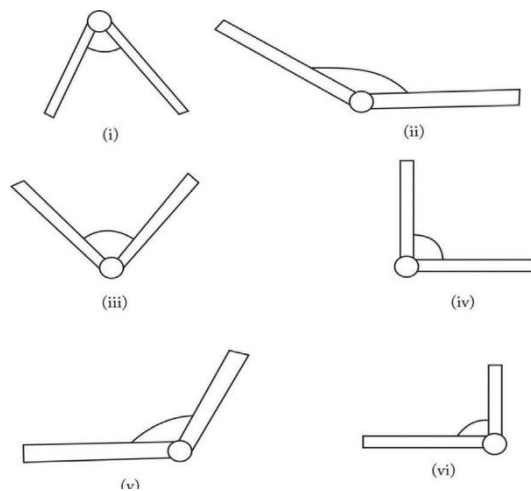
Bawm chhin han hawn leh han chhin vela angle insiam an hmuh theihthe chu naupangte entirin sawitir bawk rawh.

Zirtirtu chuan hetiang tih tur hmang hian angle chu rin pahnih, bul inṭanna thuhmunin pianzia a siam a ni tiin a hrilhfiah theih a. Rin pahnih te chu angle bânte an ni a, an bul inṭanna chu ‘vertex’ a ni.

Angle awm dan an sawi dawn reng rengin a bânte chu a che kual lai kha an ni a, vertex chu a laiah a awm reng a ni tih lai hi hrilhfiah chian tur a ni.

Activity 5

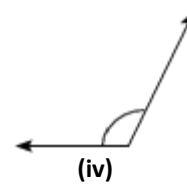
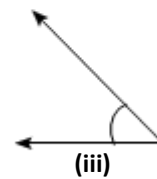
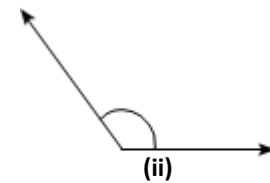
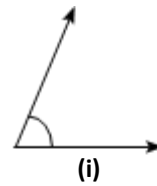
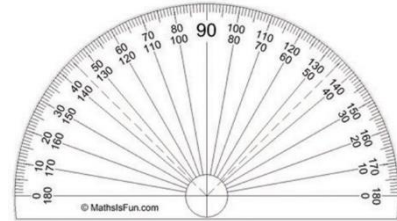
- Zirlaite chu hmawlhthe emaw, plastic emaw, hmunphiah kuang emaw lak khawmtir la, rubber tube intiat theuha tan sa siam/laktir bawk ang che.
- Angle teh chhuak hrilh fiah turin a lema entir ang hian hmawlhthe-te chu rubber tube hmang chuan zawmtir ang che. Sakawrbakcheh emaw, divider emaw pawh heng siam chawp aiah hian naupangte hian an hmang thei tho bawk.
- Zirlaite chu hmawlh pahnihte inkar zau zawng chu chik taka en ṭhin turin ti la (a khawi emaw ber pahnih khi ṭum khatah i entir dawn nia)
- Zirlaite chuan (i) leh (ii) emaw (ii) leh (iii) emaw (iii) leh (iv) emaw (iv) leh (v) emaw (v) leh (vi) emaw-ahte chuan ‘a inkar zau zawk’ leh ‘a inkar zim zawk’ an hre hrang nghal thei mai a. Geometry hmanga sawi chuan a angle lian zawk leh te zawk an hre hrang mai thei tihna a ni.
- Amaherawhchu, (i) leh (iii) emaw (ii) leh (v) emaw (iv) leh (vi) emaw-ahte hi chuan a khawi inkar hi nge zau zawka zim zawk hriat hran a har tih an hmu thei ang. Khawi angle nge te zawka lian zawk hriat mai a har tiin a sawi theih bawk ang.



- Hetiang tih tur hman hian zirlaite chuan angle hrang hrangte teh chhuah kher ùl tihna an lo neih theih phah dawn a ni.
- Mit khaw hmuh fiah lo naupangte pawh hetiang tih tur hi a tih tir theih bawh a ni.

Activity 6

- Geometry box atangin protractor la chhuak la zirlaite chu entir ang che. Protractora rin inthaite leh nambar inchhute chu a pawng deuha siam a niin naupangte chuan kuta han khawih ringawt pawhin an hre thei dawn a ni. Zirlai zawng zawngte chu protractor hman tlanglawnho chu a chanvea bial (semicircular) a ni tih hriattir ang che.
- Zirlaite chu protractor tlangah chuan tehna (scale) chi hnihin a kal ($0^{\circ} - 180^{\circ}$ leh $180^{\circ} - 0^{\circ}$) tih entir ang che.
- Angle chu “degree”-a teh a ni tih hrilh la (a chhinchhiahna chu $^{\circ}$ a ni tih hrilh bawh rawh). Protractor hmanga angle teh dân entir nghal bawh rawh.
- Zirlaite chu heng angle-te hi tehtir emaw, angle dang lem ziahtir emawa tehtir tur a ni. Hmawlh emaw, plastic emaw hmanga angle siam te pawh peka naupangte chu an inkar zau zawng tehtir pawh a tih theih tho a ni.
- Heng angle chi hrang hrangte hi naupangte chu teh thiam turin pui la, protractor tlanga tehna (scale) chi hnih awm hi a ùlna leh ùngkaina an hriat theihna turin kaihruai ang che.

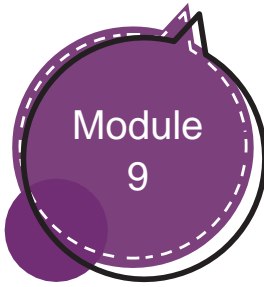


Activity 7

- Zirlaite chu an lehkhabu te, an note-bu te, an pindan te kil zelah angle a insiam dan zir chiang turin kaihruai la, a khawi nge protractor-a teh rem leh rem lote ngaihtuahtir la. Anmahnia sawi hona hun siamsak la, an chhehvela thil dangte pawh zir chian phalsak rawh.
- A kil tina angle insiamte chu protractor hmangin tehtir la, an teh chhuah chu chhinchhiahtir zel rawh.
- Angle teh chhuah 90° sawi nân ‘right angle’ hman ùin a ni tih hrilh rawh

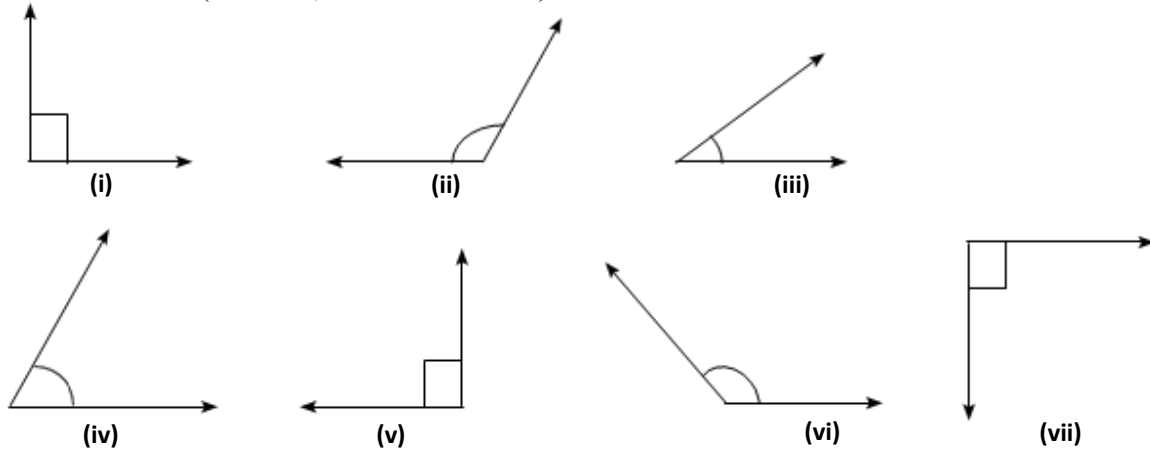
Activity 8

- Zirlaite chu mipa leh hmeichhe inpawlhin pawl li emaw, pawl nga emawah ùen tur a ni.
- A hnuaia angle-ho hi pawl tinah sem tur a ni (lehkhapuanah ziah chawp emaw, cheh chhuah emaw pawh a theih)
- Pawl tinte chu angle zatte protractor hmangin teh chhuak ùeuh turin ti la, an teh chhuah zat chu chart paper-ah ziahtir rawh.
- An teh chhuah zat chu han en se, milem (i), (vii) leh (v) na te chu right angle a ni tih hmuhtir ang che.



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- Tichuan angle (iii) leh (iv) te chu right angle aiin a tlem zawk (a te zawk) a mahse 0° aiin a lian zawk a; angle (ii) leh (iv) te chu right angle aiin a tam zawk (a lian zawk) a mahse 180° aiin a te zawk a ni tih an hriat theih nan entir la. (NCERT Mathematics textbook Class VI zirilaibua tarlan ang khan kuta siam chawp protractor hmang pawhin a tih theih tho bawk a ni)
- Angle (iii) leh (iv) te hi acute angles an ni tih leh angle (ii) leh (vi) te hi obtuse angle an ni tih hrilhfiaw rawh.
- Zirlaite chuan Mathematics Kit leh Laboratory Manual in Mathematics for class I to VIII (NCERT, New Delhi siam) a tihtur awmte an ti thei bawk a ni.

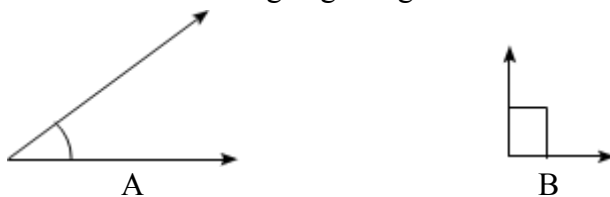


A chung a tih tur ang chi khi mit khaw hmuh lama harsatna nei ten an tih ve theih nân ruler, compass leh protractor an tân bika siam pawh a awm a ni.

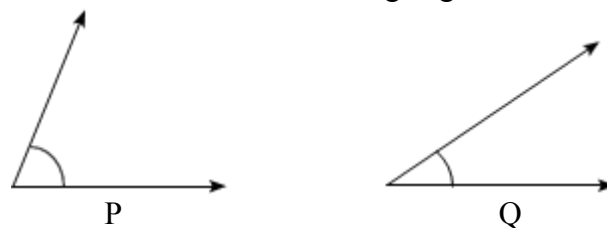
ASSESSMENT – MISCONCEPTIONS AND SUPPORT MECHANISM

Comparing Angles

- Zirlaite chuan hetiang angle ang chite hi an khaihin thei ang –



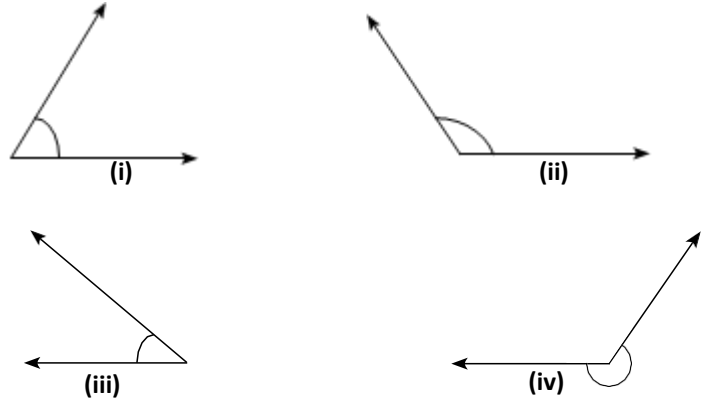
- Zirlai thenkhat chuan angle A hi angle B aiin a lian zawk an ti mai thei a, a chhan chu a bân a sei zawk vâng a ni. Chutiang ngaih dan an neih chuan angle-te chu an bân sei zawng hmanga khaihin an nih loh thu leh an bân te inkar zau zawng hmanga khaihin an nih zawk thu hrilh tur a ni.
- Chutiang bawk chuan zirlaite chu hetiang angle-te hi khaihin turin han ti leh la –



- Zirlai thenkhat chuan angle Q hi angle P aain a lian zawk an ti mai thei a, a chhan chu angle Q-a arc hi angle P-a arc aain a len zawk vang a ni. Hetiang ah pawh hian angle-te chu an arc len zawng hmanga khaikhin an nih loh thu leh an bante inkar zau zawng hmanga khaikhin an nih zawk thu hrilh tur a ni.

Measuring an angle

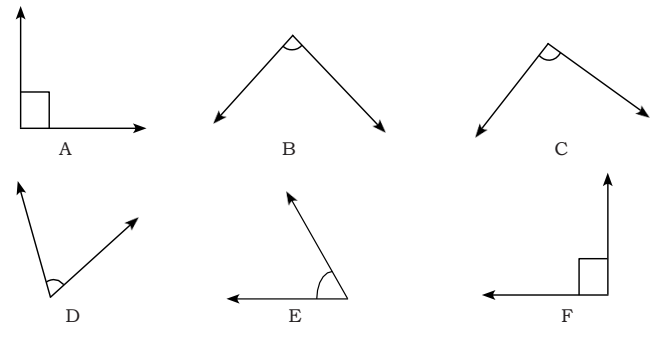
- Heng angle te hi tehtir rawh



- Zirlai thenkhat chuan angle (iii) hi 30° aiah 150° in an teh chhuak mai thei a, chutiang bawkin angle (iv) hi 120° aiah 60° in an teh chhuak thei bawk. Chutiang a lo nih chuan protractor tlanga tehna (scale) hman tur zawk hman hun zirlaite chu i zirtir dawn nia.
- Zirlai thenkhat chuan a chung a angle-te teh nan hian protractor tlang hmawr ngil lai chu angle bannah ngatin an teh thei a, angle ban chu protractor a rin ngil ($0^\circ - 180^\circ$ emaw $180^\circ - 0^\circ$ emaw)-ah ngat lovin. Hetianga an tih chuan protractor dah dan dik hriattir ang che.

Right angle

- Zirlaite chu heng atang te hian right angles zawntir ang che –



- Zirlai thenkhat chuan angle A chauh hi right angle angin an hmu mai thei a. Amaherawhchu, hetah hi chuan angle A, F leh C te hi right angle an ni a, a dangte erawh hi chu an ni ve lo. Chumi awmzia chu zirlaite chuan angle F leh C te hi right angle angin an hmu ve lo tihna a ni. Heng hi a lo awm theih chhan chu zirlaite hnenah right angle entirna mumal tak hrilh an nih tawk loh vang a ni thei. Chuvang chuan, hetiang ti reh tur hian zirtirtu chuan right angle bakah angle dangte pawh a lan dan chi hrang hrangin a entir tam tawk tur a ni.



THE UPPER PRIMARY STAGE

Exemplar 3

Learning Outcomes

- He entirna hmang hian whole number leh fraction-te sem leh fraction veka fraction dang sem chungchang rawn hrilhfiyah kan tum dawn a ni.

Fraction-a whole number sem

A hnuai mi ang chiah hian engtin nge a dikna kan zawn chhuah theih ang, i han en ho teh ang –

Chocolate tlawn hnih a awm a. Tlawn tin chu $\frac{1}{2}$ a bun a ni a. Bung khat theuh chu zirlai pakhat zel hnenah pek a ni a. Zirlai eng zatin nge chang ang?

Eng emaw chen sawi ho hnuah zirlaite chuan chocolate tlawn tinte chu a chanve zelin an inphel a tichuan $2 \div \frac{1}{2}$ chu an zawn chhuah tur chu a lo ni tih an hmu chhuak thei ang.

Chutiang bung hrang hrang zat chu 4 a ni tih pawh an hmu chhuak thei bawk.

Chu chu $2 \div \frac{1}{2} = 4$ a ni a. Chutichuan zirlai 4 in chocolate bung khat theuhin an chang ang.

Anih leh chocolate tlawn chu $\frac{1}{3}$ a bun ni ta se? A chungsa sawiho ang bawk khian $2 \div \frac{1}{3} = 6$ an hmu chhuak ang.

Chutiang zelin $2 \div \frac{1}{4} = 8$

Chungte chu tihian a ziah theih a $2 \div \frac{1}{2} = 4$; $2 \div \frac{1}{3} = 6$; $2 \div \frac{1}{4} = 8$ leh chutiang zelin. Zirlaite chu hemiah hian kalhmang (pattern) an hmu thiam em tih zawh ni se. Chuti a nih chuan $3 \div \frac{1}{4} = ?$ te $2(\frac{1}{2}) \div \frac{1}{3} = ?$ te pawh zawh ni se.

Zirlaite chu a kalhmang hmuthiam turin kaihhruai a, a chawh chhuah dante pawh kawhmmuh tur a ni.

Word problem – Sikul pakhatatah chuan Class VII zirlaite chu section 5 zeta then an ni a. Field trip-a an kal dawnin zirtirtute chu section tin chu $\frac{5}{6th}$ theuha sem turin an ti a. Then hran tin chuan bus pakhat mamawh ta zel se, a vaiin bus engzat nge an mamawh ang?

Solution – Field trip kalna atana bus an mamawh zat chu section 5 te then hran zat nen a

inang a. Chu chu hetiang hian a entir theih a $5 \div \frac{5}{6} = 5 \times \frac{6}{5} = 6$.

Tichuan field trip kal turin bus 6 an mamawh tihna a nih chu.

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Exemplar 4

Learning Outcome

Zirlaiin integer pahnih a puntir

Zirlai chuan integer te, integer belh leh paih pawh a lo hmelhriat tawh a. Tunah chuan

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puntir chungchang hmehriattir a lo hun ta a. Chutiang ti tur chuan ziarlaite chu integer-te puntir dan an hriat thiam theih nan tih tur eng emaw zat tihtir tur a ni.

Naupangte chuan ziarang kalhmang (pattern) an hre ve thawkhat tawh a. Pattern hmanna tih tur leh zirlaiten an lo hmehriat tawh thil awm dante pawh kan ngaihtuah thei ang. Chu chuan integer pahnih puntir dan kalhmang hre thiam turin a pui dawn a ni.

A bul tan nan puntirna chi khat positive integer \times negative integer \neq negative integer kan hmang dawn a ni.

Activity 1

$2 \times (-3)$ hi lo en ta ila

Naupangte chuan primary class-ah natural nambar puntir dan an lo zir tawh a. Chutah chuan nambar belh dan an lo hmang thin a. Entirnan, 2×3 chu nambar 3 vawi hnih belh a ni a, chu chu $3 + 3 = 6$ a ni. Zirtirtu chuan hetiang a belh dan hi naupangte chu a ngaihtuah nawntir leh thei a. Entirna dang 5×4 , 6×8 leh a dangte pawh a sawipui theih bawh a.

Zirlaite chu nambar belh dân zirtir phawt hnuah chauh hrilh tan tur a ni a.

Zirlaite chu chutiang belh dân hmang chuan $2 \times (-3)$ a zawn chhuah theih em tih sawipui ni se. Integers belh dân an lo hre tawh bawh a. Eng emaw chen sawiho hnuah ti hian an ngaihtuah chhuak ta a

$$2 \times (-3) = (-3) + (-3) = -6$$

An sawi ho lai hian naupangte chuan primary class-a nambar puntir dân an lo zir tawhte chu an chhonzawm thiam em tih lo chik tur a ni a. Sawi hona pawh hemi lam hawi hian kalpui tur a ni.

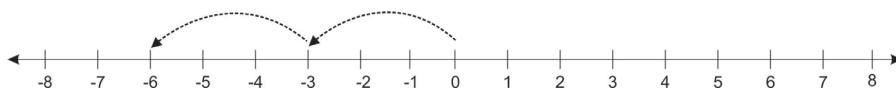
Hetianga lam entirna dang positive leh negative integer puntir dân an hriat theihna turin tihpui tur a ni.

A dawt leha tih tur pèkah hian tih dan kawng dang kawhmmuhna turin entir a ni.

Activity 2

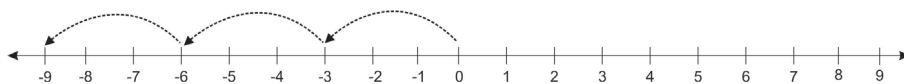
Nambar line hmangin -3 vawi hnih belh dân entir theih a ni a

$$-3 \times 2$$



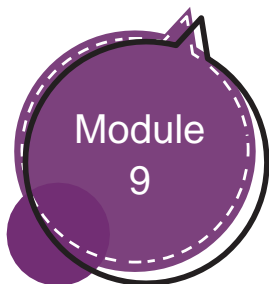
A negative lam hawi zawnga 3 zela zuan pheh chuan $(-3) + (-3)$ a entir a, chu chuan -6 ah min tumtir a ni.

$$-3 \times 3$$



$(-3) + (-3) + (-3)$ chu a negative lam hawi zawnga tum thum zuan pheh a ni a. A tawpah -9 kan va thleng a ni tih kan hmu thei ang.

Hetianga a lem nena integer belh dân entir hian naupangte a hipin a puntir chhuak zawn chhuah bâkah puntir chhuaha a chhinchhiahna awm dan tur hrilhfiah a thiamtir bawh a ni.



Naupangte chu anmahni ngeia an hmuh chhuah dâna ti turin kaihhruai tur a ni.

Hetiang puntirna entirna dang pawh tihpui ni se.

Naupangte chu hetiag puntir dân an hriat theihna kawng dang awmte tihpui ni baw se.

Activity 3

Ziarang kalhmangte (patterns) hi a tawp (result) inang tho hmuhna turin a hman theih baw a

-3×2 hmu chhuak turin hetiag hian entirnan bul han tan i la, 3×2

Zirlaite chuan hei hi an lo hre tawh a; $3 \times 2 = 6$ ----- (1)

$2 \times 2 = 4$ ----- (2)

$1 \times 2 = 2$ ----- (3)

$0 \times 2 = 0$ ----- (4)

6, 4, 2, 0 chhuak turin ziarang kalhmang a awm thei em tih chungchang sawi hopui ni se. A tawpah chuan hetiag hian thutlukna siampui ni se; step (2) ah $4 \uparrow 6 - 2$; step (3) ah $2 = 4 - 2$; step (4) ah $0 = 2 - 2$. Hemi hian a lantir chu step tinah 2 zel a puntir chhuakah paih a ni. Hetiag kalhmang hian kal thui zel chuan

$-1 \times 2 = 0 - 2 = -2$

$-2 \times 2 = (-2) - 2 = -4$

$-3 \times 2 = (-4) - 2 = -6$

Tichuan, a tawpah chuan $(-3) \times 2 = 6$ tih kan hmu chhuak ta a ni.

Hetiag tih dân hmang hian nambar dang puntir te pawh tihpui baw se.

Tunah chuan (negative integer) \times (negative integer) chungchang en leh i la.

A hmaa kan lo tih tawh dân ang khan hetah pawh hian a tih leh theih em tihte pawh sawi hopui ni baw se. Patterns kalphung pawh a tawpah chuan ngaihtuah chhuah ni ta se.

$(-3) \times (-2)$ puntir hi lo en ta ila.

Activity 4

A bul tan nan hei hi en ila $(-3) \times 3 = -9$... (1) Hei hi naupangten a hmaa an lo tih tawh atangin an hre tawh a.

$(-3) \times 2 = -6$... (2)

$(-3) \times 1 = -3$... (3)

$(-3) \times 0 = 0$... (4)

Naupangte chu puntir chhuak ziarang kalhmang (pattern) te han chiktir la. Hetah hian a hmaa negative integer leh positive integer-te inpuntir dan an hriat thiam leh hriat thiam loh i assess thei a. Tin, hetah hian an hman tangkai thiam leh thiam loh i assess thei baw ang. Chubakah chuan naupangten puntirnaa ziarang kalhmang (pattern) an hmu thiam em tih leh an chhonzawm zel dante chu zirtirtu chuan a en thei baw ang.

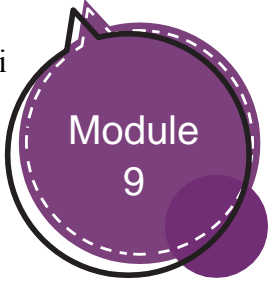
Step (2) ah chuan $-6 = (-9) + 3$; step (3) ah $-3 = (-6) + 3$; step (4) ah $0 = (-3) + 3$ a ni tih kan hmu thei a.

Hetiag pattern kan hmuh hnu hian, ti hian kan chhonzawm a

$(-3) \times (-1) = 0 + 3 = 3$

$(-3) \times (-2) = 3 + 3 = 6$

A tawpah chuan $(-3) \times (-2) = 6$ kan hmu ta a ni.



Naupangte hnenah entirna dangte pawh pêka tihtir ni se. Anmahni pawhin entirna dangte pawh duang vein tih tur han insiamsak tlâng ve se.

Naupangte chu a chung a puntirna kan sawi takah khian integer chi hrangte zawh ni se (i.e. a positive nge negative ang zawngin). Naupangten an hmuh dante chu assess ni se. Chumi belhchhah tur chuan naupangte chu hetiang zawhna hi i zawt thei bawh ang –

Heng integer puntir hian eng ang sign nge lo chhuak ang,
 $(-1) \times (-1); (-1) \times (-1) \times (-1); (-1) \times (-1) \times (-1) \times (-1); (-1) \times (-1) \times (-1) \times (-1) \times (-1); (-1) \times (-1) \times (-1) \times (-1) \times (-1) \times (-1); (-1) \times (-1) \times (-1) \times (-1) \times (-1) \times (-1) \times (-1); (-2) \times (-3)(-5) \dots \dots$

Integer pahnih puntir hrilhhriat tawh hnu chuan naupangte chuan hetiang puntirna te hi an lo hmehhriat fo a tûl bawh a ni. Exercise han chawhpui ringawt ai chuan integer vawi tam tak puntir chhawn leh ngaihna ang chi zawng infiamna anga kalpui te hi tih zawk ni se.

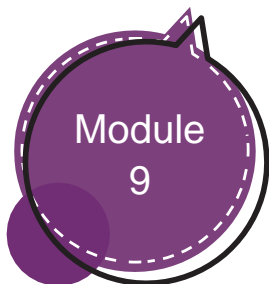
Games

Infiamna hian nuam tihna te, hlimna te a thlen theih rualin, nghakhlel tak leh han hnualna deuhthe pawh a thlen thei bawh a. Mathematics zirtirnaa infiamna telh hian mathematics ngainatna a tizual sauh thei a, naupangte phurna siamsakin tih tur tih dan thiam kawngah pawh nasa takin a pui thei bawh a ni. Mathematics infiamnaa an infiam laia mathematics lam hawi zawng sawi hona an neih thin hian mathematics an hriatthiamna a tiṭhangin hma an sawn phah thei a ni.

Class VII Mathematics zirilaibu phekk 12 naa Game1 kha hetah hian inngah nan hman a ni.

Lehkhapuan hlai takah box te tak te te ziah tur a ni a (snake and ladder (rul khel) emaw chess emaw a mi ang hi). A pheik zawngin tlar (row) 19 awm se, a ngil zawngin tlar (column) 11. Nambar – 104 atanga 104 ziah tur a ni.

- Ipte pakhat dice (vawr lung chi khat) a sen pahnih leh a pawl pahnih dah la. Dice rawng pakhat chhunhan (dot) awm chu positive integer-ah chhiar ni se, a rawng dang pakhat chu negative integer-ah. Naupangte chu hetah hian a khawi zawk nge ni ang tiha duh thlantir ni se. Tun atan chuan a sena chhunhan awmte hi positive integer-ah kan ngai ang a, a rawng pakhat zawk chu negative integer-ah kan ngai ang.
- Class-a zirilaite chu pawl hrang hrangah then la. Pawl tina awm zat tur chu naupangte nen sawi tlang ula. Pawl tina zirilaite chuan he infiamna hi an ti dawn a ni. Pawl tinah chuan 4 theuh lo awm ta se.
- A tel zawng zawng chuan 0-ah an chhinchhiahna lung theuh dah se.
- Ipte chhunga dice chu han thing velin en miah lovin dice pahnih thlan tur a ni. Dice an thlan chu rawng inang emaw inang lo emaw pawh a ni thei.
- A thlangtu chuan a dice thlana chhunhan awm zat nambar te chu a puntir tur a ni.
- A dice thlan chuah te chu an rawng a inan chuan a puntir chhuak chu positive a ni ang a, an rawng a in an loh chuan negative a ni thung ang.
- A puntir chhuak chu positive a nih chuan 104 lamah a chhinchhiahna lung chu a sawn ang a, a negative a nih chuan a chhinchhiahna lung chu –104 lamah a sawn thung ang.
- 104 emaw, –104 emaw zawk pawh, a thleng hmasa ber chu an chak a ni mai.



He infiamna hmanga an infiam chhung hian naupangte chuan integers vawi tam tak an puntir bâkah an thiante puntir lai pawh an lo thlir ve reng bawk a. Zirlaite chuan integer puntir an thiam nâl sawt dawn a ni.

Zirtirtu chuan naupangten integer puntir an thiam leh thiam loh hriatna remchang tak i nei dawn bawk a ni.

Exemplar 5

Learning Outcomes

Cuboid lam chi surface area zawn thiam

Cuboid lam chi volume zawn thiam

Learning Objectives

He tih tur hi an tih zawh chuan naupangte chuan –

Cube leh cuboid an siam thiamin an surface area zawn chhuah dan formula pawh an zawng chhuak thei ang.

Cuboid volume zawn dan formula an zawng chhuak thei ang.

Activity 1

Materials Required

Cardboard (lekhakhawng), ruler, cutter (chemte), cello tape, sketch pen/pencil, lekhkapan var, chart paper.

Procedure

Naupangte chu pawl khata pali zel awmin then tur a ni.

Naupangte chu a chung a hmanruate khi sem tur a ni.

Naupangte chuan an duh ang tiat square inang hliir paruk siam se, square pang chu a unit ni ta se, a lem a mi ang hian (Fig 1)

Chung square-te chu a lema chhinchhiahna awm ang hian bawm pakhat (solid) siam turin thlep se (Fig 2)

Discussion/Demonstration

Eng ang bawm (solid) nge Fig 2-a mi ang hian an siam chhuah sawipui ni se. Cube a ni a . Naupangte chuan engati nge cube a nih an sawi mai thei bawk. Hetah hian zirtirtu chuan naupangten cube nihna an hriat leh hriat loh hriat theihna remchang tak a nei a ni.

Cube hmai tin chu square a ni a , a pang (side) tin chu ' a ' a ni. Tichuan, cube hmai pakhat area chu a^2 a ni.

Cube chuan hmai (surface) 6 a nei a

Tichuan cube surface area chu $6a^2$ a ni.

Activity 2

Discussion

Cuboid lam chi hian pang (side) eng zat nge an neih?

Naupangte chuan an hmuhphaka thil hrang hrang pianzia entir nan nawhreh, box, pindan etc. te an han thlirin cuboid chungchang sawiho nan an han hmang a , a chung a zawhna pawh khi an rawn chhang ta a . Hei pawh hian zirtirtu chu naupangten cuboid chungchang an hriat chin hre thei turin a pui bawk a ni.

Heta cuboid pang a , b leh c nei hi lo en ta la –

Naupangte chuan 2D pianzia neite area chungchang an lo zir tawh
 a. A pang tinte pianzia awm dan chu zawh ni se. A pang tinte pianzia
 chu a inang tlang vek em? A engte hi nge inang a, a engte hi nge inang
 lo?

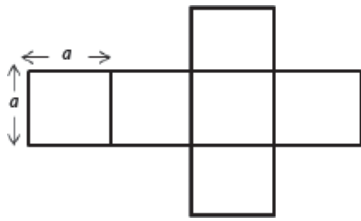


Fig.1

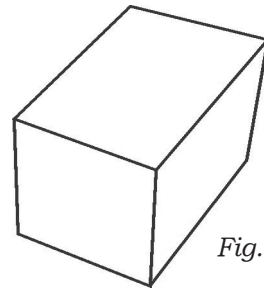


Fig.2

Tichuan tuna 3D pianzia nei han tarlan hi an sawi thei ang.

Hun thawl tha tak hnuaiah khunkhan takin solid-te surface area chungchang hi sawi
 hopui ni se. Naupangte chuan a pang zawng zawng area belhkhawm a ni tih an hre Chiang
 ngei tur a ni.

Cuboid pang hnung lam leh hma lam a & b unit a nih chuan, a area chu = ab a ni

A hnung lam leh hma lam awm zawng zawng area chu = $ab + ab = 2ab$

A pang sir lam ve ve chu a & c unit ni ta se, an area chu = $ac + ac = 2ac$

A chung leh hnuaia lam pangte chu b & c unit ni ta se, an area chu = $bc + bc = 2bc$

A surface area zawng zawng chu = $2ab + 2bc + 2ca = 2(ab+bc+ca)$

Amaherawhchu $a = b = c$ ni ta se, tichuan a surface area zawng zawng chu $2a^2 + 2a^2 + 2a^2 = 6a^2$ a lo ni ang.

Activity 3

Materials required

Net of a cuboid (cuboid pianzia neia thleh/rem theih lekhkhawng emaw, chutianga thleh
 theih tur hmanrua eng emaw a siam); plastic/clay (hlum lem vaivut ang deuha awm tikhhal
 theih, khawpuiah chuan naupang lawm (toys) dawrahte an zuar; hemi aiah hian vaivut
 emaw atta/maida pawh hman theih chu a ni a, amaherawhchu hemi tih tur atan hi chuan
 hlum tak tak hi chu a ro hmaa zai phel a ngaih dawn avangin hman thuai a ngai); cutter
 (chemte); ruler; cardboard (lekhkhawng)

Procedure

Net of a cuboid hi a dung l ni se, a vâng b ni se, a sân zawng h ni se (tichuan $l = 4$, $b = 4$,
 $h = 3$ turin siam la)

- Cuboid bawm inhawng (a chung kua) in siam/thlep la
- Cuboid bawm i siamah chuan plastic/clay chu chhông khat la, tikhhal ang che. Tichuan a kâwr (net) chu phelh leh la. I hlum lem chu cuboid pianzia nei in a lo awm ta a ni.
- I cuboid siam chu lekhkhawngah dah la, a dung l zui zawngin hmun li-ah a intiat chiahin zai phel ang che (Fig. 4)

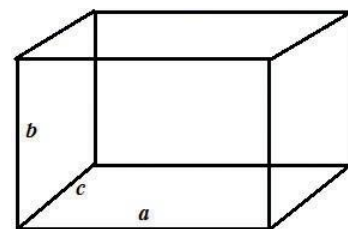


Fig.3

Module
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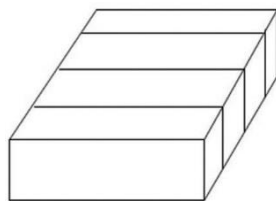


Fig. 4

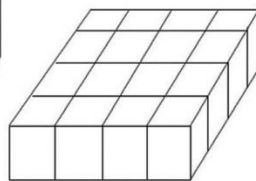


Fig. 5

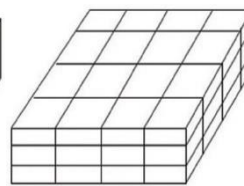


Fig. 6

- Chutiang bawk chuan a intiat chiahin a vâng b zawngin zai phel leh la (Fig. 5)
- Tichuan a sân zawng h lamah hmun thum intiat chiahin zai phel leh ang che (Fig. 6)

Discussion

Cuboid chu cube unit length (a sei zawng hi tehfung mal anga ngaih theih turin tihna) neiah i phel darh tihna a ni.

Cube mal te te 48 lai a lo insiam ta a, chu chu $4 \times 4 \times 3$ angin a dah theih a.

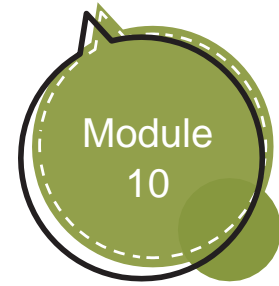
Naupangte chuan cube volume chu $1 \times 1 \times 1$ angin lo sawi thei tawh se

Cuboid volume chu = $4 \times 4 \times 3$ cubic unit a lo ni ta a; i.e. $l \times b \times h$

Hetiang bawk hian naupangte chu cuboid dang a tehfung a 2, 4, 4 unit te, 3, 4, 5 unit te leh a dangte pawh hmangin han siamtir ve la, cube an phel chhuah zat chu chik takin zir chiantir ang che.

Hetiang thil tih hi cuboid volume zawn chhuah dân formula $l \times b \times h$ hrilhfiagna atan a hman theih a ni. Tin, sawi hona hun hmanpui lai hian zirtirtu chuan naupangten a formula ang zawnga an khaikhawm dân chik takin lo en thlithlai tur a ni.

PEDAGOGY OF LANGUAGES



Overview

The module has State Resource Groups and Key Resource Persons in India who have language skills and experience in language assessment. The module is designed to help you understand the language skills and activities in Hindi and English in the upper primary classroom. The module also covers the language skills and activities in Hindi and English in the upper primary classroom. The module also covers the language skills and activities in Hindi and English in the upper primary classroom. The module also covers the language skills and activities in Hindi and English in the upper primary classroom.

- Language skills and activities in Hindi and English in the upper primary classroom.
- First, second and third language skills and activities.
- Language skills and activities in Hindi and English in the upper primary classroom.
- Language assessment in Hindi and English in the upper primary classroom.
- Language assessment in Hindi and English in the upper primary classroom.

LEARNING OBJECTIVES

Language pedagogy module has state resource group/ master trainer in Hindi and English in the upper primary classroom.

- Language education in Hindi and English in the upper primary classroom.
- Language skills and activities in Hindi and English in the upper primary classroom.
- Language skills and activities in Hindi and English in the upper primary classroom.
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- Language skills and activities in Hindi and English in the upper primary classroom.



Module 10

LANGUAGE AND LEARNING: LANGUAGE LEARNING SITUATIONS IN INDIA

Language hi khawtlang leh mihring nuna bet tlat a ni a, naupang tu pawh hian ama pianpui tawng/first language hi tum miah lovin an thiam ve mai a, tuma zirtir hnan an ngai lo. Hei hian mihring hi tawng thiam thei tura siam kan nihzia a tilang chiang hle. Kan lo upa zel a, tawng dang chi hrang hrang school-ah emaw, kan thian kawmte atangin emaw kan thiam belh ve leh zel a ni. Engtin nge tawng (language) hi kan zir? Naupangin tawng a zirna kawngah hian thil tam tak a paltlang a, anmahniah tawng an zir a ni tih hre kher lo pawhin tawng hi a thiam theih a, tin, ualau tak pawhin a thiam theih baw. An bul vela mi an thlirnaah te, thumal hrang thliar hnan danah te, mahni thua rin dan siam danah te, thil chhui chian dan an thiam atangte hian naupangin tawng an zir a. Education-a tawng pawimawhna hre chiang tur chuan tawng tobul leh khawtlang leh mihring nuna a pawimawhnate kan hre thiam tur a ni, chu mai bakah zirlaiten tawng zir thiam an tum dante chiang takin kan hriat thiampui a ngai baw. India ram angah te hi chuan tawng chi hrang tam tak a awm a, classroom pangngai ve takah hi chuan tawng hrang hmang an kat nawk reng a ni. Naupangte school-a an lo luh tirh phat atangin anmahni pianpui tawng an rawn keng lut a, anmahni tawng thiam sa leh school/state a tawng hman an zir belhin a rualin an zir veleh mai a ni. India ram hmun tam taka second language anga kan ngaih hnam dang tawng kan tih mai English-te pawh an lo zir belh ve leh zel a. Tawng zirtirtu (language teacher) kan nih angin tawng zirna leh thiam dan lo chhuah dan tur kan hriat thiam a ngai a, classroom chhungah eng angin nge tawng thiamna a lo chhuah theih ang tih kan hriat chian a tul hle baw. Heng zawhnate hi han ngaihtuah ila, group-ah han sawi khawm dawn ila-

Discuss and reflect

- I pianpui tawng (mother tongue) i thiam dan i ngaihtuah chhuak thei em? I thiam tan dan leh i zir dan chiang takin i ziak chhuak thei em? A nih leh i tawng hman thiam pahnhna (second language) i zir dan chanchin han ziak dawn chhin teh.
- Pianpui tawng leh second language zir dan danglamna ni a i hriatte eng nge ni? A zir dan kalphung a inang em?

Naupangte hi school-a an lo luh tirh phat atangin tawng thiam sain an lo kal a, chu chu an pianpui tawng (mother tongue) a ni. An kum leh cognitive level milin an tawng chu an thiam em em a, mi tu pawh be dawn se an tawng chuan engkim an sawi thei a. Tawng zirtirtu kan nih angin heng an thiamsate hi kan hmang tangkai thiam tur a ni, hei hian second language leh third language an zirnaah pawh a pui theiin hman tangkai kan tum tur a ni. Naupangtea tawng hriat thiamna a intuh dan chu ri (sound) intan dan an hriat a, ri hian thumal (word) a siam a ni tih an hriat a, thumal inzawmkhawm hian sentence a siam tih hriat thiamin a ni. Hei hi intrinsic grammar tih a ni a, tawng hman thiam intanna a nih bakah tawng hman dan an thiam tih a entir. (hetih hunlai hian grammar rule an thiam tihna a ni kher lo). Naupangin classroom-a an tawng thiam an rawn ken luh hi kan hmang tangkai ang a, tawng thar dang an thiamna tura pui turin zirtirtuin kan hman thiam a ngai hle ang.

Multilingualism

- Multi-lingualism hi India mi kan nihnaa bet tlat pakhat a ni.
- Multi-lingualism hi mihring nuna bet tlat a ni a, thiamna kawnga min hruaitu leh lehkha zirnaa min puitu a ni.
- Tawng pakhat aia tam kan thiam hian zirna kawngah hma kan sawn a, kan thiamna a pung a ni tih hi research hmanga finfiah tawh a ni.
- Naupangin tawng pakhat aia tam a thiam hian zirna lamah midang aia hma a sawn bakah khawtlang nunphungah midang aain rilru zau a pu thin a ni.
- Midang nena khawsak honaah leh khawtlang nunphungah harsatna eng emaw a awmin tawng thiam tam na na na chuan thil a hre thiamin eng pawh a chungah thleng se a hmachhawn thiam thin a. Naupangin tawng pakhat aia tam a thiam chuan an ngaihtuahna leh rilru sukthlek dan pawh midang aain a zau zawk thin a ni tih hi fianfiah a lo ni tawh bawk
- School-ah hian multilingual education hi kan chawisan a hun tawh tak zet a, a chhan chu tawng thiam tam leh zirna hmasawn dan inlaichinna tam tak kan hriat tawh avangin tawng thiam hnem pawimawhzia a lang zel a ni.

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Classroom-a multilingualism kan seng luh dawn chuan naupangte tawng thiam sa leh an hriatna te kan hman tangkai a ngai a, an first language (L1) leh tawng dang inzawmtir thiam kan zir a ngai dawn a ni. Kan classroom-te hi multilingualism tan hman tangkai theih reng a ni.



Creating language rich environment

Learning languages as first, second and third languages

Kan pianpui tawng (L1) hi tum miah lo leh harsatna awm lovin kan thiam tih kan hre tlang vek a, a chhan chu kan tawng hi kan bulah a awm reng a, kan bula mi ten an hman vek avangin kan thiam lo thei lo va. Amaherawhchu a second language (L2) emaw, hnam dang tawng (foreign language) emaw kan zir hi chuan a dan a dang leh daih a ni. Zirlai tan tawng



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dang chu an ban phak maiah a awm lo va, hunbi siam chawp emaw, tawng hmanna tur emaw a awm loh avangin thiam a har thin a ni. English kan zir hian harsatna tam tak a awm a, hei hi India ram pumpuiah kan tawng hman tlang lawn ber a nih loh avangin thiam har kan tih chhan ber pawh a ni awm e. English hi first, second emaw third language atan zir a harna chhan chu a zir dan kal phung kan hriat tawk loh vang a ni thei a, tin, tawng zirna turah hian kalphung chi hrang hrang kan hriat tawk loh vang a ni thei bawk. First language atana tawng kan zir dawn chuan a curriculum leh zir tur (material) te pawh a focus a dang daih a, first language zirnaah chuan chhiar tur chi hrang hrang leh a hun leh a hmun azira tawng hman tam a phut a. Second language zirnaah chuan a tawnga kha tlangneltir tum phawt a ngai a, thil phuahchawp hmangin naupangte zirtir tan a ni a, tawng an nel hunah language skill sang zawk zirtir leh thin an ni. A eng pawh chuan tawng hi zir dawn ila tawng pakhat kan zir hian tawng dang kan zirnaah (language skill-ah leh grammar ang zawng pawhin) a pui thei a ni. India ram ang hnam chi hrang tamnaah hian naupangin tawng chi hrang hrang an thiam awl em em a, hnam dang tawng hmang thiante an kawm phei chuan second/third language-ah India ram tawng dang an hmang ve thei nghal zel mai a ni.

Hindi, Urdu emaw Indian language dangte hi Hindi hman lohna angah te second language anga zir a ni fo va. Entirnan, India hmarchhak leh chhim lamah chuan Hindi hi third language anga zir a ni a. Hindi hman tamna hmuna zirna atana material hman leh pedagogical process nen heng hmuna Hindi zirtirna hi a inang thei lo a ni. Entirna dang leh chu Odisha, Sikkim, Nagaland, Manipur, Jharkhand, Chhattisgarh-a tribal/ minor language zir dan dinhmun a ni leh thei a. Sikkim angahte chuan English medium vekin school-ah an inzirtir a, an first language chu official tak chuan English a ni tihna a ni a, naupangte pianpui tawng kha second language anga zirin Hindi hi third language anga zir a ni. Hetiang dinhmun hi a nih nuaih avang hian language zir dan hi a buaithlak lehzual a. Naupangte school pawnah English hmanna kha a lo awm leh tawh bawk si lova, first language anga ngaih a ni na a, zirtir nan second language pedagogy hman a ni leh bawk si, chuta karah anmanhni pianpui tawng kha second language anga ngaih a ni bawk si a, zirtirtu tan pawh lesson plan a buai vek thei a ni.

Discuss and reflect

- Naupangin second/third language a zir hma hian ama first language a lo thiam hmasa tawh a. An first language-a alphabet-te thiamin tawng leh chhiarte pawh an lo thiam tawh a. Hetiang a lo nih avang hian zirtirtuin third language a zirtirnaah word leh letter-te ziakin a zirtir tan dawn tihna em ni?
- In state-ah language eng zat nge zirtir a nih? Three language formula hi in State-ah hman tangkai tawk a ni em?

LANGUAGE ACROSS THE CURRICULUM: PROMOTING CENTRALITY OF LANGUAGE IN LEARNING

Zirtirtu zawng zawng hi language zirtirtu an ni a, a chhan chu language hian content subject zirnaah hian hmun pawimawh tak a chang a. Science, EVS leh Mathematics leh thildang zir pah hian language pawh zir tel a ni a. Zirlai buin zirtir a tum thil eng pawh hi language hmang veka zir a ni. Content subject leh language zirnaah hian language zir tel theihna turin lesson plan leh activity-te duan a nih phei chuan naupangin nasa takin tawng an zirna kawngah hmasawna an nei thei dawn a ni. Hetiang a nih chuan zirna pawh a phuisuiin naupangte pawhin tawng hman hun dikah leh a hman tangkaina tur dik taka an hman dawn avangin thiamna dik an paw chhuak thei dawn a ni.

Task I

Naupangte chu group li (4)-ah thenin 'tui' tih theme atangin word leh phrase la khawm tura tih an ni a. Heng word-te hi an thenawm khawvengah engtin nge miin an hman tih hre bawk se, chung word leh phrase-te chu chart paper-ah ziakin classroom bangah tar sela. Group tinte chuan heng word leh phrase-te hmang hian paragraph ziak se, Science, EVS, Social Science etc-a an zirlai atang pawhin information la tel bawk se.

Task II

Subject zawng zawng tel khawmna/phuar khawmna tha tak chu project work hi a ni leh thei a. Entirnan-

- **Historical place/ hmun hlui tlawhpui**
- **Subject:** Geography, History, Language
- **Language skills:** ngaithlak, tawng, chhiar, ziah, thil chik leh ngaihtuahna hman thiam (critical thinking)

Naupangte chuan huhovin khawi hmun emaw an tlawh anga. An kal dan tur leh hun hman dan tur an duang lawk ang. Zirtirtu ten an kalna tur motor ngaihtuahpui se, zan riah ngai a nih pawhin an riahna hmun turte tihfelpui se.

Naupangte chuan hengte hi an enchik ang a, an chhinchhiahin note an siam ang-

- A awmna hmun (geographical location)
- Sik leh sa dinhmun
- History-a a tangkaina
- In sak dan, a mawina leh miin an hlutna chhan
- A bul vela mi ten eng tawng nge an hman
- A bul vela thil tar (signboard)-ah eng nge inziak
- Environment chungchangah eng nge awm – bawhlawh bawm, inthiarna, a hmun a hring nge a ro

Naupangte chuan hmun an tlawh zawh hunah an note-te sawi hovin an tawnhriatte an ziak ang a (report writing), thawnthu emaw, narration (sawi chhuah) emaw ang pawhin an ziak thei ang.

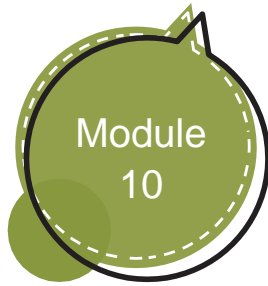
Zirtirtuin naupangte hnenah English a tlangneltir dan tur i han enchhin dawn teh ang-

Teacher Practice

Pi Rekha Rani chuan Uttar Pradesh-a Nasirpur khuua Government High School-ah Class I leh II a zirtir a. Naupangte chuan an pianpui tawng leh English tlangnel taka an hman theihna turin a pui reng a. Naupangte chu an pianpui tawng leh English-in hla a sakpui thin a ni. Thil hmingte hi lian pui puiin a ziak thin a, bangah a tar kuau mai thin a, chungte chu naupangte chuan hmu in an tawngahte an hmang thin a ni. Heng English te hi a hmang fo va-

May I come in?

How are you?



Can I borrow your pen?

May I go to toilet?

What is the price of your bag?

Would you mind switching off the light?

I beg your pardon

Keep quiet

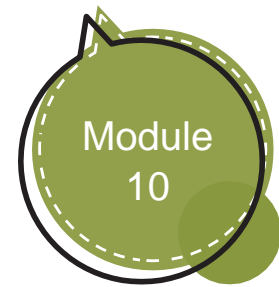
Classroom chhunga thil awm zawng zawngte hming pawh Hindi leh English-in naupangte a ziah chhuahtir thin a. tukverh, kawngkhar, dawhkan, blackboard, inchung, tui belte chu classroom chhunga thil awmte hming an ni a. Hengte hi sentence-in a ziahtir leh a. This is a door. These windows are open tih leh a dangte pawh chutiang zelin. Heti hian a sawi thin a, “Ka naupangte hi language chunks (a hlawma thumal awmkhawm) entir nan word leh phrase “May i go to the toilet” tih angte awmzia zirtir hi ka tum a ni a” a ti a ni. Hetianga naupangin tawng an zir chuan zunram thiar tura dilna a ni tih an hre mai a, a grammar kha la hre kher lo mahse an thu sawi khan eng awmzia nge a neih an hre thei a ni. Tawngin awmzia a nei tih hriat a nih tawh chuan a grammar dan leh dun chu amahin a lo kal zui ve leh mai a ni. Tin, classroom chhunga thil awmte ziah chhuahtir a zirtir chu anmahni hmuh phakah eng ang language nge awm tih hriat chian a ni.

Creating language rich environment

Naupangten thiam taka language an zir dawn chuan awmze neia tawng an hman a pawimawh hmasa ber a. hei hi “THIAM TURA ZIR, TIH PAHA ZIR” te pawh a tih theih ang. Tui hleuh thiam tur chuan tui chhunga luha hleuh tum a ngai a. Tawng zirnaah pawh hian naupang ten tawng an hman theihna turin hun siamsak a pawimawh em em a, tawng thar an han hriat chiah khan hmanna hun an neih theihna tur siamsak a tul thin. Teacher Practice in chhiar tawh ang khian zirtirtu chuan an tawng thiam tharah khan a structure leh function an hre lo mai thei a, amaherawhchu an tawng hman kha a awmzia an hriat miau chuan awlsam takin an hmang ve mai thin a. Heng an tawng hman theih nghal, language chunks kan tih ang hi ngaia an neih tawh chuan an hmang tih pawh hre miah lovin an tawng ve nghal mawp mawp mai thin. Hetianga tawng hman hi ‘input rich environment’ kan tih ang- tawng thar an hmu a, an hmang nghal a, hei hian nasa takin tawng an zirna kawngah a tanpui a, an thiamna a lo pun phah zelthin a ni. Tawng thar hi classroom chhungah ringawta zir a tawh lova, an rualpuite leh zirtirtute nen school pawnah pawh tawng thar an hman ngam theihna tur leh an hman theihna tura boruak siamsak hi a pawimawh a ni. Naupangin zirtirtu hnen atanga tawng thar a dawn tam tak- chhiar tur te, textbook-te leh supplementary material bakah zirtirtu tawngte hi classroom pawna tawng dang an hman theihna tura puitu a ni thei a. An rualpuite nena an inkawmnaah te, zirtirtute nena an inbiaknahte leh midangte nena an inkawm honahte an tawng hman dan thiamna tur ngaihtuhsak a tul fo. Heng zawng zawng hian a hmanna tur dik taka tawng hmang thiam turin naupangte a buatsaih thin a ni.

Basic Interpersonal Communicative Skills (BICS) leh Cognitively Advanced Language Skills (CALP) hi tawng zir mek ten an neih a ngai a (Cummins and Swain, 1986). BICS-ah chuan tawng hman thiamna kawnga an thiam tur hriat leh a hmanna hun leh hmun azira an tawng hman tur thliar thiam a tel a. An rualpuite bula an tawng hman

tur chin an hriat thiam a hman thiam hi BICS-ah chuan a tel a ni. CALP-ah ve thung chuan anmahni rualpui ni lo, midang daihte nena inbiakpawhna an neih huna tawng hman tur an hriat thiam a ngai ve thung a ni. CALP an hman hun chuan anmahni aia tawng thiam lo zawkte nen awlsam taka an inbiakpawh theihna tura tawngkam an hman thiam a ngai a ni. Hei hi nasa taka inzirtir hnua lo thleng thei chauh a ni.



Strategies for language learning

- Naupang zawng zawng huapin tawng zirna hmun nuam tak buatsaih tur a ni
- Tawng zirna hi naupangte khawsa zia leh an nunphung milin siam tur a ni a, an nitin nun nen thlun zawm tlat tur a ni
- Classroom-ah activity siam dawnin pair work, group work leh inkawm hona hun tha siam tur a ni
- Class library siam ni se, hei hian naupangte lehkha chhiar tamtir leh thil chhiarte intawm tawna study group siamna kawngahte a tanpui ang
- Thawnthu sawi leh lem chante hi language skills pali (4) te-a hmasawna an neih theih nan hman tam ni se
- Media hrang hrang- magazine, chanchinbu, ICT-te classroom-ah naupangten tawng an thiam belh nan hman t̄angkai ni se

Discuss and reflect

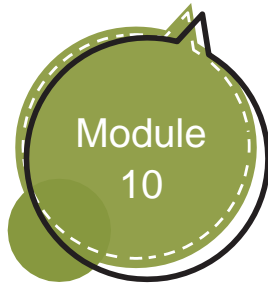
- Engtin nge zirtirtuin classroom leh school chu tawng hausakna hmuna a siam theih ang?
- BICS leh CALP hi awmze neiin zirtirtuin engtin nge a hman t̄angkai ang?

He module-ah hian naupangin lehkha a zir tirh atanga upper primary a zir thlen thleng entirna pek a ni a. Heng entirna te hi naupangte kum leh an pawl zat milin a her rem theih a, an phak tawk tur leh an zirlai a zirin hman ve theih a ni.

LANGUAGE AND LITERACY IN EARLY YEARS (WITH REFERENCE TO CLASSES 1 & 2)

Naupangte hi school an luh tirh phat atangin tawng thiam sa neiin an lo lut a. Tawng hmanga thu inziak, entirman, banga ziah te, chirha thil ziah te, lehkha pheka thil ziah te leh lehkhabu hmangtein inbiakpawhna a awm a ni tih an lo hre tawh bawk a. Hei hian zia leh chhiar hi naupangteah a intan hun a inang a ni tih a tarlang nghe nghe. Naupang thenkhat tan chuan ziah hi chhiar aiin a awlsam zawk thin a (Clay, 1991). Naupangte tawng zirna kawngah hian ngaihthlak, tawng, chhiar leh zia zir hi a inkungkaih vek a, a enga mah hi a hrangin a kal lo a ni tih hriat a ni bawk. Research-a a lan danin naupangin zia leh chhiar an thiam tan hian chhiar thiamna te, zia thiamna, ngaihthlak thiamna, thil thlir dan thiamna leh ngaihtuahna hman dante hian a rualin hma an sawn tlang a, eng thiamna mah hi a falin a kal lo a ni (Cooper, 2000). Heng research-in a hmuh chhuahte leh naupangte tawnhriatte hi school-ah hman t̄angkai ni se.

Chhiar thiamin a tum pui ber chu ‘hriatthiamna’ a ni tur a ni a, naupangin thil chhiar thiam ringawt mahse a hriat thiam loh chuan chhiar thiamah pawm mai theih a ni lo. Chhiar thiam tih hian thil inziak zuk chhiar ringawt a kawk lova, kan thil chhiar pum pui kha kan hre thiam tur a ni (Mason and Sinha, 1993). Tunlaila zia leh chhiar chungchang inziahna



tam takah chuan thil kan chhiar hian chhiar chhan dik tak (genuine purpose) kan nei tur a ni a, thiam turin emaw, min tihlim tur emaw a nih chuan awmze neiin thil kan chhiar dawn tihna a ni. Hei hian tawng kalphung leh nihna hrang hrang (semantic, syntactic leh grado-phonetic) a huap a, tawng ri (phonics)-ah ringawt tawng zir hi a inngah lohzia a tilang a ni (Sinha, 2000)

Thil ziaak leh thil chhiar hi thil awmze nei siamna a ni a, naupangte chuan an tawnhriat leh thil dang an hmuh phak mai atangin an thil chhiarte awmzia an hria ang a, thu ziaak mumal an phuah chhuak thei dawn a ni. Hetianga thiamna tobul hi zirtirtuten an hriat thiam chuan hmanlai chin than dante kalsanin a tharin an classroom-in a mamawh ngaihtuahin zirtirna a kalpui thei dawn a ni.

LITERATURE FOR CHILDREN

Naupangten ziaak leh chhiar lama hmasawna an neih theihna turin an ban phak maia lehkhahu chhiar tur a awm hi a pawimawh em em a. Naupangte chhiar tur bik thu ziaakte hi chhiar zirtir nan hmanraw pawimawh tak a ni. Ziaak leh chhiar zir tirnaah leh tawng zir tirnaah hian thu ziaak (literature) hi zirna hmanraw tangkai ber a ni. Naupangin tawng an zirna kawngah nuam ti taka an zir theih nan a pui a, thawnthu hrilh thinte hian tawng an zirna kawngah thiamna chi hrang hrangte kha funkhawmin awlsam tak leh nuam ti takin tawng thar an thiam theih phah thin a ni. Heng naupang tan bika ziah thawnthu emaw, poem emaw te hian naupangte chu ziah, chhiar, ngaihtlak leh tawngna kawngah a chawkh phurin an tan tawng thar zir a nawm phah thin a ni. Naupangte lehkhahu chhiar tur thlan leh lak khawm hunah an kum milin, an tui zawng leh lawm zawng te, tawngkam hman dan te leh a theme te thlan fuh a pawimawh.

Heng a hnuai mite hi naupangte tana chhiar tur thu ziaak awm theihnate a ni a. In zirtirtute pawh henge hi i belhtir thei ang. Tin, naupangte tana thu ziaak- thawnthu te, poem te, drama leh lehkhahu te chauh ni lo entirna dang a pek theih a. Heng bakah hian internet lama hmuh mai theih emaw, computer hmang emawa entir theihthe pawh in belh thei ang.

- naupang chhiar zir tir tana siam bik lehkhahu bute leh milem bute
- lasi thawnthu
- ramsa chanchin
- folk tale, poem leh hla te
- Myth leh legend te
- Hmanlai thawnthu te
- ramfan bu te leh hetiang lam hawi thawnthu te
- Hmanlai milar leh mi ngaihsan rawnte chanchinte

A hnuai mi hi thawnthu kan tih ang chu a ni a. Zirtirtu pawhin hetiang ang chi hi phuah belh se, he thawnthu pawh hi mamawh dan a zira her danglam theih a ni bawh.

Exemplar-1

<i>Lehkhahu hming</i>	- Choak thawnthu
<i>Ziaktu leh milem ziaktu</i>	- Judhajit Sen Gupta
<i>Chhuahtu</i>	- National Book Trust, India
<i>Class</i>	- I leh II

Kamkeuna- Hei hi milem hmanga thawnthu phuah a ni a, he thawnthua a changtu ber chu choak a ni. Choak chuan buhpawl a la khawm a, bu a chhep a, tui a keu a. A tui a awp keu hnu chuan a notete chu anmahnia an thlawh theih hma chu duat takin a enkawl a.

Activity neih theih te

Step 1: Thawnthu phuah

- Zirtirtute chuan lehkha bu kawm chu naupang an entir ang a, a kawma milem an hmuh phat atanga an rilru a thumal (word/ phrase) lo lang emaw, an tawnhriatte hriat chhuahtir a neih emaw chu naupangte a sawitir ang
- Lehkha bua milemte hmangin naupangte nen thawnthu an phuah ang
- Milem hmanga thawnthu phuah a nih avangin leh naupang ten an vawikhat hmuhna a nih avangin naupang ten an rindan chi hrang hrang an sawite chu pawm tur a ni a. An rin dan an sawi chhuahte chu eng vanga lo ngaihtuah chhuak nge an nih sawifiahna hun pek tur a ni.
- A pawimawh ber chu naupangte kha zirtirtuin thu awn bik neiin a kaihruai tur a ni lova. Naupangte chu an suangtuahna leh ngaihtuahnate hmang zau va, thawnthu kal zel dan tur an rin theihna tura kaihruai tur a ni.
- Tin, naupangte chuan thawnthua a changtu hrang hrangte chu an hmingte phuhsak se la. Thawnthu kal zelnaah naupangte chu an tawnhriat nena inmil thei zawh ni baw se. Entirnan- Inah ran in vulh em? Tu nge in ranvulhte enkawla engtin nge in enkawl? tih ang chi te.

Step 2: Thawnthu ziah leh chhiar

Naupangte chu thawnthu chu sawitir la, zirtirtuin chart-ah lo ziah se. Tichuan zirtirtu chuan naupangte hnenah chhiar chhuak leh se, a chhiar pahin a chhiar lai apiang kaw se.

Step 3: Observation (zirchianna/ chikna)

Naupangte chu sava an hmuh tawh leh an hriat tawhte chanchin sawi theihna hun pe la, savate chu chik taka an zir chian hnuah sawi ho ni se. Naupangten sava hming hrang hrang an sawite hmangin classroom-a multilingualim a seng luh theih a ni, chungte chu thawnthu nen khan thlunzawm tur a ni. Entirnan- Eng nge savate hian an tih thin? khawiah nge savate i hmuh thin? Sava bu i hmu tawh em? tihte hi a ni.

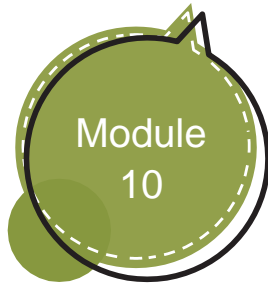
Step 4: Observation Chart

A chungka kan sawi tawh sawi zau nan khian art integrated learning a seng luh ve leh theih a. Naupangte chu scrap book neihtir a, sava lem hrang hrang lak khawm a, beltir leh sava lem ziahte a tihtir theih a, an thil ziahah chuan an hming an ziah thei baw a ni. Hei hian classroom chu print-rich environment-ah a chantir thei ang.

Heng activity-te tih zawh hnuah hian, heti hian a tihzau lehzual theih ang a-

- Environment chungchang sawi ho
- Sava chi hrang hrangte chu an rawng te, an tam lam te, an len zawng leh an hram rik dan te sawi ho
- Savate ei leh in tur pawna chhawpsak

Zirtirtu chuan naupangte language skill teh nan a hmang thei a, mi nena inbiakpawh thiamna (communication skills) leh midangte nena indawr tawn an thiam dan te, an rualpuite zinga an tawnhriat an sawi chhuah thiam dan te leh thil dang teh nan a hman theih baw a ni.



Storytelling to young learners

Tawng zirnaah hian thawnthu hian hmun pawimawh tak a chang a. Zirlaite tan tawng hmanga ngaihtuahna senna hun a pek bakah tawng phuah chhuahtirna hun a siamsak a. Thawnthu chuan mi zawng zawng rilru a luah a, mi suangtuahnate kai harhin an rilru an pe thin a, hei hi a bik takin naupangah a ni lehzual. Thawnthu han chhiar chhuahte hian zirlaite chu tawng zirtirin a awm dante a hriat tlangneltir thin a ni.

Naupang tan bika thawnthu ziah tam zawk hi chuan thumal leh phrase-te a hmang nawn fo va, zirtirtuin thawnthu a thlanin thawnthua thil tih mil tur milem awm tam thei ang ber a thlang tur a ni. Thawnthu ngai reng pawh wawi tam tak a chhiar chhuahsak tur a ni, hei hian ri ngaihtlak an thiamna tur kawngah nasa takin a pui thei a ni. Hei bakah hian thumal chi hrang hrang awm te, phrase te a ngaihtlak tamtir ang a, naupang pawhin an sawi chhuah leh khan awmze neiin tawng an hmang dawn tihna a ni.

Objective:

- An tawng zir kha awmze neiin an hmelhriat ang
- Socio-personal quality-ah hma an sawn ang
- Sympathy, empathy leh midang hriat thiam theihna an zir thiam nan
- Art leh role play hmangin an rilru puthmangte an tilang chhuak ang
- LSRW skill (ziah, tawng, chhiar leh ngaihtlak) an hre thiam ang a, thil chikna leh bih chian thiamna an nei ang
- An suangtuahnate leh ngaihtuahnate an tizau ang
- Naupangten thawnthu an sawi ve hunah an suangtuahnate an hmang em tih teh nan te, an tawngkam hman a tha tawk em tih en nan te, thawnthu an sawiin an chhiar ringawt nge thawnthu milin an awte an tidanglam thiam em tih te, thawnthu chu an phuah belh thiam em tih te tehfunga hmangin endik nan a hman theih ang

Exemplar-2

Activity 1 (Beginners)

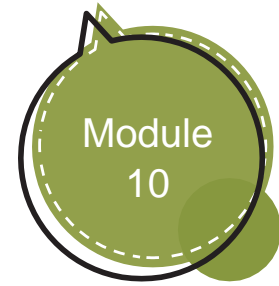
Zirtirtuin thawnthu a thlanah chuan thu awm nawn tam tak a awm ang a, thil tih lang thei leh zir theih tam tak a awm bawk ang. Zirtirtu chuan thawnthu chu a chhiar nawn fo ang a, a chawh phur ang a, naupangte chuan thawnthu chu an sawi zawm ang. Hei hian vawilekhkata an ngaihtuahna kai harh thut turin a pui ang a, a hlawmin tawng chu awmze neiin an zir dawn a ni.

Activity 2 (Primary)

Naupangte chuan an thiante nen thawnthu an phuah ho ang a, zirtirtu emawin thawnthu tanna tur a hrilh ang. Naupang tu pawhin thawnthu chu an phuah zawm ang a, thawnthua a changtu dangte pawh an belh thei ang. Thawnthu an sawi chhuah chuan thawnthu milin an awte pawh tidanglam, aw ki hrang hrangte an hmang ang a, naupangte chuan anmahni pianpui tawng leh an tawng zir mek pawh an chawh pawlh thei ang. Naupangten thawnthu an sawi lai chuan zirtirtuin grammar dik lo emaw, thumal lamrik dan dik lo emaw pawh awm se a tibuai tur a ni lo.

He activity hian naupangte chu boruak nuam tak hnuaiah tawng a zirtir a. An suangtuahna leh ngaihtuahnate hmangin thawnthu chu lemchan nan an hmang thei a ni. Naupangten an

thawnthu phuah chu a hnuah zirtirtuin ziaik tha lehin an tawng zirlai hmangin a sawi nawn leh ang.



Activity 3 (Upper primary standard)

Milem hmanga thawnthu ziah.

Zirtirtu chuan thawnthu mila ziah milem eng emaw zat a sem ang a, naupangte chu group-ah inthenin milem hmang chuan thawnthu a phuahtir ang. Naupangte chuan thawnthua a changtute leh thil thlengte an sawi ho ang a, chutiang mil tur chuan thawnthu an ziaik ang. Group tin atangin mi pakhat zelin an thawnthu phuah chu an lo sawi ang a, lemchan nan pawh an hmang thei a ni. Lemchana an hman dawn chuan zirtirtu in a script-ah leh dialogue-ah a pui thei ang.

Discuss and reflect

1. Heng activity-te hian naupangte eng angin nge tawng zirna-ah a puih ang a, arts leh aesthetics-ah te leh environment humhimna kawngah a pui theih ang?
2. Heng activity-ah te hian eng angin nge ICT kan hman t̄angkai theih ang?

Reading Corners

Classroom-a lehkha chhiarna hmun (reading corner) siam hi tawng zirna leh zirtirna kawngah a t̄angkai hle a, zirna boruak tha a siam a ni. Reading corner-ah chuan lehkhabu chi hrang hrang awm se, hengte hi naupangte ban phak maiah englai pawhin awm se. Anmahni tui zawngte zawnga chhiar turin zalenna pek ni se. Heng reading corner-te hmang t̄angkai hian ngaihthlak, tawng, chhiar leh ziah theihna tur activity buatsaih tam ni se.

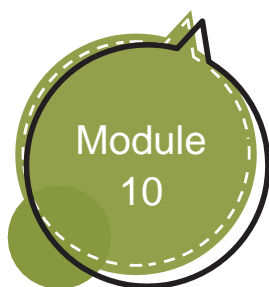
Reading corner chungchang hi NCERT in brochure a siam - Reading Corners-ah te en theih a ni. (www.ncert.nic.in)

Print Rich Environment

Print rich environment hi ziaik leh chhiar thiamna kawngah leh tawng zirtirnaah a bet tlat a, naupang ten tawng an zirna kawnga pui thei tur material-te leh thu awmze nei chhawp chhuahte hi a ni a. Hengte hi naupangte pawhin zirtirtu puihnain an thlang thei a- milem, rhyme, thawnthute a huam a, hengte hi a thara thlak fo pawh a tul a ni.

Heng hi print rich environment kawnga pui thei tur a ni-

- Naupangte chuan milem an zir chian nan hun pek tur
- Milem/ poster-te hian thil sawi chhuah kawngahte a pui a, mi chanchin leh kan vela thil thleng chanchin sawi chhuah thiamnahte a pui a ni
- Naupangte chu anmahnia poem te, thawnthu te leh dialogue an phuah thiam theih nan an ngaihtuahna leh suangtuahnate an hman theihna tura hun tha siamsak ni se
- Naupangte chu an milem hmuh atangtein an ngaihtuahna ziaik chhuak thiam thei turin fuih ni se. Heng an thil ziahte hi thai rin ringawt emaw, spelling phuahchawp emaw ziah pangngaia thil ziahte pawh a ni thei.



Learning Outcomes behchhana neih National Achievemnt Survey 2017-ah khan Class III, V leh VIII a language bikah hetiang hi chhanna dik (average score) a percentage zawnga lak a ni-

Class III	:	68%
Class V	:	58%
Class VIII	:	57%

In state leh district average score i hre ve em? Hei hi <http://www.ncert.nic.in/programmes/NAS/SRC.html>-ah a hmuh theih. Kan naupang ten tawng an zira learning outcomes eng ang chen nge kan hlen chhuah tih hi kan ngaihtuah a ngai tak zet a, hmasawn dan kan ngaihtuah a ngai bawk a ni.

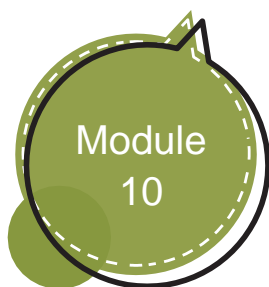
LANGUAGE LEARNING OBJECTIVES AND LEARNING OUTCOMES

Zirtirtute hian an class zirtir bikah tawng zirna leh zirtirna in a tum leh learning outcome-te kan hriat bel a ngai hle a, hei hian classroom-a zirtirna pekna kawngah nasa takin a tanpui dawn a ni. Naupangte hriat thiamnaah a pui ang a, an mamawhte leh dinhmun a zira zirtir dan tur zirtirtuin a inbuatsaih lawk theih phah dawn a ni. Classroom zirtirna pawh hei hian a kaihhruai a ngai a, learning outcome hi state leh UT tinah hlen chhuah ngei ngei tur a ni. Learning Outcome-te hi language zirna leh zirtirna in a tum bulpui nen a inthlun zawm tlat a, thiamna leh theihna pek chhuah language zirna in a tum nen a inzawm tlat a ni. National Curriculum Framework leh he Curriculum mila siam syllabus tena objective leh skill thiam tura an bituk chhonzawm nan Learning Outcome- te hi siam a ni. Learning Outcome bu hi www.ncert.nic.in-ah en theih a ni.

Class VI English textbook *Honeysuckle*- a zirlai hmasa ber Who Did Patrick's Homework? hmanh hian lesson plan han siam chhin ila.

1.	Pre-reading	<ul style="list-style-type: none"> • Naupangte chuan homework chungchanga an ngaih dante group/ pair- a sawiin class-ah an sawi ho ang • Homework chungchang lanna textbook chhunga QR code hmangin emaw, NROER-a zirlai puitu awmte nen emaw hmun dang atanga a lak hmangin zirtirtu chuan audio emaw video clip emaw a entir ang
2.	While reading	<ul style="list-style-type: none"> • Lam dan dik takin zirtirtuin a riin a chhiar hmasa ang • Class chu pair in emaw group-ah emaw an insiam ang a, an inchhiar chhawk ang. Zirtirtuin an thil chhiar lai chu hre thiam turin a pui ang. Naupangin lam dan an thiam loh emaw, chhiar dan an thiam loh leh thumal awmzia an hriat

		<p>lohte emaw chu zirtirtu an zawt pah zel ang a. Chu mai bakah chuan dictionary hman dan thiam zirtir nan pawh a hman theih a, thumal an awmna hmun azira awmze danglam thei zir nan pawh a hman theih a ni.</p> <ul style="list-style-type: none"> • naupangin hlawm tin an chhiar zawh zelah an thiam leh thiam loh en nan zirtirtuin zawhna a zawt thei bawk
3.	Post-reading - Reading comprehension	<ul style="list-style-type: none"> • textbook- a chhiar tur inziak dawt apianga zawhna awmte chu naupang ten pair-in emaw, group-in emaw an chhang ang. Hei hi kaa chhanga tih phawt tur a ni a, zirtirtuin a zawt ang a, an chhang ang a, chumi hnuah chauh chuan anmahni theuhin an ziak dawn a ni. • zirtirtu chuan a bu chhunga zawhna awm piaah lamah zawhna a zawh belh ang
3.a	Working with language: vocabulary	<ul style="list-style-type: none"> • hei hi an thil chhiar leh zirlai chhunga thu awmte atanga vocabulary/ grammar zirna a ni • a kar awl dah khah tur a ni a, naupangte chu an zirlai kha chhiar nawntir leh tur a ni
3.b	Listening and speaking	<ul style="list-style-type: none"> • Zirtirtu chuan naupangte chu NROER ami emaw, e-pathshala-a mi emaw he thawnthu hi ngaihthlaktirin zawhnate a zawng ang a, hengte pawh hi a ti ang • thawnthu kha a kai tawi ang a, a sawi nawn leh ang • thawnthu kha tawng dangin emaw, naupangte pianpui tawngin emaw a sawi tha leh ang
3.c	Speaking	<ul style="list-style-type: none"> • Naupangte chu group-ah inthenin ngaih dante an thawh khawm ang a, an thusawi dan turte an sawi ho ang • chumi hnuah chuan homework chungchanga an ngaih dan an sawi ang
3.d	Writing	<ul style="list-style-type: none"> • Naupangte chuan homework chungchanga an ngaih dan an ziak ang a, zirtirtu chuan ngaih dan siam dan te, ziah dan tur leh ziah chhina ennawn leh a, a spelling-te endik leh dan tur a hrilh ang. A tirah chuan group-in class-ah an ziak ang a, a hnuah homework-ah pek tur a ni.



Activity for KRPs

- Learning Outcome eng class-a mi pawh hmangin i partner nen henge hi sawi dun ula-
 - ✓ Eng learning outcome pawh hlen chhuak turin eng ang pedagogical process nge hman tur? engtin nge entirna i siam ang?
 - ✓ Classroom-a in textbook hman lai mek atangin reading skill emaw, skill dang emaw, eng ang thiamna emaw pawh ni se eng ang activity nge i ngaihtuah ang?
- Naupangte hi homework leh school-a thil dang kan tihpui vak hian kan tihah lutuk em? eng angin nge tawng zirna hi nuam taka i siamsak theih ang?
- Eng zirlai pawh thlang chhuak la, pre-reading, while reading, post-reading, vocabulary, grammar, writing an zir theihna tur duang la, chung hmanga tawng i zirtir pah chuan gender sensitivity chungchang te, pianphunga rualbanlote zirna chungchang te, environment humhalhna kawngte pawh telh ve ni se.

Skill specific tasks

Classroom-ah eng ang chiahin nge heng skill - listening, speaking, reading, writing bakah tawng thiamnaa bet tlat vocabulary leh grammar-te hi eng angin nge kan thiamtir ang tih lo ngaihtuah dawn ila.

Listening and Speaking

Listening and speaking hi **Who did Patrick's Homework?** (Honeysuckle, Class VI English textbook ami lak a ni)

Pedagogical process	Learning outcome
<p>Naupangte</p> <ul style="list-style-type: none"> • An ngaihtlak thiamna tihhmasawn nan TV/ Radio-a News English-a puan te ngaithla se • English-a siam film-te en tam se, serial te, educational channel-a an thusawi ziaka lo lang ang chite en tam se, audio leh video te, lehkhabu tawngthei kan tih mai ang chite ngaithla se, zirtirtuin lehkhabu chi hrang hrang a chhiarte ngaithlain hre thiam se, zawhnate pawh chhang se • Midang hnena mahni inhmelhriattir te ching se, lemchanahte tel tam se, thusawite zir se, milar leh mi ropui te thusawite sawi chhawng se 	<p>Naupangte</p> <ul style="list-style-type: none"> • English- a activity neih chi hrang hrang lemchan, thil sawikhawm, inhnial fiam etc-ah te tel tam se • Poem-te chhiar rual dual dual se, hlate sa vak vak se, fiamthute leh riddle-te pawh chhang se, tongue twister-te pawh sawi tam se • mi thuchahte sawichhawngin mi chhang thiam se, phone-a inbiaknahte English emaw an pianpui tawng emaw hman zir se • School-ah emaw classroom-ah emaw zirtirtuin tih tur a sawite chhang thei se, mipui punkhawmna hmuna thupuante awmzia hre thiamin an thu hriat milin awm dan thiam se

Reading

Reading (lekhka chhiar) hi a chhiartu leh lehkhaziak inkar indawrna a ni ber mai a, chu chuan hriat thiamna a keng tel a. Chhiar tur (thuziak)-ah chuan letter te, word te, sentence leh paragraph awmze neiin a awm a, reading hi chhiar satliah mai ni lovin thu ziak awmze nei rem khawma hriat thiam a ni. Thu ziak awmzia hre thiam tur chuan a chhiartuin a thiamna chi hrang hrangte a hmang ang a, thu ziaakin a thu ken awmzia hriat chian a tum thin a ni. Thu ziak chhiartu leh thu ziak inkarah hian thu ziak awmze hre tur chuan a chhiartuin a thiamna lo neih tawh sa leh a tawnhriatte a pawimawh hle a, hengte hmang hian a thil chhiar awmzia miin a hre thei dawn a ni. Mi tu pawh hian kan seilenna hmun leh kan tawnhriat azir hian kan ngaih dante kan siam a. Chuvang tak chuan ziarlaiin thil a chhiarin midang nen an thu chhiar chungchangah an ngaih dan a inang lo fo thei a ni, mahni tawnhriat leh dai chin ang zelin kan thu ziak chhiarahte hian ngaih dan hrang kan nei thin a ni.

Pedagogical process	Learning outcome
<p>Zirlaite chu pair/ group-ah thenin hengte hi tih tir ni se</p> <ul style="list-style-type: none"> • Thuziak chi hrang hrang-prose, poetry, play-te hre thiam tur leh ngaina turin chhiar se, an hriat thiam theih nan zawhnate chhang se 	<ul style="list-style-type: none"> • English-a thuziak hrang hrang an chhiar thiam ang a, a main theme te, a changtu te, ngaih dan inmung chho te leh thuziak chhunga thil thleng te an hre thiam ang a, an manhni nun nen an inlaichinnate an hre thiam ang
<ul style="list-style-type: none"> • An thil chhiar hmang chuan zawhna zawh ni se • Thu ziak chhunga ngaih dan awmte chhiara sawi ho ni se 	<ul style="list-style-type: none"> • Chanchinbu, notice board, internet, table, chart, diagram, map leh thil dangte an chhiar thiam ang a, an thil chhiar chu hriat zauna atan an hmang thiam ang • Thu ziak an hriat tawh leh la hriat loh hmanga zawhna chi hrang hrangte tawngka leh ziaakin an chhang thiam ang

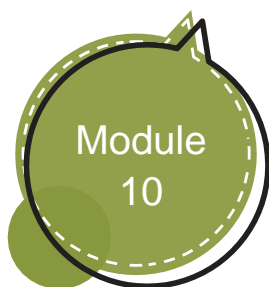
Perspective of in-built assessment while reading

Hetiang thil chi hrang hrang hmang hian naupangte chhiar thiam dan a endik theih ang-true/false, matching, multiple choice, short answer type, gap filling, completion type etc. An thil chhiarte chu hriatzau nan an hmang em tih te, a main idea an hria em tih te, thuziak chu engti ang chiahin nge an hriat thiam tih te leh an thil chhiar atang chuan thil dang eng nge kungkaih a neih a, eng angin nge inkungkaihna an siam tih te tehfungh a hman theih ang.

Zawhna siam thiam hi art chi khat a ni a, zirtirtute chuan chutiang tak chuan zawhna tha an phuah chhuah theihna turin an hun leh tha leh ngaihtuahna an seng tam tur a ni.

Activity for KRPs

Eng vangin nge zirlaite hian hre thiam tura thu ziak hi chhiar har an tih em em? A chhan han ziak chhuak ula, tihreh theih dan tur kawng han rawt teh u.



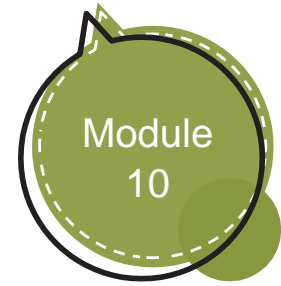
Writing

Writing hian kan ngaihtuahnate leh suangtuahnate midang chhiar theih turin kan chhawp chhuak thin a. Lehkha pheka thu kan ziah ringawt hian writing chu a tawp lo va. Thu ziak tha tak nei tur chuan ruahmanna tha tak neih a ngai a, draft siam te, ennawn (revise) leh enfiah (edit) leh ziah that (rewrite) te a ngai thin a ni. Kan writing skill tihmasawn tur chuan writing-in a ken tel kan hre fiah tur a ni. Writing-in a tum ber chu kan ngaihtuahnate sawi chhuah a, kan thuziak chhiar turte hnena thusawi a ni ber a. Thu ziak hi tawng chi khat a nih avangin kan hawrawp te kan fimkhur ang a, spelling leh punctuation dik, grammar leh thumal hman tur thlan chungchangah kan fimkhur hle tur a ni.

Pedagogical process	Learning outcome
Zirlaite chu pair/ group-ah thenin hengte hi tihtir ni se <ul style="list-style-type: none"> • Thuziak chi hrang hrang-message, notice, lekhathawn, report, biography, diary, travelogue - te hi eng ang nge an nih a, engti anga ziah nge an nih hriat thiamtir • English/ braille-in naupangte thu thil ziahtir ni se. Draft siam, revise leh ziah hunah chuan awmze mumal takin a bul, a laihawl leh a tawp dan hre Chiang se • Book review ziahtir 	<ul style="list-style-type: none"> • Mi thusawi, lehkha ziak dang chhiar leh mita an hmuh mai theih hmangin paragraph tawi ziah thiam • Awmze nei takin a bul, a laihawl leh a tawp tha tak awmin English/ Braille-a thu ziah thiam • A chhiartu leh dawngtu tur azira message, invitation, paragraph tawi leh lekhathawn (formal leh informal) ziah thiam • Book review ziah thiam

Classroom-a writing activity neih dan han en chhin ila-

Ziah hma/ ngaihtuah ho	Hemi hunah hi chuan ngaihtuahnate sawi ho va, chhiar tur dang emaw, milem emaw en ho va, kan thu ziah chhan ngaihtuah ho tur a ni. Entirnan, thiante hnena lekhathawn tur ziah ai chuan mi sawmna kan ziah chu a formal zawk deuh ang tih hriatte
Writing	Kan thu ziak tura milin kan thil hriatte rem khawm a, tawngkam hman tur thlante a ni a. Kan thu ziah chu kan ennawn leh ang a, kan ziah tur tan hmaw uluk takin kan thu ziah tur chungchanga kan thil hriatte ngaihtuah tur



Revising and reviewing	<p>Hetiang hunah chuan kan thu ziak kan chhiar nawn ang a, hetiang hian kan review ang-</p> <p>Ka sentence ziahte hi siam that a ngai em</p> <p>Ziah hmaih ka nei em?</p> <p>Ziah nawn a awm em?</p> <p>He thil hi entirna tha zawk leh tawngkam mawi zawkin a ziah that theih em? Tihte leh a dangte</p>
Editing	<p>Hetiang hunah hi chuan ziaktuin a thu ziak a chhiar nawn ang a, punctuation te, spelling te, grammar te leh a dangte a dik em tih uluk takin a en ang.</p>
Rewriting	<p>Hei hi thu ziak hlen chhuahna a ni.</p>

Extra music class neih theihna turin in School Principal hnenah dilna lehkha ziak rawh.

Writing kan endik dawn chuan tawngkam hmanah te, ngaih dan an chhawp chhuah danah te, thu inzawm khawm dan leh thu kal indawt dan te, grammar leh punctuation hmangin a tih theih ang.

Endikna tur atan chuan zirilaibu/ lehkha buin a ziah bak kan hman a ngai a. Writing task reng reng hi a creative tur a ni a, open ended (chhanna dik ber awmlo) a ni bawng ang a, chu chuan zirilaite kha anmahni thil hriat thiam dan atanga thu ziak turin a pui anga an thuziak pawh a ngaihnawm thei lehzuaw dawn a ni.

Activity for KRPs

Gender sensitivity/ inclusion/ environment sensitivity/ scientific temper tilang thei zawng activity buatsaih ang che.

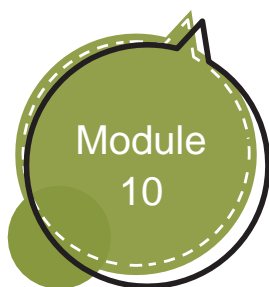
‘Educating the girl child’ tih hmangin paragraph tawi han ziak teh u.

Divergent/ creative questions

Divergent question-te hian naupangte rilru sukthlek a tizauvin chhanna chi hrang hrang nei thei turin an ngaihtuahna a tizau a. Hetiang zawhnaah hian chhanna dik ber a awm ngai lova, zawhna chhangtu ten an ngaihtuahnate an tivarin chhana chi hrang hrang an neih theih phah a ni. Heng zawhnate hian tun lai thil ngaihtuah tam tak rualbanlo chungchang te, gender issue leh thil dang tam tak chungchang a zawh theih a. Textbook-a extrapolative question te leh supplementary reader-a extensive reading text atang te hian naupangteah divergent thinking a tuh theih ang.

Learning outcome bua CSWN (children with special needs)-te mamawh tur inziahna hi en ila, divergent question siam nan a hman theih ang-

Sl No	Meant for	Suggested strategy to be adopted
1.	Children with low vision	<p>Naupang mit fiah lote puih nan-</p> <ul style="list-style-type: none"> Chalk rawng nei, sketch pen etc a hman theih



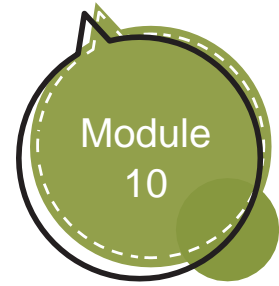
		<ul style="list-style-type: none"> • Blackboard-ah hawrawp lian deuh a ziah • Tlar hma lama thuttir emaw, tukverh bul, eng awmna lai emawa thuttir
2.	Children with hearing impairment	<p>Naupang beng tha lote puih nan-</p> <ul style="list-style-type: none"> • Zirtirtu hnaih deuhah thu se • Zirtirtu chu ring tha tak, fiah tak leh muang changin tawng se • A tul chuan zirtirtu chuan a thusawi sawi nawn fo se
3.	Children with cognitive impairment, intellectual disability	<p>Heng naupangte hian harsatna chi hrang hrang an nei thei a. Tawngah an chak (fluent) tawk lova, thu chhiar te an harsat a, an hawrawp te a tha lo fo va, tawngkam hriat thiam loh an nei fo bawk a. Hengahte hian zirtirtu chuan zaidawh tak leh hriat thiamna nen a enkawl tur a ni. A tul chuan an thawhpuite leh DEGSN, NCERT-te an rawn thei ang</p>
4.	High achievers	<p>Heng naupangte hi divergent thinking an neihna turin activity hrang hrang neihtir ni se.</p> <p>Entirnan- let's listen and talk tih leh Say aloud tih ang chi exercise-ahte hian an ngaihtuahna an seng nasa ang a. An rilru chak tak mil turin chhiar tur dangte pek ni se.</p>

Vocabulary

Vocabulary zir hi tawng zirna hmahruaitu a ni a, damchhung daih a ni. Vocabulary hi extensive (word tam zawng) leh intensive (word awmze neih tam theih dan)-ah a then theih a. Vocabulary tam lam leh a zau zawng hi chhiar tam danah leh chhiar thiam dan nen a inzawm tlat a. Naupangte hnenah thumal awmzia (word meaning) sawi ringawt hian an hriat thiamna a belh chhah lova. Naupangte hian thumal awmzia te an hre reng lova, thumal ngai reng kha hmun dangah an tawn lehin a awmzia a lo danglam leh si kha chuan an hre thiam dawn chuang lo a ni. Chutiang a nih avang chuan thumal thar an hmachhawn reng rengin chu thumal awmzia chu a awmna a zirin zirtirtuin a hrilhfiat thiam tur a ni a, hei hian an hriat thiamna chin a tizau dawn a ni. Hetiang deuhte hian tih theih a ni-

- Thumal ngai kha sentence 5-7-ah a awmzia hriat fiah nan hman ni se
- Sentence chhiar nawn leh a, thumal awmna chin leh a awmna hmun azirin ngaihtuah nawn leh
- Thumal awmzia an rin thiam theihna turin kaihrui thei tur thumal pek ni se

Naupangte chuan anmahni thuin thumal awmzia an zawng chhuak ang a. Tin, naupang lehzualah phei chuan thumal awmzia a lema han chan chhuah leh, a lem han ziahte hian a awmzia a tibel a, milem leh thumal inzawmna an hriatte leh thumal rik dan an hriat atangin thumal awmzia chiang takin an hre mai dawn a ni. Learning Outcomes bua vocabulary activity ang hi lo ti ve dawn chhin ila



Learning Outcomes Class VI – Vocabulary

Pedagogical process	Learning outcomes
Naupangte chuan- <ul style="list-style-type: none"> • Thumal awmdan hrang hrang leh a inchherchhuan dan an hria ang • English thumal awmze neiin an zir ang (thumal hlang ni lovin, sentence leh paragraph-a a awm dan azirin) • Thumal awmna hmun azirin a awmzia an ring thiam ang • Thu ziak hriat sa leh la hriat loh hmangin thil an ziak thiam ang 	Naupangte chuan- <ul style="list-style-type: none"> • Crossword puzzle-te an chhui chhuak thiam ang a, word chain-te an siam thiam ang • An thil chhiar atangin thumal awmzia an hre thiam ang • Paragraph tawi te (7-8 sentence) mi sawi chhuah an ziak thla thiam ang • Spelling leh thumal awmzia hriat nan dictionary an hmang thiam ang

Exemplar – 4

Heng a hnuaia thumalte hi lehkha phek hrang hrangah ziak rawh le

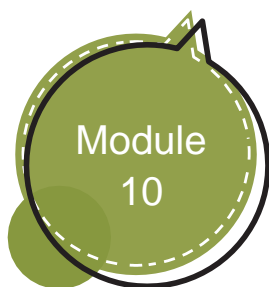
Moon	break	fall	rain	light	water	fast	bow
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Heng thumalte hi pahnih zel lain thumal pakhat naupangte siamtir rawh le. Chuta thumal thar an lo siam chhuah chu hetiang hian thiam beltir theih a ni-

- Hands-on activity (lem ziah/ video en/ thil lem entir emaw, a tak hmuhtir emaw)
- Thumal chungchang sawi ho va, a awmze hrang hrangte sawi ho
- Thu ziak hrang hranga thumal awm dan chhiar nawn fo
- Thumal chu a lawnga ziak lovin, sentence-ah emaw phrase-ah emaw hmangin

Grammar

Grammar tih hming a rik ringawt pawh hian kan beng hi a thlep nghal tlangpui a, mi tam tak chuan ninawm leh harsaah an ngai thin. Mi thenkhat chuan tawng hian ziah dan a neih loh chuan grammar a nei loah an ngai a. Grammar hi tawng tinah a awm vek a, a lawnga zirtir tawp lovin awmze neia zirtir thin tur a ni. Mahni pianpui tawngah chuan grammar dik lovin thu kan sawi ngai lo va, kan tihsual palh pawhin kan bul vela mi ten a dik zawk awlsam takin min hrilh mai thin a. Midangin min tihdiksak loh vek pawhin a tawngkam dik zawk kan hriat chuan keimahniin a dik kan hre ve leh mai zel bawk a. Grammar hre thiam thei tur chuan tawng awmze neia zira tawngin dan a neihte awmze nei taka thiam tur a ni. Grammar dan phei chu a awlsam mai loh avangin awmze nei taka zir a ngai a ni.



Exemplar-5

Direct-Indirect speech zirnaah hian naupangte chuan thil sawi chhawnte chu an thiam sa reng a, mahse ‘rule’ anga an zir hian harsatna an tawk fo a ni. Hetiang activity hmangete hian zirtir a awlsam phah thei a

Naupang pathum ko chhuak la, class hmachhawn zawngin thuttir la. Naupang pahnih chu thu dun se, a pathumna chu tlema hla deuhah thu se.

Naupang 1: Have you sold your bicycle?

Naupang 2: I’m still thinking about it.

(Naupang 1 chu naupang 3 bulah a va kal a)

Naupang 1 (naupang 3 bulah): I asked him if he had sold his bicycle, he said he was still thinking about it.

Hetiang hmangete hian naupangten an tihsual loh nan zirtirtuin ti se:

- Thuziak tawi te te hmangete a concept an thiam nan tihnewntir fo ni se
- Naupangte chu thil chhut let fo tura fuihin
- Naupangte hnenah “Hetianga tih hian a dik em? tih fo tein

Grammar concept tharte chu hetiang hian a tih fiah theih a-

- Grammar concept thar hre turin input-rich environment siamsak
- Naupangte seilenna leh awmhmun azirin thuziaka thil tam tak inziak nawn awmna thlan thiam

Grammar hi a lawnga zir lova context neia zir a nih chuan grammar zirin awmzia a nei a, thiamna tak tak paw chhuak tur atan hman a awlsam a ni.

Learning Outcomes- grammar Class VII

Pegadocical process	Learning outcome
Naupangte chuan- <ul style="list-style-type: none"> • Noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb etc-ah inngat bikin hun leh hmun hrang hranga grammar hman dan tur an thiam ang 	Naupangte chuan- <ul style="list-style-type: none"> • Mi biangbiaknaah leh tawng an hmannaah grammar hman tur dik an hmangete thei ang (Noun, pronoun, verb, determiner, time and tense, passivisation, adjective, adverb etc) • An mi biak tur leh an thu ziak chhiartu turte milin English/ Braille-in sentence awmze nei an phuah chhuak thiam ang

Teaching Literary texts

Tawng zirna hian thu ziak chi hrang hrang a huam a. Thawnthu, folktale, hla, drama bu atanga lak chhuah, mahni chanchin ziah, interview, poem-te leh thil thar hriat theihna tur thu ziak chi hrang hrangte hi a huam vek a. Hetiang thu ziak atangte hian naupangte chuan an language skill-ah te hmansawna neiin, midang nena an indawr tawnaah te, an thil ngaihhlut zawngte leh gender equality chungchangte bakah rualbanlote hriat thiamna te, environment chungchangahte an lo hriat zau phah thin a ni.

Teaching Poetry

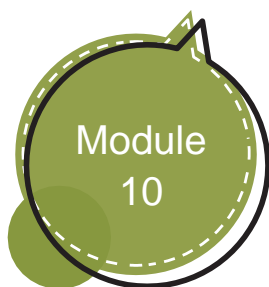
Poetry hian tawng hman dan chi dang daih a chhawp chhuak a. Chuvang chuan zirtir dan pawh a dang a ni. Poem-ah hian mi zawng zawngin an thil lo tawn tawh inziak thin mahse mi tam tak tan hriat thiam a har fo thin. Poem hian a ruhkawlang rawtin thu a sawi ngai lo va, ngaihtuahna ril a rugin a inphum thin zawk a ni. Poem-a tawngkam hman thu inzul leh thuk deuh neite hian hriat bel a tiawl a, chhinchhiah pawh a tiawl a ni. Poem tawi takte hian a chhiartu rilruah hna thawkin a ngaihtuahna a tikal thei a. Poem reng reng hi grammar zirtir nan kan hmang tur a ni lo; poem hi inzirtir tur pawh a ni lova, thil chhiar nuam tih nan leh poem-in a thu ken kha min tihlimtuh kan hman thiam dan tur kan inzirtir zawk tur a ni. Poem-ah chuan thumal awmzia hriat fiah tum ai mahin suanguahna te, ngaihtuahna te leh rilru sukthlek tizau tur a awm a, chutiang tak chuan keimahniah poem chuan hna a thawk thin. Hetiang hian poetry chu a inzirtir theih ang-

- Poem thupui mil ang naupangin tawnhriat an lo neih tawhte i zawt ang a, hengte hi milem emaw, newspaper article emaw hmangte pawhin a tih theih ang.
- Naupangte chu poem chungchang emaw, a phuahtu chungchang emaw alo irh chhuah dan sawipui la
- Poem chu chhiar ri la (naupangin an lehkhabu khup se), poem in a thu ken tlangpui sawi fiah la
- Poem chungchang zawhna awlsam te te zawt la, hei hian thumal an hriat tawhte a ngaihtuah chhuah tir ang a, poem-a thu inziakte an ngaihtuah nawn phah baw ang
- A vawihnihna atan poem chu chhiar ri leh la
- Naupangte chuan i rualin poem an chhiar ve leh ang
- Poem atang chuan zawhna pahnih khat zawt la, thumal thenkhat awmzia te leh poem chungchang naupangin an hriat fiah theih nan hei hi a hman theih a
- Naupangte chuan a ri lovin poem chu chhiar leh se
- Naupangte chuan poem chu an ngaihhlut theih nan a main idea-te leh a tawngkam hmante an hriat fiah theih nan pui la

Open ended (chhanna dik ber awmlo) discussion neihpui ni se, heng atang hian writing task siam ni se. Hei hian naupangte chu an textbook pawn lamah hruiain an mahni tawn hriat atangin an thu chhiar kha an inkungkaihtir thei dawn a ni. A remchan chuan an poem zirlai ang theme neite pawh a chhiar chhuah theih a, a huhova thil chhiar rual dual dual te hian classroom a tinuam ve thei a ni. Helai a poetry zirna hi en ila-

Learning Outcomes Class VI- Appreciating literary texts

Pedagogical process	Learning outcomes
<p>Naupangte chuan-</p> <ul style="list-style-type: none"> • Thuziak chi hrang hrang- prose, poetry, drama-te an chhiar thiam in an hre thiam ang a, thuziak ngaihhlut an thiam ang a, zawhna chi hrang hrang an chhiar thiam ang • An thu chhiar milin zawhna an zawt thiam ang 	<p>Naupangte chuan-</p> <ul style="list-style-type: none"> • English/brialle-in thuziak hrang hrang an chhiar thiam ang a. Thuziakin a tum ber an thlang chhuak thiam ang a, a changtute leh thil thleng indawt dante an hre fiahin anmahni tawnhriat nen an kaikawp thiam ang



Exemplar-8

Class VI, Name of Textbook: Honeysuckle, Poem: ‘What if’

Pre-reading

He poem hi naupangin harsatna a tawh ðin leh amaha hriat thiam loh thil a neih ðin chungchang a sawina a ni

Naupangte chu poem zir nuam an tihna turin heng thilte hi tihðir ni se:

Activity 1

- Tu emaw ni emaw, eng emaw ni emaw hlauh i nei ðin em?
- Hlauh i neih changa i awm dan han sawi teh?
- Engin nge i rilru tihah ðin?
- Chutiang ngaihtuahna i neih chang chuan engtin nge i tih ðin?

While reading

Activity 2

Zirtirtu chuan blackboard-ah column pahnih siamin naupangte chu poem-a thil thleng chungchang a thliar hrantir ang.

Incidents which have happened with me	Incidents which may never happen with me

Post reading

Activity 3

Naupangte chu ‘what ifs’ ni lo zawnga an rilru pe lovin an hun tawna tihlimtu leh nuam an tihte ziah thlaktir tur a ni-

- 1.
- 2.
- 3.
- 4.

Activity 4

‘What ifs’ tha zawng thlirna naupangte chu ziah thlaktir la, chung atang chuan naupangte chu ‘What ifs’ tih poem thar phuahtir la

Entirnan

- What if there was no school
- What if fish could fly
- What if sweets grew on trees
- What if houses were made of cookies...

Speaking

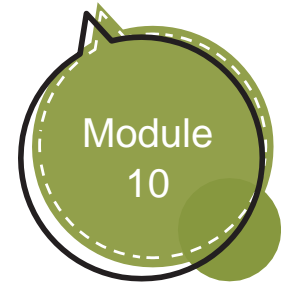
Activity 5

Topic chi hrang hrang a sawi ho theih a, naupangte chu thu sawi turin a tihðir theih-

- What if you were lost...
- What if there was no land...

Naupang ten an hual veltu leh an bul vela nun an ngaihhlut theih nan activity buatsaih ni se

Worksheet-ah inferential question chi hrang hrang siamin naupangte tihir ni se. Naupangte chu group $\frac{3}{4}$ ah thenin poem in thusawi a tum hlawm khat theuh sawi ho se, zawhnate inzawt se, chumi hnuah anmahni theuhin ziahtir leh ni se.



Activities for KRPs

Eng class-a mi pawh poem pakhat thlang chhuak la, a chungsa activity kan sawi ang khi duang chhuak ve rawh.

- Heng a hnuai eng lehkhabu pawh hi pakhat chhiar la, book review zia ang che-
- Child Language and the teacher by Krishna Kumar
- Divya Sapna Day Dream by Gijubai Badheka

Self evaluation

He module-ah hian tawng zirna chungchanga tih dan chi hrang hrang i hre tawh a. I thil chhiar tawhte atangin hei hi chhan han tum teh-

- Tawng zirnaah hian activity hian eng hmun nge a chan?
- Engtin nge language across the curriculum hi a thawh?

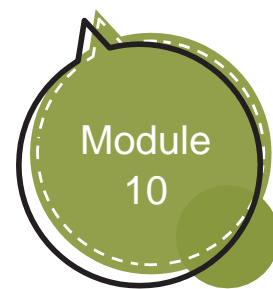


Module
10

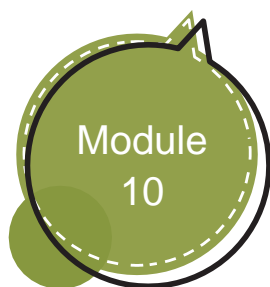
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WEB BASED RESOURCES



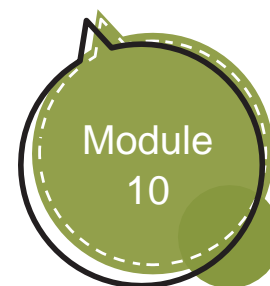
- Epathashala NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at <http://epathshala.nic.in/>
- Language and Learning Foundation Available at <https://languageandlearningfoundation.org/resources/>
- NROER- NCERT. NCERT. Audio, Video, text based materials for teachers, teacher educators in English, Hindi and other languages Available at <http://nroer.gov.in>
- Digital Version of Barkhah
<http://www.ncert.nic.in/departments/nie/degsn/NCERTBarkhaseries/Start.html>
- 12 posters for children
http://www.ncert.nic.in/departments/nie/dee/publication/pdf/12poster1_6_16.pdf
- Guidelines for using posters
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Posterguidelines.pdf>
- Guidelines for creating reading corner (English)
[http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Readingcorner\(English\).pdf](http://www.ncert.nic.in/departments/nie/dee/publication/pdf/Readingcorner(English).pdf)
- Guidelines for creating reading corner (Hindi)
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- Brochure on Early Literacy(Hindi)
http://www.ncert.nic.in/departments.nie/publication/pdf/ELPhin25_5_16.pdf
- Brouchure on Early Literacy (English) h Guidelines for creating reading corner (English) http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ELPhin25_5_16.pdf
- Barkha Series adapted: A reading series for all
http://www.ncert.nic.in/departments/nie/dee/publication/pdf/DEEbarkha1_3_16.pdf
- Padhna Hai Samajhna
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/PadanaHaiHindi.pdf>
- On the threshold of reading: A compilation on Reading
http://www.ncert.nic.in/departments/nie/dee/publication/pdf/padhne_ki_samajh.pdf
- Firkee Bachchon ki (issue 4)
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/4thIssueFirkee.pdf>
- Firkee Bachchon ki (issue 3)
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/3rdIssueFirkee.pdf>
- Firkee Bachchon ki (issue 2)
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/2ndIssueFirkee.pdf>
- Firkee Bachchon ki (issue 1) <http://www.ncert.nic.in/departments/nie/dee/publication/pdf/1stIssueFirkee.pdf>
- Process Documentation on Selection of Literature for Children
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/ProcessDocument.pdf>
- Posters on Early Literacy
<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/poster.pdf>
- Ajj ki Baat(15.20 mnts) <http://www.ncert.nic.in/html/primary.html>



- <http://www.epathshala.nic.in/e-pathshala-4/e-resources-2/>
- Kahani aur Padhne likhne ke avsar(18.37 mnts)
<http://www.ncert.nic.in/html/primary.html>
- Kavita aur Padhne likhne ke avsar(8.44 mnts)
<http://www.ncert.nic.in/html/primary.html>
- Barkha Series <http://www.epathshala.nic.in/e-pathshala-4/childern/supplementary>
- Budhiya ki Roti(E-pathshala) <http://www.epathshala.nic.in/e-pathshala-4/resources-2/?dispageT0?&dispage-1?&dispageT2>
Kahani Se Kitab Banana <http://www.epathshala.nic.in/e-pathshala-4/resources-2/?dispageT0?&dispage-1?&dispageT2?&dispageT3?&dispage-4?&dispage-5?&dispageT6?&dispageT7>
- TESSINDIA. These key resources, which apply to all subjects and levels, offer teachers further guidance on effective practices in the pedagogy of the TESS-India OER. Available at http://tess-india.edu.in/learning-materials?course_tidT136&subject_tidT181&educational_level_tidT221
- The British Council Resources for teachers of English and Educatorst.
<https://www.teachingenglish.org.uk/>
- Journals and Magazines
- The Primary Teacher published by NCERT. Also available at: www.ncert.in
- Journal of Indian Education published by Azim Premzi Foundation. Available at <https://azimpremjifoundation.org/foundation-publications.1381#main-content>
- Journal of English Language Teaching. Published by Azim Premzi Foundation. Available at <https://azimpremjifoundation.org/foundation-publications/1381#main-content>
- Journal of English Language Teaching. Published by English Language Teachers' Associate of India. Available at: <http://eltai.in/journal-english-language-teaching/>
- English Teaching Professional. <https://www.etprofessional.com/> Published by Pavilion Publishing and Media.
- English Language Classroom Video lessons
- A number of video classroom lessons are available at SWAYAM PRABHA Channel. They are also available at Epasthashala and NROER of NCERT.

Annexure 1

National Curriculum Framework 2005-in tawng zirtirnain a tum ber a sawilan chu-



- (a) **To develop the competence of children to understand what they hear-** mi tu pawhin thu sawi se zirlai chuan thusawi piah lama thusawitu chetzia atang ten a thil ngaihthlak a hre thiam tur a ni. An thil hriat thiam hi a nihna ang maia hre thiam lovin thil dang a kaihhnawihthe leh pawn lam thilte nen pawh a thlun zawm thiam tur a ni.
- (b) **To develop the ability to read with comprehension-** Naupangte hian thil an chhiar hian thu inziak phenah thil dang awmze nei a awm a ni tih an hre chho ve telh telh a. Anmahni thil hriat sa leh an tawnhriatte hmanng tangkaiin an thu chhiarte an hre thiam tur a ni. Thuziak an chhiar reng rengin zawhna chi hrang hrang an zawt thiam tur a ni a
- (c) **To develop effortless expression-** A hun leh hmun azirin communicative skill an hmanng thiam tur a ni. Sawihona reng rengah ngaih dan felfai tak leh rilru huam zau deuhin an tel thiam tur a ni.
- (d) **To develop the skill of coherent writing-** Thuziak hian a pawng a puia thil ziah chhuah ringawt a huam lova, grammar thiam te, thumal hriat hnem te, punctuation dik leh ngaihtuahate awmze neia rem khawm thiam a ngai a. Naupangte chuan an ngaihtuahate felfai taka ziak chhuak turin mahni inrintawkna an nei tur a ni. An thu ziak te hi ‘product’ ni mai lova ‘process’ anga en thiam a pawimawh a. thil tam tak tih nan thu ziak hi an thiam tur a ni, uangthuang leh puithu tak pawhin thil an ziak thiam tur a ni.
- (e) **To develop control over different registers-** Tawng reng reng hi a inanga hman a ni ngai lova, awmna hun leh hmun leh kan mi biakte azirin tawngkam chi hrang hrang a awm a. Heng tawng chi hrangte hi ‘register’ tih a ni a, heng register-te hi zirlai ten an hre ve ngei ngei tur a ni. School subject hrang hranga tawngkam inang lo an hriat bakah music, sport, film, huan thlai chungchang, insak leh ei siam chungchang sawi dawna tawngkam hrangte an thiam tur a ni.
- (f) **To develop childrens’ creativity-** Language classroom-ah chuan naupangte hi an ngaihtuahna te leh an suangtuahna te zalen taka hmantir tur a ni a. Classroom kalphung leh zirtirtu mizia leh chetzia hi a pawimawh em em a, naupangte nen an inlaichinnate leh classroom a enkawl danah hei hian kawng ro thui tak a su a ni.
- (g) **To develop sensivity-** Tun lai nunphung leh India ram dinhmun ziarang hriat chiantir nan language classroom hi a hman theih a. Naupangte hi an bul vela thil awm te, an thenawm khawveng te leh an hnam chungchanga inzirtirna pek theihna hmun tha tak a ni. National Curriculum Framework- 2005. (NCERT, 2005)



Module
10

Annexure 2

Skills to be fostered (in the context of English as a second language) Syllabus (NCERT, 2005) chuan heng skill-te hi chawm nun tura tih chu a ni a. Heng tawng thiamna te hi engtik lai pawha endikna tehfunga hman tur a ni.

Naupangin tawng thiamna lama hmasawwna an neih zel hi a tulna chhan chu eng ang hunah pawh khawi hmunah pawh nal taka tawng par par theih nan a ni.

- Zirlai chuan ngaihtlak paha hriat thiam a zir ang a, heng a thiamna hmang hian thil dangte nen a thu hriat chu a thlun zawm thiam tur a ni
- Thil thar thiam nan, bengvar nan leh thil chhiar nuam tih hrim hrim avangin zirlai chuan chhiar tam a ching tur a ni a, heng a thu chhiarte hi a thiamna leh tawnhriat te nen thlun zawmin chikna nen thil a chhiar ang a, zawhnate pawh zawt ngam turin inrintawkna a nei tur a ni.
- Communicative skill an neihte hmang t̄angkaiin thusawinaah emaw sawi honaah emaw felfai takin a tel thei tur a ni.
- Naupangte chuan an thu ziak chhiartu tur milin an ngaihtuahnate an hmang ang a, awmze neiin thil an ziak chhuak thiam tur a ni.
- Naupangte chuan tawngkam chi hrang hrang – music, sport, film etc sawina tana tawng hman an hre thiamin an hmang thiam tur a ni.
- Library leh hmun danga an zirlai tanpui thei tur thil dictionary leh thil dangte an hmang thiam ang. Note lak leh note ziah pawh an thiam ang.
- Thil tihnaah leh thusawinaah te, thu ziah nan te pawh naupangte chuan tawng hi chi hrang hrangin an thiam tur a ni.
- An khawvel chenna mil zelin, an hnam ziarang leh chin dan chawisan an thiam ang a, hnam dang tawngte pawh an zah thiam ang
- Thu ziak chi hrang hrang, hun hrang hranga mite hmangin naupangte chuan an nunkhaw hausakna an paw chhuak thiam ang
- Multilingual classroom leh society-a thil inang awm theite leh chi hrang chrang danglamnate an zahsak thiam ang
- Naupangte chuan tawng chi hrang hrangte leh an hmanna chi hrang hrangte an hre hrang ang a, hengte hi a hmanna tur hun leh hmun azirin an hmang thiam ang.
- Naupangte chuan anmahni tawngkam hman leh an pi leh pute tawngkam hman inan lohnate an thliar hrang thiam ang.

(Syllabus for Secondary and Higher secondary Levels: Skills to be fostered. NCERT, 2005:152)

PEDAGOGY OF SCIENCE (UPPER PRIMARY STAGE)

1. Overview

He module hi Middle Sikul naupangten science an thiam theih nana siam a ni a, Middle School Zirtirtu ten tangkai taka an hman tura buatsaih a ni. He module-in a ken tel tlangpuite chu-

- Learning Objective 5
- Science nihphung
- Upper primary level curriculum in a phut
- Pawl VI, VII & VIII Science Learning Outcome
- Learning Outcomes hlawhtlin nana pedagogical process
- NCERT Science Textbook atanga example-te
- Training petu KRP's-te tan a activity kaihhraina

2. LEARNING OBJECTIVE

He module zirte chuan -

- Upper primary stage-a basic science awmte an hre thiam ang
- Upper primary stage curricular expectation leh learning outcome an hre fiah ang
- Knowledge construction leh inquiry science zirnaah an hmang thiam ang
- Zirtirtuin zirlai naupangte a zirtir dan tur an hria ang
- Zirtirnaah assessment, pedagogy leh content a kal kawppui thiam ang
- Zirtir dan tur ruahmanna tha tak a siam mai thei thin ang

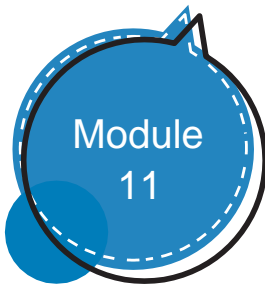
3. ENG NGE SCIENCE CHU?

Tun hma atang tawhin mihringte hian kan environment-a nunna nei leh nei lote azirin hun an lo hmang tawh thin a. Thil nihphung mumal tak a lo zirin theories, law leh principle-te an lo duang thin a ni.

Science hi a danglam fo thin a, thiamna a lo sang a, ngaih dan tharte a lo chhuak a, a huam zau telh telh thin a ni. Science hi a taka tih hian thiam a awl ber a, chutianga zir tur chuan ruahmanna tha tak thiamna lam leh experience-ah neih a tul hle.

3.1 Upper primary level curriculum-in a phut

Upper primary level-ah hian zirlai naupangten science hi a nih dan ang tawpin an hmu a. Hemi hunah hian environmental studies-a an lo zir tawh atangin science-ah a nihphungah an luh chilh a, a concept-ah lutin an zir chho zel a, technology sang tak takte an han mitthla bawk. He level-ah hi chuan an hmuh phaka awm an nun khawsak nena inmil thei ang chi

A blue circular graphic with a white dashed border and a white center containing the text 'Module 11'. The graphic is partially overlapping a larger blue circle on the left.

Module 11

science zirtir a ni a, activity emaw project hmanga zirtirna pek thin tur a ni. Science hi thil lo thleng ve tawp anga zirtir tur a ni lova, thil lo thleng thinte a lo thlen theihna chhan zirpuiin subject dang nen pawha tang kawp tlat a nihna hre rengin zirtirna pek thin tur a ni. Zirlaite thluak a chet reng theih nan science hi seminar te, exhibition-te leh an kut hmanga thil an tiha an siam theih nana hman thin a tangkai hle. Khawtlang leh mimal hriselna lam uluk taka zirtirna pek hun a ni a, reproductive health leh sexual health fimkhur taka zirtirna pek hun tak a ni bawk. Sikul leh khawtlang hmanga zirtirna – survey, project, data collection, group discussion leh a dangte hmanga thawh hona zirtir paha thil tihpui thin tur a ni. Technology-ina khawtlang a nghenna thil hre rengin naupangte zir phak tawk awmte zirpui a, an hriatna tihpun tum thin bawk tur a ni.

Experiment leh an thil tih mawlmang tak takte piah lamah thil eng emaw lian tham, mipui nghawngah pawh telh ve tum tur a ni a. TV, Internet, Chanchinbu leh lehkhahu chi hrang hranga an thil hmuh leh hriatte hmang tangkaiin hna lian tham ve tak khawihpui a, zirtirna pekin an nunah thil chhinchiahtlak hnutchhiah tum bawk tur a ni.

Upper primary science curriculum-in zirlai naupangte siam len a tumnate chu:

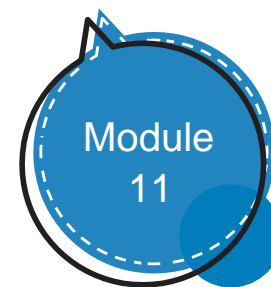
- Scientific temper leh scientific thinking
- Science processing skill
 - Observation
 - Zawhna siam
 - Zirna bungrua ngaihven
 - Hypothesis siam leh test
 - Data lak khawm a, zir chian a, thutlukna siam nana hmanraw ngaite hriat
 - Tan chhan rintlak leh mumal tak hmanga thil hrilfiah thiam
 - Critical thinking
 - Ngaih dan sawi chhuah
- Science than dan ngaihhlut
- Environment ngaihven
- Mihringte dikna chanvo leh gender equality zah
- Rinawmna, dawhtheihna, thawh hona tha, nun hlutna leh vantlang thil ngaihhlutna tuh

NCF 2005-in a tarlan angin, upper primary stage-a science hian core theme pasarih a nei a chungte chu-

- Food
- Materials
- The world of Living
- How things work
- Moving Things, People and Ideas
- Natural Phenomena
- Natural Resources

4. UPPER PRIMARY STAGE SCIENCE A LEARNING OUTCOMES

Learning Outcome hi zirlaite thiam tur leh an hriat ngei ngei tur tarlangtu a ni a. Upper primary stage class tin ten an hriat turte chu-

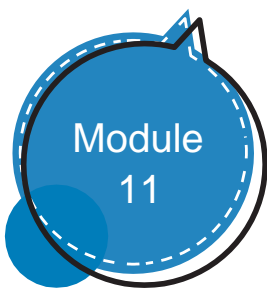


CLASS VI

- Nunna nei leh nei lote an pianhmang lan dan leh kan hmuh theih atanga hriat Eg: pangpar leh plant fibres-te
- Nunna nei leh nei lote an pianhmang lan dan leh kan hmuh theih atanga hriat hran. Eg: tap root, fibrous root, fibre leh yarn
- Nunna nei leh nei lote an pianhmang lan dan leh kan hmuh theih atanga dah hran theih emaw, thliar thiam na. Eg: herbs, shrubs, trees, creepers; biotic leh abiotic; Components; rectilinear, circular leh periodic motion-te
- Thil a taka tih a, zawhna awm thei chi hrang hrangte hrilhfiah thiam. Eg: Physical change awm tawh kha a thlak let theih em tihte.
- Thil thleng tawh te, a thlen dan te leh a thlen chhan inlaichinna a hrilhfiah
- Thil thleng thei leh a thlen dan hrilhfiah
- Engkim a teh theih teh a, an SI unit theuha dah dan thiam. Eg: len zawng, sei zawng, san zawng etc.
- Diagram leh flowchart hmanga lantir a, a bung hrang hrangte tarlan zel
- Lem siam a, an hnathawh dan azira hriat thiamna
- Kan nitin nuna science lam thiamna hman tangkai
- Nunghate leh ramngaw humhalh dan hriat

CLASS VII

- thil nung leh nung lo chi hrang hrang – a lan dan atang te, a awm dan leh a hnathawh atang tea chhinchhiah an thiam.
- thil nung leh nung lo chi hrang hrang – a pianhmang, nihphung leh a hnathawh atang tea thliar hran an thiam.
- thil nunna nei leh nei lo anga thil thlengte thliar hran a hrilhfiah an thiam.
- thil a taka tih a, zawhna awm thei chi hrang hrangte hrilhfiah an thiam.
- thil thleng leh a thlen chhante an hria.
- thil thleng leh a lo thlen dan hrilhfiah an thiam.
- acid – base reaction; corrosion; photosynthesis; respiration leh a dangte a chemical reaction thleng te word equation-a ziak an thiam.
- thil teha chhut an thiam.
- diagram leh flow chart siam an thiam.
- graph ziaka hrilhfiah an thiam.
- thil a tak lem siam a, a hnathawh hrilhfiah an thiam.
- nitin nuna science atanga thiamnate hman tangkai an thiam.



Module 11

- nungcha leh ramngaw humhalh kawnga hmalak dan an hria.
- hmanrua kan hmuh remchan ang apiang hmanga thiamnate leh remhriatna pho chhuah an thiam.
- rinawmna, hleih neih lohna, inlungualna, hlauhna leh huatna atanga zalennate an taka lantir an thiam.

CLASS VIII

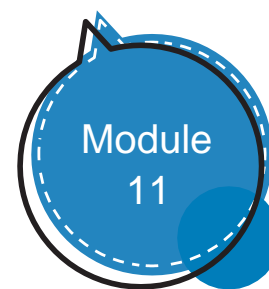
- Thil nung leh nung lo chi hranghrang – a pianhmang, nihphung leh a hnathawh atangte a thliar hran an thiam.
- Thil nunna nei leh neilo a thil thlengte a nihphung en a thliar hran a hrilhfiah an thiam.
- Thil a taka tih a, zawhna awm thei chi hrang hrangte hrilhfiah an thiam.
- Thil thleng leh a thlen chhan te an hria.
- Thil thleng leh a lo thlen dan an hrilhfiah thiam.
- Tui leh acid reaction; metal leh non-metal tui nena a in react dan leh a dangte, a chemical reaction te, word equation a ziak an thiam.
- Thil teh an thiam.
- Micro-organism, purun, mihring biang vun leh a dangte slide siam a microscope hmanga enfiah a hrilhfiah an thiam.
- Diagram leh flow chart siam an thiam.
- Thil tak tak lem siam a, a hnathawh hrilhfiah an thiam.
- Ni tin nuna science atanga kan thiamna te hman tangkai an thiam.
- Science lama mithiam te hmuhchhuah chungchang ngaihhlut a tui phah nan a hman thiam
- Nungcha leh ramngaw humhalh kawngah hmalak an thiam.
- Hmanraua kan hmuh rem chan ang apiang hman thiam na te leh remhriatna phochhuah an thiam.
- Rinawmna, hleihneihlohna, inlungualna, hlauhna leh huatna, atanga zalenna te a taka lantir an thiam.

National Achievement Survey 2017 chu Learning Outcomes zul zuia neih a ni a, chutah chuan Natonal Average for correct response in science subject class VIII chu 44% a ni. State leh District Average Score kan hria em? <http://www.ncert.nic.in/programmes/NAS/SAC.html> - ah hmuh theih in a awm a, science subject-ah tan kan lak leh zual theih nan kan hmang tangkai dawn nia.

5. LEARNING OUTCOMES HLAWHTLIN NANA PEDAGOGICAL PROCESS

- Zirlaite chu a huho/inkawp emaw mimala thil tihtirna hun tha pek tur a ni a. An thil tihachte fuih a, a hnuai mi ang thiamna tithei tura enkawl tur a ni.
- Sense/ hriatna chi hrang hrang – seeing, touching, tasting, smelling & hearing hmanga environment-a thil thlengte hriat thiam.
- Debate, drama, sawihona, ICT leh thil tih hona chi hrang hrang hmanga zir thiam a zawhna leh chhanna siam thiam.
- Activity, field trip, survey leh thil dang kalpui laia recording mumal tak siam.

- Data lak khawma conclusion siam a, then leh rualte sawi zaupui thiam hrilhfiah.
- Thil tangkai zawk siam tura thil siam danglam thiam
- Thawh hona boruak tha siam a, thu dik tan ngam a, hmanraw renchem thiam.



A chung pedagogical process tarlante hi zirtirna-ah inngahna ber a hman tur a ni kher lova, zirtirtuin ruahmanna tha zawk- sikul leh khawtlang tana tangkai zawk a hriat chuan tihpui thin ni se, zirlaite tan a hlimawmin an thil tihah an phur phah ang.

6. NCERT SCIENCE TEXTBOOK ATANGA EXAMPLE THENKHAT – UPPER PRIMARY STAGE (CLASS VI-VIII)

NCERT science Textbook-a science concept-te zirtir/zir dan tur thenkhat chu sawi lan a ni tawh a, nimahsela zirtirtuin chung concept-te chu a situation azirin leh remchan zawkna avangin a duh dan leh tha a tih angin zirtirna a pe thei ang. Zirtirtu chuan hmanraw mawlmang tak hmanga concept a zirtir theih chuan a hlu em em a, bungraw changkang zawk entirnan - ICT thil, Science Kit-te tangkai leh inbuatsaihna tha tak hmang pawhin a zirtir thei ang.

6.1 Example 1

Class VIII

Chapter 4- Metals and Non-Metals

Key Concept- Physical Properties of Metals and Non-metals

LEARNING OBJECTIVE

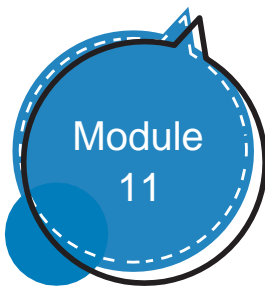
Zirlai chuan-

- Investigation mawlmang tak a kalpui
- Element-te an properties hmangin metal leh non-metal-ah a thliar hrang.
- Thil awm dan a hrilhfiah
- Diagram siamin a label thiam
- Nitin nunah scientific concept a hmang tangkai
- A themthiamin a rinawm a, tin thawh hona tha a siam
- A awmna hmunhma a tithianglim

Zirlaite hriat chian

Activity based learning kalpui dawn hian kan thil tih turin a mamawh hriat chian hi a pawimawh hle a. Zirtirtu chuan naupangte puihna tha tak a dawng thei a, a huhovin hlim tak leh inpawh tlang takin zirna a kalpui thei ang.

ABL kalpui a nih dawna zirtirtuin a tih tur hmasa ber chu a zirlaite dinhmun a zir chian a pawimawh hle a, chu chuan activity-a naupangte tih theih tur chin a hriat fiahtir thei ang a, mumal takin thiamna a hlan chhawng thei dawn a ni. Naupang thenkhatin milem



ziak an thiam thei a, thenkhatin thil siam an thiam thei a, tin, thenkhatin thu ziak an thiam thei bawk a. Chung naupangte chu hman a pawimawh hle.

Example tarlan hi pedagogy, content leh assessment mumal taka hmun khata luangza tura buatsaih a ni.

Bul tanna

Zirtirtu chuan zirlai naupangte chu Metal chungchang pawl hniam zawka an lo zir tawh leh an nitin nun khawsaknaa an tawnte an hriat chhuah theih nan hetiang hian zawhna a siam a. “Metal in hriat hriat han sawi teh u, eng bungruahte nge in hmuh?”

Nuapang te chuan “Iron, gold, silver, aluminium-te atanga siam perek, tala, chahbi, zungbun” tiin an chhang a.

Zirtirtu chuan: Eng vangin nge Metal an nih bikna chhan?

Naupang: An sak, an tle. Khawnin ri a pe chhuak.

Naupang 1 (mitdel) hnenah chuan zirtirtu chuan thir atanga siam chabi, tala, etc... a pe a, a thil pek chu a awm dan a zawt a..

Zirtirtu chuan naupang pakhat hnenah an classroom thing dawhkan chu thing bawk hmangin a khawntir a. A ri keuh keuh tih chu naupangte chuan an hre thei a, zirtirtu chuan ri in hria a, a tle bawk a, a chang bawk a. Eng vangin nge Metal a nih loh? tiin a zawt a. Naupangte chuan an chhang thei lo mai thei.

Hetianga naupangte nena discussionna hun kan siam hian, naupangte dinhmun a lang chhuak thin a. Nuapangten metal nihna tak an la hre fuh kher lo thei. Nimahsela zirlaia naupangte an chian zawk theih nan metal characteristics-a luhpui nan a remchang hle.

Activity 1

Zirtirtu chuan naupang pakhat hnenah chuan thir thleng/plate chu hmawlh leh thirfianin a khawntir a, naupang dangte chu ngun taka lo ngaithla turin a hrilh bawk a.

Naupang 1 (mitdel)- plate kha thirfiana khawn a nih khan a ri a ring a, nimahsela hmawlh a khawn a nih khan a ri a thi-in a zawi a ti a.

Zirtirtu- Metal property sawi thei in awm em?

Naupang 2- Aw, thir leh thir a inkhawn chuan a ri a ringin a fiak a, thir leh thing a inkhawn chuan a ri a zawiin a fiak thak ve lova, thing leh thing a inkhawn chuan a ri a nung lo, a ri duap mai.

Zirtirtu- A tha e. Heng ri fiak hi sharp sound tih a ni a, sharp sound hi sonorous ti a hmung pek a ni. Metal-te hi sonorous material an ni a, he metal property hman tangkainate hi in hria em?

Naupang 3- Biakin dar te, school dar leh thil dang dangah (Fig 1)

Learning Outcomes- Metal-te hi sonorous material an ni tih tilang chhuak thei tura investigation mawlmang tak kalpui; Nitin nuna scientific concept awmna hriata hman tangkai.

Zirtirtu chuan aluminium wire, copper wire, iron nail, coal, sulphur powder a la chhuak a, naupangte hnenah chuan- hengte hi uluk takin zir chiang ula tle mam hlarh ho zawng han thlang chhuak teh u a ti a.

Naupangte chu group-a siamin thawh hotir an ni a.

Zirtirtu chuan group hrang hrangte chu uluk taka siamin, thiam thil neite chu a sem darh a.

Naupangte chuan chung material-te chu chi hnihah thliarin G-1: shiny leh G-2: dull-ah an thliar a.

Naupang 4: G-1 Material-te chu an tle a, tin, sonorous sound an siam thei a, nimahsela G-2 material-te chu an tle ve lo.

Naupang 5-na chu a buai deuh a, perek tui ek hi a rawn lek chhuak a, metal a ni ve tho si a... eng nge a awmzia ni ta ang tiin zawhna a siam a.

Zirtirtu chu a lawm em em a, chu naupang zawhna avang chuan phurna a neih zual phah a. Naupang dangte pawh chuan zirlai chu an ngaihven leh zual phah a.



Fig. 1 — Objects made up of metals

Zirtirtu chuan naupang hnenah chuan lehkha thap a pe a, perek tui ek chu nawt turin a hrilh a. Naupang chuan a han nawh fai chuan perek chu a lo tle sar mai a, an hlim tlang hle a.

Zirtirtu chuan metal-te hian an tletna hi tui leh tuihu avangtein an hloh ve thin a, an tletna ringawt hi metal an nihna tichiangtu a ni bik lova an property dangte nena zira finfiah chi a nih thu naupangte hnenah chuan a hrilh a.

Activity 2

Investigation tih tan hmian zirtirtu chuan a zirlaite rilru chawh harh nan, an activity tih tur chu a result a rin chhintir a. Material an neih angte chu han chhu han chhu chhin ta se an shape a danglam phah em tih a zawt a.

Naupangte chuan material chi hrang hrangte chu tubohin an han khawng/chhu a, an observation chu mumal takin an record a.

Tuboh pakhat chauh a awm avangin naupang pakhat chuan lungtum pawn atangin a va la a.

Naupang- Perek, aluminium wire leh copper wire-te chuan an shape an thlak a, nimahsela coal, sulphur leh lung-te chu an keh darh.

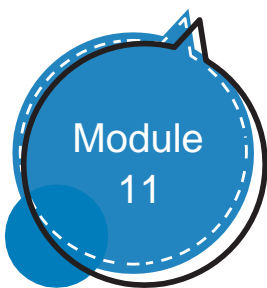
Naupang 1-na chuan perek, aluminium wire leh copper wire-te chu an sakhat a, an sak a, nimahsela coal, sulphur leh lung-te chu nuaia hmehin awlsam takin an keh nawi vek thei ang tih a ring.

Zirtirtu chuan tuboh indaih lohna avanga lung hman nachang an hria chu a lawm khawp mai a. Naupang 1-na chu material an enchhin tur chu an chhut hmian a zir chiantir phawt a, tuboh leh lung hmanga an chhut hnuah chuan engti angin nge chu material chu a awm tih a record-tir vek bawk a. Naupang dang ten an puih dan chu a hmuhin zirtirtu chu a hlim em em a.

Zirtirtu- Metal awm dan eng emaw in sawi thei em?

Naupang 6-na Metal-te chu chhut sawm an har hle a, material dangte erawh chu chhut hlekin an keh mai thin.

(Learning outcome- zawhna leh chhanna naupang ten an siam theih nan investigation mawlmang tak kalpui a, metal-te an sakhatin an chang tih hmuh chhuah: thawh hona boruak siam)



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Zirtirtu- Metal thenkhat an tih phek vek thin in hria em?
Zirtirtu chuan naupangte chu sweet kawr aluminium foil chu naupangte chu a hmuh a. Metal-te an malleable tih naupang ten an hriat theih nan video clip emaw milem emaw naupangte chu zirtirtu chuan a hmuh a.

Metal-te hi rual taka nawr an nih chuan phek thlerin an chhuak thei a hei hi malleability property chu a ni, awlsam takin an kehin an khi ve lem lo.

Involving community/parents

- Zirlai naupangte chu rangkachak chherna tlawh puiah an chhungte sawmtir tur a ni a, hemi hmunah hian metal property chiang leh zualin an hmu thei ang.
- Goldsmith emaw blacksmith emaw sikulah sawmin naupangte nena an inkawmna hun siamsak theih ni se.

Activity 3



Fig. 2 — Simple electric tester

Zirtirtu chuan naupangte chu kum hmasa lama electric circuit an lo siam tawh dan a ngaihtuah lettir a, bulb wire leh battery an zawm thin dan te chu blackboard-ah naupang thenkhatte chu a han ziahtir a. Naupangte chu circuit siamtirin: perek, copper wire, aluminium wire, coal, sulphur leh pencil lead-te chu bulb leh electric bulb zawma siktir nan a hman kualtir a. Electric kal tlang leh kal tlang loh chu bulb en leh en loh dan azir a ni tiin a hrilh nawn a, an thil hmuhte chu chhinchhiah turin a hrilh bawk a.

Naupangte chu group-ah inthen darhin circuit chu an han siam tan ta a, zirtirtu chuan naupang zawng zawng an participate theih nan group hrang hrangte chu uluk takin a vil bawk a. naupang thenkhat chuan an thiante tih lai chu uluk taka lo thlerin material chi hrang hrangah chuan thutlukna an lo siam a, an sawi ho nak nak a.

A hnuai mi ang hian naupangte chuan record an siam thei ang.

Table 1- Electric conductivity of metal

S.No	Materials	Bulb a eng	Bulb a eng lo
1	Iron nails		
2	Copper wire		
3	Aluminium wire		
4	Coal		
5	Sulphur		
6	Pencil lead		

Naupang- Iron nail, aluminium wire, copper wire leh pencil lead hman a nihin bulb a eng tih naupangte chuan an hmu a, a bulb-te chu an han khawih vela bulb pawh chu a lo lum tih an hre thei a. Chuti chuan thutlukna an siam thei ta a - Iron nail, aluminium wire, copper wire leh pencil lead-te chu conductor an ni a nimahsela coal leh sulphur-te chu current kal tlang theih lohna an nih avangin bad conductor an ni.

Zirtirtu chuan metal-te hi conductor tha tak an ni a, nimahsela pencil lead metal ni ve chuang si lo hi conductor a ni ve tho a, hei hi chu a chhan pawl sang zawkah in la zir dawn a ni tiin naupangte chu a hrilh a.

ICT hmanga zir zauna

Zirtirtu chuan ICT hmanga heng ang deuh an tih theihna kawhhmuhi stimulation for electric circuit a hnuai tarlanahte hian activity a kalpui thei baw a.

<https://nroer.gov.in/55ab34ff81fcc4f1d806025/page/5b4d793e16b51c01e4c660a>

Assesment

Zirtirtu-

1. Copper leh aluminium hmanna in hria em?
2. Coal hmangin wire a siam theih em?

Activity an tih zawh vek hnu hian naupangte chuan experiment tih nana bungrua an hmante chu naupangte chuan an dah tha leh vek a, zirtirtuin chu chu a hmuhin a lawm em em a.

(Learning Outcomes- Investigation awlsam te an conduct- sawifiahna an pe: labelled diagraman draw; data record leh sawifiahnaah an rinawmna a lang chhuak; thawh hona boruak tha leh schhehvel vawnfai duhna an lantir).

Zirtirtu-

1. Thil kannu (frying pan) hian eng vangin nge plastic emaw, thing emaw vawn chhan a neih in hria em?
2. Eng vangin nge thir vawn chhan nei hi plastic leh thing vawn chhan nei aia a sat hma zawk in hria em?

Naupangte chuan a chhan ni awma an ngaih chu an sawi ho sap sap a, zirtirtu chuan a lo ngaithla reng a. Naupangte chuan a tawpah chuan thir chu heat conductor tha a nih vang a ni tiin ngaih dan an rawn sawi chhuak ta a.

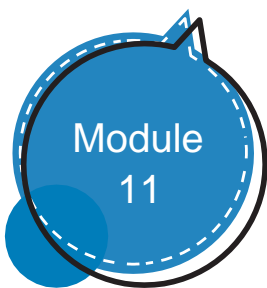
Naupang 7-na chu a rawn ding chhuak a poem/riddle a rawn sawi a,

Kum 1600-a upa ka ni a
Delhi-a awm ka ni a
Ka pu chu Chandragupta II-na a ni a
Meter 7-a sang ka ni a
Metal-a siam ka ni
Ngil takin ka la ding reng tun thlengin
Ka la tui ek ral lova
Tu nge ka nih?
Tu nge ka nih?



Zirtirtu chuan naupang dangte chu hla, poem, leh riddle dang siama phuah ve turin a fuih a.

Learning Outcome- Nitin nunah science concept an hrrethiamin an hmang thei a: riddle hmangin tanrualna leh themthiamna an lantir in day to day life



Zirtirtu chuan naupangte chu metal property hrilhfiahin, metal nihna dik takte a sawizaupui a, nimahsela metal thenkhat sodium leh potassium-te chu an nem a, chemin a zai theih. Tin, metal chi khat mercury chu metal dang ang lo takin room temperature-ah a tui vek bawk tih a sawi lang a.

Naupang ten metal property an hriatfiah hnu chuan zirtirtu chuan naupangte chu role play hmang ten a zirpui a. Video clip te hmuhin sawizauna hun a hman pui a. vedio link thenkhat te chu.. <https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58871312472d4a1fef810dbc>

Assesment

- Metal leh non-metal physical properties Venn diagram hmanga lantir turin naupangte kaihhruaia sawi ho
- India rama iron leh aluminium laih chhuahna hmun hre thei tura naupangte siam, class-a sawizaupui.

6.2 Example 2

Class VI

Chapter 7- Getting to know plants

Introduction

Naupangte hian an chhehvela thing awmte hi an hre deuh vek a, nimahsela an danglamna hi an chik lem lo va, an par te, hnah te, an len zawngte leh an pianhmang tam tak hi an en liam mai mai thin a. Chi hrang hrang an awm ve a, an danglam vek a ni tih hi an hriat a tul hle. He zirlaiah hian plants diversity chungchang kan zirtir dawn a, herbs, shurbs leh trees chi hrang hrangte activity hmanga zirtirna pek dan tur ziah lan a ni.

Key concepts- Diversity exist in plant world

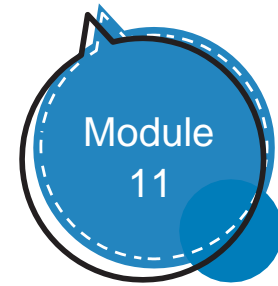
LEARNING OBJECTIVE

Naupang chuan-

- Plants diversity a hriain a ngaihlu ang.
- Plants chu herbs, shurbs leh trees-ah a thliar hrang thei ang.
- Plants san zawng a teh thiam ang
- An observation diagram an ziak thiamin an label thiam ang
- Plants te hmangaih a, enkawl a tulzia an hria ang.
- Card siamin an creativity an pho lang ang
- Rinawmna, tumruhna leh thawh hona tha an lantir ang
- An environment-a plants chi hrang hrang awmte ngaihluin an sawi ho thin ang

Before the activity

Zirtirtu chuan class lak tan chiahin zawhna zawtin naupangte chu a tiphur a, an chhehvela plants an hriatte a sawitir a, plants te ve thawkhat tak mai kawkin sawtiang sawn a te reng em? Plants zawng zawng hi an inang vek em? An danglamna leh an inanna in sawi thei em?



Naupangte chuan ngaih dan tam tak leh chhanna mawlmang tak tak an nei thei a. Naupang thenkhat chuan bonsai-te pawh an sawi lang hial mai thei, Naupang thenkhatin plants par chi hrang hrangte pawh an hre mai thei.

Zirtirtu chuan naupangte chhanna chu tha takin a dawng sawng ang a, tin, he zirlai hi naupang zawng zawngin an nitin nuna an hmuh reng thil a nih avangin zirtirtu chuan naupang thenkhat chhanna pe ve mai lote chu chhinchhiahin an ngaih dante zawh chhuah a tum tur a ni. An chhannate chu sawizaupuiin boruak zalen tak a siam ang a, activity a tihpui ang.

Activity 1- Exploring surrounding

Zirtirtu chuan naupangte chu group-ah thenin, group pakhtah mi 5 vel theuh hmeichhia leh mipa inpawlhin a siam ang. School campus-a plants awmte zir turin group tinte chu instruction mumal tak a pe ang.

Naupangte chu plant-te tichhe lova, a hnah te, a kungte leh a taksa bung hrang hrangte zir chiangin an thil hmuhte chu mumal taka ziaka dah turin instruction a pe ang. Instruction hi a chian a tul hle a, plants san zawng te, hnah awm dan te, a par awm dan te, lei hrula awm nge chung lam pana awm te, plants dang ringa awm te leh an awm dan an theih ang tawk tawka naupangten an pho lan theih nan ruahmanna siam tur a ni. Naupangte chuan plants thuhmun ni lo nimahsela an awm dan leh pianhmang inang tak takte chu an thliar hrang bawk tur a ni.

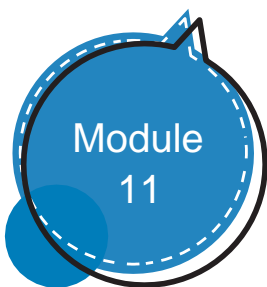
He activity hi minute 20 chhunga zo hman tura naupangte hriattir bawk tur a ni.

Assesment

Group zawng zawngte chu classroom-ah an observation present-tir vek tur a ni a.

Zirtirtu chuan an thil chhinchhiahte chu table-a ziaak turin a hriih ang a group dangte nen pawh an khaikhinin an sawi ho thei bawk ang. Chutiang atang chuan plants classification pawh zau zawkin an zir thei ang. Naupangte chuan herb, shurb leh tree-te an hre hrang lo thei a; chu chu zirtirtuin naupangte hriih fiah a tum tur a ni. Plant-te hi an naupan lai chuan an te vek tlangpui a, naupangte tan chuan hriat pawlh a awl khawp ang. Plant kung awm dan te leh an hnah awm dan te atangin eng ang chi nge an nih hi uluk taka naupangte zirpui tur a ni. Plant lian chi trees hi a root leh stem khawih danglam-in Bonsai plant an siam thin tih naupangte milem hmangin emaw a tak hmuhin emaw hriattir bawk tur a ni.

Group thenkhat chuan plant zam chi an lo hmuin an lo record thei a mahse classify har an tih avangin zirtirtuin creeper leh climber an nihna hriih fiah bawk tur a ni.



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Table 2 – Categories of plants

Plants name	Column 1. Height of full grown	Column 2 Stem				Column 3 Where branch appear		Column 4
		Green	Tender	Thick	Hard	At the base	Higher up the stem	Category
Mango	Very tall	No	No	Yes	Yes	No	Yes	Tree

(Note- He activity hi school-in plants awmna campus a neih that loh chuan in lama naupangte project atan a hman theih a, chutiang a nih chuan individual project-a kalpui tur a ni)



Fig. 4-Types of plants

(Learning Outcomes- Khua veng chhunga plant-te an hre hrangin an ngaihlu ang; plant chu herb, shurb leh tree-ahte an thliar hrang thiam ang; Plant san zawng an teh thiam ang; Exhibit creativity by making cards; Rinawmna, tumruhna leh thawh hona tha an lan chhuahtir ang)

Activity 2- Drawing a plant

Naupangte chuan plant an ngainat ber lem an ziak ang a, mawi takin rawngin an chei ang a, plant bung hrang hrangte chu an label ang. He an plant ngainat ber chungchang hi tawi fel takin an ziak bawk ang.

Assesment

Naupangte thil lem ziah chu an ziah nalh ai mahin plant hnah venation, position of leaves/trunk etc... an ziak dik em tih uluk taka ensak tur a ni. School-in pawisa a neih chuan naupangte chu chart paper pek card siamtir tur a ni a, chu card chu an chei ang a an thiante leh an chhungte an thawn thei ang.

Learning outcome- Exhibit creativity

Activity 3- Plants of the world

Zirtirtu chuan India ram/ khawvel hmun hrang hranga plant chi hrang hrang video clips/ photo naupangte hmuh theih turin a siam ang a, chung plant chi hrang hrangte awmna hmun entir nan- desert-a plant awm te, mountain-a awm te , climate chi hrang hranga awm te an nih thu zirtirtuin a hrih fiah zel ang. Video chhuah theih lohna hmun a nih chuan a lem card-a siamin zirtirtuin hma a la thei ang.

Assesment

Naupangte chu video clip-a an plant hmuhte leh anmahni chhehvela plant awmte inanna leh danglamna ziahtir ni se. Naupangte chu video clip an ena an thil hmuh danglam tak takte zawh ni se, a tul chuan zirtirtuin naupangte chu a lo pui thin tur a ni.

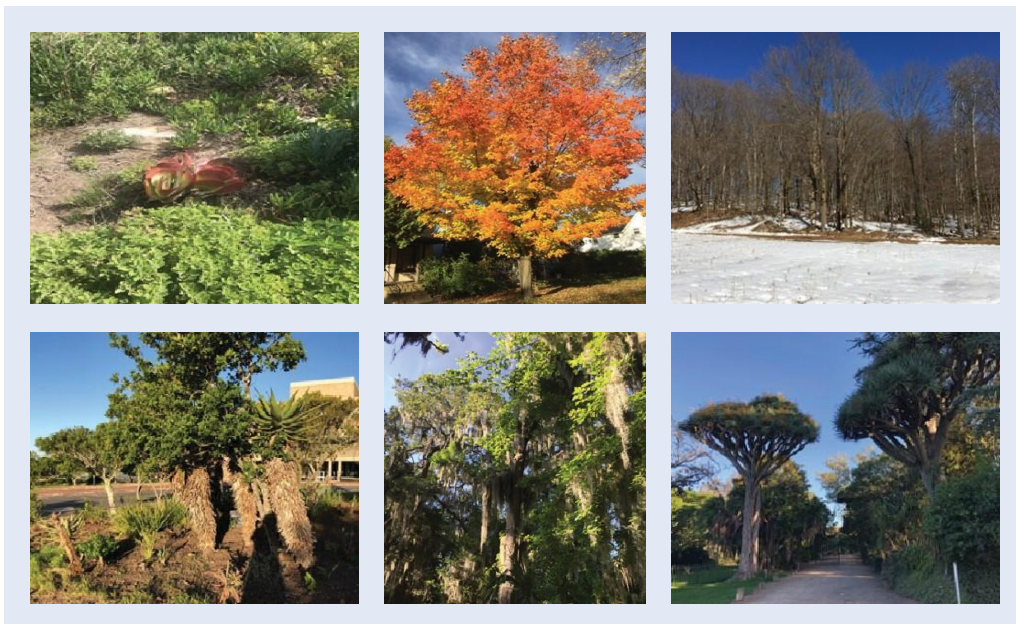


Fig. 5 — Plants of some countries

Zirtirtu chuan naupang tinte chu ram/country duh thlan tir a, chu rama plant pakhat chungchang chu zir zautir ni se, a lemte khawn khawmin sikulah an project chu naupangte hmuh theih tura pholan ni se.

Zirtirtu chuan plant chungchang pawimawh tak tak a hriatte sawi langin, plant thenkhatte chu India ramah pawh awm ngai lo ram dang atanga lak luh an awm bawk a, thenkhat chu an tangkaiin thenkhat chu tun thlenga kan buaina thlentun an ni a. Cashew te, tomato te, chilli hi ram dang atanga lak luh an ni a, kan nitin nunah an pawimawh hle a,

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chumi rualin Lantana camara British hovin kum 200 hma lama an rawn ken luh chu a hnawh hle thung.

Learning Outcome- Khawvel a plant chi hrang hrang awmte hriat chiana ngaihhlut.

6.3 Example 3
Class VIII

Chapter 13- Sound

Key Concept- How sound is produced

LEARNING OBJECTIVE

Zirlai chuan

- Sound chhuahna chhan investigation mawlmang tak a tiin a kalpui thiam ang
- Thil thlen dan leh awm dan, a thlenna chhan nen a hria ang
- Ni tin nunah science a hmang tangkai thiam ang
- Thil awm remchang hmangin a creativity a pho lang thei ang

Naupangte chuan ri/sound chi hrang hrang an hre teuh tawh a, chung sound pe chhuaktu ran, musical instrument etc... te chu an bel khawp mai. Zirtirtu chuan classroom-ah sawi hona hun a siam ang hetiang in:

Ri pe chhuak thin in hriat han sawi teh u, eng ang ri nge an pek chhuah.



Zirtirtu chuan naupangte hetiang hian a tihtir ang..

- An experience an sawi ho ang
- Sound an hriat an ziaik chhuak ang
- Musical instrument an hmuh tawh an sawi ho ang

Activity 1

Sound chhuah dan chi hrang hrangte

Naupangte group-ah siam an ni ang a, activity

tihtir an ni ang.

Learning Outcomes- Activity rintlak tih; an chhehvela thil awm an hre chiang ang. Group hrang hrangte chuan tih dan chi hrang hrangin sound an luhchilh ang.

Zirtirtu chuan group-te chu uluk takin a vil ang a, sawi honaa amah inrawlh lovin an vaia an tel kim theihna turin ruahmanna a siam ang. Sawi hona an zo thawkhata a hriat hnuaah group tinte chu presentation a pektir ang.

Zirtirtu chuan table mumal tak a duansak ang a, sound lo chhuah dan an hriatte chu a ziahtir ang a, hriat thiam loh emaw buaina emaw an neih zawtin a sawizaupui ang.

Table 3

S.No	Sound chhuah na chhan	Example
1	Khawnin	Duster a dawhkan khawnin,.....
2	Perhin	Guitar perhin,.....
3	Vuakin	Khuang vuakin.....
4	Hiahin	Bang hiahin.....

Naupangten an hriat fiah deuh deuh theih nan Activity 2 tihpui tur a ni.

Activity 2

Vibration-in sound a pe chhuak (naupangte tih tur)

Learning Outcomes- Experiment mawlmang tak leh tangkai tak tih; Thil thlen dan leh a awm dan leh a thlen chhan hriat.

He activity atana inbuatsaihna hi naupangin an siam thei a, bungraw ngai, thir plate leh thir fian an chokaa mi naupangin la se, a hnuaia mi ang hian activity chu tihtir tur a ni.

- Plate tlang fiana khawn tur
- Eng nge lo thleng, ri an hria em

Zirtirtu chuan he concept hi a hmaa an lo zir tawh sonorous property of metal hmang khan a sawi zau thei ang, tin mittel naupang an awm chuan he activity hi tihtir a a thil hriat sawitir a mi dang hrilh fiah nana hman tur a ni.

- Plate chu naupang chuan han khawng leh se, a rik lai chuan plate tlang chu khawihtir la eng nge an hriat?
- Steel plate vibration an hre theih em?
- Plate chu khawn nawntir leh la, tun tum chu a ri a tawp hunah plate tlang chu khawihtir ang che.

Hetiang hian vibration-in sound a siam tih zirtirtuin naupangte a zirtir thei ang a, naupangte an zirlaia an fiah leh zual theih nan Activity 3 tihpui leh tur a ni.



Fig. 8—Plucking the rubber

Activity 3

Learning Outcomes- Relate process and phenomena with cause, conduct simple experiment.

Bungraw ngaite- Rubber band, pencil pahnih leh pencil box.

Activity hi naupangte a tih dan tur hrilh a tihtir tur a ni.

- Pencil box chu rubber band-in vet la
- Pencil 2-te chu box hmawr lam ve veah chuan rubber band chu cheh behtir la

- Rubber band chu han perh teh le
- Ri i hria em?
- Rubber band chu a vibrate em?

Zirtirtu chuan rubber band vibration-in ri a siam chu fiah taka an hriat theih nan naupangte a zirtir ang.

Open ended question

Zirtirtu chuan naupangte hnenah zawhna an ngaihtuahna tiche tur hetiang hian a zawt a-sound pe chhuak zawng zawng hi an vibrate vek em?

Naupangte chuan ri siam chhuak si vibration lang mang si lo a an ngaihte an sawi chhuak a.

Zirtirtu chuan naupangte hnenah chuan vibration lang lo anga kan ngaihahte pawh hian vibration chu a awm a, dawhkan kan han khawna sound a rawn chhuah pawh hian

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dawhkan chu a vibrate a, hei hi dawhkan a chalk dip phul in a lang thei ang. Tin, buhfai han dah hian vibration chuan ri a pe chhuak a, buhfang chu dawhkanah chuan a ri tliar tliar thin, hetiang hian visually impaired ten an hre ve thei ang.

Hetianga zirtirna pek hnu hian zirtirtu chuan speaker te, sound box te, pop corn/thermocool ball hmang tein vibration tilang turin activity dang a tihpui leh thei ang.

Discussion hun laia hriat sual palh thei thil awm chu-

Sound zawng zawng hi mihring ten kan hre thei- tih a ni a, hei hi naupangten an fiah theih nan zirtirtuin activity/project dang hmangin naupangte a finfiaktir thei ang.

Assesment

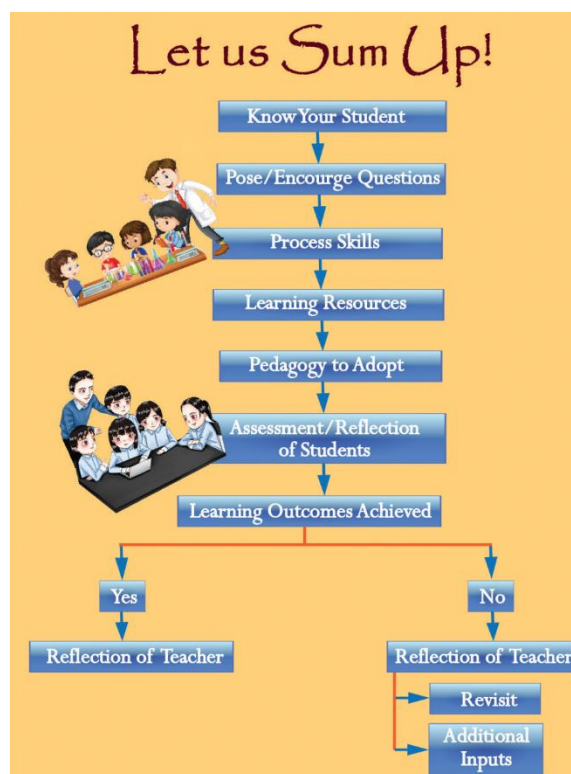
Zirtirtu chuan naupangte chu musical instrument ziak a, sound a siam laia vibration awmna ziak turin a hrilh a.

Learning outcomes- Sound siam thinte a hriain a thliar hrang;

S.No	Musical instrument	Vibrating part
1	Guitar	String
2	Khuang	
3	flute	
4		

Zirtirtu chuan naupangte chu musical instrument mawlmang tak an siam theih ang chhun chhun siam turin a ti a, naupangte chuan hmanrua an neih ang angin an siam a.

Learning Outcomes- Bungrua hmuh mai theih hmanga thil siam thiam; ni tin nuna science concept hman.



7. SUGGESTED ACTIVITIES FOR KRPs/TEACHERS
A. Zirtirtu chuan concept pahnih khat a tuina zawng zirtir nan classroom setup chu a siam dang lam thei ang a.

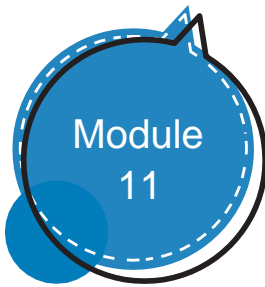
- Learner centric a ni tur a ni.
- Learning Outcome nen a kal kawp tlat tur a ni.
- A chungah assessment a awm tur a ni.
- Gender sensitivity siam a, environment pawimawhna lan chhuahtir tum tur a ni.

Classroom plan lain a hnuaia mi hi ngaih pawimawh tur a ni.

- Classroom interaction tha tak a awm theih nan boruak tha tak siam tum tur a ni a, chu chuan zirna tha tak a thlen thei ang.
- Methodology thlan uluk tur a ni a, zirlaite interraction chu zirtirtu zirtir tum nena kal kawp tlat a ni tur a ni.
- Zirlaite tui zawng leh an nihna hriat chian a pawimawh, chu chuan zirlaite thiam dan a hril hle.
- Learning outcome achieve a nih theih nan zirtir dan uluk a tul hle a, concept chi hrang hrangte zirtir nan inbuatsaihna tha tak neih tur a ni.

B. Training chungin a hnuaia tarlante hi plan mumal tak nena kalpui tum tlat tur a ni.

- **Performing activity/demonstration-** Activity hian zirlaite a motivate a, an observation skill leh experimental skill-te a tichak a. Discussion hian interpretation skill leh communication skill a siam tha bawk thin.
- **Project work-** Project work hi plan mumal tak nena neih thin tur a ni a, instruction Chiang leh fiah tak nei a ni tur a ni. Project work hian khaikhawmna mumal tak a nei tur a ni a chuang chuan a tir atangin data collection, hypothesis, interpretation leh thu tlukna tha tak siam a pawimawh hle. He process atang hian zirlai ten scientific principle fiah takin an hriat phah thei ang.
- **Cross-word puzzles-** Zirlai ten puzzle hi an lawm thin hle a, inelna boruak tha tak siam chungin concept tam tak a zirtir theih.
- **Quiz- Quiz** hian zirlaite mental ability, attention, awareness leh speed a siam tha thei a, naupangte hriatna tizauin an thluakte a tichak thei a. Quiz-a telte bakah a entute hnenah pawh thiamna a hlan chhawng thin.
- **Science exhibition-** Exhibition hian naupangte kutchhuak kum tluana an pho lan theih nan platform tha tak a siamsak thei a, zirlaite progress fiah takin a tilang chhuak thei a, tin, naupang dangte nen thiamna an inhrilh tawnin an inzirtir theihna hmun a ni. Hetianga display a awm hian naupang dangte pawhin tel ve an chakin science nihna an hlut phah hle thin a ni.
- **Field trip-** Classroom-a zirtirna pek theih loh chi deuh hi a awm a, chungte chu field trip hmangin kalpui theih a ni. Field trip hian classroom zirtirna leh pawn lam a kaikawp a, inzirtirna tha tak a ni thei. Data collection te, interpretation te, recording te an thiam phah thin. Hmun tam tak an tlawh thei a, an zirlaia an thil zirte mil ang zelin hmun hla leh hmun hnai takahte kalpui theih an ni.
- **Science Journals-** Zirtirtu chuan zirlaite chu an zirlaia an tuina lam ziaka dah thain journal siam turin a fuih thei a, chung an thu ziate chu an khawtlang nena kal kawp tlat, khawtlang nun nghawng thei ni thei se. Science journal hian scientific inquiry a siam lian thin a, thu dah thar nan a pawimawh hle.



Module 11

- **Role play-** Role play hian khawtlang leh science-a thil pawimawh tak takte a kal duntir thei a, zirtirna tha tak tak pho chhuakin, zirlaite nungchang leh hriatna a ti thain a siam lian thei a ni.
- **Creative writing-** Creative writing hi suangtuahna, experience leh innovation-te poem, story, hla leh a dangte hmanga ngaih dan pho lan theihna hmanraw tha tak a ni a, naupang ten zalenna neiin an nihna dik tak an pho chhuak thin.
- **Portfolios-** Portfolio hian naupangte knowledge, skill leh attitude a lan chhuahtir a, naupangte awm dan record a ni ber. Naupangte hnena tih tur pek zawng zawng chu portfolio-ah hian vawn that tlat tlat tur a ni.
- **Anecdotes-** He record hi ziaka naupangte nuna thleng danglam bik dahna a ni a, zirtirtu chuan nitina naupang awm dan a ziah theih chuan a tangkai hle ang. Naupang than len dan en nan a pawimawh in a tangkai hle. Zirtirna pek dan tur a hril thui hle a, tangkai taka hman theih a ni.

8. EVALUATION

Evaluation hi hetiang hian a kalpui theih ang-

- Self evaluation nana teacher proforma siam
- Concept-ah an chian leh chian loh zawh a, an thil tih laia en thlithlai.
- Test conduct
- Test item siamtir

9. SUGGESTED READING

National Council of Educational Research and Training, 2005.

National Focus Group Position Paper on Teaching of Science

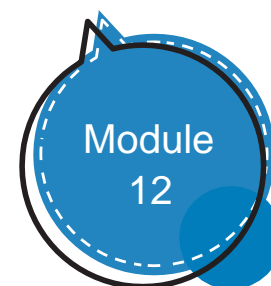
- . 2012. Source book on assessment in science class VI-VIII. New Delhi
- . 2006. Textbook of science, class VI . New Delhi
- . 2008. Textbook of science, class VII . New Delhi
- . 2008. Textbook of science, class VII . New Delhi
- . 2015 Continuous and comprehensive evaluation exemplar package in science for upper primary stage. New delhi.
- . 2017. Learning Outcome at elementary stage. New Delhi

10. WEB-BASED RESOURCE

- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5b4d793e16b51c01e4ec660a>
- <https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/58871312472d4a1fef810dbc>
- <https://www.youtube.com/watch?vTgbwCX011vFo&featureTyoutu.be>
- <https://www.youtube.com/watch?vToIP4MqRQiSc&featureTyoutu.be>

PEDAGOGY OF SOCIAL SCIENCES

(UPPER PRIMARY STAGE)



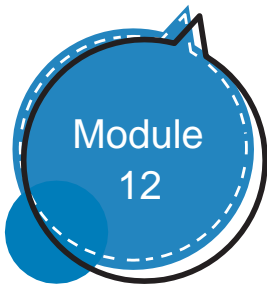
Overview

Upper Primary stage-a Social Science zirna hian a huam zauin zirna (education) pumpuiah hmun pawimawh tak a luah a. Tuan leh mang ata kan chhehvel, lui, ram ngaw, nungcha leh ramsate nen inmamawh tawn leh in kungkaih tawn kan nihzia hriat thiamnate a chhung thu hian a huam. Natural leh physical science-te ang lovin, Social Science hian kalhmang neia thil chhui dan hrang a nei tih hi kan pawm a ngai a. Social Science inzirtirna hian mihring nuna kan ngaihhlut tur thil hrang hrang heng zalenna, inrin tawna leh mi hrang hrang leh hnam hrang hrang inzah tawn leh pawisak tawn pawimawhzia naupangah tuhin mimal, chhungkua leh khawtlanga nun ho thiamna a neihtir ang (National Focus Group Paper on Teaching of Social Sciences) NFGTSS, 2005. He zirlai (subject) hian ngaihhlut tur dang heng; midangte ngaihtuah leh hlut zawng hriat thiamna te, intluk tlanna te, zalenna hman thiam te, rorelna dik ngaihhlut te, midang nena inunauna te, zahawmna, inremna leh tam lam pawh inang lo kan nihzia te a hriat thiamtir dawn a ni. Social science peng hrang hrang hian thu tlukna nei turin thil chhui dan hrang a nei a, a then chu hriat thiam (understand) ngai te, sawi fiah tura endik ngai te, a hlut dan teha chhut ngai te, ngaihtuahna senga a tiha tih ve (apply) phawta thil thleng inkungkaih dan chhui ngaite a ni.

Kan chhehvel te, a nu leh a pa (gender), Scheduled Caste leh Scheduled Tribes leh hnam tlem zawkte pawh inzah tawn leh inrem a, inngaihllu tawna kan nun ho theihna turte hi Social Science zirna leh zirtirna hian zirlaita tuh a tum chu a ni. Social Science kan zir thin dan tur nia kan ngaih sa atanga inthlak turin (epistemological shift) National Curriculum Framework (NCF 2005) leh NFGTSS, 2005-in hetiang hian a rawn chhawp chhuak.

S.No.	From	To
1.	Text chauh hriatna neih nana hman	Thil kan hriat thiam mamawh min kawhmuhtu leh min ngaihtuah thiam tirtu atan hmanraw pakhat anga ngaih
2.	Textbook chu bawm inkhup tlat ang	Text book chu document pawimawh
3.	Thil thleng tawh chanchin tlangpui	Groups leh ram bung tam zawk a huam

Naupangten hriat chakna leh tuina te, an thil hriat leh tawnte midang hrih ve chaknate an nei ang a, midang ngaih dan uluk taka ngaihthlain, lo chhut chhuah ve a, an mahni tawng ngeia midang hrih ve chaknate neihtir hi Social Science an zir chhuah dan tura mitthla chu a ni. He zirlai hian thil thleng a tobula zir duhna naupangteah a tuh a, chutiang hriat thiamna atang chuan anmahni leh an chhehvela thil thleng a hriat thiamtir ang. Awlsam taka hriat thiamtirtu tur i nih angin sawi hona, inhnial fiamna neih puin, an mahni ngeiin hmun dang dang atanga la chhuaka an zir tur inbih zauna atan chhiar turin fuih la, tun hun a thil thleng an zirlai kaihhnawih thilte pawh technology hmang tangkaiin hrih tel thin ang che. Zirlaiin an hriat thiam ngei theihna turin a tul chuan anmahni tawng ngeia hrih fiah thin bakah zirtirna pui thei tur hmanrua (teaching learning material) te pawh hmang bawng ang che.



LEARNING OBJECTIVES

- Thilthleng inthlun zawm leh inthlakthleng dan ngaihlu tura Social Science pawimawhna hriat.
- Natural leh social environment -te inlaichinna leh inkungkaihna hriat thiamna atan subject pawimawh a ni tih pawm.
- Kan chen ho theihna atana ngaihhlut tur; rorelna dik, zalenna, intluktlanna, inlungualna leh inpumkhatna India Constiution hnuai a lo awm te, mipui sawrkar, sakhaw tih bik nei lo ram nih hlutzia hriat.
- Thil thleng tawh leh thleng mekte lo awm chhan leh a tha zawng leh chhe zawnga khawtlang leh ram a nghawng theih dan tur chhut chhuaka khaikhin thiam.
- Hnam hrang hrangte inpumkhatna, mipui sorkar, hmasawwna, chhan hrang hranga ram leh hnam tihausatute a bulthum atanga sawi fiah thiam.
- Khawtlang, ram leh hnam nuna thil thleng langsarte hre thiam tura ngaih dan chi khat chauh ni lo atanga thlir thiam a, sawi ho thiam.
- Chi leh hnam, sakhaw hrang, a nu leh a pa (gender), ngaihsak zual ngai (special needs) naupang leh marginalized section-te an awm a, chungte laka rilru puthmang pangngai an neih thiam theih nan.

(marginalized sections include women, people with disabilities, scheduled castes (Dalits), scheduled tribes, elderly of aged people, children, sexual minorities.

BRIEF INTRODUCTION ABOUT THE SUBJECT AREA

Upper Primary stage-ah chuan Geography, History, Political Science leh Economics te hi Social Science an zir ang.

Geography

Ram bung then leh ram hrang hrangte inrelbawlina hrang nei chung sia an i mamawh tawn dan hriattir hi Georaphy zirna hian a tum a ni a. Upper primary-ah chuan kan lei hi mihring leh nunna nei dang ten chen nan kan hman thu kan hmu a. Anmahni awmna ram bung, state leh ram pumpui leh khawvel zau zawk ngaihtuah chungin an zir tan bawk ang. Tunlai huna kan tawn mek - a nu leh a pa (gender), marginalised, hmasawwna tura kan thil hmuh [*economic resources: human resources (hna thawktu leh a enkawl hna), and non human resources (hmanrua, khawl, in, thinga siam bungrua, sumdawwna etc.)*] khawvel huapa a awm dante pawh bilh tel a ni bawk. Khawvel pumah ngaih dan te, mihring mamawh chi hrang hrang inhman tawn, inlei tawn dan tura hnam hrang leh sawrkar hrang hrang inbiak tawwna leh insumdawn tawn dan (process of globalization) te pawh hmelhriattir an ni.

History

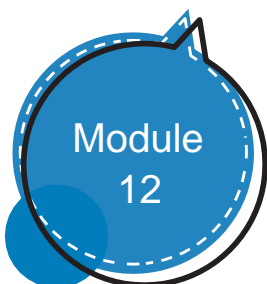
Hmanlai leh tunlai India ram chanchinte upper primary-ah zirtir a ni ang. Thlai chin hmaa ramsa pel leh a awmsa ei tur zawnga an awm lai huna mihring nun dan, khawsak dan atanga lalram zau pui pui awm hun thlengin Class VI in an zir ang. Hun laihawl (Medieval period) a thil thleng Class VII-in an zir ang. Class VII-ah chuan India rama chengte nunphung, ei leh bar kawnga an hmasawn dan East India Company in thuneihna an chelh atanga Independence hnu lam thleng chanchin an zir ang. He subject zirnain a tum ber chu hun hrang hranga hmasawn dan leh a kaihhnawih thiamna leh hriatna zau zawk an neihna tur a ni. Thil thleng pawimawhte; a thlen hun, a thlen dan chiah an hriat thiam theihna turin maps, timeline leh case study-te hmanga zirtir a ni ang.

Social and Political Life

He zirlai hi India sawrkar inrelbawl dan leh hmasawna chungchanga thil pawimawhte a bulthuma hriat thiamna tura thlur bingna a ni. Tui, faina, kawng, eng leh a dangte kan hmuh theihna tura sawrkar hmalakna te a huam a, chungte bakah chuan sumdawna, politics, leh khawtlang nun inlaichinna leh a ram michengte a nghawng theih dan hriattir a tum bawk. Democracy awmzia leh a kaihhnawih te, India danpuiin a duhthusam; intluk tlanna te, zalenna, rorelna dik, inunaunate ngaihlu tura zirlaite kaihhruai hi he zirlai hian a tum pui ber pakhat a ni.

**CLASS SPECIFIC LEARNING OUTCOME IN THE SUBJECT AREA
- AN OVERVIEW**

Upper Primary stage-a Social Science-a an zir atangin naupangin hriatna, tih thiam bik (skill), ngaih dante a lo nei ang a, chung a hriat thiamna hmang tangkai chuan eng hun leh hmunah pawh a chhehvela thil thleng a hmachhawnin, dawnawng dan a thiam ang. Lei hi nungcha leh mihringte chenna; ramri nei hrang inmamawh tawn si, mihringte mamawh chi tin reng, renchem taka hman ngai awmna a nihte an hre thiam ang. Indian history-a thil thlen dan hrang hrang te; historian hovin hmuh theih leh chhiar theih hrang hrang hmanga an zir dan te; hmun hranga chengte an inkungkaih dan te, ram inrelbawl dan- kan khua, state sorkar leh sawrkar laipui kalphung te; nitin nuna kan danpui (constitution) a pawimawh dan te; chhungkua, khawtlang, ei leh barte kan chhevel thil thlenga a ngawng dante an hre thiam ang. History, geography, economics leh political science atangin an hun laia thil thleng hrang hrang- chhiatrupna thlen dan te, thlai chin lamte leh nitin mamawh awm theih dante an zirin an thlir thiam ang.



**ZIR CHHUAH TURA BEISEI TIHLAWHTLING TURA
ZIRTIR DAN TUR TLANGPUI – CLASS SPECIFIC.**

A kawpin emaw, a huhovin emaw an tih ho theih tura zirtir dan tur kalhmang kawhhmuhna.

Class	Suggested pedagogical processes	Learning outcomes
VI	<ul style="list-style-type: none"> • Khawvel inher dan hre thiam tura diagrams, models leh audio-visual hmanruate hman. • Van lam thil thleng an hriat thiam theih nan nu leh pa emaw, zirtirtu emaw kaihhrainain arsi, planets leh thla awklem te enpui ni se. • Historian ten hman lai chanchin an remkhawm dan- drawing, picture, chhiar tur hmuh theih ang ang, hrih fiah leh sawi hona hmanga entir. • Map atangin hengte hi zawn chhuahpui tur: hmun pawimawh; sapel mite chenna; chaw leh thlai chinna; civilizations-harappan-janapadas, mahajanapadas; lalram hrang hrang; Bhudha leh Mahavira-te nun kaihhnawih hmun pawimawh; India nena inpawh ram pawn lam ami art leh architecture. • Chi hrang leh mi hrang, hnam hrang hrang kan awm ho thu te, chi inthliarna chungchange te sawihonna neihtirin, chhungkua, school leh khawtlangah midang laka thil tih/rilru put dan tha leh tha lo entirna an siam lo endik. 	<ul style="list-style-type: none"> • Globe leh world map atangin Latitudes leh longitudes te, poles, equator, trpics, States/UTs of India leh thenawm ramte an hria ang. • Entirna siam chawp(symbol) hmanging kan chenna bawr vel map siam a thiam ang. • Hmun hlui laih chhuah leh thu leh hla hlui (literary) awm thei angte an hria ang a, chungte atanga tun hun lo inher chhuah dan an hria ang. • India map atangin history-a hmun pawimawhte a zawnng thiam ang. • Chi inthliarna awm chhan leh a awm theih dan kawng hrang hrang an hre thiam ang. • Intluktlan leh intluktlan lohna an hre hrangin an thliar thiam ang.
VII	<ul style="list-style-type: none"> • Globe leh maps te hmanga history hmun pawimawh, climatic region-te zawn chhuah. • Kan lei chhungril, ruam leh tlang lo pian chhuah dan, tuifinriat chet vel dante diagram/ models/ visuals/ audio visuals hmanga hriattir. • Manuscripts/maps/illustrations/ paintings/historical monuments/ films, teleserials, folk drama-te hmanga history lo awm theihna (sources of history) hrang hrang lehkhabu ami leh kan khawtlanga awm angte hmanga sawi fiah a, a hun lai (period) an hriat thiam theih nana hman ni se. • Dynasty thar lo awm chhoh dan timeline siama entir a, hriat thiamtir. • Ziak hmanga thingtlang leh khawpuia hmeichhiate nun dan tlangpui an ngaih dan sawi fiahtir. 	<ul style="list-style-type: none"> • Kan chhehvel leh a kaihhnawih sawi fiah an thiam ang. • An chhehvela boruak leh leilung a thianghlim lohna chhan hrang hrang an chhut chhuak thiam ang. • History-a hun pawimawh hrang hrang zirna tura hmanrua (source) hmante a kawhhmuh thei ang. • Medieval hun laia thil thlengte thlen dan leh inlaichinnate a hre thiam ang. • India ram hmun hrang hranga hmeichhe hlawhtlingte a hria ang. • Hmeichhia ten field hrang hranga an hnathawh tangkaite entirna nen a tarlang thei ang.

	<ul style="list-style-type: none"> • Khawtlang thatna tura hmeichhiate hnathawh sawi leh ziah. 	
VIII	<ul style="list-style-type: none"> • Khua leh venga lo nei miten lo an neih dan leh thlai chin dan hrang hrang sawipua enpui. • Leilung hausakna awm zat leh a humhalh dan, ram puma thlai chin dante pictures/news clippings/videos te hmanga hriattir. • Engati nge English East India Company ten India ram lalte inngeih lohnaa inrawlh tul an tih chhan? tih ang chi zawhnate siam tura thil thleng hrang hman. • Indian National Movement leh British India hun lai hmun pawimawha an hman hrang hrang tlawh kual. • First Information Report-a thu awmte zir chianpui • Judge ten thutlukna dik an siam theihna tura ngaih dan thawh ho. 	<ul style="list-style-type: none"> • Industrial disasters, ramngaw kang, lei tawlh awm chhante a sawi fiah thiamin heng chhiatna lo thlengte tihntem a nih theihna tura ruahmanna siam a thiam ang. • Mineral pawimawh e.g coal leh mineral oil insemdarh dante world map hmangin a sawi fiah thei ang. • English East India Company-in a awp ram a hnehzia a sawi fiah thei ang. • British-in an awp lai huna India lo neih dan (agrarian policy) in ram bung hrang hrang a nghawng dan a sawi fiah thiam ang. • Dan (law) siam dan kalhmang a hria ang. (e.g., domestic Violence Act, RTI Act,

EXAMPLARS FOR TRANSACTION IN SOCIAL SCIENCES

Theme, globe: Latitudes and longitudes

Content Outline of the Module

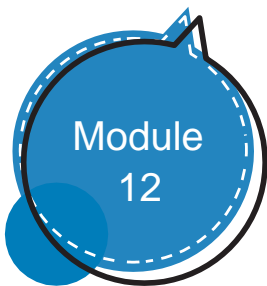
Class VI-a topic sawi ho va, zir chhuah tura beisei (learning outcomes)-ah he module hi a innghat a. Zirlaite dah pawimawh berin sawi hona leh inzawh tawinna hmangin latitudes

LEARNING OBJECTIVES

Naupangten hengte hi an thliar hrangin an zawng thiam ang

- | | |
|--|--|
| <ul style="list-style-type: none"> • latitudes • longitudes • latitudes leh longitudes danglamna • North pole leh south pole • Equator • Tropic of cancer • Tropic of Capricorn | <ul style="list-style-type: none"> • Prime Meridian(0 Degree Longitude) • Globe-a latitudes leh longitudes hmangin hmun hrang hrang • Map leh Atlas-a latitudes leh longitude hmang bawkin hmun hrang hrang |
|--|--|

leh longitudes nihna tak hre thiam tura zirna a ni. Zir paha tehfung (in-built evaluation) he module-ah hian hman a ni bawk.



Class specific learning Outcome in the subject area

Globe hi khawvel ang chiaha siam a nih avangin Globe-a latitudes leh longitudes hmangin khawi hmun pawh a zawn chhuah theih. Hmun hming leh awmnate naupangten awlsam taka an zawn chhuah theih nan hmun inhlat dan teha hriat thiamna (spacial skill) an neih theihna tura puih tur a ni.

A Brief on the Pedagogies for Achieving the Learning Outcomes

Globe leh map-tea latitudes leh longitudes an hriat thiam theih nan zirtir dan tur hrang hrang a awm thei. Kan zirtir laiin tactile globe, tactile maps, latitudes leh longitudes, 3D model, latitudes leh longitudes diagram leh blackboard-a ziah hman a, a tam thei ang ber globe leh maps hman ni se. A bulthuma an hriat thiam theih nan anmahni tawnga sawi fiah hram a tha. Zawhna zawh awm a zawt em, an zirlai dang nen a chhui zawm thiam em, harsatna sutkian a thiam dan leh a dil chhut dan atang tein naupang chu zirtirtuin a tehin a endik ang.



Fig. 1.1 —Students are observing the Globe in the classroom

Naupangte chu group-ah thenin group tinte chu globe-a khua leh hmun hrang hrangte, globe **inrin** dan te, hmun hrangin rawng hrang a neih dante khawihtirin an ngaihtuahna chawk tho la. An ngaih dante sawi ho turin fuih ang che.

Quiz –Zirtirtuin card siamin card-ahte chuan India/khawvel hmun khawi emaw ber ziak theuh sela. Naupangin card pakhat zel pawtin globe leh world map-ah an zawng ang. An tih dan chu zirtirtuin a lo ziak ang a, hengahte hian a tehin a endik ang:

- Globe –a thil pawimawhte hre tura a inhman dan.
- An thil hriat an sawi ho dan leh midangte ngaih dan hriat thiamna leh thawh ho thiamna an neih dante.



Fig. 1.2—Globe

Latitudes, longitudes leh khawvel mum dan an hriat theih nan vohbik naupangte chu khawiha hriat theih (tactile globe) hmantir tur a ni.

Children discuss among themselves

- Globe hi khawvel ang a nih chuan khawi lai takah nge kan chen? (naupang thenkhat chuan globe chhungah an ti mai thei a, a then erawh chuan lei chhungah an ti ang).
- Kan chenna lei hi Globe ang hian che thei lo, vir thei sia siam a ni em?
- Engati nge globe hi rawng pawl a nih?

Lei chhung ni lo, lei chunga cheng kan nih dan zirtirtuin a sawi fiah ang. A sawi (tilted) zawnga Globe vih tlangna lai hi Axis a ni. A chung lam tawp hi hmar a ni a, a hnuai lam hi chhim a ni. Vih tlanga chung lam tawpna lai tak hi North Pole a ni a, a hnuai lam tawpna lai tak hi South Pole a ni. Kan chenna lei tak tak hi chu hriau anga vih tlang a ni ve lo va, ngaihruat rin (imaginary line)-ah a vir. Chutiang bawkin Globe pawh hi kawih virna lam lamah, khawchhak (east) lam zawngin emaw khawthlang (west) lam zawngin emaw a vir thei, kan awmna lei erawh chu thlang lam atanga chhak lam zawng chauhin a vir thung. Khawmual leh tui awmna laite rawng hrana chei a nih dan te en chianpui tur a ni.

Children discuss among themselves

Globe-a kan ram awmna lai khawiah nge?

A chho zawng leh a phei zawngin engati nge rin a nih?

Lei chungahte hian chho zawng leh phei zawnga rin a awm ve em?

Globe-a hmun leh ram engtin nge kan zawn ang?

Engati nge latitudes leh longitudes-te hi Globe-ah ziah an nih?

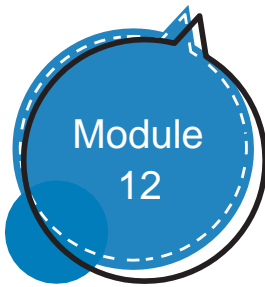
Latitudes aini longitudes hi a la tam lehngal a. Eng vang nge?

Globe an zir chian theihna hun zirtirtuin peka, globe-a line awmte lazai emaw thil remchang dang hmangin teh chhuahtir bawk tur a ni.

Kan lei, mum bawk siah hi chuan hmun awmna sawi fiah a har avangin hmun awmnate zawng chhuak turin point thenkhat a teh nan hman a ngai a, a tehna point atan chuan North pole emaw, South Pole emaw hman tur a ni. Globe-ah hian ngaihruat rin latitudes leh longitudes-te awm mah se, kan chenna leiah hi chuan chutiang rin chu a awm lo.

Latitude

Globe-a rin eng pawh North Pole atangin South Pole lamah i kut hmangin zut chho la, i kutin a lai a thlen khan a phei zawnga rin awm i khawih ang a, chu chu *equator* a ni. Equator hian globe hi a intiat chiahin a phel a, hmar lam chu Northern Hemisphere an ti a, chhim lam chu Southern Hemisphere an ti, he equator hi chhim leh hmar tan chuan 0 degree a ni. Line dang, latitudes i hmu em? heng latitudes rinte hian equator atanga chhim lam emaw, hmar lam emawa awm i nih leh engtia hlaah nge i awm a hriattir ang che. Naupang ten ngun takin zir se an ngaih dan sawi sela. A pheizawnga rin, latitudes-te chu a kiar lai tak equator ai chuan a tawi zawk vek a ni. Heng latitudes rinte hi khawiah mah a intawh loh avangin ‘parallels of latitudes’ an ti a, equator atangin a hlat lam a inchen tluan chhuak vek bawk. Equator atanga chhim leh hmarah chhut det (dot) hmanga inrin i hmu em? eng degree nge inziak chhiar teh. Hmar lam latitude-a 23.5°degrees hi Tropic of Cancer a ni a, chhim lam latitude-a 23.5°degrees hi Tropic of Capricorn a ni. Zirtirtuin naupangte Tropic of Cancer leh Tropic of Capricorn awmna lai khawihirin, chung rin zawnah chuan eng ramte nge awm ziahtir rawh se.



Activity 2

1. Equator chhim lam leh hmar lama ram awmte hming sawitir ni se.
2. Atlas-a latitudes hmangin hmun thenkhat zawng chhuak rawh u.

Longitudes

A tawp ve vea intawkhawm, chhim leh hmar zawnga rin zirtirtuin a hmuhtir ang. A chhuk leh chho zawnga inrinte hi longitudes an vuah.

Lazaiin longitude sei zawng teh a, latitude nena inchen loh dan khaikhin tur. Khawin nge sei zawng le?

Latitudes ang lovin longitudes hi chu a sei zawng a inchen vek thung. Longitude rin hi meridian an vuah a, 0° degree meridian ‘Prime Meridian’ an tih bawkatangin chhak leh thlanga khawin hmun pawh engtia hlaa awm nge tih an teh thin. Prime Meridian lehlam (opposite) hi 180° degree a ni a, hruin teh ta ila, a kual chhuah chiahin 360° degrees a ni a, 360 meridians a awm tihna a ni. Prime Meridian atanga teh a, a lehlam (opposite) 180 degree thlang rin hi khawchhak (Eastern Hemisphere) leh khawthlang (Western Hemisphere) then hrangtu ber a ni a. London bula Greenwich khua hi Prime Meridian (0 degree Meridian) a hman a ni. Hun (time) pawh hemi atanga teh vek hi a ni bawk.



Fig. 2. Location of places in grids on the Globe and on Black board (2D)

Activity 3 – Take a challenge

1. Globe-ah prime meridian zawng chhuak la, a zawnah hian eng hmun nge awm tar lang rawh.
2. Longitudes 180 degree zawna awm, hmun hmingte zia rawh.

Inkawkalh a rin (grid line) hmanga hmun zawn hi zawn dan awlsam ber a ni a, a chhuk zawng (longitude) leh a pheizawng (latitude) rinte hi intawhna lai an nei theuh a, an intawhna laia angle an siam hi *grid* a ni.

India ram hmun i zawn chhuah duh chu School Bhuvan- NCERT Geo-portal hmangin a awmna zawn theih a ni.

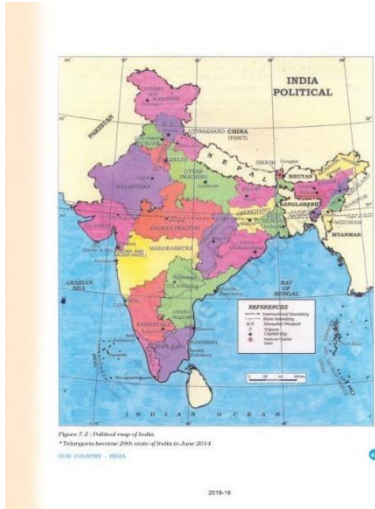
Activity:4. Finding the places on the Globe that are on or near the following locations

- 30 Degrees North Latitude, 90 Degrees West Longitude _____
 60 Degrees North Latitude, 90 Degrees West Longitude _____

Activity: 5. On the map of India locate the States with the help given latitudes and longitudes.

Map of India, Source: The Earth Our Habitat, Class VI, p. 49

Indian Space Research Organisation (ISRO)-in an siam mobile application pakhat, *Bhuvan* hmangin kan awmna khua zirtirtuin a entir thei ang.



Latitudes and Longitudes Locate the State

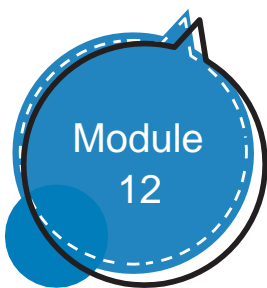
15 Degrees North Latitude, 80 Degrees East Longitude

24 Degrees North Latitude, 72 Degrees East Longitude

Naupangin an ziahte inthlengin, an thiante ziah a dik leh dik loh an en fiah ang.

	Rank
Reading the degrees	Latitude Longitude Both Latitude and Longitude
Identifying the latitude and longitude on the globe	Tropic of Cancer Tropic of Cancer, 80° N Longitude Tropic of Cancer, 80° N Longitude, State on Tropic of Cancer
Locating the place	15° N Latitude, 80° East Longitude _____ 24° N Latitude, 72° East Longitude _____

An hmasawn dan hriatna atan naupangin zawhna a zawhte zirtirtuin chhinchhiah ni se.



Rubrics for assessment

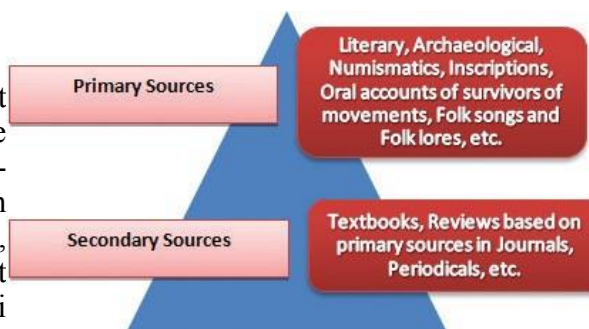
Assessment	Needs assistance	Has potential to do better	Can assist and guide others
Hre chhuaka hmeh bel thiam, latitude, longitude leh globe hre thiam	Hmun leh thil hming hre chhuak leh thei lo	Awlsam taka hmun leh thil hming sawi leh thei	Hmun hming an hriatte thil dang nen map leh Atlas-ahte chhui zawn thiam
Latitudes leh longitudes-te hre thiam leh sawi fiah thiam	Latitudes leh longitudes-a degrees te hre thiam lo	Latitudes leh longitudes-a degree hre thiam a, hmun zawn nana hmang thiam lo	Latitudes, longitudes leh meridian-te hriaa hmang thiam
Hmang tangkai nghal thei. Latitudes leh longitudes hmangin Globe-ah khaw awmna a zawng thiam	Khaw awmna Latitudes leh longitudes hmangin a zawng thiam lo	Khaw awmna Latitudes leh longitudes hmangin a zawng thei.	Awlsam takin khaw awmna Latitudes leh longitudes hmangin a zawng thiam.
Thawh hlawk leh midang nen thawh ho thiam, midang ngaih dan pawmpui thiam.	Thawh honaa tel ve lo	Group-a mi thenkhat chauh thawhpui	Midang nen sawi honaah a tel tha tanpui mamawh an awm chuan a pui bawk.

HISTORY

Theme: Sources

Introduction

Subject hrang hrang a chinchhuaka hriat thiamtir turin Social Science hi source hrang hrangah a innghat a. Chung source-te chu primary leh secondary an ti. Hun then hrang hranga mimal, chhungkua, khawtlang leh ram awm dan an hriat theihna tura zirna a ni. Source kan sawi takte hmang hian naupangin a zirlai chipchiar zawkin a luhchilhin a zir zau thei ang a, amahin ngaih dan mumal tak a siam thei bawk ang. Heng source-te hmang hian hun kal tawha thil thleng hrang hrangah cheng a, a



awm chhan leh a nghawng te, hmun leh hun dang a nghawng zel dante ngaihnawm ti taka zir turin a pui ang.

Pedagogical process

An zirlai i zirtir lai hian anmahni pawh tel ve anga inngaihtirin, i zirtirna chu nuam leh nung tak, naupangte pawhin tel vek an chakna boruak siam ang che. Naupangte chu inkawpin emaw, group-in emaw thenin, source atanga an zirlai kaihnawih zawn dante an thiam theihna tura puiin, sawipui a, an ngaih dante pawh thawhtir tur a ni. Naupangte chu museum leh hmunhlui, an zirlai nen inkungkaihna neite tlawhpui bakah chanchin hre ril zawkte interview neihpui bawh la, vohbik naupangte pawh tel se. Heng hmanruate hi a hman theih ang ang hmang ang che- tactile maps, diagrams talking books, audio visual leh Braille.

Expected learning outcomes

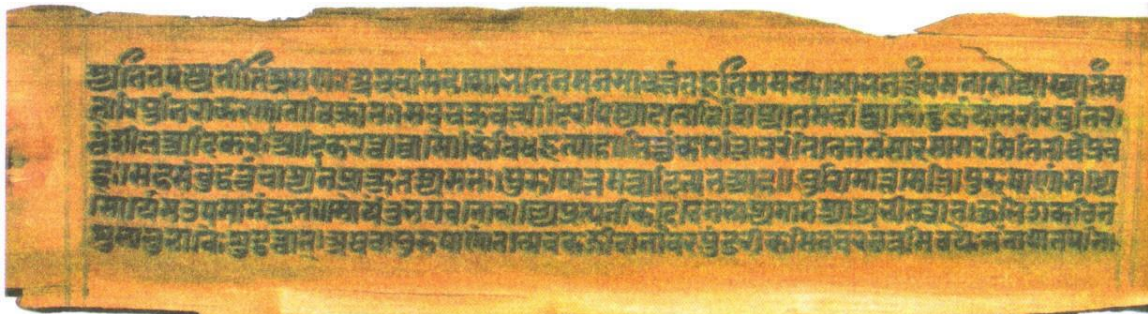
Naupang chuan

1. Historical leh archeological sources chi hrang hrang a hria ang.
2. Heng source-te hi anmahni tawngin a sawi thiam ang.
3. Source hmante hlutna a chhut thiam ang.
4. A hun lai awm dan ngaihruat theih nan source hrang hrang hman pawimawhna a hria ang..

Types of sources

Literary sources: Lehkha (paper) awm hma hian ngaih dan ril tak takte ziah nan thing kawr (birch bark) leh thing hnahte an hman thin thuin kamkeu hmasa la. Heng thu ziaak hlui tak tak (manuscript), hman lai chanchin hi temples, monasteries, museums leh mimal atangtein kan hmuin kan hre thei a, a ziah nan Sanskrit, Prakrit, Tamil-te an hmang ber. He source atang hian sakhua, lalte, an inawp dan, zirna lam leh nun dan chi hrang hrang kan hre thei.

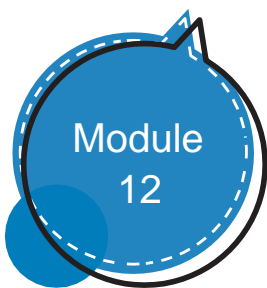
**Our Pasts – I : textbook in history for class VI,(2017), NCERT, p. 4*



Activity that can be done individually, in pairs and in groups

1. Manuscript i hmu tawh em?
2. Khawiah nge i hmuh?
3. Eng hmanrua (material) nge an hman?
4. Lehkha ni lo hmanrua (material) ziaak nan an hman han sawi teh
5. Ziaak nan hmanrua an hman hrang hrang, a hun lai kum tarlangin timeline siam teh.

Ziahna atan lehkha hman a nih hma chuan metal-ah te, bronze leh copper-ah te thuziak kan hmu deuh ber. Thuziak kan hmuhte hi sakhaw chanchin te, ram inawp dan te, zirna lam leh thil chi hrang hrang chhinchhiahna, hun hrang hranga mite an ni a. Hla thu, thawnthu leh in biakna thute hmangin ziah a ni thin. *Dharmasutra* and *Smriti*-te hi dan lam lehkhabu kan hmuh theih lar zualte an ni a, an lal, ram awptu leh mipui chanchinte bakah dan palzut hremna dan an neihte kan hmu bawh. *Kautilya* ziah *Arthasastra* atangin



an lal ram inawpna kan hmu thei. Charak leh Susruta Samhita-te ziah Charak Samhita atangin mi an zai (surgical) kimchang leh damdawi lam kan hmu baw. Thu ziak kan hmuh thenkhatte hi hmeichhe hla phuah thiam leh puithiamte an ni hlawm. *Bhakti movement* kan zirlaiin *Thiruppavai* leh *Nachiyar Thirumozhi* ziaktu *Andal* hna thawhte pawh kan hre thei baw. India ram chhim leh hmara mipa leh hmeichhe puithiamte hian thu leh hlaah an thawhhlawk hle a, tunlaia Indian music tam tak hi anmahni atanga chhuak an ni hlawm. Hun kal tawh chanchin zirna atan thil laih chhuah leh hmun hlui bakah thu leh hla lam tangkaina naupangte hriattir ni se.

Activity to be done in mixed groups

S.No.	Authors	Text	Period to which they belong

Accounts of People Who Visited the India Subcontinent From Time to Time.

India hi zin mi tam takin an tlawh thin a, a then chu zirna hmun tha Nalanda University rawn pan an ni a. A then chu Buddhist zin mi, Buddhism chungchang hriat belh duh vanga rawn kalte an ni. Heng zin mi India ram rawn tlawhtute hian India ram chanchin tam tak an hnutchhiah atangin hun kal tawh chanchin kan hriat theih phah a, chung zingah chuan Chandragupta Maurya rorelna hmuna awm ve fo thin Greek Ambassador Megasthenes lehkhahu hmingthang tak 'Indica' ziaktu pawh a tel a ni. Megasthenes-a hnathawh atang hian Maurya hun lai leh Alexander-a'n India a runte pawh kan hriat phah a ni.

Zin mi hmingthang zual leh an hnathawhte chu – Guptas hunlai kum 1600 ami Fa Xian; Nalanda University-a zir thin Harsha hunlaia mi, Xuan Zang; Kitab-ul Hind ziaktu Al Beruni te hian a hun lai mipui, ram leh khawtlang inrelbawl dan chanchin an ziak atangin an hun lai kan lo hre thei a ni. An zin vel dan map-te pawh a hmuh theih ang. Kan zir tur thupua zir zelin entirna hrang hrang a chung a kan sawi tak ang khian kan pe thei a ni.

Jatakas leh Panchatra atang te, zin mi ni lem lo a ram mite atang tein hman lai chanchin kan hriain chungte chuan tun laia kan nunphung, thu leh hla leh lemziakte a nghawng vek a ni.

Activity that can be conducted in pairs and groups

Persons visited Indian sub-continebt in different capacities	Time span of their visit	Accounts	Aspects highlighted in their accounts

Numismatic

Numismatic chu paper money leh token, coin-te zirna a ni a, ram sum leh pai, mipui mimir dinhmun tilangtu a ni. Coins hlu a tam chuan an sum leh pai dinhmun a tha tihna a ni. Gold, silver, copper, lead leh paper atanga pawisa siam hi hman lai huna atangin India

ramah hian an hmang tawh. Hun hmasa lam (6th-2nd centuries) a coins kan hmuh chu punch marked coins an ni a, a killi nei leh a bial a ni tlangpui. A hnuah chuan lal ten anmahni lem leh hming chuangin an siam. Museum atanga kan hmuh theihte chu Gupta leh Khushana ho hun laia mite an ni. Zirlaite i hriattir duh tur thilte chu-



Our Pasts –I: textbook in history for class VI,(2017), NCERT, pp. 86, 92

Our Pasts –II: textbook in history for class VII,(2019), NCERT, p. 54

Jehangiran pawisa thir hmai lehlama ama chuanna leh a lehlama Lalnu Noor Jehani lem chuannate pawh kha entir nan in hmang thei ang.

Tin, pawisa thir thenkhatah chuan sakhaw lam leh hman lai thil chhinchhiahnate a chuanga a. Henga a theme-te hi heng activity tihpui nan hian i hmang zui thei ang.

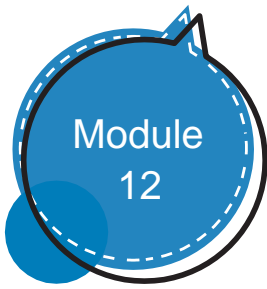
Inkawp emaw, a huho emawa activity tih turte:

Tuna pawisa thir kan hman mek hi naupangte chu entir la, tichuan –

- 1) Eng nge inziak tih hre turin chhiartir rawh
- 2) Eng chhinchhiahna nge hman a nih?
- 3) Eng thil nge hmuh theiha awm?
- 4) Eng thir nge an hman?
- 5) Eng pawisa thirte hi nge hriat reng nana siam?
- 6) Tute emaw hriat rengna atana pawisa thira an lem leh hming chuanga an siam zingah hriat emaw sawi theih emaw an nei em?

Hriat reng nana thil ziak (inscription) zirna hi epigraphy an ti. Hman lai chuan heng inscription-te hi lungah te, lungphun sang takah te, lung phekah te, building bangah te, hriat rengna lungphunah te leh temple-ah te an ziak thin a. Heng inscription-te hian thuchah inang lo tak tak an keng a. Ram chhung hmun hrang hranga Ashoka inscription kan hmuh thinte pawh entir nan in hmang thei ang. Ashoka inscription tam berte hi Prakrit-ah a awm a, chung chu Brahmi hawrawpa ziak an ni. A inscription zinga pakhat Kharoshti tawnga ziah, Kandahar leh Afghanistan a awmte pawh in belh thei bawk ang. Hei hi Greek leh Aramaik hawrawpa ziak a ni. A lemte pawh textbooks emaw, film emaw, e-resource emaw hmangin i entir thei ang.

Heng hriatna hnarte hi kan history-a thil thleng tawh, a danglamna hrang hrangte, a chungchuan biknate leh kan hnam rohlu chanchin hriatna hnar pawimawh tak a ni a.



Module 12

Hmun hlui laih chhuaha thil chi hrang hrang awmte pawhin theme zir chian lai mek atan hriatna a belh thei a ni. Naupangte chu hun hmasa lama mihring ruhro te, stupa te, painting leh thil dangte i entir thei a. Chung thil zawng zawngte chuan an thil zir bing mekte ruangam a hmuhtir thei dawn a ni.

Naupangte chu heng activity hmang hian an ngaihdan tawng hrang hranga ziaak turin i fuih ang.

- Project atan theme thlantir rawh
- A hmun tlawh chhuah, khaw chhunga awm a nih leh nih loh dap chhuahtir.
- Thliar hrana, eng hunlaia awm nge an nih tih sawi lan.
- In thenawmte emaw, in chhungkua leh khaw chhung mite atangin emaw Quit India Movement emaw Partition hun laia mi la dam awmte chenna zawn chhuaha, an hnen atanga an awka ngei dawnte pawh a tih theih a ni.

Source-te hriatna hnar atana kan hman hian classroom pumpui zirtirna chuan naupang zawng zawng a teltirin a phurawm dawn a ni. Activity tin in tihpui zawhah zawhnate zawtin zirlaite i sawipui bawk tur a ni a, an hriat chian lohte sawi ngam tura fuihin a tul chuan information pawh i pe ang. Naupang tuina nei lo, luhlul leh class tihbuai chingte i zawng chhuak ang. Mix group siamin a huhoa zir turin i fuih ang. Zirtirna hmanrua atan map te, milem te, model leh thil dangte pawh i ngaihtuah tel a ngai bawk. Hei hian an thil zirlai leh history a thil thleng tawhte hriat thiamna kawngah a pui ang.

Zirlaite chu project work te, essay type te, short answer te hmangin an thiam leh thiam loh i teh thei ang. An chhannate chu anmahni tawnga ziaak turin i ti ang.

THEME: EIZAWNNA (LIVELIHOODS)

Introduction

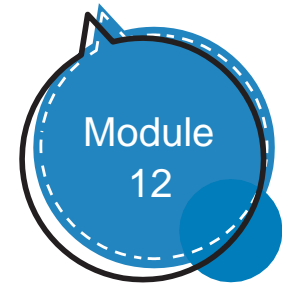
Thingtlangah leh khawpuiah ei zawn dan kawng tam tak a awm a. Hmun hrang hranga mite eizawna erawh a inang vek kher lo a. An hnathawhte pawh heng- an chenna ram te, an khawsakna hmun te, chu hmuna mite hnam nunphung leh thil dang dang vang tein a danglam thin. Thenkhatte chu kumtluana income tha tak hmuh theihna heng thil siamna hmun leh service sector-ahte an thawk a. Tlema zawng erawh chu kum khat chhunga reilo te te thawh chi, lo lam hna, heng thlai chi tuh, hlo thlawh, buh seng leh thlai phun sawna lamahte an thawk bawk. Hna hrang hrangte hian harsatna leh chona inang lo tak tak mi mal leh pawl ho hrang hrangah kaihhnawih a nei vek a ni.

Suggested Pedagogical Processes

He theme 'Eizawna' hi naupangten thingtlang leh khawpuia cheng mipa leh hmeichhiate eizawna chi hrang hrang awmte an sawi fiah thiamna leh an hriat thiamna atana tih a ni a. Naupangte chu mix group siam a, an district leh an khuaa ei zawn dan chi hrang hrang awmte sawihotir tur a ni. Chung eizawna chi hrang hranga harsatna leh chona awm theite tar lang thei tura kaihhruai bawk tur a ni. Case study leh audio visual-te hmangin chhungkaw khawsak inang lo tak tak atanga chhuak mipa leh hmeichhiate eizawna hrang hrang an hmuh dan sawihona leh an ngaihdan in-share tawna hunte pawh buatsaih ni se, chu chuan naupangte thil thlir dan tam tak a tidanglam thei dawn a ni. Hnaivaia thlai chinna hmunte pawh naupangten lo neih lama mipa leh hmeichhiain hna hrang hrang an thawhte an hriat theih nan i tlawhpui thei bawk. In school chu khawpuia awm a nih chuan in sakna hmun te, factory te, office leh market te i tlawhpui thei ang.

LEARNING OBJECTIVES

- Thingtlang leh khawpui eizawna chi hrang hrang hriat chhuah
- Miten eizawna kawngah hamthatna inang an neih leh neih loh en fiah.
- Hmun hrang hranga mite dinhmun inanna leh danglamna sawi fiah.



A chungka kan sawi bakah hian, survey leh eizawna chi hrang hrangte chu lemchan hmanga zirna i buatsaih thei baw ang. Fair-te pawh school-ah i huaihawt thei a. Theme i zirtir lai hian thingtlang leh khawpui atanga thil siam chhuah leh thar chhuahte pawh i rilruah i dah tel reng tur a ni.

Mixed peer group tihpui turte

Zirtir nan discussion nena inkungkaih thei chi Activity eng emaw zat i hmang ang . Eizawna tih theme ngei pawh chu naupangte nena sawihoin a bul tan nan i hmang thei a. I naupangte nu leh pate eizawna –an hnathawh dan, an eizawna atana thil chi hrang hrang tih ngaite, an thawh chhuahte chu engtin nge an tih, engtin nge an hman ral tihte sawiho. Chung sawihona atang chuan zirtirtu chuan naupangte hnenah an chaw ei turte, an chenna tur inte, an thawmhnaw hak tur leh thil dang an mamawh lei nan miten chutiang chuan sum an thawk chhuak thin a ni tih a sawi fiah ang. Hemi awmzia chu eizawna chungchang sawihona reng reng chuan kan nunna atana pawimawh hnathawh hrang hrang chanchin kimchangte chu a keng tel a ni.

Naupangten eizawna chi hrang hrang an hriat nan heng activitiy pathumte hi ruahman a ni.

1. Zirtirtu chuan textbook-a awm tawhsa ang milemte chu print emaw ziah chawp emawin a buatsaihsak ang.
2. Naupangte chu hna hrang hrang thawk lai lem a ziahtir ang
3. Naupangte chu zawhna eng emaw zat siamin survey tenau a neihpui ang.

Activity 1: Zirtirtu chuan textbook-a hna hrang hrang thawk lai lem awmsa chu zirlaiten an zirlai awlsam taka an ngaihtuah chhuah theih nan collage hmangin board-ah a tar ang a. Chanchinbua eizawna chanchin ziak leh a lem an chhuahte pawh a hman tangkai theih baw. Chutiang thil baw chu audio visual hmangin vohbik naupangte tan a hman theih baw a ni. He activity hmang hian zirtirtu kaihhruainain naupangte chuan heng tih turte hi an ti thei ang:

1. Milem or video a mite thiltih hrang hrangte sawi/ziak rawh.
2. Lo neih nena inkungkaihna nei leh nei lo thlang chhuak rawh
3. Hna hrang hrang in/school bula awmte chu an hming tawng hrang hranga an sawi dan zawng chhuak rawh.

Lo neih nena inkungkaihna nei hna	lo neih nena inkungkaihna nei lo	mipa/ hmeichhia/a pahnihin	Thingtlang/ Khawpui	hlawh nei/ nei lo



Module 12

Hei hian skill hrang hrang zawn chhuah, thliar hnan, ziak, visual, audio leh audio visual-te a thiamtir ang. Tawng hrang hrang inan lohnate a hmuh thiamtir ang a, tawng hrang hrang hriat chian chakna a pe ang. Eizawna inang reng pawhin hming hrang hrang a nei tih an hria ang. Entir nan, labour/contractor /thekhedat, mason-mistiri, wage labour-cooli, mazdoor, etc. Zirtirtu chuan naupangte chu chung hmingte chu tawng hrang hrang ziahtira, class-ah chart paper hmangin a sawitir tur a ni. Naupang zingah hnam dang, tawng dang hmangte an awm chuan he chart hi zau zawkin a tih theih ang. He exercise hian tawng hrang hrangte ngaihhlutna a tuh thei a ni.

Eizawna kawng hrang hrangte hi hlawm lian pui puia thliar hnan a ni tih kan hre tur a ni. Miin eizawna atan a hma lama kan sawi tawh hnate chauh kha a hmang thei tihna a ni lo a. Vawi khatna atan naupangte hnenah hmun hrang hrang eizawna chungchang kan sawi hian hriat awlsam taka sawi a tul a ni.

Hei hi thingtlanga chengte eizawna leh chumi hna atana thil tul tlangpui sawihona hmanga chhonzawm theih a ni :

Dan naranin khawpuiah chuan lo neih lam aiin factory/industry leh sorkar hna lam an thawk tlangpui a. Hetiang hian hlawm lian pui puin a group theih a :

Social and Political Life –I Textbook-a chapter pahnihte hian ram puma hnathawh dan ruangam a tarlang a.

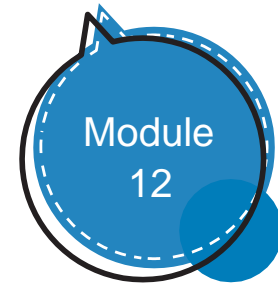
Activity 2: Naupangte chu an classroom atangin a inkawp te tein kal chhuahtira (hetah hian vohbik naupangte pawh thitir ve tur a ni), an school bul vel thlithlaitir a, mi thil tilai chi hrang hrangte lem leh chung mite hnathawh hrih fiahna te ziahtir tur a ni. Chung lemziakte chu classroom notice board-ah thliar hrana tar tur a ni. He activity hian zirlaite chu thil zawn chhuah, thliar hnan leh thlithlai thiamna kawngah a pui thei a ni.

Thingtlang nun dan zirna chapter chu khawpuia zirlai naupangten an hre thiam vek lo thei a. Chutiang bawkin thingtlanga cheng zirlaite pawhin thawmhnan siam chhuahna factory emaw readymade dawr leh shopping complex lian pui puite chu an ngaihtuah thiam bik lo ang. Chutiang harsatna sutkian nan chuan a ruangam lan dan te, lo neih dan te, sangha zawrhna te, mini shopping complex-a thil an hralh leh lei laite leh thawmhnan siamna hmuna hna an thawk lai lang video te, movie clip te entir tur a ni.

Activity 3: Textbook-a mi pakhat rim taka hnathawh chungchang zirtir nana duan chu zirtir dan dang – survey method emaw mini note book based survey emawte pawh a hman tel theih a ni.

Zirlaite chu hna chi hrang hrang thawktute kawm turin i ti ang a. Zirlai tam tak nu leh pate ngei pawh chutiang hnathawh chu an ni mai thei. Zirlaite chu an nu leh pate hnathawh dan kalhmang lak khawmtirin emaw zirtirtu kaihhruainain emaw naupangte chu hengte hi lak khawmpui tur a ni.

1. Gender
2. Eizawna
3. Eizawnaah chuan eng engte nge tih ngai?
4. Engtik hunah nge hnathawh turin in atanga an chhuaha an lo kir leh?
5. An hnathawhna hmun engtin nge an thlen?
6. Ni/kar/thla khatah engzat nge an hlawh?
7. Hnathawh tur an hmu reng em? Eng thlaah nge hnathawh tur an hmuh that? Eng vangin nge hnathawh tur an hmuh that loh?
8. An hlawhte chu an chhungkaw enkawl nan a tha tawh nge tawh lo? A chungaw zawnna chhannate hi ‘aih’ anih chuan a aiah eng hnate nge an thawh? (Heng zawnna bak pawh hi zawh belh theih a ni).



He activity hmanh hian hnathawktute harsatna leh chona hrang tam tak an tawhte i hre thei ang. He survey hmanh hian miten harsatna leh chona hrang hrang an neihte naupangte i sawipui thei ang. Zirtirtu chuan hengte pawh hi a thlur bingpui thei ang.

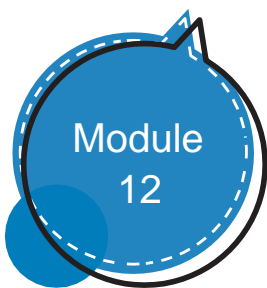
- Activity-in a tum leh a pawimawhnate emaw hnathawh hlutna zirilaite rilrua tuh thei tura trade eng emaw ber tihtir.
- Mipa leh hmeichhe hna bik thliar hranna awm lo
- Hna chi hrang hrang
- Hna chi hrang hrang an hmuhte danglamna leh an inanna .
- Mipa leh hmeichhe hlawn danglamna.

Activity pathumte i tihpui zawhah chuan hna chanchin chipchiar taka an lak khawmte chu a hnuaia table-ah hian i dah khat ang.

Sector	Hna hming (zirilaite chuan visual/ kut ziak/mini survey behchhanin an dah khat ang).
Industrial Classification	
1. Lo neih leh a kaihnawih thilte	
2. Industry	
3. Service sector	
Occupational classification	
Rural Areas	
1. Lo a hnathawktute	
2. Loneitu	
3. Lo neih ni lo hna dang	
▪ Lo neih ni lo mahnia eizawna hna	
▪ Hired or workers in non-farm jobs	
Urban areas	
1. Self-employed/Employers	
2. Regular salaried jobs	
3. Casual wage labourers	

Zirtirtu chuan generic issue awmte pawh sawiho turah a telh ve thei ang.

- Hnaivaiah naupang kum tling lo hnathawka chhawr an awm a nih chuan sawiho theih a ni a, class-ah naupang kum tling lo hnathawka chhawr chungchang debate neihpui theih a ni bawk. Hemi chungchanga sorkar policy-te pawh tar lan tur a ni.
- Mipate hnathawh leh hmeichhiate hnathawh chungchang sawiho.
- Zirtirtu chuan engati nge loneitu thenkhatin ram zau tak an neih laia thenkhatin ram zim te an neih tih zawhna te a zawt ang. Khawpuiah chuan mi thenkhatin in an nei a, mi tamtak chuan man chawiin mi in an luah a. Chhungkaw thenkhat chuan dah sawn theih leh theih loh thil hlu tamtak an nei a, chhungkaw thenkhat chuan chutiang thil hlu chu tlemte an nei a. A chipchiara sawi vek a tul lo a. Heng thil hriat theihna hun remchang hi naupangte kan pe thei a ni.
 - Zirtirtu chuan naupangte chu dawr thenkhat atangin dawr len zawng, bungraw zawrh, dawr hrang hranga thil man inthlauh dan chipchiar taka la khawm turin a ti ang a. Eng vanga kawng dunga thil zuar nge an nih leh dawr pangngaia thil zuar an nih tih



zawhnate an zawt ang. Naupangte chu an nu leh pate /guardian hnenah hmun dang atanga pem nge an nih, eng vanga pem nge, an pi leh puten eng nge an thawh thin, tuna an pemna hmuna hlawkna lian tham an neihte leh a dangte sawipui turin a fuih ang.

Zawhna chhan tur leh a chhante

He unit 'Eizawna' an zir zawh hian zirtirtu chuan heng thumal occupation, wages, profit, loan, market, land, production of goods, seasons/climate, debt, lending, borrowing, farming, factory, call centre, transportation leh migration awmzia hi zirlaiten an hriat leh hriat loh a endik ang. He unit 'Eizawna' an zir zawh chuan, participatory teaching avang hian, zir tel tura module-a ziah lan fak ni lo eng emaw zat an zir chhuak tih i hre thei ang. Zirlaite chuan tawngka, thu leh mita hmuh theih thilte hmangin an sawi chhawng thei ang. Thiante nena an titi honate, thenawm khawveng leh tual chhung mite nena an titi honate hi School activity zinga mi a nih ve angin midangte nena inbiak pawh dan thiamna an nei bawk dawn a ni.

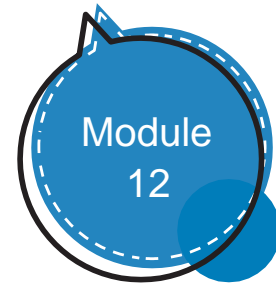
Self- assessment tih dan tur

Ka ti thei ang	Eng emaw chen	Tha	Tha hle	Tha lawr
Module leh entirname hman tangkai bakah ka belh chhah thei				
Social Sciences-a domain hrang hrangte ka chuktuah khawm thei				
Tih tura ruahmante ka tihpui thiam				
Zirlaite tawng hman angin ka let thei				
Zirtirna hmanrua-audio/visual leh a dangte ka siam thiam				

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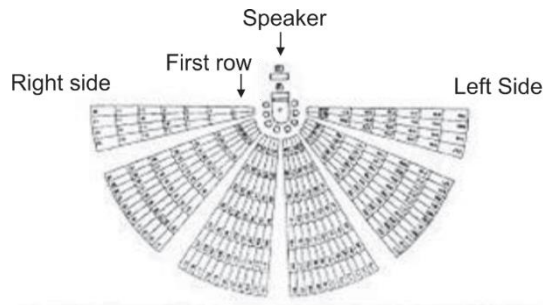
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INTEGRATED EXEMPLAR-MOCK PARLIAMENT/ASSEMBLY



Activity

- Speaker dinglamah - Ruling party group
- Speaker veilamah - Opposition party group



- Tlar hmaah hruaitu pawimawh(house-a an member ngah dan angin)
- Veilam tlar hma seat hmasaberah- Dy.Speaker

Introduction

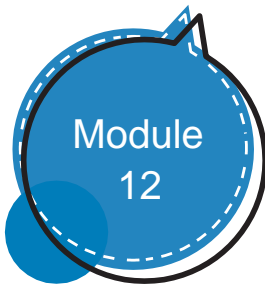
Parliament emaw Assembly emaw lem chana entir hi social science zirna atan a tangkai hle tih hriat chian a ni a. Social sciences hi thil awm tak tak a ni tih a pawmtir a. Zirlaite chuan parliament member emaw assembly member emaw angin lem an chang thei ang. An thawmhnaw inbel thin ang erawh chu hak ve kher a ngai lo a, mahse class room-a thutna rem dan leh thil dangte chu session-a thutna an rem dan nena inang thei ang berin an rem ang. Chutiang hun atan chuan naupangte chu group-ah siamin parliament member hrang hrangten parliament-a an thusawi tur angin an buatsaih ang a. Group siam nan leh an chanvo tur buatsaih nan period khat dah tur a ni. Session lem an chan zawhah chuan chu session atanga zir chhuah beiseite zawhna chhang turin group dang ruat tur a ni.

Zirtirtu chuan tunlai thil thleng leh chumiina a kaihnawih chungchang a zirlaiten an ngaihndan leh hmuh dan an sawi chhuah theihna hun remchang classroom-ah mock parliament a neihpui thei ang. Zirlaite chuan sawihona te, harsatna chinfel dan te leh issue hrang hrang bawh zui dan tur an ruahman ang. He exercise hian an ngaihndan sawi chhuah te, thu pawhchah thiamna te, mi dang thawhpui thiam dan leh mi dang ngaihndan zabsak thiam leh a huhua thawh chawisanna kawngah zirlaite a pui ang.

Mock Parliament chu eng nge ni?

Mock Parliament chu rorel tura Parliament emaw Legislative Assembly emawa an tih dan entawna lemchan hmanga tih ve hi a ni. Indian Parliament kalphung hi Parliament of the United Kingdom kalphung anga duan a ni.

He activity hi history, geography, economics leh social and political life hriat thiam nan leh zirtirnaa inhniaalna awmte hrilh fiah nan zirtirna hmanraw tha tak mai entirna a ni a. Khawtlang hmasawna atana mipuite hnathawh tihlarna hmanrua atan a hman theih bawh.



Lok Sabha chungchanga hriat tur pawimawh zualte.

Lok Sabha Hall chungah hian member 550 thut theihna tur seat a awm a. Chung seat-te chu block 6-a dah niin block tinah tlar sawmpakhat zel a awm a. Block No 1 chu Speaker chair ding lamah a awm a, Block No 6 chu Speaker vei lamah awmin seat 97 a awm a. A bak Block dang pali chuan seat 89 theuh a nei a. Chamber-ah chuan Lok Sabha Member tinten thutna pual an nei theuh a. Speaker ding lamah chuan rorel lai party an thu a, vei lamah opposition party-te an thu thin. Vei lam tlar hmasa berah Deputy Speaker a thu a. Party member ngah dan azirin thutna hi rem a ni a, senior member-te chu party tenau member emaw independent member pawh ni se Speaker thuneihnain thutna pek an ni thin bawk.

Term pawimawh te: Reflect and Ponder

Lok Sabha (House of the People, Lower House of the Parliament an ti bawk) member tur hi India khua leh tui, kum 18 tling tawh phawt chuan anmahni constituency aiawh tur an thlang thin. Lok Sabha member thlan hi general election zawhah neih thin a ni a, President-in council of minister-te thurawn anga a thiat a nih loh chuan kum 5 chung atana thlan an ni.

Speaker – Lok Sabha rorel kaihruaitu a ni.

Leader of the Lok Sabha - Prime Minister hi Lok Sabha member a nih chuan Indian Parliament-a Lower House Leader a ni a. Member a nih loh chuan House Leader turin minister dang a nominate thei a ni.

Leader of the opposition – House of the Parliament of India-a opposition member-te hruaitu a ni. He dinhmun hi Lok Sabha-a seat 55 (10%) tal nei party leader hnena pek thin a ni.

Question Hour – Lok Sabha sitting ni apianga darkar hmasa ber hi a ni. Question Hour-ah hian member-ten sorkar inrelbawl dan hrang hrang leh an policy-te chu minister-te an zawt thei a. Chung zawhnate chu a changtu minister-ten an chan department theuh hnathawh chu a tul dan ang zelin an chhang thin.

Zero Hour – Question Hour zawh chiah hi Zero Hour an ti a, chhun dar 12 bawr vel a nih vangin zero hour an ti a ni. He hunah hian Speaker hriattir lawkin member-ten issue pawimawh tak takte an sawi chhuak thin a ni.

Issue 1.

Subject : Awareness on Cultural Heritage

Opposition Leader : Zawhna

Sorkar hian hriatrengna lungphun hlui leh hmanlai in hlui tak tak kan neihte hi an chhe mek tih a hria em?

Dan khauh tak tak kan neihte hian heng tihchhiat luih leh tihchhiat palh leh ngaihthah etc lamte hi a hawi em. Hnam zia Hausa tak kan neihte hi mipui veitir turin eng nge kan tih ang.

Minister : Chhanna

Vawiinah hian kan hnam thil hlute chu chhe mai thei dinhmunah a ding tih kan hre theuh a. Hmanlai hmun hlui leh lungphun/building-te chu kawng hrang hranga tihchhiat luih leh kan lungphunte chu thai ran an ni a. Mi tam tak hian heng kan pipute atanga kan rochun thilte hlutzia hi an hre lo a ni.

Heng atan hian dan tam tak kan nei a. Mahse mithiam pakhatin a sawi angin heng kan hnam thil hluite hman sual leh a tha lo zawnga hman hi dan atang ringawta hmeh mih

theih a ni lo a, education hmanga mipuite veina neihtir hi a tul a ni. Tun huna mipuite veitir nana tha tak pakhat chu vawiina an fate hi naktuka mipui turte an ni tih hriattir a ni. Hetianga naupang zirtirna pek hian mipui mai ni loin an nu leh pate leh anmahni enkawltute zirtirna a pe tel nghal a, inrawkna, tihchhiatnate a titlemin humhalh duhna a neihtir a ni. Kan zirlaite hi hmanlai lungphun hrang hrang chanchinte kan zirtirin a chang chuan field visit kan neihpui a.

Heritage Week-ahte pawh hmalakna kan nei bawk a, mahse hemi piah lamah zirnaah kan la titam lo hle a, kan hnam rohlute hmanga heng thilte veitir leh naupang lehzualte tihchak kawngah kan la hlawhtling lo hle. ASI leh museum eng emaw zat hian zirlaiten kan hnam rohlute ngaih pawimawh nachang an hriat hriat theih nan programme an buatsaih thin a, hei hi a beitham a, kan hnam rohlute vawnhim nachang hre tura zirlaite siam tur chuan mal beih leh kahpah taka hmalakna hian awmzia a nei lo a ni. Sorkar, museum, zirna in leh pawl hoten tang tlanga hma an lak a ngai a ni. Heritage education chawi sang tur hian Stakeholder zawng zawngte phur leh lungrual taka an thawh ho a ngai a ni. Heritage education hian naupangte zirnaah hmun pawimawh tak a chang tur a ni. Naupangte chuan history leh society-te hre fiah ringawt mai lovin thangthar lo la awm zel tur tan kan hnam rohlute vawn him leh anmahniah chung thil ngaih hlut nachang a tuh bawk a ni.

Issue – 2

Subject : *Concern for Forest Cover*
Opposition Leded

India sorkar hian ramngaw-in a khuh chin area tizau turin hmalakna a nei em? A nei anih chuan eng kawngin nge a lak?

Minister : Chhanna (Ministry of Environment, Forest and Climate Change)

a)leh b). Ramngaw siam nan Centrally Sponsored Scheme hrang hrang National Afforestation Programme(NAP) leh Green India Mission (GIM)-ten thingphun programme-te an siam a. Heng scheme-te hi Ministry of Environment, Forest and Climate Change-ten an vil a. GIM thil tum chu humhalh, thawm that, ramngaw siam belh leh climate change buaipuite a ni a. NAP chu ramngaw siam tura mipuite tel vena scheme a ni. Afforestation programme hrang hrang avang hian India ramah ram ngaw a zau sawt hle a ni.

Issue – 3

Subject : *Agriculture*

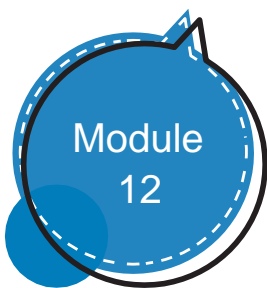
Q. Ram dangte nena khaikhinin kan thlai thar chhuahte a tlem bik em? A tlem bik chuan chipchiar takin sawi rawh.

Chhanna: India rama thlai chi hrang hrang thar chhuahte hi ram dang tam tak ai chuan a sang zawk em em a. Thlai hrang hrang thar chhuah hian India chuan hmasawna ropui tak, kum 50 chhung aia a let thum a tam a thar chhuak a ni. Buh leh bal thar chhuah zawng zawng 275.68 million ton chu agriculture thar chhuah tam vang a ni. Hei hian loneitute hausakna chauh ni loin kan ramin chaw leh ei tur tha hnianghnar kan nei tih a tichiang a ni.

Q. Hmeichhe lonei mite tan identity card siam tumna a awm em? A awm chuan chipchiar takin han sawi teh.

Chhanna: Kum 2011 chhiarpui neih atang khan hmeichhia lo a hnathawk thinte hi Loneitu tia koh an ni a. Loneitu zat chhinchhiahnaah pawh chhinchhiah an nih diam tawh avangin Sorkar hian a hranpaa identity card siamsak tumna a nei lo a ni.

Zirlaite chuan ruling party leh opposition party group an siam ang a, chutah chuan opposition party lam naupang pakhatin zawhna hrang hrang a zawt ang a, ruling party



member-ten an chhang ang a, zirlai zawng zawng sawihonaah an tel ang. Chu chu zirtirtu chuan chik takin a lo thlithlai ang a, zirlaite hriat chin leh thil thlang hrang hrang te an hriat thiam dan, an ngaihnan an sawi chhuah thiam dante leh thawh ho an thiam dante a lo endik ang.

REFERENCES AND OTHER SUGGESTED READINGS (MODULE)

Recent NCERT Publications

- Barkhaa: A Reading Series for All: Digital Version
- Barkhaa: A Reading Series for All: Print Version
- Education of Minorities - Policies, Programmes and Schemes - Frequently Asked Questions (Hindi, English and Urdu)
- Educational Rights of Children with Special Needs - Frequently Asked Questions (under publication)
- Including Children with Autism in Primary Classrooms: Teacher's Handbook Including Children with Special Needs: Primary Stage (Hindi and English) Including Children with Special Needs: Upper Primary Stage (Hindi and English)
- Inclusion in Education: A Manual for School Management Committees (under publication)
- Modules for Enhancement of Quality of Education – A Training Package
- Tactile Map Book: Upper Primary Stage

Other interesting resources

- <http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/ilfe-toolkit-in-bangla/> Toolkit UNESCO: getting all children in school and learning
- <https://www.bristol.gov.uk/documents/20182/239176/Inclusive+teaching+checklist.pdf/c6e3124e-bb02-4979-8de4-6d31c66dfd53> inclusive classroom observation checklist —
- https://www.youtube.com/watch?vTiyKm_QiNIHo Inclusive Education - Loreto School, Kolkata —
- <https://www.youtube.com/watch?vTrfWhQUz2J70> Inclusive Education and Children with Disabilities | UNICEF —
- <https://www.youtube.com/watch?vTaTXtT05782Y> Inclusive Learning: Everyone's In - Overview —
- https://alana.org.br/wp-content/uploads/2016/12/Summary_of_the_evidence_on_inclusive_education.pdf Summary of the evidence on inclusive education —
- <https://www.youtube.com/watch?vTMGPDqzhjtj0&tT6s> Video-clip (animation) about the concept of inclusion and inclusive education —
- <https://www.youtube.com/watch?vTR-IQaN04PF4> Video clip about listening to children with disabilities —
- <http://unesdoc.unesco.org/images/0012/001243/124394e.pdf> Understanding and responding to children in inclusive classrooms —