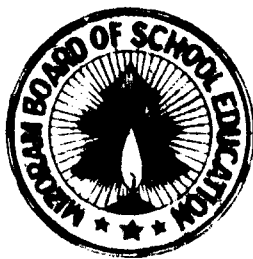


MIZORAM BOARD OF SCHOOL EDUCATION

CURRICULUM AND SYLLABI

FOR

MIDDLE SCHOOLS
CLASSES V TO VII



1982
MIZORAM BOARD OF SCHOOL EDUCATION
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FOREWARD

The Mizoram Board of School Education has brought out a new curriculum for the Ten-Year School in Mizoram, and the syllabi are being presented in the form of three books, one each for the Primary School (Classes I-IV), the Middle School (Classes V-VII) and the High School (Classes VIII-X).

On the whole, the syllabi framed by the National Council of Educational Research and Training have been taken as guide, but changes are inevitable in many subject areas to suit the local situation. Educational system has been undergoing changes everywhere, and the new syllabi have been carefully worked out to serve as an effective instrument for the desired changes. It is however, to be borne in mind that a flawless syllabus can never be worked out because of the fast changes taking place in many fields of knowledge in the present world of knowledge explosion. The syllabi will, therefore, have to be periodically revised to come abreast with the advance of knowledge.

The Board is now presenting the syllabi which have been approved by the Syllabus Committee of the Board in the hope that all those concerned with education at different levels will use and find it much improved on the preceding syllabi which are now out of date.

The preparation of curriculum and framing the Syllabi calls for considerable expertise and effort in planning the work and screening. Also it is an on-going process and hence every suggestion from teachers in the light of their experience is most welcome.

Dated Aizawl,
the 18th June '82

C. LALMOJANA
Secretary,
Mizoram Board of School Education
Aizawl.

NIEPA DC



D01061

Sub. Director, Systems Unit,
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CURRICULUM FOR MIDDLE SCHOOL

CLASSES V - VII

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1. First Language - Any one of the following languages*
Lushai, Nepali, Hindi
 2. Second Language - English
 3. Third language - Hindi
 4. Mathematics
 5. General Science
 6. Social Science
 - (a) Environmental Studies for Class V.
 - (b) History and Civics } for Classes VI & VII
 - (c) Geography }
 7. Arts - (a) Drawing
(b) Music
 8. Moral Education
 9. Work Education
 10. Health Education and Games.
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A. SCHEME FOR MIDDLE SCHOOL LEAVING CERTIFICATE EXAMINATION

Sl. No.	Subject	No. of papers	Duration (Hrs)	Maximum Marks.	Minimum Pass Mark
1.	First Language(1)	1	3	100	35
2.	Second Language(2)	1	3	100	35
3.	Third Language(3)	1	2	50	18
4.	Mathematics	1	3	100	35
5.	Science	1	3	100	35
6.	Social Studies --				
	(1)History & Civics	1	3	75	53
	(2)Geography	1	3	75	
7.	Arts (Drawing)	1	2	50	18
8.	Work Education	1	-	50	18
9.	Moral Education(4)	1	1	50	18
TOTAL:		10	23 Hrs.	750	40% Agg. 300

(1) Lushai/Nepali/Hindi/Bengali/Assamese

(2) English

(3) Hindi

(4) This will have an internal assessment component of 35 marks. The written external paper will, therefore be of maximum marks 15 and of 1 hour duration.

B. PASS MARKS AND CRITERIA FOR CLASSIFICATION OF SUCCESSFUL CANDIDATES

B.1 The minimum pass marks for individual subject in the MSLC Examination shall be 35% and the minimum aggregate marks for passing in the examination shall be 40% of the total maximum marks.

1. **DISTINCTION** : Candidates obtaining aggregate marks of 75% and above.
2. **FIRST DIVISION**: Candidates obtaining aggregate marks of 60% - below 75%.
3. **SECOND DIVISION**: Candidates obtaining aggregate marks of 50% - below 60%.
4. **THIRD DIVISION** : Candidates obtaining aggregate marks of 40% - below 50%

Letter in individual subject : 80% and above.

SYLLABI FOR CLASSES V - VII

LUSHAI
(MIZO TAWNG)

Mizo tan chuan Mizo tawng hi mahni tawng leh pian chhuahpui a nih avangin, naubang pawhin Skul an rawn luh hmam tantak chu an lo thiam sa tawh thin. Heng hi an chhungkua leh an thiante hnen atanga an thiam a ni ber a. An tan chuan he tawng hi a hlu em em a, an ngaihtuahna leh an mang lam chenin an chhawr a ni. Chuvang chuan, an pianpui tawng hi thildang zir nan an hmangin, an thiam belh chhol zel a tul a ni.

Pianpui tawng zir hi tawng dang zir nen chuan a inang lo deun hlek a. Tawng kan zir reng reng hlan hetiang kawnga thiamna hi kan chhawr thin :

- I. Tha chhawr tulna (Mechanical skills)
- II. Tha-leh-thildang chhawr tulna (Semi-Mechanical Skills)
- III. Ngaihtuahna leh hriat belh zel theihna te (Thinking and creative abilities)

Pakhatna hi dik taka lamrik thiam te, a spell dik tak-a ziak leh kut ziak mawi taka ziak thiam te hi a ni a. Heng hi thiam turin kan tha leh hun tam tawk hman a ngai thin.

Pahnihna-ah hian chuan, tha chu tel ve bawk mahse, tang tehchiam lemlo pawhin tawng a thiam theih a. Chung te chu tawngka-a inbiak te, chhwar leh ziak te, tang vak lemlo pawha kan tih theih te hi a ni a. Dik taka lamrik leh ziak te hi chu tha thawh ngai a nia; mahse thu tam zawk, nitina kan hman hi chu kan hmai atangin ngaihtuah lawk vaklo pawhin a lo ohhuak ve zung zung mai thin a ni.

Heng a chungka kan sawi takte hi chu, kan pianpui tawng kan zir emaw, tawng dang kan zir emaw, thiam a tul reng reng a. Mahse, pianpui tawng zir nan chuan heng bak hi thiam tul a la awm ta cheu va.

Chuvang chuan pianpui tawng zir turin, a chungka kan sawi tak, pathurna, ngaihtuahna te, rirru a briatna te leh mahni ngei pawh a zawn chhuah thiamna te hi

chhaw a tul ta a ni. Hei hi pianpui tawng zir nan chuan a pavimawh ber a ni a. Neupang-te chu anmahni rilru hmandan zir tur leh ngathdan te nei thei tur a kan zirtir loh ohuan pianpui tawng zirtir hi a sawt tampui lo hle ang.

Pianpui tawng zirna tur Syllabus tha tak siam tur chuan, heng kan sawi tak thiamna chi thum te hi thiamtir thei ngei tur chi-a buatsaih tur a ni a. Pakhatna (Mechanical skills) khi chu naupangin Class-V an zawh chuan an thiam tawh turah dah ila, pahniha (Semi-mechanical skills) pawh hi Class-VIII an zawh ohuan an thiam tawh tura dah a ni baw a ni.

Class tin naupangte thiam chin tur pawh syllabus-ah tarlan theih zel a hi a tha a. Hengte hi hlawm nga-ah a dah theih ang :-

- I. A awnzia hriat leh sawi thiam
- II. Chhian thiam.
- III. Ziak thiam.
- IV. Tawng dik leh diklo thlian thiam.
- V. Ngaihtuahna hman thiam.

Heng panga-te pawh hi an inkungkaih tawn vek a. A awnzia hrethiam turin tawng zirtir a ngai a, chhian thiam turin ziak pawh zirtir tel a ngai baw. Chhian thiam turin, a tawng hriat a tawh mai lova, mahni rilru chhungril lam thuk ber thleng a chhawr thiam a ngai baw a ni.

LUSHAI SYLLABUS

CLASSES V - VII

Primary class ah-te klian pianpuif tawng zir nana thil thiam tur chi hrang hrang-a lam rik dan te, a spell dik taka ziak dan te, a thluk dik taka tawng rik te, thu inremkhawn dan dik te leh thu ziak dan dik te zirtir an ni a. Tawng thiam tura thil pawimawh a awmze hriat thiam te, tawng thiam te, chhian thiam te leh ziak thiam te pawh an zir vek bawk a. Middle Class-ah pawh heng thiamna chi hrang hrang-te hi syllabus inngahna bul a ni leh tnova, amaherawhchu hengte hi thiam leh zualin zirtir an ni dawn a ni.

Middle Class-ah hian pianpuif tawng hi subject dang zir nan pawh hman a nih vek avangin, Mizo tawng an thiam leh thiam loh pawhin a hrii viau a ni.

Heng bakah hian, naupangte chu anmahni tawng kulmut, thu leh hla ah, hruailuh tan an ni ang a. Mizo tawng kal-hmang dik tak (grammar) pawh an zir uar hle tur a ni ang. Class-IX ah phei chuan Mizo tawng an zir reng reng chu Literature lam havi veka kalpuif a ni tawh ang.

A. A TUM HULPUI TE

Middle School a Mizo Tawng zir chhan-te chu :

1. Thu ngaihthiak thiam nan leh awmze hria a, chhian an thiam deuh deuh nan.
2. Tawngka leh ziaikin thil an sawi thiam deuh deuh nan.
3. A lam dan dik taka an lamrik thiam nan.
4. Naupangte'n anmahni thu-a hriana ti zau tur leh hurawl hman that nana chhian an thiam theih nan.
5. Kutziak the taka lehkha an ziak theih nan.
6. A hmanna tur dik tak ah leh awmze fial taka tawng an hman thiam theih nan.
7. Naupangte'n tawng hrim hrim pawh an thiam deuh deuh theih nan.
8. Thu ziak dan kalhmang an hriat theih nan.

9. Mahni ir-awm-a chhuak ngei a tawng mawi an dai chhuah theih nana mawi ngaiatna rilru neih tir.
10. An ngaihtuahna rilru an hman tangkai deuh deuh theih nan.
11. Hnam leh ram tan-a an tihtur te an hriat theih naa.
12. Mahni ram nunphung (Culture) an ngaihsan theih nan.
13. Naupangte phurna leh ngaihtuahna chawk tho turin.

B. THIAMNA CHI HRANG HRANG TE :

Mizo tawng awmzia hriatah te, tawng thiam-ah te leh ziak thiam-ah te, Middle class naupangte'n an thlen chin tura beisei te chu hetiang hi a ni :-

T. A awmze hriat

1. Ning lo leh chik takin thu a ngaihlia thiam tur a ni.
2. Class-ah leh inkhawmna-a thusawi leh Radio-a thusawi chi hrang hrang te chu naupangin a ngaihlakin a hrethiam thei tur a ni.
3. Thusawitu-in thu a sawi laia a tawng dan ah leh a hmel lan danah, a thusawi kalhmang a hrethiam tur a ni.
4. Thusawi a ngaihlakin thusawi tha leh tha lo te a thliar thiam tur a ni.
5. Thusawitu tawng lamrik dik leh diklo te a thliar thiam tur a ni.
6. Radio-ah te leh hmun dang ah te, a thusawitu hnuh theihloh pawhin, a tawng atangin a sawitu rilru putdan tur leh hmel landan turte a suangtuh thiam tur a ni.
7. Mi thusawi chu bengvar nan te, intihphur nan te leh ngaihnawm atan te ngaihlak a ching tur a ni.

II. Lawng thiam

(a) Lam rik dan

1. Vowel leh vowel awm zawn te, consonant awm zawn te leh a dangte pawh a rik dan dik tak in a lamri thiam tur a ni.
2. Uar lai leh thluk lai tur dik taka tiri-in thu a sawi thei tur a ni -

3. Hlimna thu te, lawmna thute, thinur leh lungngaihna thu te chu a nih ang takin a sawi chhuak thiam tur a ni.

4. Thu a sawina ah, tawng dang atanga lo lut lam dan danglam deuh chu a ching tur a ni lo.

(b) Aw chhuah dan

1. Tawng ri dik takin a tawng thei tur a ni.

2. Dang nal lamah hma a sawn zel tur a ni.

3. A tawngka ohhuak ri chu ngaihthlak a nuamin, mi hneh thei taka tawng rik a ching tan tur a ni.

(c) Thusawi chi hrang hrang te

1. Thawnthu leh thil engemaw lo thleng leh hmun hrang hrang chanchin ngaihnam takin a sawi thei tur a ni.

2. Hla thu hrang hrang te, a sawi dan tur dik tak leh a thluk dik takin a sawi thiam tur a ni.

3. Inbuatsaih lawk vaklo pawhin, minute 5 chhung vel chu, thupui mawl deuh hmangin thu a sawi thei tur a ni.

4. Thu a sawi zawh-ah, naupang dangte'n a thusawi chung-chang-a an thu zawhte chu a chhang thei tur a ni.

5. (Discussion) Class naupangte nena thu an sawi lo ah reng reng, chanvo a nei ve thin tur a ni.

6. Lem channa-a inbiakna tawngkam te chu, a tawng chhuah dan tur dik takin a sawi chhuak thei tur a ni. School leh hmun danga lem channa ah te a tel thin tur a ni.

III. Chhiar thiam

(a) A Ri leh Ri lova chhiar

1. Dik taka lam riin, nal takin a ohhiar thiam tur a ni.

2. A thu-a zir leh a ngaihthlak tu-a zirin, uar dan tawh leh thluk dan dik leh rang tawh chauhva chhiar a thiam tur a ni.

3. Chhinchhiakna (punctuation mark) ngai pawimawh chung a chhiar a thiam tur a ni.

4. A chawlhna tur dik taka chawl chungin, tawngkam te chu a chhiar chhuak thiam tur a ni.
5. Thawnthu tawi te, hla te, essay te, lemchar thu te chu a chhiar dan tur dik takin a chhiar ri thiam tur a ni.
6. Spell dik leh diklo a thliar thiamin, chhinchhiahma (punctuation mark) dahna tur dik leh diklo te pawh a thliar thiam tur a ni.
7. A ri lovin rang takin a chhiar thein a awmzia a hre thei nghal tur a ni.
8. Rilru tak leh fimkhur taka chhiar a ching tur a ni.

(b) Thu mal hrang hrang te

1. Thumal hrang hrang a tam thei ang a hmang thiam tur a ni
2. Thumal hman ngai mang loh te chu Dictionary hmangin a awmzia a zawng chhuak thei zel tur a ni.
3. Thumal chu, a zawm thu dangte atang pawhin a awmzia a ngaihruat thiam tur a ni.
4. Thumal chu a bul lam leh a ler lam zawmtu atangte-in a awmzia a hrechhuak thei tur a ni.
5. Thumal awmze hrang hrang te a thliar thiam tur a ni

(c) A awmze hriatthiam

1. Lehkhabu-in thu a sawi lan leh sawi lan a tum te a hrethiam tur a ni.
2. Lehkhabu-a a bu chung thu khaikhawmna a man thiam tur a ni.
3. Lehkhabu-a kawng dang deuh tum nei lai-te pawh a man fuh thei tur a ni.
4. Chhiar tur bung hrang hrang te inkungkal dan a hrethiam tur a ni.
5. Lehkhabu chung thu pawh ama ngaihdar a sawi thei tur a ni.
6. Thu chhiar apiang a thupui a dah thiam tur a ni.

(d) Ngaihuan thiam

1. Thumal kawngro sut dan a ngaisang thiam tur a ni.
2. Thu hausakna, thu inkawp maw, tehkhinna thu, thu awmze hrang hrang a e hman, thu uar na te, an tangkai-na a hrethiam tur a ni.
3. Tawng hi a mawzia leh thil a tihtheih zia a ngaisang thiam tur a ni

(e) Thu ziak dan hrang hrang te

1. Thu (lekhabu) hrang hrang-thawngthu tawi, essays, mahni chanchin ziakna, lemchan, zin velna thu, thil a lem-a entirna, lekhka thawn, nitin chanchin te a chhjar thin tur a ni.
2. Huaisenna, tlawngaihna, hnam hla, ram ngaih hla, hla zirtir neite, hmangaihna lam leh thil dang lam hawia hla siam te a ngaina thei tur a ni.
3. Mahni pianpui tawng ziak dan, thu leh hla-a a mawi zawng leh a ri inchawih zawng-a siam dan a thiam tur a ni.

(f) Chhjar turte

1. Hriatna tizau turin zirlai bu leh lekhabu dangte chhjar a ching tur a ni.
2. Intihharh nan lekhka chhjar a ching tur a ni.
3. Lekhabu-in tihtur a a zirtir thil tangkai te chu tih zel a ching tur a ni.

IV. Ziak thiam

(a) Kut Ziak

1. Kutziak mawi takin, chhjar muam takin, rang tawt takin a ziak thiam tur a ni.
2. Thil ziak, tar turte mawi taka ziak a zir tur a ni.

(b) Spelling

1. Thu hriatna chu spell dik takin a ziak thei vek tur a ni.
2. Thu zial zawm tur leh zawm loh tur te a hre vek tur a ni.

3. A hriat loh pawh Dictionary atangin a zawng zhuak nghal zel tur a ni.
4. Thu ziak chhinhkhiahna (punctuation mark) te a hmang thiam vek tur a ni.

(c) Tawng

1. Tawng chu dik takin a hmang thiam tur a ni.
2. Ziak nan thu hman bikte a nei pung zel tur a ni.
3. Thu awmze inang neite chu a hmang finkhur tur a ni.
4. Thu hman awm tak leh mi khawih thei tak hmang a ching tur a ni.

(d) Paragraph siam

1. Paragraph-a then dan a thiam tur a ni.
2. Paragraph pakhat ohuan tum bik a nei zel tur a ni.
3. A tul angin paragraph thupui chu siam zel sela.

(e) Ziak-a thil sawichhuahna hrang hrang te.

- (i) 1. Mimal lekhka, inlawmpuina te, lawmthu sawina te, tuarpuina te leh thildang dang ziak dan a thiam tur a ni.
2. In dawrna thil a ziak thiam tur a ni.
3. Application (thil dilna) siam leh form dahkhah a thiam tur a ni.
4. Thu neitu hrang hrang hna sawiselna lekhka ziak a thiam tur a ni.

(ii) Essays

1. A kum zawlpui awm tawh thupui hmang a essay chi hrang hrang ziak a thiam tur a ni.
2. Hmun hrang hrang atanga chanchin lakkhawm hmu-a thupui harsa vaklo essay ziak a thiam tur a ni.

(iii) Chanchin tawi (Anecdotes) etc

1. A tlangpui zamsa hmanga thawnthu ziak a thiam tur a ni.
2. Thawnthu kmabak awm ziak chhunzawm a thiam tur a ni.
3. Thil thleng, mahai hnuh tawh chanchin ziak a, ngaihdan ziak ngai a thiam tur a ni.
4. Hmun hrang hrang, in sak te, ram leh thil dang chanchin ziak a thiam tur a ni.

(iv) Thu hlawnkhawm leh hrilhfiah

1. Zirlai mahni chhlar tawhte a pawimawh lai lakkhawm dan a thiam tur a ni.
2. Thu chhlar tawhte chungchanga zawhna te, a onanna a ziak thiam tur a ni.
3. Thu leh Hla-a ngaihtuahna siam thei pawimawh laite hrilhfiah dan leh ngaihdan siam a thiam tur a ni.

C. A DANGTE

1. Thawnthu te chu, mimal inbiakna (dialogue) ang leh lemchan (drama) atana hman tura buatsaih thiam a, lemchan tur-a-siamsa chu thawnthu pangngaia dah a thiam tur a ni.
2. Mi ropuite chanchin lakkhawm hnu-ah an chanchin tawi fel taka ziak a thiam tur a ni.
3. Sava, ramsa leh thil dang dang chanchin ama tawngkamin a siam thiam tur a ni.
4. Vantlang inkhawm leh puipunna thil ataa hriattirna siam leh a inkhawm chanchin ziak te a thiam tur a ni.
5. Ni pawimawh bik chanchinte a ziak thiam tur a ni.
6. Hla awmsa chhunzawm a, hla tlar hnih khat lek siam belh a thiam tur a ni.

NOTE

1. Thil ziak reng reng in, chanchin diktak siam tum zelna thil lung pu turin intihmasawm zel a tum tur a ni.
2. Lekha ziak reng rengin, mahni thu puakchhuak a ziak leh mi tihsa entawn ma' levin tihdan thar a zawng chhuak thiam tur a ni.

D. NGAIHTUAINA HMAN THIAM

1. Thil indawt dan fel a hrethiam tur a ni.
2. Thil lo thlen chhan leh a rah te, a lu datchin dan hriat chian a tum zel tur a ni.
3. Thil thenfel thiam a zir tur a ni.
4. Thil khaikhin thiam a zir tur a ni.
5. Thil remruatna reng reng, a tan zawng leh a kalh zawnga sawi thiam a zir tur a ni.
6. Ngaihndan siam thiam a tum tur a ni.
7. Thu tlukna siam thiam a zir tur a ni.
8. Thil ruahman chhinna chungchang-ah ngaihndan sawi thiam a zir tur a ni.
9. Thutak leh thu rin tlakloh a thlar thiam tur a ni.
10. A thu tum tak leh a thu tum dang awm thei te man thiam a zir tur a ni.
11. A awmzia lang sa bakah a awmze inthup hriatthiam te pawh a zir tur a ni.

E. GRAMMAR

Primary Class-ah te chuan, grammar hi a tlangpui leh a kalhmang tluangtlan deuh taka zirtir a tawk mai a. Middle Class-ah erawh chuan, naupangte chu thil chhut thiam tawk tur a an changkan deuh tawh avangin, Grammar zir dan dik taka zirtir an ni tan tawh tur a ni. Grammar zir pawh chu, a dan leh a hrihfhahna rilru-a vawtir satlian mai a tawk lova, painpui tawng tobul leh a kalphung dik taka chhuak chhuah dan zirin, naupangte chuan thil a nsh dan tak an hre chhuak in, amhant pawhin chuhiang chuan an dunzawng te an sawi chhuak thiam thei ang.

Grammar, heng a hnuai a sawite hi, Middle Class-ah zirtir tur a ni.

1. Tawng : Mizo Tawng hi enge a nih? a awmzia a inremkhawm dan leh a hmantlak zia.

2. Phonology : Mizo tawng thluk, vowel, consonant leh hawrawb awm zawn te, a lawrileh dan leh a thluk dan.
3. Graphology & Orthography : Kut ziak dan dik, thu inzawm leh zawm lo tur te, hawrawb pui leh te te, thluk set leh dan te, tawna leh chhinchhichhina dang lang (punctuation mark) dah dante.
4. Sentence & Parts of Speech. : Tawngkam tiuantling (sentence) leh a bing hrang hrang te; thumal, parts of speech hmanna leh a tum te.
5. Noun : (This hming) A hmanna leh a chi hrang hrang, mihring, nu leh pa sawina, ten lam sawina (number), case, morphology.
6. Adjective : (Noun hrilhfiahtu) A hmanna leh a chi hrangte.
7. Verb : A hmanna te, a to bul, verb chi hrang te.
8. Adverbs : A hmanna te, a chi hrang hrang.
9. Conjunctions & Past Positions : A hmanna te, a chi hrang hrang
10. Interjections : A hmanna te.
11. Syntax : Phase structure
12. Thu inremkhawm dan : (word formation)
13. A awmzia : Thumal awmze inang leh awmze inkaln te, thumal sawi nawn te leh grammar tawngte.
14. Thu fng leh tawngkam awmze nei thuk te (Idiom & Phrases).

F. TEXTBOOKS

1. Class-V, VI leh VII tan a hrang theuhvin Zirlai Bu a awm tur a ni.
2. Thu leh hla, a inchwih tawkin a awm tur a ni a. Zirlai 30 vel a awm ang a, chuta 20 vel chu 'thu' a ni ang a, 10 vel chu 'hla' a ni ang.
3. Lehkhabu chhah zawng chu phek 200 atanga 225 vel a ni ang a. Hei hian zirlai bakah zawhna te leh thu pawmawh hrilhfiahna te a huamngal vek ang.
4. Zirlai-bu-a tawng hman reng reng hi an kum leh Class mil taw a ni tur a ni.
5. Zirlai tawp apiangah, thu harsa te chu, lehkhatai dum bikin ziak chhuah a, hrilhfiahna siam vek tur a ni.
6. Zirlai tawp apiangah zawhna chi hrang hrang, essay lam chi te, chhanna tawi te te-a chhan bhi te siam tur a ni.
7. Zirlai tawp-a zawhna ah hian, a zirlai thu bakah naupangin ama ngaihdan-a a chhan tur chi-te pawh tel thei sela.
8. Zirlai Bu chhung thu chuan hetiang lam hi a hawi tur a ni - rinawmna, inthurualna, thleibik neih lohna, inunauna, lainat na, sakhaw hrang hrang ngaihsan na, mipui sorkarna, thu awih-na, hruaitu hna, mawhphurhna, hun vawn that, mahni hna rinawm taka thawh, tuar chhelna, dawhtheihna, ngaihdamna, chubakah India ram thil tum tlangput Sakhaw zalenna, Vantlang rorelna, vantlang ngaihchanna, hnam inpumkhat na ang-te hi a tel vek tur a ni.

CLASS -- V

1. ZIAK ZIRNA BU (COPY WRITING BOOK)

2. ZIRLAI BU (TEXTBOOK)

Zirlai bu chung thu chu hetiang hi a ni tur a ni:-

- (a) Tualchhung Nun
- (b) Mizoram chanchin
- (c) Thawnthu
- (d) Ram hnim leh ramsa te
- (e) Mi ropui chanchin
- (f) Nature Study
- (g) Infiamna thii
- (h) Intihhlina
- (i) Awmdan tha leh tihdan tha te, hriseina leh eitur tha te.
- (j) Hla (thu har vaklo) chi hrang hrang
- (k) Punctuation and spelling rules -
- (l) Spelling rules :- An Zirlai Bu-a an zir tak zing ami ziak zawn tur leh zawn loh tur te chu an zirlai tawp apiangah emaw, zirlai bu tawpah emaw, hawrawb dum fiah bikin dah chhuah leh vek tur a ni.

CLASS VI

- A. ZIRLAI BU (TEXTBOOK)
 - B. ZIRLAI PUTTU BU (SUPPLEMENTARY READER)
 - C. GRAMMAR
-
- A. ZIRLAI BU
 - 1. Mizoram hmun hrang hrang a khawsak dan.
 - 2. Thingtlang khaw nun - Lo neih, thil siam etc.
 - 3. Mizo nunphung ro (Culture).
 - 4. Hriselna leh thianghlanna.
 - 5. Infianna lam.
 - 6. Hnam tana inpekna.
 - 7. Hnam inpumkhatna.
 - 8. Thu tha leh girtir neite.
 - 9. Ram chhuah leh zia velna chanchin.
 - 10. Nungcha leh ram hnim.
 - 11. Ram thenawn a chengte.
 - 12. Hla chi hrang hrang.

CLASS - VII

- A. ZIRLAI BU (TEXTBOOK)
- B. ZIRLAI PUITU BU (SUPPLEMENTARY READER)
- C. GRAMMAR

A. ZIRLAI BU

- 1. Mizoram hmun hrang hrang a khawsak dan
- 2. Thingtlang khaw nun - Thil siam, Lo neih etc.
- 3. Mizo nunphung ro (Culture).
- 4. Hriselna leh thianglimna.
- 5. Infianna lam.
- 6. Hnam tana inpekna.
- 7. Hnam impumkhatna.
- 8. Thu tha leh zirtir nei te.
- 9. Ram ohuan leh zin velna chanchin.
- 10. Nungcha leh Ram hnim.
- 11. Hla chi hrang hrang.

THE ENGLISH SYLLABUS

Introduction

Learning of any language involves the basic stages of listening, speaking, reading, writing, language analysis and critical thinking. These abilities are inter-related but the process of learning the language necessarily involves this gradation. Moreover, language learning involves the development in the learner of various linguistic skills and abilities divided into the following categories.

- (a) Mechanical Skills : involving pronunciation, correct spelling and good handwriting.
- (b) Semi-mechanical skills : involving conversation, reading and writing.
- (c) Thinking and Critical Abilities : involving all forms of composition.

These are also in developmental stages, one leading to the other.

The emphasis in learning any language must be that one should learn THE LANGUAGE and not ABOUT THE LANGUAGE. Learning about the language comes at a much later stage when the language itself is mastered to a reasonable degree. Moreover, there must not be any unhealthy gap or isolation between literature and language. Both must proceed simultaneously. Literature is a means to learn the language and is not an end in itself.

SPECIFIC OBJECTIVES OF TEACHING ENGLISH IN CLASSES V - VII

1. The Ability to Understand English when it is spoken at normal conversational speed :
 - (a) Competence Specifications .
 - i) The student understands meanings of words, phrases and sentences in context through training in English rhythm and elementary intonation patterns.
 - ii) The student understands simple statements, questions, commands, etc as specified in the detailed language syllabus.
 - iii) The student follows directions given orally.
 - iv) The student follows simple narrations and descriptions.
 - (b) Content Specifications :
Conversation, dialogues, narrations of stories, passages read aloud etc.

2. The Ability to Speak English intelligibly:

a) Competence Specifications :

- i) The student produces correct English speech sounds - vowels, consonants and diphthongs.
- ii) The student uses appropriate word stress, sentence stress and elementary intonation patterns.
- iii) The student speaks intelligibly while making statements, asking questions, giving instructions, reporting events etc.
- iv) The student uses appropriate vocabulary and structures to convey meaning while making statements, asking questions, giving instructions, etc.
- v) The student puts ideas in proper sequence.
- vi) The student invokes required response in his listeners.

b) Content Specifications :

The student exchanges conventional greetings, asks and answers questions, takes part in conversations and dialogues, narrates events, stories, reads aloud textual materials and rhymes, verse and simple songs.

These will be controlled by the prescribed range of vocabulary and structures and by the experience to which the learners has been exposed.

3. The Ability to read English and understand what he reads :

a) Competence Specifications :

- i) The student reads phrases or sense groups
- ii) The student develops correct reading habits and acquires reasonable speed in reading loudly as well as silently with comprehension.
- iii) The student grasps meaning of words and sentences from the context and understands the total underlying meaning in the context.
- iv) The student locates significant details
- v) The student follows sequences of ideas, facts etc, and makes inferences based on his experiences and ability.

b) Content Specifications :

Silent reading of text books and supplementary readers and similar other materials written within the range of the prescribed linguistic content.

4. The Ability to write English correctly :

a) Competence Specifications :

- i) The student masters the mechanics of writing the elementary punctuation marks and capital letters.
- ii) The student spells words correctly.
- iii) The student writes neatly and legibly with reasonable speed.

- iv) The student uses appropriate vocabulary and structural items as specified in the language syllabus.
- v) The student writes paragraphs in controlled context.
- vi) The student expresses himself clearly and presents ideas coherently

b) Content Specifications :

transcription, pattern practise in writing, dictation of sentences and short paragraphs, writing pieces of controlled composition, for example : description of situations, pictures, narration of events, writing question - answer chains, letters etc., participating in language games.

5. Familiarity with simple rhymes and verses

a) Competence Specifications :

- i) The student reads poems effectively i.e with proper rhythm and intonation;
- ii) The student recites poems
- iii) The student grasps the theme of the poems

b) Content Specifications :

Recitation of rhymes, verses and simple songs and poems. The thematic content of the poems should preferably be relevant to the environment of the students.

SYLLABUS AND TEXT BOOKS

The syllabus for English is based on graded structures and controlled vocabulary. All the major language or grammatical aspects are covered by these structures.

The teaching materials consist of a Text Book and a Work Book. The Text Book provides for comprehension of passages and some language items; both Prose and Poetry Pieces are included with annotations. The Work Book consists of exercises in grammar. Language, it is hoped, will become a matter of habit as a result of these exercises.

The teacher may make use of the "Teacher's Guide" which will be of great benefit in planning the methodology of English Language Teaching.

The Text Books in use from Classes V to VII consists of the English Readers prepared by the Central Institute of English and Foreign Languages, Hyderabad. The Text Books are :

- a) Let's Learn English-III, for Class V ;
Work Books for this Class.
- b) English Reader (Special Series) Book - I & II
for Classes VI & VII; Work Books for these Classes.

CONTENT SPECIFICATIONS FOR MIDDLE SCHOOL STAGE : CLASSES V-VI

CLASS - V

LANGUAGE STRUCTURES

1. of (possession) : (THESE ARE THE HANDS OF THE CLOCK)
2. It is ... (Time) : (IT IS TEN O'CLOCK. IT IS HALF PAST
TEN. IT IS A QUARTER PAST TEN)
3. at (time) : (THE CLASS BEGINS AT TEN O'CLOCK)
4. When ?.... : (WHEN DOES SCHOOL BEGIN ?)
5. ago : (I BOUGHT THIS BOOK THREE DAYS AGO)
6. far : (MY HOUSE IS NOT VERY FAR FROM THE MARKET)
7. There is/was :
8. Also : (THERE IS A PEN ON THE TABLE THERE IS ALSO A
PENCIL)
9. had (full verb) : (I HAD TEN RUPEES IN MY PURSE)
10. Past Progressive : (JOHN WAS READING AT EIGHT O'CLOCK
THIS MORNING)
11. both + noun ; both + the + noun : (BOTH ABDUL AND HAMEED
ARE PLAYING. BOTH THE BOYS ARE IN
CLASS IV)
12. one (pronoun) : (I DON'T WANT THE RED PEN. GIVE ME THE
BLACK ONE)
13. which is...? Which one is ?
14. one of, some of : (SOME OF THE BOYS ARE READING. ONE OF
THEM IS WRITING)
15. Whose...? (WHOSE IS THIS ?)
16. Indirect Object with to or for : (I GAVE A RUPEE TO
THE BEGGAR. I BOUGHT A BICYCLE FOR
MY SON)
17. another : (SHOW ME ANOTHER PEN. SHOW ME ANOTHER)
18. can (ability) : (ALL THESE BOYS CAN SPEAK ENGLISH)
(I CAN RUN FAST).
19. with (instrumental) : (WE WRITE ON THE BLACKBOARD WITH
A PIECE OF CHALK)
20. Made of : (THIS BELT IS MADE OF LEATHER)
21. want + infinitive : (I WANT TO BUY SOME ORANGES)
22. Infinitive of purpose : (I WENT TO THE POST OFFICE TO
SEND A MONEY ORDER)
23. many (HOW MANY BOYS ARE THERE IN THIS CLASS ?)
(THERE AREN'T MANY MISTAKES IN THIS EXERCISE)
24. a few : (I WANT A FEW PINS. HERE ARE A FEW)

25. only : (THERE ARE FIFTY BOYS IN THIS CLASS. THERE ARE ONLY FOUR GIRLS)
26. a lot of (with uncountable) : (THERE IS A LOT OF WATER IN THIS JUG)
27. any (with countables and uncountables) : (ARE THERE ANY GIRLS IN THIS CLASS ? IS THERE ANY WATER IN THE JUG ?)
- much : (THERE ISN'T MUCH)
28. how + adjective : (HOW OLD ARE YOU ? HOW TALL IS MOHAN ?)
29. How much...? (HOW MUCH RICE HAVE WE GOT ? HOW MUCH DID YOU PAY FOR YOUR WATCH ?)
30. Negative commands : (DON'T TAKE YOUR NOTEBOOKS AWAY)
31. Always : (GOPAL ALWAYS SITS ON THIS BENCH)
32. Near : (MY HOUSE IS NEAR THE POST OFFICE)
33. Never : sometimes : (SOMETIMES I COME TO SCHOOL AT HALF PAST NINE. I OFTEN COME AT A QUARTER TO TEN. I AM NEVER LATE)
34. mine : (THIS BOOK IS MINE)
35. yours : (THAT IS YOURS)
- his : (THAT IS HIS)

TEXTBOOKS :

- a) Let us Learn English : Book III
- b) Let us Learn English : Work Book III

CLASS - VI

LANGUAGE STRUCTURES

1. Present Perfect tense :--
just, already ; (HE HAS JUST OPENED THE BOX)
2. yet, ever : (MOHAN HASN'T YET FINISHED THE LETTER. HAVE YOU EVER TRAVELLED BY AEROPLANE ?)
3. going to (future) : (I AM GOING TO BUY A BICYCLE)
4. Everyone : (THERE IS NO ONE IN THE HOUSE. EVERYONE HAS GONE OUT)
5. feel/get + adjective : (I FEEL THIRSTY. THE TEA IS GETTING COLD)
6. could, couldn't : (FOUR YEARS AGO I COULD RUN A MILE RACE. NOW I CAN'T. THE OLD MAN COULDN'T CLIMB THE STAIRS)
- was able to : (I WAS ABLE TO ANSWER ALL THE QUESTIONS)
7. the same : (THESE TWO PENCILS ARE OF THE SAME COLOUR)
8. why - because : (WHY HAS THE CAR STOPPED ? BECAUSE THE RED LIGHT IS ON. CAN'T WALK FAST BECAUSE HE IS VERY OLD)
9. each, each other : (EACH BOY HAS A BOOK. MOHAN, HARISH AND JOHN EACH PICKED A MANGO. THE TWO CHILDREN QUARRELLED WITH EACH OTHER)

10. ask...to reported command : (THE TEACHER ASKED JOHN TO BRING THE MAP)
11. nothing, something, everything : (THERE IS NOTHING IN THIS BOOK. THIS BOOK IS NOT EMPTY. THERE IS SOMETHING IN IT. THE BOY TOOK OUT EVERYTHING FROM THE BAG)
12. someone, no one : (THERE IS NO ONE IN THE HOUSE. THERE IS SOMEONE AT THE DOOR)
13. How..? (HOW DO YOU COME TO SCHOOL?)
14. Noun + Verb + noun + Present participle : (LEEBA SAW THE BOYS PLAYING FOOTBALL)
15. past participle - called : (THERE WAS A KING CALLED AKBAR)
16. comparatives and superlatives : more, the most-er-est; (MORE IMPORTANT THAN....THE MOST IMPORTANT MAN IN THE TOWN)
17. Pronouns in self (emphatic and reflective) : (HE BOUGHT THE CHAIR HIMSELF. SHEILA DID HER HOMEWORK HERSELF. MARY FELL DOWN AND HURT HERSELF).
18. Adjective clauses (with relative pronouns), whom which, that : (THE GIRL WHO IS STANDING THERE IS MAY. THE BUS THAT GOES TO AGRA STARTS AT FIVE O'CLOCK. GIVE ME THE BOOK WHICH YOU BOUGHT YESTERDAY).
19. either...or : (GIVE ME EITHER A PEN OR A PENCIL)
20. either (adverb) : (I DON'T KNOW TAMIL. I DON'T KNOW TELUGU EITHER)
21. must, musn't : (YOU MUST COME TO SCHOOL IN TIME. YOU MUSN'T BE LATE)
22. very much + comparative : (JOHN RUNS VERY MUCH FASTER THAN GOPAL)
23. too... to : (THIS TABLE IS TOO HEAVY FOR ME TO LIFT)

TEXTBOOKS

- a) English Reader (Special Series) : Book I
- b) English Reader (Special Series) : Work Book I

CLASS - VII

LANGUAGE STRUCTURES

1. half/twice, etc + as + adjective + as.... (TEN TIMES AS CLEVER AS)
2. too + adjective + to + : (HE IS TOO OLD TO WORK)
3. such + noun : (WE HAVE NEVER HEARD OF SUCH A THING)
4. Gerund : (FLYING IS CERTAINLY VERY PLEASANT)
5. Adverbial clause (with if) : (IF YOU TURN THIS STRAW INTO GOLD, I WILL MARRY YOU)
6. Noun + infinitive : (ONE MORNING HE HAD NOTHING TO DO)

7. Adverbial clause : with before, after and till :
(THE PRINCESS KNEW NOTHING ABOUT THE
MATTER TILL SHE REACHED PERSTA)
8. Adverbial clauses (with when) : (WHEN I GROW UP,
I WILL TRAVEL ALL OVER INDIA)
9. Defining Adjectival Clause (with who) : (THE BOOK
SELLER IS A PERSON WHO SELLS BOOKS)
10. Adverbs of comparison : (A MOTOR CAR GOES FASTER
THAN A BICYCLE)
11. more, one more etc. (as pronouns) : (I WANT ONE MORE)
12. for + the + noun + to + verb : (THEY WAITED FOR THE
PRINCE TO COME)
13. This is the reason + why + clause : (THIS IS THE
REASON WHY I HATE ALL MEN)
14. That is + why and where clause : (THE STARS ARE VERY
FAR. THAT IS WHY THEY APPEAR SMALL. THAT
IS WHERE BUDDHA WAS BORN)
15. Defining Adjectival Clause (with whose) : (THERE ARE
FIVE PUPILS IN THIS CLASS WHOSE FATHERS ARE
MERCHANTS)
16. Adverbial clause (with as) : (TOO MUCH EXERCISE IS
BAD JUST AS TOO LITTLE EXERCISE IS BAD)
17. have to + verb : (YOU HAVE TO BE CAREFUL)
18. Noun Clauses (with where, why or how as object of verb):
(YOU FORGET WHERE WE ARE GOING)
19. Question tags : (YOU SEE A BAG, GREENISH PLANET,
DON'T YOU ?)
20. Reported statements (past tense) : (THE DOCTOR SAID
LAST WEEK THAT IT WAS JUST ORDINARY FEVER)
21. The use of suitable pronouns in reported speech :
(HE SAID, "MY MOTHER IS SAYING HER PRAYERS"
- HE SAID THAT HIS MOTHER WAS SAYING HER PRAYERS)
22. The Passive Voice (simple present tense) :
(THE PLACE IS CALLED KANYAKUMARI)
23. Reported questions (past tense) :
(I ASKED HIM WHERE THE KING WAS)
24. Reported negative commands : (I TOLD HIM NOT TO BE
RUDE)
25. let + object + verb (extension from Let me/us + verb)
(WE WON'T LET ANYBODY COME IN)
26. Non-defining who clause : (HE KILLED RAVANA WHO HAD
TWENTY HANDS)
27. The Passive voice (simple past tense) : (I WAS TAKEN
TO A LIMB)
28. see/hear + object + verb : (HE SAW THE COIN FALL)
29. make + object + verb : (THE SOLDIERS MADE THE PEOPLE
SALUTE THE CAP)

TEXTBOOKS

- a) English Reader (Special Series) : Book II
- b) English Reader (Special Series) : Work Book II

H I N D I

(Third Language)

CLASSES V, VI and VII

General Objectives :

1. To acquaint the pupils with the elementary knowledge of Hindi;
2. To enable the pupils to listen, write and speak simple Hindi in order to solve their daily problems;
3. To enable the pupils to understand and express their life situations in simple Hindi;
4. To make the pupils aware of the importance of learning the national language;

Specific Aims :

1. To enable the pupils to know the Devnagri alphabet (vowels and consonants) and numbers;
2. To develop in the pupils the ability to write the Devnagri script correctly;
3. To make the pupils able to read printed matter and legible handwriting in Devnagri correctly with ease and flow;
4. To make the pupils able to converse in simple Hindi in times of need;
5. To make the pupils able to know correct and incorrect spellings and use of punctuation marks;
6. To make the pupils able to construct short, simple and correct sentences in Hindi;
7. To make the pupils able to understand very simple prose and speech;
8. To help the pupils to gain understanding of the fundamental structure of Hindi language;
9. To enable the pupils to know, read and write Devnagri numerals up to 1,000 and their names in Hindi;
10. To enable the pupils to know, read and write Hindi ordinal numbers up to fiftieth order.

CLASS - V

A. Comprehension :

To comprehend at least 125 words of Hindi basic vocabulary.

B. Speaking :

- (i) To pronounce correctly the Hindi vowels, consonants, half-consonants and consonant clusters.
- (ii) To pronounce very simple words containing up to 4 letters and the number names up to 100.
- (iii) To know the spelling of about 125 words orally.
- (iv) To pronounce the number-names up to 100.
- (v) To imitate the teacher's pronunciation.

C. Reading :

- (i) To read the printed material of medium type;
- (ii) To read the lessons in the textbook loudly, individually and collectively;
- (iii) To imitate the teacher's reading.

D. Writing :

- (i) To write correctly the Devnagri vowels, consonants, half-consonants and consonant clusters;
- (ii) To write the Hindi numerals up to 100;
- (iii) To write the spelling of about 125 words correctly.

CLASS :- VI

A. Comprehension :

- (i) To comprehend at least 250 words of Hindi basic vocabulary;
- (ii) To comprehend the idea of simple sentences containing up to 4 words;
- (iii) To have some understanding of imperative and negative sentences.

B. Speaking :

- (i) To pronounce the vowels, consonants, consonant clusters and words of the simple sentences correctly with proper accent;
- (ii) To know the spelling of at least 250 words orally;
- (iii) To pronounce the sentences with flow and correct speed;
- (iv) To pronounce the imperative and negative sentences with correct intonation;
- (v) To pronounce the number-names up to 500 and also the ordinal numbers up to 20th order.
- (vi) To imitate the teacher's speech and to converse with him using very simple sentences.

C. Reading :

- (i) To read printed matter of medium type.
- (ii) To read loudly the textbook lessons individually and collectively with flow;
- (iii) To read any unseen printed text of medium type;
- (iv) To read the number-names up to 500 correctly and with ease;
- (v) To read the ordinal numbers up to 20th order;

D. Writing :

- (i) To write Devnagri vowels, vowel signs, consonants and consonant clusters in fixed ratio and proportion;
- (ii) To write the Devnagri numerals up to 500 in fixed ratio and proportion and to write their names.
- (iii) To write the spelling of the words learned.
- (iv) To write the simple sentences learned correctly.

CLASS - VII

A. Comprehension :

- (i) To comprehend at least 500 words of Hindi basic vocabulary;
- (ii) To comprehend the idea of simple sentences containing up to 7 words;
- (iii) To understand the orders, commands, questions, etc. relating to classroom situations.

B. Speaking :

- (i) To pronounce the words and sentences correctly with flow, proper intonation and in normal speed;
- (ii) To know orally the spelling of the words learned.
- (iii) To express about oneself and one's surroundings in very simple and small sentences.
- (iv) To pronounce number-names up to 1000 and also the ordinal numbers up to 50th order.
- (v) To converse with the teacher using simple Hindi sentences.

C. Reading :

- (i) To read printed matter of small type;
- (ii) To read loudly as well as silently the lessons individually;
- (iii) To read legible hand writing materials;
- (iv) To read any unseen printed text loudly as well as silently;
- (v) To read the number-names up to 1000 with ease and also the ordinal numbers up to 50th order.

D. Writing :

- (i) To write the Devnagri numerals up to 1000 and their names correctly;
 - (ii) To gain the skill of writing, the punctuation marks and inserting them correctly while writing sentences.
 - (iii) To write the spelling of the words learned.
 - (iv) To write correctly the simple sentences learned.
 - (v) To write up to 15 short simple sentences about oneself and one's surrounding.
-

MATHEMATICS

I. General Objectives :

Teaching of Mathematics at the Middle School stage is aimed at

- (a) introducing the pupils to fundamental mathematical concepts, terms, principles and processes;
- (b) providing the pupils with necessary background for the study of mathematics at higher stages of schooling;
- (c) helping the pupils to apply the mathematical knowledge acquired in solving their day-to-day problems relating to mathematics;
- (d) developing in the pupils habits of self reliance, hand-work, precision, accuracy, clear thinking, concentration and reasoning; and
- (e) creating in the pupils taste for and interest in mathematics.

II. Specific Objectives :

Teaching of Mathematics at the Middle School stage helps the pupils

- (a) to know and understand the number system and the associated properties;
- (b) to gain acquaintance with the formal Algebraic concepts;
- (c) to gain computational skill in handling the four fundamental operations of addition, subtraction, multiplication and division as applied to number system and Algebra;
- (d) to understand, manipulate and use symbolic mathematical representations such as graphs, formulae, equations, inequations, tables, etc.
- (e) to acquire knowledge and understanding of the basic concepts of Geometry and Mensuration;
- (f) to acquire knowledge and understanding of elementary statistics; and
- (g) to know, understand and use with ease commercial mathematics involving ratio, proportion, percentage and variation.

CLASS - V

UNIT 1 Numeration System

Roman System of Numeration

UNIT 2 Properties of Numbers

- (a) Properties of whole number
- (b) Finding HCF of 3 or more numbers
- (c) Problems on HCF and LCM
- (d) Relation between HCF and LCM
- (e) Prime Number

UNIT 3 Fractional Numbers

- (a) Multiplication and division in decimals
- (b) Multiplication of decimals by a whole number
- (c) Multiplication of decimal fraction by 10, 100, 1000 and 20, 200, 300, etc.
- (d) Multiplication of a decimal fraction by a decimal fraction.
- (e) Multiplication of a decimal fraction by a number greater than 10.
- (f) Division of a decimal fraction by a whole number
- (g) Division of a decimal fraction by 10, 100, 1000
- (h) Division of a decimal fraction by a decimal fraction.
- (i) Using multiplication by decimals in the metric system.

UNIT 4 Operations

- (a) Kind and shapes of brackets
- (b) Using brackets for grouping
- (c) Order of operations and brackets

UNIT 5 Algebra

- (a) Introduction to Algebra
- (b) Equation
- (c) Equations involving multiplication and division
- (d) Inequations

UNIT 6 Applications

- (a) Ratio and proportion
- (b) Different names for the same ratio-proportion
- (c) If two ratios are equal, they form a proportion
- (d) Application of ratio
- (e) Direct variation
- (f) Percentage and their uses
- (g) Conversion from percentage to fraction and vice versa
- (h) Problems involving percentages
- (i) Application of percentage
- (j) To find profit or loss percent
- (k) Simple interest
- (l) Calculation of simple interest
- (m) Interest and time
- (n) Interest and rate
- (o) Problems on simple interest
- (p) Average
- (q) Calculation of averages

UNIT 7 Geometry

- (a) Angles : bisector of an angle, types of angle and construction
- (b) Perpendicular lines and their construction
- (c) Bisector of a line segment
- (d) Parallel lines and their construction
- (e) Quadrilaterals and their types
- (f) Circle : construction and their parts; diameter, chords, radius, etc.
- (g) Polygons : angle sum of polygons

UNIT 8 Mensuration

- (a) Measurement and mensuration
- (b) Measurement of area
- (c) Rectangular solids-cuboids and cubes

Graphs

Bar Graph - its construction and use.

CLASS - VI

- Unit 1 Natural Numbers and whole numbers
- Unit 2 Operation on whole numbers and their properties
 - (a) Addition (b) Subtraction (c) Multiplication and Division (d) Miscellaneous problems.
- Unit 3 Integers
 - (a) Definition and Illustrations
 - (b) Ordering of Integers
- Unit 4 Operations on Integers
 - (a) Addition (b) Subtraction (c) Multiplication (d) Division
- Unit 5 Exponential Notation, Values, Squares and Square Roots
 - (a) Exponential notation
 - (b) Values of exponential integers
 - (c) Perfect squares and cubes
 - (d) Cube roots
- Unit 6 Properties of Numbers
 - (a) Prime and Composite Numbers
 - (b) Prime factorisation
 - (c) Tests of divisibility by 2,3,4,5,6,8,9,10,11 & 12
- Unit 7 Algebraic Expression with Integral Co-efficients
 - (a) Types of algebraic expression
 - (b) Addition and subtraction of algebraic expression
 - (c) Simplification of brackets
 - (d) Multiplication of algebraic expression.
- Unit 8 Simple Equations and Inequations
 - (a) Method of solving an equation
 - (b) Inequation
 - (c) Miscellaneous exercises on equation and inequation
- Unit 9 Commercial Mathematics
 - (a) Ratio
 - (b) Proportion
 - (c) Percentage
 - (d) Direct Variation
 - (e) Inverse Variation
 - (f) Profit and Loss
 - (g) Simple Interest

Unit 10 Incidence Properties in a Plane

- (a) Planes, Lines, Points.
- (b) Incidence properties in a plane

Unit 11 Measurement of Line Segments

- (a) Line segment-introduction
- (b) Comparison of line segments
- (c) Use of divider
- (d) Measurement of line segment.
- (e) Decimal relation in Metric System of lengths
- (f) To construct a line segment of a given length.
- (g) To cut from a given line a segment
- (h) To construct a segment equal in length to the sum of lengths of two given segments.
- (i) To construct a segment equal in length to the difference of two given segments.

Unit 12 Angles

- (a) Introduction to angles
- (b) Ray and Angle
- (c) Magnitude of an angle
- (d) Comparison of angles
- (e) Uses of compass
- (f) Degree measure for angles
- (g) Kinds of angles
- (h) Bisector of an angle
- (i) Pair of angles; adjacent, linear pair complementary and supplementary angles.
- (j) Perpendicular lines.
- (k) Distance between points and lines
- (l) Perpendicular bisector of a segment
- (m) Measuring an angle with protractor
- (n) Construction of an angle using protractor
- (o) Use of set squares.
- (p) Exterior and Interior angles

Unit 13 Parallel Lines

- (a) Definition
- (b) Distance between parallel lines
- (c) Transversal
- (d) Alternate, exterior, interior, co-interior angles
- (e) Constructing a line parallel to a given line
- (f) To draw a perpendicular to a given line from a point outside it.

Unit 14 Triangles

- (a) Naming a triangle
- (b) Side of a triangle
- (c) Angle of a triangle
- (d) Perimeter
- (e) Base
- (f) Vertical angle
- (g) Exterior and Interior angles
- (h) Sum of the angles of a triangle
- (i) Classification of triangles
- (j) Sum of the sides of a triangle

Unit 15 Circle

- (a) Definition
- (b) Radius, chord, diameter, arc, radial segment, circumference, semi circle, concentric circle, centre, etc.

Unit 16 Construction

- (a) To construct an angle equal to a given angle
- (b) To divide a circular region into six equal sectors
- (c) To construct an angle of 60°
- (d) To construct an angle of 90°
- (e) To draw a line parallel to a given line from a given point outside it.

Unit 17 Polyhedra

- (a) Congruence of plane figures
- (b) Regular polygon
- (c) Horizontal and vertical lines
- (d) Cuboids and Cube
- (e) Right Prism
- (f) Pyramid and Polyhedra

Unit 18 Linear symmetry

- (a) Symmetric figures
- (b) Symmetry in a line
- (c) Some symmetric figures
- (d) Construction of symmetric figures.

CLASS - VII

Unit 1 Revision of work done in Class VI

Unit 2 Rational Numbers

- (a) Negative and positive rational numbers
- (b) Representation of rational numbers on the number line
- (c) Equivalent rational numbers
- (d) Addition of rational numbers
- (e) Subtraction of rational numbers
- (f) Multiplication of rational numbers
- (g) Division of rational numbers
- (h) Comparison of rational numbers
- (i) Addition property of order relation
- (j) Multiplication Property of order relation
- (k) Representation of rational numbers as decimals and converse.

Unit 3 Squares and Square Roots

- (a) Square root of a rational number
- (b) To find the square root of a number

Unit 4 First Degree equations and Inequations

- (a) An open statement
- (b) Translating statement into symbolic language
- (c) Solving equations
- (d) Verbal problems

Unit 5 Algebraic Expression and Polynomial

- (a) Addition
- (b) Addition of algebraic fractions
- (c) Subtraction of polynomial expression
- (d) Multiplication and division of algebraic expressions and fractions.
- (e) Polynomials, monomial, binomials and trinomial.

Unit 6 Exponents

- (a) Laws of exponents
- (b) Radicals and roots

Unit 7 Simple Products - Identities and Factors

- (a) Multiplication of a polynomial by monomial
- (b) Product of two binomials with like terms
- (c) Squaring a binomial (1st Formula)

Unit 8 Factorisation of Polynomials

Factorising quadratic trinomials

Unit 9 Formulas and their use.

- (a) Circle (b) Rectangle (c) Square (d) Triangle
- (e) Parallelogram (f) Trapezium (g) Regular Polygon

Volume of

- (a) Cube (b) Cuboid (c) Cone (d) Sphere (e) Cylinder

Unit 10 Simple Statistics

- (a) Raw data
- (b) Grouped data
- (c) Frequency table
- (d) Statistical graph
- (e) Cumulative frequency
- (f) Arithmetic mean

Geometry

Unit 11 Linear symmetry

- (a) To bisect a given line segment.
- (b) To draw a perpendicular to a given line from a given point outside it.
- (c) To bisect a given angle

Unit 12 Triangles.

- (a) Definition
- (b) Sum of the angles of a triangle by folding paper
- (c) Sum of the exterior angles of a triangle by measurement.
- (d) Median of a triangle
- (e) Altitude of a triangle
- (f) Angle bisector of a triangle
- (g) Perpendicular bisector of a triangle
- (h) Inequalities for one triangle

Unit 13 Congruence and Construction of Triangle

- (a) Congruency definition
- (b) Included angle and included side
- (c) Ways of copying a triangle
- (d) SAS congruence property
- (e) Congruency of right triangles

Unit 14 Quadrilaterals

- (a) Polygon
- (b) Types of polygon
- (c) Definitions and terms
- (d) Interior and exterior of a polygon
- (e) Quadrilaterals : definition
- (f) Sum of exterior and interior angles
- (g) Kinds of quadrilaterals
- (h) Properties of a parallelogram
- (i) Properties of rhombus
- (j) Properties of rectangle

Unit 15 Construction

- (a) Construction of quadrilateral
- (b) Construction of parallelogram
- (c) Construction of squares
- (d) Construction of rectangle
- (e) Construction of rhombus

Unit 16 Area

- (a) Concept of area
- (b) Standard unit of area
- (c) Measure of an area
- (d) Metric system of unit of length
- (e) Area of a rectangle
- (f) Area of square
- (g) Area of rhombus
- (h) Area of triangle
- (i) Area of a trapezium

S C I E N C E

CLASSES V - VII

OBJECTIVES :

1.0 The pupil knows the advances in Science.

Specifications : The pupil

- 1.1. knows the basic facts and principles of modern science;
 - 1.2. knows the significant discoveries and inventions in science and technology;
 - 1.3. develops scientific attitude - open-mindedness, commitment to free enquiry, demand for more and more evidence before arriving at conclusions, readiness to revise opinions and hypotheses with new evidence coming to light; and
 - 1.4. enjoys the thrills of understanding nature and natural phenomena, and appreciate the unity of life and life processes, orderliness and harmony in nature;
- 2.0 The pupil is able to weigh out the importance of science

Specifications : The pupil is able to realise that

- 2.1. science has influenced almost all aspects of human life and the influence is growing;
- 2.2. no community, state or nation can prosper without scientific and technological development;
- 2.3. knowledge of science does not recognise geographical boundaries but is the property of every individual and every nation;
- 2.4. a technological society demands of everyone higher standards of work and deeper understanding; and
- 2.5. technological advances may often time bring an imbalance in the individual and in the society and this must be consciously corrected.

3.0 The pupil develops requisite competence to live with science.

Specifications : The pupil

- 3.1. acquires competence to read and appreciate simple scientific and technological literature;
- 3.2. learns to approach problems of life scientifically with an open mind and tackle them with the orderly methods of science that he has developed;
- 3.3. understands the working of simple mechanical appliances and handles them with skill and intelligence to make his living more efficient;
- 3.4. gains confidence to perform complex mechanical operations when necessary;
- 3.5. expresses himself through projects, science clubs, fairs and other scientific activities.

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CLASS - V

UNIT 1 OUR UNIVERSE

Moon; tides; eclipses.

UNIT 2 AIR, WATER AND WEATHER

Air is used to inflate things; air pressure can move liquids; air contains gases; water is a good solvent; water contains insoluble substances and germs.

UNIT 3 ROCKS, SOILS AND MINERALS

Three types of rocks; rocks contain minerals; usefulness of rocks and minerals; coal and petroleum.

UNIT 4 ENERGY AND WORK

Simple machines closely resemble the inclined plane or the lever; object in a fluid is acted upon by a force.

UNIT 5 MATTER AND MATERIALS

All matters are made up of molecules; dissolved solids are generally separated from solution as crystals; fertilizers.

UNIT 6 HOUSING AND CLOTHING

House to protect us from natural forces and wild animals; types of building influenced by climates and economy.

UNIT 7 PLANT LIFE

Reproduction by seeds; germination of seeds; dispersal of seeds; different crops require different conditions for growth; protection of crops.

UNIT 8 ANIMAL LIFE

Different limbs of animals; different ways of breathing; special structure to help procure food, migration of animals.

UNIT 9 HUMAN BODY, HEALTH AND HYGIENE

Nervous system; functions of nervous system; care and protection of sense organs; functions of bones in the body muscles; communicable diseases; prevention of communicable diseases; different kinds of food.

CLASS - VI

PHYSICS

- UNIT 1 Physics : physics; our physicists.
- UNIT 2 Measurements : length; diameter; surface area; volume; vessels and capacity of a bottle; volume of an irregular body.
- UNIT 3 Force, Weight and Pressure : force and its measurement; weight; graphical representation of forces; combination of forces; thrust and pressure.
- UNIT 4 Structure of Substances : molecules; molecular force; gaps between molecules; motion of molecules; thermal expansion of substances; expansion of gases and liquids; liquids in glass thermometres; molecular motion and temperature.
- UNIT 5 Properties of Solids, Liquids and Gases : elasticity and plasticity; fluidity of liquids; interconnected vessels; pressure of gases, air pump, pressure gauge; compressed air.
- UNIT 6 Pressure : pressure in fluids; Pascal's law; hydraulic machines; pressure of liquids on the container; pressure on bodies in a liquid; atmospheric pressure and altitudes, buoyant force; Archimedes Principle; floatation; why ships float in water.

B I O L O G Y

- UNIT 1 Plants and their importance in nature; typical flowering plants.
- UNIT 2 Seeds and germination; use of microscope; cellular structure of plants; division of cells.
- UNIT 3 Germination of seed; composition of seed; conditions for germination; respiration in seeds.
- UNIT 4 Roots and its absorption of water and mineral salts; different kinds of root; different parts of root; internal structure of root; fertilizers; crop rotation; uses of roots for man.
- UNIT 5 The stem and its conduction of food; growth of stem; different types of stem; role of sunshine for plant growth; internal structure of stem; conduction of mineral salt from roots; storage of food by stem.
- UNIT 6 Leaves and manufacture of food; shape of leaves; simple and compound leaves; veins of leaves; arrangement of leaves; internal structure of leaves; manufacture of food by leaves; transpiration and its control by leaves.
- UNIT 7 Flower and reproduction; structure of flower; pollination; agents of pollination; natural and artificial pollination; fertilization; fruits and dispersal of seeds; dry and juicy fruits; vegetative propagation.
- UNIT 8 Plant as a living organism; role of roots; stems and their functions; leaves and their functions; respiration and movement.
- UNIT 9 Diversities of plants; bacteria; moulds; fungi; rust; gymnosperms; angiosperms.

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CLASS - VII

PHYSICS

- UNIT 1 Time and motion : uniform and variable motion; speed; velocity, uniform and variable velocity; acceleration.
- UNIT 2 Inertia ; mass; weight; difference between mass and weight; measurement of mass; density; density of air.
- UNIT 3 Forces; unit of force, action and reaction; friction; application of friction.
- UNIT 4 Work and energy : unit of work; potential and kinetic energy; transformation of energy; machines; levers; pulleys; efficiency of a machine.

CHEMISTRY

- UNIT 1 Chemistry and its importance.
- UNIT 2 Some common laboratory apparatuses and equipments; test tube; spirit lamp; Bunsen burner; funnel; measuring cylinder; beaker; flask; tripod stand; etc.
- UNIT 3 States of matter : solids, liquids and gases; sublimation; molecular nature of substances; intermolecular space; molecules; molecular attraction.
- UNIT 4 Properties of substances : colour; shape; odour; taste; brittleness; hardness; malleability; ductility; elasticity; transparency; deliquescence; efflorescence; specific gravity; melting and boiling points.
- UNIT 5 Pure substances and mixtures : pure substances; mixtures; purification of substances; sedimentation; decantation; filtration; evaporation.
- UNIT 6 Physical and chemical changes : distinction between chemical change and physical change; chemical reactions.

- UNIT 7 Structure and composition of substances; decomposition reaction; action of electric current on water; action of heat on copper carbonate and mercuric oxide.
- UNIT 8 Atom and atomic weight : elements and compounds; reaction of combination; chemical compounds; atoms; molecular study.
- UNIT 9 Symbols of chemical elements; atomicity; chemical formulae; weight; conservation of mass.

B I O L O G Y

- UNIT 1 Introduction to plant kingdom : importance of plants; classification of plants; different types of plant; different parts of plant; study of typical plants.
- UNIT 2 Characteristic of life : living and non-living; plants and animals ; their differences.
- UNIT 3 Introduction to animal life : classification of animal kingdom.
- UNIT 4 Mammals : skeleton; muscles; body cavity; respiratory system; circulatory organs; excretory organs, nervous system and general survey of mammals.
- UNIT 5 Introduction to Human Physiology : anatomy, physiology and hygiene, cells, tissues, organs and systems.
- UNIT 6 Organs of movement : structure of bones; kinds of bone; joints; muscles.

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SOCIAL SCIENCE

(HISTORY & CIVICS)

The middle stage of the school is the bridge between the primary and secondary stages. The interests, skills and understandings developed in the primary stage are here reinforced and extended. Pupils are now given increased opportunities to apply basic skills to a variety of social problems. The programme in Social Studies at this stage should, therefore, be conceived of as the intermediate point in a continuous series of experience.

The intellectual and social growth of the pupil continues at a relatively rapid rate. Differences in abilities are more pronounced than previously. This fact must be considered in planning the programme and in suggesting materials and method to be used. Increased maturity makes it possible for the child to perceive necessary relationships in the development of major understandings. This increased maturity also makes possible an improved time sense and the pupil's sense of chronological progression of sequence is considerably developed. The child begins to acquire an awareness that each period of time has a distinguishing characteristics that his ancestors lived differently from how he does. He is also more interested and concerned about ideals, truth and religious matter also.

IMPLICATIONS

The content should be so organized as to provide an appreciation of History and Geography, and necessary exploratory experience for more specialised secondary studies. The pupils should, therefore, be introduced to the methods of study used in the major social science disciplines.

a) In History they will collect data from the vast record of human experiences covering a definite period of time. This collection of data should involve checking such source of information as old records, historical buildings, first hand accounts of experiences

from old maps and a variety of accounts of the same historical event. The primary purpose of this activity is to illustrate changes in society from period to period and to identify the factors influencing these changes.

b) In Civics the pupils will try to utilize the methods of historians and geographers as aids to understand the duties and rights of citizenship in the country and also the work of the governmental machinery.

OBJECTIVES :

HISTORY

Understandings

- (a) Man has found it necessary to establish a number of organization groups through which his material, moral and spiritual needs are made.
- (b) Diverse cultural streams have come together in India, each influencing the other and thus forming a composite culture.
- (c) Our present culture has its foundation in ways of life developed many centuries ago.
- (d) India has influenced and had been influenced by world developments.
- (e) Advance in science and technology in modern times have made it easier for contemporary cultures to influence one another.

Attitudes

- (a) Appreciation of the composite culture of India.
- (b) Appreciation of the contribution to Indian heritage made by outstanding personalities.

Skills

- (a) Use of written accounts of history
- (b) Preparation of time charts and other pictorial representation of historical events.

CIVICS

Understanding

- (a) Man has developed a number of organizations in order to provide for his Civic needs.
- (b) The effectiveness of these organizations is directly related to the degree to which each member assumes personal responsibility for their operation.
- (c) The institutions, organizations and procedures of a democratic form of government attach a high value to the worth, dignity and uniqueness of the individual.
- (d) Progress in any one aspect of society, political, economic or social directly influences progress in other aspects.
- (e) The Constitution of India reflects the basic values of our way of life and also outlines the rights and responsibilities of citizenship.

Attitudes

- (a) Respect for the individual - his views, beliefs etc.
- (b) Willingness to abide by the decisions of the majority and a respect for the views of the minority.
- (c) Desire to work with others in a common effort to improve our way of life in a manner consistent with the provisions of our Constitution.
- (d) Appreciation of and respect for, the symbols of our national unity - the constitution, the Flag, the National Anthem, the Emblem and the national holiday.

Skills

- (a) Use of Parliamentary Procedures.
- (b) discussion skills
- (c) proper use of the franchise

G E O G R A P H Y

The Course in Geography at this stage should help widen the perspective of the student through the study of life in different parts of the world. It may also highlight elementary principles of physical and economic geography, so necessary to understand the differences in the physical environment and economic development of different parts of the world. In the final analysis this should help to understand the problems of economic development of our own country.

O B J E C T I V E S

1. to promote an understanding of the different elements of physical environment which affect man's ways of living;
2. to help the student realise that man everywhere tries to make the best possible use of his environment including gifts provided by nature to satisfy his needs;
3. to help the student appreciate the role of man, armed with science and technology, in developing the natural resources for raising the standard of living of the people.
4. to help the student understand the variety of ways of living in different parts of the world leading ultimately to the promotion of international understanding;
5. to develop an appreciation of the value of co-operative effort at the local, national and world levels;
6. to help the pupil learn from the experience of other peoples and understand their relevance to India to find out how we in India can develop our resources;
7. to acquaint the student with the political map of the world, location of different countries and major resources of products entering into international trade;
8. to develop an ability to use the tools of Geography; maps, globes, atlases, charts and photographs; and
9. to acquaint the student with elementary methods of study used by the geographers.

CLASS - V
SOCIAL SCIENCE
(Environmental Studies)

- I. India
- (a) Physical Features
 - (1) The Northern Mountains
 - (2) The Northern Plains
 - (3) The Deccan Plateaus
 - (4) The Coastal Plains
 - (b) Natural Resources
 - (a) Forest Products
 - (b) Farmlands, crops
 - (c) The Climate
- II. Our Shrinking World
- (a) Means of Transport
 - (b) Means of Communication
 - (c) Artificial Satellites
 - (d) Impact of Modern means for Transport and Communications.
- III. Kan ram ro inrel dan
- (1) Kan ram kalphung
 - (2) State Sorkar
 - (3) Sorkar laiput
 - (4) Fundamental Rights
 - (5) Directive Principles
 - (6) Ram leh hnam tana kan tihtur te
- IV. Khawvel Sorkar Inzawmkhawn (United Nations)
- (1) United Nations leh a tangkaina te
 - (2) U.N.O. peng hrang hrang te
 - (3) India leh United Nations.
- V. Kan Bul leh Bul
- (1) Mizo inawp dan tlangput (Independence Hma)
 - (2) Mizo mi hmingthang te

SOCIAL SCIENCE - I

H I S T O R Y

CLASS - VI

1. Man begins a settled Life : Man as a Farmer; His-tamed Animals, Tools and Weapons, village Life (Social economic and Religious Life).
2. The Indus Valley Civilization : Appearance of Cities, social, economic and Religious Life.
3. The Mesopotamian Civilization : Economic, Religions and Social Life ; Code of Laws.
4. The Egyption and the Chinese Civilization : Social, Economic, political and Religious Life.
5. Life in the Vedic Age : Village, Family, Caste System, Social and Religious Life.
6. Life in the Later Vedic Age : Kings and Kingdoms, Social, Political and Religious Life.
7. Jainism and Buddhism : Teachings and Differences of Jainism and Buddhism.
8. Rise of the Mauryan Empire : Area of Kingdom, Conquest, Magasthenes Accounts.
9. Ashoka the Great : Buddhism and the Efforts to spread Buddhism, Arts and Administration.
10. India after the Mauryan : the Satavahanas, The Cholas, The Pandyas and the Cheras. Short History of the Economic, Political and Social Life of the Poeples.
11. Indo-Greeks, Shakas & Kushans. Buddhism, Arts, Literature and Science, Trade and Commerce.
12. The Age of the Guptas : Chandra Gupta I & II Adminis-tration; Fahiris Account of the Economic, Religious Conditions, Spread of Sanskrit, Science and Arts and Architecture.
13. Harshavardhana : Hiun Tsang's Accounts on Harsha's Administration, Religion and Nalanda University.
14. India's contact with Foreign lands : Rise and spread of Islam.

C I V I C S

CLASS - VI

1. Preparing for Civic Life : Need for co-operation and mutual help
2. Preservation of Public Property : School Property
Means of transport and Communication, Zoos, Parks, Museums, Ancient Monuments.
3. The changing Face of Our Village : Main Problems, Community Development Projects and Functions, our Achievements
4. Co-Operative Movement in Our Country : meaning, need, objectives, Formation and types of co-operative Societies.
5. Need for Self Governing Local Bodies : Advantages.
6. Local Self Government : Public Health, Education, Public Security, Welfare Activities.
7. Ancient and Modern Institutions of Local Self Government in Rural Areas : types, Functions and Resources.
8. Local Self Governing Institutions in Urban Areas : Municipal Corporation, Municipal Boards, Functions.
9. District Administration : meaning, main Functions : Agencies.
10. Civic Institutions and Our Duty : Civics sense, Proper use of vote; duties of citizens.

G E O G R A P H Y

CLASS - VI

UNIT I The Earth as a Globe.

1. The earth and the solar system
2. The rotation and revolution of the earth
3. Locating places on the earth by Latitude and Longitude.
4. Three realms of the earth
5. A globe and a world map - Merits and demerits of each.

UNIT II Africa - Land and Peoples

1. Land, Climate, Vegetation and Wild Life.
2. Gifts of nature and the people
3. The equatorial lands - the lowlands and the high lands (Saire and Tanzania)
4. The Savana lands - (Ghana and Nigeria)
5. The Sahara lands - (The Arab Republic of Egypt, The Nile Valley)
6. The Veld and the Mediterranean lands. (South Africa).

UNIT III Asia - Lands and Peoples

1. Lands, Climate, Vegetation and Wild Life.
2. Gifts of nature
3. The peoples
4. Our neighbours - Pakistan, Nepal, Burma, Bangladesh, Bhutan, Sri Lanka.
5. Iraq and Iran
6. Malaysia and Indonesia
7. China and Japan.

UNIT IV Practical Work

1. Idea of distance and direction on a map
2. Idea of a plan, sketch and a map
3. Recognition of simple conventional symbols.

H I S T O R Y

CLASS - VII

1. Kingdom of the North : The origin of the Rajputs, Economic, Social and Political Life ; Religion, Architecture and Paintings.
2. Kingdoms of the South : The Rasthrakutas, The Cholas, Their Social, Economic and Political Life.
3. Early Muslim Invasions of India : Muhammad Ghorī; Causes of the Muslim Success.
4. The Delhi Sultanate; The Slaves and the Khiljis : Administrations.
5. The Delhi Sultanate : The Tughlaks and the Lhohis, Muhammad Bin Tughlak's Experiments and Administration. Invasion of Tamarlan.
6. The Administration of the Sultanate and the Life of the People. Administration, Society, Economic conditions, Language and Literature, Architecture, Painting and Religion.
7. Kingdoms in the Deccan : Bahmani Kingdom, Vijaynagar Kingdom, Their Economic and Social Life : Art and Architecture.
8. The Bhakti Movement : Preachers and their works.
9. Babar, Humayan, Sher Shah : Their Revenue and Political Administration : Communication, coming of the Europeans.
10. Akbar the Great : Conquests and His Administration : Religious Policy, Arts and Architecture.
11. Moghul Power at its Height : Jehangir, Shah Jehan and Aurangzeb : Their Wars, Arts, Architecture and Paintings, Aurangzeb's Policies.
12. Administration and Society under the Moghuls : Society Administration, Religious Conditions, Architecture, Paintings, Music, Literature.
13. Last Days of the Moghul Empire : Last Emperor and His Administration; Foreign Invasion; The Rise of the Europeans, Causes of the Downfall of the Empire.

C I V I C S

CLASS - VII

1. Our Constitution : meaning, Framing of the Constitution.
2. Salient Features of our Constitution.
3. States and Union Territories : Relations, Formation of new States.
4. Our Fundamental Rights and Duties.
5. The Directive Principles : Importance.
6. Our National Symbols : Our National Flag, National Anthem, National Emblem, Significance.
7. The Indian Parliament and the State Legislature Election, Functions.
8. Making of Laws : Necessity; Readings, Ordinance.
9. The President and the Vice President : Qualifications, Election, Procedures. Powers and Functions.
10. Our Prime Minister and the Council of Ministers Functions of the Council of Minister, Position of the Prime Minister.
11. Government at the State Level : Governor, appointment, Powers and Functions; The Chief Minister and the Council of Ministers.
12. Our Law Courts : Criminal and Civil Cases, The Supreme Court of India, Power and Functions, High Courts and District Courts.

G E O G R A P H Y

CLASS - VII

UNIT I Atmosphere and Hydrosphere

1. The composition and layers of atmosphere
2. The air and its changing temperature
3. Pressure and winds - -
4. Humidity and precipitation -
5. Ocean waters and their circulation

UNIT II Australia - Land and People

1. Land, Climate, Vegetation and Wild Life
2. Gifts of nature and the people

UNIT III South America - Land and Peoples

1. Land, Climate, Vegetation and Wild Life
2. Gifts of nature and the people
3. Equatorial hot-wet forest lands and grasslands of the temperate region (Brazil & Argentina)

UNIT IV North America - Land and Peoples

1. Land, Climate, Vegetation and Wild Life
2. Gifts of nature and the people
3. Canada and the United States.

UNIT V The Soviet Union - Land and Peoples

1. Land, Climate, Vegetation
2. Gifts of nature and the people

UNIT VI Practical Work

1. Observation and keeping records of sunrise and sunset.
2. Identification of some stars and constellations in the night sky.
3. Observing landforms in the neighbourhood and locating them on a map

D R A W I N G

SYLLABI FOR CLASSES V- VII

Drawing is the art of making a picture. When we take a pencil in our hand and make an outline of a book, an animal or a tree on a piece of paper, we are drawing.

Drawing is the foundation of all art, We have to be able to draw before we are able to paint. A sculptor has to be able to draw before he can carve a statue. An Architect has to be able to draw before he can start to build a house.

Drawing seems to be almost an instinct. Though we do not have an equal talent for drawing, all have the urge and the satisfaction of putting down on paper something we have seen. It is also the first form of writing. In the earliest days, if a man wanted to send a message to someone, we would draw a picture of what he wanted. Thus a form of script called cuneiform was evolved by the early Egyptians and the Babylonians.

Drawing is now taught in the schools of nearly every country. It is a most important course of study in schools of art and architecture. The study of drawing trains the student in three important skills - OBSERVING, MEMORIZING AND HAND-AND-EYE CO-ORDINATION.

The Drawing of a visible object is really the recording of an impression received through the eye. The object must be looked at carefully. Then it must be remembered or memorized in the mind as the eye is moved to the paper. Next, the memorized image must be transferred to the movement of the hand.

The following are different skills and knowledge one has to acquire in drawing pictures -

1. ANATOMY : In all drawing the shape of an object has to be studied completely before it can be drawn on paper. This study is called anatomy. Anatomy is the knowledge of each of the little separate bits and pieces that make up the structure of or make-up of an object. In order to know the structure we have to know the anatomy of the little bits and pieces.

2. FREEHAND DRAWING : When we draw without the aid of a mechanical device, such as a ruler, a pair of compasses etc. it is called 'freehand drawing'. In drawing any object the first thing to do is observe and sketch the main lines. The more important details are added last. Lightness of touch and sureness of line are important qualities. Taste and imagination are both used in deciding what to show and what to omit. Only practice, trial and error, and patience will tell the artist the most effective methods for expressing the facts and aspects he is trying to depict.
3. PROPORTION : When we are drawing a picture, we have to study two other things before we start to put pencil to paper. One is called proportion. Proportion means the size of one object in relation to another. Let us prepared we are going to draw a skyscraper and a tree in the same picture. We do not draw the tree larger than the skyscraper, do we ? the skyscraper is five times larger than the tree, so we draw the tree five times smaller than our drawing of the skyscraper, that is proportion.
4. PERSPECTIVE : When viewing a scene or an object, the areas close to us seem larger than the areas farther away. This is called 'Perspective'. Perspective is what gives the drawing a three dimensional quality and makes it look real. It is the way we see angles meet that gives us a feeling of depth and distance. When we stand in the middle of a perfectly straight highway we will see how perspective works. The road is very wide where we are standing. As it goes off into the distance the sides of the road seem to come closer and closer together. Finally in the far distance the sides of the road seem to meet in a point. This gives us a feeling of distance and of depth.

In short, when we draw a scene, the object that are nearby should be drawn larger than the objects that are farther away. The more distant an object, the smaller it should be drawn in proportion to nearby objects.

5. LIGHT AND SHADE : Drawing is a matter of light and shade. When the light falls directly on an area of an object, that area is called a highlight. The darkened areas around it are called shadows. In drawing, the highlights are made lighter in colour. This sets them off from the shadows which are dark in colour. Effective pictures are made by using highlights and shadows.
6. SKETCH : A sketch also is a kind of drawing. It is a picture that is done quickly. All of the details are not filled in as they are in a regular drawing. Many painters make lots of sketches before they settled down to draw their pictures. In this way they can decide which one of several sketches is the best and will make the best finished drawing.
7. RUBBINGS : Place the paper over objects such as sand, paper, leaves, coins or alphabet blocks, cut out cardboard shapes and put them under the paper. Rub the crayon over the paper. These drawings are called 'rubbings'. The marks made by the crayon in making the rubbing show different textures of the object underneath.

COLOUR : Red, Blue and Yellow are known as Primary colours. With only red, blue and yellow, you can make any colour you want.

When you want to mix colour to make new colours, try doing it first to be sure you are making the colour you want. Mix them on a plate or on a tryout piece of paper. You can also mix colours when you colour with chalk or crayon. Just put one colour on top of another colour. Add water to Tempera or Poster paints to make a thinner colour.

With other paints, chalk or crayons, add a little white to make lighter colour. To make a dark colour add a little black.

9. CHALK PICTURES :

Dry Chalk : Put one chalk colour on top of another. Then rub the chalk with your finger to blend the colours together. You'll probably find that the colours you get are very soft and delicate looking.

Chalk with Water : You can make bold, bright pictures with chalk, too. First wet the paper. Let the extra water drip off to page. Then draw on the wet paper with the coloured chalk. Be sure to spread newspapers on your work space before you start painting with chalk in this way, for it can be messy.

How to keep Chalk pictures from Smearing : A good way to take care of the chalk pictures you want to keep is to spray them with a special fluid called 'fixative'. You can get 'fixative' at almost any art supply stores. 'Fixative' bears a film over the chalk and keeps it from smearing.

10. MATERIALS : Now-a-days, there are many different kinds of paper and cardboard that professional artists use for their drawings.

The first material that man drew pictures in was charcoal. Now there are many other drawing materials. An ordinary pencil is often used. There is a red chalk called Sanguin that makes very effective drawing (especially on gray paper) Another type of pencil is called Silver point. It is a graphite pencil that makes a very silvery-looking pictures. Pen and Ink make a very definite line that is harder to handle. Many children love to use crayons made of a wax-like material, or they use coloured chalks.

COLLAGE : A collage is a design made by an artist using
(11) all kinds of materials that have taken his fancy. It may be a picture of something we can recognize easily, or it may be a simple pattern or abstract. The objects are usually stuck with glue on to a piece of wood, cardboard or similar supporting material. Sometimes they are painted.

Early collages were made from pieces of different kinds of paper cut into shapes and stuck together to make a picture. Wall papers and Newspapers were used for this. Afterwards, the shapes were worked on with pencil, ink or paint. Later different materials were used, such as oil cloth, sand or glass.

Wire, pieces of wood or metal, newspaper, tissue-paper, twigs, matchboxes, brick-ends and slate have all been stuck to canvas or board to make exciting designs.

To make a collage we shall need -
A collection of suitable objects.
A board or similar support.
Some glue.

It is best to draw a design first in a sand tray or drawing book. Transfer your design or drawing to the background. Arrange your objects on the background following the drawing only as much as you feel you need to. Then put glue on parts of the background and stick the objects down.

Go on doing this till you have a good design.

12. PAINTING : Sometimes paintings are, light and airy to look at (many watch colours), and sometimes they are rich and dark (some oil paintings)

Paints are made from powdered colours, called pigments. They are mixed with a liquid (the binding medium) which allows the artist to work the colours freely for a time before they dry and stick to the surface, to form a hard and lasting layer.

13. WATER COLOUR PAINTING : Another kind of water colour is called poster paint or gouache. These paints are opaque, which means the paper will not show through and surely, without mistakes. Poster paints are easier to use because mistakes can be hidden by over painting.

For poster-painting, we shall need :
A set of poster paints, Largo, medium and small brushes.
A piece of paper on a board. A palette with wells in it.
Water in a container. Clothes pegs to hold the paper down.

Oil painting materials are :- (1) Palettes, (2) Linseed Oil (3) Dipper (4) Painting Knife (5) Flat brushes (6) Round brush (7) Palette Knife (8) Filbert brush (9) Sable brush (10) Oil paint. (11) Charcoal (12) Mahl stick (13) Canvas

GENERAL OBJECTIVES OF TEACHING THE ART OF DRAWING IN MIDDLE STAGE

The main objectives of teaching the art of drawing in the school at the elementary stage are the following :-

1. To give students mastery over the mechanical skills of drawing.
2. To develop their power of observation
3. To develop their power of memory
4. To develop their critical faculty
5. To enable them to draw for pleasures and efficiency.
6. To enable them to acquire the important skill of hand and eye co-ordination.
7. To enable the students to acquire sufficient skill of painting for further perfection so as to enable them to earn their living.

S Y L L A B U S

CLASSES * V, VI, & VII

The pupils of classes V, VI & VII are mature enough to learn advanced method of drawing and painting. Therefore, they should be taught the art of drawing perspective pictures, the art of painting colours, and the art of painting in natural colours. Water colour painting will occupy the main course at this stage. The following skills will be taught :-

1. Principles of Perspective drawing
2. Good cursive writing
3. Colour painting
4. Signboard painting and letter arts.
5. Perspective drawing
6. Drawing of pictures in perspective view
7. Painting of furniture and houses
8. Painting of leaves, flowers and trees
9. Painting of animals and birds
10. Painting of human figures
11. Painting of scenery.

NEED :

The existing system of education in our country is too bookish, theoretical and academic in nature. The students very often come out of schools with half baked knowledge and raw skills which cannot be made use of in their life. They also have no courage to take up jobs of self employment nature. Many of them are compelled to run after wage-employment in which they can manage to keep their collar white and clean. They do not bother about the manual work or the development of the whole community because they are mostly self centred individuals. The basic malady of our educational system is the absence of the work oriented component in it.

CONCEPT

Work Education may be described as purposive, meaningful manual work resulting in either goods or services which are useful to the community. Purposive productive works and services related to the needs of the child and the community will prove meaningful to the learner. As recommended by the Government of India, Work Education should be an integral part of education at all stages by making it compulsory for all.

Work Education may take many forms such as continued activity spread over periods, say, a few weeks or months or of a short duration for an hour or two or a few days. At the Primary stage of education Work Education will compose of a number of activities generally of short duration. The activity becomes purposeful and meaningful to the child only when he knows the purpose in advance, plans it and relates with his studies at large. The concept of productivity has two facts, viz; the creation of general utility value i.e. usefulness to the child, home, school or community and creation of exchangeable utility value i.e. saleability of the end product of the activity. Similarly services too, are of two types, i.e. those which have an exchange value and are performed with that purpose, and other being of exchange value or not but performed with the idea of serving all other than the self, the school, the neighbourhood and the community at large.

Creativity is also another ingredient of Work Education activities. Routine activities or mechanical type in which the child is not required to think, plan, understand and put in something from his own imagination become uneducational though they may be productive in the sense of the exchange value.

IMPORTANCE :

The importance of Work Education as an integral component of education is self evident. At the primary stage of education its importance is all the greater.

- It makes education more meaningful to the child because it was the knowledge and mental skills acquired by him in a natural and purposeful situations.
- It reduces the boredom of receiving passive classroom instructions.
- It is helpful in developing some personal and social qualities in the child such as self reliance dignity of labour, positive attitude towards manual work and physical labour.
- Develops in the child a sense of being useful to others.
- Helps him to develop team spirit and learn the technique of working in groups.
- Provides chances of using his imagination and creativity
- Develops in him an insight to locate individual and social problems and a will to solve these problems.
- Encourages them to participate willingly in the family profession.

GENERAL OBJECTIVES

1. To prepare pupils to practise and perform manual work individually and collectively.
2. Acquaint children with the world of work and services to the community and develop in them of respect for manual work.

3. To develop a desire to be useful member of society and contribute their best to the common good.
4. To inculcate in them attitude of team work and socially desirable values like self-reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
5. To help in understanding the principles involved in the various forms of work.
6. To lead children to participate increasingly in productive work as they go from one stage of education to another and thereby to enable them to earn while they learn.

ORGANIZATION OF LEARNING EXPERIENCES

Implementation of Work Education programme is the burning question in the field of education in India today. There are six stages of implementation viz; planning, selection, organization, execution, evaluation and reorganization. Each stage has to be implemented carefully and seriously. Though there is assumption that teacher's guide will be prepared, yet the following points are worthy to be noted.

1. The success of the programme will depend on the creation of the proper climate in and outside the school.
2. Proper climate can be created in the school by the involvement of the teachers, students and by optimum use of available resources.
3. Public support and co-operation can be sought by (i) communicating with them (ii) acquainting them (iii) by involving the parents in the programme (iv) holding exhibitions of children's work.
4. The 'teachers guide' will contain all information regarding the theory, practice and evaluation of the activities.
5. The teacher is the most important part for the successful implementation. He should know all the essentials of the Work Education.

6. The teacher will provide first hand experience to the children through visits to factory, farm or concerned areas. The children will observe the process which will create in them understanding of the world of work.
7. The students should be given necessary guidance for the exploration of materials in their surroundings.
8. Activities may be performed either individually or in groups depending on the activities and the interests of the students.
9. The approach should be to motivate the children by giving them necessary guidance.

Techniques of Teaching

In Work Education activities the process is more important than the products and the development of skill is the major goal. For the achievement ^{of} good results the following suggestive guidelines are given.

1. The development of techniques should be the primary point of attack.
2. Teacher's demonstration is the most economical method of presenting the skill aspect.
3. The class should be divided into groups working at drill level best suited to their individual abilities and purposes of the drill should always be kept before the students.
4. The teacher should be co-operative in attitudes, quick to praise the students' success and anxious to help them to overcome their failures.
5. The teacher should set attainable goals for each student according to his potentialities.
6. The teacher must be able to guide the student against wrong approaches and direct him towards the correct ones.

EVALUATION

Purposes

1. The main purpose of evaluation is to inform basis for remedial instruction and feedback in the teaching learning process.
2. Diagnosing the students weakness and providing suitable learning experiences.
3. Measuring the achievement of the students in terms of objectives.
4. Getting evidence of the students' progress in the desired direction to the predetermined objectives.

Areas to be evaluated

- (a) Knowledge aspect (b) Attitude (c) Skill

Tools and Techniques of evaluation

1. Written Examination
2. Oral Examination
3. Practical Examination
4. Observation records.

CLASS - V

First term :

Boys : Practice of slicing bamboos : making "Kawi bawm".

Girls : Theoretical knowledge of preparing threads for weaving : Weaving of about 10" long.

Second term :

Boys : Clay modelling : different shapes and sizes of fruits, animals etc.

Girls : Based on the previous knowledge preparing a pillow case or Handkerchief or Table Cloth.

Third term :

Boys : Making 'Bawrang'

Girls : Double-ribbing, -'Phiarherh'; 'Phiarpun' leh path, Knitting a Muffler.

CLASS - VI

First term :

Boys : Collection and preparation of raw materials for making of 'Arbawn'.

Girls : Demonstration of 'Puanban' : theoretical knowledge and practice of different designs.

Second term :

Boys : Identification, dismantling, assembling and serving of the parts of any three of the following :- Petromax, Lantern, Stove, Electric Heater.

Girls : Hemming, French knots, Stem Stitch, Holbein, Satin Stitch, Cross Stitch, Darning, Roumanian Stitch, Bullion knot; Embroidery work. Baby suit.

Third term :

Boys : Collection of raw materials and making of bamboo ashtray or wall vase.

Girls : 'Phiar-awng' : knitting of Baby cap.

CLASS - VII

First term :

Boys : Collection of materials : making of "Chhjhri" or "Tuikawhna".

Girls : Making of handkerchief or Towel based on the design either of "Bawhtah" or 'Saisu thian' approximate size : 3' x 1 1/2'.

Second term :

Boys : Preparation of raw materials and making of Photo frame.

Girls : Theoretical knowledge of all the parts of the sewing machine; and other tools ; Servicing : knowledge of Plain, French, Run & Fell seams. Practice of stitching of button holes.

Third Term :

- Boys : Collection of raw materials : making of "Suvel".
- Girls : Knowledge of different tools of knitting, Knitting of Baby Socks.

CLASSES - V, VI & VII

1. Cleaning of classrooms and school compound.
2. Fencing of school compound and school garden.
3. Preparation of seedbeds : Pot culture.
4. Masonry Work.

In case the Work Education programmes listed out here for various classes are found to be unpracticable or unsuitable for any school (s), alternative Work Education programme may be prepared and followed by the school (s) provided the following conditions are fulfilled :-

- (1) The alternative Plan of Activities (Individual and Group) is prepared well in advance and submitted to the Board for approval.
- (2) Written permission from the Board should invariably be obtained by the school before taking up such alternative Work Education programme.
- (3) The difficulty level of the alternative Work Education programme must be the same as the existing one.
- (4) The utility of the alternative Work Education programme evolved by the school should be the same, if not more.

M O R A L E D U C A T I O N

The need for teaching of Moral Education in schools is more acutely felt in the present day, as immorality is increasingly prevalent in the modern world. Therefore, it has been decided to include the discipline as an examination subject in all the stages of schooling from Classes I to VIII, and as a non-examination subject in Classes IX and X.

But, until such time as detailed syllabus and suitable textbooks are available, the subject should be taught in every school according to the ability and experience of the teachers concerned, aiming at moulding of the character of the pupils for the contribution of right attitudes and basic human values like compassion, honesty, truthfulness, national consciousness etc.

M U S I C

Music is actually a branch of the subject (Arts) which is being introduced as a compulsory subject, in Primary and Middle Schools.

Since Drawing is treated as a compulsory subject, a detailed syllabus is framed and presented separately. Music is another important branch of the Arts by which discrimination and aesthetic sense may be cultivated. Therefore, it is made an important subject in all the stages of the Ten-Year School curriculum. But as no detailed syllabus has been prepared, the programme should be carried on by using the old existing textbook, 'SOLFA ZIR DAI DU' by Pi Zati and Pu Muka, or any other suitable teaching materials. It is also proposed to bring in the 'Staff Notation' system of music in the Middle Schools in the near future. Group singing must occupy an integral part of the music programme.

Until detailed syllabus and suitable textbooks are prepared, the subject has to be taught as a non-examination subject.

HEALTH EDUCATION AND GAMES

The Government of India formulated the national plan of Physical education in 1956. The plan states that "physical education should aim at making the child physically, mentally and emotionally fit and developing his personal and social qualities which will help him to live happily with others, and build him into a good citizen". Therefore, in every school the physical and health education programme should form an important part of the school curriculum.

The programme may be expected to bring about the following results :

- i) A sound and healthy body.
- ii) Physical strength and fitness.
- iii) Training of the senses of the body.
- iv) Self-mastery and discipline, and courage and confidence should be cultivated.
- v) Grace, beauty and harmony should also be pursued.
- vi) Co-operation, impartiality and fair dealings with others should also be developed by team games.

No syllabus is prepared for Health Education and Games. Every School is at liberty to pursue programmes prepared by them to suit their local conditions, which should be worked out as far as practicable to bring about the desired goals envisaged by the National Plan. The subject has to be taught as a non-examination subject.

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