

Eight Weeks  
2020 - 21

Alternative Academic  
Calendar  
For Students  
Part II

SECONDARY



# **Alternative Academic Calendar for 8 Weeks**

**Secondary**  
**(Classes IX - X)**

**2020-21**



**State Council of Educational Research and Training,  
Telangana, Hyderabad.**



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# **CLASS – IX**





CLASS – IX

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>అభినందన వ్యాసం, గేయాన్ని ధారాళంగా చదువడం, అర్థం చేసుకోవడం.</li> <li>పాఠ్యాంశం ఆధారంగా పట్టికలను పూరించగలగడం, అంత్యానుస్రాస పదాలను గుర్తించగలగడం, అపరిచిత గద్యాలను చదివి ప్రశ్నలకు జవాబులు రాయగలగడం.</li> <li>వ్యక్తిత్వ లక్షణాలను, ఇచ్చిన అంశాన్ని సమర్థిస్తూ రాయగలగడం, గేయం ఆధారంగా ప్రశ్నలకు జవాబులను సొంతమాటల్లో రాయగలగడం.</li> <li>కవితను, నచ్చిన వ్యక్తి గురించి అభినందన వ్యాసం, పత్రికలకు లేఖలను మొదలగు వాటిని రాయగలగడం.</li> <li>సందర్భాల నుండి అర్థాలను గ్రహించడం, జాతీయాలతో సొంతవాక్యాలు రాయడం, పర్యాయపదాలు, ప్రకృతి-వికృతులు ఇచ్చిన పదాలను వివరించి రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>9వ తరగతి తెలుగు ప్రథమభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>ఐదవ వారం</u></p> <ul style="list-style-type: none"> <li>“ధర్మార్జునులు” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“నేనెరిగిన బూర్గుల” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“నేనెరిగిన బూర్గుల” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“నేనెరిగిన బూర్గుల” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వలసకూలీ” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వలసకూలీ” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“వలసకూలీ” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>ఉపవాచకంలోని “కుచ్చం భీం” పాఠ్యాంశ బోధన.</li> </ul>

CLASS – IX

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యాహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>• ప్రాచీన నీతి పద్యాలను, కథను, పాటను ధారాళంగా చదువడం - అర్థం చేసుకోగలగడం.</li> <li>• పద్య భావాలను, కథను, గేయ సారాంశాన్ని సొంతమాటల్లో చెప్పగలగడం, రాయగలగడం.</li> <li>• తారుమారైన గేయ పాదాలను, పద్య పాదాలను సరిచేసి రాయగలగడం.</li> <li>• అపరిచిత గేయాలను చదివి, శీర్షిక పెట్టడం, ప్రశ్నలు తయారుచేయగలగడం, అపరిచిత గేయం ఆధారంగా ప్రశ్నలకు సమాధానాలు ఇవ్వగలగడం.</li> <li>• పాఠ్యాంశాల ఆధారంగా తెలిసిన విషయాలను సొంతమాటల్లో రాయగలగడం.</li> <li>• ఆహ్వానపత్రాన్ని చిత్రం ఆధారంగా కథను ఇచ్చిన అంశం ఆధారంగా వ్యాసాలను రాయగలగడం.</li> <li>• అర్థాలు, సొంతవాక్యాలు రాయగలగడం, పదాల వరుసక్రమంలో సరైన పదాన్ని ఉంచడం, పర్యాయ పదాలు, ప్రకృతి-వికృతులను గుర్తించడం.</li> </ul>	<ul style="list-style-type: none"> <li>• ఎస్.సి.ఇ.ఆర్.టి. వెబ్సైట్</li> <li>• 9వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>• కృత్యపత్రాలు</li> </ul>	<p><u>బదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఆణిముత్యాలు” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఆణిముత్యాలు” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఉడతాభక్తి” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఉడతాభక్తి” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “ఉడతాభక్తి” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>• “జాతి గౌరవం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>• “జాతి గౌరవం” పాఠ్యాంశంలోని అభ్యాసాల సాధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>• “జాతి గౌరవం” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul>

## CLASS – IX

### Hindi – First Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● नैतिक वचनों के बारे में बातचीत करेंगे।</li> <li>● कविता और पाठ के पठित - अपठित अंश पढ़कर प्रतिक्रिया करेंगे।</li> <li>● नैतिक वचनों की सुंदरता, वृंद के काव्य की विशेषताओं के बारे में अपने शब्दों में लिखेंगे।</li> <li>● पाठों के आधार पर सूक्तियों का सृजन करेंगे।</li> <li>● देशभक्ति की भावना से प्रेरित होंगे।</li> <li>● शब्दभंडार में वृद्धि करेंगे।</li> <li>● कहानी, कविता रिपोर्टाज आदि का सृजन करेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 9 की पाठ्यपुस्तक</p> <p>‘वह आवाज़, वृंद, ललदयद, दो बैलों की कथा, कैदी और कोकिला, नाना साहब की पुत्री’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> ‘वह आवाज़’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> ‘वह आवाज़’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> ‘वृंद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> ‘ललदयद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> ‘ललदयद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> ‘दो बैलों की कथा’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> ‘कैदी और कोकिला’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> ‘नाना साहब की पुत्री’ पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – IX

### Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● विभिन्न विषयों के बारे में बातचीत करेंगे।</li> <li>● कविता पढ़कर भाव से संबंधित पंक्तियाँ लिखेंगे।</li> <li>● पर्यावरण संरक्षण के महत्व को समझेंगे।</li> <li>● कविता का भाव अपने शब्दों में लिखेंगे।</li> <li>● जीवन में खेलों का महत्व जानेंगे।</li> <li>● मुहावरे पहचानेंगे।</li> <li>● पर्याय, विलोम, पुनरुक्त शब्दों की पहचान करेंगे।</li> <li>● पत्र लेखन करेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 9 की पाठ्यपुस्तक</p> <p>‘गाने वाली चिड़िया, बदलें अपनी सोच, बेटी के नाम पत्र’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> ‘गाने वाली चिड़िया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> ‘गाने वाली चिड़िया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> ‘गाने वाली चिड़िया’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> ‘बदलें अपनी सोच’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> ‘बदलें अपनी सोच’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> ‘बदलें अपनी सोच’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> ‘बेटी के नाम पत्र’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> ‘बेटी के नाम पत्र’ पाठ के वर्कशीटों का अभ्यास करें।</p>

CLASS – IX

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ما حاصل Learning Outcomes
پانچواں ہفتہ	SCERT web ☆ site	☆ طلباء نظم کی تعریف کر سکیں گے اور اس کی اقسام کو بیان کر سکیں گے۔
☆ سبق: ”اے ابروواں“ کی تدریس	☆ جماعت نہم کی اردو کی	
چھٹواں ہفتہ	☆ درسی کتاب (زبان اول)	☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔
☆ سبق: ”اے ابروواں“ کے مشغلوں کی مشق	☆ مشغلاتی پرچے	☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
ساتواں ہفتہ		☆ ان دیکھا متن پڑھ کر سوالوں کے جواب لکھیں گے۔
☆ سبق ”اے ابروواں“ سے متعلق مشغلاتی پرچوں کی مشق		☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔
آٹھواں ہفتہ		☆ اعداد اور مرکب الفاظ کی شناخت کر سکیں گے۔
☆ سبق ”عید گاہ“ کی تدریس		
نواں ہفتہ		☆ صنعت ”کنایہ“ کی تعریف کر سکیں گے اور مثالیں دینے قابل ہوں گے۔
☆ سبق: ”عید گاہ“ کے مشغلوں کی مشق		
دسواں ہفتہ		☆ اپنے وطن کے بارے میں بیان کرتے ہوئے دوست کو خط لکھیں گے۔
☆ سبق ”عید گاہ“ سے متعلق مشغلاتی پرچوں کی مشق		

<p><b>گیارہواں ہفتہ</b></p> <p>☆ سبق ”مرغ اور صیاد“ کی تدریس</p> <p><b>بارہواں ہفتہ</b></p> <p>☆ سبق: ”مرغ اور صیاد“ کے مشغلوں کی مشق</p>		<p>☆ قومی یکجہتی کے فروغ پر ایک مضمون لکھیں گے۔</p> <p>☆ کسی کے اچھے کام کی تعریف کرتے ہوئے توصیفی مضمون لکھیں گے۔</p>
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## CLASS – IX

### English

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary/audio-visual inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p><b>Use textbook and worksheets</b></p> <p><b>Theme: Games and Sports</b></p> <p>‘A’: True Height</p> <p>‘B’: What is a Player?(Poem)</p> <p>‘C’: VVS Laxman, Very Very Special</p>	<p><b>WEEK 5</b></p> <p><b>Competency/Skill- Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own.</li> <li>Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</li> <li>Do the oral discourses like debates/discussions/speeches/narrations, etc., given after the face sheet in the text. Follow the instructions given in the worksheets.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p><b>Telangana SCERT official website-</b>  <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a>  <b>or</b>  <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p><b>Use textbook and worksheets of</b></p> <p><b>Reading</b></p> <p>Having listened to the story/ text/poem, learners read the text on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<p><b>Competency/Skill-Reading</b></p> <p>Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading.</p> <p>The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:</p> <p>Read the given part/chunk of the text at your own pace.</p> <ul style="list-style-type: none"> <li>Attempt and answer the reading comprehension questions given at the end of text.</li> <li>Create a sub-text by summarizing the text.</li> <li>Write or tell the whole story/text in your language to parents or siblings.</li> <li>Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</li> </ul>



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<ul style="list-style-type: none"> <li>uses words, phrases, idioms and words chunks for meaning in contexts.</li> <li>understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 6</b></p> <p><b>Post - Reading activity</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/Skill- Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>Create a dictionary of words you come across in the text.</li> <li>Find the meaning of words and write them down in their note books.</li> <li>Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Post - Reading activity</b></p> <p><b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage :</b></p> <ul style="list-style-type: none"> <li>Teachers may ask the learners to do the grammar exercises given at the end of the text , after discussing and analyzing in groups.</li> <li>Teacher may give additional questions wherever possible and needed.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a</li> <li>writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a>  <b>Use textbook and worksheets</b></p>	<p><b>WEEK 7</b></p> <p>Writing:  Biography Sketch Personal Reflections</p> <ul style="list-style-type: none"> <li>Based on the reading of the text/story learner may now do the short answer comprehension questions</li> <li>Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</li> <li>Rewrite the story in ‘study skills’ by giving another ending of your own. Follow the instructions given in the worksheets.</li> </ul> <p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p><b>Outlining:</b> organizing the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revision &amp; Editing:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> Write the final draft now</p>

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<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary/ audio-visual inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p><b>Use textbook and worksheets</b></p> <p><b>Theme: School Life</b></p> <p><b>‘A’:</b> Swami is Expelled from School</p> <p><b>‘B’:</b> Not Just a Teacher (Poem)</p> <p><b>‘C’:</b> Homework</p>	<p><b>WEEK 8</b></p> <p><b>Competency/Skill- Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own.</li> <li>Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</li> <li>Do the oral discourses like debates/ discussions/ speeches/ narrations, etc., given after the face sheet in the text. Follow the instructions given in the worksheets.</li> </ul>

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<ul style="list-style-type: none"> <li>reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets of <b>Reading</b></p> <p>Having listened to the story/ text/poem, learners read the text on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<p><b>Competency/Skill-Reading</b></p> <ul style="list-style-type: none"> <li>Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading.</li> <li>The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:</li> <li>Read the given part/chunk of the text at your own pace.</li> <li>Attempt and answer the reading comprehension questions given at the end of text.</li> <li>Create a sub-text by summarizing the text.</li> <li>Write or tell the whole story/text in your language to parents or siblings.</li> <li>Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</li> </ul>

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<ul style="list-style-type: none"> <li>uses words, phrases, idioms and words chunks for meaning in contexts.</li> <li>understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 9</b></p> <p><b>Post - Reading activity</b> <b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/ Skill - Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>Create a dictionary of words you come across in the text.</li> <li>Find the meaning of words and write them down in their note books.</li> <li>Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b> <b>Post - Reading activity</b> <b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage :</b></p> <ul style="list-style-type: none"> <li>Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</li> <li>Teacher may give additional questions wherever necessary.</li> </ul>

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<ul style="list-style-type: none"> <li>• writes short answers/ paragraphs, reports using appropriate vocabulary and grammar on a given theme;</li> <li>• writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 10</b></p> <p><b>Writing: Reflections</b></p> <p><b>Construction of a Narrative</b></p> <ul style="list-style-type: none"> <li>• Based on the reading of the text/story learner may now do the short answer comprehension questions.</li> <li>• Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual’s mind.</p> <p><b>Outlining:</b> organizing the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revision &amp; Editing:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> Write the final draft now</p>

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<ul style="list-style-type: none"> <li>uses words, phrases, idioms and word chunks for meaning in contexts.</li> <li>understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 12</b></p> <p><b>Post - Reading activity</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/ Skill- Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>Create a dictionary of words you come across in the text.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Find the meaning of words and write them down in their note books.</li> <li>• Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b>  <b>Post - Reading activity</b>  <b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>• Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>• uses grammar items in context such as reporting verbs, passive form, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage</b></p> <ul style="list-style-type: none"> <li>• Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</li> </ul>

## CLASS - IX

### Mathematics

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-5:</b> Learners</p> <ol style="list-style-type: none"> <li>Understand what polynomials are?</li> <li>Give examples for polynomials in one variable with the degree specified</li> <li>Find the zeroes of the given polynomial</li> <li>Solve problems related to division of polynomials.</li> <li>Find remainder using remainder theorem</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>Chapter 2 (Polynomials) Work sheets</li> <li>State text book</li> <li>scerttelangana.gov.in</li> <li>Introduction and degree of a polynomial <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>The teacher may give them some expressions and ask them to check whether polynomials or not.</li> <li>The teacher may send some polynomials and ask them to find their degree and zeroes.</li> <li>The teacher may give some problems on division of polynomials.</li> <li>Students have to solve the problems from the work sheets related to the above specified concepts</li> </ul>
<p><b>Week-6:</b> Learners</p> <ol style="list-style-type: none"> <li>Factorize the given polynomials using factor theorem</li> <li>Solve problems using Algebraic Identities</li> </ol> <p>(i) <math>(a + b)^2 = a^2 + 2ab + b^2</math>            (ii) <math>(a - b)^2 = a^2 - 2ab + b^2</math>            (iii) <math>(a + b)(a - b) = a^2 - b^2</math>            (iv) <math>(x + a)(x + b) = x^2 + (a + b)x + ab</math>            (v) <math>(x + y + z)^2 = x^2 + y^2 + z^2 + 2xy + 2yz + 2zx</math>            (vi) <math>(a + b)^3 = a^3 + b^3 + 3ab(a + b)</math>            (vii) <math>(a - b)^3 = a^3 - b^3 - 3ab(a - b)</math>            (viii) <math>(x + y + z)(x^2 + y^2 + z^2 - xy - yz - zx) = x^3 + y^3 + z^3 - 3xyz</math></p>	<p>Go through</p> <ul style="list-style-type: none"> <li>Chapter 2 (Polynomials) Work sheets</li> <li>State text book</li> <li>scerttelangana.gov.in</li> <li>Factorization of quadratic polynomial <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>Geometric proof of <math>(a + b)^2 = a^2 + 2ab + b^2</math> <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>Improve your learning <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>The teacher gives some Polynomials and asks them to factorize them.</li> <li>The teacher may give some Polynomials and asks them to factorize using algebraic identities.</li> <li>The teacher may send some numbers and asks to calculate their values using identities.</li> <li>Students have to solve the problems from the work sheets related to the above specified concepts</li> </ul>

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-7:</b> Learners</p> <ol style="list-style-type: none"> <li>Understand the basic concepts of geometry.</li> <li>Can explain Euclid’s postulates.</li> </ol> <ol style="list-style-type: none"> <li>Understand how to collect and present the data.</li> <li>Prepare ungrouped frequency distribution tables using tally marks.</li> <li>Prepare grouped frequency distribution table with inclusive/exclusive classes.</li> <li>Calculate measures of central tendency (mean, median and mode) for raw data and ungrouped data.</li> <li>Understand deviation in values of central tendency.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 3 (The elements of geometry) Work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://scert.telangana.gov.in">scert.telangana.gov.in</a></li> <li>▪ Euclidean postulates <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul> <ul style="list-style-type: none"> <li>▪ Chapter 9 (Statistics) Work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://scerttelangana.gov.in">scerttelangana.gov.in</a></li> <li>▪ Measures of central tendency (mean, median and mode) of ungrouped data <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher sends figures containing basic concepts of geometry and asks them to identify points, lines, line segments, rays etc from the figures.</li> <li>• The teacher sends Euclid’s postulates.</li> <li>• Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.</li> <li>• The teacher asks them to collect the data of modes of transport, month of birth etc of their friends and prepare ungrouped frequency distribution table.</li> <li>• The teacher sends some data and asks them to prepare grouped frequency distribution table.</li> <li>• The teacher sends some ungrouped data and raw data and asks them to calculate measures of central tendency</li> <li>• Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.</li> </ul>

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-8:</b> Learners</p> <ol style="list-style-type: none"> <li>1. Can give the types of angles and their measurements.</li> <li>2. Give examples for pairs of angles-complementary, supplementary, conjugate angles.</li> <li>3. Understand what are linear pair of angles and vertically opposite angles.</li> <li>4. Solve problems related to angles about a point.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ chapter 4 ( Lines and angles) Work sheets</li> <li>▪ State text book</li> <li>▪ scerttelangana.gov.in</li> <li>▪ Basic terms <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ Types of angles <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ Pairs of angles <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may give them some angles and asks them to tell what type of angles are they?</li> <li>• The teacher sends some examples for pairs of angles and encourages them to give few more examples.</li> <li>• The teacher may give some problems on linear pair, vertically opposite angles and angles about a point.</li> <li>• Students have to solve the problems from the work sheets related to the above specified concepts</li> </ul>
<p><b>Week-9:</b> Learners</p> <ol style="list-style-type: none"> <li>1. Understand lines and a transversal</li> <li>2. Understand axiom of corresponding angles and its converse.</li> <li>3. Give the different pairs of angles formed when a pair of parallel lines is cut by a transversal.</li> <li>4. Can tell the conditions to be satisfied to claim that a pair of lines cut by a transversal are parallel</li> <li>5. Solve problems on Angle sum property and exterior angle property of a triangle.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ chapter 4 (Lines and Angles) Work sheets</li> <li>▪ State text book</li> <li>▪ scerttelangana.gov.in</li> <li>▪ Parallel lines <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ Angle sum property of a triangle <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ Improve your learning <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives parallel lines cut by a transversal and asks them to find the measurements of the angles formed.</li> <li>• The teacher may give some problems and asks them to find the value of 'x' so that the given lines are parallel</li> <li>• The teacher may send some problems and asks them to find the angles using angle sum property and exterior angle property of a triangle.</li> <li>• Students have to solve the problems from the work sheets related to the above specified concepts</li> </ul>

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-10:</b> Learners</p> <ol style="list-style-type: none"> <li>1. Understand what a linear equation in two variables is.</li> <li>2. Write linear equations in the form of <math>ax + by + c = 0</math> and indicate the values of a, b and c</li> <li>3. Find solution of a linear equation in two variables</li> <li>4. Plot graph of a linear equation in two variables</li> <li>5. Can write equation of lines parallel to X-axis and Y-axis.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ chapter 6 (Linear Equations in two variables) Work sheets</li> <li>▪ State text book</li> <li>▪ scerttelangana.gov.in</li> <li>▪ Linear equation in two variables <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ Improve your Learning <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher sends some verbal statements and asks them to write them as a linear equation in two variables.</li> <li>• The teacher gives some linear equations and asks them to find solutions for them</li> <li>• The teacher engages students by sending them some linear equations and asks them to draw graphs.</li> <li>• Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.</li> </ul>
<p><b>Week-11:</b> Learners</p> <ol style="list-style-type: none"> <li>1. Understand LSA, TSA and Volume of cuboids and cubes.</li> <li>2. Find LSA, TSA and volume of prism and pyramid.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ chapter 10 ( Surface areas and volumes) Work sheets</li> <li>▪ State text book</li> <li>▪ scerttelangana.gov.in</li> <li>▪ LSA and TSA of cube and cuboid <a href="https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/play/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives examples for some 3D figures and encourages them to give few more examples.</li> <li>• The teacher sends some measurements of cuboids and cubes and asks them to find LSA, TSA and volume.</li> <li>• The teacher sends some problems on prism and pyramid and asks them to find LSA, TSA and volume.</li> <li>• Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.</li> </ul>

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-12:</b> Learners</p> <ol style="list-style-type: none"> <li>1. Understand CSA, TSA and volume of a cylinder.</li> <li>2. Find CSA, TSA and Volume of a cone.</li> <li>3. Solve problems related to surface area and volume of a sphere and a hemisphere.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ chapter 10 (Surface areas and volumes) Work sheets</li> <li>▪ State text book</li> <li>▪ scerttelangana.gov.in</li> <li>▪ CSA and TSA of a Cylinder <a href="https://diksha.gov.in/pl/ay/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/pl/ay/collection/do_31286066298686668813422?contentType=TextBook</a></li> <li>▪ CSA and TSA of a cone <a href="https://diksha.gov.in/pl/ay/collection/do_31286066298686668813422?contentType=TextBook">https://diksha.gov.in/pl/ay/collection/do_31286066298686668813422?contentType=TextBook</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher gives examples for some 3D figures (cylinder, cone and sphere) and encourages them to give few more examples.</li> <li>• The teacher sends some measurements of cylinder and asks them to find CSA, TSA and volume.</li> <li>• The teacher sends radii of spheres and hemispheres and asks them to find surface area and volume of sphere and hemisphere.</li> <li>• Students have to solve text book exercises and also problems from work sheets related to the above specified concepts.</li> </ul>

## CLASS - IX

### Physical Science

Learning Outcomes	Source /Resources	Week-wise suggestive activities
<b>WEEK – 5</b>		
<b>CHAPTER – 2: MOTION</b>		
<p>The learner</p> <ul style="list-style-type: none"> <li>• can explain acceleration and solve simple problems on acceleration.</li> <li>• can derive the equations of motion.</li> <li>• can solve numerical problems on equations of motion.</li> <li>• can do experiment to measure acceleration.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State govt. text book of class IX</p> <p>Chapter : <b>MOTION</b></p> <p>Worksheets <b>8 to 12</b></p> <p>Video links have been provided in the worksheets</p> <p><a href="http://diksha.gov.in">http://diksha.gov.in</a></p> <p><a href="https://www.youtube.com/watch?v=xViRvJxTu6k">https://www.youtube.com/watch?v=xViRvJxTu6k</a></p>	<p>After studying worksheets from <b>8 to 12</b>,</p> <p>The learner</p> <ul style="list-style-type: none"> <li>• can do an experiment to Measure acceleration.</li> <li>• can solve Numerical Problems based on equations of motion.</li> <li>• can complete the assessment provided in the work sheets.</li> </ul>
<b>WEEK-6</b>		
<b>Chapter – 3 : LAWS OF MOTION</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can do alternate experiments to understand state of body, as described by Galileo.</li> <li>• can explain the inertia and different types of inertia.</li> <li>• can do experiments to understand inertia.</li> <li>• can give examples for different types of inertia.</li> <li>• can explain Newton’s first law of motion with examples.</li> </ul>	<p><b>Links:</b></p> <p>SCERT/State Govt text books of class IX</p> <p>Chapter: <b>Laws of motion.</b></p> <p>Worksheets <b>1 to 6 ( chapter – 3)</b></p> <p>Video links have been provided in the work sheets</p> <p><a href="http://diksha.gov.in">http://diksha.gov.in</a></p> <p><a href="https://www.youtube.com/watch?v=AbbnmgmPoCwo">https://www.youtube.com/watch?v=AbbnmgmPoCwo</a></p> <p><a href="https://www.youtube.com/watch?v=LEHR8YQNm_Q">https://www.youtube.com/watch?v=LEHR8YQNm_Q</a></p>	<p>After studying worksheets from <b>1 to 6</b>,</p> <p>The learner</p> <ul style="list-style-type: none"> <li>• can perform activities to understand the state of a body.</li> <li>• can do activities to understand inertia and its types.</li> <li>• can complete the assessment provided in the work sheets.</li> </ul>

Learning Outcomes	Source /Resources	Week-wise suggestive activities
<b>WEEK – 7</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can explain Newton’s second and third laws of motion.</li> <li>• can give daily life examples for Newton’s second and third laws of motion.</li> <li>• can do experiments to understand Newton’s second and third laws of motion.</li> <li>• can explain law of conservation of momentum. Can explain impact of the laws discussed.</li> <li>• can perform activities to understand impact of the laws discussed.</li> <li>• can solve numerical problems based on the Principles discussed.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State Govt text books of class IX</p> <p>Chapter: <b>Laws of motion</b></p> <p>Worksheets <b>7 to 12 (Chapter – 3)</b></p> <p>Video links have been provided in the worksheets.</p> <p><a href="http://diksha.gov.in">http://diksha.gov.in</a></p> <p><a href="https://www.youtube.com/watch?v=ZvPrn3aBQG8">https://www.youtube.com/watch?v=ZvPrn3aBQG8</a></p> <p><a href="https://www.youtube.com/watch?v=TVAxASr0iUY">https://www.youtube.com/watch?v=TVAxASr0iUY</a></p> <p><a href="https://www.youtube.com/watch?v=BlgPnnwUNOQ">https://www.youtube.com/watch?v=BlgPnnwUNOQ</a></p>	<p>After studying worksheets from <b>7 to 12 of Chapter-3, the learner</b></p> <ul style="list-style-type: none"> <li>• can perform activities to understand the Newton’s second and third laws of motion.</li> <li>• can do activities to understand the law of conservation of momentum and its impact.</li> <li>• can give daily life examples for Newton’s second and third laws of motion.</li> <li>• can perform activities to understand the impact of the laws discussed.</li> <li>• can complete the assessment provided in the work sheets.</li> </ul>
<b>WEEK – 8</b>		
<b>CHAPTER – 4 : REFRACTION OF LIGHT AT PLANE SURFACES.</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can explain and demonstrate refraction of light.</li> <li>• can establish the relation between speed of light in a medium and refractive index of the medium.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State govt. text books of class IX</p> <p>Chapter: <b>Reflection of light at plane surfaces</b></p> <p>Worksheets <b>1 to 8 (Chapter – 4)</b></p> <p>Video links have been provided in the worksheets.</p> <p><a href="http://diksha.gov.in">http://diksha.gov.in</a></p>	<p>After studying worksheets from <b>1 to 8 of chapter-4, the learner</b></p> <ul style="list-style-type: none"> <li>• can perform activities to understand the concept of refraction.</li> <li>• can explain the relation between speed of light in a medium and its refractive index.</li> </ul>



<b>Learning Outcomes</b>	<b>Source /Resources</b>	<b>Week-wise suggestive activities</b>
<ul style="list-style-type: none"> <li>• can derive Snell’s law and explain the laws of refraction.</li> <li>• can explain the formation of mirage in their own words.</li> <li>• can demonstrate Total Internal Reflection. Can explain daily life examples for Total Internal Reflection.</li> <li>• can demonstrate vertical and lateral shift of a glass slab.</li> </ul>	<a href="https://www.youtube.com/watch?v=sBb5WUw2_2I">https://www.youtube.com/watch?v=sBb5WUw2_2I</a> <a href="https://www.youtube.com/watch?v=4heHz65oVsI">https://www.youtube.com/watch?v=4heHz65oVsI</a> <a href="https://www.youtube.com/watch?v=4l2thi5_84o">https://www.youtube.com/watch?v=4l2thi5_84o</a> <a href="https://www.youtube.com/watch?v=PC_kUTFPoQA">https://www.youtube.com/watch?v=PC_kUTFPoQA</a> <a href="https://www.youtube.com/watch?v=4RuDaJy8ZGs">https://www.youtube.com/watch?v=4RuDaJy8ZGs</a> <a href="https://www.youtube.com/watch?v=TQM9HnHCkEc">https://www.youtube.com/watch?v=TQM9HnHCkEc</a> <a href="https://www.youtube.com/watch?v=0xbbfJB69_c">https://www.youtube.com/watch?v=0xbbfJB69_c</a>	<ul style="list-style-type: none"> <li>• can do activities to understand the Total Internal reflection.</li> <li>• can give daily life examples for Total Internal Reflection life examples for Total Internal Reflection.</li> <li>• can demonstrate vertical and lateral shift of a glass slab.</li> <li>• can perform activities to understand vertical and lateral shift of glass slab.</li> <li>• can complete the assessment provided in the work sheets.</li> </ul>
<b>WEEK – 9</b>		
<b>CHAPTER – 7: ATOMS AND MOLECULES AND CHEMICAL REACTIOS</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can explain Law of conservation of mass and law of constant proportions in his own words</li> <li>• can perform experiments to prove law of conservation of mass and law of constant proportions.</li> <li>• can explain Dalton’s atomic theory.</li> <li>• can explain what is atom and what is molecule?</li> </ul>	<p><b>Links</b></p> <p>SCERT/State Govt text books of class IX  Chapter: <b>Atoms, molecules and chemical reactions.</b>  Video links have been provided in the worksheets.  <a href="http://diksha.gov.in">http://diksha.gov.in</a>  <a href="https://www.youtube.com/watch?v=YeqQWJ74t-M">https://www.youtube.com/watch?v=YeqQWJ74t-M</a></p>	<p>After studying <b>chapter -7, the learner</b></p> <ul style="list-style-type: none"> <li>• can perform activities to understand the concept of Law of conservation of mass and law of constant proportions.</li> <li>• can prepare models to explain Dalton’s atomic model.</li> <li>• can explain the difference between atom and molecule.</li> </ul>
<b>WEEK – 10</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can write the symbols for various elements.</li> <li>• can explain the origin of symbols of various elements.</li> <li>• can write the Latin names and their symbols of different elements.</li> <li>• can explain the concepts of Valency and atomic mass.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State Govt text books of class IX  Chapter: <b>Atoms and molecules and chemical reactions</b>  Video links:  <a href="http://diksha.gov.in">http://diksha.gov.in</a>  <a href="https://www.youtube.com/watch?v=QyeF-_QPSbk">https://www.youtube.com/watch?v=QyeF-_QPSbk</a>  <a href="https://www.youtube.com/watch?v=R8wKV0UQtlo">https://www.youtube.com/watch?v=R8wKV0UQtlo</a></p>	<p>After studying <b>chapter -7, the learner</b></p> <ul style="list-style-type: none"> <li>• can write the symbols of various elements.</li> <li>• Can explain the origin of symbols of various elements.</li> <li>• Can write the Latin names of different elements.</li> <li>• Can explain the concepts of Valency and atomic mass.</li> </ul>

Learning Outcomes	Source /Resources	Week-wise suggestive activities
<b>WEEK – 11</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can write the formulae of compounds using Criss-Cross method.</li> <li>• can calculate molecular mass of some of the compounds.</li> <li>• can explain the formula unit mass</li> <li>• can explain the concept of mole in terms of atoms, molecules and ions.</li> <li>• can solve simple problems based on molecular mass and mole concepts.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State Govt. text books of class IX Chapter: <b>Atoms, molecules and Chemical reactions.</b></p> <p>Video links:  <a href="http://diksha.gov.in">http://diksha.gov.in</a>  <a href="https://www.youtube.com/watch?v=6TS9qPuKRgI">https://www.youtube.com/watch?v=6TS9qPuKRgI</a>  <a href="https://www.youtube.com/watch?v=C2RqAE0wbqk">https://www.youtube.com/watch?v=C2RqAE0wbqk</a>  <a href="https://www.youtube.com/watch?v=KEXWd3_fM94">https://www.youtube.com/watch?v=KEXWd3_fM94</a></p>	<p>After studying <b>chapter -7, the learner</b></p> <ul style="list-style-type: none"> <li>• can write the formulae of compounds using Criss-Cross method.</li> <li>• can calculate molecular mass of the compounds.</li> <li>• can explain the formula unit mass.</li> <li>• can explain the concept of mole in terms of atoms, molecules, and ions.</li> <li>• can solve simple problems based on molecular mass and mole concept.</li> </ul>
<b>WEEK – 12</b>		
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• Can explain the various types of chemical reactions viz..Chemical combination, chemical decomposition, Displacement and Double displacement reactions.</li> <li>• Can do simple experiments to understand the types of reactions.</li> <li>• Can give examples for various types of chemical reactions</li> <li>• Can give daily life examples for oxidation and reduction reactions.</li> <li>• Can explain Rancidity and measures to be taken to avoid rancidity.</li> </ul>	<p><b>Links</b></p> <p>SCERT/State Govt text books of class IX Chapter: <b>Atoms, molecules and Chemical reactions.</b></p> <p>Video links:  <a href="http://diksha.gov.in">http://diksha.gov.in</a>  <a href="https://www.youtube.com/watch?v=bkYqqJa5P8w">https://www.youtube.com/watch?v=bkYqqJa5P8w</a>  <a href="https://www.youtube.com/watch?v=tQdvPTPIU1M">https://www.youtube.com/watch?v=tQdvPTPIU1M</a>  <a href="https://www.youtube.com/watch?v=sPIzSb073GI">https://www.youtube.com/watch?v=sPIzSb073GI</a></p>	<p>After studying <b>chapter -7, the learner</b></p> <ul style="list-style-type: none"> <li>• can do some activities to understand various types of chemical reactions.</li> <li>• can do activities to understand Oxidation and Reduction.</li> <li>• can observe Rancidity in his/her daily life and apply various measures to avoid rancidity.</li> </ul>

## CLASS - IX

### Biological Science

Learning outcomes	Source/resource	Week-wise suggestive activities
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>➤ explains different parts of the plant and their functions.</li> <li>➤ appreciates the role of green plants in providing food for all living organisms.</li> <li>➤ explains about the structure of the cells in onion peel.</li> <li>➤ draws the labelled diagram of the cells in the onion peel.</li> <li>➤ compare the cells in onion peel with the cells of a leaf.</li> <li>➤ explains different parts in root tip.</li> <li>➤ Identifies the growing region in the root tip.</li> <li>➤ draws the labelled diagrams of cells in root tip.</li> <li>➤ explains about different plant tissues.</li> <li>➤ classifies plant tissues on the basis of their function.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 11 -14 of 9<sup>th</sup> Biology.</b>  <a href="https://scert.telangana.gov.in/Worksheets%204082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets 24082020/mobile/index.html</a></p> <p><b>Youtube</b>  <b>1.</b><a href="https://www.youtube.com/watch?v=XOGJDpf0VKw">https://www.youtube.com/watch?v=XOGJDpf0VKw</a>  <b>2.</b><a href="https://www.youtube.com/watch?v=i4Nd4LPFxBU">https://www.youtube.com/watch?v=i4Nd4LPFxBU</a>  <b>3.</b><a href="https://www.youtube.com/watch?v=2gkPaeRdZIo&amp;t=30s">https://www.youtube.com/watch?v=2gkPaeRdZIo&amp;t=30s</a> -  <b>4.</b><a href="https://www.youtube.com/watch?v=FOLDv1JLzeE">https://www.youtube.com/watch?v=FOLDv1JLzeE</a>  <b>5.</b><a href="https://www.youtube.com/watch?v=5-ur7bWqIDQ&amp;t=2s">https://www.youtube.com/watch?v=5-ur7bWqIDQ&amp;t=2s</a>  <b>6.</b><a href="https://www.youtube.com/watch?v=mgS7U0YRIOW">https://www.youtube.com/watch?v=mgS7U0YRIOW</a></p>	<p><b>Week 5: Plant Tissues</b></p> <p>The learner can be asked to conduct experiments .....</p> <p><b>Activity: To know the arrangement of the cells in onion peel.</b></p> <ul style="list-style-type: none"> <li>• Take a piece of an onion peel. Now place it on the slide. Put a drop of water and then a drop of glycerine on it. Gently cover it with a cover slip. Observe it under the microscope.</li> </ul> <p><b>Activity: Different types of cells in betel leaf peel.</b></p> <ul style="list-style-type: none"> <li>• Take a betel leaf or Tradescantia or Rheo leaf. Tear it with a single stroke. So that a thin edge be seen at the torn end. Observe the thin edge where the leaf has been torn, to observe under the microscope as you observed the onion peel. You will see the different types of cells in leaf peel when compared with onion peel.</li> </ul> <p><b>Activity: Observe the root growth in onions.</b></p> <ul style="list-style-type: none"> <li>• Take a transparent glass filled with water. Take an onion bulb slightly larger than the mouth of the bottle. Put the onion bulb on the mouth of the bottle as shown. Observe the growth of roots for a few days till they grow to nearly an inch.</li> </ul>

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	<p>7.<a href="https://www.youtube.com/watch?v=-rGetleD-DI">https://www.youtube.com/watch?v=-rGetleD-DI</a></p> <p>8.<a href="https://www.youtube.com/watch?v=0V8TtxZtSbk">https://www.youtube.com/watch?v=0V8TtxZtSbk</a></p>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the diagrams of cells in onion peel.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect information about different tissues in plants, fill in a table prepared by your own.</li> </ul> <p>After reading the text book, worksheets and after watching videos, reflect on the following.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• List out the apparatus (materials and chemicals) you used in the observations of root tip experiment? Explain briefly.</li> <li>• Which tissue is responsible for growth and repair in plants?</li> <li>• Which tissue is responsible for transportation in the plants?</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• explains about Meristematic tissues.</li> <li>• classifies Meristematic tissues on the basis of their location.</li> <li>• draws the diagrams of shoot tip.</li> <li>• appreciates the Meristematic Tissue for their growth and repair function.</li> <li>• explains about Dermal tissues.</li> <li>• classifies dermal tissues on the basis of their location and function.</li> <li>• draws the diagrams of dermal tissue.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 15 -18 of 9<sup>th</sup> Biology.</b>  <a href="https://scert.telangana.gov">https://scert.telangana.gov</a></p>	<p><b>Week 6: Plant Tissues</b></p> <p>The learner can be asked to conducts experiment.....</p> <p><b>Activity: observation of the stomata(Dermal Tissue) in Rheo leaf peel.</b></p> <ul style="list-style-type: none"> <li>• Take a fresh leaf of Rheo or Betel plant. Tear it in a single stroke, so that a thin whitish edge can be seen at the torn end. Slowly remove it and observe that peel under the microscope. You can see the compactly arranged cells with stomata.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the Transverse section of dicot stem showing different types of tissues.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<ul style="list-style-type: none"> <li>• appreciates the Dermal Tissue for their protective function in plants.</li> <li>• explains about Ground tissues.</li> <li>• classifies Ground tissues on the basis of their function.</li> <li>• draws the diagrams of Ground tissue.</li> <li>• explains about Vascular tissues.</li> <li>• classifies Vascular tissues on the basis of their transporting material.</li> <li>• draws the diagrams of Vascular tissue.</li> </ul>	<p><b><u><a href="#">.in/Worksheets_24082020/mobile/index.html</a></u></b></p> <p><b>Youtube</b></p> <p>1.<a href="https://www.youtube.com/watch?v=ILnjo4Pf2JM">https://www.youtube.com/watch?v=ILnjo4Pf2JM</a></p> <p>2.<a href="https://www.youtube.com/watch?v=YBa11pM2T-A">https://www.youtube.com/watch?v=YBa11pM2T-A</a></p> <p>3..<a href="https://www.youtube.com/watch?v=zevOkEPislo">https://www.youtube.com/watch?v=zevOkEPislo</a></p> <p>4.<a href="https://www.youtube.com/watch?v=r_m50XDnW4o">https://www.youtube.com/watch?v=r_m50XDnW4o</a></p> <p>5.<a href="https://www.youtube.com/watch?v=8JS7hgyVVAw">https://www.youtube.com/watch?v=8JS7hgyVVAw</a></p> <p>6.<a href="https://www.youtube.com/watch?v=kSNtoXB2Kmk">https://www.youtube.com/watch?v=kSNtoXB2Kmk</a></p> <p>7.<a href="https://www.youtube.com/watch?v=gvKpJORpIKo">https://www.youtube.com/watch?v=gvKpJORpIKo</a></p> <p>8.<a href="https://www.youtube.com/watch?v=ffT-rLntdcA">https://www.youtube.com/watch?v=ffT-rLntdcA</a></p>	<p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Make the model of Xylem vessels</li> </ul> <p>After reading the text books, worksheets and after watching videos, reflect on the following.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• What are the characters of the cells of Meristematic Tissue?</li> <li>• Write about the dermal tissue in detail.</li> <li>• Write about the characters of cells in Parenchyma.</li> <li>• Write about the different types of Ground tissue.</li> <li>• Explain about the vascular tissue.</li> </ul>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>➤ explains about the organ systems and its functions.</li> <li>➤ compares the role of tissues with the organ systems.</li> <li>➤ explains the structure and functions of squamous and stratified epithelial tissues.</li> <li>➤ identifies the location of squamous and stratified epithelial tissues.</li> <li>➤ draws the diagrams of squamous and stratified epithelial tissues.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 19 -23 of 9<sup>th</sup> Biology.</b>  <a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a>  1.<a href="https://www.youtube.co">https://www.youtube.co</a></p>	<p><b>Week 7: Animal Tissues</b></p> <p>The learner can be asked to conducts experiments ...</p> <p><b>Activity: The structure of squamous epithelium.</b></p> <ul style="list-style-type: none"> <li>• To know the structure of squamous epithelium, collect the substance lining the mouth by using wooden spoon and observe this under the microscope.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the diagram of squamous epithelium and make a model of squamous epithelial cells.</li> <li>• Draw the diagrams of cuboidal epithelium tissues.</li> <li>• Draw the diagram of areolar tissue.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<ul style="list-style-type: none"> <li>➤ explains the functions and location of cuboidal and columnar epithelium.</li> <li>➤ differentiates the cuboidal epithelium and columnar epithelium</li> <li>➤ draws the diagrams of cuboidal and columnar epithelium.</li> <li>➤ classifies the connective tissues.</li> <li>➤ explains the functions of areolar tissue.</li> <li>➤ draws the diagram of areolar tissue.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=bHXmjxOekOY">m/watch?v=bHXmjxOekOY</a></p> <p>2.<a href="https://www.youtube.com/watch?v=qxzk3DjtgAA">https://www.youtube.com/watch?v=qxzk3DjtgAA</a></p> <p>3.<a href="https://www.youtube.com/watch?v=e1tBr80uO-Q">https://www.youtube.com/watch?v=e1tBr80uO-Q</a></p>	<p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect the information about types, structure and functions of animal tissue and analyze it.</li> </ul> <p>After reading the text books, worksheets and after observation of videos, reflect on the following</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• How many types of animal tissues are there? What are they?</li> <li>• How Epithelial Tissue does helps the organisms?</li> <li>• Which organ systems help in control and coordination of body?</li> <li>• How does stratified squamous epithelium protect our body?</li> <li>• Where does cuboidal epithelium present? What is the function of it?</li> <li>• What are the major functions of connective tissue?</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>➤ identifies the location of adipose tissue, bone, cartilage, ligament and tendon.</li> <li>➤ explains the functions of adipose tissue, bone, cartilage, ligament and tendon.</li> <li>➤ identifies the components of blood.</li> <li>➤ explains the structure and functions of RBC.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iescl=0-15">https://ncert.nic.in/textbook.php?iescl=0-15</a></p> <p><b>QR Codes</b></p>	<p><b>Week 8: Animal Tissues</b></p> <p>The learner can be asked to conduct experiments ...</p> <p><b>Activity: Blood grouping test in the supervision of an expert.</b></p> <ul style="list-style-type: none"> <li>• With a wax pencil draw three circles on the porcelain white slate. Place one drop of corresponding anti- serum near the edge. Clean the left ring finger tip with alcohol in cotton ball, let it dry. Press on the bottom of the finger tip and quickly prick the finger tip with the needle.</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>➤ draws the flow chart of blood, striated muscle, smooth muscle, cardiac muscles and nerve cell.</li> <li>➤ classifies the White blood cells on the basis of their functions.</li> <li>➤ explains the role of WBCs in protection of our body.</li> <li>➤ classifies blood groups.</li> <li>➤ identifies the blood groups with the help of blood grouping kit .</li> <li>➤ appreciates the process of blood donation.</li> <li>➤ identifies the types of muscles.</li> <li>➤ explains the structure and functions of striated muscles.</li> <li>➤ draws the diagram of muscles.</li> <li>➤ explains the characteristics of smooth and cardiac muscles.</li> <li>➤ differentiates the smooth and cardiac muscles.</li> <li>➤ explains the structure and functions of neuron.</li> </ul>	<p><b>Worksheets Prepared by SCERT Telangana from 24 - 29 of 9<sup>th</sup> Biology.</b></p> <p><b><a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a></b></p> <p><b>Youtube</b></p> <p>1.<a href="https://www.youtube.com/watch?v=i7YPSAp3Qk0">https://www.youtube.com/watch?v=i7YPSAp3Qk0</a></p> <p>2.<a href="https://www.youtube.com/watch?v=-rZfEi7gLqU">https://www.youtube.com/watch?v=-rZfEi7gLqU</a></p> <p>3.<a href="https://www.youtube.com/watch?v=2EeUy7xopdo">https://www.youtube.com/watch?v=2EeUy7xopdo</a></p> <p>4.<a href="https://www.youtube.com/watch?v=tQc2SSmZboo">https://www.youtube.com/watch?v=tQc2SSmZboo</a></p>	<p>Note: Needle is sterile , so do not touch the tip with anything before using it.</p> <ul style="list-style-type: none"> <li>• Quickly, let one drop of blood into each circle. Apply gentle pressure to the wound with cotton ball. Properly dispose the used needle. Use a tooth pick to mix the blood and antiserum and stir it gently. Do it for each of the circle using fresh toothpick every time. Watch to see if any of the blood samples show agglutination. Rh is slower to agglutination. (Blood grouping test must be conducted in the supervision of an expert only)</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the flow chart of components of blood.</li> <li>• Draw and give names to the white blood cells.</li> <li>• Draw a neat labelled diagram of cardiac muscle.</li> <li>• Draw the diagram of Nerve cell and describe the structure of Nerve cell?</li> <li>• Make a model of Nerve cell.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect the blood reports of your family members and analyse them? (Project work)</li> </ul> <p><b>After reading the text books, worksheets and after watching videos, reflect on the following.</b></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Which factors help the ligament and tendons to do their work efficiently?</li> <li>• What is plasma? Which components are present in it?</li> <li>• What is the role of RBC?</li> <li>• Write the functions of nervous system.</li> </ul>

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<p>The learner</p> <ul style="list-style-type: none"> <li>➤ explains about diversity in plants, correlation between venation, cotyledons and root systems, the diversity present in human beings, variations in two animals or insects belongs to same species.</li> <li>➤ compares the characteristics of leaves in different plants.</li> <li>➤ identifies the characteristics of flowers in different plants, the variations in different types of seeds, the diversity in insects, variations in two plants belongs to same species.</li> <li>➤ applies scientific concepts in daily life and solving problems, such as, using medicinal plants in their daily life.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 40- 44 of 9<sup>th</sup> Biology.</b>  <a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a></p> <p><b>Youtube</b></p> <p>1.<a href="https://www.youtube.com/watch?v=oID1h-zL-uw">https://www.youtube.com/watch?v=oID1h-zL-uw</a></p> <p>2.<a href="https://www.youtube.com/watch?v=oZQF_PPI9w4">https://www.youtube.com/watch?v=oZQF_PPI9w4</a></p> <p>3.<a href="https://www.youtube.com/watch?v=Lao4D5m-kGE">https://www.youtube.com/watch?v=Lao4D5m-kGE</a></p> <p>4.<a href="https://www.youtube.com/watch?v=MsKZ2XR42oM">https://www.youtube.com/watch?v=MsKZ2XR42oM</a></p> <p>5.<a href="https://www.youtube.com/watch?v=8Z3NNEtWNzs">https://www.youtube.com/watch?v=8Z3NNEtWNzs</a></p> <p>6.<a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967721086828544140">https://diksha.gov.in/workspace/content/upForReview/content/do_312967721086828544140</a></p>	<p><b>Week 9: Diversity &amp; Classification</b></p> <p>The learner can be asked to conduct activities ...</p> <p><b>Activity: The variations in plants.</b></p> <ul style="list-style-type: none"> <li>• Observe any five different plants (grass plants and crop plants like paddy, jowar) with flowers and roots from your surroundings, find the differences/ variations and fill your own prepared table.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the pictures of any two leaves and compare the characteristics of the both leaves.</li> <li>• Draw the pictures of any two insects and compare the characteristics of both insects.</li> <li>• Make a model of any one insect.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect information about, the differences and similarities you find in the similar looking mango plants and write it in your own prepared table.</li> <li>• Collect and observe the external characteristics of house flies, mosquito, ant, dung beetle, butterfly and cockroach from your surroundings. (wash your hands after completion of this activity. Don't do any harm to insects. Leave them carefully) and write it in your own prepared table.</li> </ul>



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		<p><b>After reading the text books, worksheets and after watching videos, reflect on the following.</b></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Compare the external characteristics of any two plants. ( distance between nodes, flowers in single or cluster, root system etc )</li> <li>• What type of root system present in the plants which contains flowers in cluster.</li> <li>• Compare the seeds of ground nut with paddy. Write the differences.</li> <li>• Compare the physical characteristics of your two friends. (height, weight, palm, fingers)</li> <li>• What is the need of classification?</li> <li>• Explain the variations in organisms giving with examples.</li> </ul>
<p>The Learner</p> <ul style="list-style-type: none"> <li>➤ explains about Whittaker five kingdoms classification of organisms, the characteristics of Monera, the characteristics of the fungi</li> <li>➤ identifies the special characters taken by the Whittaker for classification, the characteristics of Protista, the differences between the cryptogams and phanerogams, gymnosperms and angiosperms, monocot and dicot.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 45 - 49 of 9<sup>th</sup> Biology.</b></p>	<p><b>Week 10: Diversity &amp; Classification</b></p> <p>The learner can be asked to conduct activities ....</p> <p><b>Activity: To know about the external features in ferns.</b></p> <ul style="list-style-type: none"> <li>• Observe the fern plants available in your surroundings. Note down the external features in ferns.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Draw the picture of any organism belongs to Monera kingdom, the picture of Euglena and he picture of Rhizopus.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<ul style="list-style-type: none"> <li>➤ compares the characteristics of Monera with Protista, the seeds with spores.</li> <li>➤ Gives examples to fungi, examples for Porifera and Coelenterata.</li> </ul>	<p><a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a></p> <p><b>Youtube</b></p> <p>1. <a href="https://www.youtube.com/watch?v=oID1h-zL-uw&amp;t=136s">https://www.youtube.com/watch?v=oID1h-zL-uw&amp;t=136s</a></p> <p>2. <a href="https://www.youtube.com/watch?v=hqH-n-OrUaA">https://www.youtube.com/watch?v=hqH-n-OrUaA</a></p> <p>3. <a href="https://www.youtube.com/watch?v=MBJp3CCqrxg">https://www.youtube.com/watch?v=MBJp3CCqrxg</a></p> <p>4. <a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967678712586240134">https://diksha.gov.in/workspace/content/upForReview/content/do_312967678712586240134</a></p> <p>5. <a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967666956460032147">https://diksha.gov.in/workspace/content/upForReview/content/do_312967666956460032147</a></p> <p>6. <a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967603064414208130">https://diksha.gov.in/workspace/content/upForReview/content/do_312967603064414208130</a></p>	<ul style="list-style-type: none"> <li>• Draw the flow chart showing the classification of plant kingdom.</li> <li>• Draw the picture of Hydra and make a model of Hydra.</li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect the information about Whittaker proposed a five kingdom system and analyze it. (Project work)</li> <li>• Collect and analyse the characters of monocot and dicot plants present in your surroundings. (Project work)</li> </ul> <p><b>After reading the text books, worksheets and after watching videos, reflect on the following.</b></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Compare both classifications of Linnaeus and Whittaker.</li> <li>• Compare the characteristics of the Monera with Protista.</li> <li>• Write the characteristics of fungi.</li> <li>• Write the examples for gymnosperms, monocot and dicot plants.</li> <li>• Write the differences between seeds and spores.</li> </ul>

Learning outcomes	Source/resource	Week-wise suggestive activities
<p>The learner</p> <ul style="list-style-type: none"> <li>➤ explains the characteristics of the Platyhelminthes and Nematoda, the characteristics of Annelida and Arthropoda, the essentiality of binomial nomenclature and the characteristics of vertebrata.</li> <li>➤ compares the characteristics of the Platyhelminthes and Nematoda, the characteristics of Annelida and Arthropoda and the characters of Urochordata and cephalochordate.</li> <li>➤ gives examples for the Platyhelminthes and Nematoda, examples for Annelida and Arthropoda.</li> <li>➤ draws the diagrams of organisms belong to Mollusca and Echinodermata.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Worksheets Prepared by SCERT Telangana from 50 - 56 of 9<sup>th</sup> Biology.</b>  <a href="https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html">https://scert.telangana.gov.in/Worksheets_24082020/mobile/index.html</a></p> <p><b>Youtube</b></p> <p>1.<a href="https://www.youtube.com/watch?v=oID1h-zL-uw&amp;t=136s">https://www.youtube.com/watch?v=oID1h-zL-uw&amp;t=136s</a></p> <p>2.<a href="https://www.youtube.com/watch?v=hqH-n-OrUaA">https://www.youtube.com/watch?v=hqH-n-OrUaA</a></p> <p>3.<a href="https://www.youtube.com/watch?v=Mbjp3CCqrxg">https://www.youtube.com/watch?v=Mbjp3CCqrxg</a></p> <p>4.<a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967678712586240134">https://diksha.gov.in/workspace/content/upForReview/content/do_312967678712586240134</a></p> <p>5.<a href="https://diksha.gov.in/workspace/content/upForReview/content/do_312967666956460032147">https://diksha.gov.in/workspace/content/upForReview/content/do_312967666956460032147</a></p>	<p><b>Week 9: Diversity &amp; Classification</b></p> <p>The learner can be asked to conducts activities ...</p> <p><b>Activity: the characters of Platyhelminthes, Nematoda organisms and insects</b></p> <ul style="list-style-type: none"> <li>• Observe the specimens/pictures of Platyhelminthes and Nematoda organisms and write the characters</li> <li>• Observe the insects in your surroundings and note down the characteristics.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• <b>Draw the pictures of Snail, Star fish and Earthworm.</b></li> <li>• <b>Make model of starfish.</b></li> </ul> <p><b>Project:</b></p> <ul style="list-style-type: none"> <li>• Collect the information about the different organisms in your surroundings and classify them according to the characters. (Project work)</li> </ul> <p>After reading the text books, worksheets and after observation of videos, reflect on the following.</p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Write the characteristics of Platyhelminthes.</li> <li>• Compare the characteristics of Annelida and Arthropoda.</li> <li>• Write the characteristics of Mollusca.</li> <li>• Write the characteristics of vertebrata.</li> <li>• Write the examples for cold and warm blooded animals?</li> </ul>

Learning outcomes	Source/resource	Week-wise suggestive activities
	7. <a href="https://www.youtube.com/watch?v=529mXVmvQ_E">https://www.youtube.com/watch?v=529mXVmvQ_E</a> 8. <a href="https://www.youtube.com/watch?v=rzxFTTrktN1c">https://www.youtube.com/watch?v=rzxFTTrktN1c</a> 9. <a href="https://www.youtube.com/watch?v=YpP3UGE4LS0">https://www.youtube.com/watch?v=YpP3UGE4LS0</a> 10. <a href="https://www.youtube.com/watch?v=DfROrUE-xEE">https://www.youtube.com/watch?v=DfROrUE-xEE</a>	<ul style="list-style-type: none"> <li>• What are the characteristics of mammals?</li> <li>• What are the norms are followed while writing scientific names?</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>➤ explains about the different types of Animal behaviours.</li> <li>➤ applies the scientific concepts in their daily life such as, Conditioning type of animal behaviour in the time of shopping.</li> <li>➤ compares the Conditioning animal behaviour with the Instinct type of behaviour.</li> </ul>	<p><b>Telangana state SCERT Text Books,</b>  <a href="https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf">https://scert.telangana.gov.in/pdf/publication/ebooks2019/9%20biosci%20em%202020-21.pdf</a></p> <p><b>NCERT text books</b>  <a href="https://ncert.nic.in/textbook.php?iesc1=0-15">https://ncert.nic.in/textbook.php?iesc1=0-15</a></p> <p><b>QR Codes</b></p> <p><b>Youtube</b>            1. <a href="https://www.youtube.com/watch?v=af44WbKJZx8">https://www.youtube.com/watch?v=af44WbKJZx8</a>            2. <a href="https://www.youtube.com/watch?v=Y8rel_fYuqI">https://www.youtube.com/watch?v=Y8rel_fYuqI</a>            3. <a href="https://www.youtube.com/watch?v=gx3vEHZG4zQ">https://www.youtube.com/watch?v=gx3vEHZG4zQ</a>            4. <a href="https://www.youtube.com/watch?v=PRdCowYEtAg">https://www.youtube.com/watch?v=PRdCowYEtAg</a>            5. <a href="https://www.youtube.com/watch?v=wU2cDET2fIY">https://www.youtube.com/watch?v=wU2cDET2fIY</a></p>	<p><b>Week 10: Animal behaviour</b></p> <p>The learner can be asked to conducts activities to know about the animal behaviour.</p> <p><b>Activity: Observation of the animal behaviour.</b></p> <ul style="list-style-type: none"> <li>• Observe different animals in your surroundings and mention the different types of behaviour exhibiting by them.</li> </ul> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>• Observe different birds, building their nests in your surroundings and Collect material and try to build same type of nest on your own.</li> <li>• Make a model of a nest.</li> </ul> <p><b>Project work:</b></p> <ul style="list-style-type: none"> <li>• Observe ants going in a line. Collect information about how they communicate and write a note on this. (Project work)</li> <li>• Collect the information about any one of the animals from your surroundings. Observe how it behaves in different situations.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
		<p>After reading the text books, worksheets and after observation of videos, reflect on the following.</p> <p><b>Evaluation:</b></p> <ol style="list-style-type: none"> <li>1) Our pet dog barks only on strangers. Why?</li> <li>2) Describe all types of Animal behaviour with appropriate examples.</li> <li>3) Understanding of animal behaviour creates positive attitude towards animals." How do you support this statement? Explain with suitable examples.</li> </ol>

## CLASS - IX

### Social Studies

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. understands the importance of Lithosphere.</li> <li>2. differentiates the types of spheres.</li> <li>3. explains different weathering.</li> <li>4. explains the plate tectonics.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 5</b></p> <p><b>Lesson : Lithosphere</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Differentiate all the spheres in a tabular form.</li> <li>❖ Make a chart of lithosphere.</li> <li>❖ Make a poster of Jigsaw puzzle</li> <li>❖ Collect the different types of landform images.</li> <li>❖ Collect the different types of soils in your area.</li> </ul>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. describes the Social Protest Movements</li> <li>2. explains laborers movements in Europe.</li> <li>3. compares Luddism with Socialism in tabular form.</li> <li>4. describes the Socialism.</li> <li>5. analyses the women’s movement.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 6</b></p> <p><b>Lesson : Social Protest Movements</b></p> <ul style="list-style-type: none"> <li>❖ Make a poster on industrial revolution.</li> <li>❖ Make a pamphlet on laborers movements.</li> <li>❖ Compare the Luddism with Socialism in tabular form.</li> <li>❖ Make a pamphlet on women’s movement.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. knows about Hydrological cycle.</li> <li>2. understands the concept of Evaporation, Transportation, Condensation and Precipitation.</li> <li>3. knows about Relief of the Ocean</li> <li>4. knows about Salinity of the Ocean.</li> <li>5. knows importance of Ocean as a Resource.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 7</b></p> <p><b>Lesson : Hydrological</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Draw the Hydrological cycle diagram.</li> <li>❖ Make a poster on Ocean relief features.</li> <li>❖ Draw the picture of page no. 31</li> <li>❖ List out the Salinity wise seas and oceans.</li> <li>❖ Make a pamphlet on importance of Oceans.</li> <li>❖ List out cold currents and warm currents according to page no 35. map</li> <li>❖ Suggest a few measure for prevent water wastage.</li> </ul>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. knows about Atmosphere.</li> <li>2. classifies the Atmosphere.</li> <li>3. explains the Pressure Belts and Planetary Winds.</li> <li>4. explains what is the Coriolis Effect.</li> <li>5. classifies the Winds.</li> <li>6. differentiates the Weather and Climate</li> <li>7. classifies the Forms of Precipitation.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 8</b></p> <p><b>Lesson : Atmosphere</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Draw the page no. 38 picture.</li> <li>❖ Classify the Atmosphere in a tabular form.</li> <li>❖ Draw the picture of <i>Pressure Belts and Planetary winds</i> which is in page no. 41.</li> <li>❖ Draw the Coriolis Effect in picture in page no.42.</li> <li>❖ Classify the winds in the tabular form.</li> <li>❖ List out the different local winds.</li> <li>❖ Draw the pictures of different type's precipitations.</li> </ul>

<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<p>The learner</p> <ol style="list-style-type: none"> <li>explains the How Forests Were Used Before British Rule in India.</li> <li>describes How Forests Were Used During British Rule?</li> <li>list outs the tribal revolts during the British period.</li> <li>analyses the British Government's Industrial Policy.</li> <li>explains Indian Industry during the First World War</li> <li>analyses the labourer's working conditions.</li> </ol>	<ol style="list-style-type: none"> <li>SCERT Text Books</li> <li>Atlas</li> <li>Globe</li> <li>Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 9</b></p> <p><b>Lesson : Impact of Polonialism in India</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Make a poster on protection of forest.</li> <li>❖ Make four slogan on forest protection.</li> <li>❖ Differentiates the Reserved forest and Protected forest.</li> <li>❖ List out the uses of forest.</li> <li>❖ Make a album on Tribal hero's who is fought against the British and Nizam.</li> <li>❖ Make pamphlet on working conditions of labourers</li> </ul>
<p>The learner</p> <ol style="list-style-type: none"> <li>describes the Democracy</li> <li>find outs needs of democracy.</li> <li>explains the conditions of Libya.</li> <li>analyse the how Libya gains the freedom and how it is sustained.</li> <li>explains the conditions of Myanmar.</li> <li>describes the how Myanmar were achieved freedom.</li> </ol>	<ol style="list-style-type: none"> <li>SCERT Text Books</li> <li>Atlas</li> <li>Globe</li> <li>Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 10</b></p> <p><b>Lesson : Democracy</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Make a poster on importance of democracy.</li> <li>❖ Make a pamphlet on importance of public awareness.</li> <li>❖ Differentiates the democracy in Libya and democracy in Myanmar.</li> <li>❖ Make four slogans on democracy</li> <li>❖ Locate the Libya and Myanmar on world map.</li> </ul>



<b>Learning outcomes</b>	<b>Source/resource</b>	<b>Week-wise suggestive activities</b>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. differentiates the Simple subsistence Farming and Intensive Subsistence Farming.</li> <li>2. classifies the crop seasons in a tabular form.</li> <li>3. differentiates the food crops and cash crops.</li> <li>4. explains about importance of Agriculture in India.</li> <li>5. analyses the green revolution.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 11</b></p> <p><b>Lesson : Agriculture in India</b></p> <p>Read the given worksheets carefully following activities</p> <ul style="list-style-type: none"> <li>❖ Classifies the crop seasons in a tabular form.</li> <li>❖ Differentiates the food crops and cash crops in a tabular form.</li> <li>❖ Make a table for pros and cons of green revolution.</li> <li>❖ Mark the top 5 foreign countries which are doing trade with India.</li> </ul>
<p>The learner</p> <ol style="list-style-type: none"> <li>1. explains infrastructure for industries.</li> <li>2. describes the Industrial Location</li> <li>3. classifies the various industries.</li> <li>4. analyse the impacts of industrialisation.</li> <li>5. explains the Impact of Industrialisation Policies.</li> </ol>	<ol style="list-style-type: none"> <li>1. SCERT Text Books</li> <li>2. Atlas</li> <li>3. Globe</li> <li>4. Lessons telecast through Doordarshan Yadagiri and T – SAT channels</li> </ol>	<p style="text-align: center;"><b>Week 12</b></p> <p><b>Lesson : Industries in India</b></p> <p>Read the given worksheets carefully following activities.</p> <ul style="list-style-type: none"> <li>❖ List out the needs to establish industries.</li> <li>❖ List out mineral based industries, Agro based industries, chemical based industries.</li> <li>❖ Make a poster on Industrialisation.</li> <li>❖ List out Pros and cons of industrialisation in tabular form.</li> <li>❖ Make a pamphlet on environmental protection.</li> <li>❖ Analyse the pie chart in page no 87</li> <li>❖ Analyse the graphs in page no 88,89.</li> <li>❖ Analyse the table in page no 90.</li> <li>❖ Fill the table in page no 91.</li> </ul>



# **CLASS – X**



CLASS – X

Telugu – First Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>పాఠ్యాంశాలను ధారాళంగా చదువడం, అర్థం చేసుకోవడం.</li> <li>అపరిచిత గద్యాన్ని, పద్యాలను / గేయాలను చదివి అర్థం చేసుకోవడం, ప్రశ్నలకు జవాబులు రాయగలగడం.</li> <li>చుక్క పద్యాలకు ప్రతిపదార్థాలు, భావాలు రాయగలగడం.</li> <li>పాఠ్యాంశం ఆధారంగా రచయిత గురించి, ఆయన శైలి గురించి, స్వీయరచన ప్రశ్నలకు సొంతంగా సమాధానాలు రాయగలగడం.</li> <li>వాడుక భాషలో సంభాషణలు, ఏకపాత్రాభినయానికి సంభాషణలు, ఆత్మకత, వర్ణనలు, వ్యాసాలను రాయగలగడం.</li> <li>ఇచ్చిన పదాల ఆధారంగా సొంతవాక్యాలు, నానార్థాలు, పర్యాయ పదాలు, ప్రకృతి-వికృతులు, వ్యుత్పత్తులను రాయగలగడం.</li> <li>జాతీయాలను అర్థం చేసుకొని ఉపయోగించగలగడం.</li> <li>వ్యాకరణాంశాలను అర్థం చేసుకోవడం, సాధించడం. ఉదా: సంధి పదాలను విడదీయడం, కలిపి రాయడం, గణవిభజన, సామాన్య, సంయుక్త, సంశ్లిష్ట వాక్యాలు, త్రికసంధి, రుగాగమ సంధి, ఛేకానుప్రాస అంకారం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>10వ తరగతి తెలుగు</li> <li>ప్రథమభాష పాఠ్యపుస్తకం</li> <li>పాఠ్యాంశాల ఆధారంగా రూపొందించిన కృత్యపత్రాలు</li> </ul>	<p><u>బదవ వారం</u></p> <ul style="list-style-type: none"> <li>“ఎవరి భాష వాళ్ళకు వినసొంపు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“ఎవరి భాష వాళ్ళకు వినసొంపు” పాఠంలోని “ఇవి చేయండి” అభ్యాసాల సాధన.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“ఎవరి భాష వాళ్ళకు వినసొంపు” పాఠం కృత్యపత్రాల సాధన.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వీర తెలంగాణ” పాఠ్యాంశ బోధన.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వీర తెలంగాణ” పాఠంలోని “ఇవి చేయండి” అభ్యాసాల సాధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వీర తెలంగాణ” పాఠ్యాంశ కృత్యపత్రాల సాధన.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“భాగ్యోదయం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>“భాగ్యోదయం” పాఠ్యాంశానికి చెందిన అభ్యాసాల సాధన.</li> </ul>

CLASS – X

Telugu – Second Language

సామర్థ్యాలు - అభ్యసన ఫలితాలు	వనరులు	వ్యూహాలు / కృత్యాలు
<ul style="list-style-type: none"> <li>ప్రాచీన సాహిత్యానికి చెందిన పద్యాలను, ఆత్మకథ, గేయాన్ని ధారాళంగా చదువడం – అర్థం చేసుకోవడం.</li> <li>పద్యాలు, గేయాల భావాలను సొంతమాటల్లో చెప్పగలగడం, రాయగలగడం.</li> <li>అపరిచిత పద్య, గద్యాంశాలను చదివి అర్థం చేసుకోవడం, సమాధానాలివ్వగలగడం.</li> <li>సమర్థిస్తూ లేదా విభేదిస్తూ, కారణాలను తెలియజేస్తూ, వివరిస్తూ సొంతమాటల్లో రాయగలగడం.</li> <li>గేయాలను పొడిగించగలగడం, ఆహ్వానపత్రం, సంభాషణలను రాయగలగడం, లేఖలు రాయగలగడం.</li> <li>అర్థాలను, సొంతవాక్యాలను, ప్రకృతి-వికృతులను, పర్యాయ పదాలను రాయగలగడం.</li> </ul>	<ul style="list-style-type: none"> <li>ఎస్.సి.ఇ.ఆర్.టి. వెబ్‌సైట్</li> <li>10వ తరగతి తెలుగు ద్వితీయభాష పాఠ్యపుస్తకం</li> <li>కృత్యపత్రాలు</li> </ul>	<p><u>బడవ వారం</u></p> <ul style="list-style-type: none"> <li>“పరిష్కారం” పాఠ్యాంశ బోధన.</li> </ul> <p><u>ఆరవ వారం</u></p> <ul style="list-style-type: none"> <li>“పరిష్కారం” పాఠ్యాంశంలోని అభ్యాసాలను సాధన చేయడం.</li> </ul> <p><u>ఏడవ వారం</u></p> <ul style="list-style-type: none"> <li>“పరిష్కారం” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలు అభ్యాసం చేయడం.</li> </ul> <p><u>ఎనిమిదవ వారం</u></p> <ul style="list-style-type: none"> <li>ఉపవాచకంలోని పి.వి.నరసింహారావు పాఠ్యాంశాన్ని చర్చించడం.</li> </ul> <p><u>తొమ్మిదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్ణాలు” పాఠ్యాంశ బోధన.</li> </ul> <p><u>పదవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్ణాలు” పాఠ్యాంశంలోని అభ్యాసాలను సాధన చేయడం.</li> </ul> <p><u>పదకొండవ వారం</u></p> <ul style="list-style-type: none"> <li>“వర్ణాలు” పాఠ్యాంశానికి చెందిన కృత్యపత్రాలను సాధన చేయడం.</li> </ul> <p><u>పన్నెండవ వారం</u></p> <ul style="list-style-type: none"> <li>మొదటి మూడు పాఠ్యాంశాలలోని అభ్యాసాల ఆధారంగా స్వీయరచన, సృజనాత్మక సామర్థ్యాలకు చెందిన అభ్యాసాల గురించి పునరభ్యాసం చేయించడం.</li> </ul>

## CLASS – X

### Hindi – First Language

सीखने की संप्राप्तियाँ	स्त्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● छात्र सुनी और पढ़ी गयी बातों पर विचार विमर्श करेंगे और मौखिक एवं लिखित रूप से अपनी प्रतिक्रिया तथा अभिव्यक्ति देंगे।</li> <li>● विषय के प्रति जागरूक बनेंगे तथा उसके महत्व को समझेंगे।</li> <li>● पाठों की विधाओं एवं उद्देश्यों से परिचित होंगे।</li> <li>● संबंधित अंशों की अपने शब्दों में लिखित या मौखिक रूप से भावाभिव्यक्ति करेंगे।</li> <li>● पाठ के व्याकरणांशों द्वारा अपनी भाषा को सुंदर एवं सुहृद बनायेंगे।</li> <li>● देशभक्ति और देशप्रेम की भावना से अवगत होंगे।</li> <li>● कहानी, आत्मकथा, संवाद लेखन में सक्षम बनेंगे।</li> <li>● पाठों के भाव अपने शब्दों में लिखेंगे।</li> <li>● सृजन के द्वारा अपनी काल्पनिकता को मूर्तरूप प्रदान करेंगे।</li> </ul>	<p>SCERT वेबसाइट SCERT कक्षा - 10 की पाठ्यपुस्तक</p> <p>‘नेताजी का चश्मा, एक कहानी यह भी, कवित्त, राम-लक्ष्मण-परशुराम संवाद’ पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b> ‘नेताजी का चश्मा’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b> ‘नेताजी का चश्मा’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b> ‘एक कहानी यह भी’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b> ‘एक कहानी यह भी’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b> ‘कवित्त’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b> ‘कवित्त’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b> ‘राम-लक्ष्मण-परशुराम संवाद’ पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b> ‘राम-लक्ष्मण-परशुराम संवाद’ पाठ के वर्कशीटों का अभ्यास करें।</p>

## CLASS – X

### Hindi – Second Language

सीखने की संप्राप्तियाँ	स्रोत/संसाधन	प्रस्तावित गतिविधियाँ (बच्चे इन गतिविधियों को अभिभावक /शिक्षक की मदद से करेंगे)
<ul style="list-style-type: none"> <li>● उन्मुखीकरण अंश के बारे में बातचीत करेंगे।</li> <li>● कविता और पाठ के पठित अंश पढ़कर प्रतिक्रिया करेंगे।</li> <li>● नैतिकता के महत्व को समझेंगे।</li> <li>● 'भ्रूण हत्या' विषय पर अपने शब्दों में लिखेंगे।</li> <li>● हिंदी के महत्व और उपयोगिता से परिचित होंगे।</li> <li>● कविता से सौंदर्यानुभूति प्राप्त कर अपनी भावनाओं व जीवन कौशलों का विकास करेंगे।</li> <li>● पाठों में आये शब्दों के पर्याय पहचानेंगे, वाक्य प्रयोग करेंगे।</li> <li>● व्याकरण के अंशों का अभ्यास करेंगे।</li> </ul>	<p>SCERT वेबसाइट</p> <p>SCERT कक्षा - 10 की पाठ्यपुस्तक</p> <p>'ईदगाह, माँ मुझे आने दे!', कण-कण का अधिकारी, लोकगीत, अंतर्राष्ट्रीय स्तर पर हिंदी' पाठ के वर्कशीटों का उपयोग करें।</p>	<p><b>सप्ताह - 5</b></p> <p>'ईदगाह' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 6</b></p> <p>'ईदगाह' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 7</b></p> <p>'माँ मुझे आने दे!' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 8</b></p> <p>'माँ मुझे आने दे!' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 9</b></p> <p>'कण-कण का अधिकारी' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 10</b></p> <p>'कण-कण का अधिकारी' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 11</b></p> <p>'लोकगीत' पाठ के वर्कशीटों का अभ्यास करें।</p> <p><b>सप्ताह - 12</b></p> <p>'अंतर्राष्ट्रीय स्तर पर हिंदी' पाठ के वर्कशीटों का अभ्यास करें।</p>



CLASS – X

Urdu First Language

ہفتہ وار سرگرمیاں (Week-wise activities)	ماخذ (Sources)	آموزشی ماحصل Learning Outcomes
<b>پانچواں ہفتہ</b>	SCERT web ☆ site	☆ سبق روانی سے پڑھنا اور فہم حاصل کرنا۔ ☆ نامعلوم نثر/نظم پڑھ کر فہم حاصل کرنا اور سوالوں کے جواب لکھنا۔
☆ سبق: ”قلی قطب شاہ کا سفر نامہ“ کی تدریس	☆ جماعت دہم کی اردو کی	☆ دیئے گئے اشعار کی بحوالہ متن تشریح کرنا۔
<b>چھٹواں ہفتہ</b>	☆ درسی کتاب (زبان اول)	☆ سبق کی بنیاد پر مصنف/شاعر کی طرز تحریر سے متعلق لکھنا۔
☆ سبق: ”قلی قطب شاہ کا سفر نامہ“ کے مشغلوں کی مشق	☆ مشغلاتی پرچے	☆ خود لکھنا کے تحت سوالوں کے جواب اپنے الفاظ میں لکھنا۔
<b>ساتواں ہفتہ</b>		☆ دیئے گئے الفاظ کو جملوں میں استعمال کرنا ان الفاظ کے معنی مترادفات اور اضداد لکھنا۔
☆ سبق: ”قلی قطب شاہ کا سفر نامہ“ سے متعلق مشغلاتی پرچوں کی مشق		☆ محاوروں اور کہاوتوں کو سمجھ کر موقع و محل کے مناسبت سے روزمرہ زندگی میں استعمال کرنا۔
<b>آٹھواں ہفتہ</b>		☆ قواعد کو سمجھ کر حل کرنا۔
☆ سبق: ”وطن کی خدمت کے ڈھنگ“ کی تدریس		☆ تشبیہ اور استعارہ کی شناخت کرنے کے قابل ہونا۔
<b>نواں ہفتہ</b>		☆ طلباء نظم کی تعریف کر سکیں گے اور اس کی اقسام کو بیان کر سکیں گے۔
☆ سبق: ”وطن کی خدمت کے ڈھنگ“ کے مشغلوں کی مشق		☆ مصرعوں کا مطلب اپنے الفاظ میں بیان کر سکیں گے۔
<b>دسواں ہفتہ</b>		☆ متن کے کلیدی نکات کی نشاندہی کر سکیں گے۔
☆ سبق: ”وطن کی خدمت کے ڈھنگ“ سے متعلق مشغلاتی پرچوں کی مشق		

<p><b>گیارہواں ہفتہ</b></p> <p>☆ سبق ”غزل“ کی تدریس</p> <p><b>بارہواں ہفتہ</b></p> <p>☆ سبق: ”غزل“ کے مشغلوں کی مشق</p>		<p>☆ ان دیکھنا متن پڑھ کر سوالوں کے جواب لکھیں گے۔</p> <p>☆ اپنے دوست کو خط لکھنے کے قابل بن سکیں گے۔</p> <p>☆ اضمحلال اور مرکب الفاظ کی شناخت کر سکیں گے۔</p> <p>☆ صنعت ”کنایہ“ کی تعریف کر سکیں گے اور مثالیں دینے قابل ہوں گے۔</p> <p>☆ اپنے وطن کے بارے میں بیان کرتے ہوئے دوست کو خط لکھیں گے۔</p> <p>☆ قومی یکجہتی کے فروغ پر ایک مضمون لکھیں گے۔</p> <p>☆ کسی کے اچھے کام کی تعریف کرتے ہوئے توصیفی مضمون لکھیں گے۔</p>
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## CLASS – X

### English

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• listens for information, gist and details and responds accordingly.</li> <li>• listens to and discusses literary/non-literary/audio-visual inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p>Telangana SCERT official website-  <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or  <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p><b>Theme: Wit and Humour</b></p> <p><b>A:</b> Dear Departed-I  <b>B:</b> Dear Departed-II  <b>C:</b> The Brave Potter</p> <p><b>Use textbook and worksheets</b></p>	<p><b>WEEK 5</b></p> <p><b>Competency/Skill- Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>• The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>• Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own.</li> <li>• Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</li> <li>• Do the oral discourses like debates/discussions/speeches/narrations, etc. given after the face sheet in the text. Follow the instructions given in the worksheets.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>• reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets of</p> <p><b>Reading</b></p> <p>Having listened to the story/ text/poem, learners read the text on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<p><b>Competency/Skill-Reading</b></p> <ul style="list-style-type: none"> <li>• Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading.</li> <li>• The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:</li> <li>• Read the given part/chunk of the text at your own pace.</li> <li>• Attempt and answer the reading comprehension questions given at the end of the text.</li> <li>• Create a sub-text by summarizing the text.</li> <li>• Write or tell the whole story/text in your language to parents or siblings.</li> <li>• Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>• As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>uses words, phrases, idioms and word chunks for meaning in contexts.</li> <li>understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 6</b></p> <p><b>Post - Reading activity</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/Skill- Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>Create a dictionary of words you come across in the text.</li> <li>Find the meaning of words and write them down in their note books.</li> <li>Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Post - Reading activity</b></p> <p><b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>uses grammar items in context such as reporting verbs, passive form, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage :</b></p> <ul style="list-style-type: none"> <li>Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</li> <li>Teacher may give additional questions wherever possible and needed.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• writes short answers/ paragraphs, reports using appropriate vocabulary and grammar on a given theme;</li> <li>• writes discourses given at the end of the text under writing part/ letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 7</b></p> <p><b>Writing:</b>  <b>Letter to a friend</b>  <b>Conversion of the Play into a Story</b></p> <ul style="list-style-type: none"> <li>• Based on the reading of the text/story learner may now do the short answer comprehension questions</li> <li>• Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</li> <li>• Rewrite the story in ‘study skills’ by giving another ending of your own. Follow the instructions given in the worksheets.</li> </ul> <p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual’s mind or through discussions, pair work, group work</p> <p><b>Outlining:</b> organizing the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revision &amp; Editing:</b> in response to the writer’s second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> Write the final draft now</p>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary/ audio-visual inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p><b>Theme: Human Relations</b></p> <p><b>A:</b> The Journey</p> <p><b>B:</b> Another Woman(Poem)</p> <p><b>C:</b> The Never Never Nest</p> <p><b>Use textbook and worksheets</b></p>	<p><b>WEEK 8</b></p> <p><b>Competency/Skill- Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own.</li> <li>Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</li> <li>Do the oral discourses like debates/discussions/speeches/narrations, etc., given after the face sheet in the text. Follow the instructions given in the worksheets.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>• reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets of</p> <p><b>Reading</b></p> <p>Having listened to the story/text/poem, learners read the text on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<p><b>Competency/Skill-Reading</b></p> <ul style="list-style-type: none"> <li>• Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading.</li> <li>• The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum:</li> <li>• Read the given part/chunk of the text at your own pace.</li> <li>• Attempt and answer the reading comprehension questions given at the end of text.</li> <li>• Create a sub-text by summarizing the text.</li> <li>• Write or tell the whole story/text in your language to parents or siblings.</li> <li>• Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>• As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</li> </ul>



Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>uses words, phrases, idioms and word chunks for meaning in contexts.</li> <li>understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 9</b></p> <p><b>Post - Reading activity</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/Skill - Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>Create a dictionary of words you come across in the text.</li> <li>Find the meaning of words and write them down in their note books.</li> <li>Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Post - Reading activity</b></p> <p><b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>uses grammar items in context such as reporting verbs, passive form, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage :</b></p> <ul style="list-style-type: none"> <li>Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</li> <li>Teacher may give additional questions wherever necessary.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme;</li> <li>writes discourses given at the end of the text under writing part /letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails according to the need.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets</p>	<p><b>WEEK 10</b></p> <p><b>Writing</b> <b>Essay Writing</b></p> <ul style="list-style-type: none"> <li>Based on the reading of the text/story learner may now do the short answer comprehension questions</li> <li>Long answer questions article writing, essay writing, letter writing, biography sketch, story writing and so on.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Process Approach to Writing</b></p> <p><b>Process approach</b> to writing emphasizes the steps a writer goes through when creating a well-written text. The stages include:</p> <p><b>Brainstorming:</b> writing down many ideas that may come to an individual's mind or through discussions, pair work, group work</p> <p><b>Outlining:</b> organizing the ideas into a logical sequence</p> <p><b>Drafting:</b> The writer concentrates on the content of the message (rather than the form).</p> <p><b>Revision &amp; Editing:</b> in response to the writer's second thoughts or feedback provided by peers or teacher, the draft is revised and edited.</p> <p><b>Proof-reading:</b> with an emphasis on form. Correct the language and appropriateness of its use.</p> <p><b>Final draft:</b> Write the final draft now.</p>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>listens for information, gist and details and responds accordingly.</li> <li>listens to and discusses literary/non-literary/audio-visual inputs in varied contexts to infer, interpret and appreciate.</li> </ul>	<p>Telangana SCERT official website-  <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or  <a href="http://scert.telangana.gov.in/">http://scert.telangana.gov.in/</a></p> <p><b>Theme: Films and Theatre</b>  <b>A:</b> Rendezvous with Ray  <b>B:</b> Maya Bazar  <b>C:</b> A Tribute</p> <p><b>Use textbook and worksheets</b></p>	<p><b>WEEK 11</b></p> <p><b>Competency/Skill- Listening &amp; Speaking</b></p> <ul style="list-style-type: none"> <li>The teachers inform the learners about the website and the particular lesson to be learnt.</li> <li>Learners may be given special instructions — what is expected of them. Say, for example, listen to the audio text and then read the same text on their own.</li> <li>Learners may be provided with some Audio/Video/Youtube links to visit regarding the Oral Discourses for their better performance in the classroom oral activities.</li> <li>Do the oral discourses like debates/discussions/speeches/narrations, etc., given after the face sheet in the text. Follow the instructions given in the worksheets.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• reads with comprehension the given text/ materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.</li> <li>• reads silently with comprehension, interprets layers of meaning.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a></p> <p>Use textbook and worksheets of</p> <p><b>Reading</b></p> <p>Having listened to the story/ text/poem, learners read the text on their own.</p> <p>Learners read the text in chunks (the text may be divided into four or five sections).</p> <p>The text is followed by comprehension check.</p>	<p><b>Competency/Skill-Reading</b></p> <ul style="list-style-type: none"> <li>• Learners may be provided with some Audio/Video/Youtube links to visit regarding the text given for Reading.</li> <li>• The teachers may divide the reading text into chunks/segments and ask the learners to do the following activities as per the needs of the learner/curriculum: Read the given part/chunk of the text at their own pace.</li> <li>• Attempt and answer the reading comprehension questions given at the end of text.</li> <li>• Create a sub-text by summarizing the text.</li> <li>• Write or tell the whole story/text in your language to parents or siblings.</li> <li>• Make a visual description of the story.</li> </ul> <p><b>While reading activity</b></p> <ul style="list-style-type: none"> <li>• As they read the text/stories on their own, learners will have to attempt to answer the question given in the middle of the text or learners are using text from state or other textbooks, they should attempt to answer the questions for comprehension given at the end of the text.</li> </ul>

Learning Outcomes	Sources/ Resources	Week-wise Suggestive Activities (to be guided by teachers/parents)
<ul style="list-style-type: none"> <li>• uses words, phrases, idioms and word chunks for meaning in contexts.</li> <li>• understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.</li> </ul>	<p>Telangana SCERT official website- <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> or <a href="http://scert.telangana.gov.in">http://scert.telangana.gov.in</a> Use textbook and worksheets</p>	<p><b>WEEK 12</b></p> <p><b>Post - Reading activity</b></p> <p><b>Reading comprehension</b></p> <ul style="list-style-type: none"> <li>• Revisit/reread the text and answer the comprehension questions given at the end of the text.</li> </ul> <p>Follow the instructions given in the worksheets.</p> <p><b>Competency/Skill- Vocabulary &amp; Grammar</b></p> <p>Teachers may ask learners to</p> <ul style="list-style-type: none"> <li>• Find the new words and categorize into groups and make a word web or mind map of the words.</li> <li>• Create a dictionary of words you come across in the text.</li> <li>• Find the meaning of words and write them down in their note books.</li> <li>• Try to make sentences using the words.</li> </ul> <p><b>Vocabulary</b></p> <p><b>Post - Reading activity</b></p> <p><b>Vocabulary learning</b></p> <ul style="list-style-type: none"> <li>• Let learners consult the dictionary online or off line to find the meaning of words/phrases that they find it new in the passage they read.</li> </ul> <p>Follow the instructions given in the worksheets.</p>
<ul style="list-style-type: none"> <li>• uses grammar items in context such as reporting verbs, passive form, time and tense, etc.</li> </ul>	<p>Grammar: Notices the grammar items in the text from the given exercises under the grammar part of the textbook.</p>	<p><b>Grammar Usage :</b></p> <ul style="list-style-type: none"> <li>• Teachers may ask the learners to do the grammar exercises given at the end of the text, after discussing and analyzing in groups.</li> </ul>

**CLASS – X**  
**Mathematics**

<b>Learning Outcomes</b>	<b>Sources/Resources</b>	<b>Week-wise activities (to be guided by parents with the help of Teachers)</b>
<p><b>Week-5:</b> Learners</p> <ol style="list-style-type: none"> <li>1. identify a polynomial</li> <li>2. Find degree, value and zeroes of a polynomial</li> <li>3. classify polynomials based on degree and based on number of terms</li> <li>4. draw graphs of polynomials and find zeroes from it.</li> <li>5. understand the relationship between zeroes and coefficients of polynomials.</li> <li>6. solve problems on division of polynomials.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 3 (Polynomials) Work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>▪ Graphs of Polynomials <a href="https://youtu.be/PMdAMSE_BRw">https://youtu.be/PMdAMSE_BRw</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may give them some expressions and asks them to check whether they are polynomials or not</li> <li>• The teacher may give some polynomials and asks them to find degree, value and zeroes. Also to draw graphs for them.</li> <li>• The teacher may send some polynomials and asks them to identify the relation between zeroes and coefficients. Also may ask them to verify division algorithm for polynomials.</li> <li>• Students have to solve problems from text book exercises and also from work sheets related to the above specified concepts.</li> </ul>
<p><b>Week-6:</b> Learners</p> <ol style="list-style-type: none"> <li>1. calculate measures of central tendency for ungrouped data.</li> <li>2. calculate mean of grouped data by             <ol style="list-style-type: none"> <li>(i) Direct method</li> <li>(ii) Assumed mean method (Deviation method)</li> </ol> </li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 14 (Statistics) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may send some raw data and asks them to calculate measures of central tendency for them.</li> <li>• The teacher may give some grouped data and asks them to calculate Mean by different methods.</li> <li>• The teacher may ask them to explain why we have to use different methods for mean in their own words.</li> <li>• Students have to solve problems from the text book exercises and also work-sheets related to the above specified concepts.</li> </ul>

<p><b>Week-7:</b> Learners</p> <ol style="list-style-type: none"> <li>1. calculate mode of grouped data</li> <li>2. calculate median of grouped data</li> <li>3. draw Ogive curves (less than cumulative frequency curves)</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 14 (Statistics) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may send some grouped data to students and asks them to calculate their mode and median</li> <li>• The teacher may ask them to explain the terms in formulae of mean, median and mode of grouped data.</li> <li>• The teacher may give some grouped data and asks them to draw ogive curves.</li> <li>• Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.</li> </ul>
<p><b>Week-8:</b> Learners</p> <ol style="list-style-type: none"> <li>1. understand what similar figures are.</li> <li>2. explain similarity of triangles.</li> <li>3. solve problems involving basic proportionality theorem and its converse.</li> <li>4. construction of division of a line segment in the given ratio.</li> <li>5. construction of a triangle similar to the given triangle with given scale factor.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 8 (Similar triangles) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>▪ similar triangle construction(scale factor&lt;1) <a href="https://youtu.be/BN1tPxiNQsk">https://youtu.be/BN1tPxiNQsk</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may send some geometrical figures to students and asks them to identify similar or not.</li> <li>• The teacher sends some problems related to '<b>Basic Proportionality Theorem</b>' and asks them to solve.</li> <li>• The teacher may ask them to do the construction of a triangle similar to the given triangle.</li> <li>• Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.</li> </ul>
<p><b>Week-9:</b> Learners</p> <ol style="list-style-type: none"> <li>1. establish similarity of triangles using criterion for similarity.</li> <li>2. solve problems involving Pythagoras theorem.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 8 (Similar triangles) Work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>▪ Pythagoras Theorem <a href="https://youtu.be/5nDFyRCBlcA">https://youtu.be/5nDFyRCBlcA</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher motivates students towards criterion for similarity. The teacher gives some problems and asks them to establish similarity using criterion for similarity.</li> <li>• Teacher encourages to do the activity from the text book to understand idea of areas of similar figures.</li> </ul>

		<ul style="list-style-type: none"> <li>• The teacher may send some situations where Pythagoras theorem is used and encourages them to give few more.</li> <li>• Students have to solve problems from text book exercises and also from work sheets related to the above specified concepts.</li> </ul>
<p><b>Week-10:</b></p> <p>Learners</p> <ol style="list-style-type: none"> <li>1. understand what trigonometric ratios are.</li> <li>2. can give reasons for <math>\sin\theta</math> and <math>\cos\theta</math> values to be <math>\leq 1</math></li> <li>3. can find values of trigonometric ratios for some specific angles.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 11 (Trigonometry) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>▪ values of trigonometric ratios <a href="https://youtu.be/NVVLVKxnD88">https://youtu.be/NVVLVKxnD88</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may ask students to do the activities given in the text book to understand what trigonometric ratios are.</li> <li>• The teacher may ask reasons why some values are not possible for some trigonometric ratios.</li> <li>• The teacher may motivate students to find values of trigonometric ratios for some specific angles through some activities.</li> <li>• Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.</li> </ul>
<p><b>Week-11:</b></p> <p>Learners</p> <ol style="list-style-type: none"> <li>1. give relation between trigonometric ratios of angles and their complementary angles.</li> <li>2. can prove trigonometric Identities</li> <li>3. solve problems related to complementary angles and identities.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 11 (Trigonometry) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>▪ Trigonometric identity-1 <a href="https://youtu.be/aQFOf6UvYKI">https://youtu.be/aQFOf6UvYKI</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher asks them to write trigonometric ratios for angles and their complementary angles. Then she may ask them to write the relation between them.</li> <li>• She may encourage them to prove trigonometric identities.</li> <li>• She may encourage students to solve problems related to complementary angles and identities.</li> <li>• Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.</li> </ul>



<p><b>Week-12:</b></p> <p>Learners</p> <ol style="list-style-type: none"> <li>1. understand when to use angle of elevation and angle of depression.</li> <li>2. draw appropriate figures to the given daily life situations.</li> <li>3. solve problems related to simple daily life situations.</li> </ol>	<p>Go through</p> <ul style="list-style-type: none"> <li>▪ Chapter 12 (Applications of trigonometry ) work sheets</li> <li>▪ State text book</li> <li>▪ <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> </ul>	<ul style="list-style-type: none"> <li>• The teacher may encourage students to give situations where angle of elevation and angle of depression are used.</li> <li>• The teacher may encourage students to draw diagrams for different situations.</li> <li>• The teacher may give some situations and asks them to draw figures and solve them.</li> <li>• Students have to solve problems from text book exercises and also from work-sheets related to the above specified concepts.</li> </ul>
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## CLASS - X

### Physical Science

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can differentiate between Acids and Bases.</li> <li>• identifies the Acids and Bases based on their reactions.</li> <li>• uses the knowledge of Litmus to identify the Acids and Bases.</li> <li>• understands about experiment of Reaction between Acids and Bases with Metals.</li> <li>• understands Neutralization Reaction and its Examples.</li> <li>• can do experiments of the Reaction of Acids with metal Carbonates.</li> <li>• identifies the Common things among Acids.</li> <li>• can do experiment on Acids producing Ions in Aqueous solutions.</li> </ul>	<p><b>WEEK :- 05</b></p> <p><b>Unit/ Lesson name:</b></p> <p><b>ACIDS, BASES AND SALTS.</b></p> <p><b>Worksheet No.:- 18</b></p> <p><b>Introduction to Acids and Bases</b></p> <p><b>Worksheet No :- 19</b></p> <p><b>Reaction of acids and bases with metals And Neutralization reaction</b></p> <p><b>Worksheet No :- 20</b></p> <p><b>Reaction of acids with metal carbonates and metal hydrogen carbonates.</b></p> <p><b>Worksheet No :- 21</b></p> <p><b>What do Acids have in common?</b></p> <p><b>Worksheet No :- 22</b></p> <p><b>Do acids produce ions only in aqueous solution?</b></p>	<p><b>WEEK :- 05</b></p> <p>By reading the worksheet 18 to 22 children can do Assessment provided.</p> <ul style="list-style-type: none"> <li>➤ Explains the properties of acids and bases in their own words.</li> <li>➤ Identifies daily life applications of Acids and Bases.</li> <li>➤ Differentiate between Acids and Bases.</li> <li>➤ Draws figures related to Experiments and activities.</li> <li>➤ Classify various Acids and Bases and their reactions.</li> <li>➤ Can do the experiments and activities regarding Acids and bases reacting with Metals and Carbonates .</li> <li>➤ Explains the Neutralization Reaction and its Examples.</li> <li>➤ Draws figures to describe Experiments and the arrangements of the experiments.</li> <li>➤ They can explain that the Acids will produce the ions in aqueous solutions.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• understands the process of Dilution of Acids and Bases and their Strengths.</li> <li>• could calculate the P<sup>H</sup> value of any substance and Neutral solution.</li> <li>• can understand Acid rain, tooth decay, antacid.</li> <li>• understands reasons for Tooth Decay and Indigestion problems in our daily life.</li> <li>• can explain about Family of Salts Acidic, Basic And Neutral Salts.</li> <li>• can differentiate common salts, rock salt, brine, sodium hydroxide.</li> <li>• can understand Chloro-Alkali Process.</li> </ul>	<p><b>WEEK :- 06</b></p> <p><b>Worksheet No :- 23</b></p> <p><b>Mixing of acid or base with water, strength of acid or base</b></p> <p><b>Worksheet No :- 24</b></p> <p><b>P<sup>H</sup> value, Neutral solution</b></p> <p><b>Worksheet No :- 25</b></p> <p><b>Acid rain, tooth decay, antacid.</b></p> <p><b>Worksheet No :- 26</b></p> <p><b>Family of salts, Acidic salt, basic salt, Neutral salt.</b></p> <p><b>Worksheet No :- 27</b></p> <p><b>Common salts, rock salt, brine, sodium hydroxide, bleaching powder, chloro – alkali process</b></p>	<p><b>WEEK :- 06</b></p> <p>By reading the Worksheets from <b>23</b> to <b>27</b></p> <ul style="list-style-type: none"> <li>➤ Children can do Assessment Given at the end of the Worksheets</li> <li>➤ Students explain Strength of Acids and Bases, P<sup>H</sup> value, Acid Rains, Antacids and about Chloro –Alkali Family of Salts in their own words.</li> <li>➤ Students give examples for effects of P<sup>H</sup> in our daily life.</li> <li>➤ Students can give more examples for Family of Acids.</li> <li>➤ Could differentiate the P<sup>H</sup> Values of different solutions.</li> <li>➤ Explains the process of formation of Acidic salts, Basic salts and Neutral Salts.</li> <li>➤ On the basis of common salts, they can explain the chloro-alkali process.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can do the preparation of Baking soda, washing powder.</li> <li>• knows the uses of Baking soda and washing powder.</li> <li>• understands water of crystallization, and plaster of Paris.</li> <li>• knows the Refraction process at Curved Surfaces.</li> <li>• draws the Ray Diagrams to show Refraction at Curved Surfaces.</li> <li>• completes the incomplete pictures.</li> <li>• understands the process of formation of image due to refraction of light.</li> </ul>	<p><b>WEEK :- 07</b></p> <p><b>Unit /Lesson Name:-</b></p> <p><b>ACIDS, BASES AND SALTS.</b></p> <p><b>Worksheet No :- 28</b></p> <p><b>Baking soda (NaHCO<sub>3</sub>), Washing soda (Na<sub>2</sub>CO<sub>3</sub>.10H<sub>2</sub>O), Recrystallisation.</b></p> <p><b>Worksheet No :- 29</b></p> <p><b>Water of crystallization, Gypsum, plaster of paris.</b></p> <p><b>Unit /Lesson Name:-</b></p> <p><b>Refraction of light by curved surfaces</b></p> <p><b>Worksheet No :- 30</b></p> <p><b>Refraction of light by curved surfaces</b></p> <p><b>Worksheet No :- 31</b></p> <p><b>Drawing Ray Diagrams to show the Refraction at curved surfaces</b></p> <p><b>Worksheet No :- 32</b></p> <p><b>The process of image formation due to Refraction</b></p>	<p><b>WEEK :- 07</b></p> <p>They can do Assessment by reading all these worksheets <b>28 to 32</b></p> <ul style="list-style-type: none"> <li>➤ Students can explain the uses of Baking soda and washing powder and their preparation process.</li> <li>➤ Can develop their own brain mappings of utilization of Salts in our daily life.</li> <li>➤ Students can communicate their conceptual understanding of the formation and uses of Baking soda, Washing powder and plaster of paris.</li> <li>➤ Students can communicate their conceptual understanding the refraction of light through a neat diagram.</li> <li>➤ Student can draw the Ray Diagram showing refraction occurs at curved surfaces.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>understands the Applications of curved surfaces formula.</li> <li>identifies and understands the Terminology regarding the Lenses.</li> <li>uses the knowledge of Behavior of certain Light Rays Incident on the Lenses.</li> <li>draws the Ray Rules for Lenses o behavior of light rays.</li> <li>draws the Ray diagrams for Convex Lens using Ray Rules.</li> <li>draws the ray diagrams for different object positions of Convex lens.</li> </ul>	<p><b>WEEK :- 08</b></p> <p><b>Worksheet No :- 33</b></p> <p><b>Applications of curved surfaces formula</b></p> <p><b>Worksheet No :- 34</b></p> <p><b>Terminology regarding the Lens</b></p> <p><b>Worksheet No :- 35</b></p> <p><b>Behavior of certain Light Rays incident on the Lens</b></p> <p><b>Worksheet No :- 36</b></p> <p><b>Ray rules for Lenses</b></p> <p><b>Worksheet No :- 37</b></p> <p><b>Image formation by Convex lens and various properties</b></p>	<p><b>WEEK :- 08</b></p> <p>They can do Assessment by reading all these worksheets <b>33 to 37</b></p> <ul style="list-style-type: none"> <li>➤ Can explain the Terminology regarding Lenses</li> <li>➤ Can develop their own brain mappings of utilization Lenses in different situations.</li> <li>➤ Can communicate their conceptual understanding of the formation of images.</li> <li>➤ Can communicate applications of Curved surface Formula.</li> <li>➤ Can draw the Ray Diagrams for concave and Convex lenses</li> <li>➤ Student can utilize the Behavior of light rays regarding concave and Convex lenses.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• can Solve the Problems using Ray Diagrams.</li> <li>• verifies the Lens formula and solves the problems of Distances.</li> <li>• understands the Lens makers formula</li> <li>• can use Lens makers formula and sign conventions.</li> <li>• can do the problems using Lens formula and Lens Makers Formula and Magnification.</li> <li>• knows the Least Distance of Distinct Vision and Angle of Vision.</li> </ul>	<p><b>WEEK :- 09</b></p> <p><b>Worksheet No :- 38</b></p> <p><b>Problem solving using Ray Diagrams</b></p> <p><b>Worksheet No :- 39</b></p> <p><b>Lens formula</b></p> <p><b>Worksheet No :- 40</b></p> <p><b>Magnification</b></p> <p><b>Worksheet No :- 41</b></p> <p><b>Lens makers formula and factors affecting Focal length</b></p>	<p><b>WEEK-09</b></p> <p>By reading the worksheets 38 to 42 children can do Assessment provided.</p> <ul style="list-style-type: none"> <li>➤ Can explain and draws the Ray diagrams and solves problems using them.</li> <li>➤ Can deduce the Lens formula and utilizes for problem Solving.</li> <li>➤ Can draw the Ray diagrams and understands the concept of Magnification.</li> <li>➤ Can deduce the Lens Makers formula and utilizes for problem Solving</li> <li>➤ Can explain the Factors affecting the Focal Length of a Lens.</li> <li>➤ Can do experiment to find Least Distance of Distinct Vision and Angle of Vision.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• knows about Structure of Human Eye.</li> <li>• knows about Structure and parts of Eye and the Adjustment of the Eye.</li> <li>• uses the knowledge of Structure of the eye and understands about eye defects.</li> <li>• understands the eye defect Myopia.</li> <li>• gives reason for eye defect Myopia and understands the correction of eye defect.</li> <li>• understands the eye defect Hypermetropia.</li> </ul>	<p><b>Unit /Lesson Name:-</b></p> <p><b>Human Eye and Colourful World</b></p> <p><b>Worksheet No :- 42</b></p> <p><b>Least Distance of Distinct Vision and Angle of Vision</b></p> <p><b>WEEK :- 10</b></p> <p><b>Worksheet No :- 43</b></p> <p><b>Structure of Human Eye</b></p> <p><b>Worksheet No :- 44</b></p> <p><b>Adjustment of Eye</b></p> <p><b>Worksheet No :- 45</b></p> <p><b>Eye Defects and Myopia</b></p> <p><b>Worksheet No :- 46</b></p>	<p><b>WEEK :- 10</b></p> <p>By reading the worksheet 43 to 47 children can do Assessment provided.</p> <ul style="list-style-type: none"> <li>➤ Explains the properties of parts of the human eye.</li> <li>➤ Identifies daily life applications of parts of the human eye.</li> <li>➤ Explains the property adjustment of the human eye.</li> <li>➤ Draws figure of human eye.</li> <li>➤ Classifies various types of Eye Defects and explains about Myopia.</li> <li>➤ Can do the experiments and activities regarding eye defects.</li> <li>➤ Explains the correction of eye defect Myopia.</li> <li>➤ Draws figures to describe eye defects Myopia and Hypermetropia.</li> </ul>

<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The Learner</b></p> <ul style="list-style-type: none"> <li>• understands about Structure of Eye Defect Hypermetropia and its Correction.</li> <li>• knows about another Eye Defect called Presbiopia.</li> <li>• uses the knowledge of Structure of the eye and understands about Eye Defects and knows about power of Lens.</li> <li>• understands Atomic Structure.</li> <li>• understands wave nature of light.</li> <li>• understands about electromagnetic spectrum.</li> <li>• understands Bohr's model of an atom by using Hydrogen spectrum.</li> </ul>	<p><b>Myopia and Correction of eye defect</b></p> <p><b>Worksheet No :- 47</b></p> <p><b>Hypermetropia</b></p> <p><b>WEEK :- 11</b></p> <p><b>Worksheet No :- 48</b></p> <p><b>Hypermetropia and its correction</b></p> <p><b>Worksheet No :- 49</b></p> <p><b>Presbiopia and Power of Lens</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Note:- Worksheet No. 50 to 54 are taken as Activity/Project based concepts.</b></p> </div> <p><b>Note:- Worksheets 50 to 54 are taken under Activity/Project based syllabus</b></p>	<p><b>WEEK-11</b></p> <p>By reading the worksheets 48 to 49 and 55 to 57 children can do Assessment provided.</p> <ul style="list-style-type: none"> <li>➤ Children can explain about Hypermetropia and its correction with neat diagram.</li> <li>➤ Children can explain the eye defect Presbiopia and its correction and also finds the Power of Lens.</li> <li>➤ Explains about the atomic structure.</li> <li>➤ Explains about wave nature of the spectrum.</li> <li>➤ Can explain the characteristics of Electro Magnetic spectrum and types of waves present in it.</li> <li>➤ Can explain the Bohr's Model of an atom using Hydrogen spectrum.</li> </ul>



<b>Learning outcomes</b>	<b>Sources/ resources</b>	<b>Week-wise suggested activities (to be guided by the teacher/parent)</b>
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>• understands Bohr-Somerfelds Model of an atom.</li> <li>• explains elliptical orbitals of an atom.</li> <li>• can explain quantum mechanical model of an atom.</li> <li>• can understand about quantum Numbers.</li> <li>• can write the quantum numbers for the given orbitals.</li> <li>• can understand the electronic configuration of an atom.</li> </ul>	<p><b>Unit /Lesson Name:-</b></p> <p><b>Atomic Structure</b></p> <p><b>Worksheet No :- 55</b></p> <p><b>Wave nature of Light</b></p> <p><b>Worksheet No :- 56</b></p> <p><b>Electromagnetic Spectrum</b></p> <p><b>Worksheet No :- 57</b></p> <p><b>Bohr’s model of hydrogen atom</b></p> <p><b>WEEK :- 12</b></p> <p><b>Worksheet No :- 58</b></p> <p><b>Bohr-Sommerfeld model of an tom.</b></p> <p><b>Worksheet No :- 59</b></p> <p>Quantum mechanical model of atom.</p> <p><b>Worksheet No :- 60</b></p> <p><b>Quantum numbers-I</b></p> <p><b>Worksheet No :- 61</b></p> <p><b>Quantum numbers-II</b></p> <p><b>Worksheet No :- 62</b></p> <p><b>Electronic configuration of an atom.</b></p>	<p><b>WEEK :- 12</b></p> <p>By reading the worksheets 58 to 62 children can do Assessment provided.</p> <ul style="list-style-type: none"> <li>➤ Explains about Bohr-Somerfeld’s Model of an atom.</li> <li>➤ Explains about elliptical orbitals of an atom.</li> <li>➤ Can explain the characteristics of Quantum mechanical model of an atom.</li> <li>➤ Can explain the quantum numbers.</li> <li>➤ Can understand the electronic configuration of an atom.</li> </ul>

# CLASS - X

## Biological Science

Learning Outcomes	Sources/ Resources	Suggested Activities (To be guided by teachers/Parent)
<p><b>The learner</b></p> <ul style="list-style-type: none"> <li>identifies the different steps involved in respiration.</li> <li>draws the flow chart of events in respiration.</li> <li>appreciates the role of respiration in releasing energy.</li> <li>conducts experiment to know about the gas present in exhaled air.</li> <li>identifies the gases present in inhaled and exhaled air.</li> <li>gives reason for the turning of lime water into milky white</li> <li>collects information on different respiratory organs.</li> <li>draws the flow chart showing pathway of air and human respiratory system.</li> <li>differentiates between anaerobic respiration and anaerobic respiration.</li> <li>identifies different ways of respiration from unicellular organisms to multicellular organisms.</li> </ul>	<p>SCERT text books/ NCERT text books/ TROER</p> <p><b>SCERT Worksheets 16-26</b></p> <p><a href="https://www.youtube.com/watch?v=GjFD55C9v38">https://www.youtube.com/watch?v=GjFD55C9v38</a></p> <p><a href="https://www.youtube.com/watch?v=_5SjIAi5skg">https://www.youtube.com/watch?v=_5SjIAi5skg</a></p> <p><a href="https://www.youtube.com/watch?v=eBI3U-T5Nvk">https://www.youtube.com/watch?v=eBI3U-T5Nvk</a></p> <p>SCRT text book of tenth class Biology</p> <p><a href="https://www.youtube.com/watch?v=zD0SJUfsN94">https://www.youtube.com/watch?v=zD0SJUfsN94</a></p> <p><a href="https://www.youtube.com/watch?v=kFZpwBOrAKE">https://www.youtube.com/watch?v=kFZpwBOrAKE</a></p> <p>SCERT tenth class Biology textbook.</p> <p><a href="https://study.com/academy/lesson/differences-between-aerobic-vs-anaerobic-respiration.html">https://study.com/academy/lesson/differences-between-aerobic-vs-anaerobic-respiration.html</a></p>	<p style="text-align: center;"><b>WEEK – 5</b></p> <p><b>Respiration</b> The learner is asked to watch the links and answer the following questions.</p> <p><b>Task-1</b></p> <ol style="list-style-type: none"> <li>What are the general events in respiration?</li> <li>What are the important structures of lungs that help in gas exchange?</li> <li>What are the end products of cellular respiration?</li> </ol> <p><b>Breathing</b> The learner is asked to do the following activity</p> <p><b>Task-2</b> Let us discuss about an activity showing the gas that is released out of lungs during breathing. Prepare lime water and take it in one test tube and normal water in another test tube. Using syringe pass normal air into the test tube containing normal water and using a straw breathe out air into the test tube containing lime water.</p> <p><b>Task – 3</b> Draw the flow chart of pathway of air.</p> <p><b>Task - 4</b></p> <div style="text-align: center;"> <pre> graph TD     A[Glucose -&gt; Pyruvate (3 carbon compound) + Energy] --&gt; B[Absence or low amount of oxygen (anaerobic respiration and fermentation)]     A --&gt; C[Presence of Oxygen (aerobic respiration)]     B --&gt; D[Lactic acid + Energy Eg: Bacteria]     B --&gt; E[Ethanol + CO2 + Energy Eg: Yeast]     C --&gt; F[CO2 + H2O + Energy Eg: Plants and animals]     </pre> </div> <p>Write the differences between anaerobic respiration and aerobic respiration in the tabular form.</p>

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (To be guided by teachers/Parent)</b>
<ul style="list-style-type: none"> <li>• classifies different organisms based on their respiratory processes</li> <li>• conducts an activity to show that carbon dioxide is evolved during respiration.</li> <li>• observes the change in the colour of lime water in both the sets of experiment ( Dry seeds an sprouts)</li> <li>• conducts the activity to observe the pulse rate and heart beat rate</li> <li>• compares the pulse rate with heart beat rat</li> <li>• explains the external and internal structure of heart with the help of diagram.</li> <li>• identifies the location of valves and blood.</li> <li>• identifies the blood vessels which are involved in circulation.</li> <li>• differentiates the structure and functions of arteries and veins.</li> <li>• explains different events occurring in cardiac cycle.</li> <li>• draws the flow chart flowing the different stages of cardiac cycle.</li> </ul>	<p>State text book of tenth class biology.  <a href="https://www.youtube.com/watch?v=kdHcG0YFH9E">https://www.youtube.com/watch?v=kdHcG0YFH9E</a></p> <p>Tenth Biology SCERT text book.  <a href="https://www.youtube.com/watch?v=kdHcG0YFH9E">https://www.youtube.com/watch?v=kdHcG0YFH9E</a></p> <p><b>Worksheets 27-28</b>  <a href="https://www.youtube.com/watch?v=jywof6_e6vE">https://www.youtube.com/watch?v=jywof6_e6vE</a></p> <p>Tenth Biology SCERT text book.  <b>Worksheets 31-34</b>  <a href="https://www.youtube.com/watch?v=DLmmN0jys0">https://www.youtube.com/watch?v=DLmmN0jys0</a></p> <p>SCERT tenth class biology text book  <a href="https://www.youtube.com/watch?v=UMTDmP81mG4">https://www.youtube.com/watch?v=UMTDmP81mG4</a></p> <p>SCERT tenth class biology text book  <a href="https://www.youtube.com/watch?v=IXkfZYlnw14">https://www.youtube.com/watch?v=IXkfZYlnw14</a>  <a href="https://www.youtube.com">https://www.youtube.com</a></p>	<p><b>Task – 4: Project</b>  Collect the information on respiratory organs in different organisms.</p> <p><b>Week –6</b>  <b>Theme - Carbon dioxide is evolved in Respiration.</b>  The learner is asked to do the  <b>Task - 4</b>  <b>Activity- Carbon dioxide is evolved in respiration.</b>  Take sprouted seeds in a transparent bottle and insert a small beaker with lime water. Close the bottle tightly and observe the color of the lime water after some time.</p> <p><b>Week – 7</b>  <b>Theme - Transportation - Pulse rate and heart beat</b>  <b>Task - 5</b>  The learner is asked to do the following activity  By keeping index and middle finger on your wrist below the thumb with little pressure as shown in the above figure. You feel something pushing your fingers rhythmically up and down this is called Pulse.  Also collect the pulse rate of your family members. Note observations in the following tabular form.</p> <p><b>Structure of Heart</b>  <b>The learner is asked to</b>  <b>Task - 6</b>  Draw the diagram of internal structure of heart.</p> <p><b>Blood vessels</b>  <b>Task - 7</b>  Write the differences between arteries and veins and draw their diagrams.  <b>Task - 8</b>  Draw the flow chart showing cardiac cycle.</p>

Learning Outcomes	Sources/ Resources	Suggested Activities (To be guided by teachers/Parent)
<ul style="list-style-type: none"> <li>identifies the process of circulation that takes place in different organisms.</li> <li>explains the evolution of transport system from lower to higher organisms.</li> <li>explains the functions of lymphatic system.</li> <li>identifies the process of circulation that takes place in different organisms.</li> <li>explains the evolution of transport system from lower to higher organisms.</li> <li>explains the different stages involved in blood coagulation</li> <li>identifies the reasons for delay in blood coagulation</li> <li>identifies that osmosis, root pressure and transpiration are the important factors in transportation of water.</li> <li>conducts activities to prove root pressure, transpiration</li> <li>explains transportation of food in plants</li> <li>draws the diagram of human excretory system and label the</li> </ul>	<p><a href="https://www.youtube.com/watch?v=IS9TD9fHFv0">m/watch?v=IS9TD9fHFv0</a> SCERT tenth class biology text book</p> <p><b>Worksheets 35 - 41</b> <a href="https://www.youtube.com/watch?v=cZjr8ljFBU4">https://www.youtube.com/watch?v=cZjr8ljFBU4</a> <a href="https://www.youtube.com/watch?v=X_W6B8Pq2oQ">https://www.youtube.com/watch?v=X_W6B8Pq2oQ</a> <a href="https://www.youtube.com/watch?v=cCPyWFK0IKs">https://www.youtube.com/watch?v=cCPyWFK0IKs</a></p> <p>SCERT X biology textbook <a href="https://www.youtube.com/watch?v=2FjxpstLkle">https://www.youtube.com/watch?v=2FjxpstLkle</a> <a href="https://www.youtube.com/watch?v=_yQD0U3ZtCs">https://www.youtube.com/watch?v=_yQD0U3ZtCs</a></p> <p>SCERT textbook of Biology <a href="https://www.youtube.com/watch?v=OU9CXqMTQlc">https://www.youtube.com/watch?v=OU9CXqMTQlc</a> <a href="https://www.youtube.com/watch?v=UvgSeiyM4IU">https://www.youtube.com/watch?v=UvgSeiyM4IU</a></p> <p>Tenth class Biology text book – SCERT. <b>Worksheets 43 - 47</b> <a href="https://www.youtube.com/watch?v=GW9u1gA91hk">https://www.youtube.com/watch?v=GW9u1gA91hk</a></p> <p>SCERT tenth biology text book <a href="https://www.youtube.com">https://www.youtube.com</a></p>	<p><b>Week – 8</b> The learner is asked to do <b>Task-9</b> <b>Project wok</b> Collect the information about the single and double circulation in different organisms. <b>Task – 10</b> Write the functions of lymphatic system. <b>Task – 11</b> <b>The learner is asked to do the following project work.</b> Collect the information about the evolution of transport system from lower to higher organisms. <b>Task-12</b> Visit a doctor nearby your area and collect information about blood pressure of four or five persons and analyse the data. <b>Task-13</b> Write the sequential chemical reactions in blood clotting. <b>Task – 14</b> Conducts an activity to prove the root pressure. List out the important factors involved in transportation of water. <b>Theme – Transportation of food in plants.</b> The learner is asked to explain the study conducted by biologists to explain the transport of food materials by phloem.</p> <p><b>Week– 9</b> <b>Theme – Excretion</b> The learner is asked to do the <b>Task - 15</b> <b>Project work:</b> Prepare a model of human excretory system with locally available materials. Draw the diagram of Excretory system. <b>Structure of kidney</b></p>

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (To be guided by teachers/Parent)</b>
<p>parts.</p> <ul style="list-style-type: none"> <li>• makes the model of human excretory system with locally available materials</li> <li>• identifies the different parts of kidney.</li> <li>• conducts the experiment to observe the got/sheep kidney.</li> <li>• explains the structure of nephron with the help of a diagram.</li> <li>• gives the reasons why nephron is considered as structural and functional unit of kidney</li> <li>• identifies the different stages in urine formation.</li> <li>• explains the process of micturition.</li> <li>• identifies the different components present in urine.</li> <li>• gives reasons for the yellow color of urine.</li> <li>• explains the process of haemodialysis.</li> <li>• creates awareness activities on organ donation.</li> <li>• identifies the accessory excretory organs in our body</li> <li>• explains the functions of accessory excretory organs.</li> <li>• explains the</li> </ul>	<p><a href="https://www.youtube.com/watch?v=zAczdDFyglA">m/watch?v=zAczdDFyglA</a></p> <p>SCERT tenth biology text book</p> <p><a href="https://www.youtube.com/watch?v=82mW8bpcSyU">https://www.youtube.com/watch?v=82mW8bpcSyU</a></p> <p>NCERT text book/Biology state textbook/ NROER</p> <p><a href="https://www.youtube.com/watch?v=uI-ByPDmsQw">https://www.youtube.com/watch?v=uI-ByPDmsQw</a></p> <p>NCERT text book/Biology state textbook/ TROER</p> <p><a href="https://www.youtube.com/watch?v=zVzgswdRRHA">https://www.youtube.com/watch?v=zVzgswdRRHA</a></p> <p>Tenth Biology SCERT text book.</p> <p><b>Worksheets 48-53</b></p> <p>SCERT tenth Biology text book.</p> <p><a href="https://www.youtube.com/watch?v=IQKQ4eoKfTg">https://www.youtube.com/watch?v=IQKQ4eoKfTg</a></p> <p>SCERT Text book</p> <p><a href="https://www.youtube.com/watch?v=7Rf15DV5Ok0">https://www.youtube.com/watch?v=7Rf15DV5Ok0</a></p> <p>Tenth Biology text book - SCERT</p> <p><a href="https://www.youtube.com/watch?v=tPXHpNwxSBU">https://www.youtube.com/watch?v=tPXHpNwxSBU</a></p> <p>NCERT/SCERT text books Internet</p> <p><a href="https://www.youtube.com/watch?v=f3i-Pcc9Gtw">https://www.youtube.com/watch?v=f3i-Pcc9Gtw</a></p>	<p><b>Task-16</b> To observe the internal structure of kidney, we need freshly collected goat or sheep kidney. Wash the kidney thoroughly with water,. Put the kidney in the tray and observe it carefully. With the help of a sharp blade cut the kidney to observe the internal structure.</p> <p><b>Nephron</b> <b>Task – 17</b> Explain the structure of nephron and draw the diagram.</p> <p><b>Task – 18</b> The learner is asked to read the concept of the process of urine formation. Explain the different stages in urine formation.</p> <p><b>Theme – Composition of urine</b> <b>Task – 19</b> <b>Activity:</b> List out the components of urine in the tabular form.</p> <p><b>Week – 10</b></p> <p><b>Dialysis</b> The learner is asked to</p> <p><b>Task - 20</b> Explain the process of haemodialysis.</p> <p><b>Project:</b> Collect the information on organ donation. Write slogans on organ donation. Prepare posters on organ donation. Prepare a cartoon on organ donation.</p> <p><b>Accessory excretory organs.</b> <b>Activity :</b> The learner is asked to do List out different accessory excretory organs in our body and write their functions in the tabular form.</p> <p><b>Theme – Different excretory organs in different organisms.</b> <b>Task – 21</b> Explain the structural and functional complexity of excretory organs in different organisms.</p>

Learning Outcomes	Sources/ Resources	Suggested Activities (To be guided by teachers/Parent)
<p>structural and functional complexity of excretory organs in different organisms with suitable examples.</p> <ul style="list-style-type: none"> <li>gives the examples for primary metabolites.</li> <li>identifies secondary metabolites formed in plants.</li> <li>identifies the difference between excretion and secretion.</li> <li>explains the excretion and secretion with suitable examples.</li> <li>compares the sensory and motor nerves.</li> <li>explains about reflex arc.</li> <li>gives examples from daily life regarding reflex arc.</li> <li>identifies the important parts in the brain.</li> <li>explains the functions of the fore brain, mid brain and hind brain.</li> <li>explains the autonomous nervous system.</li> <li>identifies the effect of sympathetic and parasympathetic nervous systems on the functions of organs.</li> </ul>	<p>Tenth Biology text book</p> <p>Tenth class Biology text book - SCERT  <a href="https://www.youtube.com/watch?v=VqE0aeL1hJQ">https://www.youtube.com/watch?v=VqE0aeL1hJQ</a></p> <p>SCERT text books/ NCERT text books/ NROER/ YOUTUBE links</p> <p>SCERT text book of tenth class biology. Internet.</p> <p>SCERT textbook of tenth class biology.</p> <p>SCERT tenth class biology text book.  <b>Worksheets 56 - 60</b>  <a href="https://www.youtube.com/watch?v=zh9vCFaglsU">https://www.youtube.com/watch?v=zh9vCFaglsU</a></p> <p>SCERT text book Internet.  <a href="https://www.youtube.com/watch?v=Nn2RHLWST-k">https://www.youtube.com/watch?v=Nn2RHLWST-k</a></p> <p>SCERT biology text book of tenth class biology.  <a href="https://www.youtube.com/watch?v=HVGlfcp3ATI">https://www.youtube.com/watch?v=HVGlfcp3ATI</a></p> <p>SCERT biology text book of tenth class biology. Internet  <a href="https://www.youtube.com/watch?v=D96mSg2_h0c">https://www.youtube.com/watch?v=D96mSg2_h0c</a></p> <p>SCERT text book of tenth class biology.</p>	<p><b>Theme – Primary and secondary metabolites in plants.</b></p> <p><b>Project :</b> Collect information on primary and secondary metabolites in plants and write their functions.</p> <p><b>Theme – Excretion vs Secretion</b> Excretion and secretion are the same in nature. Excretion is the removal of materials from living being, while secretion is movement of materials from one point to the other point. So secretion is active while excretion is passive in nature.</p> <p><b>Task – 22</b> Write the excretion and secretion in tabular form.</p> <p><b>Week – 11</b></p> <p><b>Theme – Sensory and motor neurons.</b></p> <p><b>Task - 23</b> The learner is asked to do Write the differences between sensory and motor neurons in a tabular form.</p> <p><b>Task – 24</b> Explain reflex arc with labeled diagram.</p> <p><b>Activity:</b> Write the examples of reflex arc from daily life.</p> <p><b>Task – 25</b> Write the different parts of brain.</p> <p><b>Task – 26</b> Write the different functions of parts of brain in a tabular form.</p> <p><b>Project :</b> Collect information on the effect of sympathetic and parasympathetic nervous systems on the functions of organs.</p>

<b>Learning Outcomes</b>	<b>Sources/ Resources</b>	<b>Suggested Activities (To be guided by teachers/Parent)</b>
<ul style="list-style-type: none"> <li>• explains about endocrine glands and their secretion</li> <li>• identifies the impact of insulin on levels of glucose.</li> <li>• identifies the phytohormones.</li> <li>• explains different types of tropic movements.</li> <li>• differentiates the nastic and tropic movements.</li> </ul>	<p><b>Worksheets 61 - 64</b></p> <p>SCERT text book of tenth class biology.  <a href="https://www.youtube.com/watch?v=NOV0OuYxB7g">https://www.youtube.com/watch?v=NOV0OuYxB7g</a></p> <p>SCERT text book of tenth class biology.  <a href="https://www.youtube.com/watch?v=ILGpRQNAku4">https://www.youtube.com/watch?v=ILGpRQNAku4</a>  <a href="https://www.youtube.com/watch?v=8Ji3g4yp4VE">https://www.youtube.com/watch?v=8Ji3g4yp4VE</a></p> <p>SCERT text book of tenth class biology.</p> <p>SCERT text book of tenth class biology.  <a href="https://www.youtube.com/watch?v=4D8tg3sY8MA">https://www.youtube.com/watch?v=4D8tg3sY8MA</a></p>	<p><b>Week – 12</b></p> <p><b>Task - 27</b>          Explain different endocrine glands and their functions in the tabular form.</p> <p><b>Task - 28</b>          Collect and analyze information about characteristics of disease from diabetes persons of your surroundings.</p> <p><b>Task -29</b>          List out the phytohormones and their functions in plants in a tabular form.</p> <p><b>Task – 30</b>          Write the differences between nastic and tropic movements?</p> <p><b>Project</b>          Write different types of tropic movements with examples observed in your daily life.</p>

## CLASS - X

### Social Studies

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>The learner</p> <ul style="list-style-type: none"> <li>• explains the term development</li> <li>• analyses different developmental goals</li> <li>• mentions his or her developmental goals</li> <li>• compares and differentiates high income countries and low income countries</li> <li>• differentiates national income and per capita income.</li> <li>• explains the importance of public facilities</li> <li>• interprets the paragraph on gender bias</li> <li>• suggests measures for achieving gender equality</li> </ul>	<ul style="list-style-type: none"> <li>i) Social studies textbook of class 10th published by SCERT Telangana</li> <li>ii) Atlas</li> <li>iii) Globe</li> <li>iv) <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>v) lessons telecasted through DD Yadagiri</li> <li>vi) lessons telecasted through T-SAT channel</li> </ul>	<p><b>Week 5</b></p> <p><b>Lesson : Ideas of development</b></p> <p>Read the given worksheets carefully and do the following activities</p> <ul style="list-style-type: none"> <li>• prepare a table on developmental goals of people belonging to different sections of the society</li> <li>• collect the latest per capita data of Indian states</li> <li>• observe the table some comparative data of selective states and analyse</li> <li>• collect the information on the public facilities provided in the local area and comment on their maintenance</li> <li>• prepare a poster on gender equality</li> </ul>



Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>The learner</p> <ul style="list-style-type: none"> <li>• classifies the sectors of economy</li> <li>• differentiates intermediate goods and final goods</li> <li>• explains the estimation of GDP</li> <li>• explains the new methods of forming</li> <li>• analyses the impact of technology on products and employment</li> <li>• mentions various service activities</li> <li>• analyses the share of different sectors in GDP</li> <li>• analyses the gender-wise distribution of workers in three sectors of economy</li> <li>• differentiates unemployment and underemployment</li> <li>• explains the reasons for the growth of service sector</li> <li>• differentiates organised and unorganised sectors</li> <li>• suggests measures increase the contribution of unorganised sectors to the GDP.</li> </ul>	<ul style="list-style-type: none"> <li>i) Social studies textbook of class 10th published by SCERT Telangana</li> <li>ii) Atlas</li> <li>iii) Globe</li> <li>iv) <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>v) Lessons telecasted through DD Yadagiri</li> <li>vi) Lessons telecasted through TSAT channel</li> </ul>	<p><b>Week 6</b></p> <p><b>Lesson : Production and employment</b></p> <p>Read the given worksheets carefully and do the following activities</p> <ul style="list-style-type: none"> <li>• write few occupations classify them under sectors of economy</li> <li>• prepare list of final goods and intermediate goods used for their manufacturing</li> <li>• observe the graph showing share of different sectors in GDP and analyse</li> <li>• prepare a list of activities done in your area, do you observe any shift from one sector to another compared to the yester years analyse the reasons</li> <li>• observe the graph showing shares of employment and shares of three sectors in GDP and analyse</li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<ul style="list-style-type: none"> <li>analyses the measures taken up by the present government in providing better employment conditions</li> </ul>		<ul style="list-style-type: none"> <li>suggest measures to overcome the problems of disguised unemployment and underemployment</li> <li>prepare a list of               <ol style="list-style-type: none"> <li>Crops cultivated in your area</li> <li>Industries located in your area</li> <li>Service activities in your area</li> </ol> </li> <li>suggest measures to increase employment opportunities in our country</li> <li>answer all the questions given under assign assessments</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>explains the important provisions of government act of 1935.</li> <li>explains the way freedom fighters bravely face the British exploitation.</li> <li>explains the divide and rule policy of British government.</li> </ul>	<ol style="list-style-type: none"> <li>Social studies textbook of class 10th published by SCERT Telangana</li> <li>Atlas</li> <li>Globe</li> <li><a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a></li> <li>Lessons telecasted through DD Yadagiri</li> <li>Lessons telecasted through TSAT channel</li> </ol>	<p><b>Week 7</b></p> <p><b>Lesson : National movement in India partition and independence 1939 to 1947</b></p> <ul style="list-style-type: none"> <li>Teachers can guide the students to prepare a brief note on the design and the significance of colours and fabric used in our national flag.</li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<ul style="list-style-type: none"> <li>• appreciates the ideal of secularism among our freedom fighters</li> <li>• analyses the role of Muslim League in generating the Indian Muslims</li> <li>• explains the impact of Indian role and policy of British government</li> <li>• explains Paralysis second chances that lies to the demand of separate nation</li> <li>• explains the sacrifices made by the Indians during quit India movement</li> <li>• knows the spirit of nationalism</li> <li>• appreciates those ideas followed by the freedom fighters</li> <li>• appreciates the unity between Hindus and Muslims against the British</li> <li>• explains the causes of the Baga movement</li> </ul>		<ul style="list-style-type: none"> <li>• Teachers can encourage the students to prepare a collage on Indian freedom struggle for fighters</li> <li>• Teachers can encourage the students to sing patriotic songs</li> <li>• Prepares a speech on the quit India movement</li> <li>• Prepares role play on the leaders of freedom struggle</li> <li>• Knows timeline of Indian freedom movement</li> <li>• Collects information on the Bhoodan Movement with the help of your teacher</li> <li>• The teacher may hold discussion on the protection of right of minorities</li> <li>• The teachers may assign different activities like essay writing/ singing songs painting on the theme <b>unity in diversity</b></li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<ul style="list-style-type: none"> <li>• explains the agony of the Indians at the time of partition of the country</li> <li>• explains the way the formal transfer of power from the British</li> <li>• analyses the integration of princely states into the Indian union</li> </ul>		<ul style="list-style-type: none"> <li>• Teacher guide the students to prepare list all the national symbols and national days</li> <li>• Prepares a collage on Indian statements from various spheres</li> </ul>
<ul style="list-style-type: none"> <li>• Under different shades weather and climate</li> <li>• analyses the climograph of Delhi, Jaipur and Chennai</li> <li>• explains the factors that influence the climate and weather</li> <li>• locates the important hill stations on India map</li> <li>• explains the differences in the weather conditions during summer and winter</li> <li>• explains the impact of Western disturbances</li> <li>• browses outline map of India</li> <li>• explains the mechanism of monsoon</li> <li>• analyses the reasons for the appearance of weather</li> </ul>	i) Social studies textbook of class 10th published by SCERT Telangana ii) atlas iii) globe iv) <a href="http://www.scert.telangana.gov.in">www.scert.telangana.gov.in</a> v) lessons telecasted through DD Yadagiri vi) lessons telecasted through t sat channel	<p><b>Week 8</b></p> <p><b>Lesson climate of India</b></p> <p>Read the given worksheets carefully and do the following activities</p> <ul style="list-style-type: none"> <li>• collect the weather reports of May and June observe and record the changes in the weather conditions and discuss with your teacher and students</li> <li>• the teachers may encourage the students to collect the weather report of different places in India for the month of June and record the differences in the weather reports</li> <li>• the teachers are suggested to discuss the impact of weather conditions on human lifestyle and in different parts of the world.</li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>conditions during retreating monsoon period</p> <ul style="list-style-type: none"> <li>• analyses of causes for anthropos ethnic global warming</li> <li>• suggests measures to reduce global warming</li> <li>• prepares great slogan for the preparation of compliance on importance of afforestation</li> </ul>		<ul style="list-style-type: none"> <li>• features are suggestive discuss the impact of good monsoons and rainfall conditions and excessive rainfall conditions encourage the students to share the experience</li> <li>• prepare a list of crops mostly cultivated during kharif and Rabi</li> <li>• prepare a poster on the use of green energy</li> <li>• teachers are suggested to label discussion on the disagreements between developed countries and developing countries on the use of fossil fuels</li> <li>• answer the questions given under assignment</li> </ul>
<p>The learner</p> <ul style="list-style-type: none"> <li>• can compare the different shades of the preamble of India, Nepal and Japanese for station</li> <li>• explains the formation of constituent assembly</li> <li>• explains the work done by constituent assembly and drafting committee</li> </ul>	<p>i) Social studies textbook of class 10th published by SCERT Telangana  ii) Atlas  iii) Globe  iv) www .scert telangana.gov.in  v) Lessons telecasted through DD Yadagiri  vi) Lessons telecasted through TSAT channel</p>	<p><b>Week 9</b>  <b>Lesson: The making of independent India's constitution</b>  Read the given worksheets and write the answers to the questions</p> <ul style="list-style-type: none"> <li>• Teachers may guide the student in the preparation of school constitution.</li> </ul>

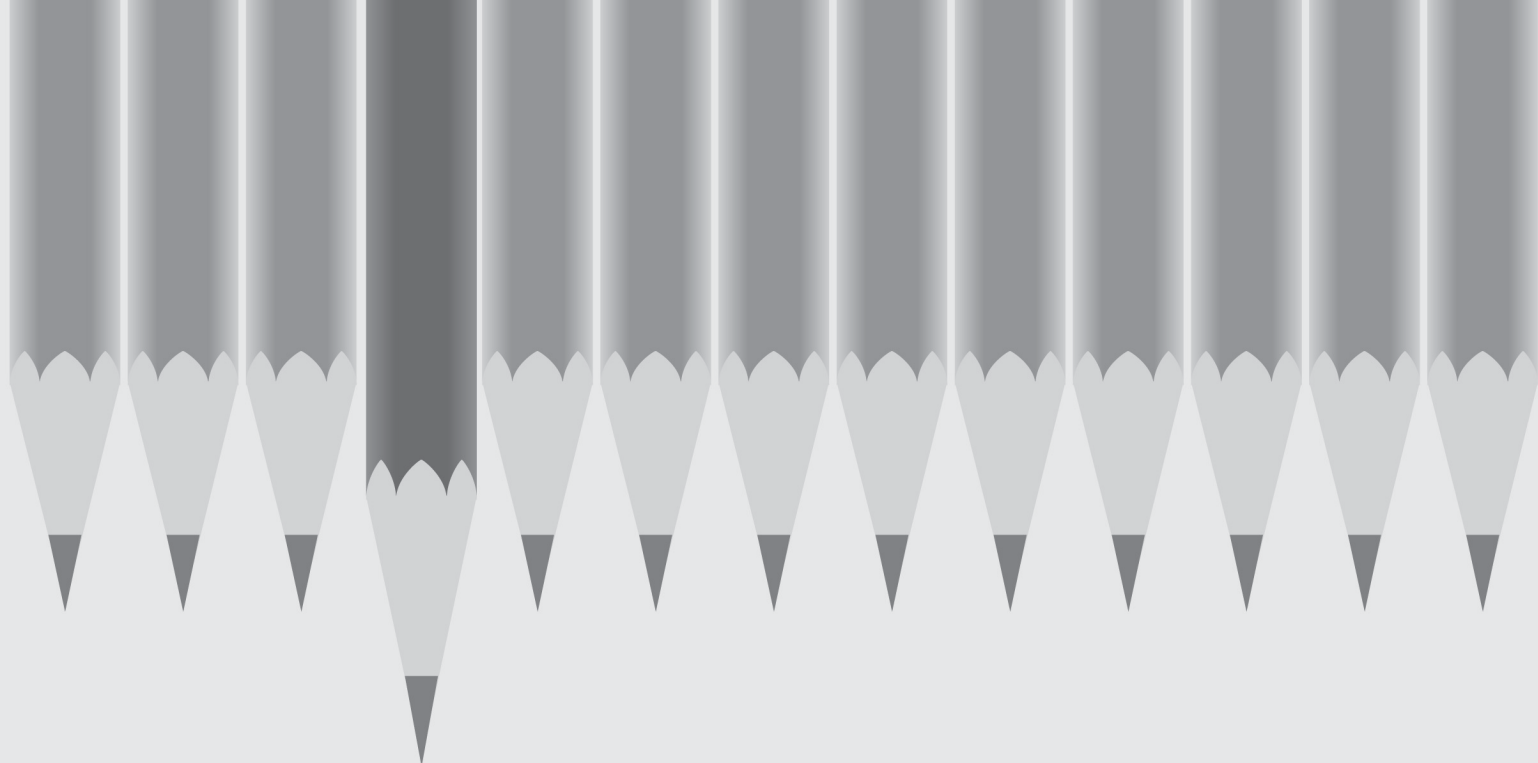
<b>Learning outcomes</b>	<b>Sources or resources</b>	<b>Week wise suggested activities (to be guided by the teachers or parents )</b>
<ul style="list-style-type: none"> <li>• differentiates parliamentary and presidential form of government</li> <li>• differentiates unitary and federal form of government</li> <li>• gives reference about integrated judiciary</li> <li>• explains the division of powers between the centre and the states</li> <li>• interprets the graph of the constitutional provisions facilitating the social change</li> <li>• analyses the graph showing amendments to the Indian constitution from 1950 to 2013</li> <li>• explains the basic principles of Indian constitution</li> <li>• understands the major changes in the constitution after 1970</li> </ul>		<ul style="list-style-type: none"> <li>• Prepare a list of countries adapting presidential and parliamentary form of Government.</li> <li>• Teachers may hold discussion on impact of reservations two different communities</li> <li>• With the help of your teacher prepare a list of subjects mentioned under union list, state list and concurrent list</li> <li>• Prepare a list of amendments made to the constitution of the 2005</li> <li>• Differentiate Indian and American federalism</li> <li>• Teachers may discuss the importance of 73rd and 74th 86 10th amendments to the constitution.</li> <li>• Prepare a pamphlet on the importance of equality in our society</li> <li>• Write a brief note on the way you implement any one constitutional value in your life.</li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>The learner</p> <ul style="list-style-type: none"> <li>• differentiates Himalayan rivers and peninsular rivers</li> <li>• locates major rivers and their tributaries on India map</li> <li>• explains the formation of V shaped valleys</li> <li>• explains the measurement of water in the tank at a particular time</li> <li>• suggests some measures to recharge the aquifers</li> <li>• interprets the paragraph on the encroachment of the catchment area of river</li> <li>• explains the water conservation works taken in the Hiware bazar</li> <li>• explains the need for concentrated efforts to control the extraction of groundwater analyses the existing laws on the ground water</li> <li>• explains the need to formulate new laws and strict interpretation of existing laws on the use of water</li> <li>• uses of water in the insidiously</li> </ul>	<ul style="list-style-type: none"> <li>i) Social studies textbook of class 10th published by SCERT Telangana</li> <li>ii) Atlas</li> <li>iii) Globe</li> <li>iv) www .scert telangana.gov.in</li> <li>v) Lessons telecasted through DD Yadagiri</li> <li>vi) Lessons telecasted through TSAT channel</li> </ul>	<p><b>Week 10</b></p> <p><b>Lesson: Indian rivers and water resources</b></p> <ul style="list-style-type: none"> <li>• With the help of atlas, locate the Indian rivers and their tributaries on the Indian map</li> <li>• Teachers may guide the students to collect the information on the implementation of watershed programs in the local area</li> <li>• Teacher may hold the discussion on the adverse effect of encroachment of local times and reverse of the states and rivers all over the country</li> <li>• Suggests some measures to retain the store storage capacity of tank or river</li> <li>• Discusses all the activities taken up to take up in schools and homes and community at large to conserve water.</li> <li>• Prepare a list of crops that need more water and crops that need less water with help of teachers for parents.</li> <li>• Prepare a role play or sing songs on the great Indian rivers</li> <li>• Prepare a plan on the importance of rainwater harvesting.</li> <li>• Write/ create slogans on water conservation</li> </ul>

Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>The learner</p> <ul style="list-style-type: none"> <li>• explains the importance of democracy</li> <li>• explains the functions of election commission of India</li> <li>• differentiates universal adult franchise and electorate</li> <li>• analyses the code of conduct during elections period</li> <li>• suggests measures for proper implementation of code of conduct</li> <li>• explains the need for bringing reforms in election process</li> <li>• explains the process of conducting elections</li> <li>• differentiates midterm elections and by elections</li> <li>• differentiates national party and regional party</li> <li>• analyses the role of regional parties</li> <li>• explains the importance of VVPAT and NOTA</li> </ul>	<ul style="list-style-type: none"> <li>i) Social studies textbook of class 10th published by SCERT Telangana</li> <li>ii) Atlas</li> <li>iii) Globe</li> <li>iv) www .scert telangana.gov.in</li> <li>v) Lessons telecasted through DD Yadagiri</li> <li>vi) Lessons telecasted through TSAT channel</li> </ul>	<p><b>Week 11</b></p> <p><b>Lesson: Election Process in India</b></p> <p>Read the given boxes carefully and answer all the questions</p> <ul style="list-style-type: none"> <li>• Collect the information create a table and analyse the results of</li> <li>• Lok Sabha elections 2019</li> <li>• State legislative elections Telangana 2018</li> <li>• Teachers may conduct a discussion on the need for electron reforms</li> <li>• Collect and draw symbols of some national parties and state parties</li> <li>• Teachers may hold discussion on the role of opposition parties for successful functioning of democratic governments</li> <li>• Discuss with your elders or teachers on the violation of election code by the contesting candidates in your area in the recent elections</li> <li>• Prepare a pamphlet on the importance of voting</li> <li>• Sing songs / prepare role play /painting on election process code of conduct importance of voting</li> </ul>



Learning outcomes	Sources or resources	Week wise suggested activities (to be guided by the teachers or parents )
<p>The learner</p> <ul style="list-style-type: none"> <li>• explains strengthening of democracy with Elections</li> <li>• explains about Universal Adult Franchise in First General Elections.</li> <li>• explains the domination of Congress in early time of the independence</li> <li>• collects the information on the formation of states on the basis of Linguistic</li> <li>• can comment on Emergence of Regional Aspirations</li> <li>• explains the loopholes in the implementation of Land Reforms in India</li> <li>• explains the causes for Anti Hindi Movement</li> <li>• collects information on 1991 Economic reforms in India.</li> <li>• analyses data of Coalition Governments and some political parties from 1980's.</li> <li>• prepares an album on all the Prime Ministers of India</li> </ul>	<ul style="list-style-type: none"> <li>i) Social studies textbook of class 10th published by SCERT Telangana</li> <li>ii) Atlas</li> <li>iii) Globe</li> <li>iv) www .scert telangana.gov.in</li> <li>v) Lessons telecasted through DD Yadagiri</li> <li>vi) Lessons telecasted through TSAT channel</li> </ul>	<p><b>Week 12</b></p> <p><b>Lesson: Independent India (The First 30 years - 1947-77)</b></p> <ul style="list-style-type: none"> <li>• Read the given boxes carefully and answer all the questions</li> <li>• Collect the information create a table on main incidents of given lesson</li> <li>• Teachers may conduct a discussion on the need for electrons in democratic system</li> <li>• Discuss about State Reorganisation Act, 1956 with your teacher</li> <li>• Collect and draw symbols of some regional parties in India</li> <li>• Teachers may hold discussion on social and economic changes in India after Independence</li> <li>• Discuss with your elders or teachers on Emergency</li> <li>• In India political map, mark the states which formed through SRC 1956.</li> </ul>



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