



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools

2022 - 23



**Sri. Y.S Jagan Mohan Reddy Garu**  
Hon'ble Chief Minister, Andhra Pradesh



**Sri. Botcha Satyanaraya Garu**  
Hon'ble Minister for Education, Andhra Pradesh



**State Council of Educational  
Research and Training**





### Tentative Exams Schedule for 2022 - 23

S.No.	Name of the Assessment	Dates for Assessment	Last Date for Uploading of Marks	Syllabus
1.	Formative Assessment - 1	Sept. 7, 8 & 9, 2022	Sep 15, 2022	Upto August
2.	Formative Assessment - 2	Oct 13,14 & 15, 2022	Oct 20, 2022	Upto Sept.
3.	Summative Assessment - 1	Nov 21 to 30, 2022	Dec 12, 2022	Upto Nov.15
4.	Formative Assessment - 3	Jan 19, 20 & 21, 2023	Jan 27, 2023	Upto Dec.
5.	Formative Assessment - 4	Feb 6, 7 & 8, 2023	Feb 13, 2023	Upto Jan.
6.	SSC Pre Final	Feb 22 to Mar 4, 2023	Mar 8, 2023	Full Syllabus
7.	Summative Assessment - 2	Apr 13 to 27, 2023	Apr 29, 2023	Full Syllabus

Note : Any changes in the Examination Schedule will be intimated by SCERT

## Month - Wise Working Days

Month	July 2022	August 2022	September 2022	October 2022	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	Total Working Days
Working Days	22	22	20/25	19	25	26 /18	20/23	22	23	21	220
Holi days	05	09	10/5	12	05	05/13	11/8	06	08	09	80

**Dasara Holidays from 26-09-2022 to 06-10-2022, Christmas Holidays 23-12-2022 to 01-01-2023, Pongal Holidays from 11-01-2023 to 16-01-2023**

Note : Optional & Local Holidays may be availed as per the rules in force. 3 Local Holidays will be compensated by working on the second saturday/sunday of the respective months, 220 Working days should be compulsory as per RTE 2009.

Note : For christian minority Institutions Dasara holidays from 01-10-2022 to 06-10-2022.

### 3 TO 10 Classes Subject Wise Weightage -2022-23

SUBJECT WEIGHTAGE PER WEEK																	
Class	1st Language	2nd Language	3rd Language	Mathematics	Gen.Sci /Bio	Physical Science	Social Studies	EVS	Physical Education			AV	WL / VE / PE	EE	VOC/EMDP/WE-ICT/A&C	CG / VOC / PE	Grand total
									Games Yoga	MD	HE/ Voc/ Sch. Safe						
III	8	-	10	8	-	-	-	6	3	1	2	6	2	-	2	-	48
IV	8	-	10	8	-	-	-	6	3	1	2	6	2	-	2	-	48
V	8	-	10	8	-	-	-	6	3	1	2	6	2	-	2	-	48
VI	6	5	6	8	7	-	6	-	2	1	2	-	2	1	2	-	48
VII	6	5	6	8	7	-	6	-	2	1	2	-	2	1	2	-	48
VIII	6	5	6	8	4	6	6	-	1	1	2	-	1	1	1	-	48
IX	6	5	6	8	4	6	6	-	1	1	1	-	1	1	1	1	48
X	6	5	6	8	4	6	6	-	1	1	1	-	1	1	1	1	48
TOTAL	54	25	60	64	26	18	30	18	16	8	14	18	13	5	13	2	384

Note: 1. WL -We love Reading 4. CG- Career Guidance 7. VE - Value Education 10. WE- Work Education  
 2. AV- Ananda Vedika 5. MD- Mass Drill 8. VOC - Vocational Education 11. HE- Health Education  
 3. EE- Environmental Education 6. PE - Physical Education 9. EMDP - Enterpenur 12. A&C - Art & Cultural  
 13. Sch.Safe - School Safety

- Environmental Educational Subject to be taught by PS Teacher for 6,7,8 Classes and BS Teacher for 9th and 10th Classes.
- Virtual / Digital Periods to be treated as regular periods.
- The Schools having ATL labs, two consecutive periods per week can be allotted from science periods; Physical Science Teacher will be a nodal teacher for ATL lab.
- All Physical Directors / Physical Education Teachers shall follow the guidelines mentioned in Lr.Rc.No. ESE02-33/30/2021-SECY-SGF-CSE.  
Dt : 29/01/2022.



Smt. Y.S. Jagan Mohan Reddy  
Hon'ble Chief Minister, Andhra Pradesh



# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Smt. Botcha Satyanarayana Garu  
Hon'ble Minister, School Education, Andhra Pradesh

**2022 - 23**

July - 2022

Assessment : Nil

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
				1	2	3
4	5 School Reopening	6	7	8 PTM & PCM	9 Second Saturday	10
11	12	13	14	15 Club Activities Durga Bai Deshmukh Jayanti	16 No Bag day (6 -8 classes)	17
18	19	20	21	22	23 Bal Gangadhar Tilak Jayanti	24
25	26	27	28 World Nature Protection Day	29	30 Orientation on School Readiness and school safety at school complex level	31

Working Days - 22

July - 2022- Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సంస్కృత, అమృతమిడి	సంస్కృత, అక్షరం	సంస్కృత, ఆంధ్రవైభవం, పోతులూరి వీరబ్రహ్మం	సంస్కృత, శాంతికాంక్ష	మాతృభాషన, జానపదుని జాబు, బాలకాండ
HINDI	सम्बद्धता	ज्ञान हम को दीजिए	सुबह, बेटी	जिस देश में गंगा बहती है	बरसते बादल, N.D.- शांति की राह में
ENGLISH	Readiness; Clever Tenali Ramakrishna	Readiness; Painted House , Friendly Chicken and Me.	Readiness; The Best Christmas Present in the World	Readiness; Honour	Readiness; Personality Development
MATHS	Readiness programme	Readiness programme Integers	Readiness programme Rational Numbers	Readiness programme Real Numbers	Real Numbers Sets
PHY. SCIENCE	-----	-----	Readiness; Force and Pressure	Readiness; Motion	Readiness; Heat ; Acids, Bases & Salts
GEN.SCIENCE/ BIOLOGY	Readiness; The Food We Need	Readiness; Food For Health	Readiness; Crop Production and Management	Readiness; Cell, its Structure & Function	Readiness; Nutrition; Respiration
SOCIAL	Readiness; Our Earth in the Solar System	Readiness; The Universe and The Earth	Readiness; Resources.How, When and Where, The Indian Constitution	Readiness; Our Earth, Changing Cultural Tradition in Europe 1300-1800	Readiness; India -Relief Features Ideas of Development The World Between Wars (Part-1)
O. SANSKRIT	పూర్వజ్ఞాన పరిశీలనం సరళసంస్కృతభాషా బుద్ధివగరయనీ -----	పూర్వజ్ఞాన పరిశీలనం - విద్యాస్వామ్యం పంచకీ పంచమీ, పంచనకీ సమీ -----	పూర్వజ్ఞాన పరిశీలనం సాదరం సమీయతం(ప) భగీరథ: (గ)	పూర్వజ్ఞాన పరిశీలనం - దేశమిహాప్రీతిహి (ప) శబ్దమాలాస్మరణకవ్యం (గ)	పూర్వజ్ఞాన పరిశీలనం - ద్వేయపథికసాధక (ప) శ్లోకరత్నాని హిరణ్యక పుత్రాంశ్ట (గ) - దేశభూషాపాఠాభి(గ)
C. SANSKRIT	హస్తీ హస్తీ హస్తీ	అమృతవాణి	రక్షత వృక్షాన్	సమర్థ: క:	లోకహితం మమ కరణీయం
ENV.EDN	Reducing wastage of food Nutrients in food Getting to know trees Where do animals live ? Creating your own garden	Knowing some plant diseases Diseases associated with the human digestive system Fibers obtained from animals Exploring sericulture Drastic changes in environment disturb well adapted animals	Elixir of life - water Noise pollution - Preventive measures Global warming Estimation of particulate pollutants in air	Rain water harvesting Exploring community craft person Re use plastic and other waste material Reducing wastage of food Creating awareness about wastage of water due to negligence	Global warming Saviours of our environment Estimation of particulate pollutants in air Vaccination - A shield Mosquitoes woes Fossil fuel is not forever
ART-CULTURAL EDUCATION	Position drawing, Paper cutting, Stick puppets, Slokas.	Coloring with crayons and water colours Paper cuttings, Stick puppet, Decoration Slokas.	2D picture drawing, Paper cuttings, Leather puppetry, Slokas, Jati swaramu.	2D picture drawing, Water colours, Shading with pencil, Papers cuttings, Leather puppetry, Slokas, Tandavam.	2D picture drawing, Water colours, Shading with pencil, Paper cuttings, Leather puppetry, Slokas, Keerthanalu.
PHYSICAL LITERACY	Health, Superstitions regarding ill-health. Yoga, Thrikonasana, Mass drill, Lezims, Games.	Regions for ill health and consequences, Sarvangasana. Mass drill, Games & sports, Pyramids.	Mental health, Virabhadrasana, Mass drill, Games & sports, Lezims, Pyramids.	Poisonous animals, Yoga:- Thadasana, Trikonasana, Mass drill, Games & sports, Lezims, Aerobics, Scouts & guides.	Food-superstitions, Yoga: Thadasana, Trikonasana, Mass drill, games & sports, Lezims, Aerobics, Scouts & guides.

- ◆ Distribution of JVK
- ◆ School reopening
- ◆ School Readiness programme/Class readiness

**Milestones of Month**

- ◆ Base lines tests
- ◆ Orientation on School Readiness and school safety at school complex level
- ◆ Club Activities

**Theme:**

**Let's get ready for School**

# Timings for High Schools

High Schools with Classes 3 to 7/8, Classes 3 to 10, Classes 3 to 12 and Classes 6 to 10.

High Schools Timings	First Bell	Second Bell	School Assembly	First Period	Water Bell	Second Period	Short Break	Third Period	Fourth Period	Lunch Break	Fifth Period	Water Bell	Sixth Period	Short Break	Seventh Period	Eighth Period	Optional Period Games/ Study Hour
	9-00	9-05	9-05 9-15	9-15 10-00	10-00 10-05	10-05 10-45	10-45 10-55	10-55 11-35	11-35 12-15	12-15 1-05	1-05 1-45	1-45 1-50	1-50 2-30	2-30 2-40	2-40 3-20	3-20 4-00	4-00 5-00
<b>Alloted Time</b>			10 min <sub>11</sub>	45 min <sub>11</sub>	5 min <sub>11</sub>	40 min <sub>11</sub>	10 min <sub>11</sub>	40 min <sub>11</sub>	40 min <sub>11</sub>	50 min <sub>11</sub>	40 min <sub>11</sub>	5 min <sub>11</sub>	40 min <sub>11</sub>	10 min <sub>11</sub>	40 min <sub>11</sub>	40 min <sub>11</sub>	60 min <sub>11</sub>

## Half day School Timings

High Schools Timings	First Bell	Second Bell	School Assembly	First Period	Water Bell	Second Period	Third Period	Short Break	Fourth Period	Fifth Period	Sixth Period
	07-45	07-50	07-50 08-00	08-00 08-40	08-40 08-45	08-45 09-25	09-25 10-05	10-05 10-30	10-30 11-10	11-10 11-50	11-50 12-30
<b>Alloted Time</b>			10 min <sub>11</sub>	40 min <sub>11</sub>	5 min <sub>11</sub>	40 min <sub>11</sub>	40 min <sub>11</sub>	25 min <sub>11</sub>	40 min <sub>11</sub>	40 min <sub>11</sub>	40 min <sub>11</sub>

## School Readiness - Class Readiness

School/class Readiness programme for this academic year can be conducted for 30 days (6 to 9) and for 40 days (1 to 5 Classes) from the date of reopening. School readiness for classes I, III in Foundational school, VI, VIII in high schools can be conducted in order to make the children adopt to school environment. The teacher has to plan appropriate activities to achieve the minimum levels of learning in their previous class.

In order make the child ready Psychologically, Physically and sociologically, focus must be given for acquisition of Language Skills (LSRW) and Mathematical skills (Four fundamental processes) by the children.

The teacher has to ensure that every child :

1. to acquire the stated academic standards to continue the present class.
2. To acquire the Literacy and Numeracy skills 3. To able to read and write sentences correctly.

4. To acquire creative skills and language skills as per the class - specific academic standards.

5. To do the class - relevant fundamental processes in mathematics as per the academic standards.

**Methodology:** The teacher has to allot 20% of periods (meant for readiness) for class preparedness in addition to the coverage of regular syllabus as given in the Academic Calendar.

All subject teachers shall conduct language reading and reading comprehension activities in their concern periods. Teacher has to write key vocabulary on the board from the previous class lessons. Explain briefly and train the students to read the vocabulary by conducting whole class, pair, individual reading activities. Conduct dictation at the end of each period. Mathematics teachers shall conduct activities for four fundamental operations. In case of regular syllabus periods the teacher has to write key words, the gist of lesson in one or two sentences on the board and make students read and comprehend under class readiness activity.

### Head Teachers:

- All Head Teachers should scrupulously follow the guidelines regarding academic, supervision and administration as envisaged in G.O.Ms.No.54, Education (Ser V), dated 01.06.2000.
- Ensure the activities suggested regarding preparation of Headmaster's room, preparation of the classroom, resource mobilization, monitoring and supervision, planning of co-curricular and extra-curricular activities without fail.
- Set the standards of the school and evaluate him/herself continuously to ensure that the goals set are achieved by the end of the academic year.
- Should always update him/herself by adopting latest advances in technology.
- Conduct the staff meeting in an innovative manner by focusing the analytics on the learning outcomes, classroom observations, demystifying the learning outcomes etc., duly recording and disseminating the minutes. Every staff meeting should first discuss the action taken on the previous minutes and that the action is complete in all respects.
- Ensure that all teachers keep their mobiles in switch off mode / silent during the classroom transaction. g. The Headmaster should attend the schools at least 15 minutes before the scheduled time and leave the school only after confirming that all children have left, all properties are safely secured and everything is fine and under control.
- Follow the protocol during the visits of the higher official, Public Representatives and the other dignitaries in a be - fitting manner and should appraise them the activities, programs, that are being practiced in the school including the standards of the school and the students.
- Conduct the Parent Teacher Meetings in a planned manner so that all parents will have the opportunity to know about the academic progress of their wards. Parents should have opportunity to interact with subject teachers of their wards.
- Prepare school specific action plan regarding academics, co-curricular and extracurricular activities along with administration to ensure that the goals set are achieved.
- Ensure that the Academic Calendar prescribed by government is strictly followed and all the activities indicated are taken up appropriately by all teachers.
- Allocate co-curricular and extra-curricular periods to teachers based on their capabilities and interests.
- Focus on the handwriting and cursive writing skills among students and adopt innovative methods to improve the same.
- Understand that "**Child is not the reason for his/her low performance**". Teachers should be made aware of it and take responsibility for the performance of their students
- Maintain rapport with the Village Secretariat in order to have convergence with all line departments in the village.
- Responsible for the school property and infrastructure including its maintenance.
- Ensure that the safe drinking water is provided to the students and it is tested from time to time, in convergence with the RWS department.
- Ensure that the school evacuation plan is in place and displayed at a prominent place for the information of all, along with the school and student safety protocols that are to be meticulously followed.
- Enquire about the students who are absent for a long period of time through the Cluster Resource Person (CRP)/ Education and Welfare assistant of Village / Ward Secretariat concerned. He should also approach the parents in case of long absenteeism of students.
- Utilize the digital infrastructure properly with utmost care and ensure that it is made available for digital learning of students.
- Organize career counseling for students from class VIII on wards, duly involving teachers and parents.
- Scrupulously follow any instruction issued by the higher authorities from time to time.
- Involve all teachers in the administrative activities and monitoring of government programs like Jagananna Gorumudda, JVK, School and Toilet maintenance.

## Roles and Responsibilities of Head Teachers and Teachers

### Teachers:

- Teachers should scrupulously follow the guidelines regarding academic and classroom administration as envisaged in G.O.Ms.No.54, Education (Ser V), dated 01.06.2000.
- Follow the timetable prescribed by the Headmaster concerned.
- Write standard lesson plans as suggested in the Academic Calendar.
- Good communicators, listen well, focus on collaboration, adoptable, engaged, to show empathy, have patience, instills confidence, manage the classroom effectively, come to class prepared to teach, set high expectations, practice self-reflections, use teaching strategies and to be a role model to the students.
- Unbiased towards students in respect of gender, caste, community, disability and should address the learning levels of students appropriately with out any discrimination.
- Have analytical report of the assessments and should develop student specific action plan for remedial teaching.
- Come to the school well in advance to attend the school assembly and to extend their co-operation in conduct of the assembly in a smooth manner.
- Present their lesson plans to the Headmaster concerned for its approval.
- Follow the suggestions given by the Headmaster on the classroom observations.
- Attend the staf meeting without fail and to take necessary action on the minutes of the meeting.
- Attend the Parent Teacher Meetings if the Headmaster requires the presence of the respective teacher.
- Evaluate the assessment answer scripts in time and post them online within stipulated time.
- Adopt the learning outcome-based teaching learning process.
- Focus on the digital learning through the available digital infrastructure and to make the students to go through the QR codes provided in textbooks for their reinforcement in academics.
- Cooperate with the Headmaster in school administration and to ensure the appropriate class specific learning outcomes among the students.
- Keep their mobiles in silent mode / switched of mode while they are in classroom transaction.
- Have their specific plan for remedial teaching and to administer the plan after school hours.
- Follow the guidelines suggested in the academic calendar prescribed by SCERT, AP and implement the activities prescribed.
- Give open ended questions to students and to provide the opportunity for critical thinking.
- Adopt the positive behavior strategies such as setting challenging goals for learning, making expectations clear both orally and in writing, setting consequences for non-completion of work, encouraging students to write and speak well, discussing class progress and communicating the importance of high academic standards to students.
- Encourage the gifted students in participating competitive examinations duly providing the appropriate study material to them and to make aware of various careers.
- Maintain a good rapport with the Headmaster and other co-teachers to create a healthy learning environment to the students.
- Scrupulously follow any instruction issued by the Headmaster concerned and higher authorities from time to time.



# We Love Reading

## 1. We Love Reading / Library period

One of the main aims of Education is the holistic development of a student's personality. Schools are providing learning opportunities for students to improve their learning skills. Reading is one of the major focused learning skills in the education system. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them. Reading helps students to develop better critical and analytical skills and cultivates confidence and creativity among students. The government felt that the ability to read with comprehension is a necessary foundation and an indispensable prerequisite for all future schooling and lifelong learning. The habit of reading can best be inculcated and nurtured at the early stage of a student's life and there is dire necessity to have a time-bound action plan. In this gigantic task, all the stakeholders including community and civil society organisations should actively be involved. The School HMs and the Teachers should play a key role in rolling out of the entire programme.

The State Government after careful examination has decided to launch a one-year Reading Fluency campaign from 14th November 2020 to 14th November 2021 named "We Love Reading" (Chadavadam Maakishtam) to promote Foundational Reading Literacy skills among students of class 3 to class 9. In this mission mode campaign, all students are provided with different avenues at school, home & village to read in a joyful environment. The teachers, parents, youth, retired persons, academicians, NGOs etc. will have to take the lead role to run the campaign.

As a continuation of the idea of We Love Reading scheme, the State will promote the foundational literacy skills of the students this year as well. This will be taken forward in the form of library classes across all grades. This is intended to be achieved by encouraging students to read more books, and make use of libraries or reading corners in the classroom. The purpose of it is to enhance the language, especially English language ability. In order to enhance it, there needs to be a continuous availability of books which can be ensured through using school libraries, if they exist. In the situations where a school library is not available, language teachers can help students in creating reading corners in the classrooms.

### Objectives of the Programme

- \* Transform non-readers to independent readers by cultivating the habit of reading and engaging teachers and community actively in improving reading skills among students
- \* Create awareness on using e-books and digital libraries wherever such infrastructure is available
- \* Achieve convergence of resources by involving Director of Public Libraries and Director of Adult Education and strengthening the school Libraries

### No. of periods allotted for classes 6-10

Classes 6 -8 → 2 Periods      Classes 9 -10 → 1 Period

### Suggested activities for classes 6-10

Activities suggested for classes 6-8	
Weekly story reading; real life situations-responses and reactions	Book review, character sketch, etc.
Reading with technology (Blended model): reading along with google, reading e-books	Exploring different types of literature
Activities suggested for classes 9 and 10	
Weekly reading -Summarising the story, Book reviews and class discussions	Reflections from the book, Post Reading Activities
Oral or other presentations of the content in books	

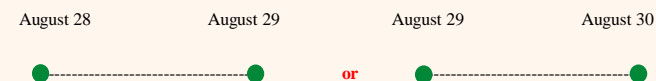
# LANGUAGE MELA

Language Mela will be organised on Gidugu Rama Murthy Jayanthi to encourage students to learn languages in an entertaining and joyful manner so as to promote values of multilingualism and multiculturalism in schools. All the four elements of language i.e. Listening, Speaking, Reading and Writing (LSRW) would be integrated in the activities conducted during the programme. This space should encourage students to exhibit their language proficiency in both Telugu/Urdu and English languages. All the districts may share reports including videos, case study etc., at the end of the mela.

### Objectives of the Programme

- \* Develop abilities among students to express their ideas in different language discourses in a creative manner
- \* Enhance abilities among students to create new Language games , puzzles etc., develop communication skills, and use the language effectively

### Timeline



### Suggested activities

Short story writing	Elocution on Importance of Language	Dramatized Storytelling	Role-play among students
Rhymes / Padyalu / Shayari / Ghazals	Spelling Competition	Reading fluency and pronunciation competition	Teachers exhibiting new TLM using local resources
Dumb charades	Word building /Antakshari	Music and Dance Performances	Discourse change (poem to action song, poem choreography)
Language-based games stalls: dart games, ring games, word construction etc.	Translations of local songs and poems into english	Students presenting various kinds of programmes to the parent community using language. This ensures community participation and a platform for students to exhibit their skill in front of parents.	

### Note :

1. Utilise activities mentioned in previous modules on Language teaching, remedial teaching, C-grade modules etc.
2. Prepare different activities for Language mela/ Language fest in School Complex meetings.

# Literary Associations / Language Clubs

Students from classes 6-10 will have an option to choose across multiple clubs based on their interest at the beginning of the year. The students who have chosen Language or Literary club will be involved in the Language club activities. There will be separate language clubs for different languages and students can join the club accordingly. These *language clubs will be headed and facilitated by the respective subject language teachers.*

### Objectives

- \* Improve LSRW skills among students by inculcating their interest towards story reading, writing and other literary activities
- \* Provide students with collaborative and engaging environment to come together and engage in literary activities

**Timeline:** Once a month

### Suggested Activities

Storytelling, book reviews, book discussion, poem recitation etc.	Literary competitions	<i>Emotion-based response reading:</i> In order to nurture the social and emotional growth in children, questions can be used as prompts. They can be of the following types:
Movie screening and appreciation of movies across different languages	Usage of reading corners or library	a. Why do the characters in the story behave like that?
Poetry recitation, quizzes, performing plays based on books etc.	Learning basic Indian sign-language through online resources or in person workshops	b. How did you feel after reading the book?
Conduct elocution competitions on contemporary issues and Literature	Prepare and display Slogans, Role plays, Pamphlets, Notice board etc on given concepts	c. Which character did you relate to the most? Why?
		d. How would you have reacted if you were in the situation of the main character?
		e. If you were to write the story, how would you write it?
		f. What other different endings can you think of?



Sd. YS Jagan Mohan Reddy  
Minister, Education, Andhra Pradesh



# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sd. Botecha Suryanarayana Guna  
Principal, Minister, Education, Andhra Pradesh

### 2022 - 23

### August - 2022

### Assessment : Nil

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1	2 Pingali Venkaiah Jayanti	3	4 PTM & PCM	5	6 SCM -Language Hiroshima Day Organ Donation Day	7 
8 Moharram	9 Quit India Day	10	11	12	13 Second Saturday	14 
15  Independence Day	16	17	18 Krishnashtami	19  Club Activities	20 No Bag Day	21 
22	23	24	25	26  Mother Teresa Jayanthi	27 SCM Non-languages	28  National Sports Day Celebrations
29 Mathru Bhasha Dinothsavam, Gidugu Ramamurthy Jayanthi Dhyan Chand Jayanthi	30  National Sports Day Celebrations	31 Vinayaka Chavithi				

### Working Days - 22

### August - 2022 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	శృప్తి, మా కొద్ది తెల్లవారతనం	మాయా కంబళి	మాతృభూమి, శతకసారభం, నేడునూరి గంగాధరం	స్వభాష, స్వామి వివేకానంద	వెన్నెల, ధన్యులు, ఆయోధ్యకాండ
HINDI	बारिश	होशियार कौआ, आदिवासी नृत्य - थिंसा	तेनालीराम की चतुराई, श्रीहरिकोटा	गानेवाली थिड़िया, बदले अपनी सोच	ईदगाह, हम भारतवासी, 'कण-कण का अधिकारी'
ENGLISH	The Snake	The Turning Point	The Tsunami Climaxes of The Past Macavity ;The Mystery Cat	Games and Sports	Wit and Humour
MATHS	Readiness programme Numbers all around us	Integers, Fractions & Decimals	Ration Numbers, Linear Equations in one Variable	Real Numbers, Polynomials and Factrisations	Statistics, Polynomials
PHY. SCIENCE	-----	-----	Friction	Laws of motion	Refraction of Light at Plane Surfaces Refraction of Light at Curved Surfaces
GEN.SCIENCE/ BIOLOGY	The Food We Need; Knowing About Plants	Food For Health; Nature of Substances	Crop Production and Management	Cell--Its Structure And Function; Plant Tissues	Respiration; Transportation
SOCIAL	Globe -Model of the Earth, Maps	Forests Learning Through Maps	Land, Soil, Water, Natural, Vegetation and Wildlife; Trade to Territory; The Company Establishes Power; Ruling tge Countryside; Understanding Secularism	Changing Cultural Tradition in Europe 1300-1800; The Natural Realms of the Earth; Democratic and Nationalist Revolution : 17th & 18th Centuries	Ideas of development The world between Wars ( Part-2)
O. SANSKRIT	సాహసవాలాక: అగ్ని:చాయుశ్చ సుభాషితాణి 1,2 శబ్దధాతవక్ష	అరణ్యం - సాహసం సుభాషితాణి 1,2 - శబ్ద, ధాత్ వక్ష	సప్తవిధశ్చి శ్లోకా: (ప) - శబ్ద, ధాత్ వక్ష అవేదనం(గ) - ప్రతిమాధానం(గ) శబ్ద, ధాత్ వక్ష	దానప్రకంసా (ప) - శబ్ద, ధాత్ వక్ష క్రీడాయాం అనంద: - దానప్రకంసా (ప) శబ్ద, ధాత్ వక్ష	శ్లోకరత్నని మేఘనందేశ్, శబ్ద, ధాత్ వక్ష శకుంతల పరిశ్రువా, శబ్ద, ధాత్ వక్ష
C. SANSKRIT	సుభాషితాణి ♦ రామ - శబ్దము	దాయిత్వం ♦ కృష్ణ - శబ్దము	సర్వే భవంతు సుఖినః ♦ మతి - శబ్దము	మృద్ధినాయకః ♦ వారి - శబ్దము	పరోపకారాయ సతాం విభూతాయః ♦ రాజన్ - శబ్దము
ENV.EDN	Controlling vehicular pollution All plants are useful Life in diverse regions	Study of migratory birds Cyclone and its impact Pottery as a craft	Death trap Where should the waste go ? Fossil fuel is not forever	Preventing wastage of electricity, Locally available medicinal plants , Reducing farmer's woes alternate cropping, Water supply and waste-water disposal systems prevalent in the past, Precipitation and soil erosion in the mountain ecosystem	Changes in the surroundings and their effect Use solar energy - Save electricity Pollination - an interaction of plants and insects, Observing the 3 'R's Conserving natural resources Optimum use of groundwater
ART-CULTURAL EDUCATION	Origami, Paper cuttings, Leather puppets.	Different types of clothes, Paper cuttings, Stick puppets, Decoration, Slokas, Pushpanjali.	Draw different types of Turbans, Different types of paper cuttings, Leather puppets, Pushpanjali.	Draw different types of Ornaments, Leather puppets, Model making, Slokas, Mohana Raga Varnam.	Draw a situation like festival, Plate puppets, Glove puppets, Mohana Raga Varnam, Keertanalu.
PHYSICAL LITERACY	Fibrous food materials and its uses. Yoga:- Padmanasan, Games & sports, Mass drill, Aerobics, Scouts & guides.	Regions and consequences of diseases, Yoga:- Practicing asanas, Games & sports, Mass drill, Lezims, Scouts & guides, Aerobics.	Mental health, Yoga:- Sethubandasan, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.	Poisonous animals, Yoga:- Padmasan, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.	Food-Superstitions, Yoga:- Padmasan, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.

#### Milestones of Month

- FA 1 (26th to 30th)
- National Sports day celebration
- Independence day
- Health Check-ups

- School level competitions to be conducted on **Quiz, Elocution, Essay and Cultural** activities separately (dates to be announced)
- National Sports Day Celebration
- Club Activities

**Theme:**  
**Social Warriors**



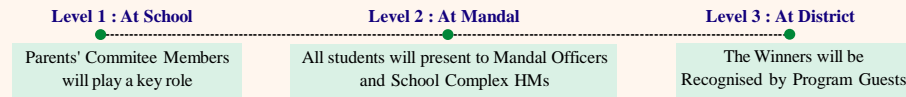
## Telugu Basha Varothsavalu

The Telugu Basha Varothsavalu program will be conducted on the eve of Gurajada Apparao Jayanthi (21<sup>st</sup> September) to Gurram Jashuva Jayanthi (29<sup>th</sup> September). This provides an exciting opportunity for students to create and demonstrate innovative ideas for using the Telugu language. It also provides an opportunity to listen and to create stories, recite rhymes, play language games, etc and use language for a variety of purposes, including giving and following instructions to create artistic craft work.

### Objectives

- \* Promote various listening, speaking, reading, and writing skills among students and encourage them to read classical Telugu Literature, review writings and presentation to develop communication skills
- \* Promote culture among students and enlighten children, youth, women and community members about the importance of language

**Timeline / Competition schedule:** September 2022



### Suggested Activities

Elocution on Importance of Language	Singing and dancing Performances	Short story writing	Spelling Games
Dramatised Storytelling	Role play among students	Rhymes / Padyalu / Shayari / Ghazals	Preparation of TLM with the utilisation of local resources
Dumbsharads	Word building / Antyakshari	Reading competitions (short stories which can be read within 5 minutes or 7 minutes)	

#### Note:

1. Mandal and district-level officers will provide administrative support and resources.
2. Language Teachers will prepare students for the program, identify interesting activities on different language discourses and conduct classroom-level language competitions.

## Language Lab

Language lab is an English Language enhancement and improvement program for students, using technology. It makes use of videos, animated or of other kinds to help children improve their language skills and improve their subject knowledge. This is generally carried out in schools that have been modified by the 'Naadu Nedu program' (16,000 schools) and has facilities where teachers can show this in the classrooms. Pen drives containing 1729 videos across all subjects and grades are there in the repository. In cases where there is a lack of such videos, the content available in DIKSHA is used here. The videos would be in English and in some cases bilingual (Telugu and English) for children's easy understanding.

### Objectives

- \* Improve English language ability among students using visual and auditory modes for better grasping, learning and retaining
- \* Integrate language enhancement components not only to language subjects but across all subjects

### Timeline

Classes 6-10 → 2 Periods Weekly

Days can be decided by the teachers.  
It can also be incorporated in 'No Bag Day' Activities.

### Guidelines for teachers

- \* *Primary Teacher* should allot 2 periods from Telugu and 2 periods from English for Language Lab activities.
- \* *High School Teachers* should allot 1 period from Telugu and 1 period from English for Language Lab activities.
- \* All the teachers including subject teachers should take the initiative to make use of the language lab as much as possible.
- \* Teachers should conduct dialogue and discussion with students on the content displayed. For instance, cartoon films or Children Film festival films can be screened and students can be encouraged to discuss the characters.
- \* Teachers can also provide the content in the pen drive to students who have computers/laptops or smartphones at their homes so that they can use at their own pace.

## School Assembly

### 1. School Assembly

School Assembly is a morning assembly that is identified as an integral part of the school schedule. It is a space where the whole school comes together at the start of the day to affirm school identity and aspiration. Assembly is the ideal time to rouse the physical, intellectual and emotional energy of the school community so that they can perform optimally through the course of the day. School Assembly Headmaster/mistress, Class Teacher, Physical Education Teacher, School Pupil Leader, Class Pupil Leader are the responsible persons for effective conduct of school assembly.

### Objectives

- \* Develop a feeling of unity and affiliation among students
- \* Enable students to share their experiences, stories, and anecdotes with others
- \* Motivate students and reinforce positive behaviours/conduct/actions in the form of praise or rewards awarded in public
- \* Acquaint students with the school program more clearly

**Timeline and Schedule :** The following activities will be conducted in the School assembly everyday for 10 minutes

Monday

- Vande Mataram Song
- Maa Telugu talliki (State Anthem)
- Pledge in Telugu
- Learn a word a day
- Thought / importance of the day
- General knowledge questions/quiz
- Reading Telugu news
- Principal's note
- National anthem

Tuesday

- Vande Mataram Song
- Sare jahan se Acha
- Road safety pledge
- Pledge in Telugu
- Learn a word a day
- Thought / importance of the day
- General knowledge question / quiz
- Reading Telugu news
- Principal's note
- National anthem

Wednesday

- Vande Mataram Song
- Maa Telugu talliki (State Anthem)
- School safety pledge
- Pledge in English
- Learn a word a day
- Thought / importance of the day
- General knowledge question / quiz
- Telugu news reading
- Principal's note
- National anthem

Thursday

- Vande Mataram Song
- Sare jahan se Acha
- Pledge in English
- Learn a word a day
- Thought / importance of the day
- General knowledge questions/quiz
- Reading english news
- Principal's note
- National anthem

Friday

- Vande Mataram Song
- Maa Telugu talliki (State Anthem)
- Nature prayer (Prakrutyhi Prardhana)
- Pledge in Hindi
- Learn a word a day
- Thought / importance of the day
- General knowledge questions/quiz
- English reading news
- Principal's note
- National anthem

Saturday

- Vande Mataram Song
- Sare jahan se Acha
- Pledge in Hindi
- Learn a word a day
- Thought / importance of the day
- General knowledge questions/quiz
- English news reading
- Principal's note
- National anthem

For special pledges such as school safety pledge, road safety pledge and nature prayer, please refer to last page under the head Pledge.



Sd. YS Jagan Mohan Reddy  
Minister, Education, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sd. Bhanu Sanyal  
Minister, School Education, Andhra Pradesh

2022 - 23

September - 2022

Assessment : FA-1

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 PTM & PCM	2	3 SCM Non-languages	4
5 Teachers' Day	6	7	8 World Physiotherapy Day	9	10 Second Saturday	11
12	13	14 Hindi Divas	15 International Day of Democracy	16 Ozone day Club Activities	17 No Bag Day (6-8 Classes)	18
19	20	21 Gurajada Apparao Jayanthi	22	23 Sign Language day Club Activities	24 SCM - Languages	25
26	27	28 Gurram Jashuva Jayanthi	29	30	Telugu Bhasha Varotsavulu	

Working Days - 20

September - 2022 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సమయస్ఫూర్తి, మన మహనీయులు	మర్రిచెట్టు, చిన్ని శిశువు	శతకసౌరభం, నా యాత్ర, పద్మాది పాపయ్య	శివరాంధరం	శతకమధురీమ, మా ప్రయత్నం
HINDI	वितली	हम नक़्के बच्चे, ईमानदारी का फल	मैं कौन? गीत, कागज़ की बेली	प्रकृति की सीख, N.D.- तारे जमीं पर	लोकगीत, अंतर्राष्ट्रीय स्तर पर हिंदी। N.D.- दो कलाकार
ENGLISH	Little Hearts	A Journey through Hills and Valleys	Bepin Chowdhury's Lapse of Memory The Last Bargain	School Life	Human Relations
MATHS	Whole Numbers, HCF & LCM	Fractions & Decimals, Simple Equations	Understanding Quadrilateral, Linear Equations in one Variables	Polynomials and factorization, The Elements of Geometry, Lines and Angles	Polynomials, Similar Triangles
PHY. SCIENCE	-----	-----	Coal and Petroleum	Is Matter Pure Atoms and Molecules	Human Eye and Colourful World
GEN.SCIENCE/ BIOLOGY	Animal Food; Water	Nature of substances Nutrition in organisms Respiration and circulation	Micro-organisms; Friend and Foe	Plant Tissues; Animal Tissues	Excretion; Co-ordination
SOCIAL	Landforms- Andhra Pradesh; Early Life to Settle Life	Delhi Sultanate Kakatiya Kingdom	Mineral and Power Resources ; Tribals, Dikus and the Vision of a Golden Age; Why do we need a Parliament?; Understanding Laws "	Democratic and Nationalist Revolution ; 17th & 18th Centuries, Hydrosphere; Atmosphere	Production and Employment National Liberation movements in colonies.
O. SANSKRIT	శ్రీరామ వన ప్రస్థానం - సుభాషితాటి 3, 4 శబ్ద, ధాత్ వక్ష	కార్యదక్షతా - సుభాషితాటి 3, 4 శబ్ద, ధాత్ వక్ష	భగవాన్ శనాన్ క: - శబ్ద, ధాత్ వక్ష ప్రతిపాదనం-విశ్వేశ్వరయ్య శబ్ద, ధాత్ వక్ష	విసోద, నిత్యవిధయ: (ప) - శబ్ద, ధాత్ వక్ష నాటక వక్షవర్తి భాసహ: శబ్ద, ధాత్ వక్ష	మేఘసందేశ, పరమోదర్యహ: - శబ్ద, ధాత్ వక్ష శకుంతలా పతిగృహ్, అబుశ్శాద్దజ్జు:కబారముహమ్మి: (గ), శబ్ద, ధాత్ వక్ష
C. SANSKRIT	Social interdependence Compassion for living creatures Beauty in diversity	Forests : Our treasure Preventing wastage of electricity Creating awareness about wastage of water due to negligence	Judicious use of fuels Diseases and their prevention Mosquitoes woes	Impact of low-cost imports in our economy and environment Employment in semi-rural areas Lots of water and yet no water'	Economy - The impact of low-cost goods on the environment Listing of Rural Areas - Employment Water around - thirsty though
ENV.EDN	చతురకాకం ♦ వర - చాతువు	సుభాషితాని ♦ భూ - చాతువు	మైత్రి ♦ కృష్ణ - చాతువు	రామప్పదేవాలయం ♦ రక్ష - చాతువు	స్వావలంభనమ్ ♦ వర - చాతువు
ART-CULTURAL EDUCATION	Draw & study of graphs, Increasing size of the picture through graphs, Paper cuttings, Leather puppets, Swaralu, Sabhavandanam.	Draw mirror images, Paper cuttings, Stick puppet, Swarajati.	Draw body parts, Paper cuttings, Leather puppets, Swarajati, Keeratnanalu.	Draw designs on bed sheets, Saries, Calligraphy, Leather puppets, Keeratnanalu.	Draw desings of building & houses, Plate puppets, Glove puppets, Keeratnanalu.
PHYSICAL LITERACY	Cold & sneezing, Yoga:- Pawanamuktasan, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics.	How to protect Nutritional values in our food. Yoga:- Pawanamuktasan, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics.	Cool drinks good or bad? Yoga:- Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics	Poisonous animals, Yoga: Pawanamuktasan, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics	Food-Superstitions, Yoga, Pawanamuktasan, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.

**Milestones of Month**

- ♦ Excursion / Visit
- ♦ Teachers Day - Conduct Games competitions for all teachers
- ♦ Mandal level competition to be conducted on Quiz, Elocution, Essay and Cultural activities separately (dates to be announced)

- ♦ Club Activities
- ♦ Telugu Bhasha Varotsavulu
- ♦ SGF Mandal Level Competitions Sep 8 to 12
- ♦ SGF Constituency Level Competitions Sep 18 to 22
- ♦ SGF District Level Competitions Sep 26 to Oct 5

**Theme:**

**Peace and Non Violence  
through Education**



## No Bag day

National Educational Policy (2020) suggested that there should be an interconnection between curricular and co-curricular areas. Hence, school should provide multiple opportunities to students to train them in enhancing their creativity and emotional wellbeing. An integrated plot form of arts, crafts and play is necessary for children to learn with joy. For this purpose, No Bag Day has been introduced in school education. As the name suggests, during the No Bag days, children do not get their bags to schools and do not engage in subject-specific academic activities. The First and Third Saturdays in the month are dedicated to nurture the other (Non academic/Co-curricular) aspects of child growth and make learning more fun and holistic. The focus areas on these Saturdays will be on life skills education, English language skills enhancement, physical activities, arts and crafts.

### Timeline and schedule

Classes 6-8 → 3rd Saturday post-lunch periods (monthly) 40 minutes for each theme

Fig 1 : Days and time allotted for conduct of no Bag Day activities from class 6-8

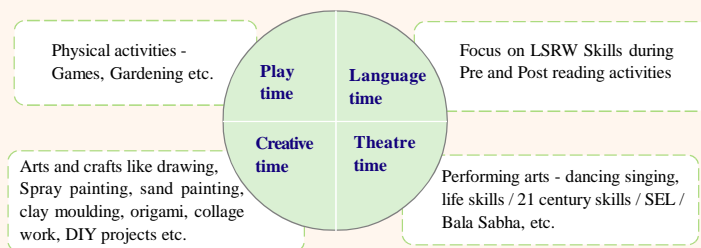


Fig 2 : Four themes of No-bag Saturdays

### Third Saturdays will be dedicated for the following activities :

- Excursion (Bi-annually) to local post office, court, police station, Hospital, Secretariat, Panchayat, Banks, Factories, Farm visits, Planetariums, Science museums, etc.
- Child Fair (annually) - Whole school project where all the children in the school get together

### Theme-wise examples of activities for No-Bag Days

Suggested activities for Language time		
Vocabulary building games like name, place, animal, thing	Read Alouds from Pratham Story Books	Translating telugu dialogues to english, translating daily sounds into english and frame simple sentences
What am I? Riddles	Simple sentence speaking like telling about themselves, their families, their interests etc	Use of words, actions, and expressions while communicating
Phonetic sound games	Daily used phrases and responses in English etc.	Healthy lifestyle
Preparation of school magazine	Imaginative writing, Pick and speak, story telling	enhancing non-verbal communication skills, assertive communication
Read alouds followed by discussions and story retelling		Prepare Billboards
Suggested activities for Theatre time		
Cleanliness and hygiene	Maintaining school grounds	Roleplays on how to behave in different situations
First Aid	Identifying fact vs superstition	My relationship web: mapping my people
Cleaning up the local parks (or any other public spaces),	Improving scientific curiosity	Coping up with stress & anxiety, managing Anger,
Practising the 3 Rs (reduce, recycle and reuse),	identifying different emotions, understanding needs and wants	Decision Making wheel and ripple effects of decision making
Planting trees in the community,	Awareness on rural Health and Hygiene	Empathy, civic responsibility, body language, leadership, building self esteem
Student-led sessions on global issue awareness	Reaching out to trusted adults	
	Menstruation and hygiene, beauty within	
Suggested activities for Creative time		
Drawing	Music	Paper Jungles
Painting	Gardening	Clay Moulding
Dance	Reading	Art and Craft
Suggested activities for Play time		
Treasure hunts	Dodgeball	Full body stretching
Geography coordinates in playground		

## Science and Maths Exhibitions

Development of scientific temper and attitude amongst students is one of our constitutional provisions. The main purpose of conducting science and mathematics exhibitions is to provide the opportunity to the students to showcase their creative ideas so that their creativity, scientific temper and logical reasoning for problem solving can be nurtured well. This space also encourages teachers and students to experiment, research and think differently about problems and develop innovative solutions.

### Objective

- \* Inculcate scientific spirit and technological innovation ideas, mathematical logical reasoning, problem solving skills, collaboration and presentation skills

### Timeline

22nd Dec 2022 Mathematics Exhibition

28th Feb 2023 Science Exhibition

22nd Dec 2022: National Mathematics Day / birth anniversary of mathematician Srinivasa Ramanujan

28th Feb 2023: National Science Day to commemorate discovery of Indian Physicist CV Raman

### Guidelines for School HMs and teachers

- The science and mathematics exhibition will be conducted at different levels, i.e. School, Mandal, District, State and National level. The school should provide an adequate and efficient space with maximum resources for teachers and students to make it more effective at each level.
- School HMs should be aware of schedule of exhibition well in advance and keep teachers and students informed
- School HMs should prepare a detailed plan of action for getting required resources (Physical and human)
- Teachers must identify the students and ensure maximum student participation in exhibitions.
- Teachers can take help from local community expertise for setting up exhibitions.



Sri. Y.S. Jagan Mohan Reddy  
Hon'ble Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Boteju Satyanarayana Guna  
Hon'ble Minister for Industries, Andhra Pradesh

2022 - 23

October - 2022

Assessment : FA - 2

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
31  National Unity Day (Ek Bharath Shreshtha Bharat Utsav)					1  International Day for Older Persons	2  Gandhi Jayanti Lal Bahadur Shastri Jayanti
3	4	5	6	7	8 Second Saturday	9  Children's Day
10	11  International Girls Day	12	13 PTM & PCM	14	15  SCM -Languages No Bag Day (6-8 Classes)	16  World Nutrition Day
17	18	19	20	21 Club Activities	22  SCM Non-languages,	23  Children's Day
24  UNO Day	25 Diwali	26	27  Hand Wash Day	28	29	30  National Savings Day

Working Days - 19

October - 2022 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సుభాషితాలు	సుప్రచేట్టు	సందేశం, ఫాతిమా షేక్	పద్యరత్నాలు, నేనూ సావిత్రిబాయిని	సముద్రలంఘనం, అరణ్యకాండ
HINDI	ऊँट चला	पत्र लेखन	कूड़ेदान, जरा मुस्कुराइए	फुटबॉल, बेटी क नाम पत्र , N.D.- सम्मक्का, सारक्का जातरा	भक्ति पद, स्वराज्य की नींव
ENGLISH	What can dollar ad eleven cents do?	The Brave Little Bowman	The summit with in The school bay	School Life	Films and Theatre
MATHS	HCF & LCM, Integers	Lines and Angles, Triangles	Practical Geometry, Data Handling	Lines and angles, Statistics	Trigonometry, Mensuration
PHY. SCIENCE	-----	-----	Synthetic Fibres and Plastics	What is Inside Atom	Structure of Atom
GEN.SCIENCE/ BIOLOGY	Water; Materials - Separating Method	Respiration and Circulation Motion & Time	Cell Structure and Function	Animal Tissues; Plasma Membrane	Co-ordination; Reproduction
SOCIAL	Early Civilization	Vijayanagara Empire	Agriculture ; When People Rebel 1857 and After; Judiciary	Democratic and National Revolutions : 19th Century	Indian Rivers and Water Resources; National Movement in India - Partition and Independence.
O. SANSKRIT	పరివర్తనం	శుభసంకల్పం	మనుజులీతి అవిచార్య కర్తవ్యం	హిమవర్షనం పరమోధర్మం, ప్రాచీనపరవేదన	అఖిలజాత్యుక్తాదమహర్షి: (గ) చంద్రావేదస్య విద్యాభ్యాస:
C. SANSKRIT	పరిసరపరిరక్షణ ♦ పాఠ - శబ్దము	రుద్రమృదేవీ ♦ సీతా - శబ్దము	భాల్మం భలు విద్యాదేవీ ♦ పితృ - శబ్దము	పరిచింతయంతు ♦ మనస - శబ్దము	పయం శక్తిమ తిరుగ్గణ (1 నుండి 3 శ్లోకాలు) ♦ హస - రాకువు
ENV.EDN	Sharing space Importance of terrace farming	Water harvesting My tree neighbours	Vaccination - A shield Dangers of deforestation	Do we need zoos? Landscape, culture, people and their relationships	Need Zoos? Nature, culture, relationships between people
ART-CULTURAL EDUCATION	Draw different types of ornaments, Paper cuttings, Glove puppet, Lalithageetalu.	Model making with Clay, Paper cuttings, Stick puppets, Lalithageetalu.	Model making with wax, Paper cuttings, Leather puppets, Lalithageetalu.	Model making with wax and clay, Making ornamental objects, Stick puppets, Lalithageetalu.	Model making with wax and clay, Collage work, Glove puppets, Sampradaya keertanalu.
PHYSICAL LITERACY	Superstitions (Dishti), Yoga: Savasanam, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics, Combative games.	How to protect Nutritional values in our food. Yoga: Savasanam, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics, Combative games.	Cool drinks good or bad? Yoga: Savasanam, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics, Combative games.	Components of food, Yoga: Savasanam, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics, Combative games.	First - Aid , Yoga:- Savasanam, Mass drill, Lezims, Scouts & guides, Games & sports, Aerobics, Combative games.

- ♦ Kala Utsav 2023
- ♦ FA2
- ♦ District level competition to be conducted on Quiz, Elocution, Essay and Cultural activities separately (dates to be announced)

### Milestones of Month

- ♦ INSPIRE Exam preparation
- ♦ Club Activities
- ♦ SGF State Level Competitions Oct 10 to 30

### Theme:

**Gender Equality and Girls Education**



## School Club Activities

The school club activities are prominent spaces for children to get engaged with various co-curricular activities for their holistic development. This platform helps the children to equip themselves with necessary competencies like physical, cognitive, socio-emotional, spiritual and vocational development, to perform better in their classroom. For the same, four clubs will be formed in all the schools such as Language / Literary Club, Science/ Mathematics Club, Health and Eco (Social science) club, Cultural / ICT Club.

### Objectives

- \* Enhance interest and curiosity among students towards practical knowledge of the subjects
- \* Increase aptitude for thinking and foster imagination and creativity among the students
- \* Inculcate various democratic values and qualities like tolerance, equality, liberty, citizenship, secular beliefs, etc.

**Timeline:** Every third Friday of the month

### Club-wise examples of activities

#### Suggested activities for Language / Literary Club

Poem recitation competition	Quizzes	Extempore speech competition
Elocution	Essay writing competitions	Debates
	Poems and story writings	

#### Suggested activities for Science/Mathematics Club

Conducting quiz competitions in Science. Organising lectures, debates, seminars and symposia etc. Celebrations birthday of eminent scientist. Preparation of charts and models for school level exhibition and further participation at regional and national level exhibition. To show scientific movies to inculcate scientific values among the students. Participating in science fairs both at a school level and at a state level	Conducting quiz competitions Preparation of charts and models on mathematics for school level exhibition and further participation at regional and national level exhibition Discussing the origins of different mathematical formulas and theories Conducting activities where the application of mathematics is evident in historical and architectural spaces. Identifying everyday and practical usages of mathematics in day to day life	Activities that make use of the local resources and conduct experiments. Trying to find solutions for the locally troubling issue with scientific solutions Publication of science articles in magazines. Preparation of Biological sketches of eminent scientists. Collection of locally available lab equipments Making mathematical models using clay and wood
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#### Suggested activities for Health and Eco (Social Science) club

Putting up of social Science exhibition Preparation of Project report on different topics Conduction of Cultural Heritage Quiz, History Quiz and GK Quiz Decoration of display boards on current issues and other topics Regular Health checkup of students Allotting the students proper time for using the physical education materials	Presentation of Mock Parliament and skits on burning topics. Motivation of students to get their driving licences. Participation in the rallies to awaken the masses. Taking students on Excursions and Educational Tours. Monitoring PT, Exercise, Yoga and meditation Conducting Health Camps	Preparation of question bank Presentation of drills like fire drill, evacuation drill and first aid to deal with the situations in a disaster. Celebration of British Anniversaries of historical figures. Celebration of Road Safety week Conducting regular Battery tests Guiding the students for suitable games as per their ability
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#### Suggested activities for Cultural / ICT Club

Conduct cultural activities on the important days. Educating, Training basic computer knowledge, applications.	Organising computer related activities and support to such activities Dissipation of computer knowledge to the whole school community.	Basic computer lab maintenance viz. shut down of computer, cleanliness, charts, lab equipments etc Forming a special interest group to help other students
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### Guidelines for teachers

1. Ensure that all students are part of club activities.
2. Ensure that all students should have maximum participation in at least one club activity.
3. Every Subject teacher should take ownership of organising club activities according to their subject discipline on the third Friday of every month.
4. School club activities are currently applicable from classes 6 to 10. But it can be introduced from 4th and 5th standard onwards to make children get habituated.
5. Club activities may be conducted class wise or by involving 2 or 3 classes together.
6. Students in the class will be divided into 4 groups. Each group will attend one club. Groups will be changed in a cyclic manner. For example Group – A students will attend Language club in July month, Science and mathematics club in August month, Health and Eco club in September month, Cultural and ICT club in October month, again attend Language club in the month of November.



Sri. Y.S. Jagann Mohan Reddy, Minister, Government of Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Rocho Saikumarayana Garu, Minister, Government of Andhra Pradesh

**2022 - 23**

**November - 2022**

**Assessment : SA - 1**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3 PTM & PCM	4	5 SCM languages	6 
7 Madam Curie Day	8	9	10	11 National Education Day (Maulana A. K. Azad Jayanti)	12 Salim Ali Jayanti	13 
14 Children's Day	15	16	17	18 Club Activities	19 No Bag Day (6-8 Classes), World Toilet Day, SCM-Languages	20 
21	22	23	24	25	26 SCM Non-languages	27 Constitution Day
<b>Fit India Week</b>						
28	29	30 Jagadish Chandra Bose Jayanti				

### Working Days - 25

### November - 2022 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	పసుకారం	పద్యపరిమళం	పయనం, రాగతి పందరి, తాడి నాగమ్మ	ప్రభోదం, నేనెరిగిన బూర్గుల	మాణిక్యవేణ, కిష్కంధకాండ
HINDI	मेरा देश महान है, मेरी बहना	कोयल, आओ हिंदी सीखे	मित्र को पत्र, धरती की शान	मेरा जीवन, यक्ष प्रश्न	दक्षिणी गंगा गोदावरी, N.D.- अपने स्कूल को एक उपहार
ENGLISH	At the Vegetable Shop	A Lesson for All	This is Jody's Fawn The Duck and the Kangaroo	Environment	Bio-Diversity
MATHS	Fractions & Decimals	Triangles, Data Handling	Data Handling, Squares & Square Roots, Cubes & Cube Roots	Co-ordinate Geometry, Triangles	Mensuration, Pair of Linear Equations in two Variables
PHY. SCIENCE	-----	-----	Sound (5 periods in October and 10 Periods in November)	Chemical Reaction & Equation	Classification of Elements – The Periodic Table Chemical Bonding
GEN.SCIENCE/ BIOLOGY	Fun with Magnets Learning How to Measure	Electricity Reproduction in Plants	Conservation of Plants and Animals	Diversity in living Organisms Plasma Membrane	Reproduction Coordination in Life Process
SOCIAL	Emergence of Kingdoms and Republics	Mughal Empire	Agriculture ; Industries ; Weavers, Iron Smelters and Factory Owners ; Understanding Our Criminal Justice System	Industrialisation and Social Change, Agriculture in India	The making of Independent India's Constitution; Independent India (1947 to 1977)
O. SANSKRIT	గీతోపదేశ, ఆయుర్వేద:	లోకసేవనం, నాడిజంఘ:	లోకజ్ఞానం, సింహాదివీపయో: సంవాద: ఆర్యశబ్ద :	హిమవద్వర్షణమ్, జాగృహి త్వం భారతీయ (ప) నాక్షిపేత్ విపరీతాంగాన్ (గ)	ద్రౌపది పరివేషన, మందాకిని కిం జలం ఉత్తముం (గ), శరంప్రతి శార్కం
C. SANSKRIT	సప్తభాశం ♦ గమ్మ - డాతువు	అత్యుచితనమ్ ♦ లిఖ - డాతువు	సందేశం ♦ వస - డాతువు	సత్య నిష్ఠా ♦ వాక్ - శబ్దము	వయం శక్తేమ తిర్వ్యగ్మ (4 నుండి 7 శ్లోకాలు) ♦ విద్యుత్ - శబ్దము
ENV.EDN	Development of urban slums Exploring historical objects and places	Changes in the surroundings and their effect Preservation of historical structures our responsibility	Judicious use of water in irrigation Quality of soil and crop production	Cut on paper, cut on pollutants Human lifestyles and its effect on the environment	Household Wastes The plight of ragpickers
ART-CULTURAL EDUCATION	Wax modeling, Collage work, Group dance	Wax modeling, Collage work, Paper cuttings, Stick puppet, Lalithageetalu, Folk dance.	Vegetable carving, Paper cuttings, Leather puppets, Lalithageetalu, Keertanalu.	Vegetable carving, Decoration, Stick puppets, Leather puppets, Lalithageetalu, Folk dance.	Vegetble carving, Printing, Collage work, Glove puppets, Lalithageetalu, Folk dance.
PHYSICAL LITERACY	Water - borne diseases, Yoga:- Uthanapadasan, Mass drill, Lezims, Sports & games, Aerobics, Pyramids, Scouts & guides, Combative games.	Superstitions - Bhutavaidyam. Yoga:- Uthanapadasan, Mass drill, Lezims, Sports & games, Aerobics, Pyramids, Scouts & guides, Combative games.	Food - superstitions, Yoga:- Uthanapadasan, Mass drill, Lezims, Sports & games, Aerobics, Pyramids, Scouts & guides, Combative games.	Components of food, Yoga:- Uthanapadasan, Mass drill, Lezims, Sports & games, Aerobics, Pyramids, Scouts & guides, Combative games.games.	First - Aid , Yoga:- Uthanapadasan, Mass drill, Lezims, Sports & games, Aerobics, Pyramids, Scouts & guides, Combative games.

#### Milestones of Month

- ♦ Rangotsav 2023
- ♦ Summative Assessment - 1
- ♦ State level competition to be conducted on Quiz, Elocution, Essay and Cultural activities separately (dates to be announced)

- ♦ Club Activities
- ♦ Quiz Competition at District Level (RAA)
- ♦ Aptitude Test at School Level (TAMANNA)

**Theme:**  
**Constitution & Democracy**

## Mock Parliament

Mock Parliament is a simulation of legislative proceedings in a parliamentary democracy. It gives students an insight into the working model of assembly. In a mock assembly, students role-play members of parliament and discuss an entire spectrum of real-world social, geopolitical, climate and economic issues. Each student has to balance their personal views, their party's views, their constituency's views, existing national policies and the constitution of our country, India. Mock Parliament promotes a series of skills that, with proper teaching and guidance, are very important in the holistic development of an individual. This activity exposes students to current events and local political and economic issues. This activity may be conducted in High Schools on the Constitutional Day 26-11-2022.

### Objectives

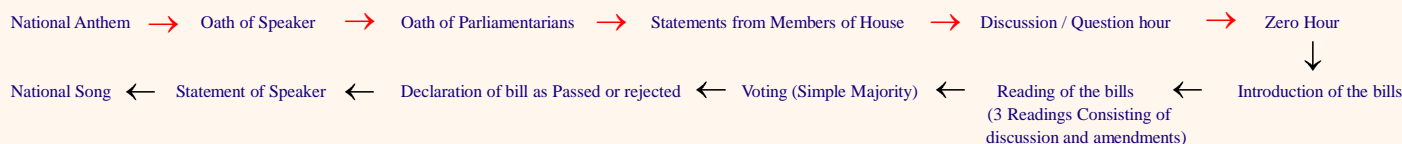
- \* Develop ability to lead, articulate, solve problems, take decisions, respect view of others and respect rules among students
- \* Increase awareness of the problems in our society and country among students and provide a safe and comfortable space to form opinions and express them

**Timeline:** 2 days

Day 1: Preparation (Could be 6 days before event)      Day 2 : (26th Nov): Mock Parliament Day

### Rules:

- \* Headmaster/Headmistress or any teacher to act as a Speaker.
- \* Seating Arrangement and participation as parliamentary purpose : The layout of the Mock Parliament Event will resemble as far as possible the layout of the Chamber of Lok Sabha. The Ruling party will sit on the right side of the speaker and the Opposition and other alliances will sit on the left side of the speaker. Both sides shall be equal in number
- \* English and Telugu are allowed for discussion.
- \* *Procedure:* The procedure of a typical Lok Sabha session resembles as far as possible the procedure of the House (Lok Sabha). The following procedure shall take place during a two-day session of the Mock Parliament:



- \* This model suggests 25 Members, which is the same number of members as the Assembly. However, numbers can be adjusted depending on the size of the parliament and roles allocated. Suggested arrangements for a 25-member parliament are as follows:

1 Speaker	1 Deputy Speaker (optional)	1 clerk	1 Deputy Clerk and 1 Assistant clerk	11 members <sup>1</sup>
1 Chief Minister	1 Deputy Chief Minister	5 Ministers	1 Opposition Leader	1 Deputy Leader of Opposition

### Guidelines for teachers

#### A. Day 1 (6 days before the Mock parliament):

1. As this is a whole school project, two teachers, (One social science teacher and any subject teacher) will take charge on implementing and mentoring this activity.
2. The two teachers anchoring the activity in the school to decide on the theme for discussion of the bills in Mock parliament.
3. Teachers from class 6 to 10 will explain the procedure of the parliament session to everyone.
4. Teachers select a few students as ministers and other members as per above suggested format for the mock parliament from classes 9 and 10 based on their interests and divide them into ruling and 1 opposition party members.
5. Activity incharge teachers to mentor one group each (Ruling/opposition) in preparing for their arguments on the theme chosen(bill) for the day of mock parliament.

**Day 2 (26th November):** On the day of mock parliament, teachers need to ensure that the above-mentioned procedure (Point 4 in rules) is followed on the day of mock parliament. Social teachers along with school Head Master in the school need to ensure that the discussion happens in the Mock Parliament exactly the way the actual parliament session happens.

## Cultural Spaces

### 8.1. Rangotsav

The main goal of Rangotsavam is to identify cultural and creative skills in children to make them curious and create interest towards fine arts. In order to make children become artists, Rangotsavam will provide an environment where children will have space to exhibit their talents and skills through various artforms.

#### Objectives :

- \* Enable students demonstrate their cultural and creative skills on district and state level platforms
- \* Encourage students to exhibit art activities where it reflects Indian cultural heredity, traditions and unity in diversity to increase their exposure
- \* Promote the joy of creative, innovative and talented art shows among the children

**Timeline:** Annually at different stages in November 2023: State level and District level competitions on Rangoli, Handwriting, cartoon, greeting cards, storytelling, singing and dance, etc.

### 8.2. Kala Utsav (Festival of Arts)

Kala Utsav is an initiative of the Department of School Education and Literacy, Ministry of Human Resource Development (MHRD) to promote arts in education by nurturing and showcasing the artistic talent of school students at the secondary stage. This initiative is proposed by the National Curriculum Framework (NCF-2005) and the same is recommended in NEP-2020 to reflect Indian cultural heritage and unity in diversity. Arts education may be perceived as a tool for development of aesthetic sensibility among learners to enable them to respond to the beauty in various forms, colours, sound and movement. Arts integration in education helps to encourage creativity, develop problem-solving ability, and improves the ability to handle mental imagery and better expression. Some of the areas of arts are Music, Dance, Theatre, Visual Arts and Crafts.

#### Objectives:

- \* Provide an opportunity to understand and celebrate cultural diversity across India
- \* Fostering the artistic and creative skills for making students interest in fine arts
- \* Promoting teamwork and collaboration among students & teachers

**Timeline:** Annually once, October 2023

#### Guidelines

States/UTs shall select the best teams for participating at the National Level. There are three levels of conducting the event i.e. District, State and National level. Schools or authorities must ensure that students with special needs have active participation in Kala Utsav

#### Role of the HM:

1. HM shall be aware of the schedule of Kala Utsav event well in advance and inform teachers and students
2. Prepare a detailed plan of action for getting required resources (Physical and human)
3. Encourage and motivate students for maximum participation





Sri. YS Jagan Mohan Reddy Garu  
Hon'ble Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Beechu Satyanarayana Garu  
Hon'ble Minister for Education, Andhra Pradesh

### 2022 - 23

December - 2022						Assessment : Nil	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	
			1 PTM & PCM World AIDS Day	2	3 SCM - Languages International day of Children with disabilities Anti-pollution Day	4 	
5	6	7	8	9	10 Second Saturday HUMAN RIGHTS DAY Human Rights Day	11 UNICEF Day Tamil Poet Subramanya Bharathi Jayanthi	
Teacher Exchange Programme							
12	13	14	15	16 Club Activities	17 No Bag Day (6-8 Classes)	18 	
19	20	21	22 Maths Day (Ramanujan Jayanthi) 	23 Farmers Day 	24 SCM / Non-languages National Consumers Day 	25 	
26	27 Urdu Poet Mirja Asadulla Khan Galib Jayanthi 	28	29 International Day for Biological diversity 	30	31		

### Working Days - 26/18

### December - 2022 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	మేలికొలుపు, ధర్మ నిర్ణయం	కప్పతల్లి పెళ్ళి, ఎడ	మేలిమలుపు, చిరమాలిన్యం, భరతనాట్యం	అదీనమాట, చూడడమనే కళ	గోరంత దీపాలు సుందరకాండ
HINDI	सरकारी दरबार, खिलौनेवाला	साहसी बालक, कबीर की वाणी	परिश्रम का फल, सरदार	रमजान, N.D.: बुद्धिमान बालक	नीति दोहे, जल ही जीवन है
ENGLISH	A lesson for All	The Why Why Girl	A Visit to Cambridge When i Set Out for Lyonesse	Environment	Nation and Diversity Unit-5 C-Reading, Unit-6 A-Reading
MATHS	Basic Arithmetic, Introduction to Algebra	Ratio and Proportions, Exponents & Powers	Comparing Quantities, Algebraic Expressions, Visualizing solid shapes	Linear Equations in Two Variables, Triangles Surface Areas and Volumes	Quadratic Equations, Tangents & Secants to Circle, Co-ordinate Geometry
PHY. SCIENCE	-----	-----	Material: Metals and Non - Metals, Light	Reflection of Lights at Curved Surfaces Gravitation	Electric Current Electromagnetism
GEN.SCIENCE/ BIOLOGY	Learning How to Measure Fibre to Fabric Organisms & Habitat	Reproduction in Plants Wonders of Light Heat, Temperature and Climate	Reproduction in Animals	Sense Organs Animal Behaviour	Co-ordination in Life Process Heredity
SOCIAL	Kingdom and Empires; Government	Indian constitution An introduction; Bhakti - Sufi	Understanding Marginalization: Human Resources Civilising the 'Native'; Educating the Nation; Confronting Marginalization	Social Protest Movements, Colonialism in Latin America, Asia & Africa Industries in India	People and Settlement, People and Migration Independent India (1947 to 1977) Emerging Political Trends (1977 to 2000)
O. SANSKRIT	వారికామ్మయ్యామ్, నమయస్సుద్రి	భగవద్గీత, సుభాషితాణి 5,6, బలంపరక్షణం	సింహాదివిషయాంశాన్, తిమ్మిశ్రీగురవే నమః ఆద్యభూతే, బృహత్పదా పుస్తాంతం (గ)	జ్యోతిషాత్మం భారతీయ (ప), శ్రీ కృష్ణ కర్ణాబ్జితం చిదాయుషావనద్రశ్యా, అతిథ్యం	భక్తిదేవ గరియోసి, రాజకృతీ వీతి శ్లోకాః శరంధ్రుణి శార్కం, విషజో వైషజ్యం
C. SANSKRIT	తిరుమల-తిరుపతి శ్రీకృష్ణమ్ ♦ భార్య - రాతువు	లోకాల్ శ్రేష్ఠతః ♦ పత - రాతువు	కిం న్యాదం? ♦ త్యజ - రాతువు	వసుదైవ కుటుంబకమ్	వృద్ధోపదేశః
ENV.EDN	Knowing about cave art Exploring community craftspeople	Save paper, save tree and save environment 1 Waste in the market : Where does it go?	Pollution and diseases Pests - Uninvited guests Abode of wildlife	Bond of love between humans and animals Responsible tourism Kitchen garden	Water bodies in the neighbourhood Impact assessment of developmental projects Awareness about common ailments
ART-CULTURAL EDUCATION	Greeting card making by using carved vegetables, Lalithageetala, Folk dance	Vegetable carving & printing, Lalithageetala, Folk dance, Folk songs, Revision.	Model making using card board, Lalithageetala, Folk dance, Folk songs	Toy making using feathers, Decoration, Abhinayam.	Origami, Collage work, Glove puppets, Folk dances, Tribal dance.
PHYSICAL LITERACY	Water-borne diseases, Yoga: Salabhasanam, Sukhasanam, Mass drill, Lezims, Pyramids, Scouts & Guides, Games & Sports.	Burns on body, Yoga: Salabhasanam, Sukhasanam, Mass drill, Lezims, Pyramids, Scouts & Guides, Games & Sports.	Food-superstitions, Yoga: Salabhasanam, Sukhasanam, Mass drill, Lezims, Pyramids, Scouts & Guides, Games & Sports.	Food-superstitions, Yoga: Salabhasanam, Sukhasanam, Mass drill, Lezims, Pyramids, Scouts & Guides, Games & Sports.	First - Aid , Yoga:- Savasanam, Mass drill, Lezims, Scouts & Guides, Games & Sports, Aerobics, Combative games.

#### Milestones of Month

- ♦ Maths Exhibition
- ♦ Club Activities
- ♦ Teacher Exchange Programme (6th to 10th, December, 2023)

#### Theme:

**Human Rights**

## Bala Sabha

Bala Sabha is a collective attempt by students to ensure their participation in the democratic space at school. Students will demonstrate their curricular and co-curricular learnings in Bala Sabha every month. The activities will be organised by students, with the teacher serving as a facilitator.

### Objectives

- \* Promote overall development of children through a right-based approach that encourages democratic practices, analytical thinking, decision making, creativity and collaboration
- \* Create a space for parents to become aware of their children's performance

**Timeline :** Monthly once - 4<sup>th</sup> session (90 minutes) of No Bag Day on 3<sup>rd</sup> Saturday

### Guidelines for teachers

1. Teachers should encourage all children to participate in bala sabha and demonstrate their learning in creative ways (drama, role-play, etc.)
2. The teacher should observe the student's performance and plan for classes accordingly.

## Anandavedika - Value Education

Education is a lifelong process of development of one's personality which starts from the school. It is a school that builds the base for everything. That is why schools play a significant role in providing value-based education or moral education. Value-based education aims at training the student to face the outer world with the right attitude and values. It is a process of overall personality development of a student. It includes character development, personality development, citizenship development.

SCERT has developed Anandavedika curriculum for skill and moral education for classes 1 to 10, and has identified values to be inculcated in the students by the time they attain school leaving certificate. Additional values to be inculcated are also identified and being included in the curriculum earmarked for each class in addition to the core values. Teaching methodologies were developed and included in the curriculum to inculcate the values class wise.

### Objectives

- \* Students will be able to distinguish between right and wrong and understand constitutional, human and child rights
- \* Develop individual qualities like tolerance, compassion and empathy among students

### Timeline

Class 6-10 One period per week

## CWSN Activities

National Educational Policy (2020) envisages on providing equal educational opportunities to all children without any discrimination. Inclusive education offers learning avenues for Divyangulu- CWSN (Children with Special Needs) along with general students. Apart from that day, every month, one day needs to be allocated as CWSN day. On this day, teachers must create different situations to create awareness among all students about the different types of disabilities and our responsibilities towards them.

### Objectives

- \* Increase the awareness among students, teachers, and parents on the challenges faced by CWSN, understanding their needs and ways of contributing towards it
- \* Build capacity of teachers to design activities for creating an inclusive environment in the classrooms

**Timeline :** 3rd Dec 2022 (World Disability Day) and 4th Tuesday of every month

### Guidelines for teachers

1. Map types of disabilities to each month and conduct disability-specific activities.
2. Prepare Teaching Learning Material for CWSN with the help of special educators and exhibit it.
3. Conduct awareness programs on different types of disabilities through such activities where all students get to experience the challenges faced by CWSN.
4. Distribute handouts containing information on types of disabilities and early identification to students and parents to spread awareness.
5. Run a campaign on early identification and screening of all students to identify CWSN students (in collaboration with the District Early Intervention centres, Bhavita centres and Special Educators)
6. Conduct integrated and inclusive sports, cultural and literary activities across the year.

## ATL Tinkering Lab (ATL)

Atal Tinkering Lab is the flagship initiative of Atal Innovation Mission (AIM) of the NITI Aayog, Government of India aimed at promoting innovation and creativity among high school students and foster curiosity, creativity and imagination in young minds through the concept of "learning by doing" approach for understanding the regular concepts and STEM (Science, Technology, Engineering and Mathematics).

### Objectives

- \* Build scientific temper and nurture curiosity among students by promoting a culture of innovation and entrepreneurship in the school
- \* Foster 21st century skills, computational thinking, adaptive learning and physical computing etc.

**Periods allocated:** Two continuous periods can be allocated in the school timetable on No bag day or in Club activity periods or any other available space.

### Guidelines for School HMs and teachers

1. ATL is available in 641 high schools across Andhra Pradesh and it is imperative to ensure that all labs are equipped with basic resources and have space for maximum utilisation. In the case of Non-ATL schools, pre-recorded ATL videos can be presented in the class (DCR/VCR).
2. School HMs should ensure that teachers (especially Physical Science teachers) / lab incharge are trained and up to date to conduct appropriate activities
3. Teachers should focus on individual student potentials, support them and ensure maximum and proactive participation of students in ATL activities. They should also provide the basic conceptual understanding of the concept prior to lab activities.
4. Teachers should motivate and prepare students to innovate and build working prototypes to meet the state or national standards.

### Suggested Activities

Projects on Problem finding	3D Modelling	Crafts making	Arduino based projects (Advanced Electronics and technology)	Drone creation and working
Agriculture based projects learning	3D Printing	Sculptures making	Application development	Web design
Science in everyday life	Soldering	Basic electronics and their applications	Game Developmen	Space Module



Sri. Y.S. Jagannadha Reddy, Hon'ble Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Beechu Satyanarayana Guru, Hon'ble Minister for Education, Andhra Pradesh

**2022 - 23**

January - 2023

Assessment : FA - 3

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30  Mahatma Gandhi Vardhanthi Martyrs Day	31					1 
2	3	4  Isaac Newton Day World Braille Day	5 PTM & PCM	6	7  SCM - languages	8 
9	10	11	12  Swamy Vivekananda Jayanti	13	14	15 
16	17	18	19	20 Club Activities	21  No Bag Day (6 - 8 Classes)	22 
23  Subhash Chandra Bose Day	24	25	26  Republic Day	27	28  SCM - Non languages	29 

Working Days - 20/23

January - 2023 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	శ్రీచలస్వప్నం	హితోక్తులు	నాది చదువు, భాగ్య నృత్యం	భూమి పుత్రుడు, గిడుగు వెంకటరామమూర్తి	భిక్ష
HINDI	दो मित्र	सफलता का मंत्र	सावित्रीबाई फुले, मधुरवाणी	अमरवाणी, सुनीता विलिखस	धरती के सवाल अंतरिक्ष के जवाब, N.D.- अनीसा उपाय
ENGLISH	Dr. B.R. Ambedkar	The Bond of Love	A short monsoon Diary On The Grass hopper and The Cricket	Freedom	Unit-6 B-Reading, C-Reading
MATHS	Basic Geometrical Concepts 2D - 3D Shapes	Algebraic Expressions	Exponents and Powers	Surface Area and Volumes Quadrilaterals	Co-ordinate Geometry Application of Trigonometry
PHY. SCIENCE	-----	-----	Chemical Effects of Electric Current	Floating Bodies	Principles of Metallurgy Carbon and its Compounds
GEN.SCIENCE/ BIOLOGY	Organisms & Habitat; Electric Circuits	Heat, Temperature and Climate; Changes Around us.	Reaching the age of Adolescence	Challenges in Improving Agricultural Products	Our environment Natural Resources
SOCIAL	Local Self Government	State Government	Public Facilities Women Cast and Reform	Impact of Colonialism in India Social Activities in India Expansion of Democracy	Rampur- a village economy Post- War World and India Social movements in Our Times
O. SANSKRIT	పరిచింతయ స్వయం, శబ్ద, ధాత్ వక్ష	ధర్మబుద్ధి:పాపబుద్ధి: శబ్ద, ధాత్ వక్ష	భూమిరియం బలిదాసస్య (ప), శబ్ద, ధాత్ వక్ష పురస్కార: శబ్ద, ధాత్ వక్ష	శంఖారావ: శబ్ద, ధాత్ వక్ష సంఘస్పర్షం, శబ్ద, ధాత్ వక్ష	అష్టావక్ర: శబ్ద, ధాత్ వక్ష ప్రతిభాసంహార్, శబ్ద, ధాత్ వక్ష
C. SANSKRIT	Exploring the history of a village or a city Great personalities of the past	Every animal has a positive role in the environment Pets! To have or not to have	Monitoring of air pollution Hazards of air pollution	Quality of water Save endangered species Animal breeding for increased production	Disaster management Education for all Healthy domestic environment
ENV.EDN	మహాత్ సంచత్ ♦ లిఖ - చాతువు	ఉత్తమా అభ్యాసాః ♦ గౌరీ - శబ్దము	స్వార్థిః ♦ మాతృ - శబ్దము	భూమాత	వివేకధ్వనిః
ART-CULTURAL EDUCATION	Designs with Sand, Folk songs, Folk dance, Revision.	Designs with paper cuttings, Folk songs, Folk dance, Revision.	Origami, Puppets, Keertanalu, Folk dance, Folk songs.	Designs on Hand kerchief, Paper cuttings, Puppets, Tribal dance.	Drawing caricature , Origami, Puppets, Tribal dance.
PHYSICAL LITERACY	Water-reasons for ill-health, Yoga: - Vrukshasan, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Shocks-different types. Yoga: Vrukshasan, Mass drill, Lezims, Aerobics, Sports & gmes, Scouts & guides.	Food-superstitions, Yoga:- Vrukshasan, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Food-superstitions, Yoga:- Vrukshasan, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Superstitions on eclipses, Yoga:- Vrukshasan, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.

### Milestones of Month

♦ Formative Assessment - 3

♦ Club Activities

### Theme:

**Farms and Agriculture**



## Competition Circle

### 1. INSPIRE Science Exhibition

'Innovation in Science Pursuit for Inspired Research' (INSPIRE) scheme is one of the flagship programmes of the Department of Science & Technology (DST), Government of India. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST with National Innovation Foundation – India (NIF), an autonomous body of DST, aims to motivate students in studying in classes 6 to 10. Under this scheme, schools can nominate 5 best original ideas/innovations of students through the website.

#### Objectives :

- \* Communicate to the youth of the country the excitement of creative pursuit of science, attract talent to the study of science at an early age and thus build the required critical human resource pool for strengthening and expanding the Science & Technology system and R&D base.
- \* Targeting one million original ideas/innovations rooted in science and societal applications to foster a culture of creativity and innovative thinking among school children.

#### Timelines:

1. School Level : Project registrations to be done at school level in INSPIRE -MANAK app or INSPIRE - MANAK website
2. District Level : DLEPC will be conducted at district level on the given dates by National Innovation Foundation (NIF)
3. State Level : SLEPC will be conducted at state level on the given dates by National Innovation Foundation (NIF)
4. National Level : NLEPC will be conducted at National Level on the given dates by National Innovation Foundation (NIF)
5. The National level selected students (60 ideas) will be sent to International competitions in Japan (SAKURA)

#### Concept:

- \* Organising internal idea competitions in schools and nominations of two to three best original ideas, in any Indian language, by the respective Principal/Headmaster.
  - \* Disbursement of INSPIRE Award of INR 10,000 into the bank accounts of short-listed students through Direct Benefit Transfer (DBT) scheme.
  - \* Organisation of District Level Exhibition and Project Competition (DLEPC) by District/State authorities and shortlisting of 10,000 best ideas/innovations for State Level Exhibition and Project Competitions (SLEPC).
  - \* Organisation of State Level Exhibition & Project Competition (SLEPC) for further shortlisting of top 1,000 ideas/innovations for the National Level Exhibition and Project Competition (NLEPC).
  - \* Selection of ideas/innovations will be based on novelty, social applicability, environment friendliness, user friendliness and comparative advantage over the existing similar technologies.
  - \* Showcasing 1,000 best ideas/innovations at the National Level Exhibition & Project Competition (NLEPC) and shortlisting top 60 innovations for national awards and future direction.
- Consideration of top 60 ideas/innovations by NIF for product/process development and their linkage with other schemes of NIF/DST and their display at the Annual Festival of Innovation & Entrepreneurship (FINE).

## National Talent Search Examination (NTSE)

NTSE is a national level exam conducted by the NCERT/NTA, for granting scholarships to meritorious students studying class 10. The objective of organising NTSE is to award scholarships to potential candidates who are aspiring to pursue higher education in the field of Science or Social Studies. With these scholarships, students will be able to continue their education in their desired stream.

#### Exam Pattern

NTSE exam has two different stages:

Stage – I : Examination at the State Level

Stage – II : Examination at National Level

Each stage is further divided into two papers as below:

1. Mental Ability Test (MAT) consisting of 100 multiple choice items with four choices on reasoning and critical thinking to be answered in 120 minutes. The questions may be on analogy, classification, numerical series, pattern, perception, hidden figures etc.
2. The Scholastic Aptitude Test (SAT) This section consists of 100 questions from Science (40), Social Science (40) and Mathematics (20), total duration is 120 minutes.

## National Means-cum-Merit Scholarships Exam (NMMS)

The National Means-Cum-Merit Scholarship Scheme is a Central government-sponsored scheme. This is aiming at providing financial assistance to meritorious students belonging to economically weaker sections to arrest their drop out at class 8 and encourage them to continue studies till higher secondary stage.

#### Objectives

- \* Identify eligible students and nurture their talents
- \* Reduce the dropout rates and empower to continue their education
- \* Inculcate the healthy competitive spirit amongst the students

#### Exam Pattern

Respective states/UTs conduct only one examination at the State Level. The exam consist of two papers as follows:

1. Mental Ability Test (MAT) consisting of 90 multiple choice items with four choices on reasoning and critical thinking to be answered in 90 minutes. The questions may be on analogy, classification, numerical series, pattern, perception, hidden figures etc.
2. Scholastic Aptitude Test (SAT) consisting of 90 multiple choice items with four choices from Physics, Chemistry, Biology, Mathematics, History Geography, Political Science and Economics to be answered in 90 minutes.

#### Duration of Preparation:

August, September and October months are exclusively given for coaching and exam preparation along with regular classes.

#### Role of the Teacher

1. Inform the students the importance of scholarships
2. Respective subject teacher has to develop a lesson wise important Q&A
3. State is providing a special book to meet the standards of exam for practice
4. Thorough practice space is required for students at school level
5. Ensure continuous mentoring and coaching needed from concerned subject teachers
6. Motivate and encourage maximum students to participate in the exam.
7. To conduct weekly tests and follow up to identify strengths and weakness of students
8. Create a collaborative learning environment amongst students



Sri. YS Jagan Mohan Reddy, Chief Minister, Andhra Pradesh

# Department of School Education



## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Bachu Sanyal, Minister for Education, Andhra Pradesh

**2022 - 23**

February - 2023				Assessment : FA - 4		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2 PTM & PCM	3	4 SCM - languages	5 
6	7	8	9	10	11 Second Saturday	12 
13	14	15	16	17 Club Activities	18 Maha Sivaratri	19 
20	21 International Mother Language Day	22 Uyyalawada Narasimha Reddy Vardhanti	23	24	25 SCM - Non languages	26 
27	28 National Science Day - Science Exhibition					

### Working Days - 22 February - 2023 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	దూడు బసవస్సు, ఎంతమంది వారసుర్యులు	ప్రియమిత్రునికీ, జాలనంద్రుని ప్రతిజ్ఞ	నమదృష్టి, భవనవిజయం, కథాకథి, గుస్సాడి	బతుకు పుస్తకం, భద్రరాజు కృష్ణమూర్తి	12. చిత్రగ్రీవం (P-1), స్వజనాత్మకత, యుద్ధకాండ 171-177
HINDI	जन्मदिन	कौटिल्यकी यात्रा	भाई का प्रेम, हम सब धरती की संतान, जो देखकर भी नहीं देखते	जागो ग्राहक जागो, N.D.- अपना स्थान स्वयं बनाये।	N.D.- पत्र, निबंध
ENGLISH	Where There Is a Way Will There is a Way	Gurajada - The Legend	The Great Stone Face - 1	Freedom	Revision
MATHS	2-D, 3-D shapes Practice Geometric	Contructions of Triangles Area of Plane Figures	Exponents and powers, Direct & Indirect Proportions, Factrosation	Areas, Quadrilaterals	Progressions Probabilities
PHY. SCIENCE	-----	-----	Some Natural Phenomena Combusion and Flame	Work and Energy	Carbon and its Compounds
GEN.SCIENCE/ BIOLOGY	Electric Circuits Shadows & Images	Fibers and Fabrics Soil and Water	Pollution of Air and Water	Adoptation in Ecosystems Soil Pollutions	Revision
SOCIAL	Indian Culture, Languages and Religions; Towards Equality	Road Safety Education markets around us.	The Marketing of the National Movement 1870 - 1947 Law and Social Justice	Women Protection Acts	Globalisation Food security Sustainable development Citizens and the Governments
O. SANSKRIT	నవ వికాసం, సుధాపితామహి - 7	ప్రహేళికా, సుధాపితామహి-7,8,9	చింతయన్న, సారయన్న నారాయణ గురు	మనుజు ధర్మ; సోమనాథ్ విజయధర్	అవతారిక, శబ్ద, ధాత్ వక్ష నల్లూ వైభవం, శబ్ద, ధాత్ వక్ష
C. SANSKRIT	Let's keep our surroundings clean Sun stroke	Industrialization, Globalization and Indigenous crafts Road Safety - Traffic Signals	Saviours of our environment Environmental protection Road Accidents - Safety measures	Insect sting and its home remedies Save electricity Know about fluorosis Annexure	Depletion and degradation of natural resources, Water harvesting Fluorosis Nature is a sacred place
ENV.EDN	అవతారిక ◆ పిబ - దాతువు	లఘుపక్షి - మహాత్ కార్పమ్ ◆ పిబ - దాతువు	స్వాతి; ◆ మాతృ - శబ్దము	భూమాత	Revision
ART-CULTURAL EDUCATION	Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Keertanalu, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Indian Classical dance.	Making Logos, Origami, Puppets, Indian classical dance, Tribal dance.
PHYSICAL LITERACY	Why? First-Aid, sunstroke, Yoga: - Suryanamaskaras, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Flourosis, Cough, Yoga: - Suryanamaskaras, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Road accidents, Yoga: - Suryanamaskaras, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Bad habits, Accidents-First-Aid. Yoga: - Suryanamaskaras, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.	Superstitions on eclipses, Yoga: - Suryanamaskaras, Mass drill, Lezims, Aerobics, Sports & games, Scouts & guides.

#### Milestones of Month

- ◆ Formative Assessment 4
- ◆ Career Guidance week
- ◆ Health Check-ups

- ◆ Science Exhibition
- ◆ SSC Pre Final
- ◆ Club Activities
- ◆ Talent Search Examination

**Theme:**  
**Health and Hygiene**

## Gnanotsavam - Competitions

The National Educational Policy-2020 envisaged that schools should provide multiple learning spaces for students to develop on their own. In addition to regular academic activities, schools should also design and conduct activities for development of 21<sup>st</sup> century skills and socio-emotional skills. Students are exposed to libraries under the We Love Reading program. They are habituated to read books and speak about characters and write stories and poems on their own. To showcase all these abilities Gnanotsavam Competitions are proposed.

School competitions are the better chances for students to develop a substantive skills set and to boost up their self esteem, motivating them to become better set and mentally strong. Competitions play a role in motivating students to perform and excel and offer a lot more reward than just winning.

### Objectives :

- \* Showcasing students innovative talents and expertise on different platforms.
- \* Developing mental alertness, constructive social abilities, emotional maturity and ethical qualities among children.
- \* Making children identify their unique talent and exhibit the same for society as a person.

### Activities:

1. **Quiz** is a wonderful tool that can be used to learn about childrens' cognitive ability. Through quizzes children are asked about different topics around them. Example – general knowledge, current affairs etc. In these competitions the children are divided into groups and questioned. The students will discuss the topic among themselves and answer within the time frame. Thereby the students develop the ability to solve the problems efficiently and as per the need.
2. **Elocution**- In these competitions students will get an opportunity to speak about any given topic / contemporary topic fluently, fearlessly and eloquently. Students will acquire the knowledge of searching, collecting and analysing information about the given topic.
3. **Essay writing competitions** will help in assessing the students' writing skills. Students will search and gather information about the topic to write an efficient essay. The gathered information will be analysed in detail. This will develop their writing skills. It lays foundation for the students to become famous authors
4. **Cultural Competitions:** India is a land of many traditions and cultures. Awareness about our culture can be inculcated by conducting cultural competitions from primary level itself. This will instil a passion about culture and arts. One can relieve his stress by practising these art forms and offer serenity of mind. These art forms help students to achieve practical shape of their thoughts in their future. It will develop the right social attitude towards society among students.

### Guidelines and Implementation:

1. Competitions will be conducted on the basis of special days or special events. For Ex: Environment Day, Earth Day
2. Competitions can be introduced from 1st class, but preferably from class 3rd.
3. School Head Master will allot the teacher to organise these competitions.
4. In general all these competitions will be organised at different levels.
  - a. School Level - Third week of Aug.
  - b. Mandal Level - Third week of Sept
  - c. District Level - Third week of Oct
  - d. State Level - Third week of Nov
5. Children will divide into levels wise to participate in competitions. Level-1 (Class 1st & 2nd), level-2 ( 3,4 & 5). For higher classes level 1 ( 6,7 & 8) and level 2 ( 9,10 ).
6. The School Head Master should mention about these competitions' annual plans.
7. SCERT at State level, DEO at district level /MEO at mandal level, HeadMaster at school level will organise the competitions. The winners at each level will be sent to the next level of competition.
8. Make sure that every student gets the chance to participate in these events. Preparation support is given to everyone.
9. Create a benchmark of performance and everyone performing up to that level needs to be given a certificate/merit card/recognition. So in this kind of system, there can be a plateau of excellence rather than a peak accommodating more students for excellent performance rather than having just Ist, IInd and IIIrd position.

## Orientation Circle


### 1. School Complex Meetings

School complex meetings are discussion forums for teachers at complex level, for primary school and secondary schools on various subjects . Organising these trainings at a complex level is one strategy to enhance the capacity of teachers and provide continuous support to the teachers for the improvement of their pedagogy. This can also be considered as a decentralised and context based support that teachers have access to throughout the academic years. This platform will also be able to provide a space for teachers to identify and develop solutions that they face in classes currently.


#### Objectives

- \* Develop the concept & sense of Complex as a whole
- \* Enhance the capacity building of teachers to provide support on a continuum basis
- \* Share and exchange experiences among the teachers and disseminate the best practices
- \* Improve the quality of learning among the children through teachers' Continuous Professional Development

#### Timeline

High School Level  
  
 Language Teachers

1st Saturday of Every Month  
(If 1st Saturday is holiday, will be conducted on 1st Friday)

High School Level  
  
 Non Language Teachers

4th Saturday of Every Month  
(If 4th Saturday is holiday, will be conducted on 4th Friday)

### Complex Meeting Schedule and Agenda for High Schools.

Time	High Schools
09:00-09:10	Prayer
09:10-09:20	Yoga/Meditation
09:20-09:30	Chairman Introductory speech
09:30-10:15	School wise review on the achievement of subject specific Learning Outcomes and quality assessment.
10:15-10:20	Arrangements for Model Teaching
10:20-11:05	Model Teaching(TM/EM)
11:05-11:15	Tea Break
11:15-11:45	Discussion on Model Teaching
11:45-12:15	Discussion on Innovative teaching methods and assessment processes. Development of competency based test items.
12:15-01:00	Review on library books
01:00-01:40	Lunch Break
01:40-02:25	Preparation of activities and projects on the Lesson to be taught in the upcoming month.
02:25-02:45	Develop activities on integration of Art, Crafts, story and Play based pedagogies
02:45-03:15	Presentation and Discussion on special activities on the activities / project works.
03:15-03:25	Tea Break
03:25-04:20	Preparation of TLM/ILM for the upcoming month
04:20-04:30	Demonstration and discussion on Digital Content available on DIKSHA platform
04:30-04:50	Dialogue with Special Invitees(Subject specialist) / NGOs success stories
04:50-05:00	Planning for next meeting / Summing up of the meeting





Sri. YS Jagan Mohan Reddy  
Hon'ble Chief Minister, Andhra Pradesh

# Department of School Education



## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Balcho Saikumaranna Gura  
Hon'ble Secretary, Department of School Education, Andhra Pradesh

**2022 - 23**

March- 2023				Assessment : Nil		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2 PTM & PCM	3 	4 	5 
6	7	8  International Women's Day, Holi	9	10	11 Second Saturday	12 
13	14 Einstein Jayanti International Day of action for rivers 	15  World Consumer Rights Day	16  Potti Sriramulu Jayanti	17 Club Activities	18  No Bag Day (6-8 Classes)	19 
20	21  International Day of Forests, World Down's Syndrome Day	22  Ugadi World Water Day	23  World Environment Day	24	25  SCM - Non languages	26 
27  World Theatre Day	28	29	30 Sri Rama Navami	31		

Working Days - 23		March - 2023 - Syllabus				
SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS	
TELUGU	పునఃశ్చరణ	స్ఫూర్తి ప్రధానాలు	అతిథ్యం, ఒడిస్సీ, హరికథ	ధర్మశిక్ష, ధృవతారలు	పునఃశ్చరణ	
HINDI	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्यास, N.D:- पत्र, निबंध, व्याकरण	పునరావృత్తి - अभ्याస, పునశ్చరణ	
ENGLISH	Revision	Revision	The Great Stone Face - II	Revision	Revision	
MATHS	Perimeters and Area Data Handling	Area of Plane Figures, Symmetry	Factorization Introduction to Graphs, Playing with Numbers	Probability Geometrical Contructions Circles	Revision	
PHY. SCIENCE	-----	-----	Combution And Flame (10 periods) Stars and the Solar System	Sound Units and Graphs	Revision	
GEN.SCIENCE/ BIOLOGY	Movement & Locomotion	Revision	Revision	Soil Polution; Bio-Geo Chemical Cycles	Revision	
SOCIAL	Revision	Women Empowerment	Indian After Independence	Women Protection Acts Prices and Cost of Living Disaster Management The Govt., Budget & Taxation Traffic Education	Revision	
O. SANSKRIT	యూగాది, సుభాషితాణి, శల్ల, ధాత్ వక్ష	వనేచర, సుభాషితాణి, శల్ల, ధాత్ వక్ష	చలద్వాణి, శల్ల, ధాత్ వక్ష జీవవైవిధ్యం, శల్ల, ధాత్ వక్ష	సుభాషితాణి, శల్ల, ధాత్ వక్ష మాతంగకథ, శల్ల, ధాత్ వక్ష	అవతారిక, శల్ల, ధాత్ వక్ష నల్లూ వైభవం, శల్ల, ధాత్ వక్ష	
C. SANSKRIT	Revision	Revision	Revision	Revision	Revision	
ENV.EDN	Revision	Revision	Revision	Revision	Revision	
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision	
PHYSICAL LITERACY	Revision	Revision	Revision	Revision	Revision	

### Milestones of Month

- ◆ Club Activities
- ◆ School Day Celebrations
- ◆ Revision of Activities Based on Class Specific overall Learning Outcomes

### Theme:

**Environment Around Us**

## Remedial Teaching

As per the Right to Education Act- 2009, schools have the responsibility of ensuring students achieve their class specific learning outcomes. In cases where students have not reached their class wise learning outcomes, remedial teaching is provided to them. This is to ensure that quality education is provided and there are lesser dropouts. To avoid this learning gap, remedial teaching provides instructional correctives. It is a process of removing the students' learning gaps or subject matter difficulties that have crept into the understanding. It is the next natural step carried out after diagnostic testing. Remedial Teaching is generally provided in two situations: one, to help students catch up with the prerequisites of the previous class and to help students comprehend the concepts better.

### Objectives

- \* Helping teachers to set objectives as per the nature of difficulties and to develop & bring in different pedagogical methods and tools to fill in the gap amongst the fallen behind students.
- \* Helping students who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

**Periods allocated:** 10% of Periods allotted to the subject

### Role of the Teacher

<b>Teaching Preparation</b> ↓ <b>Devise various learning activities</b> ↓ <b>Design meaningful learning situations</b> ↓ <b>Teaching approaches</b> ↓ <b>Assessments</b>	<p>Before preparing for their lessons, remedial teachers should <b>identify students' diverse learning</b> needs as soon as possible so that they may design appropriate teaching plans to facilitate students' effective learning.</p> <p>Teachers must devise <b>different learning activities</b> with the same teaching objective to develop students' varied abilities and skills in problem solving it is more effective to <b>adopt a series of relevant and simple teaching activities</b> since students may acquire the required knowledge and skills through diversified activities</p> <p>Remedial teachers should design <b>meaningful language environments</b> (especially for English subjects), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.</p> <p>Teachers should give <b>concrete examples</b> before proceeding to abstract concepts through simple and easy steps with respect to the learning abilities of students. Teachers may teach new concepts from <b>different perspectives by various approaches</b>. Teachers should encourage students' active participation by more frequent use of teaching aids, games and activities.</p> <p>A teacher <b>need not conduct many assessments</b> to track the progress of the child but they should make sure to <b>check for understanding</b> of the child in the process.</p>
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## Career Guidance

Career guidance program is an awareness program and space that provides opportunity for students to make a career choice that matches their skills, interests, aptitude and personality. Students need proper information and proper guidance to choose their careers. This career guidance program is built for students' to think critically and make decisions as the career they choose has an impact on both personal and professional life. The program will be executed by teachers trained by SCERT.

### Objectives

- \* To provide information regarding career opportunities
- \* To guide students to determine life goals.
- \* To provide information on courses related to their chosen professions

**Timeline:** Tentatively on February 2rd and 3rd week, It will be a 6 days program

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
<b>Activities</b>	Pre-counselling / enrolling in career portals	Career exploration activities and assessments (interest, personality, aptitude assessments.etc)	Sources on career information and job shadowing and prepare a project report	Dimensions of Career Guidance	Self-exploration and identifying strength. (SWOT), Student career planning and parent counselling	Career report, one and one counselling with students
<b>Resources / Materials</b>	Career Guidance Book / Student Career Activity book	Career Guidance Book / Student Career Activity book	Career Guidance Book / Student Career Activity book	Career Guidance Book / Student Career Activity book	Career Guidance Book / Student Career Activity book	Career Guidance Book / Student Career Activity book

### Guidelines for teachers

1. The Teacher should follow the career guidance resource book and student career activity book, which consists of tools and activities that help to conduct programs in school.
2. The Teacher should give substantial space to children to opt for their professions.
3. Parents' counselling is mandatory because parents should not determine children's professions. Here teachers should act as counsellors to give an understanding that students will succeed in their interested domains.
4. The scheduled activities are designed to give model ideas, teachers can use context based activities or can also include different activities which help children.

## School Safety

School is a responsible place to train the citizens of tomorrow. It is a child right to enrol all school-age children and receive a quality education and the responsibility of the school alone is not enough to provide education. Schools should also be responsible for ensuring that children grow up free and safe in a happy environment. Protection-Security is a child's right. Efforts should be made to protect school children by taking security measures. The motto "School to Home - Home to School" indicates that children are at risk in school, at home and on the road and that there is an urgent need to take appropriate precautionary measures, make suggestions, and raise awareness. Teachers, Schools and Parents should consider child safety as their joint responsibility. Every School should prepare a school safety plan to protect children from unforeseen dangers and demonstrate that it is accessible to all. In addition to accident on School premises, there are also accidents at home such as dog bites and falling into puddles. Similarly accidents can also occur due to not following proper precautions in games. Schools must take appropriate safety measures with the support of Grampanchayat to educate children on these issues.

**Timeline : August / September - Day - wise programme (5 Days) can be conducted as per the schedule given**

### Day - Wise Proposed Schedule

S.No	Department	Sources
1.	Ensuring display of evacuation plan, administering school safety pledge and ensuring danger symbols, displayed at appropriate & needy places and preparation of school safety plan.	ModelSchoolDMplantemplateenglish.pdf (ndma.gov.in) <a href="https://www.youtube.com/channel/UC8v5pDSLE xs-b59PqM8gS7Q">https://www.youtube.com/channel/UC8v5pDSLE xs-b59PqM8gS7Q</a> NDMA Cyclone - Preparedness (81.8 MB)
2.	Inviting Police officials to Schools	Crime Investigation Department - Andhra Pradesh (appolice.gov.in) Road Safety   Short Films on Road Safety   TRANSPORT DEPARTMENT GOVERNMENT OF ANDHRA PRADESH - INDIA (aptransport.org)
3.	Inviting Fire department officials to Schools	Fire Safety   NDMA, GoI, fre_new-18.pdf (nidm.gov.in) fre new.psd (nidm.gov.in) 4Fire 2015 (nidm.gov.in)
4.	Inviting Medical department officials to schools	School Health and Wellness Program - YouTube
5.	Inviting Women & Child welfare department officials, secretaries of Village Secretariat to interact with the children regarding school safety and child safety.	showfle.php (ncpcr.gov.in) School-Safety-Policy.pdf (ndma.gov.in)



Sri. Y.S. Jagan Mohan Reddy, Hon'ble Chief Minister, Andhra Pradesh

# Department of School Education



## Government of Andhra Pradesh Academic Calendar for High Schools



Sri. Bheem Sanyal, Hon'ble Minister for Education, Andhra Pradesh

**2022 - 23**

**April- 2023**

**Assessment : SA - 2**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2  World Autism Day
3	4	5  Jagjivan Ram Jayanthi	6 PTM & PCM	7  Good Friday World Health Day	8 Second Saturday	9 
10	11	12	13	14  Dr. B.R Ambedkar Jayanthi	15	16  Kanadukuri Veereshalingam Jayanti
17	18	19	20	21	22 Ramadan	23 
24	25	26	27	28	29	30 

**Working Days - 21**

**April - 2023 - Syllabus**

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	పునఃశ్రవణ-వార్షిక పరీక్షలు	పునఃశ్రవణ-వార్షిక పరీక్షలు	పునఃశ్రవణ-వార్షిక పరీక్షలు	పునఃశ్రవణ-వార్షిక పరీక్షలు	పునఃశ్రవణ-వార్షిక పరీక్షలు
HINDI	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्यास	పునరావృత్తి - अभ्याస	పునరావృత్తి - अभ्याస
ENGLISH	Revision	Revision	Revision	Revision	Revision
MATHS	Revision	Revision	Revision	Revision	Revision
PHY. SCIENCE	Revision	Revision	Stars and the Solar System & Revision	Revision	Revision
GEN.SCIENCE/ BIOLOGY	Revision	Revision	Revision	Revision	Revision
SOCIAL	Revision	Revision	Revision	Revision	Revision
O. SANSKRIT	Revision	Revision	Revision	Revision	Revision
C. SANSKRIT	Revision	Revision	Revision	Revision	Revision
ENV.EDN	Revision	Revision	Revision	Revision	Revision
ART-CULTURAL EDUCATION	—	—	—	—	—
PHYSICAL LITERACY	Revision	Revision	Revision	Revision	Revision

**Milestones of Month**

◆ Summative Assessment - 2

**Theme:  
Child Rights**



## Entrepreneurial Mindset Development

Entrepreneurial education has emerged as a demanding subject to be mastered by young students for a sustainable future. The Andhra Pradesh State Government recognized entrepreneurship education as the need of the hour and decided to introduce it as a part of the curriculum. The program will be conducted by SCERT and Samagra Shiksha in collaboration with the Global Alliance for Mass Entrepreneurship (GAME) organisation, through a cascade model. Through the EMDP, students get to activate and build on several 21st-century skills that will help them massively in bringing innovation to whatever they do through hands-on problem-solving experience. These transferable skills would also be critical and essential for their future.

### Objectives

- \* Building entrepreneurial mindset and 21st-century skills
- \* Showcasing their learning from the program through projects
- \* Promoting entrepreneurship as life skills to improve quality of life, skills of creation, and management of entrepreneurial pursuits
- \* Learning how to identify and solve problems in their community

**Timeline:** Every Friday 1 period can be allotted.

### Activities

- \* The GAME Organisation already has the curriculum and activities for this program. They will further provide support to implement EMDP in schools.
- \* The EMDP program involves eight projects that include activities to transform students into entrepreneurs.



### Guidelines for Teachers:

1. Teachers should encourage students to opt for entrepreneur mindset
2. Teachers should encourage students to think contextualised business ideas.

## School Development Plan

A school development plan (SDP) provides the basis for school improvement and should reflect the school's philosophy and vision. It lists the priorities and actions for the next period of time – many schools make a general three-year plan that is supplemented by a more detailed yearly plan. The SDP drives the next school self-review and demonstrates to the community that the school is working to achieve the best possible outcomes for its students.

### Objectives

- \* Identifying the key areas for development and planning for the desired improvements to take place.
- \* Meeting the agreed school aims effectively and utilising the allotted budget most effectively for school development.
- \* Turning the schools long term vision into reality and breaking it into short term goals to achieve progressively.
- \* Strengthening the partnership among the school staff, parents and other stakeholders.

**Timeline:** A mandatory meeting at the beginning of the year, one mandatory review meeting at the end of the year. Review meetings should be held in every quarter at least once to check the progress.

### Guidelines:

1. School HM and Teachers to come together and call for a meeting with parents and community members.
2. Discuss with all the participants to list out all the activities or works that need to be done in the school during the academic year.
3. Find out what are school priorities (Refer checklist in QR Code) to work on in the academic year both in academics and infrastructure, by referring to the checklist
4. Assign responsibilities to school staff and community members to work towards those goals.
5. Keep a track on progress of activities and evaluate those and take corrective action if necessary. Conduct review meetings Thrice in a year.

Month	Activity	Objectives of Activity	Responsible persons	Time Line	Resources		Feedback
					Physical	Financial	

## Parent - Teacher Meeting

Parent Teacher Meetings are places where parents and teachers meet to discuss a child's learning. As parents play an important role in their children's overall learning and education, both at home and at school, it is important that they get together every once in a while to understand the child's progress in school and at home

### Objectives:

- \* Bringing together parents and teachers to discuss and exchange ideas about student development
- \* Assisting parents in realising their respective roles in promoting child's growth and education
- \* Ensuring parents' cooperation and involvement in child development.

**Timeline:** Monthly once

### Guidelines for Teachers:

1. Teachers should ensure all the parents attend PTM to discuss their child's progress (both positive and negative) at school
2. Teachers should maintain a parent handbook which consists of the parents' contact details.
3. Teachers to organise parent orientation to enable parents to conduct activities in home based learning.
4. Teachers to keep track of attendance of parents in these PTM and to follow up with parents in case of their absence
5. Teachers to maintain children portfolio which includes students home works, art works, participation in classroom activities, progress of child over months, assessments etc
6. In case of children with special needs, class teachers need to organise Individual education plan meetings (IEP) involving all the stakeholders (All teachers of child, including special educator, parents, school leader and therapist, if any). This can be part of PTMs or a separate day can be allocated based on the need.
7. Teachers pool in sensory or recreational activity ideas for parents to involve children in learning at home.
8. Teachers to identify ways to involve parents in school and classroom level activities.

### Guidelines for Head Teachers:

1. Headteachers to ensure PTM happens regularly at school.
2. Headteachers to actively engage in conversations with parents during PTM and schedule meetings with children who need special attention
3. The Headteachers should constantly monitor parents' and children's relations.
4. The Headteacher should use the available channels of communication or opportunities to involve parents in their child's development.
5. The Head Teacher has to maintain a register for resolutions taken by PTM.
6. Parent Committee Meeting will be followed by PTM on the same day.

## Parents' Committee Meeting

The parent's committee is a governance body at the school level. It will focus on the holistic development of the school. Parents' committees have been emphasised in school to increase community involvement in school, and to build good relationships between school and the community. School parents' committee functions have been prescribed in the Right to Education act 2009. All schools have been conducting parent committee meetings. However, these activities will be aimed to bring substantial effectiveness to parent committee meetings.

### Objectives:

- \* Ensuring committee members' attendance in the meetings.
- \* Conducting parents' committee meetings every month.
- \* Ensuring capacity building of Parents committee members.
- \* Creating awareness of School-related Programs and activities.

**Timeline:** Monthly Once

### Guidelines:

1. School Headteacher will be responsible for conducting parents committee meetings. Required Training will be provided by Respective Resource persons from Smagra Shiksha.
2. The Headteacher has to send invitations to members and ensure a conducive environment for the meeting. If possible change meeting timings as per the committee members' convenience.
3. The headteacher has to share the meeting agenda with members in the meeting. He/she may need an analysis of committee members. As per the analysis headteacher should plan for capacity-building programs for members, a Cluster Resource Person will be assisting the headteacher to conduct capacity programs for Committee members.
4. The meeting has to be divided into two parts, i) Sharing school updates ii) Capacity building of parents' committee members. In the first part, more emphasis is on academics and school development. The second part will focus on the capacity building of committee programs. The main objective of the second part is to ensure a reciprocal approach in meetings.
5. The headteacher should maintain good relationships with the community.
6. A headteacher should use local festivals and school programs to integrate the local community into the school development.

## Teacher Resources - Lesson Plan

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. All teachers will have to prepare a lesson plan as per the format given below for every chapter they teach in class.

**Objectives:**

- \* Having clear learning objectives and outcomes defined for the topic chosen.
- \* Being prepared with required teaching-learning and other instructional materials.
- \* Helping anticipate the possible questions and difficulties that come across during the special delivery.
- \* Anticipating the diverse learning needs of children, including those with special needs.
- \* Making the content differentiated and accessible to all learners.

**Timeline:** Lesson plan should be prepared by the teacher for every lesson across all the classes and it must be completed at least one week before the classroom instruction starts for that particular topic.

**Guidelines for Teacher:**

1. Teachers should maintain a separate book for every class and subject they teach to write lesson plans.
2. Teachers must follow the lesson plan template that is given below while creating the lesson plans. Do not make any changes to the lesson plan template.
3. Teachers must refer to the academic calendar to write learning objectives, NCERT learning outcomes, number of periods required to teach the chosen lesson and include the activities given in the calendar along with textbook activities while creating the lesson plan.

**Lesson Plan Template:**

### MODEL LESSON PLAN TEMPLATE FOR ALL TYPES OF HIGH SCHOOLS

CLASS: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ Name of the Teacher \_\_\_\_\_ Name of the School: \_\_\_\_\_

Name of the Lessons/Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	To	

Prior Concept/ Skills: (Essential concepts and skills to be checked/bridged before teaching the current concept.)

Learning Outcomes: ( Select from SCERT Academic Calendar and Textbook)	No. of Periods:

#### TEACHING LEARNING PROCESS

Induction/Introduction ( Generating interest, informing students about the outcomes and expectations for the lesson)

Experience and Reflection (Task/question that helps students explore the concept and connect with their life)

Explicit Teaching/Teacher Modelling (I Do)	Group Work (We Do)	Independent Work (You Do)	Check For Understanding Questions
			<b>1. Factual:</b> <b>2. Open Ended / Critical Thinking:</b> <b>Student Practice Questions &amp; Activities</b> (Exercises from workbook / textbooks/ blackboard) <b>Assessment</b> (Think of what children SAY, DO and MAKE while learning that can form the evidence of learning to be used for assessment).

**Notes for:**

- \*Using textbook prompts and activities for each of the sections
- \* Allotting time for students to ask and responding to students' queries
- \* Asking open-ended questions beyond textbook content
- \* Allotting time for group activities and helping students engaged with tasks
- \* Supporting the students who need it more
- \* Giving targeted feedback and appreciation to students
- \* Managing student's behaviour during activities

SIGNATURE OF THE TEACHER

VISITING OFFICER WITH REMARKS

SIGNATURE OF THE HEAD MASTER

## Teacher Diary

Teachers diary is an individual book maintained by all the teachers in school to record critical observations that they observed in the classroom. Teachers' diaries help to design activities for the lesson plans. This is one of the integral records that teachers have to maintain regularly to keep track of learning experiences in the classroom.

**Objectives:**

- \* Keep track of students' participation and reflection in the classroom.
- \* Record ideas and events of all the classroom activities so as to reflect on them later
- \* Help teachers identify the challenges within the classroom and trigger insights into teaching.

**Time Period:** Teacher diary is written after completion of each chapter.

**Things to be included in Diary:**

1. Reflections and challenges specific to class as a whole, or any student ( Innovative Ideas, Creative questions, Smart responses of students may be recorded).
2. Details of student participation, any accomplishments, students needs, steps for any remedial classes if required etc.
3. Integration of Art, Craft, Play based pedagogy.
4. Additional Notes on contemporary knowledge relating to the topic.

**Teacher Guidelines:**

1. Teacher has to maintain a separate personal book for writing the teacher's diary.
2. At the end of every instructional day, teachers have to write highlights of the day.
3. While reading newspapers, magazines, watching TV programs, note any relevant information to the subject taught.
4. While writing the diary, teachers have to follow the template given below.

**Teachers Diary Template:**

Date	Subject	Class
Period No	Topic/Event	
Observations& challenges (Class/Child specific if any)	Plan of action for next class	Remarks

### Pledge

**1. School safety**

School is a responsible place to train the citizens of tomorrow. It is a child's right to get enrolled in a school and receive quality education. The responsibility of the school is not only to provide education but to ensure that children grow up in a free, safe and a happy environment. Therefore, efforts should be made to protect school children by taking security measures. Teachers, schools and parents should consider child safety as their joint responsibility. Every school should prepare a school safety plan to protect children from unforeseen dangers and demonstrate that it is accessible to all. In addition to accidents on school premises, there are also accidents at home, such as dog bites and falling into puddles. Similarly accidents can also occur due to not following proper precautions in games. Schools must take appropriate safety measures to educate children on these issues.

**Pledge**

We, the teachers, parents and students of (Name of the School) pledge to ensure that our school is a SAFE, SECURE and HAPPY place for all.

We pledge to support the Head of the School who shall:

1. Leave the school building at the end of the school day only after ensuring that no child is left behind inside or outside the school premises.
2. Ensure that students, teachers and staff stay back in school for various activities only with his/her permission.
3. Meet and interact with all students and teachers regularly and at least once a week.
4. Ensure that teachers are sensitive to the needs and concerns of students, especially those in the primary classes.
5. Create a healthy, clean and non-threatening environment and curb bullying.
6. Carry out evacuation drills regularly.
7. Maintain a Suggestion / POSCO Box and check the comments shared by students regularly.

### Constitution of School Disaster Management Committee

School must create a School Disaster Management Committee for conducting various preparedness and mitigation activities pertaining to the response plan. It is vital that SDMC must be functional throughout the year. SDMC must conduct various activities to ensure that the school students, teachers and other staff are well aware and trained in responding to any emergency situation. The SDMC will also bring various stakeholders under one roof so that the continuous effort of every stakeholder will create a resilient school and safer environment for education.

1.	Principal/HM	Chair Person/Incident Commander
3.	2 Teachers ( One physical Education Teacher, Any one female teacher)	Member
4.	Panchayath President	Member
5.	Leading Fire Man	Member
6.	Representative nearest Police station/ Women Police (Village Secretariat)	Member
7.	Representative nearest Health Centre/ASHA/ANM/ Health Secretariat	Member
9.	One school assistant	Member
10.	Village Education and Data Processing Secretary	Member
11.	"Apada Mitra" Volunteer (If available)	Member
12.	CBO/NGO representatives having experience in Disaster Management	Member
10.	President School Management Committee (SMC)	Member Convener

### 2. రహదారి భద్రత-ప్రతిజ్ఞ (Every Tuesday in the Assembly)

- రహదారి నాగరికతకు చిహ్నం. ప్రయాణం ప్రగతికి సంకేతం. సాంకేతిక యుగ వారసులమైన మనకు ప్రయాణం ఒక తప్పనిసరి అవసరం.
- ట్రాఫిక్ నియమాలు పాటించండి. ట్రాఫిక్ పోలీసులను గౌరవిస్తూ, వివేచనతో వాహనాలను వినియోగించడం మన కర్తవ్యం. కాబట్టి జీత్రాక్రాసింగ్ల వద్ద మాత్రమే రోడ్డు దాటడం, బస్సు ఆగినప్పుడు మాత్రమే ఎక్కడం, దిగడం చేస్తానని తెలుపుతున్నాను.
- ప్రాణం ఎంతో విలువైనది. హెల్మెట్, సీట్ బెల్ట్ లోకండా మితిమీరిన వేగంతో, నిర్లక్ష్యంతో, అవగాహనా రాహిత్యంతో వాహనాలు నడపడం ప్రమాదం అని, దిద్దుకోలేని తప్ప చేసినవారం అవుతామని గ్రహిస్తున్నాను.
- తగిన వయస్సు లేకుండా, లైసెన్స్ లేకుండా, సెల్ ఫోనులో మాట్లాడుతూ, మత్తు పదార్థాలు సేవించి వాహనాలు నడపడం జీవితాలను నాశనం చేస్తుందని ప్రచారం చేస్తాను.
- రహదారులు వీడ నిచ్చే చెట్లతో మెరిసిపోవాలే తప్ప రక్తపు మరకలతో తడిసిపోకూడదని విజ్ఞతతో వ్యవహరిస్తానని ఆత్మసాక్షిగా ప్రమాణం చేస్తున్నాను.

### 3. ప్రకృతి ప్రార్థన! (Every Friday in the Assembly)

- కిలకిలావాలతో ప్రభాత గీతం పాడే పక్షి జాతికి, ప్రాణవాయువునిచ్చి పచ్చదనాన్ని నింపే వృక్షకోటికి వినమ్రుతతో నమస్కరిస్తున్నాను.
- విద్విదీమలతో శ్రమజీవన సౌందర్యాన్ని కాకుల గుంపులతో సమైక్యతా సందేశాన్ని ఉపదేశిస్తున్న ఓ ప్రకృతి మాతా నీకు పాదాభివందనం చేస్తున్నాను.
- నేను ప్రకృతిలో ఒక భాగం మాత్రమేనని గుర్తిస్తున్నాను. నాలాగే ఉడతకైనా, చిరుతకైనా జీవించే హక్కు ఉంటుంది కాబట్టి వాటి ఆవాసాలకు ఆటంకం కలిగించననీ, ప్రకృతి వనరులను దుర్వినియోగం చేయననీ, విష రసాయనాలతో, ప్లాస్టిక్ వ్యర్థాలతో కాలుష్యం కలిగించననీ ప్రమాణం చేస్తున్నాను.
- వినక్షణో వ్యవహరిస్తూ, మూడనమ్మకాలు నిరూపించేందుకు కృషి చేస్తాను. ప్రకృతిని పరిరక్షించేందుకు జీవవైవిధ్యాన్ని కాపాడతాననీ శాస్త్రీయ దృక్పథం కలిగిన విద్యార్థిగా మెలుగుతాననీ ప్రకృతి సాక్షిగా ప్రమాణం చేస్తున్నాను.

### Health Checkup

Health Checkup for all the students from classes 1 to 10 will be conducted twice in a year in the months of August and February.

### Proforma

Scan the following QR codes for detailed information about Inspection proforma, HM Review, Self Evaluation Checklist



Inspection proforma



HM Review



Self Evaluation Checklist

### CBSE Assessment Procedure

Number of Assessments in an Academic Year

- **Two Periodic Written Tests**
- Internal Assessments (20 Marks)
- **Students are being assessed at School level with 4 tools.**
  1. Pen Paper test and (5 Marks)
  2. Portfolio(5 Marks)
  3. Multiple assessment test (5 Marks)
  4. Subject Enrichment Activities (5 Marks)
- **Two Terminals**
- Terminal Assessment (100 Marks) • 80 Marks Written Test for classes 6 to 10. • 20 Marks from Internal Assessments.

Subjects	Term – I (100 Marks) (1 <sup>st</sup> half of the session) 20 Marks Periodic Assessment + 80 Marks for Half Yearly Exam)		Term – II (100 Marks) (1 <sup>st</sup> half of the session) 20 Marks Periodic Assessment + 80 Marks for Half Yearly Exam)	
	Language 1	PA 20 Marks	Half Yearly Exam	PA 20 Marks
Language 2	Periodic Test 20 marks with syllabus covered till announcement of test dates by the school.	Written Exam for 80 marks with syllabus covered till announcement of half-yearly exam dates by the school.	Periodic Test 20 marks with syllabus covered till announcement of test dates by the school.	
Language 3				
Mathematics				
Science	Notebook submission 5 marks at term-end		Notebook submission 5 marks at term-end	
Social Science				
Any other subjects	Sub Enrichment 5 marks at term-end.		Sub Enrichment 5 marks at term-end	

### What Makes a Good Student ?

- Attend School on time Be regular in attendance.
- Attend Morning Assembly and all classes regularly.
- Boys groom their hair neatly and girls plait their hair properly.
- Come to School in proper uniform with well polished shoes.
- Keep your classroom and school premises neat and tidy.
- Turn off the taps after use.
- Switch off the fans and lights when not in use.
- Be fair and honest at work and considerate of the right of others.
- Be Courteous and respectful to parents, teachers and other elders.
- Use polite language and be well – mannered with teachers, elders and classmates.
- Save school property.
- Have wider knowledge and experience on digital learning resources.
- Avoid valuable articles and gadgets to school.
- Parents are allowed to enter the school premises only with the permission of the Head Teacher.
- Use public transport, on foot, bicycle or accompanied by their parents to attend school.
- Follow rules and regulations while playing in the ground.
- Exchange and return library books on time.
- Involve actively in each and every curricular and co-curricular activity.
- Maintain good inter - personal and intra - personal relationship.

## Telugu

### వివరము

- విని, చదివి తెలుసుకున్న రచనలు, సంఘటనలు మరియు అంశాలపై చర్చలను కొనసాగించగలరు. (కథను పూర్తిచేయటం వంటివి)
- వివిధ సందర్భాలలో ఇతరుల మాట్లాడే మాటలను సంభాషణలకు విని తమ స్వంత మాటలలో సంభాషణలలో ఆయా పదాలను వాక్యాలను ఉపయోగిస్తూ మాట్లాడగలరు. రాయగలరు.
- వివిధ సందర్భాలలో ఇతరులచే చెప్పబడిన విషయాలను తమవైపులో చెప్పగలరు (ఉదా: అందరినీ వ్యక్తితో జరిపిన యాత్రావర్ణం)
- తన పరిస్థితిని చెప్పి జానపద గేయాలు, కథల గురించి తెలుసుకుని చర్చించగలరు.
- విన్న చదివిన విషయాల ఉదా: ప్రాంతీయ, సామాజిక సంఘటనలు, కార్మికమాల మరయు వారి విధివిధానాలను గురించి తరచూ లేకుండా మాట్లాడతారు, ప్రస్తావించు.
- కరకర ధ్వనులను (ఉదా: వర్షం, గాలి, రైలు, బస్సు, విమానం మొదలైవి) వివరం, ఏదేని పదార్థపు రుచిని వాసనని అనుభవించి దానిని తన స్వంతంగా చొట్టిక, సాంకేతిక భాషలలో ప్రయోగించుతారు.
- తమకు తెలియని విషయ భాషలు, కట్టుబాట్లు అచారవ్యవహారాలకు సంబంధించిన వ్యత్యాసాలను గురించి మాట్లాడగలరు.

### చదవడం

- బోధనా భాషలోని వివిధ రచనలను చదవగలరు.
- పైపై లేదా స్వరంగా చదివిన పాఠాలలోని మూల భాషనలను అర్థంచేసుకోగలరు.
- ఏదేని పాఠాలకేమును సూక్ష్మాగా పఠించి దానిలోని ముఖ్యంశము లేదా ప్రత్యేకతలను అంచనా వేయగలరు.
- వివిధ సాహితీ ప్రక్రియలలో రాయబడిన (కథలు, నాటకాలు, నాటికలు, లేఖలు) సాహిత్యాన్ని లయబద్ధంగా పాఠానుగుణంగా స్వరమును పెంచుకూ, తగ్గిస్తూ చదవగలరు.

### రాయడం

- రేడియో, టీ.వి., ఇంటర్నెట్, సినిమాలలో తాము చూచి, విని తెలుసుకున్న విషయాలను తమ స్వంత మాటలలో రాస్తారు. తమకు నచ్చిన / నచ్చని అంశాలపై వ్యాఖ్యలుచేయగలరు.
- వివిధ సందర్భాలలో ఇతరుల మాట్లాడే మాటలను సంభాషణలను విని తమస్వంతమాటలలో సంభాషణలలో ఆయా పదాలను వాక్యాలను ఉపయోగిస్తూ మాట్లాడగలరు. రాయగలరు.
- తాము అర్థం చేసుకున్న విషయాలను, తెలిసిన విషయాలను స్వేచ్ఛగా లిఖించి రూపంలో ప్రాయోగింపగలరు.

### పఠనం

- వివిధ సందర్భాలలో సమయానుసారంగా జాతీయాల, లోకోత్పలు, పారిశుభీక పదాలను ఉపయోగిస్తూ రాయగలరు.
- కొత్త పదాలు, వాక్యప్రయోగాల పట్ల ఆసక్తి వ్యక్తం చేస్తారు. వాటిని అర్థంచేసుకోవడానికి పదకోశాలను ఉపయోగిస్తారు.

### ఉపయోగం

- వివిధ సందర్భాలకు తగినట్లుగా వేరేరు విరామవిషయాలను ఉపయోగిస్తూ రాయగలరు.
- వ్యాకరణాంశాల పట్ల అవగాహనను పెంచుకుంటారు. (భాషాభాగాలు, విభక్తులు, సంధులు, సహసాలు మొదల)

### స్వీకృతి

- వివరంగా ప్రదేశాలలో (అస్ట్రోనా, విధికళా, భాషపై, పాలం దగ్గర మొదలగునవి) ఇతరులనుంచి విన్న విషయాలను, పఠించిన సందర్భాలను గురించి ప్రాయోగింపగలరు.
- బోధనా భాషలోని వివిధ రకాలైన పదాల సామగ్రిని (వ్యాప్తితలకు, పత్రకలు, కథలు, విషయ విశ్లేషణలు, ఇంటర్వ్యూలో పట్టిక చేయబడ్డ అంశాలు మొదలైవి) అర్థం చేసుకుంటూ తమ నచ్చిన, నచ్చని అంశాలపై వ్యాఖ్యానం చేయగలరు.
- విషయాన్ని వివిధ భాషా ప్రక్రియలలోనికి మార్చగలరు. వర్ణనాత్మకంగా ప్రాయోగం, సంభాషణలు, సాంకేతిక చేయడం మొదల.

### ప్రశంస

- భాషలోని ప్రయోగాలు సంఖ్యాంశాలను, భాషా నిర్మాణాలను, శైలిని గమనిస్తూ దానిని ప్రశంసించగలరు. (ఉదా: కవితలోని లయ, ప్రాసల గురించి, ఛందస్సు గురించి, కథలు, నాటికలలోని జాతీయాల, చర్యలు, లోకోత్పలు గురించి)
- పాఠ్యక, చిత్రక, పుస్తకాయం, స్వతంత్రంగా వివిధ కళారూపాలకు సంబంధించిన విషయాల వివరణలలో వాడే సాంకేతిక పదాలు, వాక్యాలపట్ల జిజ్ఞాసన వ్యక్తం చేస్తూ వాటిని ప్రశంసించగలరు.

## Hindi

### सिखने की संभावना

#### 1. सुनना-बोलना

- बच्चे विविध उद्देश्यों के लिए अपनी भाषा अथवा स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे - कविता, कहानी सुनना, जानकारी के लिए प्रश्न पूछना, किसी अनुभवों को साझा करना।
- प्रिंट (लिखा या छपा हुआ) और वॉर-प्रिंट समग्र (जैसे - चित्र या अन्य का पिकस) में अंतर करते हैं।
- चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं।
- पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों, शब्दों, वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समाझाकर उनकी पहचान करते हैं।
- देखी, सुनी बातों, कहानी, कविता आदि के बारे में बातचीत करते हैं, और अपनी प्रतिक्रिया व्यक्त करते हैं।
- पाठ्य पुस्तक के गीतों के भाव और लय को समझते हैं।
- पूछे गये प्रश्नों को सरल शब्दों में व्यक्त करते हैं।
- हिंदी के वर्ण, मात्राएँ, वारहखड़ी, दिववाक्षर, और संयुक्तक्षरों के उच्चारण को समझ सकते हैं।

#### 2. पढ़ना

- चित्र में या क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गति विधियों और-पाठों को एक संदर्भ में या कहानी के सूत्र में देखकर समझते हैं।
- संदर्भ की मदद से आस-पास मैजुद मुद्रण के अर्थ और उद्देश्य का अनुमान लगाते हैं, जैसे - टोपी के कवर पर लिखे नाम को टोपी, लालीपाप, या 'चाकलेट' बताना।
- मुद्रण (लिखा या छपा हुआ) में मैजुद अक्षर, शब्द और वाक्य की इकाइयों को पहचानते हैं, जैसे - "मेरा नाम विमला है।" बताना या यह कहीं लिखा हुआ है? इसमें 'नाम' कहीं लिखा हुआ है? 'नाम' में 'म' पर अंगूठी रखी। इस वाक्य में कितने शब्द हैं? 'नाम' में कितने अक्षर हैं?

- हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।
- स्कूल के बाहर और भीतर (पुस्तक कोना, पुस्तकालय से) अपनी पसंद की किताबों को खरब चुनते हैं और पढ़ने की कोशिश करते हैं। ...1
- सरल, दिववाक्षर, संयुक्तक्षर शब्द, वाक्य पढ़ सकेंगे।
- 3. लिखना
- लिखना सीखने की प्रक्रिया के दौरान अपने विकासत्मक स्तर के अनुसार चित्रों, आडी-तिरछी रेखाओं, अक्षर-आकृतियों, स्व वर्तनी (invented spelling) और स्वनिर्गमित लेखन (conventional writing) के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से लिखने का प्रयास करते हैं।
- भाषा में लिखित शब्दों और ध्वनियों के साथ खेल का मजा लेते हुए लय और तुकवाले शब्द बनाते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत चित्रों, आडी-तिरछी रेखाओं, अक्षर आकृतियों को आगे बढ़ते हुए, स्व वर्तनी का उपयोग करते हैं।
- 4. सुचनात्मकता
- खरब बनाये गये चित्रों के नाम लिखते हैं, जैसे-शायद के बने पंखे का चित्र बनाकर, उसके नीचे 'बीजना' लिखना।
- परिचित शब्दों के वर्णों का उपयोग करके नये शब्द बना सकते हैं।
- परिचित शब्दों से नये वाक्य बना सकते हैं।
- पाठ्य, पुस्तक के बालगीतों को लय के साथ गावेंगे।
- इनके अतिरिक्त अन्य तीन हिंदी गीत गावेंगे।

## English

### The learner—

- participates in activities in English like role play, group discussion, debate, etc.
- recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places
- reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences
- reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.
- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing
- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts
- writes words / phrases / simple sentences and short paragraphs as dictated by the teacher
- uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing
- refers to dictionary to check meaning and spelling, and to suggested websites for information
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues
- writes coherently with focus on appropriate beginning, middle and end in English / Braille
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience visits a language laboratory
- writes a Book Review.

## Mathematics

### The learner —

- solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division)
- recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc.
- applies HCF or LCM in a particular situation
- solves problem involving addition and subtraction of integers.
- uses fractions and decimals in different situations which involve money, length, temperature etc. For example, 7½ metres of cloth. distance between two places is 112.5 km etc.
- solves problems on daily life situations involving addition and subtraction of fractions / decimals
- uses variable with different operations to generalise a given situation. e.g., Perimeter of a rectangle with sides x units and 3 units is 2(x+3) units.
- compares quantities using ratios in different situations. e.g., the ratio of girls to boys in a particular class in 3:2
- uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook
- describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings.
- demonstrates an understanding of angles by identifying examples of angles in the surroundings classifying angles according to their measure estimating the measure of angles using 45°, 90°, and 180° as reference angles

- demonstrates an understanding of line symmetry by identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines creating symmetrical 2-D shapes
- classifies triangles into different groups/ types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc.
- classifies quadrilaterals into different groups/types on the basis of their sides / angles.

## Science

### The learner—

- identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features, i.e., appearance, texture, function, aroma, etc.
- differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions
- classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic etc.
- conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?
- conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?
- relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.
- explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc.
- measures physical quantities and expresses in SI units, e.g., length, draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc. constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.

## Social Studies

### The learner —

- distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon
- recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere
- demonstrates day and night; and seasons
- locates directions on the flat surface; and continents and oceans on the world map
- identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map
- locates physical features of India such as— mountains, plateaus, plains, rivers, desert, etc. on the map of India
- draws a neighbourhood map showing scale, direction, and features with the help of conventional symbols
- examines critically the superstitions related to eclipses
- identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.
- locates important historical sites, places on an outline map of India
- recognises distinctive features of early human cultures and explains their growth.
- lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.
- explains broad developments during the ancient period, e.g., hunting-gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another.
- describes issues, events, personalities mentioned in literary works of the time.
- describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc. outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.
- synthesises information related to various historical developments
- analyses basic ideas and values of various religions and systems of thought during ancient period
- describes various forms of human diversity around her/him.



## Telugu

### వివరం మాట్లాడడం

- చదివిన విషయాల గురించి అలోచించి మొదలైన అవగాహన కొరకు ప్రశ్నలు అడుగుతారు
- విదేని రచనను చదివినప్పుడు అందరికీరచయిత అంశాన్నిగా తెలిపిన భావాలను గ్రహించగలరు. తమ జీవితానుభవాల సందర్భాలలో ఆ రచయిత తెలిపిన భావాలను అమోచించడం వ్యక్తీకరించడం చేస్తూ భావాలను వ్యక్తపరచగలరు.
- విదేని చిత్రమును లేదా దృశ్యమును చూసినప్పుడు కలిగిన అనుభూతులను తన స్వంతంగా మౌఖిక/సాంకేతికభాషలలో వ్యక్తపరచగలరు.
- వివిధ సన్నివేశాలను అంశాల విషయంలో (ఉదా: జాతిమత, కుల, వర్గభేదం, వివక్షలు, అచార వ్యవహారాలు) తన తరచును మౌఖికంగా వ్యక్తపరచగలరుగలరు.
- ఉపన్యాసాలు, వక్రత్వాలు, వార్తలు వీని అర్థం చేసుకొని ప్రతిస్పందిస్తారు.
- వివిధ రకాల సాహిత్య ప్రక్రియలలో భేదాలు గుర్తించి అవగాహనతో అభిప్రాయాలు వ్యక్తీకరిస్తారు.

### వచనం

- వివిధ రకాల రచనలను చదివి అట్లూలే చర్చిస్తారు.
- స్వరంగా చదివిన పాఠ్యాంశాలలో సూక్ష్మ విషయాలను అర్థం చేసుకోగలరుగలరు.
- విదేని పాఠ్యాంశాన్ని సూక్ష్మంగా పరిశీలించి అర్థం చేసుకొని ప్రశ్నలతో అంశాలను తోడ్పించగలరుగలరు.
- వివిధ సామాజిక, ప్రాకృతిక అంశాలపై సంఘటనల పై తమ తలభర్త ప్రతిస్పందనను వ్యాఖ్యానిస్తారు. (ఉదా: "పర్వ ఋతువులో నేల సస్యశాస్త్రములంగా మారడం" అనే విషయం పై చర్చ)
- వివిధ సందర్భాలలో వ్యక్తులు ఉపయోగించే పదాలను విన్న విషయాలను తమదైన శైలిలో వ్రాయగలరు. (ఉదా: తమ వీధిలోని వివిధ వ్యక్తుల మధ్య సంభాషణలు మొనవి)
- చదివిన విషయాలపై తమ భావాలను ప్రకటిస్తూ మెరుగైన భావగ్రహణ కోసం ప్రశ్నలు అడగడం, చర్చించడం చేయగలరు.

### వ్రాయడం

- లేదా భాషలోని వివిధ రకాల వచన సామాగ్రిని (వార్తాపత్రికలు, కథలు, విషయ విశ్లేషణలు, ఇంటర్వ్యూ లోని పత్రికలు...మొనవి) అర్థం చేసుకుంటూ చదివి వాటిలో తమకు సచ్చిన/సచ్చని అంశాలపై వ్యాఖ్యానించగలరు.
- తమ స్వీయనుభవాలను తమదైన భాషాశైలిలో వ్రాయగలరు.
- పాఠశాల, చిత్రకళ, వ్యవసాయం, వృత్తం వంటి వివిధ కార్యకలాపాలకు సంబంధించిన విషయాల వివరణ.
- వివిధ సందర్భాలలో ఇతరుల ద్వారా ప్రయోగించబడే పదాలను విన్న విషయాలను తమదైన శైలిలో వ్రాయగలరు. (వివరం, మాట్లాడటం). ఉదా: తమ వీధిలోని వివిధ వ్యక్తుల మధ్య సంభాషణలు మొనవి

### వ్యాఖ్యానం

- ఒక పాఠ్యాంశాన్ని చదివేటప్పుడు దాన్ని అర్థం చేసుకునేందుకు, అవసరమై బట్టి తోటి విద్యార్థుల, లేదా తమ ఉపాధ్యాయుల సహాయము తీసుకుంటారు. సందర్భానుసారంగా పదకోశము/ మాసా చిత్రము / అంతర్జాలము లేదా ఇతర వనరులను సహాయము కూడా తీసుకుంటారు.
- విభిన్నాంశాలను, విషయాలను వ్రాసినప్పుడు తగిన పదాలను, వాక్యాలను, జాతీయాలను, సామెతలను, విరామ చిహ్నాలను మరియు వ్యాకరణాంశాలను కాలం, శ్రీయావిశేషణము, లింగవచనములు, పదయుగములు (అంబపదాలు) మొనవి సందర్భానుసారంగా వ్రాయగలరు.

### వ్యవహారక

- కథలు, కవితలు చదివి, వివిధ రకాల లేఖన పద్ధతులకు శైలిని గుర్తిస్తారు. ఉదా: - భాషాత్మక, కథ, వర్ణనాత్మక, ప్రకృతి చిత్రీకరణ మొనవి.
- గోడపత్రికలు / పత్రికలు మొదలైన సామాగ్రి కొరకు రకరకాల సూచనలను వ్రాయగలరు/ సేకరిస్తారు. వ్రాయగలరు, వాటిని సందర్శించుట వ్యవహారకం.
- గోడాలను, కథలు, పాఠశాలచందం చేస్తారు. లేఖలు దరఖాస్తులు రాయగలరుగలరు.
- తమ ప్రాంతంలో ఉన్న జనపద గీతాల కథలను గురించి చర్చించగలరు. ప్రశంసించగలరు
- వివిధ వచన సామాగ్రిలో ఉపయోగించిన పదాలను జాతీయాలను లేకోశాలను, ఛలోక్తులను అర్థం చేసుకుంటూ వాటిని ప్రశంసించుతారు.
- లాభికలు, ప్రత్యేకతలను వివరించుట వల్ల తమతో సమానమైన గుర్తించి వ్యాఖ్య ప్రశంసించగలరుగలరు.
- ఇతర భాషలు, మతాలు, సంస్కృతులను సవ్యంగా అర్థం చేసుకొని మంచిని గ్రహిస్తారు. గౌరవిస్తారు. ప్రశంసించగలరుగలరు.

### భాషను గురించి తెలుసుకుంటూ

- భాషలోని సూక్ష్మాంశాల అర్థం చేసుకోవడం, భాషావ్యవస్థ, శైలి అర్థం చేసుకోవడం కోర్త పదాలను వ్రాయగలరు. (ఉదా-విదేని కవితలో ఉపయోగించిన ప్రత్యేక పదాలు/సమాసాలు, పదబంధాలు), (రచనం, వ్రాయడం) కనకపు సంహారమును తనకు... అర్థం చేసుకోవడం... శంభుశీర్షం... మొన
- విభిన్నాంశాలను, విషయాలను వ్రాసినప్పుడు తగిన పదాలను, వాక్యాలను,

## Hindi

### రీతినామక

1. అర్థ గ్రాహ్యతా-ప్రతిక్రియా వచనం :
  - సునీ సామగ్రి (కాహనీ, కవితా ఆది) కి వారే మే వాతచీత కరతే హే, ప్రశన పూతే హే।
  - వివిధ ఉదేశ్యాల కి లెఱి అపనీ భాషా అభవా, ఆరి స్కూల కి భాషా కా డ్రస్తేమాల కరతే టూ వాతచీత కరతే హే।
  - కహీ కా రహీ వాత, కహానీ, కవితా ఆది కి థ్యాన సె సునకర, అపనీ భాషా మే వతాతే ఆరి సునాతే హే।
  - అపనీ నిజీ జిందగీ ఆరి పరివేశ పర ఆధారిత అనుభవాల కి సునాగీ జా రహీ సామగ్రి, జేసె - కవితా, కహానీ, పోస్టర్, చిత్రాపన ఆది రీ జాడతే టూ, వాతచీత మే శామిల కరతే హే।
  - అపనె స్తర ఆరి పసంద కి అనుసార కహానీ కవితా, చిత్ర, పోస్టర్ ఆది కి అనంద కి సాధ పడకర అపనీ ప్రతిక్రియా వ్యక్త కరతే హే, ప్రశన పూతే హే।
  - పరిచిత యా అపరిచిత లిఖిత సామగ్రి మే రుచి డిఖాతే హే ఆరి అర్థ కి జ్ఞాన మే వివిధ ప్రకార కి సువితయాల కా డ్రస్తేమాల కరతే హే।
  - స్కూల కి వాహర ఆరి భీతర (పుస్తక కా కిం, పుస్తకాలయ సె) అపనీ పసంద కి క్రితావాల కి రుచయ చునకర పడనే కా ప్రయాస కరతే హే।
  - తరహ-తరహ కి రచనాం, సామగ్రి కి సమఙ్కర పడనే కి వాడ అస పర ఆధారిత ప్రశన పూతే హే। అపనీ రాయ దేతే హే।
  - అలగ-అలగ తరహ కి రచనాం మే ఆఱ నఱ శబ్దాల కి సందర్భ మే సమఙ్కర అనకా అర్థ గ్రహణ కరతే హే।
2. అభివ్యక్తి - సునానామకత (లిఖనా- సునానామక, అభివ్యక్తి )
  - అపనీ కల్పనా సె కహానీ, కవితా ఆది కరతే/సునాతే/ ఆగె వడాతే హే।
  - సునీ డుడ్ర ఆరి అపనె మన కి వాతాల కి అపనె తరీకె సె ఆరి తరహ-తరహ కి చిత్రాల, శబ్దాల, వాక్యాల ద్వారా (లిఖిత) అభివ్యక్త కరతే హే।

- అపనీ నిజీ జిందగీ ఆరి పరివేశ పర ఆధారిత అనుభవాల కి అపనె లెఖన మే శామిల కరతే హే। .....
- విభిన్న ఉదేశ్యాల కి లెఱి లిఖతే టూ, అపనె లెఖన మే శబ్దాల కి చునావ, వాక్య సరచనా ఆరి లెఖన కి స్వరూప(జేసె-దోస్త కి పత్ర లిఖనా) కి లెకర లిఖతే హే।
- విభిన్న ఉదేశ్యాల కి లెఱి లిఖతే టూ అపనె లెఖన మే విరామ చిత్రాల కా సవెత్ డ్రస్తేమాల కరతే హే।
- పఠీ రచనాం కి వివిధ వస్తు, ఘటనాం, చిత్రాల, పాఠాల, శీర్షక ఆది కి అపనె మే వాతచీత కరతే హే। అపనీ రాయ దేతే హే।
- అలగ-అలగ తరహ కి రచనాం మే ఆఱ నఱ శబ్దాల కి సందర్భ సమఙ్కర అనకా లెఖన మే డ్రస్తేమాల కరతే హే।
- పాఠాల కి మనోభావాల తయా విచారాల కి వ్యక్త కరనే కి లెఱి విభిన్న భాషా శైలియాల కా ఉపయోగ కరతే హే।
- పరిచిత శబ్దాల కి వర్ణాల కా ఉపయోగ కరనే నయె శబ్ద వనకా సునతే హే।
- పాఠ్య పుస్తక కి వాగ్గీతాల కి లయ కి సాధ గాతే హే।
- డునకె అతిరీక్త కోడీ తీన హిందీ గీత గా సునతే హే।  
భాషా కి వాత
- యుగ్ధ (లిఖనా యా ఘా టూ) మే మోజుడ అక్షర, శబ్ద ఆరి వాక్య కి డుకాడ్యాల కి అవధారణ కరతే హే।
- నయె శబ్దాల కి ప్రతి జిఱాసా వ్యక్త కరతే హే ఆరి అనకె అర్థ సమఙ్కర కి లెఱి శబ్ద కి షా కి ప్రయోగ కరతే హే।
- అలగ-అలగ తరహ కి రచనాం మే ఆఱ నఱ శబ్దాల కి సందర్భ కి అనుసార సమఙ్కర అనకా అర్థ గ్రహణ కరతే హే।
- అలగ-అలగ తరహ కి రచనాం మే ఆఱ నఱ శబ్దాల కి సందర్భ కి అనుసార సమఙ్కర అనకా అర్థ సునిశ్చిత కరతే హే।
- భాషా కి వాగ్గీతాల జేసె శబ్దాల కి పునరావృత్తి సర్వనామ, విశేషణ, లింగ, వచన ఆది కి ప్రతి సవెత్ రహతే టూ లిఖతే హే।
- కిసీ పాఠ్యవస్తు కి వాగ్గీతాల సె జోజ్ కరతే టూ అసమే కిసీ విశేష విఠ్డ కి జ్ఞానతే హే, అనుమాన లగాతే హే, నిఱకర్ నికాతలతే హే।
- సమానార్థాల వీలొగార్థాల శబ్దాల కా చయన కరణం, అనక ఉచిత ప్రయోగ కరతే హే।
- పాఠ్య పుస్తక మే దియె గా భాషా జ్ఞాల కి ద్వారా శబ్ద భంఙర కా వికాస కరతే హే।

## English

- The learner—**
- answers questions orally and in writing on a variety of texts
  - reads aloud stories and recites poems with appropriate pause, intonation and pronunciation
  - participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations
  - engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary
  - responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station
  - speaks about excerpts, dialogues, skits, short films, news and debate on TV and radio, audio-video programmes on suggested websites
  - asks and responds to questions based on texts (from books or other resources) and out of curiosity
  - reads textual/non-textual materials in English/Braille with comprehension
  - identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material
  - thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life
  - reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
  - takes notes while teacher teaches / from books / from online materials.
  - infers the meaning of unfamiliar words by reading them in context
  - refers dictionary, thesaurus and encyclopedia to find meanings / spelling of words while reading and writing reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)
  - uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc)
  - organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience

## Mathematics

- The learner—**
- multiplies/divides two integers
  - interprets the division and multiplication of fractions.
  - for example interprets as of. Also is interpreted as how many make ?
  - uses algorithms to multiply and divide fractions/decimals.
  - solves problems related to daily life situations involving rational numbers
  - uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.
  - represents daily life situations in the form of a simple equation and solves it
  - adds/subtracts algebraic expressions
  - distinguishes quantities that are in proportion. For example, tells that 15, 45, 40, 120 are in proportion as is the same as
  - solves problems related to conversion of percentage to fraction and decimal and vice versa
  - calculates profit/loss percent and rate percent in simple interest
  - classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the

- other is given.
- verifies the properties of various pairs of angles formed when a transversal cuts two lines
- finds unknown angle of a triangle when its two angles are known
- explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)
- using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles finds out approximate area of closed shapes by using unit square grid/ graph sheet
- calculates areas of the regions enclosed in a rectangle and a square
- finds various representative values for simple data from her/his daily life contexts like mean, median and mode
- recognises variability in real life situation such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin

## Science

- The learner —**
- identifies materials and organisms, such as, animal fibres; types of teeth; mirrors and lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.
  - differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function
  - classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes
  - conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?
  - relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.
  - explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc.
  - writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.
  - measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.
  - draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.
  - plots and interprets graphs e.g., distance-time graph constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets; Newton's colour disc, etc.
  - discusses and appreciates stories of scientific discoveries
  - applies learning of scientific concepts in day-to-day life, e.g., dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.

## Social Studies

- The learner —**
- identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.
  - locates distribution and extent of different climatic regions on the world map or globe.
  - explains preventive actions to be undertaken in the event of disasters, e.g., earthquake, floods, droughts.
  - describes formation of landforms due to various factors.
  - explains composition and structure of the atmosphere.
  - describes different components of the environment and the interrelationship between them.
  - analyses factors contributing to pollution in their surroundings and lists measures to prevent it.
  - reasons and factors leading to diversity in flora and fauna, e.g., climate, landforms, etc.
  - reflects on the factors leading to disasters and calamities.
  - shows sensitivity to the need for conservation of natural resources— air, water, energy, flora and fauna
  - draws interrelationship between climatic regions and life of people living in different climatic regions of the world, including India
  - analyses factors that impact development of specific regions
  - provides examples of sources used to study various periods in history
  - relates key historical developments during medieval period occurring in one place with another.
  - explains the relationship between livelihood patterns and the geographical condition of the area inhabited, e.g., tribes, nomadic pastoralists and *banjaras*.
  - analyses socio-political and economic changes during medieval period analyses administrative measures and strategies for military control adopted by different kingdoms, e.g., the Khaljis, and Tughluqs, Mughals, etc.
  - draws comparisons between policies of different rulers
  - describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.

Telugu

- వివరం, మాటలర్పణ
• వీని, చదివి తెలుసుకున్న రచనలు, సంఘటనలు మరియు అంశాలపై చర్చలు కొనసాగించ గలరు.
• వివిధ సందర్భాలలో ఇతరులు మాట్లాడే మాటలను సంభాషణలకు విని తమ స్వంత మాటలలో సంభాషణలలో ఆయా పాత్రలను వాళ్ళు అడుపుతూ మాట్లాడగలరు.
• వివిధ సందర్భాలలో ఇతరులచే చెప్పబడిన విషయాలను తమకైతే చెప్పగలరు (ఉదా: అందరినీ పుస్తకం అందించే యాజమాన్యం)
• తన పదసంకలనం చెందిన జానపద గేయాలు, కథల గురించి తెలుసుకుని చర్చించగలరు.
• విన్న, చదివిన విషయాలు ఉదా: ప్రాంతీయ, సామాజిక సంఘటనలు, కార్యక్రమాలు మరియు వాటి విధివిధానాలను గురించి తరచూ లేకుండా మాట్లాడగలరు, ప్రశ్నిస్తారు.
• రకరకాల ద్రవ్యాలను (ఉదా: పచ్చని, గాఢ, రెలు, బిన్ను, వివేకం మొదలైనవి) వినడం, పిచిడి పదార్థపు చదివి వాననని అనుభవించి దానిని తన స్వంతంగా మౌఖిక, సాంకేతిక భాషలలో ప్రయోగించగలరు. తమకు తెలియని విషయాలను, కట్టుబాటు అభిప్రాయాలను సంబంధించిన పుస్తకాలను గురించి మాట్లాడగలరు.

- ప్రశ్నలం
• బోధనా భాషలోని వివిధ రచనలను చదవగలరు.
• పైపై లేదా స్వంగా చదివిన పాఠాలలోని మూల భావనలను అర్థంచేసుకోగలరు.
• ఏదైనా పాఠ్యాంశాలను సూక్ష్మంగా పరిశీలించి దానిలోని ముఖ్యాంశాలను లేదా ప్రత్యేకతలను అంచనా వేయగలరు.
• వివిధ సాహితీ ప్రక్రియలలో రాయబడిన (కథలు, నాటకాలు, నాటికలు, తీర్థాలు) సాహిత్యాన్ని అర్థం చేసుకోగలరు.

- ప్రాయం
• తేదీయో, డి.వి., ఇంటర్నెట్, సినిమాలలో తాము చూచి, విని తెలుసుకున్న విషయాలను తమ స్వంత మాటలలో రాస్తారు. తమకు నచ్చిన / నచ్చని అంశాలపై వ్యాఖ్యలు చేయగలరు.
• వివిధ సందర్భాలలో ఇతరులు మాట్లాడే మాటలను సంభాషణలకు విని తమ స్వంతమాటలలో సంభాషణలలో తేడా పడాలను వాళ్ళు అడుపుతూ మాట్లాడగలరు.
• తాము అర్థం చేసుకున్న విషయాలను, తెలిసిన విషయాలను స్వచ్ఛంగా లిఖించి రూపంలో ప్రాయోగించగలరు.

- ప్రశ్నలం
• వివిధ సందర్భాలలో సమయానుసారంగా జాతీయాల, లోకీకృతులు, పాఠాభివృద్ధి పదాలను ఉపయోగిస్తూ రాయగలరు.
• కొత్త పదాలు, వాక్యరూపాల పట్ల ఆసక్తి వ్యక్తం చేస్తారు. వాటిని అర్థంచేసుకోవడానికి పదకోశాలను ఉపయోగిస్తారు.

- ప్రశ్నలం
• వివిధ సందర్భాలకు తగినట్లుగా వేర్వేరు విచారణలను ఉపయోగిస్తూ రాయగలరు.
• వ్యాకరణం వల్ల అవగాహనను పెంచుకుంటారు. (భాషావిభాగాలు, విభక్తులు, సంఘటన, సమాసాలు మొ.)

- ప్రశ్నలం
• వివిధ సందర్భాలలో (అనుభవం, వీధికథలు, జానపద, పాఠం దగ్గర మొదలగునవి) ఇతరులనుండి విన్న విషయాలను, పరిశీలించిన సందర్భాలను గురించి ప్రాయం చేస్తారు.
• బోధనా భాషలోని వివిధ రకాలైన పదాలను (పాఠ్యాంశాలను, పరిశీలన, కథలు, విషయ విశ్లేషణలు, ఇంటర్నెట్లో పేజీలు చేరుబడ్డ అంశాల మొదలైనవి) అర్థం చేసుకుంటూ తమ నచ్చిన, నచ్చని అంశాలపై వ్యాఖ్యలు చేయగలరు.
• విషయాన్ని వివిధ భాషా ప్రక్రియలలోనికి మార్చగలరు. పట్ల సూక్ష్మంగా ప్రాయం, సంభాషణలు, నాటికలను చేయగలరు.

- ప్రశ్నలం
• భాషలోని ప్రయోగాలు సూక్ష్మాంశాలను, భాషా నిర్మాణాలను, తెలివి గమనిస్తూ దానిని ప్రశంసించగలరు. (ఉదా: కవిత్వంలోని లయ, సరళి గురించి, ఘనము గురించి, కథలు, నాటికలలోని జాతీయాల, ధోరణులు, లోకీకృతుల గురించి)
• పాఠ్యక, చిత్రక, వ్యవసాయం, స్వచ్ఛందంలో వివిధ కళారూపాలను సంబంధించిన విషయాల వివరణలలో తానే సాంకేతిక పదాలు, వాక్యాలపట్ల శ్రద్ధలను వ్యక్తం చేయగలరు.

Hindi

सीखने की संक्रिया

- 1. अर्थ ग्राह्यता-प्रतिक्रिया
वचने :
• सुची अथवा पढ़ी रचनाओं (हास्य, साहित्यिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषय वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बात करते हैं, पुश्तक पृष्ठते हैं और वर्क देते निष्कर्ष निकालते हैं।
• अपने आस पास घटनेवाली विविध घटनाओं की वारीकियों पर ध्यान देते हुए, उन पर मौखिक रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।
• अपनी पाठ्य पुस्तक से इतर सामग्री को समझते हुए पढ़ते और उसके बारे में बताते हैं।
• सुची या पढ़ी रचनाओं की विषय घटनाओं, चित्रों, पात्रों और शीर्षक आदि के बारे में वाचनीय करते हैं; देते हैं निष्कर्ष निकालते हैं।
• विविध प्रकार की समाग्री (वाल पत्रिका, अखबार के शीर्षक) में आये प्राकृतिक, सामाजिक एवं अन्य संवेदनशील विदुओं को समझते और उनपर चर्चा करते हैं।
• छोटी-छोटी कहानियाँ पढ़कर और सुनकर उनमें निहित संदेश व्यक्त करते हैं।
• सरल कविताओं को पढ़कर उसकी सौंदर्यबुद्धि प्राप्त करते हैं।

- 2. अभिव्यक्ति-सुचनात्मकता
(सिखना - सुचनात्मक अभिव्यक्ति) ERT
• पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए, उनसे उभरी संवेदनाओं और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं।
• भाषा की वारीकियों पर ध्यान देते हैं, अपनी भाषा गढ़ते हैं और उसे अपने में शामिल करते हैं।
• खेचा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया समझकर अपने लेखन को जोड़ते हैं। लेखन के उद्देश्य और पाठक के अनुलेखन में बदलाव करते हैं।
• अपने आस-पास घटनेवाली विभिन्न घटनाओं की वारीकियों पर ध्यान देते उन पर लिखित रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।
• अपनी कल्पना से कहानी, कविता पत्र आदि लिखते हैं। कविता, कहानी को आगे बढ़ाते हुए लिखते हैं। SCERT
• पात्रों के मनोभावों को व विचारों को व्यक्त करने, विभिन्न भाषा शैलियों को विकसित करते हैं।
• विभिन्न प्रकार के पत्र पढ़कर उसी पत्र का प्रारूप बना सकते हैं।
• पाठशाला के क्रियाकलापों और उत्सवों से संबंधित प्रतियेदन तैयार करते हैं।
• पाठ्य पुस्तक की कविताओं को लय के साथ गाते हैं।
• इनके अतिरिक्त कोई तीन (देशभक्ति, लोकगीत, और मधुर के गीत) गा सकते हैं और व्याख्या कर सकते हैं।

Mathematics

- नये शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्द कोश का प्रयोग करते हैं। .. VI class
• तरह-तरह की कहानियों, कविताओं और रचनाओं की भाषा की वारीकियों (जैसे - शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम, विभिन्न विराम चिह्नों का प्रयोग आदि) की पहचान और प्रयोग करते हैं।
• अलग-अलग तरह की रचनाओं में आए नये शब्दों को संदर्भ के अनुसार समझकर उनका अर्थ ग्रहण करते हैं। .. III class
• अलग-अलग की रचनाओं में आए नये शब्दों के अनुसार समझकर उनका अर्थ ग्रहण करते हैं।
• विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप को लेकर निर्णय लेते हुए लिखते हैं।
• विभिन्न उद्देश्यों के लिए पढ़ी रचनाओं की विषय वस्तु, चित्रों, पात्रों आदि के बारे में बातचीत करते हैं, अपनी राय देते हैं। अपने लेखन में विरामचिह्नों जैसे पूर्ण विराम, अल्प विराम, प्रश्न वाचक का सहीक इस्तेमाल करते हैं।
• भाषा की व्याकरणिक इकाइयों जैसे कारक चिह्न, क्रिया, काल, विलोम आदि की पहचानते हैं और उनके प्रति सचेत रहते हुए लिखते हैं।
• किसी पाठ्यवस्तु की वारीकी से जोड़ करते हुए उसमें किसी विशेष बिंदु को जोड़ते हैं, अनुमान लगाते हैं, निष्कर्ष निकालते हैं।I
• 50 तक अंको का परिचय प्राप्त करके उनका उपयोग करते हैं।
• मुहावरों का परिचय प्राप्त करते हैं।
• शब्द / सूची से भिन्न शब्दों को अलग कर सकते हैं।
• क्रिया-विशेषण को वाक्यों में पहचान सकते हैं।

English

- The learner –
• responds to instructions and announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.
• introduces guests in English, interviews people by asking questions based on the work they do.
• engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.
• uses formulaic/polite expressions to communicate such as 'May I borrow your book?', 'I would like to differ' etc.
• speaks short prepared speech in morning assembly.
• speaks about objects / events in the class / school environment and outside surroundings.
• participates in grammar games and kinesthetic activities for language learning.
• reads excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.
• asks questions in different contexts and situations (e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)
• participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz,etc., organised by school and other social organizations;
• narrates stories (real or imaginary) and real life experiences in English.
• interprets quotations, sayings and proverbs.
• reads textual/non-textual materials in English/Braille with comprehension.
• identifies details, characters, main idea and sequence of ideas and events while reading.
• reads, compares, contrasts, thinks critically and relates ideas to life.
• infers the meaning of unfamiliar words by reading them in context.
• reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, all non-fiction articles, narratives, travelogues, biographies, etc. (extensive reading)
• refers dictionary, thesaurus and encyclopedia as reference books for meaning and spelling while reading and writing.
• prepares a write up after seeking information in print / online, notice board, newspaper, etc.
• communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc.)
• writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalising.
• writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
• writes answers to textual/non-textual questions after comprehension / inference;
• draws character sketch, attempts extrapolative writing.
• writes email, messages, notice, formal letters, descriptions/ narratives, personal diary, report, short personal/ biographical experiences etc.
• develops a skit (dialogues from a story) and story from dialogues.
• visits a language laboratory.
• writes a Book Review.

- The learner –
• generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
• finds out as many rational numbers as possible between two given rational numbers.
• proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11
• finds squares, cubes and square roots and cube roots of numbers using different methods.
• solves problems with integral exponents.
• solves puzzles and daily life problems using variables.
• multiplies algebraic expressions.
• e.g. expands (2x-5)(3x+7).
• Uses various algebraic identities in solving problems of daily life
• applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g., calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.
• Solves problems based on direct and inverse proportions
• Solves problems related to angles of a quadrilateral using angle sum property
• verifies properties of parallelograms and establishes the relationship between them through reasoning.
• represents 3D shapes on a plane surface such as sheet of paper, black board etc.
• verifies Euler's relation through pattern
• constructs different quadrilaterals using compasses and straight edge.
• estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
• finds the area of a polygon.
• finds surface area and volume of cuboidal and cylindrical object.
• draws and interprets bar charts and pie charts.
• makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins.

Physical science & Biology

- The learner –
• differentiates materials and organisms, such as, natural and human made fibres; electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.
• classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; kharif and rabi crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.
• conducts simple investigations to seek answers to queries, e.g., What are the conditions required for combustion? Why do we add salt and sugar in pickles and murabbas? Do liquids exert equal pressure at the same depth?
• relates processes and phenomenon with causes, e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
• explains processes and phenomenon, e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc.
• writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids, etc.
• measures angles of incidence and reflection, etc.
• prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features
• draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.
• constructs models using materials from surroundings and explains their working, e.g., ,ektara, electroscope, fire extinguisher, etc.
• applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc.
• discusses and appreciates stories of scientific discoveries
• makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc.
• exhibits creativity in designing, planning, making use of available resources, etc.
• exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

Social Studies

- The learner –
• classifies different types of industries based on raw materials, size and ownership
• describes major crops, types of farming and agricultural practices in her/his own area/ state
• interprets the world map for uneven distribution of population
• describes causes of forest fire, landslide, industrial disasters and their risk reduction measures
• locates distribution of important minerals, e.g., coal and mineral oil on the world map
• analyses uneven distribution of natural and human made resources on the earth
• justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas
• analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map
• draws interrelationship between types of farming and development in different regions of the world
• draws bar diagram to show population of different countries/India/states distinguishes the 'modern period' from the 'medieval' and the 'ancient' periods through the use of sources, nomenclatures used for various regions of the Indian subcontinent and the broad developments
• explains how the English East India Company became the most dominant power
• explains the differences in the impact of colonial agrarian policies in different regions of the country like the 'indigo rebellion'
• describes the forms of different tribal societies in the 19th century and their relationship with the environment.
• explains the policies of the colonial administration towards the tribal communities
• explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it
• analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period
• explains the institutionalisation of the new education system in India
• analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues
• outlines major developments that occurred during the modern period in the field of arts
• outlines the course of the Indian national movement from the 1870s till Independence
• analyses the significant developments in the process of nation building
• interprets social and political issues in one's own region with reference to the Constitution of India illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples
• applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g., Child Rights)
• differentiates between State government and Union government
• describes the process of election to the Lok Sabha
• locates one's own constituency on parliamentary constituency map of State/ UT and names local MP
• describes the process of making a law. (e.g., Domestic Violence Act, RTI Act, RTE Act)
• describes the functioning of the judicial system in India by citing some landmark cases
• demonstrates how to file a First Information Report (FIR)
• analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region
• identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability
• describes the role of Government in regulating economic activities.



Telugu

- వివరము, మార్పులను
- విని, చదివి తెలుసుకున్న రచనలు, సంఘటనలు మరియు అంశాలపై చర్చలను కొనసాగించగలుగు.
- వివిధ సందర్భాలలో ఇతరులు మాట్లాడే మాటలను సంభాషణలకు విని తమ స్వంత మాటలలో సంభాషణలలో ఆయన వచనాలు వాక్యాలను ఉపయోగించి మాట్లాడగలరు. రాయగలరు.
- వివిధ సందర్భాలలో ఇతరులను చెప్పబడిన విషయాలను తమకంటే చెప్పగలరు (ఉదా: అందరినీ పుస్తకం జరిపిన యాభివృద్ధి)
- తన వచనాలకు చెందిన తానువద గేయాలు, కథలు గురించి తెలుసుకుని చర్చించగలరు.
- విన్న, చదివిన విషయాల ఉదా: ప్రాంతీయ, సామాజిక సంఘటనలు, కార్యక్రమాల మరియు వాటి విధివిధానాలను గురించి తరచూలు తేకుటగా మాట్లాడతారు, ప్రస్తావిస్తారు.
- రకరక రచనలను (ఉదా: వర్ణం, గాథ, రైలు, పన్ను, విషయాంశం మొదలైనవి) వివరం, ఏదేని పదార్థం రుచిని వాసనని అనుభవించి దానిని తన స్వంతంగా వ్యాఖ్య, సాంకేతిక భాషలలో ప్రయోగించతారు. తమకు తెలియని విషయాలను, కట్టుబాటు అవసరమైనప్పుడు సంబంధించిన వ్యక్తులను గురించి మాట్లాడగలరు.

- బోధనా భాషలోని వివిధ రచనలను చదవగలరు.
- మైమన లేదా స్థూలంగా చదివిన పాఠాలలోని మూల భావనలను అర్థంచేసుకోగలరు.
- విడివిడి పాఠాలను సూక్ష్మంగా పరిశీలించి దానిలోని ముఖ్యంశము లేదా ప్రాతినిధ్యతలను అంచనా వేయగలరు.
- వివిధ సాహితీ ప్రక్రియలలో రాయబడిన (కథలు, నాటకాలు, నాటికలు, తీర్మాన) సాహిత్యాన్ని అర్థంచేసి, సాంప్రదించి అర్థం చేసుకుని, తగినట్లు, తగినట్లు చదవగలరు.

- చేదీయి, దీ.వి., ఇంటర్నెట్, సినిమాలలో తాము చూచి, విని తెలుసుకున్న విషయాలను తమ స్వంత మాటలలో రాస్తారు. తమకు నచ్చిన / నచ్చని అంశాలపై వ్యాఖ్యలు చేయగలరు.
- వివిధ సందర్భాలలో ఇతరులు మాట్లాడే మాటలను సంభాషణలను విని తమ స్వంతమాటలలో సంభాషణలలో ఆలోచన వచనాలు వాక్యాలను ఉపయోగించి మాట్లాడగలరు. రాయగలరు.
- తాము అర్థం చేసుకున్న విషయాలను, తీరినవి విషయాలను స్పష్టంగా లిఖిత రూపంలో ప్రకటించగలరు.

- వివిధ సందర్భాలలో సమయానుసారంగా జాతీయాల, లోకోత్పలు, పారిశ్రామిక వచనాలను ఉపయోగించి రాయగలరు.
- కొత్త వచనాలు, వాక్యప్రయోగాల పట్ల ఆసక్తి వ్యక్తం చేస్తారు. వాటిని అర్థంచేసుకోవడానికి పదకోశాలను ఉపయోగిస్తారు.

- వివిధ సందర్భాలకు తగినట్లుగా వేర్వేరు విధానవిధానాలు ఉపయోగిస్తూ రాయగలరు.
- వాక్యరచనలకు పట్ల ఆసక్తి వ్యక్తం చేస్తారు. (భాషాభివృద్ధి, విభిన్నతలు, సంఘటన, సమాచార మొ.)

- అక్షరాల ప్రదేశాలలో (అక్షరాల, పీఠికలు, అక్షరాల, అక్షరాల దగ్గర మొదలగునవి) ఇతరులనుండి విన్న విషయాలను, పరిశీలించిన సందర్భాలను గురించి ప్రస్తావిస్తారు.
- బోధనా భాషలోని వివిధ రకాలైన పదాల సామగ్రిని (వాక్యప్రయోగం, పుస్తకాలు, కథలు, విషయ విస్తరణలు, ఇంటర్నెట్లో వ్యాఖ్య చేయబడిన అంశాలను మొదలైనవి) అర్థం చేసుకుంటూ తమ నచ్చిన, నచ్చని అంశాలపై వ్యాఖ్యలు చేయగలరు.
- విషయాన్ని వివిధ భాషా ప్రక్రియలలోనికి మార్చగలరు. వర్ణనాత్మకంగా ప్రాయం, సంభాషణలు, నాటికీకరణ చేయగలరు.

- భాషలోని ప్రయోగాలు సూక్ష్మంగా, భాషా నిర్మాణాలను, శైలిని గమనిస్తూ దానిని ప్రశంసించగలరు. (ఉదా: కవితలోని లయ, ప్రాస గురించి, పద్యం గురించి, కథలు, నాటికలలోని జాతీయాల, పోలికలు, లోకోత్పలు, గుర్తులు, వర్ణనలు, వర్ణనలు, వర్ణనలు, వర్ణనలు)
- పాఠ్యక, చిత్రక, వర్ణనలు, స్వచ్ఛందంగా వివిధ కళారూపాలకు సంబంధించిన విషయాల వివరాలలో వాటి సాంకేతిక వచనాలు, వాక్యాలపట్ల జిజ్ఞాసనను వ్యక్తం చేస్తూ నాటిని ప్రశంసించగలరు.

Hindi

- సామాజిక మూల్య (సోదరత్వం, ప్రగతి-పరివారణ సంరక్షణ, భూసారోపణ, క్రమ-నిరకయ సంఘీ సామగ్రి) ఆధి పర కార్యకర్తలు/వికలర ఆపని రాయ వ్యవహారం చేస్తారు.
- సమాచార పత్రిక, రేడియో ఆర్ టెలివిజన్ పర ప్రసారిత గ్రామీణులు ఖేల, ఫిల్మ్ విజ్ఞానం, సాహిత్యం వంటి వివిధ కార్యకర్తలను గురించి తెలుసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.
- పాఠ్య పుస్తకం కే అతిరీత నయి రచనలకు అంశం అర్థం చేసుకోగలరు / సమస్యలకు అంశం అర్థం చేసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.

- 2. **అభివ్యక్తి-అనుబంధం - లక్షణ - అనుబంధం అభివ్యక్తి**
- దేశీ-స్థాని, స్థాని-సమగ్రి, పదీ ఆర్ లిఖిత రచనలకు అంశం అర్థం చేసుకోగలరు.
- పాఠ్య పుస్తకం కే అతిరీత నయి రచనలకు అంశం అర్థం చేసుకోగలరు / సమస్యలకు అంశం అర్థం చేసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.
- పాఠ్య పుస్తకం కే అతిరీత నయి రచనలకు అంశం అర్థం చేసుకోగలరు / సమస్యలకు అంశం అర్థం చేసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.
- పాఠ్య పుస్తకం కే అతిరీత నయి రచనలకు అంశం అర్థం చేసుకోగలరు / సమస్యలకు అంశం అర్థం చేసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.
- పాఠ్య పుస్తకం కే అతిరీత నయి రచనలకు అంశం అర్థం చేసుకోగలరు / సమస్యలకు అంశం అర్థం చేసుకోగలరు.
- అనేక అకాస-పడకల లోగా యా వ్యక్త సామగ్రికి అవశ్యకతలకు అంశం అర్థం చేసుకోగలరు.

English

- reads silently with comprehension and interprets layers of meaning.
- writes short answers, paragraphs, reports using appropriate vocabulary and grammar on a given theme.
- writes letters both formal and informal, invitations, advertisements, notices, slogans, messages, and e-mails.
- writes short dialogues and participates in role plays, skits, street plays, etc., for the promotion of social causes like *Beti Bachao Beti Padhao*, *Swachh Bharat Abhiyaan*, human trafficking, conservation of environment, child labour, drug abuse, promotion of literacy, etc.
- uses appropriate punctuation marks and correct spelling of words while taking down dictation.
- takes notes and makes notes while listening to TV news, discussions, speech, reading aloud/silent reading of texts, etc., and summarises.
- reads with understanding information in his environment outside the schools as in hoardings, advertisements, product labels, visiting market place, etc.
- organises and structures thoughts, presents information and opinions in a variety of oral and written forms for different audiences and purposes.
- interprets map, graph, table to speak or write a paragraph based on interpretation.
- edits passages with appropriate punctuation marks, grammar and correct spelling.
- uses grammar items in context, such as, reporting verbs, passive and tense, time and tense, subject-verb agreement, etc.
- uses words, phrases, idioms and word chunks for meaning-making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus, and digital facilities.
- reads literary texts for enjoyment/pleasure and compares, interprets and appreciates characters, themes, plots, and incidents and gives opinion.
- explains specific features of different literary genres for interpretation and literary appreciation.
- identifies and appreciates significant literary elements, such as, metaphor, imagery, symbol, simile, personification, onomatopoeia, intention or point of view, rhyme scheme, themes, titles, etc.
- writes short stories and composes poems on the given theme or on their own.
- exhibits in action and practice the values of honesty, cooperation, patriotism, and while speaking and writing on variety of topics.
- uses bilingual or multilingual abilities to comprehend a text and participates in activities like translations and bilingual and multilingual discourses on various themes.
- uses Sign Language to communicate with fellow learners with hearing impairment in an inclusive set up.
- reads poems, stories, texts given in Braille; graphs and maps given in tactile/raised material; interprets, discusses, and writes with the help of a scribe.
- appreciates similarities and differences across languages in a multilingual classroom and society.
- recognises and appreciates cultural experiences and diversity in the text and makes oral and written presentations.

- measures physical quantities using appropriate apparatus, instruments, and devices, such as, weight and mass of an object using spring balance, mass using a physical balance, time period of a simple pendulum, volume of liquid using measuring cylinder, temperature using thermometer, etc.
- applies learning to hypothetical situations, such as, weight of an object at moon, weight of an object at equator and poles, possibility of life on other planets, etc.
- applies scientific concepts in daily life and solving problems, such as, separation of mixtures, uses safety belts in automobiles, covers walls of large rooms with sound absorbent material, follows intercropping and crop rotation, takes preventive measures to control disease causing agents, etc.
- derives formulae, equations, and laws, such as, mathematical expressions for Newton's second law of motion, law of conservation of momentum, expression for force of gravity, equations of motion from velocity-time graphs, etc.
- draws conclusion, such as, classification of life forms is related to evolution, deficiency of nutrients affects physiological processes in plants, matter is made up of particles, elements combine chemically in a fixed ratio to form compounds, effect of action and reaction on two different bodies, etc.
- describes scientific discoveries and inventions, such as, discovery of various atomic models, discovery of cell with invention of microscope, experiments of Lavoisier and Priestley, beliefs regarding motion, discovery of real cause for peptic ulcers, Archimedes principle, classification of living things, etc.
- designs models using eco-friendly resources, such as, 3D model of a cell, water purification system, stethoscope, etc.
- exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, records and reports experimental data exactly, myth that sexually transmitted diseases are spread by casual physical contact, belief that vaccination is not important for prevention of diseases, etc.
- communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects both in oral and written graphs, and digital forms, etc.
- applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment, such as, organic farming, waste management, etc.

Social Studies

- The learner —
- recognises and retrieves facts, figures and narrate processes, for example, locates places, states, union territories, and other physical features on the map of India.
- recognises and describes different physical features, types of forests, seasons, etc.
- describes important terms in Geography such as, standard meridian, drainage basin, water divide, monsoon, weather, climate, flora, fauna, population density, etc.
- estimates annual growth rate.
- defines simple economic terms such as, poverty, literacy, unemployment, head count ratio, food security, exports and imports, etc.
- lists various factors of production.
- recalls names, places, years of some important socio-political and economic events that changed India and the world, such as, the American Revolution, French Revolution, Russian Revolution, and the Freedom Struggle of India.
- locates places of historical importance on a map.
- describes economies and livelihoods of a few social groups.
- describes political terms and concepts associated with democracy and dictatorship, such as, free and fair election, freedom of expression, independent judiciary, accountability, rule of law, etc.
- classifies and compares events, facts, data, and figures, for example, classifies physical features in the surroundings and compare them with physical features of other places;
- compares different data, such as, population and rainfall;
- compares the course of events leading to important revolutions in the world such as, French and Russian Revolutions;
- distinguishes different types of governments operating across the world;
- compares levels of poverty and unemployment across Indian states;
- compares different monarchies of contemporary times like United Kingdom, Saudi Arabia, and Bhutan.
- explains cause and effect relationship between phenomena, events, and their occurrence, for example, examines factors causing pollution and their impact on people's lives;
- explains factors affecting course of a river, climate, population distribution, flora and fauna of a region.
- explains the causes and effects of various revolutions.
- illustrates how different social groups coped with changes in the contemporary world and describe these changes.
- explains the difference between revolution and social change.
- outlines the formation of democratic governance in different countries of the world.
- explains the process of change in democracies.
- identifies democratic rights of Indian citizens and constitutional values such as, democracy, justice, liberty, equality, etc.
- explains causes and impacts of economic issues such as, poverty, landlessness, and food insecurity.
- analyses the impact of social exclusion and vulnerability.
- analyses and evaluates information, for example, analyses different types of climate found in different regions of India and the world, examines factors leading to deforestation.
- outlines or assesses the working of Indian Parliament and the judiciary.
- analyses historical trends in important developmental indicators, such as, literacy and poverty.
- assesses the impact of important government welfare programmes which aimed at (a) poverty alleviation; (b) ensure food security; (c) generate self-employment; and (d) provide health care facilities.
- interprets, for example, maps of river systems in India, physiograph, and population distribution
- maps of movement of goods and people from India to the rest of the world
- texts and symbols which stand for liberty, equality, and fraternity
- cartoons, photographs, posters
- newspaper clippings related to sociopolitical issues
- pie and bar diagrams of data related to agricultural production, literacy, poverty, and population
- draws interlinkages within Social Sciences, for example, explains inter-relationship between various passes and sea ports in India for trade and communication since historical times.
- examines the geographical importance of electoral constituencies.
- analyses food security as a component of agriculture.
- analyses the linkages between population distribution and food security.
- explains inter-relationships among livelihood patterns of various social groups including forest dwellers, economic development, and environmental conservation.
- identifies assumptions, biases, prejudices, and stereotypes about various aspects, for example, texts, news items, visuals, political analysis.
- people in different geographical regions of India
- important government welfare programmes
- demonstrates inquisitiveness, enquiry, i.e., pose questions related to — geographical events such as, the mechanism of monsoon and causes of natural disasters.
- impact of green revolution in India and their own area.
- legacy of French Revolution in India and the world.
- constructs views, arguments, and ideas on the basis of collected or given information, for example, people and their adaptation with different climatic conditions.
- oral and written accounts of living historical legends.
- people as a resource.
- extrapolates and predicts events and phenomena, for example, weather, pollution and diseases, famine and poverty
- illustrates decision-making and problem-solving skills, for example, mitigating the impact of water pollution
- conservation of resources, problem of food shortage
- avoid hunger and famines in India
- deciding on the appropriateness of resources in historical events and developments
- shows sensitivity and appreciation skills, for example, emphasises with differently able and other marginalised sections of the society, such as, Scheduled Tribes
- appreciates political diversity, cultural diversity, religious diversity
- recognises language diversity, recognises social diversity
- emphasises with the people who were affected by wars, holocaust, natural and human-made disasters
- recognises how physical and mental violence leads to immense suffering of human beings
- demonstrates or exhibits sense of citizenship such as, observing hygiene and cleanliness, punctuality, follow rules, etc.

Mathematics

- The learner —
- applies logical reasoning in classifying real numbers, proving their properties and using them in different situations.
- identifies/classifies polynomials among algebraic expressions and factorises them by using appropriate algebraic identities.
- relates the algebraic and graphical representations of a linear equation in one or two variables and applies the concept to daily life situations.
- identifies similarities and differences among different geometrical shapes.
- derives proofs of mathematical statements particularly related to geometrical concepts, like parallel lines, triangles, quadrilaterals, circles, etc., by applying algebraic approach and solves problems using them.
- finds areas of all types of triangles by using appropriate formulae and apply them in real life situations.
- constructs different geometrical shapes like bisectors of line segments, angles and triangles under given conditions and provides reasons for the processes of such constructions.
- develops strategies to locate points in a Cartesian plane.
- identifies and classifies the daily life situations in which mean, median and mode can be used.
- analyses data by representing it in different forms like, tabular form (grouped or ungrouped), bar graph, histogram (with equal and varying width and length), and frequency polygon.
- calculates empirical probability through experiments and describes its use in words.
- derives formulae for surface areas and volumes of different solid objects like, cubes, cuboids, right circular cylinders/ cones, spheres and hemispheres and applies them to objects found in the surroundings.
- solves problems that are not in the familiar context of the child using above learning. These problems should include the situations to which the child is not exposed earlier

Physical science & Biology

- The learner —
- differentiates materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, prokaryotes and eukaryotes, plant cell and animal cell, diffusion and osmosis, simple and complex tissues, distance and displacement, speed and velocity, balanced and unbalanced forces, elements, compound and mixture, solution, suspension and colloid, isotars and isotopes, etc.
- classifies materials, objects, organisms, phenomena, and processes, based on properties or characteristics, such as, classification of plants and animals under various hierarchical sub-groups, natural resources, classification of matter based on their states (solid/liquid/gas) and composition (element/compound/ mixture), etc.
- plans and conducts investigations or experiments to arrive at and verify the facts, principles, phenomena or to seek answers to queries on their own, such as, how does speed of an object change? How do objects float/sink when placed on the surface of a liquid? Is there any change in mass when chemical reaction takes place? What is the effect of heat on the state of substances? What is the effect of compression on different states of matter? Where are stomata present in different types of leaves? Where are growing tissues present in plants?
- relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents, tissues with their functions, production with use of fertilisers, process of evaporation with cooling effect, various processes of separation with the physical and chemical properties of the substances, production of sound with vibrations of source, etc.
- explains processes and phenomena, such as, functions of different organelles, spread of diseases and their prevention, effect of force on the state of motion of objects, action and reaction, rotation and revolution of planets and satellites, conservation laws, principle of separation of different gases from air, melting-boiling, freezing, how bats use ultrasonic waves to catch prey, etc.
- calculates using the data given, such as, distance, velocity, speed, frequency, work done, number of moles in a given mass of substance, concentration of solution in terms of mass by mass percentage of substances, conversion of Celsius scale to Kelvin scale and vice versa, number of neutrons in an atom from atomic number and mass number, speed of sound, kinetic and potential energies of an object, boiling points of liquids to predict the order of their separation from the mixture, etc.
- draws labelled diagrams, flow charts, concept maps, graphs, such as, biogeochemical cycles, cell organelles and tissues, human ear, distance-time and speed-time graphs, distribution of electrons in different orbits in an atom, process of distillation and sublimation, etc.
- analyses and interprets graphs and figures such as, distance-time and velocity-time graphs, computing distance, speed, acceleration of objects in motion, properties of components of a mixture to identify the appropriate method of separation, crop yield after use of fertilisers, etc.
- uses scientific conventions, symbols, and equations to represent various quantities, elements, and units, such as, SI units, symbols of elements, formulae of simple compounds, chemical equations, etc.

