



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational 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 the 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.

### 1 TO 5 Classes Subject Wise Weightage -2022-23

SUBJECT WEIGHTAGE											
Class	TELUGU	ENGLISH	MATHS	EVS	AV	WLR / VE	Art & Culture	Physical Education			Total
								Games	HE	MD	
I	10	10	10	-	6	3	2	5	1	1	48
II	10	10	10	-	6	3	2	5	1	1	48
III	8	10	8	6	6	2	1	5	1	1	48
IV	8	10	8	6	6	2	1	5	1	1	48
V	8	10	8	6	6	2	1	5	1	1	48
Total	44	50	44	18	30	12	7	25	5	5	240

Note: 1. WLR -We love Reading 2. AV- Ananda Vedika 3. VE - Value Education 4.. HE- Health Education 5.MD - Mass Drill

#### Mandatory Activities :

1. Conduct Class wise / whole school Mathematical Tables drilling in the first 15 minutes of Maths periods every day.
2. Conduct oral mathematics practice every day.
3. Conduct oral drilling of days in a week, names of the months, names of the years, Directions and corners, names of the thidhulu, Nakshatralu, Raasulu, Seasons every day evening.
4. Conduct paper cuttings, Clay modeling, Drawing, Singing, Dancing, Gardening, etc Activities on **NO BAG DAY**'.
5. Practice good hand writing (Cursive Writing) every day in the language periods.
6. Conduct Art & Cultural Activities as per the syllabus.
7. Conduct English Language Lab Activities particularly for Listening and Speaking every day in English periods
8. Conduct Performance activities - Reciting poems and Narrating stories as per the syllabus given.

# Timings for Foundational Schools

Classes 1 to 2 and Classes 1 to 5

Foundational School 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	Eight Period	Optional Period Games/ Remedial
	9-00	9-05	9-05 9-15	9-15 9-55	9-55	10-00	10-35	10-45	11-20	11-20	11-55	12-55	1-30	1-35	2-10	2-20	2-55
<b>Alloted Time</b>			10 min <sub>11</sub>	40 min <sub>11</sub>	5 min <sub>11</sub>	35 min <sub>11</sub>	10 min <sub>11</sub>	35 min <sub>11</sub>	35 min <sub>11</sub>	60 min <sub>11</sub>	35 min <sub>11</sub>	5 min <sub>11</sub>	35 min <sub>11</sub>	10 min <sub>11</sub>	35 min <sub>11</sub>	35 min <sub>11</sub>	60 min <sub>11</sub>

Note : Conduct Co-Curricular Activities in 6th, 7th and 8th periods every day.

## Half day School Timings

Foundational School 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	08-40	08-45	09-25	10-05	10-30	11-10	11-50
<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 6 weeks for 1 to 5 Classes from the date of reopening. School readiness for classes I,III in foundational school 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 foundational 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.

## Roles and Responsibilities of Head Teachers and Teachers

### 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.

### 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.



Sri. V.S. Jagun Mohan Reddy  
Minister for Education, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botcha Satyanarayana Guru  
Minister for 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	17
18	19	20	21	22	23 SCM 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	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS	SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	సంసిద్ధత	సంసిద్ధత	తెలుగు తల్లి మర్యాదచేద్దాం	గాంధీ మహాత్ముడు	ఏ దేశమేగినా - సాయం	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.
ENGLISH	School Readiness	Class Readiness	Tenali Rama & The Thieves	Three Butterflies	Mallika Goes to School	PHYSICAL LITERACY	Health, Superstitions regarding ill-health, Yoga, Thrikonasana, Mass drill, Lezims, Games.	Regions for ill health and consequences, Sarvangasan. Mass drill, Games & sports, Pyramids.	Mental health, Virabhadrasan, Mass drill, Games & sports, Lezims, Pyramids.	Poisonous animals, Yoga:- Thadasan, Trikonasan, Mass drill, Games & sports, Lezims, Aerobics, Scouts & guides.	Food-superstitions, Yoga: Thadasan, Trikonasan, Mass drill, games & sports, Lezims, Aerobics, Scouts & guides.
MATHS	School Readiness	Class readiness	Let's Recall	Let's Recall	Let's Recall	EVS	----	-----	Happy family	Family	Migration of people, Climate change

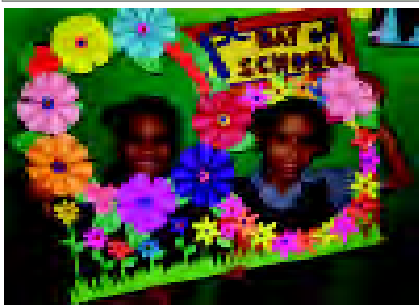
#### Milestones of Month

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

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

#### Theme:

**Let's get ready for School**



#### Anandavedika

Anandavedika - mind fullness programme is designed to develop individual students with joyfulness, confident and values. The following values are to be developed among students.

1. Love and compassion 2. Respect 3. Faithfulness 4. Obedience 5. Empathy 6. Appreciation 7. Unity 8. Truth 9. Acceptance  
Four Stories for developed to inculcate the above nine values among students. Teacher has to narrate these stories and elicit responses from the students

Implementation : 1. Anandavedika progamme will be conducted for 30 minutes in the first period. 2. The teacher who is allotted for first period is held responsible for conduct of anandavedika class. 3. The last 2 periods of first Saturday by month whole school level anandavedika will be conducted bi - monthly

Action plan : Monday - Mind fullness Activity Thursday, Wednesday - Story Time Thursday, Friday - Activity Time Saturday - Responses



## 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 Maakshitam) 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 1-5

Classes 1-5 → 5 Periods

Activities suggested for classes 1 - 5	
Picture Reading and posing questions to students from the information in the book. Sample of questions which can be asked to students are: a. Identify the key characters in the picture. b. What do you see in the picture? c. What are they doing? d. What can you guess is happening in the story by looking at this picture? e. Can you make up a story inspired from this picture? f. How can we act out the story?	Emotion-based response reading: In order to nurture the social and emotional growth in children, questions can be used as prompts. They can be of the following types: a. What feelings and expressions can you identify in the story? b. How did you feel after reading the book? c. Which character did you most relate to? 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?
Comprehending the pictures and constructing a story from them	Pictorial Dictionary created by SCERT can be used for learning
Facilitating children from modelled reading to shared reading to individual reading	Toy-based storytelling (teachers or by using digital medium, Puppets, etc)
Group reading (2 or 3 students per group) - for classes 3-5	Storytelling with voice modulation

**Note:** Prepare a list of pre-reading and post-reading activities in the School Complex Meeting.

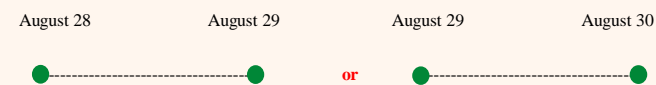
## LANGUAGE MELA

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 1-5 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.

### 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	
Poetry recitation, quizzes, performing plays based on books etc.	Learning basic Indian sign-language through online resources or in person workshops	
Conduct elocution competitions on contemporary issues and Literature	Prepare and display Slogans, Role plays, Pamphlets, Notice board etc on given concepts	



Sri. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botecha Subramanyam Gauri  
Minister for 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 No Bag Day Organ Donation Day	7 
8 Muharam	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	28  National Sports Day Celebrations
29 Mathru Bhasha Dinotsavam, Gidugu Ramamurthy Jayanthi Dhyan Chand Jayanthi	30  National Sports Day Celebrations	31 Vinayaka Chavithi				

### Working Days - 22

### August - 2022 - Syllabus

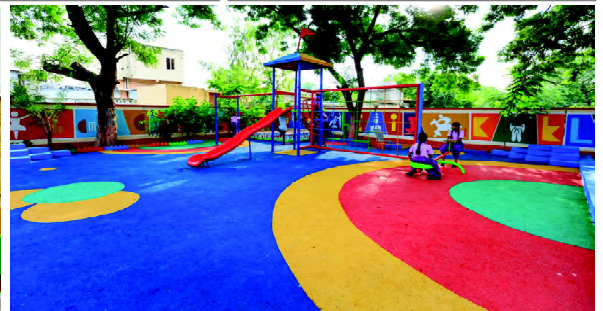
SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పదవ చందమామ రావే	పాన చిలకల్లారా చిలకల్లారా	మంచి బాలుడు	దేశమును ప్రేమించుచున్నా	కొండపాగు
ENGLISH	My Body Parts	Welcome to school	The Recipe Book	Major Dhyan Chand	My Sweet Memories
MATHS	Numbers 0 - 9	Shall we count?	Let's Recall Numbers	Let's Recall Numbers	Let's Recall My Number World
EVS	----	-----	Plants Around Us	Green World	Clothes We Wear
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:- Sethubandasana, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.	Poisonous animals, Yoga:- Padmanasan, Mass drill, Games & sports, Lezims, Pyramids, Aerobics, Scouts & guides.	Food-Superstitions, Yoga:- Padmanasan, 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**





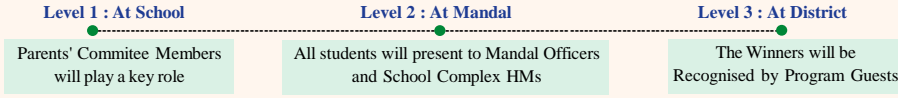
## Telugu Basha Varoathsavalu

The Telugu Basha Varoathsavalu 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. Use apps like Read Along during Language Lab activities.

### 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 1-5 → 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

<b>Monday</b>	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 HM's note National anthem	<b>Tuesday</b>	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 HM's note National anthem
<b>Wednesday</b>	Vande Mataram Song Maa Telugu talliki (State Anthem) School safety pledge Pledge in Telugu Learn a word a day Thought / importance of the day General knowledge question / quiz Telugu news reading HM's note National anthem	<b>Thursday</b>	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 HM's note National anthem
<b>Friday</b>	Vande Mataram Song Maa Telugu talliki (State Anthem) Nature prayer (Prakrutyhi Prardhana) Pledge in English Learn a word a day Thought / importance of the day General knowledge questions/quiz English reading news HM's note National anthem	<b>Saturday</b>	Vande Mataram Song Sare jahan se Acha Pledge in English Learn a word a day Thought / importance of the day General knowledge questions/quiz English news reading HM'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.



Sri. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botecha Subramanyam  
Minister for Education, Andhra Pradesh

**2022 - 23**

**September - 2022**

**Assessment : FA - 1**

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
			1 PTM & PCM	2	3 No Bag Day	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	18
19	20	21 Gurajada Apparao Jayanthi	22	23 Sign Language day Club Activities	24 SCM	25
26	27	28 Gurram Jashuva Jayanthi	29	30	Telugu Bhasha Varotsavulu	

**Working Days - 20/25**

**September - 2022 - Syllabus**

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
<b>TELUGU</b>	మేలుకొలుపు ఉడతా ఉడతా హూచ్ తక్కిమిత్ - అరక	పూచినపూలు పరుగు పందెం	నా బాల్బం	పరివర్తన	జయగీతం
<b>ENGLISH</b>	My Family	Let's Play May I Help You	The Loyal Mangoose	A Trip of Memories	The Necklace
<b>MATHS</b>	Numbers 0 - 9	Shall we count?; Let Us Add	Numbers; Additions	Numbers; Additions	My Number World Addition and Subtraction
<b>EVS</b>	----	-----	Animals Around Us	Animals Around Us	Know Our Organ System
<b>ART-CULTURAL EDUCATION</b>	Draw & study of graphs, Increasing size of the picture through graphs, Paper cuttings, Leather puppets, Swaralu, Sabhavadanam.	Draw mirror images, Paper cuttings, Stick puppet, Swarajati.	Draw body parts, Paper cuttings, Leather puppets, Swarajati, Keeratanalu.	Draw designs on bed sheets, Saries, Calligraphy, Leather puppets, Keeratanalu.	Draw desings of building & houses, Plate puppets, Glove puppets, Keeratanalu.
<b>PHYSICAL LITERACY</b>	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 1-5 → 1st and 3rd Saturday (monthly) 90 minutes each theme.

Fig 1 : Days and time allotted for conduct of no Bag Day activities from class 1-5

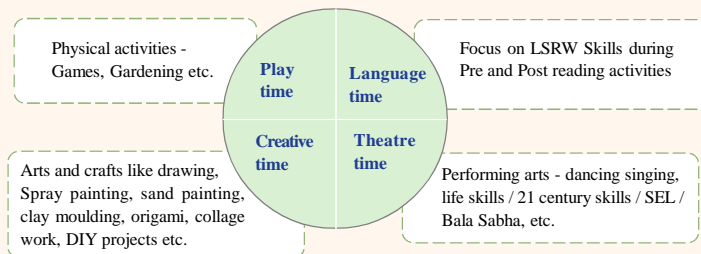


Fig 2 : Four themes of No-bag Saturdays

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		
Preparation of school magazine	Daily used phrases and responses in English etc.	Healthy lifestyle
Read alouds followed by discussions and story retelling	Imaginative writing, Pick and speak, story telling	enhancing non-verbal communication skills, assertive communication
		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	
Practising the 3 Rs (reduce, recycle and reuse),	identifying different emotions, understanding needs and wants	Coping up with stress & anxiety, managing Anger,
Planting trees in the community,	Awareness on rural Health and Hygiene	Decision Making wheel and ripple effects of decision making
Student-led sessions on global issue awareness	Reaching out to trusted adults	Empathy, civic responsibility, body language, leadership, building self esteem
	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		

## Learn A Word A Day

The government of Andhra Pradesh has prestigiously introduced reforms in school education keeping given NEP 2020 guidelines. In this connection, the government has provided infrastructure facilities through Manabadi Nadu — Nedu, financial support by Ammavodi, affordable quality education by introducing English Medium education and Jaganna Vidya Kanuka to make students utilize global opportunities. English is essential to meet these challenges. For this purpose, valuable dictionaries are supplied to all students from classes 1 to 10. A special program “Learn a word a day” is initiated to utilize those dictionaries to a maximum extent for the improvement of English language skills among students.

**Objectives :** 1. To make use of dictionaries    2. To improve English language vocabulary    3. To develop English speaking skills    4. To learn English as a fun activity

**Methodology :** The “LEARN A WORD A DAY” program is aimed to create awareness among students about key vocabulary which are given in the textbooks as well as dictionaries. Criteria followed in the selection of words is that the words are important to understand the concept given and to express their opinion in a fluent language. These words are not a sight word like is, was,... etc. These words should be action words, describing words and textual words. This program is classified into 4 levels. The words that are selected are level appropriate. • Level I - Classes 1 and 2    • Level II - Classes 3, 4 and 5

- Every day one word shall be introduced in the first period. Display the word at the corner of the green board in the class room / display a board in the verandah. Encourage the students to find out the meaning from dictionary. Explain the meaning of the word through illustrations and by creating situations.
- In the second period, students are allowed to find out the meaning from the dictionary. In the case of **Level-I** teacher who is dealing with the second period irrespective of the subject, has to explain the meaning of the word through illustrations and by creating situations.
- In the fourth period, Level specific activity shall be conducted. **Level-1** - Oral drilling **Level-2** - Spelling game (c - t, ca -, - at) related to the target word.
- The same word shall be repeated in all remaining periods of the day.
- Every day, the word may be displayed at the corner of the green board in the classroom / Display a board in the verandah / Display at the school assembly.
- All teachers are responsible for practising the word in the first five minutes of the period, students are asked to repeat the word and its meaning.
- Students are asked to copy the word in a separate 100 pages notebook which is frequently checked by the teacher.
- The assessment shall be conducted every fortnight (15 days) in the form of a game “Spell Bee”. The words which were taught in the fortnight shall be used for the Spell Bee activity.
- Motivate students to practice the words and sentences at home.



Sri. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botecha Subramanyam Ganesu  
Minister for Education, 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, Dussehra	2  Gandhi Jayanti, Lal Bahadur Shastri Jayanti, Dussehra
3	4	5	6 PTM & PCM	7	8 Second Saturday	9 
10	11  International Girls Day	12	13	14	15  No Bag Day	16  World Nutrition Day
17	18	19	20	21 Club Activities	22  SCM	23 
24  UNO Day	25 Diwali	26	27  Hand Wash Day	28	29	30  National Savings Day

### Working Days - 19

### October - 2022 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	ఉపహార ఉయ్యాల బావ బావ పన్నీరు	కొంటెకోతి ఏ ఉరెకదాం	పొడుపు - విడుపు	సత్యమహిమ	తోలుబొమ్మలాట
ENGLISH	My Fun - My Actions	My Home - What Am I ?	Help Me Please	Swamy Vivekananda	Kalam With Children
MATHS	Numbers 0 - 9; Addition	How Much Left	Addition Subtraction	Addition Subtraction	Addition and Subtraction Multiplication And Division
EVS	----	-----	Our Body	Sense Organs	Agriculture
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 keertanah.
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.

#### Milestones of Month

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

- ◆ 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, Environmental Club, Health club, Cultural 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 EVS 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
--	---	--

#### Suggested activities for Health club

Talk on personal Health and Heigine Preparation of Health tool kit 'First Aid Box' Observation of fingers and nails, Trimming nails with nail cutter Decoration of display of healthy and un healthy childrens pictures and discusion on the reasons. Regular Health checkup of students Allotting the students proper time for using the physical education materials	Invite parents and discuss about childrens health issues Motivation of students to words healthy habits Participation in the games and sports Taking students on there experiances regording health problems of there family members Practies PT, Exercise, Yoga and meditation Conducting Health Camps	Preparation of posters on students health Presentation of drills like fire drill, evacuation drill and first aid to deal with the situations in a disaster. Celebration of Birthdays of childrens Celebration of Road Safety week Conducting regular Battery tests at school complex level Participate to physical education activities
---	--	--

#### Suggested activities for Cultural 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.	Organise reading stories singing poems, slokas Forming a special interest group to help other students
---	---	---

### 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 Class teacher should take ownership of organising club activities on the third Friday of every month.
4. School club activities are related to classes 1 to 5.
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, EVS club in August month, Health club in September month, Cultural club in October month, again attend Language club in the month of November.



Smt. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Smt. Botecha Subramanyam Ganu  
Minister for Education, Andhra Pradesh

**2022 - 23**

November - 2022					Assessment : SA - 1	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	1	2	3 PTM & PCM	4	5 No Bag Day	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 World Toilet Day 	20 
21	22	23	24	25	26 SCM 	27 
Fit India Week						
28	29	30 Jagadish Chandra Bose Jayanti 				

Working Days - 25							November - 2022 - Syllabus					
SUBJECT	1st CLASS		2nd CLASS		3rd CLASS		4th CLASS		5th CLASS			
TELUGU	అట - జడ - దండ		అప్పనాలు - బజ్జీలు సబ్బుబిళ్ళ		మే మే మేక పిల్ల		ముగ్గుల్లో సంత్రాంతి		పెన్నేటిపాట			
ENGLISH	Numbers - Colours		I Am Perfect - Let's Plant		The Good Samaritan		A Magic Fish		The Wondrous Women			
MATHS	Subtraction		Playing with Numbers		Multiplications		Multiplication		Multiplies & Factors			
EVS	---		-----		Food Water		Eat Together Water		Every Drop is Precious Who Serves Us			
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.		Vegetable 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.		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**



## 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 5, 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 1-5 One period every day.

## 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 :** 3<sup>rd</sup> Dec 2022 (World Disability Day) and 4<sup>th</sup> 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.

## 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>
--	---





Sri. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botecha Subramanyam Ganu  
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 No Bag Day CWSN Day 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	18 	
19	20	21	22 Maths Day (Ramanujan Jayanthi) 	23 Farmers Day 	24 SCM 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	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS	
TELUGU	ఇల్లు - ఈగ - ఎలుకమ్మ	చిన్నబుడ్డి - అరటిచెట్టు అద్దాల బస్సు - కొయ్యగుర్రం	పద్మరత్నాలు	పద్మరత్నాలు	పద్మరత్నాలు	
ENGLISH	Fruits, Vegetables, Birds	Colorful Garden, Our Festivals, Ravi's Birthday	Do Good And Reap Good	The Seed of Truth	The Wise Judgement	
MATHS	Money; Numbers (10 - 99)	Playing with Numbers How Many Times	Division	Division; Geometry	Multiplies & Factors Geometry	
EVS	----	-----	Shelter; Let's Travel	Professions & Services	Let Us See An Amazing World	
ART-CULTURAL EDUCATION	Greeting card making by using carved vegetables, Lalithageetalu, Folk dance Revision	Vegetable carving & printing, Lalithageetalu, Folk dance, Folk songs, Revision.	Model making using card board, Lalithageetalu, Folk dance, Folk songs, Revision.	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**



## 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 for primary level.

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 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
5. Children will divide into levels wise to participate in competitions. Level-1 (Class 1st & 2nd), level-2 ( 3,4 & 5).
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 1st, 2nd and 3rd position.

## Orientation Circle

### 1. School Complex Meetings

School complex meetings are discussion forums for teachers at complex level, for Foundational school 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

Foundational School Level



All Teachers

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

### Complex Meeting Schedule and Agenda for Foundational School.

Time	Foundational school
9:00-9:10	Prayer
9:10-9:20	Yoga/Meditation
9:20-9:30	Chairman Introductory speech
9:30-10:15	School wise review ,Discussion on Methods to improve achievement of Learning outcomes , Teaching learning strategies (under the supervision of chairman)
10:15-10:20	Arrangements for Model Teaching
10:20-11:05	Model Teaching(Telugu/English)
11:05-11:15	Tea Break
11:15-11:45	Discussion on Model Teaching
11:45-12:15	Review on library books
12:15-1:00	Demonstration on TLM/ILM/Concepts made easy activity by teachers school wise
1:00-1:40	Lunch Break
1:40-2:25	Model Teaching (mathematics/environmental science)
2:25-2:45	Discussion on model teaching
2:45-3:15	Story,Art and Play integrated Education awareness
3:15-3:25	Tea Break
3:25-4:20	Preparation of Activities ,Projects and TLM for the upcoming month syllabus
4:20-4:30	Demonstration and Discussion
4:30-4:50	Special Invitees(Subject specialist) / NGOs success stories
4:50-5:00	Planning for next meeting / Summing up of the meeting



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

# Department of School Education

Government of Andhra Pradesh

Academic Calendar for Foundational Schools
















Sri. Botecha Subbanarayana Ganu  
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				 No Bag Day	1 
2	3	4  Isaac Newton Day World Braille Day	5 PTM & PCM	6	7	8 
9	10	11	12  Swamy Vivekananda Jayanti	13	14	15 
16	17	18	19	20 Club Activities	21  No Bag Day	22 
23  Subhash Chandra Bose Day	24	25	26  Republic Day	27	28  SCM	29 

Working Days - 20/23

January - 2023 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	అమ్మఒడి - మేధుం - ఫల్రం	మొక్కజోన్న - అమ్మమ్మగారిల్లు	మావూరి యేరు	బారిష్టర్ పార్వతీశం	ఇటిజ్జ పండుగ
ENGLISH	Animals Around Us, Play Time	My Grand pa's Village Our Helpers	The Lazy Grass Hopper	Bridel Catch The Thief	Kabbadi, Kabbadi Kabbadi
MATHS	Numbers (10-99)	Share It	Data Handling; Share Equally	Geometry ; Data Handling; Fractions	Geometry Data Handling
EVS	----	-----	Together With Everyone	Transport	Alert Today Alive Tommorrow
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.	Desings 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.

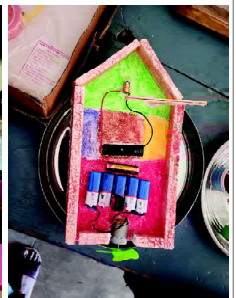
**Milestones of Month**

- ◆ Formative Assessment - 3
- ◆ Observe Dr. Y.V. Subba Rao Jayanthi On 12th January

- ◆ Club Activities

**Theme:**

**Farms and Agriculture**





## School Safety

School is a responsible place to train the citizens of tomorrow. It is a child's 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 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 with the support of Grampanchayat to educate children on these issues.

**Timeline : August / September - Day - wise program (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)

### 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

## 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:** One 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	

### Health Checkup

Health Checkup for all the students from classes 1 to 5 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



Smt. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Smt. Botecha Subramanyam Gauri  
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 No Bag Day	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	26 	
27	28 National Science Day - Science Exhibition						

Working Days - 22						February - 2023 - Syllabus					
SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS	SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పాఠశాల పండుగ కథనాలు	పాపనవ్వు ఒత్తుల బుట్ట	తొలి పండుగ	రాజు - కవి	తరిగొండ వేంగమాంబ	ENGLISH	Dancing Time, Days of the Week	Our Fair, My Talking Car	King Sibi And the Dove	The Tree And The River	A Birthday Letter
MATHS	Numbers ( 10-99) Measurements	Shape Around Us, My Diary	Share Equally, Shapes And Around Us	Fractions Measurements	Fractions	EVS	----	-----	Games And Recreation	Communication	The Journey Of India For Freedom
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
- ◆ Health Check-ups

- ◆ Science Exhibition
- ◆ Club Activities

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



## 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's development.

## 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.

## 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





Sd. YS Jagan Mohan Reddy  
Chief Minister, Andhra Pradesh

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Botecha Subramanyam Gauri  
Minister for Education, Andhra Pradesh

**2022 - 23**

March- 2023				Assessment : Nil		
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2 PTM & PCM	3 World Wildlife Day	4 No Bag Day	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	19 
20	21 World Forestry Day International Day of Forests, World Down Syndrome Day	22 Ugadi World Water Day	23 World Environment Day	24	25 SCM 	26 
27 World Theatre Day	28	29	30 Sri Rama Navami	31		

Working Days - 23		March - 2023 - Syllabus				
SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS	
TELUGU	గలగల మాటలు గుణించాలు	మ్యాప్ - మ్యాప్ కాల చక్రం	పునశ్చరణ	పునశ్చరణ	మంచిబహుమతి	
ENGLISH	Months Of The Year	My Routine	Revision	Revision	Revision	
MATHS	Time; Patterns, How Many;	Let Us Measure	Measurements	Measurements	Measurements; Time	
EVS	----	-----	This Is The Way	Let us Visit Where Are We?	Earth To Space	
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**



## 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 AND SPECIFIC GUIDELINES

Name of the Teacher:

Name of the School:

Subjects:

Classes and Chapters, Concepts and Skills Covered *(In case of Multigrade Teaching, write for multiple grades)*

1	2	3	4	5
---	---	---	---	---

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

<b>Learning Outcomes:</b> (Select from SCERT Academic Calendar and Textbook)			<b>No. of Periods:</b>
<b>TEACHING LEARNING PROCESS</b>			TLMs <i>(Digital + Print)</i>
<b>Induction/Introduction</b> <i>(Generating interest, informing students about the outcomes and expectations for the lesson)</i>			
<b>Experience and Reflection</b> <i>(Task/question that helps students explore the concept and connect with their life)</i>			<b>Check For Understanding Questions</b>  <b>1. Factual:</b> <b>2. Open Ended / Critical Thinking:</b> <b>3. Student Practice Questions &amp; Activities</b> (Exercises from workbook / textbooks/ blackboard)
<b>Explicit Teaching/ Teacher Modelling</b> (I Do)	<b>Group Work</b> (We Do)	<b>Independent Work</b> (You Do)	
<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

SIGNATURE OF THE HEAD MASTER

SIGNATURE OF THE SCX HM/VISITING OFFICER WITH 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.



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

# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Foundational Schools



Sri. Boteha Subbanayana Garu  
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 <b>PTM &amp; PCM</b>	7  Good Friday World Health Day	8 <b>Second Saturday</b>	9
10	11	12	13	14  Dr. B.R Ambedkar Jayanthi	15	16  Kanadukuri Veereshalingam Jayanti
17	18	19	20	21	22 <b>Ramadan</b>	23
24	25	26	27	28	29	30

### Working Days - 21

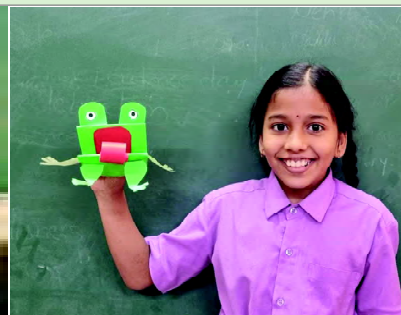
### April - 2023 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ
ENGLISH	Revision	Revision	Revision	Revision	Revision
MATHS	Revision	Revision	Revision	Revision	Revision
EVS	----	-----	Revision	Revision	Revision
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision
PHYSICAL LITERACY	Revision	Revision	Revision	Revision	Revision

#### Milestones of Month

- ◆ Club Activities
- ◆ Summative Assessment - 2

#### Theme: Child Rights





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

- రహదారి నాగరికతకు విహ్నం. ప్రయాణం ప్రగతికి సంకేతం. సాంకేతిక యుగ వారసులమైన మనకు ప్రయాణం ఒక తప్పనిసరి అవసరం.
- ట్రాఫిక్ నియమాలు పాటించు. ట్రాఫిక్ పోలీసులను గౌరవించు. విచేతనతో వాహనాలను వినియోగించడం మన కర్తవ్యం. కాబట్టి జీత్రాకాసింగ్ల వద్ద మాత్రమే రోడ్డు దాటడం, బస్సు ఆగినప్పుడు మాత్రమే ఎక్కడం, దిగడం చేసానని తెలుపుతున్నాను.
- ప్రాణం ఎంతో విలువైనది. హెల్మెట్, సీట్ బెల్ట్ లేకుండా మితిమీరిన వేగంతో, నిర్లక్ష్యంతో, అమాహనా రాహిత్యంతో వాహనాలు నడవడం ప్రమాదం అని, దిద్దుకోలేని తప్పు చేసినవారం అవుతామని గ్రహిస్తున్నాను.
- తగిన వయస్సు లేకుండా, లైసెన్స్ లేకుండా, సెల్ ఫోనులో మాట్లాడుతూ, మత్తు పదార్థాలు సేవించి వాహనాలు నడవడం జీవితాలను నాశనం చేస్తుందని ప్రచారం చేసాను.
- రహదారులు నీడ 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.
- చిట్టిచీమలతో క్రమజీవన సౌందర్యాన్ని కాకుల గుంపులతో నమ్రైక్యతా సందేశాన్ని ఉపదేశిస్తున్న ఓ ప్రకృతి మాతా నీకు పాఠాభివందనం చేస్తున్నాను.
- నేను ప్రకృతిలో ఒక భాగం మాత్రమేనని గుర్తిస్తున్నాను. నాలాగే ఉడతకైనా, చిరుతకైనా జీవించే హక్కు ఉంటుంది కాబట్టి వాటి ఆవాసాలను ఆటంకం కలిగించనీ, ప్రకృతి వనరులను దుర్వినియోగం చేయనీ, విష రసాయనాలతో, ప్లాస్టిక్ వ్యర్థాలతో కాలుష్యం కలిగించనీ ప్రమాణం చేస్తున్నాను.
- విచక్షణతో వ్యవహరిస్తూ, మూఢనమ్మకాలు నిరూపించేందుకు కృషి చేసాను. ప్రకృతిని పరిరక్షించేందుకు జీవవైవిధ్యాన్ని కాపాడతానని శాస్త్రీయ దృక్పథం కలిగిన విద్యార్థిగా మెలుగుతానని ప్రకృతి సాక్షిగా ప్రమాణం చేస్తున్నాను.

**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 resoures.
- 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.



**Nipun Bharat - Foundation Litaracy and Numeracy**



**Vision:**  
The vision of the Mission is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that by 2026-27 every child achieves the desired learning competencies in reading, writing and numeracy at the end of Grade 3. Learning will be Holistic, Integrated, Inclusive, Enjoyable, and Engaging. The mission will cater to the needs of children of age group of 3 to 9 and will cover stages from ECCE to Grade 3. All children will have access to an equitable and inclusive classroom environment which takes care of their diverse background, multilingual needs and different academic abilities and makes them active participants in learning process as envisaged in the NEP 2020.

- Aims and Objectives:**
- To enable children to become motivated, independent, and engaged readers and writers with comprehension possessing sustainable reading and writing skills.
  - To make children understand the reasoning in the domains of number, measurement, and shapes; and enable them to become independent in problem solving by way of numeracy and spatial understanding skills.
  - To ensure availability and effective usage of high-quality and culturally responsive teaching learning material in children’s familiar/home/mother language(s).
  - To focus on continuous capacity building of teachers, head teachers, academic resource persons and education administrators.
  - To actively engage with all stakeholders i.e., Teachers, Parents, Students and Community, policy makers for building a strong foundation of lifelong learning.
  - To ensure assessment ‘for learning (Formative), of learning (summative) as learning (Authentic- self through portfolios, group and collaborative work, project work, quizzes, role plays, games, oral presentations, short tests, etc.
  - To ensure tracking of learning levels of all students.
  - To ensure an equitable and inclusive classroom environment by incorporating play, discovery, and activity-based pedagogies, linking it to the daily life situations of the children and formal inclusion of children’s home languages.
  - “NIPUN Bharat aims to **cover the learning needs of children in the age group of 3 to 9 years**. Teachers need to focus on every child for developing basic language, literacy and numeracy skills which will help them develop into better readers and writers.
  - it is envisaged to support and encourage students, along with their schools, teachers, parents, and communities, in every way possible to help carry out this all-important target and mission, which indeed forms the basis of all future learning.

### What are FLN skills?

#### Foundational Language and Literacy:

Oral language development in home language; appropriate exposure to the school language including good listening comprehension skills, development of print and phonological awareness and development of emergent reading and writing skills in the preschool years are crucial for language and literacy development in early primary school years. The pre-existing knowledge of language helps in building literacy skills in languages. Children who have a strong foundation in their home language can learn English/second language more easily.

#### The key components in Foundational Language and Literacy are:

- **Oral Language Development:** The experiences in oral language are important for developing skills of reading and writing.
- **Phonological Awareness:** This domain includes the competencies of word awareness, rhyme awareness, and awareness of sounds within words which should emerge from their meaningful engagement with language.
- **Decoding:** This domain includes competencies of print awareness, akshara knowledge and decoding, and word recognition
- **Vocabulary:** This domain includes the competencies of oral vocabulary, reading/writing vocabulary, and morphological analysis of words.
- **Reading Comprehension:** This domain covers the competencies of understanding texts and retrieving information from them, as well as interpreting texts.
- **Reading Fluency:** Refers to the ability to read a text with accuracy, speed (automaticity), expression (prosody), and comprehension that allows children to make meaning from the text
- **Concept about Print:** Children need exposure to different types of print rich environment to develop the skill of comprehension.
- **Writing:** This domain includes the competencies of writing aksharas and words as well as writing for expression.
- **Culture of Reading/Inclination towards Reading:** Involves the motivation to engage with a wide variety of books and other reading materials.

**Foundational Numeracy and Mathematics Skills** Foundational Numeracy means the ability to reason and to apply simple numerical concepts in daily life problem solving. The development of pre-number and number concepts, knowledge and skills of comparing, seriation, classification and recognizing patterns during pre-school serves as a foundation for mathematics learning in early primary classes. The major aspects and components of early mathematics are:

- **Pre-Number Concepts:** Count and understand the numeration system
- **Numbers and operations on numbers:** Learn conventions needed for mastery of Mathematical techniques such as the use of a base ten system to represent numbers
- **Measurement:** Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits
- **Shapes and Spatial Understanding:** Perform simple computations in her/his own way up to three-digit numbers and apply these to their day to life activities in different contexts
- **Patterns:** Learn vocabulary of relational words to extend his/her understanding of space and spatial objects

### LAKSHYA/TARGETS FOR FOUNDATIONAL LITERACY AND NUMERACY

Competencies	Indicators
<b>Balavatika or Age 5-6</b>	
<b>Oral Language</b>	1. Talks to friends and teachers 2. Sings rhymes/poems with understanding
<b>Reading</b>	1. Looks at books and attempts reading the story with the help of pictures 2. Begins to point out and recognize some familiar repeated words (sight words or words on containers/food wrappers) 3. Recognizes letters and corresponding sounds 4. Reads simple words comprising of at least 2 to 3 alphabets.
<b>Writing</b>	1. Imitates act of writing during play Begins to form recognizable letters. 2. Scribbles/draws and paints for self-expression. 3. Uses a pencil and holds it properly to form recognizable letters 4. Recognizes and writes his/her own first name
<b>Numeracy</b>	1. Counts objects and correlates numerals up to 10. 2. Recognizes and reads numerals up to 10. 3. Compares two groups in terms of number of objects and uses words like more than/less than/equal to etc. 4. Arranges numbers/objects/shapes/occurrence of events in a sequence 5. Classifies objects based on their observable characteristics and communicates the criteria of classification. 6. Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/her.
<b>Class I or age 6-7</b>	
<b>Oral Language</b>	1. Converses with friends and class teacher about her needs, surroundings. 2. Talks about the print available in the classroom. 3. Recites rhymes/poems/songs with action.
<b>Reading</b>	1. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets 2. Uses sound symbol correspondence to write words with invented spellings. 3. Reads small sentences consisting of at least 4-5 simple words in an age appropriate unknown text.
<b>Writing</b>	1. Develops familiarity with matras in the words occurring in familiar contexts (story/poems/ environment print etc.) 2. Writes, draws, and /or make things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people
<b>Numeracy</b>	1. Counts objects up to 20 2. Reads and writes numbers up to 99 3. Using addition and subtraction of numbers up to 9 in daily life situations. 4. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc. 5. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc. 6. Creates and recites short poems and stories using shapes and numbers
<b>Class II or age 7-8</b>	
<b>Oral Language</b>	1. Converses and talks about the print available in the classroom. 2. Engages in conversation to ask questions and listens to others. 3. Recites songs/ poems. 4. Repeats familiar words occurring in stories/poems/print etc.
<b>Reading</b>	1. Reads and narrates/re-tells the stories from children's literature/textbook. 2. Makes new words from the letters of a given word 3. Reads age appropriate unknown text of 8-10 sentences with simple words with appropriate speed (approximately 45 to 60 words per minute correctly) comprehension, and clarity.
<b>Writing</b>	1. Writes short/simple sentences correctly to express herself. 2. Recognizes naming words, action words and punctuation marks.
<b>Numeracy 1</b>	1. Reads and writes numbers up to 9999. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations. 3. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x 4. Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance 5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc. 6. Uses spatial vocabulary likes far/near, in/out, above/below, left/right, front/behind, top/bottom etc. 7. Creates and solves simple riddles using numbers and shapes
<b>Class III or age 8-9</b>	
<b>Oral Language</b>	1. Converses with clarity using suitable vocabulary in home/ school language. 2. Talks about the print available in the classroom. 3. Engages in conversation to ask questions, narrate experiences, listens to others, and respond. 4. Recites poems individually and in group with intonation and modulation of voice.
<b>Reading</b>	1. Finds information in familiar books/textbooks. 2. Reads at least 60 words per minute correctly and with comprehension depending on the language and with correct pronunciation from an age appropriate unknown text. 3. Reads and follows instructions given in the text 4. Can answer at least 3 out of 4 questions based on reading of an age appropriate unknown story/ paragraph of 8-10 sentences.
<b>Writing</b>	1. Writes short messages for different purposes. 2. Uses action words, naming words and punctuation marks for writing. 3. Writes grammatically correct sentences. 4. Writes short paragraph and short stories on her/his own with grammatically correct sentences.
<b>Numeracy</b>	1. Reads and writes numbers up to 9999 2. Solves daily life problems using addition and subtraction of numbers up to 999, sum not exceeding 999 3. Constructs and uses multiplication facts (tables) of numbers 2 to 10 and uses division facts 4. Estimates and measures length/distance, weight and capacity using standard units like m, km, g, kg, litres etc. 5. Identifies and relates basic 2D shapes with 3D shapes (solid shapes) and describes their properties like faces, number of edges and corners etc. 6. Identifies a particular date and corresponding day on a calendar; reads time on a clock in hours and half-hours 7. Identifies half, one-fourth, three-fourth of a whole and in a collection of objects 8. Identifies, extends, and communicates rules for simple patterns on numbers, events, and shapes

#### 'School Readiness Mela' (for mothers of children entering Std I)

This event may be organized in the village or community a few months before enrolment into Std I and once again once at the time when Std I classes begins.

#### Awareness activities

Awareness activities	Frequency	What	who	Participants
FLN week: To be celebrated for one week from the day that the schools begin the first time school goes entering Balvatika and / or Grade 1. FLN week: To be celebrated for one week from the day that the schools begin the first time school goes entering Balvatika and/ or Grade	Annually/PCs Fortnightly/ monthly/Annually	Community event:community based mela, children and mothers participate in different activities (walking on crooked lines, jumping rope, folding paper, categorizing objects, arranging objects by size, colouring, counting, recognizing colours, shapes, numbers and letters) Reading/ Numeracyfun activities. Messaging through Radio, IVRS, SMS. Activity based funFLN instruction Other activities	Gram panchayat / Urban local bodies Schools State education department DIET students Volunteers	Parents, Children, grandparents, family and community members Parents, children and teachers

**Telugu**

**వివరం, చూడదలం**

- \* విభిన్న లక్షణాల కొరకు తన భాష / పాఠశాల భాషలను ఉపయోగిస్తూ సంభాషిస్తారు. ఉదా: కథలు, బాల గేయాలు వినిపించుట విషయజ్ఞానం కొరకు ప్రశ్నించుట, స్వీయ అనుభవాలను జోడించుట.
- \* క్రమణ సామగ్రి (కథలు, బాల గేయాలు మొదలైనవి) గురించి సంభాషిస్తారు. ప్రశ్నిస్తారు. తమ అభిప్రాయం తెలుపుతారు.
- \* భాషలన్నింటికీ తగిన స్థానం లభిస్తుంది. అంతేకాక ఆయా భాషల పదజాలాలు వ్యక్తీకరణల వికాసమునకు అవకాశం లభిస్తుంది.
- \* చిత్రాలలోని సూక్ష్మ మరియు ప్రత్యక్ష పాఠ్యాలను నిశిత దృష్టితో పరిశీలిస్తారు.
- \* ప్రింటు (లిఖిత / ముద్రిత), అమద్రిత (బొమ్మలు, ఇతర గ్రాఫిక్స్) మధ్య తేడాను తెలిసికొనగలుగుతారు.
- \* భాషాంతరగత అంత్య అక్షరాలు, పదాలతో ఆడుకొని, ఆనందిస్తారు. ఉదా: పిల్లి, బల్లి, నల్లి.
- \* విభిన్న లక్షణాల కొరకు తన భాష / పాఠశాల భాషలను ఉపయోగిస్తూ సంభాషిస్తారు. ఉదా: కథలు, గేయాలు వినిపించుట విషయజ్ఞానం కొరకు ప్రశ్నించుట, స్వీయ అనుభవాలను జోడించుట.

**చదవడం**

- \* ముద్రించి ఉన్న సామగ్రి నుండి వాక్యాలను, పదాలను, అక్షరాలను గుర్తిస్తారు. దా: నాపేరు విమల, ఈ వాక్యము ఎక్కడ ఉన్నది? ఈ వాక్యంలో పేరు ఎక్కడ ఉన్నది? 'పేరు' లో 'ల' ను గుర్తించుట.
- \* పదాల చిత్రాలలో ఉన్న సంఘటనలను / పాత్రలను గమనించి కథను అర్థం చేసుకొంటారు. ప్రశంసిస్తారు.
- \* పాఠశాలలో మరియు బయట (పరచాలయాల / గ్రంథాలయాల) తమకు నచ్చిన పుస్తకాలను స్వయంగా ఎంచుకుంటారు. చదివే ప్రయత్నం చేస్తారు.
- \* తెలిసిన / తెలియని లిఖిత సామగ్రి (మధ్యాహ్న భోజన పట్టిక, తన పేరు, తరగతి పేరు, నచ్చిన పుస్తకం పేరు మొదలైనవి) పై ఆసక్తి చూపుతారు. సంభాషిస్తారు. వివిధ పద్ధతులలో పదాల అర్థాలను జోధిస్తారు. ఉదా: బొమ్మలను చూచి పదాల అర్థాలను గ్రహించుట అక్షరాలను గురించేవివేకాలను గ్రహించుట, అక్షరాలను గురించే వివేకాలను ఉపయోగించుట, పూర్వానుభవాన్ని జ్ఞానాన్ని ఉపయోగించి పదాలను అంచనావేయుట.
- \* చదివిన కథలు, నచ్చినవి చిత్రాలు మొదలైనవాటిలో లిఖిత వివేకాలు / పదాలు / వాక్యాల మొదలైనవాటిని చూసి వాటి ధ్వనిలను విని అర్థంచేసికొని గుర్తించగలుగుతారు.
- \* పరిసరాలలో వివిధ సందర్భాలలో ముద్రించబడి ఉన్న పదాలను వాటి అర్థాలను అంచనా వేస్తారు. ఉదా: చాక్లెట్ కవర్ పై దానిపేరు చదువుతారు.

**వ్రాయడం**

- \* 'వ్రాయడం' సామర్థ్యం ద్వారా తమ స్థాయిని బట్టి బొమ్మలను, వంకర-టింకర గీతలను, అక్షరాల ఆకారాలను, Invented Spelling, Conventional Writing ల ద్వారా తమ మనస్సులోని భావనలను, విన్న విషయాలను రాసి ప్రయత్నం చేస్తారు.
- \* పద్ధతులలోని అక్షరాల ఆకారాలను, చిహ్నాలను గుర్తిస్తారు.
- \* తాము స్వయంగా తయారుచేసిన చిత్రాల పేర్లు రాస్తారు. పదవ బొమ్మ వేసి దాని కింద 'పదవ' అని వ్రాయడం

**English**

**The learner—**

- associates words with pictures
- Names familiar objects seen in the pictures
- recognises letters and their sounds A—Z
- differentiates between small and capital letters in print or Braille
- recites poems/rhymes with actions
- draws, scribbles in response to poems and stories
- responds orally (in any language including sign language) to comprehension questions related to stories/ poems
- identifies characters and sequence of a story and asks questions about the story
- carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others
- listens to English words, greetings, polite forms of expression, simple sentences, and responds in English or the home language or 'signing' (using sign language)
- listens to instructions and draws a picture
- talks about self /situations/ pictures in English
- uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.
- produces words with common blends like "br" "fr" like 'brother', 'frog' etc.

**Mathematics**

**The learner —**

- classifies objects into groups based on a few physical attributes such as shape, size and other observable properties including rolling and sliding recites number names and counts objects up to 20, concretely, pictorially and symbolically
- works with numbers 1 to 20
- counts objects using numbers 1 to 9
- compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class
- applies addition and subtraction of numbers 1 to 20 in daily life
- constructs addition facts up to 9 by using concrete objects. For example to find 3+3 counts 3 steps forward from 3 and concludes that 3+3=6
- subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude 9-3=6
- solves day-to-day problems related to addition and subtraction of numbers up to 9
- recognises numbers up to 99 and writes numerals
- describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc.
- estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.

**CLASS - 2**

**Telugu**

**వివరం, చూడదలం**

- \* విభిన్న లక్షణాల కొరకు తన భాష / పాఠశాల భాషలను ఉపయోగిస్తూ సంభాషిస్తారు. ఉదా: విషయ పరిజ్ఞానం కొరకు ప్రశ్నించడం, తన అనుభవాలను అనుసంధానం చేసి, సంభాషిస్తారు.
- \* చెప్పబడుతున్న విషయం, కవిత, కథ మొదలైనవి క్రద్ధగా విని తన భాషలో చెబుతారు / వినిపిస్తారు.
- \* చూసిన, విన్న విషయాలను, కథ, కవిత మొదలగు వాటి గురించి సంభాషిస్తారు. తమ ప్రతిస్పందనలు వ్యక్తపరుస్తారు.
- \* భాషలన్నింటికీ తగిన స్థానం లభిస్తుంది. అంతేకాక ఆయా భాషల పదజాలాలు వ్యక్తీకరణల వికాసమునకు అవకాశం లభిస్తుంది.
- \* తమ స్వీయ జీవిత మరియు పరిసరాల ఆధారంగా తమ అనుభవాలను వివరించే సామగ్రిని, (ఉదా: గేయాలు, కథలు, గోడపత్రిక, ప్రకటనలు) జోడిస్తూ సంభాషణలో భాగస్వాములు అవుతారు.
- \* ఒక కథ లేదా గేయంను స్వంతంగా చెప్పగలుగుతారు లేదా కొనసాగించగలుగుతారు.
- \* పదాల చిత్రాలలో ఉన్న సంఘటనలను / పాత్రలను గమనించి కథను అర్థం చేసుకొంటారు. ప్రశంసిస్తారు.

**చదవడం**

- \* చిత్రాలలో సూక్ష్మ మరియు ప్రత్యక్ష పాఠ్యాలను నిశిత దృష్టితో పరిశీలిస్తారు.
- \* పాఠశాలలో మరియు బయట (పరచాలయాల / గ్రంథాలయాల) తమకు నచ్చిన పుస్తకాలను స్వయంగా ఎంచుకొని చదివే ప్రయత్నం చేస్తారు.
- \* తనస్థాయికి తగినట్లుగా నచ్చిన కథ, బాల గేయాలు, చిత్రాలు, మొదలైన వాటిని ఆనందిస్తూ చదివి ప్రతిస్పందిస్తారు. ప్రశ్నిస్తారు.
- \* తెలిసిన / తెలియని లిఖిత సామగ్రిపై ఆసక్తి చూపుతారు. వివిధ పద్ధతులలో పదాల అర్థాలను జోధిస్తారు. ఉదా: బొమ్మలను చూసి అంచనావేయడం, అక్షరాలను, గురించే వివేకాలను ఉపయోగించుట, పదాలను గుర్తించుట, పూర్వానుభవాన్ని జ్ఞానాన్ని ఉపయోగించి అంచనా వేయుట.
- \* ముద్రించి ఉన్న సామగ్రి నుండి అక్షరాలను, పదాలు, వాక్యాలను గుర్తిస్తారు. ఉదా: నా పేరు విమల, ఈ వాక్యము ఎక్కడ ఉన్నది. ఈ వాక్యంలో పేరు ఎక్కడ ఉన్నది? పేరులో 'ల' అక్షరమును గుర్తించండి.
- \* భాషలలోని పదాలు, అక్షరాలతో ఆడుకూ, ఆనందిస్తూ, లయ, ప్రాసతో కూడిన పదాలు తయారుచేస్తారు.
- \* పద్ధతులలోని అక్షరాల ఆకారాలను చిహ్నాలను గుర్తిస్తారు.

**వ్రాయడం**

- \* స్వంతంగా లేక ఉపాధ్యాయుల సూచన ఆధారంగా బొమ్మలు వంకర-టింకర గీతలను, అక్షరాలను రాస్తారు. అక్షరాలకు సంప్రదాయక గుణింకం, ఒత్తులు రాస్తారు.
- \* విన్న మరియు తమ మనస్సులోని విషయాలను తమదైన శైలిలో రకరకాలుగా బొమ్మలు / పదాలు / వాక్యాల ద్వారా (లిఖిత రూపంలో) వ్యక్తీకరిస్తారు.
- \* తమ జీవితం, పరిసరాల ఆధారంగా తమ అనుభవాలను రచనలో మిళితం చేస్తారు.
- \* తమ ఉపాఖ్యో కథలను, గేయాలను పాడిగిస్తారు.

**English**

**The learner—**

- sings songs or rhymes with action
- responds to comprehension questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences)
- identifies characters, and sequence of events in a story.
- expresses verbally her or his opinion and asks questions about the characters, storyline, etc., in English or home language.
- draws or writes a few words or short sentence in response to poems and stories.
- listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc.
- uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.
- listens to short texts from children's section of newspapers, read out by the teacher
- listens to instructions and draws a picture
- uses pronouns related to gender like 'his/ her/', 'he/ she', 'it' and other pronouns like 'this/ that', 'here/ there' 'these/those' etc.
- uses prepositions like 'before', 'between' etc.
- composes and writes simple, short sentences with space between words.

**Mathematics**

**The learner —**

- works with two digit numbers reads and writes numerals for numbers up to 99 uses place value in writing and comparing two digit numbers. forms the greatest and smallest two digit numbers (with and without repetition of given digits)
- solves simple daily life problems/ situations based on addition of two digit numbers
- solves daily life situations based on subtraction of two digit numbers
- represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations of play money)
- describes basic 3D and 2D shapes with their observable characteristics
- identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names
- distinguishes between straight and curved lines
- draws/ represents straight lines in various orientations (vertical, horizontal, slant)
- estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/ bucket etc.
- compares objects as heavier/lighter than using simple balance.
- identifies the days of the week and months of the year
- sequences the events occurring according to their duration in terms of hours/days; for example, Does a child remain in school for a longer period than at home?
- draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that in Angelina's.



## Telugu

### విషయం ఆలోచించి చూడడం

- \* చెప్పబడిన అంశం కథ, కవిత మొదలగు వాటిని శ్రద్ధగా అర్థంచేసుకొని తమ ప్రతిస్పందన వ్యక్తపరుస్తారు.
- \* కథ, గేయాలు మొదలగు వాటిని సరైన గతి, లయ, శృతిబద్ధంగా, తగిన విధంగా చదివి వినిపిస్తారు.
- \* తాము విన్న రచనల సారాంశాన్ని ఘటనలను, పాత్రలను తీర్చిదిద్దటం మొదలైనవారి గురించి సంభాషిస్తారు. ప్రశ్నిస్తారు. ప్రతిస్పందన తెలుపుతారు, తమ అభిప్రాయం చెబుతారు. తమతెలివితో కథ, బాల గేయాలు మొదలైనవి తమ భాషలో వ్యక్తపరుస్తారు.
- \* భాషలన్నింటికీ తగిన స్థానం లభిస్తుంది. అంతేగాక ఆయా భాషల పదజాలాలు, వ్యక్తీకరణల వికాసానికి అవకాశం లభించగలదు.
- \* అనేక రకాల రచనా సామగ్రిని చదివి అర్థంచేసుకొని (వార్తాపత్రికలు / బాలపత్రికలు) వాటికి సంబంధించిన ప్రశ్నలు అడుగుతారు. ఉపాధ్యాయునితోను, తోటి విద్యార్థులతోను చర్చిస్తారు. అడిగిన ప్రశ్నలకు సమాధానం (మౌఖిక లేదా సంకేత రూపంలో) ఇస్తారు.

### వారాంతంగా చదివడం, అర్థం చేసుకొని చెప్పడం

- \* అనేక రకాల రచనా సామగ్రిని చదివి అర్థంచేసుకొని(వార్తాపత్రికలు / బాలపత్రికలు) వాటికి సంబంధించిన ప్రశ్నలు అడుగుతారు. ఉపాధ్యాయునితోను, తోటి విద్యార్థులతోను చర్చిస్తారు. అడిగిన ప్రశ్నలకు సమాధానం (మౌఖిక లేదా సంకేత రూపంలో) ఇస్తారు.
- \* పలురకాలైన రచనలలోని నూతన పదాలను సందర్భానుసారంగా అర్థంచేసుకొని వాటి అర్థాన్ని నిర్ధారించుకుంటారు.
- \* పలురకాల రచనల (వార్తాపత్రికలు, బాలపత్రికలు, హోర్డింగ్స్ మొదలైనవి) ను చదివి అర్థంచేసుకొన్న తర్వాత దానికి సంబంధించి ప్రశ్నిస్తారు. తమ అభిప్రాయం తెలుపుతారు. ఉపాధ్యాయునితో, తోటి విద్యార్థులతో చదివిస్తారు.
- \* పరిస్థితులలో జరుగుతున్న సంఘటనలను భిన్న పరిస్థితులలో తాము ఎదుర్కొన్న అనుభవాలను తెలుపుతూ, సంభాషిస్తూ ప్రశ్నిస్తారు.
- \* పరిస్థితులలో జరుగుతున్న సంఘటనలను భిన్న పరిస్థితులలో తాము ఎదుర్కొన్న అనుభవాలను తెలుపుతూ, సంభాషిస్తూ ప్రశ్నిస్తారు.
- \* కథలు, గేయాలు లేక ఇతర ప్రక్రియలను అర్థం చేసుకుంటూ వాటిలో తమ భావనలను జోడిస్తారు.

### ఆలోచించి వ్రాయడం

- \* అనేక రకాల రచనా సామగ్రిని చదివి అర్థంచేసుకొని (వార్తాపత్రికలు / బాలపత్రికలు) వాటికి సంబంధించిన ప్రశ్నలు అడుగుతారు. ఉపాధ్యాయునితోను, తోటి విద్యార్థులతోను చర్చిస్తారు. అడిగిన ప్రశ్నలకు సమాధానం (మౌఖిక లేదా సంకేత రూపంలో) ఇస్తారు.
- \* స్వతంత్రంగా లేక ఉపాధ్యాయుని సూచనల ఆధారంగా అక్షరాల కార్యు (spelling) పట్ల శ్రద్ధ వహిస్తూ సాంప్రదాయక రచన (conventional writing) చేస్తారు.

### పదజాలం

#### స్పృశ్యాత్మకత

- \* పలురకాల రచనల / సామగ్రి (వార్తాపత్రికలు, బాలపత్రిక, హోర్డింగ్స్) అర్థంచేసుకొని చదివిన తరువాత తమ ప్రతిస్పందన రాస్తారు. అడిగిన ప్రశ్నలకు సమాధానం (లిఖిత / ట్రెయిలీ లిపి మొదలైనవి) ఇస్తారు.

#### ప్రశంస

- \* భూత దయ కలిగి ఉంటారు. వివిధ సంస్కృతులను, భాషలను గౌరవించగలుగుతారు. ప్రశంసించ గలుగుతారు. పెద్దల పట్ల గౌరవం, అన్ని వర్గాల పట్ల ప్రేమాభిమానాలు కలిగి ఉంటారు.

#### భాషను గురించి తెలుసుకుండా

- \* రకరకాల కథలు, కవితలు, రచనల యొక్క భాషా నైపుణ్యాలను (పదాల పునరావృత్తి, నామవాచకము, సర్వనామము విభిన్న విరామ చిహ్నాల ప్రయోగం మొదలైనవి) గురించి ఉపయోగిస్తారు.
- \* విభిన్న లక్షణాల కొరకు రాస్తున్నప్పుడు తమ రచనలో విరామచిహ్నాలను ఉదా: పూర్ణవిరామం, స్వల్పవిరామం, ప్రస్తావనా చిహ్నములను తగినట్లుగా ఉపయోగిస్తారు.

## English

### The learner:

- recites poems individually/ in groups with correct pronunciation and intonation.
- performs in events such as role play/ skit in English with appropriate expressions
- reads aloud with appropriate pronunciation and pause
- reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
- expresses orally her/his opinion/ understanding about the story and characters in the story, in English/ home language.
- responds appropriately to oral messages/ telephonic communication
- writes/types dictation of words/phrases/ sentences
- uses meaningful short sentences in English, orally and in writing. uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class

- distinguishes between simple past and simple present tenses
- identifies opposites like 'day/night', 'close/open', and such others
- uses punctuation such as question mark, full stop and capital letters appropriately
- reads printed scripts on the classroom walls: poems, posters, charts etc.
- writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
- uses vocabulary related to subjects like Maths, EVS, relevant to class III.

## Mathematics

### The learner —

- works with three digit numbers
- reads and writes numbers up to 999 using place value
- compares numbers up to 999 for their value based on their place value
- solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999
- constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations
- analyses and applies an appropriate number operation in the situation/ context
- explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example,  $12 \div 3$  can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12
- adds and subtracts small amounts of money with or without regrouping
- makes rate charts and simple bills
- acquires understanding about 2D shapes
- identifies and makes 2D-shapes by paper folding, paper cutting on the dot grid, using straight lines etc.
- describes 2D shapes by the number of sides, corners and diagonals. For example, the shape of the book cover has 4 sides, 4 corners and two diagonals
- fills a given region leaving no gaps using a tile of a given shape
- estimates and measures length and distance using standard units like centimetres or metres and identifies relationships
- weighs objects using standard units— grams and kilograms using simple balance
- compares the capacity of different containers in terms of non standard units
- adds and subtracts measures involving grams & kilograms in life situations
- identifies a particular day and date on a calendar
- reads the time correctly to the hour using a clock/ watch
- extends patterns in simple shapes and numbers
- records data using tally marks, represents pictorially and draws conclusions.

## Environmental Studies

### The learner —

- identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings
- identifies simple features (e.g., movement, at places found/kept, eating habits, sounds) of animals and birds) in the immediate surroundings
- identifies relationships with and among family members
- identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.); places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbour hood
- describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings
- describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways
- groups objects, birds, animals, features, activities according to differences/ similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.
- differentiates between objects and activities of present and past (at time of the elders). (e.g., clothes /vessels /games played/ work done by people)
- identifies directions, location of objects/ places in simple maps (of home/ classroom/ school) using signs/symbols/verbally
- guesses properties, estimates quantities; of materials/ activities in daily life and verifies using symbols/ non-standard units (hand spans, spoon/ mugs, etc.)
- records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g., shapes of moon, seasons)
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc.
- observes rules in games (local, indoor, outdoor) and other collective tasks
- voices opinion on good/bad touch; stereotypes for tasks/play/food in family w.r.t gender, misuse/ wastage of food and water in family and school
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices – likes/ dislikes, and access to basic needs such as food, shelter, etc.)

**Telugu**

**వివరణ ఆలోచించి మాట్లాడడం**

- \* ఇతరులు చెప్పిన విషయాలను క్రద్దగా విన మన ప్రతిస్పందనలు వ్యక్తపరుస్తారు. ప్రశ్నిస్తారు.
- \* విన్న రచన యొక్క సారాంశాన్ని, ఘటనలు, బొమ్మలు, పాత్రలు, శీర్షిక మున్నగువాటిపై సంభాషిస్తారు / ప్రశ్నిస్తారు. తమ అభిప్రాయం తెలుపుతారు. తెలుసుకున్న విషయంపై తర్కిస్తారు.
- \* కథ, గేయాలు మరియు ఇతర విషయాలను తమదైన శైలితో, తమ భాషలో చెబుతూ అందులో తమ కథను / అభిప్రాయాన్ని మిళితం చేస్తారు.
- \* భాషా సూక్ష్మాలను దృష్టిలో ఉంచుకొని తమదైన భాషను ఉపయోగిస్తారు.
- \* వివిధ రకాల రచనల (నాదాపత్రికల ముఖ్య శీర్షికలు, బాలపత్రికలు మొదలగునవి)లో వచ్చిన ప్రాకృతిక, సామాజిక మరియు ఇతర సంవేదనాత్మక అంశాలను తెలుసుకుంటారు. వాటిపై చర్చిస్తారు.
- \* చదివిన రచనలను తమ అనుభవాలతో జతపరిచి వాటి ద్వారా పెల్లుబికిన అనుభూతులను మరియు ఆలోచనలను (మౌఖికంగా/లిఖిత పూర్వకంగా) వ్యక్తీకరిస్తారు.

**ధారాళంగా చదవడం, అర్థం చేసుకొని చెప్పడం**

- \* చదవడం పట్ల ఆసక్తి చూపుతారు. పఠనాలయం/ గ్రంథాలయంలో తమకు సచ్చిన్న పుస్తకాలను స్వయంగా ఎంచుకొని చదువుతారు.
- \* చదివిన రచనల యొక్క సారాంశం, సంఘటనలు, బొమ్మలు, పాత్రలు, శీర్షిక మొదలైన వాటి గురించి సంభాషిస్తారు. ప్రశ్నిస్తారు. తమ అభిప్రాయం తెలుపుతారు. అందుకొరకు తర్కిస్తారు.
- \* తమ పాఠ్యపుస్తకాల ద్వారా ఇతర రచనలు (బాలసాహిత్యం / నాదాపత్రికల ముఖ్య శీర్షికలు / బాలపత్రికలు / Hardings/ ప్రచార ఫలకాలు)ను తెలుసుకొని చదువుతారు.

**ఆలోచించి వ్రాయడం**

- \* చదివిన రచనలను తమ అనుభవాలతో జతపరిచి వాటి ద్వారా పెల్లుబికిన అనుభూతులను మరియు ఆలోచనలను (మౌఖిక/లిఖిత) వ్యక్తీకరిస్తారు.
- \* స్వతంత్రంగా లేదా ఉపాధ్యాయుని ద్వారా నిర్దేశించబడిన వ్రాత ప్రక్రియను అర్థం చేసుకొని తమ రచనను పరిశీలించుకుంటారు. పాఠకులకు అనుగుణంగా తమ రచనను మార్చుకుంటారు.
- \* భిన్న పరిస్థితులు మరియు లక్ష్యాలు (బులిటిన్ బోర్డ్ మీద ఉంచబడిన సూచన, వస్తువుల సూచిక, కవిత, కథ, ఉత్తరం మొ.) అనుగుణంగా వ్రాస్తారు.

**పదజాలం**

- \* పలురకాల రచనలలో వచ్చిన కొత్త పదాలను సందర్భానుసారంగా తెలుసుకొని అర్థాన్ని గ్రహిస్తారు.

**సృజనాత్మకత**

- \* ఏదైనా విషయం మీద రాస్తున్నప్పుడు పదాల సూక్ష్మ అంతరాన్ని తెలిసికొని, పదాలకు తగినవిధంగా ప్రయోగిస్తూ రాస్తారు.
- \* తమ ఊహాత్మక శక్తితో కథ, కవిత, పద్య మొదలగునవి రచిస్తూ భాషలో సృజనాత్మక ప్రయోగాలు చేస్తారు.
- \* తమ ఊహాత్మక శక్తితో కథ, కవిత, పద్య మొదలగునవి రచిస్తూ భాషలో సృజనాత్మక ప్రయోగాలు చేస్తారు.

**ప్రశంస**

- \* స్థాయినిబట్టి ఇతర విషయాలు, వృత్తులు, కళలు మొదలైన (గణితం, విజ్ఞానం, సాంఘిక అధ్యయనం, సృత్యకళ, చిత్రకళ మొదలైనవి) వాటిలోని పదాలను చదివి ప్రశంసిస్తారు.

**భాషను గురించి తెలుసుకుంటూ**

- \* భాషా సూక్ష్మాలను పదాల పునరావృత, సర్వనామం, విశేషణము, లింగము, వచనములను జాగ్రత్తగా ప్రయోగిస్తారు.
- \* తమ రచనలలో విరామ చిహ్నాలు, పూర్ణ విరామం, స్వల్ప విరామం, ప్రశ్నావాచక చిహ్నాలను జాగ్రత్తగా ఉపయోగిస్తారు.

**English**

**The learner—**

- recites poems with appropriate expressions and intonation.
- enacts different roles in short skits
- responds to simple instructions, announcements in English made in class/ school
- responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
- describes briefly, orally/in writing about events, places and/or personal experiences in English
- reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements
- shares riddles and tongue-twisters in English
- solves simple crossword puzzles, builds word chains, etc.
- infers the meaning of unfamiliar words by reading them in context
- uses dictionary to find out spelling and meaning
- writes/types dictation of short paragraphs (7-8 sentences)

**Environmental Studies**

**The learner —**

- identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.
- identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.
- identifies relationship with and among family members in extended family.
- explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)
- describes different skilled work (farming, construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life
- explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. (e.g., crops from field to mandi and home, water from local source and ways of its purification at home/ neighbourhood)
- differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skills farming, construction, etc.)
- groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (*kilo, gaz, pav* etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption; for places—near/ far, objects— size and growth; shelf life of flower, fruit, vegetables)
- records her observations /experiences/ information for objects, activities, phenomena, places visited (*mela, festival, historical place*) in different ways and predicts patterns in activities/phenomena.
- identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/ neighbourhood using maps etc.
- uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.
- creates collage, designs, models, *rangolis*, posters, albums, and simple maps (of school/neighbourhood, flow diagrams, etc.) using local/waste material.
- voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).
- suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).

**Mathematics**

**The learner —**

- works with large numbers
- reads and writes numbers bigger than 1000 being used in her/his surroundings
- performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers
- divides a given number by another number using standard algorithms
- estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.
- acquires understanding about fractions
- finds the number corresponding to part of a collection
- identifies and forms equivalent fractions of a given fraction
- expresses a given fraction 1/2 , 1/4, 1/5 in decimal notation and vice-versa. For example, in using units of length and money— half of Rs. 10 is Rs.5
- converts fractions into decimals and vice versa
- explores idea of angles and shapes
- classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing
- identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes
- makes cube, cylinder and cone using nets designed for this purpose
- relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa
- estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug
- applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals
- identifies the pattern in triangular number and square number
- collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it.



**Telugu**

**వివరణ ఆలోచించి మాట్లాడడం**

\* ఏదైనా చూసిన, విన్న, చదివిన రచనలలోని, సంఘటనల్లోని (హాస్యం, సాహస, సామాజిక మొదలైన విషయాలపై రాయబడిన కథలు, కవితలు మొదలైనవి) విషయాలను, సంఘటనలు బొమ్మలు, పాత్రలు, శీర్షిక మొదలైనవారీ గురించి సంభాషిస్తారు. ప్రశ్నిస్తారు.స్వతంత్రంగా వ్యాఖ్యానం చేస్తారు. తర్ఫీదు నిర్ధారణకు వస్తారు.

\* తమ పరిసరాలలో జరిగిన సంఘటనలను సూక్ష్మంగా పరిశీలించి మౌఖికంగా తమ ప్రతిస్పందనను వ్యక్తం చేస్తారు. ప్రశ్నిస్తారు.

**ధారాశంకా చదవడం, అర్థం చేసుకొని చెప్పడం**

\* భిన్న పరిస్థితుల మరియు లక్ష్యాలు (Bulletin Board) నందు సూచన, కార్యక్రమ నివేదిక, మొదలైనవి కొరకు చదువుతారు. రాస్తారు.

\* విన్న లేదా చదివిన రచనల (హాస్య, సాహస, సాంఘిక మున్నగు విషయాధార కథ లేక కవిత) సారాంశం, ఘటనలు, బొమ్మలు, పాత్రలు, శీర్షిక మొదలైన వాటి గురించి సంభాషిస్తారు / ప్రశ్నిస్తారు / స్వతంత్రంగా వ్యాఖ్యానం చేస్తారు. వాదనచేసి నిర్ధారణ చేస్తారు.

\* తమ పాఠ్యపుస్తకం ద్వారా ఇతర రచనా సామగ్రి (పాఠ్యావళికలు, బాలపత్రికలు, హోర్డింగ్స్) తెలిసికొని చదువుతారు. వాటిగురించి మాట్లాడతారు.

**ఆలోచించి వ్రాయడం**

\* భిన్న పరిస్థితుల మరియు లక్ష్యాలు (Bulletin Board) నందు సూచన, కార్యక్రమ నివేదిక, మొదలైనవి కొరకు చదువుతారు. రాస్తారు.

\* తమ పరిసరాలలో జరిగిన విభిన్న సంఘటనలను సూక్ష్మపరిశీలనచేసి వాటిపై లిఖితపూర్వకమైన ప్రతిస్పందనను వ్యక్తం చేస్తారు. \*

స్వతంత్రంగా లేదా ఉపాధ్యాయుని నిర్దేశాలకు అనుగుణంగా రచనా ప్రక్రియను బాగా అమగాహన చేసికొని, తమ రచనను పరిశీలించుకుంటారు. వ్రాయబడి ఉన్నదేమిట మరియు పాఠకులనుబట్టి రచనలో మార్పు చేసుకుంటారు. ఉదా: ఏదైన సంఘటనను వివరించడం గోడపత్రిక కొరకు రాయుట, ఏవైనా సమాచారాన్ని తీర్చి వ్రాయుట.

\* విన్న లేదా చదివిన రచనల (హాస్య, సాహస, సాంఘిక మున్నగు విషయాధార కథ లేక కవిత) సారాంశం, ఘటనలు, బొమ్మలు, పాత్రలు, శీర్షిక మొదలైన వాటి గురించి సంభాషిస్తారు / ప్రశ్నిస్తారు / స్వతంత్రంగా వ్యాఖ్యానం చేస్తారు. వాదనచేసి నిర్ధారణ చేస్తారు.

\* స్థాయికి తగ్గ ఇతర విషయాలు, వృత్తులు, కళలు మొదలైనవి (ఉదా: గణితం, విజ్ఞానం, సాంఘిక, నాట్యకళ, వైద్యం)లో వచ్చే పదాలను తెలిసికొని సందర్భానుసారంగా వాటిని రచనలో ఉపయోగిస్తారు. పాఠ్యపుస్తకం మరియు దాని యొక్క ఇతర రచనా సామగ్రిలో సందేశాత్మక అంశాలను లిఖిత / ట్రైయిలీ లిపిలో వ్యక్తం చేస్తారు.

**పదజాలం**

\* తెలియని పదాల అర్థములను నిఘంటువులో వెదుకుతారు. సందర్భానుసారంగా ఉపయోగిస్తారు.

**సృజనాత్మకత**

\* తమ జూహుతో కథ, కవిత, లేఖ మొదలైనవి రాస్తారు. కథ, కవితలను కొనసాగిస్తూ రాస్తారు.

**ప్రశంస**

\* వివిధ రచనలు (పాఠ్యావళికలు, బాలసాహిత్యం, రోస్టర్ మొదలైనవి) లో వచ్చే భావోత్సాహ అంశాలను (మౌఖికంగా / లిఖిత పూర్వకంగా) వ్యక్తం చేస్తారు. ఉదా: "సహకారం" కవిత చదివి పిల్లలు తాము తోటివారికి సహాయపడాలి అని అనుకుంటారు.

**భాషను గురించి తెలుసుకుండా**

\* భాషా సూక్ష్మాలను దృష్టిలో ఉంచుకొని తమదైన భాషను రూపొందించుకుంటారు.

\* భాషాసూక్ష్మాలను దృష్టిలో ఉంచుకొని తమ భాషా నిర్మాణం చేస్తారు. దానికి తమ రచనలో భాగస్వామ్యం కల్పిస్తారు.

\* భాష యొక్క వ్యాకరణాంశాలు (ఉదా: విభక్తులు, కాలము, వ్యతిరేక పదాలు మొదలగునవి) గుర్తిస్తారు. వాటిని జాగ్రత్తగా ఉపయోగిస్తారు

\* భిన్న లక్ష్యాలను రాస్తూ, తమ రచనలో విరామ చిహ్నాలైన, పూర్ణ విరామము, స్వల్పవిరామము, ప్రకాశాచకం, చిహ్నాలను జాగ్రత్తగా ప్రయోగిస్తారు.

**English**

**The learner-**

- answers coherently in written or oral form to questions in English based on day-today life experiences, unfamiliar story, poem heard or read.
- recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.
- acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.
- reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs
- conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.
- uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions

**Environmental Studies**

**The learner —**

- explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.
- explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to *Roti*, preservation techniques, storage and tracking of water source)
- describes the interdependence among animals, plants and humans. (e.g., communities earning livelihood from animals, dispersal of seeds etc.)
- explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)
- establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)
- groups objects, materials, activities for features and properties such as- shape, taste, colour, texture, sound, traits etc.
- traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g., floating/sinking/ mixing/evaporation /germination /spoilage /breathing /taste)
- records observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.
- identifies signs, directions, location of different objects/landmarks of a locality / place visited in maps and predicts directions in context of positions at different places for a location
- creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using a variety of local/waste material and writes poems/ slogans/travelogue etc.
- voices opinions on issues observed/ experienced and relates practices / happenings to larger issues of society. (e.g., discrimination for access/ownership of resources, migration/ displacement / exclusion, child rights)
- suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.

**Mathematics**

**The learner —**

- works with large numbers
- reads and writes numbers bigger than 1000 being used in her/his surroundings
- performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers
- divides a given number by another number using standard algorithms
- estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like
- using standard algorithms or breaking a number and then using operation. For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients.
- acquires understanding about fractions
- finds the number corresponding to part of a collection
- identifies and forms equivalent fractions of a given fraction
- expresses a given fraction 1/2 , 1/4, 1/5 in decimal notation and vice-versa. For example, in using units of length and money- half of Rs. 10 is Rs.5
- converts fractions into decimals and vice versa
- explores idea of angles and shapes classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing
- identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes
- makes cube, cylinder and cone using nets designed for this purpose
- relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa
- estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug