

ARUNACHAL ULLAS

PRIMER

CONCISE EDITION OF ARUNACHAL UJAAS



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**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
GOVERNMENT OF ARUNACHAL PRADESH
GOHPUR TINALI, VIDYA VIHAR
ITANAGAR**

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Preface

Literacy and Basic Education open up new world of personal, civic, economic and lifelong learning opportunities. It enables them to progress personally and professionally. This is a powerful force multiplier which aids to enhance all other development efforts.

The NEP 2020 refers to Adult Education and Lifelong Learning at para 21.4, which states, *“Strong and innovative government initiatives for adult education in particular, to facilitate community involvement and the smooth and beneficial integration of technology - will be effected as soon as possible to expedite this all important aim of achieving 100% literacy”*.

Combined with these recommendations of NEP-2020 on Adult Education, the Sustainable Development Goal (SDG) 4.6 of the United Nations mandates that *“By 2030 ensure that all youth and adults, both men and women, achieve literacy and numeracy”*. It is therefore imperative that the country should eliminate illiteracy and achieve 100% literacy by 2030.

Keeping in view the aforesaid recommendation, **“Arunachal Ullas”** primer, a concise edition of **‘Arunachal Ujaas’(four parts)** has been developed under the aegis of **“New India Literacy Programme (नव भारत साक्षरता काययक्रम)”**.

This primer has been developed targeting the non-literates in the age group of 15 years and above. The primers comprise of five components - (i) Foundational Literacy and Numeracy, (ii) Critical Life Skills, (iii) Vocational Skills Development, (iv) Basic Education and (v) Continuing Education.

The components which are necessary for a citizen of 21st century such as financial literacy, digital literacy, commercial skills, health care and awareness, child care and education, and family welfare and holistic adult education courses as well as other topics of interest or use to local learners.

The Arunachal Ullas is designed in an integrated manner, covering both language and mathematics. Seven themes have been decided as the subject matter of this concise edition. All these subjects are linked to different contexts in the life of the learners. Such various topics are as follows – Family and Neighbourhood, Conversation, Our Living style, Our Surroundings, Food and Health, Voting, Legal Information etc. A combination of meaningful, comprehensive and interesting course material has been developed with a view to develop skills related to daily use of Language and Mathematics and along with this, opportunities have been created to read and write by understanding language and arithmetic.

It is hoped that “Arunachal Ullas” emerges as a manifestation of the Nav Bharat Saksharta Mission's transformative ideals, poised to illuminate the path of attaining desired literacy and ignites a spark of change that resonates far beyond its inception

We invite suggestions of Resource Persons, learners, Gaon Buras, community members and stakeholders which will be helpful in further improvement of the manuscript.

Foreword

In the realm of educational transformation, New India Literacy Programme (NILP), Nav Bharat Saksharta Mission (नव भारत साक्षरता कार्यक्रम) plays a pivotal role to achieve 100% literacy and realize the dreams envisaged in National Education Policy 2020. As we stand at the precipice of this transformation, this book emerges as a manifestation of the Nav Bharat Saksharta Mission's transformative ideals, poised to illuminate the path for educators, learners and stakeholders.

The objectives of the Centrally Sponsored Scheme "Nav Bharat Saksharta Karyakram (नव भारत साक्षरता कार्यक्रम)" extend far beyond mere literacy and numeracy. They encompass the very essence of modern citizenship, embracing Critical Life Skills like, financial literacy, digital proficiency, commercial acumen, health awareness, child care, family welfare, Vocational Skills Development aligned with local employment prospects, and a dedication to both Basic Education and Continuing Education, where every individual is equipped to thrive in the dynamic tapestry of the 21st century. This book unveils these objectives, providing a comprehensive understanding of the holistic educational transformation in progress.

Within these pages, a symphony resonates in harmony with the NILP Mission's underlying philosophy. This Primer, 'Aunachal Ullas' a concise edition of 'Arunachal Ujaas' extends an inclusive hand toward a more comprehensive and interdisciplinary pedagogical approach. Recognizing the intricate interplay of knowledge domains, it encourages educators to adjust their methods, reflecting the interconnected nature of subjects in the wider world.

In conclusion, the journey that unfolds within these pages is more than a narrative of educational transformation; it is a testament to the power of innovation, collaboration, and unwavering dedication to the betterment of society. The Nav Bharat Saksharta Karyakram has ignited a spark of change that resonates far beyond its inception, redefining the landscape of education and equipping individuals with the tools to navigate the complexities of the modern world.

Let this concise edition serve as a compass, directing educators, policymakers, and visionaries toward a future where education transcends limitations, empowers minds, and nurtures the potential of every individual. Together, let us embrace the ideals of the Nav Bharat Saksharta Karyakram, internalize its transformative essence, and ignite the flames of curiosity and innovation in the hearts of those we guide.

May this manuscript inspire us to create a world where learning knows no bounds, where knowledge becomes the cornerstone of progress, and where every individual is equipped to thrive in the dynamic tapestry of the 21st century.

Shri Amjad Tak, IAS
Commissioner Education
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Acknowledgment

The Government of Arunachal Pradesh is implementing the Centrally Sponsored Scheme on Education for All (erstwhile known as Adult Education), "New India Literacy Programme ([नव भारत साक्षरता कार्यक्रम](#)) (NILP)" which targets at all non-literates of age 15 years and above in alignment with National Education Policy 2020.

Teaching Learning material – “Arunachal Ullas” a concise edition of “Arunachal Ujaas” has been designed and contextualized in keeping with the needs and context of the state. The objectives of the learning material are to impart not only **Foundational Literacy and Numeracy** but also to cover other components which are necessary for a citizen of 21st century.

The development of this material would not have been possible without the inspiration, guidance and participation of many stakeholders. We are grateful to the Hon’ble Minister of Education, Er. Taba Tedir, for his visionary commitment to improving the literacy level in Arunachal Pradesh.

We are indebted to Mr. Amjad Tak, IAS, the Commissioner (Education), for his continued guidance and support to the State Council of Educational Research and Training (SCERT), Itanagar which has played a critical role in developing the manuscript.

State Council of Educational Research and Training (SCERT) has invested much effort and energy to make it possible by coming up with such a relevant material in alignment to National Education Policy 2020. Our special thanks goes to CNCL, NCERT, New Delhi to provide us the Primer ‘ULAAS’ for contextualization in perspective of Arunachal Pradesh.

We express our gratitude to the Resource Persons, Graphic Designing team and Vetting team for diligence endowed by them in timely completion of “Arunachal Ullas”.

We express our thanks to faculty members and other staff of SCERT for their cooperation, specially Mrs. D Y Ringu, Deputy Director for her active role played in timely completion of the primers.

We look forward to teachers, students, volunteers and other supporting stakeholders – Head Teachers, parents, Gaon Burhas, faculty of DIETs and SCERT, administrators and decision-makers, partners – joining hands to enable the effective utilization of this material as well as this opportunity to achieve the best we can for making Arunachal Pradesh a literate state.

Shri Pige Ligu, IAS
Secretary Education Cum Director, SCERT
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Introduction

Being literate, learning reading, writing and numeracy is a basic need of every person, which is essential for achieving dignity which helps in living life. India is to implement the guidelines of National Education Policy 2020. New India Literacy Program Scheme has been started by the government which is popularly named ‘ULLAS’ is - **understanding of lifelong learning for all in the society**. The objective of this scheme is to to make – 15 years and above older adults, literate so that they can become strong individuals and can contribute to development to the society.

According to the guidelines of the National Education Policy 2020, the New India Literacy Program mainly has five components. These include – 1) Basic literacy and numeracy, 2) Important life skills, 3) Basic education, 4) Practical skills, 5) Continuing Education. Non-literate learners need to learn foundational literacy and numeracy. A short primer has been constructed for learning, which is named - ULLAS. This primer is designed in an integrated manner, which includes both language and mathematics. This primer is related to language and mathematics Learning outcomes. In this primer those topics are included as subject matter which are connected with the life of every adult. These topics are – Family and Neighbourhood, Conversation, Living, Surroundings, Food and Health, Voting, Legal Information, Time, Digital Numbers, Banks, Calendar, Awareness towards Environment etc. Skills in language and Mathematics in these subjects are taken together in Ullas primer. For example, the large shapes figures given in the lesson ‘Family and Neighbourhood’ are for identification of familiar words of English language, word reading and letter recognition (A, B C D, etc.) through pictures. Attempt to learn to recognize, read and write numbers from 1 to 20 in mathematics. Similarly, in the lesson ‘Voting’ words, sentences and measurement of time in mathematics are given. Using measurements (12 and 24 hour clocks), calendars, time tables, lists on train tickets are also included. Efforts have been made to understand digital numbers, recognize digital numbers and learn writing. Thus Ullas is a primer which addresses English language and Mathematics together. Volunteer teachers also want to learn on their own. Keeping the results in mind, you can use other types of materials available around you. We are confident that this material will be helpful for non-literate students in learning reading, writing and mathematics. All your suggestions are cordially invited for the improvement of the content.

Few words to volunteer teachers

Under the guidelines of National Education Policy-2020, various types of educational material are developed for implementation of 'Education for All' (formerly Adult Education) under 'Nav Bharat Literacy Programme' at the national level as well as state level. NEP stress upon fundamental literacy and numeracy as main component and specially focused upon the important life skills of life participant trainees. To achieve the guidelines given in the Nav Bharat Literacy Program 'Ullaas' (ULLAS) is being seen as a medium which opens the doors of emotions and helps students learn to read and write. Keeping in mind ULLAS has been created which is based on learning outcomes of literacy and numeracy and is helpful in achieving the goals. In this, reading and writing happen simultaneously i.e. language and mathematics are integrated. Ullas entry has been divided into seven chapters like – health, voting, legal information, public life etc.

Knowledge of foundation literacy and numeracy is an important part of education (adult education) for all. Its objective is to make literate those students of 15 years of age and above who are educated with knowledge of alphabets but are illiterate. Under Nav Bharat Literacy Program, we have to take the skills of Reading and writing knowledge to those students who do not go to school due to some reasons and stay away from education. They may also be learners who can learn a lot with a little help from someone. Therefore, in this process of teaching and learning, our learners may be at different levels.

It is important to keep in mind that these learners are intelligent, have a long life experience and maybe be a skilled artisan. These students may be working or earn livelihood through any kind of labour, driving, etc. They will also be the ones who take up responsibilities at home and outside the home. Our aim is that we illuminate their lives with the flame of literacy and make their lives easier and more accessible. They should be able to learn more from their peers through their understanding of reading, writing and mathematics and be able to deepen and expand the scope of understanding. At the same time, they can develop and express their abilities. Be able to experiment to improve their life so that the country and society can also be uplifted.

While teaching students to read and write, we have to keep in mind that-

- The objective of this primer is to promote literacy and the aim is to make the learners aware of the knowledge and they have to connect with this knowledge.
- These learners are of 15 years of age and above. They are the ones who have a wealth of experience. It means that they have more experience than us. Therefore, respect their experiences, respect them and listen carefully to what they say.
- They carry out their daily tasks on their own and in their own. They do it with ease, hence their efficiency is appreciated.
- Keep in mind that they will be able to concentrate in the reading-writing process only when they find reading useful. So teach with full preparation and use as many experiences as possible from their lives as examples.

These learners may be able to listen understand, and speak English language. They use this language in their conversation. Therefore, keep in mind that by using this language knowledge, we should give them opportunities to read and write. They have the skills to use mathematics verbally and informal methods of

calculation, but they may not recognize digits and have difficulty solving mathematical problems. You are to add to the knowledge of mathematics, to build and enhance their mathematical understanding.

Try to teach the lessons through pictures, stories, posters etc. picture reading, poster reading and guessing. To put it together, to look at the pictures and guess the words written below them, to learn to read. There are ways to teach. Abundance use of paintings. In the pictures one object may be there or any whole process or event may be there. As per requirement, pictures can be used in different ways. Like- conversation on picture can be done, the object/event available/given in the picture can be discussed, by making inferences from the picture. Any story can be made. Opportunity to read by guessing after looking at the picture in the introduction also are given, like guessing and reading the word house by looking at the picture of a house, reading about the people of the family guessing the word family by looking at the picture and reading etc.

The vocabulary of our learners is vast, so it is recommended to use it. They need help in learning to read and write. For this, we will analyze and will focus on identifying the names of persons/objects by the letters and words present in pictures.

We learn the language speak and learn in form, in chains. Reading and writing by breaking or joining words can't be taught. Therefore, while teaching reading and writing, remember that words and sentences work should be done to identify letters and read words. Like understanding the letter 'M' to make it, show and read the words in which this letter is used, like mango, matchsticks, tomatoes etc.

Language makes its understanding in context. No language can be taught to read and write with ease. For example, if the word 'apple' is used alone then it is difficult to understand whether we are talking about a fruit or the answer to a question. In the same sentence its usage (e.g. I found the solution to my puzzle) helps the readers in getting accuracy and correct understanding of its meaning. Work was also done to develop alphabet knowledge and understanding of letters through alphabet. It can be learned but first the letters should be shown in words, told by speaking and their identification. This creates the vocabulary of the language, which can be used. Learners will try to connect the reading with what they do in their daily lives. We are teaching to identify different quantities by associating them with the letters in the entry. It will be easier for the learner to understand and their better understanding will also develop and happen. Like – Pa, Pa, Pi, Pi, etc.

Language games will also help in teaching reading and writing. Also, letter sound number understanding will develop which will make reading and writing easier. Like- use more than one letter a word games like making and reading, speaking words, reading and writing.

Identification of letters and numbers by using letter mesh further develop and strengthen the understanding. Letter grids are a great option for word formation and word identification. Inlet Language games have been given in many places where the task is to recognize words and circle them. The work has been given. In order to teach knowledge by combining it with language, both are included in an integrated form in the primer. Language and literature through stories and poems Khya Gyan has been put together so that both can have a better understanding.

Learner learns little by little knowledge. They will be familiar with it because they hear, see and use it in their daily lives. You must be doing it, whether it is transaction of money, buying goods, buying or selling vegetables, goods be counted etc. In all these works, why knowledge is required? Therefore, first know that

the learner, only after knowing how much do you know, proceed further.

We are to use object present around us. To identify dreams, you can do things like: Mobile can be used to identify particles. Since mobile is used by everyone on daily basis It is related to the needs of life and by explaining it in this way they will be able to understand better and understand that Reading and writing is helpful in making our life easier. With similar examples in the introduction The work has been done to introduce the knowledge of basic things.

Some students may have the knowledge of counting the objects, hence they can start counting the objects. Identification of numbers may be done. Only after becoming aware of numbers, they will be able to understand and learn other mathematical concepts. After identifying the problem, you can use posters, charts, and other written materials which can deepen identity and understanding. Also by using flash cards get the problem identified.

To further strengthen the mathematical concepts, give as many examples as possible from daily life and to make them familiar with mathematical concepts, give as many examples as possible from daily life. Teach mathematical concepts like addition and subtraction along with objects. Like what do you get when you add four to three? To demonstrate this, mix three similar objects with four more similar objects and then count. Similarly, in subtraction, ask them to count by removing the object. In the introduction, addition and subtraction have also been taught through rupees, which will help in understanding the mathematical concept of addition and subtraction. Here addition and subtraction can also be understood and work can be done together on the understanding of money. A small activity on money transactions can also be done with the students so that they can understand the money transactions and how to add and subtract. Mathematical concepts can be explained and taught simultaneously.

Efforts can also be made to explain mathematical concepts through stories and songs. To understand such concepts like unit and tens, try to get experiences from daily life through which the learner can have better understanding about different objects. This concept can also be explained by making a drill. This will also make it easier for the students to understand because they do such work in their personal lives. Do it in deceit. The introduction uses the understanding of addition to teach the concept of counting. The understanding of addition will be strong but it will also be easy to understand multiplication. Along with this it is also important that multiplication should be explained along with, like to explain four times, an object should be added four times. Similarly, to show and explain 2×2 , put 2 objects into two different groups and count and tell.

Discussion about the concept of measurement and methods of measuring different types of weight, weighing, solid and liquid substances. Explain learners by hearing and become somewhat familiar with units of measurement when purchasing goods. Our aim is to find out the information that the learners have and then connect it to introduce them to the units of measurement. Identify units and types of objects by using utensils of different sizes. The same can be discussed about changing units so that the understanding of the units can be developed. If someone works to sell vegetables then he by asking the person for weights and showing the weights, it will be easier to understand kilograms and grams. Similarly, Milk measuring instruments showing the liters can help in understanding the liters.

To teach how to tell time, the introduction of examples of both hand-held and digital watches can be given. Try to bring a wall clock in front of the students to teach them how to tell time. Try to teach the participants to see the time by rotating them and watching them the clock themselves. Ask to tell the time.

Learning time through this will be fun and there will also be understanding. Bring the digital clock in front of the students so that they can understand the digital numbers. Learn to read dreams and be able to read digital scales, clock etc. easily. There are different ways to read 12 hour and 24-hour clocks, so how to read a 24-hour clock? Talk to them about it and tell them how to study 24-hour clock, using train ticket can be taught to read.

To teach how to read and view a calendar, show students a calendar and read the names of the months and days. Learners can see the month and day by looking at the calendar every day. Give them the task of telling so that they use it and read it. Importance in introduction from life skills related to topics like legal knowledge, financial literacy etc. Topics like voting, bank account number information; but opportunities have been given for dialogue. Bank check, deposit slip etc. by sharing them with students and teaching them to read and fill out

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My Book

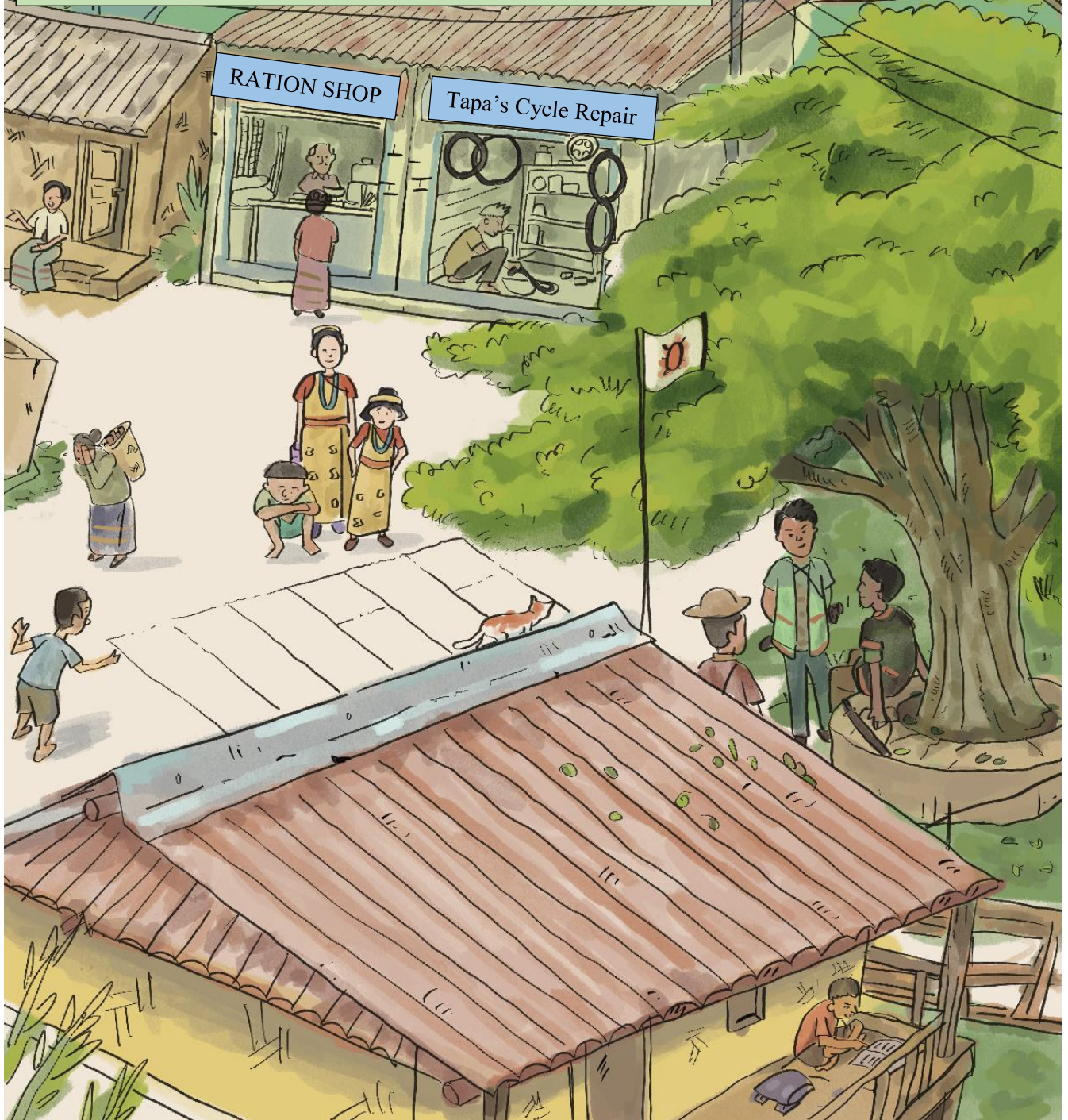
My Name — _____

My Address — _____

My Contact Number— _____

For talk

1. where is this picture from?
2. who is doing what?
3. what is available at your ration shop?
4. how many children are there in this picture?
5. where is '4' written in the picture?
6. how many flags are there in the picture?



1 Family and Neighborhood

We will Learn

A B C D E F G H I

Recognizing, Reading and Writing Numbers from 1 to 20

Guess the picture and read



Shop



Family



People



दरवाजा

Door



Street



Kitchen



House



Neighbour



Lawyer

Teacher-Instruction- Have the participants identify all the pictures one by one. Related words are given below the pictures; ask them to guess the words based on the picture. Make them read the words written under the picture with finger.

Guess the picture and read.

Which of these do you have in your house? Put a tick mark (✓)



Earthen Stove

Bed

Calendar

Bicycle

Cylinder

Tap

Read and Write



APPLE



ANT



AXE



BAT



BAG



BUS



Teacher Instruction: Get the participants to identify the pictures one by one. Get the words written under the picture read with a finger and have the participants write the letters. Also explain the differences of the sound and shape of letters.







COCONUT
COW
CUP







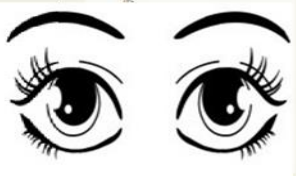


DOG
DUCK
DOLL

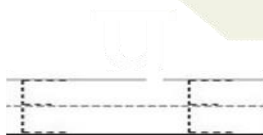








EGG
ELEPHANT
EYE







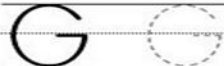

FRUIT	FAN	FISH
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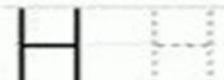

GIFT	GIRL	GOAT
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HUT	HORSE	HEN
------------	--------------	------------








ICE-CREAM	IGLOO	INK
------------------	--------------	------------



Look at the words carefully, read and write

Word Starting with A

APPLE

ROSE

PEN

NEAR

Word Starting with E

SIT

EGG

NAME

ABOVE

Word Starting with B

WAR

LOOK

MAN

BAT

Word Starting with C

NOSE

CAP

SOME

LIKE

Word Starting with G

COW

BUS

GUN

BOOK

Word Starting with D

FAN

TABLE

SHIP

DOLL

Word Starting with H

POT

KEEP

CAKE

HEN

Word Starting with F

FAN

CUP

PEN

TOY

Word Starting with I

EAR

HAND

ICE

GLASS

Count and recognize number



One Rat



Two Rings



Three Cups



Four Pears



Five Houses



6 Owls



7 Pots



8 Taps



9 Boats

Teacher's instruction: Try to have the participants count the things shown in the pictures and identify the numbers shown. Give the participants a chance to count the things around them, such as how many windows and doors are there in the room. They may count in their local dialect.

Put a circle around the objects for the given number

8

FOURTEEN

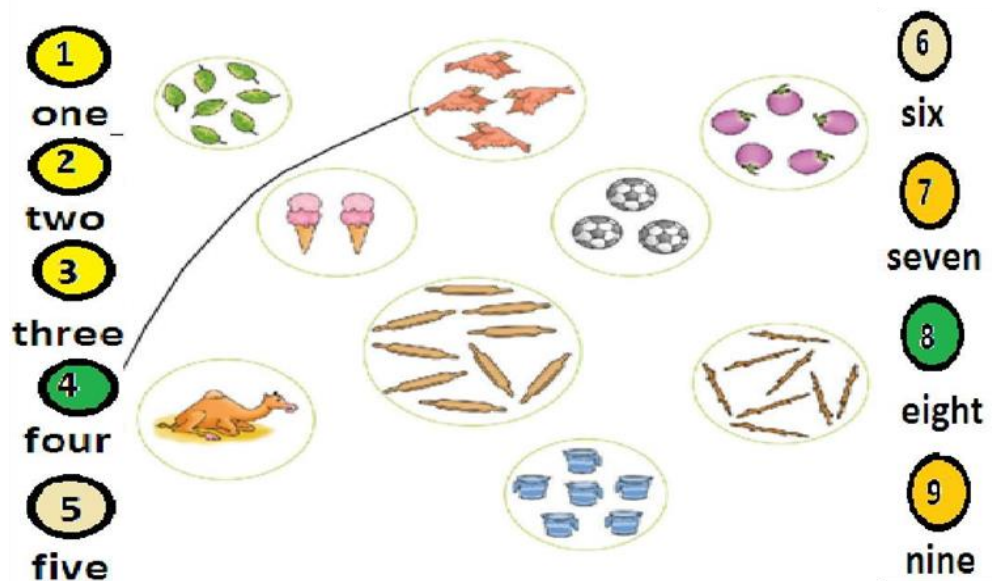


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EIGHT



Teacher Instruction: Encourage participants to identify the number and speak and count the number of items on it.

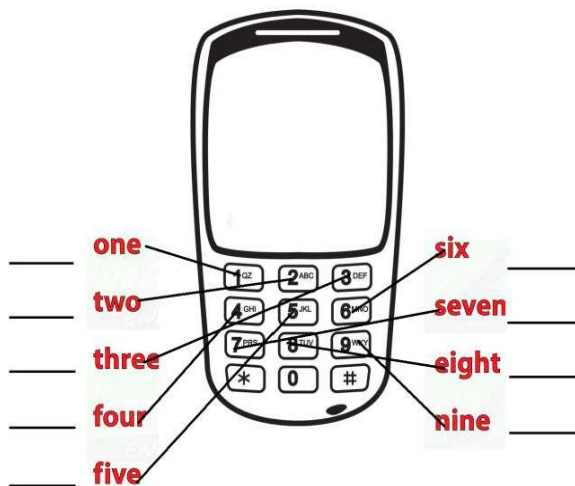


Teacher Instruction: Try to have the participants count the objects shown in each group. They may count in their own dialect.

Which number is where in Mobile?

Count and write

1	1	6	6
2	2	7	7
3	3	8	8
4	4	9	9
5	5	10	10



Teacher Instruction:

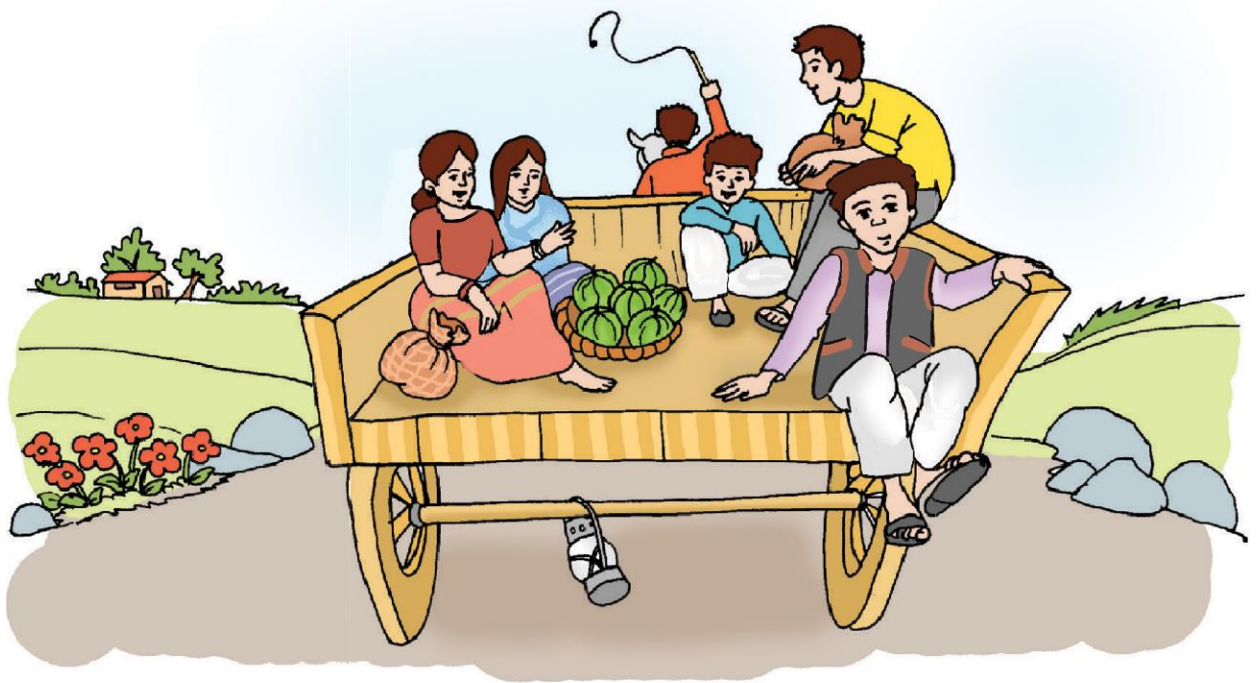
Motivate the participants to try to identify the patterns written in the mobile key- pad and write down 1 to 9 on the basis of that.

Enter your mobile number

Which digit in the mobile number will you press more than once?

Teacher Instruction: Write these numbers first with the help of a dotted line and then tell and write by themselves. Those participants who need more practice give them opportunities again and again.

Tajang's family is going by bullock cart. Look at the picture count and write.



How many people are there in the cart?

How many men are there in the cart?

How many women are there in the cart?

How many watermelons are there in the basket?

How many wheels are there in the cart?

How many lanterns are there?

Teacher Instruction: Get the participants to practice count the objects and write the correct number.

Let's Identify Numbers



How many times the digit 5 is printed on the note. Mark and write it down.



How many times the digit 10 is printed on the note. Mark and write it down.

Let's Count Together.



Ten Taps

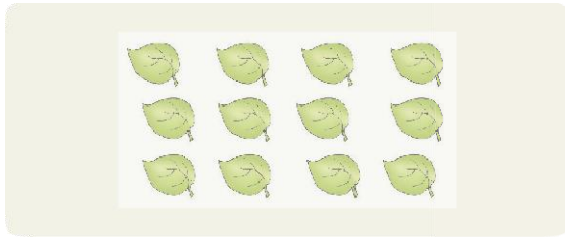
10



Eleven Beds

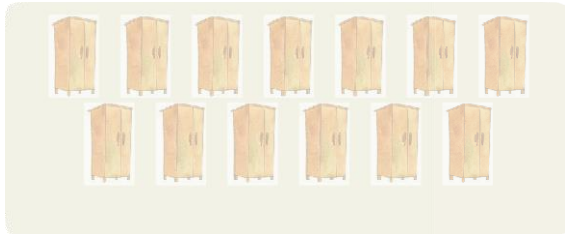
11

Teacher Instruction: Encourage participants to recognize the numbers on the notes and count the numbers of objects in the picture.



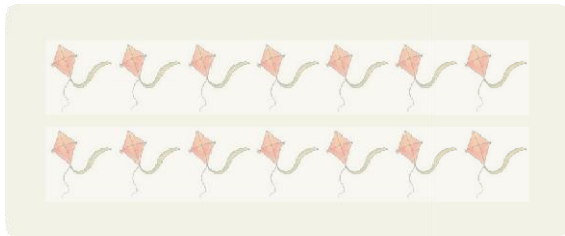
Leaves

12



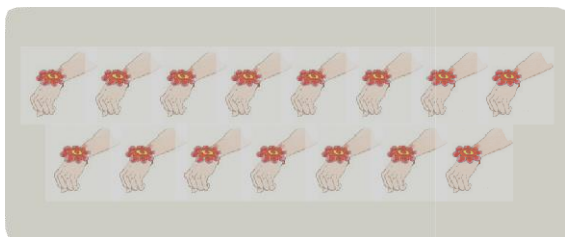
Almirahs

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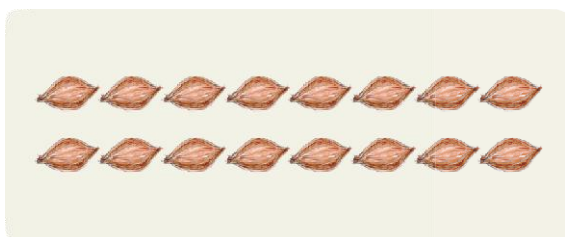
Kites

14



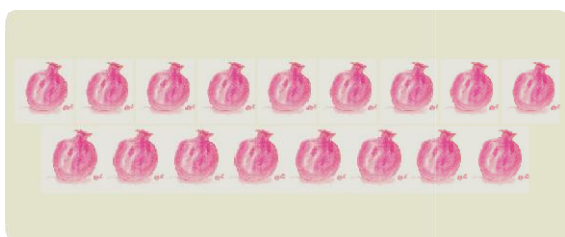
Rakhis

15



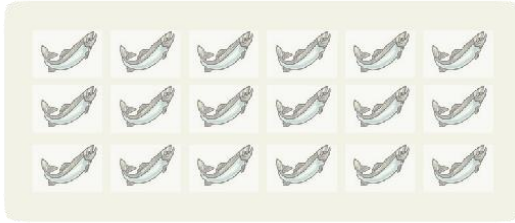
Coconuts

16



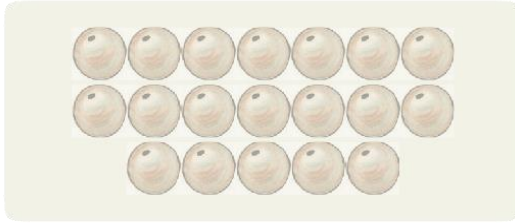
Apples

17



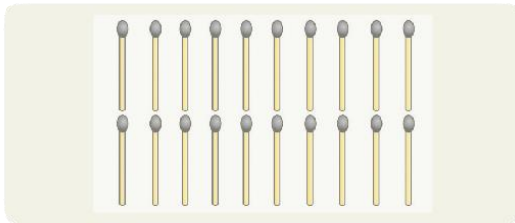
FISHES

18



ORANGES

19



MATCH STICKS

20

There are 5 members in Anu's family; today 4 more people have come to her house. Tell me, how many people are there in Anu's house now.



5

5

5

People and

+

+

4

4

4

People, together make. All together.

=

=

9

9

9

People

$5 + 4 = 9$

Teacher-instruction — Participants have the opportunity to count using pictures so that they can recognize numbers from 10 to 20. In mathematics, '+' it is the plus sign, '-' it is the minus sign and '=' it is the equal sign.

PRACTICE EXERCISE

1. Recognize and circle the given letters.

A	- APPLE	BAG
L	- LEMON	LEG
M	- MONKEY	ARM
K	- KIWI	KEY

2. Read and write

P S M T W

3. Fill in the blank by observing the picture



C.....T



FL.....WER



BA.....



AP...LE

4. Count and write the number



.....



.....



.....

5. Fill in the blanks by writing the number

10		12		14	15		17		19
----	--	----	--	----	----	--	----	--	----

6. Recognize and encircle the words

red



ham



coat



glove



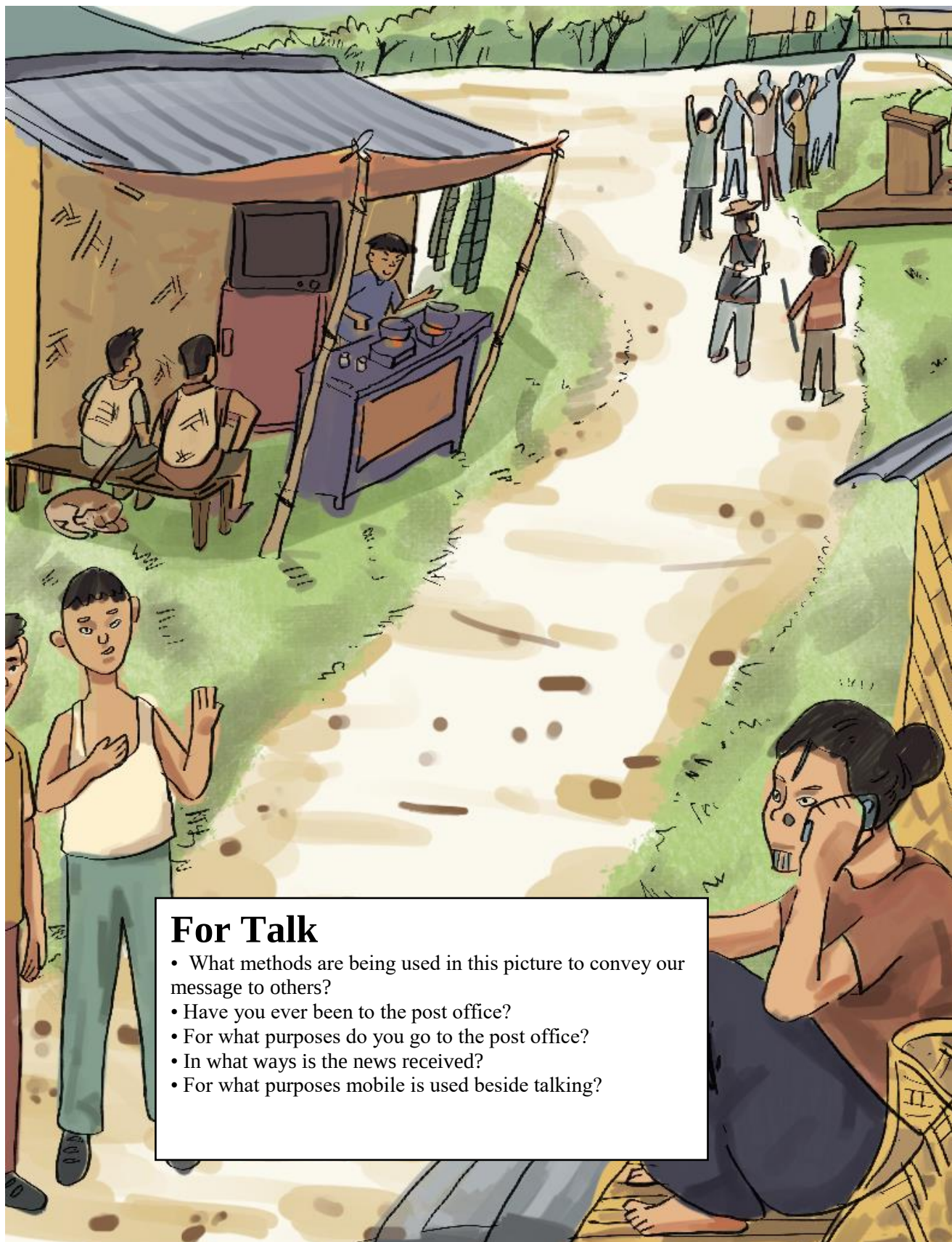
block



fox



d	e	v	o	l	g
r	e	d	p	h	k
q	c	h	z	j	c
p	o	a	a	f	o
v	a	m	m	n	l
q	t	f	o	x	b



For Talk

- What methods are being used in this picture to convey our message to others?
- Have you ever been to the post office?
- For what purposes do you go to the post office?
- In what ways is the news received?
- For what purposes mobile is used beside talking?

2. Conversation

J K L M N O P Q R

- Recognizing, reading and writing numbers from 21 to 50.
- Addition and subtraction of numbers up to 50.
- Counting in Units and Tens.

Guess from the picture and read



Newspaper



Mic



Conversation



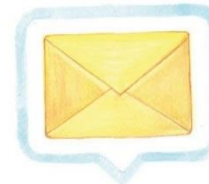
Mobile



Letter



Television



SMS



Telephone



Mail Box

Teacher-Instruction: Get the participants to identify all the pictures. Related words are given below the pictures. Get the words read by guessing on the basis of the picture. Participants may be allowed to tell the local names.

Look, read and write

Read by guessing the picture

Which of these are used in your home



LION



LAMP



LOTUS



MUSIC



MOBILE



MANGO



NOSE



NEST



NET



OX



OWL



ORANGE





PARROT

POT

PEN

P P



QUILT

QUAIL

QUEEN

Q Q



RAT

RABBIT

QUEEN

R R

Two out of nine computers are damaged. Tell how many computers are in working conditions?

Out of  computer 

If 2 computers are damaged.
How many computers are in
working condition?



Out of 9 computer if 2 computers are damaged 7 are in working condition.

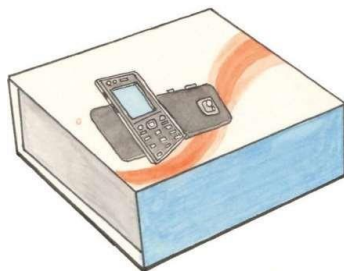
9	-	2	=	7	Left
9	-	2	=	7	

9 - 2 =

7

The postman distributed 8 letters on the first day. The next day he distributed 3 letters. How many letters did the postman delivered in total?

Answer



■ A company sent 18 boxes of mobiles to a shopkeeper. The shopkeeper sent 6 boxes out of it to another shopkeeper. How many boxes are left with the shopkeeper now?

Answer _____

- The postman has 15 letters in all. By evening he distributed all the letters. Now how many letters are left with the postman?

Answer _____

- Drema has ₹ 20. She bought fruits worth ₹ 15. Now how much more money should she spend so that she doesn't have a single rupee left?

Answer _____

Let's try

On Diwali, Tajam got a lot of coins of ₹1. He converted the coins into rupees. He gave 10 coins of ₹1 to the shopkeeper and in return the shopkeeper gave him a ₹10 note.



If Tajam gives 20 coins of ₹1 to the shopkeeper, then how many notes of rupees 10 will he get in return? Circle the notes Tajam received.



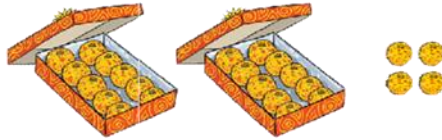
Let's learn counting by adding-
There are 10 laddus in a box of sweets

$$20+1= \text{[box of 10 laddus]} + \text{[box of 10 laddus]} + \text{[1 laddu]} = 21$$

$$20+2= \text{[box of 10 laddus]} + \text{[box of 10 laddus]} + \text{[2 laddus]} = 22$$

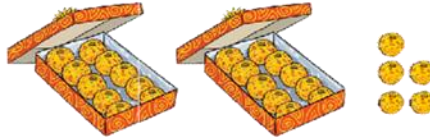
$$20+3= \text{[box of 10 laddus]} + \text{[box of 10 laddus]} + \text{[3 laddus]} = 23$$

$20+4=$



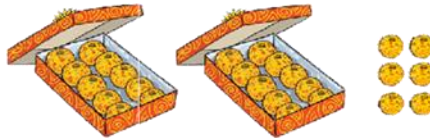
$= 24$

$20+5=$



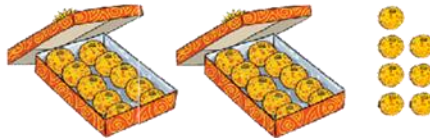
$= 25$

$20+6=$



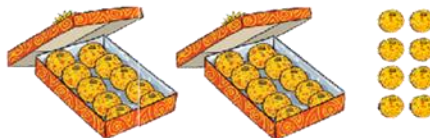
$= 26$

$20+7=$



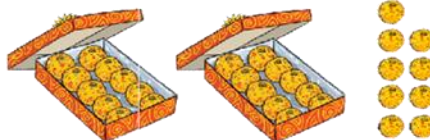
$= 27$

$20+8=$



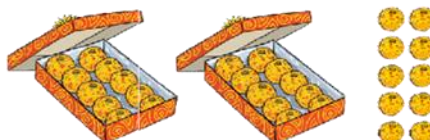
$= 28$

$20+9=$



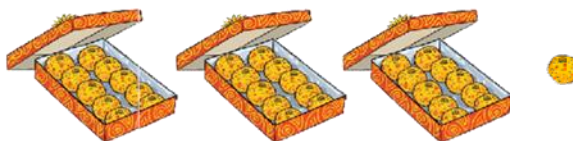
$= 29$

$20+10=$



$= 30$

$30+1=$



$= 31$

$30+ 2=$



$= 32$

Look at the numbers written on the calculator. Write two such numbers whose sum will be 10. Test it by doing it in the calculator.



First 1 Button	+	Then	9	Button	=	10
First 1 Button	+	Then		Button		10
First 1 Button	+	Then		Button		10
First 1 Button	+	Then		Button		10
First 1 Button	+	Then		Button		10

My Word

Teacher's Instruction: There are occasions in daily life where two numbers have to be added. Encourage participants to do this by adding different numbers. Small (up to 9) numbers can also be used and subtracted.

How many rupees are made from the following 10 rupees notes and 1- rupee coins. Guess and write the answer.

	10 -rupees notes	1 -rupees coins		Total rupees
A			=	34
B			=	
C			=	
D			=	22
E			=	40

Teacher Instruction- Encourage participants that counting in groups of ten makes counting larger numbers easier. It is also to be developed the understanding that ten units make a digit. The participants may be asked to count in their own dialect.

LET'S READ TOGETHER

THE SHIP OF THE DESERT

Lion (roaring): Who are you?

Camel (looking down at the Lion):
I am the Ship of the Desert. Who
are you?

Lion: Don't you know me? I'm the
King of the Forest.

Camel: Are you? Oh, I see.

Lion (frowning): You call yourself
the Ship of the Desert. How can
you be a ship, you're an animal?



Camel *(smiling)*: So I am, but people call me the Ship of the Desert. I can walk across the desert even on a hot afternoon. The sand burns but it doesn't bother me.

Lion: I can't believe it.

Camel: Can you walk across a desert?

Lion *(blinking)*: No, I can't, but I can run in the forest.

Camel *(with disdain)*: Every animal can do that. I alone can run on sand. I can run on sand at 25 kilometres an hour.

Lion *(wonderingly)*: How can you do that?



Camel: Look at my feet. They are thick and padded. The hot sun does not burn them.

Lion: My feet are padded too. Thorns don't prick them and I can run 80 kilometres an hour.

Camel: That is true. You can run 80 kilometres an hour in the forest but can you run even a mile on the hot sand?

Lion: May be not but....

Camel (*interrupting*): And you can't live without water for a week, can you?

Lion: No, I can't. I need water everyday. But don't tell me you can do without water?

Camel: Yes, I can. There are no rivers or lakes in a desert. But that does not bother me. I can drink 200 bottles of water at a time.

Lion: Really! You must have a big stomach!

Camel (*proudly*): Yes, I have a big stomach. I can store water for a week. I can store food for two weeks even.

Lion (*showing a lot of interest*): Do you store food in your stomach?

Camel: No, I don't. I store it in my hump. I eat a lot of food at one time. Then I don't need to eat for a fortnight.

Lion: That's interesting. But what do you eat?

Camel: I eat leaves, but there are no trees in a desert.

Lion: What do you eat there?

Camel: There are thorny bushes in the desert. I eat the thorns. The thorns don't prick my thick tongue.

Lion: How funny!

Camel: Mr King of the Forest, please come with me to the desert.

Lion: No, I'd better not. I can't walk on burning sand, I can't store food and water and I can't eat thorns. Good bye and good luck, Mr Ship of the Desert.

S.K. Ram

Teacher's Instruction: Read the dialogues and make the participants listen to them. Teacher and participants may do the role play. Read the dialogues one after the other. The above conversation may be done in local dialect. Similar conversation may be performed based on local stories.

1. Add -

$$\begin{array}{r} 40 \\ + 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ + 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ + 15 \\ \hline \\ \hline \end{array}$$

2. Subtract -

$$\begin{array}{r} 48 \\ - 32 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ - 13 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ - 21 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ - 19 \\ \hline \\ \hline \end{array}$$

3 Recognize and encircle the given letter -

Z - ZEBRA

ZIP

Y - YAK

KEY

W - WATCH

WRITE

4. Write the given words -

LOCK

TABLE

CONVERSATION

KITE

5. Write the name of Pictures given below -







6. Fill in the blanks -

$$30 + 5 = \dots\dots\dots 40 + 2 = \text{-----}$$

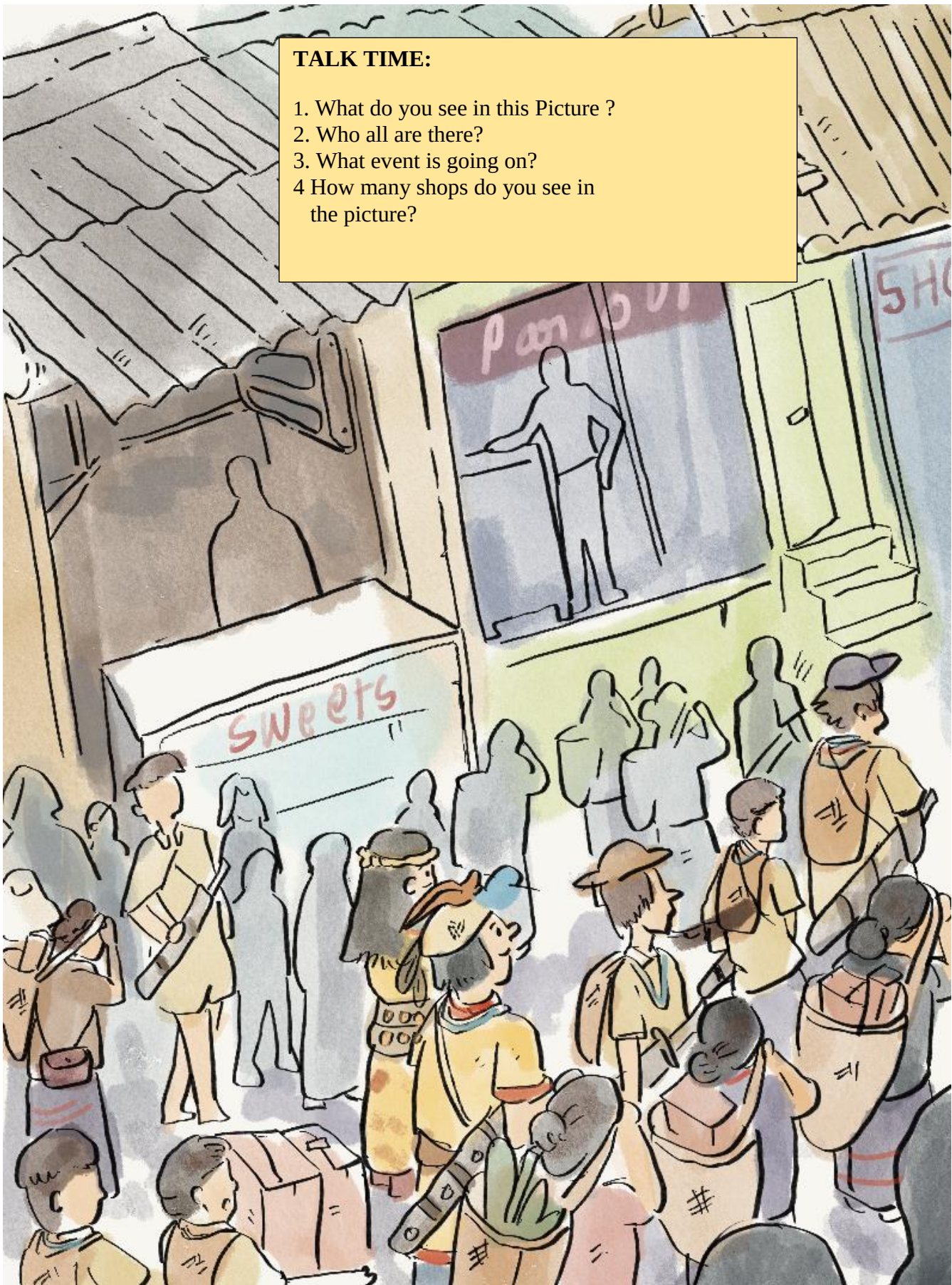
$$40 + 5 = \text{-----} 40 + 10 = \dots\dots\dots$$

7. Write the coins and currency in the blanks given below -

Denomination	10 Currency/Coins	1 Currency/coins
₹ 42	-----	-----
₹ 29	-----	-----

TALK TIME:

1. What do you see in this Picture ?
2. Who all are there?
3. What event is going on?
- 4 How many shops do you see in the picture?



3 Our Living Style

We Will Learn

S T U V W X Y Z

- Read and write numbers from 21 to 50
- Counts ones and tens in group.
- Add and Subtract from 1 to 50.

Look, Read and Discuss



Wedding



Giant-Wheel



Drum



Tattoo



Dance



Toys



Betel Leaf



Necklace



Balloons

Make the participants to identify the pictures. In the below pictures, words related to them are given. On the basis of it, ask the participants guess the word and read out. Local names for these words may be asked

Ask and encourage the participants to keep the finger on the word and read it out.

Tell and put a tick (✓) mark

You must be going to the fair often. What did you see at the fair in the below given pictures? put a tick (✓) mark


☐
☐

Pani-Puri

Pottary Shop

Bangle Shop

Jalebi


☐
☐
☐

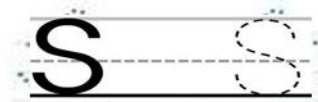
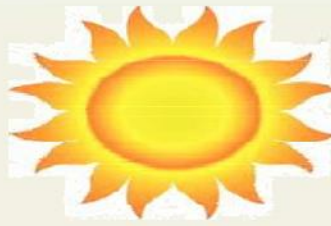
Tempo

Shooting

Sugar-Cane

Camel

Read and write



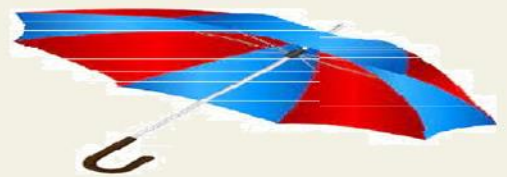
SUN

SHIP



TRAIN

TIGER



URN

UMBERALLA





VAN

VEGETABLE

V V



WATCH

WELL

W W



X- MASS TREE

XYLOPHONE

X X



YAK

YOUNG GIRL

Y Y

"Humanity"



Once, a father and son went to the temple. Suddenly, Son shouted after seeing the pillars of lions at the entrance of the temple.

Run, Dad, or those lions will eat us. He consoles him by saying, "They are just statues and won't harm us."

"If those lion statues aren't going to harm us, how can statues of God bless us?" the son responded.

On hearing this, the father wrote in his diary: I am still speechless at my child's reply and have started searching for God in humans instead of statues. I didn't find God, but I found "HUMANITY".

Teacher's Instruction: Read out the story "Humanity" and encourage participants to read out. Try to connect the above story in a local context.

Read and say

1. Where did father and son go?
2. Why did the son shout?
3. Why did the son say “Run dad, or those lions will eat us”?
4. Why was the father speechless?
5. Where did the father start search for God instead of statues?

My Words

Teacher’s Instruction: Talk about “Our Living Style” and ask them to present any **LOCAL** moral story they have heard, while narrating the story they may use their own language.

Find the words and write

Tadar's Cook has prepared many dishes today. Identify the edible items and write them down in the given space



Paneer	Onion	Tamarind	Tomato	Bowl	Wheel	Flute
Plate	Glass	Chutney	Spinach	Dal	Rice	Dew
Chapatti	Toy	Butterfly	Mat	Raita	Salt	Water
Jug	Roller	Pan	Pot	Cooker	Kheer	Table

Look at the words carefully, then read and write

Word begin with **z**

Jack look zip

Smile run cot

Word began with **w**

Go wet above

Word begin with **u**

Catch ugly big

Word begin with **y**

Sleep yak round

Word begin with **v**

Vase drum hot

Word begin with **x**

Bun aeroplane x-ray

Teacher -instruction – Guide the participants to read the words .After reading ask the participants to write them. Also ask them to write the local names(if Possible)

TAPA'S MOTHER

Tapa was helping his mother in making a garland of flowers. One by one he would give flowers to his mother and tell the number. Garland of 10 flowers i.e. 10 flowers in each garland. Tapa kept giving flowers and the garland were made, so let us find out how many flowers will make a garland.

Five tens (50) 	+ one ones (1) 	$= 50 + 1 = \text{fifty one (51)}$
Five tens (50) 	+ two ones (2) 	$= 50 + 2 = \text{fifty two (52)}$
Five tens (50) 	+ three ones (3) 	$= 50 + 3 = \text{fifty three (53)}$
Five tens (50) 	+ four ones (4) 	$= 50 + 4 = \text{fifty-four (54)}$

Five tens (50)



+ five ones (5)



= 50 + 5 = fifty five (55)

Five tens (50)



+ Six ones (6)



= 50 + 6 = fifty six (56)

Five tens (50)



+ Seven ones (7)



= 50 + 7 = fifty seven (57)

Five tens (50)



+ Eight ones (8)



= 50 + 8 = fifty-eight (58)

Five tens (50)



+ Nine ones (9)



= 50 + 9 = fifty nine (59)

Five tens (50)



+ One tens (10)



= 50 + 10 = sixty (60)

Add ones and tens digits

60 + 1	=	61		70 + 1	=	71
60 + 2	=	62		70 + 2	=	72
60 + 3	=	63		70 + 3	=	73
60 + 4	=	64		70 + 4	=	74
60 + 5	=	65		70 + 5	=	75
60 + 6	=	66		70 + 6	=	76
60 + 7	=	67		70 + 7	=	77
60 + 8	=	68		70 + 8	=	78
60 + 9	=	69		70 + 9	=	79
60 + 10	=	70		70 + 10	=	80
80 + 1	=	81		90 + 1	=	91
80 + 2	=	82		90 + 2	=	92
80 + 3	=	83		90 + 3	=	93
80 + 4	=	84		90 + 4	=	94
80 + 5	=	85		90 + 5	=	95
80 + 6	=	86		90 + 6	=	96
80 + 7	=	87		90 + 7	=	97
80 + 8	=	88		90 + 8	=	98
80 + 9	=	89		90 + 9	=	99
80 + 10	=	90		90 + 10	=	100

Similarly, 100 rupees will have to be given for 100 flowers

Nine tens (90) 	+ One tens (10) 	= 90 + 10 = hundred (100)
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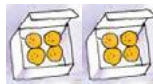
Fill in the blanks with the correct sequence of number

1	2	3	4	5	6	7	8	9	10
11		13	14			17			20
21			24						
					36				
		43						49	
	52				56				
61			64			67		69	
		73					78		
			84				88		
91		93			96				100

On the occasion of Independence Day, rainbow symbols were distributed among the children in the school. There can be four letters in one syllable.

Let us find out the cost if we have to give Shibbs to 10 children then what should be the power?

Summing 1 child 1 Means 1 Shibba of 4 units
times 4 or 1 plus 4
or $1 \times 4 = 4$



Summing 2 children **Meaning of 2 letters and 4 numbers**

$4 + 4$

2 times 4 or 2 times 4

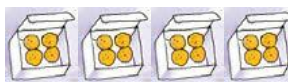
or $2 \times 4 = 8$ times



Summing 3 children 4 + i.e. 3 letters and 4 numbers

$4 + 4 = 3$ times 4

Or $3 \times 4 = 3 \times 4 = 12$ units



include 4 children Yanari 4 letters 4 numbers

$4 + 4 + 4 + 4 = 4$ times 4 or 4

times 4 = $4 \times 4 = 16$ times

count up

$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$
--	--	--	--

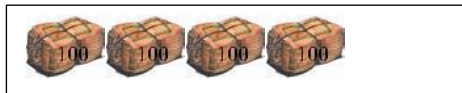
Come, let's explore the land

1 point of 100 pieces  or 1 time 100 or $1 \times 100 = 100$

2 points of 100 pieces  Or 2 times 100 or $2 \times 100 = 200$



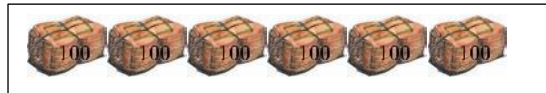
$3 \times 100 = 300$



$4 \times 100 = 400$



$5 \times 100 = 500$



$6 \times 100 = 600$



$7 \times 100 = 700$



$8 \times 100 = 800$



$9 \times 100 = 900$

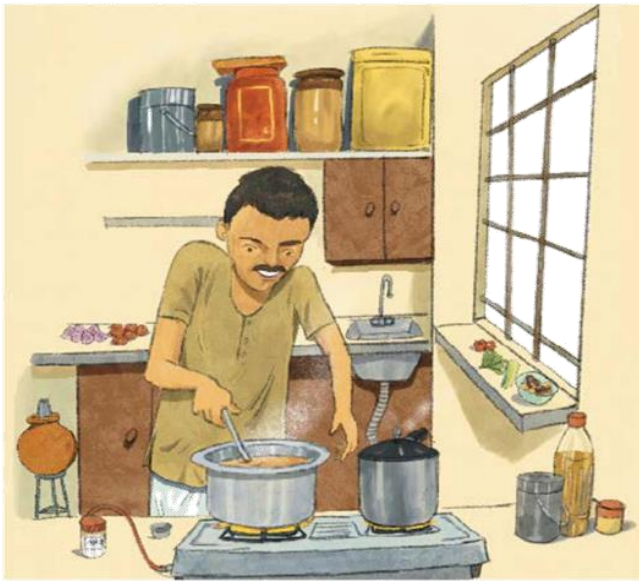
100  $10 \times 100 = 1000$

illusion work

1. Identify the given letters and circle them -

O! , Hailstone, Come
and, Tool, woman
take it , Lota, let's go

2. Guess their names after seeing the picture put it,



pot
Dew
bottle
Tap

Write the name of the picture



.....

Fill in the blanks-

five tenths 	a unit 	, + =
five tenths 	Four Unit 	+ =

Fill in the blanks-

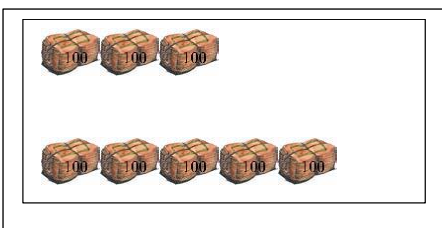
$$90 + 2 = \underline{\hspace{2cm}}$$

$$70 + 5 = \underline{\hspace{2cm}}$$

$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 27 \\ \hline \end{array}$$

8. Calculate bags and write-



,That's it.

,That's it.

 = 100 th

PRACTICE EXERCISE

1. Multiply -

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

2. Fill in the blank -

$$90 + 2 = \dots\dots\dots$$

$$70 + 5 = \dots\dots\dots$$

$$\begin{array}{r} 46 \\ + 27 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ - 27 \\ \hline \end{array}$$

3. Count the books and write -



.....Books

.....Books

4. Recognize and encircle the Letters -

B - BALL
D - DOLL

TUB
GOLD

5. Encircle the names of any four objects that are shown in the picture -



Hot Dog Centre

Fruit shop

Magazine Shop

Coffee House

Bakery

6. Write the name of pictures -



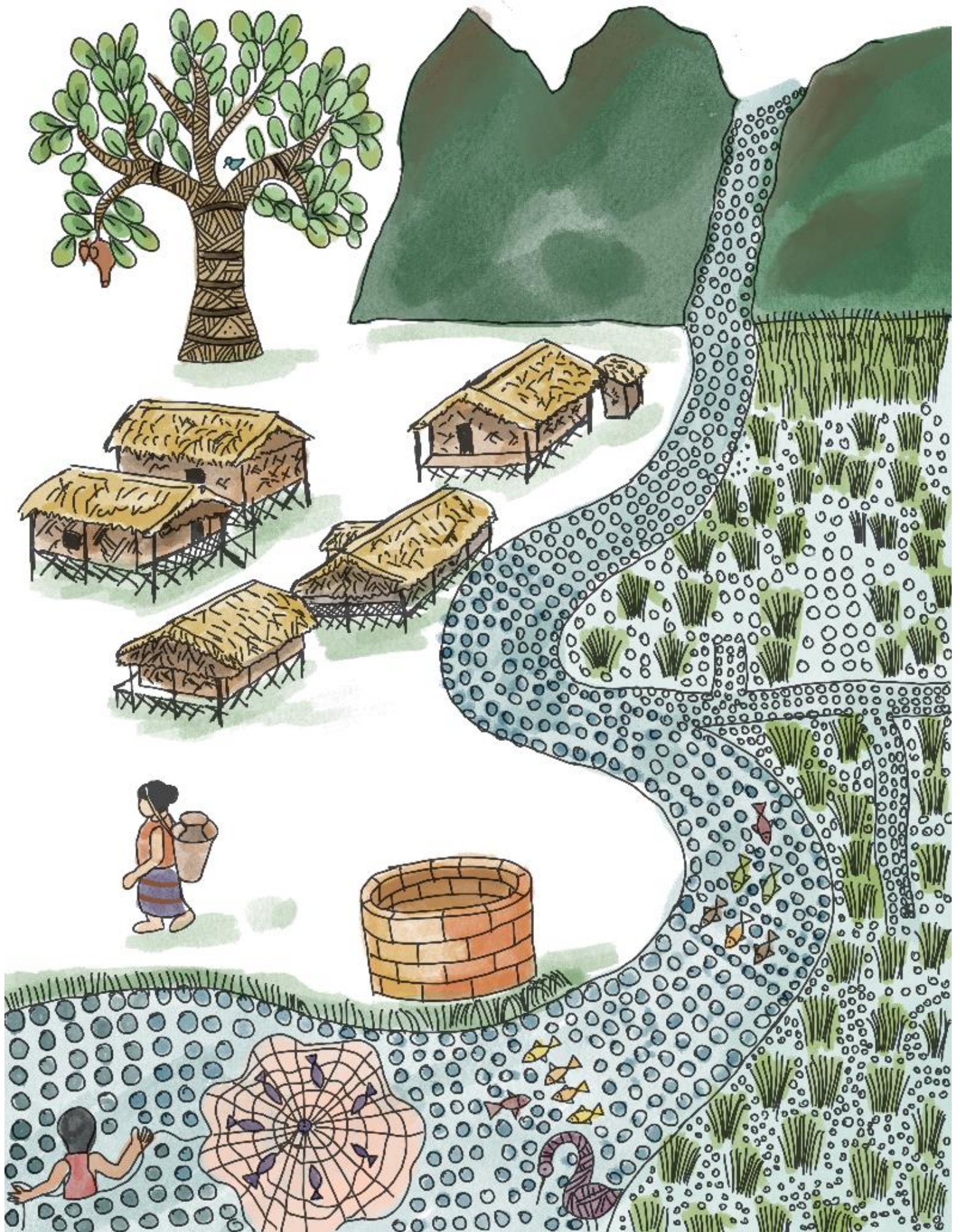
.....



.....



.....



4. OUR SURROUNDINGS

Let's learn

A E I O U

□ Vowel

- Addition and Multiplication of three digit numbers.
- Measurement of length, weight and Capacity.
- Multiplication of two digit numbers from one digit number.

Guess the pictures and read



Forest



Well



Sun



Animals



Rain



Waterfall



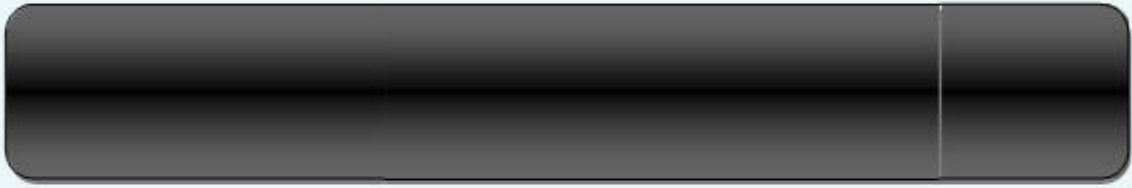
Mountain



Smoke

Teacher instruction: Help participate stored the words given above. Encourage them to use their vocabulary and letter knowledge in addition to guessing based on the picture

A, E, I, O, U (Vowels)



An Ant 	An Appl 	An Aeroplane 	An Axe 
An Ear 	An Eye 	An Eagle 	An Elephant 
An Inkpot 	An Igloo 	An Ice-Cream 	An Island 
An Orange 	An Ox 	An Oven 	An Otter 
An Umpire 	An Urn 	An Umbrella 	An Uncle 

1. Add -

741	685	135	437
+132	+114	+232	+142
.....			
.....			

- Omo bought rice of Rs 435 and Sugar of Rs 132. How much he paid to the shopkeeper?

.....

2. Subtract -

739	735	895	436
- 225	- 123	- 242	- 115
.....			
.....			

- Yama have Rs 150. She bought orange of Rs 75. How much money left with Yama?

.....

3. Measurements -

Remember

1 centimetre	= 10 millimetre
100 Centimetre	= 1 metre
1000 Metre	= 1 kilometre

Centimetre can be written as cm, Kilometre can be written as km and Millimetre can be written as mm.

4. Make two points on the wall distance between which is one metre.
5. Write the height of yours and your friends with the help of your friends.

Think and fill the blanks.

6. We measure the distance the two cities in
7. The length of clothe is measured in

8. Fill in the blanks -

3000 m = ... Km.

700 cm = ... m

40 mm = ...cm

5 km = ... m

6 m = ...cm

7 cm = ...mm

- Yalla had covered 180 km by car on first day and on second day she covered 182 km. How much distance she covered in total?

9. Remember -

1 Kilogram = 1000 Gram

$\frac{1}{2}$ Kilogram = 500 gram

$\frac{1}{4}$ Kilogram = 250 gram

10. Fill in the blank -

4 Kilogram = ...gram

7000 gram = ...Kilogram

2 Kilogram and 500 gram = ...gram

- Tama grows 312 Kilogram Potatoes in one piece of land and 236 Kilograms of Potatoes in another piece of land. How much potatoes grown by Tama in total?
- Yalla went to the market buying vegetables. Calculate, how much money she spent for buying vegetables?

Name of Vegetable	Rate per Kg	Quantity	Price Paid
Potato	20	2 Kg	
Onion	15	1 Kg	
Tomato	25	3 Kg	
Cucumber	10	$\frac{1}{2}$	
TOTAL PRICE			

11. Remember -

1 Kilolitre = 1000 Litre

1 Litre = 1000 millilitre

$\frac{1}{2}$ Litre = 500 millilitre

- ADD -

$$\begin{array}{r} 425 \text{ Litre} \\ + 223 \text{ Litre} \\ \hline \hline \end{array}$$

$$\begin{array}{r} 512 \text{ Litre} \\ + 327 \text{ Litre} \\ \hline \hline \end{array}$$

- SUBTRACT -

$$\begin{array}{r} 999 \text{ Litre} \\ - 323 \text{ Litre} \\ \hline \hline \end{array}$$

$$\begin{array}{r} 556 \text{ Litre} \\ - 235 \text{ Litre} \\ \hline \hline \end{array}$$

- Sumpi sold 132 litre of milk on first day and 242 litre milk on second day. How much milk she sold in total?
- There was 899 litre of water in the water tank. 645 litre of water was used. How much water is remaining in the tank ?
- How many 250 millilitre bottles can be filled by 1 litre of bottle?

*Tara is to take 5 millilitre of medicine daily. How much medicine will be needed in 10 days?

12. MULTIPLY

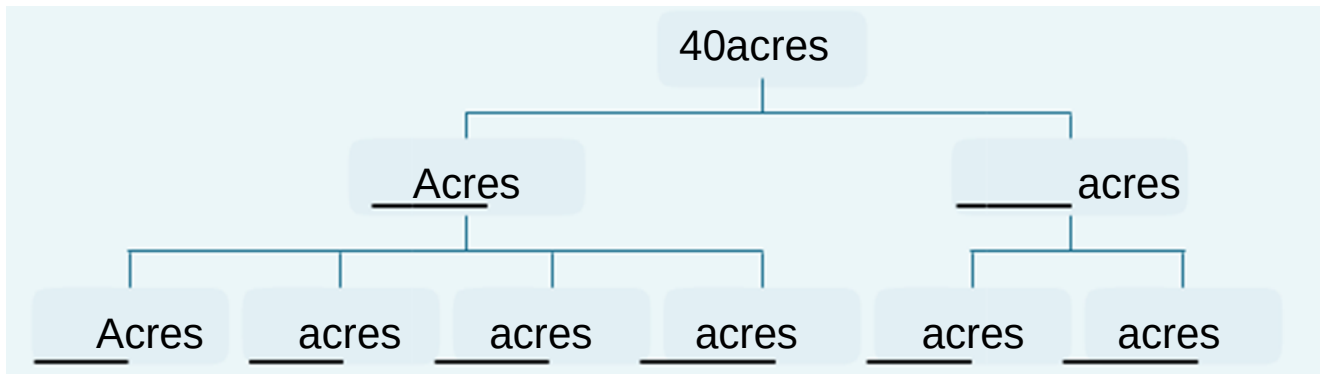
$$\begin{array}{r} 13 \\ \times 6 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 8 \\ \hline \hline \end{array}$$

- There are 6 buttons in a shirt. How many buttons are needed for 5 shirts?

Tana has 40 acres of land. Tana has two children, Talo and Onam. The land was divided equally between the two children. In the next picture let us see how the land was divided in the next generation-



□ Divide 40 into 2 equal parts

$$40 \div 2 = \square$$

Divide 20 into 5 equal parts

$$20 \div 5 = \square$$

□ Divide 20 into 4 equal parts

$$20 \div 4 = \square$$

Teacher's Instruction- Discuss the understanding of the division by dividing the land or any other material equally.

PRACTICE EXERCISE

1. Write a word using each of the following letters:

A: _____

C: _____

E: _____

2. Complete the sentences using correct words from those given below

East, Delhi, Agra, Vitamin A

(a) Taj Mahal is situated in _____

(b) Capital of India is _____

(c) The rises in the _____

(d) Carrots are rich source of _____

3. Write meaningful sentences using each of the following:

(i) Village _____

(ii) Jug _____

(iii) Coat _____

4. ADD

741 Gram
+ 132 Gram
.....
.....

135 Metre
+ 232 Metre
.....
.....

425 litre
+223 Litre
.....
.....

5. SUBTRACT

735 Gram
- 192 Gram
.....
.....

285 Metre
- 232 Metre
.....
.....

725 litre
- 443 Litre
.....
.....

6. Fill in the blanks

- a) 3000 metre = ...km
b) 7000 grm = ...kg
c) 4 kg = ...g

7. MULTIPLY

$$\begin{array}{r} 13 \\ \times 6 \\ \hline \end{array}$$

.....
.....

$$\begin{array}{r} 15 \\ \times 6 \\ \hline \end{array}$$

.....
.....

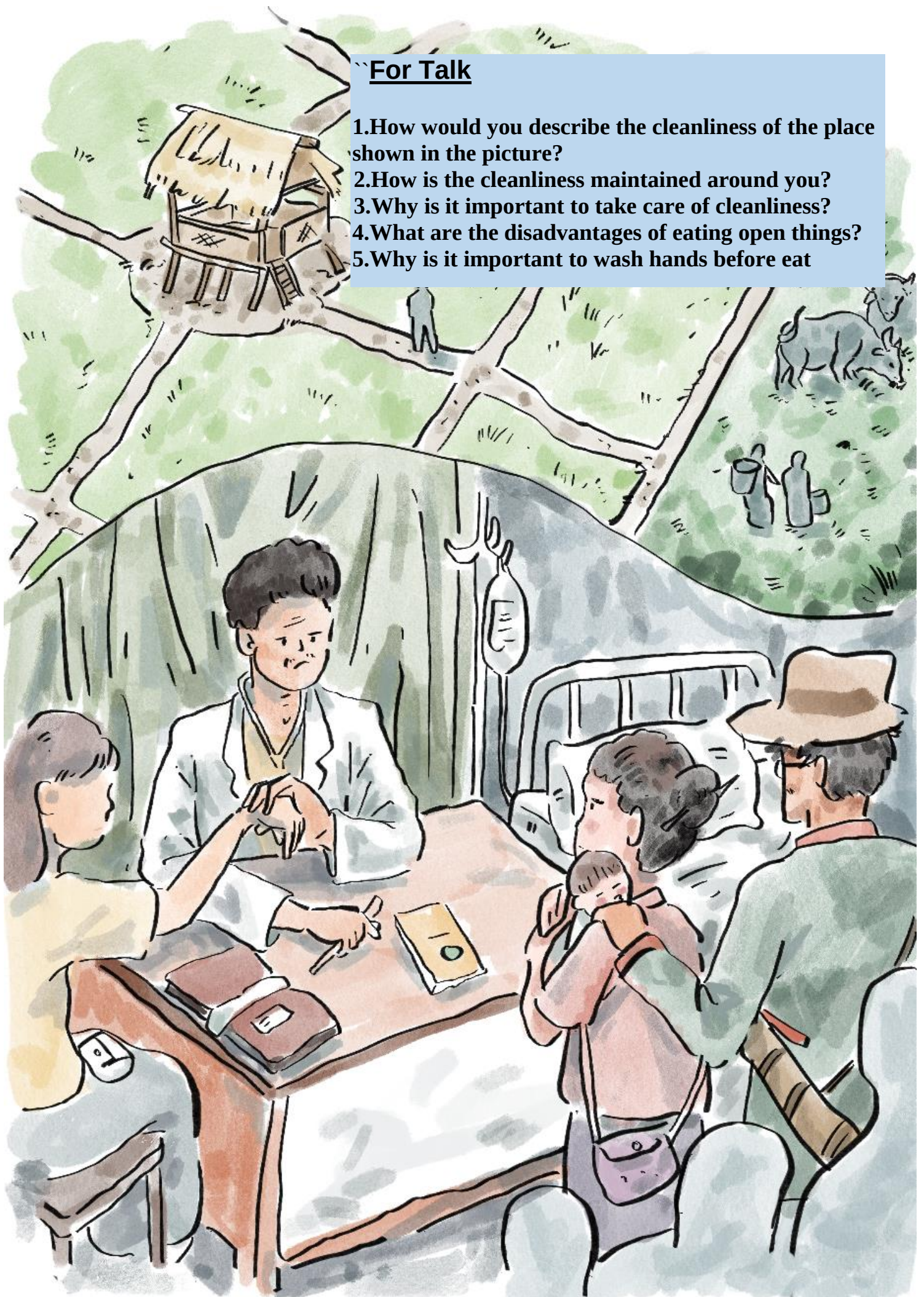
$$\begin{array}{r} 16 \\ \times 6 \\ \hline \end{array}$$

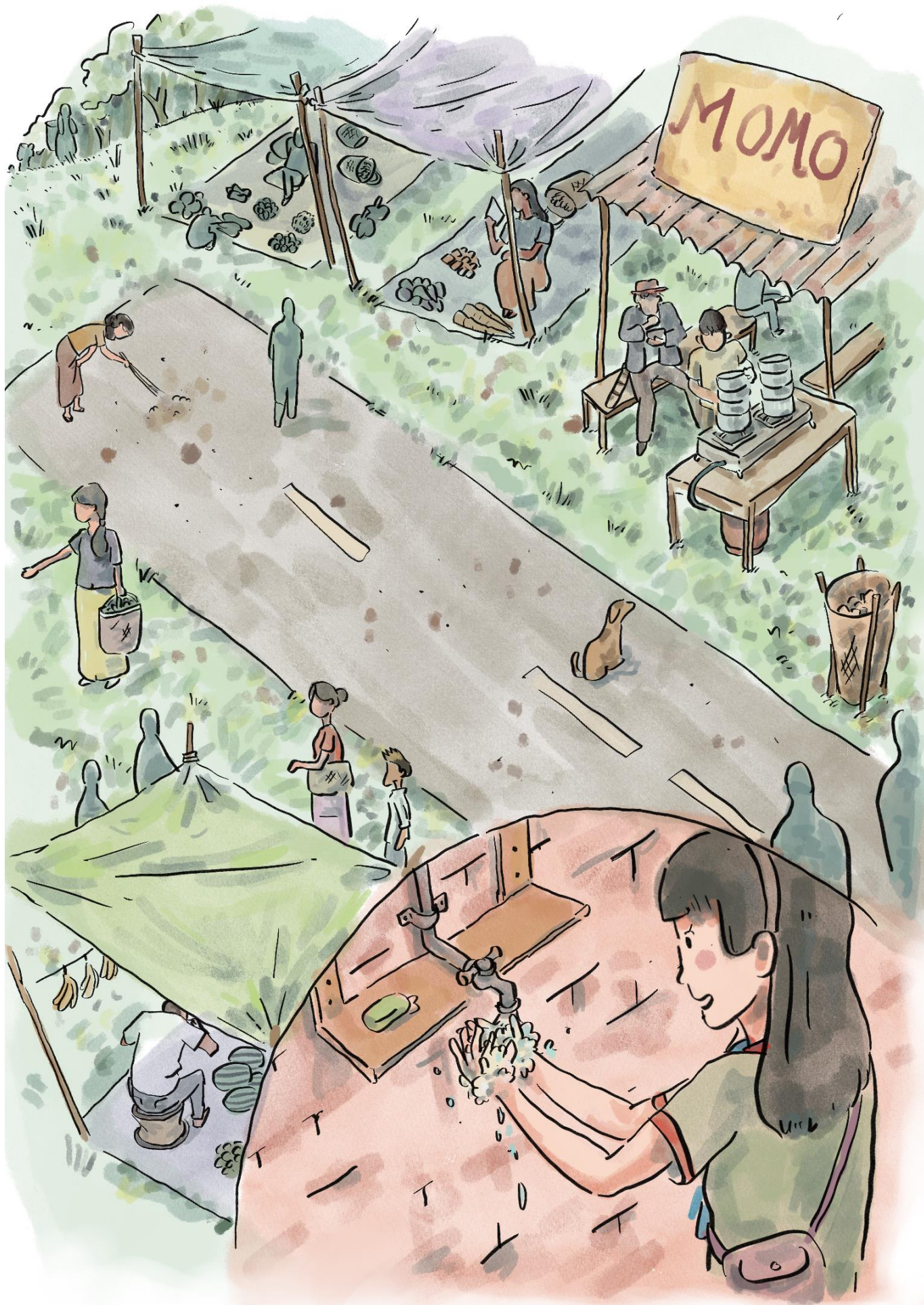
.....
.....

8. Yamang sold 292 kg rice out of 495 kg rice. How much rice is remaining with Yamang?

For Talk

1. How would you describe the cleanliness of the place shown in the picture?
2. How is the cleanliness maintained around you?
3. Why is it important to take care of cleanliness?
4. What are the disadvantages of eating open things?
5. Why is it important to wash hands before eat





5 Food and health

Let's Learn

- Time measurement (Hours, Minutes and Seconds) .
- Conversion of units of time.
- Recognizing and writing of Digital numbers.

Guess the picture and read



Mosquito



Fruits



CleanHand



Garbage



Milk



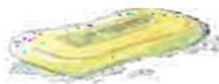
Medicine



Exercise



Dustbin



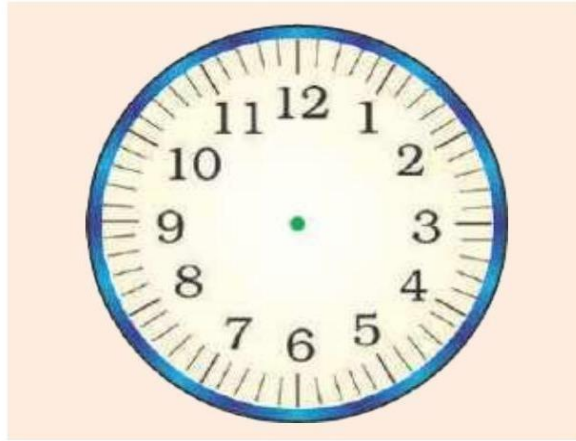
Soap

Teacher's Instructions-The words and pictures above are related to the theme of food and health. Help participants read the words. Encourage them to use their increasing word vocabulary and letter knowledge in addition to guessing based on the picture.

Also discuss about local foods, local health issues, cleanliness etc

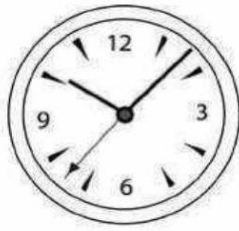
Let's go by the clock

There are usually 12 digits on the dial of a watch. There are 4 short lines between every two digits



How many lines are there in the whole dial? Count and tell.

There are two or three types of hands that spin on the dial of the watch.



Clock with three hands



Clock with two hands

The shortest and the thickest hand of the clock is the hour hand. It denotes the hour. The hour hand takes 1 hour to move from one number to another. It completes one round in 12 hours.

How many rounds the hour hand rotate in 24 hours or 1 day?

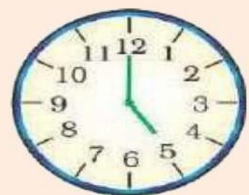
The longest and thinnest hand is the minute hand. It denotes the minute. The minute hand takes 5 minutes to move from one number to another. It completes one round in 60 minutes. The thinnest and longest is the Second hand. It runs the fastest. It denotes second.

60 minutes makes 1 hour.

How many minutes are there in 3 hours?

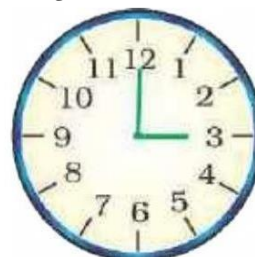
$$3 \times 60 \text{ or } 60$$

$\times 3$



What time is it in the clock...?

When the minute hand is at 12, and the number at which hour hand is placed shows that time. For example, if the hour hand is at 3 and the minute hand is at 12, then it will be three o'clock.







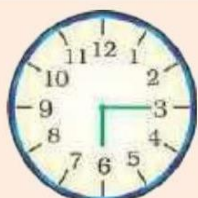


















Teacher Instruction— Motivate participants to learn to tell time by looking at the clock and develop an understanding of measurement of time and the relationship between hours and minutes. They may allowed to tell in local dialect.

Digital Clocks

- In digital clocks, the time is written directly.
There are digital clocks in railway stations, mobile phones etc.
- What time is it in these clocks?



06:40	07:45	12:45	06:20
time	time	time	time



Let us try now (guess first and then find out using the clock)

How long does it take to eat food?

 Minutes

How long does it take you to take bath?

 Minutes

- I slept at night and woke up at In the morning. I slept hours in a day

- In a village, school starts at and ends at . The school runs for hours in a day.

Teacher instruction — Encourage participants to look at and write the time on a digital clock and normal clock.

PRACTICE EXERCISE

1. Write a word using each of the following letters :

S: _____

U: _____

W: _____

2. Complete the sentences using correct words from those given below:

15th August, Patients, Fruit, Cartoon

(a) Mango is _____

(b) A Doctor is a person who treats _____

(c) Independence Day is celebrated on _____

(d) Mickey Mouse is a _____

3. Write meaningful sentences using each of the following:

(i) Apple _____

(ii) Ball _____

(iii) Cat _____

4. Write the time shown in the clocks given below:



----- Hours Minutes



----- Hours Minutes

5. Write the time shown in the clocks given below:



----- Hours Minutes



----- Hours Minutes

6. There are 60 minutes in 1 hour. How many minutes are there in 3 hours?

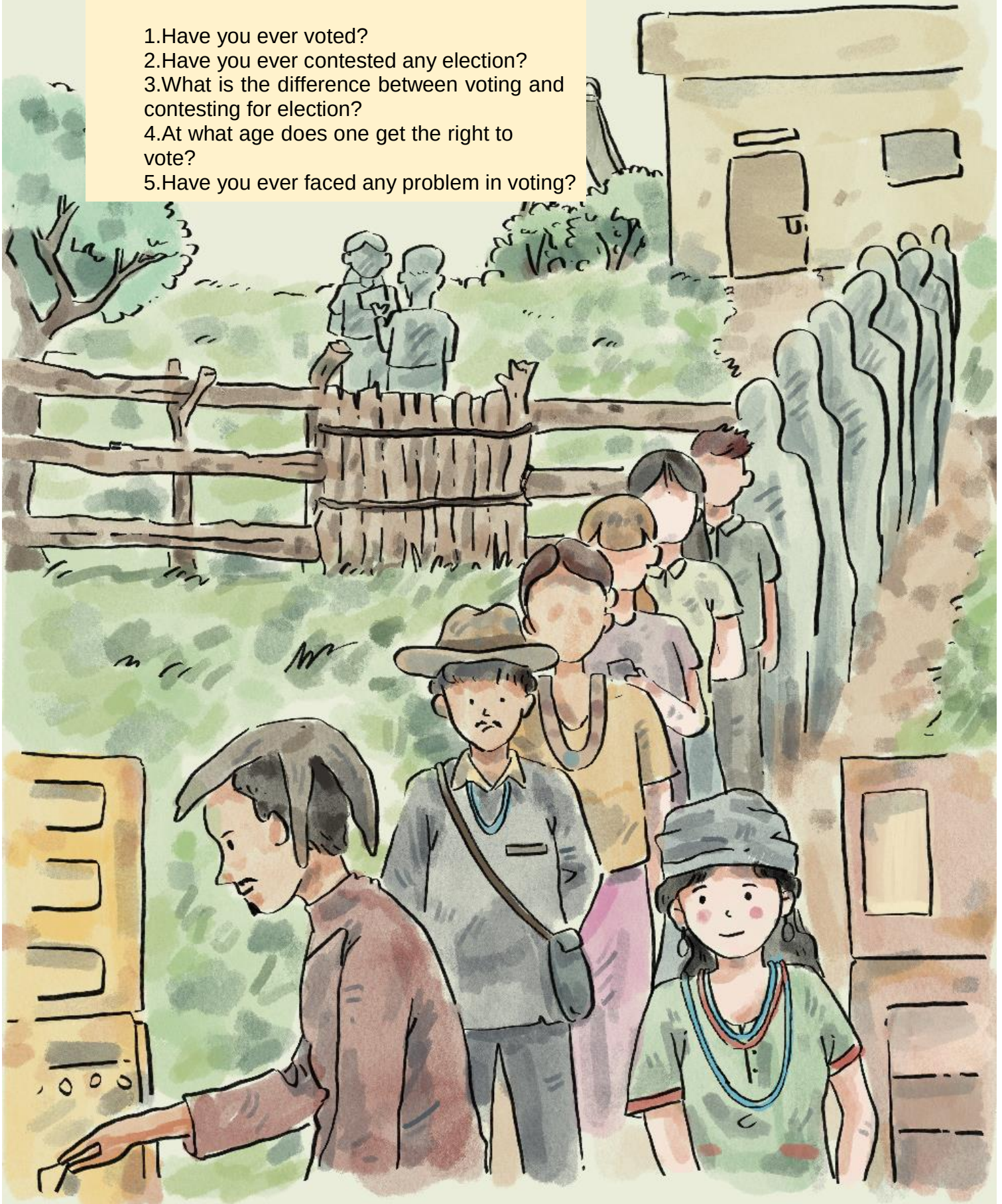
.....

7. Fill in the blanks.

- a) The minute hand of a watch takes minutes going from one digit another digit.
- b) The hour hand takes revolution of dial of watch in 24 hours.

For talk

1. Have you ever voted?
2. Have you ever contested any election?
3. What is the difference between voting and contesting for election?
4. At what age does one get the right to vote?
5. Have you ever faced any problem in voting?



voting



6.VOTING

We will learn

- * Use of measurement of time (12 and 24 hours clocks)
- * To make the understanding of information given on Calendar, Rail ticket and rail routine.

Guess from the picture and read



Polling Booth



CANDIDATE



Vote



EVM Machine



Election officer



Identity Card



Ballot list



Voting Ink

Teacher- Instruction - Have participants take turns to identify all the pictures. Related words are mentioned in below given pictures. Ask them to read the words below

You are a voter

Your name can be included in the voter list, if you-



Are Indian citizens



Are resident of the polling area



You must have turned 18 on that
1st January



A person who is not mentally
healthy or involved in any crime
related to elections.

NOTA - if you do not want to vote for any candidate, then press the NOTA button

Ques 1. Do you have voter card?

ques 2. What is the name of your polling area?

Ques 3. What do you need to be able to vote?

Teacher- instruction- some instructions related to voting are given above. Ask participants to read and help when needed.

Observe, read and discuss with each other



**Quit all your work. Let's
vote first.**



My Words

Teacher -Instruction- Discuss the topic 'Voting'. Ask the participants to write 3–4 words related to the topic. These words can also be of their own language, such as 'vote for', 'vote reading' etc.

24-hour Clock

There are 24 hours in a day. Usually we see time with 12-hour clock. Its hour hand makes two rounds of the whole clock in a whole day. One round takes 12 hours, then another round begins. In this clock, before noon (morning AM) and after noon (Evening PM) have to be written while the 24-hour clock shows the full 24 hours from 12 midnight to midnight. Like 5 pm will be shown in 24-hour clock as 17:00 and it is used in places like railway station, airport, etc.

Time Table

Lobsang will travel from New Delhi to Prayagraj Junction by boarding the Mahabodhi Express. In the time table of this train, the time has been given according to a 24-hour clock.

12398 Schedule of Mahabodhi Express

Sl. No	Name of the Station	Time of Arrival	Time of Departure	Distance (In Km)
1.	New Delhi	_____	12:10	_____
2.	Aligarh Jn.	13:51	13:53	131
3.	Kanpur Central	17:30	17:40	440
4.	Prayagraj Junction	20:10	20:15	635

Refer to the time-table given above and tell

1. When will Lobsang reach Prayagraj Junction? What time will it be then on a 12-hour clock?
2. How much time will it take to reach Prayagraj Junction from New Delhi?
3. What is the distance between Delhi to Prayagraj Junction?
4. How far is Aligarh Junction from Prayagraj Junction?

Teacher instruction—Inspire the participants to be able to tell the time in 24-hour clock and 12-hour clock and convert the time given in 24-hour clock to 12-hour clock. Give opportunities to practice using railway time table. *Local examples may be given to participants .*

Railway ticket

Let us see the sample of Lobsang's train ticket—

Departure date

PNR

TRAIN NUMBER

Total Distance

Ticket Number

Train Name

Departure Station

Prayagraj Jn.

Coach number

seatnumber

age

Destination Station

rent(in Rs)

Sample ticket

1. What is the name of Lobsang's train?
2. What is train number?
3. What is the Coach number?
4. What is the seat number?
5. What is the age of Lobsang?
6. What is the cost of Delhi to Prayagraj Jn ticket?



BY giving Rs 500 for the ticket



BY giving Rs 2000 for the ticket

CALENDAR

There are 12 months in a year. Some months are of 30 days, some of 31 days. The month of February has 28 or 29 days. The first month of the year is January and the last month is December.

The year which divides by 4 completely, that month February has 29 days. Like in 2016 and 2020

February had 29 days. February will have 29 days in 2024 and 2028 as well.

There are 365 days in a year. The year in which the month of February is 29, there are 366 days in that year.

We all know that there are 7 days in a week. The first day of the week is Monday and the last day is Sunday. In the calendar, every month of a year has its own account. For example, how many weeks will be there in a month, what day will be there on the given date, etc.

Let us look at the given calendar and understand-

2022

JANUARY							FEBRUARY							MARCH							APRIL						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
26	27	28	29	30	31	1	30	31	1	2	3	4	5	27	28	1	2	3	4	5	27	28	29	30	31	1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	1	2	3	4	5	27	28	29	30	31	1	2	24	25	26	27	28	29	30
30	31	1	2	3	4	5	6	7	8	9	10	11	12	3	4	5	6	7	8	9	1	2	3	4	5	6	7
MAY							JUNE							JULY							AUGUST						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7	29	30	31	1	2	3	4	26	27	28	29	30	1	2	31	1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31	1	2	3	4	26	27	28	29	30	1	2	24	25	26	27	28	29	30	28	29	30	31	1	2	3
5	6	7	8	9	10	11	3	4	5	6	7	8	9	31	1	2	3	4	5	6	4	5	6	7	8	9	10
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	31	1	2	3	25	26	27	28	29	30	1	30	31	1	2	3	4	5	27	28	29	30	1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30	1	23	24	25	26	27	28	29	27	28	29	30	1	2	3	25	26	27	28	29	30	31
2	3	4	5	6	7	8	30	31	1	2	3	4	5	4	5	6	7	8	9	10	1	2	3	4	5	6	7

Look at the calendar and tell

- How many Sundays will be there in this month?
- What day will it be on 17th August?
- Which date will be on the fourth Saturday of the month?
- Will 19th be Monday?
- If Lobsang starts the journey on 6th and ends on 15th, then for how many days did he travel? How did you know?
- On what day will this month end?
- Sonam gets Friday off. Will Sonam get 5 off in this month?

Teacher Instruction—Encourage the participants to calculate the number of days between two given dates with the help of a calendar.

PRACTICE EXERCISE

1. Encircle the letters 'C' and 'X' in the given words:

C

CAT

PACK

PACE

X

BOX

HEXAGON

REMIX

2. Make sentences matching Group A with Group B by drawing lines.

Group-A	Group-B
(a) A parrot	in its shell
(b) We chew our food	bad for health.
(c) International Yoga day is celebrated on	with our teeth.
(d) Smoking cigarette is	can mimic humans.
(e) A tired tortoise sleeps	21st June every year

3. Look at the picture, mark (✓) against the correct statement and mark (x) against the incorrect statement.



- 1) We can deposit money in a bank ()
- 2) Social distancing is not compulsory in bank ()
- 3) Bank can provide home loans ()

4. Fill in the blanks

- a) There are hours in one day.
- b) The hour hand of clock make revolution in one day.
- c) There are months in one year.
- d) There are days in one year.

7 Legal Information

Let's learn

□ Legal information about different things.

Guess the picture and read



Police Station



Court



Law



Public Prosecutor



Notary



Court



Family Court



FIR

Read and write the words related to law from the words given below-

Acquitted	Voter	Court Case	Appeal	Arrested	Kotwali
Application	Witness	Foreclosure	Lawyer	Warrant	Accused
Imprisoned	Date	Crime	Court	Complaint	Guilty
Custody	Criminal	Judge	Bail	Client	Multavi
Bell	Found	Journal	Rejected	Punishment	Storehouse
Appeal	Pawn	Bond	Patrol	Arrest	Crime

Cheques can be used to withdraw money from a bank account by you or make payments to someone else. See the picture and practice filling the Cheque.

Amount in words **Recipient's name (If paying to someone else)** **Date of filling the amount**

To deposit money in a bank account, a deposit slip has to be filled. Understand the deposit slip by looking at the picture.

Bank account number **Cheque number** **Account holder's signature**

Account Holder's Name **Date** **Amount in words** **Branch** **Number** **Name**

Amount in figures **Amount in words** **Mobile/Telephone No.** **Signature of the depositor**

Just as a slip has to be filled to deposit money in a bank account, similarly a slip has to be filled to withdraw money from the bank account. Look at the picture and try to understand it.

Withdrawal Slip

branch

Amount in numbers

Mobile No.

Account Holder's Name

Account Number

Amount in words

Date

Signature of the Account Holder

Omo has to give a cheque of ₹ 7300/- to Yadi. Help Omo to fill the cheque.

भारतीय स्टेट बैंक
State Bank Of India

PAY को या उनके आदेश पर OR ORDER

रुपये RUPEES

अदा करें ₹

VALID FOR Rs. 1000000/- & UNDER

Prefix : 15159000002

MULTI-CITY CHEQUE Payable at Par at All Branches of SBI

Please sign above

950020 695002032 002860 31



Week **1** Helpline Number: **1930**

**Beware of Softwares
that are available for
free!**

Complaint: <https://cybercrime.gov.in> Guidelines for School System: <https://ciet.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=ekid-in>

Week **5** Helpline Number: **1930**

**NEVER share your
PIN/OTP/Account details
with unknown person.**

Complaint: <https://cybercrime.gov.in> Guidelines for School System: <https://ciet.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=ekid-in>

Week **7** Helpline Number: **1930**

**Your brain is the
best place to remember
your passwords**

Complaint: <https://cybercrime.gov.in> Guidelines for School System: <https://ciet.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=ekid-in>

Week
10

Stylus Number:
1930



**Do not open/click links
in spam messages**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ict.nic.in/pages.php?fb-book-let-on-cyber-safety&security&crime&news>

Week
11

Stylus Number:
1930



**Do not believe everything
you read online**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ict.nic.in/pages.php?fb-book-let-on-cyber-safety&security&crime&news>

Week
14

Stylus Number:
1930



**Think twice before posting
personal pictures online**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ict.nic.in/pages.php?fb-book-let-on-cyber-safety&security&crime&news>

Week
20

Stylus Number:
1930



**If you are a victim of
any cyber crime,
report it immediately**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ict.nic.in/pages.php?fb-book-let-on-cyber-safety&security&crime&news>

Week
24

Helpline Number:
1930



**Never share your
mobile devices with
strangers**



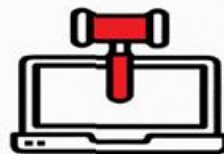
Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ciset.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=en&in=en>

Week
28

Helpline Number:
1930



**Be aware of the cyber laws
and follow them while
you are online.**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ciset.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=en&in=en>

Week
38

Helpline Number:
1930



**Never share personal
information with
anyone on internet**



Complaint:
<https://cybercrime.gov.in>



Guidelines for School System:
<https://ciset.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=en&in=en>

Week
43

Helpline Number:
1930



**Beware of free online offers
promising you gifts**



Complaint:
<https://cybercrime.gov.in>

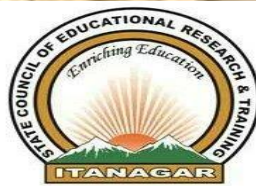


Guidelines for School System:
<https://ciset.nic.in/pages.php?id=book-let-on-cyber-safetysecurity&in=en&in=en>

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