ULLAS

Concise Primer

ULLAS - Nav Bharat Saaksharta Karyakram



A H Y
m J c W
X g b Z
Q p d N
r

State Centre for Literacy, State Council of Educational Research and Training, Assam

ULLAS

Concise Primer

ULLAS - Nav Bharat Saaksharta Karyakram

State Centre for Literacy
State Council of Educational Research and Training, Assam

My Book

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Free Textbook

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FOREWORD

The real progress of our nation can only be achieved when every citizen attains a basic level of literacy including financial, digital and life skills enabling them to actively contribute to their personal growth. and development of a nation. The Government of India has approved a centrally sponsored scheme on Education for All, also known as ULLAS (Understanding of Lifelong Learning for All in Society) with the tagline "Jan Jan Sakshar". The scheme aligns with the recommendation of the National Education Policy (NEP) 2020 and aims to empower persons aged 15 years and above who have not received formal schooling and integrate them with the mainstream society so that they can contribute effectively for the growth of the country. The scheme consists of five components – foundational literacy and numeracy, critical life skills, basic education, vocational skills and continuing education.

State Literacy Mission Authority (SLMA) of Government of Assam has launched the ULLAS programme with the above objectives. Similarly, the State Centre for Literacy (SCL) has been established by SCERT, Assam for undertaking the academic activities. As the first step, the primer UDAY has been published in four parts in Assamese, based on the primer UJJAS published by Cell for National Centre for Literacy (CNCL), NCERT, New Delhi.

A concise version of UDAY renamed as ULLAS has been published. ULLAS is an introductory primer which covers knowledge of alphabet , numeracy and practical life skills. It is expected that the volunteer teachers will help the learners to achieve the learning outcomes through experiential learning methods. Appropriate instructions have also been incorporated in the introductory primer to engage the learners effectively.

It is the need of the hour that, every citizen of our country can contribute to the skill based economy through educational upliftment. The Government of Assam under the leadership of Hon'ble Chief Minister Dr. Himanta Biswa Sarma is working hard to achieve the above objectives. Hon'ble Minister of Education Dr. Ranoj Pegu has successfully implemented the ULLAS programme with co-operation of departmental advisors and officers. They have facilitated to set up the State Centre for Literacy (SCL) to carry out the educational activities of the programme. The Directorate of Non-Formal and Adult Education has prepared a framework for the implementation of the programme. Similarly, at the district level, education officers under the supervision of the District Commissioner have initiated concerted efforts with the active co-operation of DIETs and education blocks.

Dr. Nirada Devi
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Few Words for the Volunteer Teachers

Foundational literacy and numeracy is an important part of education for all. Its objective is to literate those learners of 15 years of age and above who are educated with life experience but have no knowledge of the alphabet, or who are non-literate. Under the ULLAS - Nav Bharat Saaksharta Karyakram , literacy and numeracy skills are to be imparted to the learners who are unable to continue their schooling for any reason. In this regard various initiatives have been taken to reach out to the learners by establishing social awareness centers (Samajik Chetna Kendra) under ULLAS - Nav Bharat Saaksharta Karyakram. However, it is important to take into consideration, the age differences, background and occupation of the learners while teaching them.

It is important to be kept in mind that these learners are intelligent, enriched with life experiences. They also have the skills to face and adapt to various adverse situations in life. In all probability most of the learners would have household responsibilities as well as engaged in various vocations. Our goal is to facilitate their reading, writing and basic mathematics for daily living through which they can expand and utilise their skills and experiences. This will in turn boost their confidence.

It may come to one's notice that although the learners are able to understand and speak English, they may face difficulties in many areas of life due to lack of formal education. Some learners may have knowledge of the alphabet or verbal calculation ability or may engage in informal methods of calculations or recognize numbers. Under such circumstances, the voluntary teachers need to impart numerical knowledge by building and enhancing their mathematical understanding.

The lessons in this primer aim to teach reading and writing new letters, words and sentences in the English language through pictures, stories, poems or any other interesting materials relevant to the lessons. Numerical knowledge and mathematical problem solving is also taught through these materials. To focus on the teaching points, additional local resources may be used. Moreover, reading materials may be developed taking into consideration the level, abilities and needs of the learners.

While lesson transaction, the pictures, posters and paintings need to be fully utilised. These pictures will help learners to learn reading and writing through guesswork. Images may represent a particular situation or an event. As per requirement these pictures can be used in different ways like conversation on the picture, making inferences and story making from the picture and so on.

As a volunteer teacher it is important to keep in mind the following aspects -

- It is to be noted that the targeted learners are 15 years and above with varied life experiences. Therefore while transacting lessons to them, their real life experience and knowledge should be respected.
- Most of target learners perform their day to day tasks by themselves in their own way. Their efficiency must be appreciated.
- Once the learners are able to understand the importance of foundational literacy and its applicability in their lives, they will be more interested in learning. Hence, the volunteer teachers need to be fully prepared and put their sincere efforts.

‘ ULLAS’ is an integrated primer on English language and numerical knowledge. Each of its lessons has ample opportunities to develop English language skills and Mathematical skills. In the concise primer ‘ULLAS’ space has been provided to write the name, address, contact number of the learners. The learners may not be able to write them on their own. The teacher should guide them by first showing them the spelling and numbers individually and then letting them to imitate the same.

At the end of the ULLAS primer, all the alphabet of English language and numbers 1 to 100 are given. Its purpose is to make the learners read and recall it in serial order. However, the alphabet are to be introduced as per relevance with daily life. Once the letters are introduced, gradually words and spellings are to be taught. However, learners who are already aware about alphabet may be given the Alphabet Chart at the initial stage.

Regular use of alphabet and numerical charts will improve the learner’s reading, writing, and numerical skills. They will learn to recognise, read and write letters by guessing them from this practice. Efforts can also be made to introduce language games like Alphabet Mesh for identification of letters. It will make reading and writing easier. To teach numerical concepts, examples can be cited from daily life as much as possible, like exchanging money while buying and selling goods. Numbers can be explained through the use of mobile phone. Some of the learners may already have certain knowledge on counting. For them, hands on examples on counting objects can be given. Moreover, concepts like units and tens, reading digital clock (both in 12 and 24 hour formats) has also been introduced in the primer.

‘ULLAS’ also includes topics related to important life skills like measurement, calendar, legal information, financial literacy, voting, cyber safety etc. The learners need to be taught about filling cheque books, deposit slips, withdrawal slips, account opening form etc

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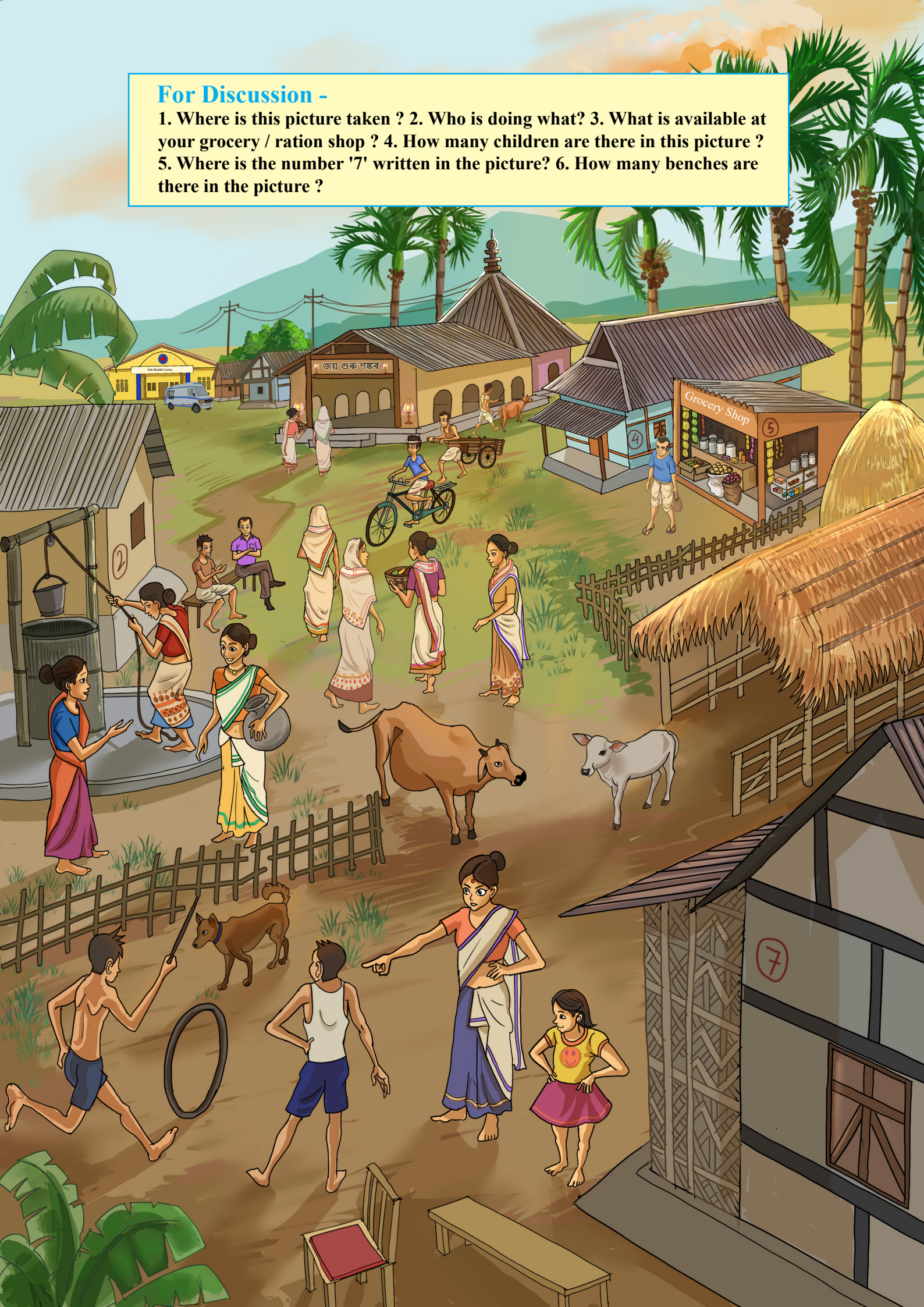
- U,V,W
- Time (hours, minutes and seconds)
- Converting time units
- Identifying and writing digital numbers
- Information on calendars, timetables and train tickets

7. Legal Information 84-103

- X,Y,Z
- Reading, Understanding and fill out bank related forms (Cheque, Deposit slip and Cash Withdrawal slips)
- ATM, BHIM App
- Mobile, cyber security related Information

For Discussion -

1. Where is this picture taken ? 2. Who is doing what? 3. What is available at your grocery / ration shop ? 4. How many children are there in this picture ? 5. Where is the number '7' written in the picture? 6. How many benches are there in the picture ?



1 Family and Neighbourhood

We will learn

A B C D

- Recognizing, Reading and Writing numbers from 1 to 20

Identify the pictures and read -



Shop



Family



House



Neighbour



Public



Lane

Instruction to Teachers - Let each learner identify the pictures one by one. Related words are given with each picture. Make them read the words loudly by putting fingers on them.

Let's read and write -









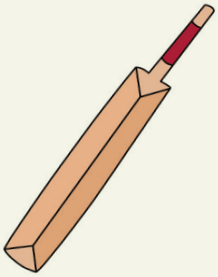
a

Assam Apple Ant

A









b

Ball Bat Bus

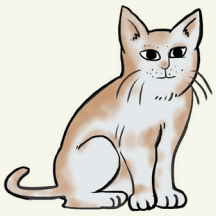
B

Instruction to Teachers - Let the learners identify the pictures one by one. Explain the differences of sounds and shapes of letters. Let them write the letters.

Let's read and write -

C

c



Cat



Car



Cake

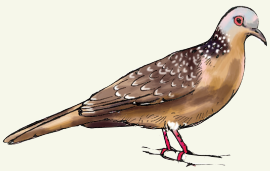
C

D

d



Dog



Dove



Doll

D

Identify the words and encircle them -

Ant	Add	Ass
Bag	Bat	Bad
Cap	Can	Cat
Dog	Dot	Doll

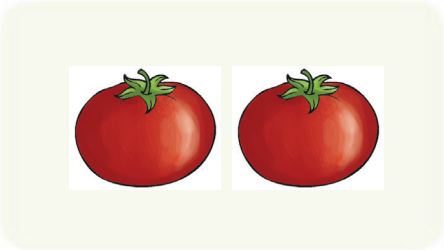
A	C	O	W	D	N	T	E
B	U	S	T	S	C	D	O
E	P	P	B	A	T	O	S
D	E	C	L	T	P	L	T
W	I	S	A	P	P	L	E

Count and recognize numbers -



1

One Boat



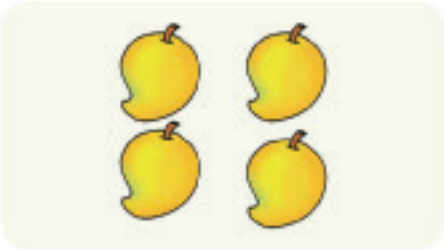
2

TwoTomatoes



3

Three Flowers



4

Four Mangoes



5

Five Houses



6

Six Birds



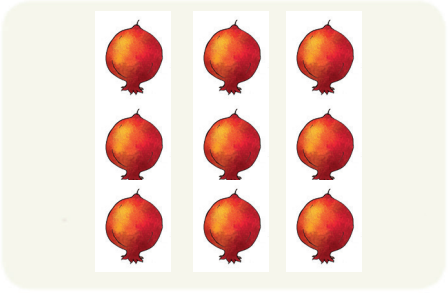
7

Seven pots



8

Eight Taps



9

Nine Pomegranates

Instruction to Teachers - Let the learners count the objects shown in pictures and identify them. Give opportunities to the learners to count objects around them such as total number of persons in their room etc.

Read the numbers and write -

1 1 ____ 6 6 ____

2 2 ____ 7 7 ____

3 3 ____ 8 8 ____

4 4 ____ 9 9 ____

5 5 ____

Which number is located where in the mobile phone ? Write the correct number in blank spaces -



Instruction to Teachers - Try to motivate the learners to identify the patterns in which the numbers are written in the keypad of the mobile and make them write numbers from 1 to 9 on the basis of that. Help them to say the numbers first and then let them write over the dotted line.Give enough time to those learners who require more practice to learn.

Look at the picture, count and write -

Ratan's family is travelling by a bullock cart.



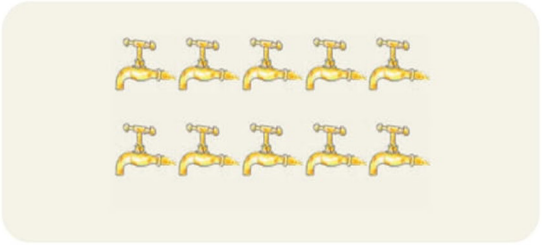
- How many people are there in the cart ?
- How many men are there in the cart ?
- How many women are there in the cart ?
- How many watermelons are there in the basket ?
- How many wheels are there in the cart ?
- How many lanterns are there in the cart ?

Write numbers in blank spaces and complete the series -

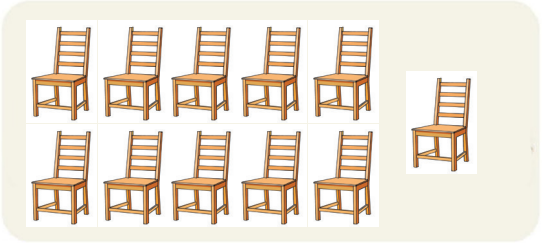
1		3	4		6			9

Instruction to Teachers - Let the learners practice to count the objects and write the correct number.

Let's count together -



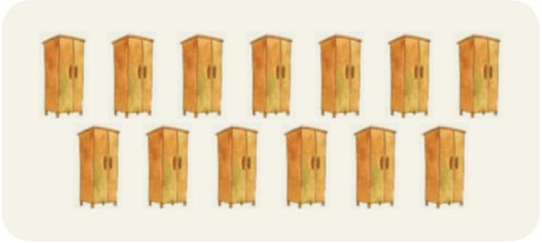
Ten Taps 10



Eleven Chairs 11



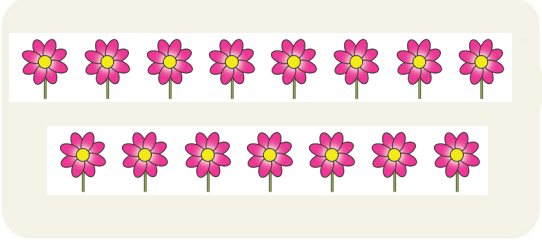
Twelve Leaves 12



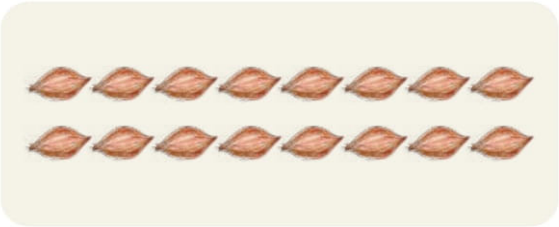
Thirteen Almirahs 13



Fourteen Kites 14



Fifteen Flowers 15



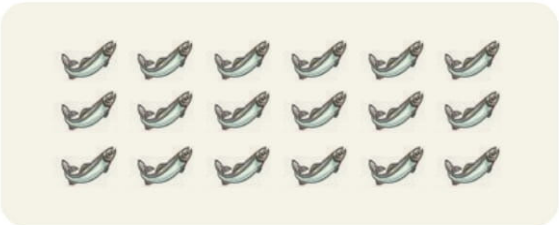
Sixteen
Coconuts

16



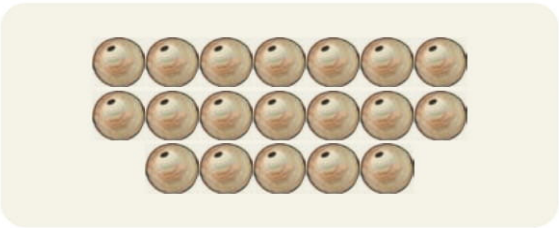
Seventeen
Pomegranates

17



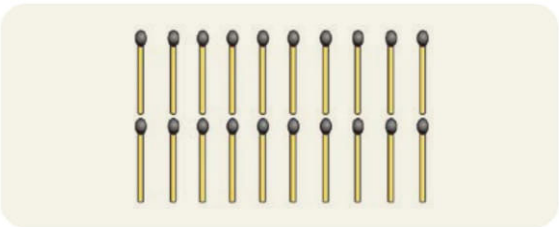
Eighteen
Fishes

18



Nineteen
Pearls

19



Twenty
matchsticks

20

- **Write numbers in blank spaces and complete the series**

10		12		14	15		17			20

Instruction to Teachers- Encourage the learners to count the number of objects given in the pictures. Also, let them count the number of different objects available around them.

WORKSHEET

1. Identify the letter in the given words and encircle them :

D - DOLL	**BED**
B - BAG	**RUB**
C - CAT	**CUPCAKE**
A - AXE	**YOGA**

2. Look at the pictures and fill in the blanks :



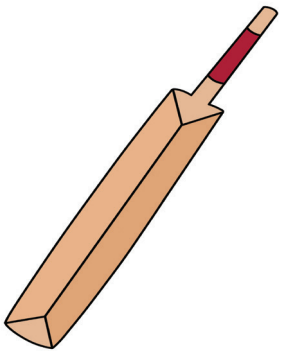
__ ALL



__ AT

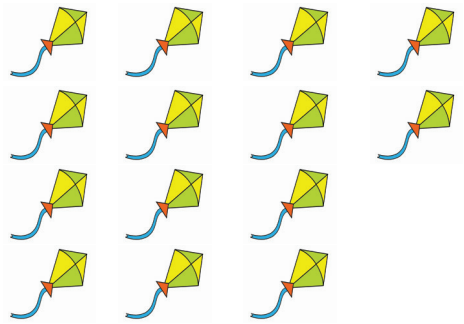
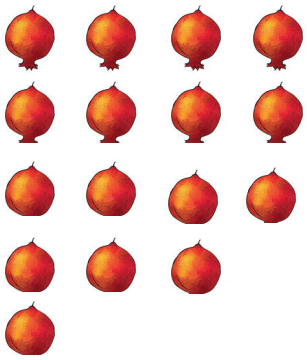
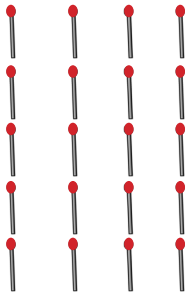


__ OLL



__ AT

6. Count and write the numbers :

7. Complete the sequence by writing numbers in the blank space:

10		12		14	15		17			20

1. What are the different methods shown in this picture to convey our message to others ?
2. Have you ever visited a post office?
3. For what purposes do you visit a post office ?
4. What are the ways through which we get news ?
5. For what other purposes mobile phone is used besides talking ?



2 Conversation

We will learn

E F G H

- Recognizing, reading and writing numbers from 21-50
- Addition and Subtraction of numbers upto 50
- Counting in units and tens

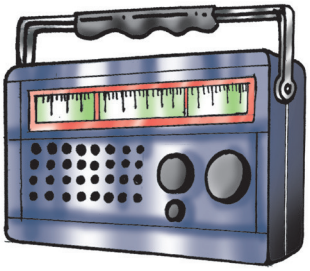
Identify the pictures and read -



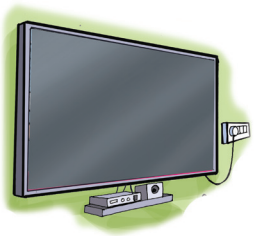
Newspaper



Post box



Radio



Television



Conversation



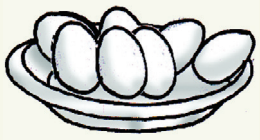
Mobile phone

Instruction to Teachers - Let the learners identify the pictures and read them.

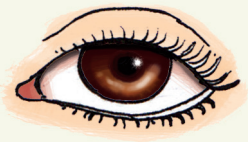
Let's read and write -

E

e



Egg



Eye



Eagle

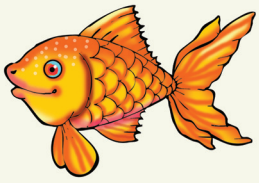
E

F

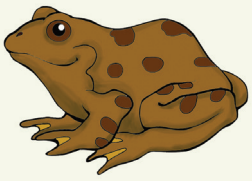
f



Fan



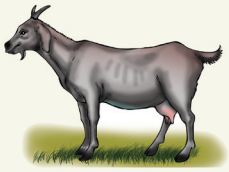
Fish



Frog

F

G g



Goat



Glass



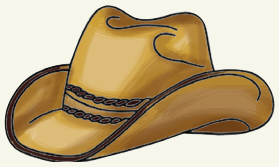
Globe

G

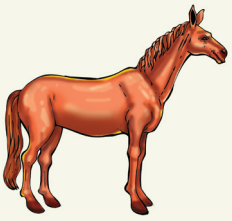
H h



House



Hat



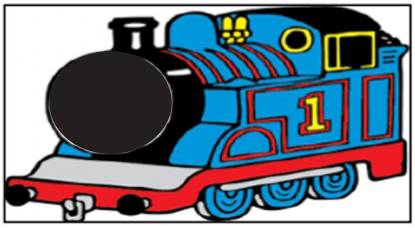
Horse

H

Look at the sentences and read aloud -

- The goods train is passing by.
- Dhunu has gone to get vaccinated.
- Runjun is eating sweets.
- Geeta has written a letter to her father.
- There are many people in the bus.

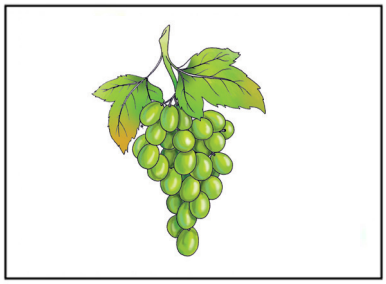
Write the names of the given pictures -



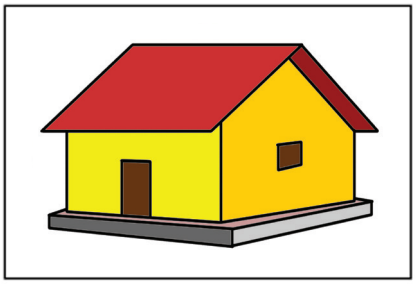
.....



.....



.....



.....

Look at the picture and count -

- There are five members in Minati's family. Today four more persons have come to her house. Now, altogether how many persons are there in Minati's house ?

 and  Altogether 

5	Persons and	4	Persons make	9	Persons
5	+	4	altogether	9	
5	+	4	=	9	

5 + 4 = 9 or $\begin{array}{r} 5 \\ +\,4 \\ \hline 9 \end{array}$

Let's do the addition -

$\begin{array}{r} 13 \\ +\ 2 \\ \hline \end{array}$ $\begin{array}{r} 15 \\ +\ 3 \\ \hline \end{array}$ $\begin{array}{r} 12 \\ +4 \\ \hline \end{array}$

7+2 = ☐

13+4 = ☐

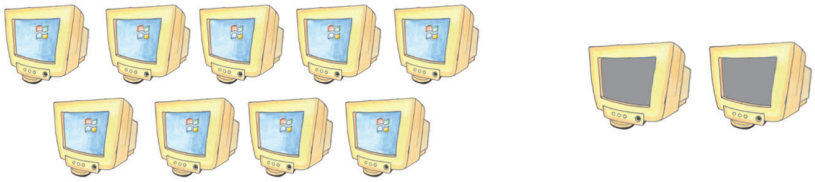
- The postman distributed 8 letters on the first day. On second day, he distributed 3 letters. How many total letters were distributed by the postman in two days ?

_____

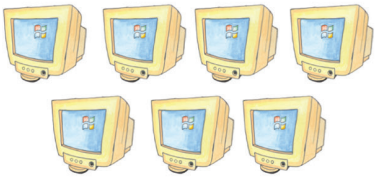
Instruction to Teachers - Give the learners the opportunity to count by looking at the pictures so that they can recognise numbers from 10 to 20. In mathematics, ' + ' is plus sign (used for addition) ; ' - ' is minus sign (used for subtraction) and ' = ' is equal sign.

Look at the picture and count -

- Two out of nine computers are damaged. Now, how many computers are in working condition ?



Out of _____ computers _____computers are damaged



_____computers are working

9	computers	–	**2**	damaged computers	=	**7**	Working computers
9		–	**2**	Left	=	**7**	
9		–	**2**		=	**7**	

9 – 2 = 7 or

$$\begin{array}{r} 9 \\ -\ 2 \\ \hline 7 \end{array}$$

Let's do the subtraction -

$$\begin{array}{r} 9 \\ -\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 6 \\ -\ 2 \\ \hline \end{array} \qquad \begin{array}{r} 8 \\ -\ 4 \\ \hline \end{array}$$

5 - 2 = ☐

7 - 3 = ☐

- Mary had 10 Rupees. She bought bananas with 5 Rupees. Now, how much money does she have ?

Instruction to Teachers - In our daily lives, we require to add 2 digit numbers. Encourage the learners to do this by adding different numbers. Subtraction upto 9 can also be introduced.

Let's do the exercise -



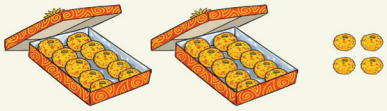
20 + 1 = 21
2 tens and 1 ones — Twenty one



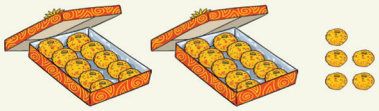
20 + 2 = 22
2 tens and 2 ones — Twenty Two



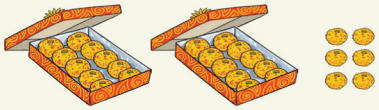
20 + 3 = 23
2 tens and 3 ones — Twenty Three



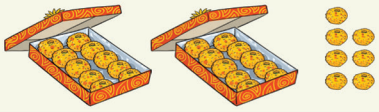
20 + 4 = 24
2 tens and 4 ones — Twenty Four



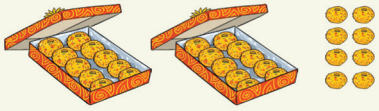
20 + 5 = 25
2 tens and 5 ones — Twenty Five



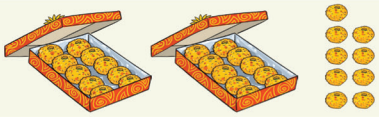
20 + 6 = 26
2 tens and 6 ones — Twenty Six



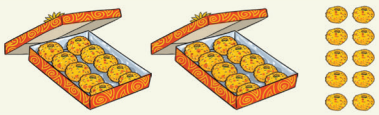
20 + 7 = 27
2 tens and 7 ones — Twenty Seven



20 + 8 = 28
2 tens and 8 ones — Twenty Eight



20 + 9 = 29
2 tens and 9 ones — Twenty Nine



20 + 10 = 30
2 tens and 10 ones or 3 tens — Thirty

Instruction to Teachers - Encourage the learners to write succeeding numbers as shown above.

Let's add ones and tens digit -

30	+	1	=	31	40	+	1	=	41
30	+	2	=	32	40	+	2	=	42
30	+	3	=	33	40	+	3	=	43
30	+	4	=	34	40	+	4	=	44
30	+	5	=	35	40	+	5	=	45
30	+	6	=	36	40	+	6	=	46
30	+	7	=	37	40	+	7	=	47
30	+	8	=	38	40	+	8	=	48
30	+	9	=	39	40	+	9	=	49
30	+	10	=	40	40	+	10	=	50

Let's do the exercise -

- There are 10 numbers of matchsticks in a match box. Write the total number of sticks in the box.

		Or ☐ + ☐
		Or ☐ + ☐

Let's do the exercise -

- Calculate and write the total amount by adding 10 Rupee notes and 1 Rupee coins. First one is done for you.

	10 Rupee notes		1 Rupee coins		Total
(a)		+		=	34
(b)		+		=	

Let's do the addition -

40	30	40	25	32
+ 5	+ 7	+ 10	+ 12	+ 15
____	____	____	____	____
____	____	____	____	____

27 + 12 = ☐ 32 + 11 = ☐

22 + 14 = ☐ 15 + 25 = ☐

Let's do the subtraction -

48	36	42	49
− 32	− 13	− 21	− 19
____	____	____	____
____	____	____	____

39 − 23 = ☐ 45 − 31 = ☐

29 − 12 = ☐ 37 − 15 = ☐

Let's count notes and coins -

- You have a few 10 Rupee notes and 1 Rupee coins with you. To pay the shopkeeper for purchasing different items, write the required numbers of notes and coins in the given boxes.

Price	Items	Number of 10 Rupee notes	Number of 1 Rupee coins
₹50	Peas		
₹42	Cake		
₹29	Mung		
₹15	Banana		

Instruction to Teachers - Inform the learners that counting in groups of 10 makes counting large number easier. The learners should also develop the understanding that 'ten-ones' makes a 'one ten' unit.The symble of rupee is ₹.

WORKSHEET

1. Identify the given letters and circle them -

F	————	FAN	GIFT
G	————	GIRL	LEG
H	————	HEN	FISH

2. Look at the picture and fill in the blanks -



C___T



GO___T



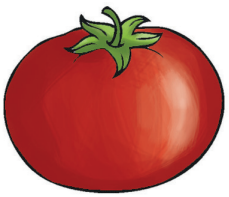
E___G



___UT

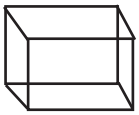


___AR



___RUIT

3. Write the picture's name -



_____



_____



_____

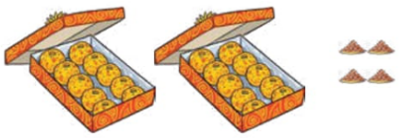
4. Add-

13 + 32 = ____	36 + 4 = ____	20 + 15 = ____	27 + 12 = ____	32 + 11 = ____

5. Subtract-

9 - 3 = ____	8 - 4 = ____	36 - 12 = ____	45 - 21 = ____	37 - 15 = ____

6. Count and write -

 = _____

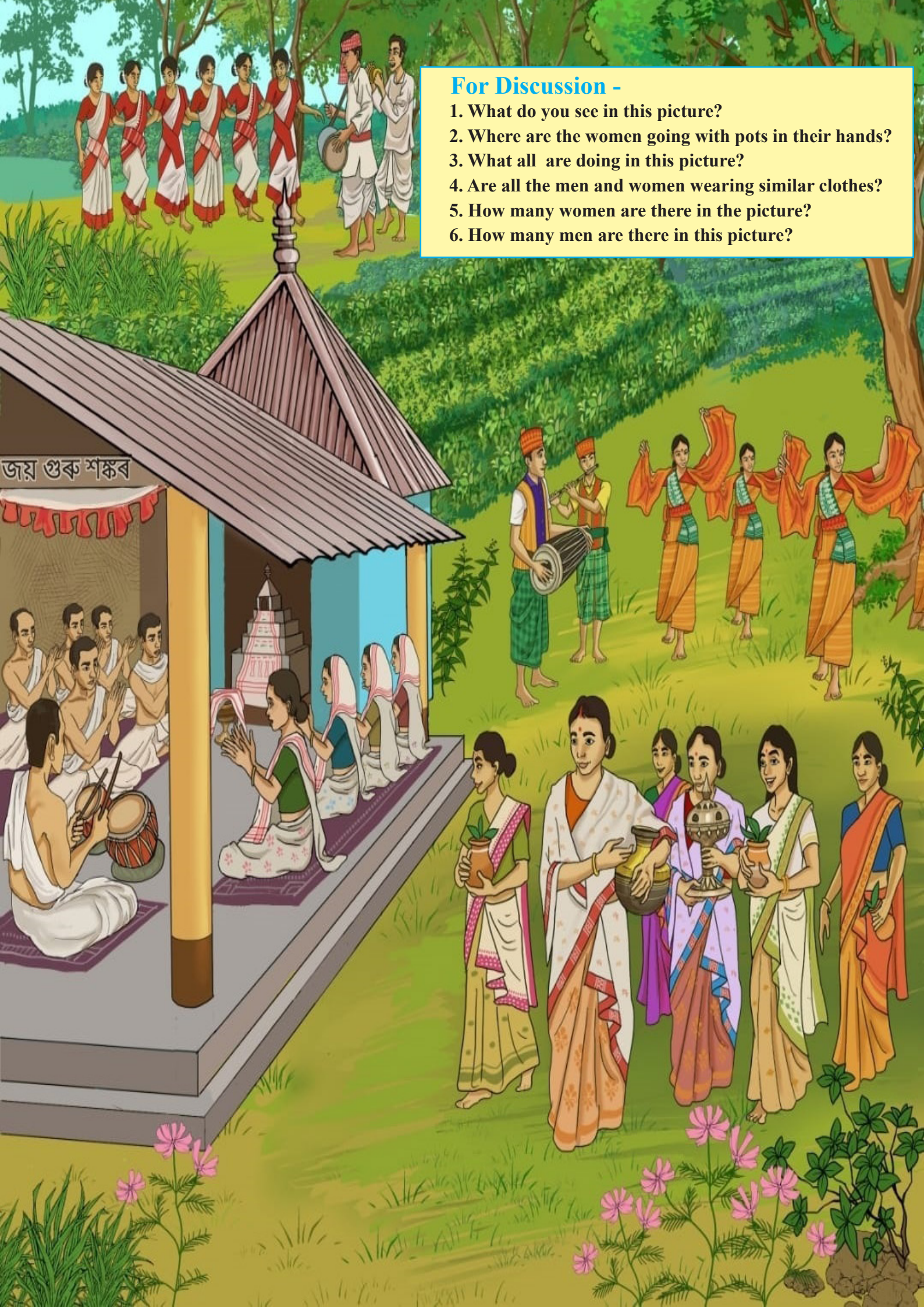
7. Fill in the blanks -

30 + 5 = _____ 40 + 5 = _____

40 + 2 = _____ 40 + 10 = _____

8. Write the numbers of coins or notes in the box -

Value in Rupees	10 Rupee notes / coins	1 Rupee notes / coins
42		
29		



For Discussion -

1. What do you see in this picture?
2. Where are the women going with pots in their hands?
3. What all are doing in this picture?
4. Are all the men and women wearing similar clothes?
5. How many women are there in the picture?
6. How many men are there in this picture?

3 Our Lifestyle

We will learn

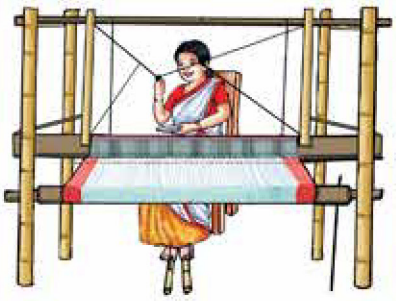
I J K L

- Recognizing, Reading and Writing numbers (51-100).
- Counting in unit, tens and hundred (place value).
- Addition and Subtraction of 2 digit numbers.
- Multiplying one digit numbers.
- Counting in groups of 100-100.

Identify the pictures and read -



Wedding



Weaving



Mekhela Chador



Dhol - pepan



Kati Bihu



Cowshed

Instruction to Teachers - Let the learners identify the pictures and read the words.

Let's read and write -



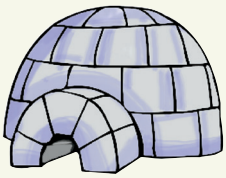
i



Ink pot



Ice-cream



Igloo

I



j



Jug



Jar



Joker

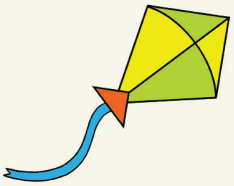
J

K

k



King



Kite



Key

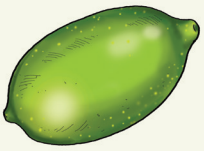
K

L

l



Lamp



Lemon

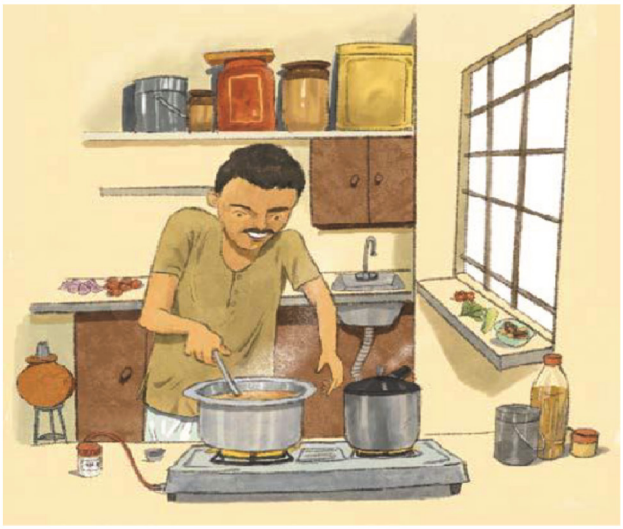


Lotus

L

Find out the words and write -

- Today Kamal prepared many food items. Identify the names of the food items and circle them.



Paneer	**Onion**	**Tamarind**	**Tomato**	**Bowl**	**Plate**	**Glass**
Sauce	**Spinach**	**Lentils**	**Rice**	**Dew**	**Bread**	**Toy**
Raita	**Salt**	**Water**	**World**	**Rolling**	**Kheer**	**Lullaby**

Read and write -

Sister-in law has bought the garland.

The jug is on the table.

It is raining heavily.

Aarti is sleeping on the cot.

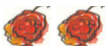
The farmer is walking in the field.

Garland of Flowers

Rahim was helping his mother in making flower garlands. He was giving flowers to his mother by counting and saying the numbers one by one.His mother made a garland of 10 flowers which means, there were 10 flowers in each garland. Rahim continued giving flowers and his mother kept making garlands.Now, let us understand how many flowers can make a garland.


Five Tens +  One Unit = 50+1 = 51

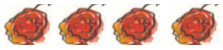
Fifty One


Five Tens +  Two Units = 50+2 = 52

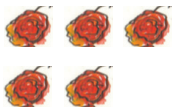
Fifty Two


Five Tens +  Three Units = 50+3 = 53

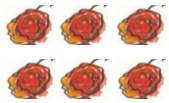
Fifty Three


Five Tens +  Four Units = 50+4 = 54

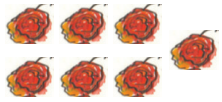
Fifty Four

 +  = 50 + 5 = 55

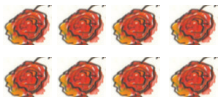
Five Tens Five Unit **Fifty Five**

 +  = 50 + 6 = 56

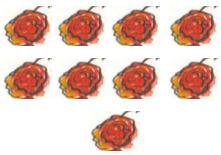
Five Tens Six Units **Fifty Six**

 +  = 50 + 7 = 57

Five Tens Seven Units **Fifty Seven**

 +  = 50 + 8 = 58

Five Tens Eight Units **Fifty Eight**

 +  = 50 + 9 = 59

Five Tens Nine Units **Fifty Nine**

  = 50 +10 = 60

Five Tens Ten Units **Sixty**

Add ones and tens digit -

60+1	=	61
60+2	=	62
60+3	=	63
60+4	=	64
60+5	=	65
60+6	=	66
60+7	=	67
60+8	=	68
60+9	=	69
60+10	=	70

70+1	=	71
70+2	=	72
70+3	=	73
70+4	=	74
70+5	=	75
70+6	=	76
70+7	=	77
70+8	=	78
70+9	=	79
70+10	=	80

80+1	=	81
80+2	=	82
80+3	=	83
80+4	=	84
80+5	=	85
80+6	=	86
80+7	=	87
80+8	=	88
80+9	=	89
80+10	=	90

90+1	=	91
90+2	=	92
90+3	=	93
90+4	=	94
90+5	=	95
90+6	=	96
90+7	=	97
90+8	=	98
90+9	=	99
90+10	=	100

Fill in the blanks with correct sequence of numbers -

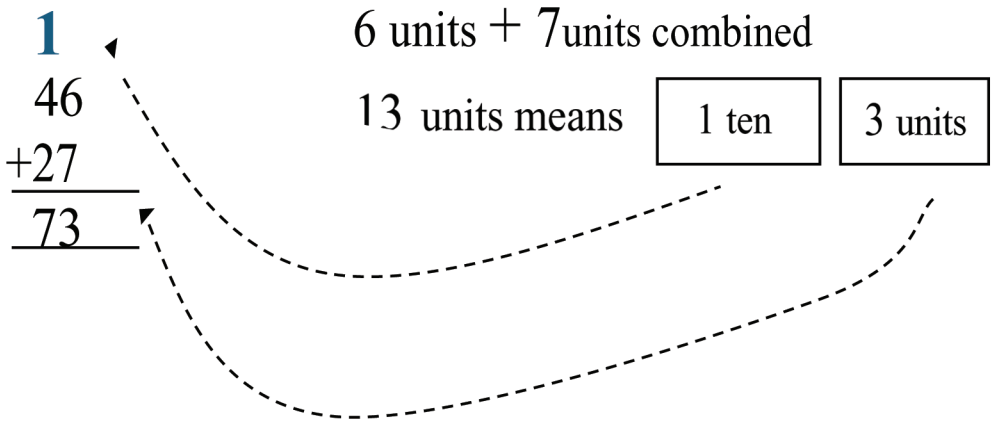
1	2	3	4	5	6	7	8	9	10
11		13	14			17			20
21			24						
					36				
		43						49	
	52				56				
61			64			67		69	
		73							80
			84				88		
91		93				97			100

Let's do the addition -

70 +12 ____	56 +13 ____	46 +12 ____	62 +36 ____

When the sum of units is more than tens, then the tens units are made into tens and added to the tens.

Let's do the addition -



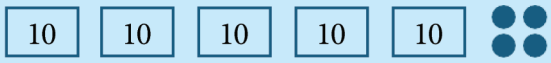
75 + 19 ____	37 + 46 ____	55 +26 ____	28 + 25 ____
65 + 27 ____	36 + 54 ____	38 + 45 ____	39 + 24 ____

Let's do the subtraction -

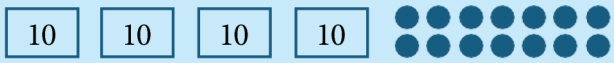
75 - 24 _____	38 - 12 _____	86 - 24 _____	47 - 13 _____

When we are short of unit, then we convert tens into unit.

Like-

54 

Or

54 

like

$$\begin{array}{r} 54 \\ -26 \\ \hline 28 \end{array} \quad \begin{array}{r} \overset{4}{\cancel{5}}\,\overset{14}{4} \\ -2\ \ 6 \\ \hline \end{array}$$

6 cannot be subtracted from 4. For this, we take 1 ten out of 5 tens and convert it into 10 units. Now, we have 4 tens and 14 ones. By subtracting 6 units from 14 units, 8 units will be left. By subtracting 2 tens from 4 tens, 2 tens will be left.

Let's do the subtraction -

76 - 38 _____	53 - 27 _____	32 - 15 _____	65 - 28 _____
96 - 68 _____	88 - 39 _____	40 - 27 _____	54 - 28 _____

Let's learn to multiply -

- On the occasion of Independence Day, boxes of laddoos are distributed among children in a school. There are four laddoos in a box. Let us find out how many laddoos will be required to keep in the boxes for 10 children.

1 child will get  i.e. 1 box of 4 laddoos
1 times 4 Multiply 1 with 4
or 1× 4 = 4 laddoos

---

2 children will get  i.e. 2 boxes of 4 laddoos
4+4
2 times 4 or
Multiply 2 with 4
or 2× 4 = 8 laddoos

---

3 children will get  i.e. 3 boxes of 4 laddoos
4+4+4=3 times 4
Or Multiply 3 with 4 = 3× 4 = 12 laddoos

---

4 children will get  i.e. 4 boxes of 4 laddoos
4+4+4+4 =4 times 4
Or Multiply
4 with 4 =4× 4 = 16 laddoos

Now, let's tell how many laddoos will 7 children get ?

4+ ____ + ____ + ____ + ____ + ____ + ____ = ____ times ____

or ____ Multiply ____ = ____ × ____ = ____ laddoos

- How many laddoos will 10 children get ?

4+ ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐ + ☐

= ☐ times ☐ = ☐ Multiply ☐ = ☐ × ☐ = ☐

laddoos

Let's do the multiplication-

5	4	5	3
x 4	x 3	x 5	x 4
____	____	____	____

Let's count the bags -

1 bundle of 100 bags  or 1 time 100 or 1×100=100 bags

2 bundles of 100 bags  or 2 times 100 or 2 ×100=200 bags

	3×100=300 bags
	4×100=400 bags
	5×100=500 bags
	6×100=600 bags
	7×100=700 bags
	8×100=800 bags
	9×100=900 bags
	10×100=1000 bags

WORKSHEET

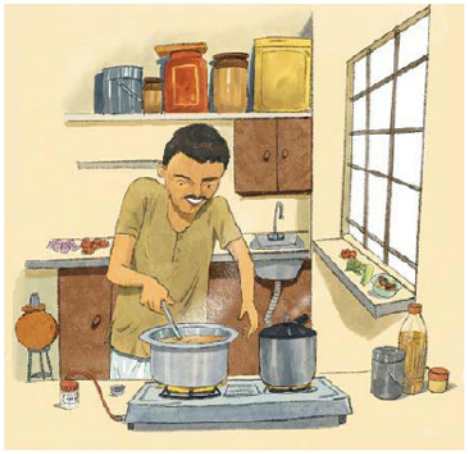
1.Identify the given letters and encircle them-

J- JUG RAJA

K- KITE CAKE

L- LOTUS FLAT

2.Look at the picture and circle their names:-



Pot

Dew

Bottle

Tap

3.Read and write.

There has been news in the newspaper.

_____

4.Write the picture's name



_____



_____



_____

5. Fill in the blanks -

Five Tens



one unit

 = ☐ + ☐ = ☐

Five Tens



Four units

 = ☐ + ☐ = ☐

6. Write the numbers in the correct order in the blank spaces -

21			24						
					36				

7.Fill in the blanks

90 + 2= _____

70 + 5= _____

46	58
+27	-27
_____	_____
_____	_____

8.Count the bags and write -

 = 100 bags

 _____bags.

 _____bags.

For Discussion -

Discuss about farming with the learners. Ask them the following questions-

1. How many carts are there in the picture ?
2. How many houses are there in the picture ?
3. How many people are visible in the picture ?
4. How many animals are there in the picture ?



4 Our Surroundings

We will learn

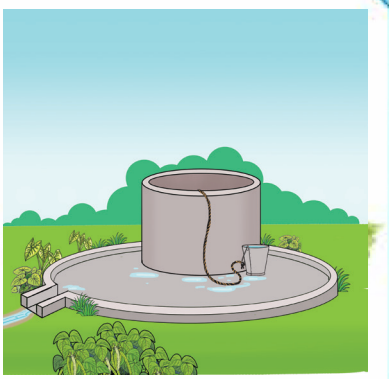
M N O P

- Addition and Subtraction of 3 digit numbers.
- Measuring length, weight and volume.
- Multiplication of two digit numbers by one digit number.
- Preliminary idea of division.

Identify the pictures and read-



Forest



Well



Animals



Rain



Hut



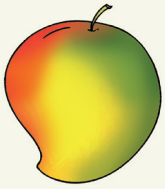
River

Instruction to Teachers - Help the learners to read the words. Based on the picture, teach them similar words.

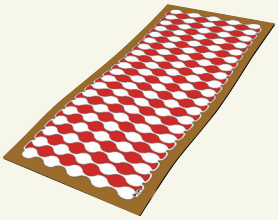
Let's read and write -

M

m



Mango



Mat



Mug

M

N

n



Nest



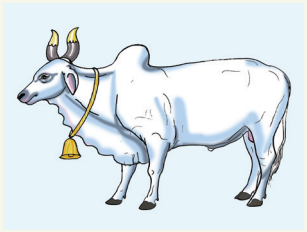
Nose



Necklace

N

O







Ox Orange Owl

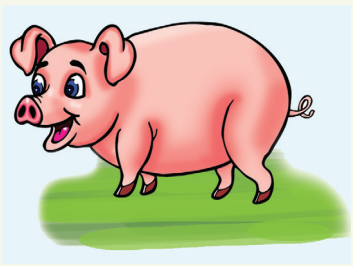
o

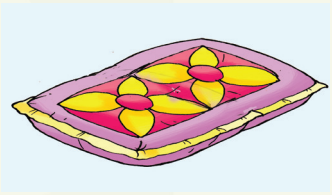
O

Oil Orange Oxygen Onion Ocean
Out Octopus Ointment Office Olive

P







Pen Pig Pillow

p

P

Pear Piano Party People Pencil Petrol
Peas Peach Panda Potato Planet Plum

Let's do the addition-

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

- Robi purchased rice worth Rs. 550 and sugar worth Rs. 220. What was the total amount he paid to the shopkeeper ?

_____

Let's do the subtraction -

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

- Bina had Rs. 950. She bought a pair of mekhela chadar worth Rs. 530. How much money is left with Bina now ?

_____

Measuring Length -

Remember
1 centimetre =10 millimetres
100 centimetres =1 metre
1000 metre =1 kilometre

We also say centimetre as cm, kilometre as km and millimetre as mm.



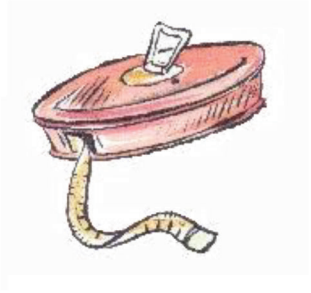
- Make two marks on the wall with a distance of 1 metre between them.
- With the help of your friend, measure and write down your and your friend's height.

Think and fill in the blanks -

- The distance between two cities is measured in _____
- Length of fabric is measured in _____

Fill in the blanks -

- 3000 m=_____km
- 700 cm = _____ m
- 40 mm = _____ cm
- 5km = _____ m
- 6m = _____cm
- 7 cm =_____ mm





- Seema travelled 180 km by car on the first day and another 180 km by bus on the second day. What was the total distance she covered on travelled in two days?

_____

- Rina sold 632 metre cloth out of 854 metre. How many metre of cloth is left with Rina now ?

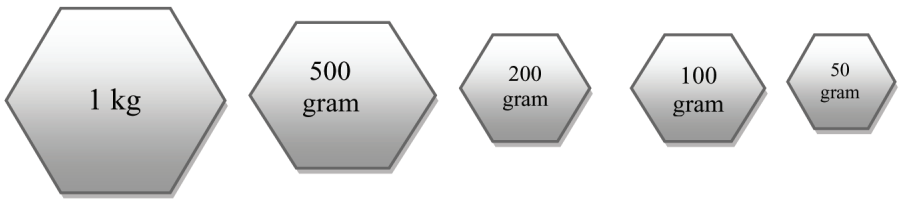
_____

Measuring Weight -

Remember

1 kg =1000gram
Half Kilogram =500 gram
Quarter kilogram =250 gram

Large weights are used to measure the weight of heavy objects.



Fill in the blanks -

- 4 kilogram = _____ gram
- 7000 gram = _____ kilogram
- 2 kilogram 500 gram = _____ gram

- Ramu harvested 312 kg potatoes in one field and 236 kg potatoes in another field.How many kilogram of potatoes were produced in total considering both the fields ?

_____

- Hari sold 292 kg of rice out of 495 kg. How much rice is left with Hari now ?

_____

- If 5kg of wheat comes for ₹ 100 then what will be the price of 25 kg wheat ?

_____



- Which and how many notes will you give to buy 25 kg wheat ?

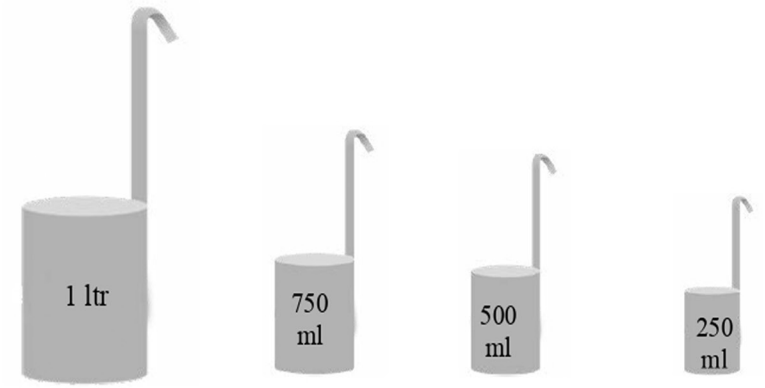
_____

- Purnima went to the market to buy vegetables. Calculate how much vegetables did she buy ?

Serial	Vegetable name	Rate per kg	How much (quantity)	Rupees Paid (Value)
1	Potato	20	2 kg	
2	Onions	15	1 kg	
3	Tomatoes	25	3 kg	
4	Gourds	10	1/2 kg	
			Total ₹.	

Instruction to Teachers - Make the learners aware that whenever they buy goods from a shop, they must take the bill from the shopkeeper and discuss its usage. If they feel that the material they have purchased is less than the prescribed weight, they can ask the shopkeeper to re-weigh it by placing a weight in the material pan of the scale and the material in the weight pan.If the shopkeeper's weights are not of the prescribed standard, then they can complain about it in the Legal Metrology Office.They can send message to National Comsumer Whatsapp Helpline no.8800001915

Measuring Liquid -



Remember

1 kilolitre = 1000 litre
1 litre = 1000 millilitre
Half litre = 500 millilitre

We can also write kilolitre as kl.litre as ltr. And millilitre as ml



Let's do the addition-

425 litre
+223 litre
_____

_____

512litre
+327litre
_____

_____

Let's do the subtraction -

999 litre
-322 litre
_____

_____

556 litre
- 235 litre
_____

_____

- There was 899 litre of water in a tank. 645 litre of water was used. How much water is left in the tank ?

_____

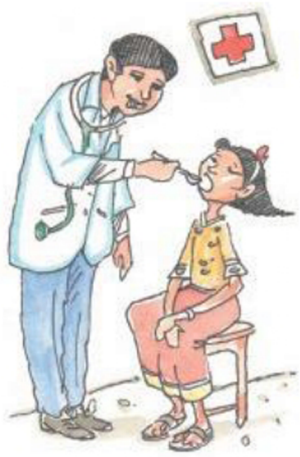
- How many 250 ml bottles can be filled from a 1 litre bottle ?

_____

- Mitali has to drink 5 ml medicine daily for four days. How much medicine will Mitali need in 10 days ?

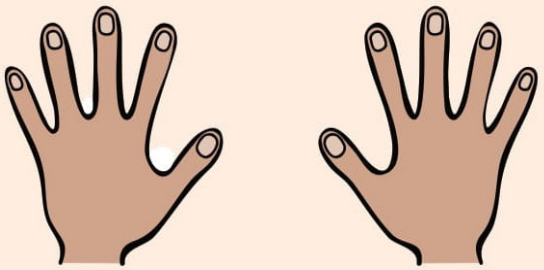
_____

- Romen sold 132 litre of milk on the first day and 242 litre of milk on the second day. How much milk did he sell in two days ?

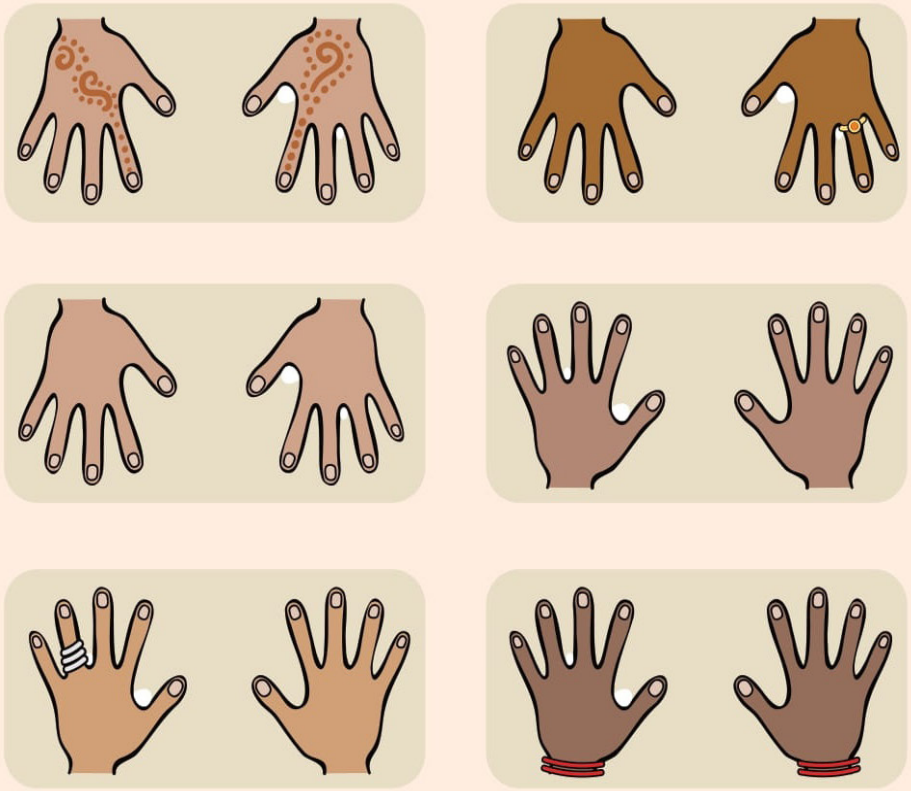




Let's count our fingers -



Total fingers in two hands $2 \times 5 = 10$



12 **times** 5 **means**

12×5 **or**

$$\begin{array}{r} 12 \\ \times\ 5 \\ \hline \\ \hline \end{array}$$

Let's do the multiplication -

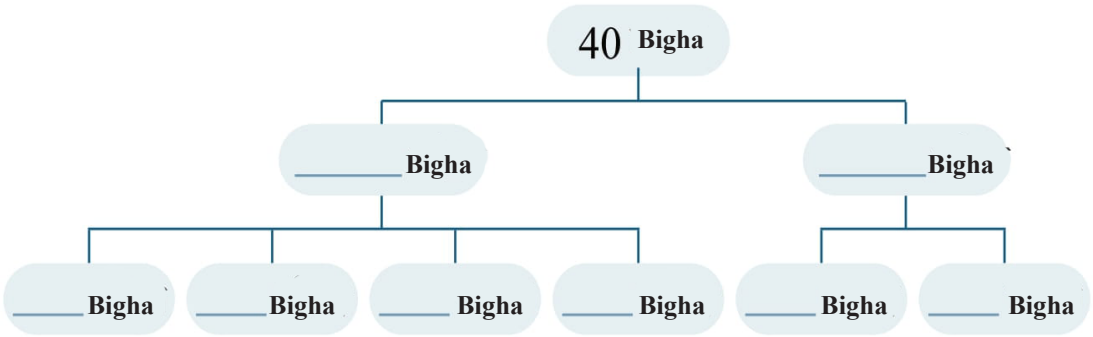
13	11	14
× 6	× 5	× 8
———	———	———
———	———	———

- A shirt has a total of 6 buttons, then how many buttons will be there in 5 such shirts ?

_____

Let's understand division -

- Leela has 40 Bigha of land.He has two children, Bhaiti and Majoni.The land was divided eqally between the two children. In the next picture, let us see how the land was divided among the next generation -



- Divide 40 into 2 equal parts

$40 \div 2 =$ ____ $\quad\quad 2\overline{)40}$

- Divide 20 into 4 equal parts

$20 \div 4$ ____ $\quad\quad 4\overline{)20}$

Instruction to Teachers - Discuss the understanding of division by dividing land or any other material equally.

WORKSHEET

1. Write words from the given letters -

N -

P -

M -

2. Complete the sentences with the given words -

pot, pen, nest, mango

(a) I like to eat ----------.

(b) We use----------to write.

(c) Bird lives in the ----------.

(d) Fill the ----------with water.

3. Look at the picture and write three sentences -



(a) _____

(b) _____

(c) _____

4. Add

741	135	425
+ 132	+ 232	+ 223

5. Subtract

735	895	556
- 123	- 242	- 235

6. Fill in the blanks -

(a) 3000 m = ---------- km.

(b) 7000gm = ----------kg.

(c) 4 kg = ----------gm.

(d) Length of cloth is measured in --------

7. Multiply -

13	15	16
x 6	x 6	x 6

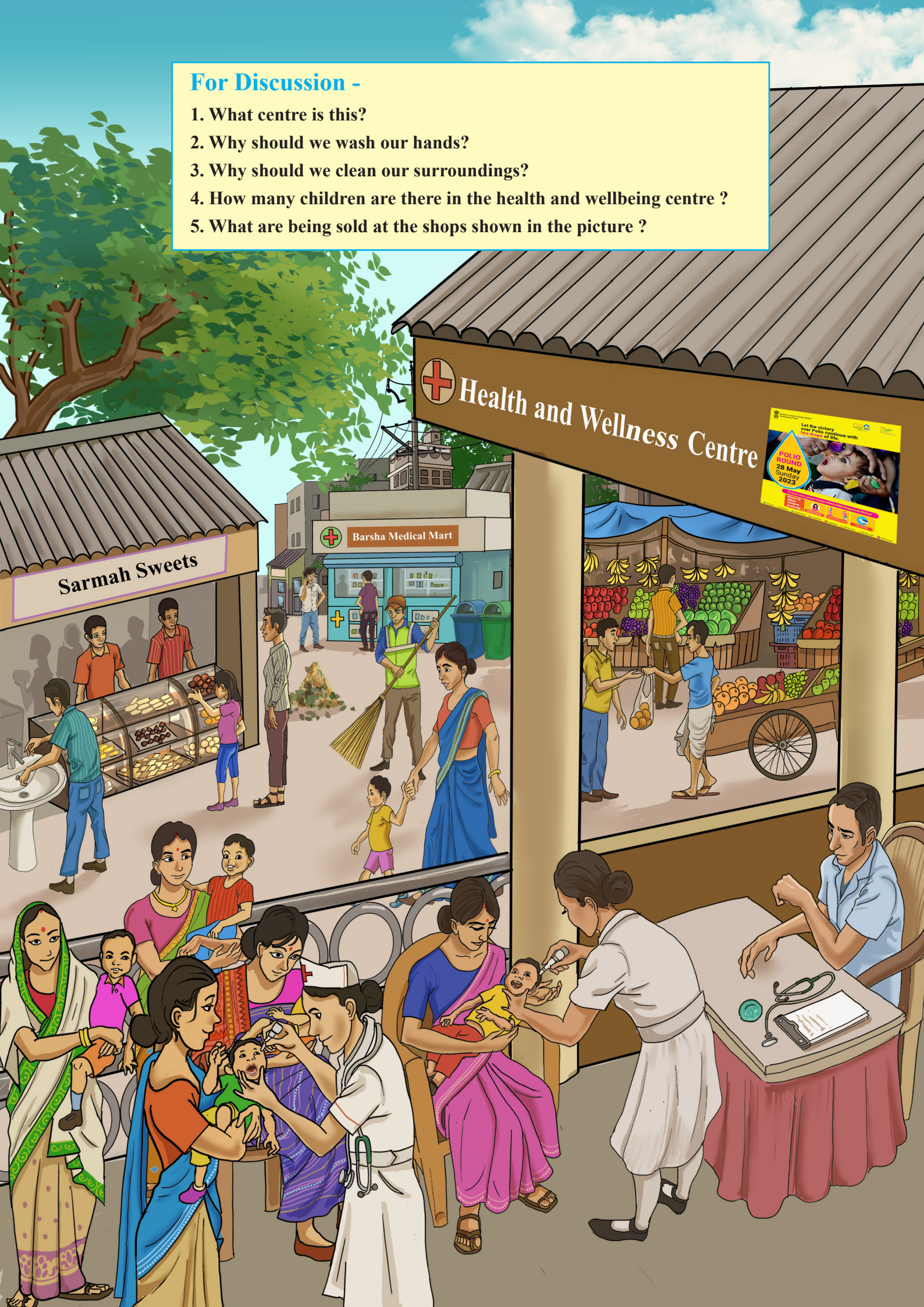
8. Hari sold 292 kg rice out of 495 kg rice.How much rice is left with Hari now ?

_____

_____

For Discussion -

1. What centre is this?
2. Why should we wash our hands?
3. Why should we clean our surroundings?
4. How many children are there in the health and wellbeing centre ?
5. What are being sold at the shops shown in the picture ?



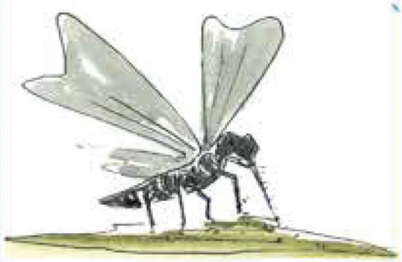
5 Food and Health

We will learn

Q R S T

- Time (hour, minute and second)
- Converting time units
- Identifying and writing digital numbers

Identify the pictures and read -



Mosquito



Fruits



Medicine



Clean hands



Garbage



Exercise

Instruction to Teachers - The words and pictures above are related to the theme of food and health. Help learners to read the words. Encourage them to increase their vocabulary. Also discuss about issues of food, health and hygiene with them.

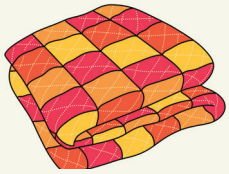
Let's read and write -

Q

q



Queen



Quilt



Queue

Q

R

r



Rat



Ring



Rice

R

Let's read and write -





S

s

Spoon

Star



The Sun rises in the east

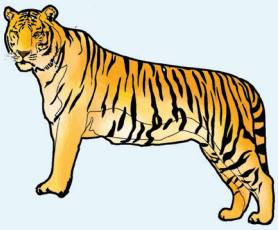
Sand	Salt	Stand	Sheep
Soap	Song	Sport	Stamp

S

Let's read and write -

T

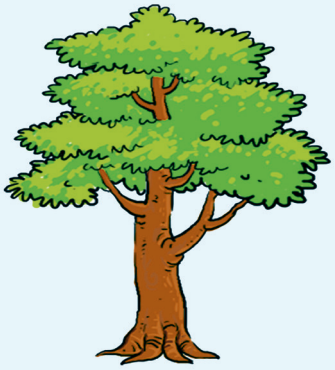
t



Tiger



Train



Save trees, save the earth.

Tap	Tea	Team	Teeth	Table
Toe	Tub	Tent	Truck	Turtle

Find three letter words from the maze -

A	N	I	E	H	B	I	T
S	D	O	K	V	A	N	J
C	A	T	P	E	T	S	F
O	L	C	O	P	L	R	I
T	K	H	T	I	O	P	Q
A	M	A	N	U	R	A	N
L	A	T	F	R	U	Y	U
N	T	G	A	B	S	I	T

1.HAT
2._____
3._____
4._____
5._____
6._____
7._____
8._____
9._____
10._____

Read aloud -

Cat	bat	mat	hat
Ran	man	van	can
Sit	hit	lit	bit
Hot	pot	cot	got
But	cut	nut	hut
Get	pet	met	set

Write the similar sounding words -

Hat _____ _____

Pot _____ _____

Cut _____ _____

Word building -

Moon + light = Moonlight



News+ paper = Newspaper



Butter + fly = Butterfly



Sun+ flower =Sunflower



Water + bottle =Waterbottle



Look at the table given below and make sentences -

I	**am**	**walking** **reading** **a woman**
You	**are**	**cooking** **a boy**

1. I am a boy.

2. _____

3. _____

4. _____

5. _____

6. _____

Circle the appropriate word -

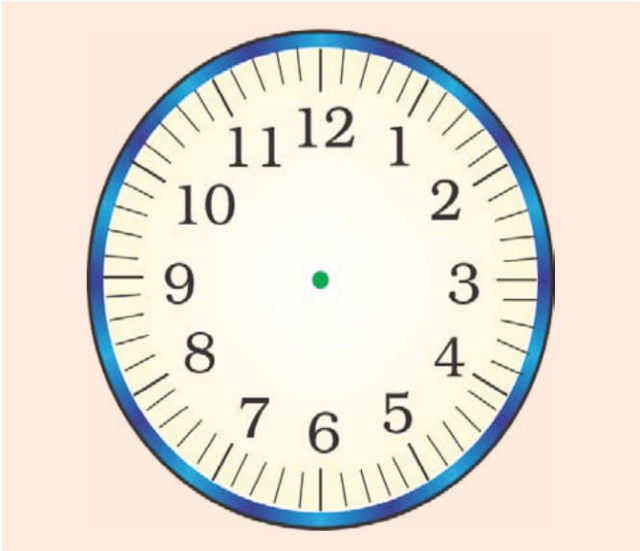
					
He	She	It	He	She	It
					
He	She	It	He	She	It
					
He	She	It	He	She	It

My words -

Instruction to Teachers : Explain the learners about the similar sounding words and give sufficient drill for building words, about the usage of He,She, It and the usage of I.

Let's learn to tell time on a clock -

There are usually 12 numbers on the dial of a clock. There are 60 small lines on the entire dial. On every fifth line,numbers are written in the order from 1 to 12.





Clock with two hands



Clock with three hands

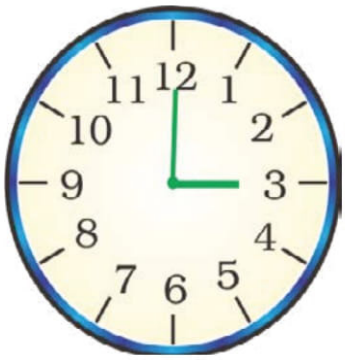
The shortest hand of the clock is the hour hand. It denotes the hour. The hour hand moves from one number to another in one hour. It completes one round in 12 hour.

How many rounds the hour hand rotate in 24 hour?

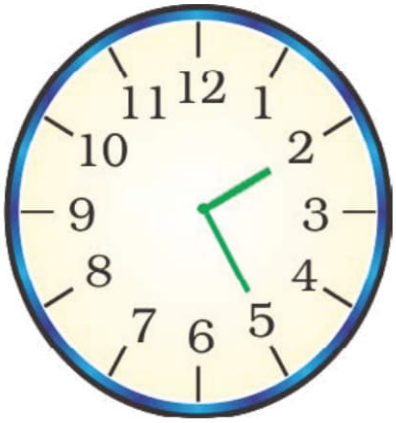
The minute hand is longer than the hour hand. It moves faster than the hour hand and denotes minute. The minute hand takes 5 minute to move from one number to another. It completes one round in 60 minute.

The thinnest and longest is the second hand and it denotes second. It runs the fastest.It completes one round in one minute.

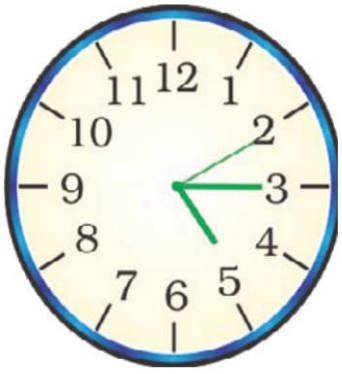
When the minute hand is at 12, the hour will be whatever number the hour hand is at.For example, if the hour hand is at 3 and the minute hand is at 12, then it will be 3 o' clock.



3 o' clock.



2 o' clock and 25 minute



5 o' clock 15 minute and 10 second

Looking at the clocks given below, write the time in the blank space -



Twelve O'clock

12:00



____ time



____ time



____ time

Remember - 60 minute make 1 hour

- **If 60 minute make 1 hour, then how many many minute are there in 3 hour ?**

60×3 **Or** $\begin{array}{r} 60 \\ \times\ 3 \\ \hline \end{array}$

Digital clocks -

In digital clocks, time is written directly. There are digital clocks in railway stations, mobile phone etc. For example -



Ten hour twenty six minute



Twenty three hour thirty nine minute

The structure of digital digits is as follows - 1234567890
Digital digits are used in banks, railway stations,markets and calculators.

- After observing the time in the clocks shown below, write in the blank space -



_____ hour _____ minute



_____ hour _____ minute



_____ hour _____ minute



_____ hour _____ minute

Worksheet

1. Write words from the letters given below -

R -

S -

T -

2. Complete the sentences with the given words -

Tiger, Ship, Sun

a. _____ rises in the east.

b. _____ is the national animal.

c. _____ sails in sea.

3. Write the similar sounding words of -

a. Mat _____ _____

b. Bit _____ _____

c. Got _____ _____

4. Make sentences from the given words -

a. Mosquito _____

b. Sun _____

5.Look at the clock given below, write the time in the blank space-



It's _____o'clock.



It's _____o'clock.

6.It is one hour when 60minute completed.How many total minute will there be in 3 hour ?

_____

_____

_____

7.Fill in the blanks-

a. 

_____hour ____minute

b. 

_____hour ____minute

8.Fill in the blanks-

a. Minute hand reaches from one digit to another digit in _____minute.

b.In 24 hour, the hour hand moves across the dial and makes_____rounds.

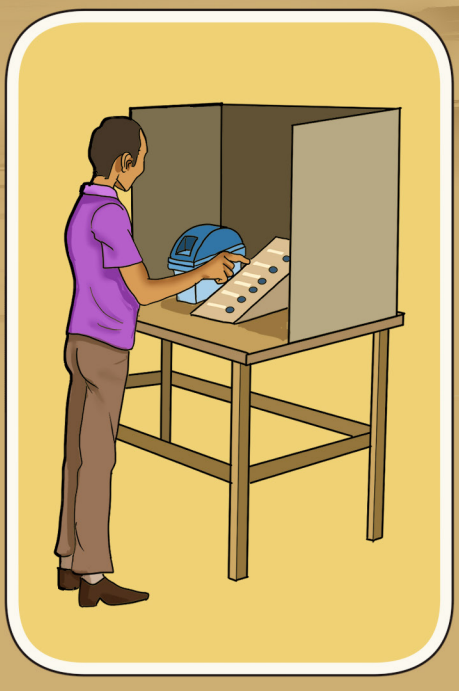
For Discussion -

1. What do you see in this picture?
2. What is the appropriate age to get voting rights?
3. What card is shown in the hand of the woman in the circle?
4. What is the name of the voting machine?
5. How many police persons are there in the picture?
6. What is the number of the polling station?





Your vote is the life of Democracy.



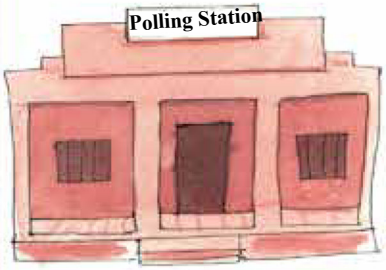
6 Voting

We will learn

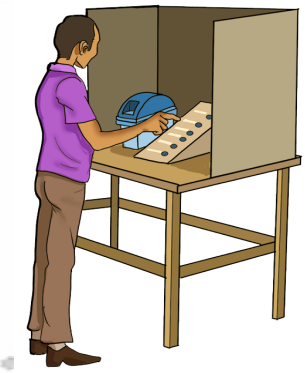
U V W

- Using time measurments (12 and 24 hour clock)
- Understanding information on calendars timetables and train tickets

Identify the pictures and read -



Polling Station



Voting



Voter ID card



EVM machine



Polling officer



Voter

Instruction to Teachers : Help the learners to recognize the pictures and discuss the matters relating to voting and election process.

Let's read and write -

U

u



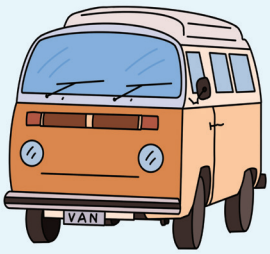
Utensils

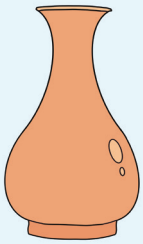


This is a beautiful umbrella.

Ugly	Uncle	Unique	Umpire
Unity	Urban	Useful	Uniform

Let's read and write -





V

v

Van

Vase

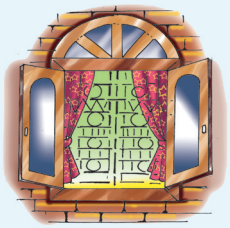


Voting is our right.

Vaccine	Vehicle	Vegetable	Village
Violin	Voice	Volcano	Vulture

Let's read and write -





W

w

Well **Window**



We all need water to survive.

Walk	Wolf	Wheel	Wallet
Wall	Wood	Whale	Watch

Look carefully, read and discuss among yourselves -

Vote is power



Democracy becomes strong only through votes. Your government is formed through votes.

Quit all your work.
Let's vote first.





My Words -

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

24 - hour Clock -

There are 24-hour in a day. Usually we see time with a 12-hour clock. Its hour hand takes two complete revolutions throughout the day. One cycle takes 12-hour and then the next cycle starts. In this way both the rounds take 24-hour to complete. Morning time (before noon) is written as AM and afternoon time is written as PM.In a 24-hour clock, time is written in 24-hour. After 12 O'clock of the day,it is 13 o'clock, 14 o'clock and then the day complete at 24-hour.

- In a 24-hour clock, 5 o' clock in the afternoon is written as 17 o' clock (by adding 5 to 12 or 5 hour ahead after 12).



- Convert 24-hour clock to 12-hour clock -



___hours ____minutes



_____



_____



_____

Time Table -

Naren will travel from Nagaon station to Guwahati station by boarding Kopili Intercity Express. In the time table of this train, the time is given in the format of 24-hour clock.

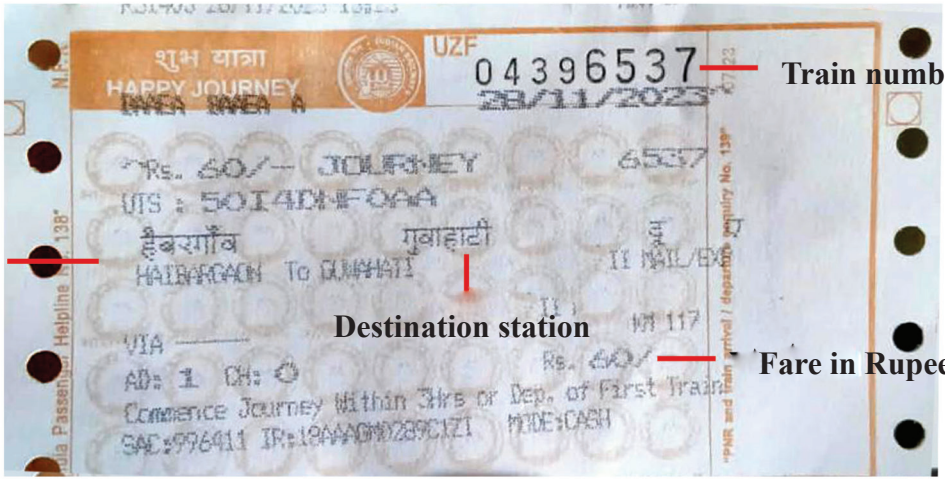
12424 Kopili Intercity Express Time Table

SL no.	Station Name	Arrival Time	Departure Time	Distance (in km.)
1.	Nagaon	_____	13.30	_____
2.	Chaparmukh	14:00	14:05	26
3.	Jagiroad	15:10	15:20	45
4.	Guwahati	16:30	.....	56

- **Now, answer by looking at the Kopili Intercity Express time table -**

1. When will Naren reach Guwahati station ? What time will it be then on a 12-hour clock ?
2. How much time will it take to reach Guwahati station from Nagaon ?
3. What is the distance between Chaparmukh and Guwahati station ?
4. How far is Jagiroad station from Guwahati station ?

- **Let us see the sample of Naren's train ticket -**



Sample of a Train Ticket

Instruction to Teachers - Motivate the learners to tell the time in 24 hour clock and 12 hour clock and convert the time given in 24-hour clock to a 12-hour clock. Let them practice using the railway timetable.

Calender -

There are 12 months in a year. Some months have 30 days, some have 31 days. The month of February has 28 or 29 days. The first month of the year is January and last month is December. There are 365 days in a year. In a leap year the month of February has 29 days and then there will be 366 days in that year.



- **Given below is the calendar for the month of February 2024, complete it -**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1		3
	5		7		9	
			14			17
18				22		
				29		

- **Look at the calendar and answer the followings-**
  - How many Sundays are there in this month ?
  - What day is 9th February ?
  - What date is fourth Saturday in February ?
  - Is 19th February a Monday ?

Instruction to Teachers - Motivate the learners to calculate the days beween two given dates with the help of a calendar.

Worksheet

1. Write words from the given letters.

V-_____

W-_____

U-_____

X-_____

2.Complete the sentences with appropriate words given.

a.Learn reading and _____ (hardwork / mercy),they succeed

b.Those who do _____(harworking/mercy)

c._____becomes (democracy/dictatorship)_____(stronger /weak)through voting.

3. Look at the picture and write three sentences on them.



Democracy becomes strong only through votes.
Your government is formed through votes.

_____

_____

_____

4.Fill in the blanks.

a. There are_____hour in a day.

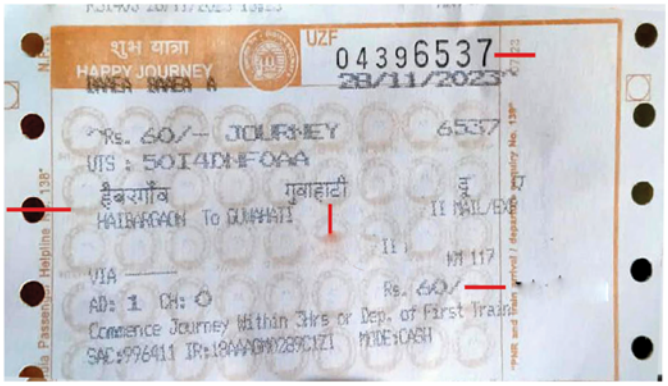
b.Throughout the day the hour hand moves _____circle around.

5.Convert the 24 hour clock into 12 hour clock.

a) 16:15 _____hour _____minute

b)13:10_____hour _____minute

6. Fill in the blanks after looking at the sample of Naren's train ticket.



a.What is the train number?_____

b.What is the destination station ? _____

7.Fill in the blanks

a. There are _____ months in a year.

b.There are _____days in a year.

For Discussion -

1. What do you see in this picture?
2. Where do you go for money transaction?
3. An ATM has been shown in the picture. When do you use an ATM?
4. How many people are wearing black coats in the picture?
5. What is the occupation of the people wearing black coats?
6. What is the man with the mobile phone doing at the store?



7 Legal and Financial Information

We will learn

X Y Z

- Reading, Understanding and fill out bank related forms (Cheque, Deposit slip and Cash Withdrawal slips)
- ATM, BHIM App
- Mobile, cyber security related Information

Identify the pictures and read -



Police Station



Court



Bank



Law



Advocate

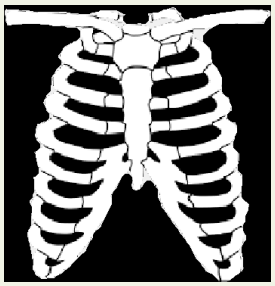


ATM card

Instruction to Teachers : Let the learners identify each picture and help them read the words written under the pictures.

Let's read and write -

X x



X - ray



X - mas Tree



Xylophone

X

Y y



Yak



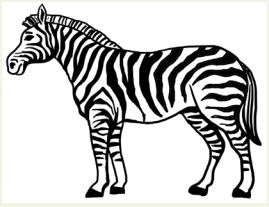
Young



Yoga

Y

Z z



Zebra



Zipper



Zoo

Z

Let's read and write -

A few important information regarding financial literacy and banking has been given below. Read them carefully -

What is Financial Literacy?

- Understanding the information related to money transactions and expenditure.
- Being aware of savings.

What can one do?

- Keep record of savings and expenditure.
- Refrain yourself from unwanted expenditure.
- Make savings a habit.
- Open an account in a bank or post office.
- Save one's money in an appropriate account.

Benefits of Opening a Bank Account:

- One can save one's money securely.
- One will receive interest on the money saved in a bank.
- One can withdraw money as and when required.

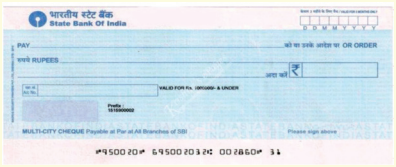
What are the documents required for opening a bank account? Give tick (√) mark in appropriate places.

- ☐ Photo
- ☐ Voter Identity Card
- ☐ Aadhar Card
- ☐ Pan Card

What services are available after opening a bank account? Give tick (√) mark in appropriate places.

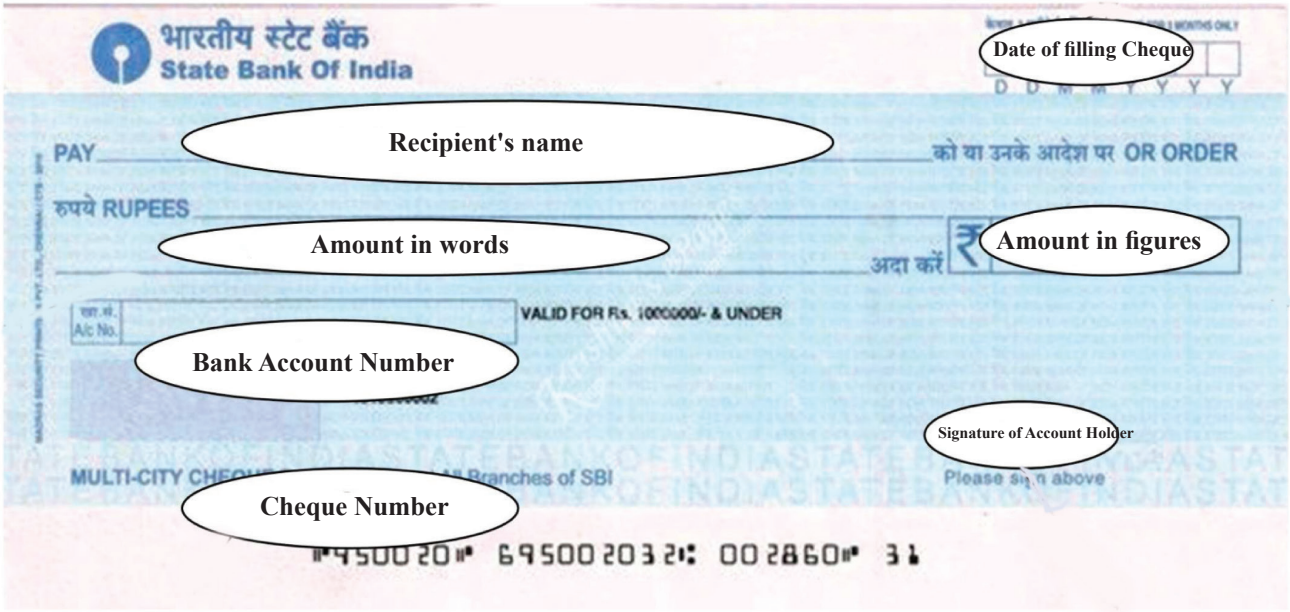
- ☐ Cheque Book
- ☐ Pass Book
- ☐ ATM Card





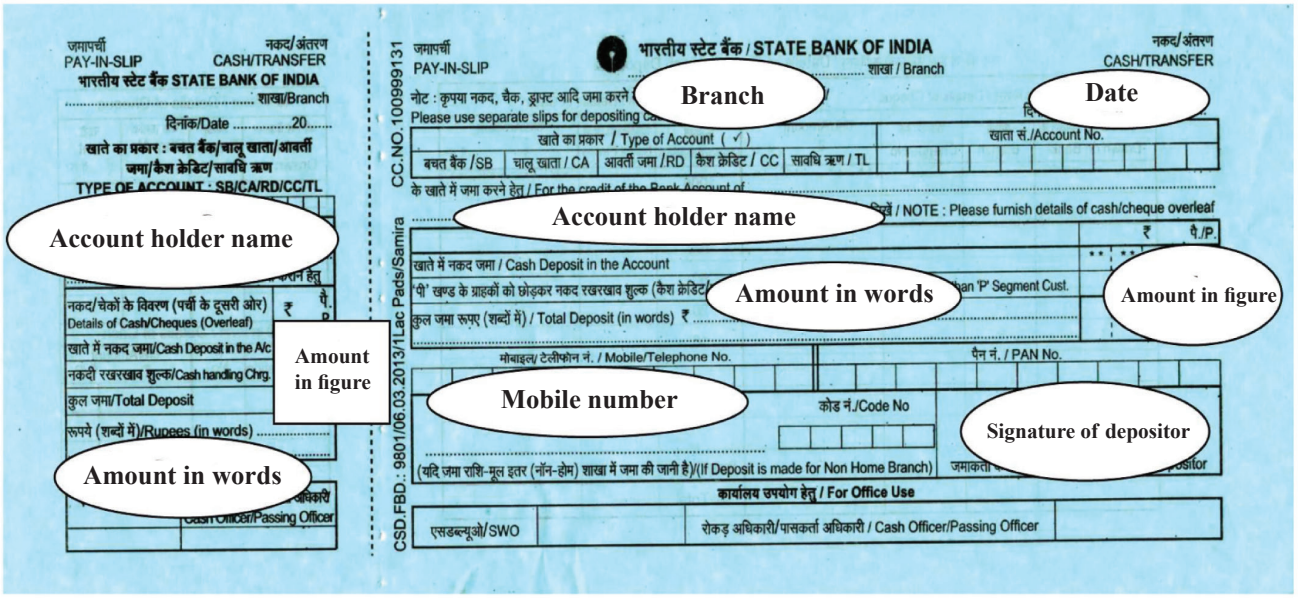
Let's learn about filling out diffrent types of banking forms -

- Cheque can be used to withdraw money from a bank account by you or to make payments to someone else. Look at the picture and practice to fill out a Cheque.



Cheque

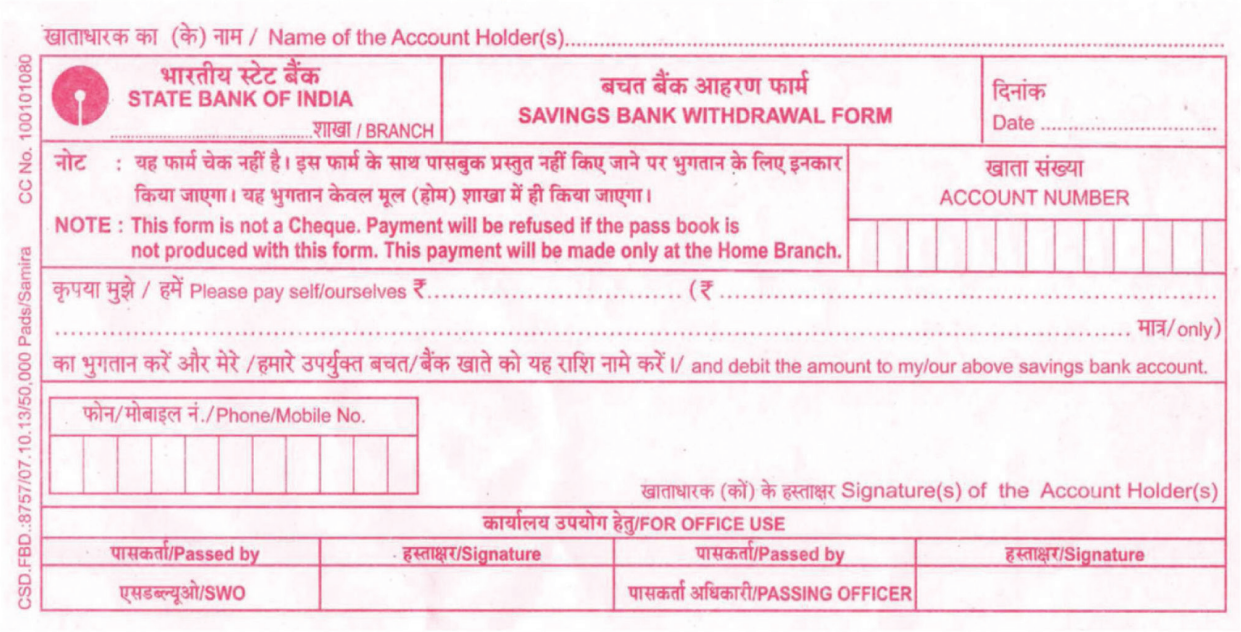
- In order to deposit money in a bank, account holder needs to fill out a Deposit Form. Try to understand the form by looking at the picture below.



Deposit Form

- **In order to withdraw money from a bank account, a Withdrawal form has to be filled out just like one needs to fill out Deposit form for depositing money. Try to understand the form by looking at picture.**

Money Withdrawal Form



खाताधारक का (के) नाम / Name of the Account Holder(s).....

भारतीय स्टेट बैंक
STATE BANK OF INDIA
.....शाखा / BRANCH

बचत बैंक आहरण फार्म
SAVINGS BANK WITHDRAWAL FORM

दिनांक
Date .....

नोट : यह फार्म चेक नहीं है। इस फार्म के साथ पासबुक प्रस्तुत नहीं किए जाने पर भुगतान के लिए इनकार किया जाएगा। यह भुगतान केवल मूल (होम) शाखा में ही किया जाएगा।
NOTE : This form is not a Cheque. Payment will be refused if the pass book is not produced with this form. This payment will be made only at the Home Branch.

खाता संख्या
ACCOUNT NUMBER

कृपया मुझे / हमें Please pay self/ourselves ₹..... (₹ .....
..... मात्र/only)
का भुगतान करें और मेरे /हमारे उपर्युक्त बचत/बैंक खाते को यह राशि नामे करें I/ and debit the amount to my/our above savings bank account.

फोन/मोबाइल नं./Phone/Mobile No.

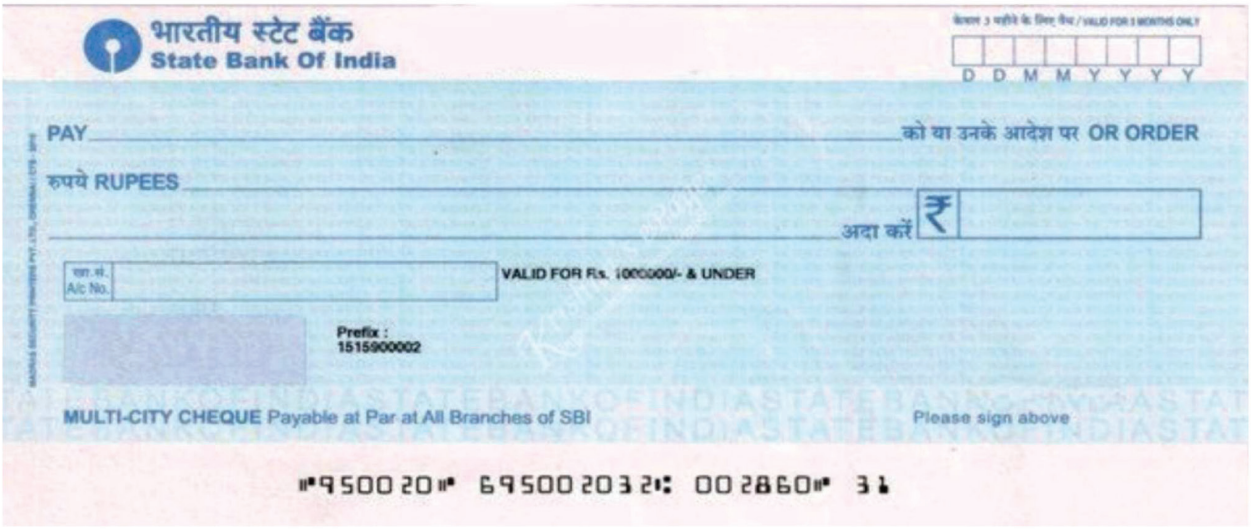
खाताधारक (कों) के हस्ताक्षर Signature(s) of the Account Holder(s)

कार्यालय उपयोग हेतु/FOR OFFICE USE

पासकर्ता/Passed by	हस्ताक्षर/Signature	पासकर्ता/Passed by	हस्ताक्षर/Signature
एसडब्ल्यूओ/SWO		पासकर्ता अधिकारी/PASSING OFFICER	

CSD.FBD.:8757/07.10.13/50,000 Pads/Samira CC No. 100101080

- **Robin has to withdraw ₹ 7300 from the bank. Help Robin to fill out the Cheque.**



भारतीय स्टेट बैंक
State Bank Of India

D D M M Y Y Y Y

PAY _____ को या उनके आदेश पर OR ORDER

रुपये RUPEES _____ अदा करें ₹

A/c No.

VALID FOR Rs. 1000000/- & UNDER

Prefix : 1515900002

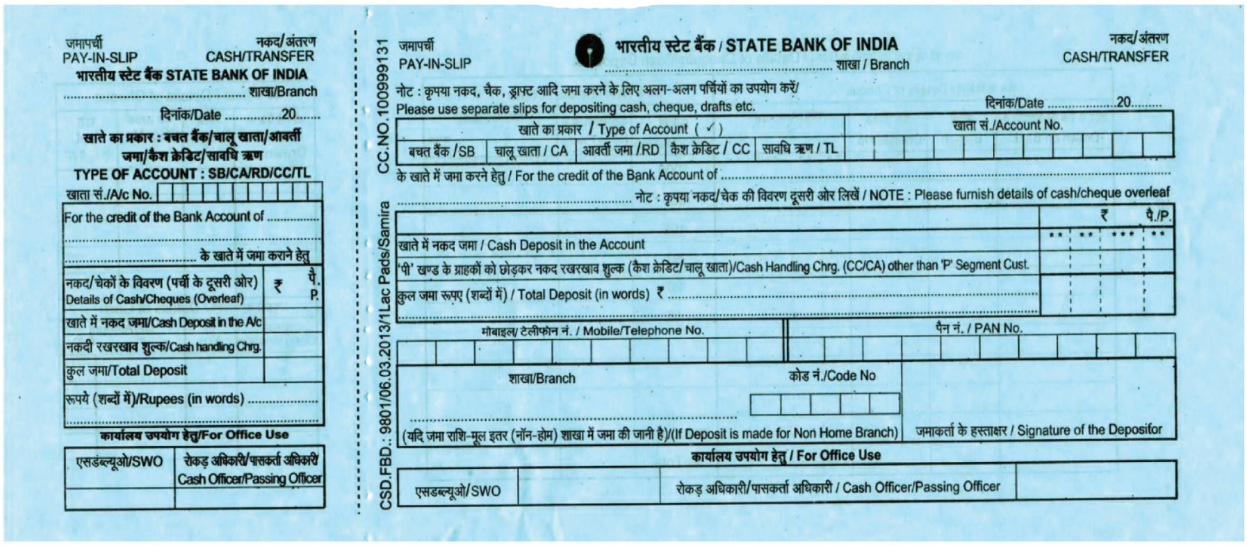
MULTI-CITY CHEQUE Payable at Par at All Branches of SBI

Please sign above

⑈950020⑈ 695002032⑆ 002860⑈ 31

Cheque

- **Madan wants to deposit ₹ 1700 in the bank . Help Madan to fill out the Deposit Form.**



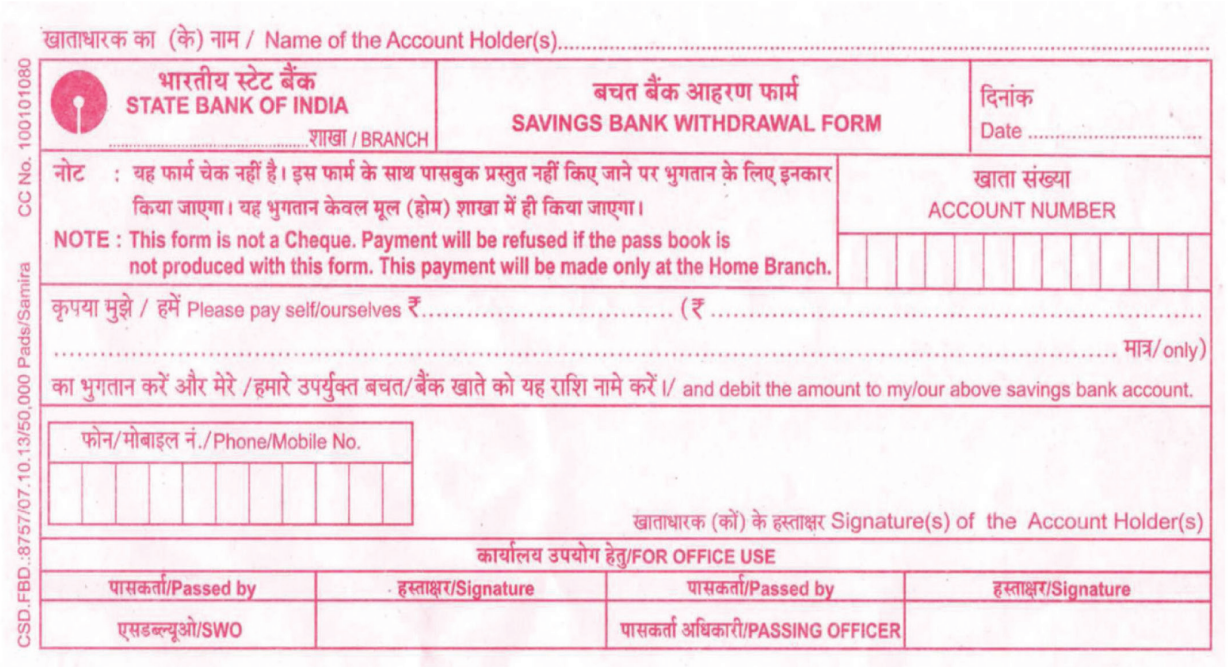
जमापर्ची PAY-IN-SLIP — नकद/अंतरण CASH/TRANSFER
भारतीय स्टेट बैंक STATE BANK OF INDIA
शाखा/Branch
दिनांक/Date .....20.....
खाते का प्रकार : बचत बैंक/चालू खाता/आवर्ती जमा/कैश क्रेडिट/सावधि ऋण
TYPE OF ACCOUNT : SB/CA/RD/CC/TL
खाता सं./A/c No.
For the credit of the Bank Account of .....
के खाते में जमा कराने हेतु
नकद/चेकों के विवरण (पर्ची के दूसरी ओर) Details of Cash/Cheques (Overleaf) — ₹ पै. P.
खाते में नकद जमा/Cash Deposit in the A/c
नकदी रखरखाव शुल्क/Cash handling Chrg.
कुल जमा/Total Deposit
रुपये (शब्दों में)/Rupees (in words) .....
कार्यालय उपयोग हेतु/For Office Use
एसडब्ल्यूओ/SWO | रोकड़ अधिकारी/पासकर्ता अधिकारी Cash Officer/Passing Officer

CC.NO.100999131
CSD.FBD.: 9801/06.03.2013/1Lac Pads/Samira

जमापर्ची PAY-IN-SLIP — भारतीय स्टेट बैंक / STATE BANK OF INDIA — नकद/अंतरण CASH/TRANSFER
..... शाखा / Branch
नोट : कृपया नकद, चैक, ड्राफ्ट आदि जमा करने के लिए अलग-अलग पर्चियों का उपयोग करें/ Please use separate slips for depositing cash, cheque, drafts etc.
दिनांक/Date .....20.....
खाते का प्रकार / Type of Account (✓) | बचत बैंक /SB | चालू खाता / CA | आवर्ती जमा /RD | कैश क्रेडिट / CC | सावधि ऋण / TL | खाता सं./Account No.
के खाते में जमा करने हेतु / For the credit of the Bank Account of .....
नोट : कृपया नकद/चेक की विवरण दूसरी ओर लिखें / NOTE : Please furnish details of cash/cheque overleaf
₹ पै./P
खाते में नकद जमा / Cash Deposit in the Account
'पी' खण्ड के ग्राहकों को छोड़कर नकद रखरखाव शुल्क (कैश क्रेडिट/चालू खाता)/Cash Handling Chrg. (CC/CA) other than 'P' Segment Cust.
कुल जमा रूपए (शब्दों में) / Total Deposit (in words) ₹ .....
मोबाइल/ टेलीफोन नं. / Mobile/Telephone No. | पैन नं. / PAN No.
शाखा/Branch | कोड नं./Code No
(यदि जमा राशि-मूल इतर (नॉन-होम) शाखा में जमा की जानी है)/(If Deposit is made for Non Home Branch) | जमाकर्ता के हस्ताक्षर / Signature of the Depositor
कार्यालय उपयोग हेतु / For Office Use
एसडब्ल्यूओ/SWO | रोकड़ अधिकारी/पासकर्ता अधिकारी / Cash Officer/Passing Officer

Money Deposit Form

- **Kakali wants to withdraw ₹ 2000 from bank. Help Kakali to fill out the Withdrawal Form .**



खाताधारक का (के) नाम / Name of the Account Holder(s).....
भारतीय स्टेट बैंक STATE BANK OF INDIA — शाखा / BRANCH
बचत बैंक आहरण फार्म SAVINGS BANK WITHDRAWAL FORM
दिनांक Date .....
नोट : यह फार्म चेक नहीं है। इस फार्म के साथ पासबुक प्रस्तुत नहीं किए जाने पर भुगतान के लिए इनकार किया जाएगा। यह भुगतान केवल मूल (होम) शाखा में ही किया जाएगा।
NOTE : This form is not a Cheque. Payment will be refused if the pass book is not produced with this form. This payment will be made only at the Home Branch.
खाता संख्या ACCOUNT NUMBER
कृपया मुझे / हमें Please pay self/ourselves ₹..... (₹ .....
..... मात्र/ only)
का भुगतान करें और मेरे /हमारे उपर्युक्त बचत/बैंक खाते को यह राशि नामे करें।/ and debit the amount to my/our above savings bank account.
फोन/मोबाइल नं./Phone/Mobile No.
खाताधारक (कों) के हस्ताक्षर Signature(s) of the Account Holder(s)
कार्यालय उपयोग हेतु/FOR OFFICE USE
पासकर्ता/Passed by | हस्ताक्षर/Signature | पासकर्ता/Passed by | हस्ताक्षर/Signature
एसडब्ल्यूओ/SWO | पासकर्ता अधिकारी/PASSING OFFICER

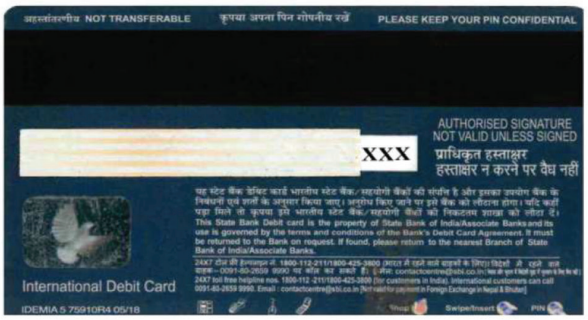
CC No. 100101080
CSD.FBD.:8757/07.10.13/50,000 Pads/Samira

Money Withdrawal Form

Let's learn about ATM card -

ATM card is an electronic card for withdrawing and depositing money in a bank. Through ATM card, cash can be withdrawn anytime and any information of bank account can be known. However, for any problem or complaint regarding unauthorised money transaction, bank should be contacted. For withdrawing cash from ATM card, ATM machine has to be used.





Points to remember-

A cheque remains valid only for 3 months. A cheque book is issued to the account holder only. One should not share the following information with anyone-

1.OTP (One time password)

2.PIN

3.CVV

4.Information regarding passbook

What is KYC (Know your customer)?

KYC is a process through which a person's identity and address is recorded in a bank.

KYC can be done through AADHAR card.

Documents required for KYC:

1. PAN Card
2. Electricity Bill
3. AADHAR Card
4. Home Address



ATM Machine

BHIM App -

BHIM app is an UPI app through which many transactions can be made in a mobile phone. It is also called E-payment. Through this app, the following activities can be conducted -

- Money can be sent to people living in faraway places.
- Fees of children can be paid.
- Electricity, telephone bill etc. can be paid.
- Payment can be made in shops while buying things.
- EMI of loan can be paid.



At first, one needs to download and install BHIM UPI app in the mobile phone. In this app, apart from English and Hindi, the language can be changed to 12 other Indian languages. This app can be linked to around 30 different Indian banks including State Bank of India.



http://www.npcl.org/www.npcl.org.in/
https//www.npcl.org.in/product-overview/bhim-product-overview)

Let's read and learn -

- Financial literacy means being aware of the concept of income, expenditure and savings.
- The following information is required in order to open an account in any bank-

  - Photo
  - AADHAR Card
  - PAN Card
  - Electricity Bill
  - Home Address
  - Voter card

- ATM card can be used for carrying out various activities. A few activities are given below. Mention some of the other uses of an ATM card.

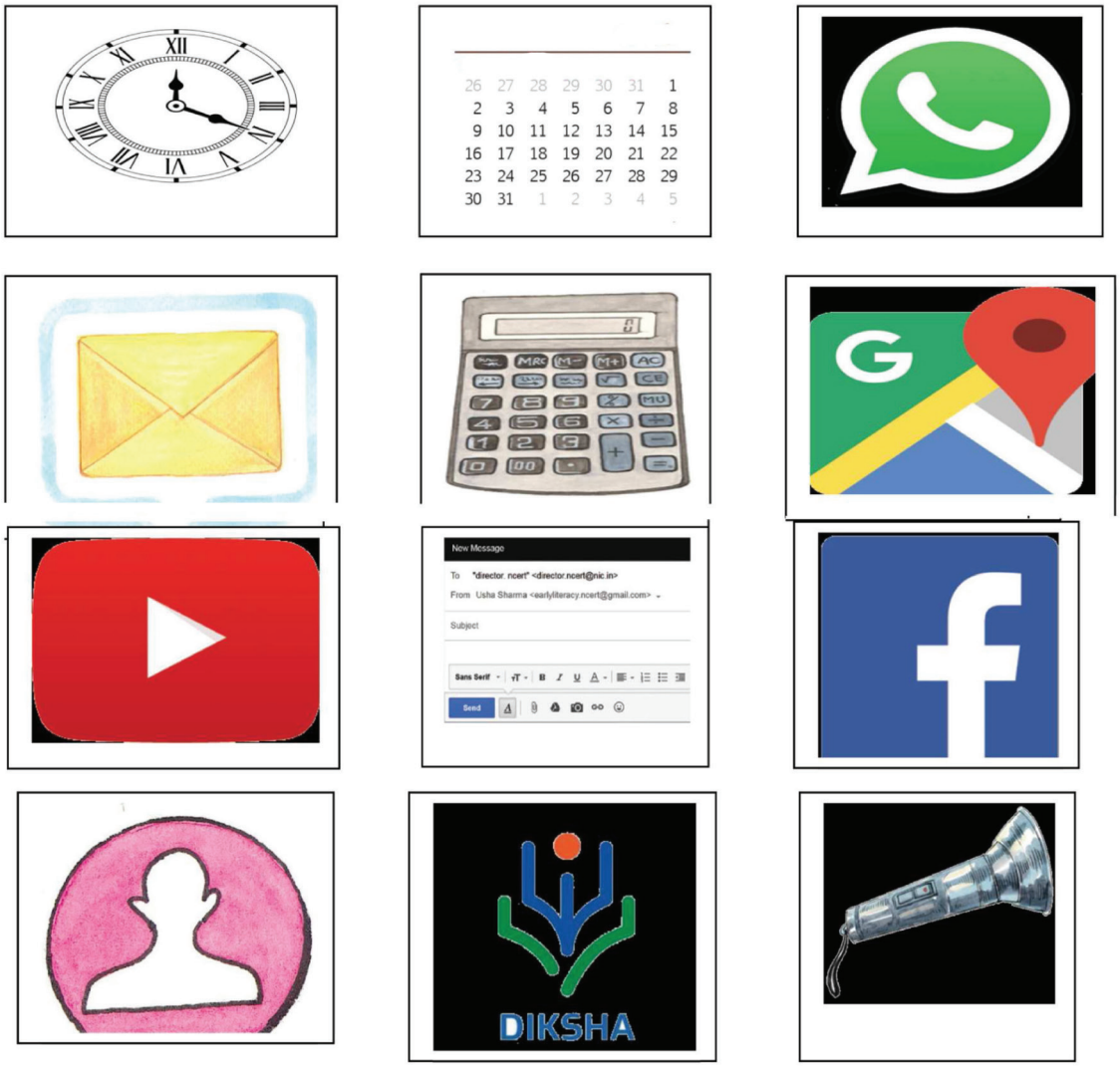
  - Shopping
  - Online Shopping
  - Buying tickets
  - Hotel booking
  - Making online payment
  - Payment of school fees
  - Making money transaction
  - ----------
  - ----------
  - ----------
  - ----------

Uses of Mobile Phone -

- Sending information through SMS.
- Using calculator for doing calculations.
- Using an alarm clock to set an alarm.
- Checking calendar.
- Using a compass for checking directions while walking or travelling.
- Mobile phone can be used for online studies. Some of the apps can be installed for online classroom transaction like Zoom Meeting, Google Meet, Microsoft Teams etc. To use these applications, one needs to register themselves in these apps.
- GPS can be used through which direction and road map can be determined.
- Different games can be played.
- Social media can be used.
- Radio can be played.
- Voice can be recorded.
- One can sing or narrate a story and even video can be made.
- Temperature can be measured.
- Various addresses of hotels, hospitals, schools, railway station, park etc. can be located.

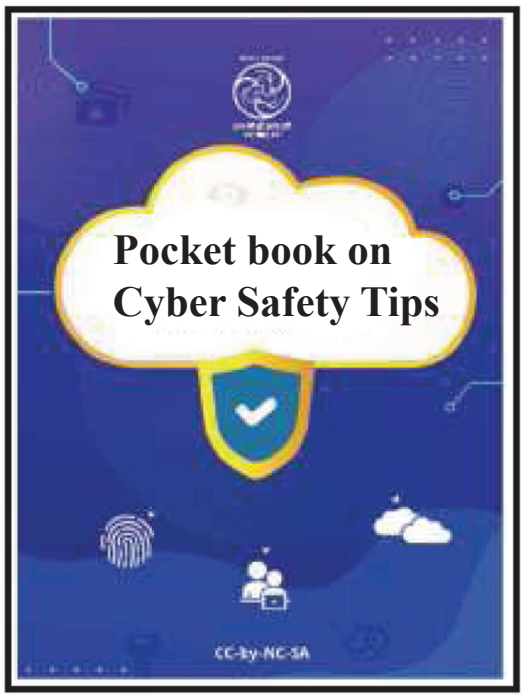
Look, read and discuss -

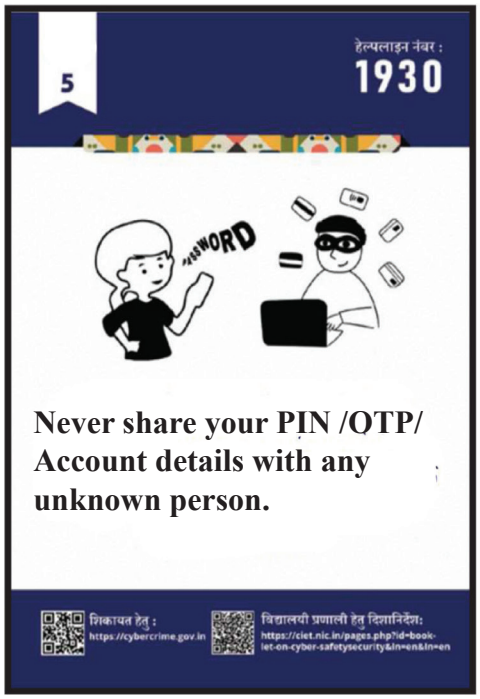
- **What are the apps that you use in your mobile phone? Tick (√) them appropriately.**

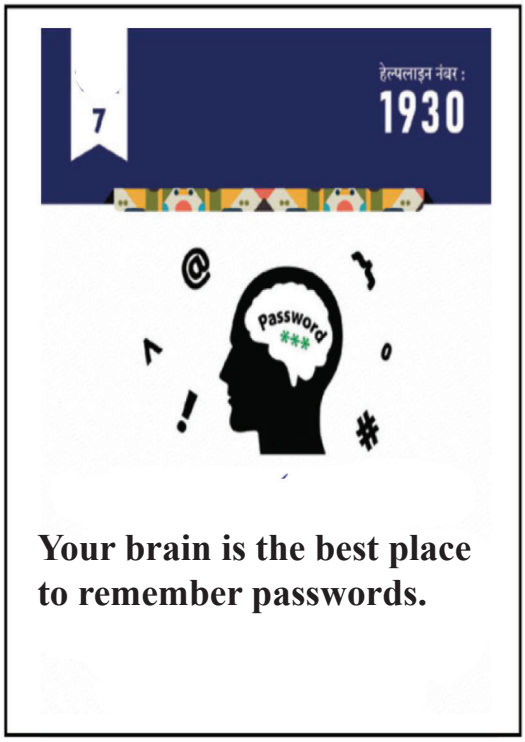


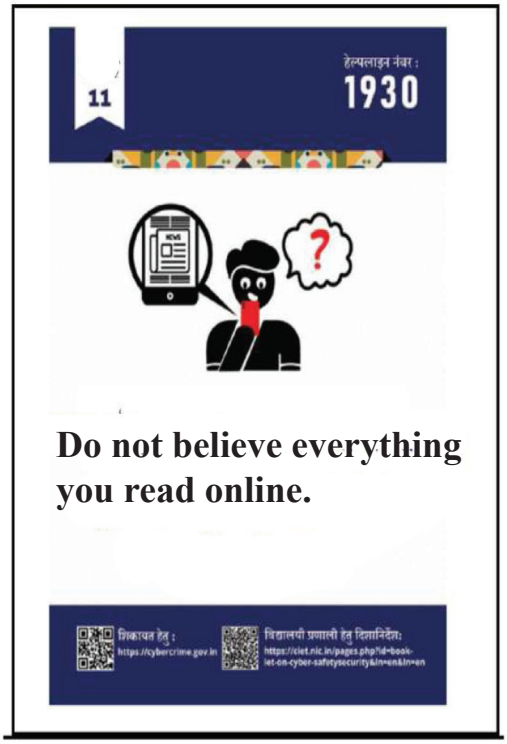
Instruction for Teachers - Let the learners identify each picture one by one. Discuss with them their appropriate usage.

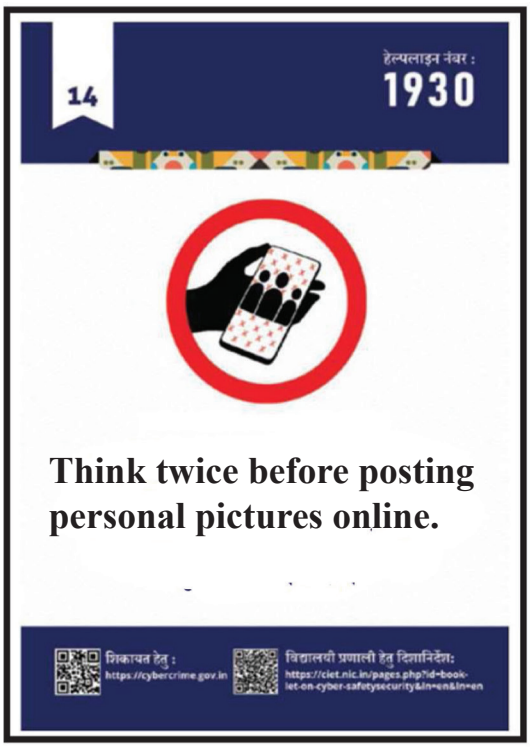
Cyber Security related information -



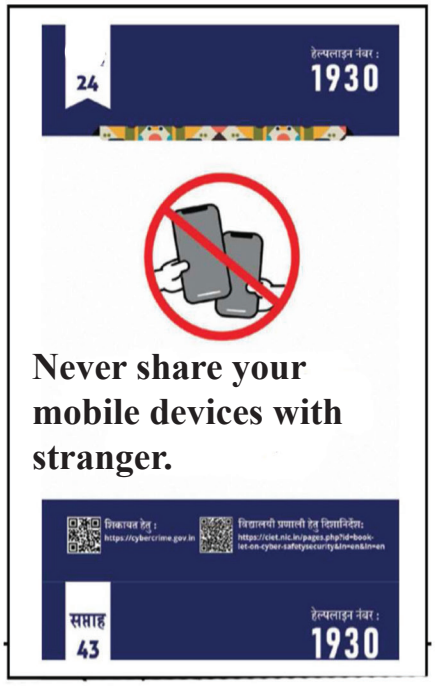


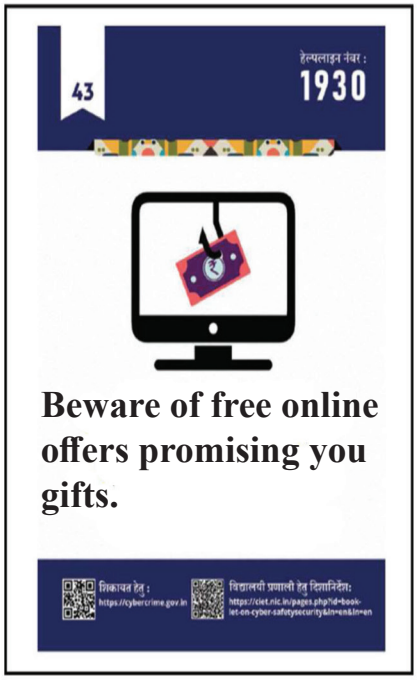


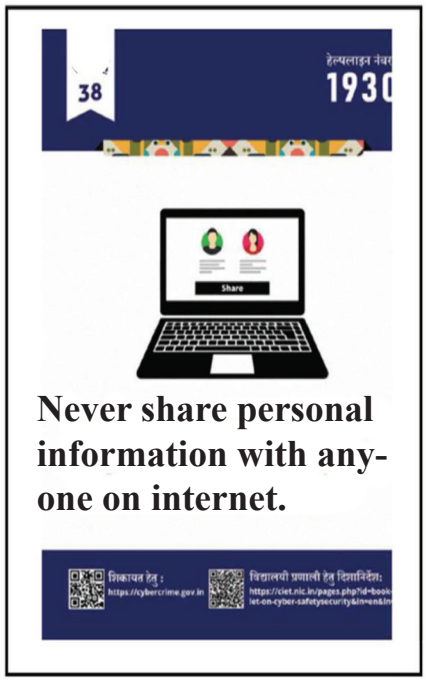












Instruction to Teachers - Make the learners aware about cyber safety through the above pictures. Discuss with them about 'netiquette' (rules of appropriate online behaviour).

Worksheet

1. Write words from the given letter

Y-

Z-

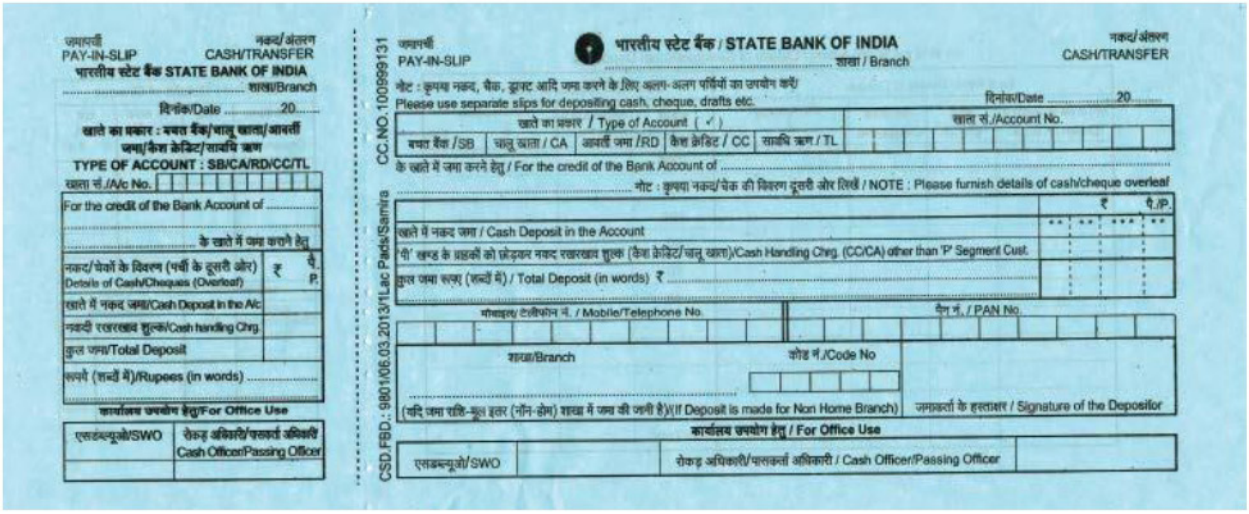
2. Make sentences from the given words.

Young-_____

Zebra –_____

Police Station-_____

3. Look at the slip and write three sentences.



PAY-IN-SLIP CASH/TRANSFER
भारतीय स्टेट बैंक STATE BANK OF INDIA
शाखा/Branch
दिनांक/Date 20
खाते का प्रकार : बचत बैंक/चालू खाता/आवर्ती जमा/कैश क्रेडिट/सावधि ऋण
TYPE OF ACCOUNT : SB/CA/RD/CC/TL
खाता सं./A/c No.
For the credit of the Bank Account of
के खाते में जमा करने हेतु
नकद/चेकों के विवरण (पर्ची के दूसरी ओर) Details of Cash/Cheques (Overleaf) ₹ पै. P.
खाते में नकद जमा/Cash Deposit in the A/c
नकदी रखरखाव शुल्क/Cash handling Chrg
कुल जमा/Total Deposit
रुपये (शब्दों में)/Rupees (in words)
कार्यालय उपयोग हेतु/For Office Use
एसडब्ल्यूओ/SWO | रोकड़ अधिकारी/पारक्रामी अधिकारी Cash Officer/Passing Officer

CC.NO.100999131
CSD.FBD.: 9801/06.03.2013/1Lac Pads/Samira

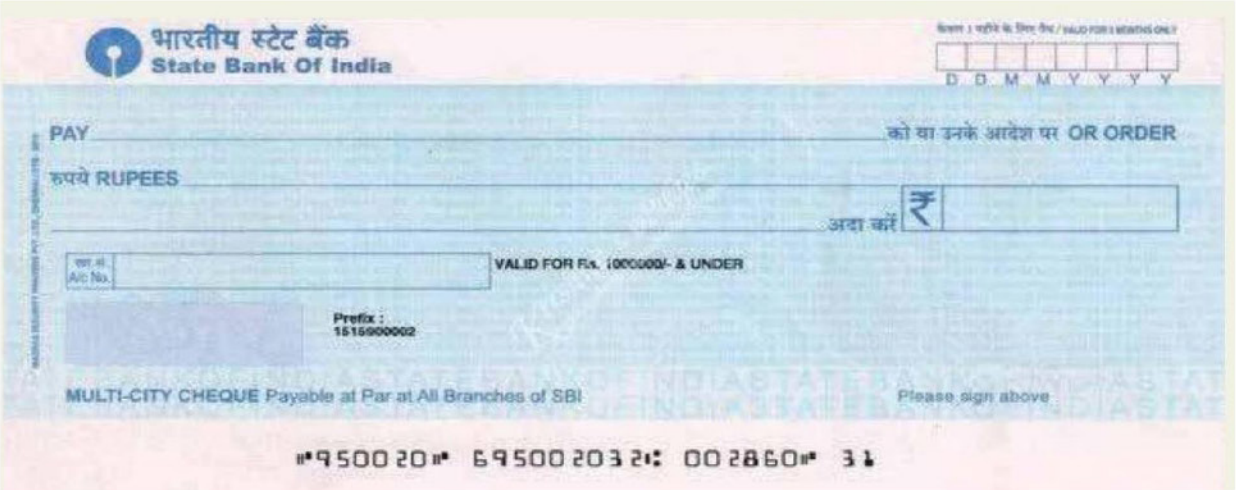
PAY-IN-SLIP भारतीय स्टेट बैंक / STATE BANK OF INDIA CASH/TRANSFER
शाखा / Branch
नोट : कृपया नकद, चैक, ड्राफ्ट आदि जमा करने के लिए अलग-अलग पर्चियों का उपयोग करें
Please use separate slips for depositing cash, cheque, drafts etc.
दिनांक/Date 20
खाते का प्रकार / Type of Account (✓) | बचत बैंक/SB | चालू खाता/CA | आवर्ती जमा/RD | कैश क्रेडिट/CC | सावधि ऋण/TL | खाता सं./Account No.
के खाते में जमा करने हेतु / For the credit of the Bank Account of
नोट : कृपया नकद/चैक की विवरण दूसरी ओर लिखें / NOTE : Please furnish details of cash/cheque overleaf
खाते में नकद जमा / Cash Deposit in the Account ₹ पै./P.
'पी' खण्ड के ग्राहकों को छोड़कर नकद रखरखाव शुल्क (कैश क्रेडिट/चालू खाता)/Cash Handling Chrg. (CC/CA) other than 'P' Segment Cust.
कुल जमा रकम (शब्दों में) / Total Deposit (in words) ₹
मोबाइल/टेलीफोन नं. / Mobile/Telephone No.
पैन नं. / PAN No.
शाखा/Branch
कोड नं./Code No
(यदि जमा राशि-मूल इतर (नॉन-होम) शाखा में जमा की जानी है)/(If Deposit is made for Non Home Branch)
जमाकर्ता के हस्ताक्षर / Signature of the Depositor
कार्यालय उपयोग हेतु / For Office Use
एसडब्ल्यूओ/SWO | रोकड़ अधिकारी/पारक्रामी अधिकारी / Cash Officer/Passing Officer

(a) _____

(b) _____

(c) _____

4.You have to give a cheque of ₹7300 to Ravi.Fill up and prepare a cheque for Ravi.



5. You have to withdraw ₹2000 from the bank. Fill out the withdrawal slip and prepare it.



Alphabet

Capital Letters

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
	Y	Z	

Small Letters

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

Numbers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

ULLAS - Nav Bharat Saaksharta Karyakram

Learning Outcomes for Adult Learners

Learning Outcomes for Literacy

Learners-

1. Associate the shape of the letters with their sound.
2. Identify letters independently as well as in a word.
3. Recognize the vowels and their diacritical marks (matra).
4. Recognize the words repeated in a text.
5. Read words by joining the letters.
6. Read by recognising the whole word.
7. Read by assuming on the basis of contexts or pictures.
8. Use multiple ways to read words-decoding, identifying the whole word, assuming on the basis of pictures or context.
9. Read text/content available in their surroundings and relate it to their own life experiences and situations.
10. Engage in conversations and discussions around subject matter or content to explore specific points.
11. Read and write independently, as per their needs and interests.
12. Respond to the questions based on the text / content in oral as well as written form.
13. Use reading and writing in daily life activities.
14. Read and write letters,words and complete sentences clearly.
15. Use their own languages and /or the languages of the primer for speaking, reading and writing.

Learning Outcomes for Numeracy

Learners-

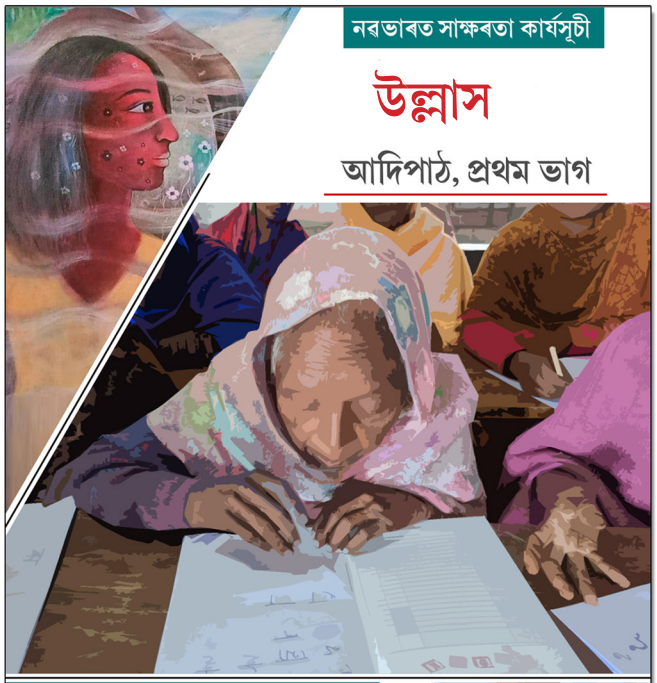
1. Read and write numbers from 1 to 1000 in the context of their daily life.
2. Identify ones, tens and hundreds in the numbers from1 to 1000.
3. Recognize the signs for equal to'='addition '+',subtraction'-',multiplication '×' and division '÷'.
4. Use mathematical operations of addition, subtraction, multiplication and division in the contexts of daily life.
5. Recognize the currency notes /coins of` rupees 1,`2,`5,`10,`20,`50,`100,`200,`500 and `2000 and use them for transactions.

6. Divide things, spaces etc. into equal parts in various contexts of their daily life and recognize half,one-fourth and three-fourth on the basis of given equal parts.
7. Write half,one-fourth and three-fourth as fraction.
8. Discuss two-dimensional shapes like triangle, square, circle and three dimensional shapes like sphere,cylinder, cone,cube,cuboid etc.along with their characteristics and use in daily life.
9. Recognize, extend and create patterns of shapes and numbers.
10. Measure length,weight and capacity/volume in non-standard and standard units and explain the relation between the respective units.
11. Calculate the price of items according to their quantity and value in daily life and do transactions accordingly.
12. Read time on the clock (analog and digital) in terms of hour, minute and second.Express time in the context of morning, afternoon, evening and night.
13. Discuss about the relation between hour, minute and second.
14. Convert the time on a 24-hour clock into 12-hour clock format.
15. Identify and recognise the days of the week, months of the year and days of special occasions on the calendar prevalent in their surroundings.

নৱভাৰত সাক্ষৰতা কাৰ্যসূচী

উল্লাস

আদিপাঠ, প্ৰথম ভাগ



অ আ 1 2
+ -



ৰাজ্যিক সাক্ষৰতা কেন্দ্ৰ, ৰাজ্যিক শিক্ষা গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ, অসম

নৱভাৰত সাক্ষৰতা কাৰ্যসূচী

উল্লাস

আদিপাঠ, দ্বিতীয় ভাগ



অ আ 1 2
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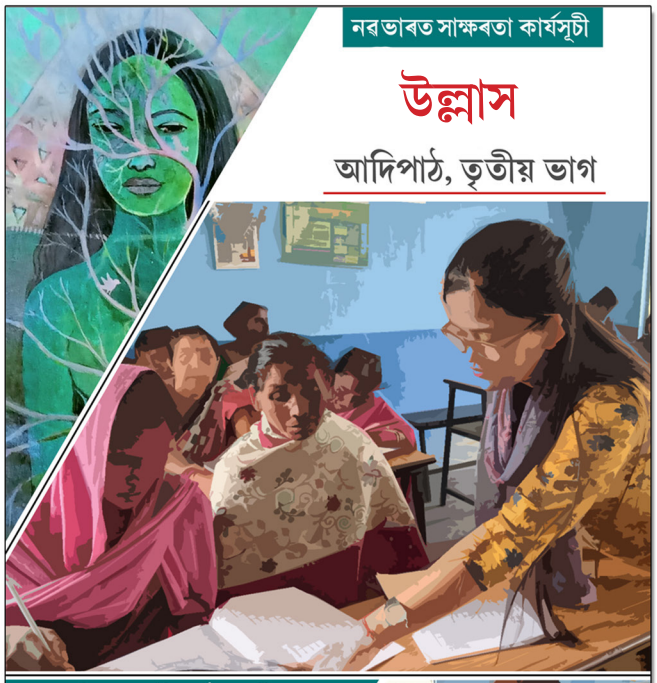


ৰাজ্যিক সাক্ষৰতা কেন্দ্ৰ, ৰাজ্যিক শিক্ষা গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ, অসম

নৱভাৰত সাক্ষৰতা কাৰ্যসূচী

উল্লাস

আদিপাঠ, তৃতীয় ভাগ



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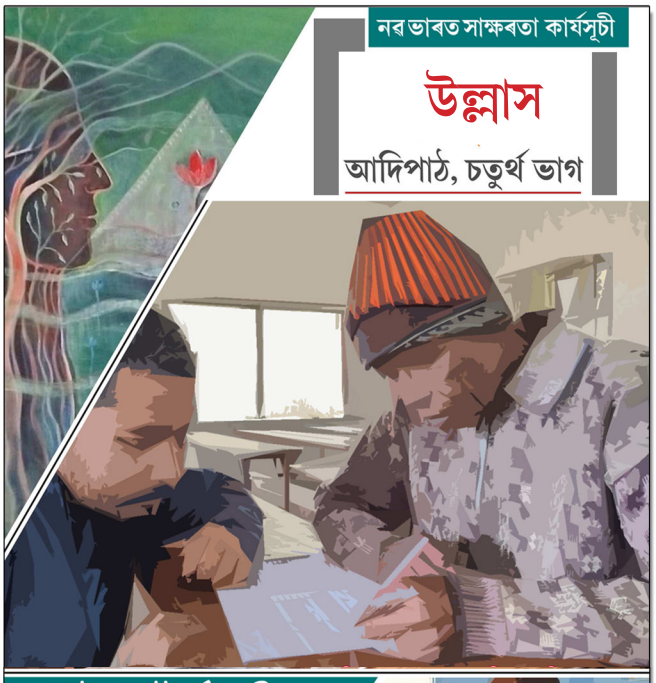


ৰাজ্যিক সাক্ষৰতা কেন্দ্ৰ, ৰাজ্যিক শিক্ষা-গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ, অসম

নৱভাৰত সাক্ষৰতা কাৰ্যসূচী

উল্লাস

আদিপাঠ, চতুৰ্থ ভাগ



অ আ 1 2
+ -



ৰাজ্যিক সাক্ষৰতা কেন্দ্ৰ, ৰাজ্যিক শিক্ষা-গৱেষণা আৰু প্ৰশিক্ষণ পৰিষদ, অসম



As I can do reading and writing,
And my counting is also thorough.
There will be no more problem,
If I can learn to operate computer too.

Published by State Centre for Literacy, State Council of Educational Research and Training, Assam.

Nav Bharat Saaksharta Karyakram



I will learn to read and write and move forward, I will realize the dreams of Atmanirbhar Bharat.

Published by State Centre for Literacy, State Council of Educational Research and Training, Assam.

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