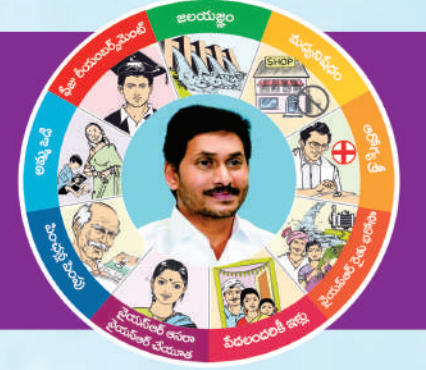









# Department of School Education Government of Andhra Pradesh



-  **School Bag** 01
-  **Tab** 02
-  **Note Books** 03
-  **Text Books** 04
-  **Oxford Eng-Tel Dictionary** 05



- 06 **3 Pairs of Uniforms** Including Stitching Charges 
- 07 **Belt** 
- 08 **2 pairs of Socks** 
- 09 **1 pair of Shoes** 
- 10 **Tie** 

## Academic Calendar for High Schools

**2023-2024**



State Council of Educational  
Research and Training



## Month - Wise Working Days - 2023-24

| Month      | June 2023 | July 2023 | August 2023 | September 2023 | October 2023 | November 2023 | December 2023 | January 2024 | February 2024 | March 2024 | April 2024 | Total Days                |
|------------|-----------|-----------|-------------|----------------|--------------|---------------|---------------|--------------|---------------|------------|------------|---------------------------|
| Total Days | 19        | 31        | 31          | 30             | 31           | 30            | 31            | 31           | 29            | 31         | 23         | 317                       |
| General    | 16        | 24        | 25          | 22             | 16           | 25            | 24            | 17           | 23            | 22         | 15         | Total working Days<br>229 |
| Minority   | 16        | 24        | 25          | 22             | 22           | 25            | 17            | 18           | 23            | 22         | 15         | 229                       |
| Holidays   | 3         | 7         | 6           | 8              | 15           | 5             | 7             | 14           | 6             | 9          | 8          | 88                        |
| Minority   | 3         | 7         | 6           | 8              | 9            | 5             | 14            | 13           | 6             | 9          | 8          | 88                        |

**Dasara Holidays from 14-10-2023 to 24-10-2023: Christmas Holiday 25-12-2022 : Pongal Holidays from 09-01-2024 to 18-01-2024.**

**Note :** ■ For Christian minority Institutions Dasara holidays from 21-10-2023 to 24-10-2023: Christmas Holidays 17-12-2023 to 26-12-2023: Pongal Holidays from 10-01-2024 to 18-01-2024.

- Optional and Local Holidays may be availed as per the rules in force.
- Schools have to work according to the changes in Public Holidays as per Government orders.

### 3 TO 10 Classes Subject Wise Weightage -2023-'24

| CLASS        | SUBJECT WEIGHTAGE |              |              |           |                |           |           |           |            |           |                    |            |  |           |                    |                                  |               |          | GRAND TOTAL |            |
|--------------|-------------------|--------------|--------------|-----------|----------------|-----------|-----------|-----------|------------|-----------|--------------------|------------|--|-----------|--------------------|----------------------------------|---------------|----------|-------------|------------|
|              | CORE              |              |              |           |                |           |           |           |            | TOEFL     | Physical Education |            |  | OTHERS    |                    |                                  |               |          |             |            |
|              | 1ST LANGUAGE      | 2ND LANGUAGE | 3RD LANGUAGE | MATHS     | NS/SCIENCE /EE | PS        | SS        | EVS       | Total      |           | Games/Yoga /PE     | Mass Drill | HE/Voc/Sch. Saf./SHP/VOC Exposure Visits for 6-8 Classes | AV        | WLR/VE/ Scouts/NCC | Art& Cul/WE/VOC /C G/ EMDP/ CwSN | C G/ EMDP/VOC | Total    |             |            |
| III          | 8                 |              | 10           | 8         |                |           |           | 6         | 32         | 3         | 3                  | 1          | 2  | 4         | 2                  |                                  | 1             | 16       | 48          |            |
| IV           | 8                 |              | 10           | 8         |                |           |           | 6         | 32         | 3         | 3                  | 1          | 2  | 4         | 2                  |                                  | 1             | 16       | 48          |            |
| V            | 8                 |              | 10           | 8         |                |           |           | 6         | 32         | 3         | 3                  | 1          | 2  | 4         | 2                  |                                  | 1             | 16       | 48          |            |
| VI           | 6                 | 5            | 6            | 8         | 7              |           | 6         |           | 38         | 3         | 2                  | 1          | 2  |           | 1                  |                                  | 1             | 10       | 48          |            |
| VII          | 6                 | 5            | 6            | 8         | 7              |           | 6         |           | 38         | 3         | 2                  | 1          | 2  |           | 1                  |                                  | 1             | 10       | 48          |            |
| VIII         | 6                 | 5            | 6            | 8         | 3              | 5         | 6         |           | 39         | 3         | 1                  | 1          | 2  |           | 1                  |                                  | 1             | 9        | 48          |            |
| IX           | 6                 | 5            | 6            | 8         | 3              | 5         | 6         |           | 39         | 3         | 1                  | 1          | 1  |           | 1                  |                                  | 1             | 9        | 48          |            |
| X            | 6                 | 5            | 6            | 8         | 5              | 6         | 6         |           | 42         |           | 2                  | 1          | 1  |           |                    |                                  | 1             | 6        | 48          |            |
| <b>TOTAL</b> | <b>54</b>         | <b>25</b>    | <b>60</b>    | <b>64</b> | <b>25</b>      | <b>16</b> | <b>30</b> | <b>18</b> | <b>292</b> | <b>21</b> | <b>17</b>          | <b>8</b>   | <b>14</b>  | <b>12</b> | <b>10</b>          |                                  | <b>8</b>      | <b>2</b> | <b>92</b>   | <b>384</b> |

**TOEFL : (Test of English as a Foreign Language) Every Tuesday, Thursday and Saturday, in case of Second Saturday it may be conducted on second Friday.**

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

- Environmental Education Subject to be taught by PS Teacher for 6th,7th Classes and BS Teacher for 8th, 9th and 10th Classes.
- Virtual / Digital Periods to be treated as regular periods.
- The Schools having ATL labs, two consecutive periods per week can be allotted from science periods; Physical Science Teacher will be the nodal teacher for ATL lab.
- All Physical Directors / Physical Education Teachers shall follow the guidelines mentioned in Pro. Rc.No. ESE02/92/2022 Dt : 01/02/2022
- Concerned Senior English Teacher is **TOEFL** Co-ordinator and all the other teachers who are having English as methodology/English as main subject in Degree or PG are **TOEFL** Facilitators.

### Inclusive Education

#### School Time Table for School Assistants in Special Education

| Day & Time       | 1 <sup>st</sup> Period<br>9-15 am to 10-00 am | 2 <sup>nd</sup> Period<br>10-00 am to 10-45 am | Short Break<br>10-45 am to 10.55 am | 3 <sup>rd</sup> Period<br>10-55 am to 11-35 am                                | 4 <sup>th</sup> Period<br>11-35 am to 12-15 pm                                | Lunch<br>12-15 pm to 1 pm | 5 <sup>th</sup> Period<br>1.05 pm to 1.55 pm | 6 <sup>th</sup> Period<br>1.55 pm to 2.30 pm | Short Break<br>2.30 pm to 2.40 pm | 7 <sup>th</sup> Period<br>2.40pm to 3.20 pm | 8 <sup>th</sup> Period<br>3.20 pm to 4.00 pm |
|------------------|---|--|-------------------------------------|---|---|---------------------------|--|--|-----------------------------------|---|--|
| <b>Monday</b>    |   | Methodology                                    | <b>Short Break</b>                  | VI Class (A.R)  | VII Class (A.R)   | <b>Lunch</b>              | VIII Class (A.R)                             | IX Class (A.R)                               | <b>Short Break</b>                | Record Keeping                              |  |
| <b>Tuesday</b>   |   | Methodology                                    |                                     | VI Class (B.I)  | VII Class (B.I)   |                           | VIII Class (B.I)                             | IX Class (B.I)                               |                                   | Documentation                               |  |
| <b>Wednesday</b> |   | Methodology                                    |                                     | VI Class (APS)  | VII Class (APS)   |                           | VIII Class (C.S)                             | IX Class (C.S)                               |                                   | Documentation                               |  |
| <b>Thursday</b>  |   | Methodology                                    |                                     | VI Class (LPS)  | VII Class (LPS)   |                           | VIII Class (L.S)                             | IX Class (L.S)                               |                                   | Documentation                               |  |
| <b>Friday</b>    |   | Methodology                                    |                                     | VI Class (C.S)  | VII Class (C.S)   |                           | VIII Class (PSHS)                            | IX Class (PSHS)                              |                                   | Documentation                               |  |
| <b>Saturday</b>  |   | Methodology                                    |                                     | Group Discussion session among class 6 <sup>th</sup> to 9 <sup>th</sup> Class | Group Discussion session among class 6 <sup>th</sup> to 9 <sup>th</sup> Class |                           | Parents meet                                 | Parents meet                                 |                                   | Parents meet                                |  |

Note : The HMs of such schools shall follow the above time table while preparing the school / class time tables.

**The Period Description is given on Page No. 12**



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools



**2023 - 24**

**June - 2023** Assessment : Nil

| Monday                            | Tuesday   | Wednesday                                 | Thursday  | Friday                                     | Saturday  | Sunday                          |
|-----------------------------------|-----------|---|-----------|--|-----------|---------------------------------|
|                                   |           |   | <b>1</b>  | <b>2</b>                                   | <b>3</b>  | <b>4</b>                        |
| <b>5</b>                          | <b>6</b>  | <b>7</b>                                  | <b>8</b>  | <b>9</b>                                   | <b>10</b> | <b>11</b>                       |
| School Reopening Day<br><b>12</b> | <b>13</b> | <b>14</b>                                 | <b>15</b> | Youth and Eco Club activities<br><b>16</b> | <b>17</b> | <b>18</b><br>Watering Plants    |
| <b>19</b>                         | <b>20</b> | <b>21</b>                                 | <b>22</b> | <b>23</b>                                  | <b>24</b> | <b>25</b><br>Drawing & Painting |
| <b>26</b>                         | <b>27</b> | School Complex Meetings(SCM)<br><b>28</b> | <b>29</b> | School Complex Meetings(SCM)<br><b>30</b>  |           |                                 |

**HOLIDAYS**  
10 - Second Saturday  
29 - Bakrid

**OPTIONAL HOLIDAYS**  
20 - Rathayatra

**IMPORTANT DAYS**  
01 - World Milk Day  
03 - World Bicycle Day  
04 - International Day of Innocent Children  
05 - World Environment Day  
07 - World Food Safety Day  
08 - World Ocean Day  
12 - School Reopening Day

**CELEBRATION DAYS**  
19 - National Reading Day  
\* Every Thursday DIKSHA Content Usage by the students.

**NATIONAL READING DAY**

### Working Days - 16 June - 2023 - Syllabus

| SUBJECT              | 6th CLASS   | 7th CLASS  | 8th CLASS  | 9th CLASS   | 10th CLASS  |
|----------------------|---|--|--|---|---|
| TELUGU               | సంసిద్ధత, అమ్మఒడి   | సంసిద్ధత, అక్షరం   | సంసిద్ధత, ఆంధ్రవైభవం   | ధర్మబోధ, న్యాయ సుబ్బారావు   | మాతృభావన, బాలకాండ   |
| HINDI                | सन्नद्धता   | सन्नद्धता  | सुहृ   | दुख का अधिकार, गिल्लू   | बस्ते बदल, शांति की राह में (उपवाचक)  |
| ENGLISH              | Unit 1 Who Did Patrick's Homework? ... & A House, A Home (Poem) | Unit 1 - Three Questions...& The Squirrel (Poem)....         | Unit 1 - The Best Christmas Present in the World...& The Ant and the Cricket (Poem)... | Unit 1 - The Fun They Had... & The Road Not Taken (Poem)...                   | Unit 1 - Personality Development : A. Attitude is Altitude B. Every Success Story Is also a Story of Great Failures |
| MATHS                | Pre-requisites & Basic Concepts, Knowing our Numbers            | Pre-requisites & Basic Concepts, Integers                    | Pre-requisites & Basic Concepts, Rational numbers                                      | Pre-requisites & Basic Concepts, Number system                                | Real numbers  |
| PHY. SCIENCE         | -----   | -----  | Force and Pressure   | Matter in our surroundings  | Heat  |
| GEN.SCIENCE/ BIOLOGY | Readiness Components of food                                    | Class readiness Nutrition in Plants                          | Class readiness Microorganisms : Friend and Foe  | The functional unit of life   | Nutrition   |
| SOCIAL               | Readiness- Our Earth in the Solar System                        | Readiness; Our Earth in the Solar System                     | Readiness (Geo) Resources How, When and Where  | 1. India -Size and Location   | India - Relief Features, The World Between Wars (Part - 1)  |
| O. SANSKRIT          | अक्षरपरिचयम् पूर्वज्ञानपरिशीलनम्                                | अक्षरपरिचयम् पूर्वज्ञानपरिशीलनम् सुभाषितानि - 1              | पूर्वज्ञानपरिशीलनम्, सादर समीयताम् पूर्वज्ञानपरिशीलनम्, भगीरथः                         | पूर्वज्ञानपरिशीलनम्, देशमिहप्रीणीहि पूर्वज्ञानपरिशीलनम्, शब्दमात्रान्भेतव्यम् | पूर्वज्ञानपरिशीलनम्, ध्येयमधिकसाधक पूर्वज्ञानपरिशीलनम्, हिरण्यकवृत्तान्तः   |
| C. SANSKRIT          | సంసిద్ధత, భాషాంశ, వ్యాకరణాంశ బోధనం                              | సంసిద్ధత, భాషాంశ, వ్యాకరణాంశ బోధనం                           | సంసిద్ధత, భాషాంశ, వ్యాకరణాంశ బోధనం   | సంసిద్ధత, భాషాంశ, వ్యాకరణాంశ బోధనం  | సంసిద్ధత, భాషాంశ, వ్యాకరణాంశ బోధనం  |
| H E & PHY EDN        | Knowing your body   | We are growing   | Knowing mental changes   | Health and diseases   | Physical education relation with other subjects   |
| YOGA                 | Surya namaskara   | Surya namaskara  | Concentration yama (restraint) niyama (observance)                                     | Surya namaskara yama (restraint) niyama (observance)                          | Yama (restraint) niyama (observance)  |
| GAMES                | Attention, stand at ease left, right,& about truns              | Attention, stand at ease left,right,& about truns - marching | Attention, stand at ease left,right,& about truns -marching                            | Fancy marching guard of honour  | Fancy marching guard of honour  |

గమనిక : కాంపోజిట్ తెలుగు విద్యార్థులు 6,7,8 తెలుగు పాఠ్యపుస్తకాలలో ఉపవాచకం మినహా అన్ని పాఠాలు చదవాలి.  
9వ తరగతికి - లేని పాఠాలు - 2. చైతన్యం, 7. మాట మహిమ, 3. ప్రియమైన నాన్నకు, 6. నా చదువు, 10వ తరగతికి - లేని పాఠాలు - 4.ధన్యుడు, 7.సముద్ర లంఘనం,

“Live as if you were to die tomorrow. Learn as if you were to live forever.”  
- Mahatma Gandhi



**Theme:**  
**Let's get ready for School**

## Schedule for Assessments in 2023-24

| Assessment  | Tentative Dates     | Syllabus           |
|---|---------------------|--------------------|
| Formative Assessment-I<br>CBA - I (Classes I to VIII)     | 1-4 August 2023     | June, July         |
| Formative Assessment-II                                   | 3-6 October 2023    | August, September  |
| Summative Assessment -I                                   | 4-10 November 2023  | June to October    |
| Formative Assessment-III<br>CBA - II (Classes I to VIII)  | 3-6 January 2024    | November, December |
| Formative Assessment-IV<br>(For I-IX Classes)             | 23-27 February 2024 | January, February  |
| Pre-final (For Class X)                                   | 23-29 February 2024 | Total Syllabus     |
| Summative Assessment -II<br>CBA - III (Classes I to VIII) | 11-20 April 2024    | Total Syllabus     |

**Note :**

**Any changes in the Assessment Schedule will be intimated in due course.**

## Timings for High Schools

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

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

### Half day School Timings

| High Schools Timings | First Bell | Second Bell | School Assembly | First Period   | Second Period  | Third Period   | Short Break<br>(Ragijava) | Fourth Period  | Fifth Period   | Sixth Period   |
|----------------------|------------|-------------|-----------------|----------------|----------------|----------------|---------------------------|----------------|----------------|----------------|
|                      |            | 07-45       | 07-50           | 07-50<br>08-00 | 08-00<br>08-40 | 08-40<br>09-20 | 09-20<br>10-00            | 10-00<br>10-30 | 10-30<br>11-10 | 11-10<br>11-50 |
| <b>Alloted Time</b>  |            |             | 10 min          | 40 min         | 40 min         | 40 min         | 30 min                    | 40 min         | 40 min         | 40 min         |

**Note : During Ramadan month the school timings for Muslim Minority / Urdu Schools and Teachers to be followed as per the Govt. Circular Memo No. GAD 01/POLL/1/2023**

#### Head Teachers:

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

#### Roles and Responsibilities of Head Teachers and Teachers

#### Teachers:

- Teachers should scrupulously follow the guidelines regarding academic and classroom administration as envisaged in G.O.Ms.No.54, Education (Ser V), dated 01.06.2000.
- Follow the timetable prescribed by the Headmaster concerned.
- Write standard lesson plans as suggested in the Academic Calendar.
- Good communicators, listen well, focus on collaboration, adoptable, engaged, to show empathy, have patience, instills confidence, manage the classroom effectively, come to class prepared to teach, set high expectations, practice self-reflections, use teaching strategies and to be a role model to the students.
- Unbiased towards students in respect of gender, caste, community, disability and should address the learning levels of students appropriately with out any discrimination.
- Have analytical report of the assessments and should develop student specific action plan for remedial teaching.
- Come to the school well in advance to attend the school assembly and to extend their co-operation in conduct of the assembly in a smooth manner.
- Present their lesson plans to the Headmaster concerned for its approval.
- Follow the suggestions given by the Headmaster on the classroom observations.
- Attend the staf meeting without fail and to take necessary action on the minutes of the meeting.
- Attend the Parent Teacher Meetings if the Headmaster requires the presence of the respective teacher.
- Evaluate the assessment answer scripts in time and post them online within stipulated time.
- Adopt the learning outcome-based teaching learning process.
- Focus on the digital learning through the available digital infrastructure and to make the students to go through the QR codes provided in textbooks for their reinforcement in academics.
- Cooperate with the Headmaster in school administration and to ensure the appropriate class specific learning outcomes among the students.
- Keep their mobiles in silent mode / switched off mode while they are in classroom transaction.
- Have their specific plan for remedial teaching and to administer the plan after school hours.
- Follow the guidelines suggested in the academic calendar prescribed by SCERT, AP and implement the activities prescribed.
- Give open ended questions to students and to provide the opportunity for critical thinking.
- Adopt the positive behavior strategies such as setting challenging goals for learning, making expectations clear both orally and in writing, setting consequences for non-completion of work, encouraging students to write and speak well, discussing class progress and communicating the importance of high academic standards to students.
- Encourage the gifted students in participating competitive examinations duly providing the appropriate study material to them and to make aware of various careers.
- Maintain a good rapport with the Headmaster and other co-teachers to create a healthy learning environment to the students.
- Scrupulously follow any instruction issued by the Headmaster concerned and higher authorities from time to time.
- Completion of syllbus means achieving learning outcomes not mere completion of the lessons.



# Department of School Education Government of Andhra Pradesh Academic Calendar for High Schools



**2023 - 24**

**July - 2023**

**Assessment : Nil**

| Monday    | Tuesday                                   | Wednesday                                 | Thursday  | Friday                                     | Saturday  | Sunday                      |
|-----------|---|---|-----------|--|-----------|-----------------------------|
| <b>31</b> |   |   |           |  | <b>1</b>  | <b>2</b><br>Book Reading    |
| <b>3</b>  | <b>4</b>                                  | <b>5</b>                                  | <b>6</b>  | <b>7</b>                                   | <b>8</b>  | <b>9</b>                    |
| <b>10</b> | <b>11</b>                                 | <b>12</b>                                 | <b>13</b> | <b>14</b>                                  | <b>15</b> | <b>16</b><br>Paper Foldings |
| <b>17</b> | <b>18</b>                                 | <b>19</b>                                 | <b>20</b> | <b>21</b><br>Youth and Eco Club activities | <b>22</b> | <b>23</b>                   |
| <b>24</b> | <b>25</b><br>School Complex Meetings(SCM) | <b>26</b><br>School Complex Meetings(SCM) | <b>27</b> | <b>28</b>                                  | <b>29</b> | <b>30</b>                   |

**HOLIDAYS**

08 - Second Saturday  
29 - Moharram

**OPTIONAL HOLIDAYS**

06 - EID - E - Ghadeer  
28 - 9th Moharram

**IMPORTANT DAYS**

01 - Doctors Day  
11 - World Population Day  
28 - World Hepatitis Day

\* Every Thursday DIKSHA Content Usage by the students.

WORLD POPULATION DAY



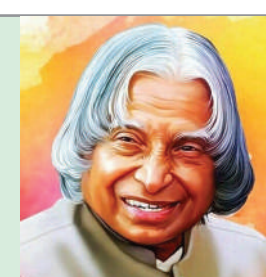
**Working Days - 24**

**July - 2023 - Syllabus**

| SUBJECT                       | 6th CLASS   | 7th CLASS  | 8th CLASS   | 9th CLASS   | 10th CLASS  |
|-------------------------------|---|--|---|---|---|
| <b>TELUGU</b>                 | సంసిద్ధత, తృప్తి, అమరజీవి పొట్టి శ్రీరాములు, జాతీయ జెండా రూపశిల్పి పింగళి వెంకయ్య   | సంసిద్ధత, మాయకంబళి, నిరిమానోత్సవం, గుణదల మేరీమాత ఉత్సవం  | మాతృభూమి, శతకసారభం  | చైతన్యం, ఇల్లలకగానే, కొండ వెంకటప్పయ్య, కాశీనాధుని నాగేశ్వరరావు  | జానపదుని జాబు, వెన్నెల, అయోధ్యకాండ  |
| <b>HINDI</b>                  | सन्तुष्टता, बरिश  | ज्ञान हम को दीजिए, होशियार कौआ   | तेनालीराम की चतुर्दई, श्रीहरिकोटा   | पद, एवरेस्ट मेरी शिखर यात्रा  | ईदगाह, हम भारत वासी   |
| <b>ENGLISH</b>                | Unit 2 - How The Dog Found Himself a New Master!...The Kite (Poem) & A Tale of Two Birds (SR).....                            | Unit 2 - A Gift of Chappals... & The Rebel (Poem)...& The Tiny Teacher (SR)....  | Unit 2 - The Tsunami ....& Geography Lesson (Poem)... & How the Camel got his Hump (SR)...  | Unit 2 - The Sound of Music... & I. EVELYN GLENNIE: II. BISMILLAH KHAN... & Wind (Poem) ... & The Lost Child (SR)...  | Unit 1 - Personality Development : C. I will Do it. Unit 2 - Wit and Humour : A. The Dear Departed (Part I)   |
| <b>MATHS</b>                  | Knowing our Numbers<br>Whole numbers<br>Playing with Numbers  | Integers<br>Fractions and Decimals<br>Data Handling  | Rational numbers<br>Linear equations in one variable  | Number system<br>Polynomials  | Real numbers, Sets<br>Probability, Statistics   |
| <b>PHY. SCIENCE</b>           | -----   | -----  | Force and Pressure, Friction  | Matter in our surroundings; is matter around us pure?   | Acids, Bases and Salts, Reflection of Light at Plane Surfaces.  |
| <b>GEN.SCIENCE/ BIOLOGY,</b>  | Components of food, Sorting materials into groups, Separation of substances   | Nutrition in plants, Nutrition in animals<br>Heat  | Microorganisms: Friend and Foe  | The functional unit of life   | Respiration, Transportation   |
| <b>SOCIAL</b>                 | Globe -Model of the Earth, Maps   | Forests<br>Learning Through Maps   | Land, Soil, Water, Natural, Vegetation and Wildlife (Geo)<br>From Trade to Territory -The Company Establishes Power (His)<br>The Indian Constitution (Poli) | 1.The French Revolution<br>2.what is Democracy? Why Democracy?<br>3.The story of village Palampur   | Ideas of Development,<br>The World Between Wars (Part 2)  |
| <b>O. SANSKRIT</b>            | सरलभाषासंस्कृतम्, बुद्धिरेव गरीयसी, सुभाषितानि - 1<br>शब्दाः- राम, धातवः - भू   | विद्यास्वाम्यम्, पञ्चशी पञ्चमी पञ्चनशी नमी, सुभाषितानि - 2<br>शब्दाः हरे, धातवः- हृषिर्  | स्पतविभक्तिश्लोकाः, भगवान् शशाङ्कः<br>शब्दाः भवत् (पु, नपु), धातवः - दु, अर्च आवेदनम्, प्रतिमाराधनम्<br>शब्दाः - भवत् (पु, नपु), धातवः दु, अर्च             | दानप्रशंसा, विनोदः, शब्दाः मरुत्, वाच् धातवः- चित्र, शक्र, क्रीडायामानन्दः<br>नाटकचक्रवर्ती भासः, शब्दाः मरुत्, वाच् धातवः - चिञ्, शक्र   | श्लोकरत्नानि, मेघसन्देशः शब्दाः- गो, वधु, धातवः - मिल, इष्, देशभूषी हि भारती, शकुन्तलापतिगृहप्रस्थानम्, शब्दाः गो, वधु, धातवः मिल, इष्                                  |
| <b>C. SANSKRIT</b>            | హస్తీ హస్తీ హస్తీ   | అమృతవాణి   | రక్షత పుణ్ణన్   | సమర్థః కః   | లోకహితం మమ కరణీయం   |
| <b>ENV.EDN</b>                | Reducing wastage of food<br>Nutrients in food<br>Getting to know trees<br>Where do animals live ?<br>Creating your own garden | Knowing some plant diseases<br>Diseases associated with the human digestive system<br>Fibers obtained from animals<br>Exploring sericulture<br>Drastic changes in environment disturb well adapted animals | Elixir of life - water<br>Noise pollution - Preventive measures<br>Global warming<br>Estimation of particulate pollutants in air                            | Rain water harvesting<br>Exploring community craft person<br>Re use plastic and other waste material<br>Reducing wastage of food<br>Creating awareness about wastage of water due to negligence | Global warming<br>Saviours of our environment<br>Estimation of particulate pollutants in air<br>Vaccination - A shield<br>Mosquitoes woes<br>Fossil fuel is not forever |
| <b>ART-CULTURAL EDUCATION</b> | Position drawing, Paper cutting, Stick puppets, Slokas.   | Coloring with crayons and water colours, Paper cuttings, Stick puppet, Decoration, Slokas.   | 2D picture drawing, Paper cuttings, Leather puppetry, Slokas, Jati swaramu.   | 2D picture drawing, Water colours, Shading with pencil, Papers cuttings, Leather puppetry, Slokas, Tandavam.  | 2D picture drawing, Water colours, Shading with pencil, Paper cuttings, Leather puppetry, Slokas, Keerthanalu.  |
| <b>H E &amp; PHY EDN</b>      | Bones are important   | Fundamental skills (individual sports)   | Food and nutrition  | Growing up with confidence  | Effects of physical activities on human body  |
| <b>YOGA</b>                   | Tadasana, Vrikshasana   | Tadasana, Hastottanasana   | Garudasana, Baddhapadmasana   | Tadasana, Katichakrasana  | Hastottanasana, Padahastanasana   |
| <b>GAMES</b>                  | Kabaddi / chess   | Kabaddi / chess  | Kabaddi / chess   | Kho -kho / carroms  | Kho -kho / carroms  |

"If you fail, never give up because FAIL means 'First Attempt In Learning'."

- APJ Abdul Kalam



**Theme:**  
**Human Rights**

## We Love Reading

- ◆ Department of School Education Andhra Pradesh, launched an innovative activity “We Love Reading” in the year 2021.
- ◆ The main objectives of WLR are effective utilization of school libraries, inculcate reading habit among students and make students as independent life long readers.
- ◆ In the first phase of the programme all schools divided the available books in the school library into 4 levels i.e picture based, single sentence , small para, big stories.
- ◆ Organized BOOK BANK in schools to collect books from donors.
- ◆ Conducted Community Reading Centers to engage students.
- ◆ One period in a week is totally dedicated for library book reading in the timetable.
- ◆ DIET students conduct reading sessions at their village community.

### Suggested activities while reading books:

1. **Me and my book:** After reading the book, everyone has to write their opinion on that book. Like own ideas and feelings about the characters, situations, pictures regard the book.
- 2) **Books in the shelf:** Visit Friends and relatives houses. Try to list out the names of the books found with your friends and relatives. Discuss on those books and note down the significance.
- 3) **Picture gallery:**Collect old newspapers/magazines and cut pictures which are most liked. Paste those pictures in a notebook. It is the picture gallery.
- 4) **The stories of my friends:** Form a group with your friends / classmates. Discus the stories read, then write those stories in their own words in a notebook.
- 5) **My story bank:** Collect stories from the newspapers or magazines. Cut those pages and paste it in a notebook. This will become your story bank.
- 6) **Picture story:** Select any pictures from the newspapers or magazines and write a story based on picture.
- 7) **My book:** Make your own book with your writings and drawings, display the book on the reopening day.

### Competitions :

Competitions will be conducted for students and teachers and teacher educators : 3 levels

| Level                          | Classes                                     | Competitions                           |
|--------------------------------|---|--|
| Students level- I              | 3 to 5                                      | Story reading, Drawing                 |
| Students level- II             | 6 to 8                                      | Story reading, Story writing, Drawing  |
| Students level - III           | 9 to 12                                     | Story writing, Review writing, Drawing |
| Teachers and Teacher educators | Primary, Upper primary, High schools, DIETs | Review writing                         |



## Language Mela

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

### Objectives of the Programme

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

### Timeline



### Suggested activities

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

### Note :

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

## Science Activities

### ATAL TINKERING LAB

- Atal Innovation Mission (AIM), NITI Aayog is Government of India’s flagship initiative to promote a culture of innovation and entrepreneurship in the country and was set up in 2016.
- With a vision to ‘Cultivate one Million children in India as Neoteric Innovators’, Atal Innovation Mission is establishing Atal Tinkering Laboratories (ATLs) in schools across India.
- The objective of this scheme is to develop new programs and policies to foster curiosity, creativity, and imagination in young minds and to develop new programs and policies for fostering innovation in different sectors of the economy, provide platforms
- Inculcate skills such as design mindset, computational thinking, adaptive learning, physical computing etc.

**Activities going on in AP.....** 1. Total 713 ATLs are working in A.P out of 10000 sanctioned ATLs across India.

2. ATL labs functioning, hands on experience started the schools of A.P in collaboration with UNICEF and VIGYAN ASHRAM.
3. One day workshops and also State level orientation program was held at Hotel Alankar Inn, Vijayawada and zphs,K. Tadepalli for erstwhile district science officers and identified teachers
4. 26 DSOs were appointed to monitor the ATLs in 26 Districts.
5. Introduced 30 Hub ATLs are strengthening as model ATLs and 150 Spoke model at 26 districts of A.P.
6. Utilizing Hub ATL as lab for non- ATL school students also.
7. A state Hub ATL is set up with UNICEF AND VIGYAN ASHRAM collaboration of 10 lakh rupees worth equipment including 3D printer of cost rupees 2 lakh, vinyl cutter, mechanical tools, electrical and electronic tools at zphs, Penamaluru, Krishna Dt.
8. Weekly live session is streaming through Diksha You tube Channel on every Tuesday at 3.20pm to 4.00pm.
9. Spacial mapping is going to do for all 713 ATLs to identify and get clear picture to work with ATLs.

### INSPIRE:(Innovation in Science Pursuit for Inspired Research)

1. The INSPIRE Awards - MANAK (Million Minds Augmenting National Aspirations and Knowledge), being executed by DST with National Innovation Foundation – India (NIF)
2. aims to motivate students in the age group of 10-15 years and studying in classes 6 to 10
3. to foster a culture of creativity, curiosity and innovative thinking among school children.
4. Department of Science and Technology (DST), Government of India has been running the INSPIRE Award scheme since 2009-10.
5. for the past 3 years A.P. has initiated more number of nominations for INSPIRE MANAK awards.
6. year National award winners(2019-20- 6) (2020-21-3)                      State science fair in A.P, INSPIRE (AI), JNNMSEE competitions, STEM lab activities are other science activities in A.P



# Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools

2023 - 24



August - 2023

Assessment : FA-1 (CBA-1)

| Monday   | Tuesday                                   | Wednesday | Thursday  | Friday                                     | Saturday  | Sunday                        |
|--|---|-----------|-----------|--|-----------|-------------------------------|
|  | <b>1</b>                                  | <b>2</b>  | <b>3</b>  | <b>4</b>                                   | <b>5</b>  | <b>6</b><br>Scrap Book Making |
| <b>7</b>   | <b>8</b>                                  | <b>9</b>  | <b>10</b> | <b>11</b>                                  | <b>12</b> | <b>13</b>                     |
| <b>14</b>  | <b>15</b>                                 | <b>16</b> | <b>17</b> | <b>18</b><br>Youth and Eco Club activities | <b>19</b> | <b>20</b><br>Maths Puzzles    |
| <b>21</b>  | <b>22</b>                                 | <b>23</b> | <b>24</b> | <b>25</b>                                  | <b>26</b> | <b>27</b>                     |
| Language Festival<br><b>28</b><br>School Complex Meetings(SCM) | <b>29</b><br>School Complex Meetings(SCM) | <b>30</b> | <b>31</b> |  |           |                               |

**HOLIDAYS**  
12 - Second Saturday  
15 - Independence Day

**OPTIONAL HOLIDAYS**  
16 - Parsi New Year Day  
25 - Varalakshmi Vratam

**IMPORTANT DAYS**  
06 - Heroshima Day  
07 - Friendship Day  
12 - International Youth Day  
19 - Photography Day  
29 - National Sports Day

\* Every Thursday DIKSHA Content Usage by the students.

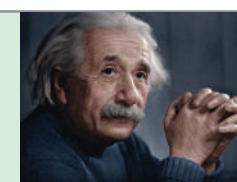
Working Days - 25

August - 2023 - Syllabus

| SUBJECT                       | 6th CLASS  | 7th CLASS   | 8th CLASS  | 9th CLASS  | 10th CLASS  |
|-------------------------------|--|---|--|--|---|
| <b>TELUGU</b>                 | మాకొద్ది తెల్లదొరతనం, జాతీయ ప్రతిజ్ఞ నిర్మాత పైడిమర్రి వెంకట సుబ్బారావు, సుందరకవి శంకరంబాడి సుందరాచారి | విన్ని శిశువు, కోటప్పకొండ ప్రభల తిరునాళ్లు రొట్టెల పండుగ                                    | నాయాత్ర, పోతులూరి వీరబ్రహ్మం, నేడునూరి గంగాధరం, వడ్డాది పాపయ్య   | హరివిల్లు, రంగస్థలం, ఉన్నవ దంపతులు   | ధన్యుడు, శతక మధురిమ   |
| <b>HINDI</b>                  | तितली  | आदिवासी नृत्य धिंसा, हम नहें हैं बौ   | गीत  | दोहे, तुम कब जाओगे-अथिति   | कण-कण का अधिकारी, लोकगीत  |
| <b>ENGLISH</b>                | Unit 3 - Taro's Reward... & The Quarrel (Poem)... The Friendly Mongoose(SR)....                        | Unit 3 - Gopal and the Hilsa Fish... & The Shed (Poem)...& Bringing up Kari (SR)....        | Unit 3 - Glimpses of the Past...& Children at work (SR)...   | Unit 3 - The Little Girl... & Rain on the Roof (Poem)... & The Adventures of Toto (SR)....   | Unit 2 - Wit and Humour : & B. The Dear Departed (Part II) C. The Brave Potter  |
| <b>MATHS</b>                  | Playing with Numbers<br>Basic Geometrical Ideas  | Data handling<br>Simple Equations   | Understanding Quadrilaterals<br>Data Handling  | Coordinate Geometry<br>Linear Equations in Two Variables   | Polynomials<br>Coordinate Geometry  |
| <b>PHY. SCIENCE</b>           | -----  | -----   | Coal and Petroleum   | Atoms and Molecules  | Reflection of Light at Curved Surfaces, Human Eye and Colourful World.  |
| <b>GEN.SCIENCE/ BIOLOGY</b>   | Separation of substances<br>Getting to know plants   | Acids, Bases and salts<br>Physical and chemical changes                                     | Crop production and Management   | Tissues  | Transportation, Excretion   |
| <b>SOCIAL</b>                 | Landforms- Andhra Pradesh;   | Delhi Sultanate<br>Kakatiya Kingdom   | Understanding Secularism (poli)<br>Ruling the Countryside (His)<br>Why do we need a Parliament? (poli)             | 1.Physical Features of India<br>2.Socialism in Europe and the Russian Revolution<br>3.Constitutional Design  | Production and Employment, National Liberation Movements in the Colonies  |
| <b>O. SANSKRIT</b>            | साहसबलकाः<br>अग्निः- वायुश्च<br>सुभाषितानि - 2   | अरण्यम्<br>साहसम्<br>सुभाषितानि - 3   | मनुजरीतिः, शब्दाः - भवत्(स्त्री), जलमुच् धातवः भा, अस<br>विश्वेश्वरय्यः, शब्दाः- भवत्(स्त्री), जलमुच् धातवः भा, अस | नित्यविधयःज, शब्दाः - राजन्, नामन्<br>दातवः आप् , मिल, एम्.एम्.सुब्लक्ष्मीः,<br>शब्दाः- राजन्, नामन्, धातवः- आप्, मिल  | मेघसन्देशः, परमोधर्मः<br>शकुन्तलापतिगृहप्रस्थानम्<br>अणुशास्त्रः कणादः  |
| <b>C. SANSKRIT</b>            | सुभाषितानि<br>♦ राम - शब्दम्   | दायिष्ठ्यं<br>♦ कृष्ण - शब्दम्  | सर्पे भवन्तु सुश्लिषः<br>♦ मति - शब्दम्  | मृद्विस्तरायाकः<br>♦ वार - शब्दम्  | परमेश्वराराम सञ्चाम विधातयः<br>♦ राजन् - शब्दम्   |
| <b>ENV.EDN</b>                | Controlling vehicular pollution<br>All plants are useful<br>Life in diverse regions                    | Study of migratory birds<br>Cyclone and its impact<br>Pottery as a craft                    | Death trap<br>Where should the waste go ?<br>Fossil fuel is not forever  | Preventing wastage of electricity, Locally available medicinal plants , Reducing farmer's woes alternate cropping, Water supply and waste-water disposal systems prevalent in the past, Precipitation and soil erosion in the mountain ecosystem | Changes in the surroundings and their effect<br>Use solar energy - Save electricity<br>Pollination - an interaction of plants and insects, Observing the 3 'R's<br>Conserving natural resources<br>Optimum use of groundwater |
| <b>ART-CULTURAL EDUCATION</b> | Origami, Paper cuttings, Leather puppets.  | Different types of clothes, Paper cuttings, Stick puppets, Decoration, Slokas, Pushpanjali. | Draw different types of Turbans, Different types of paper cuttings, Leather puppets, Pushpanjali.                  | Draw different types of Ornaments, Leather puppets, Model making, Slokas, Mohana Raga Varnam.  | Draw a situation like festival, Plate puppets, Glove puppets, Mohana Raga Varnam, Keertanalu.   |
| <b>H E &amp; PHY EDN</b>      | How to remain physically fit   | Fundamental skills (team games)   | Water conservation   | Physical education physical fitness  | Growth and development during adolescence   |
| <b>YOGA</b>                   | Utkatasana vajasana swastikasana   | Trikonasana katichakrasana  | Gomukhasana ardhamatasyendrasana   | Simhasana mandukasana<br>uttana-mandukasana  | Trikonasana shasankasana  |
| <b>GAMES</b>                  | Kho -kho / carroms   | Kho -kho / carroms  | Kho -kho / carroms   | Kabaddi / chess  | Kabaddi / chess   |

"Anyone who has never made a mistake has never tried anything new."

- Albert Einstein



Theme:  
Constitution & Democracy

## School Club Activities

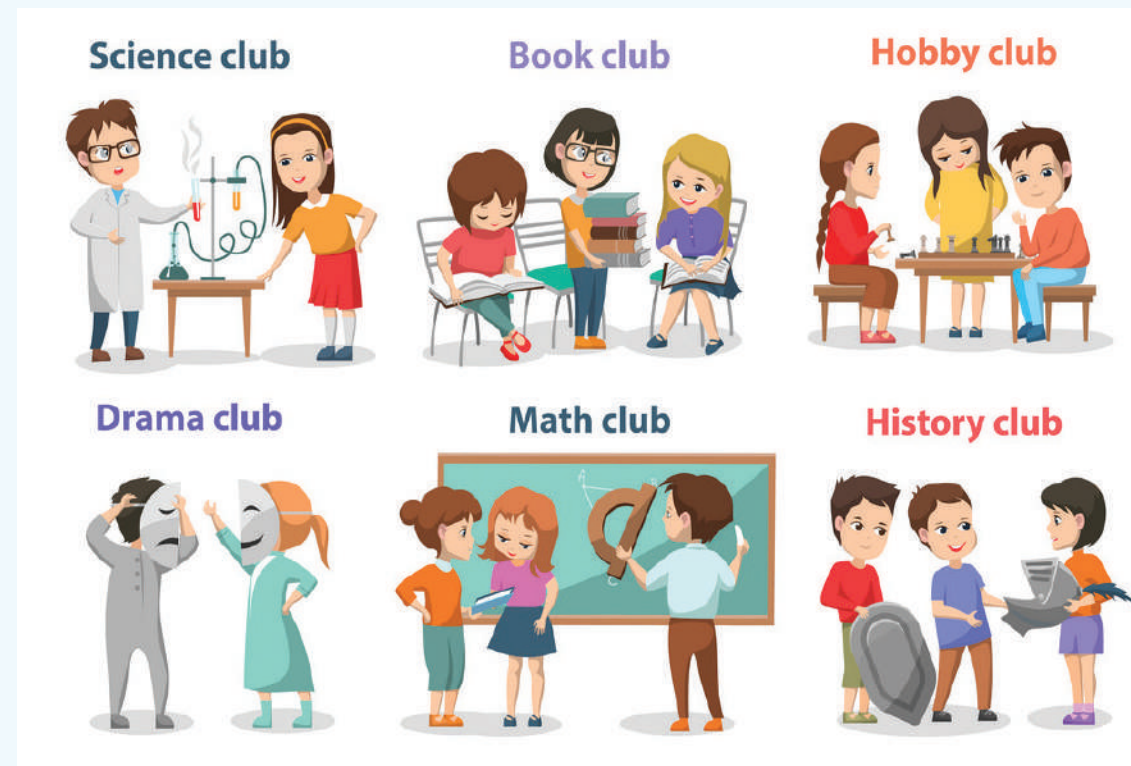
The school club activities are prominent spaces for children to get engaged with various co-curricular activities for their holistic development. This platform helps the children to equip themselves with necessary competencies like physical, cognitive, socio-emotional, spiritual and vocational development,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

### Objectives

- \* Enhance interest and curiosity among students towards practical knowledge of the subjects
- \* Increase aptitude for thinking and foster imagination and creativity among the students
- \* Inculcate various democratic values and qualities like tolerance, equality, liberty, citizenship, secular beliefs, etc.
- \* Improve LSRW skills among students by inculcating their interest towards story reading, writing and other literary activities
- \* Provide students with collaborative and engaging environment to come together and engage in literary activities

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

### Club-wise examples of activities



### Suggested activities for Language / Literary Club

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

### Suggested activities for Science/Mathematics Club

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

### Suggested activities for EVS Club

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

### Suggested activities for Health club

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

### Suggested activities for Cultural / ICT club

|   |   |   |
|---|---|---|
| Conduct cultural activities on the important days.<br><br>Educating, Training basic computer knowledge, applications. | Organising computer related activities and support to such activities<br><br>Dissipation of computer knowledge to the whole school community. | Organise reading stories singing poems, slokas<br><br>Forming a special interest group to help other students |
|---|---|---|

### Guidelines for teachers

1. Ensure that all students are part of club activities.
2. Ensure that all students should have maximum participation in at least one club activity.
3. Every Class teacher should take ownership of organising club activities on the third Friday of every month.
4. School club activities are related to classes 1 to 10.
5. Club activities may be conducted class wise or by involving 2 or 3 classes together.
6. Students in the class will be divided into 4 groups. Each group will attend one club. Groups will be changed in a cyclic manner. For example Group – A students will attend Language club in July month, EVS club in August month, Health club in September month, Cultural club in October month, again attend Language club in the month of November.





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools



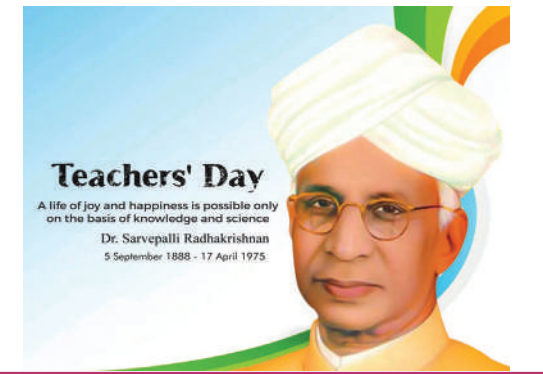
**2023 - 24**

**September - 2023**

**Assessment : Nil**

| Monday                       | Tuesday                                | Wednesday                              | Thursday  | Friday   | Saturday  | Sunday                       |
|------------------------------|--|--|-----------|--|-----------|------------------------------|
|                              |  |  |           | <b>1</b>   | <b>2</b>  | <b>3</b> Mask, Puppet Making |
| <b>4</b>                     | <b>5</b>                               | <b>6</b>                               | <b>7</b>  | <b>8</b> Talent Search at School level & Aptitude Test | <b>9</b>  | <b>10</b>                    |
| <b>11</b>                    | <b>12</b>                              | <b>13</b>                              | <b>14</b> | <b>15</b> Youth and Eco Club activities                | <b>16</b> | <b>17</b> Language Puzzles   |
| <b>18</b> Read an e-Book Day | <b>19</b>                              | <b>20</b>                              | <b>21</b> | <b>22</b>  | <b>23</b> | <b>24</b>                    |
| <b>25</b>                    | <b>26</b> School Complex Meetings(SCM) | <b>27</b> School Complex Meetings(SCM) | <b>28</b> | <b>29</b>  | <b>30</b> |                              |

**HOLIDAYS**  
 06 - Srikrishnashtami  
 09 - Second Saturday  
 18 - Vinayaka Chavithi  
 28 - Eid - Miladun-nabi  
**OPTIONAL HOLIDAYS**  
 05 - Arabaeen  
 09 - Hazrath Syudi  
 Mohammed Juvanpuri Mehdi's Birthday  
**IMPORTANT DAYS**  
 05 - Teachers Day  
 08 - International Literacy Day  
 14 - Hindi Diwas  
 15 - International Day of Democracy  
 16 - World Ozone Day  
 24 - World Rivers Day  
 \* Every Thursday DIKSHA Content Usage by the students.



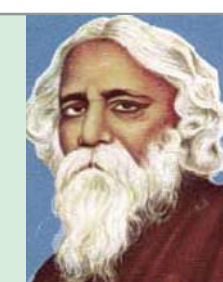
**Working Days - 22**

**September - 2023 - Syllabus**

| SUBJECT                       | 6th CLASS   | 7th CLASS  | 8th CLASS   | 9th CLASS  | 10th CLASS  |
|-------------------------------|---|--|---|--|---|
| <b>TELUGU</b>                 | సమయస్ఫూర్తి, సుభాషితాలు   | మర్రిచెట్టు, అహోబిలం పార్వతి ఉత్సవం, తేనెకీ ఉత్సవాలు   | సందేశం, ఫాతిమా షేక్, రాగతి పండరి  | ఆత్మకథ, ప్రియమైన నాన్నకు, దువ్వూరి సుబ్బమ్మ, అయ్యదేవర కాశీశ్వరరావు   | మా ప్రయత్నం, సముద్ర లంఘనం   |
| <b>HINDI</b>                  | ऊँटचला  | ईमानदारी का फल   | कूड़ेदान  | स्मृति, गीत-अदीत   | दो कलाकार (उपवाचक), अंतराष्ट्रीय स्तर हिंदी, भक्तिपद  |
| <b>ENGLISH</b>                | Unit 4 - An Indian American Woman in Space: Kaplana Chawla... & Beauty (Poem) & The Shepherd's Treasure(SR)...                  | Unit 4 - The Ashes That Made Trees Bloom...& Chivvy (Poem).... & Golu Grows a Nose (SR)....                                | Unit 4 - Bepin Choudhury's Lapse of Memory ... & The Last Bargain (Poem)... & The Selfish Giant (SR)... | Unit 4 - A Truly Beautiful Mind... & The Lake Isle of Innisfree(Poem)... & Iswaran the Storyteller(SR)                         | Unit 3 - Human Relations : A. The Journey & B. Once Upon a Time (Poem) & What Is My Name?   |
| <b>MATHS</b>                  | Basic Geometrical Ideas<br>Understanding elementary Shapes  | Lines and Angles<br>The Triangle and its Properties  | Data Handling<br>Squares and Square roots<br>Cubes and Cube roots                                       | Linear Equations in Two Variables<br>Introduction to Euclid's Geometry<br>Lines and Angles                                     | Coordinate Geometry<br>Pair of Linear equations<br>Quadratic Equations  |
| <b>PHY. SCIENCE</b>           | -----   | -----  | Sound   | Structure of the Atom  | Structure of the Atom,<br>Classification of Elements - the Periodic Table   |
| <b>GEN.SCIENCE/ BIOLOGY</b>   | Body movements  | changes, Respiration in organisms  | Crop production and Management<br>Reproduction in animals   | Tissues  | Excretion, Coordination   |
| <b>SOCIAL</b>                 | Early Life to Settle Life   | Vijayanagara Empire  | Understanding Laws (poli)<br>Tribals, Dikus and the Vision of a Golden Age (His)                        | 1. People as resource<br>2. Drainage   | Climate of India, Indian Rivers and Water Resources, National Movement in India - Partition & Independence                        |
| <b>O. SANSKRIT</b>            | श्रीरामवनप्रस्थानम्, परिवर्तनम् सुभाषितानि - 3, शब्दाः- हरि धातवः पठ  | कार्यदक्षता, तुलसीवृक्षकम् सुभाषितानि - 4, शब्दाः गुरु धातवः- गम्लु  | सिंहदिलीपयोः सवादः अविचार्य न कर्तव्यम्   | हिमवद्धर्षणम् नाक्षिपेत् विपरीताङ्गम्  | द्रौपदीपरिदेवना, मन्दाकिनी चन्द्रापीडस्यविद्याभ्यासः किं जलमुत्तमम्   |
| <b>C. SANSKRIT</b>            | చతురఃకాకః<br>♦ పర - ధాతువు  | సుభాషితాని<br>♦ భూ - ధాతువు  | మైత్రి<br>♦ కృజ్ - ధాతువు   | రామప్పదేవాలయః<br>♦ రక్ష - ధాతువు   | స్వాపలంఘనమ్<br>♦ పర - ధాతువు  |
| <b>ENV.EDN</b>                | Social interdependence<br>Compassion for living creatures<br>Beauty in diversity  | Forests : Our treasure<br>Preventing wastage of electricity<br>Creating awareness about wastage of water due to negligence | Judicious use of fuels<br>Diseases and their prevention<br>Mosquitoes woes                              | Impact of low-cost imports in our economy and environment<br>Employment in semi-rural areas<br>Lots of water and yet no water' | Economy - The impact of low-cost goods on the environment<br>Listing of Rural Areas - Employment<br>Water around - thirsty though |
| <b>ART-CULTURAL EDUCATION</b> | Draw & study of graphs, Increasing size of the picture through graphs, Paper cuttings, Leather puppets, Swaralu, Sabhavandanam. | Draw mirror images, Paper cuttings, Stick puppet, Swarajati.   | Draw body parts, Paper cuttings, Leather puppets, Swarajati, Keeratanalu.                               | Draw designs on bed sheets, Saries, Calligraphy, Leather puppets, Keeratanalu.   | Draw desings of building & houses, Plate puppets, Glove puppets, Keeratanalu.   |
| <b>H E &amp; PHY EDN</b>      | Leaders and followers   | Sports scholarships and awards   | Fundamental skills (individual sports)  | Sports training individual sports  | Individual games and sports i & ii  |
| <b>YOGA</b>                   | Ardhapadmasana nirlamba bhujangasana  | Padmasna yogamudrasana   | Bhujangasana shalabhasana   | Kukkutasana akarna dhanurasana   | Ushtrasana ardamatsyendrasana   |
| <b>GAMES</b>                  | Tenni koit & skipping   | Tenni koit & skipping  | Tenni koit & skipping   | Volley ball  | Volley ball   |

The highest education is that which does not merely give us information but makes our life in harmony with all existence.

- Rabindranath Tagore



**Theme:**  
**Rangotsav & Kalautsav**

## Telugu Bhasha Varotsavalu

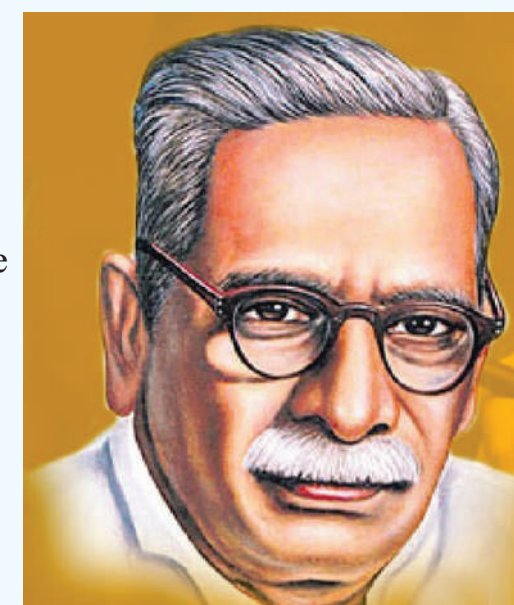
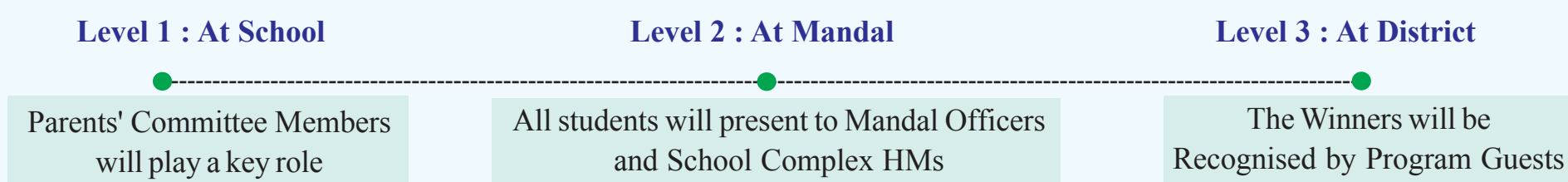
The Telugu Bhasha Varotsavalu program will be conducted on the eve of Gurajada Apparao Jayanthi (21<sup>st</sup> September) to Gurram Jashuva Jayanthi (29<sup>th</sup> September). This provides an exciting opportunity for students to create and demonstrate innovative ideas for using the Telugu language.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



### Objectives

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

**Timeline / Competition schedule:** September 2023



### Suggested Activities

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

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

## Language Lab

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

### Objectives

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

### Timeline

Classes 6-10 → 1 or 2 Periods Weekly Days can be decided by the Language teachers.

### Guidelines for teachers

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



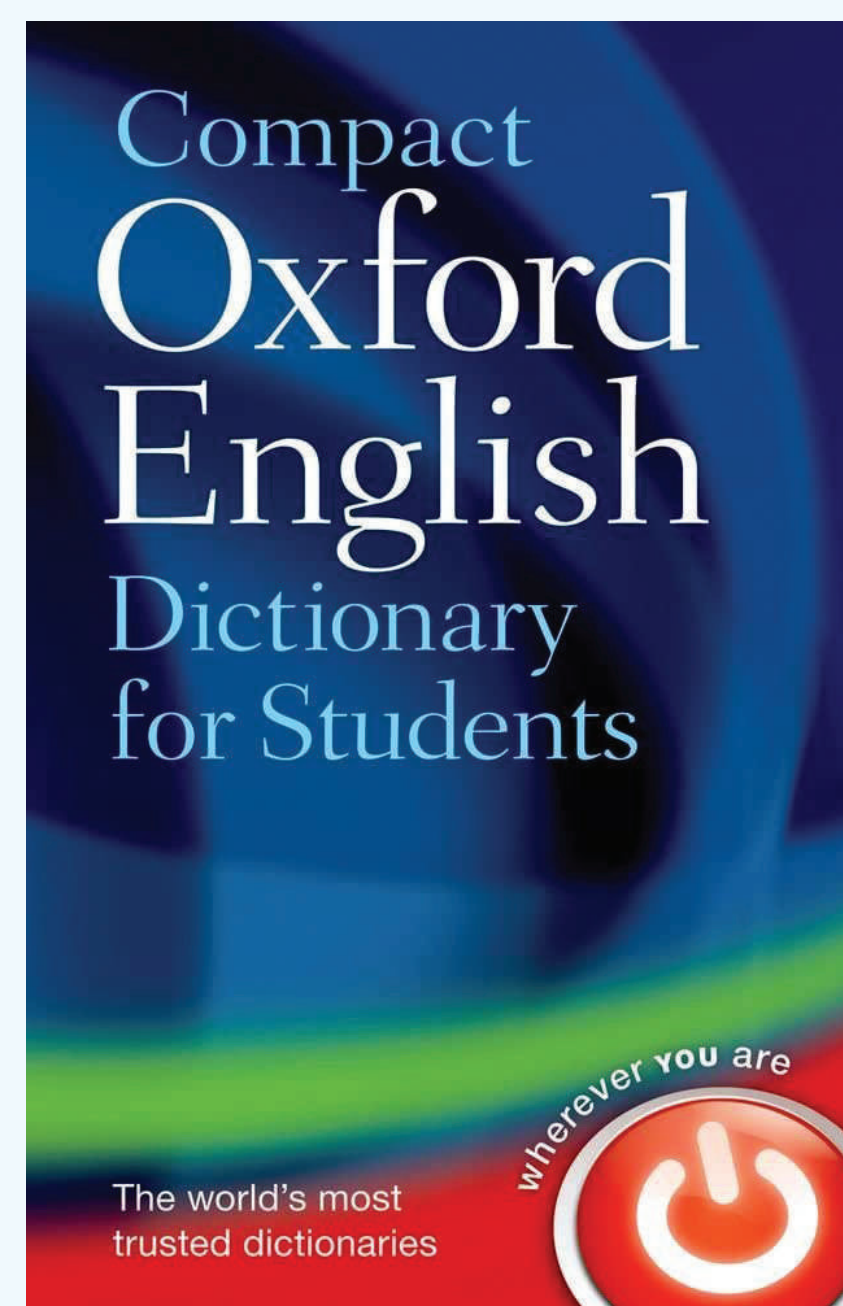
## Learn a Word a Day

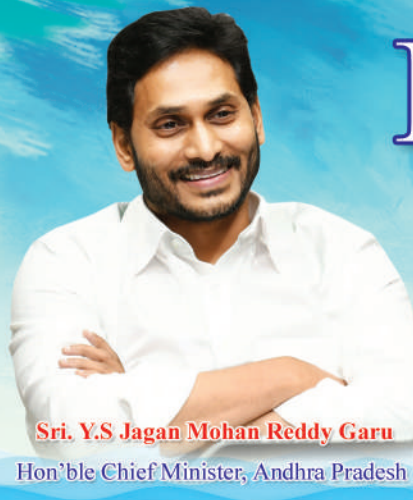
The Government of Andhra Pradesh has prestigiously introduced reforms in school education keeping in view of NEP 2020 guidelines. In this connection, the government has provided infrastructure facilities through Manabadi Nadu — Nedu, affordable quality education by introducing English Medium education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

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

**Methodology :** The "LEARN A WORD A DAY" program is aimed to create awareness among students about key vocabulary which are given in the textbooks as well as dictionaries. Criteria followed in the selection of words is that the words are important to understand the concept given and to express their opinion in a fluent language. These words are not a sight word like is, was.... etc. These words should be action words, describing words and textual words. This program is classified into 4 levels. The words that are selected are level appropriate. • Level I - Classes 1 and 2  
• Level II - Classes 3, 4 and 5, Level III - Classes 6 to 8, Level IV - 9 & 10.

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





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools



**2023 - 24**

October - 2023

Assessment : FA-2

| Monday | Tuesday | Wednesday | Thursday | Friday                              | Saturday | Sunday                    |
|--------|---------|-----------|----------|-------------------------------------|----------|---------------------------|
| 30     | 31      |           |          |                                     |          | 1<br>Refer Dictionary     |
| 2      | 3       | 4         | 5        | 6                                   | 7        | 8                         |
| 9      | 10      | 11        | 12       | 13                                  | 14       | 15<br>Math Table Practise |
| 16     | 17      | 18        | 19       | 20<br>Youth and Eco Club activities | 21       | 22                        |
| 23     | 24      | 25        | 26       | 27                                  | 28       | 29<br>Book Reading        |

**HOLIDAYS**  
 02 - Gandhi Jayanthi  
 Dussehra Holidays  
 14.10.23 to 24.10.23  
 Dussehra Holidays for Minority Institutions  
 21.10.23 to 24.10.23  
**OPTIONAL HOLIDAYS**  
 14 - Mahalaya Amavasya  
 24 - Vijayadasami (Thitidwayam)  
 26 - Yaz - Dahum - Shareef  
**IMPORTANT DAYS**  
 01 - International Day of Old Persons  
 02 - Day of Non Violence  
 04 - World Animal Welfare Day  
 08 - Indian Air force Day  
 10 - National Post office Day  
 11 - International Day of Girl Child  
 16 - World Food Day  
 31 - National Unity Day  
 \* Every Thursday DIKSHA Content Usage by the students.



Working Days - 16/22

October - 2023 - Syllabus

| SUBJECT                   | 6th CLASS  | 7th CLASS  | 8th CLASS   | 9th CLASS  | 10th CLASS   |
|---------------------------|--|--|---|--|--|
| TELUGU                    | మమకారం   | పద్య పరిమళం  | పయనం, తాడి నాగమ్మ   | స్నేహం, కడప కోటిరెడ్డి దంపతులు   | మాణిక్య వీణ, అరణ్య కాండ  |
| HINDI                     | मेरा देश महान है   | पत्र लेखन  | मित्र को पत्र   | वैज्ञानिक चेतना के वाहक चंद्रशेखर वेंकटरामన్   | स्वराज की नींव, दक्षिणी గంగా గోదావరి   |
| ENGLISH                   | Unit 5 - A Different Kind of School...& Revision SA - I                          | Unit 5 - Quality... & Revision SA - I                                  | The Treasure Within...(SR) & Revision SA - I  | In the Kingdom of Fools (SR)...& Revision SA - I   | Unit 4 - Films and Theatre : A. Rendezvous with Ray  |
| MATHS                     | Integers<br>Fractions  | The Triangle and its Properties<br>Comparing Quantities                | Cubes and Cube roots<br>Comparing Quantities  | Lines and Angles<br>Appendix I   | Quadratic Equations  |
| PHY. SCIENCE              | -----  | -----  | Sound   | Motion   | Chemical Bonding   |
| GEN.SCIENCE/<br>BIOLOGY   | The living organisms – characteristics and habitats                              | Transportation in animals and plants                                   | Reproduction in animals   | Revision of I and II units   | Coordination, Reproduction   |
| SOCIAL                    | Early Civilization   | Mughal Empire  | Agriculture (Geo)<br>Judiciary (poli)   | 1. Nazism and the rise of Hitler   | The People, People and Settlement,<br>The Making of Independent India's constitution                         |
| O. SANSKRIT               | गीतोपदेशः<br>सुभाषितानि - 4  | लोकसेवनम्<br>सुभाषितानि - 5  | लौकिकानम्, शब्दाः- तद् (पु, नपु)<br>धातवः- कु कृञ्, शृ, आर्थभटः,<br>शब्दाः- तद् (पु, नपु), धातवः- कु कृञ्, शृ | जागृहि त्वं भारतीय, शब्दाः- सर्व, (पु, नपु)<br>धातवः- आप् मिल, चिरायुषा वर्धस्व<br>शब्दाः- सर्व (पु, नपु), धातवः- आप्, मिल | भक्तिरेवगहीयसी, शब्दाः- मधु, भिषक्<br>धातवः- गण, कथ, शठं प्रति शाद्यम्,<br>शब्दाः- मधु, भिषक्, धातवः- गण, कथ |
| C. SANSKRIT               | పరిసరపరిరక్షణ<br>◆ పాఠ - శబ్దము  | రుద్రమృదేవీ<br>◆ సీతా - శబ్దము   | బాల్యం ఖలు విద్యాయై<br>◆ పితృ - శబ్దము  | పరిచింశయంతు<br>◆ మనస్ - శబ్దము   | పయం శిక్షేమ తిర్యగ్భ్యః (1 నుండి 3 శ్లోకాలు)<br>◆ హస - ధాతువు  |
| ENV.EDN                   | Sharing space<br>Importance of terrace farming                                   | Water harvesting<br>My tree neighbours                                 | Vaccination - A shield<br>Dangers of deforestation  | Do we need zoos?<br>Landscape, culture, people and their relationships   | Need Zoos?<br>Nature, culture, relationships between people  |
| ART-CULTURAL<br>EDUCATION | Draw different types of ornaments, Paper cuttings, Glove puppet, Lalithageetalu. | Model making with Clay, Paper cuttings, Stick puppets, Lalithageetalu. | Model making with wax, Paper cuttings, Leather puppets, Lalithageetalu.                                       | Model making with wax and clay, Making ornamental objects, Stick puppets, Lalithageetalu.                                  | Model making with wax and clay, Collage work, Glove puppets, Sampradaya keertanalu.                          |
| H E & PHY EDN             | Games and sports are important   | Callisthenics, mass fitness and rhythmic activities                    | Fundamental skills (team games)   | Team games ethics in sports  | Team games and sports i & ii   |
| YOGA                      | Ardhasalabhasana makarasana  | Paschimottanasana makarasana   | Makarasana matyasana  | Makarasana matyasana   | Makarasana matyasana   |
| GAMES                     | Throw ball   | Throw ball   | Throw ball  | Tenni koit & skipping  | Tenni koit & skipping  |

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela



**Theme:**  
Health and Hygiene

## Class wise Period description for Inclusive Education

### 6<sup>th</sup> Class:

- Academic Readiness (AR)
- Behaviour Intervention (B.I)
- Auditory Processing Skills (APS)
- Language Processing Skills (LPS)

Cognitive Skills (C.S)

### 7<sup>th</sup> Class:

- Academic Readiness (AR)
- Behaviour Intervention (B.I)
- Auditory Processing Skills (APS)
- Language Processing Skills (LPS)

Cognitive Skills (C.S)

### 8<sup>th</sup> Class:

- Academic Readiness (AR)
- Behaviour Intervention (B.I)
- Cognitive Skills (C.S)
- Life Skills (L.S)
- Personal safety and hygiene skills (PSHS)

### 9<sup>th</sup> Class:

- Academic Readiness (AR)
- Behaviour Intervention (B.I)
- Cognitive Skills (C.S)
- Life Skills (L.S)
- Personal safety and hygiene skills (PSHS)

### Group Sessions: Class 6<sup>th</sup> to 10<sup>th</sup>:

- Motor Skills
- Vocational Skills
- Personal Hygiene and Safety Skills (PHSS)

### Activity wise events

#### 1) Academic Readiness:

Academic readiness is the degree to which a student is prepared for learning experience, empowering the student with pre-requisites required to handle the various demands of the structured educational environment.

#### Plan of Action:

- Basic concepts of reading, writing (languages) and arithmetic

#### Reading:

- Phonetics, Blends, syllables, simple words, simple sentences, simple paragraphs and comprehension

#### Writing:

**Alphabets:-** upper case and lower case

Tracing, Identifying, matching, writing from memory, writing names and copying from blackboard

#### Arithmetic's:

- Additions,
- Subtraction
- Division

Multiplication

#### 2). Behaviour Modification Intervention:

It is a process of changing pattern of student behavior problem to acceptable behavior:

- Problem Behaviors such as:

- Anger, Tear
- Stereotype behavior
- Hyper activity
- Self-injurious
- Violent and destructive behaviors

- Repetitive behaviors

- Anti-social behaviors

- Odd behaviors

#### Plan of Action:

- Identifying the problem behavior

- Understanding the root cause

- Planning appropriate intervention with proper reinforcements.

#### 3). Cognitive Skills:

Cognitive skills are the core skills. Our brain uses to think, read, learn, remember, reason and pay attention. They are brain based skills. We need to carry out any task from the simplest to the most complex.

#### Skills to develop:

- Attention span
- Memory
- Problem solving
- Critical Thinking
- Logic and reasoning
- Perception
- Socializing

- Brain based activities

#### 4). Auditory Processing Skills:

Auditory processing is how the brain identifies sound, differentiate and tune particular sound or noise

#### Skills to develop:

- Awareness of sounds
- Paying attention of sound
- Responding to sounds
- Associating sounds with meanings,

- Listening and speaking skills

#### 5). Language Processing Skills:

This includes auditory processing, working memory, listening accessory, Listening comprehension, attention, and sequencing. Basically connecting meaning to what we hear and expressing them using vocabulary.

#### Skills to develop:

- Text Planning
- Sentence Planning
- Text realization
- Receptive

- Expressive

#### 6). Life Skills:

Life skills are interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationship and empathy with others. Like Skills are essentially those abilities that help promote mental well-being and competence in students as they face the realities of life.

#### Training students with:

- Self-awareness and empathy
- Assertiveness and self-control
- Coping with emotions and stress
- Critical thinking
- Creative Thinking
- Decision making

- Problem solving

#### 7). Vocational Skills:

Vocational skills are the trainings and skills needed for a particular job or profession. It allows students to gain practical experience in their chosen career path before they finish schooling.

#### Skills to be trained in:

- Work readiness
- Hair dressing
- Cooking

- Computer operating

- Marketing

- Arts, Music and Craft

- Making jewellery, paper bags etc.

- Vegetable cutting

#### 8). Motor Skills:

It is a function that involves specific movements of the body muscles to perform a certain task

#### Fine Motor Training:

- Art and painting
- Playing with Dough
- Solving puzzles
- Threading beads
- Sponge play
- Sand play

- Cutting with scissors

#### Gross Motor Training:

- Skipping
- Throwing ball
- Dancing
- Pushing a wheel barrow
- Spinning
- Running

- Ball games

#### 9). Personal hygiene skills:

Personal hygiene are the behaviors that must be practiced in daily life starting from morning to sleep time to protect our health.

- Take regular shower
- Brushing teeth
- Wash hands frequently
- Trim nails and washing hair
- Wear fresh and washed clothes
- Food hygiene

- Menstrual hygiene

#### 10). Personal safety skills:

Personal safety skills empowers children being cautious and careful and to past in their own protection. It is the ability for an individual to develop skills to respond to situation and to keep themselves safe.

- Handling emergencies
- Road safety
- Play safety
- Safety at home
- Exhibiting self-protection
- Avoid danger, risk or harm
- Being aware of the kind of touches, safe and unsafe.

- Don't talk to strangers

#### 11). Field Trips:

Field trip is an educational procedure by which the learners obtain first hand information by observing, experiencing and exploring.

#### Tasks:

- Grocery store
- Bank
- Police station
- Market
- Hotels
- Zoo, farms, gardens, Museums
- Dairy farms
- Library



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools

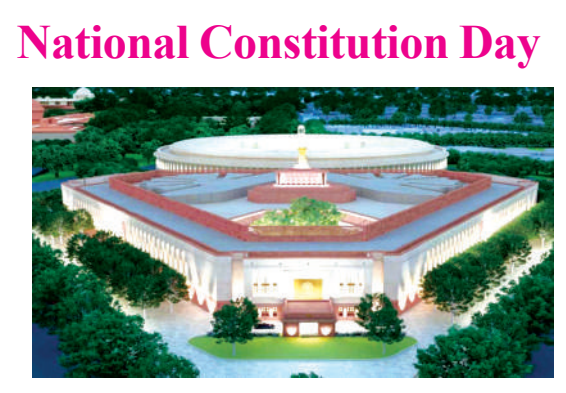


**2023 - 24**

**November - 2023** Assessment : SA-1

| Monday                             | Tuesday                                   | Wednesday                                 | Thursday  | Friday   | Saturday  | Sunday  |
|------------------------------------|---|---|-----------|--|---|---|
|                                    |   | <b>1</b>                                  | <b>2</b>  | <b>3</b>   | <b>4</b>  | <b>5</b><br>Paper Folding                       |
| <b>6</b>                           | <b>7</b>                                  | <b>8</b>                                  | <b>9</b>  | <b>10</b><br>QUIZ COMPETITION at District Level<br>Youth and Eco Club activities | <b>11</b><br>QUIZ COMPETITION at District Level | <b>12</b><br>QUIZ COMPETITION at District Level |
| <b>13</b>                          | <b>14</b><br>National Library Week        | <b>15</b>                                 | <b>16</b> | <b>17</b>  | <b>18</b>                                       | <b>19</b>                                       |
| <b>20</b><br>National Library Week | <b>21</b>                                 | <b>22</b><br>Fit India Week               | <b>23</b> | <b>24</b>  | <b>25</b>                                       | <b>26</b><br>Maths Puzzles                      |
| <b>27</b><br>Fit India Week        | <b>28</b><br>School Complex Meetings(SCM) | <b>29</b><br>School Complex Meetings(SCM) | <b>30</b> |  |   |   |

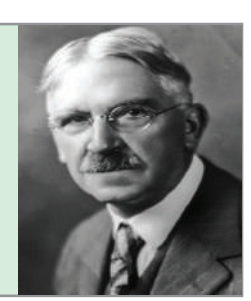
- HOLIDAYS**  
 11 - Second Saturday  
 12 - Deepavali  
**OPTIONAL HOLIDAYS**  
 27 - Karthika Pournima / Gurunanak Jayanthi  
**IMPORTANT DAYS**  
 01 - Andhra Avatarana  
 07 - National Cancer Awareness Day  
 11 - National Education Day  
 14 - Children's Day  
 26 - National Constitution Day  
 \* Every Thursday DIKSHA Content Usage by the students.



**Working Days - 25** November - 2023 - Syllabus

| SUBJECT                       | 6th CLASS   | 7th CLASS  | 8th CLASS   | 9th CLASS  | 10th CLASS   |
|-------------------------------|---|--|---|--|--|
| <b>TELUGU</b>                 | మేలుకొలుపు  | కవుతల్లి పెళ్లి, అపర అన్నపూర్ణ డొక్కా సీతమ్మ   | మేలిమలుపు , భరతనాట్యం   | ఆశావాది, దరిశి చెంచయ్య, పొణకా కనకమ్మ   | గోరంత దీపాలు, కిష్కింధ కాండ  |
| <b>HINDI</b>                  | मेरी बहना   | कोयल, आओ हिन्दू दी सीखें   | धरती की शान   | कल्लू कुम्हार की उनाकोटी, अग्नि पथ   | अपने स्कूल को एक उपहार (उपवाचक), नीति दोहे   |
| <b>ENGLISH</b>                | Unit 5 - Where Do All the Teachers Go? (Poem)... & Tansen (SR).....   | Unit 5 - & Trees (Poem)... & Unit 6 - Expert Detectives...& Chandni (SR).....                            | Unit 5 - The Summit Within ...& The School Boy (Poem)                           | Unit 5 - The Snake and the Mirror... & A Legend of the Northland (Poem)...                 | Unit 4 - Films and Theatre : A. Rendezvous with Ray & B. Maya Bazaar & C. A Tribute  |
| <b>MATHS</b>                  | Fractions, Decimals   | Rational Numbers   | Algebraic Expressions and Identities  | Triangles  | Progressions, Similar Triangles  |
| <b>PHY. SCIENCE</b>           | -----   | -----  | Light   | Force and Laws of Motion   | Electric Current   |
| <b>GEN.SCIENCE/ BIOLOGY</b>   | Motion and Time<br>Light, shadows and reflection                      | Reproduction in plants<br>Motion and time  | Reaching the age of adolescence   | Improvement in food resources  | Reproduction<br>Coordination in life processes                                       |
| <b>SOCIAL</b>                 | Emergence of Kingdoms and Republics                                   | Indian constitution An introduction  | Industries (Geo)<br>When People Rebel 1857 and After (His)                      | 1.Electoral Politics<br>2.Poverty as a challenge   | People and Migration, Rampur : A village Economy, Independent India 1947-77          |
| <b>O. SANSKRIT</b>            | आयुर्वेदः, वाटिकां याम सुभाषितानि - 5, शब्दाः सीता घातवः खाद          | नाडीजङ्घः, भगवद्गीता सुभाषितानि - 6, शब्दाः- पितृ घातवः- लिख   | तरुञ्जे श्री गुरवे नमः<br>बृहत्कथावृत्तान्तः                                    | श्रीकृष्णकर्णामृतम्<br>आतिथ्यम्  | चाणक्यनीतिः<br>भिषजो भैषज्यम्  |
| <b>C. SANSKRIT</b>            | సుప్రభాతం<br>◆ గమ్ము - దాతువు   | ఆత్మనివేదనమ్<br>◆ లిఖ - దాతువు   | సందేశం<br>◆ వస - దాతువు   | సత్య నిష్ఠా<br>◆ వాక్ - శబ్దము   | వయం శక్తిమ తిర్యగ్మయ (4 నుండి 7 శ్లోకాలు)<br>◆ విద్యుత్ - శబ్దము                     |
| <b>ENV.EDN</b>                | Development of urban slums<br>Exploring historical objects and places | Changes in the surroundings and their effect<br>Preservation of historical structures our responsibility | Judicious use of water in irrigation<br>Quality of soil and crop production     | Cut on paper, cut on pollutants<br>Human lifestyles and its effect on the environment      | Household Wastes<br>The plight of ragpickers   |
| <b>ART-CULTURAL EDUCATION</b> | Wax modeling, Collage work, Group dance.                              | Wax modeling, Collage work, Paper cuttings, Stick puppet, Lalithageetalu, Folk dance.                    | Vegetable carving, Paper cuttings, Leather puppets, Lalithageetalu, Keertanalu. | Vegetable carving, Decoration, Stick puppets, Leather puppets, Lalithageetalu, Folk dance. | Vegetble carving, Printing, Collage work, Glove puppets, Lalithageetalu, Folk dance. |
| <b>H E &amp; PHY EDN</b>      | Yoga for health   | Yoga for physical fitness  | Yoga for concentration  | Personality devolepment through yoga   | Yoga for healthy living  |
| <b>YOGA</b>                   | Uttanapadasana dvi-pada uttanasana                                    | Dhanurasana supta vajrasana  | Naukasana sethubandasana  | Bhujangasana salabasana  | Sarvangasana matyasana   |
| <b>GAMES</b>                  | Volley ball   | Volley ball  | Volley ball   | Athletics  | Athletics  |

“Education is not preparation for life; education is life itself.”  
 -John Dewey



**Theme:**  
**Environment Around Us**

## Games & Sports

Games and sports play a significant role in the lives of students with disabilities, offering numerous benefits and opportunities for their overall development. Here are some key reasons why games and sports are important for disability students:

**Physical Fitness and Health:** Participating in games and sports promotes physical fitness, improves cardiovascular health, enhances muscle strength, and increases flexibility and coordination. Regular physical activity can help manage weight, improve mobility, and enhance overall well-being for students with disabilities.

**Motor Skills Development:** Engaging in games and sports helps develop and refine motor skills and coordination. It can assist students with disabilities in improving their balance, agility, fine motor skills, and gross motor skills, enabling them to perform various activities with greater ease.

**Social Interaction and Inclusion:** Games and sports provide opportunities for disability students to interact with peers, develop friendships, and enhance their social skills. Inclusive sports activities create an inclusive environment where students with disabilities can participate alongside their peers without disabilities, fostering a sense of belonging and teamwork.

**Self-confidence and Self-esteem:** Participation in games and sports boosts self-confidence and self-esteem in disabled students. As they develop skills, overcome challenges, and achieve personal goals, their confidence grows, leading to improved self-perception and a sense of accomplishment.

**Emotional Well-being and Mental Health:** Games and sports contribute to positive emotional well-being and mental health for disabled students. Physical activity releases endorphins, which can help reduce stress, anxiety, and depression. Being part of a team or engaging in individual sports can also provide a sense of purpose, motivation, and improved emotional resilience.

**Cognitive Development:** Games and sports stimulate cognitive development in disability students. They require decision-making, strategic thinking, problem-solving, and concentration, which can enhance cognitive abilities such as attention span, memory, and executive functioning skills.

**Improved Quality of Life:** Engaging in games and sports can lead to an improved overall quality of life for disabled students. It provides a sense of enjoyment, recreation, and fulfillment, allowing them to experience the joys of competition, teamwork, and personal growth.

**Transferable Life Skills:** Participation in games and sports teaches valuable life skills that can be transferred to other aspects of life. Students learn about goal setting, perseverance, discipline, time management, teamwork, leadership, and sportsmanship, which can positively impact their academic performance, employment opportunities, and personal relationships.

**Awareness and Acceptance:** Games and sports involving disabled students contribute to raising awareness, promoting inclusivity, and challenging societal stereotypes and biases. By showcasing the abilities and achievements of disabled athletes, they help create a more inclusive and accepting society.

**Opportunities for Specialized Sports:** Games and sports offer disability students opportunities to participate in specialized sports that are adapted to their specific abilities and needs. These adaptive sports, such as wheelchair basketball, blind cricket, or para swimming, provide platforms for competitive engagement, skill development, and the pursuit of excellence.

Overall, games and sports provide disabled students with a range of physical, social, emotional, and cognitive benefits. They contribute to their holistic development, promote inclusion, and empower them to lead active and fulfilling lives.



## Physical Education Activities

| S.No | Month     | Name of the Activity  | Schedule                                     |
|------|-----------|---|--|
| 1    | July      | Battery Test beginning of the Academic Year.  | 25 <sup>th</sup> to 30 <sup>th</sup>         |
| 2    | August    | Conduct of Mandal Sports Meet - 9 events. U-14/17 Boys and Girls Kabaddi, Kho-Kho Throw ball, Volley Ball Badminton, Ball badminton Yoga, Tennikoit, Athletics. Tournament cum Selection, Selected players will participate in Constituency level Selections. (Tournament winner and runner will participate in Grigg Zonal Tournament. | 25 <sup>th</sup> to 27 <sup>th</sup>         |
| 3    | August    | celebrate the National Sports Day   | 29 <sup>th</sup> August.                     |
| 4    | September | Constituency level selections for Mandal selected player for above 9 games.   | 7 <sup>th</sup> to 9 <sup>th</sup>           |
| 5    | September | District level SGF selections   | 19 <sup>th</sup> to 23 <sup>rd</sup> Phase-1 |
| 6    | October   | District level SGF selections   | 10 <sup>th</sup> to 15 <sup>th</sup> Phase-2 |
| 7    | October   | Inter District SGF tournaments  | 17 <sup>th</sup> to 5 <sup>th</sup> November |
| 8    | November  | Grigg Zonal Tournaments limited to 10 events 9 mandal level winner and runner + soft ball.  | 25 <sup>th</sup> to 30 <sup>th</sup>         |
| 9    | December  | Grigg District level tournaments only Zonal winner will participate.  | 12 <sup>th</sup> to 17 <sup>th</sup>         |
| 10   | January   | Conduct of Intramurals  | 27 <sup>th</sup> to 31 <sup>st</sup>         |
| 11   | February  | Conduct of Year ending Battery Test   | 15 <sup>th</sup> to 28 <sup>th</sup>         |
| 12   | March     | Conduct of Annual Sports Meet   | 10 <sup>th</sup> to 15 <sup>th</sup>         |

## Gnanotsavam - Competitions

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

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

### Objectives :

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

### Activities:

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

### Guidelines and Implementation:

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



# Department of School Education Government of Andhra Pradesh

## Academic Calendar for High Schools

**2023 - 24**



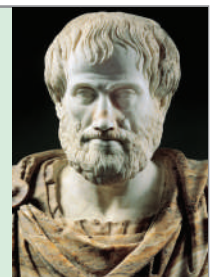
### December - 2023 Assessment : Nil

| Monday | Tuesday | Wednesday                                      | Thursday  | Friday   | Saturday | Sunday  | <div style="background-color: #FFF2CC; padding: 5px;"> <b>HOLIDAYS</b><br/>                     09 - Second Saturday<br/>                     17.12.23 to 26.12.23 Christmas Holidays for Christian Minority Institutions<br/>                     25 - Christmas<br/> <b>OPTIONAL HOLIDAYS</b><br/>                     24 - Christmas Eve<br/>                     26 - Boxing Day<br/> <b>IMPORTANT DAYS</b><br/>                     01 - World AIDS Day<br/>                     03 - CWSN Day<br/>                     10 - Human Rights Day<br/>                     11 - UNICEF Day<br/>                     22 - Mathematics Day<br/>                     23 - Farmers Day<br/>                     24 - National Consumers Day<br/>                     29 - International Day for Biological Diversity<br/>                     * Every Thursday DIKSHA Content Usage by the students.                 </div> <div style="text-align: right; padding: 5px;">                      International Day of Persons with Disabilities<br/>                     3 DECEMBER                 </div> |
|--------|---------|--|---|--|----------|---|--|
|        |         |  |   | 1  | 2        | 3<br><small>Scrap Book Making</small>           |  |
| 4      | 5       | 6<br><small>Teacher Exchange Programme</small> | 7   | 8  | 9        | 10<br><small>Teacher Exchange Programme</small> |  |
| 11     | 12      | 13   | 14  | 15<br><small>Youth and Eco Club activities</small> | 16       | 17<br><small>Language Puzzles</small>           |  |
| 18     | 19      | 20   | 21  | 22   | 23       | 24  |  |
| 25     | 26      | 27   | 28<br><small>School Complex Meetings(SCM)</small> | 29<br><small>School Complex Meetings(SCM)</small>  | 30       | 31<br><small>Mask, Puppet Making</small>        |  |

### Working Days - 24/17 December - 2023 - Syllabus

| SUBJECT                   | 6th CLASS  | 7th CLASS  | 8th CLASS   | 9th CLASS   | 10th CLASS   |
|---------------------------|--|--|---|---|--|
| TELUGU                    | ధర్మనిర్ణయం, త్రిజట స్వప్నం  | ఎద, పాత్రోక్తులు, ఆంధ్రతిలక్ గాడిచర్ల  | చిరమాలిన్యం, నాటి చదువు, భాంగ్రాన్యత్వం   | తీర్పు, ఏ దేశమేగినా, ఖద్దర్ ఇస్కాయిల్, వేదాంతం కమలాదేవి   | భిక్ష, సుందర కాండ, యుద్ధ కాండ  |
| HINDI                     | खिलौनेवाला, तरकारी दरबार   | साहसी बलक, कबीर की वाणी  | परिश्रम का फल, सरदार  | शुक्रतारे के सामान, नए इलाके में ....   | जल ही जीवन है, धरती के सवाल अंतरिक्ष के जवाब   |
| ENGLISH                   | Unit 6 - Who I am.... & The Wonderful Words(Poem)... & The Monkey and the Crocodile(SR)..... | Unit 6 - Mystery of the Talking Fan (Poem)...& Unit 7 - The Invention of Vita-Wonk... & Dad and the Cat and the Tree (Poem)..... | Unit 6 - This is Jody's Fawn ...& Princess September (SR)... & Unit - 7 A Visit to Cambridge                                      | Unit 6 - My Childhood... & No Men are Foreign(Poem) & The Happy Prince (SR)   | Unit 5 - Bio-Diversity : A.Environment & B. Or will the Dreamer Wake? (Poem) & C. A Tale of Three Villages                           |
| MATHS                     | Decimals, Data Handling  | Rational numbers, Perimeter and Area   | Algebraic Expressions and Identities<br>Mensuration, Exponents and Powers   | Triangles, Quadrilaterals, Circles  | Tangents and Secants to a Circle<br>Mensuration  |
| PHY. SCIENCE              | Revision   | Revision   | Light, Chemical effects of Electric current   | Force and Laws of Motion, Gravitation   | Electro magnetism, Principles of Metallurgy  |
| GEN.SCIENCE/<br>BIOLOGY   | Light, shadows and reflection<br>Electricity and circuits                                    | Motion and time<br>Electric circuits and its effects<br>Light  | Reaching the age of adolescence<br>Conservation of plants and animals   | Improvement in food resources   | Heredity, Our environment  |
| SOCIAL                    | Kingdom and Empires; Government  | Bhakti - Sufi<br>State Government  | Human Resources (Geo)<br>Civilising the 'Native-Educating the Nation (His)  | 1.Climate<br>2.Forest society and colonialism<br>3.Working of Institutions  | Globalisation, Emerging political Trends   |
| O. SANSKRIT               | समयस्फूर्ति : , परितन्त्रयस्वयम्<br>सुभाषितानि - 6, शब्दा:- गौरी<br>धातवः - वद               | भगवद्गीता, जलसंरक्षणम्<br>सुभाषितानि - 7, शब्दा:- मति<br>धातवः नीज्  | भूमिरिय बलिदानस्य, शब्दाः तद् (स्त्री), युष्मद्,<br>धातवः- वृत्, भाष, पुरस्कारः, शब्दाः- तद् (स्त्री)<br>युष्मद्, धातवः वृत्, भाष | शङ्खारावः, शब्दाः- सर्व (स्त्री), इदं (स्त्री),<br>धातवः - युज्, शुभ्, संगच्छध्वम्, शब्दाः सर्व<br>(स्त्री), इदं (स्त्री), धातवः युज्, शुभ् | अष्टावक्रः, अवतारिका, शब्दाः विद्स्, यद्, धातवः<br>जनी, विद्, प्रतिभासम्मानः, नालन्धवैभवम्, शब्दाः<br>- विद्स्, यद्, धातवः जनी, विद् |
| C. SANSKRIT               | తిరుమల-తిరుపతి క్షేత్రమ్<br>◆ భార్య - దాతువు   | లోకాత్ ప్రేమతరా<br>◆ పర - దాతువు   | కిం న్యాయం?<br>◆ త్యజ - దాతువు  | వసుదైవ కుటుంబకమ్  | వృద్ధోపదేశః  |
| ENV.EDN                   | Knowing about cave art<br>Exploring community craftspersons                                  | Save paper, save tree and save environment<br>Waste in the market : Where does it go?  | Pollution and diseases<br>Pests - Uninvited guests<br>Abode of wildlife   | Bond of love between humans and animals<br>Responsible tourism<br>Kitchen garden  | Water bodies in the neighbourhood<br>Impact assessment of developmental projects<br>Awareness about common ailments                  |
| ART-CULTURAL<br>EDUCATION | Greeting card making by using carved vegetables, Lalithageetalu, Folk dance                  | Vegetable carving & printing, Lalithageetalu, Folk dance, Folk songs, Revision.  | Model making using card board, Lalithageetalu, Folk dance, Folk songs   | Toy making using feathers, Decoration, Abhinayam.   | Origami, Collage work, Glove puppets, Folk dances, Tribal dance.   |
| H E & PHY EDN             | Our environment and health   | Environmental pollution  | Recreational and out door activities  | Waste management diet for healthy living  | Dietry considerations and food quality   |
| YOGA                      | Pawanamuktasana  | Chakrasana ardhahalasana   | Halasana shavasana  | Dhanurasana sarvangasana halasana   | Shirshasana bakasana   |
| GAMES                     | Athletics  | Athletics  | Athletics   | Throw ball  | Throw ball   |

*"The roots of education are bitter, but the fruit is sweet."*  
- Aristotle



**Theme:**  
**Child Rights**

# School Complex Meetings

## 1. School Complex Meetings

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

### Objectives

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

### Timeline

High School Level



28th of Every Month  
Telugu, Maths, Bio Science teachers will attend

High School Level

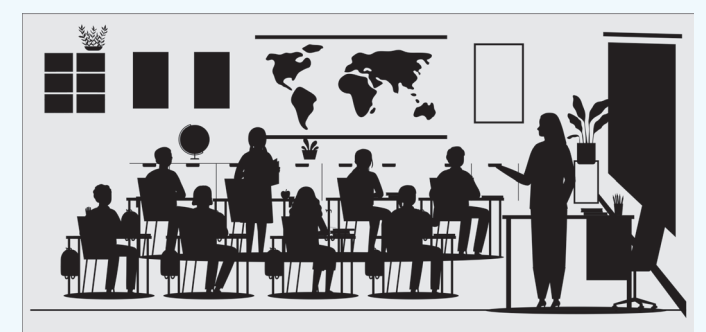


29th of Every Month  
Hindi, English, Phy Science and Social studies teachers will attend

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

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

| Themes: Themes will be discussed in the Complex Meetings under specific agenda items.                   | Month          |
|---|----------------|
| CCE, Formative and Summative Assessments - NAS and SLAS orientation/Philosophy of CBA question pattern. | July 2023      |
| Teach tool Observations.  | August 2023    |
| Education Initiatives taken up the State.   | September 2023 |
| Difficult Concepts in Mathematics.  | October 2023   |
| Education policies and its impact on AP context.  | November 2023  |
| 21 C skills and integration in Teaching -TCM.   | December 2023  |
| Leadership Development among Teachers.  | January 2024   |
| Inclusion and Exclusion practices.  | February 2024  |
| Concepts – Demos.   | March 2024     |
| Innovative activities.  | Extra Topic    |
| Usage, upgradation of Teacher source books - Capturing the feedback.                                    | Extra Topic    |
| ICT Tools and Techniques.   | Extra Topic    |



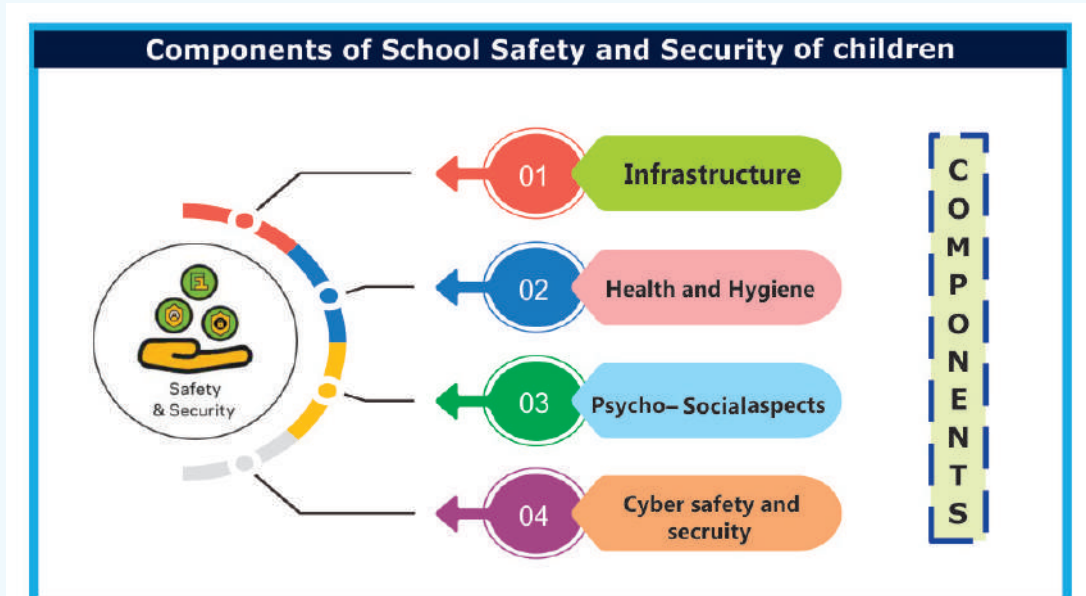
## School Safety

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

### Constitution of School Disaster Management Committee

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

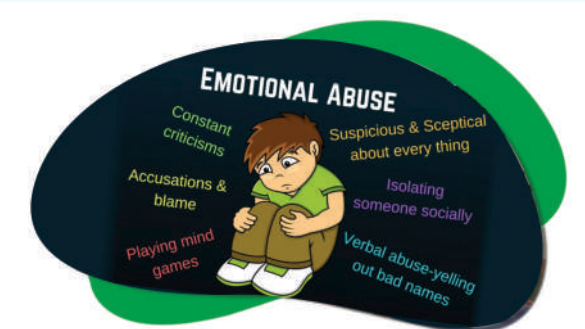
|     |   |                                 |
|-----|---|---------------------------------|
| 1.  | Principal/HM  | Chair Person/Incident Commander |
| 3.  | 2 Teachers ( One physical Education Teacher, Any one female teacher)      | Member                          |
| 4.  | Panchayath President  | Member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



**Corporal Punishment:-** As per the provisions of RTE Act 2009, the corporal punishment in schools may be identified as physical punishment, mental harassment or discrimination including all forms of sexual offences.

**Bullying, Intimidation and Isolation:-** Bullying can be directly from the bully to the victim through physical intimidation or attacks, verbal abuse, unwanted attention and advances, damaging property, or it can be indirect through spreading malicious rumours or through cyber bullying. An Anti-Bullying Committee may be constituted in school. Bullying is strictly prohibited inside the school premises.

Schools take initiatives to provide Adolescence Education, Values Education, Human Rights, Gender Sensitivity and Awareness. Life Skills education including- building of positive Self-Esteem, Empathy, Interpersonal Communication skills, coping with stress and emotions, dealing with anger, and resisting peer pressure



**Abuse:-** Child abuse includes among other things: I. Physical abuse/ Violence II. Emotional abuse III. Neglect/ ill-treatment, IV. Sexual abuse The Protection of Children from Sexual Offences Act, 2012 has defined sexual offences against children. Employees should respect the dignity and privacy of the child, and not commit any act that may be construed as one amounting to sexual abuse of the child. Zero Tolerance Policy towards sexual abuse of students by employees Vigilant outlook by teachers and other employees, w.r.t. Child sexual abuse and reporting of the same either to the authorities or Police and at NCPDR-POCSO-E-BOX. Schools can adopt methods to inculcate positive attitude and behavior in children. Parents and teachers may also be involved in such sessions.

**Safety in School Transport:-** The word "School Bus \On School Duty " must be written on the back and front of the bus. Windows of Bus should be fitted with horizontal grills and with mesh wire, doors fitted with reliable lock, do not exceed the speed limit of 40 Km/h, should have a First Aid Box. Driver should have at least 5 years of experience of driving heavy vehicles. Students who come to school by autos and other vehicles should be instructed to follow safety measures.







# Department of School Education

Government of Andhra Pradesh

## Academic Calendar for High Schools



**2023 - 24**

January - 2024

Assessment : FA-3 (CBA-2)

| Monday                             | Tuesday                            | Wednesday         | Thursday               | Friday                              | Saturday | Sunday  |
|------------------------------------|------------------------------------|-------------------|------------------------|-------------------------------------|----------|---|
| 1                                  | 2                                  | 3                 | 4<br>World Braille Day | 5                                   | 6        | 7<br>Refer Dictionary<br>Oxford Dictionary of English |
| 8                                  | 9                                  | 10                | 11<br>Road Safety      | 12                                  | 13       | 14  |
| 15                                 | 16                                 | 17<br>Road Safety | 18                     | 19<br>Youth and Eco Club activities | 20       | 21<br>Maths tables practise                           |
| 22                                 | 23                                 | 24                | 25                     | 26                                  | 27       | 28  |
| 29<br>School Complex Meetings(SCM) | 30<br>School Complex Meetings(SCM) | 31                |                        |                                     |          |   |

**HOLIDAYS**  
**Pongal Holidays**  
 09-01-2024 TO 18-01-2024,  
**Pongal Holidays for Christian Minority Schools**  
 10-01-2024 TO 18-01-2024,  
 26 - Republic Day  
**OPTIONAL HOLIDAYS**  
 01 - New Year  
 24 - Birthday of Hazarat Ali  
**IMPORTANT DAYS**  
 12 - Swamy Vivekananda Birthday  
 23 - Subash Chandrabose Birthday  
 30 - Mahatma Gandhi Vardhanti  
 \* Every Thursday DIKSHA Content Usage by the students.



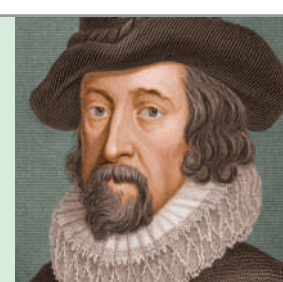
Working Days - 17/18

January - 2024 - Syllabus

| SUBJECT                | 6th CLASS  | 7th CLASS  | 8th CLASS   | 9th CLASS  | 10th CLASS   |
|------------------------|--|--|---|--|--|
| TELUGU                 | దూడూ బసవన్న  | ప్రియమిత్రునికీ, కలియుగ భీముడు కోడిరామ మూర్తి                                    | సమదృష్టి, కథాకళి,   | మాట మహిమ దిగు మర్తి జానకీబాయమ్మ  | చిత్రగ్రీవం  |
| HINDI                  | दो मित्र   | सफलता का मंत्र   | मधुर वाणी   | मेरा छोटा-सा निजी पुस्तकालय  | अनोखा उपाय (उपवाचक), पत्र, निबंध, व्याकरण, पुनरावृत्ति             |
| ENGLISH                | Unit 7 - Fair Play.....  | Unit - 7 Garden Snake (Poem)...& The Bear Story (SR)....                         | Unit - 7 A Visit to Cambridge & The Fight (SR)...                       | Unit 7 - Reach for the Top... & I. SANTOSH YADAV, II. MARIA SHARAPOVA & On Killing a Tree (Poem).... | Unit 6 - Nation and Diversity : A. My Childhood                    |
| MATHS                  | Data Handling, Mensuration   | Perimeter and Area Algebraic Expressions   | Exponents and Powers Direct and Inverse proportions                     | Circles  | Mensuration, Trigonometry  |
| PHY. SCIENCE           | Revision   | Revision   | Some Natural Phenomena  | Work and Energy  | Carbon and its Compounds   |
| GEN.SCIENCE/ BIOLOGY   | Electricity and circuits Fun with magnets                                    | Light Forests: our life line   | Pollution of air and water  | Objective preparation  | Our environment Natural Resources                                  |
| SOCIAL                 | Local Self Government  | Road Safety Education  | Understanding Marginalization (poli) Confronting Marginalization (Poli) | 1. Food security in India  | Food Security, Post War World and India                            |
| O. SANSKRIT            | नवविकासः, सुभाषितानि - 7 शब्दाः - वनम्, धातवः- डु कृत्                       | धर्मबुद्धिः- पापबुद्धिः, सुभाषितानि - 8 शब्दाः - धेनु, धातवः पा                  | चिन्तयन्तु - साधयन्तु नारायणगुरुः                                       | मनुजधर्माः सोमनाथो विजयते  | पुनश्चरणम्   |
| C. SANSKRIT            | మహతీ సంపత్<br>◆ లిఖ - దాశువు   | ఉత్తమా: అభ్యాసా:<br>◆ గౌరీ - శబ్దము  | స్ఫూర్తి:<br>◆ మాతృ - శబ్దము  | భూమాత  | వివేకధ్వని:  |
| ENV.EDN                | Exploring the history of a village or a city Great personalities of the past | Every animal has a positive role in the environment Pets! To have or not to have | Monitoring of air pollution Hazards of air pollution                    | Quality of water Save endangered species Animal breeding for increased production                    | Disaster management Education for all Healthy domestic environment |
| ART-CULTURAL EDUCATION | Designs with Sand, Folk songs, Folk dance, Revision.                         | Designs with paper cuttings, Folk songs, Folk dance, Revision.                   | Origami, Puppets, Keertanalu, Folk dance, Folk songs.                   | Desings on Hand kerchief, Paper cuttings, Puppets, Tribal dance.                                     | Drawing caricature , Origami, Puppets, Tribal dance.               |
| H E & PHY EDN          | Nutrition for healthy living   | Food and nutrition   | Safety, security and first aid  | First aid and safety   | Safety measures for healthy living, healthy community living       |
| YOGA                   | Shavasana  | Anuloma-viloma pranayama   | Agnisara  | Shavasana kapalabathi agnisara   | Hamsasana maryurasana  |
| GAMES                  | Hand ball / foot ball /basket ball/cricket                                   | Hand ball / foot ball /basket ball/cricket                                       | Hand ball / foot ball /basket ball/cricket                              | Hand ball / foot ball /basket ball/cricket   | Hand ball / foot ball /basket ball/cricket                         |

“Who questions much, shall learn much, and retain much.”

- Francis Bacon



**Theme:**  
**Peace and Non Violence through Education**

# Cyber Security

- 01** Must use fire wall appliance to restrict children from wandering away to unsafe internet usage and to monitor their activities
- 02** User authentication: To keep a tab on who is accessing what on the internet
- 03** Enable safe search on all search engines so that students can't search inappropriate images.
- 04** Conduct separate session for parents and students on various cyber breaches they could come across and the measures they should take

## Roles and Responsibilities of School Heads/ HMs/Principals

1. Orient all teachers and students at the beginning of the session regarding the school safety plan using the morning assembly platform.
2. Sensitize parents and teachers on releasing children's stress and anxiety by focusing on uniqueness, strengths, his/her coping strategies, attitudes and values along with the academic areas of improvement.
3. In case of a complaint against a teacher or other staff of the school, conduct a discreet inquiry to protect the identity of the victim/complainant.
4. Conduct Mock-drill of 'Good-touch' and 'Bad-touch' by adopting different approaches for various age groups.

## Roles and Responsibilities of Teachers

1. Encourage the habit of inquiry and sharing through placing of 'Question box'/ 'Opinion box' and addressing regularly the curiosity and problems of all children.
2. Make sure that all children are given enough information on personal safety so as to be able to protect themselves from the offender without discussing the details of the incident.
3. Respond to concerns or feelings the child expresses about sexual abuse calmly. Listen to the child but do not ask a lot of questions.
4. Being sensitive in the use of language and refrain from passing judgment on child behaviours to nurture positive attitudes and relationships amongst and with children.
5. Build strong rapport and trust with all students to encourage fear-free interaction and dialogue

## Roles and Responsibilities of Parents

1. Developing a friendly relationship with the child so that they may have hesitation-free interaction /fear-free dialogues with them.
2. Connect with schools/teachers and actively participate in school related activities so as to develop a symbiotic relationship.
3. Regularly attend the School Parent Teacher Meetings and Class PTA meetings\
4. Parents should be counselled in order to guide their children in understanding the 'Good Touch' and 'Bad Touch'.

## Menstrual Hygiene Management:-

- WOMEN AND GIRLS HAVE A CLEAN MATERIAL TO ABSORB OR COLLECT MENSTRUAL BLOOD**
- SOAP AND WATER CAN BE USED FOR WASHING THE BODY AND ANY STAINED CLOTHES AS REQUIRED**
- THE MATERIAL CAN BE CHANGED IN PRIVACY AND AS OFTEN AS NECESSARY FOR THE DURATION OF MENSTRUATION**
- ACCESS TO FACILITIES FOR DISPOSING OF USED MENSTRUAL MANAGEMENT MATERIALS**

# Career Guidance

Leading a happy life is the objective of every human being. One major aspect that influence life's happiness is Career. If the person's career choice matches with his interests, abilities and personality type then that person not only excel in his career also experience tremendous happiness. Secondary and higher secondary school age is the right age to think about career options. Hence the department of school education started this program in all high schools.

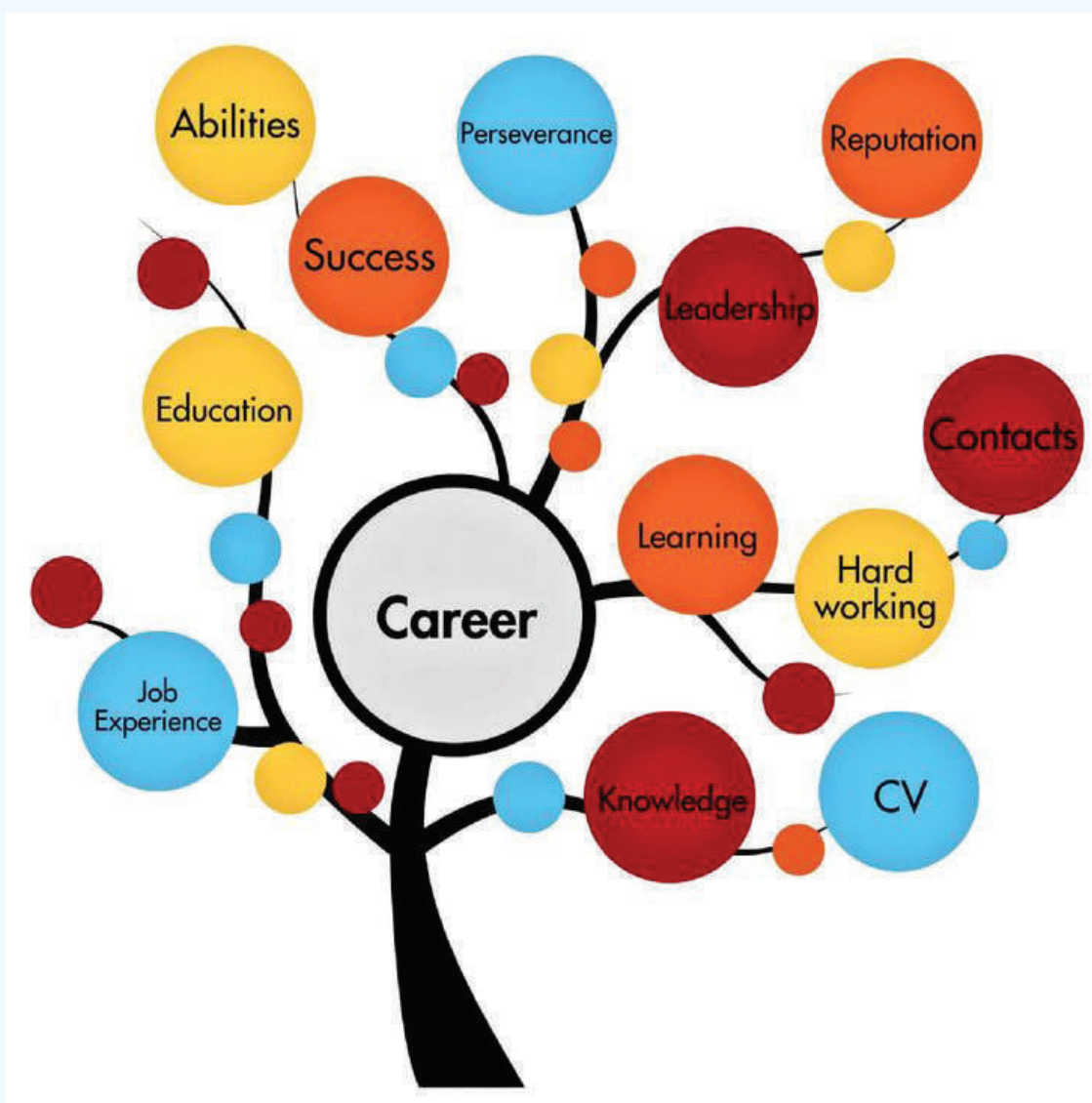
## Objectives

- To make the child understand his potential which include Self-Understanding, Self-acceptance and Self-Directing.
- To provide information about a wide range of Careers.
- To see every child make an informed Career Choice.
- To Sensitize parents about child's Career.
- To educate students about Lifeskills required for career.
- To provide educational information and scholarships to students.
- To enable the child smooth transition from education to career.

## Suggested Activities

1. Career Corner
2. Survey
3. Self awareness
4. Job Analysis
5. Job Shadowing
6. Plant Visit
7. Job Shadowing
8. Try a Trade
9. Elocution on careers
10. Poster Making
11. Vocational Dress up
12. Model Conversation
13. My First Resume
14. Job Card
15. Career Day
16. My Career - My Voice (Video)
17. Career of the week
18. Career Talk by the expert
19. Career Exhibition

| Occupational information  | Educational information   | Personal-social information  |
|---|---|--|
| <b>Information about occupations and industries.</b> <ul style="list-style-type: none"> <li>◆ Nature of work</li> <li>◆ Working conditions</li> <li>◆ Methods of entry</li> <li>◆ Earnings and other rewards</li> <li>◆ Employment trends and outlook</li> <li>◆ Advancement</li> </ul> | <b>Information about education and training opportunities.</b> <ul style="list-style-type: none"> <li>Education and training opportunities available at different stages of education</li> <li>◆ co-curricular activities</li> <li>◆ Requirements for admissions</li> <li>◆ Method of entry into course or training</li> <li>◆ Special trainings</li> <li>◆ Information about scholarships</li> </ul> | <b>Information of all the aspects that help students in making choices and adjustments in life (Life Skills).</b> <ul style="list-style-type: none"> <li>◆ Self-awareness</li> <li>◆ Critical thinking</li> <li>◆ Decision making</li> <li>◆ Problem solving</li> <li>◆ Interpersonal relations</li> <li>◆ Communication skills</li> <li>◆ Empathy</li> <li>◆ Managing emotions</li> <li>◆ Stress management</li> <li>◆ Health skills</li> </ul> |



# Magic Bus - Life Skills

## I. PROJECT OBJECTIVES

- To co-create and contextualize Life Skills Curriculum along with AP SCERT based on Magic Bus's proven content and curriculum.
- Integration of Magic Bus activity-based (sports-based) methodology in development of life skills education content.
- To create and strengthen a cadre of State Resource Groups (SRGs) and District Resource Groups (DRGs) to build capacities and monitor life skills education in schools.
- Through capacity building of DIETs, along with SRGs and DRGs to equip teachers to deliver life skills education to students.
- Integration of Life Skills monitoring tools into existing monitoring system.
- life skills education.

## II. LIFE SKILLS FRAMEWORK

Magic Bus India Foundation proposes to equip adolescents with critical life skills that are much required in the 21st century. Magic Bus covers 11 critical life skills categorised under Social, Emotional and Cognitive Dimensions.

**Cognitive Dimension:** The Cognitive Dimension is required to enable learning of new skills, information, or knowledge. Therefore, this Dimension includes problem-solving, decision making, creativity and self-management.

**Social Dimension:** The Social Dimension includes skills of Negotiation, Assertiveness, Empathy, Communication, and Collaboration as all these skills are used in social interactions. These skills help to maintain relationships with others. They also help in understanding others around us and collaborating more effectively with them.

**Emotional Dimension:** The Emotional Dimension includes skills of Self Awareness and Adaptability. These skills enable participants to recognise their emotions, thoughts, or behaviours in different situations, and build the ability among participants to modify or adapt to changing and dynamic environments.

### Magic Bus's Life Skills Framework:

## III. KEY APPROACH AND PEDAGOGY

The curriculum is designed to engage participants in an activity-based, reflective and experiential learning process. The life skills curriculum for the 3-year framework follows spiral methodology where the curriculum moves from simple to complex, known to unknown and builds on skill to another over the years. Magic Bus understands that learning happens best when learners are engaged through a medium that encourages and promotes participation.



| COGNITIVE DIMENSION   | SOCIAL DIMENSION  | EMOTIONAL DIMENSION            |
|---|---|--------------------------------|
| Problem Solving<br>Decision Making<br>Self-Management<br>Creativity | Empathy<br>Assertiveness<br>Negotiation<br>Collaboration<br>Communication | Self Awareness<br>Adaptability |



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools



**2023 - 24**

**February - 2024**

**Assessment : FA-4 (Pre-Final: X Class)**

| Monday    | Tuesday                                   | Wednesday                                 | Thursday                         | Friday                                     | Saturday  | Sunday                          |
|-----------|---|---|----------------------------------|--|-----------|---------------------------------|
|           |   |   | <b>1</b><br>WORLD READ ALoud DAY | <b>2</b>                                   | <b>3</b>  | <b>4</b><br>Watering Plants     |
| <b>5</b>  | <b>6</b>                                  | <b>7</b>                                  | <b>8</b>                         | <b>9</b>                                   | <b>10</b> | <b>11</b>                       |
| <b>12</b> | <b>13</b>                                 | <b>14</b>                                 | <b>15</b>                        | <b>16</b><br>Youth and Eco Club activities | <b>17</b> | <b>18</b><br>Drawing & Painting |
| <b>19</b> | <b>20</b>                                 | <b>21</b>                                 | <b>22</b>                        | <b>23</b>                                  | <b>24</b> | <b>25</b>                       |
| <b>26</b> | <b>27</b><br>School Complex Meetings(SCM) | <b>28</b><br>School Complex Meetings(SCM) | <b>29</b>                        |  |           |                                 |

**HOLIDAYS**

- 02 - Shab-E-Meraj
- 10 - Second Saturday
- OPTIONAL HOLIDAYS**
- 05 - Birthday of Hazarat Ali
- 25 - Shab - E - Barat
- IMPORTANT DAYS**
- 21 - International Mother Language Day
- 22 - Uyyalawada Narasimha Reddy Vardhanti
- 24 - Career Day
- 28 - National Science Day
- \* Every Thursday DIKSHA Content Usage by the students.



**Working Days - 23 February - 2024 - Syllabus**

| SUBJECT                       | 6th CLASS   | 7th CLASS   | 8th CLASS   | 9th CLASS   | 10th CLASS  |
|-------------------------------|---|---|---|---|---|
| <b>TELUGU</b>                 | ఎంత మంచివారమ్మా?  | బాలచంద్రుని ప్రతిజ్ఞ, బహుముఖ ప్రజ్ఞాశాలి ఉమర్ అలీషా   | ఆతిథ్యం, భువన విజయం   | నా చదువు, ఆకుపచ్చకోకం   | పునశ్చరణ  |
| <b>HINDI</b>                  | जन म दिन  | कोडापल्ली का यात्रा   | भाई का प्रेम, जो देखकर भी नहीं देखते  | खुश रहते हैं हाथ ... पत्र, निबंध, व्यकरण, पुनरावृत्ति   | పత్ర, నిబంధ, వ్యాకరణ, పునరావృత్తి   |
| <b>ENGLISH</b>                | Unit 7 - Vocation (Poem)...The Wonder Called Sleep...(SR) & Unit 8 - The Banyan Tree..... | Unit 8 - A Homage to our Brave Soldiers.... & Meadow Surprises(Poem)...& A Tiger in the House (SR)..... | Unit 8 - A Short Monsoon Diary ...& On the Grasshopper and Cricket (Poem)...          | Unit 8 - Kathmandu... A Slumber Did My Spirit Seal (Poem)... & Weathering the Storm in Ersama (SR)... | Unit 6 - Nation and Diversity : A. My Childhood & B. A Plea for India (Poem) & C. Unity in Diversity in India |
| <b>MATHS</b>                  | Mensuration, Algebra  | Algebraic Expressions Exponents and Powers  | Direct and Inverse proportions Factorisation  | Circles, Heron's formula Surface areas and volumes  | Trigonometry, Applications of Trigonometry  |
| <b>PHY. SCIENCE</b>           | Revision  | Revision  | Some Natural Phenomena, Combustion and Flame  | Work and Energy, Sound  | Revision  |
| <b>GEN.SCIENCE/ BIOLOGY</b>   | Fun with magnets Air around us  | Forests: our life line Waste water story  | Pollution of air and water  | Revision  | Revision  |
| <b>SOCIAL</b>                 | Indian Culture, Languages and Religions;  | Markets around us.  | Public Facilities (Poli) Women Caste and Reform (His)                                 | 1.Natural Vegetation and wildlife 2.Pastoralists in the modern world                                  | Sustainable Development, Social Movements in our Times, Citizens Governments                                  |
| <b>O. SANSKRIT</b>            | युगादिः, सुभाषितानि - 8 शब्दाः- किम्(पुं, स्त्री, नपुं), धातवः अस                         | प्रहेलिका, वनेचरः सुभाषितानि - 9, शब्दाः- मातृ धातवः - डु दात्र   | चलद्वाणी, शब्दाः- अस्मद् जीवैविध्यम्, शब्दाः- अस्मद्                                  | सुभाषितानि, शब्दाः- इदम् (पुं, नपुं) धातवः- ज्ञा, मातङ्गकथा, शब्दाः- इदम्(पुं, नपुं), धातवः- ज्ञा     | పునశ్చరణమ్  |
| <b>C. SANSKRIT</b>            | అపణమ్<br>◆ పిబ - దాతువు   | లఘువక్షీ - మహత్ కార్యమ్<br>◆ పిబ - దాతువు   | స్ఫూర్తి<br>◆ మాతృ - శబ్దము   | భూమాత   | Revision  |
| <b>ENV.EDN</b>                | Let's keep our surroundings clean Sun stroke  | Industrialization, Globalization and Indigenous crafts Road Safety - Traffic Signals                    | Saviours of our environment Environmental protection Road Accidents - Safety measures | Insect sting and its home remedies Save electricity Know about fluorosis Annexure                     | Depletion and degradation of natural resources, Water harvesting Fluorosis Nature is a sacred place           |
| <b>ART-CULTURAL EDUCATION</b> | Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.                         | Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.                                       | Caricature, Drawing cartoons, Stick puppets, Keertanalu, Folk songs, Padyalu.         | Caricature, Drawing cartoons, Stick puppets, Indian Classical dance.                                  | Making Logos, Origami, Puppets, Indian classical dance, Tribal dance.   |
| <b>H E &amp; PHY EDN</b>      | Safety out side school  | Common injuries   | Safety,security and first aid   | Social health   | Social health & agencies and awards promoting health,sports and yoga  |
| <b>YOGA</b>                   | Trataka (concentrated gazing) meditation  | Bhastrika pranayama   | Pranayama anuloma-viloma seetkari pranayama bhramari pranayama                        | Pranayama anuloma-viloma pranamaya bhastrika pranayama  | Kapalabhati anuloma-viloma pranamaya bhastrika pranayama bhramari pranayama                                   |
| <b>GAMES</b>                  | Any other specialisation game of phy.edn teacher  | Any other specialisation game of phy.edn teacher  | Any other specialisation game of phy.edn teacher                                      | Any other specialisation game of phy.edn teacher  | Any other specialisation game of phy.edn teacher  |

"Education is the ability to listen to almost anything without losing your temper or your self-confidence."

- Robert Frost



**Theme:**  
**Farms and Agriculture**

Thus, the activity-based life skills curriculum is designed on the following principles:

- Ensuring activities and games are learner centric.
- Enabling a participatory and experiential learning process.
- Enabling a spiral model of learning to foster continuity in learning and to transition from simple to complex learning; lower-order to higher-order thinking and application of life skills.
- Encouraging frequency of exposure to practice skills enhanced.
- Ensuring active engagement over a long period of time by sustaining participants' interests.

**INPUT HOURS:** There will be four sessions per month each scheduled for 40 minutes. The 28 sessions will be a mix of core life skills sessions, Application Touchpoints which will enable participants to practice and apply skills learnt, and Reflection sessions where participants will share their experiences through interesting and innovative activities that foster peer-learning. In a year a total of 28 sessions with over 18.5 hours of input. The project intends to achieve below mentioned outcomes after 3 Academic Year (AY 2025-26)

## Scouts & Guides - NCC

### Scouts & Guides :

During calamities, during covid time or in the context of festivals we see the volunteers to serve people. They wear a special uniform with scarf around their neck and assist the organisers in maintaining queue lines, helps elderly persons and children where ever necessary. Such young people belong to Scouts.

Balabhata movement (Scouts & Guides) was introduced by Sir Robert Baden Powell in 1907, initiated for those wounded in the Boer wars in south Africa. Observing the qualities patience, friendliness, enthusiasm and persistence in children, this movement was continued with children.

Skills acquired : Hoisting the National Flag, Scout Flag, Disciplined towards the Flag, Singing the National Anthem, tying different knots with ropes, doing one good thing everyday. The school students who join the Scout & Guides movements in the school will inculcate moral, altruism, service, dedication, virtue, skill, commitment, humility and obedience. Scouting and Guiding are giving more priority to students and youth. It is useful to make citizens of the country with good values.

The State Level Body is headed by his Excellency – the Governor of the state and the Director of the School Education is the State Chief Commissioner of the Body. At the District Level, the Collector & Magistrate is the President, Zilla Parishad Chief Executive officer is the District Commissioner and the District Educational officer is the District Commissioner.

**National Cadet Corps:** The National Cadet Corps (NCC) is a youth development movement. It has enormous potential for nation building. The NCC provides opportunities to the youth of the country for their all-round development with a sense of Duty, Commitment, Dedication, Discipline and Moral Values so that they become able leaders and useful citizens. The NCC provides exposure to the cadets in a wide range of activities., with a distinct emphasis on Social Services, Discipline and Adventure Training. The NCC is open to all regular students of schools and colleges on a voluntary basis. The students have no liability for active military service.



## Parent - Teacher Meeting

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

### Objectives:

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

**Timeline:** Monthly once

### Guidelines for Teachers:

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

### Guidelines for Head Teachers:

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



## Parents' Committee Meeting

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

### Objectives:

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

**Timeline:** Monthly Once

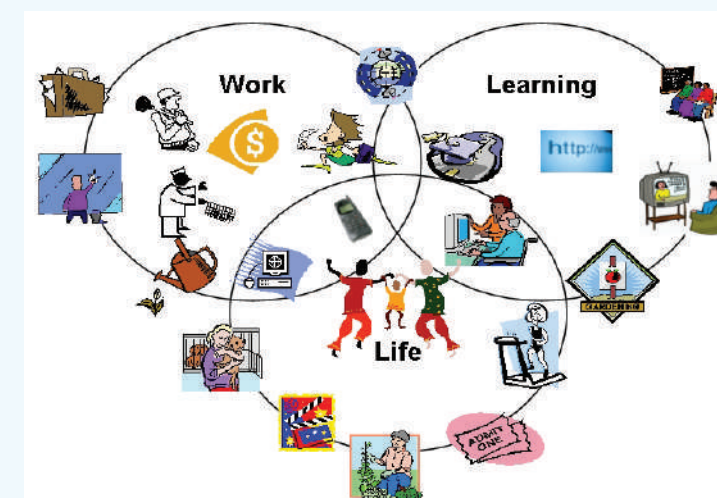
### Guidelines:

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



## Exposure to Vocational Education

The Ministry of Education (MoE), Government of India, aims to vocationalise the secondary and higher secondary education by 2030. To achieve this, the MoE is approving schools in phases to implement PSSCIVE-approved NSQF Vocational Education courses for grades 9 to 12. Currently, 707 secondary and higher secondary schools have been approved in eight phases for the implementation of Vocational Education in Andhra Pradesh. Additionally, MoE has introduced the "exposure to Vocational Education" for grades 6 to 8 from academic year 2022-23. In the current PAB 2023-24, the MoE has approved 5200 schools in Andhra Pradesh for the implementation of "Exposure to Vocational Education."



# Department of School Education Government of Andhra Pradesh

## Academic Calendar for High Schools



**2023 - 24**

**March - 2024**

**Assessment : SA-2 (CBA-3)**

| Monday       | Tuesday   | Wednesday                                 | Thursday                                  | Friday                                     | Saturday  | Sunday                      |
|--------------|-----------|---|---|--|-----------|-----------------------------|
|              |           |   |   | <b>1</b>                                   | <b>2</b>  | <b>3</b>                    |
| <b>4</b><br> | <b>5</b>  | <b>6</b>                                  | <b>7</b>                                  | <b>8</b>                                   | <b>9</b>  | <b>10</b><br>Paper Folding  |
| <b>11</b>    | <b>12</b> | <b>13</b>                                 | <b>14</b>                                 | <b>15</b><br>Youth and Eco Club activities | <b>16</b> | <b>17</b>                   |
| <b>18</b>    | <b>19</b> | <b>20</b>                                 | <b>21</b><br>                             | <b>22</b>                                  | <b>23</b> | <b>24</b><br>Clay Modelling |
| <b>25</b>    | <b>26</b> | <b>27</b><br>School Complex Meetings(SCM) | <b>28</b><br>School Complex Meetings(SCM) | <b>29</b>                                  | <b>30</b> | <b>31</b>                   |

**HOLIDAYS**

- 08 - Mahashivaratri
- 09 - Second Saturday
- 25 - Holi
- 29 - Good Friday

**IMPORTANT DAYS**

- 03 - World Wild Life Day
- 08 - International Women's Day
- 15 - World Consumer Rights Day
- 16 - Potti Sriramulu Jayanti
- 27 - World Theatre Day
- \* Every Thursday DIKSHA Content Usage by the students.



**Working Days - 22**

**March - 2024 - Syllabus**

| SUBJECT                         | 6th CLASS                                      | 7th CLASS  | 8th CLASS  | 9th CLASS   | 10th CLASS                        |
|---------------------------------|--|--|--|---|-----------------------------------|
| <b>TELUGU</b>                   | పునఃశ్చరణ                                      | అభినవ గాన గంధర్వులు -బాలు, భారత సౌఖ్య - నైట్స్             | గుస్సాడి, ఒడిస్సీ, హరికథ   | కల్లూరి తులసమ్మ, ద్వారబంధాల చంద్రయ్య,   | పునఃశ్చరణ                         |
| <b>HINDI</b>                    | पत्र, निबंध, व्याकरण, पुनरावृत्ति              | पत्र, निबंध, व्याकरण, पुनरावृत्ति                          | पत्र, निबंध, व्याकरण, पुनरावृत्ति  | पत्र, निबंध, व्याकरण, पुनरावृत्ति   | पत्र, निबंध, व्याकरण, पुनरावृत्ति |
| <b>ENGLISH</b>                  | A Pact with the Sun (SR)...& Revision          | An Alien Hand (SR)...& Revision                            | Jalebis (SR) ... Ancient Education System of India (SR) ...                            | Unit 9 - If I Were You...& The Last Leaf (SR).. A House Is Not a Home (SR)... | Revision                          |
| <b>MATHS</b>                    | Algebra, Ratio and Proportion<br>Brain teasers | Exponents and Powers, Symmetry<br>Visualising Solid Shapes | Factorisation<br>Introduction to graphs  | Surface areas and volumes<br>Statistics, Appendix II                          | Revision                          |
| <b>PHY. SCIENCE</b>             | Revision                                       | Revision   | Combustion and Flame   | Sound, Revision   | Revision                          |
| <b>GEN.SCIENCE/<br/>BIOLOGY</b> | Air around us<br>Revision                      | Waste water story<br>Revision                              | Revision   | Revision  | Revision                          |
| <b>SOCIAL STUDIES</b>           | Towards Equality                               | Women Empowerment  | The Making of the National Movement 1870 - 1947 (His)<br>Law and Social Justice (Poli) | 1.Democratic Rights<br>2.Population   | _____                             |
| <b>O. SANSKRIT</b>              | पुनश्चरणम्                                     | पुनश्चरणम्   | पुनश्चरणम्   | पुनश्चरणम्  | पुनश्चरणम्                        |
| <b>C. SANSKRIT</b>              | Revision                                       | Revision   | Revision   | Revision  | Revision                          |
| <b>ENV.EDN</b>                  | Revision                                       | Revision   | Revision   | Revision  | Revision                          |
| <b>ART-CULTURAL EDUCATION</b>   | Revision                                       | Revision   | Revision   | Revision  | Revision                          |
| <b>H E &amp; PHY EDN</b>        | Gender sensitivity                             | Social health consumer health service                      | Social health  | Adolescent friendly health services   | Revision                          |
| <b>YOGA</b>                     | Meditation                                     | Meditation   | Pratyahara meditation  | Bandha-uddiyana bandha meditation   | Revision                          |
| <b>GAMES</b>                    | Any other individual game                      | Any other individual game                                  | Any other individual game  | Any other individual game   | Any other individual game         |

“Education does not mean teaching people what they do not know. It means teaching them to behave as they do not behave.”

- Abraham Lincoln



**Theme:**  
**Gender Equality and Girls' Education**

## List of Activities:

### 1. Field trip bird watching

**Activity Type** : Outdoor

**Time Duration** : 4 Hours

**Skills to be developed:** Observation skill, reasoning and thinking skill, developing self in harmony with nature, communication skills, interpersonal skill.

**Learning Outcomes:**

- To elaborate information about birds.
- To explain about the movements of birds from place to place.
- To describe the connection between people and their natural environment.
- To discuss about protection and preservation of bird sanctuaries

**Material Needed:**

- Binocular
- Comfortable footwear
- Brimmed Hat
- Bird Song – CD s
- Notebook

**Instructions for Teachers:**

- Make the students to interact and ask queries.
- To create interest among the children for observation.
- Guide the children to get involved freely.
- Encourage the children to write small memorable note on Bird watching field trip.

**Instructions for Students:**

- Study the history of the place
- Maintain silence
- Watch carefully
- Stay in groups
- Data collection

**Methodology:**

- Inform students about their visit in advance
- Explain the students about the importance of bird sanctuary
- Sanctuary.
- Motivate the students to interact with the workers and know about the various raw materials used for development of bird sanctuary
- Discuss with students about the birds and their behaviour
- Encourage them to write notes on this visit and prepare a report

**Assessment:**

- Time management
- Creativity
- Imagination
- Team Work
- Language competency
- Questioning Skill
- Discipline

**Career Opportunities**

- Wild life photographer
- Naturalist
- Reporter
- Scientist
- Journalist

### 2. Visit to a construction site

**Activity Type** : Outdoor

**Time Duration** : 2 Hours

**Skill to be developed:** Observation skill, thinking skill, cognitive skill, interpersonal skill.

**Learning Outcome:**

- To identify and discuss the different components of a building
- To describe about different tools and equipment etc. used on a Construction site
- To explain about the various activities involved in construction of building
- To discuss various profession involved with the construction work

**Material Needed:**

- Note Book and Pen
- Safety cap

**Instructions for Teacher:**

- Teacher should plan a visit to a construction site and get their permission and fix a date
- Make the students to ask questions
- To create interest in the children to know about various profession in the construction field
- Guide them to take notes while they interact and write a report

**Instructions for Students:**

- Note down the various type of material used in construction activities
- Make a list of tools used in site
- Interact with worker about use of material and tools
- Maintain silence
- Watch carefully without interrupting
- Never leave alone

**Methodology:**

- Inform the students about their visit in advance
- Students can be taken to the construction site
- Make the students interact with the workers and know about the various raw materials used for construction
- Discuss with student about the various raw materials being used at construction site

- Explain the students about the construction process
- Guide them to take notes on the visit and write a report

**Assessment:**

- Observation skill
- Questioning skill
- Language competency
- Punctuality
- Team work

**Career Opportunities:**

- Architect
- Building material supplier
- Maintenance Agent
- Interior Designer
- Carpenter
- Mason
- Plumber
- Supervisor

### 3. Visit and Survey of vegetable market.

**Activity Type:** Outdoor Time

**Duration:** 2 Hours

**Skill to be developed:** Observation skills Team work, Interpersonal skill, Marketing skill, Quality consciousness.

**Learning Outcome:**

- To discuss about the importance of vegetable market in the society
- To identify and differentiate between types of vegetable available in the market
- To discuss about selling price of vegetables

**Material Needed:**

- Note book
- Pen
- Carry bag

**Instructions to Teachers:**

- The Teacher should plan for the place (Nearby Market)
- Fix a date
- The teacher should arrange for the transportation and take care of students' safety
- Observe and assess the students

**Instructions to Students:**

- The student will observe the market activities
- Note down the vegetable prices prevailing in the market
- Discuss and identify the vegetable. Interact with vegetable sellers

**Methodology:**

- Informing the students about the market visit and other details in advance
- Student will bring their notebook and pen to collect information about the price list
- Students can be taken to the market
- Student will interact with vegetable seller and note down the price of the vegetable and fruits
- Students will write a report about the activity seen in vegetable market,

**Assessment:**

- Leadership Quality
- Inter Personal skill
- Involvement and Voluntary

**Career Opportunities:**

- Vegetable vendors
- Vegetable stockist trader
- Quality checker
- Vegetable sales and purchase operators
- Vegetable shop keeper

### 4. Survey and Report writing on pet care

**Activity Type** : Indoor/Outdoor

**Time Duration** : 1 Hours

**Skill to be developed:** Observation skill, communication skills, Feeling of responsibility towards animals.

**Learning Outcome:**

- To identify and discuss the terms related to survey and polls
- To become skeptical during interaction with community
- To detail out the survey report
- To discuss about various types of pets adopted in the society

**Material Needed:**

- Paper
- Pen

**Instructions for teacher:**

- Teacher will discuss with students about the role of pets adopted in the society
- How survey help in collection of data for any study
- Discuss about importance of doing with students
- Discuss how they are used by media and companies to gather information
- Discuss with students about procedure of survey to be conducted
- Give each student a copy of a brief survey details to complete
- Put the students in pair to discuss their response and review the proper formatting of a question
- Encourage them to write a final report on the same

**Instructions for the Students:**

- Discuss the survey form and all the points with teacher and friends
- Interact with community on pets adopted by the society

**Methodology:**

- Using all the information, prepare a survey questionnaire
- Do a survey to your classmates/ neighbours using the survey sheet
- After completing the survey, write a final report writing for the same information

**Assessment:**

- Planning
- Organization skill
- Participation
- Analysing skill
- Reporting

**Career Opportunities:**

- Pet Groomer
- Wildlife Photographer
- Veterinary Doctor
- Oceanographer
- Aquarists
- Animal Scientist
- Animal Trainer
- Zoo Manager

### 5. Cycle Rally on Go Green

**Activity Type** : Outdoor

**Time Duration** : 1 Hours

**Skill to be developed:** Observation skills, Hard work, Responsibility towards community, Environment awareness, communication skill and leadership skills.

**Learning Outcome:**

- To discuss the responsibility towards community
- To describe the importance of environmental awareness

**Material Needed:**

- Placards with slogans
- Cycles

**Description of the Activity:**

- Students will Create an awareness on GO-GREEN while going on a cycle rally
- Students will explain the importance of growing trees to the public at common places
- Placards and slogans are used for communicating to the Public

**Instructions for Teachers:**

- Understand the safety rules while going on bicycling
- Identify the path for cycle tour

**Instructions for students:**

- Understand the safety rules while going on bicycling
- Identify the path for cycle tour

**Methodology:**

- Prepare placards with slogans for Go-Green.
- Go on a cycle rally
- Create awareness for the good cause

**Assessment:**

- Participation
- Confidence
- Discipline
- Usage of words

**Career Opportunities:**

- Environmentalist
- Conservator NGO's
- Manure supplier
- Poster designer
- Nursery owner

### 6. Art From waste – Doll making

**Activity Type** : Indoor

**Time Duration** : 1 Hours

**Skill to be developed:** Creativity and innovation, imagination skill, psychomotor skills and aesthetic skills etc.

**Learning Outcome:**

- To discuss the different ways to create a doll
- To explore the environment and discuss the utilization of waste

**Material Needed:**

- Coconut shell
- Paint
- Brush
- Fevicol
- Chart paper

**Instructions for Teacher:**

- Make students sit in group
- Make students to get ready with the materials required for the craft
- Encourage students to make their best out of waste

**Instructions for Students:**

- Follow the instructions
- Collect the raw materials
- Discuss about the use of different raw material and tools
- Prepare the doll as per procedure

**Methodology:**

- Students are made to sit in group
- Scrape the unwanted coir in the coconut shell
- Paint the coconut shell with white colour acrylic paint
- Cut black chart into different shapes to represent the eyes, nose and ears of cat

**Assessment:**

- Understanding and applying the waste material.
- Creativity
- Team work
- Cleanliness
- Cutting skill
- Craftsmanship

**Note : Exposure visit Activites to be done once a month For 6 - 8 Classes**



# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for High Schools



**2023 - 24**

**April - 2024**

**Assessment : Nil**

| Monday    | Tuesday  | Wednesday | Thursday  | Friday                                     | Saturday  | Sunday                        |
|-----------|--|-----------|-----------|--|-----------|-------------------------------|
| <b>1</b>  | <b>2</b><br>World Artisan Day<br>International Children's Book Day | <b>3</b>  | <b>4</b>  | <b>5</b>                                   | <b>6</b>  | <b>7</b><br>Book Reading      |
| <b>8</b>  | <b>9</b>   | <b>10</b> | <b>11</b> | <b>12</b>                                  | <b>13</b> | <b>14</b>                     |
| <b>15</b> | <b>16</b>  | <b>17</b> | <b>18</b> | <b>19</b><br>Youth and Eco Club activities | <b>20</b> | <b>21</b><br>Refer Dictionary |
| <b>22</b> | <b>23</b>  | <b>24</b> | <b>25</b> | <b>26</b>                                  | <b>27</b> | <b>28</b>                     |
| <b>29</b> | <b>30</b>  |           |           |  |           |                               |

**HOLIDAYS**  
 05 - Babu Jagjeevanram Jayanthi  
 09 - Ugadi  
 11 - Ramadan(Eid-Ul-Zuha)  
 13 - Second Saturday  
 14 - Dr. B R. Ambedkar Jayanthi  
 17 - Sriramanavami  
**OPTIONAL HOLIDAYS**  
 05 - Jamat -UI - Vida  
 07 - Shab - E - Qadar  
 21 - Mahavir Jayanthi  
**IMPORTANT DAYS**  
 02 - World Autism Day  
 07 - World Health Day  
 14 - Dr. B R. Ambedkar Jayanthi  
 16 - Kandukurri Veereshalingam Jayanti  
 \* Every Thursday DIKSHA Content Usage by the students.



**Working Days - 15**

**April - 2024 - Syllabus**

| SUBJECT                 | 6th CLASS              | 7th CLASS               | 8th CLASS                        | 9th CLASS                         | 10th CLASS                        |
|-------------------------|------------------------|-------------------------|----------------------------------|-----------------------------------|-----------------------------------|
| TELUGU                  | పునఃశ్చరణ              | పునఃశ్చరణ               | పునఃశ్చరణ                        | పునఃశ్చరణ                         | పునఃశ్చరణ                         |
| HINDI                   | पुनरावृत्ति - अभ्यास   | पुनरावृत्ति             | पुनरावृत्ति                      | पत्र, निबंध, व्याकरण, पुनरावृत्ति | पत्र, निबंध, व्याकरण, पुनरावृत्ति |
| ENGLISH                 | Revision               | Revision                | Revision                         | The Beggar (SR).& Revision        | Revision                          |
| MATHS                   | Brain teasers, evision | Brain teasers, Revision | Introduction to graphs, Revision | Appendix II, Revision             | Revision                          |
| PHY. SCIENCE            | Revision               | Revision                | Revision                         | Revision                          | Revision                          |
| GEN.SCIENCE/<br>BIOLOGY | Revision               | Revision                | Revision                         | Revision                          | Revision                          |
| SOCIAL STUDIES          | Revision               | Revision                | Revision                         | Revision                          | _____                             |
| O. SANSKRIT             | पुनश्चरणम्             | पुनश्चरणम्              | पुनश्चरणम्                       | पुनश्चरणम्                        | पुनश्चरणम्                        |
| C. SANSKRIT             | Revision               | Revision                | Revision                         | Revision                          | Revision                          |
| ENV.EDN                 | Revision               | Revision                | Revision                         | Revision                          | Revision                          |
| ART-CULTURAL EDUCATION  | —                      | —                       | —                                | —                                 | —                                 |
| H E & PHY EDN           | Revision               | Revision                | Revision                         | Revision                          | Revision                          |
| YOGA                    | Revision               | Revision                | Revision                         | Uddiyana bandha dhyana            | Revision                          |
| GAMES                   | Revision               | Revision                | Revision                         | Revision                          | Revision                          |

*We want that education by which character is formed, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.*

— Swami Vivekananda



**Theme:**  
**Care & Concern**

· Presentation  
**Career Opportunities:**

- Doll Shop
- Shopkeeper
- Doll Designer
- Artist
- Puppet maker

**7. Dance, Drama and Mimes**

**Activity Type :** Indoor

**Time Duration :** 4 Hours

**Skill to be developed:** Visual and spatial skills, Psychomotor skills, Communication skills, Team work and collaboration, script writing and acting skills etc.

**Learning Outcome:**

- To prepare a script
- To present the developed script in the form of a drama/ dance drama/ mime
- To explore different performing arts

**Material Needed:**

- Script
- Costumes and Props

**Instructions for Teachers:**

- Teachers should discuss about the scenes from fictional stories
- Ask students to write a script and allot roles for each one
- Give them time to prepare the script and practice the play
- Ask them to gear up and enact in the classroom

**Instructions for Students:**

- Follow the instructions
- Interact and develop play script
- Practice the fantasy act
- Maintain silence
- Watch carefully without interrupting

**Methodology:**

- Select scenes from a fantasy story and allot characters.
- Write a script
- Prepare costume and props
- Practice the dialogues and rehearse
- Present the scene

**Assessment:**

- Costumes and Props
- Presentation
- Language competency
- Team work
- Enaction

**Career Opportunities:**

- Instrumentalist
- Artist
- Story Writer
- Drama Director
- Music Composer
- Audio Engineer

**8. Kite Making and flying**

**Activity Type :** Indoor/Outdoor

**Time Duration :** 2 Hours

**Skill to be developed:** Observation skills, Creativity, imagination skill, psycho motor skill, team work, collaboration, cooperation and application of science for fun etc.

**Learning Outcome:**

- To visualise and design a kite
- To discuss and make a kite
- To decorate the kite
- To collaborate and ?y the kite

**Material Needed:**

- Colour papers
- Pen
- Wooden sticks
- Thread
- Glue

**Instructions for Teachers:**

- Discuss the students, steps involved making a kite or other items
- Make the students create a beautiful kite.
- Encourage them to think about a wish and write it on the kite.
- Take the students outside and make them sail the kite.
- Ask students to write a note book

**Instructions for Students:**

- Follow the instructions
- Collect the raw materials
- Discuss about the use of different raw material and tools
- Prepare the kite as per procedure

**Methodology:**

- Using all the decorative materials, prepare a kite and write a wish/resolution on it
- Read out the wish/resolution in front of classmates
- Take the kite outside for sailing
- Write a note book about the experience

**Assessment:**

- Creativity
- Participation
- Interpersonal skill
- Hands on skill
- Writing skill

**Career Opportunities:**

- Kite Maker
- Kite Designer
- Raw Material Supplier and seller
- International Kite Festival Organiser
- Event Organiser
- Hospitality Manager

**9. Organizing a Book fair**

**Activity Type :** Indoor

**Time Duration :** 3 Hours

**Skill to be developed:** Observation skills, organizational skills, critical thinking skills, communication skills, literary skills, Team work.

**Learning Outcome:**

- To organize the book fair
- To explore the different types of books on various themes

**Material Needed:**

- Book
- Shelf
- Poster
- Almirah

**Instructions for Teachers:**

- Discuss with the student about book fair
- Share the information about various types of books available
- Ask the students to collect various resources used for book fair
- Make students to get ready for arranging the book fair
- Encourage students to make their best

**Instructions for Students:**

- Follow the instructions
- Collect the books

- Discuss about the use of different books
- Organise the book fair and invite all the students and teacher

**Methodology:**

- Students select the different types of books
- Collect and arrange the books to display in school
- Prepare poster of books as per different themes
- Read and explain important features of a books

**Assessment:**

- Creativity
- Team work
- Organization skill
- Communication skill

**Career Opportunities:**

- Librarian
- Shopkeeper
- Publisher
- Book fair organizer.

**10. Interaction with various health service provider (nurse/ paramedical expert)**

**Activity Type :** Indoor

**Time Duration :** 3Hours

**Skill to be developed :** Basic awareness regarding common health related issues understand the problem, awareness regarding primary preventive measures, introduction with health related equipments, hands on experience regarding equipments and many more.

**Learning objectives:**

- Students will interact with the health service provider
- Students will observe the basis health equipments like- thermometer, stethoscope, B.P. monitor, O.R.S. (oral rehydration salt), pulse oximeter, various simulators
- Improve the sense of understanding the problem initially
- Learn the primary step that can be taken as preventive measure situation
- Primary steps in case of Diarrhea, Trauma (injury), animal bite (dog/snake)

**Material required:**

- Note book and pen
- Thermometer, stethoscope, B.P.monitor, sugar, salt, glass, spoon,
- O.R.S., Bandage, Band-aid, simple splin.

**Instructions for teacher:**

- Create interest in children to more about health related topics and awareness
- Provide an overview on the health equipment
- Introducing the service provider designation and work profile
- Prepare the students to ask questions

**Instruction for students:**

- Know about equipments
- Discuss about the various uses of equipments
- Watch carefully without interrupting
- Maintain silence.
- Never leave alone

**Methodology:**

- Inform the students about this activity in advance and ask them explore/ find something interesting about it
- Explain the students about the importance of health related knowledge after COVID -19
- Make the students to understand and learn various terms like, thermometer, stethoscope, B.P.monitor, O.R.S., and Homemade O.R.S.
- Guide them to take notes and write a report

**Assessment:**

- Observation
- Critical thinking
- Cognitive skill
- Questioning skills
- Team work
- Discipline

## Entrepreneurial Mindset Development Programme (EMDP)

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

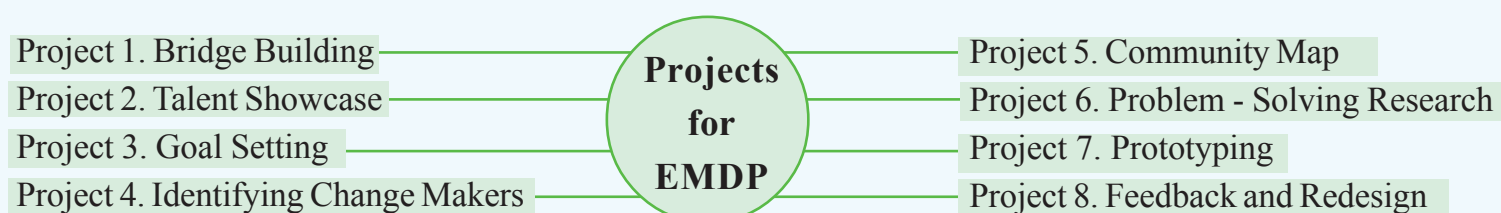
**Objectives**

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

**Timeline:** Every Friday 1 or 2 periods can be allotted.

**Activities**

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



**Guidelines for Teachers:**

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

| Session No           | Session Name                                     | Duration | Tentative Dates (Fridays only) | Time line   |                |
|----------------------|--|----------|--------------------------------|-------------|----------------|
| 1                    | Welcome: An Orientation                          | 40 min   | 7-Jul-2023                     | July        |                |
| 2                    | Development                                      | 40 min   |                                |             |                |
| 3                    | Self-Awareness - Knowing my Emotions             | 40 min   | 14-Jul-2023                    |             |                |
| 4                    | Self Portrait                                    | 40 min   |                                |             |                |
| 5                    | Picturing my Future - Dreams                     | 40 min   | 21-Jul-2023                    |             |                |
| 6                    | My Goals   | 40 min   |                                |             |                |
| 7                    | Trying New Thing                                 | 40 min   | 28-Jul-2023                    |             |                |
| 8                    | makers   | 40 min   |                                |             |                |
| 9                    | community  | 40 min   | 4-Aug-2023                     | August      |                |
| 10                   | Who are change-makers?                           | 40 min   |                                |             |                |
| 11                   | Be a Change maker-Session                        | 40 min   | 11-Aug-2023                    |             |                |
| 12                   | How to discover a problem?                       | 40 min   |                                |             |                |
| 13                   | Project 2: Map your School                       | 40 min   | 18-Aug-2023                    | September   |                |
| 14                   | Identifying the problem                          | 40 min   |                                |             |                |
| 15                   | Analyze the Problem                              | 40 min   | 1-Sep-2023                     |             |                |
| 16                   | Research   | 40 min   | 8-Sep-2023                     |             |                |
| 17                   | Introduction to the design process               | 40 min   |                                |             |                |
| 18                   | Prototyping                                      | 40 min   | 15-Sep-2023                    |             |                |
| 19                   | Project 4: Prototype                             | 40 min   | 22-Sep-2023                    |             |                |
| 20                   | Adding Value- Input and Output                   | 40 min   |                                |             |                |
| 21                   | Feedback and Value Addition                      | 40 min   | 29-Sep-2023                    | October     |                |
| 22                   | Project 5: Feedback and Redesign                 | 40 min   | 6-Oct-2023                     |             |                |
| 23                   | Work Time  | 40 min   |                                |             |                |
| 24                   | Prep for expo & Reflect on the whole phase       | 40 min   | 13-Oct-2023                    |             |                |
| 25                   | Introduction to Financial Literacy- Smart Saving | 40 min   | 27-Oct-2023                    |             |                |
| 26                   | Smart Spending                                   | 40 min   |                                |             |                |
| 27                   | Budgeting  | 40 min   | 3-Nov-2023                     | November    |                |
| <b>Buffer Period</b> |  |          |                                | 10-Nov-2023 | 5 weeks buffer |
|                      |  |          |                                | 24-Nov-2023 |                |
|                      |  |          |                                | 1-Dec-2023  |                |
|                      |  |          |                                | 8-Dec-2023  |                |
|                      |  |          |                                | 15-Dec-2023 |                |

Note: \*Per class 2 sessions (40 min each total 80 min)



The National Education Policy, 2020 has emphasised the importance of libraries and books by highlighting on various aspects including development of enjoyable and inspirational books in Indian languages, availability and accessibility of books in school/public libraries, strengthening of libraries and building a culture of reading across the country.

The need for 'Library' in every school is recognised by the National Curriculum Framework, 2005, the Right of Children to Free and Compulsory Education Act, 2009 and the National Education Policy, 2020. The library is an essential component of the school, providing not only resources for joyful learning, but also equipping children with sustainable reading skills to make them enthusiastic and independent readers. Libraries create resources for learners and teachers while extending support to schools in achievement of the curricular goals.

## 1.1 Creating a vibrant library

A library must be child-friendly, attractive and colourful. Adequate and suitable space is a prime requirement of a school library. Special care should be taken to arrange the books and furniture. **Children are more attracted towards libraries that are vibrant and child friendly.**

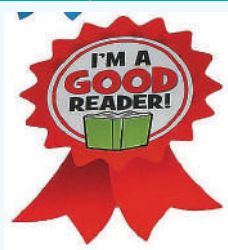


## 1.2 How to make library functional

- Schools must devote a minimum of two periods in a week as library period for every class.
- In case there is no separate library room, a reading corner may be created so that children can easily access the book stand read independently as well as engage in group reading activities.
- For class projects, children should be encouraged to look up reference books in the library.
- Children should be asked to write a literature review of the book they read from the library to help develop analytical and writing skills.
- Children can also be asked to share a story they have read with the other children in class. Story telling sessions should be conducted in library.
- Where there is no librarian, one teacher in each school may be given the additional responsibility as library in-charge for safe keeping of library books, issuing them and receiving the books back from students.
- The teacher in-charge of the library may be given relaxation from teaching for two periods in a week.
- There should not be any penalty on the student or library in-charge teacher for any wear and tear of books by the students.
- School grant may also be used for repairing of damaged books procured from the library grant.
- Every student has to maintain a library notebook cum scrapbook. In that he has to notedown the below record and they will be checked every month.

| Date | Name of the book | Name of the characters in the book | Favourite character | The incident you liked most | The incident you didn't like |
|------|------------------|------------------------------------|---------------------|-----------------------------|------------------------------|
|      |                  |                                    |                     |                             |                              |

- Reader of the month: One student from each class and One Teacher will be selected every month. A badge is given in the assembly on last working day of every month. At the end of the year ,Reader of the year will be awarded.



Reading Corner

| Sl.No | Month     | Programmes  | Activities   |
|-------|-----------|---|--|
| 1     | June      | National Reading Day- June 19 <sup>th</sup>   | · <b>Library orientation</b> · <b>Constitution of Library Committee</b> · Forming readers club · Reading Day Pledge<br>Read your favourite book, gift a book to your friend or family member   |
| 2     | July      | DEAR – Drop Everything and Read programme   | * Issue of books to class libraries · Circulation of Books<br>· Motivating all the students to read library books  |
| 3     | August    | Display of books on freedom struggle & Freedom fighters Book marks designing  | Encourage them to read those books. It is a wonderful idea for children to create their own bookmarks. By doing so, they will be more motivated to read so they can put their newly made bookmark to use. You can have students personalize their bookmarks by including their names or quotes by their favorite authors.  |
| 4     | September | International Read an E-book day ( September 18)<br>Display of books on Sarvepalli Radhakrishnan<br>Pick a place                        | Read an E-book of any genre.<br>Play a travel game by browsing books in the school library travel section. Students can look for a travel-themed book and identify locations that they'd like to visit. To extend this activity, students can create an advertisement for tourists or even their own travel itinerary.   |
| 5     | October   | International Library Month<br>Display of books on Gandhiji<br>Designing book jackets   | Revive your reading habits.<br>Students create their own version of a jacket for a book they read. Parts of the book cover may include a picture of the cover, a summary, reviews, or a section about the author.  |
| 6     | November  | National Library Week – Nov 14 <sup>th</sup> -20 <sup>th</sup><br>National Education Day (11 Nov.)                                      | Exhibition of books on or by Jawaharlal Nehru, Competitions<br>1. Character Costume 2. Book review 3. Designing book jackets 4. Story telling 5. Book reading 6. Literary quiz 7. Designing Bookmarks<br>Exhibition of books on or by Dr Abdul Kalam Azaad, Essay writing, newspaper reading competitions  |
| 7     | December  | Poetry in the library   | If you say the names of classic poets, the students might ask you who they are and why they are important. Poetry needs to be recognized in the library, but somehow it is still lurking in the shadows. Use these poetry games and have fun!  |
| 8     | January   | National Youth Day (12 Jan.)<br>Journal Talk  | Display of Books on or by Swami Vivekananda A journal / periodical in the library can be read and reviewed. Tell the students to collect information from 5-10 journals ( name, publisher, place, theme, cost, frequency, language , style of writing) and present it  |
| 9     | February  | Read Aloud Day ( First Wednesday of February)<br><br>Quiz   | Read a book to someone.<br>This one is simple, students are first told about the encyclopedias and information stored in them, Students are then divided into groups and each of the group is given an encyclopedia. The teacher throws different question to different question which are housed inside their respective encyclopedia. The teams have to find the answers, the fastest group wins the contest.<br>There are many more ideas in terms of worksheet which can be done, but there is also a fear of converting library into another class. Anyway, I hope the librarians can derive some joy out of the activities listed above. |
| 10    | March     | Create a Bibliography   | Give topic and let them search the library database and shelves.   |
| 11    | April     | International Children's Book day (April 2 <sup>nd</sup> )<br><br>World Book and Copyright Day(April 23 rd)<br>Summer reading challenge | Read the children's books from your library ( picture books)<br>Stock verification<br>Student has to read atleast 15 books in summer holidays.<br><br>Set a goal to your students to read ___ books in summer<br>Create a spreadsheet to document all of the books read.Prizes or certificates are awarded   |

### Students' Safe Circle

- In case, students observe tobacco/drug/related substances supply activities outside or inside the school premises, they may intimate the school authorities through the Complaint Box.
- Senior students may discuss various issues like bullying and sexual harassment with other younger students under the guidance of teachers.
- Act as peer support or peer educator for other students, wherever possible.
- Stay physically active.
- Do not hesitate to seek support from teachers / Counsellors / parents when required.
- Students should express their opinions, instructions, and problems to others either directly or through a suggestion box made available to them by school authorities.
- Use polite language and be well – mannered with teachers, elders and classmates.

- Do not cause any damage to school property.
- Don't write on walls and furniture.
- Keep your class neat and clean.
- Any sort of breakage and damage done even accidentally, should be reported at once to the class teacher or to the Principal.
- Have wider knowledge and experience on digital learning resources
- Follow rules and regulations while playing in the ground.
- Maintain good inter - personal and intra - personal relationship.
- Set limits to your online friendships as well as online communication with real life friends.



**General Pledge : (Everyday in the School Assembly)**

India is my country. All Indians are my brothers and sisters. I love my country and I am proud of its rich and varied heritage. I shall always strive to be worthy of it. I shall respect my parents, teachers and all elders and treat everyone with courtesy. To my country and all my people, I pledge my devotion. In their well being and prosperity alone lies my happiness.

**School Safety Pledge : (Every Wednesday in the School Assembly)**

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

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

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

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

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

**ప్రకృతి ప్రార్థన! (Every Friday in the School Assembly) :**

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

**Reading Day Pledge : (on 19th June - Reading Day)**

Today I Name....stand and pledge with full faith of my ability to grow through“reading. I pledge to promote the development of my country through“judicious reading of knowledge resources in print/ digital medium. I shall“respect myself and others too. I shall shine the light of knowledge gained, to“solve the problems I face as well the challenges affecting my country.

I realize that today we face multiple challenges, be it poverty, unemployment,“pandemic, natural calamities, corruption, substance abuse, climate change,“etc. I shall make reading a habit and be a solution to these challenges. I shall“ensure best compliance to the legal framework of my country and shall strive“for a se cure and secular atmosphere. I shall strive to raise high, the value of“knowledge, and the pride of my country with my thoughts, words and deeds.



# Teachers Training Calendar 2023-24

| S.No | Month        | Tentative Dates                 | Name of organisation                 | Name of the Program  | Subject / Key Area of Intervention & Training Topics<br>Eg. Phonemic Awareness  | Category of Trainings   | Spell      | Place of Intervention in AP (District/s)     | Grades         | Target Group (Teachers / Educational Leaders etc)                      | Total number of stakeholders in target group in the state | Number of days Needed | Number of hours needed (per day) | Total Number of Hours | Mode and Elements (Online/ In-Person Only/ Blended / PLC) |
|------|--------------|---------------------------------|--------------------------------------|--|---|-------------------------|------------|--|----------------|--|---|-----------------------|----------------------------------|-----------------------|---|
| 1    | July, August | 1st - 15th July                 | School Education Higher Education    | BYJU's (Technology Enabled Trainings)  | Utilisation of ICT Equipment in Teaching - Learning Process   | Academic                | Spell wise | Near by Engineering Colleges/ Divisional HQ  | 6-10           | High School Teachers   | 82,000  | 2days / each Spell    | Each 5 Hours                     | 10 Hours / each spell | In Person   |
| 2    | June onwards | Once in a month                 | SCERT - DIKSHA Platform              | English Proficiency Course (TOEFL)   | How to Facilitate TOEFL training to students  | Academic                | 10         | All Districts                                | Grade 3 to 9   | English Teachers   | 2 Teachers from each school                               | 1 day per month       | 5 hours per day                  | 50 hours              | Online  |
| 3    | June 2023    | 16th June & 17th June 2023      | SCERT                                | Training for Librarians on Library activities  | School Library Management   | Academic & Non-Academic | Spell 1    | District Level                               | Grades 6 to 10 | Librarians   | 238   | 2                     | 6                                | 12                    | In-person   |
| 4    | June 2023    | 5 June 2023 - 7 June 2023       | Pratham                              | TaRL   | (Telugu and Maths) Foundational Literacy and Numeracy   | Academic                | NA         | All district                                 | Grades 3 to 5  | Master trainers  | 130   | 3                     | 6                                | 18                    | Online  |
| 5    | June 2023    | 3 June 2023                     | Leadership For Equity                | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)                        | Inclusive education   | Academic                | NA         | Krishna District                             | Grades 1 to 5  | Special educators  | 52  | 1                     | 6                                | 6                     | In-person   |
| 6    | June 2023    | 5 June 2023 - 10 June 2023      | Sattva/Kaivalya Education Foundation | School Leader Training   | Competencies defined by the World Bank (12 competencies + Disaster Risk Management)                                   | Leadership              | NA         | All districts                                | Grades 1 to 10 | School heads   | 7000  | 6                     | 7                                | 42                    | In-person   |
| 7    | June 2023    | 5 June 2023 - 9 June 2023       | SCERT                                | Induction  | Teachers training   | Academic                | Spell 4    | All districts                                | Grades 1 to 10 | Teachers   | 2425  | 4                     | 6                                | 24                    | In-person   |
| 8    | June 2023    | 5 June 2023 - 9 June 2023       | Pratham and ASER                     | 120-days Certificate Course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education             | Academic & Non-Academic | Spell 1    | All districts                                | PP1 and PP2    | DRPs   | 4100  | 5                     | 6                                | 30                    | In-person   |
| 9    | June 2023    | 5 June 2023 - 9 June 2023       | Pratham and ASER                     | 60-days certificate course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education             | Academic & Non-Academic | Spell 1    | All districts                                | Grades 1 to 2  | DRPs   | 2100  | 5                     | 6                                | 30                    | In-person   |
| 10   | June 2023    | 8 June 2023 - 10 June 2023      | Pratham                              | TaRL   | (Telugu and Maths) Foundational Literacy and Numeracy   | Academic                | NA         | All districts                                | Grades 3 to 5  | Mandal level resource person   | 2700  | 3                     | 6                                | 18                    | Online  |
| 11   | June 2023    | 12 June 2023 - 14 June 2023     | Educational Initiatives              | Capacity building program for SAC members  | In-person workshop on theory and practices of assessments.  | Academic                | NA         | NA   | NA             | SAC members  | 15  | 3                     | 8                                | 24                    | In person   |
| 12   | June 2023    | 16 June 2023 - 17 June 2023     | SIEMAT                               | Orientaton to Disitric DIETs Principals, DIET Faculty, District DIKSHA Coordinators on District Empowerment Programme    | Orientaton to Disitric DIETs Principals, DIET Faculty, District DIKSHA Coordinators on District Empowerment Programme | Non-Academic            | NA         | AIL DIETS (13 Districts where DIETS located) | Grades 1 to 10 | Teacher Educators  | 164   | 2                     | 6                                | 12                    | Blended   |
| 13   | June 2023    | 12th June 2023 - 17th June 2023 | SCERT                                | Magic Bus : Life skills  | Life Skills   | Non-Academic            | NA         | Vijayawada                                   | Grades 6 to 10 | DIET, SSA, Tribal welfare, KGBV, APREIS, APMS and SCERT Faculty (SRGS) | 100   | 5                     | 6                                | 30                    | In-person   |
| 14   | June 2023    | 19 June 2023 - 26 June 2023     | Pratham                              | TaRL   | (Telugu and Maths) Foundational Literacy and Numeracy   | Academic                | 1          | All districts                                | Grades 3 to 5  | Master trainers & Mandal level reasource persons                       | 70000   | 6                     | 3                                | 18                    | Online  |
| 15   | June 2023    | 20 June 2023 - 30 Junly 2023    | Leap for word                        | English Literacy program   | To improve the learning skills of students especially in regional language schools                                    | Academic                | NA         | (9 districts of AP) ASR, NTR                 | Grades 1 to 5  | Teachers   | 4000  | 2                     | 6                                | 12                    | Blended   |
| 16   | June 2023    | 22 June 2023 - 25 June 2023     | Sattva/Kaivalya Education Foundation | AWP&B  | Capacity building session - Planning and development of AWP&B   | Project Management      | NA         | State  | NA             | State and District officials   | 40  | 5                     | 6                                | 30                    | In-person   |
| 17   | June 2023    | 24 June 2023 - 8 August 2023    | Educational Initiatives              | Training for identified District & Mandal Level Facilitators to conduct Group Discussions (FGDs) in School Complex Level | Capacity building of identified District & Mandal Level Facilitators on conducting FGD on assessments/CBAs            | Academic                | NA         | All districts (Complex level)                | Grades 1 to 8  | Identified master trainers   | 52  | 2                     | 6                                | 12                    | Online  |
| 18   | June 2023    | 24th June 2023                  | Leadership for Equity                | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)                        | Inclusive education   | Academic                | NA         | Krishna District                             | Grades 1 to 5  | Special Educators  | 52  | 3                     | 6                                | 18                    | In-person   |
| 19   | June 2023    | 27 June 2023 - 29 June 2023     | SCERT                                | Magic Bus : Life skills  | Life Skills   | Non-Academic            | NA         | Vijayawada                                   | Grades 6 to 10 | Physical educational teachers (DRGS)                                   | 2600  | 3                     | 6                                | 18                    | In-person   |

|    |                |   |   |   |  |                         |             |   |                |   |             |    |   |     |                         |
|----|----------------|---|---|---|--|-------------------------|-------------|---|----------------|---|-------------|----|---|-----|-------------------------|
| 20 | July 2023      | 1 July 2023 - 7 July 2023   | Pratham                                     | TaRL  | (Telugu and Maths) Foundational Literacy and Numeracy  | Academic                | 2           | All districts   | Grades 3 to 5  | Master trainers & Mandal level resource persons | 70000       | 6  | 3 | 18  | Online                  |
| 21 | July 2023      | 3 July 2023 - 4 July 2023   | Jolly Futures                               | Phonics   | English Pronunciation  | Academic                | 2           | VZM & VSKP (9 Blocks)                                 | Grade 1        | First Class Teachers From Each School           | 2870        | 2  | 3 | 12  | Online                  |
| 22 | July 2023      | 3 July 2023 - 3 August 2023   | Regional Institute of English (South India) | Certificate in English Language Teaching  | Teacher Professional Development in English  | Academic                | NA          | State   | Grades 6 to 10 | High school teachers                            | 50          | 30 | 6 | 180 | Residential             |
| 23 | July 2023      | 13 July 2023 - 14 July 2023   | SCERT                                       | School safety & Child Rights  | POCSO Child rights safety & Security   | Non-academic            | 1           | All Districts   | Grades 1-10    | All Teachers                                    | 1,80,000    | 1  | 3 | 3   | Online                  |
| 24 | July 2023      | 15 July 2023 - 29 July 2023   | Educational Initiatives                     | Competency Based assessment (3)- Report dissemination - performance data to teachers              | To provide Competency based assessment student performance data and training on misconception poster to teachers   | Academic                | NA          | State level   | Grades 1 to 8  | All Teachers                                    | 1,50,000    | 1  | 2 | 2   | Online                  |
| 25 | July 2023      | 17 July 2023 - 21 July 2023   | Sattva/Kaivalya Education Foundation        | SIEMAT capacity building  | Leadership and Management competencies   | Leadership              | NA          | State Level   | NA             | SIEMAT faculty                                  | 10          | 5  | 6 | 30  | In-person               |
| 26 | July 2023      | 17 July 2023 - 31 July 2023   | Educational Initiatives                     | Capacity building of SAC members  | Data sampling and test executing   | Academic                | NA          | NA  | NA             | SAC members                                     | 15          | 3  | 8 | 24  | In-person               |
| 27 | July 2023      | 22 July 2023  | Leadership for Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan) | Inclusive education  | Academic                | NA          | Krishna District                                      | Grade 1 to 5   | Special Educators                               | 52          | 3  | 6 | 18  | In-person               |
| 28 | July 2023      | 27 July 2023 - 29 July 2023   | SCERT                                       | English Proficiency Course (TOEFL)  | Not decided  | Non-Academic            | Not decided | Not decided   | Grades 3 to 5  | Teachers  | Not decided | 1  | 6 |     | In-person               |
| 29 | July 2023      | 28 July 2023 - 29 July 2023   | Educational Initiatives                     | Competency -based assessment (1) - Test Execution Webinar   | Competency based assessment - Pre webinar to teachers about test day procedure   | Academic                | NA          | State level   | Grades 1 to 8  | Teachers  | 1,50,000    | 1  | 1 | 1   | Online                  |
| 30 | August 2023    | 7 August 2023 - 12 August 2023  | Pratham and ASER                            | 120-days Certificate Course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education  | Academic & Non-Academic | NA          | All districts   | PP1 and PP2    | Anganwadi Workers                               | 55607       | 6  | 6 | 36  | In-person               |
| 31 | August 2023    | 16 August 2023 - 31 August 2023   | Educational Initiatives                     | Data Analysis and generating insights   | Basic data analysis-terminology, simple calculations, reading reports and understanding the graphs, identification of misconceptions, and learning insights analysis.  | Academic                | NA          | NA  | NA             | SAC members                                     | 15          | 3  | 8 | 24  | In-person               |
| 32 | August 2023    | 17 August 2023  | SIEMAT                                      | Unity in Diversity  | Ek Bharath Shreshtha Bharath   | Non-Academic            | NA          | All   | Grades 1 to 10 | School heads                                    | 45000       | 1  | 1 | 1   | AP SLA Youtube CHANNEL  |
| 33 | August 2023    | 22 Aug 2023 - 24 Aug 2023   | SCERT                                       | Population Education, Advocacy training programme   | Population Education Activies  | Non-Academic            | NA          | SCERT   | Grades 6 to 10 | School Heads                                    | 26          | 3  | 6 | 18  | In-person               |
| 34 | August 2023    | 24 August 2023 to 28 August 2023  | SIEMAT                                      | Online training on Digital Infrastructure and Knowledge Sharing                                   | 1. DIKSHA : Policy Perspectives and Scope in Education<br>2. Energized Textbook and Digital Resources<br>3. Virtual Lab and Vocational Education Vertical<br>4. Digital Jaadui Pitara, FLN and Education for All Vertical<br>5. Online Courses on DIKSHA | Digital                 | NA          | State level   | Grades 1 to 10 | Teachers  | 180000      | 5  | 1 | 5   | Online                  |
| 35 | August 2023    | July 2023 - August 2023. (As per the pre-decided school complex meeting PLC date) | Leadership for Equity                       | Developing English Pedagogy among teachers (Pilot-tentative plan)                                 |  | Academic                | NA          | 4 Districts (Krishna,NT R,Guntur,P alnadu)            | Grades 6 to 10 | KRPs  | 4           | 1  | 2 | 2   | In-person               |
| 36 | September 2023 | 11 September 2023 - 10 October 2023   | Regional Institute of English (South India) | Certificate in English Language Teaching  | Developing English language proficiency and pedagogical skills   | Academic                | NA          | We willbne needing 50 teachers from the entire state. | Grades 6 to 10 | High school teachers                            | 50          | 30 | 6 | 180 | In person (Residential) |
| 37 | September 2023 | 7th September 2023 - 12th September 2023  | Leadership For Equity                       | Training of Master Trainers (Tentative Plan)  | Classroom Observation  | Academic                | NA          | All Districts   | Grades 1 to 10 | School Heads                                    | 300         | 6  | 6 | 36  | In-person               |
| 38 | September 2023 | 16 September 2023   | Leadership for Equity                       | Need based Course A   |  | Academic                | NA          | All Districts   | Grades 3 to 10 | Teachers  | 30000       | 3  | 2 | 6   | In-person               |
| 39 | September 2023 | 18 September 2023 - 29 September 2023   | Educational Initiatives                     | Capacity building of SAC members  | Data dissemination   | Academic                | NA          | NA  | NA             | SAC members                                     | 15          | 3  | 8 | 24  | In-person               |

|    |                |   |                                      |   |   |                         |    |                               |                |                              |          |    |   |    |                          |
|----|----------------|---|--------------------------------------|---|---|-------------------------|----|-------------------------------|----------------|------------------------------|----------|----|---|----|--------------------------|
| 40 | September 2023 | 18 September 2023 - 22 September 2023       | SIEMAT                               | Orientation of District Resource Groups (DRGs) on Development of eContents with special reference to DIKSHA platform      | ICT initiatives @ India with emphasis on DIKSHA Digital Resources for Teaching, Learning & Assessment; Accessible Digital Resources, script writing and storyboarding, Graphic Resources, Interactive Resources, Audio Resources, Video Resources, Virtual Labs on DIKSHA, Animation Resources, Subject Specific Tools (AR, VR), Evaluation of eContent, Content Pedagogy & Technology Integration ebooks Cyber Safety and Security | Digital                 | NA | State level                   | Grades 1 to 10 | District DIKSHA Coordinators | 78       | 5  | 8 | 40 | In-person                |
| 41 | September 2023 | 20 September 2023                           | SIEMAT                               | Best pedagogical practices of school leaders  | Pedagogical practices   | Leadership              | NA | All                           | Grades 1 to 5  | School heads                 | 35000    | 1  | 3 | 3  | Online (Youtube channel) |
| 42 | September 2023 | 18th Septemer 2023 - 26th September 2023    | Leadership For Equity                | Training of Observers   | Classroom Observation   | Academic                | NA | All Districts                 | Grades 1 to 10 | School Heads                 | 6000     | 9  | 6 | 54 | In-person                |
| 43 | September 2023 | 20 September 2023 and 21 September 2023     | SCERT                                | Adolescence Educational Program   |   | Non-Academic            | NA | All Districts                 | Grades 6 to 10 | SRG                          | 52       | 2  | 6 | 12 | In-person                |
| 44 | September 2023 | 23 September 2023 - 14 October 2023         | Educational Initiatives              | Competency based assessment (1)- Report dissemination performance data to teachers  | To provide Competency based assessmnt (1) A webinar on student performance data and training on misconception posters to teachers   | Academic                | NA | State level                   | Grades 1 to 8  |                              | 1,50,000 | 1  | 2 | 2  | Online                   |
| 45 | September 2023 | 30 September 2023 - 21 October 2023         | Educational Initiatives              | Training for identified District & Mandal Level Facilitators to conduct Group Discussions (FGDs) in School Complex Level. | Capacity building of identified District & Mandal Level Facilitators on conducting FGD on competency based assessments and misconception poster   | Academic                | NA | All districts (Complex level) | Grades 1 to 8  | Teachers                     | 52       | 2  | 6 | 12 | Online                   |
| 46 | September 2023 | 25 September 2023 - 26 September 2023       | SCERT                                | Adolescence Educational Program   |   | Non-Academic            | NA | All Districts                 | Grades 6 to 10 | DRG                          | 52       | 2  | 6 | 12 | In-person                |
| 47 | October 2023   | 4 October 2023 - 6 October 2023             | SCERT                                | Training for Librarians on Library activities   | Spell 2   | Academic & Non-Academic | NA | State level                   | Grades 6 to 10 | Librarians                   | 52       | 10 | 6 | 60 | In-person                |
| 48 | October 2023   | 8 October, 2023                             | SIEMAT                               | Orientation on TLM Development Primary School HMs   | TLM   | Academic                | NA | All districts                 | Grades 1 to 5  | School heads                 | 34000    | 1  | 2 | 2  | AP SLA Youtube CHANNEL   |
| 49 | October 2023   | 12th October 2023 - 19th October 2023       | Sattva/Kaivalya Education Foundation | School Leader Training  | Competencies defined by the World Bank (12 competencies + Disaster Risk Management)   | Leadership              | NA | State Level                   | Grades 1 to 10 | School heads                 | 400      | 8  | 8 | 64 | In-person                |
| 50 | October 2023   | 10 October 2023 - 14 October 2023           | SIEMAT                               | Online Training on "Digital Tools for Teaching, Learning and Assessment of Specific Subjects"                             | Digital Tools for Specific Subjects: Concept, Need and Significance; Digital Tools for Teaching and Learning of Mathematics, Digital Tools for Teaching and Learning of Science, Digital Tools for Teaching and Learning of English, Digital Tools for Teaching and Learning of Social Sciences;  | Digital                 | NA | State level                   | Grades 1 to 10 | Teachers                     | 180000   | 5  | 1 | 5  | Online                   |
| 51 | October 2023   | 14 October 2023                             | Leadership for Equity                | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)                         | Inclusive Education   | Academic                | NA | Krishna District              | Grades 1 to 5  | Teachers                     | 100      | 1  | 6 | 6  | In-Person                |
| 52 | October 2023   | 16 October 2023 - 18 October 2023           | SCERT                                | Training for Librarians on Library activities   | Spell 2   | Academic & Non-Academic | NA | District level                | Grades 6 to 10 | Librarians                   | 238      | 10 | 6 | 60 | In-person                |
| 53 | October 2023   | 14th October 2023 - 19th October 2023       | Pratham and ASER                     | 60-days certificate course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education   | Academic & Non-Academic | NA | All districts                 | Grades 1 to 2  | Teachers                     | 34000    | 6  | 6 | 36 | In-person                |
| 54 | November 2023  | 3, 4, 10, 11, 17, 18, 24 & 25 November 2023 | Pratham and ASER                     | 120-days Certificate Course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education   | Academic & Non-Academic | NA | All districts                 | PP1 and PP2    | Anganwadi Workers            | 55607    | 8  | 2 | 16 | Online                   |
| 55 | November 2023  | 3, 10, 11 & 24 November 2023                | Pratham and ASER                     | 60-days certificate course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education   | Academic & Non-Academic | NA | All districts                 | Grades 1 to 2  | Teachers                     | 34000    | 4  | 2 | 8  | Online                   |
| 56 | November 2023  | 29th October 2023 - 3rd November 2023       | Sattva/Kaivalya Education Foundation | School Leader Training  | Competencies defined by the World Bank (12 competencies + Disaster Risk Management)   | Leadership              | NA | All districts                 | Grades 1 to 10 | School heads                 | 7000     | 6  | 9 | 54 | In-person                |
| 57 | November 2023  | 13 November 2023 - 17 November 2023         | Sattva/Kaivalya Education Foundation | School Leader Training  | Competencies defined by the World Bank (12 competencies + Disaster Risk Management)   | Leadership              | NA | All districts                 | Grades 1 to 10 | School heads                 | 7000     | 6  | 9 | 54 | In-person                |

|    |               |   |   |   |   |                         |    |                  |                |  |          |     |   |     |                         |
|----|---------------|---|---|---|---|-------------------------|----|------------------|----------------|--|----------|-----|---|-----|-------------------------|
| 58 | November 2023 | October 2023 - November 2023<br>As per the pre-decided school complex PLC date.       | Leadership for Equity                       | Need-based Course B   |   | Academic                | NA | All Districts    | Grades 3 to 9  | Teachers (Module Consumption and feedback) | 30000    | 1   | 2 | 2   | Blended                 |
| 59 | November 2023 | 24 November 2023 - 25 November 2023   | Leadership for Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)         | Inclusive Education   | Academic                | NA | Krishna District | Grades 1 to 5  | Teachers                                   | 100      | 2   | 6 | 12  | Blended                 |
| 60 | December 2023 | 1, 2, 8, 9, 15, 16, 22, 23, 29 & 30 December 2023                                     | Pratham and ASER                            | 120-days Certificate Course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | PP1 and PP2    | Anganwadi Workers                          | 55607    | 10  | 2 | 20  | Online                  |
| 61 | December 2023 | 1, 8, 15 & 22 December 2023   | Pratham and ASER                            | 60-days certificate course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | Grades 1 to 2  | Teachers                                   | 34000    | 4   | 2 | 8   | Online                  |
| 62 | December 2023 | November 2023 - March 2024  | Leadership For Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)         | Inclusive Education   | Academic                | NA | Krishna District | Grades 1 to 5  | Teachers                                   | 100      | 1   | 6 | 6   | Blended                 |
| 63 | December 2023 | 4 December 2023 - 3 January 2023  | Regional Institute of English (South India) | Certificate in English Language Teaching  | Developing English language proficiency and pedagogical skills  | Academic                | NA | State Level      | Grades 1 to 5  | Primary school teachers                    | 50       | 30  | 6 | 180 | In person (Residential) |
| 64 | Decembr 2023  | November to December 2023 As per pre-decided school complex PLC date                  | Leadership for Equity                       | Developing English Pedagogy among teachers (Full scale roll out-tentative plan)                           |   | Academic                | NA | All Districts    | Grades 6 to 10 | KRPs                                       | 260      | 1   | 4 | 4   | In-person               |
| 65 | December 2023 | 12 December 2023  | Sattva/Kaivalya Education Foundation        | Social Audit  | School Performance Evaluation Tool Conducted by Parents Committee, School Safety Training                 | Non-Academic            | NA | State Level      | Grades 1 to 10 | School heads                               | 142      | 1   | 6 | 6   | Webex                   |
| 66 | December 2023 | 18 December 2023 - 22 December 2023   | Sattva/Kaivalya Education Foundation        | Social Audit  | School Performance Evaluation Tool Conducted by Parents Committee, School Safety Training                 | Non-Academic            | NA | Mandal Level     | Grades 1 to 10 | School heads                               | 45000    | 1   | 6 | 6   | Webex                   |
| 67 | December 2023 | 26 December 2023 - 29 December 2023   | Sattva/Kaivalya Education Foundation        | SIEMAT capacity building  | Leadership and Management competencies  | Leadership              | NA | State Level      | NA             | SIEMAT faculty                             | 10       | 3   | 7 | 21  | In-person               |
| 68 | January 2024  | 8 January 2024 - 11 January 2024 (in person)<br>19, 20, 26 & 27 January 2024 (online) | Pratham and ASER                            | 120-days Certificate Course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | PP1 and PP2    | Anganwadi Workers                          | 55607    | 8   | 6 | 48  | In-person(6)/online(2)  |
| 69 | January 2024  | 9th January 2024 - 12th January 2024  | Pratham and ASER                            | 60-days certificate course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | Grades 1 to 2  | Teachers                                   | 34000    | 4   | 2 | 8   | In-person               |
| 70 | January 2024  | 20 January 2024   | Leadership for Equity                       | Developing English Pedagogy among teachers (Full scale roll out-tentative plan)                           |   | Academic                | NA | All Districts    | Grades 6 to 10 | Facilitators                               | 6760     | 1-1 | 2 | 2-1 | In-person               |
| 71 | January 2024  | January 2024  | Leadership For Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)         | Inclusive Education   | Academic                | NA | Krishna District | Grades 1 to 5  | Teachers                                   | 100      | 2   | 6 | 12  | Blended                 |
| 72 | February 2024 | 1 February 2024 - 1 March 2024  | Regional Institute of English (South India) | Certificate in English Language Teaching (CELT)   | Developing English language proficiency and pedagogical skills  | Academic                | NA | State Level      | Grades 1 to 5  | Primary school teachers                    | 50       | 30  | 6 | 180 | In person (Residential) |
| 73 | February 2024 | 2, 3, 9 10, 16 17, 23 & 24 February 2024  | Pratham and ASER                            | 120-days Certificate Course on ECCE   | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | PP1 and PP2    | Anganwadi Workers                          | 55607    | 8   | 2 | 16  | Online                  |
| 74 | February 2024 | 16 February 2024 & 17 February 2024   | Pratham and ASER                            | 60-days certificate course on ECCE  | Early years - play-based methodology, parent and community engagement, Assessment and inclusive education | Academic & Non-Academic | NA | All districts    | Grades 1 to 2  | Teachers                                   | 34000    | 2   | 2 | 4   | Online                  |
| 75 | February 2024 | 17 February 2024 to 22 February 2024  | Educational Initiatives                     | Competency based assessment (2)- Test Execution Webinar (A webinar to teachers about test day procedures) | Pre-Competency based assessment webinar to teachers about test day procedure                              | Academic                | NA | State level      | Grades 1 to 8  | Teachers                                   | 1,50,000 | 1   | 1 | 1   | Online                  |
| 76 | February 2024 | February 2024   | Leadership for Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)         | Inclusive Education   | Academic                | NA | Krishna District | Grades 1 to 5  | Teachers                                   | 100      | 1   | 6 | 6   | Blended                 |
| 77 | February 2024 | February 2024   | Leadership For Equity                       | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)         | Inclusive Education   | Academic                | NA | Krishna District | Grades 1 to 5  | Teachers                                   | 100      | 1   | 6 | 6   | Blended                 |

|    |            |  |                                      |   |   |            |    |                  |                |                            |          |   |   |    |                            |
|----|------------|--|--------------------------------------|---|---|------------|----|------------------|----------------|----------------------------|----------|---|---|----|----------------------------|
| 78 | March 2024 | December 2023 to February 2024 During School Complex Meeting | Leadership for Equity                | Developing English Pedagogy among teachers (Full scale roll out-tentative plan)   | English Pedagogy For Teachers   | Academic   | NA | All Districts    | Grades 6 to 10 | Teachers                   | 40000    | 1 | 2 | 2  | Blended                    |
| 79 | March 2024 | 11 March 2024 - 15th March 2024                              | Sattva/Kaivalya Education Foundation | SIEMAT capacity building  | Leadership and Management competencies  | Leadership | NA | District level   | NA             | SIEMAT faculty             | 26       | 2 | 8 | 16 | In-person                  |
| 80 | March 2024 | 23 March 2024 to 20 April 2024                               | Educational Initiatives              | Competency Based Assessment (2) - Report dissemination performance data to teachers)                                      | To provide CBA 2 performance data to teachers   | Academic   | NA | State level      | Grades 1 to 8  | Teachers                   | 1,50,000 | 1 | 2 | 2  | Online                     |
| 81 | March 2024 | 23 March 2024 to 20 April 2024                               | Educational Initiatives              | Training for identified District & Mandal Level Facilitators to conduct Group Discussions (FGDs) in School Complex Level. | Capacity building of identified District & Mandal Level Facilitators on conducting FGD on competency based assessments data dissemination and reading misconception posters | Academic   | NA | State Level      | Grades 1 to 8  | Identified master trainers | 52       | 2 | 6 | 12 | Online/off-line            |
| 82 | March 2024 | 22 March 2024 to 23 Mar 2024                                 | Leadership for Equity                | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)                         | Inclusive Education   | Academic   | NA | Krishna District | Grades 1 to 5  | Teachers                   | 100      | 2 | 6 | 12 | Blended                    |
| 83 | March 2024 | March/April 2024   | Educational Initiatives              | SLAS - Test execution Webinar   | Capacity building of teachers on conducting SLAS  | Academic   | NA | State Level      | Grades 1 to 8  | Teachers                   | 1,50,000 | 1 | 1 | 1  | Online                     |
| 84 | March 2024 | March 2024   | Leadership For Equity                | Teachers Capacity Building on Inclusion through co-curricular activities - Pilot (tentative plan)                         | Inclusive Education   | Academic   | NA | Krishna District | Grades 6 to 10 | Teachers                   | 100      | 2 | 6 | 12 | Blended                    |
| 85 | April 2024 | 6 April 2024 to 13 April 2024                                | Educational Initiatives              | Competency based assessment (3) - Test Execution Webinar (A webinar to teachers about test day procedures)                | Pre-CBA 3 webinar to teachers about test day procedure  | Academic   | NA | State Level      | Grades 1 to 8  |                            | 1,50,000 | 1 | 1 | 1  | Online                     |
| 86 | May 2024   | 18th May 2024 - 15th June 2024                               | Educational Initiatives              | Blended teacher training program on Competency based assessment   | Capacity building of teachers on Competency -based assessments  | Academic   | NA | State Level      | Grades 1 to 8  | All Teachers               | 1,50,000 | 1 | 2 | 2  | Online module (self-paced) |

జానెనైల్ జస్టిస్ కమిటీ  
హైకోర్టు, ఆంధ్రప్రదేశ్



సత్యమేవ జయతే



**విద్య మా హక్కు**  
సమగ్ర శిక్షా  
అందరూ చదవాలి - అందరూ ఎదగాలి

# బాలికలపై లైంగిక వేధింపులను ఆపండి

## పిల్లలని చైతన్యపరుద్దాం

### అరవండి, పరిగెత్తండి, చెప్పండి

#### నిన్ను నువ్వు ఎవరినీ తాకనియ్యవద్దు



- 01 పెదాలు
- 02 వక్షస్థలం
- 03 కాళ్ళ మధ్య
- 04 పిరుదులు

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వర్ణం గట్టిగా అరవండి

**పరిగెత్తండి**  
అన్నిచోటూ చూడండి  
ఎక్కడైతే

**చెప్పండి**  
మీకు చెప్పినట్లు  
చెప్పండి


- \* ప్రవర్తనలో ఆకస్మిక మార్పు
- \* ఇతరులనుండి దూరంగా ఉండడం
- \* శరీరంలో అనుమానాస్పద లేదా వివచించలేని మార్పులు
- \* భయపడుతూ ఉండడం
- \* ప్రవర్తన, ఆహారం, నిద్రలో మార్పులు



**అరవండి**



**పరిగెత్తండి**




**చెప్పండి**

శరీరభాగాలను ఎవరైనా తాకితే లేదా ఇతరుల ప్రవర్తన మీకు అసౌకర్యంగా ఉంటే మీ తల్లిదండ్రులకు లేదా పెద్దలకు చెప్పండి లేదా చైల్డ్ లైన్ 1098 లేదా పోలీస్ 100 లేదా ఉమెన్ హెల్ప్ లైన్ 181కు ఫోన్ చేయండి.



శరీరభాగాలను ఎవరైనా తాకితే వద్దని అరవండి.

**అరవండి**



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**పరిగెత్తండి**



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**“I want every child to strive to become a global citizen and I want to create world class leaders through quality Education”.**

*- Y.S. Jagan Mohan Reddy,  
Hon. Chief Minister of Andhra Pradesh*



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