

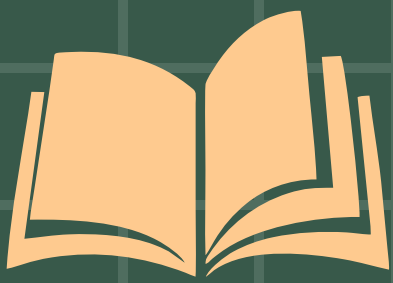
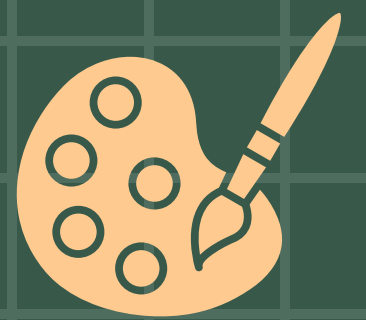
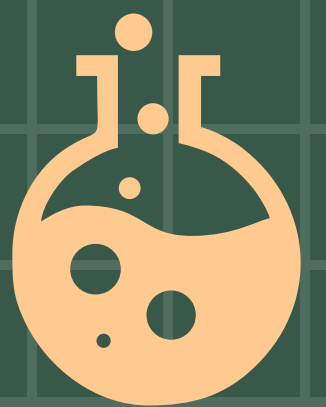
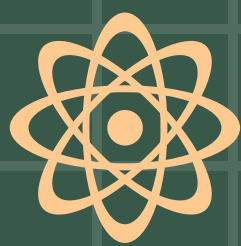


समग्र शिक्षा
Samagra Shiksha



Department of School Education
Government of Andhra Pradesh

The graphic features a central dark blue rectangular area with rounded corners, held by two orange clips at the top. Inside this area, a large orange atom symbol is centered at the top. Below it, the text "ACADEMIC CALENDAR" is written in large, bold, white capital letters. Underneath, "FOR HIGH SCHOOLS-2024-25" is written in orange capital letters. At the bottom of the blue area, there are several stacks of books in white, red, blue, and yellow. The background of the entire page is a light green grid with various educational icons in orange, including a ruler, an open book, a graduation cap, a globe, a telescope, a paint palette, a flask, a compass, and a cube root symbol.



Month - Wise Working Days - 2024-25

MONTH	13TH JUNE-24	JULY-24	AUG-24	SEPT-24	OCT-24	NOV-24	DEC-24	JAN-25	FEB-25	MAR-25	23RD APRIL-25	TOTAL
TOTAL DAYS	18	31	31	30	31	30	31	31	28	31	23	315
NO. OF WORKING DAYS	GENERAL	14	25	24	22	17	25	24	19	22	17	232
	MINORITY	14	25	24	22	17	25	19	24	22	17	232
NO. OF HOLIDAYS	GENERAL	4	6	7	8	14	5	7	12	6	8	83
	MINORITY	4	6	7	8	14	5	12	7	6	8	83

- **General Schools : Dasara Holidays from 04-10-2024 to 13-10-2024, Christmas Holiday 25-12-2024, Pongal Holidays from 10-01-2025 to 19-01-2025.**
- **For Christian minority Institutions: Dasara Holidays from 04-10-2024 to 13-10-2024, Christmas Holidays from 22-12-2024 to 29-12-2024, Pongal Holidays from 11-01-2025 to 15-01-2025.**
- Optional and Local Holidays may be availed at school level as per the rules in force.
- Holidays are subjected to change as per Govt. order from time to time.

3 to 10 Classes Subject Wise Weightage -2024-'25

CLASS	SUBJECT WEIGHTAGE FOR HIGH SCHOOLS																GRAND TOTAL
	CORE									Physical Education			OTHER				
	1ST LANGUAGE	2ND LANGUAGE	3RD LANGUAGE	MATHS	NS/SCI/EE /ATL	PS/EE/ATL	SS	EVS	Future Skills	Games /Yoga	MD	HE/Voc /Sch.Safe	AV	Lib/WLR/VE/VoE	VoE/EMDP /WE-ICT/A&C	CG/Voc/PE	
III	8		10	8				6		3	1	2	6	2	2		48
IV	8		10	8				6		3	1	2	6	2	2		48
V	8		10	8				6		3	1	2	6	2	2		48
VI	6	5	6	8	7		6			2	1	2		2	3		48
VII	6	5	6	8	7		6			2	1	2		2	3		48
VIII	6	5	6	8	4	6	6			1	1	2		1	2		48
IX	6	5	6	8	4	6	6		2	1	1	1		1	1		48
X	6	5	6	8	4	6	6			1	1	1		1	2	1	48
TOTAL	54	25	60	64	26	18	30	18	2	16	8	14	18	13	17	1	384

TaRL Program (practice) for 3, 4, 5 classes should be conducted for 2 hours everyday. (Either morning / afternoon sessions) as per the convenience.

- Note:
- | | | | | |
|----------------------------------|-----------------------------|---|------------------------------------|------------------------------|
| 1. WLR - We Love Reading | 4. CG- Career Guidance | 7. VE - Value Education | 10. WE- Work Education | 13. AV- Ananda Vedika |
| 2. SHP - School Health Programme | 5. Sch.Safe - School Safety | 8. VOC - Vocational Education | 11. HE- Health Education | 14. ATL - Atal Tinkering Lab |
| 3. EE- Environmental Education | 6. PE - Physical Education | 9. EMDP - Entrepreneurial Mindset Development Programme | 12. A&C - Art & Cultural Education | 15. LIB - Library |

- **The first period of every day in each class should be dedicated to teaching basic skills such as reading, writing and arithmetic from classes 3 to 7.**
- **The last period of every week for each subject should be dedicated to remedial teaching for that specific subject for all classes**
- **Environmental Education (EE) Subject to be taught by PS Teacher for 6th(1 period),7th (1 period) 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**

Inclusive Education

School Time Table for School Assistants in Special Education

	1 st Period	2 nd Period	Short Break	3 rd Period	4 th Period	Lunch	5 th Period	6 th Period	Short Break	7 th Period	8 th Period
Monday		Methodology	Short Break	VI Class (A.R)	VII Class (A.R)	Lunch	VIII Class (A.R)	IX Class (A.R)	Short Break	Record Keeping	
Tuesday		Methodology		VI Class (B.I)	VII Class (B.I)		VIII Class (B.I)	IX Class (B.I)		Documentation	
Wednesday		Methodology		VI Class (APS)	VII Class (APS)		VIII Class (C.S)	IX Class (C.S)		Documentation	
Thursday		Methodology		VI Class (LPS)	VII Class (LPS)		VIII Class (L.S)	IX Class (L.S)		Documentation	
Friday		Methodology		VI Class (C.S)	VII Class (C.S)		VIII Class (PSHS)	IX Class (PSHS)		Documentation	
Saturday		Methodology		Group Discussion n session among class 6 th to 9 th Class	Group Discussion session among class 6 th to 9 th 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

2024 - 25

June - 2024

MON	TUE	WED	THU	FRI	SAT	SUN
					1	2
3	4	5	6	7	8	9
10	11	12	13 School Reopening Day	14 Club activities	15	16 Watering Plants
17	18	19	20	21	22	23 Drawing & Painting
24	25	26	27 School Complex Meetings(SCM)	28 School Complex Meetings(SCM)	29	30

HOLIDAYS

17 - BAKRID (Eid-UI-Zuha)

OPTIONAL HOLIDAYS

25 - Eid-e-Gadeer

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

13 - School Reopening Day

21 - International Day of Yoga

* Every Thursday DIKSHA Content Usage by the students.

Working Days - 14

June - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సంసిద్ధత, అమ్మఒడి	సంసిద్ధత, అక్షరం	సంసిద్ధత, ఆంధ్రవైభవం	ధర్మబోధ, న్యాపతి సుబ్బారావు	ప్రత్యక్షదైవాలు
HINDI	सन्नद्धता	सन्नद्धता, ज्ञान हमको दीजिए	सन्नद्धता, सुबह	दुख का अधिकार	प - साखी, उपवाचक-हरिहर काका, व्या : क्रिया, क्रियाविशेषण, अंक-गिनती
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 - A Letter to God; Dust of Snow (Poem); Fire and Ice (Poem)
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	Pre-requisites, Basic Concepts Real numbers
PHY. SCIENCE	-----	-----	Force and pressure	Motion	Chemical reactions and Equations
GEN.SCIENCE/ BIOLOGY	Components of food	Nutrition in plants	Microorganisms: friend and foe	The fundamental unit of life	Life processes (5.1 What are life processes & 5.2 Nutrition)
SOCIAL	Readiness- Our Earth in the Solar System	Readiness; The Universe and the Earth	Readiness (Geo) Resources How, When and Where (His)	1.India -Size and Location (Geo)	1.Resources and Development (Geography) 2.Forest and wildlife Resources (Geography)
O. SANSKRIT	अक्षरपरिचयम्, पूर्वज्ञानपरिशीलनम्	अक्षरपरिचयम् पूर्वज्ञानपरिशीलनम् सुभाषितानि - 1	P1 पूर्वज्ञानपरिशीलनम्, सादरं समीयताम् P2 पूर्वज्ञानपरिशीलनम्, भगीरथः	P1 पूर्वज्ञानपरिशीलनम्, देशमिहप्रीणीहि P2 पूर्वज्ञानपरिशीलनम्, शब्दमात्रान्नभेतव्यम्	P1 पूर्वाज्ञानपरिशीलनम्, ध्येयपथिकसाधक P2 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 turns	Attention, stand at ease left, right, & about turns - marching	Attention, stand at ease left, right, & about turns -marching	Fancy marching guard of honour	Fancy marching guard of honour

గమనిక : 9వ తరగతి వాచకంలో హరివిల్లు, రంగస్థలం, ఉపవాచకంలో కల్లూరి తులసమ్మ, ద్వారబంధాల చంద్రయ్య పాఠాలు బోధించనవసరం లేదు.

గమనిక : కాంపోజిట్ తెలుగు విద్యార్థులు 6,7,8 తెలుగు పాఠ్యపుస్తకాలలో ఉపవాచకం మినహా అన్ని పాఠాలు చదవాలి. 9వ తరగతి వాచకంలో వైతన్యం, ఏ దేశమేగినా, హరివిల్లు, రంగస్థలం, ఉపవాచకంలో కల్లూరి తులసమ్మ, ద్వారబంధాల చంద్రయ్య, 10వ తరగతిలో చేజారిన బాల్యం, యుద్ధ విజేత మినహా అన్ని పాఠాలు చదవాలి.

“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

Tentative Examination Schedule 2024 - 25

Assessment	Tentative Date	Syllabus
Formative Assessment-1 CBA - 1 (Classes I to VIII)	27 to 31 August 2024	June, July
Formative Assessment - II	21-25 October 2024	August, Septemebr
Summative Assessment - I	25 Nov - 4 Dec 2024	June to October
Formative Assessment - III CBA - II (Classes I to VIII)	27 - 31 January 2025	November, December
Pre-final (for Class X)	10-20 February 2025	Total Syllabus
Formative Assessment - IV (For I-IX Classes)	3-7 March 2025	January, February
Summative Assessment - II CBA - III (Classes I to VIII)	7-17 April 2025	Total Syllabus

Progress Report should be given to students with in one week after the completion of each assessment.

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 (Ragijava)	Third Period	Fourth Period	Lunch Break	Fifth Period	Water Bell	Sixth Period	Short Break	Seventh Period	Eighth Period	Optional Period Games/ Study Hour
		9-00	9-05	9-05 9-15	9-15 10-00	10-00 10-40	10-40 10-55	10-55 11-35	11-35 12-15	12-15 1-05	1-05 1-45	1-45 1-50	1-50 2-30	2-30 2-40	2-40 3-20	3-20 4-00
Allotted Time			10 min	45 min	40 min	15min	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 (Ragijava)	Fourth Period	Fifth Period	Sixth Period
		07-45	07-50	07-50 08-00	08-00 08-40	08-40 09-20	09-20 10-00	10-00 10-30	10-30 11-10	11-10 11-50
Allotted Time			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 Talliki vandanam, Sarvepalli Radha Krishnan Vidyarthi Mitra, Dokka Seetamma Madhyahna Badi Bhojanam, Mana Badi Mana Bhavishyathu, Balika Raksha and Abdul Kalam Pratibha Puraskaaram.

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 staff 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.
- Keep assets register updated
- Ensure Maximum utilization of TABs & IFPs.



Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools

2024 - 25

July - 2024

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS 13 - Second Saturday 17 - Moharram OPTIONAL HOLIDAYS 16 - 9th Moharram IMPORTANT DAYS 01 - National Doctor's Day 11 - World Population Day 28 - World Hepatitis Day * Every Thursday DIKSHA Content Usage by the students.
1	2	3	4	5	6	7 Book Reading	
8 PTM & PC Meeting	9	10	11	12	13	14	
15	16	17	18	19 Club activities	20	21 Paper Foldings	
22	23	24	25	26	27 School Complex Meetings(SCM)	28	
29 School Complex Meetings(SCM)	30	31					

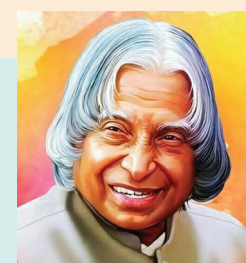
Working Days - 25

July - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సంసిద్ధత, తృప్తి, అమరజీవి పొట్టి శ్రీరాములు, జాతీయ జెండా రూపశిల్పి పింగళి వెంకయ్య.	సంసిద్ధత, మాయాకంబళి, నిరిమానోత్సవం, గుణదల మేరీమాత ఉత్సవం	మాతృభూమి, శతకసౌరభం, పోతులూరి వీరబ్రహ్మం	చైతన్యం, ఇల్లలకగానే	బతుకు గంప, శతక మాధుర్యం, బాలకాండ
HINDI	सन्नद्धता, बारिश	होशियार कौआ	तेनालीराम की चतुराई	पद, गिल्लु	प - पद, बडे भाई साहब, व्या : तत्सम तद्भव, उपसर्ग, प्रत्यय
ENGLISH	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 ; 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 2 - Nelson Mandela: Long Walk to Freedom; A Tiger in the Zoo (Poem); A Triumph of Surgery (SR)
MATHS	Knowing our Numbers Whole numbers Playing with Numbers	Integers Fractions and Decimals Data Handling	Rational numbers Linear equations in one variable Understanding Quadrilaterals	Number system Polynomials	Real numbers Polynomials Pair of Linear equations in two variables
PHY. SCIENCE	-----	-----	Force and pressure, Coal and petroleum	Motion, Matter in our surroundings	Light- reflection and refraction
GEN.SCIENCE/ BIOLOGY,	Sorting materials into groups, Separation of substances	Nutrition in animals, Heat	Microorganisms: Friend and Foe	The fundamental unit of life	Life processes (5.3 Respiration & 5.4 Transportation)
SOCIAL	Globe -Model of the Earth, Maps	Forests Learning Through Maps	Land, Soil, Water, Natural vegetation and Wildlife (Geo) From Trade to Territory -The Company Establishes Power (His) The Indian Constitution (Poli)	1.The French Revolution (His) 2.What is Democracy? Why Democracy? (Polity) 3.The story of village Palampur (Eco)	1.The Rise of Nationalism in Europe (History) 1.Power Sharing (Polity)
O. SANSKRIT	सरलभाषासंस्कृतम्, वृद्धिरेव गरीयसी, सुभाषितानि - 1 शब्दाः- राम, धातवः - भू	विद्यास्वाम्यम्, पञ्चमी पञ्चमी पञ्चचनशी नमी, सुभाषितानि - 2 शब्दाः : हरि, धातवः- दृशिर्	सप्तविभक्तिश्लोकाः, भगवान् शशाङ्कः शब्दाः भवत् (पुं, नपुं), धातवः - दु, अर्च आवेदनम्, प्रतिमाराधनम् शब्दाः - भवत् (पुं, नपुं), धातवः दु, अर्च	दानप्रशंसा, विनोदः, शब्दाः मरुत्, वाच् धातवः- चिन्, शक्र, क्रीडायामानन्दः नाटकचक्रवर्ती भासः, शब्दाः मरुत्, वाच् धातवः - चिन्, शक्	श्लोकरत्नानि, मेघसन्देशः शब्दाः- गो, वधू, धातवः - मिल, इष्, देशभूषा हि भारती, शकुन्तलापतिगृहप्रस्थानम्, शब्दाः गो, वधू, धातवः मिल, इष्
C. SANSKRIT	హస్తీ హస్తీ హస్తీ	అప్పుతవాణి	రక్షత వృక్షాన్	సమర్థః కః	లోకహితం మమ కరణీయం
ENV.EDN	Reducing wastage of food Nutrients in food Getting to know trees Where do animals live? Creating your own garden	Knowing some plant diseases Diseases associated with the human digestive system Fibers obtained from animals Exploring sericulture Drastic changes in environment disturb well adapted animals	Elixir of life - water Noise pollution - Preventive measures Global warming Estimation of particulate pollutants in air	Rain water harvesting Exploring community craft person Re use plastic and other waste material Reducing wastage of food Creating awareness about wastage of water due to negligence	Global warming Saviours of our environment Estimation of particulate pollutants in air Vaccination - A shield Mosquitoes woes Fossil fuel is not forever
ART-CULTURAL EDUCATION	Position drawing, Paper cutting, Stick puppets, Slokas.	Coloring with crayons and water colours, Paper cuttings, Stick puppet, Decoration, Slokas.	2D picture drawing, Paper cuttings, Leather puppetry, Slokas, Jati swaramu.	2D picture drawing, Water colours, Shading with pencil, Papers cuttings, Leather puppetry, Slokas, Tandavam.	2D picture drawing, Water colours, Shading with pencil, Paper cuttings, Leather puppetry, Slokas, Keerthanalu.
H E & PHY EDN	Bones are important	Fundamental skills (individual sports)	Food and nutrition	Growing up with confidence	Effects of physical activities on human body
YOGA	Tadasana, Vrikshasana	Tadasana, Hastottanasana	Garudasana, Baddhapadmasana	Tadasana, Katichakrasana	Hastottanasana, Padahastanasana
GAMES	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

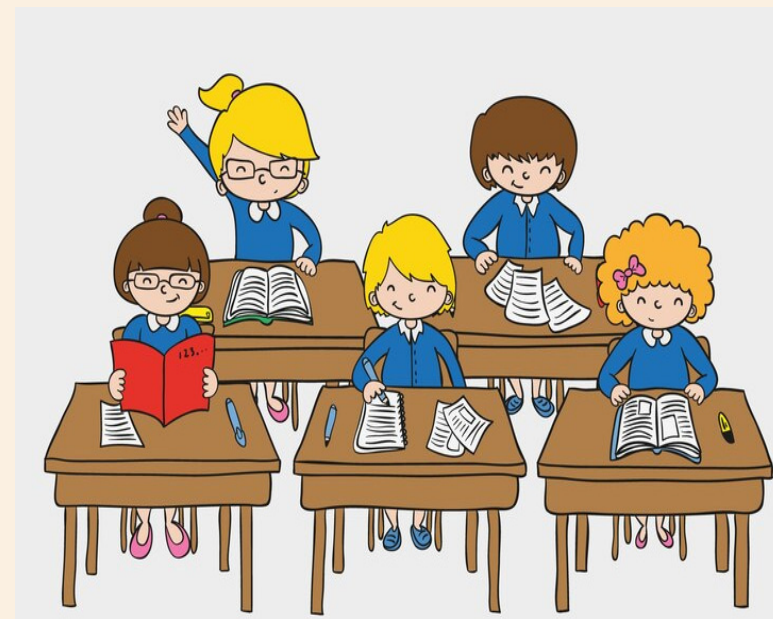
- ◆ In the first phase of the programme all schools divided the available books in the school library into 4 levels i.e picture based, single sentence , small para, big stories.
- ◆ Organize BOOK BANK in schools to collect books from donors.
- ◆ Conducted Community Reading Centers to engage students.
- ◆ 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 regarding 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. Discuss the stories read, then write those stories in their own words in a notebook.
- 5) **My story bank:** Collect stories from the news papers 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 news papers 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, 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.	Translation 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. Introduced 30 Hub ATLs are strengthening as model ATLs and 150 Spoke model at 26 districts of A.P.
4. Utilizing Hub ATL as lab for non- ATL school students also.
5. Weekly live session is streaming through Diksha You tube Channel on every Tuesday at 3.20pm to 4.00pm.
6. Spatial 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.

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

2024 - 25

August - 2024

Assessment : FA-1 (CBA-1)

MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4 Scrap Book Making
5	6	7	8	9	10	11
12 PTM & PC Meeting	13	14	15	16 Club activities School Complex Meetings(SCM)	17 School Complex Meetings(SCM)	18 Maths Puzzles
19	20	21	22	23	24	25
26	27	28	29 Language Festival	30	31	

HOLIDAYS

10 - Second Saturday
15 - Independence Day
26 - Srikrishnashtami

OPTIONAL HOLIDAYS

15 - Parsi New Year Day
16 - Varalakshmi Vratam

IMPORTANT DAYS

04 - National Friendship Day
06 - Heroshima Day
12 - International Youth Day
19 - Photography Day
29 - National Sports Day

* Every Thursday DIKSHA Content Usage by the students.

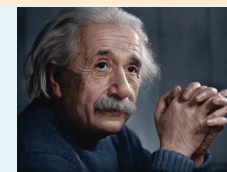
Working Days - 24

August - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	మాకొద్ది తెల్లదొరతనము, జాతీయ ప్రతిష్ఠ నిర్మాత పైడిమర్రి వెంకట సుబ్బారావు, సుందరకవి శంకరంబాడి సుందరాచారి	చిన్ని శిశువు, కోటప్పకొండ ప్రభల తిరునాళ్లు లొట్టల పండుగ	నాయాత్ర, నేడునూరి గంగాధరం, వడ్డాది పాపయ్య	ఆత్మకథ, కొండ వేంకటప్పయ్య, కాశీనాథుని నాగేశ్వరరావు	ఉపన్యాస కళ, జలియన్ వాలాబాగ్
HINDI	तितली	आदिवासी नृत्य धिंसा, हम नहं बच्चे	श्रीहरिकोटा, गीत	एवरेस्ट मेरी शिखर यात्रा	प - मनुष्यता, डायरी का एक पन्ना, व्या : संधिविच्छेद, काल
ENGLISH	Unit 3 - Taro's Reward ; The Quarrel (Poem); The friendly Mongoose(SR)	The Shed (Poem) ; Unit 3 - Gopal and the Hilsa Fish ; Bringing up Kari (SR)	Glimpses of the Past; Geography Lesson (Poem); Children at work (SR)	Unit 3 - The Little Girl; Rain on the Roof (Poem); The Adventures of Toto (SR)	Unit 3 - Two Stories about Flying & I. His First Flight & II. Black Aeroplane & How to Tell Wild Animals (Poem) The Ball Poem (poem) & The Thief's Story (SR)
MATHS	Playing with Numbers Basic Geometrical Ideas	Data handling, Simple Equations Lines and Angles	Understanding Quadrilaterals Data Handling Squares and Square roots	Coordinate Geometry Linear Equations in Two Variables	Coordinate Geometry Quadratic equations
PHY. SCIENCE	-----	-----	Friction	Force and laws of motion	Acids, Bases and salts
GEN.SCIENCE/ BIOLOGY	Getting to know plants, Body movements	Acids, Bases and Salts, Physical change and Chemical change	Crop production and management	Tissues (6.1 & 6.2)	Life processes (5.5 excretion) Control and coordination
SOCIAL	Landforms- Andhra Pradesh;	Delhi Sultanate Kakatiya Kingdom	Understanding Secularism (poli) Ruling the Countryside (His) Why do we need a Parliament? (poli)	1.Physical Features of India (Geo) 2.Socialism in Europe and the Russian Revolution (Polity) 3.Constitutional Design (polity)	1.Development (Economics) 2.Federalism (Polity) 3.Water Resources (Geography)
O. SANSKRIT	साहसबालकाः, अग्निः- वायुश्च सुभाषितानि - 2	अरण्यम्, साहसम्, सुभाषितानि - 3	मनुजरीतिः, शब्दाः - भवत् (स्त्री), जलमुच्, धातवः भा, अस विश्वेश्वरय्यः, शब्दाः- भवत्(स्त्री), जलमुच् धातवः भा, अस	नित्यविधयः, शब्दाः - राजन्, नामन् धातवः आप्, मिल, एम्.एम्.सुबलक्ष्मी, शब्दाः- राजन्, नामन्, धातवः- आप्, मिल	मेघसन्देशः, परमोधर्मः शकुन्तलापतिगृहप्रस्थानम् अणुशास्त्रः कणादः
C. SANSKRIT	సుభాషితాని ♦ రామ - శబ్దము	దాయిత్వం ♦ కృష్ణ - శబ్దము	సర్వే భవంతు సుఖినః ♦ మతి - శబ్దము	మృద్విన్నాయకః ♦ వారి - శబ్దము	పరోపకారాయ సతాం విభూతయః ♦ రాజన్ - శబ్దము
ENV.EDN	Controlling vehicular pollution All plants are useful Life in diverse regions	Study of migratory birds Cyclone and its impact Pottery as a craft	Death trap Where should the waste go ? Fossil fuel is not forever	Preventing wastage of electricity, Locally available medicinal plants , Reducing farmer's woes alternate cropping, Water supply and waste-water disposal systems prevalent in the past, Precipitation and soil erosion in the mountain ecosystem	Changes in the surroundings and their effect Use solar energy - Save electricity Pollination - an interaction of plants and insects, Observing the 3 'R's Conserving natural resources Optimum use of groundwater
ART-CULTURAL EDUCATION	Origami, Paper cuttings, Leather puppets.	Different types of clothes, Paper cuttings, Stick puppets, Decoration, Slokas, Pushpanjali.	Draw different types of Turbans, Different types of paper cuttings, Leather puppets, Pushpanjali.	Draw different types of Ornaments, Leather puppets, Model making, Slokas, Mohana Raga Varnam.	Draw a situation like festival, Plate puppets, Glove puppets, Mohana Raga Varnam, Keertanalu.
H E & PHY EDN	How to remain physically fit	Fundamental skills (team games)	Water conservation	Physical education physical fitness	Growth and development during adolescence
YOGA	Utkatasana vajrasana swastikasana	Trikonasana katichakrasana	Gomukhasana ardhmatsyendrasana	Simhasana mandukasana uttana-mandukasana	Trikonasana shasankasana
GAMES	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

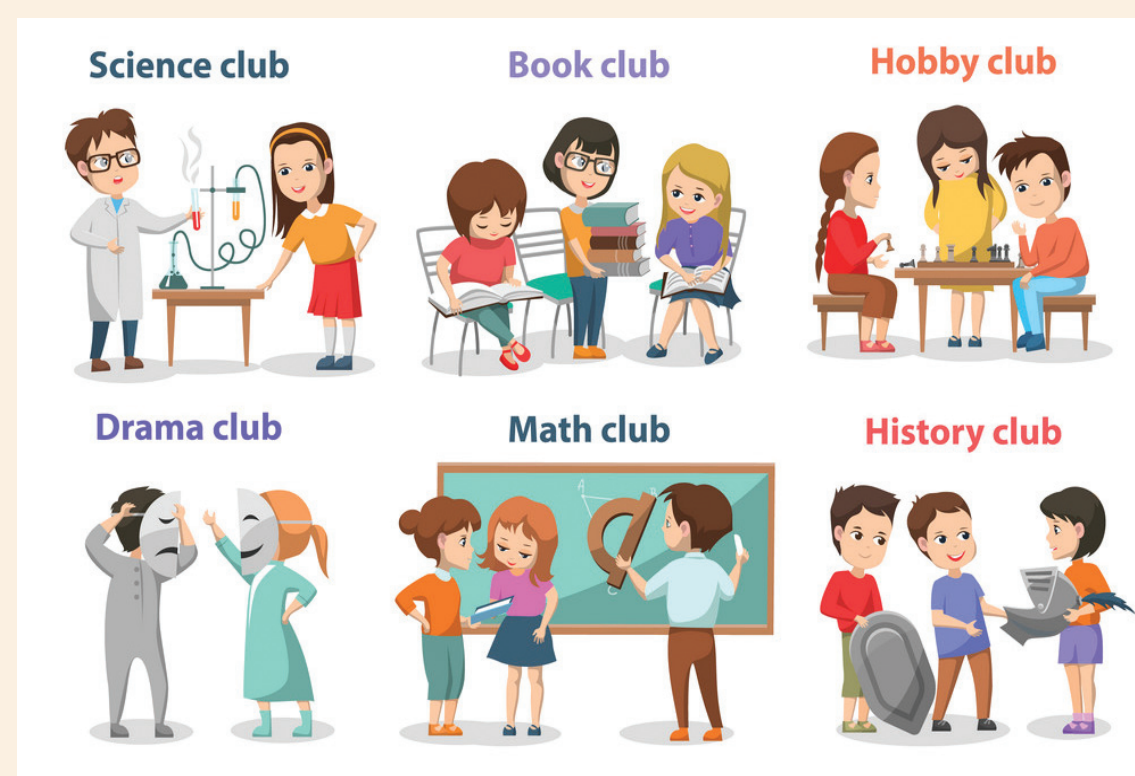
The school club activities are prominent spaces for children to get engaged with various co-curricular activities for their holistic development. This platform helps the children to equip themselves with necessary competencies like physical, cognitive, socio-emotional, spiritual and vocational development, 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 Club, 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. types: Movie screening and appreciation of movies across different languages Poetry recitation, quizzes, performing plays based on books etc. Conduct elocution competitions on contemporary issues and Literature	Literary competitions Usage of reading corners or library Learning basic Indian sign-language through online resources or in person workshops 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 a. Why do the characters in the story behave like that? b. How did you feel after reading the book? c. Which character did you relate to the most? Why? d. How would you have reacted if you were in the situation of the main character? e. If you were to write the story, how would you write it? f. What other different endings can you think of?
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Suggested activities for Science/Mathematics Club

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

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

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

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

1. Ensure that all students are part of club activities.
2. Ensure that all students should have maximum participation in at least one club activity.
3. Every 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

2024 - 25

September - 2024

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
30						1 Mask, Puppet Making	07 - Vinayaka Chavithi 14 - Second Saturday 16 - Eid-Milad-Un-Nabi
2	3	4	5	6	7	8	IMPORTANT DAYS 05 - National Teachers Day 08 - International Literacy Day 14 - Hindi Diwas
9 PTM & PC Meeting	10	11	12	13	14	15 Language Puzzles	15 - International Day of Democracy National Engineers Day
16	17 School Complex Meetings(SCM)	18 Read an e-Book Day School Complex Meetings(SCM)	19	20 Club activities	21	22	16 - World Ozone Day 22 - World Rivers Day 23 - International Day of Sign languages
23	24	25	26	27	28	29	* Every Thursday DIKSHA Content Usage by the students.

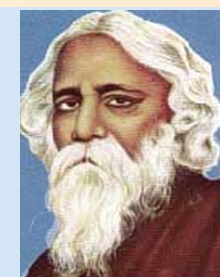
Working Days - 22

September - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	సమయస్ఫూర్తి, సుభాషితాలు	మర్రిచెట్టు, అపొనాబిలం పార్వేతు ఉత్సవం, లేపాక్షి ఉత్సవాలు	సందేశం, ఫాతిమా షేక్, రాగతి పండరి	ప్రియమైన నాన్నకు, ఉన్నవ దంపతులు, దువ్వూరి సుబ్బమ్మ	ప్రకృతి సందేశం, చేజారిన బాల్కం, ఆయోధ్యకాండ
HINDI	ऊँटचला	ईमानदारी का फल	कूड़ेदान	तुम कब जाओगे अतिथि, स्मृति	प - ततार्रा-वामीरो कथा, पर्वत प्रदेश में पावस उपवाचक - सपनों के से दिन, व्या: समास
ENGLISH	Unit - 4 An Indian American Woman in Space : Kalpana 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 4 - From the Diary of Anne Frank; Amanda! (Poem); The Midnight Visitor (SR)
MATHS	Understanding elementary Shapes Integers	Lines and Angles The Triangle and its Properties	Squares and Square roots, Cubes and Cube roots	Introduction to Euclid's Geometry Lines and Angles	Quadratic equations Arithmetic Progressions Triangles
PHY. SCIENCE	-----	-----	Chemical effects of electric current	Is matter around us pure?	The human eye and the colourful world
GEN.SCIENCE/ BIOLOGY	Body movements, The living organisms - characteristics and habitats	Respiration in organisms, Transportation in animals and plants	Crop production and management Reproduction in animals	Tissues (6.2 & 6.3)	Control and coordination How do organisms reproduce?
SOCIAL	Early Life to Settle Life	Vijayanagara Empire	Understanding Laws (poli) Tribals, Dikus and the Vision of a Golden Age (His)	1. People as resource (Eco) 2. Drainage (Geo)	2.Nationalism in India (History) 2.Sectors of the Indian Economy (Economics)
O. SANSKRIT	श्रीरामवनप्रस्थानम्, परिवर्तनम् सुभाषितानि - 3 शब्दाः- हरि धातवः मपठ	कार्यदक्षता, तुलसीवृक्षकम् सुभाषितानि - 4 शब्दाः गुरु धातवः गम्मु	सिंहदिलीपयोः संवादः अविचार्य न कर्तव्यम्	हिमवद्घर्षणम्, नाक्षिपेत् विपरीताङ्गात्	द्रौपदीपरिदेवना, मन्दाकिनी चन्द्रापीडस्य विद्याभ्यासः किं जलमुत्तमम्
C. SANSKRIT	చతురః కాకః ♦ పర - రాతువు	సుభాషితాని ♦ భూ - రాతువు	మైత్రీ ♦ కృచ్ఛ - రాతువు	రామప్పదేవాలయః ♦ రక్ష - రాతువు	స్వాపలంబనమ్ ♦ పర - రాతువు
ENV.EDN	Social interdependence Compassion for living creatures Beauty in diversity	Forests : Our treasure Preventing wastage of electricity Creating awareness about wastage of water due to negligence	Judicious use of fuels Diseases and their prevention Mosquitoes woes	Impact of low-cost imports in our economy and environment Employment in semi-rural areas Lots of water and yet no water'	Economy - The impact of low-cost goods on the environment Listing of Rural Areas - Employment Water around - thirsty though
ART-CULTURAL EDUCATION	Draw & study of graphs, Increasing size of the picture through graphs, Paper cuttings, Leather puppets, Swaralu, Sabhavandanam.	Draw mirror images, Paper cuttings, Stick puppet, Swarajati.	Draw body parts, Paper cuttings, Leather puppets, Swarajati, Keeratanalu.	Draw designs on bed sheets, Saries Calligraphy, Leather puppets, Keeratanalu	Draw desings of building & houses, Plate puppets, Glove puppets, Keeratanalu.
H E & PHY EDN	Leaders and followers	Sports scholarships and awards	Fundamental skills (individual sports)	Sports training individual sports	Individual games and sports
YOGA	Ardhapadmasana, nirlamba bhujangasana	Padmasana, yogamudrasana	Bhujangasana, shalabhasana	Kukkutasana, akarna dhanurasana	Ushtrasana, ardamatsyendrasana
GAMES	Tennikoit & skipping	Tennikoit & skipping	Tennikoit & 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 Varoathsvalu

The Telugu Basha Varoathsvalu program will be conducted on the eve of Gurajada Apparao Jayanthi (21st September) to Gurram Jashuva Jayanthi (29th 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 2024

Level 1 : At School

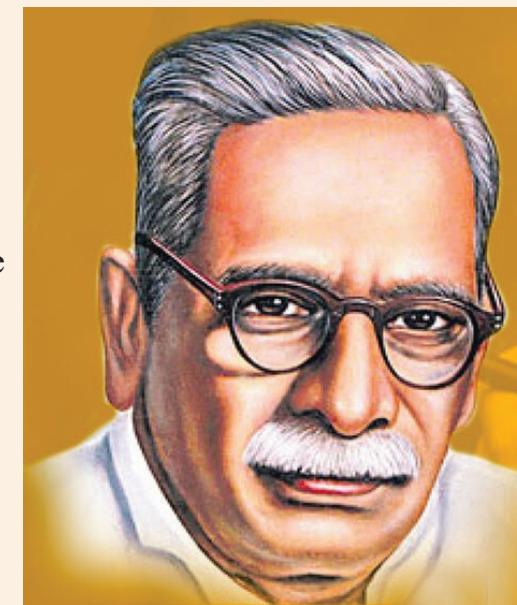
Parents' Committee Members will play a key role

Level 2 : At Mandal

All students will present to Mandal Officers and School Complex HMs

Level 3 : At District

The Winners will be Recognised by Program Guests



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. 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

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. 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 - Classes 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.
4. The same word shall be repeated in all remaining periods of the day.
5. 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.
6. Students are asked to copy the word in a separate 100 pages notebook which is frequently checked by the teacher.
7. 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.
8. Motivate students to practice the words and sentences at home.

PERSONALIZED ADAPTIVE LEARNING (PAL)

Personalised Adaptive Learning (PAL) is a tablet/laptop based learning solution. Based on the learning levels of students, PAL solution personalises the pace and content for each student. It further adapts to the sequence of topics and the learning path according to the student's learning progress. Its primary objective is to elevate the quality of education and cultivate a deeper understanding of concepts among students.

This program is currently being implemented across 564 schools in 18 districts for students in grades 6th to 9th. The chapters and content covered in these PAL Labs are — Maths, English, and Telugu — in **alignment with the SCERT curriculum and the textbooks**. The PAL Program offers content in both Telugu and English mediums.

How to Implement PAL in your school?

1. Set up a PAL lab in your school using the tablets or laptops provided by the School Education Department and based on the guidelines provided
2. Onboard students on the PAL software with the assistance of the Field Management Staff (FMS)
3. Create a PAL timetable to ensure that all students in **grades 6th to 9th get 2 periods of PAL per week for mathematics and 1 period per week for English and Telugu each**
4. Synchronise the data on tablets regularly as per the instructions provided
5. Refer to the PAL teacher handbook for more information
6. For any issues, please contact your PAL District Nodal Officer or the State PAL Coordinator





Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools

2024 - 25

October - 2024

Assessment : FA-2

MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6 Refer Dictionary
7	8	9	10	11	12	13
14	15	16 School Complex Meetings(SCM)	17 School Complex Meetings(SCM)	18 Club activities	19	20 Math Table Practice
21 PTM & PC Meeting	22	23	24	25	26	27 Book Reading
28	29	30	31			

HOLIDAYS
02 - Gandhi Jayanthi
Dussehra Holidays
04.10.24 to 13.10.24
31 - Deepavali

OPTIONAL HOLIDAYS
02 - Mahalaya Amavasya
15 - Yaz Dahum Shareef

IMPORTANT DAYS
02 - Day of Non Violence
04 - World Animal Welfare Day
05 - International Teachers 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 - 17 October - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	మమకారం	పద్య పరిమళం	పయనం, తాడి నాగమ్మ	స్నేహం, అయ్యదేవర కాళేశ్వరరావు	జీవని, అరణ్యకాండ
HINDI	मेरा देश महान	पत्र लेखन	मित्र को पत्र	रहीम के दोहे	प : तोप, तीसरी कसम के शिल्पकार शैलेंद्र, व्या : मुहावरें
ENGLISH	Unit -5 A different kind of School; Revision	Unit -5 Quality; Revision	The Treasure Within (SR); Revision	In the Kingdom of Fools (SR); Revision	Unit 5 - Glimpses of India. A Baker from Goa II. Coorg III. Tea from Assam & The Trees (Poem) & A Question of Trust (SR)
MATHS	Integers Revision	The Triangle and its Properties Comparing Quantities	Comparing Quantities Revision	Appendix I Revision	Triangles, Statistics Probability
PHY. SCIENCE	-----	-----	Chemical effects of electric current, Sound	Gravitation	Metals and non metals
GEN.SCIENCE/ BIOLOGY	The living organisms - characteristics and habitats	Transportation in animals and plants	Reproduction in animals	Tissues (6.3)	How do organisms reproduce?
SOCIAL	Early Civilization	Mughal Empire	Agriculture (Geo), Judiciary (poli)	1. Nazism and the rise of Hitler (His)	3.The Making of a Global World (History) 3.Gender, Religion and Caste (Polity)
O. SANSKRIT	गीतोपदेशः, सुभाषितानि - 4	लोकसेवनम्, सुभाषितानि - 5	लौकिकज्ञानम्, शब्दाः- तद् (पुं, नपुं) धातवः कु कृञ्, शृ, आर्थभटः, शब्दाः- तद् (पुं, नपुं), धातवः - कु कृञ्, शृ	जागृहि त्वं भारतीय, शब्दाः- सर्व, (पुं, नपुं) धातवः आप मिल, चिरायुषा वर्धस्व शब्दाः- सर्व (पुं, नपुं), धातवः आप्, मिल	भक्तिरेवगत्रीयसी, शब्दाः- मधु, भिषक् धातवः गण, कथ, शठं प्रति शाठ्यम्, शब्दाः मधु, भिषक्, धातवः गण, कथ
C. SANSKRIT	పరిసరపరిరక్షణ ◆ పాఠ - శబ్దం	రుద్రమదేవీ ◆ సీతా - శబ్దము	బాల్యం ఖలు విద్యామై ◆ పితృ - శబ్దము	పరిచింతయంతు ◆ మనస్ - శబ్దము	వయం శిక్షేమ తిర్యగ్ముఖః (1 నుండి 3 శ్లోకాలు) ◆ హస - ధాతువు
ENV.EDN	Sharing space Importance of terrace farming	Water harvesting My tree neighbours	Vaccination - A shield Dangers of deforestation	Do we need zoos? Landscape, culture, people and their relationships	Need Zoos? Nature, culture, relationships between people
ART-CULTURAL EDUCATION	Draw different types of ornaments, Paper cuttings, Glove puppet, Lalithageetalu.	Model making with Clay, Paper cuttings, Stick puppets, Lalithageetalu.	Model making with wax, Paper cuttings, Leather puppets, Lalithageetalu.	Model making with wax and clay, Making ornamental objects, Stick puppets, Lalithageetalu.	Model making with wax and clay, Collage work, Glove puppets, Sampradaya keertanalu.
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

<p>6th Class:</p> <ul style="list-style-type: none"> • Academic Readiness (AR) • Behaviour Intervention (B.I) • Auditory Processing Skills (APS) • Language Processing Skills (LPS) <p>Cognitive Skills (C.S)</p> <p>7th Class:</p> <ul style="list-style-type: none"> • Academic Readiness (AR) • Behaviour Intervention (B.I) • Auditory Processing Skills (APS) • Language Processing Skills (LPS) <p>Cognitive Skills (C.S)</p> <p>8th Class:</p> <ul style="list-style-type: none"> • Academic Readiness (AR) • Behaviour Intervention (B.I) • Cognitive Skills (C.S) • Life Skills (L.S) • Personal safety and hygiene skills (PSHS) <p>9th Class:</p> <ul style="list-style-type: none"> • Academic Readiness (AR) • Behaviour Intervention (B.I) • Cognitive Skills (C.S) • Life Skills (L.S) • Personal safety and hygiene skills (PSHS) <p>Group Sessions: Class 6th to 10th:</p> <ul style="list-style-type: none"> • Motor Skills • Vocational Skills • Personal Hygiene and Safety Skills (PHSS) 	<ul style="list-style-type: none"> • Repetitive behaviors • Anti-social behaviors • Odd behaviors <p>Plan of Action:</p> <ul style="list-style-type: none"> • Identifying the problem behavior • Understanding the root cause • Planning appropriate intervention with proper reinforcements. <p>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.</p> <p>Skills to develop:</p> <ul style="list-style-type: none"> • Attention span • Memory • Problem solving • Critical Thinking • Logic and reasoning • Perception • Socializing • Brain based activities <p>4). Auditory Processing Skills: Auditory processing is how the brain identifies sound, differentiate and tune particular sound or noise</p> <p>Skills to develop:</p> <ul style="list-style-type: none"> • Awareness of sounds • Paying attention of sound • Responding to sounds • Associating sounds with meanings, • Listening and speaking skills <p>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.</p> <p>Skills to develop:</p> <ul style="list-style-type: none"> • Text Planning • Sentence Planning • Text realization • Receptive • Expressive <p>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.</p> <p>Training students with:</p> <ul style="list-style-type: none"> • Self-awareness and empathy • Assertiveness and self-control • Coping with emotions and stress • Critical thinking • Creative Thinking • Decision making • Problem solving <p>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.</p> <p>Skills to be trained in:</p> <ul style="list-style-type: none"> • Work readiness • Hair dressing • Cooking 	<ul style="list-style-type: none"> • Computer operating • Marketing • Arts, Music and Craft • Making jewellery, paper bags etc. • Vegetable cutting <p>8). Motor Skills: It is a function that involves specific movements of the body muscles to perform a certain task</p> <p>Fine Motor Training:</p> <ul style="list-style-type: none"> • Art and painting • Playing with Dough • Solving puzzles • Threading beads • Sponge play • Sand play • Cutting with scissors <p>Gross Motor Training:</p> <ul style="list-style-type: none"> • Skipping • Throwing ball • Dancing • Pushing a wheel barrow • Spinning • Running • Ball games <p>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.</p> <ul style="list-style-type: none"> • Take regular shower • Brushing teeth • Wash hands frequently • Trim nails and washing hair • Wear fresh and washed clothes • Food hygiene • Menstrual hygiene <p>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.</p> <ul style="list-style-type: none"> • 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 <p>11). Field Trips: Field trip is an educational procedure by which the learners obtain first hand information by observing, experiencing and exploring.</p> <p>Tasks:</p> <ul style="list-style-type: none"> • Grocery store • Bank • Police station • Market • Hotels • Zoo, farms, gardens, Museums • Dairy farms • Library
<p>Activity wise events</p> <p>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.</p> <p>Plan of Action:</p> <ul style="list-style-type: none"> • Basic concepts of reading, writing (languages) and arithmetic <p>Reading:</p> <ul style="list-style-type: none"> • Phonetics, Blends, syllables, simple words, simple sentences, simple paragraphs and comprehension <p>Writing:</p> <p>Alphabets:- upper case and lower case</p> <p>Tracing, Identifying, matching, writing from memory, writing names and copying from blackboard</p> <p>Arithmetic's:</p> <ul style="list-style-type: none"> • Additions, • Subtraction • Division <p>Multiplication</p> <p>2). Behaviour Modification Intervention: It is a process of changing pattern of student behavior problem to acceptable behavior:</p> <ul style="list-style-type: none"> • Problem Behaviors such as: • Anger, Tear • Stereotype behavior • Hyper activity • Self-injurious • Violent and destructive behaviors 		



Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools

2024 - 25

November - 2024

Assessment : SA-1

MON	TUE	WED	THU	FRI	SAT	SUN
				1	2	3 Paper Folding
4	5	6	7	8 Quiz at District Level	9 Quiz at District Level	10 Quiz at District Level
11 PTM & PC Meeting	12	13	14 National Library Week	15 Club activities	16 School Complex Meetings(SCM)	17
18 School Complex Meetings(SCM)	19	20 National Library Week	21 Fit India Week	22	23	24 Maths Puzzles
25	26	27 Fit India Week	28	29	30	

HOLIDAYS

09 - Second Saturday

OPTIONAL HOLIDAYS

15 - Karthika Pournami / Gurunanak Jayanthi

16 - Hazrath Syudi

Mohammed Juvanpuri Mehdi's Birthday

IMPORTANT DAYS

07 - National Cancer Awareness Day

11 - National Education Day

14 - Children's Day

* Every Thursday DIKSHA Content Usage by the students.

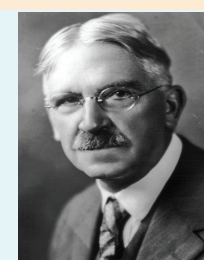
Working Days - 25

November - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	మేలుకొలుపు	కప్పతల్లి పెళ్లి, అవర అన్నపూర్ణ దొక్కా సీతమ్మ	మేలిమలుపు, భరతనాట్యం	ఆశావాది, కడప కోటిరెడ్డి దంపతులు	రాజధర్మం, కిష్కింధకాండ
HINDI	मेरी बहना, खिलौनेवाला	कोयल, आओ हिंदी सीखें	धरती की शान	गीत-अगीत, वैज्ञानिक चेतना का वाहक चंद्रशेखर वेंकटरामन	प : कर चले हम फिदा, अब कहाँ दूसरे के दुख से दुखी होने वाले, व्या: शूद्ध रूप, वचन
ENGLISH	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 6 -Mijbil the Otter & Fog (Poem); Footprints without Feet (SR)
MATHS	Fractions	Rational Numbers	Algebraic Expressions and Identities	Triangles	Probability Introduction to Trigonometry
PHY. SCIENCE	-----	-----	Sound	Atoms and molecules	Electricity
GEN.SCIENCE/ BIOLOGY	Motion and measurement of distances	Reproduction in plants	Reaching the age of adolescence	Improvement in food resources (12.1)	Heredity
SOCIAL	Emergence of Kingdoms and Republics	Bhakti - Sufi	Industries (Geo) When People Rebel 1857 and After (His)	1.Electoral Politics (Polity) 2.Poverty as a challenge (Eco)	4.Agriculture (Geography) 3.Money and Credit (Economics) 4.The Age of Industrialisation (History)
O. SANSKRIT	आयुर्वेदः, वाटिकां याम सुभाषितानि - 5, शब्दाः / सीता, धातवः / खाद	नाडीजङ्घः, भगवद्गीता सुभाषितानि - 6, शब्दाः- पितृ धातवः लिख	तस्मै श्री गुरवे नमः, बह्वक्त्यावृत्तान्तः	श्रीकृष्णकर्णामृतम्, आतिथ्यम्	चाणक्यनीतिः भिषजो भैषज्यम्
C. SANSKRIT	సుప్రభాతం ◆ గమ్మ - దాతువు	ఆత్మనివేదనమ్ ◆ లిఖ - దాతువు	సందేశః ◆ వస - దాతువు	నత్య నిష్ఠా ◆ చాక్ - శబ్దము	వయం శక్తిమ తిర్యగ్యః (4 నుండి 7 శ్లోకాలు) ◆ విద్యుత్ - శబ్దము
ENV.EDN	Development of urban slums Exploring historical objects and places	Changes in the surroundings and their effect Preservation of historical structures our responsibility	Judicious use of water in irrigation Quality of soil and crop production	Cut on paper, cut on pollutants Human lifestyles and its effect on the environment	Household Wastes The plight of ragpickers
ART-CULTURAL EDUCATION	Wax modeling, Collage work, Group dance.	Wax modeling, Collage work, Paper cuttings, Stick puppet, Lalithageetalu, Folk dance.	Vegetable carving, Paper cuttings, Leather puppets, Lalithageetalu, Keertanalu.	Vegetable carving, Decoration, Stick puppets, Leather puppets, Lalithageetalu, Folk dance.	Vegetble carving, Printing, Collage work, Glove puppets, Lalithageetalu, Folk dance.
H E & PHY EDN	Yoga for health	Yoga for physical fitness	Yoga for concentration	Personality devolepment through yoga	Yoga for healthy living
YOGA	Uttanapadasana dvi-pada uttanasana	Dhanurasana supta vajrasana	Naukasana sethubandasana	Bhujangasana salabasana	Sarvangasana matyasana
GAMES	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
1	July	Battery Test beginning of the Academic Year.
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.
3	August	celebrate the National Sports Day
4	September	Constituency level selections for Mandal selected player for above 9 games.
5	September	District level SGF selections
6	October	District level SGF selections
7	October	Inter District SGF tournaments
8	November	Grigg Zonal Tournaments limited to 10 events 9 mandal level winner and runner + soft ball.
9	December	Grigg District level tournaments only Zonal winner will participate.
10	January	Conduct of Intramurals
11	February	Conduct of Year ending Battery Test
12	March	Conduct of Annual Sports Meet

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 21st 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



2024 - 25

December - 2024

Assessment : SA-1

MON	TUE	WED	THU	FRI	SAT	SUN
30	31					1 Scrap Book Making
2	3	4	5	6	7	8
9 PTM & PC Meeting	10	11	12	13	14	15 Language Puzzles
16 School Complex Meetings(SCM)	17 School Complex Meetings(SCM)	18	19 Club activities	20	21	22
23	24	25	26	27	28	29 Mask, Puppet Making

HOLIDAYS

14 - Second Saturday
Christmas Holidays for Christian Minority Institutions
22.12.24 to 29.12.24

25 - Christmas

OPTIONAL HOLIDAYS

24 - Christmas Eve
26 - Boxing Day

IMPORTANT DAYS

01 - World AIDS Day
03 - CWSN Day
04 - Indian Navy Day
10 - Human Rights Day
11 - UNICEF Day
22 - Mathematics Day
23 - National Farmers Day
24 - National Consumers Day

* Every Thursday DIKSHA Content Usage by the students.

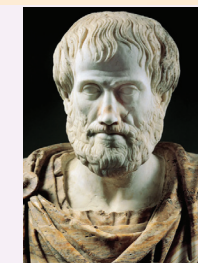
Working Days - 24/19

December - 2024 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	ధర్మనిర్ణయం, త్రిజటస్వప్నం	ఎర, హితోక్తులు, ఆంధ్రతెలగ్ గాడిచర్ల	చిరమాలిన్యం, నాటి చదువు, భాంగ్రాస్మత్యం	తీర్పు, ఏ దేశమేగినా	కన్యాశుల్కం, యుద్ధవిజేత
HINDI	तरकारी दरबार	साहसी बालक, कबीर की वाणी	परिश्रम का फल, सरदार	अग्निपथ, कल्लु कुम्हार की उनाकोटी	प : आत्मत्राण, पतझर में दूटी पत्तियाँ, कारतूस, व्या : लिंग
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 7 - Madam Rides the Bus; The Tale of Custard the Dragon (Poem); The Making of a Scientist (SR)
MATHS	Decimals Data Handling	Rational numbers Perimeter and Area Algebraic Expressions	Mensuration Exponents and Powers	Triangles, Quadrilaterals, Circles	Introduction to Trigonometry Some Application of trigonometry Circles, Areas related to Circles
PHY. SCIENCE	_____	_____	Combustion and flame	Work and energy	Carbon and its compounds
GEN.SCIENCE/ BIOLOGY	Light, shadows and reflections, Electricity and circuits	Motion and time Electric circuits and its effects	Reaching the age of adolescence	Improvement in food resources (12.1)	Heredity, Our environment
SOCIAL	Kingdom and Empires; Government	Indian Constitution An Introduction State Government	Human Resources (Geo) Civilising the 'Native-Educating the Nation (His)	1.Climate (Geo) 2.Forest society and colonialism (His) 3.Working of Institutions (Polity)	5.Minerals and Energy Resources (Geography) 4.Political Parties (Polity) 4.Globalisation and the Indian Economy (Economics)
O. SANSKRIT	समयस्फूर्ति : , परिचिन्तयस्वयम् सुभाषितानि - 6, शब्दाः- गौरी धातवः - वद	भगवद्गीता, जलसंरक्षणम् सुभाषितानि - 7, शब्दाः- मति धातवः नीज्	भूमिरियं बिलदानस्य, शब्दाः तद् (स्त्री), युष्मद्, धातवः- वृत्, भाष, पुरस्कारः, शब्दाः- तद् (स्त्री) युष्मद्, धातवः वृत्, भाष	शङ्खारावः, शब्दाः- सर्व (स्त्री), इदं (स्त्री), धातवः - युज्, शुभ्, संगच्छधम्, शब्दाः सर्व (स्त्री), इदं (स्त्री), धातवः युज्, शुभ्	अष्टावक्रः, अवतारिका, शब्दाः विद्वस्, यद्, धातवः / जनी, विद्, प्रतिभासम्मानः, नालन्दाविभवम्, शब्दाः / विद्वस्, यद्, धातवः जनी, विद्
C. SANSKRIT	తిరుమల - తిరుపతి క్షేత్రమ్ ◆ భాద్ర - దాశువు	లోకాత్ ప్రేషతరాః ◆ పర - దాశువు	కిం న్యాయం? ◆ త్యజ - దాశువు	వసుధైవ కుటుంబకమ్	వృద్ధోపదేశః
ENV.EDN	Knowing about cave art Exploring community craftspersons	Save paper, save tree and save environment 1 Waste in the market : Where does it go?	Pollution and diseases Pests - Uninvited guests Abode of wildlife	Bond of love between humans and animals Responsible tourism Kitchen garden	Water bodies in the neighbourhood Impact assessment of developmental projects Awareness about common ailments
ART-CULTURAL EDUCATION	Greeting card making by using carved vegetables, 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



Scheduled day 1 of Every Month
Telugu, Maths, Bio Science teachers will attend

High School Level

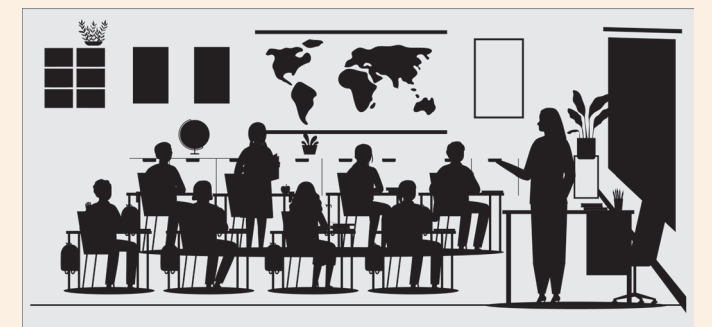


Scheduled day 2 of Every Month
Hindi, English, Phy Science and Social studies teachers will attend

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 transaction
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
Teach tool Observations.	August
Education Initiatives taken up the State.	September
Difficult Concepts in Mathematics.	October
Education policies and its impact on AP context.	November
21 st Century skills and integration in Teaching -TCM.	December
Leadership Development among Teachers.	January
Inclusion and Exclusion practices.	February
Concepts – Demos.	March
Innovative activities.	Extra Topic
Usage, upgradation of Teacher source books - Capturing the feedback.	Extra Topic
ICT Tools and Techniques.	



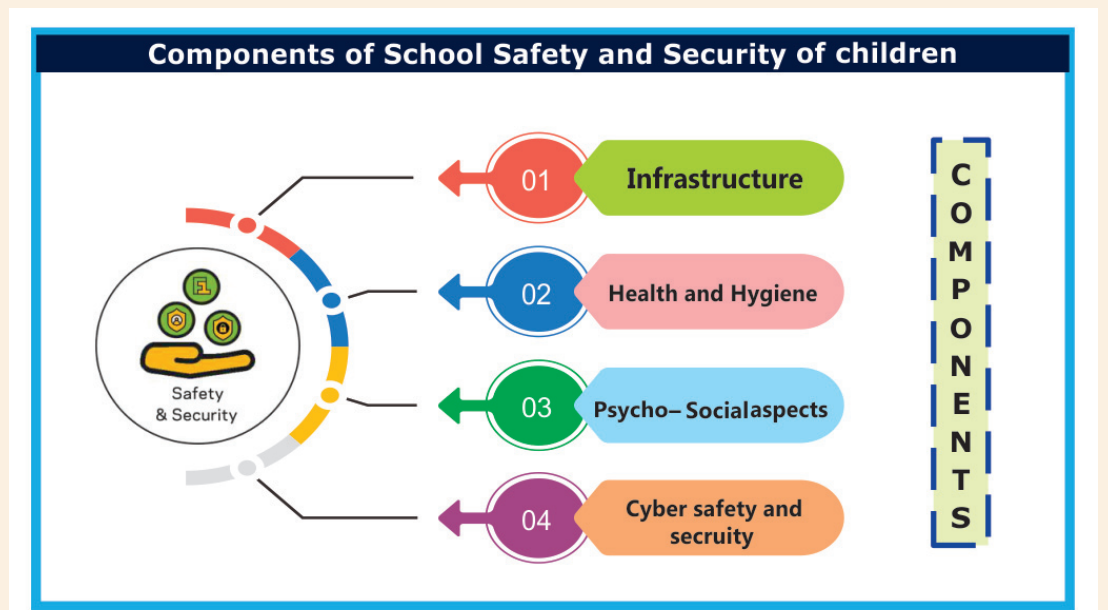
School Safety

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

2024 - 25

January - 2025

Assessment : FA-3 (CBA-2)

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5 Refer Dictionary
6	7	8	9	10	11	12
13	14	15	16	17	18	19 Maths tables practice
20 PTM & PC Meeting	21	22 School Complex Meetings(SCM)	23 School Complex Meetings(SCM)	24 Club activities	25	26
27	28	29	30	31		

HOLIDAYS
Pongal Holidays
 10-01-2025 TO 19-01-2025,
Pongal Holidays for Christian Minority Schools
 11-01-2025 TO 15-01-2025,
 26 - Republic Day
OPTIONAL HOLIDAYS
 01 - New Year
 14 - Birthday of Hazarat Ali
IMPORTANT DAYS
 12 - Swamy Vivekananda Birthday
 15 - National Army Day
 23 - Subash Chandrabose Birthday
 24 - International Day of Education
 30 - Mahatma Gandhi Vardhanti
 * Every Thursday DIKSHA Content Usage by the students.

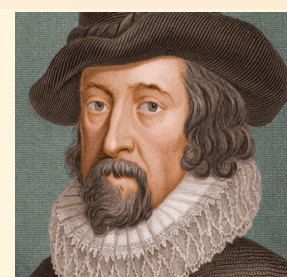
Working Days - 19/24

January - 2025 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	దూడూ బసవన్న	ప్రియమిత్రునికీ, కలియుగ భీముడు కోడి రామమూర్తి	సమర్పణ, కథాకళి	నా చదువు, దరిశి చెంచయ్య, పొణకా కనకమ్మ	సూక్తి సుధ, సుందరకాండ
HINDI	दो मित्र	सफलता का मंत्र	भाई का प्रेम, मधुर वाणी	शुक्रतार के समान, नए इलाके में	उपवाचक-टोपीशुक्ला, पत्र, निबंध
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 8 - The Sermon at Benares; For Anne Gregory (Poem); The Necklace(SR); Bholi (SR)
MATHS	Data Handling, Mensuration	Algebraic Expressions Exponents and Powers	Exponents and Powers Direct and Inverse proportions	Circles, Heron's formula Surface areas and volumes	Areas related to Circles Surface areas and Volumes
PHY. SCIENCE	_____	_____	Light	Structure of the atom	Magnetic effects of electric current
GEN.SCIENCE/ BIOLOGY	Electricity and circuits, Fun with magnets	Light	Conservation of plants and animals	Improvement in food resources (12.2)	Our environment
SOCIAL	Local Self Government	Road Safety Education	Understanding Marginalization (poli) Confronting Marginalization (Poli)	1.Food security in India (Econo)	5.Print Culture and the Modern world (History) 6.Manufacturing Industries (Geography)
O. SANSKRIT	नवविकासः, सुभाषितानि - 7 शब्दाः - वनम्, धातवः- डु कृत्	धर्म :- पापबुद्धिः, सुभाषितानि - 8 शब्दाः - धेनु, धातवः / पा	चिन्तयन्तु - साधयन्तु नारायणगुरुः	मनुजधर्माः सोमनाथो विजयते	पुनश्चरणम्
C. SANSKRIT	మహతీ సంపత్ ◆ లిఖ - దాశువు	ఉత్తమా: అభ్యాసా: ◆ గౌరీ - శబ్దము	స్వార్థి: ◆ మాతృ - శబ్దము	భూమాతా	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, Keertanal, 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

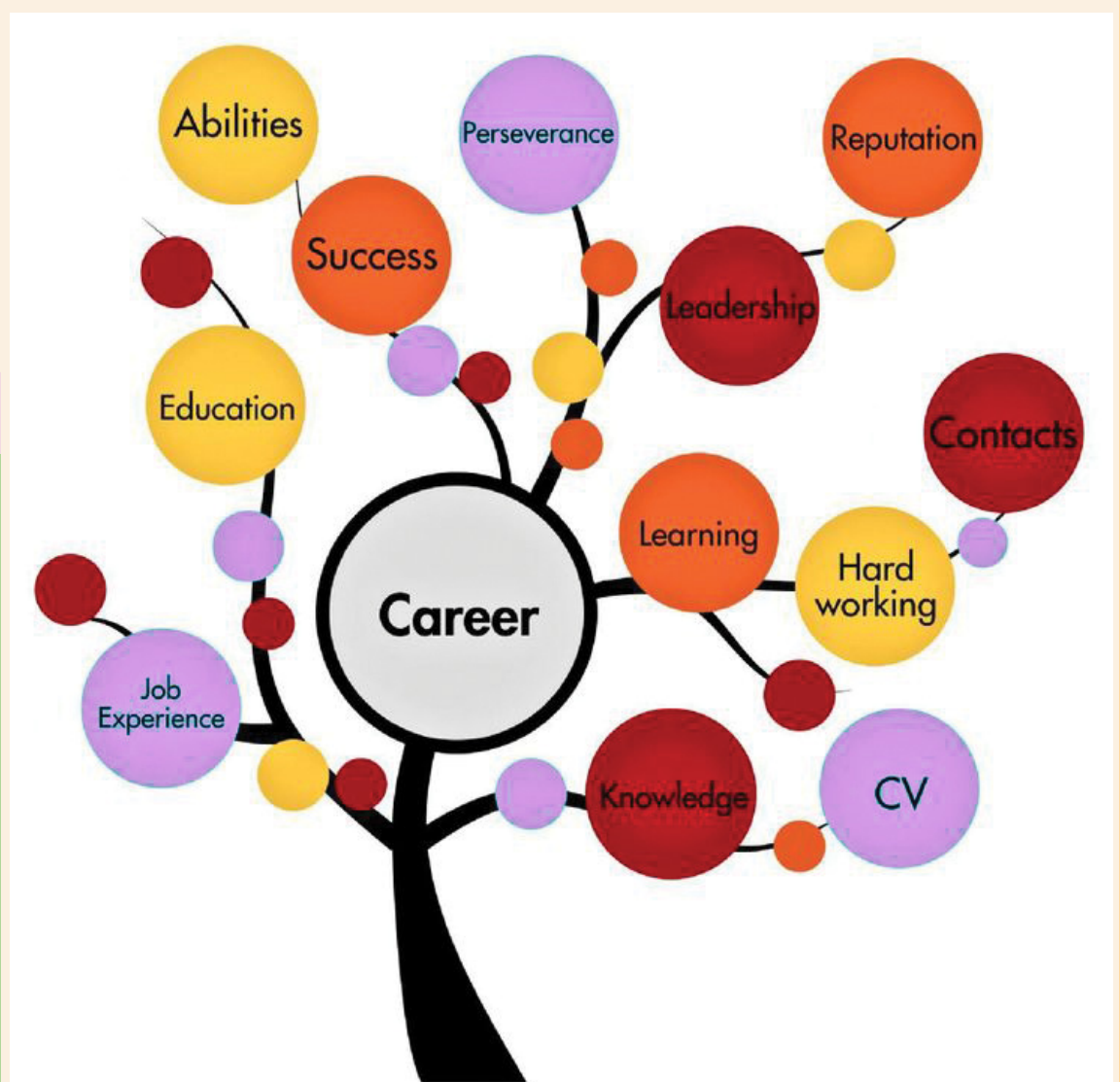
Leading a happy life is the objective of every human being. One major aspect that influence life's happiness is Career. If the person's career choice matches with his interests, abilities and personality type then that person not only excel in his career also experience tremendous happiness. Secondary 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

<ol style="list-style-type: none"> 1. Career Corner 2. Survey 3. Self awareness 4. Job Analysis 5. Job Shadowing 6. Plant Visit 7. Try a Trade 8. Elocution on careers 9. Poster Making 10. Vocational Dress up 11. Model Conversation 12. My First Resume 13. Job Card 14. Career Day 15. My Career - My Voice (Video) 16. Career of the week 17. Career Talk by the expert 18. Career Exhibition 	<p>Occupational information Information about occupations and industries.</p> <ul style="list-style-type: none"> ◆ Nature of work ◆ Working conditions ◆ Methods of entry ◆ Earnings and other rewards ◆ Employment trends and outlook ◆ Advancement 	<p>Educational information Information about education and training opportunities.</p> <p>Education and training opportunities available at different stages of education</p> <ul style="list-style-type: none"> ◆ co-curricular activities ◆ Requirements for admissions ◆ Method of entry into course or training ◆ Special trainings ◆ Information about scholarships 	<p>Personal-social information Information of all the aspects that help students in making choices and adjustments in life (Life Skills).</p> <ul style="list-style-type: none"> ◆ Self-awareness ◆ Critical thinking ◆ Decision making ◆ Problem solving ◆ Interpersonal relations ◆ Communication skills ◆ Empathy ◆ Managing emotions ◆ Stress management ◆ Health skills
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Sankalpam - 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.

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.



SANKALPAM PROJECT OUTREACH 2023-26 (3 Years)

<p>Districts</p> <ul style="list-style-type: none"> • All 26 Districts of Andhra Pradesh 	<p>Schools</p> <ul style="list-style-type: none"> • Year 1 – (1300 Schools) • Year 2 – (2600 Schools) • Year 3 – (2600 Schools) • Total 6500 Government High Schools (ZPHS, KGBV, Model, APRIES & TW Schools) 	<p>Master Resources</p> <ul style="list-style-type: none"> • 130 State Resource Group trained (26 SCERT, 52 Faculty from 13 DIETs, 52 PETS / PDs from 26 Districts. • 2600 Teachers from 1300 schools trained as a District Resource Group 	<p>Outreach</p> <ul style="list-style-type: none"> • 1.3 Million Adolescents trained in 6th to 10th Grades through Cohort Model. • Covering 6500 Schools across the state.
<p>COGNITIVE DIMENSION</p> <p>Problem Solving Decision Making Self-Management Creativity</p>	<p>SOCIAL DIMENSION</p> <p>Empathy Assertiveness Negotiation Collaboration Communication</p>	<p>EMOTIONAL DIMENSION</p> <p>Self Awareness Adaptability</p>	



Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools

2024 - 25

February - 2025

Assessment : (Pre-Final: X Class)

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS 08 - Second Saturday 26 - Mahashivaratri OPTIONAL HOLIDAYS 14 - Shab - E - Barat IMPORTANT DAYS 10 - World Pulses day 20 - World day of Social Justice 21 - International Mother Language Day 22 - Uyyalawada Narasimha Reddy Vardhanti 28 - National Science Day * Every Thursday DIKSHA Content Usage by the students.
					1	2 Watering Plants	
3	4	5	6	7	8	9	
10 PTM & PC Meeting	11	12	13	14 Club activities	15	16 Drawing & Painting	
17	18	19	20	21 School Complex Meetings(SCM)	22 School Complex Meetings(SCM)	23	
24	25	26	27	28			

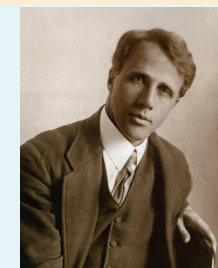
Working Days - 23

February - 2025 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	ఎంత మంచివారమ్మా!	బాలచంద్రుని ప్రతిజ్ఞ, బహుముఖ ప్రజ్ఞాశాలి ఉమర్ అలీషా	భువన విజయం, గుస్సాడి	మాటమహిమ, ఖద్దర్ ఇస్మాయిల్, వేదాంతం కమలా దేవి	యుద్ధకాండ, పునశ్చరణ
HINDI	जन्मदिन	कॉइपल्ली की यात्रा	जो देखकर भी नहीं देखते	मेरी छोटी सी निजी पुस्तकालय, खुशबू रचते हैं ये हाथ	पत्र, निबंध, व्याकरण, पुनरावृत्ति
ENGLISH	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 - Kanthmanndu.; A Slumber Did My Sprit Seal (Poem); Weathering Storm in Ersama(SR)	Unit - 9 The Proposal ; The Book That Saved the Earth (SR)
MATHS	Algebra, Ratio and Proportion	Exponents and Powers, Symmetry Visualising Solid Shapes	Factorisation Introduction to graphs	Surface areas and volumes Statistics, Revision	Revision
PHY. SCIENCE			Light, Some natural phenomena	Structure of the atom, Sound	Revision
GEN.SCIENCE/ BIOLOGY	Fun with magnets, Air around us	Forests: Our lifeline, Waste water story	Conservation of plants and animals	Improvement in food resources (12.2)	Revision
SOCIAL	Indian Culture, Languages and Religions;	Markets around us.	Public Facilities (Poli) Women Caste and Reform (His)	1.Natural Vegetation and wildlife (Geo) 2.Pastoralists in the modern world (His)	7.Lifelines of National Economy (Geo) 5.Outcomes of Democracy (Polity) 5.Consumer Rights (Economics)
O. SANSKRIT	युगादिः, सुभाषितानि - 8 शब्दाः- किम (पुं , स्त्री , नपुं), धातवः अस	प्रहेलिका, वनेचरः सुभाषितानि - 9, शब्दाः- मातृ धातवः - डु दात्	चलद्वाणी, शब्दाः- अस्मद् जीववैविध्यम्, शब्दाः- अस्मद्	सुभाषितानि, शब्दाः- इदम् (पुं, नपुं) धातवः- ज्ञा, मातङ्गकथा, शब्दाः इदम्(पुं, नपुं), धातवः ज्ञा	पुनश्चरणम्
C. SANSKRIT	అపణమ్ ◆ పిబ - దాతువు	లఘుపక్షి - మహత్ కార్యమ్ ◆ పిబ - దాతువు	◆ మాతృ - శబ్దము		Revision
ENV.EDN	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
ART-CULTURAL EDUCATION	Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Keertanalu, Folk songs, Padyalu.	Caricature, Drawing cartoons, Stick puppets, Indian Classical dance.	Making Logos, Origami, Puppets, Indian classical dance, Tribal dance.
H E & PHY EDN	Safety out side school	Common injuries	Safety,security and first aid	Social health	Social health & agencies and awards promoting health,sports and yoga
YOGA	Trataka (concentrated gazing) meditation	Bhastrika pranayama	Pranayama anuloma-viloma setkari pranayama bhramari pranayama	Pranayama anuloma-viloma pranamaya bhastrika pranayama	Kapalabhati anuloma-viloma pranamaya bhastrika pranayama bhramari pranayama
GAMES	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.

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.

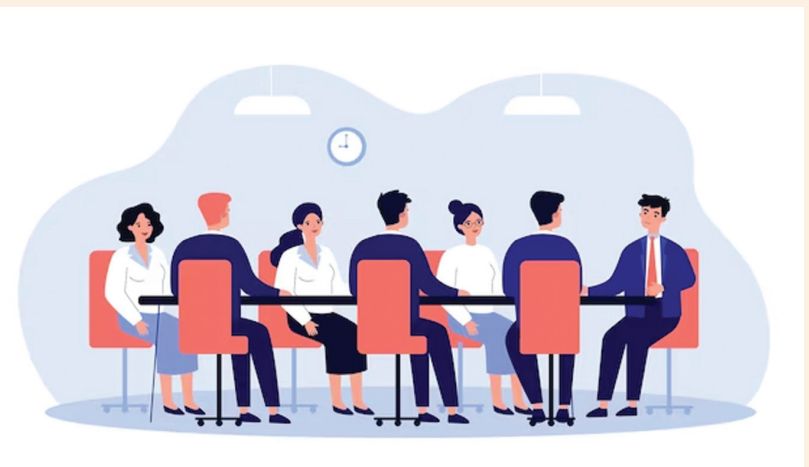
Objectives:

- * 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 Samagra 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.



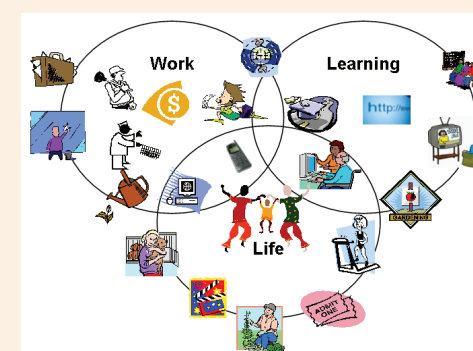
Value Education

Following are the certain themes recommended under value education; Teachers are requested to tell any story having any one of these values in the value education periods.

- ◆ **Respect:** Teaching students to respect themselves, others, and their environment.
- ◆ **Responsibility:** Encouraging students to take responsibility for their actions and learning.
- ◆ **Honesty:** Emphasizing the importance of truthfulness and integrity.
- ◆ **Kindness:** Promoting acts of kindness and compassion towards others.
- ◆ **Cooperation:** Fostering teamwork and collaboration in various activities.
- ◆ **Fairness:** Understanding and practicing justice and equality.
- ◆ **Empathy:** Developing the ability to understand and share the feelings of others.
- ◆ **Courage:** Building the confidence to face challenges and stand up for what is right.
- ◆ **Perseverance:** Instilling the value of persistence and hard work.
- ◆ **Gratitude:** Encouraging appreciation for the good things in life.
- ◆ **Tolerance:** Teaching acceptance and respect for different beliefs and cultures.
- ◆ **Environmental Awareness:** Educating students about the importance of protecting and preserving the environment.
- ◆ **Health and Wellness:** Promoting healthy habits and well-being.
- ◆ **Digital Citizenship:** Teaching responsible and respectful use of technology.
- ◆ **Peace and Conflict Resolution:** Encouraging peaceful solutions and conflict management skills.

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



2024 - 25

March - 2025

Assessment : FA-4, SSC Public Exams

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS 08 - Second Saturday 14 - Holi 30 - Ugadi 31 - Ramadan(Eid-UI-Zuha) OPTIONAL HOLIDAYS 28 - Jamatul Veda IMPORTANT DAYS 03 - World Wild Life Day 08 - International Women's Day 15 - World Consumer Rights Day 16 - Potti Sriramulu Jayanti 22 - World water Day 27 - World Theatre Day * Every Thursday DIKSHA Content Usage by the students.
31					1	2	
3	4	5	6	7	8	9 Paper Folding	
10 PTM & PC Meeting	11	12	13	14	15	16	
17	18	19	20	21 Club activities School Complex Meetings(SCM)	22 School Complex Meetings(SCM)	23 Clay Modelling	
24	25	26	27	28	29	30	

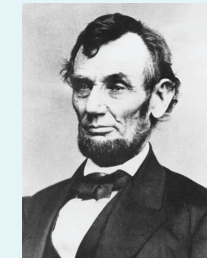
Working Days - 23

March - 2025 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	పునశ్చరణ	అభినవ గాన గంధర్వులు -బాలు, భారత సౌఖ్య - గైడ్స్	అతిథ్యం, ఒడిసీ, హరికథ	ఆకుపచ్చశోకం, దిగుమర్తి జానకీబాయిమ్మ	పునశ్చరణ
HINDI	पत्र, निबंध, व्याकरण, पुनरावृत्ति	पत्र, निबंध, व्याकरण, पुनरावृत्ति	पत्र, निबंध, व्याकरण, पुनरावृत्ति	पत्र, निबंध, व्याकरण, पुनरावृत्ति	पत्र, निबंध, व्याकरण, पुनरावृत्ति
ENGLISH	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
MATHS	Ratio and Proportion Brain teasers, Revision	Visualising Solid Shapes Brain teasers, Revision	Introduction to graphs Revision	Appendix II, Revision	Revision
PHY. SCIENCE	_____	_____	Some natural phenomena	Sound, Revision	Revision
GEN.SCIENCE/ BIOLOGY	Air around us	Wastewater story	Revision	Revision	Revision
SOCIAL	Towards Equality	Women Empowerment	The Making of the National Movement 1870 - 1947 (His) Law and Social Justice (Poli)	1.Democratic Rights 2.Population	_____
O. SANSKRIT	पुनश्चरणम्	पुनश्चरणम्	पुनश्चरणम्	पुनश्चरणम्	पुनश्चरणम्
C. SANSKRIT	Revision	Revision	Revision	Revision	Revision
ENV.EDN	Revision	Revision	Revision	Revision	Revision
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision
H E & PHY EDN	Gender sensitivity	Social health consumer health service	Social health	Adolescent friendly health services	Revision
YOGA	Meditation	Meditation	Pratyahara meditation	Bandha-uddiyana bandha meditation	Revision
GAMES	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 Constructions 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
- 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

Note : Exposure visit Activities to be done once a month for 6 - 8 Classes



Department of School Education

Government of Andhra Pradesh

Academic Calendar for High Schools



2024 - 25

April - 2025

Assessment : SA-2 (CBA-3)

MON	TUE	WED	THU	FRI	SAT	SUN	
	1	2	3	4	5	6 Book Reading	HOLIDAYS 05 - Babu Jagjivan Ram Jayanthi 06 - Sriramanavami 14 - Dr. B R. Ambedkar Jayanthi 18 - Good Friday IMPORTANT DAYS 02 - World Autism Day 07 - World Health Day 14 - Dr. B R. Ambedkar Jayanthi 16 - Kandukuri Veeresalingam Jayanti 22 - World Earth Day * Every Thursday DIKSHA Content Usage by the students.
7	8	9	10	11	12	13	
14	15	16	17 Club activities	18	19	20 Refer Dictionary	
21	22	23 PTM & PC Meeting	24	25	26	27	
28	29	30					

Working Days - 17

April - 2025 - Syllabus

SUBJECT	6th CLASS	7th CLASS	8th CLASS	9th CLASS	10th CLASS
TELUGU	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	_____
HINDI	పత్ర, నిబంధ, వ్యాకరణ, పునరావృత్తి	పత్ర, నిబంధ, వ్యాకరణ, పునరావృత్తి	పత్ర, నిబంధ, వ్యాకరణ, పునరావృత్తి	పత్ర, నిబంధ, వ్యాకరణ, పునరావృత్తి	_____
ENGLISH	Revision	Revision	Revision	The Beggar(SR); Revision	_____
MATHS	Revision	Revision	Revision	Revision	_____
PHY. SCIENCE	Revision	Revision	Revision	Revision	_____
GEN.SCIENCE/ BIOLOGY	Revision	Revision	Revision	Revision	_____
SOCIAL	Revision	Revision	Revision	Revision	_____
O. SANSKRIT	పునశ్చరణమ్	పునశ్చరణమ్	పునశ్చరణమ్	పునశ్చరణమ్	_____
C. SANSKRIT	పునశ్చరణమ్	పునశ్చరణమ్	పునశ్చరణమ్	పునశ్చరణమ్	_____
ENV.EDN	Revision	Revision	Revision	Revision	_____
ART-CULTURAL EDUCATION	—	—	—	—	_____
H E & PHY EDN	Revision	Revision	Revision	Revision	_____
YOGA	Revision	Revision	Revision	Uddiyana bandha dhyana	_____
GAMES	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

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 fly 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

Vocational Education

- The Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education is launched in FY 2016-17 by MoE to provide NSQF-aligned skill education to students in grades 9 to 12 to prepare educated, employable

human resources and bridge the gap between education and employment.

- The Vocational Education is being implementing in schools through Vocational Training Partners (VTP), who are being selected on basis of certain qualifications by Samagra Shiksha through a transparent selection process to deliver Vocational Education in schools by appointing Vocational Trainers (VTs) on outsourcing basis.
- Currently the scheme is approved for 1504 schools with 2706 vocational trainers in 10 trades (Agriculture, Apparels, Electronics, IT – ITeS, Beauty & Wellness, Automotive, Food Processing, Retail, Banking, Financial Services & Insurance (BFSI) and Healthcare) in PAB 2024-25.
- National Skill Development Corporation is conducting the practical examinations through concerned Sector Skill Councils, while the theory examinations are conducting by the respective state boards (SSC board/Intermediate board) in 10th and 12th classes along with the other subjects.

The courses introduction, curriculum development, textbook development and training is conducting by Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal. The textbooks may download from PSSCIVE website: <https://www.psscive.ac.in/publications/textbooks>.

The NEP 2020 and NCF 2023 has mandated to provide 110 hrs of school time in an academic year for Vocational Education along with the other major subjects. Ensure all Head Masters/ Principals allocate 110hrs of time for Vocational Education subject for each class in school time table.

Major components of Vocational Education:

- Guest Lectures: Guest Lectures provide real-world industry insights and expertise, enhancing students’ practical knowledge and skills. Industry experts, subject experts, artisans, entrepreneurs, etc. act as Guest Lectures. Organizing one guest lecture per month per class by the Vocational Trainer in coordination with the Head Master/ Principal is mandatory.
- Industrial/ Field visits: Industrial visits and field visits are essential in vocational education for practical exposure and skill development in real work environments. These visits can include industries, government offices, private establishments, workshops, artisans’ places, etc. Organizing one industrial/field visit in September and one in January per class is mandatory.
- Internships: Internships are crucial for vocational education students, providing hands-on experience and practical application of theoretical knowledge, bridging the gap between academia and industry demands. The Head Master is to ensure provision of 12-15 days of internship opportunity to 10th, 11th and 12th students.
- Hub & Spoke Model: To optimum utilization of resources, low enrollment schools were identified as spokes which are near to a Vocational Education school (Hub). The theory classes are conducting in spokes schools and practical are in Hub school. The Spoke schools will get Rs. 3000/- per student as travel expenses for attending practical examinations.

Exposure to vocational education in upper primary schools (6th – 8th) allows students to explore practical skills and career options early, aiding informed decision-making for their future paths. Prevocational suggestive activities and teachers’ guidebooks have been developed and shared with the schools.

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.

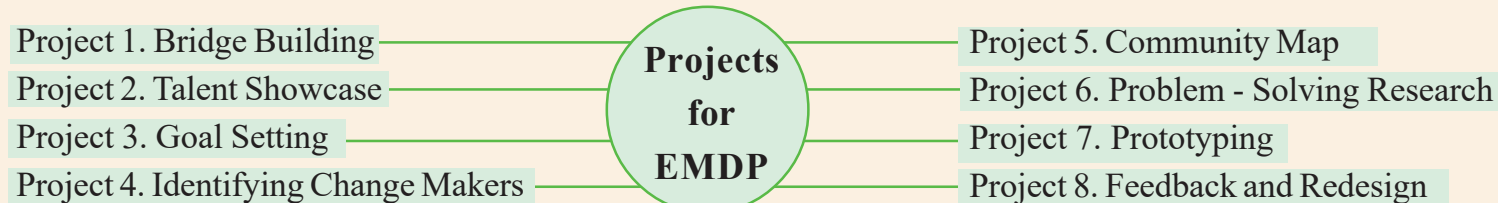
Objectives

- * 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	Time line
1	Welcome: An Orientation	40 min	July
2	Development	40 min	
3	Self-Awareness - Knowing my Emotions	40 min	
4	Self Portrait	40 min	
5	Picturing my Future - Dreams	40 min	
6	My Goals	40 min	
7	Trying New Thing	40 min	
8	makers	40 min	August
9	community	40 min	
10	Who are change-makers?	40 min	
11	Be a Change maker-Session	40 min	
12	How to discover a problem?	40 min	
13	Project 2: Map your School	40 min	September
14	Identifying the problem	40 min	
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			October
25			
26			
27			November
			5 weeks buffer

Library

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

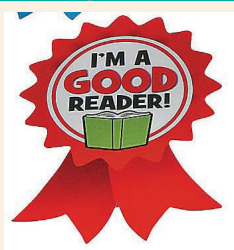
- A library must be child-friendly, attractive and colourful.
- Adequate and suitable space is a prime requirement of a school library.
- Special care should be taken to arrange the books and furniture.
- Children are more attracted towards libraries that are vibrant and child friendly.

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 th	· Library orientation · Constitution of Library Committee · Forming readers club · Reading Day Pledge 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 · 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) Display of books on Sarvepalli Radhakrishnan Pick a place	Read an E-book of any genre. 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 Display of books on Gandhiji Designing book jackets	Revive your reading habits. 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 th -20 th National Education Day (11 Nov.)	Exhibition of books on or by Jawaharlal Nehru, Competitions 1. Character Costume 2. Book review 3. Designing book jackets 4. Story telling 5. Book reading 6. Literary quiz 7. Designing Bookmarks 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.) 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) Quiz	Read a book to someone. 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. 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. 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 nd) World Book and Copyright Day(April 23 rd) Summer reading challenge	Read the children's books from your library (picture books) Stock verification Student has to read atleast 15 books in summer holidays. Set a goal to your students to read ___ books in summer Create a spreadsheet to document all of the books read.Prizes or certificates are awarded

Students' Safe Circle

1. 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.
2. Senior students may discuss various issues like bullying and sexual harassment with other younger students under the guidance of teachers.
3. Act as peer support or peer educator for other students, wherever possible.
4. Stay physically active.
5. Do not hesitate to seek support from teachers / Counsellors / parents when required.
6. Students should express their opinions, instructions, and problems to others either directly or through a suggestion box made available to them by school authorities.
7. Use polite language and be well – mannered with teachers, elders and classmates.

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

SAFE-CIRCLE



CREATE YOUR OWN SAFE CIRCLE

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 / POCSO 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, అహంకారంతో 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 secure 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.



Allotment of Scouts - Guide periods in the academic year - 2024-25

Total no.of Periods the acadamic year
 per week } 1 Practical class
 1 Theory class } 2 Periods per week x 4 = 08 per month

No.	Name of the course	Duration of the course	No.of Periods	Examination
1.	Pravesh	June to September	24 periods	October
2.	Prathama sopan	October to March	48 periods	April
3.	Dwitiya sopan	May to October	48 periods	November
4.	Tritiya sopan	December to June	48 periods	June
5.	Rajya puraskar	July to March	72 periods	April

Instructions to the headmasters scoutmasters' / guide captains

1. Those who have completed 10 years of age Boy / Girl can join in unit.
2. Every unit has 32 children (each class 3-8 members).
3. Every year, every unit must pay unit Reg fee to A.S.O.C.(Dist officer) or Dist. Common Board Secretary.
4. Unit Biodata form fill and send before August 31st.
5. Proficiency examination camps at district level will be conducted in the month of may.

Proposed Teacher Trainings 2024-25

S. No.	Name of the Organization	Month	Name of the training activity	Target group	Total number of trainees	Objective of the training	Category of Training (Academic/ Non-Academic/ Life skills)	Spell	Place of Intervention	Number of days	Number of hours per day	Mode of training (Online/ In person/ Blended)	Residential/ Non-residential
1	ASER Pratham	August 2024	Year 2- KRP trainings for 60-day certificate course	KRPs- DIETs, SGTs	110	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	1	Vijayawada (State level)	6	8	In person	
2	ASER Pratham	August 2024	Year 1 Phase 1- 120 day certificate course for Anganwadi workers	Anganwadi workers	55000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	2 days per week		14	2-3	Online	
3	ASER Pratham	August 2024	Year 1- Phase 2 120 day certificate course for KRPs	KRPs- DIETs, SGTs & CDPOs*	160	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	1	Vijayawada (State level)	6	8	In person	
4	SCERT	August - October	Training teachers on assessments	Teachers	1.75 lakh	Understanding different types of assessments, characteristics of a good assessments and the creation of a test blueprint	Academic	1		3	1	Online	
5	ASER Pratham	August-September 2024	Year 2 -DRP training for 60-day certificate course	DRPs- SGT's	2000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	2	Zonal level (7 venues)	6	8	In person	
6	Sattva/ Kaivalya Education Foundation	August 24	School Leadership training for Master facilitators	School Heads	525	To train on leadership Competencies defined by the World Bank (06 competencies + DRM, School Safety, SRGBV & ESSA)	School Leadership	1	Anantapur	6	8	In person	
7	RIESI, Bengaluru	September 2024	30-day CELT programme (Certificate course in English Language Teaching)	50 Secondary Teachers	50 teachers	<ol style="list-style-type: none"> 1. Encourage reflective practices for teaching improvement. 2. Provide a platform for updating and practicing English skills. 3. Offer opportunities to acquire and use educational technology. 4. Foster a passion for reading and creative writing. 5. Provide hands-on experience in designing engaging teaching methods. 6. Create awareness of teacher-learner roles and professional ethics. 7. Emphasize the lifelong need for professional development. 8. Share online resources for effective English teaching. 9. Enhance participants' communication skills for classroom interaction. 	Academic	1	RIE Bangalore	30	6	In person	Residential
8	ASER Pratham	September 2024	Year 1- Phase 2 120 day certificate course for DRPs	DRPs- CDPOs, Supervisors, SGTs	4000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	2	All districts	4	3	Online	
9	Educational Initiatives	September 2024	Training on assessments for district level master trainers	District Master Trainers (Teachers)	52	MCQ as a learning diagnostic toolbox and Making fair and strong MCQs	Academic	1	Vijayawada	2	8	In person	
10	Educational Initiatives	September 2024	Training on assessments for mandal level master trainers	Mandal Master Trainers (Teachers)	6000	MCQ as a learning diagnostic toolbox and Making fair and strong MCQs	Academic	2	District centers	1	8	In person	
11	Leadership for Equity	September 2024	TEACH classroom observations (mentoring)	HMs CRPS Master trainers	500		Academic			6		In person	Residential
12	ASER Pratham	September to November 2024	Year 1- Phase 2, 120 day certificate course for Anganwadi workers	Anganwadi workers	55000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	8	All 26 districts	6	8	In person	
13	Sattva/ Kaivalya Education Foundation	September to November 2024	School Leadership training for school heads	School Heads	14000	To train on leadership Competencies defined by the World Bank (06 competencies + DRM, School Safety, SRGBV & ESSA)	School Leadership	1	8 Regional centres	5	8	In person	
14	SCERT	September/ October 2024	Re-orientation training on School Health & Wellness programme	Science & Social teachers	10000	To recall the previous knowledge of School Health & wellness programme	Non - Academic	1	Webex	3	5	Online	

S. No.	Name of the Organization	Month	Name of the training activity	Target group	Total number of trainees	Objective of the training	Category of Training (Academic/ Non-Academic/ Life skills)	Spell	Place of Intervention	Number of days	Number of hours per day	Mode of training (Online/ In person/ Blended)	Residential/ Non-residential
15	SCERT	October 2024	Orientation on Art education	One teacher from each school	6700	To refresh with Fine arts and culture	Non - Academic	3	Physical training	3	7	In person	Non-residential
16	Leadership for Equity	October 2024	TEACH classroom observations	HMs CRPS Observers	6000		Academic			4		In person	Non-residential
17	Educational Initiatives	November 2024	Training on assessments for mandal level master trainers	Mandal Master Trainers (Teachers)	6000	Constructed response questions (CRQs) for testing higher order thinking	Academic	2	District centers	1	8	In person	Non-residential
18	Educational Initiatives	November 2024	Training on assessments for district level master trainers	District Master Trainers (Teachers)	52	Constructed response questions (CRQs) for testing higher order thinking	Academic	1	Vijayawada	2	8	In person	Residential
19	ASER Pratham	November -December 2024	Year 1- Phase 2, 120 day certificate course for Anganwadi workers	Anganwadi workers	55000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings		All 26 districts	14 (2 days per week)	2-3	Online	
20	ASER Pratham	November -December 2024	Year 2- 60 day certificate course for Grade 1-2 teachers	EGTs	34000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	5	All 26 districts	6	8	In person	Residential
21	Leadership for Equity	November -December 2024	TPD Blended need –based course	SA & SGT						1		Blended	Non-residential
22	Sattva/ Kaivalya Education Foundation	December 2024 to February 25	School Leadership training for school heads	School Heads	14000	To train on leadership Competencies defined by the World Bank (06 competencies + Climate Change)	School Leadership	2	8 Regional centres	5	8	In person	Residential
23	Sattva/ Kaivalya Education Foundation	December 2024	School Leadership training for Master facilitators	School Heads	525	To train on leadership Competencies defined by the World Bank (06 competencies + Climate Change)	School Leadership	2	Anantapur	6	8	In person	Residential
24	RIESI, Bengaluru	December 2024	30-day CELT programme (Certificate course in English Language Teaching)	50 Primary Teachers	50 teachers	<ol style="list-style-type: none"> 1. Encourage reflective practices for teaching improvement. 2. Provide a platform for updating and practicing English skills. 3. Offer opportunities to acquire and use educational technology. 4. Foster a passion for reading and creative writing. 5. Provide hands-on experience in designing engaging teaching methods. 6. Create awareness of teacher-learner roles and professional ethics. 7. Emphasize the lifelong need for professional development. 8. Share online resources for effective English teaching. 9. Enhance participants' communication skills for classroom interaction. 	Academic	1	RIE Bangalore	30	6	In person	Residential
25	Educational Initiatives	January	Training on assessments for district level master trainers	District Master Trainers (Teachers)	52	Item reviewing and Student misconceptions	Academic	1	Vijayawada	2	8 hours	In person	Residential
26	Educational Initiatives	January	Training on assessments for mandal level master trainers	Mandal Master Trainers (Teachers)	6000	Item reviewing and Student misconceptions	Academic	2	District centers	1	8 hours	In person	Non-residential
27	ASER Pratham	January 2025	Year 2 Phase 1- 120 day certificate course for Anganwadi workers - KRPs	KRPs- CDPOs, SGTs, DIETs	160	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	1	Vijayawada (State level)	6	8	In person	Residential
28	ASER Pratham	January to February 2025	Year 2 Phase 1- 120 day certificate course for Anganwadi workers - DRPs	DRPs- CDPOs, Supervisors, SGTs	4000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	3	Zonal level (7 venues)	6	8	In person	Residential
29	ASER Pratham	January to February 2025	Year 2- 60 day certificate course for Grade 1-2 teachers	EGTs	34000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	0	All 26 districts	14	2-3	Online	

S. No.	Name of the Organization	Month	Name of the training activity	Target group	Total number of trainees	Objective of the training	Category of Training (Academic/ Non-Academic/ Life skills)	Spell	Place of Intervention	Number of days	Number of hours per day	Mode of training (Online/ In person/ Blended)	Residential/ Non-residential
30	RIESI, Bengaluru	January 2025	30-day CELT programme (Certificate course in English Language Teaching)	50 Primary Teachers	50 teachers	<ol style="list-style-type: none"> 1. Encourage reflective practices for teaching improvement. 2. Provide a platform for updating and practicing English skills. 3. Offer opportunities to acquire and use educational technology. 4. Foster a passion for reading and creative writing. 5. Provide hands-on experience in designing engaging teaching methods. 6. Create awareness of teacher-learner roles and professional ethics. 7. Emphasize the lifelong need for professional development. 8. Share online resources for effective English teaching. 9. Enhance participants' communication skills for classroom interaction. 	Academic	1	RIE Bangalore	30	6	In person	Residential
31	ASER Pratham	February-March-April 2025	Year 2 Phase 1- 120 day certificate course for Anganwadi workers	Anganwadi workers	55000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	8	All 26 districts	6	8	In person	Residential
32	ASER Pratham	April 2025 to June 2025	Year 2 Phase 1- 60-day certificate course	Anganwadi workers	55000	Early years - play-based methodology, parent and community engagement, Assessment and inclusive education	FLN Trainings	0	All 26 districts	14	2-3	Online	NA

PM SHRI, EMDP, Pratham, Satva Kaivalya, Sankalpam, PAL, LFE, Ei, ConveGenius trainings scheduled will be intimated as per Government order from time to time

జావెనైల్ జస్టిస్ కమిటీ
హైకోర్టు, ఆంధ్రప్రదేశ్

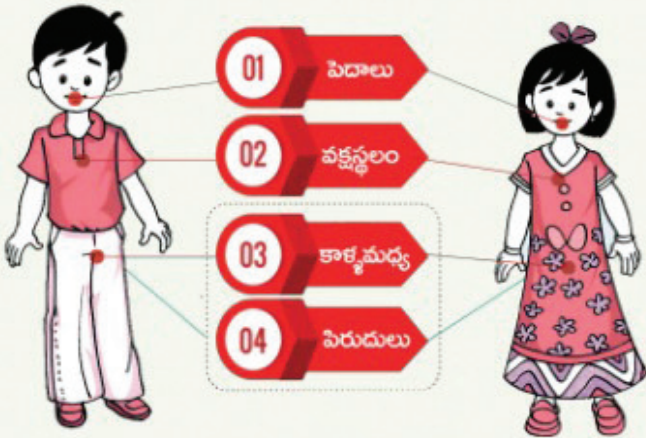


समग्र शिक्षा
Samagra Shiksha

బాలికలపై లైంగిక వేధింపులను ఆపండి

పిల్లలని చైతన్యపరుద్దాం అరవండి, పరిగెత్తండి, చెప్పండి

నిన్ను నువ్వు ఎవరినీ తాకనియ్యవద్దు



ఎవరైనా తాకితే కింది విధంగా చేయండి



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



చెప్పండి

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

శరీరభాగాలను ఎవరైనా తాకితే వద్దని అరవండి.

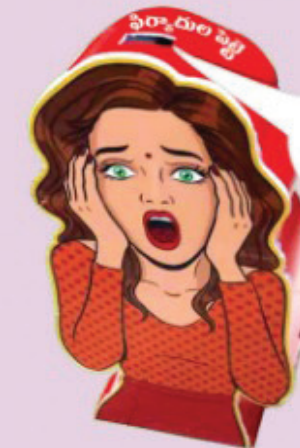


అరవండి

శరీరభాగాలను ఎవరైనా తాకితే లక్కడి నుండి వేగంగా పరిగెత్తండి.



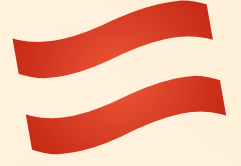
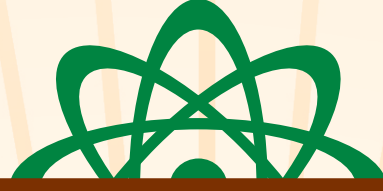
పరిగెత్తండి



మీ ఫిర్యాదు ఇందులో వేయండి.



పాఠశాల విద్యాశాఖ, ఆంధ్రప్రదేశ్



Preparation for Competitive Examinations

Scientific Temperament

ICT in Education

Entrepreneurial Skills

Art Education

Games & Sports

Health, Hygiene & Safety

Skill Education

Atal Tinkering Labs

