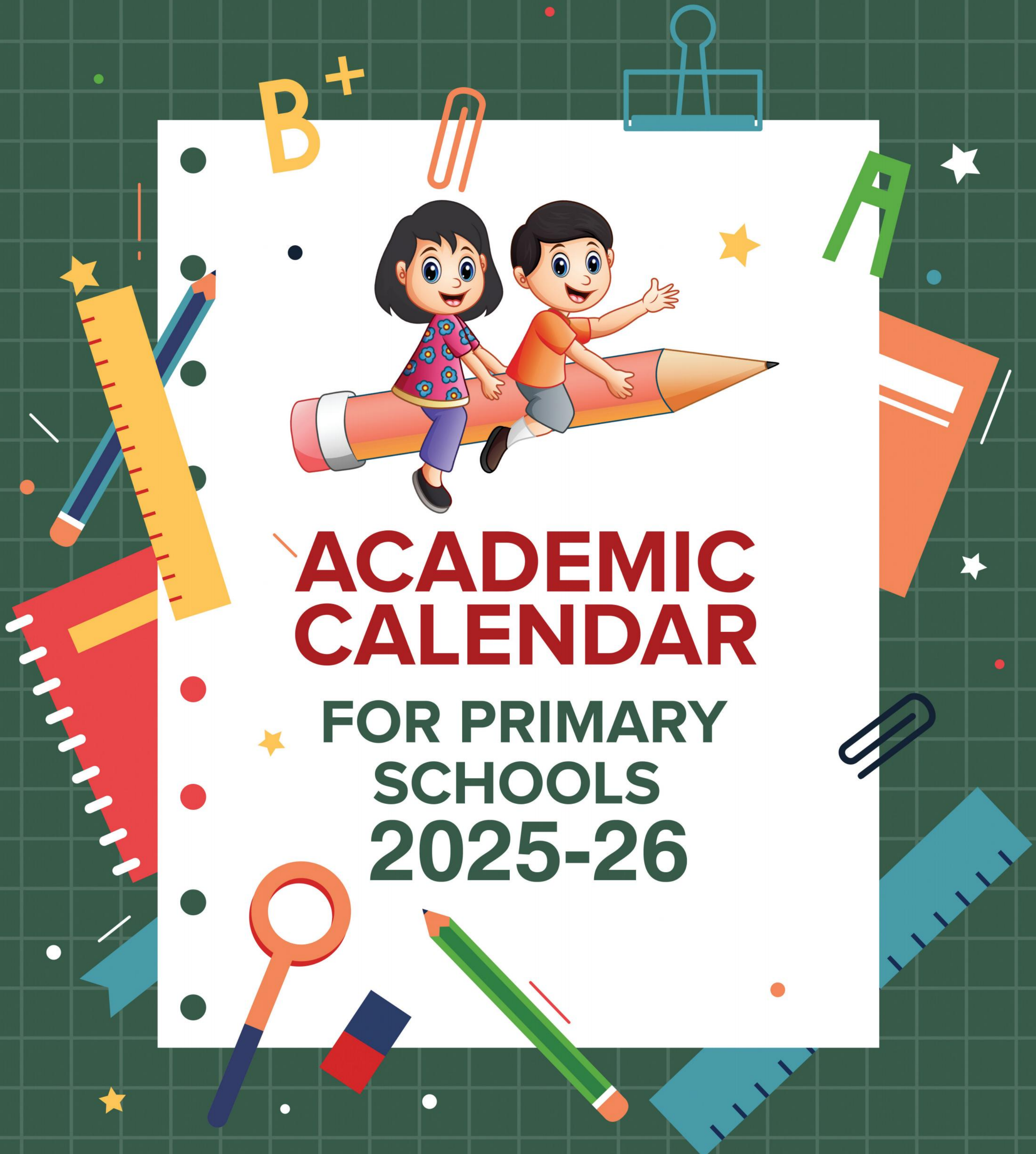




समग्र शिक्षा  
Samagra Shiksha



Department of School Education  
Government of Andhra Pradesh





# Month Wise Working Days 2025-26

MONTH		12th JUNE-25	JULY-25	AUG-25	SEP-25	OCT-25	NOV-25	DEC-25	JAN-26	FEB-26	MAR-26	23rd APRIL -26	TOTAL
TOTAL DAYS		19	31	31	30	31	30	31	31	28	31	23	316
NO. OF WORKING DAYS	GENERAL	15	26	21	18	23	24	25	19	23	21	18	233
	MINORITY	15	26	21	21	23	24	20	21	23	21	18	233
NO. OF HOLIDAYS	GENERAL	4	5	10	12	8	6	6	12	5	10	5	83
	MINORITY	4	5	10	9	8	6	11	10	5	10	5	83

- General Schools : Dasara Holidays from 24-09-2025 to 02-10-2025: Christmas Holiday 25-12-2025 : Sankranti Holidays from 10-01-2026 to 18-01-2026.
- For Christian minority Institutions Dasara Holidays from 27-09-2025 to 02-10-2025 : Christmas Holidays from 21-12-2025 to 28-12-2025 : Sankranti Holidays from 10-01-2026 to 15-01-2026.
- Optional Holidays may be availed at school level as per the rules in force. Local Holidays should be availed with prior permission from higher authorities.
- Any change in the holidays may be subject to the Government orders from time to time.

## 1 TO 5 Classes Subject Wise Weightage -2025-26

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

- Note:**
1. WLR -We love Reading / Library
  2. AV- Ananda Vedika
  3. VE - Value Education
  4. HE - Health Education
  5. Art & Cul - Art and cultural Education

### Mandatory Activities :

1. Conduct Class wise / whole school Mathematical Tables drilling in the first 5 minutes of Maths periods every day.
2. Conduct oral Mathematics practice every day.
3. Conduct oral drilling on Days in a week, names of the Months, names of the Years, Directions and Corners, names of the Thidhulu, Nakshatralu, Raasulu, Seasons every day evening.
4. Conduct paper cuttings, Clay modeling, Drawing, Singing, Dancing, Gardening, etc Activities on 'NO BAG DAY' for 1 to 5 Classes.
5. Practice good hand writing (Cursive Writing) every day in the language periods.
6. Conduct Art & Cultural Activities as per the syllabus.
7. Conduct English Language Lab Activities particularly for Listening and Speaking twice in a week in English periods by using **google read along app**.
8. Conduct Perfomance activities - Reciting poems and Narrating stories as per the syllabus given.

### Daily 2-Mark Practice Questions for Skill Enhancement in PRIMARY school children

To enhance students' writing skills, answer presentation, memory retention, and overall academic performance, a structured daily activity is introduced for all classes. As part of this initiative, students will practice two 2-mark questions every day based on the subject scheduled:

- Monday – Telugu • Tuesday – English • Wednesday – Mathematics • Thursday – EVS

Guidelines for Implementation:

1. Advance Declaration: Subject teachers must announce the 2-mark questions at least one day in advance to allow students to prepare mentally and organize their study.
2. Scheduled Practice Time: Teachers will assign a specific, suitable time during the school day to conduct this writing activity.
3. Timely Corrections: All responses must be evaluated and returned by the next day, ensuring timely feedback and learning.
4. Objective: This activity aims to:
  - a. Improve handwriting and presentation skills
  - b. Develop answerative skills (how to effectively structure and express answers)
  - c. Enhance memorization and understanding
  - d. Support better performance in periodic assessments

This initiative encourages consistency, discipline, and academic growth among students through daily subject-based writing practice.

## Enrollment Drive – Nenu Badikipota

### Introduction:

As per the Right to Education (RTE Act) norms, the Government of Andhra Pradesh has proposed a special enrollment campaign to conduct a Door-to-Door Survey for identifying school-age children. This drive aims to reduce dropout rates and ensure all children are enrolled in schools by creating awareness about the importance of education, along with the facilities, benefits, and schemes provided for students. The programmes will be conducted from the school reopening day for one month.

### Objectives:

- To ensure 100% enrollment of all eligible children in schools.
- To ensure that no child in the 6-14 age group is left out of school.
- To bring back all dropout children to school.
- To conduct the enrollment drive for one month, starting from the school reopening day.

### Implementation:

The program will be carried out with the support of:
 

- Welfare & Education Assistants,
- Cluster Resource Mobile Teacher (CRMT)
- Inclusive Education Resource Persons (IERPs),
- Anganwadi Workers (ICDS),
- Part-time instructors under Samagra Shiksha

### Expected Outcomes:

- Increased enrollment rates in government and aided schools.
- Reduced dropout rates through identification and re-enrollment of out-of-school children.
- Greater awareness among parents about the importance of education and available government schemes.
- Strengthened community participation in supporting children's education.
- This initiative will help to achieve universal educational access and bridge learning gaps, ensuring that every child gets the opportunity to learn and grow.



## Tentative Examination Schedule 2025 - 26

Assessment	Tentative Date	Syllabus
Formative Assessment-I (Classes I to V)	4 to 6 August, 2025	June, July
Formative Assessment - II (Classes I to V)	13-15 October, 2025	August, September
Summative Assessment - I (Classes I to V)	11-15 November, 2025	June to October
Formative Assessment - III (Classes I to V)	5-7 January, 2026	November, December
Formative Assessment - IV (Classes I to V)	9-11 February, 2026	January
Summative Assessment - II (Classes I to V)	7-11 April, 2026	Total Syllabus

**Holistic Progres Card should be given to students with in one week after the completion of each assessment**

**Note : 1. All Formative and Summative Assessments from class III to V will be conducted in CBA mode. 2. Grades 1 & 2, has age-appropriate assessment tools in FA-1 & FA-4. 3. Any changes in the Assessment Schedule will be intimated in due course.**





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

## June - 2025

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
30						1	07 - BAKRID (Eid-UI-Zuha) 14 - Second Saturday 15 - Eid-e-Ghadeer
2	3	4	5	6	7	8	OPTIONAL HOLIDAYS 27 - Radhyatra
9	10	11	12 <small>School Reopening Day</small>	13	14	15	IMPORTANT DAYS 01 - World Milk Day 03 - World Bicycle Day 04 - International Day of Innocent Children 05 - World Environment Day 07 - World Food Safety Day 08 - World Ocean Day 12 - School Reopening Day 21 - International Day of Yoga 28 - Mega Parent-Teacher Meeting * Every Thursday DIKSHA Content Usage by the students.
16	17	18	19	20	21 <small>No Bag day</small>	22	
23	24	25	26	27	28 <small>Mega PT Meeting No Bag day SMC Meeting</small>	29	

Working Days - 15

## June - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	బాలగేయాలు, అమ్మ చిత్రం	సంసిద్ధత అభినయ గేయాలు	తెలుగు తల్లి (సంసిద్ధతా పాఠం), * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధనపుస్తకంలోని అభ్యాసాలు	గాంధీ మహాత్ముడు (సంసిద్ధతా పాఠం), * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధనపుస్తకంలోని అభ్యాసాలు	ఏ దేశమేగినా(సంసిద్ధతా పాఠం), * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధనపుస్తకంలోని అభ్యాసాలు
ENGLISH	Readiness Programme	Readiness Programme	1. Tenali Rama And The Thieves	1. Three Butterflies	1. Mallika Goes to School!
MATHS	Readiness Programme (Big- Small, Biggest - Smallest, Top - Bottom, Inside - Out side)	Readiness Programme (Numbers, Before, After, Between, Tens and ones, Place value)	Let's Recall	Let's Recall	Let's Recall
EVS	----	-----	Happy family	Family	Migration of people
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	Our body	Importance of Food in our daily life	Food sources	School cleanness	First aid awareness
YOGA & PHY EDN	Body parts & Moments	Body parts & Moments	Tadasana / Warming up Exercises	Tadasana / Warming up Exercises	Dhanurasana / Warming up Exercises
GAMES	Warming up activities	Warming up activities	Warming up activities	Warming up activities	Warming up activities

“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**



### Ananda Vedika

Ananda Vedika - Mindfulness programme is designed to develop individual students with joyfulness, confidence and values. The following values are to be developed among students.

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

Implementation : 1. Ananda vedika programme will be conducted for 30 minutes in the first period. 2. The teacher who is allotted for first period is held responsible for conduct of Ananda vedika class.

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



Foundational School Timings	First Bell	Second Bell	School Assembly	First Period	Second Period	Short Break (Ragimalt)	Third Period	Fourth Period	Lunch Break	Fifth Period	Water Bell	Sixth Period	Short Break	Seventh Period	Eighth Period	Optional Period Games/ Remedial
	9-00	9-05	9-05	9-15	9-55	10-30	10-45	11-20	11-55	12-55	1-30	1-35	2-10	2-20	2-55	3-30
			9-15	9-55	10-30	10-45	11-20	11-55	12-55	1-30	1-35	2-10	2-20	2-55	3-30	4-30
Alloted Time			10 min.	40 min.	35 min.	15 min.	35 min.	35 min.	60 min.	35 min.	5 min.	35 min.	10 min.	35 min.	35 min.	60 min.

(Timings for Urdu medium Schools during Ramadan month should be from 8am to 1.30pm)

**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**

Half day School Timings

In Andhra Pradesh, schools typically operate on a full-day schedule. However, during the summer months, to protect students from rising temperatures, the state government implements half-day schedules. For the academic year 2025-2026, half-day schools are expected to commence from March 15, 2026. This decision is based on current weather trends and aims to safeguard students' health during extreme hot conditions. During this period, classes from 1st to 10th will operate from 7:45 AM to 12:30 PM. This schedule is consistent across all management schools, including Government, Mandal Parishad, Municipal, Aided, and Private recognized unaided schools in the state. Additionally, the mid-day meal program continues during this period, ensuring that students receive necessary nutrition.

Foundational School Timings	First Bell	Second Bell	School Assembly	First Period	Water Bell	Second Period	Third Period	Short Break (Ragimalt)	Fourth Period	Fifth Period	Sixth Period
	07-45	07-50	07-50	08-00	08-40	08-45	09-25	10-05	10-30	11-10	11-50
			08-00	08-40	08-45	09-25	10-05	10-30	11-10	11-50	12-30
Alloted Time			10 min.	40 min.	5 min.	40 min.	40 min.	25 min.	40 min.	40 min.	40 min.

School Readiness - Class Readiness

School/class Readiness programme for this academic year can be conducted for 6 weeks for 1 & 2 Classes from the date of reopening. For classes 3to5 Readiness activities will be conducted upto 30th June. School readiness can be conducted in order to make the children adopt to school environment. The teacher has to plan appropriate activities to achieve the minimum levels of learning of their previous class.

In order make the child ready Psychologically, Physically and sociologically, focus must be given for acquisition of Language Skills (LSRW) and Mathemetical skills (Four fundamental processes) by the children.

The teacher has to ensure that every child :

1. Acquire the stated academic standards to continue the present class.
2. Acquire the Literacy and Numaracy skills
3. Able to read and write sentences correctly.

4. Acquire creative skills and language skills as per the class - specific academic standards.
5. To do in the class - relevant foundational processes in mathematics as per the academic standards.
- Methodology:** The teacher has to allot 20% of periods (meant for readiness) for class preparedness in addition to the coverage of regular syllabus (from 12th June 2025 to 3rd August 2025) as given in the Academic Calendar.

All subject teachers shall conduct language reading and reading comprehension activities in their concern periods. Teacher has to write key vocabulary on the board from the pevious class lessons. Explain briefly and train the students to read the vocabulary by conducting whole class, pair, individual reading activities. Conduct dictation at the end of each period. Mathematics teachers shall conduct activities for four fundamental operations. In case of regular syllabus periods the teacher has to write key words, the gist of lesson in one or two sentences on the board and make students read and comprehend under class readiness activity.

Roles and Responsibilities of Head Teachers and Teachers

Head Teachers:

- All Head Teachers should scrupulously follow the guidelines regarding academic, supervision and administration as envisaged in G.O.Ms.No.54, Education (Ser V), dated 01.06.2000.
- Ensure the activities suggested regarding preparation of Headmaster's room, preparation of the classroom, resource mobilization, monitoring and supervision, planning of co-curricular and extra-curricular activities without fail.
- Set the standards of the school and evaluate him/herself continuously to ensure that the goals set are achieved by the end of the academic year.
- 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, programmes, 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.
- 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 Mobile Teacher (CRMT)/ Education and Welfare assistant of Village / Ward Secretariat concerned.
- Utilize the digital infrastructure properly with utmost care and ensure that it is made available for digital learning of students.
- Involve all teachers in the administrative activities and monitoring of government programs like PM Poshan - Dokka Seetamma Madhyahna Badi Bhojanam, Dr. Sarvepalli Radha Krishna Vidyarthi Mitra, School and Toilet maintenance.

Teachers:

- Teachers should scrupulously follow the guidelines regarding academic and classroom administration as envisaged in G.O.Ms.No.54, Education (Ser V), dated 01.06.2000.
- Follow the timetable prescribed by the Headmaster concerned.
- Write standard lesson plans as suggested in the Academic Calendar.
- 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 answer scripts in time and post the Marks / Grades 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 specifc learning outcomes among the students.
- Have their specifc 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 but not mere completion of the lessons.
- Keep assets register updated
- Ensure Maximum utilization of TVs.
- All CRMTs, SGTs, and School Assistants who are certified Teach tool observers need to do classroom observations, give feedback & share supporting resources with their mapped teachers once in 2 months (4 times in a year)

CONDUCT OF SCHOOL ANNIVERSARY

School Anniversary is cultural event with multiple benefits. School Anniversary is a significant event that hold immense importance for the school community, including students, teachers, alumni and parents. School Annual Day is conducted to celebrate achievements, encourage talent, build confidence, and strengthen the school community while making learning a fun and holistic experience. It may generally include... (May be planned on 27th January 2026)

1. Celebrating Milestones
2. Fostering Community Engagement
3. Inspiring Students
4. Promoting School Spirit
5. Fund raising and Development
6. Creating a Memorable and Fun Experience.





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

## July - 2025

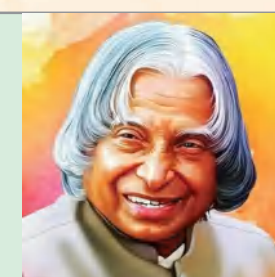
MON	TUE	WED	THU	FRI	SAT	SUN	
	1	2	3	4	5 No Bag day	6	<b>HOLIDAYS</b> 12 - Second Saturday <b>OPTIONAL HOLIDAYS</b> 05 - 9th Moharram <b>IMPORTANT DAYS</b> 11 - World Population Day 28 - World Hepatitis Day * Every Thursday DIKSHA Content Usage by the students.
7	8	9	10	11	12	13	
14	15	16	17	18	19 No Bag day Cluster Meeting	20	
21	22	23	24	25	26 No Bag day SMC Meeting	27	
28	29	30	31				

Working Days - 26

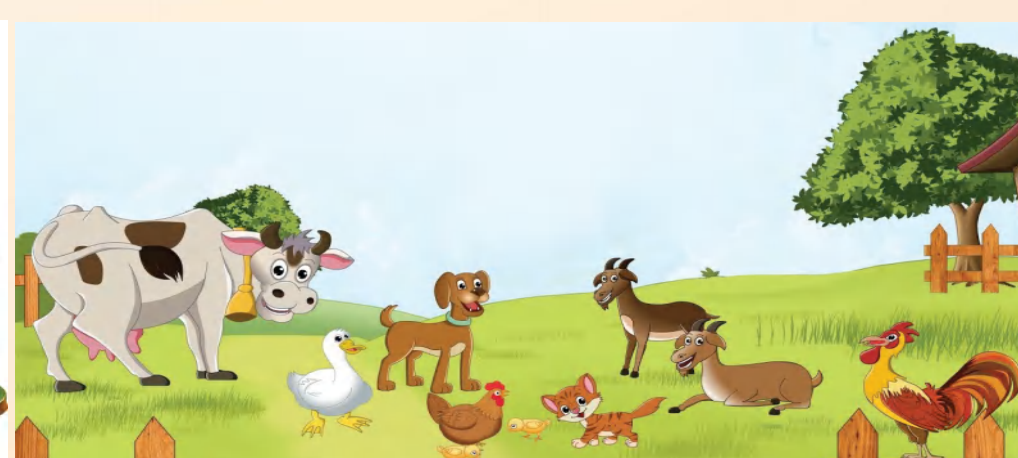
July - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	అక్షరగేయాలు, వర్ణమాల, అక్షర పరిచయం చిత్రాలు, ఆడుకుందాం - వర్ణమాల ఆట	సంసిద్ధత - అభినయగేయాలు	మర్యాద చేద్దాం, (సంసిద్ధత పాఠం) *పాఠ్య పుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	గాంధీ మహాత్ముడు గోపాల్ తెలివి (సంసిద్ధత పాఠం) *పాఠ్య పుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	సాయం (సంసిద్ధత పాఠం) *పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	Readiness Programme	Readiness Programme	1. Tenali Rama And The Thieves	1. Three Butterflies	1. Mallika Goes to School!
MATHS	Readiness Programme (Near - Far, Rolling - Sliding, Above - Below, Shapes, 3-d Shapes, Before - Between - After) Numbers (0 - 9)	Readiness Programme (Addition, Subtraction, Word problems, Measurements, Money, Shapes.) Shall we count	Let's Recall, Numbers	Let's Recall, Large Numbers	Let's Recall, My Number World
EVS	----	-----	Plants around us, Animals around us	Green World, Animals Around Us	Climate Change, Clothes We Wear
ART-CULTURAL EDUCATION	Origami, Paper cuttings, Finger, Hand 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	Food hygiene	Food hygiene	Water borne diseases	Food hygiene	Awareness on our environment
YOGA & PHY EDN	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Vrikshasana	Vrikshasana
GAMES	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills	Fundamental movement skills

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



**Theme:**  
**Plants & Animals around us**





## Readiness action plan for 3 & 5th classes

### Telugu Action Plan for Class 3 & 5

Telugu plan for Class 3 is carefully structured to strengthen students’ foundational knowledge from Classes 1 and 2 while making the transition smoother through engaging and interactive activities. The focus this week is on letter recognition (Achulu & Hallulu), correct pronunciation, and developing reading and writing readiness.

Each day, the teacher introduces letters using familiar words from the child’s environment. For example, the letter ‘అ’ is taught through the word ‘అమ్మ’, helping children connect sound to meaning. As children become familiar with letters, they are encouraged to generate simple words by combining letters. For instance, letters ‘అ’ + ‘ం’ + ‘మ’ = అమ్మ. Later, children attempt forming simple sentences using the words they’ve learned, such as ‘అమ్మ ఇంటిలో ఉంది?’

Gamification is integrated daily to make learning joyful—activities like Letter Hopscotch, Akshara Cards, and Word Building Games allow children to learn letters, form words, and read short sentences playfully. This also helps teachers in tracking progress through formative assessments without pressure on the child.

Children listen to stories, rhymes, and participate in oral games that encourage them to speak confidently. Activities are designed to help children read, form, and write letters and gradually transition to words and sentences. This progression ensures that by the end of the week, children begin reading and writing simple meaningful sentences with understanding.

By using an integrated approach of storytelling, gamified learning, writing practice, and oral interaction, Week 1 lays a strong foundation in language learning while building children’s confidence and joy in using Telugu.

### ENGLISH action plan of 30 Days for Class 3 and 5

The 30-day English Action Plan for Class 3 follows a systematic and joyful path of language learning—beginning with letter recognition and gradually leading to word and sentence formation. This plan is carefully aligned with age-appropriate themes like I Am Special, My Body, My Family, Colours, Actions, Numbers, and Healthy Eating, ensuring that students learn in a relatable context.

Phase 1: From Sound to Symbol (Days 1–5) Learning begins with alphabet awareness. Children are introduced to letters and their corresponding sounds through multisensory methods—tracing in air and sand, identifying pictures, and repeating aloud. Gamified activities like “Name Chain,” “Find the Sound,” and “Alphabet Relay” make this stage interactive and energetic. These games reinforce phonemic awareness and visual recognition of letters.

Phase 2: From Letters to Words (Days 6–15) Once children are confident with letters, they begin blending sounds to form CVC (Consonant-Vowel-Consonant) words like cat, sun, and leg. Games such as “Word Puzzle,” “Word Ladder,” and “Sound Hop” make word formation a playful challenge. Writing practice is supported through theme-based words (e.g., body parts, family members), where vocabulary is built naturally. Gamification here helps children stay motivated and feel a sense of achievement when forming complete words.

Phase 3: From Words to Sentences (Days 16–27) Gradually, children move to constructing meaningful sentences using sight words (I, is, am, the, this, that) and learned vocabulary. With teacher scaffolding, they learn sentence patterns like “This is a red ball” or “I see a tree.” Games like “Sentence Puzzle,” “Sentence Train,” and “Do and Write” promote collaborative learning, problem-solving, and fluency. This phase encourages both oral and written expression through joyful classroom interactions.

Phase 4: Reading, Expression, and Presentation (Days 28–30) By the end of the plan, children engage with short story reading, picture-based comprehension, and sentence building using familiar words. “Act the Story,” “I Spy,” and “English Star Card” (portfolio presentation) activities build self-confidence and reinforce all four language domains—listening, speaking, reading, and writing. They also provide opportunities for formative assessment in a stress-free, engaging manner.

Role of Gamification Throughout the Plan Gamification is not an add-on but an integral part of daily instruction. Every concept—from letter recognition to sentence construction—is reinforced with simple, low-cost games that are easy to implement in classrooms. These games create a fun learning environment, encourage peer participation, and reduce fear of language. They also cater to diverse learners by offering multiple entry points to engage with content.

Conclusion This 30-day plan fosters holistic English language development by integrating structured learning with gamified methods. It allows children to progress from identifying letters to constructing and presenting meaningful sentences with confidence, joy, and real-world connection.

### Mathematics action plan of 30 days for Class 3 and 5

The 30-day foundational Math plan is designed to build strong numerical and conceptual understanding among young learners through structured instruction, engaging activities, and playful learning. Teachers introduce numbers, operations, shapes, measurements, time, money, patterns, and data handling using real-life objects and relatable situations. Throughout the plan, gamification plays a central role in sustaining children’s interest and participation. Activities like “Number Basket,” “Relay Race,” and “Frog Jump Backward” transform abstract number concepts into enjoyable physical games. Math operations such as addition and subtraction are taught through manipulatives like sticks, blocks, and pebbles, followed by dice games and storytelling tasks that help connect classroom learning to everyday experiences.

Place value and grouping are introduced using bead activities, hopscotch games, and hands-on grouping tasks that make counting in 2s, 5s, and 10s exciting. Multiplication is linked with repeated addition through jump games and table challenges, while division is explored through sharing laddus and passing stones in a game setting. Measurement concepts are introduced using classroom tools like pencils and strings, with fun tasks like the “Length Ladder” and “Weight Race” to reinforce comparison. Time and money are made tangible using daily routine cards, toy clocks, coin markets, and classroom shops where students role-play and apply calculations.

Patterns, shapes, and data handling are taught through colorful chains, shape hunts, and bar graph drawing after simple surveys. The final week emphasizes revision through energizing relays, hunts, and estimation tasks. Students also express learning creatively by making their own Math books, participating in peer teaching, and sharing real-life math examples. A joyful culmination is organized with a Math quiz, talent show, and portfolio review. Throughout the plan, teachers act as facilitators who guide learning, support play-based tasks, and observe progress using worksheets, games, and oral interactions. The integration of gamification ensures learning is joyful, inclusive, and rooted in real-world applications, fostering deep understanding and love for mathematics.

### EVS 30 days Action Plan for Class 5

This 30-day revision plan is designed to help Class 5 students reinforce their understanding of EVS topics from Classes 3 and 4 through engaging and playful learning methods. By integrating gamification strategies, the plan encourages active participation, collaboration, critical thinking, and joyful learning. Each day focuses on a specific topic, revisited through fun and meaningful activities like puzzles, relay races, scavenger hunts, sorting games, role plays, and interactive quizzes.

Key topics such as Happy Family, Plants and Animals Around Us, Body Parts, Food and Water, Shelter, Transport, Games and Recreation, Sense Organs, Professions, and Meal Times are revised using games that are child-friendly, low-cost, and easily adaptable to classroom settings. The activities promote hands-on experiences and tap into children’s natural curiosity and enthusiasm.

The plan also includes weekly revision days using quizzes. A culminating day – EVS Mela – offers students a platform to exhibit their learning through displays, models, and performances.

This approach supports holistic learning, reinforces classroom content, and fosters socio-emotional development by building teamwork, communication, and reflection skills. Teachers can assess learning informally through observation and peer feedback.

By making EVS revision fun and interactive, this action plan ensures better retention, application, and love for environmental learning.

## Nipun Bharat Mission / Lakshyas



The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat) is a flagship programme launched by the Ministry of Education, Government of India, under the umbrella of the Samagra Shiksha Abhiyan. This mission aims to ensure that every child should attain foundational literacy and numeracy (FLN) skills by Class 2 by the year 2026-27. The main goal of the program is to equip children with essential reading, writing, and mathematical skills at an early stage, laying a strong foundation for their future learning.

Grade	Skills	సజ్జ్ఞ : తెలుగు
CLASS 1	మౌఖిక వ్యక్తీకరణ	తోటి పిల్లలతో, ఉపాధ్యాయులతో మాట్లాడతారు. తన అవసరాలు, మరియు పరిసరాల గురించి తన స్నేహితులతో, తరగతి ఉపాధ్యాయులతో, పరిచయమైన వ్యక్తులతో మాట్లాడటం మరియు ప్రశ్నలు అడగడం చేస్తారు.
		గేయాలు / పద్యాలు / కవితలు / పాటలు అర్థం చేసుకొని యాక్షన్ తో పాడతారు.
		తరగతి గదిలోను, పాఠశాల ప్రాంగణంలోను మరియు పరిసరాలలోను అందుబాటులో ఉన్న ముద్రిత పదాల గురించి, చిత్రాల గురించి మాట్లాడగలరు.
		చిత్రాల ఆధారంగా కథలను చదివే ప్రయత్నం చేస్తారు.
	చదవడం	తరచుగా వచ్చే ప్రాస పదాలను గుర్తిస్తారు.
		అక్షరాన్ని అక్షర శబ్దాన్ని గుర్తిస్తారు.
		రెండు నుండి మూడు అక్షరాలను గల సరళ పదాలను చదువుతారు.
		పుస్తకం చదవడం / కథ చెప్పే కార్యక్రమంలో చురుకుగా పాల్గొనగలరు, కథల సమయంలో మరియు తరువాత కథకు సంబంధించిన ప్రశ్నలకు సమాధానాలు ఇవ్వగలరు; పరిచయమైన కథను బొమ్మలతో మరియు ఇతర సామగ్రితో ప్రదర్శించగలరు.
	రాయడం	అక్షరాన్ని దాని శబ్దాన్ని ఉపయోగించి కొత్త పదాలను చదవగలరు.
		గుర్తించిన అక్షరాలతో పదాలను తయారు చేస్తారు / రాస్తారు.
		చిత్రాలను గీయడం, రంగులు వేయడం ద్వారా స్వీయ వ్యక్తీకరణ చేస్తారు
		గుర్తించిన అక్షరాలను పెన్సిల్ పట్టుకొని రాస్తారు
		తన పేరు గుర్తించి రాస్తారు.

**గమనిక :** NIPUN పునాది అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

**NOTE:** NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.

Grade	Skills	సజ్జ్ఞ : తెలుగు
CLASS 2	మౌఖిక వ్యక్తీకరణ	పిల్లలు తరగతి గదిలో ఉన్న చిత్రాల గురించి సంభాషిస్తారు.
		పిల్లలు సంభాషణలో పాల్గొంటూ, ఇతరులు మాటలను వింటారు, ప్రశ్నలను అడుగుతారు.
		గేయాలు / పాటలు పాడుతారు.
		పిల్లలు కథల్లో, పద్యాల్లో, ముద్రణలోవున్న సుపరిచిత పదాలను తిరిగి చెప్తారు.
	చదవడం	పిల్లలు పాఠ్యపుస్తకాలు, కథలను చదివి వాటిని తిరిగి చెబుతారు.
		ఇచ్చిన అక్షరాలతో అర్థవంతమైన పదాలను సొంతంగా తయారు చేయగలరు.
		వారికి ముందు పరిచయం లేని 4–5 సాధారణ పదాలతో కూడిన చిన్న వాక్యాలను చదవగలరు.
		సరళ పదాలతో, గుణిత పదాలతో వున్న 6 నుండి 8 వాక్యాలను అర్థం చేసుకొని స్పష్టంగా చదువుతారు.
	రాయడం	పిల్లలు తమ భావాలను సరళ వాక్యాలలో వ్రాయగలుగుతారు.
		పిల్లలు 4 లేక 5 చిన్న వాక్యాలను అర్థమయ్యే విధంగా వ్రాస్తారు.
		1. పరిచిత సన్నివేశాన్ని (కథలు, పాటలు) గురించి రాయడంలో గుణిత పదాలను ఉపయోగించి రాస్తారు.
		2. అక్షరం దాని శబ్దం ఉపయోగించి కొత్త పదాలను రాయగలరు. పిల్లలు అపగాహన తో 2 లేదా 3 వాక్యాల రాస్తారు.

**గమనిక :** NIPUN పునాది అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

Grade	Skills	Subject : English
CLASS 2	Oral Language	Converse and talks about the print in the classroom.
		Engages in conversation to ask questions and listens to others.
		Recites songs/ poems.
		Repeats familiar words occurring in stories/ poems/print etc.
	Reading	Reads and narrates/re-tells the stories from children's textbook.
		Reads small sentences consisting of at least 4-5 simple words from the textbook.
		Uses sound symbol correspondence to read new words.
		Writes 4 to 5 short sentences with legible writing.
	Writing	1. Uses sound symbol correspondence to write words with invented spellings.

**NOTE:** NIPUN is a mission focused on achieving foundational literacy and numeracy. It has set specific targets for students in primary classes to achieve by the end of the academic year. Every student must reach these targets by the year's end.

Grade	Skills	Subject : Maths
CLASS 1	సంఖ్యాజ్ఞానం	Counts objects and correlates numerals up to 9
		Recognizes, reads and writes numerals up to 9
		Identifies and copies/draws simple patterns.
		Compares two groups in terms of number of objects and uses words like more than / less than/ equal to etc.
		Arranges numbers/ objects / shapes / occurrence of events in a sequence
		Classifies objects based on their observable characteristics and communicates the criteria of classification
		Uses vocabulary for comparative words like longer, longest, taller, tallest, shorter, shortest, heavier than, lighter than etc. in the context of different objects around him/ her.
		Counts objects and develops number sense up to 20
		Identifies and extends simple patterns in their surroundings, shapes and numbers
		Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations.
		Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using non-standard uniform units like cup, spoon, mug etc.
		Identifies Indian currency notes and coins up to INR 20

**గమనిక :** NIPUN పునాది అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

Grade	Skills	Subject : Maths
CLASS 2	సంఖ్యాజ్ఞానం	Counts objects and develops number sense up to 99.
		Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.
		Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x
		Estimates and measures length/ distance/ capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance
		Uses spatial vocabulary like far/ near, in/ out, above/ below, left/ right, front/ behind, top/ bottom etc.
		1. Create new patterns from different shapes and numbers.
		2. Performs simple transactions using money up to INR 100.
		పిల్లలు 99 అంకెల సంఖ్యా జ్ఞానాన్ని వస్తువులు లెక్కించడం ద్వారా పెంచుకుంటారు.
		99 వరకు సంఖ్యల కూడిక / తీసివేత చేయడం. ఈ మొత్తం 99 సంఖ్యకు మించకుండా నిత్య జీవితంలో సమస్యలు పరిష్కరిస్తారు.
		గుణకారాన్ని పునరావృత సంకలనంగా, మరియు భాగాభాగాన్ని సమాన విభజనగా అర్థం చేసుకోవడం. భాగాభాగ నిర్మాణాలను విశాల ద్వారా తెలుసుకుంటారు.
		ప్రామాణికం కాని సాధారణ కట్టి, పెన్సిల్, దారం, కప్పలు, చెదాలు, మొదలైన వాటి యొక్క పొడవు, దూరం, బరువులను అంచనా వేస్తారు.
		దగ్గర/ దూరం, లోపల/ బయట, ఎడమ/ కుడి, ముందు/ వెనుక, పైన/ కింద వంటి ప్రాచీనత భావనలకు సంబంధించిన పదాలను ఉపయోగించగలుగుతారు.

**గమనిక :** NIPUN పునాది అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

# August - 2025

Assessment : FA-1

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
				1	2 No Bag day	3	08 - Varalakshmi Vratam 09 - Second Saturday 15 - Independence Day 16 - Srikrishnashtami 27 - Vinayaka Chaviti
4	5	6	7	8	9	10	OPTIONAL HOLIDAYS 15 - Parsi New Year Day
11	12	13	14	15	16	17	IMPORTANT DAYS 03 - National Friendship Day 06 - Heroshima Day 12 - International Youth Day 19 - Photography Day 29 - National Sports Day
18	19	20	21	22	23 PTM&SMC Meeting No Bag day Cluster Meetings	24	* Every Thursday DIKSHA Content Usage by the students.
25	26	27	28	29 Language Festival Sports Day	30 No Bag day SMC Meeting	31	

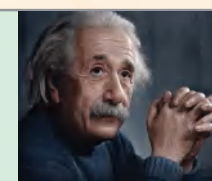
Working Days - 21

## August - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పడవ, చందమామరావే, మేలుకొలుపు, పద్యరత్నాలు 1,2 పద్యాలు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	వాన, చిలకల్లారా చిలకల్లారా, పద్యరత్నాలు 1వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	మంచి బాలుడు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	దేశమును ప్రేమించుమన్నా * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	కొండవారు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	1. Me & Myself 1.1 I am Special 1.2. My Body Parts 2. My Family	1 School and Play 1A Welcome to school 1B Let's Play 2 I and My House 2A May I Help You?	2. The Recipe Book	2. Major Dhyan Chand	2. My Sweet Memories
MATHS	Numbers (0 - 9)	Shall we count, Let us Add	Numbers	Large Numbers	My Number World, Addition and Subtraction
EVS	----	-----	Our Body	Sense Organs	Know our organ systems
ART-CULTURAL EDUCATION		Draw mirror images, Paper cuttings, Stick puppet, Swarajati.	Draw body parts, Paper cuttings, Leather puppets, Swarajati, Keeratanalu.	Draw designs on bed sheets, Sarees, Calligraphy, Leather puppets, Keeratanalu.	Draw desings of building & houses, Plate puppets, Glove puppets, Keeratanalu.
H E	Our daily food	Our daily food	Awarness on our environment	Different types of foods	Environmental hygiene
YOGA & PHY EDN	Fundamental motor skills	Fundamental motor skills	Fundamental motor skills	Padahasthasana	Hasthauttanasana
GAMES	Fundamental motor skills	Fundamental motor skills	Fundamental motor skills	Fundamental motor skills	Fundamental motor skills

“Anyone who has never made a mistake has never tried anything new.”

– Albert Einstein



**Theme:**  
**Language Festival**





## School Assembly

### 1. School Assembly

School Assembly is a morning assembly that is identified as an integral part of the school schedule. It is a space where the whole school comes together at the start of the day to affirm school identity and aspiration. Assembly is the ideal time to rouse the physical, intellectual and emotional energy of the school community so that they can perform optimally through the course of the day. Headmaster/Head mistress, Class Teacher, Physical Education Teacher, School Pupil Leader, Class Pupil Leader are the responsible persons for effective conduct of school assembly.

#### Objectives

- h Develop a feeling of unity and affiliation among students
- h Enable students to share their experiences, stories, and anecdotes with others
- h Motivate students and reinforce positive behaviours/conduct/actions in the form of praise or rewards awarded in public
- h Acquaint students with the school program more clearly

**Timeline and Schedule :** The following activities will be conducted in the School assembly everyday for 10 minutes:

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

For special pledges such as school safety pledge, road safety pledge and nature prayer, please refer to last page under the head Pledges.



### Pledges

#### General Pledge :

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 give my parents, teachers and all elders respect and treat everyone with courtesy. I shall be kind to Animals. To my country and my people, I pledge my devotion. In their well being and prosperity alone lies my happiness.

#### School Safety Pledge : (Every Wednesday in the 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 / POC SO Box and check the comments shared by students regularly.



#### రహదారి భద్రత-ప్రతిజ్ఞ (Every Tuesday in the 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, అవగాహనా రాహిత్యంతో వాహనాలు నడపడం ప్రమాదం అని, దిద్దుకోలేని తప్పు చేసినవారం అవుతామని గ్రహిస్తున్నాను.
- తగిన వయస్సు లేకుండా, లైసెన్స్ లేకుండా, సెల్ ఫోనులో మాట్లాడుతూ, మత్తు పదార్థాలు సేవించి వాహనాలు నడపడం జీవితాలను నాశనం చేస్తుందని ప్రచారం చేస్తాను.
- రహదారులు నీడ నిచ్చే చెట్లతో మెరిసిపోవాలే తప్ప రక్తపు మరకలతో తడిసిపోకూడదని విజ్ఞతతో వ్యవహరిస్తానని ఆత్మసాక్షిగా ప్రమాణం చేస్తున్నాను.

#### ప్రకృతి ప్రార్థన (Every Friday in the Assembly) :

- కిలకిలావాలతో ప్రభాత గీతం పాడే పక్షి జాతికి, ప్రాణవాయువునిచ్చి పచ్చదనాన్ని నింపే వృక్షకోటికి వినమ్రతతో 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 అవాసాలకు అటంకం కలిగించననీ, ప్రకృతి వనరులను దుర్వినియోగం చేయననీ, విష రసాయనాలతో, ప్లాస్టిక్ వ్యర్థాలతో కాలుష్యం కలిగించననీ ప్రమాణం చేస్తున్నాను.
- వనక్షణతో 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....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 in the light of knowledge gained, to solve the problems I faced as well as 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.

## Vidya Pravesh

#### Introduction

Vidya Pravesh is a three-month preparatory module designed for children entering Grade 1. It is based on the National Education Policy (NEP) 2020 and aims to provide a smooth transition from preschool to formal schooling. The program focuses on play-based and activity-based learning to develop foundational skills in language, numeracy, and socio-emotional aspects.

#### Objectives

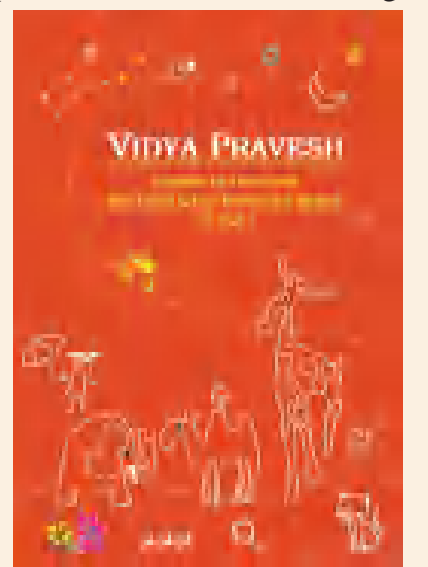
- To ensure children develop school readiness before starting formal education.
- To enhance language, numeracy, and cognitive skills through play-based activities.
- To build confidence, curiosity, and social-emotional skills in children.
- To make learning joyful and engaging through storytelling, songs, and hands-on activities.

#### Process

- Play-Based Learning – Activities like storytelling, singing rhymes, and free play.
- Language Development – Picture reading, conversation practice, and vocabulary-building exercises.
- Numeracy Skills – Counting objects, recognizing numbers, and playing number games.
- Fine Motor Development – Tracing, coloring, clay modeling, and craft activities.
- Social-Emotional Learning – Group activities, self-help tasks, and interaction with peers.

#### Expected Outcomes

- Improved listening, speaking, and comprehension skills in children.
- Enhanced pre-writing and pre-math skills through hands-on experiences.
- Better social and emotional adjustment in the classroom environment.
- Increased confidence and curiosity for learning.
- To Ensure smooth transition into Grade 1 Vidya Pravesh module designed for 90 days is restructured to 60 day programme.
- Duration : 12th June to 3rd August 2025 ( Two- months programme)
- Daily Schedule: Two hours are allocated for Vidya pravesh activities in all primary schools - one hour in the morning and one hour in the after noon.







# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

## September - 2025

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
1	2	3	4	5	6 No Bag day	7	05 - Eid - Miladun-nabi 13 - Second Saturday Dasara Holidays 24.09.25 to 02.10.25 Dasara Holidays for Minority Institutions 27.09.25 to 02.10.25
8	9	10	11	12	13	14	IMPORTANT DAYS
15	16	17	18	19	20 SMC Meeting No Bag day & Cluster Meeting	21	05 - National Teachers' Day 08 - International Literacy Day 14 - Hindi Diwas 15 - International Day of Democracy National Engineers Day
22	23	24	25	26	27	28	16 - Ozone Day 22 - World Rivers Day 23 - International Day of Sign languages * Every Thursday DIKSHA Content Usage by the students.
29	30						

Working Days - 18/21

## September - 2025- Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	ఉడతా! ఉడతా! హూన్! తక్కిమితోం, అరక, పద్యరత్నాలు 3వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పూచినపూలు, పరుగుపందెం, కొంటెకోటి, ఏడిరెక్కదాం, పద్యరత్నాలు 2,3వ పద్యాలు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	నా బాల్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పరివర్తన * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	జయగీతం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	3 Actions & fun 3.1 My Fun 3.2 My Actions	2B. My House 3 Food and Habits 3A. What Am I? 3B. I Am Perfect	3. The Loyal Mongoose 4. Help Me... Please!	3. A Trip of Memories	3. The Necklace
MATHS	Addition	How much Left	Addition, Subtraction	Addition, Subtraction	Multiplication and Division
EVS	----	-----	Food Keeps us Fit and Healthy	Eat Together	Agriculture
ART-CULTURAL EDUCATION	Draw different types of ornaments, Paper cuttings, Glove puppet, Lalitha Geetalu.	Model making with Clay, Paper cuttings, Stick puppets, Lalitha Geetalu.	Model making with wax, Paper cuttings, Leather puppets, Lalitha Geetalu.	Model making with wax and clay, Making ornamental objects, Stick puppets, Lalitha Geetalu.	Model making with wax and clay, Collage work, Glove puppets, Sampradaya keertanalu.
H E	Healthy habits	Our daily food	Hygienic Food	Hygienic Food	Importance of food
YOGA & PHY EDN	Fundamental Motor skills	Fundamental Motor skills	Natarajasam	Natarajasam	Natarajasam
GAMES	Rhythmic activities	Rhythmic activities	Rhythmic activities	Rhythmic activities	Rhythmic activities

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

- Rabindranath Tagore



**Theme:**  
**Fun with Mathematical Tables**





## Teaching at the Right Level (TaRL)

The academic year 2022-23 marked the return of children to schools after almost two years of school closure and disruptions. In order to deal with the learning loss incurred by prolonged school closure, it was apparent that a business-as-usual approach could not be adopted to solve the crisis at hand and children needed additional support to help them ‘Catch-Up’ with foundational literacy and numeracy skills before they can have a chance to excel at grade-level curriculum. A focus on ‘Learning Recovery’ to address the learning loss suffered by children during the pandemic became essential.

In this light, since June 2022, Pratham Education Foundation in collaboration with the Samagra Shiksha has been implementing the Build Back Better Program based on Pratham’s evidence-based Teaching-at-the-Right-Level (TaRL) approach. The learning improvement and recovery program aims to help children in Std. III to V build and re-build their basic language (Telugu) and arithmetic skills through strengthening the system by training of teachers and improving monitoring and support practices of the various administrative cadres at the district and mandal level.

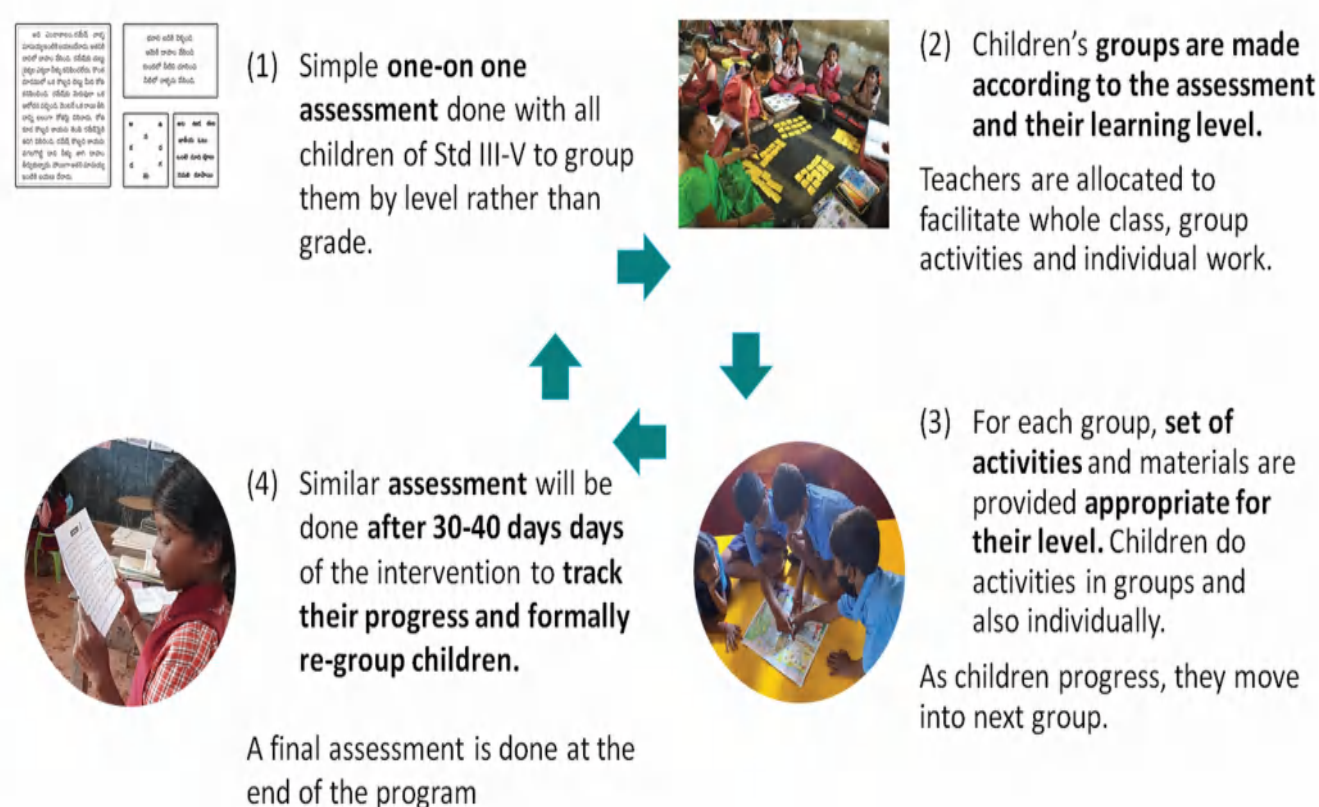
### What is “Teaching at the Right Level”: System Practices Usual Teaching-Learning vs “TaRL”

	Usual Processes	Teaching at the Right Level (TaRL)
<b>Training of teachers</b>	Often done by trainers or resource persons who have not carried out the program themselves. Usually training done once at the start of a program.	In typical TaRL programs, training of teachers are only done by those who have carried out successful “practice classes” daily for at least 15-21 days. These are “ <b>leaders of practice</b> ”.
<b>Ongoing field based academic support</b>	Usually trainers do not visit schools/teachers in the field. School visits done for monitoring or inspection.	TaRL programs have a strong ongoing on-site field support component. The trainers or “ <b>leaders of practice</b> ” are the same people who visit schools constantly to support teachers.
<b>Monitoring &amp; Review</b>	Pen and paper assessment done at the beginning & end of a learning unit.	Simple assessment used periodically to track student progress, review data, and make decisions on child progress and program design.
	Minimal data analysis to understand student learning or adjust teaching before moving to the next learning unit.	Data used for planning school visits.
	Program reviews done infrequently.	Quick decision making to inform program delivery and future course.
System alignment is essential to success TaRL helps the move from “schooling for all” to “learning for all”		

### What is “Teaching at the Right Level”: Classroom practices Usual Teaching-Learning vs “TaRL”

	Usual Teaching-Learning	Teaching at the Right Level (TaRL)
<b>Goal</b>	Complete the grade level textbook or curriculum.	Ensure basic foundational skills for all, with clearly articulated goals for basic reading and math.
<b>Assessment</b>	Assessments aligned with curriculum and often pen & paper with many questions. Hard for teacher to use immediately for guiding his/her instruction. Usually used at beginning and end of term or year.	Simple one-on-one assessments of every student used for starting, grouping and tracking progress. Assessment aligned to and useful for guiding ongoing instruction.
<b>Grouping – organizing children for instruction</b>	Grades are organized by age. Children of a certain age are in a certain grade. Teaching done at grade level based on grade level curriculum and textbooks.	Children grouped by <b>current</b> learning level rather than by grade (or age). Children move <b>quickly</b> from one group to the next <b>as their learning progresses</b> .
<b>Teaching &amp; Activities</b>	Teaching starts at the level expected of that grade. Focus mainly on whole-class instruction (‘chalk and talk’ and textbook-driven), focus on grade level curriculum leads to teaching to the ‘top of the class’.	Teaching starts at the level of the child rather than at the level of the grade. Simple and engaging daily learning activities that can be adapted as children progress. Students engage in activities in large groups, small groups, and individually.

### Finding a solution: Pratham's tried & tested Teaching at the Right Level approach



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

## School Readiness Mela (SRM)

Date of conducting SRM: To be conducted on 28th of June “School Readiness Mela is a concept taken up for children entering school which plays a crucial milestone in child’s life. It is a place where people in the village or neighbourhood come together along with the children on a certain day to perform various activities to ensure children are ready for school. AWWs, School teachers, panchayat members, and community members come together to organise the SRM in an area near the school or community on a certain day. Mothers of children who are about to enter Grade 1 and children themselves are invited to participate in the mela. The SRM is conducted in the month of June with the objectives of celebrating the role of parents in their children's development, demonstrating first-hand experience of activities/skills that contribute to building a strong foundation for learning, and providing ideas for activities that families can do at home to get their children 'ready' for schooling and learning. Assessment Date of conducting Assessment: August 1st week in place of FA1 Assessment is an integral part of the teaching-learning process. It helps to provide information to the teacher, parents, and children themselves about their achievements. In this regard baseline assessment is conducted in the month of August (First week) to cater all domains of development of the children. Once the assessment is completed the teacher should make to record and document the child’s progress systematically. Children progress should be shared with their parents at FLN Fair.

## FLN Fair

“FLN Fair “Date of conducting FLN Fair: 30th of August and 28th of February “After completion of assessment the progress of children should be shared to parents by conducting FLN Fair. The FLN Fair is conducted in the month of August and february last week where the parents of the children assemble in the school premises to discuss on the progress and support needed for children to improve their learning. This discussion helps teachers and parents collaboratively work together in school and at home as well.

## Remedial Teaching

As per the Right to Education Act- 2009, schools have the responsibility of ensuring students achieve their class specific learning outcomes. In cases where students have not reached their class wise learning outcomes, remedial teaching is provided to them. This is to ensure that quality education is provided and there are lesser dropouts. To avoid this learning gap, remedial teaching provides instructional correctives. It is a process of reduce the students’ learning gaps or subject matter difficulties that have crept into the understanding. It is the next natural step carried out after diagnostic testing. Remedial Teaching is generally provided in two situations: one, to help students catch up with the prerequisites of the previous class and the other to help students comprehend the concepts better. If students may provided ample time for practice on the concepts taught, remediation will be minimised.

### Objectives

- h Helping teachers to set objectives as per the nature of difficulties and to develop & bring in different pedagogical methods and tools to fill in the gap amongst the fallen behind students.
- h Helping students who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

**Periods allocated:** 10% of Periods allotted to the subject.

### Role of the Teacher

<b>Teaching Preparation</b>	Before preparing for their lessons, remedial teachers should <b>identify students' diverse learning</b> needs as soon as possible so that they may design appropriate teaching plans to facilitate students' effective learning.
<b>Devise various learning activities</b>	Teachers must devise <b>different learning activities</b> with the same teaching objective to develop students' varied abilities and skills in problem solving it is more effective to <b>adopt a series of relevant and simple teaching activities</b> since students may acquire the required knowledge and skills through diversified activities
<b>Design meaningful learning situations</b>	Remedial teachers should design <b>meaningful language environments</b> (especially for English subjects), games or activities so as to provide personal learning experiences for pupils and stimulate their interest and initiative in learning.
<b>Teaching approaches</b>	Teachers should give <b>concrete examples</b> before proceeding to abstract concepts through simple and easy steps with respect to the learning abilities of students. Teachers may teach new concepts from <b>different perspectives by various approaches</b> . Teachers should encourage students' active participation by more frequent use of teaching aids, games and activities.
<b>Assessments</b>	A teacher <b>need not conduct many assessments</b> to track the progress of the child but they should make sure to <b>check for understanding</b> of the child in the process.





# Department of School Education

Government of Andhra Pradesh

Academic Calendar for Primary Schools

2025 - 26

## October - 2025

Assessment : FA-2

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4 No Bag day	5
6	7	8	9	10	11	12
13	14	15	16	17	18 No Bag day Cluster Meeting	19
20	21	22	23	24	25 No Bag day PTM&SMC Meeting	26
27	28	29	30	31		

**HOLIDAYS**

02 - Gandhi Jayanthi

11 - Second Saturday

20 - Deepavali

**OPTIONAL HOLIDAYS**

09 - Yaz Dahum Shareef

**IMPORTANT DAYS**

02 - International Day of Non Violence

04 - World Animal Welfare Day

05 - International Teachers Day

08 - Indian Air force Day

10 - National Postal 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 - 23

October - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	ఊహల ఊయల, బావా బావా వన్నీరు, పద్యరత్నాలు 4వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	అప్పుడాలు -బజ్జీలు, సబ్బుబిళ్ళ, పద్యరత్నాలు 4వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పొదుపు-విడుపు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	సత్య మహిమ * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	తోలుబొమ్మలాట-ఒక జానపదకళ * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	4 Numbers & Colours 4.1 Numbers 4.2 Colours	4 Gardening 4A. Let's Plant 4B Colourful Garden	4. Help Me... Please!	4. Swami Vivekananda	4. Kalam with Children
MATHS	Subtraction, Money	Playing with Numbers	Subtraction, Multiplication	Subtraction, Multiplication	Multiples and Factors
EVS	----	-----	Water - The Gift from Nature	Water	Every drop is precious
ART-CULTURAL EDUCATION	Wax modeling, Collage work, Group dance.	Wax modeling, Collage work, Paper cuttings, Stick puppet, Lalitha Geetalu, Folk dance.	Vegetable carving, Paper cuttings, Leather puppets, Lalitha Geetalu, Keertanalu.	Vegetable carving, Decoration, Stick puppets, Leather puppets, Lalitha Geetalu, Folk dance.	Vegetable carving, Printing, Collage work, Glove puppets, Lalitha Geetalu, Folk dance.
H E	Healthy habits	Healthy habits	Food diseases	Air, ventilation & water	Organs Hygiene
YOGA & PHY EDN	Balancing Skills	Balancing Skills	Padahasthasana	Vshtrasan	Padahasthasana
GAMES	Agility balance coordination skills	Agility balance coordination skills	Agility balance coordination skills	Agility balance coordination skills	Agility balance coordination skills

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

- Nelson Mandela



**Theme:**  
**Healthy Habits**





## Holistic Progress Card (HPC)

The **Holistic Progress Card (HPC)** in Andhra Pradesh is a comprehensive tool designed to evaluate students' overall development, encompassing academic performance, personal growth, and extracurricular involvement. This initiative aligns with the National Education policy (NEP) 2020's emphasis on a 360-degree, multidimensional assessment approach.

The Holistic Progress Cards are part of broader effort to enhance personalized learning and ensure the overall well-being of students in Andhra Pradesh's government schools.

### Key Components of the Holistic Progress Card :

**Basic information :** Includes the student's full name, date of birth, grade, roll number, and a recent photograph.

The Holistic Progress Record includes essential details such as the admission number, Aadhaar number, APAAR ID, PEN number, and contract numbers.

**Health Metrics :** Records such as height, weight, Body Mass Index (BMI) and blood group, updated biannually to monitor physical well being.

The student's attendance is documented on a monthly basis, with the total attendance for the academic year also recorded in the Holistic Progress Report.

The marks secured in all formative and summative assessments are meticulously recorded, with corresponding grades calculated and presented in the Holistic Progress Report.

Performance in values and life skills, arts and cultural education, computer literacy, sports, and yoga is systematically assessed and documented in addition to academics.

**HOLISTIC OBSERVATIONS / సమగ్ర స్థాయి పరిశీలనలు**

Observation aspects / పరిశీలనాంశాలు	TERM - 1 / మొదటి అర్ధం	TERM - 2 / రెండవ అర్ధం
Communication Skills / భాష ప్రవర్తన నైపుణ్యాలు		
Interpersonal Skills / వ్యక్తిగత సంబంధ నైపుణ్యాలు		
Leadership Skills / నాయకత్వ నైపుణ్యాలు		
Logical Thinking / తార్కిక ఆలోచన		
General Awareness / సాధారణ అంశాల అవగాహన		
Environmental Awareness / పర్యావరణ అవగాహన		
NCC/NSS/Scouts and Guides		
Name of the game/sport he/she good at (Local or State recognized game or sport) / విద్యార్థి నైపుణ్యం కలిగిన ఆట/క్రీడ పేరు (స్థానిక లేదా రాష్ట్ర గుర్తింపు పొందిన ఆట/క్రీడ) :		
Name of the art form he/she good at (Local or State recognized art form) / విద్యార్థి నైపుణ్యం కలిగిన కళాకారము/కళాకార రీతి (స్థానిక లేదా రాష్ట్ర గుర్తింపు పొందిన కళాకారము) :		

Teacher Comments / ఉపాధ్యాయుని సూచనలు

**GRADING STRUCTURE / గ్రేడు వివరాలు**

CLASSES I - V					
GRADES	A+	A	B+	B	C
MARKS	91-100	71-90	51-70	41-50	0-40

CLASSES VI - X								
GRADES	A1	A2	B1	B2	C1	C2	D1	D2
MARKS	91-100	81-90	71-80	61-70	51-60	41-50	35-40	00-34

CLASSES VI - X (LANGUAGE - 2 / ద్వితీయ భాష)								
GRADES	A1	A2	B1	B2	C1	C2	D1	D2
MARKS	90-100	79-89	68-78	57-67	46-56	35-45	20-34	00-19

**Department of School Education - Andhra Pradesh**  
పాఠశాల విద్యా శాఖ - ఆంధ్రప్రదేశ్

**HOLISTIC PROGRESS CARD**  
సమగ్ర ప్రగతి పత్రం

Name/పేరు .....  
Class/తరగతి ..... Section / విభాగము .....  
Roll No/ రోల్ నెంబరు .....  
Name of the School.....  
పాఠశాల పేరు .....  
UDISE Code / యు-డైజి కోడ్ .....  
Academic Year / విద్యా సంవత్సరం.....

## Teacher Handbook

The Teacher Handbook supports educators with lesson plans, pedagogical strategies and self-reflection tools. It provides guidelines for using teaching materials, QR-linked resources and activity-based methods to enhance learning. This flexible aid streamlines planning while promoting evidence-based teaching. It ensures conceptual clarity, fostering both student learning and teacher growth.



## Students Assessment Booklet

**Assessment Booklet: A Tool for Tracking Student Learning and Growth**“The Assessment Booklet is designed to systematically record students' responses, scores and results for all assessments conducted throughout the academic year, from weekly tests to summative exams. This allows students, teachers, headmasters (HMs), and parents to easily track progress and identify learning trends over time.

Each grade and subject will have a dedicated booklet, used during tests and stored in the school for regular reference. By maintaining these booklets, stakeholders can consistently monitor student learning, support targeted interventions, and ensure steady academic growth throughout the year.



## Constitutional Values - Value Education - Gender Equality

### CONSTITUTIONAL VALUES

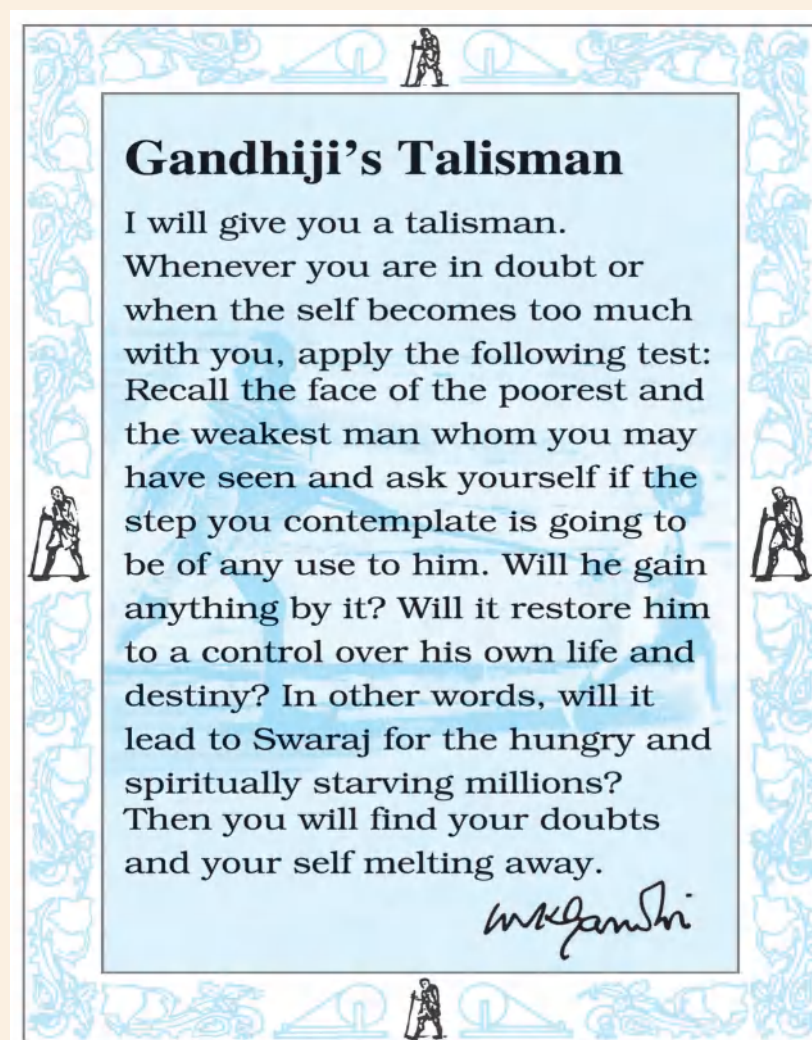
**Students of Andhra Pradesh from Class 1 to 5 are being provided Constitutional Value snippets to instill essential democratic ideals.** This initiative ensures that core principles such as Justice, Liberty, Equality, Fraternity, Unity and Integrity become an integral part of their learning. In addition, key concepts like Sovereignty, Socialism, Secularism, and Democracy are thoughtfully incorporated to enhance their understanding of the Nation's foundational ethos. Emphasizing Fundamental Duties further nurtures a sense of responsibility and good citizenship. By embedding the above values in their education, we empower every child need to contribute to the society, strengthening the very fabric of our democracy.

### VALUE EDUCATION

A Value Education Book prepared based on the pioneering suggestions of **Brahmasri CHAGANTI KOTESWARA RAO** will be provided to all students from Class 1 to 5 to foster ethical values and good character. This book aims to help students develop qualities such as honesty, kindness, respect, responsibility, and empathy, encouraging them to practice these values in their daily lives. By integrating value-based education into learning, the book will guide students in becoming responsible individuals who contribute positively to society.

### GENDER EQUALITY

A Gender Equality Book will be provided to all students from Class 1 to 5 to promote awareness and understanding of gender equality. This book aims to help students develop respect, fairness, and inclusivity, encouraging them to treat everyone with dignity and without bias. By integrating gender-sensitive education into learning, the book will guide students in building an equitable and just society where everyone has equal opportunities to grow and succeed.



## Community/Mother Academic Involvement Programme in Primary Schools

Community/Mother's Academic Involvement Programme in Primary Schools

### Objective:

The primary aim of this program is to actively involve mothers in the teaching-learning process by demonstrating student assessments in their presence. This initiative will help parents, especially mothers, understand their child's progress, identify areas for improvement, and learn how to support their children's learning at home.

Process:

#### 1. Assessment in Front of Mothers:

Conduct assessments in front of mothers, similar to the previous preschool assessment, covering different learning domains.

Activities may include:

Walking on a straight line and zigzag line (for motor skills).

Jumping and hopping (for physical development).

Paper folding (for fine motor skills).

Letter identification and recognition.

Simple reading and writing tasks.

#### 2. Observation & Feedback:

Mothers will observe their children's performance.

Teachers will explain the expected learning outcomes for each activity.

Mothers of children who struggle in certain areas will be guided on how to support their child at home.

#### 3. Training Mothers on Home-Based Teaching:

Teachers will provide simple and practical strategies that mothers can use at home, such as:

Encouraging children to walk on lines drawn at home to improve balance.

Using household items (bottles, spoons, grains) for sorting, counting, and pattern-making.

Storytelling and letter games to develop language skills.

Encouraging children to recognize and read letters from newspapers, posters, or signboards.

Engaging in simple writing and drawing activities using chalk or sand.

Motivating children with praise and small rewards to boost their confidence.

#### 4. Interactive Session for Mothers:

Mothers will be encouraged to share their observations and ask questions.

Teachers will provide individual guidance based on each child's needs.

Expected Outcomes:

Increased parental involvement in children's learning.

Mothers will gain confidence in supporting their children's education at home.

Improvement in students' skills through consistent practice at home.

Strengthening the teacher-parent relationship for better student development.

This program aims to bridge the gap between school and home learning, ensuring that children receive continuous support both in school and at home.

Implementation Timeline : Held once every three months (Quarterly) for in-depth training and discussions

**This program should be conducted on these dates: 30.08.2025 and 28.02.2026.**





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

# November - 2025

Assessment : SA-1

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
					1 No Bag day	2	08 - Second Saturday
3	4	5	6	7	8	9	OPTIONAL HOLIDAYS 05 - Karthika Pournima / Gurunanak Jayanthi
10	11	12	13	14	15	16	06 - Hazrath Syed Mohammed Juvanpuri Mehdi's Birthday
17	18	19	20	21	22 No Bag day & Cluster Meeting	23	IMPORTANT DAYS 01 - Andhra Pradesh Avatarana 07 - National Cancer Awareness Day
24	25	26	27	28	29 No Bag day & SMC Meeting	30	11 - National Education Day 14 - Children's Day 26 - National Constitution Day of India * Every Thursday DIKSHA Content Usage by the students.

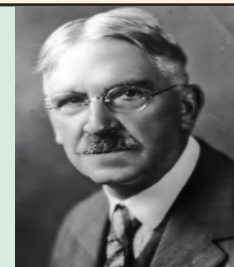
Working Days - 24

## November - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	అట, జడ-దండ, ఇల్లు- ఈగ, పద్యరత్నాలు 1వ పద్యం, *పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	చిచ్చుబుడి, అరటిచెట్టు, అద్దాలబస్సు, పద్యరత్నాలు 1వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	మేమే మేకపిల్ల * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	ముగ్గుల్లో సంక్రాంతి * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పెన్నేటి పాట * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	5 Healthy Habits 5.1 Fruits 5.2 Vegetables	5 Our Celebrations 5A. Our Festivals 5B. Ravi's Birthday	5. The Good Samaritan	5. The Magic Fish	5. The Wondrous Women
MATHS	Numbers from 10 - 99	How many Times	Let's Share	Division, Geometry	Geometry
EVS	----	-----	Shelter For All	Professions and Services	Who serves us?
ART-CULTURAL EDUCATION	Greeting card making by using carved vegetables, Lalithageetalu, Folk dance Revision	Vegetable carving & printing, Lalithageetalu, Folk dance, Folk songs, Revision.	Model making using card board, Lalithageetalu, Folk dance, Folk songs, Revision.	Toy making using feathers, Decoration, Abhinayam.	Origami, Collage work, Glove puppets, Folk dances, Tribal dance.
H E	Hygiene	Different types of food items	Water borne diseases	Heridity & environment	Accidental places in daily life
YOGA & PHY EDN	Balancing Skills	Balancing Skills	Dhandasan	Sasankasana	Sasankasana
GAMES	Balancing Skills	Balancing Skills	Agility balance co ordination skills	Agility balance co ordination skills	Agility balance co ordination skills

*"Education is not preparation for life; education is life itself."*

*-John Dewey*



**Theme:**  
**Art & Craft**





## Vibha LFW (Vibha Leap Forward)

Vibha and Leap forward, are working in collaboration with the department to improve English literacy for primary grades (2-5), focusing on key skills such as reading, spelling, and comprehension.

For English literacy programme by Vibha and Leap For Word, it is requested for the inclusion of two periods per week for our programme (Vibha LFW English Literacy Program) in the 2025-26 academic calendar for primary grades(classes 2 to 5) across our operational districts (ASR, Annamayya, NTR, Krishna, Guntur, Nellore, and Tirupati).The Social and English subjects handling teachers may be allocated these classes.

This structured time allocation will ensure better programme implementation, enabling more teachers to integrate the program consistently, ultimately leading to improved English skills among students.

### SCHOOL IMPROVEMENT PLAN (SIP)

A School Improvement Plan (SIP) is a strategic document that sets clear goals for enhancing student learning, teacher development, and overall school quality. It is based on data-driven evaluations and stakeholder input to identify key areas for improvement. The plan includes measurable objectives, actionable strategies, and regular progress monitoring. Continuous evaluation and updates ensure the SIP remains effective and responsive to evolving educational needs.

### School-Related Gender-Based Violence (SRGBV) in Schools

The SRGBV programme aims to create a safe and inclusive school environment by addressing gender-based violence through awareness, training, and policy implementation. Teachers and school heads will be trained to identify gender biases and support girls' education. Monitoring systems will track early marriages, dropouts, and harassment cases. The initiative ensures safety through clear protocols, emergency contacts, and peer support groups.

Standard Operating Procedure (SoP) for Addressing School-Related Gender-Based Violence (SRGBV) in Schools

This Standard Operating Procedure (SoP) outlines the steps and actions to be implemented in schools to address and prevent School-Related Gender-Based Violence (SRGBV), ensuring a safe and supportive learning environment for all students.

1	Awareness on Complaint Box	Reinforce awareness campaigns around the complaint boxes to ensure students continue to use them effectively for SRGBV reporting.	Teachers, SRGBV Committee
2.	Display of Posters with Contacts	Ensure that emergency numbers, Point of Contact (PoC) teachers, and helpline numbers remain visible in classrooms and school corridors.	HMs, Teachers
3.	SRGBV Discussions in SMC/PTM	Introduce SRGBV topics in School Management Committee (SMC) and Parent-Teacher Meetings (PTM) to engage parents and the community.	SMC, Teachers, Parents
4.	Weekly Period on Child Safety	Designate one period per week to discuss child safety, personal safety, and awareness about child marriages with students.	Teachers, CRPs
5.	Mahila Police Visits	Organize visits from Mahila Police to discuss child protection and safety with students and staff.	Police Dept., HMs, Teachers
6.	Peer-Led Education Programs	Train selected students to lead SRGBV education programs, focusing on respectful behavior and personal safety.	Teachers, Student Leaders
7.	School Environment Checks	Conduct safety audits to identify isolated or poorly lit areas, ensuring the school environment remains safe and conducive to learning.	HMs, CRPs, School Staff
8.	Awareness on Child Marriage	Host workshops and discussions on the impact of child marriage, particularly for female students, focusing on health, education, and emotional well-being.	Teachers, CRPs, Parents
9.	Community Engagement	Hold sessions with parents and community leaders to raise awareness of SRGBV and the role of families in child protection.	MEO, Parents, Local Leaders
10.	Display of Complaint Process	Ensure that the complaint process is clearly displayed in classrooms and hallways, reinforcing the reporting mechanisms.	Teachers, SRGBV Committee
11.	Student Support Team (SST)	Establish a Student Support Team (SST) of teachers, counselors, and student leaders trained in SRGBV response and student support.	HMs, Teachers, Counselors
12.	Zero Tolerance Policy	Reinforce the school's zero-tolerance SRGBV policy, prominently displaying it and emphasizing it in assemblies and classroom activities.	HMs, Teachers, Students
13.	Empowerment Programs for Girls	Continue empowerment activities for female students, promoting assertiveness, self-care, and awareness of their rights.	Teachers, CRPs
14.	Monthly SRGBV Review Meetings	Hold monthly SRGBV review meetings with teachers, students, and SMC members to assess progress and update action plans.	SMC, MEO, HMs
15.	Emergency Contact numbers	Distribute numbers listing helpline numbers and key contacts for SRGBV concerns to students.	SRGBV Committee, Teachers
16.	Survey and Feedback Collection	Conduct a feedback survey to assess the effectiveness of SRGBV initiatives and identify areas of improvement.	Students, Teachers, SMC

## Dettol School Hygiene Education Programme

*Transforming Hygiene Practices in Andhra Pradesh*



### Introduction:

The Dettol School Hygiene Education Programme (DBSI), implemented by Social Activities for Rural Development Society (SARDS), in partnership with Reckitt India, plays a vital role under the 'Dettol Banega Swachh India—Investing for the Future' campaign. By utilizing schools as centers for change, the program fosters lifelong hygiene habits among children, families, and communities.

Aligned with the Swachh Bharat Mission, launched in 2014 to improve cleanliness across India, the program promotes sustainable hygiene practices through schools. By combining direct and indirect interventions, it ensures broad coverage, maximizing impact and contributing to better public health and sanitation in schools and communities.

### Program Objectives:

- Promote hygiene practices through personal, social, and physical development.
- Address key hygiene milestones in children's formative years.
- Foster community-wide behavioral change through schools.
- The **Headmaster** plays a crucial role in integrating hygiene education into the government school academic curriculum, ensuring its sustainability and effectiveness. They should implement structured hygiene sessions and appoint a **Nodal Teacher** in each school to oversee the program and drive its successful execution. SARDS District Project Manager (DPM) will train these Nodal Teachers and provide continuous support throughout all activities. Each school should conduct **15 structured hygiene sessions per year** through **digital and practical sessions**, divided into three levels: **Level 1 (Grades 1-2), Level 2 (Grades 3-4), and Level 3 (Grades 5-8)**. Across all levels, the curriculum will cover
  - Personal Hygiene,**
  - Hygiene at Home,**
  - Hygiene at School,**
  - Hygiene during illness, and**
  - Hygiene in Neighborhood.**

To strengthen hygiene practices, schools will establish a **Soap Bank** to ensure access to soap for regular handwashing and set up a **Hygiene Corner** to provide essential materials. A **Child Parliament** will be elected to identify hygiene-related challenges, discuss solutions, and promote student-led initiatives through regular meetings. Schools will also observe **Global Handwashing Day, World Menstrual Hygiene Day, World Toilet Day, and World Health Day**, organizing activities like **essay writing, drawing competitions, and skits** to reinforce learning. To encourage peer leadership, outstanding students demonstrating good hygiene practices will be recognized as **Hygiene Champions**. Through structured implementation and student engagement, this initiative will drive long-term behavioral change in schools.

### SubhadinBhojan (Tithi Bhojan)

- ❖ Every family has some or other occasions for celebrations. Family functions like Marriages, Birthdays, Wedding Anniversaries, on eve of Promotions/ Retirements, Local festivals, House warming ceremony, Naming Ceremony for new born babies etc., are celebrated/ observed and the families distribute Annadhanam, Sweets and other food items to their Kith and Kin. Few families are also distributing these things to the school children.
- ❖ To encourage community participation to provide additional nutritional supplement to children on special days under Tithi Bhojan which is one of the initiations of GoI under 100 days programme.
- ❖ In this program donors provide additional food items like fruits, sweets in addition to Mid Day Meals on the eve of their special days. In some schools donors have also provided special meals.



## Amazon Future Engineer (AFE)

The **Amazon Future Engineer (AFE)** initiative is a step forward in revolutionizing computer science education and preparing the next generation for the ever-evolving tech landscape. By focusing on government schools in **Andhra Pradesh**, AFE aims to bridge the gap in access to quality education and provide students with critical skills for future success.

### Key components of the AFE

- Teacher-led Demonstration Schools:** These schools will serve as models for integrating **Artificial Intelligence (AI)** into the curriculum. By showcasing AI in the classroom, the initiative aims to give students hands-on exposure to this important technology early on.
- Embedding a Future Skills Curriculum:** The program focuses on introducing a curriculum that emphasizes **future skills**, which might include not just coding and AI but also areas like problem-solving, critical thinking, and creativity—skills that will be necessary in an increasingly tech-driven world.
- Certified Teacher Training in Computational Thinking:** Teachers will receive **certified training in Computational Thinking**, a vital skill for teaching students how to approach problems and solve them in logical, structured ways. This training will empower educators to effectively teach these skills and bring them into their classrooms.

For the academic year 2025-26, AFE aims to build awareness and strengthen the capacity of over 3,500 government school teachers in delivering Computational Thinking and Artificial Intelligence education. The program will benefit students from grades 4 to 10 across 1,700+ schools, including ZPHS, GHS, AP Model Schools, and KGBVs, spanning 6 districts of Andhra Pradesh.

This initiative aligns with the broader objective of fostering digital literacy and future-ready skills among students, ensuring their preparedness for emerging technological advancements.

### Number of periods required in the academic school calendar:

Classroom Engagement - 1 period per week for grades 4 to 9 of the selected schools in districts of Srikakulam, Vizianagaram, Visakhapatnam, and NTR districts.





# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

## December - 2025

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
1	2	3	4	5	6 No Bag day Mega PTM&SMC	7	13 - Second Saturday Christmas Holidays for Christian Minority Institutions 21.12.25 to 28.12.25
8	9	10	11	12	13	14	25 - Christmas OPTIONAL HOLIDAYS
15	16	17	18	19	20 No Bag day & Cluster Meeting	21	24 - Christmas Eve 26 - Boxing Day IMPORTANT DAYS
22	23	24	25	26	27 No Bag day	28	01 - World AIDS Day 03 - International Disable Day 04 - Indian Navy Day 06 - Mega Parent-Teacher Meeting 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.
29	30	31					

Working Days - 25/20

December - 2025 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	ఎలుకమ్మ, అమ్మ ఒడి, మేఘం-చిత్రం, పద్యరత్నాలు 2వ పద్యం * పాఠ్య పుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	కొయ్యగుర్రం, మొక్కజొన్న, పద్యరత్నాలు 2వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పద్యరత్నాలు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పద్యరత్నాలు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	పద్యరత్నాలు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	6 My Surroundings 6.1 Birds 6.2 Animals Around Us	6 Our Community and People 6A. My Grandpa's Village 6B. Our Helpers	6. Do Good And Reap Good	6. The Seed of Truth	6. The Wise Judgement
MATHS	Numbers from 10 - 99	Share it	Data Handling, Share Equally	Geometry, Data Handling	Geometry, Data Handling
EVS	----	-----	Let's Travel Together	Transportation	Let us see an amazing work
ART-CULTURAL EDUCATION	Designs with Sand, Folk songs, Folk dance, Revision.	Designs with paper cuttings, Folk songs, Folk dance, Revision.	Origami, Puppets, Keertanalu, Folk dance, Folk songs.	Desings on Hand kerchief, Paper cuttings, Puppets, Tribal dance.	Drawing caricature , Origami, Puppets, Tribal dance.
H E	Personal & environmental hygiene	Reasons for ill helath	Good food & bad food	Food -nutritional values	Food - Nutritional values
YOGA & PHY EDN	Recreation games	Recreation games	Sukhasan	Paschimottasana	Paschimottasana
GAMES	Recreation games	Recreation games	Recreation games	Recreation games	Recreation games

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

- Aristotle



Theme:  
Festivals





## Cluster Complex Meetings

### 1. Cluster Complex Meetings

Cluster Complex meetings are discussion forums for teachers at cluster level, for Foundational school on various subjects. Organising these trainings at a cluster 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 throughout the academic year. This platform will also be able to provide a space for teachers to identify and develop solutions that they face in classes currently.

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

#### Cluster complex meetings:

Cluster Complex Meetings: A New Paradigm in Teacher Collaboration. In a bid to revamp the traditional cluster complex meetings, the education department has introduced dynamic changes aimed at enhancing teacher collaboration and professional development. The revamped meetings are designed to be more efficient, effective, and engaging.

#### Reorganization and Streamlining

The first significant change is the reorganization of cluster complex meetings, which have been reduced from 5670 to **2809**. This streamlining effort aims to minimize duplication of efforts, reduce logistical challenges, and enable more focused discussions.

#### Half-Day Duration

Another notable change is the reduction in meeting duration. Cluster complex meetings will now be held for only half a day, allowing teachers to attend the cluster complex meeting without disruption.

#### State-Wide Synchronization

In a significant departure from the past, all teachers in the state will attend cluster complex meetings at the same time. This synchronized approach ensures that all teachers are on the same platform, facilitating better collaboration and knowledge-sharing.

#### Demo Lessons and Difficult Topic Resolution

Cluster complex meetings will now feature demo lessons, where teachers can showcase innovative teaching methods and strategies. Additionally, these meetings will provide a platform for resolving difficult topics and addressing common challenges faced by teachers.

#### Common Address by Higher Authorities

To provide guidance, motivation, and direction, higher authorities will address teachers during cluster complex meetings. This will help align teachers with the broader educational vision and goals, while also providing an opportunity for teachers to seek clarification and guidance.

Overall, the revamped cluster complex meetings are designed to promote teacher collaboration, professional development, and student learning. By streamlining the meeting process, synchronizing attendance, and incorporating demo lessons, difficult topic resolution, and common addresses, these meetings are poised to become a powerful tool for educational transformation.

#### Cluster Complex Meeting Month wise Schedule for 2025-26

S.No	Month	Date	3rd Saturday / 4th Saturday
1.	July	19-07-25	3rd Saturday
2.	August	23-08-25	4th Saturday
3.	September	20-09-25	3rd Saturday
4.	October	18-10-25	3rd Saturday
5.	November	22-11-25	4th Saturday
6.	December	20-12-25	3rd Saturday
7.	January	24-01-26	4th Saturday
8.	February	21-02-26	3rd Saturday



#### Tentative Cluster Complex Meeting Agenda for 2025-26

Session	Duration	Agenda Points
<b>Session – I</b> (1.00 pm to 1.55 pm – 55 Mins) (Common Session)	1.00pm to 1.10 pm	Briefing the Agenda items by <b>Cluster HM</b>
	1.10pm to 1.25 pm	Review on previous Complex minutes and Completion of Syllabus up to that month by <b>Cluster HM/ Remaining HMs.</b>
	1.25pm to 1.35 pm	Discussion on Enrolment/ tracking of long absentees/ Analysis of student's performance by <b>Cluster HM.</b>
	1.35pm to 1.55 pm	Discussion on improvement of C, D grade students for I to V classes by <b>Cluster HM</b>
<b>Session – II</b> (1.55 pm to 2.50 pm – 55 Mins) (Separate sessions - Subject wise)	1.55pm to 2.40 pm	Model Lesson on Difficult Concepts by <b>Resource Person from SCERT and Cluster RP</b>
		<b>Telugu:</b> ..... (Link will be shared ..)
		<b>English:</b> ..... (Link will be shared ..)
		<b>Maths:</b> ..... (Link will be shared ..)
	2.40pm to 2.50 pm	<b>Enviromental Science:</b> ..... (Link will be shared ..)
<b>Break</b> (15 Mins)	2.50pm to 3.05 pm	<b>Tea Break</b>
<b>Session - III</b> (3.05 pm to 4.00 pm - 55 Mins) (Separate sessions - Subject wise)	3.05pm to 3.20 pm	Discussion on Learning Outcomes for the next month syllabus by <b>All participants</b>
	3.20pm to 4.00 pm	Model Lesson by <b>Participant/ RP</b> (or) Peer Group Discussion - strategies to teach difficult concepts in an easy way/ <b>TLM All participants</b>
<b>Session - IV</b> (4 .00 pm to 5.00pm - 60 Mins) (Common Session)	4.00pm to 4.25 pm	Peer Group Discussion - Action Plan to achieve the next month targets like completion of Syllabus, plan of conducting FA's and SA's Evaluation and issue of HPC. ( <b>All participants</b> )
	4.25pm to 4.30 pm	Videos on best practices from Local ( <b>Link will be shared From SCERT</b> )
	4.30pm to 4.35 pm	Videos on best practices from National/International ( <b>Link will be shared From SCERT</b> )
	4.35pm to 4.55 pm	Interactive Session / Closing remarks ( <b>SCERT</b> )
	4.55pm to 5.00 pm	<b>Feedback - Post - Training Evaluation with 5 MCQs</b> (Link will be shared....)

## School Management Committee

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

**Objectives:** h Ensuring committee members' attendance in the meetings. h Conducting parents' committee meetings After every Assessment (FA & SA)  
h Ensuring capacity building of Parents committee members h Creating awareness of School-related Programs and activities

**Timeline:** Monthly Once **Guidelines:** 1. School Headteacher will be responsible for conducting School Managenent Committee meetings, Required Training will be provided by

Respective Resource persons from Samagra Shiksha. 2. The Headteacher has to send invitations to members well in advance 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 programmes for members, a Cluster Resource person will be assisting the headteacher to conduct capacity building programmes for Committee members. 4. The meeting has to be divided into two parts, i) Sharing school updates ii) Capacity building of School Managenent 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 programmes. 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. The headteacher should use local festivals and school programmes to integrate the local community into the school's development.

## Parent - Teacher Meeting / Mega 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 gather after every assessment is over.

#### Objectives:

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

**Timeline:** After every Assessment (FA & SA)

#### Guidelines for Teachers:

- Teachers should ensure all the parents attend PTM to discuss their child's progress (both positive and negative) at school.
- Teachers should maintain a parent handbook which consists of the parents' contact details.
- Teachers to organise parent orientation to enable parents to conduct activities in home based learning.
- Teachers to keep track of attendance of parents in these PTM and to follow up with parents in case of their absence.
- Teachers to maintain children portfolio which includes students home works, art works, participation in classroom activities, progress of child over months, assessments etc.
- 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.
- Teachers pool in sensory or recreational activity ideas for parents to involve children in learning at home.
- Teachers to identify ways to involve parents in school and classroom level activities.

#### Guidelines for Head Teachers:

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

**The aim of the Mega Parents-Teachers Meeting is to foster a strong collaboration between parents and teachers to enhance students' academic performance, personal development, and overall well-being.**

#### Key Objectives:

- Strengthening Communication – Establishing an open and transparent dialogue between parents and teachers about students' progress and challenges.
- Academic & Behavioural Insights – Providing parents with updates on their child's academic performance, attendance, and behaviour.
- Parental Involvement – Encouraging parents to take an active role in their child's education and overall development.
- Awareness & Guidance – Educating parents on school policies, curriculum changes, and student support programs.
- Addressing Concerns – Offering a platform for parents to voice their concerns and receive guidance from teachers and school authorities.
- Holistic Development – Discussing students' extracurricular activities, sports participation, and mental well-being for a well-rounded education.







# Department of School Education

Government of Andhra Pradesh

Academic Calendar for Primary Schools

2025 - 26

## January - 2026

Assessment : FA-3

MON	TUE	WED	THU	FRI	SAT	SUN	<b>HOLIDAYS</b> Sankranti Holidays 10-01-2026 TO 18-01-2026, Sankranti Holidays for Christian Minority Schools 10-01-2026 TO 15-01-2026, 26 - Republic Day <b>OPTIONAL HOLIDAYS</b> 01 - New Year 14 - Birthday of Hazrat Ali <b>IMPORTANT DAYS</b> 12 - Swamy Vivekananda Birthday National Youth Day 15 - National Army Day 23 - Subhash Chandrabose Birthday 24 - International Day of Education 27 - School Annual day 30 - Mahatma Gandhi Vardhanti * Every Thursday DIKSHA Content Usage by the students.
			1	2	3 No Bag day	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24 PTM&SMC Meeting No Bag day & Cluster Meeting	25	
26	27 School Annual Day	28	29	30	31 No Bag day		

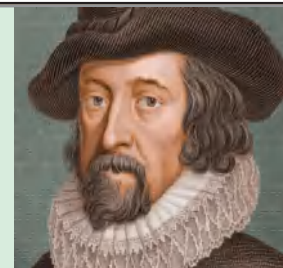
Working Days - 19/21

January - 2026 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పాఠశాల పండుగ, శుభదాయని, పద్యరత్నాలు 3వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	అమ్మమ్మగారిల్లు, పాపనవ్వు, పద్యరత్నాలు 3వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	మా ఊరి ఏరు * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	బారిష్టర్ పార్వతీశం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	ఇటీవ్ పండుగ * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	7 Play & Dance 7.1 Play time	7 Things and Vehicles 7A. Our Fair 7B. My Talking Car	7. Hardwork always Pays Off	7. Birbal Caught the Thief	7. Kabaddi...Kabaddi...Kabaddi.....
MATHS	Measurements, Time	Shapes around us	Shapes Around Us	Fractions	Fractions
EVS	----	-----	Together with Everyone	Communication	Alert Today Alive Tomorrow
ART-CULTURAL EDUCATION	Caricature, Drawing cartoons, Stick puppets, Folk songs, Poems.	Caricature, Drawing cartoons, Stick puppets, Folk songs, Poems.	Caricature, Drawing cartoons, Stick puppets, Keertanalu, Folk songs, Poems.	Caricature, Drawing cartoons, Stick puppets, Indian Classical dance.	Making Logos, Origami, Puppets, Indian classical dance, Tribal dance.
H E	Class room hygiene	Good Behaviour	Cold Caught and FO.	Seasonal Diseases	Water Borne Diseases
YOGA & PHY EDN	Recreation games	Recreation games	Breath Awareness	Bhujangasana	Bhujangasana
GAMES	Recreation games	Recreation games	Recreation games	Recreation games	Recreation games

"Who questions much, shall learn much, and retain much."

— Francis Bacon



**Theme:**  
**Yoga & Physical Fitness**





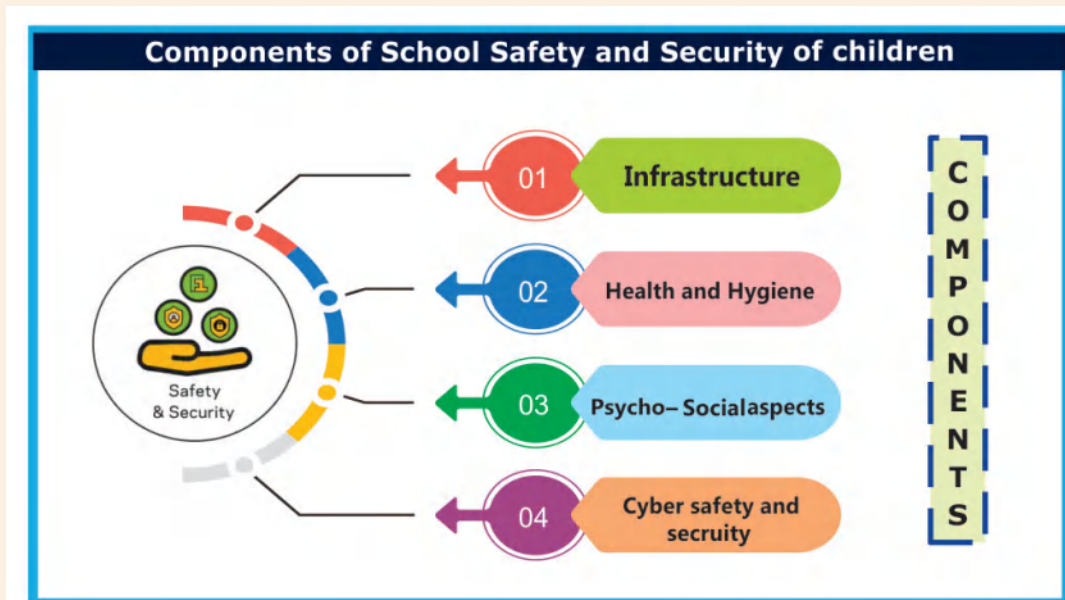
## School Safety

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 is not enough to provide education alone. 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 accident on School premises, there are also accidents at home such as dog bites and falling into puddles. Similarly accidents can also occur due to not following proper precautions in games. Schools must take appropriate safety measures with the support of Grampanchayat to educate children on these issues.

### Constitution of School Disaster Management Committee

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

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



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

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



Schools take initiatives to provide Adolescence Education, Value 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 Kmph, 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.

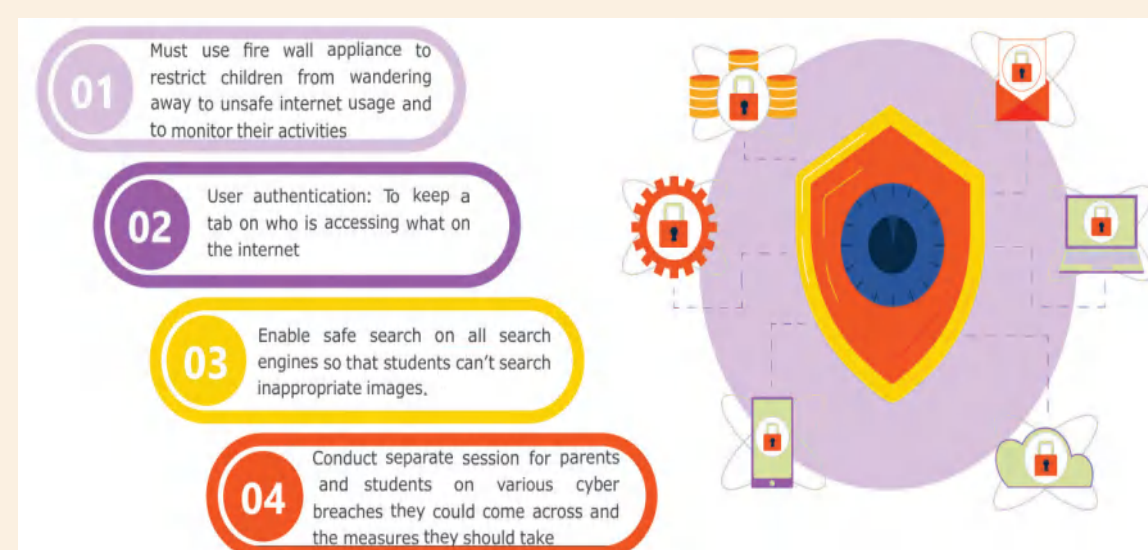


## Students' Safe Circle

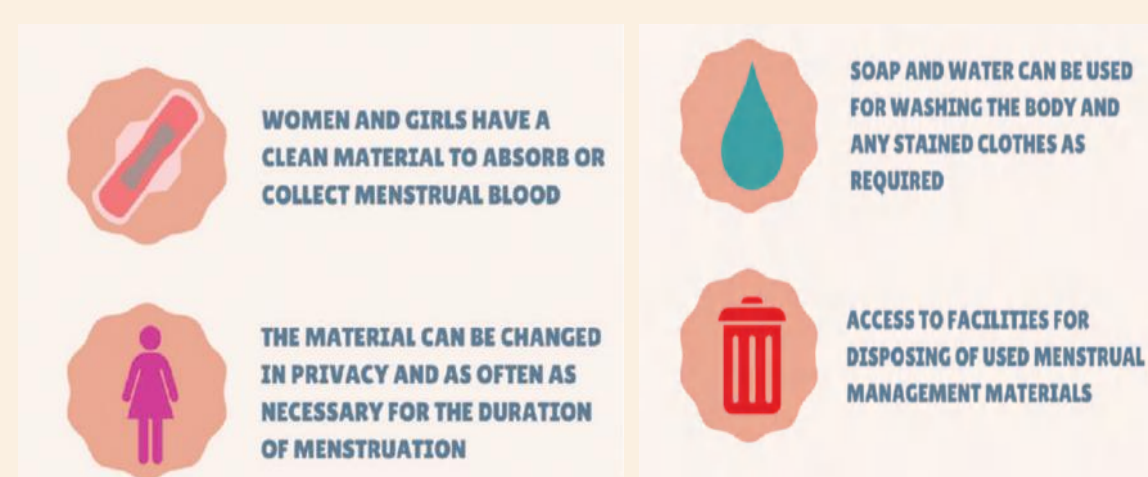
1. In case, students observe tobacco/drug/related substances supply activities outside or inside the school premises, they may intimate the school authorities through the Complaint Box.
2. Senior students may discuss various issues like bullying and sexual harassment with other younger students under 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.



## Cyber Security



## Menstrual Hygiene Management:-



### 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'.





# Department of School Education

Government of Andhra Pradesh

Academic Calendar for Primary Schools

2025 - 26

## February - 2026

Assessment : FA - 4

MON	TUE	WED	THU	FRI	SAT	SUN	<b>HOLIDAYS</b> 14 - Second Saturday 15 - Maha Shivaratri <b>OPTIONAL HOLIDAYS</b> 04 - Shab - E - Barat <b>IMPORTANT DAYS</b> 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	3	4	5	6	7 No Bag day	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21 PTM&SMC Meeting No Bag day & Cluster Meeting	22	
23	24	25	26	27	28 No Bag day		

Working Days - 23

### February - 2026 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	గలగల మాటలు, గుణింతాలం, పద్యరత్నాలు 4వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	ఒత్తులబుట్ట, మ్యాప్ మ్యాప్!, కాలచక్రం, పద్యరత్నాలు 4వ పద్యం * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	తొలిపండుగ * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	రాజు - కవి * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు	తరిగొండ వేంగమాంబ * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	8 Calendar 8.1 Days of the Week 8.2 Months of the Year	8 Time 8A. My Routine	8. King Sibi and the Dove	8. The Tree and the River	8. A Birthday Letter
MATHS	Patterns, How many?	My Diary, Let us Measure	Measurements	Measurements	Measurements
EVS	----	-----	Games and Recreation, This is the way	Let us visit , Where are We?	The Journey of India for Freedom, Earth to Space
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision
H E	Hand Wash	Hand Wash	Rest and Sleep	Rest and Sleep	Role of Food in body growth
YOGA & PHY EDN	Co ordination abilities	Co ordination abilities	Eye exercises	Eye exercises	Bhujangasana
GAMES	Coordination abilities	Coordination abilities	Coordination abilities	Coordination abilities	Coordination abilities

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

- Robert Frost



**Theme:**  
**Fruits & Flowers**





## We Love Reading

- ♦ "We Love Reading" Campaign - A Mission for Foundational Literacy in Andhra Pradesh. The Government of Andhra Pradesh launched the "We Love Reading" mission on November 26, 2020, to promote foundational literacy among students from Classes 3rd to 9th. This campaign emphasizes creating a joyful environment for reading at school, home, and community levels. It involves stakeholders such as teachers, parents, youth, NGOs, and community members, aiming to transform non-readers into independent readers

### Objectives:

- Transform non-readers into readers.
- Cultivate reading habits for independence.
- Promote e-books and digital libraries.
- Actively involve teachers in enhancing reading skills.
- Raise community awareness about importance of reading.
- Strengthen school libraries through resource convergence.

### Suggested activities while reading books:

1. Read Aloud Sessions
2. Book Cover Design
3. Buddy Reading
4. Make your own book
5. Book Treasure Hunt
6. Parent-Child Reading Evenings
7. Book Donation Drive(collect books from donors).



### Competition:

Level	Classes	Competitions
Students level- I	3 to 5	Story reading, Drawing
Students level- II	6 to 7	Story reading, Story writing, Drawing
Students level - III	8 to 9	Story writing, Review writing, Drawing
Teachers and Student-teachers	Primary, Upper primary, High schools teachers DIET students	Review writing

### Stages of Implementation:

1. Preparatory Stage (June 2025 - August 2025): Initial Groundwork :Prepare resources, create awareness, and build a foundation for the program.
2. Foundational Stage (September 2025 - November 2025): Focus on Building Basic Skills.
3. Advanced Stage (December 2025 - February 2026): Skill Enhancement
4. Valedictory Stage (March 2026 - April 2026): Assessments and Celebrations.

## Learn a Word a Day

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

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

**Methodology :** The “LEARN A WORD A DAY” programme is aimed to create awareness among students about key vocabulary which are given in the textbooks as well as in dictionaries. Criteria followed in the selection of words is that the words are important to understand the concept given and to express their opinion in a fluent language. These words are not a sight word like is, was.... etc. These words should be action words, describing words and textual words. This program is classified into 4 levels. The words that are selected are level appropriate. • Level I - Classes 1 and 2 • Level II - Classes 3, 4 and 5 • Level III - Classes 6 to 8, • Level IV - 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.
6. The same word shall be repeated in all remaining periods of the day.
7. Every day, the word may be displayed at the corner of the green board in the classroom / Display a board in the verandah / Display at the school assembly.
8. All teachers are responsible for practising the word in the first five minutes of the period, students are asked to repeat the word and its meaning.
9. Students are asked to copy the word in a separate 100 pages notebook which is frequently checked by the teacher.
10. The assessment shall be conducted every fortnight (15 days) in the form of a game “Spell Bee”. The words which were taught in the fortnight shall be used for the Spell Bee activity.
11. Motivate students to practise the words and sentences at home.

## Library

**“The only thing that you absolutely have to know, is the location of the library,” - Albert Einstein**

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.

Children need access to quality books and other reading material to develop and grow as readers, thinkers and writers. This might seem obvious, but it is not that simple - the key point being abundance of reading material! Children thrive in reading when the environment contains a lot of interesting and engaging books and other reading material. In other words, this means a large collection of books organized as per reading levels and interest of the students in a special and inviting place to enjoy independent reading time and book-related activities with peers. Such a place is called a ‘Library’.

### 1.1 Creating a vibrant library

- Select a well-ventilated room with proper accessibility for all students. Ensure the library is attractive and inviting children into a joyful world. Provide adequate furniture, stationery, and necessary registers and records. Allot two library periods per week for each class.
- A Library must be child friendly. Decorate the library with student-made craft materials. Make every corner a source of knowledge and inspiration.
- If a separate room is not available, arrange a reading corner.

### 1.2 How to make library functional

- **Purpose and Utilization:** Avoid using the library as a storeroom. Appoint a qualified teacher as the library in-charge (Librarian). The library cum lab assistant should support the Librarian in their duties. The teacher in charge of the library may be given some exemptions from regular teaching responsibilities.
- **Selection of Student Librarians and Write-Up Leaders:** Select one girl and one boy from each class as Student Librarians. Choose one student (boy or girl) as the Write-Up Leader for each class. Provide badges to these selected students for easy identification.
- **Duties of Student Librarians and Write-Up Leaders:** Student Librarians: Issue and receive library books. Write-Up Leaders: Guide classmates in preparing write-ups and book reviews.
- **Five Laws of Library Science:** Keep in mind the five laws of library science. 1) Books are for use. 2) Every reader has their book. 3) Every book has its reader. 4) Save the time of the reader. 5) A library is a growing organism.
- **Book Management:** Display new and significant books prominently to attract readers. Encourage students to exchange library books among themselves. Issue books to students through Student Librarians.
- **Encouragement and Events:** Motivate students to read reference books. Celebrate National Library Week and significant library-related days. Organize competitions (essay writing, elocution, quiz, drawing) on special occasions. Guide students to choose books that align with their interests. Encourage students to donate a book on their birthday.
- **Write-Ups and Book Reviews:** Every student is required to maintain a library book cum scrapbook. Ensure every student completes at least two write-ups or book reviews per month. Select the Best Write-Up from each class and reward it monthly. Every student has to maintain a library notebook for write-ups.
- **Reader of the Month:** Each month, select one student from each class and one teacher as the 'Reader of the Month' and award them a badge. At the end of the academic year, recognize the 'Reader of the Year' based on consistent participation, reading achievements, and engagement in library activities.
- **Meetings:** Conduct a monthly meeting (first Wednesday) with all Student Librarians and Write-Up Leaders. Prepare an agenda and invite the Headmaster to the meeting. Ensure minutes of the meeting are recorded and prepared by students to develop their organizational and documentation skills.
- **Coordination:** Collaborate with teachers to make the library a resource for their subjects.
- **Innovative Steps:** Take innovative steps for the holistic development of students through library activities, such as: Hosting storytelling sessions or author interactions. Introducing digital resources and e-books. Setting up a library newsletter written by students. Creating reading challenges or book clubs. Career guidance and counseling program.
- **Registers and Records:** Maintain the following registers and records to ensure the effective functioning of the library. Accession register, Catalogues, Issue register (Maintain separate registers for each class and faculty, and allot a dedicated page for each one), Magazines and Newspapers register, Visitors Book, Monthly Meeting Minutes Book, Suggestions and Complaints Book along with Complaint Box. By implementing these guidelines and fostering collaboration and creativity, you can transform the library into a dynamic space for learning and growth.



Image Courtesy of UNICEF

### Reading Corner



### Badges

### National Libraries & Government Resources

1. National Library of India – <https://www.nationalallibrary.gov.in>
2. National Digital Library of India (NDLI) – <https://ndli.iitkgp.ac.in>
3. DELNET (Developing Library Network) – <https://delnet.in>
4. Raja Rammohan Roy Library Foundation (RRRLF) – <https://rrrlf.gov.in>
5. Central Secretariat Library (CSL) – <https://csl.nic.in>

### Academic & Research Libraries

6. Indian Institute of Science (IISc) Library – <https://www.library.iisc.ac.in>
7. INFLIBNET (Information and Library Network Centre) – <https://www.inflibnet.ac.in>
8. IIT Libraries (IIT Delhi example) – <http://library.iitd.ac.in>
9. e-ShodhSindhu (Consortium for Higher Education e-Resources) – <https://ess.inflibnet.ac.in>

### Public & State Libraries

10. Delhi Public Library – <https://dpl.gov.in>
11. State Central Library, Kerala – <https://statelibrary.kerala.gov.in>
12. Anna Centenary Library, Tamil Nadu – <https://www.annacentenarylibrary.org>







# Department of School Education

## Government of Andhra Pradesh

### Academic Calendar for Primary Schools

2025 - 26

## March - 2026

MON	TUE	WED	THU	FRI	SAT	SUN	HOLIDAYS
30	31					1	04 - Holi 14 - Second Saturday 19 - Ugadi 21 - Ramadan(Eid-UI-Zuha)
2	3	4	5	6	7 No Bag day	8	26 - Srirama Navami OPTIONAL HOLIDAYS 18 - Jamat - ul -Vida
9	10	11	12	13	14	15	IMPORTANT DAYS 03 - World Wild Life Day 08 - International Women's Day
16	17	18	19	20	21	22	15 - World Consumer Rights Day 16 - Potti Sriramulu Jayanti 22 - World water Day 27 - World Theatre Day
23	24	25	26	27	28 No Bag day SMC Meeting	29	30 - National Doctors Day * Every Thursday DIKSHA Content Usage by the students.

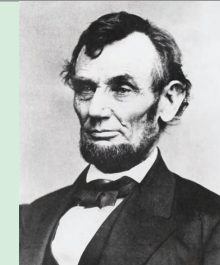
Working Days - 21

March - 2026 - Syllabus

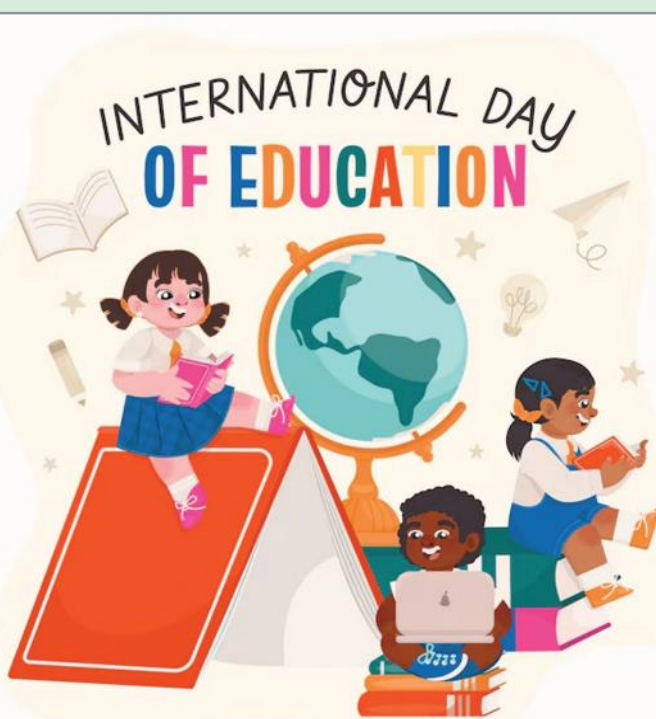
SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	మంచి బహుమతి * పాఠ్యపుస్తకంలోని పాఠాలకు అనుబంధంగా సాధన పుస్తకంలోని అభ్యాసాలు
ENGLISH	Revision	Revision	Revision	Revision	Revision
MATHS	How many ?	Let us Measure	Measurements	Measurements	Measurements, Time
EVS	----	-----	This is the way, Revision	Where are we?, Revision	Earth to space, Revision
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision
H E	Impartance of the Drining water	Impartance of the Drining water	Nutritional deficiency	Nutritional deficiency	Road accidents & prevention
YOGA & PHY EDN	Recreation Games	Recreation Games	Catching and throwing	Makarasana	Makarasana
GAMES	Recreation Games	Recreation Games	Recreation Games	Recreation Games	Recreation Games

*“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:**  
**Performing Arts**





## Gnanotsavam - Competitions

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

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

### Objectives :

- h Showcasing students innovative talents and expertise on different platforms.
- h Developing mental alertness, constructive social abilities, emotional maturity and ethical qualities among children.
- h 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 issues 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.
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. School Complex Level - Third week of Sept
5. Children will divide into levels to participate in competitions. Level-1 (Class 1st & 2nd), level-2 ( 3,4 & 5).
6. The School Head Master should mention about these competitions in annual plans.
7. School Complex Head Master at School Complex level, Head Master at school level will organise the competitions. The winners at school level will be sent to the school complex 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.



## CwSN Activities

National Educational Policy (2020) envisages on providing equal educational opportunities to all children without any discrimination. Inclusive education offers learning avenues for Divyangulu- CwSN (Children with Special Needs) along with general students. Apart from that day, every month, one day needs to be allocated as CwSN day. On this day, teachers must create different situations to create awareness among all students about the different types of disabilities and our responsibilities towards them.

### Objectives

- h Increase the awareness among students, teachers, and parents on the challenges faced by CwSN, understanding their needs and ways of contributing towards it.
- h Build capacity of teachers to design activities for creating an inclusive environment in the classrooms.

**Timeline :** 3rd December 2025 (World Disability Day) and 4th Tuesday of every month.

### Guidelines for teachers

1. Map types of disabilities to each month and conduct disability-specific activities.
2. Prepare Teaching Learning Material for CwSN with the help of special educators and exhibit it.
3. Conduct awareness programmes on different types of disabilities through such activities where all students get experience on the challenges faced by CwSN.
4. Distribute handouts containing information on types of disabilities and early identification of students and parents to spread awareness.
5. Run a campaign on early identification and screening of all students to identify CwSN students (in collaboration with the District Early Intervention centres, Bhavita centres and Special Educators)
6. Conduct integrated and inclusive sports, cultural and literary activities across the year.



## Deworming Day

The object of national deworming day is to deworm all pre-school and school age children (Enrolled and non-enrolled between the ages of 1 to 19 years through the platform of schools and Anganwadi centres. In order to improve their over all health, nutritional status, access to education and quality of life.

The Medical and Health Department being issued Deworming tablets twice a year in the month of August/September, February which is helpful to prevent the Soil Transmission of Helminths(STH).



## IFA Tablets

The objective of distributing Iron and Folic Acid (IFA) tablets to children is prevent and control iron deficiency which is a major public health issue. There are three types of anaemic students basing on Hb content. i.e., Mild, Moderate and Severe.

### Distribution of IFA

#### IFA Tablets for Anaemic girls (Mild, Moderate, Severe):

- o Each adolescent anaemic girl will be given 2 IFA tablets (Blue) on every Day after lunch under the supervision of the class teacher.
- o **IFA tablets for Non-Anaemic school children:** Each adolescent will be given the IFA tablet on Every Thursday under the supervision of the class teacher.







# Department of School Education

Government of Andhra Pradesh

Academic Calendar for Primary Schools

2025 - 26

## April - 2026

Assessment : SA-2

MON	TUE	WED	THU	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**HOLIDAYS**

03 - Good Friday

05 - Babu Jagjivan Ram Jayanthi

14 - Dr. B R. Ambedkar Jayanthi

**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.

Working Days - 18

April - 2026 - Syllabus

SUBJECT	1st CLASS	2nd CLASS	3rd CLASS	4th CLASS	5th CLASS
TELUGU	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ	పునశ్చరణ
ENGLISH	Revision	Revision	Revision	Revision	Revision
MATHS	Revision	Revision	Revision	Revision	Revision
EVS	----	-----	Revision	Revision	Revision
ART-CULTURAL EDUCATION	Revision	Revision	Revision	Revision	Revision
H E	Revision	Revision	Revision	Revision	Revision
YOGA & PHY EDN	Revision	Revision	Revision	Revision	Revision
GAMES	Revision	Revision	Revision	Revision	Revision

"Education is what makes a person fearless, teaches him the lesson of unity, makes him aware of his rights, and inspires him to fight for those rights,"

Dr. B.R. Ambedkar



**Theme:**  
**Travel**





## Telugu Bhasha Varoathsavalu

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



### Objectives

- h 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
- h Promote culture among students and enlighten children, youth, women and community members about the importance of language

**Timeline / Competition schedule:** September 2025



### Suggested Activities

#### Level 1 : At School

Parents' Committee Members will play a key role

#### Level 2 : Cluster

All students will present to Cluster School and Concern School HMs

#### Level3 : At Mandal

All students will present to Mandal Offices and School Complex HMs

#### Level 4 : At District

The Winners will be Recognised by Program Guests

Elocution on Importance of Language	Singing and dancing Performances	Short story writing	Spelling Games
Dramatised Storytelling	Role play among students	Rhymes / Poems / 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 programme, identify interesting activities on different language discourses and conduct classroom-level language competitions.

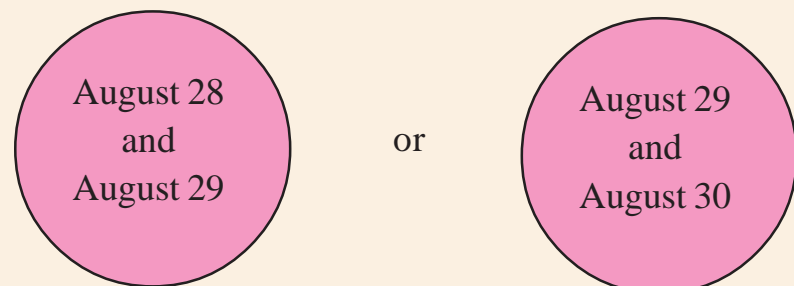
## Language Festival

Language Festival 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

- h Develop abilities among students to express their ideas in different language discourses in a creative manner
- h 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 / Poem / Shayari / Ghazals	Spelling Competition	Reading fluency and pronunciation competition	Teachers exhibiting new TLM using local resources
Dumb charades	Word building /Antakshari	Music and Dance Performances	Discourse change (poem to action song, poem choreography)
Language-based games stalls: dart games, ring games, word construction etc.	Translations of local songs and poems into english	Students presenting various kinds of programmes to the parent community using language. This ensures community participation and a platform for students to exhibit their skill in front of parents.	

### Note :

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

## Language Lab

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

### Objectives

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

### Timeline

Classes 1-5 → 1 or 2 Periods Weekly

Days can be decided by the Language teachers.  
It can also be incorporated in 'No Bag Day' Activities. (1 & 2 Classes only)

### Guidelines for teachers

- h *Primary Teacher* should allot 1or 2 periods for Telugu and 1or 2 periods for English Language Lab activities.
- h *High School Teachers* should allot 1 period for Telugu and 1 period for English for Language Lab activities.
- h All the teachers including subject teachers should take the initiative to make use of the language lab as much as possible.
- h 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.
- h Teachers can also provide the content in the pen drive to students who have computers/laptops or smartphones at their homes so that they can use at their own pace.



## Bala Sabha

Bala Sabha is a collective attempt by students to ensure their participation in the democratic space at school. Students will demonstrate their curricular and co-curricular learnings in Bala Sabha every month. The activities will be organised by students, with the teacher serving as a facilitator.

### Objectives

- h Promote overall development of children through a participatory approach that encourages democratic practices, analytical thinking, decision making, creativity and collaboration
- h Create a space for parents to become aware of their children’s performance

**Timeline :** Monthly once

### Guidelines for teachers

1. Teachers should encourage all children to participate in Bala Sabha and demonstrate their learning in creative ways (drama, role-play, etc.)
2. The teacher should observe the student’s performance and plan for classes accordingly.



# PM School for Rising India (PM SHRI)

## PM SHRI Schools in Andhra Pradesh: A Model for Holistic Education

The PM SHRI (Prime Minister Schools for Rising India) initiative is a flagship programme aimed at transforming schools into model institutions of excellence. In Andhra Pradesh, these schools are being developed with state-of-the-art infrastructure, modern pedagogical tools, and a focus on sustainability. The initiative ensures comprehensive development in various aspects, making education more accessible, engaging, and effective.

### 1. Construction of All Labs

PM SHRI schools in Andhra Pradesh are equipped with well-structured Science, Mathematics, and Language labs to foster practical learning. These labs provide hands-on experience, enhancing students' critical thinking and problem-solving skills. The infrastructure is designed to be interactive, ensuring students to experiment and explore beyond theoretical knowledge.

### 2. Development of Playgrounds

Recognizing the importance of physical fitness and extracurricular activities, all PM SHRI schools are mandated to develop well-maintained playgrounds. These grounds are designed to facilitate various sports and games, encouraging students to stay active, build teamwork, and develop leadership qualities.

### 3. Digital Library

Each PM SHRI school features a digital library equipped with e-books, interactive resources, and access to online learning materials. These libraries ensure that students and teachers have easy access to a vast pool of knowledge, supporting self-paced and blended learning methodologies.

### 4. ICT Classrooms

Interactive and technology-enabled classrooms (ICT Classrooms) are being set up to provide an engaging learning experience. These classrooms include smart boards, projectors, and internet connectivity to support multimedia-based education. This enhances comprehension and makes learning more student-centric.

### 5. ECCE Kits with BALA Features

For foundational learning, Early Childhood Care and Education (ECCE) kits with Building as Learning Aid (BALA) features are provided. These kits include interactive learning materials, play-based resources, and visual learning aids that support cognitive and motor skill development among young learners.

### 6. Learning Enhancement Programme (LEP)

To bridge learning gaps and enhance academic outcomes, Learning Enhancement Programmes (LEP) is implemented in PM SHRI schools. These programs focus on remedial teaching, activity-based learning, and individualized support for students who need additional academic assistance.

### 7. Green Schools Initiative

In line with sustainable development goals, PM SHRI schools are being developed as 'Green Schools' with eco-friendly infrastructure. This includes rainwater harvesting systems, solar panels, energy-efficient buildings, and plantation drives to promote environmental consciousness among students.

### 8. Annual Grants for Improvement and STEM Labs

To ensure continuous growth and improvement, PM SHRI schools receive annual grants that support infrastructure maintenance, resource procurement and faculty training. Special emphasis is placed on the establishment of STEM (Science, Technology, Engineering, and Mathematics) labs to encourage innovation and research among students.

### 9. PM SHRI Logo Display

All PM SHRI schools prominently display the official PM SHRI logo, symbolizing their alignment with national educational standards and objectives. The logo serves as an identity marker, reinforcing the vision of quality and inclusive education.

### 10. Kitchen Gardens and Sanitation Facilities

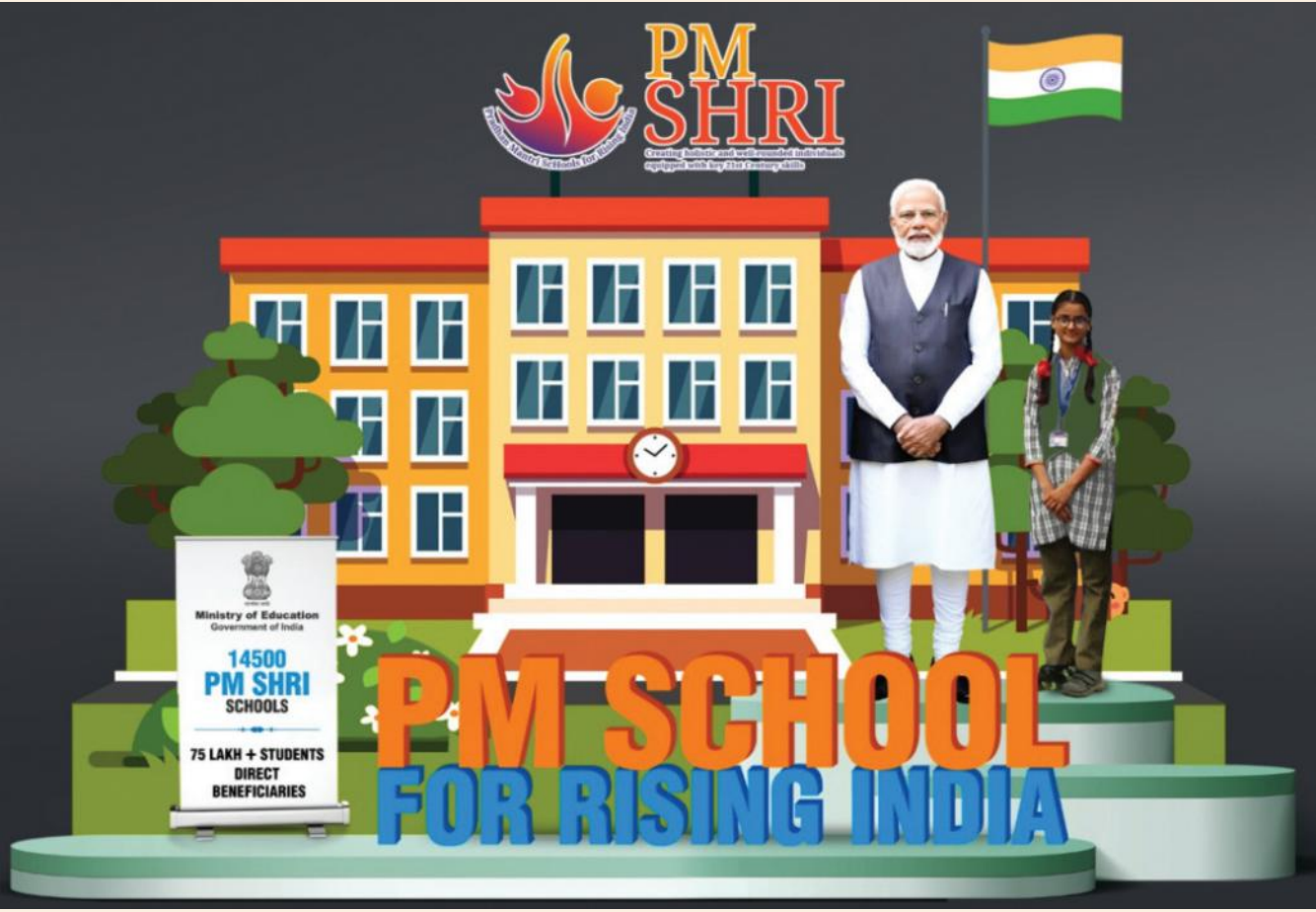
To promote health and nutrition awareness, kitchen gardens are being set up in schools. These gardens provide fresh produce for mid-day meals and serve as learning spaces for students. Additionally, modern sanitation facilities with clean and well-maintained washrooms ensure a hygienic environment for students and staff.

### 11. Boot Camps for Skill Development

PM SHRI schools regularly conduct Boot Camps to enhance students' skills in coding, entrepreneurship, robotics, and other vocational areas. These camps provide hands-on exposure to new-age career opportunities and help in developing problem-solving and analytical skills.

### 12. School Quality Assurance Framework (SQAF)

To maintain high educational standards, the School Quality Assurance Framework (SQAF) is implemented across all PM SHRI schools. SQAF sets benchmarks for school performance, teacher competency, student learning outcomes, and overall institutional effectiveness. Periodic evaluations are conducted to ensure continuous improvement in school quality.



## Games & Sports

### Physical Education Activities

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            | Motor Skills Development             |
| Social Interaction and Inclusion       | Self-confidence and Self-esteem      |
| Emotional Well-being and Mental Health | Cognitive Development                |
| Improved Quality of Life               | Transferable Life Skills             |
| Awareness and Acceptance               | Opportunities for Specialized Sports |



## School Development Plan

A School Development Plan (SDP) provides the basis for school improvement and should reflect the school's philosophy and vision. It lists the priorities and actions for the next period of time – many schools make a general three-year plan that is supplemented by a more detailed yearly plan. The SDP drives the next school self-review and demonstrates to the community that the school is working to achieve the best possible outcomes for its students.

### Objectives

- h Identifying the key areas for development and planning for the desired improvements to take place.
- h Meeting the agreed school aims effectively and utilising the allotted budget most effectively for school development.
- h Turning the schools long term vision into reality and breaking it into short term goals to achieve progressively.
- h Strengthening the partnership among the school staff, parents and other stakeholders.

**Timeline:** One mandatory meeting at the beginning of the year, one mandatory review meeting at the end of the year. Review meetings should be held in every quarter at least once to check the progress.

### Guidelines:

1. School HM and Teachers to come together and call for a meeting with parents and community members.
2. Discuss with all the participants to list out all the activities or works that need to be done in the school during the academic year.
3. Find out what are school priorities to work on in the academic year both in academics and infrastructure, by referring to the checklist.
4. Assign responsibilities to school staff and community members to work towards those goals.
5. Keep a track on progress of activities and evaluate those and take corrective action if necessary. Conduct review meetings thrice in a year.



Month	Activity	Objectives of Activity	Responsible persons	Time Line	Resources		Feedback
					Physical	Financial	



No Bag day for 1 to 5 Classes

National Educational Policy (2020) suggested that there should be an inter connection between curricular and co-curricular areas. Hence, school should provide multiple opportunities to students to train them in enhancing their creativity and emotional wellbeing. An integrated platform of arts, crafts and play is necessary for children to learn with joy. For this purpose, 'No Bag Day' has been introduced for classes 1 & 5. During the No Bag days, children do not get their bags to schools and do not engage in subject-specific academic activities. The First and Third Saturdays in the month are dedicated to nurture the other (Non academic/Co-curricular) aspects of child growth and make learning more fun and holistic. The focus areas on these Saturdays will be on life skills education, English language skills enhancement, physical activities, arts and crafts.

Timeline and schedule

Classes 1&5→ All Saturdays (monthly) 90 minutes each theme.

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

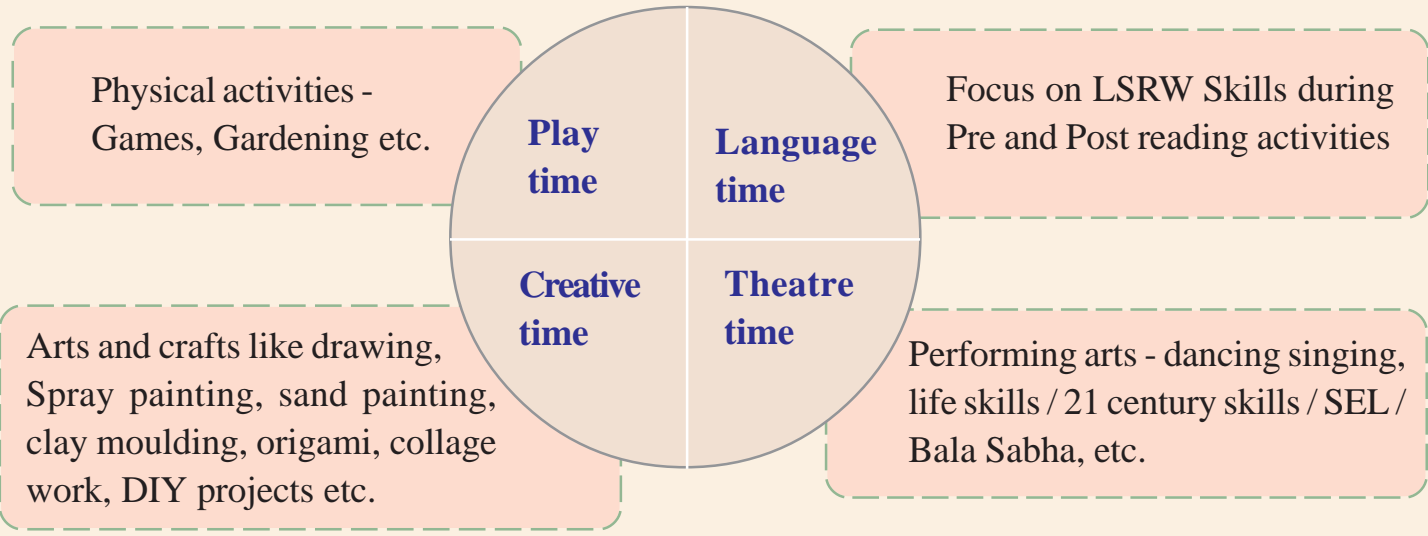


Fig 2 : Four themes of No-bag Saturdays



- Third Saturdays will be dedicated for the following activities :
- a. Excursion (Bi-annually) to local Post office, Police station, Hospital, Village Secretariat, Panchayat, Banks, Factories, Agricultural Field Visits, Visit the local Artizans (Pottery), Library, Gardens, Parks, etc.
  - b. Child Fair (annually) - Whole school project where all the children in the school get together

Theme-wise examples of activities for No-Bag Days

Suggested activities for Language time		
Vocabulary building games like name, place, animal, thing	Reading Aloud from Pratham Story Books	Translating Telugu dialogues to English, translating daily sounds into English and frame simple sentences
What am I? Riddles	Simple sentence speaking like telling about themselves, their families, their interests etc	Use of words, actions, and expressions while communicating
Phonetic sound games	Daily used phrases and responses in English etc.	Healthy lifestyle
Preparation of school magazine	Imaginative writing, Pick and speak, story telling	Enhancing non-verbal communication skills, Assertive communication
Reading Aloud followed by discussions and story telling		Prepare Billboards
Suggested activities for Theatre time		
Cleanliness and hygiene	Maintaining school grounds	Roleplays on how to behave in different situations
First Aid	Identifying fact vs superstition	My relationship web: mapping my people
Cleaning up the local parks (or any other public spaces),	Improving scientific curiosity	Coping up with stress & anxiety, managing Anger,
Practising the 3 Rs (reduce, recycle and reuse),	Identifying different emotions, understanding needs and wants	Decision Making wheel and ripple effects of decision making
Planting trees in the community,	Awareness on rural Health and Hygene	Empathy, civic responsibility, body language, leadership, building self esteem
Student-lead sessions on global issue awareness	Reaching out to trusted adults	
	Health and hygiene	
Suggested activities for Creative time		
Drawing	Music	Paper Jungles
Painting	Gardening	Clay Moulding
Dance	Reading	Art and Craft
Suggested activities for Play time		
Treasure hunts	Dodgeball	Full body stretching
Geography coordinates in playground		





# Teachers Training Calendar 2025-26

The National Education Policy (NEP) 2020 recommends all teachers, head teachers, and teacher educators participate in at least 50 hours of continuous professional development (CPD) annually. To realize this vision, a comprehensive training calendar has been developed, outlining the training programs designed for teachers, head masters, and other stakeholders throughout the academic year. This structured approach ensures that all stakeholders can fully utilize the training opportunities provided by the state, equipping them with the essential competencies for their professional growth.

S.No	Name of organisation	Name of Program	Subject / Key Area of Intervention & Training Topics Eg. Phonemic Awareness	Key outcomes of the training	Place of Intervention in AP (District/s)	Grades Targetted	Target Group (Teachers / Educational Leaders etc)	Total number of stakeholders in target group in the state	When (Months) in the Year (Please mention Yearwise months for programmes requiring more than a year)	Number of days Needed	Number of hours needed (per day)	Mode and Elements (Online/ In-Person Only/ Blended / PLC)	Whether the curriculum is ready	Remarks (if any)
1	Pratham-ASER	Year 2 FLN training - KRPs	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	<ul style="list-style-type: none"> <li>- Improve training skills to train next level teachers and grip on following points</li> <li>- Grasp policy perspectives on the 3-8 years learning continuum.</li> <li>- Understand domain-specific competencies and learning outcomes for early grades.</li> <li>- Develop lesson plans for daily classroom processes.</li> <li>- Address diverse learning needs and plan accordingly.</li> <li>- Motivate parents to support their child's learning.</li> <li>- Manage multilingualism using effective strategies.</li> <li>- Track and assess children's progress through varied methods.</li> <li>- Communicate assessment outcomes with parents.</li> <li>- Implement subject-specific activities in the classroom.</li> </ul>	State Level	Grades 1&2	DIETs and SGTs	104	April 15-20, 2025	6	8	In-person	In-Progress	
2	SATTVA and Kaivalya Education Foundation	School Leadership Training - Pool 02	<ul style="list-style-type: none"> <li>- Instructional Leadership</li> <li>- Organizational Leadership</li> <li>- Personal Leadership</li> <li>- Social Leadership</li> </ul>	School leadership training equips educators to enhance school performance through effective management, collaboration, and strategic decision-making.	State Level	N.A	Master Facilitators	350	April 15-20, 2025	6 (3 + 3)	8	In-person	Yes	
3	Pratham-ASER	Year 2 FLN training - DRPs	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	<ul style="list-style-type: none"> <li>- Improve training skills to train next level teachers and grip on following points</li> <li>- Grasp policy perspectives on the 3-8 years learning continuum.</li> <li>- Understand domain-specific competencies and learning outcomes for early grades.</li> <li>- Develop lesson plans for daily classroom processes.</li> <li>- Address diverse learning needs and plan accordingly.</li> <li>- Motivate parents to support their child's learning.</li> <li>- Manage multilingualism using effective strategies.</li> <li>- Track and assess children's progress through varied methods.</li> <li>- Communicate assessment outcomes with parents.</li> <li>- Implement subject-specific activities in the classroom.</li> </ul>	District Level	Grades 1&2	SGTs	2000	April 28 - May 3, 2025	6	8	In-person	In-Progress	
4	Pratham-ASER	Year 1 ECCE Phase 2 Training	Play based methodology, Community engagement, Assessments in Early years	<ul style="list-style-type: none"> <li>- Grasp policy perspectives on the 3-8 years learning continuum.</li> <li>- Understand domain-specific competencies and learning outcomes for early grades.</li> <li>- Develop lesson plans for daily classroom processes.</li> <li>- Address diverse learning needs and plan accordingly.</li> <li>- Motivate parents to support their child's learning.</li> <li>- Manage multilingualism using effective strategies.</li> <li>- Track and assess children's progress through varied methods.</li> <li>- Communicate assessment outcomes with parents.</li> <li>- Implement subject-specific activities in the classroom.</li> </ul>	Mandal level	PP1 & PP2	ganwadi workers	55,607	April-May, 2025	6	8	In-person	Yes	
5	Educational Initiatives	ART - Assessment Reform Training	Item writing	Provide training on how to create good Multiple choice questions and Free response questions	State Level	-	District Master Trainers	52	May 2025	3	6	Online	Yes	
6	Pratham Education Foundation	Teaching at the Right Level - TaRL	Establishing fundamental skills in Reading and Math for all students in Grades 3-5. This involves setting clear objectives and implementing activity-based learning strategies to achieve them effectively.	Strengthen Teachers on TaRL Activities in Reading and Math	All the districts	Grades 3-5	State Level Masters Trainers	130	May 2025	6	8	In-person	Yes	
7	Pratham Education Foundation	Teaching at the Right Level - TaRL	Establishing fundamental skills in Reading and Math for all students in Grades 3-5. This involves setting clear objectives and implementing activity-based learning strategies to achieve them effectively.	Strengthen Teachers on TaRL Activities in Reading and Math	All the districts	Grades 3-5	Mandal Level Resource persons	~3000	May 2025	5	8	In-person	Yes	
8	Leadership For Equity	TPD-SALT	SCERT and DIET capacity building	SCERT and DIET faculty will be able to apply diverse strategies and utilize appropriate tools proficiently to develop programs, materials, and conduct effective training for teachers and teacher trainers, aiming to enhance student learning outcomes	State Level	NA	SCERT, DIET, DCEB	200	May 2025	5	8	In-person		
9	AP DIKSHA-SAMO IN COORDINATION WITH SCERT	Workshop on Assessing existing e-content available on AP DIKSHA tenant	Assessment of existing 22000 e-content available in AP DIKSHA tenant.	Purification of DIKSHA eContent	State level	All grades	DIKSHA e-content reviewers	300	May 2025	5	8	Blended	Yes	
10	Leadership For Equity	TPD-SALT	Training of Master Trainers for the annual training of school complex leaders on Mentoring and Monitoring	Master Trainers will be equipped with skills related to mentoring & monitoring, along with facilitation skills to effectively train 13,167 observers	All the districts	N.A	Educational Leaders (Selected Master Trainers from the certified Teach tool observers)	520	May 29-31, 2025	3	8	In-person	In-Progress	
11	Samagra Shiksha	Inclusive Education	In-service training programme for IERPs on curricular adaptations	How to handle Children with Special Needs in Bhavitha Centers and conduct screening of CwSN at field level	District Level	Grades 1-8	All IERPs	1358	May/June, 2025	5	5	In-person	Modules will be prepared shortly	
12	Pratham-ASER	Year 2 FLN training - 34,000 teachers	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	<ul style="list-style-type: none"> <li>- Grasp policy perspectives on the 3-8 years learning continuum.</li> <li>- Understand domain-specific competencies and learning outcomes for early grades.</li> <li>- Develop lesson plans for daily classroom processes.</li> <li>- Address diverse learning needs and plan accordingly.</li> <li>- Motivate parents to support their child's learning.</li> <li>- Manage multilingualism using effective strategies.</li> <li>- Track and assess children's progress through varied methods.</li> <li>- Communicate assessment outcomes with parents.</li> <li>- Implement subject-specific activities in the classroom.</li> </ul>	District /Mandal level	Grades 1&2	SGTs	34,000	June 2-7, 2025	6	8	In-person	In-Progress	
13	Pratham Education Foundation	Teaching at the Right Level - TaRL	Establishing fundamental skills in Reading and Math for all students in Grades 3-5. This involves setting clear objectives and implementing activity-based learning strategies to achieve them effectively.	Strengthen Teachers on TaRL Activities in Reading and Math	All the districts	Grades 3-5	All teachers handling Grades 3-5	63,007	June 2-7, 2025	5 (Spell model)	8	In-person	Yes	
14	SATTVA and Kaivalya Education Foundation	School Leadership Training - Pool 02	<ul style="list-style-type: none"> <li>- Instructional Leadership</li> <li>- Organizational Leadership</li> <li>- Personal Leadership</li> <li>- Social Leadership</li> </ul>	School leadership training equips educators to enhance school performance through effective management, collaboration, and strategic decision-making	All the districts	N.A	High school HMs	15,000	June 2-4, 2025	6 (3 + 3)	8	Blended	Yes	
15	Leadership For Equity	TPD-SALT	Annual training of school complex leaders on mentoring and monitoring	All the certified Teach tool observers will be equipped with skills related to mentoring & monitoring to provide effective feedback and mentoring support to the observed teachers	All the districts	N.A	All the certified Teach Tool observers in the state	13,167	June 8-10, 2025	3	8	In-person	In-Progress	
16	SCERT	Training	Physical education	Sharing knowledge	13 districts		Physical education teachers	6000	June 2025	3	5	Online or in-person	No	
17	Educational Initiatives	ART - Assessment Reform Training	Item Writing	Provide training on how to create good Multiple choice questions and Free response questions	Zones	-	Cluster/Mandal level Master Trainers	6000	June 2025	1	8	Online	In-Progress	
18	Vibha & LeapForWord	Vibha English Literacy Program	English - Phonics based techniques	<ul style="list-style-type: none"> <li>- Introducing teachers to effective strategies and resources designed to create a simplified and engaging English learning environment.</li> <li>- Equipping teachers with practical and easily applicable techniques</li> <li>- The training aims to ensure effective incorporation of ELP techniques in the classrooms to positively impact on students' reading, spelling, and vocabulary abilities.</li> </ul>	7 Districts (ASR, NTR, KRISHNA, GUNTUR, SPS NELLORE, ANNAMAYYA, TIRUPATI)	Grades 2 - 5	English Teachers from Primary Grades	~12,000 teachers	First two weeks of June 2025	2 days per district	4	Online + Offline (For all 7 districts - selected teachers will be invited).	Yes	
19	AP DIKSHA-SAMO	Orientation to District DIETs Principals, DIET Faculty, District DIKSHA Coordinators on District Empowerment Programme	Orientation to District DIETs Principals, DIET Faculty, District DIKSHA Coordinators on District Empowerment Programme	Capacity building of District nodal teachers regarding usage of Micro Improvement Projects & Student Courses	State Level covering all DIETs	All grades	Teacher Educators & District DIKSHA Coordinators	130	June 2025	3	7	In-person	No	
20	Pratham-ASER	Year 2 ECCE Phase 1 - KRP Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum.- Understand domain-specific	State level	PP1 & PP2	DIETs, SGTs CDPOs, Supervisors	156	June 2025	6	8	In-person	In-Progress	
21	Pratham-ASER	Year 2 ECCE Phase 1 - DRP Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum.- Understand domain-specific	District level	PP1 & PP2	CDPOs, Supervisors, SGTs	4,000	June 2025	6	8	In-person	In-Progress	
22	Educational Initiatives	ART - Assessment Reform Training	Item Writing - Part I	Provide training on how to create good Multiple choice questions and Free response questions	School Complex	-	Teachers	1.8 lakh	July 2025	1	1	Online	In-Progress	
23	Leadership For Equity	Amazon Future Engineer (AFE) - Computer Science Teaching Excellence	<ul style="list-style-type: none"> <li>- Introduction to Computational Thinking and Coding</li> <li>- Creative Computing - 1</li> <li>- Creative Computing - 2</li> <li>- Hackathon</li> </ul>	The registered teachers will be able to integrate computer science concepts into their regular teaching to build 21st-century skills in the students	Srikakulam, Vizianagaram, and Vishakhapatnam (Subject to increase the districts)	Grades 5-8	Teachers	650	July 2025 - December 2025	Across 6 months	Time is flexible for teachers. The total course content duration will be 12-15 hours across 6 months	Blended (PLC- included)	Yes	
24	Pratham-ASER	Year 2 FLN training - 34,000 teachers	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	<ul style="list-style-type: none"> <li>- Grasp policy perspectives on the 3-8 years learning continuum.</li> <li>- Understand domain-specific competencies and learning outcomes for early grades.</li> <li>- Develop lesson plans for daily classroom processes.</li> <li>- Address diverse learning needs and plan accordingly.</li> <li>- Motivate parents to support their child's learning.</li> <li>- Manage multilingualism using effective strategies.</li> <li>- Track and assess children's progress through varied methods.</li> <li>- Communicate assessment outcomes with parents.</li> <li>- Implement subject-specific activities in the classroom.</li> </ul>	District level	Grades 1&2	SGTs	34,000	July 2025 - August 2025	14	2	Online	In-Progress	



25	Pratham-ASER	Year 2 ECE Phase 1 Training	Play based methodology, Community engagement, Assessments in Early years.	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	Mandal level	PP1 & PP2	Anganwadi workers	55,607	July 2025 - August 2025	6	8	In-person	In-Progress	
26	Educational Initiatives	ART - Assessment Reform Training	Theory of Assessments	Provide an understanding of different types of assessments that can help gauge student learning	State level	-	District Master Trainers	52	August 2025	3	6	Online	Yes	
27	SATTVA and KAIVALYA Education Foundation	SIEMAT Capacity Building	Research and Development	To undertake action research and evaluation, case studies about educational planning and management, for improving school education	State level	N.A	SIEMAT Faculty	15	August 2025	3	8	In-Person	In-Progress	
28	AP DIKSHA-SAMO	Online training to Stakeholders on DIKSHA usage	1. DIKSHA : Policy Perspectives and Scope in Education 2. Energized Textbook and Digital Resources 3. Virtual Lab and Vocational Education Vertical 4. Digital Jaadui Pitara, FLN and Education for All Vertical 5. Online Courses on DIKSHA 6. DIKSHA usage in Inclusive Education	Understanding DIKSHA usage through practical approach	State level	All grades	All Inservice, preservice teachers, teacher educators, students, parents and other stakeholders of school education	80 lakhs	August 2025	5	1	Online	No	
29	Pratham-ASER	Year 2 ECCE Phase 1 Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	Mandal level	PP1 & PP2	Anganwadi workers	55,607	August 2025 - September 25	14	2	Online	In-Progress	
30	Educational Initiatives	ART - Assessment Reform Training	Item Writing - Part 2	Provide training on how to create good Multiple choice questions and Free response questions	School Complex	-	Teachers	1.8 lakh	August 2025	1	1	Online	In-Progress	
31	Leadership For Equity	TPD-SALT	Train the SCERT Nodal Officers on course development, implementation and monitoring	SCERT faculty will be able to create need based blended courses for teachers independently. They will be able to design the implementation and monitoring for continuous teacher engagement on the courses going forward.	State level	N.A	Selected SCERT Faculty including TPD PoC	5-10	August 2025	1	8	In-Person	In-Progress	
32	Leadership For Equity	TPD-SALT	Orient State, District and Mandal officials on "Teach" Observation and Mentoring	State & District Officials will be able to monitor the classroom observations effectively and support the district and mandal officials respectively for effective implementation and to ensure timely support to the observed teachers	State level	N.A	Educational Leaders (Selected State SCERT & SS PoCs of Teach, AMOs across the districts)	35	August 2025 - September 25	2	8	In-Person	In-Progress	
33	The Hindu Group	STEP - TEACHER TRAINING	English language training to school teachers	Proficiency in English	26 districts		Teachers	40 teachers per district	August 2025 - November 2025	4	8	Online	Yes	we can take up the training program as per dates prescribed by department also
34	CSE	SDGs	Awareness to all HMs and teachers	Awareness on the importance of different KPIs and their role in determining the ranks of our state in different national dashboards	District/Mandal Headquarters	Grades 1 - 12	All teachers in the state		First quarter of the academic year	Half day	4	Virtual	Yes	May be conducted in School Complex
35	CSE	SDGs	Orientation to all District level and Zonal level officers	Awareness on the importance of different KPIs and their role in determining the ranks of our state in different national dashboards	State Headquarters	ASOs, APOs, MIS Coordinators, RJDs, DEOs, APCs etc	ASOs, APOs, MIS Coordinators, RJDs, DEOs, APCs etc		First quarter of the academic year	1	8	In person	Yes	
36	CSE	UDISE+	Orientation to all District level and Zonal level officers	Understanding exceptional reports and their impact in determining the rank of our state	State Headquarters	ASOs, APOs, MIS Coordinators, RJDs, DEOs, APCs etc	ASOs, APOs, MIS Coordinators, RJDs, DEOs, APCs etc		First quarter of the academic year	1	8	In-person	Yes	
37	CSE	UDISE+	Awareness to all HMs and teachers	Awareness on the importance of different KPIs and their role in determining the ranks of our state in different national dashboards	District/Mandal Headquarters	Grades 1 - 12	All HMs and teachers		First quarter of the academic year	Half day	4	In-person	Yes	
38	CSE	School safety, Disaster management	Based on time to time instructions from concerned authorities	School safety and disaster management measures to be taken in schools	District Headquarters	Grades 1 - 12	All teachers in the state		Depends on the requirement from APSDMA and NIDM	1	6	In-person		
39	Educational Initiatives	ART - Assessment Reform Training	Theory of Assessments	Provide an understanding of different types of assessments that can help gauge student learning	Zones	-	Cluster/Mandal Master Trainers	6000	September 2025	1	8	Online	In-Progress	
40	Educational Initiatives	ART - Assessment Reform Training	Theory of Assessments - Part 1	Provide an understanding of different types of assessments that can help gauge student learning	School Complex	-	Teachers	1.8 lakh	September 2025	1	1	Online	In-Progress	
41	AP DIKSHA-SAMO IN COORDINATION WITH SCERT	Orientation of District Resource Groups (DRGs) on Effective usage of DIKSHA & Development of eContents with special reference to DIKSHA platform	1. ICT initiatives @ India with emphasis on DIKSHA 2. Digital Resources for Teaching, Learning & Assessment 3. Accessible Digital Resources 4. Script writing and Storyboarding 5. Graphic Resources 6. Interactive Resources 7. Audio Resources 8. Video Resources 9. Virtual Labs on DIKSHA 10. Animation Resources 11. Subject Specific Tools (AR, VR) 12. Evaluation of eContent 13. Content Pedagogy & Technology Integration 14. ebooks 15. Cyber Safety and Security	Effective implementation, monitoring activities related to DIKSHA in the districts. Development of basic eContent skills	State level	All grades	District DIKSHA Coordinators	130	September 2025	5	8	In-person	No	
42	Educational Initiatives	ART - Assessment Reform Training	Item Writing - Part 3	Provide training on how to create good Multiple choice questions and Free Response questions	School Complex	-	Teachers	1.8 lakh	September 2025	1	1	Online	In-Progress	
43	SATTVA and Kaivalya Education Foundation	School Leadership Training - Pool 03	Instructional Leadership Organizational Leadership Personal Leadership Social Leadership	School leadership training equips educators to enhance school performance through effective management, collaboration, and strategic decision-making	State Level	N.A	Master Facilitators	350	Sept/Oct - 2025	6 (3 + 3)	8	In-person	In-Progress	
44	SATTVA and Kaivalya Education Foundation	School Leadership Training - Pool 03	Instructional Leadership Organizational Leadership Personal Leadership Social Leadership	School leadership training equips educators to enhance school performance through effective management, collaboration, and strategic decision-making.	All the districts	N.A	Primary HMs	15,000	September 2025 - October 2025	6 (3 + 3)	8	Blended	In-Progress	
45	CIET-NCERT	Orientation of State Resource Groups (SRGs) on Development of eContents for DIKSHA	ICT-DIKSHA-E CONTENT CREATION	Capacity building & Competency development in e Content creation	State level	All grades	Teachers & Educational Leaders	20	October 2025	5	7	Online	Yes	
46	Pratham-ASER	Year 2 ECCE Phase 2 Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	Mandal level	PP1 & PP2	Anganwadi workers	55607	October 2025 - November 2025	6	8	In-person	In-Progress	
47	Educational Initiatives	ART - Assessment Reform Training	Theory of Assessments - Part 2	Provide an understanding of different types of assessments that can help gauge student learning	School Complex	-	Teachers	1.8 lakh	October 2025	1	1	Online	In-Progress	
48	Educational Initiatives	ART - Assessment Reform Training	Insights and Remediation	Provide training on how to create good Multiple choice questions and Free Response questions	State level	-	District Master Trainers	52	October 2025	3	6	Online	In-Progress	
49	Leadership For Equity	TPD-SALT	Workshop to SCERT faculty on "Teach" Material Creation	SCERT faculty will be able to create need based pedagogical training videos for teacher mentors independently	State Level	N.A	Selected SCERT Faculty including Teach PoC	5	October 2025	1	8	In-person	In-Progress	
50	Leadership For Equity	TPD-SALT	Course 1 Rollout 2024-25 (For Teachers who showed interest in the course as per TNA 2024)	Improved pedagogy and content knowledge (PCK) of the selected course	All the districts	Grades 3-10	Teachers	As per the TNA 2024	October 2025 - December 2025	Across 3 months	Time is flexible to teachers. Total course content duration will be 8-10 hours	Blended (PLC- included)		
51	Pratham-ASER	Year 2 ECCE Phase 2 Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	Mandal level	PP1 & PP2	Anganwadi workers	55,607	November 2025 - December 2025	14	2	Online	In-Progress	
52	Educational Initiatives	ART - Assessment Reform Training	Theory of Assessments - Part 3	Provide an understanding of different types of assessments that can help gauge student learning	School Complex	-	Teachers	1.8 lakh	November 2025	1	1	Online	In-Progress	
53	Educational Initiatives	ART - Assessment Reform Training	Insights and Remediation	Provide training on how to create good Multiple choice questions and Free response questions	Zones	-	Cluster/Mandal Master Trainers	6000	November 2025	1	8	Online	In-Progress	
54	Regional Institute of English, South India	30-day Certificate Course in English Language Teaching for Primary /Elementary School Teachers (SGT)	English Language Teaching Skills ( Listening Speaking Reading Writing), Professional Development, Action Research, Evaluation approaches and Methods	Trained Teachers can be utilised as Resource Persons at State District /Block Level based on the Grades Secured	All the districts	Grades 1-7 teachers of English language and subjects	Teachers	150	November 2025 , January - February 2026	30	6	In-person		
55	SATTVA and KAIVALYA Education Foundation	Social Audit Plan	To conduct a School Performance Evaluation/School Social Audit in all schools	The School Performance Evaluation/Social Audit focused on six major domains including infrastructure, student academics, co-curricular activities, student entitlements, teachers' performance, and equity indicators	State Level	N.A	Master Trainers	142	December 2025	1	8	In-person/Virtual	Yes	



56	SATTVA and KAIVALYA Education Foundation	Social Audit Plan	To conduct a School Performance Evaluation/School Social Audit in all schools	The School Performance Evaluation/Social Audit focused on six major domains including infrastructure, student academics, co-curricular activities, student entitlements, teachers' performance, and equity indicators	School Complex	N.A	School Heads	45,000	December 2025	1	8	In-person/Virtual	Yes	
57	CIET-NCERT	Training on Development of Online Course for State Resource Group (SRG)/ Master Trainers of States, UTs and Autonomous Organisations	ICT-DIKSHA-ONLINE COURSE DEVELOPMENT	Capacity building & Competency development of teachers to develop online courses	State level	All grades	Teachers & Educational Leaders	10	December 2025	5	7	Online	Yes	
58	Educational Initiatives	ART - Assessment Reform Training	Insights and Remediation	Provide training on how to create good Multiple choice questions and Free Response questions	School Complex	-	Teachers	1.8 lakh	December 2025	1	1	Online	In-Progress	
59	Leadership For Equity	TPD-SALT	SCERT and DIET Capacity building	SCERT and DIET faculty will be able to apply diverse strategies and utilize appropriate tools proficiently to develop programs, materials, and conduct effective training for teachers and teacher trainers, aiming to enhance student learning outcomes	State Level	NA	SCERT, DIET, DCEB	200	December 2025	5	8	In-person		
60	Leadership For Equity	TPD-SALT	Training of Master Trainers for the annual training of school complex leaders on Mentoring and Monitoring	Master Trainers will be equipped with skills related to mentoring & monitoring along with the facilitation skill to able to give effective training to MEOs & Sectoral Officers	All the districts	N.A	Educational Leaders (Selected Master Trainers from the certified Teach tool observers)	60	December 2025	4-5	8	In-person	In-Progress	
61	Leadership For Equity	TPD-SALT	Annual training of School Complex leaders on Mentoring and Monitoring	All the MEO-2s, Sectoral Officers (AMOs) and selected DIET faculties will be equipped with application of the Teach tool for classroom observation, to further monitor regularly. They will also learn how to analyse the Teach tool data to monitor and support teacher mentors and teachers respectively in their mandals and district	All the districts	N.A	MEOs (MEO-2), Sectoral Officers (AMOs), Selected DIET Faculty	780-800	December 2025	4-5	8	In-person	In-Progress	
62	CIET-NCERT	Integration of Virtual Labs in teaching-learning	Need and Scope of Virtual labs as teaching learning tool for various subjects	Hands-on experience of experiments promoting learning by doing approach. Pedagogical incorporation to self-paced learning using Virtual Labs in the classroom or at home	State level	All grades	Teachers and Head teachers	All teachers	January 2026	7	1	Online	Yes	
63	Educational Initiatives	ART - Assessment Reform Training	Insights and Remediation	Provide training on how to create good Multiple choice questions and Free response questions	School Complex	-	Teachers	1.8 lakh	January 2026	1	1	Online	In-Progress	
64	Educational Initiatives	ART - Assessment Reform Training	Insights and Remediation	Provide training on how to create good Multiple choice questions and Free Response questions	School Complex	-	Teachers	1.8 lakh	February 2026	1	1	Online	In-Progress	
65	Leadership For Equity	TPD-SALT	Course 2 Rollout 2024-25 (For Teachers who showed interest in the course as per TNA 2024)	Improved pedagogy and content knowledge (PCK) of the selected course	All the districts	Grades 3-10	Teachers	As per the TNA 2024	January 2026 - March 2026	Across 3 months	Time is flexible to teachers. Total course content duration will be 8-10 hours	Blended (PLC- included)		
66	Pratham-ASER	Year 3 ECCE KRP Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	State level	PP1 & PP2	DIETs, SGTs CDPOs, Supervisors	156	February 2026	6	8	In-person	In-Progress	
67	Pratham-ASER	Year 3 ECCE DRP Training	Play based methodology, Community engagement, Assessments in Early years	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	District level	PP1 & PP2	CDPOs, Supervisors, SGTs	4,000	March 2026	6	8	In-person	In-Progress	
68	Pratham-ASER	Year 2 FLN training - DRPs	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	- Improve training skills to train the next level teachers and grip on following points - Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	District level	Grades 1&2	SGTs	2,000	April 2026	6	8	In-person	Yet to start	
69	Pratham-ASER	Year 3 FLN training - 34,000 teachers	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	District /Mandal level	Grades 1&2	SGTs	34,000	May 2026 - June 2026	6	8	In-person	In-Progress	
70	Pratham-ASER	Year 3 ECE Phase 1 Training	Play based methodology, Community engagement, Assessments in Early years and Inclusive Education	- Grasp policy perspectives on the 3-8 years learning continuum. - Understand domain-specific competencies and learning outcomes for early grades. - Develop lesson plans for daily classroom processes. - Address diverse learning needs and plan accordingly. - Motivate parents to support their child's learning. - Manage multilingualism using effective strategies. - Track and assess children's progress through varied methods. - Communicate assessment outcomes with parents. - Implement subject-specific activities in the classroom.	Mandal level	PP1 & PP2	Anganwadi workers	55,607	June 2026 - Jul 2026	6	8	In-person	In-Progress	

జావెనైల్ జస్టిస్ కమిటీ  
హైకోర్టు, ఆంధ్రప్రదేశ్

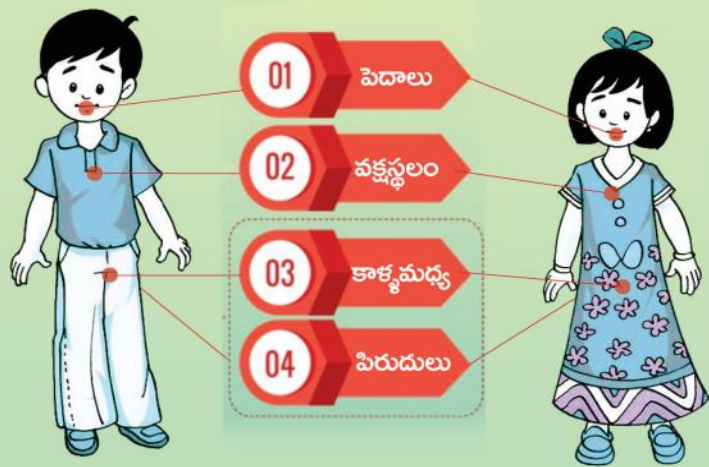


समग्र शिक्षा  
Samagra Shiksha

# 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 ఉమెన్  
హెల్ప్ లైన్ 181కు ఫోన్ చేయండి.

శరీరభాగాలను  
ఎవరైనా తాకితే  
వద్దని అరవండి.



అరవండి

శరీరభాగాలను ఎవరైనా  
తాకితే అక్కడి నుండి  
వేగంగా పరిగెత్తండి.



పరిగెత్తండి

పాఠశాల విద్యాశాఖ,  
ఆంధ్రప్రదేశ్





ALL ROUND DEVELOPMENT  
DEMOCRATIC CITIZENSHIP  
PREPARATION FOR COMPETITIVE EXAMINATIONS  
SCIENTIFIC TEMPERAMENT  
HEALTH, HYGIENE & SAFETY  
ICT IN EDUCATION

ART EDUCATION  
CONSTITUTIONAL VALUES FOR GOOD CITIZENSHIP  
GAMES, SPORTS & YOGA  
SKILL EDUCATION  
VALUE EDUCATION  
ARTIFICIAL INTELLIGENCE

