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Azadi Ka
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NIPUNBharat PAKHWADA

**An Initiative to Build Community Awareness &
Participation for Foundational Literacy &
Numeracy**

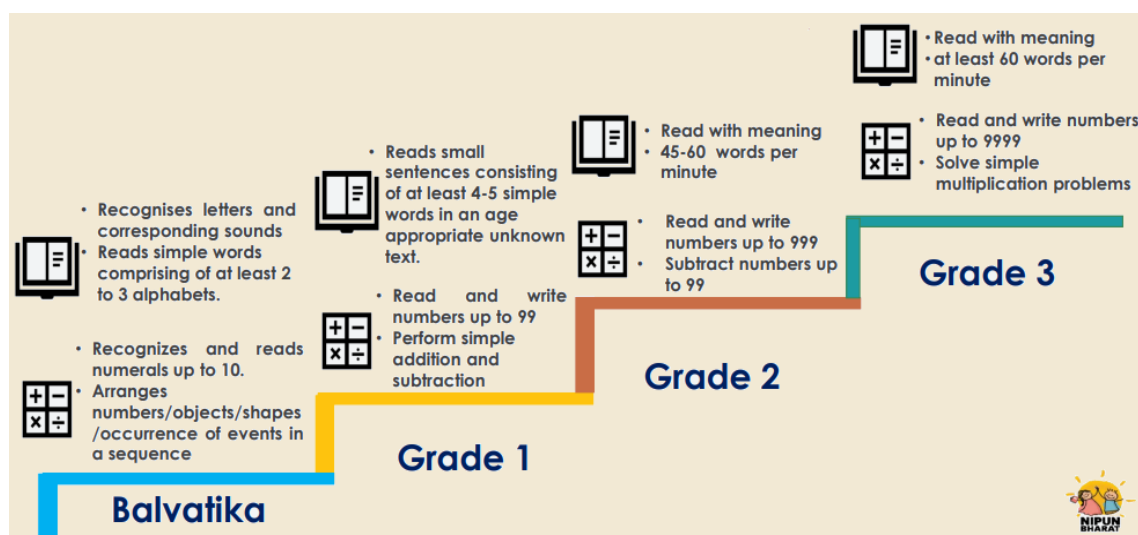
Guidelines



Department of School Education and Literacy
Ministry of Education
GOVERNMENT OF INDIA

CONTEXT

National Education Policy (NEP) 2020 gives the highest priority to universal acquisition of foundational literacy and numeracy skills at primary level. Further, it states that, the rest of this Policy will be largely irrelevant for a large portion of our students if this most basic learning, i.e., reading, writing, and arithmetic at the foundational level is not first achieved. Recognising the crucial role of Foundational skills in the national development, a National Foundational Literacy and Numeracy Mission named as ‘National Initiative for Proficiency in Reading with Understanding and Numeracy - NIPUN Bharat’ was launched on 5th July 2021. The purpose is to ensure that every child in the country necessarily attains foundational literacy and numeracy in Grade 3 by 2026-27. The overall targets or ‘Lakshyas’ of NIPUN Bharat Mission are:



Source: NIPUN Bharat Mission Implementation Guidelines (MoE, 2021)

https://diksha.gov.in/play/collection/do_3134178342566871041739?contentType=TextBook

Fig 1: NIPUN Bharat Mission Lakshyas

To make NIPUN Bharat a large-scale mission to change country’s educational landscape, NEP 2020 recommends extensive community engagement for enhancing learning level of children. It is suggested to garner the support of active and healthy senior citizens, school alumni and local community members and create a database of literate volunteers, retired scientists/government/semi government employees, alumni, and educators. The NIPUN Bharat Mission guidelines also concur that community participation is a central and overarching factor in planning, implementation and monitoring of FLN mission. The FLN mission can succeed by promoting a sense of ownership at all levels and empowering

households and the communities to act as an extension to school-based education. To sustain this engagement, a variety of events can be planned at regular intervals with participation from every stakeholder in the ecosystem including, government and private schools, local elected bodies, village, parents, and the child.

Parents/Community participation in NIPUN Bharat Mission

Close involvement of community members is extremely critical as it fosters ‘bottom-up approach’ not only in effective planning and implementation of interventions in the schools but also in effective monitoring, evaluation, and ownership of the Mission by the community. Even after entering the formal schooling system, family and community continues to be the place where major learning takes place as children spend more than 80% of their time at home. Additionally, ensuring effective community involvement, especially in early years can make local context, culture, and language an integral part of a child’s education that positively influences learning levels. The COVID-19 pandemic has further demonstrated the role of parents and the community members as active stakeholders in children’s education.

NIPUN Bharat Pakhwada

NIPUN Pakhwada is an initiative to build awareness among stakeholders on components of NIPUN Bharat Mission which will facilitate their participation and active engagement in the mission.



Fig 2: Objectives of NIPUN Bharat Pakhwada

Pakhwada will be organized as a series of National, state, school and community-based events to make parents and community aware about the objectives and key components of NIPUN Bharat Mission and engage them in the learning of the children. The events will also focus on roles and responsibilities of parents and community so that they could actively participate in the mission and make it a ‘Jan Andolan’. Various fun based activities will also be organised at school and community level.

Participants

- All young children between the age of 3+ to 11 years (pre-primary/Balvatika to primary level) who are present in the community at the time of the organization of events, must be the part of NIPUN Bharat Pakhwada, whether they are studying in the schools in that community or not.
- Teachers/Head Teachers, Parents/ other caregivers/ Community, CRC/ BRC/ BEO/ DEO, SMC/ VEC/ Panchayats.
- All categories of schools from all sectors (Government, Private, NGOs)

Organisation

The NIPUN Bharat Pakhwada will be held over a period of 15 days from 4th to 18th May, 2022. Participation will extend from the National level to Schools (Government, Private, Aided), Panchayats ghar/community centers/chaupal, etc. The NIPUN Bharat Mela in school will not be confined only to the classroom. The whole school resources must be utilized. NIPUN Bharat Nodal/officers from the states/UTs will coordinate the organization of the activities during the Pakhwada and sharing of information with the Ministry.

Phases and Levels of Organization

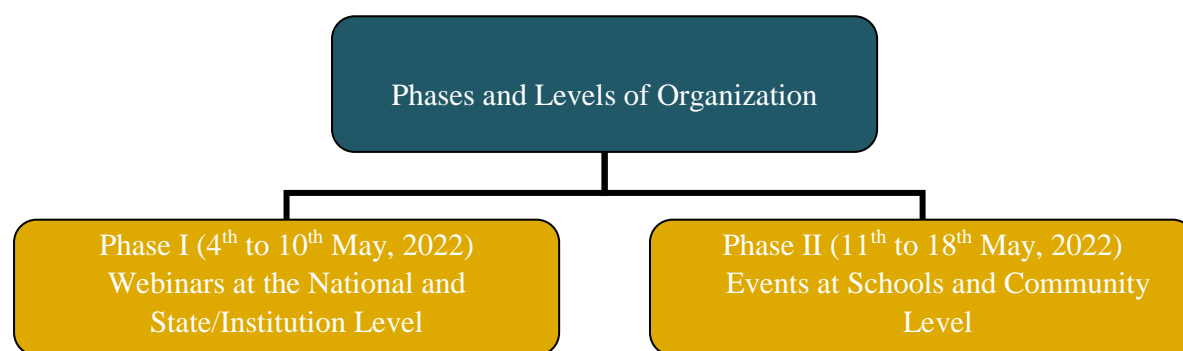


Fig 3: Phases of Organization of NIPUN Bharat Pakhwada

Sharing of Resources

Links to the available resources are given in the guidelines at appropriate places for quick and easy access. These links may be shared with different stakeholders through Whatsapp, emails, etc.

Note: Please note that the activities under the NIPUN Bharat Pakhwada must be organised following strict Covid-19 protocols and SOPs as applicable.

PROGRAMME

PHASE I (4th to 10th May 2022): Webinars at National, State and Institutional Level

The objective of the webinars is to make different stakeholders (policy makers, educational planners, educational administrators, parents, teachers and community) aware about the NIPUN Bharat Mission, its targets/Lakshyas, roles and responsibilities of each stakeholder to facilitate their participation in the Mission. Therefore, environment building for organizing NIPUN Bharat Pakhwada is very important. This can be done by sharing of NIPUN Bharat Pakhwada Guidelines, dissemination of information about different activities to be carried out, and sharing of links for the National, State and Institutional level webinars, etc with different stakeholders.

4th May, 2022: Launch of NIPUN Bharat Pakhwada and National Level Webinar

A national level webinar on NIPUN Bharat Mission will be hosted by the Ministry of Education in an online mode for creating mass awareness about the NIPUN Bharat Mission and Pakhwada. The webinar will be telecast through different modes/channels to reach every nook and corner of the country. Links to attend the webinar is given below:

YouTube Live
URL : https://youtu.be/mWsV_ghDh8A

5th to 10th May, 2022: State/UT Level Webinars

The state level webinar may be organized on any day (as per the suitability of the State/UT) between 5th and 10th May, 2022. Following are the guidelines for organizing the webinars:

1. Common Youtube/Facebook link may be created and shared so that all teachers and other stakeholders such as parents, teachers and community members can attend the webinar.
2. State/UT must make sure that the recording of the webinar is available for later viewing.
3. During webinar, all stakeholders may be encouraged to write their comments and questions on live comment box given.

4. The webinar may also be telecast through local TV channels and if possible, arrangement can be made to create viewing facility in schools, panchayat ghar/community centers/chaupal, etc. for a wider outreach.
5. Webinar should be organized in regional/local language so that everyone can understand the concept of NIPUN Bharat Mission.
6. Webinar may be extensively popularized using multi-media such as newspapers, announcements, pamphlets, posters, text messages, email, facebook, twitter, Whatsapp, TV, etc.
7. Speakers and theme moderators must be experts/practitioners in subject domain/topic on which they are speaking.
8. Content delivered by the speakers must be very clear, to the point and in simple language, so that different stakeholders can easily understand the purpose of NIPUN Bharat Mission and their role and responsibility to contribute in achieving the set targets.
9. Relevant documents, programme schedule, photographs and videos of the webinar should be uploaded using the link given below:

https://docs.google.com/spreadsheets/d/16k2-N0bADd1uLHfBLYgBer6yY4E_TFlrlqav2T6mSBc/edit?usp=sharing

10. Tentative Programme Schedule for the webinars is given below for ready reference and use:

Time	Session	
10:00am	Inaugural Welcome Purpose of NIPUN Bharat Pakhwada and Webinar Welcome Address NIPUN Bharat Pledge	National/ State Officials
10:30am	Theme 1: Building understanding about NIPUN Bharat Mission	Speaker
to	NIPUN Bharat Mission: purpose, objectives, targets	<i>Speaker 1</i>
11:30am	Why shift to the competency based learning?	<i>Speaker 2</i>
	Holistic development of children: Developmental Goals, key skills, learning outcomes and Lakshyas	<i>Speaker 3</i>
	Teaching learning approach/ Pedagogy at the foundational stage	<i>Speaker 4</i>
	Consolidation/Final Remarks by the Moderator	Moderator
11:30am	Theme 2: Building strong skills at foundational learning	Speakers

to 12:30pm	Importance of children's literature in learning and selection process	<i>Speaker 1</i>
	Ways to create print rich environment and use them for learning	<i>Speaker 2</i>
	Importance of number sense, critical thinking, creative thinking and problem solving skills and ways to develop them	<i>Speaker 3</i>
	Introduction to Vidya Pravesh programme and its importance	<i>Speaker 4</i>
	Consolidation/Final Remarks by the Moderator	Moderator
12:30pm to 1:30pm	<i>Theme 3: Parameters for effective implementation</i>	Speakers
	Critical enablers for ensuring NIPUN Bharat Mission implementation	<i>Speaker 1</i>
	Role of mother tongue in building strong foundations for learning	<i>Speaker 2</i>
	Role of teachers and their capacity building	<i>Speaker 3</i>
	Roles and functions of various stakeholders in the success of the mission: <ul style="list-style-type: none"> • Policy makers, educational planners, educational administrators • Parents and community 	<i>Speaker 4</i>
	Consolidation/Final Remarks by the Moderator	Moderator
1:30 pm to 02:00pm	Valedictory	National/ State Officials

PHASE II (11th to 18th May, 2022): NIPUN Bharat Events in Schools and Community

‘NIPUN Bharat events in schools and community’ will be held to make all the parents and community aware about the NIPUN Bharat Mission and their roles and responsibilities in the learning and development of their children. Apart from this some activities are suggested for children to be carried out in schools alongwith their parents/caregivers to develop a sense of joy in learning. Various activities are suggested for the week starting from 11th to 18th May, 2022. However, some preparation is required to be done before organizing the same.

Pre-requisites (to be completed before 11th May, 2022)

1. Popularize the event through multiple media such as newspapers, announcements, pamphlets, posters, text messages, emails, facebook, tweeter, Whatsapp, TV, etc.
2. Translate the NIPUN Bharat Lakshyas and pledge into local languages and share with all the stakeholders using social media.

3. Display NIPUN Bharat Lakshyas and NIPUN Bharat logo in all schools.
4. Create print rich and numeracy rich environment in the classroom.
5. Display children's work in the classroom.
6. Provide age and developmentally appropriate children's literature in the school library.
7. Create following activity/ interest areas in the classroom or any space available in the school where children can do some activities in these areas as per their choice:

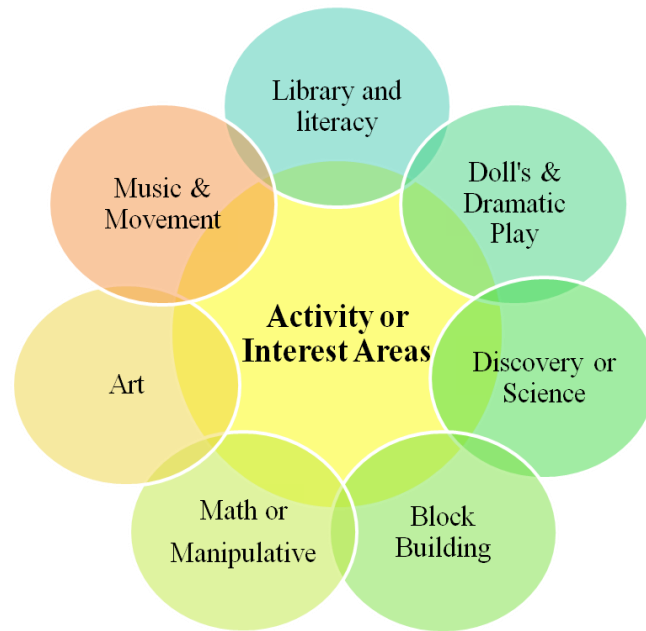


Fig 4: Exemplar Activity/ Interest Areas



Fig 5: Exemplar Library and Literacy Area

Following are the suggestive material for children related to each activity or interest area:

- **Library and Literacy Area:** *A variety of age-appropriate children's magazines, information books, picture books, storybooks, large books, local folk tales, thematic books, comics, slates, chalks, etc.*
- **Doll's Area or Dramatic Play Area:** *Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons, etc.), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.), combs, mirrors, walking sticks, old spectacles, non-functional telephones or cameras, a briefcase and a lunch box, etc.*
- **Discovery Area:** *Materials like magnifying glasses, shells, plants, seeds, magnets, iron objects, weighing scales, weights, measuring tapes or any other locally available material.*
- **Block Building Area:** *Variety of blocks of different colours, shapes and sizes such as hollow blocks, interlocking blocks, foam blocks, wooden blocks, etc.*
- **Manipulative Area:** *Manipulative materials such as puzzles, matching cards, lacing cards, seeds, seriated shapes, inset boards, shells, material for sorting, strings and beads, small toys, such as cars, trucks, animals, toy figures, take-apart toys, number rods, abacus, and other objects from the environment such as leaves, stones, pebbles, twigs, flowers, etc.*
- **Art Area:** *Different types of papers (lined, unlined), crayons, pencils, washable markers, slates, coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins, boards, stencils, old newspapers, magazines, ice-cream sticks, and other locally available material.*
- **Music and Movement Area:** *Daphali, bells, bowls, flutes, tambourines, string instruments, rattles, utensils of different types or metals, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes. There can be related material such as ribbons or scarves for the children to use as props to promote creative movement.*

11th to 13th May, 2022: SMC/Community Level Activities

1. Pledge Taking

All the stakeholders at the schools/community level, wherever they are, must take NIPUN Bharat Pledge.

NIPUN BHARAT PLEDGE

Let us join hands to ensure a conducive learning environment enabling all children to achieve foundational skills.

We pledge to make the school a place of joyful and experiential learning where children can use their language freely, ask questions freely, play freely, and where every child is respected.

Let us make the school as well as the home, a place for developing lifelong skills for reading with comprehension, writing with purpose and understanding numeracy, in every child that they can apply in their everyday life situations.

Let us strive to make education meaningful and joyful for each child of our country and make every child NIPUN.

निपुण भारत शपथ

आओ एकजुट होकर हाथ मिलाएं यह सुनिश्चित करने के लिए कि हर बच्चा / बच्ची करे हासिल बुनियादी शिक्षा कौशल, ऐसा अनुकूल मिले उन्हें वातावरण।

हम शपथ लेते हैं कि स्कूल बने एक ऐसी जगह जहाँ हो आनंदपूर्ण और अनुभवात्मक अधिगम, और जहाँ बच्चे अपनी भाषा स्वच्छन्दता से इस्तेमाल कर सकें, स्वच्छन्दता से सवाल पूछ सकें, खुलकर खेल सकें, और जहाँ हर बच्चे का हो सम्मान।

आओ घर को और स्कूल को बनाएं एक ऐसी जगह जहाँ बच्चे समझ के साथ पढ़ें, उद्देश्य के साथ लिखें और संख्या ज्ञान सीखें; जो कि वे अपनी रोज़ मर्रा की जिन्दगी में उतार पाएं और उनके जीवन भर के सीखने के कौशल का विकास हो सके।

आओं यह सतत प्रयास करें कि भारत के हर बच्चे को मिले ऐसी शिक्षा जो हो सरस और सार्थक ताकि हर बच्चा / बच्ची बने निपुण।

2. Orientation of School Management Committee (SMC) Members, Village Education Committee (VEC) Members, parents and grandparents on NIPUN Bharat Mission to be done by the BRC/CRC/DTF/Trained foundation level teacher, involving the following:

- NIPUN Bharat Pledge to be taken
- Showing NIPUN Bharat short videos and ANTHEM available on DIKSHA FLN portal. Link of the NIPUN Bharat Short film and Anthem is as under:

https://diksha.gov.in/play/collection/do_3134178437793464321778

- Purpose and objectives of NIPUN Bharat Mission
- Developmental goals, Key Competencies and Learning outcomes
- NIPUN Bharat Lakshyas
- Play and activity based teaching learning process in the school
- Tracking of children's progress
- Visit to the learning/activity areas
- Importance of creating enabling home environment for learning
- Importance of Vidya Pravesh Programme and the activities in the module.
- Ways to organise simple home-base activities with children.
- Roles and responsibilities of SMC members, community, parents and grandparents
- Setting-up community library for children to encourage reading.
- Identify volunteers for home-based learning and support to parents.
- Facilitate regular local exposure visits and hands on experience to the children like post office, bank, police station, art and craft work, etc. by the school.
- Facilitate interaction of community people like army person, farmer, policeman, doctor, carpenter, dancer, artists, etc. with children in the school.
- 'Vidya Pravesh Module' and 'Guidelines for Parent Participation in Home-Based Learning during School Closure and Beyond' can be shared with them using following link:

https://diksha.gov.in/play/collection/do_3134178342566871041739

3. Meeting with SMC members on NIPUN Bharat Mission

Following roles of SMC members should be discussed to support the learning activities:

- Addressing high absenteeism of children through community meetings and home visits including home visits of teachers.
- All members need to regularly attend SMC meetings.
- Ensure basic facilities at school level such as functional toilet, play equipments, play material, drinking water, etc.
- Ensure that teachers are regularly attending the school and teaching children.



Fig 6: Awareness Programmes for the Community Members and Parents

4. Parent Teacher Meeting should be organized in the school for all pre-primary/balvatika and primary school children to discuss the following:

- Display/share the progress of the child with his/her parent and discuss the progress.
- Learning loss occurred due to school closure during pandemic
- What is being done in the school to recover from the learning loss

- How parents and other family members especially grand parents and siblings can support learning at home and in schools

Points to be discussed with parents

- *Engage in the events in the school like Independence Day/sports day/school foundation day etc.*
- *Parents/grandparents may choose specific task as per their interest and expertise such as decoration, preparing snacks, managing snacks, presenting local songs/dance, teaching children art and craft activities, etc.*
- *Ensure their children are regularly attending the school*
- *Check the learning of children and regularly discuss with teachers about the progress of their children*
- *Create conducive learning environment at home and conduct interesting activities for children*

14th to 17th May 2022: School Level Activities (NIPUN Bharat Mela)

A three to four days NIPUN Bharat Mela may be organized at the school and community level. This would help everyone understand and participate in activities that are important for the development and learning of children. It would also develop a sense of joy in learning among children. It is important that all the activities to be carried out in the school must be organized in a way where parents and children can jointly participate. The activities given under this section may be conducted every day or on rotation basis depending upon the resource and space available.



Fig 7: Parents and Children doing Activities Together

1. Indicative Activities which can be conducted in the School

- **Free Play in Activity/ Learning Areas:** All children may be given opportunity to explore the area of their interest and spend sufficient time to freely play.
- **Exploring School Library:** All children must visit the school library and explore books that are available. They should be encouraged to read the book or talk about any book of their interest. Parents may also accompany them and see the books available in the library.



Fig 8: Exploring School Library

- **Read aloud text by children and teachers:** The teacher can pick up books from the class/school library that are well illustrated and make children sit in a close group like a circle under a shady tree and read aloud the stories, also making it visible to the children those pictures in the book as they read. Teachers can take the help of their parents in this process.
- **Picture Reading:** Put a big picture on the wall. Invite children to observe it closely and ask them to share with each other what all they saw in the poster. Give them pointers for discussion like- whom all did they see in the poster? Where are the pictures in the poster located? What do they think is happening there? What do they think will happen next? If they were there in the picture, what would they be doing? Then ask children if they want to give one Title to the poster or share in one line using the structure 'I see?'
- **Nature Walk:** Take all the children to the school garden or any shady tree in the premises and explain how important each part of the tree is for us and for the tree to survive. Let children develop an attitude of care and nurturance towards plants, animals, and other forms of life. Let children observe the tree/s carefully and other

creatures and appreciate the life around. Children can have lunch under the tree with friends or family. It is good practice to feed animals or birds also.

- **Gardening and Taking Care of Plants:** Ask children to bring any seed (Channa, Rajmah, soybean etc.) and a disposable glass or bottle to use as flower pot. Ask them to fill the pot with soil, sow the seed and water it. Mention their names on the pot using marker. Keep them at appropriate place. Later, ask children to observe their progress and note the observation/growth of the plant and share with friends and family.
- **Compare and Contrast:** Let the children cut and paste long paper strips, measure each other's height and mark it on the paper strip or with a sutli and write each child's name on top. Then, the children should paste the marked strips/ sutli on the wall. Ask the children to compare and find out who is the tallest/shortest.
- **Walking in Different Ways:** Draw different lines on the floor, e.g., straight, curved, zigzag, etc. Let the children walk along the lines. Instruct them to walk slowly or fast, forward, or backward. Let children walk in a circle and try to maintain the circle, sing songs and do actions.
- **Rangoli /Patterns Making:** Take children for a nature walk in the premises and ask them to collect fallen leaves, flowers, twigs, small pebbles, matchsticks or seeds that they find on their way. Then ask children to sit and sort all the items they collected and explain the basis of their classification. Then they can be asked to make different rangolis using their collection and put it up for exhibition for others.



Fig 9: Children Engaged in Pattern Making Activity

- **My Growth- Body outline:** Spread a newspaper or chart paper on the floor. Let one child lay down on the paper. Ask another child to trace the body outline. Later let all the children do paper tearing-pasting activity on it or let children fill in details of the body parts and the teacher can help in the development of body-related vocabulary.

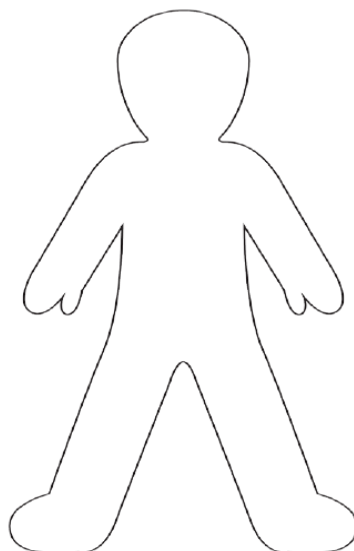


Fig 10: Body Outline

- **Hopscotch:** The game involves hopping over lines or in shapes. Player/s toss a small object (typically a small stone, coin, bean bag, or small chain with a charm) into numbered triangles or a pattern of rectangles outlined on the ground and then hop or jump through the spaces and get back the object. It can be played with many players or alone. India is known by many names, such as Kith-Kith, Stapu, Ekka Dukka, and Langdi taang etc.
- **Number sense:** Engage the children in counting with physical activities. For example, how many times can you hop on your right feet or on your left feet without falling? It can be called ‘try the challenge corner’ where children come and one by one try to hop one one foot, while other children count. Once the child has taken the turn can write their name and number of jumps (highest from any leg) on the wall / board/ chart put up there.
- **Games/quizzes around FLN:** Some games and quiz can be organized jointly for both parents and children. For parents, it could be based on their orientation (happened on 11th to 13th May, 2022) on NIPUN Bharat Mission. For children, it may be on asking tricky questions and doing some games based on the skills stated under NIPUN Bharat Mission.

- **Painting, art and craft, clay and building block activities:** Art and craft activities such as paper folding, clay moulding, scribbling can be organized. Where parents and children both can participate and learn.



Fig 11: Child Creating Shapes/Structures



Fig 12: Children Engaged in Clay Modelling Activity

- **Puppet show/skit:** Puppet show/skit can be organized around the stories children love to hear. The stories in traditional art from the local community in their own language may be made part of the mela. It is suggested that apart from the traditional folk lore, other contemporary stories that children from all cultures and creed enjoy listening to are also made part of the mela in form a puppet show. Puppet show or skit

may be prepared for children and performed at regular intervals. Some of the exemplar stories for puppet show are given in Annexure-I.



Fig 13: Puppet Show

- **Story telling session:** Children love listening stories. Story telling is an interesting way to deliver any concept and develop required skills among children. Stories can be narrated through gestures, puppets, story box, story books, story charts etc. Some of the stories are given as exemplar in Annexure- I.
- **Rhyme with Actions/Dramatization:** Provide opportunities and experiences for children to do rhythmic movements using rhymes, songs, props, or body parts. For example, to know about body parts teacher may sing a rhyme like ‘head, shoulder, knees, and toes’ or ‘Hara samndar gopi chandar bol meri machali kitna paani?’ and children touch and name different body parts as the water levels up over every repetition. (Any other song in the regional language using movement of body and actions can be used).

2. Indicative Activities which can be conducted at Home

In case the schools are closed due to COVID or summer vacation, some of the indicative activities are given which the parents can organise easily at home with their children:

Activities for 3 to 8 Years old Children

- **Naming things-** Ask the child or give them names of different items available at home, and classify them.

- **Dress up:** Select some different fabrics, an old scarf, dupatta, and encourage the child to make a pretend costume out of what is available at home.
- **Hunting shapes:** Parents can go on a shape hunt inside the home with child.
- **Name that noise:** Make different animal sounds and have the child guess which animal the parent is pretending to be.
- **The body game:** Name child's body parts and point to them to teach her their names.
- **Kitchen drummer:** Turn over safe, shatter-proof bowls, pots, and pans to make a set of drums straight from kitchen.
- **Free draw:** Give child some crayons and paper to draw away! Children also love to draw in the mud or sand.
- **Ball pass:** Grab a softball and roll it back and forth with your toddler.
- **Hide and hunt:** Collect a few small objects and cloth to hide and uncover for identification, counting, remembering, etc.
- **Family band:** Sing songs with the child and create musical instruments from safe objects available around the house. Parents can sing songs that they have learnt as a child.
- **Imagine:** Parents can ask their children to pretend to be a lazy cat or a dog that just got up from her sleep then yawns, stretches its legs and body, and makes a funny sound.
- **Read or tell a story:** Parents can talk to the child about their childhood and narrate them a story, if book is available they can read a story from that book.
- **Young helpers in the home:** Folding and putting away washed clothes can be an enjoyable activity. Children can be asked to sort clothes based on size or colours too.
- **Let's make toys:** If paper is available then parents can make boats, airplanes, birds by paper folding. If paper is not available, clay can be used for children to make toys of their choice. Children can be encouraged to develop and play with their own board games with pictures, numbers, and text.
- **Let's count and other mathematical concepts:** Parent may ask child to count different objects or can give them clay balls or other lay materials to learn the number concept.
- **Connect with nature:** Children can be encouraged to observe the flowers, trees, plants, leaves, birds, butterflies, insects in the local environment.

- **Patterns and designs:** Parents can provide children with bottle caps, leaves, flowers, and twigs and can be shown to them a pattern followed by asking them to copy the same. Children should be encouraged to make their own patterns.
- **Let's make storybooks:** If parents get a newspaper at home they can use pictures from it and make a new storybook along with the child.
- **A print or writing corner for child:** Parents can provide a designated space for the child to display their drawings, writing materials or any other print material they collect. One portion of the wall can be painted and used as a blackboard for children to write.
- **Picture Reading/Talk:** Children can be shown sceneries of a particular event, place, story like a fair/mela, zoo, circus, etc, and asked to talk about it.
- **Read aloud of stories:** Parents, older siblings and other caregivers can read aloud stories from engaging books or using online resources. Children could be asked to read aloud the stories read out to them.
- **Learning to add and subtract:** Using easily available materials at home like vegetables, pebbles, pulses, or other objects, basic addition and subtraction can be done.
- **Making new words:** Parents can give the child a letter consonant grid and ask her/him to make new words and say them out and write them too.
- **Fun with a calendar:** Many homes will have a calendar, use it for talking about numbers, children can be asked to identify the days of the week, count the number of Mondays/Sundays in a month, map the weather of each day using symbols for different weather types.
- **Taking care of the environment:** Parents must encourage children to plant seeds or take care of plants or animals at home. Ask them to observe these and to study the growth and behaviour of plants and animals.
- **Doing puzzles:** Parents can take a large picture from a newspaper, magazine and cut it out in different shapes and sizes and create puzzles. Children will enjoy joining these pieces and doing the puzzles.
- **Monitor:** For young children monitoring of progress must be part of the activities that are conducted with them, can a 5-year-old classify objects based on size, colour, shape or can join dots of a complex picture to make the complete picture do a simple

jigsaw puzzle of up to 10 pieces, can follow a pattern and copy it, can answer a simple riddle, can hold a picture storybook correctly and turn pages to go through a book.

Activities for 9 to 11 Years Old Children

- **Writing a journal:** Both parents and child can talk about their feelings: “Today I am feeling...”, “Today I am grateful for...”, “I know I am strong because...”, “When I grow up I want to...”, “If I were the leader of this country I would...”, “My happiest day was...”.
- **Making word and picture webs:** Parents can give the child a word or a picture and ask them to list of words associated with them.
- **Make your own family storybook:** Parents can help their child to draw or collect pictures from any print materials available in the local environment and make a storybook.
- **Drawing pictures or making toys and models:** Children should be encouraged to share their thoughts on what they have developed.
- **Feeling faces:** Children can create drawings of faces, each expressing a different emotion – happy, sad, angry, worried, etc.
- **Measuring things around the house:** Parents give the child a piece of thread and ask them to use their palm or feet to measure – the distance, the length of a door or window, the side of a table or cot.
- **Family questions:** Each family member may be asked to answer one question about each other such as their favourite colour, favourite vegetable, a festival they enjoy most, etc.
- **Word antakshari:** Child can be asked to start the game by saying a word that could be someone’s name, name of a place or an animal, bird, insect, or thing), the next person has to say a word starting with the last letter.
- **Picture reading and writing:** Any picture from a textbook, newspaper or magazine, or any print material that is available at home can be picked up. Parents can initiate a talk about what is happening in the picture or what it is about.
- **Making lists:** Children could be asked to make a list of objects – things in a kitchen, tools used by a farmer, potter, cycle or car repair mechanic, etc.

- **Independent reading:** Parents can have a designated time of the day when children can pick up any reading material for reading. School teacher may be asked to share storybooks from the school library.
- **Find the missing objects:** Collection of items (such as a comb, a spoon, buttons, seeds, needle, and thread, lock, and key) can be put together and after the child has observed them for some time, remove one of the objects and, ask the child to find what is missing.
- **Go shopping:** Role play ‘going to the market’ may be organised. Parents can also ask children to write and draw a list of objects that they would go buy.
- **What can I see:** Parents may ask their child to guess what they can see based on clues. Now, child may be asked to give clues and parents are expected to guess.
- **Writing recipes:** Thinking logically and sequentially is a skill. Children can be asked to write down the step-wise processes to make a simple dish that children observe being made every day at home.
- **Teach your parent:** It can be great fun if children are asked to teach their parents. This will not only expand their knowledge, they would feel empowered also.
- **Do activities together:** Parent may make a short video together on any one aspect of nature, a vocation or even of cooking at home, etc. with the child giving a well-researched commentary. Even reading newspapers together can be highly useful to hone a child’s reading and comprehension abilities.
- **Literacy and Numeracy–** Children must be encouraged to look at packets of milk, or foodstuff and using the terminology of a liter, ml, kg, measuring lengths in the house in inches, feet, cms (dining table, book, etc.) could be used extensively.
- **Framing rules:** If possible, parents can involve the child in framing clear rules and time table for study to establish routines and expectations. This would help students in owning their learning.
- **Help your child in arranging things:** Parents must ask their child to help in arranging (apparatus, material, tools) or other resources required to perform a learning task.

Source: Guidelines for Parent Participation in Home-Based Learning during School Closure and Beyond, Government of India (MoE, 2021)

https://diksha.gov.in/play/collection/do_3134178342566871041739?contentType=TextBook

3. Programmes in the community

Gram Panchayat, VEC and SMC members may organize community level programmes for all three days at common place like Panchayat Ghar, Chaupal, Community center, etc. Teachers or volunteers who understand the NIPUN Bharat Mission must lead this, with the following activities:

- **Showing NIPUN Bharat short video and Anthem:** Arrangement may be made to show the NIPUN Bharat short video and Anthem to all the community members. This should be followed by discussion on key components of NIPUN Bharat Mission.
- **Showing e-content available on DIKSHA FLN portal:** e-content in the form of videos of learning outcome-wise activities under each developmental goal are given on FLN DIKSHA portal. These resources may be shown to the parents and community members to make them understand about the purpose of developing key competencies and the ways to achieve them. Links to these resources have been given in Annexure II.
- **Skit/Nukkad Natak or Puppet Shows:** Skit/Nukkad Natak or Puppet Shows can be prepared by the volunteers and organised at common places in the community engaging youth, parents, cultural group from the community. The essence of the skit/nukkad natak or Puppet Shows should be the awareness of NIPUN Bharat Mission such as:
 - What is age and developmentally appropriate curriculum
 - Why is it important to ensure continuum of learning from preschool to grade 3
 - What are the aims and Lakshyas of NIPUN Bharat mission
 - What are the Developmental goals, key competencies and learning outcomes
 - What should be the role of various stake holders including parents/community, local volunteers and other alumni children in ensuring that the school environment and home environment are conducive so that every child by the end of grade 3 reads with comprehension, writes with purpose and understands mathematics and can apply them in their daily life situations as well.
 - Critical role of the community and the strong partnership the community has with the school in actualizing the vision.

There can be slogans created for highlighting the NIPUN Bharat Mission and its implications like ‘Har bachhe honge nipun jab jaayenge balvalitika aur kaksha 1, 2, 3 sang sang’; ‘Kahaniyon, kisson aur geeton ki jahan hogi jhadi saaksharta ki buniyaad hogi wahin khadi’; etc. These can be accompanied with naare by children giving space to their voices where the facilitator asks them ‘Kaisa ho school humara?’ and children give response about NIPUN ideal school like ‘kitaabon, kahaniyon se bharpoor, khelne aur khojne ke avsaron se paripoorn’.

18th May, 2022: NIPUN Child

NIPUN child event is proposed to provide an open platform to each and every child to display his/her talent/ work/ learning to the community members, parents, etc. This would help them to come out with creative ideas, share them in the larger platform, and thus gain confidence and recognition.

- **Programme to be organized by children**
 - Puppet show
 - Drama/Skit/Role Play
 - Dance
 - Poetry
 - Oral reading expression
 - Art and craft work



Fig 15: Children Performing in front of the Community

- **A competition may also be organized by the organisers**
- **Valedictory and Prize Distribution**

REFERENCES

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- NCERT 2021. Vidya Pravesh Guidelines, New Delhi
- MoE 2021. NIPUN Bharat Mission Implementation Guidelines, Government of India
- MoE 2021. Guidelines for Parent Participation in Home-Based Learning during School Closure and Beyond, Government of India
- MHRD 2020. National Education Policy (NEP), New Delhi
- NCERT 2019. Guidelines for Preschool Education, New Delhi
- NCERT 2019. The Preschool Curriculum, New Delhi
- NCERT 2017. Resource Package for Awareness in ECCE, New Delhi
- NCERT 2005. National Curriculum Framework (NCF)-2005, New Delhi

PHOTO Credits

- Early School Mathematics Programme (ESMP), NCERT
- Early School Literacy Programme (ESLP), NCERT
- Resource Package for Awareness in ECCE, NCERT
- Schools in different States/UTs

Exemplar Stories for Puppet Show and Story Telling

Source: Vidya Pravesh Module developed by the NCERT (2022)

https://diksha.gov.in/play/collection/do_3134178342566871041739?contentType=TextBook

1. Make a Difference

Once upon a time, there lived a wise, old writer beside the sea. One day as he was walking along the beach, he saw many starfish stranded on the beach. At a distance he saw a little girl, picking something up and throwing at the sea. He went up to the girl and asked ‘what are you doing, child?’ These starfish have been washed to the beach during the storm last night. When the sun rises in the sky, the heat would kill them. So I’m throwing them back into the sea’. The old man was surprised. ‘There are thousands of starfish here! What difference can you make?’ he said. The girl threw another starfish into the sea. I made a difference to that one! She smiled and looked at the old man.

2. One Seed

A long time ago there was a seed, blowing about in the desert. It flew with the wind and sand, in different directions. One day the seed decided to settle down and grow. All the other seeds shouted as they went spinning by, “It can’t be done, No, you can’t do that.” “Yes, I can.” said the seed “Just watch me”. The seed took no notice of what all the other seeds said and it planted itself firmly in one spot. It opened itself and sent up a little shoot, then sent down a little root. Still, the wind blew and sand swirled around. Soon the shoot grew above the surface of the sand. It was green and little spikes at the top. All the other seeds shouted as they went spinning by, “It can’t be done, you’ll not survive, you will never grow.” “Yes, I can.” said the seed “Just watch me.” And the shoot grew taller and taller until it grew into a tree. It stood majestic against the bright yellow sand and the brilliant blue sky. All the seeds were amazed and surprised. Years went by and the tree just grew bigger and stronger and started dropping seeds to the ground. Pretty soon those new seeds opened up and sent little shoots up to the sky and little roots down into the sand. It wasn’t long before there were several little trees growing around the big trees.

3. Kaaga and Ranga

One day, Kaaga the crow was hungry and looked for food. There was a tall coconut tree close by. He flew to the tree and with his beak pecked the coconut. The coconut fell. He tried to break the coconut but it was too hard. He tried to lift the coconut but it was too heavy. "Ouch..." screamed Kaaga, "I wish, I were strong enough to break this coconut," said Kaaga. Just then Ranga the baby elephant came near the tree. He too was very hungry. He looked at the coconut tree and shook the tree with his trunk. Not a single coconut fell. "I wish I could climb the tree, said Ranga. Kaaga gave the coconut to Ranga. He pecked a few more coconuts. Ranga broke all the coconuts with his foot. Both of them ate the coconut pieces and went away happily.

4. Courage to stand for Truth

Lokmanya Bal Gangadhar Tilak was a bright and very talented student. Once, in primary school during lunch interval some students ate groundnuts in the class and threw the shells on the floor. After the lunch break, the teacher entered the class and found groundnut shells scattered in the classroom. He asked the students, "Who has thrown these groundnut shells in the class?" There was silence in the classroom. No one spoke. This angered the teacher. He asked again firmly, "Speak up, who ate the groundnuts?" No one confessed. The teacher decided to punish the entire class. He asked everyone to stand up; all stood up except Bal Gangadhar Tilak. When the teacher asked him to stand, he said, "I did not eat the groundnuts. So, I will not stand. "Bal's straight-forwardness and truthfulness made the teacher very uncomfortable. He became very annoyed and asked him to go out of class. Immediately Tilak said, though respectfully, "I feel this is neither fair nor just. What I told you about our innocence is the truth. I don't want to see the innocent ones punished. So, please allow me to go out of the class." Before the teacher could say a word, Tilak picked up his books and walked out of the classroom. All the boys admired Tilak's courage and love for justice and truth. Even the teacher could not help praising Tilak. He looked at the class and said; "Tilak is no ordinary boy. If every student is as truthful and disciplined as he is, our country will have a great future."

5. The Lion and the Mouse

A lion lay asleep in the forest, his great head resting on his paws. A timid little mouse came upon him unexpectedly, and in her fright and haste to get away, ran across the lion's nose. Roused from his nap, the lion laid his huge paw angrily on the tiny creature to kill her. "Spare

me!" begged the poor mouse. "Please let me go and someday I will surely repay you." The lion was much amused to think that a mouse could ever help him. But he was generous and finally let the mouse go. Some days later, while stalking his prey in the forest, the lion was caught in the toils of a hunter's net. Unable to free himself, he filled the forest with his angry roaring. The mouse knew the voice and quickly found the lion struggling in the net. Running to one of the great ropes that bound him, she gnawed it until it parted, and soon the lion was free. "You laughed when I said, I would repay you," said the mouse. "Now you see that even a mouse can help a lion."

6. The Great Elephant

A lone elephant walked through the forest, looking around for friends. She saw a monkey and asked, "Can we be friends, dear monkey?" The monkey quickly replied, "You are big and can't swing on trees as I do, so I cannot be your friend." The elephant continued the search until it stumbled across a rabbit and asked him, "Can we be friends, dear rabbit?" The rabbit looked at the elephant and replied, "You are too big to fit inside my burrow. You cannot be my friend." Then, the elephant continued until she met a frog. She asked, "Will you be my friend, dear frog?" The frog replied, "You are too big and heavy; you cannot jump like me. I am sorry, but you can't be my friend." The elephant continued to ask the animals she met on her way, but always received the same reply. The following day, the elephant saw all the forest animals run in fear. She stopped a bear to ask what was happening and was told the tiger was attacking all the small animals. The elephant wanted to save the other animals, so she went to the tiger and said, "Please, leave my friends alone. Do not eat them." The tiger didn't listen. He merely told the elephant to mind her own business. Seeing no other way, the elephant kicked the tiger and scared him away. Upon hearing of the brave tale, all the animals said, "You are just the right size to be our friend".

7. Honeybee and the Bird

Once a bird and the honeybee were friends. One day the honeybee fell into the pond. The bird helped the bee by throwing a leaf in the water. The Honeybee climbed up the leaf and swam across to the land. One day a bird hunter was aiming to hit the bird. The Honeybee saw this. The Honeybee stung the hunter. The hunter ran away. The two friends had helped each other and were happy once again.

8. Face Saving

Tenali Rama was held in high regard by king Sri Krishnadevaraya and his courtiers. This made the chief priest envious, and he wanted to tarnish Rama's reputation in front of the king. One day, he went to the king and made false accusations against Tenali Rama. He also told the king that Rama had been slandering the king's name. The king believed the chief priest and called Rama to his court. Before Rama could speak, the king yelled, "Never show me your face again, or I will behead you." "But, your majesty, what did I..." asked Rama. "Enough! I do not want to listen to anything you have to say. You have to follow my orders," the king roared. Even though Rama tried to explain, the king was too enraged to listen. So, Rama left the court in sorrow. After a few days, the king came to know from his courtiers that Rama was innocent, and the chief priest had misrepresented him. The king realised his mistake and scolded the chief priest. He then ordered the guards to fetch Rama. To his surprise, Rama stepped in with his face covered with a pot. The king asked him, "Why are you covering your face with a pot, Rama?" Tenali Rama replied, "Your majesty, as a citizen of Vijayanagara, it is my duty to follow your orders, but I couldn't stay away from my royal duties. That is why, I took the help of this pot to hide my face from you, and at the same time, fulfill my royal duties." The king burst out laughing and asked Rama to remove the pot. He then embraced him and apologised for his hasty decision.

9. A Good Boy

Nandan was a very rude boy. He was rude to his parents, teachers and classmates. He had no friends. He played and studied alone. He even sat alone at the school. One day the teacher said "No studying today. All of you go out and play". All the children were happily playing. But Nandan sat alone. The teacher asked Nandan "Why are you not playing?" Nandan replied "Nobody wants to play with me". The teacher wanted to help Nandan. She thought; "If only Nandan was not rude, he would have a lot of friends to play with". She brought two glasses of water. "Nandan come here, drink water from both the glasses", she said, Nandan obeyed the teacher. He drank water from the first glass, it tasted very sweet. Then he drank the water from the second glass, he spat out the water. "Why did you spit out the water?" asked the teacher. "It's too salty" said Nandan. The teacher smiled. She said, all of us like to drink water. All of us need friends. If you are sweet, people will like you. If you are rude, nobody will like you. Everyone drinks water from ponds and lakes. Nobody drinks water from the sea as it is too salty". Nandan now understood why he had no friends. He changed himself. He

was nice to everyone. Soon he had a lot of friends. He was very happy. His teacher was happy and his parents were happy too.

10. Tenali Rama and the Great Pundits

One day, a great scholar came to Vijayanagara and requested an audience in the court of Sri Krishnadevaraya. The scholar bragged that he had mastered all the subjects and also defeated many scholars in a battle of wits across India. There was no pundit (a learned person) in India who could beat him. Saying so, he challenged Sri Krishnadevaraya for a battle of wits with his esteemed eight poets. The king accepted the challenge and started the battle of wits. All the poets were getting defeated one after the other, and the scholar seemed to know every subject. Rama laughed and removed the silk cloth. To everyone's surprise, it was not a book, but a bundle of twigs tied with a rope to appear like a book. Rama then said, "Oh great king, 'til' means sesame; 'katha' is stick, and 'tilakatha' means 'sticks of mustard plants; "This rope is used to tie oxen, which makes it 'mahisha bandhana' as 'mahisha' means ox and 'bandhana' means to bind." "I just used the Sanskrit names of all these things, and the pundit got scared thinking that this was some unknown piece of literature." The whole court burst out laughing, and Sri Krishnadevaraya praised Tenali Rama for his wit and humor.

11. The Boy Who Cried Wolf....Wolf

A boy had a duty to look after a flock of sheep. One day he started shouting, wolf, wolf, wolf for the sole purpose of fun. On hearing him the villagers rushed to help him. What started as a figment of his imagination, became his hobby and he started fooling the villagers. One day, when a wolf came, nobody came and as a result, the boy was eaten up. There was no one to blame but him.

Links of the e-resources on DIKSHA FLN Portal

Sl.	Title of the activity	Link
1.	कागज के टुकड़ों से चित्र बनाना	https://diksha.gov.in/play/collection/do_31337241601446707211252?contentId=do_3134517982568284161520
2.	लालटेन बनाना	https://diksha.gov.in/play/collection/do_31337242656863846411284?contentId=do_31341561990243123212647
3.	बीज को छॉटना	https://diksha.gov.in/play/collection/do_31337242656863846411284?contentId=do_313450974475403264149
4.	सरल निर्देशों का पालन करना - भाग 2	https://diksha.gov.in/play/collection/do_31337242766539980811286?contentId=do_31341711959954227216467
5.	कविता: लम्बे दाढ़ी वाले बाबा	https://diksha.gov.in/play/collection/do_31337244958498816011637?contentId=do_31346021047139532811066
6.	अपने सबसे प्यारे मित्र का मौखिक वर्णन करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133802601737256961762
7.	मौखिक रूप से अपने पसंदीदा खेल का वर्णन करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133950469547950081260
8.	मौखिक रूप से अपनी दिनचर्या का वर्णन करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133950471700561921262
9.	मौखिक रूप से स्कूल से घर वापस आने के बाद की गतिविधियाँ बताना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133950473572188161263
10.	मौखिक रूप से स्कूल जाने के बारे में अपनी भावनाओं को व्यक्त करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133950478091714561264
11.	कार्यपत्रक बोलना, सुनना और पठन कौशल: चित्र पठन और बातचीत	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133853223579893761892
12.	कार्यपत्रक पठन व लेखन कौशल: कहानी पठन व लेखन	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31338533839745843218338
13.	आकलन चित्र की मदद से कहानी सुनाना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31331528387569254417795
14.	मौखिक रूप से चित्रों से एक कहानी का वर्णन करना - भाग 1	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3134205414756679681539
15.	मौखिक रूप से चित्रों से एक कहानी का वर्णन करना - भाग 2	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31346455036135014411601
16.	मौखिक रूप से चित्रों से एक कहानी का वर्णन करना - भाग 3	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31346455062388736011025
17.	आकलन परिचित कहानियों के साथ अपने व्यक्तिगत अनुभवों को अपनी भाषा में जोड़ना और उनके बारे में बात करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31331527828932198417788
18.	आकलन परिचित कहानियों के साथ अपने व्यक्तिगत अनुभवों को अपनी भाषा में जोड़ना और उनके बारे में बात करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31338316519004569617300
19.	मिलते-जुलते शब्द	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31344176288099532811794

Sl.	Title of the activity	Link
20.	सामान लय वाले शब्दों की पहचान करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31331529169001676817805
21.	कार्यपत्रक लेखन कौशल: चित्र बनाना और लिखना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31338533115995750418333
22.	मन की बातों को लिखकर अभिव्यक्त करना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31331529298522112017807
23.	कार्यपत्रक बोलना, लेखन और सुनने का कौशल: कहानी सुनना और बातचीत	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133853288656404481902
24.	अ आ इ' से शुरू होने वाले वस्तु को बनाना और रंग भरना	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_31341066773765324812188
25.	Worksheets: Describes thoughts verbally	https://diksha.gov.in/play/collection/do_31337245106012160011300?contentId=do_3133172665864028161901
26.	कार्यपत्रक बोलना और सुनने का कौशल: कविता सुनना	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338658195898368019258
27.	कार्यपत्रक बोलना, पढ़ना और लेखन कौशल: बातचीत व लिखित उत्तर	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338658356381286412124
28.	कार्यपत्रक बोलना, पढ़ना और सुनने का कौशल: कविता गायन व चर्चा	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338658580122009619260
29.	कार्यपत्रक बोलना, पढ़ना और लेखन कौशल: कहानी सुनना व बातचीत	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338659266327347212131
30.	कथानक कविता की बानी	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_313293140881448960141190
31.	कार्यपत्रक बोलना, सुनना और पठन कौशल: चित्र पठन और बातचीत	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338652889282150419109
32.	गाओ और घुमाओ	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31344174664709734411790
33.	कार्यपत्रक पठन व लेखन कौशल: कविता पठन	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338659184888217619265
34.	कार्यपत्रक लयात्मक शब्दों का मौखिक और लिखित रूप से निर्माण करना	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31331649834245324819941
35.	कथानक किताबें कुछ कहना चाहती हैं...	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31347506756589977611602
36.	कार्यपत्रक बोलना, सुनना और पठन कौशल: चित्र पठन और बातचीत	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338653042316902419110
37.	कार्यपत्रक लेखन कौशल: चित्र/लेखन द्वारा अपने विचार प्रस्तुत करना	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338655627367219219239
38.	कार्यपत्रक लेखन कौशल: चित्र/लेखन द्वारा अपने विचार प्रस्तुत करना	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338655725084672011778
39.	कार्यपत्रक पठन, सुनना, बोलना व लेखन कौशल: चित्र पठन और लेखन	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31338656076985958419246
40.	अलग-अलग स्तर के साथ लेखन	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_31344195694636236811767
41.	लेखन	https://diksha.gov.in/play/collection/do_313372451385491

Sl.	Title of the activity	Link
		45611759?contentId=do_31344195669594931211766
42.	Worksheets: Expresses verbally her or his likes/dislikes about the characters	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_3133172892870983681943
43.	Worksheets: Respond to the questions related to stories and poems	https://diksha.gov.in/play/collection/do_31337245138549145611759?contentId=do_3133172909771653121948
44.	कार्यपत्रक कार्यक्रमों के प्रति अपनी प्रतिक्रिया व्यक्त करने के लिए अपनी भाषा का प्रयोग	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_313316629588246528111621
45.	कथानक 3 नए शब्द	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_3133511712643317761298
46.	कथानक 1 बातचीत	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31347450871196057611195
47.	कथानक 2 कहानी	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31347503987053363211269
48.	मौखिक रूप से कहानी/कविता सुनते समय उसे आगे बढ़ाना	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31331576567288627217919
49.	कार्यपत्रक बोलना और लेखन कौशल: चित्र-पठन	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31339234171609907212
50.	आकलन अपनी शैली का प्रयोग करते हुए कहानियाँ सुनाना और कविता पाठ करना	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_313316665683247104111748
51.	अपनी भाषा में अपने तरीके से/ अपनी शैली का प्रयोग करते हुए कहानियाँ सुनाना और कविता पाठ करना	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31331523475272499217763
52.	कथानक 4 पाठ्यपुस्तक	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_313351173565095936189
53.	कहानी सम्बंधित गतिविधि	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_3134319660660080641915
54.	कार्यपत्रक कहानी/कविता के बारे में अपनी राय अभिव्यक्त करना	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_313316628826267648111619
55.	कहानी सम्बंधित गतिविधियाँ	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_3134319817428746241931
56.	आम गिरा धप्प !	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344250926711603213043
57.	अच्छा करो और अच्छा पाओ	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344250947593830412438
58.	अकू	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344251416807014412448
59.	अनोखी दुनिया	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344251436583321612449
60.	बाघ का घमण्ड	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344260666107494412491
61.	भारी कितना भारी	https://diksha.gov.in/play/collection/do_31337245181108224011301?contentId=do_31344260671352832013125

Sl.	Title of the activity	Link
	about their visit to their home town	24011301?contentId=do_3133172472163123201864
85.	रंगबिरंगे लालटेन का मिलान	https://diksha.gov.in/play/collection/do_31337245471186124811763?contentId=do_3134157680053370881313
86.	तुलनाकरके मोटा और पतला सीखना (भाग 2)	https://diksha.gov.in/play/collection/do_31337245471186124811763?contentId=do_3134298566554664961819
87.	देख कर गिनना	https://diksha.gov.in/play/collection/do_31337245775616409611306?contentId=do_3133801902915010561257
88.	Taller -Shorter	https://diksha.gov.in/play/collection/do_31337245924895948811888?contentId=do_3134594312341340161263
89.	Capacity Comparison	https://diksha.gov.in/play/collection/do_31337245924895948811888?contentId=do_3134594327966105601264
90.	लंबे और छोटे की पहचान -भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342618715744665611354
91.	लंबे और छोटे की पहचान -भाग 2	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342694744102502411507
92.	लंबे और छोटे की पहचान -भाग 3	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342694765296844811797
93.	वस्तुओं के स्थान की पहचान करना - भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342694797743718411798
94.	वस्तुओं के स्थान की पहचान करना - भाग 2	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342772407845683212345
95.	वस्तुओं के स्थान की पहचान करना - भाग 3	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31342772544318668812346
96.	हल्के और भारी वस्तुओं को पहचानना- भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134545763411476481146
97.	छूकर भारी और हल्की वस्तुओं की पहचान करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134545767117701121147
98.	बड़े और छोटे की पहचान	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31346512635641036812854
99.	1-10 गिनती करके हाथ धोएं और कोरोना को दूर रखें	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_313392969241214976184
100.	संख्याओं को गिनने में होने वाली सामान्य गलतियां	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_313392972282175488186
101.	संख्या और वस्तुओं को मिलाना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3133929794654289921324
102.	छूकर गिनती (संख्या 1 से 9)	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_313392979586990080192
103.	21-30 संख्याओं की गिनती करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31339520062094540811002
104.	31-40 संख्याओं की गिनती करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134177472762839041367
105.	41-50 संख्याओं की गिनती करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134177473958871041368
106.	1-20 संख्याओं की तुलना करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31337246001102028811308

Sl.	Title of the activity	Link
		28811308?contentId=do_31339520051567001612578
107.	वस्तुओं के समूहों की तुलना करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31339520036143104011001
108.	बढ़ते या घटते क्रम में संख्याओं की व्यवस्था करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31339517698867200012410
109.	एक-अंकिय और दो-अंकिय संख्याओं की तुलना करना	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31339520022185574412577
110.	संख्या जोड़ने के लिए घरेलू वस्तुओं का उपयोग	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341222616386764812883
111.	एक अंकिय संख्याओं को जोड़ना - भाग 4	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341556027848294412448
112.	एक अंकिय संख्याओं को जोड़ना - भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134177576721203201392
113.	एक अंकिय संख्याओं को जोड़ना - भाग 2	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341776253344153616928
114.	एक अंकिय संख्याओं का घटाव - भाग 4	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341077388961382411762
115.	Subtraction in daily life	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_313446865879711744161
116.	नोटों और सिक्कों को पहचानना- भाग २	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134261864478638081736
117.	आकार में पैटर्न	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341981018243072013098
118.	ताली के साथ पैटर्न	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_3134863451538636801957
119.	आंकड़ों को गिनना और दर्शाना-भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341981039756902413099
120.	आंकड़ों को गिनना और दर्शाना-भाग 2	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341981068115148813100
121.	आंकड़ों को गिनना और दर्शाना-भाग 3	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31341983002728038413221
122.	Data Collections Through visuals.	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_313446880761888768163
123.	महीनों से परिचय- भाग 1	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31346511722127360012188
124.	महीनों से परिचय- भाग 2	https://diksha.gov.in/play/collection/do_31337246001102028811308?contentId=do_31346511735332864012189
125.	Estimation and Measurement: Uniform Non-Standard Units	https://diksha.gov.in/play/collection/do_3133724605382006411889?contentId=do_3134469234558566401177
126.	Estimation of Length	https://diksha.gov.in/play/collection/do_3133724605382006411889?contentId=do_3134517163018649601696
127.	आरोही और अवरोही क्रम (संख्या: 1-50)	https://diksha.gov.in/play/collection/do_3133724605382006411889?contentId=do_31348636421367398411247
128.	बंडल तीली	https://diksha.gov.in/play/collection/do_3133724605382006411889?contentId=do_3134311946739056641282

Sl.	Title of the activity	Link
129.	सीधी और उल्टी गिनती करना	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_31341768863813632016782
130.	1-30 तक सीधी और उल्टी गिनती करना	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_31341768875542937613685
131.	50 से 1 तक उल्टी गिनती	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_31341983013149900813222
132.	Application of addition in daily life	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_313446910325391360196
133.	Addition and Subtraction in Daily Life	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_3134517466952007681715
134.	Capacity of Containers	https://diksha.gov.in/play/collection/do_31337246053820006411889?contentId=do_3134475611886878721498
135.	Worksheets: Identifies simple observable features	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_31332703700141670412912
136.	FLN EVS 6.1 Worksheet 1	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_31347520457255321611414
137.	FLN EVS 6.1 Worksheet 2	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_31347519348088832011397
138.	FLN EVS 6.1 Infographics	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_31347518957449216011393
139.	Worksheets: Identifies simple observable features	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_31332703856751411212914
140.	FLN EVS 6.2 Infographics	https://diksha.gov.in/play/collection/do_31337246108940697611309?contentId=do_3134900065554186241392

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