



शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



ULLAS COMPENDIUM

on Teaching Learning Materials

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धर्मेन्द्र प्रधान
ଧର୍ମେନ୍ଦ୍ର ପ୍ରଧାନ
Dharmendra Pradhan



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अमृत महोत्सव

शिक्षा मंत्री
भारत सरकार
Minister of Education
Government of India



MESSAGE

I am happy to know that learner centric teaching-learning materials under ULLAS (Understanding of Lifelong Learning for All in Society) have been compiled in the form of a Compendium, to be shared with our learners and volunteer teachers across diverse regions of the country. My hearty congratulations to all the learners, both non-literates and neo-literates, volunteer teachers and all the contributors of ULLAS for their untiring efforts in bringing out the Compendium.

ULLAS has emerged as a successful model of *Jan-Bhagidari* - people's participation, paving the way for a fully literate Bharat by 2030. For a *Viksit Bharat*, a fully literate Bharat is the first and foremost imperative. ULLAS is not just a programme, it is a people's movement that reflects the soul of an inclusive and progressive India.

This Compendium will be an exemplar for the volunteer teachers and learners on making learning under ULLAS more participatory, enjoyable, innovative with the touch of regional culture and learner-centric adaptation of critical life skills.

May the Compendium serve as a valuable guide in our collective journey towards building a fully literate and empowered Bharat.

My best wishes !

(Dharmendra Pradhan)

सबको शिक्षा, अच्छी शिक्षा

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जयन्त चौधरी
JAYANT CHAUDHARY



कौशल विकास और उद्यमशीलता
राज्य मंत्री (स्वतंत्र प्रभार) एवं
शिक्षा राज्य मंत्री
भारत सरकार

Minister of State (Independent Charge) for
Skill Development and Entrepreneurship
and Minister of State for Education
Government of India



MESSAGE

The compendium is a collection of multilingual learning materials to make teaching -learning more attractive and easily acceptable by the learners. I am confident that this will greatly enrich the learning experience across diverse settings and inspire many more to contribute towards ULLAS (Understanding of Lifelong Learning for All in Society) journey of full literacy.

When I first attended the International Literacy Day 2024, at Vigyan Bhawan, New Delhi, in the august presence of Hon'ble Vice President of India, the happiness illuminated by the neo-literates, untiring efforts and support of the volunteer teachers, the power of motivational, inspiring stories and performance by learners inspired me to commit myself as a volunteer under ULLAS.

ULLAS provides a unique opportunity to fulfil a silent yet powerful desire that many of us carry within - to give back to the society in a meaningful way. As a massive volunteer-driven movement, ULLAS embodies the true spirit of *Jan-Bhagidari*- people's participation- by encouraging individuals from all walks of life i.e the alumni of literate Bharat to volunteer and contribute towards achieving fully literate Bharat by 2030. Literacy is the foundation step towards an empowered life. It is estimated that one year of education adds to 0.37% of GDP. Literacy must reach to every corner of the nation when Bharat celebrates hundred years of independence.

I congratulate everyone associated with the development of this vibrant compendium of teaching-learning materials. My heartfelt appreciation to all the contributors, educators, and learners who made this possible.

(JAYANT CHAUDHARY)

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Sanjay Kumar, IAS
Secretary



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भारत सरकार
Department of School Education & Literacy
Ministry of Education
Government of India



Message

ULLAS (Understanding of Lifelong Learning for All in Society) has reached out to 28,291,696 registered learners, who are 15 years and above and could not avail formal education due to compelling reasons. To facilitate learning opportunities and impart literacy 4,473,233 registered volunteers are actively participating in ULLAS.

To bring together learners and volunteers from different State/UTs and promote interpersonal learning and sharing of best practices, four regional conferences were organised in Haryana, Madhya Pradesh, Assam and Telangana in the year 2024-25. In each regional conferences team of learners and volunteers were facilitated to design, develop and present learner centric teaching – learning materials to promote literacy as a lifelong, inclusive, and community-driven effort.

The compendium brings together best practices, activity-based pedagogies, localized innovations, and context-specific tools through multilingual approaches which support not only literacy but also encourages learners to engage with digital, financial, and legal literacy in a meaningful way. This compendium is the result of collaborative efforts, drawing from the experiences of learners, neo-literates and volunteer teachers.

I am confident that this continuing accomplishment will inspire other States and Union Territories to intensify their efforts toward achieving inclusive and equitable literacy. It reflects the broader vision of the National Education Policy (NEP) 2020, which promotes a holistic and inclusive approach to education across all stages of life. While the Samagra Shiksha Abhiyan strengthens school education from early childhood care and education (ECCE) to Class 12, ensuring universal access, equity, and quality, ULLAS complements it by empowering adult learners who missed formal schooling with foundational literacy, life skills, and digital competency.

My heartfelt appreciation to all those who contributed to this initiative. May this compendium inspire many more to learners and volunteers to take forward the ULLAS mission with innovative approaches and renewed enthusiasm for a fully literate Bharat.


(Sanjay Kumar)

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Preface

The National Education Policy (NEP) 2020 recognizes the opportunity to obtain foundational literacy, obtain an education, and pursue a livelihood must be viewed as basic rights of every citizen. It underscores the transformative potential of literacy and basic education in fostering personal growth, civic participation, economic advancement, and lifelong learning. NEP 2020 highlights the strong correlation between literacy rates and per capita GDP, while also acknowledging the challenges faced by non-literate individuals in everyday activities such as financial transactions, employment opportunities, digital literacy, rights awareness, and access to productive sectors.

To address these challenges, NEP 2020 advocates for innovative approaches to adult education through a comprehensive curriculum framework. This framework includes foundational literacy and numeracy, critical life skills, vocational skills development, basic education, and continuing education, tailored to the diverse needs of adult learners. It emphasizes localized employment relevance, differentiated pedagogy, and materials suited for adult learners.

NEP 2020 highlights the significance of Adult Education and Lifelong Learning, noting that *“strong and innovative government initiatives for adult education, in particular, to facilitate community involvement and the smooth and beneficial integration of technology, will be effected as soon as possible to expedite this all-important aim of achieving 100% literacy”* (para 21.4).

In this spirit, literacy is defined in Indian context as:

“the ability to read, write, and compute with comprehension, to identify, understand, interpret, and create, along with critical life skills such as digital literacy, financial literacy, etc.”

The Ministry of Education launched the ULLAS – Nav Bharat Saaksharta Karyakram in April 2022. The ULLAS – Nav Bharat Saaksharta Karyakram (New India Literacy Programme) is an initiative of the Government of India that seeks to create inclusive, equitable, and lifelong learning opportunities for all those non literates who missed out on the formal education. Anchored in the vision of NEP 2020 and aligned with Sustainable Development Goal 4 (SDG 4.6), ULLAS aims to empower every non literates with foundational literacy, numeracy, and critical life skills, by 2030.

This scheme is designed to support non-literate youth and adults across the country through flexible and accessible learning pathways. Recognizing the diversity of learners, ULLAS adopts a hybrid approach that blends online and offline learning, while promoting community engagement through the spirit of volunteerism. ULLAS seeks to equip learners with essential critical life skills include financial literacy (such as saving money, opening a bank account, budgeting etc.), digital literacy (such as online banking and digital payments), etc. and gaining access to helpful services and applications.

Another important feature in this scheme is ULLAS Portal and a dedicated ULLAS Mobile APP which is used for the registration of learners and volunteer teachers and hosts teaching-learning material. It has primers in 26 languages and 117 primers in local languages developed by NCERT. Over 2.83 crore learners and more than 44 lakh volunteer teachers have registered through the ULLAS App.

The progress of learners is being tracked and certified through assessments in foundational literacy and numeracy called Foundational Literacy and Numeracy Assessment Test (FLNAT).

More than 1.72 Crore learners from 33 States/UTs have appeared for the Foundational Literacy and Numeracy Assessment Test (FLNAT), which is conducted twice a year, by March 2025.

Learner-centric Teaching-Learning Materials (TLMs) are central to the success of ULLAS. These resources play a critical role in effectively engaging learners and supporting volunteer teachers across the country in their own mother language. The ULLAS Compendium is a curated collection of such materials, developed by the learners and Volunteer Teachers (VTs) of various States and Union Territories in the four regional conferences under ULLAS. The compendium reflects a rich diversity of languages, cultural, and social contexts.

We believe this compendium will be a valuable & useful resource for the learners, Volunteer Teachers, State officials, and other stakeholders.

Archana Sharma Awasthi,
Joint Secretary, DoSEL
Minister of Education,
Government of India

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Acronyms

Acronym	Full Form
FLN	Foundational Literacy and Numeracy
FLNAT	Foundational Literacy and Numeracy Assessment Test
LO	Learning Outcome
NEP	National Education Policy
SDG	Sustainable Development Goal
TLM	Teaching Learning Material
ULLAS	Understanding of Lifelong Learning for All in Society
VT	Volunteer Teacher

Introduction

ULLAS -Understanding of Lifelong Learning for All in Society, has emerged as a successful model of Jan-Bhagidari, people's participation, that paves the way for a fully literate Bharat by 2030. To reach out to every single non-literate citizen, 15 years and above, irrespective of one's physical and socio-economic belongings, and to facilitate teaching-learning process through a mutually acceptable and convenient way through volunteering exhibits the greatest commitment and strength in sharing responsibilities as a fellow citizen.

During the ULLAS Mela held on 6th February 2024, Hon'ble Shiksha Mantri, Shri. Dharmendra Pradhan emphasized a bottom-up approach, focusing on the teaching method that learners wished to adapt. Hon'ble Minister categorically stated, उल्लास के बिना कोई गति नहीं है। *For a Viksit Bharat, a fully literate Bharat is the first and foremost foundation.* "ULLAS is not just a programme, it is a people's movement that reflects the soul of an inclusive and progressive India."

Under the guidance of the Hon'ble Shiksha Mantri, four regional conferences were organized by the Department of School Education and Literacy, in collaboration with National Centre for Literacy, NCERT in Haryana, Madhya Pradesh, Assam, and Telangana during the year 2024-25.

The outcome of those engaging conference is the **ULLAS Compendium on Teaching-Learning Material**. It reflects the creativity and collaboration between the learners, volunteer teacher and academia, that lie at the heart of India's literacy movement. These conferences brought together learners, neo-literates, volunteer teachers, SCERT officials, and representatives of State Literacy Missions. They served as vibrant spaces for dialogue, exchange, and innovation. The conferences focused on three key objectives:

1. To understand the needs of Learners, Neo-literates, VTs and State, District, Block and Gram Panchayat level stakeholders for strengthening of ULLAS in the country.
2. Development of Teaching and Learning Material of ULLAS in Regional/ Local language for stakeholders.
3. Incorporation of Inputs and Best Practices in the Implementation Strategy for strengthening of ULLAS.

The Compendium brings together creative and impactful TLMs developed during these conferences. It shows that meaningful literacy thrives when connected to everyday life, such as budgeting a household, managing health, accessing digital services, means of conveyance, etc.

More than a collection of materials, the Compendium makes an important contribution to India's literacy landscape. It signals a shift from treating literacy as a numeric target to recognizing it as a transformative journey that nurtures confidence, independence, and lifelong learning.

By documenting these community-driven innovations, the Compendium stands as a guide and an inspiration for volunteer teachers and learners across the country. It embodies the spirit of "*Jan Jan Saakshar*", a shared national vision of universal literacy where every citizen has the skills to participate, contribute, and to build an inclusive and self-reliant Bharat.

The background of the entire page is a collage of white rectangular cards, each featuring a single Hindi character in a different color. The characters are scattered across the top and bottom sections, with some overlapping. The colors include purple, green, blue, orange, and teal. The central section is a solid dark purple rectangle containing the title text.

Foundational LITERACY

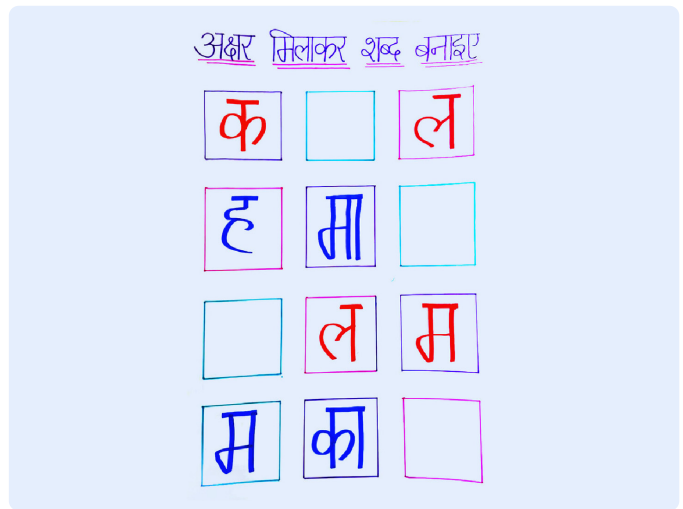
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Activity 1 : Let's Play with Words



TLM prepared by Chhattisgarh during 2nd Regional Conference at Bhopal, Madhya Pradesh (12th - 13th September 2024)



Objectives

- To develop vocabulary by forming words using different letters.



Materials Required

- Cardboard /Tray
- Chart paper (white/coloured)
- Marker pen/pencil
- Scale
- Cutter/Scissors
- Cellophane sheet



Steps to Create



Figure 1

Step 1

- Take a cardboard sheet and cut it into a square shape (Size: 2/2 or 4/4 inches) as shown in the figure 1.
- Paste the chart paper of the same size on the cardboard.
- Prepare flash cards



Figure 2

Step 2

- Write all alphabets (वर्णमाला) on the flash cards for example - क, ल, म, आ, अ as shown in the figure 2.



Figure 3

Step 3

- Cover the flash cards with a cellophane sheet to increase the durability.



How to Use

1. Volunteer Teacher (VT) begins the activity by explaining the learners that today we are going to use flash cards to form meaningful words.
2. VT may pick flashcards of the alphabets, arrange them and create a simple word using them. For example, 'क', 'ल' and 'म' i.e. कलम.
3. VT will create more such words by arranging the flash cards to help learners to read the words. Try to create the words that they come across in their daily lives.
4. VT may increase the level of difficulty by asking the learner to form longer words and help them in reading and writing these words. example, मलमल, साइकिल, खटमल etc.

5. VT will use diacritical marks (Maatra) or vowels (Swar) from language. example - आ - "T", "इ (ि)," and "उ (ु) etc.
6. Learner first forms two letter words and then with the support will create words with three letters and so on as shown in figure 4. example - रात, तीर, तारा, कमरा.



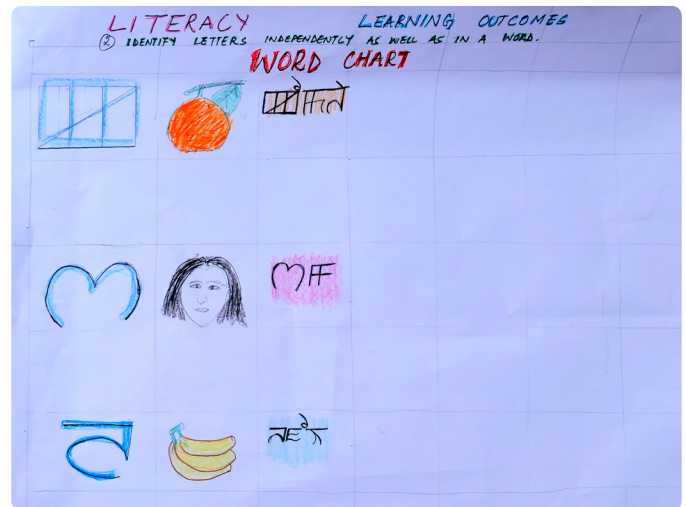
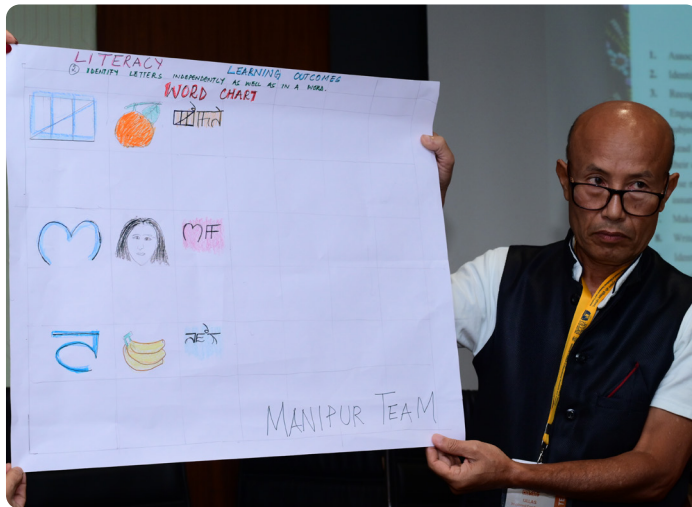
Figure 4



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- Writes letters, words, short text in a legible form. (LO 8 - Literacy)
- Engage with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously.(LO 4 - Literacy)
- Read a text with support and gradually independently.(LO 12 - Literacy)

Activity 2 : Let's Read Together



TLM prepared by Manipur during 3rd Regional Conference at
Guwahati, Assam (22nd - 23rd October 2024)



Objectives

- To recognise the letters.
- To establish the letter-sound association.



Materials Required

- Cardboard Sheet
- Marker Pen/Pencil/Colors
- Scale
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create



Figure 1



Figure 2

Letters	Pictures	Words
आ		
ब		
प		
म		
सू		

Figure 3

Letters	Pictures	Words
आ		आम
ब		बस
प		पतंग
म		मछली
सू		सूरज

Figure 4

Step 1

- Take a chart paper size cardboard sheet as shown in figure 1.

Step 2

- Paste chart paper on it. (figure 2)

Step 3

- Make three columns. Write letters in column 1 alongside corresponding images in column 2 as shown in figure 3. For example - letter ब with image of बस, प with image of पतंग, as shown in figure 3.

Step 4

- Write the naming words of the used images in Column 3 as shown figure 4. For Example - म - मछली, स - सूरज



How to Use

1. VT will begin with discussing with the learners that they need to recognise the words with the help of images/pictures, for example - आम, पतंग, etc.
2. VT ask the learners to identify/recognize the initial letters of the words.
3. When they see the image, bring their focus on the initial letter and its naming word to establish the letter sound association by telling them that स is for सूरज and at the same time point out its image
4. Motivate them to read the next naming word and draw their attention towards its image by placing finger on it.
5. VT may increase difficulty by integrating more phonics-based activities by replacing the initial letter at different positions of words like 'सूरज' (where 'स' is placed in the beginning) then taking 'स' to the middle position as in 'कसम', and finally placing 'स' at the end, as in 'बस'
6. VT may help learners identify some words, such as "लकड़ी", कलम, मछली for ल.



What the Learner Gains

- Associates letter sounds with letter shapes. (LO 2 - Literacy)
- Engages with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously. (LO 4 - Literacy)
- Uses more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context. (LO 6 - Literacy)
- Identify the letters in isolation and in a word.(LO 1 - Literacy)

Activity 3 : Alphabet Tree



TLM prepared by Andhra Pradesh during 4th Regional Conference at Hyderabad, Telangana (17th - 18th February 2025)



Objectives

- To develop spelling skills and word formation.



Materials Required

- Cardboard Sheet
- Chart Paper (White/Light Coloured)
- Marker Pen/Pencil
- Scale
- Cutter/Scissors
- Cellophane Sheet
- Cello Tape/Fevicol



Steps to Create

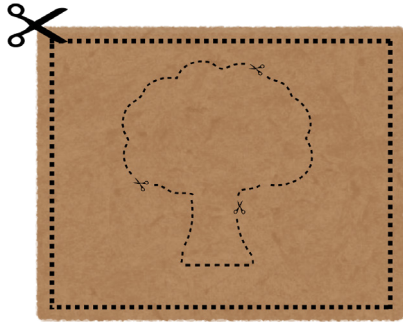


Figure 1

Step 1

- Take a cardboard sheet and cut it in the form of a tree as shown in the figure 1.



Figure 2

Step 2

- Paste colourful sheet on it as shown in the figure 2



Figure 3

Step 3

1. Now cut paper in the shape of leaves and paste on the tree. Also write letters on leaves that can be used to make words that learners have come across earlier. (figure 3)



How to Use

1. Volunteer Teacher starts the activity by explaining the learners that they have to identify letters and make meaningful words from letters written on tree leaves
2. VT will help learners to identify letters on tree.
3. VT will now motivate the learner to find meaningful words, for example- అమ్మ (mother), ఇటుక (brick), ఉంగరం (ring), కుటుంబం (family), ఇరుగు పొరుగు (neighbors), పండుగ (festival), 'అభ్యాసకుల కుటుంబ సభ్యుల పేర్లు' ('learners' own family members' names, ఆవు (cow), భోజనం (food), etc. Also, make them practice writing these words.
4. After completing the given task, VT may increase the difficulty level by asking them to frame sentences using the words that have been identified by that particular learner, i.e. నాకు చిన్న కుటుంబం ఉంది (I have a small family).
5. Collectively they can find rhyming words have fun with joining them लटक - मटक, जल - नल



Figure 4



Figure 5



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- Write letters, words, short text in a legible form. (LO 8 - Literacy)
- Identify frequently used words in a language/text. (LO 9 - Literacy)

Activity 4 : Matching Letters Cards



TLM prepared by Puducherry during 4th Regional Conference at
Hyderabad, Telangana (17th - 18th February 2025)



Objectives

- To identify the letters.
- To understand the letter-words association.



Materials Required

- Cardboard
- Chart paper (white/colored)
- Marker Pen/Pencil/Colour Pen
- Cutter/Scissors
- Cellophane sheet (plastic)
- Fevicol



Steps to Create



Figure 1

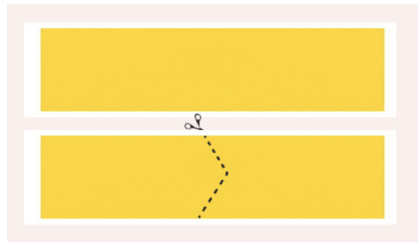


Figure 2



Figure 3



Figure 4



How to Use

1. Volunteer Teacher will introduce the activity to the learners by explaining that they have to establish relation between the letter shown and words written.
2. VT will hold the alphabets in one hand and ask the learner to select the words which start from the letter shown and complete the shape, as shown in figure 5.

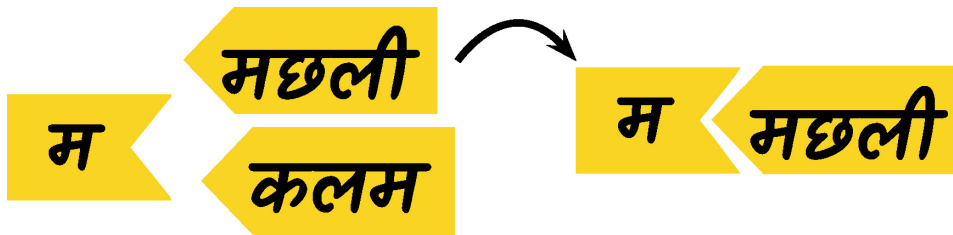


Figure 5

3. VT will ask the learners first to identify the alphabets shown in the shapes.
4. Learner will then identify its meaningful word and complete the shape.
5. If the learner faces any difficulties in identifying the word, VT can use the image on the back side as a clue to the learner or by asking some questions related to the word.
6. The difficulty level can be increased by introducing longer words.



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- Engage with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously. (LO 4 - Literacy)
- Explore reading and writing through different everyday contextual themes. (LO 5 - Literacy)
- Use more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context. (LO 6 - Literacy)

Activity 5 : The World of Words



TLM prepared by Madhya Pradesh during 2nd Regional Conference at Bhopal, Madhya Pradesh (12th - 13th September 2024)



Objectives

- To facilitate reading skill using words calendar.
- To enhance vocabulary.



Materials Required

- Old Table Calendar
- Chart Paper(white/coloured)
- Marker Pen/Pencil
- Scale
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create

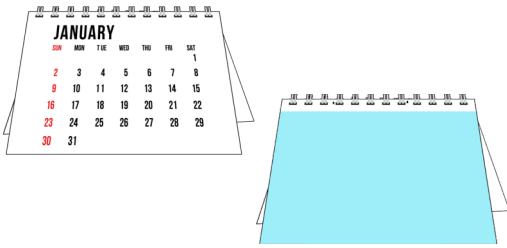


Figure 1

Step 1

- Take an old table calendar and paste colourful sheets on the pages as shown in figure 1.

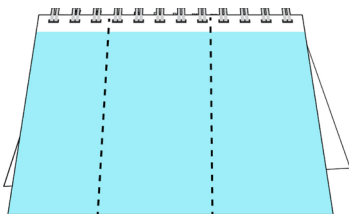


Figure 2

Step 2

- Divide/Cut each month-wise page into three equal parts as shown in figure 2.

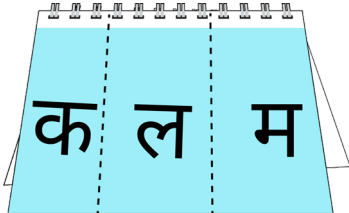


Figure 3

Step 3

- Randomly write alphabets on each section of the page so that these sections can be flipped to form words as shown in figure 3

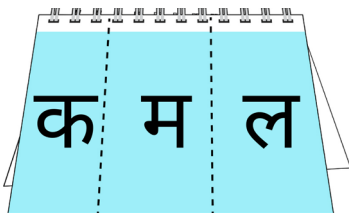


Figure 4

Step 4

- For Example - 'क', 'ल', 'म' on separate sections should align to form 'कलम' when flipped. If the learner swipe second and third section 'म' with 'ल', the new word formed will be - 'कमल' as shown in figure 4.



How to Use

1. Volunteer Teacher will begin with telling how to flip sections to form words.
2. Learners will be motivated to form the words by combining letters together.
3. The focus of learners will be brought to the fact that only replacing one letter with another is giving us a new meaningful word.
4. This activity is a great way to help learners understand pronunciation well at the same time, introduce them with the rhyming words.
5. VT may flip the pages to bring the attention of learners on word formation with similar letters.
6. One extension for this activity would be finding the rhyming words and let the learners write the initial letter to frame the new words. e.g. हम, कम, दम.
7. VT can motivate learners to find more such words with different letter compositions and make a list. e.g. वन, मन, धन, रमन, चमन



What the Learner Gains

- Associates letter sounds with letter shapes. (LO 2 - Literacy)
- Engages with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously. (LO 4 - Literacy)
- Uses more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context. (LO 6 - Literacy)
- Identify the letters in isolation and in a word.(LO 1 - Literacy)

Activity 6 : Pick & Drop Word



TLM prepared by Andhra Pradesh during 4th Regional Conference at
Hyderabad, Telangana (17th - 18th February 2025)



Objectives

- To improve word recognition and spelling.
- To help learners in sentence formation.



Materials Required

- Cardboard
- Chart paper (white/colored)
- Marker Pen/Pencil/Colour
- Pen
- Scale
- Cutter/Scissors
- Cello tape/Fevicol/Fevistick
- Stick
- Thread/String
- Magnet



Steps to Create

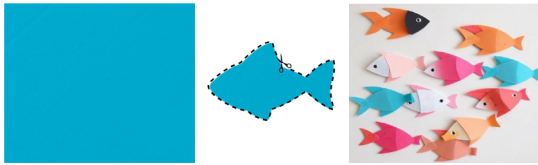


Figure 1

Step 1

- Cut the cardboard and chart paper into different shapes for example - fish as shown in Figure 1.
- Paste them together.
- Write a word on each of them.
- Paste a piece of Magnet at the back of fish.



Figure 2

Step 2

- Take a chart paper to create a pond as shown in Figure 2.
- Cut it into oval shape (pond shaped).
- Color it like a pond.
- Put some pebbles & plants, create an ecosystem of water bodies.



Figure 3

Step 3

- Place the word fish randomly in the pond as shown in figure 3.
- Attach a magnet to the end of the stick using thread/string.



How to Use

1. Volunteer Teacher will begin by explaining learners that they will be playing a fun game, where they will pick words from a “pond” using a fishing stick.
2. The pond contains many fish (words) and the goal is to identify and read the words accurately.
3. Encourage the learners to pick the meaningful words out from the pond and read each word carefully.
4. To give the learners a clear understanding of how the game works, demonstrate activity by showing different words from pond (e.g. “कलम”).
5. VT will show the learners a set of fish with words written on them (you can use flashcards or papers with words).
6. VT will pick a “fish” from the pond using the fishing stick (or simulate the action if needed).
7. VT may also ask the learner to read aloud the spellings of the picked words, try writing them and also frame sentences using them. For example - if you say “पेड़,” pick the word “पेड़” from the pond and read aloud to the class. This activity can be used by keeping mother tongue of the learner as shown in the picture.



Figure 4

Activity 7 : Spin and Learn



TLM prepared by Rajasthan during 1st Regional Conference at Gurugram, Haryana (1st - 2nd August 2024)



Objectives

- To recognise and read the letters.



Materials Required

- Cardboard
- Chart paper (white/colored)
- Cutter/Scissors
- Cellophane sheet
- Bangle/Thali/Plate (to make circle)
- Cello tape/Fevicol/Fevistick
- Ice-cream Stick
- Bottle Caps
- White stickers(one for each cap)
- Marker Pen



Steps to Create

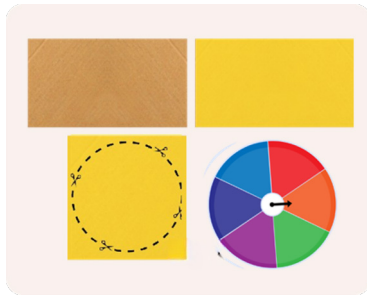


Figure 1

Step 1

- Take cardboard, and paste chart paper on it.
- Cut the chart paper into circle shape.
- Divide the circle into six sections.
- Paste a thin ice-cream stick at the centre of the circle and attach it with the thumb pin/Fidget Spinner as shown in Figure 1.



Figure 2

Step 2

- Take 6 bottle caps and prepare stickers to paste on it.
- Prepare a list of meaningful words that you plan to teach.
- Use a marker to write alphabets on the stickers like फ, ग, ल, ट, न and म as shown in Figure 2.

Step 3

- Paste the 6 bottle caps on the six sections of the charts as indicate in the Figure 3(i) and 3(ii).

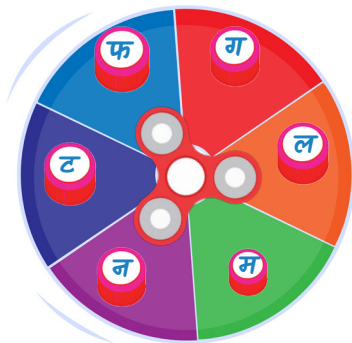


Figure 3 (i)

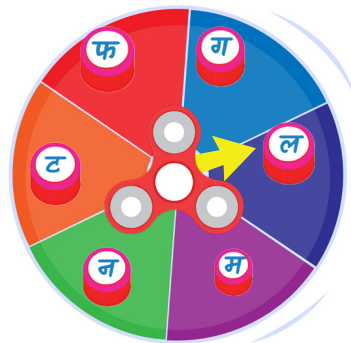


Figure 3 (ii)



How to Use

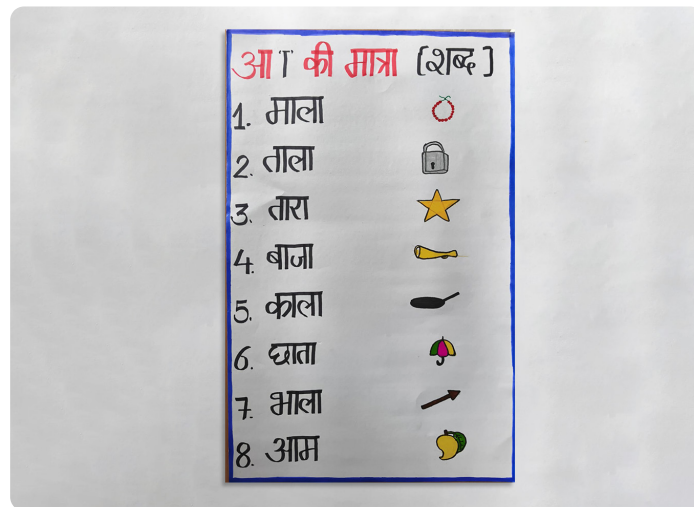
1. Volunteer Teacher will start the activity by explaining learners that we will form the meaningful words starting with the letters as shown on the bottle cap for example - क, ग, ल, ट
2. VT can divide the learners into two teams as "A" and "B".
3. VT will ask one learner from team A to come and spin the wheel and let's assume the thumb-pin/Fidget Spinner stops at alphabet 'ल' as shown in figure 3(ii).
4. Then learner from team B come to tell the word from the same letter for example - लालटेन, लीची, लाल, लटकना etc.
5. Later, team B will spin the wheel and follow the process and team A will tell the word accordingly.
6. If a learner struggles to get the correct answer, VT will give some clues or may ask probing questions to get the answer from them, like "your friend name starts with this letter(लक्ष्मी)" or "the name of one of the colors(लाल)".
7. VT may extend this activity by giving synonym of the related word, for example - पानी : जल / सूर्य : सूरज , etc.
8. To make this activity more exciting, VT may ask the learners to write sentences using that word for example - बच्चे पेड़ से लटक रहे हैं, लालटेन जलाते ही उजाला हो जाता है।
9. VT may also change the bottle caps to numbers and ask learner questions related to that as follows-
 - How many times 4 comes in 46, 446, 444, etc.
 - Tell any ten numbers in which 6 comes.
10. VT can take out the caps with numbers and ask the learners to add the digits written on them and write the answer.



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- Engages in a two-way reading-writing process– from letters to text and from the text to the letters. (LO 4 - Literacy).
- Read the commonly available printed text in their environment and relates with his/her life experiences and situations. (LO 10 – Literacy))

Activity 8 : Read with Joy



TLM prepared by Himachal Pradesh during 1st Regional Conference at Gurugram, Haryana (1st - 2nd August 2024)



Objectives

- To develop and facilitate reading skill using picture reading.



Materials Required

- Cardboard sheet
- Chart paper/Colourful sheets
- Marker Pen/Pencil
- Scale
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create

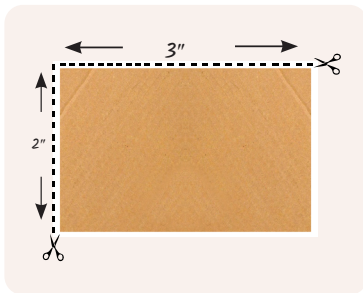


Figure 1

Step 1

- Take a cardboard sheet and cut it in 3"2 as shown in the figure 1.



Figure 2

Step 2

- Paste a chart paper/colourful sheet on it as shown in the figure 2.

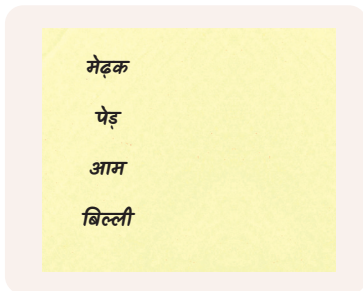


Figure 3

Step 3

- Note: Before this step learner should be introduced to make word using मात्रा diacritical marks (Maatra).
- Write words like मेढक, पेड़, आम, बिल्ली on the left side of the sheet as shown in the figure 3.



Figure 4

Step 4

- Draw/paste pictures of the corresponding words written on the left-hand side. as shown in the figure 4.



How to Use

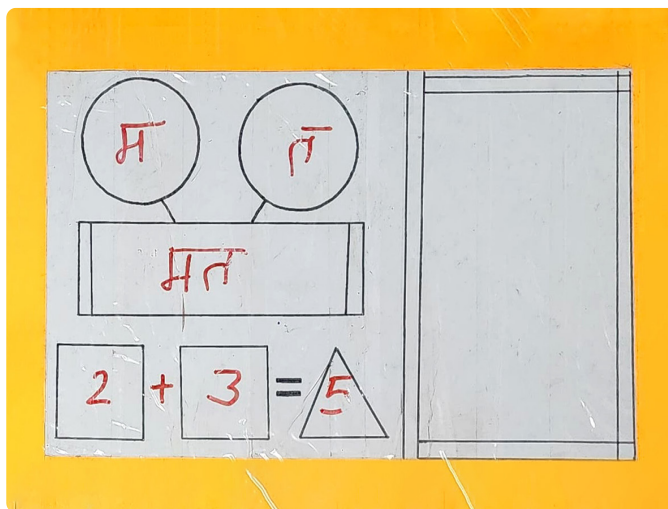
1. Volunteer Teacher will introduce the activity in the beginning by telling the learners that they will try to identify letters and read familiar words. They will get help from the images/pictures to read.
2. VT will first show learners the prepared chart to observe.
3. VT may ask learners to take turns to read the words. If they are unable to read the word, VT can bring the focus on the image/picture to facilitate reading.
4. When the learner will read the words independently, VT can ask learners to think of some rhyming words for example - लाल, जाल, काल, हाल, पाल etc.
5. Ask learners to list out things present in the room and try to write them on board. Ask them to make word of it like for example - अलमारी, कुर्सी, मेज, पंखा, दरवाजा.



What the Learner Gains

- Engages with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously. (LO 4 - Literacy)
- Uses more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context. (LO 6 - Literacy)
- Writes letters, words, short text in a legible form. (LO 8 - Literacy)
- Labels pictures of common objects in the language of the primer or their language. (LO 11 - Literacy)
- Read a text with support and gradually independently. (LO 12 - Literacy)

Activity 9 : Fun with Letters and Numbers



TLM prepared by Rajasthan during 1st Regional Conference at
Kurugram, Haryana on 1st - 2nd August 2024



Objectives

- To identify the letters.
- To frame the meaningful word with the help of letters.



Materials Required

- Cardboard
- Chart paper (white/colored)
- Cutter/Scissors
- Cellophane sheet
- Bangle/Thali/Plate (to make circle)
- Cello tape/Fevicol/Fevistick
- Marker/Pen



Steps to Create



Figure 1

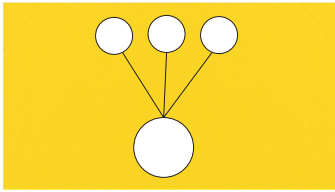


Figure 2

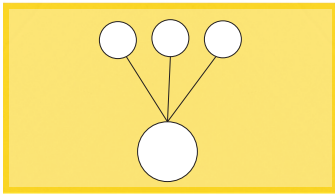


Figure 3

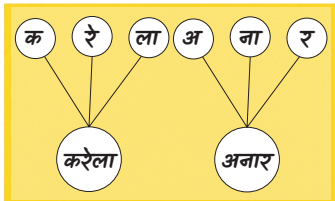


Figure 4

Step 1

- Take a cardboard sheet and cut square
- paste the chart paper on cardboard sheet as shown in figure 1.

Step 2

- Draw four circles on it.
- Join the circles with arrows as shown in figure 2.

Step 3

- Cover the cardboard with a cellophane sheet as shown in figure 3.

Step 4

- Make a list of meaningful words for example - करेला, अनार, सड़क.
- From the list choose one word and write partially the letters of that particular word as shown in figure 4.
- Learners will make the meaningful words with the help of given letters.



How to Use

1. Volunteer Teacher may start by explaining learners that we will form the meaningful words by using the letters that are written on the circle.
2. VT will prepare a list of meaningful words for examples - अनार, करेला, सड़क, फ़सल, बारह.
3. VT will ask the learners to first identify the letters shown in the circle then the learner will form (write) meaningful word with them in the given space.

4. Ask learners to identify some more letters and form the meaningful words and frame sentences with them.
5. VT can also use this activity to make them learn the various concepts of mathematical operations as shown in figure 5.

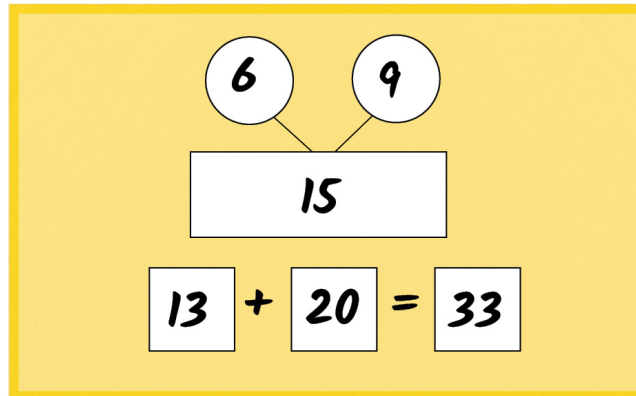


Figure 5



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- Engages with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously. (LO 4 - Literacy)
- Uses more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context. (LO 6 - Literacy)
- Lists words starting with a letter or sound, ending with a particular letter or sound. (LO 7 - Literacy)
- Writes letters, words, short text in a legible form. (LO 8 - Literacy)

Activity 10 : Spinning Wheel



TLM prepared by Jharkhand during 3rd Regional Conference at
Guwahati, Assam on 22nd - 23rd October 2024



Objectives

- To identify the letters.
- To understand the letter-words association.



Materials Required

- Cardboard
- Chart paper (white/coloured)
- Marker Pen/Pencil
- Cutter/Scissors
- Cellophane sheet
- Fevicol
- Thumb Pin/ Fidget Spinner



Steps to Create

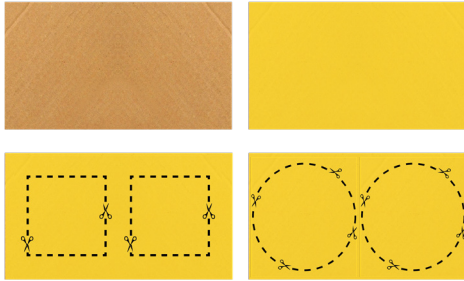


Figure 1

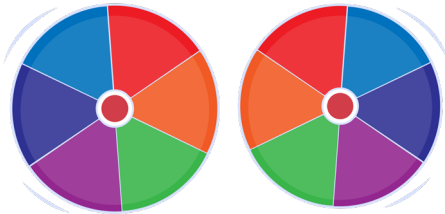


Figure 2

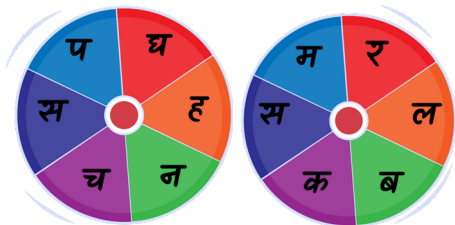


Figure 3

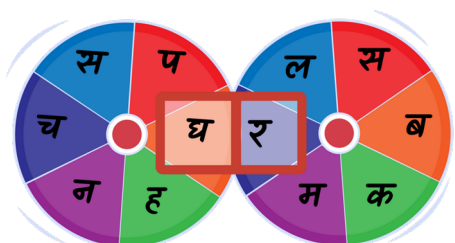


Figure 4

Step 1

- Take cardboard, and paste chart paper on it as shown in the figure 1. • Cut two identical circles and two squares from the cardboard as shown in the figure 2.

Step 2

- Make six sections on each circle as shown in figure 3.

Step 3

- Write different letters in each section of both the wheels as shown in figure 4 and 5. Write alphabets in such a way so that the list of meaningful words like घर , हर, नल, सब etc. can be formed. Words from other regional languages may be used to gain the expected outcomes

Step 4

- Join all the corresponding parts to make meaningful words as shown in figure 6.



How to Use

1. Volunteer Teacher will introduce the activity to the learners through demonstration.
2. Learners will be divided into two teams.
3. VT will ask learner from one team to spin the first wheel.
4. The learner from the other team will identify the letter and spin the adjacent wheel to make a frequently used word.
5. If the learner struggles, VT can provide a clue using that letter so that the learner can identify the word. For example - हम वहाँ रहते हैं। (घर), हम उससे खेत जोतते हैं। (हल).
6. VT will give five marks for the correct answer given. It will motivate them to actively participate in the learning process.
7. To elaborate more in this activity VT may ask the learner to use the identified word to frame a sentence.
8. VT may provide opportunity to learners to use their mother tongue for framing words and sentences. VT may initiate the discussion around the words formed by learner's and ask them for sharing their experiences.



What the Learner Gains

- Identifies the letters in isolation and in a word. (LO 1 - Literacy)
- List words starting with a letter or sound, ending with a particular letter or sound.(LO 7 - Literacy)
- Identify frequently used words in a language/text.(LO 9 - Literacy)
- Engage in conversation around themes or texts to explore finer points. (LO 14 - Literacy)



Foundational **NUMERACY**

Activity 11 : Play with Colours



TLM prepared by Madhya Pradesh during 2 Regional Conference at Bhopal, Madhya Pradesh (12 - 13 September 2024)



Objectives

- To read and write the numbers.



Materials Required

- Card boards
- Chart paper (white/colored)
- Marker pen/pencil/Colour pen
- Cutter/Scissors
- Cellophane sheet
- Scale
- Rangoli colours



Steps to Create



Figure 1



Figure 2

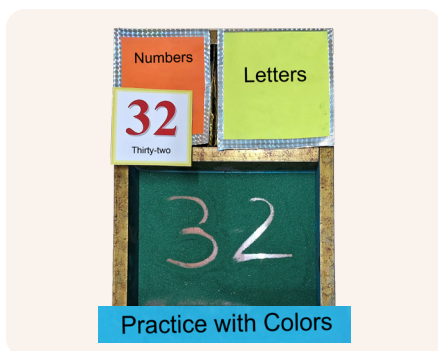


Figure 3

Step 1

- Take a box as shown in figure 1 and paste chart paper on it and divide the box into sections named as “Numbers”, ‘letters’ and “Practice with colours”.

Step 2

- Cut the cardboard and chart paper in square shapes, paste chart paper on the cardboard and write numbers as shown in the figure 2.

Step 3

- Put Rangoli colour in the section named “Practice with colours” as shown in the figure 3



How to Use

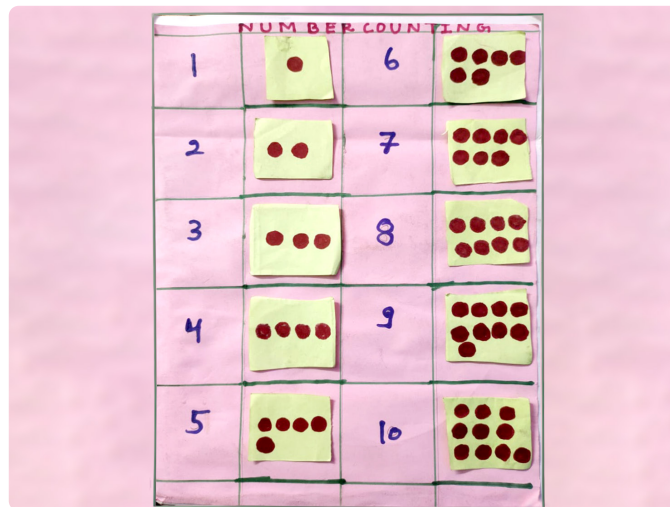
1. Volunteer Teacher begins this activity by discussing numbers & letters with the learners, helping them to understand the importance of mathematical operations and formation of words & sentences in their daily life.
2. VT may ask a learner to take out any number card from the number box.
3. VT will ask the other learner to recognise and read the particular number.
4. The learner after recognising the number will write that particular number on the rangoli colour.
5. After identifying the number, the VT may increase the level of difficulty by complex number for example - choose a number 58, discussing some questions, like-
6. Which number comes after 58?
7. Which number comes before 58?
8. VT can also ask the learners to write some numbers with four in it for example - 14, 44, 54, 64, etc.



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO1 - Numeracy)

Activity 12 : Fun with Numbers



TLM prepared by Chhattisgarh during 2nd Regional Conference at Bhopal, Madhya Pradesh (12th - 13th September 2024)



Objectives

- To identify, read, and locate numbers.



Materials Required

- Cardboard
- Chart paper (white/colored)
- Marker Pen/Pencil/Colour Pen
- Scale
- Bindies Stickers
- Fevicol/Fevistick



Steps to Create

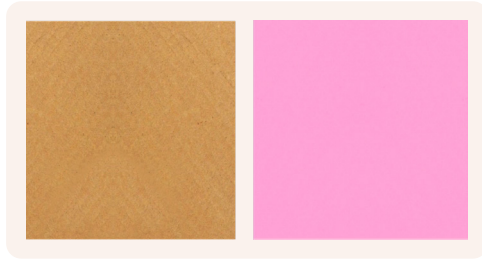


Figure 1

Step 1

- Take a chart paper in square shape and paste it on a card board.

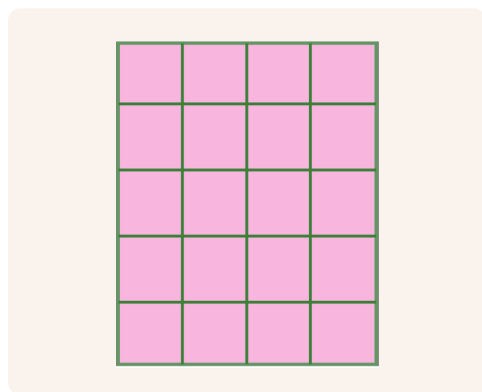


Figure 2

Step 2

- Divide the chart paper pasted on the Card board into four columns as shown in figure 2.

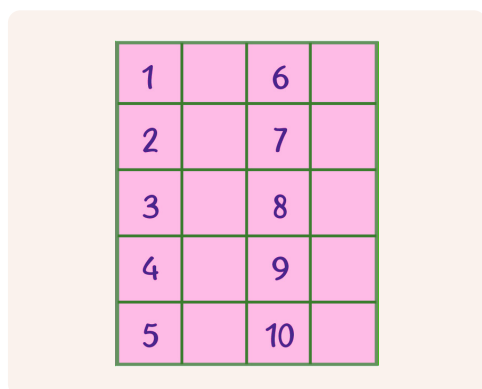


Figure 3

Step 3

- Write numbers 1 to 5 on one side and Write numbers 6 to 10 on the other side as shown in figure 3.



How to Use

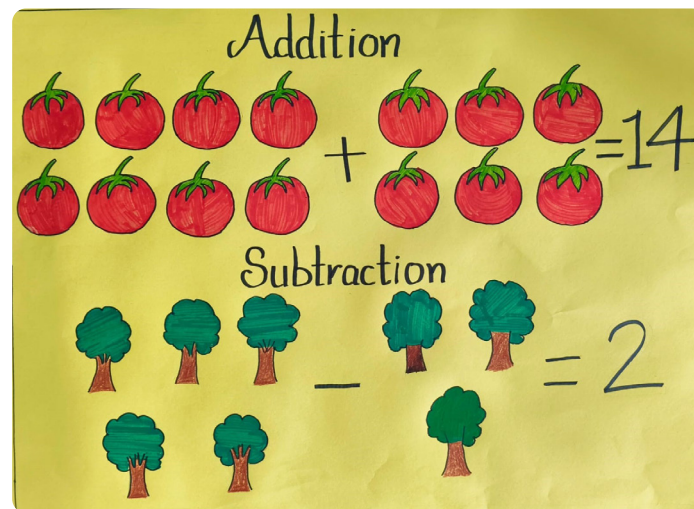
1. Volunteer Teacher may begin by discussing the concept of numbers with learners, like where they use numbers, the importance of numbers in their daily life, how to identify the bus number, to know the seat number on the railway ticket, phone numbers, etc.
2. VT will begin the activity by sticking bindi sticker on the blank side equals to the number written in the column above.
3. VT will ask learners to Come and count numbers & paste/stick same amount of bindis in the next column.
4. VT may ask learner to add bindis to complete the numbers written.
5. VT may increase the difficulty level by asking questions for example -
 - Which number comes before 5?
 - Which number comes after 8?
 - By asking them to solve basic arithmetic operations of addition and subtraction, For example - $2+1 = 3$, $9-5 = 4$, etc. Also make them practice these operations in a notebook.



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Recognise and use the signs for equals to (=), addition (+), subtraction (-), multiplication (x) and division (÷) in their daily life. (LO 2 - Numeracy)
- Use the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life. (LO 3 - Numeracy)

Activity 13 : Number Game



TLM prepared by Tripura during 3rd Regional Conference at
Guwahati, Assam on 22nd - 23rd October 2024



Objectives

- To develop the concept of count, numerals and number operations like addition, subtraction.



Materials Required

- Cardboard sheet
- Chart paper(white/coloured)
- Marker Pen/Pencil
- Scale
- Cello Tape/Fevicol



Steps to Create

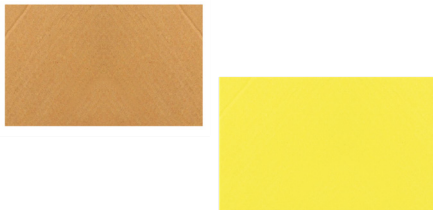


Figure 1

Step 1

- Take a cardboard sheet and paste a chart paper on it as shown in figure 1.

Step 2

- Draw margins on the chart paper by dividing the chart paper into four parts: two for objects, one for an operation sign ($=$, $-$) and one for the result as shown in figure 2.

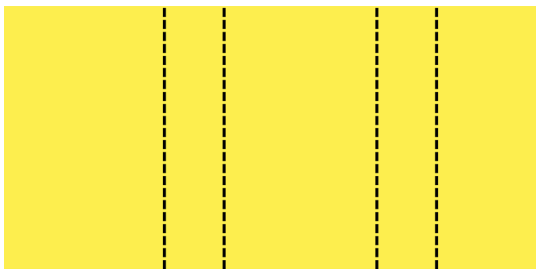


Figure 2

Step 3

- Draw Object in first and third sections, use second section for addition or subtraction sign and introduce an interactive way to perform operations as shown in figure 3.

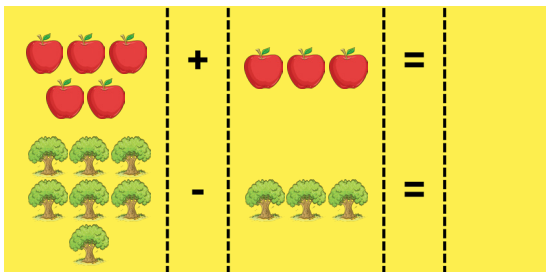


Figure 3



How to Use

- To begin with this activity, volunteer teacher will ask the learners to solve the given mathematical operation.

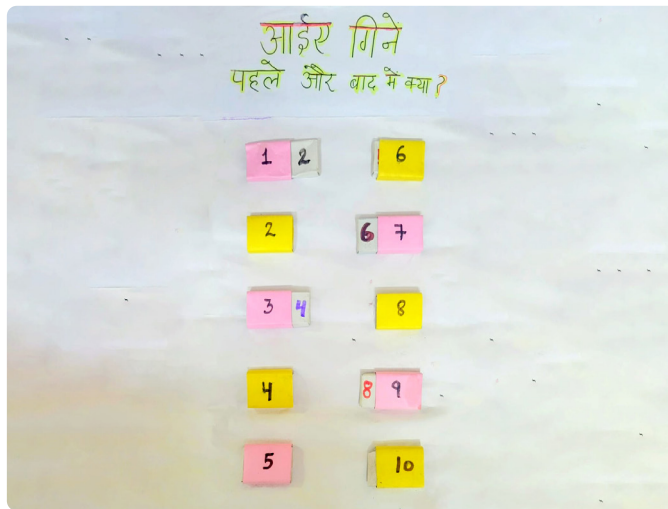
2. VT may ask the learners to focus on the sign in between (+, -) and then count objects as per the operation sign.
3. VT can motivate learners to add and subtract objects and write the answer on the given space for example - VT can put 5 apple in one box and 3 apple after plus sign and ask them to count the total and write for example - 8
4. To increase the difficulty level, VT can motivate the learners to add more objects and then add/subtract them as per the operation.
5. VT can also, discuss various methods learners are using to add/ subtract.
6. VT can extend this activity by replacing/altering the number operation signs.



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Recognises and uses the signs for equals to (=), addition (+), subtraction (-), multiplication (x) and division (÷) in their daily life. (LO 2 - Numeracy)
- Uses the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life. (LO 3 - Numeracy)

Activity 14 : Before and After



TLM prepared by Himachal Pradesh during 1st Regional Conference at Gurugram, Haryana on 1st - 2nd August 2024



Objectives

- To develop the concept of before and after in numbers.



Materials Required

- Cardboard sheet
- Chart paper(white/coloured)
- Marker Pen/Pencil
- Matchboxes
- Scale
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create



Figure 1

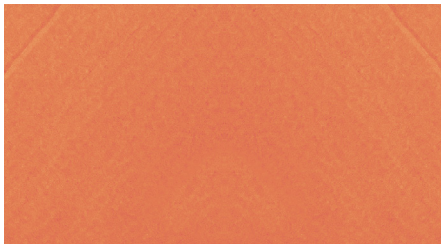


Figure 2

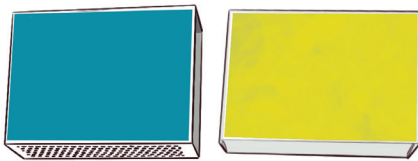


Figure 3

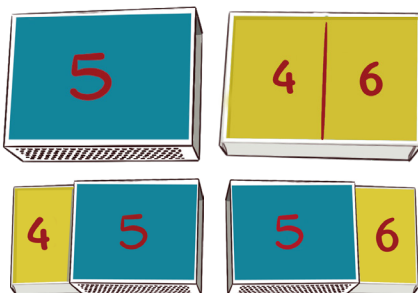


Figure 4

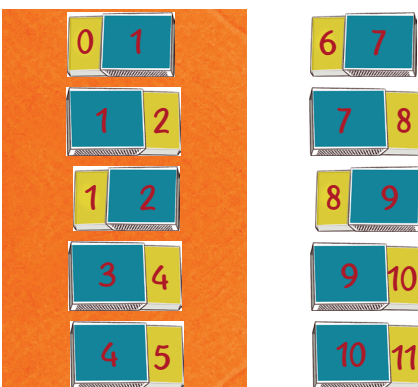


Figure 5

Step 1

- Take a cardboard sheet and cut it into a rectangular shape as shown in figure 1.

Step 2

- Paste a chart paper on it as shown in figure 2.

Step 3

- Take matchboxes and paste colourful sheets on outer and inner part as shown in figure 3.

Step 4

- Write numbers 1 to 10 on the outer part of the box. Divide back side of inner part in two and write two numbers, one that comes before and the other that comes after the labelled number on the outer part as shown in figure 4.

Step 5

- Now paste the match boxes on the board as shown in the figure 5. For example - If you write 5 on the outer part of the matchbox, so inside i.e. in the inner part on left you will write the number 4 that comes before 5 and on the right of the inner part you will write number 6 that comes after 5



How to Use

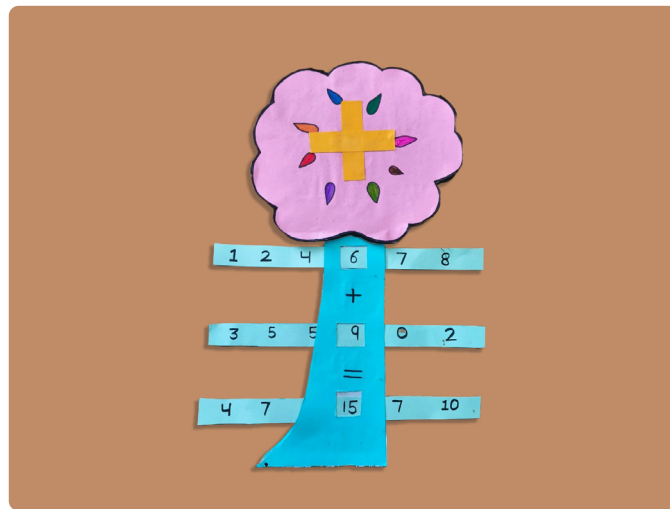
1. Volunteer Teacher can ask learners to tell the counting from 1 to 20, and ask them to think about what number will come before and after 5 and so on.
2. VT may show prepared board with matchboxes to the learner.
3. Learners may be asked to read any number on one box and then show them what number comes before and after that number by pushing the inner part of the match box to left and right side.
4. Volunteer teacher can ask the learners to take turns to tell which number comes before and after using the board.
5. Start with before and after number with 30 to 50 and later to 90 and accordingly keep increasing the counting.
6. In addition to this, VT can use this board to help them understand place value by placing two-digit numbers 76 in the inner part and one number on the outer part 8.
7. VT may ask the learner to read the three digit number (768) & also tell the place value (ones, tens, hundred).
8. VT can ask learners to tell the place values by using the boxes.



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Understand and use the place values of ones, tens and hundreds in the numbers from 1 to 999. (LO 4 - Numeracy)

Activity 15 : Number Strip



TLM prepared by Uttarakhand during 1st Regional Conference at Gurugram, Haryana (1st - 2nd August 2024)



Objectives

- To develop an understanding of mathematical operations like addition, subtraction.



Materials Required

- Cardboard sheet
- Chart Paper (white/coloured)
- Marker Pen/Pencil
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create

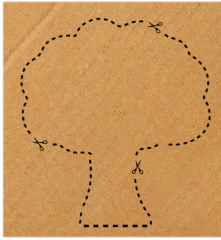


Figure 1



Figure 2

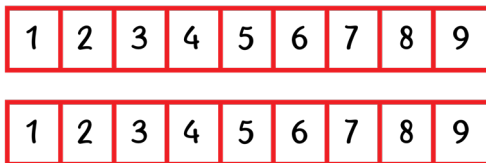


Figure 3

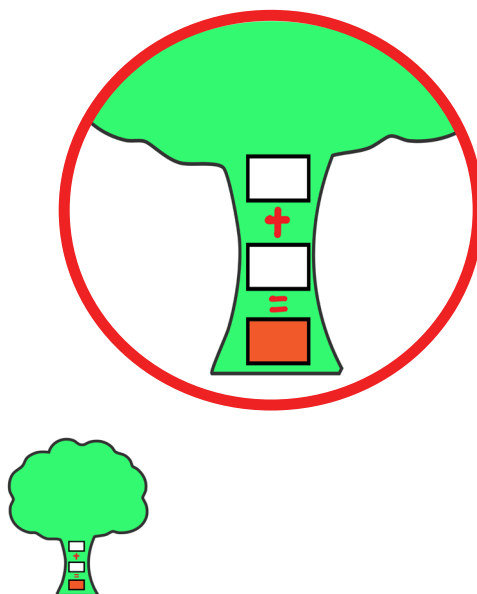


Figure 4

Step 1

- Take a cardboard sheet and cut it in the form of a tree as shown in the figure 1.

Step 2

- Paste colourful sheet on it as shown in the figure 2.

Step 3

- Cut two long strips of chart paper to create number strips. Write numbers from 1 to 9 on each strip in a sequence as shown in the figure 3.

Step 4

- Make two vertical slots in the tree trunk so that the strips can move/slide. Put a sign of addition (+), subtraction (-), multiplication (x) or division (\div) in between them. Also, put the sign of equal to (=) as shown in figure. 4. Attach a small rectangular pocket at the bottom of the tree using different coloured chart paper as shown in figure. 4. This pocket will hold blank cards where learners can write their answers.



How to Use

1. Volunteer Teacher (VT) may introduce the activity to the learner by initiating the discussion related to numbers. For example - VT can ask, 'where they see or use numbers in their daily life?' During the discussion, they may bring up the concept of addition, subtraction or other basic operations and ways to do it.
2. VT will ask the learner to move the strips, so that we have numbers in both the boxes.
3. Then VT will ask the learners to recognise the number and sign shown in the rectangular cuts made on the tree. After recognising the sign the learner will add or subtract both the numbers and write the answer in the space given below as shown in figure 5.
4. VT can increase the level of difficulty by adding a third strip of numbers in it.
5. In place of addition VT can use other mathematical sign like subtraction, multiplication, and division.
6. This TLM may be utilised to form the meaningful words (two letter/ three letter words) from the given strips of the letters and can be used for language in the same way as numeracy. (e.g. GO/ BUS/ TAP),(रथ, बस, नल).

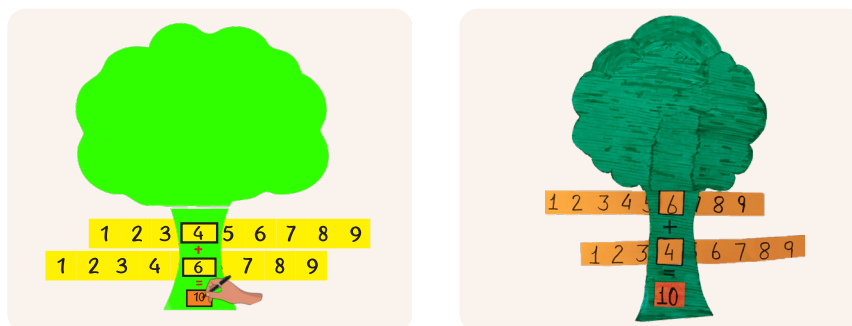


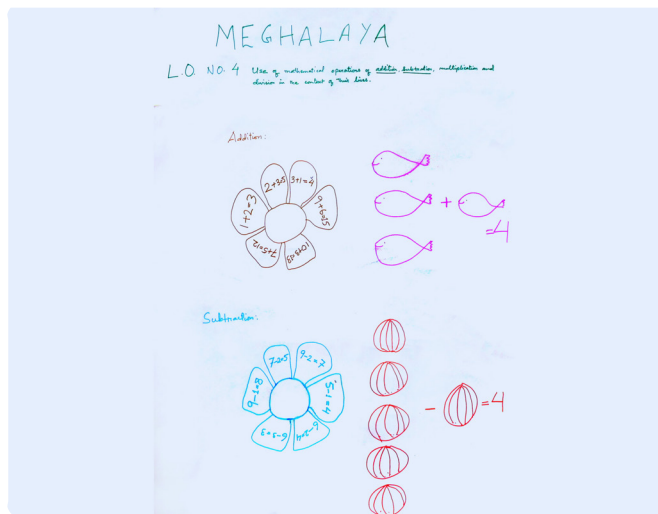
Figure 5



What the Learner Gains

- Recognises and use the signs for equals to ($=$), addition ($+$), subtraction ($-$), multiplication (\times) and division (\div) in their daily life. (LO 2 - Numeracy)
- Use the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life. (LO 3 - Numeracy)
- Understand and use the place values of ones, tens and hundreds in the numbers from 1 to 999. (LO 4 - Numeracy)

Activity 16 : Let's Count and Learn the Numbers



TLM prepared by Meghalaya during 3rd Regional Conference at
Guwahati, Assam (22nd - 23rd October 2024)



Objectives

- To enhance number recognition.
- To strengthen the concept of simple arithmetic operations.



Materials Required

- Cardboard sheet
- Chart paper (white/coloured)
- Marker Pen/Pencil
- Scale
- Cutter/ Scissors
- Cello Tape/Fevicol



Steps to Create



Figure 1

Step 1

- Take a cardboard sheet and paste a chart paper on it as shown in figure 1.

Step 2

- Draw margins on the chart paper. Then draw big 3 to 4 flower images with large petals as shown in figure 2.

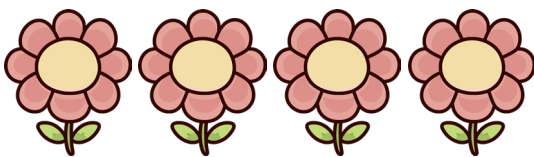


Figure 2

Step 3

- In each petal write addition sum to solve. For example - $2 + 3$, $10 + 3$, etc. as shown in figure 3.



Figure 3

Step 4

- Follow the same pattern for subtraction, multiplication & division for example - $9 - 1 = \underline{\quad}$ / $6 - 2 = \underline{\quad}$



How to Use

- To begin with this activity the volunteer teacher will assign each petal to one learner and ask learners to observe the petals of flower.
- Each learner will solve the sum written and write the correct answer on the given space of petal.
- Volunteer Teacher can motivate learners to add and subtract more numbers of their choice to extend the activity further.
- VT may discuss various methods they are using to add the number.
- VT can extend this activity by asking learners to solve problem related to addition, subtraction, multiplication and division to increase the difficulty level as shown in figure 4 below.
- VT may ask the learners to identify place values in given numbers.

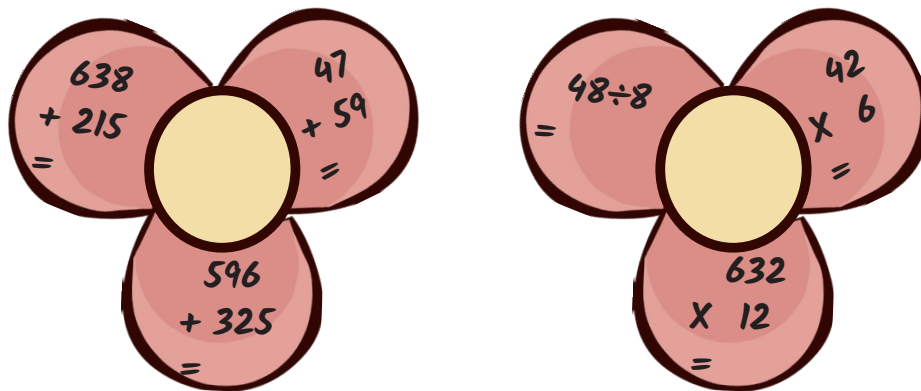


Figure 4



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Understand and use the place values of ones, tens and hundreds in the numbers from 1 to 999. (LO 4 - Numeracy)

Activity 17 : Number Fun with Dice



TLM prepared by Maharashtra during 2nd Regional Conference at Bhopal, Madhya Pradesh (12th - 13th September 2024)



Objectives

- To identify numbers using number dice.
- To develop arithmetic skills.



Materials Required

- Cardboard
- Chart paper/Colourful sheets
- Marker Pen/Pencil
- Scale
- Cutter/Scissors
- Cello Tape/Fevicol



Steps to Create

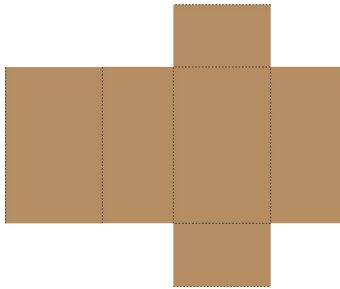


Figure 1

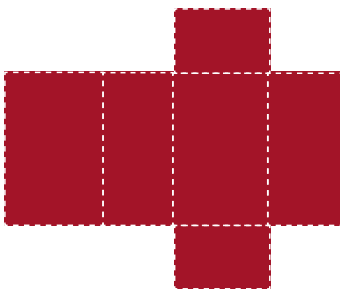


Figure 2

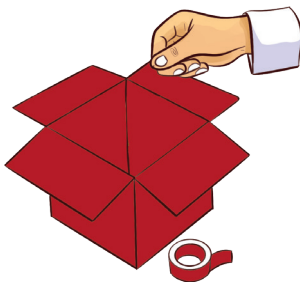


Figure 3

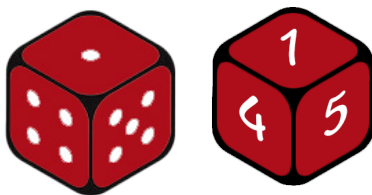


Figure 4

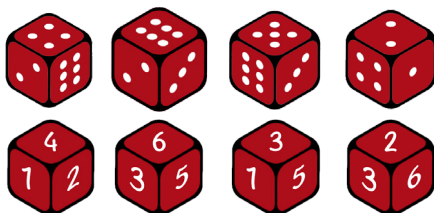


Figure 5

Step 1

- Take a cardboard sheet and cut square.
- shapes of six equal sizes as shown in figure 1.

Step 2

- Paste colourful sheet on the front side of each square as shown in figure 2.

Step 3

- Join all sides of square in a shape of rolling dice as shown in figure 3.

Step 4

- Write numbers in numerals & dotted from on each side of dice in a big font as shown in figure 4 and figure 5.



How to Use

1. To initiate this activity, Volunteer Teacher will provide dice to the learner and ask the learner to identify the numbers on it in both forms.
2. The VT may Present numeral dice to learners & can ask to find & place dotted dice correspondent to it.
3. To further extend this activity, VT may ask learner to add numbers he/ she gets after rolling the dice twice.
4. Another way to use this dice is to give any number to learner which would be more than 6 and ask learners to roll the dice and whatever number they get they can add or subtract from the given number.
5. After identifying the number, VT may raise the level of difficulty by discussing some questions, like-
 - “Which number comes before it?” For example - “Which number comes before 8?”
 - “Which number comes after it?” “Which number comes after 8?”
6. Another sample activity can also be done by VT to help Learner to identify the alphabets.
7. VT ask learner to frame meaningful words related to their daily life if two or more dices are made for example - छत्त, as shown in figure 6.
8. Make the dice using word from your regional language to form meaningful words.



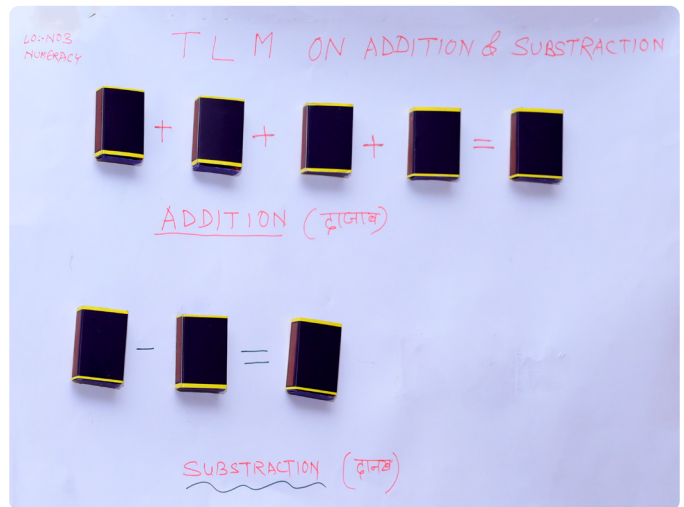
Figure 6



What the Learner Gains

- Recognises and use the signs for equals to (=), addition (+), subtraction (-) , multiplication (x) and division (÷) in their daily life. (LO 2 - Numeracy).
- Uses the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life. (LO 3 - Numeracy).

Activity 18 : Maths Magic



TLM prepared by Assam during 3rd Regional Conference at
Guwahati, Assam (22nd - 23rd October 2024)



Objectives

- To understand and use the concept of addition and subtraction using matchsticks.
- To explain the concept of place values.



Materials Required

- Matchsticks (at least 20-30)
- Empty matchboxes (5-10)
- Marker Pen/Pencil
- Small board/Paper



Steps to Create

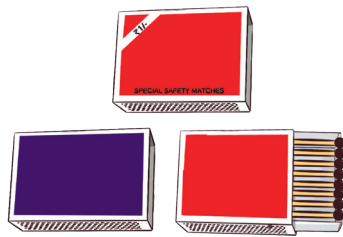


Figure 1



Figure 2



Figure 3



Figure 4

Step 1

- Collect matchsticks and empty matchboxes. Clean the matchboxes if necessary, as shown in figure 1.

Step 2

- Cover the matchsticks with coloured sheets. Write numbers (1, 2, 3, etc.) on each matchbox using a marker. These numbers represent different quantities, as shown in Figure 2.

Step 3

- Place the specified number of matchsticks in each matchbox, as labelled. For example - a matchbox labelled “3” should contain three matchsticks as shown in figure 3.

Step 4

- Use a small whiteboard or a sheet of paper to demonstrate the addition or subtraction process as shown in figure 4.



How to Use

1. Volunteer Teacher will start the activity by showing the matchboxes to the learners.
2. VT will ask the learner to pick two matchboxes, for example - one labeled as “2” and another labeled as “3”.
3. VT will then ask the learner to open both boxes and take out the matchsticks and count them separately.

4. The learner will be asked to put all matchsticks together and count again to find the total number.



Figure 5

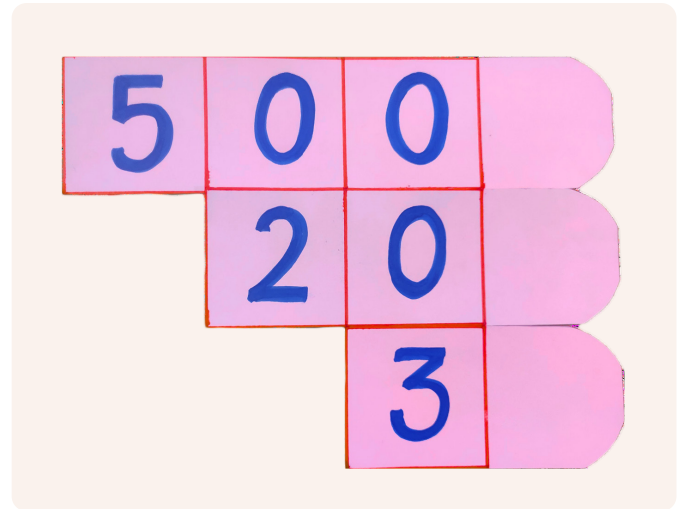
5. VT may write the two digits equation to increase the difficulty level as shown in figure 5, for example - $43 + 51 = ?$
6. VT may repeat the similar activity with different numbers to try with different matchboxes for better understanding of the concept.
7. To make this activity more challenging and interesting, VT may place the match boxes and ask the place value of each number. VT can also introduce the concept of bundling by asking the learners to count 10 matchsticks, at this point explain that when we make bundle of 10 matchsticks, we bundle them together using a rubber band. This bundle represents one 'ten' and loose matchsticks represent 'ones'.



What the Learner Gains

- Reads and writes numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Recognises and use the signs for equals to (=), addition (+), subtraction (-), multiplication (x) and division (÷) in their daily life. (LO 2 - , Numeracy)
- Uses the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life.(LO 3 - Numeracy)
- Understands and use the place values of ones, tens and hundreds in the numbers from 1 to 999. (LO 4 - , Numeracy)

Activity 19 : Number Fun



TLM prepared by Puducherry during 4th Regional Conference at Hyderabad, Telangana (17th - 18th February 2025)



Objectives

- To understand the concept of Place Value.



Materials Required

- File boards
- Chart paper (white/colored)
- Marker pen/pencil/Colour pen
- Cutter/Scissors
- Cellophane sheet (plastic)
- Scale



Steps to Create

Step 1

- Cut the chart paper in given shapes as shown in the Figure 1.



Figure 1

Step 2

- A card should have a digit box and a holding area as shown in Figure 2. (there's no holding area shown)
- Write any number in the digit box for example - 1,2,3... as shown in Figure 2.

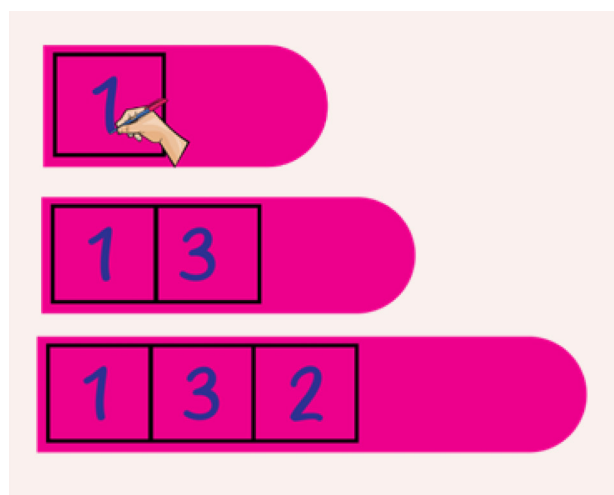


Figure 2



How to Use

1. Volunteer Teacher will introduce the activity by discussing with the learner about the concept of place value.
2. VT uses number cards to demonstrate how place value works, for example - the VT can discuss the concept by showing the number 358 and ask the place value of number 5 in 358? as shown in figure 3.
3. The VT may arrange number cards by changing their position to form different 2 digit, 3 digit numbers.
4. He/She may ask the learners to identify the place value of the number given to them for example - 79, 65, 231, 456 etc.
5. VT may discuss the concept of place value in real life, showing how it is used in:
 - Money (knowing the difference between ₹5 and ₹50).
 - Phone Numbers (understanding digit positions).
 - Measurements (reading distances, weights, etc.).

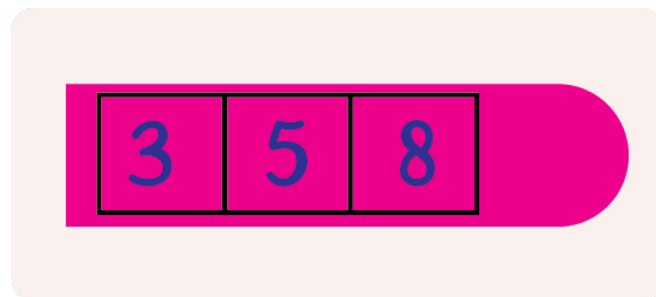


Figure 3



What the Learner Gains

- Read and write numbers from 1 to 10,000 in the context of their daily life. (LO 1 - Numeracy)
- Understand and use the place values of ones, tens and hundreds in the numbers from 1 to 999. (LO 4 - Numeracy)

Activity 20 : What's the right time?



TLM prepared by Tamil Nadu during 4th Regional Conference at Hyderabad, Telangana (17th - 18th February 2025)



Objectives

- To read time on the analog and digital clock and convert the time from a 24- hour clock format to 12-hour clock format & vice-versa



Materials Required

- Hardboard/Cardboard sheet
- Chart paper (white/colored)
- Marker pen/pencil/Colour pen
- Water Colours
- Scale
- Cutter/Scissors
- Cellophane sheet (plastic)
- Cello tape/Fevicol/Fevistick
- Ice cream sticks
- Duster/ Cotton ball
- Bangle/thali/plate (to make circle)



Steps to Create



Figure 1

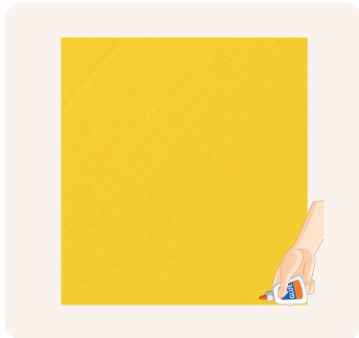


Figure 2

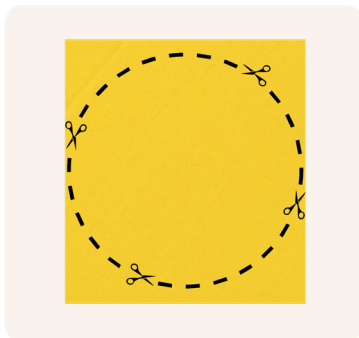


Figure 3

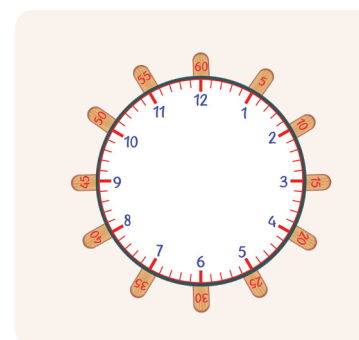


Figure 4

Step 1

- Take a piece of chart paper and cardboard and cut it into equal sizes of rectangle shape to use as a board as shown in the Figure 1.

Step 2

- Paste the chart paper on the cardboard as shown in the Figure 2.

Step 3

- Draw a circle on chart paper & cut it as shown in the Figure 3.

Step 4

- Write the numbers in the same sequence to make an analog clock (1 to 12) as manifested in the Figure 4.



Steps to Create

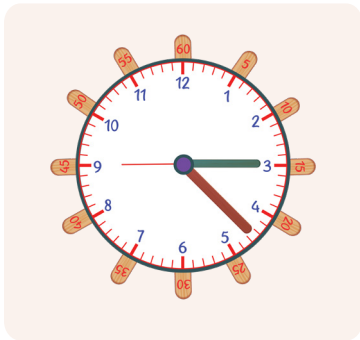


Figure 5



Figure 6

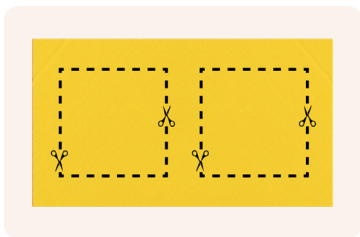


Figure 7

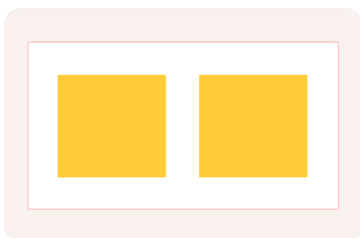


Figure 8

Step 9

- Add Analog Clock and Digital Clock to the card board and cover the prepared board with a cellophane sheet as shown in the Figure 8.



Figure 9

Step 5

- Cut the ice cream sticks in decreasing order, symbolising - hour, minute, and second hand put them in the middle of the circle. Adjust it in a way so that it can move easily as shown in the Figure 5.

Step 6

- Cut the cardboard in rectangular form (2 inches x 6 inches) as shown in the Figure 6.

Step 7

- Cut the square size (2 inch x 2inch) from the chart paper and paste on the rectangular board as shown in the figure 7.

Step 8

- In the center, put the rectangular shaped pocket indicating AM & PM in sliding form as shown in the Figure 7.



How to Use

1. Volunteer teacher will introduce the activity by asking questions related to time example - At what time you wake up?, At what time you go for work?, At what time you have your lunch at work?
2. VT will show the time answered by learners in the analog clock example - 5 O' clock, 7:30 and 1:15 as shown in figure 9, 10 & 11 respectively
3. VT will explain the concept of hours, minutes and seconds on the clock and function of different clock hands.
4. VT will ask the learner to set the time on analog clock as per the instruction given below as shown in figure 12 & 13 respectively.
5. VT will now explain the concept of digital clock and show how the digital numbers example - 1 2 3 etc. are written on the clock.
6. Now VT will ask the learner to write the time in the digital clock format as shown in the analog clock in figure 14 and 15 respectively.
7. VT will set the time in an analog clock and ask the learner to write the time in a digital clock format and vice-versa.
8. To make the activity more engaging and interactive, the VT will ask the learner from one team to set the time on an analog clock and the other team will be asked to write the set time in digital clock format.

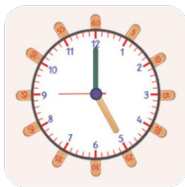


Figure 10

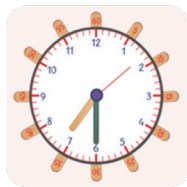


Figure 11

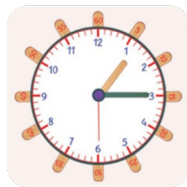


Figure 12

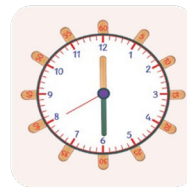


Figure 13

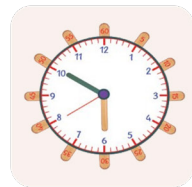


Figure 14



Figure 15

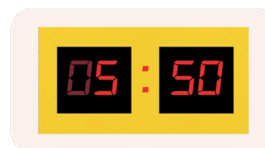


Figure 16



What the Learner Gains

- Read time on the clock (analog and digital) in terms of hours, minutes and seconds and discuss time in the context of morning, afternoon, evening and night. (LO 12 - Numeracy)
- Discuss the relation between hours, minutes and seconds. (LO 13 - Numeracy)
- Convert the time from a 24-hour clock format into a 12-hour clock format. (LO 14 - Numeracy).

ANNEXURE I

Learning Outcomes

Foundational Literacy (Language)

Learners:

1. Identify the letters in isolation and in a word.
2. Associate letter sounds with letter shapes.
3. Identify the vowel (swar) and the related maatra (diacritical marks).
4. Engage with reading and writing at two levels- letter to whole text and whole text to letter, simultaneously.
5. Explore reading and writing through different everyday contextual themes.
6. Use more than one way to read a word- decoding, identifying the whole word, predicting on the basis of pictures or context.
7. List words starting with a letter or sound, ending with a particular letter or sound.
8. Write letters, words, short text in a legible form.
9. Identify frequently used words in a language/text.
10. Read the commonly available printed text in their environment and relates with his/her life experiences and situations.
11. Label pictures of common objects in the language of the primer or their language.
12. Read a text with support and gradually independently.
13. Answer questions orally/in writing (respond appropriately, expresses opinion, logical reasoning) on the basis of a text.
14. Engage in conversation around themes or texts to explore finer points.

ANNEXURE II

Learning Outcomes

Foundational Numeracy (Mathematics)

Learners:

1. Read and write numbers from 1 to 10,000 in the context of their daily life.
2. Recognise and use the signs for equals to ($=$), addition ($+$), subtraction ($-$), multiplication (\times) and division (\div) in their daily life.
3. Use the mathematical operations of addition, subtraction, multiplication and division in the context of their daily life.
4. Understand and use the place values of ones, tens and hundreds in the numbers from 1 to 999.
5. Recognise the currency notes/coins of 1, 2, 5, 10, 20, 50, 100, 200 and 500 and use them for transactions.
6. Calculate the price of objects according to their quantity and value in their daily life and make transactions.
7. Divide things, spaces etc. into equal parts in various contexts of their daily life. Recognise half, one-fourth and three-fourth parts on the basis of the equal parts given.
8. Write half, one-fourth and three-fourths as fractions.
9. Discuss two-dimensional shapes like triangle, square, circle and three-dimensional shapes like sphere, cylinder, cone, cube, cuboid etc. along with their characteristics and use this knowledge in their daily life.
10. Identify, create and elaborate patterns of shapes and numbers.
11. Measure length, weight and capacity/volume in non-standard and standard units and explain the relation between the respective units.
12. Read time on the clock (analog and digital) in terms of hours, minutes and seconds and discuss time in the context of morning, afternoon, evening and night.
13. Discuss the relation between hours, minutes and seconds.
14. Convert the time from a 24-hour clock format into a 12-hour clock format.
15. Identify and recognise the days of the week, months of the year and days of special occasions in the calendars in the context of their lives.



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Regional Conferences at a Glance

01 – 02 August 2024

Gurugram, Haryana



Participating States/UTs developing & showcasing their LTM

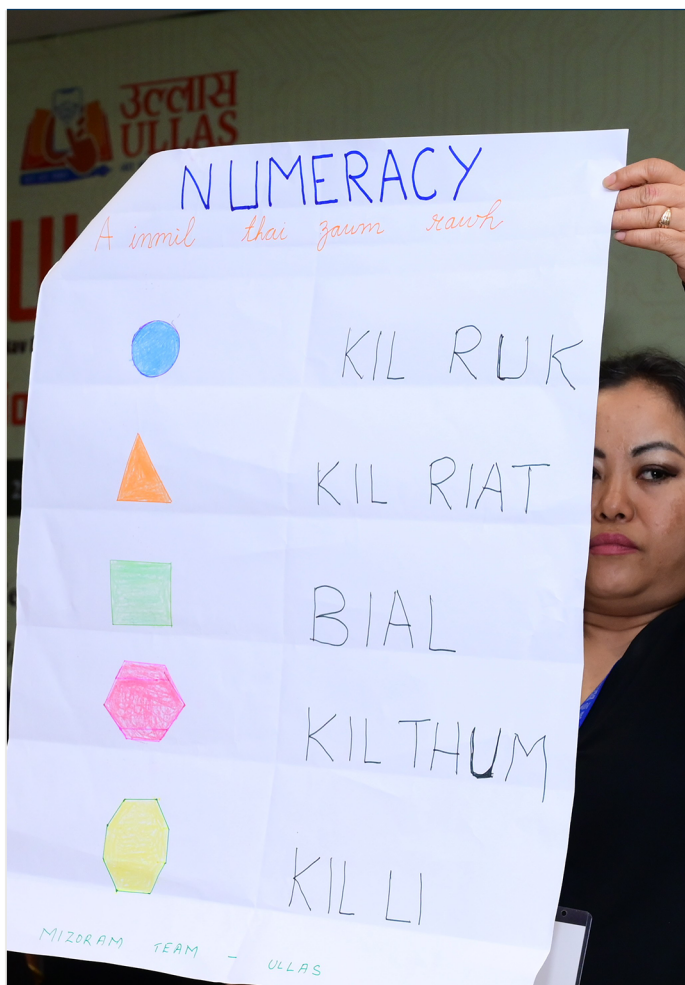
Bhopal, Madhya Pradesh

12 – 13 September 2024



Guwahati, Assam

22 – 23 October 2024



Hyderabad, Telangana

17 – 18 February 2025





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