

A cluster of overlapping squares in various colors (orange, yellow, green, blue, grey) arranged in a grid-like pattern in the top-left corner.

*Sahitya Sindhu  
Prakashana*

Teaching  
Learning  
Resources





Sahitya Sindhu Prakashana is a publisher that specializes in books on specific themes and subjects. It is a sister publication unit of Rashtrottana Sahitya, which was started in 1965 to promote and publish literature on Indian history, culture, traditions, and lifestyle.

Samvit Research Foundation is our Academic Research Team for the development of teaching-learning materials for school education.

# Details of teaching-learning resources

## Foundation Stage

	Title	Description	PreKG	LKG	UKG	Class 1	Class 2
1	Picture Book	A book for communication based on picture comprehension	✓	✓			
2	Art and Activity	The book for Art and Craft Activities	✓	✓	✓		
3	Sanskar	A book for value education and holistic education of the child	✓	✓	✓		
4	English	Books for English language learning	✓	✓	✓	✓	✓
5	Mathematics	Textbook / Workbook	✓	✓	✓	✓	✓
6	The World Around Us	Textbook / Workbook			✓	✓	✓
7	Kannada Kasturi	Textbook / Workbook for Kannada		✓	✓		
8	Anveshan	Kit of teaching-learning materials	✓	✓	✓	✓	✓

## Preparatory Stage

	Title	Class 3	Class 4	Class 5
1	English Course Book	✓	✓	✓
2	English Workbook	✓	✓	✓
3	English Supplementary Reader	✓	✓	✓
4	Mathematics Course Book	✓	✓	✓
5	Mathematics Workbook	✓	✓	✓
6	The World Around Us - Science - Course Book cum Workbook	✓	✓	✓
7	The World Around Us - Social Science - Course Book	✓	✓	✓
6	The World Around Us - Social Science - Workbook	✓	✓	✓
7	Anveshan - Mathematics	✓	✓	✓

# PICTURE BOOK

- For communication and picture comprehension.
- Colourful pictures spread on various themes.
- Relatable illustrations.
- Aids in classroom discussions.
- Picture based learning.
- Augments imagination and critical thinking.
- Concepts taken focuses on self, family, society and the surrounding environment.
- NEP 2020 and NCF-FS 2022 compliant.

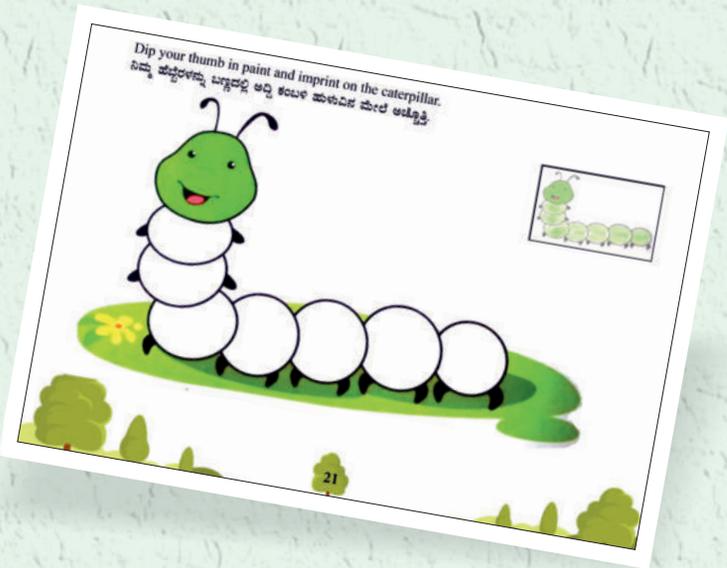




# ART AND ACTIVITY

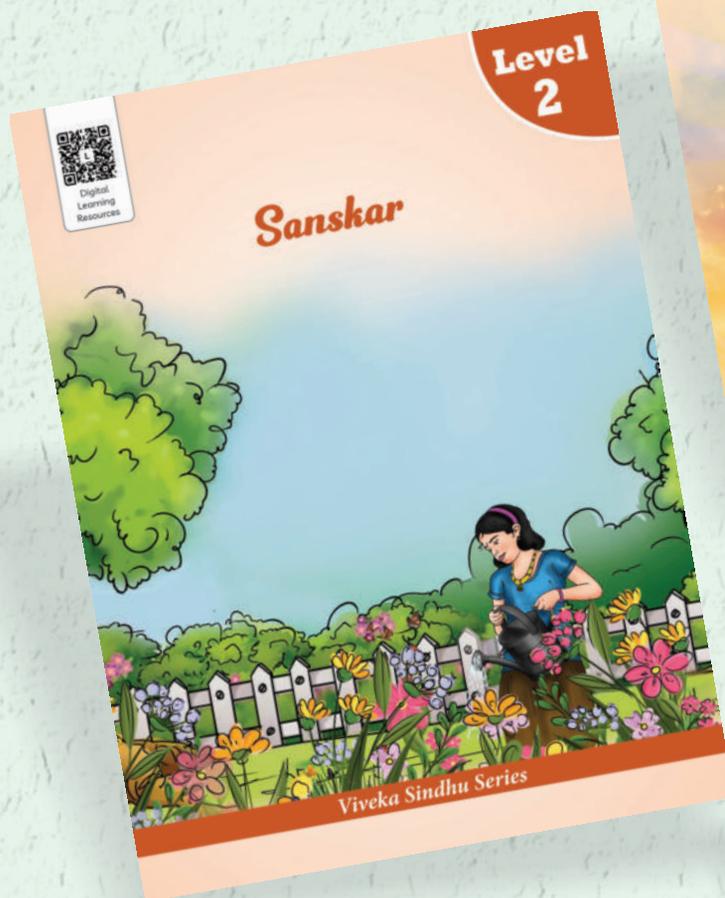
- Wide variety of activities like colouring, craft, thumb printing, origami, vegetable printing, maze, and so on.
- Varied themes.
- Values subtly integrated.
- Enhances fine motor skills.
- Boosts creativity.
- Improves focus and concentration.
- Encourages emotional expression.
- Supports social skills.
- Brings out joy in creating.
- Develops cognitive and linguistic skills.
- NEP 2020 and NCF-FS 2022 compliant.





# SANSKAR

- Contains shlokas, rhymes, anecdotes and stories.
- Cultural awareness and exposure.
- Helps to develop healthy dinacharya and good habits.
- Improves language proficiency and encourages multilingualism.
- Development of moral values through stories and anecdotes.
- Aids in development of emotional intelligence by helping them develop empathy and emotional understanding.
- Accelerates cognitive development.
- Develops sense of rhythm.
- Improves creativity and imagination.
- Fosters interpersonal skills.





# ENGLISH

- NEP 2020 and NCF-FS 2022 compliant.
- Development of the four basic language skills.
- Integrated approach adopted for grammar.
- From 'Skill-getting' inside the classroom to 'Skill-using' outside the classroom.
- Enables 'Critical Thinking', 'Experiential Learning' within the subject, and 'Picture Talk'.
- Explorations of relations among different subjects and art integration.
- Reflection of 'Bharatiyata' and localization in all the texts and tasks.
- Balance between literature from Bharat and across the world.



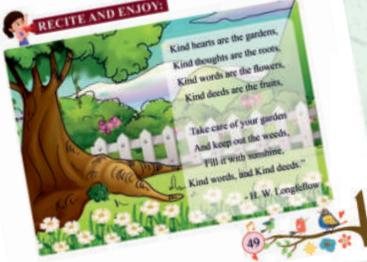
**LISTEN AND ANSWER:**

Listen to the passage read by your teacher and answer the following:  
 • Mention any two kind acts of Hema.

**SPEAK ALOUD:**

Think of yourself. Speak about one or two kind acts you have done or seen. Talk about them!

**RECITE AND ENJOY:**



Circle only the flower in each box.  
 One has been done for you:

ROSE	AMBULANCE	CHILLI
SUN	GUAVA	HIBISCUS
CAT	MARI GOLD	BAT
EGG	LOTUS	BANANA

**PRACTICE MAKES ONE PERFECT**

Once upon a time there was a king who was curious to know how habits were formed. He also wondered why some animals were fond of eating one particular food more than any other. He thought about it for many days and finally decided to carry out an experiment. He called all the shepherds of his kingdom and addressed them. He said, "I am going to give each one of you a goat. You have to take care of it well. When I call you all after a couple of months, you have to bring back the goats in the field. If you can make the goat resist from eating the grass and leaves, I will give you a reward of one thousand rupees. I will also give you money to feed the goats properly."



Past Continuous tense is used to indicate an action that was going on at sometime in the past. It is often expressed in relation to another action.  
 i.e. Subject + was/were(not) + main verb (base form) + ing + object

Let us put these rules clearly in table form, like this:  
**PAST CONTINUOUS (SUBJECT + BE + V1 + ING + OBJECT)**

Declarative Sentence	Negative Sentence	Interrogative Sentence	Negative Interrogative
John was reading the Bible.	John was not reading the Bible.	Was John reading the Bible.	Was John not reading the Bible.
My father was playing golf.	My father was not playing golf.	Was my father playing golf?	Was not / Wasn't my father playing golf?

**QUESTIONS AND ANSWERS**

You can read the questions and the answers below to learn how to use past continuous tense.

1. What were you eating?  
I was eating ice cream.
3. Were you going home?  
Yes, I was going home.
3. What were you thinking?  
I was thinking about my mother's birthday.
4. Was it raining?  
No, It wasn't raining.
5. Who were you talking to?  
I was talking to my father.

**The Little Busy Bee**

How doth the little busy bee  
 Improve each shining hour,  
 And gather honey all the day  
 From every opening flower!

How skillfully she builds her cell!  
 How neatly she spreads her wax!  
 And labours hard to store it well  
 With the sweet food she makes.

In work or labour or skill,  
 I would be busy too,  
 For Satan finds some mischief still  
 For idle hands to do.

In books or work or beautiful play,  
 Let my first years be passed,  
 That I may give for everyday  
 Some good account at last.

- Isaac Watts



**Kanalam:** No, no, please do not say so. There will certainly be a way out, you can help us now.  
**Mathuram's wife:** I do not know what to do now. Swami Yygaraja! Only Swami Yygaraja was the family God of Mathuram Dikshitar.

**Scene 2**

The two ladies move to the farther end of the kitchen. Kanalam had sleep regard for her Guru and his family. She was moved by the situation and removes her bangles.  
**Kanalam:** Anna, these bangles are made of gold. Let me pledge them and get some money. This can sustain you for a few days.



**Katputhli**

A small settlement was behind the Anavada In Digh fairground, Nagar in Jalpet. It may easily be missed unless keen eyes notice the thin, meandering lane that opens up to a small community of few hundreds of families, who carry the heavy weight of a near-dying art on their shoulders.

It is said that puppetry of Rajasthan is more than a thousand years old but there is no written evidence of it. The word Kath means wood and the puppeteers are called Kath and Kath means 'puppet'. Kath also means wood and the puppeteers are called Kath or Kath, a wandering community from Rajasthan who perform their show during the dry season and return to their villages to cultivate the fields after the rains.

Puppet colour, sharp facial features, delectable moves, speaking voices in a typical traditional avatar performing in front of the excited audience and all amazing them is what we call 'KATHPUTLI' in India. It is basically a puppet which moves on the simple fingers of the puppeteer.



# MATHEMATICS

- NEP 2020 and NCF-FS 2022 compliant.
- Conceptual understanding of mathematical ideas.
- Content presentation in ELPS approach.
- Cross curricular integration in the tasks.
- Facilitates in developing inductive reasoning, thinking, analyzing and problem solving skills.
- Supportive illustrations, activities, and pictures.
- The examples connect learnings to the child's real-life experiences and sensorial experiences.
- Sufficient number of problems and variety of exercises are included for practice.
- Pedagogy rooted in the Bharatiya ethos and local context.
- Special bilingual edition for ECCE level
- Special Kannada edition for Classes 1 and 2



### MEASUREMENT

**Length**

Anbika bought a string of jasmine flowers from Radha, a flower seller. Anbika wanted different people to measure the length of the string. Radha measured 3 hand spans on her hand and gave it. Out of curiosity, Anbika measured it on her hand. She found that it was a hand span.

Why is there a difference in the length of the same string of jasmine flowers measured by two different people?  
 Did Radha measure less length?  
 Did Anbika measure more length of flower string?  
 How do we use?

Let us study another situation.

Sana, a class 4 student and Saba, a class 4 student were playing with different colored ribbons. Sana asked Saba to give 3 cubits of golden colour ribbon in exchange of 3 cubits of pink ribbon. Saba asked Sana to give 3 cubits of golden colour ribbon and verified. They observed pink ribbon. Both of them measured their ribbons on their hand and verified. They observed that the ribbon measured by Sana was shorter in length than Saba's ribbon.

Why was there such a difference in length?

### How many Altogether?

There are 2 frogs in the pond.

1 more frog joined them.

Now, there are 3 frogs altogether.

3 birds are sitting on the tree.

2 more birds joined them.

Now, there are 5 birds altogether.

### Playing around with numbers

**Activities: Uniquely product**

What to do?

- Find the product of numbers in each box.
- Trace a path from START to FINISH.
- List only those boxes in which the digits of the Multiplicand and Multiplier are the same as the digits of their Product.

Example:  $14 \times 43 = 1382$

Multiplicand × Multiplier = Product

35 × 41	27 × 81	265 × 7
25 × 96	31 × 87	475 × 8
48 × 86	72 × 16	351 × 9

### Let's Explore!

#### Whole and Parts

Observe the pictures of objects seen around us in each of the following:

		whole sugar cane cut into pieces
		Parts or pieces of the whole cucumber

Observe how cardboard sheets are cut into pieces.

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### MONEY

Shiny coins, round and small  
 I love to count them  
 one and all  
 In my pocket hear them sing  
 Jingling, jingling, jingling  
 Saving coins is so much fun  
 I will count them up  
 One by one

1 Rupee  
 2 Rupees  
 5 Rupees  
 10 Rupees  
 20 Rupees

### CONCEPT OF ZERO

One day, Samarth and his mother came back from the market. They bought few apples and oranges.

Samarth, give me 4 apples and 2 oranges.

Very good. Now, can you give me 2 more oranges?

Mother but I do not have any orange...

That means you have 0 oranges.

0 means nothing. Nothing means 0.

### Rotational Symmetry

**Let's Engage!**

**Mathematics and Agriculture**

Long before the invention of the water pump, farmers would use Water Wheels to irrigate their crops. Even today, this practice is seen in many parts in our country. The water wheel consists of a wheel with a number of buckets attached (fixed) on its rim, equidistant from each other. The water wheel rotates and lifts water from rivers, streams or canals and pours it into the fields.

Based on which mathematical idea does the water wheel work?  
 A bucket in the water wheel lifts water and pours it out. This happens over and over by the time the wheel completes one rotation. It is only at certain positions of the wheel that the buckets B<sub>1</sub>, B<sub>2</sub> and B<sub>3</sub> pour out water.

**Water-wheel 1**

**Water-wheel 2**

Position 1    Position 2    Position 1    Position 2

Here, water wheel 1 and water-wheel 2 are said to exhibit Rotational Symmetry.

Colour the picture:

- Circle with red
- Triangle with yellow
- Rectangle with blue
- Square with green

Observe the beautiful designs drawn using shapes. Identify the shapes in this picture:

Colour the picture:

# THE WORLD AROUND US - Science

- Enables the student to experience the environment through sensorial perception.
- Plenty of activities/tasks to develop curiosity in the student.
- Ample fun based activities to identify the relationship between cause and effect.
- Focus on the development of competencies rather than only 'information giving' to the student.
- Tasks that encourage the learners to communicate their ideas and experiences effectively.
- Cross curricular integration in the tasks.
- Inclusion of Bharat centric content.
- Learning based on the cognitive level of the student.
- NEP 2020 and NCF-FS 2022 compliant.
- Special bilingual edition for ECCE level
- Special Kannada edition for Classes 1 and 2



## 8 Sea Animals

### Warm up

Once upon a time there lived a fish in a pond. The fish was curious to see the world around. She could never come out of water, as she would die if she came out.

The fish asked everyone in her school to describe the outside world. But none of the fish had ever been outside the pond. Fish became very sad.

Her mother told her "Dear, we live in water. We will die if we get out of water. There are many animals who live on the land. But they do not come into water!" The fish became even more sad and asked, "Is there anyone who lives inside water as well as on land?"

The mother thought for a while and said in excitement, "Yes, the frog!" The fish swam across the pond and met the frog. The fish asked the frog, "Dear frog, you are very lucky. You live in water as well as on the land. Do you mind telling me how the world is outside this pond? I am very curious to know!" The frog readily agreed and described the world to the fish. The fish was very happy.

### Tips for teaching

Tell the story to the children. Through the story the children learn the fact that a fish lives in water, group of fish is called a school and frog is an animal that can live on both, land and water. After the story ask the children to act like frog and describe the world in their own words.

You see the world around through your eyes. But can you see the things clearly if there is no light? In absence of light things are not visible to us, even if the eyes are in perfect condition. A blind person cannot see the world around, even in presence of light as the eyes do not have the ability to see. That means eyes and light work hand in hand.

Light can travel around. When it falls on any object, a portion of the light is reflected by the objects. When this reflected light travels and reaches your eyes, you are able to see the object as shown in the given figure.



Mirror also reflects light. Hence, we are able to see the image in the mirror. Does that mean all objects that reflect light work as mirror? Let us understand this phenomenon in detail.

When light falls on any object or surface some amount of light gets reflected. Do you think all the objects reflect same amount of light? No, the amount of light reflected back by an object varies. A mirror reflects maximum amount of light, that falls on it.

## Animals and their young ones.



Write any two examples each of rectilinear and curvilinear motion. (Other than the examples given.)

Rectilinear	Curvilinear

### Activity 4

Tie a string to an eraser. Hold the other end of the string and start rotating your hand. Observe the path of the eraser and draw the same in the space provided. Keep a bangle or a lid on a piece of paper. Use your pencil and trace the outlines shown in the figure without lifting the pencil. Observe the movement of your pencil. Draw the path of the pencil in the space provided.



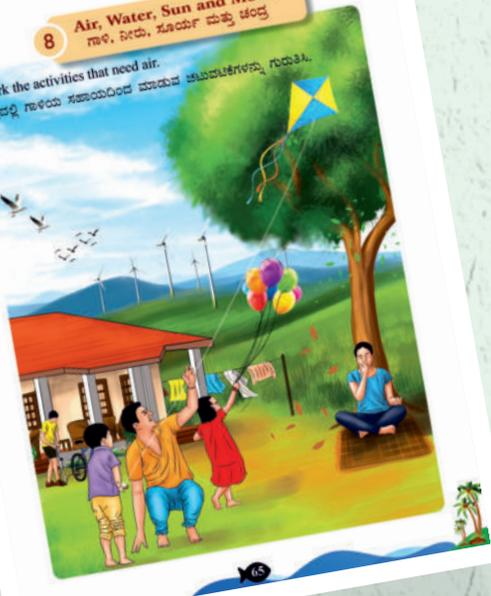
Path of the eraser	Path of the pencil
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## 8 Air, Water, Sun and Moon

Mark the activities that need air.

ಚಿತ್ರದಲ್ಲಿ ಸೂರ್ಯನ ಸಹಾಯದಿಂದ ಮಾಡಬಹುದಾದ ಚಟುವಟಿಕೆಗಳನ್ನು ಗುರುತಿಸಿ.



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### Curiosity Corner

- Dogs have better hearing than humans. They can hear sounds four times further than we can.
- The hearing ability of some of the bats is so strong that they can detect the sound of a beetle walking on a leaf.

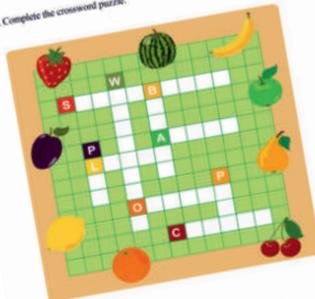
### Medical Instruments



Types of musical instruments.  
Plucking instruments - Stringed instruments.  
Stringed can be plucked with fingers. Stringed instruments produce sound by the vibration of strings.

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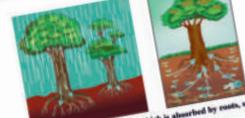
B. Complete the crossword puzzle.



C. Answer the following.

- a. Arrange the steps involved in cooking in the correct order.
- Grinding, Cleaning
  - Chopping, Cleaning
  - Grinding, Chopping

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Rain water goes deep into the soil which is absorbed by roots, so forest plants do not require watering.



Organic manure is made naturally on the forest floor by rotting of dead plants and animals.

### Activity 3 Domestic and wild animals.

We see many animals like cow, sheep, hen, horse and donkey in our surroundings. These animals are useful to us in many ways.

- What do we get from cow, sheep and hen?
- Why do we take care of dogs?
- Why cannot we take care of wild animals?

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# THE WORLD AROUND US - Social Science

- Aligned with the competencies listed in NCF-SE
- Emphasises on holistic development: Knowledge, skill, attitude and values
- Focuses on inquiry based learning and cross curricular integration
- Encourages the learners to reflect through real life scenarios
- Visual aids, and stories make abstract concepts easy to understand
- Includes hands on activities, projects and workbook
- Workbooks encourage active participation, reflection, and self-assessment.
- Incorporates Indian culture, heritage and folklore
- Encourages experiential learning



# 1 Together with Family

**Mind Opener**

It was winter time. The weather was cool and pleasant. People of Dookri village were excited because it was the time of the year to celebrate "Wangudi" festival. Neela was a young girl who lived with her family in Dookri village. "Why do we celebrate Wangudi festival?" Neela asked her father. "The fruits, vegetables, and the grains we eat comes from the plants. Plants need sunlight to prepare these. Wangudi festival is a way of thanking the Sun God," replied her father.

As they were speaking, Neela's mother entered the house. Neela's family owns a shop in the market area. The family members weave beautiful bamboo baskets of different sizes and shapes. Neela's mother sells them in the shop. Today, mother had been to the market to buy new clothes for everyone. Neela and her sister Rani jumped in excitement to have a look at their new dresses.

"How was the business in the shop today?" asked Neela's father. "Today was a busy day. Many customers purchased bamboo baskets from my shop. I am thankful to Neela and Rani for helping me weave bamboo baskets," mother said gently hugging them. Neela's mother asked her father about his day. "As you know this time of the year is busy for farmers like us. Your brother Bijay helps me a lot in the field," replied Neela's father.

"I have cooked dinner for all. Let us have dinner together," said Bijay. Bijay knew his sister would be very busy in the shop during the festive season. Hence, he had taken up the responsibility of cooking. Make that boy to hold the fishing stick in his hand. Rest keep some. Give output in higher quality.

**Exercise**

- Fill in the blanks.
  - Family members who lived before one's grandparents are called \_\_\_\_\_.
  - Home where more than one generation has lived is called \_\_\_\_\_.
- Answer the following.
  - Who are maternal and paternal relatives?
  - What is a joint family?
  - How do your parents support each other?

**Case Study**

### The Missile Man of Bharat

Read the story and answer the given questions.

Dr. Abdul Kalam is former President of Bharat. He was an eminent scientist popularly known as The missile man of India. He grew up in a small town called Rameswaram. His father, was a boat owner and owner (pirate) of the local mosque. Whatever the parents earned, was just enough for the family to survive. His family lived a simple and content life.

Even as a young boy Kalam decided to support his parents in taking care of the family. Kalam's cousin Samsuddin was a newspaper distributor. Kalam started helping Samsuddin in his work and in return earned money. Kalam had to get up at early as 4 am and cycle quite a distance. Despite the hardship, Kalam felt the satisfaction of caring for his family.

**Answer the following.**

- Why did Abdul Kalam distribute newspapers?
- Do you like to support your family?
- How do you want to support your family?

**Fact Chat**

Forests, grasslands and deserts are not landforms. They are only present on the landforms.

**Learn by Doing**

Label the land forms.

**In a nutshell**

- Landforms are of different types.
- Hill, mountain and plateau are high landforms that rise above the land.
- Plain is a flat land form.
- Forest, grassland and deserts are present on all landforms.
- Forests and grasslands are present on all landforms.
- Valley and plateau support human settlements.
- Chain of mountains are called mountain range.

**Think and Speak**

- How many members do you have in Neela's family? Who are they?
- How many members help one another? Who are they?
- Do Neela's family members help one another? How do you know that?
- How do members in your family help and take care of one another?
- What does Neela's family do for a living?

**Fact Chat**

When the children talk about their family members, encourage them to address as per their mother tongue instead of uncle, aunt, grandmother etc.

Neela woke up with a start. "Oh, today is the festival day". She looked at her mother who was in her traditional attire and colourful jewellery. Neela brushed her teeth, washed her face and came out of the house to the front yard.

Have you ever wondered if animals too have a family? Animals too stay together and take care of one another. Some of them live alone, some in pairs and some in groups.

**Think and Speak**

What do you observe about the colony of ants, cat and her kitten shown in the picture?

**Fact Chat**

Help the children observe love, care and support shown towards one another among animals.

**In a nutshell**

- Families are of different types.
- Members of a family are related to one another.
- In a joint family, many family members stay together.
- Maternal relatives are relatives from one's mother's side.
- Paternal relatives are relatives from one's father's side.
- Family members who lived before one's grandparents are called ancestors.
- The home where more than one generation of family members lived is called ancestral home.

**Fact Chat**

- A land form where land meets sea or ocean is called coastal region.
- Land covered by water on all the 3 sides is called peninsula.
- Land covered by water on all the sides is called island.
- Land covered by forests, grasslands or deserts are wide.

The landforms may have forests, grasslands or deserts. Both forests and grasslands are places where many types of trees grow together. Grasslands and grasslands open lands covered with grass. They have very few trees. Both forests and grasslands are homes to a variety of animals and birds.

**Exercise**

**A. Fill in the blanks:**

- A mountain with a flat top is called \_\_\_\_\_.
- Flat low land that lies between hills or mountains is called \_\_\_\_\_.
- A land form where land meets water is \_\_\_\_\_.
- A land form that is dry and receives little rain is \_\_\_\_\_.
- A chain of mountains is called \_\_\_\_\_.

**B. Match the landforms with their description:**

Landform	Description
1. Plateau	a. Smaller than a mountain
2. Valley	b. Tall landform
3. Mountain	c. Between hills or mountains
4. Desert	d. Flat top
5. Hill	e. Sandy and dry

**C. Differentiate between the following:**

- Peninsula and island
- Mountain and hill
- Mountain and plateau

**D. Say true or false:**

- Grasslands have many trees similar to forests.
- Forest is a home for a variety of plants and animals.
- A land form that meets a water body like river or lake is called a coastal region.

**E. Answer the following:**

- Which of these land forms would you like to visit, if you plan a vacation? Give reason for your choice?
- Which of the landforms are you living in?

**Fact Chat**

Encourage the children to understand the family values, love and support expressed in a family through the given poem.

Neela's and Mini's family reached the village ground where the villagers had gathered for celebration. A procession of people from various walks of life, headed by the village chief reached the venue. The Village chief offered prayers to thank the Sun God. Villagers too offered their prayers to the Sun God.

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# TEACHERS' HANDBOOKS

Teachers play a pivotal role in nurturing young minds and guiding foundational learning. However, to translate educational frameworks into meaningful classroom practices, they need practical, accessible resources. Our teachers' handbooks, aligned with Foundational Stage teaching-learning resources, meet this requirement by offering structured, research-based guidance. Designed to support diverse learning needs, these handbooks are not only a valuable resource for creating a holistic, inclusive learning environment for the children but also to kindle innovation within the teacher.

Key Features:

1. Facilitates comprehension of educational policies and frameworks.
2. Delivers actionable, research-oriented, skill-based teaching strategies.
3. Offers adaptable techniques for diverse learning abilities.
4. Offers an extensive repository of joyful, engaging and relevant hands-on activities.
5. Includes effective strategies to support multilingual learning and bridge language differences.
6. Prioritizes playful approaches to foundational numeracy development.
7. Provides a roadmap for holistic development.
8. Serves as a ready reckoner with a clear, user-friendly layout for easy navigation.
9. Provides clear, practical, and innovative assessment techniques.
10. Encourages parental engagement augmenting holistic development of the child.
11. Includes guidelines for early identification of learning disabilities in children and implementing remedial interventions.



# TEACHER TRAINING MODULES

## Complementary Modules\*

1	COMPREHENSIVE TEXTBOOK ORIENTATION	2 hrs	Orientation about the uniqueness, purpose and content of Vivekasindhu Textbooks
2	ANVESHAN KIT ORIENTATION	2 hrs	Best methods to utilize Anveshan Kit items in classrooms to maximize effective engagement and joyful learning

## Specialised Modules

1	NEP / NCF	2 hrs	Awareness and understanding of NEP/NCF to provide holistic development, critical thinking, and lifelong learning through relevant pedagogy and techniques.
2	ENGLISH LANGUAGE DEVELOPMENT	3 hrs	A session to discuss skills to foster holistic language learning, focusing on multilingualism, communication and cultural appreciation
3	NUMERACY DEVELOPMENT	3 hrs	A module on numeracy development for effective ways of applying simple mathematical concepts to daily life
4	LEARNING TWAU	3 hrs	A program on merging the concepts of Science and Social Science to provide opportunity for experiential learning
5	LEARNING SCIENCE	3 hrs	An orientation on IKS as an integral part of Science through hands-on activities and the benefits of the same when applied to real life
6	EFFECTIVE ASSESSMENT	3 hrs	Creating effective and efficient assessment tools for gauging the students' performance and overall development all round the year
7	LESSON PLANNING (BACKWARD DESIGN)	3 hrs	Help the teacher plan better to deliver the content in the classroom in the most appropriate way while also catering to the individual needs of the students
8	TOY BASED LEARNING	3 hrs	Incorporating physical toys and models into the learning environment for the Foundational Stage to simplify concepts and facilitate joyful learning
9	STORY BASED LEARNING	4 hrs	Expertise in various techniques of story-telling and improving the classroom engagement among the children through value-based tales
10	IKS INTEGRATION AT THE FOUNDATIONAL STAGE	3 hrs	Better understanding of Bharatiya Gyan Parampara (IKS) and ways of incorporating it in classroom teaching.

Complementary Modules\* -

Complementary on purchase of Viveka Sindhu Textbooks / Anveshan Kit

Reach out:

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