



“ आ नो भद्राः
क्रतवो यन्तु विश्वतः

Class: 1 and 2

Let the noble thoughts
come from all directions ”


PROCEDURE

Hindi ★ English ★ Sanskrit ★ Math ★ Computer

Our Vision

Bhartiya Shiksha Board (BSB) has developed a national education system that seamlessly integrates cutting-edge scientific research in brain development, child psychology, and learner-centric pedagogical approaches with the venerable traditions of our indigenous schooling model — the Guru Shishya Parampara. In doing so, the BSB curriculum embodies a balanced synthesis of wisdom from ancient Indian knowledge systems (IKS), and contemporary scientific advancements and technology.

Aligned with the guidelines of the National Curriculum Framework (NCF 2023), the Board lays significant emphasis on Competency Based Learning, and the cultivation of 21st-century skills among students, right from the Foundational Stage up to the Secondary Stage. This approach aims to nurture critical thinking and problem-solving abilities, essential for lifelong learning and success in a dynamic world. Moreover, the Board acknowledges the pivotal role of continuous professional development of educators, to ensure that they are equipped to transact the curriculum effectively and maximize student learning outcomes.



Swami Ramdev and Acharya Balkrishna envision an educational system that cultivates well-rounded individuals who are not only intellectually proficient, but also morally and spiritually grounded. Their perspective on education seamlessly integrates traditional Indian wisdom with contemporary educational practices, focusing on self-realization and holistic development. They emphasize the importance of instilling values such as discipline, respect, and moral integrity in students. According to them, education should help build the character and foster a sense of responsibility towards society and the nation. True education transcends textbooks and exams, nurturing the mind, body, and soul, and equipping individuals with the necessary 21st-century skills to positively impact society and the nation, in the modern world.

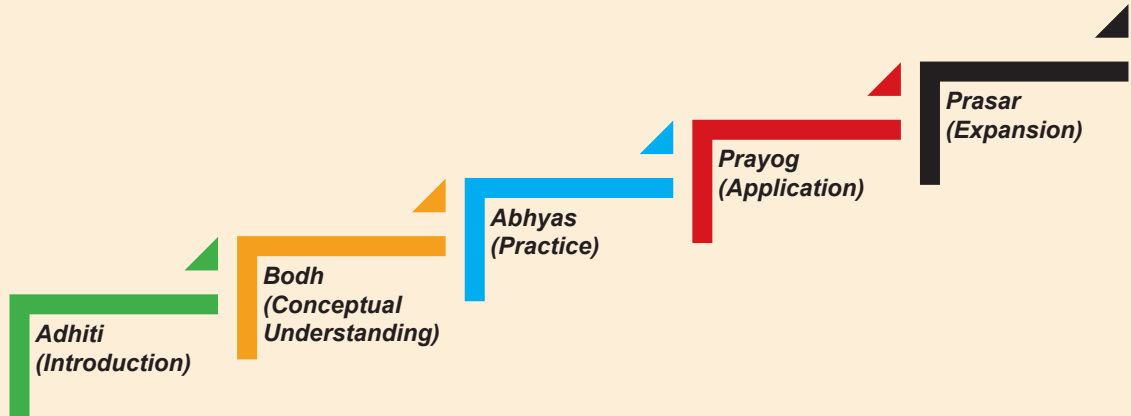


The vision of BSB regarding education aims to create a progressive, inclusive, and dynamic educational ecosystem, that empowers students to become responsible, innovative, and capable leaders of the future. In the contemporary educational landscape, there is a growing recognition of the need to integrate modern competencies with ancient wisdom and cultural heritage. This holistic approach aims to produce well-rounded individuals who are not only adept in contemporary skills, have the knowledge to prioritize economic growth, but also remain grounded in their cultural identity and ethical values. Education should foster scientific and technological advancements with environmental sustainability. It acts as a catalyst for promoting social justice and equality, shaping a society where every individual, regardless of their background, has the opportunity to thrive. Moreover, it encourages student participation and contribution, vital for shaping the economic, cultural, and democratic environment. Together, these elements forge a path towards a prosperous, progressive, and harmonious global community.

Dr N. P. Singh
I. A. S. (Retd)
Executive Chairman
Bhartiya Shiksha Board

Panchpadi

The Bhartiya Shiksha Board emphasises a five-step learning process called 'Panchpadi', which provides a useful framework for teachers to plan and organise classroom instructional practices.

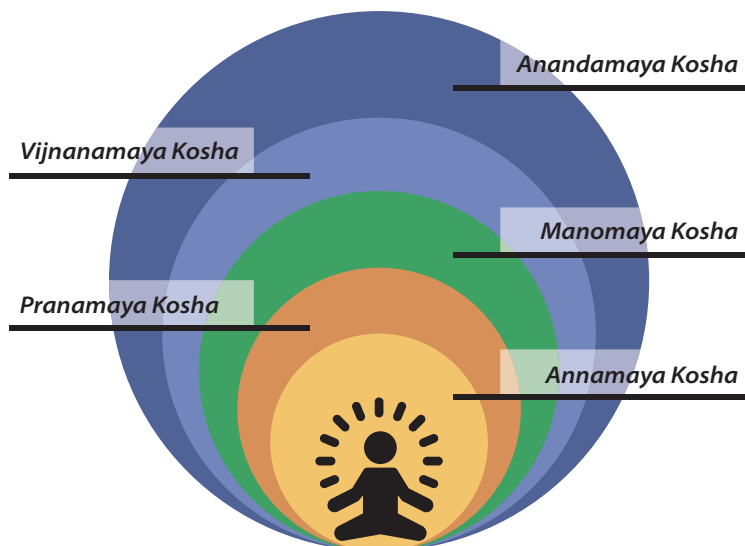


Panchakosha Vikas

Panchakosha Vikas (Five-fold Development) - A keystone in Indian tradition.

A child is a complete being, nurtured through the five koshas or sheaths. The layers are Annamaya Kosha (physical layer), Pranamaya Kosha (life force energy layer), Manomaya Kosha (mind layer), Vijnanamaya Kosha (intellectual layer) and Anandamaya Kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.

Specific types of practices are designed to enable the development of each of these koshas. However, the practices are designed keeping in mind that the koshas are interconnected; therefore, activities focusing on one aspect also contribute to the development of the others.

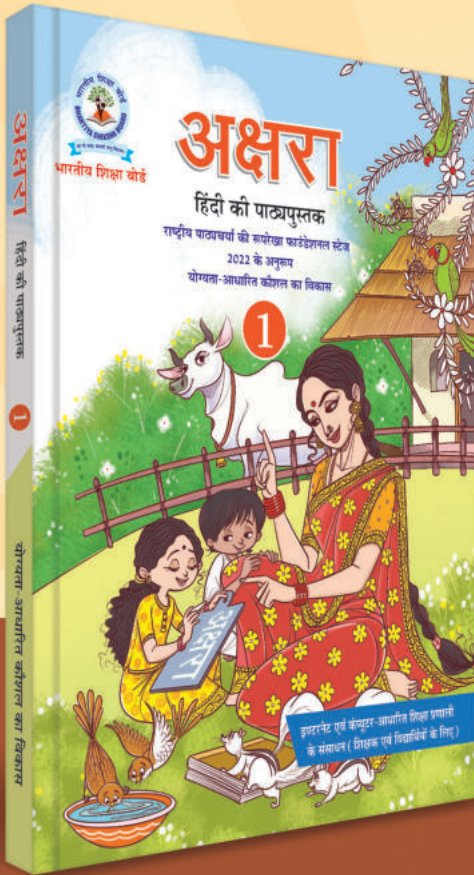


Panchakosha Vikas

अक्षरा 1 एवं अक्षरा 2

कक्षा 1 एवं 2 के लिए हिंदी भाषा अधिगम हेतु पाठ्यपुस्तकों में निम्नलिखित बिंदुओं का समावेश किया गया है—

- कक्षा 1 एवं 2 की हिंदी की पाठ्यपुस्तक का शीर्षक अक्षरा है, जो विद्या की अधिष्ठात्री माँ सरस्वती की पर्यायवाची है।
- पाठ्यपुस्तक में भाषा अधिगम के विभिन्न आयामों के साथ ही इसमें तकनीकी आधारित (ऑडियो/विजुअल) अधिगम को समाहित किया गया है।



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अक्षरा हिंदी की पाठ्यपुस्तक-1 एवं 2 का मूल उद्देश्य विद्यार्थियों में भारतीय जीवन मूल्यों का संवर्धन, भाषायी दक्षता, रचनात्मक तथा तर्कसंगत क्षमता का विकास करना है। भारतीय शिक्षा बोर्ड देश के समृद्ध ज्ञान परंपरा, भाषायी दक्षता एवं सांस्कृतिक विरासत पर गर्व करता है, साथ ही इक्कीसवीं सदी की राष्ट्रीय शिक्षा नीति 2020 के अनुरूप विद्यार्थियों को वैज्ञानिक दृष्टिकोण, रोजगारोन्मुख शिक्षा के लिए भाषायी कौशल एवं आधुनिक चेतना से संपृक्त करने के लिए प्रतिबद्ध है।

भाषा की उपादेयता

राष्ट्रीय पाठ्यचर्या की रूपरेखा फाउंडेशनल स्टेज 2022 के अनुसार भाषा केवल संवाद का माध्यम भर नहीं है, अपितु इसके द्वारा मनुष्य का उत्तरोत्तर विकास संभव होता है। यह विद्यार्थियों के संज्ञानात्मक, सामाजिक और सांस्कृतिक अनुभवों का केंद्र है। भाषा विद्यार्थियों में 'स्व' की चेतना जागृत करने के साथ-साथ उनका समाज के साथ तादात्म्य स्थापित करने में सहायक होती है, साथ ही अपने परिवेश की बेहतर समझ के साथ, विद्यालयी पुस्तकों द्वारा प्राप्त मौखिक एवं लिखित रूपों में उपलब्ध ज्ञान तक पहुँचने, समझने और उसका विश्लेषण करने में दक्ष बनाती है।

स्वरा का स्वरूप

इस पुस्तक का उद्देश्य विद्यार्थियों में भाषा के वाचिक कौशल को प्रभावी बनाने के साथ लेखन क्षमता का क्रमिक विकास करना है। विद्यार्थियों के सर्वांगीण विकास में प्रारंभिक शिक्षा के महत्त्व को रेखांकित करते हुए राष्ट्रीय शिक्षा नीति 2020 ने 5+3+3+4 पाठ्यचर्या की परिकल्पना की है, जहाँ प्रथम पाँच वर्षों के पाठ्यक्रम को

आधारभूत स्तर माना गया है। विद्यार्थियों के सामाजिक, मनोवैज्ञानिक एवं समग्र व्यक्तित्व के विकास हेतु अक्षरा हिंदी पाठ्यपुस्तक-1 एवं 2 में प्रथम पाँच वर्षों के आधारभूत स्तर को ध्यान में रखते हुए विशेष पाठ्य सामग्री का चयन किया गया है। इसका उद्देश्य विद्यार्थियों में अपने परिवेश से प्राप्त अनुभवजन्य ज्ञान को व्यावहारिक दृष्टिकोण से जोड़ते हुए उनमें सामाजिक-सांस्कृतिक चेतना और तार्किक चिंतन का विकास करना है। इसके लिए पाठ्यपुस्तक को विभिन्न गतिविधियों द्वारा अधिक प्रभावोत्पादक बनाने का प्रयास किया

राष्ट्रीय पाठ्यचर्या की रूपरेखा फाउंडेशनल स्टेज 2022 के मुख्य बिंदु

- सामाजिक सहभागिता
- विवेक एवं विचारों की स्वायत्तता
- लोकतांत्रिक सहभागिता
- आत्म अभिव्यक्ति
- सांस्कृतिक भागीदारी



राष्ट्रीय पाठ्यचर्या की रूपरेखा फाउंडेशनल स्टेज 2022 के अनुसार भाषा शिक्षा के उद्देश्य

| अभिव्यक्ति कौशल एवं साक्षरता | प्रभावशाली संवाद क्षमता का विकास | साहित्यिक अभिरुचि एवं रचनात्मक क्षमता का विकास | बहुभाषिक क्षमता का विकास | अपनी संस्कृति के प्रति आदर एवं संबद्धता का बोध |
|------------------------------------|--|---|--------------------------------|---|
|------------------------------------|--|---|--------------------------------|---|

गया है। इससे विद्यार्थियों में भाषा के प्रति स्वाभाविक रुचि उत्पन्न होगी तथा उन्हें सीखने के लिए प्रेरित किया जा सकेगा।

अक्षरा हिंदी पाठ्यपुस्तक-1 एवं 2 सीखने के दृष्टिकोण, पाठ्यसामग्री और भाषा के माध्यम से भारतीय ज्ञान परंपरा को क्रियात्मक रूप से एकीकृत करके, विद्यालयी पाठ्यक्रम में समाहित करने के भारतीय शिक्षा बोर्ड के उद्देश्य का अनुसरण करती है।

विद्यालयी शिक्षा के उद्देश्य-

- भाषा की समझ एवं अभिव्यक्ति का विकास
- जीवन मूल्यों का बोध एवं उनका अनुशीलन
- तार्किक क्षमता एवं दक्षता का विकास

राष्ट्रीय पाठ्यचर्या की रूपरेखा फाउंडेशनल स्टेज 2022 में आधारभूत स्तर की शिक्षा के लिए तैत्तिरीय उपनिषद् में वर्णित पंचकोश के महत्त्व को रेखांकित किया गया है। ये पाँच कोश हैं— अन्नमय कोश, प्राणमय कोश, मनोमय कोश, विज्ञानमय कोश एवं आनंदमय कोश।

विद्यार्थियों में भाषायी दक्षता और उनकी चिंतन शक्ति को विकसित करने के लिए पाठ्यसामग्री के निर्माण में निम्नलिखित तथ्यों को ध्यान में रखा गया है—

1. जीव-जगत एवं प्रकृति प्रेम का संदेश।
2. भाषा के व्यावहारिक प्रयोग में दक्षता।
3. अध्यापकों के सहयोग के लिए शिक्षण-संकेत।
4. रचनात्मक कौशल के विकास हेतु सर्जनात्मक कौशल के उपकरण।
5. विविधतापूर्ण पाठ्यसामग्री।
6. सांस्कृतिक परंपरा एवं नैतिक मूल्यों का बोध।

भारतीय शिक्षा बोर्ड, राष्ट्रीय पाठ्यचर्या की रूपरेखा फाउंडेशनल स्टेज 2022 के दृष्टिकोण और उद्देश्यों के अनुरूप विद्यालयों में परिवर्तन लाने में सहायक होने हेतु प्रतिबद्ध है। इस उद्देश्य की पूर्ति के लिए विद्यालय प्रबंधन, प्रधानाध्यापकों एवं अभिभावकों के लिए जीवंत अभिविन्यास कार्यक्रम तथा शिक्षकों एवं विद्यार्थियों के लिए क्षमता निर्माण कार्यशालाएँ आयोजित की जाएँगी ताकि वे नवीन परिवर्तनों (शिक्षा नीति 2020) को आत्मसात कर सकें।

भाषायी कौशल का विकास

भारतीय शिक्षा बोर्ड की कक्षा-1 एवं 2, हिंदी की पाठ्यपुस्तक विद्यार्थियों हेतु निम्न भाषायी कौशलों के विकास को केन्द्र में रखते हुए निर्मित की गई है—

- आत्म अभिव्यक्ति
- शब्दकोश का संवर्धन
- पठन एवं लेखन हेतु मार्गदर्शन
- भारतीय सांस्कृतिक विरासत
- उच्चारण की सजगता
- साहित्यिक एवं रचनात्मक क्षमताएं
- बहुभाषिक क्षमताएं
- मौखिक भाषा का विकास

पाठ्यपुस्तक के निर्माण हेतु पाठों के चयन का प्रारूप

भारतीय शिक्षा बोर्ड की हिंदी की पाठ्यपुस्तकों में पाठों के चयन में वेदों, उपनिषदों, गीता एवं भारतीय संस्कृति से ग्रहण किए गए मूल्य, भारतीय भाषाओं से अनूदित साहित्य, हिंदी भाषा की महत्त्वपूर्ण विधाओं के साथ-साथ (विद्यार्थी के आयु एवं मानसिक स्तर की) ऐसे महानायकों की जीवनियों का भी चयन किया गया है जिन्हें इतिहास के पन्नों में पर्याप्त स्थान नहीं मिला। अक्षरा-1 एवं अक्षरा-2 के पाठों का विवरण निम्नलिखित है—

अक्षरा-1

| क्र.सं. | पाठ | विधा | रचनाकार का नाम | भाषा | मूल्य |
|---------|---------------------------|--------------------------------|-------------------------|--------------------|------------------------------|
| ● | प्रार्थना | कविता | राजेंद्र कृष्ण | हिंदी | ईश्वर प्रणिधान |
| ● | आइए, विद्यालय चलें! | चित्र-शिक्षण | विभागीय | हिंदी | दैनिक दिनचर्या का ज्ञान |
| 1. | मीठे बोल | कविता | सोहनलाल द्विवेदी | हिंदी | वाणी पर संयम |
| 2. | बात पते की | कहानी | विभागीय | हिंदी | दम (इंद्रियों पर नियंत्रण) |
| 3. | धरती पर चपलम | कहानी | विभागीय | हिंदी | विद्या, स्वाध्याय |
| 4. | फूलों वाली लाल परी | कहानी | विभागीय | हिंदी | संतोष, धैर्य, वात्सल्य प्रेम |
| ● | पेड़ हमें देते हैं छाया | कविता | बालस्वरूप राही | हिंदी | त्याग |
| ● | संतुलित भोजन की थाली | चित्र-शिक्षण | विभागीय | हिंदी | दम (इंद्रियों पर नियंत्रण) |
| 5. | ऊँट और लोमड़ी | चित्रकथा | विभागीय | पंचतंत्र पर आधारित | एकत्व |
| 6. | कितने काम | कविता | गिजुभाई बधेका | हिंदी | एकत्व |
| 7. | यज्ञ की रक्षा | नाटक | विभागीय | हिंदी | मानवीय करुणा, अभय, कृतज्ञता |
| 8. | मीठी और मीठू | कहानी | अशोक डावर | हिंदी | स्वाध्याय, धैर्य |
| ● | मच्छर और हाथी | कविता | सर्वेश्वर दयाल सक्सेना | हिंदी | आनंद की अनुभूति |
| ● | सड़क पार करने के नियम | चित्र-शिक्षण | विभागीय | हिंदी | स्वाध्याय, ज्ञान |
| 9. | सफाई में भलाई | कहानी | विभागीय | हिंदी | स्वच्छता को बोध |
| 10. | चिड़िया की समझदारी | कहानी | उपेंद्र किशोर राय चौधरी | हिंदी | अभय, धैर्य |
| 11. | वर्षा और पानी | कविता | विभागीय | हिंदी | प्रकृति का ज्ञान |
| 12. | भक्त सालबेगा | चित्रकथा | विभागीय | हिंदी | ऊर्जावान |
| ● | लोहे का तराजू | चित्रकथा | विभागीय | पंचतंत्र पर आधारित | अद्रोह (घात न करना) |
| ● | हमारे राष्ट्रीय प्रतीक | चित्र-शिक्षण | विभागीय | हिंदी | संस्कृति का बोध |
| ● | आइए, हिंदी की गिनती सीखें | हिंदी की गिनती | विभागीय | हिंदी | ज्ञान, बुद्धि, विवेक |
| ★ | हमारे पूर्वज | ज्ञानवर्धन एवं क्रियाकलाप हेतु | विभागीय | हिंदी | तेज (ऊर्जावान) |
| ★ | भारतीय सांस्कृतिक विरासत | ज्ञानवर्धन एवं क्रियाकलाप हेतु | विभागीय | हिंदी | धी (प्रज्ञा, विवेक) |

अक्षरा-2

| क्र. सं. | पाठ | विधा | रचनाकार का नाम | भाषा | मूल्य |
|----------|-----------------------------|------------------------------|--|----------------------------|--|
| ● | प्रार्थना | कविता | मन्नन द्विवेदी 'गजपुरी' | हिंदी | ईश्वर प्रणिधान |
| ● | बड़ों की सेवा | चित्र-शिक्षण | विभागीय | हिंदी | मानवीय करुणा |
| 1. | जियो और जीने दो | कहानी | विभागीय | हिंदी | मानवीय करुणा, जीवों पर दया |
| 2. | तितली की सहेली | कहानी | क्षमा शर्मा | हिंदी | मानवीय करुणा, जीवों पर दया |
| 3. | गुरु नानक | जीवनी | विभागीय | हिंदी | सम्मान की भावना |
| ● | चुहिया की नादानी | कविता | विभागीय | हिंदी | स्वास्थ्य जागरुकता |
| ● | पक्षियों की सहायता | चित्र-शिक्षण | विभागीय | हिंदी | जीवों पर दया |
| 4. | मीठे और रसीले आम | कहानी | देवेंद्र मेवाड़ | हिंदी | प्रकृति-प्रेम, भारतीय गौरव का बोध |
| 5. | पर्वतारोही अरुणिमा | जीवनी | विभागीय | हिंदी | अभय, दृढ़ संकल्प |
| 6. | कागज है अनमोल | कहानी | विभागीय | हिंदी | ह्री (सामाजिक मर्यादाओं के विरुद्ध कार्य न करना) |
| ● | फूल खिले हैं उपवन-उपवन | कहानी | विभागीय | हिंदी | प्रकृति-प्रेम |
| ● | जल ही जीवन है | चित्र-शिक्षण | विभागीय | हिंदी | अभय शौच (शरीर की बाह्य शुद्धि), जलसंचय |
| 7. | लाल टमाटर | कविता | निरंकार देव 'सेवक' | हिंदी | तनाव से मुक्ति |
| 8. | छत्रपति शिवाजी | जीवनी | विभागीय | हिंदी | अभय, तेज |
| 9. | उगता सूरज | कविता | पंजे मंगेश राय, अनुवाद- उषारानी राव | हिंदी | साहस, संकल्प, तेज |
| ● | शेर और खरगोश | चित्रकथा | विभागीय | पंचतंत्र पर आधारित ह्री | ह्री (सामाजिक मर्यादाओं के विरुद्ध कार्य न करना) |
| ● | पौधों की देखभाल | चित्र-शिक्षण | विभागीय | हिंदी | प्रकृति-प्रेम |
| 10. | घर का माली | कहानी | उपासना | हिंदी | प्रकृति-प्रेम |
| 11. | आग की खोज | कविता | विभागीय | हिंदी | ज्ञान, बुद्धि, विवेक |
| 12. | दोस्त को पत्र | पत्र | विभागीय | हिंदी | |
| ● | हमारे पूर्वज | ज्ञानवर्धन एवं क्रियाकलाप | विभागीय | संस्कृति पर आधारित | ऊर्जावान, ईश्वर प्रणिधान, |
| ● | भारतीय सांस्कृतिक विरासत | ज्ञानवर्धन एवं क्रियाकलाप | विभागीय | संस्कृति पर आधारित | ज्ञान, बुद्धि, विवेक |

पाठ्यपुस्तक की विशेषताएँ



सीखने के प्रतिफल

विद्यार्थी पाठों एवं गतिविधियों के लक्ष्य/उद्देश्य को समझने/जानने में सक्षम हो पाते हैं।



पाठ की समझ

मौखिक—विद्यार्थी पाठ को शुद्ध ढंग से पढ़ने, कठिन शब्दों का उच्चारण करने, सोच-समझकर प्रश्नों के उत्तर देने एवं चित्र देखकर अपने विचार साझा करने आदि में सक्षम हो पाते हैं।

लिखित—चिंतन-मनन कर सुंदर अक्षरों में शब्द एवं प्रश्नों के उत्तर लिखने से लेखन-कौशल विकसित होगा। पाठ में पढ़े गए विषय के प्रति उचित समझ विकसित होगी।



सर्जनात्मक कौशल

विद्यार्थी कला, खेल एवं संगीत के माध्यम से विभिन्न कौशलों (जैसे— रंगों की पहचान, हस्तशिल्प एवं गायन आदि) का विकास कर पाते हैं।



शब्दार्थ

विद्यार्थी पाठ में आए कठिन शब्दों के अर्थ जान पाते हैं। इससे पठन एवं शब्द-संपदा का भी विकास होता है।



क्या आप जानते हैं ?

विद्यार्थी नवीन एवं अद्यतन सूचनाएँ प्राप्त कर ज्ञान में वृद्धि कर पाते हैं।



हम सब एक हैं

अन्य भारतीय भाषाओं के शब्दों को सीखने से हिंदी के अतिरिक्त अन्य भाषाओं के प्रति भी रुझान एवं रुचि जाग्रत होगी।



शिक्षण-संकेत

शिक्षक/शिक्षिकाओं को पाठ के अध्यापन कार्य हेतु शिक्षार्थियों की कक्षा, आयु एवं स्तर के अनुकूल ही संकेत दिए गए हैं।



चित्र-शिक्षण

विद्यार्थी दृश्यों को देखकर, समझकर तथा उनसे शिक्षा ग्रहण कर उनका अनुसरण करने में सक्षम होते हैं। चित्रों को देखकर उस विषय में आपस में विचारों का आदान-प्रदान करने में सक्षम होते हैं।



सुनो कहानी/कहो कहानी

इसके अंतर्गत विद्यार्थियों में शब्द-भंडार की वृद्धि, अभिव्यक्ति के कौशल का विकास होता है।



आइए खेलें खेल

इसके अंतर्गत विद्यार्थियों में सहयोग एवं प्रतिस्पर्धा की भावना विकसित होगी।



मूल्यबोध

इसके अंतर्गत पाठ के आधार पर विद्यार्थियों में विकसित होने वाले मूल्यों के प्रति ध्यानाकर्षण होता है।



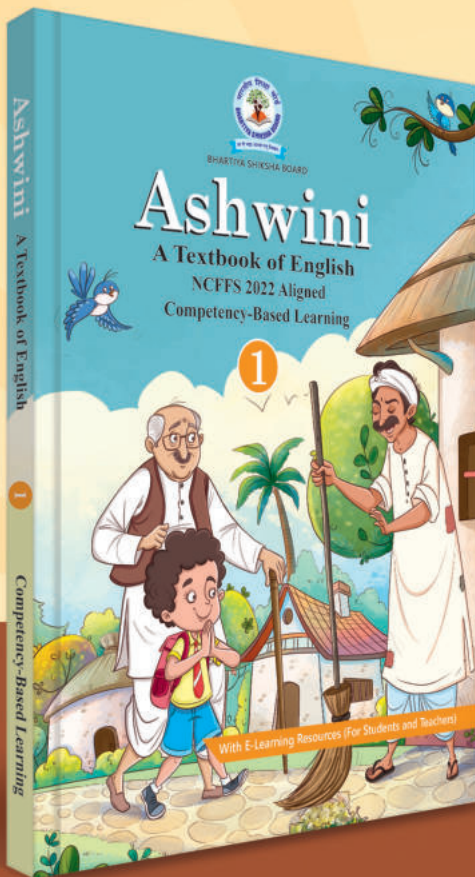
भाषा की समझ

शुद्ध भाषा सीखने और लिखने के उद्देश्य से व्याकरण के बिंदुओं की परिभाषाएँ, उदाहरण सहित सरल एवं सुबोध तरीके से दिए गए हैं। अधिकांश प्रश्नों का हल पुस्तक में ही लिखने के लिए पर्याप्त जगह दी गई है।

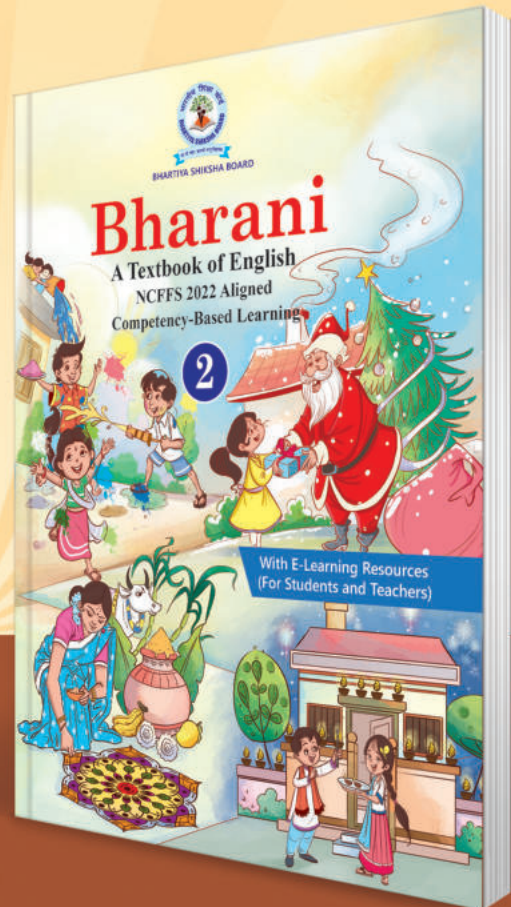
Ashwini-1 and Bharani -2

English language learning resources for class 1 and 2 includes the following:

- The textbooks titled *Ashwini* and *Bharani*.
- The titles of all the textbooks in English from Class I to V have been derived from the names of the Constellations. The first in the series is named—*Ashwini*.
- Digital learning content titled *e-Ashwini* and *e-Bharani*.



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Based on NCFFS 2022

The Textbooks are designed, following the objectives and guidelines of NCFFS-2022 (National Curriculum Framework for Foundational Stage) and aims to foster language competency in all four required skills (LSRW).

The National Education Policy brought about a paradigm shift in the Indian school system by restructuring the stages of learning, in line with the learners' developmental stages. The new pedagogical school structure is 5+ 3+3+4 years. In the previous five years, i.e., the foundational stage, 3 to 6 years are considered preschool and 6 to 8 years are early primary education in classes 1 and 2.

Ashwini and *Bharani* acknowledges the importance of the foundational stage in building learners' competencies in the language and developing their **cognitive, literacy, numeracy** and **interpersonal skills**, while enhancing their **creative** and **critical faculties** by introducing real-life experiences and hands-on learning activities, as the learning context.

At this stage, *The World Around Us*, is integrated with English to make learners aware of their immediate surroundings and develop care, empathy and mindfulness for nature and Mother Earth.

Oracy and Literacy Skills

Ashwini and *Bharani* aims to achieve oracy and literacy skills at the foundation stage in learners to develop fluency in expression and understanding of spoken language. It also enhances fluent and critical reading, writing and comprehension capacities in the language.

Literary and Creative Capacities

One of the main aims of NCFFS-2022 is to develop literary and creative capacities in learners. The content of *Ashwini* and *Bharani* are designed keeping in mind that they must allow for an exploration of creative and imaginative faculties of learners.

Appreciation and Engagement in Culture

Ashwini and *Bharani* provides ample opportunities for learners to understand and appreciate the rich linguistic cultures of Bharat.



The Four-Block Approach

They adopt a four-block approach to literary instruction so that learners can get ample opportunities to explore themselves as readers and writers, and develop an active interest in language learning.

The four-block approach for language and literary instruction—oral language development (speaking skills), word recognition (listening skills), reading and writing—is implemented in an integrated manner in each unit, so that learners can spend time working on each of the blocks regularly.

Reading Skills

- Shared reading
- Guided reading
- Independent reading
- Read aloud

Oral Language Development (Speaking Skills)

- Conversation
- Picture Description
- Sharing Experiences
- Introducing yourself
- Introducing a friend
- Storytelling
- Just-a-minute
- Oral question-answer

Word Recognition (Listening Skills)

- New words—Meaning and Usages
- Listening Audios and Recitation (Poems, Shlokas, Stories, Conversation)
- Words Association with Pictures
- Recognition of familiar objects
- Sound-symbol association

Writing Skills

- Let us write
- Guided writing
- Independent writing
- Grammar and usages



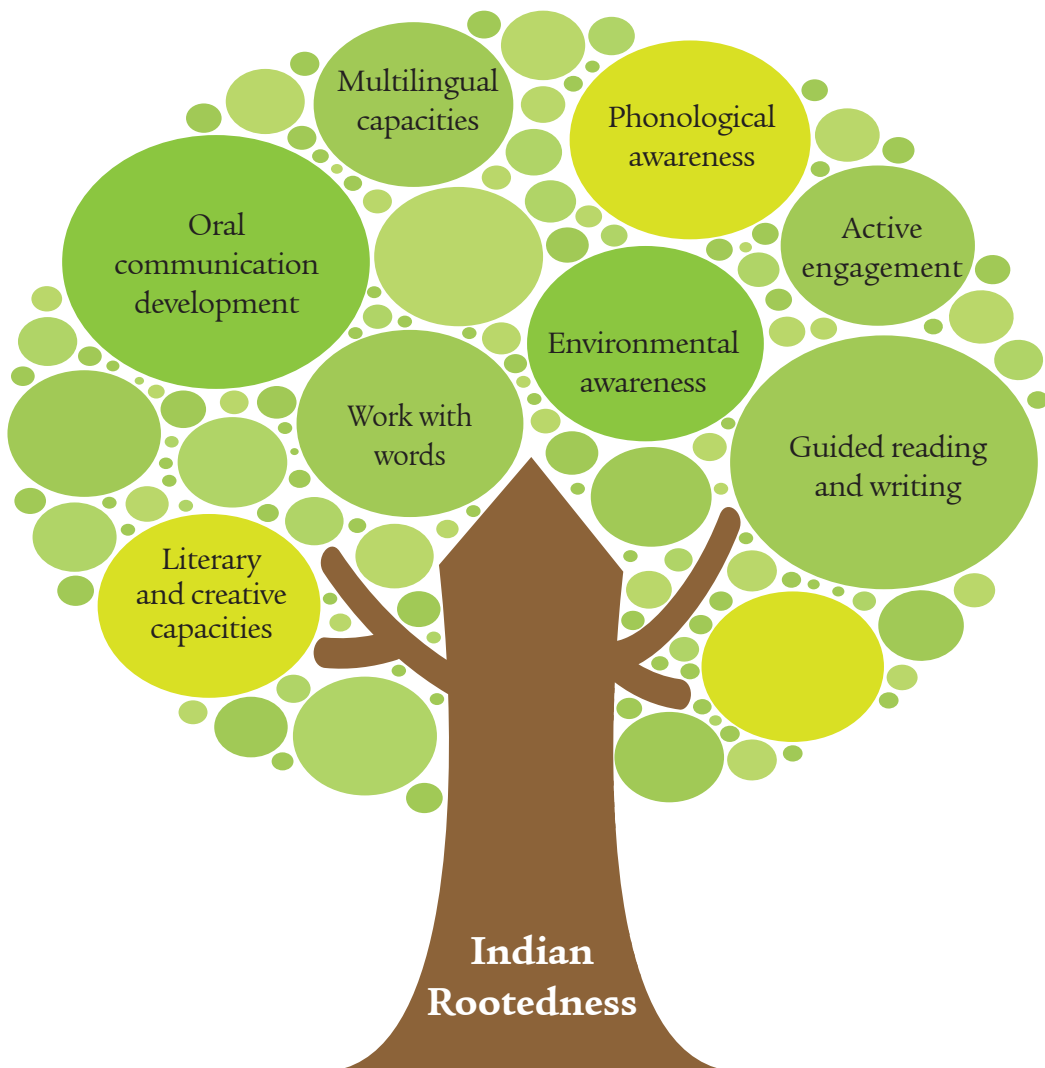
Linguistic Competency

The textbooks aim to teach English as a linguistic competency and not a vehicle for carrying forward foreign cultures, values and belief systems. The emphasis is to make the learners aware of their cultural heritage, history and literature, and at the same time, capable enough to face the challenges of the twenty-first century.

Multilingualism

Ashwini and *Bharani* adopts the National Education Policy's (NEP 2020) recommendation of 'Multilingualism' as the approach of language learning in the form of 'three language formula'. They focus on building the familiarity of students with two spoken languages, so that learners can read, speak and write in both languages fluently.

Key Features of the Textbook



Contents of Grade 1

1. About Me
2. My Body
3. My Health
4. My Family
5. Friendship
6. My School
7. Our Neighbourhood
8. Our Helpers
9. Seasons and Celebrations
- ★ Our Ancestors



Contents of Grade 2

1. The Vedic Gurukul
2. Mother Earth
3. The World of Plants
4. Our Food
5. The World of Animals
6. Our Helping Hands
7. Direction, Distance and Time
8. Using Transport to Travel
9. Our Festivals and Celebrations
- ★ Our Ancestors



Highlights of the Textbooks

Learning Outcomes



Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Environmental Awareness



Ashwini and *Bharani* sensitizes learners about the detrimental effects of unmindful human actions on the environment and augments their awareness of the responsibility towards the environment. They aim to develop care, empathy and mindfulness for their immediate surrounding and have a sense of respect for mother earth.

Values and Life Skills



The textbooks empower learners to develop value cognition, resilience, emotional development, confidence and interpersonal skills and develop observation and logical reasoning.

Reading Skills



It aims to develop fluency and accuracy in reading. It supports the ability of learners to analyse a text effectively, draw attention to minute details and add new words to their treasure. It also aims at developing a reading habit.

Let Us Write



It develops the understanding of the text and requires learners to comprehend and write answers to the questions from their reading of the given texts.

Writing Skills



It enhances the creativity of learners in writing answers to the questions that are beyond the given texts. It aims at improving the ability in writing, developing critical thinking skills, enhancing the knowledge and application of vocabulary, and improving communication skills.

Grammar and Usage



It provides learners with the foundation to apply grammatically correct sentences using the method of inductive grammar in context. It establishes a solid structure for language, ensuring accuracy.

New Words



It helps in comprehension through engagement with meaning, example sentences and oral communication. A strong word bank helps learners become strong communicators.

Listening and Speaking Skills



It develops active listening skills in learners by encouraging them to listen and respond to a text. It develops skills for better articulation and enhance oral communication.

Indian Knowledge Systems

It enables learners to become aware of the rich cultural heritage of their country Bharat and appreciate the contributions of ancient Indian scholars, of the *Rishis* and *Rishikas* in developing knowledge.

Art Activity



It explores learners' creativity, imagination, and self-expression through related art and craft activities done collaboratively in the classroom.

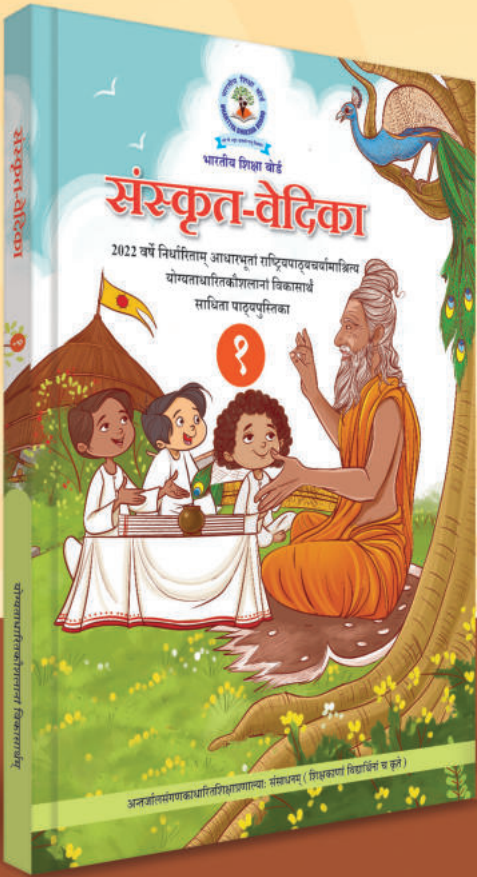
Our Ancestors

It helps us gain a greater understanding of their wisdom, inspires us to learn from the challenges they faced. Their lives reflect the Bharatiya values and inspire to learn and emulate.

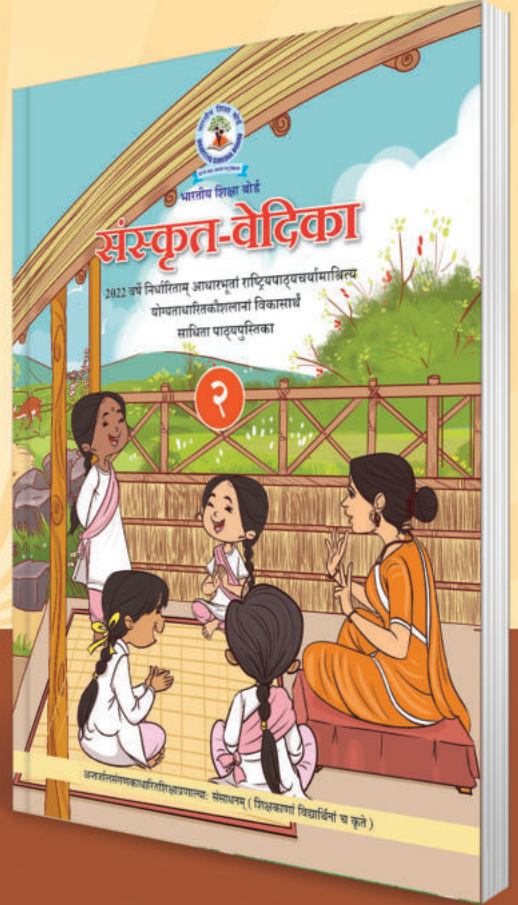
संस्कृत-वेदिका-१ एवं संस्कृत-वेदिका-२

संस्कृतभाषाम् अधिगन्तुं संस्कृतवेदिका-पुस्तिकायाम् अधोलिखिताः विषयाः समादृताः सन्ति—

- संस्कृत-वेदिका-१, संस्कृत-वेदिका-२ पुस्तिके प्रथमवर्गे द्वितीयवर्गे च अध्येतृणां छात्राणां कृते वर्तते।
- एतयोः पुस्तिकयोः संस्कृतभाषाध्ययनाय सर्वाङ्गीणविकासाय च विविधाः-शैक्षिकसामग्र्यः (डिजिटल)-अङ्कीय शैक्षिकसामग्र्यः च प्रदत्ताः सन्ति।



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परिचायिका

भारतीय शिक्षा ज्ञान विज्ञान के साथ उन्नत आचार-विचार, उत्तम चरित्र त्याग, सत्य, शील, स्नेह, अहिंसा, करुणा, दया आदि श्रेष्ठ मानवीय गुणों का सर्जन करने वाली निर्मल अजस्र धारा है। जिसका अवगाहन करने वाले भारतीय मनीषियों के विषय में कहा गया है कि उनके उत्तम चरित्र से इस धरा के मानव शिक्षा प्राप्तकर श्रेष्ठ आचारवान् होते हैं-

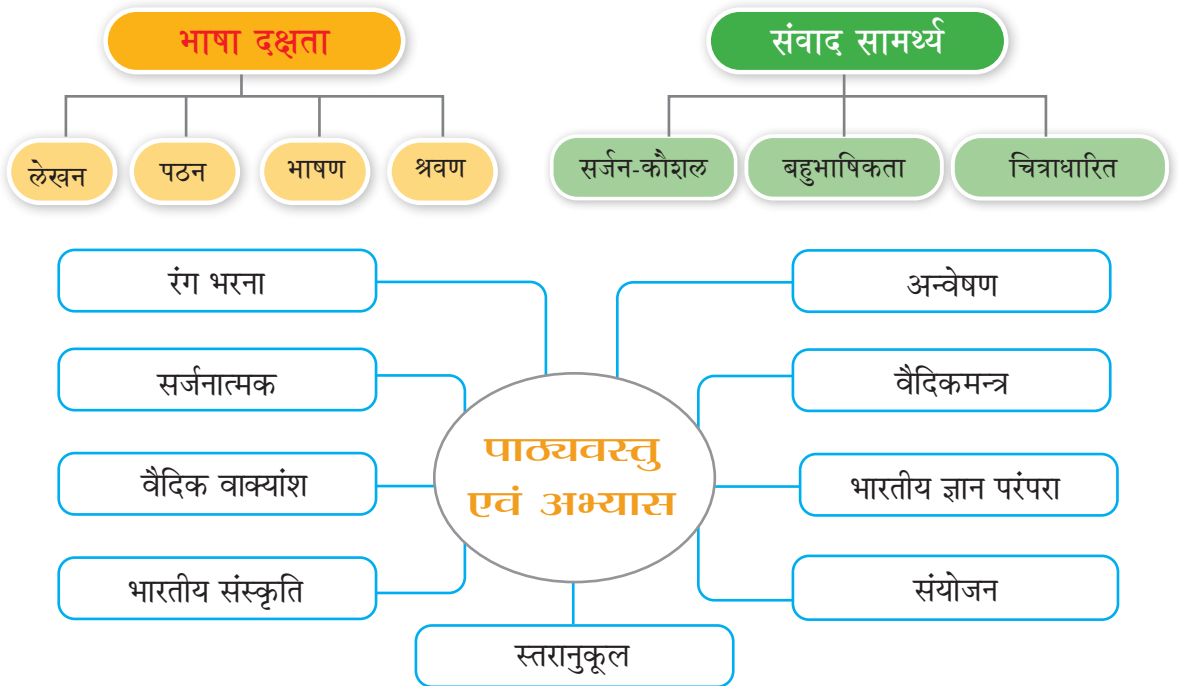
एतद्देशप्रसूतस्य सकाशादग्रजन्मनः ।

स्वं स्वं चरित्रं शिक्षेरन् पृथिव्यां सर्वमानवाः ॥

यह शिक्षा व्यवस्था भारतीय गुरुकुलों एवं तक्षशिला आदि विश्वविद्यालयों में देशी विदेशी सभी जनों हेतु प्रदान की जाती थी, जिसके प्रायः समस्त ग्रन्थ संस्कृत भाषा तथा ब्राह्मी, शारदा, नेवारी, देवनागरी आदि लिपियों में लिखे गए। यह भाषा विश्व की सबसे प्राचीन एवं समृद्ध भाषा है जो भारतीय ज्ञान के असीमित प्रवाह का आधार है इसीलिए भारतीय शिक्षा बोर्ड पहली कक्षा से ही संस्कृत भाषा पढ़ाने की अनुसंशा करता है क्योंकि यह भारत की संस्कृति, इतिहास, दर्शन, आयुर्वेद और विभिन्न ज्ञान और विज्ञान को प्राप्त यथावत् शुद्ध रूप में करने का एक मात्र साधन है।

'संस्कृत-वेदिका' पहली कक्षा के छात्रों के लिए संस्कृतभाषा सीखने हेतु एक सरल एवं वैविध्यपूर्ण नवीन पुस्तक है। यह पाठ्यपुस्तक राष्ट्रीय शिक्षा नीति- 2020 तथा राष्ट्रीय पाठ्यचर्या 2022 में निर्दिष्ट भाषा सम्बन्धी विशेषताओं को ध्यान में रखते हुए तैयार की गई है। जिसमें राष्ट्रीय शिक्षा नीति में निर्दिष्ट भाषाओं के संवर्धन हेतु बहुभाषिकता आदि वैशिष्ट्य सम्पृक्त हैं। छात्रों द्वारा पाठ सीखते समय होने वाले अपेक्षित परिवर्तनों का परीक्षण करने के लिए प्रत्येक पाठ की शुरुआत में अधिगम प्रतिफल प्रदान किए गये हैं।

इस पुस्तक में विशेष...



पुस्तक में विद्यमान पाठ न केवल पढ़ने और मनोरंजन के लिए है, बल्कि ये सदाचरण, अच्छा व्यवहार और अच्छी जीवन शैली भी सिखाते हैं, जिससे अध्वेता का चरित्र और जीवन परिष्कृत व उन्नत हो सके। पुस्तक में यथास्थान विभिन्न प्रसङ्गों पर पाठ्यविषयवस्तु द्वारा ऐसी प्रेरणा प्रदान की गई है जिसे बच्चों में अपने देश और अपनी संस्कृति पर गर्व की भावना जागृत हो सके।

इस पुस्तक को रुचिपूर्ण बनाने के लिए विविध क्रीडाविधियों का प्रयोग किया गया है। इसमें सूचना संचार प्रौद्योगिकी (आईसीटी) और विभिन्न दृष्टिकोणों और खेल तकनीकों का उपयोग करके कराया गया भाषा का अभ्यास महत्वपूर्ण और आनंददायक है। इन विशेषताओं ने इस पुस्तक को और अधिक रोचक तथा सरल बना दिया है।

अध्यापन हेतु प्रदत्त शिक्षण निर्देश विषय के अध्यापन हेतु मार्गप्रसस्त करेगा साथ ही साथ छात्रों को सरल ढंग से विषय बोध हेतु प्रभावी होगा। पुस्तक में पढ़ें और याद रखें अभ्यास में छोटे वाक्यांश और मन्त्र शामिल हैं जो छात्रों को आजीवन प्रेरणा और मार्गदर्शन हेतु अत्यन्त उपयोगी हैं। ये आगे चलकर विद्यार्थियों के लिए भावी जीवन में पथप्रदर्शन हेतु नेत्र के समान होंगे। यथा—

संगच्छध्वं संवदध्वं सं वो मनांसि जानताम्।

देवा भागं यथा पूर्वं सज्जनाना उपासते ॥

पुस्तक के अन्त में कुछ महत्वपूर्ण स्मरणीय अंश भी दिए गए हैं, जो छात्रों को भावी जीवन में अत्यन्त ही उपकारक होंगे। इन स्मरणीय अंशों में भारतीय ज्ञान की निधि के रूप में वेद, उपनिषद्, गीता, रामायण, महाभारत, योगसूत्र, आयुर्वेद, बौद्ध, जैन और गुरु ग्रंथ के वचन शामिल हैं। जल के पर्यायवाची शब्द, राम शब्द के रूप, पठ्धातु का लट् लकार और एक से चार तक संख्यात्मक शब्द दिये गये हैं। ये सभी पाठ्यविषयवस्तु छात्रों के उज्ज्वल भविष्य तथा संस्कृति और परम्पराओं के संरक्षण हेतु आधारभूत तत्त्व के रूप में सन्निहित होंगे।

भाषाकौशल-विकासाय आश्रयभूता: विषयाः

भारतीयशिक्षाबोर्ड इत्यस्याः संस्थायाः संस्कृतस्य पाठ्यपुस्तकानि छात्राणां भाषाकौशलविकासं केन्द्रीकृत्य रचितानि सन्ति। पुस्तकेषु भाषाकौशलविकासाय आश्रयभूताः अधोलिखितविषयाः समाहिताः सन्ति—



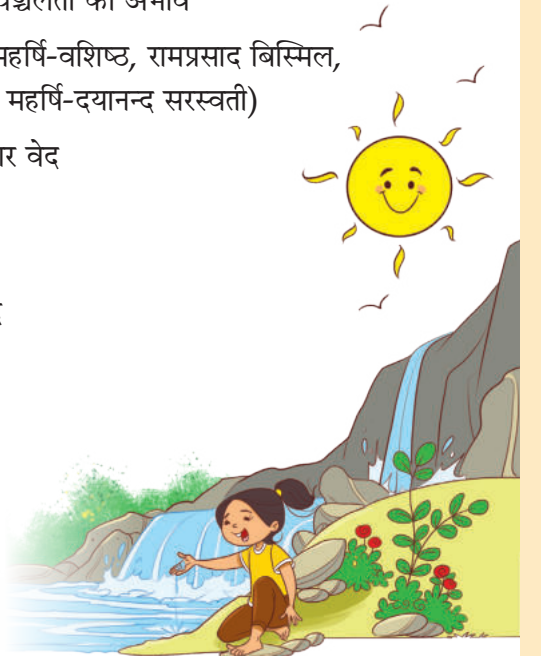
संस्कृत-वेदिका-१ अस्यां पुस्तिकायाम्

• प्रार्थना

- | | |
|---------------------------------|---|
| 1. असतो मा सद् गमय | सन्मार्ग हेतु प्रार्थना |
| 2. कः वदति किं किं वदति | माता-पिता के प्रति आदरभाव, वर्णबोध |
| 3. कः पठति किं किं पठति | वर्णबोध एवं सत्य |
| 4. काकः क्रोशति | वर्ण एवं पदबोध |
| 5. चटका रटति | सतत प्रयास, वर्ण एवं पदबोध |
| 6. टप् टप् पतति | वर्ण एवं पदबोध |
| 7. तनया पठति | वर्ण एवं पदबोध एवं रंग परिचय |
| 8. पवनः लिखति | वर्ण एवं पदबोध, पक्षी परिचय |
| 9. यजना खेलति | अङ्ग परिचय, वर्ण एवं पदबोध |
| 10. शशकः धावति | वर्ण, पद एवं क्रियापदों का ज्ञान |
| 11. मम परिचयः | अपना परिचय |
| 12. दुग्धं दत्त्वा पोषयति | गौ का महत्त्व एवं पशुओं का परिचय |
| 13. मर्यादापुरुषोत्तमः श्रीरामः | श्रीराम का परिचय |
| 14. वाक्यानि रचयाम | वाक्य रचना |
| 15. सत्यवादी भवेयम् | सत्य शिक्षा |
| • चञ्चलः वानरः | विवेकशीलता एवं चञ्चलता का अभाव |
| • अस्माकं पूर्वजाः | आदर्श व्यक्तित्व (महर्षि-वशिष्ठ, रामप्रसाद बिस्मिल, महारानी लक्ष्मीबाई, महर्षि-दयानन्द सरस्वती) |
| • भारतीय-सांस्कृतिकनिधिः | भारतगौरव बोध, चार वेद |

स्मरणीयभागः

- | | |
|----------------------|-------------------|
| 1. पर्यायशब्दाः | जल के पर्याय शब्द |
| 2. भारतीय-ज्ञाननिधिः | साहित्य बोध |
| 3. शब्दरूपाणि | राम शब्द रूप |
| 4. धातुरूपाणि | पठ्धातु लट् लकार |
| 5. संख्यापद-प्रयोगः | (1 से 4) संख्या |



संस्कृत-वेदिका-२ अस्यां पुस्तिकायाम्

- प्रार्थना
- 1. वन्दना सरस्वती वन्दना
- 2. स्वर-वर्णमाला स्वर वर्णमाला एवं पद परिज्ञान
- 3. व्यञ्जन-वर्णमाला व्यञ्जन वर्णमाला एवं पद परिज्ञान
- 4. मम जीवनम् आदर्श जीवनचर्या
- 5. श्रीकृष्णाभिनयः नाट्य भावना, गीतोपदेश
- 6. जन्मोत्सवः सहभाव के साथ उत्सव
- सुपुत्रः श्रवणकुमारः माता पिता के प्रति समर्पण
- 7. पुष्पमालां रचयामः एकता एवं संख्या ज्ञान (मिलकर कार्य करना)
- 8. मम परिवारः आदर्श परिवार का परस्पर प्रेम
- 9. किं श्रेष्ठम् सभी महत्वपूर्ण हैं का बोध
- 10. उपरि अधः पश्यामः अव्यय पदों एवं देखना आदि क्रियाओं का प्रयोग
- 11. कन्दुकेन खेलनम् खेल भावना एवं भारतीय खेल
- 12. यत्र स्वच्छता तत्र प्रसन्नता स्वच्छता दिनचर्या
- 13. पिपासितः काकः प्रयत्न का महत्व
- रजकस्य रासभः विवेकपूर्ण वक्तव्य बोध
- अस्माकं पूर्वजाः आदर्श व्यक्तित्व (महर्षि-विश्वामित्र, चन्द्रशेखर आज़ाद, माता जीजाबाई, बन्दावीर वैरागी)
- भारतीय-सांस्कृतिकनिधिः आयुर्वेद वाङ्मय

स्मरणीयभागः

1. पर्यायशब्दाः पृथ्वी के पर्याय शब्द
2. भारतीय-ज्ञाननिधिः साहित्य बोध
3. शब्दरूपाणि बालक, फल और लता शब्द रूप
4. धातुरूपाणि पठ्धातु का लङ् और लट् लकार
5. संख्यापदानि 1 से 10 पर्यन्त संख्या



पुस्तिकायाः वैशिष्ट्यम्

अस्यां पुस्तिकायां छात्राणां सतत-समग्रविकासार्थं सम्परीक्षणार्थं च राष्ट्रियशिक्षानीत्याधारेण अधोलिखिताः विशेषाः संयोजिताः सन्ति।

अधिगमप्रतिफलम्

अनेन छात्रेषु अधीतविषयस्य अपेक्षितः
प्रभावः ज्ञायते।



उच्चस्वरेण पठाम



अनेन छात्राणां पठन-भाषण-सामर्थ्यम्
उत्तमं भविष्यति।



अक्षरं लिखाम



अनेन छात्राणां वर्णलेखनसामर्थ्यम्
उत्तमं भविष्यति।



गीतं गायाम



पुस्तकगतगीतैः सरलतया रुचिपूर्वकं च
शब्दानां ज्ञानमवाप्यते।



चित्रं पूर्णं करवाम



अत्र छात्राः अभ्यासेषु निर्दिष्ट-चित्राणां
रञ्जनं पूर्तिं च करिष्यन्ति।



शिक्षकाय निर्देशः



शिक्षकाणां कृते सम्यक् पाठनाय
प्रतिपाठं शिक्षकाय निर्देशः वर्तते।



उचितं योजयाम



छात्राः समुचितसंयोजनाभ्यासैः पाठविषयं
सम्यक् ज्ञास्यन्ति।

स्मरणीयभागः



स्मरणीयांशाः छात्राणां स्मरणशक्तिवर्धनाय
सन्ति। भाषाबोधाय भारतीयज्ञानपरम्पराम्
आत्मसात् कर्तुं च एते परमोपकारकाः सन्ति।



क्रियाभ्यासः

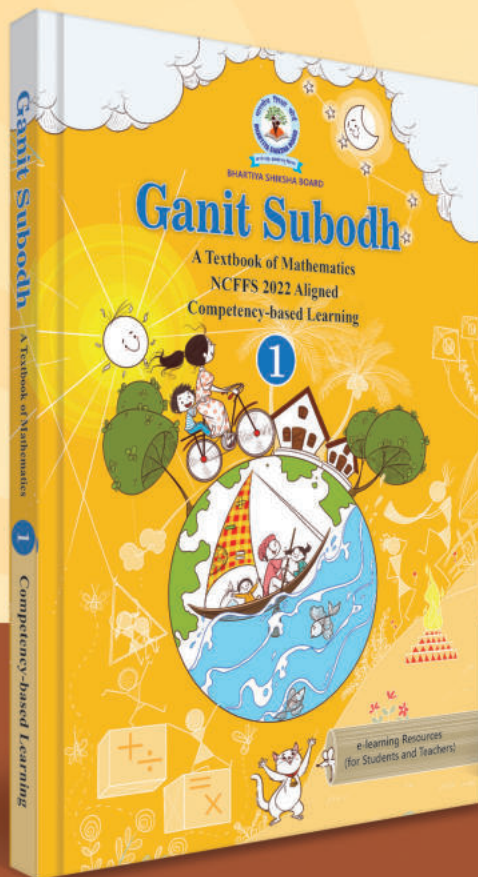


अस्मिन् प्रखण्डे छात्राः पठित-विषयसम्बद्धानि
रचनात्मक-कार्याणि करिष्यन्ति।

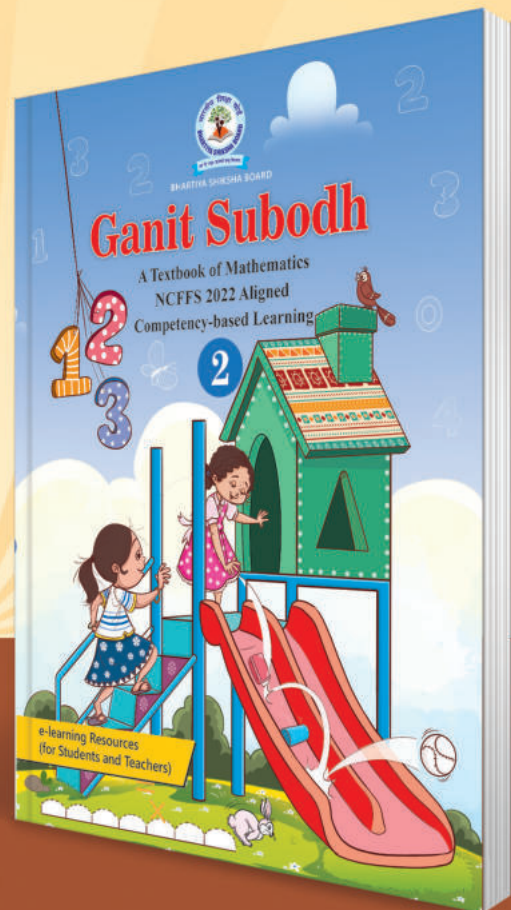
Ganit Subodh 1 and 2

Mathematics learning resources for classes 1 and 2 include the following:

- The textbooks titled *Ganit Subodh*
- e-learning content embedded in QR codes



ISBN : 978-81-19157-37-2



ISBN : 978-81-19157-29-7

About *Ganit Subodh*: Based on NCFFS 2022

We are pleased to introduce *Ganit Subodh*, the mathematics textbook by Bhartiya Shiksha Board (BSB). It unpacks the guiding principles of the National Education Policy 2020 (NEP) and the prescribed learning standards of mathematics, emphasizing active, collaborative, and joyful learning experiences at the foundational stage. The *Ganit Subodh* aims to help students understand mathematics as a universal skill while being aware of India's rich mathematical heritage. It is based on the idea that Maths learning should build upon students' prior knowledge and cultural experiences. The textbook focuses on higher and subject-specific objectives, using carefully designed exercises to develop students' thinking skills.

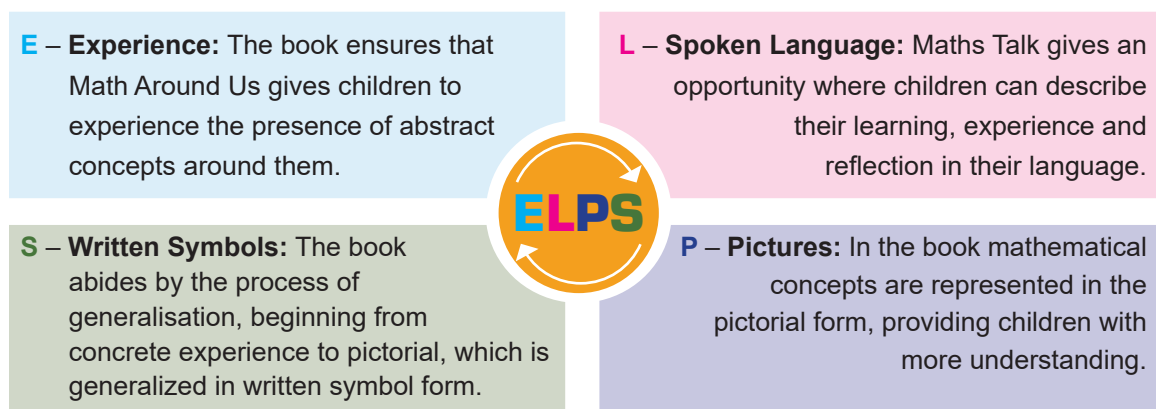
As stated by NCFFS 2022, *Ganit Subodh* emphasises that mathematics is a form of understanding the world through patterns, measurement and quantities, challenging the notion that only calculations and mechanical procedures form mathematical concepts. It also emphasizes the application of mathematical concepts to real-world challenges, promoting moral and ethical thinking. The book aligns with the aims of Mathematics education outlined in the NCFFS 2022. Attaining **basic numeracy**, having **Mathematical thinking**, developing **problem solving** capacity, developing **Mathematical intuition**, and nurturing a sense of **choice**, **curiosity**, **aesthetics**, **creativity**, **wonder** and **joy** in all the students are aims of Mathematics education in the school.

Contribution of Indian Mathematicians

Ganit Subodh integrates Indian knowledge into its curriculum to instil among learners a deep rooted pride in being Bharatiya. The decimal place-value system in use today was first recorded in Bharat, then it spread out to the Middle East, and eventually to Europe. We know that Aryabhatta was one of the greatest Bharatiya mathematicians. He used zero for the first time in the decimal system. He also discovered place value system. Similarly, Bhaskaracharya or Bhaskara II contributed to Algebra and Astronomy. The book celebrates contribution of our mathematicians.

Following approaches and methodologies as stated in NCFFS 2022 are mapped in the book.

The book follows the ELPS approach:



Four blocks of teaching Mathematics

The book follows 4 blocks of teaching Mathematics to build the conceptual understanding, procedural understanding, application, communication, reasoning and positive attitude towards mathematics.

Block 1

Oral math talk

At the beginning of class, children sing poem based on numbers or discuss math experiences for 5-10 minutes.

Block 2

Skill teaching

Teach math concepts and problem-solving through hands-on activities with guiding support.

Block 3

Skill practice

Provide various rich math tasks for skill practice through workbooks or teacher-created tasks.

Block 4

Math game

Use math games to reinforce learning and problem-solving, tailored to childrens' learning levels.

Foundational Literacy and Numeracy

The book follows the directions and focuses on attaining fundamental numeracy as the primary mathematics goal in the fundamental Stage, as suggested by NCFFS 2022. Understanding Indian numerals, using them to add and subtract, using non-standard instruments to establish a fundamental sense of forms and measurements, and encouraging early mathematical thinking, are all components of foundational literacy and numeracy.

Curricular Goals and Competencies

The concept of Panchkosha and imagination also aligns with the different areas of development outlined in ECCE which forms the basis of curricular goals. It is very important to engage first with pre-mathematical concepts like counting, seriation, sorting, and engaging with patterns before numbers in their symbolic forms and introduction of number operations. This strongly aids in developing conceptual understanding of numeracy along with procedural fluency. Curricular goal for mathematics mentioned in the NCFFS 2022 is given below:

CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.

Derived from curricular goals these 13 competencies that are expected to be achieved by the end of each stage. Competencies are learning achievements that are observable and can be assessed systematically. They are attained over a period of time, so the teachers need learning outcomes to observe and track learning and continuously respond to learner's need. These learning outcomes are catered in the book at the beginning of each concept.

In **classes 1 and 2**, the competencies are attained mostly through observations, play, games and hands on activities. To introduce any concept, these activities are used. The focus in class 1 is that the child familiarises with the concept through the activities. For instance, the concept of addition and subtraction in class 1 is introduced, using Hop and Add game.

Following are the competencies that need to be achieved by the end of classes 1 and 2.

C-8.1: Sorts objects into groups and sub-groups based on more than one property

C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers

C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s

C-8.4: Arranges numbers up to 99 in ascending and descending order

C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system

C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition

C-8.7: Recognises multiplication as repeated addition and division as equal sharing

C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space

C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment

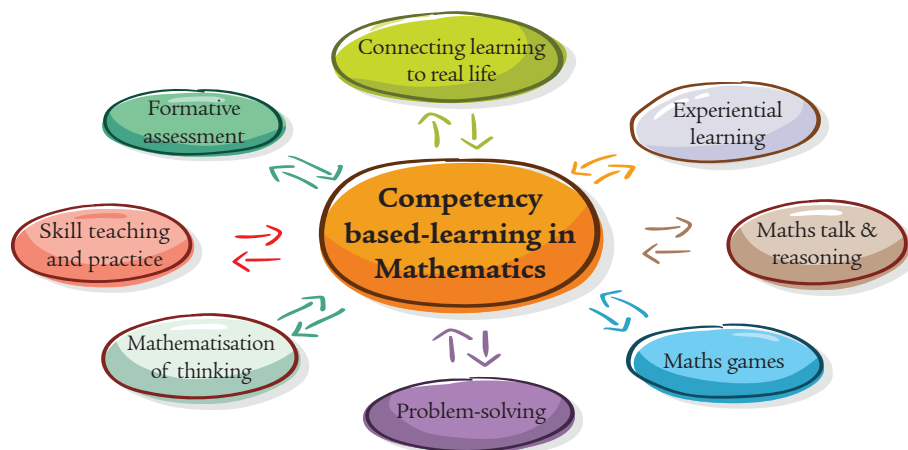
C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months

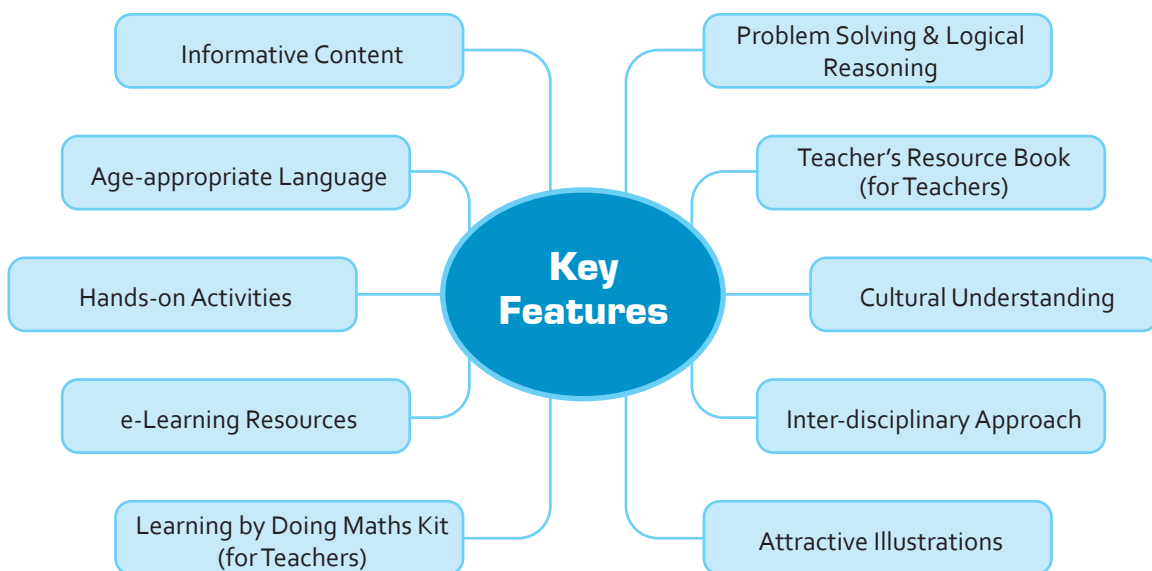
C-8.11: Performs simple transactions using money up to INR 100

C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.

C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Competency based-learning in Mathematics





Contents of Class 1

1. Places Where You Can Find Me
2. Shapes Around Us
3. Revisiting Numbers 1-9
4. Introduction to Zero
5. Numbers Up to 20
6. Addition and Subtraction with One-Digit Number
7. Addition and Subtraction with Two-Digit Numbers
8. Long and Tall Objects
9. Size and Weight
10. Measuring Liquids
11. Counting Up to 99
12. Playful Patterns
13. Time to Go to School
14. Multiplication and Division
15. Spending Money
16. Data Handling

Contents of Class 2

1. Counting in Groups
2. Making Numbers with Tens and Ones
3. Shapes Around Us
4. Fun with Numbers
5. Playful Patterns
6. Playing with Lines
7. Addition and Subtraction
8. Length and Temperature
9. Finding Weight
10. Finding Capacity
11. Multiplication and Division
12. Telling the Time
13. Money
14. Data Handling

Highlights of the Textbooks

Learning Outcomes



Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.

Warm-up Activity



Helps learners recall the previous learning and connect the new concepts to it. Warm-up activities also create a positive and motivating learning environment.

Sports in Maths



Help children learn mathematics through their experiences of surroundings that promotes curiosity, critical thinking and practical skills.

Fun in Maths



Fun activities help reduce anxiety associated with Maths learning by creating a positive learning experience and environment. These activities also promote cooperative and collaborative learning in the classroom.

Values in Maths



Value-based questions in maths lessons develop the ability of ethical and moral reasoning in learners like Nachiketa.

Games in Maths



Games in Maths make learning more enjoyable and develop mathematical skills and concept.

Maths Around Us



Foster health by promoting physical activities and inculcate leadership and sportsmanship in the learners.

Art in Maths



Art and craft activities help in improving understanding by visually representing mathematical concepts through drawing, colouring and making models.

Maths Project



Projects are an opportunity to apply mathematical concepts to a real-life situations. They help develop abilities of critical thinking and creative problem-solving in the learners.

Hands-on Learning



Help learners convert abstract concepts into tangible learning experiences that solve problems in real life and enhance understanding and retention.

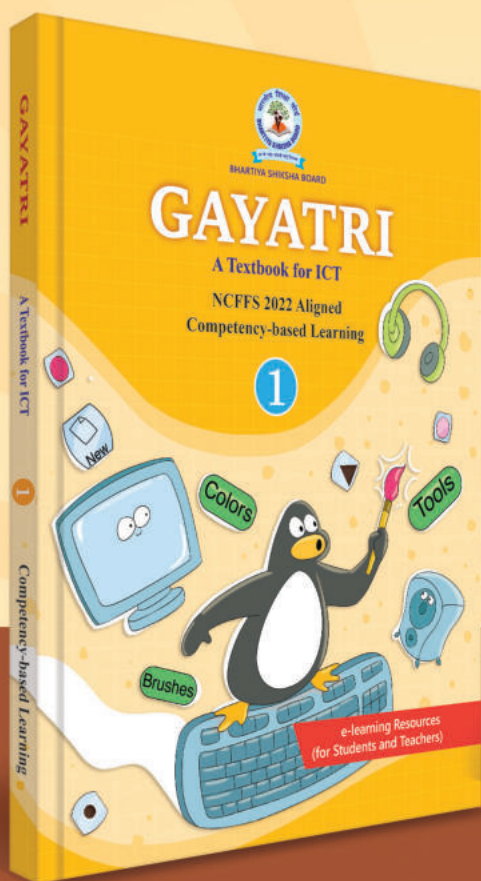
Maths Talk



Talking about how they have solved a problem, requires the learners to reflect on their own actions and understanding. Listening to similar experiences of their peers, leads to better conceptual clarity.

Gayatri -1 and Virat -2

- The titles of ICT textbooks for Foundational Stage are *Gayatri* and *Virat*
- The names of ICT textbook series (classes 1 and 2) are based on the names of the 'Vedic Chhandas'. The ancient Bharatiya Mathematician Acharya Pingala was the first to develop the use of Binary number system based on Chhandas, in 3rd century BCE
- e-learning content is embedded in QR codes



ISBN : 978-81-978610-1-7



ISBN : 978-81-978610-7-9

Based on NCFFS 2022

Bhartiya Shiksha Board is pleased to present the textbooks for ICT for Foundational Stage.

The textbooks:

- equip the learners with the skills needed to leverage the power of computers and other digital tools.
- aim at **integrating ICT** into all subjects and languages, including Sanskrit, which is taught at the Foundational and Preparatory Stages in school.
- follow a **child-centered approach** and provide a lot of opportunities for the young learners to explore and learn about the digital resources through chapters based on various applications.
- provide ample opportunities to attain **digital literacy** in the form of **hands-on activities** and projects that develop the **decision-making** and **problem solving** skills.



- are designed to cultivate **digitally literate** young minds. The students are encouraged to express themselves **artistically** in the digital realm through engaging activities that utilise tools such as **Tux Paint** and **Paint**.
- introduce the programming languages and software like **ScratchJr.**, which lay the groundwork for **computational thinking** and **logical reasoning**.
- familiarise students with the main and helping part of a computer to develop **computer literacy** skills.

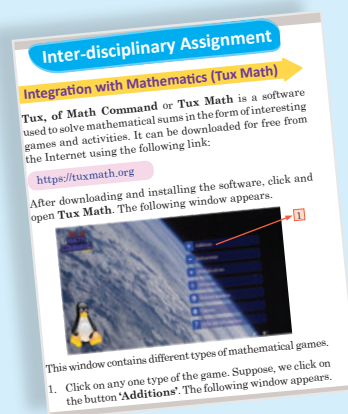
- equip the beginners with the skills to be **active creators** in the digital age by creating stories, games and animations.
- incorporate **responsible decision making** and **communication skills** by providing ample opportunities to the students to participate in discussions and debates about the **ethical use of technology**.
- give a holistic view of text, screen captures and illustrations in totality rather than portraying them as separate entities.

Philosophy of the Books

Small children are very curious about their environment and things around them. They grow up playing with toys such as, bats, balls, dolls, toy cars, etc. The children tend to develop strong emotional bonds with the toys and things they play with every day, in groups as well as alone. In this way, they unknowingly learn and acquire a lot of skills that lay the foundations for their physical, mental and emotional growth.

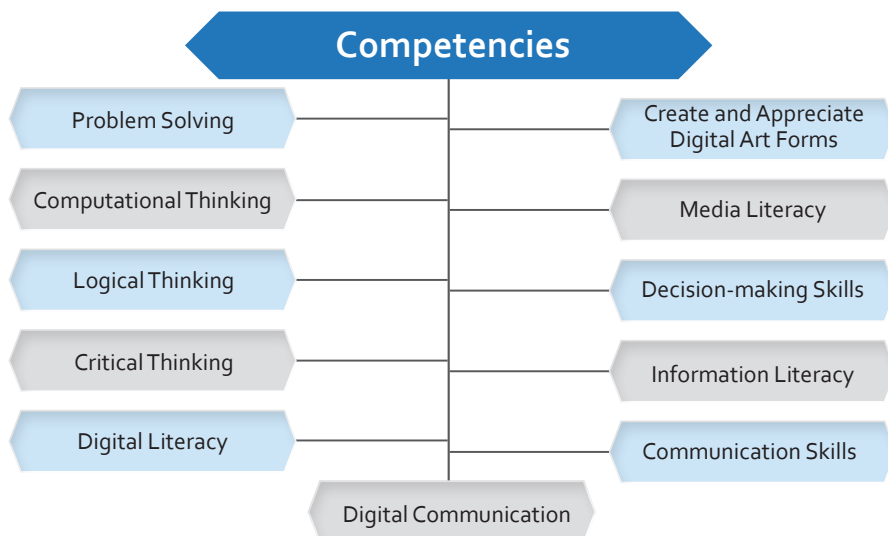
Following this play based approach, we have tried to familiarise the child to the various digital resources in a joyful and engaging manner. The textbooks aim to introduce the world of computers to the students as a friend and learning facilitator, rather than something they will feel burdened to use.

- Age-appropriate comic strips with dialogues to connect the learners to the digital world.
- Gamified content for fun.
- Activities and exercises focus on constant involvement of the learners to develop fine motor skills, critical thinking skills, problem solving skills, decision making skills, social skills, communication skills and collaborative skills.
- ICT integration of various subjects, such as, English, Maths, Environmental Education and Sanskrit, through open-source games and specially created hands-on activities.



Approach

NCFSS 2022 sets a curricular goal of using appropriate tools and technology in daily life situations and for learning. Therefore, in order to make the students technologically capable, the textbooks aim at equipping them with the necessary skills required to do so at a very early age.



Contents of *Gayatri* (Grade 1)

1. Machines Around Us
2. Computer — A Smart Machine!!
 - Inter-disciplinary Assignment
3. Parts of a Computer
4. Using the Keyboard
 - Inter-disciplinary Assignment
5. Let's Learn Touch-Typing!!
6. Using the Mouse
 - Inter-disciplinary Assignment
7. Fun with Tux Paint
 - Inter-disciplinary Assignment



Contents of *Virat* (Grade 2)

1. Computer-A Smart Machine
2. Uses of Computer
 - Inter-disciplinary Assignment
3. Working of a Computer
4. More About Keyboard and Mouse
 - Inter-disciplinary Assignment
5. Introduction to Paint
 - Inter-disciplinary Assignment
6. ScratchJr.
7. WordPad
 - Inter-disciplinary Assignment



Highlights of the Textbooks



Learning Outcomes

Define what learners are able to know, to do or to demonstrate at the end of each chapter helping them to understand the purpose of educational activities.



Let's Practice

Helps learners to discuss, or test their understanding of the concepts learned in the chapter.



Fact Byte

Enhances the knowledge of learners by giving extra information related to the concept.



Hands-on Time

Helps learners convert abstract concepts into tangible practical learning experiences to solve real-life problems and become proficient in using various computing devices and software.



Fun Corner

Involves the young minds in fun activities such as quiz, riddles, and puzzles to develop problem-solving and logical reasoning skills.



Let's Talk

Talking about their experiences help them to improve their observation, listening, and communication skills.



Word Wall

Provides a foundation for understanding complex term in simpler forms.



Value Based Learning

Nurtures ethical and moral reasoning to help them to become better, and kind human beings and citizens.



Cyber Ethics

Promotes awareness of ethical practices in the online world and encourage safe, and respectful use of technology.



Let's Recall

Helps learners to quickly recap the concepts studied in the chapter.



Creative Corner

Explores learners' creativity, imagination, and self-expression through related art and craft activities done collaboratively in the classroom.



Game Zone

Encourages participation and active involvement which improves understanding and retention of concepts.



Case Based Question

Examples from real-life situations to develop problem solving skills.

Integrated Learning Task



Integrating ICT in all subjects helps them to become more proficient with digital tools.

Answer to Frequently Asked Questions on BSB Textbooks

Q.1. How can a school get Affiliated/Associated with the Bhartiya Shiksha Board (BSB)?

Ans. Detailed instructions including Affiliation Bye-law are provided on our website. For more details, please contact via phone or WhatsApp the BSB Customer Support Number: 8954999000 Email: affiliation@bsb.org.in, BSB Office Hours: Daily from 6:00 AM to 10:00 PM

Q.2. What is the USP of Textbooks developed by Bhartiya Shiksha Board (BSB) and how the BSB Textbooks are distinct from others?

Ans. The BSB Textbooks have been developed meticulously, selecting the base for modern education. Appropriate references are given from ancient Indian Traditional Knowledge scriptures, traditional practices and ethos. The objective is to enable students to grow as global citizens with 'Bharatiya' orientation. The content material in the textbooks is consistent in curriculum and in alignment with national educational standards. The Textbooks reflect the emphasis on the Competency Based Learning - CBL through a balanced synthesis of wisdom from ancient Indian Knowledge Systems -IKS, and the 21st century skills.

Q.3. Where can I obtain a copy or set of the Textbooks?

Ans. Interested people can visit Bhartiya Shiksha Board website: <https://bsb.org.in> click on the "Availability of Books" section, select books and place an order. There are also local dealers of books to know list of these dealers or for any other assistance, you can contact at following no: Phone / WhatsApp: +91 89549 99000.

Q.4. Provide some details about the team behind the development of the textbooks?

Ans. The Textbooks are developed by experienced subject experts, under the mentorship and guidance of the leading luminaries in Education, i.e.:

- Science Text Books under the guidance of **Dr H C Verma**, (Former Professor, IIT Kanpur and renowned author of many books like 'Concepts of Physics').
- Mathematics Text Books under the guidance of **Dr Hukum Singh** (Former Professor & Dean, Academics & Head DESM, DEK, NCERT).
- Hindi Text Books under the guidance of **Dr Pramod Dube** (Former Professor, NCERT) and **Dr Ram Darash Mishr** (Former Professor, Delhi University and renowned author).
- Social Science Text Books under the guidance of **Prof. Madhav Govind** of JNU and **Prof. S.C. Rai** of DU alongwith **Prof. Dr Shri Prakash Singh**, DU-South Campus.
- Sanskrit Text Books under the guidance of **Prof. Radhavallabh Tripathi** (Ex-Vice Chancellor), **Prof. Shri Nivas Varkhedi** (Vice Chancellor), **Dr. Vijay Pal Shastri** (Ex-Professor) - Central Sanskrit University.
- English Text Books under the guidance of the professors of DU and subject experts working with the Directorate of Education.

Q.5. Can teachers or experts provide feedback or suggest improvements for the Text Books of Bhartiya Shiksha Board?

Ans. Bhartiya Shiksha Board is open to the feedbacks and suggestions for improvements from the experts, which, after deliberations by the "Text Books Development" teams, will be considered for incorporating in future editions.

Q.6. Can schools of other Boards like CBSE, ICSE and State Boards, use the Text Books of Bhartiya Shiksha Board?

Ans. The Text Books developed by Bhartiya Shiksha Board are in consonance with NEP-2020, NCF-FS 2022 and NCF-2023, and follow the national educational standards, hence, can be relevant for other Boards/Institutions, also.

Q. 7. Which curriculum is followed by BSB and how is this different from NCERT pattern?

Ans. The BSB textbooks are distinct due to their core focus on integrating traditional ‘Bhartiya Gyan Parampara’ with modern learning approaches and synthesize a balanced approach emphasizing Competency Based Learning (CBL) aligned with NEP- 2020 & NCF-2023.

Q.8. Whether BSB textbooks are oriented to prepare students to different competences exam?

Ans. Students studying BSB books will be well-equipped for competitive exams because the BSB curriculum is entirely based on NEP 2020 and NCF 2023. These national frameworks focus on the same conceptual understanding and competency-based learning required performing well in exams like JEE and NEET etc, ensuring students receive the necessary foundation to excel.

Q.9. When are offline/online applications for all categories of affiliation generally permitted to be submitted according to the Bye-Laws.

Ans. Online/Offline applications for all categories within the scope of these Bye-laws shall generally open on 1st January and shall close by 31st December of a particular calendar year. For more details read chapter no.10, clause no. 10.4.3 of Affiliation bye-laws.

Q.10. What does Affiliation and Association mean?

Ans. Affiliation means – Schools that are recognized by the State Government up to Class 8 and wish to get affiliated with Bharatiya Shiksha Board upto Class 10 or 12, or those schools that are already affiliated with any other education board upto Class 10 or 12 and wish to switch over to Bharatiya Shiksha Board.

Association means – Schools that are recognised by the State Government up to Class 8 and are fully committed to ensuring 100% implementation of all textbooks published by Bharatiya Shiksha Board, participation in teacher training programmes organised by the Board, and compliance with the Board’s assessment process during examinations — such schools are associated with Bharatiya Shiksha Board up to Class 8.

Q.11. Can the school apply for affiliation even if the land is in two different campus?

Ans. If school is already running upto class 8th in one campus and want to take affiliation from 9th to 12th in other campus. In this scenario the school can still apply for affiliation but the land should be under the same local government authority and in the same revenue areas. However it has to be decided by the Board on case to case basis.

Q.12. Can the school use a common playground of a society or another school?

Ans. Yes the school can use another ground but should have a proper permission from the local authority. If more than one school uses the same play ground then the game period should not be the same. Secondly it has to be nearby so that student can use that particular playground.

Q.13. Are there any special provisions to take affiliation for Tribal area and Hilly area’s School?

Ans. Yes, there are some special provision for notified Hilly and Tribal areas on the basis of Regional Characteristics to give impetus to Geo- Economic traditions and Eco-friendly culture of the location and in notified Tribal areas where BSB has also provided 50% fee concession for school affiliation fees.

Q.14. Does BSB conduct teacher training?

Ans. Yes, every Affiliated/Associated school shall organise Annual Training & Triennial Training. For more details read chapter no.16, clause no. 16.1 & 16.2 of Affiliation bye-laws.

Q.15. What are the conditions under which a school’s affiliation with Bhartiya Shiksha Board may be revoked (Revocation of Affiliation)?

Ans. If a School is found violating the provisions of the Affiliation Bye Laws/Examinations Bye Laws of the Board or does not abide by the directions of the Board, the Board shall have the authority to revoke affiliation of that school. For more details read chapter no.13, clause no. 13.2 of Affiliation bye-laws.

Learning is the true imperishable wealth.

—Thiruvalluvar



The main aim of education is to create human awareness so that they can understand the difference between the truth and untruth.

— Maharishi Dayanand Saraswati

Education is the manifestation of perfection already in man.

—Swami Vivekananda



Awake, Arise and Educate.

—Savitribai Phule

The purpose of education is to make good human beings with skill and expertise.

—A.P.J. Abdul Kalam



Bhartiya Shiksha Board

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