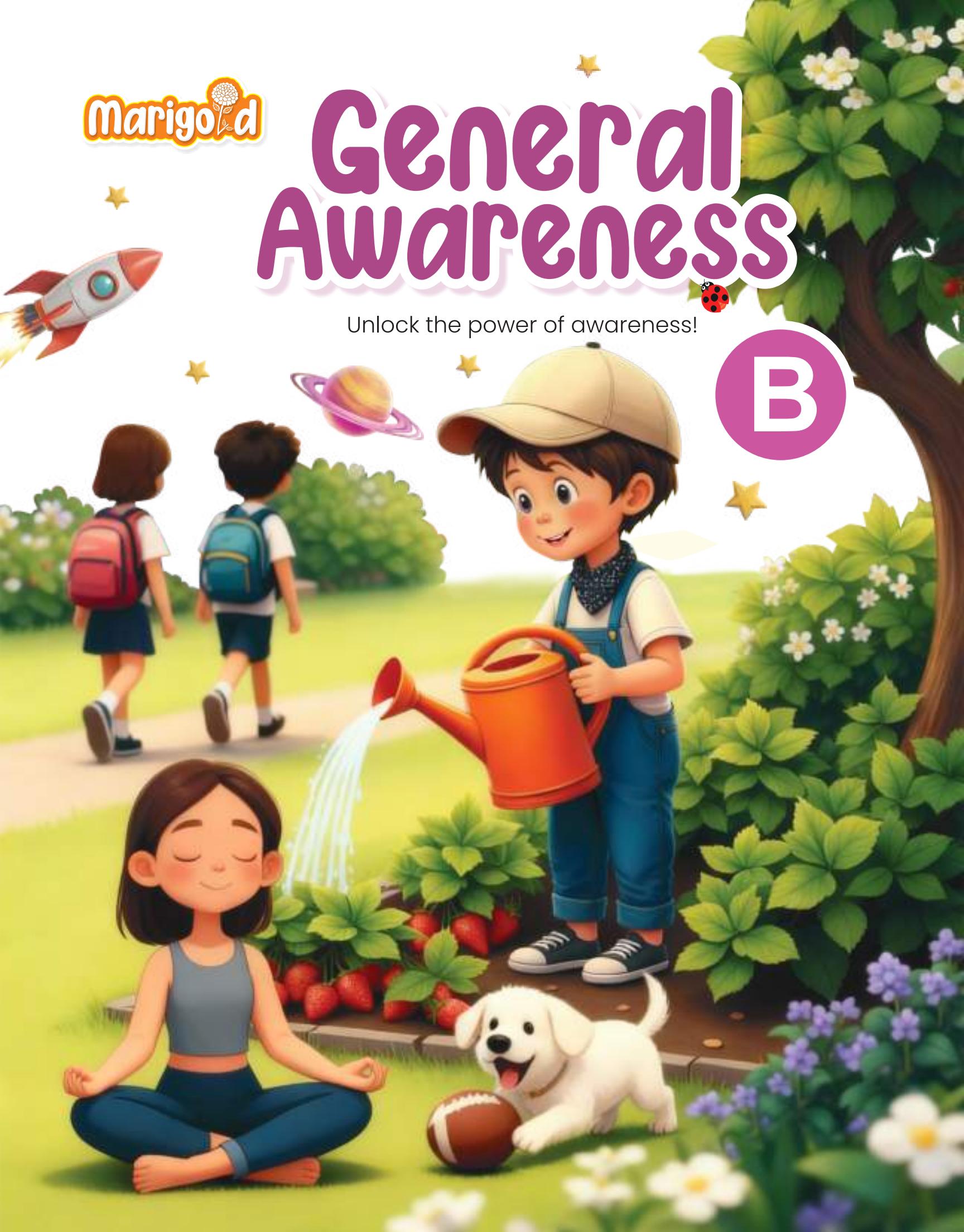




General Awareness

Unlock the power of awareness!

B



Observing this series in the form of the National Curriculum Framework (NCF) 2023 for the fundamental stages

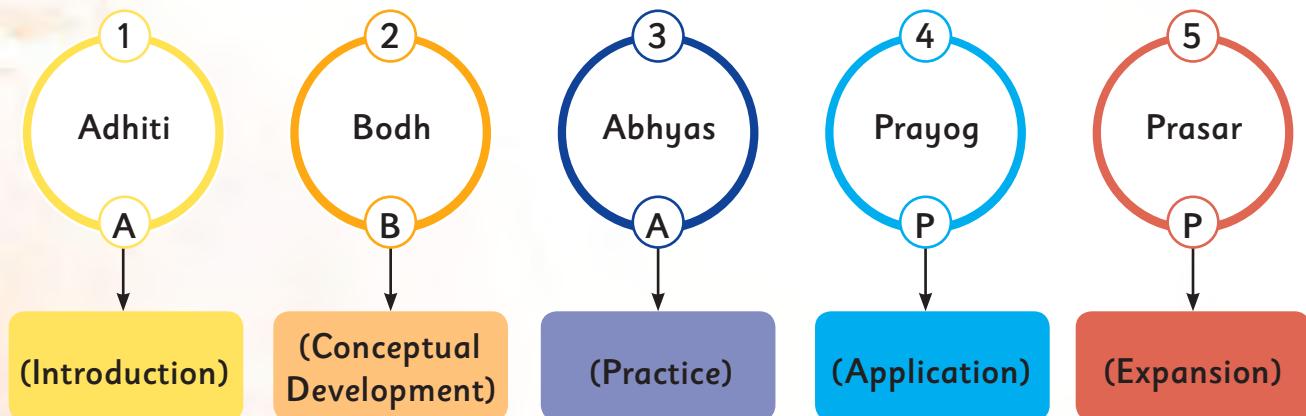
We have prepared this new series based on the directions and guidelines of the National Curriculum Framework (NCF) 2023. It focuses on play-based, activity-based, and experience-based learning while keeping teaching at the center and preparing the material accordingly.

Five-step teaching process – For early years:

Keeping in mind the five-step teaching process, we have presented each lesson and activity in the following order:

- **Introduction (Adhiti)** – Introducing children to the topic with stories, songs, and poems.
- **Conceptual Development (Bodh)** – Understanding concepts through simple language and activities.
- **Practice (Abhyas)** – Engaging children in activities based on repetition, recognition, and identification.
- **Application (Prayog)** – Giving children opportunities to express what they have learned through their environment.
- **Expansion (Prasar)** – Group discussions, storytelling, or showing pictures to enhance children's expressive ability.

Panchaadi: (A Five Step Learning Process)



Based on five domains of development

According to NCF 2023, this series pays special attention to children's five main development areas:

- **Physical development** – Developing motor skills through running, jumping, climbing, throwing, catching, and playing activities.
- **Mental development** – Developing emotional stability, cooperation, and social skills.
- **Cognitive development** – Enhancing the ability to think, recognize, and ask questions.
- **Moral development** – Showing moral values through stories with ethical messages.
- **Aesthetic development** – Understanding nature, compassion, beauty, and art.

Our aim is that children not only learn Hindi language but also develop morally, cognitively, and emotionally, building confidence to maintain a bright future.

Key Features

2 My Body

Look and learn the names of your body parts.

Tick (✓) the correct picture.

1. nose 2. eyes 3. ear 4. fingers

Teacher's Note
Read out different parts of the body and ask the children to point them out in their own body.

Learning Objectives
• Observation • Fine motor skills • Identification • Visual discrimination • Matching skills

Learning Objectives – Clearly state what the students should know or be able to do after the lesson.

Teacher's Note – Provide guidance and tips for teachers on delivering the lesson.

Activity Time – Describe hands-on or play-based tasks related to the lesson

Activity Time

Match the activities with the correct rooms.

washroom classroom computer room library

4 My Emotions

Sometimes we are happy and sometimes sad. At times, we are angry and scared too.

Look at the pictures and learn about emotions.

happy scared angry sad

Colour the face for each emotion.

Happy Sad Angry Scared

Teacher's Note
Encourage the children to talk about their emotions or feelings. Also recite a poem – when I am happy ... I clap my hands ... I clap my hands ... Ask the children to do actions.

Learning Objectives
• Observation • Critical thinking • Creativity • Fine motor skills

Art Integration – Connects the lesson with visual arts, music, drama, dance, or craft.

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This is ME!



My name is...

I am

years old

My favourite
colour is

My favourite toy is ...

I am a



Girl

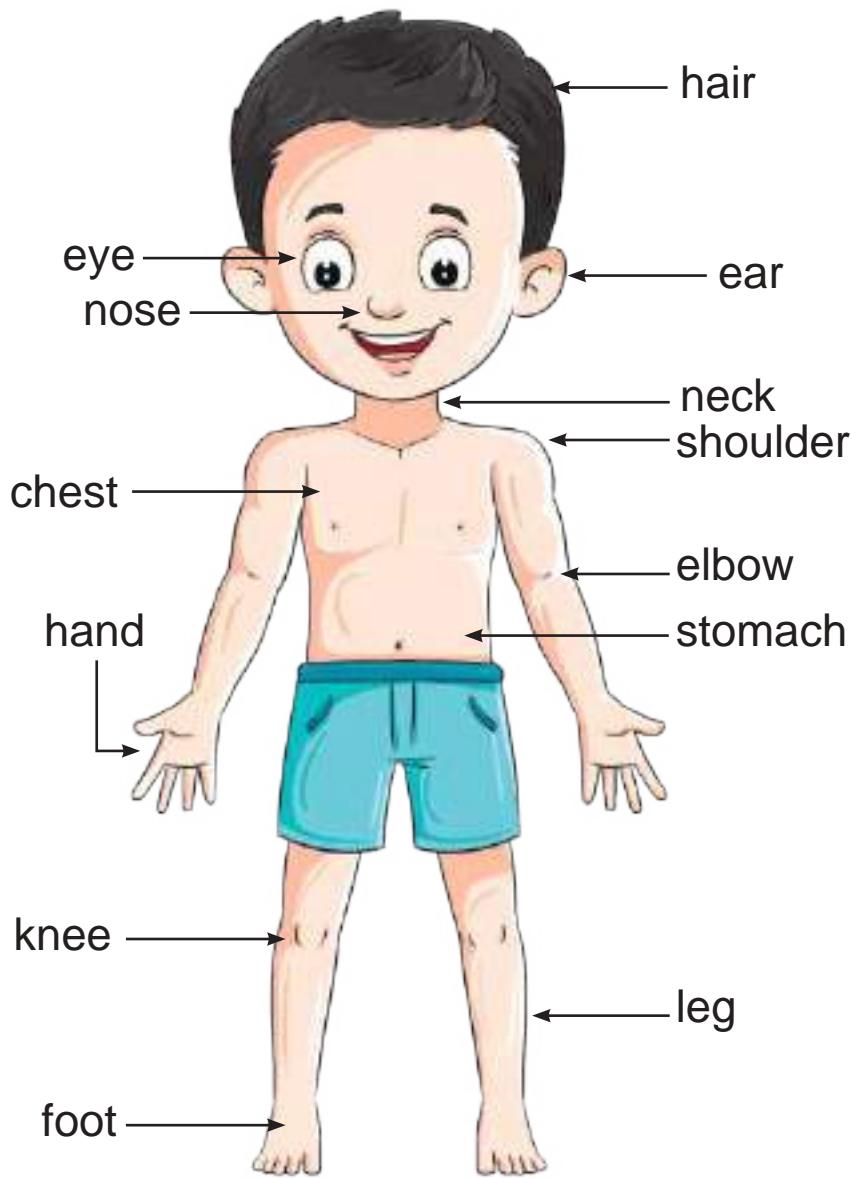


Boy



2 My Body

Look and learn the names of your body parts.



Teacher's Note



Read out different parts of the body and ask the children to point them out in their own body.

6

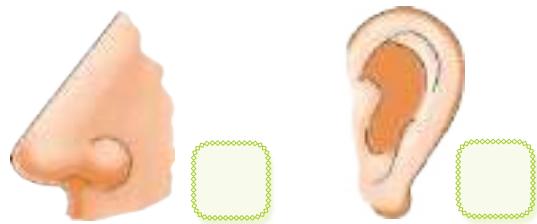
Learning Objectives



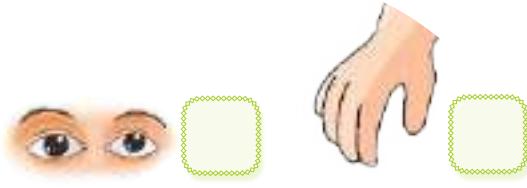
- Observation
- Fine motor skills
- Identification
- Visual discrimination
- Matching skills

Tick (✓) the correct picture.

1. nose



2. eyes



3. ear



4. fingers



My Senses



We have five sense organs—eyes, ears, nose, tongue and skin.



I see with my eyes.



I smell with my nose.



I hear with my ears.



I taste with my tongue.



I feel with my skin.

Match each sense organ to the activity it performs.



•



•



•



•



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•



•



•

Teacher's Note



Explain the children that our sense organs help us to understand the world around us. Make them understand how the pictures given above best matches the senses.

Learning Objectives



- Observation
- Identification
- Matching skills
- Fine motor skills
- Visual discrimination



4 My Emotions

Sometimes we are happy and sometimes sad. At times, we are angry and scared too.

Look at the pictures and learn about emotions.



happy



scared



angry



sad

Colour the face for each emotion.



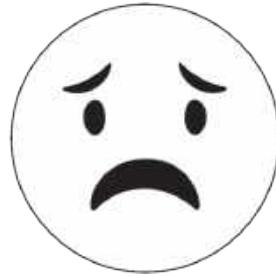
Happy



Sad



Angry



Scared

Teacher's Note



Encourage the children to talk about their emotions or feelings. Also recite a poem – when I am happy ...I clap my hands.... I clap my hands.... Ask the children to do actions.

Learning Objectives

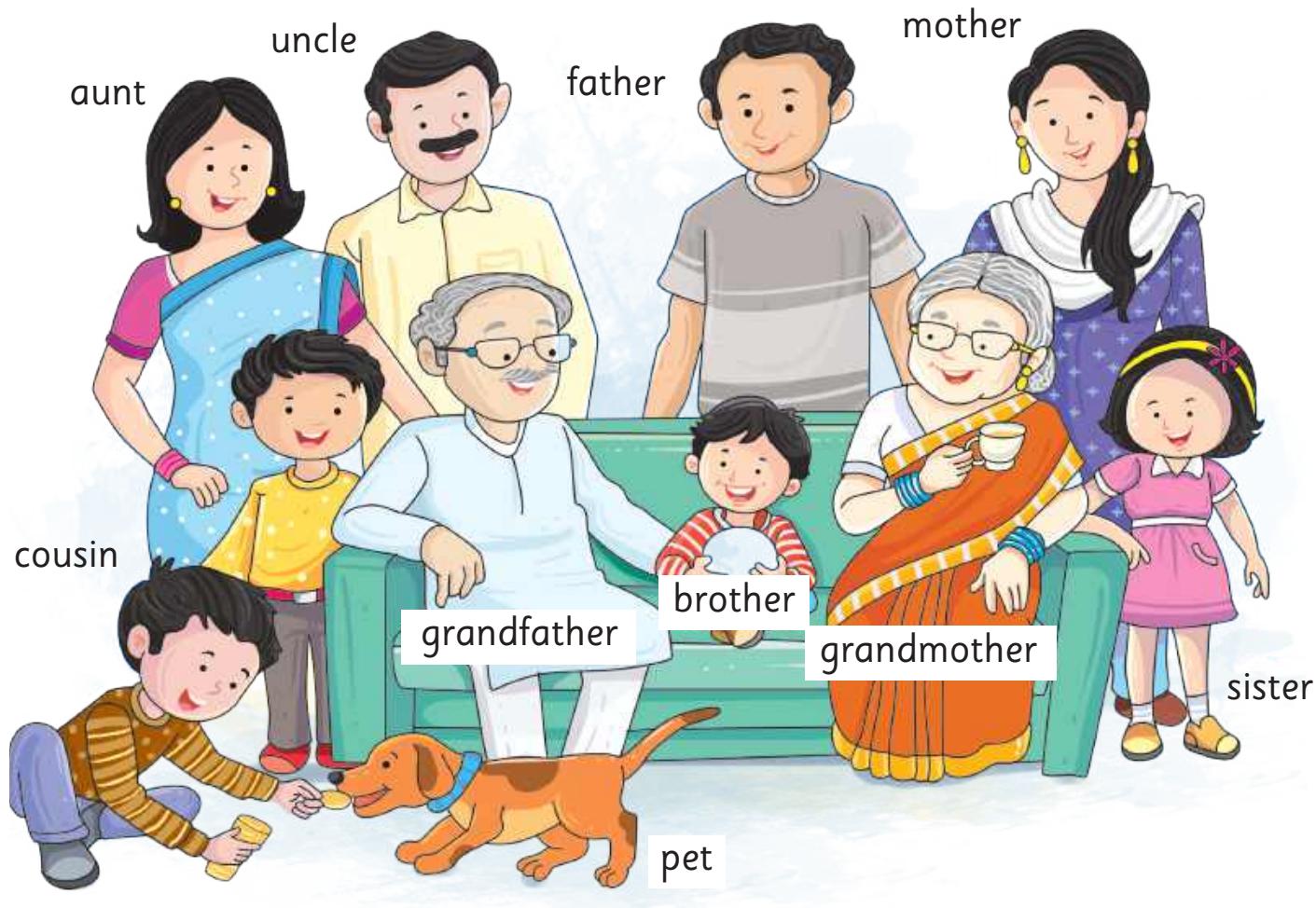


- Observation
- Critical thinking
- Creativity
- Fine motor skills



My Family

Look at the picture. Tick (✓) your family members.



Let's discuss.

1. How many members are there in your family?
2. What is your father's name?
3. Who plays with you?
4. Do you have a brother or a sister?

Teacher's Note

Encourage the children to talk about their family. Ask simple questions like: "Who is in your family?" "Who do you live with?" Let them point to family members in the picture and share their names. Appreciate their answers to build confidence and speaking skills.

Learning Objectives

- Observation
- Critical thinking
- Creativity
- Fine motor skills



6 Fun Time with Family

We love our family. We play together, eat together and stay together.

Tick (✓) the fun time you spend with your family.



Listening to stories



Talking to grandpa



Going on picnic



Celebrating birthdays



Watching TV



Playing with the pet

Teacher's Note



Encourage the children to share how they spend time with their family. Ask simple questions like: "What games do you play with your family?" "What do you like to do together?" Let them describe or act out their activities. Appreciate their answers to boost confidence, creativity, and speaking skills.

Learning Objectives



- Observation
- Critical thinking
- Creativity
- Fine motor skills

My House



There are different rooms in a house. Let's learn about them.



bedroom



kitchen



living room



dining room



bathroom

Match the things that belong to each room.



Bedroom



Kitchen



Dining room



Living room

Teacher's Note

Encourage the children to tell about different rooms in a house. Ask them which their favourite room is and why.

Learning Objectives

- Observation
- Matching skills
- Identification
- Visual discrimination



8 My School

This is my school. It has many rooms. See and understand.



principal's office



music room



classroom



library



computer room



washroom

Let's discuss.

1. What is your school's name?
2. What is your class teacher's name?
3. What do you like to do in your school?
4. How many children are there in your class?

Learning Objectives



- Observation
- Identification
- Communication
- Visual discrimination



Activity Time

Match the activities with the correct rooms.



washroom



classroom



computer room



library



Places around Us

Our neighbourhood has so many important places. Point to each one and say its name.



supermarket



school



police station



hospital



post office



bank



fire station



salon



bakery

People who Help Us

10

Every day, many people lend us a helping hand—let's meet them!



A **doctor** treats us when we are sick.



A **teacher** helps us learn to read and write.



A **barber** cuts our hair.



A **police officer** protects us and keeps us safe.



A **postman** delivers our letters.



A **firefighter** puts out fires and saves lives.

Teacher's Note

Show the children different pictures of helpers. Ask them to recognise them and tell their names.

Learning Objectives

- Observation
- Social skills
- Identification
- Visual discrimination



Activity Time

Draw lines to match the people you are likely to meet if you visit these places.



salon

firefighter



hospital

postman



school

doctor



fire station

teacher



post office

police officer



police station

barber

Teacher's Note



Tell the children the importance of these places in our neighbourhood. Also ask them which of these places they have in their neighbourhood.

Learning Objectives



- Observation
- Critical thinking
- Identification
- Visual discrimination

Plants around Us



11

Let's learn the names of different parts of a plant.

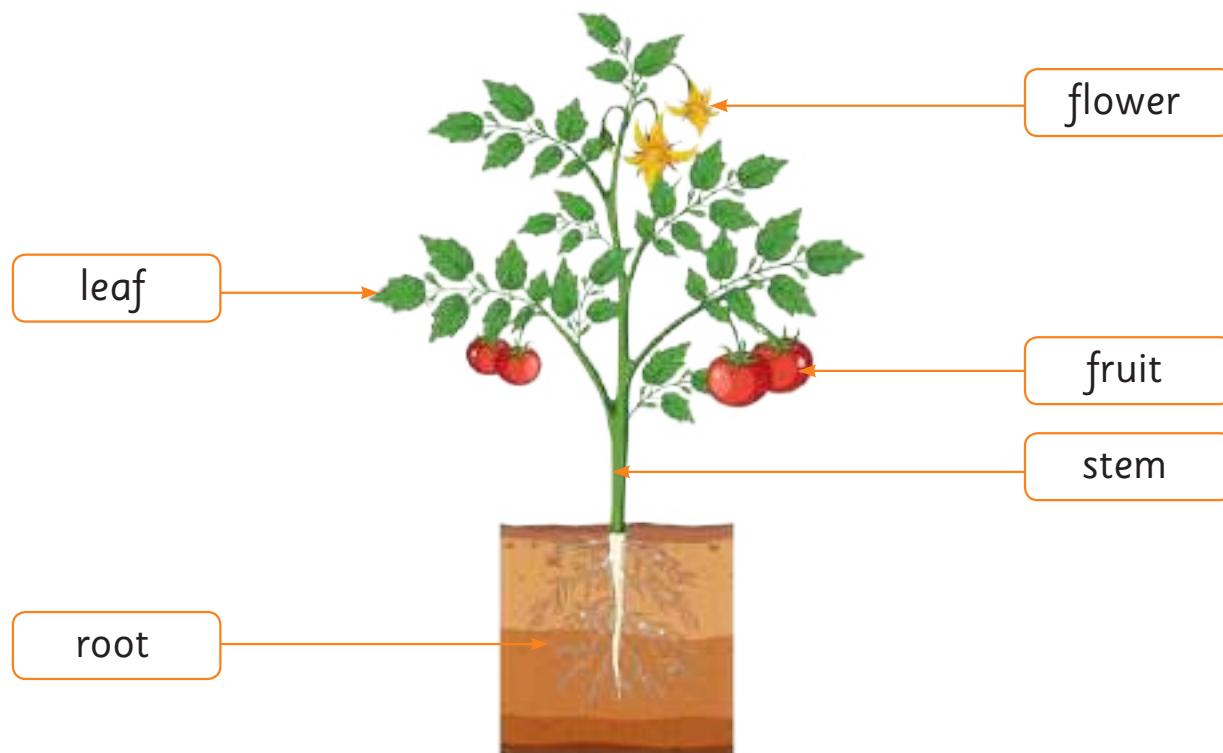
root

flower

leaf

fruit

stem



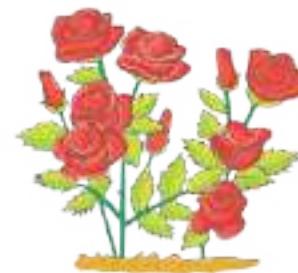
Have you seen these plants around you?



money plant



tulsi



rose

Teacher's Note



Show the children pictures of various plants and ask them to identify them. Ask them to name any five plants they have in their kitchen garden.

Learning Objectives



- Observation
- Critical thinking
- Identification
- Visual discrimination



12 Fruits and Vegetables

Fruits and vegetables are good for our health.



watermelon



pineapple



apple



cauliflower



potato



carrot

Look at the pictures of some fruits and vegetables. Write 'F' for fruits and 'V' for vegetables.



Teacher's Note



Show the children pictures of some fruits and vegetables other than shown above and ask them to identify them. Advise them to eat fresh fruits and vegetables.

Learning Objectives



- Observation
- Identification
- Fine motor skills
- Visual discrimination

Colourful Flowers



13

Say the names of these flowers. Match them with their shadows.

Column A



rose



marigold



sunflower



hibiscus



lotus



jasmine

Column B



Teacher's Note



Show the children pictures of some flowers and ask them to identify them. Ask them their favourite flower and its colour.

Learning Objectives



- Observation
- Classification
- Identification
- Visual discrimination



14

Domestic Animals

Domestic animals live around us. They also live on farms.



goat



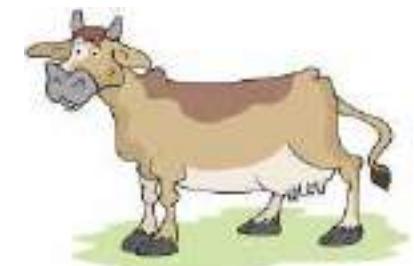
hen



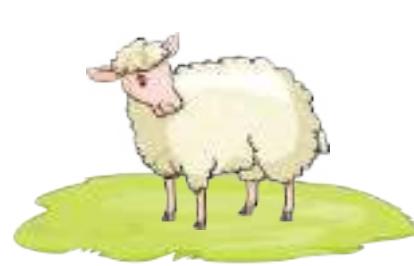
duck



horse

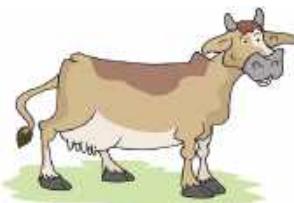


cow



sheep

Match the domestic animals with their shadows.



Teacher's Note



Tell the children about some more domestic animals. Tell them how these animals are useful to us. Encourage them to tell about the domestic animals they have in their home.

Learning Objectives



- Observation
- Fine motor skills
- Identification
- Visual discrimination

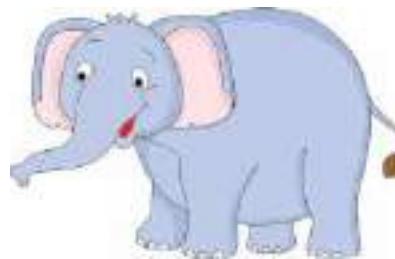
Wild Animals



Some animals live in the forests. They are called wild animals.



lion



elephant



zebra



deer



tiger



giraffe

Match the animals with their other half body parts.



Teacher's Note



Show the children the pictures of some wild animals and ask them to tell their names. Tell them about some more wild animals.

Learning Objectives



- Observation
- Identification
- Fine motor skills
- Visual discrimination
- Matching skills



16 Pet Animals

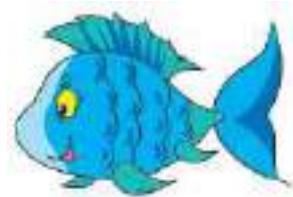
We keep some animals at our homes. They are called pet animals.



dog



cat



fish



cow



hen



goat

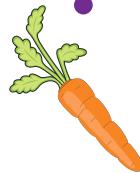


horse



rabbit

Match the pet animals with their favourite food.



Teacher's Note



Ask the children what pet animals they have at home. Encourage them to tell about their pet animals.

Learning Objectives



- Observation
- Identification
- Fine motor skills
- Visual discrimination

Animals and Their Homes

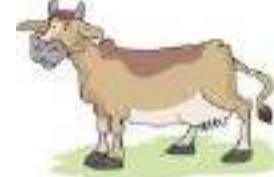


Just like humans, animals also need homes to live. Look at each home and match it to the correct animal.

Column A



Column B



Teacher's Note



Tell the children about some more animals and their homes.

Learning Objectives



- Observation
- Matching skills
- Identification
- Visual discrimination

Animals and Their Babies

Let's know about some animals and their babies.



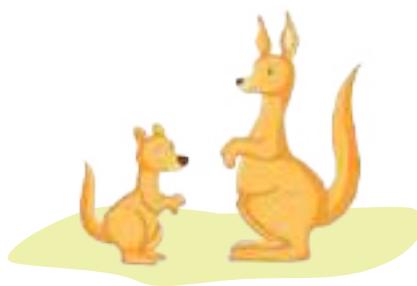
A cat and a **kitten**



A dog and a **puppy**



A cow and a **calf**



A kangaroo and a **joey**



A deer and a **fawn**



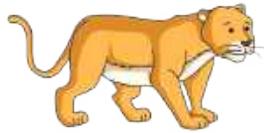
A lion and a **cub**

Match these animals with their babies.



•

•



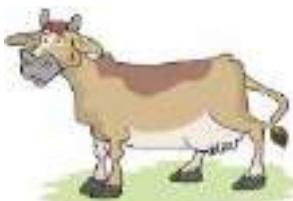
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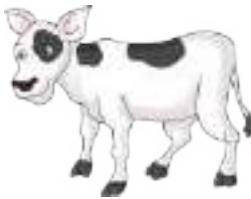
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•

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Teacher's Note



Tell the children about some more animals and their babies.

Learning Objectives



- Observation
- Fine motor skills
- Matching skills
- Identification
- Visual discrimination

Animals and Their Sounds



19

Animals also make some sounds.



Dog – bark



Horse – neigh



Duck – quack



Lion – roar



Cow- moo



Cat – meow

Circle the correct answer.

1. What sound does a dog make?

bark coo meow

2. What sound does a lion make?

roar baa moo

3. What sound does a duck make?

meow quack neigh

Teacher's Note



Engage the children in a 'listening and recognising the animal sound' activity. Play the sound of an animal and show them flashcards. The children will point to the correct picture and say it loudly three times.

Learning Objectives



- Observation
- Listening skills
- Critical thinking
- Identification
- Visual discrimination



20 Water Animals

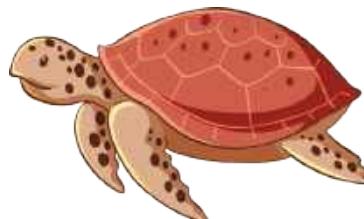
Some animals live in water.



octopus



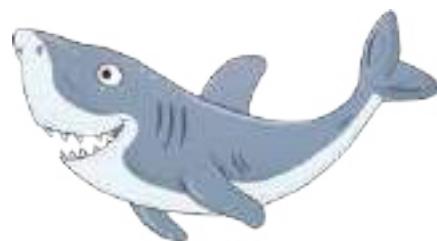
fish



turtle



dolphin

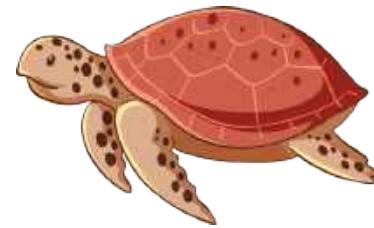


shark



seahorse

Match these water animals with their shadows.



Teacher's Note



Show the children pictures of some water animals. Ask them to tell their names.

Learning Objectives



- Observation
- Identification
- Fine motor skills
- Visual discrimination
- Matching skills

Birds

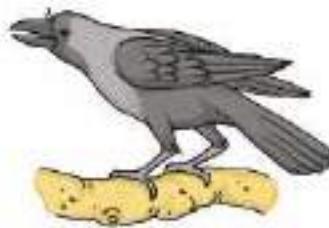


21

Birds are our feathery friends. Let's learn about some birds.



eagle



crow



swan



parrot



sparrow



peacock

Match these birds with their feathers.



eagle



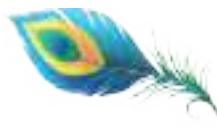
peacock



sparrow



parrot



Teacher's Note



Tell the children about some more birds. Tell them about some birds that can fly high, some birds that cannot fly high and some birds which cannot fly at all.

Learning Objectives



- Observation
- Fine motor skills
- Matching skills
- Identification
- Visual discrimination



Food We Eat

We get food from many different sources. Match each food item with its source.



Plants and trees give fruits so sweet,
Vegetables and grains we love to eat.
Cows give milk, and hens lay eggs,
Fish and honey, straight from their nests!

Food from farms, rivers, and seas,
Keeps us healthy and full of glee!
Thank you, nature, for all you give,
Helping us grow and happily live!



Meals of the Day



We eat three main meals in a day.



- We eat **breakfast** in the morning.
- Breakfast gives us energy.
- Example: Milk, Bread, Fruits, Eggs, etc.



- We eat **lunch** in the afternoon.
- Lunch keeps us strong.
- Example: Rice, Dal, Roti, Vegetables, etc.



- We eat **dinner** at night.
- Dinner makes us healthy.
- Example: Roti, Vegetables, Soup, etc.

Let's discuss

1. When do you eat your breakfast?
2. When do you eat your lunch?
3. When do you eat your dinner?
4. Which is your favourite dish?

Teacher's Note



Ask the children what they eat in their breakfast, lunch and dinner. Advise them not to skip their meals.



24 Food Safety

We should follow food safety rules. It keeps us healthy and safe from diseases.



Wash your hands before and after every meal.



Wash fruits and vegetables before eating them.



Keep your food and water covered.



Always drink clean water.

Tick (✓) the food which you will eat.



Teacher's Note



Ask the children to follow food safety rules. Tell them the importance of food safety rules.

Good Habits

25

We should follow good habits.



Get up early in the morning.



Exercise, jog or walk every day.



Take bath daily.



Throw garbage in a dustbin.

Tick (✓) the pictures that show good habits and cross (✗) the pictures that show bad habits.



Teacher's Note



Encourage the children to follow some good habits everywhere. Tell them that a child with good habits is loved by all.

Learning Objectives



- Observation
- Identification
- Visual discrimination

26

Safety at Home

We should follow these safety rules at home.



Do not play with fire.



Do not slide on the railing of the stairs.



Do not play in the kitchen.



Do not touch electrical objects.

Tick (✓) the objects we should not play with.



Teacher's Note



Encourage the children to follow safety rules at home to keep themselves safe.

Learning Objectives



- Observation
- Fine motor skills
- Matching skills
- Identification
- Visual discrimination

Safety at School

27

We should follow these safety rules at school.



Do not lean out of the window in a moving bus.



Do not jump off the chairs and desks.



Do not fight in the classroom.



Do not throw study materials in the classroom.

Tick (✓) the safe actions and cross (✗) the unsafe actions.



Teacher's Note



Read out these safety rules in the class and make the children understand the importance of safety rules at school.

Learning Objectives

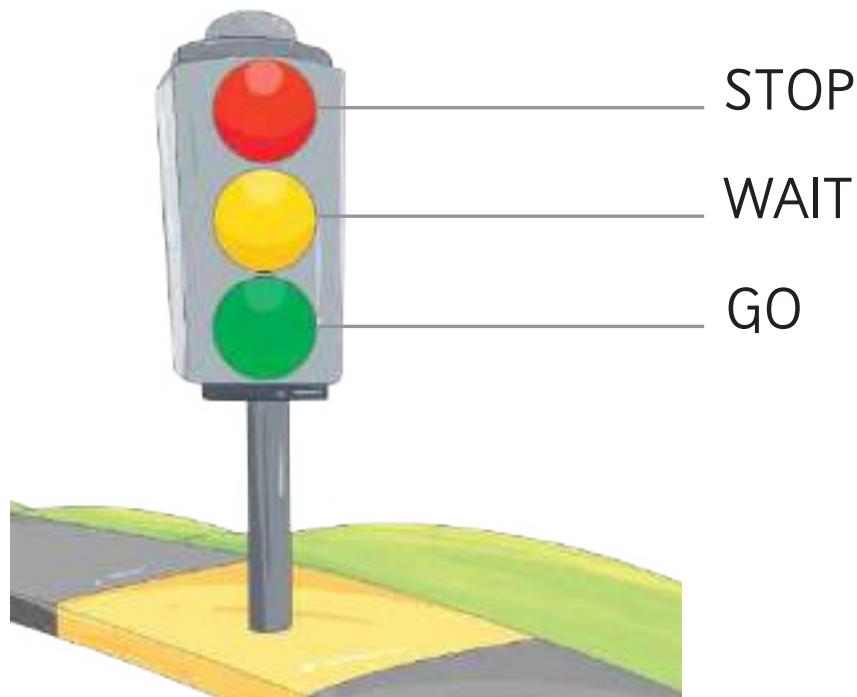


- Observation
- Safety habits
- Communication
- Identification
- Visual discrimination

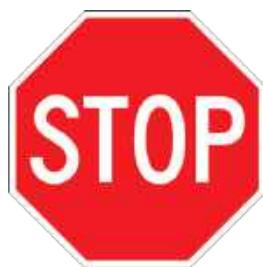


28 Traffic Signals

We see traffic lights on busy roads. They help us to cross the road safely.



Let us look at some road signs.



stop



no entry



school ahead



no parking

Let's discuss

1. Which colour of the traffic light says "STOP"?
2. Which colour of the traffic light says "WAIT"?
3. Which colour of the traffic light says "GO"?

Teacher's Note



Help the children to understand traffic light and different road signals. Make them understand how these signals help us.

Learning Objectives



- Observation
- Safety rules
- Fine motor skills
- Identification
- Visual discrimination
- Vocabulary building

Safety on Road

29

We should follow these safety rules on road.



Always cross the road with an elder.



Always cross the road at the zebra crossing.



Always stay on the left side of a road.



Do not run in front of a moving car.

Cross (✗) out the unsafe actions.



Teacher's Note

Explain these rules to the children in the classroom. Make them understand the importance of safety on the road.

Learning Objectives

- Observation
- Visual discrimination
- Identification
- Safety habits



30

Land Transport

Vehicles that run on land are called means of land transport.



bus



train



car



auto rickshaw

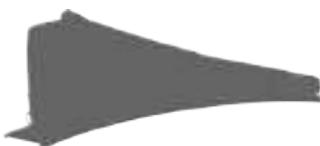


bicycle



motorcycle

Match the vehicles with their shadows.



Teacher's Note



Tell the children about the land transport in detail. Show them some pictures of land transport and ask them to identify them.

Learning Objectives



- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination

Air and Water Transport



Vehicles that travel in air are called means of air transport.

Air Transport



aeroplane



helicopter



hot air balloon

Water Transport

Vehicles that travel in water are called means of water transport.



ship

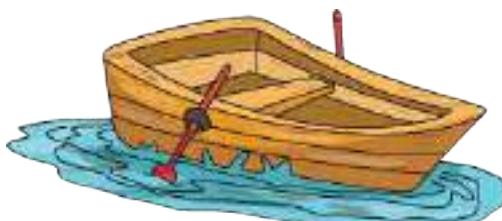


yacht



boat

Write L for land, A for air and W for water transport.



Teacher's Note



Show the children the pictures of some means of air and water transport. Ask them to identify them. Encourage the children to make paper boats and sail them in small pools.

Learning Objectives

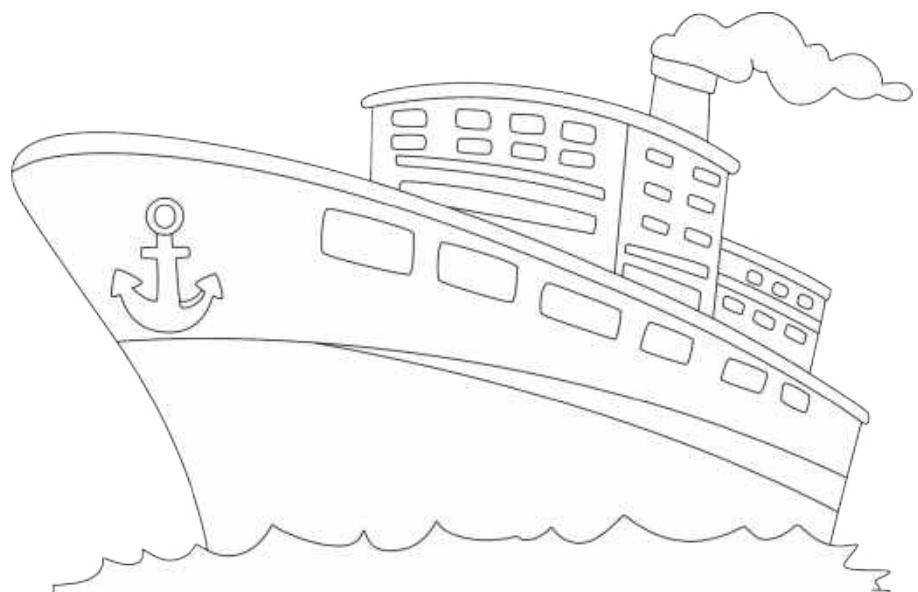
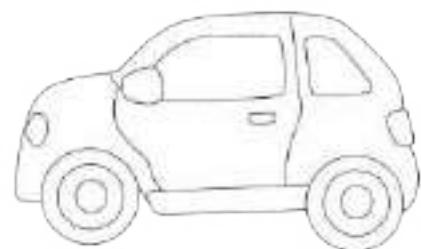
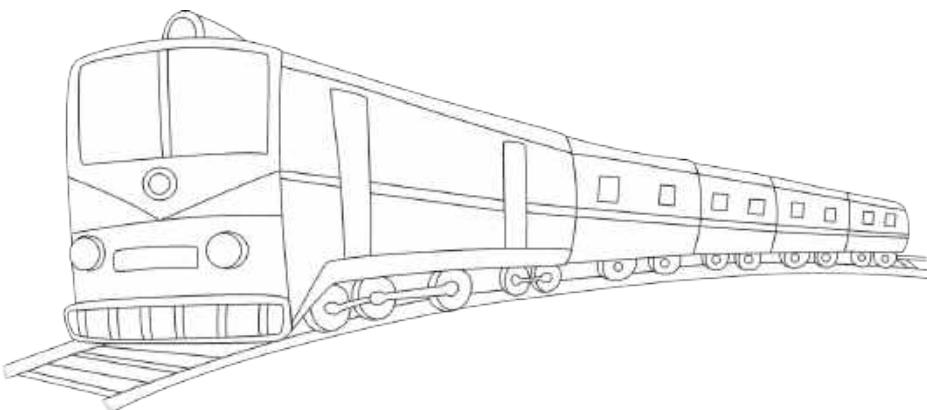


- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination



Activity Time

Identify the vehicles and colour them.



Machines

32

We see many machines around us. Say the names of these machines. Match them with the work they do.

Column A



iron



refrigerator



mixer grinder



washing machine



toaster



microwave

Column B



clean clothes



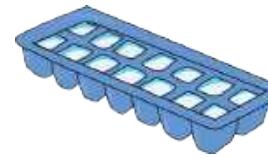
toast



hot bowl of soup



ironed shirt



ice



milkshake

Teacher's Note



Explain the children how machines help us to do our work easily and quickly. Advise them to handle these machines with care.

Learning Objectives



- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination



33

Water is Life

Water is precious. We need water for many things.



drinking



bathing



cooking



washing hands



washing car



washing utensils

Teacher's Note



Explain some other uses of water to the children. Advise them not to waste water. Tell them some tips to save water.

Learning Objectives



- Observation
- Critical thinking
- Identification
- Visual discrimination

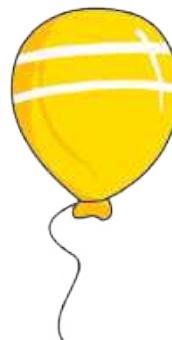
Air is Everywhere

34

We all need air to live. Air is everywhere. We use air for many things.



flying kites



blowing balloons



for breathing

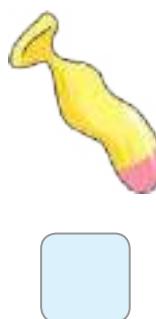


filling air in ball



filling air in tyres

Tick (✓) the pictures in which you see presence of air.



Teacher's Note

Help the children to know different uses of air.

Learning Objectives

- Observation
- Critical thinking
- Identification
- Fine motor skills



Activity Time

Match the Pictures with the Correct Use of Water.



•

drinking



•

bathing



•

cooking



•

washing
dishes

Summer Season

35

It is hot during summer season. Here are some things we use and see in summer.



ice-cream



cold drink



fan



cap

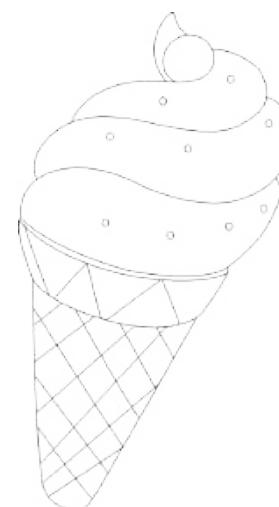
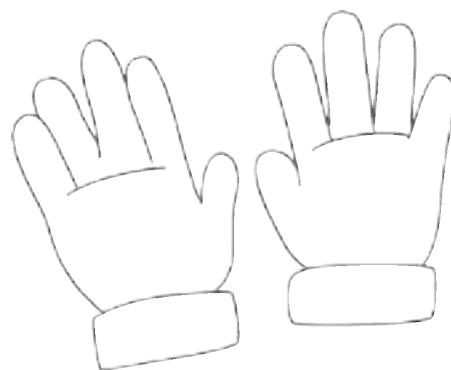


cotton t-shirt



shorts

Colour the thing you see in summer.



Teacher's Note



Ask the children what they like to eat or drink during summer. Advise them to stay indoors during hot summer days.

Learning Objectives



- Observation
- Critical thinking
- Fine motor skills

- Identification
- Visual discrimination



36

Rainy Season

It rains during rainy season. We see and use the following things in rainy season.



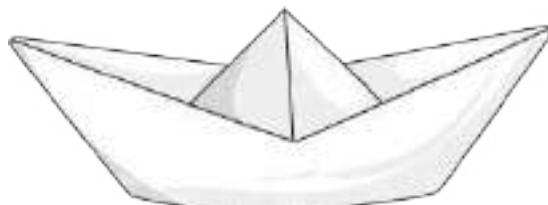
umbrella



raincoat



gumboots



paper boat



soup



Raindrops

Clouds so heavy, dark, and grey,
Send the rain to play today.
Pitter-patter, drip and drop,
Tiny raindrops, plip and plop!
Then the sun peeks out to shine,
Making rainbows bright and fine!

Teacher's Note



Encourage the children to make a paper boat and float it in the rain water.

Learning Objectives



- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination

Winter Season

37

It is cold during winter season. Here are some things we use and see in winters.



sweater



jacket



gloves



muffler



socks



bonfire

Circle the food items you like to eat or drink on a cold day.



Teacher's Note



Tell the children about some more things we use or eat or drink during cold days of winter.

Learning Objectives



- Observation
- Critical thinking
- Identification
- Visual discrimination



38 Indoor Games

Games that are played inside are called indoor games.



carrom



ludo



snakes & ladders



table tennis



chess



jigsaw puzzles

Which indoor game do you like to play? Draw or paste its picture.

Teacher's Note



Show the children the pictures of some more indoor games. Ask them to identify them and also ask which is their favourite indoor game.

Learning Objectives



- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination

Outdoor Games

39

Games that are played in a large area in a ground are called outdoor games.



football



cricket



hockey



golf



skipping



cycling



basketball

Match the games with their names.



Cricket



Basketball



football

Teacher's Note

Tell the children about some more outdoor games. Explain them the benefits of playing outdoor games. Advise them to play outdoor games everyday.

Learning Objectives

- Observation
- Vocabulary building
- Fine motor skills
- Identification
- Visual discrimination



Activity Time

Colour the pictures nicely. Also write the name of each game.

