

**A Report  
On  
Educational Intervention at Sukanya**

**Submitted to  
Sukanya Juvenile Justice Home  
Department of Women and Child Development  
Government of West Bengal**

**2025**



**Sahay Foundation**



### Preface:

Sahay Foundation, a non-profit charitable trust, aims to promote active ageing by harnessing the expertise of senior citizens for the betterment of society. "Sahay Path" is one such initiative that employs retired teachers to provide after-school-hours tuition to first generation learners. Two core subjects, English and Mathematics, are the focus of these tuition classes.

Children from underprivileged backgrounds, with little or no family member to guide them, find themselves at a disadvantage in their academic progress; be it coping with the school curriculum or picking up other life skills. Hence, it is important that they have access to resources and an ecosystem that enable them to learn and inspires them to realise their potential. It is with this vision in mind, that "Sahay Path" focuses on involving experienced teachers with proven track record so that quality education can be imparted.

Over the last three years, we have gained significant experience from running two "Sahay Path" learning centers and a one-time six months pre-board coaching at Jayatala High school at a remote village in Baruipur.

Recently, the Foundation was approached by *Sukanya*—a juvenile justice home run by the Government of West Bengal that provides shelter and rehabilitation to girl children rescued from difficult circumstances, with the goal of reintegrating them into society. In response, Sahay Foundation began its engagement with *Sukanya* in January 2025, offering foundational tuition in Mathematics and English.

Drawing from our experience over the past eight months, we undertook a close assessment of the situation at *Sukanya* and developed comprehensive lesson plans designed to address the diverse learning needs of the girls. These plans aim to strengthen their academic foundation, build confidence, and expand opportunities for their future.

We sincerely hope that this report on "Educational Intervention at *Sukanya*" proves valuable to stakeholders and to others working with children in conflict with the law.

Chairman

**Sahay Foundation**

Dated: 1<sup>st</sup> September, 2025

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## **Project Team**

### **Coordinators:**

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4. Smt. Sikha Rani Majumder, MBA.

### **Teachers:**

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# Educational Intervention at Sukanya: A Sahay Foundation Initiative

## Section - I

### Context:

Sahay Foundation has been running supplementary coaching centres aimed at improving proficiency in English and Mathematics among the children from underprivileged backgrounds. In early 2025, *Sukanya*, a Juvenile Justice Home managed by the Department of Women and Child Development, Government of West Bengal approached the Foundation for setting up a learning centre for its 65 inmates aged between 10 and 16 years.

Educating this group of children presented a unique set of challenges. Many of them faced trauma and lack of access to mainstream education. Within short period of their stay at Home, the children had to be guided for being able to achieve minimum level of learning in English and Mathematics that requires several years of learning in formal schools. Despite the absence of dedicated funding, Sahay Foundation chose to take up this critical initiative and launched the learning centre at Sukanya in January 2025.

### **Objectives of the project:**

After embarking upon the project, it was slowly realised that apart from the activity of teaching the inmates of the Home, the project offers an opportunity to undertake action research for addressing the questions of what is to be taught, how to teach, what not to teach and the support system needed for building up learning centres for the similar groups of children elsewhere. Accordingly, we proposed to pursue the following objectives through the Sukanya project.

- Improve the level of learning of the individual inmates from their current level to the level conforming to the nearest milestone of learning. There shall be arrangements for enabling the students to achieve the minimum levels of learning (MLL) of one of the three milestones, namely primary level (roughly class IV), upper primary level (Class VIII) and Madhyamik level (class X).
- Based on the research and the experiences of running the learning centre, prepare a report within March 2026 covering such issues as designing syllabus for attaining the level of learning for each of the three milestones mentioned above, pedagogy and the support system necessary for setting up similar centres. The long-term goal of the action research is to develop a model of a learning centre that may be replicated in other

homes run by the government or the NGOs to meet the educational needs of children of similar backgrounds.

## **Section II**

### **An Overview:**

Every child, regardless of his or her social or economic background, deserves access to quality education and a nurturing environment. This becomes even more imperative for children in conflict with the law or those requiring care and protection.

However, meaningful long-term educational outcomes in Juvenile Justice (JJ) Homes are constrained by three primary challenges:

- a) short duration of children's stay in the institution.
- b) Lack of structured follow-up mechanisms in the post-departure period.
- c) Inadequate long-term financial and infrastructural support.

To ensure sustainable impact, any intervention must extend beyond the children's time in institutional care. Reintegration into families and communities, supported by consistent mentoring and education, is the key to lasting change in life skills and academic learning.

With these factors in mind, Sahay Foundation began volunteering at Sukanya in January 2025. Two senior teachers with extensive experience, along with volunteers, engaged with 40–50 children over the first three months to understand the dynamics of the students' behaviour in educational environment.

Available research highlights that art and theatre can be powerful tools of inculcating life skills for children in conflict with the law. These creative media help them express lived experiences, process trauma, and foster emotional healing. At Sukanya, we observed a structured formal schooling system operating daily from 11:00 a.m. to 4:00 p.m., following the West Bengal Secondary Board syllabus. This was complemented by skill-building and art-therapy sessions – cooking, baking, drama, music, and dance – to facilitate the process of emotional and behavioural development of the children.

Soon after taking up the project, it was realised that there were significant disparities in academic preparedness of the students. While some students were preparing for their Class X board exams, others lacked even basic literacy and numeracy. Sahay Foundation's role was to supplement existing efforts by teaching English and Mathematics three times a week during school hours.

## **Initial Plan and Strategy**

To address the diverse academic needs, the intervention was structured in two phases:

- **Phase 1 (January–March 2025):** Focused on assessing learning levels and observing classroom behaviour to inform a structured teaching plan.
- **Phase 2 (April–June 2025):** Based on assessments and observations, targeted lesson plans were implemented for different learner groups.

## **Key Activities (January–March 2025)**

### **1. Learning Level Assessment:**

Diagnostic evaluations were conducted to benchmark each child's academic level against age-group peers.

### **2. Proficiency-Based Grouping:**

- *Group A:* 20 students at Class 7–9 level, guided towards Board exam preparation.
- *Group B:* 15 students at primary level, coached to bridge the gap between the present level and the level of Class 7.
- *Group C:* 10 students with no prior schooling, introduced to foundational literacy and numeracy based on Minimum Learning Levels (MLL) standards.

### **3. Engagement Challenges:**

Approximately 20 children were reluctant to attend classes, primarily due to homesickness or lack of interest.

### **4. Classes:**

Classes were held three days a week for three hours per day – 1.5 hours each for English and Mathematics.

### **5. Assisting teachers:**

The teachers engaged by Sahay Foundation delivered instructions in the classrooms based on the Board syllabuses. The Volunteers provided individual support, especially to students with behavioural or learning difficulties.

### **6. Continuous Monitoring:**

Academic progress and behavioural observations were documented regularly to improve delivery of instructions and the method of group restructuring.

## **Expected Outcome:**

The immediate goal was to raise the academic performance of students within the

constraints of their institutional stay, using differentiated instruction tailored to varied learning levels.

### **Progress and Evaluation (April 2025 Onwards)**

#### **1. Assessment Tests**

Assessment was done in April and May to measure progress of different groups of students.

#### **2. Lesson Planning**

Tailored lesson plans were developed, informed by both assessment outcomes and daily classroom interactions.

### **Insights gained after Phase 1:**

#### **1. High Turnover:**

Several children, particularly from Group A & B, were released. New inmates joined, necessitating constant regrouping and on boarding.

#### **2. Restlessness with Time:**

Children who remained beyond three months often displayed declining motivation and attention.

#### **3. Declining Attention Span:**

Students were generally focused during the first hour of class but lost concentration in the second half.

#### **4. Learning Gains:**

Encouragingly, 15-20% of students scored above 50% in internal assessments, suggesting meaningful progress.

A critical insight from this phase was the importance of compact, time-bound learning modules. Given the transitory nature of the children's stay, lesson plans needed to be designed for effective learning within 2-3 months.

### **Next Steps: Comprehensive, Modular Lesson Plan**

Based on ongoing feedback and classroom experiences, Sahay Foundation has developed a structured curriculum of 25-30 sessions per subject. These modules are designed to address the cognitive, emotional, and behavioural aspects of learning and can be quickly made relevant for new batches of children. The focus remains on delivering high-quality, need-based education that prepares children not only for academic attainments but also for smoother reintegration into society.

## **Section - III**

### **Challenges and learning outcomes:**

#### **1. Behavioural and Emotional Challenges**

- Many of the children had experienced trauma, neglect, abuse, and other adverse experiences, which significantly impacted their behaviour, emotional regulation, and engagement in the learning process.
- Frequent displays of aggression, defiance, and disruptive conduct were observed during classes.
- While some children displayed curiosity and energy, a large number appeared unmotivated or disengaged, often expressing feelings of anger, hopelessness, or apathy.
- Emotional concerns such as anxiety and depression further complicated their ability to focus and retain learning.
- Given the transient nature of their stay at the Home, minds of many children were preoccupied with the prospect of release, making it difficult for them to hold attention and interest in academic activities.

#### **2. Diverse Learning Needs**

- There was a wide variation in academic competencies, necessitating highly differentiated instructional strategies.
- Some children faced learning challenges, requiring individualised support which was difficult to provide consistently.

#### **3. Building Trust and Rapport**

- Establishing a safe, respectful, and supportive classroom environment while maintaining the structure and ensuring discipline proved to be a delicate and a balancing act.
- Cultural and linguistic differences among the students required teachers to adopt a culturally sensitive and inclusive approach.

#### **4. Systemic Constraints**

- Limited resources in terms of funding, trained personnel, and educational materials adversely affected the quality and consistency of instruction.

- An unfavourable student-teacher ratio hindered the possibility of providing adequate individual attention and support.

## 5. Safety and Security

- Teachers had to remain vigilant about safety and adhere strictly to institutional protocols to ensure a secure environment for both students and staff.

## 6. Ethical Considerations

- Maintaining confidentiality and respecting the dignity of each child were considered to be an important issue.
- Teachers were encouraged to participate in continuous professional development to refine methods suited for high-risk and emotionally vulnerable children.

## II. Learning Outcomes after Three Months

An evaluation was done at the end of the three-month period to assess academic progress in Mathematics and English. The outcomes reflect both skill development and a shift in attitude towards learning.

### 1. Teachers' Observations

- **Increased Confidence and Motivation:**
  - A noticeable increase in the willingness of some children to approach the blackboard and solve problems in front of peers.
  - Many students expressed a genuine interest in qualifying for exams and demonstrated improved classroom participation.
- **Development of a Problem-Solving Attitude:**
  - Students showed increasing interest in understanding and using concepts, especially those connected to everyday situations.

### 2. Subject-Wise Skill Enhancement

#### Mathematics:

- *Junior Section (Grades I–VII):*
  - A few students showed measurable improvement in foundational skills and scored reasonably well in assessments.
  - Key areas of learning included:
    - Application of mathematical operations in real-life situations involving money, length, weight, capacity, area, and time.
    - Basic understanding of fractions, decimals, and geometry.

- A few first-time learners grasped basic number systems and performed simple addition and subtraction using decimals.
- Practical application included tasks like managing a mock budget or calculating expenses while shopping.
- *Senior Section (Grades VIII–IX):*
  - Focus was on understanding core mathematical concepts such as algebra and geometry, aligned with secondary board examination requirements.
  - While the academic level was ambitious, several students showed genuine effort and interest in preparing for board-level topics.

### **English:**

- *Junior Section (Grades I–VII):*
  - An encouraging response was observed towards English learning.
  - Students made a little progress in reading, writing, and basic functional grammar.
  - Vocabulary was expanded significantly – more than 100 new words were learned, including names of fruits, flowers, verbs, and everyday objects.
  - First-time learners progressed from learning alphabets to recognizing and using simple English words.
- *Senior Section (Grades VIII–IX):*
  - Instruction was tailored to the board curriculum, focusing on grammar, comprehension, paragraph writing, and vocabulary relevant to the Class X syllabus.
  - The goal was to equip students with essential grammar lessons and comprehension skills for board exam readiness.

### **III. Assessment and Documentation**

An evaluation sheet was prepared for each child, capturing her learning levels in Mathematics and English. This assessment reflects not only the academic competencies developed over the three months but also provides insight into their behavioural growth in an educational setting.

## **Conclusion**

The learning centre at Sukanya has demonstrated that, even within a short period and under constrained conditions, meaningful progress is achievable, if the teachers are dedicated and the teaching approach is empathetic. The initiative underscores the importance of holistic educational models that combine academic instruction with emotional and behavioural support, especially for children from vulnerable and underprivileged backgrounds.

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# **APPENDICES**

# Appendix - I

## Teaching Guidelines:

**Mathematics:** The aim of Mathematics learning module to help students develop critical thinking, problem solving, and real-world application of the learning by engaging in practical mathematical concepts.

**Focus:** Emphasis on practical application of mathematical concepts in everyday life.

### **Content:**

- **Real-world scenarios:** Integrate mathematics into situations students encounter daily, such as budgeting, shopping, travel, and understanding data.
- **Data analysis:** How to interpret and analyse data presented in charts, graphs, and tables, which is crucial for making informed decisions.
- **Financial literacy:** Lessons on budgeting, saving and understanding interest rates.
- **Measurement and geometry:** Apply mathematical concepts related to measurement (length, weight, volume, time) and geometry (shapes, angles, areas) in practical contexts.

### **Activities:**

- **Project-based learning:** Encourage students to work on projects that involve solving real-world problems using mathematics, like designing a garden, planning a trip, creating a shopping plan etc.
- **Case studies:** Analyse real-life scenarios that involve mathematical reasoning and problem-solving, such as understanding interest rates.
- **Games and simulations:** Use math-related games and simulations to make learning a fun and engaging.

### **Skills developed:**

- **Self-awareness:** Improved self-confidence in mathematical abilities.

A few examples of Module Topics

- **Budgeting and Financial Planning:**
  - Tracking income and expenses
  - Creating a budget

- Calculating interest rates and loan repayments
- **Measuring and Geometry:**
  - Calculating areas and volumes of everyday objects
  - Designing a space or a room
- **Introduction to Algebra:**
  - Understanding Algebraic expressions
  - Addition, subtraction, multiplication, division of algebraic expression
  - Solving simple equations

**Minimum Level of Learning at the elementary level (first time learner) for Mathematics:**

- Introduction to number system, addition subtraction
- Ability to use and solve problems of daily life involving units of money, length weights, capacity, area and time'
- Ability to use fraction, decimal and percentage
- Understanding of geometrical shapes etc.

**English:**

English learning module aimed at helping students improve vocabulary, understanding grammar and sentence construction and application of learning in real life situations.

Details of the module for teaching English:

**Language learning:**

Active learning through context and consistent practice. Increasing vocabulary, learning grammar through simple sentence construction.

**Communication:**

Effective verbal and non-verbal communication, active listening, clear articulation, and expressing ideas confidently.

**Foster Collaboration and Teamwork:**

Design activities that require students to work together, share ideas, and learn from each other.

**Minimum Level of Learning at the elementary level (first time learner) for English:**

- Mastering of nine basic skills, viz. listening, speaking, reading and writing, comprehension of ideas, functional grammar, self-learning, language-use, add vocabulary.

## Appendix - II

### A comprehensive Lesson Plan for English and Mathematics:

#### English

| <b>Lesson Plan of Sukanya Room no.1 (Elementary level)</b> |   |   |            |
|--|---|---|------------|
| Sl No.   | Lessons   | e.g.                                      | Lecture    |
| 1  | Introduction to alphabets                               | Capital letters                           | 5 days     |
| 2  |   | Small letters                             | 5 days     |
| 3  | Word identification through pictures, surroundings etc. | Man, girl, door, window, tree etc.        | 10 Classes |
| 4  | Word making with three /four letters(Using vowel)       | Bat, Pet, Sit, Hot, Bun Etc.              | 10 Classes |
| 5  | Conception of this and that                             | 1. This is a pen<br>That is a table       | 2 Classes  |
| 6  | Concept of positive and Negative Sentences              | 1. This is a book.<br>This is not a book. | 2Classes   |
| 7  | Write About myself, my school, my family and my garden. |   | 4 Classes  |
| 8  | Vocabulary and spelling                                 |   | 2 classes  |
| 10   | Evaluation  |   |            |

| <b>Lesson Plan of Sukanya Room no.1 (Classes I to VI)</b> |   |  |           |
|---|---|--|-----------|
| Sl No.  | Lessons   | e.g.   | Lecture   |
| 1   | Conception of this and that                             | 2. This is a pen<br>3. That is a table   | 2 Classes |
| 2   | Concept of positive and Negative Sentences              | 2. This is a book.<br>3. This is not a book.                                     | 2 Classes |
| 3   | Word making with three /four letters(Using vowel)       | Bat, Pet, Sit, Hot, Bun Etc.   | 4 Classes |
| 4   | Write About myself, my school, my family and my garden. |  | 4 Classes |
| 5   | Revision of the above lessons                           |  | 2 classes |
| 6   | Names of daily usage things                             | Spices , beauty Products, food we eat, Vegetables, fruits, flowers, animals etc. | 4 Classes |
| 7   | Write about The Sun, The Earth and The Moon.            |  | 2 Classes |

|    |  |                    |           |
|----|--|--------------------|-----------|
| 8  | Explanation and revision of Above 7 Lessons              |                    | 4 Classes |
| 9  | Reading and writing of Simple Sentences                  |                    | 4 Classes |
| 10 | Evaluation ( writing skill and reading, listening skill) |                    | 2 classes |
| 11 | Comprehension of small paragraphs                        |                    | 4 Classes |
| 12 | Subject and predicate                                    |                    | 2 Classes |
| 13 | Vocabulary test  | Various word games | 4 classes |

A few topics discussed are as follows-

#### SUN:

- The sun is a big star.
- It is a hot ball.
- It gives us light and heat.
- It rises in the east.
- It sets in the west.
- The earth revolves around sun.
- The sun is the source of energy
- It lies in the center of the solar of solar system.

#### MOON:

- The moon earth's only natural satellite.
- It revolves around the earth.
- It takes about 27 days for one orbit.
- There is no air and water in the moon.
- We can see the moon at night.
- It gets light from the sun.
- It is covered with craters.
- The moon has different phases like new moon, Full moon, Dark fortnight.

#### EARTH

- Earth is the third planet from the Sun.
- It is a beautiful planet.
- It provides us with land, air, water and food to live.
- It revolves round the sun in 365 days.
- The earth takes one day/24 hours to rotate around its own axis.
- Around three-fourth of earth's land is covered with water. So, it is called the blue planet.
- The earth has only one natural satellite that is moon.

### Comprehension:

I know you. You are a grocer. You sell rice, dal, oil and salt. I buy sugar from you. Your shop is near the temple. You go to the town every Monday. You buy flour there. You come back in a boat with your bags. You send your son to the market. He buys potatoes for you. You rise very early in the morning and go to your shop. There you do your work and read the Ramayana. You are always busy. You close your shop late at night.

She is a little baby I am her brother She is only a year old. Her name is Uma. She can walk a little. She cannot run. She says, ma, baba and dada. She plays with the dog. The dog never hurts her. When she sleeps the dog sits by. The moon is up. Ma takes Uma out. Baby likes to see the moon. She smiles and claps her hand. She is happy. Ma sings a song and baby sings with her.

It is Sunday. The boy sits on a mat. His door is open. He reads a story - book. His friend comes in with his pet cat. A car goes by. It makes a noise. The cat jumps on the mat. She wants to play. The boys throw a ball. Look, how the cat runs after it! She is very glad. The boys never hurt the pussy cat.

The sun is up. The day is warm. The air is dry. I feel hot. I sit on the grass. The grass is green. The coconut trees in the garden are tall. The water in the pond is deep. I see a big fish in the pond. I wash my hands and feet in the water. I make a paper boat. See, how it floats in the water! I give it a push. Now it is in the deep water. I cannot reach it.

The old man is blind. I know him. He lives in a small hut. It is near my house. I see him everyday. He has a son. The old man calls him Ramu. Ramu cooks his food. Ramu gets fish from the pond. He has some land. There he grows rice and vegetables. He sells rice and buys cloth from the weaver. Ramu is very strong and a good boy. Everyone likes him.

The village has a good school. Ranu learns English there. Ranu has a little sister. She also goes to school. The English teacher is very kind. She takes the girls to her home. She has many books in her study. She shows picture from her books and tells stories of many countries. The girls also learn mathematics and science. The school has a nice playground. Ranu and her friends play football there. All the teachers come to watch the games. The school has hundred girls. During Durga puja the girls have a month's holiday.

*Person, gender, number-change and interrogative, negative sentence practice. (Make them understand the use of 's', 'ing' and 'will/shall' through questions and answers from the passage.)*

A man is singing at the door. Who is it? It is Kanai, the blind singer. I like his songs very much. Jadu, go and call him in. Your mother is coming with some milk and sweets. She always gives Kanai something to eat. Look! the dog is barking at Kanai. Kanai is afraid. Whose dog is that? Jadu, do not beat him. I think the dog is going to his master's house. Kanai, come and sit here. What song are you singing? Is it from the Ramayana? Jadu, why are you teasing your sister? Let her listen to the song. Call your aunt here. I think she is working in the store-room.

It is raining on the other side of the field. The trees look misty. The cows are running home and the crows are flying to their nests. The wind is full of moisture and we get the smell of the

earth. The sky is covered with dark clouds. Do you hear the patter of rain? Now, it is raining heavily. Oh! how nice it is! The bamboo leaves are all trembling. The birds are chirping in the garden. Where are the girls? Are they playing in the field outside? A few women are fetching water from the river? Go and ask them to hurry back. The daylight is fading and it still rains. The lane is narrow and dark. Mother is waiting for the girls at home.

### Lesson Plan of Sukanya Room no.3 (Classes VII to XI)

Parts of speech and their uses – 2 days

1. Noun
2. Pronoun
3. Verb
4. Adjective
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

Tenses and their divisions and subdivisions – 4 days

1. Present (simple, continuous, perfect, perfect continuous)
2. Past (same as present)
3. Future ( same as present)
4. Exercise – 1 day

Active and Passive Voice – 8 days

1. Present tense
2. Past tense
3. Future tense
4. Question sentences
5. Sentences with two objects
6. Exercises

Direct and Indirect Speech – 10 days

1. Present tense
2. Past tense
3. Sentences of universal truth
4. Question sentences with wh words and without wh words
5. Imperative sentences
6. Exclamatory sentences
7. Exercises

Transformation of sentences – 6 days

1. As soon as
2. No sooner than
3. Positive sentences
4. Negative sentences
5. Exercises

Paragraph writing – 3 days

1. Women's Day

|                        |
|------------------------|
| 2. Beautician course   |
| 3. Durga Puja etc.     |
| Conversation – 3 days  |
| Comprehension – 2 days |
| Revision – 4 days      |

**Mathematics:**

| Lesson Plan   |  |  |             |
|---|--|--|-------------|
| Mathematics Room - 1(Classes -I to IV): elementary level(MLL) |  |  |             |
| Week.   | Lessons  | e.g.   | Lecture     |
| 1   | Number system  | 1-10<br>11-20<br>21-30<br>.....up to 100<br>(odd, even, prime composite no., before -after, greater than-less than)  | Day-1 to 4  |
|   | Revision   |  | Day-5       |
|   | Revision   |  | Day-6       |
| 2   | Addition<br>Subtraction  | (small to big sums and simple problems)  | Day- 7-10   |
|   | Revision   |  | Day- 11     |
|   | Revision with problems   |  | Day-12      |
| 3   | Addition and Subtraction with decimal (using Rupees and paisa) | Small Addition and subtraction<br>o Class work given   | Day-13-16   |
|   | Revision   |  | Day-17      |
| 4   | Idea of different type of shape                                | Triangle, rectangle, circle etc.   | Day-18-19   |
|   | Idea of measurement  | Kilometer, meter, gram etc.  | Day-20-23   |
|   | Fun Games  | 1. Complete the pattern<br>a) 14,16, 18, ..., ...,<br>b)10,20,30,.....<br>c) 62, 67, 72,.....<br>d).... days make a week.<br>e)...3 <sup>rd</sup> day of the week. | Day-23 - 25 |
| 5.  | Clock time   | Know your clock  | Day 26-38   |
|   |  | Concept of time minute, second and hour  | Day 28-30   |
|   |  | Revision   | Day 30-35   |

| Lesson Plan                             |                                  |  |            |
|---|----------------------------------|--|------------|
| Mathematics Room - 1 (Classes -I to VI) |                                  |  |            |
| Week.                                   | Lessons                          | e.g.   | Lecture    |
| 1                                       | Number system                    | 1-10<br>11-20<br>21-30<br>.....up to 100<br>(odd, even, prime composite no., before -after, greater than-less than)                    | Day-1 to 4 |
|   | Revision                         |  | Day- 5     |
| 2                                       | Addition<br>Subtraction          | (small to big sums and simple problems)  | Day- 6-8   |
|   | Revision                         |  | Day- 9     |
|   | Revision with problems           |  | Day-10     |
| 3                                       | Addition = Multiplication        | ○ Idea of tables, why do we use tables   | Day-11-13  |
|   | Multiplication & division        | <ul style="list-style-type: none"> <li>• Tables 1- 10 and then 11,12,15,16</li> <li>• Sums with the use of brackets(BODMAS)</li> </ul> | Day-14-15  |
| 4                                       | Idea of different types of shape | Straight line, ray, Triangle, rectangle, circle, angle etc.  | Day-16-19  |
|   | Idea of measurement              | Kilometer, meter, gram etc.& problem sums  | Day-20-21  |
| 5                                       | Concept of L.C.M, H.C.F          | Concepts and sums  | Day- 22-25 |
|   | Concept of Fractions             | <ul style="list-style-type: none"> <li>• Concept of proper/improper fraction</li> <li>• Addition/ subtraction of fractions</li> </ul>  | Day- 26-28 |
|   | Concept of decimal               |  | Day- 29-30 |
| 6                                       | Activities                       | Fun Games  | Day 31     |
|   |                                  | Group activity (solving real time problem like budgeting, shopping accounts etc.)  | Day 32 -33 |
|   |                                  | Revision III   | Day 34-35  |

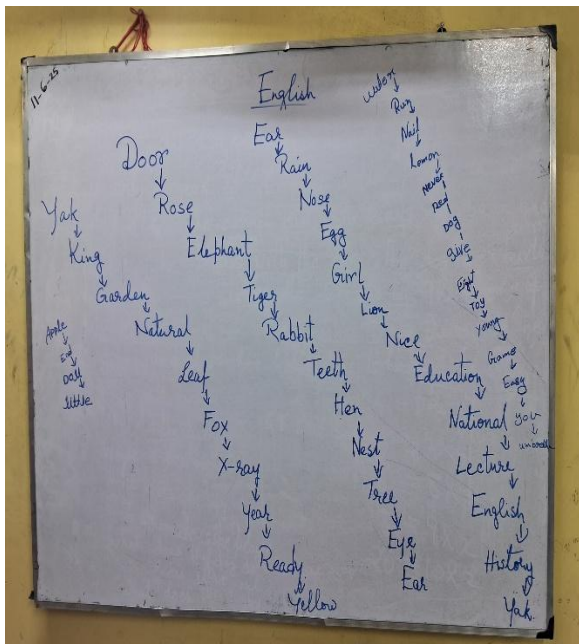
| Lesson Plan of Sukanya                  |  |   |             |
|---|--|---|-------------|
| Mathematics Room - 3(Class - VII to IX) |  |   |             |
| Week.                                   | Lessons                                    | e.g.  | Lecture     |
| 1                                       | Introduction of Algebra                    | <ul style="list-style-type: none"> <li>○ What is algebra</li> <li>○ Term,</li> <li>○ Variables</li> <li>○ Sign-polynomial</li> <li>○ Name of the polynomial</li> <li>○ Degree</li> <li>○ Polynomial or not</li> </ul> | Day-1-3     |
|   | Revision                                   |   | Day-4       |
|   | Revision                                   |   | Day-5       |
| 2                                       | Introduction of Geometry                   | <ul style="list-style-type: none"> <li>○ Point, Line, ray, Line Segment,</li> <li>○ Width different figure</li> <li>○ Parallel line, Intersecting lines, place</li> </ul>   | Day- 6-8    |
|   | Revision                                   |   | Day-9       |
|   | Example of different figure                |   | Day-10      |
| 3                                       | Like term, Unlike term                     | <ul style="list-style-type: none"> <li>○ Small Addition of binomial</li> <li>○ Class work given</li> </ul>  | Day-11      |
|   | Concept of angles                          | <ul style="list-style-type: none"> <li>○ Different types of triangles</li> <li>○ 5 types Drawing: Acute, Obtuse , Right, Straight, Reflex angle</li> </ul>  | Day-12 - 14 |
|   | Revision                                   |   | Day-15      |
| 4                                       | Idea of different type of shape            |   | Day-16-17   |
|   | Area, perimeter of rectangle , square Idea |   | Day-18-20   |
|   | Revision                                   | <ul style="list-style-type: none"> <li>○ Algebra multiplication</li> <li>○ Continuation of multiplication</li> <li>○ Area/perimeter</li> </ul>  | Day-21-30   |
| 5                                       | Statistics                                 | Preparing for board exam  | Six months  |
|   | Algebra                                    |   |             |
|   | Geometry                                   |   |             |
|   | Mensuration/arithmetic                     |   |             |

# Appendix - III

आकार का = ₹ 500 बीघार का  
 स.र. 2m = ₹ 490  
 Left / स.र. = ₹ 10  
  
 Ans - 20 बीघा मूले, 5 kg आरु = ₹ 100  
 30 बीघा मूले, 3 kg लैसा = ₹ 90  
 30 बीघा / kg, 1 kg = ₹ 30  
 ₹ 300 / kg, 1/2 kg = ₹ 150  
 ₹ 60 / kg, 2 kg rice = ₹ 120

4 = 2x2  
 6 = 3x2  
 8 = 4x2  
 9 = 3x3  
 10 = 5x2  
 12 = 6x2, 3x4  
 14 = 7x2  
 15 = 3x5  
 16 = 8x2  
 18 = 9x2  
 20 = 10x2

बीघार का  
 20 बीघा मूले, 5 kg आरु = ₹ 100  
 30 बीघा मूले, 3 kg लैसा = ₹ 90  
 30 बीघा / kg, 1 kg = ₹ 30  
 300 / kg, 1/2 kg = ₹ 150  
 60 / kg, 2 kg rice = ₹ 120



English  
 I know you. You are a girl. You sell rice. I do oil and salt. I buy sugar from you. Your shop is near the bus stop. You go to the bank every Monday. You buy your clothes there. You come back in a boat with your bags. You send your son to the school. He buys pencils for you. You rise very early in the morning and go to your shop. There you do your work and read the newspaper. You are always busy. You close your shop late at night.