Maths Magic

గణితంతో గమ్మత్తు

Class (తరగతి) - 2

Semester (సెమిస్టర్) - 1

Unit No. అధ్యాయం సంఖ్య	Name of the Unit అధ్యాయం	Month నెల	Pages పేజీలు
	Readiness Programme సంసిద్ధతా కార్యక్రమం *(Refer to Readiness book)*	*June - July* జూన్ - జూలై	
1.	*Shall we count* మనం లెక్కిద్దాం	*August* ఆగష్టు	*88-121*
2.	*Let us Add* కూడిక చేద్దాం	*September* సెప్టెంబర్	*122-151*
3.	*How much Left* మిగిలింది ఎంత	*September - October* సెప్టెంబర్ - అక్టోబరు	*152-187*
	Mind Map		*188*

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K5G3S1

Teacher corner

B6F5Y8

Student corner

NEP - 2020

According to NEP 2020 and the National Curriculum Framework for (NCF-FS) 2022, Mathematics learning in Classes 1 and 2 plays a key role in building a strong foundation for children. Children bring mathematical ideas from their daily life, home and surroundings and these experiences form the base for learning Mathematics. Early Mathematics focuses on understanding numbers, shapes, patterns, space and measurement, while also developing higher-order skills such as problem-solving, reasoning, visualisation, communication and making connections with real-life situations. Learning moves from simple to complex, helping children gradually build confidence and understanding. When Mathematics is taught in a joyful, activity-based and meaningful way, it develops conceptual clarity, logical thinking and a positive attitude, enabling children to enjoy learning and apply Mathematics in everyday life.

జాతీయ విద్యా విధానం – 2020 (NEP 2020) మరియు జాతీయ పాఠ్య ప్రణాళికా చట్రం (NCF-FS) 2022 ప్రకారం, 1 మరియు 2 తరగతుల్లో గణిత అభ్యసన పిల్లలకు బలమైన పునాది వేయడంలో చాలా ముఖ్యమైనది. పిల్లలు తమ ఇంటి పరిసరాల నుండి, రోజువారీ జీవితం నుండి గణిత భావనలను తరగతికి తీసుకువస్తారు. అదే గణితం నేర్చుకోవడానికి ఆధారం అవుతుంది. ప్రారంభ దశలో పిల్లలు సంఖ్యలు, ఆకారాలు, నమూనాలు, స్థలం, కొలతలు వంటి భావనలను నేర్చుకుంటారు. అలాగే సమస్యలను పరిష్కరించడం, తర్కించడం, ఆలోచనలను వ్యక్తపరచడం, జీవితానికి గణితాన్ని అన్వయించడం వంటి నైపుణ్యాలను కూడా అభివృద్ధి చేసుకుంటారు. గణితం సరళం నుంచి క్లిష్టం దాకా, ఆనందంగా, కృత్యాల ద్వారా నేర్పితే పిల్లల్లో అవగాహన, ఆత్మవిశ్వాసం పెరిగి, గణితం నేర్చుకోవడం పట్ల ఆసక్తి కలుగుతుంది.

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Domain: Cognitive Development

For class 1 & 2: Cognitive Domain focuses on how children think, understand, and use knowledge. In mathematics, it helps learners observe, compare, reason, and solve problems logically. Developing cognitive skills enables students to build number sense and understand mathematical concepts meaningfully.

CG-7 Children make sense of world around through observation and logical thinking	C-7.1	Observes and understands different categories of objects and relationships between them
	C-7.2	Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	C-7.3	Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	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 asequal sharing
	C-8.8	Recognises basic geometric shapes and their observable properties
	C-8.9	Performs 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

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NIPUN Lakshyas

Grade	Skills	Subject : Maths	
CLASS 2	సంఖ్యాజ్ఞానం	Counts objects and develops number sense up to 99.	పిల్లలు 99 అంకెల సంఖ్యా జ్ఞానాన్ని వస్తువులు లెక్కించడం ద్వారా పెంచుకుంటారు.
		Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations.	99 వరకు సంఖ్యల కూడిక / తీసివేత చేయడం. ఈ మొత్తం 99 సంఖ్యకు మించకుండా నిత్య జీవితంలో సమస్యలు పరిష్కరిస్తారు.
		Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x	గుణకారాన్ని పునరావృత సంకలనంగా, మరియు భాగాహారాన్ని సమాన విభజనగా. అర్థం చేసుకోవడం. భాగాహార నిర్మాణాలను ఎక్కాల ద్వారా తెలుసుకుంటారు.
		Estimates and measures length/distance/capacity using non-standard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance	ప్రామాణికం కాని సాధనాలైన కడ్డీ, పెన్సిల్, దారం, కప్పులు, చెంచాలు, మొదలైన వాటి యెక్క పొడవు, దూరం, బరువులను అంచనా వేస్తారు.
		Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc.	దగ్గర/ దూరం, లోపల/బయట, ఎడమ/కుడి, ముందు/వెనుక, పైన/ కింద వంటి ప్రాదేశిక భావనలకు సంబంధించిన పదాలను ఉపయోగించగలుగుతారు
		1. Create new patterns from different shapes and numbers. 2. Performs simple transactions using money up to INR 100.	1. వివిధ ఆకారాలు మరియు సంఖ్యల నుండి కొత్త అమరికలను తయారు చేయగలరు. 2. 100 రూపాయల వరకు లావాదేవీలు చేయగలరు.

గమనిక : NIPUN పునాది అక్షరాస్యత, సంఖ్యా జ్ఞానం సాధించడం పై పని చేస్తున్న మిషన్. ఇది ప్రాథమిక తరగతులలో సంవత్సరాంతానికి విద్యార్థులు సాధించవలసిన లక్ష్యాలను నిర్దేశించడం జరిగింది. వీటిని ప్రతి విద్యార్థి సంవత్సరాంతానికి సాధించాలి.

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UNIT 1

Shall we count

H5I8G4

Learners will be able to :

- Identify the numbers below 100.(CG-8)
- Understand the Place value and Face value of 2-digit numbers.(CG-8)
- Arrange the 2-digit number in ascending and descending order.(CG-8)
- Read and write the 2-digit numbers in words and vice versa.(CG-8)
- Compare the 2-digit numbers using with appropriate symbols. (<, =, >)(CG-8)

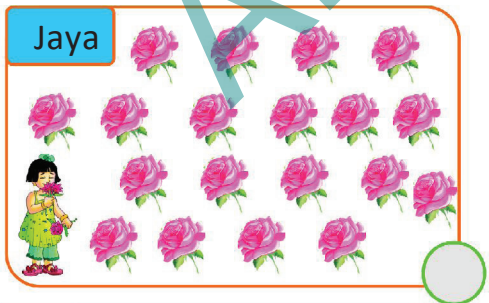
Observe the beside picture.

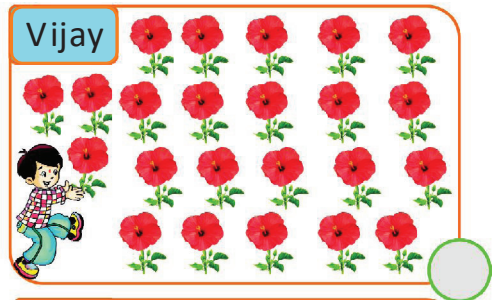


Children collected flowers on the occasion of Independence day to decorate the school. There are making garlands with the flowers. Now, count and write the number of flowers collected by them.

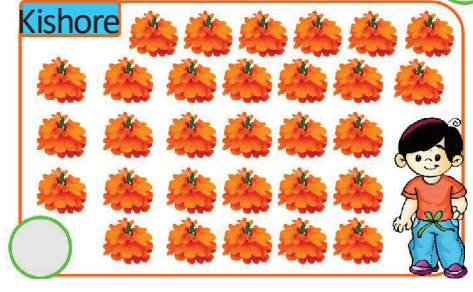
Let the students talk about the picture.

Observe the following pictures given below, count and write who collected how many flowers.









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Making the flower garlands (Expanded Form).

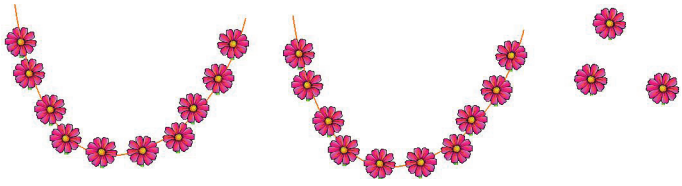


Vijay gave 23 flowers to Devi and asked her to make garlands of 10 flowers in each.



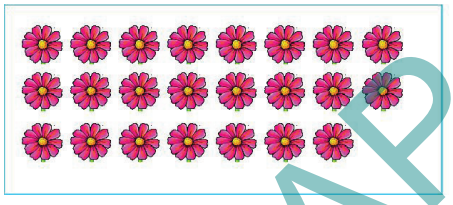
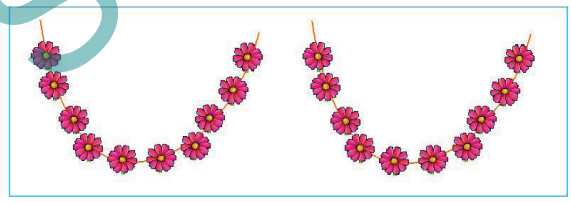
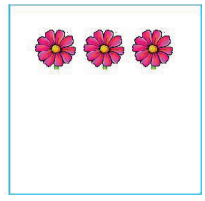
23 flowers =2 garlands + 3 flowers

Observe the garlands made by Devi.





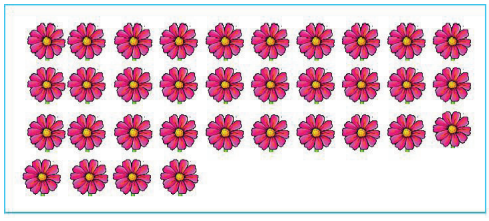
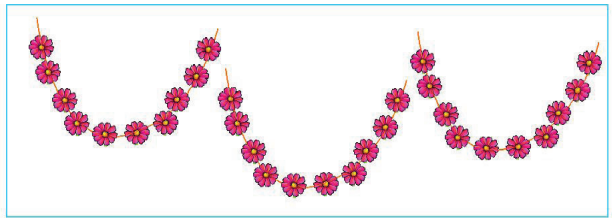
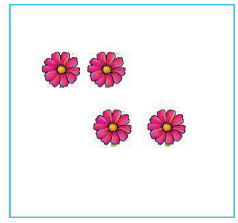
1. How many flowers are there in total?
2. How many garlands made by Devi?
3. How many flowers are left with Devi?

Flowers given by Vijay		Flowers in garlands made by Devi		Flowers left
				
23	=	20	+	3

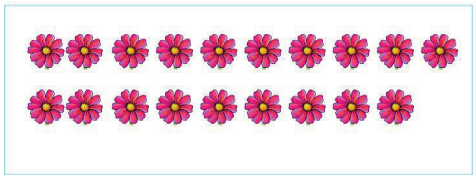
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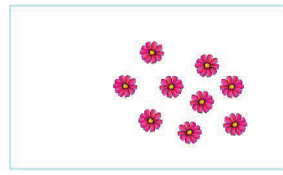
Do these

1) Help them to make garlands with flowers brought by the children.

a) Flowers brought by Mary		Flowers in garlands made by Mary		Flowers left
				
34	=		+	

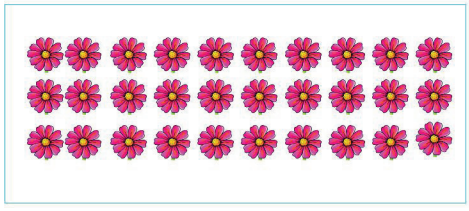
b) Flowers brought by Jaya Flowers in garlands made by Jaya Flowers left





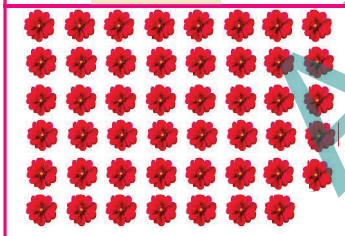
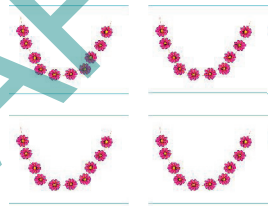
19 = ☐ + ☐

c) Flowers brought by Kishore Flowers in garlands made by Kishore Flowers left



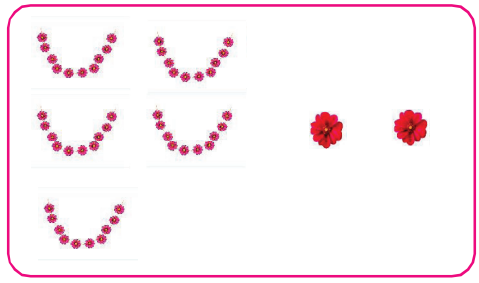

30 = ☐ + ☐

Expanded Form

Collected flowers	Garlands(Tens)	Spare flowers(ones)	Total
 23			20 + 3 = 23
 47			..... + ... =

How many flowers are there in the picture? ( )

a) 60 b) 47 c) 52



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Match the following.

A. 80 Chikoos



B. 72 Chikoos



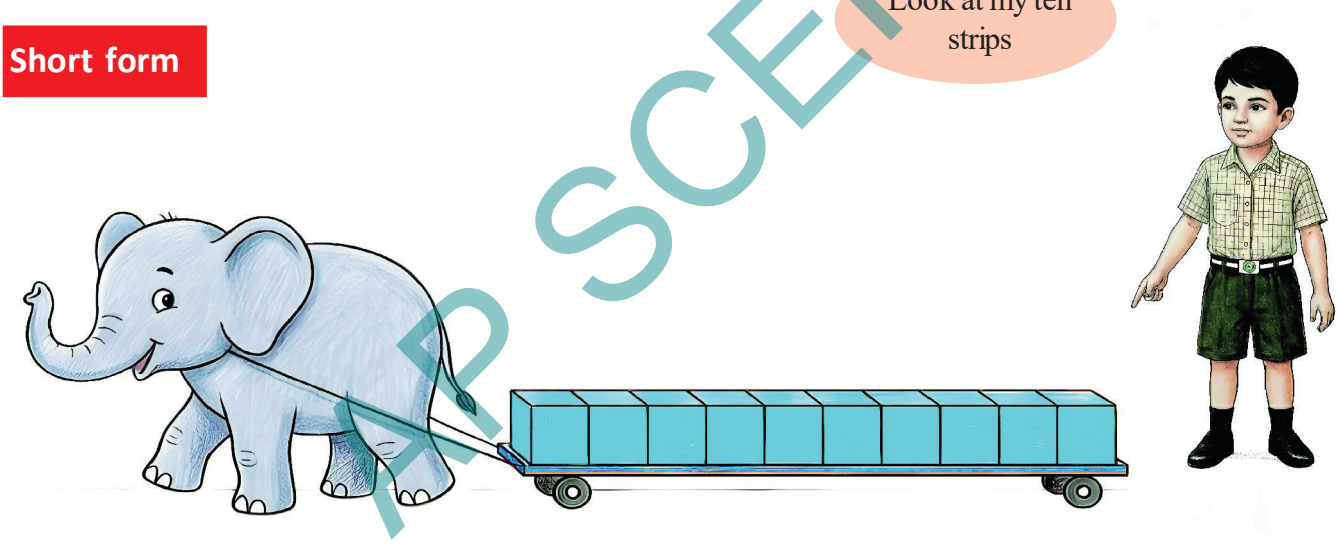
C. 56 Chikoos



D. 28 Chikoos

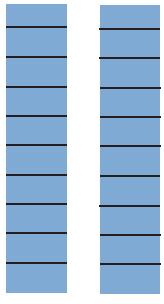


Short form

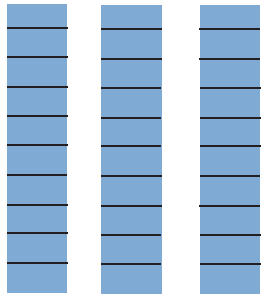


Can you tell how many units are there in this ten strip?

1 ten strip = _____ unints



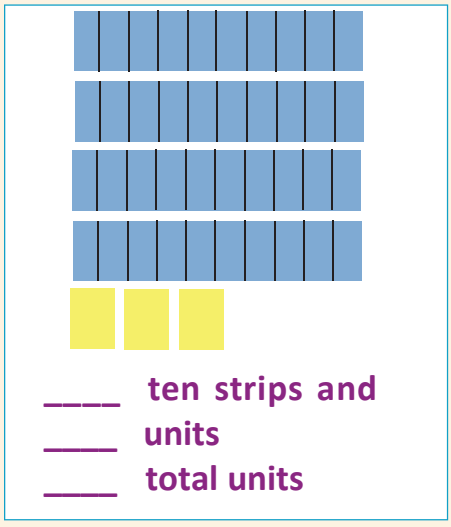
2 Ten Strips = 20 Units



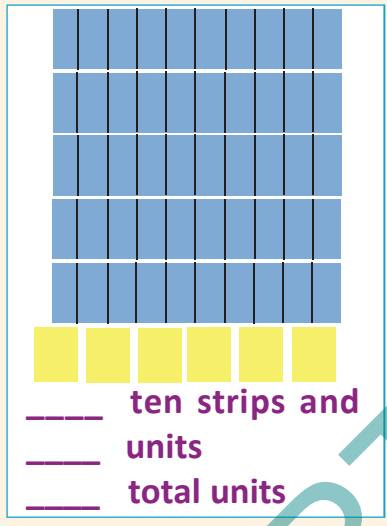
3 Ten Strips = 30 Units

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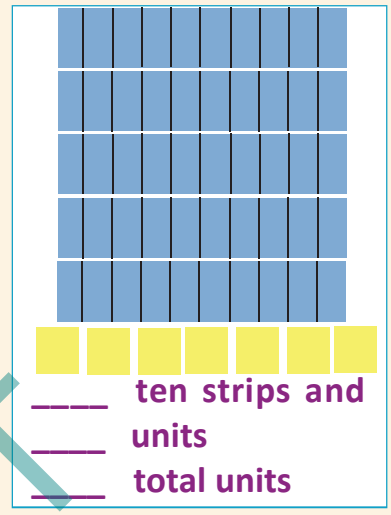
Do these



____ ten strips and
____ units
____ total units



____ ten strips and
____ units
____ total units



____ ten strips and
____ units
____ total units

No. of ten strips	Ones	Expanded form	Total(Short form)
2	5	20 + 5	25
6	8	☐ + ☐	☐
1	9	☐ + ☐	☐

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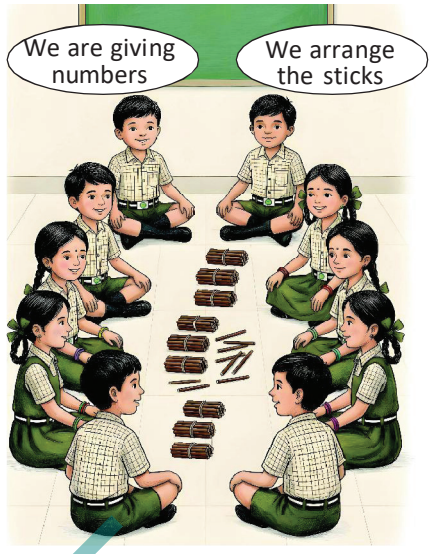
1. Find the expanded form for 73? ( )

   a) 30 + 7 b) 70 + 3 c) 7 + 20

2. Find the short form for 50+8 ? ( )

   a) 58 b) 85 c) 508

Number Making Activity with sticks



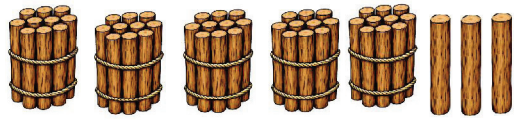
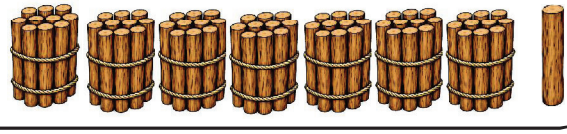
- Make the class into two groups A and B.
- Provide Nine bundles of sticks each bundles has ten sticks. Nine indivudal sticks and rubber bands.
- Group A says aloud a two digit number for example: "25"



- Group B uses the sticks to represent the number 25 with bundle and individual sticks.
- They can place 2 bundle of 10 sticks and then place 5 individual sticks
- Write the number name in black board.
- Now its turn to B group
- Vice versa.

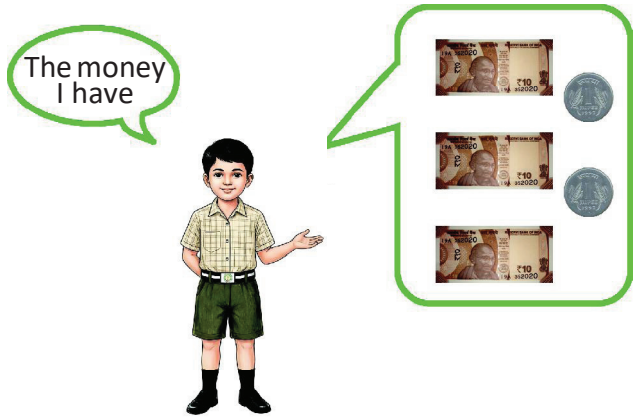
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Match the following.

Seventy One	53	
Fifty three	30	
Sixty two	71	
Thirty	62	

Place value and Face value





	Tens	Ones
₹ 23 =	2	+ 3

The number in ones place = 3
Place value of 3 is '3 ones' = 3
The number in tens place = 2
Place value of 2 is '2 tens' = 20

	Tens	Ones
₹ 32 =	3	+ 2

The number in ones place = 2
Place value of 2 is '2 ones' = 2
The number in tens place = 3
Place value of 3 is '3 tens' = 30



Why is the place value of 2 different in the above two numbers 23 and 32?



Wherever 2 is placed, the actual value remains the same. This value is called Face value.



The place value changes according to the place of the digit in the number.

Note : Place value depends on the place at where the digit is.
But the Face value is same wherever it is.

Tens	Ones
2	4

Place value of 2 = 20
Face value of 2 = 2

Place value of 4 = 4
Face value of 4 = 4

AP SCERT

Do these

1.Write the Place value and Face value of 3 and 8 in 38.

Sol:

Tens	Ones
3	8

Place value of 30 = ...

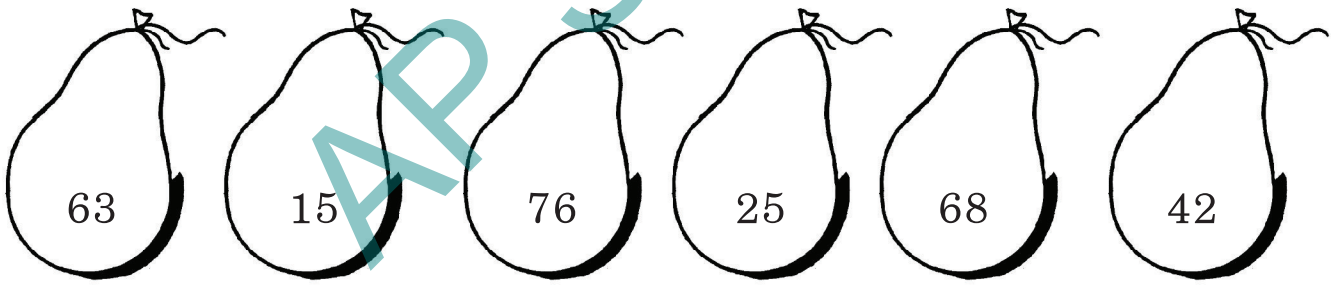
Face value of 3 = ...

Place value of 8 = ...

Face value of 8 = ...

2. Use the colour code to colour the balloons.

Orange : 5 in the ones place	Green : 2 in the ones place
Blue : 7 in the tens place	Brown : 6 in the tens place.



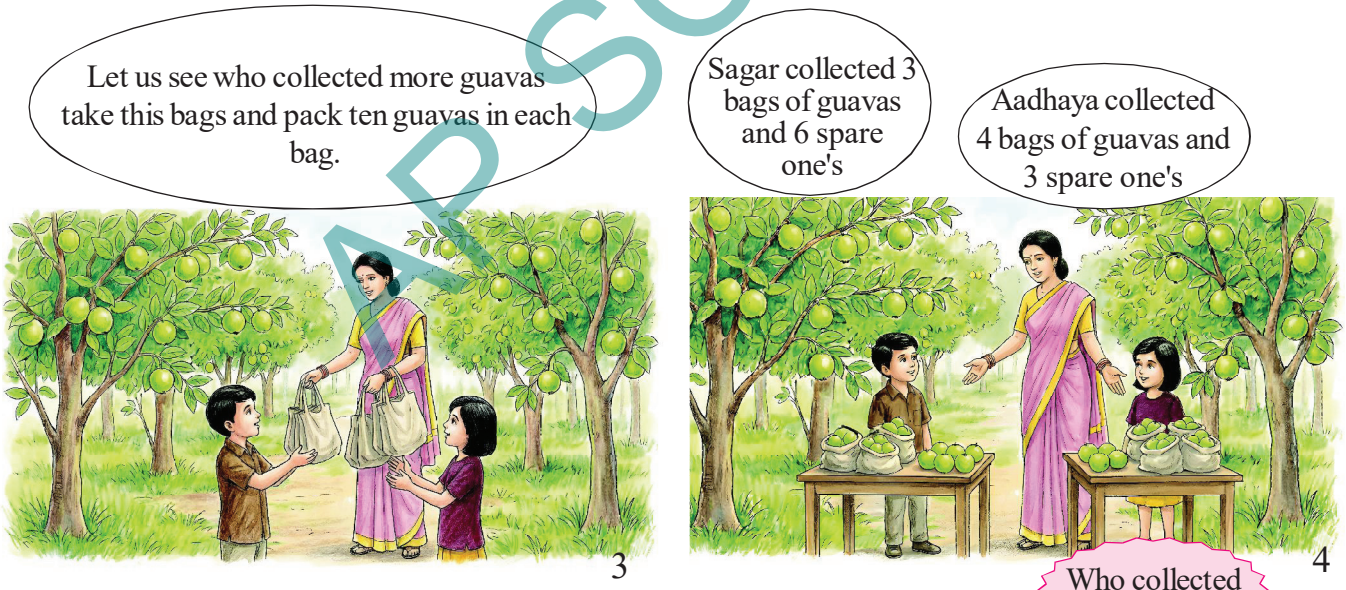
3. Match the following.

3 Tens 2 Ones	46
Forty six Ones	1 Ten 9 Ones
19 Ones	32 Ones

AP SCERT

Comparison of numbers





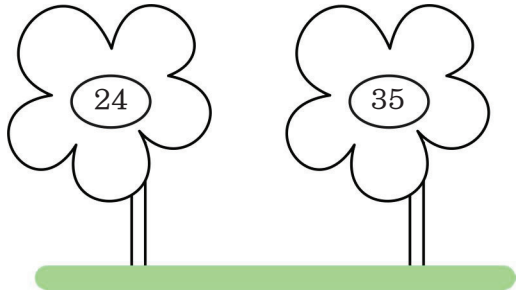
To compare 2 numbers, we have to compare highest placed digit first.

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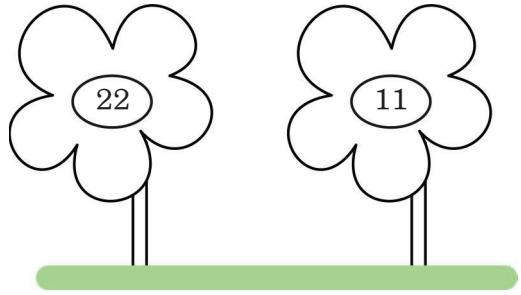
Do these

1. Colour the flower having the bigger number.

a)

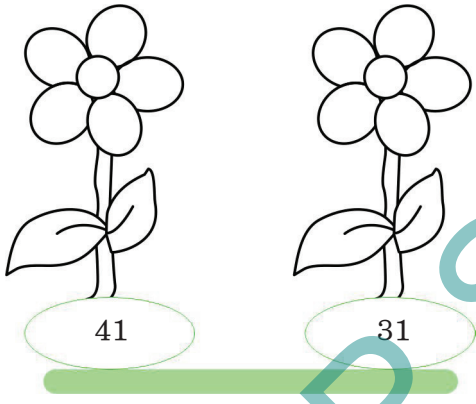


b)

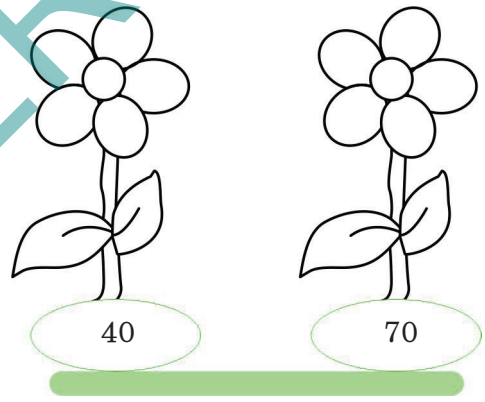


2. Colour the flower having the smaller number.

a)

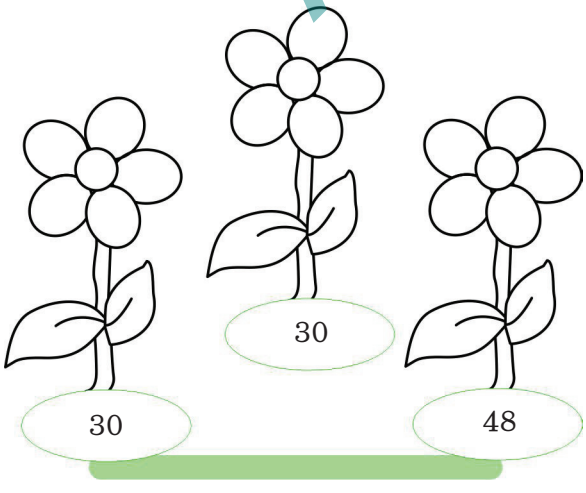


b)

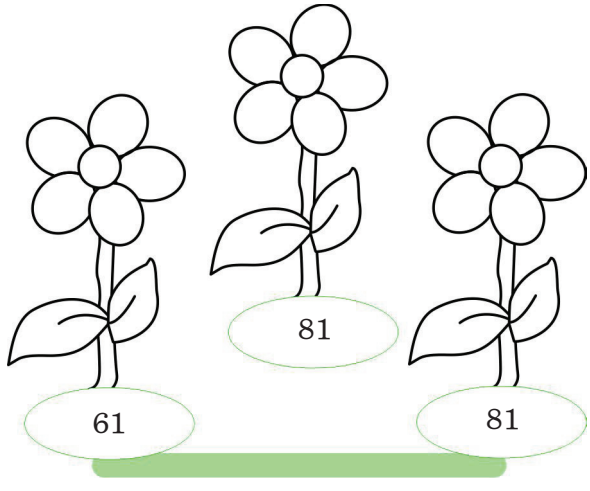


3. Colour the flowers having the equal numbers.

a)



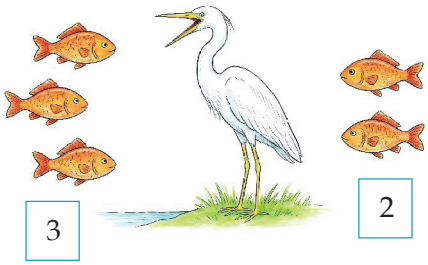
b)



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Introduction of <, > and =

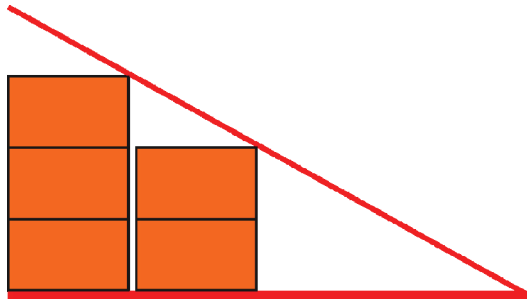
I eat more fish.



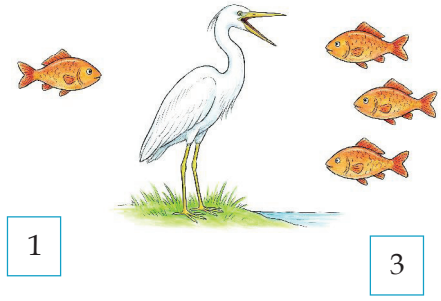
3 is greater than 2

3 > 2

'>'is greater than.



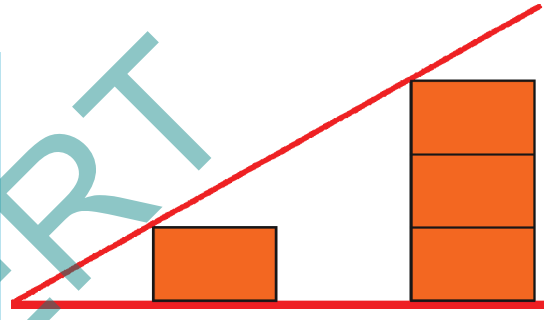
I don't eat less fish.



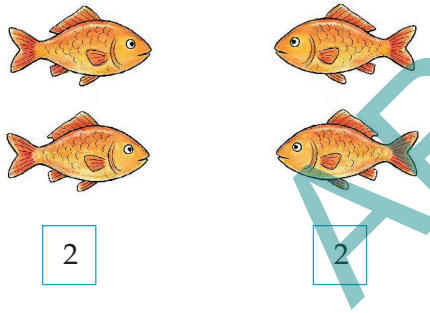
1 is less than 3

1 < 3

'<'is less than.



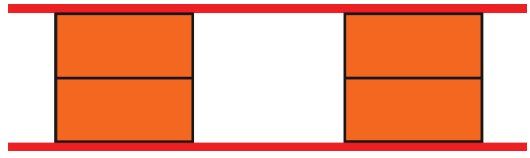
Both are equal.



2 is equal to 2

2 = 2

'='is equal to



APSCERT

- Choose the correct symbols (<, >, =)in the boxes given below.

Example : 1) 14 > 8 2) 9 < 12 3) 16 = 16

1) 14 ☐ 7 2) 41 ☐ 31 3) 18 ☐ 23

4) 21 ☐ 21 5) 57 ☐ 47

- Choose the correct mathematical symbol. 53 ☐ 63 ( )

a) < b) > c) =



Activity: Making 2 - digit numbers with number cards.

Number cards 0 1 2 3 4 5 6 7 8 9

Step : 1 To make a 2 - digit number take one set of number cards from 0 to 9.

Step 2 : Ask a child to pick up any card from 0 to 9. Example: 2

Step 3 : Ask another child to pick up a card from 0 to 9 and put it beside the first number card. Example : 5

Step 4 : Two numbers can be made using the two digits.

Those are 2 5 = 25 and 5 2 = 52

In the above two numbers, The bigger number is 52 and smaller number is 25.

Comparison: 25 < 52 and 52 > 25.

Example : 1. Write down the 2 - digit numbers with the given digits and compare them.

The numbers that can be written using the digits 4 and 5 are

a) 45 b) 54

Comparison of 45 and 54:

45 ☐ 54 54 ☐ 45

Do these

1. Write and compare the 2-digit numbers with 3 and 7.

   Numbers that can be written using the digits 3 and 7 are

   a) _____ b) _____

Comparison

a) ☐ < ☐ b) ☐ > ☐

2. How many 2-digit numbers can you prepare by using 5, 8? ( )

   a) 3 b) 2 c) 4

3. The numbers you can prepare by using 6, 3 are? ( )

   a) 63,36 b) 63,63 c) 36,36

APSCERT

Ascending Order and Descending Order:

Teacher : Children, Look at the picture. How the children are standing?

Children: Children are standing in a row as per their heights.

Teacher :Yes, children are standing in the shortest height to tallest height. Same way numbers are arranged from the smallest to largest number is called Ascending order.



Ascending order

Example : 12,23,38,57

Observe, the backside trees they are in tallest tree to smallest tree. This arrangement is called Descending order.

Descending Order

Ex : 57, 38, 23, 12

ARSCERT

Do these

1. Arrange the given numbers in the ascending order in the space provided.

A) 30, 50, 20

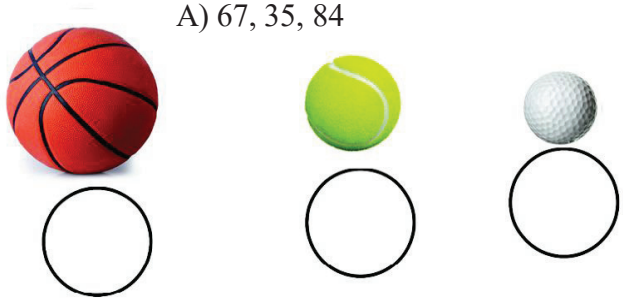


B) 61, 48, 92



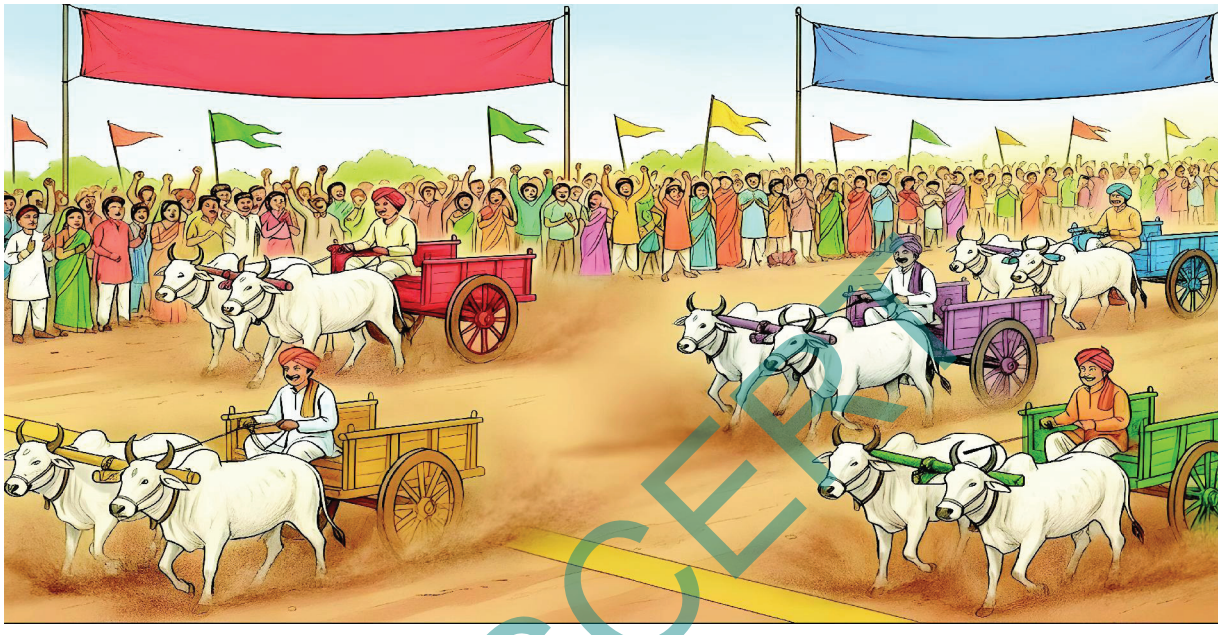
2. Arrange the given numbers in the descending order in the space provided.

A) 67, 35, 84



Introduction of Ordinal Numbers

In Andhra pradesh, Sankrathi festival is celebrated through famous bullok cart race called Edlabandi poteelu. The race has nearly come to an end. Look at the picture and observe the position of each bullock cart.



1. Which colour bullock cart came first in the races ? _____

2. Which colour bullock cart is likely to come third ? _____

3. At which position green bullock cart is _____

APSCERT

Index number :

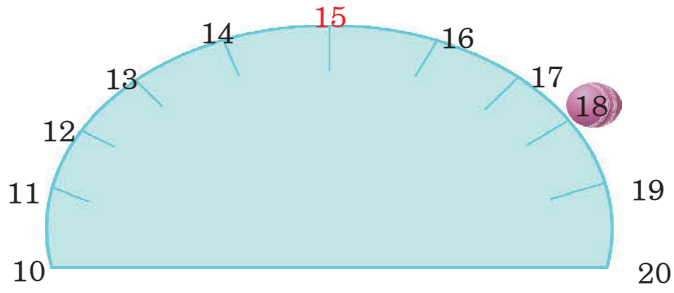
Discuss with students about various places where they can see numbers as labels or names around them.

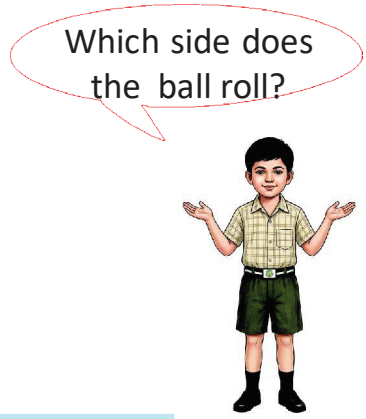
Example :

Train Number, Bus Number, House Number, etc.,



Rounding off Numbers





Example : Round off 18 to the nearest tens

10	11	12	13	14	15	16	17	18	19	20



Round off 18 to the nearest 10s

Step - 1 : We see 18 is in between 10 and 20.

Step - 2 : Identify the mid number between 10 and 20. It is 15.

Step - 3 : The number 18 comes after 15 and is nearer to 20.

Step - 4 : Round off 18 to the nearest tens is 20.

So, 18 is nearest to 20.

Round off 43 to the nearest tens:

The mid number between 40 and 50 is 45 Round of 43 is to the nearest ten.

Step-1: Note that 43 is in between 40 and 50.

Step-2: Identify the mid number between 40 and 50. It is 45.

Step-3:the number 43 is comes before 45 and is nearer to 40.

So, 43 is nearest to 40.

APSCERT

Do these

Colour the box to the nearest tens.

Number	10	20	30	40	50
12					
27					
48					
34					





EXERCISE



1. Write the expanded form to the following.

   a) 72 = ☐ + ☐ b) 56 = ☐ + ☐

2. Write the short form to the following.

   a) 30 + 6 = ☐ b) 90 + 9 = ☐

3. Use the suitable symbols (>, <, =) to compare the numbers.

   a) 40 ☐ 20 b) 70 ☐ 50

   c) 17 ☐ 71 d) 45 ☐ 45

4. Write the given numbers in ascending and descending order.

   a) 30, 80, 60

   Ascending order : ☐☐☐ ; Descending order: ☐☐☐

5. Round the numbers to the nearest 10s and tick (✓) in the right box.

   a) 63 : | 50 | 60 | 70 | b) 72 : | 50 | 60 | 70 |

6. Match the following.

a) 60 + 5	40
b) Nearest ten of 39	40 + 6
c) 46	56
d) Fifty Six	65

7. Identify the number "NINTY FOUR" ( )

   a) 90 b) 94 c) 93

8. Find the biggest number? ( )

   a) 99 b) 89 c) 98

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Improve your learning

1. 54 ☐ 45 with size from the following should be writen in the box ( )

   a) > b) < c) =

2. Identify the number which has '6' in tens place. ( )

   a) 72 b) 62 c) 82

3. Answer the following.

   i) What are the nearest before and after tens to the number '36'.

   a) 20-30 b) 30-40 c) 40-50

   ii) Write the possible 2-digit numbers using 8, 3 and 7.

4. Suma, Hasan and Raghu bought some flowers are shown below.

   a) 

   Suma

   b) 

   Hasan

   c) 

   Raghu

   Who bought more flowers ?_____

5. If the boy moves 5 steps west from 74, what will be the nearest TEN to him? ( )



   a) 60 b) 70 c) 80

6. The number bigger than 25, smaller than 27 is _____

Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Number making activity, Colouring activity (bigger & smaller no's)
2.	Cognitive development	Counting objects, comparison of numbers using symbols >,<,=
3.	Socio - Emotional and Ethical development	Practicing activities in groups
4.	Language and literacy development	Giving answers to questions
5.	Aesthetic and cultural development	Colouring smaller & bigger number

Latha counted numbers correctly. This activity related to _____ domain.

APSCERT

UNIT 2

Let us add

X1T2F9

Learners will be able to :

- Solve addition problems of 2-digit numbers (sum not exceeding 99).(CG-8)
- Identify errors and correcting mistakes in addition problem.(CG-8)
- Solves addition problems in different situations presented through pictures and stories.(CG-8)
- Tender amount up to 100 using notes and coins.(CG-8)
- Solve grouping and regrouping additions.(CG-8)



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1. What do you observe in the picture?
2. How many tortoises are there?
3. How many parrots are there ?





Observe the pictures and do the following additions.

1) How many squirrels are there in total ?

Number of squirrels under the tree = 2

Number of squirrels on the tree = + 1

Total = 3

2) How many parrots are there in total ?

Number of parrots sitting on the lower branch = 4

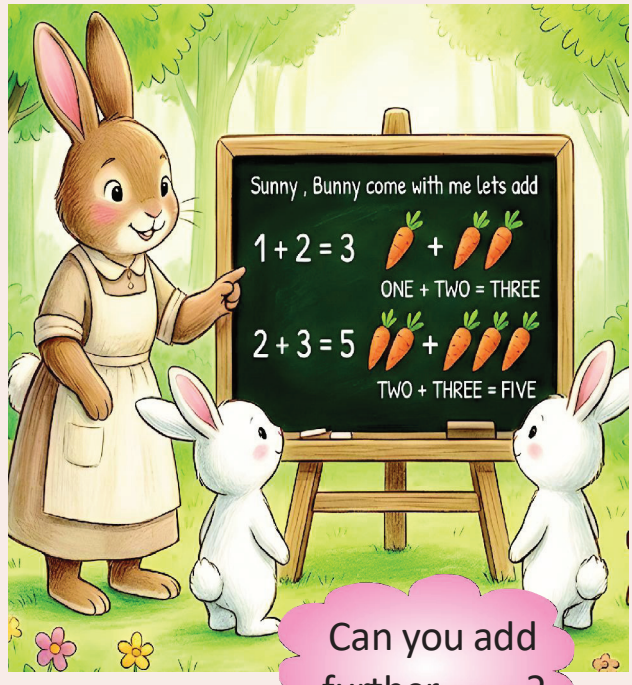
Number of parrots sitting on the upper branch = + 1

Total = _____

Note : When we add two numbers, the result is called the 'SUM' of the given numbers.

ADDITION RHYME :

Sunny, Bunny come with me,
Let us add the numbers.
Add the numbers don't delay,
Are you ready yes, yes, yes.(2times).
One and two add with me,
One plus two it's three,
Now it's turn to three T H R E E three.
Two and three add with me,
Two plus three its five,
Now its turn to five F I V E five.
Sunny Bunny come with me.
Let us add more and more Laala laala la la la l……



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Activity

Take 9 tamarind seeds and rub them well on one side untill they become white.

Now throw the seeds on the floor.

It will be like.

5 black and 4 white as shown in the picture.

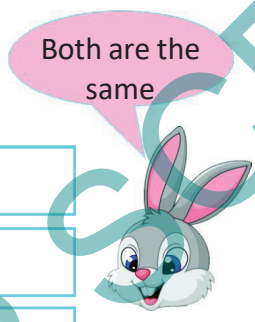
Repeat this activity with all children and note on the table.



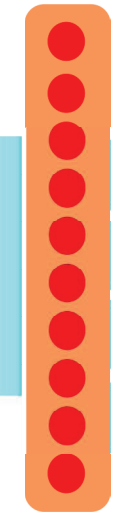
Black	White	Total
5	4	9

Making Ten (10)

A) Fill in the boxes.



1	+	9	=		=	9	+	1
2	+	8	=		=	8	+	2
3	+	7	=		=	7	+	3
			5	+	5	=		



Note : Changing the order of numbers while adding does not change the result.

Do the following additions.

a) 5 + 2 = ☐

b) 7 + 1 = ☐

c)

	Tens	Ones
	1	0
+		3

d)

	Tens	Ones
		4
+	1	1

1. Find the sum of 14 + 3 = ? ( )

a) 15 b) 17 c) 16

APSCERT

Addition of 2-digit number and 1-digit number by using 10 blocks

Example : 35 + 4 = ...

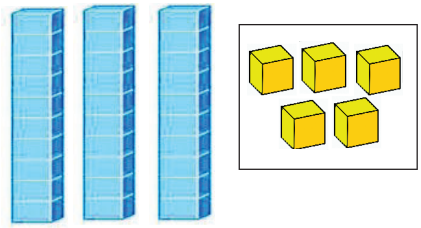
35 means 3 tens and 5 ones.

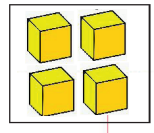
4 means 4 ones.

Begin adding with ones. So, 5 + 4 = 9

Write 9 in ones place.

	Tens	Ones
	3	5
+		4
		9



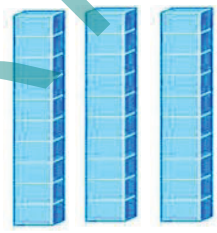


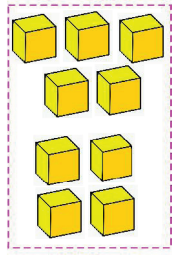
Now, add the numbers in tens place.

Write 3 in tens place.

35 + 4 = 39

	Tens	Ones
	3	5
+		4
	3	9





Convert this addition into word problem (oral)

Example : Subbu has 35 bananas and Gupta has 4 bananas. How many bananas do they have in total?

Do these

1)

	Tens	Ones
	7	5
+		0

2)

	Tens	Ones
		4
+	8	3

3)

	Tens	Ones
	9	0
+		0

4. The sum of two numbers is equals to 68 is _____ ( )

a) 32+38 b) 34+36 c) 34+34

5. 0 + 99 = _____ ? ( )

a) 9 b) 99 c) 90

AP SCERT

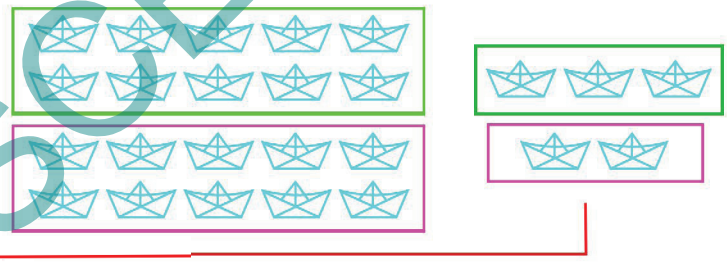
Addition of 2-digit numbers

While Guna and Parthu are playing near the stream, it started raining.
Guna made 13 paper boats and Parthu made 12 paper boats.
They played with the paper boats happily.
Can you count how many boats were made by them together?
13 + 12 = ?



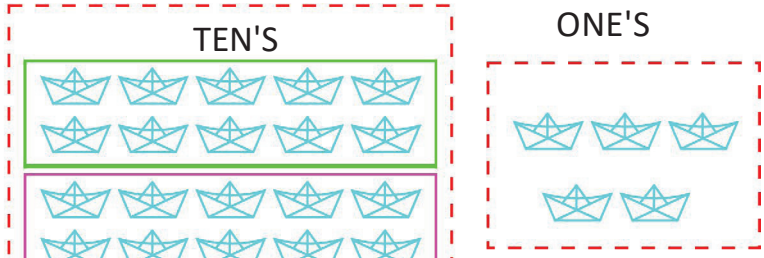
We begin with ones place numbers. So, 3 + 2 = 5. We write '5' in ones place.

Tens	Ones
1	3
1	2
	5



Now we add the numbers in tens.
1 + 1 = 2

Tens	Ones
1	3
1	2
2	5



Write '2' in tens place.

So, 13 + 12 = 25.
Total number of paper boats = 25.



APSCERT

Addition of 2-digit number and 2-digit number by using 10 blocks.

Ex : 23 + 15 = _____

23 means 2 tens and 3 ones.

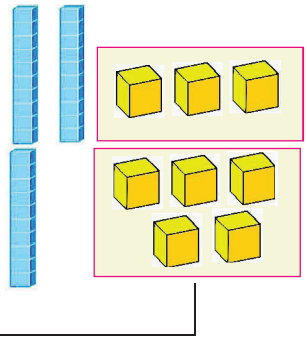
15 means 1 ten and 5 ones.

Adding with ones.

so, 3 + 5 = 8

write 8 in ones place.

Tens	Ones
2	3
1	5
	8

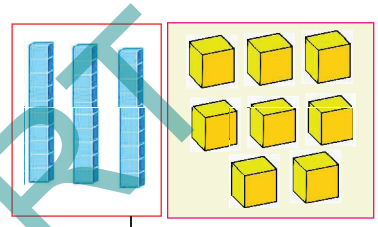


Now, add the numbers in tens place.

Write 3 in tens place.

23 + 15 = 38.

Tens	Ones
2	3
1	5
3	8



Do these

1)

a)

Tens	Ones
4	1
+ 2	6

b)

Tens	Ones
5	0
+ 3	0

c)

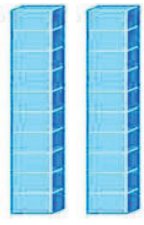
Tens	Ones
6	2
+ 4	5

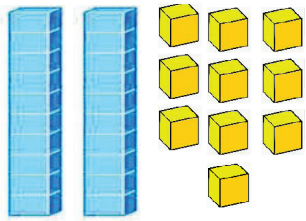
2) Observe and fill in the blanks.

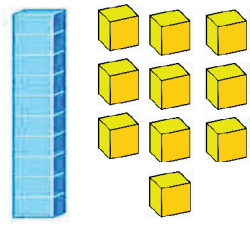
20 + 10 = 30 40 + 10 = ____ 27 + 10 = ____

25 + 10 = ____ 37 + 10 = ____ 29 + 10 = ____

3) Which picture represents 10 + 10 + 10 ? ( )

a) 

b) 

c) 

AP SCERT

Word problems

Some school children went for picnic to the beach.

1) Students at the picnic

18  21 

How many students are there in total?

	Tens	Ones
	1	8
+	2	1



Answer

2) Play material they carried

12  15 

How many play material they carried in total ?

	Tens	Ones
	1	2
+	1	5



Answer

3) Built Types of sand castles

23  31 

How many sand castles are there in all?

	Tens	Ones
	2	3
+	3	1



Answer

4) Shells collected at the beach

49  30 

How many shells are collected altogether?

	Tens	Ones
	4	9
+	3	0



Answer

5) Animals at the beach

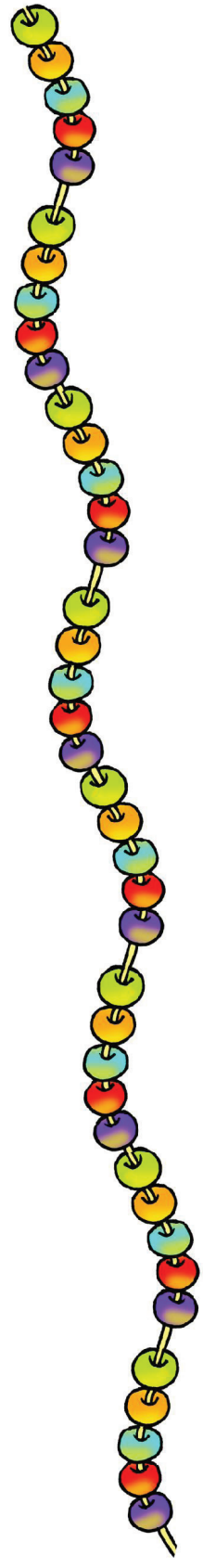
16  22 

How many animals are there in total?

	Tens	Ones
	1	6
+	2	2



Answer



APSCERT

Addition of 2-digit number with 1-digit number (Regrouping)



Sunny brought '12' carrots and Bunny brought '9' carrots.

How many carrots did they bring together?

Sunny brought 12 carrots = 10 carrots + 2 carrots

Bunny brought 9 carrots = 0 carrots 9 carrots

Total Carrots = 12 + 9 = ?

Step 1 :

We begin adding ones place numbers.

2 ones + 9 ones = 11 ones

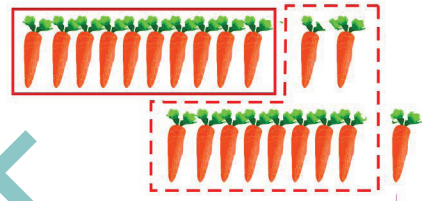
2 + 9 = 11



Regroup 11 ones as 1 Ten and 1 one



	Tens	Ones
	1	2
+	(1)	9
		1



write '1' in ones place, and carry over '1' ten to the tens place.

Step 2 :

Now add tens.

Add tens place numbers.

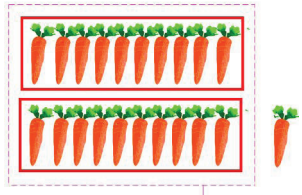
1 ten + 1 ten (carry forward) = 2 tens.

write '2' in tens place.

12 + 9 = 21

Sunny and Bunny brought 21 carrots together.

	Tens	Ones
	1	2
+		9
	2	1





Do these

a)

	Tens	Ones
	2	2
+		8

b)

	Tens	Ones
	3	4
+		7

c)

	Tens	Ones
	4	3
+		9

AP SCERT

Addition of 2-digit numbers (Regrouping)

Kala and Priya want to buy story books. So, they collected money from their parents and also from their savings.

Kala has 

Priya has 

How much do they have together ?

Tens	Ones
3	8
3	2

38 + 32 = ?

① Tens	Ones
3	8
+ 3	2
	0



Add ones place numbers first. 8 ones + 2 ones = 10 ones.

So, we regroup the 10 ones.  to 1 ten 

10 ones = 1 ten + 0 ones.

Write '0' in ones place and carry forward '1' ten to tens place.

Now add the numbers in the tens place.

① Tens	Ones
3	8
+ 3	2
7	0





Add tens place numbers = 3 tens + 3 tens + 1 ten (carry forward)

= 7 tens

38 + 32 = 70

So, Kala and Priya have a total of ₹70 together.

38 + 32 = ?

① Tens	Ones
3	8
+ 3	2
7	0

APSCERT

Do these

a)

	Tens	Ones
	3	7
+	4	3

b)

	Tens	Ones
	5	6
+	1	5

Word problems :

Example : In an aquarium, there are 18 big fish and 14 small fish. How many fish are there in total?



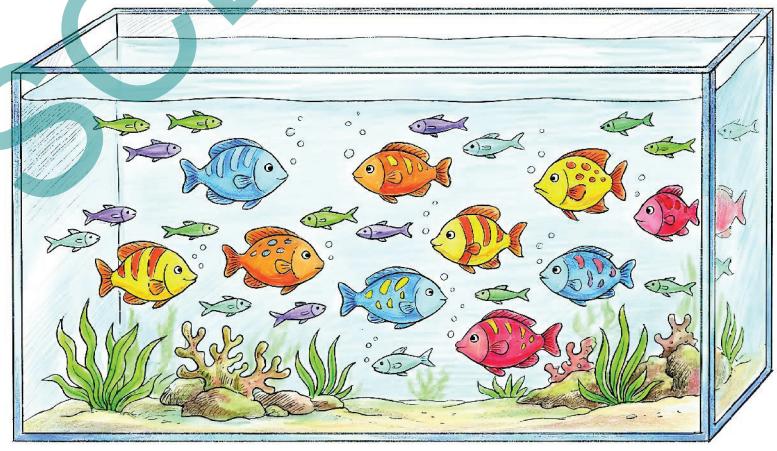
Step - 1 : Find the given important information in the problem.

We know that there are 18 big fish and 14 small fish.

Step - 2 : Decide what to do.

We need to find out the total number of fish.

So we must add.



			Tens	Ones
Big fish	=		1	8
Small fish	=	+	1	4
Total fish	=		3	2

AP SCERT

In a fruit garden there are 28 papaya trees and 26 banana trees.

How many total trees are there in the garden ?



		Tens	Ones
Papaya trees	=	2	8
Banana trees	=	2	6
Total trees	=		

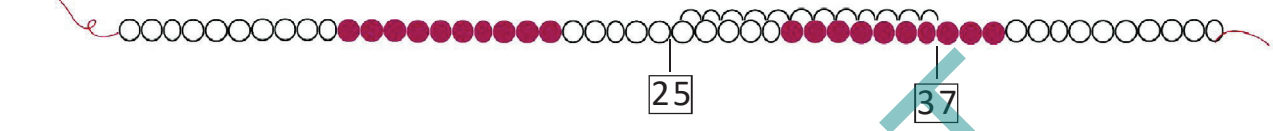
Addition with Poosala Danda(Beads chain)



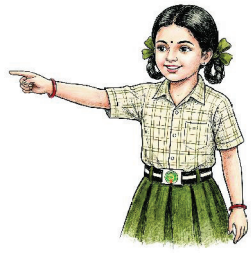
In the addition forward counting by Ones on poosala danda

Counting by ones

25 + 12 = 37



Forward Counting by tens on poosala danda



Counting by tens

15 + 30 = 45



Do these

Add the numbers given below on poosala danda by tens ond ones method.

A. 15 + 25 = ☐



B. 20 + 20 = ☐



C. 12 + 14 = ☐

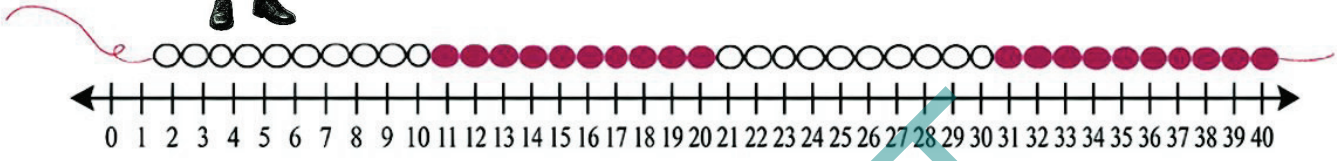


APSCERT

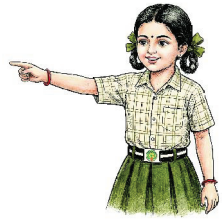
Addition on Numberline



It is difficult to count on Poosala danda every time. Let me write the numbers in place of beads.



I am calling this a numberline.



Do these

A. 13 + 14 = ☐



B. 24 + 16 = ☐



C. 11 + 22 = ☐



Observe the below number line and fill the box

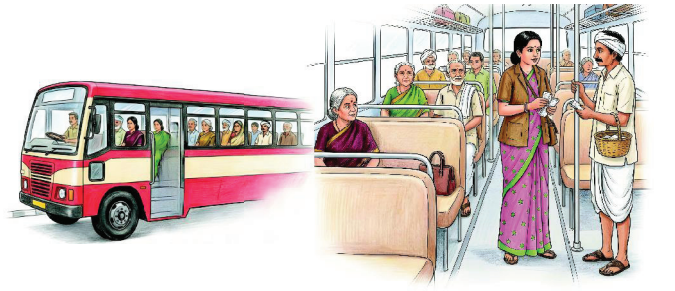
A. 22 + ☐ = 38



AP SCERT

Traveling :

From Kurnool to Gooty the bus fare is ₹100. The bus conductor collecting the amount from passengers and giving tickets. Three of the passengers gave the amount to the conductor as shown below. Total amount given by each is equal to ₹100. Put (✓) mark, otherwise put (✗) mark in the given boxes.



Passenger	Amount given	✓ or ✗
		
		
		

APSCERT

Think and discuss

Rajaiah had 25 cows and 4 oxen. In his farm How many total animals are there in rajaiash's farm.

(Sai and Riya solved above sum as follows)

Who added correctly? Justify your answer.

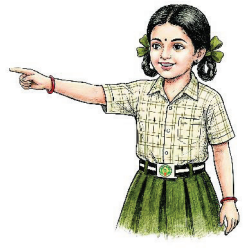


Sai

Tens	Ones
2	5
4	
6	5

Riya

Tens	Ones
2	5
	4
2	9





EXERCISE



1) Fill in the blanks.

A) 9 + 1 = ...

B) 16 + 0 = ...

C) 25 + 26 = ...

2) Do the following.

A) 42 + 23 = ... B) 35 + 64 = ... C) 33 + 47 = ... D) 25 + 69 = ...

3) Which number has to fill in the box for the sum ? ( )

a)7 b) 4 c) 9

	Tens	Ones
	4	6
+	3	☐
	8	5

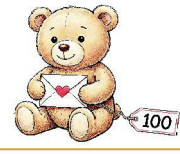
4) Check if the answers for the problems are right or wrong. Correct them, if they are wrong.

a) 26 + 42 = 68 b) 30 + 4 = 70

5) Add and circle the correct answer.

a)	45 + 36	81	85	76
b)	68 + 23	81	71	91
c)	50 + 49	90	99	89

6) Put a (✓) mark on the notes and coins you will use to buy this doll.



a)	
b)	

AP SCERT

Improve your learning

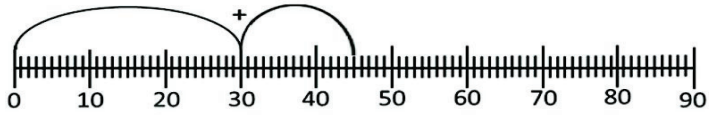
1. Which picture has 4 ones and 3 tens. ( )

   a)  b)  c) 

2. 14 more than 72 is _____.

3. Write the number equals to 3 tens and 7 ones.

4. Look at the number line given below.



   The addition represented on the number line is _____. ( )

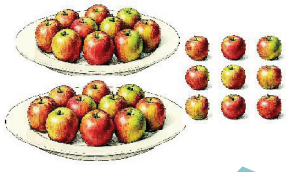
   a) 30+12 b) 30+15 c) 30+18

5. The total amout to buy these fruits is _____


₹ 40


₹ 25

6. Each plate contains 10 apples. If you add 9 more apples that total is? _____ ( )


a) 29


b) 19


c) 39

APSCERT

Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Recite the rhyme with action, Game with tamarind seeds
2.	Cognitive development	Adding numbers, Grouping, Regrouping Additions.
3.	Socio - Emotional and Ethical development	Recite the rhyme with action
4.	Language and literacy development	Recite the rhyme with action, Giving answers to questions
5.	Aesthetic and cultural development	Recite the rhyme with action,

Hari learned regrouping addition. The domain he achieved is _____.

UNIT 3

How Much Left

Z6Y3Q6

Learners will be able to :

- Do the subtraction of 2-digit numbers.(CG-8)
- Identify the mistakes in subtraction and correct the mistakes.(CG-8)
- Solves subtraction problems in different situations presented through pictures and stories.(CG-8)
- Solve daily life problems/situations based on subtraction of 2-digit numbers.(CG-7)
- Write the subtraction statements as addition statements (by using symbols).(CG-8)
- Solve grouping and regrouping subtractions.(CG-8)

Aadhya went to her garden to pick fruits, flowers and vegetables.



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Answer the following questions.

1. What do you observe in the above two pictures?
2. a) How many mangoes are there in the first picture?
   b) How many mangoes are left on the tree in the second picture?
   c) How many mangoes did Aadhya pick?
3. a) How many roses are there in the first picture?
   b) How many roses are left on the plant in the second picture?
   c) How many roses did Aadhya pick?

4. a) How many brinjals are there in the first picture?

b) How many brinjals are left on the plant in the second picture?

c) How many brinjals did Aadhya pick?

Do these

a) $\begin{array}{r} 4 \\ -\ 2 \\ \hline \\ \hline \end{array}$

b) $\begin{array}{r} 5 \\ -\ 4 \\ \hline \\ \hline \end{array}$

c) $\begin{array}{r} 6 \\ -\ 5 \\ \hline \\ \hline \end{array}$

d) $\begin{array}{r} 7 \\ -\ 3 \\ \hline \\ \hline \end{array}$

Rhyme

Subtraction is my name
Minus is my sign
Take a way, left over
difference and remaining
All are same
All are same
If I have five and take away two
I will have three
that's easy to do
Subtraction is fun
come and do with me
Clap - Clap - Clap.



AP SCERT

Subtraction of 1-digit number from 2-digit numbers (without regrouping)

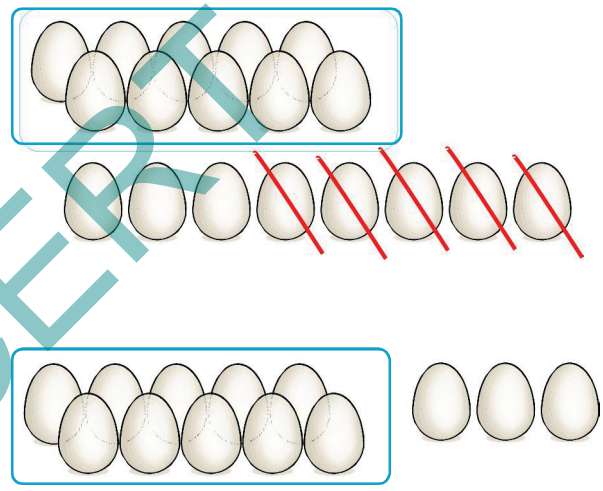
Kalyani purchased 18 eggs.

5 eggs were broken when she fell down.

How many eggs are remaining with her?



	Tens	Ones		
	1	8	=	1 ten + 8 ones
−		5	=	5 ones
	1	3	=	1 ten + 3 ones
			=	13



Do these

Subtract

a)

	Tens	Ones		
	2	5	=	2 tens + 5 ones
−		2	=	2 ones
			=	___ tens + ___ ones

b)

	Tens	Ones		
	4	7	=	___ tens + ___ ones
−		4	=	___ ones
			=	___ tens + ___ ones



AP SCERT

Subtraction of 1-digit number from 2-digit numbers (with regrouping)

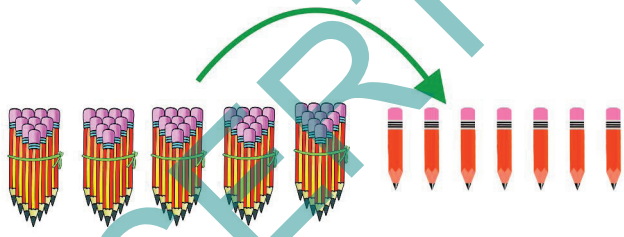
There were 57 passengers in a bus. 9 of them got down on the way. How many passengers are left in the bus?



Step - 1 : Will you add or subtract? We are talking about passengers 'left' we will subtract.

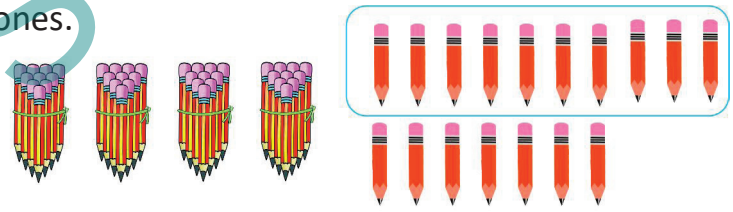
	Tens	Ones
	5	7
(-)		9

1 ten = 10 ones



Step - 2 : We cannot subtract 9 ones from 7 ones.
So, regroup 1 ten into 10 ones.

	Tens	Ones
	4 (5)	17 (7)
(-)		9
		8



So, 1 ten + 7 ones = 10 ones + 7 ones
= 17 ones

17 ones - 9 ones = 8 ones

Step - 3 :

	Tens	Ones
	4 (5)	17 (7)
(-)		9
	4	8

Write 8 ones under the ones column.

Remaining tens = 4 tens

No of tens to be removed from 4 tens.

4 tens - 0 tens = 4 tens

So, write 4 in the tens column.

Passengers left in the bus are 48.

AP SCERT

Do these

1)

	Tens	Ones
	3 4	13 3
(-)		8
	3	5

2)

	Tens	Ones
	5	6
(-)		8

3)

	Tens	Ones
	7	1
(-)		5



4) 32 – 6 = ____ 5) 42 – 9 = ____ 6) 53 – 8 = ____

	Tens	Ones
	3	2
(-)		6

	Tens	Ones
	4	2
(-)		0

	Tens	Ones
(-)		

7) Hussain has 15 chocolates. He gave 7 chocolets to his sister. How many chocolates are remaining with him?



Number of chocolates Hussain has =

Number of chocolates he gave to his sister =

Number of chocolates remaining with Hussain =

	Tens	Ones
	1	5
(-)		7

8) There are 72 pages in a story book. Tara read 9 pages in that book. How many more pages are to be read by Tara to complete the book?



_____ =

_____ =

_____ =

	Tens	Ones
(-)		

AP SCERT

Subtraction of 2-digit numbers from 2-digit numbers (without regrouping)

Vijay went to market with ₹ 95.

He spent ₹ 43 to buy the vegetables

How much money is now

left with Vijay?



Money taken to bazaar by Vijay =

Money spent by Vijay = (-)

Tens	Ones
9	5
4	3



Step - 1 : Subtract number in the ones place.

5 ones - 3 ones = 2 ones

Write 2 in the ones column.

(-)

Tens	Ones
9	5
4	3
	2



Step - 2 : Subtract the number in tens place.

9 tens - 4 tens = 5 tens

Write 5 in tens column.

(-)

Tens	Ones
9	5
4	3
5	2



So, the amount left with Vijay = ₹ 52

AP SCERT

Do these

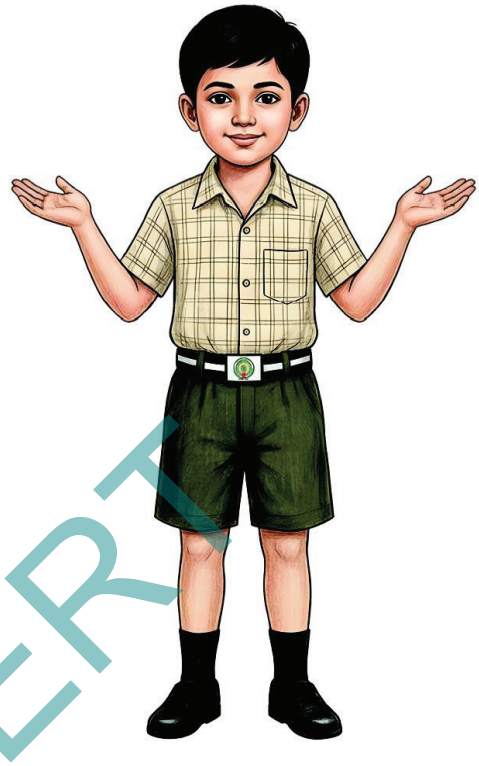
Subtract the following.

1) 57 – 41 = _____

	Tens	Ones
	5	7
(-)	4	1

2) 65 – 23 = _____

	Tens	Ones
	6	5
(-)	2	3



3) 26 – 13 = _____

	Tens	Ones
(-)		

4) 59 – 41 = _____

	Tens	Ones
(-)		

5) Satvika brought 78 chocolates on her birthday.
She distributed 56 chocolates among her friends.
How many chocolates are left with her?



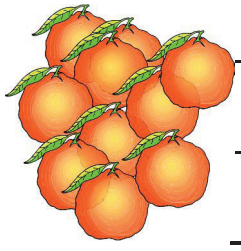
Number of chocolates Satvika brought =

Number of chocolates she distributed =

Number of chocolates left with her =

	Tens	Ones
(-)		

6) Rajia has 36 oranges. 4 of them are rotten. How many of them are in good condition?



_____ =

_____ =

_____ =

	Tens	Ones
(-)		

AP SCERT

Subtracting 2-digit number from 2-digit number (with regrouping)

Beemala purchased medicine for ₹ 12.

If she gave ₹ 50 to the shopkeeper, how much money does the shopkeeper return to Beemala ?



Amount given to the shopkeeper = 50

Cost of medicine purchased = (-) 12

Tens	Ones
5	0
1	2



1 పది = 10 ఒకట్లు

Step - 1 : We subtract the ones first.

It is not possible to subtract 2 from 0.

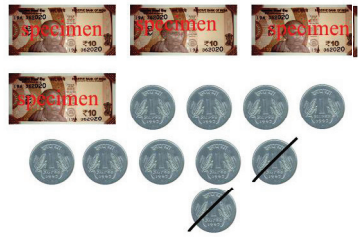
So, we regroup 1 ten from the tens place into 10 ones.

Now, subtract 2 ones from 10 ones.

10 ones - 2 ones = 8 ones

Write 8 in the ones column.

Tens	Ones
4 (5)	10 (0)
1	2
	8



Step - 2 : Now, subtract the tens.

We have 4 tens.

So, 4 tens - 1 ten = 3 tens

Write 3 in the tens column

Write 3 in the ones column.

Tens	Ones
4 (5)	10 (0)
1	2
3	8



So, the amount to be returned by the shopkeeper = ₹38.

AP SCERT

Do these **Subtract the following by regrouping.**

1) 52 – 38 = ... 2) 64 – 28 = ... 3) 70 – 27 = ...

	Tens	Ones
	5	2
(-)	3	8

	Tens	Ones
	6	4
(-)	2	8

	Tens	Ones
	7	0
(-)	2	7



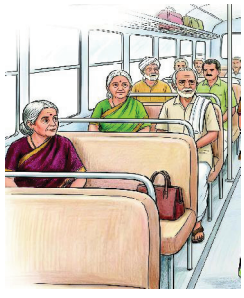
4) 47 – 28 = ... 5) 52 – 26 = ... 6) 73 – 57 = ...

	Tens	Ones
(-)		

	Tens	Ones
(-)		

	Tens	Ones
(-)		

7) There are 45 seats in a bus. If 35 passengers are seated, How many seats are vacant ?



Number of seats in the bus =

Number of passengers seated in the seats =

Number of vacant seats in the bus =

	Tens	Ones
(-)		

8. How much is 64 more than 39?

	Tens	Ones
(-)		

9. How much is 27 less than 92 ?

	Tens	Ones
(-)		

AP SCERT

Word problems

Akbar bought 75 chocolates. He distributed 58 chocolates among his friends on his birth-day. How many chocolates are left with him?



Step - 1 : Find the given important information in the problem. Akbar distributed 58 chocolates from 75 to his friends were distributed.

Step - 2 : Understand what and how to do.

We need to find out how many chocolates are left. So, we must subtract.

Number of chocoolates with Akbar =

Number of chocolates distributed = (–)

Number of chocolates left with Akbar =

	Tens	Ones
	6 (7)	~~10~~ (5) 15
(–)	5	8
	1	7



How can I check whether it is correct or wrong?

Do these

1) A school library has 83 story books in English and 75 story books in Telugu. How many more story books are there in English than Telugu ?



Number of English story books =

Number of Telugu story books = –

Number of English story books more than Telugu =

Tens	Ones

APSCERT

2)There are 32 children in a class. 15 of them are boys. How many girls are in the class?

		Tens	Ones
_____	=		
_____	=	(-)	
_____	=		

Verification of subtraction using addition :

Akbar knows how to verify the subtraction.

Take away

	Tens	Ones
	7	5
(-)	5	8
	1	7

Put back

	Tens	Ones
	5	8
+	1	7
	7	5

He got the number that he started with, that is 75.

He is happy that his answer is correct.

Solve the following subtractions verify the answer is correct or not.

Example :

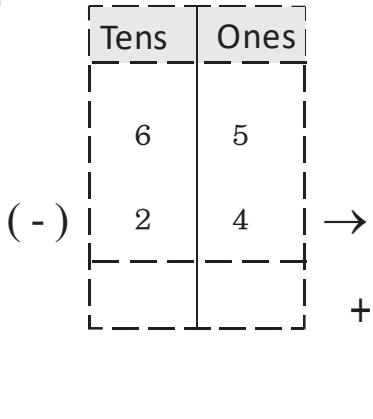
	Tens	Ones
	5	8
(-)	1	6
	4	2

	Tens	Ones
	1	6
+	4	2
	5	8

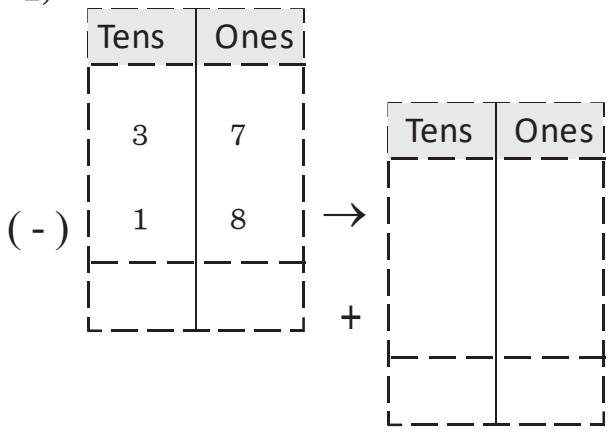


AP SCERT

1)



2)

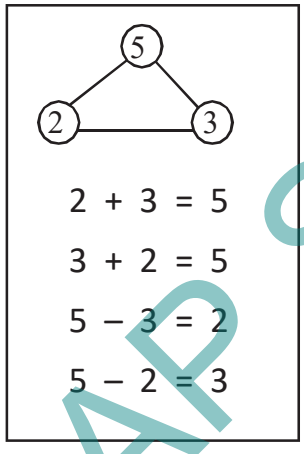


Fact family : Addition and Subtraction

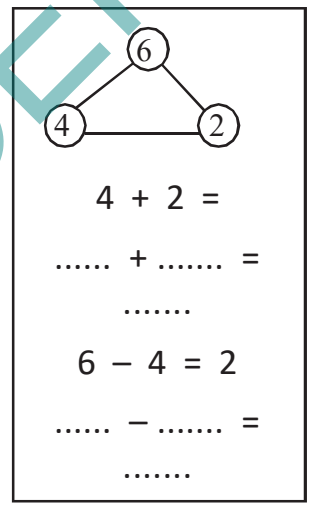
Each group contains the numbers in a fact family

Add or subtract using the 3 numbers.

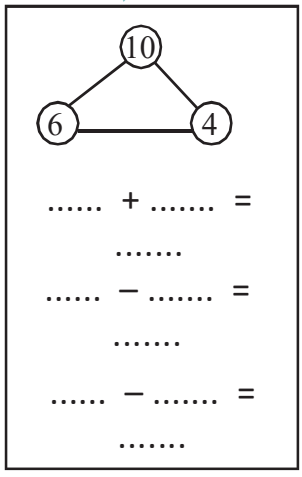
Example:



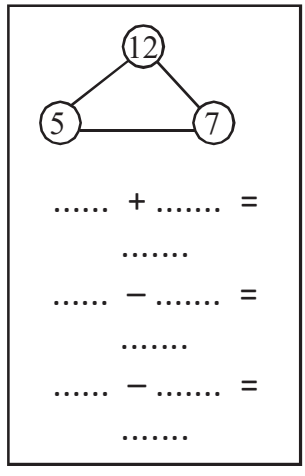
1)



2)



3)



AP SCERT

Look at the subtraction done by Manisha, Ashish and Ismail.

Manisha

	Tens	Ones
	8	4
(-)	2	8
	6	4

Ashish

	Tens	Ones
	8	④ 14
(-)	2	8
	6	6

Ismail

	Tens	Ones
	7 ⑧	④ 14
(-)	2	8
	5	6

Who did it correctly ?

Observe let us who had done the mistakes

Manisha :

Manisha subtracted 4 ones from 8 ones. Actually subtract 8 ones from 4 ones (borrowing)

Ashish :

Subtraction of 8 ones from 4 ones is not possible.

So, He regrouped 1 ten into ten ones.

Hence, 1 ten + 4 ones = 14 ones.

So, 14 ones – 8 ones = 6 ones.

But, he didn't reduce the number in tens place.



Ismail : Now, observe the Subtraction done by Ismail.

He did correctly.

If there are any mistakes, discuss with your friend and correct it.

a)

	Tens	Ones
	2	5
(-)	1	7
	1	8

b)

	Tens	Ones
	3	2
(-)	2	6
	1	4

c)

	Tens	Ones
	4	3
(-)	1	7
	2	6

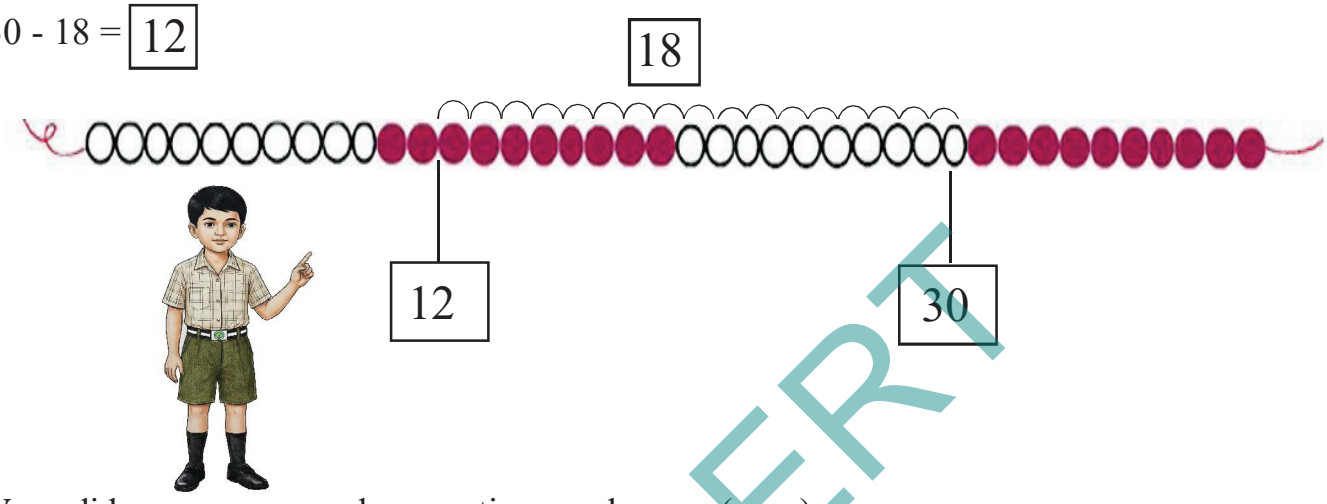
AP SCERT

Subtraction on Poosala danda (Beads chain).

Venu and Ravi used two different methods to do the subtraction on poosala danda.

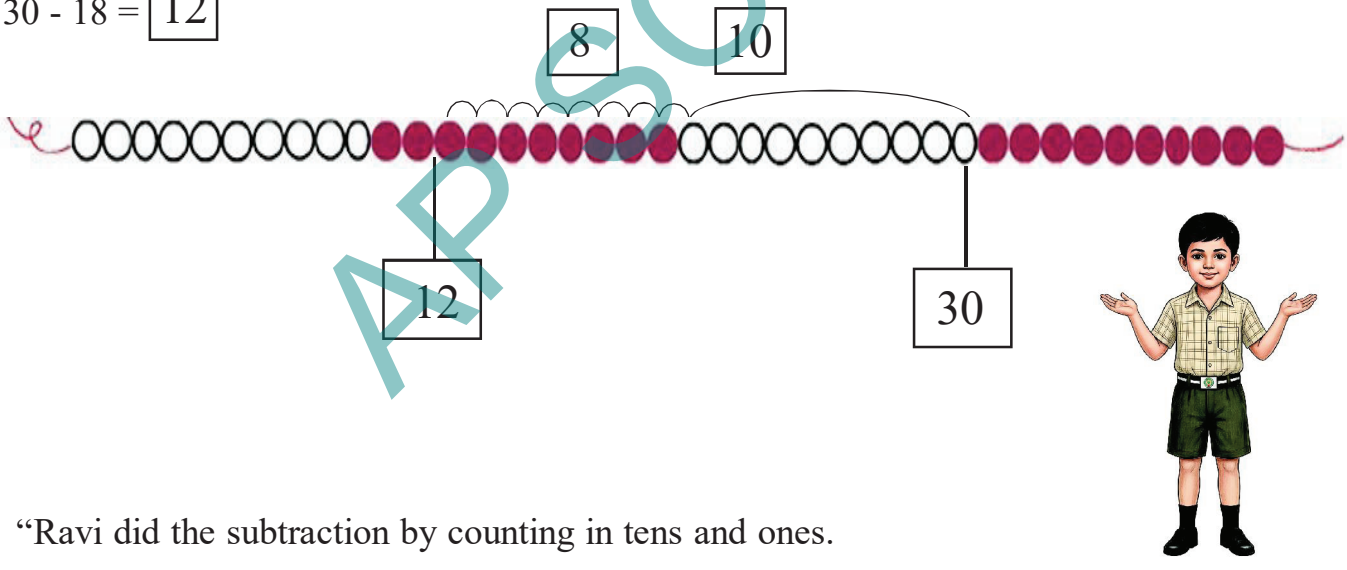
Which method is correct?

30 - 18 = 12



Venu did the subtraction by counting one by one (ones).

30 - 18 = 12



"Ravi did the subtraction by counting in tens and ones.

Both Venu and Ravi used correct methods.

Venu counted one by one. Ravi counted in two ways tens and ones.

APSCERT

Do these

A. 25 - 12 = ☐

B. 15 - 10 = ☐

C. 32 - 25 = ☐

D. 40 - 33 = ☐

Fill in the boxes with corrrct numbers.

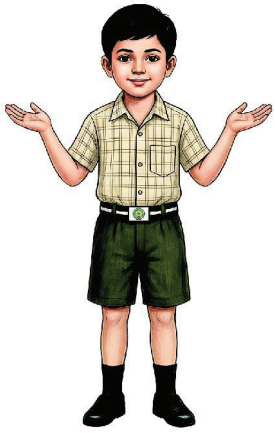
1. 35 - ☐ = 25

2. 27 - ☐ = 12

3. 40 - ☐ = 18

AP SCERT

Subtraction on Numberline

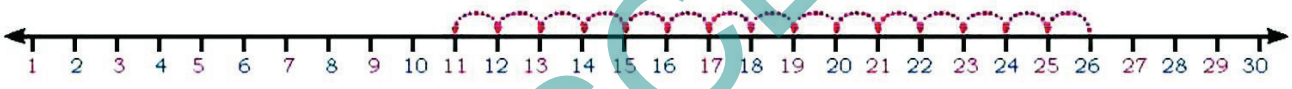


I don't have Poosala danda. What can I do?

Let us make Poosala danda on paper. It is called Number line.



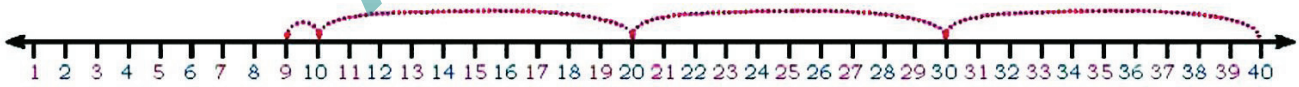
Do these



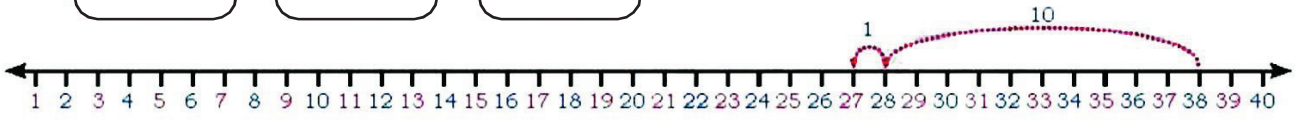
A. 26 − 15 = ☐



B. 39 − 28 = ☐



C. ☐ − ☐ = ☐



D. 38 − 11 = ☐

AP SCERT

EXERCISE

Do the following subtractions.

1) 32 – 19 = ... 2) 54 – 28 = ... 3) 80 – 46 = ... 4) 93 – 69 = ...

	Tens	Ones
–	3	2
	1	9

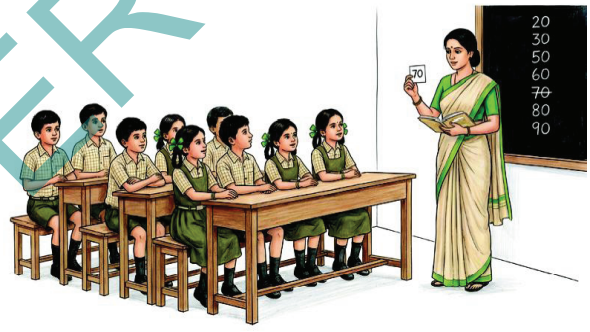
	Tens	Ones
–		

	Tens	Ones
–		

	Tens	Ones
–		

5) Subtract the number in the columns from the number in the rows. Fill in the other boxes.

–	60	50	30	20
90	30			
80				
70				
60				



6) Rajini bought books for ₹39. She gave ₹50 to the shopkeeper. How much money will she get back?

7) Kamala read 42 pages in a book and Deepthi read 28 pages. How many pages did Kamala read more than Deepthi?

8) Change the subtraction fact into addition fact.

3 0 - 2 0 = 1 0

Addition fact = ...

9) Fill in the boxes with approprite digit. The difference is 25.

a)

	T	O
	6	□
	□	8
	2	5

b)

	T	O
	□	2
	5	□
	2	5

AP SCERT

Improve your learning

1. 62 - 25 = _____. What should be written in the blank? ( )

   a) 37 b) 43 c) 47

2. What number do you get when you take away 5 from 56? _____

3. 

   The above picture represents ( )

   a) 3 tens - 1 ten 2 ones b) 3 tens - 2 ones c) 3 tens - 10 ones

4. There are 70 marbles in a bag. 20 marbles are taken away. How many marbles are left?

5. The difference between the two numbers is 9. Identify the two number from the following. ( )

   a) 32-21 b) 45-35 c) 28-19

6. Fill the boxes with suitable numbers. ( )

$$\begin{array}{r} 3\ 8 \\ (-)\ 1\square \\ \hline \square\ 9 \end{array}$$

   a) 8, 1 b) 9, 1 c) 3, 1

7. Sandhya solved 43-17 and got 36. Use addition to prove if she is right or wrong. Show your work.

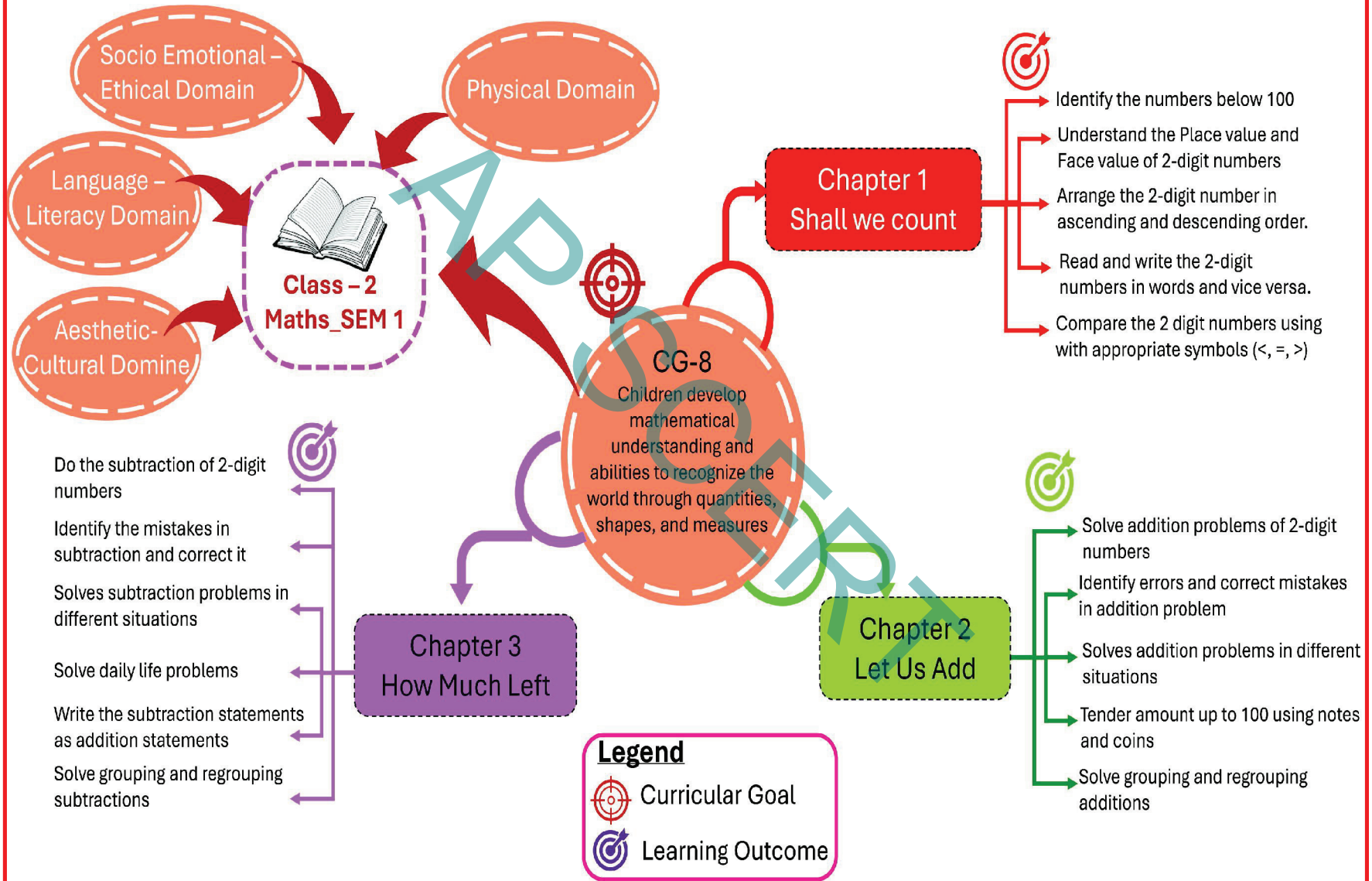
Mapping of Domains with Concepts - Examples

S.No	Domain	Concepts
1.	Physical development	Recite the rhyme with action
2.	Cognitive development	Subtracting Numbers with grouping, without grouping subtraction
3.	Socio - Emotional and Ethical development	Recite the rhyme with action
4.	Language and literacy development	Recite the rhyme with action, Giving answers to questions.
5.	Aesthetic and cultural development	Recite the rhyme with action

Shama learnt addition and subtraction facts. The domain she achieved is _____.

AP SCERT

MIND MAP



APSCERT

Multiplication Tables గుణకార పట్టికలు

1 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50

6 × 1 = 6	7 × 1 = 7	8 × 1 = 8	9 × 1 = 9	10 × 1 = 10
6 × 2 = 12	7 × 2 = 14	8 × 2 = 16	9 × 2 = 18	10 × 2 = 20
6 × 3 = 18	7 × 3 = 21	8 × 3 = 24	9 × 3 = 27	10 × 3 = 30
6 × 4 = 24	7 × 4 = 28	8 × 4 = 32	9 × 4 = 36	10 × 4 = 40
6 × 5 = 30	7 × 5 = 35	8 × 5 = 40	9 × 5 = 45	10 × 5 = 50
6 × 6 = 36	7 × 6 = 42	8 × 6 = 48	9 × 6 = 54	10 × 6 = 60
6 × 7 = 42	7 × 7 = 49	8 × 7 = 56	9 × 7 = 63	10 × 7 = 70
6 × 8 = 48	7 × 8 = 56	8 × 8 = 64	9 × 8 = 72	10 × 8 = 80
6 × 9 = 54	7 × 9 = 63	8 × 9 = 72	9 × 9 = 81	10 × 9 = 90
6 × 10 = 60	7 × 10 = 70	8 × 10 = 80	9 × 10 = 90	10 × 10 = 100

AP SCERT

FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence.

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years.

- Constitution of India,
Part IV A (Article 51 A)

APSCERT

Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.