



# PRE-PRIMARY CURRICULUM 2023



राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्  
सोलन, हिमाचल प्रदेश

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING  
SOLAN, HIMACHAL PRADESH

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AND TRAINING  
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**शिव प्रताप शुक्ल**

राज्यपाल

हिमाचल प्रदेश

राज भवन, शिमला



सत्यमेव जयते

75  
आज़ादी का  
अमृत महोत्सव

संदेश

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यह प्रसन्नता का विषय है कि राष्ट्रीय शिक्षा नीति-2020 के दृष्टिकोण और राष्ट्रीय पाठ्यचर्या की रूपरेखा प्रारंभिक अवस्था में दिए दिशा निर्देशों के अनुसार राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद हिमाचल प्रदेश द्वारा प्री-प्राइमरी पाठ्यचर्या दस्तावेज प्रस्तुत किया जा रहा है।

हिमाचल प्रदेश में युवा शिक्षार्थियों को गुणवत्तापूर्ण शिक्षा प्रदान करने की दिशा में यह दस्तावेज महत्वपूर्ण भूमिका निभाएगा।

मैं राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद और उनका जादुई पिटारा-फाउंडेशनल स्टेज के सहयोग की भी प्रशंसा करता हूं। पाठ्यक्रम में यह नवीन सामग्री युवा शिक्षार्थियों को आकर्षक और प्रेरक शिक्षण वातावरण देने में सहायक होगी। इससे उनकी जिज्ञासा, रचनात्मकता और सीखने के प्रति प्रेम में भी वृद्धि होगी।

मैं कामना करता हूं कि हम सभी बच्चों के उज्ज्वल भविष्य के लिए उत्साह, समर्पण और सांझा दृष्टिकोण के साथ शिक्षा की इस रोमांचक यात्रा में आगे बढ़ेंगे। हम साथ मिलकर एक पोषणकारी, प्रेरक, समावेशी और सीखने का वातावरण बना सकते हैं जहां समाज का प्रत्येक बच्चा आगे बढ़ सके तथा अपनी पूरी क्षमता तक पहुंचे। इस पाठ्यक्रम का सफल कार्यान्वयन सुनिश्चित करने के लिए सभी हितधारकों की सक्रिय भागीदारी भी अत्यंत सराहनीय है।

पूर्व प्राथमिक पाठ्यचर्या दस्तावेज के सफल कार्यान्वयन के लिए शुभकामनाएं।

  
(शिव प्रताप शुक्ल)



**सुखविंदर सिंह सुक्खु**  
**SUKHVINDER SINGH SUKHU**



**मुख्य मंत्री**  
**हिमाचल प्रदेश**  
**CHIEF MINISTER**  
**HIMACHAL PRADESH**

## **MESSAGE**

I am happy to dedicate Pre-Primary Curriculum in Himachal Pradesh as we take significant stride forward in the field of education. Education is the foundation of any progressive society and it is with great pleasure that I announce the launch of the Pre-Primary Curriculum for the State of Himachal Pradesh.

Our State has always been at the forefront of educational reforms and this initiative is a testament to our unwavering commitment to providing high quality education right from the foundation years. The Pre-Primary Curriculum is a comprehensive guide that outlines the educational framework for our youngest learners. It has been meticulously designed to cater to the unique needs of the children at the pre-primary level, ensuring a holistic and nurturing learning environment.

Early childhood care and education plays a pivotal role in shaping the future of our children. It lays the groundwork for a lifetime of learning, curiosity and creativity. The curriculum focuses on fostering essential skills such as communication, social interaction, critical thinking and emotional intelligence. Through age-appropriate activities and a play-based approach, we aim to create a joyful learning experience for our young learners, making education a delightful journey of discovery.

I would like to extend my heartfelt congratulations to the diligent team of educators, experts and officials at SCERT Himachal Pradesh, their unwavering commitment and tireless efforts in developing this curriculum deserve utmost appreciation. Their expertise and passion have played a crucial role in shaping this initiative. I also encourage parents and caregivers to actively participate in their child's educational journey, as your support is invaluable in nurturing young minds.

As we implement this curriculum across pre-primary schools in Himachal Pradesh, I am confident that it will set new benchmarks in early childhood education. Together; we can create an educational landscape where every child has the opportunity to thrive, learn and success.

**(Sukhvinder Singh Sukhu)**



**Rohit Thakur**



**Higher, Primary, Technical  
Education and Vocational  
and Industrial Education  
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## **MESSAGE**

I extend my warmest congratulations and heartfelt appreciation to the entire team at SCERT Himachal for the remarkable work you have undertaken in developing the Pre-Primary Curriculum for the state of Himachal Pradesh. It is indeed a momentous responsibility that has been entrusted to you, and your commitment and dedication are truly commendable.

The alignment of this curriculum with the National Education Policy 2020 and the National Curriculum Framework Foundational Stage 2022, along with the inclusion of Jaadui Pitara, reflects a forward-thinking and comprehensive approach to early education. I firmly believe that this curriculum will set a strong foundation for the bright minds of Himachal Pradesh, nurturing their holistic development and enabling them to excel in their educational Journey.

I am delighted to learn that the development process is in its final stages. This is a significant milestone in the educational landscape of our state, and I have every confidence that the Pre-Primary Curriculum will make a positive impact on the lives of countless children and educators.

Please feel free to reach out to my office for any further assistance or support you may require in this regard. I eagerly anticipate the completion of this significant project and look forward to witnessing the transformative effect it will have on our educational system.

Once again, congratulations on this monumental achievement.

I wish you continued success in all your future endeavors.

**Rohit Thakur**



**RAKESH KANWAR, IAS**  
**SECRETARY**



**ELLERSLIE**  
**Shimla -171002**

### **MESSAGE**

The first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional. Over 85% of a child's cumulative brain development occurs prior to the age of 6, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth. It is the right of every child to be provided opportunity for all round growth and development to realize his/her full potential.

It gives me immense pleasure to announce a significant milestone in the field of education in our beautiful state of Himachal Pradesh. As we continue our commitment to providing quality education at every stage, I am delighted to introduce the "Pre-Primary Curriculum " that will serve as a foundational guide for early childhood care and education in our state. The development of this curriculum was initiated in response to the transformative vision of education set forth in National Education Policy (NEP) 2020 and the comprehensive guidelines provided by National Curriculum Framework – Foundational Stage (NCF- FS) 2022 as well as the Jaadui Pitara - A Learning Teaching Material for Foundational Stage developed by National Council of Educational Research and Training.

The importance of early childhood care and education cannot be overstated. It is during these formative years that a child's cognitive, social, and emotional development takes place. To ensure that every child in Himachal Pradesh receives a strong educational foundation, our state has undertaken an extensive effort to develop this comprehensive Pre-Primary Curriculum.

Over the past several months, a dedicated team of curriculum developers' educators, experts, and administrators at SCERT Himachal Pradesh has worked tirelessly to develop a comprehensive Pre-Primary Curriculum tailored to the unique needs and aspirations of our state. This document encompasses the core values and principles that should guide our pre-primary education, the learning objectives, and the methodologies to be adopted to achieve these objectives.

As we move forward with the implementation of this curriculum, I urge all concerned authorities to work collaboratively, keeping the best interests of our children at the forefront of our efforts. It is our collective responsibility to ensure that the Pre-Primary Curriculum is not just a set of guidelines on paper but a living, breathing document that shapes the early years of every child in Himachal Pradesh.

I extend my heartfelt gratitude to all the individuals and teams who have contributed to the development of this curriculum. Your dedication and expertise are vital to the future of our state.

I look forward to your continued support and cooperation as we embark on this noble mission of nurturing our future generations.

**Rakesh Kanwar**



**Dr. Amarjeet K. Sharma**  
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## **MESSAGE**

I am delighted to announce the launch of the Pre-Primary Curriculum in Himachal Pradesh. The early years of a child's education are pivotal for their future, and we have meticulously crafted a comprehensive curriculum tailored to their unique needs.

The development of this curriculum was inspired by the visionary advancements in education as outlined in the National Education Policy (NEP) 2020. It also draws upon the comprehensive guidelines presented in the National Curriculum Framework for Foundational Stage (NCF FS) 2022, as well as the Jaadui Pitara - A Learning Teaching Material for Foundational Stage developed by National Council of Educational Research and Training.

This curriculum developed in collaboration with experts and educators, places great emphasis on holistic development, fostering creativity, critical thinking, and emotional intelligence. It aligns with global best practices while remaining true to our cultural context, nurturing curiosity and a passion for learning. It provides a solid foundation for future academic pursuits.

Our devoted team at SCERT Himachal Pradesh has invested countless hours to create a curriculum that not only meets academic standards but also promotes a joyful learning experience. It prioritizes interactive teaching methodologies, inclusive practices, and the integration of modern educational technology to make learning both engaging and effective. Furthermore, it offers guidelines for the professional growth of teachers, ensuring they possess the knowledge and skills necessary to deliver top-notch education.

I implore all educational institutions, teachers, and parents to familiarize themselves with this document. Your active participation and support are invaluable in successfully implementing this curriculum. Together, we can establish an educational environment where every child has the opportunity to flourish and realize their full potential.

I extend my heartfelt gratitude to everyone involved in the development of this Pre-Primary Curriculum. Your unwavering dedication and expertise have played a pivotal role in its creation.

**Director Higher Education**  
**Himachal Pradesh**



**Ashish Kohli (HAS)**



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## **MESSAGE**

I am delighted to announce the successful completion and implementation of the Pre-Primary Curriculum for the state of Himachal Pradesh. As Director of Elementary Education, Himachal Pradesh, I believe that this initiative is a significant stride towards improving the quality of education and establishing a solid foundation for our youngest learners.

The creation of this curriculum was sparked by the visionary changes in education outlined in the National Education Policy (NEP) 2020, along with the comprehensive guidelines presented in the National Curriculum Framework for Foundational Stage (NCF FS) 2022 and Jaadui Pitara- A Learning Teaching Material for Foundational Stage.

Education is the cornerstone of progress, and a strong foundation in the early years is pivotal in shaping the future of our children. With this in mind, our dedicated team at SCERT Himachal Pradesh has meticulously developed a comprehensive Pre-Primary Curriculum that aligns with the unique educational needs of our young learners. This curriculum has been meticulously crafted to nurture our children's **Panchakoshas**, encompassing their physical, intellectual, emotional, social, and spiritual dimensions. It is designed to create a holistic learning experience that stimulates curiosity, fosters creativity, and encourages critical thinking. Moreover, it instills values that are indispensable for lifelong success.

Our Pre-Primary Curriculum is the culmination of thorough research, meticulous planning, and collaboration with esteemed experts in the field of early childhood education. It encompasses a diverse array of subjects and activities that are tailored to the appropriate age group and aligned with their developmental needs. By incorporating a blend of play-based learning, interactive exercises, and captivating projects and activities, our curriculum strives to offer a dynamic and pleasurable educational journey for our young learners.



### **Key Highlights of the Pre-Primary Curriculum:**

**Holistic Development:** The curriculum emphasizes the holistic development of children, encompassing cognitive, social, emotional, and physical domains.

**Play-Based Learning:** Recognizing the importance of play in early childhood education, the curriculum incorporates play-based learning activities that promote problem-solving skills, teamwork, and imagination.

**Inclusivity:** The curriculum document is designed to be inclusive, catering to the diverse learning needs of all children. It provides adaptable teaching strategies and resources to support children with diverse abilities, ensuring that every child has an equal opportunity to thrive in the educational environment.

**Parent and Community Engagement:** The document encourages active involvement of parents and the community in the learning process. Collaboration between educators, parents, and the community creates a supportive learning environment that enhances the overall educational experience of children.

I express my heartfelt gratitude to the dedicated educators, curriculum developers, and experts who have contributed to the development of this document. Your passion for education and unwavering commitment has played a pivotal role in shaping the future of our state.

I encourage all schools, teachers, and stakeholders to embrace this curriculum wholeheartedly and work collaboratively to create a nurturing educational environment for our young learners. Together, let us embark on this journey to empower our learners with the best possible start in their educational pursuits.

Thank you for your continued dedication and support. I look forward to your continued support and enthusiasms we embark on this exciting journey towards nurturing the bright minds of Himachal Pradesh.



**Ashish Kohli (HAS)**  
**Director Elementary Education**  
**Himachal Pradesh**



**Rajesh Sharma. IFS**



**State Project Director (SSA)  
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### **MESSAGE**

I am delighted to share a momentous breakthrough in the realm of early childhood education in the state of Himachal Pradesh. Following extensive consultation, and fruitful collaboration with experts, educators, and stakeholders, we have successfully developed the Pre-Primary Curriculum for our state.


The development of this curriculum has been inspired by the visionary advancements in education as envisioned in the National Education Policy (NEP) 2020. This pre-primary curriculum has been aligned with comprehensive guidelines contained in the National Curriculum Framework for Foundational Stage (NCF FS) 2022, along with the engaging Jaadui Pitara - A Learning Teaching Material for Foundational Stage developed by National Council of Educational Research and Training.

The Pre-Primary Curriculum endeavors to establish a comprehensive framework that places paramount importance on the all-encompassing growth of children during their crucial formative years. This meticulously designed curriculum is tailored to cater to the diverse needs and backgrounds of our young learners, guaranteeing them joyful educational experience during their early developmental stages.

I strongly encourage all educational institutions, teachers, and stakeholders to wholeheartedly embrace this curriculum and collaborate in creating a nurturing and stimulating environment for our pre-primary children.

I would like to congratulate the diligent team of educators, experts, members from Pratham Education Foundation, Coordinator State Project Office, Samagra Shiksha and officials at SCERT Himachal Pradesh and to all those who have contributed to the development of this curriculum as their invaluable expertise and unwavering commitment have played a pivotal role in shaping this document.

I urge you to widely disseminate this document within respective institutions and take the necessary steps to effectively implement it and I hope this curriculum document will be helpful for the teachers and will make a difference in the lives of tiny tots taking education in our pre-schools.

  
Rajesh Sharma, IFS  
State Project Director (Samagra Shiksha)  
Himachal Pradesh, Shimla-I





**Hemant Kumar**



**Principal  
State Council of Educational  
Research and Training  
Himachal Pradesh  
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### **MESSAGE**

I express my sincere appreciation and gratitude for the exemplary work done by the State Council of Educational Research and Training (SCERT) Himachal Pradesh in developing the Pre Primary Curriculum for the state of Himachal Pradesh.

The creation and development of this curriculum have been driven by the forward-thinking changes outlined in the National Education Policy (NEP) 2020, supported by the comprehensive guidelines of the National Curriculum Framework – Foundational Stage (NCF-FS) 2022, and enhanced by the inclusion of Jaadui Pitara- A Learning Teaching Material for Foundational Stage developed by National Council of Educational Research and Training (NCERT). This curriculum aims to provide a transformative and engaging educational experience for students in their foundational stage, setting them on a path towards enjoyable lifelong learning and success. The effort, dedication, and expertise put into this curriculum document are truly commendable. It is evident that a considerable amount of research, analysis, and thoughtful planning has gone into its creation. The concerted efforts put up by the entire team have culminated into creation of this comprehensive document. The document not only reflects the educational needs of our youngest learners but also aligns seamlessly with the state's educational goals and objectives. The Pre Primary Curriculum serves as a comprehensive guide, providing valuable insights, methodologies, and resources to our educators. It not only focuses on academic excellence but also emphasizes the holistic development of children, nurturing their social, emotional, and creative skills.

I am confident that this curriculum document will greatly benefit our pre-primary educators, enabling them to create stimulating learning environments for our students. By fostering a strong foundation during these formative years, we pave the way for their future success and contribute significantly to the overall educational landscape of our state. I extend my heartfelt thanks to the entire team at SCERT Himachal Pradesh for their relentless efforts and unwavering commitment to enhancing the quality of education in our state. Your dedication to creating a robust educational framework is truly inspiring.

I eagerly anticipate the triumphant execution of this curriculum document in our pre-primary schools throughout Himachal Pradesh. I am confident that it will have a beneficial effect on the lives of our young learners and equip them with the essential knowledge and abilities for continuous learning.

**(Hemant Kumar)**

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## About the Curriculum

The National Education Policy 2020 highlights that ‘Over 85% of a child’s cumulative brain development occurs prior to the age of 6’, therefore, realizing the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth, the curriculum for pre-primary classes in Himachal Pradesh is thoughtfully crafted to provide a holistic early education experience to the learner. It focuses on nurturing a child’s cognitive, social, and emotional development through age-appropriate activities, play-based learning, and a rich blend of regional culture and global knowledge. This curriculum aims to lay a strong foundation for lifelong learning and personal development.

This curriculum has been developed primarily based on three documents developed by the National Council of Educational Research and Training (NCERT) namely ‘**The Preschool Curriculum**’ (2019), ‘**Guidelines for Preschool Education**’ (2020), the ‘**National Curriculum Framework for Foundational Stage 2022**’ and **Learning Teaching Material (LTM) for Foundational Stage - Jaadui Pitara**. Further, this curriculum is designed for three years of Pre-Primary classes i. e. **Nursery** (Balvatika - 1), **LKG** (Balvatika - 2), and **UKG** (Balvatika - 3). A sound Early Childhood Care and Education (ECCE) system in place has the potential to give all young learners access and enable them to participate and flourish in the educational system throughout their lives. The pedagogical and transactional processes suggested in the curriculum include engaging and enjoyable experiences that help in the nurturing and nourishment of ‘**Panchakoshas**’ and lead to the holistic development of children.

## **Development Team**

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## ACKNOWLEDGEMENTS

The realization of a dream is certainly a collective endeavor. In the process directly and indirectly many people other than the one who nurtures the dream, contribute towards materializing it. Therefore, we take the opportunity to express our sincere gratitude to each one of them who have helped us in accomplishing this task.

The State Council of Educational Research and Training (SCERT), Himachal Pradesh, would like to express its gratitude to His Excellency, The Governor of Himachal Pradesh, Hon'ble Chief Minister, Hon'ble Education Minister, Secretary (Education), Special Secretary (Education), the Director (Higher Education), the State Project Director (Samagra Shiksha), the Director (Elementary Education) for their consistent motivation, support and guidance.

The Director (Elementary Education) in his interaction meeting affirmed the faith in SCERT as an academic authority and assigned the task of preparing the pre-primary/preschool curriculum which would serve as the path of guiding document for the pre-primary schools in the state of Himachal Pradesh. He also suggested visiting schools affiliated with different school boards and developing a comprehensive curriculum for the preprimary schools of Himachal Pradesh.

SCERT Himachal Pradesh is grateful to the National Council of Educational Research and Training (NCERT) for their support and handholding from time to time. This curriculum is primarily based on the **'The Preschool Curriculum'** (2019), **'Guidelines for Preschool Education'** (2020), the **'National Curriculum Framework for Foundational Stage 2022'** and **Learning Teaching Material (LTM) for Foundational Stage - Jaadui Pitara** developed by NCERT.

Schools affiliated with the Central Board of School Education (CBSE), Indian Certificate of Secondary Education (ICSE), and Himachal Pradesh Board of School Education (HPBoSE) were visited to gain a deeper understanding of the practices undertaken at the preschool level. It was a very enriching and insightful experience. we are indeed grateful to Smt. Masooma Singha, Principal of MRA DAV Public School, Solan, affiliated with CBSE Board, Mrs. Charlotte Clarke, Principal, The Good Shepherd Public School(Fun and Learn), Solan affiliated with HPBoSE Dharamshala, Himachal Pradesh. We also visited Dayanand Adarsh Vidyalaya, Solan

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## **Chapter 1**

### **INTRODUCTION**

Learning is not merely gathering information but is the development of self, of our relationships with others, being able to discriminate between different forms of knowledge, and being able to fruitfully apply what is learnt for the benefit of the individual and of society. The importance of Early Childhood Care and Education (ECCE) for supporting children's all-round development has been integral to Indian traditions. The early years of a child's life have been deeply valued across the diverse cultural landscape of India.

The first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Indeed, the pace of brain development in these years is more rapid than at any other stage of a person's life. Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6, indicating the critical importance of appropriate care and stimulation in a child's early years to promote sustained and healthy brain development and growth.

Research from across the world on education, neuroscience, and economics also demonstrates clearly that ensuring free, accessible, high quality ECCE is perhaps the very best investment that any country can make for its future. The brain development is most rapid in the first eight years of a child's life, indicating the critical importance of cognitive and socio-emotional stimulation in the early years. Children naturally take to play-based activity in the early years. Children exposed to age-appropriate, physical, educational, and social activities through play-based methods learn better and grow better. The most current research also demonstrates that children under the age of 8 tend not to follow linear, age-based educational trajectories. It is only at about the age of 8 that children begin to converge in their learning trajectories. Even after the age of 8, non-linearity and varied pace continue to be inherent characteristics of learning and development; however, up to the age of 8, the differences are so varied that it is effective to view the age of 8, on average, as a transition point from one stage of learning to another. In particular, it is only at about the age of 8 that children begin to adapt to more structured learning.

Early Childhood Care and Education (ECCE) is thus generally defined as the care and education of children from birth to eight years.

### **Foundational Stage**

#### **a. Primarily at home: Ages 0-3**

Up to 3 years of age, the environment in which most children grow up is in the home with families, while some children do go to crèches. After the age of 3, a large proportion of children spend significant time in institutional settings such as Anganwadis and preschools. Providing high quality preschool education in an organized setting for children above 3 years of age is one of the key priorities of NEP 2020.

Up to age 3, the home environment is (and should remain) almost the sole provider of adequate nutrition, good health practices, responsive care, safety and protection, and stimulation for early childhood learning i.e., everything that constitutes and forms the basis for ECCE. After the age of 3, these components of nutrition, health, care, safety, and stimulation must continue at home, and must also be ensured in an appropriate and complementary manner in institutional settings such as Anganwadis and preschools.

Appropriate ECCE at home for children under the age of 3 includes not only health, safety, and nutrition, but also crucially includes cognitive and emotional care and stimulation of the infant through talking, playing, moving, listening to music and sounds, and stimulating all the other senses particularly sight and touch so that at the end of three years, optimal developmental outcomes are attained, in various development domains, including physical and motor, socio-emotional, cognitive, communication, early language, and emergent literacy and numeracy. It must be noted that these domains are overlapping and indeed deeply interdependent.

The guidelines and/or suggested practices to enable high-quality ECCE at home for the age-group of 0-3 would be developed and disseminated by the Ministry of Woman and Child Development (NCF FS page No.16).

#### **b. In institutional settings: Ages 3-8**

During the ages of 3 to 8, appropriate and high-quality ECCE provided in institutional environments must be available to all children. In India, where available, this is typically carried out as follows:



- i) 3-6 years: Early childhood education programmes in Anganwadis, Balvatikas, or preschools.
- ii) 6-8 years: Early primary education programmes in school (Grades 1 and 2).

From 3 to 8 years of age, ECCE includes continued attention to health, safety, care, and nutrition; but also, crucially, self-help skills, motor skills, hygiene, the handling of separation anxiety, physical development through movement and exercise, expressing and communicating thoughts and feelings to parents and others, being comfortable around one's peers, sitting for longer periods of time in order to work on and complete a task, ethical development, and forming all-round good habits.

Supervised play-based education, in groups and individually, is particularly important during this age range to nurture and develop the child's innate abilities and capacities of curiosity, creativity, critical thinking, cooperation, teamwork, social interaction, empathy, compassion, inclusiveness, communication, cultural appreciation, playfulness, awareness of the immediate environment, as well as the ability to successfully and respectfully interact with teachers, fellow students, and others.

With the help of intervention in the early years learning delays can be greatly reduced. Therefore, initiatives to enhance early childhood development are an investment, not a cost. Investing in quality early education helps to promote long-term economic growth of the nation while also helping to target the development of the health, cognitive skills, and character necessary for the future success of the individual.

For holistic development of a learner, from brain development to school-preparedness, improved learning outcomes, equality and justice, employability, and the prosperity and economic growth of the country – the state must invest in accessible and quality ECCE for all children, with proper oversight and light regulation to ensure high quality developmentally appropriate stimulation for all children.

This curriculum is designed to align with the broader framework of Early Childhood Care and Education (ECCE).

## **Chapter 2**

### **SIGNIFICANCE OF PRE-PRIMARY EDUCATION**

It is the right of every child to be provided an opportunity for all round growth and development to realize his/her full potential. The early years are the most significant years for human growth, development and learning of all children including those with special needs due to disability conditions.

The all-round capacities that emerge in 3 to 6 years age group are the pre-requisites for later success in school and life. Through creative play, well thought out games with suitable adaptation for children with special working memory, focus their attention and acquire self- control. These skills of executive functions and self-regulation provide children with the foundation which help them become confident and efficient learners in the later years. They also learn to accommodate naturally the differences (learning styles) among themselves.

It is also important that children should be provided with an emotionally supportive and enabling environment to develop safe and secure relationships with teachers.

#### **2.1 Definition of Preschool / Pre-Primary Education**

Preschool education also known as Pre-Primary education is the education imparted to children in 3-6 years age group. It is the first stage of organized education. It is provided in any of the settings such as Anganwadis, nursery schools, preschools, preparatory schools, kindergartens, Montessori schools and preprimary sections in government and private schools programmes at the initial stage of organized instruction. It is primarily designed to introduce very young children, aged at least 3 years, to a school-type environment and provide a bridge between home and school.

#### **2.2 Aims of Pre-Primary / Preschool Education**

The aims of **Pre-Primary** Education are:

- Providing strong foundations for all round development and lifelong learning.
- Preparing the child for early primary education programmes in school.

#### **2.3 Objectives of Pre-Primary Education**

- To ensure child friendly environment where each child is valued, respected, feels

- safe and secure and develops a positive self-concept.
- To enable a sound foundation for good health, wellbeing, nutrition, healthy habits and hygiene.
  - To enable children to become effective communicators and foster both receptive and expressive language.
  - To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
  - To enable a smooth transition of children from preschool to primary schools.
  - To work as partners with parents and community to enable each child to flourish.

#### **2.4 Attributes of Pre-Primary Education**

During the preschool / pre-primary stage, children exhibit a natural curiosity and excitement towards the world around them, including its colors, shapes, sounds, sizes, and forms. As they grow, their ability to experience and understand the world becomes more refined and diverse. This early learning occurs through interactions with adults and peers, with language playing a crucial role in this process. It is essential to provide children with opportunities to investigate, explore, and develop an understanding of their immediate and broader environment, encompassing human, societal, and cultural aspects.

In their exploration of the environment, children engage in various activities such as observation, questioning, discussion, prediction, analysis, exploration, investigation, and experimentation. Through these processes, they construct, modify, and develop a wide range of concepts and ideas. Additionally, children begin to navigate their own emotions, learning the values of sharing, turn-taking, and cooperation with their peers. They also start expressing their feelings of happiness or sadness to others, contributing to the development of their self-concept.

The present curriculum includes the specific content and pedagogy to suit the age and developmental requirements of age 3-6 years.

The curriculum is drawn from the following guiding principles:

- Learning is continuous and cumulative
- Evidence from neuroscience proves that early learning matters for later outcomes
- Each child is different and grows, learns and develops on one's own pace

- Play and activity are the primary context of learning and development.
- Responsive and supportive interactions with adults are essential to children's learning
- Children learn by being provided the environment for experiential learning
- Interactive teaching enhances learning experiences
- Development and use of indigenous material enhances learning opportunities
- Responsiveness to the context and appreciation of diversity support learning
- Mother tongue or home language should be the medium of instruction
- Family involvement contributes to learning



## **Chapter 3**

### **CONCERNS IN EARLY LEARNING AND DEVELOPMENT**

The diversity of experiences and abilities, as well as the lack of clarity in dialogue regarding the appropriate teaching and learning process, have given rise to certain issues in the past and are likely to continue in the same manner.. Therefore, it is crucial to address these concerns mindfully in order to effectively implement the current curriculum. By doing so, we can enhance the quality of the teaching and learning process in the classroom, thereby ensuring the growth and development of all children. Some workable suggestions have been worked out and recommended as tips to tackle the most common issues.

#### **Handle Variation in Learning**

In a class where children vary in their learning abilities and learning style the teacher must:

- Moderate the learning environment for meeting varied learning needs of the children.
- Focus on what children need to learn or how they will get access to the information.
- Design activities to engage the learners for better learning.
- Culminate projects that enable the children to rehearse, apply, and extend what they have learnt in a topic.
- Allow children to work in different groups –sometimes with children at same level of readiness or with mixed-readiness groups, with children having similar interests or with children having different interests, with peers who learn as they do, or randomly, and often with the class as a whole.
- Divide the whole group into two groups of children with varying abilities and ages. While the younger age group of children with emerging abilities is engaged in free play, the teacher conducts the guided activities with the older age group of children with higher abilities .Thus, the teacher will be able to manage the varying abilities and age groups through developmentally appropriate activities.

### **Manage Multi-Age Grouping**

The multi-age groupings benefit both younger and older children in the classroom. In such heterogeneous groups, children learn from each other and thus, facilitate cooperative learning skills. Therefore, a class of multi-age group children may be managed to get maximum benefits from them and for them. For handling multi-level learners, who have variations in their learning levels ‘differentiation’ may be followed to manage multi-age group children.

The preschool teacher –

- Must start with moderating the learning environment for meeting varied learning needs of the children.
- Should focus on what children need to learn or how they will get access to the information.
- Should design activities in which the child engages in order to make sense of or master the content.
- Should also culminate projects that enable the child to rehearse, apply, and extend what children learned in a topic.

### **Ensure and Encourage Gender Equality**

Preprimary/Preschool can be a better place to break the gender stereotypes, hence, the teacher must:

- Demonstrate equal and appropriate expectations from boys and girls, by providing equal attention, respect, and equal opportunities.



- Select books, play, and other activities free of gender bias.
- Avoid language that limits one gender or another and use gender-neutral labels.
- Use Stories, songs, activities and facilitation aids that depict girls and boys including some with special needs, in the same roles and men and women in all professions. Both women and men should appear as leaders, heroes and problem solvers etc.
- Regularly sensitize the parents to support these practices at home. It is important to help them understand and stop discrimination.

### **Avoid Early Formal Instructions**

Early focus on developing knowledge, skills and cognitive abilities in children harms their ability to develop positive attitude. A teacher must:

- Focus on building concepts and strengthening competencies and skills. To achieve this, she must discourage formal system of teaching learning. Instead, they should provide opportunities where children demonstrate curiosity and creativity towards activities and new material or concepts.
- Rote based, teacher directed learning, which is devoid of meaningful context with undue pressure on the child to perform is harmful

### **Ensure Careful Inclusion of Children with Disability**

Encouraging the development of children with disabilities through early intervention minimizes learning difficulties and accelerates child development. It also reduces the expenses by minimizing the need for special education services. Early intervention includes a system of services tailored to individual needs, that aim to help children directly and also through providing support to their parents. Early intervention can be offered in several forms:

- Speech and language therapy can help in improving hearing and using hearing aids
- Physiotherapy can help in development of motor skills such as, balance, sitting, crawling and walking.
- Assistance technology equipment that a child may need.

**Inclusion** provides an opportunity to treat children with disabilities equally and focus on their abilities. This empowers them with adequate facilities, infrastructure and personal support. Hence,

- Carry out the early developmental screening of all children and identify their strengths.
- Understand the significance of early identification and intervention.
- Make adjustments in the physical environment to ensure it is barrier-free.
- Make curriculum flexible and accessible to children with different impairments.
- Develop appropriate assessment and evaluation procedures.
- Build capacity and empower all stakeholders to revisit their own attitudes and work towards changing them, if required. Gradually encourage them to use positive terminology when working with children with disabilities.
- Use age-appropriate play and learning material.
- Sensitization, orientation, training and counselling of parents and community should be done.

## Chapter 4

### VISION OF NATIONAL EDUCATION POLICY 2020

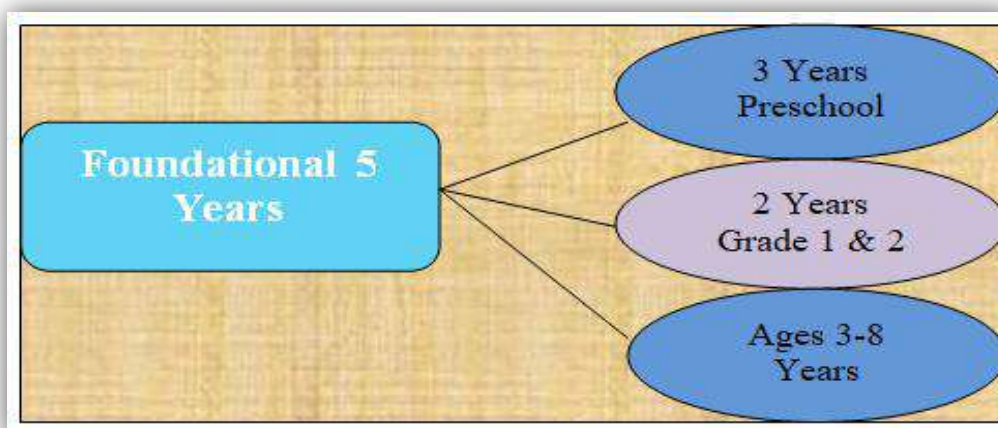
The National Education Policy (NEP) 2020 highlights the importance of education in cultivating individuals with rational thinking and action, as well as qualities like compassion, empathy, courage, resilience, scientific temper, creative imagination, and strong ethical values. Its ultimate objective is to nurture engaged, productive, and contributing citizens who can contribute to the development of an equitable, inclusive, and pluralistic society, as envisioned by our Constitution.

#### 4.1 NEP 2020 – Specific Goals for Early Childhood Care and Education

The National Education Policy (NEP) 2020 outlines specific objectives to enhance early childhood care and education. This policy aims to provide a comprehensive framework that ensures the holistic development of children in their formative years.

- Achieving universal provisioning of quality early childhood development, care, and education as soon as possible. (NEP 2020, **para 1.1**)
- Attainment, by all children of optimal outcomes in the domain of:
  - Physical and motor development
  - Cognitive development
  - Socio-emotional-ethical development
  - Cultural/artistic development
- Development of communication and early language, literacy, and numeracy. (NEP 2020, **para 1.2**)
- Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement in addition to a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. (NEP 2020, **para 1.2**)
- NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8 i.e., five years of schooling from Preschool to Grade 2. Children should, therefore,

begin Grade 1 at the age of 6 years.



#### 4.2 Guiding Principles for the Foundational Stage based on NEP 2020

- Every child is capable of learning regardless of the circumstances of birth or background.
- Each child is different and grows, learns, and develops at their own pace.
- Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different representations.
- Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.
- Children's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.
- Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.
- Children must engage with material, activities, and environments that are developmentally and culturally appropriate and develop conceptual understanding and problem-solving.
- Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.
- Content should be suited to the developmental needs of children and should

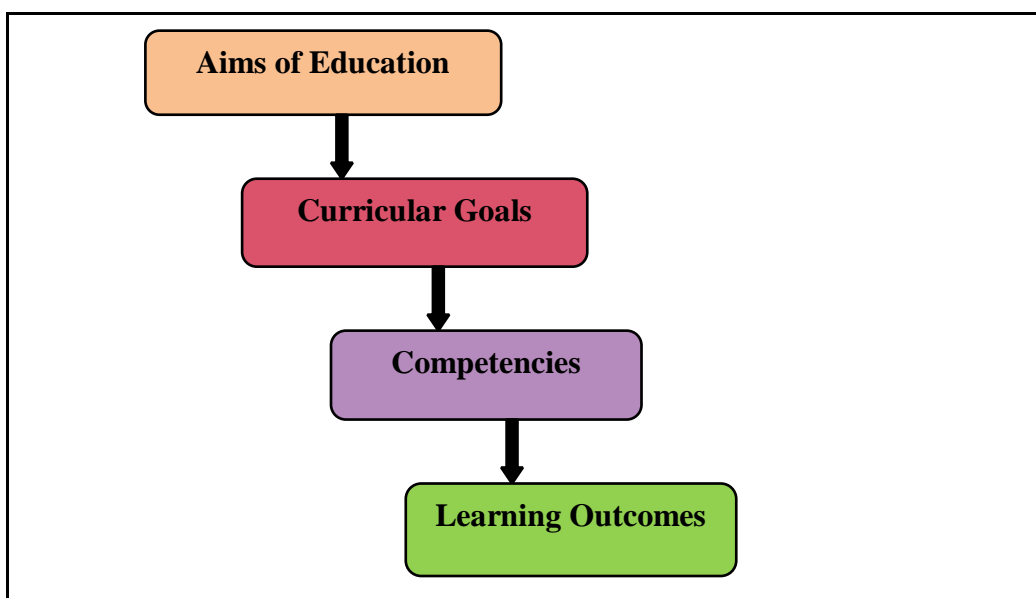


provide several opportunities for fantasy, storytelling, art, music, and play.

- Equity in issues such as gender, caste, class, and disability should be emphasized in the content.
- Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.
- Family and community are partners in this process and are involved in multiple ways.
- Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

#### **4.3 Curricular Goals, Competencies and Learning Outcomes**

The NCF-FS articulates five domains (physical development, socio-emotional and ethical development, cognitive development, language and literacy, aesthetic and cultural development), 13 curricular goals with positive learning habits as additional goal, with each goal being further translated into competencies, and each competency into learning outcomes for 3–8 years in continuum. The curricular goals, competencies and learning outcomes are all interrelated and interdependent.



##### **Aims of Education**

Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements,

funding and financing, people's capacities and so on. Aims of Education are usually articulated in education policy documents.

### **Curricular Goals**

Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). For example, in NCF-FS , “Children develop effective communication skills for day-to-day interactions in two languages” is a Curricular Goal for the Foundational Stage. Teachers are expected to ensure that each concept or skill is addressed in variety of ways during the transaction of curriculum. Opportunities have to be provided to children to construct their learning by exploration, investigation, problem-solving and critical thinking. Teachers need to align the activities, experiences, content and pedagogy in order to achieve the learning outcomes. The curricular goals outlined in NCF FS have been numbered as CG 1, CG 2 and so on. The details of Curricular Goals corresponding to different domains of development are given below:

<b>Domains</b>	<b>Curricular Goals</b>
<b>Physical Development</b>	<b>CG–1</b> Children develop habits that keep them healthy and safe <b>CG–2</b> Children develop sharpness in sensorial perceptions <b>CG–3</b> Children develop a fit and flexible body
<b>Socio- Emotional and Ethical Development</b>	<b>CG–4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms <b>CG–5</b> Children develop a positive attitude towards productive work and service or ‘Seva’ <b>CG–6</b> Children develop a positive regard for the natural environment around them
<b>Cognitive Development</b>	<b>CG–7</b> Children make sense of the world around them through observation and logical thinking <b>CG–8</b> Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures
<b>Language and Literacy Development</b>	<b>CG–9</b> Children develop effective communication skills for day-to-day interactions in two languages <b>CG–10</b> Children develop fluency in reading and writing in

	language 1 CG–11 Children begin to read and write in Language
<b>Aesthetic and Cultural Development</b>	<b>CG–12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
In addition to the above Curricular Goals based on the domains of the development, developing Positive Learning Habits is another relevant goal for the Foundational Stage.	
<b>Positive Learning Habits</b>	<b>CG–13</b> Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

### Competencies

Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies for each of the curricular goals are expected to be achieved to ensure that all children receive appropriate learning opportunities for reaching their curricular goal. When competency is achieved, it means that a child is making progress in curriculum. Competencies are articulated in Curriculum Frameworks. The curriculum has been adapted, modified and developed keeping in view the competencies to address state specific contexts.

### Learning Outcomes

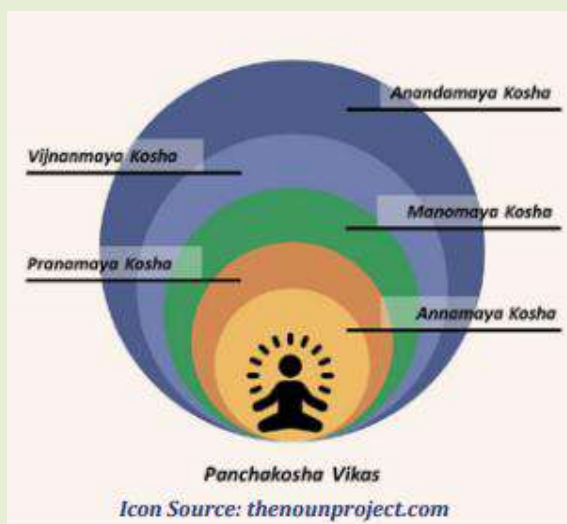
Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a competency. Learning Outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific competencies.

#### 4.4 Panchakosha Vikas - A keystone in Indian tradition (Domains of Development)

The early years of a child's life have been deeply valued across the cultural landscape of India (Bharat). The description of *Panchakoshas* in the *Taittiriya Upanishad* is

one of the earliest articulations of the different domains of the development of human beings.

*The child is a whole being with panchakoshas or five sheaths. The layers are annamaya kosha (physical layer), pranamaya kosha (life force energy layer), manomaya kosha (mind layer), vijnanamaya kosha (intellectual layer) and anandamaya kosha (inner self). Each layer exhibits certain distinct characteristics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.*



The **Panchakosha** concept and imagination maps into the different domains of development envisaged in ECCE which are the basis of the Curricular Goals. The details of five koshas are as given below:

- (i) **Annamaya Kosha:** The term itself means the layer/sheath (kosha) dependent on food (*anna*); it is the physical body, all limbs and internal organs. The physical body is nourished by food. so, the learning related to food and nutrition belongs to this aspect. It also encompasses healthy habits and routine including hygiene, physical well - being and exercise.
- (ii) **Pranamaya Kosha:** It is a more subtle aspect of physical body (annamaya kosha). Because of its function it is called the vital or, energy level. Prana governs all physiological processes from digestion to secretion of hormones. It is a more powerful level that operates all systems of human body such as digestion of food, sleep, vigour, vitality, power, enthusiasm and reproduction. Prana physically operates through breathing. Balanced and deep breathing helps control the pranamaya kosha. Such balance and prana makes children more energetic, enthusiastic, and help enrich pranamaya kosha.

(iii) **Manomaya Kosha:** A more subtle level than pranamaya kosha is manomaya kosha, or the thinking level. It encompasses all emotional thinking along with social and ethical thoughts. This dimension is very fickle and easily mutable. As it is subtler than prana and capable of controlling prana. The fact that our emotions have a deep effect on our breathing pattern, manomaya kosha is easily observed in our daily life. Learning how to manage our thoughts and thinking must be a substantial part of any educational system. It is said that mind is a very good servant, but a very bad master. In order to make one's mind their servant, one must train it and give it right (proper) direction. Mindfulness, sitting still, observing own breath, focusing on a certain point, silence, concentration, etc., are important processes to learn how to develop manomaya kosha.

(iv) **Vigyanamaya Kosha:** Along with a physical body, vital energy and thinking (mind) human beings are gifted with a more subtle power, known as, intellect, or analytical thinking. It helps a person understand and assimilate complex things. Intellect accelerates learning processes. The cultivation of intellect is one of the aims of education. In order to re-construct a knowledge-centred society, it is mandatory to focus on the development of vigyanamaya kosha. The great power of discretion, all pervading wisdom and ability to unlock great secrets of nature belong to the dimension of vigyanamaya kosha. These are the assets of humanity that need to be explored through education. Analytical, critical, and creative thinking also belong to this domain. Also, linguistic aspects of language, numeracy and mathematical and logical processes belong to vigyanamaya kosha. In order to develop this kosha, activities based on the logical processes must be inculcated in learning.

(v) **Anandamaya Kosha:** Ananda is the condition of unconditional happiness/bliss (nirmal anand). It is the innermost core element of our being or, consciousness. Anandamaya kosha is an innate property of a new-born child. It is the original form of consciousness. An infant is unconditionally happy. Being the innermost core of our personality, whatever touches here, becomes permanent. In order to make learning permanent and long-lasting it must be bliss-centric and joyful. The development of the koshas is an ongoing process which leads to manifestation of anandamaya kosha.

**This curriculum for Preprimary/Balvatika revolves around these domains of development (*koshas*) and it addresses all the domains of development through the following curricular goals:**

<b>Domains</b>	<b>Curricular Goals</b>
<b><i>Annamaya kosha</i> and <i>Pranamaya kosha</i></b> (Physical and Motor Development)	<b>CG–1</b> Children develop habits that keep them healthy and safe <b>CG–2</b> Children develop sharpness in sensorial perceptions <b>CG–3</b> Children develop a fit and flexible body
<b><i>Manomaya kosha</i></b> (Socio-emotional and Ethical Development)	<b>CG–4</b> Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms <b>CG–5</b> Children develop a positive attitude towards productive work and service or ‘Seva’ <b>CG–6</b> Children develop a positive regard for the natural environment around them
<b><i>Vigyanmaya kosha</i></b> (Cognitive Development)	<b>CG–7</b> Children make sense of the world around them through observation and logical thinking <b>CG–8</b> Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures <b>CG–9</b> Children develop effective communication skills for day-to-day interactions in two languages <b>CG–10</b> Children develop fluency in reading and writing in language 1 <b>CG–11</b> Children begin to read and write in Language
<b><i>Anandamaya kosha</i></b> (Creative and Aesthetic Development)	<b>CG–12</b> Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
In addition to the above Curricular Goals based on the domains of the development, developing Positive Learning Habits is another relevant goal for the Foundational Stage.	
<b>Positive Learning Habits</b>	<b>CG–13</b> Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
<b>Note:</b> Suggestive Activities for all the curricular goals and competencies have been given in chapter 5 of this document for reference and use in Pre Primary classes /Balvatika.	



## Chapter 5

### Pedagogy

#### 5.1 Pedagogy in Pre Primary/ Balvatika

The teacher in preprimary classes/ Balvatika must provide learning experiences in a concrete form through play activities so that the children become active participants and not passive recipients in the learning process. Children learn by playing. They interact with adults, siblings and peers in the family and neighborhood. Through play, children demonstrate what they are learning, what they are interested in, and what they are concerned about. When children are engaged in play activities, their senses develop, language skills are enhanced and creativity unfolds. Therefore, play becomes an effective medium for imparting early childhood education.

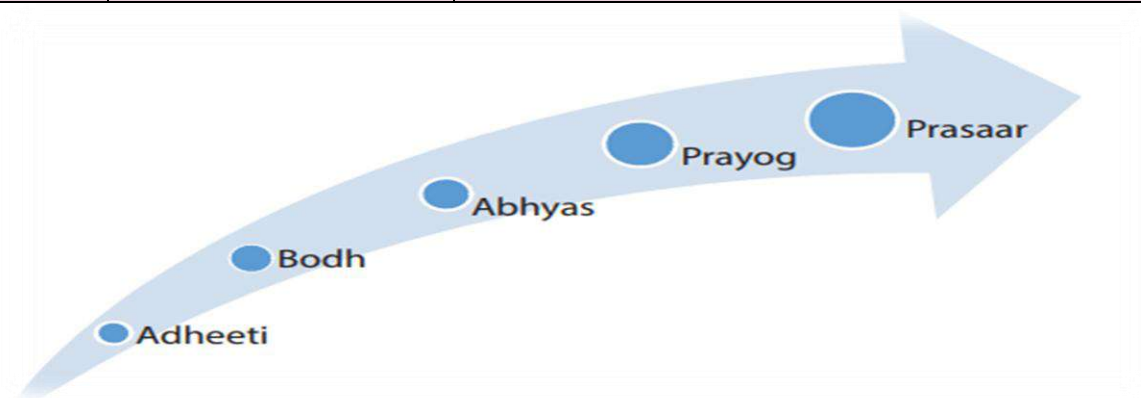
- Pedagogy in Balvatika must embrace age and developmentally appropriate practices.
- The pedagogy should focus on the development of learning processes such as observation, experimentation, problem solving and creativity in children while also catering to the promotion of their physical, language and social skills.
- Pedagogy used by teachers should be such that it facilitates individual attention and continuous assessment of each child.
- Assessment should be an integral part of pedagogy. Observing children in group and individual activities provides immediate and accurate feedback to the teacher.
- Assessment should allow for diversity in children and in their learning as children learn differently and express their learning differently too.
- The focus should be on helping children learn ‘how to learn’.
- Pedagogy in earlier classes must encourage the ability to listen, speak, and write with confidence. Over the time, learning–teaching process must encourage higher order thinking, questioning and communication skills. All efforts should focus on developing children as 21<sup>st</sup> century learners.

#### Methods of Teaching

Teaching is performed with an intention of enhancing learning in children. *Panchpadi* (A five step process) is our traditional understanding of how a learner grasps and assimilates knowledge; and how a learner uses and propagates knowledge.

**Panchpadi:** A five step process

<b>Panchpadi</b>		
<b>1.</b>	<b>Adheeti</b> (Introduction)	Teacher introduces a new concept/topic by establishing a connection with child's prior knowledge
<b>2.</b>	<b>Bodh</b> (Conceptual understanding)	Children try to understand core concepts, through various activities.
<b>3.</b>	<b>Abhyas</b> (Practice)	Children engage in various activities to strengthen their understanding of the concepts.
<b>4.</b>	<b>Prayog</b> (Application)	Children apply the acquired understanding in their everyday life.
<b>5.</b>	<b>Prasaar</b> (Expansion)	Children spread the acquired understanding through conversations, songs, stories, games, reading books and so on to others.



This indicates the progressive evolvement of child's learning from introduction to a concept to finally being capable of utilizing the concept in varied situations.

**Example: Activity on fruits**

<b>Adheeti (Introduction)</b>	Use live models, picture cards, charts and talk to children about fruits, their characteristics such as shape, colour, smell, taste and the way they are consumed.
<b>Bodh (Conceptual understanding)</b>	Discuss details on the ways in which fruits differ from one another on size, shape, seeds, plants / trees they come from, differences in tastes, their uses, etc.

<b>Abhyas (Practice)</b>	Children practice drawing, painting, singing rhymes, listen to stories and have guided conversations on fruits repeatedly.
<b>Prayog (Application)</b>	Children with the help of teacher cut and eat fruits, make fruit salad, use fruits in other food items repeatedly.
<b>Prasaar (Expansion)</b>	Children talk about, explain what they understood about fruits, differentiate different fruits and explain to peers, parents

### Other considerations for helping children learn: scaffolding and gradual release of responsibility

Scaffolding refers to providing support, structure, and guidance during instruction. It can be provided through a ‘Gradual Release of Responsibility’ (GRR) where first, teachers model or explain ideas or skills; after which children and teachers work together on the same ideas and skills where the teacher provides guided support; and finally, children practice individually and independently.

### Scaffolding and gradual release of responsibility

Activities can be planned and designed to follow Gradual Release of Responsibility



### Process of Gradual Release of Responsibility

**Step 1: I do** — The teacher demonstrates/explains/models the main ideas or skills

Step 2: **We do** — The teachers and children work together on the ideas or skills

Step 3: **You do** — The children practice or work on the ideas or skills independently

## **5.2 Principles of Pedagogy**

Principles of pedagogy underly all decisions related to teaching strategies in the classroom appropriate for the Foundational Stage.

**The following principles inform classroom planning and instruction:**

- i. A safe and stimulating environment is fundamental to development and learning at this Stage.
- ii. Play is central to learning and development at this Stage.
- iii. Nurturing relationships between Teacher and child are the basis of teaching and learning.
- iv. Physical development is very important at this Stage.
- v. Every child learns at their own pace and learning needs are addressed individually.
- vi. Children at the Foundational Stage are most comfortable and learn best in their home language.
- vii. Learning experiences in the classroom are deeply connected to children's lives and their contexts.
- viii. Learning experiences are designed to build on children's previous understanding.
- ix. Classroom processes address all domains of development.

## **5.3 Pedagogical Approaches**

There are many pedagogical approaches that can be used in pre primary classes, such as theme -based approach, project-based approach, story- based approach, play-based approach and activity-based approach can be used.

**Thematic Approach:** The 'thematic approach' or an 'integrated approach' provides the possibilities to integrate all subjects and organize activities across all developmental domains. Teachers decide age- appropriate themes such as myself, family, plants, animals, transport, birds, etc., and plan the activities around those themes to facilitate learning. Teachers use stories, rhymes, guided conversation,

games, dramatization, role play, etc., to build the concepts and make learning play and activity based.

**Play-based approach:** It helps in learning by doing. Children learn a variety of concepts by playing with toys, blocks, mazes, puzzles, musical instruments etc. Play provides active and stimulating learning opportunities to children, and can be organized in different ways like **free play**, **guided play** and **structured play**. They learn mathematical concepts such as shapes, sizes, counting, and so on. Play activities include **free conversations** and **structured conversations**, storytelling, rhymes, outdoor activities and games / indigenous games, indoor games for language and cognitive development, dramatization, puppet play, sand play, water play, creative art activities such as clay moulding, drawing on slates, activity books, blackboards, or floors, painting by exploring the use of wet colour on paper, floor, or fabric, activities with teacher made materials like dominoes, cards, puzzles and charts and free play activities, for example, doll play, play with blocks, beads, toys, use of empty cardboard boxes, sand, mud, and their cutting and pasting skills to construct new things e.g., vehicles, animals, buildings etc.

**Activity-based Approach:** Activity-based learning is a type of pedagogy where children learn at their own pace through various supervised activities. It focuses on learning through play. When the teacher organizes an activity involving children, they learn to follow instructions, understand different steps in the activity, and are aware of the entire process involved e.g. Tearing paper of different sizes, folding paper, pressing it to create fine paper fold models.

**Project or Inquiry-based Approach:** Project or inquiry-based learning occurs when children undertake an in-depth investigation of a real-world topic. It is an inquiry-based investigation usually done by small groups of children or by an entire class or sometimes by an individual child. The teacher offers some open-ended triggers and then observes the children, listens to their stories, their questions, sees how they navigate the activity, takes note of their interest levels and discusses with the children.

**Story-based Approach:** Storytelling develops child's imagination, develops creativity promotes language learning, and creates a participatory and immersive experience for children to enjoy hearing the language in an entertaining way.

**Toy-based Pedagogy** Toy-based pedagogy is a teaching learning approach which is based on learning ‘through toys and games’. Toy-based pedagogy refers to use of local, indigenous, popular toys and puppets which children love to play with, such as tops, dolls, rattles, kites, dancing and singing puppets, etc. Toys inculcate values and skills in children. The values of sharing, empathy, love, care, etc., and the skills of decision making, team-building, problem solving, etc., are developed in children through toys and games. It has been observed that teaching-learning with suitable and appropriate toys across all the stages supports growth and development of children. Toys can also be made from readily available items such as fabric, bottles, cardboard boxes, yarn, cooking pans, bangles, pipe cleaners and pinecones.

**Eclectic approach** is a combination of approaches. The teachers are free to choose a combination of suggested approaches in their context. The resulting approach would lead to a balanced programme. In such approaches, ideological methodologies of different approaches are integrated to respond to the needs of the children. The day’s schedule is divided between teacher initiated planned activities and child-initiated free play leading to self-paced learning.

#### **5.4 Strategies for Literacy and Numeracy**

It is important to ensure that the curriculum for children of ages 3-6 onwards must be planned in a way that builds on children’s capacities of that particular age and leads to formal learning instead of a downward extension of the curriculum from Grade 1.

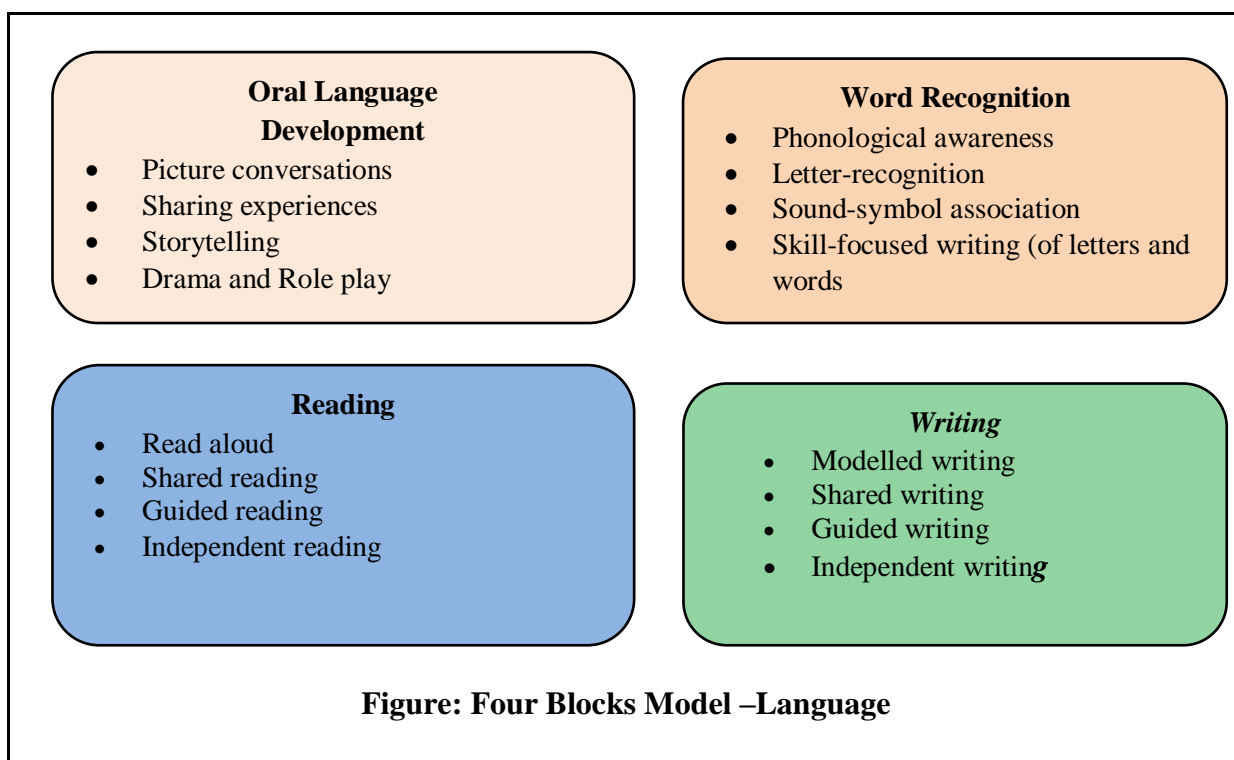
#### **Components of Early Language and Literacy**

The components of early language and literacy include:

- **Emergent literacy skills:** Developing awareness about print, pretend reading (reading pictures), logographic reading (reading words as pictures), drawing and scribbling to represent and express something.
- **Oral language development:** Improved listening comprehension, oral vocabulary development, and using talk and conversation for learning with peers and knowledgeable others
- **Phonological awareness:** Phonological awareness is the understanding of the sound structure of language, i.e., sentences which are made up of words, syllables, and smaller units of sound.

- **Decoding:** Deciphering written words by sounding them out based on understanding the relationship between symbols and their corresponding sounds. It is the ability to associate sounds with individual letters and letter combinations (aksharas) and blending the sounds together to pronounce (or read) the whole word and identify the meaning.
- **Reading with comprehension:** Constructing meaning from a written text and critically thinking about it.
- **Fluent reading:** Accurate, automatic recognition of words and reading with expression.
- **Writing:** Ability to write words correctly, along with presentation of thoughts or information in a logical and organised manner.
- **Developing a desire or habit of reading:** Engaging with a wide variety of books and other reading materials and developing an appreciation for literature.

There are four major components in language and literacy instruction- oral language, word recognition, reading and writing. While activities for the four blocks may be implemented in an integrated manner, it is important that the children spend time working on each of the blocks on a regular basis. The four-block model comprises:





### **Some strategies for teaching an unfamiliar language:**

- i. Promote oral language development initially with lots of fun-filled and interactive activities
- ii. Provide comprehensible input in the unfamiliar language. It includes providing many opportunities of listening to the language and reading it in a form that is within the children's sphere of comprehension, also called 'comprehensible input.'
- iii. The language used by the teacher should be simple and supported by gestures, pictures, actions, and use of words from the children's home languages.
- iv. Build a meaningful and purposeful context.
- v. Provide ample exposure to unfamiliar language.
- vi. Create a stress-free and safe environment.

### **5.5 Approaches to Teaching Mathematics**

Children bring various mathematical skills from their surroundings and culture into the classroom, which must be the basis of learning mathematics. The following approaches can be integrated into mathematical teaching-learning processes to give children comprehensive mathematics experiences considering the nature and cognitive demand of the tasks and skills.

#### **a) Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)**

The following sequence can be followed to teach the abstract mathematical concept.

An example of learning numbers through **ELPS**:

**E –Experience:** Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.

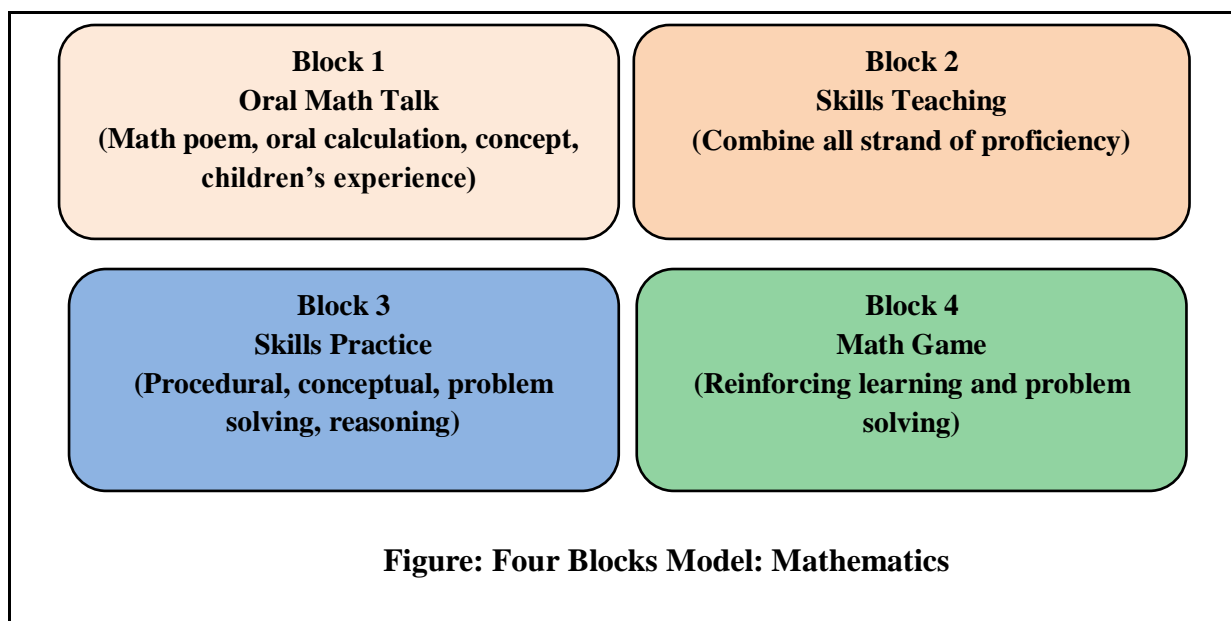
**L –Spoken Language:** Describing the experience in language, e.g., what is being counted how many have been counted.

**P –Pictures:** Representing mathematical concepts in a pictorial form e.g., if 3 balls have been counted, these can be represented through 3 pictures of the ball.

**S –Written Symbols:** Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.

**b) Connecting mathematics learning with children's real-life and prior knowledge**

To become mathematically proficient, children need to build conceptual understanding, procedural understanding, strategies competence/application, communication and reasoning, and a positive attitude towards mathematics. All these strands of mathematical proficiency can be designed in the following four blocks for the daily classroom process:



This curriculum has been developed with an assumption based on empirical and theoretical understanding that children are generally ready for preschool / pre primary education by the age of 3 years. This curriculum has been designed in a progressive manner for 3 years of \*Pre Primary Education i.e. Nursery (Balvatika 1), LKG (Balvatika 2) and UKG (Balvatika 3).

*\*Recommended Nomenclature for Pre Primary Curriculum /Classes by Directorate of Elementary Education, Himachal Pradesh vide. Letter No. EDN-H (Ele.) (4)-4-6/2015 (SAC) dated October 13, 2023.*

The present curriculum covers the 13 curricular goals outlined in NCF FS, competencies that are to be attained by the end of a stage, suggestive pedagogical processes to be used by the teachers and the learning outcomes to be achieved by the children at the end of the Nursery (Balvatika 1), LKG (Balvatika 2) and UKG (Balvatika 3).

## 5.6 Curricular Goals, Competencies, Pedagogical Processes and Learning

### Outcomes

**Note:** *There is no one to one correspondence between competencies, suggested pedagogical processes and Learning Outcomes. The entire Curricular Goal has to be seen as a whole.*

*L1 is the home language/mother tongue/familiar language and L2 is the less familiar language (English).*

Nursery (Balvatika 1)			
Domain	CG-1 Children develop habits that keep them healthy and safe.		
	Competencies	Pedagogical Processes	Learning Outcome
Physical Development	<b>C-1.1</b> Shows a liking for and understanding of nutritious food and does not waste food.	<b>Providing Opportunities and Experiences for:</b> <ul style="list-style-type: none"> <li>Using MDM as a platform to develop habit of having food as per its nutritious value (Modeling Approach Bandura).</li> <li>Found and lost box and habit formation of using the same.</li> <li>Taking help of elder students in inculcating the habit of placing plates and utensils in the designated space.</li> <li>Regular instruction for using dustbins.</li> <li>Orientation of Mother and community.</li> <li>Knowing about themselves, their body parts, family members, and distinguish people and relationships through age appropriate engaging and interactive activities.</li> <li>Recognition can be given to the students to inculcate the habit of cleanliness and hygienic among students.</li> <li>Performing art craft activities under adult supervision.</li> <li>Routine minor games</li> </ul>	<ul style="list-style-type: none"> <li>Identifies things that can be eaten and cannot be eaten.</li> <li>Begins to eat and name a variety of foods with adult prodding.</li> <li>Name safe and healthy food items and a few unhealthy food items.</li> </ul>
	<b>C-1.2</b> Practices basic self-care and hygiene		<ul style="list-style-type: none"> <li>Gets help to wash and dry hands before and after using the toilet or eating.</li> <li>Can wear clothes (without buttoning them) and put on their footwear</li> <li>With the help of adults.</li> </ul>
	<b>C-1.3</b> Keeps school /classroom hygienic and organized		<ul style="list-style-type: none"> <li>Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc.</li> <li>Places soiled plates and utensils in the designated space with the help of adults.</li> <li>Uses dustbin with assistance.</li> </ul>
	<b>C-1.4</b> Practices safe use of material and simple tools		<ul style="list-style-type: none"> <li>Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs.</li> </ul>
	<b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately.		<ul style="list-style-type: none"> <li>Identifies road safety as important, holds hands of adults and walks on the road.</li> </ul>

	<p><b>C-1.6</b> Understands unsafe situations and asks for help.</p>	<p>physical warm up exercises.</p> <ul style="list-style-type: none"> <li>• Demonstration through Videos, animated films, stories and cartoons. (Example Good/Bad Touch, physical safety etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates between familiar and strange adults.</li> </ul>
<p><b>CG 2- Children develop sharpness in sensorial Perceptions</b></p>			
	<p><b>C-2.1-</b> Differentiates between shapes, colours and their shades  <b>C-2.2-</b> Develops visual memory for symbols and representations  <b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume and tempo  <b>C-2.4</b> Differentiates multiple smells and tastes  <b>C-2.5</b> Develops discrimination in the sense of touch  <b>C 2.6</b> Begins integrating sensorial perceptions to get a holistic awareness of their experiences</p>	<ul style="list-style-type: none"> <li>• By using different teaching aids with help of easily available material from surrounding.</li> <li>• Grouping and matching activities</li> <li>• Sound games (Dhwani khel)</li> <li>• Field trip to flower garden of the school using material available in MDM kitchen.</li> <li>• Hands on sensory experience to children.</li> <li>• Experiential learning through tactile toys and various objects available in the classroom.</li> <li>• Sensory games involving play way activities under the guidance of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white and brown)</li> <li>• Groups objects based on their colour (e.g. all long things together)</li> <li>• Differentiates sounds in the environment as the sound of humans, animals, sound of clap, tap, sound of material etc.</li> <li>• Differentiates loud and soft sounds</li> <li>• Identifies good and bad smell (perfume, flowers, garbage etc.)</li> <li>• Identifies sweet, salty, bitter, sour and hot (spicy) tastes.</li> <li>• Differentiates hard and soft, hot and cold, rough and smooth surfaces</li> <li>• Blows breath with force</li> <li>• Blows light objects (e.g. paper)</li> <li>• Sits or lies still for a short duration</li> </ul>
<p><b>CG 3- Children develop a fit and flexible body</b></p>			
	<p><b>C 3.1</b> Shows coordination between sensorial perceptions and body movements in various activities  <b>C 3.2</b> Shows balance, coordination and flexibility in various physical activities  <b>C 3.3</b> Shows precision and control in working with their hands and</p>	<ul style="list-style-type: none"> <li>• Hand eye coordination through simple games.</li> <li>• Balancing activities in small and big groups with peers.</li> <li>• Origami (paper folding activity), colouring, sketching, clay modelling etc.</li> <li>• Activities such as follow the leader with help of teacher.</li> <li>• Games like tip-toe, moving body parts according to direction.</li> <li>• Daily exercise and yoga</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to catch, throw and kick balls with very basic control</li> <li>• Stands on one foot with support/aid</li> <li>• Balances on one leg for a short time</li> <li>• Exhibits fine motors skills, eye hand coordination and muscle strength in simple activities) e.g. scribbling, tearing paper, pasting, free hand colouring, clay work)</li> <li>• Walks in straight line</li> <li>• Walks and runs easily</li> </ul>

	<p>fingers</p> <p><b>C 3.4</b> Shows strength and endurance in carrying, walking and running</p>	<p>session in morning assembly.</p> <ul style="list-style-type: none"> <li>• Fun activities including physical movements like spoon race, crawling, balloon race etc.</li> <li>• Aerobics for beginners on music.</li> </ul>	<p>changing direction and speed comfortably</p> <ul style="list-style-type: none"> <li>• Jumps in place, jumps across one short hurdle</li> <li>• Jumps landing on feet (height 2.5 to 3 feet)</li> <li>• Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another)</li> </ul>
Socio-Emotional and Ethical Development	<p><b>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms</b></p>		
	<p><b>C-4.1</b> Starts recognizing 'self' as an individual belonging to a family and community</p>	<ul style="list-style-type: none"> <li>• Role play (personification) of favourite character, thing, object.</li> <li>• Activities with emojis</li> <li>• Daily introduction round in morning assembly.</li> <li>• Role play of telephonic conversations under the guidance of teacher.</li> <li>• One to one interaction with peers.</li> <li>• Visit to peer's house with parents.</li> <li>• Energizers at regular interval to keep child lively in the classroom.</li> <li>• Utilization of outdoor play material.</li> <li>• Giving acceptance to child's demands in respect of school environment.</li> <li>• Organizing Associate and Cooperative plays as suggested by Mildred Parten.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing)</li> </ul>
	<p><b>C-4.2</b> Recognizes different emotions and makes deliberate efforts to regulate them appropriately</p>		<ul style="list-style-type: none"> <li>• Says own first and family (last) name</li> <li>• Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out)</li> </ul>
	<p><b>C-4.3</b> Interacts comfortably with other children and adults</p>		<ul style="list-style-type: none"> <li>• Recognizes simple emotions (fear, joy, sadness)</li> <li>• Identifies/names close family members/ particular adults</li> <li>• Interacts comfortably with familiar adults</li> </ul>
	<p><b>C-4.4</b> Shows cooperative behavior with other children</p>		<ul style="list-style-type: none"> <li>• Demonstrates comfort in staying in the classroom without parents or familiar adults.</li> <li>• Begins to play with other children.</li> <li>• Enjoys playing with other children.</li> </ul>
	<p><b>C-4.5</b> Understands and responds positively to social norms in the classroom and school</p>		<ul style="list-style-type: none"> <li>• Participates in everyday activities</li> <li>• Enjoys everyday activities with other children</li> <li>• Follows simple instructions with teacher's support</li> <li>• Waits for their turn</li> <li>• Follows short simple instructions</li> </ul>
	<p><b>C-4.6</b> Shows kindness and helpfulness to others (including animals,</p>		<ul style="list-style-type: none"> <li>• Shows affection towards other children and adults</li> </ul>

	plants) when they are in need		
	<b>C-4.7</b> Understands and responds positively to different thoughts, preferences, and emotional needs of other children		<ul style="list-style-type: none"> <li>Plays and interacts with all children irrespective of background or ability</li> </ul>
	<b>CG 5 Children develop a positive attitude towards productive work and service or 'Seva'</b>		
	<b>C-5.1</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others	<ul style="list-style-type: none"> <li>Inculcating dignity of labour among students through activities suggested by teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates willingness and participation in age-appropriate physical work towards helping others</li> </ul>
	<b>CG 6 Children develop a positive regard for the natural environment around them</b>		
	<b>C-6.1</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>Giving task of planting a small plant and taking care of the same with the help of mother.</li> </ul>	<ul style="list-style-type: none"> <li>Shows care for and joy in engaging with all life forms</li> </ul>
<b>Cognitive Development</b>	<b>CG-7 Children make sense of world around through observation and logical thinking</b>		
	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>Matching, sorting, building blocks, solving simple puzzle and sequencing activities.</li> <li>Brain storming exercises with students on the topic of their interest.</li> <li>Narrating simple stories followed by simple questions about the same.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance</li> <li>Identifies the missing part of a familiar picture of familiar object</li> <li>Recognizes hierarchical relationships within categories (e.g., animals and their younger ones)</li> <li>Plays using object substitution (e.g., uses banana as telephone)</li> </ul>
	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>Asking students about how they spent their vacations, about their likes and dislikes, about any incident of their interest.</li> <li>Competitions regarding expressive skills.</li> <li>Developing interest regarding proper use of pen, pencil, sketch, crayons, stencils etc.</li> <li>Engaging students through interactive e-content with the help of AV aids.</li> </ul>	<ul style="list-style-type: none"> <li>Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating)</li> <li>Differentiates between day and night</li> <li>Identifies summer and winter</li> <li>Names objects in the sky (sun, moon, stars, clouds)</li> <li>Makes choices and expresses preferences</li> <li>Expresses own preferences, interests and makes choices</li> <li>Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers</li> <li>Answers simple questions about events and phenomenon in the</li> </ul>

			physical environment with the support of the teacher and peers
<b>C-7.3</b> Uses appropriate tools and technology in daily life situations and for learning			<ul style="list-style-type: none"> <li>Shows dexterity in using simple tools for drawing/ colouring</li> <li>Shows inclination to use simple tools while playing</li> <li>Shows attention and regulation when interacting with digital audiovisual material</li> </ul>
<b>CG 8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</b>			
<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Sorting activities and poetry competitions.</li> <li>Field trips based on size, length, height, and weight (big- small, Long - Short)</li> </ul>		<ul style="list-style-type: none"> <li>Sorts objects into 2 groups based on size, length, height, and weight (big- small, Long - Short)</li> </ul>
<b>C-8.2</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> <li>Pattern activities with locally available natural teaching learning aids such as pebbles, leaves, flowers, tree etc.</li> <li>Pattern activities by using different sounds natural as well as artificial.</li> </ul>		<ul style="list-style-type: none"> <li>Recognizes &amp; repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A B A pattern)</li> <li>Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.)</li> <li>Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)</li> </ul>
<b>C-8.3</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Number activities through poems.</li> <li>Imitating activities for counting with the help of teachers.</li> <li>Holistic approach to teach number concept through language and EVS.</li> <li>Skip counting, oral/aural approach.</li> <li>Asking the student about his daily routine and also shuffling/ reshuffling of events.</li> <li>Activities with the help of ice cream sticks, straw and classroom material.</li> <li>Follow the instruction games.</li> </ul>		<ul style="list-style-type: none"> <li>Says/sings number names verbally till 5 in correct sequence/order with context</li> <li>Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5</li> <li>Imitates adults while counting using one to one correspondence between number names and objects till 3</li> <li>Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects</li> <li>Counts forward up to 10 from memory in correct sequence</li> <li>Recognizes instantly the count of a collection of 2 or 3 objects</li> </ul>
<b>C-8.4</b> Arranges numbers up to 99 in ascending and descending order	<ul style="list-style-type: none"> <li>Balkavitayein</li> <li>Guided conversation with students followed by free conversation.</li> </ul>		<ul style="list-style-type: none"> <li>Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)</li> <li>Compares two numbers (orally) up to 3 and uses vocabulary like more and less</li> </ul>



Language and Literacy Development			<ul style="list-style-type: none"> <li>• Matches by shape, size or colour by one attribute</li> <li>• Compares and classifies objects by one factor like shape, colour and size</li> <li>• Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table</li> </ul>
	<b>C-8.8</b> Recognizes basic geometric shapes and their observable properties		
	<b>C-8.9</b> Performs simple measurements of length, weight and volume of objects in their immediate environment		<ul style="list-style-type: none"> <li>• Uses vocabulary (length, width, height, distance) to express length through poems and stories</li> <li>• Uses vocabulary to express weight through poems, and stories</li> </ul>
	<b>C-8.10</b> Performs simple measurements of time in minutes, hours, day, weeks, and months		<ul style="list-style-type: none"> <li>• Uses vocabulary in daily life like today, tomorrow, and yesterday</li> </ul>
	<b>C-8.11</b> Performs simple transactions using money up to INR 100		<ul style="list-style-type: none"> <li>• Uses vocabulary related to money using poems and stories</li> </ul>
	<b>CG 9 Children develop effective communication skills for day-to-day interactions in two languages</b>		
	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>• Activities related to poetry and story recitation.</li> <li>• Reciting poems through gestures and expressions.</li> <li>• Small role plays based on poem.</li> <li>• Engaging students through use of songs with help of audio-visual aids</li> <li>• Circle activity with peer group</li> <li>• Encourages children to share their views through flashcards.</li> <li>• Follow the teacher</li> <li>• Discussion on stories told by teacher to the student.</li> <li>• Antakshri activity with the help of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary</li> <li>• Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighborhood</li> <li>• Repeats a simple song or a rhyme</li> <li>• Sings along to songs and rhymes with intonation and gestures</li> <li>• Enjoys familiar songs and poems</li> </ul>
	<b>C-9.2</b> Creates simple songs and poems on their own		<ul style="list-style-type: none"> <li>• Listens attentively and speaks in short conversations with familiar people around</li> <li>• Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>• Expresses their needs and feelings through short meaningful sentence</li> </ul>
	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation		
	<b>C-9.4</b> Understands		<ul style="list-style-type: none"> <li>• Listens and follows short</li> </ul>

oral instructions for a complex task and gives clear oral instructions for the same to others		instructions (e.g., bring the blocks here, wash hands properly, etc.)
<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say		<ul style="list-style-type: none"> <li>• Listens attentively to stories for a short period of time (5-7 minutes)</li> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words</li> </ul>
<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary		<ul style="list-style-type: none"> <li>• Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big</li> </ul>
<b>CG 10 Children develop fluency in reading and writing in Language 1 (L1)</b>		
<b>C-10.1</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables		<ul style="list-style-type: none"> <li>• Sings rhymes</li> </ul>
<b>C-10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	<ul style="list-style-type: none"> <li>• Rhyme rich environment in local dialect and Hindi, English as well.</li> <li>• Scrapbook making of common signs, logos, and labels activity by teacher with active participation of students.</li> <li>• Picture book reading activity</li> <li>• Colouring and sketching activity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover)</li> <li>• Holds the book, opens it and flips the pages to explore</li> <li>• Distinguishes between printed text and pictures</li> <li>• Pretends to read familiar books based on pictures in the story</li> </ul>
<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own		<ul style="list-style-type: none"> <li>• Reads picture books and identifies objects and actions</li> </ul>
<b>C-10.8</b> Writes a paragraph to express their understanding and experiences		<ul style="list-style-type: none"> <li>• Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons</li> <li>• Draws and colours, and orally expresses the intent of the drawing</li> </ul>
<b>C-10.9</b> Shows interest in picking up and reading a variety of children's books	<ul style="list-style-type: none"> <li>• Poetry recitation</li> <li>• Giving recognition to students as book Doctor.</li> </ul>	<ul style="list-style-type: none"> <li>• Shows interest in stories and poems being read out</li> <li>• Handles books with care</li> </ul>
<b>CG 11 Children develop fluency in reading and writing in Language 2 (L2)</b>		

	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>• Rhyming activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sings rhymes</li> </ul>
Aesthetic and Cultural Development	<b>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</b>		
	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• Art and craft activity, hand painting, thumb painting, thread painting with the help of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps relevant art materials, tools, and instruments</li> <li>• Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)</li> </ul>
	<b>C-12.2</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> <li>• Rhyming through proper gestures and expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</li> </ul>
	<b>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</b>		
Positive Learning Habits	<b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals		<ul style="list-style-type: none"> <li>• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)</li> <li>• Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)</li> </ul>
	<b>C-13.2</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> <li>• Sequencing and puzzle games</li> <li>• Activities related to deferred imitation suggested by Jean Piaget.</li> <li>• Trip to the flower garden of the school and “Gaon ki sair”</li> </ul>	<ul style="list-style-type: none"> <li>• Practices remembering by recalling a story or verbally describing a picture no longer in view</li> <li>• Adjusts to changes in routines</li> <li>• Begins to take turns and waits in line for short periods of time with adult support</li> </ul>
	<b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions		<ul style="list-style-type: none"> <li>• Enjoys spending time in the garden/ outdoors</li> <li>• Shows curiosity and wonder in the natural environment</li> </ul>
	<b>C-13.4</b> Classroom norms: Adopts and follows norms with agency and understanding	Leading by example	<ul style="list-style-type: none"> <li>• Observes and imitates adult behaviour for classroom norms</li> </ul>

## LKG (Balvatika 2)

**Note:** There is no one to one correspondence between competencies, suggested pedagogical processes and Learning outcomes. The entire Curricular Goal has to be seen as a whole.

L1 is the home language/mother tongue/familiar language and L2 is the less familiar language (English).

LKG ( Balvatika 2)			
Domain	CG-1 Children develop habits that keep them healthy and safe.		
	Competencies	Pedagogical Processes	Learning Outcome
Physical Development	C 1.1 Shows a liking for and understanding of nutritious food and does not waste food.	<ul style="list-style-type: none"> <li>• Informal talks around foods immediately available.</li> <li>• Talks about foods being cultivated locally.</li> <li>• Knowing the basis of their likings and disliking's pertaining to food.</li> <li>• Disclose the importance of healthy food. (Good and bad)</li> <li>• Encourage eating different food served at school/home willingly.</li> </ul>	<ul style="list-style-type: none"> <li>• Eats a variety of food from different food groups- grains, vegetables, fruits and proteins. (e.g., dal, beans, nuts, dairy) with adult support.</li> </ul>
		<ul style="list-style-type: none"> <li>• Informal talks about eatables they buy/eat at shops</li> <li>• Use of pictorial chart of items available at shops and choosing their favourite food items. Teacher would differentiate healthy and unhealthy food items from the choices made by the pupils.</li> <li>• Use of story conveying good effects of healthy food.</li> <li>• Use of pictures depicting healthy and unhealthy person followed by talks focusing the reason for their present condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies healthy and unhealthy food items in a shop.</li> <li>• Reasons why some food is healthy.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use of activities to develop fine motor muscles.</li> <li>• Strengthening of eye-hand coordination activities.</li> <li>• Regular teacher talks and observation along with assistance from the teacher while child is eating food provided at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Eats without spilling.</li> </ul>
	C 1.2 Practices self-care and hygiene	<ul style="list-style-type: none"> <li>• Use of rhymes and stories to sensitize children about the benefits of hand washing.</li> <li>• Demonstration of correct method of washing including 6 steps and regular practice at school on every event of visiting toilet and eating food.</li> </ul>	<ul style="list-style-type: none"> <li>• begins to wash hand dry hands after using the toilet or eating.</li> </ul>
		<ul style="list-style-type: none"> <li>• Sensitizing the parents for providing opportunity to wear cloths/shoes</li> </ul>	<ul style="list-style-type: none"> <li>• can wear cloths and footwear</li> </ul>

		<p>independently along with assistance at home.</p> <ul style="list-style-type: none"> <li>• Use dolls for demonstrating clothing and unclothing in the class.</li> <li>• Use of bottoming slate for children in a play way method (who will bottom up fast)</li> <li>• Who will wear shoes right way: - activity for children</li> <li>• Practice of zipping and unzipping jackets by the children with demo cloths</li> </ul>	independently.
		<ul style="list-style-type: none"> <li>• Sensitize/aware through poems.</li> <li>• Utilize the toiletries material in the school to inculcate the healthy habits of brushing, combing, bathing or cutting nails.</li> <li>• Use of available toiletries material in the school. Use of available funds.</li> <li>• Demonstration of combing and brushing by the teacher.</li> <li>• Teacher may use multimedia if available.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to use personal care objects (combs, toothbrush) on their own.</li> </ul>
	<b>C 1.3</b> Keeps school/ classrooms hygienic and organised	<ul style="list-style-type: none"> <li>• Use of rhymes along with gestures promoting habits to keep and retrieve their personal belongings from the correct place.</li> <li>• Teacher will observe the activities of pupils in the class and continuously correct the faulty behaviour if shown.</li> <li>• Showing some dirty glasses/plates along with neat and clean ones and ask the children in which utensil you wish to eat food and drink water. Teacher will conclude the topic by giving some examples of clean and dirty utensils</li> </ul>	<ul style="list-style-type: none"> <li>• Keeps and retrieves their personal belongings from the correct place.</li> <li>• Identifies and usages clean glasses and plates and places soiled plates and utensils in the designated place</li> <li>• Begins to use a dustbin to dispose off waste.</li> </ul>
	<b>C 1.5</b> Shows awareness of safety in movements (Walking, running, cycling) and acts appropriately	<ul style="list-style-type: none"> <li>• Teacher will demonstrate how to cross the road with the help of drawing a road in the school. Students would be asked to do the same holding peer hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks both ways before crossing the road, holds hands of peers or adult and walks safely</li> </ul>
	<b>C 1.6</b> Understands unsafe situation and asks for help	<ul style="list-style-type: none"> <li>• Teacher would talk to the students to sensitize them for discomfort zone with trusted adults.</li> <li>• Use of stories (multi media) pictures depicting uncomfortable situations and resolutions for the same.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates discomfort with trusted adults when asked</li> <li>• Does not accept toys chocolates, money or other things from strangers.</li> </ul>
<b>CG-2 Children develop sharpness in sensorial perceptions</b>			

<b>C-2.1</b> Differentiates between shapes, colours, and their shades	<ul style="list-style-type: none"> <li>• Use coloured card-based projects/assignments: - categorising the cards.</li> <li>• Using daily life objects in the environment to make them understand the difference among different shades of the colour.</li> <li>• Activities through different objects available and managed locally. Use of environment to depict length breadth, height.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)</li> <li>• Groups objects based on dimension - length, breadth, height (e.g., all long things together)</li> </ul>
<b>C-2.2</b> Develops visual memory for symbols and representations	<ul style="list-style-type: none"> <li>• Use printed material to provide learning experience regarding different patterns, shapes, sizes and colour afterwards ask children to match the same figures or symbols.</li> <li>• Off/Online material available can be utilize to match the similar figures etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Matches two visual symbols with same pattern but different orientation and size (e.g., match with, match ∞ with)</li> </ul>
<b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume, and tempo	<ul style="list-style-type: none"> <li>• Demonstrate and ask children to follow the sounds being produced.</li> <li>• Use locally available music/sound instrument to give firsthand experience.</li> <li>• Tap any object can make sound in the class with low, medium and high speed and ask the students to figure out the pace of the tempo.</li> <li>• Use daily life experiences to explain the tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between high (uncha swar) and low pitches (neecha swar) in the sounds of birds and animals, musical instruments and the human voice</li> <li>• Distinguishes between slow and fast tempo (dheemi, teevra gati) in rhythmic beats (taal)</li> </ul>
<b>C-2.4</b> Differentiates multiple smells and tastes	<ul style="list-style-type: none"> <li>• Locally available flowers, fruits, essence sticks, locally available can be used</li> <li>• Meal time experience can be used to explain the taste and texture of the food</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates fragrance of flowers, perfumes, food items etc</li> <li>• Explores different tastes and textures from different kinds of food</li> </ul>
<b>C-2.5</b> Develops discrimination in the sense of touch	<ul style="list-style-type: none"> <li>• Create opportunity in the class to hold/toiuch hard and soft, hot and cold, rough and smooth material.</li> </ul>	<ul style="list-style-type: none"> <li>• Compares two objects based on hard and soft, hot and cold, rough and smooth</li> </ul>
<b>CG-3 Children develop a fit and flexible body</b>		
<b>C-3.1</b> Shows coordination between sensorial perceptions and body movements in various activities	<ul style="list-style-type: none"> <li>• Use playground for the activities required to achieve the said LO with the help of Balls small and big.</li> <li>• Practice the process for a period of time to improve the accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Catches a large ball, throws and kicks balls forward with good force</li> <li>• Shows some accuracy in aiming throws within short distances</li> </ul>
<b>C-3.2</b> Shows	<ul style="list-style-type: none"> <li>• Engage the students first, demonstrate</li> </ul>	<ul style="list-style-type: none"> <li>• Stands on one foot</li> </ul>

	balance, coordination, and flexibility in various physical activities	<p>at a safe place and ask the students to stand on one leg and another without support. Practice the same.</p> <ul style="list-style-type: none"> <li>Ask them hop in the ground with some rhymes.</li> <li>Use firmly placed bricks to walk on, use ladder for the same if available or community can provide the same but with a very low height and care.</li> </ul>	<p>for longer periods without support</p> <ul style="list-style-type: none"> <li>Hops 4-5 steps</li> <li>Balances on variety of surfaces (e.g., bricks, ladders)</li> </ul>
	<b>C-3.3</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>This LO can only be achieved with active engagement of pupils and material required in the vigilant presence of the teacher. Demonstration-followed by the students.</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/unscrewing bottlecaps, drawing with crayons)</li> </ul>
	<b>C-3.4</b> Shows strength and endurance in carrying, walking, and running	<ul style="list-style-type: none"> <li>Line walking: - draw straight and curved lines and ask students to walk on that for increasing the interest and joy we can place light book/object to balance, on their heads.</li> <li>Organise beam walking, stair climbing and crawls under the vigilant supervision of teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Walks on straight and curved line/ zigzag with ease</li> <li>Walks on 6-inchwide beam with balance</li> <li>Walks up and down stairs, on alternating feet with ease</li> <li>Crawls inside tunnels, etc.</li> <li>Jumps on both feet and over short objects without/ with little support</li> </ul>
<b>Socio-emotional and Ethical Development</b>	<b>CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms</b>		
	<b>C-4.1</b> Starts recognising 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>Oral discussion about family neighbourhood, school, city, with different people doing different roles by teacher.</li> <li>Activity</li> <li>Collect photos of family members, .</li> <li>Making a collage of people belongs to different professions.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles</li> <li>Shares other identifying information (e.g., parent's name)</li> </ul>
	<b>C-4.2</b> Recognises different emotions	<ul style="list-style-type: none"> <li>By using rhymes, photos/flashcard and</li> </ul>	<ul style="list-style-type: none"> <li>Associates emotions with words and facial expressions</li> </ul>



	and makes deliberate efforts to regulate them appropriately	puppets showing various emotions and ask to identify the emotion along with role play by the students.	<ul style="list-style-type: none"> <li>Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings)</li> </ul>
	<b>C-4.3</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>Let evolve congenial environment free of restrictions and encouraging mingling with people at school. Motivate parents to make children a part of family and social gatherings around them.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to interact comfortably with less familiar adults</li> <li>Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)</li> <li>Separates willingly from adults to play with peers, most of the time</li> <li>Makes and maintains a close friendship with at least one child</li> <li>Asks for help from familiar adults</li> </ul>
	<b>C-4.4</b> Shows cooperative behaviour with other children	<ul style="list-style-type: none"> <li>Provide encouraging environment at school to participate in every activity and observe the behaviour of the child. Intervene while child shows disinterest. – use toys appropriate to the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys playing with other children</li> </ul>
	<b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>During the routine schooling teacher would closely observe the behaviour of the child to ensure his participation, turn and follow the instructions.</li> <li>Motivate children to do the same</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys everyday activities with other children</li> <li>Waits for their turn</li> <li>Follows short simple instructions</li> </ul>
	<b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<ul style="list-style-type: none"> <li>While participating in four corner activities children must be instructed to handle the objects used with care and use properly. After using it place them in an appropriate place.</li> </ul>	<ul style="list-style-type: none"> <li>Shows care in handling materials</li> </ul>
<b>CG-6 Children develop a positive regard for the natural environment around them</b>			
	<b>C-6.1</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>Teacher would demonstrate what happens to the plants when we broke them apart from the plant.</li> </ul>	<ul style="list-style-type: none"> <li>Does not harm plants and animals unnecessarily</li> </ul>



		(It would wither)	
		<ul style="list-style-type: none"> <li>Teacher would initiate discussion about pet animals they keep or see in the environment: - why we rear up them?</li> </ul>	
Cognitive Development	<b>CG-7 Children make sense of the world around through observation and logical thinking</b>		
	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>Provide avenues to explore the objects around and interact with them.</li> <li>Showcase pictures covering different categories of objects and ask students to manage them according to weight, size, shape and colour.</li> <li>Matching exercise with the help of flashcards: - gas stove to gas cylinder. etc</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own</li> <li>Identifies 3-5 missing parts of a picture of familiar object</li> <li>Recognizes hierarchical relationships within categories (e.g., animals and their younger ones)</li> <li>Makes comparisons within and between categories</li> <li>Plays using object substitution (e.g., uses banana as telephone)</li> <li>Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)</li> </ul>
	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>Teacher needs to use activities involving connection between things such as salt and water in the class.</li> <li>Teacher must use events evolving in the class indicating reasons for the same for exp. Child cry-why is he/she is crying.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the effect of one object on another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt)</li> <li>Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes)</li> <li>Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained)</li> <li>Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)</li> <li>Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape)</li> <li>Explains clothing and food for summer and winter</li> <li>Connects sunrise and sunset today and night</li> <li>Takes responsibility and makes choices based on own preference</li> </ul>
	<b>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</b>		
	<b>C-8.1</b> Sorts objects		<ul style="list-style-type: none"> <li>Sorts objects into 3 groups based on</li> </ul>

	into groups and sub-groups based on more than one property		size, length, height, and weight (smaller sized – big sized – bigger sized)
	<b>C-8.3</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Counting through object up to 10 only with recognition of quantity of set.</li> <li>Opportunities to count things up to 10 with objects along with abstract counting like clap 5 times jump 4times etc.</li> <li>Use rhymes while chanting counting up to 20</li> </ul>	<ul style="list-style-type: none"> <li>Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5</li> <li>Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5</li> <li>Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils)</li> <li>Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps) • Counts forward up to 10 from memory in correct sequence</li> <li>Begins to count up to 20</li> <li>Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)</li> </ul>
	<b>C-8.6</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> <li>Addition must not be taken as mathematical problem to solve but an opportunity to combine two groups of things and recount (with objects only no abstract activity) or vice-versa, draw 2 toffees out of 5 and recount.</li> </ul>	<ul style="list-style-type: none"> <li>Combines two groups up to 5 objects and recounts. (e.g., there are 2 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)\</li> <li>Takes out up to 5 objects from a collection and recounts</li> </ul>
	<b>C-8.7</b> Recognises multiplication as repeated addition and division as equal sharing		<ul style="list-style-type: none"> <li>Makes small groups of objects and counts the total number of objects and groups</li> <li>Shares objects (up to 6) equally to 2 recipients</li> </ul>
	<b>C-8.8</b> Recognises basic geometric shapes and their observable properties	<ul style="list-style-type: none"> <li>This LO must be taken up with the help of different shapes and colour</li> <li>No restriction on the event of failures. Let the child learn gradually.</li> </ul>	<ul style="list-style-type: none"> <li>Matches shapes of with different size and colours</li> <li>Compares and classifies objects by two factors (e.g., shape &amp; colour, colour and size)</li> <li>Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)</li> <li>Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words – in between, above, below)</li> </ul>

	<b>C-8.11</b> Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> <li>Use 1 to 10 dummy currency notes just to tell them and associate with the activities done in C 8.3</li> </ul>	<ul style="list-style-type: none"> <li>Identifies Indian currency coins</li> </ul>
Language and Literacy Development	<b>CG-9 Children develop effective communication skills for day-today interactions in two languages</b>		
	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Collection of the local rhymes/songs through mothers. Delivery to the children, if possible, by mothers in their local dialect with actions.</li> </ul>	<ul style="list-style-type: none"> <li>Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood</li> <li>Sings along to songs and rhymes with intonation and gestures</li> </ul>
	<b>C-9.2</b> Creates simple songs and poems on their own	<ul style="list-style-type: none"> <li>Children like words which sounds similar and repetitive, such rhyming poems can be utilised here just to enjoy listening and singing/humming</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys rhyming words in songs and poems</li> </ul>
	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>Find events where teacher can initiate informal talks with children. Allow them to express without any hesitation regardless of the topic initiated by the teacher</li> <li>Ask about their daily routine starting from the home to school to create room for him or her to talk.</li> <li>Make arrangement for the child who is hesitant to sit near the vocal students.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>Narrates daily experiences in simple sentences and ask simple questions, using what/when/how/whom, etc</li> </ul>
	<b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> <li>In daily routine teacher should avoid often assistance to the child for accomplishing the task instructed. Revise the instructions time and again, at chock point extend hand.</li> </ul>	<ul style="list-style-type: none"> <li>Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).</li> </ul>
	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what	<ul style="list-style-type: none"> <li>This may be done by prompting questions in accordance to the progression of the story tolled.</li> </ul>	<ul style="list-style-type: none"> <li>Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> </ul>

	the author wants to say	<ul style="list-style-type: none"> <li>Probing questions pertaining to characters and story line.</li> </ul>	
	<b>C-9.6</b> Narrates short stories with clear plot and characters	<ul style="list-style-type: none"> <li>Use of explanation: -after completing story highlighting the main turning points again and then prompt children to change the end by providing them a clue.</li> <li>Every change would be accepted</li> </ul>	<ul style="list-style-type: none"> <li>Imagines and narrates personalized endings of the story</li> </ul>
	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>We don't find kit fit for this stage.</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li> </ul>
<b>CG-10 Children develop fluency in reading and writing in Language 1</b>			
	<b>C-10.1</b> Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables	<ul style="list-style-type: none"> <li>Use of contextual words to speak time and again without stressing on the exact meaning.</li> <li>Find rhyming words and ask students to do the same but must be accompanied by pronunciation only.</li> <li>Child would not be asked to write anything</li> </ul>	<ul style="list-style-type: none"> <li>Identifies rhyming words and alliterations</li> <li>Identifies the beginning and end syllables in words</li> <li>Combines 2-3 syllables to form simple words</li> </ul>
	<b>C-10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> <li>Use of pictorial magazines containing contemporary cartoon characters.</li> <li>Need not to correct the opening of the books in the beginning let them correct their self.</li> <li>Los turned red need not to be addressed at this stage.</li> </ul>	<ul style="list-style-type: none"> <li>Holds the book, opens it and flips the pages to explore</li> <li>Follows words from left to right and from top to bottom on a printed page</li> <li>Pretends to read while making appropriate word-like sounds while following a text</li> </ul>
	<b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Only listening and speaking would be emphasized.</li> <li>No concrete word formation</li> <li>Whole to part approach will be suitable.</li> <li>Not to give any word in isolation. Give it in a sentence.</li> <li>LO s in red need not to be addressed here.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kaguniita) to corresponding sounds</li> <li>Reads simple two-syllable words that are familiar and with known aksharas</li> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul>

<b>C-10.4</b> Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation	<ul style="list-style-type: none"> <li>No need to read but need to make him or her capable of telling others what he or she wants and what he or she like or dislike.</li> </ul>	<ul style="list-style-type: none"> <li>Reads a few sentences of familiar words with accuracy</li> </ul>
<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own	<ul style="list-style-type: none"> <li>These LO s must be taken in accordance to the stage so we need to promote picture reading not the sentences.</li> <li>Let them recognise characters they are familiar with or seen while being provided learning experiences through book opening and using activity above in C 10.2</li> </ul>	<ul style="list-style-type: none"> <li>Participates in “Shared Reading” along with the Teacher and in discussions about the reading</li> <li>Reads picture books and identifies characters and plots and narrates the story in short sequence</li> </ul>
<b>C-10.6</b> Reads short poems and begins to appreciate the poem for its choice of words and imagination	<ul style="list-style-type: none"> <li>Only reciting with the help of teachers until they learn it by heart with gesture and other possible activities.</li> <li>The poems must be of their interests based: - animals, kings and queens, fairies, and food.</li> <li>Poems must be very short and rhyming.</li> </ul>	<ul style="list-style-type: none"> <li>Reads short poems and narrates the literal meaning of the poem</li> </ul>
<b>C-10.7</b> Reads and comprehends meaning of short news items, instructions and recipes, and publicity material	<ul style="list-style-type: none"> <li>We don’t find it fit for this stage</li> </ul>	<ul style="list-style-type: none"> <li>Reads a short set of simple written instructions and follows them</li> </ul>
<b>C-10.8</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>Practice with lines or dotted lines. Tracing the pictures freely.</li> <li>Use of crayons freely without boundaries in the beginning and then promote to colour specific areas and pictures,</li> </ul>	<ul style="list-style-type: none"> <li>Uses writing/ drawing instruments with ease and fluency</li> <li>Begins to write the aksharas they recognize and uses them to form simple words</li> <li>Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting</li> </ul>
<b>C-10.9</b> Shows interest in picking up and reading a variety of children’s books	<ul style="list-style-type: none"> <li>Use library in the school or assistive literature provided to ask children to choose books or charts or flash cards of their choices followed by questions like why didn’t you pick that one? Let the answers pour.</li> <li>Placing things in a right</li> </ul>	<ul style="list-style-type: none"> <li>Picks one out of several books offered by the teacher and explains why they have chosen the book</li> <li>Puts books back in their appropriate place in the classroom</li> </ul>

		place is also being carried out in physical development domain. So, link it to those activities performed.	
	<b>CG-11 Children begin to read and write in Language 2</b>		
	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>• Sing or recite rhymes with correct pronunciation before children but they must be able to imbibe the joy, the teacher is experiencing.</li> <li>• When it starts to translate into the group of the children. Now ask student to follow. And keep reciting until they start to shout out.</li> <li>• Now stop and pause. Start another activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Sings rhymes</li> <li>• Mimics and reproduces syllabic sounds</li> </ul>
	<b>C-11.2</b> Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"> <li>• Repetition: - Use words/sentences with picture representing letters in focus. Speak out the word/sentence loudly. Ask students to follow indicating towards the object in picture and sentence written undern. Ask children to imitate the figure movement freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to visually recognize and connect letters to corresponding sounds</li> <li>• Reads simple two-syllable words that are familiar and with known letters</li> <li>• Recognizes as sight words their names and labels of objects in their environment</li> <li>• Writes down short words on dictation</li> </ul>
<b>Aesthetic and Culture Development</b>	<b>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</b>		
	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• Facilitation approach: - Supporting the children in drawing and creating 3d objects with the help of sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, and powder,</li> <li>• There should be clear instruction if teacher find it messy otherwise let them do what they want to</li> <li>• Use of blocks for creating things of their choice in the beginning and then</li> </ul>	<ul style="list-style-type: none"> <li>• Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> <li>• Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community</li> <li>• Creates three dimensional forms by rolling and patting materials like clay</li> <li>• Creates simple patterns using blocks, stencils, found</li> </ul>

		gradually ask them to follow instruction.	objects and natural materials
	<b>C-12.2</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> <li>Use the sound in surroundings to amuse first i.e. cow dog, cat etc ask children for some other sounds altogether and let them enjoy the sounds.</li> <li>Demonstration of tempo (beating an object with slow and fast hand) alteration of own sound and then ask students to follow freely. Restrict bit if required to remain on the activity.</li> <li>Play: - chair race, run and stop with music in a direction.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments</li> <li>Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.)</li> <li>Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations</li> <li>Play with moments of silence and stillness through music, drama and movement practices</li> </ul>
	<b>C-12.3</b> Innovates and works imaginatively to express a range of ideas and emotions through the arts	<ul style="list-style-type: none"> <li>Free art activity: give theme or object to create with provided material freely and observe the direction of the progress and instruct if required.</li> <li>Mimic animal sounds and way of talking of teacher, mother father and grand parents what ever teacher feels easy for the children</li> </ul>	<ul style="list-style-type: none"> <li>Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples</li> <li>Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes</li> </ul>
	<b>C-12.4</b> Works collaboratively in the arts	<ul style="list-style-type: none"> <li>Peer group engagement: - give tasks to complete in groups which requires help from other participants. Also need to move around and produce sounds or conversations.</li> <li>Minor games in the ground such as chain race, कोक्लाची-पाकी जीमे रात आई है  .....मेरी बरी आई है, बोल भाई कितने? etc.</li> </ul>	<ul style="list-style-type: none"> <li>Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers</li> </ul>
<b>Positive Learning Habits</b>	<b>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</b>		
	<b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<ul style="list-style-type: none"> <li>Fostering child's listening skills to concentrate on instructions being given or act is in progress. Sit-up - up-sit, up-down-down -up</li> </ul>	<ul style="list-style-type: none"> <li>Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction</li> <li>Stays with a variety of tasks</li> </ul>



			that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)
<b>C-13.2</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> <li>• Discussion: - Tell me what you need to get ready for school and a party</li> <li>• Play way: - name games-remember names called before them how much they can recall.</li> <li>• Safe circle: make a safe circle in their copies including persons whom he or she contact at the event of distress and hazard.</li> <li>• Signal formation: - decide signals and words to use in the event of distress and hazards with the help of children and practice them in the class i.e.</li> <li>• --raise hand while need to go to toilet or drink water,</li> <li>• ---say no if any one touches you without permission</li> <li>• Let’s retain ourselves: -</li> <li>• stop when teacher is speaking</li> <li>• Do not talk while another student is talking</li> </ul>	<ul style="list-style-type: none"> <li>• Repeats a list of items needed for self-care or play</li> <li>• Plays simple memory and matching games</li> <li>• Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”)</li> <li>• Remembers actions that go with stories or songs</li> <li>• Demonstrates “cognitive flexibility” by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach)</li> <li>• Shows ability to shift attention from one task or activity to another when necessary</li> <li>• Seeks adult help when distressed with behaviour of or interaction with a peer</li> <li>• Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support • Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator’s reminder)</li> </ul>	
<b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>• Demonstrate behaviour showing love for nature/ natural phenomenon In front of students.</li> <li>• i.e.</li> <li>• How wonderful the sky is?</li> <li>• How beautiful the flowers are?</li> <li>• Ask students to repeat the same</li> <li>• Great peers with some words i.e., you are looking so sweet today</li> </ul>	<ul style="list-style-type: none"> <li>• Shows curiosity and wonder in the natural environment</li> <li>• Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support</li> </ul>	
<b>C-13.4</b> Classroom norms: Adopts and	<ul style="list-style-type: none"> <li>• Set norms with the help of students to the extent</li> </ul>	<ul style="list-style-type: none"> <li>• Follows classroom norms</li> </ul>	



	follows norms with agency and understanding	<p>possible for the class room activities to run smoothly</p> <ul style="list-style-type: none"> <li>• Use of symbols/words decided to restrict activities of child and teachers in C 13.2</li> <li>• Enjoyable consequence for breaking the rule/norm i.e. <ul style="list-style-type: none"> <li>-now you show us how you laugh?</li> <li>-now you have to dance?</li> </ul> </li> </ul>	with Teacher's cues
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### UKG (Balvatika 3)

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Domain	CG-1 Children develop habits that keep them healthy and safe.		
	Competencies	Pedagogical Processes	Learning Outcome
Physical Development	<b>C-1.1</b> Shows a liking for and understanding of nutritious food and does not waste food	<ul style="list-style-type: none"> <li>Knowing about the Fruit/Sprouts during fruit break</li> <li>Supporting children about the importance of foods during lunch break</li> <li>Supporting children in using toilets and washing hands</li> <li>Activity of wearing clothes and footwear</li> <li>Using comb, toothbrush independently</li> </ul>	<ul style="list-style-type: none"> <li>Eats from a variety of food groups independently</li> <li>Recognizes foods from different food groups and explains the benefits/ill-effects of different food group</li> <li>Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpuri) with adult support</li> <li>Eats without wasting food when served appropriate portions</li> </ul>
	<b>C-1.2</b> Practices basic self-care and hygiene	<ul style="list-style-type: none"> <li>Adopting activities to maintain personal belongings</li> <li>Children to learn how to maintain cleanliness and segregate waste in classrooms and playground</li> </ul>	<ul style="list-style-type: none"> <li>Always washes and dries hands before and after using the toilet or eating</li> <li>Can wear clothes and footwear independently</li> <li>Begins to use personal care objects (combs, toothbrush) on their own</li> </ul>
	<b>C-1.3</b> Keeps school/classroom hygienic and organized	<ul style="list-style-type: none"> <li>Supporting children for their sense of not touching harmful objects</li> <li>Familiarizing children with road crossing precautions</li> </ul>	<ul style="list-style-type: none"> <li>Maintains their personal belongings in good shape</li> <li>Begins to maintain cleanliness in classrooms, playgrounds, etc.</li> <li>Begins to segregate waste (wet waste and dry waste)</li> </ul>
	<b>C-1.4:</b> Practices safe use of material and simple tools	<ul style="list-style-type: none"> <li>Creating awareness about good touch, bad touch and maintain distance from the strangers</li> </ul>	<ul style="list-style-type: none"> <li>Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs</li> </ul>
	<b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	<ul style="list-style-type: none"> <li>Supporting children in identifying the people in community who can help in emergency</li> </ul>	<ul style="list-style-type: none"> <li>Looks both ways before crossing the road, holds hands of peers or adult, and walks safely</li> </ul>
	<b>C-1.6</b> Understands unsafe situations and asks for help		<ul style="list-style-type: none"> <li>Understands the difference between safe and unsafe touch</li> <li>Maintains distance from strangers</li> <li>Communicates discomfort with trusted adults on their</li> </ul>

		<ul style="list-style-type: none"> <li>own</li> <li>Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock)</li> <li>Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc.</li> </ul>
<b>CG-2 Children develop sharpness in sensorial perceptions</b>		
<b>C-2.1</b> Differentiates between shapes, colors, and their shades	<ul style="list-style-type: none"> <li>Supporting children to play with colours</li> <li>Knowing about themselves to solve puzzles and using colors</li> </ul>	<ul style="list-style-type: none"> <li>Predicts resulting colour when two colours are mixed</li> <li>Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades</li> </ul>
<b>C-2.2</b> Develops visual memory for symbols and representations	<ul style="list-style-type: none"> <li>Playing with various concrete colorful shapes</li> </ul>	<ul style="list-style-type: none"> <li>Recalls and matches visual symbols from memory (e.g., memory game using cards)</li> </ul>
<b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume, and tempo	<ul style="list-style-type: none"> <li>Activity of knowing visual symbols /flash cards</li> <li>Supporting children in singing and dancing with the help of music player</li> </ul>	<ul style="list-style-type: none"> <li>Able to recognize the mid-range in pitch (madhyam swar)</li> <li>Recognizes the mid-range in volume and tempo</li> </ul>
<b>C-2.4</b> Differentiates multiple smells and tastes	<ul style="list-style-type: none"> <li>Supporting children to recognize different flowers according to their smell/ fragrance</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates fragrance of flowers, perfumes, food items etc.</li> <li>Explores different tastes and textures from different kinds of food</li> </ul>
<b>C-2.5</b> Develops discrimination in the sense of touch	<ul style="list-style-type: none"> <li>Knowing of different food tastes and textures</li> <li>Knowing about hard and soft, hot, cold, round, smooth and rough articles</li> </ul>	<ul style="list-style-type: none"> <li>Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest)</li> </ul>
<b>C-2.6</b> Begins integrating sensorial perceptions to get a holistic awareness of experiences	<ul style="list-style-type: none"> <li>Supporting children during yoga class</li> </ul>	<ul style="list-style-type: none"> <li>breathes in and out rhythmically</li> <li>sits still and pays attention to their breath for a short duration</li> </ul>
<b>CG-3: Children develop a fit and flexible body</b>		
<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in	<ul style="list-style-type: none"> <li>Games where children enjoy throwing, catching, kicking hoping, balancing etc.</li> </ul>	<ul style="list-style-type: none"> <li>Catches, throws, and kicks balls in play/game situations</li> </ul>

	various activities	<ul style="list-style-type: none"><li>• Giving hands on experiences to the children through activities like drawing, coloring, pasting and clay modeling etc.</li><li>• Games where children enjoy walking running, and jumping</li><li>• Rhythmic songs and moments involving a lot of body coordination</li></ul>	
	<b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities		<ul style="list-style-type: none"><li>• Hops and plays a full game</li><li>• Balances things on head/hand (e.g., walks with a book on their head)</li></ul>
	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers		<ul style="list-style-type: none"><li>• Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight or curved line, threading small beads, legible writing of letters, stringing flowers, coloring within closed figure</li></ul>
	<b>C-3.4:</b> Shows strength and endurance in carrying, walking, and running		<ul style="list-style-type: none"><li>• Walks and runs easily, coordinating body movements harmoniously</li><li>• Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet)</li></ul>
Socio-Emotional and Ethical Development	<b>CG-4: Children develop emotional intelligence</b>		
	<b>C-4.1:</b> Starts recognizing ‘self’ as an individual belonging to a family and community	<ul style="list-style-type: none"><li>• Knowing about family neighbors through hands on activity of pasting the pictures</li><li>• Knowing about the home address through an activity-way to my home/where is my home</li></ul>	<ul style="list-style-type: none"><li>• Identifies self as a member of a family, neighbourhood, school, city, with different people doing different role</li><li>• Shares personal identifying information such as home address, details of family members, school, etc</li></ul>
	<b>C-4.2</b> Recognizes different emotions and makes deliberate effort to regulate them appropriately	<ul style="list-style-type: none"><li>• Identifying emotions through gestures/pictures/emojis</li><li>• Knowing about friendship with the help of story telling</li><li>• Knowing about wait and turn</li></ul>	<ul style="list-style-type: none"><li>• Describes their feelings and their causes (e.g., I am angry because he broke my block tower)</li><li>• Shares with others (peer and familiar adults) their feelings/ emotions</li><li>• Agrees to change of activity when upset/ angry to help themselves calm down</li></ul>
	<b>C-4.3:</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"><li>• Supporting the children about handling materials</li><li>• Supporting children in joyful activities</li></ul>	<ul style="list-style-type: none"><li>• Begins to interact comfortably with less familiar adults</li><li>• Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)</li></ul>

			<ul style="list-style-type: none"> <li>• Separates willingly from adults to play with peers, most of the time</li> <li>• Makes and maintains a close friendship with at least one child</li> <li>• Asks for help from familiar adults</li> </ul>
	<b>C-4.4:</b> Shows cooperative behavior with other children		<ul style="list-style-type: none"> <li>• Initiates playing with other children and makes plans (e.g., what, how, when to play)</li> </ul>
	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school		<ul style="list-style-type: none"> <li>• Enjoys everyday activities with other children</li> <li>• Waits for their turn</li> <li>• Follows short simple instructions</li> </ul>
	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need		<ul style="list-style-type: none"> <li>• Shows care in handling materials</li> </ul>
	<b>CG-5: Children develop a positive attitude towards productive work and service or 'Seva'</b>		
	<b>C-5.1:</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others	<ul style="list-style-type: none"> <li>• Washing plates after taking lunch</li> <li>• Children to know about placing of toys and books at appropriate places</li> </ul>	<ul style="list-style-type: none"> <li>• Cleans own plates or tiffin after eating food</li> <li>• Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)</li> </ul>
	<b>CG-6: Children develop a positive regard for the natural environment around them</b>		
	<b>C-6.1:</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>• Exposure visits to nearby places such as park, zoo, garden etc.</li> <li>• Developing sensitivity towards plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Does not harm plants and animals unnecessarily</li> </ul>
	<b>CG-7: Children make sense of world around through observation and logical thinking</b>		
	<b>C-7.1:</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>• Recognizing and understanding the general detail of people, picture, animals, and birds</li> <li>• Children to make choices to choose objects as their play material</li> </ul>	<ul style="list-style-type: none"> <li>• Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models (e.g., the big door in the house)</li> </ul>

		<ul style="list-style-type: none"> <li>Familiarizing with different objects and their uses</li> <li>Helping children in observing things and making connections</li> <li>Discussion questions during circle time about sun rise and sun set</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 3-5 missing parts of a picture of familiar object</li> <li>Plays using object substitution (e.g., uses banana as telephone)</li> <li>Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)</li> </ul>
	<b>C-7.2:</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"> <li>Identifying season appropriate food and clothes and make choices accordingly</li> <li>Actively participating in art and craft work</li> <li>Using technology for watching digital rhymes/songs/stories</li> </ul>	<ul style="list-style-type: none"> <li>Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape)</li> <li>Explains clothing and food for summer and winter</li> <li>Connects sunrise and sunset to day and night</li> <li>Expresses own preferences, interests and makes choices</li> </ul>
	<b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning	<ul style="list-style-type: none"> <li>Using drag and drop or coloring activities</li> <li>Using age-appropriate apps and other digital tools to support learning</li> <li>Using technology for virtual tour</li> </ul>	<ul style="list-style-type: none"> <li>Chooses appropriate tools for appropriate work when doing land work or in arts/crafts</li> <li>Engages with digital technology like smartphones/ tablets with the assistance of the teacher</li> </ul>
<b>CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</b>			
	<b>C-8.1:</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Supporting children in the activity of segregation of animals according to their features of eating and living</li> </ul>	<ul style="list-style-type: none"> <li>Sorts objects into groups based on attributes they recognize and describes the rule of sorting. (e.g., sort animals that live in the same surrounding - dogs, cats, rats, snakes. Within this are able classify grass-eating and meat-eating animals.)</li> </ul>
	<b>C-8.2:</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> <li>Supporting children in the activity of pattern making</li> <li>Supporting children in the activity of counting followed by numbering</li> </ul>	<ul style="list-style-type: none"> <li>Creates new pattern based different features – colour, shape, size</li> <li>Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)</li> </ul>
	<b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>Knowing about count and number of objects upto 10</li> </ul>	<ul style="list-style-type: none"> <li>C-8.3: (1C) Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting</li> </ul>

		<ul style="list-style-type: none"> <li>Supporting children to segregate/arrange the object according to length, weight, size</li> <li>To knowing the numbers with the help of flash card and dodging/number stapoo</li> <li>Knowing about subtraction and addition by supporting them in an activity of give and take</li> <li>Supporting children in finding and counting similar shape articles in the classroom helping the children in grouping similar objects</li> </ul>	<p>words and counting objects till 10</p> <ul style="list-style-type: none"> <li>Counts objects with understanding of cardinality till 10 accurately</li> <li>Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately)</li> <li>Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?)</li> </ul>
	<b>C-8.4:</b> Arranges numbers up to 99 in ascending and descending order		<ul style="list-style-type: none"> <li>Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order</li> </ul>
	<b>C-8.5:</b> Recognizes and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>Organizing word game to enhance the vocabulary of children</li> <li>Knowing about distinguishes between near, far, thin, thick, shorter/taller etc.</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the symbol zero to represent absence of object/thing</li> <li>Recognizes and writes numerals up to 20 and in words up to 10</li> <li>Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than</li> </ul>
	<b>C-8.6:</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> <li>Helping the children in measuring the table, classroom, wall, white board etc. using non uniform units</li> </ul>	<ul style="list-style-type: none"> <li>Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)</li> <li>Takes out up to 9 objects from a collection and recounts</li> </ul>
	<b>C-8.7:</b> Recognizes multiplication as repeated addition and division as equal sharing	<ul style="list-style-type: none"> <li>Knowing about weight (light, heavy) and volume in a hands on activity</li> </ul>	<ul style="list-style-type: none"> <li>Makes small groups of objects and counts the total number of objects and groups</li> <li>Shares objects (up to 20) equally to 4-5 recipients</li> </ul>
	<b>C-8.8:</b> Recognizes, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>Knowing about the days of the week and months</li> <li>Knowing about the Indian currency in an activity of purchase and sale</li> <li>Supporting children</li> </ul>	<ul style="list-style-type: none"> <li>Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after)</li> <li>Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes)</li> </ul>

		measurement appropriately	<ul style="list-style-type: none"> <li>Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides)</li> </ul>
	<b>C-8.9:</b> Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment	<ul style="list-style-type: none"> <li>knowing and supporting in simplest puzzle with geometric non geometric shapes</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.</li> <li>Measures short lengths in terms of non-uniform units (in the context of games e.g., ‘Gilli Danda’ and ‘marble games’).</li> <li>Compares and place in order from light to heavy objects or vice-versa.</li> <li>Compares volumes of two vessels like bottles, glasses, bucket etc.</li> </ul>
	<b>C-8.10:</b> Performs simple measurements of time in minutes, hours, day, weeks, and months		<ul style="list-style-type: none"> <li>Knows the names of the days of the week and months of the year</li> </ul>
	<b>C-8.11:</b> Performs simple transactions using money up to INR 100		<ul style="list-style-type: none"> <li>Identifies Indian currency notes</li> </ul>
	<b>C-8.12:</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.		<ul style="list-style-type: none"> <li>Uses number words and operations, shape names, and measurements appropriately</li> </ul>
	<b>C-8.13:</b> Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements		<ul style="list-style-type: none"> <li>Solves simple inset puzzles with geometric and non-geometric shapes</li> </ul>
Language and Literacy Development	<b>CG-9: Children develop effective communication skills for day-to-day interactions in two languages</b>		
	<b>C-9.1:</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Using technology for watching digital rhymes, poems</li> <li>Rhythmic songs/rhymes and moments involving a lot of body coordination</li> </ul>	<ul style="list-style-type: none"> <li>Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them</li> <li>Sings/recites short (4-5 sentences) songs/poems</li> </ul>
	<b>C-9.2:</b> Creates simple songs and poems on their own		<ul style="list-style-type: none"> <li>:Enjoys rhyming words in songs and poems</li> </ul>



<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>• Playing games with children that required talking about recent events</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>• Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom, etc</li> </ul>
<b>C-9.4:</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> <li>• Free and guiding conversations and supporting them in using a variety of communications strategies including gestures, expressions.</li> </ul>	<ul style="list-style-type: none"> <li>• Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).</li> <li>• Gives clear instructions to accomplish short tasks to other children or adults</li> </ul>
<b>C-9.5:</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>• Introducing simple games to follow small instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> </ul>
<b>C-9.6:</b> Narrates short stories with clear plot and characters	<ul style="list-style-type: none"> <li>• Demonstrates short stories through various methods like role playing, using puppets, with props, picture cards and orally etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Imagines and narrates personalized endings of the story</li> </ul>
<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>• Encouraging children to discussion on picture cards, conduct open discussions, narrating about their trip or what happened the day before?</li> <li>• Encourage children to create “word wall”</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li> </ul>
<b>CG-10: Children develop fluency in reading and writing in Language 1</b>		
<b>C-10.1:</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1	<ul style="list-style-type: none"> <li>• Knowing about the rhyming words and syllables of words</li> <li>• Supporting children opening and flipping the said page of book</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies rhyming words and alliterations</li> <li>• Identifies the beginning and end syllables in words</li> </ul>
<b>C-10.2:</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	<ul style="list-style-type: none"> <li>• Supporting children in picture reading activity</li> <li>• Helping children using words in the form of small sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Holds the book, opens it and flips the pages to explore</li> <li>• Distinguishes between printed text and pictures</li> <li>• Pretends to read while making appropriate word-like sounds while following a text</li> </ul>
<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>• Developing the reading habits of children</li> <li>• Supporting children in hands on activity of writing through instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Knows that words are made of letters</li> </ul>

	<b>C-10.5:</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)	<ul style="list-style-type: none"><li>Knowing/ supporting children in age-appropriate recitation along with gestures</li></ul>	<ul style="list-style-type: none"><li>Listens to “Read Alouds” and responds to questions posed by the Teacher</li><li>Reads picture books and identifies objects and actions</li></ul>
	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)		<ul style="list-style-type: none"><li>Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li><li>Draws and colours, and orally expresses the intent of the drawing</li></ul>
	<b>C-10.9:</b> Shows interest in picking up and reading a variety of children’s books (L1)		<ul style="list-style-type: none"><li>Shows interest in stories and poems being read out</li><li>Handles books with care</li></ul>
	<b>CG-11: Children begin to read and write in Language 2</b>		
	<b>C-11.1:</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"><li>Using technology for watching digital rhymes, poems</li><li>Rhythmic songs/rhymes and moments involving a lot of body coordination</li></ul>	<ul style="list-style-type: none"><li>Sings rhymes</li><li>Mimics and reproduces syllabic sounds</li></ul>
<b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"><li>Taking advantage of everyday activities and talking about words and sounds</li><li>Display of daily routine with pictures and printed words and talking about it</li><li>Looking and reading the display of print in the classroom</li><li>Interacting in a print rich environment in the class</li></ul>	<ul style="list-style-type: none"><li>Recognizes all the letters in the alphabet</li><li>Reads simple two-syllable words that are familiar and with known letters</li></ul>	
<b>Aesthetic and Cultural Development</b>	<b>CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways</b>		
	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"><li>Helping the children with art integrated activities and using art material tools and instruments</li><li>Knowing toy-based activities in the peer group</li></ul>	<ul style="list-style-type: none"><li>Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li><li>Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)</li></ul>

		<ul style="list-style-type: none"> <li>Facilitating the children by using rhymes through voice and body</li> </ul>	<ul style="list-style-type: none"> <li>Creates imprints using blocks, stencils, found objects and natural materials</li> </ul>
	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"> <li>Supporting children during morning assembly</li> </ul> <p>Facilitating through different kinds of activities related to likes and dislikes</p>	<ul style="list-style-type: none"> <li>Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</li> <li>Produces a variety of sounds by playing with voice, body, objects and instruments</li> <li>Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects</li> </ul>
	<b>C-12.4:</b> Works collaboratively in the arts		<ul style="list-style-type: none"> <li>Moderates own volume, pitch and tempo to align with a partner/group</li> </ul>
	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage		<ul style="list-style-type: none"> <li>Responds to artworks verbally/non-verbally to express likes, dislikes, and other views</li> <li>Acknowledges the presence of others during activities related to the arts</li> </ul>
<b>Positive Learning Habits</b>	<b>CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</b>		
	<b>C-13.1:</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<ul style="list-style-type: none"> <li>Knowing the children puzzle activity independently</li> <li>Knowing the children to remember and follow two step direction accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)</li> </ul>
	<b>C-13.2:</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments	<ul style="list-style-type: none"> <li>Knowing the children to remember actions through story telling method of teaching</li> <li>Facilitating the children through the activity of yoga and exercise</li> <li>Engaging children in dancing and playing activity</li> <li>Facilitating children during campus exposure and collecting some natural objects</li> </ul>	<ul style="list-style-type: none"> <li>Remembers and follows 2-step directions to complete simple tasks (e.g., “wash your hands then help prepare or eat a snack”)</li> <li>Remembers actions that go with stories or songs</li> <li>Shows ability to shift attention from one task or activity to another when necessary</li> <li>Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support</li> </ul>
	<b>C-13.3:</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> <li>Knowing the signs of norms and instructions pasted in school premises</li> </ul>	<ul style="list-style-type: none"> <li>Draws, paints, sings, dances to express their joy and wonder</li> <li>Shows curiosity and wonder in exploring collections from the nature/ immediate surroundings</li> </ul>

## **Chapter 6**

### **ASSESSMENT**

Assessment is an essential and integral component of the preschool programme. It gives an insight into children's interests, achievements and possible difficulties in their learning. The purpose of assessment is to give useful information about children's learning and developmental levels by teachers/caregivers, including families. It helps ensure early identification of developmental delays, special educational needs of children and their specific interests and abilities.

A National Assessment Centre, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development) has been set up to oversee the assessments relating to holistic development and progress of the students. As a part of PARAKH initiative, a progress card to capture the holistic development of the students has been conceptualized. The progress card proposes the use of integrative pedagogy in order to track students' performance. It distils the various academic domains, associated goals and academic competencies thereof in the form of academic activities and use these activities to track progress.

#### **How should Assessment be carried out and reported?**

Assessment in preprimary/preschool should be formative, continuous and flow from the experiences planned in the curriculum. Formative and continuous assessment implies observing and documenting the development of the child, by interpreting the evidence from day-to-day experiences of the child with the purpose of recognizing and encouraging strengths and addressing learning/developmental gaps. Each child's progress needs to be assessed on a continuous and comprehensive basis, through observations of their behaviour, their art work and other products, anecdotal records, checklists, portfolios and interactions with other children. The current level of performance should be rewarded to reinforce small steps of accomplishments towards long-term goals. Teachers must document each child's learning in a variety of ways. The documentation will provide administrators and the teaching staff with valid information on how to improve the programme, incorporate changes that are necessary, plan, organise on what to do next, what questions to ask and resources to

provide for. Each child's folder should be available for parents and children to view and should remain with the preschool / pre primary school until such time as a child's transition to another preschool programme or in the primary school. All parents should receive a written and verbal progress summary report of their child at least twice a year.

## **6.1 GUIDING PRINCIPLES FOR ASSESSMENT**

### **Nature and Purpose of Assessment**

In a Competency-based curriculum as proposed by the NCF, assessment is, simply, ways and means through which evidence of the learning achievements of children is gathered.

Assessment in the Foundational Stage can serve the following purposes:

- a) Identify the needs, preferences, and interests of the child - this information can guide the Teacher in the selection of content and pedagogical approaches.
- b) Give the Teacher an insight into the learning achievement of the child and guide the Teacher on the future course of action - children's responses to assessment tasks are a wealth of information on which Teachers can further act. These responses give a window into the child's thinking and learning process. Careful analysis of a child's responses is as much a task for the Teacher as designing well thought-out assessments.
- c) Allow consolidation of learning - assessment tasks, when well designed, help children in consolidating their learning through meaningful activities and exercises. Through the application of recently acquired knowledge and skills, children further deepen their understanding and abilities.
- d) Make collaboration and coordination possible in efforts to provide the appropriate learning opportunities for the child - information gathered through the assessments can be shared with all stakeholders who have an interest in promoting learning of the child.
- e) Give the rate of progression over a period of time for each child - it is not just the achievement of Competencies, but also the time taken to achieve these Competencies that give important information about the learning process.

- f) Give an overall view of the learning achievement of children in a classroom, at an aggregate level - this information is helpful for both the Teacher and the school leader in planning and organising content and pedagogy to achieve Curricular Goals for all children.
- g) Given the different socioeconomic backgrounds of children and differences in the pace of learning, gaps in learning between children in the same class begin to emerge early and could get pronounced by Grade 2, if not addressed in good time. Ongoing, well-designed assessment can help a Teacher design appropriate additional learning experiences for children who are not learning adequately.
- h) Give early signals about possible developmental challenges or learning difficulties the child might be facing - while this is particularly important in the Foundational Stage, equal care must be taken not to label children especially based on poorly designed assessments.

## **6.2 ASSESSMENT CONSIDERATIONS FOR THE FOUNDATIONAL STAGE**

Children in the Foundational Stage are very young, and any unnecessary emotional strain caused due to the process of assessment is antithetical to any good teaching-learning process. The following considerations need to be kept in mind:

- a) Assessment should not contribute to any additional burden for the child. Assessment tools and processes should be designed such that they are a natural extension of the learning experience for the child. Explicit tests and examinations are completely inappropriate assessment tools for this Stage.
- b) Assessment should be a reliable source of information. Since it is such crucial evidence of the learning of the child, the assessment should accurately reflect the intent of evaluating the achievement of a Competency or Learning Outcome. The connection between the intended Learning Outcome and the assessment should be clear and precise.
- c) Assessment should allow for diversity in children and in their learning. Children learn differently and express their learning differently too. There might be many ways to assess the achievement of a Learning Outcome or Competency. The Teacher should have the ability to design different kinds of assessment for the same Learning Outcome and use each assessment appropriately.

- d) Assessment should enable recording and documentation. Children's progress should be described and analyzed through systematic collection of evidence.
- e) Assessment should not overly burden the Teacher. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained. While such autonomy is important, systematic record keeping of children's assessment should be seen as an important part of a Teacher's professional responsibilities.

### 6.3 METHODS AND TOOLS OF ASSESSMENT

**Assessment can be done by using various tools and techniques. Some of them are as under:**

#### 1. Observation

Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observations.

- a) **Anecdotal records:** Brief written notes based on observation of children \_\_how and where children spend their time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.

Sample Anecdotal Observation Record	
Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.	
Name: Devi	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/Area: Classroom
Purpose of observation: Emotional regulation	
<b>Observation:</b> I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'	
<b>Interpretation:</b> <ul style="list-style-type: none"> <li>• Devi seems to be having difficulty coping with her feelings for her brother.</li> <li>• She may not know how to communicate her feelings to her parents.</li> <li>• This was affecting her behaviour with other children too.</li> </ul>	
<b>Plan of action:</b> <ul style="list-style-type: none"> <li>• Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally.</li> <li>• Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress.</li> </ul>	



- b) Checklists:** It is list of learning outcomes, behaviors, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklist as 'Yes' or 'No' to indicate whether a particular child exhibited a behavior during that observational period.

	Listening and speaking	Quarter1	Quarter2	Quarter3
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	<b>Emergent reading</b>			
6	Print awareness and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	Bonding with books - Demonstrates the ability to explore a range of age-appropriate books (e.g. picture books, rhyme books, story books)			
9	Pretend reading - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

**Exemplar: Check list**

Event Sample - Observation record	
Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.	
Names of the children: Muthu, Chandri, Suryan, Karthik	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	
Description of the incident	Interpretation
<ul style="list-style-type: none"> <li>I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.</li> <li>Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.</li> <li>Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.</li> <li>Suryan seemed to enjoy the process but didn't contribute much.</li> </ul>	<ul style="list-style-type: none"> <li>These children are at different levels:</li> <li>Karthik exhibits disruptive behaviour; is not able to focus on the task. I will need to work with him on this.</li> <li>Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour.</li> <li>Muthu and Chandri can work well in groups, complete tasks.</li> </ul>
<p>I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g. observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format. I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.</p>	

**Exemplar: Event sampling**

- c) Event Sampling:** While anecdotal records are detailed qualitative observations and checklists are summarized observations in tight formats, event sampling allows for a combination of both. Each time a targeted event occurs, the Teacher may capture, in writing, as many details as possible from the beginning of the event until the end.

## 2. Analyzing Artefacts

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process. Artefacts could be used by looking at the child's work and seeing how their level of understanding of a particular Learning Outcome affected what they were able to produce. Artefacts provide a rich source of information about a child's strengths and abilities .e.g. **Worksheets** and the **art work** done by the child at the beginning and towards the end of the term serves as the evidence of the progress.

## 3. Child Portfolio

A portfolio is an intentional collection of significant work samples and records of children that allow for assessment by providing evidence of effort and



accomplishment related to specific Learning Outcomes. The Teacher should analyze the portfolio of the child with regard to specific outcomes and mark the child's progress against competencies. The organization of a child's portfolio should clearly indicate outcomes to be achieved. Each child should have a dedicated folder to store their relevant artifacts.

#### **6.4 Documenting and Communicating Assessment**

It is important to periodically aggregate, summarize and analyze all the assessments during a term. The school should maintain a folder for each child. The folder contains all information about the child and the Teacher's narrative summary (Progress summary) for each term/year. The summary of such an analysis can be captured into a Holistic Progress Card (HPC). NEP 2020 suggests that HPC is a 'multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains.' (Para 4.35). HPC consists of two parts:

**Part A:** General Information about the Family Background and

**Part B:** Progress summary that is divided into 4 major components:

- i. Activity Component,
- ii. Teachers Feedback Component,
- iii. The Self / Peer Assessment Component and
- iv. The parent/ Caregiver/ Guardian's Observation Component.

Teachers should be unbiased and open-minded towards the children they teach. Their opinions about children and their abilities or capabilities should not be influenced by other factors e.g., caste, gender, religion, socioeconomic status.

## Chapter 7

### MONITORING AND SUPERVISION

The National Curriculum Framework for Foundational Stage (NCF FS) is a vital component in the progression of National Education Policy (NEP) 2020. Effectively implementing the NCF at the Foundational Stage requires stringent efforts in content, teaching methodologies, and evaluation. For this, a nurturing environment is needed.

In this regard, government agencies and functionaries like NCERT, SCERT, DIETs, BEEOs, BRCCs, and CRCCs provide academic mentoring and assistance to schools and teachers. They accomplish this through the development of supportive materials, conducting capacity-building sessions, making on-site visits, and ensuring rigorous quality oversight. These educational resources / institutions play an important role in ensuring availability of professional development opportunities for teachers.

An important function of this group at the Cluster and Block levels is conducting school visits and offering on-site support through observation-based classroom visits and constructive feedback to teachers.

Officials at these levels should also frequently demonstrate effective teaching methodologies, provide teachers with a deeper understanding and help them stay focused to the needs of both teachers and students. Cluster-level meetings should be done for discussions related to classroom processes, with occasional exclusive sessions devoted to sharing experiences at the Foundational Stage. Moreover, these stakeholders should actively engage with parents and the community, emphasizing the significant role of early years in learning development, and ensuring consistent attendance and involvement in school activities.

DIETs should be motivated to prepare a cadre of proficient academic mentors for every Block within the district, possessing expertise in supporting teachers at the Foundational Stage.

**Monitoring and supportive supervision** are central to the successful implementation of preschool education programs. Monitoring covers the systematic evaluation of program progress by gathering and analysing relevant data.

Crucially, this process is not a one-time affair and it should be an ongoing activity. Constructive feedback must be given to staff members promptly. The primary focus of **monitoring and supervision** should not be on finding faults in individuals and reporting them, but rather on strengthening the system to meet the objectives of preschool education. This involves assessing any challenges or difficulties in the process, finding their root causes, prioritizing areas for improvement, and implementing effective solutions. Ultimately, the aim is to ensure that children grow in a secure environment and actively get opportunity for holistic development as mandated in National Education Policy 2020.

## **Chapter 8**

### **ROLE OF PARENTS AND COMMUNITY**

#### **Parents and Family:**

Parents and family are the co-partners with the school in the child's learning and development. In the early years, it is even more important for parents to understand and support what happens in school. As well as for teachers to understand the child's situation at home so that they can take cognizance of it in their interactions with the child.

Relationships with parents and families may be built and sustained with focus. Communication with parents needs to be frequent and ongoing teaching-learning process parents be treated as equal partners in the process. Parents need to be kept abreast of their child's progress. This could be done by inviting parents to school regularly for discussions about their child's learning. The visit of teachers to students at their homes can be an effective process for the same. These meetings also provide space to elicit their views about the school's functioning. Parents may solicit meetings with teachers as and when required. A shared understanding teacher can be useful, especially for the importance of child development in the early years for different domains of development and learning, the need for stimulation and engagement in a conducive and safe home environment, the importance of basic health and nutrition, effects of deprivation and child abuse, and the importance of the family and teachers in the child's development. Parents and family can individually contribute to the school in several ways, such as: participating in special celebrations, important days and events of the school, organizing and supervising small local field trips; sharing their knowledge and experience when particular topics are being studied (e.g., growing plants and controlling for pests, how to perform first aid for basic injuries, cooking a simple healthy meal, demonstrating basic woodwork, talking about animals or vehicles). Parents can help the Teacher to align aspects of school practices to the local context (e.g., local festivals, food, art forms).

Parents are part of the School Management Committee and are bridging the gaps between the parents, the community, and teachers. They are taking responsibility for

ensuring clear, transparent communications about all matters between other parents and the school.

### **Community:**

The local community is defined as parents, family, and residents of the neighborhood, youth groups, community leaders, and local governance institutions. The community could be involved in and support the school in several ways. Community members can ideally be a part of numerous activities like motivating all concerned stakeholders to ensure that all age-appropriate children are enrolled. They can also be a part of different events organized at the school level throughout the year. Illustratively: ensure enrolment and regular attendance of all local young children, share observations with teachers, provide support with additional infrastructure, learning materials, better nutritional sources for children's meals or other services (e.g., the Gram Panchayat could use funds from other schemes for providing a water connection), motivate all parents and community members to become active partners with the school, and help to make the school an integral part of the community.

### **Role of Parent & Community:**

Parents play an important role in a child's learning and their connection with their child's progression in the learning journey (as mentioned in NEP 2020 and NCF 2022). To ensure that this connection between parents and school remains strong, we need to move forward in a systematic manner. Such as:

- Communication with parents on a regular basis
- Regular visits of parents in school to discuss the child's progress (weakness & strengths etc.)
- Teachers visit the home to know the child's background, to those children home, who are lacking in study and other co-curricular activities.
- Discussions with teachers and parents regarding the learning achievement of the child.
- Special day celebrations with parents at school like the birthday of the child, thematic day, teacher day, etc.

- To develop resources as per the requirement of the school with the help of parents.



*(For more details on the role of parents/community, kindly refer to the Annexure – VIII)*

# **ANNEXURES**

## Annexure I

### SAMPLE OF DAILY SCHEDULE

#### Summer Schools:

Morning Routine/Free Play/Circle Time			
3-4 Years			
Time		Duration	Activities
From	To		
9:00 AM	9:30 AM	30 Minutes	Welcome / Cleanliness Check up / Attendance / Free Play
9:30 AM	9:55 AM	25 Minutes	Circle Time (Conversation/Rhymes/Songs)
9:55 AM	10:25 AM	30 Minutes	Concept Time/Pre-Numeracy
10:25 AM	10:40 AM	15 Minutes	Rest Time
10:40 AM	11:05 AM	25 Minutes	Emergent Literacy/Story Time
11:05 AM	11:30 AM	25 Minutes	Creativity (Art/Craft/Aesthetic)
11:30 AM	12:00 PM	30 Minutes	Activity Area Time
12:00 PM	12:40 PM	40 Minutes	Lunch Break/Dispersal
4-5 Years			
9:00 AM	9:15 AM	15 Minutes	Prayer
9:15 AM	9:45 AM	30 Minutes	Welcome/Cleanliness Check-up/Attendance/Free Play
9:45 AM	10:10 AM	25 Minutes	Circle Time (Conversation/Rhymes/Songs)
10:10 AM	10:45 AM	35 Minutes	Concept Time/Pre-Numeracy
10:45 AM	11:00 AM	15 Minutes	Rest Time



11:00 AM	11:30 AM	30 Minutes	Creativity (Art/Craft)
11:30 AM	12:00 PM	30 Minutes	Group/Peer Activity
12:00 PM	12:40 PM	40 Minutes	Lunch Break
12:40 PM	1:05 PM	25 Minutes	Emergent Literacy/Story Time
1:05 PM	1:20 PM	15 Minutes	Indoor Activity/Outdoor Games
1:20 PM	1:30 PM	10 Minutes	Goodbye Circle
<b>5-6 Years</b>			
9:00 AM	9:15 AM	15 Minutes	Prayer
9:15 AM	9:40 AM	25 Minutes	Circle Time (Conversation/Rhymes/Songs)
9:40 AM	10:25 AM	45 Minutes	Concept Time/Pre-Numeracy/Cognitive Activities
10:25 AM	10:40 AM	15 Minutes	Rest Time
10:40 AM	11:25 AM	45 Minutes	Creativity (Art/Craft)
11:25 AM	12:00 PM	35 Minutes	Group/Peer Activity
12:00 PM	12:40 PM	40 Minutes	Lunch Break
12:40 PM	1:05 PM	25 Minutes	Emergent Literacy/Story Time
1:05 PM	1:20 PM	15 Minutes	Indoor Activity/Outdoor Games
1:20 PM	1:30 PM	10 Minutes	Goodbye Circle

## Winter Schools:

Morning Routine/Free Play/Circle Time			
3-4 Years			
Time		Duration	Activities
From	To		
10:00 AM	10:30 AM	30 Minutes	Welcome/Cleanliness Check-up/Attendance/Free Play
10:30 AM	10:55 AM	25 Minutes	Circle Time (Conversation, Rhymes, Songs)
10:55 AM	11:25 AM	30 Minutes	Concept Time/Pre-Numeracy
11:25 AM	11:40 AM	15 Minutes	Rest Time
11:40 AM	12:05 PM	25 Minutes	Emergent Literacy/Story Time
12:05 PM	12:30 PM	25 Minutes	Creativity (Art/Craft)
12:30 PM	1:00 PM	30 Minutes	Activity Area Time
1:00 PM	1:40 PM	40 Minutes	Lunch Break/Dispersal
4-5 Years			
10:00 AM	10:15 AM	15 Minutes	Prayer
10:15 AM	10:45 AM	30 Minutes	Welcome/Cleanliness Check-up/Attendance/Free Play
10:45 AM	11:10 AM	25 Minutes	Circle Time (Conversation, Rhymes, Songs)
11:10 AM	11:45 AM	35 Minutes	Concept Time/Pre-Numeracy
11:45 AM	12:00 PM	15 Minutes	Rest Time
12:00 PM	12:30 PM	30 Minutes	Creativity (Art/Craft)
12:30 PM	1:00 PM	30 Minutes	Group/Peer Activity

1:00 PM	1:40 PM	40 Minutes	Lunch Break
1:40 PM	2:05 PM	25 Minutes	Emergent Literacy/Story Time
2:05 PM	2:20 PM	15 Minutes	Indoor Activity/Outdoor Games
2:20 PM	2:30 PM	10 Minutes	Goodbye Circle
<b>5-6 Years</b>			
10:00 AM	10:15 AM	15 Minutes	Prayer
10:15 AM	10:40 AM	25 Minutes	Circle Time (Conversation/Rhymes/Songs)
10:40 AM	11:25 AM	45 Minutes	Concept Time/Pre-Numeracy/Cognitive Activities
11:25 AM	11:40 AM	15 Minutes	Rest Time
11:40 AM	12:25 PM	45 Minutes	Creativity (Art/Craft)
12:25 PM	1:00 PM	35 Minutes	Group/Peer Activity
1:00 PM	1:40 PM	40 Minutes	Lunch Break
1:40 PM	2:05 PM	25 Minutes	Emergent Literacy/Story Time
2:05 PM	2:20 PM	15 Minutes	Indoor Activity/Outdoor Games
2:20 PM	2:30 PM	10 Minutes	Goodbye Circle

## Annexure II

### SAMPLE WEEKLY SCHEDULE FOR PRE PRIMARY CLASSES

Sample Weekly Activity Planner –Nursery (Balvatika 1)			
Week-1			
Welcome/Cleanliness Check-up/Attendance/Free Play (30 Min)			
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Minutes</b>	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Recite simple rhymes</li> <li>Play simple songs through Audio-Visual aids</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Minutes</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on Big-Small, Light-Heavy, Tall-Short</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Minutes</b>	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>Listening with comprehension</li> <li>Language and Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling through expression (short stories)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Minutes</b>	<b>C-3.3</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Development of fine motor skills and eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Paper tearing</li> <li>Clay moulding</li> </ul>

<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Minutes</b>	<b>C-1.2</b> Practices basic self-care and hygiene	<ul style="list-style-type: none"> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>• Washing hands</li> <li>• Talking about wear clean clothes</li> </ul>
	<b>C-3.4</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>• Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Stand-up and Sit-Down</li> <li>• Walking (Straight line)</li> <li>• Jumping (At one place)</li> </ul>
	<b>C-4.3</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>• Development of pro Social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher - Student interaction</li> <li>• Student interaction (in peers)</li> </ul>
<b>Sample Weekly Activity Planner –LKG (Balvatika 2)</b>			
	<b>Week-1</b>		
	<b>1. Prayer (15 Min)</b> <b>2. Welcome/Cleanliness Check-up/Attendance/Free Play (30 Min)</b>		
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Minutes</b>	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>• Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Recite rhymes</li> <li>• Singing songs</li> </ul>
	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>• Creative Self Expression and Conversation</li> <li>• Conversation and talking skills</li> <li>• Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation about self &amp; family</li> </ul>
	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>• Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Object sorting (2-3 attributes)</li> <li>• Colour sorting</li> <li>• Shapes sorting</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>35 Minutes</b>			

<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>30 Minutes</b>	<b>C-3.3</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>• Development of fine motor skills and eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Hand/Thumb/Finger painting</li> <li>• Clay moulding</li> </ul>
	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• No NIPUN Bharat competency. This is the additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing with mud</li> <li>• Making different shapes with ice-cream sticks</li> </ul>
	<b>C-1.2</b> Practices basic self-care and hygiene	<ul style="list-style-type: none"> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>• Washing hands &amp; dry hands</li> <li>• Wearing clothes</li> </ul>
	<b>C-3.4</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>• Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Walking (zig-zag line)</li> <li>• Jumping</li> <li>• Catching</li> <li>• Throwing</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Indoor Games) – <b>30 Minutes</b>	<b>C-4.3</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-Student interaction</li> <li>• Student interaction (in peers)</li> <li>• Working in groups</li> </ul>
	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>• Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling through expressions (short stories) and ask questions based on story</li> </ul>
	<b>C-3.2</b> Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Development of gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Free outdoor games</li> <li>• Exercises</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Minutes</b>			
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – <b>25 Minutes</b>			

Sample Weekly Activity Planner –UKG (Balvatika 3)			
			<b>Week-1</b>
	<b>Prayer (15 Min)</b>		
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - <b>25 Minutes</b>	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Recite rhymes and have a conversation about them</li> </ul>
	<b>C- 9.3</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>Creative Self Expression and Conversation</li> <li>Conversation and talking skills</li> <li>Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>Free conversation</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>45 Minutes</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Object sorting (Based on various attributes)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>45 Minutes</b>	<b>C-3.3</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Development of gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Cutting &amp; Pasting</li> <li>Vegetables painting</li> </ul>

	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>No NIPUN Bharat competency. This is the additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Making collages</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Indoor Games) – <b>35 Minutes</b>	<b>C-1.2</b> Practices basic self-care and hygiene	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>Washing hands &amp; dry hands</li> <li>Wearing clothes</li> <li>Use of personal care objects like: Combs, Toothbrush etc.</li> </ul>
	<b>C-3.4</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>Walking &amp; Balancing</li> <li>Jumping</li> <li>Catching</li> <li>Throwing</li> </ul>
	<b>C-4.3</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Group work</li> <li>Helping each other's in group activity</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25</b>	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Storytelling through expression (short stories) and ask</li> </ul>



Minutes	what the author wants to say		questions based on story
			<ul style="list-style-type: none"> <li>Retelling story</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – <b>25 Minutes</b>	<b>C-3.2</b> Shows balance, coordination, and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Development of gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Play with swings</li> <li>Exercises</li> <li>Hopscotch</li> </ul>

### Annexure III

#### SUGGESTIVE OUTLINE OF SYLLABUS (CONCEPTS /SKILLS/COMPETENCIES) BASED ON THE GUIDELINES OF NCF FS FOR PRE-PRIMARY CLASSES: NURSERY (BALVATIKA 1), LKG (BALVATIKA 2 AND UKG (BALVATIKA 3)

Domain	Nursery / Balvatika 1 (Age: 3-4 Years)	LKG / Balvatika 2 (Age: 4-5 Years)	UKG / Balvatika 3 (Age: 5-6 Years)
<b>Language and Literacy Development</b>	<p><b>Conversation</b> (With familiar people) Listening attentively Short meaningful sentences about one's needs &amp; feelings</p> <p><b>Phonological Awareness</b> Rhymes (Age appropriate) Poems (Age appropriate) Songs (Swar Geet) Mimics Syllabic Sounds</p> <p><b>Pictorial Stories</b> <b>Short stories</b> Bonding with Books (Picture books) Pretend Reading</p> <p>Read Aloud Greetings Charts Picture Cards LTM Scribbling, Drawing</p>	<p><b>Conversation</b> (with peers &amp; teachers) Initiation of conversation Narration of daily experiences Asking simple questions (what/when/how/whom)</p> <p><b>Phonological Awareness</b> Rhymes (Age appropriate) Poems (Age appropriate) Identifying syllabic sounds &amp; alliterations Combining of 2-3 Syllables</p> <p><b>Pictorial Stories</b> <b>Short stories</b> Bonding with Books (Picture books) Pretend Reading / Meaning making Letter Perception/Recognition Left to right directionality Read Aloud Greetings Charts Picture Cards LTM Scribbling, Mark making, use of appropriate tools Drawing</p>	<p><b>Conversation</b> (with peers &amp; teachers) Engagement in conversation Elaborated narration of daily experiences Asking 'why' questions</p> <p><b>Phonological Awareness</b> Rhymes (Age appropriate) Poems (Age appropriate) Producing rhyming words &amp; alliterations Blending &amp; segmenting</p> <p><b>Pictorial Stories</b> <b>Short stories</b> Bonding with Books (Picture books) Pretend Reading / Meaning making Letter Recognition Left to right directionality Read Aloud Greetings Charts Picture Cards LTM Scribbling, Mark making and drawing Differentiates between drawing and writing</p>

<p align="center"><b>Cognitive Development</b></p>	<p><b>Colour concept</b> Primary colors (Red , Blue &amp; Yellow) Black, White &amp; Brown ( Common colors in environment) Grouping / Matching of objects based on colors</p> <p><b>Patterns</b> Matching, sorting &amp; painting</p> <p><b>Shape concept</b> Circle, Square, Triangle Comparison Simple shape puzzles</p> <p><b>Pre-number concept:</b> Comparison Big- small, More-less, Tall-short</p> <p><b>Number concept (Upto 5)</b> Numeral recognition Count and tell how many Sense of order Oral Comparison of 2 numbers upto three</p> <p><b>Money</b> Vocabulary related to money through poems</p> <p><b>Time</b> Day &amp; Night Morning and evening</p> <p><b>Birds &amp; Animals</b> <b>Technology Use:</b> Interaction with age-appropriate technology under teacher's supervision Exposure to interactive and age-appropriate educational videos Read aloud followed by digital stories etc. Accessible, inclusive and usable digital content</p>	<p><b>Colour concept</b> Primary colors (Red , Blue &amp; Yellow) &amp; shades within them Green Grouping / Matching of objects based on colors</p> <p><b>Patterns</b> Matching, sorting &amp; painting</p> <p><b>Shape concept</b> Circle, Square, Triangle, Rectangle Comparison Simple shape puzzles</p> <p><b>Pre-number concept:</b> Comparison Small-Big- Bigger, More-less, Tall-short</p> <p><b>Number concept (1-10)</b> Numeral recognition Count and tell how many Sense of order Oral Comparison of 2 numbers upto five</p> <p><b>Money</b> Vocabulary related to money Identification of Indian currency(coins)</p> <p><b>Time</b> Morning, afternoon and evening Days of week Seasons (Summer &amp; winter)</p> <p><b>Birds &amp; Animals</b> <b>Technology Use:</b> Interaction with age-appropriate technology under teacher's supervision Exposure to interactive and age-appropriate educational videos Read aloud followed by digital stories etc Accessible, inclusive and usable digital content</p>	<p><b>Colour concept</b> More shades of colors Grouping / Matching of objects based on colors</p> <p><b>Patterns</b> Matching, sorting &amp; painting</p> <p><b>Shape concept</b> Circle, Square, Triangle, Rectangle, Star, Heart Comparison shape puzzles</p> <p><b>Pre-number concept:</b> Comparison on the basis of length , height &amp; weight</p> <p><b>Number concept (1-20)</b> Numeral recognition Oral Counting upto 99 forward &amp; backward Written counting upto 20 Oral Comparison of 2 numbers upto nine</p> <p><b>Money</b> Vocabulary related to money Identification of Indian currency(coins)</p> <p><b>Time</b> Days of Week Months of the year Seasons (Summer , winter&amp; Rainy season)</p> <p><b>Birds &amp; Animals</b> <b>Technology Use:</b> Interaction with age-appropriate technology under teacher's supervision Exposure to interactive and age-appropriate educational videos Read aloud followed by digital stories etc Accessible, inclusive and usable digital content</p>
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<b>Physical &amp; Socio-Emotional and Ethical Development</b>	<b>Me &amp; Myself</b> Self Care Safety Fruits & Vegetables Food Favourite Food Taste of Food Hot & Cold Healthy & Unhealthy food Emotions Plants & Animals	<b>Me &amp; Myself</b> Self Care Safety Fruits & Vegetables Food Favourite Food Taste of Food Hot & Cold Healthy & Unhealthy food Emotions Plants & Animals	<b>Me &amp; Myself</b> Self Care Safety Fruits & Vegetables Food Favourite Food Taste of Food Hot & Cold Healthy & Unhealthy food Emotions Plants & Animals
<b>Aesthetic and Cultural Development</b>	Rhymes Songs Short Stories Self Care Fairs & Festivals (Local) Music, dance Art & Craft Exploration and participation in music, dance and creative movements Creation of forms & imprints	Rhymes Songs Short Stories Self Care Fairs & Festivals (Local & State) Music, dance Art & Craft Exploration and participation in music, dance and creative movements Clay Modelling (3 D)	Rhymes Songs Short Stories Self Care Fairs & Festivals (Local , State & National) Music, dance Art & Craft Exploration and participation in music, dance and creative movements Art & Craft Clay Modelling (3 D), Collage making with variety of available material

**This suggestive outlines of syllabus can be transacted in the classrooms through the annual activity planner (Annexure IV).**

*[Note: The role of textbooks for the Foundational Stage must be very clear (NCF FS page No 160)]*

*In the first three years of the Foundational Stage, for ages 3 to 6, there should not be any prescribed textbooks for the children. The learning environment, the TLMs and, where appropriate, simple worksheets are more than sufficient for meeting the curricular goals and pedagogical needs. Children in this age group should not be burdened with textbooks. While textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Activity books along with handbooks for Teachers to plan and organize classroom experiences for this age group and worksheets/ workbooks for children can be developed by the State, e.g “UNMUKH –Trainer’s Handbook for Balvatika” that have been developed by National Council of Educational Research and Training ].*

## Annexure IV

### ANNUAL ACTIVITY PLANNER

**Note:** The activities given are suggestive only. The teacher can adapt/adopt these activities keeping in mind the needs of all children in the classroom for achieving the desired Learning Outcomes.

Sample Annual Activity Planner – Nursery (Balvatika 1)				
Month-1				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems.	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Singing</li> <li>Flash Cards</li> <li>Role Play</li> <li>Morning Assembly</li> <li>Play activities.</li> <li>Educational games</li> <li>Reciting poems with proper gestures</li> <li>Vocabulary activities</li> <li>Folk songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighborhood</li> <li>Repeats a simple song or a rhyme</li> <li>Sings along to songs and rhymes with intonation and gestures</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them.	<ul style="list-style-type: none"> <li>Natural-animals, vegetables, food</li> <li>Physical – water, air, season, sun, moon, day and night</li> </ul>	<ul style="list-style-type: none"> <li>Matching</li> <li>Sorting</li> <li>Puzzle.</li> <li>Sequencing.</li> <li>Building Blocks Activities</li> <li>Flash Cards.</li> <li>Educational Toys.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance</li> <li>Identifies the missing part of a familiar picture of familiar object</li> <li>Recognizes hierarchical</li> </ul>

				<ul style="list-style-type: none"> <li>relationships within categories (e.g., animals and their younger ones)</li> <li>Plays using object substitution (e.g., uses banana as telephone)</li> <li>Listens attentively to stories for a short period of time (5-7 minutes)</li> <li>Recalls the characters and a few events in the story that is narrated and is able to retell in their own words</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.	<ul style="list-style-type: none"> <li>Listening comprehension with</li> </ul>	<ul style="list-style-type: none"> <li>Show &amp; Tell</li> <li>Flash Cards</li> <li>Toys</li> <li>Role Play</li> <li>Story Card</li> <li>Big Books</li> <li>Gupshup</li> <li>Morning Assembly</li> <li>Play activities</li> <li>Educational games</li> </ul>	
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Good Habit rhymes</li> <li>Dressing manners</li> <li>Keeping surrounding clean</li> <li>Personal care</li> <li>Painting</li> <li>Caring and sharing</li> <li>Daily greeting exercises with teachers</li> <li>Recitation with action, role play</li> <li>Brushing, Cleaning and hand washing activities</li> <li>Family tree activity</li> </ul>	<ul style="list-style-type: none"> <li>Grasps relevant art materials, tools, and instruments</li> <li>Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)</li> </ul>

			<ul style="list-style-type: none"> <li>• Oral discussion on family</li> <li>• Role play personification</li> </ul>	
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-1.1</b> Shows a liking for and understanding of nutritious food and does not waste food.	<ul style="list-style-type: none"> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>• Coloring</li> <li>• Play with Clay</li> <li>• Sketching and drawing</li> <li>• MDM Kitchen as LTM.</li> <li>• Use of A/V Aids.</li> <li>• Gardening activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies things that can be eaten and cannot be eaten.</li> <li>• Begins to eat and name a variety of foods with adult prodding.</li> <li>• Name safe and healthy food items and a few unhealthy food items.</li> </ul>
<b>Month-2</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Competencies</b>	<b>Bharat</b>	<b>Suggestive Activities</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.2</b> Creates simple songs and poems on their own.	<ul style="list-style-type: none"> <li>• Creative Self Expression and Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing and singing on children's songs</li> <li>• Local Folk Songs</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys familiar songs and poems</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.	<ul style="list-style-type: none"> <li>• Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Reasoning, Curiosity,</li> </ul>	<ul style="list-style-type: none"> <li>• Field Visit</li> <li>• Village walk</li> <li>• Flash Cards</li> <li>• Odd one out.</li> <li>• Like Dislike</li> </ul>	<ul style="list-style-type: none"> <li>• Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating)</li> <li>• Differentiates between day and night</li> <li>• Identifies summer and</li> </ul>

		Experimentation		<ul style="list-style-type: none"> <li>winter Names objects in the sky (sun, moon, stars, clouds)</li> <li>Makes choices and expresses preferences</li> <li>Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Story cards</li> <li>Storytelling followed by questioning from the child to check understanding/ comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively to stories for a short period of time (5-7 minutes)</li> <li>Recalls the characters and a few events in the story that is narrated and is able to retell in their own words</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-12.2</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Rhythmic movements on different sounds of Birds, animals, objects, musical instruments etc.</li> <li>Free Dance with kids music</li> </ul>	<ul style="list-style-type: none"> <li>Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-1.2</b> Practices basic self-care and hygiene. <b>C-2.1</b> Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing activity</li> <li>A/V aids</li> <li>Labelled picture charts of bathing, brushing, combing</li> </ul>	<ul style="list-style-type: none"> <li>Gets help to wash and dry hands before and after using the toilet or eating.</li> <li>Can wear clothes (without buttoning them) and put on their footwear with the</li> </ul>



		<ul style="list-style-type: none"> <li>Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>Brushing Activity</li> <li>Pick and match with the right colour</li> <li>Fun with colours</li> <li>Thematic Celebration of colour days.</li> </ul>	<ul style="list-style-type: none"> <li>help of adults.</li> <li>Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white and brown)</li> <li>Groups objects based on their colour (e.g. all long things together)</li> </ul>
<b>Month-3</b>				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation.	<ul style="list-style-type: none"> <li>Creative Self Expression and Conversation</li> <li>Conversation and talking skills</li> <li>Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>Telephonic conversations role plays</li> <li>Look and say</li> <li>Speak about your needs</li> <li>Question box activity</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively and speaks in short conversations with familiar people around</li> <li>Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>Expresses their needs and feelings through short meaningful sentence</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-7.3</b> Uses appropriate tools and technology in daily life situations and for learning.	<ul style="list-style-type: none"> <li>Use of Technology</li> </ul>	<ul style="list-style-type: none"> <li>Colouring and sketching activities</li> <li>Playing with crayons</li> </ul>	<ul style="list-style-type: none"> <li>Shows dexterity in using simple tools for drawing/colouring</li> <li>Shows inclination to use simple tools while playing</li> </ul>

<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	<ul style="list-style-type: none"> <li>• Print Awareness and Meaning Making</li> </ul>	<ul style="list-style-type: none"> <li>• Book Holding activity with</li> <li>• Matching Text with Pictures</li> <li>• Labeled Charts</li> <li>• Story Books</li> <li>• Story Cards.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover)</li> <li>• Holds the book, opens it and flips the pages to explore</li> <li>• Distinguishes between printed text and pictures</li> <li>• Pretends to read familiar books based on pictures in the story</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.	<ul style="list-style-type: none"> <li>• Observation, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>• Solving the Puzzle</li> <li>• Thumb painting</li> <li>• Finger painting</li> </ul>	<ul style="list-style-type: none"> <li>• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)</li> <li>• Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<p><b>C-1.3</b> Keeps school /classroom hygienic and organized.</p> <p><b>C-2.2</b> Develops visual memory for symbols and representations</p> <p><b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume and tempo</p> <p><b>C-3.1</b> Shows coordination between sensorial perceptions</p>	<ul style="list-style-type: none"> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> <li>• Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Use of dustbin</li> <li>• Naming their belongings</li> <li>• Lost and found Box</li> <li>• Sound Differentiating activity</li> <li>• Ball catching and throwing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc.</li> <li>• Places soiled plates and utensils in the designated space with the help of adults.</li> <li>• Uses dustbin with assistance.</li> <li>• Differentiates sounds in the environment as the sound of humans, animals, sound of clap, tap, sound of material etc.</li> </ul>

	and body movements in various activities	<ul style="list-style-type: none"> <li>Development of gross motorskills</li> </ul>		<ul style="list-style-type: none"> <li>Differentiates loud and soft sounds</li> <li>Begins to catch, throw and kick balls with very basic control</li> </ul>
<b>Month-4</b>				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others.	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Follow the instructions</li> <li>Follow the leader</li> <li>Building Block Activity</li> </ul>	<ul style="list-style-type: none"> <li>Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.)</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Sorting activity</li> <li>Matching</li> <li>Naming long and short objects in the immediate surrounding</li> </ul>	<ul style="list-style-type: none"> <li>Sorts objects into 2 groups based on size, length, height, and weight (big- small, Long - Short)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognizes basic punctuation marks	Print Awareness and Meaning Making	Cartoon films Showing the rappers of biscuits/ chocolates/ chips/ soaps/ toothpaste etc. and asking children to recognize Showing logo of school/State/India	Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover) Distinguishes between printed text and pictures Pretends to read familiar books based on pictures in the story

<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.	Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation	Making a Necklace from beads Tearing and pasting Sequencing and puzzling games.	Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)	
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-1.4</b> Practices safe use of material and simple tools.	Development of healthy habits, hygiene, sanitation, and awareness for self-protection Sight, Sound, Touch, Smell, Taste  Development of gross motor skills	Use of soap Cleanliness competition Fruit pictures Showing and tasting fruits Walking in straight line	Avoids danger by not touching harmful objects like fire, hot stove, knife, Electric plugs.	
	<b>C-2.4</b> Differentiates multiple smells and tastes		Walk on planks of varied width	Identifies good and bad smell (perfume, flowers, garbage etc.)	
	<b>C-3.2</b> Shows balance, coordination and flexibility in various physical activities		Swings and Slides Hand eye coordination games Origamy, colouring Games like tiptoe, moving body parts	Identifies sweet, salty, bitter, sour and hot (spicy) tastes. Stands on one foot with support/aid Balances on one leg for a short time	
	Month-5				
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities	Learning Outcomes

<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.	<ul style="list-style-type: none"> <li>Vocabulary Development</li> </ul>	<ul style="list-style-type: none"> <li>Simple Word ‘Antakshri’</li> <li>Jump in and out game</li> <li>Hands up and down activity</li> <li>Sit down standup activity</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.2</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Pattern activities with locally available natural teaching learning aids such as pebbles, leaves, flowers, tree etc.</li> <li>Showing patterns of leaves/ flowers/ small and big objects/ short and tall objects for recognition</li> <li>Copying patterns using concrete object</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes &amp; repeats the patterns in pairs objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A B A pattern)</li> <li>Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.)</li> <li>Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own.	<ul style="list-style-type: none"> <li>Independent reading for pleasure and various purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Picture reading</li> <li>Identifying objects/ things in the immediate surrounding</li> <li>Naming the task that child can do at home or at school</li> </ul>	<ul style="list-style-type: none"> <li>Listens to read alouds and responds to questions posed by teacher</li> </ul>

<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.2</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments.	<ul style="list-style-type: none"> <li>Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Making the child wait for their turn</li> <li>Asking child to tell his daily routine</li> <li>Activities related to deferred imitation</li> </ul>	<ul style="list-style-type: none"> <li>Practices remembering by recalling a story or verbally describing a picture no longer in view</li> <li>Adjusts to changes in routines</li> <li>Begins to take turns and waits in line for short periods of time with adult support</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<p><b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately.</p> <p><b>C-2.5</b> Develops discrimination in the sense of touch</p> <p><b>C-3.3</b> Shows precision and control in working with their hands and fingers</p> <p><b>C-4.3</b> Interacts comfortably with other children and adults</p>	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> <li>Sight, Sound, Touch, Smell, Taste</li> <li>Development of fine motor skills and eye-hand coordination</li> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Running/ racing in playground</li> <li>Walking on tyre /planks Hopscotch</li> <li>Walking on zigzag line/straight line</li> <li>Hands on sensory experiences to children</li> <li>Clay work</li> <li>Hand impression with colour</li> <li>Daily yoga exercises</li> <li>Beginners aerobics</li> </ul>	<ul style="list-style-type: none"> <li>Identifies road safety as important, holds hands of adults and walks on the road.</li> <li>Differentiates hard and soft, hot and cold, rough and smooth surfaces</li> <li>Exhibits fine motors skills, eye hand coordination and muscle strength in simple activities) e.g. scribbling, tearing paper, pasting, free hand colouring, clay work)</li> </ul>
<b>Month-6</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary.	<ul style="list-style-type: none"> <li>Vocabulary Development</li> </ul>	<ul style="list-style-type: none"> <li>Question Asking Activity</li> <li>Solve the Problem if you can</li> <li>Riddles</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and</li> </ul>

				<ul style="list-style-type: none"> <li>• pictures, sweet, sour, round, big</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.3</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> <li>• One-to-one correspondence</li> <li>• Count and tell how many</li> </ul>	<ul style="list-style-type: none"> <li>• Bal Sanvidhan</li> <li>• School Rule Book</li> <li>• Discipline Maintenance Committee</li> <li>• Number activities through poems</li> <li>• Imitating activities for counting with the help of teachers</li> <li>• Holistic approach to teach number concept through language and EVS</li> <li>• Skip counting, oral/aural approach</li> <li>• Arranging the number in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Says/sings number names verbally till 5 in correct sequence/order with context</li> <li>• Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5</li> <li>• Imitates adults while counting using one to one correspondence between number names and objects till 3</li> <li>• Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects</li> <li>• Recognizes instantly the count of a collection of 2 or 3 objects</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own	<ul style="list-style-type: none"> <li>• Independent reading for pleasure and various purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Picture reading</li> <li>• Identifying objects/ things in the immediate surrounding</li> <li>• Naming the task that child can do at home or at school</li> </ul>	<ul style="list-style-type: none"> <li>• Reads picture books and identifies objects and actions</li> </ul>

<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 25 Min	<b>C-13.2</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments.	<ul style="list-style-type: none"> <li>Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Reasoning, Curiosity, Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>Making the child wait for their turn</li> <li>Asking child to tell his daily routine</li> <li>Story Recalling activity</li> <li>Games like chair race, spoon race and balloon race</li> </ul>	<ul style="list-style-type: none"> <li>Practices remembering by recalling a story or verbally describing a picture no longer in view</li> <li>Adjusts to changes in routines</li> <li>Begins to take turns and waits in line for short periods of time with adult support</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – 30 Min	<p><b>C-1.6</b> Understands unsafe situations and asks for help.</p> <p><b>C-3.4</b> Shows strength and endurance in carrying, walking and running</p>	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> <li>Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>Labelled pictures of body parts</li> <li>Touching and naming body parts of self</li> <li>Demonstrating good/safe touch and bad/unsafe touch</li> <li>Say no to bad touch and tell teacher/ mother/ father/ grand parents</li> <li>Interaction with the child</li> <li>Story telling</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates between familiar and strange adults.</li> <li>Walks in straight line</li> <li>Walks and runs easily changing direction and speed comfortably</li> <li>Jumps in place, jumps across one short hurdle. Jumps landing on feet (height 2.5 to 3 feet)</li> <li>Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another)</li> </ul>
				<b>Month 7</b>
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>



<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-10.1</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/ syllables.	<ul style="list-style-type: none"> <li>Phonological Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Recitation of short rhymes</li> <li>Introduction of swar geet (अरे रे)</li> <li>Identification of sounds (अरे रे)</li> <li>Showing pictures/flash cards of sound (अरे रे)</li> <li>Asking child to name the things/ objects of different sound from the surroundings</li> </ul>	<ul style="list-style-type: none"> <li>Sings rhymes</li> <li>Mimics and reproduces syllabic sound</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.4</b> Arranges numbers up to 99 in ascending and descending order	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Arranging of blocks shape wise and size wise</li> <li>Shuffling and reshuffling of events</li> </ul>	<ul style="list-style-type: none"> <li>Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences.	<ul style="list-style-type: none"> <li>Writing for self-expression</li> </ul>	<ul style="list-style-type: none"> <li>Colouring and sketching activity</li> <li>Writing on sand/ air with finger tracing</li> <li>Writing on air with fingers.</li> </ul>	<ul style="list-style-type: none"> <li>Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons</li> <li>Draws and colours, and orally expresses the intent of the drawing</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions.	<ul style="list-style-type: none"> <li>Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity,</li> </ul>	<ul style="list-style-type: none"> <li>(Leaf Collection) Taking children in the school garden for observing the types of plants/flowers/leaves</li> <li>Videos showing uses of water</li> <li>Making bubbles using small container</li> <li>Village Walk.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys spending time in the garden/ outdoors</li> <li>Shows curiosity and wonder in the natural environment</li> </ul>

		Experimentation		
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-4.1</b> Starts recognizing ‘self’ as an individual belonging to a family and community. <b>C-4.2</b> Recognizes different emotions and makes deliberate efforts to regulate them appropriately. <b>C-5.1</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others	<ul style="list-style-type: none"> <li>• Awareness of self</li> <li>• Development of positive self-concept</li> <li>• Self-regulation</li> <li>• No NIPUN Bharat Competency</li> </ul>	<ul style="list-style-type: none"> <li>• Tell your Name</li> <li>• Use of greeting words</li> <li>• Taking children for school visit to help them adjust with school environment</li> <li>• Role Play Daily</li> <li>• Introduction round in morning assembly</li> <li>• One to one interaction with peers</li> <li>• Story telling</li> <li>• E-stories</li> <li>• Guided conversation</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing)</li> <li>• Says own first and family (last) name</li> <li>• Identifies their wants and feelings (e.g., I don’t want to colour today, I want to go out)</li> <li>• Recognizes simple emotions (fear, joy, sadness)</li> <li>• Places materials and toys back in their appropriate locations after use.</li> </ul>
<b>Month-8</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Competencies</b>	<b>Bharat</b>	<b>Suggestive Activities</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-10.1</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/ syllables.	<ul style="list-style-type: none"> <li>• Phonological Awareness</li> </ul>		<ul style="list-style-type: none"> <li>• Recitation of short rhymes</li> <li>• Introduction of swar geet (ॐ ऐं आः)</li> <li>• Identification of sounds (ॐ ऐं आः)</li> <li>• Showing pictures/flash cards of sound (ॐ ऐं आः)</li> <li>• Asking child to name the</li> </ul>
				<b>Learning Outcomes</b>
				<ul style="list-style-type: none"> <li>• Sings rhymes</li> </ul>

			things/ objects of different sound from the surroundings	
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.8</b> Recognizes basic geometric shapes and their observable properties.	<ul style="list-style-type: none"> <li>• Spatial sense</li> <li>• Shapes</li> </ul> <p>(2D Shapes, 3D shapes, StraightLine, Curved Line, Plain and Curved Surfaces)</p>	<ul style="list-style-type: none"> <li>• Jump in a big circle and small circle</li> <li>• In-Out games</li> <li>• Making a big circle and small circle by children in air or on sand</li> <li>• Activities with the help of ice cream sticks, straw and classroom material</li> <li>• Follow the instruction games</li> </ul>	<ul style="list-style-type: none"> <li>• Matches by shape, size or colour by one attribute</li> <li>• Compares and classifies objects by one factor like shape, colour and size</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences.	<ul style="list-style-type: none"> <li>• Early literacy skills</li> <li>• Writing for self-expression</li> <li>• Make efforts to write in conventional ways</li> </ul>	<ul style="list-style-type: none"> <li>• Writing on sand/ air with finger tracing</li> <li>• Drawing</li> <li>• Colouring</li> </ul>	<ul style="list-style-type: none"> <li>• Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons</li> <li>• Draws and colours, and orally expresses the intent of the drawing</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions.	<ul style="list-style-type: none"> <li>• Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical</li> </ul>	<ul style="list-style-type: none"> <li>• Naming the birds in the surrounding</li> <li>• Outdoor visits / Nature walk</li> <li>• Day/Night concept related</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys spending time in the garden/ outdoors</li> <li>• Shows curiosity and wonder in the natural environment</li> </ul>

		Thinking, Curiosity, Experimentation	activity	
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – 30 Min	<b>C-4.3</b> Interacts comfortably with other children and adults.  <b>C-2.6</b> Begins integrating sensorial perceptions to get a holistic awareness of their experiences	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> <li>• Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to peer's house with parents</li> <li>• Family tree</li> <li>• Role play of telephonic conversations under the guidance of teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies/names close family members/ particular adults</li> <li>• Interacts comfortably with familiar adults</li> <li>• Demonstrates comfort in staying in the classroom without parents or familiar adults.</li> <li>• Blows breath with force</li> <li>• Blows light objects (e.g. paper)</li> <li>• Sits or lies still for a short duration</li> </ul>
<b>Month-9</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>• Early literacy skills</li> <li>• Phonological awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Recitation of short rhymes</li> <li>• Introduction of swar geet</li> <li>• Identification of sounds</li> <li>• Showing pictures/flash cards of sound</li> <li>• Asking child to name the</li> </ul>	<ul style="list-style-type: none"> <li>• Sings rhymes</li> </ul>

			things/ objects of different sound from the surroundings	
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.9</b> Performs simple measurements of length, weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> <li>Length, Mass, Volume, Temperature</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of more or less</li> <li>Showing objects/things and asking the child to identify more and less</li> <li>Poems/ Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Uses vocabulary (length, width, height, distance) to express length through poems and stories</li> <li>Uses vocabulary to express weight through poems, and stories</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.9</b> Shows interest in picking up and reading a variety of children's books	Independent reading for pleasure and various purposes	<ul style="list-style-type: none"> <li>Asking the child to go to reading area and pick the book/ magazine/poster of his choice</li> <li>Asking the child to explain the posters/pictures on the classroom/school walls</li> <li>Giving recognition to students as book Doctor.</li> </ul>	Shows interest in stories and poems being read out Handles books with care
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.4</b> Classroom norms: Adopts and follows norms with agency and understanding.	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency</li> </ul>	<ul style="list-style-type: none"> <li>Setting of class rules e.g. maintaining cleanliness, uniform, discipline etc.</li> <li>Leading by examples</li> </ul>	<ul style="list-style-type: none"> <li>Observes and imitates adult behaviour for classroom norms</li> </ul>

<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-4.5</b> Understands and responds positively to social norms in the classroom and school.	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Tiffin sharing activity</li> <li>• Eating with spoon</li> <li>• Using napkin</li> <li>• Role play of favourite character.</li> <li>• Morning assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in everyday activities</li> <li>• Enjoys everyday activities with other children</li> <li>• Follows simple instructions with teacher's support</li> <li>• Waits for their turn Follows short simple instructions</li> <li>• Shows affection towards other children and adults</li> </ul>
	<b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need.			
<b>Month-10</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - <b>25 Min</b>	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>• Early Literacy Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of swar geet</li> <li>• Identification of sounds</li> <li>• Showing pictures/flash cards of sound</li> </ul>	<ul style="list-style-type: none"> <li>• Sings rhymes</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – <b>30 Min</b>	<b>C-8.10</b> Performs simple measurements of time in minutes, hours, day, weeks, and months.	<ul style="list-style-type: none"> <li>• Colours, shapes, distance, measurement, size, length, weight, height, time</li> <li>• Calendar Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of swar geet</li> <li>• Identification of sounds</li> <li>• Showing pictures/flash cards of sound</li> <li>• Role play of shopkeeper game</li> <li>• Showing denomination of Rupees 1 to 5</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary in daily life like today, tomorrow, and yesterday</li> <li>• Uses vocabulary related to money using poems and stories</li> </ul>
	<b>C-8.11</b> Performs simple transactions using money up to INR 100.			

<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – <b>25 Min</b>	<b>C-10.9</b> Shows interest in picking up and reading a variety of children's books	<ul style="list-style-type: none"> <li>Independent reading for pleasure and various purposes</li> </ul>	<ul style="list-style-type: none"> <li>Picture reading/conversation</li> <li>Asking children to pick a story book of their choice from reading corner and reading the story from the book</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest in stories and poems being read out</li> <li>Handles books with care</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – <b>25 Min</b>	<b>C-13.4</b> Classroom norms: Adopts and follows norms with agency and understanding.	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency</li> </ul>	<ul style="list-style-type: none"> <li>Baal Nyayalaya role play with the help of elder students of the school (peer learning)</li> </ul>	<ul style="list-style-type: none"> <li>Observes and imitates adult behaviour for classroom norms</li> </ul>
<b>Physical &amp; Socio-Emotional and Ethical Development</b> (Activity Area Time) – <b>30 Min</b>	<b>C-4.7</b> Understands and responds positively to different thoughts, preferences, and emotional needs of other children. <b>C-6.1</b> Shows care for and joy in engaging with all life forms.	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> <li>Natural-animals, fruits, vegetables, food</li> </ul>	<ul style="list-style-type: none"> <li>Peer play</li> <li>Know your classmate</li> <li>Guess who (guessing the classmate on the basis of attributes of classmates)</li> <li>Animal and Bird Pictures</li> </ul>	<ul style="list-style-type: none"> <li>Plays and interacts with all children irrespective of background or ability</li> <li>Shows curiosity in observing plants and animals</li> </ul>

## Annexure V

### ANNUAL ACTIVITY PLANNER –LKG (Balvatika 2)

**Note:** The activities given are suggestive only. The teacher can adapt/adopt these activities keeping in mind the needs of all children in the classroom for achieving the desired Learning Outcomes.

Sample Annual Activity Planner – LKG (Balvatika 2)				
Month-1				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Listening with comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will play video/audio of local songs/different language songs.</li> <li>Mothers' Involvement: Mothers actively engage with their children both at school and at home by listening to and reciting local songs together</li> </ul>	<ul style="list-style-type: none"> <li>Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighborhood</li> <li>Sings along to songs and rhymes with intonation and gestures</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> <li>Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation</li> <li>Natural-animals, fruits,</li> </ul>	<ul style="list-style-type: none"> <li>Sensory development activities for all the five senses such as sorting different textures/letters, arranging sound boxes in order</li> </ul>	<ul style="list-style-type: none"> <li>Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own</li> <li>Identifies 3-5 missing parts of a picture of familiar object</li> <li>Recognizes hierarchical relationships within categories (e.g., animals and their younger ones)</li> <li>Makes comparisons within and between categories</li> </ul>



		<ul style="list-style-type: none"> <li>vegetables, food</li> <li>Physical - water, air, season, sun, moon, day and night</li> <li>Social - myself, family, transport, festival, community helpers, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Matching of different things with respect to their relation: - Things Familiar to students like Spoon-Plate, Soap-body, tooth brush-paste, school bag-books etc.</li> <li>Provide / providing avenues to explore</li> <li>making predictions ( e.g. engaging in activities like planting seeds, nurturing plants, and caring for animals)</li> </ul>	<ul style="list-style-type: none"> <li>Plays using object substitution (e.g., uses banana as telephone)</li> <li>Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 30 Min	<b>C-12.4</b> Works collaboratively in the arts	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Art work</li> <li>Role play</li> <li>Colouring worksheets</li> <li>Clay Moulding</li> </ul>	<ul style="list-style-type: none"> <li>Produces a variety of speech, movements sounds and visual art works in collaboration with peers</li> </ul>
<b>Socio-Emotional and Ethical Development</b> – (Group/Peer Activity-35 Min)	<b>C-4.1</b> Starts recognizing 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>Awareness of self</li> <li>Development of positive self-concept</li> </ul>	<ul style="list-style-type: none"> <li>Drawing a family tree with the help of a teacher.</li> <li>Engaging in Teacher Talk sessions.</li> <li>Gathering photos of family members.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies self as a member of a family, neighborhood, school, city, with different people doing different roles' Shares other identifying information (e.g., parent's name)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>Creative Self Expression and Conversation</li> <li>Conversation and talking skills</li> <li>Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the concept of "mela" with the teacher, including swings, sweets, toys, and events.</li> <li>Discussing objects, activities, and characters depicted in pictures or video clips.</li> <li>Encouraging students to share their experiences of attending fairs.</li> </ul>	<ul style="list-style-type: none"> <li>Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom etc</li> </ul>
<b>Physical Development</b>	<b>C-1.1</b> Shows a	<ul style="list-style-type: none"> <li>Development of healthy</li> </ul>	<ul style="list-style-type: none"> <li>Picture Charts of different</li> </ul>	<ul style="list-style-type: none"> <li>Eats a variety of food from different food groups-</li> </ul>

(Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	Liking for and understanding of nutritious food and does not waste food. <b>C-1.2</b> Practices basic self-care and hygiene <b>C-3.3</b> Shows precision and control in working with their hands and fingers	habits, hygiene, sanitation, and awareness for self-protection <ul style="list-style-type: none"><li>Development of fine motor skills and eye-hand coordination</li></ul>	Food/vegetables/fruit items etc. <ul style="list-style-type: none"><li>Story cards/Picture reading posters/Picture story charts with minimum words.</li><li>Video clips.</li><li>Oiling and combing hair activity with the help of teacher</li><li>Toilet training with the help of helper</li><li>Brushing teeth</li><li>Lacing the shoes</li><li>Personal check up of children by Doctor/Teacher</li></ul>	grains, vegetables, fruits and proteins. (e.g., dal, beans, nuts, dairy) with adult support. <ul style="list-style-type: none"><li>Identifies healthy and unhealthy food items in a shop.</li><li>Begins to wash and dry hands before and after using the toilet or eating</li><li>Can wear clothes and footwear independently</li><li>Begins to use personal care objects (combs, toothbrush) on their own.</li></ul>	
Month-2					
Domain	NCF Competences	FS	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"><li>Listening comprehension with</li></ul>	<ul style="list-style-type: none"><li>Teacher will play video/audio of local songs/different language songs.</li><li>Mother's Involvement: Mothers actively engage with their children both at school and at home by listening to and reciting local songs together</li></ul>	<ul style="list-style-type: none"><li>Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood</li><li>Sings along to songs and rhymes with intonation and gestures</li></ul>	
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses	<ul style="list-style-type: none"><li>Observation, Identification, Memory, Matching, Sequential Thinking, Creative Thinking, Critical Thinking,</li></ul>	<ul style="list-style-type: none"><li>Dissolving salt &amp; sugar in water, Melting of ice</li><li>Reproducing the patterns in the given sequence and creating on their own</li><li>Playing games with balls both</li></ul>	<ul style="list-style-type: none"><li>Recognizes the effect of one object on another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt)</li><li>Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes)</li><li>Makes causal connections (e.g., Abdul did not</li></ul>	

	observations to explain their hypothesis	Reasoning, Experimentation, Curiosity,	<ul style="list-style-type: none"> <li>indoors and outdoors, engaging in activities such as hitting and catching.</li> <li>General talk disclosing causal connections among the situations.</li> <li>Observation and analysis of events that occur in the classroom by teacher in order to understand the reasons behind them. For example, if a child is crying, the teacher should investigate the cause of the tears. This will help the teacher to better support the child and create a positive learning environment</li> <li>Activities to foster capability to frame a hypothesis and test them. e.g. 'it is cloudy today whether this is going to rain or not?'</li> </ul>	<ul style="list-style-type: none"> <li>come to school because he was sick, the plant died because it has not rained)</li> <li>Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Making different marks/ lines/ objects in different size</li> <li>Making big and small lines using ice-cream sticks</li> </ul>	<ul style="list-style-type: none"> <li>Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> <li>Explores large and small sizes while creating marks, lines, scribbles and other 2D and 3D imagery in visual artworks</li> </ul>
<b>Socio-Emotional and Ethical Development –</b>	<b>C-4.2</b> Recognize different emotions	<ul style="list-style-type: none"> <li>Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Poems with facial expressions depicting different emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Associates emotions with words and facial expressions</li> </ul>

(Group/Peer Activity-35 Min)	and makes deliberate efforts to regulate them appropriately		<ul style="list-style-type: none"> <li>● Coloring activities on emojis worksheets.</li> <li>● Role play activity on emotions.</li> <li>● Identifying emotions with the help of teacher in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Expresses emotions through verbal and non-verbal modes (e.g. gestures)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>● Creative Self Expression and Conversation</li> <li>● Conversation and talking skills</li> <li>● Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion about the fair, including swings, sweets, toys, events, etc., by the teacher.</li> <li>● The teacher will lead a discussion about the objects, activities, and characters shown in the picture or video clip.</li> <li>● Teacher will encourage the students to narrate their experiences of the fairs they visited.</li> </ul>	<ul style="list-style-type: none"> <li>● Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>● Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom etc</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	<b>C-1.2</b> Practices self-care and hygiene <b>C-3.2</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>● Development of healthy habits, hygiene, sanitation, and awareness for self-protection.</li> <li>● Development of gross motor skills</li> </ul>	<ul style="list-style-type: none"> <li>● Kitchen visit along with joyful explanation.</li> <li>● Use fruits and flower to distinguish different smells.</li> <li>● Teacher Talk.</li> <li>● Use of short poems/rhymes with gestures.</li> <li>● Engaging the students in the role-playing activities with the guidance of a teacher, focusing on the importance of consuming nutritious foods.</li> <li>● Use of short stories to inculcate healthy food habits.</li> <li>● Use of food chart to make free</li> </ul>	<ul style="list-style-type: none"> <li>● Eats without spilling.</li> <li>● Begins to wash and dry hands after using the toilet or eating.</li> <li>● Can wear clothes and footwear independently</li> <li>● Begins to use personal care objects (combs, toothbrush) on their own</li> <li>● Stands on one foot for longer periods without support</li> <li>● Hops 4-5 steps</li> <li>● Balances on variety of surfaces (e.g., bricks, ladders)</li> </ul>

			choices by the pupils afterwards teacher would discard their bad choices with reasons and logical arguments		
			<ul style="list-style-type: none"><li>Making balls with paper crushing</li><li>Threading the Beads</li></ul>		
Month-3					
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-9.2</b> Creates simple songs and poems on their own	<ul style="list-style-type: none"><li>Creative Self Expression andConversation</li></ul>		<ul style="list-style-type: none"><li>Teacher will recite small rhyming words and students try to follow/imitate him/her.</li><li>Teacher will show the rhyming words video clips and ask to the students recite them</li></ul>	<ul style="list-style-type: none"><li>Enjoys rhyming words in songs and poems</li></ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<ul style="list-style-type: none"><li>Physical - water, air, season, sun, moon, day and night</li></ul>		<ul style="list-style-type: none"><li>Taking care of garden\plants in their surroundings and appreciate their beauty.</li><li>Use of natural phenomenon to discuss about summer and winter, sunrise and sunset</li><li>Allowing children the opportunity to choose the games they want to play and engaging in various activities both inside and outside the classroom.</li></ul>	<ul style="list-style-type: none"><li>Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape)</li><li>Explains clothing and food for summer and winter</li><li>Connects sunrise and sunset today and night</li><li>Takes responsibility and makes choices based on own preference</li></ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.3</b> Innovates and works imaginatively to express ideas and emotions through the arts	<ul style="list-style-type: none"><li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li></ul>		<ul style="list-style-type: none"><li>Giving individual talk time to each child to share their likes/dislikes/ideas/experiences</li><li>Creating Story with their imaginations</li></ul>	<ul style="list-style-type: none"><li>Shares their own ideas, tools and methods of working in the arts and improvises based on familiar examples</li><li>Mimics a few recognizable physical and behavioural characteristics of people, animals,</li></ul>

	<b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage		<ul style="list-style-type: none"> <li>● Situation game e.g. Coming out of given situation with their imagination</li> <li>● Holi celebration</li> <li>● Playing Holi with flowers</li> <li>● Story of Holi</li> <li>● Card making activity</li> </ul>	<ul style="list-style-type: none"> <li>● plants, objects etc. through visual and performative modes</li> <li>● Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)</li> <li>● Shares responses and ideas in the peer group during arts processes</li> </ul>
<b>Socio-Emotional and Ethical Development – (Group/Peer Activity-35 Min)</b>	<b>C-4.4</b> Shows cooperative behaviour with other children <b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>● Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Narration of kindness / Hitopadesh related stories by the teacher</li> <li>● Engaging in role-playing activities using masks, if available.</li> <li>● Playing video clips regarding the concept of kindness.</li> </ul>	<ul style="list-style-type: none"> <li>● Enjoys playing with other children</li> <li>● Enjoys everyday activities with other children</li> <li>● Waits for their turn</li> <li>● Follows short simple instructions</li> </ul>
<b>Language and Literacy Development (Emergent Literacy/Story Time) – 25 Min</b>	<b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> <li>● Listening with comprehension</li> <li>● Conversation and talking skills</li> <li>● Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>● Asking child to follow the instructions of teacher e.g. 'Aao khele' asking children to follow you etc.</li> <li>● Recitation of small rhyming words by the teacher and students try to follow/imitate him/her.</li> <li>● Showing video clips of rhyming words by teacher and asking the students to recite them</li> </ul>	<ul style="list-style-type: none"> <li>● Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).</li> </ul>
<b>Physical Development (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min</b>	<b>C-2.5</b> Develops discrimination in the sense of touch <b>C-2.1</b> Differentiates between shapes, colours and their shades	<ul style="list-style-type: none"> <li>● Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>● Utilizing objects found in the environment by the teacher and prompting the student to identify items based on their characteristics such as hardness, softness, temperature (hot or cold), smoothness, and roughness.</li> </ul>	<ul style="list-style-type: none"> <li>● Compares two objects based on hard and soft, hot and cold, rough and smooth</li> <li>● Differentiates shades within primary colours and secondary colours (e.g. light blue, dark blue, light green, dark green)</li> <li>● Groups objects based on dimension - length, breadth, height (e.g. all long things together)</li> </ul>

			<ul style="list-style-type: none"> <li>Recapitulation of primary colours</li> <li>Celebrating colour day</li> <li>Asking children to name the objects white, yellow, red, blue, black in the immediate surrounding</li> </ul>	
<b>Month-4</b>				
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>Vocabulary Development</li> </ul>		Shabd antakshri /word games. etc
				<ul style="list-style-type: none"> <li>Uses vocabulary acquired from specific themes and topics introduced in class in their conversations</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>		<ul style="list-style-type: none"> <li>Arranging students in ascending order or descending order in respect to their heights.</li> <li>Performing activities like Circle the Bigger and Tick the Smaller through Shapes /objects Chart.</li> <li>Providing opportunity to distinguish things on the bases of different parameters.</li> <li>Helping students to Count the objects in the immediate surroundings in a meaningful way to find out how many objects are there and how they are different.</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 30 Min	<b>C-12.2</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play,	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the</li> </ul>		<ul style="list-style-type: none"> <li>Dancing with rhythm/steps guided by teacher</li> <li>Musical Chair activity</li> <li>Rakhi Making activity and pasting it in scrap book/ notebook</li> </ul>
				<ul style="list-style-type: none"> <li>Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments</li> <li>Produces a variety of sounds according to context/ situation</li> </ul>



	<p>dance and movement</p> <p><b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage</p>	<p>additional competency in the NCF FS</p>		<p>using voice, body or instruments (in role-play, solo or group musical arrangements, mimicry etc.)</p> <ul style="list-style-type: none"> <li>• Explores volume (loud and soft), and pitch (high and low) while using voice or body or playing with instruments and objects</li> <li>• Communicates responses to different aspects of artworks or local cultural expression (e.g. the voice of a character was very loud and scary)</li> <li>• Shares responses and ideas in the peer group during arts processes</li> </ul>
<p><b>Socio-Emotional and Ethical Development</b> – (Group/Peer Activity-35 Min)</p>	<p><b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need</p>	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Showing toys and pictures of animals/plants</li> <li>• Conversation/Story telling on love and care for animals, importance of animals in our life</li> </ul>	<ul style="list-style-type: none"> <li>• Shows care in handling materials</li> </ul>
<p><b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min</p>	<p><b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say</p>	<ul style="list-style-type: none"> <li>• Listening with comprehension</li> <li>• Language and Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will show pictorial cards/books and encourage the students to give their views about the picture.</li> <li>• Teacher will draw out a story from the picture card involving students.</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> </ul>
<p><b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min</p>	<p><b>C-1.5</b> Shows awareness of safety in movements (Walking, running, cycling) and acts appropriately</p> <p><b>C-3.3</b> Shows precision and control in working with their hands and</p>	<ul style="list-style-type: none"> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection.</li> <li>• Development of fine</li> </ul>	<ul style="list-style-type: none"> <li>• Playing game with using inflated balls: - kicking them and trying to put them into the goal or designated spot.</li> <li>• Use of frog race freely</li> <li>• Walking in line activity : - Drawing straight and curved lines and asking students to walk on that</li> <li>• Walking on thick rope lying on the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Looks both ways before crossing the road, holds hands of peers or adult and walks safely</li> <li>• Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g. cutting big shapes, threading big beads, buttoning,</li> </ul>



	fingers <b>C-2.5</b> Develops discrimination in the sense of touch	motor skills and eye-hand coordination  ● Sight, Sound, Touch, Smell, Taste	● Hand printing with black and white colour ● Paper tearing and pasting ● Asking students to touch an object and tell whether it is hot or cold, rough or smooth ● Putting things in a box and asking children to tell the texture	screwing /unscrewing Bottle caps, drawing with crayons)  ● Compares two objects based on hard and soft, hot and cold, rough and smooth.	
Month-5					
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time Conversation/Rhymes/Songs) - 25 Min	<b>C-10.1</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/ syllables  <b>C 10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks	● Phonological awareness ● Print Awareness and Meaning Making		● Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.  ● Shabd antakshri	● Identifies rhyming words and alliterations ● Identifies the beginning and end syllables in words ● Combines 2-3 syllables to form simple words ● Holds the book, opens it and flips pages to explore ● Follows words from left to right and from top to bottom on a printed page
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-8.3</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s	● One-to-one correspondence ● Count and tell how many		● 'Bol Bhai Kitne' activity for counting objects, counting poems, counting who has more or less, . ● Use of poems showing counting ● Using and counting numbers (up to 5) in everyday life and recognizing that numbers represent quantities.	● Says/sings number names in correct sequence up to 10 and keeps one to one correspondence with number words and objects till 5 ● Counts objects with understanding of cardinality (recognizing the

			<ul style="list-style-type: none"> <li>Counting materials (for example, using twigs/sticks/picture calendar)</li> <li>Associate numbers to the value they possess with the help of objects.</li> </ul>	<ul style="list-style-type: none"> <li>quantity of set) up to 5</li> <li>Demonstrates the understanding of number sense (e.g. 5 could be 5 different objects – 5 people, 5 books, 5 pencils)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Flag making and colouring activity</li> <li>Patriotic songs and rhymes related to Independence Day.</li> <li>Organizing fancy dress competition on the theme of freedom fighters</li> <li>Free Dance and music activity</li> </ul>	<ul style="list-style-type: none"> <li>Communicates responses to different aspects of artworks or local cultural expression (e.g. the voice of a character was very loud and scary)</li> <li>Shares responses and ideas in the peer group during arts processes</li> </ul>
<b>Socio-Emotional and Ethical Development</b> – (Group/Peer Activity-35 Min)	<b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Showing toys and pictures of animals/plants</li> <li>Conversation/Story telling on love and care for animals, importance of animals in our life</li> </ul>	<ul style="list-style-type: none"> <li>Shows care in handling materials</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C 10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed and recognises basic punctuation marks  <b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Print Awareness and Meaning/Making Sound Symbol Association</li> <li>Make use of her/his knowledge of letter and sounds, invents spellings to write</li> </ul>	<ul style="list-style-type: none"> <li>Activities for recognizing shape and sound of letters as per the progress of child</li> <li>Performing activities such as tracing of letters by joining the dots, air writing, sand writing etc as per the progress of child</li> <li>Sorting and matching games of letters</li> </ul>	<ul style="list-style-type: none"> <li>Holds the book, opens it and flips pages to explore</li> <li>Follows words from left to right and from top to bottom on a printed page</li> <li>Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kagumita) to corresponding sounds</li> <li>Reads simple two-syllable words that are familiar and with known aksharas</li> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul>
<b>Physical Development</b> (Indoor)	<b>C-1.3</b> Keeps school/ classrooms hygienic	<ul style="list-style-type: none"> <li>Development of healthy</li> </ul>	<ul style="list-style-type: none"> <li>Use of rhymes to sensitize the children towards brushing and combing.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps and retrieves their personal belongings from the correct place.</li> </ul>

Activity/Outdoor Games/Goodbye Circle) – 25 Min	and organised C-1.6 Understands unsafe situations and asks for help	habits, hygiene, sanitation, and awareness for self-protection	<ul style="list-style-type: none"><li>● Rhyme such as “फाँखें-फाँखें कागज़” will be recited in chorus along with putting the waste material in dustbin.</li><li>● Use of handkerchiefs/Napkins</li><li>● Ask the children to manage all the materials i.e. toys, stationary etc. in correct manner being used during the day</li><li>● Reciting rhyme in chorus about crossing the road.</li><li>● Naming the body parts of self</li><li>● Demonstration good/safe touch and bad/unsafe touch</li><li>● Giving a situation and asking children to respond on it</li></ul>	<ul style="list-style-type: none"><li>● Identifies and uses clean glasses and plates and places soiled plates and utensils in the designated place</li><li>● Begins to use a dustbin to dispose off waste.</li><li>● Communicates discomfort with trusted adults when asked</li><li>● Does not accept toys, chocolates, money or other things from strangers</li></ul>	
Month-6					
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities	Learning Outcomes
Language and Literacy Development (Circle Time Conversation/Rhymes/Songs) - 25 Min	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"><li>● Phonological Awareness</li></ul>		<ul style="list-style-type: none"><li>● Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li><li>● Showing video clips of rhyming words by teacher and asking the students to recite them</li><li>● Drill on phonological sounds.</li><li>● Games on rhyming words.</li><li>● Identifying the beginning and ending sound.</li></ul>	<ul style="list-style-type: none"><li>● Identifies rhyming words and alliterations</li><li>● Identifies the beginning and end syllables in words</li><li>● Combines 2-3 syllables to form simple words</li></ul>
Cognitive Development (Concept Time/Pre-Numeracy) – 35 Min	C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"><li>● One-to-one correspondence</li><li>● Count and tell how many</li></ul>		<ul style="list-style-type: none"><li>● Arranging students in ascending order or descending order in respect to their heights.</li><li>● Performing activities like Circle the Bigger and Tick the Smaller through Shapes /objects Chart.</li><li>● Increase the number system up to 10 with the</li></ul>	<ul style="list-style-type: none"><li>● Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g. 5 steps, 5 claps)</li><li>● Counts forward up to 10 from memory in correct sequence</li></ul>

			<ul style="list-style-type: none"> <li>help of objects</li> <li>With the objects in surrounding ,gradually increase it to 20</li> <li>Poem recitation about the concept of 'Currency' (Count the Coins)</li> <li>Provide opportunity to count in groups like circle the pictures having three or four items.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to count up to 20</li> <li>Recognizes instantly the count of a collection of 4 objects (e.g. recognize 4 biscuits, chocolates or blocks without counting)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 30 Min	<b>C-12.2:</b> Explores and plays with own voice, body, spaces and a variety of objects to create music, role play, dance and movements	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Music and dance</li> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments</li> <li>Produces a variety of sounds according to context/ situation using voice, body or instruments (in role-play, solo or group musical arrangements, mimicry etc.)</li> <li>Explores volume (loud and soft) and pitch (high and low) while using voice or body or playing with instruments and objects</li> <li>Enjoys everyday activities with other children</li> <li>Waits for their turn</li> <li>Follows short simple instructions</li> </ul>
<b>Socio-Emotional and Ethical Development–</b> (Group/Peer Activity-35 Min)	<b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Giving small instructions to children for e.g. use dustbin, close the tap properly after use to save water</li> <li>Role play to demonstrate the habit of waiting for turn</li> </ul>	<ul style="list-style-type: none"> <li>Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kagunitha) to corresponding sounds</li> <li>Reads simple two-syllable words that are familiar and with known aksharas</li> <li>Recognizes as sight words their names and labels of objects in</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Sound Association</li> <li>Make use of her/his knowledge of letter and sounds, invents spellings to write</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li> <li>Using whole-to-part approach..</li> <li>Identification of letters through pictures, flash cards, words, rhyming words and simple conversation</li> <li>Matching pictures with Letters</li> </ul>	

<b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	<b>C-2.1</b> Differentiates between shapes, colours and their shades <b>C-3.2</b> Shows balance, coordination and flexibility in various physical activities <b>C-3.3</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"><li>• Sight, Sound, Touch, Smell, Taste</li><li>• Development of gross motor skills</li><li>• Development of fine motor skills and eye-hand coordination</li></ul>	<ul style="list-style-type: none"><li>• Playing with locally made toys of different colour.</li><li>• Colour wise segregation of seed locally available.</li><li>• Putting different coloured balls in the box.</li><li>• Asking students to find long and short objects present in the class and environment.</li><li>• Recapitulation of primary colours</li><li>• Celebrating colour day</li><li>• Asking children to name the objects white, yellow, red, blue, black in the immediate surrounding</li><li>• Placing objects of various sizes inside the bag or box, and asking the children to draw them out based on the given command.</li><li>• Vegetable painting</li><li>• Leaf Painting</li><li>• Spoon race</li><li>• Jumping and hopping</li><li>• Balancing on one leg</li></ul>	<ul style="list-style-type: none"><li>• Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)</li><li>• Stands on one foot for longer periods without support</li><li>• Hops 4-5 steps</li><li>• Balances on variety of surfaces (e.g. bricks, ladders)</li><li>• Groups objects based on dimension - length, breadth, height (e.g. all long things together)</li><li>• Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g. cutting big shapes, threading big beads, buttoning, screwing /unscrewing Bottle caps, drawing with crayons).</li></ul>	
Month-7					
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Competencies</b>	<b>Bharat</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-10.6</b> Reads short poems and begins to appreciate the poem for its choice of words and imagination	<ul style="list-style-type: none"><li>• Pretend Reading</li><li>• Prediction and use of previous experiences with knowledge</li><li>• Early literacy skills</li></ul>		<ul style="list-style-type: none"><li>• Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li><li>• Poems based on: - animals, kings and queens, fairies and food.</li><li>• Short poems and rhyming.</li></ul>	<ul style="list-style-type: none"><li>• Reads short poems and narrates the literal meaning of the poem</li></ul>
<b>Cognitive Development</b> (Concept Time/Pre-	<b>C-8.6</b> Performs addition and subtraction of 2-digit	<ul style="list-style-type: none"><li>• Addition Subtraction</li></ul>		<ul style="list-style-type: none"><li>• Poem Recitation with gestures using fingers</li></ul>	<ul style="list-style-type: none"><li>• Combines two groups up to 5 objects and recounts. (e.g., there</li></ul>

Numeracy) – 35 Min	numbers fluently using flexible strategies of composition and decomposition		<ul style="list-style-type: none"> <li>Asking students to count and write ( if teacher find feasible). 'Play with Numbers 'activity for providing opportunity to add orally</li> <li>Providing opportunity to combine two groups of things and recount (with objects only no abstract activity) or vice-versa, e.g. ' Draw 2 toffees out of 5 and recount'.</li> </ul>	<ul style="list-style-type: none"> <li>are 2 Chocolates with me and 3with my sister, put them together and count and tell me how many I have in all)</li> <li>Takes out up to 5 objects from a collection and recounts</li> </ul>
<b>Aesthetic and Cultural Development (Creativity Art/Craft/Aesthetic) – 30 Min</b>	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two – dimensional and three-dimensional artworks in varying sizes. <b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Clay modelling</li> <li>Making shapes with clay or dough</li> <li>Making Faces with paper bags</li> <li>Mythological stories e.g. Narration of Ramayana</li> <li>Colouring of 'Festival scene' e.g. Dussehra or any other festival</li> <li>Peer listening of stories in groups</li> </ul>	<ul style="list-style-type: none"> <li>Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> <li>Creates three dimensional forms by rolling and packing materials like play or dough</li> <li>Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)</li> <li>Shares responses and ideas in the peer group during arts processes.</li> <li>Does not harm plants and animals unnecessarily</li> </ul>
<b>Socio-Emotional and Ethical Development – (Group/Peer Activity-35 Min)</b>	<b>C-6.1</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> <li>Natural-animals, fruits, vegetables, food</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will demonstrate the effects of breaking plants apart from the main plant.</li> <li>Having a conversation about the pet animals that students keep or see in their surroundings, prompting them to consider why we choose to rear these animals.</li> </ul>	
<b>Language and Literacy Development (Emergent Literacy/Story Time) – 25 Min</b>	<b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read	<ul style="list-style-type: none"> <li>Sound Association</li> <li>Symbol</li> <li>Early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li> <li>Identification of letters through pictures,</li> </ul>	<ul style="list-style-type: none"> <li>Begins to visually recognize and connects letters (Moolaksharas/ Bharakadi/ Kagunita) to corresponding sounds</li> </ul>



	and write words	<ul style="list-style-type: none"> <li>Make use of her/his knowledge of letter and sounds, invents spellings to write</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards, words, rhyming words and simple conversation</li> <li>Puzzle games</li> </ul>	<ul style="list-style-type: none"> <li>Reads simple two-syllable words that are familiar and with known aksharas</li> <li>Recognizes as sight words their names and labels of objects in their environment</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	<b>C-2.1</b> Differentiates between shapes, colours and their shades <b>C-2.2</b> Develops visual memory for symbols and representations <b>C-3.2</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>Sight, Sound, Touch, Smell, Taste</li> <li>Development of gross motorskills</li> </ul>	<ul style="list-style-type: none"> <li>Matching the same symbols with the help of printed material.</li> <li>Using box and shapes blocks to fix in their designated place.</li> <li>Introduction of secondary colours</li> <li>Thread painting</li> <li>Button Painting</li> <li>Sorting different colours</li> <li>Sack race</li> <li>Using See-saw</li> </ul>	<ul style="list-style-type: none"> <li>Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)</li> <li>Groups objects based on dimension - length, breadth, height (e.g., all long things together)</li> <li>Matches two visual symbols with same pattern but different orientation and size (e.g., match ✕ with +, match ∞ with 8)</li> <li>Stands on one foot for longer periods without support</li> <li>Hops 4-5 steps</li> <li>Balances on variety of surfaces (e.g., bricks, ladders)</li> </ul>
<b>Month-8</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Competencies</b>	<b>Bharat</b>	<b>Suggestive Activities</b>
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>Phonological awareness</li> </ul>		<ul style="list-style-type: none"> <li>Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li> <li>Sing or recite rhymes with correct pronunciation in front of children, ensuring they can feel the joy that the teacher is experiencing. Once the children begin to join in, encourage them to follow along</li> </ul>
				<b>Learning Outcomes</b>
				<ul style="list-style-type: none"> <li>Sings rhymes</li> <li>Mimics and reproduces syllabic sounds</li> </ul>

			and continue reciting until they are fully engaged and enthusiastic.	
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-8.8</b> Recognises basic geometric shapes and their observable properties	<ul style="list-style-type: none"> <li>Spatial sense</li> <li>Shapes (2D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>Matching the shapes with the help of pictures.</li> <li>Providing multiple options to chose the right shape in 2D and 3D</li> <li>Using symbolic figures to promote abstract understanding of shapes</li> <li>Segregating the shapes according to the size, colour or other differences.</li> </ul>	<ul style="list-style-type: none"> <li>Matches shapes of with different size and colours</li> <li>Compares and classifies objects by two factors (e.g., shape &amp; colour, colour and size)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Diya and candle decoration</li> <li>Rangoli making</li> <li>Celebration of Diwali / any other festival</li> <li>Story telling</li> </ul>	<ul style="list-style-type: none"> <li>Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)</li> <li>Shares responses and ideas in the peer group during arts processes</li> </ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity-35 Min)	<b>C-4.3</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Conversation with children about people related to them brother, sister, grand parents, teachers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to interact comfortably with less familiar adults</li> <li>Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)</li> <li>Separates willingly from adults to play with peers, most of the time</li> <li>Makes and maintains a close friendship with at least one child</li> <li>Asks for help from familiar adults</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-11.2</b> Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write	<ul style="list-style-type: none"> <li>Early Literacy Skills</li> <li>Phonological awareness</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of simple tongue twisters by the teacher and encouraging the students imitate them.</li> <li>Organising Tongue twisters' competition.</li> <li>Repetition / Imitation: -</li> </ul>	<ul style="list-style-type: none"> <li>Begins to visually recognize and connect letters to corresponding sounds</li> <li>Reads simple two-syllable words that are familiar and with known</li> </ul>



	simple words and sentences		<ul style="list-style-type: none"> <li>➤ Using words/sentences with picture representing letters in focus.</li> <li>➤ Speaking out the word/sentence loudly.</li> <li>➤ Asking students to follow the object in picture and sentence written under.</li> <li>➤ Asking children to imitate the figure movement freely.</li> </ul>	<p>letters</p> <ul style="list-style-type: none"> <li>• Recognizes as sight words their names and labels of objects in their environment</li> <li>• Writes down short words on dictation</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	<b>C-2.4</b> Differentiates multiple smells and tastes  <b>C-1.4</b> Practices safe use of material and simple tools  <b>C-3.4</b> Shows strength and endurance in carrying, walking and running	<ul style="list-style-type: none"> <li>• Sight, Sound, Touch, Smell, Taste</li> <li>• Development of healthy habits, hygiene, and awareness for self-protection</li> <li>• Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>• Kitchen visit along with joyful explanation.</li> <li>• Using fruits and flower to distinguish different smells.</li> <li>• Showing Audio visual aids on dangerous / sharp objects</li> <li>• Asking children to name unsafe /dangerous objects in surroundings (Home/school etc.)</li> <li>• Walking on different shapes</li> <li>• Walking on a zig zag line</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiates fragrance of flowers, perfumes, food items etc.</li> <li>• Explores different tastes and textures from different kinds of food</li> <li>• Handles harmful or dangerous objects with care like scissors, knife, matchstick</li> <li>• Shows awareness of safety in movements (walking, running, cycling) and acts appropriately.</li> <li>• Walks on straight and curved line/zigzag with ease</li> <li>• Walks on 6-inchwide beam with balance</li> <li>• Walks up and down stairs, on alternating feet with ease</li> <li>• Crawls inside tunnels, etc.</li> <li>• Jumps on both feet and over short objects without/with little support</li> <li>• Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)</li> </ul>
<b>Month-9</b>				

Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time – Conversation/Rhymes/Songs) - 25 Min	<b>C-11.1</b> Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Early Literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration of sounds through audio/video/teacher and asking students to recognise / identify them.</li> <li>Sing or recite rhymes with correct pronunciation in front of children, ensuring they can feel the joy that the teacher is experiencing. Once the children begin to join in, encourage them to follow along and continue reciting until they are fully engaged and enthusiastic.</li> </ul>	<ul style="list-style-type: none"> <li>Sings rhymes</li> <li>Mimics and reproduces syllabic sounds</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-8.8</b> Recognises basic geometric shapes and their observable properties	<ul style="list-style-type: none"> <li>Spatial sense</li> <li>Shapes (2D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing solid shapes and their physical features with the help of real-life objects.</li> <li>Formal shapes: Using TLM to promote understanding of various shapes.</li> <li>Using shape patterns to complete, e.g. - from various shapes arrange circles in ascending order.</li> </ul>	<ul style="list-style-type: none"> <li>Describes the physical features of various solids/shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)</li> <li>Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g. arranges different things into)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two – dimensional and three-dimensional artworks in varying sizes. <b>C-12.3</b> Innovates and works imaginatively to express ideas and emotions through the arts	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Free hand drawing of different plants or objects</li> <li>Role play of community helpers</li> <li>Explore /draw your way to reach the garden</li> <li>Imitating sounds of animals</li> <li>Making things with their imagination from waste</li> </ul>	<ul style="list-style-type: none"> <li>Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g. sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> <li>Explores large and small sizes while creating marks, lines,</li> </ul>

			<ul style="list-style-type: none"> <li>material like making of doll dress with waste paper, making any figure with pencil shavings etc.</li> <li>Thumb painting</li> <li>Leaf painting/object painting</li> <li>Vegetable Painting</li> </ul>	<ul style="list-style-type: none"> <li>scribbles and other 2D and 3D imagery in visual artwork</li> <li>Creates three dimensional forms by rolling and packing materials like play or dough</li> <li>Creates imprints using blocks, stencils, found objects and natural materials</li> <li>Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples</li> <li>Mimics a few recognizable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes</li> </ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity-35 Min)	<b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Giving small instructions to children for e.g. use dustbin, close the tap properly after use to save water</li> <li>Role play to demonstrate the habit of waiting for turn</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys everyday activities with other children</li> <li>Waits for their turn</li> <li>Follows short simple instructions</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>Writing for self-expression</li> <li>Make use of her/his knowledge of letter and sounds, invents spellingsto write</li> </ul>	<ul style="list-style-type: none"> <li>Practice with lines or dotted lines.</li> <li>Tracing the pictures freely.</li> <li>Using crayons freely without boundaries in the beginning and then promoting to colour specific areas and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Uses writing/ drawing instruments with ease and fluency</li> <li>Begins to write the aksharas they recognize and uses them to form simple words</li> <li>Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor	<b>C-3.3</b> Shows precision and control in working with their hands and	<ul style="list-style-type: none"> <li>Development of fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Paper mashing and tearing</li> <li>Making paper balls</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate</li> </ul>

Games/Goodbye Circle) – 25 Min	fingers <b>C-1.2</b> Practices basic self-care and hygienic Guided conversation on: <b>C-3.4</b> Shows strength and endurance in carrying, walking and running <b>C-2.3</b> Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume and tempo	and eye-hand coordination <ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> <li>Participation in individual and team games and sports</li> <li>Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>Clay modelling</li> <li>Basketing the balls</li> <li>Threading the beads</li> <li>Capping and uncapping the bottles.</li> <li>Magnet Dart Board: - hit the target</li> <li>Use of handkerchief</li> <li>Cleaning of nails</li> <li>Washing of hands</li> <li>Eating fruits and vegetables daily</li> <li>Handkerchief folding activity</li> <li>Well-dressed girl/boy competition</li> <li>Fast walking</li> <li>'Hop like a kangaroo' activity</li> <li>Listening to sounds of birds and animals</li> <li>Differentiating the sounds as loud and low</li> </ul>	precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/ unscrewing bottle caps, drawing with crayons) <ul style="list-style-type: none"> <li>Begins to wash and dry hands before and after using the toilet or eating</li> <li>Can wear clothes and footwear independently</li> <li>Begins to use personal care objects (combs, toothbrush) on their own</li> <li>Walks on 6-inchwide beam with balance</li> <li>Walks up and down stairs, on alternating feet with ease</li> <li>Crawls inside tunnels, etc.</li> <li>Jumps on both feet and over short objects without/little support</li> <li>Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)</li> </ul>
				<b>Month-10</b>
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time Conversation/Rhymes/S	<b>C-10.9</b> Shows interest in picking up and reading a variety of children's books	<ul style="list-style-type: none"> <li>Independent reading for pleasure and various purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will show pictorial cards/book and encourage the students to give their views about picture.</li> </ul>	<ul style="list-style-type: none"> <li>Picks one out of several books offered by the teacher and explains why they have chosen the book</li> <li>Puts books back in their</li> </ul>

ongs) - 25 Min			<ul style="list-style-type: none"> <li>Teacher will draw out story from the picture card involving students.</li> <li>(Use library in the school or assistive literature provided to ask children to choose books or charts or flash cards of their choices followed by questions like why didn't you pick that one? Let the answers pour.</li> <li>Placing things in a right place is also being carried out in physical development domain. So, link it to those activities performed.)</li> </ul>	appropriate place in the classroom
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 35 Min	<b>C-8.9</b> Performs simple measurements of length, weight and volume of objects in their immediate environment	<ul style="list-style-type: none"> <li>Length, Mass, Volume, Temperature</li> </ul>	<ul style="list-style-type: none"> <li>Measure things in the class with the help of hand span.</li> <li>Now measure with help of arm span</li> <li>Try to make them understand relative measure of same thing with the help of different units of measurements.</li> <li>Slowly try to introduce scale.</li> <li>Help them understand weight in terms of heavy and light</li> <li>Use of poems/songs relating to means of measures.</li> </ul>	<ul style="list-style-type: none"> <li>Compares two objects in terms of their lengths as longer than/shorter than, taller than/ shorter than</li> <li>Compares two objects in terms of their weight as heavier than/ lighter than</li> <li>Uses vocabulary to express volume through poems and stories</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 30 Min	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two – dimensional and three-dimensional artworks in varying sizes.	<ul style="list-style-type: none"> <li>No NIPUN Bharat Competency. This is the additional competency in the NCF FS</li> </ul>	<ul style="list-style-type: none"> <li>Making things with ice cream sticks, beads, seeds, thread etc.</li> <li>Making hut with match sticks.</li> <li>Mask making activity</li> <li>Decoration of classroom</li> <li>Singing jingles</li> </ul>	<ul style="list-style-type: none"> <li>Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g. sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> </ul>

	appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage		<ul style="list-style-type: none"> <li>• Distribution of sweets</li> </ul>	<ul style="list-style-type: none"> <li>• Explores large and small sizes while creating marks, lines, scribbles and other 2D and 3D imagery in visual artworks</li> <li>• Creates three dimensional forms by rolling and packing materials like play or dough</li> <li>• Creates imprints using blocks, stencils, found objects and natural materials</li> <li>• Communicates responses to different aspects of artworks, or local cultural expression (e.g. the voice of a character was very loud and scary)</li> </ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity-35 Min)	<b>C-4.4</b> Shows cooperative behavior with other children <b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Narration of kindness / Hitopadesh related stories by the teacher</li> <li>• Engaging in role-playing activities using masks, if available.</li> <li>• Playing video clips regarding the concept of kindness.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys playing with other children</li> <li>• Enjoys everyday activities with other children</li> <li>• Waits for their turn</li> <li>• Follows short simple instructions</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences	<ul style="list-style-type: none"> <li>• Writing for self-expression</li> <li>• Make efforts to write in conventional ways</li> </ul>	<ul style="list-style-type: none"> <li>• Practice with lines or dotted lines.</li> <li>• Tracing the pictures freely.</li> <li>• Use of crayons freely without boundaries in the beginning and then promote to colour specific areas and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses writing/ drawing instruments with ease and fluency</li> <li>• Begins to write the aksharas they recognize and uses them to form simple words</li> <li>• Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting</li> </ul>
<b>Physical Development</b>	<b>C-2.2</b> Develops visual memory for		<ul style="list-style-type: none"> <li>• Matching the same symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Matches two visual symbols with</li> </ul>

(Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	symbols and representations <b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately <b>C-3.2</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Sight, Sound, Touch, Smell, Taste</li> <li>• Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> <li>• Development of gross motor skills</li> </ul>	<p>with the help of printed material.</p> <ul style="list-style-type: none"> <li>• Using box and shapes blocks to fix in their designated place.</li> <li>• Traffic signs ('Stop', 'School ahead' etc.)</li> <li>• Picture matching of sign</li> <li>• Recognizing the signs and landmarks that come on the way from home to school</li> <li>• matching similar signs e.g. ambulance sign with ambulance sign, school ahead sign with school ahead</li> <li>• Passing the parcel</li> <li>• Hopscotch</li> <li>• Standing on one foot</li> <li>• Engaging children in dance, action song involving simple turn, twist and stretch of body, creative and rhythmic movement</li> <li>• Individual, pair activities, small group and large group activities involving basic gross motor skills on different surfaces</li> </ul>	<p>same pattern but different orientation and size (e.g., match x with +, match ∞ with 8)</p> <ul style="list-style-type: none"> <li>• Looks both ways before crossing the road, holds hands of peers or adult, and walks safely</li> <li>• Stands on one foot for longer periods without support</li> <li>• Hops 4-5 steps</li> <li>• Balances on variety of surfaces (e.g., bricks, ladders)</li> </ul>
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## Annexure VI

### ANNUAL ACTIVITY PLANNER – UKG (Balvatika 3)

**Note:** The activities given are suggestive only. The teacher can adapt/adopt these activities keeping in mind the needs of all children in the classroom for achieving the desired Learning Outcomes.

Sample Annual Activity Planner –UKG (Balvatika 3)				
				Month-1
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.1:</b> Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> <li>Listening comprehension with</li> </ul>	<ul style="list-style-type: none"> <li>Recite poems/songs with audio-visual devices.</li> <li>Playing following games:               <ul style="list-style-type: none"> <li>➤ Rhyming bingo game</li> <li>➤ Sound scavenger hunt</li> <li>➤ Syllable clap</li> <li>➤ Rhyming hunt</li> <li>➤ Rhyme time delay game</li> <li>➤ Sound box</li> <li>➤ Rhyme change</li> <li>➤ Rhyme puzzles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them</li> <li>Sings/recites short (4-5 sentences) songs/poems</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.1:</b> Sorts objects into groups and sub-groups based on more than one property <b>C-7.1:</b> Observes and understands different	<ul style="list-style-type: none"> <li>Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>Colour and shape sorting activities.</li> <li>Size and texture sorting activities. (small, medium, large, smooth, rough, soft)</li> </ul>	<ul style="list-style-type: none"> <li>Sorts objects into groups based on attributes they recognize and describes the rule of sorting. (e.g., sort animals that live in the same surrounding - dogs,</li> </ul>



	categories of objects and relationships between them	<ul style="list-style-type: none"> <li>● Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Reasoning, Curiosity, Experimentation</li> </ul>	<ul style="list-style-type: none"> <li>● Food sorting activities.</li> <li>● Animal sorting activities. (Live on land, in water, in sky.</li> <li>● Vehicle sorting activities.</li> <li>● Nature sorting activities. (natural, man-made etc.)</li> <li>● Picture description</li> <li>● Nature walk</li> <li>● Animal and bird cards</li> <li>● Matching games</li> </ul>	<ul style="list-style-type: none"> <li>● cats, rats, snakes. Within this are able to classify grass-eating and meat-eating animals.)</li> <li>● Identifies 3-5 missing parts of a picture of familiar object</li> <li>● Plays using object substitution (e.g., uses banana as telephone)</li> <li>● Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 45 Min	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>● No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>● Collage creation</li> <li>● Clay moulding</li> <li>● Finger painting</li> <li>● Nature art</li> <li>● String art</li> <li>● Building blocks activity</li> <li>● Sand art activity</li> <li>● Pre-writing activities</li> <li>● Pre-writing worksheets (Scribbling, Joining dots, tracing lines)</li> </ul>	<ul style="list-style-type: none"> <li>● Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)</li> </ul>

<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.1:</b> Starts recognizing 'self' as an individual belonging to a family and community	<ul style="list-style-type: none"> <li>• Awareness of self</li> <li>• Development of positive self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>• Family tree collage.</li> <li>• Family story time.</li> <li>• Community helper day.</li> <li>• Creation of 'My Family Book'.</li> <li>• Community walks.</li> <li>• Family wall in Classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies self as a member of a family, neighborhood, school, city, with different people doing different role</li> <li>• Shares personal identifying information such as home address, details of family members, school, etc</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.1:</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1	<ul style="list-style-type: none"> <li>• Phonological Awareness</li> <li>• Early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Using rhyming words</li> <li>• Playing Phonemic Sound Boxes</li> <li>• Syllable clap and count</li> <li>• Phoneme matching</li> <li>• Word families</li> <li>• Phoneme Bingo</li> <li>• Listening games where children identify the first sound in spoken words.</li> <li>• Phoneme puzzles</li> <li>• Sound Scavenger hunt activity</li> <li>• Storytelling with sounds</li> <li>• Dance and movements</li> <li>• Hula hoop Fun</li> <li>• Animal Imitation</li> <li>• Stretching Exercise</li> <li>• Yoga</li> <li>• Catching and throwing ball</li> <li>• Balancing on one foot, head, hand etc.</li> <li>• Playing Obstacle Course in the classroom or playground.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies rhyming words and alliterations</li> <li>• Identifies the beginning and end syllables in words</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor MDGames/Goodbye Circle) – 25 Min	<b>C-3.1:</b> Shows coordination between sensorial perceptions and body movements in various activities <b>C-3.2:</b> Shows balance, coordination and flexibility in various physical activities	<ul style="list-style-type: none"> <li>• Development of gross motorskills</li> </ul>		<ul style="list-style-type: none"> <li>• Catches, throws, and kicks balls in play/game situations</li> <li>• Hops and plays a full game</li> <li>• Balances things on head/hand (e.g., walks with a book on their head)</li> </ul>

•		• Month-2		
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversations/Rhymes/Songs)) - 25 Min	<b>C-9.3:</b> Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> <li>• Creative Self Expression and Conversation</li> <li>• Conversation and talking skills</li> <li>• Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging activities for communication skills development:               <ul style="list-style-type: none"> <li>➤ Show and tell sessions</li> <li>➤ Storytelling Circle</li> <li>➤ Role-playing Activities</li> <li>➤ Group Discussions</li> <li>➤ Partner/Peer Conversations</li> <li>➤ Classroom Interviews</li> <li>➤ Story Sequencing Exercises</li> <li>➤ Sharing Circles</li> <li>➤ Conversation Starter Cards</li> <li>➤ Themed Discussions</li> <li>➤ Collaborative Projects where children naturally engage in conversations to work together and make decisions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Initiates conversations in daily life with peers and teachers in a variety of school settings</li> <li>• Narrates daily experiences in simple sentences and ask simple questions, using what/when/how/whom, etc</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.2:</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers  <b>C-7.2:</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and	<ul style="list-style-type: none"> <li>• Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the world of patterns through activities such as:               <ul style="list-style-type: none"> <li>- pattern walks,</li> <li>- pattern blocks,</li> <li>- sequencing stories,</li> <li>- number patterns,</li> <li>- shape patterns,</li> <li>- pattern bingo (AB, ABC,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Creates new pattern based different features – colour, shape, size</li> <li>• Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)</li> </ul>

	uses observations to explain their hypothesis	Sequential Creative Critical Reasoning, Experimentation	Thinking, Thinking, Thinking, Curiosity,	<ul style="list-style-type: none"> <li>• ABB, etc.), - pattern books, - nature patterns, - pattern art, - pattern music and movement, and - pattern puzzles.</li> <li>• Engaging in hands-on learning with : - rolling objects collection, - rolling and sliding through various objects like bangles, - dress-up games, - seasonal fancy dress competitions, - seasonal food tastings, and - food sorting activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape)</li> <li>• Explains clothing and food for summer and winter</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>• No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>		<ul style="list-style-type: none"> <li>• Creating Collages</li> <li>• Sculpting with playdough</li> <li>• Exploring finger painting</li> <li>• Building structures with blocks</li> <li>• Creating nature-inspired art</li> <li>• Crafting with string</li> <li>• Making art from recycled Materials (such as cardboard and bottle caps)</li> <li>• Designing puppets</li> <li>• Engaging in pre-writing activities</li> <li>• Completing Pre-writing worksheets (including scribbling, connecting dots, and tracing lines)</li> </ul>	<ul style="list-style-type: none"> <li>• Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)</li> </ul>

<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.2</b> Recognizes different emotions and makes deliberate effort to regulate them appropriately	<ul style="list-style-type: none"> <li>Self Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Emotion Cards.</li> <li>Emotion Storytime.</li> <li>Feelings Wheel.</li> <li>Emotion Faces Collage.</li> <li>Breathing and Relaxation Techniques.</li> <li>Emotion Art.</li> <li>Emotion in music.</li> <li>Emotion Stories. Emotion Journal where children write or draw their feelings each day.</li> </ul>	<ul style="list-style-type: none"> <li>Describes their feelings and their causes (e.g., I am angry because he broke my block tower)</li> <li>Shares with others (peer and familiar adults) their feelings/ emotions</li> <li>Agrees to change of activity when upset/ angry to help themselves calm down</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.3:</b> Recognizes all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words	<ul style="list-style-type: none"> <li>Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>Letter of the day activity</li> <li>Alphabet books.</li> <li>Alphabet Treasure Hunt.</li> <li>Letter Sound Stations. (Circle Activity)</li> <li>Alphabet Puzzles.</li> <li>Letter Bingo.</li> <li>Alphabet Scavenger Hunt.</li> <li>Alphabet songs and Rhymes.</li> <li>Word Building.</li> <li>Alphabet Relay Race.</li> <li>Letter themed artwork.</li> </ul>	<ul style="list-style-type: none"> <li>Knows that words are made of letters</li> </ul>
<b>Physical Development</b> (Indoor Activity/Outdoor Games/Goodbye Circle) – 25 Min	<b>C-3.3:</b> Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> <li>Development of fine motor skills and eye-hand coordination</li> </ul>	<ul style="list-style-type: none"> <li>Play dough Creation</li> <li>Threading beads</li> <li>Cutting and pasting activities.</li> <li>Buttoning and zipping activities.</li> <li>Lacing cards.</li> <li>Drawing and colouring.</li> <li>Trace shapes and letters.</li> <li>Origami activities</li> </ul>	<ul style="list-style-type: none"> <li>Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight or curved line, threading small beads, legible writing of letters, stringing flowers, and</li> </ul>

				coloring within closed figure.
<b>Month-3</b>				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversations/Rhymes/Songs)) - 25 Min	<b>C-9.4:</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> <li>Listening with comprehension</li> <li>Conversation and talking skills</li> <li>Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>Show and tell challenge activity</li> <li>Following classroom cleanup instructions,</li> <li>Listening to stories.</li> <li>Designing an Obstacle Course in the Classroom or Playground,</li> <li>Building structures with blocks</li> <li>Treasure hunt activity</li> </ul>	<ul style="list-style-type: none"> <li>Follows some simple instructions consisting of several steps (2 to 3 instructions at a time).</li> <li>Gives clear instructions to accomplish short tasks to other children or adults</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<p><b>C-8.3:</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p> <p><b>C-7.3:</b> Uses appropriate tools and technology in daily life situations and for learning</p>	<ul style="list-style-type: none"> <li>One-to-one correspondence</li> <li>Count and tell how many</li> <li>Use of Technology</li> </ul>	<ul style="list-style-type: none"> <li>Number line hopscotch.</li> <li>Counting songs and rhymes.</li> <li>Counting Objects.</li> <li>Number Puzzles.</li> <li>Grouping Objects.</li> <li>Number Line Relay.</li> <li>Counting on Calendar.</li> <li>Number Art line.</li> <li>Counting with movement.</li> <li>Writing practice 1-5</li> <li>Tool exploration e.g. scissors, glue, cutter etc</li> <li>Art and craft engaging activities</li> <li>Gardening</li> </ul>	<ul style="list-style-type: none"> <li>Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10</li> <li>Counts objects with understanding of cardinality till 10 accurately</li> <li>Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in</li> </ul>

			<ul style="list-style-type: none"> <li>● Digital storytelling</li> <li>● Virtual field trips</li> <li>● Online learning games</li> <li>● Online drawing tools</li> </ul>	<ul style="list-style-type: none"> <li>● which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately)</li> <li>● Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?)</li> <li>● Chooses appropriate tools for appropriate work when doing land work or in arts/crafts</li> <li>● Engages with digital technology like smartphones/ tablets with the assistance of the teacher</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.1:</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> <li>● No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>● Collage Creation.</li> <li>● Play dough Sculptures.</li> <li>● Finger Painting.</li> <li>● Building with Blocks.</li> <li>● Nature art.</li> <li>● String art.</li> <li>● Recycled Art. (with recyclable materials like cardboard, bottle caps etc.)</li> <li>● Puppet making.</li> </ul>	<ul style="list-style-type: none"> <li>● Creates imprints using blocks, stencils, found objects and natural materials</li> </ul>

<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.3:</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Circle Time Sharing.</li> <li>Partner Play dates. (interaction of students in one to one setting)</li> <li>Role Playing.</li> <li>Storytelling Sessions.</li> <li>Dramatic play area.</li> <li>Show and tell.</li> <li>Group storytelling.</li> <li>Listening Buddies.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to interact comfortably with less familiar adults</li> <li>Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)	<ul style="list-style-type: none"> <li>Make efforts to write in conventional ways</li> </ul>	<ul style="list-style-type: none"> <li>Letting the students use writing materials</li> <li>Craft activity</li> <li>Writing Practice of <b>अ से ऊ</b></li> </ul>	<ul style="list-style-type: none"> <li>Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li> <li>Draws and colours, and orally expresses the intent of the drawing</li> <li>Writes aksharas with accuracy and forms simple words and sentences</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<b>C-3.4:</b> Shows strength and endurance in carrying, walking, and running	<ul style="list-style-type: none"> <li>Participation in individual and team games and sports</li> </ul>	<ul style="list-style-type: none"> <li>Sack race</li> <li>Balloon game (hold balloon between knees and walk)</li> <li>Long jump</li> <li>Walking the line</li> <li>Crawling like different animals such as bears, tortoises, and monkeys..</li> </ul>	<ul style="list-style-type: none"> <li>Walks and runs easily, coordinating body movements harmoniously</li> <li>Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet)</li> </ul>
<b>Month-4</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>



<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.5:</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say	<ul style="list-style-type: none"> <li>• Listening comprehension with</li> <li>• Language and Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Story Discussions</li> <li>• Character Puppets.</li> <li>• Story Retelling.</li> <li>• Sequencing Activities.</li> <li>• Character drawings</li> <li>• Interactive Story Maps.</li> <li>• Story telling with props.</li> <li>• Character interview.</li> <li>• Story book journal.</li> <li>• Story Extension Activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.4:</b> Arranges numbers up to 99 in ascending and descending order	<ul style="list-style-type: none"> <li>• Sense of order (can count ahead of a number up to 10)</li> </ul>	<ul style="list-style-type: none"> <li>• Number Line walks.</li> <li>• Number Blocks Sorting.</li> <li>• Child Number Line.</li> <li>• Number Puzzles.</li> <li>• Number line relay race.</li> <li>• Outdoor Nature Hunt.</li> <li>• Number Chain.</li> <li>• Number Scavenger hunt.</li> <li>• Number song and dance.</li> <li>• Practice writing 1-5</li> </ul>	<ul style="list-style-type: none"> <li>• Arranges up to 5 objects based on size/length/weight in increasing or decreasing order</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"> <li>• No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>• Sound Scavenger hunt.</li> <li>• Musical Storytelling.</li> <li>• Music and movement.</li> <li>• Music jam session</li> <li>• Shadow play</li> <li>• Dress up time</li> <li>• Outdoor nature music</li> <li>• Obstacle course dancing</li> </ul>	<ul style="list-style-type: none"> <li>• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)</li> </ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.3:</b> Interacts comfortably with other children and adults	<ul style="list-style-type: none"> <li>• Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Morning greetings</li> <li>• Buddy system</li> <li>• Circle time sharing</li> <li>• Assign classroom job</li> <li>• Problem solving puzzles</li> </ul>	<ul style="list-style-type: none"> <li>• Separates willingly from adults to play with peers, most of the time</li> <li>• Makes and maintains a close friendship with at least one child</li> <li>• Asks for help from</li> </ul>

				familiar adults
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<p><b>C-10.2:</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks</p> <p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p>	<ul style="list-style-type: none"> <li>Print Awareness and Meaning Making</li> <li>Writing for self-expression</li> <li>Make efforts to write in conventional ways</li> </ul>	<ul style="list-style-type: none"> <li>Book exploration (variety of books)</li> <li>Read aloud</li> <li>Creating mini books</li> <li>Labeling the classroom</li> <li>Sight word hunt (commonly used words)</li> <li>Story sequencing</li> <li>Punctuation exploration</li> <li>Sentence building</li> <li>Group story telling</li> <li>Letting the students use Craft activity</li> <li>Writing Practice of <b>ਭਾਵੇਂ ਭਰ:</b></li> </ul>	<ul style="list-style-type: none"> <li>Pretends to read while making appropriate word-like sounds while following a text</li> <li>Describes that printed material provides information (book, newspaper, pamphlet)</li> <li>Speaks about the book by looking at the cover page (prediction using the cues on the cover)</li> <li>Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li> <li>Draws and colours, and orally expresses the intent of the drawing</li> <li>Writes aksharas with accuracy and forms simple words and sentences</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<b>C-1.1</b> Shows a liking for and understanding of nutritious food and does not waste food	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>Kitchen Gardening</li> <li>Food tasting during MDM</li> <li>Don't waste food campaign</li> <li>Mealtime Etiquette during MDM</li> <li>Food donation drives</li> </ul>	<ul style="list-style-type: none"> <li>Eats from a variety of food groups independently</li> <li>Recognizes foods from different food groups and explains the benefits/ill-effects of different food</li> </ul>

			<ul style="list-style-type: none"> <li>Setting of compost bin</li> <li>Role playing</li> <li>Sprouts day</li> </ul>	<ul style="list-style-type: none"> <li>group Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpurī) with adult support</li> <li>Eats without wasting food when served appropriate portions.</li> </ul>
<b>Month-5</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.6:</b> Narrates short stories with clear plot and characters	<ul style="list-style-type: none"> <li>Language and Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Using variety of interactive tools/ resources and activities such as:               <ul style="list-style-type: none"> <li>➤ Story cards</li> <li>➤ Character dress up corner with costume and props</li> <li>➤ Story telling chain</li> <li>➤ Picture books with no texts</li> <li>➤ Story in a bag(place few objects in a bag and ask student to make story)</li> <li>➤ Shadow puppets</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Imagines and narrates personalized endings of the story</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.5:</b> Recognizes and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	<ul style="list-style-type: none"> <li>Numeral recognition</li> </ul>	<ul style="list-style-type: none"> <li>Poems and rhymes depicting and carrying students to number zero</li> <li>Number stories</li> <li>Number tracing and colouring</li> <li>Number sorting with the</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes the symbol zero to represent absence of object/thing</li> <li>Recognizes and writes numerals up to 20 and in words up to 10</li> </ul>

			<ul style="list-style-type: none"><li>help of flash card</li><li>Maths games</li><li>Writing practice 1-10</li><li>Counting objects(room objects etc)</li></ul>	<ul style="list-style-type: none"><li>Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than</li></ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"><li>No NIPUN Bharat competency. This is additional competency in NCF FS.</li></ul>	<ul style="list-style-type: none"><li>Listen and Imitate</li><li>Sound exploration</li><li>Imagination corner</li><li>Fun with instruments</li><li>Creative dance theme(dance like river)</li><li>Musical chairs</li><li>Grouping the children</li><li>Team games like relay race</li><li>Role playing games</li><li>Collaborative art projects (collage, hand painting etc)</li></ul>	<ul style="list-style-type: none"><li>Distinguish fast, medium and slow tempo while playing with voice, body or other instruments</li></ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.4:</b> Shows cooperative behavior with other children	<ul style="list-style-type: none"><li>Development of pro-socialbehaviour</li></ul>	<ul style="list-style-type: none"><li>Initiates playing with other children and makes plans (e.g., what, how, when to play)</li></ul>	
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<p><b>C-10.9:</b> Shows interest in picking up and reading a variety of children’s books (L1)</p> <p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p> <p><b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences</p>	<ul style="list-style-type: none"><li>Independent reading for pleasure and various purposes</li><li>Writing for self-expression</li></ul>	<ul style="list-style-type: none"><li>Using variety of engaging activities to promote literacy and creativity such as :<ul style="list-style-type: none"><li>classroom library</li><li>scrap books of favorite Characters of students</li><li>story time</li><li>thematic book units(exploration)</li><li>reading challenges</li><li>encouraging mothers to participate in reading with their children</li><li>letting the students to use writing materials</li><li>craft activity</li></ul></li><li>writing Practice of क ते</li></ul>	<ul style="list-style-type: none"><li>Shows interest in stories and poems being read out</li><li>Handles books with care</li><li>Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li><li>C-10.8: (3A): Draws and colors, and orally expresses the intent of the drawing</li><li>Writes aksharas with accuracy and forms simple words and sentences</li><li>Recognizes all the letters in the alphabet</li></ul>

			<p>➤ writing Practice of letters A to F &amp; a to f</p>	
<p><b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min</p>	<p><b>C-1.2</b> Practices basic self-care and hygiene <b>C-1.3</b> Keeps school/classroom hygienic and organized</p>	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>Hand washing songs</li> <li>Activity with Hygiene kits</li> <li>Hygiene charts</li> <li>Germs and Hand washing experiments(use glitters as germs on hand)</li> <li>Orientation of parents with professionals like dr. etc</li> <li>Independent toilet training Rhymes on good habits</li> <li>Independent toilet training</li> <li>Proper use of water before and after using toilet</li> <li>Interactive hand washing demonstration</li> <li>Keeping surroundings clean using wet and dry dustbins</li> <li>Roll play on cleanliness</li> <li>Games related to dress up</li> </ul>	<ul style="list-style-type: none"> <li>Always washes and dries hands before and after using the toilet or eating</li> <li>Can wear clothes and footwear independently</li> <li>Begins to use personal care objects (combs, toothbrush) on their own</li> <li>Maintains their personal belongings in good shape</li> <li>Washes their plates and utensils</li> <li>Begins to maintain cleanliness in classrooms, playgrounds, etc.</li> <li>Begins to segregate waste (wet waste and dry waste)</li> </ul>
	<b>Month-6</b>			
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>

<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>• Vocabulary Development of Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation on topic with classmates</li> <li>• Making word wall</li> <li>• Word of the day</li> <li>• Picture vocabulary</li> <li>• Word association games</li> <li>• Guess the word</li> <li>• Speaking on topic</li> <li>• Conversation on a specific condition</li> </ul>	<ul style="list-style-type: none"> <li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.6:</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> <li>• Addition Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on practice with concrete objects</li> <li>• Rhymes regarding addition for (e.g Ek chhoti chidiya)</li> <li>• addition ,subtraction stories using props</li> <li>• Subtraction through visual aids</li> </ul>	<ul style="list-style-type: none"> <li>• Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)</li> <li>• Takes out up to 9 objects from a collection and recounts</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"> <li>• No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments with voice</li> <li>• Rhythmic clapping</li> <li>• Sound imitation games</li> <li>• Sound patterns</li> <li>• Musical chairs</li> <li>• Dance and freeze</li> <li>• Playing with instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Explores the difference between their singing voice and speaking voice and uses both playfully</li> <li>• Differentiate between instrumental and vocal music and explores both</li> <li>• Play with moments of silence and stillness through music drama and movement practices</li> </ul>

<b>Socio-Emotional and Ethical Development</b> – (Group/Peer Activity-35 Min)	<b>C-4.5:</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Sharing of lunch boxes</li> <li>Allowing them to use the restroom one at a time</li> <li>Morning assembly activities</li> <li>Waiting for meals during the PM Poshan program</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys everyday activities with other children</li> <li>Demonstrates independence in daily activities</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<p><b>C-11.1:</b> Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables</p> <p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p> <p><b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences</p>	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Writing for self-expression</li> <li>Make efforts to write in conventional ways</li> <li>Early Literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Singing rhymes</li> <li>Reproducing syllabic sound</li> <li>Sound games</li> <li>Let them use writing materials</li> <li>Craft activity</li> <li>Writing Practice of अक्षर</li> <li>Writing Practice of letters G to L &amp; g to l</li> </ul>	<ul style="list-style-type: none"> <li>Sings rhymes</li> <li>Mimics and reproduces syllabic sounds</li> <li>Uses various writing instruments like: chalk piece, pencils, colored pencils, painting brushes, crayons in</li> <li>Draws and colors, and orally expresses the intent of the drawing</li> <li>Writes aksharas with accuracy and forms simple words and sentences</li> <li>Recognizes all the letters in the alphabet</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<p><b>C-1.4:</b> Practices safe use of material and simple tools</p> <p><b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately</p>	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-protection</li> </ul>	<ul style="list-style-type: none"> <li>Visit to nearby park</li> <li>Safety posters</li> <li>Role play</li> <li>Demonstration of crossing road with the help of model</li> <li>Traffic light games</li> <li>Safety walks in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Uses scissors, knife with care under supervision</li> <li>Follows road safety rules (walking on the side, crossing road etc.) independently</li> </ul>
	<b>Month-7</b>			

Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"> <li>Vocabulary development</li> <li>Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>Word game</li> <li>Role play</li> <li>Flash and puzzle card</li> <li>Use of simple instruction</li> <li>Word association</li> <li>Vocabulary picture cards</li> <li>Thematic days celebration</li> <li>Fancy dress competition</li> </ul>	<ul style="list-style-type: none"> <li>Uses expanded vocabulary with intentional use of action words, descriptive words, tenses etc.</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.7:</b> Recognizes multiplication as repeated addition and division as equal sharing	<ul style="list-style-type: none"> <li>Multiplication Division</li> </ul>	<ul style="list-style-type: none"> <li>Number stories</li> <li>Number tracing and coloring</li> <li>Number sorting with the help of flash card</li> <li>Math games</li> <li>Counting objects(room objects etc)</li> <li>Division with objects</li> <li>Equal sharing games</li> <li>Picture division (e.g show ten pebbles divided into two equal group)</li> <li>Writing practice 11-20</li> </ul>	<ul style="list-style-type: none"> <li>Makes small groups of objects and counts the total number of objects and groups</li> <li>Shares objects (up to 20) equally to 4-5 recipients</li> </ul>
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.2:</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement	<ul style="list-style-type: none"> <li>No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Speaking same sentence in different pitches</li> <li>Playing with instruments and objects</li> <li>Creating tunes by using different objects like pencils, spoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Explores the difference between their singing voice and speaking voice and uses both playfully</li> <li>Differentiate between instrumental and vocal music and explores both</li> <li>Play with moments of silence and stillness through</li> </ul>



				music drama and movement practices
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.5</b> Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> <li>Development of pro-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Giving instructions</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates independence in daily activities</li> <li>Takes responsibility for completing own work</li> <li>Follows simple rules in school without adult reminder</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<p><b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences</p> <p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p> <p><b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences</p>	<ul style="list-style-type: none"> <li>Early Literacy Skills</li> <li>Writing for self-expression</li> <li>Make efforts to write in conventional ways</li> <li>Early Literacy Skills</li> <li>Response to reading with drawings/ words and meaningful sentences</li> </ul>	<ul style="list-style-type: none"> <li>Exposing the students to letter charts</li> <li>Flash cards</li> <li>Exposure to print</li> <li>Alphabet puzzles</li> <li>Sound games</li> <li>Letting the students to use writing materials</li> <li>Craft activity</li> <li>Writing Practice of <b>प</b> <b>क्षे</b> <b>श</b></li> <li>Writing Practice of letters <b>M</b> to <b>R</b> &amp; <b>m</b> to <b>r</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognizes all the letters in the alphabet</li> <li>Reads simple two-syllable words that are familiar and with known letters</li> <li>Uses various writing instruments like: chalk piece, pencils, colored pencils, painting brushes, crayons in</li> <li>Draws and colors, and orally expresses the intent of the drawing</li> <li>Writes aksharas with accuracy and forms simple words and sentences</li> <li>Recognizes all the letters in the alphabet</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<b>C-1.6</b> Understands unsafe situations and asks for help	<ul style="list-style-type: none"> <li>Development of healthy habits, hygiene, sanitation, and awareness for self-</li> </ul>	<ul style="list-style-type: none"> <li>Orientation of community and parents</li> <li>Teach children important emergency phone numbers</li> <li>Maintain distance from</li> </ul>	<ul style="list-style-type: none"> <li>Understands the difference between safe and unsafe touch</li> <li>Maintains distance from strangers</li> </ul>

		protection	<ul style="list-style-type: none"> <li>strangers</li> <li>Demonstration about good touch bad touch</li> <li>Seek help from adults in case of injury</li> <li>Role playing ask for help</li> <li>Mock drills</li> <li>Safe circle exercise</li> <li>Community walk</li> </ul>	<ul style="list-style-type: none"> <li>Communicates discomfort with trusted adults on their own</li> <li>Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock)</li> <li>Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc.</li> </ul>
<b>Month-8</b>				
Domain	NCF FS Competences	NIPUN Bharat Competencies	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.2:</b> Creates simple songs and poems on their own	<ul style="list-style-type: none"> <li>Creative Self Expression and Conversation</li> </ul>	<ul style="list-style-type: none"> <li>Letting the students sing rhymes and songs with actions</li> <li>Rhyming words games</li> <li>Picture poetry</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys rhyming words in songs and poems</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.8:</b> Recognizes, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space	<ul style="list-style-type: none"> <li>Spatial sense</li> <li>Shapes (2D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces)</li> </ul>	<ul style="list-style-type: none"> <li>Activity regarding spatial relationships by showing concrete objects</li> <li>Use of picture showing top bottom etc</li> <li>Exposure to different objects</li> <li>Comparison and classification of object</li> <li>Positional Rhymes like aao bajayen taali</li> <li>Positional activity</li> <li>Marching of shapes</li> </ul>	<ul style="list-style-type: none"> <li>Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after)</li> <li>Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes)</li> <li>Observes and describes the physical features of</li> </ul>

				various solids/ shapes in her own language (e.g., a ball rolls, a box slides)
<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.4:</b> Works collaboratively in the arts	<ul style="list-style-type: none"><li>● No NIPUN Bharat competency. This is additional competency in NCF FS.</li></ul>	<ul style="list-style-type: none"><li>● Let the students sing different songs, rhymes with different volume, pitch and tempo</li><li>● Activity like rocket clap, zinga</li><li>● Different prayers</li></ul>	<ul style="list-style-type: none"><li>● Moderates own volume, pitch and tempo to align with a partner/ group</li></ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-4.6:</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need	<ul style="list-style-type: none"><li>● Development of pro-social behaviour</li></ul>	<ul style="list-style-type: none"><li>● Gardening activity</li><li>● Exposure to materials</li><li>● Use of material in the presence of elders</li></ul>	<ul style="list-style-type: none"><li>● Shows care in handling materials</li></ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1) <b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"><li>● Writing for self-expression</li><li>● Make efforts to write in conventional ways</li><li>● Phonological awareness</li><li>● Early literacy skills</li></ul>	<ul style="list-style-type: none"><li>● Let them use writing materials</li><li>● Craft activity</li><li>● Writing Practice of अक्षर</li><li>● Writing Practice of letters S to Z &amp; s to z</li></ul>	<ul style="list-style-type: none"><li>● Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li><li>● Draws and colors, and orally expresses the intent of the drawing</li><li>● Writes aksharas with accuracy and forms simple words and sentences</li><li>● Recognizes all the letters in the alphabet</li></ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<b>C-2.1</b> Differentiates between shapes, colors, and their shades <b>C-2.2</b> Develops visual memory for symbols and representations	<ul style="list-style-type: none"><li>● Sight, Sound, Touch, Smell, Taste</li></ul>	<ul style="list-style-type: none"><li>● Color corner</li><li>● Painted hand prints</li><li>● Watercolor blending</li><li>● Exposure to various shapes, colors and shapes</li><li>● Color and shapes sorting</li></ul>	<ul style="list-style-type: none"><li>● Predicts resulting color when two colors are mixed</li><li>● Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colors</li></ul>

			<ul style="list-style-type: none"> <li>Memory game using cards</li> </ul>	<ul style="list-style-type: none"> <li>and shades</li> <li>Recalls and matches visual symbols from memory (e.g., memory game using cards)</li> </ul>
<b>Month-9</b>				
<b>Domain</b>	<b>NCF FS Competences</b>	<b>NIPUN Bharat Competencies</b>	<b>Suggestive Activities</b>	<b>Learning Outcomes</b>
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Reading and writing practice of letters and alphabets</li> <li>Practicing two syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes all the letters in the alphabet</li> <li>Reads simple two-syllable words that are familiar and with known let</li> </ul>
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.9:</b> Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment <b>C-8.11:</b> Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> <li>Colours, shapes, distance, measurement, size, length, weight, height, time</li> <li>Length, Mass, Volume, Temperature</li> <li>No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Exposure to far, thin longer/taller etc using campus/classroom objects</li> <li>Local games (Pithu garam, gilli danda, gitte etc)</li> <li>Comparison and placing in order from light to heavy using LTM</li> <li>Measurement through non standard units like hand span, foot span, pencil etc</li> <li>Comparison and estimation of weight and volume by using glass, bowl, bottle, bucket</li> <li>Exposure to currency notes(original, dummy)</li> <li>Writing practice 1-20</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.</li> <li>Measures short lengths in terms of non-uniform units (in the context of games e.g., ‘Gilli Danda’ and ‘marble games’).</li> <li>Compares and place in order from light to heavy objects or vice-versa.</li> <li>Compares volumes of two vessels like bottles, glasses, bucket etc.</li> <li>Identifies Indian currency notes</li> </ul>

<b>Aesthetic and Cultural Development</b> (Creativity - Art/Craft/Aesthetic) – 45 Min	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<ul style="list-style-type: none"> <li>No NIPUN Bharat competency. This is additional competency in NCF FS.</li> </ul>	<ul style="list-style-type: none"> <li>Community walk</li> <li>Exposure about local culture (Local fairs and festivals)</li> <li>Conversation with students about artworks</li> </ul>	<ul style="list-style-type: none"> <li>Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views</li> </ul>
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-5.1:</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others	<ul style="list-style-type: none"> <li>Social - myself, family, trans- port, festival, community helpers, etc</li> </ul>	<ul style="list-style-type: none"> <li>Cleans own plates or tiffins after eating MDM</li> <li>Involvement in Gardening activity</li> <li>Arrange the room activity</li> </ul>	<ul style="list-style-type: none"> <li>Cleans own plates or tiffin after eating food</li> <li>Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)</li> </ul>
<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<p><b>C-10.8:</b> Writes a paragraph to express their understanding and experiences (L1)</p> <p><b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences</p>	<ul style="list-style-type: none"> <li>Writing for self-expression</li> <li>Make efforts to write in conventional ways</li> <li>Phonological awareness</li> <li>Early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Let the students use writing materials</li> <li>Craft activity</li> <li>Writing Practice of अने ऐ</li> <li>Writing Practice of letters T to Z &amp; t to z</li> <li>Reading and Writing practice of words by joining two syllable</li> </ul>	<ul style="list-style-type: none"> <li>Uses various writing instruments like; chalk piece, pencils, colored pencils, painting brushes, crayons in</li> <li>Draws and colors, and orally expresses the intent of the drawing</li> <li>Writes aksharas with accuracy and forms simple words and sentences</li> <li>Recognizes all the letters in the alphabet</li> <li>Reads simple two-syllable words that are familiar and with known letters</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<p><b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume, and tempo</p> <p><b>C-2.4</b> Differentiates multiple smells and tastes</p>	<ul style="list-style-type: none"> <li>Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>Sound activity</li> <li>Music activity</li> <li>Singing practice in low medium and high</li> <li>Taste and smell the food and spices in mid day meal</li> </ul>	<ul style="list-style-type: none"> <li>Able to recognize the mid-range in pitch (madhyam swar)</li> <li>Recognizes the mid-range in volume and tempo</li> <li>Differentiates fragrance of</li> </ul>

			<ul style="list-style-type: none"><li>Exposure to flower garden</li></ul>	flowers, perfumes, food items etc. <ul style="list-style-type: none"><li>Explores different tastes and textures from different kinds of food</li></ul>	
Month-10					
Domain	NCF FS Competences	NIPUN Competencies	Bharat	Suggestive Activities	Learning Outcomes
<b>Language and Literacy Development</b> (Circle Time (Conversation/Rhymes/Songs)) - 25 Min	<b>C-9.7:</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary	<ul style="list-style-type: none"><li>Vocabulary Development</li><li>Meaningful uses of language</li></ul>	<ul style="list-style-type: none"><li>Thematic conversations</li><li>Words games</li><li>Vocabulary hunt</li><li>Speaking few sentences about given topic</li><li>Word pitara</li></ul>	<ul style="list-style-type: none"><li>Uses expanded vocabulary with intentional use of action words, descriptive words, tenses etc.</li></ul>	
<b>Cognitive Development</b> (Concept Time/Pre-Numeracy) – 45 Min	<b>C-8.10:</b> Performs simple measurements of time in minutes, hours, day, weeks, and months	<ul style="list-style-type: none"><li>Colours, shapes, distance, measurement, size, length, weight, height, time</li><li>Calendar Activity</li></ul>	<ul style="list-style-type: none"><li>Calendar activity</li><li>Poems</li><li>Stories</li></ul>	<ul style="list-style-type: none"><li>Knows the names of the days of the week and months of the year</li></ul>	
<b>Aesthetic and Cultural Development</b> (Creativity Art/Craft/Aesthetic) – 45 Min	<b>C-12.5:</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	<ul style="list-style-type: none"><li>No NIPUN Bharat competency. This is additional competency in NCF FS.</li></ul>	<ul style="list-style-type: none"><li>Creating indigenous toys and art work with the help of elders</li><li>Playing local and indigenous games</li><li>Fancy dress competition(local costume)</li></ul>	<ul style="list-style-type: none"><li>Acknowledges the presence of others during activities related to the arts</li></ul>	
<b>Socio-Emotional and Ethical Development</b> (Group/Peer Activity- 35 Min)	<b>C-6.1:</b> Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"><li>Natural-animals, vegetables, food</li></ul>	<ul style="list-style-type: none"><li>Birds feeding activity</li><li>Mera dost, mera sathi (planting one plant by each student)</li></ul>	<ul style="list-style-type: none"><li>Does not harm plants and animals unnecessarily</li></ul>	

<b>Language and Literacy Development</b> (Emergent Literacy/Story Time) – 25 Min	<b>C-11.2:</b> Recognizes most frequently occurring letters of the alphabet (forms of Akshara) of the script, and uses this knowledge to read and write simple words and sentences	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Early literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Recognition of letters from <b>A to Z</b> &amp; <b>a to z</b> (oral and written)</li> <li>Matching of picture with letters of corresponding sounds</li> </ul>	<ul style="list-style-type: none"> <li>Recognizes all the letters in the alphabet</li> <li>Reads simple two-syllable words that are familiar and with known letters</li> </ul>
<b>Physical Development</b> (Outdoor Games/Goodbye Circle) – 25 Min	<p><b>C-2.5</b> Develops discrimination in the sense of touch</p> <p><b>C-2.6</b> Begins integrating sensorial perceptions to get a holistic awareness of experiences</p>	<ul style="list-style-type: none"> <li>Sight, Sound, Touch, Smell, Taste</li> </ul>	<ul style="list-style-type: none"> <li>Making them feel concrete objects</li> <li>Sorting in different boxes</li> <li>Yoga and pranayam</li> <li>Asanas</li> </ul>	<ul style="list-style-type: none"> <li>Serializes 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest</li> <li>breathes in and out rhythmically</li> <li>sits still and pays attention to their breath for a short duration</li> </ul>

## **Mapping competencies of NIPUN Bharat and NCF for the Foundational Stage**

NIPUN Bharat has made significant progress in implementing the Foundational Literacy and Numeracy (FLN) aspects of the National Education Policy (NEP) 2020. To achieve this mission, three Developmental Goals have been identified, along with their associated Competencies and Learning Outcomes.

This curriculum for the Pre Primary classes in Himachal Pradesh has been developed based on the National Curriculum Framework (NCF) for the Foundational Stage. The NCF FS outlines the Curricular Goals, from which Competencies have been derived, and subsequently, illustrative Learning Outcomes have been established.

The curriculum developed for Himachal Pradesh has its own set of Competencies and Learning Outcomes. It is crucial to align the efforts of NIPUN Bharat, including teaching-learning materials and training, with the Development Goals of NIPUN Bharat and the Curricular Goals of the NCF FS. This ensures that educational efforts and practices are fully aligned toward achieving the desired Curricular Goals. Two levels of mapping have been done during the development of this curriculum:

1. Mapping the Development Goals of NIPUN Bharat to the Curricular Goals of the NCF FS, and
2. Aligning the Learning Outcomes and Competencies mentioned in the NCF FS with the competencies of NIPUN Bharat (*This mapping has also been done in the annual activity planner for the pre primary classes*).

By doing so, we can effectively utilize the methods and resources (such as teaching-learning materials and training materials) created within NIPUN Bharat to support the attainment of the Curriculum's Learning Outcomes and Competencies. This mapping process has been conducted meticulously to ensure deep alignment, synergizing all efforts toward realizing the goals of the NCF FS and ultimately, the broader objectives of NEP 2020.



## 1. NIPUN Bharat Developmental Goal 1: Children maintaining good health and well-being

### 1.1 Mapping to NCF Curricular Goals

The following are the Curricular Goals that map to this Developmental Goal 1:

**CG-1** Children develop habits that keep them healthy and safe

**CG-3** Children develop a fit and flexible body

**CG-4** Children develop emotional intelligence, i.e., ability to understand and manage their own emotions, and responds positively to social norms.

### 1.2 Mapping to NCF Competencies

The Competencies from NIPUN Bharat under Development Goal 1 is mapped to Competencies of NCF FS in the table below:

**Table 1**

NIPUN Bharat Competency	NCF Competency
Awareness of self	<b>C-4.1</b> Starts recognising ‘self’ as an individual belonging to a family and community
Development of positive self-concept	<b>C-4.1</b> Starts recognising ‘self’ as an individual belonging to a family and community
Self-regulation	<b>C-4.2</b> Recognises different emotions and makes deliberate effort to regulate them appropriately
Decision-making and problem solving	<b>C-8.13</b> Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
Development of pro-social behaviour	<b>C-4.3</b> Interacts comfortably with other children and adults <b>C-4.4</b> Shows cooperative behaviour with other children <b>C-4.5</b> Understands and responds positively to social norms in the classroom and school <b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need <b>C-4.7</b> Understands and responds positively to different thoughts, preferences, and emotional needs of other children
Development of healthy habits, hygiene, sanitation, and awareness for self-protection	<b>C-1.1</b> Shows a liking for and understanding of nutritious food and does not waste food <b>C-1.2</b> Practices basic self-care and hygiene <b>C-1.3</b> Keeps school/classroom hygienic and organized <b>C-1.4</b> Practices safe use of material and simple tools <b>C-1.5</b> Shows awareness of safety in movements (walking, running, cycling) and acts appropriately <b>C-1.6</b> Understands unsafe situations and asks for help
Development of gross motor skills	<b>C-3.1</b> Shows coordination between sensorial perceptions and body movements in various activities

	<b>C-3.2</b> Shows balance, coordination, and flexibility in various physical activities
Development of fine motor skills and eye-hand coordination	<b>C-3.3</b> Shows precision and control in working with their hands and fingers
Participation in individual and team games and sports	<b>C-3.4</b> Shows strength and endurance in carrying, walking, and running

## 2. NIPUN Bharat Developmental Goal 2: Children become effective communicators

### 2.1 Mapping to NCF Curricular Goals

The following are the Curricular Goals that map to this Developmental Goal 2:

**CG-9** Children develop effective communication skills for day-to-day interactions in two languages

**CG-10** Children develop fluency in reading and writing in Language 1

**CG-11** Children begin to read and write in Language 2

**CG-12** Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

### 2.2 Mapping to NCF Competencies

NIPUN Bharat categorises the Competencies under Development Goal 2 into three. These are mapped to Competencies of NCF in the tables below

#### 2.2.1 Talking and Listening

**Table 1**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Listening with comprehension	<b>C-9.1</b> Listens to and appreciates simple songs, rhymes, and poems <b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others <b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say
Creative Self Expression and Conversation	<b>C-9.2</b> Creates simple songs and poems on their own <b>C-9.3</b> Converses fluently and can hold a meaningful conversation
Language and Creative thinking	<b>C-9.5</b> Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say

	<b>C-9.6</b> Narrates short stories with clear plot and characters
Vocabulary Development	<b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
Conversation and talking skills	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation <b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others
Meaningful uses of language	<b>C-9.3</b> Converses fluently and can hold a meaningful conversation <b>C-9.4</b> Understands oral instructions for a complex task and gives clear oral instructions for the same to others <b>C-9.7</b> Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary <b>C-10.7</b> Reads and comprehends meaning of short news items, instructions and recipes, and publicity material

## 2.2.2 Reading with comprehension

**Table 2**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Bonding with Books	<b>C-10.9</b> Shows interest in picking up and reading a variety of children's books
Print Awareness and Meaning Making	<b>C-10.2</b> Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks <b>C-10.7</b> Reads and comprehends meaning of short news items, instructions and recipes, and publicity material
Pretend Reading	<i>Aspects of this competency are addressed in the Learning Outcomes of C-10.2 (Concepts of print) and C-10.5 and C-10.6 (reading stories and poems)</i>
Phonological Awareness	<b>C-10.1</b> Develops phonological awareness, and blends phonemes/ syllables into words and segment words into phonemes/ syllables
Sound Symbol Association	<b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write words
Prediction and use of previous experiences with knowledge.	<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wanted to say – on their own <b>C-10.6</b> Reads short poems, and begins to appreciate the poem for its choice of words and imagination
Independent reading for pleasure and various purposes.	<b>C-10.5</b> Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wanted to say – on their own <b>C-10.9</b> Shows interest in picking up and reading a variety of children's books

## 2.2.3 Writing with purpose

**Table 3**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Early literacy skills	<i>Aspects of this Competency are addressed in Learning</i>

	<b><i>Outcomes of many Competencies of Language and Literacy as well as Aesthetics and Culture Curricular Goals.</i></b>
Writing for self-expression	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences
Make use of her/his knowledge of letter and sounds, invents spellings to write	<b>C-10.3</b> Recognises all the letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write words
<ul style="list-style-type: none"> <li>• Make efforts to write in conventional ways</li> <li>• Response to reading with drawings / words and meaningful sentences</li> <li>• Writing of rhyming words</li> <li>• Write meaningful sentences using naming words and action words</li> <li>• Write messages to express themselves</li> <li>• Using mixed language codes</li> <li>• Write for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/invitation to friends, etc.</li> </ul>	<b>C-10.8</b> Writes a paragraph to express their understanding and experiences ( <i>this Competency has 15 Learning Outcomes embedded which covers various competencies outlined by NIPUN Bharat</i> )

### **3 NIPUN Bharat Developmental Goal 3: Children become involved learners and connect with their immediate environment**

#### ***3.1 Mapping to NCF Curricular Goals***

The following are the Curricular Goals that map to this Developmental Goal 3

**CG-2** Children develop sharpness in sensorial perceptions

**CG-6** Children develop a positive regard for the natural environment around them

**CG-7** Children make sense of world around through observation and logical thinking

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

**CG-13** Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

#### **3.2 Mapping to NCF Competencies**

NIPUN Bharat categorizes the Competencies under Development Goal 3 into seven.

These are mapped to Competencies of NCF in the tables below.

### 3.2.1 Sensory Development

**Table 1**

NIPUN Bharat Competency	NCF Competency
Sight, Sound, Touch, Smell, Taste	<b>C-2.1</b> Differentiates between shapes, colours, and their shades <b>C-2.2</b> Develops visual memory for symbols and representations <b>C-2.3</b> Differentiates sounds and sound patterns by their pitch, volume, and tempo <b>C-2.4</b> Differentiates multiple smells and tastes <b>C-2.5</b> Develops discrimination in the sense of touch

### 3.2.2 Cognitive Skills

**Table 2**

NIPUN Bharat Competency	NCF Competency
Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation	<b>C-7.1</b> Observes and understands different categories of objects, and relationships between them <b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis, and uses observations to explain their hypothesis <b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals <b>C-13.2</b> Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments <b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions

### 3.2.3 Concepts related to environment

**Table 3**

NIPUN Bharat Competency	NCF Competency
Natural-animals, fruits, vegetables, food	<b>C-6.1</b> Shows care for and joy in engaging with all life forms <b>C-7.1</b> Observes and understands different categories of objects, and relationships between them
Physical - water, air, season, sun,	<b>C-7.1</b> Observes and understands different categories of objects,

moon, day and night	and relationships between them
Social - myself, family, transport, festival, community helpers, etc.	<b>C-4.6</b> Shows kindness and helpfulness to others (including animals, plants) when they are in need <b>C-5.1</b> Demonstrates willingness and participation in age- <sup>c</sup> appropriate physical work towards helping others

### 3.2.4 Concept formation

**Table 4**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Colours, shapes, distance, measurement, size, length, weight, height, time	<b>C-2.1</b> Differentiates between shapes, colours, and their shades <b>C-8.9</b> Selects appropriate tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment <b>C-8.10</b> Performs simple measurements of time in minutes, hours, day, weeks, and months <b>C-8.12</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements <b>C-8.13</b> Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
Spatial sense	<b>C-8.8</b> Recognises, makes and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space
One-to-one correspondence	<b>C-8.3</b> Counts up to 99 both forwards and backwards, and in groups of 5s, 10s and 20s <sup>^</sup>

<sup>^</sup>One-to-one-correspondence is a learning outcome within this competency of counting

### 3.2.5 Number Sense

**Table 5**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Count and tell how many	<b>C-8.3</b> Counts up to 99 both forwards and backwards, and in groups of 10s and 20s
Numerical recognition	<b>C-8.5</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
Sense of order (can count ahead of a number up to 10)	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property <b>C-8.2</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers <b>C-8.4</b> Arranges numbers up to 99 in ascending and descending order

### 3.2.6 Number Operations

**Table 6**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Addition, Subtraction	<b>C-8.6</b> Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems
Multiplication, Division	<b>C-8.7</b> Recognises multiplication as repeated addition and division as equal sharing

### 3.2.7 Measurement, Shapes and other Competencies

**Table 7**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
Length, Mass, Volume, Temperature	<b>C-8.9</b> Selects appropriate tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment
Shapes (2D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces)	<b>C-8.8</b> Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space
Data Handling	<i>For the Foundational Stage, data handling will involve sorting, classifying, sorting, grouping, and counting objects in groups – C-29, C-31</i>
Pattern	<b>C-8.2</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers
Calendar Activity	<b>C-8.10</b> Performs simple measurements of time in minutes, hours, day, weeks, and months
Use of Technology	<b>C-7.3</b> Uses appropriate tools and technology in daily life situations and for learning

### 3.2.8 Additional Competencies in NCF

The following are additional competencies in the NCF FS, in the domains of aesthetic development and in cognitive development

**Table 8**

<b>NIPUN Bharat Competency</b>	<b>NCF Competency</b>
	<b>C-12.1</b> Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

	<b>C-12.2</b> Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement
	<b>C-12.3</b> Innovates and works imaginatively to express a range of ideas and emotions through the arts
	<b>C-12.4</b> Works collaboratively in the arts
	<b>C-12.5</b> Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
	<b>C-5.1</b> Demonstrates willingness and participation in age-appropriate physical work towards helping others
	<b>C-13.4</b> Classroom norms: Adopts and follows norms with agency and understanding
	<b>C-8.11</b> Performs simple transactions using money up to INR 100



**Community and Parent Engagement Suggestive Guideline- Early  
Childhood Care and Education**

Parental and community engagement is a vital part of any educational initiative. With the introduction of Pre-Primary in Himachal Pradesh in 2018, parents of age-appropriate children were motivated to enroll their children in the Pre-Primary classes. Besides teachers and other Government functionaries, parents and other community stakeholders have been playing an important part in ensuring success of this program.

To further strengthen this innovative program and engage parents proactively, following should be done:

1. Enrollment Campaign at Community Level
2. Establishing Mother Groups and Conducting Meetings/Workshops at School Level
3. Periodic Events at School Level

**1. Enrollment Campaign at Community Level**

**Objective:**

To motivate the parents to enroll their age-appropriate children in Pre-Primary

**Frequency:** Once annually at the beginning of academic session

**Strategy:**

- The teacher will conduct a meeting with SMC members. A map of the area will be prepared and teachers and SMC members will be assigned areas for enrollment campaign. Door to door visit should also be done by the team to enroll children and develop connect with parents
- Meeting with parents whose children are enrolled in pre-primary will be done. These parents will be encouraged to spread the message among their contacts

- Awareness about the intervention should be done with help of posters, pamphlets at appropriate locations across the community
- Meetings with Panchayat representatives, mother groups, parents etc.
- Awareness rallies should be done across the community
- Parents who are willing to enroll their children in pre-primary should be taken to the pre-primary classroom and activity demonstration by the teacher can be done for these parents

**Material:**

Hard copies of posters, pamphlets, community outreach kit, e-posters etc.

## **2. Establishing Mother Groups at Community Level**

### **2.1 Creation of Mother Groups**

During Early Years, a child spends most of his/her time with mother. In this initial phase, the support of mother is vital for ensuring early development. For this, mother groups should be created to strengthen this bond between mother and child. Therefore, establishing a connect of development appropriate activities for engaging mothers is required.

Through these mother groups, the mothers are able to play a more active role in their children's development, improve developmental outcomes and influence the household environment to make it conducive to their learning needs.

**Objective:**

- To connect mothers with development appropriate activities being conducted in the school
- To ensure that mothers can conduct development appropriate activities at home through simple means
- To create an eco-system where cross sharing on development of children is done

**Process of Mother Group Creation:**

- Teacher will arrange meeting of mothers whose children are enrolled in pre primary

- Orienting mothers on importance of Early Childhood Education and objective of mother group
- Create a mother group and enlist 5-6 mothers of preschool children in the group

**Ideal Group Size:** 5-6 Mothers (depending upon the geographical condition, the group can be common or hamlet-wise)

## **2.2 Content for Mother's Group**

### **Objective:**

Establishing a connection of development appropriate activities for engaging mothers.

**Frequency:** Weekly

### **Process:**

- State will share Idea cards/videos or other development-appropriate activity content with districts
- District will share this with their appropriate block groups and further, they share it with teachers
- Teachers will ensure sharing this with their respective Mother groups and they can take follow-up/feedback time-to-time
- Apart from the above, the mothers will also be provided worksheets and other home-based material to ensure child's learning. For this, the booklet “Mataon ke liye gatividhi pustika” shall be provided.

## **2.3 Mother Meetings / Workshops**

### **Objective:**

To strengthen the bond among mothers so that they share thoughts and ideas with each other.

To give them the hands on experience of development appropriate activities which they can conduct with their children at home

**Frequency:** Monthly/Quarterly

**Process:**

- Teacher and mothers will jointly sing balgeet/prayer as an opening activity
- Mothers will share their experiences with others
- Teacher will demonstrate one best activity from the activity calendar which they adhere during the classroom
- Competition based on different themes/festival can also be done in the mother workshop
- Teacher and mothers will share the feedback of the workshop. They can also share the new learnings from this workshop
- Instruction/timeline of the next workshop will be shared by the teacher

**Material:**

For these workshops, “**Seekhen aur Sikhayen**” booklet consisting of 20 ideas can be used. One idea can be used in each of the mother meeting/workshops.

**3. Periodic Events at School Level****Objective:**

- To orient the parents in particular and community at large about different development appropriate activities being done with children
- **Frequency:** Each event should be conducted monthly, occasionally or on annual basis accordingly

**3.1 Readiness Mela**

It should be conducted at the beginning of the session. The objective should be to understand the readiness of children for enrollment in grade 1

- Readiness melas are to be held under NIPUN Himachal.
- These Mela shall be held during beginning of the session at school level.
- Different activities defining 5 development domains of Pre-Primary should be displayed in these readiness melas.

- Children and parents should be given the opportunity to conduct activities across all development domain stalls.
- Sample assessment of different development specific activities should also be conducted
- This will help parents understand the readiness of the child towards Grade 1.
- The participation of SMC, Panchayat representatives, Aanganwadi workers and community volunteers etc. should also be ensured in these melas.
- While conducting these melas, a separate stall for ECCE should be established where material, demonstration of development appropriate activities in context of ECCE should be done.

### **3.2 Thematic Days**

- Theme based days should be celebrated every month with an alignment of theme mentioned in the activity calendar
- In these, specific tasks can be assigned to children, for example on colour day; children should be asked to wear specific colour dress. On similar lines fruit day, vegetable day etc. can be celebrated
- On such days, parents should help the children by telling them about the specified activity and should send the children prepared accordingly
- Festivals and other special occasions should be celebrated so the children know about importance of these events

### **3.3 ECCE Day**

- ECCE day should be celebrated annually at school level
- Parents and community members should be invited on the occasion
- Categorize different Sections of ECCE Day Event e.g., Stalls -Care and Education (Developmentally Appropriate stalls), Section for Creative Activities by Children, section for Mothers where demonstration on mother groups, their functioning for home-based learning support to children and its content is

showcased, Children shall also perform some activities in front of parents and teachers

- Chief Guest and other invitees take round of the stalls.
- Address by the Chief Guest and other invitees

### **3.4 Sharing of Child Report Card**

The report card for early years is a communication tool to address learning gaps of children and formulate strategy. Therefore, after observation-based assessments on children report card (baseline, midline, endline), teacher will share report card with the parents individually.

- Distribution of Report Card to the children in presence of parents will be done.
- This event can be categorized as Graduation Ceremony where the teacher will distribute the report card to children.
- Teacher can also present a glimpse of activities that were conducted with the children throughout the academic year.

Alignment of Pre-Primary program should be done with different community-based activities being conducted in the school.

## **GLOSSARY OF TERMS**

1. Anganwadi –A childcare centre that provides health, education, and nutrition services to children less than six years, mothers, and adolescents throughout the country; set up under the Integrated Child Development Services (ICDS) scheme.
2. Balanced approach – An approach to literacy pedagogy, that balances explicit instruction for decoding (see below) and learning the script through meaning-making (see below) of the text encountered.
3. Balvatika –A one-year preparatory class before Grade 1 for children aged 5 - 6 years; it can be in an Anganwadi, a pre-school, primary school, or any other configuration.
4. Care – A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
5. Cognitive – Any mental activity relating to or involving the processes of thinking and reasoning.
6. Competencies – These are learning achievement that are observable and can be assessed systematically.
7. Concept of print (or Print awareness) – This is an awareness of how printed texts work. This includes, among many things, the knowledge of what books are for, and an awareness of what direction the text is read in the printed form, and a knowledge of other mechanics of writing such as space between words and punctuation marks.
8. Curricular goals – These are statements that give directions to curriculum development and implementation.
9. Decoding – This is a key skill for learning to read. It is the ability to make the appropriate connection between the letters in the script and the sounds in the language. This ability is necessary to sound out full words that are presented in a written form.
10. Developmental delay – This refers to a delay in the growth of a child according to the norms for children of that age group. Delays can be in motor function, language and speech, cognitive skills, social functions, and so on.

11. Domains of development – The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
12. Early Childhood Care and Education – The care and education of children from birth to eight years.
13. Early Language – Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practising pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
14. Emergent Literacy – The early stage of learning where children engage with reading and writing before these skills are introduced to them formally in a school.
15. Emergent Numeracy - The early stage of learning where children engage with basic number concepts and computation skills before these are introduced to them formally in a school.
16. Emotional intelligence – The ability to understand and manage one's own and others' emotions and respond positively to social norms.
17. Fine Motor skills – The ability to use the smaller muscles of the hands and wrists to make precise movements.
18. Foundational Literacy and Numeracy – (FLN) – It is a child's ability to read basic written or textual material and solves basic maths problems such as addition and subtraction.
19. Foundational stage – The stage of schooling for children aged 3 - 8 years.
20. Free play – Child-led, child-directed play in a stimulating environment developed by the teacher.
21. Guided play – Child-led, teacher-supported play, with guidance from the teacher.
22. Holistic development – The development of intellectual, social, physical, ethical, and emotional capacities in an individual.
23. Holistic Progress Card – The record of a child's learning and progress in all domains of learning achievement and development.
24. Home language – The language(s) spoken amongst members in the home of the child.
25. Hypothesis – An idea that is suggested as the possible explanation for something but



has not yet been found to be true or correct.

26. Inclusion – The act of including; ensuring that each child has an equitable opportunity to participate in all school and classroom processes regardless of their individual learning differences.
27. Learning achievements – This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.
28. Learning outcomes – These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
29. Learning trajectories – This is the developmental path to attain competencies.
30. Mathematical understanding – This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
31. Multilingualism – It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
32. One-to-one correspondence – A skill in younger children involving the counting of each object in a set, wherein the counting is done only once with one count per object.
33. Phonics – A method of teaching decoding letters with matching sounds.
34. Phonological awareness – The ability to identify and distinguish sounds in a spoken word.
35. Positive learning habits – These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
36. Pre-literacy – These are early reading-readiness behaviours and skills that enable a child to develop successful reading abilities later.
37. Pre-numeracy – These are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later.
38. Preparatory stage – The stage for children aged 8-11 years; for Grades 3-5
39. Pre-school – A school providing education for children aged 6 years and under

- 40. Safety – It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
- 41. Scaffolding – This is a specific and structured form of support provided to help children learn a particular concept.
- 42. School preparedness – The readiness of children entering school with a willingness/ openness to engage in and benefit from early learning experiences; also known as school readiness.
- 43. Self-care – Behaviours enacted in interest or concern towards one's own health, wellbeing, and growth.
- 44. Spatial skills – The mental ability to visualise and manipulate objects, shapes, and locations.
- 45. Stimulation – This refers to simple activities such as playing, reading, and singing with children  
  
that improve young children's ability to think, communicate, and connect with others.
- 46. Structured play – Teacher-led play in which children participate actively.
- 47. Subitizing – The ability to perceive accurately the number of things in a set without counting. This is typically for small number of items.
- 48. Whole language approach – A philosophy and method of teaching languages where a particular language is taught more wholly in experiential and social ways, and not taught in parts (phonological structures, grammar, and vocabulary) to be put together.

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राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्  
सोलन, हिमाचल प्रदेश

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