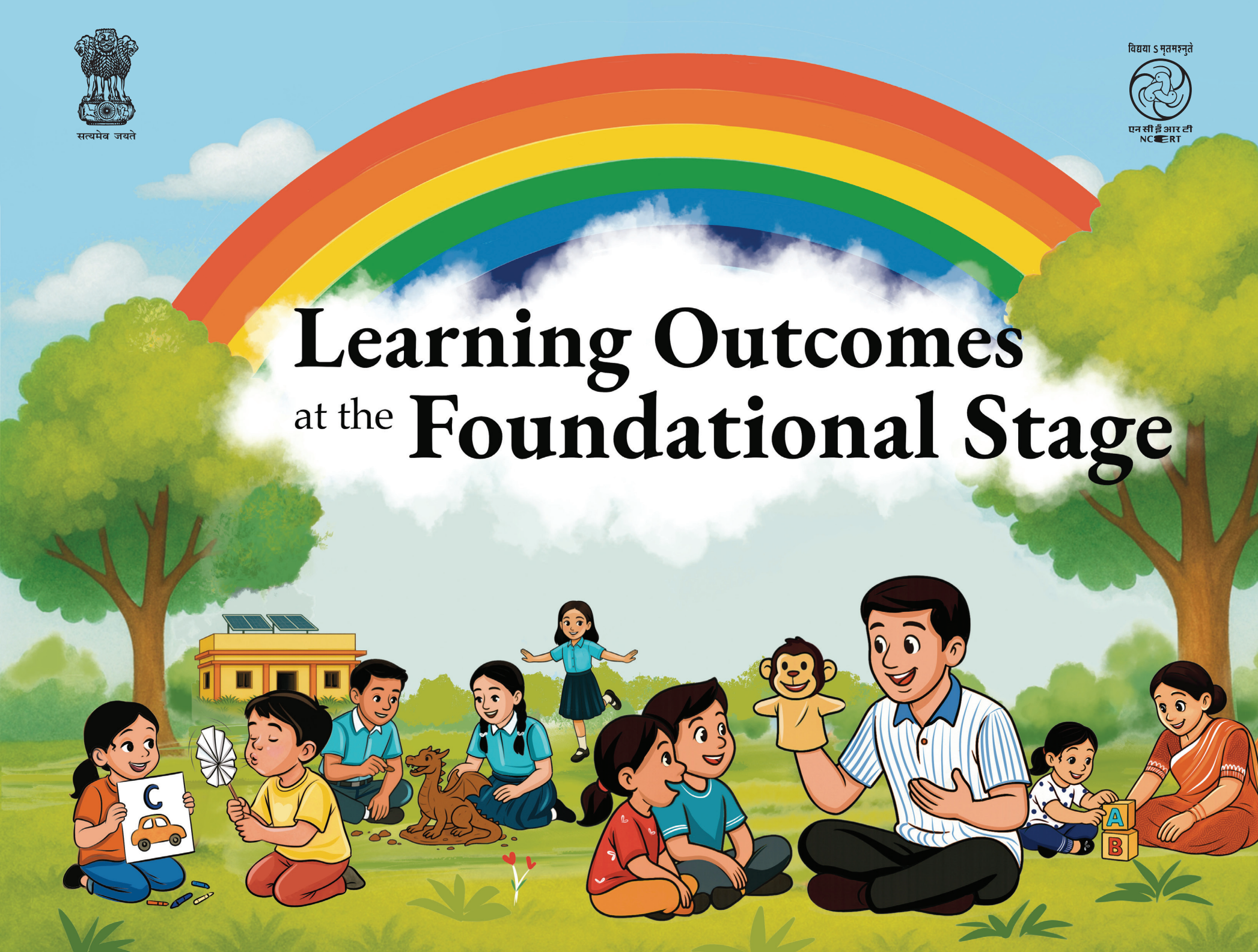
सत्यमेव जयते

विद्यया ऽमृतमश्नुते

एन सी ई आर टी
NCERT

Learning Outcomes at the Foundational Stage



MANODARPAN
Empowering Minds, Enriching Lives
An Initiative of the Ministry of Education

If you are stressed, anxious, worried, sad or confused about ....

Studies and Exams

Personal Relationships

Career Concerns

Peer Pressure

Seek Support of Counsellors

National Toll-free
Counselling Tele-Helpline
8am to 8pm
All days of the week

MANODARPAN

Psychosocial Support for Mental Health & Well-being of Students during the COVID-19 Outbreak and beyond
(An initiative by Ministry of Education, Government of India, as part of Atma Nirbhar Bharat Abhiyan)

www.https://manodarpan.education.gov.in

Learning Outcomes at the Foundational Stage

Introduction

Foundational stage is the period from birth to the age of 8 years in the life of a child which sets the foundation for lifelong learning, behaviour and health. Children at this stage need nurturance and support for holistic development focusing on their physical and motor, socio-emotional, language and literacy, creative and aesthetic and cognitive domains. Due to the critical importance of the Foundational Stage for the development of an individual, the National Education Policy (NEP) 2020 recommends universalisation of quality early childhood care and education for all children between the age group of 3 to 8 years. The National Curriculum Framework for Foundational Stage (NCF-FS) in consonance with the NEP 2020 recommends that education at the Foundational Stage must be rooted in Indian culture and ethos.

In view of empowering teachers and schools, drawing insights from the NCF-FS, learning outcomes under the curricular goals and competencies relating to specific domain have been developed. Curricular goals, concepts, competencies and learning outcomes are not mapped on one-to-one basis as development of personality is an integrated process. Different aspects of personality do not develop in isolation with others; therefore, one curricular goal encompasses development of many competencies and achievement of multiple learning outcomes. It also happens that one designed activity/pedagogy leads to achievement of more than one curricular goal. Therefore, it is important for teachers to develop and design pedagogical processes in an integrated manner. Exposure to different pedagogies at the Foundational Stage will facilitate the process of learning, making children independent learners right from the beginning. Constitutional values such as social justice, secularism, non-discrimination, equity, equality, etc., and human and moral values form the core of implementation of Foundational Stage curriculum and activities.

Balvatika

The curriculum for Balvatika does not follow a subject-based approach. In view of the developmental focus at this stage, the curriculum revolves around the domains. Learning Outocmes for Balvatika have been developed domain-wise which are mapped to curricular goals and competencies. All domains are interrelated and interdependent. Integration of domains and pedagogical practices needs to be done, wherever possible/necessary. Emphasis is on learning and teaching in the mother tongue.

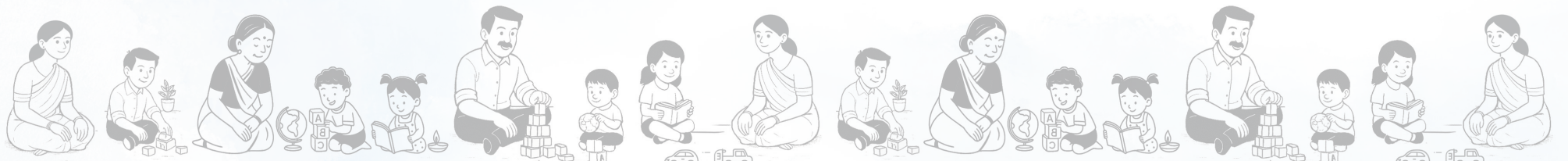
Grades 1 and 2

In Grades 1 and 2, importance has been given to multidisciplinary and integrative perspectives while moving towards subjects. Languages (R1 and R2) and mathematics have been taken for the development of learning outcomes. Languages and mathematics integrate environmental education, physical and motor development, arts and aesthetics, socio-emotional development and positive habits following a multidisciplinary approach from the beginning itself. This is also done to reduce the curriculum burden on children to have separate textbooks or other learning material in different curricular areas with adequate linkages with one another. However, in view of strengthening linkages with the Preparatory Stage, learning outcomes in all the above areas have been developed with an integrative perspective.

Domains, Curricular Goals, Competencies and Learning Outcomes

Developmental Domains: As per the NCF-FS, there are 5 Developmental Domains. All the domains are interrelated and interdependent and impact one another. The details of which are given below:

Physical Development, or both *Annamaya Kosha* and *Pranamaya Kosha* includes bodily awareness and embodied learning through active engagement of all sensorial perceptions. **Emotional and Social Development** or the *Manomaya Kosha* involves becoming aware of and skillfully regulating our emotions. Socio-emotional and Ethical Development thus emerges as an important domain of development both from the Indian traditions and current research. The



development of the **intellect**, or *Vigyanamaya Kosha,* is emphasised to engage meaningfully with the cognitive and conscious aspects of human experience. The domain of **Cognitive Development** captures this aspect of development. *Anandamaya Kosha*, or experience of transcendence, is best addressed for this age group through **arts and culture**. Thus, including the domain of **Aesthetic and Cultural Development**, makes the educational experience holistic and complete. NCF-FS also emphasises upon one more aspect, i.e., developing positive Learning Habits which is crucial for formal education of children.

Curricular Goals: Curricular Goals are statements that give directions for the curriculum development and implementation. They are derived from aims and developmental domains and are specific to a stage in education. The NCF-FS outlines five Developmental Domains mapping them with *Panchkosha*, 13 Curricular Goals with 69 competencies to be attained by children. NCF-FS has also stated illustrative learning outcomes to be achieved by children at the end of each class.

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.

Learning Outcomes: 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. Teachers have to design activities in such a way that certain competencies catering to all domains are addressed in a day's schedule and children get ample opportunities to practice those skills through a variety of experiences leading to development of foundational literacy and numeracy gradually. Teachers need to ensure that the learning outcomes are achieved and if there are developmental delays or learning gaps they are addressed immediately. **Learning Outcomes are suggestive and may be contextualised as per the context of the learners**. Domains, Curricular Goals, Competencies and Learning Outcomes for the Foundational Stage, in tabular form are given below:

Domain: Physical and Motor Development

(Development of *Annamaya* and *Pranmaya Kosha*)

Competencies	Learning Outcomes				
	Balvatika 1	**Balvatika 2**	**Balvatika 3**	**Grade 1**	**Grade 2**
CG-1: Children develop the habits that keep them healthy and safe					
C-1: Shows liking for and understanding of nutritious food and does not waste food	• Differentiates between things that can be eaten and cannot be eaten • Begins to recognise and eat a variety of foods • Makes choices from different options of food, with adults' help • Learns to not waste food, with adults' help		• Tries new food when offered • Makes choices from different options of food, without help • Chooses healthy foods with adults' support • Learns to not waste food, without help	• Participates in preparing nutritious snacks (for example, bhelpuri) • Names some qualities of good nutritious food • Helps in serving meal and estimates the appropriately sized portions of food • Explains the benefits and the dangers of eating certain foods for human body • Recognises foods from different food groups with adult's assistance	
C-2: Practice basic self-care and hygiene	• Covers mouth while coughing • Can wear clothes (without buttoning them) • If asked chooses own clothes to wear • Puts on their footwear • Aware of their belongings such as bag, bottle, shoes, handkerchief, etc.	• Wipes running nose with a handkerchief • Can wear clothes (including buttoning) • Washes and dries hands before and after toileting and eating • Eats without spilling • Helps serve meals • Passes food at the table {meal-time} • Uses a dustbin • Uses personal care objects correctly and regularly. For example, brushes hair, teeth, etc.		• Gets water from water container/earthen pot by self without spilling • Carries out self-help tasks, for example, washing hands when dirty and before meals on their own • Takes appropriately sized portions for eating • Serves without spilling • Recognises and communicates when feeling unwell	

C-3: Keeps school and classroom hygienic and organised	• Shows awareness of their belongings, such as bags, bottles, shoes, handkerchiefs, etc. • Places used plates and utensils in the designated space with the help of adults • Uses dustbin with assistance	• Keeps and retrieves their personal belongings from the correct place (with reminders) • Identifies and uses clean glasses and plates and places used plates and utensils in the designated space independently • Begins to use a dustbin to dispose off waste	• Maintains their personal belongings in good shape • Washes their plates and utensils • Always uses a dustbin to dispose off waste	• Handles study material with care • Begins to maintain cleanliness in classrooms, playgrounds, etc. • Begins to segregate waste (wet waste and dry waste)	• Takes care of school property, books, materials and furniture • Participates in the cleaning of classrooms, bathrooms, playgrounds, etc. • Segregates garbage appropriately
C-4: Practice safe use of material and simple tools	• Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs, etc.	• Uses child friendly and blunt scissors, knife with care under supervision		• Uses nail cutter, small knife and other objects with care under supervision	• Independently uses scissors, small knife, nail cutter, etc.
C-5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	• Identifies the importance of road safety, holds hands of adults and walks on the road	• Looks both ways before crossing the road, holds hands of peer or adult and walks safely	• Shows awareness of road safety rules (walking on the side, crossing road, etc.) • Identifies traffic symbols (traffic lights, symbols like – zebra crossing, U-turn, bridge/railway bridge, etc.) (With minimal prompts by the adult)		• Follows traffic rules while walking on the road, etc. • Recognises most safety symbols and avoids dangers (electric, fire, repair, digging, etc.)

C-6: Understands unsafe situation and asks for help	• Avoids danger by not touching harmful objects like hot stove, knife, electric plugs, etc. (with reminders) • Understands actions which may harm and therefore avoids them, for example, jumping from an unreasonable height or by being careful of hands while opening or closing doors, windows and drawers • Differentiates between familiar and strange adults and avoids taking toys, chocolate from strangers (with reminders)	• Communicates witnessing dangerous behaviours to peers and adults, for example, other children jumping from an unreasonable height, throwing stones on the playground, etc. • Names trusted adults, begins to say 'No' to strangers when offered gifts and expresses discomfort in unfamiliar situation • Seeks help from adults when there is an injury (for example, scraped knee, burns, wound, etc).	• Recognises symbols that indicate danger and avoids it • Understands the difference between safe and unsafe touch • Does not accept toys, chocolates, money, or other things from strangers • Identifies the adults who can help in dangerous situations (other than parents) • Anticipates and understands the consequences of not following the rules

CG-2: Children develop sharpness in sensorial perceptions					
C-9: Differentiates sounds and sound patterns by their pitch, volume and tempo	• Differentiates differnt sounds in the environment as sound of humans, animals, vehicles, sound of clap, tap, sound of material, etc. • Differentiates loud and soft sounds	• Distinguishes between high (*unchaswar*) and low pitches (*nimnaswar*) in the sounds of birds and animals, musical instruments and the human voice • Distinguishes between slow and fast tempo (*dheemigati*, *teevragati*) in rhythmic beats (*taal*)	• Recognises the mid-range in pitch (*madhyamswar*) • Recognises the mid-range in volume and tempo	• Discerns if any two sounds/notes (*sur*) match in terms of pitch and volume • Identifies a change in tempo in any given musical piece	• Distinguishes between a linear and non-linear progression of musical notes in a given scale
C-12: Begins integrating sensorial perceptions to get a holistic awareness of experiences	• Blows breath with force	• Blows light objects (for example, paper) • Sits or lies still for a short duration	• Breathes in and out rhythmically • Sits still and pays attention to their breath for a short duration	• Breathes out slowly over a longer period of time than breathing in • Sits still and pays attention to other sensorial perceptions for a short duration	• Does *anulom-vilom* breathing • Sits still and is able to observe one's own flow of thoughts

CG-3: Children develop a fit and flexible body			
C-13: Shows coordination between sensorial perceptions and body movements in various activities	• Walks and runs easily changing direction and speed • Walks backwards • Climbs in and out of bed or adults' chair • Kicks and throws a ball with little control of direction or speed • Jumps on the spot, jumps across one hurdle, jumps landing on feet • Stands on their toes • Walks on their toes (6+ steps) • Stands on one foot, with aid • Runs around obstacles and corners • Walks in straight line • Pushes objects • Actively participates in games, dances, and outdoor activities, etc.	• Walks in straight and curved line • Walks up and down stairs, on alternating feet without support • Walks up and down stairs carrying an object in one or in both hands • Crawls easily through tunnels or under tables • Climbs on play equipment • Catches a large ball with two hands • Kicks the ball forward • Jumps on both feet and over small objects while keeping balance • Pedals consistently when riding a tricycle • Tries new activities that involve physical movement without adult's support • Balances oneself on variety of surfaces (bricks, ladders, etc.) • Hops on one leg for up to 5 jumps	• Walks and runs easily, coordinating body movements harmoniously • Moves body accordingly for performing a movement (catching a ball, throwing a ball, etc.) • Kicks large ball to a given point with some accuracy • Throws a medium-sized ball with some accuracy • Skips with ease • Hops on one leg for a long period

C-14: Shows balance, coordination and flexibility in various physical activities	• Stands on one foot with support/aid • Balances on one leg for a short time period	• Stands on one foot for longer period without support • Hops 4–5 steps • Balances on a variety of surfaces (for example, bricks, ladders)	• Hops 10–15 steps comfortably • Balances things on head/hand (for example, walks with a book on their head) • Shows good body balance (for example, rides bicycle without support)	• Hops and plays a full game • Carries heavy objects chairs/ tables/bag with good balance and technique • Shows good body balance with speed (for example, rides bicycle with speed)	• Skips and hops with rope with comfort • Shows agility and balance (for example, climbing on trees, jungle, gym) • Can stand on one leg with the other leg folded for a minute (for example, *dhruvasana*)
C-15: Shows precision and control in working with their hands and fingers	• Holds glass with one hand • Holds crayon with thumb and fingers • Involves in spontaneous drawing: Scribbles, Paints with some wrist actions • Rolls clay into balls or squiggly worms • Holds spoon with less spilling of liquids • Makes simple one level fold of paper	• Serves food to self without assistance • Uses spoon properly while eating • Uses various drawing and art materials (crayons, brushes, finger paints, etc.) • Copies shapes shown in the book of blocks • Cuts in a straight line or curve line • Completes puzzles of 10 to 25 pieces • Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc. • Builds tower of small blocks (8–10 blocks) • Strings the stringing board, strings whole flowers (may not follow a pattern) • Independently uses both hands in building things • Writes some letters or numbers which can be recognised • Uses one hand consistently for drawing and writing		• Holds glass with one hand • Holds crayon with thumb and fingers • Involves in spontaneous drawing: Scribbles, Paints with some wrist actions • Rolls clay into balls or squiggly worms • Holds spoon with less spilling of liquids • Makes simple one level fold of paper • Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissors, pasting small pieces of paper on a large paper, etc. • Builds simple structure with small blocks • Serves food to self without assistance • Uses spoon properly while eating • Uses various drawing and art materials (crayons, brushes, finger paint, etc.) • Copies shapes shown in the book of blocks • Cuts in a straight line or curve line	

	• Uses coordinated movements to string beads, fits small objects into holes, fasten large buttons, cut paper with blunt scissors, pasting small pieces of paper on a large paper, etc. • Builds simple structure with small blocks	• Catches a bouncing ball • Strings flowers or beads in a desired pattern • Grips pencil correctly, uses smooth, controlled finger and hand movements while cutting, holding, threading, buttoning, etc. • Uses coordinated movements while using writing/colouring tools • Demonstrate control and appropriate pressure when using writing and drawing tools • Traces outlines of blocks (2”×2” blocks) • Copies simple geometric shapes and designs	• Completes puzzles of 10 to 25 pieces • Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc. • Builds tower of small blocks • Strings the stringing board or strings whole flowers (may not follow a pattern) • Independently uses both hands in building things • Writes some letters or numbers which can be recognised • Uses one hand consistently for drawing and writing

Domain: Socio-emotional and Ethical Development

(Development of *Manomaya Kosha*)

Competencies	Learning Outcomes				
	Balvatika 1	**Balvatika 2**	**Balvatika 3**	**Grade 1**	**Grade 2**
CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions and respond positively to social norms					
C-4.1: Starts recognising self as an individual belonging to a family and community	Identifies close family members	Identifies close family members, friends, and neighbours	Exhibits understanding of relationship with pre-school teachers and extended family members	Demonstrates love and respect for immediate and extended family and neighbours	
C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately	• Begins to state some physical characteristics about self • Identifies their wants and feelings, for example, "I don't want to colour today", "I want to go out." • Recognises simple emotions (fear, joy, sadness, etc.)	• Describes self in terms of physical characteristics • Describes their feelings and their causes, for example, "I am angry because he broke my block tower", "I am very happy today because my friend shared her meals with me." • Associates emotions with words and facial expressions	• Describes self and others in terms of physical characteristics, gender, interests, likes and dislikes • Expresses emotions through verbal and non-verbal modes (gestures, drawings, etc.)	• Describes emotions in socially approved ways, for example, stops crying and explains why he/she was crying • Expresses emotions through play and arts • Shares their feelings and emotions with others (peer and familiar adults) • Reacts emotionally in an adaptative and flexible way in various social and physical environments • Expresses frustration in words	

C-4.3: Interacts comfortably with other children and adults	• Plays near (parallel play) another child • Observes and imitates other child's behaviour • Initiates social interactions with peers • Enjoys being with other children when playing	• Demonstrates spontaneously the preference to play with familiar children • Joins a group of children playing, with adult's help if necessary • Initiates an activity together with another child • Separates willingly from adults to play with peers, most of the time • Follows the group's decisions • Cooperates and exchanges objects while playing • Makes and maintains a friendship with at least one child • Stays with the group and doesn't leave with an adult stranger		• Interacts from own initiative with peers in different contexts • Invents activities which involve more than one child • Asks and provides help (assists other child to lay the bed, to find a toy, etc.) • Proposes and follows a playmate's suggestions about how to play • Identifies themselves as the friend of other children from immediate environments (kindergarten, block/home)	
C-4.4: Shows cooperative behaviour with other children	• Participates in the activities and takes initiative	• Expresses own preferences and interests	• Demonstrates independence in activities	• Takes part in exercise, play and movements for fun and exercise • Follows three to four instructions/ rules at a given time	• Follows rules and enjoys movement and rhythm, participates in play activities • Follows complex instructions/ rules; starts creating their own rules • Shows increased attention span and persistence in tasks

C-4.5: Understands and responds positively to social norms in the classrooms and school	• Waits for their turn and follows simple instruction with teachers support	• Waits for their turn and follows simple instructions	• Follows instructions and simple rules at the same time	• Takes initiative to conduct an activity • Displays skills to work with different children for different tasks, negotiating responsibility and tasks with other children	• Expresses their point of view while playing or working together • Takes on a task and completes it
C-4.6: Shows kindness and helpfulness to others (including animals and plants) when they are in need	• Shows affection towards other children and adults	• Shows care in handling materials		• Shows care and tenderness in dealing with other living things	• Participates in group activities with kindness and affection
C-4.7: Understands and responds positively to different thoughts, preferences and emotional needs of other children	• Plays in the presence of other children (different from the point of view of the gender, ethnicity, spoken language, age, special education needs) • Shows interest towards other children or familiar adults (asks simple questions such as, "Where is X?") • Notices the gender difference between him/her and others	• Engages in symbolic play (pretends he/she is something or is somebody else, etc.) • Makes comparisons with others from the company in regard to hair colour, height, etc. • Plays with different children from the point of view of gender, language, ethnicity or SEN, with adults' guidance • Identifies similarities and differences between persons (gender, physical appearance, age, profession, cultural and linguistic background, etc.)		• Formulates questions regarding other's family, ethnicity, spoken language, physical characteristics, etc. • Recognises the skills of other children in different fields (X plays *dafli*, Y runs fast …) • Names and accepts differences and similarities in regard to favourite food and games of self and other children • Notices that other children use different words for the same object (for example, for water, mother, toy, etc.) • Observes that the same person can play different social roles (mother is his/her mother, but also an employee … and the daughter of his/her grandma, etc.)	

CG-5: Children develop a positive attitude towards productive work and service or 'SEVA' (Development of *Anandmaya Kosha*)					
C-5.1: Engages in age-appropriate work at school and home	• Places materials and toys back in their appropriate locations after use	• Assists the teacher and organises the classroom	• Cleans own plates or tiffin after eating food • Performs appropriate chores at home and/or at school (for example, putting away toys, watering plants, etc.)	• Germinates and takes care of seedlings of local trees	• Assists teachers to create TLMs • Helps in the kitchen with cleaning and cutting
CG-6: Children develop a positive regard for the natural environment around them					
C-6.1: Shows care for and joy in engaging with all lifeforms	• Shows curiosity in observing plants and animals	• Does not harm plants and animals unnecessarily	• Shows joy in engaging with plants and animals in the local environment • Shows no discomfort in physical engagement with nature (for example, in garden or parks)	• Shows curiosity and interest in identifying specific flora and fauna • Takes responsibility for tending and caring for saplings and plants	• Takes responsibility for tending to and caring for animals like kittens, puppies, chicken, etc. • Enjoys going out for nature walks and observing plants and animals

CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways					
C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	• Grasps relevant art materials, tools and instruments • Explores large and small sizes while creating marks, lines, scribbles and other 2D and 3D imagery in visual artworks, • Creates forms and imprints by mixing materials (for example, mud and water, sand and water, flour and water, paint and water, etc.) • Creates imprints using blocks, stencils, found objects and natural materials	• Explores a variety of grasps and grips while using art materials, tools and instruments (for example, sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors, etc.) • Explores large and small sizes while creating marks, lines, scribbles and other 2D and 3D imagery in visual artworks • Creates large-scale work (for example, floor rangolis, some sculptural forms) in collaboration with peers, facilitators, and local community	• Explores a variety of grasps and grips while using art materials, tools and instruments (for example, sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors, etc.) • Creates large-scale work (for example, floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community • Creates collages by combining materials of varying consistencies, colours and textures in one's own arrangement	• Able to vary pressure while using tools to create dark and light impressions, marks or lines • Able to scale own work in large and small sizes, based on available space or materials (for example, creating a small clay model, or a big paper figure) • Creates collages by combining materials of varying consistencies, colours and textures in one's own style or way • Creates patterns by combining and arranging materials of various shapes, textures, and colours	• Able to vary pressure while using tools to create dark and light impressions, marks or lines • Able to scale own work in large and small sizes, based on available space or materials (for example, creating a small clay doll, or a big paper doll) • Creates collages by combining materials of varying consistencies, colours and textures in one's own arrangement • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects

		• Creates three dimensional forms by rolling and patting materials like clay or dough	• Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects • Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours	• Creates three-dimensional arrangements or assemblages by combining a variety of found materials and objects	• Creates a variety of textures with one material through its manipulation (for example, clay, cloth, paper, rubber, wood, etc.)
C-12.2: Explores and plays with own voice, body, spaces and a variety of objects to create music, role-play, dance, and movement	• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm) • Produces a variety of sounds by playing with voice, body, objects and instruments	• Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments • Produces a variety of sounds according to context/situation using voice, body or instruments	• Distinguishes fast, medium and slow tempo while playing with voice, body or other instruments • Explores the difference between their singing voice and speaking voice and uses both playfully	• Plays with simple rhythmic patterns in slow and medium tempo • Creates simple sound improvisations in familiar songs or situations by using voice, body, instruments, and objects (for example, playing the beats	• Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns • Creates simple sound improvisations in familiar songs or situations by using voice, body, instruments,

	• Explores volume (loud and soft), and pitch (high and low) while using voice, body, or playing with instruments and objects • Explores silence and stillness in everyday situations	(in role-play, solo or group musical arrangements, mimicry, etc.) • Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations • Play with moments of silence and stillness through music, drama and movement practices	• Differentiates between instrumental and vocal music and explores both • Moderates volume and pitch based on musical composition, space, context and situation	using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds) • Moderates volume and pitch based on musical composition, space, context and situation • Explores varying durations of silence and stillness based on space, context and situation	and objects (for example, playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds) • Attempts to match pitch using voice or instrument • Explores varying durations of silence and stillness based on space, context and situation
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	• Observes their surroundings, local culture and examples of art to make connections with their own explorations • Creates a variety of visual imagery, body movements and sound explorations to symbolise objects, people and emotional experience	• Plays with moments of silence and stillness through music, drama and movement practices • Shares their own ideas, tools and methods of working in arts and improvises based on familiar examples	• Explores varying durations of silence and stillness based on space, context and situation	• Explores multiple approaches, or variations while expressing particular ideas and emotions (for example, thinking of multiple ways to role-play a cat using body, voice, mask, puppets or movement combinations)	• Explores multiple approaches or variations while expressing particular ideas and emotions (for example, thinking of multiple ways to role-play a cat using body, voice, mask, puppets or movement combinations)

				• Persists with challenges by exploring multiple solutions and finding own resources • Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art	• Persists with challenges by exploring multiple solutions and finding own resources • Pays attention to thematic details, material properties (texture, colour, size, form), space and situation while creating and viewing works of art
C-12.4: Works collaboratively in performing or creative arts	• Explores sound and movement produced individually and in groups	• Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc., through visual and performative modes	• Identifies and interprets a variety of expressions, ideas and emotions through arts and applies it in their own artistic explorations • Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences	• Moderates own volume, pitch and tempo to align with a partner/ group	• Pays attention to sequence while performing role-play, music, dance and movement steps

C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	• Responds to artworks verbally/ non-verbally to express likes, dislikes and other views • Acknowledges the presence of others during activities related to the arts	• Communicates responses to different aspects of artworks or local cultural expression (for example, the voice of a character was very loud and scary) • Shares responses and ideas in the peer group during arts processes	• Compares different artworks, arrangements, cultural expressions and articulates a variety of responses • Recognises that personal preferences in arts differ from one person to another	• Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses • Shares and appreciates multiple responses in relation to artistic thought and expression	• Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses • Shares and appreciates multiple responses in relation to artistic thought and expression
CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom					
C-13.1: Attention and intentional action: acquires skills to plan, focus attention, and direct activities to achieve specific goals	• Develops skills in initiating and sustaining activity • Demonstrates innovative thinking in using available materials and resources • Takes up opportunity for independent action • Begins to understand and apply basic planning ahead skills	• Engages in a classroom environment that nurtures habits and behaviours essential for developing skills and competencies required for living responsible and successful life		• Attends to adult-initiated tasks that are not based on their interests (for example, participates in a teacher-led small group) • Sustains engagement with a task for long periods of time (20 minutes)	• Attends to adult-initiated tasks that are not based on their interests (for example, participates in a teacher-led small group) • Sustains engagement with a task for long periods of time (30 minutes)

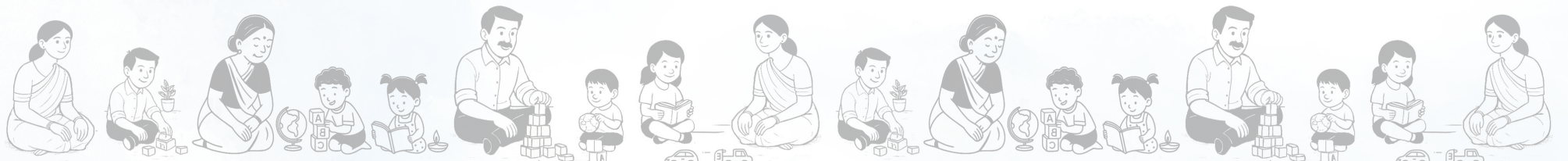
C-13.2: Memory and flexibility: Developing adequate working memory, mental flexibility (to sustain or shift attention appropriately) and self-control (to resist impulsive actions and responses) that would assist them in learning in structured environments	• Attends to details of a task, conversation, talk by adults • Controls movement and stays in place • Improves listening skills	• Demonstrates improved attention span in a cheerful class environment, supported by teacher's effective communication skills, and engaging learning-teaching materials	• Remembers and immediately recalls (for example, given 4 digits repeat in the same sequence) • Adopts and adapts to the classroom situations • Participates in the schedule actively and takes suggestions for improvement • Manages motions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities	• Remembers and recalls, identifies missing things (for example, two identical scenes with one or two significant differences, studies both pictures and points out the difference) • Adopts, adapts and creates classroom situations congenial for learning • Participates actively in all activities, welcomes suggestions and feedback • Manages emotions, waits for their turn, follows rules, frames rule, demonstrates leadership qualities and suggests ideas for change in activities

C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, thinkers with objects, asks questions	• Shows curiosity in exploring immediate surroundings (in outdoor contexts) with adult support	• Shows curiosity in exploring immediate surroundings (in outdoor contexts) with or without adult support	• Shows curiosity and wonder in exploring collections from the nature or immediate surroundings	• Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance) guidance)	• Shows eagerness and takes initiative in exploring the immediate surroundings and uses resources from nature responsibly
C-13.4: Adopts and follows norms with agency and understanding	• Observes and imitates adult behaviour for classroom norms	• Follows classroom norms with teacher's cues	• Follows and assists others in following classroom norms • Creates do-it-yourself (DIY) classroom job charts/posters with the support of teachers and follows it	• Participates in discussing classroom norms and behaves according to norms • Create DIY classroom job charts/posters and follows it	• Participates in establishing classroom norms and behaves according • Creates DIY classroom job charts/ posters and illustrates them as well; follows it responsibly

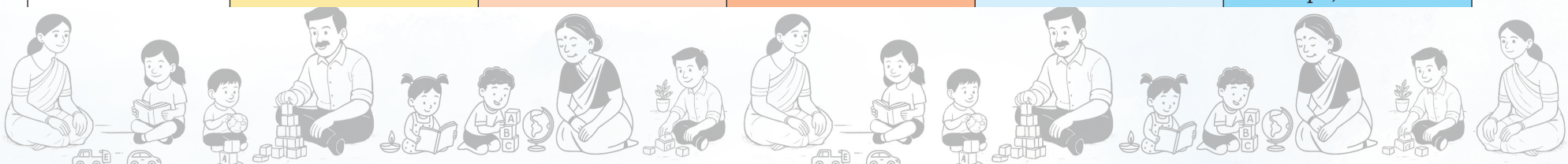
Domain: Cognitive Development

(Development of *Vijnanamaya Kosha*)

Competencies	Learning Outcomes				
	Balvatika 1	**Balvatika 2**	**Balvatika 3**	**Grade 1**	**Grade 2**
CG-7: Children make sense of world around through observation and logical thinking					
C-7.1: Observes and understands different categories of objects and relationships between them	• Identifies and names common objects, people, pictures, animals, birds, events, etc. with assistance • Identifies the missing part of a familiar picture of familiar object	• Identifies and describes common objects, people, pictures, animals, birds, events, etc., on their own • Identifies 3 to 5 missing parts of a picture of familiar object	• Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/ models (for example, the big door in the house) • Identifies 4–6 missing parts of a picture of familiar object	• Identifies and describes finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models (for example, the big brown door in the small green house)	
C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	• Uses ideas based on observations (for example, imitates adults blowing on hot food before eating) • Makes choices and expresses preferences	• Applies known information in a new context (for example, builds a castle out of blocks as seen in a story book) • Expresses own preferences, interests and makes choices	• Recognises the effect of one object on another (for example, if I put salt in water it will dissolve, if I put ice in the sun it will melt) • Explains effects of simple actions on objects (for example, the harder I kick the ball the further it goes) • Makes causal connections (for example, Abdul did not come to school because he was sick, the plant died because it has not rained) • Makes predictions based on causal relationships (for example, if there are white clouds in the sky it will not rain)		



	• Explains the impact of one's actions/ behaviour on others (for example, hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water)	• Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers • Expresses views on needs of plants, birds and animals	• Observes and forms generalisations such as notices forms and tests simple hypothesis (for example, plates float and pins sink, drops a piece of paper and a stone together and see which will reach the ground first, things that roll—tires and bangles—have 'round' shape) • Explains clothing and food for summer and winter		
C-7.3: Uses appropriate tools and technology in daily life situations and for learning	• Shows dexterity in using simple tools for drawing/ colouring	• Shows inclination to using simple tools while playing • Shows attention and regulation when interacting with digital audio-visual material	• Chooses appropriate tools for appropriate tasks • Engages with digital technology like smartphones/ tablets with the assistance of the teacher	• Uses tools and implements them effectively in work situations • Shows simple usage of digital technology in learning situations (for example, starting/pausing audio-visual material)	• Builds simple tools and implements them to perform day-to-day activities • Shows fluency and comfort in using digital audio-visual material in learning situations
CG-8: Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures					
C-8.1: Sorts objects into groups and sub-groups based on more than one property	• Sorts objects into 2 groups based on their physical attributes like colour, size, length, height and weight (big–small, long–short)	• Sorts objects into at least 3 groups based on their physical attributes like colour, size, length, height and weight (big–small, long–short)	• Sorts objects into groups based on attributes that they recognise	• Sorts objects into groups based on attributes they recognise and describes the rule of sorting	• Sorts objects into groups and sub-groups (for example, in a group of blocks, first sorts based on colour, then within the colour, sorts based on shape, then sorts



					based on size Sorts between trees and creepers, within that sort fruit bearing and non-fruit bearing, within that edible or non-edible)
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	• Recognises and 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), sounds (da-ma- ga, da-ma-ga, etc.), movements (hop-stand, hop-stand)	• Recognises the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes (for example, pen-book-pencil; pen-book-pencil, in ABC|ABC|ABC| pattern), 3 different body movements/ action/sounds (for example, clap, snap, tap, clap, snap, tap)	• Creates new pattern-based different features — colour, shape, size • Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers, etc.)	• Fills in missing elements of simple, repeating patterns in different aspects (for example, red, blue, red, blue, red) with others help	• Describes the rule of patterns and applies this on abstract patterns such as numbers, symbols and analogic thinking patterns (for example, using colours in pattern while drawing and painting; using symbols or dots of same quantity into different patterns)
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s	• Says/sings number names verbally till 5 in correct sequence/order with context • Counts objects up to 3 and develops understanding of cardinality till 3 (for example, counts 3 things in a set and says those are 3)	• Says/sings number names in correct sequence/ order up to 10 • Counts objects with understanding of cardinality (recognising the quantity of set) up to 5	• Says/sings number names in correct sequence up to 20 • Counts objects with understanding of cardinality till 10 accurately Counts objects in any order accurately in a	• Recognises quantities in groups of 2s • Counts objects up to 99 and observe the pattern as groups of 10, up to 99	• Demonstrates skip counting in 2s or 3s on a number line or blocks/ pictures • Reads and writes Indian numerals for numbers up to 99 using place value in groups of tens and ones

	• Counts given manipulatives or objects and can pick and give up to 3 things • Compares quantities between two collection and can distinguish if they are the same or more up to 3 objects	• Demonstrates the understanding of number sense (for example, 5 could be 5 different objects — 5 people, 5 books, 5 pencils) • Demonstrates fluency of counting concrete, discrete objects and abstract things up to 5 (for example, 5 steps, 5 claps) • Recognises instantly the count of a collection of 4 objects (for example, recognises 4 biscuits, chocolates or blocks without counting) • Counts backward from 5	given collection and understands that the quantity remains same irrespective of the order in which the objects are being counted, (for example, given a handful of beads, children can count in any order and be able to tell the quantity accurately) • Understands the concept of 0 as a number by reducing (backward counting) objects in a set (for example, backward counting of 3 beads, after taking away the last bead, how many beads are left?) • Demonstrates the understanding of the numeral as face value and positioning value (ordinality) and ordinal position of an object from left	• Counts forward and backward from a specific number (between 0 and 99)	• Counts in groups of 10s, 20s, 30s up to 99

			to right and vice versa. Example: In the following sequence (image from NCF page 244) • Recognises without counting a collection of objects up to 6 (for example, recognises 6 biscuits, chocolates or blocks without counting)		
C-8.4: Arranges numbers up to 99 in ascending and descending order	• Arranges familiar incidents, events or objects in an order (daily routine, story, shapes, size) (for up to 2 to 3 objects)	• Arranges objects in order of size up to 3 levels and verbalises their levels (big – small – smaller; long – short – shorter; tall – short – shorter)	• Arranges up to 5 objects based on size/length/weight in increasing or decreasing order	• Arranges the same set of objects in different sequences based on different properties of objects (for example, by size, length, weight or colour)	• Arranges numbers from a given set of numbers in ascending and descending order
C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	• Compares two groups/collection (orally) up to 3 and uses vocabulary like 'more, less and same'	• Recognises numerals up to 5 • Compares two groups/collection up to 5 and uses vocabulary like 'more than, less than and same as'	• Recognises numerals up to 9 • Writes numerals up to 9 comfortably • Compares two numbers up to 9 and uses vocabulary like 'more than, less than and same as'	• Recognises the symbol zero to represent absence of object/thing • Recognises and writes numerals up to 20 and in words up to 10	• Recognises and reads numerals up to 99 using place value concept

				• Compares two groups/collection up to 20 and uses vocabulary like bigger than or smaller than	• Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)
C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	• Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally	• Combines two groups up to 5 objects and recounts (for example, 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) • Takes out up to 5 objects from a collection of up to 9 objects and recounts the remaining	• Combines two groups up to 9 objects and recounts (for example, 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) • Takes out up to 9 objects from a collection of up to 18 objects and recounts the remaining	• Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts (for example, There are 4 apples in one basket and 7 apples in another basket how many total apples are there can be modelled as 4+7) • Uses real-world situations and concrete objects to model and solve subtraction (for example, taking away 5 chocolates from basket having a collection of 9 chocolates can be modelled as 9–5) problems up to 9 using subtraction facts	• Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) for addition and subtraction (for example, 57 + 33, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90) • Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations

				• Develops relationship between addition and subtraction of numbers (for example, 4 + 5 = 9 is related with 9 – 4 = 5 and 9 – 5 = 4) • Recognises the +/– symbols for addition/ subtraction operations	• Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations • Appreciates and applies the relationship between addition and subtraction of numbers • Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context • Comprehends and solves simple word problems
C-8.7: Recognises multiplication as repeated addition and division as equal sharing	• Distributes a given set of objects to multiple recipients	• Shares objects (up to 6) equally to two recipients	• Makes groups of 2 objects totalling up to 10 and counts the total number of objects • Shares objects (up to 10) equally to 2–3 recipients	• Forms groups of two to ten objects each, from the given set of objects (up to 20) and counts the total number of groups formed	• Develops the meaning of multiplication as repeated addition and skip counting up to 99 (conceretely, pictorially and symbolically)

				• Pictorially represents equal groups of objects and counts the total number of objects and the groups (up to 20) • Uses vocabulary like two groups of three each	• Develops the idea of division of numbers as equal distribution/ sharing through contextual situations (To connect two meanings of division—making equal groups and sharing)
C-8.8: Recognises basic geometric shapes and their observable properties	• Matches objects based on one attribute like shape, size or colour • Compares and classifies objects by one factor like shape, colour and size • Follows simple instructions and places objects based on shape, colour and position (for example, bring red balloon here, keep round ball on the table) • Solves simple inset puzzles with shapes	• Matches shapes of different sizes and colours • Compares and classifies objects by two factors (for example, shape and colour, colour and size) • Describes the physical features of various solids/ shapes in their own language (for example, a ball rolls and has no corners, a box slides and has corners)	• Matches shapes of different size and orientation (for example, matches differently oriented triangles and sizes) • Compares and classifies objects by three factors (for example, shape, colour, size) • Uses positional words (for example, besides, inside, under) to describe objects	• Develops and uses vocabulary of spatial relationship (for example, top, bottom, on, under, inside, outside, above, below, near, far, before, after) • Collects objects from the surroundings having different sizes and shapes (for example, pebbles, boxes, balls, cones, pipes)	• Identifies 3D shapes by their names (for example, cuboid, cylinder, cone and sphere) and describes their observable characteristics (for example, a cube has six faces) • Identifies 2D shapes by their names (for example, square, rectangle, triangle and circle) and describes their observable characteristics (for example, the pages of a book are rectangular and have 4 sides, 4 corners)

		• Follows instructions with multiple steps by understanding positional words, different shapes, colours and positions to form a pattern (for example, arranges different things into formation of mandala; making a collage/by understanding positional words – in between, above, below)	• Describes the physical features of various solids/ shapes in their own language (for example, a ball rolls and has no corners, a box slides and has corners) • Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface • Draws 2D shapes freehand with some accuracy and control	• Sorts, classifies and describes the objects on the basis of shapes, and other observable properties • Observes and describes the physical features of various solids/ shapes in their own language (for example, a ball rolls, a box slides) • Compares shapes based on specific attributes (for example, length, area, volume)	• Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (for example, vertical, horizontal, slant) • Traces 2D outlines of 3D objects • Identifies objects by observing their shadows
C-8.9: Performs simple measurements of length, weight and volume of objects in their immediate environment	Length • Uses vocabulary (length, width, height, distance) to express length through poems and stories Weight • Uses vocabulary to express weight through poems and stories	Length • Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than Weight • Compares two objects in terms of their weight as heavier than/ lighter than	Length • Compares three objects in terms of their lengths as longest/shortest or tallest/shortest Weight • Compares three objects in terms of their weight as heaviest/lightest Volume • Compares volumes of two vessels like bottles, glasses, buckets, etc.	Length • Distinguishes between near, far, thin, thick, longer/taller, shorter, high, low • Measures short lengths in terms of non-uniform units (in the context of games, for example, *Gilli Danda* and marble games)	Length • Measures lengths and distances along short and long paths using uniform (non-standard) units, extends to longer lengths • Estimates and measures length/ distances and capacities of containers using uniform non-standard

		Volume • Uses vocabulary to express volume through poems and stories		• Estimates short distance and length, and verifies using non-uniform and non-standard units (for example, handspan, forearm, footsteps, finger) Weight • Compares and places objects in order from light to heavy objects or vice versa Volume • Estimates and measures volumes of containers using uniform non-standard units like a cup/ spoon/ mug	units like a rod/ pencil, cup/ spoon/bucket Weight • Appreciates the need for a simple balance • Compares weights of given objects using simple balance Volume • Arranges containers in order as per their volumes based on perception and verifies by pouring out
C-8.10: Performs simple measurements of time in minutes, hours, day, weeks and months	• Uses vocabulary in daily life like today, tomorrow and yesterday • Differentiates between day and night	• Identifies and relates special days like Saturday, Sunday, holiday (for example, Sunday is a holiday, Special dish in Mid-day meal) • Names objects in the sky (sun, moon, stars, clouds)	• Recites the names of the days of the week and months of the year	• Distinguishes between events occurring in time using terms like earlier and later • Gets the qualitative feel of long and short duration (for example, school days vs holidays, Play time vs study time)	• Gets a feel for sequence of seasons (varying locally) • Measures duration of time using standard units—days, hours (for example, 7 days a week and 24 hours in a day)

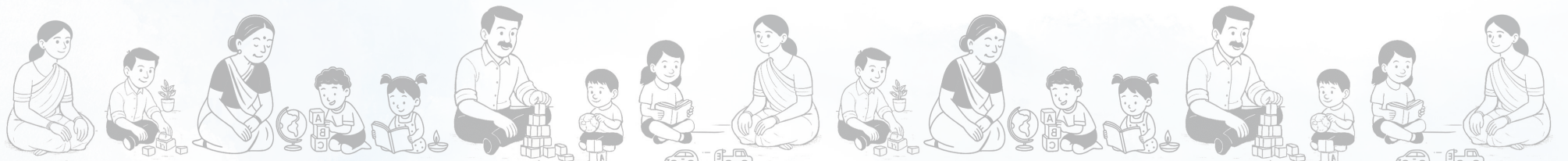
		• Identifies summer and winter	• Observes recurrence of events at a regular interval—illustrates using birthdays, festivals, holidays and seasons • Explains clothing and food for summer and winter • Connects sunrise and sunset today and night	• Narrates the sequence of events in a day • Differentiates among summer, winter and monsoon seasons • Indicates where sun and moon rise and set	• Names the directions (north, south, east, west)
C-8.11: Performs simple transactions using money up to Rs. 100		• Uses vocabulary related to money using poems and stories	• Identifies Indian currency notes and coins	• Adds up notes and coins to form amounts up to Rs. 20	• Adds up notes and coins to form amounts up to Rs. 100
C-8.12: Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements	• Solves inset puzzles with shapes	• Creates specific figures from other shapes including tangram	• Solves simple riddles and puzzles	• Recognises situations in the real world as simple mathematical problems • Solves simple numerical problems using different strategies	• Talks about different ways to solve a simple mathematical problem • Rechecks their solutions to see if there are any errors • Engages in games and puzzles that require quantification

भाषा और साक्षरता विकास

(कक्षा 1 और 2 के लिए)
क्षेत्र (Domain): भाषा और साक्षरता विकास

दक्षताएँ (Competencies)	सीखने के प्रतिफल (Learning Outcomes)				
	बालवाटिका 1	बालवाटिका 2	बालवाटिका 3	कक्षा 1	कक्षा 2
पाठ्यचर्या लक्ष्य (Curricular Goals) CG–9: बच्चे दो भाषाओं में दैनिक जीवन के लिए प्रभावी संप्रेषण की कुशलता विकसित करते हैं।					
C–9.1: सरल गीतों, तुकबंदी और कविताओं को सुनते हैं और उनकी सराहना करते हैं।	• विविधता भरे गीतों और कविताओं को सुनते हैं। • सरल गीत या कविता को दोहराते हैं।	• घर अथवा पड़ोस में नियमित रूप से भिन्न-भिन्न भाषाओं में विविधतापूर्ण गीत सुनते हैं और गुनगुनाने का आनंद लेते हैं।	• अनुतान एवं हाव-भाव के साथ गीतों के साथ-साथ गाते हैं। • छोटे गीत/कविताओं (4–5 वाक्यों) को गाते हैं/कविता पाठ करते हैं।	• लंबे (4–8 वाक्यों वाले) गीत, कविताओं (परिचित) को ध्यान से सुनते हैं और उनके बारे में बातचीत करते हैं। • छोटे (10 पंक्तियाँ) गीतों/कविताओं को गाते हैं/पाठ करते हैं।	• लंबे (4–8 वाक्यों वाले) गीत, कविताओं (अपरिचित) को ध्यान से सुनते हैं और उनके बारे में बातचीत करते हैं और प्रश्न पूछते हैं। • कुछ विशिष्ट प्रकार के गीतों और कविताओं को सुनने में रुचि दिखाते हैं और अपनी पसंद का कारण बताते हैं। 2–3 पद वाले गीतों/कविताओं को गाते हैं/पाठ करते हैं।

C–9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	• परिचित कविताओं और गीतों को गाने का आनंद लेते हैं।	• गीतों/कविताओं में लय वाले शब्दों का आनंद लेते हैं।	• परिचित कविताओं में लयात्मक शब्दों की पहचान करते हैं।	• परिचित कविताओं में लयात्मक शब्दों की पहचान करते हुए नए शब्द रचते हैं। • शिक्षक की सहायता से छोटी कविताओं/ तुकबंदियों का विस्तार/ निर्माण करते हैं।	• स्वतंत्र रूप से अपने शब्दों में छोटी कविताएँ रचते हैं/ तुकबंदी करते हैं।
C–9.3: धारा प्रवाह बातचीत करते हैं और सार्थक बातचीत में शामिल रहते हैं।	• ध्यानपूर्वक सुनते हैं और आस-पास के परिचित व्यक्तियों के साथ संक्षिप्त बातचीत में बोलते है। • अर्थपूर्ण छोटे वाक्यों के माध्यम से अपनी आवश्यकताओं और भावनाओं को अभिव्यक्त करते हैं।	• विद्यालय की वैविध्यपूर्ण स्थितियों में शिक्षक के साथ और समवयस्कों के साथ दैनिक जीवन में बातचीत में पहल करते हैं।	• सरल वाक्यों में प्रतिदिन के अनुभवों का वर्णन करते हैं और क्या, कब, कैसे, कौन आदि वाले प्रश्न पूछते हैं।	• घटनाओं, कहानियों या अपनी आवश्यकताओं पर आधारित बातचीत में शामिल होते हैं और प्रश्न पूछते हैं। • बातचीत में शामिल होते हैं, बोलने में अपनी बारी की प्रतीक्षा करते हैं और दूसरों को बोलने देते हैं। • विस्तृत व्याख्या में दैनिक अनुभवों का वर्णन करते हैं और 'क्यों' वाले प्रश्न भी पूछते हैं।	• एक से अधिक आदान-प्रदान वाली बातचीत में सूत्र को बनाए रखते हैं। • कक्षा में यथार्थ विषय-सामग्री के सस्वर पठन में शामिल होते हैं और ज्ञान को अपने अनुभवों से जोड़ते हैं, उसके बारे में बात करते हैं। • किसी विषय के बारे में चर्चा में शामिल होते हैं और प्रश्न उठाते हैं एवं प्रतिक्रिया देते हैं।



C–9.4: एक जटिल कार्य के लिए मौखिक निर्देशों को समझते हैं और उसी कार्य के लिए दूसरों को स्पष्ट मौखिक निर्देश देते हैं।	• छोटे निर्देशों को सुनते हैं और उनका पालन करते हैं (जैसे — खिलौना ले आइए, हाथों को ठीक से धोइए आदि)।	• कई चरणों (एक समय में 2–3 निर्देशों) वाले कुछ सरल निर्देशों का पालन करते हैं।	• कई चरणों (एक समय में 4–5 निर्देश) वाले कुछ सरल निर्देशों का पालन करते हैं।	• अनेक चरणों (एक समय में 8–10 निर्देश) वाले निर्देशों का पालन करते हैं। • छोटे कार्य पूर्ण करने के लिए दूसरे बच्चों या वयस्कों को स्पष्ट निर्देश देते हैं।	• अनेक चरणों (एक समय में 8–9 निर्देश) वाले निर्देश स्पष्ट रूप से देते हैं। • सशर्त शाखाओं वाले निर्देशों का पालन करते हैं (उदाहरण के लिए, यदि बारिश हो रही है तो पौधों को पानी न दें, इसके बजाय निराई करें; अन्यथा पौधों को पानी दें।) • स्पष्ट गणितीय निर्देश देते हैं (जैसे— सटीक दिशाएँ, स्थानिक और तत्कालिक आयाम)।
C–9.5: सुनाई गई/ पढ़ने वाली कहानियों को समझते हैं और पात्रों, कथावस्तु एवं लेखक के आशय की पहचान करते हैं।	• कहानियों को रुचि के साथ सुनते हैं।	• कम अवधि (5–7 मिनट) के लिए ध्यानपूर्वक कहानियाँ सुनते हैं।	• सुनाई गई कहानी की कुछ घटनाओं और पात्रों का पुनर्स्मरण करते हैं और अपने शब्दों में पुनर्कथन करते हैं।	• कहानी में कथानक और पात्रों के आशय की पहचान करते हैं और कहानी के शब्द भंडार का प्रयोग करते हुए कहानी को सही क्रमबद्धता के साथ पुन: प्रस्तुत करते हैं।	• कहानी में कथानक और पात्रों के आशय की व्याख्या करते हैं और कहानी को अलग रूप में पुनः प्रस्तुत करते हैं। • कहानी लिखने के लिए लेखक की प्रेरणाओं की व्याख्या करते हैं और कहानी को फिर से ऐसे सुनाते हैं, जैसे वे ही लेखक थे।

C–9.6: कथावस्तु और पात्रों को ध्यान में रखते हुए स्पष्टता के साथ लघु कथाएँ सुनाते हैं।	• अपने मन से कहानी बनाकर सुनाते हैं।	• अपनी पसंद की कहानी का अपनी तरह से अंत करके सुनाते हैं।	• अपने तरीके से (वैयक्तिक) अंत करने वाली कहानियों के बारे में कल्पना करते हैं और कहानी सुनाते हैं।	• सरल कथानकों और पात्रों के साथ अपनी छोटी कहानियाँ सुनाते हैं।	• जटिल कथानकों और अनेक पात्रों के साथ अपनी कहानियाँ गढ़ते हैं।
C–9.7: दिन-प्रतिदिन की बातचीत को प्रभावी ढंग से करने के लिए पर्याप्त शब्दों को जानते और उपयोग करते हैं और मौजूदा शब्दावली का उपयोग करके नए शब्दों के अर्थ का अनुमान लगा सकते हैं।	• अपने आस-पास की कुछ वस्तुओं के नाम अपनी भाषा में बताते हैं।	• कुछ समान और परिचित वस्तुओं एवं अनुभवों के लिए उचित शब्दावली का प्रयोग प्रारंभ करते हैं (अपना नाम बताइए, अपने दोस्तों, समान वस्तुओं एवं चित्रों, मीठा, खट्टा, गोल आदि)।	• कक्षा में बताए गए प्रकरण और अंतर्वस्तु से अर्जित शब्दावली का अपनी बातचीत में प्रयोग करते हैं।	• काम वाले शब्द, काल आदि के मंशापूर्ण प्रयोग के साथ विस्तृत शब्द भंडार का प्रयोग करते हैं।	• चित्र और संदर्भ का उपयोग करते हुए अपरिचित शब्दों के अर्थ का अनुमान लगाते हैं। • पाठ्यसामग्री में आए अपरिचित शब्दों के अर्थ की पहचान करने के लिए बाल शब्दकोश का प्रयोग करते हैं।
पाठ्यचर्या लक्ष्य (Curricular Goals) CG–10: बच्चे पहली भाषा (L1) में पढ़ने और लिखने में निपुणता विकसित करते हैं।					
C–10.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	• लयात्मक गीत गाते हैं।	• आक्षरिक ध्वनियों को बोलते हैं।	• शब्द में पहली और अंतिम ध्वनि की पहचान करते हैं। • सरल शब्दों का निर्माण करने के लिए 2–3 अक्षरों को जोड़ते हैं।	• समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) की पहचान करते हैं। • अक्षरों को उनकी स्वर और व्यंजन ध्वनियों में बाँटते हैं। • सर्वाधिक परिचित शब्दों के निर्माण के लिए ध्वनियों (स्वर और व्यंजन) को जोड़ते हैं।	• समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) का निर्माण करते हैं।

C–10.2: किताब की आधारभूत संरचना/ रूपरेखा, प्रिंट में शब्दों के विचार और दिशा को समझते हैं, जिसमें वे प्रिंट होते हैं एवं आधारभूत विराम-चिह्नों की पहचान करते हैं।	• सामान्य चिह्नों, लोगो और लेबल आदि (रैपर के रंग के आधार पर बिस्किट का नाम बताना, साबुन का कवर आदि) को पहचानते हैं।	• छपी हुई पाठ्यवस्तु और चित्रों में अंतर करते हैं। • कहानी के चित्रों के आधार पर परिचित पुस्तकों को पढ़ने का अभिनय करते हैं।	• पुस्तक को पकड़ते हैं, खोलते हैं और अर्थ की खोज के लिए उसके पन्ने पलटते हैं। • छपे हुए पृष्ठ शब्दों में बाएँ से दाएँ और ऊपर से नीचे की ओर शब्दों का अनुगमन करते हैं। • पाठ्यवस्तु का अनुगमन करने के दौरान शब्द जैसी ध्वनि बोलते हुए पढ़ने का अभिनय करते हैं।	• यह वर्णन करना कि मुद्रित सामग्री (पुस्तक, समाचार पत्र, पैम्फ्लेट) सूचना उपलब्ध कराती है। • आवरण पृष्ठ को देखकर पुस्तक के बारे में बताते हैं (आवरण पृष्ठ पर मिले संकेतों का प्रयोग करते हुए अनुमान लगाना)। • सरल विराम-चिह्नों (पूर्ण विराम, प्रश्नसूचक चिह्न) की पहचान करना।	• सरल विराम-चिह्नों (पूर्ण विराम, प्रश्नसूचक चिह्न) का उचित प्रयोग करते हैं।
C–10.3: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	• अपनी भाषा में अपनी भाषा के सभी लिपि चिह्नों से बनने वाले शब्दों का मौखिक भाषा में प्रयोग करते हैं।	• जानते हैं कि शब्द अक्षरों से बनते हैं। • देखकर वर्णों की पहचान और उनकी ध्वनि से मिलान करने की शुरुआत करते हैं।	• परिचित अक्षरों से बनने वाले द्वि-आक्षरिक शब्द पढ़ते हैं। • अपने नाम, वस्तुओं के लेबल को दृश्य-शब्द के रूप में पहचान करते हैं।	• सभी अक्षरों (मूलाक्षर) की पहचान करते हैं और उनसे संबंधित ध्वनियों को जोड़ते हैं। • 3–4 अक्षरों वाले सरल व परिचित शब्दों (कुछ सामान्य रूप से प्रयोग में आने वाले द्वित्व व्यंजन वाले शब्दों सहित) को पढ़ते हैं जिनके अक्षर बच्चे जानते हैं।	• सभी संयुक्ताक्षरों की पहचान करते हैं और उनसे संबंधित ध्वनियों को जोड़ते हैं। • एक से अधिक अक्षर वाले शब्दों (संयुक्त व्यंजन वाले शब्दों सहित) को पढ़ते हैं।

				• संज्ञा, सर्वनाम, सहायक क्रिया आदि शब्दों को दृश्य-शब्दों के रूप में पहचानते हैं।	• परिशुद्धता के साथ एक से अधिक अक्षर वाले शब्दों (संयुक्त व्यंजन वाले शब्दों सहित) और 'नॉन-वर्ड्स' को पढ़ते हैं।
C–10.4: उचित अनुतान और यति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से अनुच्छेद व कहानियाँ पढ़ते हैं।			• दृश्य शब्दों के रूप में सरल वाक्यों को पढ़ने का प्रयास करते हैं।	• परिचित शब्दों वाले कुछ वाक्यों को परिशुद्ध रूप से पढ़ते हैं। • उचित अनुतान एवं यति के साथ छोटे अनुच्छेदों को पढ़ते हैं।	• उचित अनुतान एवं यति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से छोटे अनुच्छेदों को पढ़ते हैं।
C–10.5: कथानक, पात्रों और लेखक क्या कहना चाहता है — की पहचान करते हुए स्वयं लघु कहानियों को समझ के साथ पढ़ते हैं।	• सस्वर पठन की कहानी को सुनते हैं और शिक्षक द्वारा पूछे गए प्रश्नों का प्रत्युत्तर देते हैं।	• 'साझा पठन' में शिक्षक के साथ हिस्सा लेते हैं और पढ़ी गई कहानी आदि के बारे में चर्चा करते हैं। उस कहानी के कथानक, पात्रों की पहचान करते हैं एवं संक्षिप्त क्रम में कहानी सुनाते हैं।		• शिक्षक के साथ 'निर्देशित पठन' में हिस्सा लेते हैं और पढ़ी हुई विषय-सामग्री के बारे में बात करते हैं। • छोटे सरल पाठों का सस्वर पठन करते हैं और सही क्रम एवं विस्तार के साथ कहानी को दुबारा से कहने, अनुमान लगाने के लिए दृश्य-संकेत तथा पाठ्यसंकेत दोनों का प्रयोग करते हैं। • कथानक और पात्रों के बारे में बताते हैं।	• समान पाठ्यवस्तु एवं दृश्यसामग्री वाली किताबें 'स्वतंत्र रूप से पढ़ना' प्रारंभ करते हैं। • शिक्षक से मिले मार्गदर्शन के साथ अपरिचित कहानी की किताबों को पढ़कर समझना प्रारंभ करते हैं। • पढ़ी हुई कहानी में पात्रों, कथानक, क्रम और लेखक के आशय की पहचान करते हैं।

C–10.6: छोटी कविताएँ पढ़ते हैं और शब्दों के चयन एवं कल्पना के लिए कविता की सराहना की शुरुआत करते हैं।	• कविताओं को गाने का आनंद लेते हैं।	• कविता पोस्टर को देखकर छोटी कविताओं को गाने का प्रयास करते हैं।	• छोटी कविताएँ पढ़ते हैं।	• छोटी कविताएँ पढ़ते हैं और उसका शाब्दिक अर्थ बताते हैं।	• छोटी कविताएँ पढ़ते हैं और कवि की कल्पना के बारे में अनुमान लगाते हैं।
C–10.7: छोटे समाचार, निर्देश और व्यंजन बनाने की विधि एवं प्रचार सामग्री को पढ़कर अर्थ समझते हैं।			• सरल निर्देशों के छोटे समूह को पढ़ते हैं और उनका पालन करते हैं।	• खेल खेलने के सरल निर्देशों को पढ़ते हैं और समूह के साथ उस खेल को खेलते हैं।	• छोटे समाचार और प्रचार पैम्फ्लेट और विषयवस्तु को स्पष्ट करते हैं।
C–10.8: अपनी समझ और अनुभवों को अभिव्यक्त करने के लिए लिखते हैं।	• लेखन की विभिन्न प्रकार की सामग्री का प्रयोग करते हैं, जैसे – पेंसिलें, रंगीन पेंसिलें, पेंटिंग के ब्रश, क्रयोन आदि।	• लेखन सामग्री का प्रयोग करते हैं। • चित्र बनाते हैं और उसके बारे में मौखिक रूप से बताते हैं।	• अपेक्षाकृत अधिक परिशुद्धता के साथ चित्र बनाते हैं जिसमें छवि नजर आती है तथा उसके बारे में मौखिक रूप से वर्णन करते हैं। • पहचाने गए अक्षरों को लिखना प्रारंभ करते हैं और शब्द का निर्माण करने के लिए उनका प्रयोग करते हैं। • चित्र बनाते हैं और उसके साथ शब्द/वाक्य लिखते हैं (स्व-वर्तनी सहित)।	• परिशुद्धता के साथ अक्षर लिखते हैं और सरल शब्द और वाक्यों का निर्माण करते हैं। • परिशुद्धता के साथ श्रुतलेख के दौरान 3–4 चार अक्षरों वाले शब्द लिखते हैं। • चित्रों को क्रम से बनाते हैं और उनके साथ छोटे वाक्य लिखते हैं। • शब्द और छोटे वाक्य लिखते हुए चित्र कार्ड का वर्णन करते हैं।	• श्रुतलेख के दौरान छोटे वाक्य लिखते हैं। • चित्रों को क्रम से बनाते हैं और उनके साथ परिशुद्ध रूप से छोटे वाक्य लिखते हैं। • चित्र कथा से कहानी का अनुमान लगाते हुए लिखते हैं। • सहपाठियों के लिए सरल प्रक्रियाओं को करने के लिए छोटे निर्देश लिखते हैं। • घटनाओं का वर्णन और अनुभव लिखते हैं।

C–10.9: विभिन्न प्रकार के बाल साहित्य को चुनने और पढ़ने में रुचि व्यक्त करते हैं।	• पढ़ी गई कहानी और कविताओं में रुचि लेते हैं।	• ध्यान से पुस्तक को पकड़ते हैं।	• शिक्षक द्वारा दी गई पुस्तकों में से अपनी पसंद की पुस्तक चुनना और बताना कि वह पुस्तक उन्हें क्यों पसंद है। • स्वयं से छोटी पुस्तकें, चित्र कथाएँ आदि उठाते हैं, पढ़ते हैं और उसके बारे में दूसरे बच्चों को बताते हैं।	• परिशुद्धता के साथ अक्षर लिखते हैं और सरल शब्द एवं वाक्यों का निर्माण करते हैं। • परिशुद्धता के साथ श्रुतलेख के दौरान 3–4 अक्षरों वाले शब्द लिखते हैं। • चित्रों को क्रम से बनाते हैं और उनके साथ छोटे वाक्य लिखते हैं। • शब्द और छोटे वाक्य लिखते हुए चित्र कार्ड का वर्णन करते हैं।	• श्रुतलेख के दौरान छोटे वाक्य लिखते हैं। • चित्रों को क्रम से बनाते हैं और उनके साथ परिशुद्ध रूप से छोटे वाक्य लिखते हैं। • चित्र कथा से कहानी का अनुमान लगाते हुए लिखते हैं। • सहपाठियों के लिए सरल प्रक्रियाओं को करने के लिए छोटे निर्देश लिखते हैं। • घटनाओं का वर्णन और अनुभव लिखते हैं।
पाठ्यचर्या लक्ष्य (Curricular Goals) CG–11: बच्चे द्वितीय भाषा (L2) में पढ़ना-लिखना प्रारंभ करते हैं।					
C–11.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/ अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/ अक्षरों में बाँटते हैं।			• लयात्मक कविताएँ रुचि एवं हाव–भाव के साथ गाते हैं। • आक्षरिक ध्वनि को बोलते हैं।	• समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) की पहचान करते हैं। • शब्दों में प्रथम और अंतिम अक्षर की पहचान करते हैं। • सरल शब्दों के निर्माण के लिए 2–3 अक्षरों को जोड़ते हैं।	• समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) का निर्माण करते हैं। • अक्षरों को उनकी स्वर और व्यंजन ध्वनियों में बाँटते हैं। • सर्वाधिक परिचित शब्दों के निर्माण के लिए ध्वनियों (स्वर और व्यंजन) को जोड़ते हैं।

C–11.2: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।			• वर्णों को देखकर उसकी पहचान करते हैं और वर्णों को उनकी ध्वनियों से जोड़ते हैं।	• दो अक्षर वाले सरल व परिचित शब्दों को पढ़ते हैं जिनके अक्षर बच्चे जानते हैं। • अपने नामों को और परिवेश में उपलब्ध वस्तुओं के लेबल को दृश्य शब्दों के रूप में पहचानते हैं।	• वर्णमाला के सभी अक्षरों को पहचानते हैं। • 3–4 अक्षर वाले परिचित शब्दों को पढ़ते हैं। • सामान्य रूप से प्रयुक्त होने वाले संज्ञा, सर्वनाम, समुच्चयबोधक आदि शब्दों को दृश्य शब्दों के रूप में पहचानते हैं। • श्रुतलेख के दौरान छोटे शब्द लिखते हैं।

اساسی سطح پر اردو کا آموزشی ماحصل

نصابی اہداف (Curricular Goals)	مہارتیں (Competencies)	آموزشی ماحصل (Learning Outcomes)	
		جماعت	جماعت
سی جی 9: بچے روزمرہ کے تعاملات کے لیے موثر ترسیلی مہارت دو زبانوں میں پروان چڑھاتے ہیں۔	C-9.1 آسان نظموں اور گیتوں کو سنتے اور سراہتے ہیں۔	• چار سے آٹھ مصرعوں پر مشتمل نامانوس طویل نظموں/گیتوں کو توجہ سے سنتے ہیں اور ان کے بارے میں بات چیت اور سوالات کرتے ہیں۔ • دس مصرعوں پر مشتمل طویل نظموں اور گیتوں کو گاتے اور ان کی قرأت کرتے ہیں۔	• مخصوص قسم کی نظموں اور گیتوں کو سننے میں دل چسپی کا اظہار کرتے ہیں اور اپنی ترجیحات کا سبب بیان کرتے ہیں۔ • دو سے تین بندوں پر مشتمل نظموں/گیتوں کو گاتے/ان کی قرأت کرتے ہیں۔
	C-9.2 خود سے آسان گیتوں اور نظموں کی تخلیق کرتے ہیں۔	• استاد کی مدد سے مختصر نظموں/ گیتوں کی توسیع/ تخلیق کرتے ہیں۔	• آزادانہ طور پر اپنے لفظوں میں مختصر نظموں/ گیتوں کی تخلیق کرتے ہیں۔
	C-9.3 روانی کے ساتھ بات چیت کرتے ہیں اور بامعنی ترتیل کر سکتے ہیں۔	• بات چیت میں مصروف رکھتے ہیں، بات کرنے کے لیے اپنی باری کا انتظار کرتے ہیں اور دوسروں کو بات کرنے کا موقع دیتے ہیں۔	• مختلف لوگوں کی گفتگو کے درمیان تسلسل کو برقرار رکھتے ہیں۔ • کسی موضوع پر مباحثہ کے لیے مصروف رہتے اور سوال و جواب کرتے ہیں۔

		• غیر افسانوی مواد کو بلند آواز میں پڑھنے یا بحث کرنے کے لیے مصروف رہتے ہیں، اپنے تجربات سے حاصل شدہ معلومات کو جوڑتے ہیں اور ان کے بارے میں بات کرتے ہیں۔	
	C-9.4 مشکل کاموں کے لیے زبانی ہدایتوں کو سمجھتے اور دوسروں کو اسی طرح کی واضح ہدایات دیتے ہیں۔	• مختلف مراحل پر مشتمل ہدایتوں (بہ یک وقت آٹھ تا نو ہدایات) پر عمل کرتے ہیں۔ • مختلف مراحل پر مشتمل ہدایتیں (بہ یک وقت آٹھ تا نو) واضح ہدایات دیتے ہیں۔	• حالات کے مطابق ہدایات پر عمل کرتے ہیں (مثلاً بارش ہو رہی ہو تو پودوں کی سنچائی مت کیجیے، بلکہ نرائی کیجیے۔ بارش نہ ہونے کی صورت میں پودوں کی سنچائی کیجیے)۔ • واضح ہدایات دیتے ہیں۔ جن میں ریاضیاتی یعنی حتمی سمتیں، مکانی اور زمانی ابعاد شامل ہیں۔
	C-9.5 پڑھی اور سنی ہوئی کہانیوں کو سمجھتے اور کہانی کے خیال، کرداروں اور مصنف کے منشا کی شناخت کرتے ہیں۔	• کہانی کے پلاٹ اور کردار کی خصوصیات کی وضاحت کرتے ہیں اور اپنے طور پر اس کہانی کو سناتے ہیں۔	• کہانی بیان کرنے کے لیے مصنف کے مقاصد کی وضاحت کرتے ہیں اور اس کہانی کو ایسے بیان کرتے ہیں جیسے اس کے وہ خود مصنف ہوں۔
	C-9.6 مختصر کہانیوں کے پلاٹ اور کرداروں کو واضح طور پر بیان کرتے ہیں۔	• سادہ پلاٹ اور کرداروں والی خود کی مختصر کہانی بیان کرتے ہیں۔	• پیچیدہ پلاٹ اور کئی کرداروں والی اپنی خود کی کہانی تخلیق کرتے ہیں۔ (گروپ میں)

	C-9.7 روزمرہ کی گفتگو میں بیشتر لفظوں کو جانتے اور موثر انداز میں استعمال کرتے ہیں۔ موجودہ لفظیات کی روشنی میں نئے لفظوں کے معنی کا اندازہ کر سکتے ہیں۔	• تصویروں اور سیاق کی مدد سے متن میں آئے نئے لفظوں کے معنی کا اندازہ لگاتے ہیں۔	• متن میں درپیش انجان لفظوں کو بچوں کی لغت میں دیکھ کر معنی تلاش کرتے ہیں۔
سی جی 10: بچے مادری زبان (L1) میں پڑھنے اور لکھنے میں روانی پیدا کرتے ہیں۔	C-10.1 مادری زبان (L1) میں صوتیاتی واقفیت بہم پہنچاتے ہیں اور اصوات/ رکن کلمہ کو الفاظ میں اور قطع شدہ الفاظ کو اصوات/ رکن کلمہ میں تحلیل کر سکتے ہیں۔		
	C-10.2 کتاب کے بنیادی ڈھانچے/خاکے، میں طباعت شدہ لفظوں کے خیال اور ہدایت کو سمجھتے اور بنیادی رموزِ اوقاف کو پہچانتے ہیں۔	• آسان رموزِ اوقاف کو پہچانتے ہیں۔ • (ختمہ، سوالیہ نشان)	• آسان رموزِ اوقاف کا مناسب استعمال کرتے ہیں۔ • (ختمہ، سوالیہ نشان)
	C-10.3 حروف تہجی کے تمام حروف کو پہچانتے ہیں (حروف کی شکلیں) اور اس علم کو الفاظ پڑھنے اور لکھنے میں استعمال کرتے ہیں۔	• تمام حروف (بشمول مرکب حروف) پہچانتے ہیں اور انھیں متعلقہ آوازوں سے جوڑتے ہیں۔ • کثیر حرفی الفاظ پڑھتے ہیں۔ (بشمول مصمتی حروفِ صحیح کا گروہ)	• کثیر حرفی الفاظ (بشمول مصمتی حروف کا گروہ) اور غیر الفاظ کو درستگی کے ساتھ پڑھتے ہیں۔

	C-10.4 کہانیوں اور اقتباسات کو صحت اور روانی سے، مناسب وقفوں اور الفاظ کے اتار چڑھاؤ کے ساتھ پڑھتے ہیں۔ (L1)	• مناسب لہجے اور اوقاف کے ساتھ مختصر اقتباسات کو درست طریقے سے پڑھتے ہیں۔	• مناسب لہجے، اوقاف اور آواز ے اتار چڑھاؤ کے ساتھ مختصر اقتباسات کو روانی سے پڑھتے ہیں۔
	C-10.5 کرداروں کی شناخت کرتے، بیانیہ اور منشائے مصنف کو ازخود سمجھتے ہوئے مختصر کہانیاں پڑھتے اور ان کے معنی سمجھتے ہیں۔ (L1)	• مساوی طور پر متنی اور بصری مواد کو آزادانہ طور پر پڑھنا شروع کرتے ہیں۔ • غیر مانوس کہانیوں کی کتابیں پڑھنا اور استاد کی رہنمائی میں سمجھنا شروع کرتے ہیں۔ • پلاٹ اور کرداروں کی شناخت کرتے ہیں۔	• بصری مواد سے زیادہ متنی مواد کو آزادانہ طور پر پڑھنا شروع کرتے ہیں۔ • کہانی میں کرداروں، پلاٹ، ترتیب اور مصنف کے نقطۂ نظر کو پڑھتے اور پہچانتے ہیں۔
	C-10.6 مختصر نظمیں پڑھتے اور ان میں الفاظ کے انتخاب اور تخیل کی تحسین کرنے کی ابتدا کرتے ہیں۔ (L1)	• مختصر نظمیں پڑھتے اور ان کے لغوی معنی بیان کرتے ہیں۔	• مختصر نظمیں پڑھتے اور شاعر کے تخیل کا اندازہ لگاتے ہیں۔
	C-10.7 مختصر خبریں پڑھتے ہیں اور ان کے مفہوم، ہدایات، نسخے اور تشہیری مواد کو سمجھتے ہیں۔ (L1)	• کوئی کھیل کھیلنے کے لیے آسان ہدایات کو پڑھتے اور اسے گروپ کے ساتھ کھیلتے ہیں۔	• مختلف مختصر خبروں اور تشہیری پمفلٹ کو پڑھتے اور مواد کی وضاحت کرتے ہیں۔

	C-10.8 اپنی سمجھ اور تجربے کا اظہار کرنے کے لیے ایک پیراگراف لکھتے ہیں۔ (L1)	• تین یا چار حروف پر مشتمل الفاظ کا درست املا لکھتے ہیں۔ • تصویروں کو ترتیب دیتے ہیں اور ان سے متعلق مختصر جملے لکھتے ہیں۔ • لفظوں اور چھوٹے جملوں کو لکھ کر تصویری کارڈ کی وضاحت کرتے ہیں۔ • آسان طریقہ کار پر عمل درآمد کرانے کے لیے ہم جماعت کو مختصر ہدایات لکھتے ہیں۔	• مختصر جملوں کا املا لکھتے ہیں۔ • تصویروں کو ترتیب دیتے اور ان سے متعلق مختصر درست جملے لکھتے ہیں۔ • تصویری کتاب دیکھ کر کہانی کو قیاس کر کے لکھتے ہیں۔ • مختلف واقعات اور تجربات کو ڈائری میں مختصر طور پر لکھتے ہیں۔
	C-10.9 بچوں کے مختلف اقسام کے کتابچے اٹھانے اور پڑھنے میں دل چسپی کا اظہار کرتے ہیں۔ (L1)	• کتابوں کے انتخاب میں اپنی ترجیحات بیان کرتے ہیں اور مقررہ وقفہ کے بعد مختصر کتابیں بار بار پڑھتے ہیں۔	• مختلف افسانوی اور غیر افسانوی کتابوں کو پڑھتے اور دل چسپی کا اظہار کرتے ہیں۔ • اسکول لائبریری میں کتابوں کی مرمت کرتے اور انھیں درست جگہ پر رکھتے ہیں۔

Language 2 (English) Learning Outcomes

Competencies	Learning Outcomes				
	Balvatika 1	**Balvatika 2**	**Balvatika 3**	**Grade 1**	**Grade 2**
CG-9: Children develop effective communication skills for day-to-day interactions in two languages.					
C-9.1: Listens to and appreciates simple songs, rhymes and poems	• Listens to and enjoys humming a variety of songs in different languages regularly heard at home and in their neighbourhood	• Listens to (4–8 line) songs/poems (unfamiliar) with attention and enacts them	• Listens to (4–8 line) songs/poems (unfamiliar) with attention and enacts them	• Listens to and comprehends 4 to 8 line poems in English (L2) • Appreciates rhyme and rhythm of the poem	• Listens to and comprehends 8 to 12-line poems in English (L2) and identifies the rhyming words • Enjoys recitation • Appreciates rhyme and rhythm of the poem • Understands the literal meaning of the poem
C-9.2: Creates simple songs and poems of their own	N/A	N/A	N/A	N/A	N/A
C-9.3: Converses fluently and can hold a meaningful conversation	• Interacts in monosyllables to questions • Is introduced to familiar words (nouns and verbs) in the language like book, sit, come, take, give, washroom, toilet, water and so on	• Is introduced to more familiar words/ phrases (nouns and verbs) in the language like up, down, outside, inside, come here, go there and so on • Uses known vocabulary to converse in the classroom	• Frames complete sentences and uses them confidently in daily conversations • Contributes to a classroom discussion independently	• Engages in free conversations keeping in mind turn-taking and turn-giving • Expresses his/ her ideas and thoughts freely	• Engages in short meaningful conversations (structured conversations) • Observes a picture and converses accordingly

C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	N/A	N/A	• Follows simple instructions like 'come inside', 'sit down' and so on	• Follows simple instructions like 'take out your book', 'Look at this picture.' and so on • Repeats instructions for peers to draw a picture or do an activity	• Follows step-wise instructions and responds accordingly • Eg: Come inside, sit down and take out your English book
C-9.5: Comprehends narrated/ read-out stories and identifies characters, storyline, and what the author wants to say	N/A	N/A	• Listens to stories and narratives and enjoys them	• Comprehends narrated / read-out stories and enjoys them	• Comprehends narrated / read-out stories, identifies characters and interacts in English
C-9.6: Narrates short stories with clear plot and characters	N/A	N/A	• Narrates events happening in day-to-day life	• Narrates short stories with simple story-line	• Narrates short stories • Narrates folk/ local tales heard from parents/ elders and retelling them in class

C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary	• Begins to use appropriate vocabulary for some common and familiar objects • Enrich vocabulary through Picture talk & Object talk	• Uses vocabulary acquired from specific topics introduced in class	• Learn using the new words learnt based on contextual clues	• Begins to use appropriate vocabulary for objects and experiences	• Begins to use known and acquired vocabulary in classroom conversations and to ask/tell • Initiates short conversation in a group on classroom concepts
CG-11: Children begin to read and write in Language 2					
C-11.1: Develops phonological awareness and is able to blend phonemes/ syllables into words and segment words into phonemes/ syllables	N/A	• Identifies sounds of letters and its corresponding words • Knows how to open and use a picture book (left to right)	• Recognises, recalls and articulates the letters and the phonemes • Writes the letters of the alphabet beginning with strokes • Pronounces blends in words • Combines 2 syllables to form simple words	• Recalls and articulates the letters and the phonemes • Combines 2–3 syllables to form simple words • Enjoys 'Invented spelling' • Reads the sight words and other words in the books • Identifies rhyming words • Combines 2 to 3 syllables to form simple words • Associates basic phonemes to corresponding graphemes	• Reads multi-syllable words • Listens to the word, spells and writes it • Writes rhyming words for the given word • Uses common blends in familiar words like, 'fr' in frog, 'br' in brother and so on • Understands the punctuation mark (full stop, question mark, comma, exclamation mark)

				• Understands the punctuation mark (full stop, question mark)	
C-11.2: Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences	N/A	N/A	N/A	N/A	N/A

Syllabus of Environment Studies at Foundational Stage

Curricular goals	Balvatika 1	Balvatika 2	Balvatika 3	Grade 1	Grade 2	Competencies
CG-1: Children develop habits that keep them healthy and safe CG-2: Children develop sharpness in sensorial perceptions CG-3: Children develop a fit and flexible body CG-8: Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures CG-9: Children develop effective communication skills for day to day interactions in two languages CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions in art in meaningful and joyful ways	Names food that they eat **Literacy**	Edible and non-edible foods **Literacy**	Types of food—fruits, vegetables, grains, nuts **Literacy** **Numeracy**	Types of food—fruits, vegetables, grains, nuts **Literacy** **Numeracy**	Sources of food: plants and animals **Literacy**	C-1.1: Shows a liking for an understanding of nutritious food and does not waste food C-1.2: Practices basic self care and hygiene C-1.3: Keeps school/ classroom hygienic and organised C-2.1: Differentiates between shapes, colors, and their shades C-2.4: Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-3.1: Shows coordination between sensorial perceptions and body movements in various activities C-3.2: Shows balance, coordination, and flexibility in various physical activities
	Favorite food and reason for it **Literacy**	Food eaten at different times of a day **Literacy**	Grouping of fruits and grains based on color, size Food & its importance like milk for strength **Literacy** **Numeracy**	Identifies ingredients of food **Literacy** **Numeracy**	Understanding of healthy food **Literacy**	
		Food eaten without spilling or wasting under adult supervision **Literacy**	Food eaten independently without wasting **Literacy**	Process of storing food **Literacy**	Judicious use of food **Literacy**	
	Physical fitness **Literacy**	Physical fitness **Literacy**	Physical fitness & balancing **Literacy**	Physical fitness & coordination **Literacy**	Physical fitness, coordination & regulations **Literacy**	

CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom	Hand wash with the adult support **Literacy**	Sequence of hand washing and toilet training **Literacy** **Numeracy**	Self care and maintain cleanliness with adult support **Literacy**	Self care—hand wash, cleanliness, keeping things in place **Literacy**	Self care and concern towards immediate surroundings **Literacy**	C-3.3: Shows precision and control in working with their hands and fingers C-3.4: Shows strength and endurance in carrying, walking, and running C-8.1: Sorts objects into groups and sub-groups based on more than one property C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s C-8.4: Arranges numbers up to 99 in ascending and descending order C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements C-9.1: Listens to and appreciates simple songs, rhymes, and poems

						C-9.3: Converses fluently and can hold a meaningful conversation C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6: Narrates short stories with clear plot and characters C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

CG-1: Children develop habits that keep them healthy and safe CG-2: Children develop sharpness in sensorial perceptions CG-5: Children develop a positive attitude towards productive work and service or 'Seva' CG-6: Children develop a positive regard for the atural environment around them CG-7: Children make sense of the world around through observation and logical thinking CG-8: Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions in art in meaningful and joyful ways	Drinking water **Literacy** **Numeracy**	Uses of water to self- bathing, drinking, cooking, cleaning, washing **Literacy**	Uses of water for plants; animals **Literacy** **Numeracy**	Sources of water—tap, well, pond, lake, river **Literacy**	Sources & properties of water(takes shape of the container, dissolves sugar and salt); conservation of water **Literacy** **Numeracy**	C-1.2: Practices basic self-care and hygiene C-2.1: Differentiates between shapes, colours, and their shades C-2.4: Differentiates multiple smells and tastes C-2.5: Develops discrimination in the sense of touch C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of their experiences C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others C-6.1: Shows care for and joy in engaging with all life forms C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-8.1: Sorts objects into groups and sub-groups based on more than one property

	Plants and animals in their surroundings — small and big **Literacy Numeracy**	Parts of plants, animals and human beings **Literacy**	Sense organs in animals & human beings **Literacy**	Wild and domestic animals **Literacy Numeracy**	Taking care of plants and animals **Literacy**	C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement C-12.3: Innovates and works imaginatively to express a range of ideas and emotions through the arts C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions
CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms	My house **Literacy**	Houses in my neighborhood **Literacy**	Importance of shelter **Literacy**	Materials needed for building a shelter **Literacy**	Uses and types of shelter of different animals **Literacy Numeracy**	C-4.1: Starts recognising 'self' as an individual belonging to a family and community C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need

CG-5: Children develop a positive attitude towards productive work and service or 'Seva' CG-6: Children develop a positive regard for the natural environment around them CG-7: Children make sense of the 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-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	My family—parents and siblings **Literacy Numeracy**	My family and families living my neighborhood **Literacy Numeracy**	Identifying relations **Literacy**	Sharing and caring among family members **Literacy**	Family tree **Literacy Numeracy**	C-5.1: Demonstrates willingness and participation in age- appropriate physical work towards helping others C-6.1: Shows care for and joy in engaging with all life forms C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3: Uses appropriate tools and technology in daily life situations and for learning C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-2.1: Differentiates between shapes, colours, and their shades C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of their experiences
	Parents occupation **Literacy**	Occupation of neighbors **Literacy**	Importance and roles played by people in different occupation **Literacy**	Devices/ tools/ implements used in different occupations **Literacy Numeracy**	Different occupations (in the present context) emphasis on Dignity of labour **Literacy**	
	Festivals they celebrate **Literacy**	Different festivals Celebrated in the surroundings **Literacy Numeracy**	Celebration of festivals (Things they make, cook, songs they sing, dress, etc.) **Literacy**	Stories/folk tales behind the festival celebrations **Literacy**	Stories/folk tales behind the festival celebrations **Literacy**	

<table>
<tr>
<td rowspan="2">CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways
CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom
CG-2: Children develop sharpness in sensorial perceptions
CG-3: Children develop fit and flexible body
CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms
CG-5: Children develop a positive attitude towards productive work and service or 'Seva'
CG-6: Children develop a positive regard for the natural environment around them</td>
<td>Play with water, objects, materials, etc.
Literacy</td>
<td>Games-they Play in groups
Literacy
Numeracy</td>
<td>Games played in neighborhood (indigenous games)
Literacy
Numeracy</td>
<td>Types of Games (Outdoor/ Indoor/ Group/Pair)
Literacy
Numeracy</td>
<td>Types of Games (Outdoor/ Indoor/ Group/Pair); Rules of Games either formulated or followed
Literacy
Numeracy</td>
<td rowspan="2">C-3.1: Shows coordination between sensorial perceptions and body movements in various activities
C-3.2: Shows balance, coordination, and flexibility in various physical activities
C-3.3: Shows precision and control in working with their hands and fingers
C-3.4: Shows strength and endurance in carrying, walking, and running
C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately
C-4.3: Interacts comfortably with other children and adults
C-4.4: Shows cooperative behavior with other children
C-4.5: Understands and responds positively to social norms in the classroom and school
C-5.1: Demonstrates willingness and participation in age- appropriate physical work towards helping others
C-6.1: Shows care for and joy in engaging with all life forms
C-8.1: Sorts objects into groups and sub-groups based on more than one property</td>
</tr>
<tr>
<td>School premises (Toilet, Playground, drinking water place)
Literacy
Numeracy</td>
<td>Places in Neighbourhood (parks, shops, Milk diary, medical shops, etc.)
Literacy
Numeracy</td>
<td>Religious Places
Literacy</td>
<td>Public facilities (Bus stop, Railway Station, police station, Hospital, Library, Bank)
Literacy</td>
<td>Rules and instructions to be followed in Public Places (cleanliness, orderliness, etc.)
Literacy</td>
</tr>
</table>

<table>
<tr>
<td rowspan="3">CG-7: Children make sense of the 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-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
CG-1: Children develop habits that keep them healthy and safe</td>
<td>My travel (to school, temple, park etc.)
Literacy</td>
<td>Different Vehicles used for transport
Literacy</td>
<td>Identification & use of different Vehicles (sound/size/ capacity)
Literacy
Numeracy</td>
<td>Different modes of transportation (Water, Land, Air)
Literacy
Numeracy</td>
<td>Purpose of Transportation
Literacy
Numeracy</td>
<td rowspan="3">C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s
C-8.4: Arranges numbers up to 99 in ascending and descending order
C-8.9: Performs simple measurements of length, weight and volume of objects in their immediate environment
C-8.11: Performs simple transactions using money up to INR 100
C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
C-9.1: Listens to and appreciates simple songs, rhymes, and poems
C-9.2: Creates simple songs and poems on their own
C-9.6: Narrates short stories with clear plot and characters
C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Road Safety Rules
Literacy</td>
<td>Traffic signs and signals (such as the sign for school zone, stop, caution, a traffic light and the walk/ don't walk signs)
Literacy</td>
</tr>
<tr>
<td>Harmful & injurious objects (sharp, hot, etc.)
Literacy</td>
<td>Harmful & injurious objects (using witches, door hinges, stoppers)
Literacy</td>
<td>Harmful & injurious objects (using witches, door hinges, stoppers)
Literacy</td>
<td>Home appliances
Literacy</td>
<td>Handling devices (electronic gadgets)
Literacy</td>
</tr>
</table>

CG-2: Children develop sharpness in sensorial perceptions CG-4: Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms CG-5: Children develop a positive attitude towards productive work and service or 'Seva' CG-7: Children make sense of the world around through observation and logical thinking 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			Interaction with strangers (Do's and Don'ts) **Literacy**	Good touch and bad touch **Literacy**	Good touch and bad touch; Managing situations (Strangers, seeking help, informing elders, etc.) **Literacy**	C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.8: Writes a paragraph to express their understanding and experiences C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage C-4.5: Understands and responds positively to social norms in the classroom and school C-5.1: Demonstrates willingness and participation in age- appropriate physical work towards helping others C-6.1: Shows care for and joy in engaging with all life forms C-7.1: Observes and understands different categories of objects and relationships between them C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	Safety at home (Kitchen, stoves, electrical appliances) **Literacy**	Safety at neighborhood (water bodies, electric poles, crackers) **Literacy**	Safety at neighborhood (water bodies, electric poles, crackers) **Literacy**	Fire risks (inflammable materials) & measures **Literacy**	Fire risks (inflammable materials) & measures **Literacy**	

CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom						

Syllabus of Arts Education

Curricular Goals	Content and Suggested Activities			
	Balvatika	**Grade 1**	**Grade 2**	**Learning Outcomes**
Domain 1: Physical and Motor Development				
CG-1: Children develop habits that keep them healthy and safe	• Practicing basic movements like walking, jumping, running, etc., on rhythm and sounds	• Performing body movements on different rhythms that promote fine and gross motor skills. Promoting habit of cleanliness and cleaning their desk after work	• Designing a dustbin from waste materials like old cartons, cloth, newspaper, etc., in groups and using it in classroom	• Observe, recognise and recallbody movements on different sounds • Appreciate cleanliness and good health
CG-2: Children develop sharpness in sensorial perceptions	• Observing and recognising basic shapes around and scribbling them in different mediums or making them using clay modeling • Even children with low sight/blindness can also do this • Identifying different colours (describing colours with examples to bind children) and relating them to the surroundings through poems and flash cards	• Observing and recognising shapes, colours, objects and form patterns, cards, etc. • Scribbling crayons with different pressure to discover different shades of a colour • Paintings with thread, thumb, hands, blocks, etc., to enhance creativity among learners by designing patterns or greeting cards or decoration, etc., from them	• Observing colour, texture, forms and tries to draw them and colour freely without restricting colour to go beyond outline, etc. • Scribbling crayons with different pressure to discover different shades and texture • Block printing by dipping vegetable/fruit/coin, etc., in colour and create a pattern on a paper collectively • Producing natural sounds in rhythm, mimicking voice and gestures of friends pretending them as the friend	• Recognise and demonstrate the shapes and colours in surrounding • Draw different lines using different materials • Appreciate sounds in nature and recognise them • Produce sounds using own body and appreciate own body • Design and describe simple objects from clay

	• Recognise and appreciate different sounds around us like animals sounds, birds sound, sound of rain, etc., and try producing them • Making different shapes, simple figures with clay and making collage by tearing newspaper, old magazines, cards, etc.	• Producing sounds of falling water, birds, common animals, mimicking the calls of vendors, sellers, creating sounds with small instruments found around them, utensils, using their own body • Body movements in rhythm and balance while walking slowly, fast, carrying small objects in hands without falling either, running, etc. • Making birds, animals, leaves, shapes and forms with clay	• Producing sounds from instruments locally available • Body movements in rhythm and balance while walking slowly, fast, carrying a water bottle, book, etc., in hands or on head without falling of self and objects • Making birds, animals, leaves, shapes and forms with clay	
CG-3: Children develop a fit and flexible body	• Free body movements on musical sounds and performing like a bird, animal that they see daily, sit-stand game, to boost concentration among learners, etc.	• Following instructions and performing body movements that involves balancing, co-ordination and flexibility • Role play of animals and birds and learn about them through poems, stories, etc.	• Conducting movements on different rhythms/ sounds, pitch, volume along with coordination • Simple and age appropriate *Yogasana* which can be on soft music playing in the background	• Able to follow instructions • Identify, recognise and distinguish plants and animals around us • Understanding different pitches, volumes of sound, etc. • Differentiate between sound and noise

Domain 2: Socio-emotional and Ethical Development				
CG-4: Children develo p emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	• Discussing about family and extended family and friends, pets, playing their role and scribbling to make them • Express emotions while they feel hungry, angry, happy, sad, etc., and how they can express them through gestures, roleplay, etc. • Roleplay people in community like vegetable seller, cleaning staff, cobbler, potter, barber, etc., and respect each community helper	• Children can draw simple faces expressing their different emotions • Sing songs and act showing different emotions and expressions	• A discussion can be started with children on how they feel and what do they do when they are happy, sad, hungry, angry, scared They can discuss about reactions/expressions/ emotions of other family members • They can role play or draw how their parents appreciate them, how do they look when they are angry	• Appreciating people around us including family members, community helpers • Develop values like respect, dignity of labour and importance of each member in society • Able to describe their emotions • Relate festival celebrations at home and appreciate diversity in culture • Able to work in peer and sup-port each other in team
CG-6: Children develop a positive regard for the nat-ural environment around them	• Children can some spend time in the school/ anganwadi garden, nearby park or garden, sports ground where they can observe nature, birds, insects, butterflies, flowers, leaves, pebbles, soil, grass, plants, trees, etc. They can connect with nature, feel the air,	• Children maybe taken to a garden in school or to a nearby field/ farm every week/month where they will observe nature, touch • and feel the leaves, flowers, grass, listen to the birds, watch flies	• Introducing concept of not wasting paper, recycling and reuse by making paper bags from newspaper, making toys from used paper, making small portfolio from old magazines, cards, etc.	• Enhance fine motor skills • Able to develop respect and appreciate environment • Express free expression • Involvement in teamwork

	touch different objects and feel them • They can sing, dance and enjoy the surroundings • They can collect some objects and do artworks	• They can be sensitized how not to disturb them, protect nature, they can make simple drawings of what they see, make prints by taking impression of leaves, twigs, etc., talk about them • They can act on small plays by becoming plants, trees, vegetables, butterflies, birds, etc. and show their characteristics • plant saplings in the school garden and taking care of them	• Celebrating cleanliness week by singing poems, stories, drama, cleanliness drive, making puppets, masks, best out of waste, discussing about objects like wooden baskets, jute bag, etc., that we make from natural raw materials and knowing about such local arts and appreciating them	• Aesthetic and creative ability while designing posters, cards, or roleplay, etc. • Recognizing things we make from natural raw material • Appreciating and protecting environment • Observing local art and discuss about colours, shape, patterns, etc.
Domain 3: Cognitive Development				
CG-7: Children make sense of world around through observation and logical thinking	• Collecting raw material from surroundings and exploring them. Sorting them into categories like shape, size, colour, etc. • Organise a walk-in garden or park to observe the nature and connect. Discuss the observations in class and sort in different categories	• Collecting different raw material and sorting and classifying them, counting, making structures or patterns with them • Appreciating the things we get from nature and recognising them • Using material to understand concepts of lines, shapes, arrangements, etc.	• Collecting different raw material and making patterns, *rangoli* on special occasions, etc., using them • Organise visit to a nearby museums or monuments. Children will explore and make observations and later discuss in class. Sense of protecting them, appreciating them must be developed	• Exploring, identifying, observing and classifying the raw material found around us it. Ability to draw generalisations • Recognise and sort different materials into categories • Relate concepts like shape, size, colour, etc., with the surroundings • Enhanced listening and observation skills

CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	• Scribbling line (straight or curved) and making patterns with them, body parts, 2 eyes, 2 ears, 1 nose, 2 legs and hand, 10 fingers how many teeth … • Reciting rhymes, songs, listening to stories and telling activity on counting		• Audio and visuals of local folk art, folk music, folk dance and folk culture, festivals, dresses etc. can be shown and discussion may • take place about them on children's observations and their other experiences, etc.	• Awareness about ones culture, appreciating it. • Ability to observe and discuss in classroom • Observing, appraising and creatively demonstrating observations from visits
Domain 4: Language and Literacy Development				
CG-9: Children develop effective communication skills for day-to-day inter-actions in two languages CG-10: Children develop fluency in reading and writing in Language 1	• Listen and recite rhymes, songs, stories on different themes like seasons, nature, festivals, etc., performing body movements on different pitch, and volume • Listening to songs in local language and singing in groups • They make small stories rhymes on their own	• Listen and recite rhymes, songs on different themes like seasons, nature, festivals, etc. performing body movements on different pitch, and volume • Show audio-visuals about means of transport. Discuss about different modes. Make paper boats using origami, cardboard to make train, car, trucks, etc., paper tearing and pasting, etc., and discussing travel journeys during summer vacations, etc.	• Listen and recite rhymes, songs on different themes like seasons, nature, festivals, etc. performing body movements on different pitch, and volume. Appreciating local culture and talking about them • Reciting poems, story telling on seasons. Discussing about food we eat, clothes we wear, different activities we perform, festivals we celebrate, etc., during different seasons. Making crafts like kites, decorating class according to season, etc.	• Enhanced speaking and listening skills • Extension of vocabulary • Appreciated local culture and diversity • Development of Aesthetic and Creative ability • Recognise, relate, discuss and dramatise celebrations, rituals, etc. • Sense of togetherness, respect for diversity and each other • Enhancement of gross motor skills • Enhancement of creative skills

			• Performing simple dance movements on folk songs of different seasons • Appreciating cultural diversity and promoting Indian culture and values	
Domain 5: Aesthetics and Cultural Development				
CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	• Exploring different materials, sorting them and making different structures or patterns with them • Paper tearing, folding, pasting, printing, scribbling freely, storytelling with toys and dolls, playing and making objects/ shapes with clay, body movements, reciting poems in their own language, rhymes, dance movements, local games, etc. Emphasis on free expression should be there	• Exploring different materials, sorting them and making different structures or patterns with them. Integrating concepts of mathematics like shapes, sizes, etc. • Playing with colours and different mediums to draw, or scribble	• Completing stories according to the children. Children may be presented with a story, whose end is not revealed, let learners form groups and design conclusions by themselves and discuss with class • Making still images of a scenario like people in community, or story characters, or scenes from story, etc., discussing about why they choose it	• Identify and differentiate material to form patterns • Enhanced gross motorskills • Promotion of imaginative skills. • Relating concepts across different subjects • Able to discuss about folk arts, music, culture and appreciate it • Enhancement of aesthetic and creative skills

CG-13: Children develop habits of learning that allow them to engage actively informal learning environments like a school classroom	• Body movements based on sounds, rhythms, volume, pitch like running, jumping, clapping, etc. • Producing own sounds from own body, creating small instruments using simple things like utensils, drum, etc. • Creating small land simple stories around toys and dolls and acting/mimicking on them	• Listening folk songs and singing in groups on different occasions like celebrating environment day, festivals, etc. • Talking about different seasons, enacting group plays, listening songs, performing simple dance movements, discussing rituals, etc. • Storytelling in groups through drama based on themes from Language, EVS and Mathematics • Making cards/ bookmarks using thumb painting, blow painting, thread painting, etc. • Organising an exhibition of student's work, where each child from class represents their work and are appreciated for it	• Designing craft from waste material, based on themes like environment, etc. • Making a storyboard based on folk culture, including pictures, folkarts, folk dresses, folk instruments, folkdance, origami work, crafts, etc., all designed by children Teacher will facilitate in group mode, helping children decide what they want to do and how they will proceed • Making own sound instruments and creating a different sound with it • Imprinting textures, using woodbark, vegetables, fruits, cloth fabric, etc. • Makingcards/ bookmarks using thumb painting, blow painting, thread painting, etc. • Organising an exhibition of student's work, where each children from class represents their work and are appreciated for it • Small exhibition of works by every child will encourage them for creativity	• Enhanced listening skills • Enhanced coordination between body parts and instructions provided • Able to creatively complete the story • Dramatise situations through still images • Dramatise story in groups • Peer work appreciation and respecting each other's opinion • Enhancement of Aesthetic and creative ability in designing cards, posters • Development of organization skills • Construction of own sounds through small instruments • Designing with printing/impression of objects to create and understand different textures and make cards/bookmarks from imprints of textures • Enjoys all art related activities

Learning-Teaching References of Material for Foundational Stage including textbooks for Grades 1 and 2 developed by NCERT in alighnment with the above learning outcomes are given below:

Teaching-Learning Material

- Jaadui Pitara (Physical form) (NCERT, 2022)- Now available on GEM for purchase
- E-Jaadui Pitara (NCERT, 2024)- Weblink-
- Jaadui Pitara User Manual -English and Hindi (NCERT 2024)(Available in 22 Scheduled Languages)
- Teachers' Handbook Classes 1 and 2 (NCERT, 2024)
- Rahnuma Kitab Bara-E-Asataza (Teacher's Handbook (Urdu) (NCERT, 2024)
- Handbook of Toy-based Pedagogy (NCERT, 2022)
- Unmukh -Trainers' Handbook for Balvatika (NCERT 2022) (Available in 22 Scheduled Languages)
- Anand- Activity Book for Balvatika (NCERT 2022)(Available in 22 Scheduled Languages)
- Joyful Mathematics-Grade 1 (Available in 22 Scheduled Languages)
- Joyful Mathematics-Grade 2 (Available in 22 Scheduled Languages)
- Sarangi-Grade 1 Hindi Textbook
- Sarangi-Grade 2 Hindi Textbook
- Santoor-Grade 1 English Textbook
- Santoor-Grade 2 English Textbook
- Shehnai-Grade 1 Urdu Textbook
- Shehnai-Grade 2 Urdu Textbook

Hello Children!

If you feel uneasy about someone touching you inappropriately, you should not keep quiet. You must

1. Not blame yourself
2. Tell someone whom you trust
3. You can also inform National Commission for Protection of Child Rights through the **POCSO e-box**.

When you get an unsafe touch, you may feel bad, confused and helpless
You need not feel "bad" because it's not your fault

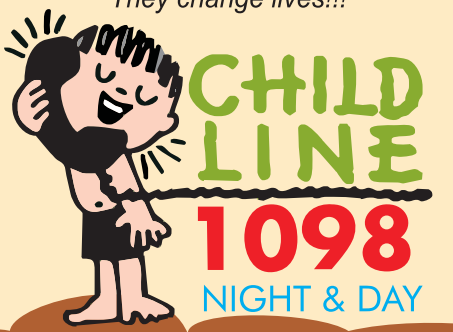
Press This Button

POCSO e-box available at NCPCR@gov.in

नए समाज की ओर
Towards a new dawn

If you are below 18 years of age, and are troubled or confused or abused or in distress or know some other child who is...

*Call **1098**...because some numbers are good!*
They change lives!!!



CHILDLINE 1098 - a national 24 hours toll free emergency phone service for children in distress is an initiative of CHILDLINE India Foundation supported by Ministry of Women & Child Development

नए समाज की ओर
Towards a new dawn

Swachh Bharat
Ek Kadam Swachchhta ki or

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING